# Inclusion: Opening the doors to non – Russell Group Universities

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![cohesion Early Talent logo]

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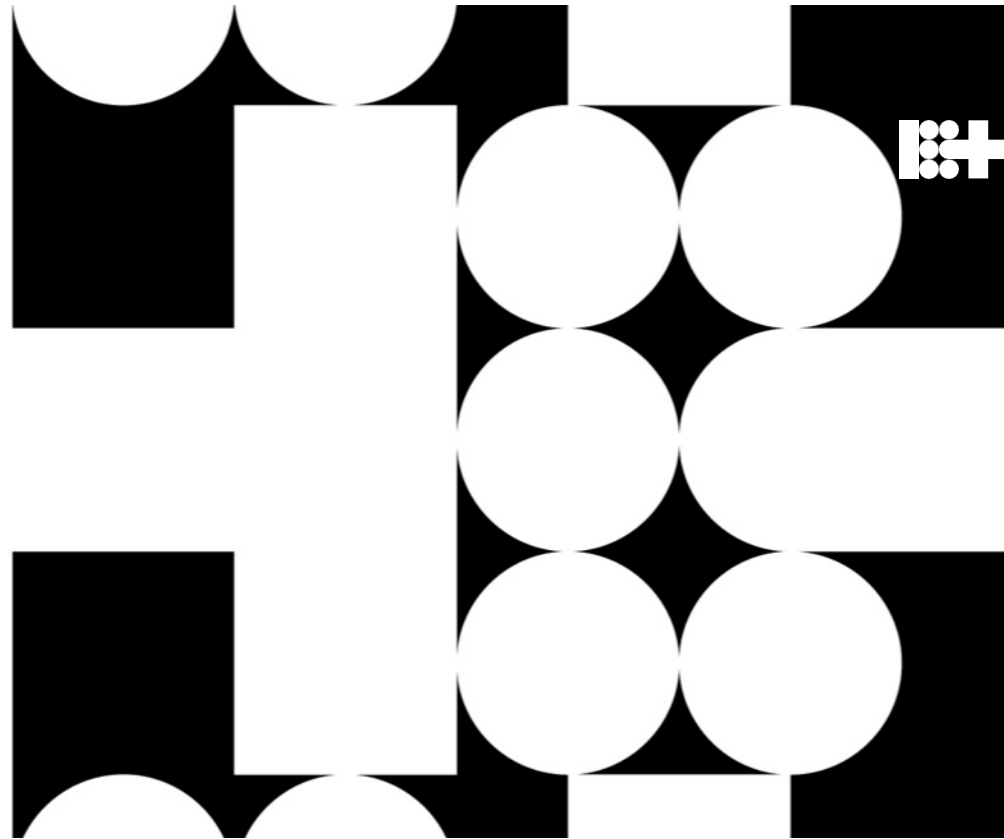
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**MillionPlus** The Association for Modern Universities

# Who we are

The Association for Modern Universities in the UK and the voice of 21st Century Higher Education

- Champions of the role played by modern universities in a world-leading higher education system

- Strongly committed to robust research and evidence to support a successful university system in the UK

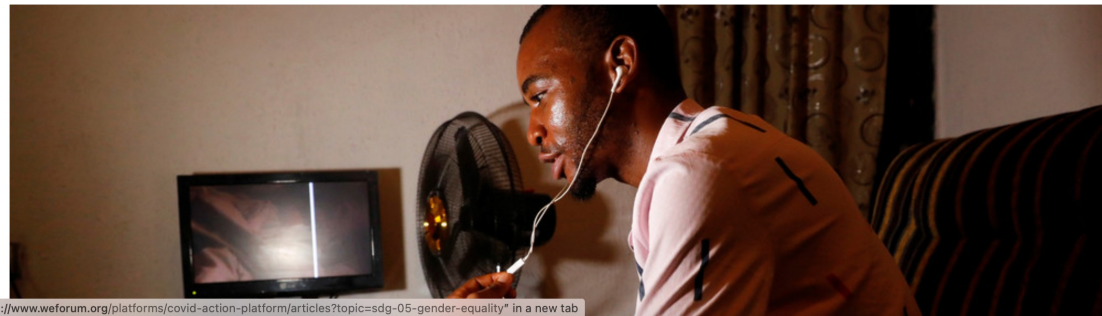**MillionPlus** The Association for Modern Universities

