ANNUAL EQUALITY, DIVERSITY AND INCLUSION REPORT

2020/21

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INTRODUCTION

Each year, our annual Equality Diversity and Inclusion (EDI) report provides an opportunity for us to reflect on our journey to becoming a fairer university. It is a chance for us to celebrate the achievements of students and staff who continually support this agenda through their work. We are able to place a spotlight on the allies, networks, individuals, departments and faculties championing and role modelling the behaviours of an inclusive organisation, and to demonstrate how the work of the University's EDI committees are making a difference and growing from strength to strength.

Our EDI Strategy sets out our ambition to create an environment where everyone feels included and no one is left behind. We all have a part to play in making BCU a place where everyone can achieve their potential, and our equality objectives have been set with this in mind.

We will continue to drive the equality agenda through our commitment to equality charters including: Athena Swan, Disability Confident, the Race Equality Charter, and the Stonewall Workplace Equality Index. The diagram below illustrates how the charters and related action plans fit together.

BIRMINGHAM CITY UNIVERSITY STRATEGY 2020/25

EQUALITY, DIVERSTY AND INCLUSION STRATEGY 2020/25

STONEWALL

DISABILITY CONFIDENT

ATHENA SWAN

RACE EQUALITY

ACTION PLANS

BLACK LIVES MATTER
ANTI RACIST COMMITMENT

GENDER PAY GAP

ATHENA SWAN

EXECUTIVE SUMMARY

This year's annual report reflects the contributions made across the University by departments, faculties and BCUSU during 2020/21 to advance equality. It should be noted that much of the activity detailed in the report occurred during a period of lockdown, due to the global coronavirus pandemic. However, throughout this period, the University continued to demonstrate its commitment to equality, diversity and inclusion; launching the Black Lives Matter Antiracist Commitment Plan on the anniversary of the murder of George Floyd on 25 May 2021 and approving the University's first EDI Strategy in the same month (subsequently launched in September 2021).

The report includes diversity monitoring information relating to students and the workforce, in addition to an overview of activity and progress made in relation to the University's ten equality objectives summarised below:

1. Reduce the awarding gap between students from White and students from Black Asian and Minority Ethnic communities
2. Deliver equality of opportunity by reducing gaps in graduate outcomes between disadvantaged and less-disadvantaged students
3. Increase attainment and progression rates for care leavers
4. Increase the number of students declaring that they are Disabled
5. Review and assess the equality impact of key organisational policies and decisions for differential outcomes
6. Seek external accreditation by actively participating in equality standards
7. Implement effective mechanisms for students and staff to report harassment and discrimination
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 our workforce reflects the students and citizens we serve at all levels
10. Develop a mental health and wellbeing strategy for students and staff.

EXECUTIVE SUMMARY

It is a requirement of the public sector equality duty that the University publishes an annual report of progress in relation to its equality objectives. The equality objectives were revised this academic year in line with the new EDI strategy, consequently it is perhaps a little premature to provide a full report in relation to each objective given the limited time period between the objectives being set and the end of the academic year. This anomaly will be rectified in the next reporting period.

Areas of progress:

• The report and support online tool for reporting harassment, discrimination and victimisation has been implemented, and regular reports are received by the University EDI Committee.

• Comprehensive online learning and development relating to EDI is available to all staff.

• Progress in relation to Charters is strong. The Faculty of Health, Education and Life Sciences and the Faculty of Business, Law and Social Sciences achieved departmental bronze awards in 2020. Work toward becoming a Disability confident level 2 organisation is ongoing. A Project Manager for the Race Equality Charter has recently been appointed, and the University's first submission to the Stonewall Workplace Equality Index was made in 2021.

• Faculties have been involved in sector leading initiatives e.g. The Sir Lenny Henry Centre for Media Diversity has continued to develop impactful research projects and consultancy projects with broadcast companies and was shortlisted for a Times Higher Education 2021 Award.

• The EDI Unit delivered the first in a series of virtual conferences titled 'Intersections of Injustice: Combating injustice through EDI best practice'. The series brought together a range of different voices and perspectives to shed light on the interconnected and multifaceted nature of inequality.

Areas in need of greater focus:

Early indications show that the following equality objectives require a much greater organisational focus over the coming year:

• Reduce the awarding gap between students from White and students from Black Asian and Minority Ethnic communities

• Deliver equality of opportunity by reducing gaps in graduate outcomes between disadvantaged and less-disadvantaged students

• Ensure our workforce reflects the students and citizens we serve at all levels

• Reviewing and assessing the equality impact of key organisational policies and decisions for differential outcomes.

Looking forward:

Over the next academic year, we will continue to drive progress in relation to the improvement frameworks provided by the aforementioned equality charters. We will also continue to take forward the work streams detailed in the Black Lives Matter Antiracist Commitment Plan. Faculties and Departments will work collaboratively to support the priorities in the Access and Participation Plan with a particular focus on objectives 1 and 2. The University's main EDI Committee will conduct 'deep dives' into the performance reports generated by the Report and Support platform that is used to report (anonymously or named) incidents of bullying, harassment, discrimination and victimisation. We will also focus on developing EDI training for students and will drive progress in relation to our commitment to the University Mental Health Charter.

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 Office for Students through the Access and Participation Plan 2020 to 2025.
- 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.
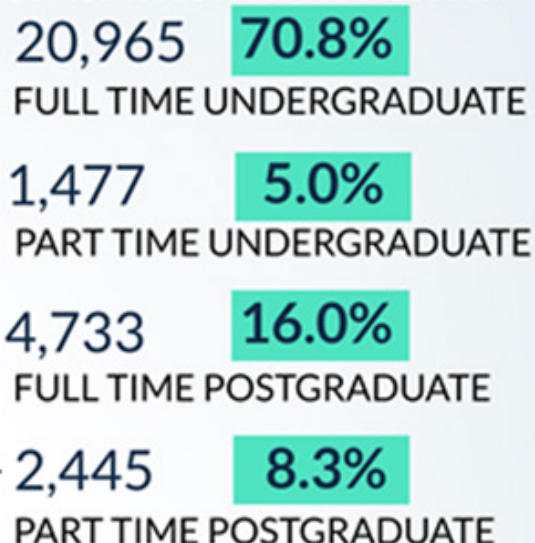
We are also regulated by other bodies including:

- UK Research and Innovation and have numerous funding contracts with the UK Research Councils.
- 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.
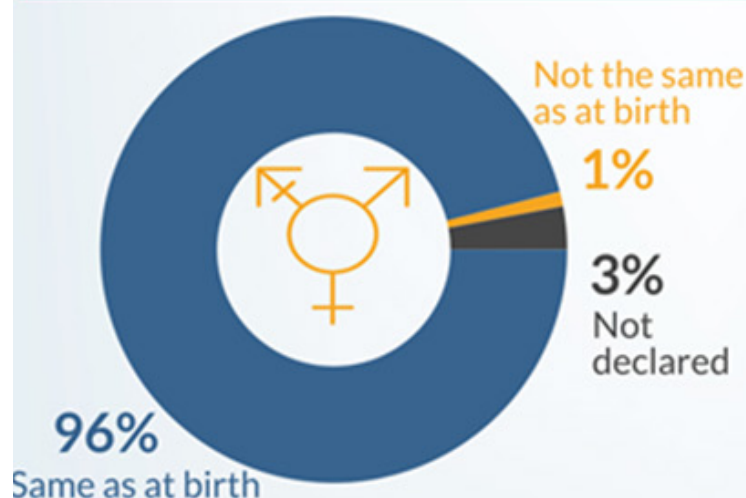
DIVERSITY PROFILE STUDENTS 2020/21

TOTAL STUDENT POPULATION 2020/21

29,620

TOTAL STUDENTS

20,965 **70.8%**
FULL TIME UNDERGRADUATE

1,477 **5.0%**
PART TIME UNDERGRADUATE

4,733 **16.0%**
FULL TIME POSTGRADUATE

2,445 **8.3%**
PART TIME POSTGRADUATE

GENDER IDENTITY

Not the same as at birth
1%

3%
Not declared

96%
Same as at birth

GENDER

FEMALE **63%** 18,741

MALE **37%** 10,844

ETHNICITY (UK only)

48% **49%** **3%**

WHITE
12,119

BAME
12,422

NOT KNOWN
614

SEXUAL ORIENTATION

82.9%

5.1%

2.3%

9.6%

LGB   Heterosexual   Other   Not declared

DISABLED

Yes
13.1%

No
86.9%
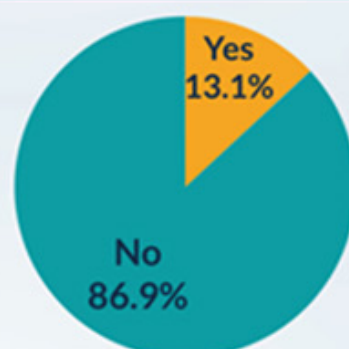
RELIGION OR BELIEF - STUDENTS 2020/21

