



Middlesex University

Annual Review of Equality and Diversity

September 2009 to August 2010

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Middlesex University

Annual Review of Equality and Diversity - September 2009 to August 2010

Executive Summary

The Annual Review outlines the University's position in relation to equality and diversity providing a description of some of the main activities that have been undertaken from September 2009 to August 2010.

The University's Mission expresses its commitment to meeting the needs and ambitions of a culturally and internationally diverse range of students. The achievement of equality of opportunities remains central to the University's overall ethos and goal, to become an internationally recognised centre of higher education excellence growing a worldwide community of successful Middlesex graduates. The University's aim is to recognise, nurture and develop a wide range of skills and experience which cannot be found within any single group of students or staff. In the pursuit of its aim and objectives, the University will seek to create a community in which diversity is truly valued, to reflect and fulfil the needs of the broader community in which it operates.

The Current Position

Areas of Strength

Disability Equality

This continues to be one of the University's key strengths as we maintain a consistently high level of delivery of a wide range of successful activities particularly in relation to provision of support and services for students. Alongside this we have improved the effectiveness of our support for staff with health issues particularly with regard to return to work. We are committed to providing the most appropriate support for staff or students who have a disability. We have continued the positive trend for attracting more applications from disabled people, although the number of appointments made remain low.

Our People Profile

There continues to be some very positive aspects in relation to the overall composition of our students and staff. 52% of home students identified themselves as being an ethnic minority; 58% of students are women; the largest age group for full time undergraduates on entry was in the 20 years of age or under group at 28% whilst over 21 year olds comprise 62% of all full-time students. Part time students are mostly in the 25 and over age group. Our local recruitment of students is still high with 58% of full-time Middlesex students coming from the London area.

With regard to our staff nearly 58% are women, 4.1% have declared a disability, and over 21% are from ethnic minority groups with only 0.2% not declaring their ethnicity. We have also seen another increase in the number of women in senior management to 38.4% of posts. 28.6% of the Executive are women which compares favourably with the proportion of women on the boards of top UK companies which is currently at 13.6%. The age profiles for staff have remained fairly static with some minor adjustments over the different age ranges although we have seen an increase in employees working beyond age 65. In relation to disability, gender and minority ethnic staff we are well above national average for HEIs.

Embedding of Equality and Diversity

There have been some excellent pieces of work in the last year that continue to demonstrate how equality and diversity has become an integral and recognisable aspect of many different areas of the

University. The programme of work on Corporate Social Responsibility has fully integrated equality and diversity in to its framework having specific equality objectives for staff and students.

The University has undertaken a number of high profile equality and diversity events and projects, including:

- The Rise Up scholarships continue to be an example of our encouragement of diversity in higher education to reward outstanding undergraduates who do not come from a background where higher education is the norm, or who have overcome personal difficulties to excel at university;
- A very successful Researching Elders Conference was held to discuss a wide range of issues affecting older people. Researchers discussed local, national and international issues around ageing including attitudes to old age and retirement across the world;
- Engagement with the community remains a strong aspect of diversity at Middlesex. Our student ambassadors provide an effective means of supporting community events such as Kids on Campus, aimed at raising awareness and aspirations of young learners with regards to Higher Education;
- The University includes ethical and equality statements in international business plans and an explicit statement on the suitability of the partner. The development of the Delhi campus is an example of where this has been applied. In addition with regard to Academic Partnerships a recent internal audit supported our ethos and standards in establishing new partnerships.

The Harassment Advisor Service

This continues to run in an effective way and is considered a valuable resource for both staff and students. We have continued to maintain the level of expanded service introduced in 2007/8 and this has helped to achieve an effective service for staff and students.

Pay

The University implemented the National Framework on 1 February 2010 in agreement with our trade unions. As a result of this all staff have been moved to a single consistent salary scale, following job evaluation.

The approach provides the University with a high degree of assurance that it is complying with legal requirements and best practice on equal pay. In accordance with the Agreement a post implementation equal pay audit will be undertaken during 2010/11 to ensure that this outcome has been achieved.

Age

Despite increasing consideration across the sector, Middlesex University remains the only university in England and Wales to have removed compulsory age retirement. This supports our aim of being an inclusive institution and also places us in an already compliant position with regard to the Government's proposed intention to remove the default retirement age of 65 in April 2011.

Areas Where More Could Be Achieved

Religion or Belief

The Equality Act 2010 will place a greater emphasis on the need for inclusivity in relation to religion or belief. This can be a sensitive issue and the University continues to give carefully consideration to ensure we maintain a balance across all religions, faiths or beliefs. Academic Registry has already undertaken some exploratory work to ensure that we fully meet our aims of being a fully inclusive organisation.

Sexual Orientation

The Equality Act 2010 will place a greater emphasis on the need for inclusivity in relation to sexual orientation. We will want to gauge sector level and Government advice to employers emerging alongside the Act. The University will wish to be measured in approaching this area, balancing our positive duties carefully against the need to be sensitive, especially with regards to monitoring.

Recruitment of Disabled People

While there was a noticeable improvement in the number of applications received, the number of offers to successful candidates remained very low and will be prioritised for consideration as part of our review of recruitment processes during 2010/11.

Conclusion

Middlesex University remains fully committed to the on-going provision of equality of opportunities for all. As part of its corporate vision it will continue to develop and implement policies, practices and procedures that help to create a fair and equitable educational and work environment. The University continues to build on its solid foundation for the development of an organisation that fully embraces all aspects of equality and diversity and has much to be proud of already.

The full report which follows, describes the main equality and diversity activities which have taken place in the year 2009-10, many of which are continuous. The full review demonstrates that work on equality and diversity continues to take place across the University, and that equality and diversity remain an integral part of all the University's functions and activities.

Annual Review of Equality and Diversity - September 2009 to August 2010

1. Introduction

This report outlines the equality and diversity activities that have been undertaken by Middlesex University from September 2009 to August 2010. It describes progress on existing initiatives with specific reference to particular equality areas as well as an outline of work for the academic year 2009-10.

The achievement of equality of opportunities remains central to the University's overall mission and vision to become an internationally recognised centre of higher education excellence. Our aim to recognise, nurture and develop a wide range of skills and experience, which cannot be found within any single group of students or staff, continued. In the pursuit of its aims, the University will continue to create a community in which diversity is truly valued, to reflect and fulfil the needs of the broader community in which it operates.

2. Middlesex University's Equal Opportunities Policy in Practice

2.1 Schools, Services and International

The Equality and Diversity Policy explicitly places certain responsibilities on schools and services. These are;

- Deans and Heads of Service are responsible for implementing the University's Equality and Diversity policy
- All Deans and Heads of Service will appoint an Equal Opportunities Advisor
- Each School and Service will produce an annual equal opportunities action plan. Progress on implementing the action plan will be monitored annually.

