Equality & Diversity Annual Report 2015

A report detailing the University of Hertfordshire's equality and diversity information to 31st January 2016.

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2.   Executive Summary

This report provides an overview of the University's achievements and progress made since its 2014 report and in respect of the commitments made against our Equality Objectives 2012-2016. Our current Equality Objectives end in March 2016, and the University is currently developing a new EDI Operational Plan, which will incorporate new equality objectives and become embedded within a larger operational plan under the 'People' strand of the University's Strategic Plan 2015-2020. This will be launched in spring 2016.

The following points have been identified from the data analysis across staff and student populations at the University.

Staff

- The age profile is older than the rest of the UK Higher Education sector, with the largest cohort of staff aged 51-55. Academic staff have an overall older profile to professional staff.

- Considering the workforce age profile, it would have been expected that levels of disability were higher than they were when the prevalence of disability rises with age (16% of working age adults in the UK are disabled). Declared disability is still low (2.8%) in comparison to the sector (4.2%).

- The workforce ethnic profile (12.8%) falls below that of the general population of England and Wales (14%), but is equal to the sector profile in England (12.8%). Considering the University's geographical location there is further scope to diversify the workforce further, paying particular attention to the under-representation of Black and Minority Ethnic (BME) staff, and in certain circumstances, particular ethnic groups at higher levels of the institution.

- The gender profile of academic and professional staff show significant differences. Academic men and women have similar proportions across lower grades, except at Senior Lecturer level (UH8), where there are a higher proportion of women. At AM (Academic/Administrative Manager) and professorial level there are lower proportions of women than men. Amongst professional staff, women are most likely to occupy grade UH5 and their proportions continue to decrease up to grade UH9, whereas men have the highest proportions at UH6 and UH8.

- Rates of declaration for religion and belief and sexual orientation have increased from the previous year (9.3% and 16.4% respectively). Sector declaration rates in these areas are far higher with 33.4% for religion and belief and 32.4% for sexual orientation.

Students

- The age profile is comparable to the sector, however there has been a slight decrease in the proportion of students aged 18-20 from 48.9% in the previous year to 47%. This age group makes up the majority of undergraduate students. The majority of postgraduate students are aged 40 and over. The best performing age group achieving a 'good degree' is aged 18-20.

- There has been an increase in the proportion of students declaring a disability (7.8%) and this is below that declared across the sector (10%). There has been an increase in declaration across a range of disabilities from the previous year, particularly those which are unseen, specific learning difficulties and mental health (see Figure 21). There was no significant difference between the attainment levels of students with and without disabilities.

- The University is fortunate to have an ethnically diverse student population, where 47.4% identify as being from a BME background. However, this profile is not replicated across the whole institution, where some disciplines have low levels of BME representation (see Figure 23). There continue to be a differential attainment gap between White and BME students, although this is closing of 16.8% compared to the sector 15.3% gap.

- The gender profile amongst students is broadly similar to that of the sector (56.9% female in comparison to 57.4%). This profile is higher at postgraduate taught level where women make up 66.3% of the cohort, a marked increase from the previous year (61.9%). Men and women are not distributed across the disciplines in the same way, with significant under-representation of women in Computer Sciences and Engineering and Technology, and under-representations of men in Education and Health and Social Work (see Figure 25). Women marginally outperformed men.

As a result of undertaking the analysis in this report we have recommended the following actions for the coming year:

Equality Objectives

- Progress against our existing objectives has been strong, particularly in relation to our work to close the attainment differential between White and BME students. We are currently reviewing our plans to address the findings of this report, together with our action plans for Athena SWAN and the Race Charter Mark, and will be aligning our new suite of equality objectives within a broader operational plan that will support the University's Strategic Plan. It is anticipated that our Equality, Diversity and Inclusion (EDI) operational plan will be published in spring 2016.

Workforce representation

- The University is situated within a geographical location with access to the most diverse city in the UK, yet its workforce does not reflect that diversity in the same way it does through its student population. In order to tap in to a wider talent pool, it will be necessary to at least introduce positive action statements on recruitment advertising to encourage applicants from diverse backgrounds, and to explore the benefits of an anonymous application process, particularly in areas of the institution that lack diversity.

- Further analysis will be required of the geographical profile of the current workforce at different levels, and of the applicant base to better understand recruitment trends.

- Further analysis is required to understand the causes of under-representation of women and BME staff at senior levels. This should be supported by an equality objective to advance the opportunities available so that this issue can be addressed over time.

Student representation

- We have identified that despite the University having a diverse student body, this is not reflected across each of the academic disciplines. Further activity will be required to address the under-representation of men and women and BME students across a range of these disciplines, and include specific targeting of these groups to increase the pool of applicants in these areas.

Attainment gap

- The University has had an equality objective in place to close the differential in White and BME students achieving a 'good degree'. The University has made real progress in closing this gap in the life of this objective and this report recommends that a further equality objective is set to reduce the gap further.

Equality monitoring

- Continue to improve the way we collect information from staff and students. It is hoped that the introduction of the self-service facility through our HR system will improve the levels of declaration, particularly in relation to disability, religion or belief and sexual orientation. The way in which we encourage staff to declare this information will be crucial to raising awareness and improving confidence levels to declare, and would be attuned with the University's values: Friendly, Ambitious, Collegiate, Enterprising, and Student-focused. This would lead to a reduction in the overall proportion of 'unknown' status across a broad range of protected characteristics.

- The University is yet to analyse student data against religion or belief and sexual orientation. In order to meet the needs of students with these protected characteristics it is recommended that these data are analysed regularly to ensure that there are no differential outcomes.

1. Introduction

This report provides an overview of the University's achievements and progress made since its 2014 report and in respect of the commitments made against our Equality Objectives 2012-2016. Our Equality Objectives come to an end in March 2016, however the University is currently developing a new EDI Operational Plan, which will incorporate new equality objectives and become embedded within a larger operational plan under the 'People' strand of the University's Strategic Plan 2015-2020. This will be launched in spring 2016.

The report will also summarise the University's staff and student demographics across a range of protected characteristics[1], including age, disability, gender and race and any findings from this analysis will be used to inform the University's Equality Diversity and Inclusion (EDI) operational plan.

2. Legislative context

As a public authority, the University of Hertfordshire is subject to the additional duties set out in the Equality Act 2010. The Public Sector Equality Duty[2] sets out a requirement that we must have due regard to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In practice this means that the University needs to demonstrate how it considers the barriers and disadvantage experienced by different groups of people in relation to employment and service delivery, and how it plans to overcome those barriers or disadvantage.

The Equality Act 2010 explains that having due regard to advancing equality of opportunity will involve the need to:

- Remove or minimise disadvantage suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionally low.

This annual report has been approved by the Chief Executive's Group and the Board of Governors, and explains how the University is addressing the requirements of the Public Sector Equality Duty, and where gaps exist, what the University intends to do about them. This annual report must be

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[1] A protected characteristic includes age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, sex and sexual orientation
[2] S.149 Equality Act 2010

published by 31st January 2016 and subsequently at intervals of no more than one year from the date of last publication.

3. Progress against our Equality Objectives

The University set its Equality Objectives in April 2012 in response to the statutory requirement set out in the Equality Act 2010 (Specific Duties) Regulations 2011, stating that a public authority must prepare and publish one or more objectives it thinks it should achieve to do any of the aspects mentioned in the Public Sector Equality Duty. These objectives were reviewed and strengthened in 2013.

Our equality objectives cover a four-year period up to April 2016 and are as follows:

- **Objective 1** - Provide effective equality advice, guidance and support to all staff and students.