# What we do

- Offer expertise and analysis of higher education policies and issues and their impact on modern universities

- Publish evidence and research to support good decision making

- Provide a forum for Member universities to share good practice, fresh ideas and innovative solutions

- Promote dialogue and discussion between leaders of modern universities and ministers, MPs, civil servants, members of the House of Lords, the National Union of Students and others

- Facilitate networks for senior staff in specialist areas e.g. research, teaching and learning and enterprise

**MillionPlus** The Association for Modern Universities

# Why recruit inclusively?

- To reflect your own **stakeholders and customers**

- To reflect your **corporate responsibility** (CR)

- To ensure **cognitive diversity** – so avoiding groupthink

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Global Agenda | COVID-19 | SDG 05: Gender Equality | Workforce and Employment

# 4 opportunities to open up on diversity after the coronavirus



://www.weforum.org/platforms/covid-action-platform/articles?topic=sdg-05-gender-equality" in a new tab

• A range of cognitive diversity will help businesses navigate unprecedented crisis.

• The new, technology-assisted workplace can be quick to expose unconscious bias.

• Rethinking work practices post-coronavirus is a chance to stop excluding women.

Some may argue that a global pandemic is not the time to discuss workplace diversity and inclusion as an imperative for organizations; that there are more pressing issues facing our world. But I would contend that this moment is precisely the right time to recognize the importance of diversity.

The coronavirus plaguing us is described as novel for a reason.

It is new to scientists and to our bodies, and innovation is required not only to defeat COVID-19 but to heal our wounded workforce. That's where diversity comes in. Diversity is fundamental to innovation and creativity. Cognitive diversity – the numerous ways people think and carry their varied experiences – offers a spectrum of perspectives that can help organizations navigate this unprecedented economic and health collapse.

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# Modern Universities are truly diverse

**96%** of entrants to modern universities went to a state school.
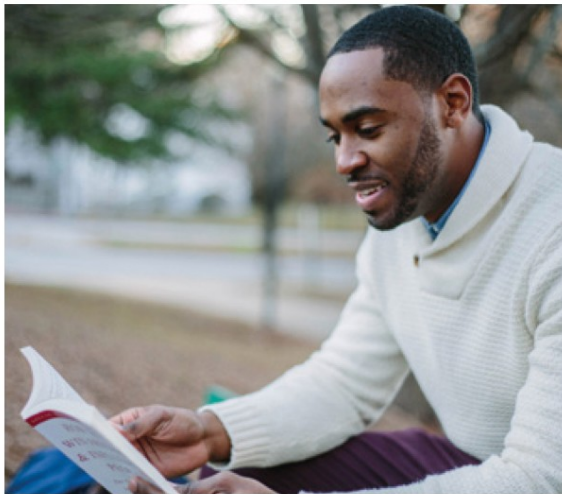
**In England...**

**66%** of all HE entrants from a low participation background were studying at modern universities.

Modern universities accounted for **71%** of full-time mature entrants to higher education.

**In Scotland...**

A third of universities are modern, but they account for **58%** of full-time students from the most disadvantaged backgrounds and **53%** of all full-time mature students.[1]

In 2018-19, **65%** of students who identify as black and **53%** of BAME students were at modern universities.

**49%** of modern universities identified widening participation/ access as one of the principal areas in which they contribute to the local economy.

# Why *pro-actively* recruit from *all* universities?

- Because not all universities are properly diverse – and this does not reflect the quality of education at the university

Russell Group fails social inclusion test

Our new table analysing social diversity on campus shows many universities to be a long way from reflecting wider society in their intakes

The table has seven criteria, including non-selective state school admissions, ethnicity, disability, class, recruitment from deprived areas and mature entrants
PAUL TAIT/UNIVERSITY OF ESSEX

At first glance our first league table of social diversity in Britain's universities looks like a straightforward inversion of our main academic ranking published for the 21st time.

