

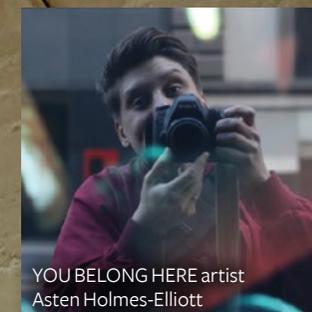
Equality, Diversity & Inclusion Strategy 2020 – 2025

**CREATING AN INCLUSIVE
UNIVERSITY COMMUNITY**



CONTENTS

About the Art	02
Equality, Diversity & Inclusion Strategy	03
Institutional maturity model	04
Why do we want to embed equality, diversity and inclusion?	05
Strategic fit	06
How we will work towards embedding EDI	07
Measuring success and Roles and responsibilities	10



ABOUT THE ART

The YOU BELONG HERE project (2017-2018) 4ft x 4ft neon sign is the result of a collaborative participatory art endeavour by artist Asten Holmes-Elliott with Breakout Youth: Hampshire LGBTQI+ Support Charity, supported by John Hansard Gallery and Tate Artist Rooms. Asten worked with participants from Breakout Youth exploring themes of identity, community, and belonging with a specific focus on how it feels to experience the future as a young LGBTQI+ person, participants were encouraged to create a physical object to represent their findings. The first stage resulted in the 'YOU BELONG HERE' badge which encouraged people to pledge allyship to the LGBTQI+ community. Continued development resulted in the 'YOU BELONG HERE' neon sign, which is now in the foyer of John Hansard Gallery. The sign is a beacon reminding us that those who find themselves at the margins belong here too, and it is the responsibility of us all to make space and ensure we all feel welcome.

We have chosen to use YOU BELONG HERE as our main image for our new Equality, Diversity and Inclusion Strategy as the story behind the neon sign and what it symbolises is entirely in keeping with our vision for equality, diversity and inclusion it is also important to us that this piece of art that is rooted in our local context. The image is kindly being used with the permission of the Artist, Breakout Youth and John Hansard Gallery. Please do not copy or use the image without permission from the Artist.

EQUALITY, DIVERSITY & INCLUSION STRATEGY

Building on the ambition articulated in the Bridging Strategy, and articulated as: “It matters that we act continually to ensure the University is supportive and inclusive of everyone”

Our **mission** is to **create an inclusive university community**, and our **vision** is that this is a community where, as an individual student or member of staff:

- **You feel** welcomed for who you are, and this is a place where you feel that you can influence the way we do things now and, in the future
- **You feel** included and supported to reach your true potential
- **You** are intellectually stretched and challenged
- **You** value the diversity of the wider community and play your part in supporting the mission of inclusivity
- And that as a community:
- **We** intentionally create space and time to truly engage, listen and learn from each other
- **We** all actively take steps to understand the impact of our own actions and behaviours
- **We** value and engage with each other by utilising our differences in order to create high quality work, research and education
- **We** intentionally lead and influence social change at both a local and national level – we are seen as innovative and bold leaders
- **By working in this way, we will change the world for the better**

Our **ambition** is that Equality, Diversity and Inclusion (EDI) is seen as a major asset that helps us be a world leading university. We want to see that EDI is truly embedded into all areas of our teaching, research, enterprise and work, where EDI is consciously considered in all decision making and in the delivery of education and other services. All students, senior leaders and staff should see an inclusive culture as being beneficial to themselves and others, and value it accordingly. Students and staff must see it as their responsibility to maintain an inclusive culture that is based on respect, compassion and curiosity. Underpinning our ambition is a recognition of the importance of individual and collective agency and accountability.

We are ambitious and will work with EDI in a way such that we are moving from an approach that currently limits us to focusing on specific, often siloed, elements of EDI to an approach that focuses on the wider dimensions of EDI. We will work hard to meet our public sector equality duties under the Equality Act 2010, but we want to go further than legislation dictates, ensuring that we also focus our work on wider cultural and socio-economic factors including widening access, success and progression for students from under-represented represented postcodes, many of whom will be from areas of high deprivation.

