

People, Culture and Engagement Committee

TIME /DATE / VENUE	0930, Wednesday 22 June 2022 in Room 0.32, Unit 1, St Andrew's Court
PRESENT	Claudia Iton (Chair) Professor Graham Galbraith (to Minute 28) Jennifer Crighton
IN ATTENDANCE	Bernie Topham, Chief Operating Officer and Deputy Vice-Chancellor Professor David Sanders, Academic Staff Governor Dr Mike Rayner, Staff Representative Becky Miles, Professional Services Staff Governor Fiona Hnatow, Chief People Officer Wayne Bowen, Head of HR Strategic Planning Julia Hughes, Head of Careers and Employability (Minute 26) Paul Spendlove, Graduate Outcomes Manager (Minute 26) Nicole Chapman, Information and Employment Adviser (Volunteering) (Minute 26) Chris Chang, Deputy Vice-Chancellor (Global Engagement and Education Partnerships) (Minute 27 to 28) Yvonne Howard, Interim Director of Race and Equality (Minute 27) Jane Rawlins-Mateus, Equality, Diversity and Inclusion and Engagement Manager (Minute 27 to 28) James Ross, Equality, Diversity & Inclusion Information Officer (Minute 27)
SECRETARIAT	Adrian Parry, Executive Director of Corporate Governance Jacqui Bryden, Senior Governance Officer

To facilitate the attendance of staff for specific items, some items were taken out of the order designated in the agenda.

22 Welcome, Quoracy, Conflict of Interest and Apologies

- 22.1 The Chair welcomed members to the meeting.
- 22.2 Apologies were received from External Governors David Wilding and Christopher Williams.
- 22.3 The Executive Director of Corporate Governance confirmed that the meeting was quorate and could proceed to business.
- 22.4 There were no conflicts of interest declared.

23 Minutes of the Previous Meeting

The minutes of the meeting held on 22 February 2022 were confirmed as an accurate record.

24 Matters Actioned and Matters Arising

There were no matters actioned and no matters arising.

25 Summary Report from Special Meeting Held in March 2022 – confidential

26 People, Culture and Engagement: Careers and Employability Service

Julia Hughes, Head of Careers and Employability; Paul Spendlove, Graduate Outcomes Manager; and Nicole Chapman, Information and Employment Adviser provided a presentation about how the skills, knowledge, activities and lived experience of staff within the Careers and Employability Service contributed to the delivery of the University Strategy. The key points raised in the presentation were:

- i. The Department was physically situated within a central location within the University and provided an attractive space that was popular with students. Prior to the pandemic, the student footfall had been more than 10,000 student visitors per year. Over 50% of student engagement was face-to-face.
- ii. The purpose of the service was to prepare students and graduates for employment by achieving the University's graduate hallmarks and by gaining experience via volunteering roles. The service facilitated the uptake of hundreds of different types of job and volunteering opportunities per year.
- iii. The Service Team had observed a shift over the last two years in the morale, motivation and self-confidence of students and graduates, which was lower as a consequence of the pandemic, and increased support was being provided to address these matters.
- iv. The Service supported the improvement of performance in the Graduate Outcomes Survey, which was undertaken annually. There was a time lag of at least two and a half years between students leaving and the collation of their employment outcomes through the Survey. It was important to rapidly improve graduate employment and this was a strategic imperative for the University.
- v. There were a number of tools and resources that had been developed to support students through the provision of a wide-ranging and accessible pastoral service. These services had been described by students as reassuring and accommodating and included:
 - a. The provision of webpages via a platform called My Career, which had received very positive feedback from students. Job opportunities, volunteering and internships were advertised on these webpages.

- b. The Final Countdown Campaign, which provided personal contact with students and helped them to better understand any barriers to employment and signposted them to wellbeing resources. The Service had contacted more than 2,500 students to encourage engagement and to support their progression to employment.
- c. An improved Tutor Toolkit to better equip academic staff to support the employability of their students.
- d. The University had hosted the Regional Careers Fair virtually in October 2021, which had received plaudits from students and employers for its organisation and networking opportunities.
- vi. The University supported graduates' seeking support with employment and careers advice for five years after leaving. To support rapidly improving graduate outcomes, the Service Team had focused upon contacting 3,500 Level 6 and Level 7 students to arrange appointments with potential employers and to signpost them to employment networking opportunities. This was a tactical measure and the personal contact involved had received very positive feedback from students.

