

Council: 22 November 2022

# Annual EDI Report

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**Executive Sponsor**

Mark Spearing - University Equality, Diversity and Inclusion Champion. Report Author, Camilla Gibson, Head of EDI.

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**Summary**

This report sets out: how the University is meeting its public sector equality duty; highlights key areas of achievement and key issues for consideration since the last annual report; and sets out priority areas of work for academic year 2022/23.

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**Discussion and decision progress to date**

This report summarises progress during the 2021/22 academic year.

EDI Committee oversees this area of work and progress is reported quarterly to UEB and annually to Council.

This report is the first to follow a new timeline, aligned with the academic year. The last EDI annual report was tabled at UEB in December 2021 and Council in March 2022.

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**Summary of financial decisions or consequences, if relevant**

None

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**Next step(s) following this meeting**

Following UEB, the report will be presented to Council on 22 November 2022.

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**Report Author**

Camilla Gibson (Head of Equality, Diversity and Inclusion)

**Email**

[C.R.L.Gibson@soton.ac.uk](mailto:C.R.L.Gibson@soton.ac.uk)

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## 1.0 Purpose of Report

- 1.1 The University has a legal duty under the Equality Act 2010 to ensure that we are proactive in taking steps to eliminate unlawful discrimination on the grounds of any protected characteristic; to advance equality of opportunity between people from the different protected groups identified under the Act; and to foster good relations between people from all backgrounds. Council is responsible for ensuring the University complies with these duties.
- 1.2 This annual report sets out: how the University is meeting its public sector equality duty; highlights key areas of achievement and key issues for consideration since the last annual report; and sets out priority areas of work for academic year 2022/23.
- 1.3 Council last received an EDI annual report in March 2022. This report is the first of a new reporting cycle, aligned with the academic year.

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## 2.0 Recommendation

- 2.1 That Council note the contents of this report.
- 2.2 That Council support retaining the same four equality objectives (as agreed in March 2021) for the 2022/23 academic year. (Note: These are the objectives required under the Equality Act 2010 (Specific Duties) Regulations 2011, which must be published at least every four years).
- 2.3 That Council continue to actively support and advocate equality, diversity and inclusion, both individually and collectively, and deliberately draw links between the University Strategy, the strategic plan for EDI, and other strategic plans, in their strategic decision-making and policy development.
- 2.4 That Council notes and support the key priorities for 2022/23.

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## 3.0 Key Issues for Consideration

### Key achievements since last report

We are now two years into delivering against the [Strategic Plan for EDI](#). Our mission is to create an inclusive University community and our vision is that this is a community where all feel welcomed, supported and valued, and where we truly listen and actively engage with each other, understand the impact of our actions and lead and influence social change.

- 3.1 In the last EDI annual report, we set out the four key priority areas for 2022/23, the tables below summarise progress towards these priority areas.

<b>1. Strengthen how EDI is consciously considered in the University's decision-making processes</b>
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A key focus here has been on designing an improved process for conducting <b>equality impact assessments</b> (EIA) and ensuring the findings from EIAs are incorporated into how we make decisions.
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| <ul style="list-style-type: none"><li>• During the last reporting period we have begun scoping a single online platform for conducting EIAs and have identified that PowerApp as a suitable platform already within our University IT suite, making it a cost-efficient option. We have also secured the 'build recipe' from Hampshire County Council (who already have a system in operation) and will work with UoS IT colleagues to build the platform over the coming period.</li><li>• <b>EDI is weaved through new University strategy and multiple strategic plans</b>; for example, increasing the ethnic diversity of our research community is core to our new <a href="#">Research strategic plan</a>, and ensuring an inclusive experience for all students is a key goal of the new <a href="#">Education and Student Experience strategic plans</a>.</li><li>• <b>Academic Career Development Committees</b> in every school to identify potential promotion applicants and assign mentors, especially among under-represented groups.</li><li>• Created an <b>Associate Vice President role focusing on EDI and Social Justice</b> to specifically work with our leadership to strengthen their ability to proactively take account of EDI in their day to day working and to help us take a more evidence-led approach to this agenda. We have completed successful internal recruitment process and the candidate will take up the role in February 2023.</li></ul> |
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<b>2. Work with Faculty, School and Professional Services EDI leads to align EDI work to</b>
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### the strategic plan for EDI

The focus here has been on facilitating joint working and sharing good practice across different parts of the University to help solve specific problems, whilst creating a strong shared purpose that will help us make collective progress towards realising our vision for EDI. In the reporting period we have:

- **Established EDI partner roles** (from within current resources), strengthening relationships with faculties and parts of professional services, acting as a critical friend to drive progress and accountability, in partnership with HR Business Partners.
- **Established EDI Partner Synergic Forum**, providing space for explorative thinking and sharing challenges in a safe and supportive environment. Intended to enable peer sharing and identification of areas for cross-departmental collaboration to drive sustainable progress and actions across the whole University. Membership consists of EDI faculty leads, school EDI champions, Staff Network Leads, colleagues involved in equality charter work, EDI team colleagues and HR Business Partners.
- **Identifying EDI objectives at a faculty level**, EDI leads are working on refining a set of EDI objectives that will be used locally to drive forward progress in this area, EDI leads are collaborating with the EDI team and HR Business Partners

### 3. Create a series of opportunities for the wider University community to engage and shape the EDI agenda

This priority is focused on developing and growing our EDI network, involving more people through talks, workshops, drop-in sessions, online events, pop-up stalls and market events. This work is underpinned by a comprehensive EDI communication and engagement plan. In the reporting period, key highlights have been:

- **EDI network established** – opportunity for peer-to-peer sharing. Sessions this year have primarily focussed on furthering race equity.
- **Comprehensive EDI communication plan and strengthened relationships** across faculties and internal/student comms have supported a more joined up EDI communications and engagement calendar of events. The EDI team have supported awareness campaigns (with a greater focus on intersectionality) and grass roots engagement (i.e., faculty and department presentations, EDI network, webinars, Benefits Fair stall, Safe Listening Spaces etc). There have also been examples of brilliant engagement activity outside the EDI team.
- Widening Participation & Social Mobility directorate '**Forum for Access & Continuing Education (FACE) Conference**'
- **John Hansard Gallery** - EDI features heavily in their engagement programme (see appendix 1 for examples of exhibitions)
- Engagement has also included the **Race Equality Charter (REC) action workshop** to co-develop solutions to address racial inequality and REC webinars (evidencing commitment to action & transparency of data and engaging staff to more deeply understand the experience of our ethnic minority staff and students)

### 4. Deliver equality charter commitments, maximising synergies between equality charters and strengthening the impact of actions

Here the focus has been on ensuing **good quality equality charter submissions** and stating **implementation** of the various equality charter action plans. Since the last EDI annual report, the University has completed several major equality charter submissions – each the culmination of hundreds of hours of planning and prioritisation, data analysis, self-assessment, action planning and submission writing:

- **Athena Swan:** Institutional Silver award application submitted January 2021. The application was successful and our [Silver award](#) was confirmed on 8 March 2022 (International Women's Day). Our award is valid for five years, until 31 March 2027.
- **Race Equality Charter:** Bronze award application submitted July 2022 and in November 2022 we were successfully awarded the [REC Bronze Award](#) which is valid for five years.
- **HR Excellence in Research** award (part of the **Researcher Development Concordat**): 10-year review completed and submitted in July 2022, ahead of our Concordat signatory renewal in November 2022.
- As well as these institutional submissions, several [school-level](#) Athena Swan submissions have been made. Faculty of Medicine (Silver renewal), School of Biological Sciences (Silver renewal), Winchester School of Art (Bronze, first award), and the School of Engineering (Bronze renewal, result pending).

