

COUNCIL COVER NOTE

<p><b>This report is for discussion and approval</b></p>
<p><b>Purpose</b> To update the Council on Equality and Diversity issues within the University; to outline the University's Equality Plan and Staff Monitoring Report; and, to inform Council on actions and priorities for the University on the equality and diversity agenda for 2011-12.</p>
<p><b>Summary</b> In anticipation of the new Equality Act 2010 and in the spirit of good practice it was decided by the previous Diversity Champion and the Equality Implementation Group to develop an Equality Plan (previously referred to as a single equality scheme) in 2010. In developing the plan all previous actions were reviewed and further consultation through focus groups and working groups was undertaken, coordinated by the Diversity Team. The Equality Plan supersedes all previous equality schemes. The plan reflects the outcomes from a comprehensive review of equality and diversity activities across the University and puts forward the key actions in each area until 2013. The plan represents a 'living document' and will be reviewed annually in time to report progress to Council in March of each year.</p>
<p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Discuss and endorse the report and the equality and diversity the priorities for 2011-12 listed in <i>Table 1</i>.</li> <li>2. Approve the Equality Plan (<i>Appendix 1</i>).</li> <li>3. Endorse the Staff and Equal Pay Diversity Monitoring Report (<i>Appendix 2</i>).</li> <li>4. Endorse the Staff and Student Diversity Monitoring Report (<i>Appendix 3</i>).</li> <li>5. Council to receive an update on further changes to the Equality Act in early summer 2011.</li> </ol>
<p><b>Risks (where applicable)</b></p> <ul style="list-style-type: none"> <li>- The University is required to meet the conditions laid out in the recent Equality Act 2010 and may be subject to litigation and tribunals if it does not meet the statutory requirements by complying with the legislation.</li> <li>- The issue of Fair Access over student admissions will put pressure on the University in meeting equality standards in its recruitment strategy and educational provision.</li> <li>- The REF has an equality and diversity code of practice that it needs to meet for the REF 2014.</li> <li>- Longer-term risks in terms of recruitment and well-being associated with the University not being seen as a good place to be a student or worker.</li> </ul>
<p><b>Strategic impact (where applicable)</b> Medium</p>
<p><b>Equality Impact Assessment (<i>this section to be completed where a new policy, procedure or practice is proposed</i>)</b> N/A</p>
<p><b>Financial implications</b></p> <ul style="list-style-type: none"> <li>- Short term: funding of specific items associated with meeting needs of REF and Fair Access agreements; ongoing support of university activities such as WISSET and Theano.</li> <li>- Cost and people resource implications of implementing the Plan. These will be developed in more detail as specific implementation plans are presented for approval</li> <li>- Long-term impact associated with student recruitment and staff recruitment and retention if equality agenda not properly addressed.</li> </ul>
<p><b>Health and Safety Implications/risks (if none, please state 'none')</b> There may be a H&amp;S issue in relation to stress if bullying and harassment is not appropriately dealt with.</p>
<p><b>Link with other key University policies/strategies<sup>4</sup></b> It is difficult to envisage any part of the University's policies and strategies that are not be affected by Equality and Diversity issues. However specifically they cover: corporate strategy, education and human resources agendas.</p>

**Paper owner(s)/contact details/Date**

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# Equality and Diversity Report

## Council 24<sup>th</sup> March 2011

### 1.0 Introduction

This report presents the Equality Plan for the University, which was produced and finalised in January 2011 and approved by UEG on 8 March 2011. The University's Equality Plan supersedes all previous equality schemes and, as such, the Plan replaces all other diversity and equality reports previously submitted to Council (notably the Diversity Report). As Section 2 explains there have been substantial changes to the legislation and the wider 'landscape' of equality and diversity provisions, which have important implications for the University. Table 1 seeks to highlight and prioritise key elements for the Plan (which covers three years: 2010-11 to 2012-13), for the next year, 2011-12 and highlight the progress already made on the equality and diversity agenda for the initial transition year 2010-11 (given that the emergent nature of the legislation during most of 2010). The priorities listed in Table 1 emerge from what is required by the university under the new law and other key drivers associated with the equality and diversity requirements of the Research Excellence Framework (REF) and the University's Access Agreement with the Office for Fair Access (OFFA) (Section 3). This, in turn, has to be balanced with the resources we have available to meet our agenda, together with how we view the needs of the various 'protected' groups (Section 2).

The rest of the report seeks to provide a short background and outline of the Equality Act and the University's Equality Plan, before highlighting other issues and progress on the diversity agenda.

### 2.0 Background

Since the last Annual Diversity Report to Council (2009-2010), the Equality Act 2010 has been passed by Parliament and an implementation timetable has been rolled out. The key provisions of the Act came into force on 1 October 2010, and are summarised in Appendix 4. However, it should be noted that further provisions relating to the general equality duty as set out in the Act are only due to come into force in April 2011. Guidance for implementing the general duty has been now been published and further work will be undertaken to ensure we are fully meeting our requirements under the new legislation. In summary, those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and,
- foster good relations between people who share a protected characteristic and those who do not.

These are referred to as the three aims, or arms, of the general equality duty. The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages suffered by people due to their protected characteristics;
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and,
- encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act further states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups and states that compliance with the duty may involve treating some people more favourably than others.

It should be noted that there are two other key important areas central to the aims and purpose of the University that involve addressing equality and diversity issues in a direct and vital way. The first is meeting the requirements in the Research Excellence Framework (REF) for equality and diversity as laid out by the REF Equality and Diversity Advisory Group, which should emerge in its final form some time in the summer of 2011. On the basis of the first meeting of the University's REF Planning Equality and Diversity Sub-Group the submission of the University and departments within it to the Athena SWAN Awards has been seen as a good route to fulfil the requirements of the REF process in showing that the University is meeting the equality and diversity in the SET agenda of the REF. The second centres on the University's Widening Access Plan. If the University is going to charge the higher undergraduate student fee levels above £6,000, the University will be required to submit an Access Agreement to the Office for Fair Access (OFFA) focusing on widening the access of the University to under-represented groups which will include students from less-advantaged backgrounds, students with disabilities, students from some minority ethnic groups, and care leavers.