Good Practice in Schools and Services

There have been many examples of continuing good practice, including:

- The development of a Corporate Social Responsibility programme by the University has supported the embedding of equality and diversity into the fabric of the University. The linkage with work on Corporate Social Responsibility has helped to fully integrate equality and diversity issues. This has been made explicit by having specific objectives on equality matters for staff and students in the Corporate Social Responsibility framework.
- Estates and Facilities Management Services continue to incorporate review and assessment of equality and diversity issues into the design process for all new build for the University particularly the Phase 3 development of the Hendon campus. This is a practical demonstration of the proactive way in which the University has approached its responsibilities under equality legislation. In addition they have maintained a commitment to equality through ongoing work with their staff.
- The Business School have taken a very proactive and inclusive approach to the delivery of equality and diversity in the school. They have established an Equality and Diversity Group to consider all aspects of these areas. The work of the group has already considered how to widen participation across the school looking at the following issue areas;
 - disability, gender, ethnicity, sexual orientation and religion
 - cultural inclusivity

- the student experience
- The Equality and Diversity Group also developed an equality questionnaire that was distributed to all Business School staff and students. This is a very positive method of engaging with staff and students on important equality matters and the analysis of the responses from the questionnaire will support the development of approaches to equality and diversity in the Business School. These activities aid the mainstreaming of equality and diversity issues at the very heart of teaching and learning at Middlesex University.
- English Language and Learner Support (ELLS) has been renamed the Learner Development Unit (LDU) and has moved to be located within the Centre for Learning and Teaching Enhancement (CLTE). Working alongside colleagues in CLTE there will be greater synergy to support academic development staff, and to help shape educational strategies for the University. At the same time our remit will expand to offer broader support for students on their academic journey. This will help to promote a continued focus in addressing issues of equality and diversity in relation to staff, students and the academic community.
- The LDU has developed the Learner Development Profile which is a new initiative by the University to ensure early identification of students' support needs. The Learner Development Profile is a free check for students of their academic English and numeracy skills. This will be available to students during induction week helping to provide better student support and enhance both student experience and student outcomes at Middlesex for everyone.
- The Counselling Service continued to play an important role at Middlesex being able to focus on the emotional aspects of learning. The provision of consultative and short-term counselling has helped both students and staff to overcome considerable hurdles that prevent vulnerable individuals from maximising their potential.

All the Deans and Heads of Service continue to maintain a strong personal commitment to the University's equality agenda, with all Schools and Services represented at the University's corporate level Equal Opportunities Committee. However, further areas for improvements will be targeted during 2010-11 to improve the consistency and effectiveness, such as the use of equality impact assessment where significant changes impacting on students and or staff are being considered and the overall consistency of reporting on progress against local level equality scheme action plans.

The International Dimension

Middlesex has a growing international focus across five strands; overseas recruitment of students, teaching overseas with academic partners, our overseas campuses, distance learning and research/consultancy provision for governments and companies. The objective is to deliver borderless higher education with a commitment to widening participation. Middlesex believes that learning should know no borders, geographical or academic. Our international admission policy reflects our UK one and is very successful in attracting high numbers of women and students from a very wide geographical base. In distance learning Middlesex is very successful at providing access to higher education for students who cannot attend a campus, for example we offer MBAs to mariners who can then study whilst at sea.

Whilst our global approach aims to reflect our UK equality policies and practices it is important that the University is fully aware of and sensitive to local laws, culture and customs. However in being an international partner Middlesex wants to retain ethical and equality principles that allow students, wherever they study, the opportunity to realise their potential. In support of this, the University includes ethical and equality statements in international business plans and an explicit statement on the suitability of the partner. The development of the Delhi campus is an example of where this has been applied. In addition with regard to Academic Partnerships a recent internal audit supported our ethos and standards in establishing new partnerships.

Our overseas campuses continue to prosper offering higher education to a wide range of students. In Dubai we have a student body comprising of 40 nationalities and our new campus in Mauritius has an

international body of students even with the current small numbers of students studying there. The teaching staff at both campuses has an international basis employing women and men from across the globe. There are continual efforts to demonstrate our ethos of equality; a recent example is the awarding of only the second honorary degree in Dubai to Her Excellency Maryam Mohammed Khalfan Al Roomi, Minister of Social Affairs in the UAE. This was in recognition of her dedication, commitment and excellence towards the social development of the UAE and the Arab World and her inspiring community leadership.

2.2 Bullying and Harassment: Harassment Advisors and HR Casework

The University has a continuing commitment to ensure that the work and educational environment for students and staff is free from intimidation, bullying and harassment. The University has a duty under the Health and Safety at Work Act 1974 to provide a safe working and learning environment, and that includes taking steps to ensure staff and students do not suffer ill health as a result of stress.

There are now 18 Harassment Advisors providing a much improved ratio of advisors to staff and students. The Harassment Advice Service has its own dedicated telephone helpline and email address, so that all contacts can be kept confidential. In addition all the Harassment Advisors can be contacted directly by email or telephone.

The Harassment Advice Service has dealt with 24 contacts since September 2009 which is a slight decrease on last year. It should be noted that nearly all cases were resolved without recourse to formal processes. Around 50% of the contacts were from people from minority ethnic groups, and the majority of contacts were from women. None of the contacts concerned issues relating to age. The majority of contacts were made by staff at the University however students also used the service.

The University did not attend any new Employment Tribunals which involved equality issues in 2009-10.

There were 2 formal cases of a grievance/complaint related to equality issues that required the involvement of Human Resources. Just one case was raised by a person from a minority ethnic group.

2.3 Review of Employment Procedures

The following policies/procedures were updated in the last 12 months:

Sickness Absence Policy:

Main changes:

- Better layout and flow of information
- Reference to our new Managing Underperformance Policy
- Updated to reflect the introduction of fit notes (employment legislation).
- Updated to reflect accrual of annual leave while on long-term sick leave (employment legislation).

Disciplinary Procedure:

Main changes:

- Better layout and flow of information
- Deletion of references to capability which are now contained in the Managing Underperformance procedure
- More information about the investigation and the disciplinary hearing to assist managers

Grievance Procedure:

Main changes:

- Compliance with ACAS' statutory Code of Practice for Disciplinary and Grievance Procedures making procedures easier and swifter.

- Change in name from Staff Complaints Procedure to Grievance Procedure. The term Grievance is the one used within the wider employment sector, ACAS, and at Employment Tribunal.
- Removal of the use of two Senior Managers to oversee a grievance. Previously one was appointed as the Investigating Manager, and one was appointed as Chair of the Hearing. The revised Procedure allows the Investigating Manager to investigate and conclude the grievance.
- Removal of the Harassment Advisor as part of the investigation team when a grievance involves harassment, bullying, or acts of discrimination. Harassment Advisors will continue to have a role supporting the employee.
- Removal of a formal hearing at the end of the investigation. While this remains an option, the Investigating Manager may conclude the grievance by use of a written report.

Improving Underperformance Procedure: This is a new procedure developed as part of our commitment to improving performance management across the University.

All of the above policies were developed in consultation with our unions and Executive Briefing Group and equalities assessed to ensure compliance with legislation and best practice.

3. Response to New Equality Legislation

Equality legislation covers all aspects of work and educational life. The University has already undertaken a range of measures to ensure compliance with current legislation and further work has been done to include new equality schemes on disability, gender and race and new policies in areas such as age, disability and work-life balance.

The University maintained its profile as an active player in the development of the UK equalities framework, contributing to the development of the new Equality Act 2010 through participation in the consultation process and direct contact with the Equality and Human Rights Commission and Equality Challenge Unit.

Equality Act 2010

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or harass customers or clients because of the protected characteristics of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of goods and services.

The Equality Act received royal assent in April 2010. The main sections of the Act relating to employment, equal pay and services, public functions and associations, education (further and higher education) will come into effect over the next two years, replacing present anti-discrimination legislation.

On 1 October 2010 some provisions relating to employment, service delivery and admission and treatment of students were brought into force. The intention is that in addition to all the equality and diversity work already underway the University will take account of new elements in the Act. Some specific examples of new actions are:

- Allow for the concept of associative discrimination, which is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic;
- Make clear that perceptive discrimination is covered in the Act. This is where an individual is directly discriminated against or harassed based on a perception that he or she has a particular protected characteristic when he or she does not, in fact, have that protected characteristic;
- Ensure that our statement on third-party harassment is up to date. Third-party harassment occurs where an employee is harassed and the harassment is related to a protected characteristic by third parties such as clients or customers;

- Update our definition of victimisation to conform to the Act. Victimisation occurs when an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because he or she made or supported a complaint or raised a grievance under the Act, or because he or she is suspected of doing so, or being about to do so.

The timeline for the different parts of the Act to be brought into force is currently proposed as follows:

- **April 2011:** the public sector equality duty will be brought into force, replacing the current public sector duties in the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006. The socio-economic duty and dual discrimination protection will also commence at this time.
- **2012:** the ban on age discrimination in the provision of goods, facilities, services and public functions will come into effect.

