



**City, University of London**  
**Equality, Diversity and Inclusion Annual Report 2018/19**

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## **1. Executive Summary**

The following report outlines the Equality, Diversity and Inclusion (EDI) activity for the period July 2018 to June 2019. EDI activities are summarised in this report for both staff and students and progress on achieving our equality objectives is also provided.

### Summary of EDI Activity 2018/19

Work on Equality Charters is progressing; the Athena SWAN Implementation Group (ASIG) has continued to oversee and support the implementation of City's Athena SWAN action plan. Good progress has been made across the action plan, including progress with School applications and plans are being made for the renewal application. City has committed to applying for a Race Equality Charter award. The process for applying for the award has commenced and is being led by the newly appointed Race Equality Charter Manager, and City has become a member of Disability Confident.

A review of the current support available for those experiencing sexual harassment or misconduct was conducted and a report of recommendations to improve the way City can prevent and respond effectively to sexual harassment for staff and students was approved by the Executive Committee in November 2018.

A new Family Leave Policy has been developed and implemented, which has placed City amongst the most family-friendly employers in the sector.

The Students' Union and the Student Voice team have been jointly undertaking a Programme Representation Review, in order to consult with students, staff, and the sector, on ways to improve our representation systems and ensure that all City students have the opportunity to shape their Programmes and experience. Work has commenced to prepare a Student Attainment Project Action Plan for the 2019/20 academic year, including a specific School and Programme Engagement Plan within this.

Further detail outlining the work undertaken and progress made is provided in the report.

### EDI Strategy

This report provides an overview of the ongoing work to develop and determine the focus of City's new EDI Strategy which will shape the work and priorities going forward for EDI at City for staff and students. City aims to launch its new EDI Strategy in autumn 2019.

### EDI Activity for 2019/20

Alongside implementation of the EDI Strategy, some of the key activity for 2019/20 will include; applying for the Race Equality Charter, renewing the Athena SWAN award, and the 'EMPACT' (Empower to Act) Project Implementation Steering Group will oversee and implement the approved recommendations from the review of City's policies, guidance and procedures to prevent and respond effectively to sexual harassment and sexual misconduct.

Work is planned within the Transgender, Intersex and Gender Non-Conforming (TIGNC) Action Plan, with the TIGNC Working Group, particularly around the presentation and clarity of the policy, guidance and support options. The Student Attainment Action Plan will be launched, establishing activities for Schools and for City as a whole, including a developed partnership approach to reducing our attainment gaps alongside the Students' Union.

## 2. City's Equality, Diversity & Inclusion Objectives

### Staff

There are two staff EDI objectives outlined below. We have made good progress towards Objective 1. Currently, the proportion of women professorial staff is 24.8%, the proportion of Grade 9 Professional Services staff is 44% and 93.3% of executive/institutional committees have at least 30% women members.

In support of Objective 2, a Race Equality Charter (REC) Manager has been recruited to lead on this work. The REC Manager will be making recommendations on the resources required and setting out a timeline/action plan of activity to enable City to apply for a Race Equality Charter award. Following an assessment of City's readiness to apply, it is likely the submission date will be February 2021.

<b>Objective 1</b>	
To promote gender equality and impact positively on other equality areas including intersectionality, in order to build and maintain an inclusive environment that supports and values the diversity of students, staff and the wider community. There are two Performance Indicators these are:	
<b>PI 1.</b>	Increasing the representation of women in senior roles <ul style="list-style-type: none"><li>The proportion (of base population) of academic Professorial staff will be ~30% women by 2020/21</li><li>Maintaining the proportion of Grade 9 Professional Services staff at ~50% women by 2020/21</li></ul>
<b>PI 2.</b>	Increasing the representation of women on executive/institutional committees <ul style="list-style-type: none"><li>We expect diverse membership on our executive/institutional committees, with a minimum of 30% women and 30% men on each committee.</li></ul>
<b>Objective 2</b>	
To consider and prepare for Advance HE's Race Equality Charter with a view to submitting an application in February 2021.	

### Students

City's Education and Student Strategy, one of the strategies which underpins the overall Vision and Strategy 2026, sets out City's commitment to ensuring the continued success of City and its students, by delivering improvements to undergraduate student progression, satisfaction and employability.

The Education and Student Strategy establishes a range of activities, investigations and interventions which will help to support an exceptional student experience at City. In the annual Implementation Plan for the Strategy, there is a focus on understanding areas and activities within the framework of 'Change, Explore, Continue', to help City to focus and prioritise its approach.

City's objectives with regard to students are set out below. These include a focus on equality, diversity and inclusion within them: data supporting KPIs and PIs in the Education

and Student Strategy will be broken down and analysed by student demographic to address any variances in performance. This will be used to inform future priorities and activities required to effectively support and engage City's diverse student communities.

#### Vision and Strategy 2026 Academic Output KPIs for Education

Targets by 2021:

- **Student Employability** – Top 20 in *The Times* and *The Sunday Times* University League table.
- **Student Progression** – 90% average across all undergraduate programmes.
- **Student Experience** – Consistently best National Student Survey results in London, top 20% in UK.

#### Education and Student Strategy Performance Indicators

Targets by 2021:

- **Transition to university as measured by Your Voice 1** – All undergraduate programmes consistently to achieve: >75% (mean q. 2.1 – 2.3).
- **Undergraduate satisfaction as measured by Your Voice 1** – All undergraduate programmes consistently to achieve:
  - Assessment and Feedback >75% (mean q.8 – 11)
  - Academic Support >85% (mean q.12 – 14)
  - Learning Community >83% (mean q.21 – 22)
  - Student Voice >83% (mean q.23 – 26)
- **Number of undergraduate students obtaining a good honours degree (Upper Second or First Class)** – >70%
- **Postgraduate satisfaction as measured by Postgraduate Taught Experience Survey** – >85% (mean of sections A to G and I)
- **Evaluation and action plan for City's distinctive offer undertaken via periodic review** – >60% of undergraduate courses
- **Academic staff undertaking Continuing Professional Development (CPD) each year** – 100%
- **Number of academic teaching staff applying for Higher Education Academy (HEA) fellowship** – 100%

During the 2018/19 academic year, City has undertaken an Integrated Student Support Review, led by Student and Academic Services (S&AS) and Learning Enhancement and Development (LEaD). The purpose of this review is to enable City to reimagine its mechanisms for support with the student at their core, understanding the student journey and lifecycle in terms of broad and individual support needs. Recommendations from this review will be considered in summer 2019.

### **3. Governance and Overarching Actions**

In addition to our legal obligations as set out in the Equality Act 2010, City's initiatives under its Athena SWAN action plan and preparations for Race Equality Charter activities support the achievement of City's *Vision & Strategy 2026*. VS2026 is underpinned by: the Education and Student Strategy; the Research and Enterprise Strategy; the People Strategy; and the Equality, Diversity and Inclusion Policy, which are all responsive to the context in which higher education institutions operate and the changing needs and expectations of our students, staff, and partners and of business and the professions, together with the local community.

City's Council, as the governing body, has ultimate responsibility for ensuring the implementation of all equality related legislation. This assurance is provided through annual reports on EDI matters and progress reports in achieving City's Equality Objectives and the Athena SWAN Action Plan. Council delegates powers to the Remuneration Committee, the President and the Executive for oversight and responsibility for adherence to and effective implementation of City's Equality, Diversity & Inclusion Policy and related policies and provisions.