- **Objective 2** - Enhance engagement and communication with staff and students on equality matters.

- **Objective 3** - Work towards reducing the differential in degree attainment between White and Black & Minority Ethnic (BME) students by 10 percentage points by 2014/15.

- **Objective 4** - Enhance employment opportunities and identify and address barriers to the recruitment and career progression of staff.

- **Objective 5** - Collect and analyse monitoring information effectively to advance equality of opportunity for diverse groups.

Progress against our objectives

This year has seen some real success in our achievements with equality, diversity and inclusion. The University was successful in achieving an institutional level Bronze award and four departmental Bronze awards under the Athena SWAN award initiative. Athena SWAN has increased in its scope to cover Arts, Humanities, Social Science, Business and Law, and we are working across each of these areas to advance gender equality in higher education through this scheme.

In addition to this, the University was successful in achieving a Bronze award with the Race Charter Mark, being one of only eight institutions in the UK to do so. This marks an exciting period of development for us to advance race equality in our institution and support colleagues across the sector to do the same.

The momentum we have gained through these initiatives has raised awareness of a number of issues and been key to the level of engagement across the institution in these and other programmes throughout the year.

Other activities have included:

- Review and refresh of our Bullying and Harassment policy, which will be implemented in January 2016 following extensive consultation;
- Delivering monthly Equality & Diversity Essentials workshops as a mandatory requirement for new staff and voluntary for existing staff;
- Unconscious bias training rolled out to staff across the institution during the 2014/15 academic year and this will be continuing in 2015/16;
- A successful programme of events celebrating LGBT History Month. This year we screened the film 'Pride' and hosted a public lecture from Peter Tatchell on 'After Same-Sex Marriage and What Next for LGBT Rights?' and invited Gendered Intelligence to deliver a workshop on trans awareness;
- We hosted a public Dementia Friends workshop to raise awareness of this condition and provide support to carers;
- We flew the rainbow flag on campus for the third year (at the start and end of LGBT History Month);
- We supported Herts Pride with a stall at Cassiobury Park, Watford, which drew some positive reactions from local residents that attended the event;
- We hosted a 'Speakers' Corner' community meeting held by Hertfordshire Equality Council (HEC) encouraging voluntary and community groups to voice their concerns regarding difficulties they experience in the community;
- The University hosted a staff development workshop on curriculum design and inclusive teaching. Speakers presented the Institution's Inclusive Teaching strand of the curriculum design toolkit developed by the Learning and Teaching Innovation Centre;
- In conjunction with St Albans City & District Council, we hosted a photographic exhibition
- 'A Day in the Life' to raise awareness of local gypsy and traveller communities;
- We have reinvigorated our Carers' Network in partnership with Carers in Herts to provide support to staff and student carers at the University;
- The Equality Office has had a presence at Freshers' Fair and the University open days to raise awareness of the University's commitment to equality and diversity;
- We are continuing to monitor and analyse data related to students and the workforce on a regular basis to understand where there might be adverse trends and work with colleagues across the institution to reduce disadvantage;
- We continue to provide advice and guidance to staff and students on a range of issues, including bullying and harassment and other equality and diversity related issues.
- The University has been nationally profiling case studies for women in STEMM as well as set up a Women in STEMM Network supported by a number of events.
- As part of Carers Week we invited all staff, especially those with caring responsibilities to an Afternoon Cream Tea together with local charities and organisations Age UK, Carers in Hertfordshire, Crossroads and Mind.

Objective 3 - Work towards reducing the differential in degree attainment between White and Black & Minority Ethnic (BME) students by 10 percentage points by 2014/15.

- Progress against Objective 3 has been good – the University has moved from a position at the time the objective was set from having a 24% attainment gap, to what is now in 2013/14 a 16.8% gap. This is compared to a 15.3% gap in England, (ECU, 2015). Data for 2014/15 was not available in time for this report.

- Work will continue to address factors that impact upon student attainment, e.g. marking and assessment, curriculum design and pedagogy, induction and transition into higher education and previous educational experience.
- Conversations will continue with academic Strategic Business Units in light of this data and we are collating the entries from reports made at Student Educational Experience Committee (SEEC) and the Student Performance Monitoring Group (SPMG) that are related to the BME Success Project. The BME Success Project has been incorporated within the University's work with the Race Equality Charter Mark, where the University successfully secured a Bronze award in earlier this year.

4. Equality monitoring

The University has been gathering and analysing data in relation to age, disability, race and sex for many years, and it is within those boundaries that this report has been compiled. The University has also collected data related to religion or belief and sexual orientation at the point of recruitment, however there is not enough critical mass to provide a worthwhile analysis. The Equality Act 2010 does not oblige the University to collect data across all the protected characteristics[3] , rather as a public body, the institution is required to take a reasonable and proportionate approach with data collection and analysis that will enable it to pay due regard to the Public Sector Equality Duty.

For the purpose of this report, data at 31st July 2015 has been used for reporting against staff profiles and data for the 2013/14 academic year has been used for student reporting. Where relevant, comparisons have been made against national sector data, which have been drawn from the Equality Challenge Unit (ECU) through their statistical reports informed by the HESA and HEIDI[4] databases. Workforce analysis across the protected characteristics covered in this report **does not** include the staff employed through the University's subsidiary companies.
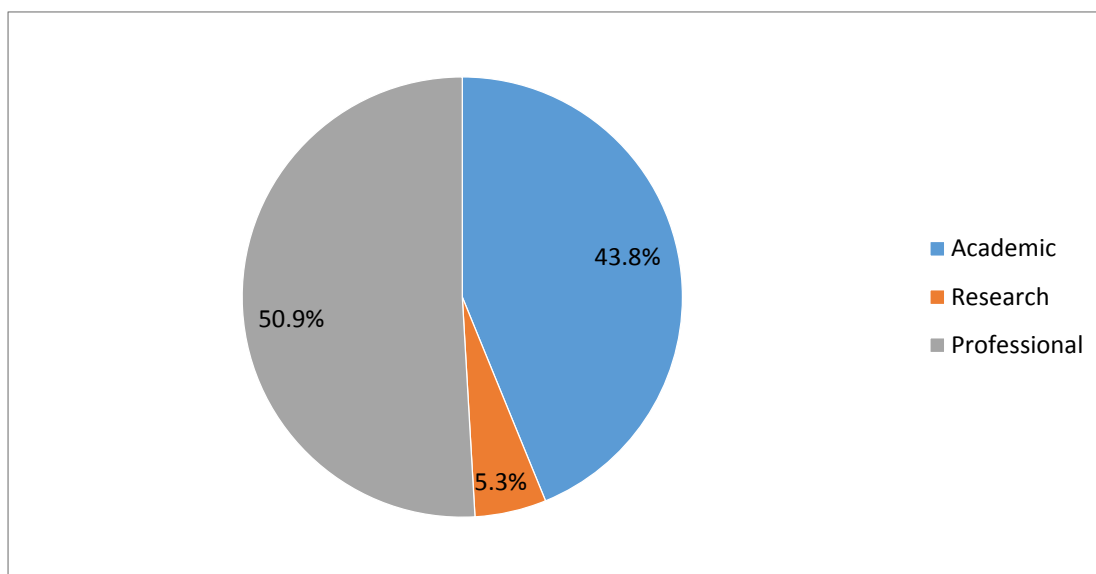
5. Staff

The staff data is based upon head count of staff in post at 31st July 2015. At the point the data was analysed, there were 2398 staff, excluding Visiting Lecturers in post, made up of 1051 academic contracts; 126 research contracts; and 1221 professional and support contracts. The University has 19 Strategic Business Units (SBU), of which 10 are academic schools. There is a mixture of all contract types within each academic school SBU and staff numbers have been illustrated according to contract type in each SBU in Table 1, however for the purpose of analysis professional and support staff contracts will be reported on within the heading of 'Professional' staff and the heading of staff employed on an academic or research contract will be reported on within the heading of 'Academic' staff when looking more closely at staff profiles by protected characteristics.

