

Inspiring success



Equality and Diversity Annual Report 2011



Equality and Diversity Annual Report

Introduction

The Equality Act came into force on 1 October 2010. It replaces previous anti-discrimination law, consolidating it into a single Act and extending some protections to characteristics that were not previously covered.

The Act introduced new measures which have direct implications for higher education institutions such as Teesside University. This includes the requirements of the public sector equality duty which came into force on 5 April 2011, replacing the previous separate equality duties for race, disability and gender.

In order to demonstrate due regard, institutions such as ours must consider the three aims of the general duty when making decisions as employers and education and service providers. These are to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups. This involves considering the need to:
 - remove or minimise disadvantages suffered by people due to their protected characteristics
 - meet the needs of people with protected characteristics
 - encourage people with protected characteristics to participate in public life or in other activities where their participation is low
- foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups.

The equality duty is supported by specific duties which focus on the development of equality objectives, the publication of information, and the manner of publication. The purpose of this document is not only to demonstrate our compliance with the equality duty, but also our commitment to equality and diversity.

Who we are

Teesside University is based in the centre of Middlesbrough, a town at the heart of the Tees Valley within the North East of England.

We aim to be a caring, fair and supportive institution where everyone takes a shared pride in our mission and achievements. We are committed to building and maintaining an inclusive organisation that recognises and values the inherent worth and dignity of every person. We aim to foster mutual respect, sensitivity and understanding amongst our staff and students and we want to encourage each individual to strive to reach his or her own potential. We seek to develop and nurture our diversity because we believe that this will strengthen the University, stimulate

creativity and innovation enabling us to reach our mission of providing opportunities, driving enterprise and delivering excellence. We seek to optimise and enhance the experience of staff, students, partners and external clients by:

- encouraging and embracing diversity, equality of access, esteem and opportunity and actively opposing and eradicating prejudice
- empowering individuals to develop themselves and enhance their contribution to the future aims and strategic direction of the University
- communicating openly and effectively in all directions
- being open, transparent, honest and reflective
- valuing team-working and the expertise and the contribution of individuals
- celebrating and promoting individual contributions and the achievements and wider successes of the University
- working proactively and flexibly with all stakeholders and the wider community
- working in partnership to welcome, own and adapt to change
- fostering creativity, innovation and enterprise
- being committed to sustainability and the protection of our environment.

Equality and Diversity at Teesside – organisational structure

We have an Equal Opportunities Committee (EOC) chaired by the University Secretary. The membership includes staff from all Schools and Departments (at various grades) trade union representatives and members of the Students Union. This Committee sits quarterly.

The EOC has sub committees, known as focus groups, representing a number of the various protected characteristics including disability, gender, ethnicity, sexual orientation, and religion and belief. These are constituted by staff who have expressed an interest in this area, or have particular experience of that group, and includes student representatives. These groups meet within the same cycle as the EOC to discuss issues relevant to their protected characteristic, referring issues to the EOC as appropriate.

Management commitment and leadership of equality and diversity issues is facilitated via the Equal Opportunities Executive Advisory Group which currently comprises:

University Secretary (Chair);

Director of Human Resources;

Director of Student Services;

Deputy Director, Department for Learning Development; and

Equality & Diversity Adviser

The Executive Advisory Group consults with the EOC and reports any inequality to the Vice Chancellor via the University Secretary.

In addition the Vice Chancellor and the University Secretary consult with the Vice Chancellors Executive and/or the University Corporate Executive Team as necessary.

Staff Data

Our Human Resources Department has a supportive and pro-active approach to the collection of equality and diversity data.

Initially, staff data is collected via the recruitment or job application form.

To encourage the provision of up-to-date staff data, which includes equality and diversity information, the Systems and Information Section of the HR Department conducts regular comprehensive data surveys of all staff. The University has encouraged an interactive approach to data collection via the 'University Portal', an online self service facility where staff can amend their own records as their circumstances change, and this method of data capture is now common place.

Using this data, our HR Department now produces Management Information on a quarterly basis. This information is analysed so that trends can be identified. The data and analysis documentation is distributed to all University Deans and Directors via the HR Managers to facilitate discussion. This information assists with both planning at school/department level and with enhancing awareness of equality profiling across the University. A summary of the analysis is presented annually to the Employment Policy Committee.

The Higher Education Information Database for Institutions (heidi) is a data management tool owned and managed by HESA, which allows higher education institutions to access a broad range of data about their workforce and student body and compare these results with those of other institutions. A function, entitled "Heidi Equality", has been developed which enables practitioners to collate relevant equality data and create bespoke comparison groups for the purposes of benchmarking.

We also benchmark our equality data with other local large comparable employers such as Middlesbrough College, Middlesbrough Borough Council and James Cook University Hospital.

The Equality Challenge Unit (ECU) produces a report each year entitled 'Equality in Higher Education – Statistical Report' based on the HESA data. This report provides evidence of current equality issues at a national level to inform policy and the direction of equality work in higher education institutions.

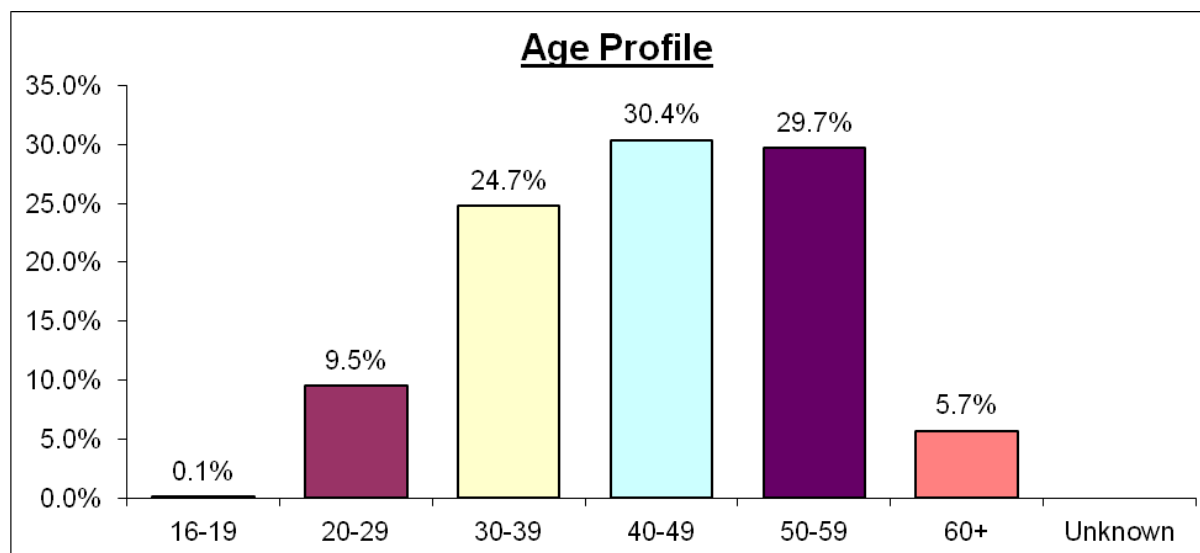
At present, data is collected in relation to the protected characteristics of age, disability, ethnicity and gender. However we plan to start collecting data around the

other protected characteristics and we are currently looking at ways this can best be achieved, through consultation with EOC and the Focus Groups.

Data Analysis by Protected Characteristic

Age

Analysis of staff in relation to age



In line with the recent abolition of the default retirement age the University no longer has a retirement policy but has, instead, developed a process and guidance for how staff should be approached in relation to their future plans. This has been built into the PDR process and all staff, regardless of age, will be asked about their hopes and aspirations for the future. This is important as although we can no longer anticipate that an older member of staff will be retiring at a given time we still need to be able to undertake workforce planning to prevent unexpected skill and knowledge shortages which may impact on other staff and affect our overall performance.

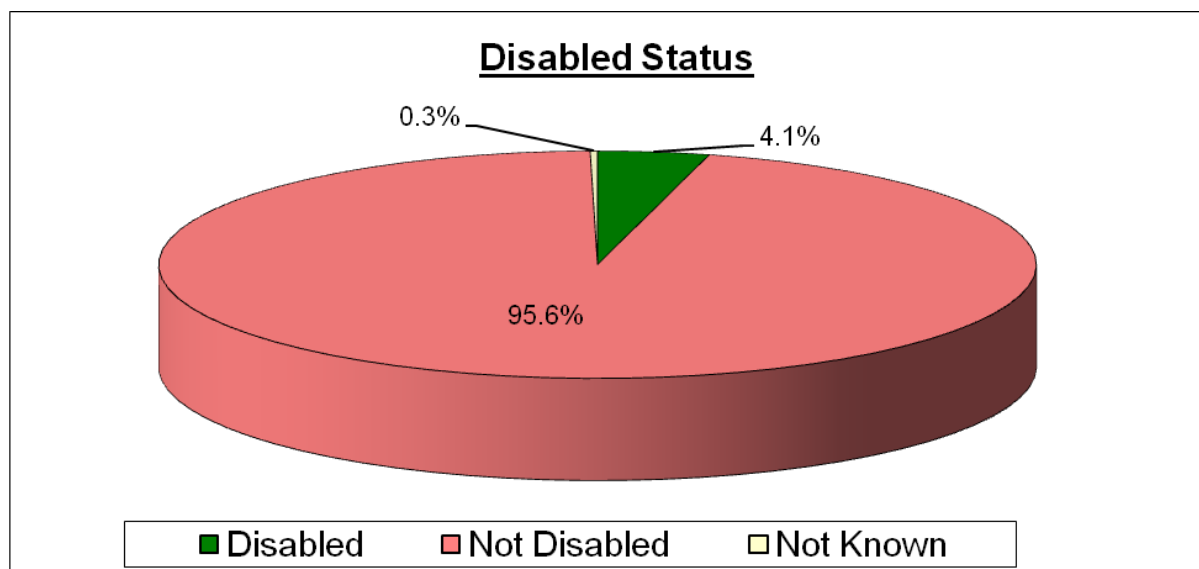
The University offers a flexible retirement option for staff both within the Local Government and the Teachers' Pension schemes, which enable staff to have more choice about how and when they retire.

The University, at several points in the year, arranges voluntary pre retirement workshops for staff. These have, in the past, focussed on planning for retirement in relation to pension provision and were aimed at the older workforce. However, in response to feedback, the University is looking at providing similar events for younger staff.

In recent years the University has run a successful apprentice programme which has resulted in a number of young people securing work at the University. This year we have diversified into a graduate internship programme which will give work experience both on campus and within local businesses to some of our recent graduates.

Disability

Breakdown of staff in relation to Disability



The number of staff members who declare a disability is currently 4.1%. In 2010, following an awareness raising campaign which defined disability and encouraged staff to declare, there was a significant increase in the number of staff declaring a disability. However, as national studies estimate that 19% of working age people have a disability, we obviously fall short of these figures in our staff profile. Similar findings in other HE institutions, however, would indicate that there is generally reluctance by disabled people to declare a disability. We are committed to do all we can to encourage disclosure.

The Equality and Diversity Adviser is the main point of contact for staff with disabilities. Her job is to listen to disabled staff and the problems they may be experiencing in the workplace and signpost them to where they can access the help they need to enable them to achieve their potential in the workplace.

The University has an 'in house' Occupational Health Adviser who is also able to help and advise staff who are disabled or have long-term health conditions. Staff are referred by their line managers usually after a sickness absence trigger has been reached, or staff can refer themselves. The Occupational Health Adviser can give practical advice and help including referrals for specialist treatment.

As well as the Sickness Absence Policy, the University has developed several documents giving advice and guidance to support disabled staff, aiming to provide a consistent support service to disabled staff. These documents include guidance about dyslexia in the workplace and guidance on how to access the reasonable adjustments budget. The guidance about the reasonable adjustments budget has recently been revised in response to consultation.

We have also developed guidance aimed specifically at new disabled staff and existing staff that become disabled informing them about what help is available and how they can access it.

We work with supporting organisations such as the Shaw Trust to find work placements for people with disabilities, to enable them to gain experience and confidence in the workplace. These have been very successful and we have received excellent feedback from the people who have taken up these opportunities.

As part of the University's calendar of events, International Day of Persons with a Disability was celebrated, raising awareness through articles in the staff magazine, Grapevine, and encouraging staff, students and others not only to declare a disability but asking why people are reluctant to declare. This was done via a survey and also a suggestions box located in main reception

Accessibility

Teesside University's campus has the advantage of being a single site that is compact and flat on the edge of a town centre location. Most buildings are relatively modern developments and refurbishments and have incorporated considerations of best practice for access at the time.

In recent years the University has undertaken considerable hard and soft landscaping works and external environmental improvements with a prime consideration to enable physically disabled people to move freely around the campus and be able to enter each building at ground floor level.

The approach of the University has been

- to listen to the experience of disabled people who use the campus
- to develop the expertise of staff so that they can foresee the needs of disabled people in the development and refurbishment of the campus, and
- to incorporate the needs of disabled people into the planning of new developments and external environment projects

The Estates section, incorporate work to enhance disabled access into new schemes as a matter of course. In addition particular attention is taken in the case with refurbishment schemes to ensure all forms of disabilities are addressed wherever possible within the budget allocation and prioritisation.

In new build work, consideration of the accessibility of the buildings is a clear component in the design and commissioning stages. The University has invested approaching £100 million over the last decade on new buildings and major refurbishment projects. All of these projects have been completed with the needs of disabled users within the core objectives of the project.

As well as work being carried out as part of larger schemes, numerous smaller works have been carried out in stand-alone contracts. These included new automatic doors, renewal of door furniture to provide a visual contrast as well as being soft to the touch, the installation of contrasting tactile signage, some street furniture and the creation of a number of assisted toilets with local and remote alarm facilities. Following the re-branding of the University in 2009, all external signage was renewed with further way finding monoliths being erected at strategic locations around the campus. The most significant buildings having also benefited from complete re-numbering and renewal of compliant signage

The standards and scope of DDA compliance works has expanded as well as user expectations and legislative interpretation of the increased requirements. The University recognise that there are now further requirements to bring the campus up to these increased standards and will attempt to do so by incorporating these additional measures into future projects where possible and to pro-actively identify any outstanding items in general to be prioritised and allow a bid for further funding to be made.