The Act will provide one of the main drivers for equality and diversity actions at Middlesex in the near term and we will conclude an audit of present practice to ensure compliance.

The Single Equality Duty

Section 149 of a new Public Sector Equality Duty is expected to come into force in April 2011.

The new duty covers all of the protected characteristics apart from marriage and civil partnership. The duty will require the University to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- foster good relations between people who share a relevant protected characteristic and people who do not share it

To advance equality of opportunity, the University will need to have due regard, in particular, to the need to:

- remove or minimise disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic
- take steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of people who do not share it
- encourage people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

The University will have to consider how our policies, programmes and service delivery affect people with protected characteristics. Although the University currently has responsibilities under 3 existing duties (disability, gender and race) the new single duty covers all the protected characteristics. This will mean revision of the University's equality schemes (which was planned already) to incorporate the new protected characteristics and expansion of impact assessments.

4. Equality and Diversity at Middlesex

4.1 Race Equality

4.1.1 Race Equality Scheme and Action Plan

The Race Equality Scheme and Action Plan was updated and presented to Governors in November 2009. The comprehensive action plan covers all aspects of the University. The University fulfils its general and specific duties through the delivery of the action plan.

An ongoing example of progress on the action plan is that the Learner Development Unit provides development opportunities for staff in the teaching, learning and assessment areas with special focus on the progression and achievement of students and curriculum development.

The University continues to undertake and provide equality and diversity monitoring data on all aspects of the workforce employed at the University including complaints, disciplinary cases, redundancy and dismissals. This data has shown a decrease in the numbers of complaints and disciplinary cases related to race issues. The student monitoring data is published annually and discussed at the highest levels in the University.

4.2 Disability Equality

4.2.1 Disability Equality Scheme and Action Plan

The University Disability Equality Scheme and Action Plan were updated and presented to Governors in November 2009. The University fulfils its general and specific duties through the delivery of the action plan. The comprehensive action plan covers all aspects of the University. An example of the progress being made on the action plan is the incorporation of disability issues into the design of new buildings and the lay out of campuses. This will be of benefit not only to disabled students but also all users of our built environment. The identification and provision of reasonable adjustments for disabled staff and disabled students continues to be very successful. The earlier identification of the needs of individuals has enabled a more proactive and positive approach to be adopted leading to faster implementation of the any required adjustments.

Middlesex University continues to be a Disability Symbol user in order to support the recruitment, selection and promotion of disabled people. Over the last year we have seen a marked increase in the numbers of disabled people using this scheme. Although we have increased the number of applications from disabled people the number of successful applicants remains very low. This area will be prioritised as part of the broader review of recruitment practices being undertaken by Human Resources in 2010/11.

A full review of Personal Emergency Evacuation Plans (PEEPS) provision was undertaken during 2009/10 to ensure the safety of students and staff with restricted mobility in the event of a fire or other emergency requiring an evacuation.

4.2.2 Disability Support Service

The University's Disability Support Service of Middlesex University, based at the Hendon campus provides advice and support to students with disabilities, using a social model to define disability. The types of disability encountered included; physical difficulties, sensory impairments, long term medical conditions, mental health difficulties and specific learning difficulties (e.g. dyslexia). The support offered included provision of advice on course related study needs, arranging support such as note takers, personal assistants, sign language interpreters, readers, liaison with tutors and funding authorities and arranging special provision for examinations.

The service also provided advice, guidance and assessment for staff at Middlesex University.

The North London Regional Access Centre continued to provide an assessment service for any student in the region wishing to apply for support through the Disabled Students' Allowances (DSA). The Access Centre also offered training and support to these students once they had obtained their recommended equipment. Both enterprises generated enough income to be financially self sufficient. During the year 762 students were assessed for Disabled Students Allowance support.

There are currently 977 students listed on the student record system as having a specific disability and/or learning difficulty. This is an increase of 110 from last year. 241 students have received DSA funding, an increase of 33 from the previous year. Details are set out in the tables at Annex 1.

4.3 Gender Equality

There has been an increase in the percentage of women at senior management level by 2.7% to 38.4%. This is a very positive step as this continues the upward trend which has been established since 1998.

The University has established a wide range of work-life balance policies, however we need to ensure that not only do we maintain pace with legislation but positively emphasise both the employee and organisational benefits of flexible working patterns. It is anticipated that this area will require further support and monitoring as the pressures on traditional office based delivery models are challenged, not least as result of the financial constraints presented by present public spending reviews.

4.3.1 Gender Equality Scheme and Action Plan

The University Gender Equality Scheme and Action Plan have been updated and were presented to Governors in April 2010. The comprehensive action plan covers all aspects of the University. Monitoring of gender is published annually to provide equality and diversity monitoring data on aspects of the staff and student population at the University. The University fulfils its general and specific duties through the delivery of the action plan. Our policy on gender in the workplace and for students has demonstrated continued success in attracting women to Middlesex. We continue to offer a programme of essential training for all staff on equal opportunities including the promotion of gender equality. The restructuring of the University takes account of the impact on women and the University has made great efforts to minimise any differential impacts in relation to gender.

4.3.2 Pay and Equal Pay

The University implemented the National Framework Agreement on 1 February 2010 as per the formal agreement reached between the University and the joint trade unions (Unison and UCU).

As a result of implementation, all of the University's employees (with the exception of Senior Managers and Professors who are not subject to the National Agreement) were moved to a single Middlesex pay and grading structure. This followed the evaluation of all administrative, manual, academic and research staff roles using the HERA (higher education role analysis) job evaluation scheme. As part of the agreement an opportunity for grading appeals is presently underway and will conclude by January 2011.

Further work in relation to harmonisation of non pay conditions and the possible future use of contribution pay awards are being taken forward by a joint management and union working group chaired by the Director of Human Resources. Recommendations from the working group are subject to scrutiny and sign off by the Framework Agreement Implementation Steering Committee (FAISC) joint chaired by the Deputy Vice- Chancellor, Director of Corporate Services and Deputy Vice-Chancellor, Finance and External Relations.

In line with National guidance and best practice the Middlesex University Framework Agreement contains an undertaking to carry out an equal pay audit within 12 months of implementation.

4.4 Sexual Orientation

There continued to be discussions in relation to the most appropriate approach to undertaking work on sexual orientation which remains an emerging area, not only at Middlesex but across the Higher Education sector. This still remains a contentious area particularly as to the best approach in taking this area of equality forward. There is an intention stated in Code of Practice 4 that the University aims to create an environment where all staff and students regardless of their sexuality feel welcome and valued and the University is continuing to take this forward. However as the University has not yet undertaken any monitoring based on sexual orientation we cannot provide any analysis on the success or otherwise of this aim. This is an area of equality and diversity that requires further work and would certainly fit into the development of a fully integrated dignity and respect programme. We will reassess the University's position in the light of the Equality Act 2010 which places an emphasis on proactive rather than passive engagement with sexual orientation issues.

4.5 Religion or Belief

The University continues to take steps to provide an inclusive approach to religion or belief for staff and students. For many staff and students their religious beliefs are accommodated within existing institutional practices. However it is important that the University maintains a balance and inclusive approach to all religions or beliefs. Currently we do not monitor the religion or belief of individuals at the University. However the University's position will be reassessed in the light of the Equality Act which places an emphasis on proactive rather than passive engagement with religious or belief issues.

5. Equality and Diversity Activities

The Equality and Diversity Manager has provided briefing and information sessions on equality and diversity to students and staff from all areas of the University. Middlesex maintains its profile in the UK equalities network through membership of the Higher Education Race Advisory Group and the Higher Education London Equality Network both of which provide network opportunities to share best practice across HEIs. In addition the Equalities and Diversity Manager was invited to act as key member of the Older Workers Experience project, co-led by the Equality Challenge Unit and Oxford Brookes University.