- **Appendix 2** shows examples of the **Equality Charter Programme status** over the last few months and it should be noted how we have moved from a predominantly amber RAG status towards a predominantly green RAG status during this time. This is testimony to the investment and hard work that we have put into expanding and improving our EDI project management.
- With the above-noted plethora of equality charter submissions now complete (Disability Confident and Mental Health charter submissions are due in 2023, but these are – relatively speaking – smaller in their resource demands), attention will turn towards action plan delivery across the many charters and a renewed focus on making progress against the EDI strategic plan.

3.2 Under the Equality Act 2010 (Specific Duties) Regulations 2011 we are required to have and publish equality objectives at least every four years. In March 2021 UEB approved and published the four equality objectives summarised below. These equality objectives are still current and relevant, and it is proposed that we retain the same four equality objectives for 2022/23, to ensure and demonstrate our continued compliance with the public sector equality duty.

**1. We want all students to have a good inclusive experience – we will proactively work to ensure that all students feel they belong on an equal basis within the University and that we foster an environment that makes it possible for all students to progress with success.**

Examples of activity that has/it is taking place to bring this objective to life:

- In our [Education and Student Experience strategic plans](#) we articulate our ambition to work in partnership with our students to create a University experience that equips them with the skills and mindset to flourish in the world of the future and become the leaders of tomorrow. Teaching and learning practices are flexible and inclusive and are enhanced by opportunities for engagement with our world-leading research and enterprise activity. During their time at the University, and as graduates, our students will feel supported to thrive, and enjoy a sense of pride and belonging as engaged members of our community.
- The [Student Co-Design Panel](#) is a large focus group comprising of around 100 'Student Co-Designers', and is running for a second year in 2022-23, colleagues from across the University are welcome to submit topic discussions for a project with a clear plan and direction, during the reporting period the review of the EDI policies have been a topic of discussion at the panel.
- [Equity in Education: Steps to Anti-Racism](#) a virtual two day conference organised by the University's Student Partnership for Education Reform group, in collaboration with the Centre for Higher Education Practice (CHEP), the School of Education, and the Widening Participation and Social Mobility Team, focused on the importance of EDI in educational settings, and specifically, explored the lived experience of Black students and steps to anti-racism (see appendix 2 for the content programme)
- The [Awarding Gap Project](#), focused on reducing the awarding gaps that exists between Black and marginalised minority students and white students, as part of the project an awarding gap panel including Black students have been set up. Focus of the project is to take an evidence led approach.
- The [Social Mobility Student and Staff Network](#) has been created as a dedicated space for likeminded individuals (students and staff) who self-define as either currently being from, or originating from, a low socioeconomic background. The work of the network is member-led, ensuring work and change is happening in the spaces that most need it. The Network has an Action Plan that sets out three key phases for the Network: communications, activities, and external collaboration.

**2. We will review our approach to staff recruitment and promotion processes to advance inclusivity amongst our staff and provide information to inform line managers' and recruiting managers' decision making.**

- We are currently reviewing our whole recruitment process; a significant number of stakeholders are involved in this review, and it includes identifying how we use recruitment to expand diversity and increase inclusivity. Following an engagement event held as part of the REC submission, some bolder approaches to recruitment have been identified especially regarding the use of positive action, and the circumstances would merit it. UEB will be presented with these options later this autumn.
- Last year we launched the [Staff diversity dashboard](#) (all employees have access, as do

Council members via their @soton login details, either [directly through Power BI](#) or through an [embedded version](#) of the dashboard, with accompanying guidance, hosted on the University's internal Equality, Diversity and Inclusion SharePoint site). The dashboard provides diversity data to staff, allowing self-identification of areas that need focused attention, and a mechanism to measure success over time. The dashboard provides evidence to inform conversations at the University and help managers to further engage with the EDI strategic plan. It is an evolving tool that is designed to make diversity data more accessible and easier to digest. The focus since the last EDI annual report has been on ensuring that managers and staff become aware of the dashboard and are comfortable using it as a tool to focus their work on EDI to, for example, set recruitment targets or to support informed discussions. The dashboard currently covers these areas:

- Gender Pay Gap
- Part Time Working by Gender
- Academic Promotions
- Ethnicity Pay Gap
- Committee Composition
- Sickness Absence
- Breakdown by Gender & Ethnicity
- Recruitment

Appendix 3 includes a snapshot from the staff diversity dashboard and other key data sets reported on in the last annual report.

- Creation of new Academic Career Development Committees; to actively encourage applications and assign mentors, especially among under-represented groups
- We continue to grow our [Super Recruiter Community](#), the super recruiters support, influence and role model inclusive recruitment practice throughout the recruitment process, strengthening the opportunities of increasing the diversity of the workforce and sharing good practice across the University.

### **3. We will identify our key EDI performance indicators and make it easier for students and staff to see how we are progressing against key indicators that measure EDI progress.**

During 2022 we have developed EDI Key Performance Indicators (KPIs) that will enable us to track our success in bringing the strategic plan for EDI to life. These KPIs measure the demographic makeup of our community, as well as people's experiences of being part of that community. These KPIs are now being finalised (see **Appendix 3** for the working draft)

### **4. Staff and students take personal responsibility and accountability for their behaviour, actions and decision making and the impact they can have on equality.**

Focus here has been on ensuring that we have good quality learning and development opportunities for our staff and students as well as a breath of awareness raising and engagement opportunities- examples of the latter is set out above. Below are some illustrative examples of learning and development opportunities that bring this objective to life.

- The **Line Manager Development Programme** developed and being delivered; further fostering inclusive leadership (51% of line managers enrolled as of August 2022)
- Compassionate Inclusive Leadership workshop: Delivered to FAH leadership team and made available to research staff (47 registrations May 2022). The aim of the learner-centred workshop is to support participants in developing ways of working that help to build compassionate and inclusive cultures utilising transformative change practice.
- Faculty of Medicine: **Cross-institutional Mentoring Scheme**. In conjunction with the Academy of Medical Sciences, we have partnered with several other medical schools in the UK to launch a cross-institutional intersectional mentoring scheme. The purpose of the scheme is to connect females from ethnic minority backgrounds at various career levels in academic medicine, providing peer support, reciprocal mentoring and highlighting great role models.
- **Active Bystander** training sessions will now be available with monthly sessions running for staff and 5 sessions a year targeting our student who take on additional roles like student ambassadors or student reps. The sessions focus on equipping participants with practical skills to intervene if they see or experience any behaviour they find is not

conducive to inclusion.

Over the summer of 2022 we have **reviewed our EDI staff training** offer. The review has resulted in easily navigable set of resources on [Blackboard](#) setting out both mandatory training and a newly expanded set of self-directed learning including a suite of bitesize interactive online modules that last between 10 – 20 mins. In the next 12 months we will be reviewing our offering to students.

3.3 Given that the key priorities reported here are less than a year old, the key priorities for 2022/23 build on these but with a slight shift in focus over the next year

- Make EDI central to key decisions, focus will be working with new AVP EDI and Social Justice role to enhance where and how our leaders are taking proactive account for EDI and on making equality impact assessments effective tools to aid conscious decision making.
- Continue to work with Faculty, School and Professional Services EDI leads to align EDI work to the strategic plan for EDI to deliver equality charter commitments, maximising synergies between equality charters and strengthening the impact of our actions
- Continue to develop a series of opportunities for the wider University community to engage and shape the EDI agenda. One area of focus is to reiterate our vision for EDI and to equip our University community with the skills and knowledge to proactively take action to improve EDI in their area of study or work. Work in this area should make it easier for staff and students to see, understand and feel the difference.
- Deliver equality charter commitments, maximising synergies between equality charters and strengthening the impact of actions. Focus this year will be on reshaping how we work with charters and a strong emphasis on implementation of actions plans.

