

Strategic Equality Plan **2020-2024**

Appendix **C**

Strategic Equality Plan: Engagement and Consultation

1. Summary

In the development of Cardiff University's Strategic Equality Plan, wide consultation was undertaken with the specific groups that the University has a duty to work for and with (refer to the 3 pillars outlined in Table 3).

The University's priority was to ensure understanding of the different needs of staff, students and the wider community, to enable these to be addressed within our Strategic Equality Plan objectives.

Engagement is crucial to meet our legal duty where 'due regard' needs to be given to relevant information when setting or revising objectives. From April 2019 to January 2020, the University adopted a consultation strategy, initiated through existing networks and contacts developed by the University over the last few years. Individuals and organisations were invited to participate in a number of engagement events.

This included:

- A voluntary sector engagement event (Appendix C, Section 2).
- University wide surveys of our staff and student opinion at different phases through the development of our Strategic Equality Plan (Appendix C, Section 3).
- Discussion of our draft objectives and actions at various internal and external equality networks and meetings, e.g. Equality and Diversity Contacts Meetings (School & Directorates), our Staff Equality Network meetings, the Advance HE Welsh Liaison Group.

A range of key internal and external data was also considered, and a comprehensive list of our evidence is included in Appendix B.

2. Third Sector Equality Engagement event – Agenda and Feedback

Third Sector Equality Engagement

Monday, 8th April 2019

09.30- 13:30

The ATRiuM, (Zen Room), University of South Wales,
86-88 Adam Street, CARDIFF, CF24 2FN

Agenda

09:30 - 10:00: **Refreshments**

10:00 - 10:20: **Welcome and Introductions**

- Equality Agenda in Wales – Wayne Vincent & Kate Russell, EHRC Wales

10.20 – 10.40: **Reflections from our 2016 to 2020 Strategic Equality Plans**

10:40 – 11:00: **Quiz**

11.00 – 12.30: **Workshop Sessions**

- Session 1 – Community engagement & Civic Engagement
- Session 2 – Experiences of students & potential students
- Session 3 – Working at a University

12.30 – 12.50: **Feedback from Workshop Sessions**

12.50 – 1.00: **Close**

1.00pm: **Lunch and networking**

The aim of this networking event will be to review together equality barriers to Higher Education and the needs of our communities. Your views will directly contribute to developing our University equality objectives and plans for the next four years.

Feedback	Staff	Students	Community Engagement
Support	<ul style="list-style-type: none"> Refugees and ex-offenders have more difficulties obtaining work. Should sign “Ban the Box” campaign. Need to state what support is available for disabled people, people with mental health issues, and transsexual people (D, G) 	<ul style="list-style-type: none"> Signpost and promote the support available. Particularly important with mental health. Remove stigma of seeking help. (D, G, P, R, RB, SO) Provide counsellors in the relevant areas. (D, G, P, R, RB, SO) Diverse Student Support Service – provide staff training. (A, D, G, P, R, RB, SO) Put support mechanisms in place and have an identifiable person to approach around specific issues. 	<ul style="list-style-type: none"> There is less appetite to support some communities (e.g. ex-offenders). Highlighting support options to potential students early on. (A, D, G, M, P, R, RB, S, SO) Listen and respond to the needs of local communities when setting strategic goals. (A, D, G, M, P, R, RB, S, SO) Get to know communities and have visible, clearly accessible points of contact. Establish a common standard for support. (A, D, G, M, P, R, RB, S, SO)
Accessibility	<ul style="list-style-type: none"> Language in adverts/ applications inaccessible to many. Use alternative methods for communication. (D) Use assistive technologies wherever possible to make workplace more accessible. (D) Improve issues with ‘Access to Work’ scheme (D) Need better opportunities for those over 35+ without traditional educational. (A) Application process is demanding and lengthy. Need to diversify recruitment panels (A, D, G, M, P, R, RB, S, SO) No degree can often be a barrier. Protected characteristics data collection may make some people feel judged. Consider blind applications. (A, D, G, M, P, R, RB, S, SO) Flexible working to improve accessibility. (A, D, P, RB) Transportation issues (D) 	<ul style="list-style-type: none"> Talk through financial options on course fees and managing finances (living costs etc.). Provide courses to bring individuals up to required standard where English is a second language. Look at transitional arrangements – HE in FE. Identify ‘triggers’ for potential withdrawal. Some older learners can take time to adjust to being in an educational environment again. (A) Communication approaches need to be varied. Look at curriculum content and ensure it is inclusive/diverse. (A, D, G, M, P, R, RB, S, SO) Encourage access for older learners. (A) For carers/parents – consider flexible timetabling. (P) Provide counsellors and reassurance by promoting policy and actions to take if hate-crime experienced. (D, G, R, RB, SO) 	<ul style="list-style-type: none"> Making University facilities more accessible to communities. University is for everyone. Create better awareness of CPE and short courses. Bring the University into the community. Be more creative and reach further. (A, D, G, M, P, R, RB, S, SO) Have regular meetings with key organisations. Use traditional communication as well as social media to reach all groups. Make events accessible for students e.g. time of day they are held.

