



## **Gender Equality Scheme Report 2008**

### **1 Introduction**

In 2007 I welcomed the compilation of our Gender Equality Scheme and gave a commitment, that Loughborough University will support its principles and continue to work to implement them throughout the organisation.

Much has been achieved in a short time, and departments are to be congratulated on their commitment and efforts. This is an exciting time, with our Chief Operating Officer in post from October 2007 and a new HR Director joining in early summer 2008. They will help further our work in this area.

The Gender Equality Scheme (GES) details the different issues and priorities for women and men, setting out ways we will promote equality for staff, students and visitors. This dovetails with our University Strategy, which places equality and diversity as central to our core principles. The GES gives a clear direction and is helping us to continue to value our staff and students. The scheme will help us ensure we continue to provide a fair, supportive and cohesive environment that promotes equality of opportunity for staff and students and demonstrates our continued commitment to valuing equality and diversity.

The GES remains a key tool in our continuous effort to eliminate discrimination for women and men, and I am pleased that this report records significant progress.

I should like to thank everyone involved in continuing to promote the Gender Equality Scheme. **Professor Shirley Pearce, Vice Chancellor**

## **2 Loughborough University Gender Equality Vision**

All University staff, students, visitors and contractors are expected to treat women and men with equal respect.

The University encourages the development of an environment in which diversity is valued, this includes a commitment to prohibit discrimination on the grounds of Gender in all employment matters, to increase employment opportunities for women and men.

We will identify and respond to all forms of gender stereotyping, discrimination and sexism.

We will do this by setting key strategic objectives that will prioritise work in our three-year Gender Equality Action Plan. These are to:

- Identify the causes of and seek to close the gender pay gap.
- Develop nationally recognised good practice in relation to flexible working policies and work/life balance initiatives.
- Ensure that women and men can contribute and benefit from all our policies and services.
- Ensure both women and men have the opportunity to comment on any issue related to their gender that might affect the way we provide our services.

## **3 Background**

The Equality Act 2006 introduced the biggest change to sex discrimination law this country has seen for 30 years. The duty to promote gender equality is made up of two parts. The first part, or General Duty, requires the University to promote gender equality by:

- Eliminating unlawful discrimination based on gender
- Eliminating gender based harassment
- Promoting equality of opportunity between women and men in all functions

The second part or specific duty requires the University to:

- Prepare and publish a gender equality scheme
- Consider the need to include objectives to address the causes of any gender pay gap
- Gather and use information on how policies and practices affect gender equality in the workforce and in the delivery of services
- Consult stakeholders (i.e. employees, service users and others, including trade unions) to determine our gender equality objectives
- Assess the impact of current and proposed policies and practices
- Implement the actions set out in the scheme within three years
- Report against the scheme every year and review the scheme at least every three years

The [Gender Equality Scheme and Action Plan](#) was published in April 2007.

Once published the Gender Equality Scheme (GES) was distributed to the Equality and Diversity Co-ordinators. The Equality and Diversity Adviser discussed the GES with the Deans, a number of heads of departments and sections to clarify its purpose and offer assistance with drawing up local plans. Departments were encouraged to draw up their own action plans and some have done this.

For example, imago, (residential services), Media Services and Computing Services. Information of work undertaken since April 2007 was requested from Departments and Sections to be included in this report.

#### **4 Improvements One Year On**

This report describes how the University has made improvements over the last year. A considerable amount of work has been carried out in departments and sections. Examples of these activities are set out in the report and in Appendix C. Actions not completed are listed in Appendix D.

##### **i) Equal Pay Audit**

This was carried out in 2007. In order to monitor and review the impact of the new job evaluation based grading, an equal pay audit was carried out using pay rates on 3<sup>rd</sup> July 2007. It was conducted in line with the equal pay review guidance issued by the JNCHES (Joint Negotiating Committee for Higher Education Staff) in March 2002.

The audit did not show any significant discrepancies between women and men, no equal pay cases have been reported to Personnel Service and the trades unions have not reported any. However, in certain job families there is some occupational segregation, which will not be resolved until current employees leave their posts and it proves possible to recruit a more balanced workforce. In one job family there are males who have held traditional posts for many years and women are still unlikely to be found in those areas, for example, electrical supervisors. Further analysis is being carried out in one area on starting salaries, although these are predicated upon market rates.

##### **ii) Code of Practice - Transsexual People**

A Code of Practice covering Transsexual issues was drawn up in 2007 and is available on the website. This Code of Practice aims to increase understanding and awareness of the University's Policy on the employment of Transsexual people and outlines the legal framework.

The University recognises the strengths of a workforce made up of people from diverse backgrounds. It is keen to ensure that, wherever possible, posts are accessible to Transsexual people.

This is in keeping with anti-discrimination legislation and the Press for Change "Code of Practice on Transsexual People in the Workplace". The University

actively encourages non-discriminatory practices in the employment of Transsexual people.

The Code of Practice was consulted on and approved by the Equality and Diversity Sub Committee. Training will be offered on this during 2008 to ensure that staff are aware of the issues regarding transitioning, confidentiality and how and when to alter records.

### **iii) Gender Survey – February 2007**

#### **Staff Findings**

The survey was conducted to find out the views of staff and students at Loughborough University regarding Gender Equality, prior to the drawing up of the Gender Equality Scheme. Key findings for staff showed that almost 3/4 of respondents felt that the University is supportive of its staff, irrespective of their gender and more than half knew about flexible working, which is a very positive outcome.

However, there is a lack of knowledge of the work undertaken to progress gender equality, (16%) and of formal policies or action plans that support gender equality, (19%).

While 43% felt that the Senior Managers in the University are committed to achieving gender equality, this figure fell to 23% for all managers. Although 44% said they felt that “some” managers are committed to the equality agenda.

There was a belief, by 23% of respondents, that women are not fairly represented at senior levels. This is contrary to the equality monitoring figures for the last 4 years, which show a gradual increase of women in academic grades.

#### **Student Findings**

The results showed very positive outcomes with 87% stating they could fully participate in student life, 61% were very satisfied that academic programmes are not discriminatory, 54% were aware of the policy on sexual harassment and bullying, and 48% thought that the University is committed to achieving gender equality.

A fuller report of these findings can be seen at Appendices A and B.

