Meeting of the Board of Governors

4.00 pm on Thursday, 19 November 2020
via MS Teams

Pre-Board presentation slides

- EDI update presentation

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GROUP UPDATE

EQUALITY DIVERSITY INCLUSION

Deborah Johnston: PVC Academic
Nicole Louis: Chief Customer Officer
Marcelle Moncrieffe-Johnson: Chief People Officer
Rosie Holden: Director of Student Services
Sarah Cowley: Director, EDI and Culture

November 2020

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Agenda

1. **Introduction** — Nicole Louis

2. **Update** — Marcelle Moncrieffe-Johnson

3. **Awarding Gap Programme** — Rosie Holden

4. **Questions for the Board** — Deborah Johnston
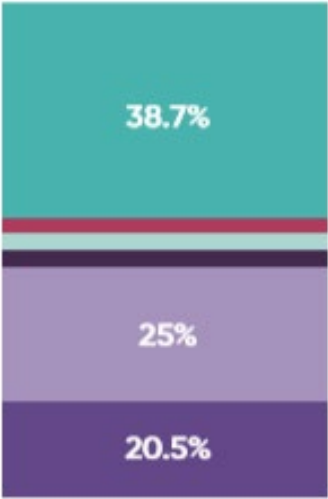
5. **Your questions?** — Marcelle Moncrieffe-Johnson

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Introduction

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Our students today

Ethnicity (%)

- 38.7%
- 25%
- 20.5%

Legend:
- Asian
- Black
- Ethnicity not known
- Other
- White
- Mixed

19/20

Disability (%)

- 84.3%
- 14%

Legend:
- Known disability
- No known disability

19/20

Gender (%)

- 44.1%
- 55.9%

Legend:
- Female
- Male

19/20

Age (%)

- 29.3%
- 25.5%
- 29.7%
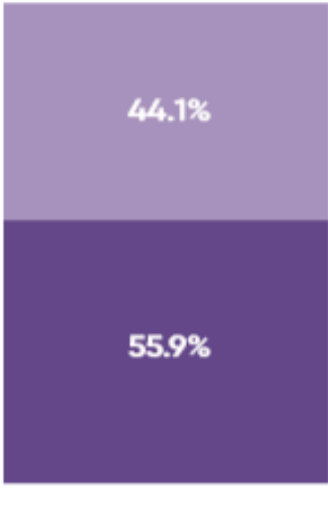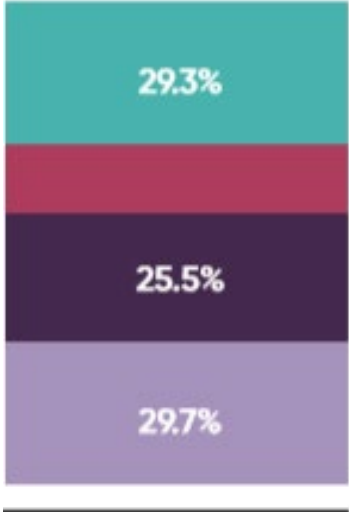
Legend:
- 17 years and under
- 18-20 years
- 21-24 years
- 25-29 years
- 30 years and over

19/20

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Our students today

Racial Awarding Gap: Good Honours % (average)

	15/16	16/17	17/18	18/19	19/20
Awarding gap (white/black students)	24.6%	22.4%	20%	23.3%	20.8%
Awarding gap (white/BME students)	18.8%	18.7%	14.1%	18.3%	17.6%