The Council will be aware from their previous briefing that the protected characteristics under the public duty now cover age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and, sexual orientation. As reported to Council last year, the University started a process of developing a university wide Equality Plan to replace the previous schemes on Disability, Gender and Race so we could take a more comprehensive approach to equality, preparing for changes to the act and in the view of the University Equality Implementation Group developing best practice for the university regardless of legislation. The context of the Plan is outlined in Section 3.

### **3.0 The Equality Plan**

The full Equality Plan is presented to Council for approval and is attached (Appendix 1). In the future Council will receive updates against this plan instead of the previous schemes. This plan covers a three year period from 2010-13, it will however be reviewed in light of recent guidance on the new equality duty and ongoing consultation on priorities. The university will now be in a good position to do this, given the work already undertaken on the plan. Any changes will be reported to Council as part of their annual report. There are also some issues raised in the plan, which will require resource allocations currently not identified. Further work will need to be undertaken by the University Champion, other senior managers and the Diversity Manger to put forward costed options and see where resources can be identified. Council will be informed of these changes annually as we review the implementation of the Equality Plan.

There are tasks identified in the Equality Plan, which have already been achieved and there are some key priorities, which will be focussed on during 2011-12. These are identified in the Table 1.

Work on developing the plan and the consultation process shows that even as we continue to make progress on this agenda, a great deal more work still needs to be undertaken in changing attitudes, practices and the culture of the University rather than in simply going through the motions of compliance. Thus the issues around prejudice, harassment and bullying can only effectively be tackled if we move beyond the base minimum and seek to change the attitudes and culture of the University as an institution. By effecting these changes we can help make Southampton a happier and more welcoming place for staff and students; somewhere where people can feel comfortable and be supported in who they are, what they seek to do and in what they might become. A positive attitude towards the University can also help strengthen people's ties once they have left Southampton and make them more willing to support the University both financially and socially in what it seeks to do.

**Table 1: Equality and Diversity (E&D) Targets associated with Public Duty Requirements, especially under the 2010 Equality Act**

	<b>Task</b>	<b>Achieved</b>	<b>Achieve by 2011-12</b>
<b>I</b>	<b>Overall E&amp;D Strategy, Plan and Leadership</b>		
1	Equality Plan consultation and preparation	x	
2	Equality Plan – report produced and accepted by UEG	x	
3	Develop E&D strategy with Faculties & Senior Team		x
4	Develop measurable performance targets including data collection systems and outcome analysis (p. 22)		x
5	Develop reporting and governance structures for E&D within the University (p. 21 and 22)		x
<b>II</b>	<b>Race (pp. 12-13)</b>		
6	Impact assessment for admissions policy	x	
7	Diversity monitoring of student population	x	
8	Piloting of cultural awareness and diversity training		x
<b>III</b>	<b>Gender (pp. 13-15)</b>		
10	Review and revise promotions procedures and guidance materials		x
11	Equality impact assessment on promotion (p. 21)		x
12	Establish REF Equality & Diversity Sub Committee (p. 19)	x	
13	Equality impact assessment on REF submissions and citations (p. 19)		x
<b>IV</b>	<b>Disability (pp. 15-16)</b>		
14	Focus estate provision for disabled people on internal working and learning environment		x
15	Improve web accessibility – being tested widely		x
<b>V</b>	<b>Sexual Orientation and Transgender (pp. 16 and 15)</b>		
16	Participate in Stonewall’s Workplace Employability Index	x	
17	Follow up and consultation with Stonewall	x	
18	Undertake Equality Survey		x
<b>VI</b>	<b>Religion and Belief (p. 17)</b>		
19	Consult on faith and religious matters		x
20	Review faith provision expectations		x
<b>VII</b>	<b>Age (p. 17)</b>		
21	Produce workplan for 2012-13		x
<b>VIII</b>	<b>Other</b>		
22	Undertake Equal Pay Audit (p.18)	x	
23	Construct new Equality and Diversity website		x
24	Produce a financial plan to meet the 2011-12 objectives		x

Lastly, setting the right framework in terms of equality becomes more pressing as the University changes and becomes more international in orientation and hence a more diverse place to study and work.

Taking forward work on the Equality Plan has also initiated work in other areas of diversity such as Sexual Orientation, where little action has taken place. The university is now a member of Stonewall an independent lobbying organisation for lesbian, gay and bisexual people. The university now has an active LGBT network, which will need to be supported in the future to ensure the good work already undertaken is continued. For the first time last year the university submitted itself to the Workplace Equality Index (WEI), the score for the university was 59, ranking us 341 out of 378 organisations. Three universities, Cambridge, Cardiff and Imperial London are in the top 100. Although the result is disappointing it does now give the university a baseline from which to make progress. A meeting has been arranged with Stonewall to see what action we can undertake to improve the situation in the University. Information on Stonewall can be found at [www.stonewall.org.uk](http://www.stonewall.org.uk).

**4.0 Staff and Student Diversity Monitoring Data**

The university continues to monitor and improve its collection of data, which underpins the analysis of the key issues affecting our staff and students. A summary of the key issues are attached as Appendices 3 and 4. The full diversity monitoring reports can be seen at <http://www.southampton.ac.uk/diversity/data>.

From this Council is asked to note in particular the continuing ‘glass ceiling’ for women in the organisation. The university has undoubtedly made progress at senior levels with the appointment of four new Female Deans and a small improvement in the number of female professors in the Science Engineering and Technology areas, but there is some way to go before we can achieve diversity throughout the organisation.

