City, University of London’s Race Equality Charter Action Plan

This action plan has been drafted based on the self-assessment process and developed through extensive data analysis and consultation with staff and students via RECSAT Awaydays, focus groups, events, workshops and include the staff Network of Racial Justice demands, as they are imperative to the actions that require implementation to improve race equity at City. The action plan also aligns with our Athena SWAN renewal (May 2022). Actions are allocated according to the key priority areas which were identified:

Key Priority No. 1: Embedding Responsibility and Accountability for race equality across City Governance Structures

Key Priority No. 2: Building a Race Equitable Culture at City and Beyond

Key Priority No. 3: Improving the Support for and Sense of Belonging of BME Students and Staff at City

Key Priority No. 4: Ensuring BME Representation in Senior Leadership and Decision-Making Structures

Key Priority No. 5: Ensuring Diversity in Staff Recruitment and Student Admission

Key Priority No. 6: Implementing Racial Equity Initiatives that enable the Progression of BME Staff and Diversity Among Staff in Senior Roles

Key Priority No. 7: Implementing Racial Equity Initiatives that enable the Progression of BME Students and Diversity Among Students at City

Key Priority No. 8: Address the Student Attainment Gap and ensure Culturally Inclusive Teaching and Learning Practices

We recognise the need for clear accountability and ownership of the actions and have appointed responsibility accordingly to ensure they are implemented and embedded throughout the institution.

# Table 1 Key Priority 1 Embedding Responsibility and Accountability for Race Equality Across City

This priority speaks to our increased confidence in embedding race equity throughout all processes, including learning and teaching, appraisals, promotions, progression, and fostering an inclusive environment whereby managers and leaders are culturally competent.

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| **No.** | **App. Ref.** | **Aim** | **Issue Identified - Rationale** | **Action(s) to address the issue** | **Accountable/ Responsible** | **Measure of Success** |
| 1.1 | 2b  2d  5d  6d | Establish a Race Equity Advisory Board (REAB) and Implementation Group composed of individuals who have authority to implement and deliver our City’s Race Equity Action Plan. | To ensure implementation of the action plan, it was agreed by RECSAT, subgroups, students and wider consultation of REC in 2022, to set up the REAB and Implementation Group.  Membership of RECSAT was predominantly BME, female and colleagues on higher grades, thus we must ensure REAB and Implementation Group are representative of City.  Based on survey and focus group data from PSS, we must review/introduce a workload allocation for members that reflects their time commitment to REAB. | 1. Membership of the REAB and Implementation Group to address underrepresentation of members including White colleagues, men, and those on grades 1-5. 2. Recognition of the commitment of staff to race equity work through career progression and promotion criteria and annual appraisal. | RECSAT/REAB Co-Chairs  Director of HR, PSDs, and School Deans | REAB and Implementation Group formed.  Realistic workload allocation for REAB and Implementation Group members that recognises the time commitment needed to perform role agreed.  Diverse REAB and Implementation Group |
| 1.2 | 2d | Race Equity Advisory Board will oversee the implementation of the action plan. We will ensure that individuals who have adequate influence and seniority within the institution to take ownership and responsibility for completing the actions in areas that are closely aligned to the institutional remit. | Race equity work needs to remain an institutional strategic priority by embedding City’s Race Equity Action Plan and that all actions are reviewed and regularly monitored. | 1. Council will discuss and minute progress on the REAB and hold SLT accountable on implementing Race Equity actions. 2. The Implementation Group will provide the REAB with reports of measurable action outputs and define future milestones to be reported at subsequent meetings with the REAB. | For staff related issues: Director of HR  For Student and Curricular issues: VP (Education) and VP (Student & Digital Experience)    For University & Local Engagement Issues: VP (EEE)  For Council issues, Chair of Council and College Secretary Governance | The REAB and Implementation Group will oversee the implementation of the action plan. This group will report three times a year for the purpose of reviewing and monitoring progress.  The REAB and the Implementation Group will report to City’s EDI Board and consequently into the University’s governance structure (SLT, Council and Senate) that sets the institution’s strategic priorities. |
| 1.3 | 2c  4a  4b  4d  7d | Ensure that actions/data are reviewed and monitored regularly. | Schools/Departments and PSDs differ with regards to underrepresentation – e.g. SMCSE has 31% of BME academic staff, while SHS had only 12%.  Substantial barriers encountered whilst collating ethnicity data for both students and staff and progress on racial equity is not monitored in a systematic way.  City does not have a database that allows for monitoring progress on EDI. EDI indicators and performance vary across schools and thus specific local targets and monitoring needed. | 1. Design EDI Data Dashboards for Schools and PDs to provide information on race, gender, and other protected characteristics (where possible) with regard to: local staff and student balance, student admissions recruitment figures, academic/student and PSS pipeline and career pathways and staff leavers. 2. Ensure appropriate disaggregation within the broad ‘BME’ category and data into further ethnicity, ensuring practices and initiatives reflect that this ‘group’ consists of individuals with varied experiences and needs. 3. Increase level of analysis of PSS grades by disaggregating and reporting on grades within 1-5 and 6-9. 4. Each School/Department and PSD to set annual priority targets (a set of KPI-like measurements) agreed with local EDI Committee on race equality (e.g. recruitment; levels of staff training; student admissions; student attainment). 5. Track progress at local levels and communicate these findings through a reporting structure to drive the race equity agenda at all levels. | COO  AVP EDI  Head of EDI  AVP EDI  Head of EDI  Director of HR  Deans/PSDs  AVP EDI / AD EDIs / PSDs | 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.  Increased perception of action on race equality: majority of staff agree that City and their local department are taking action on race equality (future REC survey).  Increased awareness and understanding of local issues with an embedded responsibility for driving the race equity action plan. |
| 1.4 | 2c  5b  7a  7d  8b | Continue to raise awareness of City’s Race Equity plan and our understanding of race and racism that reaches key staff and student groups more widely. | Students in our 2022 REC focus group highlighted limited awareness of City’s race equity initiatives.  This, in turn, will have an impact on students’ ability to talk about race and racism in educational contexts and with confidence.  Analysis of events showed fewer joint staff/student activities than staff or student-focused events.  Low response rates for REC surveys:   * Students: 1% (2019) and 2% (2022) * Staff: 45% (2020) and 28% (2022) | 1. Build a robust communication plan of our EDI work and race equality updates that reaches students and staff more widely. 2. Continue to host a series of termly events on race and race equity in collaboration with staff and student networks/societies interactive, engaging, and creative. Consistently collect feedback after these events, workshops, and any other sessions in order to monitor impact and improve our engagement levels. 3. Provide workshops and training on race-related topics (i.e. unconscious bias and anti-racism training) for enhanced EDI awareness – for all staff, starting with the senior leadership team (President, Vice Presidents, COO, Deans and PSDs). 4. Encourage completion of REC survey at events to increase response rates. | Comms & Marketing  SU / Head of EDI / ADs EDI / AVP EDI  Head of EDI / OD | Increased number of events and engagement on race equity and inclusion initiatives by students, staff and the local community.  .  Higher response rates of surveys more reflective of staff and student populations with at least 25% completion rates for staff and 10% for students. |
| 1.5 | 2c | Kick off the “Road to Race Equity” Campaign at City to raise and embed awareness of the quantitative and qualitative research results present in City’s Race Equity Action Plan. | The campaign has been designed by our Marketing & Comms Team and content has been decided upon by key stakeholders. | 1. Officially launch the Road to Race Equity campaign. 2. Develop a brief research report that summarises University race-related data to support the Campaign. 3. Each School SLT to receive a presentation on City’s race-related data by end of 2022. 4. Termly communication of summary of key issues and findings based on tracking of actions through School and Student Comms Teams. | Head EDI  Comms & Marketing  ADs EDI / AVP EDI  Comms & Marketing | For 95% of REC Survey respondents to agree that they understand why City is undertaking work to progress race equity by next REC submission. |
| 1.6 | 3a | Initiate and embed the Senior Diversity Ambassador scheme to ensure accountability for change at the highest level. | We have introduced a new Senior Diversity Ambassador scheme in May 2022, where SLT members will act as supporters and advocates of equity and inclusion through their roles. These roles will work with key stakeholders – listening to the experiences of City’s students and staff and using their position to identify and remove barriers to inclusion, and to enhance equity and diversity. | 1. Senior Diversity Ambassador Luncheon to kick off scheme with key stakeholders. 2. Review Ambassador role specification for alignment with existing initiatives (i.e. Race Equity plan, Stonewall, Athena Swan) and to use learnings form those undertaking these roles which will feed into future recruitment and training. 3. Evaluate scheme and through feedback from Ambassadors and key stakeholders. | AVP EDI  AVP EDI  AVP EDI | Establish the Senior Diversity Ambassador scheme  Over 50% of staff and student respondents reporting a positive impact of the Ambassador role through the REC survey and informal feedback processes. |

