

**Annual Diversity Report 2007/8
'From Compliance to Culture Change'
Council 13th March 2008**

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1. Forward, Professor Caroline Thomas Deputy Vice - Chancellor

I have been the University's Diversity Champion for over two years and I am pleased to present the 3rd Annual Diversity Report (ADR) to Council. The University of Southampton has a good history of undertaking equality work and is strengthening its commitment to diversity. Previous annual reports have charted our substantive progress on diversity and in particular Race Equality and Equal Pay issues, with many achievements.

The last couple of years have, however, seen a number of challenges to the pace of our progress on diversity, which has been slower than I would have liked. This has been due mainly to staff turnover in the Diversity Team, which has coincided with substantial growth in the scope of the diversity agenda.

Universities need now to embrace a wider range of issues and align themselves with increasing legislative requirements. Staff time in 2006/7 has therefore been focused on compliance with new statutory duties in disability and gender, and on the requirement for the University to produce equality schemes in both these areas. (Copies of these Schemes can be found on the University's website.)

The challenge for 2008/9 is to take forward the University's aspiration to mainstream equality into the fabric of university life. We need to develop an environment and culture that increasingly sees equality and diversity as integral to all we do, and a key part of fulfilling our aspiration to be amongst the top ten UK universities.

In order to do this I want to strengthen our leadership capacity on diversity by increasing the number of diversity champions, with representation from all the Schools and Professional Services departments. This network of champions will support me, the Diversity Team in HR, and each other as we work together to articulate the case for diversity right across the institution. The diversity champions will play a key role within their particular School or Service.

In the wider context I want us to not only meet the following goals but exceed them:

- Our benchmark for widening participation
- Our target numbers for international students
- Staff recruitment with a global reach
- An increase in the numbers and proportion in management and leadership roles of senior women and other under-represented groups

I am very hopeful that colleagues across the University, at all levels, will rise to these challenges and support me, the work of the Diversity Team and a network of diversity champions as we seek to embed equality and diversity in all our operations. I would like to take this opportunity to welcome our new Diversity Manager Kamaljit Kerridge-Poonia, who joins us from the Cabinet Office, and Hayley Curran who is our new Diversity Assistant.

**Professor Caroline Thomas
Deputy Vice - Chancellor**

2. Introduction and Legal Overview

The last few years has seen a range of new equalities legislation, with implications for how listed authorities, including universities (given their treatment under the regulations), need to address these issues. (Appendix 1 gives a list of key equalities related legislation).

A key change to new legislation has been the inclusion of a public duty to 'promote' equality.

The Race Relations Amendment Act 2000 (RRAA) was the first piece of legislation to include the public duty to promote race equality and good race relations. This followed the recommendations of the previous Stephen Lawrence Enquiry, into the death of Stephen Lawrence.

This duty obliges organisations to become more proactive in their race equality work, with the intent to shift focus away from just a compliance approach to taking active action to prevent discrimination happening in the first place, by developing more inclusive work places and socially cohesive communities. Following this the university carried out an extensive race equality impact assessment process involving key people from across the university; this was reported extensively in last years Annual Diversity Report.

Subsequently the Disability Discrimination Act 2005 also included a duty to promote disability equality and the Equality Act 2006 included the duty to promote gender equality between men and women. One of the key requirements of the 'positive duty to promote' is for organisations to develop equality schemes including action plans to show how they will take this work forward.

The University of Southampton has, as required, published action plans for Disability, Gender and Race; these are attached at appendix 2, 3 and 4 respectively. The Disability and Gender action plans have been updated; the updates are shown in an extra column added to each action plan. The Race plan is attached for information, this plan was reported on extensively in last years report to Council and now needs to be fully revised (this is an action for 2008). Section 4 of this report gives a fuller update on the University's action plans.

As can be seen the last decade or so has seen substantive developments in equalities legislation. More changes are expected in the future with the recent establishment the new Equalities and Human Rights Commission (EHRC).

This Commission has brought together the previous Race Equality Commission, the Disability Commission and the Equal Opportunities Commission. The EHRC will also have responsibility for other strands of equality such as sexual orientation and age, as well as Human Rights legislation.

The establishment of the new commission has precipitated a review of existing equalities legislation, mainly to see if it will be possible to harmonise existing legislation into one Equalities Act, and also consideration of how the other equalities strands need to be addressed in the future. This may well mean that organisations will be required to develop equality schemes and plans for Age, sexual orientation and religion and belief as well as the current requirements for Race, Disability and Gender.