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## 4.1 Summary and Background

4.2 As Council can see from the above, a great deal of work has been undertaken since the last annual report, the annual report can only ever be a snapshot of examples to illustrate the breadth of work that is taking place to create an inclusive University community. UEB are reminded that we have carried out very detailed analysis of our situation and needs for improvement via our work with the Equality Charters and Widening Participation and Social Mobility and that we have a comprehensive set of actions plans that address these points.

4.3 In addition to the above we also annually produce Gender and Ethnicity Pay Gap reports and regular Equal Pay reviews, from which we are confident that we pay people equally for equal work and know that our pay gaps, both in terms of gender and ethnicity, are more due to where people sit structurally in the University. The proposed EDI KPIs include targets in this area and a comprehensive equal pay action plan is also helping us focus our attention.

4.4 It should not be underestimated how much resource has been dedicated to ensuring good quality submission of the Equality Charters mentioned already, we are now confident that with an expanded and now established EDI team are in a good position to utilise the learning from these submissions to ensure that future submissions will be made in a way that will be less resource-intensive. Over the next year focus will be using the equality charters to enhance our work in the EDI space and to help us achieve our EDI objectives.

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## 5.0 Implications

### 5.1 Strategic (including relevant KPIs).

The University Strategy places a strong emphasis on EDI and creating One Southampton. Three of the values set out in the strategy are closely aligned to EDI:

- Egalitarian – we champion EDI in all that we do
- Collaborative - we build sustainable, inclusive communities through strong partnerships
- Leadership – we have visionary leadership that enables and empowers people to thrive

[The Strategic Plan for EDI](#) sets out a vision for creating an inclusive community where staff and students feel able and are supported, to take individual and collective agency and accountability for making EDI a reality.

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### 5.2 Financial

As part of 2022/23 business planning the majority of centrally-incurred EDI costs have been consolidated into one budget that is held within the in EDI team, however due to the fact that we



are still working with legacy activities we do occasionally find EDI associated cost that have not yet been accounted for, as these cost present them selves they are noted by the EDI team and will be incorporated into the 2023/24 business planning cycle. There is an expectation that the any additional costs associated with the development of Faculty, School and Professional Service EDI plans will largely be funded locally.

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### **5.3 Information and Technology**

During 2022/23 the EDI Team will develop a single electronic portal for completion of equality impact analysis/assessments. The portal will be developed using powerApp and initial discussions with IT colleagues have started but need to intensify from late Autumn 2022 onwards.

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### **5.4 Equality and Diversity**

By implementing the actions set out in [The Strategic Plan for EDI](#) and delivering against our [Equality Objectives](#) we will be well placed to meet our legal duties under the Equality Act 2010.

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### **5.5 Legal**

By implementing the actions set out in [The Strategic Plan for EDI](#) and delivering against our [Equality Objectives](#) we will be well placed to meet our legal duties under the Equality Act 2010.

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### **5.6 Risk and Health & Safety**

No new risks have been identified in addition to the ones that are already captured in the University Risk Register in section EE2, EE3 and EE4. The Risk Register sets out the mitigating actions.

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### **5.7 Communication**

This report has been communicated via the EDI governance route.

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### **5.8 Staffing**

It should be noted that the newly created Associate Vice President for EDI and social justice will start in post during 2022/23.

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## **6.0 Consultation**

**6.1** This report include input for the Equality, Diversity and Inclusion Champion and the members of the EDI committee.

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## **7.0 Appendices**

## Appendix 1

Examples of work that supports the delivery of our equality objectives, taken from our Race Equality Charter submission

### Building a Culture of Equality for People of all Ethnicities in the Faculty of Medicine

We formed a collaborative research project group between UoS staff and students and members of local communities. This will be used to inform our investigation with faculty staff and students of priorities and barriers of language, culture, systems, and organisational structure related to ethnicity and its intersection with other protected characteristics. The work is designed to be transformative of the culture of the faculty and the way it engages with local communities, fostering a rich multicultural faculty.

### Engaging the University Community

We are early in our journey to embed racial equality. We need to engage the whole University community to affect real change. A broad calendar of events, communications and facilitated discussions have started our conversations about race, including:

- *'BAME Experiences in Higher Education: Policy making, social justice and white privilege'* – lecture and discussion.
- *'Philosophy and Race'* and *'Critical Whiteness'* – seminar series.
- *'The pandemic and the impact of racism'* – open workshop with senior leaders.
- *'Safe Listening Spaces'* – regular facilitated sessions to share experiences.
- *'Let's Talk about Race'* – panel and discussion.
- Race-focussed EDI Network sessions – triannual meetings of influential EDI leaders. Expert-led sessions with peer-to-peer sharing have focussed on furthering race equity through inclusive language, addressing awarding gaps and establishing inclusive recruitment processes.
- *'Diversity and Equity in Education: Race, ethnicity and culture'* – online conference. Student initiative in collaboration with university staff across departments.



Figure 0.1: Images from local community supporting Dr Wang, speaking out against racism in Southampton.



## Faculty of Medicine: Cross-institutional Intersectionality Mentoring Scheme

In conjunction with the Academy of Medical Sciences, we have partnered with several other medical schools in the UK to launch a cross-institutional intersectional mentoring scheme. The purpose of the scheme is to connect females from ethnic minority backgrounds at various career levels in academic medicine, providing peer support, reciprocal mentoring and highlighting great role models.



Figure 0.2: Images from John Hansard Gallery

## Awarding Gap Panel



The Student Inclusion Team have recruited (paid) Black students on the new 'Awarding Gap Project' panel. Working collaboratively with the project team, the panel is empowered to think creatively to develop activities and interventions for Black students with the

aim of improving their university experience and build trust (100% strongly agree that they have made significant change through the panel).

Working in partnership with other local Universities, activity has included creating a 'Black Fresher's Guide' to Southampton, including information about where to find Black hair shops, and hosting a Cultural Gala (93% attendees would attend similar future events).

## Latitude Prize

A cross-faculty team of academics have led a successful bid for the Latitude prize for a project exploring the experience of Black students in FELS from UG to PGR level. This is a participatory action research project, and will employ student peer researchers to collaborate on the project (Action SE.5).

## Equity in Education: Steps to Anti-Racism- Race, Ethnicity, and Culture Virtual Conference (July 2022)

Delivered in collaboration by the UoS Student Partnership for Education Reform, CHEP, School of Education and WP&SM, the staff and student conference featured a variety of panel discussions and talks focussed on the importance of EDI in educational settings, and specifically, explored the lived experience of Black students and steps to anti-racism (+200 registrations). (Figure 0.3)

### 6th July Programme

**2.35pm - 3.30pm**  
Dr Angelina Osborne  
"Putting the Black back into British History".

**1pm - 1.20pm**  
Professor Deborah Gill  
Welcome talk from Deborah Gill, Vice-President of Education and Student Experience at the University of Southampton.

**4pm - 4.55pm**  
Harry Kutty  
"We're in this together: Explaining the benefits to the local and wider community of creating truly inclusive schools".

**5pm - 5.45pm**  
Liz Pemberton  
"Why is anti-racist practice important in the early years?"

**5.50pm - 6.30pm**  
Aiman Alzetani, Muhammad Shan Zaib Ilyas, Yasmin Sheikay, Muhsin Zaig, Ruqayyah Karim and Professor Sally Curtis.  
"Faith in Medical Education and Practice".

**1.30pm - 2pm**  
Stephen Grant  
"The lived experiences of black and mixed students at Prestigious Higher Education Institutions".

**2pm - 2.30pm**  
Student Panel Discussion  
"The lived experiences of black students in Higher Education".  
Chair: Dr Pathik Pathak  
Panelists include Stephen Grant, Osasere Osayimwen, and more to be confirmed.

**Keynote Speakers**

- Liz Pemberton  
Director of the Black Nursery Manager Ltd and winner of the 2022 Guardian Angel award at the Glomama Awards.
- Dr Angelina Osborne  
Historian, writer and heritage consultant, co-author of 100 Great Black Britons.
- Harry Kutty  
Headteacher of Cantell Secondary School in Hampshire and Chair of the Aspire Community Trust.