# Table 3 Key Priority No. 2 : Building a Race Equitable Culture at City and Beyond

As an institution, we have committed to understanding the ways in which racial inequality manifests itself at City, and to change the language, systems and processes that shape the conduct of our business and the curriculum as a result. We recognise and reflect on the experiences of those impacted by structural and institutional racism. As such, we have prioritised a series of actions that will bring about meaningful progress to address racial inequalities through implementing more transparent and fair procedures and processes and ensuring accountability. This will require us to be firm with our commitment to diversifying our leadership team, investing in attracting, appointing and supporting BME talent, and creating an inclusive educational experience for our students and closing attainment gaps towards building a race equitable culture inside and outside of City.

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| **No.** | **App. Ref.** | **Aim** | **Issue Identified - Rationale** | **Action(s) to address the issue** | **Accountable/ Responsible** | **Measure of Success** |
| 2.1 | 3b | Work with Islington Council in Partnership and WP partners groups. | REC survey feedback stated lack of City’s engagement with local communities, specifically race- relevant community outreach opportunities.  We have a number of success WP initiatives including Award-winning Ensuring Greatness programme and Bayes Mentoring Scheme. | 1. Ensure staff are aware of existing community outreach opportunities. 2. Continue to maintain links with Islington Council through various working groups and partnership schemes. | VP (EEE) / WP Team, Students’ Union Officers  AVP EDI, VP (EEE), Comms/Market | Increased awareness of civic engagement and number of staff and students engaged actively in the work.  Improved feedback via staff and student feedback on community engagement by 25%, respectively. |
| 2.2 | 3b | Ensure that recommendations of the Historical Funding Review are addressed. | The final report from the Historic Sources of Funding Review Group was published in September 2020 with a wide-range of recommendations to address their findings. However, staff focus group feedback uncovered dissatisfaction with lack of progress on outstanding actions. | 1. Make the report available publicly, for staff and students, for alumni and stakeholders. Place the report on the City website; amend the ‘Our history’ section of the City website. 2. Recruit a full-time postdoctoral researcher and/or PhD student to carry a further phase of inquiry into City’s ties to slavery. 3. Establish a Response Group to the Recommendations which is co-Chaired by the AVP (EDI) to create an action plan for carrying out the recommendations. | Director of Marketing and External Relations  President’s Office  AVP (EDI) | Major recommendations implemented and embedded and all City staff and students have an understanding of City’s fuller history.  Scholarship, research and public engagement activity is funded to benefit BME staff and students as well as other groups. |
| 2.3 | 3a | Foster an environment of inclusivity across all protected characteristics in City’s Strategy and Values. | Race Equity is not currently included in the existing University Strategy.  EDI structures are becoming more embedded with the creation of the Office for Institutional Equity & Inclusion, and the emerging strategy has the following pillar: City Culture: Embedding Values, EDI and Sustainability. The strategy supports the existing EDI Strategy but will be enhanced. | 1. Review EDI Strategy and Value of ‘Diverse and Inclusive’ to focus on intersectionality. 2. Ensure that EDI is a specific strand within the University Strategy with specific elements of race equity appropriately included. 3. Take an intersectional approach across EDI work guided by the updated EDI Strategy. | President / PSG / VPs / Deans  AVP EDI / Strategy Implementation Group  EDI Team / AD EDIs / PSDs | EDI embedded as a cross-cutting strategic objective and becomes an integral strand within City’s emerging University Strategy.  Race equity and inclusion stated in EDI Strategy. |
| 2.4 | 3b  4c | Increase confidence in reporting of race-related incidents and complaints. | 21% of grievances were race-related in 2020/21.  Staff surveys suggest low confidence in reporting race-related incidents.  49% BME and 48% White student respondents agreed that appropriate action would be taken following the reporting of a race-related incident (Table 3.3).  NRJ feedback emphasised importance of BME counselling. | 1. Ensure the reporting and counselling are fit for purpose and HAs are well-equipped to manage race-related cases, i.e.; 2. Fully implement anonymous bullying and harassment online reporting tool which is applicable to both students and staff (covering all protected characteristics) 3. Create targeted support including counselling service provision by BME staff for BME staff to support for racial stress and enhanced, disproportionate impact exasperated during Covid-19 by providing counselling for BME staff. 4. Evaluate the Harassment Advisor Service and take learning to embed into support structures of the institution (i.e., Office for Institutional Equity & Inclusion) 5. Provide an annual report that is presented to the EDI Board that provides an overview of disclosures that have been made annually through the reporting tool. | Director of HR/HR Managers  Counselling services  EDI Team  Student Voice Team  EDI Team / HR Managers | Reporting tool is further developed and widely promoted with a clear process outlining next steps after a report is made by a student or member of staff.  REC survey results on student and staff indicate confidence in City's reporting mechanisms increases. |
| 2.5 | 3b  8c | To ensure staff and students are inducted into a culture of an anti-racist university. | Race equity not currently part of inductions/welcome week to set the culture of City from the outset. | 1. Initiate effective culture change through the provision of staff and student events on race and racism, throughout the academic year plus at induction and welcome week. 2. Add a race equality component into all staff, undergraduate and postgraduate inductions. 3. Add a race equality component (such as the activities carried out in Bayes and SHS) into all staff, undergraduate and postgraduate inductions. | AVP EDI  EDI / S&AS  EDI / S&AS | Race related events incorporated into staff inductions and welcome week.  Increased sense of belonging feedback from BME staff/students in staff surveys/qualitative data collection.  Race related events incorporated into staff and student inductions and welcome week.  Increased sense of belonging feedback from BME students in staff  surveys/qualitative data collection. |

