# Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

• *An action plan is in place to address identified key issues*

Action plan

## Key Priority 1: Empowering and enhancing the skills of Senior Leaders to engage inclusively with and prioritise gender equality initiatives

Rationale

* Responding to the appointment of a new President and new Senior Leadership Team
* To ensure all leaders have a collective ownership of EDI, including gender equality
* Continue to support City's developments in addressing the gender balance across senior staff

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Ref** | **Action** | **Responsibility**: **Enabling Actions**  | **Responsibility**: **Implementation**  | **Key activities to Commence Implementation**   | **Success indicators**  | **Benefits** **Staff**  | **Benefits** **Students**  |
| 1.1  | Recruit a Gender Diversity Ambassador from the Senior Leadership Team who will be the executive sponsor for gender equality work  | Assistant VP EDI  | Gender Diversity Ambassador  | Gender Diversity Ambassador recruited  Appointment communicated, Ambassador has met with key stakeholders  First termly report provided to EDI Board  | Gender Diversity Ambassador from SLT is appointed and takes an active and visible lead on City’s gender equality work  Establish a new link and working relationship between Gender Equality Working Group and SLT through the Gender Diversity Ambassador, bringing gender equality work to the forefront  SLT’s commitment and ownership to gender equality to be measured in subsequent staff surveys which will include new questions focusing on staff perceptions of SLT and their engagement with EDI questions focusing on staff perceptions of SLT and their engagement with EDI  | X   |   |
| 1.2  | All members of the Senior Leadership Team to attend personal bespoke EDI development programme with a specific focus on;* Advancing gender equality
* trans inclusive language and practices

being an inclusive leader* gender equality under an intersectional lens
 | Assistant VP EDI  | Head of EDI  | Development programme is finalised, training content agreed by SLT  Development programme is rolled out  Deadline for development programme completion   All members of SLT have completed and fed back on learning outcomes  Effectiveness of development programme and outcomes reviewed  | All SLT members attend the programme and complete learning outcomes. EDI Manager to promote the importance of training and ensure 100% completion  All SLT members to complete pre and post programme self-evaluation to reflect on personal development and effectiveness of training  New bespoke programme designed in-house by EDI team  | X  | X  |
| 1.3  | Recruit a Parents and Carers Ambassador from the Senior Leadership Team who will be the executive sponsor in supporting staff who are parents and / or having caring responsibilities  | Assistant VP EDI  | Parents and Carers Ambassador  | Parents and Carers Ambassador recruited  Appointment communicated, Ambassador has met with key stakeholders  First termly report provided to EDI Board  Comms plan produced on support services available and communicated to staff and incoming students  FACE Network has been relaunched with evidence of increased activity with support provided  FACE Network Action Plan is shared and endorsed  | Parents and Carers Ambassador from SLT is appointed and takes an active and visible lead on work relating to parents and carers  Establish a new link and working relationship between the Family and Carers Exchange Network (FACE) and SLT through the Parents and Carers Ambassador, regularly bringing this work to the forefront of SLT’s attention  SLT’s commitment and ownership to supporting families and carers will be measured in subsequent staff surveys which will include questions focusing on staff perceptions of SLT engagement with EDI initiatives  Parents and Carers Ambassador to work collaboratively with the FACE Network to relaunch the network and create a tangible action plan that will result with increased level ofmembership, engagement, and activity  | X    | X  |
| 1.4  | City to pilot an Athena Swan application for a Professional Services Directorate, supported by the central Athena Swan Monitoring and Implementation subgroup  | Head of EDI  | Professional Services Directorate SAT Chair  | Head of EDI to consult with SLT and Professional Services Directors  Professional Services Directorate nominated for pilot  Head of EDI holds Athena Swan information session with potential SAT staff from nominated Directorate  Athena Swan SAT established    | A Professional Services Directorate volunteers to undertake the Athena Swan Process  The Athena Swan self-assessment process is undertaken by SAT, resulting with an application and action plan being produced  Directorate successfully submits application and attains Athena Swan award  | X   | X  |

## Key Priority 2: Implementing a new monitoring and accountability framework to track progress and measure success of gender equality initiatives

Rationale

* In response to an internal audit highlighting the need to improve City's monitoring and evaluation processes
* Enable City to address attendance trends and monitor effectiveness across key training programmes
* Addressing staff feedback on committee membership and committee related workload

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Ref | Action | Responsibility: Enabling Actions  | Responsibility: Implementation  | Key activities to Commence Implementation  | Success indicators  | Benefits Staff  | Benefits Students |
| 2.1  | Gender Equality Working Group to establish and oversee and Athena Swan Monitoring and Implementation subgroup with the following objectives:  * Monitoring the University renewal and School level action plans
* Supporting the implementation