### 7th July Programme

**2.35pm - 3.30pm**  
Dr Paul Bridgen, Professor Rosalind Edwards, Isabelle Asghar-Williams, Emily Lanham, Melissa Powell and Dr Bindi Shah.  
"Building reflection on everyday racialisation processes into a module".

**12.15pm - 12.55pm**  
Samantha Mills, Dr Aude Campmas, Gary Hickey, Dr Kathleen Kendall, Dr Alejandra Recio Saucedo and Dr Lucy Green.  
"Ethnicity and race: Experiences of working and learning in the Faculty of Medicine, University of Southampton".

**1pm - 1.30pm**  
Chido Chipato  
"Minding the Gap: An insight into student-led interventions for awarding gaps".

**1.35pm - 2.30pm**  
Dr Dave Thomas  
"The inclusive university: Why we need to reimagine curricula to make them more culturally sensitive".

**4pm - 4.55pm**  
Niamh McGuirk  
"Primary Schools and teacher positionality: towards a transformative praxis of anti-racism education".

**5pm - 6pm**  
Dr Pathik Pathak  
"Justice, Diversity and Belonging: A Framework to Transform Higher Education".

**6pm - 6.20pm**  
Partnership for Educational Reform  
Join us in closing Diversity and Equity in Education 2022 and thanking our brilliant speakers.

**Keynote Speakers**

- Dr Dave Thomas  
Senior advisor at Advance HE and a specialist in Equality, Diversity, Inclusion and Inclusive Leadership
- Niamh McGuirk  
Assistant Professor in Ethical and Intercultural Education in the Institute of Education, DCU.
- Dr Pathik Pathak  
Founding Director of the Social Impact Lab and Associate Professor in Sociology at the University of Southampton.

Supported by the Southampton University Centre for Higher Education Practice (CHEP) and Funded by the Southampton University School of Education and Widening Participation Team.

Figure 0.3 Equity in Education: Conference Programme July 2022

Appendix 2: Snap shots of Equality Charters Programme Status – note movement to predominance of green

**Equality Charters Programme Status – as of 29<sup>th</sup> November 2021:**

Project / Charter	Overall	Time	Cost	Quality	Delivery date	Comments
Athena SWAN	A≡	G≡	N/A	A≡	14 <sup>th</sup> Jan 2022	Submission is awaiting approval from EDIC, action plan + paper on schedule for submission to UEB by 6 <sup>th</sup> Dec, and submission to Advance HE before year end (deadline 14 <sup>th</sup> January) Following submission there will be a review period and lessons learned activity.
Race Equality	A≡	A≡	N/A	A≡	28 Jul 2022	Staff and Student Surveys complete. Chloe Ballantyne has joined the team to support authoring of the submission. Action/objectives workshop planned for January, first submission draft scheduled for end February, followed by further consultation period with stakeholders – action owners, faculty leads, SAT, Advance HE, focus groups (March-May).
Concordat	G↑	G↑	N/A	G↑	30 Nov 2021	The action plan strategy document was signed off by REEG, HR SLT, UEB and shared with Council for noting in November. It will be published on schedule, ensuring the year 1 obligations are fulfilled. The 5 working groups have held inaugural meetings. Their work will define the final action plan in 2022. On 1 December, the Concordat leadership will change. Professor Rebecca Hoyle will replace Professor Mandy Fader as Sponsor and Chair for the Concordat Advisory Group. Professor John Holloway will also support Concordat activity. The Concordat Team wish to thank Professor Mandy Fader for her significant contribution as Sponsor and Chair to the Advisory Group in 2021.
Technician Commitment	G≡	G≡	G≡	A≡	10 <sup>th</sup> Dec 2021	Technician Voice provided good feedback for submission and future focus areas. Submission and action plan have been completed on schedule and are due for publishing/submission by Dec 10 <sup>th</sup> . In January we will be carrying out a deep-dive into the TAE equality data supplied by ED&I team. We are also preparing for the Southampton Skills Survey running from Dec/Jan for 4-6 weeks, and the first annual technicians conference on March 30 <sup>th</sup> .
Disability Confident	A	A	A≡	A≡	Q4 2023	In this period, the process of transitioning the Sponsor role from Richard Middleton to the new Vice-President Operations, Wendy Appleby has commenced. The main focus has concerned reviewing if there is a need to re-join the Business Disability Forum and the potential value in using their ‘disability standard’ and other member benefits. A joint paper will be prepared for EDIC by the EDI team and Disability Confident Chair in Q4 2021/Q1 2022 that will recommend how to proceed.
Mental Health Charter	G≡	G≡	N/A	G≡	Q1 2023 (tbc)	On track. Submission template released by Student Minds, and outline content added, gaps identified. Themes have been assigned to members of the group. Next steps are to commence work on addressing gaps and refining internal action plans.

## Equality Charters Programme Status – as of 15<sup>th</sup> September 2022

Project / Charter	Overall	Time	Cost	Quality	Delivery Date	Comments
Athena SWAN	G≡	G≡	N/A	G≡	Milestones to be defined	Action implementation phase. New software introduced that will enable us to better track actions (12 month pilot) Departmental support from the EDI team will be strengthened in q4 2022.
Race Equality	G↑	G↑	N/A	A≡	Awaiting outcome	Awaiting outcome of our Bronze submission (due to hear in Sept-Oct), to assess quality and impact of our proposed action plan. Implementation phase started. Race Equality Workshop planned for November 14th, to include an external speaker from another university with REC bronze experience, and a session run by Pascal on personal accountability. Reshuffle of PM responsibilities. REC will be managed jointly by the PM team and handed over to Stella Kourmoulaki during q4 2022/q1 2023
Researcher Concordat	G≡	G≡	N/A	A≡	<u>HREiR: TBC Concordat:</u> 3 <sup>rd</sup> Nov 2022	HREiR Award 10 year review was successfully submitted on time – awaiting feedback from Vitae Focus is on the refinement and development of actions. A workshop will bring together key stakeholder to plan and engage.
Technician Commitment	G≡	G≡	G≡	G↑	10 <sup>th</sup> December 2024	Amy Ardern is leaving, and Lisa Nicholas will be the new PM from 20 <sup>th</sup> September, handover in progress. Technical Lead Ben Coles presented at the Science Council Technician Commitment Signatory Event. Key actions in progress include analysing data from the Skills Survey and identifying development needs. Working groups reviewing action plan in light of feedback from Science Council.
Disability Confident	A≡	G↑	A≡	A≡	Q4 2023	Our approach to disability needs strengthening, and our membership of BDF is already proving useful for this, however we do need to make sure we maintain an appropriate level of focus on renewing our DCL award. Note- we are very likely to recommend to renew our BDF membership for 2023-24 in order for BDF to act as DCL validators and also give us time after our DCL application to continue to focus on the BDF disability smart framework, as well as make use of policy review and advice centre support.
Mental Health Charter	G≡	G≡	N/A	G≡	June 2023	Excellent work completed by Ben Dolbear during his summer internship means that the student submission has been drafted and focus groups have been held. The incoming VP Welfare will now take over as Student Lead. Leads are meeting with Student Minds on 19 <sup>th</sup> September to confirm submission date of April 2023, with On-Site Visit in June 2023. Editorial team continue to review self-assessment content, involving additional stakeholders for review as necessary. Initial scoping of On-Site Visit has commenced – this will be a big undertaking, involving many staff and students. Amy Ardern is leaving, and Stella Kourmoulaki will be the new PM from 20 <sup>th</sup> September.