Religion or belief	Percentage
No religion	32.2%
Christian	28.9%
Muslim	22.4%
Sikh	5.3%
Information refused	4.2%
Hindu	3.9%
Any other religion or belief	1%
Spiritual	0.9%
Buddhist	0.5%
Not known	0.4%
Jewish	0.2%
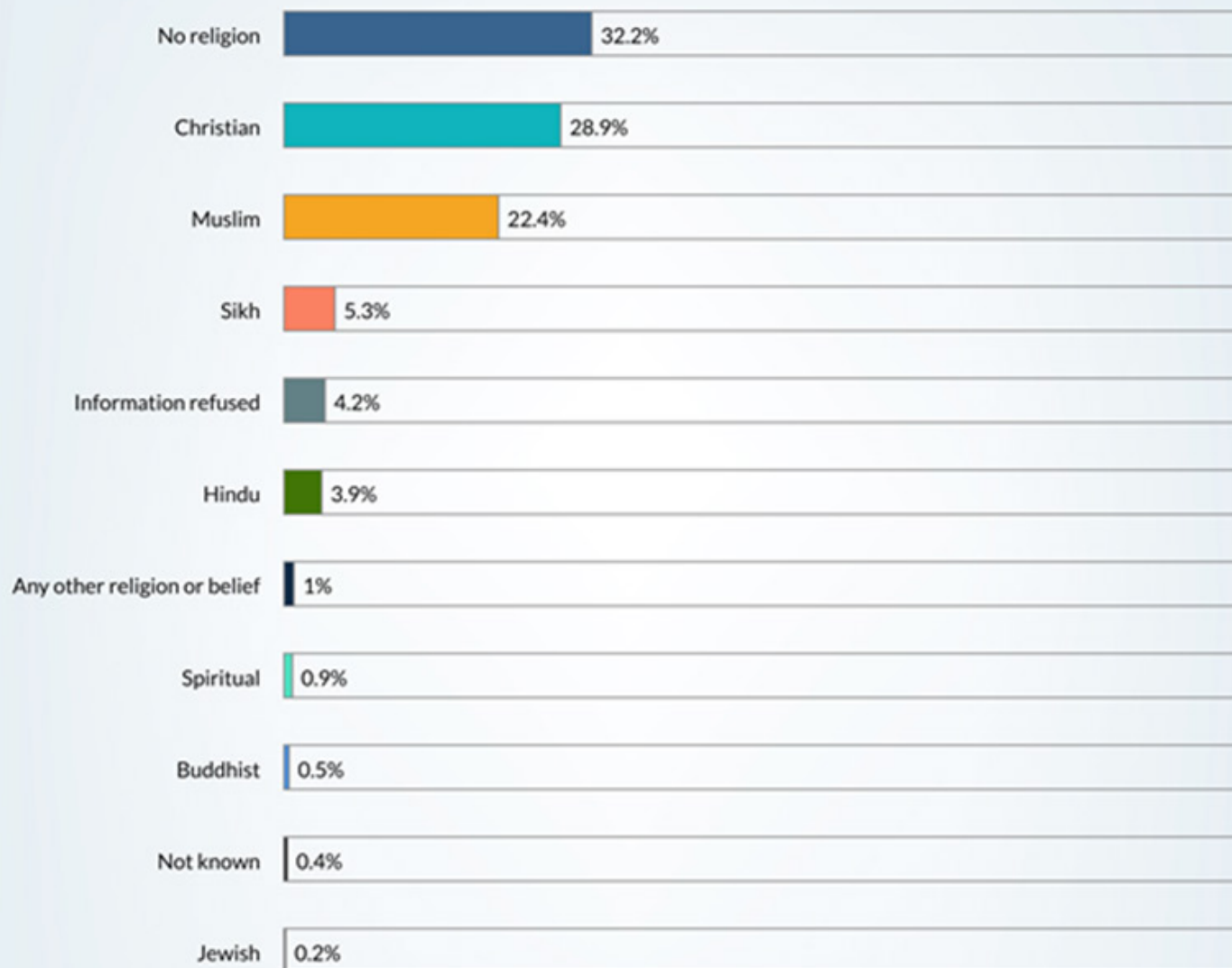
DIVERSITY PROFILE WORKFORCE 2020/2021

(Covering staff employed between 1st August 2020 to 31st July 2021)

TOTAL STAFF POPULATION

GENDER

FEMALE	2020	**1513**	55.2%
MALE	2020	**1227**	44.7%

2740

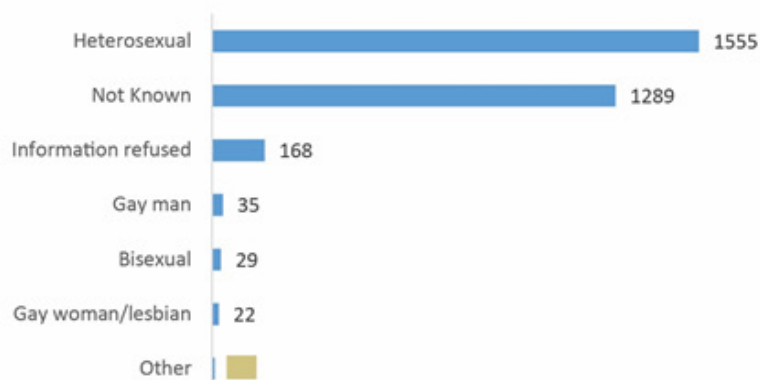|			
FEMALE	2021	**1731**	56%
MALE	2021	**1374**	44%

3105

OTHER 2021 ■ **%**

■ Numbers less than 10

Sexual Orientation

Heterosexual	1555
Not Known	1289
Information refused	168
Gay man	35
Bisexual	29
Gay woman/lesbian	22
Other	

Disabled

189, 6%   136, 4%

1049, 34%

1733, 56%   Yes

■ No   ■ Not Available   ■ Information refused   ■

Nationality

9, 0%   191, 6%

194, 6%

2713, 88%

■ British
■ EU & EEA
■ Not Known
■ Rest of the World

Religion or belief

Not Known	893
No Religion	881
Christian	739
Muslim	201
Prefer not to say/Information refused	174
Sikh	85
Hindu	43
Spiritual	36
Any other religion or belief	34
Buddhist	17
Jewish	

■ Numbers less than 10

Faculty / Professional Services Department by Ethnicity

PSD
- White — 62% — 733
- Not Known — 6% — 68
- Information refused — 1% — 17
- BAME — 30% — 355

Faculty
- White — 69% — 1333
- Not Known — 6% — 118
- Information refused — 2% — 32
- BAME — 23% — 451
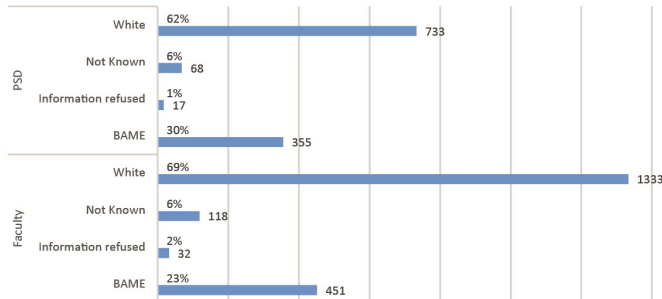
Faculty / Professional Services Department by Gender

PSD
- Male — 42% — 498
- Female — 58% — 675

Faculty
- Other — 0%
- Male — 45% — 876
- Female — 55% — 1056

Managers by Gender
- Male, 382, 48%
- Female, 412, 52%
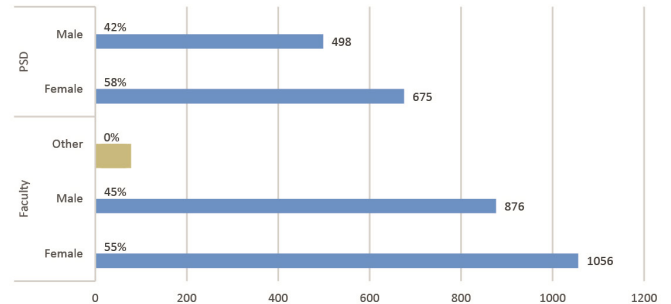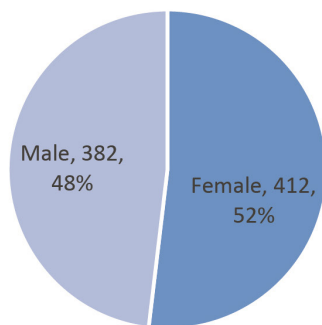
Professors by Gender
- Female 29%
- Male 71%

Managers by Ethnicity
- BAME 18%
- Information refused %
- Not Known 4%
- White 77%
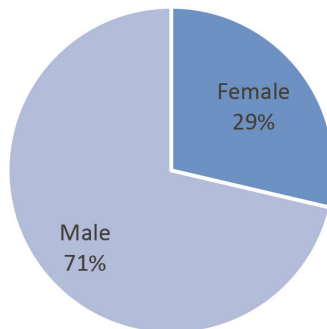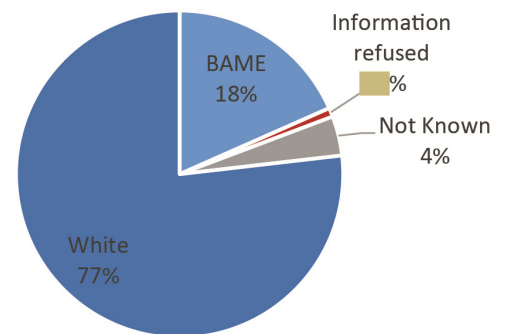
Faculty / Professional Services Department by Sexual Orientation

- Other
- Not Known — 499
- Information refused — 67
- Heterosexual — 578
- Gay woman/lesbian
- Gay man
- Bisexual — 14