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[3] Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
[4] The Higher Education Database for Institutions

Figure 1: Staff profile excluding Visiting Lecturers

The table below illustrates the number of staff in academic SBUs according to their contract type. For ease of reporting, all staff on professional contracts in academic SBUs have been included in the heading 'professional services[5].

Table 1: Staff numbers according to SBU and contract type excluding Visiting Lecturers

	Academic/ Research	Professional Services	Total
BUS	199	30	229
COM	75	11	86
CTA	89	35	124
EDU	61	28	89
ENT	72	28	100
HSW	232	56	288
HUM	77	15	92
LAW	38	8	46
LMS	226	80	306
PAM	61	8	69
Non-academic SBU	47	922	969
Total	1177	1221	2398

BUS	Hertfordshire Business School
COM	Computer Sciences
CTA	Creative Arts
EDU	Education
ENT	Engineering and Technology
HSW	Health and Social Work
HUM	Humanities
LAW	Law
LMS	Life and Medical Sciences
PAM	Physics, Astronomy and Mathematics

[5] Non-academic SBUs include Academic Registry; Enterprise and Business Development; Estates, Hospitality and Contract Services; Finance; Herts Sports Partnership; Human Resources; Marketing and Communications; Office of the Chief Information Officer; Office of the Dean of Students; and Office of the Vice-Chancellor

Age

The age profile of staff at the University shows that there are proportionately more staff aged 51-55 (16.5%) than any other age group, and the least proportion of staff are aged 66 and over. This is higher than the sector where 12.3% are aged 51-55 years, (ECU, 2015). The rest of the HE sector has slightly higher proportions of staff aged 31-35 (14.4% as opposed to 9.8% at UH); staff aged 36-40 (12.8% as opposed to 11.1% at UH); and staff aged 41-45 (13.1% as opposed to 11.5% at UH), (ECU, 2015).

Figure 2: Age profile of all staff
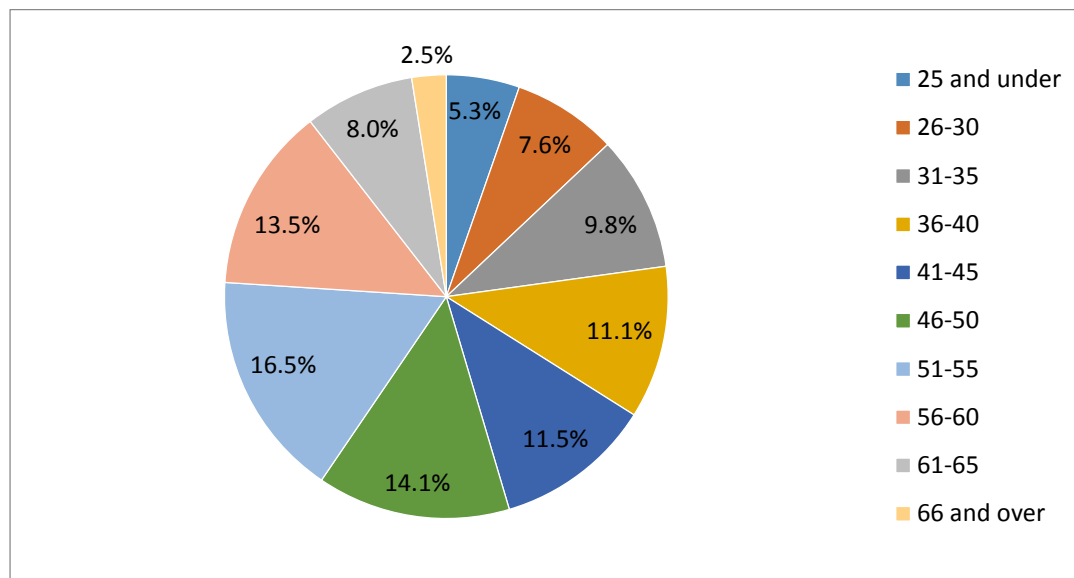
The comparison between the age profiles of academic and professional staff (Figure 3) show that academic staff are an older cohort than their professional services colleagues. This is also conversely mirrored in the proportion of academic staff aged under 30 years of age, which account for a very small proportion of academic staff. However as reported in the previous year, the age profile of academic roles are affected by the age of staff at entry level to academia.

There are considerably higher proportions of younger staff in professional services roles. This will be a reflection of the variety of work available at varying levels across the institution.

Figure 3: Academic v Professional staff age profile
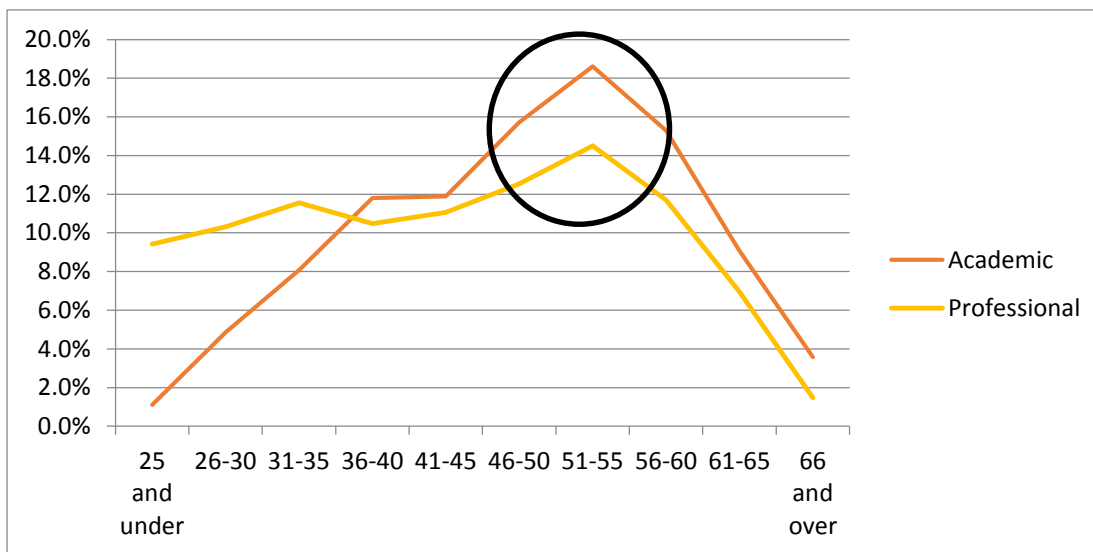
Figure 4 illustrates how this age can impact on placement within the grading structure, i.e. higher proportions of younger academic staff (aged 30 and under) concentrated across grades UH4-UH5, and conversely staff aged over 51 and over in higher grades UH8 and above. This profile is a reflection of the nature of the roles in academia, where age and experience are linked to the role an academic plays within the institution. Grade UH8 is perhaps the most diverse, with virtually every age group represented except staff aged 25 and under. Staff on academic contracts at Senior Manager (SM) level are all aged 51 to 65.