The top three of the academic ranking — Oxford, Cambridge and St Andrews — are all in the bottom three of the new ranking in this section, making them the least socially inclusive universities in Britain. The university second bottom of the academic ranking — London Metropolitan - is second top for social inclusion.

SPONSORED

4 local experts reveal some lesser-known delights of this 2020 hotspot

Here's how to protect your data from fraudsters

There appears to be a correlation between academic success and a socially narrow monocultural recruitment pattern. But closer analysis of the outcomes challenges such a glib assessment.

# Why pro-actively recruit from *all* universities?

- Because this is now considered baseline CR 'good practice'

**Key recommendation:**

- Covid-19 presents an opportunity for employers to diversify their attraction models. Going digital allows employers to reach beyond the universities they usually target. We urge employers to capitalise on this moment.

## Recruitment and selection

There are two priority areas for recruitment and selection support for those from lower socioeconomic backgrounds. Firstly, employers should remove barriers that prevent those from lower socioeconomic backgrounds from progressing to selection. Secondly, recruitment processes should reward current skills and future potential over past academic performance. The starting point for both categories is gathering the appropriate data. This is an area where we have seen improvement: 47% of Index employers, up from 41.5% in 2018, now analyse their recruitment process to identify where individuals from lower socioeconomic backgrounds fail to progress. These individuals often face barriers in recruitment models that focus on academic grades and school or university attended. Yet, in 15 higher education institutions – primarily RG universities – the proportion of public-school pupils is more than 30% (HESA, 2020).

Employers are also implementing blind recruitment. 46% of employers who provided data in 2020 do not request name of applicant, up from 18% in 2017; 37% do not ask for grades, up from 13% in 2017; and 46% do not ask for university, up from 18% in 2017. The public sector leads the way, with an impressive 92% of employers not requesting name, 60% not requesting grades, and 88% not requesting university. IT and telecommunications firms also performed strongly, with 80% of Index employers not asking either name, grade, or university.

**EMPLOYER INDEX REPORT _2020**

S_CIAL MOBILITY F_UNDATION

# Why pro-actively recruit from *all* universities?

- Because modern universities perform just as well in rankings - when rankings take *all* factors into account
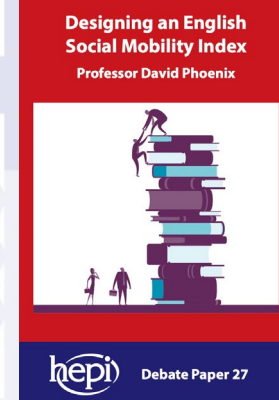
42 Figure 3: Table Showing Top 40 English higher education institutions according to our index