Faculty
- Other
- Not Known — 790
- Information refused — 101
- Heterosexual — 976
- Gay woman/lesbian — 18
- Gay man — 29
- Bisexual — 15
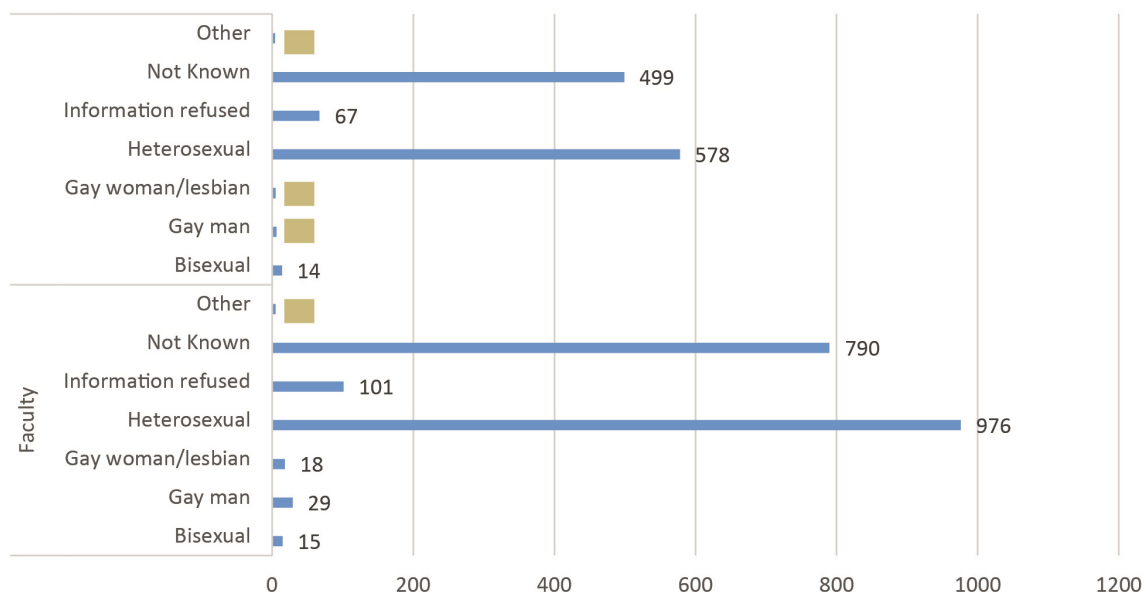
■ Numbers less than 10

OUR EQUALITY OBJECTIVES

The University has ten equality objectives that are aligned with key plans and strategies including the University Strategy 2020/25; the Access and Participation Plan; Learning and Teaching Strategy; and the University's Black Lives Matter Antiracist Commitment Plan. Current performance in relation to objectives 1-4 is outlined in the section on the Access and Participation Plan below. Performance in relation to the additional equality objectives is documented throughout the following sections of the report which details the progress made in relation to each equality charter, the implementation of Report and Support (the online reporting tool used to manage incidents of harassment, discrimination and victimisation) and the work of the EDI Committees and colleague support networks.

	Equality Objectives	Success Measure	BCU Strategy 2020/25	Access and Participation 2020/25	Learning and Teaching	Black Lives Matter
1.	*Reduce gap in degree outcomes (1st or 2:1s) between White and BAME students	8% by 2024-5 Eliminate by 2030-31	✓	✓	✓	✓
2.	*Deliver equality of opportunity by reducing gaps in graduate outcomes between disadvantaged and non-disadvantaged groups	IMD Q5-Q1 gap of 7.8% reduced to 4.9% by 2024/25	✓	✓		
3.	*Increase attainment and progression rates for care leavers	10% by 2024-2		✓		
4.	*Increase the reporting of the number of disabled students	5% by 2024-5		✓		
5.	Review the equality impact of key organisational policies and decisions for differential outcomes	Equality Impact Assessments for key decisions (annual updates) 2021/22	✓			✓
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.	Race Equality Charter (2022/23); Stonewall Workplace Equality Index (2021); Athena Swan (2021) and Disability Confident by 2022.	✓			✓
7.	Implement effective mechanisms for students and staff to report harassment and discrimination. Ensure complaint procedures are fit for purpose and offer effective redress.	Yearly increase in reporting of harassment and discrimination 2020/25	✓			✓
8.	Provide comprehensive learning and development opportunities to improve knowledge understanding and awareness of best practice in relation to equality diversity and inclusion.	Numbers of students and staff who report they feel confident implementing EDI best practice in their work (via training evaluation)	✓	✓	✓	✓
9.	Ensure the workforce reflects the students and citizens we serve at all levels	Increase in the numbers of BAME, LGBT, Disabled people and women employed in management and leadership roles	✓			✓
10.	Develop a mental health and wellbeing strategy for students and staff	Responses to relevant Student Pulse Surveys and Staff Satisfaction Survey questions.	✓			

*Taken from the Access and Participation Plan agreed by the Board of Governors in 2020.

ACCESS AND PARTICIPATION PLAN

EDI 2020/21 Annual Report

Access and Participation target updates

September 2021

Aim: to increase participation of students with disabilities
UK FTFD entrants
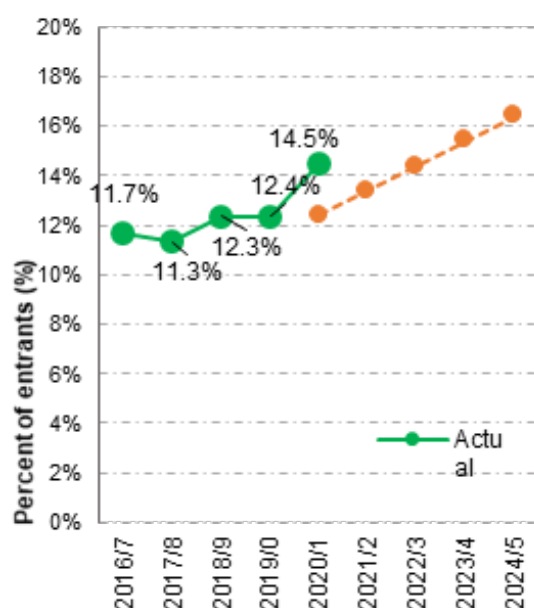
Aim: to eliminate White:BAME awarding gaps
UK FTFD qualifiers
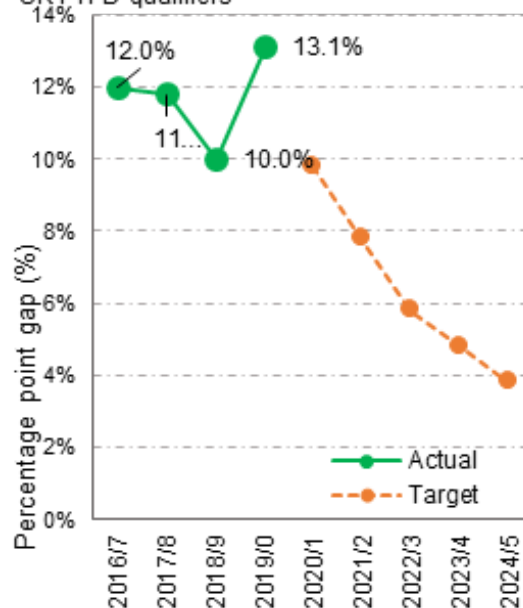
Aim: to increase attainment levels of Care experienced qualifiers: 1st/2:1 attainment
UK FTFD qualifiers
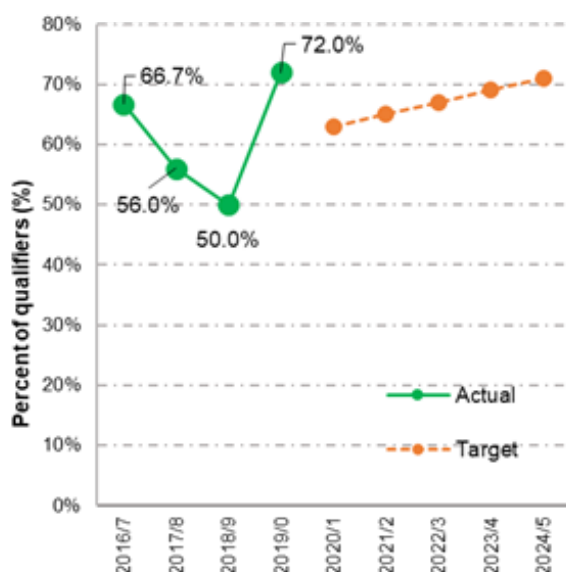
Additional equality objectives around graduate outcomes cannot be updated as at the time of writing, the Office for Students have not yet released the details of the metric that will be applicable to the graduate outcome dataset used in the Access and Participation Plan process. It is understood that the measure will be consulted on in the late autumn of 2021.

GENDER PAY GAP

1. **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.

2. **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.

3. **BCU position published on 31 March 2021**

Calculation	BCU 2021 return (data as at 31/03/2020)	BCU 2020 return (data as at 31/03/2019)	BCU 2019 return (data as at 31/03/2018)
Mean Gender Pay Gap	9.0% lower for women	9.6% lower for women	9.6% lower for women
Median Gender Pay Gap	6.6% lower for women	8% lower for women	6.2% lower for women

In 2020/21 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 have continued with the Athena Swan action plan to make further progress on gender equality, promoted gender awareness sessions to our colleagues and identified female colleagues demonstrating high potential to support their development through the Aurora and Springboard programmes. We have also been reviewing our learning from the lockdown created by the Covid-19 outbreak to see how we can improve our flexible working arrangements to support more colleagues.

The key finding of the BCU gender pay gap reporting based on data taken as at 31 March 2020 was a positive change in the mean and median pay gap figures as a result of an increase in the proportion of female employees in the higher pay quartile bands.

Our aim is to build on this success with the development of this year's plan.

GENDER PAY GAP

Proposed action plan for 2021/22

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 2021/22
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 2021/22, with a review in March 2022
EDI	Promote gender equality awareness sessions throughout the year	Throughout 2021/22
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 2022
HR	Monitor pay increases for those who didn't receive any pay increase in 2021 and carry out data analysis on the gender of these employees and the reasons why they were not entitled	By end of March 2022
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 2021/22 academic year
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	As part of one of our five core principles for working in the future, the University is exploring the development of approaches to agile working to allow for flexible, creative working	Progress is planned during 2021, but the whole process of transitioning to agile working is expected to take 2 years to fully embed

ATHENA SWAN

The Athena Swan Charter is a framework which is used across the globe to support and transform gender equality within higher education (HE) and research. BCU has held an Institutional Bronze Athena SWAN Award since 2016 and is currently preparing a Bronze renewal application for submission. The University's 2016-2021 Athena SWAN Action Plan addressed a broad range of areas relating to advancing gender equality including staff recruitment, development, progression and organisational culture.