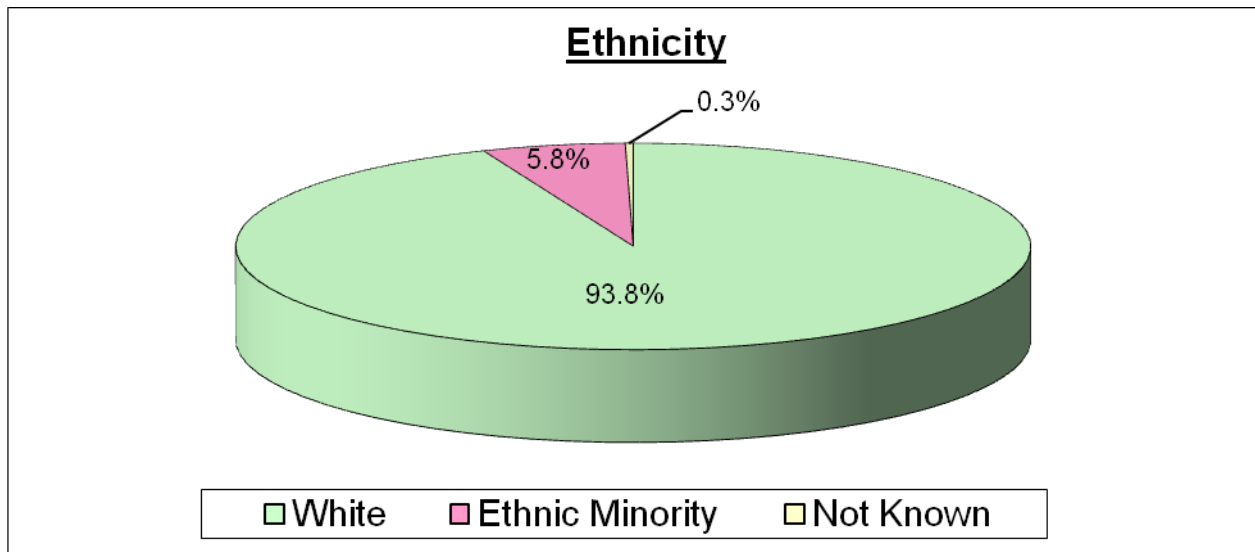
The University will continue to use and enhance its processes to improve the accessibility of the University's Estate for disabled people. It will seek further ways to incorporate the experience of those who use the campus on a daily basis – as students, staff or visitors – and reflect this in the refurbishment and new build projects which it undertakes.

The University will also continue to ensure that it responds to adaptations that will enhance the access of individuals by responding to concerns and needs that they express where it is reasonable to do so.

The University recognises that expertise and standards about the way in which the built environment can disable people continue to develop, as do solutions and understandings of the way that design can resolve issues. It recognises the need to continue to assess the accessibility of the Estate against emerging standards and to build the organisation's capacity to integrate such standards into its daily work.

Ethnicity

Analysis of staff in relation to ethnicity



Staff data show that 5.8% of our staff are from a black or minority ethnic background. This compares to 5.4% of the population within the North East of England and 9.9% of the population of Middlesbrough. However, the nature of our business necessitates that, in many cases, our staff are recruited from outside the immediate locality. Therefore a comparison with the North East in general would seem more appropriate, and in this we compare well.

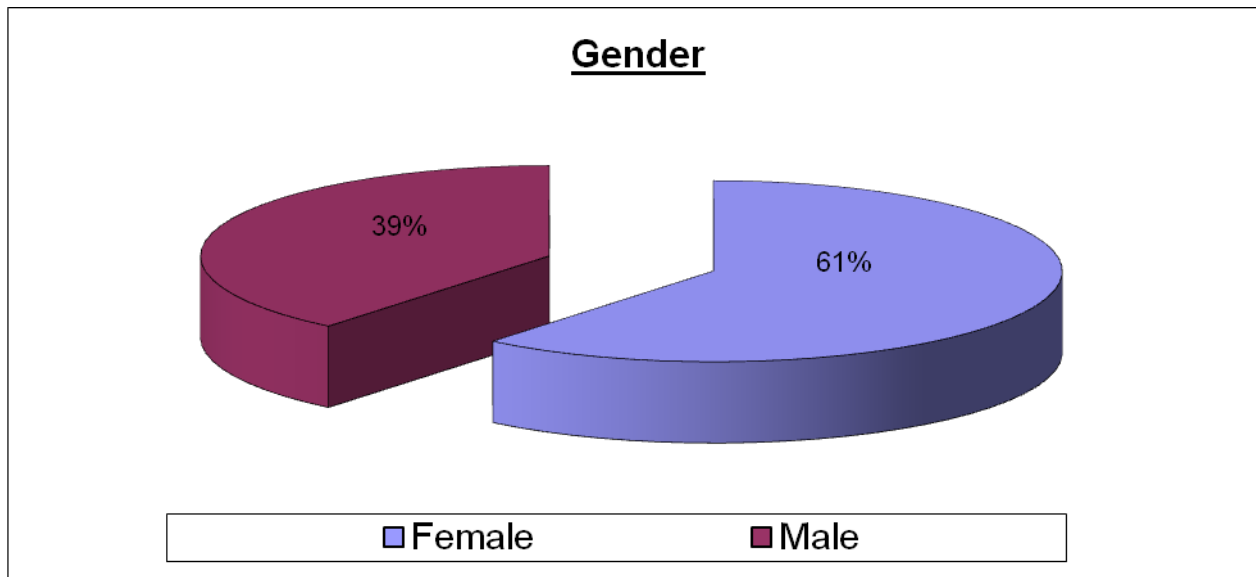
We are aware that there are many misconceptions about ethnic minority groups which lead to misunderstandings and affect relationships. We therefore endeavour to break down barriers through awareness-raising activities.

We celebrate Black History Month and, in 2011 this was done through a series of events running throughout October. The main event was an audience with Jackie Kay, the much acclaimed author, which included a reading from her autobiography, 'Red Dust Road', about growing up in Glasgow as a mixed race child adopted by white parents. Other events included dance performances around the theme of racism, art exhibitions by eminent black artists, and a careers event aimed at BME students with inspirational speakers including Eddie Botsio, the award winning BBC journalist and photographer. These events were open to staff, students and members of the public.

Our University has supported the Mela for many years, both financially and with technical expertise. In 2011 the Mela celebrated its 21st birthday and we hosted an exhibition in the Constantine Gallery displaying memorabilia and images from Melas over the last 21 years. The University also hosted the Mela AGM.

Gender

Analysis of staff in relation to gender



Teesside University has a higher proportion of female staff than male and, unlike many organisations; we have a high proportion of women at senior level (with 44.4% of our senior management being female). Our academic staff consists of almost equal numbers of males (50.6%) and females (49.4%) Analysis of some parts of the workforce indicates that genders tend to be represented in traditional roles but, year-on-year statistics show progression towards equality across the University. More detail can be found in the section on equal pay.

2011 was the centenary of International Women's Day and this was celebrated on campus with a series of lectures and drama presentations about the history of suffrage, a series of readings followed by a question and answer session by two of our female staff (who are also published authors) and an art exhibition entitled Representations of Women. We also hosted a careers event aimed at raising women's aspirations and encouraging women into non-traditional job roles, using inspirational speakers from within the University with the assistance of many external role models.

The issue of equal pay is covered separately in this report.

In response to consultation the University has developed a procedure for supporting staff and students through gender transitioning.

Pregnancy and Maternity

We have not collected comprehensive data on staff pregnancy and maternity. However, the collection of such data will be made easier in the future due to the implementation of the new Human Resources Database.

We have a generous maternity pay scheme which is significantly better than legislative requirements and was one of the many staff benefits highlighted in the 2009 staff survey.

We offer a childcare voucher scheme to staff with children under 16, in line with Inland Revenue and Customs guidelines, through a provider, Sodexo. This enables staff who apply for vouchers to purchase them prior to tax deductions from salary. The vouchers can be used to pay for most registered forms of childcare, thereby making a substantial saving on childcare costs.

We also offer an on-site nursery which is available to staff and students. Breastfeeding facilities can be provided on request.

The University has produced specific health and safety guidance for staff and students who are new or expectant mothers.

The University offers a wide range of flexible working options which enable staff to achieve a successful work/life balance.

Religion and Belief

The University has not collected data on the religion and belief of its staff. However, we are currently looking at how best we can do this. In the mean time we are reviewing local and national data to glean some idea as to how religion and belief may be represented within our staffing reports.

Chaplaincy Service

The University's Chaplaincy offers a service to both staff and students which includes:

- support, friendship and time
- information on meeting religious needs
- individual support
- social and cultural activities
- links with the local community

and aims to:

- encourage and help sustain a spiritual dimension to the lives of both staff and students of the University
- bring about mutual understanding between those of different faiths and none.

Worship on campus

Morning and evening prayers are said in the quiet prayer room of the Little House at 8.30am and 5.00pm, Monday to Friday. Everyone is welcome.

Holy Communion

A weekly service of Holy Communion is held in the Little House each Wednesday afternoon at 12.15pm. It is followed by refreshments.

Islamic prayer room

There is a dedicated Islamic prayer room on the University campus which is available to staff and students.

The little house

The Little House is a small welcoming house near Parkside Halls. It is used by the Chaplaincy and other associated groups for a variety of activities. There is space in the house for worship or quiet meditation and prayer. It also has a lounge area and kitchen and is situated at 96 Park Lane.

The Little House is open every Wednesday afternoon as a place where students can meet socially in a friendly, safe and peaceful environment. Students can come along for a free tea or coffee and spent a bit of time in this little oasis on the University campus.

The first Thursday in every month in the afternoon at 12.15pm at the Little House is an opportunity for 30 minutes of stillness, peace and quiet reflection in the middle of a busy life for both staff and students.

Sexual Orientation

We have not yet invited our staff to provide the University with information about sexuality, but we are looking at how this can best be done. We are committed to demonstrating sensitivity to the needs of staff and students with all sexual orientations.

In 2011, the University joined Stonewall's Diversity Champions Programme. Stonewall is a national organisation renowned for campaigning and lobbying for gay rights. Members of the Programme receive advice and support on how to meet the needs of lesbians, gay and bisexual members of staff, students and members of the public.

We celebrate LGBT History Month every February. In 2011 this was celebrated in conjunction with the Students LGBT group, LGBTEES, with a series of events both on and off campus which included lectures, film shows and socialising events. Throughout February, there was also a display in the Library of information about LGBT History as well as informative leaflets about where to get advice and support.

The University LGBT Focus Group includes a representative from an external group, Middlesbrough Voluntary Development Agency. The representative is their LGBT Inclusion Officer and helps us with best practice in relation to LGBT. The LGBT inclusion officer delivers training sessions to staff raising awareness of LGBT issues and the barriers gay people face both in the workplace and in society.

The University supports Supergay, our local annual Middlesbrough Pride event and, in December 2011, hosted a Masquerade Ball on campus for World Aids Day.

Data in relation to our policies and practices

Recruitment and selection

The equality data currently available for recruitment and selection is for the year end 2010. This monitors the ethnicity, gender, disabled status and age profile of our candidates at three stages in the recruitment process; job applicants, those selected for interview and those appointed.

The data for 2010 shows that we are attracting a diverse range of candidates, with gender split 50/50, and ethnicity significantly higher than regional or local levels. The number of applicants declaring a disability was, however, much lower than the national estimate for the working age population at 4% but, across the sector, only 3.1% of all staff declares a disability and this is known to be a national problem. Nevertheless, we continually strive to improve the number of disabled candidates through the advertising of our posts with equality groups such as Equality North East, The Diversity Group and The Shaw Trust. The University offers work placements for disabled people through various supporting organisations and has particularly strived to provide opportunities for people with mental health problems.

The University is a member of the Two Ticks disability scheme which, amongst other criteria, guarantees an interview to all disabled candidates who satisfy the essential criteria within the job specification. We are also members of the Mindful Employer scheme which demonstrates that we are positive about mental health.

We are aware that not all new staff are comfortable declaring a disability at the point of application but, once appointed staff get to know the inclusive culture of the University they quite often declare their disability some weeks later once they feel comfortable to do so.

The Disability Focus Group is currently working with our Marketing and Student Recruitment Department to look at ways of challenging stereotypical images and perceptions of disability through our media and publications. The University also raises awareness of disability issues through events and articles in the staff magazine.

Across all of the protected characteristics currently being monitored there is no significant drop off in applicants reaching the interview or appointment stage which would indicate that there is no indirect discrimination within our recruitment and/or selection process.

The University is currently moving towards an online recruitment process and the redesign of the application form is offering an opportunity for us to monitor applicants across all of the protected characteristics. It will also allow us to better monitor where applicants have seen our posts advertised which will enable better targeting of recruitment advertising in the future.

Progression

The University does not currently formulate statistics in relation to how well people with protected characteristics are progressing in their job roles. However, the implementation of a new Human Resources Database in 2011 will enable us to collate this information in the future.

Staff survey

An external independent survey of Teesside University staff was undertaken in December 2009 to understand how improvements could be made to the working lives of staff. The University commissioned Capita to work in partnership to design the survey with the support of the trade unions. It was based on a similar questionnaire used by 34 other higher education institutions.

Almost 1,000 questionnaires were completed which means the results were robust.

Out of the 34 higher education institutions surveyed by Capita, Teesside achieved the highest score in a number of key areas of employee engagement including:

- feeling proud to work for the University (93%)
- recommending the University as a good place to work (84%)
- feeling the University delivers good quality services to client groups (94%).

What we do well

Job satisfaction – 94% of respondents said they are interested in the University – it is not ‘just a job’. Staff said that they:

- enjoy their work (94%)
- their work offers them opportunities to use their initiative (87%) and their abilities (85%).

In addition staff said:

- their work is generally varied and interesting (90%)
- work gives them a sense of personal achievement (85%)
- their motivation and satisfaction at work is generally high (79%)
- they feel inspired to do your best at work every day (80%).