**Social Mobility Index**
IMD Q2 weighted 0.5x, Access weighted 1.5x, salaries PPP adjusted

| Rank 2018/19 | Change in rank from 2017/18 | Provider Name | Tariff | Aggregate Score 2018/19 | Access* (%) | | Continuation (%) | | PPP Adjusted Avg Earnings 1YAG (£) 2017/18 |
| | | | | | IMD Q1 2018/19 | IMD Q2 2018/19 | IMD Q1 2017/18 | IMD Q2 2017/18 | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | - | The University of Bradford | Medium | 5.067 | 58.3 | 20.3 | 91.5 | 92.0 | 19,680 |
| 2 | - | Aston University | Medium | 4.317 | 39.1 | 17.8 | 95.0 | 95.0 | 23,351 |
| 3 | 1 | Queen Mary University of London | Medium | 2.726 | 18.8 | 30.5 | 92.0 | 94.5 | 23,176 |
| 4 | 4 | Birkbeck College | Low | 2.664 | 21.0 | 35.0 | 92.0 | 89.0 | 22,550 |
| 5 | (2) | Imperial College of Science, Technology and Medicine | High | 2.595 | 8.0 | 13.2 | 90.0 | 94.0 | 33,117 |
| 6 | 1 | London South Bank University | Low | 2.453 | 23.3 | 35.0 | 83.0 | 87.2 | 23,690 |
| 7 | 5 | The City University | Medium | 2.420 | 19.9 | 33.1 | 86.0 | 90.0 | 23,803 |
| 8 | (3) | Newman University | Low | 2.414 | 51.0 | 22.0 | 89.0 | 86.0 | 16,650 |
| 9 | - | King's College London | High | 2.365 | 13.1 | 24.3 | 81.8 | 93.0 | 26,385 |
| 10 | (4) | The University of Wolverhampton | Low | 2.359 | 50.0 | 20.3 | 81.8 | 87.0 | 18,335 |
| 11 | 3 | The University of Bolton | Low | 2.196 | 51.5 | 18.2 | 83.0 | 88.0 | 16,487 |
| 12 | 8 | London School of Economics and Political Science | High | 2.161 | 12.0 | 19.0 | 96.0 | 94.0 | 26,176 |
| 13 | - | Birmingham City University | Medium | 2.160 | 42.3 | 17.8 | 90.3 | 89.9 | 19,447 |
| 14 | 2 | The University of Salford | Medium | 2.158 | 39.8 | 18.8 | 89.1 | 90.0 | 19,769 |
| 15 | (5) | Teeside University | Low | 2.023 | 38.7 | 19.7 | 86.3 | 88.0 | 19,716 |
| 16 | (5) | The University of Huddersfield | Medium | 2.001 | 38.1 | 20.2 | 89.7 | 90.0 | 18,491 |
| 17 | 1 | Brunel University London | Medium | 1.990 | 19.0 | 31.7 | 95.0 | 90.0 | 21,330 |

Designing an English Social Mobility Index

# Why pro-actively recruit from *all* universities?

- Because unfair inequalities, especially post-Covid, will increase unless you do

class pay gap could be explained by other differences in what we often consider to be 'merit', such as educational attainment, job experience, level of training, or job performance. These are plausible mechanisms that deserve careful scrutiny. Similarly, however, there may also be less innocent or legitimate drivers of the class pay gap: perhaps people from privileged backgrounds are better able to relocate to take up lucrative job opportunities, or enjoy advantages in accessing the most prestigious types of occupations or the best-paying firms?

In this chapter we begin the task of untangling these potential drivers. Employing statistical techniques called regression analysis and decomposition,[7] we adjust or 'control' for four sets of factors. First, we examine the influence of demographic differences in ethnicity, gender, age, disability status and national origin. Second, we look at the effects of educational attainment. Third, we group together a number of other drivers that might be considered 'meritocratic': the amount of hours worked, and level of experience and training. Finally, we move away from 'merit' to examine the more troubling ways that class origin may shape important career decisions such as where in the country to work, in what sort of occupation and in what sort of firm.

This chapter will show how some differences between those from privileged origins and those from intermediate and working-class origins 'explain' some of the class-origin pay gap we saw in the last chapter. That is, when we take those differences, and their effects on pay, into account, the class-origin pay gap that is left is smaller. Crucially, however, even after taking into account every plausible measure available in

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## Untangling the class pay gap

the Labour Force Survey (LFS), there is still a substantial gap in earnings by class background.

**The Class Ceiling**
Why it Pays to be Privileged
Sam Friedman and Daniel Laurison

# How can we act to recruit inclusively?


**If you only do one thing**
Track how RG and NRG recruits perform during their time with your organisation. Or...

Make higher level apprenticeships the majority of your offer.


SOCIAL MOBILITY FOUNDATION®


**If you only do one thing**
Take a 'second look' at candidates by monitoring applications from lower socioeconomic backgrounds and invite unsuccessful applicants for mentoring or advice sessions to improve future applications.


**If you only do one thing**
Collect socio-economic background data for the current workforce as well as new employees, consisting of at least three data points.

## Key recommendations

- Given the unpredictability around A-Level results during the Covid-19 pandemic – which has hit disadvantaged students the hardest – it is vital that employers accelerate action on blind and contextualised recruitment.