Within BCU, the Athena Swan Steering Committee (ASSC) chaired by Professor Maxine Lintern, provides overall direction and leads the development of institutional submissions. Operational and development work is undertaken by the BCU Athena Swan Project Manager, Dr Kate Carruthers Thomas. The ASSC membership has recently been revised to ensure full representation of Faculties and Professional Services (including Head of Equality, Diversity and Inclusion Imogeen Denton). The ASSC will play a key role in the preparation of the University's Institutional Bronze Renewal submission (deadline January 2022) which will involve a detailed audit of the University's 2016-2021 Action Plan, and priority setting for 2021-2026.

Meanwhile, despite the considerable challenges of the past year, there has been continuous and strengthening engagement with the Athena Swan Charter agenda across University faculties. The School of Nursing and Midwifery (HELS) and the School of Social Sciences (BLSS) successfully achieved Departmental Bronze Awards on first application in May 2020 - a real achievement. Two further applications for Departmental Bronze Awards - Engineering and Built Environment (CEBE) and Health Sciences (HELS) were submitted in May 2021. The School of Computing and Digital Technology (CEBE) and the School of Education and Social Work (HELS) are at an advanced stage in the preparation of their Bronze Departmental applications, with submissions planned for early 2022. ADM and BLSS also have active self-assessment teams working towards submission.

It has been a year of transformation for the Athena Swan Charter itself. Following extensive consultation, the Charter has been substantially enhanced, undergoing a paradigm shift from prescription, to autonomy and flexibility. The Charter Principles now support greater inclusivity for people in all roles, of all gender identities and those facing intersectional inequalities. The Award criteria now provide greater clarity and transparency on expectations at each award level and the application is more streamlined, reducing the administrative burden and with an enhanced focus on the assessment of institutional and departmental culture. The transformed framework also introduces standalone Awards for Professional, Technical and Operational (PTO) directorates. ([The transformed UK Athena Swan Charter | Advance HE (advance-he.ac.uk)])

Athena Swan Project Manager Dr Kate Carruthers Thomas combines her Athena Swan role with academic research into higher education and gender. In 2020, she undertook institutional research into the experiences of BCU staff of living and working in lockdown due to the Covid-19 pandemic (Living And Working In Lockdown. What's Gender Got To Do With It?). The research findings were widely circulated through University equality, diversity and inclusion committees, with data indicating a disproportionately negative impact of working from home during lockdown on all BCU female staff, with a particular burden on female academic staff. These issues are clearly pertinent to current and future Institutional and Departmental Action Plans.

The BCU female professors' action group 'The 29 Profs' have continued the Professorial Lecture series: In Her Words, including two events as part of the xCHANGE 2021 festival marking International Women's Day which this year was successfully held wholly online.

DISABILITY EQUALITY CHARTER

The work towards achieving the level 2 'Confident' employer status of the Charter continues and is further reinforced by integration within the University EDI Strategy 2020-25. The Disabled staff and student presence within the University continues to grow incrementally. Progress towards achieving the charter to date goes from strength to strength as BCU now partners with organisations whose services are focused on providing staff with disability related advice and guidance and students and recent graduates with careers and employability support. These partnerships are a clear demonstration of the University's commitment to the inclusion of its Disabled staff and student population in addition to the presence and growth of the Disability Steering Group whose members continue to support the acquisition of the 'Confident' level of the Disability Charter.

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. Membership includes representation from professional services, academic colleagues, and the Students' Union.

Summary of Disability Steering Group work 2020/21:

1. Ensuring regular updates to the committee from our Estates Department on access issues such as lift maintenance and replacement, accessible parking, accessible toilets, and new builds, and a means of being able to bring access issues to the attention of Estates and track progress of actions

2. Given our support to the case for the University joining the Business Disability Forum – members of the steering group regularly attend the BDF's HEI network and the BDF have taken part in the consultation process for our new Student Disability and Mental Health Policy

3. Given our support to the case for the University signing up to achieve level 2 of the Disability Confident charter mark

4. Members organised awareness-raising events for UK Disability History Month 2020 and delivered a series of events for UKDHM 2021 as well as three roundtable events focusing on disability

5. The group is represented by the Chair at the West Midlands e-scooter trial stakeholder engagement events

6. Members of the group have volunteered as Recruitment Champions, to help ensure the equality and diversity of the University's recruitment activities

7. Worked with Procurement to design appropriate wording to include in Invitation to Tender documents regarding bidders' commitment to disability equality

8. Taken part in the consultation process for the new Student Disability and Mental Health Policy

9. Assisted with research on the impact for Disabled staff of living and working in lockdown

RACE EQUALITY CHARTER

The University officially signed up to the Race Equality Charter (REC) in November 2020.

A Race Equality Charter Project Manager has recently been appointed to the University's Equality Unit and will lead the work on the University's REC submission, which is expected to be entered during the 2022/23 academic year.

Initially the project will focus on establishing a self-assessment team to gain an understanding of the lived experiences of students and staff from minority ethnic backgrounds, to enhance our insight and knowledge of the culture of the University before going on to develop an action plan that is aligned to the University's mission and goals. On 25 May 2021 - the anniversary of the murder of George Floyd - the University officially launched its Black Lives Matter Antiracist Commitment Plan (see below). This plan will feed into the work on the REC and the University EDI Strategy.

BCU LAUNCHES BLACK LIVES MATTER ANTIRACIST COMMITMENT PLAN

The University launched its ambitious Black Lives Matter Antiracist Commitment Plan on Tuesday 25 May 2021, which will address disparities faced by Black students and staff.

One year ago today, the murder of George Floyd in Minneapolis sparked a renewed focus on the experiences of Black people – not only in the United States, but around the world and here in the UK.

The systemic racism which led to George Floyd's death was not new, but the Black Lives Matter movement helped develop a sharper focus on the unequal treatment faced by Black people around the world.

At BCU, the events last summer had a profound impact on staff and students. In response to the Black Lives Matter movement, the University embarked on a project to better understand its own inequalities and today has released its Black Lives Matter Antiracist Commitment Plan 2020 -2025.

Birmingam City University

Black Lives Matter
**Antiracist
Commitment Plan**
2020–2025

Click here to access the plan

RACE EQUALITY CHARTER

Race Equity and Inclusion Steering Group

Since the formation of the Steering Group, we have engaged and listened to our members and proactively been looking at ways to increase awareness of the lived experiences of people of colour. We have recently changed the name of the group, following members feedback that the acronym BAME does not represent all ethnicities. A member's poll was conducted and the majority resonated with Race Equity Inclusion Steering Group. The name change took place in July this year.

We have progressed with a number of project start-ups, the key one being Black History Month - the theme showcased was 'Proud to Be'. This has been supported by members volunteering their time to look at innovative ways to commemorate the month of October. We collaborated with the University catering team to hold a Black History Month Roadshow where they cooked popular African and Caribbean recipes across all University campuses. In addition, we hosted a round table meeting where discussions centred on the Black History Month Theme "Proud to be". We also exhibited students' artwork within the University.

Another area that had been highlighted was the lack of diversity in relation to interview panels. To help address this, members of the steering group were offered the opportunity to undertake training so they could sit on interview panels.

To encourage people of colour from the wider University to speak about their lived experiences we hosted a round table panel discussion and workshop. We will shortly be planning projects for 2022.

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.

2020/21 Project Developments

The project's second year has seen significant progress in building partnerships across the University and beyond. This includes working with the Staff LGBT+ Network and BCUSU to deliver a virtual calendar of events - for example, LGBT History Month in February, with guest speakers such as Birmingham's Director of Public Health, Dr Justin Varney, and a panel of European experts discussing the situation facing LGBTI rights in Poland. Birmingham LGBT also delivered a talk on local services and were welcomed back for the second year as part of an LGBTQ+ Student Welcome event in September.

February 2021 also saw the launch of the LGBT+ Allies scheme, which has so far delivered facilitated training sessions to over 200 BCU and BCUSU staff. This has led to the creation of a network of over 100 registered LGBT+ Allies committed to developing inclusive practices at BCU. Allies are currently receiving unique pin badges which identify them so that students and staff know these are people they can approach with any concerns and who can signpost them to tailored support.

A range of information resources have been produced in collaboration with the LGBT+ Staff Network, including a guide to pronouns and a freely accessible playlist of over 50 films, shows and documentaries. The HELS Faculty library have also created an LGBTQ Reading/Viewing list and expanded their range of texts and other resources.

In May/June 2021 LGBTQ inclusion surveys were conducted for both students and staff about their experiences at BCU. These received over 450 responses in total and are currently being analysed, with a report to follow which will inform inclusive curriculum developments. The University made its first submission to the Stonewall Workplace Equality Index in September 2021, with results expected February 2022. The Stonewall Project was recently granted a year's extension to December 2022.

Find out more on the Stonewall Project's public webpage at here.

LGBT+ STAFF NETWORK

Now we are moving to re-opening campuses, reflecting upon the last academic year of challenging lockdowns for everyone, not least our LGBTQ+ communities working or studying at the University, led to much anxiety and uncertainty. As a Staff Network, we adapted to the situation by offering an online calendar of initiatives to enhance our support for each other, and our allies. This has resulted in a pleasing rise in membership, and the election of new Committee members injecting new ideas.

LGBT History Month in February was particularly popular, especially as physical Pride events were cancelled throughout 2020. A month of virtual events was organised and led by our Stonewall Project Manager, Network colleagues and the Mental Health and Wellbeing Team. These included talks by Dr Justin Varney, Director of Public Health at Birmingham City Council and Wellbeing Book Club discussing 'Simon Vs the Homo-Sapiens Agenda', the debut book by American author Becky Albertalli.

Regular monthly Network meetings were supplemented by virtual film and television nights with live comments, reactions and ratings adding spice to this shared film watching experience! 'Milk' and 'It's a Sin' proved particularly popular. A growing list of films and television broadcasts are available through the wonderful BCU library created LGBTQ+ Box of Broadcasts Playlist, along with other LGBT+ themed reading lists thanks to Ann Stairmand-Jackson. These are part of a growing portfolio over the last year of selective and useful LGBTQ+ resources, advice (e.g. pronoun guide) and signposting to local services and support groups available on the Network iCity pages for staff and students.