of action plans * Ensuring a

consistent approach is taken across all Schools * Preparing City

for a silver award submission in 2027  Membership of the subgroup to be more representative of City’s staff population by recruiting more men to address lower levels of engagement in Athena Swan and gender equality work. Membership should also address intersectional considerations of gender and race to support crossover with City's Race Equality Charter submission  |  Gender Equality Working Group Chair  | Athena Swan Monitoring and Implementation subgroup Chair  | GEWG establishes terms of reference for future subgroup  Gender Equality Working Group holds recruitment drive for monitoring and implementation subgroup  Subgroup members recruited. Introductory meeting held to outline group activity  Subgroup has held first meeting with Athena Swan School leads to commence monitoring of action plan progress  First annual report to EDI Board submitted  | Athena Swan Monitoring and Implementation subgroup is established with clear TOR and objectives to ensure that the group can effectively measure progress against outlined objectives. Membership to ensure diverse representation across the staff and student bodies is achieved  To ensure subgroup membership is more representative of City’s staff population by increasing the number of men from 32% to a minimum 47% (i.e., increasing from 6 members to 9 members)  Action Plan progress is monitored termly through collaborative working between subgroup and School Athena Swan leads  Annual monitoring report presented to City’s EDI Board and SLT Gender Equality Ambassador. The report will; - Champion progress on completed actions * Review timelines
* Highlight where additional support and resource may be needed
* Identify actions and additional activity required to achieve outcomes
 | X   | X  |
| 2.2  | Athena Swan Monitoring and Implementation subgroup to create an engagement plan for the University renewal action plan, covering the following activity: * Athena Swan roadshows at Directorate / School levels, and for

students * New internal and external gender

equality pages * Annual EDI forum on Gender Equality
* Gender equality focus groups and surveys for staff

and students Ongoing recommendations included in City’s Gender Pay Gap and internal Equal Pay Audit reports, including the intersectional analysis of gender and ethnicity  | Gender Equality Working Group Chair     | Athena Swan Monitoring and Implementation subgroup Chair  | Subgroup members recruited, work commences   Engagement plan submitted to Gender Equality Working Group  Internal and external gender equality pages launched ahead of new academic year   Separate roadshows for staff and students held by this date  Staff and student surveys ready for launch  | Subgroup creates engagement plan that clearly maps out supporting activity to increase staff engagement with gender equality work  Increased awareness of Athena Swan across Professional and Academic Staff by a minimum of 10% on the previous year’s survey results  Commence measuring student awareness of Athena Swan in 2023 survey rounds to establish baseline data and support the engagement plan  | X  | X  |
| 2.3 | Hold mock panel exercises with external Athena Swan Charter experts to support Schools in gaining feedback and best practise advice to shape and improve gender equality initiatives at City  Each School to ensure that a mock panel is held 3 months in advance of submission ensuring that feedback from the reviewers is incorporated into the application and relevant action plan  | Head of EDI   | EDI Manager  | EDI Manager to support with the organisation of mock panel exercises as required. These panels, in turn, will support Athena Swan applications at School / Departmental level and to ensure consistency of approach / feedback to Schools  | Mock panel exercises scheduled and attended as and when required, dependent on individual School Athena Swan timelines  External experts' feedback and guidance is incorporated directly into the application and relevant action plans prior to submission  Feedback and suggested areas for improvement provided is collated by EDI Manager on a 6 monthly basis to create and then regularly refine the internal best practice guide  The internal best practise guide is shared with relevant stakeholders and applied to improve gender equality initiatives at City, enabling continuous improvement when developing and implementing future Athena Swan applications  | X  |  |
| 2.4  | Ensure all members of Athena Swan Monitoring and Implementation Subgroup have undertaken relevant EDI training provided by AdvanceHE and City Training will equip subgroup members with the necessary knowledge to effectively implement gender equality initiatives and increase knowledge of the Athena Swan Charter  | Head of EDI  | EDI Manager  | Initial session to be delivered by this time  | City demonstrates its commitment to working collaboratively with AdvanceHE to co-create training for Athena Swan subgroup members  All Athena Swan subgroup members to attend training and fulfil their learning outcomes. EDI Manager to promote the importance of the training and ensure 100% participation  All members to complete pre and post training self-evaluation to reflect on personal development and effectiveness of training  | X  |   |
| 2.5  | City commits to promoting diversity within University -level Committee membership to ensure diversity of thought. To support this, Chairs of the relevant committees will be asked to adhere to the following framework; * To ensure, where possible, committee

membership includes at least 30% women, 30% men, 30% staff of colour, 1 LGBTQI+ member, 1 member with a disability (1 member may represent multiple categories) * A monitoring system will be introduced to

ensure diversity of committee membership is achieved and support is provided where needed * Prevent the same staff members being allocated multiple committees to manage

workload allocation * Ensure, where

possible, that committee membership and timings are inclusive of parents and carers  | Chair of EDI Board    | Head of EDI  | Head of EDI to establish short-term working group with relevant stakeholders  Head of EDI presents draft monitoring system to SLT  Relevant committee leads required to provide Head of EDI with membership list  Committee membership report, identifying where commitment to diverse membership has or has not been met, submitted to EDI Board for review (to be continued annually)  | Having developed and implemented a monitoring system that tracks and records committee membership  Annual review of committee terms of reference and membership to enhance diversity and inclusion  Aspirational target of 80% of all committees to have achieved outlined diversity membership by Aug 24  The proportion of professorial and PS grade 9 female senior leaders representation of committees is reflected in the proportion of female staff  | X  |   |
| 2.6  | Overall, at City, the uptake of EDI training is currently 46% of women and 28% of men staff. We will strive for a minimum completion rate of 60% women and 55% of men within a year of the first report being produced  We will review and continue to improve uptake of training amongst staff annually to reach the eventual goal of 100% completion  Uptake and effectiveness across all EDI training provision to be monitored and reported to the EDI Board on a termly basis to identify trends in attendance. The training courses to be monitored include: * EDI essentials
* Inclusive leadership
* Disability Confident
* Dignity at Work
* Introduction to Trans Awareness