Figure 4: Academic staff according to age and grade structure
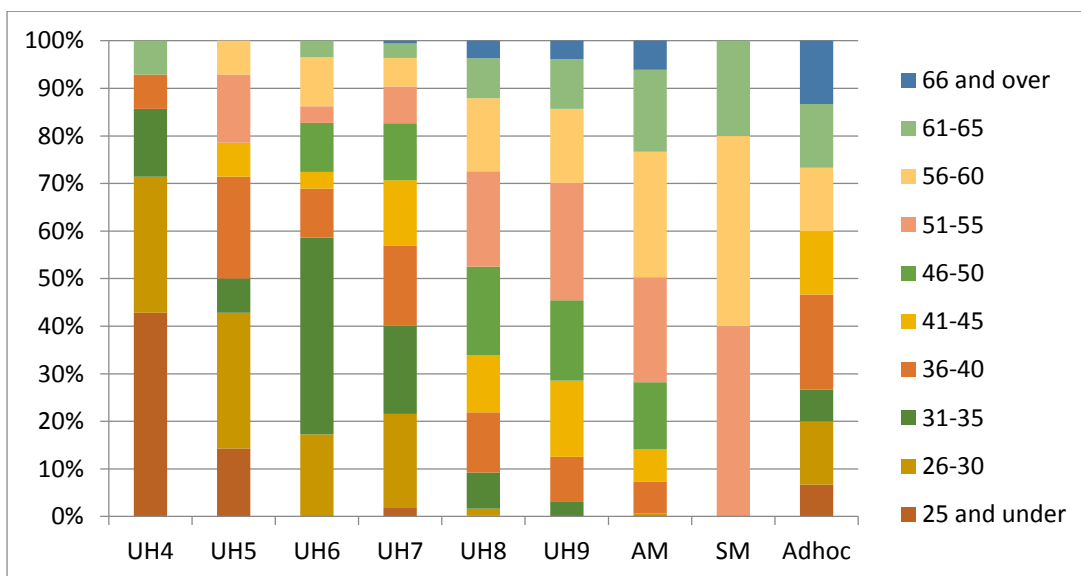
In contrast, professional staff are more diversely distributed according to their age profile. There are specific age profiles attributed to more senior grades, such as AM (Academic Manager) where the highest proportion of staff is aged 46 and over; and SM (Senior Manager) where all staff are aged 41-55.

Staff aged 25 and under tend to occupy the lowest grades (UH2-4), where student placements and graduate programmes are in place, and this may account for the higher proportion of staff aged 25 and under in the 'Adhoc' category, capturing staff on contracts that are Adhoc and National Minimum Wage. Conversely, the highest proportion of staff aged 66 and over are employed at grade UH3, which is in contrast to academic staff, where the highest proportion of staff aged 66 and over are employed at grade UH8.

Figure 5: Professional staff according to age and grade structure
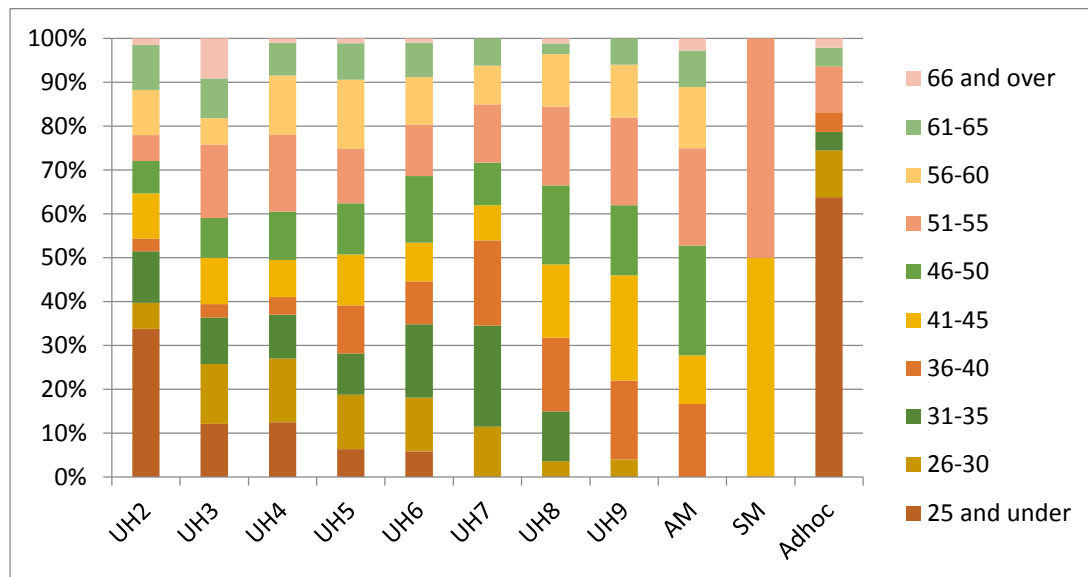
Disability

Only 2.8% of staff at the University declared a disability. This compares less well against the rest of the higher education sector, where 4.2% of staff in the UK have declared a disability, (ECU, 2015). A third of staff have not provided data against this protected characteristic, so it may be very possible that there are staff that have a disability but have not answered the question at the point of recruitment.

It would have been expected that levels of disability were higher than declared, when the prevalence of disability rises with age, e.g. 16% of working age adults in the UK are disabled (DWP, 2014).

We identified in the previous year that disability declaration was an issue requiring further attention, and as a result the HR system has been updated to allow staff to update their own data via self-service. We are hoping that this solution will impact positively to raise confidence amongst staff to declare and in the quality of data we have to analyse each year. It is anticipated that the report for 2016 will have an improved declaration rate for this protected characteristic.

Figure 6: Disability profile of all staff
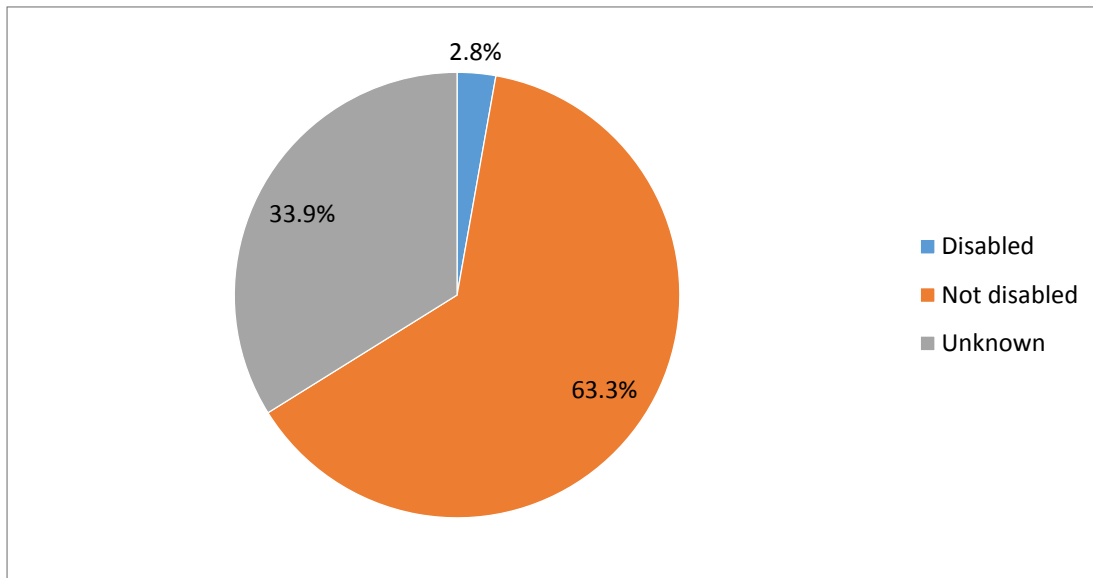
Of the 2.8% of staff that declared a disability a slightly higher proportion of women (56.7%) declared than men (43.3%). The ethnic profile of declared disabled staff showed that 79.1% of staff are of a white ethnic background, and the remaining 14.9% are of a Black and Minority Ethnic (BME) background. 53.7% of staff that declared a disability are aged 41 years and over. Due to the low number of staff with a declared disability, it is not possible to offer a meaningful profile of academic/professional staff.