#### **3.1. Equality Committee**

The Equality Committee is a sub-committee of the Executive Committee. Until October 2018 it was chaired by the Director of Information Technology, Claire Priestley. Professor Zoe Radnor, Vice President (Strategy & Planning) has since taken the role of Chair of the committee.

In 2017/18 Internal Audit carried out a review of the effectiveness of the Committee and made a number of recommendations to enhance the Committee. These recommendations were considered and a new structure including a Core and Expanded Group has been introduced. The Core Equality Committee's main purpose is to drive, monitor and maintain momentum of City's current Equality Objectives. The Expanded Committee's purpose is to work with the Core Committee to drive the implementation of these objectives through implementation of the Equality Committee action plan.

The minutes of the Committee and a termly update of issues considered are reviewed by the Executive Committee. The Executive Team and Executive Committee consider EDI matters as one of the "Big Six" items at each meeting.

The Core and Expanded Equality Committee has each met once per term during the reporting period. The Equality Committee has two sub-committees: the Athena SWAN Implementation Group (ASIG); and, the Trans, Intersex and Gender Non-Conforming (TIGNC) Working Group, both of which are reported on later in the report.

#### **3.2. Equality Resourcing**

In 2018/19 we have recruited additional staff with a focus on Equality, Diversity and Inclusion. Professor Zoe Radnor was appointed as Vice President (Strategy and Planning). Equality, Diversity and Inclusion is a significant element of Professor Radnor's role at City. Dr Kavita Powley was appointed as Race Equality Charter Manager and commenced in this role in January 2019. These developments demonstrate City's commitment to EDI and will enable us to make greater progress in achieving our equality and diversity aims.

## **4. Equality and Diversity Activity**

### **4.1. Policy Development and Review**

Work was completed during 2018/19 on policies, regulations and processes designed to support and improve the experience of students and staff in relation to their protected characteristics and personal circumstances.

#### Transgender, Intersex and Gender Non-Conforming People Policy and Working Group

In 2017/18, City launched and implemented its Transgender, Intersex and Gender Non-Conforming (TIGNC) People Policy.

To oversee the implementation of this policy, the TIGNC Working Group exists as a sub-group of the Equality Committee, and has met once per term since it was established in 2017/18. From 2019/20 onwards, the group will meet twice per year, hosting an open forum where staff and students are invited to attend and to make suggestions for the continuing development of this work, and one formal meeting which will review progress across the previous academic year.

The TIGNC Working Group has agreed a TIGNC Action Plan in order to structure its continued approach to the implementation of the Policy, and to ensure that staff and students are continually being consulted on the progress and requirements of this work. A particular milestone for the 2018/19 academic year will be the completion of building works at CitySport, which will bring about the introduction of Inclusive Changing Facilities for use from summer 2019 onwards.

City continues to provide 'Introduction to Trans Awareness' training for staff through Organisational Development, facilitated by Gendered Intelligence. 114 members of staff had completed this training as of March 2019. City maintains a good relationship with Gendered Intelligence, and will be working with them to explore online training options and additional student support mechanisms, ahead of the 2019/20 academic year.

#### Family Leave Policy Review

A review group was set up to review, develop and implement a new Family Leave Policy. The revised maternity, adoption, shared parental and paternity leave provisions were implemented in January 2019 and provide an increase to the current entitlement. These enhanced provisions have placed City firmly amongst the most family-friendly employers in the sector. The new Family Leave Policy will be published in summer 2019.

As part of the review, an additional entitlement has been developed to support research excellent staff, or academics who are on a trajectory of 3\* or 4\* outputs, returning from long term leave in order to focus on research. The type of leave included can be any form of long term leave including maternity, adoption, shared parental, or, long term sick leave. This will allow eligible staff to relief of teaching for one term within the first year of returning to work. Support for education focused academics is also being reviewed. This scheme demonstrates City's commitment to minimising the impact of extended leave, offering greater flexibility and opportunity and supporting the development of staff.

## **4.2. Student Activity**

### **4.2.1. Student Representation and Feedback**

City works with our Students' Union on student representation. Feedback is gathered informally through working closely with the Students' Union and in discussions with staff, and the Students' Union sabbatical officers represent the views and experiences of students on committees across the institution. Formal feedback is also gathered through module questionnaires, internal surveys and nationally-led initiatives such as the National Student Survey (NSS).

In 2018/19, 75% of eligible students completed the National Student Survey, 23.5% of first year students completed the Your Voice 1 Survey, and 24.4% of second year students completed the Your Voice 2 Survey. This equates to 3,467 out of a possible 9,045 undergraduates completing their annual survey for this academic year. The OfS Postgraduate Taught Survey remains open at the time of writing, and so a final response rate for this survey is not yet available, while the Postgraduate Research Experience Survey (PRES) achieved a response rate of 22.5%.

City has a Programme Representation System which ensures the views of students are represented to Schools through a number of channels, enabling these students to inform change in their Schools and on their Programmes. Student representatives participate in School Staff Student Liaison Committees at Programme level and School Student Experience Committees at School level, which allows representatives the opportunity to engage directly with Professional Services from across City.

Across 2018/19, the Students' Union and the Student Voice team have been jointly undertaking a Programme Representation Review, in order to consult with students, staff, and the sector, on ways to improve our representation systems and ensure that all City students have the opportunity to shape their Programmes and experience. This review is expected to make recommendations to Senate early in the 2019/20 academic year.

The Students' Union has a number of part-time Liberation Officers to represent specific groups of students who have traditionally been under-represented in Higher Education (and in society), and who often have particular issues which require representation. The Liberation Officers are: Lesbian, Gay, Bisexual and Trans (LGBT+) Officer; Disabled Students' Officer; Women's Officer; Black, Asian and Minority Ethnic (BAME) Officer and International Students' Officer.

For 2019/20, City Students' Union has updated the role of Vice-President Activities and Development to Vice-President Community and Wellbeing, in order to facilitate a more strategic focus on student welfare, wellbeing and inclusion. The elected Vice-President Community and Wellbeing officer manifesto for 2019/20 focuses on the following items:

- Tackle the BAME attainment gap
- Establish Black History Month and Islamophobia Awareness
- More support for mental health
- Wider participation in sports and activities.

### **4.2.2. Student Data Monitoring**

The Office for Students (OfS) has introduced a more rigorous approach to Access and Participation Plans, which means that City's plan will now include incremental targets for improvement across a five-year period, and will now also consider student attainment in support of reducing gaps between the attainment of different student groups. City is required



to consider the Access and Participation Plan in line with a Theory of Change model to develop and embed more effective student engagement, and work is being undertaken by the Student Experience and Engagement Department (SEED) Manager team to explore City's approach to this.

As part of the requirements of registration with the OfS, City will also be subject to the Transparency Information Condition, which comes into effect from 1<sup>st</sup> August 2019. The Transparency Information Condition requires all Higher Education providers to publish data on student applications, offers and acceptances, completion and attainment, analysed by gender, ethnicity and socio-economic background. The purpose of this is to enable prospective students to make more informed choices about their preferred provider based on this information.