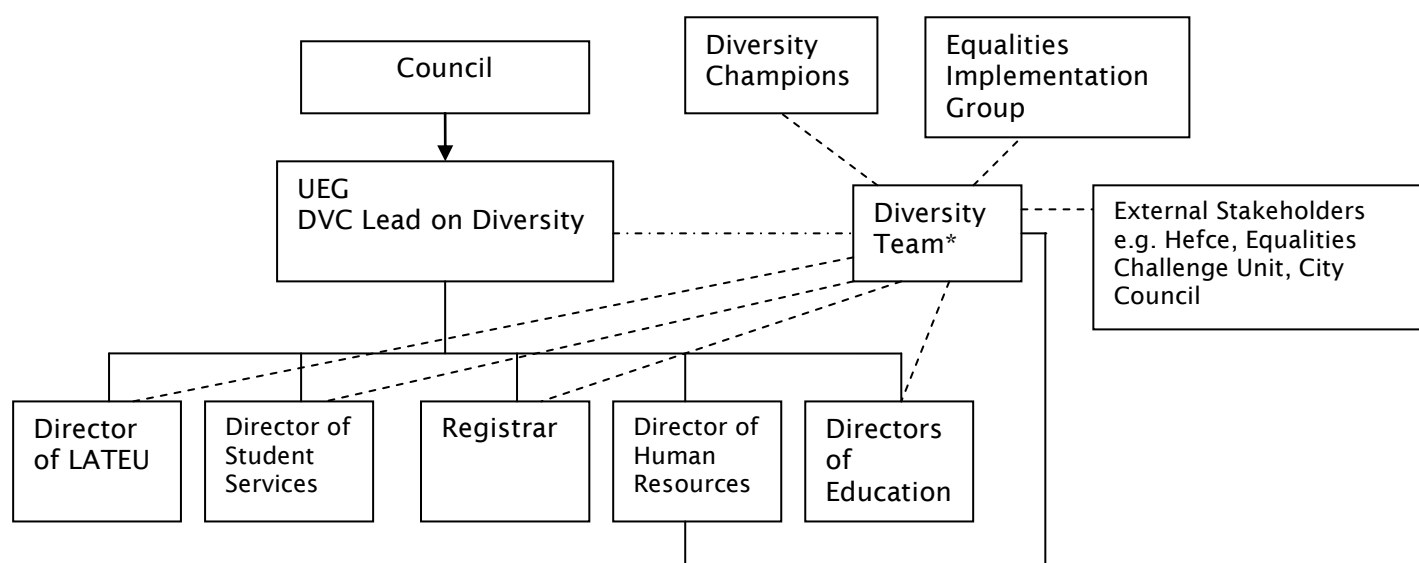
In light of this it is wise for the university to take a generic, multi equality approach to equality issues wherever possible. The new Equalities Impact Assessment process will therefore follow good practice and include reference to all the equality strands covered by the EHRC. The Higher Education Funding Council's (HEFCE), Equality Challenge Unit has recently published guidance on conducting Equality Impact

Assessments in Higher Education. They state that as well as gender, race and disability, universities may also wish to look at sexual orientation, religion and belief, and age. Currently we do not monitor for sexual orientation or religion and belief. Age analysis has been included in the analysis of monitoring data.

Consideration will be given to developing a Generic Equalities Scheme in the future. Such a scheme will have a cohesive overarching equalities framework, with associated action plans for each area.

3. Governance

The table below shows the Governance responsibilities for Equality and Diversity in the University.



*The Diversity Team consists of two staff, the Diversity Manager and the Diversity Support Assistant. The role of the team includes HR staff issues and corporate coordination across the university, as well as managing relationships with external agencies such as the Equality and Human Rights Commission, the Equalities Challenge Unit and the city council and well as other key partners. Professor Caroline Thomas remains the senior executive diversity champion on behalf of the University's Executive.

4. Corporate Coordination and Ongoing Consultation

A key action from last year's diversity report was to improve the coordination of equality issues across the university.

In order to do this a new Equalities Implementation Group (EIG) was established in November 2007. Membership of this group is made up of a core group comprising of key people from across the university, including Student Services, Welfare, Student Union, Learning and Teaching Enhancement Unit, other key people are invited to meetings according to the issue under discussion. The EIG is chaired by Caroline Thomas, and supported by the Diversity Team in Human Resources.

The group meets every two months and plays a key role in helping to shape corporate equalities policies, monitor the equalities plans, and share good practice.

