

Council

Annual Equality, Diversity and Inclusion Report

Date of meeting:... 22.11.2023

Report authors:..... Dominic Wong, Equality Communications and Engagement Manager and Camilla Gibson, Head of EDI

Email: C.R.L.Gibson@soton.ac.uk

Report Sponsor:... Jane Falkingham, EDI Sponsor

1. Executive summary

This annual Equality, Diversity and Inclusion (EDI) report covers the academic year 2022/23. We are now three years into our five-year Strategic Plan for EDI, and our mission remains to create an inclusive University 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.

The report provides an overview of progress against:

- Our broad strategic intent in relation to EDI
- The six goals set out in the [Strategic Plan for EDI](#)
- The University's four equality objectives.

The report also summarises major milestones and key achievements during the year, highlighting areas of strength, as well as those that still require focus and attention.

In doing so, the report aims to provide Council with assurance that the University is meeting its legal obligations under the Equality Act 2010, and specifically our Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Foster good relations between people who share a protected characteristic and those who do not.

It should be noted that this annual report does not seek to capture the totality of EDI work across the University during the year; this is already covered in detail via (for instance) our various equality charter submissions and action plan deliverables, our Access and Participation Plan and our Teaching Excellence Framework submission.

Good progress has been made against the six goals set out in the Strategic plan for EDI. This is largely thanks to the 2021 investment into EDI resources, which is now paying dividends. The team is now fully established and its focus on reinventing how we work with the various equality charters has paid off by seeing us achieving three significant awards this year. We have also been celebrated by awarding bodies for excellent practice:

“The Assessment Team considers the highly visible commitment to EDI within the senior leadership team at UoS, and its honest approach to the work that needs to be done to embed a more inclusive and intersectional approach, as an example of excellent practice” (Student Minds).

Across the University, a strong commitment to EDI continues to build, and excellent and innovative practices are seen from across the community, including prize winning initiatives such as the 2023 UK Social Mobility Awards where we won Highly Commended and a Gold Award in the University of the Year category for the second year running.

Moreover, the governance and accountability of this agenda is an area that has significantly improved in the last period. The expert skills and knowledge of our colleagues and their ability to work across disciplines and structural boundaries is key to our progress. Our biggest challenge is to harness the passion and energy of all the individuals that play a part in this space so that we are all working toward shared goals and not duplicating efforts.

1.1 Recommendation

That Council:

- Note our progress against the strategic plan for EDI

- Continue to support our EDI agenda, collectively and individually, as a priority area of work for the University.

This is the end of the executive summary.

2. Body of the report

Progress against overall EDI strategic aim

In addition to the good progress we have made against the strategic goals and our equality objectives, see below for full details, we have also made some broader strategic progress that enables us to fulfil our ambition to embed EDI into all that we do.

This year, the University appointed its first Associate Vice President for EDI and Social Justice (Pascal Matthias). This role, working in close tandem with the University's leadership, focuses on championing EDI, with an initial emphasis on race equality and social justice. In the first year of this role the focus has been on how, via our recruitment practices, we can increase the diversity of our workforce at all levels, and how we diversify the curriculum. The University's EDI Champion, the Vice-Chancellor, has persistently underscored the paramount importance of inclusion, emphasising its centrality to the University's ethos.

Additionally, work is underway to replace the University's four existing policies relating to Equality, Diversity and Inclusion: The Equality and Diversity Policy; Dignity at Work and Study Policy; Gender Dysphoria Policy; and Religion and Belief Policy. A new policy, titled the Inclusion and Respectful Behaviour Policy, has been drafted and is currently making its way through consultation and governance processes. The policy objectives were developed through a process of extensive consultation with students, staff, and policy stakeholders. This new policy, which will apply to all members of the University community, reflects changes to legislation and best practice, as well as our commitment to creating an inclusive environment, reinforcing the strategic importance of updating our approach to EDI.

In September 2023, we revisited the terms of reference for EDI Committee. Recognising the dual operational and strategic nature of the previous structure, it became imperative to refine the committee's purpose. Following endorsement of the Strategic Plan for EDI (2020-2025) and considering the increased resources and leadership now supporting the EDI agenda, the EDI Committee's function has been reshaped to prioritise strategic oversight. Its primary responsibilities encompass ensuring the realisation of the Strategic Plan for EDI and offering assurance to UEB and Council over adherence to the Public Sector Equality Duty.

Moreover, an initiative has been launched to streamline the diverse array of EDI groups, forums, and faculty committees across the University. The goal is to make the best use of our resources, improve transparency, and elevate both individual and collective accountability. We expect to complete this effort by the end of the upcoming spring term.

Progress against the six strategic goals

In accordance with the Strategic Plan for EDI 2020-2025, this section provides an assessment of our strategic progress against the six established goals.

Goal 1: Revise and revitalise the way EDI is considered in University decision-making processes by radically redesigning our approach to Equality Impact assessment with increased leadership, accountability, and challenge.

In collaboration with iSolutions, the EDI team has begun development of a unified system to streamline and enhance our Equality Impact Assessment (EIA) completion and management processes. Designed for user-friendliness, the system will incorporate various review checkpoints to facilitate ongoing enhancements to the quality of EIAs. We will be incorporating Socio-economic background as an area of consideration, along with the existing protected characteristics set out under the Equality Act 2010. An accompanying guidance tool will be aimed at augmenting understanding of the unique challenges faced by different equality groups. It will direct users to various analytical tools and dashboards, ensuring that assessments are data-driven, and findings are evidence-based.

A key feature of this system will be the ability to extract management information for presentation to governing bodies such as EDI Committee (EDIC), UEB and Council. This academic year (2023/24) will see further development of the system, with amplified stakeholder engagement, ensuring decision-makers harness EIA findings for informed choices. Resource constraints have affected the pace of this project. Conversations are underway to secure the requisite IT resources to ensure timely completion in 2023/24.

Examples of progress from Faculties and Directorates:

Faculty of Arts and Humanities: Piloted Unconscious Bias training and delivered 8 Active Bystander training sessions, focusing on the revitalised approach to EDI considerations in decision-making.

Faculty of Medicine: Piloting SmartSheet (project management software used by the central EDI team) for managing the Faculty's Athena Swan action plan, a direct response to reshaping how EDI impacts University decisions.

iSolutions: Established a small, impactful working group focusing on EDI. A considered review of the Staff Engagement Survey was also conducted, with clear action plans developed, and a clear plan developed based on the needs of the community going forward.

Goal 2: Create a strong, dynamic network of EDI leads to align work to the strategic plan for EDI, foster best practice, drive collaboration, and share academic expertise, all helping to shape the design, implementation, and sustainable impact of our EDI work.

In 2021, our EDI Network was set up and now has a diverse membership of 126 individuals, ranging from EDI faculty leads and Equality Staff Network Chairs to those spearheading specific EDI projects. The essence of this network is to provide a clear roadmap of the University's key EDI priorities, facilitating avenues for members to collaborate, share insights, and collectively address challenges and opportunities. Throughout the reporting period, efforts were directed towards ensuring that the network sessions are co-designed in synergy with the EDI team. Moving away from a conventional 'conference style', the focus has shifted towards fostering a more interactive and personal environment. This facilitates the building of meaningful relationships across various hierarchical and professional spectrums.

