

# ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT

2019/20



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# INTRODUCTION



The Equality Act 2010 requires public bodies to publish annually information about our equality objectives to demonstrate compliance with the public sector equality duty. This report covers the academic year 2019 -2020.

This year has been a year unlike any other. The global pandemic caused by the spread of coronavirus (also referred to as COVID-19) completely transformed the way Universities operate, forcing BCU to close campuses and shift the majority of its teaching to online learning. In addition, the majority of the workforce had to work remotely, adding to the complexity of meeting new challenges in a rapidly changing environment.

In May 2020, worldwide condemnation followed the killing of George Floyd in Minneapolis, Minnesota. The University like many organisations publicly expressed its support for the Black Lives Matter movement, and developed an Antiracist commitment plan (which can be accessed [here](#)) as part of its stance against anti-Black racism.

Our aim at BCU is to continue to drive equality diversity and inclusion in all areas of our work. In recognition of this, the University has established Equality Diversity and Inclusion Committees (EDIC) across its four faculties of: Art Design and Media; Business Law and Social Sciences; Computer Engineering and the Built Environment; and Health Education and Life Sciences. Additionally, an EDIC has been established for Professional Service Departments and a University wide committee has oversight of all EDI activity across the organisation and its terms of reference are available [here](#).

The University's [EDI Strategy](#) sets out our vision for EDI over the next five years, alongside the EDI challenges facing BCU and the wider HE sector. The strategy outlines our approach to achieving our equality objectives, enabling students and staff to achieve their full potential.

It is our ambition through the EDI Strategy to create an environment where everyone feels included and no one is left behind. We will do this by ensuring BCU is:

- An inclusive organisation where people feel a sense of belonging and are accepted and valued for who they are;
- A safe environment for students and staff where health and wellbeing are promoted;
- Fair and equitable - a place where everyone can access opportunities, achieve their true potential and advance their careers and studies;
- Actively antiracist in all areas of the student journey and employee lifecycle, consciously making equitable decisions and challenging racism.
- A University where everyone understands their rights and responsibilities with regard to equality legislation and have the skills and confidence to support everyone to achieve success



# REGULATORY REQUIREMENTS



As a Higher Education Provider registered with the Office for Students we are subject to a number of conditions of registration. Our EDI Strategy will align directly with these.

## They include:

- Addressing the gaps in achievement of students from disadvantage backgrounds through the meeting of targets set and agreed with the OfS through the [Access and Participation Plan](#) 2020 to 2025.
- Participating in the Teaching Excellence Framework. To achieve Gold status, Universities not only have to demonstrate excellence for the majority of their students, but need to show that there is no great discrepancy in the outcomes for different groups of students.
- Submitting and publishing annual transparency information, particularly about admissions, but also about attainment and completion.
- Collecting a wide range of diversity data from its student and staff body, via the annual Higher Education Statistics Agency data collection process.

## We are also regulated by other bodies including:

- UK Research and Innovation and have numerous funding contracts with the UK Research Councils. In order to receive funding, the University participates in the Athena SWAN award process (see below).
- Professional Statutory and Regulatory Bodies (PSRBs), such as ACCA, the Law Society and the British Psychology Society – which provide additional accreditation for our degree courses, often require us to submit annual returns, showing gender, ethnicity and disability breakdowns.
- The QAA Code of Practice also specifies the need to monitor student outcomes.



# DIVERSITY PROFILE STUDENTS 2019/20

## TOTAL STUDENT POPULATION 2019/20

26,929



TOTAL STUDENTS

19,582 **72.7%**

FULL TIME UNDERGRADUATE

1,358 **5.0%**

PART TIME UNDERGRADUATE

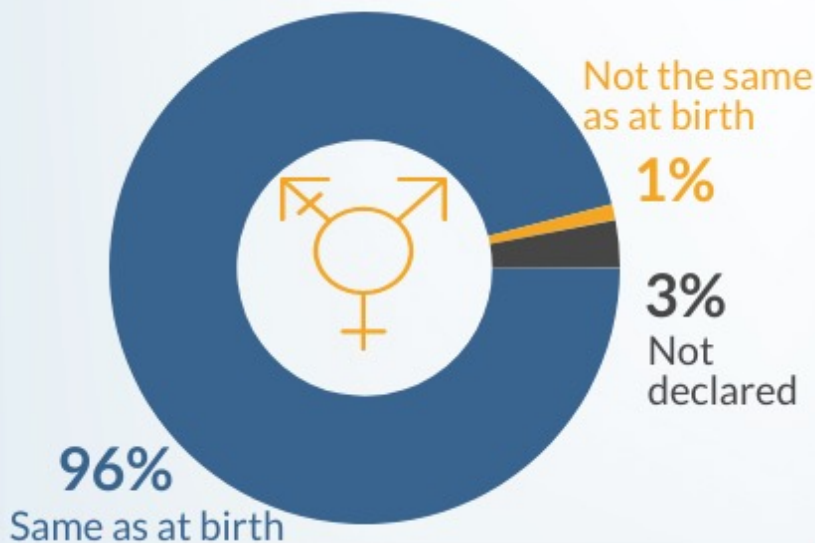
3,703 **13.8%**

FULL TIME POSTGRADUATE

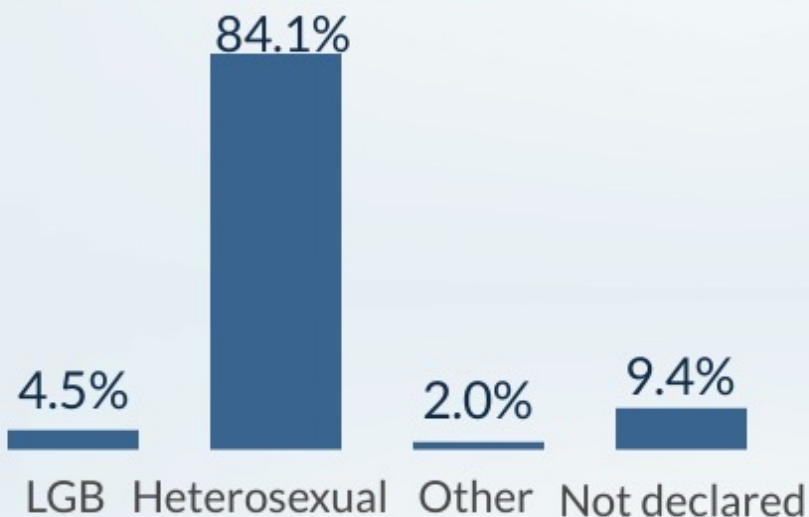
2,286 **8.5%**

PART TIME POSTGRADUATE

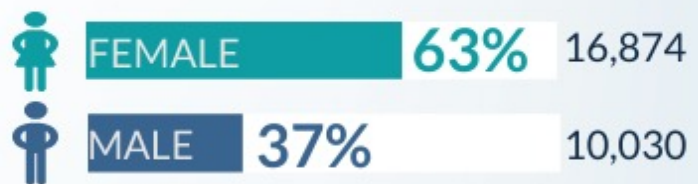
## GENDER IDENTITY



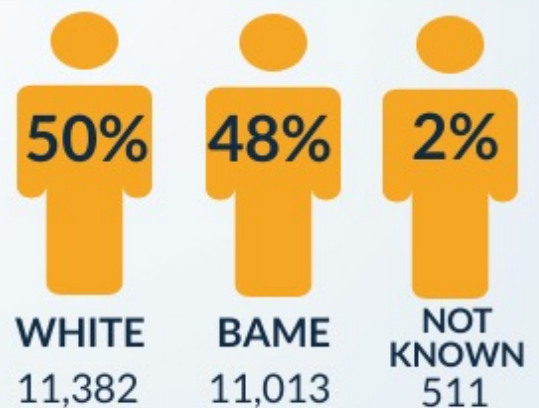
## SEXUAL ORIENTATION



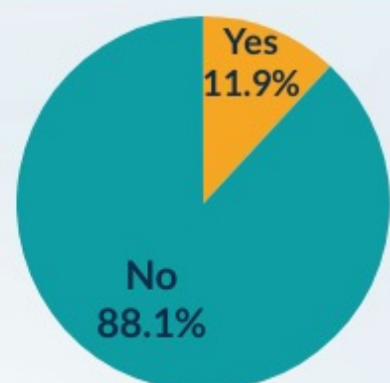
## GENDER



## ETHNICITY (UK only)



## DISABLED





# DIVERSITY PROFILE STUDENTS 2019/20

19,417

TOTAL FT UK STUDENTS

17,681

UG  
(FT, UK)