The Education and Student Strategy commits City to reviewing the impact of all student access, retention and success initiatives (those in support of our institutional Satisfaction, Progression and Employability KPIs) by their impact on student equality groups, as well as students who are categorised into one or more Widening Participation Groups. All initiatives are to be analysed for their impact by student age, disability, ethnicity and gender.

Since 2017/18, City has been collecting student data on Religion and Belief, Sexual Orientation and Gender Identity. It is now mandatory to return data on Religion and Belief to HESA (the Higher Education Statistics Agency) for students who have either enrolled during or after the 2017/18 academic year, or who have self-disclosed this information on their student record. City has also taken the decision to make completion of the Sexual Orientation and Gender Identity fields mandatory as well in this way. The expectation is there will be data of a higher quality than in previous years for these characteristics in the 2018/19 HESA return, and that Religion and Belief will be included in the 2018/19 Public Sector Equality Duty (PSED) Report.

The TIGNC Working Group has undertaken specific work this academic year to identify good practice within the sector and beyond, in the framing of equality monitoring questions around gender identity. City has participated in a UCAS working group on this topic, and agreed an updated question, which has now been implemented ready for usage from the 2019/20 academic year onwards.

City also uses its Widening Participation (WP) Flag as an indicator of students who meet one of seven criteria which would identify them as a WP student. This enables City to monitor the impact of initiatives on the experience of WP students, although new approaches within the Access and Participation Plan are likely to require a more nuanced approach which will require City to revise its current WP Flag.

#### Equality Impact Assessments

In 2018/19, the Equality Committee agreed a new framework and guidance for Equality Impact Assessments, to be used across City. Senate additionally agreed a 'Framework for Development and Review of Academic Policy and Guidance', which requires new or updated Senate policies to include an Equality Impact Assessment for Senate to review.

To date, supported by Quality and Academic Development in Student and Academic Services, the following Equality Impact Assessments have been completed, or are awaiting approval, on behalf of Senate:

- Graduate Teaching Assistants Policy
- Policy on Extensions and Late Submissions of Students Work
- Fitness to Practice Policy (School of Health Sciences)

### **4.2.3. Student Support**

#### Induction and Transition

City, in line with much of the sector, has begun to place an increasingly strategic focus on its approach to student welcome, induction and transition. The annual Welcome Week and Induction Planning Group is the largest operational group at City, and focuses on supporting the development of a range of welcome and pre-arrival activities designed to support student wellbeing, preparedness, and student sense of belonging.

The Widening Participation Outreach team runs a pre-arrival event for incoming undergraduate students who have been engaged in Widening Participation activities with the team prior to their enrolment at City. This pre-induction activity supports students to meet other students from across Schools and Programmes who may have had similar educational experiences to them, or may have come from similar backgrounds. Students are also able to meet with representatives of support services.

In Welcome Week for 2018/19, City introduced Thriving at City (styled 'Thriving@City') for the first time, as a joint venture between Student Counselling and Mental Health Services (SCMHS) and Student Experience and Engagement (SEED). Through Thriving@City, over 2,000 students attended talks and stalls on wellbeing and student support services at City, accessing information which had previously only been shared sporadically across Schools. Thriving@City has now been mainstreamed into annual Welcome Week activity, and will look to engage with even more incoming students in 2019/20.

#### City Cares

The Progression and Strategy Support Team within SEED deliver City Cares, a dedicated programme of support for students who are care-experienced, young adult carers, young independent estranged students and refugees and asylum seekers.

Through a designated member of staff, City Cares provide financial, pastoral and educational support to ensure that students can succeed. Support begins pre-arrival, aiding the transition to City life, through to graduation and beyond. Support during the student's course includes being prioritised for City's partner student accommodation and supported to find suitable living arrangements throughout their course. They will also be prioritised for City's extracurricular activities like CityBuddies, the peer mentoring scheme, as well as the professional mentoring scheme with a person in industry.

It is important for students within the City Cares community to know that City is dedicated to recognising their needs and addressing the barriers they face. This acts as a catalyst to building trusting relationships with students, which are further developed through face-to-face meetings, allowing students to feel more comfortable to communicate their needs openly. Students are also supported to connect and foster peer-to-peer support networks by hosting City Cares socials throughout the year.

Finally, City Cares supports students financially, through commitments to this student group in our Access Agreement where undergraduate students within the City Cares community for 2018/19 have been able to access the City Cares bursary of £3,500 for a maximum of three years to help them with the costs of University life. We recognise that these students may face specific financial burdens due to their challenging familial life thus the bursary aims to ease these pressures so that they can concentrate on their studies.

#### Student Development (CityBuddies)

Our student peer-mentoring scheme, CityBuddies has continuously expanded in recent years, and continues to operate in each School. In 2018/19, 1,036 undergraduate students

arriving at City were matched with mentors. Demand for the scheme is very high with more students applying (over 1,200) than we have places for. Also, work to better reflect the student population at City has been successful as 40% of mentors were men (up from 25% in 2015/16).

In 2019/20, the team will work more closely with Schools to attempt to ensure that all incoming students are aware of the scheme and have the opportunity to apply and that the supply of mentors meets demand in each programme area.

#### Personal Tutoring Policy and Student Engagement and Attendance Policy

City's Learning and Teaching Strategy supports our students in becoming professional, analytical and enquiring graduates. Students' development is dependent on the support they receive, the environment in which they study, and the academic quality of their programmes; students' own motivation to learn provides an additional essential factor.

As part of the ongoing commitment to supporting student success and progression (as outlined in the VS2026) City has undertaken substantial work on developing a comprehensive Personal Tutoring Policy and implemented the Taught Student Engagement and Attendance Policy in 2018/19.

Undergraduate students will meet their personal tutor a minimum of once per term, however they are also encouraged to maintain regular contact with them throughout the year. Tutors will provide advice and support with academic and professional development, as well as act as a first point of call for pastoral advice and direct students to the appropriate support offered by City when needed. Personal tutors record their meetings digitally, via the EVision student records system, whereby they can record notes of their meeting and also refer students to City's support services to ensure any additional support needs are managed in the meeting.

Running in tandem with Personal Tutoring is the Student Engagement and Attendance Policy, which sets out our attendance requirements for all undergraduate students as well as our commitment to record all UG Year 1 attendance. This is in response to both City and sector research, which tells us that, overall, inconsistent attendance and engagement will make a student less likely to succeed. It is therefore essential that universities are able to identify students at risk of not succeeding, as quickly as possible, in order to intervene.

As part of City's commitment to supporting students with their attendance (and of a wider initiative to modernise administration for students) the Count Me In Pilot Scheme was introduced, in order to facilitate a move from a manual system (paper registers) to an electronic system for recording student attendance, and to provide a more robust approach. Phase 1 of the Pilot is now complete and Phase 2 will roll-out in September 2019. All undergraduate students will have their attendance recorded electronically by 2021. The electronic system (SEAtS) enables staff to view students' attendance, sends automated 'nudge' messages to those students whose attendance is a cause for concern and allows staff to contact students directly, as well as record case notes. SEAtS gives personal tutors and programme teams greater resources to tap into attendance trends and issues and where needed, intervene much sooner for students that require additional support.