### **iv) Consultation**

Focus Groups carried out in 2007 were chaired by Professor Shirley Pearce, the Vice Chancellor, Professor Kavanagh, Dean of Social Sciences and Professor Pat Carillo, Professor of Strategic Management in Construction.

In February 2008 there was another series of Gender Focus Groups and again staff and students were invited. These were Chaired by Professor Chris Backhouse, Director of Internationalisation Strategy and Ellie Casey, Human Resources Manager, (imago). The results from 2007 were circulated to the Women’s Staff Group who were invited to make comments.

The outcome was that it was felt to be too short a time to notice any major change. However, it was felt that there had been a shift in culture since the appointment of Professor Shirley Pearce as Vice Chancellor in 2006, and the new University Strategy, "Towards 2016," did not appear to have such a male image and talks about core values and the valuing of people.

Key perceptions focus around:

- Administration – dominated by women
- Overall Culture - very male
- Sports image – very male

Comments from the groups in 2007 and 2008 raise similar issues on what is needed for positive change for women and men. While some of the findings refer to the need for change for women, there are also suggested changes required for men, for example the request for information on issues of men's health. The issues are:

- Management Skills
- Flexible Working
- Promotion
- Appraisal
- Support
- Reward Review
- Senior Staff are predominantly male
- Mentoring
- Maternity Leave
- Men's health issues
- Student Issues - Concerns about images on the Student Union website and in the magazine

The Gender Equality Scheme took these findings into account. The new Corporate Group will be monitoring activity and making recommendations and setting priorities.

## **5 Examples of Actions Undertaken in Departments/Section**

### **i) Academic Registry**

It has been noted that the prevailing culture within this department is very inclusive and gender-sensitive with all members of staff being equally valued for their particular contributions.

### **ii) Widening Participation**

Over the course of the calendar year, a wide range of events have been delivered with the express aim of increasing participation amongst those social groups, where progression to higher education is below the national average. This includes:

- Ethnic minority groups (including the Widening Access Through Sport project for Muslim girls and young women;
- Boys and girls - some events are aimed specifically at one gender
- Mature learners (for example, ongoing support for Access students at Loughborough College including study skills; Mature Students Open Day, (November 2007)
- Care experienced young people (for example, HE Summer School for Looked After Young People - June 2007)

Over the course of the calendar year, the Widening Participation team has delivered many events to young people and mature students, including the following:

- 31 University Experience Days to pupils between Year 9 and 12 (approximately 1000 pupils beneficiaries)
- 5 Year 8 subject Taster events (approximately 100 school pupils in total)
- More than 10 talks in schools on the benefits of higher education, with input from current undergraduate students
- 9 Student Shadowing days (to approximately 100 pupils, Year 10 to 12)
- Over 20 subject specific taster days, including Science (Rocket Science, Paper Aeroplanes, Creating a Colourful Life), Engineering, Maths, English and Drama (over 560 pupils)
- 12 master-classes in a variety of subjects (over 350 pupils)
- Year 11 residential Summer School delivered to 60 young people from the East Midlands
- One 5 day Muslim Girls Summer School delivered to 14 girls and young women as part of the Widening Access Through Sports project
- Mature students Open Day to 45 prospective mature students (November 2007)
- LeicestHERday – Opening Doors Event, female students with an interest in Science, Technology or Engineering, (February 2008).

All events were evaluated positively by the majority of participating students and teachers. Impact on pupils tends to be long term and cumulative, so we strive to deliver our events in partnership with organisations, such as AimHigher, in order to ensure that all beneficiaries are part of a greater programme of outreach. This functions to maintain the impact.

At this time it is not possible to provide a summary of the impact on all these pupils, relative to their decisions about progressing on to higher education. In most cases, the beneficiaries are too young to have made decisions about their futures within a year of the activity.

We do measure the impact on attitudinal change, and feedback indicates very positive responses at the end of each event.

### **iii) IT Services**

To promote good practice in the gender equality delivery of IT Services an awareness campaign to promote gender equality at all levels within our department has been organised.

Best practice is being carried out across campus by staff via all of our services.

To promote the Equality and Diversity Co-ordinators to IT Services' staff all are E-mailed introducing Equality and Diversity Co-ordinators. Small leaflets are placed in staff areas as part of the awareness campaign.

#### **iv) Marketing and Communications**

There are some new initiatives underway in this department. Currently the Brand Development Programme is being set up. The research phase of this is being used to pick up staff feedback about the 'brand,' i.e. what is distinctive about Loughborough, staff perceptions and so on. The information from the Gender Focus Groups and surveys is being considered as part of this.

The Web Development Programme is looking to revitalise our website in that it will bring in more interactive components. This will also provide opportunities to showcase and profile students, (e.g. young women in science and engineering), using the technology to bring these case studies to life. A number of other publications produced by Marketing will carry appropriate material e.g. case studies in the Annual Report and key messages in the Strategic Plan to promote gender equality.

Our in house monthly publication, news@lboro, regularly features items promoting positive images of women staff and students.

#### **v) Personnel Services**

##### Harassment and Bullying

A Panel has been set up which deals with issues of harassment and bullying this is called Confide. In addition, a Confide Adviser and other Confide Contacts, have received training, in dealing with incidents of harassment and bullying.

These people are available to talk to any member of staff or student in confidence and will offer support, advice and assistance in seeking a satisfactory solution. They are willing to discuss any incidents or problems, no matter how serious or trivial they may seem.

To promote this service posters and contact cards are currently being designed that will be distributed across campus, raising the profile of Confide, but also advising staff of the fact that harassment and bullying is not tolerated on campus. Notices will be sent to the electronic notice boards regularly and articles sent to news@lboro periodically.

Drop in sessions have been arranged for staff to see a member of Confide. We have also had a special email address created for staff and students to use if they want to contact a member of Confide, (confide@lboro.ac.uk).

All staff are required to attend a one day training course before they can become a member of Confide. Regular meetings are held, speakers are invited to update on changes to policy, practice or to provide members with training in specific areas.

Each year all cases are monitored by gender and group (i.e. staff or student). Where patterns have been identified throughout the year, the Human Resources Working Group are asked to decide whether action is necessary.