Feedback	Staff	Students	Community Engagement
Collaborative Engagement	<ul style="list-style-type: none"> Explicitly state progression and development opportunities and what is available to employees. Keep momentum with TtC Pledge/ Champions. Ask if people want someone to attend the interview with them. (D) Implement Wellness Action Plans (or equivalent) for all disabilities, including physical, mental and autism. (D) Need to utilise different advertising strategies/platforms. Job fairs need to be inclusive of diverse audiences. (A, D, G, M, P, R, RB, S, SO) 	<ul style="list-style-type: none"> Adult learner's week – communicate what is available. (A) Engagement and Employability teams can track student involvement. Community pop up events, talks at local schools and role models can be used to attract a diverse range of students. Show commitment to diversity and hold taster sessions in the community.(A, D, G, M, P, R, RB, S, SO) Let students know that University is challenging and that's ok. Encourage students to engage with different local communities and projects. Invite communities into the campus and have free classes for initial engagement. Use social media engagement Identify 'triggers' for potential withdrawal. 	<ul style="list-style-type: none"> Develop a research hub for collaborative research based on the needs of the community. Do focus groups regularly with communities represented by organisations and aim for qualitative results rather than quantitative. More research into the effect of Government cuts in order to highlight issues and push for change. People feel exploited by being asked for their opinion when not being paid for it. There is a need for follow up to show people how their opinions have had an effect. Not reaching all communities but advertising 'engagement with communities' is alienating. Make senior staff more visible and encourage them to meet with communities first-hand.
University Culture	<ul style="list-style-type: none"> Staff are not representative of local demographics.(A, D, G, M, P, R, RB, S, SO) No role models in staff groups of certain people (D, G, R, RB, SO) Increase the visibility of disabled staff and how they have progressed. (D) Change publicity, generally only young people pictured, not representative. (A) Do not treat all people who have a condition the same. For example, one person with autism is completely different to the next (D) 	<ul style="list-style-type: none"> Need to breakdown the perception of the University lifestyle as a 'party'. Need to recognise that there are different groups within BME. (R) Establish a culture where it is okay to disclose information to get the support that is available. (D, G, P, R, RB, SO) Promote culture which takes "zero tolerance" approach to discrimination/harassment from day one. (A, D, G, M, P, R, RB, S, SO) View students as individuals. 	<ul style="list-style-type: none"> Don't pay lip service(A, D, G, M, P, R, RB, S, SO) Bring Universities together and share best practice. (A, D, G, M, P, R, RB, S, SO) Need better communication between University departments when a query comes into the wrong area. Ensure momentum in action plans.

Protected Characteristics	Code
Age	A
Disability	D
Gender Reassignment	G
Marriage and Civil Partnership	M
Pregnancy and Maternity	P
Race	R
Religion and Belief	RB
Sex (Gender)	S
Sexual Orientation	SO

3. Staff and Student consultation

Through 2019 we ran a series of surveys to help establish what concerns and priorities our staff and students had with respect to Equality, Diversity and Inclusion at Cardiff University,

3.1. First Phase Consultation

The first phase of the survey was designed to help the University establish what our objectives should be for the Strategic Equality Plan 2020-24. We published the following article on our Student and Staff Intranet pages and ran a promotion campaign to encourage participation.

Developing our new Strategic Equality Plan, 2020 - 2024

We recognise the importance of engagement and agreement from all stakeholders in reviewing our Strategic Equality Plan and developing the new plan for the University. Not only will this strengthen our future progress in Equality, Diversity, and Inclusion, but it will ensure we have a realistic and deliverable plan.

We aim to monitor any incomplete actions from the current plan and ensure we can identify and benefit from any emerging priorities and opportunities.

As part of our work in preparing for the new Strategic Equality Plan, we coordinated a third sector equality engagement event in collaboration with the University of South Wales and Cardiff Metropolitan University. During this event, we explored themes around:

- community engagement and civic engagement
- experiences of students and potential students
- working at a university.

We want to gather feedback from you about these themes to help us finalise the objectives and associated actions within the new plan.

Share your feedback before 2 September 2019.

Read our current Strategic Equality Plan.