Active Bystander  | Head of EDI   | Senior EDI Officer (Charters and Data)  | EDI Team to establish monitoring system of EDI training  Interim report outlining EDI training uptake at City presented to EDI Board, Deans and Professional Service Directorsidentifying gaps   Review of progress made presented to EDI Board ( to be continued annually)  | EDI Team to actively monitor training attendance across all schools and directorates, producing termly reports for: * EDI Board
* Deans of Schools
* Professional Service Directors

  The report will be used to identify gaps and areas of lower uptake. Deans and Professional Service Directors will be responsible for actioning and increasing uptake at local levels to achieve the minimum completion rate 60% women and 55% men or higher if already attainedIncrease the number of management and leadership staff including Deans and Professional Service Directors on EDI training by 15%  Particular emphasis on encouraging male staff members to attend training, through internal communications, to achieve the outlined 55% target   | X  |   |
| 2.7  | Attendance for both appraiser and appraisee training to be monitored across all Schools and Directorates ensuring an increase in uptake by a minimum of 10% annually Increased uptake of appraisal and appraisee training will result in more staff establishing clear development opportunities at City with the aim to improve career progression prospects for staff | Head of Organisational Development  | Organisational Development Manager | First termly report to have been produced by OD and presented to EDI Board, Deans of Schools, and Professional Service Directors (to be continued termly) Sep-24 – Review of progress made presented to EDI Board (to be continued annually) | Organisational Development Team actively monitor training participation for appraiser and appraisee training across all Schools and Directorates, producing termly reports for; - EDI board - Deans of Schools - Professional Services Directors Deans and Professional Service Directors to use data within the report to identify gaps and areas of lower uptake encourage staff to undertake training increasing uptake at local levels annually by a minimum of 10% An improvement of training attendance rates of 31 Appraisee attendees and 43 Appraiser attendees in 2021 by a minimum of 10% the following year Attendee numbers will vary on the number of new and current staff requiring training or refresher training, to be established through the reports  | X  |   |
| 2.8  | City continues to provide places on the Aurora programme, which focuses on leadership development for a wide range of women, including trans women in academic and professional roles  Schedule postprogramme feedback and surveying for Aurora programme attendees to monitor and assess the success for individuals and share learnings. This will empower informed decision making and improve suitability for future cohorts  | Head of OrganisationalDevelopment  | Organisational  Development Manager  | Organisational Development Manager consults with available Aurora alumni designing feedback and surveying methods  Implement feedback from Aurora cohort  Gain feedback on whether the Aurora programme has been effective in delivering the outlined objectives  Share learnings from feedback and subsequently enhance  offering  | Implementation of a robust programme feedback mechanism in order to improve the outcomes associated with the below objectives as measured from feedback mechanism: * Understanding organisations and the

sector * Developing leadership behaviours, skills and

knowledge * Identifying and overcoming barriers and obstacles
* Growing confidence and a

leadership identity * Building networks, coalitions and support processes

 Feedback and surveying methods to be carried out on an annual basis in line with the Aurora programme recruitment and completion stages  | X  |   |
| 2.9  | EDI Team to support the development of a University EDI communication strategy and conduct a termly review of relevant City and School webpages to ensure: * information regarding equality and diversity is clear and provides a consistent,

compelling message * staff are provided with up-to-date knowledge in line with good practice

in the sector * an increase in awareness of Athena Swan initiatives and gender equality

work at City and School level   | Head of EDI Head of Comms & Marketing  | EDI Officer  | Strategy to be developed by Comms & Marketing Team with support of EDI Team  Develop School communication plans that are consistent with wider EDI communication strategy  Review and evaluate the impact of the strategy  | University EDI communication strategy is adopted and reflected in City and school webpages (in place by mid-2023) Webpages are proactively reviewed on a termly basis ensuring consistency in City’s messaging is achieved  An improvement in staff awareness of Athena Swan initiatives and gender equality work at City is evidenced in the staff survey  Overall awareness in AS initiatives in the staff survey to increase from 72% of Professional Services staff to a minimum 80% and maintain a minimum of 81% awareness among Academic staff  | X  | X  |
| 2.10  |  Design EDI Data Dashboards for Schools and PDs to provide information on gender, and other protected characteristics to: * create new

platforms for data accessibility and visibility for staff and stakeholders * facilitate the

ability of intersectional analysis of EDIdata for staff and stakeholders improve the quality and accuracy of data being used across the UniversityTrack Progress at local levels  | Head of EDI    | Senior EDI Officer (Charters and Data)  | Meetings held with key stakeholders ensuring a cross-departmental consultation is conducted throughout the design process  Requirements of EDI Data Dashboards are confirmed  EDI Data Dashboards Launched  Each School/Department and PSD to set annual priority targets (a set of KPI-like measurements) agreed with local EDI Committee on advancing gender equality (e.g., recruitment; levels of staff training; student admissions)    | Systematic use of EDI Dashboards by all Schools and Directorates  Regular monitoring and reporting of EDI KPIs to Council, EDI Board, SLT and communicating progress to Staff and Students  Progress tracked at local levels and communicated through the reporting structure to help identify any barriers to inclusion and drive forwards the gender equality agenda Increased staff perception, captured through the staff survey, of action on gender equality: majority of staff agree that City and their local department are taking action on gender equality  | X  |  X  |