Each year, a list of actions for the forthcoming year are identified as a result of cases dealt with the previous year and other initiatives. Figures for the year of these cases are low with slightly more women reporting incidents, whether staff or students, and slightly more men being highlighted as perpetrators. This information is reported to the Equality and Diversity Sub-Committee.

#### Keeping In Touch Scheme

We have published our Keeping In Touch Scheme for staff on maternity leave, as required by changes in legislation. This has been included in our e newsletter to Heads of Departments and Heads of Sections and may be viewed on the personnel services website:

<http://www.lboro.ac.uk/admin/personnel/maternity/maternity.html>

#### Personnel Services Website

The whole of the Personnel Services website has been put into a new clearer format. This now includes a number of positive images including some of women. Initially set up some years ago this has grown to encompass considerable amounts of information, consisting of 80 pages and mini-sites. Consequently, Equalities and Recruitment have separate links from the main page and these are more accessible and user friendly. The Equalities page currently highlights the Gender Equality Scheme and the Staff Equality Groups, there is still work to be done to include our positive policies and information in an easy to access format.

This initiative has involved a complete housekeeping exercise to ensure that all the information, including policies and practices, contain the correct details. However, there are a number that need to have a complete review and these will be prioritised for action over the next year.

#### Promoting Gender Equality

The Equality and Diversity Team have produced a Diversity Newsletter which sets out activities for the previous year and covers the 6 equality strands. Events are advertised on posters, leaflets and items are placed regularly on the University's e notice boards. These are also distributed by the Equality and Diversity Co-ordinators who display them in their departments.

The Personnel Department has instigated an electronic newsletter to highlight key issues to Heads of Departments and Sections.

## **vi) Professional Development**

All courses and programmes are open to both female and male members of staff.

The MOSAIC development programme, offered in partnership with Leicester University, was piloted during January/February/March 2007. MOSAIC is a 5 week personal and career development programme for staff working in Higher Education and is uniquely designed to develop individuals, whether female or male, within a single development course. It aims to help individuals achieve their potential and overcome barriers to success they may be facing. Overall positive evaluation by pilot delegates was received from both Loughborough and Leicester. Professional Development staff, both female and male, are now trained to deliver this programme. In the future, this activity is pending in lieu of possible Springboard/Navigator pilots, (see later).

A small scale 'executive coaching' pilot, run since Autumn 2007, is still underway. An initial impact assessment will be conducted shortly by an external consultant. We anticipate that 8 or 9 coachees will be involved in this evaluation. The coaching pilot has offered coaching to both female and male managers at various levels of their career.

The Director of Professional Development is a member of the Leadership Foundation's Diversity Advisory Group.

The Learning and Teaching Strategy indicates a commitment to diversity. Equality in the Curriculum, broader than gender, is offered within the 'New Lecturers' Programme and diversity issues are addressed throughout the programme.

The Recruitment and Selection training of panel members contains equality/diversity issues, including gender.

## **vii) Research Office**

The Research Office will undertake the following exercises during Spring 2008:

- Review of services to ascertain whether they need to be delivered differently to meet the needs of women and men.
- Monitoring the use of flexible working policies to ensure appropriate take-up.

## **viii) Social Sciences**

The last five academic appointments to lectureships have all been women.

## ix) Student Guidance and Welfare

- Careers Centre continues to check all vacancies published in its vacancy data base for equality issues, including those in light of the recent legislation on Age
- The Careers Centre is undertaking an analysis of the destinations of Loughborough graduates by gender, following a report published by the Association of Graduate Recruiters, which revealed that a lower proportion of female graduates are joining the traditional large recruiters
- The Disability Additional Needs Services has reviewed the gender balance of personal care volunteers, to ensure an equal gender balance, so that students may request a carer of a particular gender; they may also ask for an advisor of a particular gender, (important for students with certain disabilities)
- Recent analysis shows that although proportionately fewer male students use the Counselling Service compared to women, the service does in fact do well in reaching male clients in comparison with other Universities

## 6 Monitoring Data

### i) Staff Monitoring Figures

Data for statistical purposes is collected once a year in relation to gender under the following headings.

Staff Head Count  
Applicant Data  
Contract Type  
Full/Part-time Status  
Reward Review  
Academic Staff  
Reasons for Leaving  
Length of Service

A report is published on the Personnel Services website annually. Figures have been published since 2003. The report for 2007 can be found at:

<http://www.lboro.ac.uk/admin/personnel/documents/EDStatReport2006-07Final.pdf>

The total number of staff employed at Loughborough University on 1<sup>st</sup> April 2007 was 3034, 1501 = females 1533 = male. Thus, 49.42% of staff are female, showing a decrease of less than 1% from the previous year.

The proportion of all staff that work part time is 35.52%. Of those who work part time around three quarters are women. This figure has been almost constant for the last five years.

Women are heavily represented in the Administrative Services family, (formerly Clerical, Secretarial and Ancillary grade), and Operational Services family, (Weekly), (formerly Manual and Domestic grade).

#### **ii) Job Applicants**

Of those who have declared their gender, the percentage of female applicants in 2007 fell from 34.3% to 31.4%.

#### **iii) Full/Part-time Status**

For women on fixed-term contracts there was an increase of just over 1% from 19.52% in 2006 to 20.78% in 2007.

#### **iv) Reward Review**

Reward Review is a process which confers monetary awards on staff who meet specific criteria. This process is also used to promote staff to Senior Lecturer positions.

Reward Reviews has been carried out twice a year and figures have been collected from Autumn 2006. These show there were 156 applications of which 15 were unsuccessful. There were 70 successful females, (7 unsuccessful) and 69 successful males (8 unsuccessful). There were 4 self submissions, none of which were successful. For the first time Team Awards were made and all of these were successful, due to the number of people involved the equality data was not collected on these.

#### **v) Promotion**

There has been a steady increase in the number of women being promoted to lecturer and professor positions. Our figures show that since 2004 there has been an increase in the number of female professors from 9.40% to 12.09%, female Senior Lecturers from 17.28% to 21.84%, female lecturers from 29.06% to 33.84%, (Appendix E). During the period January 2007 – January 2008 there were 23 applicants for promotion to Senior Lecturer, 17 were successful, of these there were 3 females and 14 males. The number of female professors, as at the 2nd April 2007, is 12.2% of all professorial staff.