Based on feedback from colleagues involved in school-based Athena Swan work, we have also strengthened the Athena Swan forum, creating a community of practice where peers can seek advice and guidance. This forum is supported by the central EDI team who have also created the [Athena Swan Good Practice Guide](#).

Examples of progress from Faculties and Directorates:

Faculty of Engineering and Physical Sciences: EDI Forum provides a successful format for sharing success and good practice, exemplifying collaboration, and best practice sharing. New appointment of Associate Dean for EDI.

Faculty of Medicine: Appointed Professor Kathy Kendall as the first Faculty EDI Lead in July 2023, further strengthening the EDI lead network.

Library: Set up an ED&I and Wellbeing working group to look at how the library can improve for both staff and students. This initiative further aligns with the goal of creating a dynamic network of EDI leads.

Social Mobility Network: the network has produced the [Class Ceiling Podcast](#), and as part of our [Social Mobility Festival 2023](#) the network held its first Top of the Class Conference, where Justine Greening was a guest speaker, and is creating an upcoming photography exhibition of working class staff identities to be displayed in the John Hansard Gallery.

Goal 3: Use our Equality Charter commitments to help us identify and tackle the organisational and cultural barriers standing in the way of equality for specific groups of staff and students, delivering our action plan promises, and maximising synergies between charters to increase the impact of these actions.

The investment channelled into expanding EDI resources has significantly enhanced our capacity to uphold and expand our commitments across various equality charters. Within the reporting period, there has been particular focus on:

- Race Equality Charter – Inaugural submission awarded Bronze in July 2022.
- HR Excellence in Research Award - Renewed and celebrated a decade of commitment in November 2022.
- Concordat – Annual renewal each November, with continued self-assessment and action plan delivery, including work to guide our strategic efforts towards nurturing positive research cultures.
- University Mental Health Charter - Inaugural submission in April 2023.
- Disability Confident – Preparations almost complete for Disability Confident Leader status renewal in December 2023.

Following the style adopted by our Athena Swan Silver renewal last year, our charter submissions have been widely recognised by assessors and awarding bodies for their candid, self-reflective narratives. Notably, during the assessment for the University Mental Health Charter, which included a comprehensive two-day on-site visit, assessors remarked on our institution's evident drive to comprehend and confront complexities. The feedback emphasised the collective commitment, spanning staff across all grades, to delve into intricate challenges, seeking deeper understanding and sustainable solutions rather than mere superficial fixes.

Alongside these notable submissions and renewal points, our continued commitment to other charters, including Athena Swan and Technician Commitment, emphasises the breadth and reach of our work.

A pivotal aspect of our approach is the recognition of the intersecting themes across all these charters. By adopting a holistic methodology to our action plans, we have amplified the collective impact of these charters, continuously enhancing the inclusive ambiance and ethos articulated in our university strategy.

Examples of progress from Faculties and Directorates:

Faculty of Arts and Humanities: Set up LGBTQ+ Positive Space network of allies, targeting specific equality barriers.

Faculty of Environmental and Life Sciences: Introduced the second year of 'EDI Prize' funding for EDI-focused research projects.

Faculty of Medicine: The TransFoM project concluded, focusing on staff introduction and EDI information, while also kickstarting the project on Equality for People of All Ethnicities.

Doctoral College: Recruited two PGR students to partner with the Doctoral College on EDI-related research projects, emphasising the dedication to tackling barriers in the way of equality.

Goal 4: Create a series of opportunities for the wider University community to understand and shape the EDI agenda, including seeking to engage and involve those who may be ambivalent or pessimistic about the value of EDI.

Through conversation series, diverse learning opportunities, national recognitions, and prestigious awards, the University is not just endorsing the value of EDI but also effectively integrating it into its foundational ethos.

Engagement and Conversational Series:

Since 2021, our 'In Conversation' series has been engaging colleagues and students not only from the University but also from wider networks. These discussions highlight personal triumphs, challenges, and insights into motivation, which allow listeners to relate and engage in the narratives. Pascal Matthias, the Associate Vice-President EDI and Social Justice, furthered these discussions in 2023 through a series of open, informal, semi structured conversations.

Diverse Learning and Developmental Opportunities:

- Opportunities have been created for the community to influence the EDI agenda directly. These include the EDI Network, the different staff equality networks, and Race Equality Charter and Concordat workshops. These platforms ensure a broader understanding and proactive involvement in shaping the EDI narrative.
- Awareness campaigns have been launched with a heightened emphasis on intersectionality. This brings light to the multifaceted nature of identities and their intersections, encouraging a more comprehensive understanding of EDI.
- We ran a webinar series focusing on three topics: EDI strategic plan 2 years on, Gender Equality and Race Equality. The Webinars were open to all members of the University community and there was opportunity for questions to be asked.
- Grassroots engagement is in place through faculty and department presentations, EDI networks, webinars, the Benefits Fair stall, and Safe Listening Spaces.
- The John Hansard Gallery's engagement programme prominently features EDI, further widening its reach and influence.

Recognition and External Validations:

- The report titled 'Building a Culture of Equality for People of All Ethnicities in the Faculty of Medicine' has gained national recognition, being featured by the British Medical Association's Racial Harassment Charter for Medical Schools.

This serves as evidence of the University's effective strides in EDI, particularly concerning ethnic equality.

- Samantha Mills, a final year student, enhanced the University's profile by presenting the above research at the international AMEE conference. This emphasises the University's commitment to disseminating EDI best practices on global platforms.

Awards and Commendations:

- The University's dedication to social mobility has been notably recognised through the UK Social Mobility Awards. For two consecutive years, the University has secured a Gold award in the 'University of the Year' category. This repeated success not only highlights the University's continued commitment but also sets a standard for other institutions.

Examples of progress from Faculties and Directorates:

Faculty of Arts and Humanities: Circulated an EDI statement promoting EDI online training, encouraging wide participation.

Faculty of Social Sciences: Through the Let's Talk initiatives, provided a platform for a broader discussion on EDI topics and advanced inclusive recruitment via the Super Recruiter scheme.

Library: Celebrated diversity through various exhibitions and planned events related to EDI for the coming year, including Black History Month, LGBTQ History Month, and Women's History Month.

Widening Participation and Social Mobility: Through the Awarding Gap Project, our Student Inclusion Team have worked with Black students to govern, design and deliver events and activities for the University community. In the last year these have included: guest lecture (Jason Arday), community activities and a series of events for Black History Month.

Goal 5: Strengthen awareness of and confidence in Report+Support; use our communications channels to ensure that members of our community have faith that reporting incidents leads to change; demonstrate organisational learning.

Report and Support is one of the ways that staff and students can report any cases of harassment or issues of concern, one of the key features is that anonymised reporting is possible too. Over the last year Student Support have set up a number of focused work to continue to improve how students make best use of Report+Support.

