

Council

Date of Meeting: 15/16 January 2020

Report: Annual Equality, Diversity and Inclusion Report 2018/19

Sponsor: Professor Mark Spearing, University Equality, Diversity and Inclusion Champion

1.0 Purpose of Report

- 1.1 This report highlights progress on ED&I in the University.

2.0 Recommendation

- 2.1 That Council notes the report.

3.0 Key Issues for Consideration

- 3.1 The President and Vice-Chancellor has appointed Professor Mark Spearing, Vice-President Research and Enterprise, as the University's new **ED&I Champion**. The President and Vice-Chancellor will continue to have overall responsibility for equality, diversity and inclusion.

- 3.2 In October 2019, University Executive Board agreed new revised governance arrangements for ED&I, including a new format and terms of reference for the **University ED&I Committee**, which will take effect from February 2020. The refreshed Committee will be chaired by the University ED&I Champion and will:

- have oversight of both staff and students in matters of equality, diversity and inclusion;
- have responsibility for the development of a new Diversity and Inclusion Strategy and its implementation;
- govern the progress of institutional equality charters;
- recommend and champion ED&I initiatives and priorities to the President and Vice-Chancellor; and
- prepare reports to Council on progress against ED&I objectives on behalf of the President and Vice-Chancellor

- 3.3 To make best use of resources, an **Equality Charters Programme Board** has been established, supported by a programme and project manager. The University ED&I Champion will chair this group with the aim of ensuring a coordinated and resource-efficient approach to supporting institutional submissions for Athena SWAN, Race Equality Charter, Concordat, Disability Confident, Technicians Commitment *etc.* The Coordination Group will:

- provide project management rigour and consistency to the process of making charter submissions and developing and delivering action plans;
- improve processes for data collection and dissemination to self-assessment teams;
- identify interdependencies, synergies and actions that are critical to all equality charters, and put in place measures to better support these; and
- create a central store of evidence and impact that can be drawn on by all equality charter submissions

- 3.4 The University continues to make good progress towards its ED&I objectives:

- In September 2019 we were successful in securing an extension of the deadline for submission of our **institutional Athena SWAN Silver** award application until November 2020, allowing us more time to prepare our submission and refresh our self-assessment

team under the leadership of Diana Eccles, following the departures of Iain Cameron and Sir Christopher Snowden during 2018/19.

- The University is due to make its submission for the **Race Equality Charter** in February 2021. The institutional self-assessment team has been formed and has met monthly since September 2019, chaired by Bashir Al-Hashimi. Bashir will be leaving the University in March 2020 and work is in progress to appoint his successor as UEB sponsor.
- In December 2019 we submitted a two-year action plan to the Science Council as part of the **Technician Commitment**, reflecting our pledge to ensure greater visibility, recognition and support for technicians throughout the institution. Bashir Al-Hashimi was UEB sponsor for this work, and a successor is also being sought for this role.
- The University is due to renew its **Disability Confident Leader** status in December 2020. Plans are in place to form the governance group to facilitate this renewal.
- Harassment has now been identified as a specific workstream under the Equality Charters Programme Board, with the creation of the **Harassment Board** (broadening the remit of the original Sexual Harassment Board).
- Work continues to develop the **#UoSRespect** campaign, including agreeing a set of activities to support the University Commitment to “*show our staff, visibly and vocally, that we do not tolerate bullying and harassment*” (see Appendix 1), and a series of themed posts during Anti Bullying Week in November 2019 promoting the wide range of support available to staff and students, including the Students’ Union Advice Centre, the University Counselling Service, our Employee Assistance Programme and the University’s Harassment Contacts.
- A review of our **Equality Impact Assessment** process has been completed and recommendations will be considered in January 2020.