# Table 4 Key Priority No. 3: Improving the support for and Sense of Belonging of BME students and staff at City

This priority addresses the need to improve the support for staff and students through becoming a more culturally competent university that recognises the diversity of the community and creates a greater sense of belonging.

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| **No.** | **App. Ref.** | **Aim** | **Issue Identified - Rationale** | **Action(s) to address the issue** | **Accountable/ Responsible** | **Measure of Success** |
| 3.1 | 3a | Work closely with City Student’s Union to support student campaigns related to race equity. | Successful student-focused events have had a positive impact on students experience. However, based on qualitative analysis, Students would like workshops (online and face to face) to have opportunities to discuss, learn and gain perspectives on race and ethnicity. They would like to see their peers leading the conversation. They believe that we can increase student engagement in these topics by demonstrating more clearly, the impact that their contribution makes. | 1. Support student campaigns for race equity through facilitating the delivery of training sessions and workshops for students on race awareness including information of reporting options. 2. Work with student societies to enhance offer of tailored EDI events. | Officers of SU  Head of EDI  Head of EDI | Feedback from events showing increased awareness of race issues and at least 30% participation of White students. |
| 3.2 | 7e | Increase PhD, PGR and EDRs confidence to deal with matters around EDI, wellbeing and mental health. | Need to address PGR feedback on lack of confidence to deal with mental health, EDI and wellbeing, and managing interactions with students. | 1. City’s OD team to offer PhD Students in house EDI training to help increase academic confidence and awareness of EDI. 2. Doctoral College will work with external partners to provide workshops on EDI for Researchers. | Director of HR / Head of OD / EDI Team  Doctoral College | Increase PhD, PGR and ECRs confidence in EDI demonstrated via interactions with students and feedback.  PhDs, PGRs and EDRs report improved confidence on how to deal with issues with mental health and well-being through the use of existing and enhanced support structures. |
| 3.3 | 5e  5f | Enhance the support for BME ECRs through increasing local developmental opportunities. | Lack of BME academics in senior roles and a disproportionate number of BME academics at lecturer level grades 6-7.  Support for BME researchers needed to progress to senior roles.  Currently we have no BME targeted initiatives for ECRs. | 1. Conduct (survey) research into understanding how well BME staff are supported in their research, the barriers they face and use findings to increase support to address them. (Supported by NRJ project) 2. Ensure all ECRs are on the appraisal system. 3. Hold a range of events with senior BME research staff/external researchers to inspire and promote BME researchers with evaluation of engagement and impact after each event. | VP Research / AVP EDI / NRJ Project researchers  Director of HR /Deans  EDI / ADs EDI  VP Research/  Doctoral College | Increased understanding and targeted actions to support BME researchers.  Introduction of suite of events for researchers.  Introduction of targeted initiatives for BME ECRs. |
| 3.4 | 4a  4b | Increase confidence in hybrid-working and flexible working policies amongst BME staff. | White academics are twice as likely to work part-time than BME academics. However, City is below the Advance HE UK and Non-UK benchmark for BME staff.  BME staff across both REC survey periods reported low confidence in their request for flexible working arrangements being granted.  Ensure hybrid working policy is consistently communicated and transparent by all line managers and marketing materials. | 1. Undertake more detailed analysis to understand low rates of BME academic staff working part-time and review our EIA processes with respect to our hybrid/flexible working policy. (Supported by NRJ project) 2. Ensure policies are consistently communicated and transparent by all line managers and marketing materials. | Director of HR / EDI Team / NRJ Project researchers  HR (policy) / Comms & Marketing | Based on review and EIA, put actions into place to enhance BME staff confidence in our flexible working policy  Improvement in % of BME staff perceptions on flexible working in REC and staff surveys. |
| 3.5 | 4a  4b  6d | Have an up-to-date online system for collecting leavers information and encourage the use exit interviews. | There was a higher turnover rate of BME (14% - 22%) academics compared with White (9% - 16%) academics from 2018 – 2021.  Turnover rates for Black and Mixed PSS were particularly high from 2018 – 2021. | 1. Conduct research to understand why more BME staff academics leave City in order create better retention procedures. 2. Re-establish exit interviews to explore the higher turnover rate for BME Academic and PSS staff and ensure the feedback is being monitored and issues addressed. 3. Monitor detailed ethnicity data from leavers on a quarterly basis to see if BME staff continue to be over-represented in leavers and to understand reasons. | Director of HR / EDI Team / NRJ Project researchers | Be able to track leavers data and identify any specific and common issues as to why more BME staff leave City than White staff.  Reduce BME leaver rates. |
| 3.6 | 3b | Explore and understand the experiences of racism and racial discrimination of BME staff across Schools  and PSDs. | The NRJ Study, Tackling Racism, Exclusion and Racial Injustices at City: The Lived Experience of Staff was commissioned in November 2021 to explore the experiences of BME staff working at City. The project implementation is underway and is supported by a PI and Project Manager. | 1. Systematically collect evidence of experiences, feelings, accounts of racial discrimination, harassment and unequal treatment of professional and academic staff of colour across schools / departments / PSDs. 2. Report and disseminate findings from this study to increase awareness and understanding perceptions and experiences of racism, racial inequality and discrimination of staff of colour at City. 3. Identify how these findings are linked to the different institutional structures and processes as well as culture of work environment at City. 4. Provide recommendations to Senior Leadership on how perceptions and experiences of inequality and discrimination can be reduced in practical, meaningful and measurable ways. | NRJ research staff  NRJ research staff  NRJ / AVP EDI / SLT  NRJ / AVP EDI | Published report and recommendations.  Greater awareness of experiences of BME staff in relation to racism, discrimination and race equality at City. |