1,614

PGT  
(FT, UK)

376

PGR  
(UK)

## GENDER

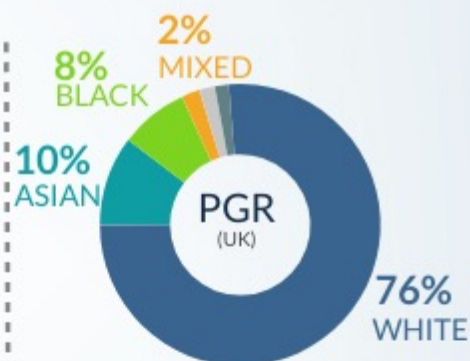
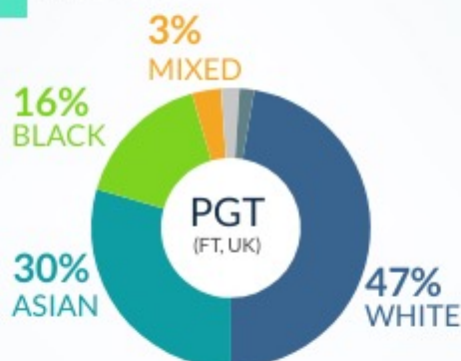
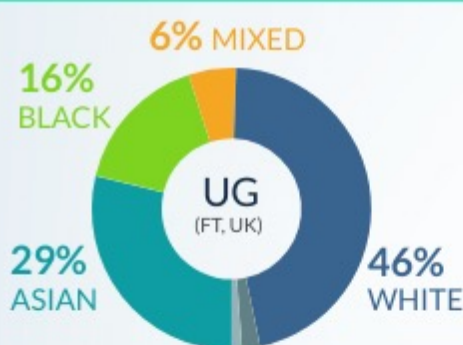


UG 37% 6,459  
PGT 38% 610  
PGR 46% 171



UG 63% 11,203  
PG TAUGHT 62% 1,003  
PG RESEARCH 54% 204

## ETHNICITY



## DEPRIVATION

### MOST DEPRIVED AREAS (Q1)



### LEAST DEPRIVED AREAS (Q5)

## SEXUAL ORIENTATION



16.2%  
LGB

STUDENTS WITH  
MENTAL  
HEALTH  
DISABILITY

4.2%  
LGB  
ALL  
STUDENTS

UG FT UK STUDENTS

## DISABILITY

13.8%  
DECLARED A  
DISABILITY



86.2%  
NO  
DISABILITY

4.6% DECLARED A MENTAL HEALTH DISABILITY (UG, FT, UK)



76% 617  
OF STUDENTS  
WITH MENTAL  
HEALTH  
DISABILITY  
ARE FEMALE  
(UG, FT, UK)



24% 190  
OF STUDENTS  
WITH MENTAL  
HEALTH  
DISABILITY  
ARE MALE  
(UG, FT, UK)

# RELIGION OR BELIEF - STUDENTS 2019/20

No religion 33.6%

Christian 28.5%

Muslim 21.6%

Sikh 4.9%

Information refused 4.6%

Hindu 3.5%

Any other religion or belief 1%

Spiritual 0.8%

Buddhist 0.8%

Not known 0.4%

Jewish 0.3%

# DIVERSITY PROFILE WORKFORCE 2019/20

## GENDER



**FEMALE**

**2019**

**1388**

54.5%



**MALE**

**2019**

**1157**

45.4%



**FEMALE**

**2020**

**1513**

55.2%



**MALE**

**2020**

**1227**

44.7%

## TOTAL STAFF POPULATION

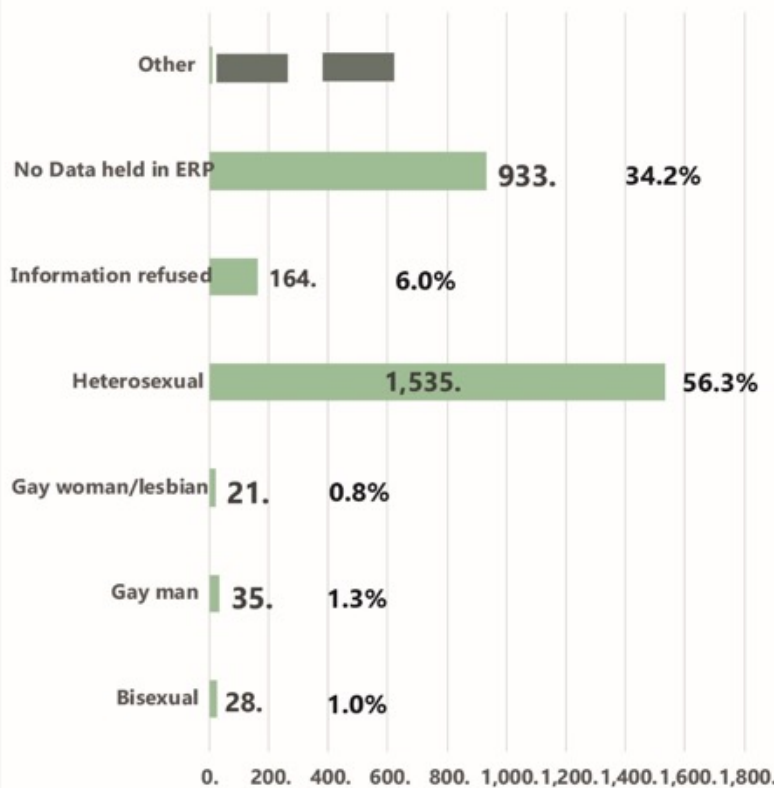
**2546**

45.4%

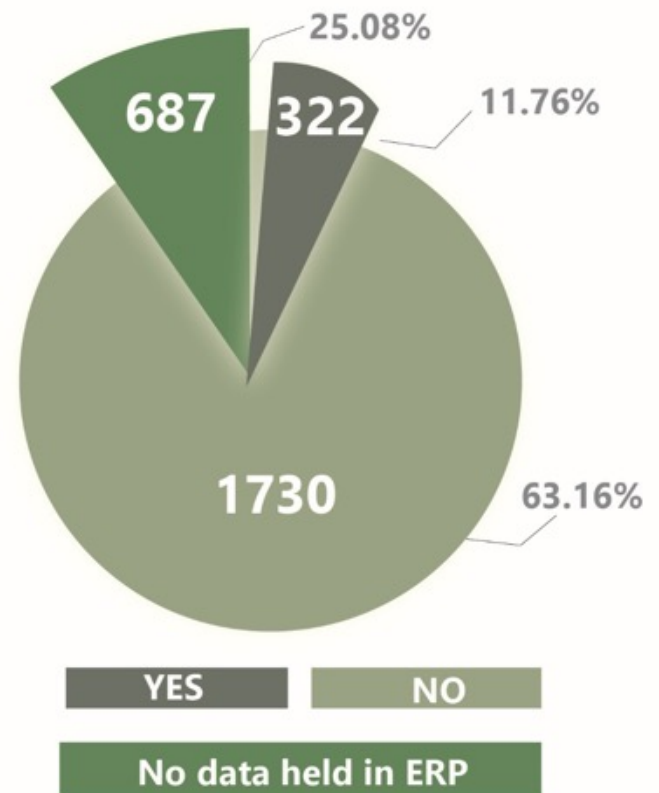
**2740**

44.7%

## SEXUAL ORIENTATION



## DISABLED



## RELIGION OR BELIEF

	2019	2020	%
Buddhist	~10	~10	~0.36%
Christian	622	646	23.7%
Hindu	31	33	1.21%
Jewish	~10	~10	~0.36%
Muslim	117	147	5.39%
Sikh	59	67	2.46%
Spiritual	25	27	0.99%

