

## **Staff Equality Statistical Data 2014/15**

This section presents City University London's staff equality data from the academic year 2012/13 to 2014/15. The University currently monitors eight protected characteristics defined by the Equality Act 2010. The characteristics covered are Gender/Sex, Maternity, Race, Disability, Sexual Orientation, Religion and Age and Gender Reassignment.

### **Staff Achievements and progress during 2014/15:**

1. The Strategic Plan Staff Equality Performance Indicator seeks to advance equality of opportunity and eliminate discrimination by addressing both the pay differential and under-representation of female staff at senior grades within the University. It seeks to increase the top 5% of earners who are female to the sector median. City's position has fallen during this period when other Universities have improved against this metric:

The University has undertaken the following initiatives in support of greater progress on gender equality

### **2. Activities during 2014/15**

**a) Athena SWAN Charter** – The University was not successful in its first application for an Athena Scientific Women's Academic Network (SWAN) Bronze Award. The constructive feedback received from the Equality Challenge Unit provides a helpful basis on which to focus our energies. Progress has continued to be made against the original Athena SWAN action plan including the establishment of a Gender Equality Working Group (GEWG) which will lead on three main streams of work:

- Monitor and review the implementation of the University's Athena SWAN Action Plan;
- Develop a future application for the Athena SWAN Bronze award and assist Schools with departmental awards applications; and
- Take forward further strategic planning around gender equality initiatives for the University.

A project based approach has been adopted with Professor Richard Verrall as UET Project Sponsor/Champion and support from staff in relevant academic disciplines, Strategic Planning, and HR. Gender Equality webpages have been launched to raise awareness about gender equality matters and to celebrate gender equality related achievements. In addition an External Gender Equality Advisory Group is being established, comprising senior women in business, the professions and academia.

**b) Equality Committee** -The Equality Committee meets on a six weekly cycle and all minutes of the Committee are reported to the University's Executive Committee. In addition the Chair of the Equality Committee, Professor Carl Stychin (Dean of City Law School), has a quarterly standing equality item on the Executive Committee agenda to update the Committee on equality related matters. These arrangements raise awareness amongst senior managers about equality issues and priorities. The Equality Committee has increased the involvement of Equality Representatives who now attend all meetings and have a clearer remit to act as a conduit for the exchange of information, initiatives and issues between their School/Professional Service and the Committee. The Committee will establish its priorities for the coming year at its January 2016 meeting; these will dovetail with the work of the Gender Equality Working Group.

**c) Academic Promotions Policy** – An equality analysis conducted on the 2014/15 academic promotion round suggests that overall women have continued to be more successful in the Academic

Promotion process than men, with female staff constituting almost 50% of the promotions awarded during 2013-14 and 62% during 2014-15 (data on the proportion of female staff amongst the academic staff population and the subset of professorial staff is given in the table below). A contributory factor to this is likely to be the implementation of further positive action. In the run up to this academic promotions round, Heads of Department were reminded to encourage staff, whom they considered ready for promotion, to apply. Panels were also asked to be mindful of equality considerations when considering submissions and reaching a decision. During appraisal training managers were encouraged to use the appraisal process to work with their staff to identify development needs, career aspirations and actions required.

**d) Leadership Foundation for Higher Education, AURORA Women's Leadership Development Programme** - The University extended its support to provide 10 places during 2014/15 and there is a high level of interest in participation in the 2015/16 round from eligible staff for which an additional 10 places are available. Work is continuing with alumna of the programme to realise the benefits of the learning for the individuals and for the University, including through coaching and involvement in developmental project activities.

**e) Career Coaching** - Female staff from Grades 7 to 9 were invited to express an interest in career coaching. The 54 respondents were invited to attend a career development workshop. The participants received 360 degree feedback and FIRO-B psychometric testing as part of the process. 1:1 career coaching was also offered to these staff to assist with their career planning.

**f) Gender Network Groups** - CityUniWomen and Cass Women + Men Too network groups have been developed through grass roots activity. The groups offer support to women at City by hosting development events and acting as informal consultative bodies for the University.

### 3. Other Equality Matters.

**Disclosure** – Disclosure levels of disabled and LGBT staff continue to be low. This also is true for staff disclosing their religion. The University has engaged and supported LGBT staff through the hosting of events and consultation on draft policies and procedures. It is hoped that through making LGBT, Disability and Religious matters more visible more staff will be encouraged to disclose.