Ethnicity

Staff from a White ethnic background make up 78.1% of staff and 12.8% are from a Black and Minority Ethnic (BME) background. There is a sizeable proportion of staff that have not declared their ethnic background (9%). This calculation is based on all UK and non-UK staff and compares well against the sector, which reports a BME representation of 11.7% across the UK, or more relevantly to the University; 12.8% in England (ECU, 2015). Data did not allow for analysis across UK and non-UK staff at this time.

**Figure 7: Ethnic profile of all staff**
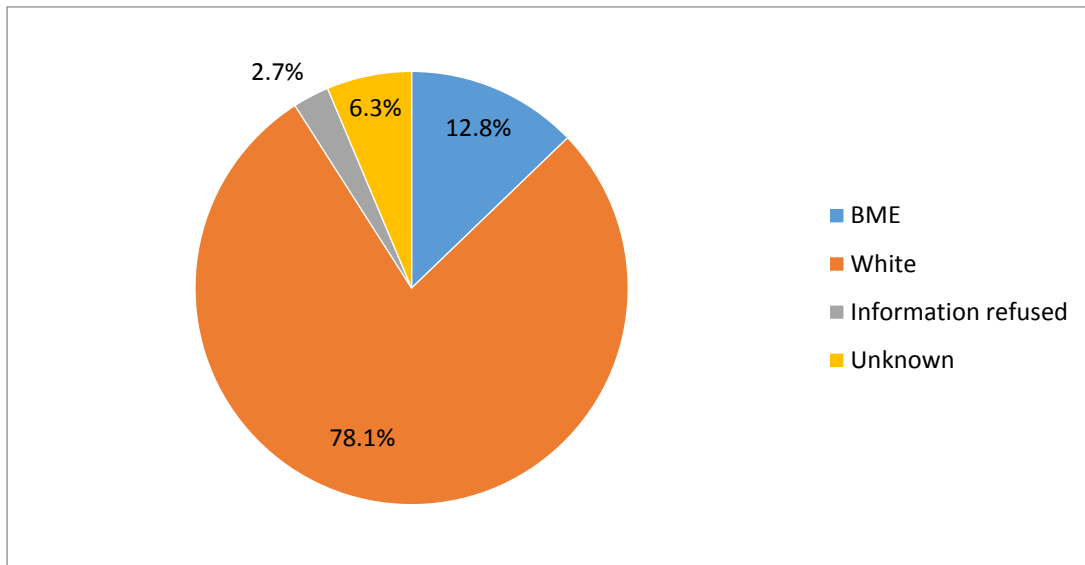
From the total BME staff population at the University, the largest proportion is from an Asian background (38.1%), slightly below the UK higher education sector (40.5% of staff from an Asian background), (ECU, 2015). Staff from a Black background represent 27.7% of all BME staff, and is higher than the proportion of Black staff in the higher education sector from all BME staff (19.2%) (ECU, 2015). The University's workforce ethnic profile is slightly below that of the general population of England and Wales of 14% (ONS, 2012).

Figure 8: Profile of all BME staff
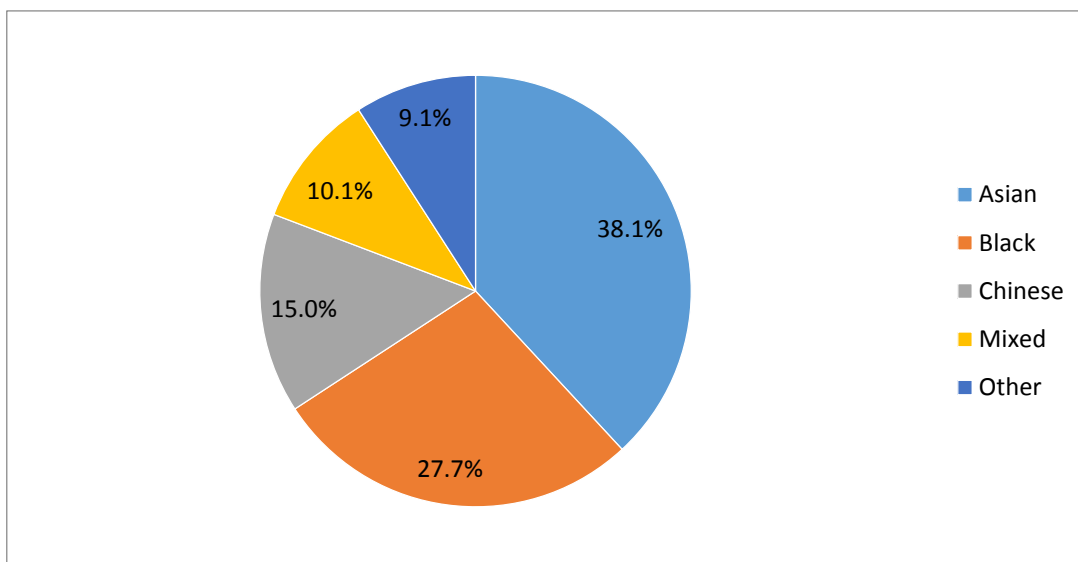
When comparing the ethnic profile between staff on academic contracts with staff on professional contracts, there is very little difference between them, except that Chinese staff are more likely to be academic staff and Black staff are more likely to be professional staff. BME staff representation is virtually equal between academic and professional contracts (12.7% academic and 12.9% professional staff). Further analysis was undertaken as part of the Race Equality Charter Mark and we have identified BME staff representation within our action plan.

Figure 9: Academic v Professional staff ethnic profile
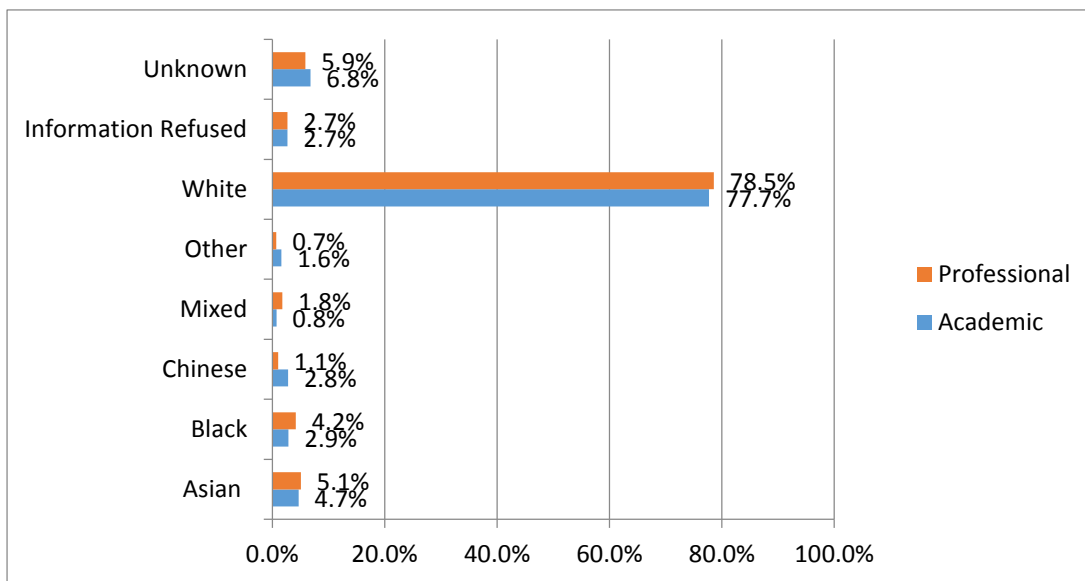
BME academic staff at the University are younger with the cohort peaking at age 46-50 in comparison to their White colleagues, who peak at 51-55. This profile is virtually identical to that of the previous year, except for the levelling out of the proportion of White staff between the ages of 36-45.