## Key Priority 3: Continually working to reduce the gender pay gap, to improve City’s gender representation, and specifically to increase development opportunities for women into senior management level

Rationale

* To address how City attracts and retains talent
* How staff can engage with developmental opportunities in an inclusive and accessible way
* City has a strong representation of women. However, the proportion of women decreases with increasing seniority
* To tackle City's Gender Pay Gap by fully incorporating recommendations and interventions from City's Equal Pay Audit 2022

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Ref**  | **Action**  | **Responsibility Enabling Actions**  | **Responsibility Implementation**  | **Key activities to** **Commence**  | **Implementation**  **Success indicators**  | **Benefits** **Staff**  | **Benefits**  **Students**  |
| 3.1  | Ensure consistency in gender balance of recruitment panels guaranteeing City’s commitment that interview panels will not solely comprise of one gender  | Director of HR  | HR Manager for Recruitment  | Clear guidance on panel composition is agreed, signed off by the EDI Board and shared with all recruitment managers  First report is shared with the EDI Board to ensure good practice is consistently applied across all Schools and Directorates.  | Composition of recruitment panels are monitored, establishing a data baseline, and ensuring 100% of panels are comprised of a balance of genders and are reflective of City’s community, providing an inclusive interview process for shortlisted candidates  Reporting evidences commitment is being met and establishes baseline data. Where commitment is not being met, this will be highlighted for action to be taken forwards and addressed  | X  |   |
| 3.2  | In 2020/21, 39% of applicants for roles at City were women. While we aim to see an overall increase in women applicants, as women are largely underrepresented at Professorial level (27% women in 2020/21), City will strive to achieve a minimum of 55% of applicants for Professorial roles from women and TIGNC candidates. This is a specific measure to reduce our gender pay gap  Conduct a review of recruitment planning stages to assess where improvements to the gender balance of academic applications can be implemented  Introduce post recruitment monitoring of the gender balance of candidates across each stage of the recruitment process to highlight areas for further improvement  | Director of HR  | HR Manager for Recruitment  | HR Recruitment Team provide first report on the review of recruitment planning stages by this date  | HR Recruitment Team produce a report on the review of recruitment planning stages with clear actions for improvements included  HR Recruitment Team implement process of post-recruitment monitoring of gender balance and actively monitor the balance across applicants and shortlisted candidates for all job vacancies  The increase in application rates will likely be reflected in an increased proportion of women and TIGNC candidates shortlisted and appointed, resulting in a success indicator of an increase (from 27%) of the proportion of  women Professors  | X  |   |
| 3.3  | All Schools to continue to hold academic promotions workshops. Deans and Head of Departments to actively encourage women and other underrepresented groups to attend  Representation of women attending workshops monitored by  HR managers  | Deans of Schools  | Heads of Departments  | Planning and delivering workshops across schools that are in line with the academic promotions cycle  Long term preparatory workshop held 18 months ahead of the promotions round in 2025 Ensuring staff from underrepresented groups are aware of upcoming workshops and are positively encouraged to engage and attend | All 5 Schools to offer at least 2 workshops in preparation for the promotions round 2023  For the promotions round 2024 to hold a workshop in early 2023  Invitations to workshops to be sent from Deans and HoDs, with individual follow-up to encourage attendance  Attendance to workshops to be systematically monitored and HR Managers will seek feedback from attendees to ensure effectiveness  Number of promotions applications and promotion outcomes to be regularly and systematically monitored within each School  | X  |   |
| 3.4  | In our 2022 Promotions Round applicants were asked to highlight their specific contribution, activities or achievements in furthering and championing equality, diversity and inclusion for students and staff in the domains of research, education, enterprise and/or service   This revision to our Promotions Guidance was developed to ensure applicants' contributions to Equality, Diversity and Inclusion were appropriately recognised  We still need to fully embed this guidance into future City's academic promotions rounds  | Director of HR  | Deans of Schools  | Guidance on demonstrating contributions to EDI has been fully incorporated into the application process and are systemically recognised by promotion panels in the most recent promotions round  Monitoring and tracking in future rounds will ensure that revised guidance has been fully understood and embedded into the application process for the 2022-23 academic promotions round or necessitate a revision to of the promotion criteria in future rounds  | Data from promotion outcomes from the last round will be reviewed by HR and EDI members to evaluate the impact of changed process and criteria  Embedding these criteria will improve results on the survey question "I understand City's promotion process and criteria."  2020 survey data shows 23% of women Academic staff disagree or strongly disagree with the statement. We commit to ensuring this result decreases to below 20% in the following survey through this action  | X  |   |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3.5  | Ensure a fair and inclusive academic promotions application process that empowers staff to address individualcircumstances  Starting December 2020, the impact of COVID was considered in the 2021 Academic Promotions Round and applicants were encouraged to outline the impact of COVID, in terms of disruption, additional workload and new leadership responsibilities/ contribution in response to the pandemic. However, it is not clear how staff with caring and other responsibilities were specifically considered. Therefore, in order to ensure an inclusive application process that empowers staff to address individual circumstances, we will need to increase transparency as to how they will be considered by the panels in future  | Director of HR    | Deans of Schools  | Specific guidance to be developed and embedded in future academic promotions rounds  | Specific guidance to be disseminated prior to next Academic Promotions Round 2023  Individual circumstances to be systematically considered prior to and during Promotions panels  2020 survey data states 36% of staff disagree or strongly disagree with the statement "The promotion process is fair". We commit to ensuring this proportion of staff response reduces to 20% in the following survey through this action  | X  |   |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3.6  | For professional services staff, the largest proportion of women were at Grade 4 (66% in 2020/21). The proportion of women above grade 4 continues to decrease  Ensure roles and opportunities, including secondments and project roles, are openly and transparently advertised through the creation of an ‘internal only’ job vacancy page  Create a dedicated ‘internal vacancies’ section in staff newsletters and comms   | Director of HR   | HR Manager for Recruitment  | The creation of an internal only job vacancy page to enable monitoring of online footfall which will indicate if engagement and signposting to development opportunities has improved  Increased signposting of internal development opportunities for women Professional  Services staff  | An increase in the number of developmental opportunities advertised on the internal vacancies site year-on-year  The respective proportions of women in each grade above Grade 4 will increase relative to levels as at July 2022 as a result of attracting more female candidates to apply for these roles  | X  |   |
| 3.7  | Each School Dean and HoDs to encourage external applications from diverse candidates from underrepresented backgrounds through City staff network group members identifying, sharing and cultivating diverse links and communicating available roles on diversity related mailing lists  This will create a pool of talented and diverse women who might be potential candidates for future recruitment for salaried or visiting lecturer positions, to develop a diverse talent pipeline | Director of HR  | Deans of Schools  | Each department to review their current talent pool for all potential staff, and other temporary positions and add potential staff where necessary to ensure gender parity and other under-represented groups  Each department to send out hiring adverts to women and equality focused networks to improve diversity of recruitment  Each department to review hiring pool annually | Commitment to developing the pipeline is evidenced through City staff attendance at academic networks, conferences, editorial boards, and additional networking opportunities to advance progress on closing the gender pay gap at senior management level  Each school to have a defined list of potential applicants for key disciplines which is reviewed and  refreshed annually  An increase of 10% in applications from diverse women candidates  | X  |   |
| 3.8  | Design targeted communications to increase the diversity of our staff coaches and mentors which will support the progression of staff in underrepresented groups to senior roles  | Head of OrganisationalDevelopment  | Organisational  Development Manager  | Organisational Developmentteam identify target audiences for coaching and mentoring  Design a communications plan to annually increase number of colleagues from underrepresented groups, including men, signing up ascoaches/ mentees  |  Build on previous success of increasing the number of women coaches (from 19 in 2019/20 to 25 in 2020/21, compromising 83% of all coaches) by increasing the percentage of men coaches from 17% to a minimum of 30%  Maintain 2020/21 stats of a minimum 44 women internal mentors (70% of all mentors)  | X   |   |
| 3.9  | Develop appraiser and appraisee guidance on how to set short, medium, and long-term career development objectives and how they can be logged in the new Actus appraisal system to support progression opportunities for women staff in lower grade roles  | Head of OrganisationalDevelopment  | Organisational  Development Manager  | Bring together an implementation group to develop specific appraiser and appraisee guidance  Implementation group to run a focus group with a selection of line managers and key stakeholders to ensure guidance is appropriate and effective  Revise guidance accordingly  | Feedback from focus groups is reflective of the effectiveness of the guidance and is used to strengthen the guidance further  Aim for 100% target of all City appraisees set short, medium, and long-term objectives in the post August 2024 appraisal rounds  Where this target is not met capture baseline data and increase annually by 20% until target is achieved  | X  |   |
| 3.10  |  Develop and launch a new 'Career Break' policy for staff with caring responsibilities wishing to take a career break. This will form part of City's commitment to developing policies which support work-life balance | Head of HR  Policies and Projects   | HR Manager (Policies and Projects)  | Develop new ‘Career Break’ policy  Consult with relevant stakeholders and representatives to ensure consistency  Finalise policy  Policy successfully launched and embedded | A new career break policy is launched  Through pulse surveys and other EDI surveys, increase the proportion of respondents indicating that they are aware of the career break policy through each successive survey  Inclusion of a new staff survey question to measure awareness of the policy, establishing a baseline for data. Aim to increasing this percentage annually by 10% | X  |   |
| 3.11  |  Ensure all appraisers and staff who sit on decision making panels have undertaken relevant EDI training. This will include: * Academic promotions panels
* Recruitment panels and will help to increase the overall uptake of