**LGBT** -The Equality Committee has also approved the introduction of MX in the option of personal titles on the HR Information System to more accurately reflect transgender and other gender variant options. It is anticipated that the Equality Committee will place a greater emphasis on transgender equality during the 2015-16 academic year and continue to work with its LGBT community to identify and address equality, diversity and inclusion matters.

**Disability** - The proportion of staff disclosing a disability in the workforce fell to 3.8% (a decrease of 10 staff) during 2014-15, (National figure 4.2% – HESA). In addition whilst disabled candidates proportionately do well at the shortlisting stage this is not reflected in the proportion being appointed. As part of its Time to Change campaign on Mental Health the University held workshops and activities during the University Mental Health and wellbeing week in February 2015. The Conversation café gave staff and students the opportunity to speak with people with lived experiences of mental health conditions, to improve their awareness and obtain advice about concerns. Since the introduction of the Disability Two Ticks, guaranteed Interview Scheme in August 2014, there have been 310 applicants and 4 appointments made under the Scheme.

**Race** – The representation of BAME staff in City's workforce has continued to grow and stands at 21.4% (an increase of 34 staff) during 2014-15, in comparison to 17.9% during 2012-13. There

remains room for further action to address the imbalance of BAME staff in the workforce and in particular, at senior grades. The percentage of BAME staff in professorial roles stood at 10% (24(n)) over the last three years. The percentage of BAME Grade 9 professional services staff dropped by almost 1% and now stands at 5% (3(n)). The proportion of BAME applicants (40% (511(n)) of applicants) does not appear to be proportionate to the numbers appointed (24% (85(n))). Of those with known ethnicity, there was a higher proportion of BAME staff amongst UK staff (22.7% of UK Staff) than non-UK staff (17.4% of non-UK Staff).

Leadership training is a key element in addressing under-representation at senior levels and the Organisational Development Unit has proposed a framework to develop existing and potential leaders including those with a protected characteristic. A Black and Ethnic Minority (BAME) Network was re-launched during the first term of the 2015-16 academic year linked to events for Black History Month in October 2015.

**Age** – The age profile of the University has remained fairly constant over the 3 years of analysis except for the under 25 years category which has seen an increase from 1.7% in 2012-13 to 2.9% (an increase of 63 staff) during 2014-15

**Vision and Strategy 2026** - Affinity groups were directly engaged in the process of staff consultation to ensure their concerns and aspirations are also considered in the development of City's future Vision and Strategy.

#### 4. Actions for 2015-16

- a) **Public Sector Equality Duty (PSED)** - The University is required under the Equality Act 2010 to publish information demonstrating compliance with the General Duty across its functions on an annual basis (on the 31<sup>st</sup> January each year). The Equality Committee will submit the proposed information (data and commentary) to the Executive Committee for approval prior to publication on the University website by 31<sup>st</sup> January 2016. Council members will be advised of the relevant website link when the updated information is available. New equality and diversity objectives will be determined as part of the development of Vision and Strategy 2026.
- b) **Gender Equality Working Group** - Work will continue on current and planned Athena SWAN activities, together with the University's resubmission of an application for a Bronze Award. Feedback on the 2014 submission from the Equality Challenge Unit and an internal Lessons Learned exercise is informing the activities of the Gender Equality Group. The University's gender profile for academic staff places an emphasis on factors influencing progression rates, specifically from Senior Lecturer/Reader to Professor.
- c) **Equal Pay Audit – Staff within Professorial Bands 1-4** - Initial, high level analysis indicates that the introduction of Professorial Banding has reduced the gender pay gap where comparisons are made within band. However, the distribution of male and female staff within the bands is uneven and this makes it difficult to build an accurate picture; for example, there are no female professors in the highest bands in particular Cass Faculties. We will draw on the experience of other HEIs in determining means by which we can support an increase in the number of women recruited or progressing into these bands.
- d) **The Equality Committee** will determine a priority set of actions around protected characteristics, other than gender, to ensure its work is focused and structured. The following projects have commenced:

1. **Culture change** – Work in support of the Staff Experience Hub of the Organisational Development Framework will continue with the proposed roll out of Unconscious Bias and Dignity at Work (Bullying and Harassment) workshops. Work will continue to raise awareness of the Harassment Adviser Scheme.
2. **Vision and Strategy 2026** - Affinity groups will continue to be invited to shape the evolving City Vision and Strategy for the period to 2026 including the setting of new equality and diversity objectives. Vision 2026 webpages have been created to keep staff informed of progress.
3. **Staff network groups** – The University will continue to support established Staff Affinity Networks and those which are newly launching by promoting the networks to new and existing employees, listening constructively to concerns raised through the networks and collaborating with the networks in the hosting of events.
4. **City diversity calendar** – Continue to develop the Diversity Calendar to highlight the main diversity days that the University is committed to recognising and celebrating.
5. **Develop diversity webpages** – Create and maintain a platform for the University to share its equality activities with the general public.

e) **Gender Equality**

- **Aurora** – Coordinate and implement the AURORA process for the 2015/16 cohort.
- **Academic Promotions** - Deans and the Director of LEAD will run a Preparing for Promotions Round workshop within their School/area.
- **Supporting Academic Women Returners** - A proposal to Supporting Academic Women Returners following maternity leave in invigorating their research programme will be developed.
- **Widening the talent pipeline** - the School's Strategic Plans for 2016 onwards are currently being considered. Each School was asked to identify activities in support of diversity and inclusiveness and many of the responses refer to increasing gender parity in School leadership teams and broadening the internal search for colleagues to chair or contribute to committees and other influential groups.

**Key Employee Statistics 2014/15 (Data from HR Information System) as of October 2015**

<b>Gender/Sex (including maternity) (staff %)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Top 5% of earners who are female to track the sector median as measured by the DLA Piper benchmark survey (Sector wide)	18.5 (31.5)	16.2 (30.0)	20.9 Not yet available
Female staff employed	51.3	50.4	50.8
Female professorial staff	21.6	20.2	19.7
Female Grade 9 professional services staff	38.1	42.6	40.4
Female academic staff	50.2	40.4	41.4
Female professional services staff	58.9	57.4	57.7
Female staff promotions (from number of promotions awarded)	46.6	48.7	61.5
Female job applicants	38.7	37.3	36.8
Female shortlisted candidates ( from total number of applicants)	45.4	39.8	37.6
Female appointments (from total number offered)	40.1	39.7	36.1
Females who returned to City following maternity leave	90.7	90.8	93.2
Female staff not returning from maternity leave	8.3	9.2	6.8
Female members on the University Executive Team (as at 31 July)	14.3	14.3	14.3
Female members on the University Executive Committee (as at 31 July) (Exco)	10.0	11.8	11.8
<b>Race/Ethnic Origin (staff %)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
BAME staff employed	17.9	19.8	21.4
BAME professorial staff	10.0	9.9	10.3
BAME Grade 9 professional services staff	7.9	6.6	5.3
BAME academic staff	14.0	13.2	14.6
BAME professional services staff	22.3	24.4	26.3
BAME staff promotions (from number of promotions awarded)	21.6	15.8	24.4
BAME job applicants	39.4	40.8	40.4
BAME shortlisted candidates (from total number of applicants)	28.1	30.5	37.5
BAME appointments (from total number offered)	20.3	23.6	29.8
BAME members on the University Executive Team (as at 31 July)	0	0	0
BAME members on the University Executive Committee (as at 31 July)	0	0	0
BAME British staff employed		20.5	22.7
BAME Non-British staff employed		17.8	17.4
<b>Disability (staff %)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Disabled staff employed	4.3	4.3	3.8
Disabled professorial staff	5.4	5.8	5.6

Disabled Grade 9 professional services staff	6.4	6.6	3.5
Disabled academic staff	5.2	5.1	4.4
Disabled professional services staff	3.4	3.7	3.4
Disabled staff promotions (from number of promotions awarded)	6.0	4.6	3.0
Disabled job applicants	4.0	3.6	4.6
Disabled shortlisted candidates (from total number of applicants)	3.7	3.1	8.5
Disabled staff appointments (from total number offered)	1.8	2.5	3.5
<b>Age (staff %)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Staff aged under 25	1.7	2.6	2.9
Staff aged 25-34	29.1	29.8	29.8
Staff aged 35-44	30.7	29.8	29.5
Staff aged 45-54	21.7	21.4	21.4
Staff aged 55-64	13.1	13.0	12.9
Staff aged 65 and over	3.6	3.5	3.5
<b>Sexual Orientation (staff %)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Heterosexual	41.5	54.2	51.8
Not known	43.2	28.1	32.9
Prefer not to say	13.0	14.8	12.2
Gay	1.7	2.0	2.1
Lesbian	0.2	0.3	0.4
Bisexual	0.4	0.5	0.5
Total	100	100	100
<b>Religion (staff %)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Not known	53.4	42.9	34.6
No religion	21.9	25.4	28.2
Christian	5.9	11.0	15.5
Prefer not to say	13.2	13.9	13.3
Muslim	2.1	2.5	3.3
Hindu	1.4	1.6	2.0
Jewish	1.2	1.1	1.2
Sikh	0.1	0.4	0.6
Other	0.5	0.7	0.5
Buddhist	0.4	0.5	0.5
Total	100	100	100