Links with Our Communities

In July 2010 the Outreach Team hosted Year 6 school pupils at a series of Summer University Events at our Hendon campus. These events were aimed at raising awareness and aspirations of young learners with regards to Higher Education. On each day around 60 Year 6 pupils from local schools attended. All participants took part in various activities, including a Campus Tour, poster making activities, a life-sized board game and a graduation ceremony at the end. In groups of 7-8, supervised by Student Ambassadors, the pupils worked their way through the series of activities, which took in various rooms in the College Building.

The Outreach Team also organised a Science and Technology Challenge Day that featured a competitive event for gifted and talented pupils from 8 different schools in the borough of Barnet. Ninety six pupils from Year 8 & 9 (aged 12-14) took part. Each team undertook a total of three practical science and technology related challenges including programming of mobile robots, self-righting buoys made from empty drinks bottles and solar powered vehicles. The Mayor of Barnet, Councillor Anthony Finn, was invited to attend the final part of the day and to present awards to the winning teams for each challenge.

Aimhigher continues to provide an excellent service to local schools and children in supporting disadvantaged groups gaining awareness of the possibilities available in higher education. The London North Aimhigher Partnership, which is based at Middlesex, runs outreach activities aimed at encouraging

school and college students to consider going on to higher education. London North AImhigher works with schools and colleges in Barnet, Enfield, Haringey and Waltham Forest.

University's Volunteering Schemes

The University continues to be particularly active in volunteering. The Institute for Community Development and Learning is the umbrella group for the University's volunteering schemes which include the Community Volunteering Project, Student Ambassadors Scheme, Timebank, the Student Associate Scheme and the leadership Enterprise Award. The student participants help the community in various ways such as;

- mentoring schoolchildren to raise their aspirations about going on to higher education,
- doing placements in local schools, colleges and libraries to provide subject support and teach IT
- assisting the University's London Region Recruitment Team on school visits

Recruitment

Within our equal opportunities policies and procedures the University prefers, if it can, to recruit its staff from its local communities, particularly for administrative, technical and support functions. This is consistent with the University's Corporate Aims, to serve the needs of the communities within which it operates, and to be environmentally responsible by lessening journey times and actively encouraging the most environmentally friendly travel to work.

Job vacancies for administrative, technical and support posts are advertised in the local newspapers and on the internet. The University is also an active member of a consortium of Barnet's largest employers and providers of employment and education, including Barnet Council, other public sector employers, and local colleges. This runs a very successful web site, barnetjobs.org.uk, providing up-to-date information and advice on job vacancies, careers advice and education and training opportunities. All vacancies at Middlesex University are posted on this web site, as well as on the University's own web site. The University is also linked to Jobcentre Plus and its job vacancies are posted on the Jobcentre Plus website, as well as being recorded at the local job centres.

Development

Equality and diversity matters continue to be an aspect of the University's Staff Induction. Staff are informed about the University's equal opportunities; related policies and procedures and on their responsibility in helping to implement these policies. New role specific induction checklists have been introduced to help ensure that staff have an effective induction.

41 new members of staff completed the essential Equality and Diversity training. All staff are encouraged to undertake further developmental training to support the University's aims and maximise their own potential. Equal opportunities are also included in the student induction programme.

6. Workforce Profile

Details of the Staff Profile as at 30 June 2010 and comparative data for 1998, to 2010 are included at Annex 2.

The percentage of women in the workplace overall has decreased very slightly by 0.1% to 57.6% this compares to 53.2% across all types of staff within HEIs. The percentage of women for Senior Managers has increased by 2.7% to 38.4% and Manual staff by 1.2% but has declined slightly for Academics by 0.4% to 52.9% and for APT&C by 0.2%.

The unknown ethnicity category has been brought down to just 0.2% of total staff numbers (4 staff). A survey of London Universities published in 2003 indicated that the average percentage of staff whose ethnicity was unknown was over 6% for full time staff.

The overall percentage of staff from minority ethnic groups has increased by 1.1% to 22.7% of all staff. This is a positive position compared to the 6.4% across all HEIs who reported their ethnicity within the black and minority ethnic group. The percentage of staff from ethnic minorities at Senior Manager and Professor level has now risen to 10.5%. We need to ensure that in a time of decreasing resources we continue to actively encourage people from minority ethnic groups to apply for Senior Management and Professorial positions.

The overall percentage of disabled staff has increased slightly to 4.1% which compares favourably with the overall 2.7% of staff who disclosed their disability status in all HEIs. There has been an increase in the number of disclosures made by current Middlesex employees which has led to the increased percentage.

Middlesex has an older overall workforce profile than the broader HE Sector. The Middlesex policy in respect of removing the default retirement age at 65 in November 2006, has contributed to this profile. However there are other possible contributing factors, such as the fact that we employ less atypical workers than other Universities – atypical workers being those not on core contracts, who tend to be younger on average. Other possibilities may include the more senior mix of academic staff than amongst benchmarked institutions, as demonstrated by the analysis conducted by the consultants Tribal in 2007/8.

In relation to our proportions of staff who have a disability, gender mix and numbers of minority ethnic staff we are well above national average data for HEIs.

Recruitment and Selection - Applicant Monitoring

Details of the Annual Recruitment Monitoring for the period July 2009 to June 2010 are included at Annex 3.

The numbers of applicants has seen a marked decrease as there was a significant decline in the number of vacancies. During this period there were 115 appointments a decrease of 81 posts, compared to last year. An analysis of the overall data indicates that the success rate for women is again greater than that for men although this has decreased by 1% from last year. There were only 4 appointments to Senior Management posts during the year, of which 2 were women and 2 were from minority ethnic groups.

Women accounted for 72% of the appointments to professional support posts (administrative) and minority ethnic groups accounted for 37% of appointments, the latter is a slight decrease on last year. 47% of Academic appointments were to women and 35% were people from minority ethnic groups, a 5% increase on last year even though 41 less posts were on offer.

There were more applications from disabled people in 2009-10 although the numbers still remain small. This is a noticeable improvement but the number of successful applicants is very low and remains a concern. However it would appear that we have been more successful in gaining the confidence of applicants to notify the University of any disability they may have. We need to maintain our efforts during a period of declining recruitment to ensure that we continue to attract applications from disabled people. Further focus will be given to this area as part of the overall review of recruitment practices in 2010-11.

The overall percentage of applications received from people from minority ethnic groups was 55% the same level as last year. The percentage of successful minority ethnic applicants was 37%, an increase compared to 2008-09. The success rate for white applicants decreased slightly in comparison to 2008-09. Whilst it is encouraging that the percentage of successful applications from people from minority ethnic groups has again increased, we will take the opportunity when reviewing our approach to recruitment to ensure that our recruitment and selection processes continue to be implemented in a fair and objective way.

7. Current Equality and Diversity Workplan for 2010-11

Areas identified that require work to be undertaken in workplan for 2010-11:

- specific work on equality audit to ensure compliance with the Equality Act 2010
- a detailed review and evaluation of recruitment processes and practices with a focus on recruitment of disabled people, minority ethnic groups and the training of Middlesex staff
- continue to embed Equality Impact Assessments
- undertake an equal pay audit in respect of pay and grading across the University
- participation in benchmarking exercises on gender and other areas where applicable
- on-going review of University equality and diversity communications and the role of Equality and Diversity Networks

8. Conclusion

This report describes a range of equality and diversity initiatives and activities which have taken place in 2009-10, many of which continue. The report demonstrates that work on equality and diversity has taken place across the University, and that equality and diversity were seen as an integral part of all the University's functions and activities. However there is still a lot of work that needs to be done, and there is a determination to continue this work, because only through creating an environment which values and respects diversity, will the University be able to benefit from the wide range of skills and experience that a diverse community can provide. In addition progress in equality and diversity matters will underpin all that the University wants to achieve as it is the basis for operational effectiveness.