26.1 In discussion the following points were noted:

- i. The environment created by the pandemic had been both very difficult and very different for students during the pandemic, and had initially adversely impacted upon their career prospects. The number of the University's graduates entering into graduate level work or further study had increased recently, which indicated that the tactical and strategic approach had achieved the aim of rapid improvement in graduate employment.
- ii. Skills-based assessments were an important element of the curriculum, together with the attainment of the Graduate Hallmarks. Each faculty had a designated Careers Adviser to work with academic staff to deliver employability and enterprise in the curriculum as well as Placement Officers to support placements.

26.2 The Committee noted the presentation and expressed its thanks to the Careers and Employability Service for its contribution to the University and the delivery of the University Strategy.

27 Equality, Diversity and Inclusion Data Reports

James Ross, Equality, Diversity and Inclusion Information Officer, Jane Rawlins-Mateus, Equality, Diversity and Inclusion and Engagement Manager and Yvonne Howard, Interim Director of Race and Equality presented data reports of equality, diversity and inclusion for both staff and students for the academic year 2020/2021.

27.1 The staff report had been developed using staff equality data and from the findings of the Staff Culture Survey. It was important to ensure that future action was evidence-based, which would include the development of key performance indicators (KPIs) within the new People Strategy.

27.2 Key points noted were:

- i. Both data reports included information on sexual orientation as well as gender.

Staff Data Report

- ii. The staff data report indicated mixed progress.
- iii. There had been an overall increase in Black, Asian and Minority Ethnic (BAME) staff. The number in academic and research roles had increased over the last year by 19, and in support roles by 18.
- iv. The proportion of job applications received from UK/EU BAME applicants had increased for academic and research roles by 24% and for professional service roles by 12% compared to two years ago.
- v. The gender gap in academic and research roles had reduced to six percentage points and stood at 47% female and 53% male (compared to 44% and 56% respectively four years ago). However, the proportion of female Professors and female Readers remained low and was 5% below the sector average:
 - 23% of Professors were female (-2 percentage points compared to 2018/19)
 - 33% of Readers were female (no change compared to 2018/19).
- vi. The Staff Culture Survey had identified those with disabilities and those from the LGBTQ+ community as reporting less sense of belonging to their Faculty or Department. When compared with the University staff population as a whole, disabled staff felt less well treated with fairness and respect by 8% and female academic and research staff felt 9% less support for their mental health and wellbeing.
- vii. 47% of staff felt that bullying and harassment was dealt with effectively within their departments, but this figure decreased for academic and research female staff, black staff and LGBTQ+ staff. Additionally, whilst 60% of all University staff felt that appropriate action would be taken in response to a race related incident, only 49% of BAME staff felt that appropriate action would be taken.

Student Data Report

- viii. The student body had become more diverse. Of all home/EU undergraduate students: 21% had a declared disability (compared to 14% in 2017/18); 13% were aged 25 or older when starting their course (compared to 9% in 2017/18); and 12% had a declared sexual orientation of LGBTQ+ (compared to 6% in 2017/18).
- ix. Student withdrawal rates have declined for each protected characteristic and the 'good degree' classification percentage has improved for each protected characteristic.
- x. The 'good degree' awarding gap had reduced to 9.6% (compared to a gap of 18.8% in 2017/18). However, the awarding gap was higher when the characteristics of ethnicity and age were combined. A significant awarding gap still existed for black male students, who the data also showed to be less engaged with wellbeing and support services.
- xi. A higher proportion of home/EU applicants aged 25 or older had accepted an offer to study in 2020/21, at 53% compared to 29% in 2019/2020. The key driver was the introduction of a new 'Community Justice' course in the School of

Criminology and Criminal Justice, which supports students in becoming a fully qualified Probation Officer. 80% of applicants for this course were female.