**Figure 10: Academic staff age distribution according to ethnic background**
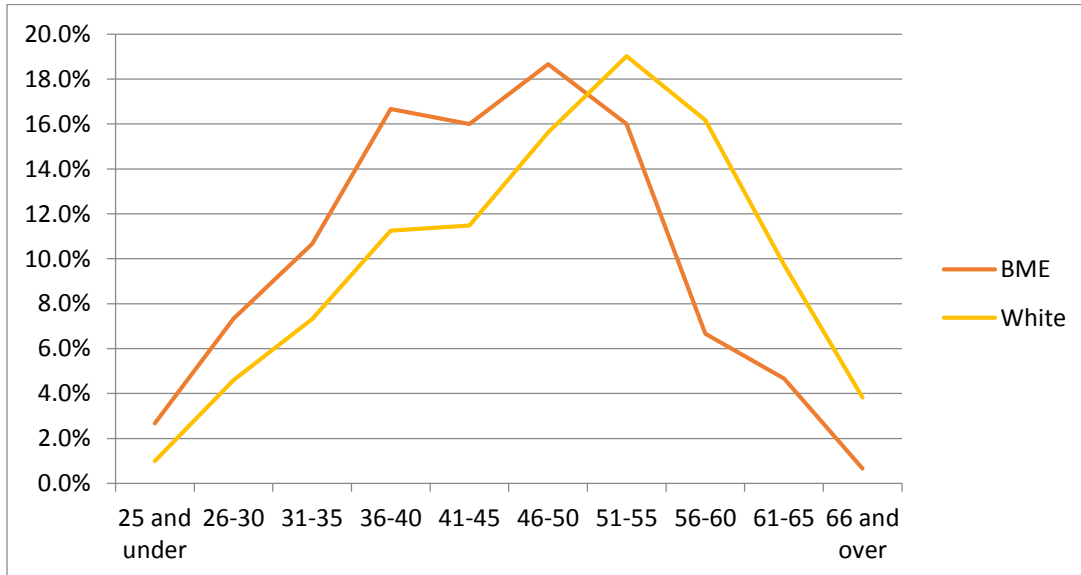
The age profile of BME academics appears to correlate with the posts occupied and which lie at the lower ends of the pay and grading structure. Figure 11 illustrates that there are higher proportions of BME academic staff in grades UH3-UH7. Figure 4 illustrated that there were higher proportions of younger staff at these levels of the pay and grading structure. The academic and research pay and grading structure are shown in Table 3 below.

Table 3: Pay and grading structure for academic staff

Grade	Academic posts	Research posts
Academic manager/Professor	Academic managers inc. Heads of Department/Deans of School	Professor
UH9	Principal Lecturer	Reader
UH8	Senior Lecturer	Senior Research Fellow
UH7	Lecturer	Research Fellow
UH6		
UH5		Research Assistant
UH4		

Figure 11 illustrates that there are higher proportions of BME academic staff up to grade UH8, where it reaches its peak. At UH9 and AM (Academic/Administrative Manager) the proportion of White academic staff begins to increase. Since the previous year, the proportion of BME academic staff at UH8 has increased, whereas there has been a decrease at this level for White academic staff, which may be as a result of internal promotions.

Figure 11: Academic staff ethnic profile and pay and grading structure
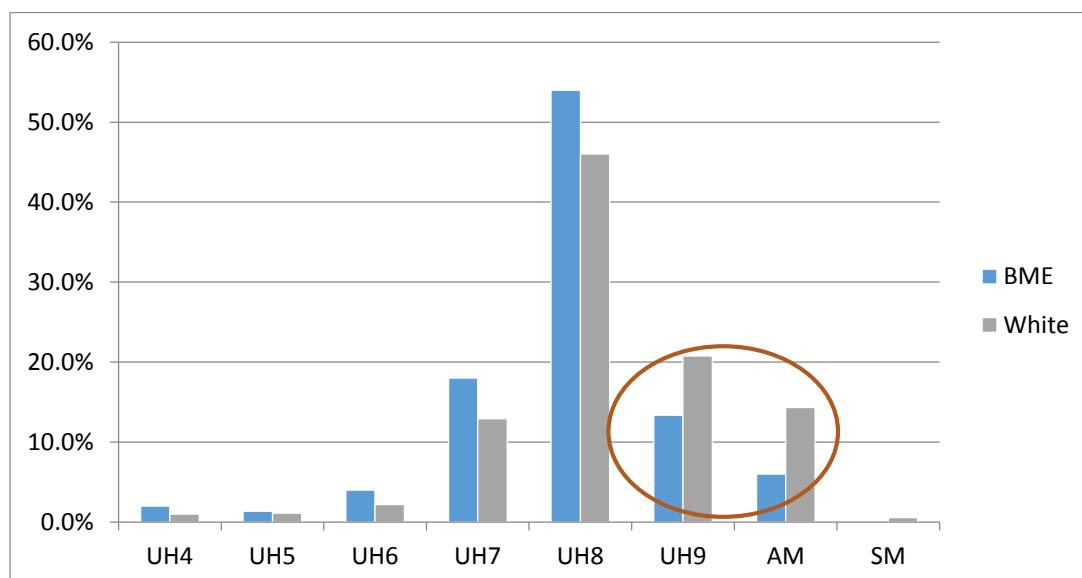
Analysing the ethnic groups separately, the profile across the grading structure highlights that some ethnic groups are better represented at different level than others. For instance, Asian, Black and Chinese academic staff have higher proportions at grade UH8, yet their representation at AM grade

is very low in comparison to White academic staff. There are still no BME academic staff at Senior Manager (SM) level. This is illustrated in Figure 12 below.