- Take a 'second look' at candidates by monitoring applications from lower socioeconomic backgrounds and invite unsuccessful applicants for mentoring or advice sessions to improve future applications.

- Implement a recruitment process that is rigorously tested for assessing potential, with criteria linked closely to in-work performance.

# Thank you!

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# GSK

**Our campus attraction strategy and widening our talent pool**

do more
feel better
live longer

# Widening our talent pool at GSK

Going into 2020/21 campaign…

- Strengths-based process, recruiting for potential, not prior experience

- Removal of barriers to entry where possible, e.g. academic grades and prior work experience

- A range of attraction partners who offer a diverse student base

- Trialling partnerships with universities we've not previously worked with

Taking this one step further following renewed commitment to improving ethnic diversity within our organisation…

- Evaluating every step of our process to ensure no adverse impact

- Reducing attraction channels that drive volume without diversity

- **Significantly changing our target school criteria, shifting focus from past recruitment data to diversity of student base**

# Our approach to campus attraction this year

Universities are still the main source of applications for our programmes!

Strong campus strategy is needed to reach students effectively.

To reach a wider pool of candidates, we need a wider pool of "target universities".

Expanded the list of universities we engaged with, almost entirely non-Russell Group.

Looked at diversity at student populations, locations in relation to our key sites.

40+ virtual "campus" events in our peak recruitment period.
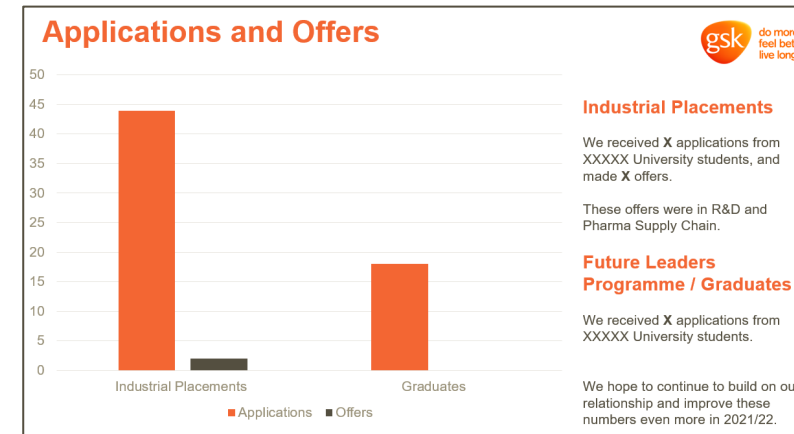
Skills sessions, fairs, networking events.

Only the first step for us, but really positive outcomes…

56% increase in IP applications from universities we had newly "targeted".

Significant increase in diversity of IP applications.

20%+ increase in graduate hires for candidates from an ethnic minority.

# Considerations for the future

- A two-way relationship
  - Share data, insights, feedback to support the universities

- Better approached industry-wide than individually
  - Careers skills and opportunities on the agenda for students as early as possible
  - Particularly important for industrial placements

- Not a quick win, but part of a longer term strategy



**Applications and Offers**

**Industrial Placements**

We received **X** applications from XXXXX University students, and made **X** offers.

These offers were in R&D and Pharma Supply Chain.

**Future Leaders Programme / Graduates**

We received **X** applications from XXXXX University students.

We hope to continue to build on our relationship and improve these numbers even more in 2021/22.

**What did your students apply for?**

*Examples of the data we share with universities at the end of each cycle.*

# Key lessons learned

- Past campaigns' ROI is a measure to review, but will tend to lead to the same universities on your target list

  o Poorer ROI doesn't always indicate that the university shouldn't be targeted – just that current methods could be improved

- University relationships take investment over time

- Greater focus on careers education in schools is needed to tackle representation issues for specific subject areas

Changing your school and university partnerships won't benefit your hiring unless you are also considering inclusion throughout your process – there's no point setting students up to fail by encouraging them to apply with little chance of success.

