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Office for Institutional Equity and Inclusion

Equity, Diversity and Inclusion Annual Report 2023/24



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Forewords

I am delighted to share with you City, University of London's Equity, Diversity, and Inclusion (EDI) Annual report 2024. This report celebrates the progress and achievements made and demonstrates our unwavering commitment to fostering an inclusive environment where everyone can thrive. The embedding of equity, diversity, and inclusion is not just a statutory obligation but a fundamental part of our Vision and Strategy 2030.

Over the past year, we have made significant strides in our EDI initiatives and objectives. These objectives align seamlessly with our broader strategic goals and our Culture, Education, Student Experience and People Workstreams, providing a robust framework for advancing our EDI agenda.

We have focused on enhancing our staff and student support systems, delivery of EDI training and development programmes, and creating a robust data-driven approach to ensure we can measure the impact of our work in meeting our EDI objectives. Our City wide community engagement has been particularly notable, with initiatives aimed at amplifying underrepresented voices and fostering a culture of belonging. These efforts reflect our commitment to making meaningful progress and driving positive change across the institution.

Looking ahead, we are excited about the opportunities presented by our merger with St. George's. This merger represents a significant milestone and a unique opportunity to broaden our impact, enrich our community, and strengthen our commitment to equity, diversity, and inclusion. We are keen to integrate our EDI efforts, learn from each other's strengths, and build a unified, inclusive culture that supports all members of our expanded community.

I extend my heartfelt gratitude to all for being part of this important journey of continued culture change and particularly to the Staff and Student networks for their unwavering dedication and invaluable contributions to making City a fair, inclusive and equitable environment. Together, we have made significant strides, and I look forward to the continued progress we will achieve in the coming year and beyond.

PROFESSOR SIR ANTHONY FINKELSTEIN

President, City, University of London



It is with great pride that I present our EDI Annual report for this year, and I am overjoyed with the tremendous amount of work that has been done in this past year to align activities with our EDI Strategic Priorities for 2023/24. This document is more than a summary of initiatives and statistics; it is a testament to our unwavering dedication to fostering an inclusive, respectful and supportive environment so that everyone can fulfil their true potential.

In today's dynamic and interconnected world, embracing diversity and promoting inclusion is not just a moral imperative—it is essential for driving innovation, enhancing performance, and achieving sustainable success. City recognises that a diverse workforce brings a wealth of perspectives, ideas, and experiences that are crucial for navigating the complexities of our global landscape.

Over the past year, we have made significant strides in advancing our EDI goals. Our efforts have been guided by a comprehensive strategy that prioritises measurable outcomes and accountability at all levels. We have expanded our recruitment efforts to reach underrepresented groups, implemented inclusive policies and practices, and cultivated a culture that champions equity and inclusion.

However, our journey is far from complete. True inclusion requires continuous reflection, dialogue, and action. It demands that we challenge our assumptions, address systemic barriers, and create opportunities for growth and development for all members of our community. We are committed to this ongoing process and recognise that our success hinges on the collective effort of every individual within our organisation.

This report highlights the progress we have made, celebrates the successes we have achieved, and acknowledges the challenges we must still overcome. It is a call to action for each of us to reaffirm our commitment to EDI, to hold ourselves and each other accountable, and to work together towards a more just and equitable future.

Thank you for your commitment to equity, diversity, and inclusion. Let us move forward with purpose, determination, and the shared belief that our differences make us stronger.

DR JESSICA JONES NIELSEN

ASSISTANT VICE- PRESIDENT for EDI



Executive summary

Progress summary


This report provides an overview of work undertaken during the academic year 2023/24 to embed equity, diversity and inclusion (EDI). Leveraging insights from the previous report and through strategic planning and focused efforts, significant strides have been made towards our EDI goals. Progress updates since last academic year include:

- **OIEI Roadshow:** Increased staff awareness of EDI strategy, Charter Mark action plans, EDI training and development opportunities through delivery of the first OIEI Roadshow.
- **EDI Data Dashboards:** Consultation with key stakeholders on the EDI data dashboard template, prior to the implementation.
- **Race Equality Charter (REC):** Establishment of the Race Equity Advisory Board and Race Equity Implementation Committee to monitor and implement the REC action plan.
- **Bullying and Harassment:** Establishment of the Staff Bullying, Harassment and Sexual Misconduct Committee and the Student Bullying, Harassment and Sexual Misconduct Committee to take positive action and foster a culture where staff and students are confident in City's procedures.
- **Report and Support Tool:** Launch of a new Report and Support platform for reporting incidents for students, with the staff platform set to launch next term.
- **Ethnicity Pay Gap:** The second ethnicity pay gap report is due to be published in July, early analysis of data collated indicates a small but positive shift in reducing the mean ethnicity pay gap from 20.5% in 2022 to 20.3% in 2023. However, there was an increase in the median ethnicity pay gap from 19.1% in 2022 to 20.0% in 2023.
- **Gender Pay Gap:** The latest gender pay gap showed a positive shift in reducing the mean gender pay gap from 17.5% in 2022 to 15.3% in 2023.
- **Anonymous Shortlisting:** Anonymous shortlisting process created in collaboration with Human Resources to pilot next term.
- **Menstrual Health Framework:** A new framework devised to broaden initiatives and align with the British Standards Institute guidance on menstruation, menstrual health, and menopause.
- **Measuring Impact:** Progress against outlined commitments to tackling barriers and advancing equity for race, gender, LGBTQIA+, and disability inclusion, evidenced through Charter Mark action plans.

Key achievements

City's continued commitment to embedding EDI and undertaking targeted initiatives has realised meaningful change with some notable achievements. Key achievements include:

- **Delivery of the Senior Leadership Equity and Inclusion Development Training Programme:** The senior leadership team (SLT) embarked on a



twelve-month training programme aimed at developing and enhancing knowledgeable, inclusive and capable leadership that strengthens the experiences of students and staff across the institution.

- **Progress against KPIs:** Targeted initiatives to ensure a more diverse staff population to better represent the student population has resulted in an increase in the proportion of Staff of Colour to 32.1%, above the outlined target of 32% by 2024.
- **Reduction in the gender pay gap:** The mean gender pay gap has reduced from 20.5% in 2022 to 15.3% in 2023, making strides to achieve our 15% target in 2026.
- **Completion of the NRJ Tackling Racism Research Project:** The Tackling Racism Research project was completed this year and focused on understanding the lived experiences of staff of colour, using in-depth interviews and focus groups. The findings and recommendations of the project will be shared more widely in the Autumn term 2024.
- **Training and Development:** Continued delivery of EDI training and commitment to Aurora, StellarHE and 100 Black Women Professors NOW development programmes to enhance staff knowledge and support staff development.
- **Launch of Career Odyssey Workshop:** Designed to empower Black, Asian, and minority ethnic staff members by engaging them in leadership development at an earlier stage in their careers. The initiative was designed and delivered by the 2023 StellarHE Cohort members.
- **Revision of the Equality Impact Assessment (EIA) Process:** Revision of EIA guidance and governance process providing a practical framework to ensure that City's commitment to equity and diversity is realised within policies and processes.
- **Fair Recruitment Panel:** Established a fair recruitment panel as part of the recruitment process. This initiative ensures diversity and representation of People of Colour within our appointment panels, building on existing commitments to gender balanced panels.
- **Wellbeing, Accessibility, Neurodiversity and Disability (WAND):** Relaunch of the Disability Staff Network to the WAND Network. Members include disabled and neurodivergent staff, staff with long-term health conditions and staff who provide care for disabled dependents.
- **Stonewall Workplace Equality Index (WEI) Submission:** The Stonewall WEI Task and Finish Group compiled the information required to submit City's Workplace Equality Index entry with results to be shared in July.
- **Trans Intersex and Gender Non-Conforming (TIGNC) People Policy:** The TIGNC People Policy and Procedures have undergone a review and update. The aim of the Policy is to specifically set out how City commits to supporting TIGNC students, staff and stakeholders and was reviewed in collaboration with the TIGNC Working Group.
- **Visible Voices:** A new initiative to advance City's commitment to fostering a sense of belonging. The campaign challenges misconceptions and amplifies underrepresented voices through powerful storytelling and dialogue.



Vision and strategy

The Office for Institutional Equity and Inclusion vision

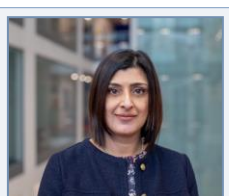
The Office for Institutional Equity and Inclusion (OIEI) launched in 2022 and acts as a catalyst for inclusive excellence and culture change. The OIEI works collaboratively across the University, to foster an inclusive, fair and respectful environment for all. Comprising of experienced EDI professionals, the OIEI is steadfast in its mission to forge an inclusive and accessible environment to enable students and staff to reach their full potential. In conjunction with staff, students and the wider community the OIEI leads on initiatives, through an intersectional lens, to amplify voices, remove barriers and support progress towards gender equity, LGBTQIA+ equity, race equity and disability inclusion.

Meet the OIEI team



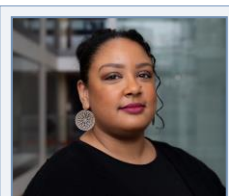
Jessica Jones Nielsen

Assistant Vice-President EDI



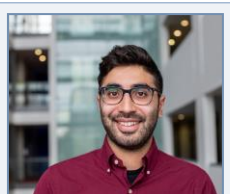
Kiren Chima

Head of EDI



Michelle-Louise Yembra

EDI Manager: Inclusive and Accessible Communities



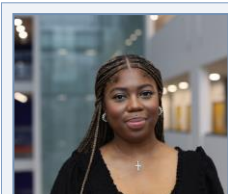
Laxman Godhania

EDI Data Manager: Research and Accountability



Sarny Guzman-Rodriguez

Senior EDI Officer: Inclusive and Accessible Communities



Abigail Green

Senior EDI Officer: Race Equity and Intersectionality Initiatives



Sam Cross

EDI Officer



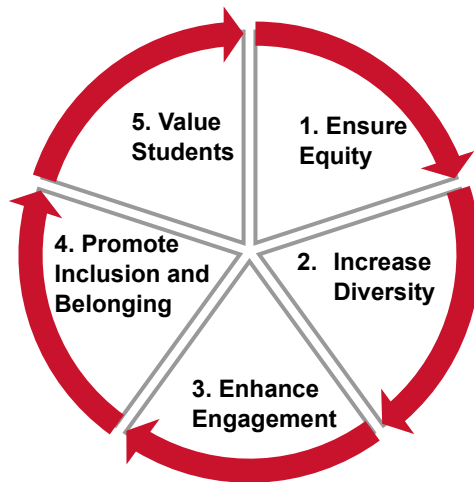
Rhianna Brazier

EDI Administrator/Office Coordinator



OIEI's strategic priorities

THE OIEI's has five strategic priorities that drives the EDI work that is undertaken. The diagram below highlights how the priorities interact.





Governance and accountability

Governance and accountability are paramount to ensure that EDI commitments are upheld and that progression against outlined Key Performance Indicators and associated action plans are monitored, and shared.

Dr. Jessica Jones Nielsen, the Assistant Vice-President (EDI), is the University's strategic lead for EDI. Under the new University strategy, this role is responsible for ensuring that EDI is prioritised across the institution and embedded within institutional governance, structures, and systems.

EDI Board

The EDI Board is a sub-committee of the University Senior Leadership Team. Co-chaired by the President and Assistant Vice-President (EDI), the Board has overall responsibility for ensuring compliance with the Public Sector Equality Duty (PSED). This in turn, supports the delivery of City's successful EDI outcomes, both as an education provider and employer. The EDI Board provides strategic leadership to the EDI agenda, which forms a key driver for delivering the EDI strategic priorities and City's strategy.

The Committees leading on advancing EDI work across City, and which report into the EDI board include:

- Digital Accessibility Committee.
- Gender Equality Committee.
- Jewish Community Inclusion Committee.
- LGBTQ+ Anti-Discrimination Task and Finish Group.
- Race Equity Advisory Board.
- Race Equity Implementation Committee.
- School EDI Committees.
- Staff Bullying, Harassment and Sexual Misconduct Committee.
- Student Bullying, Harassment and Sexual Misconduct Committee.
- Trans, Intersex and Gender Non-Conforming Working Group.

School EDI Committees

Associate Deans for EDI within each of the University's six Schools are accountable for EDI in their respective areas. The School EDI Committees report into the EDI Board.



Prof Lilian de Menezes
• Bayes Business School



Dr Sabrina Germain
• City Law School



Dr Lindsey Blumell
• School of Communication and Creativity



Michelle Ellis
• School of Health and Psychological Sciences



Prof Petros Iosifidis
• School of Policy and Global Affairs



Prof Sanowar Khan
• School of Science and Technology



Measuring success

We recognise the importance of collecting and analysing data on inequalities to understand barriers, develop effective solutions and set key performance indicators (KPIs).

EDI KPIs are essential to capture City's ability to embed our values and build an inclusive University culture which promotes dignity and respect for all members of City's diverse community. City has committed to measuring and delivering on the following EDI KPIs, to monitor and track progress and ensure that City is making the positive change it committed to. These commitments are outlined within the [Athena Swan](#) and [Race Equality Charter](#) action plans.

In this report there are uses of the term BAME and People of Colour (PoC). The term BAME is used, as it is consistent with HESA's data collecting and reporting. We use the term whilst recognising its limitations and homogenisation. City's writing style guide states that BAME should only be used in relation to data collection and in any other cases People of Colour should be used. Additionally, throughout the report, "Male" and "Female" are used for legal sex data, while "Women" and "Men" refer to gender. These terms are not interchangeable and are context-specific.

EDI key performance indicators

Reduce gender and ethnicity pay gaps

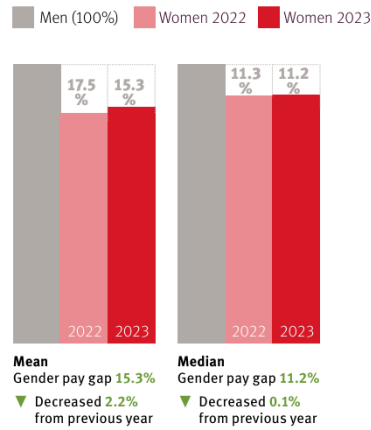
- The ethnicity pay gap for 2024 will be 19%.
- The gender pay gap for 2026 will be 15%.

Figure 1: Breakdown of Pay gap data over the last 3 years

Pay gap	2021	2022	2023
Ethnicity pay gap	20.8%	20.5%	20.3%
Gender pay gap	19.4%	17.5%	15.3%

Gender pay gap

City is committed to reducing the gender pay gap and has a KPI to reduce the gender pay gap to at least 15% by 2026. City recently published the 2024 gender pay gap report based on data from 2023 and are pleased that the targeted initiatives implemented have had a positive change. The mean pay gap has decreased from 17.5% in 2022 to 15.3% in 2023 and the median pay gap for hourly earnings has fallen from 11.3% in 2022 to 11.2% in 2023.