The EIG has discussed how to increase the involvement of people, both staff and students, in taking forward the equalities agenda in the university. At the last meeting it was decided that the Diversity Team would work with the EIG to establish reference groups for disability, gender and race. These groups will be drawn from staff and students, and will have an anonymous membership so people are not inhibited from getting involved. This is particularly an issue for staff and students with a disability who do not want to openly declare their impairment.

5. Updates on the 3 Equality Schemes

The University has produced Equality Schemes on Disability (published on 4th December 2006) and Gender (published on 30th April 2007). The University has for a number of years had a Race Equality action plan (which now needs to be reviewed and aligned with the format of the other schemes). The action plans and updates where appropriate are attached at Appendix 2, 3, and 4. The key issues from each scheme are set out below.

5.1. Disability

The University of Southampton adopted its Disability Equality Scheme 2006-2009 on 4th December 2006 in line with legislative requirements. The full scheme is available on the University's website. The Disability Action Plan was updated in December 2007 (Appendix 2).

The updated action plan shows the progress the university has made towards meeting its Year 1 commitments. Progress is shown in the additional Update section on the action plan, including a narrative on any issues associated with implementation and any changes to the original plan.

The key achievements in disability over 2007 are:

Staff

- The university has renewed its use of the Disability Symbol given by Job Centre Plus. This symbol known commonly as the two tick's scheme is given to employers based in Great Britain who have agreed to take action to meet five commitments regarding the employment, retention, training and career development of disabled employees

Employers who use the symbol have agreed with Jobcentre Plus that they will take action on these five commitments:

- to interview all disabled applicants who meet the minimum criteria for a job vacancy and consider them on their abilities
- to ensure there is a mechanism in place to discuss, at any time, but at least once a year, with disabled employees what can be done to make sure they can develop and use their abilities
- to make every effort when employees become disabled to make sure they stay in employment
- to take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work
- each year to review the five commitments and what has been achieved, plan ways to improve on them and let employees and Jobcentre Plus know about progress and future plans.

In renewing its commitment HR has developed an action plan to take action to ensure that the university is fully complying with these requirements.

Student Services

- Results from the 2006-07 Admissions cycle indicate that prospective visits have a positive bearing on the student's choice of institution. 44% of disabled students who visit the Disability Service as prospective students identify the University of Southampton as their first choice of university. However, this increases to 66% following the visit.
- The University's Student Experience Questionnaire (UG, PGR, PGT) has included for the first time specific questions on the support services. Overall 2007 analysis identifies 96% of disabled students rating the Disability Service as being Satisfactory, Good or Very Good.
- The University's Inclusion Task Force work now includes an 'inclusion' module for the Post Graduate Certificate of Academic Practice for all new academic staff. This is supplemented through workshops and forums.
- The Learning Differences Centre (Dyslexia), working in partnership with the School of Nursing and Health Professionals, have produced a guide for supporting students with dyslexia on placement and received the VC's Teaching Award in 2007 for their work in this area.

Education and Curriculum

- The Inclusion Taskforce has been established and has clear terms of reference and a work programme for delivery. (See section 10 below for details about the work of the Inclusion Taskforce).

Physical Environment

- Substantive work has been undertaken to improve access in the University's physical environment.

Key areas for development

- Developing and embedding the Involvement of Disabled staff and students in the implementation of the DES, in particular through the newly established Equalities Implementation Group chaired by Caroline Thomas, Deputy VC.
- Rolling out an Equalities Impact Assessment process (including disability) across the university, building on work undertaken through a previous pilot.
- Taking forward work on developing clearer processes for Reasonable Adjustments, and develop guidance for managers.
- Training for key staff across the university on implementing impact assessments.
- Disability Equality Training for key staff, including an understanding of the social model of disability.
- Awareness raising on the need to declare a disability, campaign to be a part of the launch of the new online My View system.
- The need to identify those students who have disclosed a disability on UCAS but not registered with the support services or in receipt of the DSAs.

- Develop initiatives which are 'preventative' in nature, proactively tackling anxiety through information and presentations, and more generic 'well-being in HE' events

In the future the review of the Disability Equality Action Plan will be undertaken in line with reporting on updates for all the equality strands to Council in March of each Year.

5.2. Gender

The university published its Gender Equality Scheme in April 2007 as required by legislation. Extensive consultation was undertaken to produce the gender equality action plan, as explained in the scheme. The scheme lays out clearly the gender work the university is currently doing and what it plans for the future.