# gsk.com/careers

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youtube.com/GSKvision

linkedin.com/company/glaxosmithkline

# University of East London

**Cherise Basslian – Director of Careers & Student Enterprise**

# Student Population

University of East London

70% Students from Black or Ethnic Minority Background

45% Students first in family to go to university

150+ Nationalities represented in our learning community

12% Students have a declared disability

70% of students achieve a good honours (1:1 or 2:1)

68% Mature (age 21 or over) students

# EDI Commitment

University of East London

Top ranking university in UK for reducing inequalities

Athena Swan Bronze Award for Gender Equality

Post-92 University – established in 1898

Ranked 2nd in the UK for Gender Equality

Race Equality Charter Bronze Award

Office for Institutional Equity – 1st in UK Higher Education

# Diversity
of Thought

**Social Mobility Programmes**

University of East London

75% of students who accessed Professional Mentoring in Year Two achieved highly-skilled employment, compared with 61.5% of students who were mentored in their final year.
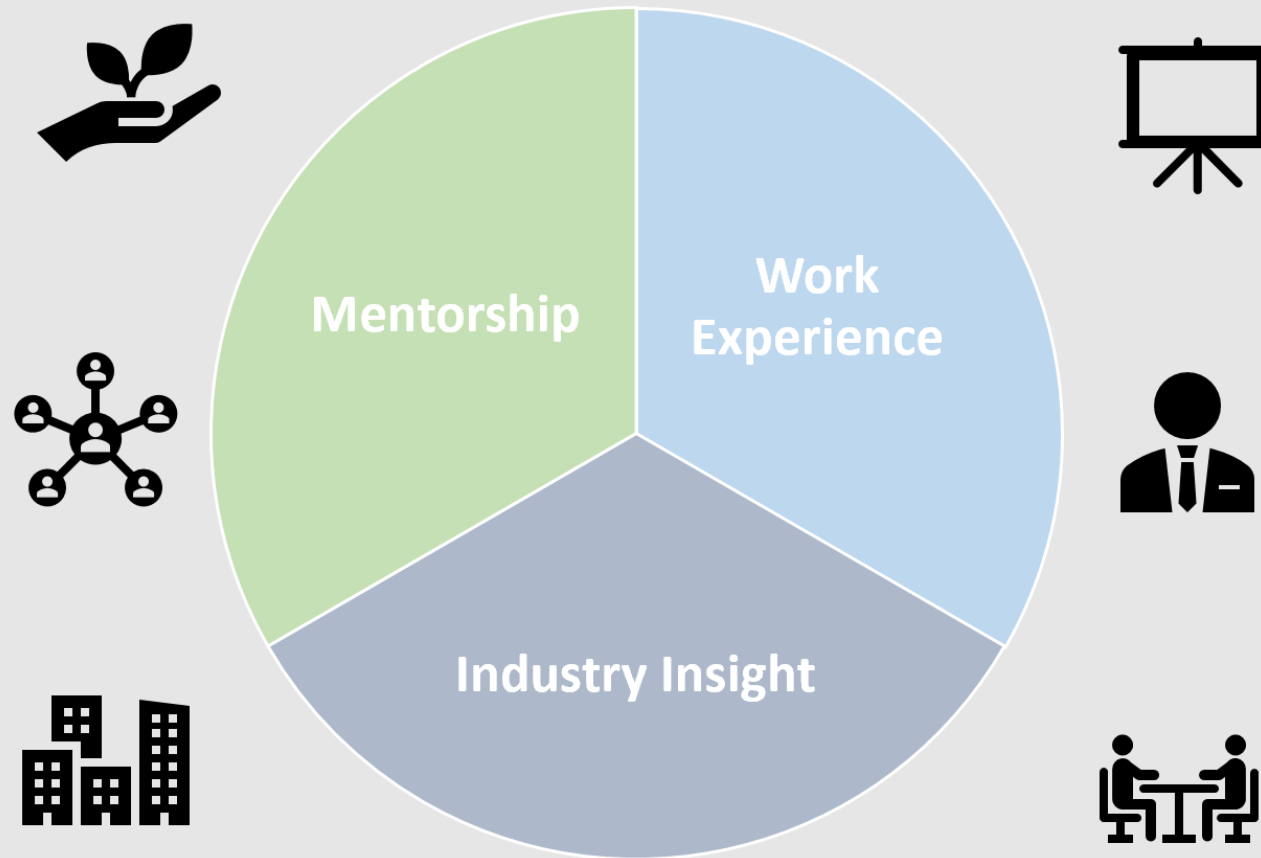
## For Employers

