

Annual Diversity Report 2008/9
Council 26th March 2009

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1. Forward, Professor Nick Foskett, Dean of Faculty of Law, Arts and Social Sciences, University Diversity Champion

I am pleased to present the 5th Annual Diversity Report (ADR) to Council. These reports provide the University with an excellent opportunity to review our progress on equality and diversity and assess the key challenges still facing us.

I became the University Diversity Champion in April 2008, initially to cover for the absence, through illness, of Caroline Thomas the previous Diversity Champion. I first of all want to pay tribute to Caroline and the great dedication and energy she showed in progressing diversity issues in the university. I hope very much to continue the momentum of change and improvement in this area.

Since becoming Diversity Champion I have been pleased to see that we have started to take a more university wide and corporate approach to this area. In the past many in the University associated equality and diversity issues only with Human Resources. Whilst HR has a very important role to play we need to look across the university at what we are doing in other areas; in the student experience as well as in the culture of the University as a whole.

I am pleased that we now have a well established Equalities Implementation Group (EIG) and have also identified Diversity Champions in most of the Schools and Professional Services across the University. There are many challenges we have to take forward in our commitment to diversity. The main areas in which we will be pursuing progress in the next 2-3 years are:

- Developing a greater awareness of diversity in ALL we do and of the impact our activities may have on equality and diversity.
- Responding pro actively to the growing diversity of the University,
- Understanding better the needs of both international students and UK/EU students regarding internationalisation, including a clearer articulation of the positive role diversity plays in enriching the student experience,
- Increasing diversity at all staffing levels of the University, especially at the higher levels,
- Increasing diversity in our governance structures including representation in our committees.
- Understanding better and responding earlier to conflict resolution issues.

As we consider over the next year or so the nature of and priorities for the University in the future, starting with the processes in 'Creating the Future', it will be important to recognise that our internal culture and the way in which we engage with equality and diversity issues are a significant part of what we are as a University. This is not simply about producing a more equitable and supportive environment – in many spheres of our activity addressing issues of diversity and equality is business critical, and if we fail to meet these challenges we shall fail to meet our business objectives and fail to remain amongst the top 100 universities globally.

I would also like to take this opportunity to thank Kamaljit Kerridge-Poonia, the University's Diversity Manager, and Hayley Curran the Diversity Support

Officer. Their energy, organisation and knowledge, together with their skills of working with colleagues, in the sometimes challenging arenas of diversity and equality, have been a key to the progress we are making. In addition I would like to thank the wider group of colleagues who work strongly to promote diversity and equality in Schools, Professional Services and through the EIG.

2. Corporate Developments

The Annual Diversity Report for 2007/8 set out a number of aspirations for getting a better and more coordinated response in dealing with our equality and diversity issues across the university, so we can better integrate diversity into all our functions. It was recognised that greater ownership of Equality and Diversity issues needed to be nurtured with wider groups of people and for this not to just be an issue to be dealt with by Human Resources or the Diversity Team.

The Diversity Team, Kamaljit Kerridge-Poonia (Diversity Manager) and Hayley Curran (Diversity Support), are based in HR but have an overall corporate role in taking forward the equality and diversity agenda across staffing and student areas. Much of the work developed over the last year, such as developing the new *Dignity at Work and Study* policy and Equality Impact Assessments, has involved both the staff and student sectors of the university.

In order to start achieving real integration and involvement, across the university, other structures and processes have also been put in place and supported.

Equalities Implementation Group (EIG)

The Equalities Implementation Group (EIG) was highlighted in last years ADR as a new development. This Group is now well established and has the following terms of reference, to:

- Provide leadership on the equality and diversity agenda across the university linked to the work of the Diversity Team.
- Work towards ensuring integration and mainstreaming of the equality and diversity agenda throughout the University.
- Communicate key concerns and issues to UEG, and key university committees as appropriate.
- Develop and support culture change programmes to ensure that the University develops ongoing and sustainable change.
- Monitor and evaluate progress on the university's various equality plans as required by legislation.

The group has a wide membership comprising: Ian Giles (LATEU and representing the Education Committee), Amanda Caspari (Estates), Jane Hart (WiSET), Erica Hussey (Students HR), Janice Rippon (Student Services), Kevin Partington (Student Services), Mary Siddall (Legal), Dan Francis (Student Union), Jane Seale (Social Inclusion Task Force), Richard Kennet (Outreach), and Tamara York (HR). Professor Nick Foscett chairs the group.

The EIG meets regularly, at least once a term, and is supported by the Diversity Team, who develop the agendas and ensures appropriate arrangements are made for meetings. The group has discussed a range of issues including: Developing Diversity Champions across the university, developing an approach to equality impact assessments, and taking forward the university's aspiration to develop a Single Equality Scheme.

Professor Foskett also chaired a special consultation meeting of the group on the developing Dignity at Work and Study Policy. This meeting was attended by a wide range of individuals from schools and the administrative centre, as well as union representatives. The meeting was useful in informing the final policy, as well as raising broader issues about how the university deals with conflict resolution issues.

Internationalisation

Further to the work of the EIG Professor Alistair Fitt (Pro Vice Chancellor) chaired a group to look at how we can better meet the growing religious diversity in the university, in particular the prayer needs of our growing Muslim student population. As a result better arrangements for prayer facilities have been put in place.

