

# **De Montfort University**

## **Gender Equality Scheme**

### **2010 – 2013**

Published April 2010

Available on De Montfort University's website:

[www.dmu.ac.uk/aboutdmu/policy/index.jsp](http://www.dmu.ac.uk/aboutdmu/policy/index.jsp) in PDF and word document formats. If you would like this report in another format please contact the Equality & Diversity Adviser.

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## **1.0 Introduction**

De Montfort University is based in the city of Leicester. It currently has two campuses, to be united on the one City Campus in 2011. The City Campus houses all central administrative departments and the Faculties of Health & Life Sciences, Art & Design, Business & Law, Humanities and Technology. The second campus, Charles Frears, is located in the Stoneygate area of Leicester and is home to the School of Nursing & Midwifery; this will be amalgamated into the main campus in 2011.

The University, in addition to its Directorates and Faculties, has a sports and leisure centre, student accommodation and a campus centre which accommodates a food court, the student union facilities and retail outlets.

De Montfort's strategic vision is founded on the following points:

- To be the leading University in our region with an international reputation for professional and creative education, renowned for our innovation and research excellence.
- To be the leading provider of professional and creative education, renowned for our innovation and research.
- To be an international leader in academic areas that relate to the creative industries, selecting talented students who have potential, preparing them for life and for career success.
- To be the foremost University in our region; applying the intellectual capital from our research, promoting and stimulating cultural, social and economic progress, working in partnership with other organisations, all to enrich our communities and benefit the regional economy.
- To be acknowledged nationally and internationally for our research, recruiting leading scholars and outstanding teachers who bring their passion and intellectual curiosity to their work, challenging and enriching the lives of our students.

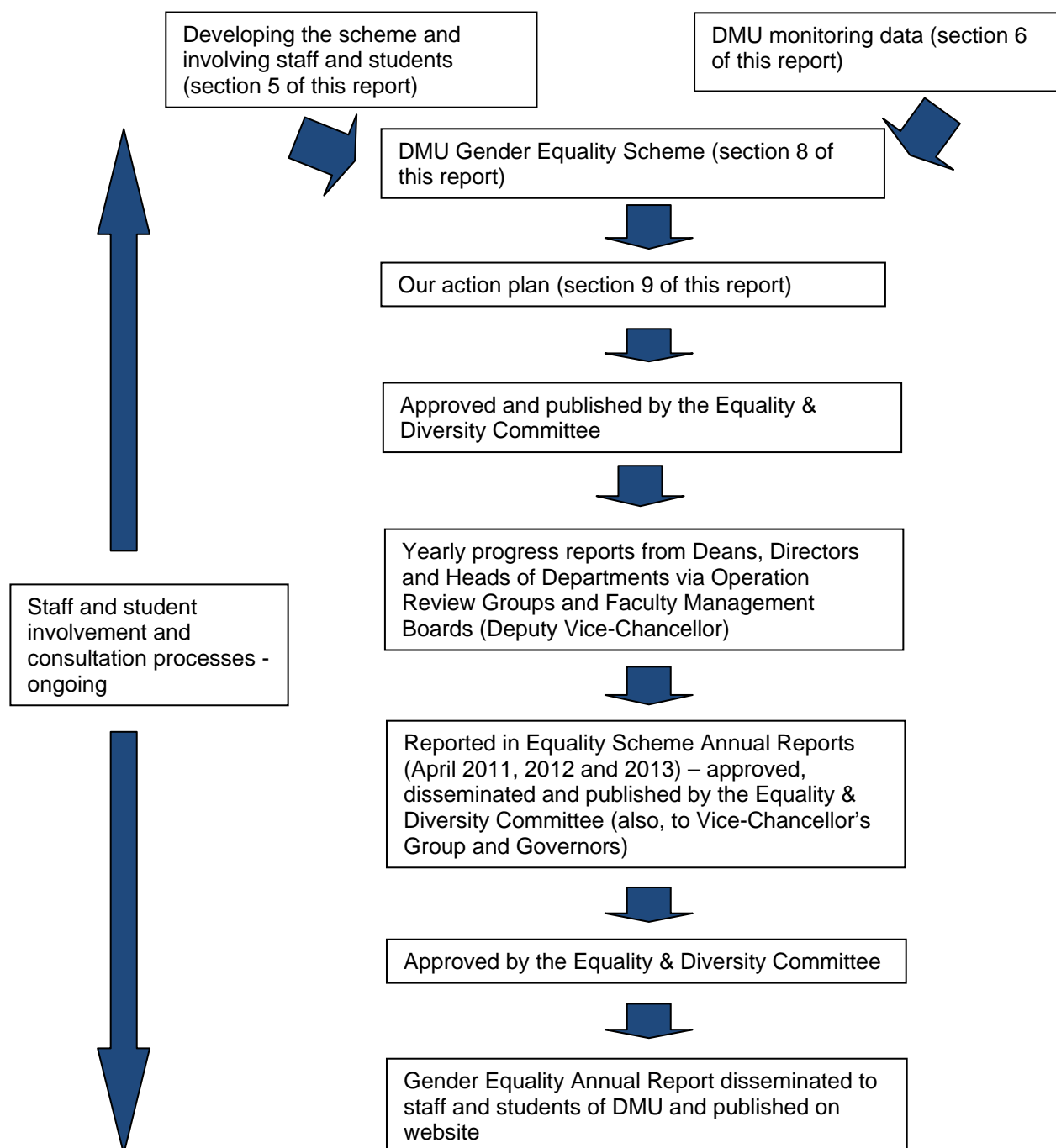
As a public body, De Montfort University has legal requirements to promote gender equality. This three year Gender Equality Scheme describes how De Montfort University will fulfil its moral, social and legal obligations. We believe it is not only right that we should take our legal duties seriously but that we should embed equality values and best practice throughout the University.