These figures exceed those quoted from the Higher Education Statistics Agency, as reported in the Times Higher Education on 28<sup>th</sup> February 2008, which show that nationally female academics increased in all grades from 41.9% - 42.3%, (0.4%) in 2006–7. At Loughborough this percentage is 0.77% for the same period for female professors only.

## **7 Job Evaluation**

The University's Human Resource Strategy includes a commitment to introduce new, institution wide, Job Evaluation arrangements. Personnel Services has worked in consultation with Trade Unions and has trained panel members to evaluate jobs. This process was completed early in 2007.

This introduced the concept of 'job families' to support the pay structure. A job family is a group of roles that is similar in character, where the role holders are engaged in broadly similar work, or have broadly similar objectives. It describes career groups at a number of different levels, reflecting differences in grades. All the job families are underpinned by the same job evaluation methodology.

The University has seven different job families:

Administrative Services (Grades 1 - 5)  
Management and Specialist (Grades 6 - 9)  
Operational Services (Grades 1 - 5)  
Research (Grades 5 - 9)  
Research and Teaching (Grades 5 - 9)  
Teaching and Scholarship (Grades 6 - 8)  
Technical Services (Grades 2 - 6)

All posts within the University have been assigned to a job family and a grade within the job family. All new posts are evaluated to determine the appropriate job family and grade.

## **8 Student Monitoring Figures**

The figures for students at Loughborough University show that more females are admitted than males, this has been the case for the last three years. This is the case for both home and international students.

## **9 Impact Assessment**

This will be incorporated into an overall Equality Impact Assessment process. This will build on work carried out on Race and cover other equality strands, including Gender. The new Corporate Equality Steering Group will be organising these.

## **10 Conclusions from Information Gathering**

There appears to be a gradual increase in the numbers of women in senior grades, particularly in Support Services and a definite increase in women in all lecturer grades.

Further analysis needs to be carried out and comments need to be considered from the Focus Groups, where there was a call for more to be done on promotion, appraisals, mentoring and so on.

The Student Experience at Loughborough is one that is value and recognised by students however, more information needs to be gathered on the effectiveness of services and what is provided for students.

## **11 Future Developments**

Currently under consideration for possible future developments are:

Mentoring schemes; either for all staff, and/or for specific groups, e.g. women academics; new international staff; those people new to management;

Continuation of the availability of Coaching; confidential 1:1 Support and development for both women and men.

Pilot Springboard programme; well established in other institutions, Springboard is a single gender personal and career development programme for women.

Pilot Navigator programme; well established in other institutions, Navigator is a single gender personal and career development programme for men.

Promotion initiatives are offered equally to women and men in particular staff groups, but there are imbalances between staff groups. Academic staff, for instance, can have study leave but this does not apply to all staff groups. Promotion for academic staff is dependent upon meeting specific criteria. Promotion for other staff depends upon the creation of a post at the higher level.

## **12 Actions Not Completed**

The outstanding actions points may be seen at Appendix D.

The Corporate Equality Group is currently being set up and will undertake the role of monitoring, reviewing current work and setting new priorities in the near future. This will include a re-ordering of outstanding actions.

The continuing relevance of items within the Action Plan will also be reviewed, after the appointment of the Director of Human Resources, in the summer of 2008.

## **13 Challenges to Developing the Action Plan**

There have been a number of priorities that the University has needed to deal with over the last year, which have competed for priority in departments with the gender equality work. This has included the nationally instigated Research Assessment Exercise which required substantial resource to be dedicated in all academic departments and in some support services. In addition, specific learning from the Gender Equality work would suggest:

- 1 The need for a Gender Champion to drive the scheme forward.
- 2 There is a general issues about the need for appropriate resources and funding to drive the scheme forward.

- 3 Focus groups and a survey were carried out when the scheme was being formulated. However, more needs to be done to consult with staff, students and other stakeholders.

## **14 Conclusions**

The University has been working positively on gender issues for some time, there is a considerable amount of effort being put into delivering this agenda. This was recognised when the 2003 Royal Society Athena Award was given to Loughborough University by the Equality Challenge Unit, (ECU), for a decade of work in embedding gender equality and diversity. The Athena Swan Charter was launched in Summer 2005 and Loughborough is a founder member. A University wide Staff Group for Women was also established in 2005.

While it can be demonstrated that Loughborough University has taken considerable positive steps to deliver the gender scheme, more needs to be done to measure the impact of this work. More consultation work needs to be carried out to ascertain the impact of the actions being carried out.

A senior manager, currently the Chief Operating Officer, has been identified to take overall responsibility for co-ordinating and delivering the GES scheme.

The current Impact Assessment process is being looked at with a view to bringing the different equality strands together to ensure this is more efficient.

Many departments have been working on actions from the corporate GES but few have produced their own plans. More work needs to be done to raise awareness of what is required from departments, with regard to drawing up action plans, sharing good practice and the need to put monitoring processes into place.

## **15 Recommendations for Action**

In considering the outcomes of this report a number of other actions are to be considered. This will start with reprioritising the action plan.

1. A key requirement is to ensure every department/section has its own plan or is mainstreaming equality actions in existing plans.
2. A review of work undertaken needs out be carried out.
3. The Gender Equality Scheme needs to be revised to include actions not carried out in year one and re prioritise projected actions for year two.
4. Resources, including costings to be linked to the actions.
5. Appropriate resources and funding to be found to deliver these.
6. Set up Action Planning Workshops to ensure HODs and HOSs are fully aware of their role and responsibilities, to share good practice and measure progress.
7. Focus groups need to be set up to consult with staff, students and other stakeholders to ascertain the impact and effectiveness of the scheme. Other methods of determining impact need to be considered e.g. customer surveys.

Lesley Mansell, Equality and Diversity Adviser, April 2008

## **Appendices**

### **Appendix A**

Gender Survey and Focus Groups Findings – February 2007

### **Appendix B**

Focus Group Comments February 2008

### **Appendix C**

Work Completed Loughborough University Gender Equality Scheme Action Plan 2007 – 2010

### **Appendix D**

Work To Be Completed Loughborough University Gender Equality Scheme Action Plan 2007 – 2010

### **Appendix E**

Percentage figures for women and men in all academic grades. 2004 - 2007

## **Acknowledgements**

Sheralyn Bland – Focus Group Information  
Elaine Leadley-Jackman- Student Statistics  
Kokila Mistry – Staff Statistics

## **Appendix A**

### **Gender Survey and Focus Groups Findings – February 2007**

The survey was conducted to find out the view of staff at Loughborough University regarding Gender Equality prior to the drawing up of a Gender Equality Scheme.