In the future more work will be done in preparing the University for greater Internationalisation. Professor Debra Humphris (Pro Vice Chancellor) is chairing a group on *Transitions* which will look at how the university can take a more pro active approach in addressing the increasing diversity of the university and how we can embrace the changes and challenges this present to the organisation.

Diversity Champions

Further to this we have also developed a Diversity Champions Network; this draws on senior people nominated from Schools and Professional Services. Currently we have 27 champions from across the university:

Faculty of FESM	Diversity Champion
1 Chemistry	Prof. John Dyke
2 ECS	Prof. Michael Butler
3 Engineering Sciences	Prof. Grant Hearn
4 Geography	Prof. Graham Moon
5 ISVR	Prof. Mark Lutman/ Mrs. Maureen Mew
6 NOCS	Ms. Ruth Grimmer
7 ORC	Prof. David Shepherd
8 Physics	Mrs. Amanda Pervin
9 Faculty of LASS	
10 Art	Dr. Paul Whittaker
11 Education	Dr. Kalwant Bhopal
12 Humanities	Prof. Tim Champion/ Prof. Anne Curry
13 Management	Dr. Mel Ashleigh
14 Social Sciences	
15 S3RI	Prof. Sue Lewis
16 Faculty of MHLS	

17 Health Sciences	Dr. Alan Borthwick/ Dr. Edgar Meyer
18 Medicine	Dr Faith Hill
19 Professional Services	
20 Bus & Com Services	Ms. Ronise Nepomuceno
21 Corporate & Marketing	Ms. Maria Rossetti
22 Human Resources	Dr. Sonia Wilson
23 International Office	Ms. Jo Nesbitt
24 Library	Mr. Richard Wake
25 Research & Innovation	Ms. Mylene Ployaert
26 Student Services	Mr. Kevin Partington
27 Student Administration & Registry	Mrs. Janette Thompson

The aspiration is to have one Diversity Champion in every School and Professional Service Department.

The Diversity Champions Network has met three times since the new academic year. The meetings have provided an opportunity to address a number of areas including re-affirming the university's strategic commitment to Equality and Diversity, the Vice-Chancellor attended one of their meetings to set out his views on the challenges faced in Equality and Diversity. The Diversity Champions raised the issue of resources to deal with Diversity issues as part of this discussion.

Further to this the Group shared information on what is going on in their Schools or administrative areas. This has helped to share good practice on a range of issues including the way different Schools have organised themselves to address equality issues. Below is an example of good practice from the School of Electronics and Computer Science.

The School of Electronics and Computer Science (ECS) established a School Diversity Committee in November 2006. This was partly in response to the Diversity programme at University level and partly recognition of the need for a forum in which work and study issues not covered by the existing School structures could be addressed and pursued. From the beginning the School recognised that the promotion of diversity strengthens ECS by encouraging a supportive and inclusive work and study environment and by encouraging recruitment of staff and students from a wide range of backgrounds.

The Diversity Committee meets once per term and reports directly to the ECS School Board. The committee is chaired by Prof Michael Butler and members come from a full cross section of roles in ECS, including undergraduate and postgraduate students. Where appropriate the Committee liaises with other relevant School committees and groups such as the School Academic Committee and the ECS Women Group.

One of the Committee's first projects was the roll-out of diversity training. The training was provided in-house by Hugh Glaser. A large proportion of staff participated and the response was mostly positive. As well as continuing with training for staff, the Committee has started to introduce an element of diversity into the undergraduate and postgraduate programme. This is also well-received.

A significant diversity issue for ECS is the large gender imbalance in students and academic and research staff. Engineering and Computer Science traditionally have low participation by women and ECS is no exception to this. Ways in which the School has started to address this include trialling a career progression coaching event for women and initiating a mentoring scheme for research and academic staff

(women and men). But these are small steps and there is a lot more to do. Other issues under discussion include language problems and differences in academic culture with international students and difficulties faced by those with disabilities.

The Diversity Champions Network is looking to replicate such good practice in other Schools and Departments and to raise awareness of diversity issues in their area.

Other issues raised have included the need to take a more proactive approach to integrating international students into the university and UK life generally and making the necessary changes that will make the experience of increasing internationalisation as good both for overseas students and for U.K students.

The Diversity Champions will continue meeting and will also act as key links in their area on issues such as rolling out equality impact assessments.

3. Diversity Profile of Governance Structures

Addressing the diversity profile of the university's governance structures is a key to ensuring we are working in an inclusive way, and best utilising all the talent we have. Currently we do not systematically monitor diversity on our governance structures; therefore, we can only give information on the gender composition as below.

Committee	Number of Women
Senate	46 (out of 143 members)
Education	8 (out of 21 members)
Recruitment/Admissions	5 (out of 15 members)
Research/Enterprise	1 (out of 14 members)
AQSC	3 (out of 14 members)
Military	2 (out of 20 members)
Senate Appeals	Varies
Discipline	Varies but chaired by 1 female (DVC)
Court	40 (out of 156 members)
Council	5 (out of 21 members)
University Executive Group	1 (out of 10 members)
ARSC	1 (out of 9 members)
Honorary Degree Committee	1 (out of 9 members)
Ethics Committee	2 (out of 8 members)
Finance	0 (out of 6 members)
HRC	2 (out of 9 members)
Infrastructure Committee	1 (out of 12 members)
Audit	0 (out of 5 members)
Nominations	1 (out of 7 members)
Salaries	1 (out of 9 members)
Standing Committee of Council	1 (out of 5 members)
Health and Safety Audit Committee	1 (out of 11 members)
Safety and Occupational Health Committee	1 (out of 11 members)
Consultative Group for Safety and Occupational Health	3 (out of 17 members)
Genetic Modification and Biosafety Committee	2 (out of 11 members)

This area needs to be looked at in more detail during 2009/10.