Ethnicity pay gap

City is committed to reducing the ethnicity pay gap and has a KPI to reduce the ethnicity pay gap to at least 19% by 2024. Although not mandatory requirement City published the first Ethnicity pay gap report in 2023 and has committed to do so on an annual basis. We are currently undergoing analysis in order to publish the latest report however, the data does show movement in a positive direction. The mean gap has decreased from 20.5% in 2022 to 20.3% in 2023. There was an increase in the median ethnicity pay gap from 19.1% in 2022 to 20.0% in 2023.

Increase ethnic diversity of staff to better reflect the student population

- The proportion of Staff of Colour will be 32% by 2024.
- The proportion of Grade 9 staff (including Professors) that are People of Colour for 2024 will be 15%.
- The proportion of women in Professorial roles will be 32% by 2024.

Figure 2: Breakdown of ethnic diversity of staff KPIs over the last 3 years

KPI	2021	2022	2023
Proportion of Staff of Colour	27.0%	30.0%	32.1%
Proportion of Grade 9 staff (including Professors) that are People of Colour		13.64%	13.16%
Proportion of women in Professorial roles	27.4%	29.0%	30.7%

City was successful in achieving the KPI 'The proportion of Staff of Colour will be 32% by 2024'.



Reduce the Black student awarding gap

- The Black student awarding gap will be 12% by 2024.

Figure 3: Breakdown of Black student awarding gap KPIs over the last 3 years

KPI	2021	2022	2023
Black student awarding gap	15pp	13.80pp	20pp

While there was a reduction in the Black awarding gap from 2021 to 2022, most recent data shows a widening of the gap at City in 2023. Work is being undertaken to understand the factors that have resulted in this shift, which has also been across the sector. Schools are being provided the data at a local level to develop actions that will enable us to reduce awarding gaps.



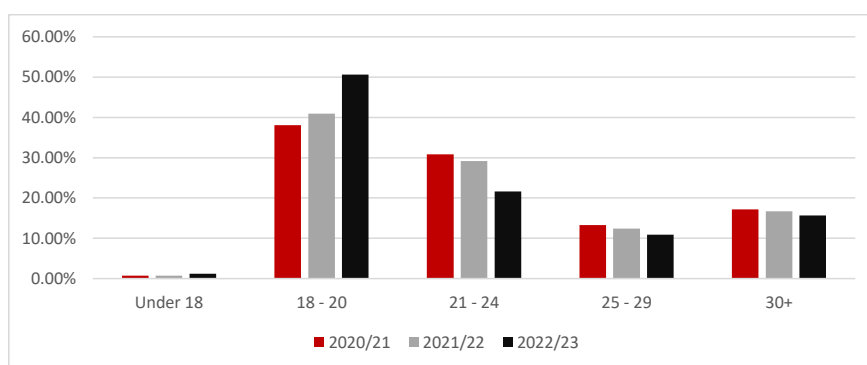


Student representation

This section details student demographic data, including data on University and School population and identities including age, sex, disability, ethnicity, sexual orientation, and faith or belief. In 2022/23 City welcomed 21,908 students, 18,515 of which were studying full time and 3,460 part time.

University students by age

Figure 4: Student Population by Age

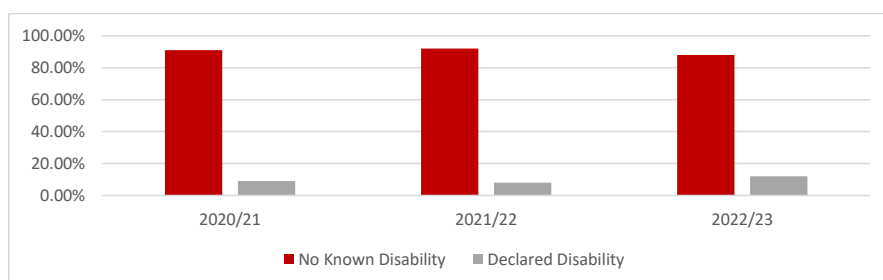


The greatest proportion of students at City continues to be students aged between 18 and 20 years old at 51%, followed by students aged between 21 and 24 years old at 22%. The proportion of 18 to 20 year-old students has increased. Students aged under 18 have remained consistent at 1%, whereas the proportion of students aged 21 to 24, 25 to 29 and 30+ has seen a steady decline.

University students by disability

The number of students with no known disability has reduced from 92% in 2021/22 to 88% in 2022/23.

Figure 5: Student Population by Declared Disability Over Time





There is a change in the highest represented disability group in students from Specific Learning Difference (SpLD) to Mental Health Condition at 4%. SpLD and two or more disabilities are now the second highly represented group at 3%. Additionally, this year due to changes in HESA categorisation there is an additional field to previous years.

Figure 6: Students by declared disability over the last 3 years

Declared Disability	2020/21	2021/22	2022/23
Mobility Disability	0.3%	0.2%	0.4%
Mental Health Condition	1.8%	2.0%	3.8%
Specific Learning Difference	3.4%	2.9%	2.8%
Other/Not Listed	0.9%	0.8%	0.6%
Hearing Disability	0.2%	0.2%	0.2%
Long-Standing Illness	0.8%	0.8%	0.9%
Visual Disability	0.2%	0.1%	0.5%
Social or Communication Disability	0.3%	0.3%	0.3%
Two or More Disabilities	0.4%	0.5%	2.8%
Development condition that you have had since childhood			0.1%

Students by ethnicity

The proportion of BAME students has continued to increase from 65% in 2021/22 to 68% in 2022/23. Asian students make up the largest proportion at 37% followed by those who identify as White at 30% and those who identify as Black at 11%.

Figure 7: Student population by ethnicity

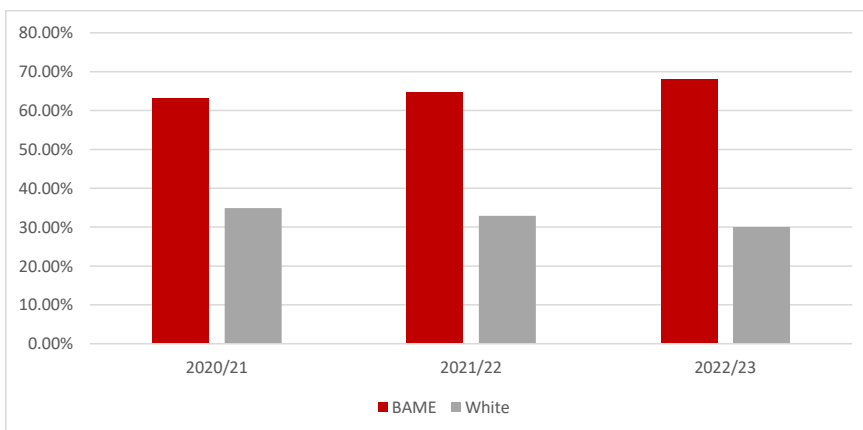
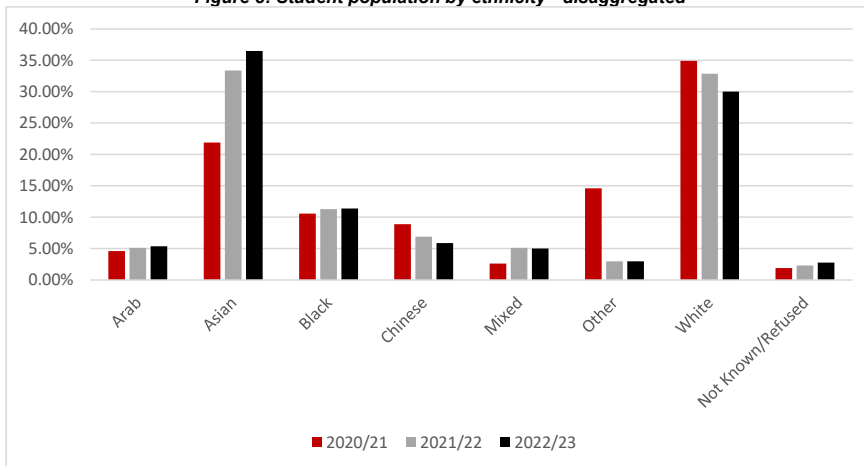




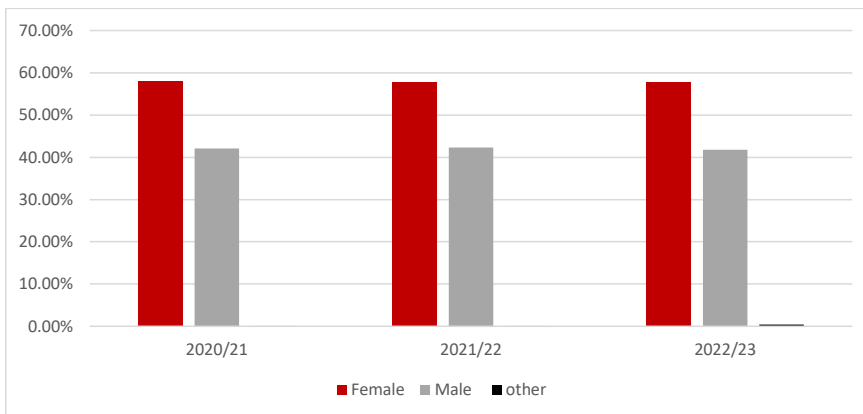
Figure 8: Student population by ethnicity - disaggregated



Students by sex

The ratio between female and male students has stayed consistent over three years, with City having a greater proportion of female students than male students.

Figure 9: Student population by sex

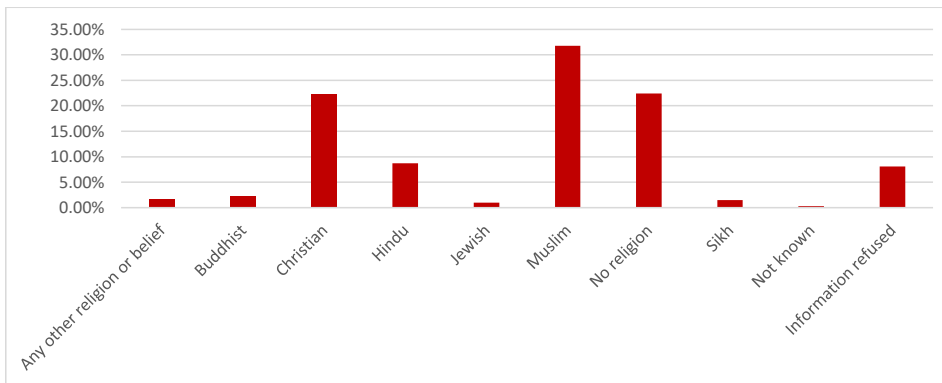




Students by faith and belief

The majority of students identify as belonging to a religion at 69%, with 22% having identified as belonging to no religion. Among those who identify as belonging to a religion, the largest proportion are Muslim students at 32%, followed by Christian students at 22% and Hindu students at 8%.

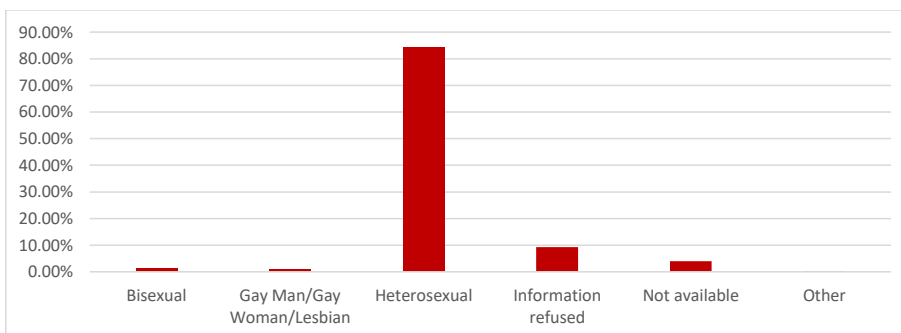
Figure 10: Student population by faith or belief



Students by sexual orientation

When looking at sexual orientation, Heterosexual students account for the largest proportion of students at 84%, followed by students who selected Information Refused at 9% and students who data is Not Available at 4%. Students who identify as Bisexual and as Gay Man/Gay Woman/Lesbian account for 1% each.

Figure 11: Student population by sexual Orientation





Addressing differential student outcomes and experience

City's Access and Participation Plan

City's Access and Participation Plan outlines the work we aim to achieve in creating equality of opportunity and outcomes for students. It is a testament to City's commitment to putting students at the heart of City. This commitment includes:

- Bursaries exceeding £1.8 million for those most affected by financial hardship.
- Investing in the Student Health and Wellbeing team and providing additional welfare support within Schools.
- Purchasing pronoun badges for students and staff.
- Offering bursaries for students on placements to reduce financial barriers to these opportunities.

City has seen improvement across some key Access and Participation metrics, including:


- Student enrolment for Polar4 Q1 came within 1pp of target.
- The gaps in continuation from 1st to 2nd year between students from the least and most deprived areas, as well as between students of colour and their White peers has reduced.
- The target for student participation in the City Cares support program has been met and exceeded.

While there has been positive progress, the ethnicity awarding gap remains a challenge. The new Access and Participation Plan, to be submitted to the Office for Students this autumn, outlines City's comprehensive approach to addressing this issue and ensuring positive student outcomes.

Widening participation: Empowering underrepresented learners to access and succeed in higher education

The Widening Participation (WP) team is committed to championing the success of students from underrepresented backgrounds in higher education. Through collaborative outreach programs, the team provides tailored support and meaningful engagement opportunities with City staff, students, and schools. Key programme highlights include:

- **Ascend:** This program provides targeted academic support to Black Caribbean students in English, Maths, and Science. The annual Black Professionals Conference connected seventy two students with thirty five professionals, fostering career exploration and skill development.
- **Start@City:** This welcoming on-campus event facilitated a smooth transition to City life for students with disabilities, asylum seekers/refugees, and those with experience of local authority care.
- **Local Authority Care Visit Days:** These personalised visits offered young people in local authority care a unique introduction to University life and potential



pathways. Additionally, a partnership with Barnet Education and Learning Service supported Year 11 students at risk of becoming NEET (not in education, employment or training).

- We Belong: In collaboration with this migrant youth-led organisation, WP provided guidance and training to staff on supporting young migrants' aspirations for higher education. A campus visit and personal statement writing session further empowered these students.
- EmPOWher: This successful pilot project focused on building a growth mindset in girls transitioning to secondary school. Participants reported increased confidence, self-esteem, and resilience.

Scholarships

Black British scholarships

Black British scholarships help address historical and systemic inequalities in higher education and provide opportunities for students who may be facing financial, social or institutional barriers. Schools have committed to offering scholarships to foster a more equitable academic environment.

Bayes Business School has committed to up to ten scholarships annually for Black UK-domiciled undergraduate students from lower-income households. Each scholarship covers the full tuition fee (at home level) and a £6,000 annual stipend for three years. Scholarship holders will also be offered mentoring and support. This initiative repurposes the gift received from the Portal Trust (formerly the Sir John Cass Foundation) in 2002. It aligns with the reparation principle set out as one recommendation in City's Review of Historic Funding and supports the School's commitment to widen participation in Higher Education.

Bayes, City Law School, and the School of Policy and Global Affairs offer PhD studentships for Black British researchers which comprise tuition fees and a maintenance grant.

The School of Communication and Creativity offer a scholarship to a Black British student undertaking an MA in Journalism or the Creative Industries which funds full tuition fees plus a stipend towards living costs.