We will work closely with our university community to identify current cultures, structures, practices, procedures and policies that unintentionally keeps inequality and injustice in place. Collaboratively with staff and students we will design and implement changes that lead to an inclusive community; we will deliberately seek to involve the voice

of people who currently are unheard, because we want to ensure we obtain views and perspectives from across our entire community. Our role as a Civic University provides us with an opportunity to work with our local community to effect societal change and address social injustice.

As a university community, we are well placed to make real progress with EDI: we have the luxury of having the intellectual capacity at our fingertips, we are bustling with creative minds, and we already have some excellent practice to build on. For example, the [Social Impact Lab](#), the [Work Futures Research Centre](#), several staff networks, active student societies, and a reverse mentoring programme. We will better coordinate our efforts and make it clear for staff and students to see how all these activities are helping us move to a more inclusive university community in which our vision is lived day to day

Figure 1, below, sets out an assessment of our institutional maturity regarding inclusion. We currently evaluate ourselves as operating with a mixture of a ‘tick box’ adherence to specific activities and an inconsistent approach to wider EDI objectives.

We are fortunate to have many passionate and committed colleagues helping lead and shape this agenda, by leading specific working groups, chairing staff networks, organising the Campbell Lectures, as well as contributing to Self-Assessment Teams for the equality charters, to name just a few. We also have a student body and a students’ union who are equally passionate about EDI and who are leading change through a range of campaigns and societies furthering the EDI agenda. All this activity, energy and passions puts us in a strong position to keep developing our maturity.

INSTITUTIONAL MATURITY MODEL

← 2020 ↘

2025 ↓

Avoidance	Tick box	Inconsistent	Established	Integrated	Embedded
A homogeneous culture where only a few are seen or heard	<p>Focus on compliance with the law</p> <p>Some activity focused on e.g. equality impact assessment, equality charters and awareness events</p>	<p>Pockets of good practice</p> <p>Some engagement with minority groups</p> <p>Activity-based work that is lacking vision and coordination</p>	<p>Business case and governance structure established</p> <p>Self-awareness of strengths and areas for development</p> <p>Evaluate impact of actions</p> <p>Have established routes for minority voices to influence and lead change</p> <p>Not yet institutionally embedded, still some inconsistent practice.</p>	<p>Actively led by the senior leaders who ‘walk the talk’</p> <p>Actions of managers consistently match the Institutional messages</p> <p>The culture shows clear signs of change. The lived experience is generally improving for all groups.</p>	<p>Equality, diversity and Inclusion is truly embedded into all areas and considered in decision making, teaching, managerial practice and in student engagement.</p> <p>People are seen as individuals and take active steps to understand self and others.</p>

Figure 1: This has been adapted from the model set out in the House of Lords Focus on Inclusion strategy 2019-2021

¹ Inclusive Leadership by Charlotte Sweeny & Fleur Bothwick, The Diversity Bonus by Scott Page, Rebel Ideas by Mathew Syed, Inclusion by Jennifer Brown and Thomas Allen’s work on organisational psychology and management, Safe enough to soar by A. Miller and Judith H. Katz

WHY DO WE WANT TO EMBED EQUALITY, DIVERSITY AND INCLUSION?

It is simply the right thing to do both morally and legally.

Research consistently show that diverse and inclusive institutions and teams perform better. This is particularly true of creative organisations. The people who work and study in an inclusive place deliver higher quality outputs and have a better sense of wellbeing. Success in interdisciplinary and mission-orientated research requires teams with different perspectives and expertise working together; the same is true for successful design and delivery of innovative professional services.

Every individual is different, and every group of individuals has collectively different characteristics, life experiences and social backgrounds. These differences are essential for new and innovative thought. Every group needs to be led in different ways to harness the diverse talent, and our approach to teaching and management will enable diverse talent to flourish. Within our university community we are intentionally creating an environment where we value and understand our differences. We are an institution of opportunity: we want students, postdoctoral researchers and all staff to come here and realise their potential. We know that talent comes from all corners of society and creativity is bolstered when diverse minds come together.