## Appendix 3: Draft EDI KPIs

### Tier 1 KPIs – Part of the University KPI Dashboard

Indicator	Metric	Source and definition	Provider	Current position	Target by 2027/28	Target Trajectory	Additional Notes
Inclusivity & Belonging - Staff	Staff Survey: % score in question "I feel I belong here"	<p>From the Staff Pulse survey, the % positively agreed in question 15 "I feel I belong here".</p> <p>Staff survey run every 6 months by People Insight and allows for benchmarking.</p>	HR	<p><b>69%</b>  <b>Competitor benchmark Xth</b>                      April 2022 Staff Survey</p>	<p><b>75%</b>                      April 2028 Staff Survey</p>	<p><b>Target for 2021/22 was 70%.</b>                      75% by 2027/28</p>	<p>Further analysis would capture the results by protected characteristic as well as rank compared to sector.</p>
Inclusivity & Belonging- Students	NSS: % score in question "I feel part of a community of staff and students"	<p>From NSS survey, the % positively agree with question 21: "I feel part of a community of staff and students".</p> <p>NSS applies to only final year UG students.</p> <p>Results are available at institutional and subject level (CAH3) for Southampton and named comparators.</p> <p>However, to split the data by gender, ethnicity, IMD and POLAR we can only compare our institutional level to the sector as a whole (i.e. we do not have individual comparator scores).</p>	Policy and Insight	<p><b>64%</b>  <b>Competitor Rank X</b>                      NSS 2022 (EK to get data)</p>	<p><b>75%</b>                      NSS 2028</p>	<p><b>Target for 2022/23 (i.e. NSS 2023) was 70%.</b>                      75% by 2027/28 (i.e. NSS 2028)</p>	<p>Data can be benchmarked, but propose target is articulated as a % (to align with the staff question).</p>



Tier 2 KPIs - Used to monitor progress of the overall Strategic Plan

Indicator	Metric	Source and definition	Provider	Current position	Target by 2027/28	Target Trajectory	Additional Notes
Diversity in our community	Staff: Increase proportionate representation - metric tbd	Each faculty/school will be asked to create an EDI plan and associate targets (covering staff and students). The overall picture will be presented to EDIC	HR	Templates being created for business planning 2023/24 Process will take up to a year plus to track baseline.	Each part of the university has its own target (to create more diverse workforce) that will be tracked via HR diversity dashboard target is owned locally	TBC	
	Social Mobility data (which covers students and staff)	TBC					
	Students: Faculty widening participation plan targets	TBC					
Staff engagement: inclusivity	Staff Survey - Engagement score by protected characteristics	Staff Engagement Score is monitored as part of the People Plan. The EDI strategic plan monitors the results by protected characteristics. Note characteristics are self-declared.  All protected characteristics and wider relevant groupings.  Staff survey run every 6 months by People Insight and allows for benchmarking	HR	Difference by demographic data	10% reduction year on year in score between different demographic group	Linear	Overall Staff Engagement Target is 70% rising to 75% by 2027/28

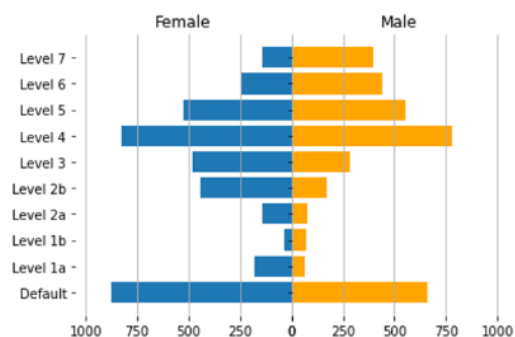
Indicator	Metric	Source and definition	Provider	Current position	Target by 2027/28	Target Trajectory	Additional Notes
	Participation levels: Survey completion scores	<p>Participation Rates will be monitored as part of the People Plan. The EDI strategic plan will break down and monitor the results by protected characteristics. Note characteristics are self-declared.</p> <p><b>Target protected characteristics TBC</b></p> <p>Staff survey run every 6 months by People Insight and allows for benchmarking.</p>	HR	Baseline difference in participation by protected characteristics	10% reduction year on year in score between different demographic group	Linear	60% in 2022, rising to 75% by 2027/28 Review breakdown of characteristics (self declared)
Staff equality - Pay gaps	Gender pay gap	<p>Mean Pay gap. Source from our Staff Diversity dashboard. A negative pay gap indicates that women are paid higher, while a position pay gap indicates that men are paid higher.</p> <p><a href="https://sotonac.sharepoint.com/teams/EqualityDiversityandInclusion/SitePages/Data-Dashb.aspx">https://sotonac.sharepoint.com/teams/EqualityDiversityandInclusion/SitePages/Data-Dashb.aspx</a></p>	HR	19.9% 2021/22	TBC 2027/28	Linear	
	Ethnicity pay gap	<p>Mean Pay gap. Source from our Staff Diversity dashboard. A negative pay gap indicates that individuals from a Minority Ethnicity are paid more, while a positive pay gap indicates that individuals from a white ethnicity are paid more.</p> <p><a href="https://sotonac.sharepoint.com/teams/EqualityDiversityandInclusion/SitePages/Data-Dashb.aspx">https://sotonac.sharepoint.com/teams/EqualityDiversityandInclusion/SitePages/Data-Dashb.aspx</a></p>	HR	8.3% 2021/22	TBC 2027/28	Linear	

Indicator	Metric	Source and definition	Provider	Current position	Target by 2027/28	Target Trajectory	Additional Notes
Bullying and harassment	Number of reports made to "Report and Support" from staff and students	Number of reports made to "Report and Support" from staff and students  Report and Support	HR		Increase of 25% by 2027	Will be a very fluid line as it will go up at times due e.g external factors/seasonality	Metric reflects need to raise awareness of the tool & confidence in its use, therefore expect number of reports to increase. In medium term, move towards monitoring the University's response

Appendix 4: Data snapshot (for the most up-to date data, please visit the [Staff Diversity Dashboard](#)).

## 2020 Gender Pay Gap

Median Pay Gap: +18.6%, Mean Pay Gap: +17.9%



	2020		2021	
	Female	Male	Female	Male
Upper Quartile	37.80%	62.20%	37.23%	62.77%
Upper Middle	51.60%	48.40%	51.63%	48.37%
Lower Middle	54.40%	45.60%	53.21%	46.79%
Lower Quartile	67.20%	32.80%	66.57%	33.43%

Bonus Pay Gaps	2020	2021
Mean Bonus Pay Gap	57.1%	53.2% ↓
Median Bonus Pay Gap	0.0%	10.0% ↑

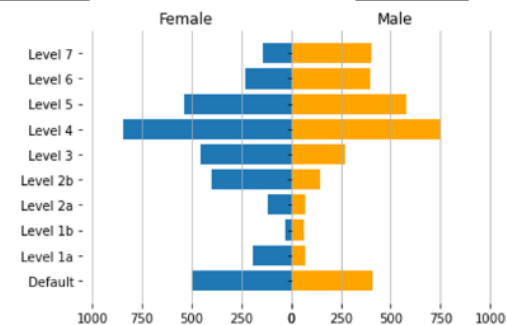
Pay Element	Total Paid	Female Recipients	Male Recipients
Clinical Excellence Award Consultants	£1,758,724.25	21 (32.8%)	43 (67.2%)
Consultancy	£952,638.61	77 (34.2%)	148 (65.8%)
Staff Achievement Award	£381,674.67	201 (50.6%)	196 (49.4%)
Royalties Taxable/no NI	£231,548.97	2 (11.1%)	16 (88.9%)
Research	£112,887.27	18 (52.9%)	16 (47.1%)
Performance Related Payment	£21,528.00	1 (25.0%)	3 (75.0%)
Ex Gratia	£20,145.60	13 (81.3%)	3 (18.8%)
Relocation Expenses	£2,410.55	0 (0.0%)	4 (100.0%)
<b>Total</b>	<b>£3,481,557.92</b>	<b>333</b>	<b>429</b>

The reduction in the amount of Casual workers (*Default*) disproportionately impacted women. This reduced the Median Pay Gap, as there were fewer women in the lower pay quartile. It also increased the Mean Pay Gap, due to a small reduction in number of women being paid very high hourly rates for casual work.