#### Financial Support

City offers a range of bursaries and financial support to students, as well as funding advice and support, through the Student Funding team based in the Student Centre. Bursaries range from those which are programme-, course- or cohort-specific, to those for particular groups of students (such as the City Cares Bursary for care-experienced students).

Work has begun in 2018/19 to consider Financial Support as a strategic support offer, in line with City's Access and Participation Plan.

#### Student Appeals, Complaints, Fitness to Study and Extenuating Circumstances

##### Fitness to Study:

Development work is underway with the Fitness to Study procedure (launched in 2016/17) to allow students additional grounds for appealing an outcome, in order to reflect the options available in other processes, and to better support students experiencing issues related to their mental health. Providing additional grounds for appeal has also been identified as a good practice requirement by the Office of the Independent Adjudicator (OIA).

##### Extenuating Circumstances:

A project launched in 2018, to review the Extenuating Circumstances (EC) procedures at City, has resulted in the development of a medical evidence template form to assist students who are experiencing difficulties in obtaining the relevant medical evidence required to support their claim. This is intended to reduce the number of claims that are either rejected or postponed by EC Panels, and can further inform Schools as to whether the circumstances may be ongoing, and indicate any referrals to support services that should be offered.

The Student Voice team will also begin research into the possibility of allowing students to self-certify for short-term medical conditions that are difficult to evidence for claims (e.g. migraines, short-term sickness bugs). Self-certifying has already been adopted by other institutions in the Sector and the team will be reaching out to these institutions and Students' Unions to support potential implementation.

#### Harassment and Bullying

The recent increase in complex student cases involving sexual misconduct has led to key learning outcomes and developments being identified. The Student Voice team, in collaboration with City's safeguarding leads, developed a procedure and corresponding guidance for handling sexual misconduct allegations, which has been disseminated to Schools.

This work was undertaken to ensure that staff are aware of the appropriate processes and support services students can be referred to while investigations are underway, both internally at City and externally with the police. City now also utilises newly created 'No Contact' Agreements to safeguard both the reporting- and responding-students in these complex cases, as it was identified that suspending a student on the basis of an allegation made against them would not be a proportionally appropriate response while an investigation is still pending.

#### **4.2.4. BAME Attainment Gap**

In the Education and Student Strategy Implementation Plan for 2018/19, City has made a commitment to exploring its ethnicity attainment gap (often referred to in the sector as the BAME attainment gap) and scoping out a longer-term project to address differential attainment amongst specific student groups. Alongside this, the OfS has introduced the Black Attainment Gap, and other attainment gaps experienced by particular equality groups, as a new focus for Access and Participation Plans, requiring strategic objective-setting in this area for the first time.

A Student Attainment Project Action Plan is being prepared for the 2019/20 academic year, including a specific School and Programme Engagement Plan within this. The Action Plan will establish activities for Schools and for City as a whole, including a developed partnership approach to reducing our attainment gaps alongside the Students' Union.

The Student Attainment Project is being led by the Director of Learning Enhancement and Development (LEaD) as the Chair of the City Learning and Teaching Committee. The Student Voice team in Student and Academic Services provide expertise and support for the development of the project, and the Education and Student Committee take responsibility for senior strategic oversight of this work.

To support the development of our own Student Attainment Project, City has participated in the Advance HE 'Closing Attainment Gaps' Project, along with ten other UK institutions in order to identify good practice within the sector, and work to make meaningful recommendations about approaches to this work for the sector.

#### **4.2.5. Learning Success and Student Counselling and Mental Health Service**

Students diagnosed with a disability, or identified as having a specific learning difference (SpLDs) or mental health condition, are able to access specialist support specific to their condition, through either Learning Success (which comprises Disability Support and Neurodiversity Support) or through the Student Counselling and Mental Health Service (SCMHS).

The following table looks at student engagement with the four specialist student support services which support students with disabilities, SpLDs and mental health conditions, all situated within LEaD, during the 2017/18 academic year. The numbers reported are new registrations in addition to students registered in previous years, some of whom have regular and frequent appointments for mentoring and support. Data are not yet available for the 2018/19 academic year.

<b>New registrations to student support services for students with disabilities in 2017/18.</b>		
<b>Specialist student support service</b>	<b>Student numbers</b>	<b>Percentage</b>
Counselling	682	51%
Disability	108	8%
Mental Health	254	19%
Neurodiversity	288	22%
<b>Total</b>	<b>1,332</b>	<b>100%</b>

It should be noted that the specialist student support services are reporting an increasing complexity of student cases which is evidenced through increased liaison work with external providers, such as accommodation providers, GPs, crisis intervention teams and NHS psychiatric services.

City established a #stepchange Steering Group which met throughout autumn 2018 and was co-chaired by Professor Debra Salmon, Dean of the School of Health Sciences and Professor Susannah Quinsee, Director of Learning Enhancement and Development (LEaD) with representatives from across Schools and Professional Services. The group considered current initiatives at City mapped against the eight areas of the #stepchange framework and provided recommendations to ExCo as to whether the University should adopt this approach. ExCo approved adoption of #stepchange in October 2018 and since that time, a mental health strategy has been developed and will be considered by ExCo imminently.

Other work of the Steering Group has included a review of current processes and policies in relation to managing vulnerable students and those in crisis situations; recommendations to create clearer links on the staff hub to help staff refer students to specialist student support services; development of links with the Charlie Waller Memorial Trust to develop training for

staff; developing links with academic staff in the new 'Centre of Excellence in Mindfulness Research' within the Psychology department and external colleagues within SMARteN.

Through data monitoring exercises for the Public Sector Equality Duty (PSED) Report, the Equality Committee has identified that City's disclosure rate for disabilities, SpLDs and mental health conditions (6.46% in 2017/18) is well below that of the sector. The Equality Committee has agreed that investigation into the reasons for this trend of low disability disclosure rates at City should take place during the 2019/20 academic year.

#### **4.2.6. Faith Religion and Culture**

The Chaplaincy team continues to find ways of embedding its strapline of 'Welcoming every faith, belief and culture' into its ethos and into the University. During Inter-Faith Week (November 2018) we invited four respected faith leaders to engage in a debate entitled 'Prayers, Politics and Public Life'. The Chaplaincy worked in conjunction with the Journalism department to widen the debate beyond the faith communities.

Friday Prayers continues to be a positive student-led engagement for the various strands of Islam represented in our student body. Managed by the Student Voice team, in collaboration with the University Imam, each week, between 190 and 350 students attended Friday Prayers in the Great Hall (on average, 298 students across the first two terms of the academic year). This year the Chaplaincy also began offering a short-Jumma for students unable to attend the Great Hall sessions due to teaching.

Regular lunches and discussions are held with the Presidents of the Student Faith Societies, offering them a voice within City, to offer a regular and informal inter-faith gathering, and to work together on improving the experience of students of faith. A variety of different Faith Societies use the Multi-Faith Room for their events and the Chaplaincy team is on-hand to offer support where required.

In conjunction with the Careers Service, two sessions have been offered to enable students of faith (an under-represented group) to take the experience of volunteering within their faith communities and translate it into language accessible and appropriate for applications for employment.

The Chaplaincy team continues to offer support for LGBT+ students of faith, providing a safe environment for mutual support and friendship.