Figure 12: Academic staff ethnic profile and grading structure
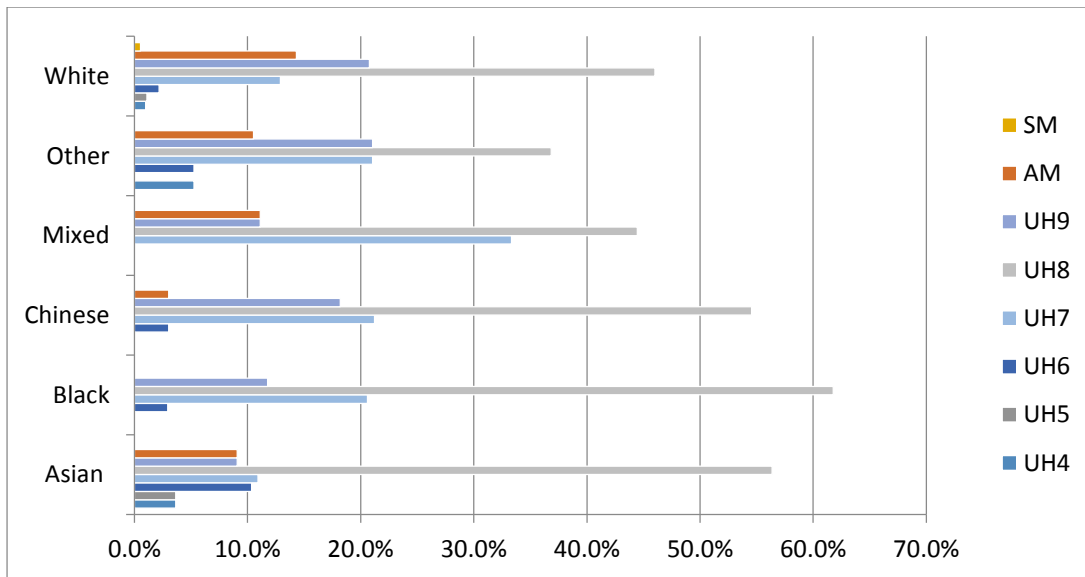
When analysing the contract status of academic staff according to their ethnic background, BME and White academic staff are equally likely to be on a fixed-term contract. This is an improvement on the previous year, where 5% more BME academic staff were employed on this type of contract. The gender profile according contract type and ethnicity shows that 53.6% of BME academics employed on permanent contracts are female as opposed to 48.7% of White female academics. There is a stark difference in the gender profile of academic staff on fixed-term contracts, with female BME academic staff accounting for 64.7% of all fixed-term BME academics on this contract type in comparison to White female academics who make up 45.2% of all White academics on a fixed-term contract. Of the cohort of BME female academics, 81.9% are in research posts compared to 57.4% of the cohort of White female academics.

Figure 13: Academic staff contract type and ethnic background
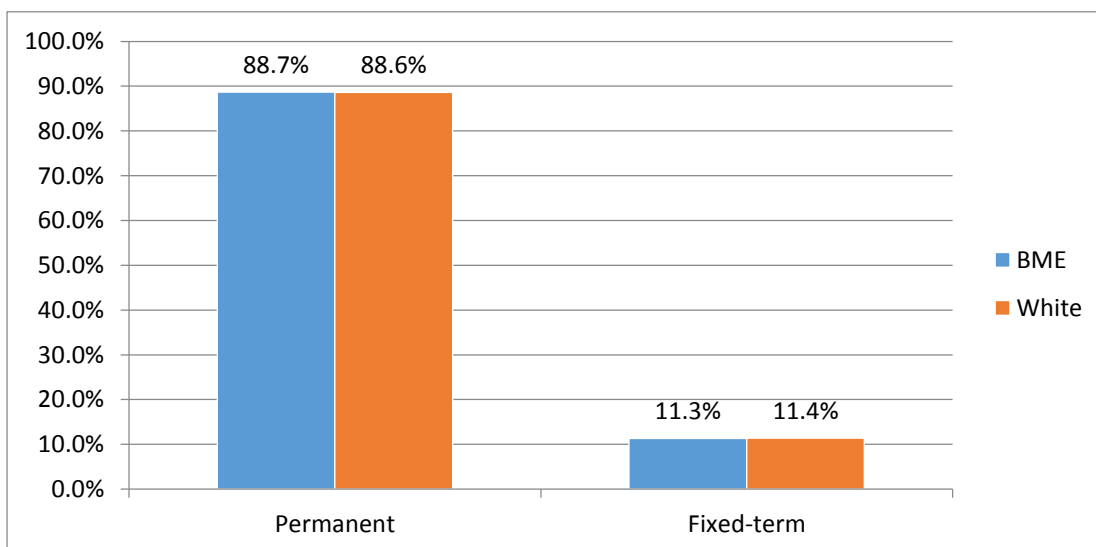
For professional staff, the pattern across the grading structure, ranging from UH2 to Senior Manager (SM) show that the highest proportion of BME staff are in grade UH4, whereas the highest proportion of White staff are in grade UH5. At grade UH8, there are similar proportions of White and BME staff, however this changes substantially at UH9, where BME representation decreases. There is a marginally higher proportion of BME staff at AM (Academic/Administrative Manager) grade than White staff. Although this latter aspect is a positive one, there are no Black staff within this staff cohort. From the staff that declared their ethnic background, there is no BME representation at Senior Management (SM) level.

Looking more closely at grade UH9, only 6% of staff at this level is from a BME background, which will over time affect the potential for diversity at higher levels. This is particularly true of Black professional staff progression, where the highest proportion of staff are employed at grade UH8 and the University's lack of Black staff representation at AM and SM levels.

Figure 14: Professional staff ethnic profile and pay and grading structure
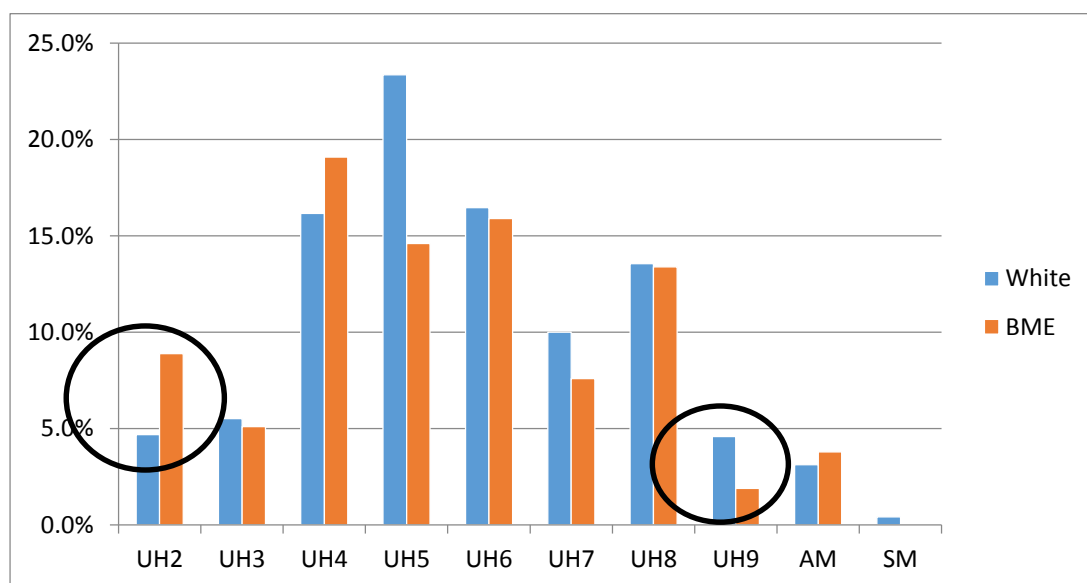
The profile of contract type for professional staff is very different than that of academic staff, with a higher proportion of BME staff on fixed-term contracts (20%) than their White colleagues (10%)[6]. Analysed further to understand which ethnic groups might be affected, the data shows that higher proportions of Asian, Black, Mixed Heritage and Other Ethnic Background staff are employed on fixed-term contracts. The gender and ethnicity profile of professional staff shows no difference; 67.2% of permanent BME staff (65.6% of all professional services BME staff) are female as opposed to 67.2% of permanent White staff (66.8% of all professional services White staff) that are female. Where there is a difference is the proportion of women who are on fixed-term contracts; women from a White ethnic background account for 63.5% of all White staff on this contract type as opposed to 60.9% women from a BME background from the total BME staff on fixed-term contracts.

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[6] This calculation excludes staff appointed as Resident Assistants that are offered to students on a fixed-term basis.