The School of Health & Psychological Sciences offer a Doctoral studentship in cutting edge research areas including topics related to but not limited to Applied Vision, Food Policy, Health Services Research. The Studentship is for Black UK-domiciled students and provides a stipend of £21,237 and £1,000 for research expenses.

Sanctuary scholarships

City is committed to supporting equal access to Higher Education for forced migrants. The Sanctuary Scholarship consists of a full tuition fee waiver and a grant equivalent to a full maintenance loan from Student Finance England, and a grant equivalent to the City Cares Bursary, to cover living expenses.



Sanctuary Scholars also receive a place in the City Cares programme, a dedicated support network offering a range of help to enable students to navigate their student journey from enrolment to graduation.

Developing students' EDI literacy

The OIEI have committed to supporting students to improve their understanding on matters relating to Equity, Diversity and Inclusion. This enables City's students to join the collective commitment to fostering an inclusive environment and supports their development in line with City's Values and Graduate Attributes.

EDI inductions

This year, with the OIEI's support, Schools delivered EDI inductions for all incoming students, equipping them with knowledge relating to EDI, and offering space for discussion of these concepts. The inductions were also an opportunity for students to understand the ways in which they can contribute to an inclusive environment at City. The inductions incorporated the "Our City" campaign which aims to promote acceptance, inclusivity, compassion, and respect for identities, and details expected inclusive behaviours of members of the City community.

EDI training for student leaders

The OIEI have delivered training throughout the year for student leaders identified by colleagues in the Students' Union. The training has offered opportunities for student leaders to engage in discussions about EDI and consider their individual and collective responsibility as leaders to support City's aims to foster an inclusive, fair and respectful environment.

Students' Union

City Students' Union (SU) exists to represent the interests and views of students at the University. The SU provides important services that underpin the student experience at City. On 1st August 2023 the SU launched its new strategic plan, with a core purpose to make every day better for students.

The SU actively commits to promoting an inclusive environment for all people, including its Staff, Student Members, Trustees and Officers. The SU opposes discrimination, inequity and injustice, and promotes freedom of expression and the autonomous political decision-making of its members.

The SU is governed by a Board of Trustees who delegate the leadership of its Equity, Diversity and Inclusion work to a subcommittee which meets four times a year; the core role of the committee is to set the SU's EDI Strategy for the year. This year the objectives set included:

- Student Safety - To work with City to deliver initiatives that improve student safety and the culture amongst students on campus.
- An Accessible Student Gateway - To work with City to ensure the new Student Gateway puts inclusivity and accessibility at the heart of its design and planning.



- Inclusivity Calendar Intersectionality - To deliver a variety of events that put the intersectional experience of people as part of an inclusivity calendar, including campaigns and celebration months.
- Training and Development - To develop a clear set of compulsory EDI training sessions for Union staff and Officers.

In addition to the EDI Committee, the SU has four identity groups set up to ensure the EDI related activities and events reflect the needs of City's diverse student communities. The groups include: LGBTQI+; Race; Disability; Gender. Each group is made up of SU staff, Officers and students.

Students' Union activity

Throughout the year, the SU has been proactive in launching and supporting different initiatives to enhance inclusivity and support for the student community. The Pronoun Badge Campaign, funded by the Access and Participation Plan, has made pronoun badges available at all campus receptions. Additionally, the Advice team launched a "Disabled Students: Know Your Rights" webpage, providing essential information and signposting for assessment periods to ensure disabled students feel supported.

To celebrate Black Futures Month in October 2023, the SU, in collaboration with the OIEI, organised several events, including film nights, stalls, and a celebration event in the Pavilion. Continuing this collaboration the SU hosted City's first-ever South Asian Heritage Week in November 2023, featuring student-led events and a fair with over 250 attendees. This year also saw the SU's first Lunar New Year which event attracted over 500 students. During LGBTQI+ History Month in February 2024 the SU, in collaboration with the LGBTQI+ Society, hosted various activities. Throughout the year, the SU raised awareness of and promoted events for Movember, Disability History Month, Hidden Disabilities Week, Neurodiversity Awareness Week, Wheelchair Accessibility Day, and Deaf Awareness Day.

This year, the OIEI sponsored the Equity, Diversity and Inclusion award at the annual SU Awards. The award seeks to recognise individuals or groups that embody the values of equity and inclusion and support City's collective commitment to fostering an inclusive, fair and respectful environment.





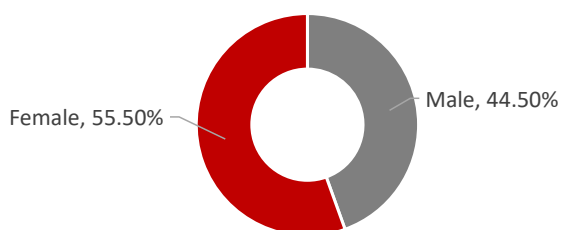
Workforce representation

This section details staff demographic data, including data on University and School population and identities including age, sex, disability, ethnicity, sexual orientation, and faith or belief. We believe that diversity is a strength, and are committed to continuing to build a workforce where everyone feels welcomed and supported. City has established a KPI focused on enhancing the ethnic diversity of staff to better reflect City's student population. In 2022/23 City employed 2410 staff comprising of 1036 Academic and Research Staff and 1374 Professional Services Staff.

Staff profile by sex

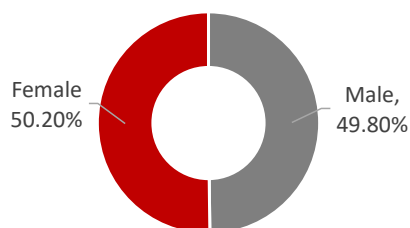
City consists of 10% more females than males. This difference isn't as prevalent within Academic Staff but is greater in Professional Services Staff. Over the last three years the number of staff who are female has been increasing.

Figure 12: Staff by legal sex



Academic Staff

Figure 13: Academic Staff by legal sex



Professional Services Staff

Figure 14: Professional Services Staff by legal sex

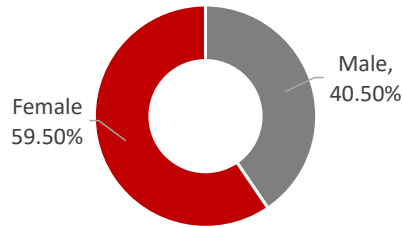


Figure 15: Male staff numbers by area, over the last 3 years

	2020/21	2021/22	2022/23
Academic staff	53.9%	51.8%	49.8%
Professional Services staff	42.2%	42.0%	40.5%
Totals	47.2%	46.2%	44.5%

Figure 16: Female staff numbers by area, over the last 3 years

	2020/21	2021/22	2022/23
Academic staff	46.1%	48.2%	49.8%
Professional Services staff	57.8%	58.0%	59.5%
Totals	52.8%	53.8%	55.5%

Contracts by sex

A higher proportion of females were employed Part time for both Academic staff (63%) and Professional Services staff (80%). A higher proportion of females (57%) than males (43%) were also employed as Full time for Professional Services staff. For Academic staff, a lower proportion of females (47%) than males (53%) were employed as Full time for Professional Services staff.



Grade by sex

At City, we have been working towards ensuring equal representation of women across the organisation and across roles. The table below illustrates that there has not been a significant change across grades for Professional Services staff apart from a slight increase at Grades 5-7.

Figure 17: Female Professional Services staff by grade

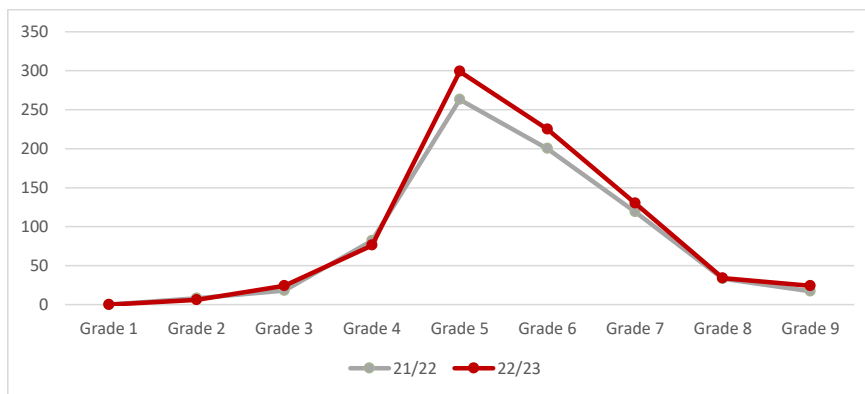
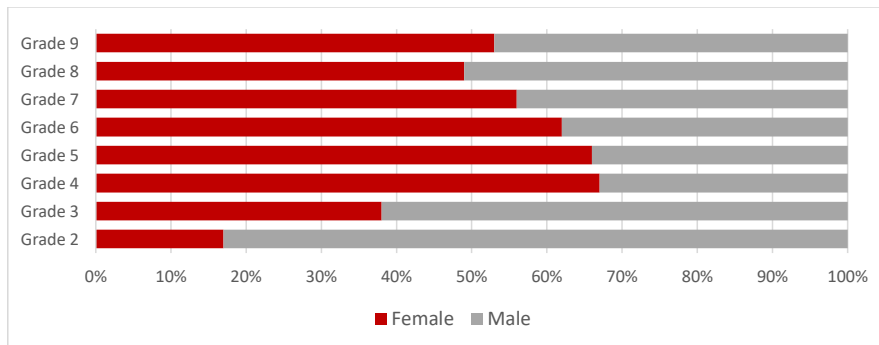


Figure 18: Professional Services staff by grade and sex



Staff profile by ethnicity

The percentage of Professional Services staff that are White is 60%, followed by Asian staff at 18% and Black at 12%. 3% of Professional Services staff declined to provide their ethnicity or their ethnicity was not known. Within Academic staff there is a lesser proportion of staff of colour than within Professional Services staff.



Figure 19: Academic staff by ethnicity

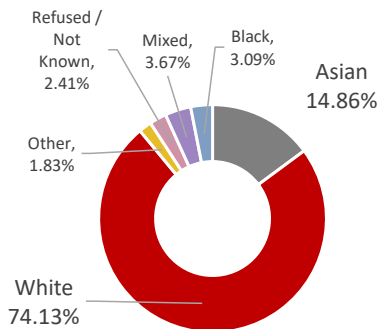
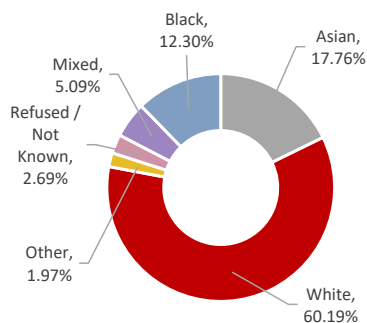


Figure 20: Professional Services staff by ethnicity



A KPI that City has committed to is to increase the ethnic diversity of City's staff to better represent the student population and this has continued to increase since last year. The data highlights that **the specific KPI that the proportion of staff of colour will be 32% by 2024** has been met.

Figure 21: Ethnic makeup of students

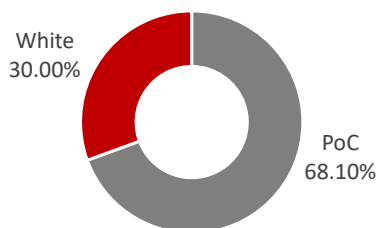
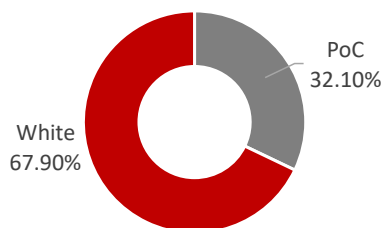


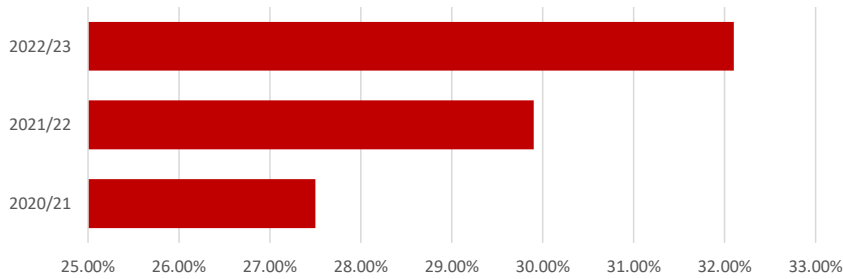
Figure 22: Ethnic makeup of staff



Despite achieving the KPI, Figures 18 and 19 highlight the difference in ethnic makeup of students and staff.



Figure 23: Proportion of PoC staff over time



Ethnicity by grade

Figure 24: Staff by grade and ethnicity

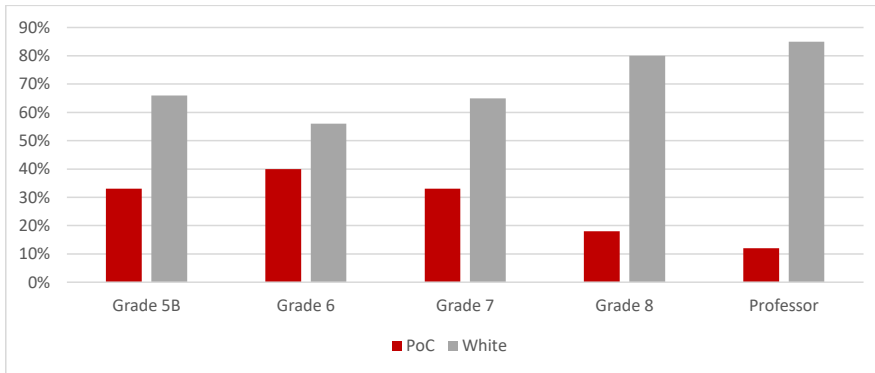
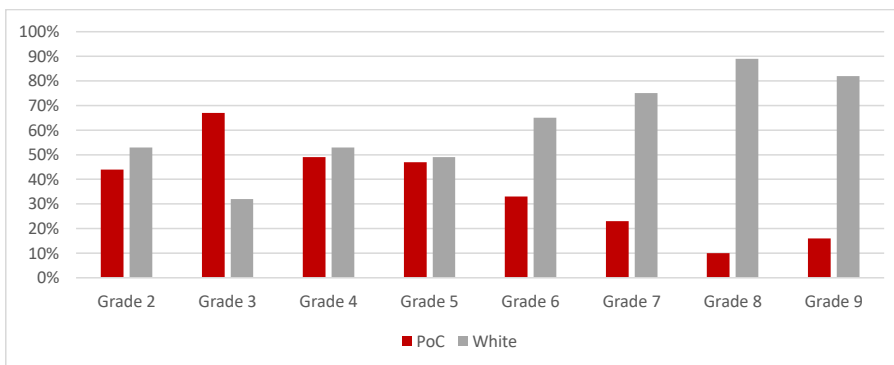


Figure 25: Professional Services staff by grade and ethnicity



City has committed to increase the proportion of grade 9 staff (including Professors) that are PoC to 15%. Data shows that over the last three years the percentage of professors who are PoC has increased to 13%. However, this is the first



time in 3 years that the proportion of PoC at professorial level has reduced. When looking at grade 9 within Professional Services City has still achieved the target representation for Professional Services grade 9 achieving 16% representation of PoC.