# Table 5 Key Priority No. 4: BME Representation in Senior Leadership and Decision-Making Structures

Increase confidence in embedding race equity throughout all processes, including learning and teaching, appraisals, promotions, progression, and fostering an inclusive environment whereby managers and leaders are culturally competent.

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| **No.** | **App. Ref.** | **Aim** | **Issue Identified - Rationale** | **Action(s) to address the issue** | **Accountable/ Responsible** | **Measure of Success** |
| 4.1 | 4a  4b  4d  4e  5b  5d | Increase the representation of BME individuals in senior academic and professional leadership roles at University and School level. | BME staff make up 27.5% of the staff population at City (18.5% Academics and 34.1% PSS), BME colleagues accounted for 7.7% of the University Senior Leadership Team.  Based on student focus group and survey analysis, students felt strongly about having role models that look like them, particularly in senior leadership. | Raise awareness of senior leaders about racial inequality in access to opportunities, bias, and institutional racism through the following actions:   1. All senior leadership teams across Schools and PSDs to undertake succession planning with a focus on racial diversity and identify pipeline of future leaders and required development needs. 2. All management and leadership staff to attend City’s Inclusive Leadership sessions. 3. SLT to attend race equity training and unconscious bias training. 4. All senior leaders to participate in City’s Reciprocal Mentoring Scheme if already have not done so. | Director of HR / Head of EDI  Head of OD / Head of EDI  AVP EDI / Head of ED  AVP EDI / Head of EDI | Appointment of BME staff in University Senior Leadership roles over the tenure of the Race Equity Action Plan. Increase the number of management and leadership staff on Inclusive Leadership training by 15%.  Increase % in REC Student Survey on having role models that look like them.  All SLT to attend race equity and unconscious bias training. |
| 4.2 | 4d  4e  5b | Increase the representation of BME individuals on senior university committees. | BME staff make up 27.5% of the staff population at City (18.5% BME Academics and 34.1% BME PSS), BME staff accounted for 9.7-35.7% on our University Committees. | 1. Committee membership data shared with Chairs to raise awareness about racial imbalances in senior committee membership. 2. Strongly encourage senior leadership to actively seek BME representatives to serve on key committees. In case membership is ex officio, encourage senior leadership to invite BME staff to be invited as deputies. 3. Make Committees’ ToRs explicit about diversifying membership. | AVP (EDI), Head of EDI, College Secretary  AVP (EDI), Head of EDI  HR Director, College Secretary | ToR updated for 80% committees  Target for BME committee membership increased to represent the proportion of BME staff. |
| 4.3 | 5b  6b | Create further opportunities for BME staff to have reciprocal mentorship with annual evaluation. | Have piloted and evaluated the present reciprocal mentoring scheme, where feedback was positive and a need to embed the scheme has been warranted. | 1. Roll out City’s Reciprocal Mentoring Scheme supported by the Office for Institutional Equity and Inclusion. 2. Continue to monitor scheme with mid-term and year-end evaluations to ensure participants continue to benefit from the scheme. 3. Improve scheme based on the results of the evaluation. Sharing results, embedding the learning from the cohorts. | Head of EDI  Head of EDI  Head of EDI | Evaluation to continue to show non-BME mentors’ knowledge of issues related to race and racism have improved; BME mentees’ increased confidence they can stay and progress at City. |
| 4.4 | 5b  5  6c | Improve support for BME staff in their career progression by enhancing the quality and process of appraisals and appraisal uptake | \*The completion rates for appraisals varied over the last three years, with a low number of academic staff on the appraisal system in the last two years (only 58 BME and 270 White academics in 2020/21).  \*Very low positive feedback on appraisal system, process and validity from all staff. Based on the REC survey showed limited satisfaction with appraisals:   * 54% (59) of BME staff and 52% (121) of White staff agreed that the appraisal process was useful.   \*We also found inconsistent numbers of appraisers undertaking training to carry out a useful and thorough appraisal with direct reports. The lack of use of appraisal system and objectives tracked may inadvertently negatively impact promotions of BME staff. | 1. Pro-actively communicate the opportunity to complete online training for appraisers and appraisees to improve transparency and consistency of appraisal process for all academic staff. 2. Develop and embed a better and more straightforward online appraisal system, which can be used for tracking of developmental objectives. 3. Review and update appraisal policy to improve clarity and rating system and ensure that responsibility of EDI objectives are included. 4. Create a streamlined process to record appraisal completion. | Director of HR  Head of OD  HR Policy Manager  Head of OD | Increased appraisers training uptake prior to appraisals process beginning.  Increased appraisal satisfaction in next REC survey for BME staff in particular from 54% to 70%.  Systems in place, rate of appraisals increases 5% each year. |
| 4.5 | 5b  5c  6b | Increase the number of BME participants to attend City’s leadership courses in preparation for senior management and leadership roles. | Commit to funding for BME academic staff on Stellar HE or equivalent BME targeted leadership programme. | Positive targeted leadership training required for BME staff to encourage confidence in applying for leadership roles and supporting BME staff development to progress careers. | Director of HR / AVP EDI / OD | Eight new places annually for BME staff on Stellar HE or similar leadership programme. |