27.3 In discussion, it was noted that,

- i. The data provided useful information and comparative data that should be used to underpin required actions.
- ii. KPIs would be developed as part of the People Strategy 2030 to enable future progress to be tracked. A key priority of the People Strategy was to promote and facilitate the EDI Framework. It would be important to ensure that KPIs were stretching but were also realistic and achievable and that progress was made visible to all within the University community.
- iii. The bullying and harassment data derived from the Staff Culture Survey required further investigation and would be further explored in the EDI Culture Survey and through an internal audit of the Report and Support portal.
- iv. The EDI Framework provided a structure for action to ensure improvement and to build the culture that the University aspired to achieve.
- v. The work of Professor Jason Arday in 2022 had been very helpful for building involvement and engagement. Those who had participated in the focus groups reported that they felt listened to, felt more comfortable talking to their manager and colleagues about concerns, and felt able to express empathy to others' concerns.
- vi. While recruitment from the BAME community had increased, retention rates required improvement. This was particularly the case for lower graded jobs.
- vii. It was important to establish the principle that the University's demographic profile should reflect that of its locality for the purposes of comparison, which would change over time.
- viii. Individual faculties and departments would have different staff and student demographic profiles and would engage with their own KPIs to drive change from the ground level. It was important to address the distribution of diversity within the University.
- ix. The progression of women to senior academic roles was comparatively low. The right to request flexible working was available to all staff and the Inclusive Leadership Programme had increased opportunities for mentorship to help to tackle this issue. Mentoring opportunities would be further increased.
- x. The ethnicity 'good degree' awarding gap had reduced from 16% to just below 10%. The biggest gap remained among black males and it was noted that they were also less engaged with wellbeing and support services.
- xi. Bite size training events on equality, diversity and inclusion issues would continue to be rolled out for governors to maintain momentum and ensure accountability.
- xii. It was important that there was regular communication on both progress and concerns as this would help to further build trust amongst staff.

27.4 The Committee noted and approved the reports for internal publication. Committee expressed their thanks for the degree of detail and analysis and looked forward to seeing sustained progress.

28 Equality, Diversity and Inclusion Update

Chris Chang, Deputy Vice-Chancellor (Global Engagement and Student Life) provided an update on the progress of equality, diversity and inclusivity activities. Key points noted were:

- i. Good progress had been made on the action planning to support the EDI Framework.
- ii. The University had been a sponsor of the recent Portsmouth Pride parade.

28.1 Committee noted the update.

29 People, Culture and Engagement: People Strategy

Fiona Hnatow, Chief People Officer and Wayne Bowen, Head of HR Strategic Planning provided an overview of the emerging new People Strategy 2030, which was being developed. Nine key themes had been identified to underpin the Strategy. The following key points were noted from the presentation of the paper:

- i. The Strategy would be socialised for all staff and would have a positive impact on students.
- ii. It was important to be explicit about the challenges and how the Strategy would address those challenges. It would need to facilitate cultural change and create a clear Employee Value Proposition.
- iii. The nine themes would each be underpinned by up to four key performance indicators (KPIs) for each theme. These would be updated regularly to enable the University community to see progress.
- iv. As well as identifying the specific aims of the People Strategy, it would also be important to identify how those aims would be achieved and how their attainment would be measured via KPIs. The Human Resources (HR) Operating Plan and the Equality, Diversity and Inclusion Framework would act as integrated enablers of the Strategy.

29.1 In discussion, it was noted that:

- i. A number of actions and activities would be identified for each of the nine themes.
- ii. The Head of HR Strategic Planning would address and meet with other University fora to develop the actions.
- iii. The draft Strategy would be presented to the University Executive Board (UEB) on 18 July 2022.
- iv. The People Strategy, HR Operating Plan and KPIs would be launched in September 2022 to the University community.

29.2 Committee received and noted the presentation and update and looked forward to receiving the new People Strategy at the next meeting.

30 Committee Indicative Business

- 30.1 Committee noted the 2022/2023 indicative programme of work would be reviewed once the new People Strategy had been launched in September 2022.
- 30.2 There were some provisional items to be included in the programme of work.
- 30.3 In discussion, it was noted that the Committee's Terms of Reference would be reviewed in September and that a programme of indicative business would be identified to align with these Terms of Reference.

31 Date of Next Meeting

The next meeting of the Committee would take place on Tuesday 27 September 2022.

32 Thanks

This was the last meeting of the People, Culture and Engagement Committee for Professor David Sanders, Academic Staff Governor and Dr Mike Rayner, Staff Representative. The Chair expressed her thanks to both for their significant input and contribution to the Committee. The Committee wished them well in their future endeavours.