Operational Group for Preventing and Tackling Harassment:

- The establishment of the Preventing and Tackling Harassment Oversight Group is a step forward in terms of student support. The group, representing various facets of the University community, facilitates an approach to understanding and addressing harassment-related issues raised by students.
- Their activities have emphasised the importance of collective intelligence to identify trends and deploy targeted actions or campaigns. By sharing insights and data, we are not only staying reactive but also planning proactively to combat harassment within the student community.
- Key learnings from the group are that we now need to work on ensuring that the insights, learnings and data we gain from using Report+Support is considered jointly so that we gain a full picture from both a staff and student perspective.

Reinforcement of the Report+Support Tool:

- After a few years of using the Report and Support tool, a stock take is planned. It aims to assess the tool's efficacy and ensure that its application aligns with the university's evolving needs.

Enhanced Consent Training:

- Recognising the importance of informed consent, a bespoke module, aimed at students, on Consent was developed in-house to replace the prior off-the-shelf version. This tailored module, at a more accessible 15-minute length, provides real-life scenarios filmed on campus to resonate with the student experience. Early indications of take up are positive, a total number of 1,136 students have completed the whole module (as of 3 Nov 2023), compared to fewer than 300 (mostly partial completion) for all of 2022-23
- By leveraging various communication touchpoints, including word-of-mouth, we aim to maximise student participation. With in-house development, we also

now have improved functionality that monitors completion rates, enabling more targeted outreach.

Addition of Key Roles to Bolster Support for Students:

- Recognising the necessity for specialised roles in this domain, we have expanded our specialist student support team. The recruitment of a Racial Harassment Advisor, Specialist Practitioner, and a Tackling Harassment Student Advisor not only underscores our commitment to creating a safe environment but also ensures that specific issues are addressed with expertise.
- The newly recruited Racial Harassment Advisor has actively collaborated with various teams to raise awareness about Report and Support and foster key stakeholder relationships. Their efforts to promote the ‘Expect Respect’ agenda further echo our dedication to an inclusive and respectful community.

Examples of progress from Faculties and Directorates:

Faculty of Environmental and Life Sciences: Launched a student-led research project on Black students' experiences, aiming to gain insights and further refine our Report+Support mechanism.

Faculty of Medicine: Boosted awareness of EDI Committees through the creation of posters, underlining the importance of community engagement in reporting and support.

iSolutions: Focused on mental health and wellbeing through initiatives like Solent Mind Managing Mental Health Training and Wellbeing Team training for line managers across the department, receiving positive feedback.

Goal 6: Where leadership teams lack in diversity and lived experience, actively seek to involve missing voices and experiences via staff networks, academic insight, and professional services expertise, as well as taking positive steps to improve diversity via recruitment.

Reverse Mentoring:

In our 2021 University-wide pilot for reverse mentoring, which is built on a long running model used in the Faculty of Medicine, we tackled complex issues of

privilege, power dynamics, and institutional biases such as racism, sexism, and ableism. Through this programme, we promoted dialogue, ensuring that leadership understands and values the lived experiences of our diverse staff, especially those with protected characteristics.

A testimonial from one of our reverse mentors, who declared a disability, provides evidence of this success. They highlighted the creation of "*a meaningful dialogue about what it means to be a disabled colleague within the University*". Such interactions enable senior leaders to witness first-hand the challenges and perspectives of staff members from diverse backgrounds.

For 2023/24, we are expanding this initiative, partnering with the Reverse Mentoring Practice, a reputable organisation that has worked with the higher education sector and the NHS.

Super Recruiter Initiative:

In 2022, we successfully developed over 180 Super-Recruiters across the university. These individuals are armed with the training and resources to ensure inclusive recruitment practices. Their roles extend beyond simple recruitment - they challenge unconscious biases, share best practices, and actively influence change in the recruitment process. As of August 2023, this number has grown to 260 trained staff, further strengthening our commitment to inclusivity. We need to continue to expand this important group and we are working to grow the numbers further.

Responding to feedback, we have revamped our training materials, launching an Inclusive Recruitment Video for Super Recruiters. This succinct 5-minute video captures the essence of what our recruiters need to know, ensuring that they are well-equipped to maintain our standards of inclusivity.

Examples of progress from Faculties and Directorates:

Faculty of Social Sciences: Through the Math department's Athena Swan submission efforts are in place to improve representation in leadership roles.

iSolutions: Made progress on inclusive recruitment with numerous Super Recruiters trained and plans to further inclusive recruitment going forward.

Equality objectives

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 2023/24, to ensure and demonstrate our continued compliance with the public sector equality duty.

Objective 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.

This objective is realised by the delivery of our Strategic Plan for Education. This plan highlights key areas of activity, including the refinement of our curriculum design, content and practices to reflect the University's priorities on equality and inclusion, and sustainability. Additionally, our Strategic Plan for Student Experience focuses on fostering student inclusion and wellbeing along with developing a sense of belonging within inclusive student communities.

We have been awarded Silver for our Teaching Excellence Framework submission. We were found to be delivering very high-quality provision, with some areas considered to show evidence of outstanding provision, including our learning environment, academic support, academic practice and our approaches to supporting student success. We were especially praised for our tailored support for students, including personalised learning plans for disabled students, mentorships, and transition support for care experienced students as well as our sector leading 24/7 Student Hub.

Through the delivery of our ambitious [Access Participation Plan](#) we seek to promote egalitarianism. Our Plan focuses on how we will make the University of Southampton more inclusive by supporting students from underrepresented groups to access, succeed at and progress from our institution and higher education more broadly. By analysing our data, we have identified key areas to prioritise so we can achieve our goal:

- Students from lower socio-economic groups (those who have been eligible for free school meals or those from areas with the highest indicators of deprivation) are less likely to come to Southampton, attain the highest grades and progress to graduate employment or further study than their more advantaged peers.
- Black students are less likely to be awarded the highest grades than White students.
- Students with certain disabilities (a mental health condition or a social or communication impairment) are less likely to continue with their studies than students without a disability.

These priorities are addressed through a series of objectives, targets, and intervention strategies which make up the main substance of this plan. We can also see short term trends for other risks to equality of opportunity which we will closely monitor and act if necessary. We aim to be one of the leading universities for equality of access in our region as well as one the leading institutions for students' success and progression within the Russell Group.

Objective 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 have worked with our community to develop a practical recruitment and selection training module (specific to our university) which all hiring managers are encouraged to complete. We have strengthened how we support the executive recruitment process. For instance, to achieve our goal of becoming a genuinely diverse employer, we have established a new Head of Talent and Resourcing role. This position is pivotal in helping us refine our recruitment process and critically assess pipeline challenges and advancement pathways. Our aim is to ensure these efforts result in a more diverse representation among our future leaders.

Our Staff Diversity Dashboard allows managers to measure success over time. The dashboard will provide evidence to inform conversations at the University and help staff to further engage with the EDI strategy. It is an evolving tool that was designed to make diversity data more accessible and easier to digest. The dashboard currently covers: gender pay gaps, part time working by gender,

academic promotions, ethnicity pay gaps, committee composition and recruitment.

In 2022/23 we introduced significant changes to our academic promotion process, designed to increase transparency, ease of use and consistency of assessment. This included the introduction of online applications, a dedicated route for Knowledge Exchange and Enterprise cases, a harmonised timeline, the removal of interviews – which were replaced by School-level feedback and a candidate ‘right-of-reply’ stage – and the introduction of University level promotion panels, with oversight of all cases supported at Faculty-level.