**5.0 Governance**

Following implementation of the new Governance structures the current gender balance is shown below:

**Listed are those bodies, which are formally designated as committees in the new structure approved with effect from 1 February 2011**

Council	4 women out of 25 members
Senate	46 women out of 153 members* (December 2010)
Standing Committee of Council	1 woman out of 5 members (meets if necessary)
Nominations committee	1 woman out of 7 members
Senior Salaries Committee	1 woman out of 9 members
Audit Committee	0 women out of 5 members
Health & Safety Audit and Assurance Committee	3 women out of 5 members
Safety & Occupational Health Committee	1 women out of 11 members
Genetic Modification and Biosafety committee	4 women out of 13 members
Military Education Committee	3 women out of 13 members
External Research Degrees Committee	4 women out of 9 members
Academic Quality and Standards Committee**	5 women out of 21 members
Programme Committee	final membership to be confirmed (22 members total)

Ethics Committee	final membership to be confirmed (16 members total)
Consultative Committee for Safety & Occupational Health	final membership to be confirmed (24 members total)
Student Discipline Committee	5 members (not fixed - members identified separately for each case)
Senate Appeals Committee	4 members (not fixed - members identified separately for each case)

**Note:** Council, Standing Committee of Council, Nominations Committee, Senior Salaries Committee, Health & Safety Audit & Assurance, Programme Committee and Consultative Committee for Safety & Occupational Health will each have a woman in the Chair.

(\* excludes vacancies)

(\*\* continues until April 2011)

The data shows little progress has been made in recent years on changing the gender balance of committee structures, positive action initiatives will need to be undertaken if this is to change in the future. Council will need to be mindful of this in filling the current vacancies on Council.

## 6.0 Diversity Events

Council are also asked to note that this year we have continued to have very successful events for International Women's Day during the week of 8 March 2011 and for Lesbian, Gay, Bisexual and Transgender (LGBT) History during February 2011. Such events in the university provide a great opportunity to celebrate diversity and promote good relations, and it is hoped that if funding can be identified we will continue to grow such activities to include other diversity areas.

## 7.0 Conclusion and Key Challenges Ahead.

As noted in the Introduction, the equality and diversity landscape and its associated legislative and regulatory framework is still emergent and subject to further change or clarification. However, the University is 'ahead of the curve' in trying to set in place a framework, which is fit for purpose for the emergent legislation. This is due in no small part to the efforts of the previous Equality and Diversity Champion and the equality team within the University. In seeking to address the needs of the legislation and other equality and diversity demands of the REF and OFFA will require the University to collect more and better data, not least so we can benchmark the objectives listed in Table 1. We should also recognise that the Equality Plan is a 'living document' which is subject to development and modification over time, something which is expected by the 2010 Act, as priorities within the University change and as other objectives are met. However, lastly we should note that meeting these objectives will require resources to achieve them and identification of which budget lines they will be derived from.

### Appendices:

1. The Equality Plan
2. Staff and Equal Pay Diversity Monitoring Report, full data can be found at <http://www.southampton.ac.uk/diversity/data>.
3. Staff and Student Diversity Monitoring Report, full data can be found at <http://www.southampton.ac.uk/diversity/data>.
4. Summary of provisions of Equality Act 2010 enacted in October 2010

The University's Equality Plan is available on the Diversity Website at [http://www.southampton.ac.uk/diversity/equality\\_plan](http://www.southampton.ac.uk/diversity/equality_plan).

## APPENDIX 2: Staff and Equal Pay Diversity Monitoring Report

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### Title: Staff and Equal Pay Diversity Monitoring Report

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From: Human Resources

Date: February 2011

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The Equality Act 2010 requires the University to:

*“publish annually data on equality in their workforces, the first data to be published on or before 31 July 2011.*

*The Equality and Human Rights Commission's guide to information to be published under the Duty indicates that it would expect public bodies to include data on:*

- *the race, disability, gender and age distribution of the workforce*
- *an indication of the likely representation on sexual orientation and religion and belief, provided no one can be identified as a result*
- *an indication of any issues for transsexual staff, and*
- *gender pay gap information”*

The University of Southampton's Equal Pay Policy confirms the University's aim of eliminating any sex bias and ensuring the University's reward systems are free of unlawful discrimination.

In addition, joint guidance from the Universities and Colleges Employer's Association and the nationally recognised Higher Education trade unions recommends that all Universities carry out regular, systematic equal pay reviews in partnership with their recognised trades unions. The University has undertaken such reviews for a number of years.

The benefits of such a review are:

- complying with the Equal Pay legislation, The Equality Act and good practice
- identifying, explaining and eliminating unjustifiable pay gaps
- having rational, fair, transparent pay arrangements
- demonstrating to employees and to potential employees a commitment to fairness and equality

#### **Date of analysis**

Unless otherwise stated, the data in the 2010 Equal Pay Report is as at the snapshot date of 1st October 2010, with period analysis based on the 12 month period 1st October 2009 to 30th September 2010 where required.

#### **Data Availability**

As non-disclosure rates amongst staff in relation to ethnicity (19%) and disability (17%) are high, accurate detailed analysis of this data lacks validity. The attainment of this missing information should be a priority for the forthcoming year to enable accurate analysis in the 2011 Audit.