The Chaplaincy is currently in conversation with Humanist UK to explore employing a Humanist Chaplain to better reflect the majority of City's student body based on our broad understanding of 'belief' as one of the protected characteristics under the Equality Act 2010.

### **4.3. Staff Activity**

#### **4.3.1. Athena SWAN**

The Athena SWAN Implementation Group (ASIG) has continued to oversee and support the implementation of City's Athena SWAN action plan in accordance with the Athena SWAN Charter and its principles. The ASIG has met twice per term and was chaired by Professor Giulia Iori until January 2019. Gemma Kenyon (Head of Careers) and Dr Patricia Moran (Head of English) have since taken the roles of Co-Chairs of the ASIG.

Progress on the action plan is regularly reviewed by the ASIG and there is good progress across the action plan. All five Schools have self-assessment teams and are at various

stages of their Athena SWAN journeys. The School of Mathematics, Computer Science and Engineering submitted an application for a Bronze Award in April 2019. The result will be communicated at the end of September 2019.

Progress on the Athena SWAN action plan has been monitored at least once per term, with progress reported annually to the Equality Committee, Executive Committee and Senate. City is due to renew our Athena SWAN Bronze Application in November 2020 and the ASIG has commenced planning the self-assessment process.

The ASIG hosted the second meeting of the Gender Equality Advisory Group (GEAG) in February 2019. The GEAG consists of women in senior positions across academia, business and the professions who advised City on our 2017 Athena SWAN application. The purpose of the meeting was to provide members with an update on City's progress and to seek advice and guidance on future plans for City's gender equality work. The outcomes from the GEAG meeting will also feed into the development of City's new EDI Strategy.

The ASIG have recognised that there is slow progress towards the increase in the proportion of women professors and whilst there are a number of Athena SWAN actions that aim to change this there is a reliance on promotion. All Schools have held Preparing for Promotions workshops and the Academic Promotions Guidance has been revised to provide greater clarity on the level of contribution expected for each criterion and alignment with the expectations of the role as set out in the Academic Role Profiles. The updated guidance includes information for part-time staff and is in use for the 2019 Academic Promotions round. The ASIG is also reviewing the appraisal policy and processes to ensure discussions on short, medium and long-term objectives relating to career development and promotion take place for all staff.

#### Athena SWAN lectures

There have been two Athena SWAN lectures in 2018/19, in SMCSE and SASS.

Date	School	Talk
10 December 2018	SMCSE	Panel discussion on career progression of women in STEM: challenges and opportunities
04 December 2018	SASS	Nawal El Saadawi in Conversation

### **4.3.2. Gender Pay and Equal Pay**

#### Gender Pay Gap

City published its second mandatory Gender Pay Gap report in March 2019. Gender Pay Gap reporting was introduced by the government in 2017 and requires UK (excluding northern Ireland) organisations with more than 250 employees to publish specific figures about their gender pay gap annually.

City's mean pay gap was 14.7% and the median was 13.7%, published in March 2019. This report demonstrated a decrease in City's mean and median pay gaps for hourly earnings. City's mean pay gap as published in March 2018 was 15.7% and the median was 16.2%.

City has identified seven priority areas to address its Gender Pay Gap. These include:

1. *Annual salary review and remuneration policies*
2. *Introduction of two Performance Indicators to advance gender equality (outlined earlier in the report)*
3. *Recruitment*

4. *Promotion*
5. *Career development*
6. *Raising awareness and policy development*
7. *Maintaining our commitment to Athena SWAN.*

A table comparing City's gender pay gap with the gap on other comparable HEIs is provided below, for the mean and median pay gaps.

		<b>Average Pay per hour</b>	
<b>Type</b>	<b>University</b>	<b>Mean %</b>	<b>Median %</b>
	City, University of London	<b>14.7</b>	<b>13.7</b>
	Loughborough University	27.1	35.7
	Lancaster University	26.8	25.5
	London School of Economics and Political Science	23.9	14.9
	University of Durham	23.8	27.9
	University of Leicester	23.1	19
	University of Liverpool	23.1	19
	University of Sussex	22.5	18.2
	University of Reading	20.5	18.5
	University of Bath	19.8	17.6
	University of Exeter	19.6	16
	King's College London	19	14.1
	University of East Anglia	17.9	24.8
	University of York	17.6	16.3
	University of Surrey	17	14
	Imperial College London	17	7.6
	Queen Mary, University of London	13.7	10

Further information on the implementation of these priority areas can be found in City's Gender Pay Gap Report 2018 (<https://www.city.ac.uk/about/governance/equality>).

### Equal Pay Audit

City conducted its most recent full Equal Pay Audit in 2019 .This is City's fourth full Equal Pay Audit.

The Equal Pay Audit considered four protected characteristics (Gender; Ethnicity; Disability; Age) as well as contractual factors (Mode of employment, Contract type and Occupational groups) and was based on a snapshot of salaries taken at 31st July 2018.

The 2019 Audit has shown that progress has been made since the previous 2015 Audit, with a reduction in the gender and disability pay gaps.

The previous 2015 Audit made a number of recommendations which were embedded into the Athena SWAN action plan, these include actions related to recruitment, promotion and career development opportunities and are continuing to be implemented.

Additionally City has implemented specific actions relating to remuneration. Detail of these and a progress update is provided below.



### *1. Job Evaluation*

All Grade 9 positions have been subject to Korn Ferry Hay Group job evaluation. This has assessed the size of the role and allows City to benchmark roles to ensure that it is appropriately remunerating staff holding comparable roles.

### *2. Responsibility Allowance Framework*

City has reviewed its Responsibility Allowances (RA) and continues to work with Deans and Professional Services Directors to implement frameworks. This ensures that any additional duties assumed by staff are remunerated fairly and equitably, and will help to reduce total pay gaps within grades. Four Schools have RA frameworks and work has started on developing a framework for the fifth School. The review process within Professional Services has also been streamlined.

### *3. Enhanced Processes for the Annual Salary Review (ASR) and Professional Rebanding*

Process changes have been implemented for both reviews to increase rigour and transparency.

In addition to the ongoing actions to increase the proportion of women in senior roles and actions to address inequality in pay, City recognises that further considerations for actions to reduce the ethnicity pay gap are needed. City will focus on ethnicity pay gaps as part of its Race Equality Charter (REC) self-assessment and application process.

#### **4.3.3. Race Equality Charter**

City is committed to applying for a Race Equality Charter (REC) award as part of our ongoing commitment to advancing equality, diversity and inclusion in higher education.

The process of applying for the Race Equality Charter will require us to critically interrogate our race and ethnicity data, our staff and student experiences of racial harassment and of being an ethnic minority within the institution. The Race Equality Charter Manager will lead on this work.

The start of the process required becoming a member of Advance HE's Race Equality Charter via a letter of endorsement from the President. The letter confirms the institution's acceptance of the REC principles, our commitment to these at the highest level, and that we are committed to applying for the Charter Mark within three years of becoming a member.

City is in the process of forming the REC Self-Assessment Team (RECSAT), which will be led by the Vice President (Strategy & Planning), Professor Zoe Radnor, who is also acting as the Executive Sponsor. The RECSAT will include academic and professional services staff, trade union and students' union representatives. Two Deputy Co-Chairs will also be appointed to help lead on this important project.