training at City which is currently 46% of women and 28% of men staff  | Head of EDI   | Organisational Development Manager  | Programme of suitable EDI training requirements for all relevant panel members to be produced  All existing members to have undertaken training by this date. (To be reviewed annually)  | All panel members have undertaken training as part of their commitment to inclusive hiring practices  We will strive to improve overall training uptake for staff at City, from 46% to 60% for women and 28% to 55% for men within a year of this action launching  Annual improvement in uptake of training amongst staff to reach the aspirational goal of 100% completion within 7 years  | X   |   |
| 3.12  |  Align with the work of the Remuneration Committee to implement and monitor the effectiveness of recommendations arising from the Gender Pay Gap and Equal Pay Gap reports of 2022  | Director of HR  | Reward Manager  | Running roadshows for School and Professional Service senior leaders to increase awareness of current pay gaps and means to reduce them  Revising procedures for setting starting salaries on recruitment and promotion  Reviewing Responsibility Allowance and Additional Pay provisions in each School to address current total pay gaps, specifically in respect of the Professoriate. | First report on progress to the Remuneration Committee, which includes comparative data for the academic years ending July 2021,22 and 23 showing trends in relation to the Responsibility Allowances, includes the equality data on distribution  A 4% reduction year-on-year based on the relevant activity  A reduction in the current total pay gap for gender (18%) by the date of the next Equal Pay Audit (2026). An aspirational target is to reduce the gap to 15% in five years. | X  |   |