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Our staff today

Sexuality
Ethnicity
Disability
Gender

Heterosexual 69%
LGBT 6%
Not known 25%

BAME 30%
Not known 8%
White 62%

No known disability 94%
Disabled 6%

Female 48%
Male 52%
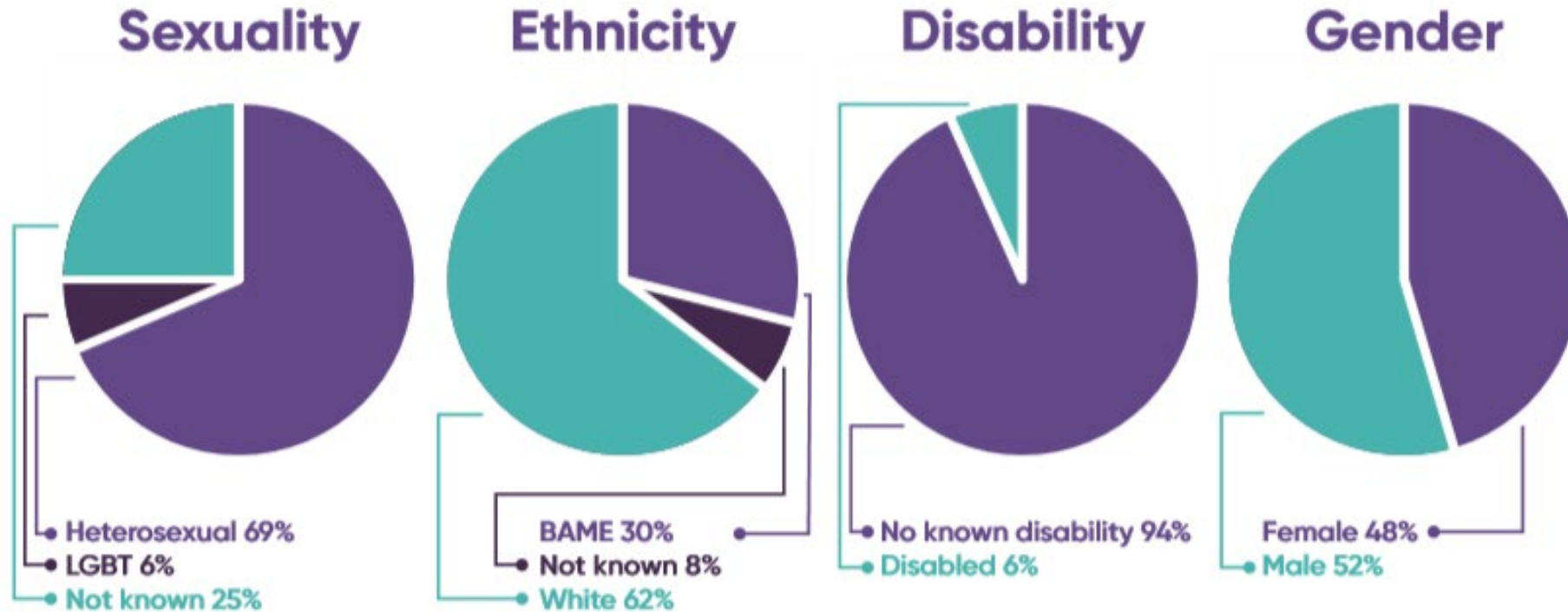
5.2% is the mean gender pay gap (2019)
12.31% is the mean ethnicity pay gap (2019)