In 2021 Staff Achievement Awards were generally distributed to staff in lower paid areas than 2020. This helped to reduce the Mean Bonus Pay Gap, but it also caused the Median Bonus Pay Gap to rise as there are a smaller proportion of men in Levels 1a-3 compared to women.

## 2021

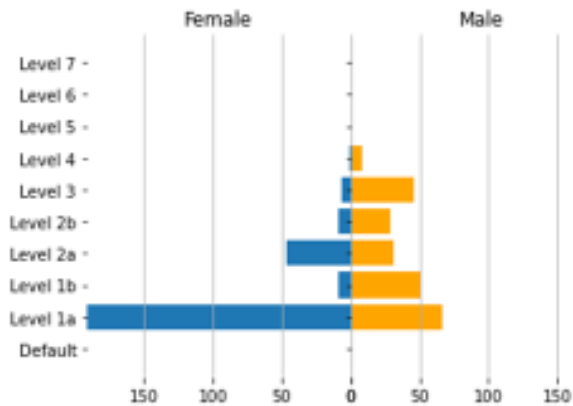
Median Pay Gap: +13.7%, Mean Pay Gap: +19.9%



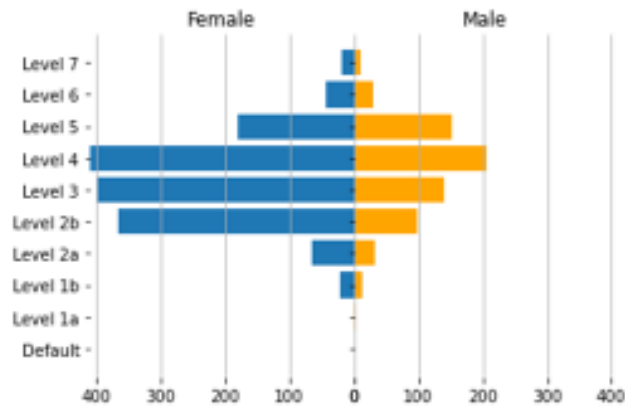
Pay Element	Total Paid	Female Recipients	Male Recipients
Clinical Excellence Award Consultants	£1,675,253.51	20 (32.8%)	41 (67.2%)
Consultancy	£624,882.86	77 (53.1%)	68 (46.9%)
Staff Achievement Award	£181,093.71	184 (45.2%)	223 (54.8%)
Royalties Taxable/no NI	£71,824.57	3 (16.7%)	15 (83.3%)
Research	£98,605.98	7 (38.9%)	11 (61.1%)
Performance Related Payment	£0.00	0	0
Ex Gratia	£0.00	0	0
Relocation Expenses	£7,928.24	2 (28.6%)	5 (71.4%)
<b>Total</b>	<b>£2,659,588.88</b>	<b>293</b>	<b>363</b>

# 2020/21 - Career Pathway by Gender

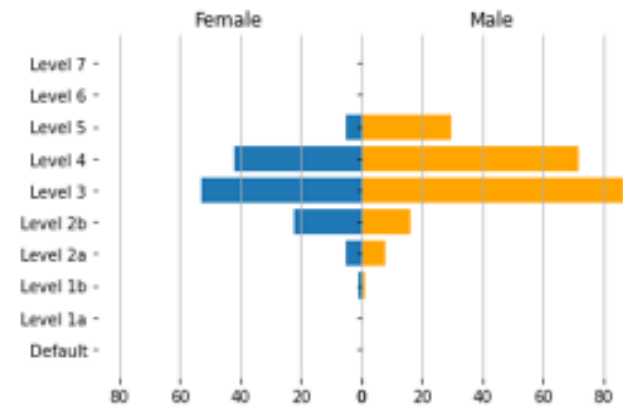
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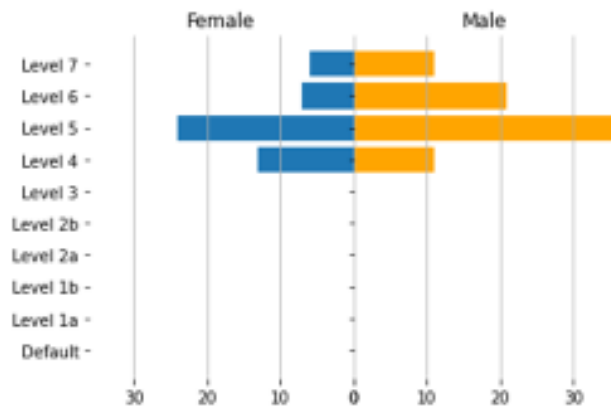
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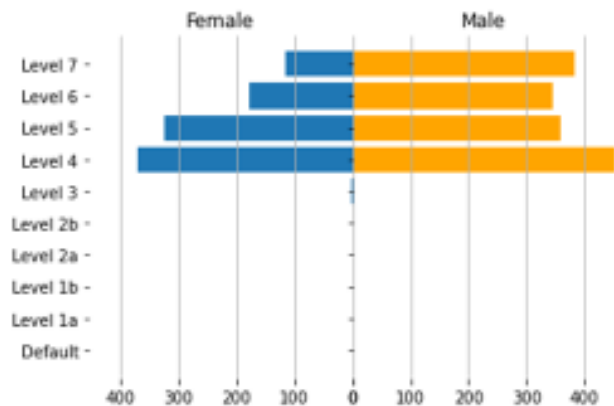
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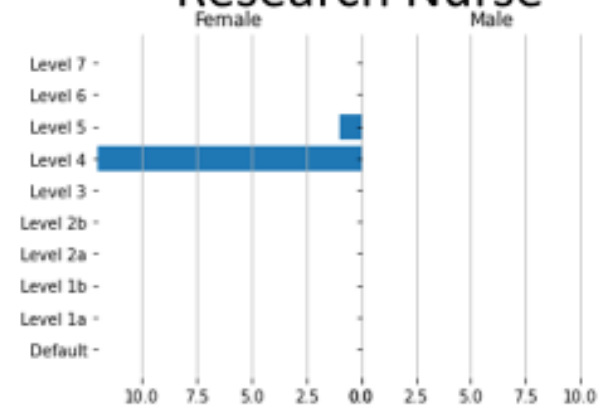
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## ERE



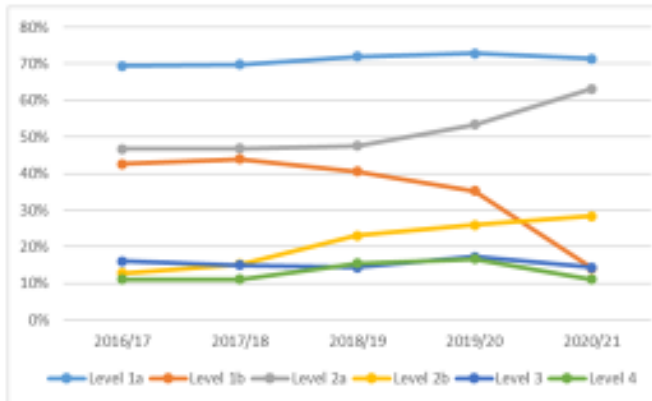
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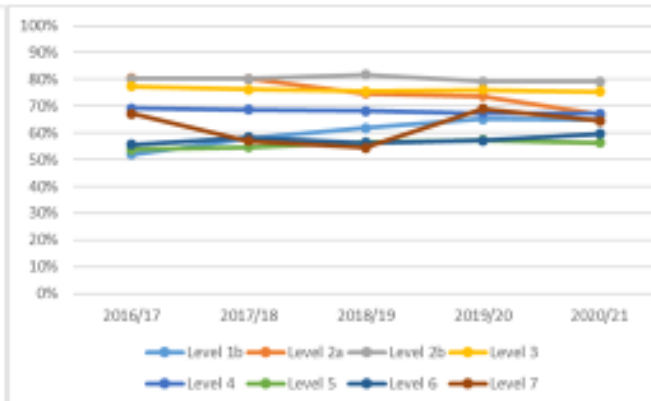