There is a growing consciousness about social injustice in the wider population, there is a strong expectation from students and staff for fundamental change, and, as a university, it is expected that we will lead this societal change which is central to our core mission of changing the world for the better. This consciousness has been fueled further by the fact that 2020 has been a year like no other; the current COVID-19 pandemic is showing deep rooted social injustices that contribute to the disproportionate negative impact of the pandemic on different communities. The Black Lives Matter movement has shone a light on how racism is still prolific within all corners of our society and how current systems and institutions are maintaining a society that keeps racism in place. A few years ago, the Me Too movement highlighted that systemic sexism - leading to harassment and sexual violence - is still a significant problem in our society. A university is part of society and by logic we need to face the uncomfortable truth that these inequalities and discriminatory behaviours exist within our university community. We must not allow this to continue on our watch; the situation must change.

Our students and staff tell us that we need to do better. Evidence from two recent surveys shows us that too many students and staff from a Black, Asian or other ethnic minority background have experienced racism within our University community and, equally worryingly, that many have not reported these experiences, in part due to not having any faith that we as an institution will take it seriously (see figure 2). We can not tolerate this continuing, and we are working to put in place systems and procedures, as well as actively developing and reinforcing expected behaviours, that address this.

Race Equality Charter Student Survey 2019	Staff Diversity Survey 2019
A third of Black students have either witnessed or been a victim of racial discrimination on the University campus	17% of Black, Asia, Minority Ethnic respondents do not believe they are treated equally by colleagues with respect to their race.
Furthermore, Chinese, Black and Asian students are most likely to have either witnessed or been a victim of racial discrimination in the local area	18% of Female respondents do not believe they are treated equally by colleagues with respect to their gender
Nearly 6 in 10 students do not agree that appropriate action would be taken if a race-related incident was reported	Fewer than 72% believe that action would be taken if they reported discrimination to their School/Faculty/Service
Even fewer Black, Mixed and Chinese students (groups who have experienced discrimination) think that this would be acted on	

Figure 2: Extracts from the Race Equality Charter Student Survey 2019 and the Staff Diversity Survey 2019

STRATEGIC FIT

This strategy is closely aligned to, and overlaps with, other key university strategies:

Bridging Strategy which sets out the University's response to the continuing health, economic and social uncertainties of COVID-19. It sets out our mission to change the world for the better, and reaffirms the key areas that matter the most to the university in the long-term namely 1) The safety and wellbeing of our students and staff 2) People 3) Excellence of Education and the Student Experience 4) **Excellence of Research and Enterprise** 5) **Sustainability**. **EDI is woven into the Bridging Strategy and some of the measures of success are linked to EDI, e.g. the results from the staff and student pulse surveys.** Over the next year, the Bridging Strategy will be replaced with a refreshed University long-term strategy and work is ongoing to ensure that EDI is incorporated.

Widening Participation Strategy's (*in draft*) mission is for the University to lead an active role in creating a fairer future. Its vision is for an internationally recognised, co-created and evidence-based widening participation programme and philosophy, which facilitates and supports a socially diverse student population and is embedded into the bricks of the University. The widening participation strategy and the associated Access and Participation Plan are closely linked to the EDI strategy. Our respective work will overlap and most of the measures of success in the widening participation strategy will also be measures of success for EDI. The EDI team and WP team will work closely together to ensure our aims and objectives are mutually supportive.

Educational Strategy sets out our ambition to be internationally recognised for the quality of education. We will attract highly qualified students from across the world and offer them a vibrant and transformative experience. We will work as partners with our students to enable them to develop their ambitions, fulfil their potential and make a positive contribution to the world. We are committed to improving all stages of the student journey. The different elements that make up the realisation of the education strategy provides opportunity to embed EDI into each element.

Research and Enterprise Strategy, emphasises the importance of people, as one of its key strategic actions in achieving our aims for excellence in research and enterprise. It sets out the aims of recruiting and developing world-leading academic staff and doctoral students, supporting them at all stages of the career journey. This implicitly includes a commitment to EDI, but this needs to be more explicit in a refreshed version of the strategy. UKRI is signalling clearly an increased focus on EDI and more widely research culture. Our proposed EDI strategy aligns well with this intent.