4. Dignity at Work and Study Policy

In 2008 an extensive review of the existing Harassment Policy was undertaken by the Diversity Manager. This was prompted by the need to learn from the experience of how harassment cases were being dealt with under the current policy and a need to bring consistency to the way staffing and student issues are addressed.

The review has resulted in the development of a new Dignity at Work and Study Policy. This policy has been endorsed by the HR Committee, the Education Committee, and Senate and is presented to Council for final endorsement as the new policy for staff and students.

The new policy gives greater emphasis to early intervention in conflict resolution, including the use of mediation. Procedures have been clarified and both students and staff signposted to the appropriate channels for addressing their concerns.

The general direction of early intervention is underpinned by the abolition of the Statutory Dispute Regulations in April 2009. Employers will now have to handle disciplinary and grievance situations in the workplace according to the ACAS Code of Practice which will come into effect by order of the Secretary of State on 6 April 2009. The Code provides basic practical guidance to employers, employees and their representatives and sets out principles for handling disciplinary and grievance situations. Employment tribunals will take the Code into account when considering relevant cases and will be able to adjust any awards made in relevant cases by up to 25 per cent for unreasonable failure to comply with any provision of the Code.

Whilst informal methods to resolving disciplinary and grievance situations are not in the code itself, a statement has been written into the Code's Foreword:

"Employers and employees should always seek to resolve disciplinary and grievance issues in the workplace. Where this is not possible employers and employees should consider using an independent third party to help resolve the problem. The third party need not come from outside the organisation but could be an internal mediator, so long as they are not involved in the disciplinary or grievance issue. In some cases, an external mediator might be appropriate.

Many potential disciplinary or grievance issues can be resolved informally. A quiet word is often all that is required to resolve an issue. However, where an issue cannot be resolved informally then it may be pursued formally....."

This is a direct result of the Gibbons Report (2007) which recommended that the government should "support employers and employees to resolve more disputes in the workplace.....Challenge all employer and employee organisations to commit to implementing and promoting early dispute resolution e.g. through greater use of in-house mediation; early neutral evaluation and provisions in contracts of employment."

Feedback from the internal consultation on the policy emphasised the need to take increasingly proactive approaches to conflict resolution, this will need to be explored further as the new policy is rolled out. The process of developing a pro-active culture in dealing with conflict resolution will be challenging but vital to the overall effectiveness of the university.

5. Mediation Scheme

In 2008 the university's mediation scheme was re-launched. This involved training and accrediting ten internal mediators who could undertake mediations for staff or students. The scheme is being coordinated between Legal Services and the Diversity Office. It has been publicised and visits have been made by Mary Siddall and Kamaljit Kerridge-Poonia at a Faculty level as well as a brochure being printed and distributed. The process of publicity needs to continue so that more people in the university become aware of the scheme.

So far 7 mediations (including staff and students) have been completed. Six of these mediations have been successful and 2 more are in the pipeline.

This scheme is a key part of implementing the Dignity at Work and Study Policy, as it provides a positive approach to early conflict resolution.

The scheme will be reviewed periodically and progress reported to the Human Resources Committee.

6. Harassment Contacts

The University's six Harassment Contacts have continued to provide advice and support to individuals across the university on a whole range of issues. The role of the contacts will be reviewed over 2009 as the new Dignity at Work and Study Policy is rolled out.

7. Update on Legislation

On the 26 June 2008 Harriet Harman, Minister for Women and Equality, made a statement in the House of Commons setting out the main themes of the Equality Bill, subsequently announced in the Queen's Speech in November and due for publication in Spring 2009. While the Commons statement may not have contained much fine detail, it did make certain priorities clear. The Equality Challenge Unit (set up to support the Higher Education Sector to implement equality) has provided a briefing on the key implications for Higher Education institutions. The key points are set out below:

An Equality Duty

The Bill confirms that a new 'Equality Duty' on public bodies will replace the current race, disability and gender duties. The new streamlined duty will cover not only the current three areas or race, disability and gender, but also gender reassignment, age, sexual orientation and religion and belief.

What this is likely to mean for higher education institutions is that they will need to take proactive steps to eliminate any unlawful discrimination against both staff and students on the new grounds, and probably also take steps to promote good relations for those groups and also between the groups. This would not require institutions to arbitrate between the different interests of – for example – certain fundamentalist religious groups and gay and lesbian staff and students. But it might provide a clearer and more transparent framework in which consensus could be sought.

The duty is likely to have impact in terms of requiring a more systematic and evidence-based approach to all the equality areas. Engaging with issues such as the impact of religion or sexual orientation on campus will no longer be optional or just a question of ‘good practice’, but will require a more strategic and systematic approach.

Positive Action

The Bill will look to extend the scope of ‘Positive Action’ to allow institutions to take under-representation into account when selecting between two equally qualified candidates in the area of staff recruitment. This provision will be optional, not mandatory. It is likely to prove one of the most controversial elements of the new Bill. This power is already in use elsewhere in Europe, and for example in Scandinavian universities it is now common to see advertisements which state that ‘priority will be given to a person of an underrepresented sex (in this case women), when applicants are otherwise equal.’ The difficulty is that in practice it is unusual for applicants to be ‘equal’ and it remains to be seen how and in what ways higher education institutions might choose to use the new powers.