Michael Howard
Equalities and Diversity Manager
October 2010

Enrolled Students indicating disability / specific learning difficulty 2009-10

DISABILITY	Total No: of students	Receiving DSA funding
Dyslexia / dyspraxia	510	146
Visual impairment	23	8
Hearing impaired	39	9
Mobility impaired	30	13
Mental Health	62	15
Unseen disability	124	14
Multiple Disabilities	27	11
Other Disabilities	144	18
Aspergers	18	7
Total	977	241

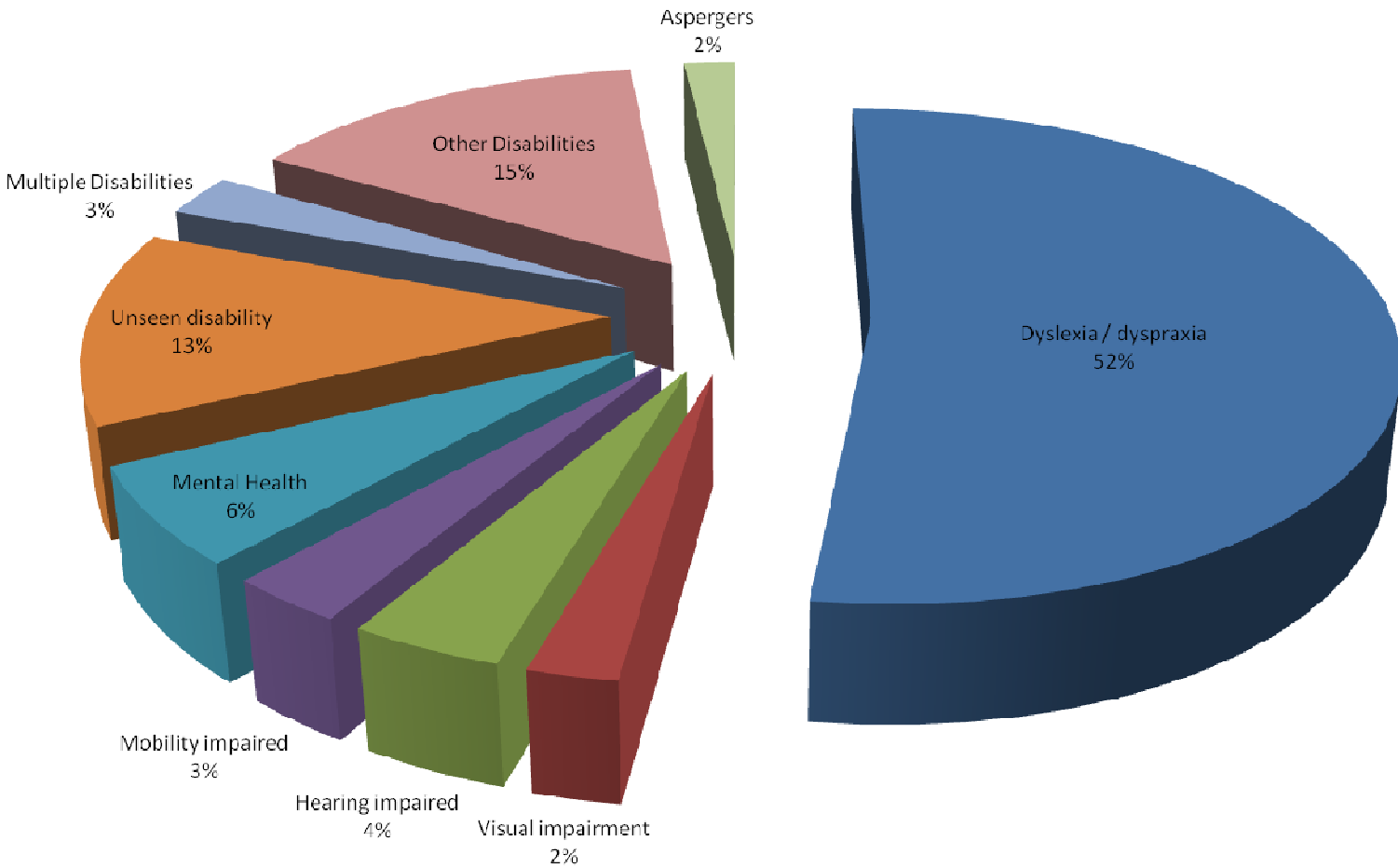
ACCESS CENTRE 2009-2010

ACCESS Centre Client Base by Disability	Assessments (Inc MU students)
Specific Learning Difficulties (e.g. Dyslexia / Dyspraxia)	448
Blind/partially sighted	16
Deaf/hard of hearing	21
Wheelchair user/mobility difficulties	28
Mental Health difficulties	52
Unseen disability	27
Has two or more of the above	89
Disability not listed above	72
Aspergers	9
Total	762

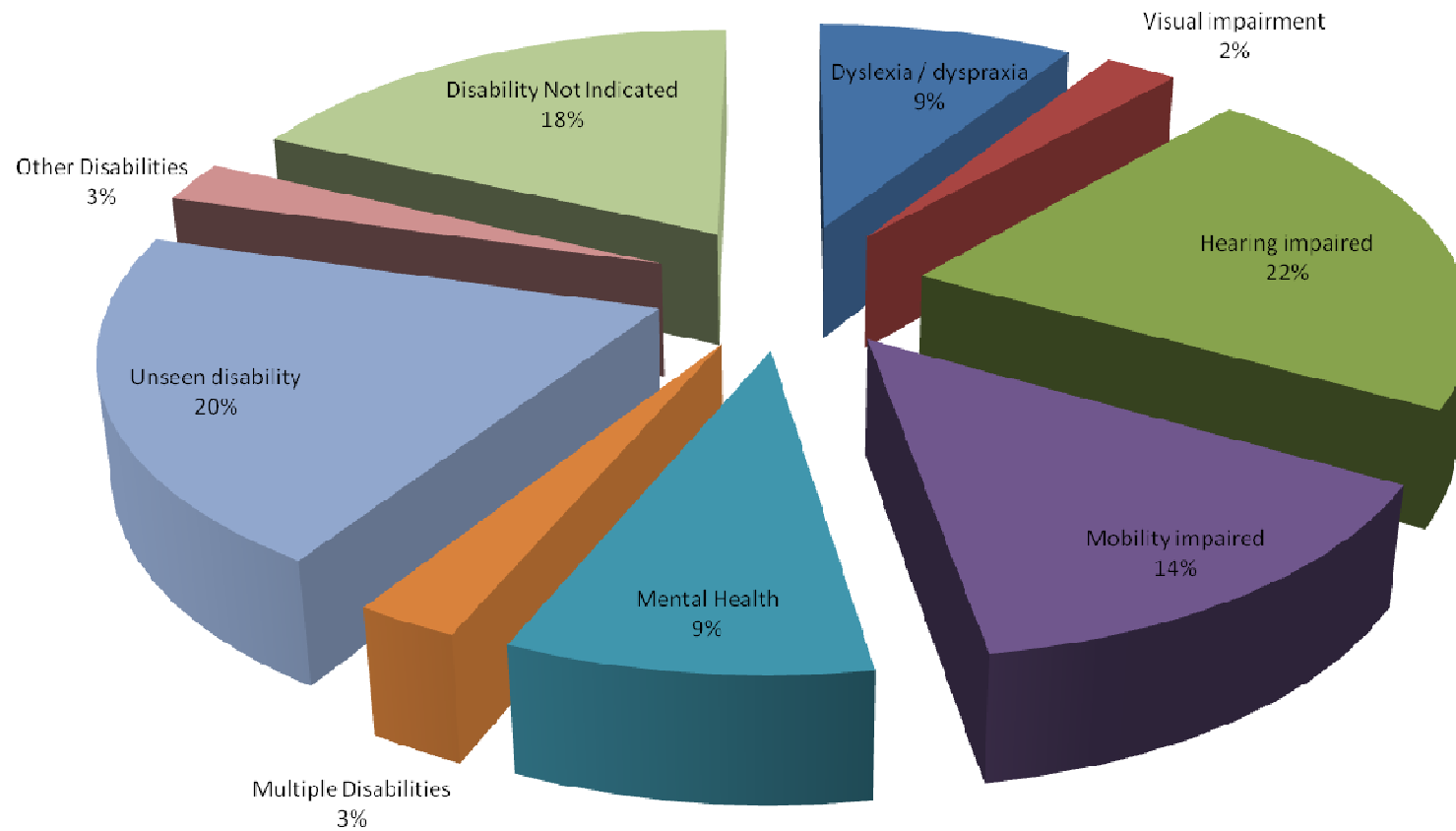
Staff Notification of Disability August 2010