In developing this scheme, we have proactively engaged with the staff and students of De Montfort University. We have also consulted, through the management structure, with the Deans of Faculty, and Directors of Support Departments.

## 2.0 Our Gender Equality Scheme and Action Plan

This flow chart illustrates the connections between DMU's staff and students, our Equality Scheme, Action Plan and the University reporting processes.

It also shows the “golden thread” between our evidence from staff and students and from our data through our Equality Scheme and Action Plan.



### **3.0 Legal Context**

De Montfort University takes its legal duties seriously. The Gender Equality Duty requires DMU, as a public body to: -

- Eliminate unlawful sex discrimination and harassment (including for trans-gendered people);
- Promote equality of opportunity between men and women.

The specific duties require all listed public bodies to produce a Gender Equality Scheme showing how it intends to fulfil the general and specific duties. It should also set out the gender equality objectives that the authority has identified for meeting the duty.

In preparing a scheme, public bodies should: -

- Consult employees, service users and others (including trade unions);
- Take into account any information it has gathered on how its policies and practices affect gender equality in employment and the delivery of services;
- In formulating its gender equality objectives, consider the need to have objectives to address the causes of any gender pay gap.

The scheme should: -

- Set out how the authority will gather information on the gender equality in employment, services and performance of its functions;
- Use this information to review the implementation of the scheme's objectives;
- Assess the impact of its current and future policies and practices on gender equality;
- Consult relevant employees, service users and others (including trade unions);
- Ensure implementation of the scheme objectives.

At the time of writing and publishing this Gender Equality Scheme, new equality legislation in the form of an Equality Bill has been proposed. De Montfort University has identified the need to follow the progress of this legislation and take action accordingly. De Montfort University's Gender Equality Scheme is informed by a social model which acknowledges that organisational systems and environments can be discriminatory and exclude

specific groups of people. We recognise that barriers created by policies, practices, plans and procedures must be identified and removed.

De Montfort University recognises that in order to achieve its strategic vision and goals, it must embed the requirements of the equalities legislation into its business plans and models.

## 4.0 Equal Opportunities - Gender

The Equal Opportunities Commission (EOC) in their “Code of Practice” (2006:7) state that *‘The duty is intended to address the fact that, despite 30 years of individual legal rights to sex equality, there is still widespread discrimination – sometimes intentional, sometimes unintentional – and persistent gender inequality. Policies and practices that seem neutral can have a significantly different effect on women and on men, often contributing to greater gender inequality and poor policy outcomes. Individual legal rights have not been enough by themselves to change this.’*

The Commission continues: *‘The duty is intended to improve this situation, both for men and for women, for boys and for girls. Gender roles and relationships structure men’s and women’s lives. Women are frequently disadvantaged by policies and practices that do not recognise their greater caring responsibilities, the different pattern of their working lives, their more limited access to resources and their greater vulnerability to domestic violence and sexual assault. Men are also disadvantaged by workplace cultures that do not support their family or childcare responsibilities, by family services that assume they have little or no role in parenting, or by health services which do not recognise their different needs. Both sexes suffer from stereotyping of their roles and needs. The duty should help the public sector, and those working with it, to identify and respond to stereotyping, sex discrimination and sexism, resulting in improvements for all.’* (EOC *ibid*)

Equality of Opportunity is underpinned by DMU’s: -

- Gender Equality Scheme
- Equal Opportunities in employment policy
- Recruitment & Selection Policy
- Staff Bullying and Harassment Policy
- Flexible Working Policy
- Students’ rights and responsibilities: our shared expectations statement
- Freedom of speech
- Sickness Policy
- Therapeutic return to work policy



## **5.0 Creating our Scheme - Involving Staff and Students**

De Montfort University has involved both staff and student groups in drawing up its Gender Equality Scheme for 2010-13.