- Inject new ideas, bold perspectives and fresh solutions into their business.
- Help guide, shape and diversify future entry talent.
- Advice and assistance from our Employer Engagement officers throughout the programme
- Flexibility to shape the programme to your specific needs
- Assistance in helping to develop early talent programmes if required
- The satisfaction of playing an integral part in helping our students achieve their career aspirations

## For Students

- A mentor from the organisation
- Tailored employability sessions with top employers, allowing students to gain industry and knowledge of recruitment practices
- Work based learning opportunities ranging from work experience to consultancy projects
- Top tips to get through graduate recruitment processes
- Targeted support from the Careers and Enterprise team to make sure that students are job ready
- Significantly increased chances of securing work with top organisations within their chosen industry
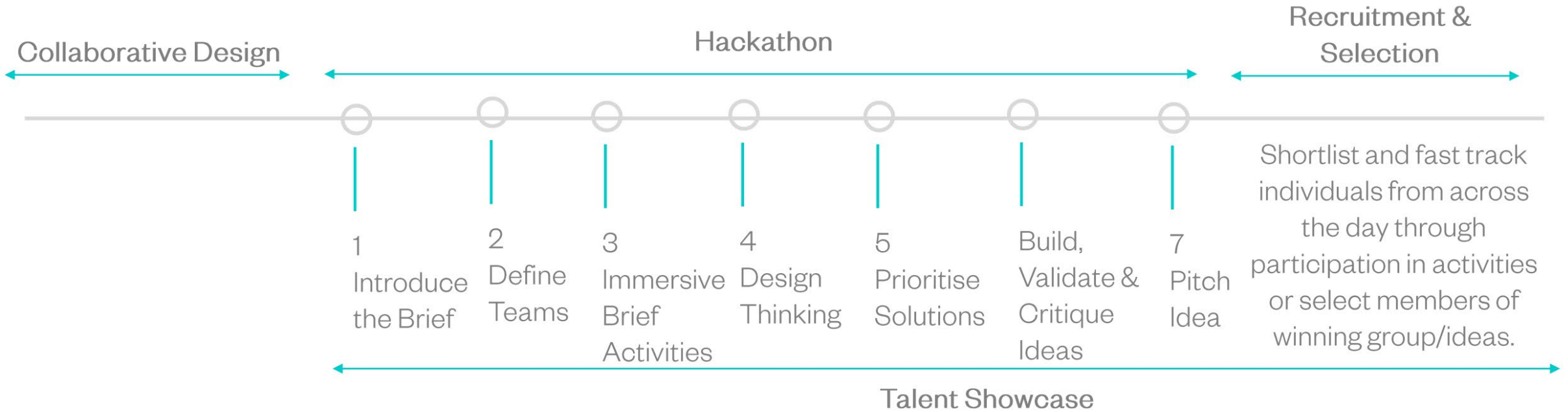
TALENT HACK

University of East London

As part of our 'Diversity of Thought' programme, 'Talent Hack' brings our 'diverse thinkers' to life through a bespoke 'live' experiential hackathon putting some of your companies most significant challenges in our students hands. This is an opportunity for students from across a wide range of disciplines to showcase their talent and gain an authentic insight into working for your company. In parallel students develop vital transferable employability skills and experiences which will live with them throughout their career.

This end to end recruitment tool is an immersive opportunity for you to identify diverse talent for your programme. Our dedicated delivery team will work with you to design and deliver a Hack around your company's needs.