Phase 1 consultation	Feedback themes
<p>1 How can Cardiff University attract diverse candidates to apply for jobs and how can we promote ourselves as an employer to our local communities? Consider what barriers or challenges you think there are for people from diverse groups in relation to applying to work at Cardiff University.</p>	<ul style="list-style-type: none"> • Lack of knowledge regarding under-represented groups, widen job adverts to websites different communities tend to access. • Fear of discrimination in interview process. • Promoting bilingual resources and Welsh language opportunities. • Design job webpage and adverts to be more inclusive. The language we use can be off putting to certain groups. • Advertise more jobs as flexible and (potentially) part-time to encourage carers and parents.
<p>2 How inclusive is the staff experience at Cardiff University? This could include experiences of career development, flexible working, managing career breaks and culture.</p>	<ul style="list-style-type: none"> • Positive feedback was particularly notable in the responses we received for this question. • Stigma is attached to mental illness compared to physical illness/injury. • A reluctance to accept females a leadership positions. • The need for gender neutral toilets to be considered for University organised events. • Exchange of staff between departments to encourage career opportunities. • Concerns with consistency of line manager behaviour. • Some departments still feel dominated by males or “old boys” clubs.
<p>3 Please tell us the top three things you think Cardiff University should do to work towards a more diverse workforce.</p>	<ul style="list-style-type: none"> • Mental health support for staff comparable to that which is available to students. • Wider advertisement of job opportunities. • Transparency in recruitment practises, all job opportunities subject to correct and fair processes.
<p>4 How do we ensure that Cardiff University attracts a diverse range of students? Please tell us your thoughts about how Cardiff University is perceived by different communities and what you think could be done to attract students from diverse groups.</p>	<ul style="list-style-type: none"> • Perception of elitism within the University, widen access to students from all socio-economic and under-represented backgrounds. • Support that is tailored to different groups of students based on their needs will attract more diverse students. • Increase awareness of opportunities to study through the medium of Welsh.
<p>5 What should Cardiff University do to ensure that all students are able to reach their full potential and get the most of their time in the study & learning environment? Consider what barriers or challenges you think there are for students from diverse groups in relation to studying at Cardiff University.</p>	<ul style="list-style-type: none"> • Produce an online induction into student life, availability of support and expectations on students available to our students before they arrive. • Better support for our staff will result in a better environment for the students to study in. • Work with the student body to address the barriers based on their personal experiences. • Appreciate that barriers exist through each stage of the students life at the University – applications, admissions, accommodation, accessibility of curriculum and academic/pastoral support.
<p>6 Please tell us about any positive examples that you are aware of where you feel students have been well supported in an inclusive environment.</p>	<ul style="list-style-type: none"> • Students benefitting from a dedicated support and wellbeing service but this service is still under-resourced. • Smaller teaching groups have enabled safe spaces but there are challenges for sustainability of this due to increased workloads of staff. • Strong benefits for students who obtain scholarships from Coleg Cymraeg.

Phase 1 consultation	Feedback themes
<p>7 Please tell us the top three things that you think Cardiff University should do to recruit more students from diverse groups and work towards an inclusive, supportive environment for all students that attend the University.</p>	<ul style="list-style-type: none"> • Highlight to students availability of support and what life is like at University before they arrive. • Better support for staff to enable them to create such an environment. • Better diversity at open days (including Welsh speakers).
<p>8 What do you think Cardiff University's role should be in the community and working with the third sector and community groups? Please mention any examples of existing good practice.</p>	<ul style="list-style-type: none"> • For relevant Schools to run accessible and affordable services for the public for example the School of Optometry's specialist eye clinic. • Closer relationships with local health boards, highlight the PPI initiative. • Support more Community initiatives, provide advice to local start up companies in the availability of its estate. • The Grangetown project is an excellent example of collaboration between Schools and the Community.
<p>9 How do you think Cardiff University could further their work in engaging with communities and issues of local concern? Please tell us your ideas about how Cardiff University could engage with and work in partnership more with the third sector and local communities and collaborations that you would like to see.</p>	<ul style="list-style-type: none"> • Promote staff fundraising events outside of the University. • Recognise staff members work in fostering relationships with the Community in their workload model. • Do more work to support the Community who live in highly populated student areas of the city. Be more responsible of the impact the increased noise and litter that can build up.
<p>10 Please tell us the top three things that Cardiff University could do to improve their work in relation to community and civic engagement</p>	<ul style="list-style-type: none"> • Better advice and availability of opportunities for the public to use our facilities. • More work with primary and secondary schools. • A Community forum and lecture series for the public to build networks and initiatives.

3.2. Second Phase Consultation

The second phase of the survey was designed once we had established our Equality Plan Objectives. We published the following article on our Student and Staff Intranet pages and ran a promotion campaign to encourage participation.