This supplements the wonderful work of the EDI team and Stonewall Project Manager in launching both a mentoring and allies scheme and training. The allies iCity hub is really useful for staff and students looking for resources topical and relevant to LGBT+ inclusion and a calendar of future events for the year ahead. This is now part of a larger impressive EDI allies hub. The Network helped mark regular calendar anniversaries and special days such as 17 May - International Day against Homophobia, Biphobia and Transphobia (IDAHOBIT) -and Bisexual Visibility Day.

New and reinvigorated cooperative links were made between BCUSU, the Students' Union President, Staff Network, Stonewall Project Manager and Student Society. These will only flourish in 2021/22. The Stonewall Project Manager and the Network were also busy preparing for Birmingham Pride 2021 (September) after the 2020 cancellations. Plans were slightly on hold but re-energised over the summer 2021. This includes a University marque in the gay village and joint preparations with five other regional universities for a UniFied at Pride float and parade. We believe this is the first joint HE collaboration of this nature for a major Pride celebration led by University Staff Networks. I think this really demonstrates the added value and versatility of Staff Networks to contribute to wider local and regional community events and send a powerful message of unity and commitment to supporting LGBTQ+ equality and inclusion in institutions of learning across the city and the Black Country.
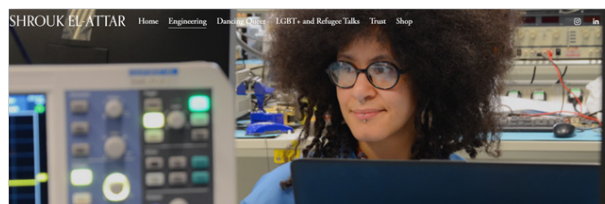
The year culminated in another empowering first-time initiative - the University EDI Annual Conference themed as Intersections of Injustice on 20 July. I was honoured to chair the afternoon session, introduce and listen to a wonderful inspirational speaker, Shrouk El-Attar, an engineer, a campaigner for refugee and LGBT+ rights and belly dancer! Shrouk gave a powerful story of overcoming adversity and persecution. I am aware from both the live Q&A, and post-conference feedback, that other attendees were equally impressed and inspired by her story of resilience, determination and overcoming many obstacles to lead a successful life and career gaining many public accolades such as being named in the BBC 100 most influential women in the world, United Nations refugee agency Young Woman of the year and IET Top 6 young women engineers in the UK two years running.

Beverley Cole, Chair, LGBT+ Staff Network,
Senior Lecturer, School of Education and Social Work

EDI COMMITTEE PROGRESS UPDATES

The University EDI Committee was established in November 2019 and works to the terms of reference set out below:

The purpose of the EDI Committee is to:

- Identify the EDI challenges facing the University, provide advice and make recommendations to advance equality whilst sharing best practice and ensuring the effective communication of EDI matters across BCU to enhance staff and student engagement.

- Drive forward change on agreed priorities in relation to the University'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, reward and recognition to ensure fairness and integrity are embedded in all that we do.

- Hold the University to account, ensuring it moves beyond meeting its statutory responsibilities and the requirements of the public sector equality duty, to achieving ambitious goals that transform lives and people's futures.

The Committee will do this by working with the University Executive Group to:

- Determine key priorities.

- Support the development of an inclusive non-discriminatory environment for all, making recommendations to University Boards and Committees as appropriate.

- Develop University-wide equality objectives and manage the University's performance against relevant strategic objectives.

- Drive the development and progress of the EDI Strategic Plan, ensuring its alignment with the Corporate Strategy and the University's Access and Participation Plan.

- Regularly review polices, practice and procedures ensuring that 'due regard to equality' is evidenced in the University's core business and embedded in BCU processes.

- Implement formal recommendations arising from national reviews and incidents of discrimination, harassment and victimisation where relevant to the University.

EDI COMMITTEE PROGRESS UPDATES

The Committee will:

- Set the direction and oversee the development of EDI activity across the University, including (although not limited to) the Disability Confident scheme, Race Equality Charter, Athena Swan and the Stonewall Workplace Equality Index.

- Use data and evidence-based practice to drive the focus of activity, advising on emerging EDI developments for the HE sector.

- Examine the findings of staff and student surveys from an EDI perspective and identify areas of concern as well as matters for future focus.

- Make recommendations to the University Executive Group on policy development with regard to equality diversity and inclusion and manage the implementation of EDI policies.

- Work with faculties, professional services, unions and other key stakeholders to mainstream EDI principles across all areas of service delivery and facilitate the sharing of best practice.

- Monitor the efficacy of faculty and departmental EDI reports and plans and make recommendations for improvement.

- Set and agree performance targets, for areas of BCU where the EDI committee has highlighted concerns.

- Sanction EDI training and development opportunities ensuring they meet the needs of faculties and departments.

- Role model the behaviours of EDI ambassadors and ensure that the principles of equality diversity and inclusion are embedded in the University's culture and practice.

The Committee meets four times each year, and during the last committee cycle it explored a number of priorities and endorsed proposals subsequently submitted to the University Executive Group for approval. These can be summarised as follows:

- Understanding the National Student Survey (NSS) results by protected characteristics and using the data to inform faculty APP activity.

- The Committee received presentations from a student and members of staff about their experiences of learning and working at the University.

- A number of policy reviews including the University's Equality Diversity and Inclusion in Employment policy, Disability and Mental Health policy and Student Staff Relationship policy.

- The implementation of Report and Support and quarterly performance reports.

- Examination of recruitment data.

- Equality Diversity and Inclusion Training and the evaluation of the Aurora positive action programme.

- EDI resources e.g. the inclusive practice toolkit.

- Development of the University's EDI Strategy and related plans.

- Conference planning - the University's first EDI Conference titled 'Intersections of Injustice' was delivered in July 2021 (see below).

Conference to inspire positive change

Published July 6, 2021, Created by Marketing and Communications

A Paralympic gold medallist and the Head of Diversity and Inclusion at Adidas are among the speakers at BCU's Equality, Diversity and Inclusion Conference on Tuesday 20 July.

'Intersections of Injustice' will explore how organisations can facilitate positive change in the context of equality, diversity and inclusion, and the actions that individuals and organisations can take to ensure progress in areas including antiracism, disability, LGBT+ and gender equality.
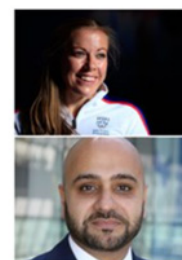
PROFESSIONAL SERVICE DEPARTMENTS EDI COMMITTEE UPDATE

The Professional Services Equality, Diversity and Inclusion (EDI) committee has now been successfully meeting on a quarterly basis for over two years and can confidently say that the committee is firmly integrated into the decision-making process of this area of the University. All of the professional service departments are represented on the committee and progress is being made towards increasing the knowledge and awareness of the importance of EDI inclusion within processes, procedures, policies, activities and decision making.

A recent introduction to the committee agenda is to allow individual departments the time to provide focused feedback to the committee regarding their EDI activities and Initiatives. This sharing of information acts to both inspire and support the work of committee members as they receive practical examples of what may be implemented to other areas.

A more recent example of the impact of this collaboration was the joint response to providing input into a Student EDI policy which allowed Professional Service areas to provide information regarding their specific EDI processes that directly impact the experience of students within the University.

The highlights of the work covered through the year include:

- The new Report and Support tool went into full operation in March. This is enabling the University to surface and respond to individual issues as well as being to surface data on the sorts of systemic issues for more focused attention.
- HR have surfaced data for all areas of the University to understand their challenges, which is now being used in terms of active planning. This has included helpful insights from the NSS data that shows how feedback from students differs by groups.
- Online awareness training for all staff at the University to share the principles behind the accessibility legislation and the work we are doing to ensure our systems and information are accessible by all. This has included important improvements to the tools that staff can use when posting information on our intranet; and changes have been made to the iBCU app to meet the legislation;
- International Office are leading the development of an e-learning module that will help raise awareness among University staff and international students' cultural backgrounds, educational backgrounds and learning styles.

As Chair of the committee, I have been asked to join the Athena Swan committee. This opportunity will ensure that Professional Services staff are also represented in the award and are able to participate in and benefit from activities which will support the acquisition of an Athena Swan award. Whether this is departmental or a combined award for Professional Services is currently being considered.

Dr Nick Moore
Director of IT and Digital

FACULTY EDI COMMITTEE PROGRESS REPORTS – BLSS

The BLSS EDI Committee met four times over the past year via Teams and has been exploring a wide range of issues and implementing activities which affect staff and students.

Recently we have been looking closely at the staff diversity and have been analysing closely the application, long and shortlist, interview and on-boarding data provided by HR, to better understand how our adverts are received and if we are attracting as wide a range of applicants as possible. This has led to a number of actions around advertisement text, the makeup of shortlist and interview panels and a consideration of what we are trying to achieve. The HR data made a lot of assumptions regarding what was 'right' or 'better' and only compared to previous year's data potentially skewing the data. Instead BLSS is now looking closely at benchmarking data for staff diversity, starting with the HESA data, to better reflect its current status against the sector and against the mix of the student body, with a loose assumption that this is the diversity we need to reflect. This is a work in progress and we do not have the answers yet, but it is prompting some in depth conversations at Faculty and School level.

A wide range of initiatives and reports were considered over the year, many based around primary research activity ensuring our actions and decisions are evidence based.

We looked at a new trial student feedback system. Students were found to be feeling over surveyed and the outcomes/changes as a result of their feedback were not clear to them, and this project hopes to address that.

The Faculty BAME group was renamed the 'BLSS Racial Equity and Inclusion Working Group' and is working on a number of projects including looking at how student groups are created which may impinge on diversity and mixing.