The gender action plan has been updated in order to present to council, however it needs to be noted that it has not yet been a full year of implementation so updates are limited. Also many of the actions are to be implemented in year 2 and will be reported on next year.

There are two areas in particular which have been identified for development in 2008: In 2006 the university was successful in getting a Swan Bronze award for its work on gender by the Equality Challenge Unit. In 2007 the university submitted an application for the Swan Silver Award; however, the university was not successful in achieving this. The main feedback from the Equality Challenge Unit was that the university needed to embed more fully the actions set out in the Bronze award. Further feedback from the Equality Challenge Unit indicates that it is more achievable for individual schools, which are further ahead, to put in for the silver award rather than the university as a whole. We are currently looking at the feasibility of Chemistry putting in an award this year.

The university still aspires to achieving an overall silver award. In order to be ready for this we have to ensure that our commitments to gender are further embedded across schools. 2008 will be about taking action on this so we can put in a strong bid for silver in 2009.

Secondly, the issue of creating an inclusive environment which enables all staff and students to achieve their full potential is a core value for the university. In order to take this forward we will undertake some qualitative research with staff to explore if there are any issues, for example regarding work life balance, or other barriers to career progression. This will help to formulate actions for the future.

5.3. Race

As already stated the Race Equality Action Plan was extensively reported on last year. This year we need to prioritise developing an updated action plan.

6. Generic Equality Impact Assessment

A Generic Equalities Impact Assessment process is being developed and rolled out in the university this year. We aim to ensure that this process will be mainstreamed as far as possible and that people's capacity to carry out assessments is developed.

A number of actions will be taken to ensure this:

The Diversity Team will ensure that clear reference is made to equality impact assessments in the main 'process' documents used by the university, for example the Quality Handbook. The Diversity Team will undertake an audit of the university's processes to ensure that the requirement to undertake assessment is integrated into the relevant documents.

An Impact Assessment toolkit is being developed by the Diversity Team and training will be given to key representatives from across the university in how to carry out impact assessments.

Training will also be delivered to all key people across the university, including members of Policy Committees, Chairs, and policy leads.

7. Staff and Student Monitoring data: An Analysis of Key Trends

The full staff monitoring data report is available as appendix 5 of this report, and can be provided on request, the report will also be available on the university's website. The staff monitoring report provides extensive data on the diversity staff profile across the university and broken down by department/school. The monitoring report is based on the period 1/10/2007-1/10/2008, and a total number of staff as employed on 1/10/2007 of **5265**.

The key overall headlines from the monitoring data are set out below:

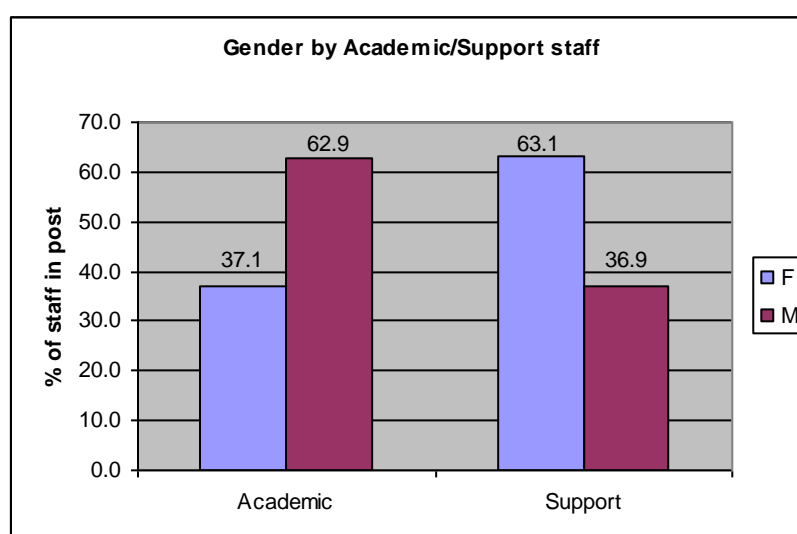
Gender

Overall the number of women at Levels 1-3 is **1314** and at Levels 4-7 (incl. Clinical Scale) the number is **1373**. Women make up 51% of the overall workforce.

Overall the number of Men at Levels 1-3 is **612** and at Levels 4-7 (incl. Clinical Scale) the number is **1966**. Overall men make up 49.0% of workforce)

Closer analysis shows that although there are slightly more women in the university than men they are concentrated in the support staff categories and at lower grades.

The table below shows the gender split between academic and support staff.



Further to this, the table below shows the gender profile of academic staff from level 3 upwards.