86% of those who responded to the survey disagreed with the statement ‘I will leave the University as soon as I can find another job’.

Working environment – 94% reported feeling safe and secure in their working environment and a common feature of responses is staff find their line managers approachable and supportive.

Pay and benefits – overall 88% feel the University offers a good pay and benefit package. 73% feel fairly paid for their work and in relation to other University staff doing the same job (72%). In relation to people doing similar jobs with other local employers (83%) and similar roles nationally (74%).

Other entitlements rated as good:

- holiday pay (94%)
- maternity (95%)
- paternity (88%)
- sick pay (98%)
- pension schemes (97%).

Diversity and equality – 94% of staff are aware of the University's equal opportunity and diversity statement and 88% believe the University is committed to equality of opportunity for all staff. Indeed in terms of respecting people of different religions, sexual orientation, nationality, ethnicity, gender, disabilities and age, the University scored very highly – over 90% in all categories.

Roles and responsibilities – 94% of staff have a clear understanding of their role and expected standards of performance (93%) and behaviour (97%) and the vast majority of staff said they are free to decide for themselves how to go about their work and were trusted to do so (92%).

Other emerging facts:

- 93% of staff are proud to work for Teesside University
- 80% of staff can work their regular hours without difficulty
- line managers are supportive in a personal crisis (86%)
- staff have clear objectives agreed in their PDR (87%)
- 83% of staff felt that recent changes have had a positive impact at the University.

Room for improvement

Workload – 69% of staff felt the need to put in extra time in the last 12 months to meet work demands and just over half of staff worried about work outside working hours, although on work life balance most respondents said they were happy with

their current pattern of work and could approach their manager to talk openly about flexible working options such as flexitime.

There also appears to be a need to reconsider the approvals required for routine decisions and the help given to staff preparing for change.

Particular occupational groups also suggested some further areas for possible improvement:

- communication and information (academic staff)
- learning and development needs (manual staff)
- job security (research staff).

A second staff survey is planned for April 2012.

Disciplinary and Grievance

Detailed statistics about the protected characteristics of our disciplinary and grievance casework has only recently been available, with the current system for recording such cases being implemented in September 2010. Analysis is difficult without any historical data for comparison but current data would indicate that there are no inconsistencies between the numbers and types of cases in relation to their protected characteristics. A report on data between 1st September 2010 and 31st August 2011 is included in the appendices.

Equal Pay Audit

The University has commenced the Second Equal Pay Review following the implementation of the Framework Agreement, after the inaugural review in 2008.

The agreed format for an Equal Pay Review has 3 stages:

Analysis (Equality Check) Stage – The purpose is to establish if inequality exists by a significant (more than 5% as recommended by JNCHES) differential, which cannot be explained by known justification.

Diagnostic (Pay Review) Stage – Any findings of unexplained significant differentials are presented to the Staff Monitoring Committee.

Action Stage – The recognised trade unions work with Human Resources to look at any unjustified significant pay differentials to make a joint recommendation to Joint Committee on an action plan to remedy inequalities.

Methodology and Data Used

Human Resources gathered together the following attached information to carry out a basic analysis within and between grades of gender, ethnicity, disability / ability, and age:

- Appendix 3.1: Generic/Basic job group by gender, ethnicity, disability/ability and age
- Appendix 3.2: Males and Females by grade and job group level
- Appendix 3.3: Job group level by gender, ethnicity, disability/ability and age
- Appendix 3.4: Mode of employment (full time / part time) in job group levels, and comparison between academic and SPT
- Appendix 3.5: Research level by gender, ethnicity, disability/ability and age
- Appendix 3.6: Grade by gender, ethnicity, disability/ability and age
- Appendix 3.7: Salary and grade by gender, ethnicity, disability/ability, mode of employment (full time / part time) and age

Assessment / Findings

Gender

For academic staff, the split between females and males has remained constant since 2008 (the time of the first Equal Pay Review) but the difference in average pay females to males, has reduced. This can be explained by the catching up of the differential through annual increments.

For administrative staff, the differential in 2008 has increased in the second Equal Pay Review. This will need further investigation. There is also the issue of gender split.

For former Manual staff, there is a differential which is accounted for by the large volume of female part time cleaning staff, paid at the lowest part of the spinal column. This was also the situation in 2008 for the first Equal Pay Review.

For Research staff there is also a differential of female to male pay suggesting further enquiry. This was an area identified in the inaugural Equal Pay Review. However, a closer examination of the fine detail shows that the skew of differential is primarily caused by the volume of male readers contributing to the higher average pay for the whole research group. When it is separated into grades there is no significant variation. The differentials identified in Administrative and Manual are less

pronounced when the Job Group data are examined, and they will become less significant as increments are given.

For Security staff, the pay is consistent and the population is all male. Exploratory discussions will be had with Campus Facilities about how we can encourage female applicants for future vacancies.

For SPT staff the gender split is about right and the difference in female pay to male pay is not significant. This situation is unchanged from 2008.

For Technical staff, the difference in female pay to male pay is 5.63% and will even itself out as increments are earned.

The University is aware that we need to encourage more female applicants for technician posts and more male applicants for lower paid administrative posts. However there have been some improvements in this gender split. From 2008 until 2010 more females have applied for Technician posts and more males applied for administrative posts. In both cases this increase in applicants is showing through in more people being interviewed and appointed.

All of this is encouraging and can only have been assisted by example initiatives such as International Women's Day and the recent intakes of Modern Apprentices. We will look further into how we can consolidate and build on this encouraging trend.

Ethnicity and Disability / Ability

There are differentials, and even though we are now beginning to compile sufficient data to look at trends, we have to err on the side of caution regarding any statistical significance, because of the small base sizes.

Age

The data is consistent with our understanding that differentials are established through length of service, which, if all factors remain constant, would reduce by earning of increments.

Equality Impact Assessment

Teesside University has spent a considerable amount of time developing a framework for equality impact assessment (EIA) drawing on best practice from other organisations, both higher education institutions and other public sector.

Findings had revealed that most public sector organisations had struggled to implement and embed a meaningful programme of impact assessment, with many EIA programmes being little more than tick box exercises, as subsequent case law has highlighted.

We were determined that we would learn from the mistakes made by other organisations and develop a framework which not only complied with legislative requirements but also fitted the needs of our organisation. We had developed a bespoke database tool to assist in the process and recording of impact assessments which was being used in HR with a view to roll out across the University when guidance on the new Equality Act was received.

While EIA is no longer a legislative requirement, the Human Resources department have found the EIA framework invaluable in assessing the impact of specific HR policies on vulnerable and minority groups. However, the change in legislation has, on the whole, been welcomed as now the focus is on what data we collect and how we use that data to revise and improve our policies rather than looking first at the policy then having to find the data to support it. However, the University will continue to equality impact assess HR policies which are particularly relevant to equality such as Recruitment and Selection.

The role of Learning Development in promoting diversity at Teesside University

At Teesside University, the promotion and celebration of inclusivity and diversity is the right and responsibility of all staff. Encouraging and embracing diversity, equality of access, esteem and opportunity and actively opposing and eradicating prejudice is the first of our organisational values and as such it forms a key theme in staff induction.

All new members of staff attend an induction programme which is made up of a series of activities and events, starting with central induction which usually takes place on the new starter's first morning as a member of staff. As well as providing an opportunity for new staff to familiarise themselves with our values, and discuss their implications and any issues they might raise, we include video broadcast by the Vice-Chancellor that gives new staff the opportunity to hear from the VC himself why he is personally committed to the values in general and in promoting diversity in particular.

Another key element of the induction programme for new staff is the Promoting Diversity event. Once again, all new staff are strongly encouraged to participate in this session, either in person at a scheduled workshop or by using the blended learning module that is available through the University's virtual learning environment. In 2011 96% of new starting staff successfully completed this element of the induction programme (the remaining 4% represent mid-December starters who are scheduled to participate in workshops early in 2012).

The University now has five discrete Leadership and Management development programmes that run throughout the year, embracing a wide range of staff, from those aspiring to become leaders and managers to those who are currently performing senior management roles within School and Department. Each of these programmes includes carefully tailored facilitated workshops and wide-ranging action learning sets on promoting diversity within the staff and student communities. This year, 82 staff members have successfully completed Leadership and Management Development programmes.

Staff members who have successfully completed these programmes then become invited members of the Leadership and Management master-class series, in which the promotion of diversity forms one of the core agenda items. Leading diversity researchers and practitioners from the public and private sector are invited to share their knowledge and best practice with us.

The Personal and Professional Development Programme has a termly cycle including sessions on aspects of disability awareness, mental health and well-being and cultural diversity. In addition to the expert advice from colleagues in Human Resources, Student Services and the Students Union, the context and agenda for these sessions are supported in part by the work of the focus groups on disability, gender, ethnicity, sexual orientation, and religion & belief.

As well as a focus on staff development, we also understand the importance of supporting the whole university community within the wider diversity agenda. Both the Human Resources and Student Services Departments have collaborated closely with the Department for Learning Development and Academic Schools to develop a framework for promoting a mutually respectful university community. Its purpose is to promote a shared understanding of what is an inclusive and supportive environment for the Teesside University community and provide practical guidance and information as a means of enabling this. It embraces the core values of the University and makes an unambiguous statement of our aspirations for promoting diversity.

Communicating Equality and Diversity

As well as our programme of staff training and awareness, the University uses various methods to communicate equality and diversity messages to staff promoting understanding between people from different groups as well as meeting the needs of people with protected characteristics.

There are Equality and Diversity pages on the University web site which includes pages for each of the focus groups and a 'What's New' section on the opening page. This is updated monthly to include events and activities as well as topical relevant news stories. These pages also include our equality and diversity policies and documents, and are accessible to staff students and members of the public.

The University supports and sponsors several events and significant days throughout the year as part of our 'Calendar of Events'. These are decided annually by the EOC and the University aims to share resources fairly between the various protected characteristics. During 2011/2012 the University will celebrate the following:

October	Black History Month
November, 1 st – 7 th	Dyslexia Awareness Week
December, 3 rd	International Day of Disabled People
February	LGBT History Month
March, 11th	International Women's Day
July	Mela
September	SuperGay

The way these events are celebrated are described in more detail under the sections for each protected characteristic. Human Resources work closely with Marketing to promote events and embed them in other activities. On a monthly basis the University aims to include equality or diversity related articles in the staff magazine, Grapevine, detailing activities or events being held on campus or simply raising awareness of significant dates. This is available on line or in hard copy for staff without access to a computer terminal.

The University has notice boards across campus which display E&D information in a similar way to the 'What's On' pages on the web site. Again these are updated on a monthly basis.

The University has produced an E&D leaflet aimed at potential new staff and new starters outlining how the University respects and embraces diversity. This leaflet is sent out in recruitment packs and included in our induction packs.

Addressing the data gaps

The University is currently looking at how best it can monitor the protected characteristics for which it currently has no data, in particular for sexual orientation, religion and belief and transgender. For this the University will be consulting with its focus groups, unions and specialist organisations.

Monitoring at recruitment will be relatively straight forward as we can adapt our monitoring form appropriately to accommodate the additional protected characteristics. Monitoring our existing staff will be a little more difficult. We are currently considering how best this can be achieved. One option is that at some point in 2012, we will amend our current data gathering exercise encouraging staff to give information particularly in relation to their sexuality and their religion or belief.

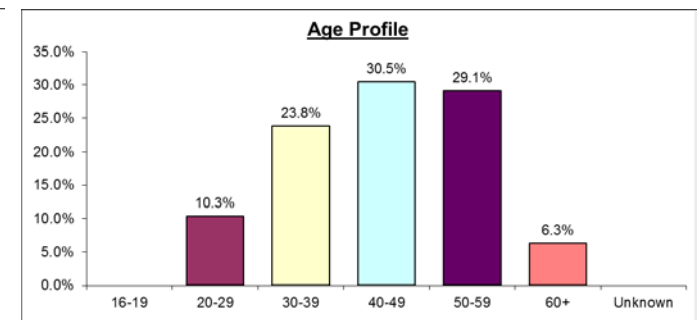
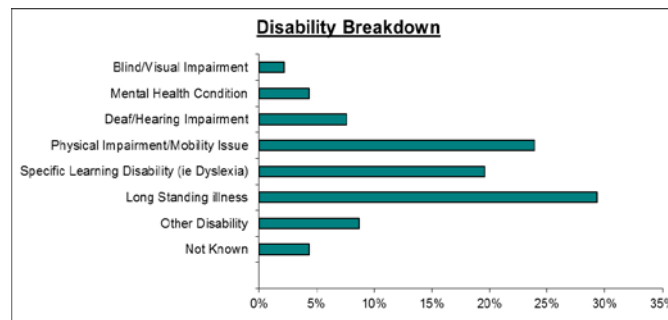
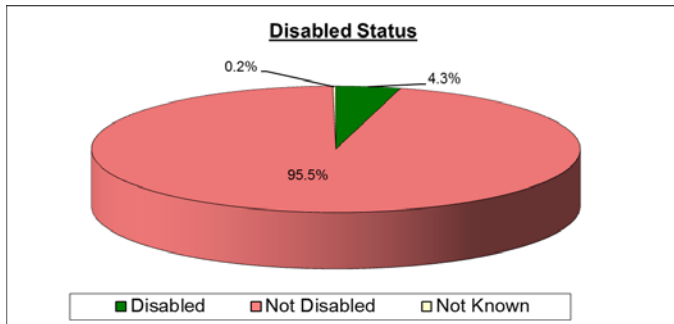
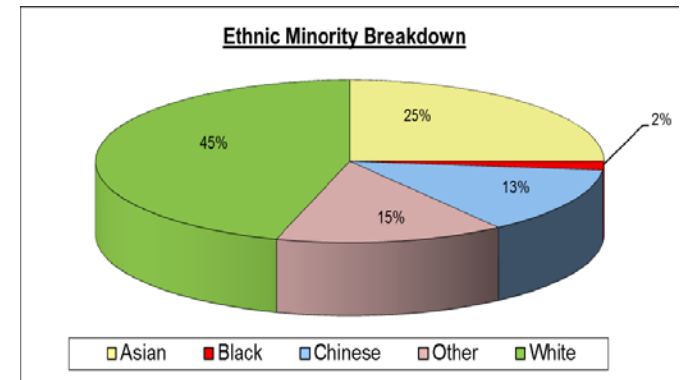
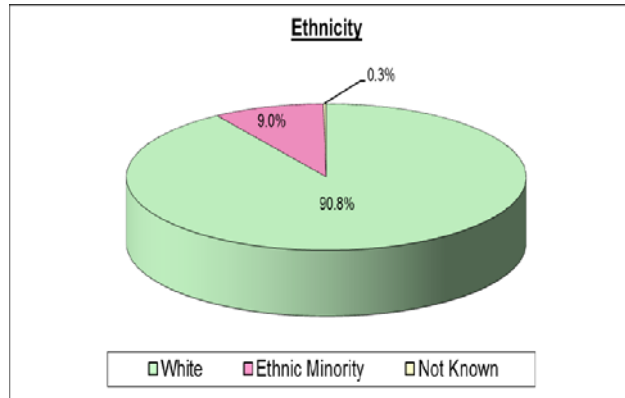
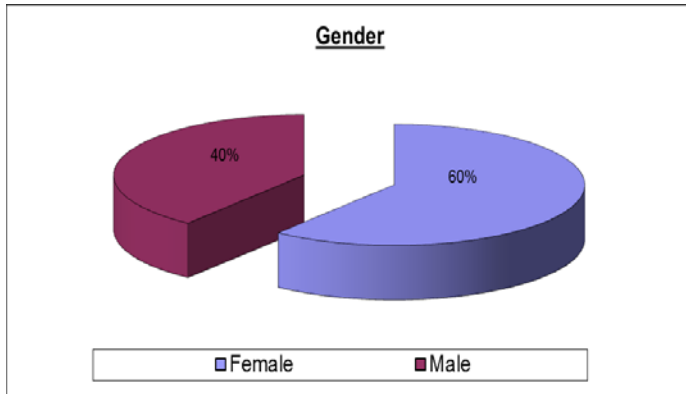
Any gaps identified in our data will assist us in the formulation of our equality objectives.