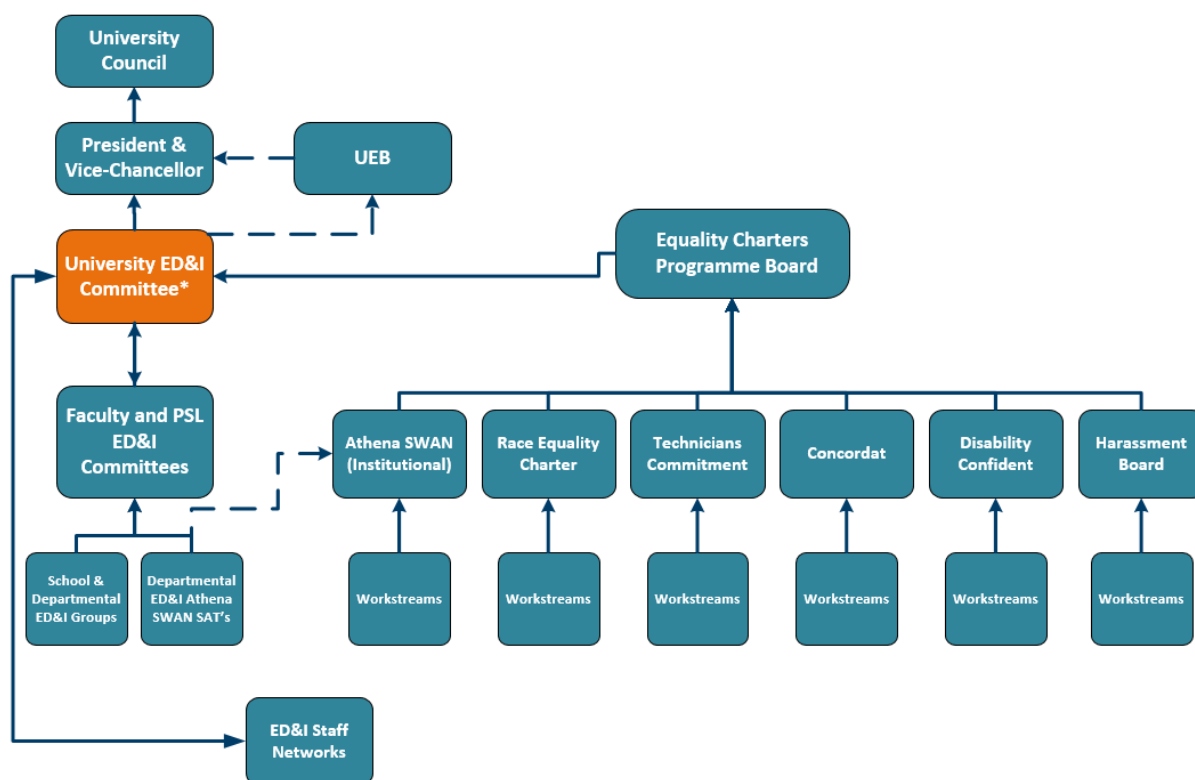
- 3.5 In September 2019, the League of European Research Universities (LERU) published a position paper called ‘[*Equality, diversity and inclusion at universities: the power of a systemic approach*](#)’ which sets out four steps to building an equal, diverse and inclusive university. It advocates creating a university that is truly open to anyone who has the talent and capability to contribute, irrespective of identity, social class, gender, sexual orientation, ethnicity, cultural background, disability, etc. It argues that progress towards an equal, diverse and inclusive university requires a more comprehensive, joined-up approach across the various missions, structures and cultures of institutions. It examines key issues to be considered, based on available evidence, and lays out opportunities and stepping stones for universities to develop a comprehensive strategy on ED&I. This paper is compelling and comprehensive, and will be used to help shape the development of the University’s ED&I strategy.

4.0 Background Information

ED&I Governance

- 4.1 Council has the highest level of accountability for ED&I; ensuring the University is compliant with legal and regulatory requirements; that it understands the ED&I challenges in the sector; and that it ensures the University is making progress against its key ED&I objectives. Council receives an annual report on progress.
- 4.2 The University’s governance of ED&I is centred on the University ED&I Committee, which meets three times a year (normally in February, June and October), chaired by the University ED&I Champion. Similar principles and proposals for the governance of ED&I in faculties were adopted in November 2018 and implemented during 2019, with faculty ED&I Committees meeting regularly, chaired by the Dean.
- 4.3 In October 2019, UEB agreed revised membership and terms of reference for the University ED&I Committee, to take effect in February 2020. The changes are focused on providing clearer governance routes through which ED&I matters can be raised and decisions made, whether they originate from institutional-level charters, Faculty, School and Directorate level committees and working groups, or through staff networks. A new annual ED&I Forum has also been added, to allow for wider consultation and better dissemination of information. The new governance structure is summarised in Figure 1, and the revised terms of reference of the University ED&I Committee are included as Appendix 2.