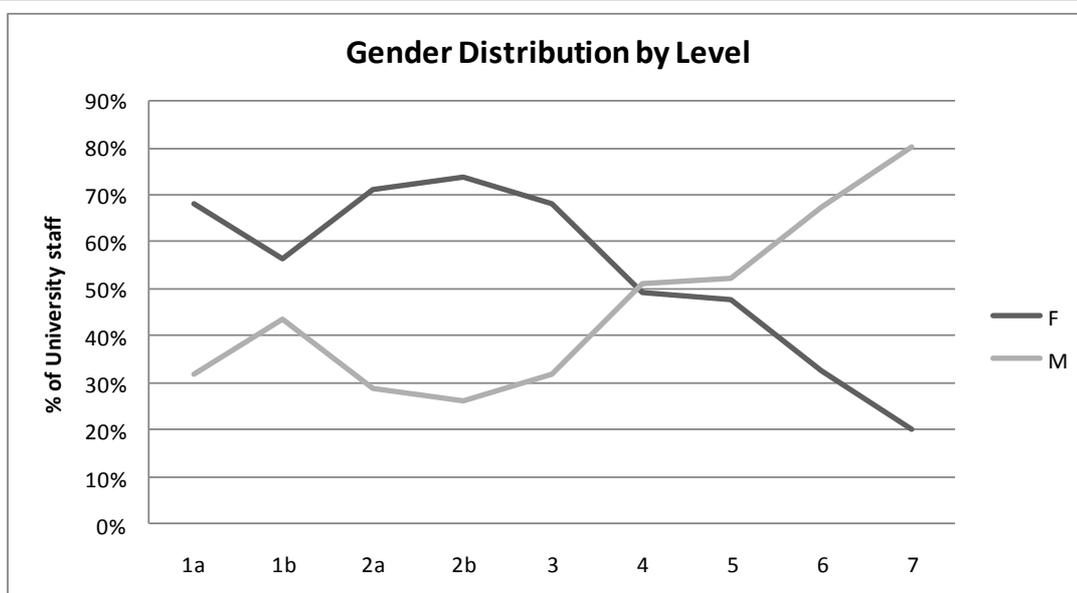
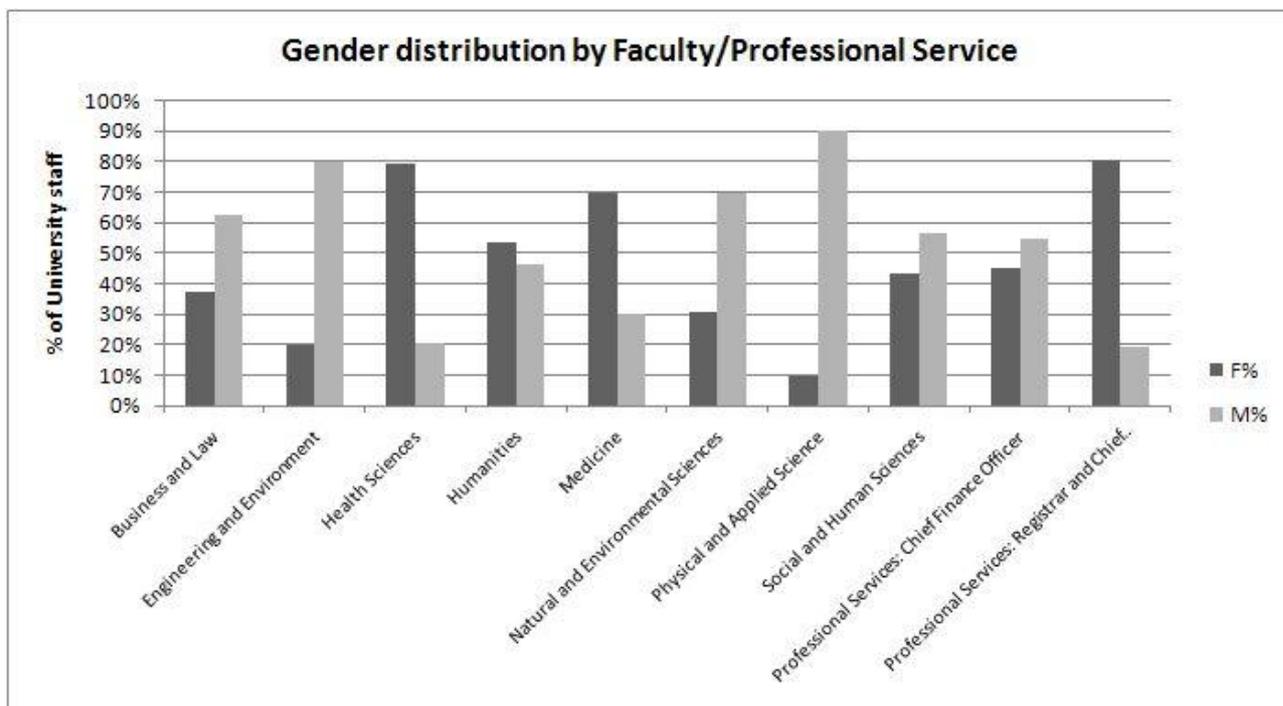
#### **Key Findings of the 2010 Equal Pay Report**

##### **1. Overall Workforce Composition**

###### **1.1 Gender**

The University is currently composed of 53% female and 47% male staff, in comparison with 52% female and 48% male in 2009. However, this gender split varies significantly across Faculty/Professional Service Group, ranging from R&COO Professional Service Group, where 81% of staff are female to the Faculty of Physical and Applied Science where only 10% of staff are female (see graph below for Faculty split).

Analysing the Gender distribution by level, it is clear that the percentage of female staff varies considerably between levels and that the possible level 4 glass ceiling identified in the 2009 Equal Pay Audit may still exist for female staff (see graph below for level split).