## Key Priority 4: Collaboratively working to create an inclusive culture that promotes gender equality initiatives and celebrates diverse role models across the institution

Rationale

* Incorporating and responding to staff survey feedback on;
* Raising awareness of EDI and gender equality initiatives
* Support for parents and carers
* Support for our TIGNC community
* Increasing the support provided by City to its staff Affinity Networks

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Ref**  | **Action**  | **Responsibility** **Enabling Actions**  | **Responsibility** **Implementation**  | **Key activities to** **Commence**  | **Implementation**  **Success indicators**  | **Benefits Staff**  | **Benefits Students**  |
| 4.1  | Support our Schools to ensure they all hold an Athena Swan award by the end of the renewal awarding period    | Deans of Schools  | Associate Deans for EDI  | First School Athena Swan progress meeting held  School SAT representatives to meet termly to share gender equality strategies, good practice and progression on action plans  | All Schools to have achieved or renewed a departmental Athena Swan award by 2027 at a minimum of Bronze level  AS Monitoring and Implementation subgroup to facilitate termly School Athena Swan progress meetings and report back to EDI Board on progress of gender equality initiatives at school level  | X  | X  |
| 4.2  | EDI Team to create and launch termly 'EDI Roadshows' which highlight the progression and development of EDI initiatives, including a focus on gender equality at City to maintain high awareness of the Athena Swan action plan as part of the University EDI communication strategy  | Head of EDI  | Senior EDI Officer  | First EDI Roadshow held by this date, in line with the creation of the Office for Institutional Equity and Inclusion  | EDI Roadshows are attended by staff across Schools and Directorates, including representation of staff from all Schools  Feedback surveys used to establish baseline data and measure success of roadshows by capturing increases between pre and post-session knowledge  Increased awareness of Athena Swan across Professional and Academic Staff by a minimum of 10% on the previous year’s survey results  Question on student awareness of Athena Swan and gender equality initiatives is embedded into 2023 ‘Your Voice’ surveys to establish a baseline for measurement  | X  | X  |
| 4.3  | Incorporate an EDI feature into existing monthly staff and student comms which will include a specific focus on Athena Swan and gender equality as part of the University EDI communication strategy  | Head of EDI  | Senior EDI Officer  | First staff and student EDI features launched  | EDI updates are incorporated into existing comms and are accessible to all staff and students monthly, continually increasing awareness of gender equality initiatives  Increased awareness of Athena Swan across Professional and Academic Staff by a minimum of 10% on the previous year's survey results | X  | X  |
| 4.4  | Online module 'Intro to EDI' to be fully incorporated into the staff onboarding process. All colleagues are required to undertake this training in order to complete their probation period. Line managers are responsible for ensuring their direct reports undertake this training  | Head of OrganisationalDevelopment  | Organisational  Development Manager  | OD Manager to work with relevant stakeholders to incorporate the online module into the onboarding process and confirm and communicate the start of the contract date  | Intro to EDI training is fully incorporated into the staff onboarding process and probation form  Training completion of new staff is 100% within first year of contract start date  | X   |   |
| 4.5  | Undertake a feasibility review, proposing a 'core hours' policy of holding meetings during 'central hours' to support flexible working and ensure parents and carers are supported to participate in meetings. Review to ensure City practices are in line with the sector  | Director of HR  | Deputy Director of HR & Head of HR Operations  | University-level decision is reached on whether a core hours policy will be approved  | Full feasibility review has been conducted and report submitted tothe EDI Board for further consideration and approval  | X   |   |
| 4.6  | Design and launch a 'Family Leave hub' to improve staff awareness and provide managerial guidance to support staff returning from family leave. Promote and raise awareness of KIT/SPLIT days to all staff  | Head of HR Policies and Projects   | HR Manager (Policies and Projects)  | Family Leave Hub to be launched  Feedback from staff is gathered through a focus group including representatives from the Family and Carers to refine and revise content of the hub Exchange affinity network.  Comms pieces for KIT/SPLIT are produced and promoted   | Family Leave Hub has been launched  Focus group feedback is successfully applied to refine and revise content of the hub to improve service usability   After baseline data has been established from staff responses to the survey question 'Were you  supported by your Directorate / School before, during and on return from your maternity / paternity / adoption / shared parental leave?' sees an annual improvement of a minimum of 10%  Comms pieces for KIT/SPLIT raise awareness. After baseline data has been established from staff responses to survey question 'Did you use your full allowance of Keeping in Touch (KIT) days? (Up to 10 KIT days)' see an annual improvement of a minimum of 10% (Wording of this survey question may be updated as using all KIT days may not be useful for all staff)   | X   |   |
| 4.7  | Organisational Development to run a feasibility assessment on EDI training provisions with an aim to operationalise hybrid delivery of training in support of City's flexible / hybrid working model  | Head of OrganisationalDevelopment   | Organisational  Development  Manager  EDI Manager  | Feasibility assessment on hybrid delivery of EDI training to be shared with the EDI board   | Feasibility assessment on hybrid delivery of EDI training has been produced and considered by the EDI Board and outcomes confirmed  Feasibility assessment outcomes are incorporated into the 2023 'Develop at City' launch  | X  |   |
| 4.8  | Increase the visibility of work undertaken by the TIGNC Working Group through the following:  - Creation of an 'Introduction to Trans Awareness' training online module - Annual review and promotion of the TIGNC policy  | Assistant Vice President EDI  | Senior EDI  Officer  | Online training module is launched by this date  First report monitoring uptake provided to the EDI Board (to be included in annual EDI training monitoring report)  | Introduction to Trans Awareness Online module has been created and launched  Online attendance is monitored and included in wider EDI training reports, with work undertaken to build on numbers. Three sessions were held across 2020/21 with 42 attendees total. Ensure minimum 40% of new staff attend an in person or online awareness session within the first 12 months of their contract start date  Inclusion of a new staff survey question to measure awareness of TIGNC policies and support available and establish a baseline for data  | X  | X  |
| 4.9   | Continue our commitment publicly to be a LGBTQ+ inclusive university by creating a Trans Toolkit for publication on student and staff-facing webpages that will link to relevant policies, guidance documents and learning and support resources  | Head of EDI  | TIGNC Working Group Chair  | Trans Toolkit is designed and launched with full consultation from TIGNC Working Group, representatives from the staff LGBTQI+ Network, and student representatives to ensure an inclusive approach is taken Monitor online footfall to ensure the toolkit is being used and is effectively promoted. This will establish baseline data to set targets to increase engagement | Establish a TIGNC Working Group that have designed the toolkit   Inclusion of a new staff question to measure awareness of TIGNC policies and support available is included in relevant staff surveys in order to establish a baseline for data  Once launched, the Trans Toolkit will be monitored for positive impact over the subsequent year and beyond | X  | X  |
| 4.10  |  City to review the role of Affinity Network Chairs, specifically addressing time and workload commitments required of the role and support provided from the University  Affinity Networks include: * CityUniWomen
* Disability Network
* Family and Carers

