

Staff Equality Statistical Data 2013/14

This Section presents City University London's Staff equality data from the academic year 2011/12 to 2013/14. The University currently monitors seven of the eight protected characteristics defined by the Equality Act 2010. The characteristics covered are Gender/Sex, Maternity, Race, Disability, Sexual Orientation, Religion and Age. Gender Reassignment is currently not monitored due to sensitivities and further work required to adequately monitor this characteristic.

Staff Achievements and progress during 2013/14:

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. In 2010/11 City's position was 23% against a sector median of 27% and in 2011/12 19% against a sector median of 30%. In 2012/13 the position was 18% against a sector median of 31%. The DLA Piper Benchmark Survey, from which the median figure for 2013/14 is derived, will next be published in February 2015.

The University has undertaken the following initiatives in support of meeting the Gender Performance Indicator.

Activities during 2013/14

a) Equality Committee -The Equality Committee meets on a six weekly cycle and all minutes of the Committee are now 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 ensure that senior managers are kept aware of equality issues and priorities.

b) Promotions Policy - Following the recommendation of the Equal Pay Audit approved by the Executive Committee in June 2013, the University invites all eligible staff to apply for the academic promotion round via an all staff email. The revised Academic Promotions Policy introduced in January 2014 introduced two career paths, Education and Education & Research, and sets out clearer criteria for promotion. An equality impact assessment will be conducted in December 2014, once the 2013/14 promotion round has concluded.

c) Athena SWAN Charter – The Athena Scientific Women's Academic Network (SWAN) Charter is funded by the Equality Challenge Unit, the Royal Society, the Biochemical Society and HEFCE. The scheme bestows awards on Universities and departments that have a track record of removing obstacles to women's career advancement in STEMM (Science, Technology, Engineering, Mathematics and Medicine) disciplines. The Charter provides a framework for the promotion of gender equality at all levels for its member universities.

The Athena SWAN Working Group, commissioned by the Equality Committee and approved by the Executive Committee, has worked intensively towards submitting an application for an Athena SWAN Bronze Award by the next submission date of the end of November 2014. In producing the submission and action plan the Group took account of: the results and recommendations of an audit of City policies and procedures; focus groups; 1:1 interviews with female academic staff; the results of the Staff Survey 2013; the Equal Pay Audit; and, the CROS Survey of research staff. The draft submission, which comes to the Executive Committee for approval in November, incorporates the

lessons learned from other Universities through the application process and from attending Equality Challenge Unit workshops.

Actions which form part of the Athena SWAN Action Plan are already being put in place. Unconscious Bias training was delivered to members of the Executive Committee during October 2014. It is intended that this training will be rolled out to staff in key functional areas. The Deans have agreed to identify and foster a group of women, currently external to the University, who would form a potential talent pipeline for future recruitment opportunities to the School. Female Academic and Professional Services Staff at Grades 7 – 9 have been invited to express an interest in receiving career coaching.

d) **AURORA Women's Leadership Development Programme** - Four women successfully completed this programme launched last year by the Leadership Foundation for Higher Education (LFHE). The University has extended its support to ten places and there is a high level of interest in participation in the 2014/15 round from eligible staff.

Other Equality Issues

Disclosure - Disclosure by disabled and LGBT staff is very low. It is intended that the University will continue to work with network groups to identify and address equality and diversity matters. In addition staff will continue to be encouraged to disclose. The University was recognised as a Disability Two Tick Symbol employer in December 2013 and it is hoped that this, together with other initiatives such as City's LGBT+ Network, the City Disability Network and participation in the Time to Change campaign on Mental Health, will demonstrate City's commitment to equality, diversity and inclusion and encourage more staff to disclose.