**Any other religion or belief**

29 26 0.95%

**Prefer not to say**

135 142 5.21%

**No religion**

687 740 27.7%

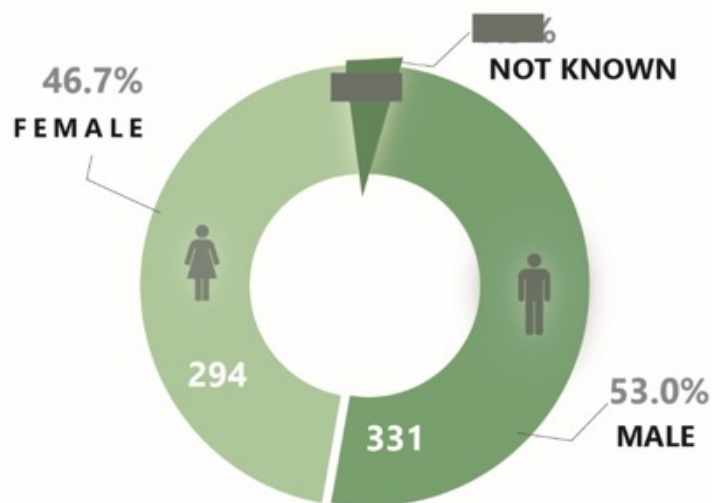
**Unknown**

826 882 32.37%

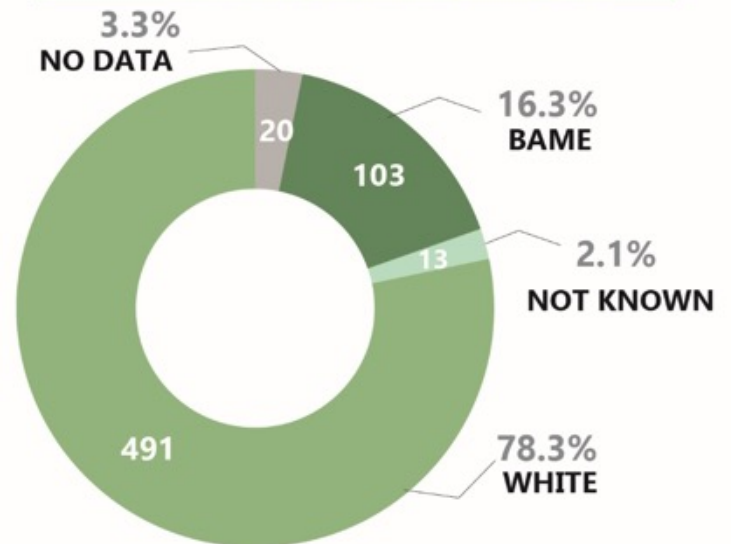


# DIVERSITY PROFILE WORKFORCE 2019/20

## MANAGERS BY GENDER

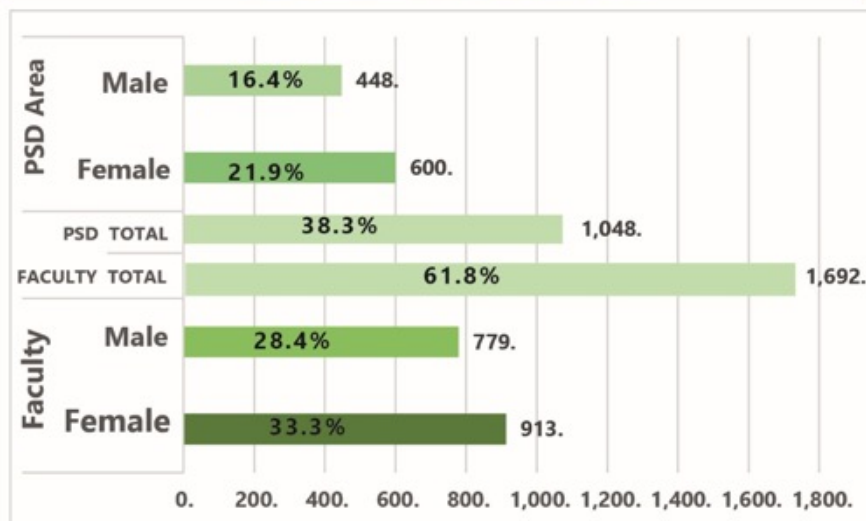


## MANAGERS BY ETHNICITY

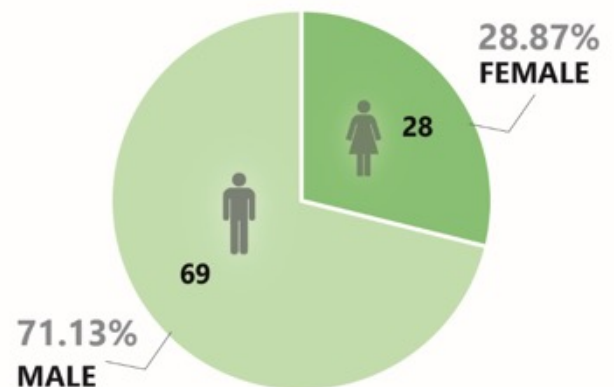


## FACULTY/ PROFESSIONAL SERVICES DEPARTMENT BREAKDOWN

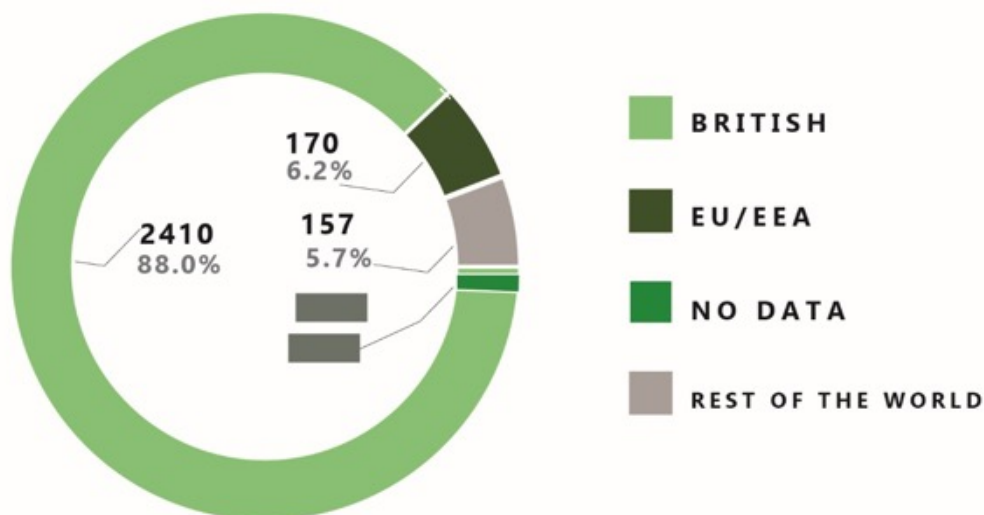
### FACULTY / PROFESSIONAL SERVICES DEPARTMENT BY GENDER



### PROFESSORS BY GENDER



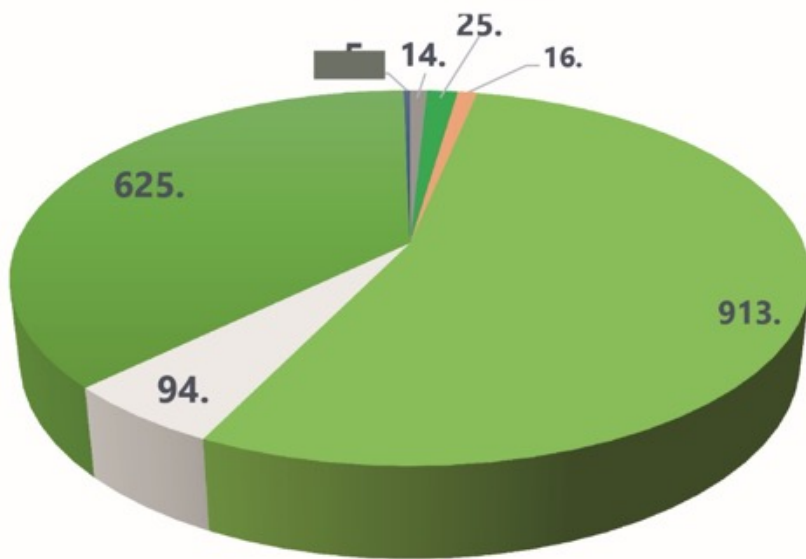
## ASSOCIATES BY NATIONALITY



## FACULTY / PROFESSIONAL SERVICES DEPARTMENT BY ETHNICITY

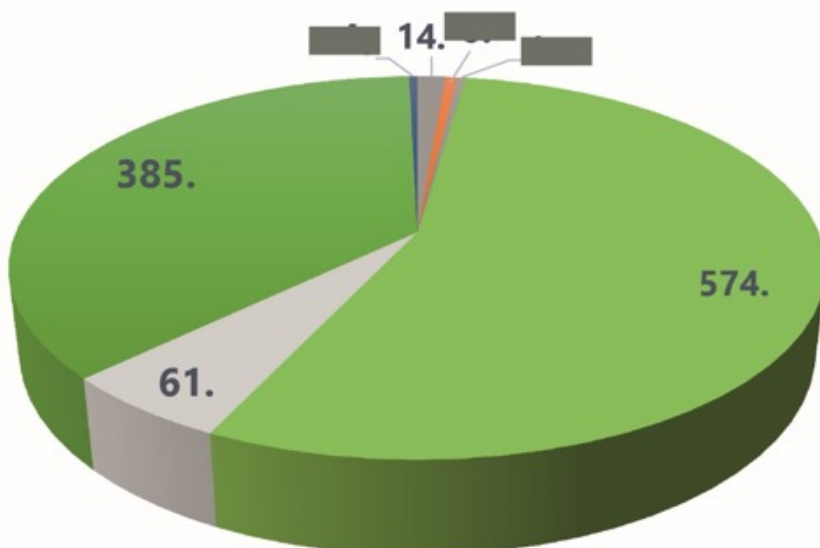
Area	Person Ethnicity	Person Count	%
Faculty	BAME	337.	12.30%
	White	1,226.	44.7%
	Not Disclosed / Not Known	73.	2.7%
	No Data	56.	2.0%
Faculty Total		1,692.	61.8%
PSD Area	BAME	297.	10.8%
	White	677.	24.7%
	Not Disclosed / Not Known	39.	1.4%
	No Data	35.	1.3%
PSG Area Total		1,048.	38.2%
Grand Total		2,740.	100.0%