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WONKHE

Ethnic Representation in Higher Education

Proportion of non-white staff and students, 2017-18
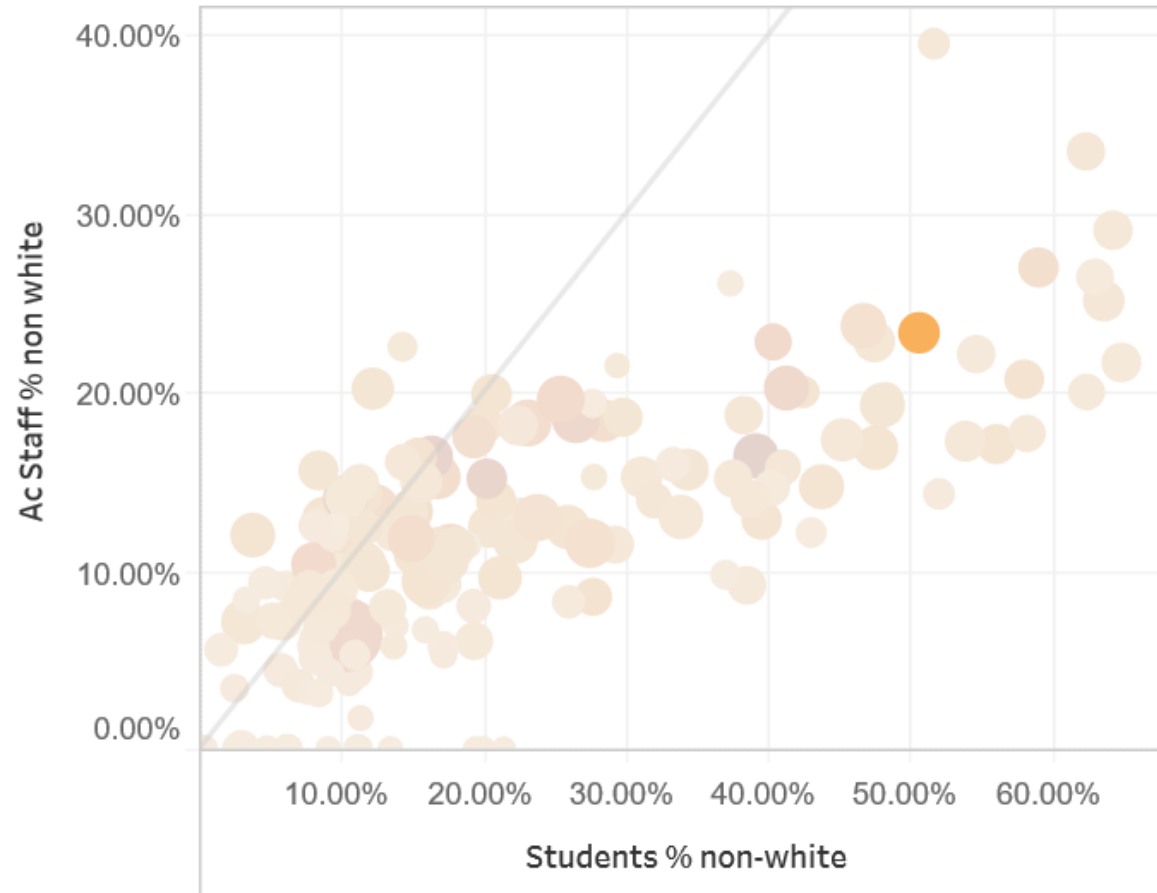
Ac Staff % non white

40.00%
30.00%
20.00%
10.00%
0.00%

Students % non-white

10.00%   20.00%   30.00%   40.00%   50.00%   60.00%

London South Bank University
Million Plus, London
(2017-18: 1,115 academic staff, 15,530 students)

% non-white students: **50.64%**
% non-white academic staff: **23.32%**
Difference: 27.33%

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London South Bank University

Million Plus, London
(2017-18: 1,115 academic staff, 15,530 students)

% non-white students: 50.64%
% non-white academic staff: 23.32%
Difference: 27.33%

Coventry University

University Alliance, West Midlands
(2017-18: 2,530 academic staff, 22,840 students)

% non-white students: 46.74%
% non-white academic staff: 23.72%
Difference: 23.02%

Aston University

Pre-92 Other, West Midlands
(2017-18: 785 academic staff, 12,185 students)

% non-white students: 64.87%
% non-white academic staff: 21.66%
Difference: 43.22%

The University of Keele

Pre-92 Other, West Midlands
(2017-18: 830 academic staff, 9,755 students)

% non-white students: 29.27%
% non-white academic staff: 11.45%
Difference: 17.82%

London Metropolitan University

Million Plus, London
(2017-18: 435 academic staff, 9,275 students)

% non-white students: 63.02%
% non-white academic staff: 26.44%
Difference: 36.58%