Race - There remains room for further action to address the imbalance of BAME staff in the workforce and in particular, at senior grades. During 2013-14, the University's workforce profile was made up of 19.8% BAME staff, the highest percentage over a four year period. The percentage of BAME staff in professorial role stood at 10% over the last two years; an increase from 7.6% in 2011-12. The percentage of BAME Grade 9 professional services staff now stands at 6.6%. Leadership training is a key element in addressing under-representation at senior levels and the Organisational and Staff Development Unit is developing a framework to develop existing and potential leaders including those with a protected characteristic.

Bullying and Harassment – Prompted in part by the results of the Staff Survey 2013, anti-bullying and harassment training is being rolled out to managers and staff. Eight new Harassment Advisers have also been appointed following first contact Harassment Adviser training.

Disability – The Mental Health at Work Policy has been revised and publicised, together with checklists and toolkits to support managers and staff.

Action for 2014-15

a) **Public Sector Equality Duty (PSED)** - The equality data on the University website will be refreshed in January 2015.

b) **Athena SWAN** - Work will continue on current and planned Athena SWAN actions, this will include the establishment of an external Advisory Board, support to applicants for promotion and support to returners from maternity leave in resuming research activity. Feedback from the Equality Challenge Unit on our application will inform activity for the remainder of the year and beyond.

Key Employee Statistics 2013-14 (Data from HR Information Systems)

Gender/Sex (including maternity) (staff %)	2011-12	2012-13	2013-14
Top 5% of earners who are female to track the sector median as measured by the DLA Piper benchmark survey (Sector wide)	19.1 (30.0)	18.5 (31.5)	Not yet available
Female staff employed	52.2	51.3	50.4
Female professorial staff	23.3	21.6	20.2
Female Grade 9 professional services staff	40.9	38.1	42.6
Female academic staff	45.3	50.2	40.4
Female professional services staff	57.0	58.9	57.4
Female staff promotions (from number of promotions awarded)	48.1	46.6	48.7
Female job applicants	39.9	38.7	37.3
Female shortlisted candidates (from total number of applicants)	40.4	45.4	39.8
Female appointments (from total number offered)	39.2	40.1	39.7
Females who returned to City following maternity leave	88.2	90.7	90.8
Female staff not returning from maternity leave	11.8	8.3	9.2
Female members on the University Executive Team (as at 31 July)	20.0	14.3	14.3
Female members on the University Executive Committee (as at 31 July) (Exco)	15.8	10.0	11.8
Race/Ethnic Origin (staff %)	2011-12	2012-13	2013-14
BAME staff employed	18.2	17.9	19.8
BAME professorial staff	7.6	10.0	9.9
BAME Grade 9 professional services staff	6.1	7.9	6.6
BAME academic staff	13.5	14.0	13.2
BAME professional services staff	21.4	22.3	24.4
BAME staff promotions (from number of promotions awarded)	15.4	21.6	15.8
BAME job applicants	38.2	39.4	40.8
BAME shortlisted candidates (from total number of applicants)	29.6	28.1	30.5
BAME appointments (from total number offered)	14.7	20.3	23.6
BAME members on the University Executive Team (as at 31 July)	0.0	0.0	0.0
BAME members on the University Executive Committee (as at 31 July)	0.0	0.0	0.0
Disability (staff %)	2011-12	2012-13	2013-14
Disabled staff employed	3.4	4.3	4.3
Disabled professorial staff	1.0	5.4	5.8
Disabled Grade 9 professional service staff	3.0	6.4	6.6
Disabled academic staff	4.0	5.2	5.1
Disabled professional services staff	3.0	3.4	3.7