### Equality & Diversity Statistics for Training & Development 2014/15

#### Context of the Report

During 2014/15 the Organisational Development team has continued with its implementation of the Organisational Development Framework and its associated programme of work. This aligns with the move towards Organisational Development away from Staff Development. Consequently activities have focused on improving staff engagement and creating the organisational culture and effectiveness needed to deliver the University's strategic plan and respond to issues raised in the staff survey in 2013 and the pulse survey in 2014.

Learning and development courses, workshops and programmes for staff have continued to be offered with a shift towards more courses being offered on a demand basis. Bullying & Harassment (now entitled Dignity and Respect in the Workplace to reflect a more positive approach) continued to be rolled out with some Professional Services areas stipulating attendance as mandatory. Also during the year ten members of staff attended the Aurora Leadership Programme, a coaching workshop specifically set up for women was run and a comprehensive Leadership at City development programme for Heads of Departments consisting of action learning, actor intervention, 360 degree feedback and coaching was delivered. This was in addition to the usual provision of courses being delivered on management development, personal development, induction, appraisals, health and safety and compliance training.

#### Workshop based learning - gender

The proportion of all female staff attending training has decreased from 43.7% in 2013-14 to 36.6% in 2014-15, a decrease of 7.1% on the previous year. This decrease can be seen across all female sub groups. The reduction is, in part, attributable to the change in focus in the Organisational Development team's activities during 2014/15.

It should be noted that the decrease in female academic staff (excluding Professorial) attending training fell slightly from 26.7% in 2013-14 to 23.2% in 2014-15 equating to 6 fewer members of staff attending training compared to the previous year.

#### Workshop based learning - race- ethnic origin

The percentage of all BAME staff attending training in 2014-15 decreased from 44.1% in 2013-14 to 31.1%, a fall of 13%.

A total of 8% of BAME academic staff (excluding Professorial staff) have attended training in 2014-15 compared with 20.8% in 2013-14. This decrease in attendance is consistent across the sub groups with the exception of BAME Grade 9 Professional Services staff. The percentage of staff attending training in this group rose from 25.0% in 2013-14 to 66.7% in 2014-15, an increase of 41.7%.

#### Workshop based learning - disability

The proportion of all disabled staff attending training in 2014-15 compared to 2013-14 has remained broadly consistent.

50% of disabled Grade 9 Professional Service staff attended training during 2014-15 compared with 0% during 2013-14. However, numbers in this sub group are small and this increase accounts for one more staff member being trained in 2014-15. In 2014-15 the percentage of disabled academic staff (excluding Professorial) attending training was 17.9% compared with 21.9% in 2013-14. Again this

reflects a decrease of 2 fewer staff members being trained. These statistics relate to the staff who have declared a disability.

### **Workshop based learning - age**

For the sub groups of staff under 25, staff 25-34 and staff 35-44, there was a fall in the percentage of training attendance compared to previous years. This is in contrast to the sub groups of staff 45-54, staff 55-64 and staff 65 and over. All of these sub groups had an increase in the percentage of staff who attended training in 2014-15 compared to 2013-14.

For the last three years staff in the under 25 age group were the most likely to attend training. It is generally the case that younger staff are more likely to attend training than older staff; the least likely group to take part in training are staff who are aged 65 and over.

### **Online based learning for all groups**

Online courses include Health and Safety, Bribery and Corruption Awareness, Security Awareness, Risk Assessment, Equal Opportunities and Diversity Essentials. Since this component of induction training constitutes the majority of the online training data, the statistics for this will reflect the number of new starters in a particular protected characteristic group.

There is a general trend that the number of Professional and Academic staff completing online training has increased in 2014-15 compared to 2013-14. This is reflected in all protected characteristic groups.