## 1.2 Ethnicity

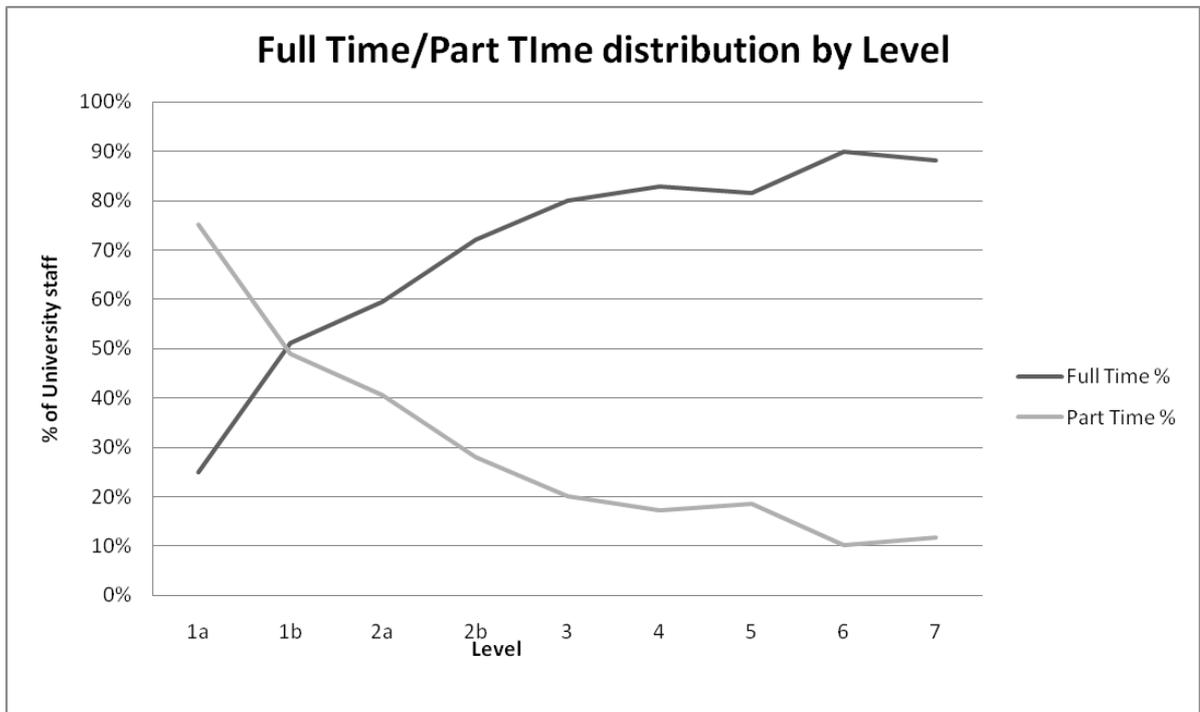
10% of the overall workforce declare themselves to be of Black and Minority Ethnic (BME), in comparison with 9% in 2009 and 7% in 2005. There is significant variation in this figure across levels with 23% of level 1a declaring themselves to be of BME, falling to 4% at level 7. Due to the high 19% non-disclosure rate, more detailed faculty analysis in this area is not presented.

## 1.3 Disability

Over the last year there has been no change to the percentages of staff having a declared disability (currently 3%); however this is a decrease from the 2005 figure of 4.5%. Again the high non-disclosure rates (17%) does not allow for more meaningful detailed analysis.

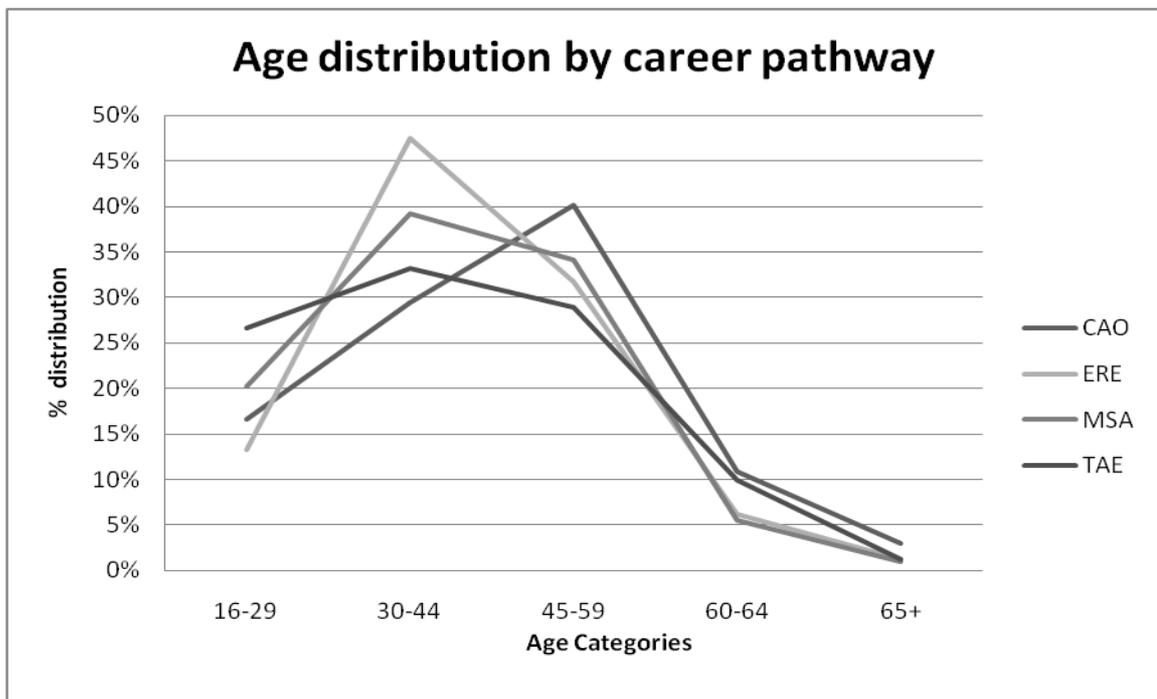
## 1.4 Work pattern

The percentage of the workforce working on a part-time basis in 2010 was 23% in comparison with 24% in 2009 and 19% in 2005. As in 2009, numbers of part-time workers are concentrated at the lower salary levels with 18% of all part-time workers paid on level 1a, compared to 4% at level 7.



## 1.5 Age

Analysis of the age distribution of University staff took place for the first time in the 2009 data analysis exercise. The age profile of current staffing by career pathway is shown below.



## 2. Pay Gap Analysis

No significant base pay gaps for full or part-time staff are identified within each of the levels 1-6, confirming that the University does offer equal pay for work of equal value which has been the case since pay gap monitoring began in 2005.