Disabled staff promotions (from number of promotions awarded)	5.8	6.0	4.6
Disabled job applicants	3.3	4.0	3.6
Disabled shortlisted candidates (from total number of applicants)	3.5	3.7	3.1
Disabled staff appointments (from total number offered)	1.8	1.8	2.5
Age (staff %)	2011-12	2012-13	2013-14
Staff aged under 25	2.6	1.7	0.6
Staff aged 25-34	29.4	29.1	18.4
Staff aged 35-44	28.8	30.7	33.3
Staff aged 45-54	21.4	21.7	24.5
Staff aged 55-64	12.9	13.1	16.4
Staff aged 65 and over	4.5	3.6	6.7
Sexual Orientation (staff %)	2011-12	2012-13	2013-14
Heterosexual	43.9	41.5	54.2
Not known	39.0	43.2	28.1
Prefer not to say	14.4	13.0	14.8
Gay	1.8	1.7	2.0
Lesbian	0.5	0.2	0.3
Bisexual	0.4	0.4	0.5
Total	100	100	100
Religion (staff %)	2011-12	2012-13	2013-14
Not known	38.7	53.4	42.9
No religion	22.6	21.9	25.4
Christian	19.0	5.9	11.0
Prefer not to say	13.5	13.2	13.9
Muslim	1.8	2.1	2.5
Hindu	4.5	1.4	1.6
Jewish	0.9	1.2	1.1
Sikh	0.5	0.1	0.4
Other	1.3	0.5	0.7
Buddhist	0.4	0.4	0.5
Total	100	100	100

Equality & Diversity Statistics for Training & Development 2013-14

Context of the Report

The University has reshaped its staff development provision. A reduced provision of University delivered programmes was offered in 2013/14 and for 2014/15 training is now offered on a demand basis which aligns more closely with the Strategic Plan. Staff Development and Organisational Development activity has focused on responding to the 2013 Staff Survey Results and improvements to organisational effectiveness. Bullying & Harassment and Resilience Workshops have been delivered and Executive Committee members have attended Unconscious Bias training. The sessions were commissioned to address matters raised in the Staff Survey and during the follow up focus groups with staff.

Workshop Based Learning - Gender

The proportion of all female staff attending training has increased year on year over the last 2 years but fell in 2013-14, to 43.7%, a decrease of 8.0% on the previous year. This decrease can be seen across all sub groups in the gender categories including female academic staff. The reduction is, in part, attributable to the temporary reduction in provision during 2013/14

Academic female staff attending training fell slightly in 2012-13 from 28.2% to 26.7% in 2013-14.

Workshop Based Learning - Race- Ethnic Origin

The percentage of BAME staff attending training in 2013-14 decreased from 56.2% to 44.1% in 2012-13, a fall of 12.8%.

A total of 20.8% of BAME academic staff (excluding professorial staff) have attended training in 2013-14 compared with 45.45% in 2012-13. This decrease in development activity is consistent across the different equality profiles.

BAME Grade 9 professional staff attending training for the year 2013-14 was 51.8% compared with 55.4% in 2012-13.

Workshop Based Learning - Disability

The proportion of disabled staff attending training in 2012-13 and in 2013-14 has remained broadly consistent.

No disabled Professorial staff attended training during 2013-14 compared with 25.0% during 2012-13. However, it should be borne in mind, that numbers in this sub group are small and this decrease accounts for two fewer staff being trained in 2013-14.

In 2013-14 the percentage of disabled professional services staff (excluding Grade 9 staff) attending training was 29.5% compared with 72.4% in 2012-13. These statistics relate to the staff who have declared a disability.

Workshop Based Learning - Age

There were 60.3% of staff under 25 that attended training during 2013-14; this compares with 86.1% in 2012-12. For all the age profiles there was a fall in attendance in previous years. It should be noted that all age profiles saw an increase in numbers attending courses. For the last three years 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 and the least likely to take part in training are those over 65.

Online Based Learning for all Cohorts to be completed

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.

The percentage of female academic staff who completed online training (excluding Professorial) in 2013-14 was 14.8% this compares with 28.8% in 2012-13 a fall of 14% .

With regard to BAME staff the percentage staff completing on line training in 2013-14 was 44.1% compared with 56.2%. The percentage of professorial staff that completed online training was 4.2% in 2013-14 compared to 27.3 in 2012-13%. The percentage of BAME Academic staff attending training (excluding Professorial) in 2013-14 was 20.8% in comparison to 45.5% in 2012-13.