Type of Disability	Number of Staff
Dyslexia / dyspraxia	8
Visual impairment	2
Hearing impaired	17
Mobility impaired	11
Mental Health	7
Unseen disability	16
Multiple Disabilities	2
Other Disabilities	2
Disability Not Indicated	14
Total	79

Student Disability Categories 2010



Staff Disability Categories 2010

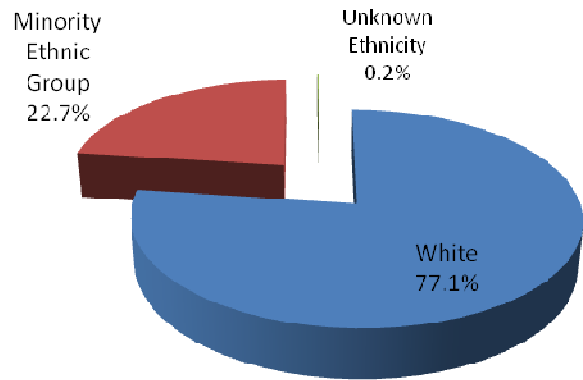


Workforce Profile 2010

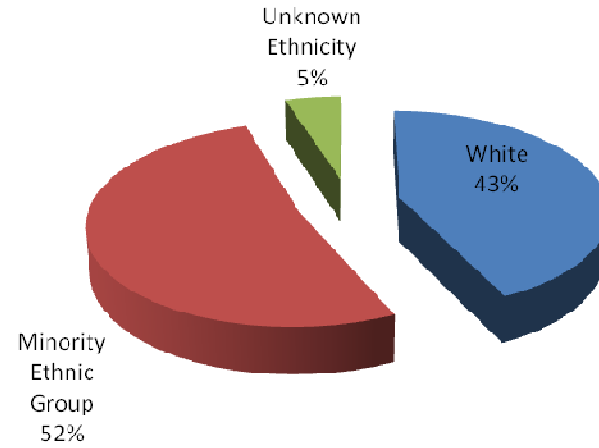
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2010 Totals
All Staff														1920
Disability	3%	2.5%	2.8%	2.5%	2.4%	2%	1.7%	5.3%	4.6%	4.4%	4.6%	3.9%	4.1%	79
Women	54%	55%	55%	55%	57%	57%	57.8%	57.7%	58.2%	57.7%	57.5%	57.7%	57.6%	1105
Ethnic Minority	14%	15%	16%	16.5%	18.3%	18.4%	19.1%	19.75	20.1%	21.2%	21.4%	21.6%	22.7%	435
Unknown Ethnicity	8%	6.5%	6%	8.5%	1.2%	1.2%	0.9%	1%	0.7%	1.4%	0.7%	3.2%	0.2%	4
Senior Managers														172
Women	22%	24%	20%	21%	21%	23.3%	23.4%	23.5%	29.6%	30.6%	34.7%	35.7%	38.4%	66
Ethnic Minority	4%	5%	7%	8.5%	8.9%	9.4%	10.5%	9.6%	6.9%	6.7%	8.8%	9.5%	10.5%	18
Disability	3.7%	3.7%	3.9%	3.5%	4.2%	3.8%	3.1%	4.8%	4.4%	4%	3.5%	3.6%	2.9%	5
Academics														779
Women	44%	45%	46%	47%	50%	49.6%	50.2%	51.2%	51.9%	52.5%	52.5%	53.3%	52.9%	412
Ethnic Minority	15%	16%	17%	17%	18%	17.6%	17.7%	18.4%	20.1%	20.4%	21.5%	21.8%	24.3%	189
Disability	2.8%	2.6%	2.6%	2.4%	2.4%	1.7%	1.5%	4.4%	4.3%	4.1%	4.5%	4.0%	3.9%	30
APT&C														938
Women	67%	66%	67%	67%	68%	68.7%	69.2%	68.8%	69%	66.9%	66.6%	65.8%	65.6%	615
Ethnic Minority	14%	16%	17%	15.5%	18.6%	19.2%	20.4%	21%	21.8%	23.5%	23.2%	22.6%	22.9%	215
Disability	3.2%	2.7%	2.5%	2.2%	1.8%	1.5%	1.4%	5.3%	4.3%	4.2%	4.4%	3.5%	3.2%	30
Manual														31
Women	62%	61%	60%	55%	57%	52.7%	54.5%	55.2%	50%	44.4%	41.7%	37.5%	38.7%	12
Ethnic Minority	25%	26%	27%	28%	31%	29.6%	30.3%	34.5%	37.5%	38.9%	36.1%	40.6%	41.9%	13
Disability	5.2%	5.7%	4.8%	4.2%	4.5%	5.6%	5.5%	12.6%	17.5%	16.6%	16.7%	18.8%	19.4%	6