In 2009 analysis of the level 7 pay gap was undertaken for the first time and a significant pay gap of 6% identified, as at 1st October 2010 this has fallen to 4.8% a level below that deemed to be significant by the Equality and Human Rights Commission. Further progress has also been made this year in reducing the University overall pay gap, which now sits at 15.8%, compared to 17% in 2009 and 22% in 2005.

Due to the higher proportion of part-time staff within in the lower pay levels, the University continues to have a significant pay gap between full-time and part-time staff of 22.7%, however this represents a significant improvement on 26% in 2009 and 29% in 2005.

### 3. Use of HRZs

The Higher Responsibility Zones (HRZ), within levels 1-6 are currently used to acknowledge additional responsibilities of a role that sit within the next grade. Movement into, or within the HRZ is recommended by the Line Manager, in line with set criteria and consistency checked by HR.

Overall 16% of all level 1-6 staff are paid in the HRZ and the distribution of female and male staff with in the HRZ closely matches the University's overall workforce distribution. It is of note that large numbers of staff were assimilated into the HRZ as part of the 2004 pay review.

In 2004 HRZs were used to accommodate assimilation across to the new pay scales. Since then there has been a lack of consistency in use, being used to both reward performance and additional responsibility.

### 4. Use of Additional Increments

Additional increments are movements within the Core Zone of levels 1-6, recommended by the Head of Academic Unit/Professional Service Group, which occur over and above normal incremental progression (where applicable). Overall 8% of staff received a staff achievement award, of these 24% went to staff on the top point of their Core Zone, possibly suggesting that additional increments are being used to reward long service rather than achievement.

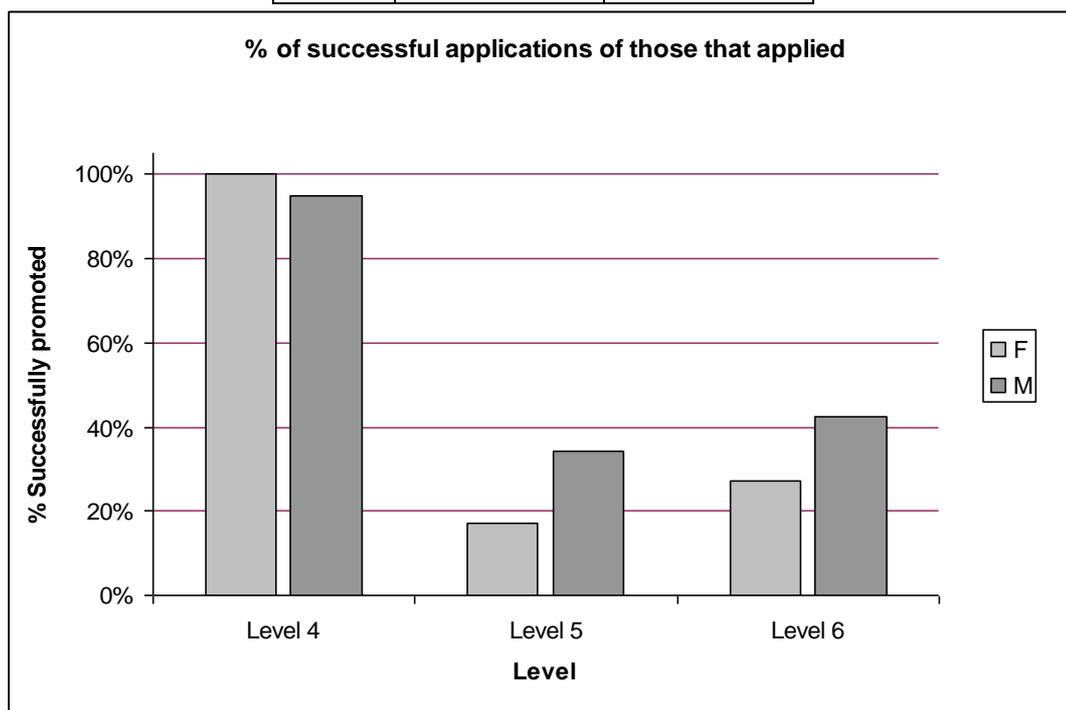
### 5. Academic Promotions

Academic staff have the opportunity to apply for promotion each year.

At the three levels where staff are eligible for promotion a greater percentage of men than women applied.

At level 4 a bigger percentage of women that actually made an application were successful than men, at level 5 and 6 a greater percentage of men were successful. However, while data on successful promotion applicants is comprehensive, data about unsuccessful applicants has been compiled from a number of sources, including anecdotal records and meeting minutes; it may not be 100% accurate.

% academic applicants by gender		
Level	Female	Male
4	3.01%	3.82%
5	9.03%	16.35%
6	8.80%	11.54%



## **6.       Regrading**

A regrading occurs where a member of non-academic staff moves to a higher grade due to an increase in responsibilities or higher-level duties within their current role. Recommendations for regradings are made by the Head of Academic Unit /Professional Service Group with the appropriate grade of University jobs being determined via the HAY Job Evaluation methodology.

Overall 1.4% of non-ERE staff have been regarded over the last year. Broken down by gender, 1.6% of female staff were regraded, compared to 1% of male staff.

## **7.       Starting Salaries**

Analysis of the starting salaries shows that while, at most levels, more people are recruited at the bottom of the scale, overall the majority are spread among the higher points, except within level 4.

There is currently no starting salary policy or guidance for managers, with 42% of staff being employed at the midpoint and above (excluding level 7 staff), and 5% being appointed within the HRZ.

**Title:** Staff and Student Diversity Monitoring Report

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**From:** Diversity, HR

**Date:** February 2011

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This report provides further information about the diversity of students and staff at the University, to complement the equalities data presented in the Equal Pay Report. The University, as a public institution, has previously had a legal obligation to release data relating the sex, age and disability. With the Equality Act 2010, there is now a broader commitment to equality for students, staff and clients, including race, religion and belief, sexual orientation, gender reassignment, marriage and civil partnership, and pregnancy and maternity.