Workforce Planning Statistics: Academic staff split by job level

Job level	Gender				
	F	% F	M	%M	Total
Level 3	11	33.3	22	66.7	33
Level 4	365	44.3	459	55.7	824
Level 5	323	45.9	381	54.1	704
Level 6	111	27.7	290	72.3	401
Level 7	66	18.0	300	82.0	366
Grand Total	876	37.6	1452	62.4	2328

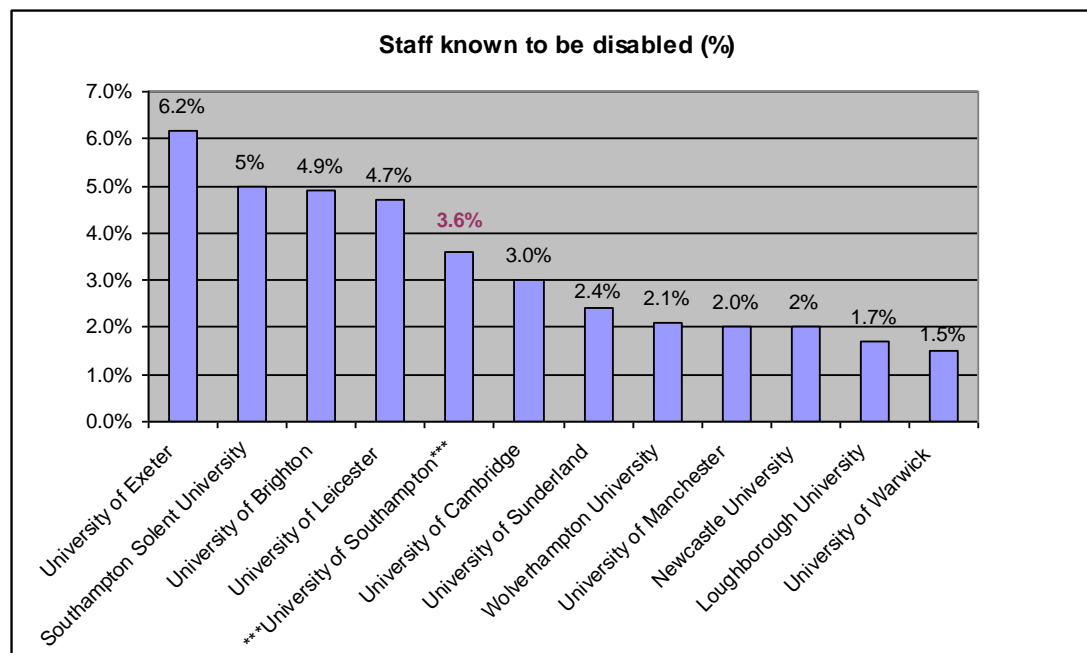
N.B. Excluding Clinical staff

Over the last year there has been an increase in the number of women at higher levels at the university, there are now 4.7% more women at level 7 in 2007 in comparison to 2006. However the differentials remain significant and below the national average, nationally the proportion of female academics in all grades increased from 41.9% to 42.3%, between 2006-7, this compares to our figure of 37.6% in 2007.

In conclusion although there has been progress in getting more women at the higher levels, the impetus for change needs to be sustained.

Disability

The table below shows a comparison of the percentage of staff 'known to be disabled' at Southampton in relation to a range of other universities.