The Committee looked at the progress of the Inclusive Curriculum Project led by Professor Buge Apampa. This included working with a group of B.A.M.E students looking at how we identify inequalities in the workplace. Following on from a discussion at FET, the next step was working on staff development activities and pulling together B.A.M.E focus groups. It was agreed that it was vital to embrace the project, developing ideas that will subsequently make a difference. It was confirmed that some school work had already started and that it was the perfect time for Social Sciences and Law to take on this project on board during their periodic reviews.

FACULTY EDI COMMITTEE PROGRESS REPORTS – BLSS

We looked at staff development and the range of Equality, Diversity and Inclusion training modules. We confirmed that staff should at least complete sections 1 and 2, but should aim to complete all modules, and that LGBTQ+ training was now available.

We examined the early pilot outcomes of 'Report and Support', the new online system for gathering concerns and complaints around bullying, harassment, racism, misogyny and are starting to see the scale of the issues raised and importantly the measures being taken to address them. The scheme has now been opened out to the whole of BCU.

Dr Kate Thomas shared the preliminary data of her staff focused online survey titled 'Living and working in lockdown: what does gender have to do with it?' Some of the highlights were: There was an even balance of responses from academic and professional services staff but women were overrepresented in all groups. The majority of respondents identified as white so there was some concern that certain voices were missing from the survey. Regarding home schooling, responses showed that the primary responsibility lay with women. The impact on people's capacity showed that 75% found it difficult to balance this task alongside their work. The lack of a specific workspace created challenging conditions and that work -life balance was a key issue.

We also considered feedback from the Mental Health and Wellbeing Steering Group. It was recognised that the home situation of some staff was not ideal and the fact that the University was now offering hot desking facilities was welcomed as lockdown started to ease and some staff were returning to campus.

This brief report only gives a snapshot of the huge range of issues and data the committee has received, considered and acted upon. As we move into 2021/22 the plan is focus on 2-4 main issues so we can create some real traction on those issues and create a demonstrable difference for our staff and students. There is much still to be done!

Professor Maxine Lintern
Associate Dean

FACULTY EDI COMMITTEE PROGRESS REPORTS – CEBE

We were delighted to submit an application for the Athena Swan Bronze award for the School of Engineering and the Built Environment in May 2021, based upon a widely-commended report led by Dr Laura Leyland initially, and Professor Lynsey Melville in the latter stages. Building upon this success, a submission for the School of Computing and Digital Technology is currently in progress under the leadership of Dr Sara Hassan.

A significant step forward in the Faculty's approach to EDI work has occurred in a refreshed approach to the Faculty EDI Committee. Having reflected upon the effectiveness of the committee, we concluded that in order to achieve more momentum and greater diversity in representation, we would rotate the chair during the year and ask those individuals to lead a particular thematic focus for each meeting. The first under this new method was successfully jointly chaired by a member of academic staff from CDT and a member of administrative staff from EBE, focusing on issues of LGBTQ+ support and advocacy. Other dedicated thematic discussions will follow during the year, and alongside the Committee has continued to develop and disseminate faculty approaches to University EDI priorities and policies.

We have also continued to develop key initiatives from within the faculty which have a particular significance for the long-term achievement of EDI targets – most notably Reimagining the Curriculum (repositioning our core curriculum to drive progression to transformative graduate employment outcomes) and Every Student Counts (taking a customer-service lens to deliver personalised support), which are evidence-based and aligned to a series of lead and lag data indicators to embed a continuous improvement approach. In addition, we have developed pilot in-year interventions, including those in partnership with Careers+ (e.g. STEM4All) and with Graduate+ (e.g. an extension to the Change maker project). The idea of this combination is to create immediate, in-year added value for current cohorts, whilst devising strategies which are sustainable, successful, and repeatable in the longer term.

These initiatives respond to key target areas for the reduction of attainment gaps between sub-groups of our students, which will positively impact both APP targets, and continuation and graduate outcomes for TEF. Careers+ support, for example, takes a 'triple tick' approach based on impact through interventions offered to specifically targeted final year students:

1. Courses with historically lower rates of graduate employment
2. Individual students who have not previously taken advantage of Careers+ services
3. Students who match APP demographic characteristics.

The additional focus on understanding the needs of students from widening participation backgrounds and specifically from three core APP groups – Asian students, those from IMD1 and Care Leavers has been impactful. Engagement via meaningful interventions with current students (1:1 appointments and e-guidance) was monitored over the year and shows that within CEBE the Careers+ team engaged with 44.6% of the total population of CEBE UKFTD students, but 48.8% of APP students within the faculty broken down into 49.7% of Asian students, 47.6% of Care Leavers and 49.5% of those from IMD1.

Additionally, two returning placement students were employed as Raising Aspiration Career Coaches to conduct interviews at the end of the academic year to further explore student experiences of the Careers services.

FACULTY EDI COMMITTEE PROGRESS REPORTS – CEBE

The Changemaker project utilises student learning experience funding from the Faculty to employ a consciously diverse group of CEBE students to articulate the lived experience both of themselves and other students, in order to better understand and mitigate barriers to success in the student journey. Their tagline is 'Be the change you want to see'. Working with the Graduate+ team, through a combination of social media platforms and virtual events, they proactively reached out to other students to provide inspiration for success and raise awareness of sources of support.

We have also reviewed the diversity and representativeness of the current composition of CEBE Student Voice Council (53% B.A.M.E, and 29% from IMD1 background), the Academic Award Scheme (57% B.A.M.E, and 28% from IMD1 background in its first year of operation), and other similar initiatives running in CEBE, in order to ensure that they contribute towards EDI priorities, and embody diversity and aspirational opportunities for our students.

Other notable events offered during the year with an EDI focus included:

• Stem4All (8 March), timed for International Womens' Day, offered an exciting programme of talks and workshops to encourage diversity of achievement in STEM subject areas. The event brought together graduate panels, employer panels, and a keynote speaker on imposter syndrome. Almost 100 students registered with over 65 attendees at the main event and a further 20 at the Women in Planning event. 56% of those had at least one APP characteristic.

• Women in CEBE for International Women in Engineering Day (23 June) – 800 school children participated in a project to design > build > test flood-proof homes equipped with sensors

• Future of Women in Engineering – Webinar offered on 3 September

• Innovation Fest – purposeful targeting of diverse speakers within the annual faculty showcase of project co-creation, in partnership between CEBE students, staff, and industry networks.
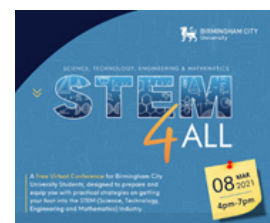
Many thanks to Laura Leyland (Acting Head Department of Engineering), David Bond (Careers+), and Lesley Taylor (Graduate+) for their leadership and pivotal contributions to the effectiveness of many of these initiatives.

Professor Nick Morton
Associate Dean

FACULTY EDI COMMITTEE PROGRESS REPORTS – HELS

The Faculty Equality, Diversity and Inclusion (EDI) Sub-Committee will lead on the enhancement of all aspects of EDI across the Faculty. This is a sub-committee of the University EDI Committee (UEDIC). As well as reporting to UEDIC the Faculty's sub-committee will also make recommendations to the Faculty Learning, Teaching, Assessment and Quality Committee (FLTAQC). The Sub-Committee will also advise the Faculty Executive Group as required.

The Sub-Committee therefore:

- Oversees development and delivery of the Faculty EDI objectives
- Identifies priorities and actions necessary to achieve those objectives
- Oversees delivery of those actions
- Monitors progress on Equality, Diversity and Inclusion across the Faculty
- Makes recommendations to the FLTAQC and FEG on all relevant areas of Equality, Diversity and Inclusion
- Reports on all Faculty EDI matters to UEDIC.

Terms of Reference

1. Oversee development and delivery of a Faculty Equality, Diversity and Inclusion Strategy
2. Identify priority themes for attention
3. Identify and report on the delivery of necessary actions
4. Identify and seek any resource needs required to support delivery
5. Coordinate and support Schools in actions to deliver the strategy
6. Receive updates and reports from the appropriate Faculty working groups and representatives e.g. Athena Swan.
7. Monitor and review the progress and impact of actions taken using appropriate data
8. Identify and implement training and development provision for staff across the Faculty
9. Action ongoing training on EDI for staff involved in the recruitment process
10. Work in partnership with relevant stakeholders as required, and share good practice in order to promote high quality EDI practices for students within placement settings
11. Make recommendations to FLTAQC, on issues arising related to delivery of the strategy
12. Advise Faculty Executive Team as required

FACULTY EDI COMMITTEE PROGRESS REPORTS – HELS

Substantive items considered by HELS EDI Sub-Committee in 2020/21

Staff recruitment

The HELS EDI Sub-Committee was pleased to welcome Maria Deaville-Harrop to its constituency in 2020 to support the group in monitoring staff recruitment for diversity. The staff profile in the Faculty does not yet match the profile of students and moving to this position will be a long-term project. Maria has been able to support the Faculty's work in this area through her close monitoring of HELS recruitment data extracted from Stonefish. Issues discussed during the year included the observation that not all candidates accept their appointment during recruitment and the group considered what this might indicate and what strategies could be developed to improve the conversion rate over time. Maria also introduced the idea of recruitment champions for LGBT and Disability. In the meantime, the Committee was pleased to note progress on the Equal Pay audit and the 'Dignity at work' policy.

Athena Swan

The Faculty decided to go ahead with its School of Health Sciences application for Athena Swan (Bronze) during 2020/21 but that it would postpone the parallel application by the School of Education and Social Work to allow additional supporting data (students v staff data sets, recruitment, support, promotion process and staff demographics) to be obtained. It was noted that the situation for ESW was complicated by the non-standard nature of much of its provision. Both Planning and Performance and HR colleagues will be working closely with the School during 2021/22 to resolve the data issues while the Faculty waits to see what the new template will look like.