People Strategy (*in draft*) the vision of this strategy is to attract, develop and retain skilled, confident, engaged and motivated staff that live our Southampton Behaviours i.e. 1) personal leadership 2) working together 3) developing others 4) delivering quality 5) Driving suitability. The people strategy will be delivered through three areas; employee deal, engagement and employee development. We are committed to continuously improve and modernise our people practices. Again, the EDI strategy supports the people strategy and in finalising the people strategy we will ensure that EDI is embedded in all the three areas of the people strategy.

Each of these strategies already have several key actions that aligned closely with EDI as the different strategies are refreshed, the individual strategy owners will work with the EDI lead to ensure that EDI commitments are explicitly embedded.

In addition to these strategies there are a number of University initiatives in development, namely; **Civic University Strategy, Engaged University Strategy, Research Culture Reform, Sustainability strategy** we will need to ensure that EDI is embedded into the development of these initiatives and strategies.

HOW WE WILL WORK TOWARDS EMBEDDING EDI

Embedding EDI requires a significant cultural change across the whole university community.

We will work in a way that addresses our consciousness, behaviours, systems and collective culture. We will use a five stage model to help us embed this cultural change (see figure 3). The model is explained below.

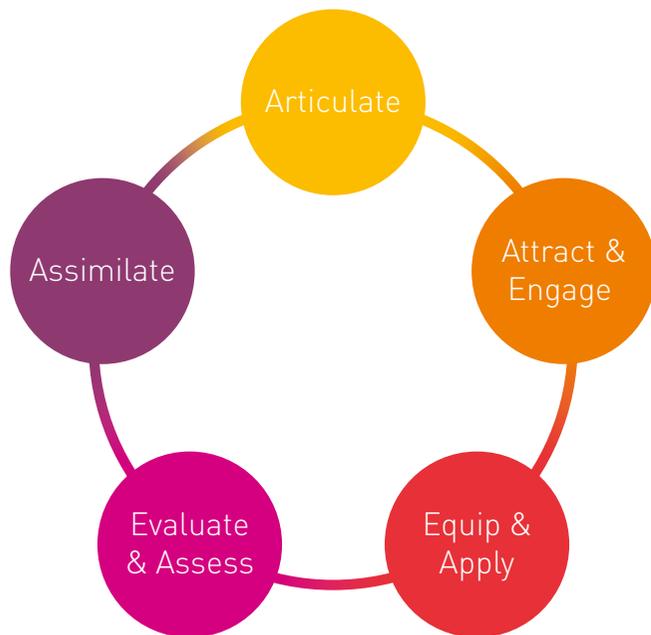


Figure 3: Embedding EDI model, based on Value Based Recruitment model developed by Cleary, K. 2002

We start with **articulate**. If we are to encourage student and staff to take action proactively, we need initially to articulate the key elements of the University's future, as set out in our vision. We then need to communicate our vision to staff and students via all the different communication channels available to us, but - most importantly - not confined to communication on matters of EDI, but integrated with communications on Education, Research, Enterprise and the other core business of the University.

Once we have clearly communicated our vision, we need to **attract and engage** people into this vision by embedding the EDI vision in our public and colloquial narrative; it should be possible to easily hear references to our vision in the way we talk and in our written narrative. Current staff and students will become advocates for our EDI vision and our Southampton Behaviours, and we will seek to gain a reputation locally, nationally and globally for being an inclusive university.

Through well-designed training, resources, systems, processes and policies we will **equip** our staff and students to be able to competently **apply** EDI in a practical manner in what they do.

We will then **evaluate and assess** whether the processes, procedures, policies and training that we have put in place are leading to positive change.

Lastly we will **assimilate** EDI into every corner of the University; all of us will 'walk the talk' right from the most junior member of staff to the leadership team and Council, and from the foundation year student who has just started, to the PhD student coming toward the end of their doctoral studies.