Contracts by ethnicity

A higher proportion of White Academic staff were employed part time at 80% than PoC Academic staff at 20%. 75% of White staff compared to a lower proportion at 25% of PoC Academics worked Full time. For Professional Services staff, the same trend is evident, with a higher proportion of White staff employed part-time at 72% and full-time at 61% compared to PoC, who were employed part-time at 28% and full-time at 39%.

An intersectional view: Ethnicity and sex

Taking an intersectional view on ethnicity and sex for Academic staff employed in 2022/23 shows that at professorial level there is a significantly lower proportion of females of colour, followed by females at senior lecturer level. When looking at the male population, there is a pattern which shows that as seniority increases the proportion of males of colour decreases. However, the proportion of males of colour increases from 12% to 14% at professorial level.

Figure 26: Female staff by academic function and ethnicity (2022/23)

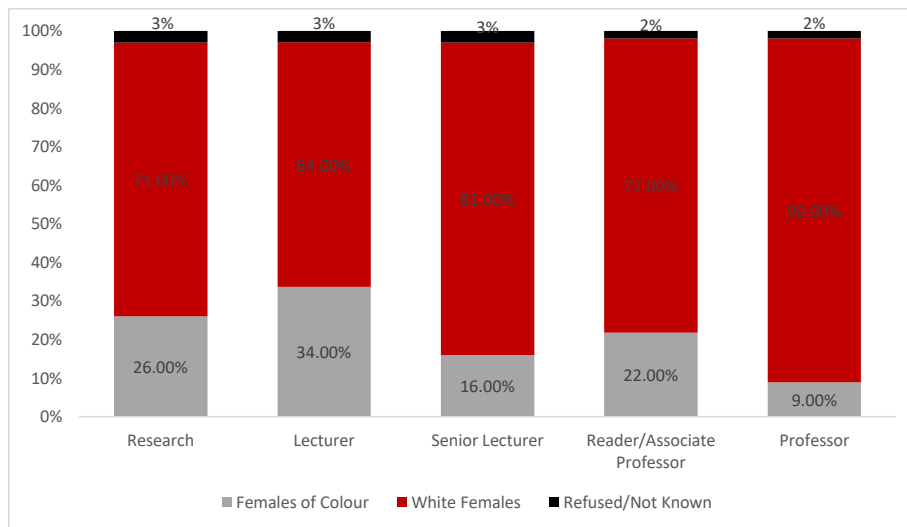
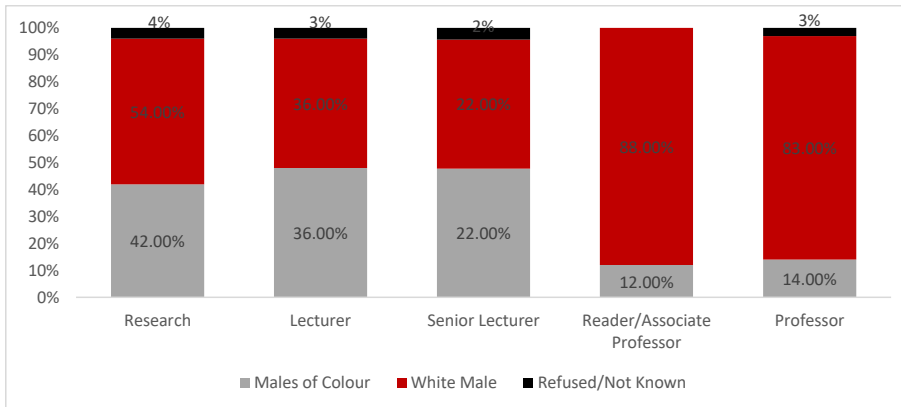




Figure 27: Male staff by academic function and ethnicity (2022/23)

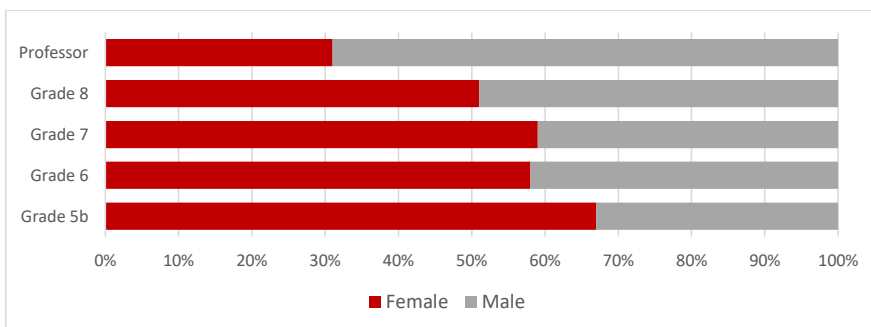


Staff grade by sex and ethnicity

This section looks at data taken from City’s HR systems data on 31st July 2023 and explores the proportion of staff within pay grades by both sex and ethnicity.

For Academic staff, there is a higher proportion of females in lower grade roles. The largest difference between males and females is at professorial level, with female professors at 31% and has been a 2% increase this year in females at professor level. **This highlights that the work City’s has implemented on increasing the number of female professors over the last three years has resulted in progress over time. This further supports the work City is doing to achieve the KPI of striving to ensure a proportion of 32% women in Professorial roles by 2024.**

Figure 28: Academic staff by grade and sex





Staff profile by disability

There is an increase in the proportion of staff with a declared disability to 7.3% in 2023 from 6.7% in 2022 and the category 'Not known/refused' remaining consistent at 9%. The HESA categories for disability have changed this year therefore we are unable to compare results across years. Among those who declared a disability, learning differences including dyslexia, dyspraxia or AD(H)D are amongst the highest identified disability, with long-term illness or health condition being the second highest. Development condition had since childhood is the least identified disability.

Figure 29: Staff by disability

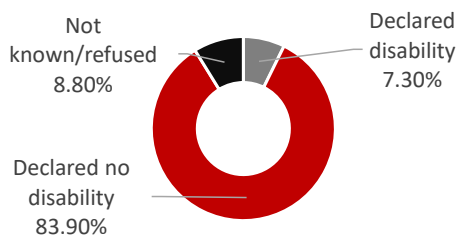


Figure 30: Breakdown of all staff numbers by disability

	2020/21	2021/22	2022/23
Declared disability	6.6%	6.7%	7.3%
Declared no disability	84.5%	84.4%	83.9%
Not known/refused	8.9%	8.8%	8.8%





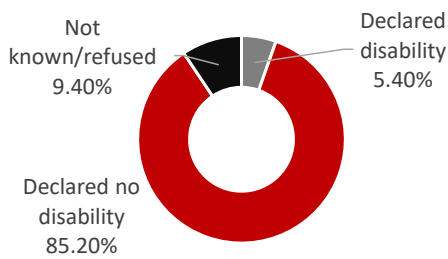
Figure 31: Breakdown of all staff numbers by disability declared

Disability Declaration – Breakdown	2022/23
Learning difference such as dyslexia, dyspraxia or AD(H)D	34.9%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	23.4%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	20.0%
An impairment, health condition or learning difference not listed	10.3%
Physical impairment	5.1%
D/deaf or have a hearing impairment	2.9%
Blind or have a visual impairment uncorrected by glasses	1.7%
Development condition that you have had since childhood	0.6%
Social/communication conditions such as a speech and language	1.1%

Academic staff

Among Academic staff, 5% have declared a disability, 85% declared no disability and 9% declined to share this information.

Figure 32: Academic staff by disability

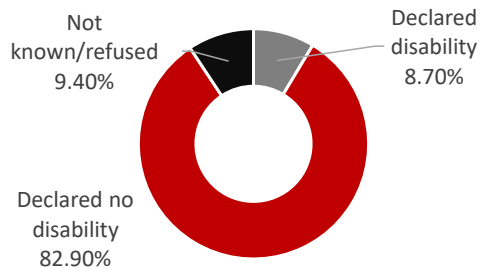


Professional services staff

Among Professional Services staff, 9% have declared a disability, 83% declared no disability and 9% declined to share this information.



Figure 33: Professional services staff by disability



Staff profile by sexual orientation

City staff who identified as Bisexual, Gay man, Gay Woman/Lesbian or other (Using HESA Categorisation) has increased to 7% from 6%. The proportion of staff for whom their sexual orientation is 'Not known or refused' has decreased from 29% in 2022 to 21% in 2023.

Figure 34: Staff by sexual orientation

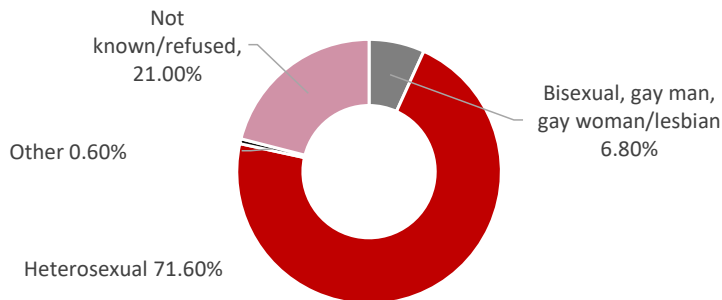


Figure 35: Breakdown of all staff numbers by sexual orientation over the last 3 years

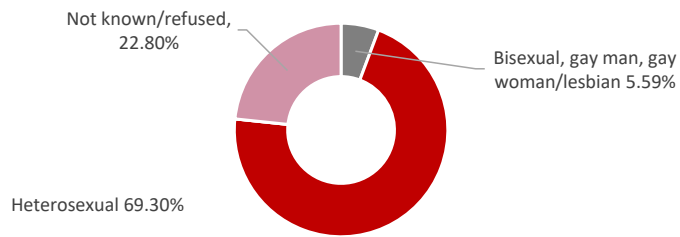
Sexual Orientation	2020/21	2021/22	2022/23
Bisexual, Gay man, Gay Woman/Lesbian	6.0%	5.5%	6.8%
Other	0.5%	0.5%	0.6%
Heterosexual	70.4%	64.8%	71.6%
Not known or refused	23.1%	29.1%	21.0%
Total	100.0%	100.0%	100.0%



Academic staff

Among Academic staff, 6% identified as Bisexual, Gay Man Or Gay Woman/Lesbian. 69% of Academic staff identified as Heterosexual and 23% refused to provide information or the information was unknown.

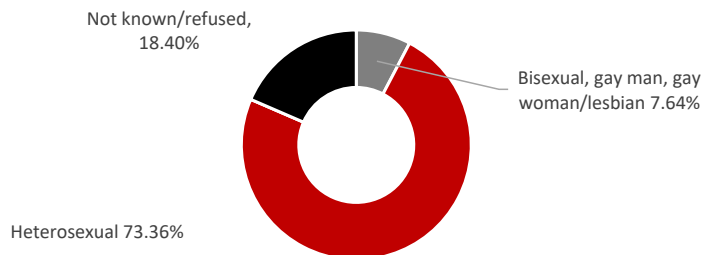
Figure 36: Academic staff by sexual orientation



Professional services staff

Among Professional Services staff, 8% identified as Bisexual, Gay Man Or Gay Woman/Lesbian. 73% of Academic staff identified as Heterosexual and 18% refused to provide information or the information was unknown.

Figure 37: Professional Services staff by sexual orientation



Staff profile by faith and belief

Staff who shared that they have no faith or belief are still of the highest proportion at 36%. When comparing those who identify as having a religion and those who do not, there is very little difference. Among those identifying as having a faith and belief Christian is the highest percentage at 23% followed by Muslim. It is also important to note that there was a change in HESA categories for faith and belief which resulted in 'Spiritual' no longer being a category this year.

Figure 38: Breakdown of all staff numbers by faith and belief over the last 3 years

Faith and Belief	2020/21	2021/22	2022/23
Any Faith and Belief	37%	36.7%	36.5%
Buddhist	1.0%	1.2%	1.0%
Christian	22.9%	22.2%	22.7%
Hindu	2.8%	2.8%	3.1%
Jewish	1.7%	1.6%	1.2%
Muslim	6.3%	6.7%	7.5%
Sikh	0.5%	0.7%	0.9%
Spiritual	0.9%	0.7%	No longer a category
Other	0.9%	1.0%	1.0%
No Faith and Belief	34.8%	35.8%	36.1%
Not known or refused	28.2%	27.5%	26.4%
Total	100.0%	100.0%	100.0%

Academic Staff

Figure 39: Breakdown of all Academic staff numbers by faith and belief

Faith and Belief	2022/23
Any Faith and Belief	34.6%
Buddhist	1.3%
Christian	22.9%
Hindu	2.0%
Jewish	2.2%
Muslim	5.1%
Sikh	0.0%
Spiritual	No longer a category
Other	1.1%
No Faith and Belief	36.4%
Not known or refused	29.0%
Total	100.0%

Professional Services Staff

Figure 40: Breakdown of all Professional Services staff numbers by faith and belief

Faith and Belief	2022/23
Any Faith and Belief	
Buddhist	0.9%
Christian	22.6%
Hindu	3.9%
Jewish	0.0%
Muslim	9.3%
Sikh	1.5%
Spiritual	No longer a category
Other	1.0%
No Faith and Belief	35.9%
Not known or refused	24.5%
Total	100.0%

Staff profile by age

The largest proportion of all staff, Academic staff and Professional Services staff are aged 35-44 at 30%, 31% and 30% respectively. Overall staff aged under 25 make up the smallest proportion of all staff at 2% and Academic staff at 1%. Staff aged 65+ make up the smallest proportion of Professional Services staff at 2%.

Figure 41: Breakdown of all staff numbers by age over the last 3 years

All Staff	2020/21	2021/22	2022/23
Under 25	2.0%	1.7%	2.4%
25 – 34	22.1%	21.7%	22.9%
35 – 44	30.7%	30.2%	30.1%
45 – 54	24.6%	25.6%	25.0%
55 – 64	16.6%	16.3%	15.6%
65 +	4.1%	4.5%	4.0%

Academic staff

Figure 42: Breakdown of Academic staff numbers by age over the last 3 years

Academic Staff	2020/21	2021/22	2022/23
Under 25	0.4%	0.2%	0.7%
25 – 34	13.2%	14.1%	14.1%
35 – 44	29.9%	29.7%	30.6%
45 – 54	27.4%	27.7%	28.4%
55 – 64	22.0%	21.2%	19.8%
65 +	7.1%	7.2%	6.5%

Professional services staff

Figure 43: Breakdown of Professional Services staff numbers by age over the last 3 years

Professional Staff	2020/21	2021/22	2022/23
Under 25	3.1%	2.8%	3.7%
25 – 34	28.7%	27.5%	29.5%
35 – 44	31.3%	30.6%	29.8%
45 – 54	22.5%	24.0%	22.4%
55 – 64	12.5%	12.5%	12.4%
65 +	1.9%	2.5%	2.2%

Recruitment applications/shortlisted/offered by gender and ethnicity

City advertises jobs on jobs.ac.uk and on City webpages. In order to attract diverse candidates from a variety of backgrounds and underrepresented groups recruitment adverts use inclusive language and include a positive action statement. This encourages underrepresented groups to apply and shows City's commitment to diversity and inclusion in line with the institution's EDI strategy and vision.