Ethnicity and Gender for Staff and Students 2010

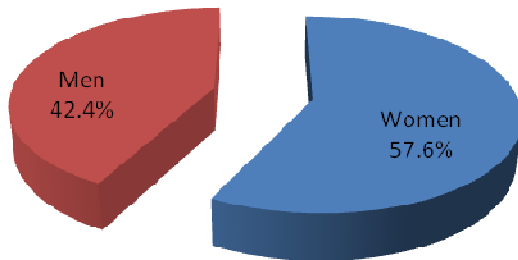
Ethnicity of Staff 2010



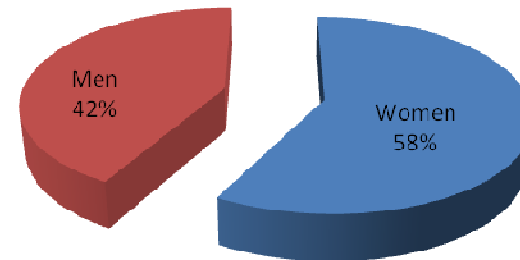
Ethnicity of Students 2010



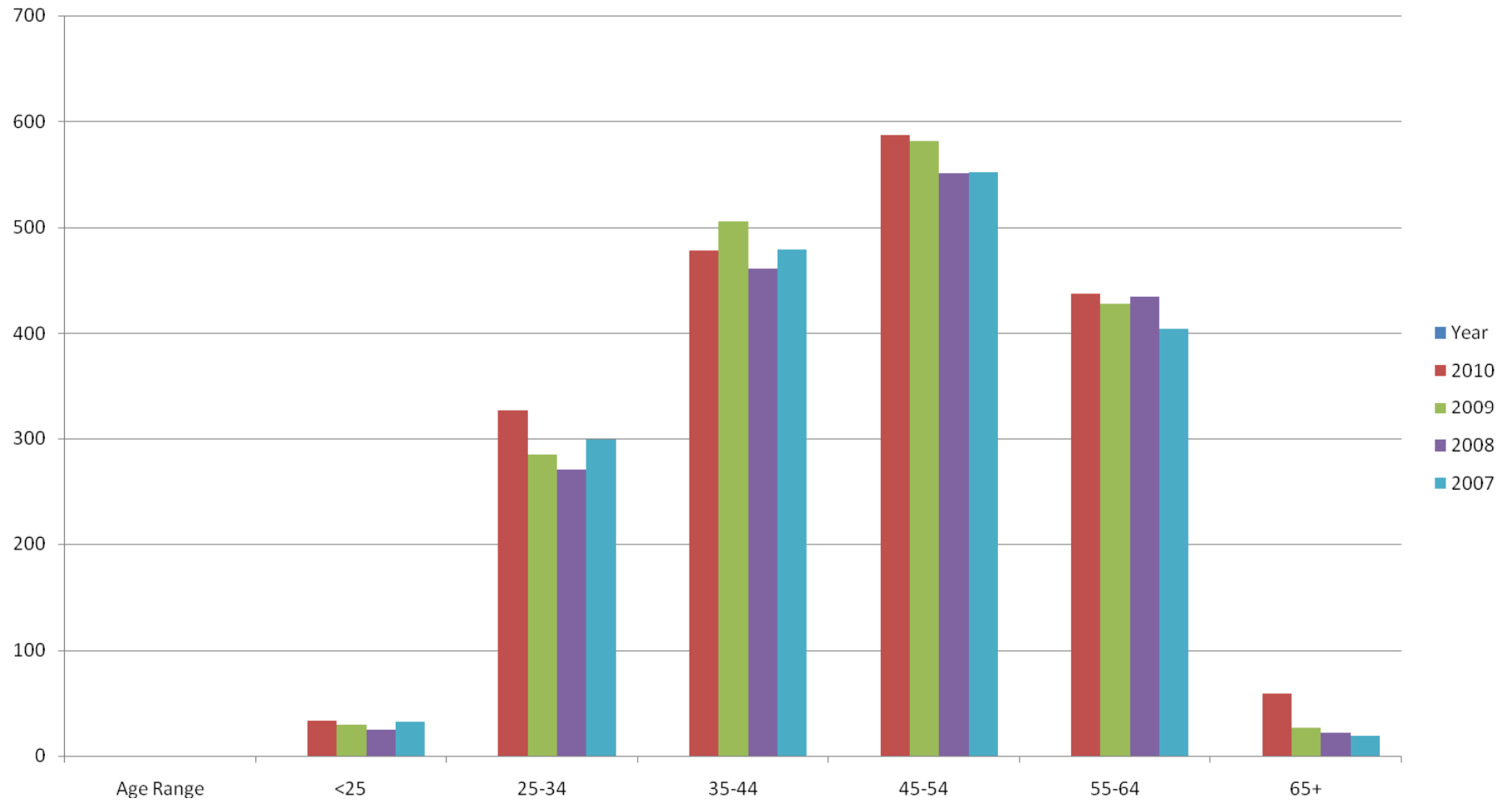
Gender Split Staff 2010



Gender Split Students 2010



Age Profiles 2007 to 2010



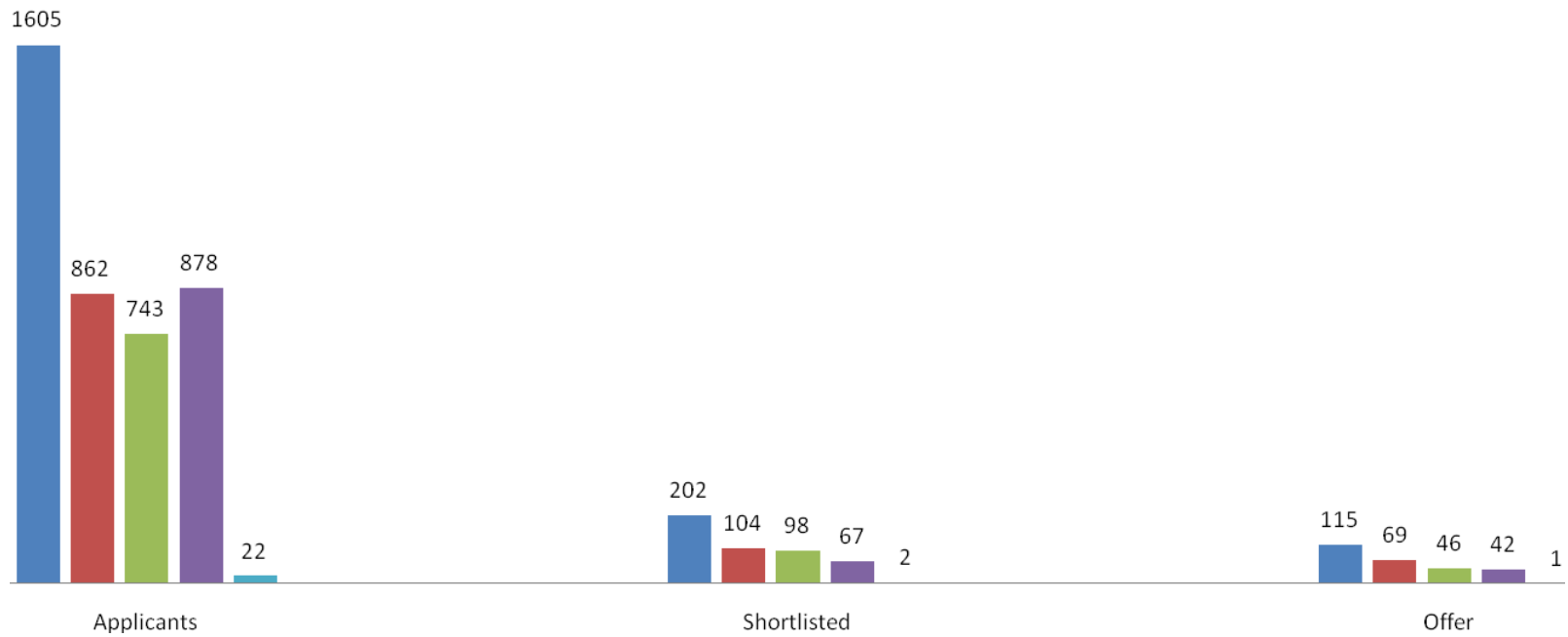
STAFF RECRUITMENT-

YEARLY SUMMARY OF APPLICANTS EQUAL OPPORTUNITES PROFILE
 1 July 2009 to 30 June 2010

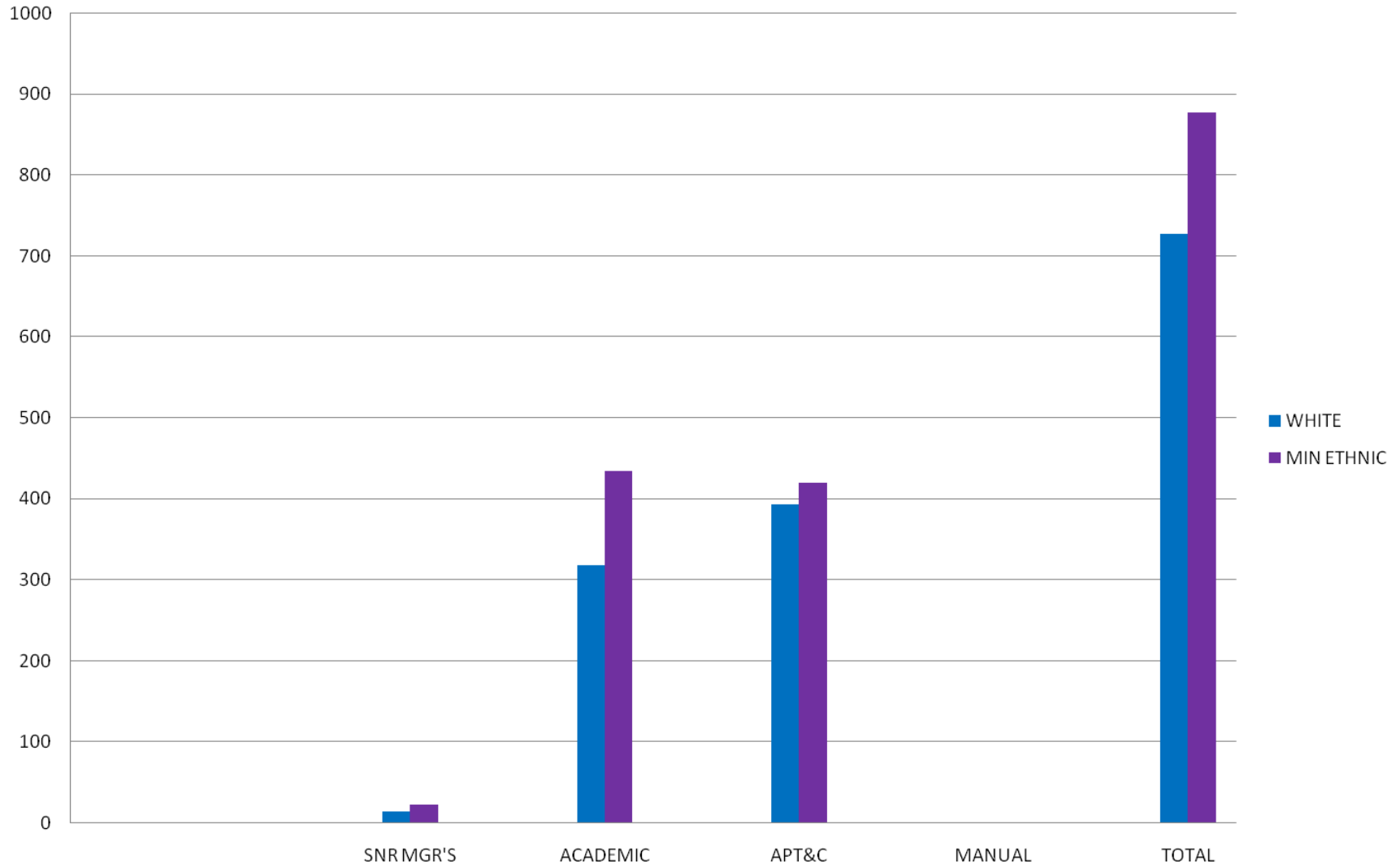
All Schools & Services	Applications		Applicants		Applicant	
	Received		Shortlisted		Offered the Post	
	No.	%	No.	%	No.	%
All Staff						
Total No. Posts	115					
Total Applicants	1605		202		115	
Minority Group	878	55	67	33	42	37
Disability	22	1.4	2	1	1	0.9
Female	862	54	104	51	69	60
Male	743	46	98	49	46	40
Senior Managers						
Total No. Posts	4					
Total Applicants	38		6		4	
Minority Group	23	61	3	50	2	50