The RECSAT's purpose is to lead and co-ordinate the preparation of City's REC application and an action plan for submission in February 2021. The RECSAT will act as an advisory and consultative forum at key stages of the charter accreditation submission process and to support and contribute to identifying and promoting good practice and the development of the corresponding action plan.

The RECSAT will make recommendations regularly to the Executive Committee. It will also provide regular updates to the Equality Committee and the BAME Staff Network Group. Both

will act as advisory groups to the RECSAT. The REC project will also work in collaboration with the Attainment Gap project led by LEaD to ensure improvements in race equality for students are aligned.

#### **4.3.4. Tech Talent Charter**

The Tech Talent Charter (TTC) is a commitment; supported in the government's policy paper on the UK Digital Strategy, by organisations to a set of undertakings that aim to deliver greater diversity in the tech workforce of the UK, one that better reflects the make-up of the population. Signatories of the charter make a number of pledges in relation to their approach to recruitment and retention.

City signed up to the Tech Talent Charter last year, with Claire Priestley (Director of Information Technology) leading as the senior signatory.

City submitted its summary data for 2018, which showed the current diversity statistics within the department.

The IT department has set up a sub group to work on various projects and activities to help promote equality and diversity within IT at City.

The following work streams have been based on the Tech Talent report, which highlights the key areas that institutions need to work on to improve equality and diversity:

1. Culture
2. Recruitment
3. Retention and Growth
4. Returners and Retraining

IT are working on these with the intention of developing an action plan to present to the IT Senior Management Team. Progress will continue to be reported annually via the Equality Committee at a time aligned to the annual data submission to the TTC.

#### **4.3.5. Prevention and Response to Sexual Harassment**

To contribute to the delivery of V&S26 and ensure that City is an inclusive, respectful and safe environment for staff and students, the Sexual Harassment and Sexual Misconduct Working Group was established in April 2018. A time-limited working group was formed with representation drawn from across the University, to review and improve City's policies, guidance and procedures and make recommendations on how City can prevent and respond effectively to sexual harassment and sexual misconduct.

The Group carried out a comprehensive review of best practice in the UK HE sector, attended conferences and seminars, gained the relevant knowledge and skills to make informed and appropriate recommendations. The Group also reached out widely to the City community to ensure a wide range of perspectives and experiences were included in the review and analysed best practice guidance from trusted, authoritative organisations.

The review was finalised in November 2018 with a final report of recommendations to improve the way in which City can prevent and respond effectively to sexual harassment for staff and students. The report was approved by the Executive Committee.

The 'EMPACT' (Empower to Act) Project Implementation Steering Group was formed in January 2019. The aim of the group is to bring together relevant stakeholders to oversee and drive the implementation of the recommendations approved in 2018 in the final report to prevent and respond effectively to sexual harassment and sexual misconduct at City. This

project steering group is chaired by Louise Doolan, Director of Library Services, and project managed by Dr Kavita Powley from the Equality, Diversity and Inclusion Team. The group includes academic and professional services staff, trade union and students' union representatives to ensure a wide range of perspectives and experiences are included.

The aim of the two-year project is to improve City's policies, procedures, guidance, training, support mechanisms, raise awareness and change the culture regarding sexual harassment in order to ensure staff and students have a safe and respectful experience at City. Progress will be regularly reported to the Equality Committee and ExCo.

#### **4.3.6. Women on Boards**

Women on Boards (WoBs) is a University-wide opportunity to further our City values through the support and development of staff members to help them take on board or committee roles as non-executive directors (NED), trustees, or governors.

City became a corporate member of WoBs in February 2018 and a steering group was established to oversee the WoBs work. The event 'Seven reasons why being on a board is good for your career' was held in June 2018 to launch the WoBs scheme at City.

During the reporting period, 63 staff subscribed to the WoBs website as WoB members. By subscribing, employees were able to access WoB's non-executive vacancy board and 'Resource Centre' which includes governance, career and leadership guidance.

On 1 November 2018 WoB ran the workshop 'On Track for Success'. This workshop provided information about the type of non-executive and committee roles available and how a board role can be beneficial to an individual's career. This workshop was open to women at various stages of their career and was attended by 27 staff.

On 29 January WoB ran the workshop 'Getting Started: Realising your Board Potential'. This workshop was aimed at men and women interested in applying for their first non-executive director role and was attended by 34 staff.

#### **4.3.7. Disability**

##### Disability Confident

City joined the government's Disability Confident Scheme as a Level 1 employer- Disability Confident Committed, in November 2018. The scheme is part of the government's commitment to provide support for disabled people to secure and stay in employment.

The aims of the Disability Confident Scheme are to:

- Engage and encourage employers to become more confident so they employ and retain disabled people
- Increase understanding of disability and the benefits of employing or retaining disabled people
- Make a substantial contribution towards halving the disability employment gap.

To be recognised as Disability Confident Committed, City agreed to the following Disability Confident commitments:

- Inclusive and accessible recruitment
- Communicating vacancies
- Offering an interview to disabled people
- Providing reasonable adjustments
- Supporting existing employees.

The next stage of City's Disability Confident journey involves undertaking a self-assessment designed by the Scheme to enable us to focus on City's current provisions and activities, and the additional steps we need to take. Once completed, City will be registered as a Level 2 Disability Confident Employer.

### Recruitment

As part of the Disability Confident Scheme, City offers a Guaranteed Interview Scheme (GIS) for applicants that disclose a disability and wish to be considered under the scheme. GIS enables applicants with a disability to be guaranteed an interview if where they meet the essential selection criteria for the job.

City is looking to introduce new positive action statements in recruitment adverts and job descriptions, stating that City welcomes applications from under-represented groups. This activity aims to encourage people from under-represented groups, including people with a disability, to apply for positions.

### AccessAble

City is a member of AccessAble, which provides an access guide that outlines disabled and facilities features across the University's estate. Through our partnership with AccessAble, City is able to provide up to date, highly detailed access information for all our buildings specifically to help disabled people. Work is ongoing to ensure the AccessAble guide is visible to staff, students and visitors on City's website and included in interview invitations.

### Mencap

City is working towards introducing the Mencap Traineeship Programme. Mencap is one of the UK's leading learning disability charities working with people with a learning disability. Traineeships are open to 19-24 year olds with a special education need. The Traineeship is ideally suited as a 'work trial', allowing the employer to work with young people over a period of time, to enable them to acquire the right skills to enter the workforce.

#### **4.3.8. Diverse-City**

City hosted its first Equality, Diversity and Inclusion Conference, Diverse-City, on Thursday 28<sup>th</sup> March 2019. 107 members of the City community registered and attended the event.

The purpose of Diverse-City was to promote equality, diversity and inclusion, and for attendees to learn more about different aspects of diversity, as well as getting people to feel more comfortable sharing their experiences of EDI. The conference was open to both staff and students.

The event included a range of interactive sessions focusing on training, learning and experience sharing across different aspects of equality and diversity. The sessions available included Active Bystander, Disability Awareness, Demystifying terminology and myths on sexual harassment and Race Equality in Higher Education.