#### **Staff February 2007**

##### **Extract from results**

From a total of 334 staff members who completed the survey 319 (96%) gave details of their gender. 15, (4%) declined to give this information.

Of these 193 (58%) where female; 126 (38%) where male; 15(4%) did not say.

Each question can also be broken down into response by gender.

#### **Key Findings - Gender Equality Survey 2007**

##### **Staff Responses**

54% - feel included in the University  
72% - University is supportive of staff  
58% - know about flexible working  
51% - aware of equality training  
43% - Managers committed to achieving gender equality

32% - equality in access to training and development  
23% - women are not fairly represented at senior levels  
23% - aware of initiatives available which support staff development  
19% - flexible working is accepted and valued

The results showed that 72% felt that the University is supportive of its staff, irrespective of their gender. 58% of respondents know about flexible working, which is a very positive outcome.

However, there is a lack of knowledge of the work undertaken to progress gender equality (16%) and of formal policies or action plans that support gender equality, (19%).

While 43% felt that Managers in the University are committed to achieving gender equality at the most senior level, this figure fell to 23% for all managers. Although 44% said they felt that “some” managers are committed to the equality agenda.

There was a belief by 23% of respondents that women are not fairly represented at senior levels. The equality monitoring figures for 2007 show that women in academic grades are increasing slightly between 2006 – 2007.

Academic Grades (2006)	Academic Grades (2007)
<b>35.29% Lecturer Grade A</b>	<b>42.50% Lecturer Grade</b>
<b>32.38% Lecturer Grade B</b>	<b>33.84% Lecturer Grade B</b>
<b>20.97% Senior Lecturer</b>	<b>21.84% Senior Lecturer</b>
<b>11.38% Professorial Grade</b>	<b>12.09% Professorial Grade</b>

The lack of knowledge or understanding of the work that is being undertaken may well be leading to the perception about the amount of commitment by managers.

### **Students February 2007**

#### **Extract from results**

- 404 Students Took Part
- 211 (52.2%) female
- 180 (44.6%) male
- 1 ( 0.2%) trans
- 12 (3.0%) did not say

Each question can also be broken down into response by gender.

### **Key Findings - Gender Equality Survey – Students 2007**

- 87% - feel can fully participate in student life
- 87% - student life been free of gender discrimination
- 61% - very satisfied that academic programme not discriminatory
- 54% - aware policy on bullying and sexual harassment
- 48% - the University is committed to achieving gender equality

The results showed largely very positive outcomes. Less positive results showed:

16% - aware of initiatives to support development for students

5% - aware of any events to help raise awareness of gender equality

However, there is a lack of knowledge of the work undertaken to progress initiatives to support development for student, and a mere 5% were aware of any events to help raise awareness of gender equality. This indicates the need to look at what is available and how this is publicised.

The lack of knowledge, or understanding of the work that is being carried out, does not seem to affect perceptions that Loughborough University is free of gender discrimination which is to be applauded.

### **Key Findings - Focus Groups**

The Focus Groups include students, who were in lower numbers. They were asked what their perception of the image of Loughborough University is and the following were recorded.

- Administration – dominated by women
- Culture - Very male
- Sports image
- FHM – Offensive – Projects wrong image
- Reward Review Committee mainly males
- Trans issues – Student Union encourage

They were asked what is needed for positive change for women and men.

- Recognise team work/administration work
- Need for Effective Reward Scheme
- Need to Value staff and students
- Need Appraisal – Feed back
- Need for structure and staff development
- Mentoring for Research Staff
- Maternity leave detrimental to Academic careers
- Initiatives on Men's health

The Gender Equality scheme took these finding into account. This will be reviewed on an annual basis.

## **Appendix B**

### **Focus Group Comments February 2008**

#### **Management Skills**

The university does not utilise female skills e.g. team building, communications, long term planning etc.  
Need for more management training to develop their skills  
Good managers should be mentoring others.

Job description does not reflect all skills needed at top.

#### **Flexible Working**

This should be more flexible especially for Support Services staff.  
More information needs to be disseminated on this.

Flexible working should not be a barrier to promotion.

#### **Promotion**

There is a need for a clear promotion pathway especially for non Academic staff.

#### **Staff Development**

There is a need for more organisation, with clear direction on which training to undertake.

Professional Development have good courses, but there should be a printed programme.

Few opportunities to talk about needs, mentoring needed.

#### **Appraisal**

There is a need to measure skills, offer appraisals to identify where further training may be needed to ensure that staff have the skills for the job.

Need meaningful appraisal with a good measurement criteria

International staff – Tremendous resource and potential, however, lose confidence quickly, need inspirations.

There is a lack of female applicants for non-traditional jobs.

## **Support**

There was felt to be a lack of support for Senior Staff, including new staff

Female staff – Limited information on schools etc

Insider Knowledge – Not all written down, more transparency needed.

FAQ's website

## **Reward Review**

This process needs looking at as it is felt that the criteria are unclear and it is slanted towards certain academic groups, research not teaching.

It is possible to excel in only one part of your job to get a reward review but this does not cover managing.

## **Senior Staff**

The perception is that senior staff are still predominantly male.

## **Student Issues**

Undergrads do not feel discriminated against but there are different opinions from international students

Concerns were raised about the objectification of women in the Student Union magazine.

**Appendix C: Work Completed Loughborough University Gender Equality Scheme Action Plan 2007 – 2010**

<b>Main Objective</b>					
Ensure that Gender Equality is embedded and throughout all policies and processes of the university.					
To promote equality of opportunity between women and men in all of the university functions.					
To eliminate unlawful discrimination on the basis of gender					
<b>A Policy Development</b>					
<b>Number</b>	<b>Action</b>	<b>Outcomes &amp; Milestones</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Comments</b>
A1	Implement Gender Equality Scheme	Equality Scheme in place and published  Good practice in place and continued	2007-2010  Ongoing	Director Personnel	GES Published April 2007.  Distributes to depts. asked to write own action plan.
A2	Establish a gender equality working group to promote, monitor and review GES and action plan.	Promote GES and Action Plan  Review action plan  Report of progress	2007 – 2010  Annually  3 x per year	E & D Sub Committee	Currently being set up, will include other equality strands.  Report of progress given to E & D Sub Com.