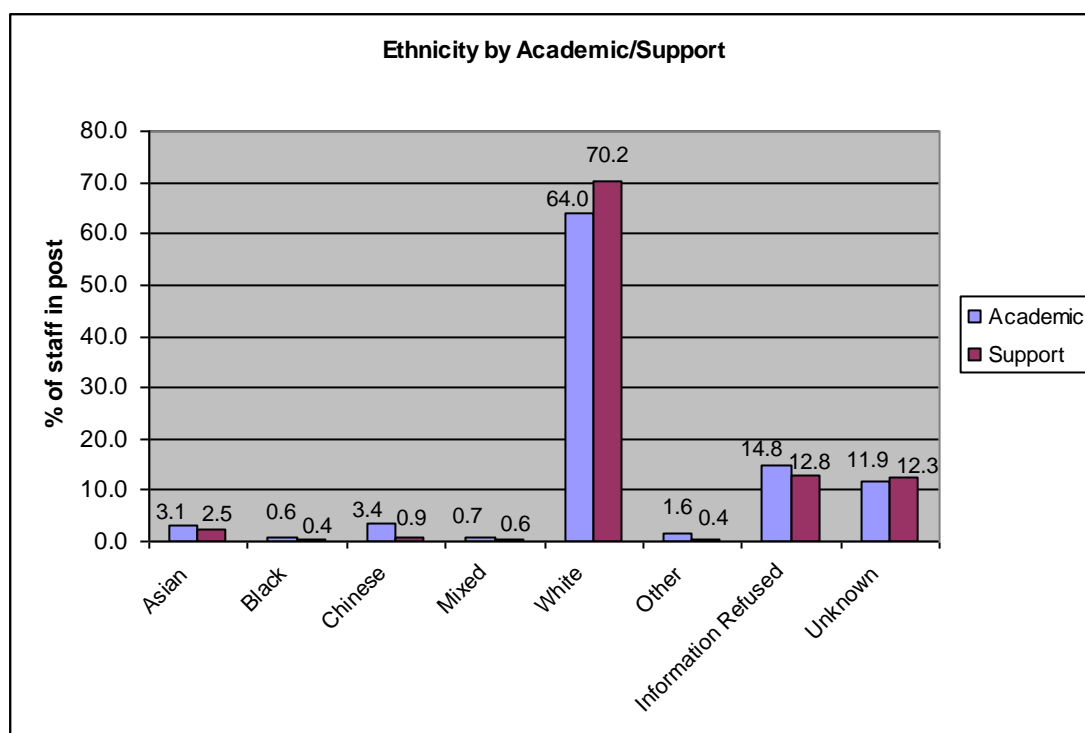
Currently we have 3.6% of the workforce with a declared disability. This equates to 93 staff at levels 1-3, and 95 staff at levels 4-7. The overall % of people declaring a disability has decreased from 4% to 3.6% in the monitoring period. In relation to other universities we sit between a high of 6.2% at Exeter and a low of 1.5% at Warwick.

However we also know that we need to improve the disability declaration rates overall, currently the non declaration rates for staff are too high. To help the university do this more effectively HR is exploring the inclusion of provision in the new My View system to allow people to update their personal monitoring data. It is recommended that this is made a priority so that better monitoring can take place in the future.

Ethnicity

The table and graph below shows the breakdown of ethnicity across academic and support staff.

Ethnicity Categories	Academic	%	Support	%	Total No.
Asian	76	3.1	69	2.5	145
Black	15	0.6	10	0.4	25
Chinese	84	3.4	25	0.9	109
Mixed	17	0.7	16	0.6	33
White	1568	64.0	1976	70.2	3544
Other	38	1.6	12	0.4	50
Information Refused	362	14.8	360	12.8	722
Unknown	291	11.9	346	12.3	637
Grand Total	2451	100.0	2814	100.0	5265



The data shows that the highest ethnic minority groups are Chinese and Indian. These are mostly international staff in the academic categories.

The overall % of Black and other minority ethnic staff (this includes International staff) in the university is 5.9%. This compares to the overall proportion of minority ethnic groups in England (according to the 2001 census) of 9%. In Southampton the reported figure in the 2001 census is 7.6%. Overall this shows that we could do more to attract minority ethnic people from both the local area and nationally.

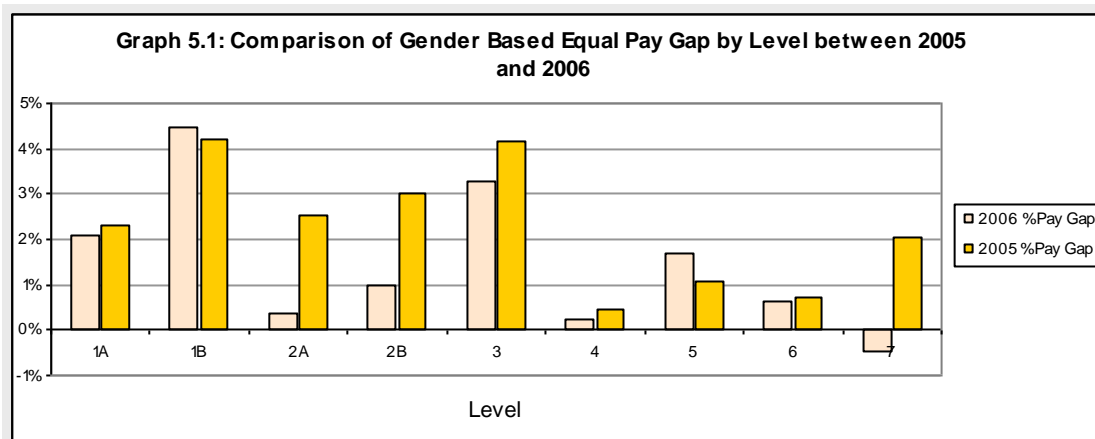
The University continues to be committed to widening its use of International staff however there needs to be a greater focus by the university on recruiting minority ethnic staff locally and nationally.