Figure 1: Summary of revised ED&I governance structure



Harassment

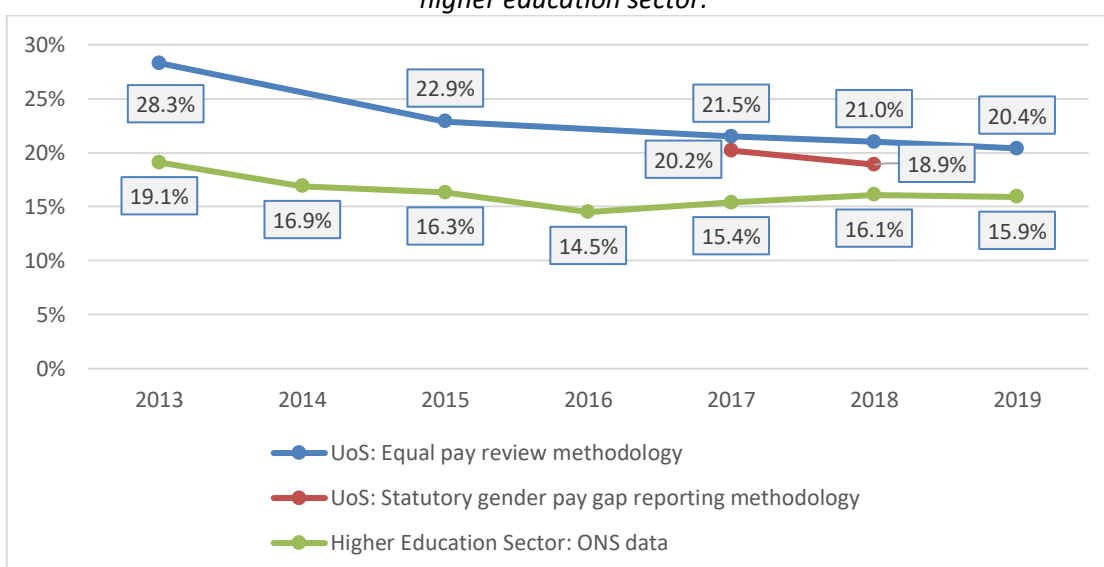
- 4.4 In October 2019, the Equality and Human Rights Commission published [a report](#) on tackling racial harassment in universities. The report noted “*alarmingly high levels of racial harassment across British universities, with many higher education institutions both unaware of the issue and overconfident in their ability to handle it*”. The EHRC’s enquiries found that racial harassment is a common experience for a wide range of students and staff with 24% of ethnic minority students and 9% of white students saying they had experienced racial harassment since starting their course in the academic year 2018/19.
- 4.5 Despite the report, incidents of racial harassment are very low:
- there were only 559 recorded complaints of racial harassment from students over a three-and-a-half year period across 159 publicly funded universities,
 - three in ten universities received no racial harassment complaints from students
 - almost four in ten universities received no complaints of racial harassment from staff.
- 4.6 The report calls on universities to take greater responsibility to prevent racial harassment and makes 10 recommendations focusing on principal themes of *protections, transparency and scrutiny; effective redress; and a change in university culture*.
- 4.7 The three most relevant recommendations are:
- Recommendation 4, which states that universities must enable students and staff to report harassment and ensure their complaints procedures are fit for purpose and offer effective redress.
 - Recommendation 5, which states that universities should ensure effective data collection procedures are in place to enable them to develop a baseline in order to evaluate and improve their prevention and response strategies.
 - Recommendation 9, which states that higher education leaders and governing bodies should demonstrate leadership and accountability for embedding an inclusive culture across their institution.
- 4.8 In response, the University will:

- establish a working group to consider the recommendations from the report, along with the proposed activities from the #UoSRespect campaign to form an overall proposal for consideration by the Harassment Board (originally the Sexual Harassment Board);
- prioritise actions and recommendations aimed at preventing harassment and ensuring that those who are harassed feel able to report the harassment with confidence that their complaint will be taken seriously; and
- prepare a business case for procuring a bullying and harassment reporting tool for staff and students

Equal Pay and Gender Pay Gap Reporting

- 4.9 The University's most recent statutory gender pay gap report showed mean and median gender pay gaps of 18.9 per cent and 16.2 per cent respectively. Both measures reduced slightly from the previous year's figures of 20.2 per cent and 17.4 per cent. The University's draft 2019 Equal Pay Review (which differs in methodology from statutory gender pay gap reporting) shows mean and median gender pay gaps of 20.4 per cent and 11.1 per cent respectively.
- 4.10 Despite these gender pay gaps, our equal pay data shows no significant pay gaps *within* grades by gender, ethnicity or disability, allowing the University to demonstrate at institutional level that it provides equal pay for work of equal value (our legal obligation).
- 4.11 The University's gender pay gaps have closed progressively over a number of years, compared with a slight widening of gender pay gaps in the sector as a whole since 2016 (see Table 1).
- 4.12 As highlighted in earlier reports to Council, the headline driver of our gender pay gap is the distribution of male and female staff in the University, with women over-represented in lower grades and under-represented in higher grades, with this trend characterised as a 'leaky pipeline' or a 'glass ceiling' affecting women.

Table 1: Institutional mean gender pay gap figures as reported in Equal Pay Reviews since 2013 and statutory gender pay gap reports since 2017, compared with ONS data for the higher education sector.









































Source (ONS data): ASHE, based on hourly earnings for all higher education sector employees, excluding overtime

- 4.13 The representation (and promotion) rates of female academic and research staff are an important feature in this trend, but not the sole contributor. Despite marked increases in the number and proportion of senior female academic staff over the last decade, the substantial over-representation of women in most professional and support roles (see Table 2) means that, even if the University achieved 50/50 gender representation in all academic grades, there would still be 'residual' gender pay gaps in excess of 10 per cent. Crucially, the over-representation of women throughout the MSA job family (which accounts for 39% of all University employees) and the relatively small number of senior roles in this job family, mean that there is only limited potential to resolve this 'residual' gender pay gap through promotion. Instead, measures are

likely to be needed to boost the attractiveness of these roles to male employees when vacancies arise.