The Statement does not suggest that the positive action provision should extend to students, although this is something the Equality Challenge Unit would have liked to have seen. They believe this is an area where institutions have expressed a need to have more freedom in treating different groups of students differently to enable them to compensate for past disadvantage, for example by offering student bursaries to under-represented Black and Minority Ethnic applicants. The Equality Challenge Unit has previously raised this issue with government in their response to the Government’s original consultation (available on the ECU website www.ecu.ac.uk), and will continue to make this point prior to the Bill being published.

Pay Audits

Institutions will be expected to conduct equal pay audits and publish the percentage difference in the average pay of men and women. It remains to be seen whether the percentage difference that is required to be published will include all pay, including market supplements, *ex gratia* payments and bonuses, and merit pay. The University of Southampton was one of the first universities in the country to undertake a post Pay-Framework equal pay audit, and conducted a further audit in 2006. The university continues to take forward work on this area (see section 17).

Procurement

The Bill will also be placing a duty on some private companies in relation to procurement, and will look to private companies working with institutions to produce audits showing the extent of their gender pay gap, as well as the proportions of their staff that come from ethnic minorities or who are disabled. This information may then impact on the institutions' engagement with the private provider, and feed into their approach to the new equality duty.

Next steps

A more comprehensive paper on the content of the Bill, and the Government's response to the consultation, '*Discrimination Law Review: A Framework for Fairness: Proposals for a Single Equality Bill for Great Britain*' will be published by the Government Equality Office shortly.

Currently the publication of the Equality Bill has been pushed back to late May, or early June, according to [The Equal Opportunities Review](#), pending the outcome of discussions. Issues surrounding public procurement, contract compliance and remedies for non-compliance are believed to be causing the delay. Plans to create a single public duty are due for consultation in spring 2009, which may also contribute to the delay in publication.

8. Single Equality Scheme

In preparation for the new Equality Duty the Equalities Implementation Group has discussed developing a Single Equality Scheme for the University. The EIG has agreed that the new scheme will address the 6 strands of Equality: Gender, Disability, Race, Age, Religion and Belief, and Sexual Orientation.

The Group will act as the overall coordinating function and look at issues to see where there are common areas and overall themes emerging. Individual group members will lead on specific issues and hold focus groups, ensuring appropriate involvement and consultation is undertaken.

The structure of the new scheme and action plans will be developed along themes following the staff and student life cycle approach; this should better enable a cohesive approach to equality issues to be taken and mainstreaming to occur through existing processes. It will also be important for the aims of the new scheme to be interwoven with work developing through 'Creating Our Future', the new vision for the university.

The Diversity Team will support the overall coordination and development of the scheme, and the Diversity Manager will be responsible for pulling the final scheme and action plans together.

The EIG is now organising itself to take this forward and is aiming to complete the new scheme by December 2009.

9. The University of Southampton Equality Schemes

The University has responded to earlier legislative requirements and produced Equality Schemes and Action Plans for Gender, Disability and a

Race Policy and Action Plan. These are reviewed annually and an update on progress is attached to this report at Appendix 2.

10. Equality Impact Assessments Update

In 2008 a toolkit to help people undertaking equality impact assessments was developed and piloted in HR. HR undertook two equality impact assessments and the impact assessment on equal pay has now been completed.

The evaluation of this pilot has indicated that the forms for impact assessments need to be simplified, but overall the process was good in terms of identifying what further actions need to be undertaken.

Arrangements are now being made to train a wider group of HR staff on how to undertake an impact assessment.

Further to this the Diversity Manager is also briefing all key University committees on their responsibilities to ensure impact assessments take place.

In the future a new section on equality impact assessments will be added to the template for reports going to committee; the following text has been agreed for addition:

'Equality Impact Assessment (*this section to be completed where a new policy, procedure or practice is proposed*)
This proposal is assessed as of high/ medium/low* relevance in relation to equality
An impact equality assessment has/has not* been undertaken * (*delete as applicable)'

Whenever a major policy is being reviewed, or a new policy being developed, the policy lead will be expected to ensure that equality and diversity issues are addressed and considered in the development. This question will prompt committee chairs to ensure the question is asked and that equality issues are highlighted in the new development.

Training is also being arranged for Diversity Champions so they can support their Schools and Professional Services in prioritising and undertaking impact assessments.

In 2009 it is proposed that equality impact assessments will be undertaken in the following areas:

- UK Student Recruitment, i.e. interaction with post-16 (Sixth Form) students and their parents/supporters across on and off-campus activities. This should occur in phase 1, with phase 2 to cover Outreach/Widening Participation and programmes including Access to Southampton
- Entry criteria and the visa points-based system
- Feedback policy

A paper, outlining the scope and process for these assessments, has been drafted to be discussed at the Recruitment and Admissions Committee in the summer term.

11. Workforce Diversity Profile

The full staff monitoring report is attached at Appendix 1. Overall the staff headcount figure for the university has increased slightly from 5265, as reported last year, to 5321 this year.