Recruitment by gender

City collects diversity monitoring data on application forms. The gender categories include 'Non-Binary' and 'I use another term'. This section monitors gender rather than sex. 'Other' and 'unknown' categories are reported together due to lower declaration rates.

City has seen a marginal increase in women applicants from 52% in 2021/22 to 53% in 2022/23. From these women applicants City has seen a decrease in shortlisting from 54% in 2021/22 to 52% in 2022/23. City has seen a decrease in the proportion of women appointments for the first time in three years to 46% in 2022/23 from 54% in 2021/22.

Recruitment by ethnicity

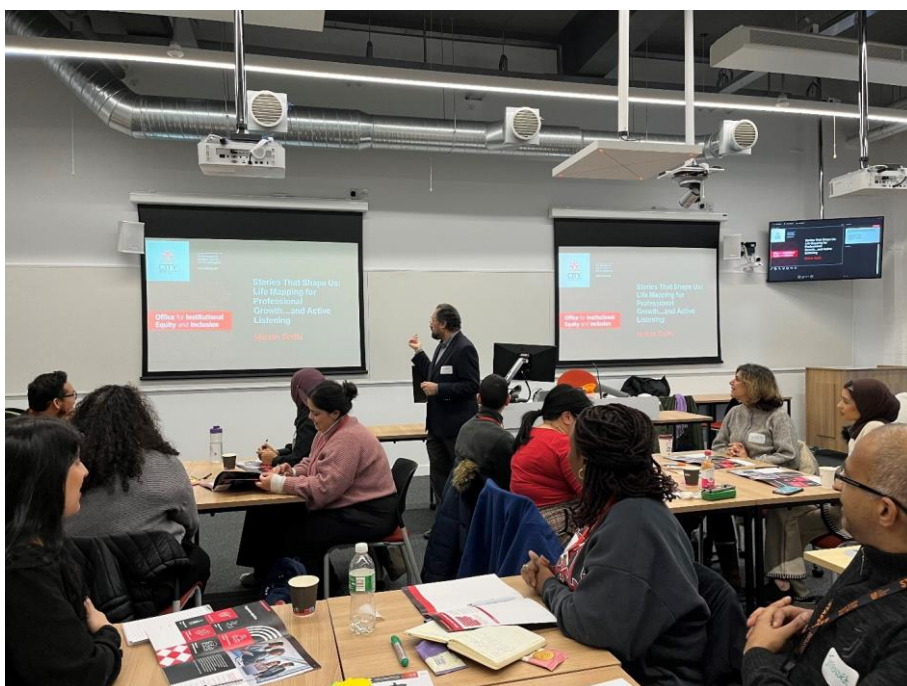
City has seen an increase in BAME applicants from 58% in 2021/22 to 60% in 2022/23. There was a decrease in the number of BAME applicants shortlisted and interviewed

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from 50% in 2021/22 to 47% in 2022/23. Although there had been an increase in the number of BAME applicants, the proportion of appointments of BAME staff decreased from 37% in 2021/22 to 36% in 2022/23. The gap between the proportion of BAME applicants and BAME appointments widened from 2021/22 to 2022/23. Further investigation will be needed to understand the widening of the gap.





Workplace development

EDI training and development programmes are central to enhancing staff awareness and knowledge around EDI, supporting staff development and ensuring that City continually works to remove barriers to progression, particularly for underrepresented staff groups.

EDI training

The OIEI continue to deliver EDI training and have facilitated sixteen training sessions this year. These courses include:

- Active bystander.
- Trans awareness.
- Bullying and harassment.
- Building disability confidence.

This year, the OIEI have taken the opportunity to review the training offer and identified additional development areas. For the first time, we partnered with the Union for Jewish Students to deliver antisemitism training. Also, Islamophobia awareness training was delivered and run by Islamophobia Awareness.org.

At Develop@City in September 2023, the OIEI ran a bespoke training session for staff on Using Inclusive Language. The session was delivered again in November as part of Sustainable City Week and will become a part of the regular offer.

Through reporting to the EDI Board, the uptake of EDI training is monitored and reviewed.

EDI roadshows

To increase awareness and knowledge of EDI work being undertaken across City, the OIEI delivered the first of its EDI Roadshows on 13th March. Colleagues learnt more about the progression of EDI initiatives, shared feedback to help shape the future of EDI work at City, and explored how contributing to furthering EDI aims can support their personal and professional journey. The roadshows are a commitment to increase knowledge and awareness and supports Athena Swan and Race Equity action plans.



Senior Leadership Equity and Inclusion development training programme

The Senior Leadership Team (SLT) embarked on a twelve-month training programme consisting of workshops, practical exercises, observations, self-guided learning and discussions. The aim of the programme was to develop and enhance knowledgeable, inclusive and capable leadership that strengthens the experiences of students and staff across the institution. The programme helped to facilitate sharing of learning and building knowledge across EDI areas, to support intersectional learning. It combined practical learning with workshops and group coaching sessions. Workshops focused on inclusive leadership, anti-racism and achieving cultural competency. Following completion of the programme the OIEI will be working collaboratively with SLT to review the programme, capture learnings and support the continued commitment to creating an inclusive culture at City.

Aurora leadership programme

Aurora is a leadership development programme for women, including trans women, within Higher Education. The initiative was designed in response to research by Advance HE which evidences that there are fewer women in the most senior positions within organisations. Aurora is designed to enable women to engage with leadership development at an earlier stage in their careers and supports City's Race Equality and Athena Swan Charter Mark action plans. This year ten City women enrolled onto the 2024 cohort.

100 Black Women Professors Now

The 100 Black Women Professors NOW is a programme aiming to increase the number of Black women in the academic pipeline through systemic change and inclusive leadership. With only 66 out of the 23,000 Professors being Black women, this programme creates an opportunity to encourage institutional change, diversify Professorship and increase the representation of Black women within Higher Education. The first cohort attended the programme in 2022/23 and in January 2024,



five new cohort members were enrolled onto the programme. Cohort members attended the Annual Summit delivered by WHEN and have met with last year's cohort to create a collaborative space to share experiences.

Since the commencement of the latest programme, cohort members and key stakeholders (including the OIEI, Line Managers, Mentors and Sponsors) have engaged in different workshops including inclusive leadership, personal development, career progression and coaching. City will identify and commit to an action plan, with the support of WHEN, which encourages collective responsibility and institutional change and cements City's commitment to deliver this change. The impact has been positive with a member of the first cohort successfully progressing from Senior Lecturer to Associate Professor and a member of the current cohort progressing from Lecturer to Senior Lecturer.



StellarHE

StellarHE is a unique, innovative and exciting developmental programme. This programme is designed for Black, Asian and ethnically diverse staff who aspire to senior leadership positions in Higher Education. The programme supports City's Race Equality and Athena Swan Charter Mark action plans to inspire a strategic approach to making cultural and systemic changes that will make a real difference to minority ethnic staff and students. It has been designed specifically to equip participants with leadership competencies and strategies that reflect the unique experiences and challenges they face because of their race and ethnicity. This year City increased the number of staff that attended the programme from four to six cohort members. Following last year's programme a member of the cohort progressed from grade 7 to grade 8.



Career Odyssey

Career Odyssey is a workshop designed to empower Black, Asian, and ethnic minority staff members by engaging them in leadership development at an earlier stage in their careers. The initiative was designed by the 2023 Stellar Cohort members. A gap in development opportunities was identified for staff below a grade 6 and Career Odyssey was created to help bridge this gap. It focuses on providing strategies and tools to help participants explore their personal brand, identify and engage their personal strengths for professional growth and empower self-development.

Following the delivery of a pilot workshop to sixteen staff members in January 2024 and the positive feedback received, the next workshop was delivered in June 2024.



Springboard

Springboard work and personal development programme is for women at grade 6 and below who want to increase their confidence and build themselves a more positive attitude in both their work and home lives. It empowers women and helps to enhance their skills and abilities, challenge power and inequality, while also building assertiveness, a positive image, and amplifying voices.

The programme consists of four full day in-person workshops, taking place in July, September, October and November 2024. It is supplemented by peer coaching between sessions and completion of the programme workbook. Amongst some of the topics covered are self-awareness, assertiveness, and personal brand. City is pleased to be offering 32 spaces on this programme for 2024.



City community

City recognises the value of strengthening City's community and creating an environment in which all can flourish. This community spirit enhances collaboration, improves retention, promotes wellbeing and drives positive change.

Network for Racial Justice

The Network for Racial Justice (NRJ) previously co-chaired by Helen Langley and Jenny Mbaye, is a staff affinity group for People of Colour. The NRJ brings together staff who are passionate about racial justice and want to build a truly inclusive environment. The network host events, creates a safe space for staff discussions and works with institutional Boards, Committees and the Senior Diversity Ambassador for Race Equity to ensure race equity is considered across University initiatives and to hold the University accountable to deliver change.

This past year has seen the NRJ Research Project come to fruition. The Tackling Racism, Exclusion and Racial Injustices project details research undertaken within City, University of London to explore the racialised lived experiences of staff of colour. The research supports Vision and Strategy 2030 in enabling City to build an inclusive environment and remove barriers to progression. The findings of the research will be shared more widely in the Autumn term 2024.

Family and Carers Exchange Network

The Family and Carers Exchange Network (FACE) co-chaired Rafe Smallman and Marcus Soanes provides a platform for staff to voice ideas and challenges they may face as parents or carers. Through regular networking meetings FACE provides an opportunity for members to discuss their caring and family experiences and provides peer support. In March, the network held a Neurodiversity Week social in which members shared their experiences of caring for neurodiverse individuals. In May, the network hosted a hybrid panel event with experts from City who discussed managing caring responsibilities at work, how to balance these responsibilities, and how City supports staff in managing them. The event was a great success with more than 50 staff members in attendance.

Faith and Belief Network

City launched its newest staff affinity network, the Faith and Belief Network, with a panel event on 12 November, during Interfaith Week. The event was hosted by Revd Ian Worsfold from City's Chaplaincy Team, with a welcome from by Prof Rajkumar Roy, City's Diversity Ambassador for Faith and Belief. Three members of staff shared more about their experiences of being a person of faith in the workplace.

Rahilah Ahmed from the Data Quality Office spoke of her Islamic faith and how she is just beginning to realise how important it is to speak about it. Tamara Hervey, professor in the Law School spoke from her Christian perspective and particularly about a religion and belief project she was involved with at Sheffield University. Professor Atul Shah (International Politics) also shared a perspective from the Jain faith community, highlighting the importance of faith conversations in the HE sector.



The network is chaired by Rahilah Ahmed and Tamara Hervey who are excited to develop the work around faith and belief and look forward to continuing this important work for staff, fostering an inclusive environment that respects and values diverse religious perspectives.

LGBTQI+ Staff Network

The LGBTQI+ Staff Network is chaired by Martin Chivers and Raf Benato. The network serves as a vital support system for staff members, fostering an inclusive and welcoming environment. This network provides a safe space for LGBTQI+ staff to connect, share experiences, and offer mutual support. Regular meetings are held to discuss relevant issues, plan events, and advocate for the rights and well-being of LGBTQI+ individuals within the University community. The network continues to raise awareness of diversity and inclusion dates and host events to recognise the importance of these. Dates recognised included LGBTQ+ history month, Pride and an event on 20 November for the Trans Day of remembrance.

Wellbeing, Accessibility, Neurodiversity and Disability (WAND) Network

In December 2023, City re-launched the Disability network, newly named the Wellbeing, Accessibility, Neurodiversity and Disability Network. The launch of the network was held alongside the Visible Voices initiative to amplify voices. The network is chaired by Petros Iosifidis and Sarah Hopp, having previously been chaired by Greg Wellington and James Morgan.

Considering intersectional accounts, discussions have taken place between WAND and staff sharing their neurodiversity stories across the Schools including religious affiliation.

Looking forward, the network aims to continue to build upon its membership through awareness.

City Uni Women

City Uni Women (CUW), co-chaired by Sona Mehta and Wendy Browne, is a staff led network providing voice, opportunity and connection for all City staff who identify as women. Simone Start and Pia Chaffey are the Deputy Chairs.

CUW started the academic year with a focus on networking, hosting an online Networking Masterclass led by Kate Atkin and have held two Menopause Cafes this year which paved the way for frank, open and honest conversations. Continuing the year's networking theme an in-person Networking Natter and Festive Folly was held where members were given the opportunity to develop their networking skills. Encouraged by the library staff, members have begun sharing book recommendations, building on the positivity inspired by the network.

CUW played an integral role in selection process for the University's Wall of Extraordinary Women 2024, which was awarded posthumously to Professor Julie Attenborough. CUW also focused on Embracing Equity with International Women's Day celebrations.



Senior Diversity Ambassadors

In June 2022, City launched its Senior Diversity Ambassador (SDA) Scheme. This initiative sees the continuation of nine senior leaders collaborating closely with affinity networks, working groups, and student societies to champion specific areas of EDI work. Through their roles the SDAs have been able to engage with key stakeholders, listen to lived experiences and help to identify and remove barriers to inclusion. This ensures that it brings increased visibility to EDI issues and SDAs can identify associated actions required to remove or minimise these. SDAs have continued to identify actions they can influence directly and indirectly through their roles.

Figure 44: Senior diversity ambassadors

Role	Post holder
Disability Ambassador	Tim Longden, Director of Marketing and External Relations
Families and Carers Ambassador	Mary Luckiram, Director of Human Resources
Faith and Belief Ambassador	Rajkumar Roy, Executive Dean, SST
Gender Ambassador	Juliet John, Vice-President (Education)
LGBTQI+ Ambassador	Anna Whitelock, Executive Dean, SCC
Race Equity Ambassador	Susannah Quinsee, Vice-President (Digital and Student Experience)
Mental Health and Wellbeing Ambassador	Debra Salmon, Executive Dean, SHPS
Bullying and Harassment Ambassador	Sionade Robinson, Vice-President (Enterprise, Engagement and Employability)
Neurodiversity Ambassador	Richard Ashcroft, Executive Dean, CLS



Tackling bullying and harassment

City is proud to introduce the new Report + Support platform, enabling staff and students to confidentially report incidents of bullying, harassment, discrimination, hate incidents, domestic abuse, or sexual violence. Launched in April 2024 for students, with a staff platform coming soon, Report + Support allows reports to be made anonymously or with personal details. This initiative underscores City's commitment to creating a safe and supportive environment where everyone can thrive.

Student and Staff Bullying, Harassment and Sexual Misconduct Committees

In 2023 City launched two new committees, one with a staff focus and the other with a student focus, to combat issues relating to Bullying, Harassment and Sexual Misconduct (BHSM). With the aim to foster a culture where staff and students are confident in City's procedures. The staff BHSM and the student BHSM committees oversee and implement BHSM related objectives. The committees bring together relevant stakeholders and consultation with external partners to work collaboratively to ensure that strands of work concerning BHSM have a consolidated approach.

Bullying and Harassment Advisers

City is dedicated to upholding the highest standards of respect, inclusion, and safety within the workplace and academic environment. City's Bullying and Harassment Adviser (BHA) service is central to efforts to provide guidance and address bullying and harassment effectively. Over the past year, the ten committed volunteers have undergone specialised training from the Advisory, Conciliation and Arbitration Service (Acas). This training has enhanced their ability to offer confidential, impartial support to both staff and students, ensuring that their practices are aligned with the latest developments in conflict resolution and workplace wellbeing.