These changes build upon the 2021/22 introduction of Academic Career Development Committees (ACDCs), COVID mitigations and improved consideration of individual circumstances, as we strive to increase the overall equality and fairness of our process and implement our equality charter action plan commitments. We are now in a period where we will be closely monitoring the impact of these revised processes.

Objective 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.

Six EDI KPIs have been agreed by EDI Committee and will be used to track progress. The indicators are focused on both staff and students measures, with a RAG definition being developed for each indicator. Progress against the KPIs will be measured by the EDI Committee and where there is a need for action these will be agreed at the EDI operational group (group chaired by the AVP for EDI and Social Justice that included all the EDI leads across the University as well as other key stakeholders). Going forward the annual EDI report will also include an appendix setting out progress against the KPIs.

The KPIs are a supplement to the already extensive suite of measurement we already have in place such as equal pay and pay gap reporting and action plans, our wide range of equality charter submissions and their associated detailed analysis and action plans, and the Access and Participation Plan.

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

In addition to what we have set out under Goal 4 it should be noted that over the last few years closer working relationships have been established between colleagues in communications and engagement roles across the university. This has enabled the delivery of a very mixed programme of events, awareness raising articles and focus groups where staff and students have had opportunity to find out what work is done in the EDI space and importantly find out how they can use their own agency to make positive change. For example:

- [Black History Month 2023 – Special edition newsletter](#)
- The [Black Freshers Guide](#), produced by Black students who were part of the Awarding Gap project and designed to help new Black students settle into life at the University. Feedback from students indicates that this guide has been instrumental in making them feel like Southampton is a place for them.

2.1 Implications

2.1.1 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.

2.1.2 Equality and legal

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

2.2 Consultation

The chairs of staff networks, faculty EDI leads, AD for EDI in FEPS, professional services EDI leads, Associate Director of WPSM and Associate Director of Student and Education Services have all contributed to the report. A draft of this report has been shared and discussed with HRSLT and EDIC committee.

2.3 Appendices

Appendix 1 – EDI KPIs

Appendix 2 - 2022/23 Academic Promotions Equality, Diversity, and Inclusion Review (paper already presented to Senate)

See also: [Staff Diversity Dashboard](#)

KPI 1: Staff engagement by key protected characteristics

Source: Staff engagement survey
 Latest data: November 2022

RAG status definition:

Green/Target = Gap of 5 percentage points or less
 Amber = Gap of more than 5, but less than 10 percentage points
 Red = Gap of 10 percentage points or more

	Gender			Ethnicity			Disability		
	Woman	Man	Gap	BAME	White	Gap	Yes	No	Gap
Engagement score	79%	72%	+7pp	81%	76%	+5pp	75%	76%	-1pp

Note: We analyse all data by individual ethnic groups and where there is sufficient numbers of respondents to support it we will set out by specific groups- there aren't sufficient numbers of staff respondents by ethnic group to support this, hence we have investigated and reverted to aggregate BAME.

KPI 2a: Staff belonging by key protected characteristics

Source: Staff engagement survey
 Latest data: November 2022

RAG status definition:

Green/Target = Gap of 5 percentage points or less
 Amber = Gap of more than 5, but less than 10 percentage points
 Red = Gap of 10 percentage points or more

	Gender			Ethnicity			Disability		
	Woman	Man	Gap	BAME	White	Gap	Yes	No	Gap
"I feel I belong here"	72%	69%	+3pp	69%	71%	-2pp	69%	71%	-2pp

Note: We analyse all data by individual ethnic groups and where there is sufficient numbers of respondents to support it we will set out by specific groups- there aren't sufficient numbers of staff respondents by ethnic group to support this, hence we have investigated and reverted to aggregate BAME.

KPI 2b: Student belonging by key protected characteristics*

Source: NSS
 Latest data: TBC

RAG status definition:

Green/Target = TBC
 Amber = TBC
 Red = TBC

	Gender			Ethnicity			Disability		
	TBC	TBC	Gap	TBC	TBC	Gap	TBC	TBC	Gap
"I feel part of a community of staff and students"									

Note: This question has been removed as a core NSS question, which we expect to affect response rates, and will mean that historical comparisons become unreliable. Data is marked as TBC until we have assessed the impact of this.

KPI 3: Gender and ethnicity pay gaps, compared to other Russell Group universities

Source: Statutory (gender) and voluntary (ethnicity) disclosures
 Latest data: 2023/24 calculations (Southampton); 2022/23 disclosures (Russell Group)

RAG status definition:

Green/Target = On or below Russell Group median
 Amber = Between Russell Group median and upper quartile
 Red = Above Russell Group upper quartile

	Gender pay gaps		Ethnicity pay gaps	
	Mean	Median	Mean	Median
Southampton	19.1%	15.8%	5.9%	2.8%
Russell Group Upper Quartile	19.1%	17.6%	14.2%	13.8%
Russell Group Median	16.6%	13.6%	11.8%	8.2%
Russell Group Lower Quartile	15.1%	9.2%	7.4%	4.5%
RAG Status	Amber	Amber	Green	Green

Note: A minimum of 10 Russell Group institutions must have disclosed data for RAG to be measured

KPI 4: Equality charters progress

Source: Smartsheet/Equality charters project management
 Latest data: November 2023

RAG status definition:

Green/Target = Fewer than 5% of actions with issues, at risk or late
 Amber = Between 5% and 10% of actions with issues, at risk or late
 Red = More than 10% of actions with issues, at risk or late

	Number	Percentage
Actions with issues, at risk or late	17	3.9%

KPI 5: Diversity of staff community

Source: Equality charters annual snapshot data, Census 2021 data
 Latest data: December 2022 (staff data snapshot), March 2021 (Census 2021 benchmark)

RAG status definition:

Green/Target = Between 95% and 110% representation, relative to benchmark
 Amber = Between 75% and 95%, or greater than 110% representation, relative to benchmark
 Red = Below 75% representation, relative to benchmark

	Arab	Asian	Black	Chinese	Mixed	Other	All BAME
2022/23 Staff FPE	44	412	115	242	143	131	1,087
2022/23 Percentage	0.8%	7.1%	2.0%	4.2%	2.5%	2.3%	18.8%
Benchmark (Census 2021)	0.5%	7.8%	2.8%	1.3%	3.0%	1.6%	17.0%
Variance to benchmark	139.0%	90.7%	60.5%	167.7%	76.8%	129.9%	109.5%

KPI 6a: Awarding gap for students from low socio-economic backgrounds**Source:** Access and Participation Plan**Latest data:** OfS Access and Participation Data Dashboard**RAG status definition:**

Green/Target = Aligned to milestone data

Amber = Within 2ppts of milestone

Red = Less than 2ppts from milestone data

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Awarding gap between students from IMD Q1 and IMD Q5 areas	12.2pp	11.2pp	11.4pp	TBC	-	-	-	-	-
Access and Participation Plan - Milestone Data	-	-	-	11.4pp	11.4pp	10.4pp	9.0pp	7.5pp	6.6pp
Variance to Milestones	-	-	-	TBC	-	-	-	-	-