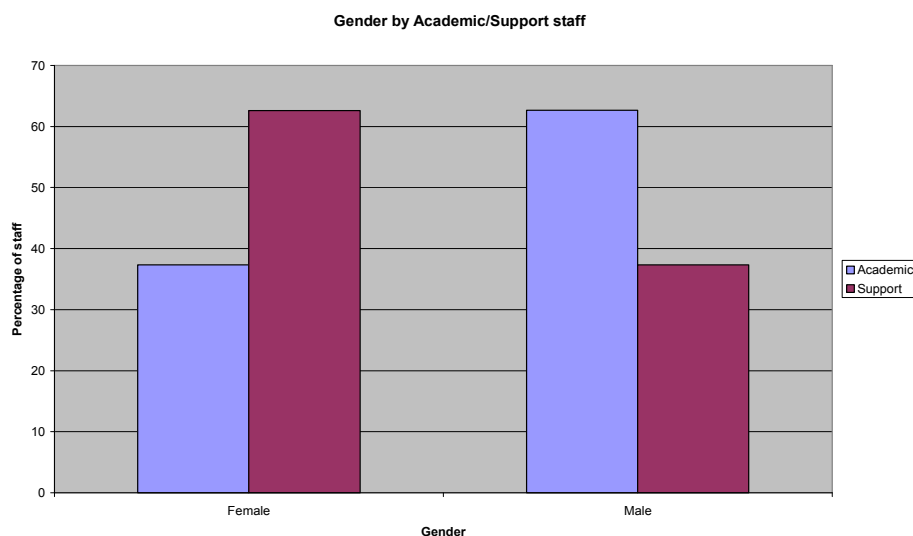
This monitoring report will be made available to all Schools and Professional Services to enable them to look at their profile and see whether they need to address specific issues. The overall headlines on staff diversity are as follows:

Gender

Overall the number of women at Levels 1-3 is **1303** compared to **1314** in last years report, at Levels 4-6 the number is **1289** and at Level 7+ the number is **74** (last year there were **1373** women in levels 4-7 this year the number is **1363**). Women make up 50.8% of the overall workforce.

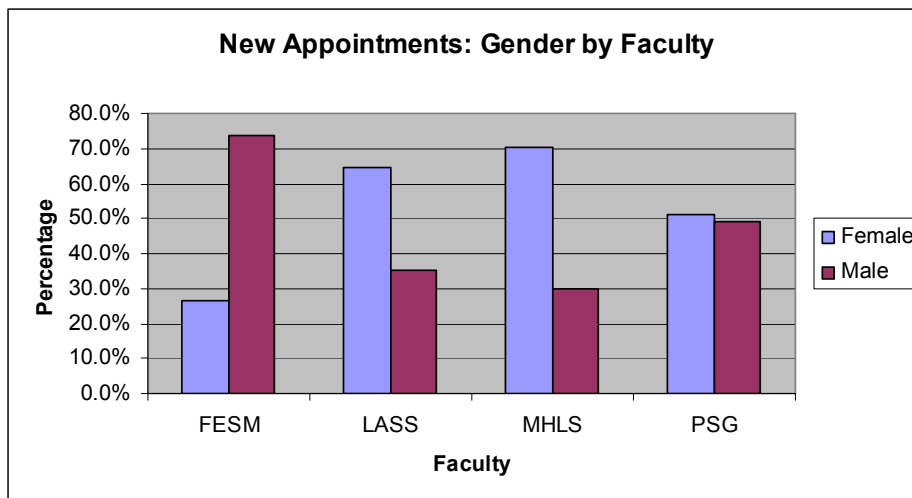
Overall the number of men at Levels 1-3 is **608**; compared to **612** last year, at Levels 4-6 the number is **1608** and at Level 7+ the number is **313** (last year the number of men level 4-7 was **1966** compared to **1916** this year. Men make up 49.2% of the overall workforce.

The graph below shows the male/female breakdown by academic and support staff.



In general, it can be seen, that women are concentrated in the support staff functions and men in the academic roles. Also, whilst there are slightly more women than men in the university, they are greatly under-represented at the higher levels. At the executive level for example we still only have one female.

At a School level the greatest difference between women and men is in FESM, where males make up 73.1% and females 26.9%. This is reflected in new recruits as well: the table below shows new appointments between 01/10/07-30/09/08 by Faculty and Professional Service.