### **5.1. Students**

Building on our developing involvement and engagement approaches, the Student Services Directorate ran a “single equality questionnaire”. Please follow this link to the full report

[http://intranet.dmu.ac.uk/student\\_services/Diversity\\_and\\_Equality\\_Survey\(January\\_2010\)v2\(4\).pdf](http://intranet.dmu.ac.uk/student_services/Diversity_and_Equality_Survey(January_2010)v2(4).pdf)

- In total, 874 students responded to the survey. On the whole, the results paint a very positive picture of equality and diversity at De Montfort University. The numbers of students who feel they have experienced perceived discrimination are very low in all areas.
- The most frequently selected form of perceived discrimination was found to be in relation to race/ethnicity, followed by disability.
- The area of University practice that had the highest total counts of perceived discrimination was found to be teaching and learning by a large margin. However this may simply be attributable to the fact that this is one of the only areas that every single student is able to comment upon.
- Perceived discrimination in relation to sexual orientation, gender and religion or belief is extremely low across all areas of University practice.
- The results in relation to information provision were also encouraging with the majority of respondents indicating that they have sufficient information available to them regarding policy and provision in relation to their age/gender/disability/religion or belief/sexual orientation/race and ethnicity. Information in relation to age was found to be the area where respondents felt there was insufficient provision and those who selected this option predominantly fell in to the 46-55 years age category.
- Using the survey data alone it is difficult to ascertain the exact nature of the perceived racial/ethnicity discrimination experienced with regard to teaching and learning. The same applies to ascertaining the nature of the discrimination perceived by students with disabilities with regard to teaching and learning/exams and assessments. It is also impossible to know from the survey what types of information students would like in relation to people of their age. Further research would be required to gather more in depth information about these areas and ensure that in the future, incidences of perceived discrimination can be reduced across all areas of University practice. However, given the very low

numbers of people reporting discrimination, it may be difficult to gather participants, the results may not be representative and so the overall benefits of further research may be few. Whilst the levels of perceived discrimination were not statistically significant, nonetheless the University has committed to explore further, via the use of appropriate focus groups, the reasons/nature of perceived racial/ethnicity and disability discrimination in teaching and learning.

## **5.2. Staff**

De Montfort University is currently developing its involvement and engagement strategy. The University became a member of the Athena Swan Charter in 2009 (women working in Science, Engineering and Technology). An Athena Swan Steering Group was launched in 2008. One of the aims of this is to identify mechanisms to engage with women working in these areas.

In February 2010 DMU launched its first Gender Equality Staff Survey.

### **5.2.1. Staff Gender Survey**

All staff at De Montfort University were invited to respond to the Gender Equality Survey, which was available in electronic and hard copy versions. Six hundred and eleven (611) staff responded: of these 37.6% were academic and 62.4% were support staff. Two hundred and thirty (230) academic staff responded, of which 40.9% were male and 59.1% female. One trans gendered member of staff responded. Three hundred and eighty one (381) support staff responded of which 29.4% were male and 70.6% female. One hundred and forty (140) of the respondents were part-time staff.

## **Pay Progression**

The data from the survey of staff perceptions indicated that: there appears to be a relatively even gender balance across all dimensions measured (accelerated increment, contribution point, promotion and job evaluation), bar the noticeably higher success rate for female academic staff members in respect to accelerated increment and promotion.

Note: Further details on pay progression are to be found in the monitoring section of this report – section 6.9.

## **Maternity, Paternity and Adoption – Leave Taken**

The data from the survey of staff perceptions indicated that: the key finding in respect to maternity, paternity and adoption leave was the significantly higher percentage of male support staff taking paternity leave against their academic counterparts, of those who responded.

## **Parental Leave**

The data from the survey of staff perceptions indicated that: a small percentage of support staff had applied for parental leave with a 100% success rate. Some of the 'open' comments highlighted not understanding the parameters of parental leave, with others relaying that they had taken annual leave rather than applying for parental leave.

## **Special Leave**

The data from the survey of staff perceptions indicated that: across both the genders, close to double the percentage of support staff had applied for special leave in comparison to academic staff. Success rates for both academic and support staff in terms of being granted/fully paid for the leave surpassed the 85% mark.

## **Flexible Working**

The data from the survey of staff perceptions indicated that: the percentage of both male and female support staff that had applied for flexible working arrangements significantly surpassed the percentage of academic staff applications.

## **Internal Training Courses**

The data from the survey of staff perceptions indicated that: internal course attendance was high across both genders and occupational area, with a noticeably higher percentage of academic staff self initiating attendance.

## **Other Training Courses**

The data from the survey of staff perceptions indicated that: male support staff and female academic staff were more inclined to apply for funding to attend a DMU course/programme (e.g. degree or postgraduate qualification) and/or a non DMU course (female academic staff only marginally higher than their male academic colleagues). A markedly lower percentage of male support staff secured course funding in comparison to the other sub-groups.