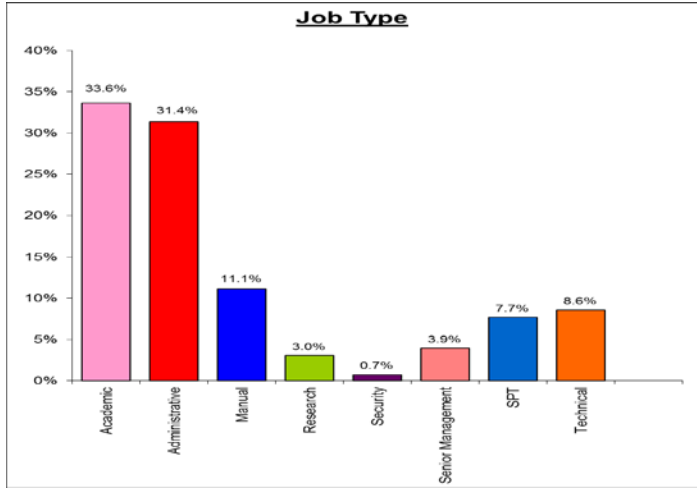
It is hoped that this report helps to illustrate the extensive activities that go to support the genuine commitment to equality and diversity here at Teesside and we look to enhance this by addressing the data collection gaps identified in this report and further build on existing positive initiatives.

Appendices

- 1) Staff data quarter end 30.6.11
- 2) Applicant and turnover statistics 1.1.10 – 31.12.10
- 3) Equal Pay Audit data - 31.3.11
- 4) Maternity, Paternity and Adoption Leave Data, 1.7.10 – 30.6.11
- 5) Disciplinary and grievance statistics, 1.9.10 – 31.8.11

Appendix 1





h) Age Profile by Job Type

Job	Age Profile					
	16-19	20-29	30-39	40-49	50-59	60+
Academic		2.0%	19.8%	36.4%	34.9%	6.8%
Administrative		18.1%	32.6%	27.6%	18.5%	3.2%
Manual		3.3%	9.9%	28.2%	44.1%	14.6%
Research		39.7%	31.0%	13.8%	13.8%	1.7%
Security		7.1%	21.4%	50.0%	21.4%	
Senior Management			4.0%	28.0%	53.3%	14.7%
SPT		2.7%	25.9%	32.7%	34.7%	4.1%
Technical		25.0%	29.9%	23.8%	15.9%	5.5%
Total		10.3%	23.8%	30.5%	29.1%	6.3%

Job Type => 40% highlighted in red - excluding VCE rounded to nearest whole number

i) Ethnicity by Job Type

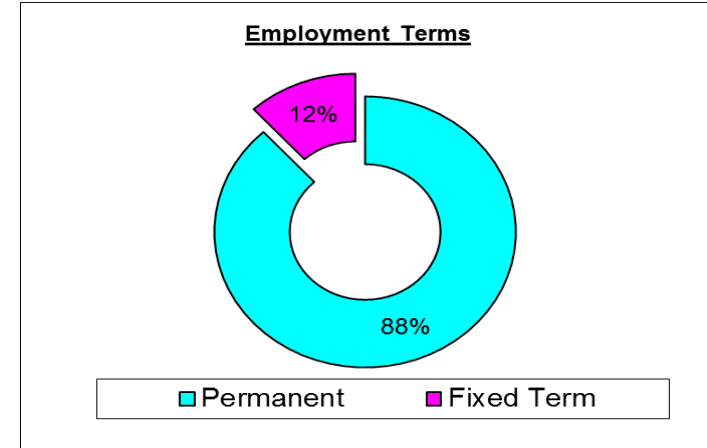
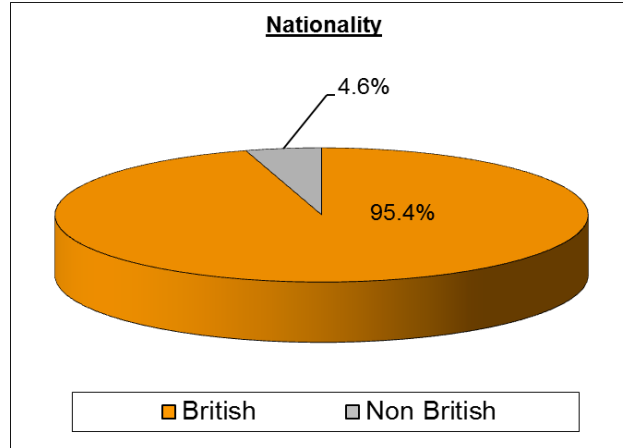
Job	Ethnicity		
	White	Ethnic Minority	
		Ethnic Minority	Not Known
Academic	84.8%	14.6%	0.6%
Administrative	94.7%	5.3%	
Manual	99.5%	0.5%	
Research	72.4%	27.6%	
Security	100.0%		
Senior Management	94.7%	5.3%	
SPT	90.5%	8.8%	0.7%
Technical	92.7%	7.3%	
Total	90.8%	9.0%	0.3%

Ethnic Minority <= 5% highlighted in red

j) **Gender by Job Type**

Job	Gender	
	Male	Female
Academic	50.9%	49.1%
Administrative	17.5%	82.5%
Manual	19.2%	80.8%
Research	53.4%	46.6%
Security	100.0%	
Senior Management	56.0%	44.0%
SPT	46.3%	53.7%
Technical	79.3%	20.7%
VCE		
Total	39.6%	60.4%

Gender <= 50% highlighted in red



Appendix 2

Applicant Statistics 1/1/10 to 31/12/10

Ethnic Origin	Applied	Interviewed	Appointed
White	74%	78%	80%
Ethnic Minority	23%	20%	20%
Not Known	1%	1%	0%
Information Refused	1%	1%	
Total	100%	100%	100%

Total Numbers	5379	1030	235
----------------------	-------------	-------------	------------

Gender	Applied	Interviewed	Appointed
Female	50%	50%	52%
Male	50%	50%	48%
Not Known	0.2%	0%	
Total	100%	100%	100%

Total Numbers	5379	1030	235
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Disabled Status	Applied	Interviewed	Appointed
Disabled	4%	5%	4%
Not Disabled	93%	93%	95%
Not Known	2%	1%	0%
Information Refused	0.5%	0%	0%
Total	100%	100%	100%

Total Numbers	5379	1030	235
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Please note that the above Information is not always captured at application stage. A high number of applicants only declare this if appointed

Age Profile	Applied	Interviewed	Appointed
16-19	2%	2%	1%
20-29	40%	32%	34%
30-39	26%	27%	27%
40-49	18%	22%	23%
50-59	10%	14%	13%
60+	1%	1%	1%
Not Known	2%	2%	1%
Total	100%	100%	100%

Total Numbers	5379	1030	235
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*All % rounded to nearest whole number
Areas monitored for Equal Opportunities

Turnover Statistics 1/1/10 to 31/12/10.

Voluntary = Voluntary Resignation, Voluntary Redundancy, Premature Retirement, Employee Transfer, Unknown

Involuntary = Age Retirement, Compulsory Redundancy, End of Fixed Term Contract, Ill Health Retirement, Medical Incapacity, Other, Death in Service

Ethnic Origin	Involuntary	Voluntary
Asian	11.3%	3.3%
Black	3.8%	0.0%
Chinese	1.3%	2.5%
Other	3.8%	2.5%
White	2.5%	4.2%
White-British	77.5%	87.5%

Total No of Leavers	80	120
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Gender	Involuntary	Voluntary
Female	45.0%	55.0%
Male	55.0%	45.0%

Total No of Leavers	80	120
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Disabled Status	Involuntary	Voluntary
Information Refused	2.5%	0.0%
No	91.3%	92.5%
Yes	6.3%	7.5%

Total No of Leavers	80	120
----------------------------	-----------	------------

Age Profile	Involuntary	Voluntary
16-19	1.3%	0.0%
20-29	37.5%	19.2%
30-39	15.0%	19.2%
40-49	7.5%	15.0%
50-59	13.8%	21.7%
60+	25.0%	25.0%

Total No of Leavers	80	120
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Ethnic Origin by Job	Academic	Administrative	Manual	Research	Security	Senior Management	SPT	Technical
Asian	4.8%	3.9%	0.0%	17.9%	0.0%	0.0%	0.0%	12.5%
Black	0.0%	0.0%	0.0%	10.7%	0.0%	0.0%	0.0%	0.0%
Chinese	1.6%	2.0%	0.0%	3.6%	25.0%	0.0%	0.0%	0.0%
Other	1.6%	2.0%	0.0%	10.7%	0.0%	0.0%	8.3%	0.0%
White	3.2%	3.9%	0.0%	7.1%	0.0%	16.7%	0.0%	0.0%
White-British	88.9%	88.2%	100.0%	50.0%	75.0%	83.3%	91.7%	87.5%

Total No of Leavers	63	51	12	28	4	6	12	24
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Gender by Job	Academic	Administrative	Manual	Research	Security	Senior Management	SPT	Technical
Female	47.6%	72.5%	100.0%	25.0%	50.0%	66.7%	58.3%	12.5%
Male	52.4%	27.5%	0.0%	75.0%	50.0%	33.3%	41.7%	87.5%

Total No of Leavers	63	51	12	28	4	6	12	24
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Disabled by Job	Academic	Administrative	Manual	Research	Security	Senior Management	SPT	Technical
Information Refused	0.0%	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%	4.2%
No	92.1%	92.2%	91.7%	96.4%	75.0%	100.0%	100.0%	83.3%
Yes	7.9%	7.8%	8.3%	0.0%	25.0%	0.0%	0.0%	12.5%

Total No of Leavers	63	51	12	28	4	6	12	24
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Age Profile by Job	Academic	Administrative	Manual	Research	Security	Senior Management	SPT	Technical
16-19	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
20-29	4.8%	39.2%	16.7%	64.3%	50.0%	0.0%	8.3%	29.2%
30-39	14.3%	23.5%	16.7%	17.9%	0.0%	16.7%	25.0%	12.5%
40-49	12.7%	3.9%	0.0%	10.7%	0.0%	50.0%	25.0%	20.8%
50-59	30.2%	17.6%	8.3%	3.6%	0.0%	0.0%	25.0%	16.7%
60+	38.1%	13.7%	58.3%	3.6%	50.0%	33.3%	16.7%	20.8%

Total No of Leavers	63	51	12	28	4	6	12	24
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Appendix 3

Equal Pay Audit

Appendix 3.1

Equal Pay Audit by Generic / Basic Job Group

Gender

Job Group	Head Count					Pay		
	Female	Male	Total	% F	% M	Female	Male	Diff F to M
Academic	305	290	595	51%	49%	£42,497	£43,465	-2.23%
Administrative	509	105	614	83%	17%	£22,006	£24,311	-9.48%
Manual	186	47	233	80%	20%	£14,079	£16,255	-13.39%
Research	32	42	74	43%	57%	£31,182	£36,925	-15.55%
Security		12	12	0%	100%		£19,743	
SPT	76	68	144	53%	47%	£41,155	£42,185	-2.44%
Technical	27	127	154	18%	82%	£24,911	£26,398	-5.63%
Grand Total	1135	691	1826	62%	38%			

Ethnicity

Job Group	Head count			Pay			
	Minority	?	White	Minority	?	White	Diff
Academic	73	4	518	£40,981	£40,949	£43,265	-5.28%
Administrative	36		578	£23,873		£22,308	7.02%
Manual	2		231	£18,711		£14,481	29.21%
Research	20		54	£31,440		£35,553	-11.57%
Security			12			£19,743	
SPT	11	1	132	£37,068	£38,951	£42,043	-11.83%
Technical	13		141	£25,291		£26,215	-3.53%
Grand Total	155	5	1666				

Disability

Job Group	Head Count			Pay			
	No	?	Yes	No	?	Yes	Diff
Academic	575	1	19	£43,009	£31,671	£42,346	-1.54%
Administrative	581	1	32	£22,377	£29,853	£22,586	0.94%
Manual	223		10	£14,526		£14,324	-1.39%
Research	72		2	£34,247		£41,451	21.03%
Security	11		1	£19,743		£19,743	
SPT	139	1	4	£41,726	£38,951	£39,377	-5.63%
Technical	140		14	£26,116		£26,353	0.91%
Grand Total	1741	3	82				