# Table 6 Key Priority No. 5: Diverse Staff Recruitment and Student Admission

It is our priority to increase the percentages of BME staff and students where they are balance and can be reflected across the institution. It is important that our actions address the procedures and structures that enable our decision-making to be fair and equitable to all. Most importantly, it is our commitment to interrogate our admissions processes for our students and those of particularly under-represented backgrounds through analysis and better understanding.

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| **No.** | **App. Ref.** | **Aim** | **Issue Identified - Rationale** | **Action(s) to address the issue** | **Accountable/ Responsible** | **Measure of Success** |
| 5.1 | 4a  5a  6a | Increase BME staff recruitment to be more representative of City’s diverse student population by creating diverse marketing job advertisement on website and having external facing comms that promote positive action | Academics not representative of our diverse student population (63% BME).  Students reported that staff do not reflect them based on survey data and focus groups.  In 2020/21, only 2% of City academics identified as Black which is higher than the sector’s benchmark of 0.7%. However, when compared to City’s student population, 23% of students self-identified as Black.  Job adverts currently state, “City confirms its commitment to equal opportunities in all its activities. It is intended that no job applicant or employee will receive less favourable treatment on the grounds of political belief, sex, sexual orientation, disability, marital status, race, nationality, ethnic origin, religion or social class.” Must create an additional or singular statement which explicitly encourages BME and other under-represented applicants to apply. | 1. Review and revise current positive action statement. 2. Agree job advertisement and ensure they highlight an inclusive and diverse workplace with modified positive action statement. 3. Promote changes to HR. recruitment policy widely through HR Recruitment Training and TalentLink recruitment system guidance. 4. Use recruitment agencies with specific EDI focus and ability to attract Black talent to address the Black senior academic staff gap. 5. Consider re-opening the recruitment and shortlisting process lack a diversity in the pool of candidates. | Director HR / Head of Recruitment and Marketing & Comms team | Continue to encourage high rates of BME applicants to City and acceptance of offers.  Increase diversity of staff population to reflect the student population.  Increase of Black staff population from 2% to 5% within 5 years to better reflect student population and to take into account pipeline expectations. |
| 5.2 | 6a  6b | Pilot and evaluate the anonymised shortlisting pilot for Professional Services roles. | Core issue identified by the NRJ and supported by the data demonstrating that 55% BME candidates applied but this converted to 36% acceptance rates in 2020/21.  Lack of BME staff within all Directorates except for Finance. Substantially lower rates of BME staff on grades 6+  Negative feedback from PSS staff on PSS progression routes.  Higher BME turnover rates. | 1. Deliver an anonymised shortlisting pilot for Professional Services roles and present subsequent recommendations to HR. 2. Ensure guidance based on recommendations is created for anonymised protocol. 3. Monitor and evaluate change in conversion rates over a 1-year period 4. Based on evaluation, make changes to recruitment system and if successful, implement permanently. | Director of HR  HR Managers  PSDs | Report finding from pilot and recommendations  Increase rate of BME PSS through to interview stage and offers made.  More BME PSS staff across central Directorates. Increase in BME PSS on grades 6-9 to better match White staff proportions.  Positive feedback from BME PSS staff on progression opportunities within REC surveys (%25 increase) and qualitative feedback.  Reduction in BME turnover rates.  To replicate increase with Academic recruitment process. |
| 5.3 | 5a  5d  6a | Diverse recruitment panels with inclusive approaches. | Academic staff not representative of student population.  Discrepancies found in shortlisting and offers made to BME staff.  EDI training is not a requirement participation on recruitment and application process.  To decrease significant gaps in recruitment of senior BME academics. | 1. Produce guidance for Chairs of Interview Panels on diversity and inclusion requirements – to include requirement to ensure that panel members have received training on unconscious bias. 2. Ensure diverse panel membership, where different grades, and at least one panellist is of an under-represented background considered and/or specialist with EDI-specific knowledge 3. Involve students (particularly students from BME backgrounds) in recruitment process (i.e. during interview teaching or research demonstrations) and recognise them for the contributions 4. Panel members will require unconscious bias training, refresher training every three years, and these requirements must be added to guidance and policy to be checked by the HR Lead for recruitment prior to the selection and interview process. | Recruitment Panel Chair  Director of HR  HR Managers | Reduced biases in hiring and promotions of BME staff.  Increase BME staff shortlisted and offers.  Reduced biases in hiring and promotions of BME staff.  Increased BME staff shortlisted and offers. |
| 5.4 | 5a  6a | Update recruitment guidance and processes to be more inclusive. | Academic staff not representative of student population.  Discrepancies found in shortlisting and offers made to BME staff.  EDI training is not a specific requirement in recruitment and application process.  To decrease significant gaps in recruitment of senior BME academics. | 1. Investigate reasons for low Black representation at shortlist and interview stages of recruitment. 2. Review material in recruitment and selection panel training to ensure it contains best practice in unconscious bias mitigation and reflects City’s values and targets with regard to race equity. 3. Work with our existing recruitment agencies we use to recruit senior leaders and state our requirement for diverse long-lists and short-lists. 4. Monitor the use of internal and seconded jobs amongst different ethnic groups. 5. Implement the use of agreed bank of EDI questions for use in all interview panels. | Director of HR  HR Managers  Director of HR / AVP EDI  Director of HR  EDI Team  AVP EDI / EDI Team | Steady increase in BME staff, particularly at senior levels.  Deliver an annual report of BME shortlisted to accepted for both professional and academic applicants to see whether any increase has been made from any proposed actions implemented. |
| 5.5 | 7a | Provide process changes and training as appropriate following the review to all admissions staff to address the lower offer rate BME students that is seen. | Low offer rates to specific ethnic groups across programs, but consistently with Black applicants. We have created the Contextualised UG Admissions Scheme to ensure that all applicants have a fair and transparent process and equality of opportunity. | 1. Roll out the Contextualised UG Admissions Scheme. 2. Closely monitor the contextualised UG admissions processes introduced from AY 2020-21 to ensure that departments are equipped to meet Access and Participation Plan (APP) targets (especially target to double the entry of Black UG students over the period 2022-25). 3. Evaluate and modify scheme in light of findings, such as reviewing the academic assignment element. | VP Education /  Director of S&AS  AD EDI per School / EDI Committee / BOS  Admission Leads/ Course Officers | Identification of any structural barriers, measures put in place to address them and a positive result following measure.  Admissions staff trained on race inequities for particular students and steady increase in offer to Black students. |
| 5.6 | 7a  7b  7d | Embedding of Black British scholarships and promotion in appropriate channels to increase pool of Black applicants to City | Address the most serious deficiencies in the diversity of UG and PG students, especially Black British students. | 1. Develop a University-wide strategic plan to increase scholarship support for UG and PG students from under-represented ethnic groups (especially Black British students).   Specifics to include:   1. Investing £1m over 5 years in scholarships for home students from under-represented groups. Raising £1m pa through philanthropy over 10 years to build sustainable scholarship support for diversity. | VP Education/  AVP EDI  Director of S&AS  AD EDI per School | Increased enrolment of Black students on UG and PG courses (inc. APP target). |

