I am delighted to share with you the University of Brighton’s Equality, Diversity and Inclusion Strategic Plan 2017–2021.

This Strategic Plan sets out our commitment and objectives within this area. It does not stand alone, and links closely with our University Strategy – Practical Wisdom.

One of our core values is inclusivity and the Strategic Plan builds on some great work already happening across the University as a whole: from involving staff and students in influencing policy to retaining our Athena Swan Bronze Award for gender equality and exciting developments in our curriculum.

This plan has been developed in consultation with a wide range of colleagues and students, and their representatives through the University’s Equality & Diversity Committee and in particular our Staff Equality Network Groups.

I am excited by our ambitious plans to advance equality, diversity and inclusion for our staff and students through the work we do, through learning and in our research.

This will require a collective effort from everyone across the University and our partners. Together, I have no doubt that we will achieve our goals.

Julie Fryatt  
Director of People
INTRODUCTION

The University Strategy, Practical Wisdom, sets out our institutional vision for 2016–2021. It states our mission to realise potential and shape futures through high-quality, practice-based learning, teaching, research and enterprise.

At the heart of the Strategy are our university values. Inclusivity is one of these and this value expresses our university ethos in relation to equality, diversity and inclusivity (EDI). It also recognises the crucial role that our values play in enabling the university to achieve its overarching strategic aims and objectives.

Equality, diversity and inclusivity are intrinsic to everything we do as an institution and to every aspect of our student and staff experience at the university, including who we attract to study and work here, their experiences and opportunities to achieve, and the impact they have in the future.

This Strategic Plan sets out our commitment and objectives for further enhancing our approach and practice in relation to EDI.
PRINCIPLES

• We will strive to further develop a diverse and inclusive university community and culture. One where students and staff with different backgrounds, characteristics and identities are enabled to realise their full potential, to flourish as individuals during their time with us and go on to make a positive contribution for the future within diverse social, educational and employment contexts.

• We will develop and enhance our approaches for embedding equality, diversity and inclusivity into everything we do.

• We will prioritise our equality, diversity and inclusivity activities according to the areas of greatest need, identified through in-depth analysis of robust evidence.

• We will base our approaches to equality, diversity and inclusion on recognised models of best practice.
Equality, diversity and inclusivity are linked. However, these concepts have distinct meanings, each of which has a specific role at our university.

**Equality** at the university is focused on equality of access and opportunity for people with particular characteristics. This is about ensuring that people are treated equally and not less favourably because of a characteristic that is protected under the UK government’s Equality Act 2010. Characteristics include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. They may also extend to other characteristics that are not directly covered by the act such as students or staff that study or work part-time, carers (people who care unpaid for a friend or family member who due to illness or disability cannot manage without their support), parents, care leavers (adults that have spent time in foster or residential care before their eighteenth birthday) and students from lower socio-economic backgrounds.

The university sees **diversity** as being broader than equality. This is about recognising and valuing the individual differences that we all have, while supporting all of our students and staff to achieve their full potential regardless of their: backgrounds, characteristics, cultures or identities.

**Inclusivity** at the university goes further still. This is about proactively identifying and removing visible or invisible cultural or structural barriers that can result in certain groups or individuals being excluded or disadvantaged.
Examples of inclusivity within a higher education setting include:

- ensuring that materials, teaching practices and assessments are designed from the outset to be inclusive for students from all backgrounds, characteristics, cultures and identities
- ensuring that relevant organisational policies, procedures and initiatives are explicitly inclusive of people from all backgrounds, characteristics, cultures and identities
- providing opportunities for students and staff with different backgrounds, characteristics, cultures and identities to work together and to share diverse experiences, perspectives and learning

**Intersectionality**

Alongside equality, diversity and inclusivity, the university recognises that individuals have multiple identities. The intersected nature, or *intersectionality*, of these people can result in different barriers or experiences to those of people with just one of the characteristics in question. For example, the experiences of a black gay man may be quite different to the experiences of a person who is either black or gay or male but does not have the other two characteristics.

The university aims to take an intersectional approach to our equality, diversity and inclusivity work where appropriate.
EQUALITY OBJECTIVES

Our equality objectives set out our top-level institutional priorities in relation to equality, diversity and inclusivity (EDI). These have been identified through consultation with key stakeholders and in-depth analysis of our EDI data, feedback and information. The university is proud to participate in a range of equalities charters and benchmarking initiatives, and the self-assessments and action planning that we carry out for these have provided us with valuable information for informing these objectives.