Organisational Development Staff Development

The Committee maintained a regular agenda item during 2020/21 focused on the Faculty's Access and Participation Plan. The OfS data for the Faculty showed two areas in particular with significant unexplained attainment gaps. These were in relation to student attainment between white and black students and between students from IMD1 areas and students from IMD5 areas. Alongside the institutional concern over the outcomes for Care Leavers, these three strands became the top priority targets.

The Faculty has worked closely with HR and OD colleagues during 2020/21 to develop and introduce two new pilots during 2021-22 intended to support the Faculty's efforts to narrow these gaps in line with the University's APP goals.

The first initiative was to establish an Equality, Diversity and Inclusion staff training programme based on communities of practice. Six departments have agreed to pilot the programme in 2021/22. Heads of Department or their nominated Departmental champions are undergoing a train-the-trainers programme which started in October 2021 in partnership with EDI colleagues from central teams before rolling it out. The pilot will be evaluated in spring 2022 with a view to extending it to new departments both in HELS and beyond. (See programme outline below, example 1)

FACULTY EDI COMMITTEE PROGRESS REPORTS – HELS

HELS EDI train the trainer timeline:

- November – trainers undertake pre-work (stage 1)
- Early December – trainers undertake the workshop – half day 3 - 3.5 hours (stage 2)
- January – trainers familiarise themselves with the materials and deliver a practice session (stages 3 and 4)
- February – train the trainers workshop - half day 3 – 3.5 hours (stage 5)
- From February/March, trainers deliver sessions to staff (stage 6)
- Easter: coaching/action learning set to identify and address any concerns thrown up by the early workshops (stage 7)
- From Easter, full roll-out of the workshops, with additional ad hoc support if needed (stage 8)

Example 1

The second initiative emerged from the Faculty's ongoing staff dialogue at assemblies and other forums in 2020/21 to debate the 'new normal' post-Covid. Of the many suggestions and ideas contributed by HELS staff were the ideas of Departmental 'Fellows' with a brief to support peers with (a) blended learning and (b) inclusive practice. These opportunities are open to all areas of the Faculty. An expression of interest process was agreed with Heads of School during the summer and the call went out at the start of September 2021, with successful applicants identified by early October. (See details below, example 2)

Development opportunities for academic staff in HELS

- Departmental Learning and Teaching Fellows for 'blended learning'
- Departmental Learning and Teaching Fellows for 'inclusive practice'

The Faculty is seeking to identify academic staff to act as local champions for (a) blended learning and (b) inclusive practice. Those selected will act as local advisors and models of good practice as follows:

- Those focusing on blended learning (BL) will support departmental colleagues in ensuring that both face-to-face and virtual teaching and learning sessions are pedagogically well-designed, highly engaging for students, and address learner and personal development.
- Those focusing on inclusive practice (IP) will advise and support departmental colleagues in diversifying our curricula and in implementing effective initiatives (including learner/personal development) to narrow pre-existing attainment gaps identified in the University's Access and Participation Plan (APP).

FACULTY EDI COMMITTEE PROGRESS REPORTS – HELS

Details of the roles

- The roles will be departmental in scope but the Faculty will also seek to bring Fellows together at intervals to provide peer and other support and to share ideas.
- The Faculty will support its BL and IP Fellows with any blended learning or inclusive practice training and development needed to enable them to provide consistent support across all the Departments.
- The roles will provide experiences and opportunities of use to anyone seeking to apply for Senior Fellowship of Advance HE.
- Each role will carry a time allowance of 100 WAM hours per annum and will have one Faculty-determined IPR target and one departmentally-determined IPR target annually.
- Each Fellow will report directly to their Head of Department with parallel dotted-line reporting at School level via their Associate Head of School.
- The roles will be for a two-year fixed period from October 2021 - October 2023.

The roles will be filled via an 'expressions of interest' process from existing staff. Any colleagues wishing to put their name forward must first get the agreement of their Head of School to do so to ensure that pre-existing School business commitments are not disrupted. Example 2

Professor Mark O'Hara
Associate Dean

FACULTY EDI COMMITTEE PROGRESS REPORTS – ADM

Royal Birmingham Conservatoire

RBC in Conversation

Following the murders of Ahmaud Arbery, Breonna Taylor, and George Floyd and the subsequent BLM protests, our Acting students launched 'RBC in Conversation' – a forum for students to openly voice concerns with their training and raise issues in the wider RBC community. Feedback from this forum is sent to RBC senior management and is acted on accordingly. We have supported our music students to set up an RBC in Conversation forum specifically for music students. We aim to build on the success of these and run further events in the 2021/22 academic year.

Equality Reps

In addition to Student Reps who feedback on course related issues, RBC also has Equality Reps who work with our EDI working group and senior leadership and the SU to bring about positive change at RBC. These roles are paid roles.

International Student Mentoring Scheme

We have an international student mentoring scheme to support international and EU students to settle into study in the UK and at RBC. Beetung Goo (our Associate Director of Postgraduate Studies) has been leading this programme for the last five years and it has been an essential part of ensuring that our international students are fully supported and heard.

Unconscious Bias Training

In 2020 all staff and students at RBC's School of Acting participated in unconscious bias training delivered by an external specialist. While we recognise that unconscious bias training has its limits and is not a solution to racism, discrimination and inequality, it is a useful way to start the conversation and move individuals and groups along the intercultural development continuum. Unconscious Bias training is now embedded into our induction week for our Acting students and we are exploring way in which we can expand this training for our Music students and staff. So far only a small proportion of our Music staff have undergone unconscious bias training.

Partnership with University Initiatives

Work was undertaken with Professor Bugwe Apampa (Professor of Access and Participation at BCU) to put in place a series of interventions with workshops and training for staff to inform RBC's APP action plan. Our staff and students also have access to a range of initiatives, seminars and training programmes relating to EDI (Stonewall, Athena Swan, Disability Awareness etc). We are also a part of the Centre for Equality, Diversity and Inclusion in the Arts (CEDIA). Among other objectives, CEDIA was launched in 2019 to provide seed core funding for students and staff to propose projects which bring important change. We are also working on developing a clear and equitable way of reporting harassment in partnership with BCU's EDI Committee.

EDI Working Group

RBC has recently established an EDI Working Group which is working to bring positive change at RBC. This group brings together our EDI committee representative, academic leads, Athena Swan lead and other staff and students driven to make change. This working group feeds into the work of the EDI committees at faculty and university level and is informed by RBC's Student Voice process, staff feedback, RBC in Conversation and EDI data analysis. The ongoing work of this group was presented at an all-staff RBC event, raising the profile of these issues in the broader staff community.

FACULTY EDI COMMITTEE PROGRESS REPORTS – ADM

Data Analysis

In order to work strategically, we have begun detailed analysis of our admissions, student participation and progression data sets. We hope that through thorough data analysis we will get a clearer understanding of where we need to focus our work in order to help RBC become a more inclusive and diverse place to work and study. This data analysis will also inform RBC's Access, Participation and Progression action plan and help us meet our APP targets and goals.

Learning and Participation Programme

Over the past four years, the RBC L&P programme has engaged over 20,000 young people and their families from diverse cultural and socio-economic backgrounds with several programmes aimed at young musicians and actors that might not otherwise be able to access quality music and arts provision. This provision includes our external centres for Creative Music Making – SoundLab, RBC Partnership Schools Programme with inner city secondary schools advocating for music and performing arts for young people in areas of low cultural activity and engagement in the West Midlands and the LEAP Youth Ensemble reaching out across 13 areas of the UK.

EDI 'The Collection': an artistic response

In July 2021, six of our students made artistic contributions to the launch of CEDIA. To mark the launch of CEDIA, Royal Birmingham Conservatoire celebrated the diversity of its students, through commissioning a collection of six artistic responses to various aspects of equality, diversity and inclusion. These short artistic responses ranged from spoken word and monologues, to improvised new music and existing music that invoke emotions of various EDI aspects such as neuro divergence, LGBTQ+, race equality, access and economic diversity.

Work on the horizon:

Decolonising the Curriculum and the Hidden Curriculum

As part of a wider university initiative, RBC will be reviewing our curriculum to introduce changes that will make our curriculum more diverse. This includes work to diversify our hidden curriculum – Competition Repertoire, Orchestral and Chamber Music Repertoire, Guest Artists etc.

Black Lives Matter and Anti-Racism Commitment Plan

RBC will adopt and adapt for our context the Black Lives Matter and Anti-Racism Commitment Plan developed by the EDI Committee.

Representation and Staffing

Our Human Resources department are currently working on an anonymous staff survey around EDI issues and a plan to improve staff recruitment from more ethnically diverse backgrounds. We will reassess our practices around hiring Visiting Tutors and External Specialists and we will work towards inviting Visiting Artists and Guest Lecturers from more diverse backgrounds.

Auditions support materials

As a result of discussions in our EDI working group, we are reviewing our auditions support materials to ensure that they are supportive of musicians from a range of backgrounds and serve to demystify the auditions process.

RBC involvement in CEDIA

Our Head of Learning and Participation, Richard Shrewsbury, is a member of the CEDIA steering group, connecting RBC's EDI work with that across the faculty and beyond.

FACULTY EDI COMMITTEE PROGRESS REPORTS – ADM

Birmingham School of Architecture and Design

Position Statement: Sustainable and Inclusive Environments

As part of a commitment to sustainability and inclusivity, the School has drafted a position statement to embed these issues in the School's future strategy. We aim for our graduates to be socially responsible with knowledge and understanding of sustainable, inclusive futures, an activist mentality and the tools to make positive impact. The statement aims to provide a framework for cross-scale impact, working from the School to the Faculty, the wider University, the city and the professions. The School Statement was recently presented to other Institutes and Schools in the Faculty as a model for others to follow in developing their own Position Statements.