### 1. Student profile

While evidence of gender bias towards a given subject is well known, it has been identified in our institution that participation in a given subject also demonstrates a bias by race and age. Of particular significance is that 31.4% of undergraduates in the Faculty of Medicine declare themselves as Black or Minority Ethnic (BME), of whom 75.5% are from the UK. Of the next highest proportion of BME students (21.8% of undergraduates from the Faculty of Business and Law) 47.8% are from overseas. This trend continues for post-graduate students across the University: excluding Medicine, the highest proportions of BME students are matched by a high proportion of overseas students.

It is noted that the Faculty of Health Sciences has a significantly higher number of mature undergraduate students (58.8%) compared to other faculties, who also account for the majority of part-time undergraduates (99.5% of part-time UG students are over age 21). This is likely due to the vocational nature of the programmes taught by the faculty.

UG progression is significantly less affected by gender, with minimal variation in the proportion of male and female UG students progressing to their second year in all faculties. However, there are a greater percentage of female students (77.4% on average) attaining 1<sup>st</sup> class or 2:1 degrees than male students (72.9%) in all faculties except Business and Law (and Medicine, where UG degrees are not classified).

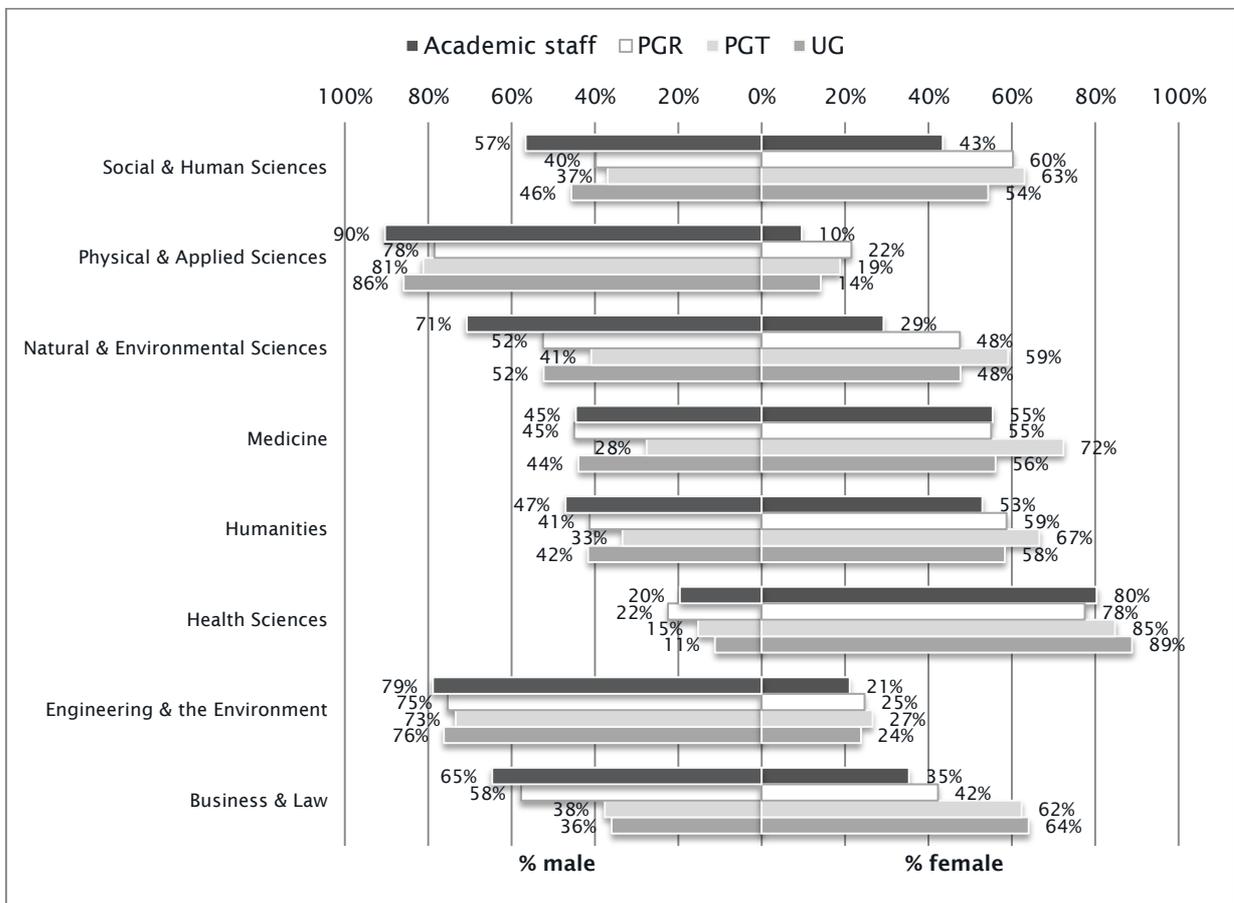
Mature students are nearly as likely to progress in their degree as young (under-21) students, but their degree classification tends to be lower; 62.4% of mature students attain 1<sup>st</sup>/2:1, compared to 77.7% of young students. As a proportion of their age group, mature students are more likely to withdraw from their degree than young students.

### 2. Comparison with staff profile

For the first time, a coordinated effort to examine the relation between student and staff diversity has been attempted. The primary finding of this analysis is that the student body fundamentally reflects the diversity profile of the teaching staff of a given faculty, with few exceptions. This is a well-reported problem in terms of sex and the Science, Engineering and Technology (SET) disciplines.

