**EDI ACTION PLAN**

AUB's Strategy 2030 is underpinned by a core commitment to diversity and inclusivity.  We are committed to creating a study and work environment which is inclusive and nourishes a sense of belonging for all our community; and we aim to do so through the following University and Board Level Commitments. These Commitments will be achieved by working with staff, students, and stakeholders, and throughout our EDI work we will be committed to AUB's values of being innovative, collaborative, connected and passionate.

University and Board level Commitments

1. We will commit to improving recruitment practices to encourage more diversity across our staff network.
2. We will commit to providing staff and student training on pertinent EDI issues, including (but not limited to), microaggressions, unconscious bias, racial harassment, difficult conversations and gender intelligence.
3. We will commit to collaborating with academic staff to embed EDI throughout the curriculum.
4. We will continue to gather and share robust data on equality issues and use this data to inform our future EDI work.
5. We will commit to looking at innovative ways of achieving diversity accreditation and recognition for our commitment to EDI work.
6. We will commit to connecting with students and staff to support them in sharing their lived experience of any kind of discrimination and will use this knowledge to inform our future EDI work.
7. We will continue and are committed to tackling any kind of racial harassment.[1]
8. We will commit to advancing the University's work in relation to eliminating any unexplained awarding gaps, including but not limited to, the BAME awarding gap.

**TARGETS**

**Staff recruitment**

*Current national data:*

*18% of the population have a disclosed disability*

---

[1] We have referred and are committed to the recommendations within the UUK report (2020) into tackling racial harassment - available at:

https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/tackling-racial-harassment-in-higher-education.aspx

*13.8% of the population is BAME*

*The working age (16-64) population is 20%* [2]

*Current BCP area data:*

*18% of the of the population have a disclosed disability*

*5.8% of the population is BAME*

*The working age (16-64) population is 9.4%* [3]*.*

| | 2019/20 actual (73 posts) | 2021/22 target | 2023/24 | 2025/26 |
|---|---|---|---|---|
| % with disability disclosure (academic) *AUB overall: 7.1* | Applied: 8.97 Shortlisted: 5.17 Appointed: 0 | 10% application 8% shortlisted 5% appointed | 14% application 12% shortlisted 10% appointed | 18% for all results |
| % with disability disclosure (professional services) | Applied: 7.47 Shortlisted: 6.54 Appointed: 2.38 | 10% application 8% shortlisted 5% appointed | 14% application 12% shortlisted 10% appointed | 18% for all results |

| | | | | |
|---|---|---|---|---|
| *AUB overall: 6.61* | | | | |
| % from BAME groups (academic) *AUB overall: 2* | Applied: 14 Shortlisted:17 Appointed: 10.5 | 10% for all results | 13% for all results | 16% for all results |
| % from BAME groups (professional services) *AUB overall: 4* | Applied: 12 Shortlisted:9 Appointed: 5 | 10% for all results | 13% for all results | 16% for all results |

---

[2] https://researchbriefings.files.parliament.uk/documents/CBP-7540/CBP-7540.pdf
[3] BCP Diversity 2020 available at
https://public.tableau.com/app/profile/bcpinsight/viz/BCPDiversity_1/Introduction

**Student access, success and progression** (from the Access and Participation Plan)

| Description | Yearly milestones | | | | | |
|---|---|---|---|---|---|---|
| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| To reduce the gap between entrants from POLAR Quintiles 1 and 2 and the proportion from Quintile 5. | **13%** | 9% | 7% | 5% | 3% | 0% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Increase proportion of entrants from POLAR Quintiles 1 and 2 | **25%** | 25% | 27% | 29% | 31% | 33% |
| | | | | | | |
| Percentage difference in degree attainment (1st and 2:1) between white and BAME students. | **22%** | 14% | 12% | 10% | 8% | 5% |
| | | | | | | |
| Increase percentage in progression to highly skilled employment or higher level study from POLAR Quintiles 1 and 2 | **68%** | 68% | 68% | 75% | 75% | 75% |

In addition, the University will conduct internal monitoring of the degree attainment of the different ethnic groups (Asian, Black and Mixed)