## FACULTY / PROFESSIONAL SERVICES DEPARTMENT BY SEXUALITY



Bisexual	14.	0.5%
Gay man	25.	0.9%
Gay woman/lesbian	16.	0.6%
Heterosexual	913.	33.3%
Information refused	94.	3.4%
No Data held in ERP	625.	22.8%
Other		

FACULTY



Bisexual	14.	0.5%
Gay man		
Gay woman/lesbian		
Heterosexual	574.	20.9%
Information refused	61.	2.2%
No Data held in ERP	385.	14.1%
Other		

PSG AREA

Data generated - October 2020

Numbers less than 10

# OUR EQUALITY OBJECTIVES



This year we have revised our equality objectives as part of work undertaken to develop the University's EDI Strategy 2020/25. Our objectives are aligned to the University's corporate strategy ([add link](#)) and its Access and participation plan.

BCU's [corporate strategy 2020/25](#) sets out three pillars that underpin the priorities of the University. The first is Academic excellence; the second pillar relates to our people and value; and the third pillar focusses on how we work with our partners.

Our APP 20-25 outlines how we will improve outcomes for underrepresented groups in terms of access, continuation, success and progression to advance equality of opportunity in Higher Education and beyond. The plan, which can be accessed [here](#) contains detailed information on performance and targets. It also considers intersections of disadvantage; for example, between participation levels from different neighbourhoods, the indices of multiple deprivation, and ethnicity.

**The University's equality objectives are detailed below:**

1. Reduce gap in degree outcomes (1st or 2:1s) between White students and students from different ethnic communities.
2. Deliver equality of opportunity by reducing gaps in graduate outcomes between disadvantaged and non-disadvantaged groups.
3. Increase attainment and progression rates for care leavers.
4. Increase the reporting of the number of disabled students.
5. Review the equality impact of key organisational policies and decisions for differential outcomes.
6. Seek external accreditation by actively participating in equality standards such as: the Race Equality Charter; Athena Swan; Stonewall Workplace Equality Index; and the Disability Confident Employers Standard.
7. Implement effective mechanisms for students and staff to report harassment and discrimination. Ensure complaint procedures are fit for purpose and offer effective redress.
8. Provide comprehensive learning and development opportunities to improve knowledge, understanding and awareness of best practice in relation to equality, diversity and inclusion.
9. Ensure the workforce reflects the students and citizens we serve at all levels.
10. Develop a mental health and wellbeing strategy for students and staff.



*Image taken from BCU Student Prospectus – 2019*



# GENDER PAY GAP



## Background

This section presents a list of actions and activities that could be carried out over the next 12 months to assist with reducing BCU's current gender pay gap.

### Information

Gender pay gap reporting is an annual statutory requirement for all organisations that employ more than 250 employees. Organisations can also publish an accompanying narrative report expanding on the findings and proposing actions that they plan to take to close any gender pay gap.

BCU position published on 31st March 2020

Calculation	BCU 2020 return (data as at 31/03/2019)	BCU 2019 return (data as at 31/03/2018)	BCU 2018 return (data as at 31/03/2017)
Mean Gender Pay Gap	9.6% lower for women	9.6% lower for women	11.6% lower for women
Median Gender Pay	8% lower for women	6.2% lower for women	9.2% lower for women

In 2019 we committed to a number of actions to reduce the gender pay gap and these will continue to form a basis of our agenda for the coming year.

We reviewed our suite of family friendly policies to enable all positions to be open to job sharing and part time working patterns. We also monitored and will continue to monitor pay increases for those colleagues who did not get any increase, and in 2019 the only colleagues who did not get any increase were male.

We promoted internal mentoring and coaching through a combination of our Aurora and Springboard programmes, which we remain committed to supporting. The Aurora Programme develops women who are interested in exploring leadership and management within the Higher Education sector to help improve the position of underrepresentation of women in senior leadership positions, while the Springboard Programme is a work and personal development course for women to help enable them to become more assertive and increase their confidence to allow them to take on more responsibility.

The key finding of the BCU gender pay gap reporting based on data taken at 31st March 2019, was the proportion of women compared to men in the lower pay quartile has increased. The impact of this is the median pay gap has increased from being 6.2% lower for women in 2018 to 8.0% in 2019. We are now committed to looking into the reasons why we are recruiting less males into the lower pay quartile than we are females.

Our aim is to build on this success with the development of this year's plan. This plan will be published on the Birmingham City University website.





## Proposed action plan for 2020/21

We propose the following actions and activities to be undertaken to form a 12 month action plan:

Owner	Action	Timeline
EDI	Continue with the Athena SWAN action plan to make further progress on gender equality	Throughout 2020/21
HR / EDI	Increase Springboard awareness and promote Aurora participation, evaluate the impact of these and proactively identify female colleagues who display high potential by promoting their capability and success through interaction with the wider business and to the leadership team	Throughout 2020/21, with a review in March 2021
EDI	Promote gender awareness sessions throughout the year	Throughout 2020/21
HR	Support applicants in their application for the academic conferment process and when conferment applications are received from female applicants, deliver workshops and offer mentoring opportunities to that specific cohort	Deliver workshops March to June 2021
HR	Monitor pay increases for those who didn't receive any pay increase in 2020 and carry out data analysis on the gender of these employees and the reasons why they were not entitled	By end of March 2021
HR	To investigate the reasons why we are recruiting fewer males into the lower pay quartile than we are females, in order to understand how we can reduce our median pay gap	By the end of the 2020/21 academic year
HR	Review the IPR/appraisal process to ensure transparency on process and clear definitions of how staff can progress through the ratings	For review in March 2021
HR	Every 3 months, review data to identify new staff who were appointed above the bottom of the pay scale and analyse the information in terms of gender to determine what the pattern is telling us	At the end of each calendar quarter
HR	To review learning from the lockdown created by the Covid-19 outbreak to see how we can potentially improve our flexible working arrangements to support more colleagues	To provide an interim picture by the end of March 2021, subject to other Covid related priorities



## Additional Leadership programmes for women include the Aurora and Springboard programmes.

### Aurora

The Aurora Programme is for people who identify as a women up to senior lecturer level or the professional services equivalent who would like to develop their leadership role.

It is aimed at those at the early stages of their leadership career, exploring four key areas associated with leadership success: Identity, Impact and Voice; Politics and Influence; Core Leadership Skills; Adaptive Leadership Skills. It also creates a forum for networking across universities in the region.

Participants are also offered the chance to work with a BCU mentor who has either attended the programme themselves or are experienced as a mentor. Mentor training was provided in January to those past participants who were new to mentoring.

In 2020, the University sponsored 33 participants selected through an expression of interest process. This is an increase on previous years (17 in 2019 and 14 in 2018), partially due to an increased capacity for delegates on the part of AdvanceHE. The Birmingham cohorts were postponed due to the Covid-19 crisis and so evaluation data is not currently available. They are due to resume in October 2020.



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### Springboard

The Springboard programme was delivered between March – June 2019, to a group of 29 women. The majority of the participants were Professional Services staff in administration roles. The programme was commissioned to support women to develop their confidence, their voice within the organisation and to help them shape their goals in both their professional and personal lives. A female guest speaker was invited to each of the four workshops to share their experiences, including the Head of Diversity, Equality & Inclusion, Senior Lecturer in Journalism, Course Administrator and author of 'It's not about the Burqa' and the Deputy Vice Chancellor.