# Table 7 Key Priority No. 6: Accelerating the Progression of BME Staff and Diversity Among Staff in Senior Roles

Staff at City are un-representative of the student body and figures are at or below the national census rate despite being located in a highly multicultural capital. Therefore, our priority is to set ambitious targets for staff representation as current progress is too slow. We are aware of our leaky talent pipeline where our BME PSS are disproportionately represented in Grades 1-5 and are not visible in senior management roles.

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| **No.** | **App. Ref.** | **Aim** | **Issue Identified - Rationale** | **Action(s) to address the issue** | **Accountable/ Responsible** | **Measure of Success** |
| 6.1 | 5b  6b  8b  8c | Create a City-wide development and training opportunities programme to embed knowledge and understanding of how racial inequality manifests at City. | Consultations with PSDs/Deans showed support needed to embed EDI within respective key developmental areas.  Substantially low uptake of training by academic staff overall, and BME academics partaking in Wellbeing opportunities.  Currently not all training uptake is systematically recorded. | 1. Improve staff records on training and analysis by ethnicity. 2. Increase uptake of all training by actively promoting development opportunities to academics from all backgrounds, fairly and transparently. 3. Conduct research to explore barriers to BME staff participating in wellbeing training. Supported by the NRJ Project. | OD / HR  AVP EDI / Head of EDI / OD  OD / NRJ Project researchers | Rigorous record keeping of all staff partaking in training.  Introduction of suite of EDI training, with race specific training.  Increased cultural competence for all staff.  Increase in figures of academics participating in training and development offered.  Improvement in % of staff perceptions on the fair and transparent offering and training in REC and Staff Surveys. |
| 6.2 | 5c  5d | Encourage and support underrepresented staff to apply for promotion. | Despite an increase in more BME staff agreeing that they have been encouraged to apply on the REC survey, this figure remains less than 50%.  There were more BME staff at less senior levels eligible for promotion, and this decreased with level of seniority.  Feedback is not consistently provided after an applicant failed to be promoted. | 1. Provide ethnicity data of eligible staff, previous applications / outcomes to HoDs to encourage applications by eligible BME staff. 2. HoDs required to explain to Dean if ethnicity balance is not in line with the proportion of eligible BME staff. 3. Promotion panel members to attend unconscious bias training. 4. Undertake research to understand biases in hiring and promotions of BME academics. 5. Provide developmental feedback to all promotion applicants. | HR/EDI Team  Dean  EDI Team/OD  EDI  HoDs | Data provided annually to all HoDs.  Increase in BME applicants to Reader and Professorship roles to at least match proportions of BME eligible pool.  Unsuccessful staff report that the promotion process has supported them to develop. |
| 6.3 | 5d | Eliminate any potential bias built into the academic promotion framework and process. | Bias suggested through data on BME academic promotions.  Substantially higher number of White staff being promoted. | 1. Review ToR and membership for recruitment panel. 2. Consider diversity of panel membership and seek to diverse when proportion do not reflection local population at School or University level. 3. Review the effectiveness of the new framework and relevant processes following the first promotion round. 4. Need to review the nominations review process to avoid biases related to the quality of application and the selection of assessors. | Director of HR  Deans  Promotion Panel Chair/AD EDIs  School Promotion Chair  Director of HR | More diverse promotions panels and fairer outcomes.  Positive feedback from BME staff about process.  Increase the number of BME staff nominated for Reader/Associate Professor/Professor. |
| 6.4 | 4b  6d | Deep dive to understand low numbers of PSS non-UK staff progression. | Significantly low numbers of PSS non-UK staff progression into Senior Leadership roles. | 1. Promote leadership and management training and development opportunities through promotion (i.e., Stellar). 2. Utilise recommendations from NRJ to spotlight emerging leadership. 3. Develop career pathways supported by training/ mentorship for PSS and promote these. | Director of HR /AVP EDI | Understand and increase BME PSS non-UK progression. |
| 6.5 | 6b  6d | Develop fairer career progression opportunities and processes for PSS BME, notably a formal process for progression framework for PSS, which presently does not exist. | Currently no formal process for PSS Staff progression.  Higher turnover rates for BME PSS. | 1. Improve recording and analysis of training and development for all BME PSS. 2. Ensure that jobs are actively advertised internally in addition to using external job listings. | Director of HR /AVP EDI | Introduction of a clear progression process for PSS. |
| 6.6 | 4e | Publish Race Pay Gap data and associated initiatives. | Ethnicity pay gap was 22% in 2020/21. | 1. Reduce the ethnicity pay gap and improve the job evaluation process. 2. Ensure a transparent and fair process for salary review and annual job evaluation. | Director of HR / AVP EDI  Pay and Reward Manager | Decrease ethnicity pay gap to 15% by 2027, and 0% by 2032.  Publish Annual Ethnicity Pay Gap report and communicated to SLT and Council. |
| 6.7 | 4e | Continue to do a detailed ethnicity analysis for ethnicity pay gap and audit reports. | Ethnicity pay gap was 22% in 2020/21. Current audit does not take an intersectional approach. | 1. Undertake annual Equal Pay Audit and produce reports for circulation and consideration with university leads. 2. Examine for intersectional inequalities related to pay gap and comply with future pay gap requirements. | Director of HR / AVP EDI  Pay and Reward Manager | Annual analysis and monitoring of disaggregated ethnicity pay gap.  Publish Annual Ethnicity Pay Gap report. |