# Female Representation by Career Pathway

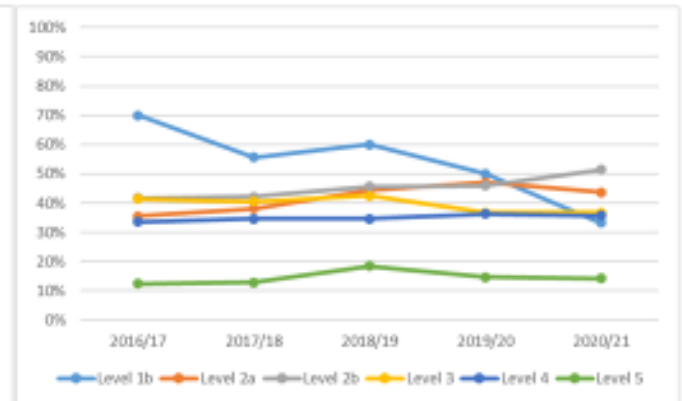
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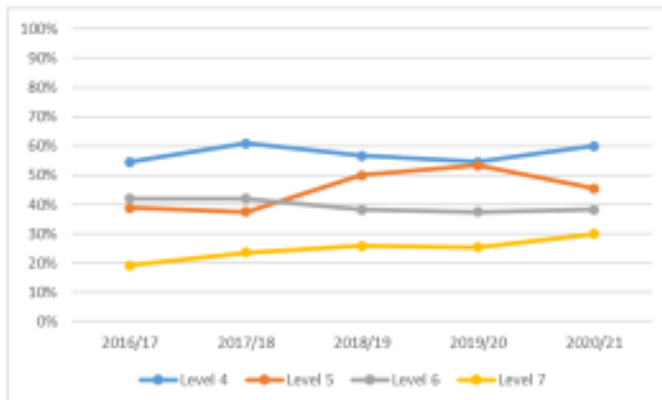
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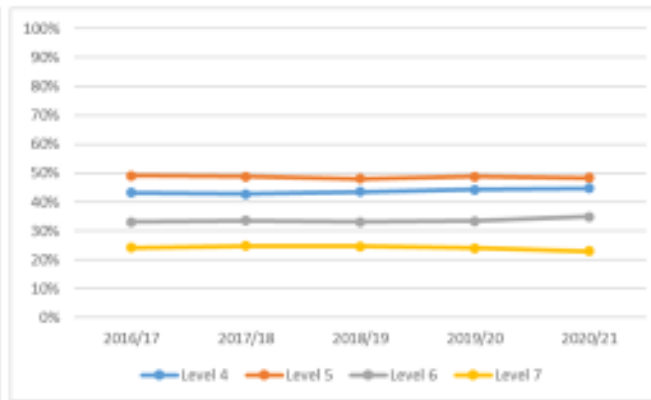
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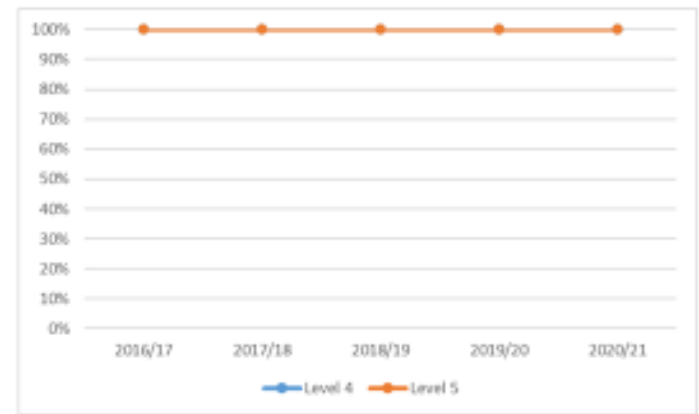
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## ERE

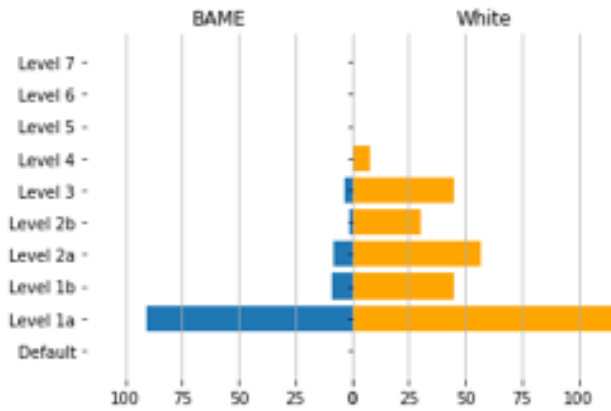


## Research Nurse

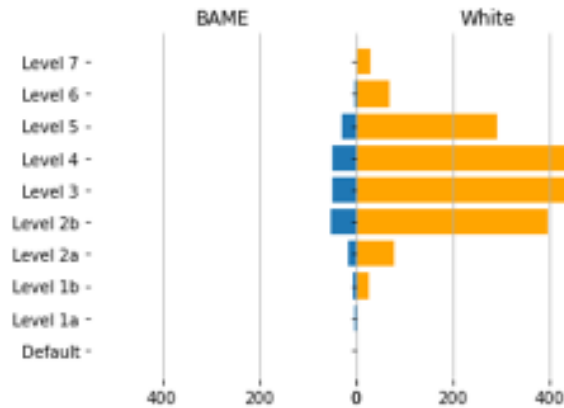


# 2020/21 - Career Pathway by Ethnicity

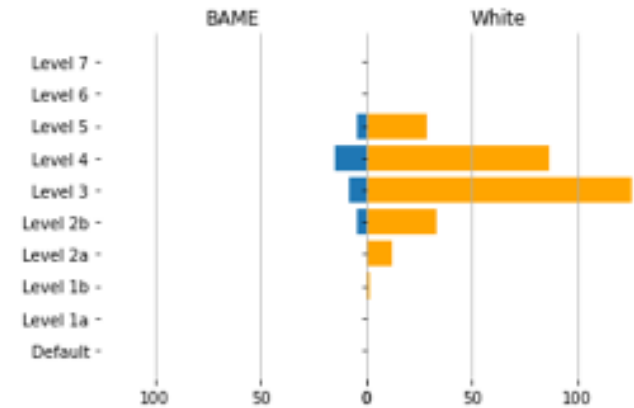
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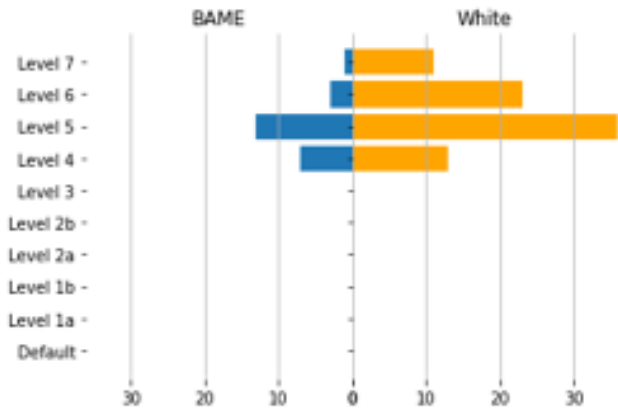
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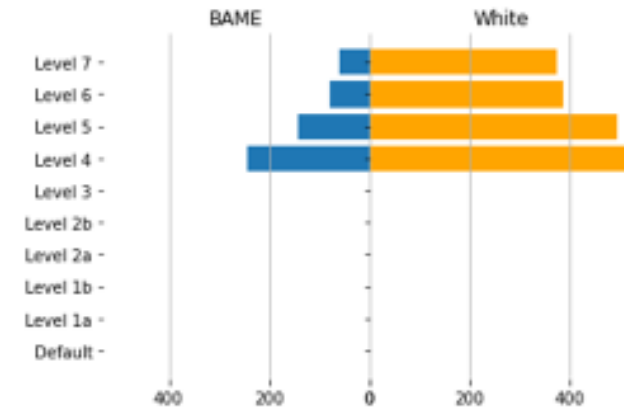
## TAE