Table 2: Female representation by grade and job family

	CAO 8% of employees	ERE 46% of employees	MSA 39% of employees	TAE 7% of employees	Whole University
Grade	% Female	% Female	% Female	% Female	% Female
Level 1a	 70%	n/a	0%	n/a	 69%
Level 1b	 37%	n/a	 69%	 55%	 45%
Level 2a	 45%	n/a	 72%	 43%	 60%
Level 2b	 25%	n/a	 79%	 43%	 72%
Level 3	 12%	n/a	 74%	 40%	 62%
Level 4	 17%	 42%	 66%	 33%	 50%
Level 5	n/a	 45%	 55%	 20%	 47%
Level 6	n/a	 34%	 57%	n/a	 36%
Level 7	n/a	 25%	 58%	n/a	 27%
Overall	 45%	 38%	 69%	 36%	 51%

Athena SWAN

- 4.14 There are currently 164 Athena SWAN members holding 815 awards between them. Currently 87 universities hold an institutional bronze award and Southampton is one of 18 universities who hold an institutional silver award. No universities yet hold an institutional gold award. The University will reapply for an institutional silver award in November 2020 and will receive the result in April 2021.
- 4.15 Internally, the University has made substantial progress on Athena SWAN with more than half of Schools (or Faculties, in the case of Medicine) now holding an award. Four of our 11 awards are at silver level. The School of Social, Economic & Political Science became our first non-STEMM award holder in November 2018, and our other non-STEMM Schools are targeting submissions during 2020. Table 3, overleaf, summarises our progress in attaining Athena SWAN awards.
- 4.16 In July 2018, AdvanceHE commissioned a review of Athena SWAN with three aims including consulting on and clarifying the purpose and remit of Athena SWAN. The findings and recommendations were due to be reported in September 2019, but have been delayed until early 2020. At this stage it is not clear how the review recommendations will be implemented and what impact there may be for those (including Southampton) who are working towards Athena SWAN submissions in November 2020.

Race Equality Charter (REC)

- 4.17 The REC aims to improve the representation, progression and success of minority ethnic students and staff within higher education. There are currently 14 REC award holders, all at Bronze level, including Oxford, Manchester, UCL and Kings College.

Disability

- 4.18 The Disability Confident Scheme, administered by the Department of Work and Pensions, focuses on securing, retaining and developing disabled staff. As a recipient of the Disability Confident Leader Award, the University is expected to act as a champion for "Disability Confident" within the local and business communities and to encourage and support other businesses in its supply chains and networks to become "Disability Confident".

Table 3: Summary of University Athena SWAN awards and target awards

Faculty / School	2012	2013	2014	2015	2016	2017	2018	2019	Target Award	Target Date
Institutional Award Level	<	Bronze				Silver			Silver	Nov 2020

FAH	Humanities										Bronze	Apr 2020			
	Winchester School of Art										Bronze	Apr 2020			
FELS	Biological Sciences			Bronze				Silver			Gold	Apr 2021			
	Geography and Environmental Science					U		U	Bronze			Bronze	Apr 2021		
	Health Sciences			Bronze		Bronze		Bronze		Bronze		Silver	Apr 2022		
	Ocean and Earth Science			Bronze			Bronze		Bronze			Silver	Apr 2020		
	Psychology					U		U				A	Bronze	Nov 2019	
FEPS	Chemistry			Bronze			Silver			Silver			Gold	Nov 2021	
	Electronics and Computer Sciences			Bronze						U			A	Bronze	Nov 2019
	Engineering			Bronze				Bronze				Silver		Apr 2020	
	Physics and Astronomy					Bronze				Silver			Gold	Nov 2021	
	Zepler Institute										Bronze		Bronze	Apr 2022	
FoM	Cancer Sciences		Bronze (Faculty submission)			Silver (Faculty submission)					Silver				
	Human Development and Health														
	Clinical and Experimental Sciences														
	Primary Care and Population Sciences														
	Medical Education														
FSS	Economic, Social and Political Sciences									Bronze		Bronze	Apr 2022		
	Mathematical Sciences				Bronze				Bronze			Silver	Nov 2021		
	Southampton Business School											Bronze	Apr 2020		
	Southampton Education School											Bronze	Nov 2020		
	Southampton Law School								U			Bronze	Nov 2020		

ERE Promotions 2018/19

- 4.19 In the 2018/19 promotion round fewer women than men applied for promotion at all levels. However, female applicants were slightly more successful than male applicants in achieving promotion to Levels 5 and 6 and markedly more successful in achieving promotion to Level 7 (noting that the numbers of men achieving promotion to Level 7 was unusually low in the 2018/19 round).
- 4.20 Over the last six years women have been consistently less likely to apply for promotion to Level 6 than men have, but just as successful when they have applied (see Figure 2). For promotion to Level 7, women have been proportionately just as likely to apply for promotion as men, and more likely to be successful when they do (see Figure 3).
- 4.21 In the 2018/19 promotion round BAME staff were proportionately more likely to apply for promotion at all levels than those of White ethnicity. BAME applicants were more successful than those of White ethnicity in achieving promotion to Level 5, but significantly less successful in achieving promotion to Level 6 and 7, marking a downturn from previous years in both cases. Data for the last six promotion rounds appears to show a recurring pattern of BAME staff being proportionately more likely to apply for promotion than those of White ethnicity, but with lower levels of success (see Figures 4 and 5).
- 4.22 The data suggests there are different factors influencing application and success rates at different levels, but it appears clear that applicants considering promotion may benefit from additional support prior to the promotion process commencing, to help understand their *readiness for promotion*. Options being explored are: guidance for line managers at appraisal, when discussing readiness for promotion; facilitated workshops for those considering

promotion; and the allocation of a mentor (which has already been introduced on a pilot basis as part of the 2019/20 promotion round).