Our equality objectives are underpinned by detailed implementation plans. These include timescales and accountabilities for each action.

OBJECTIVE 1

Extend our attractiveness as a destination of choice for students and staff with diverse backgrounds, cultures and identities.

ACTIONS

• Promote Brighton as a university of choice for students from diverse backgrounds, recognising diverse entry qualifications and extending our widening participation plan to support all students to progress and succeed.

• Take action to address any long-term differences in application, selection and acceptance rates for students or staff with different protected characteristics, as identified through our equalities monitoring data.

• Review how and where we advertise and promote our jobs, to ensure that suitable applicants from a diverse range of backgrounds are encouraged to apply.

• Promote the positive equalities impacts of our research and enterprise activities on local, national and international communities.

• Review requirements for membership and training of staff recruitment and selection panellists to ensure that best practice principles in relation to equality, diversity and inclusivity are consistently applied.
OBJECTIVE 2

Further develop our approaches for building equality, diversity and inclusion into the design and delivery of our courses and curriculum.

ACTIONS

• Further embed inclusive practice and universal design principles into the design and delivery of our courses, curriculum and assessment methods. This is to ensure that students with different backgrounds, cultures and identities have equality of access and opportunity in relation to teaching, learning and assessment.

• Enhance our approaches for ensuring that our curriculum content reflects equality, diversity and inclusion, for example by proactively including contributions to course content from people with different genders, ethnicities, nationalities and other characteristics.

• Enable and support our staff to be confident and competent in designing and delivering curriculum and assessments that reflect our commitment to equality, diversity and inclusion.

OBJECTIVE 3

Enhance our processes and approaches for ensuring that our students and staff with diverse backgrounds, cultures and identities are fully supported to realise their full potential.

ACTIONS

• Ensure that our student and staff policies and processes are based on recognised models of best practice in relation to equality, diversity and inclusion.

• Enhance our equality and diversity staff development offering to ensure that our staff have access to the information, knowledge and skills they need to continue to develop a positive university culture in relation to equality, diversity and inclusion.

• Continue to provide targeted development opportunities for specific groups of students or staff, where a need is identified through our equalities data or information.

• Highlight the importance of equality, diversity and inclusion considerations in decision making by strengthening our equality impact assessment arrangements.

• Provide an inclusive student employability offer which takes into account the needs of students with diverse backgrounds, cultures and identities.

• Ensure that the review and revision of our academic promotions process reflects best practice in relation to equality, diversity and inclusion.
OBJECTIVE 4

Put in place firm actions based on robust evidence to address key equalities issues affecting students and staff.

ACTIONS

• Review our use of, and reporting on, equalities monitoring data to ensure that it continues to provide us with the information we need for informing our key priorities and actions in relation to equality, diversity and inclusion.

• Conduct an equal pay audit to identify whether there is any pay discrepancy between staff with different protected characteristics in relation to equal value or work, and take action to address any issues identified.

• Continue to put in place firm actions for addressing issues identified through reviews of our equalities monitoring data and our work with equalities charters.

OBJECTIVE 5

Celebrate and promote the diversity of our students and staff at all levels.

ACTIONS

• Champion an inclusive culture and celebrate and promote equality, diversity and inclusion through relevant internal and external events, communications, and other engagement activities.

• Actively seek out opportunities for sharing equality, diversity and inclusion messages, working to involve our staff and students through our equality network groups, student and staff unions, schools and departments and other organisations.

OBJECTIVE 6

Achieve external recognition for our commitment to equality, diversity and inclusion.

ACTIONS

• Continue to actively participate in, and achieve against, relevant equality and related charters and benchmarks, including:
  • Athena SWAN (gender)
  • Disability Confident
  • Race Equality Charter
  • Concordat (for supporting the development of research staff)
  • Time to Change (mental health)
  • Stonewall Workplace Equality Index (lesbian, gay, bisexual and trans).
Rainbow, bi and trans flags fly outside Grand Parade on the Pride Community Parade route.

Bert Williams MBE (centre) celebrates his honorary Doctor of Letters, awarded at the 2018 summer graduation ceremonies.

Our LGBT+ staff and student groups marching together at Brighton & Hove Pride 2017.