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Awarding gap between students eligible for FSM and those ineligible	3.2pp	10.4pp	8.7pp	TBC	-	-	-	-	-
Access and Participation Plan - Milestone Data	-	-	-	8.7pp	8.7pp	7pp	5.5pp	4.0pp	3.0pp
Variance to Milestones	-	-	-	TBC	-	-	-	-	-

Note: updated data will be available January 2024

KPI 6b: Awarding gap between Black and White students**Source:** Access and Participation Plan**Latest data:** OfS Access and Participation Data Dashboard**RAG status definition:**

Green/Target = Aligned to milestone data

Amber = Within 2ppts of milestone

Red = Less than 2ppts from milestone data

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Awarding gap between Black and White students	15.8pp	17.5pp	18.1pp	TBC	-	-	-	-	-
Access and Participation Plan - Milestone Data	-	-	-	18.0pp	18.0pp	16.0pp	14.0pp	12.0pp	10.9pp
Variance to Milestones	-	-	-	TBC	-	-	-	-	-

Note: updated data will be available January 2024

Senate

2022/23 Academic Promotions Equality, Diversity, and Inclusion Review

Date of meeting:... 17 October 2023

Report author:..... David Wayman, Reward and Recognition Manager

Telephone:..... 02380 599671

Email:..... d.a.wayman@soton.ac.uk

Report Sponsor: ... Professor Mark E. Smith, President and Vice Chancellor

1. Executive summary

The 2022/23 academic promotion and pathway movement process is now complete, with successful outcomes effective on 1 August 2023. This report provides a summary of application and success rates by gender identity and ethnicity.

Figures include promotions to Levels 5, 6, and 7, including promotions concurrent with pathway movement, but not in-level transfers. This year again saw a higher number of applications than a typical pre-pandemic promotion round. This may be partly a consequence of recent process changes encouraging more applications (see below) but is likely also a continued legacy of the cancellation of the 2020/21 promotion round.

This year saw the introduction of significant process changes designed to increase transparency, ease of use and consistency of assessment. This included the introduction of online applications, a dedicated route for Knowledge Exchange and Enterprise cases, a harmonised timeline, the removal of interviews – which were replaced by School-level feedback and a candidate ‘right-of-reply’ stage – and the introduction of University level promotion panels, with oversight of all cases supported at Faculty-level.

These changes build upon the 2021/22 introduction of Academic Career Development Committees (ACDCs), COVID mitigations and improved

consideration of individual circumstances, as we strive to increase the overall equality and fairness of our process and implement our equality charter action plan commitments. We are now in a period where we will be closely monitoring the impact of these revised processes, whilst progressing our remaining pre-agreed actions under Athena Swan, Race Equality Charter, and the EDI strategic plan.

As part of our commitment to the transparency, fairness and equality of the Promotion and Pathway Movement process, the statistics presented in this report are also now published internally on our [Promotions SharePoint site](#) for all employees and potential applicants to view, complementing data available in the [Staff Diversity Dashboard](#).

1.1 Recommendation

That Senate note the report.

This is the end of the executive summary.

2. Body of the report

Data by Gender Identity

Across all levels women are slightly under-represented among promotion applicants (43.2 per cent of applicants, cf. 46.6 per cent of the potential applicant pool). By level, women were slightly over-represented among Level 5 applicants, under-represented among Level 6 applicants (continuing a historical trend) and equivalently represented among Level 7 applicants (see Table 1).

Of those that applied, success rates were higher for women than men for promotion to Levels 6 and 7, but lower at Level 5, reversing recent years' trends (see Figure 3). Overall, women were successful in 73.2 per cent of applications, compared to 72.2 per cent for men (See Table 2).

Table 1: Application rates by gender identity

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
Number of applications	66	125	94
Women applicants	34	53	36
Women applicant pool	365	408	218
Women application rate	9.3 per cent	13.0 per cent	16.5 per cent
Men applicants	32	72	58
Men applicant pool	376	403	355
Men application rate	8.5 per cent	17.9 per cent	16.3 per cent

Note: Promotion data includes standard, concurrent, and honorary routes but excludes pathway movements only. Applicant pools are the number of men or women in the preceding grade (i.e. at Level 4, for promotion to Level 5).

Table 2: Success rates by gender identity.

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
Women applicants	34	53	36
- of which successful	22	40	28
Women success rate	65 per cent	75 per cent	78 per cent
Per cent of app pool promoted	6.0 per cent	9.8 per cent	12.8 per cent
Men applicants	32	72	58
- of which successful	24	50	43
Men success rate	75 per cent	69 per cent	74 per cent
Per cent of app pool promoted	6.4 per cent	12.4 per cent	12.1 per cent

To place this year's figures in context, *Figures 1 to 3* below show promotion application and success rates by gender identity for each promotion round since 2016/17.

For promotion to Level 7, it is encouraging to see broadly equivalent applications rates this year, for the first time since 2017/18, alongside continuing strong success rates.

For promotion to Level 6, we see a continuing trend of women being less likely to apply for promotion than men, but consistently more likely to be successful; this applicant 'gap' was noted in our institutional Athena Swan submission, and the introduction of ACDCs and the launch of our new Women's Development Programme (for which this year's pilot was specifically-targeted at Level 5 and 6) are key parts of our plans to address these observed patterns.

For promotion to Level 5, it can be seen that this year's relatively low success rate for women is counter to the long-term trend, and we will monitor this closely in 2023/24.

Figure 1: Level 7 promotion application rates (bars, left axis) and success rates (lines, left axis) by gender identity since 2016/17.