Disability	1	2.6	0	0	0	0
Female	22	58	3	50	2	50
Male	16	42	3	50	2	50
Academics						
Total No. Posts	51					
Total Applicants	753		79		51	
Minority Group	435	58	28	35	18	35
Disability	9	1.2	3	0	3	0
Female	315	42	77	33	24	47
Male	438	58	105	67	27	53
APT&C						
Total No. Posts	60					
Total Applicants	814		117		60	
Minority Group	420	52	36	31	22	41
Disability	12	1.5	2	1.7	1	1.7
Female	525	64	75	64	43	72
Male	289	36	42	36	17	28
Manual						
Total No. Posts	0					
Total Applicants	0		0			
Minority Group	0	0	0	0	0	0
Disability	0	0	0	0	0	0
Female	0	0	0	0	0	0
Male	0	0	0	0	0	0

Staff Recruitment 2010

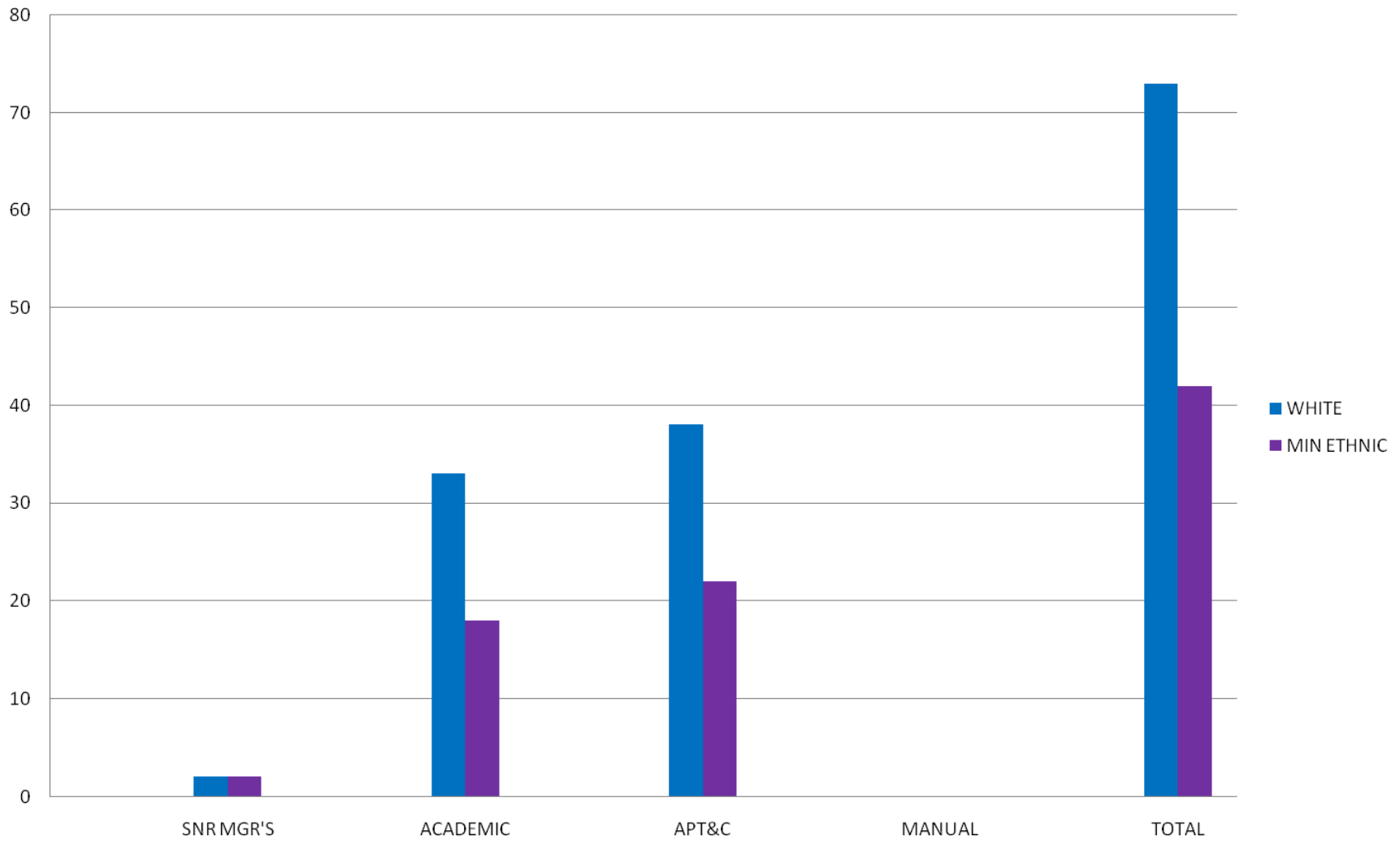
■ Total ■ Women ■ Men ■ Min Ethnic ■ Disabled



Ethnicity of All Applicants 2009-10



Ethnicity Profile of Successful Applicants 2009-10



Middlesex University

Annual Review of Equality and Diversity

September 2009 to August 2010

Produced October 2010