There is a general trend that the Professorial and Academic staff completing online training has decreased in 2013-14 compared to 2012-13. This is reflected in all protected characteristic groups and is due to the online risk assessment training completed by large numbers of academic staff in 2012-13.

Equality & Diversity Statistics for Training & Development 2013-14

Gender/Sex	2011-12	2012-13	2013-14
Female Staff employed	51.7	50.3	50.4
Classroom Based Training %			
All Female staff attending training	60.3	61.7	43.7
Female Professorial attending training	33.3	52.9	26.5
Female Grade 9 Professional Services Staff attending training	56.5	79.2	7.7
Female Academic Staff attending training (excluding Professorial)	28.2	28.2	26.7
Female Professional Services Staff attending training (excluding Grade 9)	60.6	66.5	53.9
Online Training %			
All Female staff completed online training	26.6	28.8	14.8
Female Professorial completed online training	19.0	29.4	8.2
Female Grade 9 Professional Services Staff completed online training	39.1	20.8	15.4
Female Academic Staff completed online training (excluding Professorial)	18.2	45.0	7.2
Female Professional Services Staff completed online training (excluding Grade 9)	31.1	22.8	18.8
Race/Ethnic Origin%			
BAME Staff employed	18.0	17.9	19.8
Classroom Based Training %			
All BAME attending training	54.5	56.2	44.1
BAME Professorial staff attending training	35.7	77.3	41.7
BAME Grade 9 Professional Services Staff attending training	50.0	80.0	25.0
BAME Academic Staff attending training (excluding Professorial)	38.4	45.5	20.8
BAME Professional Services Staff attending training (excluding Grade 9)	62.0	55.4	51.8
Online Training %			
All BAME completed online training	18.5	22.6	12.9
BAME Professorial staff completed online training	7.1	27.3	4.2
BAME Grade 9 Professional Services Staff completed online training	50.0	20.0	0.0
BAME Academic Staff completed online training (excluding Professorial)	12.8	39.0	4.2
BAME Professional Services Staff completed online training (excluding Grade 9)	20.8	17.0	16.4
Disability %			
Disabled Staff employed	3.5	4.2	4.3

Classroom Based Training %			
All Disabled Staff attending training	42.9	37.9	1.0
Disabled Professorial Staff attending training	100.0	15.4	7.1
Disabled Grade 9 Professional Service Staff attending training	50.0	25.0	0.0
Disabled Academic Staff attending training (excluding Professorial)	40.7	22.0	21.9
Disabled Professional Services Staff attending training (excluding Grade 9)	42.4	72.4	29.5
Online Training %			
All Disabled Staff completed online training	23.8	18.4	3.2
Disabled Staff Professorial staff completed online training	0.0	0.0	0.0
Disabled Staff Grade 9 Professional Services Staff completed online training	50.0	25.0	0.0
Disabled Staff Academic Staff completed online training (excluding Professorial)	14.8	19.5	0.0
Disabled Staff Professional Services Staff completed online training (excluding Grade 9)	30.3	24.1	6.8
Age %			
Staff under 25 attending training	67.3	86.1	60.3
Staff 25-34 attending training	54.7	60.4	81.4
Staff 35-44 attending training	47.4	57.5	43.7
Staff 45-54 attending training	42.1	58.5	21.2
Staff 55-64 attending training	40.7	49.5	14.8
Staff 65 and over attending training	31.4	31.6	6.8
Online Training %			
Staff under 25 attending online training	46.2	38.9	43.1
Staff 25-34 attending online training	30.3	27.9	32.1
Staff 35-44 attending online training	20.5	29.4	12.8
Staff 45-54 attending online training	23.0	32.2	5.9
Staff 55-64 attending online training	18.2	27.8	3.7
Staff 65 and over attending online training	21.6	17.1	2.7