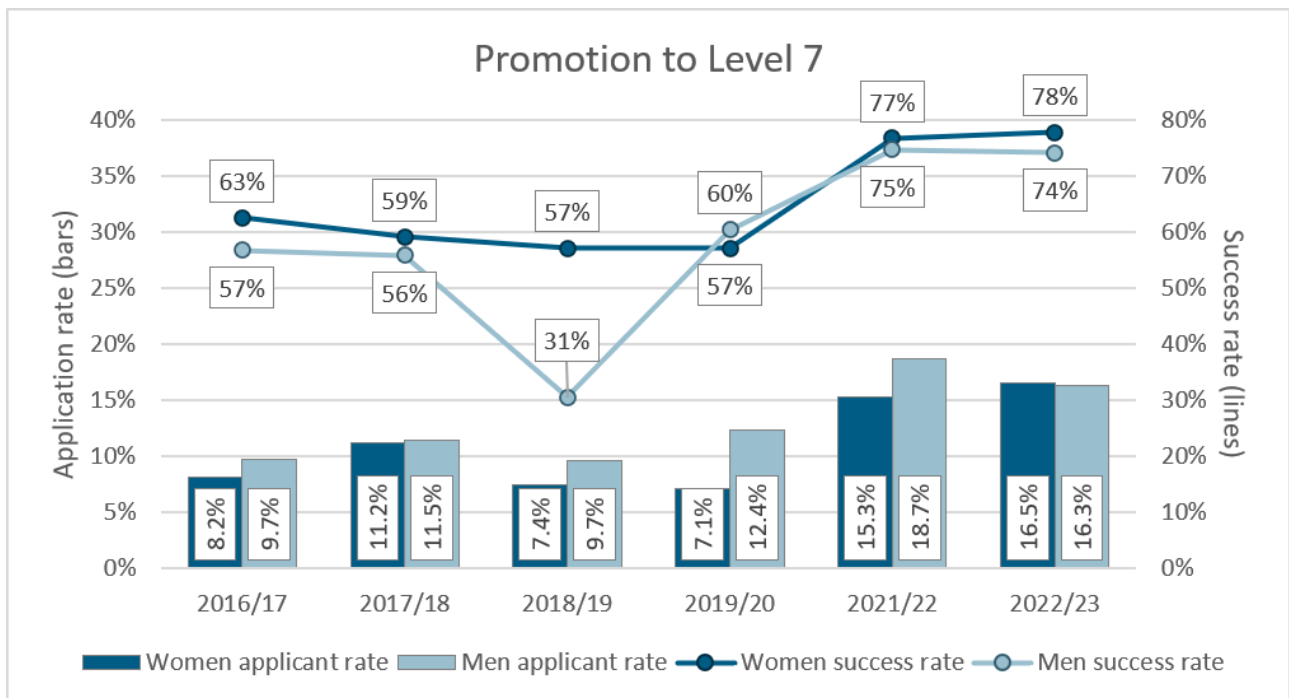


Figure 2: Level 6 promotion application rates (bars, left axis) and success rates (lines, left axis) by gender identity since 2016/17.

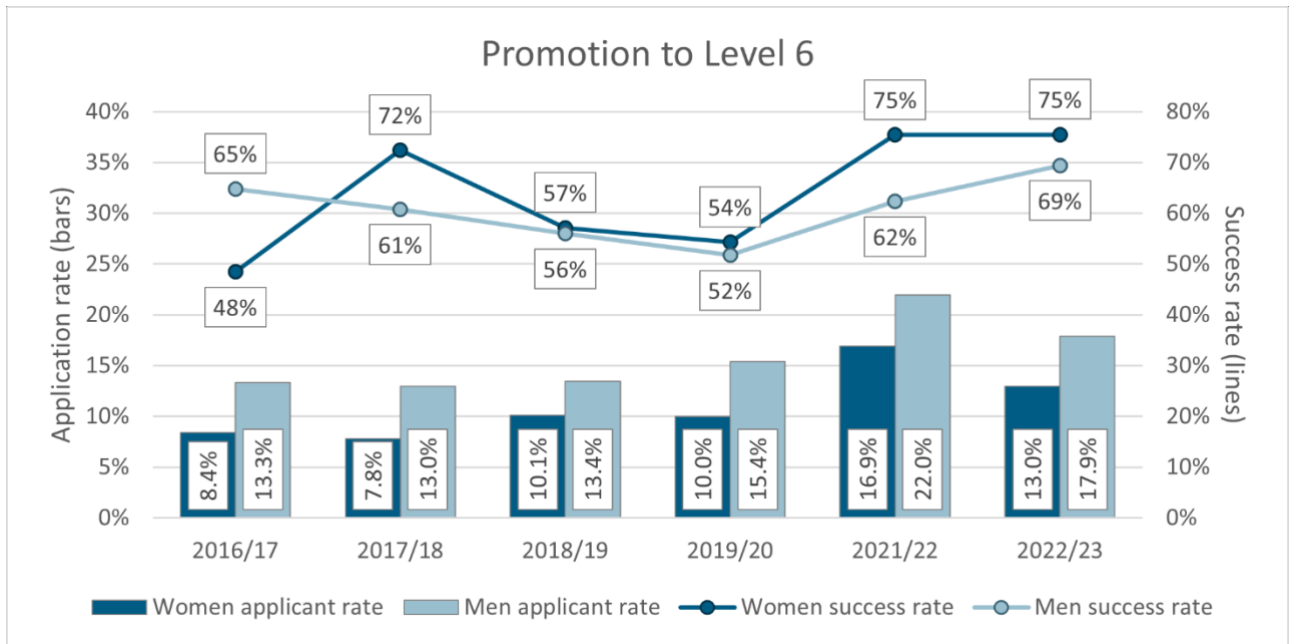
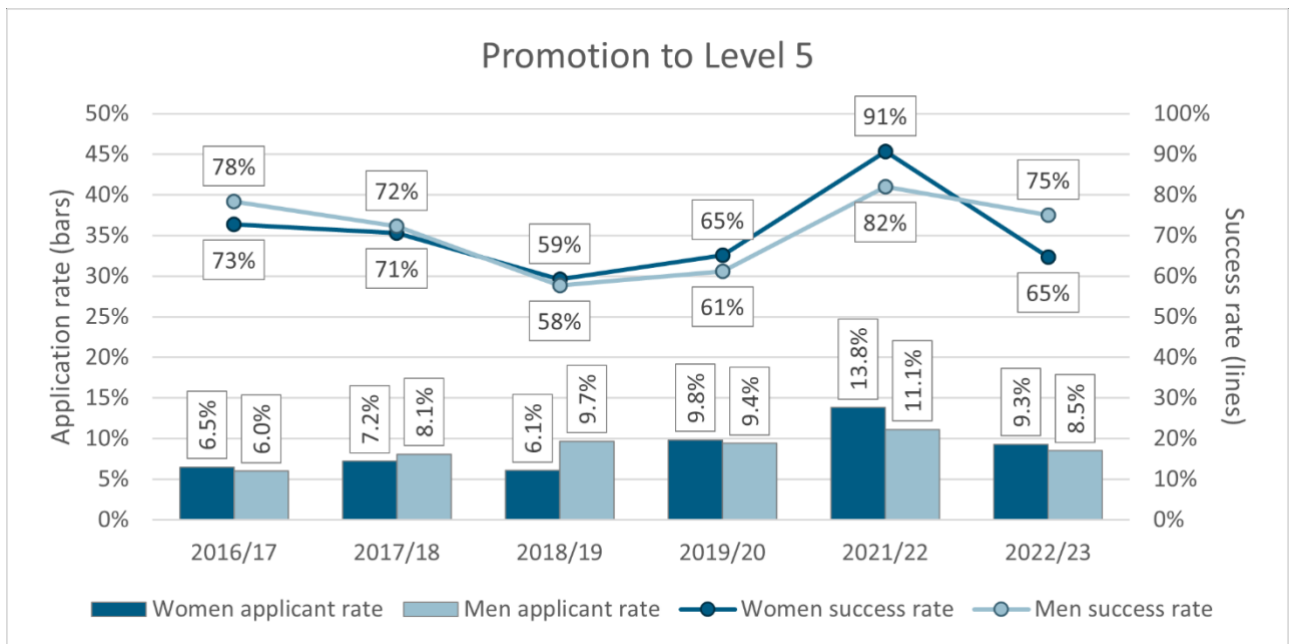


Figure 3: Level 5 promotion application rates (bars, left axis) and success rates (lines, left axis) by gender identity since 2016/17.