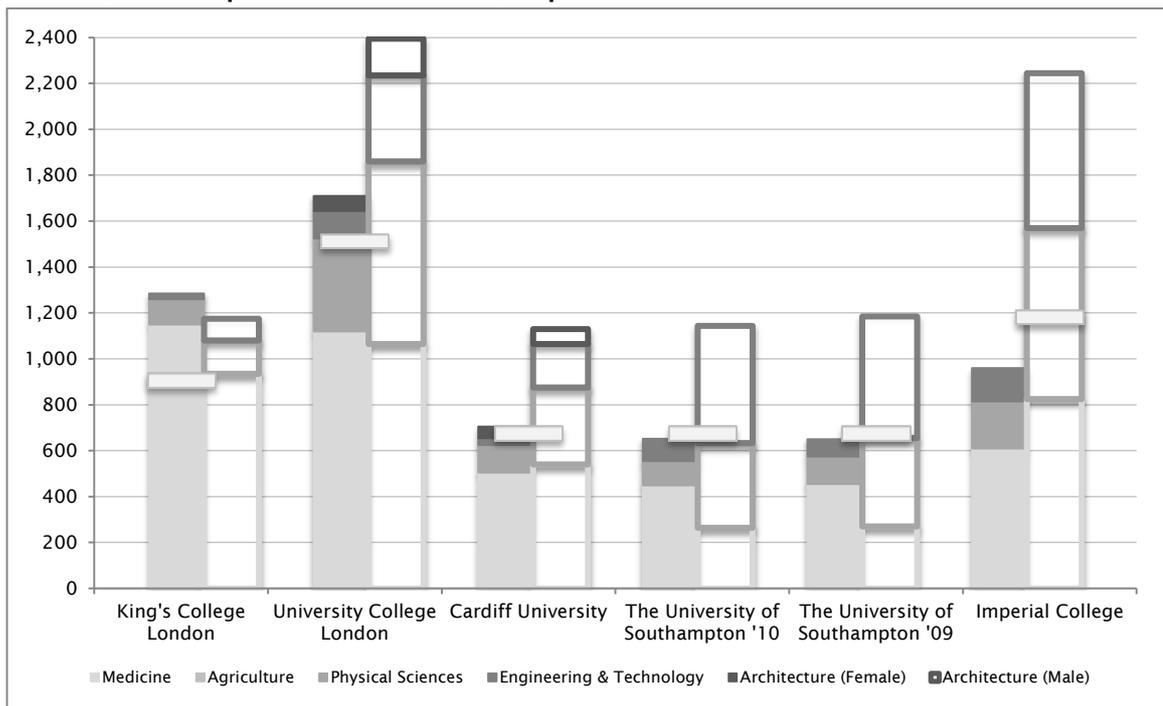
In the case of gender, the proportion of female to male UG students in each faculty tends to closely mimic the gender distribution of academic staff, while the distribution of postgraduate students varies. The following graph demonstrates the issue with SET subjects. The faculties of Physical and Applied Sciences and Engineering and the Environment demonstrate a staff and student male bias, while the non-SET Faculty of Humanities is female biased. There are interesting exceptions:

- the Faculty of Medicine is an SET faculty with a female bias, which is common among UK universities;
- the Faculty of Health Sciences is also considered SET, but teaches mostly vocational health care related subjects, which continue to appeal mostly to women;
- the Faculty of Business and Law teaches no SET subjects, has a male-biased staff and PGR profile, but female-biased UG and PGT profile.
- the Faculty of Natural and Environmental Sciences (almost exclusively SET subjects) has a strongly male-biased staff profile, but the Biological Sciences programmes are female biased (61% female at UG and PGR level), balancing the faculty's male-dominated subjects.



Comparison of race between students and staff is not currently possible; as noted in the Equal Pay Report, in all faculties except Engineering and the Environment, more academic staff do not disclose their ethnicity than those who declare as BME.

### 3. Women in SET - comparison with Russell Group



With the inclusion of Kings College London, whose SET contingent is almost exclusively Medicine based and thus female-biased (at 52.2% female academic staff in SET), the University of Southampton (at 36.3%) is just below the 36.9% median of female academic staff working in SET subjects (based on 2008-09 figures); the national average is 39.0%. Cardiff University, with a similar number of academic staff to Southampton, has 38.4% female academic staff in SET subjects. Imperial College fairs the worst of the Russell Group, as its engineering and physical science subjects have 83% male staff.

#### **4. Appointments, leavers, maternity and paternity leave**

Between October 2009 and September 2010, a total of 883 staff joined the University, 609 left and 138 returned from maternity leave (a 100% return rate). There were also 55 staff who took paternity leave.

The proportion of male to female staff leaving was equal (50.7% female), while the proportion of newly appointed staff favoured women (51.3%), which could explain the University's improved proportion of female SET academic staff (36.3% in 2010 compared to 35.4% in 2009). This suggests that the Transition has employed positive action to improve the gender balance of staff at the University; Equality Impact Assessments should support this.

#### **5. Declaration rate and availability of data**

Appointments for this period continue two on-going trends relating to disclosure: fewer staff are withholding their ethnicity, while more staff are withholding their disability status. There is no logical reason for this, as disability is not considered at any stage of career development, and support is provided to staff who require reasonable adjustment. This is also contrary to the national trend, which has shown an increase in disability declaration since 2005.

To improve the voluntary declaration rate, and thus the validity of data used for this report, it is proposed to improve awareness of the need and uses for diversity monitoring data with a targeted publicity campaign for staff in 2011. This is of particular importance, as further diversity metrics are proposed for inclusion on MyView: religion and belief and sexual orientation.

It was also not possible to include data on recruitment, due to difficulty obtaining data from the existing recruitment system. This system will be replaced in March, so future reports will include comprehensive data on recruitment.

#### **6. Harassment complaints**

For the period specified above, four harassment allegations were made against members of staff, of which only one was upheld. There were also eight informal reports of harassment via the Harassment Contacts network.

The University of Cambridge has produced guidance on the impact that the Equality Act 2010 has on students in higher education. It can be viewed at  
*<http://www.admin.cam.ac.uk/offices/hr/equality/law/students/>*.