The plenary session of the day was a panel discussion on intersectionality. Chaired by Professor Zoe Radnor, the panel included Professor Kalwant Bhopal, Professor of Education and Social Justice at the University of Birmingham and Jacky Wright, HMRC's Chief Digital and Information Officer and member of City's Council.

Throughout Diverse-City there was the opportunity for staff and students to make suggestions for the focus of City's new EDI Strategy.

#### **4.3.9. Organisational Development Activity**

##### Training and development:

This section relates to participation rated as of May 2019.

##### Dignity and respect in the workplace

In the last 18 months 137 staff have attended this training. Schools are additionally setting local actions to address issues of bullying and harassment, which may have been raised through local the Athena SWAN survey, and the Staff Survey 2018 responses.

##### Active bystander training: Challenging unacceptable behaviour

A new 'Active bystander' training session has been trialled and is likely to be rolled out in 2019/20. This session focuses on techniques to overcome the fear of intervening, tackling 'micro-inequities' and maximising assertiveness in challenging situations.

##### Inclusive leadership training

Since November 2017, 209 staff have taken Inclusive Leadership training. The majority of academic and professional staff with line management responsibility within their roles have now been trained.

##### Building Disability Confidence

Since November 2017, 48 staff have taken 'Building Disability Confidence' training.

##### Mental Health Training

In 2018/19, 36 members of staff have taken 'Mental Health Training'. This session is tailored for staff who may deal with students with mental health and emotional difficulties.

##### Rethink Mental Health

In 2018/19, 19 staff undertook 'Rethink Mental Health' training. This session focuses on knowledge, skills and tools to increase individuals' confidence in effectively responding to and supporting others experiencing mental ill health, as well as looking after their own mental health and wellbeing.

##### Introduction to Trans Awareness

Since November 2017, 114 staff have taken 'Trans Awareness Training'. The Trans, Intersex and Gender non-conforming working group are currently exploring the option of an online module to enable more staff to have had some level of training.

##### Future leaders

The Future leaders programme (including aspiring Heads of Department) has continued into 2018/19, with a further 22 attendees (4 academic/ 18 professional staff, 9 women/ 13 men).

##### Aurora

City's Aurora cohort has continued to increase with 72 attendees since 2014. There were 4 attendees in 2014, rising to 17 in 2018/19 and the Aurora programme is consistently oversubscribed.

Work has started on exploring the careers of City Aurorans following their programme attendance. Initial analysis suggests substantial numbers of academic attendees have been promoted and/or taken on additional responsibility following attendance on the programme.

All staff taking part in Future Leaders and Aurora also receive coaching sessions. This involved 96 members of staff in 2018/19.

A review of staff attendance at Equality, Diversity and Inclusion (EDI) training at City was undertaken and presented to the Equality Committee in May 2019. The report recommended

an increased proportion of staff should be taking EDI related training and a strategic approach for the delivery of this is being considered.

#### 4.3.10. Staff Affinity Networks

With increased institutional support, City's staff affinity networks have hosted a number of events to raise awareness and empower staff. During the reporting period membership of City's affinity networks has continued to increase.

A new Family and Carers Exchange (FACE) Network was launched in 2019. This staff led network was set up to provide support to staff with family or caring responsibilities. The main objectives of FACE include raising awareness of City's policies to support families and carers and encouraging discussion about the issues these groups may face. A core group meets on a bi-monthly basis and a wider forum is being established to provide an opportunity for all interested staff to voice their ideas.

2018/19 saw a re-launch of the CityUniWomen Network. Staff were invited to take part in a focus group session in November 2018 to establish the objectives of the group and activity to focus on going forward. Following the focus group session, a steering group was formed with the purpose of driving the network forward and ensuring there is shared ownership. The official re-launch of CityUniWomen took place in May 2019.

Examples of activities and events hosted by the networks include:

CityUniWomen	<ul style="list-style-type: none"> <li>• 6 November 2018 - A focus group session to refresh the network and its activities</li> <li>• December 2018 – First Steering Group meeting</li> <li>• 8 March 2019 - 'Successful Women in the Workplace' panel event for International Women's Day (in collaboration with the Careers Service)</li> <li>• 15 May 2019 - 'How to network effectively' training workshops and networking event to mark official re-launch of CityUniWomen.</li> </ul>
BAME Network	<ul style="list-style-type: none"> <li>• 1 February 2019 - 'Unleashing your talents at work' workshop</li> <li>• 6 March 2019 - 'Expectation v Reality' panel discussion focusing on the themes of attainment gap, employability and international student recruitment.</li> </ul>
Disability Network	<ul style="list-style-type: none"> <li>• 7 March 2019 - Stall for University Mental Health Day.</li> </ul>
LGBT+ Network	<ul style="list-style-type: none"> <li>• 13 September 2018 - LGBT+ Network Short Film and Summer Social</li> <li>• 20 November - Transgender Day of Remembrance Service (in collaboration with Chaplaincy)</li> <li>• 1 December - Stall to mark World AIDS Day</li> <li>• 15 February 2019 - Presentation from Bishopsgate Institute on LGBTQ History</li> <li>• 22 February 2019 - Tour of Bishopsgate Institute LGBTQ Archives</li> <li>• 1 March 2019 – LGBT+ Month Film Screening and Social</li> </ul>

	<ul style="list-style-type: none"> <li>• 17 May - Stall to mark International Day Against Homophobia, Biphobia and Transphobia</li> </ul>
Religion and belief	<p>The Chaplaincy functions as the Religion and Belief network and works with both staff and students to achieve its aims. The Chaplaincy also engages with other staff networks to host events as well as provide an open door policy for anyone to talk with a Chaplain regardless of faith or belief. The Chaplaincy responds to world events by offering vigil space in response when people have felt the need to gather and reflect</p> <ul style="list-style-type: none"> <li>• 12 November 2019- Annual Act of Remembrance - providing a broadly spiritual focus for our diverse community</li> <li>• 14 November 2019- 'Prayers, Politics and Public Life' event to mark Inter-Faith Week.</li> <li>• 20 November- Transgender Day of Remembrance Service (in collaboration with LGBT+ Network).</li> </ul>
Joint Staff Network Activities	<ul style="list-style-type: none"> <li>• Staff Induction- The Affinity Networks have a stall at City's corporate staff inductions to promote the networks to new staff</li> <li>• Diverse-City- The Affinity Networks supported the organisation of this event.</li> </ul>

## 5. Public Sector Equality Data summary

City publishes Public Sector Equality Data annually. The data, for the year 2017/18 was published at the end of March 2019.

Data has been used to assess the progress of the actions and used by the Equality Committee to consider priorities for the forthcoming academic year.

In particular the data has shown us that in 2017/18:

- 43.8% of City's academic staff were women. The proportion of women academic staff decreases with increasing seniority, 24.8% of professorial staff were women in 2017/18 (aiming for 30% women professors by 2021).
- The proportion of women Professional Services staff decreases with increasing seniority to 44% women at Grade 9 (aiming for 50% Grade 9 women by 2021).
- There has been an increase in the proportion of women on both City's Executive Team and Executive Committee, and both have increased in the last year, to 42.9% and 45%.
- City has a consistently higher proportion of women students than men students, which is between 55.6% and 56.9% of the total student population across the past four academic years
- 25% of City staff were from Black and Minority Ethnic backgrounds (BAME)
- For academic staff 17% were BAME in 2017/18. By role the proportion of BAME academic staff decreases from 28% of Research staff to 11% of Professors.
- 51% of City's students were BAME in 2017/18.
- 5.1% of City's staff have declared a disability, which is lower than the Family Resources Survey report figures that suggest 19% of the working age population have a disability.