Data by Ethnicity

Application and success trends by ethnicity (Tables 3 and 4) differed markedly by level in the 2022/23 promotion round. At Level 7, there was broad equivalence in both application and success rates between BAME and White applicants. For promotion to Level 6, BAME staff were slightly over-represented amongst applicants, but less successful, while for promotion to Level 5, BAME staff were both under-represented amongst applicants and less successful.

Table 3: Application rates by ethnicity.

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
Number of applications	66	125	94
BAME applicants	17	31	17
BAME applicant pool	255	185	106
BAME application rate	6.7 per cent	16.8 per cent	16.0 per cent
White applicants	44	86	70
White applicant pool	450	584	420
White application rate	9.8 per cent	14.7 per cent	16.7 per cent
R/U applicants	5	8	7
R/U applicant pool	36	42	47
R/U application rate	13.9 per cent	19.0 per cent	14.9 per cent

Note: 'R/U' = refused or unknown ethnicity.

Table 4: Success rates by ethnicity.

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
BAME applicants	17	31	17
- of which successful	9	16	13
BAME success rate	53 per cent	52 per cent	76 per cent
Per cent of app pool promoted	3.5 per cent	8.6 per cent	12.3 per cent
White applicants	44	86	70
- of which successful	33	67	53
White success rate	75 per cent	78 per cent	76 per cent
Per cent of app pool promoted	7.3 per cent	11.5 per cent	12.6 per cent
Refused/Unknown applicants	5	8	7
- of which successful	4	7	5
R/U success rate	80 per cent	88 per cent	71 per cent
Per cent of app pool promoted	11.1 per cent	16.7 per cent	10.6 per cent

To place this year's figures in context, *Figures 4 to 6* below show promotion application and success rates by ethnicity for each promotion round since 2016/17.

(Note: See section 5d of our [Race Equality Charter submission](#) for an deeper examination of historic trends by ethnic group and nationality).

In general, over the course of the previous five promotion rounds, it has been a consistent feature for a higher proportion of BAME staff to apply for promotion, relative to those of White ethnicity, but to be less successful in their applications. In this context, this year's application rates and outcomes for promotion to Level 7 are a positive development. However this year's lower success rates for BAME applicants to Levels 5 and 6 represent a reversal of the positive signs seen last year, emphasising – as documented in our Race Equality Charter submission and action plan – the work still required in this area.

Figure 4: Level 7 promotion application rates (bars, left axis) and success rates (lines, left axis) by ethnicity since 2016/17.

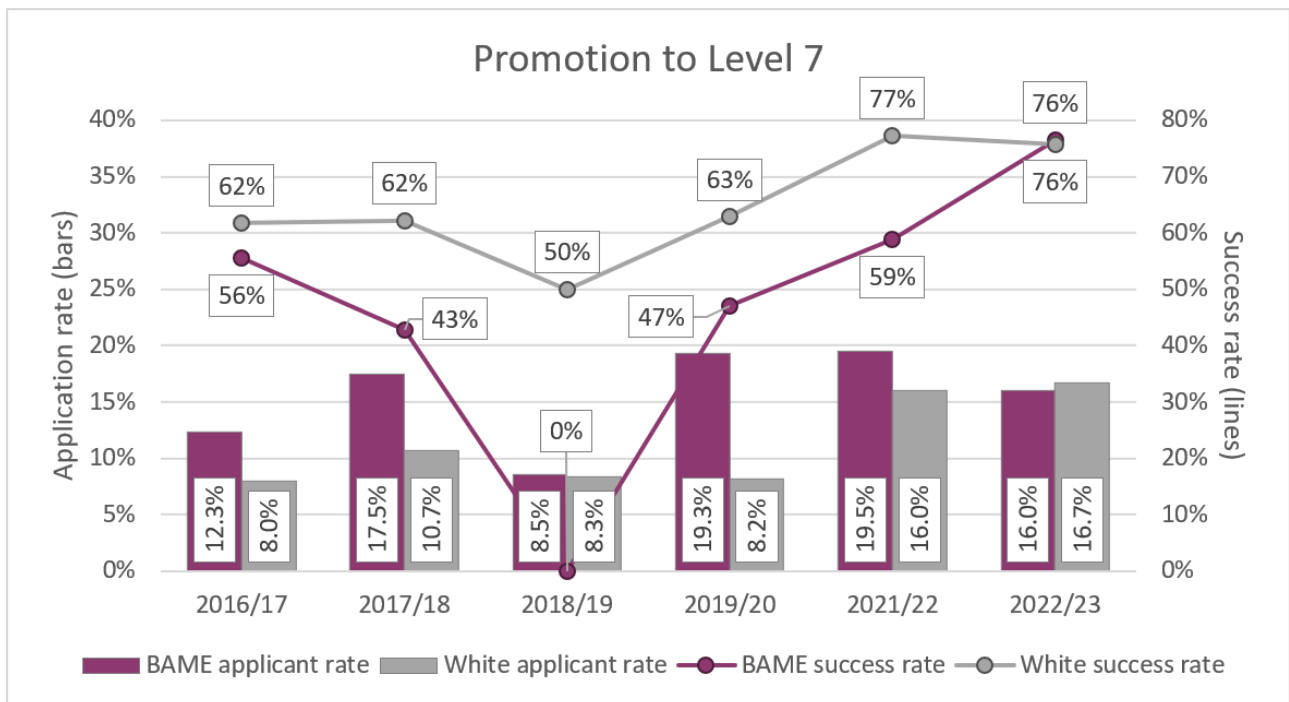


Figure 5: Level 6 promotion application rates (bars, left axis) and success rates (lines, left axis) by ethnicity since 2016/17.