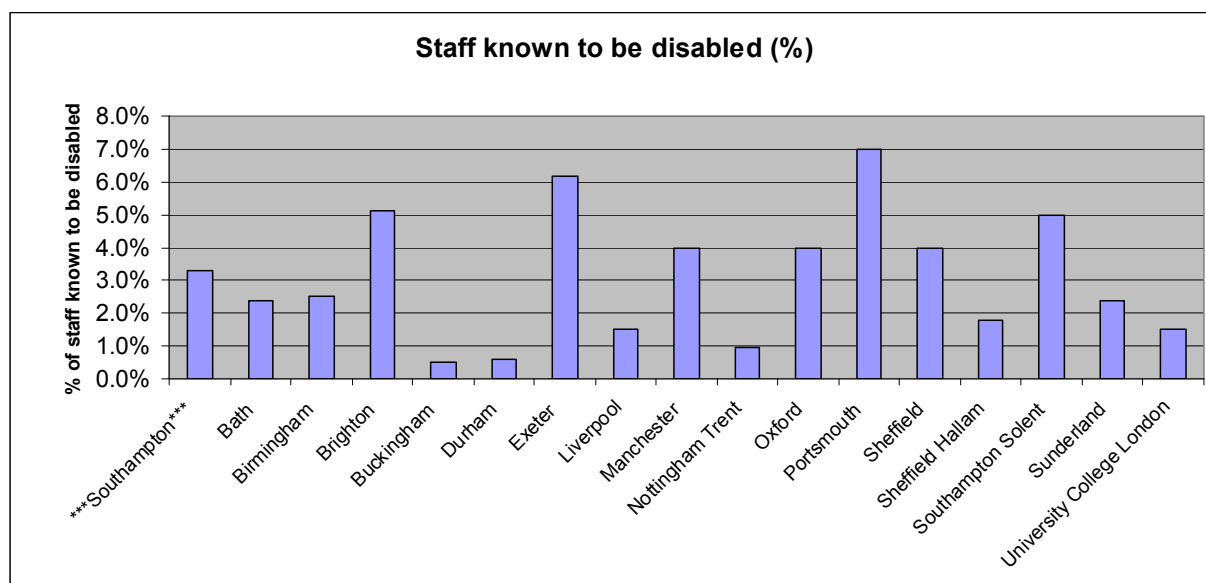
Overall only 2.8% of females are at level 7, compared to 12.4% of males. 48.9% of females are in levels 1-3 compared to 24% of males. All academic Schools have a higher proportion of females in levels 1-3 than males and a lower proportion of women in levels 4 and above.

Although some improvements in the gender balance have been made over the last few years, the data shows there is much work to be done to change the profile across the university and especially at the top of the organisation and in certain academic areas.

Disability

Overall 3.3% of staff in the university have declared a disability compared to 3.6% last year. The declaration rates are highest in PSG at 4.4% and lowest in FESM (2.4%). We still have a high percentage in the 'not known' category and we shall need to continue working on this especially once the facility has been made available on MyView for staff to update their own diversity information.

In relation to other universities Southampton is typical in its declaration rates.



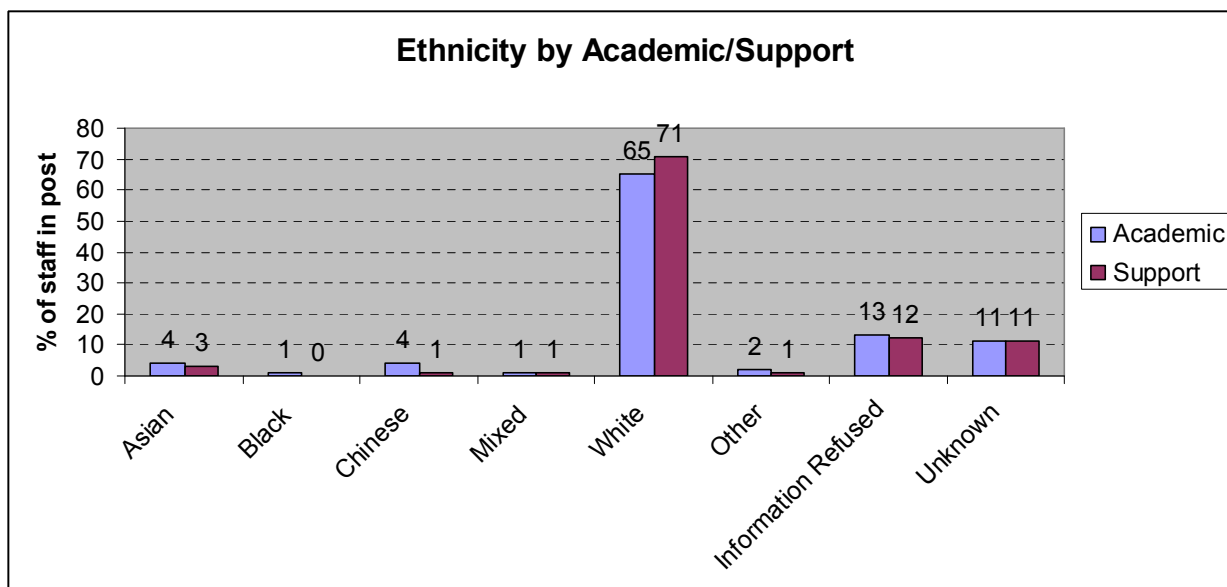
Ethnicity

The known number of staff this year in minority ethnic groups is 7.1% rising from 5.5% last year. The main reason for this is the increased levels of declaration. The percentage of staff with unknown ethnicity or where information has been refused has reduced since last year.

Since last year the overall percentage of known Asian staff has increased from 2.8% to 3.6%. Overall, the percentage of known black staff has also increased slightly from 0.5% to 0.6%, and the Chinese staff from 2.1% to 2.3%. The increase in the numbers is believed to be as result of increased declaration rather than an increase through recruitment.

Overall black and minority ethnic staff in the university remain predominantly in the lower grade levels. Most Asian and Chinese staff in Schools are at levels 4-6, and in Professional Services most are at levels 1-3. So far little has been done to undertake positive action initiatives to facilitate the development of black and minority ethnic staff to higher levels in the university.

Ethnicity Category	Academic	Academic %	Support	Support %	Total Number
Asian	101	4.0%	91	3.2%	192
Black	19	0.8%	12	0.4%	31
Chinese	91	3.6%	30	1.1%	121
Mixed	20	0.8%	13	0.5%	33
White	1627	65.2%	2011	71.2%	3638
Other	52	2.1%	21	0.7%	73
Information Refused	320	12.8%	328	11.6%	648
Unknown	265	10.6%	320	11.3%	585
Grand Total	2495	100.0%	2826	100.0%	5321



A Project Group from the Senior Leadership Programme, run in 2008, also carried out a piece of work to investigate the barriers people face in the university in progressing their careers and identified examples of good practice from other universities in building more diversity in the organisation.