Age

		Headcount						
Job Group	16-19	20-29	30-39	40-49	50-59	60+	Total	
Academic		21	104	224	206	40	595	
Administrative	3	127	194	163	105	22	614	
Manual		9	27	70	94	33	233	
Research		21	19	17	9	8	74	
Security			3	5	3	1	12	
SPT		6	35	51	47	5	144	
Technical		39	42	39	24	10	154	
Grand Total	3	223	424	569	488	119	1826	

		Pay					
Job Group	16-19	20-29	30-39	40-49	50-59	60+	
Academic		£34,111	£38,643	£43,341	£45,052	£46,055	
Administrative	£14,065	£19,935	£22,708	£23,671	£23,364	£21,022	
Manual		£14,984	£14,644	£14,417	£14,442	£14,717	
Research		£22,649	£33,047	£41,155	£38,711	£49,639	
Security			£19,743	£19,743	£19,743	£19,743	
SPT		£35,530	£39,539	£41,763	£43,587	£44,163	
Technical		£23,401	£27,179	£27,555	£26,179	£26,806	

		Difference from Ave pay					
Job Group	16-19	20-29	30-39	40-49	50-59	60+	
Academic		79.38%	89.93%	100.87%	104.85%	107.18%	
Administrative	62.79%	89.00%	101.38%	105.68%	104.30%	93.85%	
Manual		103.21%	100.87%	99.31%	99.48%	101.37%	
Research		65.76%	95.95%	119.49%	112.40%	144.13%	
Security			100.00%	100.00%	100.00%	100.00%	
SPT		85.32%	94.95%	100.29%	104.67%	106.06%	
Technical		89.53%	103.99%	105.42%	100.16%	102.56%	

Appendix 3.2

Males and Females by Grade and Job Group Level

Grade	EPA Job Group Detail	Female	Male	Grand Total
GRD 2	Manual Low	23	33	56
GRD 2/3	Admin Low	116	22	138
	Manual Low	12	4	16
	Tech Low	1	2	3
GRD 4	Admin Low	119	15	134
	Manual Low		15	15
	Tech Low	1	2	3
GRD 5	Admin Mid	130	19	149
	Manual Mid	3	6	9
	Tech Mid	13	43	56
GRD 6	Admin Mid	63	16	79
	Tech Mid	6	49	55
GRD 7	Admin High	69	30	99
	Tech High	6	31	37
GRD 9	Admin High		1	1
Grand Total		562	288	850

Grade 1 staff (manual low) are excluded as there are no comparisons for these in most tables

Grade 1 staff are included in the manual comparison tables

Additional Exclusions to Data

- Only staff on grades 1 to 9 are included in the data
- MISC grade employees are excluded as this covers too broad a range
- All casual/zero staff (pt lec/student worker/sports coach) are excluded
- The only Grade 9 employee on a senior management contract is excluded

Note

- Only staff on grades 1 to 9 are included in the data
- MISC grade employees are excluded as this covers too broad a range
- All casual/zero staff (pt lec/student worker/sports coach) are excluded
- The only Grade 9 employee on a senior management contract is excluded

Appendix 3.3

Equal Pay Audit by Job Group Level

Gender

Group/Level	Head Count					Pay		
	Female	Male	Total	% F	% M	Female	Male	Diff
Academic	305	290	595	51%	49%	£42,497	£43,465	-2.23%
Admin High	69	31	100	69%	31%	£31,584	£32,619	-3.17%
Admin Low	235	37	272	86%	14%	£18,037	£17,494	3.10%
Admin Mid	193	35	228	85%	15%	£23,766	£24,513	-3.05%
Manual Low	195	55	250	78%	22%	£14,098	£16,286	-13.43%
Manual Mid	3	6	9	33%	67%	£21,848	£23,566	-7.29%
Research	32	42	74	43%	57%	£31,182	£36,925	-15.55%
SPT	76	68	144	53%	47%	£41,155	£42,185	-2.44%
Tech High	6	31	37	16%	84%	£31,228	£31,689	-1.46%
Tech Low	2	4	6	33%	67%	£17,343	£17,602	-1.47%
Tech Mid	19	92	111	17%	83%	£23,713	£24,998	-5.14%
Grand Total	1135	691	1826	62%	38%			

Ethnicity

Group/Level	Headcount			Pay			Diff
	Minority	?	White	Minority	?	White	
Academic	73	4	518	£40,981	£40,949	£43,265	-5.28%
Admin High	8		92	£34,608		£31,670	9.28%
Admin Low	13		259	£17,358		£17,993	-3.53%
Admin Mid	14		214	£24,237		£23,857	1.59%
Manual Low	2		248	£15,731		£14,570	7.96%
Manual Mid	1		8	£23,566		£22,922	2.81%
Research	20		54	£31,440		£35,553	-11.57%
SPT	11	1	132	£37,068	£38,951	£42,043	-11.83%
Tech High	2		35	£30,762		£31,663	-2.85%
Tech Low	1		5	£14,942		£18,030	-17.13%
Tech Mid	10		101	£25,231		£24,733	2.02%
Grand Total	155	5	1666				

Disability

Group/Level	Headcount			Pay			Diff
	No	?	Yes	No	?	Yes	
Academic	575	1	19	£43,009	£31,671	£42,346	-1.54%
Admin High	95	1	4	£31,934	£29,853	£31,727	-0.65%
Admin Low	257		15	£17,963		£17,964	
Admin Mid	215		13	£23,806		£25,108	5.47%
Manual Low	239		11	£14,569		£14,817	1.70%
Manual Mid	9			£22,993			
Research	72		2	£34,247		£41,451	21.03%
SPT	139	1	4	£41,726	£38,951	£39,377	-5.63%
Tech High	34		3	£31,690		£30,757	-2.94%
Tech Low	6			£17,516			
Tech Mid	100		11	£24,737		£25,152	1.68%
Grand Total	1741	3	82				

Age

Group/level	Headcount						Total
	16-19	20-29	30-39	40-49	50-59	60+	
Academic		21	104	224	206	40	595
Admin High		13	34	32	21		100
Admin Low	3	67	81	64	46	11	272
Admin Mid		42	74	65	37	10	228
Manual Low		13	34	76	94	33	250
Manual Mid		1	1	1	4	2	9
Research		21	19	17	9	8	74
SPT		6	35	51	47	5	144
Tech High		7	15	11	2	2	37
Tech Low		3	1	1		1	6
Tech Mid		29	26	27	22	7	111
Total	3	223	424	569	488	119	1826

Group/level	Pay					
	16-19	20-29	30-39	40-49	50-59	60+
Academic		£34,111	£38,643	£43,341	£45,052	£46,055
Admin High		£29,816	£31,369	£32,141	£33,708	
Admin Low	£14,065	£16,808	£18,373	£18,667	£18,143	£18,189
Admin Mid		£22,441	£23,856	£24,599	£24,138	£24,481
Manual Low		£14,470	£15,189	£14,745	£14,297	£14,421
Manual Mid		£22,236	£23,566	£23,566	£22,610	£23,566
Research		£22,649	£33,047	£41,155	£38,711	£49,639
SPT		£35,530	£39,539	£41,763	£43,587	£44,163
Tech High		£30,376	£31,470	£32,217	£31,727	£33,600
Tech Low		£16,000	£19,743	£19,743		£17,606
Tech Mid		£22,483	£24,990	£25,945	£25,674	£26,179

Group/level	Difference in relation to the Average pay					
	16-19	20-29	30-39	40-49	50-59	60+
Academic		79.38%	89.93%	100.87%	104.85%	107.18%
Admin High		93.45%	98.32%	100.74%	105.65%	
Admin Low	78.30%	93.57%	102.28%	103.92%	101.00%	101.26%
Admin Mid		93.97%	99.90%	103.01%	101.08%	102.51%
Manual Low		99.25%	104.18%	101.13%	98.06%	98.91%
Manual Mid		96.71%	102.49%	102.49%	98.33%	102.49%
Research		65.76%	95.95%	119.49%	112.40%	144.13%
SPT		85.32%	94.95%	100.29%	104.67%	106.06%
Tech High		96.08%	99.54%	101.91%	100.35%	106.28%
Tech Low		91.35%	112.72%	112.72%		100.52%
Tech Mid		90.74%	100.86%	104.71%	103.62%	105.66%

Manual Staff in Group Levels

Gender

Group by level	Grade	Headcount					Pay		
		Female	Male	Total	%F	%M	Female	Male	Diff to M
Manual	GRD 1	160	3	163	98%	2%	£13,838	£13,501	2.49%
Manual Low	GRD 2-4	23	38	61	38%	62%	£14,741	£15,318	-3.92%
Manual Mid	GRD 5	3	6	9	33%	67%	£21,848	£23,566	-7.86%
Total		186	47	233					

Ethnicity

Group by level	Grade	Headcount			Pay		
		Minority	White	Total	Minority	White	Diff to Min
Manual	GRD 1	1	162	163	£13,856	£13,832	0.18%
Manual Low	GRD 2-4		61	61		£15,100	
Manual Mid	GRD 5	1	8	9	£23,566	£22,922	2.81%
Total		2	231	233			

Disability

Group by level	Grade	Headcount			Pay		
		No	Yes	Total	No	Yes	Diff to Dis
Manual	GRD 1	158	5	163	£13,833	£13,784	-0.35%
Manual Low	GRD 2-4	56	5	61	£15,121	£14,864	-1.73%
Manual Mid	GRD 5	9		9	£22,993		
Total		223	10	233			

Age

Group level	Grade	Headcount					
		20-29	30-39	40-49	50-59	60+	Total
Manual	GRD 1	5	18	51	67	22	163
Manual Low	GRD 2-4	3	8	18	23	9	61
Manual Mid	GRD 5	1	1	1	4	2	9
Total		9	27	70	94	33	233

Group level	Grade	Pay				
		20-29	30-39	40-49	50-59	60+
Manual	GRD 1	£13,713	£13,796	£13,835	£13,840	£13,856
Manual Low	GRD 2-4	£14,685	£15,437	£15,559	£14,774	£14,856
Manual Mid	GRD 5	£22,236	£23,566	£23,566	£22,610	£23,566
Total						

Group level	Grade	Diff to average pay				
		20-29	30-39	40-49	50-59	60+
Manual	GRD 1	99.14%	99.74%	100.02%	100.06%	100.17%
Manual Low	GRD 2-4	97.25%	102.23%	103.04%	97.84%	98.38%
Manual Mid	GRD 5	96.71%	102.49%	102.49%	98.33%	102.49%
Total						

Appendix 3.4

Mode of Employment in Job Levels

Job Group	Headcount					Pay		
	Full Time	Part Time	Total	FT %	PT %	Full Time	Part Time	diff in PT
Academic	533	62	595	90%	10%	£43,370	£39,523	-8.87%
Admin High	88	12	100	88%	12%	£32,108	£30,420	-5.26%
Admin Low	178	94	272	65%	35%	£17,940	£18,006	0.36%
Admin Mid	171	57	228	75%	25%	£23,797	£24,132	1.41%
Manual Low	66	184	250	26%	74%	£16,234	£13,986	-13.85%
Manual Mid	9		9	100%	0%	£22,993		
Research	65	9	74	88%	12%	£34,984	£30,522	-12.75%
SPT	133	11	144	92%	8%	£41,737	£40,485	-3.00%
Tech High	37		37	100%	0%	£31,614		
Tech Low	5	1	6	83%	17%	£17,070	£19,743	15.66%
Tech Mid	103	8	111	93%	7%	£24,884	£23,404	-5.95%
Grand Total	1388	438	1826					

Academic vs SPT Comparison

Job Type	Head count		Pay		Difference
Academic		551		£43,911	5.45%
SPT		144		£41,641	
Total		695			

Job type in levels – Low

Group	Headcount				Pay			
	Female	Male	Total	Female %	Male %	Female	Male	
Admin Low	235	37	272	86%	14%	£18,037	£17,494	
Manual Low	195	55	250	78%	22%	£14,098	£16,286	
Tech Low	2	4	6	33%	67%	£17,343	£17,602	
Total	432	96	528					

Group	Diff related to Admin		Diff related to Man		Diff related to Tech	
	Female	Male	Female	Male	Female	Male
Admin Low			27.93%	7.42%	4.00%	-0.61%
Manual Low	-21.83%	-6.91%			-18.71%	-7.48%
Tech Low	-3.85%	0.62%	23.01%	8.08%		

Job type in levels - Mid

Group	Headcount				Pay			
	Female	Male	Total	Female %	Male %	Female	Male	
Admin Mid	193	35	228	85%	15%	£23,766	£24,513	
Manual Mid	3	6	9	33%	67%	£21,848	£23,566	
Tech Mid	19	92	111	17%	83%	£23,713	£24,998	
Grand Total	215	133	348					

Group	Diff related to Admin		Diff related to Man		Diff related to Tech	
	Female	Male	Female	Male	Female	Male
Admin Mid			8.77%	4.01%	0.22%	-1.93%
Manual Mid	-8.06%	-3.86%			-7.86%	-5.73%
Tech Mid	-0.22%	1.98%	8.53%	6.07%		

Job Type in Levels – High

Group	Headcount					Pay	
	Female	Male	Total	Female %	Male %	Female	Male
Admin High	69	31	100	69%	31%	£31,584	£32,619
Tech High	6	31	37	16%	84%	£31,228	£31,689
Grand Total	75	62	137				

Group	Diff related to Admin		Diff related to Man		Diff related to Tech	
	Female	Male	Female	Male	Female	Male
Admin High					1.14%	2.93%
Tech High	-1.13%	-2.85%				

Appendix 3.5

Research

Gender

Grade	Headcount					Pay		
	Female	Male	Total	%F	%M	Female	Male	Diff to M
Reader	5	16	21	24%	76%	£51,468	£51,213	0.50%
Research A	7	5	12	58%	42%	£18,729	£19,584	-4.37%
Research B	17	15	32	53%	47%	£29,166	£27,883	4.60%
Research C	3	6	9	33%	67%	£37,850	£35,882	5.48%
Grand Total	32	42	74	43%	57%			