To guarantee impartial support, advisers are strategically matched with individuals from different Schools, while students receive guidance from Professional Services Staff with expertise in handling student-related issues. These measures enable the BHAs to make significant contributions to the wellbeing of the University community, affirming City's commitment to fostering a culture of dignity and respect.



Gender equity and inclusion

City's Gender equity and inclusion work is undertaken to ensure that staff and students have equitable opportunities fostering a fair, equitable and inclusive environment in which to learn and work.

Athena Swan

The Athena Swan Charter is a framework which is used to support and transform gender equality within higher education (HE) and research. City holds a Bronze Athena SWAN award and work currently being undertaken will ensure we strive to achieve a Silver in the next Institutional submission. Five of six Schools currently hold a Bronze Athena SWAN award, with one School at Pre-Bronze stage.

Figure 45: Current Athena Swan status for each school

School	Level
Bayes Business School	Pre-Bronze
City Law School (CLS)	Bronze Award Holder
School of Health and Psychological Sciences (SPHS)	Bronze Award Holder
School of Science and Technology (STT)	Bronze Award Holder
School of Policy and Global Affairs (SPGA)	Bronze Award Holder
School of Communication and Creativity (SCC) Urdang	Bronze Award Holder
City, University of London	Bronze Award Holder

Gender Equality Committee

The Gender Equality Committee (GEC) is a sub-committee of the EDI Board that aims to eliminate all forms of gender-based inequalities and make City inclusive and equitable environment. The GEC is responsible for implementation of the gender equity action plan approved in the Athena Swan Bronze Award. Areas of focus include increasing inclusivity amongst staff, eliminating the gender pay gap, more intersectional representation in senior roles, and addressing bullying and harassment.

International Women's Day

International Women's Day 2024 'Inspire Inclusion' was celebrated by CityUniWomen hosting an online panel discussion on Women in Leadership, featuring some of the University's female leaders. Juliet John, Vice President (Education) and City's Senior Gender Ambassador, Hafiza Patel, Deputy Finance Director (Financial Performance), Mel Bunce, Deputy Dean and Head of Department (Journalism) as well as Reena



Ranger OBE, Chair of Women Empowered came together to raise awareness of this important day.

Menstrual Health Framework

This year, City strategically evolved the approach to menstrual health to foster a truly inclusive workplace environment. Initially focused solely on menopause, City has broadened the initiatives to align with the British Standards Institute's (BSI) comprehensive guidance on menstruation, menstrual health, and menopause. We are currently developing an internal review based on BSI recommendations, aimed at implementing practical actions and fostering a culture that promotes awareness of menstrual health and peri/menopause. The StaffHub continues to provide valuable resources and guidance for line managers to effectively support staff.

World Menopause Day on 18 October featured a hybrid event with Sandra Wilson and an insightful discussion on her chapter, "Menopause and Work," from the book 'Black and Menopausal.' This event, in collaboration with Bayes Business School, was followed by an in person Menopause Café, offering a safe space for community members to share experiences and enhance their understanding of menopause.

City hosted its inaugural Menstrual Health Day on 28 May, in partnership with the School of Health and Social Sciences and Urdang. This event was designed to break taboos and bolster support and understanding through educational activities. These initiatives, driven by the latest insights from the BSI, reflect City's ongoing commitment to exceed legal standards and cultivate a workplace environment that supports and acknowledges the diverse needs of the community.



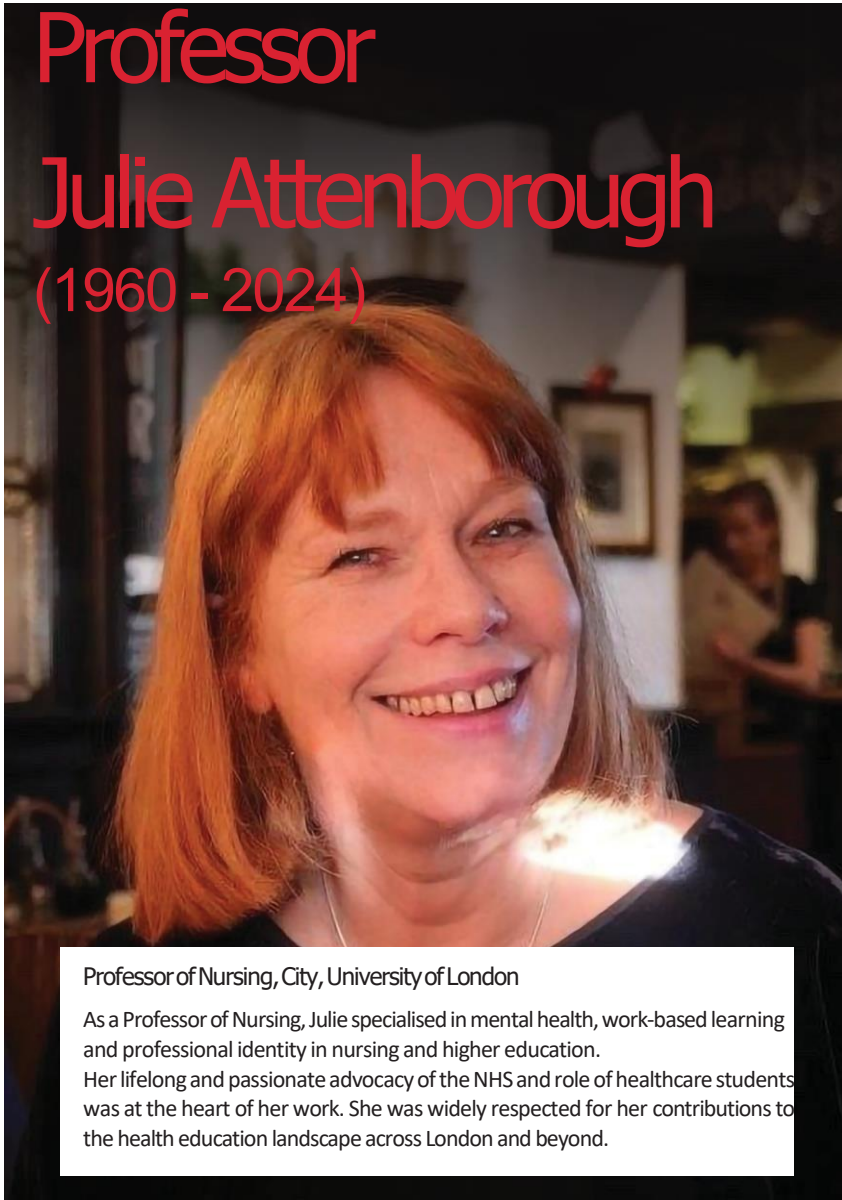
Wall of Extraordinary Women

The Wall of Extraordinary Women award celebrates some of the great many women whose work or study at City forms part of a remarkable story of achievement. These women inspire us because they've been ready to try, to challenge and to lead; making life better for others and pushing the boundaries of what can be accomplished. Professor Julie Attenborough was named City's Extraordinary Woman for 2024. Julie was much-loved member of City's community, who sadly passed away at the beginning of 2024. As a Professor of Nursing, Julie specialised in mental health, work-



based learning, and professional identity in nursing and higher education. Her lifelong and passionate advocacy of the NHS and role of healthcare students was at the heart of her work. She was widely respected for her contributions to the health education landscape across London and beyond.

Professor Julie Attenborough (1960 - 2024)



Professor of Nursing, City, University of London

As a Professor of Nursing, Julie specialised in mental health, work-based learning and professional identity in nursing and higher education.

Her lifelong and passionate advocacy of the NHS and role of healthcare students was at the heart of her work. She was widely respected for her contributions to the health education landscape across London and beyond.



Race equity and inclusion

City's race equity and inclusion work is undertaken to ensure that staff and students have equity of opportunity fostering a fair, equitable and inclusive environment in which to learn and work.

Race Equality Charter

In 2022, City was awarded its first Race Equality Charter (REC) Bronze award. City's application was led by a Race Equality Charter self-assessment team (RECSAT). As part of the award, we are and continue to be committed to the aims set out by REC to improve the representation, progression and success of staff and students of colour within Higher Education.

Through implementation of the REC action plan, we can create a culture shift and address cultural, institutional and systemic barriers faced by staff and students with lived experiences of racism and discrimination. The action plan has eight key priorities and progress has been made against these having implemented a number of initiatives which have been explored within this report.


1. Embedding Responsibility and Accountability for race equity across City Governance Structures.
2. Building a Race Equitable Culture at City and Beyond.
3. Improving the Support for and Sense of Belonging of BME Students and Staff at City.
4. Ensuring BME Representation in Senior Leadership and Decision-Making Structures.
5. Ensuring Diversity in Staff Recruitment and Student Admission.
6. Implementing Racial Equity Initiatives that enable the Progression of BME Staff and Diversity Among Staff in Senior Roles.
7. Implementing Racial Equity Initiatives that enable the Progression of BME Students and Diversity Among Students at City.
8. Address the Student Awarding Gap and ensure Culturally Inclusive Teaching and Learning Practices.

Race Equity Advisory Board and Race Equity Implementation Committee

As part of City's commitment to delivering on the REC Action Plan and advancing race equity at City, a Race Equity Advisory Board (REAB) and a Race Equity Implementation Committee (REIC) were established in 2023. Acting as a critical advisory body which provides strategic support and guidance, REAB oversees the REIC and their journey to actioning the REC Action Plan and improving the progression, success and representation of People of Colour at (PoC) City.

Since the first meeting, four REIC subgroups have been established to focus on the following areas:

- 1) Embedding Responsibility and Accountability for Race Equity and a Sense of Belonging of BME Students and Staff Across City

- 
- 2) Building a Race Equitable Culture at City and Beyond
 - 3) Diversifying Student Admission (and Population), Addressing the Student Awarding Gap and Accelerating Student Progression
 - 4) Diversifying Staff Recruitment, Progressing BME Staff and Increasing BME Representation in Decision-Making Structures and Senior Roles

NRJ Tackling Racism Research Project

During Spring 2020, the Black Lives Matter movement highlighted the urgent need to address racial inequalities. In response, the Network for Racial Justice (NRJ) outlined five demands aimed at decolonising the institution, which informed an institutional race equity action plan developed by the Race Equality Charter Self-Assessment Team (RECSAT). A key outcome was commitment to undertake a research project examining the experiences of racism and discrimination among staff of colour.

The NRJ Tackling Racism Research Project, led by Staff of Colour, was completed this year and explores the lived experiences of Professional Services and Academic staff of colour. The study aims to better understand how these experiences are linked to institutional structures and processes and workplace culture using in-depth interviews and focus groups to explore their lived experiences. The research report amplifies marginalised voices and suggests recommendations to support the implementation of a practical, meaningful and whole-institutional approach to tackling racial inequalities and elevating the voices of People of Colour.

Diversify Your Mind

The Diversify Your Mind (DYM) Club at City serves as a vibrant platform dedicated to advancing conversations on race, equity, and inclusivity through a variety of media and educational resources. By utilising diverse media formats such as articles, films, podcasts, and facilitated discussions, DYM creates a welcoming and engaging environment where staff are encouraged to explore and normalise discussions surrounding anti-racism. This initiative is designed not only to broaden perspectives but also to support staff on their journey towards greater understanding and action in promoting diversity within the workplace. DYM was relaunched this year with an event held in May 2024 titled 'Exploring a Sense of Belonging and Community for PoC'.



LGBTQIA+ equity and inclusion

City's LGBTQIA+ equity and inclusion work is undertaken to ensure that staff and students have equitable opportunities fostering a fair, equitable and inclusive environment in which to learn and work.

LGBTQIA+ Anti-Discrimination Task and Finish Group

The LGBTQIA+ Anti-Discrimination Task and Finish Group is committed to enhancing the awareness of the wider context of anti-LGBTQIA+ discrimination, including transphobia, at City. The Task and Finish Group brings together key stakeholders and leaders to establish and implement an institutional framework and strategy for LGBTQIA+ inclusion that addresses the needs of both students and staff at City using an intersectional equity lens.

In 2023, City students who identify as LGBTQIA+ experienced incidents of bullying and harassment. As part of the ongoing work of City to build an open, safe and respectful community, the LGBTQIA+ Anti-Discrimination Task and Finish Group worked with other key stakeholders to develop a community space for students who identify as LGBTQIA+ to spend time with other like-minded students. This space is also used to work with students to develop and build their community through a capacity-building approach.

Stonewall's Diversity Champions Programme

City has been a member of the Stonewall Diversity Champions programme since July 2021. This membership is managed by the OIEI. As a member organisation, City receives feedback and benchmarking data from Stonewall on its Workplace Equality Index entry (WEI). City views this as consultation with an external organisation to inform, but not dictate or limit, the LGBTQIA+ inclusion work. In 2023 City achieved a Silver award and a place in the Top 100 Employers list at #97.

Trans, Intersex and Gender Non-Conforming Working Group

The Trans, Intersex and Gender Non-Conforming (TIGNC) Working Group is a sub-group of City's EDI Board. The TIGNC Working Group oversaw and supported in implementing the TIGNC People Policy review and update. The Working Group is formed of Professional Services and Academic staff, City's students and student representatives, Trade Unions and was supported with external input from the charity Gendered Intelligence. The TIGNC Working Group has agreed a TIGNC action plan in order to structure its continued approach to the implementation of the Policy, and to ensure that staff and students are continually being consulted on the progress and requirements of this work.

Transgender, Intersex, Gender Non-Conforming People Policy

City's Trans, Intersex And Gender Non-Conforming (TIGNC) People Policy and Procedures have recently undergone a review and update. The updated Policy and



Procedures, reviewed in collaboration with the TIGNC Working Group, have been approved by the EDI Board, and Senior Leadership Team (SLT) and endorsed by the Shadow Leadership Board (SLB). The aim of the Policy is to specifically set out how City commits to supporting TIGNC students, staff and stakeholders. As well as a comprehensive glossary of terms, the Policy sets out City's commitment, the legal context, governance requirements, and its application for staff and students. The changes include a review of language and terminology used, the addition of recent case law, governance requirements, and the addition that this policy applies not only to those who work or study at City but everyone including those who are affiliated with City, including visitors and contractors.





Disability Inclusion

City's disability equity and inclusion work is undertaken to ensure that staff and students have equitable opportunities fostering a fair, equitable and inclusive environment in which to learn and work.

Disability Confident

City are part of the Disability Confident scheme. This initiative boosts the ability to recruit, retain, and develop disabled staff, deepens City's understanding of disabilities, and highlights the valuable contributions of disabled employees. It encourages the continual review and refine of policies, procedures, and practices, reinforcing a commitment to creating a more inclusive and accessible environment that ensures equal opportunities for all employees, regardless of their disabilities.

Having achieved Disability Confident Employer Level 2 in November 2021, City is now focused on advancing to Leader Level 3. This next step requires rigorous external validation of the Level 2 self-assessment and detailed reporting on disability, mental health, and wellbeing in the workplace, in line with the Voluntary Reporting Framework. The preparations aim to provide robust evidence of City's proactive efforts to recruit the right individuals and to foster the development of current staff. The submission date is due for September 2024. Collaboration with the WAND network, senior diversity ambassadors, and Associate Deans for EDI is imperative, as their advocacy and insights enhance ongoing efforts.