## **5.3. Wider Consultation**

All the University central Directorates and Departments that report to the Deputy Vice-Chancellor through the Operational Review Group and all Faculties that report through the Faculty Management Boards were asked to offer suggestions for consideration for this scheme.

Staff, including Directors, Deans and specialist staff told us that they would like to see: -

- Guidance and awareness training on transgender issues.

- Guidance on using diversity data and on setting of benchmarks.
- Increased monitoring of issues for all students.
- Encourage involvement and engagement activities.

## 6.0 Monitoring of Data

### 6.1. Introduction

De Montfort University monitors the protected characteristics of: gender, age, disability and race on staff and students. Robust data is collected and analysed for Higher Education Statistical Agency (HESA) purposes on staff and undergraduate students.

### 6.2. Student Data

Student data on the gender of DMU undergraduate students, is derived from UCAS application processes, direct application and enrolment processes.

The student data is analysed in various ways but most commonly to review recruitment and enrolment, achievement and retention. The reports are available in whole institution or Faculty formats and are discussed at a number of committees including the University and Faculty Learning & Teaching Committees.

The Equality & Diversity Committee have identified that the collecting, monitoring and reporting of postgraduate student data must be reviewed.

### 6.3. Staff Data

The data which describes the protected characteristics of DMU staff, is derived from the application for employment monitoring form and the recent “data verification” process.

The HR Directorate have initiated a new recruitment process, which will enable them to monitor data on prospective staff from the point of application.

Staff data is also monitored for progression and promotion, training and development and equal pay (single spine).

### 6.4. Student Application and Enrolment Data

#### Undergraduate Entry

The data applications and enrolments show the following gender trends for undergraduate students.

Academic Year	2006/07	2006/07 %	2007/08	2007/08 %	2008/09	2008/09 %
<b>Total Applications</b>	24060		24195		21551	
<b>Male</b>	10782	45	10805	45	9627	45
<b>Female</b>	13278	55	13390	55	11924	55
<b>Total Enrolments</b>	17099		17124		17088	
<b>Male</b>	7232	42	7294	43	7339	43
<b>Female</b>	9867	58	9830	57	9749	57

*Data note: Applications data are for new students to DMU for entry into Year 1 of programmes, while enrolments includes all students in all years at DMU. For this reason, the two sets of data are not comparable with each other.*

*All undergraduate students included i.e. full time and part time modes of study, home EU and overseas statuses at all campuses.*

### **Student Achievement - Undergraduate**

De Montfort University regularly monitors the achievement of its undergraduate students.

<b>Academic Year</b>	<b>2006/07</b>	<b>2006/07 %</b>	<b>2007/08</b>	<b>2007/08 %</b>	<b>2008/09</b>	<b>2008/09 %</b>
<b>Total number of students that graduated</b>	3545		3731		3364	
<b>of which male students achieving 1<sup>st</sup> or 2.1 degree classification</b>	712	20	743	20	704	21
<b>of which female students achieving 1<sup>st</sup> or 2.1 degree classification</b>	1116	31	1177	32	1038	31

Currently, data on postgraduate student achievement is under-developed and is not available for analysis.

### **Postgraduate Taught and Postgraduate Research Entry**

De Montfort University has a relatively small graduate cohort. The data on student entry is incomplete and we are currently unable to provide a trend analysis on this.

<b>Academic Year</b>	<b>2006/07</b>	<b>2006/07 %</b>	<b>2007/08</b>	<b>2007/08 %</b>	<b>2008/09</b>	<b>2008/09 %</b>
<b>Total Applications</b>	4466		4008		4363	
<b>Male</b>	2661	60	2296	57	2582	59
<b>Female</b>	1805	40	1712	43	1781	41
<b>Total Enrolments</b>	3286		3269		3821	
<b>Male</b>	1539	47	1483	45	1748	46
<b>Female</b>	1747	53	1786	55	2073	54

*Data note: Applications data are for new students to DMU, while enrolments includes all students in all years at DMU. For this reason, the two sets of data are not comparable with each other.*

*All postgraduate students included, i.e. full time and part time modes of study, home, EU and overseas statuses at all campuses.*

## Admissions Processes

DMU is currently equality impact assessing elements of the Admissions Process. We are aware that, as with other institutions, some processes such as interview, portfolio entry, as well as delayed decision making may have differential impact on some student applicants.

The University recognises the need to be vigilant in the applications and admissions processes and to take appropriate action on the findings and recommendations of the admissions equality impact assessment.