Ethnicity

Grade	Headcount		Pay		
	Minority	White	Minority	White	Diff to Min
Reader	3	18	£50,837	£51,346	-0.99%
Research A	5	7	£18,898	£19,219	-1.67%
Research B	8	24	£29,730	£28,176	5.51%
Research C	4	5	£35,993	£36,974	-2.65%
Grand Total	20	54			

Disability

Grade	Headcount		Pay		
	No	Yes	No	Yes	Diff to Dis
Reader	20	1	£51,141	£53,918	5.43%
Research A	12		£19,085		
Research B	31	1	£28,551	£28,983	1.51%
Research C	9		£36,538		
Grand Total	72	2			

Research - Age

Grade	Headcount					Total
	20-29	30-39	40-49	50-59	60+	
Reader		2	9	3	7	21
Research A	10	1	1			12
Research B	11	11	5	4	1	32
Research C		5	2	2		9
Total	21	19	17	9	8	74

Grade	Pay				
	20-29	30-39	40-49	50-59	60+
Reader		£51,585	£51,080	£49,472	£52,206
Research A	£19,381	£17,606	£17,606		
Research B	£25,619	£30,080	£29,989	£29,937	£31,671
Research C		£35,249	£36,181	£40,119	

Grade	Differences in pay for the average wage				
	20-29	30-39	40-49	50-59	60+
Reader	0.00%	100.61%	99.62%	96.49%	101.82%
Research A	101.55%	92.25%	92.25%	0.00%	0.00%
Research B	89.69%	105.31%	104.99%	104.81%	110.88%
Research C	0.00%	96.47%	99.02%	109.80%	0.00%

Research Full Time / Part Time

Grade	Headcount					Pay		
	FT	PT	Total	FT %	PT %	FT	PT	Diff of PT
Reader	20	1	21	95%	5%	£51,141	£53,918	5.43%
Research A	9	3	12	75%	25%	£19,521	£17,776	-8.94%
Research B	30	2	32	94%	6%	£28,418	£30,762	8.25%
Research C	6	3	9	67%	33%	£37,152	£35,310	-4.96%
Total	65	9	74					

Appendix 3.6

Equal Pay Analysis by Grade Band

Gender

Grade	Head Count					Pay		
	Female	Male	Total	%F	%M	Female	Male	Diff to M
GRD 2	23	33	56	41%	59%	£14,741	£14,871	-0.88%
GRD 2/3	129	28	157	82%	18%	£16,619	£16,493	0.77%
GRD 4	120	32	152	79%	21%	£19,379	£19,387	-0.04%
GRD 4/5	7	5	12	58%	42%	£18,729	£19,584	-4.37%
GRD 5	146	68	214	68%	32%	£22,393	£22,636	-1.07%
GRD 6	70	65	135	52%	48%	£26,595	£27,075	-1.77%
GRD 6/7	16	15	31	52%	48%	£29,230	£27,883	4.83%
GRD 7	75	62	137	55%	45%	£31,556	£31,827	-0.85%
GRD 7/8a/8b	256	222	478	54%	46%	£41,065	£41,046	0.05%
GRD 8a	32	28	60	53%	47%	£37,581	£37,314	0.71%
GRD 8ab	7	5	12	58%	42%	£35,565	£36,137	-1.58%
GRD 8b	32	29	61	52%	48%	£43,024	£43,786	-1.74%
GRD 9	62	96	158	39%	61%	£50,313	£51,260	-1.85%
Total	975	688	1663	59%	41%			

Ethnicity

Grade	Head Count				Pay			
	Minority	?	White	Total	Minority	?	White	Diff to Min
GRD 2			56	56			£14,818	
GRD 2/3	11		146	157	£16,541		£16,601	-0.36%
GRD 4	4		148	152	£19,062		£19,389	-1.69%
GRD 4/5	5		7	12	£18,898		£19,219	-1.67%
GRD 5	15		199	214	£22,521		£22,466	0.24%
GRD 6	10		125	135	£27,739		£26,753	3.68%
GRD 6/7	8		23	31	£29,730		£28,178	5.51%
GRD 7	10		127	137	£31,807		£31,668	0.44%
GRD 7/8a/8b	62	4	412	478	£39,428	£40,949	£41,302	-4.54%
GRD 8a	10	1	49	60	£36,880	£38,951	£37,544	-1.77%
GRD 8ab	4		8	12	£35,993		£35,709	0.80%
GRD 8b	1		60	61	£38,951		£43,460	-10.38%
GRD 9	14		144	158	£51,424		£50,836	1.16%
Total	154	5	1504	1663				

Disability

Grade	Headcount				Pay			
	No	Yes	?	Total	No	?	Yes	Diff to Min
GRD 2	51	5		56	£14,813		£14,864	0.34%
GRD 2/3	150	7		157	£16,613		£16,242	-2.23%
GRD 4	143	9		152	£19,373		£19,500	0.66%
GRD 4/5	12			12	£19,085			
GRD 5	202	12		214	£22,464		£22,582	0.53%
GRD 6	123	12		135	£26,744		£27,675	3.48%
GRD 6/7	30	1		31	£28,565		£28,983	1.46%
GRD 7	129	7	1	137	£31,712	£29,853	£31,311	-1.27%
GRD 7/8a/8b	460	17	1	478	£41,047	£31,671	£41,856	1.97%
GRD 8a	56	3	1	60	£37,505	£38,951	£36,055	-3.87%
GRD 8ab	12			12	£35,804			
GRD 8b	61			61	£43,386			
GRD 9	154	4		158	£50,936		£49,070	-3.66%
Total	1583	77	3	1663				

Age

Grade	Headcount						Total
	16-19	20-29	30-39	40-49	50-59	60+	
GRD 2		3	6	15	23	9	56
GRD 2/3	3	48	40	26	30	10	157
GRD 4		27	52	49	20	4	152
GRD 4/5		10	1	1			12
GRD 5		54	62	47	39	12	214
GRD 6		18	40	46	24	7	135
GRD 6/7		11	10	5	4	1	31
GRD 7		20	49	43	23	2	137
GRD 7/8a/8b		21	93	178	158	28	478
GRD 8a		5	18	21	14	2	60
GRD 8ab			4	5	3		12
GRD 8b		1	14	21	23	2	61
GRD 9			17	61	60	20	158
Total	3	218	406	518	421	97	1663

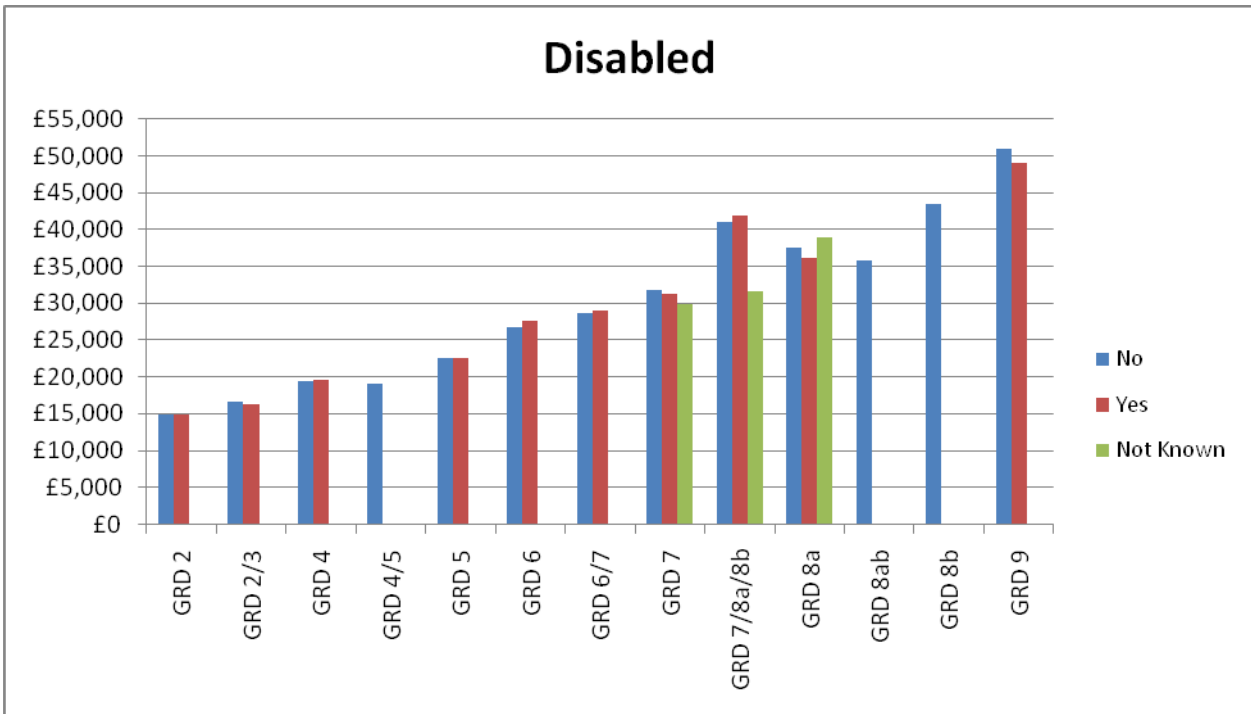
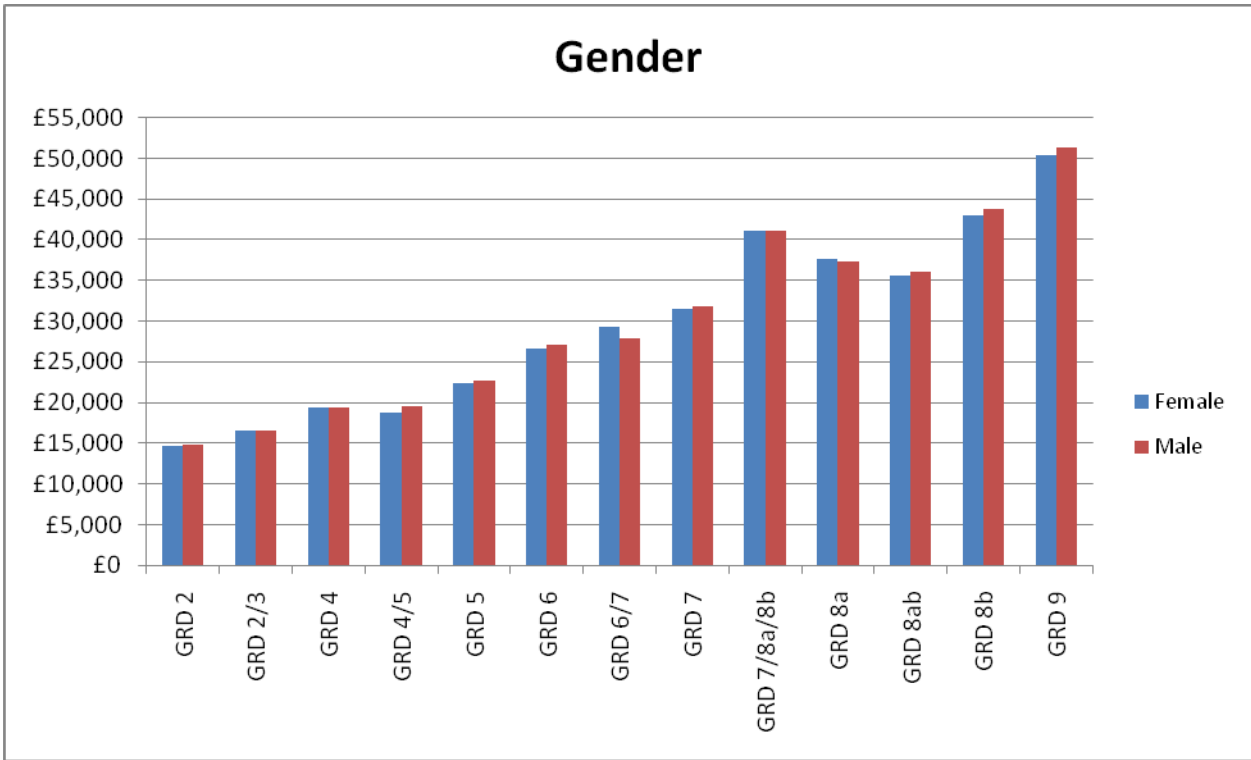
Grade	Pay						16-19
	16-19	20-29	30-39	40-49	50-59	60+	
GRD 2		£14,685	£14,877	£14,864	£14,774	£14,856	
GRD 2/3	£14,065	£15,426	£16,996	£17,204	£17,327	£17,606	84.75%
GRD 4		£18,858	£19,364	£19,575	£19,580	£19,743	
GRD 4/5		£19,381	£17,606	£17,606			
GRD 5		£21,567	£22,428	£22,875	£23,080	£23,185	
GRD 6		£25,120	£26,906	£27,128	£27,012	£28,139	
GRD 6/7		£25,619	£30,274	£29,989	£29,937	£31,671	
GRD 7		£30,012	£31,400	£32,160	£32,653	£33,600	
GRD 7/8a/8b		£34,111	£37,272	£41,616	£43,155	£43,436	
GRD 8a		£34,846	£37,249	£37,752	£37,998	£38,951	
GRD 8ab			£35,409	£34,834	£37,946		
GRD 8b		£38,951	£41,182	£43,455	£44,761	£44,498	
GRD 9			£48,656	£50,547	£51,407	£52,268	

