

EQUALITY, DIVERSITY & INCLUSION

CHARTER

2030

DOING IT
FOR REAL

FALMOUTH
UNIVERSITY



Top line, left to right: Shell Bayliss, Student Counsellor; James Millard, Student

Middle line, left to right: Alex Hughes, Senior Lecturer: Business & Experience Design; Alicia Rowley, Sous Chef

Bottom line, left to right: Emilie Fontaine Florentin, Student; Adam Stringer, Product Design Consultant

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INTRODUCTION

We believe that positively engaging with equality, diversity and inclusion will mean we are better placed to provide the best possible experience for our students, improve staff satisfaction, and strengthen our decision making and our overall performance. Increasing evidence across the sector suggests that diverse and inclusive institutions are more efficient, more productive and deliver better outcomes.

To take full advantage of these opportunities we will need to ensure that we plan for a diverse workforce to create a talent pipeline that reflects a global mind set, one that is culturally fluent and adept at working across traditional boundaries, internationally as well as across sectors.

Falmouth's Access and Participation Plan for 2020 to 2025 sets out ambitious targets to improve access, success, attainment and progression to employment. These targets address national fair access challenges as established by the sector's regulator, the Office for Students, and successful delivery of the Access and Participation Plan is a key condition of the University's ongoing registration with our regulator.



Professor Anne Carlisle OBE
Vice Chancellor & Chief Executive

The University's equality, diversity and inclusion agenda is important in supporting the achievement of these targets and goes beyond compliance and the meeting of legal requirements. Ensuring equality of opportunity will provide Falmouth with access to the widest possible talent pool to recruit both staff and students from, while valuing the diversity of our staff and student groups helps to uncover the potential of all individuals, as well as promoting Falmouth as an attractive and inclusive place to work and study.

Our Board of Governors and executive team are committed to promoting equality, diversity and inclusion throughout the institution. Our mission and objectives outline how we will build on the work we have already undertaken alongside detailing the measures of success that will be monitored to ensure we are making good progress.



Chris Pomfret OBE
Chair of the Board of Governors

Johanne Bergill

Student





John Macneill

Associate Lecturer: BA Acting

OUR MISSION

Our work is directed by our equality, diversity and inclusion mission which is:

‘To support Falmouth University in being a world class place to study and work, by providing an inclusive environment where there is equal opportunity for a diverse student and staff community to reach their full creative, academic and entrepreneurial potential.’

This mission is further reinforced by our vision statement for student wellbeing:

‘Falmouth University celebrates its diverse community, where students can belong and flourish. Through a whole university approach we enable students to strengthen their resilience and to be purposeful and successful in their studies and beyond. Our commitment is to an inclusive, creative, and participatory community and a belief in the importance of putting mental health and wellbeing at the forefront of policy and planning.’

Equality, Diversity & Inclusion Toolkits

We have produced a range of toolkits which provide our staff and students with key information and resources to support equality, diversity and inclusion at Falmouth University. The toolkits will be reviewed and updated regularly and can be accessed via SharePoint:

- Staff Toolkits

OUR AIMS

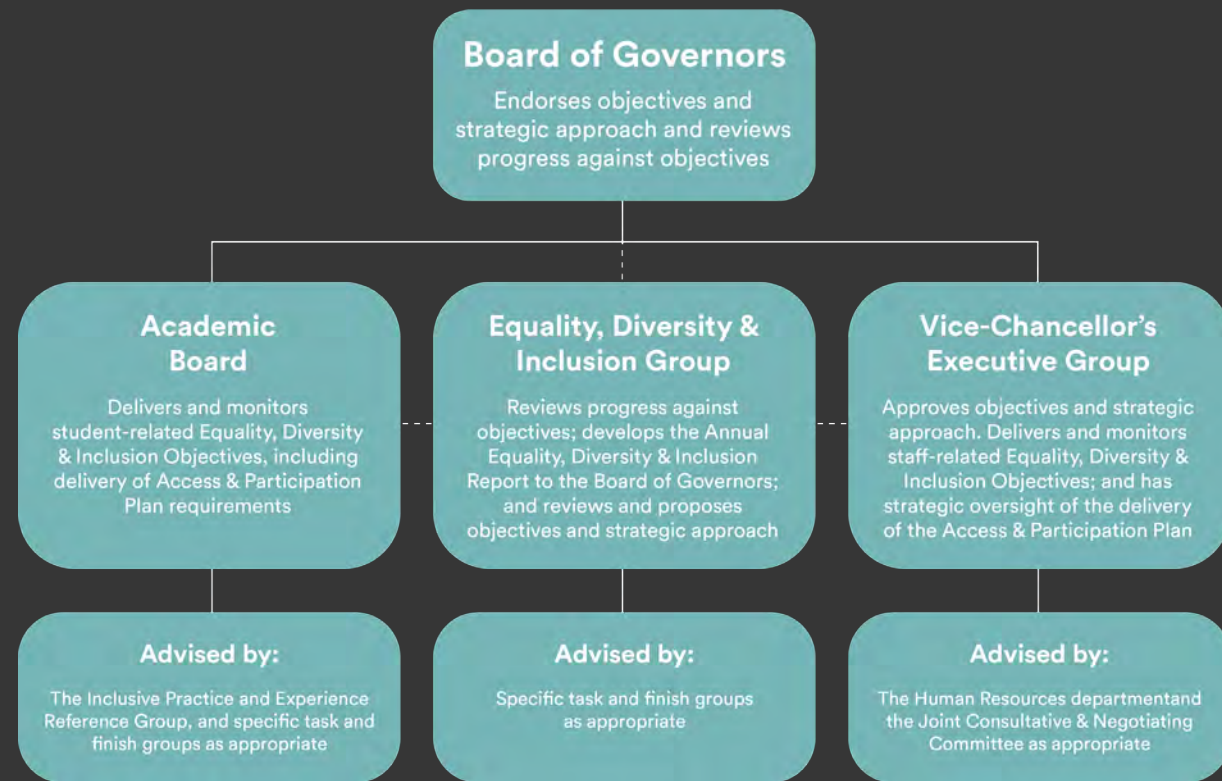
Falmouth’s equality, diversity and inclusion work aims to have the following impacts:

- To ensure that anyone with talent and potential should be able to study with us by promoting inclusion, advancing equality of opportunity, and creating a diverse student population in which all students, regardless of background, are offered the same choices and opportunity
- To have a staff group that reflects the makeup of, and is able to effectively support, our increasingly diverse and global student profile
- To attract staff and students from all backgrounds to ensure the widest possible talent pool from which to recruit
- To create and maintain a diverse and inclusive working environment that is reflected in staff and student satisfaction and engagement, and in our reputation
- For every staff member to have the opportunity to reach their potential within the organisation – maximising performance and motivation
- To have a workforce with a diverse range of experiences, outlooks and approaches to bring maximum flexibility, creativity, and problem-solving skills
- To ensure Falmouth is compliant with its legal responsibility to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between people of different protected groups

OUR 2030 OBJECTIVES & MONITORING

In support of achieving our aims and mission we have ensured that equality, diversity and inclusion is centred at the heart of what we do, with oversight for all student related topics residing with our Academic Board and oversight for all staff-related topics residing with our Vice Chancellor's Executive Group.

Our Equality, Diversity & Inclusion Group meets at least annually to review progress against both our student and staff objectives and submit a full annual report to our Board of Governors which is also published publicly.



STUDENT-RELATED OBJECTIVES

We are committed to ensuring that students from all backgrounds can benefit from our innovative, 'Doing it for Real' approach to higher education, supporting them to achieve their best and allowing them to pursue their preferred futures, whether seeking employment, starting their own businesses or progressing into further study. We believe that we have a unique opportunity to 'bridge' the specialist creative disciplines to broader school subjects, as well as providing the benefits of studying at a smaller provider. Broadening this ambition locally and nationally, particularly in the most deprived areas, and supporting those students to excel is a priority. Based on the evaluation of student access, our priorities are specifically focused on the following groups:

Students from low participation neighbourhoods
We will reduce the continuation and attainment gaps between students from the lowest and highest areas of participation in higher education (POLAR).

Students from deprived backgrounds
We will reduce the access, attainment and employment outcome gaps between students from the most and least deprived areas, as measured by the indices of multiple deprivation.

Black Asian and Minority Ethnicities (BAME)
We will reduce the access and attainment gaps between students identifying as BAME and White.

Disabled students
We will reduce the gap in attainment between students that disclose a disability, and those that don't.

We are committed to transparency in our efforts to be an inclusive institution and our published Access and Participation Plan provides detailed information on the analysis underpinning these priority groups, as well as the annual targets in each area up to 2024/25.



Selomon Goitom
Student



Sonal Doncaster

Business Analyst

STAFF-RELATED OBJECTIVES

We recognise the importance of attracting, retaining and developing the best talent where diversity is valued and supports innovation and creativity. We are therefore committed to providing an inclusive environment that enables all of our staff to achieve their full potential and our priorities to support this are focussed as follows:

Data collection and analysis
We will improve our data collection and analysis and examine recruitment, performance and promotion statistics as part of this. We will use this data analysis to ensure that our processes and behaviours are inclusive, recognise the talent of all individuals and provide an environment within which every individual can thrive.

Representation in senior positions
We will increase the proportion of women and individuals from under represented groups at senior management and professorial level and will implement an action plan with an aim to closing the gender pay gap.

Behaviour and processes
We will raise awareness of our Dignity at Work Policy and network of trained advisors. We will embed inclusive behaviours into leadership roles and process design and ensure this is role modelled throughout the organisation.

Research activity
We will examine Research Excellence Framework (REF) submissions, preparatory REF audits, and institutional support for researchers to ensure no particular group is being disadvantaged. We will take positive action to increase the diversity of our researchers and provide appropriate support for them to ensure equality, diversity and inclusion is embedded within our institutional research activity.



Top line, left to right: Adam Richards, Senior Systems Support Officer; Tanuvi Ethunandan, Student

Middle line, left to right: Claire Barker Phillips, Course Leader: Fashion Design & Sportswear Design; Jonathan Bradbury, Halls Officer

Bottom line, left to right: Laurence Eastment, Student; Esther Hawkins, Stores Assistant: The Institute of Photography



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