Figure 2: Level 6 promotion application rates (bars, left axis) and success rates (lines, right axis) by gender

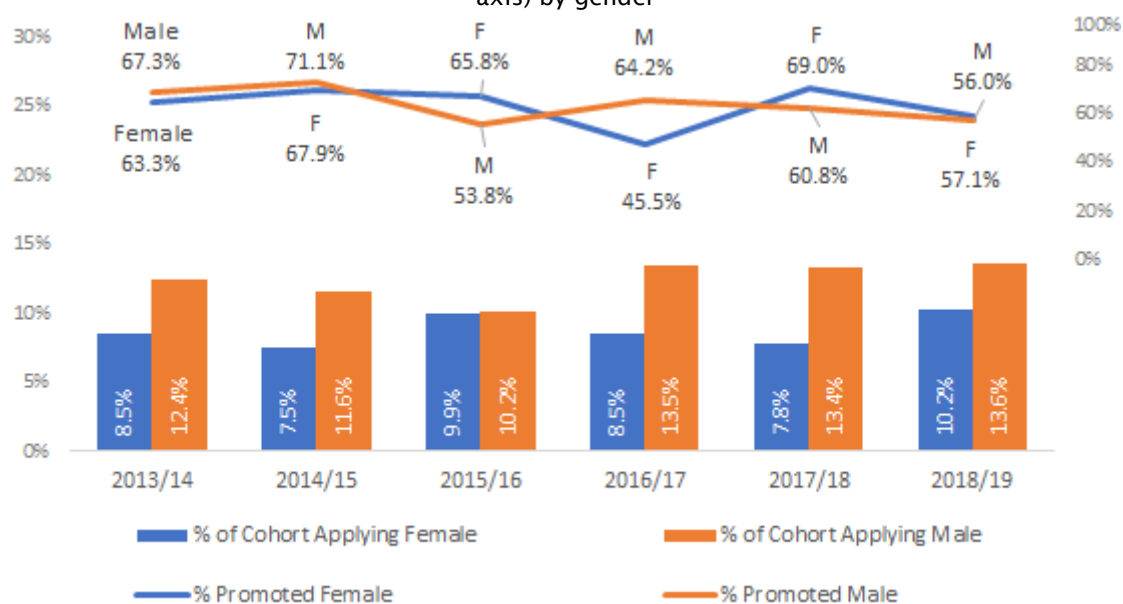


Figure 3: Level 7 promotion application rates (bars, left axis) and success rates (lines, right axis) by gender

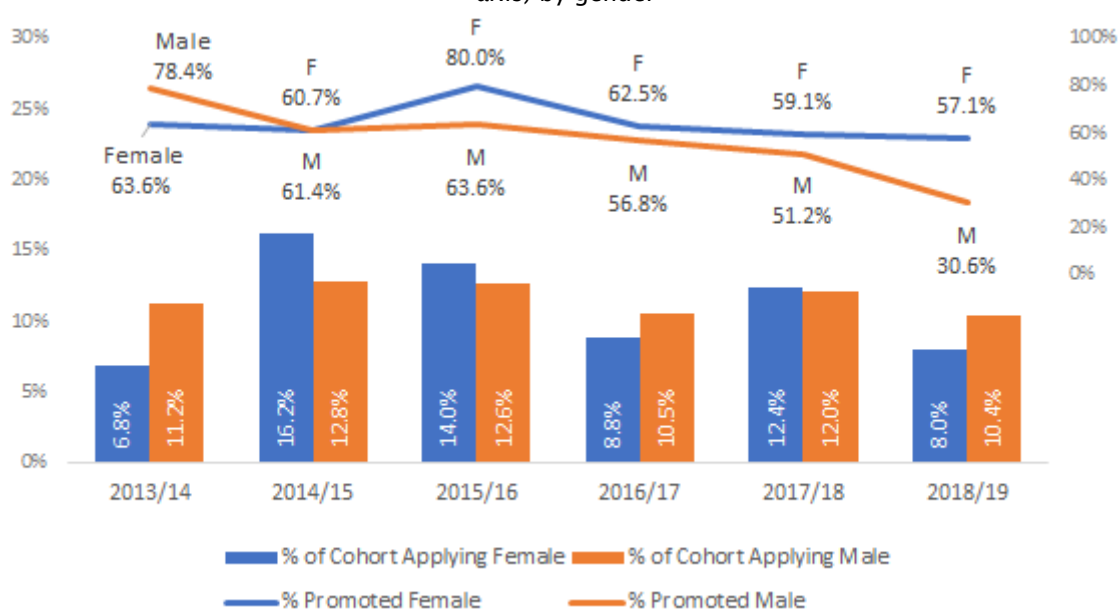


Figure 4: Level 6 promotion application rates (bars, left axis) and success rates (lines, right axis) by ethnicity