Feedback was overwhelmingly positive, with participants forming networks that have lasted them beyond the end of the programme.

#### After completing the course:

- 83% said the programme will improve effectiveness at work
- 87% said they are now prepared to take on more responsibility at work
- 87% said now they feel more able to voice their opinions
- 88% said they have improved their communication skills
- 91% said they feel more optimistic and positive

A number of participants also stated they have felt able to apply for new roles, or further study as a result of attending the programme.

# STONEWALL

## Going for Stonewall

In 2019 Birmingham City University launched the 'Going for Stonewall' Project with the aim of developing and embedding best practice in LGBT+ (lesbian, gay, bisexual and trans) inclusion for staff and students. This includes making the University's first submission to the Stonewall Workplace Equality Index, the UK's leading employer award for LGBT+ inclusion.

A Project Manager started in December 2019 to oversee the project, with a project steering group meeting quarterly which includes representation from the Vice-Chancellor's Office, Student Union Executive, Staff LGBT+ Network and student LGBTQ+ Society.



### Work so far

The project supported LGBT History Month activities in February 2020, working with the Staff LGBT+ Network to coordinate a calendar of activities across all campuses which engaged 700 staff and students through stalls, training sessions and talks including a panel event on LGBT+ Issues in Schools with guest speaker Andrew Moffat. A new eight-colour rainbow lanyard was launched for staff and students, representing a commitment to inclusion of LGBT+ people of colour.

Links have been established with colleagues across campuses and within BCUSU in order to build on the success for future events.

With the Stonewall Workplace Equality Index being postponed in 2020 due to COVID-19, BCU's first submission to the Index will take place in September 2021. A self-audit against the submission criteria has been completed, with an ambitious action plan in progress to ensure an initial benchmarking which reflects the University's commitment to LGBT+ inclusion.

Pilot staff training sessions took place in February 2020, leading to the in-house development of a series of training sessions on LGBT+ awareness, understanding LGBT+ issues and developing inclusive practices. These sessions will launch in autumn 2020.

### Further work in progress includes:

- Ongoing review of HR policies, with the development of a staff trans policy.
- Supporting the continued development of the Staff LGBT+ Network
- Development of a staff LGBT+ Allies Scheme
- An LGBT+ Student Mentoring Scheme pilot, focussed on employability and related concerns.
- Development of best practice resources and support to ensure LGBT+ inclusive curricula.



# BLACK LIVES MATTER



## Commitment Plan

BCU has developed an antiracist commitment plan in response to the global Black Lives Matter movement, following the commitment statement made by BCU in response to the killing of George Floyd in May 2020 and the anti-Black racism that exists in society.

The plan symbolises BCU's ongoing commitment to support Black students and staff in acknowledgement of the well documented disparities they face in the HE sector and within BCU e.g. the awarding gap; the significantly low numbers of Black Professors and senior leaders, and the lack of Black representation on senior boards and committees in the University. It has been developed in recognition of the work that our University must do to remove the barriers that hinder equality of opportunity in our organisation.

This plan does not take away the importance of the need to address wider inequalities that affect all of the communities that are protected in our Equality Diversity and Inclusion policy such as people from different: minority ethnic groups; gender identities; sexual orientations, disabled people, communities with religious beliefs and those with non, and people from different socio-economic backgrounds.

Tackling inequality and injustice is a priority for BCU and we will continue the excellent work being done through charter standards such as Athena Swan and Stonewall. BCU's draft Strategy 2020/25 and draft EDI Strategy 2020/25 recommend signing up to the Race Equality Charter. Using this vehicle, the University will have the tools to drive race equality for all minority ethnic groups. This antiracism commitment plan is part of our ongoing journey to identify and eliminate the barriers in our systems, policies, processes and practices that perpetuate systemic racism.



# EQUALITY CHARTER



## Race Equality Charter

BCU is currently in the initial stages of initiating work that will enable the University to apply for the Race Equality Charter. This Charter states in its' aim that the Charter was formed to "improve the representation, progression and success of minority ethnic staff and students within higher education". Therefore with the stated ambition to be seen as the University 'for' Birmingham in addition to being located within a diverse city and also the youngest city in Europe, the achievement of the Charter Mark will be a testament for the University and the population in which it serves as to how it values the lives and progression of all communities. The achievement of the Charter will therefore demonstrate how HE providers embody social mobility in that they are able to act as a catalyst for the social mobility agenda by accurately reflecting the communities in which they serve and are situated.



## Disability Equality Charter

This Charter enables the University to demonstrate how BCU disabled staff are fully integrated within the University and where there are gaps these can be identified and closed. The University is currently undertaking work to ensure it is able to achieve the Disability Level 2 'Confident' employer status with the help of the newly formed staff disabled steering group who play a pivotal role in looking at how we can support our Disabled community of staff and students attending and working within the University.





# COLLEAGUE SUPPORT NETWORKS



## BAME Steering Group

The BAME (Black, Asian and Minority Ethnic) Steering group was officially formed on 29 April 2020, the members are staff from all departments within the University. The primary purpose of the BAME Steering group is to represent the interests and aspirations of BAME employees and students at BCU by embarking upon actions that will lead to parity of opportunity for BAME colleagues and students which includes White minorities. As well as helping drive equality throughout all areas of the institution.

The main objective of the group is to assist when required, in the review of any procedures, policies and processes that directly or indirectly impact BAME staff and students. As well as creating a space for BAME colleagues to support and inspire each other.

The group are currently drafting a BAME Allies programme, as it is felt this would help staff members support each other and encourage conversations about the importance of equality and diversity. A brief snap shot of what will be included in the programme is as follows, mentoring, learning from experiences, finding out the bigger picture, increasing access, communicating the facts, training, and introducing diverse perspectives in conversations. The programme once finalised will be shared amongst members of staff and those who wish to become an ally will be provided with training in relation to their role and responsibility.

Also in the pipeline is an intranet page which will highlight the work that will be undertaken by the group, as well as events that will be open to staff and students.

Work will be undertaken with the University to help achieve The Race Equality Charter. The group will be creating and distributing a survey to all BAME staff and students which will ascertain their lived experience within BCU. The responses will help identify what work will need to be undertaken to implement positive change so the University can evidence that equality diversity is at the forefront of service delivery as well as supporting staff and students.





## Disability Steering Group

The group formed in spring 2020 with the aim of progressing disability equality for staff and students, and at the time of writing is developing its work plan and membership, having had two meetings. Membership includes representation from professional services, academic colleagues, and the Students' Union.

The work of the group will include the following:

- Identifying the tasks and colleagues required to achieve Disability Confident Level 2
- Actively pursuing resolution of all identified estate access issues and continuously identifying and raising issues for resolution
- Reviewing access information for staff, students and visitors to be produced by the University
- Reviewing Equality Impact assessments
- Identifying, exploring and proposing initiatives which may advance disability equality at the University
- Reviewing progress and making recommendations as regards the embedding of inclusivity in the curriculum
- Proposing activities for Disability History Month and other awareness-raising/celebratory initiatives across the year



[Click here to watch the video](#)

## LGBT+ Staff Network

The last academic year has been a time of progressive change but understandable uncertainty since the Covid pandemic so impacted all our lives. It remains a great privilege to be elected as Chair for a third consecutive year at the October AGM, to represent Network members and work with Committee colleagues, to lead and support the interests of LGBT+ identified staff. I am pleased to see an increase in membership this last 12 months too – very encouraging!

Network colleagues worked hard preparing for Birmingham Pride 2019 and this certainly paid off as it was our largest and most successful presence so far that sunny last Saturday in May - working in partnership with LGBTQ Student Society colleagues. It seems a distant memory but hosting a marque on a very busy Saturday was really successful and rewarding - followed by an awareness raising campaign during Pride month in June.



*Staff and Students @ the Marque, Birmingham Pride 2019*

June was also busy with Network members working closely with the EDI team and Head of EDI, Imogene Denton, to recruit staff to help the University progress towards strategically embedding an EDI culture across our campuses, virtual spaces and external partnerships. Recruitment included a Stonewall Project Manager post made possible thanks to a successful bid to the Vice-Chancellor's Strategic Investment Funding (SIF) by the Network to enable and accelerate a step-change in progress towards LGBT+ and intersectional equality and inclusion not merely to achieve submissions to the Stonewall employer Workplace Equality Index. I was cognisant of HR's continued commitment to funding the Stonewall Diversity Champion programme and LGBT+ Staff Network representation on the new EDI University Committee – both were most welcome developments.