A3	Consult with key stakeholders regarding the GES and action plan to ensure gender equality objectives are appropriate and relevant	Establish Staff/Student/User Satisfaction survey Improve services Increase knowledge of stakeholders views	Autumn 2007  Ongoing	Director Personnel Chief Operating Officer E & D Adviser	Focus Groups organised and staff invited out comment elsewhere
A4	Establish procedures and guidelines to ensure gender equality in all parts of the organisation	Investigate committee membership Monitor progress	September 2007  Annually	Director Personnel Chief Operating Officer	Senior committees checked for membership by gender.
A5	Build gender equality into all managers' performance goals	Conduct training needs analysis of managers  Produce rolling training programme for new and existing managers.	2007 and Annually  2007 and Annually	Deans Chief Operating Officer Director Professional Development	Long term work is underway in line with the University Strategy on this.
A6	Build a specific 'equalities implications' section into all committee proposals, including gender, and provide a guide for report-writers	Mainstreaming of gender issues Increase awareness of gender issues. Training and guide for managers, committee secretaries and report writers	2007  Ongoing  2007	Chief Operating Officer  E & D Adviser	Being considered.
A7	Assess the impact of current policies and practices on gender equality and develop	Embed Gender Equality into all policies and	2007 - 2010	Director Personnel Chief Operating Officer	Single Equality Policy almost complete

	actions	practices Training for managers/E & D Co-ordinators on Gender Impact Assessments Revise Gender Equality Scheme	December 2007 December 2008	E & D Adviser to co-ordinate	covering all strands. All policies and practices regularly updated to meet requirements of legislation.
A8	Ensure Gender Equality impact assessments are carried out on new policies and proposals and whenever a change is being made, and keep a central record (as part of equalities impact assessments)	Embed Gender Equality in all policies and practices. Regularly review processes and guidelines Meet all legislative requirements	2007 -2010  Annually  Ongoing	Director Personnel E & D Adviser to co-ordinate	Set up scrutiny and monitoring arrangements E & D Sub Committee to review
A9	Promote Equal Pay Policy	Carry out Equal Pay Audit Ensure transparency in pay and grading and that this remains free of gender bias	Summer 2007 then every 3 years	E & D Adviser	Equal Pay Audit carried out. Further analysis ongoing.
A10	Ensure gender equality is promoted to new staff/students	Induction programmes and information for new staff/students to include Gender Equality Continue with awareness raising	2007 and ongoing	Director Professional Development  Academic Registrar E & D Adviser	Gender Equality included in induction programmes

A11	Promotion of initiatives that support development of women and men e.g. career breaks, mentoring, flexible working etc.	Identify initiatives and promote through training, policy development and profiling initiatives	2007 and ongoing	Director Professional Development E & D Adviser	'Executive coaching' pilot, run Autumn 2007, plus MOSAIC development programme
A12	Include training on gender equality as an integral part of the organisation's Learning and Teaching Strategy	Review current E & D training to ensure it meets the gender duty and legislation.  Staff have skills to meet the duties more effectively	Autumn 2007  Ongoing	Director Professional Development	Learning and Teaching Strategy contains commitment to diversity. Equality in the Curriculum, broader than gender is offered within the New Lecturers' Programme, diversity issues addressed throughout the programme.
A13	Continue to train recruitment and selection panel members on equality/diversity issues including gender	Review current training  Raise awareness of panel members	2007 and ongoing  Ongoing	Director Professional Development	Training of panel members contains equality/diversity issues, including gender.

**Main Objective****Ensure that Gender Equality is promoted within the decision making processes of the university.****B Decision-Making and Engagement**

<b>Number</b>	<b>Action</b>	<b>Outcomes &amp; Milestones</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Comments</b>
B1	Ensure gender equality is included in contracts and procurement policies, and that they are monitored	Update procurement policies and tender documents Review policies and procedures	Autumn 2007 Ongoing	Purchasing Manager	Policy and process in place to ensure suppliers meet University equality policy
B2	Review and enhance existing management information systems to ensure they capture of gender-related data	Establish process to monitor Review progress	Autumn 2007 Annually	Director Personnel Academic Registrar	Data captured for staff and students.
B3	Review impact of current consultation methods to assess if they deliver representation from women and men, and take action to address under-representation	Establish satisfaction surveys for staff, students and service users Review feedback from staff, students and service users Complaints procedure in place and process reviewed Implement	Autumn 2007 Annually Autumn 2007	Director Personnel Chief Operating Officer Academic Registrar	Staff Survey currently being devised

		recommendations from audits and impact assessments	Ongoing		
B4	Regularly and widely disseminate progress and news about gender equality/diversity plans and achievements internally and externally (e.g. through networks, annual report etc.)	Set up communications strategy  Identify different ways to communicate policies, progress, case studies, etc.  Promote good practice on gender equality	Autumn 2007	Director Communications  E & D Adviser	New initiatives underway.  Various methods used to disseminate news and progress
B5	Consider the identification of a Gender Equality/Diversity Champion to promote and support the GES and action plan	Formal event to launch GES and action plan, and named champion	July 2007	VC	E & D Sub Committee agreed Chief Operating Officer to take on this role.
B6	Consider the appointment of an external expert to monitor the University's progress against the action plan each year, and the review every three years	Carry out audit of gender equality work, set up focus groups of staff and students assess  Gain more complete picture of gender issues and effectiveness of Action Plan	Autumn 2007  Annually	Director Personnel E & D Adviser	