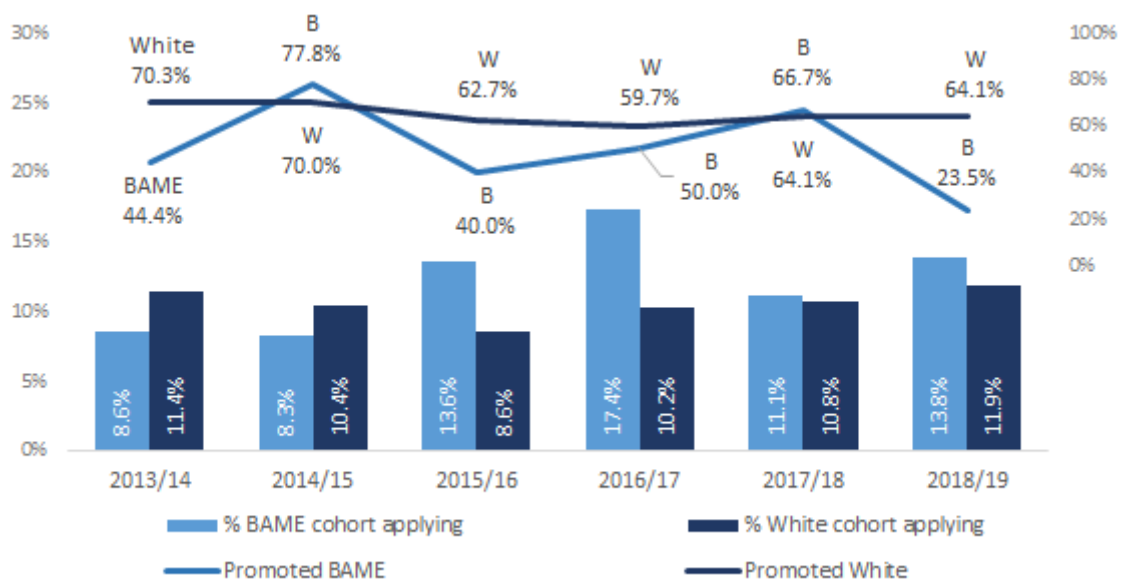
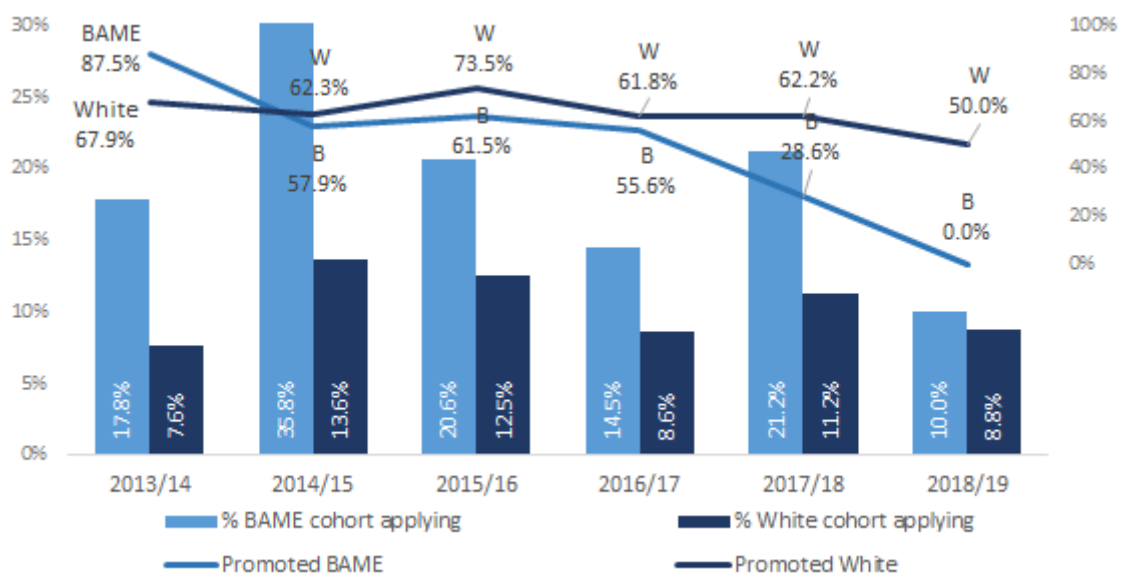


Figure 5: Level 7 promotion application rates (bars, left axis) and success rates (lines, right axis) by ethnicity



5.0 Implications

5.1 Strategic

Equality, diversity and inclusion are central to the University's Strategy and aspirations to be a leading international university.