The University of East London

Million Plus, London
(2017-18: 860 academic staff, 11,775 students)

% non-white students: 64.29%
% non-white academic staff: 29.07%
Difference: 35.22%

University College London

Russell Group, London
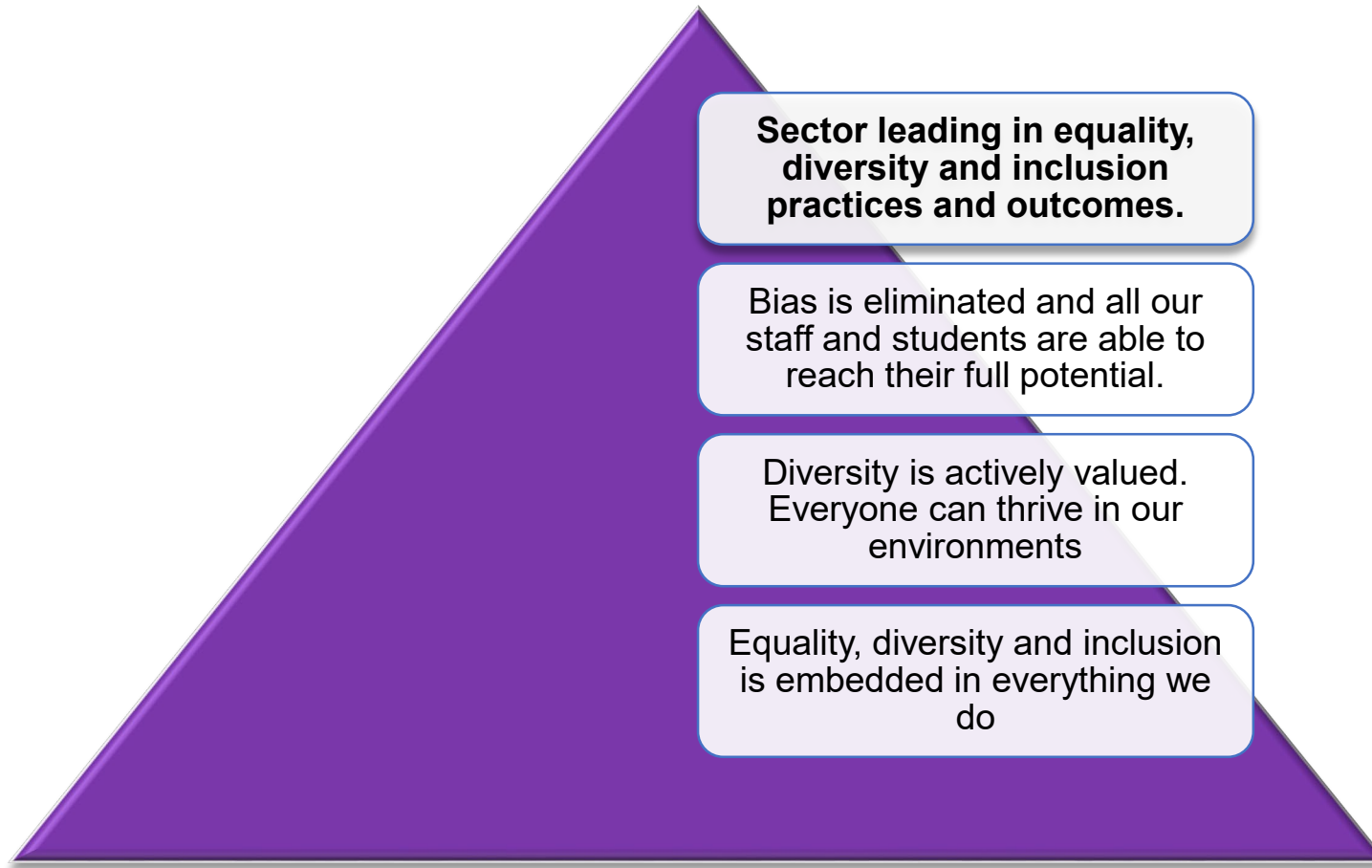(2017-18: 7,675 academic staff, 22,015 students)

% non-white students: 39.18%
% non-white academic staff: 16.42%
Difference: 22.76%

WONKHE David Kernohan 1/03/19

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Update

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Vision

Sector leading in equality, diversity and inclusion practices and outcomes.