Exchange Network * LGBTQI+ Network
* Network for Racial

Justice  | Head of EDI  | EDI Manager  | Work collaboratively with existing affinity network chairs to agree and create clear role descriptions, including time commitments expected of chairs to carry out network activity  Capture baseline data for all staff affinity networks membership   | The role of affinity network chairs is incorporated into academic workload allocation models and professional service staff appraisals. Feedback from cochairs after 6 months is gathered to measure effectiveness of this action.  Increased capacity and resource for network chairs will result in an increase in network membership and engagement in gender equality and intersectional inclusion work. All network chairs to aim to increase membership annually by at least 5%  Wider staff perceptions on the recognition of network chairing is measured through supplementary qualitative feedback on the current survey question 'City values contributions to activities that are not research and education (e.g., affinity network membership, conference organisation, work for journals and work with private organisations).' Establishing baseline data and aiming to improve this annually by 10%  | X  |   |
| 4.11  |  Include statement focusing on the opportunity for flexible working on City recruitment pages and job adverts, empowering potential candidates to discuss the possibility of flexible working during the recruitment process  | Director of HR  | Senior EDI Officer  | All recruitment pages and job adverts have positive action statements focusing on flexible working to increase awareness and attract a more diverse pool of applications  |  Increased awareness of City's flexible working opportunities demonstrated in staff survey results through an increased number of staff submitting applications for flexible working and an increase in the overall number of staff that are utilising flexible working  2020 survey results demonstrated 19% of Professional Services staff and 6% of Academic staff applied in 2019/20. Once percentage increase has been identified strive to improve this annually by 5%  | X  |   |
| 4.12  |  Create a menopause framework that will; -build knowledge around menopause through training and the creation of a staff menopause network - ensure all employees are providing and receiving the right support to manage menopausal symptoms at work * provide a holistic approach to the support that City offers

ensure co-creation of guidance with City's Affinity Networks, applying an intersectional lens  | Director of HR  | Head of EDI  | Create and launch a menopause network to increase knowledge, support staff and hold implementers accountable on progress made  Share menopause resources, guidance documents and tools to support staff and students, including training for line managers  | Aim for a minimum of at least 5% of staff to engage with the network, take up resources and engage with the available support  Aim to increase staff engagement with the network year-on-year by 4%  Inclusion of a new staff survey/ pulse question to measure awareness of the menopause network and support available, establishing a baseline for data  Ensure that 20% of line managers are delivered training within the first year of launching the menopause frame work  | X   | X  |

## Key Priority 5: Building staff and student confidence in policies and procedures to prevent and better respond to bullying, harassment, and sexual harassment

Rationale

* Staff survey results reported that 18% of female staff experienced bullying / harassment in 2020
* 49% of staff surveyed stated that they did not have confidence in the mechanisms available at City to deal with bullying / harassment
* Spotlighting and supporting the ongoing work being undertaken by City's Bullying & Harassment Steering Group
* To improve City's policies, guidance and procedures relating to bullying, harassment, and sexual harassment