5.2 Financial

n/a

5.3 Information and Technology

n/a

5.4 Equality and Legal

The University has a duty to comply with the Equality Act 2010 and the associated public sector Equality Duty. The University ongoing work on ED&I will assist the University with meeting its

duty in regard to people from different protected characteristic groups and to create an accessible, inclusive, welcoming environment for all.

5.5 Risk and Health & Safety

n/a

6.0 Appendices

Appendix 1: Activities agreed in support of the UEB commitment on bullying and harassment

Appendix 2: Revised Terms of Reference for University ED&I Committee

Appendix 3: Summary of progress against current ED&I objectives

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Appendix 1: Activities agreed in support of the UEB commitment on bullying and harassment

#UoS Respect Campaign

Following feedback from anti-bullying week, the staff survey and from the Senior Leaders Forum, (when considering the UEB Commitment on bullying and harassment), the following set of activities were identified with the overall aim of creating a safe environment where everyone is treated with dignity and respect:

- Set expectations of appropriate behaviour by revisiting and promoting the Southampton Behaviours, and encourage all staff, managers and leaders to role model those behaviours;
- Identify an appropriate definition of bullying and harassment; educate on the implications of bullying and harassment including perceptions around robust conversations;
- Promote 'be an upstander not a bystander'. Call out behaviour that is not acceptable and challenge safely;
- Review all policies and procedures relating to bullying and harassment to ensure they are fit for purpose including staff/student complaints, complaints of sexual harassment and cyber bullying;
- Create an environment and reporting process where individuals feel confident enough to bring complaints without fear of ridicule or reprisal;
- Provide and promote tools and training so that complaints are managed quickly, fairly and sensitively;
- Promote the resolution of matters informally wherever possible including the use of our mediation service; Occupational Health, the Employee Assistance Programme and other services available to staff and students;
- Continue to promote awareness of unacceptable conduct and behaviour, and promote policies, procedures, training and support under #UoSRespect2020;
- Ensure that consequences of bullying and harassment are published and understood and that any disciplinary penalties imposed are reasonable and proportionate in the circumstances of the case. Ensure that vexatious complaints are dealt with fairly and objectively.

Appendix 2: Revised Terms of Reference for University ED&I Committee

Purpose

The Equality, Diversity and Inclusion Committee's ambition is to create an environment where everyone can thrive and everyone belongs by:

- Ensuring that the equality, diversity and inclusion (hereafter ED&I) promises that we make to staff and students are reflected in their day-to-day experiences as part of the University.
- Ensuring everyone feels safe bringing their 'whole self' to the University, without having to hide any part of their identity, thoughts or background for fear of negative consequences.

Responsibilities of the Committee

The Committee shall:

- i. Develop and recommend to the President and Vice-Chancellor the strategy, agenda and objectives for ED&I in the University, both for staff and students.
- ii. Review and evaluate progress against the agreed strategy, agenda and objectives for ED&I, reporting progress to the President and Vice-Chancellor and University Executive Board (UEB);
- iii. Monitor internal and external developments in ED&I, making recommendations to the President and Vice-Chancellor and UEB (as appropriate) for changes to the University's ED&I strategy, agenda, objectives and policies;
- iv. Ensure University compliance with the requirements of equalities legislation and the public sector Equality Duty;
- v. Oversee the University's participation in equality charters, including:
 - a. reviewing the benefits of charters in which the University participates;
 - b. evaluating the business case, resource requirements, ongoing commitments and potential benefits of participation in additional charters; and
 - c. seeking UEB approval for participation in additional charters
- vi. Oversee the formulation of institutional equality charters action plans, as presented by the Equality Charters Programme Board, seeking UEB approval for these action plans;
- vii. Sponsor and lead on ED&I communications to the wider University;
- viii. Report progress, developments, risks, decisions and/or recommendations arising from these responsibilities to the President and Vice-Chancellor and UEB following each meeting of the Committee.
- ix. Present an annual report to Council.
- x. Hold an extended ED&I Forum annually to include:
 - a. The Chairs of institutional and departmental equality charters Self-Assessment Teams
 - b. The Chairs of the University's ED&I networks
 - c. Other key faculty and/or Professional Services ED&I leads or representatives as appropriate.

Membership

The Committee shall comprise:

- The President and Vice-Chancellor
- The University's Equality, Diversity and Inclusion Champion, as nominated by the President and Vice-Chancellor, who will normally be a Vice-President
- The Chief Operating Officer
- Two Deans
- The Executive Director of Human Resources
- The Executive Director of Engagement and Advancement

- The Executive Director of Student Experience
- The President of the University of Southampton Students' Union or his or her nominee
- A postgraduate research student, nominated by the University of Southampton Students' Union
- The Equality, Diversity and Inclusion Manager
- The Equality Charters Programme Manager
- Up to four members of staff nominated by the Chair of the Committee and approved by the President and Vice-Chancellor who will normally be:
 - A senior representative of each of the three faculties not represented by their Dean (to be recommended to the Chair of the Committee by the Deans of the relevant faculties)
 - A senior representative of Professional Services (to be recommended to the Chair of the Committee by the Chief Operating Officer)

Chair

The Chair of the Committee will normally be the University's Equality, Diversity and Inclusion Champion, nominated by the President and Vice-Chancellor, who will represent the University internally and externally on matters of Equality, Diversity and Inclusion.