Digital Accessibility Committee

In summer 2023 Digital Accessibility Committee (DAC) commissioned an Institutional Maturity Model exercise with AbilityNet. Four schools and nine Professional Services took part in the exercise. The result of the exercise was explored at a workshop in June 2023 which resulted in a roadmap for Digital Accessibility development at City. Work has focused on two areas of the roadmap that were identified for development the disabled user voice and compliance checking and reporting. This work has been essential across Professional Services and schools to make progress.

The DAC followed the calendar of EDI events and celebrations creating events for Disability History Month where they hosted a Tech-enabled inclusive reading webinar and for Neurodiversity Celebration Week there was a programme of teaching and learning events, including a consideration of AI and how it might revolutionise the learning experience for neurodiverse and disabled learners. A stall at the recent Wellbeing fair for staff was particularly successful in engaging staff and encouraging them to try out readily available assistive technologies for their own use.

Visible Voices

Launched during Disability History Month, the 'Visible Voices' campaign significantly advanced City's commitment to fostering a sense of belonging. Supported by the



Wellbeing, Accessibility, Neurodiversity, and Disability (WAND) staff network, along with a diverse group of panel participants, the campaign aimed to challenge misconceptions and amplify under-represented voices through powerful storytelling and dialogue. This hybrid event, which included BSL interpretation, set a high standard for future initiatives, reinforcing City's commitment to creating an environment where every voice is heard and valued.

The 'Visible Voices' campaign deeply resonates as it cultivates meaningful connections and confronts the silence and assumptions surrounding disability, which is often underreported and shrouded in stigma and shame. The language commonly used in society, expecting disclosure, does not adequately support the true representation of disability. By providing a platform for story-sharing, the campaign engages in authentic, healthy, and supportive conversations, breaking down barriers and enhancing the visibility of diverse experiences within the disabled community. This campaign embodies the institution's ongoing commitment to these values, pushing forward the agenda for a truly inclusive community.



Neurodiversity initiatives and celebrations

In commitment to advancing neurodiversity in the workplace, City is proud to be involved in the development of Autistica's Neurodiversity Employers Index (NDEI). This ground-breaking initiative, endorsed by the Government's Buckland Review for Autism in Employment, is a comprehensive, evidence-based framework designed to help organisations attract and retain neurodivergent talent. By participating in the NDEI, City is positioned to lead by example in creating a neurodiversity-friendly workplace, which not only improves practices but also sets a standard for inclusivity in the broader community. This collaboration allows us to develop an actionable plan that ensures continuous improvement in supporting the neurodivergent employees.



City was thrilled to highlight its inaugural participation in the global Neurodiversity Celebration Week, where series of events were hosted, in-person, hybrid and online, to foster understanding and celebrate the strengths of neurodivergent individuals. These events united staff, students, and the public in challenging the stereotypes and misconceptions about neurological differences. By providing a platform for dialogue and learning, these activities have enriched City's community's understanding for diversity and have strengthened the commitment to building an inclusive educational environment where every individual is valued and supported.





Faith and belief

City's faith and belief and inclusion work is undertaken to ensure that staff and students have equitable opportunities fostering a fair, equitable and inclusive environment in which to learn and work.

Chaplaincy team

The Chaplaincy team continue to provide support to both staff and students and welcomes every faith, belief, and culture. The team comprises of the Chaplaincy Co-ordinator, Reverend Ian Worsfold, Imam, Sheikh Musa Admani and six Honorary Chaplains.

In this last academic year, the team have organised visits to different places of worship and engaged in activities for Inter-Faith Week, inviting responses to the question: "What one question would you ask God?". They have continued to offer a free breakfast with the aim of building community, and on the same theme, the coordinating chaplain has been part of the LGBTQI+ Anti-Discrimination Task and Finish Group, alongside City's Rabbi and the Jewish Community Inclusion Committee.



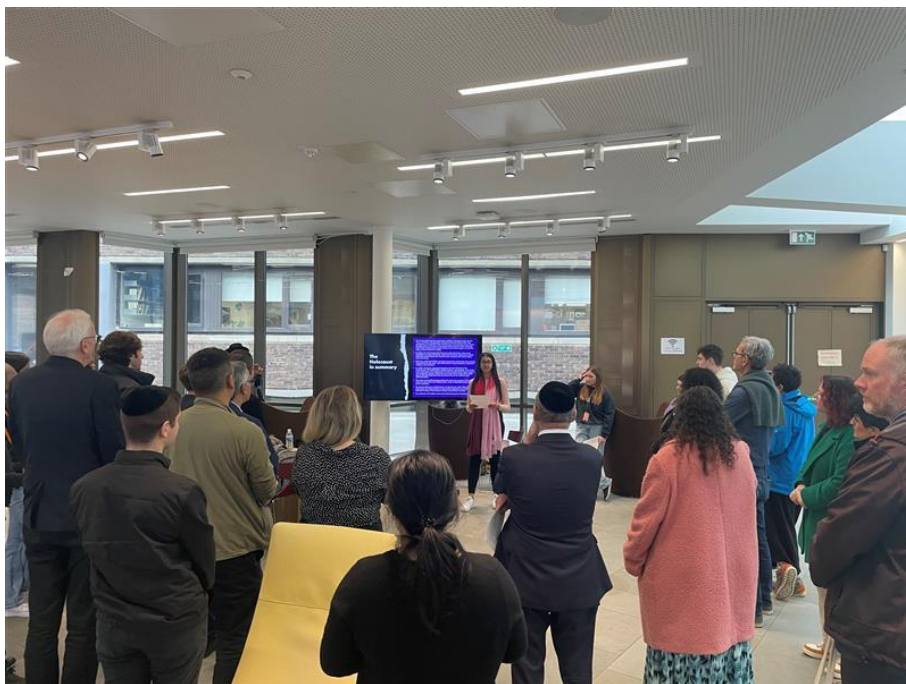
Jewish Community Inclusion Committee

The Jewish Community Inclusion Committee (JCIC) has continued its work to promote awareness, understanding and celebration of the Jewish experience to create an environment where Jewish staff and students feel safe and included at City.

The ongoing situation in Israel and Gaza, and feedback from members of the community necessitated a re-evaluation of the direction of this important work at this acute time. The committee refocused their efforts to the support for City's Jewish community. Through partnership with committee members, students, and Union for Jewish Students, the following has been achieved:



- The provision of listening meetings for Jewish students and staff facilitated by colleagues with shared lived experience.
- Marking of Holocaust Memorial Day, an event lead by the student community with support from the Chaplaincy and the OIEI.
- Ensuring that support available to students and staff is widely communicated.
- Delivery of antisemitism training for colleagues, delivered by the Union for Jewish Students.



Ramadan guidance

The OIEI produced Ramadan guidance this year to increase awareness and understanding of Muslim students' and staff's experiences of observing Ramadan. The guidance outlines information about Ramadan and offers suggestions on how individuals might support colleagues and students who are observing Ramadan.



Evaluation and Recognition

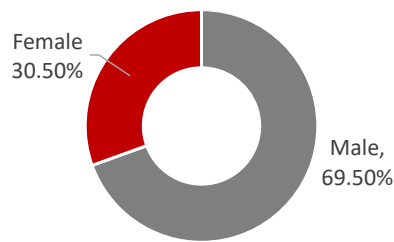
Athena Swan Charter

In line with City's commitment to increasing the representation of women at a senior level the data shows the proportion of females on City's Senior Leadership Team has increased from 56% in 2022/23 to 63% in 2023/24. Furthermore, the chart below shows that the proportion of Professors who are female is 31%.

Figure 46: Senior leadership team membership by sex

Year	% Female	% Male
2020/21	53.8%	46.2%
2021/22	56.3%	43.7%
2022/23	62.5%	37.5%

Figure 47: Professors by sex



From the tables below we can see that in 2022/23, 51% of female Academic staff were promoted decreasing from 54% in 2021/22. In 2022/23, 54% of female Professional Services staff were promoted or progressed decreasing from 57% in 2021/22.

Figure 48: Academic promotions by gender

Year	% Female	% Male
2020/21	53.8%	46.2%
2021/22	54.0%	46.0%
2022/23	51.1%	48.9%



Figure 49: Professional promotions by ethnicity

Year	% Female	% Male
2020/21	64.9%	35.1%
2021/22	56.6%	43.4%
2022/23	54.2%	45.8%

Gender representation in senior levels

City also has a commitment to increasing the representation of women on senior committees to a minimum of 30%. The proportion of females on City’s Senior Leadership Team has increased for the fifth year in a row, from 56% in 2022/23 to 63% in 23/34.

Figure 50: Percentage of female professors over time.

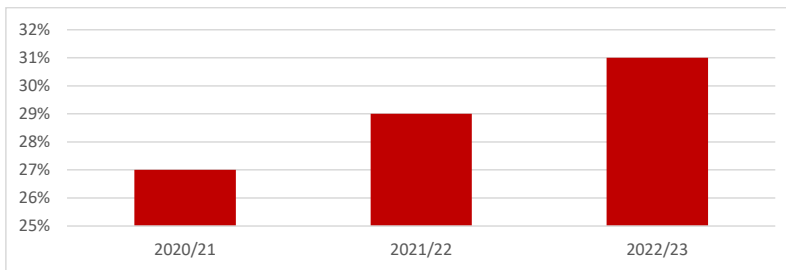
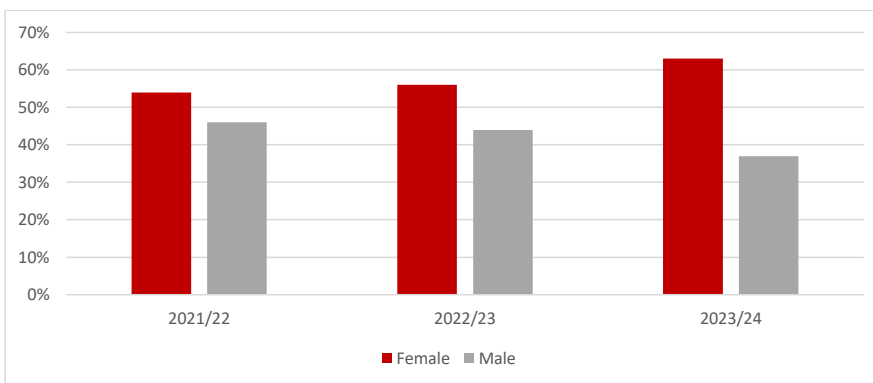


Figure 51: Executive team membership by sex

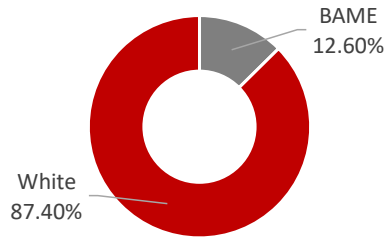




Race Equality Charter

The figure below shows that the 13% of professors are BAME, this work is supported by 100BPWN programme which is discussed within this report.

Figure 52: Professors by ethnicity



In 2022/23, when looking at academics, 19% of staff promoted were BAME staff decreasing from 20% in 2021/22. For Professional Services staff 41% of staff promoted were BAME staff, increasing from 22% in 2021/22. Although there was a small, decrease in academic promotions, there was a significant increase in promotions in Professional Services staff.

Figure 53: Academic promotions by gender

Year	% BAME	% White
2020/21	22.6%	77.4%
2021/22	20.0%	80.0%
2022/23	18.9%	81.1%

Figure 54: Professional promotions by ethnicity

Year	% BAME	% White
2020/21	30.6%	69.4%
2021/22	21.6%	78.4%
2022/23	41.0%	59.0%



The impact of EDI work across City

City has six specialist Schools that contain outstanding academic departments, faculties, and research centres. Each is home to a unique range of expert teaching and research, and each School has committed to their own EDI strategies and initiatives outlined below.

Bayes Business School

Staff overview

The Bayes Business School (Bayes) staff population comprises 69% BAME staff and 29% White staff, with 48% of the staff being male and 52% female.

Figure 55: Bayes staff by ethnicity

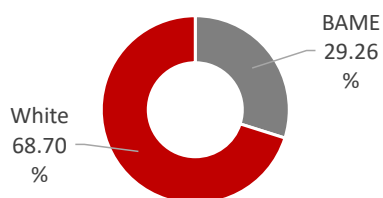
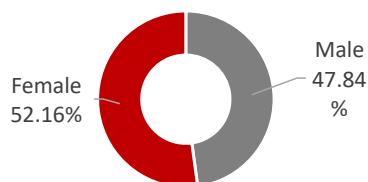


Figure 56: Bayes staff by legal sex



Student overview

The Bayes student population comprises 66% BAME students, 31% White students and 3% Not known, with 42% of the students being female, 57% male and 0.2% other.

Figure 57: Bayes students by ethnicity

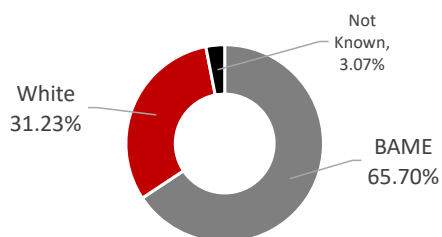
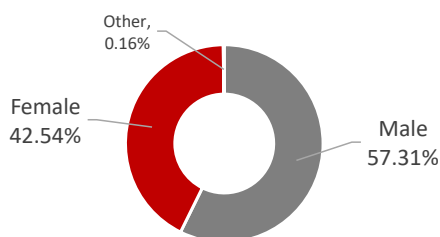


Figure 58: Bayes students by legal sex



Bayes is currently focusing on three key areas of EDI:

- Enabling access for student groups underrepresented at Bayes
- Creating an inclusive environment
- Education vision



Bayes had several successes over the year, including the continuation of the partnership with The Brilliant Club. The three-year partnership between Bayes and the charity, which will run until 2025, provides more than 650 pupils a year the opportunity to experience life at a London University. Additionally running the Craft Lecture (as pictured below), which is a new series as part of the Bayes commitment to changing more than a name. It is a platform to discuss important topics related to inequality and social justice, and how they relate to business. Bayes also held 40 sessions of inclusive teamworking inductions with 21 session leaders from both Academic and Professional Services staff. Combined these sessions attracted over 1,200 students.



City Law School

Staff overview

City Law School (CLS) staff population comprises 26% BAME staff and 72% White staff, with 42% of the staff being male and 58% female.

Figure 59: CLS staff by ethnicity

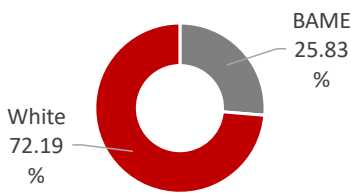
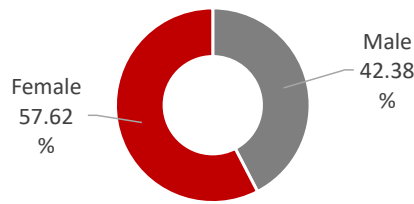


Figure 60: CLS staff by legal sex



Student overview

The CLS student population comprises 71% BAME students, 25% White students and 3% Not known, with 34% of the students being male, 66% female and 1% other.