Experimental Sustainability Studio

The Experimental Sustainability Studio (ESS) at Birmingham School of Architecture and Design brings together staff and students to explore innovative and experimental approaches to sustainability and environmental justice within our School, Faculty, city and region. The ESS is both a series of interdisciplinary 'pop up' teaching and activism events and a design think tank embedded in our design studio culture. Through design challenges, theoretical debate and technological exploration, it aims to enable students to build the critical awareness and depth of knowledge necessary to challenge 'business as usual' and create radical change. The project has involved over 450 students and staff in online cross-School and wider Faculty events exploring individual and collective responses to climate action and has been instrumental in placing sustainability at the heart of the School's ethos. The ESS has run two interdisciplinary Co.LAB live projects with community partners in Ward End, Birmingham and in Dudley involving students, community partners and local authorities to deliver engagement programs around sustainability and environmental justice in local communities. In addition, using our findings from this radical pedagogy, we are developing research strands which we have presented at conferences nationally and internationally and were recently announced as finalists in the Green Gown Awards 2021.

Parity Platform

Over 2020/21, MArch students and staff developed an initiative called Parity Platform to amplify existing practices within the School community and bring focus to some of the most pressing intersectional issues affecting society and the ways in which the design professions can respond and lead. Initially the group set out to build a picture of how we might work together toward these issues, inspired by other initiatives happening locally such as the BAD Women's Network, Experimental Sustainability Studio, Athena Swan and Decolonise Architecture. The group has set out actions to influence teaching and learning development, create inter-institutional connections, explore data and develop opportunities for mentoring, networking and citizenship.

BAD Women's Network (Birmingham Architecture and Design Women's Network)

A group of women at Birmingham School of Architecture and Design established a forum to discuss feminist issues in the design and construction industry; to address discrimination, injustice and inclusivity in the work environment; and to educate, listen and showcase. The group worked with the Birmingham Architectural Association, the School and our students through open conversations, competitions, a digital wall of inspiration and a showcase of inspirational women designers from the School and beyond.

FACULTY EDI COMMITTEE PROGRESS REPORTS – ADM

Birmingham Institute of Creative Arts

BICA EDI Group have compiled a Guidance to Staff and to Students on Inclusive Online Learning.

BICA have conducted regular Institute wide roundtables - an opportunity for staff across BICA to get together in an informal and generous discussion. This initiative has been driven by Ally Standing, Zuby Ahmed and Joe Miles.

John Wigley has also established the BICA EDI Group, which meets once a month and has representation from all three Schools, academic, admin and technical.

We're launching 'Arts Lab', as an institute wide 'curricular+' initiative, which aims to promote inclusivity through a range of events to bring staff and students from across BICA together outside of courses, but related. Here's a link to the Beta version weblink: www.readymag.com/currentstate - This initiative is being driven by Ally Standing.

Geraldine Marshall has created this email banner for staff to use to promote EDI, which I've attached and can be seen below.

Birmingham Institute of Fashion and Jewellery

The Institute of Jewellery, Fashion and Textiles have appointed Kassandra Lauren as a of Visiting Industry Fellow in Diversity and Inclusion for a period of three years with the Institute.

Kassandra is a practicing jeweller based in London. A Masters at Warwick (2009) in Social Research equipped her with the skills to apply to create a Social Report and survey in 2020 after successful crowd funding £25,000 in two weeks to support a Fund for Black Jewellers. The KLG Fund for Black Jewellers and the Survey of Black Jewellers, launched this at the end of November and was eagerly awaited after emails from Kassandra connecting with many colleagues across the Faculty over the proceeding months. This fund has been used to positively support 21 Black jewellers with £1,000 each towards their business development. The network Kassandra has built up over Facebook and Instagram is an expandable model and already includes Birmingham jewellers. Work in the Quarter to develop and enhance studio spaces and workshops at affordable rates is another area where positive change for the whole community can be supported.

Kassandra has a strong connection to Birmingham. Kassandra has lived in Birmingham, growing up in Handsworth as a child, and visits her family there regularly. Kassandra worked as a Student Support Officer at BCU at the Perry Barr campus (2008-2009).

Her work with inclusion and diversity will be of enormous value as we actively seek to engage with schools and communities across the Midlands through existing school champion work and new initiative leading on from our successful School of Jewellery 'Make your Futures' three-year collaboration with the Crafts Council.

FACULTY EDI COMMITTEE PROGRESS REPORTS – ADM

The Institute are working with Vincent Osbourne of the Black British Classical Foundation (http://bbcf.org.uk/) on a collaborative project that will run across both Schools, this will see students and staff working alongside the foundation to develop product, marketing and promotional materials for Voice of Black Opera Awards 2022.

This year the Institute formed an Athena Swan committee the group has a cross section of staff from all areas of the institute, including: admin, professional services, technicians, support staff, students, management and academic staff.

Birmingham Institute of Media and English

- The BIME EDI Group was established in Spring 2021, with the first meeting being held in April.

- The group reviewed the membership of Institute committees. It was noted that no men had volunteered to join the BIME EDI group, and that there was potentially a gendered aspect to additional voluntary work within HE. The group also noted that there was a lack of ethnic diversity apparent in senior roles in the School of English.

- We recommended to FEDI, a review of membership of each committee/group in the Faculty, especially those which have a budget, to ensure that membership is diverse, particularly in regard to gender, ethnicity, but also other protected characteristics. We believe it would be beneficial if guidelines were drawn up and implemented, advising that diversity is important for the membership of all University committees and groups.

- We fed back to School Management Team on EDI training. The group felt that all staff and students should undertake EDI awareness training, not only staff. The group gave positive feedback regarding the new EDI training, commenting that it was well produced and not patronising, although including some educational settings would have been beneficial. It was also noted that the training was very time consuming if you completed it in its entirety.

- The group has some wider questions regarding EDI across BCU, for instance asking, who is responsible/accountable for implementing EDI recommendations? The group noted that there is a lot of discussion around the importance of EDI, and what the issues are, but less so in terms of undertaking cultural change e.g. BCU Governors are not diverse.

- The group suggested that the ADM Connected Newsletter could contain an EDI section, so that good practice could be shared across ADM regularly.

- The group provided feedback on the BIME Learning, Teaching and Assessment Strategy draft, making several suggestions to strengthen the articulation of EDI principles within the document.

- The group is currently proposing a policy on the use of pronouns (e.g. she/her, he/him) on staff email signatures, and introducing the concept of pronouns to new student cohorts. We are bringing this to the School Management Team, and also to FEDI.

FACULTY EDI COMMITTEE PROGRESS REPORTS – ADM

Centre for Equality, Diversity and Inclusion in the Arts

The Faculty launched the Centre for Equality, Diversity and Inclusion in the Arts in July 2021 with a Festival week of virtual events publicised through a new website in partnership with Arts organisations from the city and region.

Lenny Henry Centre for Media Diversity

The Sir Lenny Henry Centre for Media Diversity has continued to develop impactful research projects and consultancy projects with broadcast companies and was shortlisted for a THE 2021 Award.

BLM and Antiracist Commitment Plan

The PVC and Executive Dean for the Faculty has been the Executive sponsor for the plan working to support the Head of EDI and in collaboration with students and staff. The PVC Dean has also supported the 'Let's Talk About Race' event held during the year and is the Executive Sponsor for the BCU Race Equality Charter submission.

Professor Alison Honour

Pro-Vice-Chancellor and Executive Dean

BCUSU EDI REPORT

The Committee:

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

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

- To discuss issues around equality, diversity 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 equality, diversity and inclusion within BCUSU and BCU
- To ensure all policies and procedures within BCUSU and BCU are fair to all students
- 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.

This year was obviously a challenging one due to the pandemic so all society activity was reduced compared to a normal year. Societies, including Protected ones, are gathering a lot of interest for the upcoming academic year so we anticipate a great year ahead.

Other key work of the committee includes EDI training for all BCUSU staff, held through MS Teams. Anti-Semitism training was delivered by the Union of Jewish Students as well as LGBTQ+ Ally training.

The committee continues to monitor engaged student demographics, including Student Representatives and Society members against BCU demographics. Results continue to be positive on the whole with some areas that the committee are analysing further.

Finally, the committee works closely with University colleagues to feed into BCU policies such as the Student EDI policy, and EDI student training among others.

LOOKING FORWARD 2020/21

Despite the challenges presented by the global pandemic, individuals, departments and faculties have continued with our shared mission to tackle discrimination, foster good relations and advance equality at BCU.

That being said, while it is important to take stock and celebrate the progress being made, we must also acknowledge that there remains much work still to be done.

The University's Equality Diversity and Inclusion strategy was formally launched in September 2021 and the equality objectives that are detailed in the strategy (and on page 10) of this report will help to focus the attention of our whole University community on the issues, concerns and priorities that we collectively need to address in order to continue to deliver improvements in how we advance equality and improve outcomes for students, colleagues and citizens.

Over the next 12 months we will continue to focus on the following areas:

1. Working with equality charter leads to progress specific goals:
   - Athena Swan – Bronze award renewal and departmental applications to advance gender equality.
   - Disability Confident – Level 2 award to support the recruitment development and retention of Disabled people.
   - Race Equality Charter – Establishing a self-assessment team and understanding the lived experiences of student and staff from minority ethnic communities
   - Stonewall – Workplace equality index submission to support LGBT inclusion.

2. We will be taking forward a number of the work streams in the Black Lives Matter Antiracist Commitment Plan that was launched in May 2021. While work on a number of the priorities has started, we will be focusing on areas such as staff recruitment and progression.

3. Faculties and Professional Service Departments will continue to work collaboratively to support the priorities in the University's Access and Participation Plan.

4. The University's main EDI Committee will conduct 'deep dives' into the performance reports generated by the Report and Support platform that is used to report (anonymously or named) incidents of bullying, harassment, discrimination and victimisation.

5. Developing equality diversity and inclusion training for students and staff.

6. Progressing our commitment to the University Mental Health Charter.