Our Southampton Behaviours (see figure 4) will be

fundamental in helping us embed culture change. Under each of the five areas there are detailed descriptions of the types of behaviour we expect to see in each other, for example:

- I take personal responsibility for my own actions and an active approach towards my development
- I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly
- I demonstrate respect and build trust with an open and honest approach
- I actively listen to others and communicate clearly and appropriately with everyone
- I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish
- I proactively work through challenge and conflict, considering others' views to achieve positive and productive outcomes

These are all the types of behaviour that will help create opportunity for personal and collective growth and encourage personal and collective agency and accountability.



Figure 4: Our Southampton Behaviours

Embedding lasting cultural change requires that we actively work with EDI in every function of the University. This is a sizable challenge, and to set out how we intend to do that in one single action plan would give the false impression that we will achieve this work by working our way through a task list. Having an action plan also gives the impression that we are taking a linear approach to EDI. In reality, the specific areas of work that will get us closer to our vision are done in different parts of the University. Below is the start of a developing, dynamic picture that shows how different areas of work will help us move toward our vision. This overview of work will be updated on an annual basis (to coincide with our annual EDI progress report to Council in November). The areas of work are set out under the heading of the five stages of the cultural change model we will be using to embed EDI.

Areas highlighted in pink and in bold are priority areas for 2020/2021.

Areas of work that will help us **articulate** our vision. Behind each area there are more detailed action plans.

Increase and improve our communication about EDI. Taking a planned approach that helps staff and students and local EDI leads to see where we are heading and how they can play a role in getting there.

Examples of details that sit behind the plan: Update the EDI external webpages and internal facing SharePoint pages so that our vision easy to find, publish EDI strategy, regularly publish relevant news stories that help showcase good proactive and show links to wider cultural change activities.

Senior leaders and managers communicate the EDI vision in their areas of responsibility and incorporate the vision into their local activity

Areas of work that will help us **equip and apply** our vision. Behind each area there are more detailed action plans.

Diversifying the curriculum so that it is inclusive of diverse material

Line managers development programme has EDI embedded and participants have opportunity to work out how to practically apply EDI and to develop diverse, high-performing teams.

The updated EDI SharePoint pages will include a range of resources that can be used by staff for development

Areas of work that will help us **attract and engage** people with our vision. Behind each area there are more detailed action plans.

Refresh and relaunching our Southampton Behaviours, this will be done in collaboration with staff

Showcase the good practice from the wider university community and use the research that we have done in related areas, mainly drawn from colleagues in the Faculty of Social Sciences, to influence our own work

Connect the EDI work that takes place at a faculty, school, professional services with the work that is led from the central EDI committee with the aim of ensuring that all activities are aligned to the EDI vision.

Have a calendar of events and a speaker series that raise awareness of key EDI issues and importantly how they apply to our university community

Communicate students and staff members lived experience to show why EDI matters this will be via news articles, blogs, talks and inputting into leadership and management development by helping create realistic diverse case studies.

Match the chairs of the BAME network, Disability network, PULSE (our LGBT+ staff network), WISSET (our network for women working in STEM) and the Parent and Cares network with members of the EDI committee

Areas of work that will help us **assimilate** the vision into all parts of our university community. Behind each area there are more detailed action plans.

Feedback from staff and students via regular pulse surveys to evaluate the extent to which they feel included

Leadership development – leaders use their privilege to ensure that they are engaging with people who are different from them and using the insight from these relationships to shape how we do things.

Areas of work with will help us **evaluate and assess** if we are making progress toward realising our vision. Behind each area there are more detailed action plans.

Implementing the actions, we have committed ourselves to in the institutional, departmental and school level Athena Swan Charters and via the different self-assessment teams, local EDI committees and the Institutional committee continuously evaluate our performance

Develop and launch a whole university code of conduct that, this will be co-created by staff and students and supported by EDI training recourses for students

Submit our self-assessment against the Race Equality Charter

Develop a single portal for completion of equality impact assessments. The revised process will allow for auditing and quality control.