Figure 61: A CLS students by ethnicity

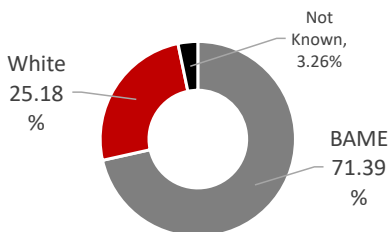
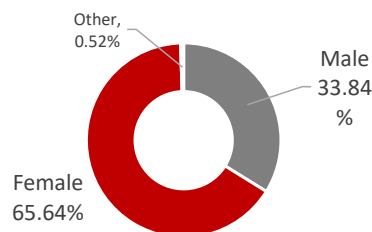


Figure 62: CLS students by legal sex



CLS is continuing its mission to make the School a place where all feel included, valued, safe to take ownership of themselves and to respect others. There have been a number of events and initiatives led by CLS. On the 13 May Dr. Maine hosted an event in Parliament: "Understanding Parliamentary Research: Processes, Outputs and Challenges for LGBTQ+ Policymaking". Work has also been undertaken regarding Race and Religion, investigating the awarding gap and streamlining inductions for new students. Additionally, CLS have been investigating the socio-economic and ethnic backgrounds of students. This allowed the School to recognise that there are disproportionately few black British students on the programmes. CLS has introduced compulsory training surround dyslexia and autism for which we have



received excellent feedback from staff members, following which they aim to increase this training programme for induction in September 2024.

To enhance the student experience further CLS developed EDI inductions with the OIEI. These sessions will be repeated in October 2024. CLS have been working closely with employability teams and working to develop an EDI calendar to improve the visibility of EDI events, and ensuring flagship events coincide with student initiatives. Regarding the staff experience, CLS has been working with the Dean's office and OIEI to improve monitoring and completion of EDI based training by staff. The promotions committee have all completed EDI training and all appraisers will complete unconscious bias training. An action plan has been developed by Cat Edera for the Bullying and Harassment Working Group.





School of Health and Psychological Sciences

Staff overview

The School of Health and Psychological Sciences (SHPS) staff population comprises 27% BAME staff and 71% White staff, with 26% of the staff being male and 74% female.

Figure 63: SHPS staff by ethnicity

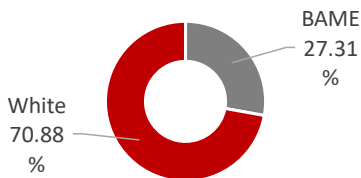
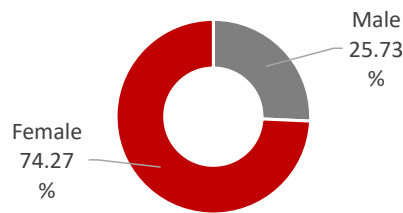


Figure 64: SHPS staff by legal sex



Student overview

The SHPS student population comprises 67% BAME students, 31% White students and 2% Not known, with 14% of the students being male, 86% female and 0.3% other.

Figure 65: A SHPS students by ethnicity

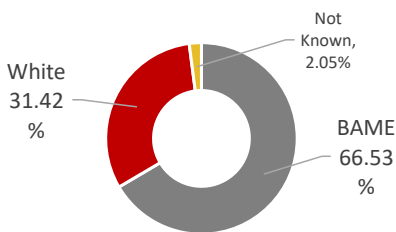
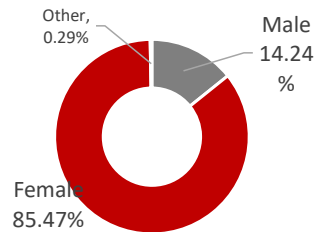


Figure 66: SHPS students by legal sex



SHPS is currently focused on fostering an inclusive environment where all students, staff, partners, and visitors feel welcome and valued. Aiming to cultivate a culture of achievement that enables everyone to reach their full potential. Collaboration and learning are emphasised through partnerships with students to discuss and address EDI issues.

This year SHPS promoted inclusivity through monthly EDI events, supporting Black British students, and providing financial aid for Muslim students. Culture change is being pursued by engaging staff in EDI priorities, offering neurodiversity training, and providing additional academic support. Education is enhanced with EDI resources available on Moodle, curriculum reviews, and seminars for staff and students.



Key events and initiatives included Black Futures Month, which featured discussions on diet, nutrition, and wellbeing. International Men's Day focused on male suicide and men's wellbeing with expert talks. Discussions on disability access and successful adjustments were held during (Un)Reasonable Adjustments events. LGBTQI+ History Month celebrated the contributions of LGBTQI+ individuals in healthcare and addressed ongoing health inequalities. International Women's Day highlighted the achievements of women in healthcare with talks and research presentations. Neurodiversity Celebration Week challenged stereotypes and celebrated the talents of neurodivergent individuals through online events.



School of Communication and Creativity

Staff overview

The School of Communication and Creativity (SCC) staff population comprises 23% BAME staff and 74% White staff, with 42% of the staff being male and 58% female.

Figure 67: SCC staff by ethnicity

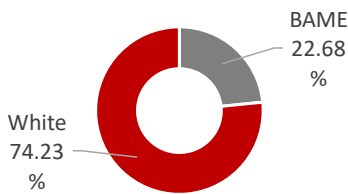
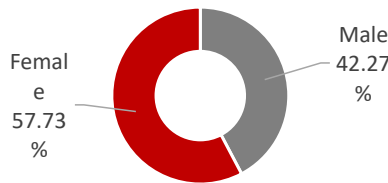


Figure 68: SCC staff by legal sex



Student overview

The SCC student population comprises 43% BAME students, 53% White students and 4% not known, with 28% of the students being male, 71% female and 1% other.

Figure 69: SCC students by ethnicity

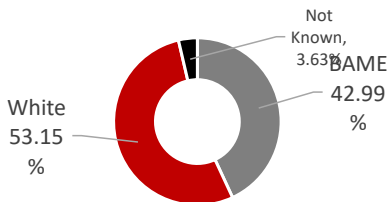
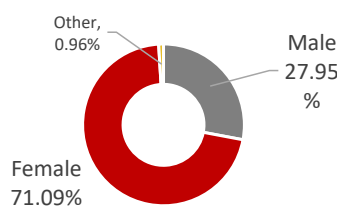


Figure 70: SCC students by legal sex



Embedding Equity, Diversity, and Inclusion is a central pillar of the SCC's strategy and identity. Externally, the school encourages students to become advocates and change-makers within their respective Creative and Cultural Industries (CCIs). Internally, events including "CCIs So White" and celebrations such as East and Southeast Asian Heritage Month and Black Futures Month demonstrate the School's commitment to EDI.

Notable achievements of SCC include the successful transfer of the Athena Swan Bronze Award, with plans for renewal in 2026, and ongoing surveys to assess progress in gender equality. The representation of women in senior leadership roles has seen positive improvement.

By emphasising student co-production, SCC ensures that student voices are central, enhancing their experience and sense of belonging. This approach empowers students as experts in shaping the School's EDI direction, providing them with valuable knowledge and transferable skills. Additionally, SCC offers paid employability opportunities during the cost-of-living crisis.



School of Science and Technology

Staff overview

The School of Science and Technology (SST) staff population comprises 33% BAME staff and 63% White staff, with 67% of the staff being male and 33% female.

Figure 71: SST staff by ethnicity

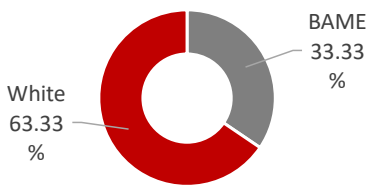
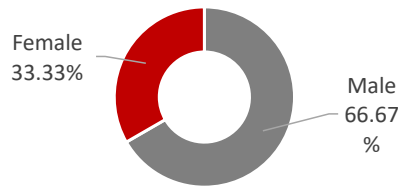


Figure 72: SST staff by legal sex



Student overview

The SST student population comprises 73% BAME students, 24% White students and 3% Not known, with 27% of the students being male, 73% female and 1% other.

Figure 73: SST students by ethnicity

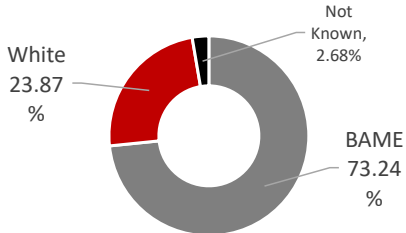
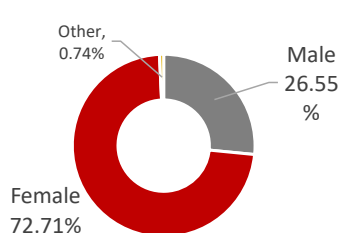


Figure 74: SST students by legal sex



At the heart of SST's mission is the aspiration to cultivate a truly inclusive environment where both our staff and students feel a genuine sense of belonging, are valued for their individual identities, and are empowered to fully realise their capabilities. The SST aims to advance the EDI agenda, focusing on implementing changes that are both realistic and long-lasting.

Building upon City's overarching EDI Strategy, SST seeks to embed EDI principles into the institution. Central to this effort is ensuring that every member of the community, whether staff or student, is aware of their personal and collective obligations and legal responsibilities concerning EDI. Through mandatory training, awareness-raising initiatives, and publicity campaigns, SST strive to foster a



workplace culture where EDI is fully integrated, promoting equity, fairness, engagement, and enhanced wellbeing.

A key milestone in SST's EDI journey is the renewal application for the SST Athena Swan Bronze award, with a submission deadline of January 31st, 2025. Led by the School EDI Committee/Self-Assessment Team and its five Task and Finish Sub-Groups, significant changes have been made. However, there is still scope for further progress, particularly in the consistent and targeted collection, processing, and monitoring of data, including the Athena Swan staff survey. SST is committed to working closely and collaboratively with City's OIEI and other central teams to ensure success of the School's renewal efforts.





School of Policy and Global Affairs

Staff overview

The School of Policy and Global Affairs (SPGA) staff population comprises 23% BAME staff and 74% White staff, with 51% of the staff being male and 49% female.

Figure 75: SPGA staff by ethnicity

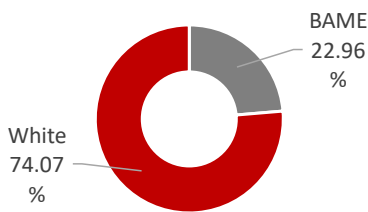
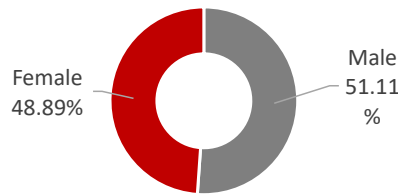


Figure 76: SPGA staff by legal sex



Student overview

The SPGA student population comprises 74% BAME students, 23% White students and 2% Not known, with 46% of the students being male, 54% female and 0.4% other.

Figure 77: A SPGA students by ethnicity

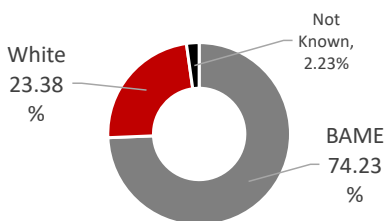
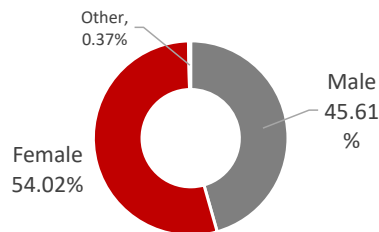


Figure 78: SPGA students by legal sex



SPGA hosted a series of insightful seminars throughout the academic year 2023/24, each addressing various equality, diversity, and inclusion themes. These seminars collectively demonstrate the School's dedication to advancing EDI principles and encouraging dialogue on crucial societal issues.

The series began with the Afro Caribbean Food Fest on 6 November 2023, celebrating Black Futures Month and initiating discussions on diet, nutrition, and wellbeing, particularly focusing on culturally appropriate dietary advice in healthcare settings. This session featured a panel of speakers from SHPS.

Following this, on 28 November 2023, Dr. Vanessa Gash from the Soc-Crim department at SPGA examined gender and partner pay gap inequalities. On 5 December 2023, Dr. Maria Psyllou from the University of Birmingham explored the



crucial relationship between economics and women in her talk titled "Why Economics Needs Women and Women Need Economics."

The seminar series continued into the new year with a discussion on Anti-racism and understanding micro-aggressions on 24 January 2024. On 20 March 2024, Professor Atul Shah presented on the need to challenge universalist and mono-cultural social sciences, advocating for the diversification of economic and finance theory to unlock neglected intellectual perspectives. Dr. Sarah Hopp led a session on neurodiversity and disability awareness, offering insights into incorporating these considerations into teaching practices, further highlighting the School's commitment to fostering an inclusive academic environment.





City's continued commitment

The EDI annual report provides the opportunity to review progress made during 2022/23 whilst identifying areas for further investigation and action. This report highlights the commitment to EDI work, reflects progress made and identifies ways to progress in the upcoming year. Looking ahead we will continue our commitment to embed EDI across City to make a real and lasting difference. Key commitments speak directly to the strategic priorities and include the following:

Increase diversity

- Strengthen inclusive recruitment procedures by implementation of the anonymous shortlisting pilot.
- Monitor impact of the fair recruitment panel.
- Investigate why there has been a decrease in shortlisting and an increase in the gap between People of Colour applicants and appointments.
- Increase diversity of staff, particularly across higher grades, to better reflect the student population.
- Better understand how to increase diversity of staff within senior levels, by investigating why there has been a drop in People of Colour at professor level.
- Continue to address the lower proportion of women in Professorial roles.
- Investigate why there has been a decrease in promotions among female staff.

Ensure equity

- Report on Gender and Ethnicity pay gaps to monitor progress and implement targeted initiatives.
- Continue implementation of Race Equality and Athena Swan Charter Mark action plans with an intersectional approach.
- Finalise and submit application to achieve Disability Confident Level 3.
- Disseminate findings and recommendations of the NRJ Tackling Racism research project.
- Launch finalised EDI data dashboards to ensure accessibility to data.
- Continue investment in development programmes for staff.
- Monitor promotions among Academic Staff of Colour.
- Ensure compliance with legal reporting and obligations including Public Sector Equality Duty.

Promote inclusion

- Review and develop EDI strategy to integrate our approaches following the City St George's merger.
- Ensure EDI policies are reviewed and updated
- Expand work related to the Menstrual Health Framework.
- Launch the staff report and support tool.
- Continue to develop, support and promote Staff affinity networks.
- Launch Race Equity Training.

Value students

- Continue support for Schools to deliver EDI Inductions for students.
- Continue to upskill student leaders in relation to EDI.
- Continue to collaborate with the SU for student focused EDI events.



- Continue to implement the Access and Participation Plan to tackle inequalities among students.
- Continue to support colleagues to engage with the Inclusive Curriculum Framework.
- Identify opportunities for co-creation with students in our EDI work.

Enhance engagement

- Promote and deliver OIEI roadshows across City in collaboration with Schools and colleagues.
- Continue to hold EDI events to increase awareness and knowledge.
- Continue to highlight important dates through the Diversity and Inclusion Calendar
- Continue investment in learning and development for staff and managers.
- Continue to support Staff affinity networks to increase membership.
- Continue investment in, and delivery of, EDI training.