Other attendees and meeting frequency

The Clerk to the University Council and Senate or his or her nominee shall act as the secretary of the Committee.

The Chair of the Committee may invite other attendees as appropriate.

The Committee shall meet at least three times per year (usually once per term). The annual ED&I Forum is in addition to these normal meetings of the Committee.

Appendix 3: Summary of progress against current ED&I objectives

	Objective	Progress update	Comments
1	Identify opportunities to embed equality, diversity & inclusion throughout the 10-year Plan by conducting equality impact assessments on its programmes as they are developed. <i>(Agreed Council Nov 2016)</i> And	Review completed, next steps to be established	Both Council and the University ED&I Committee agreed in July 2018, that a review of the University's Equality Impact Assessment (EIA) should be undertaken during 2018/19. The review has now been completed. The findings and recommendations of the review are due to be considered in early 2020.
2	To undertake a root and branch review of the equality impact assessment process with a view to launching a refreshed approach and toolkit in the autumn of 2018. To embed the refreshed equality impact assessment into all key university activities, via briefings, training and induction, to ensure that any analysis is undertaken at the earliest possible opportunity and thereafter at critical decisions points. <i>(Council Report July 2018 on Analysis of Outcomes of Redundancy Determinations March 2015 to April 2018)</i>		
3	That the University attain an Athena SWAN gold award for at least one department, Silver for another 2 and a first AHSSBL (Art Humanities Social Sciences Business and Law) Bronze award by 2019. <i>(Agreed Council Nov 2017)</i>	Objective amended to renew institutional silver award in November 2020	In July 2018, the EDI Committee received a report highlighting that the University would not be ready to apply for an institutional Athena SWAN Gold award in November 2019 because it has not yet been awarded with a departmental gold. The Committee agreed to focus on reapplying for an institutional Silver. The deadline for our institutional silver award submission has been extended by 12 months to November 2020. We currently have three departments targeting gold submissions in 2021, which will be a precursor for a future institutional gold application.

	Objective	Progress update	Comments
4	That the University become a member of the ECU's Race Equality Charter and apply for accreditation within the next three years. <i>(Agreed Council Nov 2017)</i>	On track	The Vice-Chancellor signed the letter agreeing the principles of the Race Equality Charter in January 2018, giving the University three years to apply for an institutional award. Our institutional self-assessment team has been formed and has met monthly since September 2019.
5	The University continue to embed the new EDI Governance structure to ensure progress against ongoing objectives <i>(Agreed Council Nov 2017)</i>	On track	See sections 3.1 to 3.3 and 4.1 to 4.3 of this paper.
6	Identify actions to achieve at least 30 per cent female representation in all University Committees and other key activities by 2020 <i>(Agreed Council Nov 2016)</i>	Met	The University is currently meeting its initial target of 30% representation of women in key committees and events. A new target of 40% women in senior roles and management positions by 2025 is now included in our Equal Pay Action plan.
7	Disability Confident Leader status in December 2017 and consider the business case for signing up to the Disability Standard with the aim of attaining a Bronze, Silver or Gold Award. <i>(Agreed Council Nov 2017)</i>	On track	In December 2017, Southampton was the first University to become a Disability Confident Leader (Level 3). In July 2018, the University signed up to the Disability Standard and became a member of the Business Disability Forum for two years. This membership gives us the opportunity to undertake a self-assessment and have it analysed and validated by disability experts who will produce a tailored report on areas for improvement. We will have started the process of renewing our Disability Confident Leader which is due December 2020.

	Objective	Progress update	Comments
8	<p>Consider the business case to attain a place amongst the Top 100 Employers on the Stonewall Workplace Equality Index.</p> <p><i>(Agreed Council Nov 2017)</i></p>	Pause recommended	<p>In September 2018, an application was submitted to Stonewall to assess the University's position relative to the Stonewall Top 100.</p> <p>The results showed the University was ranked 307 out of the 445 organisations that submitted in 2018. There were 59 entrants from higher education and Southampton was ranked 51 in the sector. Colleagues attended a feedback meeting with Stonewall and whilst there is a big gap between where we are and where we would like to be, it also became clear that our submission itself could have been improved upon. However, the University would still need to invest substantial time and resources to make a significant difference in our ranking position.</p> <p>Given that existing resources are currently stretched between Athena SWAN, Race Equality Charter, Concordat and Technician Commitment, the recommendation is to put on hold any ambition to pursue this initiative for a couple of years.</p>