Implement the actions that we have committed ourselves to in the Technician Commitment

Introduce the Report and Support tool – a tool to help report harassment, discrimination, bullying or abuse.

Implement the actions that we have committed ourselves to in the Concordat

Establish a Community Reference group that can be used for sense checking our work around EDI

Implement the actions from the Tackling Harassment Board

Refresh our appraisal process to incorporate EDI and Southampton Behaviours

Implement the actions that we have committed ourselves to in the Disability Confident charter

Implement the key university strategies, bridging strategy, widening participation, access and participation plan, people strategy, educational strategy, Research and Enterprise Strategy and any new strategic initiatives and their associated KPIs. Regularly assess if there is further scope to embed EDI in the delivery of these strategies.

Implement the actions that we have committed to as part of us signing up to be a Mindful Employer

MEASURING SUCCESS

A dashboard drawing from the key detailed actions set out in for example our Athena Swan action plan, Race Equality action plan, equal pay review, results from student and staff surveys will provide a high-level overview of progress. This high-level overview will be monitored by the EDI committee and the detailed progress will be monitored by for example the different Self-Assessment Teams. Both the EDI committee and the Self-Assessment Teams have student representation in its membership.

ROLES AND RESPONSIBILITIES

Our progress will be led by, implemented and monitored by the people and groups set out below. An EDI annual report is presented to Council in November setting out areas of progress and areas of priority.

Role	Responsibility
University Council	Ensure legal compliance and governance
University Executive Board	Ensuring that adequate resources are allocated to the work and that the priorities are aligned with wider university work. Modelling and Championing the EDI principles within the areas and functions of the University that they are responsible for.
Institutional Equality, Diversity and Inclusion Champion	Setting the strategic direction for the institution
Institutional Equality, Diversity and Inclusion Committee <i>Includes student representation</i>	Ensuring that the strategic direction is delivered and has oversight of the different areas of work

The groups below will help influence the strategic direction

Role	Responsibility
Faculty and professional services Equality, Diversity and Inclusion Committees <i>Includes student representation</i>	To make the institutional strategic vision relevant in their local area and to feed up to the EDI committee good practice and significant issues.
Institutional Athena Swan Self-Assessment Team	Work as a multidisciplinary team to gather the necessary data and evidence and analyse the findings to help write a high-quality self-assessment submission and ensure the implementation of the associated actions. Focused on gender.
Race Equality Charter Self-Assessment Team <i>Includes student representation</i>	Work as a multidisciplinary team to gather the necessary data and evidence and analyse the findings to help write a high-quality self-assessment submission and ensure the implementation of the associated actions. Focused on race.
Disability Confident Self-Assessment Team <i>Includes student representation</i>	Work as a multidisciplinary team to gather the necessary data and evidence and analyse the findings to help write a high-quality self-assessment submission and ensure the implementation of the associated actions. Focused on disability.
Concordat for Researchers Self-Assessment Team <i>Includes student representation</i>	Work as a multidisciplinary team to gather the necessary data and evidence and analyse the findings to help write a high quality self-assessment submission and ensure the implementation of the associated actions. Focused on the experience and progression of researchers.
Technician Commitment Self-Assessment Team	Work as a multidisciplinary team to gather the necessary data and evidence and analyse the findings to help write a high-quality self-assessment submission and ensure the implementation of the associated actions. Focused on the experience of technicians.
Tackling Harassment Board <i>Includes student representation</i>	Ensure that appropriate mechanisms are in place to support staff and students affected by different types of harassment, and that student and staff policies, processes and training in these areas are aligned.
Staff Networks – BAME, Disability Network, PULSE, WISSET and Parent and Carers	Grass root peer support and campaigning networks that bring people with shared experiences together. Key issues from the networks feed into the EDI committee.
SUSU	Ensuring that the student voice is heard and is included in the decision-making progress.
Equality, Diversity and Inclusion Team	Provides expertise, knowledge, practical advice and critical challenge to help embed EDI across the University.

 **Find out more**
www.southampton.ac.uk/diversity

diversity@soton.ac.uk

+44 (0)2380 592945



Please recycle this publication
when you have finished with it.