<b>B7</b>	<b>Regularly monitor the take-up of the schemes and programmes available that support women's and men's development</b>	Report to be given of audit and outcomes to E & D Sub Committee  Identify how to increase take up of these	Autumn 2007 and annually	Director Personnel Director Professional Development	Ongoing
<b>B8</b>	<b>Monitor compliance with the 'equalities implications' section in all committee reports</b>	Set up monitoring process Report to E & D Sub Committee	Autumn 2007  Annually	Chief Operating Officer  E & D Adviser	
<b>B9</b>	<b>Raise awareness of harassment, including sexual harassment, and bullying from women and men and take action as required (for both staff and students)</b>	Review training for volunteers and publicity to staff and students.  Monitor by gender and investigate issues raised.	Annually  Annually	Confide co-ordinator	Ongoing work by Confide Co-ordinator

**Main Objective**

**To ensure that staff are not disadvantaged in employment practices due to their gender.**

**To eliminate harassment for women and men.**

**C Employment**

<b>Number</b>	<b>Action</b>	<b>Outcomes &amp; Milestones</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Comments</b>
<b>C1</b>	<b>Regularly monitor the take-up of training and development by Gender and job family</b>	Prepare report of take up and send to E & D Sub Committee  Identify how to increase take up of training	Autumn 2007 and Annually  Ongoing	Director Professional Development	We monitor take-up, but not in a way that would generate accurate information about gender-participation rates by staff group. Ways of generating relevant data are currently being explored.
<b>C2</b>	<b>Ensure promotion process is free from gender discrimination</b>	Regularly monitor promotion rates by Gender	Autumn 2007 and annually	Director Personnel	

C3	<b>Ensure selection of staff for RAE 2008 is free of gender bias</b>	Monitor selection of staff in line with RAE Code of Practice	Submission closing date 30.4.2007  Closing date for publications 31.12.2007	PVC(Research)	
C4	Review collection of Equality monitoring data and results by Gender	Ensure reports are accessible.  Raise awareness of trends.	Autumn 2007  Annually	E & D Adviser	Carried out annually and reported to E & D Sub Committee
C5	<b>Monitor the take-up of flexible working and other schemes and initiatives to support employees with caring responsibilities (e.g. paid paternity leave, enhanced parental leave) by Gender</b>	Investigate how flexible working is contributing to the success of the organisation and take action, if appropriate	Autumn 2007 and Annually	Director Personnel E & D Adviser	
C6	Make an assessment of the impact flexible working has on the organisation (e.g. in terms of employee satisfaction, staff turnover, absence rates, productivity etc.)	Set up monitoring process and report to E & D Sub Committee	Autumn 2007 Annually	Director Personnel E & D Adviser	

C7	Produce a good practice guide on the recruitment and/or employment of transgender people	Policy and Guide in place.  Training provided and policy development	December 2007  2008 and ongoing	Director Personnel E & D Adviser	Good practice Guide Published August 2008
C8	Regularly monitor redundancy rates by Gender	Report to be compiled	Autumn 2007 and Annually	Director Personnel	There were very few redundancies over of these 43% were female
C9	Regularly monitor grievances and disciplinary rates by gender	<b><i>Identify a process for the collecting of the information</i></b>  Report to be compiled once a year for E & D Sub Committee  Improve awareness of gender equality issues  Identify issues and look for ways forward.	Annually  Ongoing	Director Personnel	

C10	Monitor Exit Interviews to find out reasons why staff and leave the organisation, and take the appropriate action	Report to be compiled once a year HRWG Examine issues raised and make recommendations	Autumn 2007  Annually	Director Personnel	
<b>C11</b>	<b>Regularly monitor attendance at equality/diversity training at senior levels</b>	Report to be compiled once a year E & D Sub Committee	Annually	Director Professional Development	
C12	Regularly monitor the progress managers are making against gender equality goals	Report to be compiled once a year E & D Sub Committee	Annually	Director Personnel Deans Chief Operating Officer	
C13	Obtain regular feedback on the organisational climate for gender equality from all employees/students	Staff/student survey Focus Groups and consultation	Annually	Chief Operating Officer	Focus Groups held for staff/students. Staff survey being considered.
C14	Obtain an understanding of the reasons where the take-up by women and men of schemes/initiatives to support gender equality/diversity (e.g. women's and men's development programmes, flexible working, carer support etc.) is low	Set up monitoring process  Monitor for good practice and make recommendations	Autumn 2007  Annually	Director Personnel Chief Operating Officer Director Professional Development	There is a disproportionately high take-up by women on initiatives offered. . Where possible we try to ensure that all groups are exposed to male presenters.

<b>Main Objective</b>					
<b>Ensure that students are not discriminated against during the admissions and enrolment processes of the university on the basis of their gender</b>					
<b>D Student Service Design and Delivery</b>					
<b>Number</b>	<b>Action</b>	<b>Outcomes &amp; Milestones</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Comments</b>
<b>D1</b>	<b>Monitor student admissions to programmes across the University by gender and publish this information on the website</b>	Review admissions process to ensure gender issues are included Set up monitoring process Student Diversity Working Group to consider outcomes and recommendations	Autumn 2007  Autumn 2007  Annually	Academic Registrar	More female students admitted than male, home and international  Figures published on website and in student statistics handbook
D2	Identify why students leave and take the appropriate action	Report to be compiled once a year for Student Diversity Working Group Examine issues raised and make recommendations	Autumn 2007  Annually	Academic Registrar	
<b>D3</b>	<b>Raise awareness of student development e.g. study support and other initiatives</b>	Establish promotion process for all new and current students Review	Autumn 2007  Annually	Pro Vice Chancellor Teaching	

Lesley Mansell, Equalities and Diversity Adviser

**Appendix D: Work To Be Completed Loughborough University Gender Equality Scheme Action Plan 2007 – 2010**

<p><b>Main Objective</b></p> <p><b>Ensure that Gender Equality is embedded and throughout all policies and processes of the university.</b></p> <p><b>To promote equality of opportunity between women and men in all of the university functions.</b></p> <p><b>To eliminate unlawful discrimination on the basis of gender</b></p>					
<p><b>A Policy Development</b></p>					
Number	Action	Outcomes & Milestones	Timescale	Responsibility	Comments
A6	Build a specific 'equalities implications' section into all committee proposals, including gender, and provide a guide for report-writers	Mainstreaming of gender issues Increase awareness of gender issues. Training and guide for managers, committee secretaries and report writers	2007 Ongoing 2007	Chief Operating Officer E & D Adviser	Being considered.
A8	Ensure Gender Equality impact assessments are carried out on new policies and proposals and whenever a change is being made, and keep a central record (as part of equalities impact assessments)	Embed Gender Equality in all policies and practices. Regularly review processes and guidelines Meet all legislative requirements	2007 -2010 Annually Ongoing	Director Personnel E & D Adviser to co-ordinate	Setting up group to scrutinise and monitor arrangements E & D Sub Committee to review