**Actions**

| Action | Measure of success | Target dates | Progress Update – May 2022 | Link to University and Board level Commitments |
|---|---|---|---|---|
| Agree disability and BAME staff recruitment targets; consider whether other groups should be included ( HR) | Agree baseline groups and set targets | Complete and to be updated as and when necessary | Targets for ethnicity and disability recruitment have been set as per EDI action plan.  May need review following review of recruitment process. | Commitment points, 1, 5, and 7 |
| Review recruitment processes and implement changes, seeking policy approval where required to ensure all recruitment places due emphasis on diversity (HR) | Increase in diverse applications and appointments over time; meeting ethnicity and disability recruitment targets in EDI action plan. | Jan 23 for implementation of new processes – results will take longer to assess. | Review and consultation to be undertaken once AUB has joined Inclusive Employers and project Terms of Reference have been agreed. | Commitment points 5, and 7 |
| Report on Open Forum and determine future approaches (US) | | September 2022 | First open forum held May 2021 and another forum will be held in some form by September 2022 | Commitment points, 1, 3 and 8 |
| Ensure EDI content and outcomes are embedded throughout the curriculum (US, EDIAA) | Audit of UG L4 C21 EDI curriculum changes

Narrowing of BAME awarding gap (from 19/20) in BA degrees
Narrowing of Awarding gap between non-disabled and disabled students, BA degrees | October 2022

Review Oct 22, Oct 23 and Oct 24

Review Oct 22, Oct 23 and Oct 24 | EDI embedded in curriculum for the new revised level 4 (2022/23). Revisions to level 5 paused by university. New BPC franchise course reviewed by EDI academic advisor from EDI perspective. Comments and resources provided. | Commitment points 1, 2, 3, and 7 |

| | | | | |
|---|---|---|---|---|
| Report on impact of inter-sectionality of disadvantage to access, success and progression and determine any actions arising from this (APM) | | Summer 2023 | | |
| Develop targets/KPIs for the diversification of work led by the library, Gallery and MoDIP.  EDIAA(DER) | (To be defined in collaboration with library staff and GM ) | Spring 2023 | The library have produced EDI pages on their website leading to resources for students and staff. EDIAA meeting with library team to develop targets for this action point. Could include:<br>- workshops for academic staff on broadening diversity of their reading lists<br>- an updated audit of reading lists<br>- mechanisms/campaign for students to  suggest library books which represent their voices<br>EDIAA meeting with GM in June to discuss collaboration, especially around the legacy of recent inclusion focused exhibition. | Commitment points 1, 2, 7, and 8 |
| Delivering yearly EDI focused training and development for staff and students with targets/KPIs and regular assessment of what works.<br>(HR, EDIAA, CIG US) | Improved sense of inclusion and belonging in staff and student satisfaction surveys; fewer complaints being raised | To begin no later than September 2022 | EDI team reviewing training needs and planning sessions with Learning and Development Manage to deliver a programme of training that is timely, relevant and fit for purpose. | Commitment points 1, 3, and 4 |

| | | | | |
|---|---|---|---|---|
| Report on accreditation opportunities as part of the Annual EDI Report | Achievement of AUB's first external accreditation | Expected AUB will not be in a position to apply for external accreditation until approx. 23/24 academic year at the earliest | March 2022 – AUB to became member of Inclusive Employers and will look to undertake the foundation assessment no earlier than January 2023 so we have a benchmark for future actions. | Commitment points 6, and 7 |
| Identify and report on relevant funding opportunities | Achievement of external funding for an EDI based project | Ongoing | Will be reported in the Annual EDI Report | Could meet multiple Commitment points dependent on project undertaken |
| Include EDI action plan, progress report, targets etc on Board agendas | Overall improved sense of inclusivity, belonging and diversity across AUB | Ongoing | Will be included on a regular basis (twice yearly) | Likely to meet all Commitment points |
| To build collaboration groups with staff and students to share lived experience and collaborate on future EDI work | Meeting AUB's values of being connected and collaborative, in turn leading to an improved sense of inclusivity, belonging | Ongoing | Staff collaboration group has a schedule first meeting on 24 May 2022.<br><br>Student collaboration group – TBC | Likely to meet all Commitment points due to the collaborative nature of work |