There was a lead-in time for us to prepare before the successful candidate, Ross Strong from University of Birmingham, joined us in December working closely with the Network, EDI team and line managed by School of Education and Social Work, HELS. The nexus for advice on embedding change in the curriculum and transformative / dynamic pedagogies is naturally seated here under Prof Kevin Mattinson, Head of School and CSpace for educational research at doctoral level.

The Network and Committee recognises that all of this work continues to be a joint effort between our members, the EDI team, Ross himself, the project's external consultant ([www.getoutstayout.co.uk](http://www.getoutstayout.co.uk)), senior BCU colleagues, BCUSU, Student Society and wider city and regional communities. The launch of new eight colour rainbow lanyards last year is very prescient in light of subsequent events and protests for social justice and BLM.

We were pleased as a Network to continue with a high social media presence, especially through twitter and the addition of Resources and Support pages on our iCity pages.

# EDI COMMITTEE PROGRESS UPDATES



The University EDIC held its inaugural meeting in November 2019, establishing its [terms of reference](#) and considering the findings and recommendations of the Equality and Human Rights Commission's enquiry into racial harassment in universities. Four meetings were held during the reporting period, with attention focusing on establishing EDICs across faculties and the professional services division, to provide the main committee with oversight of EDI activity across the organisation. BCUSU (the students union) also provide regular updates to the committee to facilitate a joined up collaborative approach to advancing equality.

The committee has supported the development of colleague support networks to ensure the voice of a diverse range of employees is considered in decision making. Networks include the Disabled employees steering group; Black Asian and Minority Ethnic colleagues steering group and the LGBT+ Network. A Women's network, and Mental Health and Wellbeing support group are in the early stages of development.

Driving progress in relation to equality charters has also been a priority for the EDIC. The University achieved the Athena Swan Bronze award in 2017 in recognition of the work being undertaken to advance gender equality, and is supporting departments with their individual applications for Athena Swan awards. In addition, the committee is committed to driving progress in relation to the Stonewall Workplace Equality Index in support of LGBT equality. In line with the corporate and EDI strategy, the EDIC is in the early stages of driving progress in relation to the Race equality and Disability equality charters.

## **Additional priority considerations highlighted by the Committee this year include:**

- The development of the University [EDI strategy](#) and key performance indicators;
- Tackling the gender pay gap;
- Mitigating against the disproportionate impact of COVID-19 on BAME communities;
- Implementing centralised reporting systems for harassment and discrimination;
- Providing comprehensive EDI training and development for the workforce;
- Addressing the 'leaky pipeline' in relation to B.A.M.E recruitment.

N.B. This list is not exhaustive



# PROFESSIONAL SERVICE DEPARTMENT EDI COMMITTEE ANNUAL UPDATE



Representatives from the University's Professional Services Departments have now completed one complete cycle of meetings. We have secured contributions from at least twelve of the Professional Services teams which has enabled a broad opportunity to share initiatives and determine common issues in the coming academic year.

## The initiatives already under way cover:

- Work lead by the Library and Learning Resources team to improve the diversity of the reading-lists for modules taught as part of BCU programs;
- To improve the inclusiveness of activities at BCU, the International Office have promoted a wide range of cultural activities and have offered student internships to students from a wide range of backgrounds to help engage with both current and future students;
- A task team under the auspices of the Student Governance, Health and Well Being team tackling harassment, discrimination and sexual violence developing a 'Respect @ BCU' statement and putting in place a system to enable confidential reporting of unacceptable behaviour;
- A cross-university team lead in partnership by Marketing and IT to ensure that our web-based systems meet the website accessibility standards and provide accessibility options for our information for both students, staff and anyone looking to find out more about BCU;
- Delivery of input information relating to BCU's Gender Pay Gap, and starting to change processes around pay including ensuring equal pay checks are part of out of cycle changes to pay;
- Promotion of actions groups to support diverse interests groups with a new Disability Steering Group now in existence.

Many of these activities started locally within individual services but have the potential to become broader themes across the Professional Services departments.

The Professional Service EDI committee have also started to identify common problem areas and needs in order to factor actions into the broader EDI plan. The key areas that have been identified are:

- Obtaining quality data on the make-up of teams to inform development plans
- Progression challenges for B.A.M.E staff in many of the services
- Gender imbalance in some of the teams (some challenging to recruit male; others finding it difficult to recruit female team members)
- The need for many of the services to receive feedback from students that covers diverse backgrounds, with the desire to see NSS and qualitative feedback split from students from different backgrounds.

The first year of operation of the committee has highlighted the importance of the agenda to the teams, drawn out of the common challenges, but also shown that much work has already started. There is a need to ensure that budget is provided for these initiatives to ensure there is sustainability commitment to the changes that are being promoted.





# FACULTY EDI COMMITTEE ANNUAL PROGRESS REPORTS



## 1. ADM EDI Annual Progress Report

The Faculty EDI Committee was formed in 2019 and includes representation from across all ADM Institutes or Schools including the Royal Birmingham Conservatoire. Representation in terms of the breadth of roles across includes administration, technical, academic and also student representation.

### Key priorities which the FEDIC have been focusing on:

- Reviewing and responding to recommendations in the Equality and Human Rights Commission report 'Tackling Racial Harassment Universities Challenged' (October 2019)
- Releasing a staff survey regarding the lived experience of Black, Asian and Ethnic Minority colleagues at BCU and in ADM (now included in the BCU BLM Commitment Plan as a University wide recommendation)
- Development of Student Curriculum Consultant Roles for EDI – paid fixed term roles. Draft JD has been completed.
- EDI specific IPR target have been created by PVC Dean and included in all Faculty Executive IPRs including a shared responsibility and commitment to improve and increase diversity in our staff.
- PVC and Executive Dean took a recommendation in July to UEG that BCU needed to respond more robustly to BLM. In response the VC and Mark O'Dwyer confirmed a working group would focus on developing a Commitment Plan to BLM and Anti-Racism. The draft plan will be considered at UEG in August.
- Closing Access, Participation and Progression gaps for B.A.M.E students we have set targets for the next 5 years to close any existing gaps for our B.A.M.E students including participation (applications and offers), retention and attainment (good degree classification). We have prioritised 3 key metrics to focus on in addition to the BCU 2 core KPIs. We are working closely with Professor Bugewa Apampa who is supporting us to put in place a series of interventions with workshops and training for staff to inform School action plans. Students will be invited to take part in these workshops.





## Centre for Equality, Diversity and Inclusion in the Arts (CEDIA)

Plans for the new Centre for Equality, Diversity and Inclusion in the Arts (CEDIA) based in the Faculty of Arts, Design and Media are underway. The Centre will have 3 main areas of activity which it will deliver through consultation with students, staff and partnerships with stakeholders from the wider Birmingham city region:

- Academic Learning and Teaching: Can we 'unlearn' our existing pedagogic approaches to create more diverse, de-colonised and inclusive curricula?
- Research: Through our scholarship and practice how can we create relevant and collaborative knowledge exchanges around equality, diversity and inclusion with approaches to research that support this?
- Partnership and Cultural Life in Birmingham and Beyond: How can the University contribute to diverse 21st century civic life in the city region?

A series of in-person group consultation meetings about CEDIA's aims and activities were scheduled for the spring and summer sessions at the University.

However, due to the Covid-19 pandemic and lock down across campus 2 e-surveys were distributed online: one to staff and students across ADM, and the other to cultural stakeholders across the city region. Support for the new Centre has been very encouraging via the responses.

The results from these qualitative surveys have helped to set up an agenda for the first planning meeting of CEDIA which will take place in September. This meeting will also help to identify members for the Steering Group, which will meet 4 times each academic year, and to set up a plan of activities for the first 12-18 months of CEDIA once it is formally launched.

It is envisaged that all being well with social distance rules and on-campus activity that the Centre will launch later in 2020 or early 2021. Professor Rajinder Dudrah (based in the Institute for Media and English) will act as CEDIA's Interim Director giving leadership to the Centre's activity. He will work closely alongside Professor Alison Honour and other colleagues and students from the University and partners across the City and beyond.

## Sir Lenny Henry Centre for Media Diversity

The Centre was launch in March 2020 through a virtual launch due to COVID.

The Centre has been organising work streams, after a deluge of enquiries and asks after our launch.

### SLHCMD progress to date:

- Our first piece of quantitative research revealed the extent to which Black (i.e. African-Caribbean), Asian and minority ethnic-led independent TV production companies had been hit by the Covid-19 pandemic. Hit the headlines straight away, most notable in industry magazine, Broadcast, the Voice, the Independent and Diversity UK.