# Table 8 Key Priority No. 7: Accelerating the Progression of BME Students and Diversity Among Students at City

Our data shows that although our BME students are continuing at expected rates, the employment outcomes are variable amongst students from BME backgrounds. Based on qualitative and quantitative feedback, initiatives to support and co-partner with students on the employment journey is needed.

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| **No.** | **App. Ref.** | **Aim** | **Issue Identified - Rationale** | **Action(s) to address the issue** | **Accountable/ Responsible** | **Measure of Success** |
| 7.1 | 7c  7d | Closely monitor trends in continuation rates by ethnicity in each School. | Monitor for potential bias in teaching and assessment between institutions and Schools. | Although the data do not currently indicate a serious concern with BME students, when disaggregated analysis shows low progression rates for Black students. | VP Education / Director of S&AS  Deans / Ads EDI | Rigorous monitoring of progression and explore potential bias in teaching and assessment.  Improve progression of Black students. |
| 7.2 | 7e | Improve BME progression rates from UG to PGT and PGR. | Continue targeted interventions aimed to build the BME pipeline.  Include impact evaluation and review. | Address lower BME progression rates from UG to PGT and PGR. | VP Research  Doctoral College  S&AS | Improved progress rates from UG to PGT to PGR for BME students. |
| 7.3 | 7d  7f  8b | Reduce the employability gap between ethnic groups. | Lower uptake of Career labs by BME, particularly Black, students.  Chinese students most likely to be unemployed.  Need for more real-life experience to better support students into further study or employability. | 1. Enhance the value and impact of City Careers services for BME students by creating targeted careers events and addressing lower uptake of the Career Labs workshop by Black students. 2. Increase the amount of real-world / authentic assessment on all programmes and levels to support student attainment and progression into work and further study. 3. Build on the two-year assessment project by focusing on relatability of assessment across Schools. | VP Enterprise, Engagement & Employability  AVP EDI / ADs for Employability (or equivalent)  Head of Careers | Increase in graduate employability and decrease in employability gap between ethnic groups.  Increased student attainment and progression measured against School strategies and KPIs. |
| 7.4 | 3a  7d | Increase opportunities for meaningful partnership with students in Schools and at university level to develop a student-centred approach to anti-racism. | Student involvement in initiatives that ensures a student-centred approach to anti-racism and creating a more inclusive culture together is currently low.  These initiatives need to equip BME students with skills for career development. | 1. Schools to review, identify opportunities and implement changes that ensure they are engaging students as partners in developing an inclusive and decolonised curriculum, community and experience that is appropriate for their School. 2. Development of a paid Student Ambassador programme, in conjunction with the Students’ Union, that enables students to engage in work that co-creates an anti-racist culture at City. 3. Increase paid student presence at appropriate levels of governance across the university in collaboration with the Students’ Union and include routinely on recruitment panels, especially for student facing roles. | AVP EDI / AD EDI per School  S&AS / EDI / Students’ Union  S&AS / EDI / Students’ Union | Increased partnerships with students to collaboratively create culture change.  Better NSS scores, retention of BME students and progression, attainment and development for future employability. |

# Table 9 Key Priority No. 8: Student Attainment Gap and Culturally Inclusive Teaching and Learning Practices

BME educational experiences are less positive than their White counterparts. Attainment gaps (particularly for Black students) are widening again after the pandemic which calls for swift action to reduce the attainment gaps. We are fully committed to improving the experience for BME students by embedding inclusive teaching and practices across City which reflect our desire to be culturally inclusive and reflective of our students’ needs and expectations. This will require us to improve the confidence and competency of our teaching staff to discuss race and challenge racism within and outside the curriculum.