The findings from this project will be fed back to UEG for consideration of actions which could help to open up opportunities for more diverse people to enter the higher levels of the university.

A summary of student data can be found in Appendix 3.

12. Women Networking

On Friday 19th June 2009, Debra Humphris, Pro Vice-Chancellor, is sponsoring a networking day for women across the university. Work is currently underway to make arrangements for this, including an evening dinner with a high profile speaker, hopefully Alison Richard, VC at Cambridge.

The aim of the day is to bring women across the university (regardless of grade, and including both academic and administrative staff) together, to discuss issues of common concern and how they can organise to contribute to taking these issues forward. It is hoped that a manifesto of action will be developed from the discussions on the day so that real action can be taken to improve women's experience of work, and garner their energy to participate in action. It is vital this is not only an opportunity to discuss issues but also to make change happen.

This initiative is likely to become an annual event where progress can be evaluated and further changes and concerns discussed.

13. WiSET

The Women in Science, Engineering and Technology (WiSET) group was launched in 2002 and has members from across the University. The Chair is currently Professor Andrea Russell, School of Chemistry.

The Group's mission is to support women in Science, Engineering, and Technology (SET) to achieve their full potential by shaping the policies and culture of our University.

The Group meets regularly and has undertaken a number of activities including launching a mentoring programme, for which the group successfully received funding via the Roberts scheme last year

The Mentoring Programme aims to provide postdoctoral staff and early career academics access to a mentor, who will act as an independent source of career advice and support to complement that already provided through the normal process of research supervision.

Also following on from last year's successful audience with Prof. Caroline Thomas, WiSET organised a meeting with Prof. Debra Humphris to discuss issues of concern.

Areas of concern have included:

- a) Sabbaticals – why, where, how, etc.
- b) Widening participation in governance and management of the University
- c) Role models
- d) Work-life balance / Presenteeism

As with other years the group is organising their annual Campbell Lecture in April 2009.

14. Theano

(History - Theano (600BC) was a Greek mathematician who, along with her husband Pythagoras, opened the first co-educational university. This school was based on equality between the sexes. As a mathematician she derived the rule for golden geometry).

Theano is a focus group for women within the Faculty of Engineering, Science and Mathematics at Southampton University. The Group aims to promote:

- Recruitment
- Networking
- Education and Career Development of women within the Faculty

The Group is open to female academic staff, researchers and undergraduates within the Faculty of Engineering, Science and Mathematics. Membership is free. Monthly activities have this year included a visit from a racing driver/wind turbine engineer (Jenny Goodman), and a talk by a University Academic.

15. Athena SWAN Award

In 2006 the University of Southampton successfully gained the Bronze SWAN Award, issued by the Equality Challenge Unit as a benchmark in progressing women in the Science, Engineering and Technology sectors. The university will need to resubmit this year in order to keep the award, and the Diversity Team will be working on this submission in consultation with key people in the SET schools, and including the WiSET and Theano women's groups.

In discussion with these groups and senior management it has been decided that the university will not submit for the silver SWAN until the whole group of SET schools are able to submit together. This should promote good practice right across the university and not just in a few places.

It has been agreed that efforts will go in to ensuring that the university provides adequate resources and mainstreams women's progression across the board. Once this is achieved it will be more effective to submit for a silver SWAN award.

16. DisabledGo

DisabledGo is a national charitable organisation which offers a 'Disability Equality Duty' package whereby a Higher Education Institution will receive a unique access guide to its services and be able to advertise its employment vacancies to over 100,000 people every month. The University of Southampton has signed an agreement with DisabledGo to access these services.

DisabledGo surveyors will be coming to the University of Southampton and carrying out a detailed access survey comprising 100 'guides to venues, services and premise, in person and on site, at our various campus locations. Each guide typically consists of at least 600 pieces of information. There will be benefits to recruitment of both students and staff with a specific page for advertisements of all staff positions.

DisabledGo-Education springs from the complementary needs of disabled people and the requirements of HEIs to meet legal duties. The initiative meets five main goals in a cost-efficient way. It:

- Widens participation and fair access
- Helps maintain commitment to growing student numbers.
- Cost-effectively satisfies many legal obligations in a fully accountable way in terms of providing reliable access information; promoting disability, and encouraging participation among disabled people in the job market.
- Encourages staff declaration of disability and underpins staff retention
- Enhances the University's position for conferences

The Disabled Go surveyors are booked to start work in the university in late March 2009.

17. Other Employment Issues

Equal Pay

The 2004 University of Southampton Pay and Grading Reform Collective Agreement recognised the importance of working in partnership with the trade unions to ensure equal pay for work of equal value, and to address the acknowledged gender pay gap in the University. As a result, the Equal Pay Review Working Group (EPRWG) was formed and has since been responsible for overseeing the collection, analysis, interpretation and presentation of data in two equal pay audits. These are amongst the very first post-pay implementation reviews in the sector.

The audits to date have shown that as a result of the new pay structure, underpinned by job evaluation, the University does broadly offer equal pay for work of equal value for each of its six main pay bands. Analysis of discretionary and performance related pay also revealed no significant pay disparities at these levels. A further full audit will be carried out during 2009, and then every two years.