**University of East London**

# Talent Hack Framework

Collaborative Design

Hackathon

Recruitment & Selection

1
Introduce the Brief

2
Define Teams

3
Immersive Brief Activities

4
Design Thinking

5
Prioritise Solutions

Build, Validate & Critique Ideas

7
Pitch Idea

Shortlist and fast track individuals from across the day through participation in activities or select members of winning group/ideas.

Talent Showcase

University of
East London

FUNDED
INTERNSHIP
SCHEME

**Here are just some of the ways you can benefit:**

- 14 hrs per week paid for by UEL for 12 weeks
- A terrific recruiting tool to find future employees
- Increased productivity – get to launch projects that have been on the backburner
- An intern can bring a novel perspective as well as specialised strengths and skills
- Help an intern close the skills gap by developing the skills business needs
- Enhance your brand reach with a social media savvy intern
- Foster leadership skills in your current staff as they mentor and supervise an intern
- Support students to develop the skills they need for their future career

# LOOKING FOR TALENTED AND DIVERSE STUDENTS TO GIVE YOUR BUSINESS A COMPETITIVE EDGE?

**Then take on a uel student as an intern, paid for by the university of east london!**

"The scheme has been great for us and the students, and UEL supported us through the recruitment process. The students we interviewed were all great candidates and we have now taken on one of our interns full-time. I would encourage businesses to take part to gain valuable insight from students as well as providing them with valuable work experience. It's a great way to source talent for your organisation and to support students with the experience they need alongside their studies."

Mayor's Fund for London
https://www.mayorsfundforlondon.org.uk/

**Students engaging in the internship scheme were 13% more likely to achieve graduate level employment and 14% more likely to progress to the next level of their degree.**

*'I've completed two internships during my time at UEL. One in my first year, and another in my second year. I've found both internships beneficial and valuable to my personal development. My favourite aspect of the internships was the mentoring scheme. Having someone to relay my plans and goals to was incredible and really helped me solidify my plans. I would definitely recommend the internship scheme to any UEL student.'*

- Shewa Olawale (3rd Year Student)
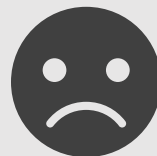
# Life Circumstances

**27.5% of students have children**

**12.1% students work more than 30 hours per week**

**25.5% students work more than 20 hours per week**

University of East London

**Stressful life events that have 'been a strong burden' in past six months**

| | |
|---|---|
| Pressure to meet deadlines | 55.7% |
| **Financial problems** | **53.7%** |
| Family conflicts | 41.5% |
| Too much / too little work | 38.6% |
| Death of a loved one | 27.2% |
| Illness of a loved one | 26.6% |
| Moving to a new home | 25.2% |
| Assault | 4.9% |

University of East London

# How Cohesion Maximized Inclusion & Diversity

**Advertising and Attraction**

- Inclusive wording used in adverts.
- Localised engagement targeting specific universities (in conjunction with a national campaign).
- Targeted attraction campaigns to non-Russell Group universities, and those with a diverse student demographic. E.g. London Business School 'Out in Business', 'Black in Business' and 'Women in Business'
- Hosted evening webinars and events with target institutions.
- University stakeholder engagement – heads of faculty, career services, etc.

**Recruitment Process**

- Removal of barriers to application eg. 2:1 criteria reduced to 2:2
- Inclusive recruitment process based on strengths and behaviours, as well as competencies and work experience.
- Tracking of candidates in need of additional support such as extra time in assessments.
- Tracking of applications and data analysis to spot where under-represented groups fall out of the recruitment process.
- Interventions made during the recruitment process eg. one-to-one video interview coaching and assessment centre preparation support.

# How Cohesion Maximized Inclusion & Diversity

**Pre-boarding & Onboarding**

- Tailored pre-boarding module helps and supports all candidates through the entire process
- Personalised communications and engagement keeps levels of human touch points, regular and consistent
- Relocation support provides help and assistance to candidates who may be moving for first time.

## Output

- For a campaign that was looking to onboard ten economist roles, Cohesion received applications from **148** universities, **130** were non-Russell Group.

- **63**% of applications came from non-Russell Group Universities.

# Questions