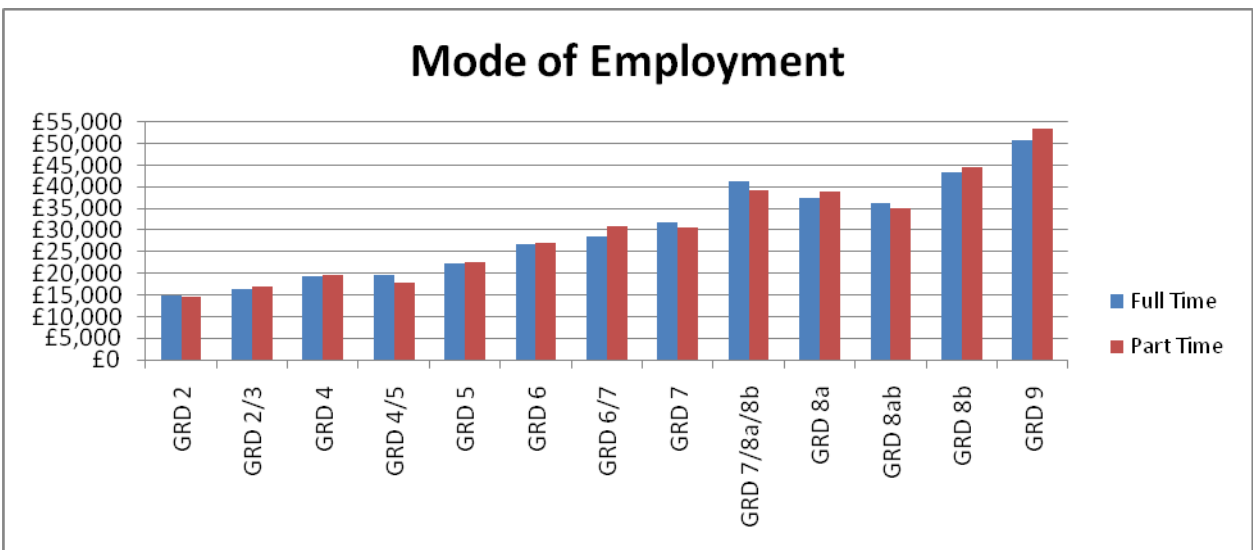
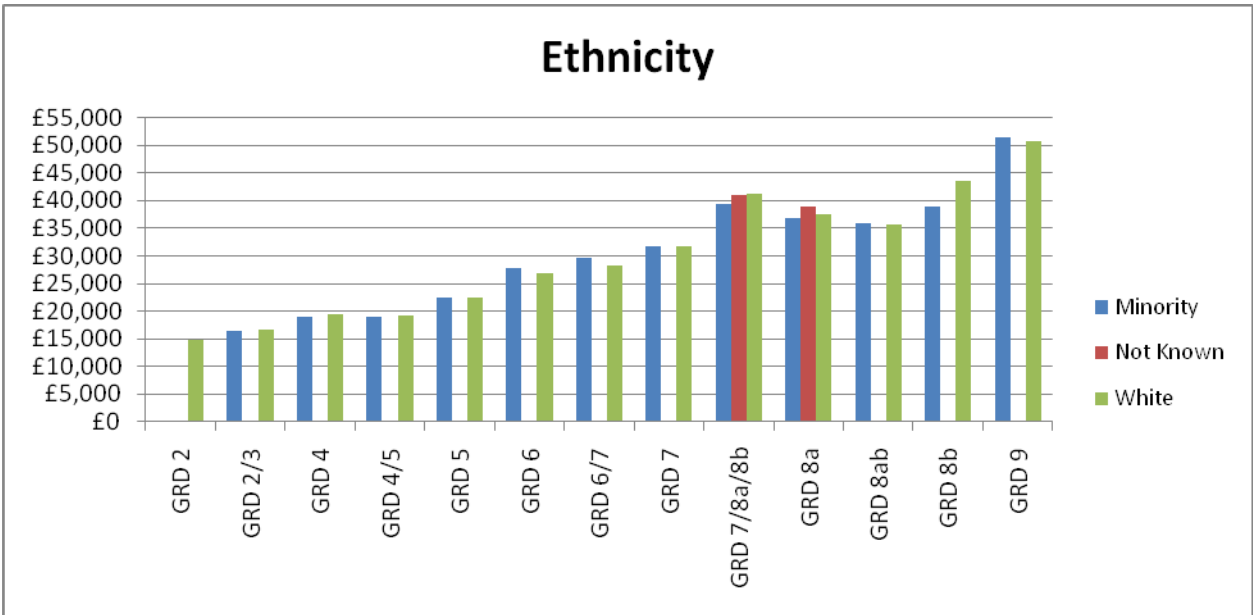
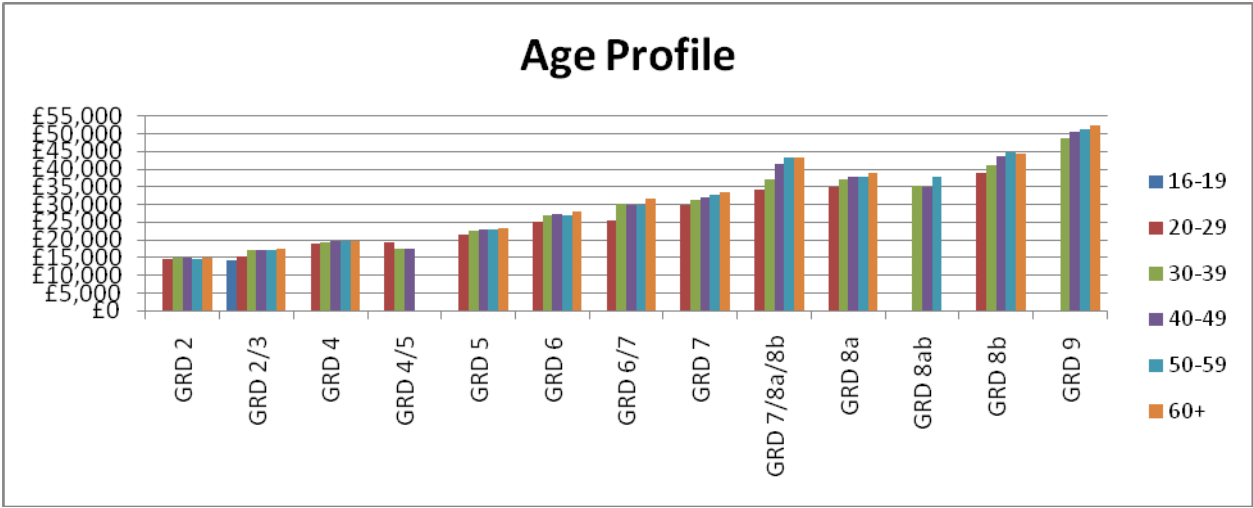
Grade	Difference from Avg pay				
	20-29	30-39	40-49	50-59	60+
GRD 2	99.10%	100.40%	100.32%	99.70%	100.26%
GRD 2/3	92.95%	102.41%	103.66%	104.40%	106.08%
GRD 4	97.31%	99.91%	101.00%	101.03%	101.87%
GRD 4/5	101.55%	92.25%	92.25%		
GRD 5	95.98%	99.81%	101.80%	102.71%	103.18%
GRD 6	93.64%	100.30%	101.13%	100.69%	104.89%
GRD 6/7	89.65%	105.93%	104.94%	104.76%	110.82%
GRD 7	94.74%	99.12%	101.52%	103.08%	106.07%
GRD 7/8a/8b	83.08%	90.78%	101.36%	105.11%	105.80%
GRD 8a	93.03%	99.45%	100.79%	101.45%	103.99%
GRD 8ab		98.90%	97.29%	105.98%	
GRD 8b	89.78%	94.92%	100.16%	103.17%	102.56%
GRD 9		95.61%	99.33%	101.02%	102.71%

Grade - Mode of Employment

Grade	Headcount					Pay		
	FT	PT	Total	FT %	PT %	FT	PT	Diff to FT
GRD 2	40	16	56	71%	29%	£14,884	£14,653	-1.55%
GRD 2/3	96	61	157	61%	39%	£16,460	£16,812	2.14%
GRD 4	111	41	152	73%	27%	£19,345	£19,477	0.68%
GRD 4/5	9	3	12	75%	25%	£19,521	£17,776	-8.94%
GRD 5	169	45	214	79%	21%	£22,420	£22,659	1.07%
GRD 6	115	20	135	85%	15%	£26,769	£27,154	1.44%
GRD 6/7	29	2	31	94%	6%	£28,427	£30,762	8.21%
GRD 7	124	13	137	91%	9%	£31,785	£30,665	-3.52%
GRD 7/8a/8b	418	60	478	87%	13%	£41,339	£39,086	-5.45%
GRD 8a	54	6	60	90%	10%	£37,291	£38,951	4.45%
GRD 8ab	9	3	12	75%	25%	£36,080	£34,974	-3.07%
GRD 8b	57	4	61	93%	7%	£43,308	£44,507	2.77%
GRD 9	155	3	158	98%	2%	£50,840	£53,394	5.02%
Grand Total	1386	277	1663					

Appendix 3.7





Appendix 4**Maternity, Paternity and Adoption Leave Data****1.7.10 – 30.6.11**

No of people on maternity leave: 29

No of people returning from maternity leave: 29 (all returned by 30/6/11)

No of people on paternity leave: 24

No of people returning from paternity leave: 22 (two people returned from their period of paternity leave in early July 2011)

No of people on adoption leave: None

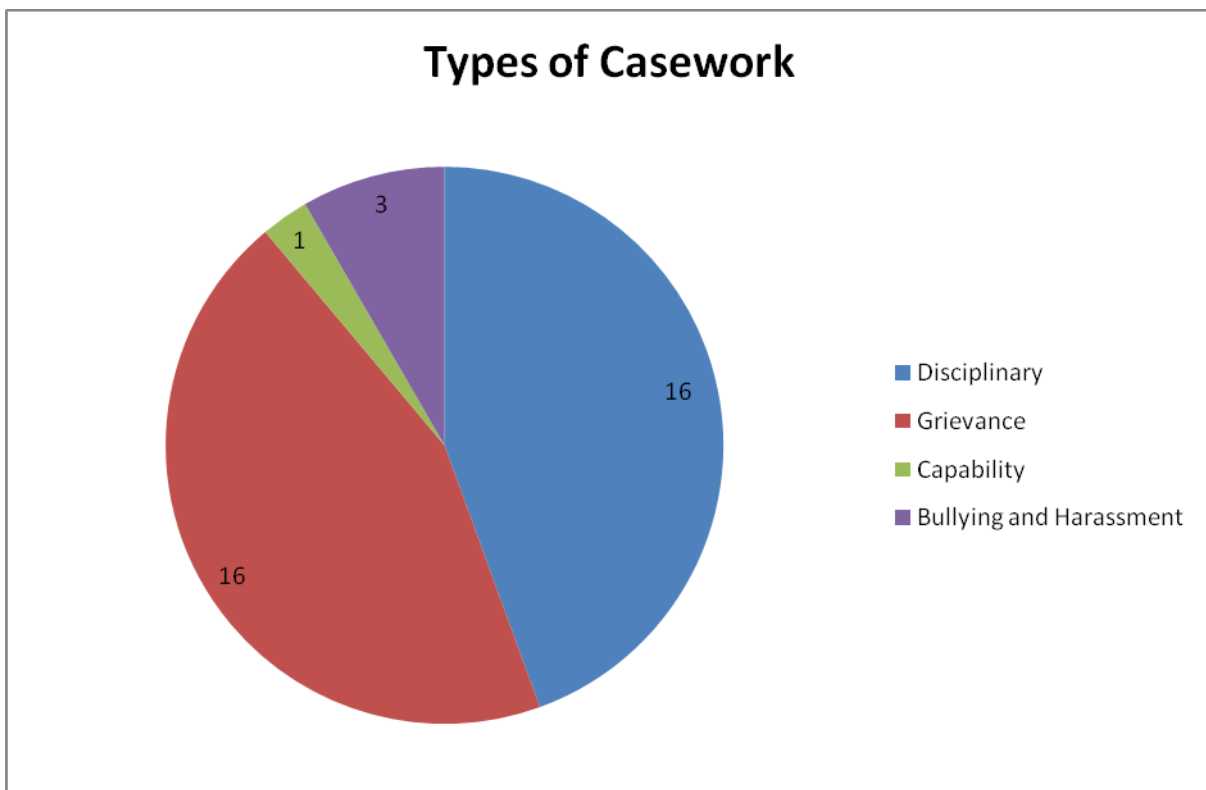
No of people returning from adoption leave: None

Appendix 5

Disciplinary and Grievance Statistics, 1 September 2010 – 31 August 2011

The member of staff registered as the subject of the casework is determined by the Policy under which the case is investigated. For casework that is initiated by the member of staff (Grievance and Bullying & Harassment), it is the person who submits the complaint that is recorded on the database. For casework initiated by the University line managers or supervisors (Disciplinary and Capability), it is the member of staff who is the subject of the investigation that is recorded.

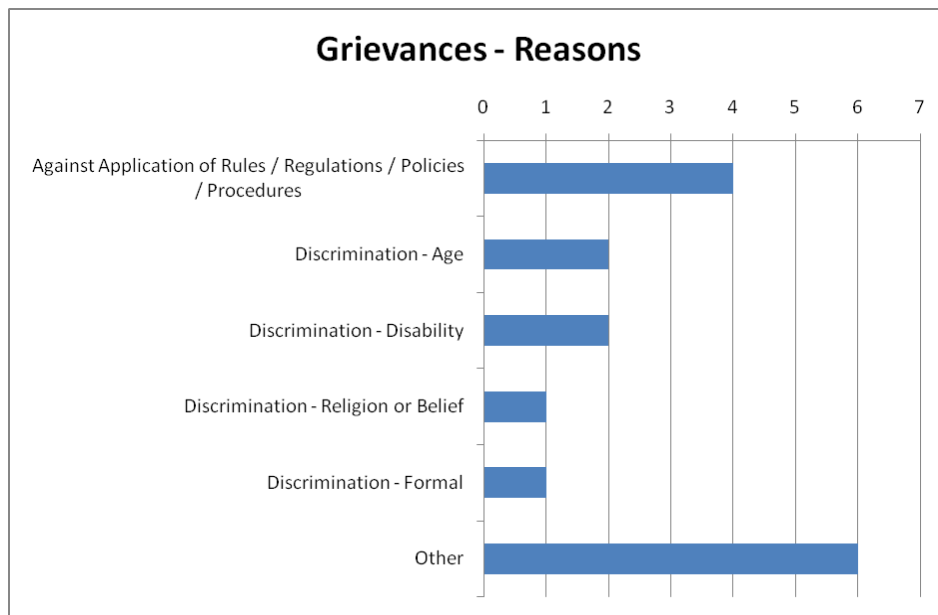
There were 36 active cases in the period 1 September 2010 – 31 August 2011. These cases involved 29 staff members. There were 2 members of staff who have taken out two or more grievances in the period, 3 members of staff who have been subject to two or more disciplinary investigations (one of whom also submitted an allegation of bullying and harassment during a disciplinary investigation), and one member of staff who was subject to a disciplinary investigation, and also took out a grievance (although these two cases were unrelated).