Bias is eliminated and all our staff and students are able to reach their full potential.

Diversity is actively valued. Everyone can thrive in our environments

Equality, diversity and inclusion is embedded in everything we do

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Approach

Our appetite	Explore our ambition. Collectively agree goals and 'red lines'
Evidence based	Map today, understand the levers and learn from others that do this well (including LSBU entities)
Balance	Major programmes (eg management/pay gap) balanced with tactical activity and quick wins
Group	Leverage Group scale and experience to create a coherent approach and recognise different sector needs

Partnership
Working in partnership with staff and across Group

Closing the student gap

Closing the staff gap

Creating the lived experience

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Outcomes

A Group where equality, diversity and inclusion is embedded in the Group and its organisation model, and reflected in everything we do.

- Leaders who role model and seek to listen, deepen their understanding and contribute to the debate; whose population reflect the characteristics of our staff and students
- Step change in behaviours and mindsets, reflected in reality in an inclusive culture where inclusion is lived as a core principle
- Processes and systems which drive systemic change
- All our students achieve their potential
- Our students, colleagues and communities demonstrate their agency and own the agenda
- Partners who reflect our EDI values in how they operate

Key Indicators
By 2025:
For our staff, we will:
- Reflect our staff composition in all our management levels both academic and professional services
- Eliminate pay gaps by 2025

For our students, we will
- All our students achieve their potential whatever their characteristic
- Give the right support for our students depending on their access needs

For our suppliers, partners & communities, we will:
- Work with our partners with clear expectations as to how we all behave, and take action if they break these

Corporate KPIs
By 2025

Pay Gap
Grade 10+
Ethnicity   30%
Gender   40%

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4 Pillars

EDI OUTCOMES

REFORM

Towards a Group which has:

• eliminated the awarding and pay gaps

• representative diversity in its management structures

• robust approach to holding our external suppliers /partners to account

BELONGING & ENGAGEMENT

An inclusive culture for both staff, & students with:

• Support for all

• Open conversations and open debate

• Active communities

• Zero tolerance to discrimination

LEADERSHIP

Leaders who:

• Understand EDI and have good conversations

• Purposefully engage

• Role model & lead key activities

• EDI accountability within management

OWNERSHIP & AGENCY

Colleagues & students who:

• Actively own the EDI agenda

• :Individuals believe they can have an impact

• Allies an active part

Intersectionality – the golden thread

FOUNDATIONS

Stable team

Robust Governance & supporting processes

Data analysis and evidence based

Modern policies

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Key Milestones

EDI Strategy, development and engagement
 - Develop and consult on EDI framework
 - Develop action plan
 - Test the pillars with staff, students and the wider LSBU group

Management & Pay Gap Programme
- set up phase
- need for integration with other strategic projects
  eg Employee Experience and Academic Journey
- first phase – mapping and evidence gathering
- kick off Jan 2020

Tactical initiatives include:
- Academic promotions 9 point plan
       - Review of support for professional staff
       - Inclusive recruitment project
       - Data analysis and reporting set up
       - Others eg Athena Swan, Disability Confident action plans

Race Equality Charter Mark
-committed to submission 2021/22
- ethnicity baseline complete
- scoping for successful submission & project proposals

Athena Swan Implementation (on-going)
- Bronze award to 2025
- Strong progress with 40% of actions completed

Developing comprehensive and nuanced EDI Training
 - Next steps of EDI and race equality training for SLT, then cascaded to leaders throughout the Group
 - Develop EDI training hub including anti-racist training resources