Finally the overall monitoring statistics for students can be found at appendix 6; these give an overview of the student diversity in the university. This area will be explored further in 2008 as we link the diversity agenda to the widening participation and social inclusion agenda of the university.

8. Equal Pay

Following comprehensive Equal Pay Reviews in 2005 and 2006, Human Resources Policy Committee (HRPC) decided that future reviews should be undertaken every three years. This decision was based upon the belief that a three year interval is necessary to allow meaningful actions to be taken against objectives and for progress and outcomes to be properly monitored. The actions from the 2006 Equal Pay Review have now been integrated into the Gender Equality Scheme, and progress towards them will be monitored between now and 2010. Of the various actions listed, the identification of the glass ceilings and the reasons for occupational segregation within the Management, Specialist and Administrative (MSA) and Community and Operational (CAO) career pathways will be treated as a priority.

The table below shows that the university has made good progress in a number of areas, between 2005-2006, in closing the pay gap, actions will continue to be prioritised to make sure this progress continues.



9. Harassment Contacts Scheme

The Harassment Contact Scheme continues to provide an invaluable service to people across the university. A number of Harassment contacts have been actively supporting individuals who feel they are being harassed and advising management in how to respond to difficult cases.

The Diversity Team has established contact with previous contacts and is evaluating how the scheme has been progressing. Following this further training and support will be provided for individuals this year.

There is also a need to expand the number of Harassment Contacts; in 2008 we will carry out a publicity campaign to get more people involved in the scheme.

The Diversity Team are currently reviewing the current Harassment Policy, this review will be completed in the spring and a new policy revised by the summer.

10. Mediation Scheme

The university has a mediation service to help resolve conflict between staff or students before it becomes entrenched, and possibly lead to more formal complaints. This is a useful way of ensuring a better use of resources in the long term. Once conflicts become formalised they take up a lot of staff resources and obviously have a greater effect on the productivity of the individuals, and teams, involved.

Following a reduction in resources in the HR department it has been decided that the Legal Department will take a lead in coordinating this service, with support from the Diversity Team.

Work is underway to actively link trained mediators to conflict situations; a number of requests for mediation have been made and there are currently two case's underway. The Diversity Team will also work with the legal department to set up further training and support for our internal mediators.

This internal approach will also be complimented by drawing on external mediators when appropriate.

11. Diversity Training and Development

Diversity training has been maintained through the provision of Diversity Awareness events in the Central Staff Development Programme. This has been complemented by a small number of bespoke and locally provided events.

To take Diversity training forward and to enable a greater effectiveness the following actions will take place over the remainder of the academic year.

- A review of diversity training resources being used across the sector is being carried out with an aim to purchase appropriate resources for the University which will be used to support central, bespoke and individual learning.
- A review of Diversity Trainers being used across the sector is being carried out to enable the creation of a directory of appropriate trainers who can be called on to provide specialist diversity development events and enhance existing internal provision.
- A “Managing Diversity” event will be piloted within HR. This will be the for-runner of a new type of event provided centrally across the University which will replace the current “Diversity Awareness” event. This new event will facilitate a greater sense of responsibility for and ownership of diversity, particularly at a management level, replacing the “passive” approach that awareness events signify.
- Legal Services will be asked to provide a Legal Update on key Diversity Issues. Senior Managers, Heads of Schools and their Management Teams, Directors of Professional Services and their Management Teams, and delegates of the new Senior Leadership Development Programme will be invited to attend.
- Human Resources Client Partners will be engaged in working with Heads of Schools and Professional Services at a strategic level, consulting on diversity issues and being a conduit for support and advice from both the Diversity Office and Staff Development Office.
- Members of Council have recently been offered an opportunity to attend a Leadership Foundation for HE event, Equality and Diversity: Key Issues for Governing Bodies. Places will be funded by the Staff Development Office.
- The Staff Development Office will review its statement on diversity and inclusion for all external training providers who will be reminded of their responsibilities to this as a condition of their appointment to work with the University.
- Ashridge Consulting will work to embed diversity into the new Senior Leadership Development Programme. This will enable embed diversity into the new Senior Leadership Development Programme. This will enable diversity to be included as part of the future leadership agenda and contribute to influencing cultural change.