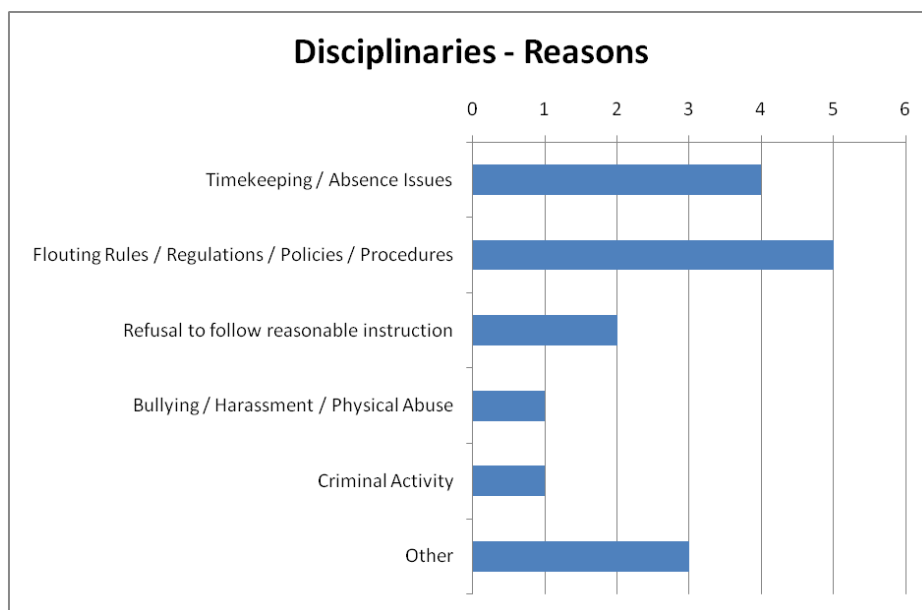
Currently casework is broken into four different types:

- Grievance
- Bullying & Harassment
- Disciplinary
- Capability

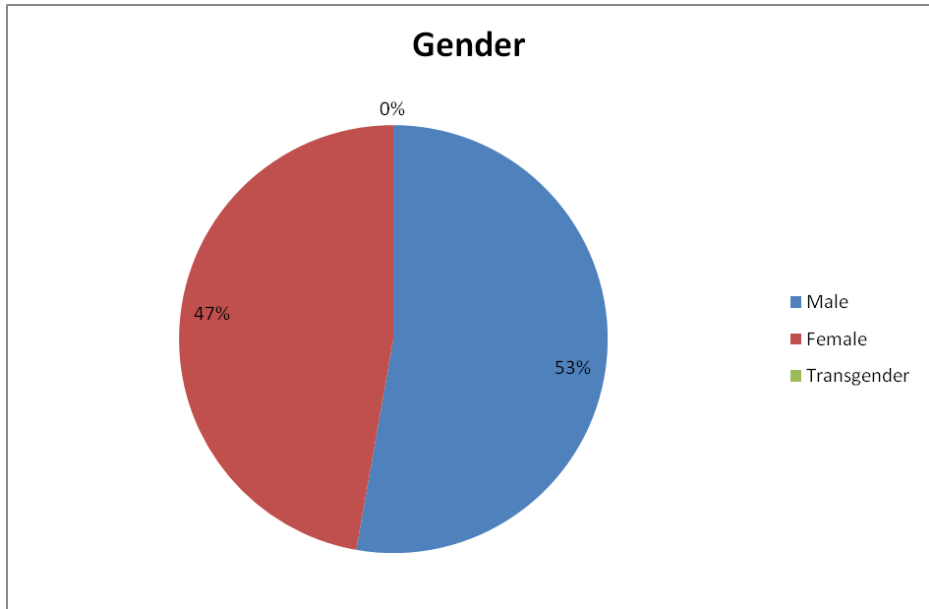
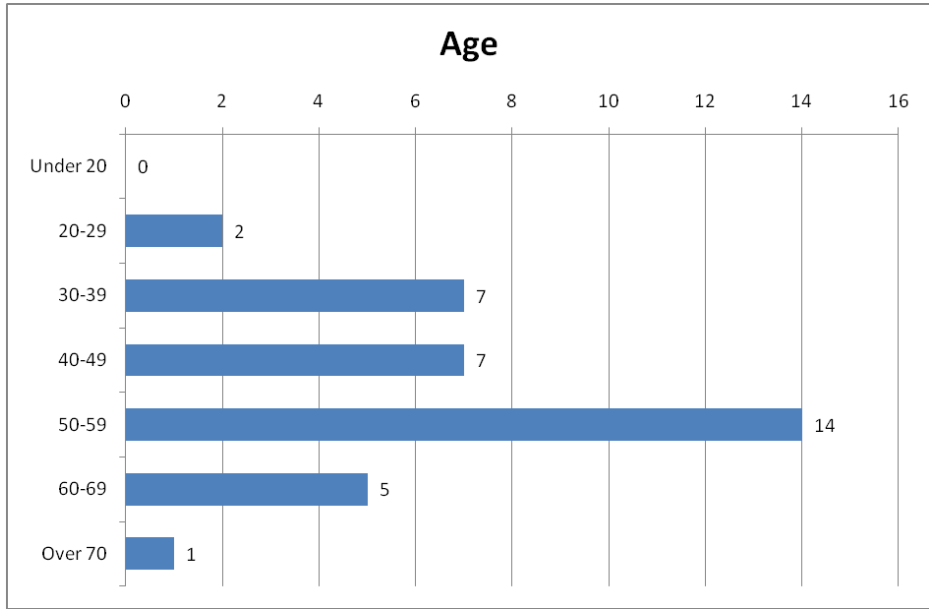
Within these, there are further sub-categories, which provide the reasons for the casework.

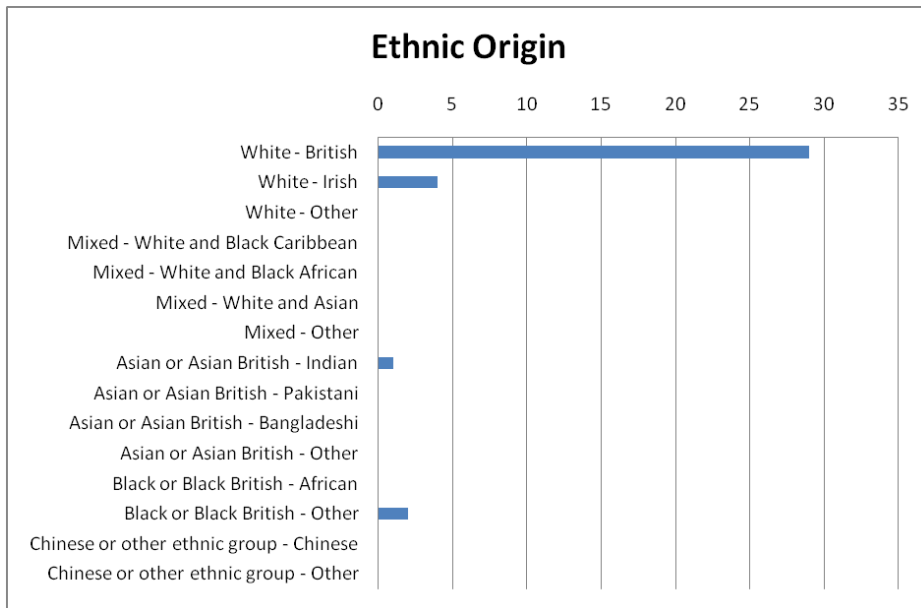


With regards to bullying and harassment casework, all 3 cases fall into the “Other” category and all were focussed on the perceived “bullying” behaviour of a colleague or supervisor.



There was only one case under the Capability policy and procedure, this was for the reason of a lack of competency when carrying out duties and responsibilities.

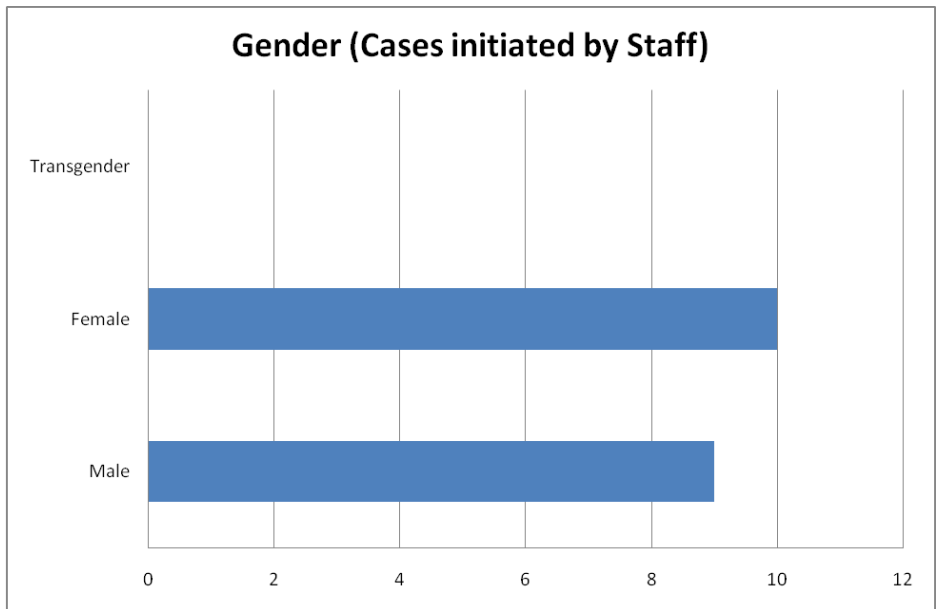
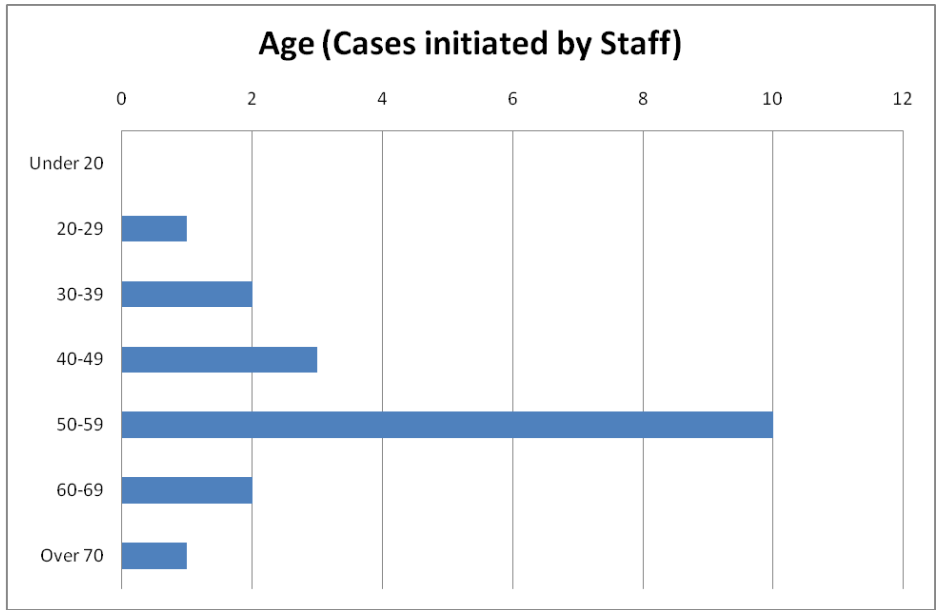


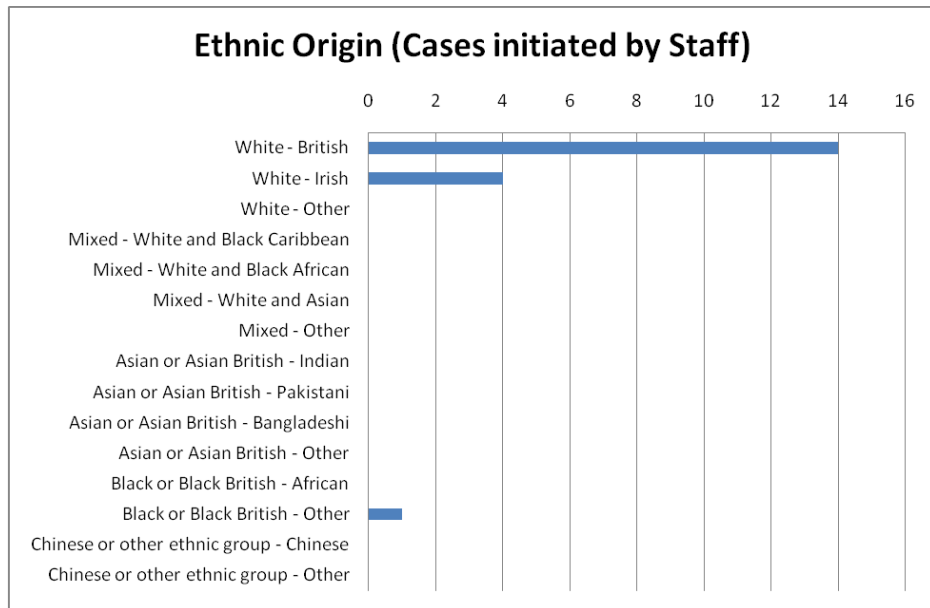


All of the casework involved members of staff who identify as “Not Disabled”.

Casework initiated by Member of Staff

There were 19 cases initiated by members of staff (Grievance and Bullying & Harassment).





Casework initiated by Management within the University

There were 17 cases initiated by members of staff (Disciplinary and Capability).