- City's disclosure rate for student disability has increased steadily across the previous four academic years, rising from 4.55% in 2014/15 to 6.46% in 2017/18.
- 5.2% of City staff disclosed themselves as either bisexual, gay man or gay woman/lesbian.

City will continue working towards its EDI objectives, which were outlined earlier in the report. The Public Sector Equality Data was considered in shaping and developing City's new EDI Strategy.

## **6. Equality, Diversity & Inclusion Strategy**

The Equality Committee previously agreed to redevelop City's current EDI Strategy. City's previous EDI Strategy consciously focused primarily on staff gender equality and Athena SWAN, with little focus on other areas or student equality and diversity strategy. City aims to develop a strategy which promotes both student and staff equality, diversity and inclusion, with an accompanying action plan.

A key part of the strategy development is to determine the focus of the strategy. In order to understand this, City is taking a consultative approach as well as reviewing the available data, survey analysis, and listening to the opinion of staff and students. This strategy development approach is designed to be open and inclusive. The outcome of this will shape the work and priorities for the next few years for Equality, Diversity and Inclusion at City.

On 3<sup>rd</sup> April 2019 members of the Equality Committee and other key stakeholders from across the University took part in planning day which aimed to shape the new EDI Strategy. During the planning day session attendees worked in small groups on a variety of activities to determine the key priorities for the strategy.

The new Strategy will be introduced during 2019/20.

## **7. Action plan progress log**

As a new EDI Strategy is in development, the action plan previously overseen by the Equality Committee is under review and has not been included in this report. A new action plan will be developed with the new Strategy.

Many of the significant updates from the action plan have been included throughout the report, and the highlights and areas for improvement are included below.

Highlights include:

- Progress on Athena SWAN action plan implementation, including School applications.
- Staff training, including Inclusive Leadership, Aurora and leadership training as detailed earlier.
- Increased support and activity in the Affinity groups, and creating of a new Family and Carers Exchange Group.
- Implementation of an increased family leave provision for maternity, adoption, paternity and shared parental leave.
- Introduction of a new Equality Impact Assessment process and guidance.
- City hosting its first EDI Conference, Diverse-City.

Areas for improvement include:

- Developing a strategic approach to increase the uptake of EDI related training



- Increasing the support available to disabled staff and students. City intends to work further with the Disability Network, to further understand the needs of this group, including recruitment and developing processes and increasing our disclosure rate, through culture change initiatives as part of City's commitment to the Disability Confident scheme.
- Improving the effectiveness of City's Harassment Adviser scheme. A review of the Harassment Adviser scheme has commenced, with the aim of introducing a clear and accessible process for staff and students wishing to speak to a Harassment Adviser.

## **8. City's Equality, Diversity & Inclusion Priorities and Activity for 2019/20**

City's EDI priorities for 2019/20 are to continue to work towards achieving the objectives set out earlier on the report. For staff these focus on increasing the proportion of women professors as well as applying for the Race Equality Charter award.

Our main student aims for 2019/20 are to ensure we work in partnership with the Students' Union on sector initiatives, review current policies and procedures making sure they are fit for practice and play a proactive role in established working groups.

The following sections outlines the planned activity for the next academic year, 2019/20.

### Athena SWAN Renewal

In 2019/20, City will be entering the Athena SWAN renewals process. The ASIG has commenced the self-assessment process and will be creating a project plan to prepare for renewal.

### Equality, Diversity and Inclusion Strategy

In 2019/20, a draft EDI Strategy including key priorities will be launched. A report outlining the outputs achieved during the EDI Strategy development day has been shared with key stakeholders and will be used to inform the development of the draft of the Strategy. A follow up workshop for consultation on the draft Strategy will be scheduled before it is considered for wider consultation. The Equality Committee aim to launch the new EDI Strategy in autumn 2019.

Alongside the launch of the new Strategy, it is anticipated that there may be proposed changes to the governance structure of EDI work. This may include implementation School based EDI committees, and stronger links to working groups such as the RECSAT, EMPACT etc.

### Prevention and Response to Sexual Harassment

In 2019/20, the 'EMPACT' (Empower to Act) Project Implementation Steering Group will oversee and implement the approved recommendations from the review of City's policies, guidance and procedures to prevent and respond effectively to sexual harassment and sexual misconduct.

The Steering Group will ensure that deliverables are centred on the four themes identified in the guidance and literature that were drawn on as key areas to focus on when implementing an effective strategy for the prevention of and responding to sexual harassment in HE. The four themes are: Leadership and Culture Change; Policies and Procedures; Training and Support; and Monitoring and Reporting.

### Race Equality Charter

In 2019/20, City will continue the process of forming the RECSAT, the purpose of which is to

lead and co-ordinate the preparation of City's REC application and action plan for submission in February 2021. The RECSAT will set out timelines and resource requirements needed for a submission.

#### BAME Attainment Gap

In 2019/20, the Student Attainment Project Action Plan will be launched through the Education and Student Committee, meaning that work can begin to engage with Schools and undertake School and Programme level investigations into local causes and possible solutions relating to BAME attainment gaps.

Working with the Students' Union, the Student Attainment Project will enable City to begin to socialise dialogues around attainment gaps, and to engage students in co-creation and co-design of interventions and campaigns to begin making meaningful progress on reducing our attainment gaps. Through the Access and Participation Plan, City will also set clear targets for the reduction of our BAME attainment gap, and from 2019/20, we will begin monitoring for the impact of these activities against these targets.

Through continued engagement with the sector, and the initiation of the application process for the Race Equality Charter, City will keep abreast of current thinking and sector-leading activities designed to support students and reduce attainment gaps, and will be able to begin focused work on enhancing our learning and teaching provision, and establishing our expectations and aspirations around developing inclusive curricula.

#### Transgender, Intersex and Gender Non-Conforming (TIGNC) People Policy and Working Group

Substantial work is planned for early 2019/20 within the TIGNC Action Plan, on behalf of the TIGNC Working Group, particularly around the presentation and clarity of the policy, guidance and support options. The Student Experience and Engagement Department (SEED) will also begin work to explore the introduction of tailored support mechanisms for TIGNC students who are transitioning or may be planning to transition while at City, and will also explore alignment between these support requirements and City's Access and Participation and Widening Participation activities.

The TIGNC Working Group will be trialling a new structure from 2019/20, with the intention of engaging with higher numbers of students and staff than has been achieved previously, and to introduce a consultative element to the work of the group and to monitoring of progress made on the Action Plan.

#### Access and Participation Plan

Due to be submitted on 1<sup>st</sup> July 2019, City's new Access and Participation Plan will set out objectives for the next five years with regard to student access, retention and success. The Office for Students are working to more closely align work on Widening Participation and work on Equality, Diversity and Inclusion, and the new requirements of Access and Participation Plans will likely lead to a similar approach developing within our work at City.