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| **No.** | **App. Ref.** | **Aim** | **Issue Identified - Rationale** | **Action(s) to address the issue** | **Accountable/ Responsible** | **Measure of Success** |
| 8.1 | 7d | Decrease the student BME attainment gap, particularly for Black UK undergraduates by putting into place systemic School-level structures that will embed attainment gap action plans to address local issues.  Ensure that each School SLT has defined which SLT member is accountable for the work to reduce the attainment gap. | Overall, the student attainment gap is 3 percentage points in 2020/21. Difference between Black and White qualifiers was 16.5 percentage points. The Black attainment gap was particularly pronounced in certain Schools and compounded by intersectional considerations (domicile, SES). | 1. Review the approach to blind marking and assess the impact of this on attainment gaps. 2. Continue annual review of attainment gaps by the local- and University-level Learning and Teaching Committees with a view to agree targeted actions. 3. Provide further intersectional research into ethnicity student attainment gaps, particularly concerning Black UGs. 4. Discuss specific approaches with students. 5. Ensure a member from School SLT has responsibility of the Student Attainment Gap work. | VP Education / Director of S&AS  Deans / ADs EDI and Education Leads  EDI Team  School SLT | Year on year reduction of the attainment gap, particularly for Black students with a view to halve it within 3 years and completely close it within 5 years. |
| 8.2 | 7d  8b | To design and implement measures to eliminate the student attainment gap for all student groups. | City has been closing its overall student attainment gap and more research is needed to understand the factors contributing to why specific ethnic groups are not being awarded 1st degrees at the same rate.  SHS research study currently underway to explore patterns of attainment and perspectives on inclusion among students in the School. | Commission a further research study to understand the factors driving the closure of the student attainment gap (may draw on existing research such as that from SHS) as this affects School differently based on discipline needs and professional nature of programmes. | VP Education / Director of S&AS  Deans / ADs EDI and ADEs | Clarity on factors contributing to closing the gap, report published to share best practices across Schools with recommended interventions.  Link findings to SHS student attainment research project for corroboration. |
| 8.3 | 8c | Develop further resources about race and culturally inclusive teaching and learning practices. | Support needed for academics to understand, implement and embed inclusive teaching and learning materials. Over half of respondents (55%) reported that they consider race equality in their taught content, and 50% reported they considered race equality in the different teaching and assessment methods they used. However, only a third of respondents felt supported in their efforts to consider race equality in their teaching and course development. Lack of support at a School and institutional level was identified as a particular barrier to change by survey respondents, as were a lack of confidence/familiarity with race equality principles, and the attitude or perspective of some staff members. | Develop a race-specific online toolkit which complements the existing ICDF toolkit which will serve as a one-stop-shop for programme and module leaders to find key principles, resources and information to help them design learning and teaching materials to reduce race-specific attainment gaps, promote inclusive practice and raise awareness of issues surrounding racial inequality. | LEaD  AVP EDI  EDI Team/ S&AS | Academics feel supported in their race equality journey, shown in feedback and evaluation of toolkit.  Improvements in attainment gaps and awareness of racial inequities. |
| 8.4 | 8a  8b  8c | Embed the Inclusive Curriculum Development Framework with a specific focus on enhancing inclusive assessment and feedback practices focused on race and diversity issues. | City has developed an *Inclusive Practice Checklist* via the Assessment Toolkit to support work which aims to support staff and students and provide resource in reducing student attainment gaps at School and programme levels. This toolkit is widely recommended to be used when reviewing and planning learning and teaching. However, only some programmes are utilising the ICDF and creating more diverse course content and curriculum. The toolkit is not specific to race and race equity.  Only a third of REC Survey staff respondents felt supported in their efforts to consider race equality in their teaching and course development. Lack of support at a School and institutional level was identified as a particular barrier to change by  respondents, as were a lack of confidence/familiarity with race equality principles, and the attitude or perspective of some staff members. | 1. Make race equity training a key expectation for staff to attend through Union Black programme. 2. Co-design and co-lead with LEaD workshops/training to support inclusive curriculum at school and divisional / departmental levels. 3. Embed race equality into academic development programmes, such as the MA Academic Practice. 4. Update City’s Quality Assurance procedures to ensure that race equality is embedded in every programme. | VP Education / LEaD / AVP EDI  LEaD  LEaD  VP Education/  Deans/ADs/ QUAD  ADs Student Experience (equivalent) / Programme Directors | Inclusive curriculum checklist regularly used by all Schools / Programmes.  Introduction of specifically designed workshops/training on inclusive curriculum.  QA Process and procedures updated with a consideration for race equity.  Reports on ICDF practice to be created an annual basis by ADs. |
| 8.5 | 8a | There is a clear need to build on existing discipline-specific decolonising and culturally inclusive initiatives at Department/Programme level to fully embed culturally inclusive practice across the institution more systematically. | There has been a reasonable amount of activity to ensure that decolonising pedagogic practices are embedded in curriculum design and implementation. We have had a breadth of success in students responding positively to these local and institutional initiatives, but we engage authentically with decolonisation and develop culturally appropriate pedagogic responses across Schools. These responses, however, have varied dependent on the sub-disciplines and market considerations (i.e., Bayes Business School). | 1. Define City’s approach and aspiration to decolonising or liberating the curriculum within the context of culturally inclusive teaching and learning practices. 2. EDI Committees at School level to work more synergistically with School L&T committees on culturally inclusive pedagogical initiatives that address race in learning, teaching and assessment. 3. Develop a series of ‘best practice’ case studies that highlight decolonising pedagogic skills and expertise in such practice and support staff who engage in this approach, e.g. training for staff on race equality in teaching, including material on decolonising the curriculum and addressing the attainment gap. | AVP EDI / Deans/ Students’ Union Officers  School SLT  EDI / S&AS /LEaD | Clear approach to decolonisation of the curriculum and/or culturally inclusive approaches outlined, and further support offered to Schools.  Increased awareness and understanding of decolonisation across City.  Improved feedback from academics on support received to decolonise curriculum.  More consistent embedding of decolonisation of curriculums (or similar approaches) across programmes. |