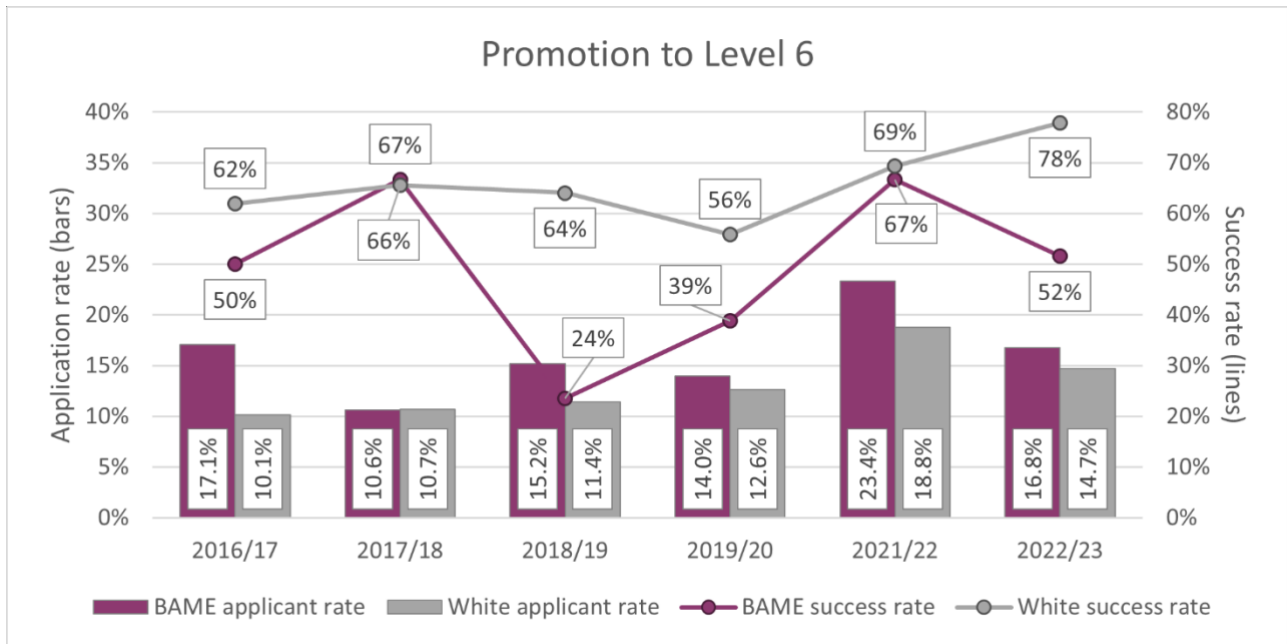
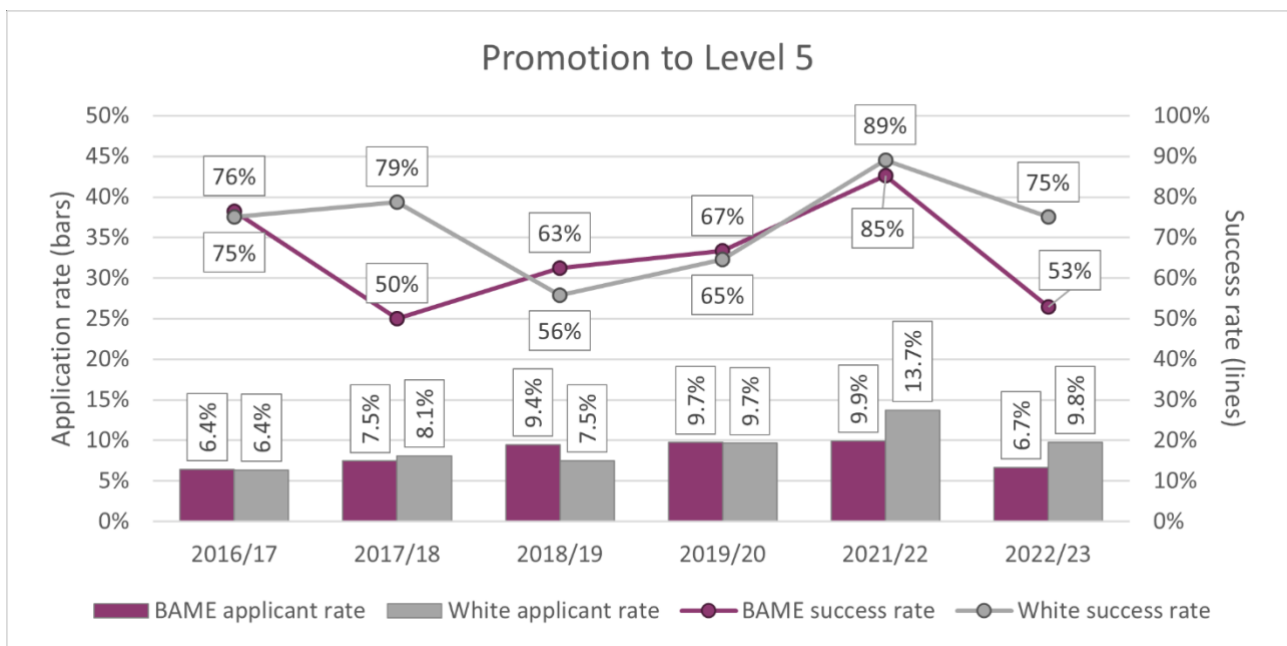


Figure 6: Level 5 promotion application rates (bars, left axis) and success rates (lines, left axis) by ethnicity since 2016/17.



Intersectional data by Gender Identity and Ethnicity

Examining the intersection between gender identity and ethnicity, brings with it a need to be cautious of small sample sizes, but with this caveat, there are some notable observations from this year's data:

- BAME women were less than half as likely to apply for promotion to Level 5 as white women and also had one of the lowest success rates (50 per cent).
- Conversely, BAME women were proportionately most likely to apply to Level 7 and also had the highest success rate.
- There is little difference in male application rates by ethnicity, but there was a substantial difference in success rates, particularly for promotion to Levels 5 and 6.

Table 5: Application rates by gender identity and ethnicity

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
Number of applications	66	125	94
BAME Women applicants	6	12	8
BAME Women applicant pool	118	77	44
BAME Women application rate	5.1 per cent	15.6 per cent	18.2 per cent
White Women applicants	24	37	26
White Women applicant pool	233	316	160
White Women application rate	10.3 per cent	11.7 per cent	16.3 per cent
BAME Men applicants	11	19	9
BAME Men applicant pool	137	108	62
BAME Men application rate	8.0 per cent	17.6 per cent	14.5 per cent
White Men applicants	20	49	44
White Men applicant pool	217	268	260
White Men application rate	9.2 per cent	18.3 per cent	16.9 per cent

Table 6: Success rates by gender identity and ethnicity

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
BAME Women applicants	6	12	8
- of which successful	3	7	7
BAME Women success rate	50 per cent	58 per cent	88 per cent
Per cent of app pool promoted	2.5 per cent	9.1 per cent	15.9 per cent
White Women applicants	24	37	26
- of which successful	16	29	19
White Women success rate	67 per cent	78 per cent	73 per cent
Per cent of app pool promoted	6.9 per cent	9.2 per cent	11.9 per cent
BAME Men applicants	11	19	9
- of which successful	6	9	6
BAME Men success rate	55 per cent	47 per cent	67 per cent
Per cent of app pool promoted	4.4 per cent	8.3 per cent	9.7 per cent
White Men applicants	20	49	44
- of which successful	17	38	34
White Men success rate	85 per cent	78 per cent	77 per cent
Per cent of app pool promoted	7.8 per cent	14.2 per cent	13.1 per cent

Out of Round Promotions

The data in this report does not include out of round promotion applications, of which there were four during 2022/23. This represented 1.3 per cent of all applications considered this year. We stated as part of our 2022 Athena Swan submission that the proportion of out of round cases should be maintained at no more than 5.0% of all cases.

2.1 Implications

2.1.1 Strategic (including relevant KPIs)

A robust, fair, and equitable promotion process, which promotes suitably skilled and qualified employees is important to the University's reputation and important to the motivation and retention of a talented workforce.

2.1.2 Financial

There are no financial implications to this EDI report, however academic promotions is a merit based process and can therefore outcomes have varying degrees of impact on local staffing budgets.

2.1.3 Equality and legal

This report outlines the equality issues identified in the promotion process for 2022/23. Further academic promotion and pathway movement process statistics are published on the Promotion SharePoint site, including data on in-level transfers, honorary promotions, and out-of-round applications.

2.2 Consultation

The report has been written by the Reward and Recognition team following an analysis of promotion data from 2016/17 to 2022/23.

2.3 Appendices

Not applicable.