The percentage of all female staff who completed online training in 2014-15 was 23.2% compared with 14.8% in 2013-14, an increase of 8.4%.

With regard to BAME staff the percentage of all BAME staff completing online training in 2014-15 was 25.2% compared with 12.9% in 2013-14, an increase of 12.3%. This increase was reflected in the percentage of BAME Professorial staff that completed online training which was 25.0% in 2014-15 compared to 4.2% in 2013-14 and the percentage of BAME Academic staff that completed online training (excluding Professorial) which was 16.1% in 2014-15 in comparison to 4.2% in 2013-14.

The percentage of all disabled staff who completed online training in 2014-15 was 10.7% compared to 3.2% in 2013-14, an increase of 7.5%.

## Equality & Diversity Statistics for Training & Development 2014-15

Gender/Sex (staff %)	2012-13	2013-14	2014-15
Female Staff employed	50.3	50.4	50.8
<b>Classroom Based Training %</b>			
All female staff attending training	61.7	43.7	36.6
Female professorial attending training	52.9	26.5	15.2
Female Grade 9 professional services staff attending training	79.2	34.6	30.4
Female academic staff attending training (excluding Professorial)	28.2	26.7	23.2
Female Professional Services Staff attending training (excluding Grade 9)	66.5	53.9	48.7
<b>Online Training (staff %)</b>			
All female staff completed online training	28.8	14.8	23.2
Female professorial completed online training	29.4	8.2	15.2
Female Grade 9 professional services staff completed online training	20.8	15.4	17.4
Female academic staff completed online training (excluding Professorial)	45.0	7.2	13.8
Female professional services staff completed online training (excluding Grade 9)	22.8	18.8	28.6
<b>Race/Ethnic Origin (staff %)</b>			
<b>BAME staff employed</b>	17.9	19.8	21.4
<b>Classroom Based Training (staff %)</b>			
All BAME attending training	56.2	44.1	31.1
BAME professorial staff attending training	77.3	41.7	12.5
BAME Grade 9 professional services staff attending training	80.0	25.0	66.7
BAME academic staff attending training (excluding Professorial)	45.5	20.8	8.0
BAME professional services staff attending training (excluding Grade 9)	55.4	51.8	39.6
<b>Online Training (staff %)</b>			
All BAME completed online training	22.6	12.9	25.2
BAME professorial staff completed online training	27.3	4.2	25.0
BAME Grade 9 professional services staff completed online training	20.0	0.0	33.3

BAME academic staff completed online training (excluding Professorial)	39.0	4.2	16.1
BAME professional services staff completed online training (excluding Grade 9)	17.0	16.4	28.2
<b>Disability (staff %)</b>			
Disabled staff employed	4.2	4.3	3.8
<b>Classroom Based Training (staff %)</b>			
All disabled staff attending training	37.9	22.3	20.2
Disabled professorial staff attending training	15.4	7.1	7.7
Disabled Grade 9 professional services staff attending training	25.0	0.0	50.0
Disabled academic staff attending training (excluding Professorial)	22.0	21.9	17.9
Disabled professional services staff attending training (excluding Grade 9)	72.4	29.5	24.4
<b>Online Training (staff %)</b>			
All disabled staff completed online training	18.4	3.2	10.7
Disabled staff professorial staff completed online training	0.0	0.0	0.0
Disabled staff Grade 9 professional services staff completed online training	25.0	0.0	0.0
Disabled staff academic staff completed online training (excluding Professorial)	19.5	0.0	17.9
Disabled staff professional services staff completed online training (excluding Grade 9)	24.1	6.8	9.8
<b>Age (staff %)</b>			
Staff under 25 attending training	86.1	60.3	49.2
Staff 25-34 attending training	60.4	81.4	39.2
Staff 35-44 attending training	57.5	43.7	33.5
Staff 45-54 attending training	58.5	21.2	34.2
Staff 55-64 attending training	49.5	14.8	22.1
Staff 65 and over attending training	31.6	6.8	9.0
<b>Online Training (staff %)</b>			
Staff under 25 attending online training	38.9	43.1	54.0
Staff 25-34 attending online training	27.9	32.1	28.0
Staff 35-44 attending online training	29.4	12.8	25.6

Staff 45-54 attending online training	32.2	5.9	20.7
Staff 55-64 attending online training	27.8	3.7	16.5
Staff 65 and over attending online training	17.1	2.7	9.0