

School of Biological & Environmental Sciences (BES) EQUALITY DIVERSITY & INCLUSION OBJECTIVES (2021-22)

BES Equality, Diversity and Inclusion Priorities and Action Plan 2021-22 <i>Additional actions to support these objectives may be added throughout the year</i>				
Objective	Rationale	Person(s) responsible	Actions (by July 2022)	Measurable Outcomes
1.To deliver on 2020/21 plans to introduce a decolonial perspective into modules in 2021/22 and develop plans for coordination within and across programme as appropriate to address attainment gaps and inclusivity.	This has been identified by Advance HE as one of the main actions to reduce the long-standing black Asian and ethnic minority attainment gap and increase inclusivity for all. In BES the ethnicity attainment gap was 8.1% (19/20) and 20% (18/19) and a consistent gap for at least the last 5 years. It is also an LJMU Access & Participation Plan action.	EDI Coordinator School Director Programme Leaders	1.Deliver, and monitor delivery, of module and programme plans to decolonise curricula, against planned actions 2.Collect data on the implementation of anonymous marking 3. Continue increasing awareness of and progress towards decolonising the curriculum by disseminating materials to staff and students 4.Engage and survey students on views of decolonising the curriculum and feed results to teams for programmes development 5. Respond to requests from the LJMU Decolonising The Curriculum (DTC) Working Group monitoring decolonising the curriculum progress across the university	<ul style="list-style-type: none"> · Delivery of all initial plans to include initial decolonial content in modules · Data on anonymous marking implementation to inform next year's action · Programme team plans for 22/23 (informed by student survey, DTC Working Group feedback and delivery in 2021/22) · Narrowing of the ethnicity attainment gap NB. One issue is the lack of diverse student ethnicities in BES. In 19/20, no black students, 5 Asian students and 11 mixed/other students attempted graduation (out of 271 students). Good practice is to examine the gap by ethnicity, but due to data paucity a combined gap is being monitored. This fluctuates widely due to the small sample of diverse ethnicities.

<p>2.Liaise with Faculty Outreach to develop a BES programme of outreach activities that support recruitment of under- represented groups</p>	<p>19/20 data circulated to programmes in 2020 (ethnicity, sex, age and disability) highlighted under-representation in ethnicity and a female-bias in students. School level data for 20/21 does not show under-representation of mature students, students with disabilities or POLAR4 lower participation category.</p>	<p>EDI Coordinator, School Director, Programme Leaders Outreach Coordinator? (role being discussed)</p>	<ol style="list-style-type: none"> 1. Programme Leaders to liaise with Faculty Outreach Manager Ben Kibble-Smith to organise a BES-wide outreach multi-school event (primary and secondary?) with schools that have a high percentage of ethnic diversity 2. Encourage staff to engage in the online lightning lunch talks and summer school events (circulated by BK-S last year) and also 'Getting to know our staff' videos for Schools (short 1min videos on staff research) to secondary schools with a high proportion of underrepresented students 3. EDI Coordinator to explore a Faculty-wide multi-school outreach event 	<p>· An increase in student recruitment in under-represented groups (ethnicity). LJMU targets are 2.1% Asian students and 4.8% Black students in 21/22.</p>
<p>3.Prepare and submit a BES Athena Swan application to advance equality, diversity and inclusion among staff and PGRs</p>	<p>There is need to make progress towards gender parity (intersectionally, across characteristics) within a number of working /learning/culture areas</p>	<p>EDI Coordinator School Director Athena Swan Self-Assessment Team</p>	<ol style="list-style-type: none"> 1. Conduct/organise data analysis, survey, focus groups to identify issues and actions 2. Write application sections 3. Send final draft to External Reviewer and institutional Athena Swan team 4. Revise and submit in April 2022 	<p>· Successful BES Athena Swan Application for Bronze Award</p>

<p>4. Develop an inclusive culture where all students feel welcome and supported</p>	<p>One of the main reasons identified by Universities UK and Advance HE for the long-standing ethnicity attainment gap is a lack of a sense of belonging in students from underrepresented ethnicities.</p> <p>The student harassment survey results (June 2021) indicated 10% of students had witnessed or received harassment.</p>		<p><i>1. Add an EDI video on equality and privilege, highlight harassment reporting, BES EDI group and advertise BES Student EDI group during BES Induction</i></p> <p><i>2. Champions/mentors/supporters of protected characteristics to act as a point of contact for students in the School for ethnicity, gender (incl. identity, trans), disability</i></p> <p><i>3. Encourage staff to attend unconscious bias and racial awareness workshops, to address microaggressions and use microaffirmations when appropriate</i></p>	<ul style="list-style-type: none"> · Visible diversity champions · Student harassment survey – add inclusion/sense of belonging question · Increase in % staff taking equality workshops · Narrowing of the ethnicity attainment gap (but see note in Objective 1 Outcome)
---	--	--	---	--