### 6.5. Student Retention – drop outs in year

The undergraduate data is as follows (our postgraduate data is currently incomplete): -

Academic Year	2006/07	2006/07 %	2007/08	2007/08 %	2008/09	2008/09 %
<b>Total students</b>	17099		17124		17088	
<b>Male</b>	7232	42	7294	43	7339	43
<b>Female</b>	9867	58	9830	57	9749	57
<b>Total drop-outs</b>	1096		1139		1069	
<b>Male</b>	601	55	606	53	572	54
<b>Female</b>	495	45	533	47	497	46

*All undergraduate students included i.e. full time, home, EU and overseas at all campuses.*

### 6.6. Staff Employment Data

There are three main categories of staff at De Montfort University; those on senior, academic or support staff pay grades and conditions.

DMU instituted a new recruitment monitoring process which was fully implemented with all posts closing in or after July 2009. From this date, monitoring data will be collected and analysed on all applicants, short-lists and recruited individuals. Prior to this, DMU collected data on employed staff only. It is expected that in future years, DMU will be able to report monitoring data on the recruitment process. All staff who are on recruitment panels, either for short-listing or interview, must have attended training on equal opportunities and recruitment.

The staffing headcount data at DMU showed: -

## Staff on the Single Pay Spine

<b>**HESA data for:</b>	<b>2006/07</b>	<b>2006/07 (%)</b>	<b>2007/08</b>	<b>2007/08 (%)</b>	<b>2008/09</b>	<b>2008/09 (%)</b>
<b>Headcount of staff on the single pay spine</b>	3150		3256		3299	
<b>Female</b>	1699	53.94	1771	54.39	1786	54.14
<b>Male</b>	1451	46.06	1485	45.61	1513	45.86
<b>*Headcount of academic staff on the single pay spine</b>	1235		1247		1282	
<b>Female</b>	573	46.40	592	47.47	601	46.88
<b>Male</b>	662	53.60	655	52.53	681	53.12
<b>*Headcount of support staff on the single pay spine</b>	1915		2009		2017	
<b>Female</b>	1126	58.80	1179	58.69	1185	58.75
<b>Male</b>	789	41.20	830	41.31	832	41.25

*Note: includes part-time lecturers, casuals and banks*

*\*Academic/Support split decided using the current master contract*

*\*\*HESA data for staff with FTE greater than zero between 1 August and 31 July of the year*

## Senior Staff

<b>**HESA data for:</b>	<b>2006/07</b>	<b>2006/07 (%)</b>	<b>2007/08</b>	<b>2007/08 (%)</b>	<b>2008/09</b>	<b>2008/09 (%)</b>
<b>Headcount of Senior Staff at DMU</b>	178		193		188	
<b>Female</b>	52	29.21	58	30.05	57	30.32
<b>Male</b>	126	70.79	135	69.95	131	69.68
<b>*Headcount – VCG</b>	9		9		10	
<b>Female</b>	3	33.33	3	33.33	5	50.00
<b>Male</b>	6	66.67	6	66.67	5	50.00
<b>*Headcount – Deans</b>	5	40.00	5		5	
<b>Female</b>	2	40.00	1	20.00	1	20.00
<b>Male</b>	3	60.00	4	80.00	4	80.00
<b>*Headcount – other senior staff</b>	164		179		173	
<b>Female</b>	47	28.66	54	30.17	51	29.48
<b>Male</b>	117	71.34	125	69.83	122	70.52

*\*Contract decided using the current master contract*

*\*\*HESA data for staff with FTE greater than zero between 1 August and 31 July of the year*



## All Staff

<b>**HESA data for:</b>	<b>2006/07</b>	<b>2006/07 (%)</b>	<b>2007/08</b>	<b>2007/08 (%)</b>	<b>2008/09</b>	<b>2008/09 (%)</b>
<b>Headcount of staff at DMU</b>	3328		3449		3487	
<b>Female</b>	1751	52.61	1829	53.03	1843	52.85
<b>Male</b>	1577	47.39	1620	46.97	1644	47.15

*Note: includes part-time lecturers, casuals and banks*

*\*\*HESA data for staff with FTE greater than zero between 1 August and 31 July of the year*

Staffing data shows that there are gender imbalances amongst some staffing groups, in particular amongst senior staff, which is consistent with trends within the sector. Improvements can be seen over this period amongst the most senior people within the organisation (VCG), which is now evenly balanced.