- Early stages of several commissions for research and consultancy.
- Next piece of research will be around the policies and initiatives the broadcast industry has adopted over the years to address its lack of ethnic diversity, to understand what has been successful and not, all to inform a more widespread implementation of best practices.
- The production of a new journal for media diversity; aiming to have it online and accessible before the end of the year.

## Other Faculty EDI Activities

### Research in ADM

#### Black Futures Conference in May 2019

'Anticipating Black Futures', the inaugural meeting for a network of Black PhD researchers funded by Midlands4Cities' Cohort Development Fund and led by BCU's M4C-funded student Ian Sergeant with colleagues Keisha Bruce, University of Nottingham, and Rita Gayle, University of Birmingham.

**The project website: [www.blackfuturesuk.wordpress.com](http://www.blackfuturesuk.wordpress.com) sets out the project as follows:**

The Anticipating Black Futures initiative is an interdisciplinary learning and research project that centres the development of a Black studies network under the premise of a central organising theme of Black futurity. The initiative will challenge the canon of academic hegemony by prioritising the development of Black Studies scholarship in Britain. It uses innovative strategies for knowledge exchange that centre Black researchers and our critical research around race, culture and identity. We intend to raise the profile of Black UK-based academics and create a network of Black researchers within and without the academic institution, encouraging dialogue between academic scholars, independent researchers, community activists, and creative practitioners. The initiative addresses the increasing demographic of Black undergraduate students by elevating research that reflects their cultural heritage and in turn can inform their modular curriculum

#### SLanguages

The interim Director of CEDIA, Professor Rajinder Dudrah in ADM runs a research project 'SLanguages'. SLanguages has partnered with Beatfreeks and Don't Settle to create the following call for '#BlackLivesMatter Language

Commissions for Black Creatives and People of Colour'.

The application process is light touch and they will support new projects until the money runs out.

**[www.beatfreeks.com/opportunities-list/blacklivesmatter-language-commissions](http://www.beatfreeks.com/opportunities-list/blacklivesmatter-language-commissions)**

### Technical Area – School of Art

The School of Art have put together a BLM Resource sharing group on Microsoft Teams to share resources and information to support de-colonising the current curriculum and raise awareness and understanding. Teams site

### School of Acting, RBC

All Acting staff underwent unconscious bias training which we have now placed in induction week for new students. We also plan to take all progressing students through the training.

Students also launched RBC in Conversation, a forum established in the pandemic over zoom where students were able to begin talk openly about issues that concerned them within their training but also in the wider community. Initially this was sparked by the recent events following the killing of George Floyd and subsequent BLM protest, but the plan is to extend into all areas where students experience or perceive discrimination. This initiative was awarded the principals prize from Julian Lloyd Webber for contribution to the life of the conservatoire.

## DIVERSITY AND INCLUSIVITY PROJECT: Birmingham Institute of Creative Arts

[The Diversity and Inclusivity project is a simple and very effective strategy which has enabled staff to quickly and easily test student understanding of key topics and terms. This is a fantastic example of inclusivity in practice – showing how detailed thinking and attention to individual need can help all students succeed.

Mary Traynor, ADM Associate Dean (Student Learning Experience and Academic Quality Lecturer across the Schools of Art and Visual Communication, Joe Miles, designed and initiated a 'diversity and inclusivity' project. This was delivered on the Foundation Course in Visual Arts and Communication to tackle some of the barriers to engagement that students face, to help those from 'non-traditional' university backgrounds to understand the value of their diversity and to raise perceptions about their rightful place within higher education.

Students were anonymously surveyed, being asked questions such as, 'How do you feel about coming to university?', '[Can] my personal background be helpful to others in the group' and 'I understand how diversity can be a useful tool'.

They then undertook a series of workshops alongside their other lectures. These were:

- An introduction to critical thinking
- Study skills
- How to research
- The 'Normal of One' (focussing on positive mental health)
- The value of inclusivity
- Pastoral tutorials

These were specifically designed to counter issues that new students, particularly 1st time HE and/or commuter students might face.

Students were then re-surveyed, being asked the same questions as before. The results showed significant improvements over their original responses. For example:

- All students who undertook the 'Inclusivity' workshop registered a positive change in perceptions
- No First Time HE participation student recorded a negative change to any of the questions.
- The most positive change was in answer to the question, 'My personal background can be helpful to others in the group'.
- An increase in the outcomes for both non First Time HE students and the entire cohort showed that the project had been effective for all groups.
- Very negative answers were reduced by 50%.
- Very positive answers were increased by 46%

Since then, the workshop has been presented at School, Faculty and national level. Within the Faculty, elements of the workshop have been used across at least five schools and at Foundation Level, Level 4, Level 6, Post-Graduate level and with international students and contributed to the Foundation Course achieving a progression rate 37% above its target.



## 2. BLSS EDI Annual Progress Report

The Faculty of Business, Law and Social Sciences established a new Equality, Diversity and Inclusion Committee at the start of the 2019/20 academic year. Drawing from academic and administrative staff from across the Faculty and led by Professor Maxine Lintern and Lynn Fulford it laid out a local action plan with strategic KPIs based around its staff and students. The strategic aim for the committee is to create a working and learning environment that promotes dignity and respect to all and is committed to:

- Identify the EDI challenges facing the Faculty, provide advice and make recommendations to advance equality
- Share best practice and ensure the effective communication of EDI matters across BCU to enhance staff and student engagement.
- Drive forward change on agreed priorities in relation to the Faculty's practice and performance at all stages of the staff and student journey including, but not limited to: access, continuation, attainment, progression, recruitment, employment practice
- Review and consider Faculty processes and culture to enhance inclusivity in all areas
- Examine the findings of staff and student surveys from an EDI perspective and identify areas of concern as well as matters for future focus.
- Engage with formal processes to develop and acknowledge our equality goals such as Athena Swan 'Departmental' awards, Stonewall, Race Equality Charter and others where appropriate.

Members of the Committee are also strongly involved in the development of 'Departmental' applications for Athena Swan awards (School of Social Sciences now submitted, School of Business and School of Law in preparation) and feeding into other initiatives such as ensuring parity of opportunity for internal 'roles', actively creating role models for students and staff from diverse backgrounds and explicitly working to de-colonialise the curriculum.

More recently the #Blacklivesmatter campaigns and other global happenings are providing further impetus to review again the assumptions that all staff and students are really provided with equal opportunities for success. This includes projects to improve student engagement and attainment from certain demographic groups as part of our APP targets, staff recruitment policies, and research investigating the gendered impact of the Covid-19 pandemic on the ability of staff to continue and develop their research and teaching.





### 3. CEBE EDI Annual Progress Report

#### WISE Bursary

The Women in Science and Engineering (WISE) bursary is sponsored by local employers, and was successfully awarded again this year to a first year civil engineering student. The bursary gives the students an opportunity for not only a monetary award but also a project within the company, Meridian Lightweight Technologies UK Ltd.

#### Women in Computing

A BCU Women in Computing (BCU WIC) group was set up by Dr. Jagdev Bhogal in order to form a sense of community amongst females studying computing and computing related subjects. Examples of some of the events that have been run by BCU WIC holding female computing alumni panels, social events, industry guest speaker sessions and attending a Women Only Careers Networking event at Botanical Gardens in Birmingham. The BCU WIC group has helped to create an identity and sense of belonging for the female computing students. The BCU WIC group hopes to hold many more events in the future such as debates and female team hackathon events.



#### Athena Swan

The two schools in CEBE are each progressing a bronze departmental application. Engineering and the Built Environment have a provisional target of November 2020, with Computing and Digital Technology potentially submitting next year.

#### GBSIoT

The Greater Birmingham and Solihull Institute of Technology (GBSIoT) project works with a consortium of regional institutions that include Birmingham City University, Aston University, South & City College Birmingham, and Solihull College and University Centre (lead partner). This project focusses on the challenges faced within the world of advanced manufacturing. As a priority GBSIoT has a cross cutting theme to promote good practice to widen participation in engineering and (Advanced) manufacturing related learning and occupations.

#### Women in CEBE

A large schools event planned for June 23rd was cancelled due to Covid restrictions. 120 year 9 girls and industrial mentors were expected to take part in a day of building flood proof houses, complete with sensors and then testing them. This event will be rescheduled once the situation allows.

#### Stem 4

All 180 guests, industry, students and staff were signed up to attend an evening inclusivity event on 9th March which unfortunately we had to cancel at the last minute due to covid restrictions. This event will be rescheduled as situation allows.