In August, we invited you to complete a survey to share your thoughts on the priority areas of the Strategic Equality Plan. Following this helpful feedback, we're now inviting you to participate in the second stage of the consultation.

Developing our new Strategic Equality Plan, 2020 - 2024

This further consultation is to help finalise the objectives and associated actions within the new Strategic Equality Plan 2020-2024 for Cardiff University.

Ongoing consultation has identified the following five key outcomes that are relevant to our staff, students, and the wider community:

1. A University that supports an inclusive student journey through recruitment, admissions, wellbeing and learning environment.
2. Creating a positive environment where we improve the diversity of our staff profile and enable our staff to progress and develop in an inclusive and supportive environment.
3. Creating a University culture based on building and maintaining relationships to avoid and pre-empt harm.
4. Creating an accessible physical and digital environment that is responsive and supportive to individual needs.
5. Creating a governance structure and membership that supports our inclusive University approach.

We would like to understand what you think our top three priorities should be to support each of these outcomes. This will focus activities in the next four-year Strategic Equality Plan period. All questions are optional and we value any input you would like to make.

Complete the survey by 29 November to share your ideas and feedback.

We are also holding pop-up sessions where you can come and give verbal or written feedback to staff involved in the development of the new Strategic Equality Plan, or have support to fill in the survey online.

Come and have a chat with us on:

- Thursday 24 October, 12:00 – 13:00, Educational Suite, Main University Hospital Building
- Friday 25 October, 11:30 – 12:30, Committee Room 1 Glamorgan Building
- Wednesday 6 November, 12:00 – 14:00, Hadyn Ellis foyer area.

Phase 2 consultation

Feedback themes

Inclusive student journey

- Student mentoring
- Treatment of BAME and Female students being treated unfavourably by powerful White Male academics
- Fit for purpose SIMS so that distance learning students are as big a priority as face to face
- Student facing departments being more available and open to access
- Addressing BAME attainment gap
- Modernise and decolonise our curriculum to be more inclusive
- Better ability for the applicants to engage with the University with specific queries on courses
- Better EDI engagement of Social Media channels
- Transparency in recruitment decisions
- Focus on Race and Ethnicity, ensure issues unique to International Students are considered
- Better funding and focus on prevention and intervention for Mental Health and Wellbeing
- Focus on socio-economic barriers to inclusivity
- EDI modules through each year of undergraduate and postgraduate study
- That students can express their views and have a role in decision making
- More EDI events for Students

Inclusive and supportive staff journey

- Line manager training to ensure fairness in allocation of training and ability to access events/conference opportunities.
- Staff survey to be published
- White Males more likely to be promoted than more qualified, higher achieving female or BAME counterparts
- Greater transparency around salaries of staff
- Better EDI training for all staff
- Anonymous CVs
- Diverse interview panels
- Confidential disclosure of issues for staff, similar to the student provision
- Continue to focus on Health and Wellbeing initiatives
- Fewer fixed-term contracts, better opportunity to secure permanent positions
- Longer, better paid paternity leave
- Similar staff support service to the student services
- Better guidance/processes for the composition of promotion panels
- Using a gender decoder for job descriptions and adverts
- Apply redeployment rules for BAME staff who have been unsuccessful at interview
- Close the Gender, Ethnicity and other pay gaps

Culture based on building & maintaining relationships

- Staff survey to be published, transparency builds trust
- Zero tolerance to bullying and eradicating blame culture
- Healthier environment to meet colleagues in other departments
- Introduction of restorative approaches
- Collaboration between staff EDI networks
- Better transparency to understand how concerns and complaints are dealt with and clearer reporting of disciplinary proceedings
- Culture of collaboration instead of individual achievement
- More open data for reporting cases of harassment

Phase 2 consultation	Feedback themes
Accessible physical and digital environment	<ul style="list-style-type: none">• Meeting spaces that are ground level or are accessible• Loop systems• More meaningful change, less aiming for the minimum standard• Consider sensory impairments when designing buildings• Better mobile working• Employing consultants to help with accessibility issues• Urgency in improving the digital environment• Survey the estate for accessibility issues• Consult more with Students and Staff• Less open plan and/or cramped environments for staff• Better public transport options between campus locations• Incentivise sustainable travel• Willingness for staff to engage with newer, more accessible software development• Improve Welsh Language voice on the Internet
Inclusive governance and committees	<ul style="list-style-type: none">• Membership for committees fair towards all grades of staff• More power for the Senate who are elected rather than Executive Committees• More attempt to outreach to all staff on important decisions• Better promotion of Committee membership opportunities, not just using the Intranet• Diverse membership of programme management groups• Focus on diversity in Governance and Senior Management• Ethical criteria for University partnerships• Promote Equality over Hierarchy• Rotating membership of Committees• Online Committee membership profiles