## 6.7. Staff Retention

De Montfort University enjoys a high level of retention of all levels of staff. Our leavers' data is lower than the national average. An analysis of the data of staff headcount who are recorded as leaving the employment of DMU between 1 August and 31 July for the HESA return show: -

<b>HESA data for:</b>	<b>2006/07</b>	<b>2006/07 (%)</b>	<b>2007/08</b>	<b>2007/08 (%)</b>	<b>2008/09</b>	<b>2008/09 (%)</b>
<b>Total number of leavers</b>	325*		638*		539*	
<b>Female</b>	179	55.08	368	57.68	298	55.29
<b>Male</b>	146	44.92	270	42.32	241	44.71
<b>Leavers who left for age retirement</b>	21		17		22	
<b>Female</b>	9	42.86	11	64.71	8	36.36
<b>Male</b>	12	57.14	6	35.29	14	63.64
<b>Subtotal – non-retirement leavers</b>	304		621		517	
<b>Female</b>	170	55.92	357	57.49	290	56.09
<b>Male</b>	134	44.08	264	42.51	227	43.91

*Note: includes part-time lecturers, casuals and banks*

*\* figures may change retrospectively due to ongoing data processing*

## 6.8. Harassment Monitoring

There have been no recorded cases of gender related harassment 2007 – 2010.

## **6.9. Staff Progression and Promotion**

Staff on the single pay spine (all staff with the exception of Senior Staff) at DMU are able to gain pay progression within their current jobs by applying for either accelerated increments or contribution points if they are at the top of the pay scale for their grade.

In addition, academic staff can apply for promotion grade F/G (Lecturer/Senior Lecturer/Research Fellow) to grade H (Principal Lecturer/Research Fellow).

For academic staff the data does not show any trends between the number of applications for pay progression and promotion made by men and women and the number that were successful. Some years men were more successful than women and vice versa.

Likewise for support staff who applied for pay progression or accelerated increments within their grade, no distinct differences were apparent between men and women.

However when looking at support staff who applied for contribution points (accelerated points into the next grade of the pay spine), in 2008 and 2009 no male applicants were successful whereas 82% of women were successful. Although this could be an identified trend, it must be noted that the 2007 results did not follow this trend. Application numbers are also low, therefore in order to get a better picture of trend data, statistics from future years will be required.

Following a recent equal pay review that looked at the effects of the National Framework Agreement implementation, on an analysis across all grades of the single pay spine, the University has a pay gap of less than 3% between men and women.

National statistics compare all men with all women and the University is set to identify the pay gap of all men compared with all women by 2013.

Note: Further information on the perceptions of staff who responded to the staff survey can be found in Section 5.2.

## **6.10. Staff Training and Development**

Centralised training and development opportunities are offered to all staff at DMU, primarily through the Academic Professional Development Unit (APDU) and the Training & Development Unit (TDU). TDU are additionally responsible for a scheme which enables staff to apply to have their fees paid for DMU programmes of study.

DMU staff can also access training and development opportunities organised via their own department, for example through external providers, conferences and in-house organised events.

Monitoring data on staff training is currently collected only on centrally provided activities, and the figures below indicate that 59% of all male staff and 75% of all female staff undertook some centrally organised training in 2008/09. The reasons for differential take up by gender of centrally organised training are yet to be interrogated. It may be due to the differing work role profiles of male and female staff, with fewer requirements for training in certain occupational areas; it may be due to training and development taking place locally and not being recorded; it may be due to a differing preferences in ways of learning. This will be investigated further in next year's report.

<b>Percentage of staff getting some training (logged on PSE)</b>	<b>2008/09</b>
Male	59%
Female	75%
All	67%

## **7.0. Equality Impact Assessment**

Equality impact assessment (EIA) is the term given to a review of an institution's policies to ensure that the institution is not discriminating unlawfully – and that it is making a positive contribution to equality. It is the process of assessing the impact of existing or proposed policies and practices in relation to their consequences for equality.

De Montfort University has been developing an equality impact assessment process since October 2008. Four pilot sites have been involved in testing out the process on a range of policies. Although still in the development phase, the project is being rolled out across the University and all Faculties and Directorates have been offered an EIA briefing.

An equality impact assessment clinic is held each month where staff can share progress and discuss areas of concern.

DMU is mindful of the requirement to involve and engage meaningfully in the EIA process.

## **8.0. De Montfort University's Gender Equality Scheme**

Our Gender Equality Scheme is built on the contributions from men and women, staff and students, our gender duties and a symbiotic relationship with the DMU "vision". In this, our Gender Equality Scheme, staff, students and senior staff are referred to as our stakeholders. The details of their contribution can be found in section 5, Creating our Scheme – Involving People.

### **8.1. Student Experience**

Key observations

Stakeholders wanted: -

- The University to continue to focus on its inclusive teaching and learning strategy and to ensure that students did not experience unfair or unlawful treatment based on their gender.

#### **8.1.1. Areas for Improvement**

- For the University and Faculty Learning and Teaching Committees to continue to identify, develop and disseminate best inclusive learning and teaching practice.

### **8.2. DMU as an Employer**

Key Observations

The Gender Equality Survey showed: -

#### **Pay Progression**

The data from the survey of staff perceptions indicated that: there appears to be a relatively even gender balance across all dimensions measured (accelerated increment, contribution point, promotion and job evaluation), bar the noticeably higher application rate for male academics but with a higher success rate for female academic staff members in respect to accelerated increment and promotion.

