# 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

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| **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 of  membership, 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

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| 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 Directors  identifying 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 attained  Increase 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  Organisational  Development | 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 EDI  data for staff and stakeholders improve the quality and accuracy of data being used across the University  Track 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

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| **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 |  |

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| 3.5 | Ensure a fair and inclusive academic promotions application process that empowers staff to address individual  circumstances    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 |  |

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| 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  Organisational  Development | Organisational  Development  Manager | Organisational Development  team identify target audiences for  coaching and mentoring    Design a communications plan to annually increase number of colleagues from underrepresented groups, including men, signing up as  coaches/ 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  Organisational  Development | 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

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| **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  Organisational  Development | 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 to  the 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  Organisational  Development | 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

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| **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 EDI  Board    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 the  staff 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 made  available 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 updated  to 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 |