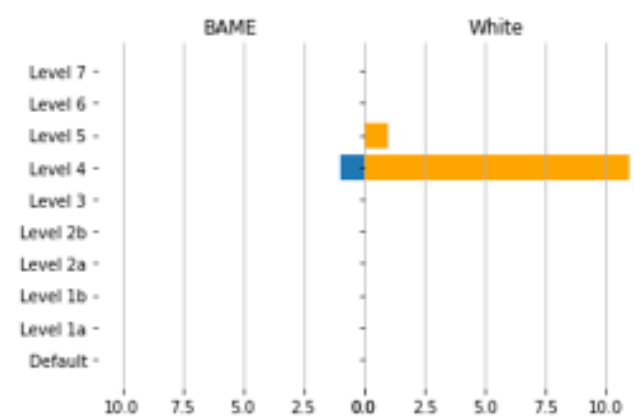
## Clinical



## ERE

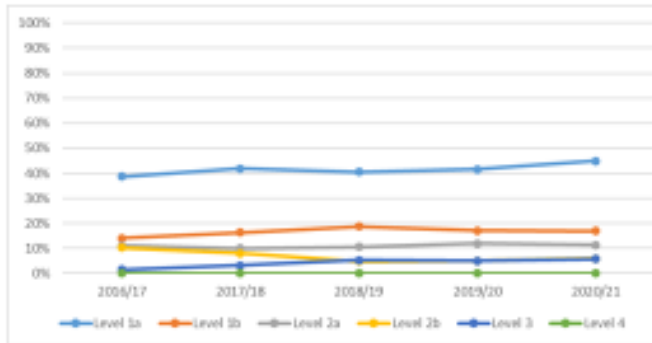


## Research Nurse

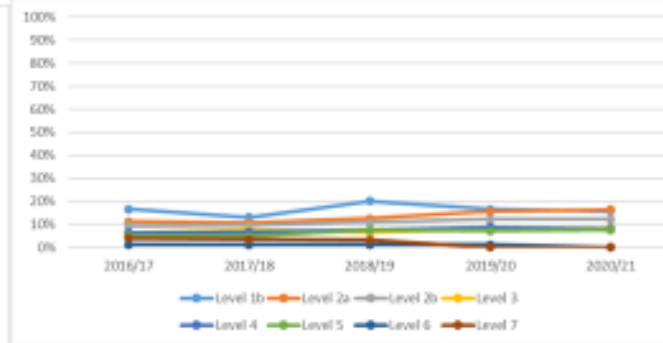


# BAME Representation by Career Pathway

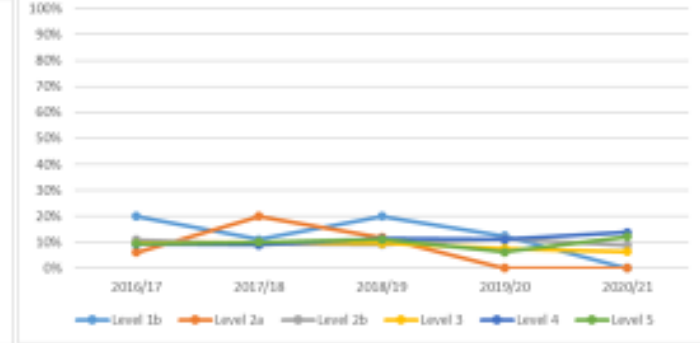
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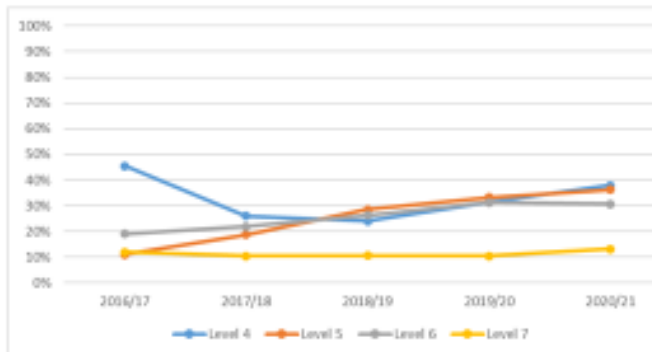
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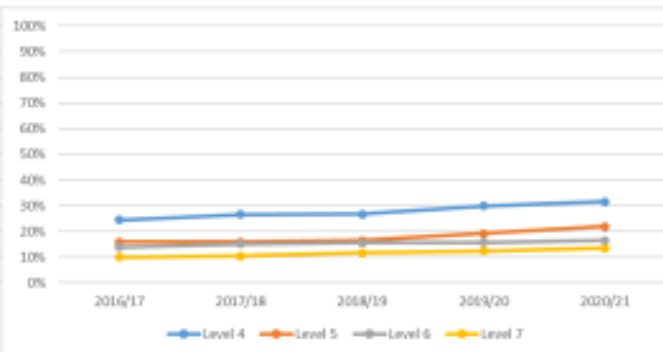
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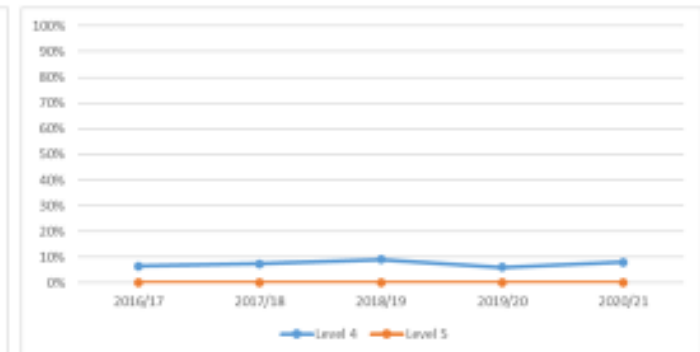
## Clinical



## ERE



## Research Nurse



**Appendix 4: Performance against Access and Participation Plan targets, 2019/20**

Outcome	UoS target 2024/25	UoS performance		
		2020/21	2019/20	Vs 2019/20
	<b>ACCESS 2020/21</b>			
Reduce entry ratio POLAR4 Q5:1	3:1	5:1	5.2:1	<b>-0.3</b>
Percentage of mature students	12%	9%	8.7%	<b>+0.3%</b>
Increase in care leavers	60	33	26	<b>+7</b>
Reduce gap in IMD Q1 18yr olds vs England population	10pp	16.3pp	15.9pp	<b>+0.4pp</b>
	<b>SUCCESS 2020/21</b>			
Reduce the gaps in attainment that are visible between IMD Q1 and Q5	5pp	11.2pp	12.2pp	<b>-1.0pp</b>
Halve the gap in attainment that are visible between Black and White students	5pp	17.5pp	15.8pp	<b>+1.7pp</b>
Reduce gap in non-continuation for students with a mental health disability	3.5pp	2.5pp	3.6pp	<b>-1.1pp</b>
To remove the absolute gap in degree outcomes for students with a mental health disability	0pp	4.3pp	1.9pp	<b>+2.5pp</b>
	<b>PROGRESSION 2020/21</b>			
	No new data for progression due to Graduate Outcomes (GO) metric replacing Destination for Leavers of Higher Education (DLHE) metric			