Note: Further details on pay progression are to be found in the monitoring section of this report – section 6.9.

#### **Maternity, Paternity and Adoption – Leave Taken**

The data from the survey of staff perceptions indicated that: the key finding in respect to maternity, paternity and adoption leave was the significantly higher percentage of male support staff taking paternity leave against their academic counterparts, of those who responded.

## **Parental Leave**

The data from the survey of staff perceptions indicated that: a small percentage of support staff had applied for parental leave with a 100% success rate. Some of the 'open' comments highlighted not understanding the parameters of parental leave, with others relaying that they had taken annual leave rather than applying for parental leave.

## **Special Leave**

The data from the survey of staff perceptions indicated that: across both the genders, close to double the percentage of support staff had applied for special leave in comparison to academic staff. Success rates for both academic and support staff in terms of being granted/fully paid for the leave surpassed the 85% mark.

## **Flexible Working**

The data from the survey of staff perceptions indicated that: the percentage of both male and female support staff that had applied for flexible working arrangements significantly surpassed the percentage of academic staff applications. It can be noted that all academic staff contracts are deemed to be professional contracts where a degree of flexibility is inherent. As such, the University's flexible working options, beyond those that relate to people with caring responsibilities, are more likely to be accessed by support staff.

## **Internal Training Courses**

The data from the survey of staff perceptions indicated that: internal course attendance was high across both genders and occupational area, with a noticeably higher percentage of academic staff self initiating attendance.

## **Other Training Courses**

The data from the survey of staff perceptions indicated that: male support staff and female academic staff were more inclined to apply for funding to attend a DMU course/programme (e.g. degree or postgraduate qualification) and/or a non DMU course (female academic staff only marginally higher than their male academic colleagues). A markedly lower percentage of male support staff secured course funding in comparison to the other sub-groups.

### **8.2.1. Areas for Improvement**

As a result of the Gender Equality Survey, the following objectives have been identified by the Human Resources Directorate.

- Develop an enhanced communication method so all staff become aware of the Pay Progression Processes i.e. Academic Promotions Process and Support Staff Pay Progression Process.

- We propose to improve the communication and promotion of work life balance initiatives.
- Review the guidance and ADR Process to ensure that all employees are aware of the opportunities available to them and make sure all their needs are met.

## **De Montfort University**

### **9.0. Gender Equality Outcomes and Action Plan**

De Montfort University's Gender Equality Action Plan, outlines the actions the University plans to take to meet both our specific and general duties (see section 3.0 and to address the issues we have identified through our consultation processes.



## Gender Equality Objectives and Action Plan

### Action Plan

Outcome	Action	Timescale/ Reporting	Responsibility
<b>Student Experience - Admissions</b>			
All potential students will be subject to a demonstrably fair recruitment and admissions process.	The recruitment and admissions processes will be subject to rigorous review including equality impact assessment.	2012	Deans Academic Registrar Director of External Relations
	Recommendations and action plans identified by the review of recruitment and admissions will be implemented and reported on.	2012	Deans Academic Registrar Director of External Relations
	Recruitment and retention data for all, including part time, students will be monitored, analysed and any action plans implemented.	2012 and then yearly	Deans Heads of Teaching Centres (Strategic Planning Services)
<b>Student Support</b>			
Our student support arrangements will demonstrate best practice.	Student pastoral and central academic support arrangements will be subject to an equality impact assessment.	2011 and then yearly	Director of Student Services Director of Library Services Deans Director of External Relations

<b>Student Experience - Learning and Teaching</b>			
Our learning and teaching approaches will demonstrate best inclusive practice.	The University and the Faculty Learning and Teaching Committees will continue to identify, develop and disseminate best inclusive learning and teaching practice.	Yearly report	Chair of University Learning and Teaching Committee Deans
<b>Assessment</b>			
Our assessment approaches will demonstrate inclusivity.	All learning and teaching programmes will undergo an equality impact audit at validation and periodic review stages.  Assessment processes will be subject to equality impact assessment and identified action plans implemented.  Monitor student achievement data. Identify and implement action plans.	Yearly report  2012  Yearly report	Chair of University Learning & Teaching Committee  Head of Academic Quality  Academic Registry Deans
<b>Timetabling and Room Allocation</b>			
All arrangements related to timetabling, including room allocation will demonstrate best inclusive practice.	Timetabling process will be subject to equality impact assessment.	2012	Academic Registry
<b>DMU as Employer</b>			
All potential staff will be subject to demonstrably fair recruitment and selection processes.	The recruitment process, from job design, authorisation, advertising, applications, selection and employment will be subject to a rigorous review and equality impact assessment.	2011 and then yearly	Director of HR