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Ref**  | **Action**  | **Responsibility** **Enabling Actions**  | **Responsibility** **Implementation**  | **Key activities to Commence Implementation**   | **Success indicators**  | **Benefits**  **Staff**  | **Benefits** **Students**  |
| 5.1  | Develop and launch new bullying and harassment reporting tool for staff  | Director of HR  | HR Manager (Policies and Projects)  | Reporting tool is created and launched by this date  Evaluation report of the tool is submitted to the EDIBoard  First annual review of the tool to determine if improvements are required  | Reporting tool is created and launched with a clear process outlining next steps after a report is made by a member of staff   Athena Swan survey results on staff confidence in City's reporting mechanisms increases from current figures: Men 61% Women 48% Non-binary / third gender 25% Prefer to self-describe 13% Specific targets will be set after the next survey round has been analysed to ensure measures are achievable  | X  |   |
| 5.2   | Monitor and review disclosures of bullying and harassment and sexual harassment received through the staff and student bullying and harassment reporting tools and harassment adviser scheme to provide an accurate reflection of staff experience that will inform required actions  | Head of EDI  | EDI Manager  | Annual report providing overview of disclosures that have been made is presented to the EDI Board (to be continued on an annual basis) The report should include; - Number of reports made since launch of reporting tool * Number of reports made through the HA scheme (since the introduction of the HA

Request Forms) * Any trends of B&H identified at City
* Any feedback provided by

service users * Recommendations on whether the reporting tool and process could be improved or

more effective   | An annual report is received by the EDI Board that provides an overview of disclosures that have been made since the launch of thestaff reporting tool  EDI Board will act appropriately based on data and context provided by this report to address disclosures raised  | X   | X  |
| 5.3  | Introduce First Line Responders Training that will equip staff with the necessary skills and knowledge to respond effectively to disclosures of bullying, harassment and sexual harassment  | Head of EDI  | Senior EDI Officer  | City to establish a new partnership with external provider to deliver First Line Responders training  Training module promoted, launched and madeavailable to staff for enrolment  Initial and refresher training offered and delivered for new and continuing First Line Responders  | Increase of support with bullying, harassment and sexual harassment disclosures through a minimum of 30 members of staff being appointed as First Line Responders and all successfully completing training within the first year of launch  Promotion of First Line Responders through staff communication channels such as the staff hub and CityWire to raise visibility and increase staff confidence in the mechanisms of support available  | X  | X  |
| 5.4  | Launch Professional Relationships Policy to provide guidance to all University staff regarding personal relationships, to avoid any real or perceived conflicts of interest, or misuse of power and authority  | Director of HR  | HR Manager (Policies and Projects)  | Develop new Professional Relationships Policy  Consult with relevant stakeholders including Trade Unions, Affinity Networks and Student Union Sabbatical Officers and representatives to ensure consistency Finalise policy  Policy successfully launched and embedded  | The Professional Relationships Policy is launched through communication platforms at City to raise visibility and awareness  Professional Relationships Policy is shared with all new starters at City through the induction and onboarding process A new survey question is included into subsequent survey rounds on awareness and understanding of the policy. This will establish a baseline measure to work from and improve on annually | X  | X  |
| 5.5  | Review existing policies linked to bullying & harassment at City, including: * Student Bullying &

Harassment Policy * Student Sexual

Misconduct Policy * Dignity at Work Policy

 Ensure policies are reflective of sector practice and incorporate an intersectional lens to ensure staff and students are protected across multiple, intersecting identities  | Director of HR (Staff Policies), Head of Education& Student Strategy (Student Policies)  | Bullying & Harassment Steering Group Chair   | Policy reviews are undertaken (to be continued on an annual basis). Reviews consult with Student Union Sabbatical Officers, Trade Unions, and Affinity Networks  Policy updates presented to EDI and SLT for approval (to be continued on an annual basis) and published on relevant webpages  | Policies are reviewed and updatedto reflect best practice and developments in the sector  Policies are adhering to the 7 points in the Office for Students statement of expectations for addressing harassment and sexual misconduct affecting students in higher education.  Policy updates are clearly communicated to staff and students  |  X  | X  |
| 5.6 | Reduce instances of bullying and harassment at City and improve staff confidence in City's reporting mechanisms. In our last Athena Swan survey: - 18% of female survey respondents experienced bullying / harassment in 2020, men (11%) were less likely to have been bullied compared to non-binary/ third gender people (43%) and people who prefer to self-describe (40%)  When asking if staff have confidence in the mechanisms available at City to deal with bullying/ harassment, men stated yes (61%) more than women (49%), nonbinary/third gender staff (25%) and staff who prefer to selfdescribe (13%)  | Head of EDI  | Bullying & Harassment Steering Group Chair  | Continue to support and develop City's Harassment Adviser Scheme to ensure; - An effective support service is available to staff and students who have witnessed or experienced bullying, harassment, or sexual harassment  - Harassment Advisers (a group of staff volunteers of at least one member from each department) have received appropriate training and have the skills necessary to be effective in the role  * Harassment Advisors understand how their role supports the new online

bullying and harassment tool for staff  Harassment Advisers are regularly supported and debriefed in a timely way by the EDI Team  | Qualitative feedback received by service users and Harassment Advisers is incorporated into continuous review and improvement of the scheme  Increase awareness of Harassment Advisors and City’s approach to making formal complaints related to bullying and harassment with a view of sharing how the mechanism of reporting works Reduction of bullying and harassment experiences reported by staff and students across City by 5-10%  Increase in confidence in mechanisms around dealing with bullying and harassment in the staff survey by 5-10%  All harassment advisers annually trained and appropriately supported  Annual report of Bullying and Harassment statistics which fit within the university governance structures to enhance action and accountability for responsible staff (i.e., line managers, deans, and SLT)  | X | X |