Inclusive leadership
 - EDI embedded throughout directorate strategies and plans
 - Appraisal Objectives
 - Inclusivity strategy launched

HR Process streamlined with EDI embedded throughout
 - Embed EDI through HR processes using an employee life cycle approach from recruitment, retention and career progression to policy and process

College / Academies

UAE is working towards the **RACE** charter mark
- discussions on-going to expanding to SBA and SBC
Partnership working ensuring a group wide approach

NB
Academies and College are ahead of the University in many areas of the equality and diversity agendas. They have considerable activity embedded and on-going for students, parents (where appropriate) and staff.

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Racial awarding gap

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LSBU Racial Awarding Gap & the APP Programme

The targeted reduction of gaps in support of our Access & Participation Plan

Deborah Johnston
Pro Vice Chancellor Education

Rosie Holden
Director of Student Services

Chloe de Boer
Projects and Delivery Manager, Student Services

November 2020

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Objectives of this Session

Share with you our plans for tackling Awarding Gaps and other student inequality gaps at LSBU

Seek sponsorship, engagement and advice

Situate closing student inequality gaps as a top priority for LSBU

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Background - Awarding Gaps

An awarding gap is a measure that compares the percentage of 'good' honours degrees awarded to an identified group of students to the percentage awarded to the rest, where 'good' means a first class or 2:1.

At LSBU, when known factors* are controlled for, a statistically significant awarding gap exists for the following groups:
- **Black students** (6 year average awarding gap at LSBU 21%)
- **Asian students**
- **Mature students**
- **Disabled students** (6 year average awarding gap at LSBU 4%)
- **Students from lower socio-economic backgrounds**

The inequality of opportunity for these groups is an historical problem for LSBU and while efforts to reduce it are to be applauded, there is a long way to go and much to learn. By focussing on our ways of working and how this may contribute to these disparities we can move forward and work together to close the gaps.

*e.g. entry qualifications

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Racial Awarding Gap: context

2018-19 data for the sector as a whole shows that 81.4% of white students received a first or 2:1 compared with 68.0% of BAME students, **representing a sector BAME degree awarding gap of 13.3%.**

The awarding gap was particularly pronounced for qualifiers from a black background.

Because the gap between black and white students is so significant, Office for Students have developed a key performance measure to address this inequality: KPM4. Office for Students have committed to a target which sees their approach eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white students and black students by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.

LSBU: Racial Awarding Gap Good Honours % (average)

|	15/16	16/17	17/18	18/19	19/20
Awarding gap (white/black students)	24.6%	22.4%	20%	23.3%	20.8%
Awarding gap (white/BME students)	18.8%	18.7%	14.1%	18.3%	17.6%

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The Wider Picture
# The Access and Participation Plan Programme

Although the Racial Awarding Gap is a very significant inequality gap at LSBU, we have a duty to work towards closing the gaps across the student journey for all our underrepresented student groups.

With this in mind, we are building an APP Programme to actively work towards closing inequality gaps across key points in our student journey:

Access → Progression → Award → Graduate Outcome

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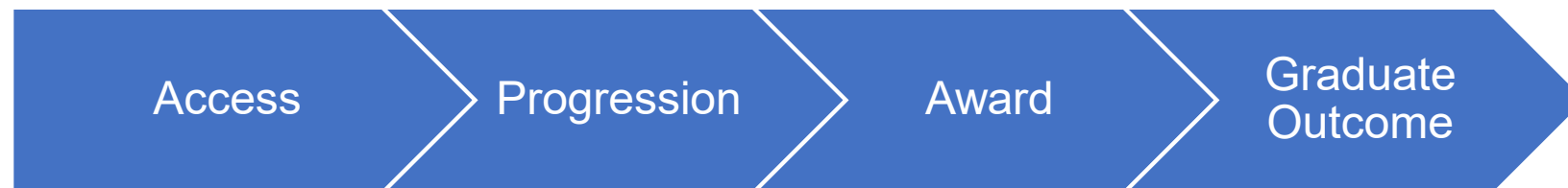
APP Programme Governance under the Corporate Strategy Framework