## RAISE

The School of Computing and Digital Technology has been successfully awarded a £1.7 million bid for RAISE (Raising AI Skills and Employability) which was funded by the Office for Students and has in-kind support from industrial partners that include IBM, Microsoft, Cisco, Huawei and AWS. Dr Atif Azad is the Principal Investigator of RAISE and DVC Professor Clare Mackie and ProVC Professor Hanifa Shah advise the project.

The RAISE project seeks to democratise Artificial Intelligence (AI) Education – that is bringing AI to everyone from all walks of life and professional disciplines. RAISE addresses some key national priorities. At a time when AI has become so fundamental to modern progress that it has been described as the “new electricity”, the UK faces 70% shortfall in AI skills in the near term and loses £63 billion annually due to a general shortage of digital skills. Furthermore, many demographics such as the black, female and disabled are so seriously underrepresented in the British workforce that the credibility of the digital and AI sector is in question.

RAISE lowers the barriers to access AI education by offering a new MSc in Artificial Intelligence that is designed with diversity and inclusion as its core principles. To redress the demographic and gender imbalance, RAISE not only offers OfS funded scholarships (£10K each) to black, female and disabled students but also prepares the lecturers for teaching such a varied cohort as per professional and institutional guidelines.

To encourage participation from people with working or carer responsibilities, the program takes multiple initiatives such as minimising trips to campus, offering self-paced learning opportunities and teaching only one module at a time. To maximise employability and thus student interest, RAISE leverages study material from its industrial partners to design its teaching content. To produce a curriculum that teaches a representative set of skills from across the AI ecosystem, RAISE conducted a series of curriculum co-design workshops with local and external academics, members of alumni, employers and most importantly with potential students from across the globe. The programme is starting in September 2020.



## 4. HELS EDI Sub-Committee Update

January-July 2020

Key issues/items discussed

Terms of Reference

These were discussed and have been agreed.  
The ToR to be reviewed annually.



## Access and Participation Plan

### Core University targets for the Sub-Committee to monitor are:

- To reduce the participation gap for those from a white ethnic background between young students from the most participating neighbourhoods (POLAR Q5) and young students from the least participating (POLAR Q1). Faculty gap (7.1%)
- To increase the attainment levels (First and 2.1) of students who identify themselves as previously been in care. Faculty performance (100%)

### The Faculty Priorities for the Sub-Committee to monitor are:

- To reduce gap in entrant continuation rates between white and black/white mixed ethnicities (16%)
- To reduce the gap in degree outcomes (First and 2.1) between the least (IMD Q5) and most (IMD Q1) deprived neighbourhoods (21.9%)
- To reduce the gap in degree outcomes (First and 2.1) between white and BAME ethnic backgrounds (14.2%)
- To reduce the gap in degree outcomes (First and 2.1) between white and black ethnic backgrounds. (22.8%)
- To reduce the gap in degree outcomes (First and 2.1) between young (<21) and mature (21+) (12.8%)
- To eliminate the gap in degree outcomes (First and 2.1) between non-disabled students and those with a cognitive disability (9.1%)

Draft logic model plans have been drawn up for the Faculty's 2020-21 priorities and will be reviewed with/by the DVC on 12th August.

## Student support

The Head of the Centre for Academic Success led a workshop on the challenges to student engagement based on her team's work with right-to-repeat students. During the workshop the Sub-committee discussed effective protocols and practices related to:

- Academic difficulties
- Personal Management Skills
- Physical/Mental Health
- Motivation
- Self-esteem and confidence
- Finance

## LLR

The Sub-committee has co-opted a representative of Library Learning Services. LLR colleagues can play a valuable part in creating a more inclusive experience for BCU students for example by:

- Sharing information with the students' i.e. e-learning guides on 'how to use' are available;
- Offering a web page for those with disabilities and other on-line provision such as Podcasts;
- Purchasing books on inclusion-related topics associated with Black history, LGB, Disability, gender, Autism, Dyslexia as well as diversifying the collections as a whole.



# BCUSU EQUITY, DIVERSITY AND INCLUSION COMMITTEE UPDATE

## The Committee:

The BCUSU Equity, Diversity, and Inclusion Committee, established almost 4 years ago, is an internal SU meeting focusing on EDI issues across both BCUSU and BCU.

The committee consists of 2 Senior Managers, 1 manager, a HR representative, 3 Executive Officers, and University EDI team representatives with the terms of reference as:

- To discuss issues around E&D and inclusion within BCUSU and BCU
- To ensure all students have appropriate access to services provided by BCUSU and BCU
- To ensure students receive the same level of support regardless of race, ethnicity, gender or disability
- To create a clear set of goals and an action plan to improve E&D and inclusion within BCUSU and BCU
- To ensure all policies and procedures within BCUSU and BCU are fair to all student
- To discuss events/activities to encourage cultural inclusion

## Key Work:

One of the main focuses for the committee is the work of the Protected Societies. Established in 2019 the Protected Societies replaced the part-time Liberation Executive Officers and are enshrined in BCUSU byelaws. This means that if a student committee is not elected BCUSU will continue the work of the Protected Societies. The full list of Protected Societies are available [here](#) but it includes groups such as People of Colour, Disabled students, Parents and Carers, LGBTQ+ and many more.

The Protected Societies, with around 500 members, delivered activities such as meet and greets, Black History month events, mature students quizzes, transgender awareness week, Womens History month events, Pride parade, Holi and loads more.

Other key work of the committee includes EDI training for all BCUSU staff, delivered via MS Teams by an external provider (Golden Training), and Anti-Semitism training delivered by the Union of Jewish Students.

The committee also played a key role in delivering recommendations on disabled students experience at BCU as well as feeding into the University Hardship fund working group.





# LOOKING FORWARD 2020/21



## Equality Diversity and Inclusion Strategy

Our EDI strategy sets out our ambition to create an environment where everyone feels included and no one is left behind. It provides details about the University's equality objectives and how we will achieve them by ensuring that BCU is:

- An inclusive organisation where people feel a sense of belonging and are accepted and valued for who they are;
- A safe environment for students and staff where health and wellbeing are promoted;
- Fair and equitable - a place where everyone can access opportunities, achieve their true potential and advance their careers and studies;
- Actively antiracist in all areas of the student journey and employee lifecycle, consciously making equitable decisions and challenging racism.
- A University where everyone understands their rights and responsibilities with regards to equality legislation and have the skills and confidence to support everyone to achieve success.



## **We will make sure that we continue to make progress on our journey.**

### **1. We will continue to strengthen the governance and oversight of EDI across the University**

We will continue to use the EDI committee structure across the University to improve communication, advance equality and to strengthen our performance management arrangements to drive better outcomes so that there are equal rights and opportunities for our students and workforce.

Faculties and professional service in respect of this agenda including:

- Libraries and Resources diversifying reading list across a range of modules
- The International Office providing student internships
- Marketing and IT working in collaboration to improve the accessibility of the University's website
- The ADM faculty developing a new Centre for Equality Diversity and Inclusion in the Arts alongside the Sir Lenny Henry Centre for Media Diversity.
- BLSS will be reviewing faculty processes and culture to enhance inclusion, and piloting report and support, a platform allowing students, staff and visitors to report incidents of harassment, discrimination and victimisation.
- CEBE will continue to work with local employers to drive initiatives aimed at increasing the numbers of Women in Science and Engineering (WISE); widening participation in engineering and the projects like RAISE aimed at involving different communities in Artificial Intelligence.
- HELS is focusing activity on delivering against targets and priorities identified in the Access and Participation plan.

### **2. We will be an actively antiracist organisation**

Our Black Lives Matter Antiracist Commitment Plan will be implemented across BCU and will be used to drive change in key areas including:

- Our learning teaching and assessment
- Our research and knowledge exchange
- Our people values and partnerships; and
- In our leadership.
- This plan will support our ongoing journey to identify and eliminate the barriers in our systems, policies, processes and practices that perpetuate systemic racism.

### **3. We will continue to tackle inequality and injustice by continuing to advance equality through charters such as:**

- Athena Swan - designed to advance gender equality in academic roles, professional and support services, and gender equality for Trans staff and students.
- The Stonewall Workplace Equality Index - an assessment of the progress organisations are making and their achievements in driving LGBT equality and inclusion.
- Disability Confident - a government programme designed to encourage employers to recruit and retain disabled people and people with long-term health conditions; and
- The Race Equality Charter - aimed at improving the representation progression and success of minority ethnic staff and students in higher education.