12. Social Inclusion Taskforce

Tackling the social exclusion agenda is central to dealing with inequities in the university. For this reason the Diversity Team will work closely with the Inclusion Taskforce to take issues forward. This will initially be working together on disability issues but also on the wider inclusion issues as the work of the taskforce expands.

This section sets out the terms of reference of the taskforce, the work that has been done to date and work planned for 2008/9.

12.1. Terms of Reference

The Inclusion Task Force is a cross-institutional group comprising of staff who work in academic and learning support roles. The group is supported in its activities by the Learning and Teaching Enhancement Unit (LATEU) and reports to the Educational Policy Committee (EPC). The aims and purpose of the Inclusion Task Force are to:

1. Advise LATEU and EPC on inclusion related strategy and policy matters;
2. Work with the Diversity Manager to implement and monitor the Disability Equality Scheme;
3. Design and implement CPD opportunities for a range of academic staff at both an institutional and School level;
4. Design and develop inclusion related resources that can be used to inform the development of inclusive learning and teaching across the university;
5. Develop and maintain inclusion related resources hosted within the LATEU website;
6. Explore and disseminate ways of encouraging closer involvement of students in the design and delivery of inclusion related teaching and staff development activities;
7. Explore ways of embedding inclusion related principles into standard CPD sessions;
8. Establish an institution-wide Inclusion Forum (lead by the ITF, but open to all staff), that will meet regularly (three to four times a year) and act as a focus for discussion and dissemination of inclusion related issues.

12.2. Work to Date

1. Conducted a university wide evaluation of current practice in relation to inclusive learning and teaching, identified areas for improvements and made a set of recommendations to EPC (June 2006). Many of these recommendations for action were incorporated into the Disability Equality Scheme.
2. Co-ordinated the editing and production of a DVD illustrating key principles of inclusivity through interviews with university staff and students.
3. Designed and delivered a series of workshops for senior learning and teaching staff, focusing on the strategic development of inclusive teaching.
4. Designed and delivered a small number of bespoke staff development workshops for Schools.
5. Set up an Inclusion Forum with the intent of running cross-institutional inclusion related events.
6. Worked in conjunction with LATEU to revise the race check-list in the QA handbook and develop it into a more encompassing inclusion check-list (addressing the needs of students in relation to race, disability, gender and class)
7. Embedded inclusion workshops into the LATEU CPD programme and the Postgraduate Certificate in Academic Practice (PCAP)
8. Piloted, through a LATEU funded learning and teaching enhancement project, a method for involving students in inclusion related staff development activities.

12.3. Work planned for the future

1. Work with LATEU to disseminate more widely inclusivity related resources created to date
2. Work with LATEU to target and deliver staff development and awareness-raising activities at Faculty level
3. Build the profile and activities of the Inclusion Forum
4. Work through two recent LATEU funded learning and teaching enhancement projects to i) develop a wider set of inclusion related resources for teaching staff ii) work directly with lecturers to help them develop inclusive practice (with a specific focus on e-learning)

12.4. Current Membership

The Inclusion Task Force in the 2006-7 academic year consisted of Joy Moloney, Janet Skinner, Kevin Partington, Steve Tee, Brian Webster, Nick Hopkins, Jane Seale and Lee Price.

13. Conclusion and Priorities for 2008/9

As this report shows the university has done a lot in Diversity, however many challenges still remain and we need to focus our energies on achieving change that will be fully integrated into all the work of the university.

There are many people across the university responsible for taking forward the Equalities agenda. Specific responsibilities are set out in the action plans. Further to this the following areas have been identified as priorities for 2008/9:

Corporate Focus for 2008/9

- Leadership – Key diversity messages from senior university leaders. More diversity champions across the university,
- Increasing diversity at the top of the University staffing structure
- Getting the Equalities Implementation Group and reference groups for consultation well established,
- Developing and rolling out the Generic Equalities Impact Assessment Process,
- Understanding better issues about the integration of international students.

Specific actions for each area:

- Disability- getting more involvement, strengthening our ability to do reasonable adjustments,
- Gender - imbedding the commitments in the Bronze Award so we can apply for the Silver next year, Undertake qualitative and quantitative research to see what the barriers to career progression there may be for women including work/life balance issues.
- Race - Develop a new action plan.

Further to this stronger links have to be made between Diversity and the wider education agenda, in particular issues of exclusion/inclusion for students and prospective students, including issues for International students.

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