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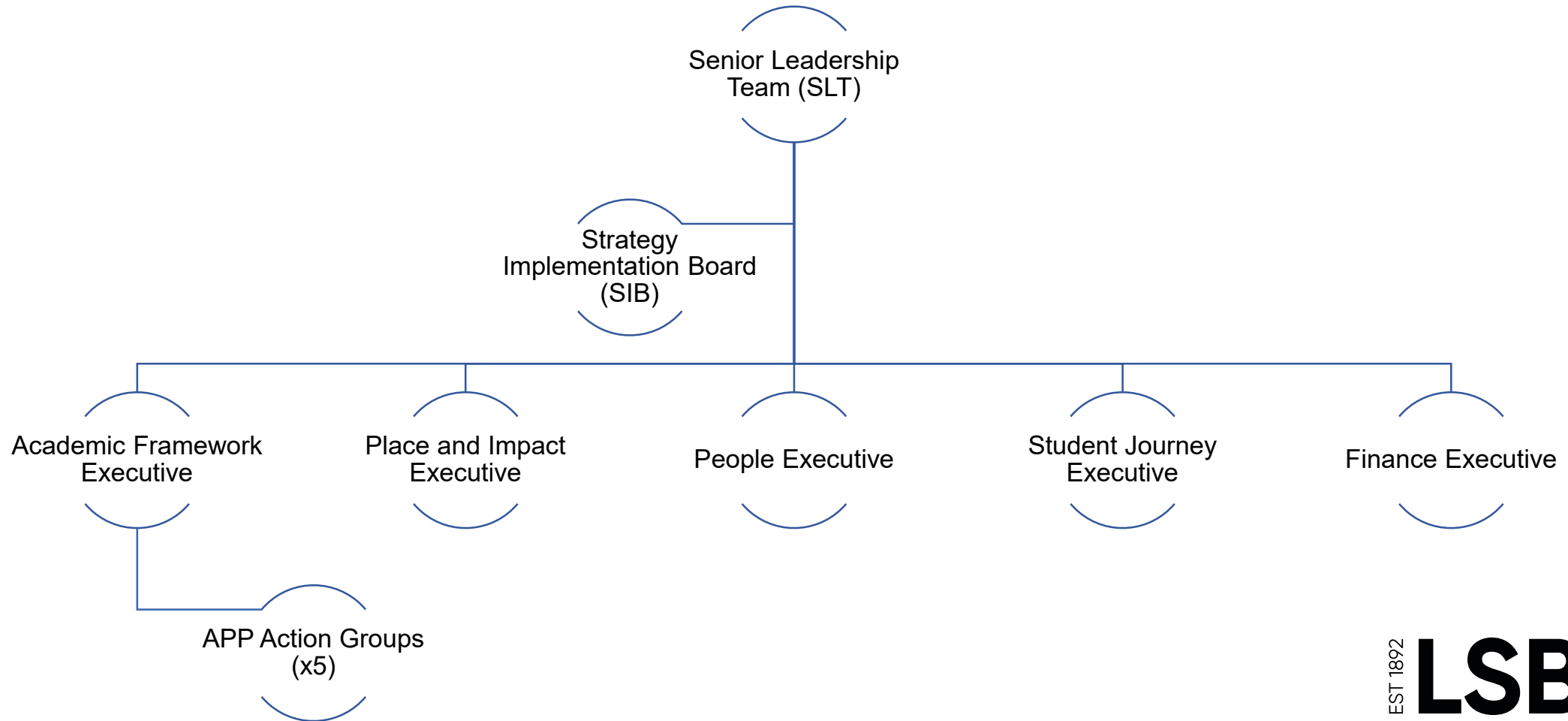
APP Action Groups

Based on priorities identified through data provided by the OfS, we will be focusing our first-year action groups on the following areas:

Racial Awarding Gap Action Group

Disabled Students Action Group

Socio-Economic Disadvantage Action Group

Access Action Group

Data and Evaluation Action Group

We will identify areas of best practice at LSBU as well as areas where interventions will have a larger impact on student success.