Since the publication of the 2007/8 Annual Diversity Report, work to ensure Equal Pay within the University has intensified with the scope broadened to include gender, age, disability and ethnicity and the identification of 11 distinct areas requiring further investigation and corrective action where appropriate.

Led by the Human Resources Reward Team, project areas include starting salaries, payment of additional increments, promotion opportunities, career progression for administrative staff, current pay structures, annual leave entitlements and parity of terms and conditions. Progress of the 11 project areas is monitored by the Joint Management and Trade Union Equal Pay Review Working Group.

In January 2009 a revised Equal Pay Policy was adopted by HR Committee and endorsed by the University's recognised trade unions. The revisions to the policy bring it in line with The Equalities and Human Rights Commission recommendations for an Equal Pay Policy and clearly state the University's intention to eliminate any sex bias and ensure the University's reward systems are free of any form of unlawful discrimination. Three objectives are confirmed and six clear undertakings given as to the actions to be taken by the University in order to ensure Equal Pay. The use of a transparent and fair reward system to control costs is also referenced. A copy of the revised policy can be seen in Appendix 4.

Work has commenced to raise awareness of Equal Pay issues across the University with all Human Resources Service Centre Staff having received Equal Pay training, in order that they are able to identify potential issues as they occur. Quality assurance processes have also been developed and integrated into Job Evaluation processes. A minimum requirement is now placed on all staff and trade union grading panel members, that they attend annual refresher job evaluation training.

Ease of availability of monitoring data has been identified as a key concern and a priority for resolution. Discussions are underway to ensure required information can be stored and retrieved from HR Systems. Availability of this data ensures the University is able to appropriately respond to any potential

Equal Pay Claim and minimises resources required to undertake future audits.

Detailed Equal Pay Project update reports will be presented to HRC in July and November 2009.

Diversity staff development and training

During 2008 /9 the University's professional development portfolio offered staff three courses on diversity: Cultural Awareness, Legal Updates on Equality and Diversity, and Managing Diversity. The uptake for these courses has been variable, ranging from 11 to 29 members of staff. These programmes will need to be evaluated this year and changed as necessary to ensure they are meeting the needs to the university.

It however remains a problem that we may not be reaching those people in the university who may need training, since individuals decide for themselves whether they attend training.

Local Employment Partnerships

In December 2008, the University (through DVC Phil Nelson) signed up to the Local Employment Partnerships Agreement. Local Employment Partnerships (LEPs) are a deal between government and business to tackle the increasing recruitment and skills challenges of our labour market and economy. More than 5,000 employers across the country have already worked in partnership with government to open up employment and training opportunities to disadvantaged jobseekers.

As part of this agreement, the University, over the coming year, expects to encourage managers to enter in to LEPS with Job Centre Plus and implement a number of measures to support potential recruits back into the workplace. The Job Centre will ask us to offer people opportunities to get back into the workplace and progress – through, for example interviews, mentoring, on-the-job training or work trials.

The University is particularly keen to look at implementing work trials which are most commonly used for jobseekers that have been out of work for more than six months. They can last from 1-15 working days and during this time the jobseeker will remain on benefits. From the perspective of the employer it gives them the opportunity to test the employees aptitude and fit within the existing team before making a commitment.

Two Ticks Symbol

The University had been awarded with the status of a Two Ticks employer which sets out the University's continued commitment to employing disabled people. This means that we will:

- ✓ Interview all disabled applicants who meet the minimum criteria for a job vacancy and consider them on their abilities

- ✓ 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.
- ✓ Make every effort when employees become disabled to make sure they stay in employment
- ✓ Take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work

Each year we will 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.

Points-based immigration system

In February 2005 the Government published a five-year immigration plan which involved replacing the existing work permit system with a points-based system. Tier 2 was implemented in November 2008 and relates to skilled workers holding offers from organisations in the UK and is therefore relevant to the University's recruitment processes. The University, who have been granted a sponsorship licence by the UK Border Agency, need to provide the worker with a certificate of sponsorship. This replaces the work permit. Tier 2 and Tier 4 (relating to Students) have undergone impact assessment by the Home Office and it is believed that the new system is not in conflict with existing equalities legislation. Employing staff from overseas must be carried out in a fair and equitable manner and any decision to reject or dismiss an individual must be based on their immigration status not their race

18. Conclusion

This report sets out the key developments and challenges facing the university in addressing the equality and diversity agenda. A lot of progress has been made on putting frameworks in place to take forward mainstreaming and integration of these issues in to every aspect of the university.

The opportunity to embed equality and diversity principles into the heart of the organisation is presented by the current debates on 'Creating the Future', the individual equality and diversity projects and programmes taken forward by the university should inform a wider cultural shift aimed at ensuring that the university is inclusive and making the most of its diversity and talent.

The challenges for the next 2-3 years will be:

- Developing a greater awareness of diversity in ALL we do and of the impact our activities may have on equality and diversity.
- Responding pro actively to the growing diversity of the University,
- Understanding better the needs of both international students and UK/EU students regarding internationalisation, including a clearer articulation of the positive role diversity plays in enriching the student experience,

- Increasing diversity at all staffing levels of the University, especially at the higher levels,
- Increasing diversity in our governance structures including representation in our committees.
- Understanding better and responding earlier to conflict resolution issues.