**Main Objective****Ensure that Gender Equality is promoted within the decision making processes of the university.****B Decision-Making and Engagement**

<b>Number</b>	<b>Action</b>	<b>Outcomes &amp; Milestones</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Comments</b>
<b>B6</b>	<b>Consider the appointment of an external expert to monitor the University's progress against the action plan each year, and the review every three years</b>	Carry out audit of gender equality work, set up focus groups of staff and students assess  Gain more complete picture of gender issues and effectiveness of Action Plan	Autumn 2007  Annually	Director Personnel E & D Adviser	
<b>B8</b>	<b>Monitor compliance with the 'equalities implications' section in all committee reports</b>	Set up monitoring process  Report to E & D Sub Committee	Autumn 2007  Annually	Chief Operating Officer  E & D Adviser	

<b>Main Objective</b>					
<b>To ensure that staff are not disadvantaged in employment practices due to their gender.</b>					
<b>To eliminate harassment for women and men.</b>					
<b>C Employment</b>					
<b>Number</b>	<b>Action</b>	<b>Outcomes &amp; Milestones</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Comments</b>
<b>C2</b>	<b>Ensure promotion process is free from gender discrimination</b>	Regularly monitor promotion rates by Gender	Autumn 2007 and annually	Director Personnel	
<b>C3</b>	<b>Ensure selection of staff for RAE 2008 is free of gender bias</b>	Monitor selection of staff in line with RAE Code of Practice	Submission closing date 30.4.2007  Closing date for publications 31.12.2007	PVC(Research)	
<b>C5</b>	<b>Monitor the take-up of flexible working and other schemes and initiatives to support employees with caring responsibilities (e.g. paid paternity leave, enhanced parental leave) by Gender</b>	Investigate how flexible working is contributing to the success of the organisation and take action, if appropriate	Autumn 2007 and Annually	Director Personnel E & D Adviser	

C6	Make an assessment of the impact flexible working has on the organisation (e.g. in terms of employee satisfaction, staff turnover, absence rates, productivity etc.)	Set up monitoring process and report to E & D Sub Committee	Autumn 2007 Annually	Director Personnel E & D Adviser	
C9	Regularly monitor grievances and disciplinary rates by gender	<b><i>Identify a process for the collecting of the information</i></b>  Report to be compiled once a year for E & D Sub Committee  Improve awareness of gender equality issues  Identify issues and look for ways forward.	Annually  Ongoing	Director Personnel	
C10	Monitor Exit Interviews to find out reasons why staff and leave the organisation, and take the appropriate action	Report to be compiled once a year HRWG  Examine issues raised and make recommendations	Autumn 2007  Annually	Director Personnel	
C11	<b>Regularly monitor attendance at equality/diversity training at senior levels</b>	Report to be compiled once a year E & D Sub Committee	Annually	Director Professional Development	
C12	Regularly monitor the progress managers are making against gender equality goals	Report to be compiled once a year E & D Sub Committee	Annually	Director Personnel Deans Chief Operating Officer	

<b>Main Objective</b>					
<b>Ensure that students are not discriminated against during the admissions and enrolment processes of the university on the basis of their gender</b>					
<b>D Student Service Design and Delivery</b>					
<b>Number</b>	<b>Action</b>	<b>Outcomes &amp; Milestones</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Comments</b>
D2	Identify why students leave and take the appropriate action	Report to be compiled once a year for Student Diversity Working Group Examine issues raised and make recommendations	Autumn 2007 Annually	Academic Registrar	
D3	<b>Raise awareness of student development e.g. study support and other initiatives</b>	Establish promotion process for all new and current students Review	Autumn 2007 Annually	Pro Vice Chancellor Teaching	

Lesley Mansell  
Equalities and Diversity Adviser

## Appendix E

The following show the percentage figures for women and men in all academic grades. In 2006 these were retitled in the new job evaluation scheme.

<b>2004</b>	<b>Academic Grades (total 562 Academic Staff)</b>			
	<b>ATLA</b>	<b>ATLB</b>	<b>ATSL</b>	<b>ATPROF</b>
<b>Male</b>	63.16%	70.94%	82.72%	90.60%
<b>Female</b>	36.84%	29.06%	17.28%	9.40%
<b>BME</b>	5.26%	8.37%	8.90%	5.37%
<b>Disability</b>	0	2.96%	1.57%	1.34%

<b>2005</b>	<b>Academic Grades (total 573 Academic Staff)</b>			
	<b>ATLA</b>	<b>ATLB</b>	<b>ATSL</b>	<b>ATPROF</b>
<b>Male</b>	59.09%	67.29%	81.67%	89.81%
<b>Female</b>	40.91%	32.71%	18.33%	10.19%
<b>BME</b>	18.18%	7.94%	10.00%	5.73%
<b>Disability</b>	0	2.34%	1.67%	2.55%

<b>2006</b>	<b>Academic Grades (total 580 Academic Staff)</b>			
	<b>RT6</b>	<b>RT7</b>	<b>RT8</b>	<b>ATPROF</b>
<b>Male</b>	64.71%	67.62%	79.03%	88.62%
<b>Female</b>	35.29%	32.38%	20.97%	11.38%
<b>BME</b>	23.53	10.00	8.06%	8.38%
<b>Disability</b>	0	1.90%	1.08%	2.40%

<b>2007</b>	<b>Academic Grades (total 626 Academic Staff)</b>			
	<b>RT6</b>	<b>RT7</b>	<b>RT8</b>	<b>ATPROF</b>
<b>Male</b>	57.50%	66.16%	78.16%	87.91%
<b>Female</b>	42.50%	33.84%	21.84%	12.09%
<b>BME</b>	20.00%	9.60%	9.22%	8.24%
<b>Disability</b>	0	2.02%	0.97%	1.65%

Lesley Mansell  
Equalities and Diversity Adviser