Monitor and address any unjustified pay gaps across the University in relation to gender (disability and race).	Undertake comparative internal analysis of occupational groups by Faculty or Directorate in terms of applications and selection.		
	Identify and report on pay gap.	2013	Director of HR
Monitor application, progression and promotion process in relation to gender (disability, age and race).	Develop an enhanced communication method so that all staff become aware of the Pay Progression Process, i.e. Academic Promotions Process and Support Staff Pay Progression Process.	2013	Director of HR
	Monitor progression and promotion of senior staff.	2013	
Monitor and analyse staffing data by Faculty and Directorate.	The HR team will produce Faculty and Directorate analysis of the staffing data.	2012	Director of HR
All staff are fully supported in all areas of their employment.	HR propose to improve the communication and promotion of work life balance initiatives.	2012	Director of HR
HR policies are shown to be effective and fair.	HR policies that are identified to be most likely to have impact on gender issues to be monitored and impact assessed, e.g., flexible working, absence, bullying and harassment, occupational health policies, parental leave etc.	Yearly	Director of HR

Address the objectives of the Athena Swan Charter for Women in Science, Engineering and Technology.	Faculties and Centres with Science, Engineering or Technology (SET) subjects and other core Directorates, to contribute to developing best practice in recruiting and supporting staff in Science, Engineering and Technology subjects.	2012	Chair of Athena Swan Director of HR Deans with SET subjects
<b>Training &amp; Development</b>			
All staff have equal and fair access to training and development opportunities.	<p>Monitor, analyse and report data on take-up of central training by men and women.</p> <p>Explore ways of more accurately recording all training and development at DMU.</p> <p>Raising awareness of development opportunities for staff under DMU's commitment to the 'Skills Pledge'.</p> <p>Improve the 'Training' intranet site to make it easier for staff to access the support they need including: -</p> <ul style="list-style-type: none"> <li>• Coaching to support transitions back into work and career management (e.g. taking career breaks, maternity, paternity, parental or carer leave)</li> <li>• Access to distance learning (to enable staff to continue learning from home)</li> </ul> <p>Equality Impact Assess the Staff Development Policy and the training and development offer to staff.</p> <p>Review the guidance and ADR Process to ensure that all employees are aware of the opportunities available to them and make sure all their needs are met.</p>	<p>2011 and yearly report</p> <p>2011 and yearly report</p> <p>2011 and yearly report</p> <p>2012</p>	<p>Director of HR with Head of APDU Head of TDU</p> <p>Head of TDU</p> <p>Head of TDU</p> <p>Director of HR</p>

Our staff understand their roles and objectives in relation to the equality duties and wider equality and employment legislation.	Identify and continue to offer and implement equality related training across the organisation.	Yearly	Director of HR
<b>Communication</b>			
<p>Publish an equality and diversity communication strategy.</p> <p>University communication strategies will take account of all audiences that they are intended for.</p>	<p>The Equality &amp; Diversity Committee to involve and consult with stakeholders to prepare a communication strategy. The strategy to take account of accessibility issues and those who do not have access to electronic communication.</p> <p>Identify the ways in which University communication strategies will be accessible to all audiences.</p>	Yearly	<p>Director of HR</p> <p>Director of External Relations</p>
<b>Involve and Consult</b>			
We will use a wide range of methods to engage and respond to our stakeholders.	<p>The Equality &amp; Diversity Committee will develop and publish its involvement and engagement strategy.</p> <p>The involvement and engagement strategy must take account of external stakeholders.</p> <p>A range of approaches to be used each term to involve and engage with students and staff.</p>	<p>2011</p> <p>Yearly report</p>	<p>Chair of the Equality &amp; Diversity Committee</p> <p>Director of HR Director of Student Services Equality &amp; Diversity Adviser</p>

<b>Procurement</b>			
Through procurement we achieve a diverse supply chain and our contractors are partners governed by a robust equality framework.	Monitoring arrangements in place to assess whether our contractors are compliant with our pre-qualification questionnaire.	2012 and then yearly	Director of Finance
<b>Equality Impact Assessment</b>			
All our “work areas” are equality impact assessed.  (Specific priorities are referred to in this action plan).	All Departments, Centres, Directorates and Faculties have identified and prioritised areas for equality impact assessment.  All areas are equality impact assessed by December 2012.  Equality impact assessment reports are published in summary form on the website.	December 2010  Yearly report  Yearly report	Deans Directors Centre Heads Department Heads  Deans Directors Centre Heads Department Heads  Equality & Diversity Adviser
<b>Publish and Review Equality Scheme</b>			
We implement our equality scheme. We will monitor it and publish our findings annually.	Review and report termly to Equality & Diversity Committee.  Produce and publish an annual progress report.	Three times per year  December 2010 and then yearly	Equality & Diversity Adviser  Equality & Diversity Committee