We will also assess whether the groups would be best placed to work on a pilot basis or rollout evidence-based interventions across the board.

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The Plan: Discovery Sep-Dec 2020

1. We will investigate what is happening in LSBU in detailed analysis of the data.
2. We will audit what we are already doing as an institution to address the racial awarding gap using the NERUPI framework, including looking at existing projects such as What Works. We will celebrate what has been making an impact. We will review existing qualitative feedback from staff and students.
3. We will undertake a sector best practice review to understand which evidence-based interventions we are yet to implement.

Sector Best Practice

LSBU Analytics

LSBU Audit of Existing Activity

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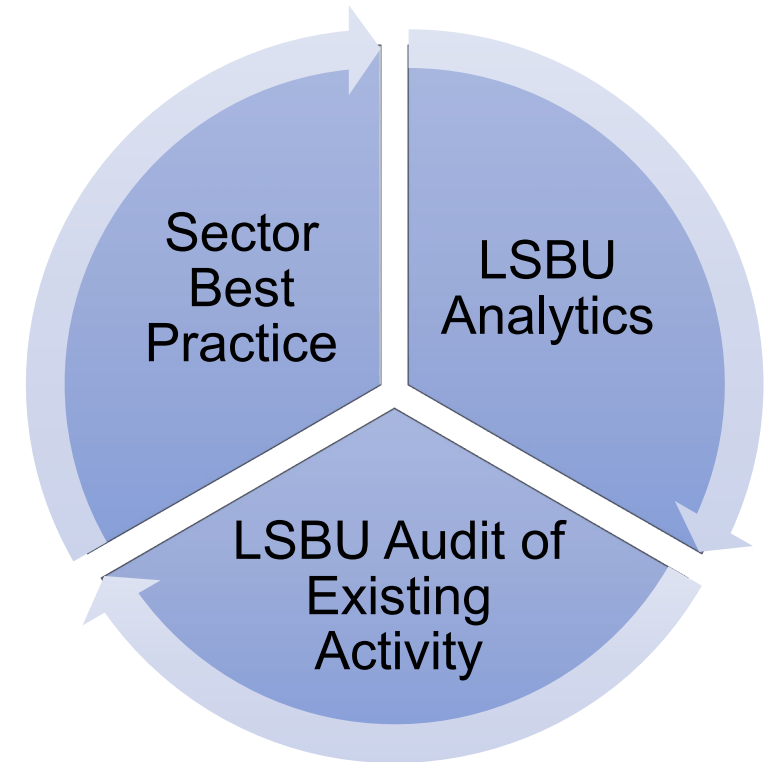
Objectives of the Programme

To support LSBU in the targeted reduction of the gaps in equality of opportunity by systematically:

- ✓ Introducing evidence-based interventions
- ✓ Implementing best practice across the institution
- ✓ Building accountability and tracking success
- ✓ Ensuring long lasting structural change
- ✓ Integrating training, development and culture change

Gap reduction targets will align with the APP and we will create stretch targets and risk tolerance thresholds.

Reducing the gaps ties closely with LSBU's 2025 **Access to Opportunity** and **Student Success** Goals.

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Discussion

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Mentimeter

www.menti.com Code: 84 07 41

Question 1   Scale of our EDI ambition
In 5 year's time, where do we want to be?

Question 2   EDI priorities
On a scale of 1-6, how important is progress on each of the following EDI outcomes over the next five years?

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Questions for the Board

What is the level of our ambition towards:

   Our Students

      Our Staff

      Our lived experience?

To what extent do we want diversity to be a differentiator?

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Your Questions

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