**Figure 15: Professional staff contract type and ethnic background**
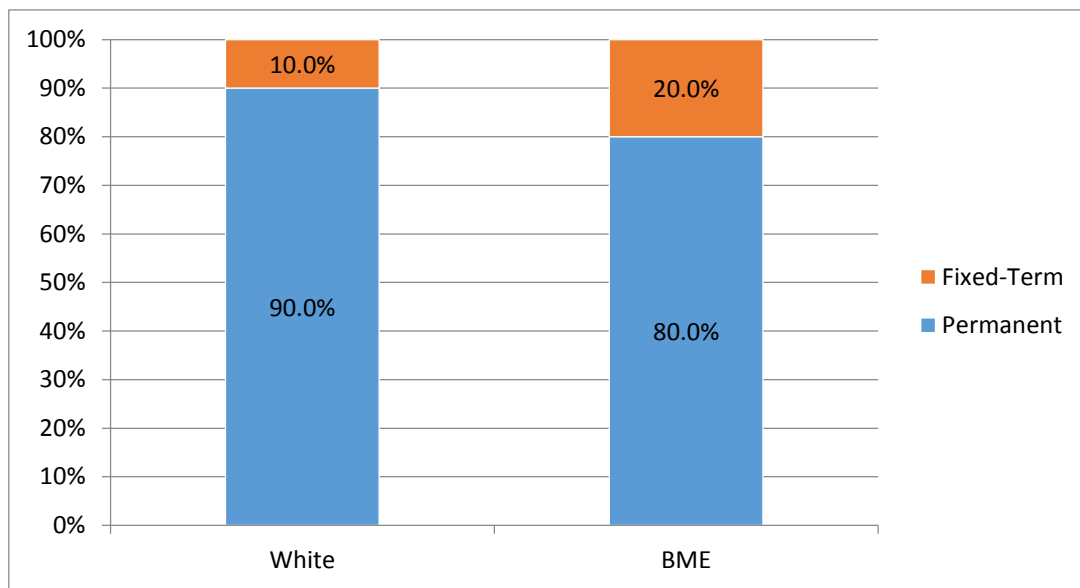
Gender

The University's overall staff profile is made up of 59.5% women, which is higher than the rest of the higher education sector at 53.8%, (ECU, 2015). This profile is different amongst academic and research staff, where 53.4% are women and is much higher than the rest of the sector, where 44.6% of academic staff are female, (ECU, 2015). Amongst professional staff the profile is considerably different with 65.4% women, compared to 62.7% in the rest of the sector, (ECU, 2015).

Figure 16: Gender profile all staff
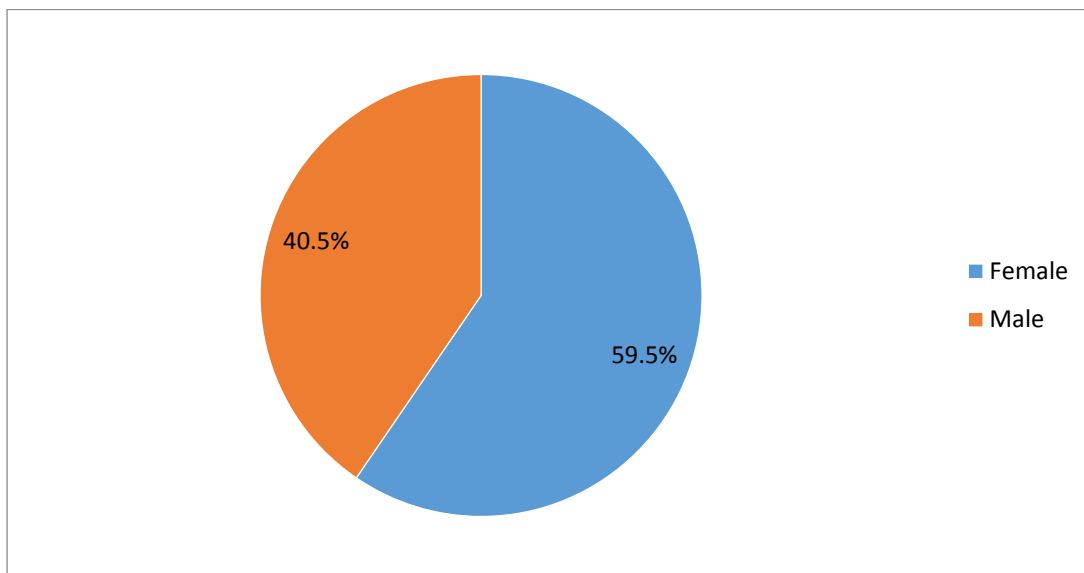
For staff on academic contracts the gender profile across the pay and grading structure shows a similar proportion of men and women at grades UH7 and UH9 and shared peaks at UH8. The differences begin to surface at AM level, where there are considerably higher proportions of men than women (18.4% of total male academic staff compared to 9.9% of total female academic staff).

Figure 17: Academic staff gender profile and pay and grading structure
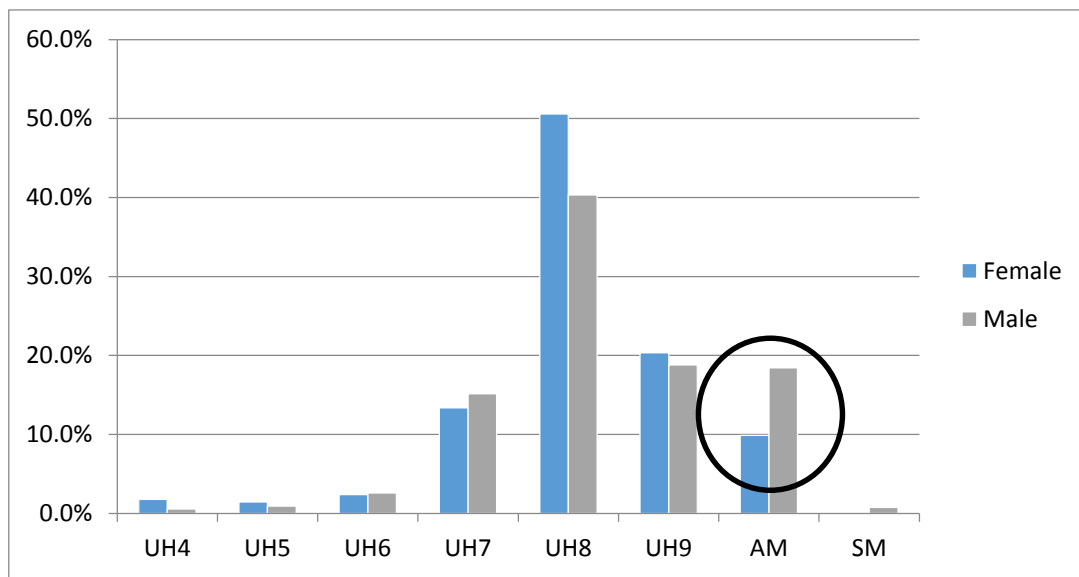
The analysis of the gender profile for professional staff within the pay and grading structure shows a very different picture than colleagues on academic contracts, which may be an indication of the variation of roles available within professional and support services and the lack of career pathways as is present for academic roles. The majority of women are employed at grade UH5, whereas the majority of men are employed at UH6. There are three times as many men at grade UH9 than there are women until an equalisation at AM and SM level. The peaks at the lower grades can be explained by the higher proportion of administrative and technical jobs these levels.

Figure 18: Professional staff gender profile and pay and grading structure
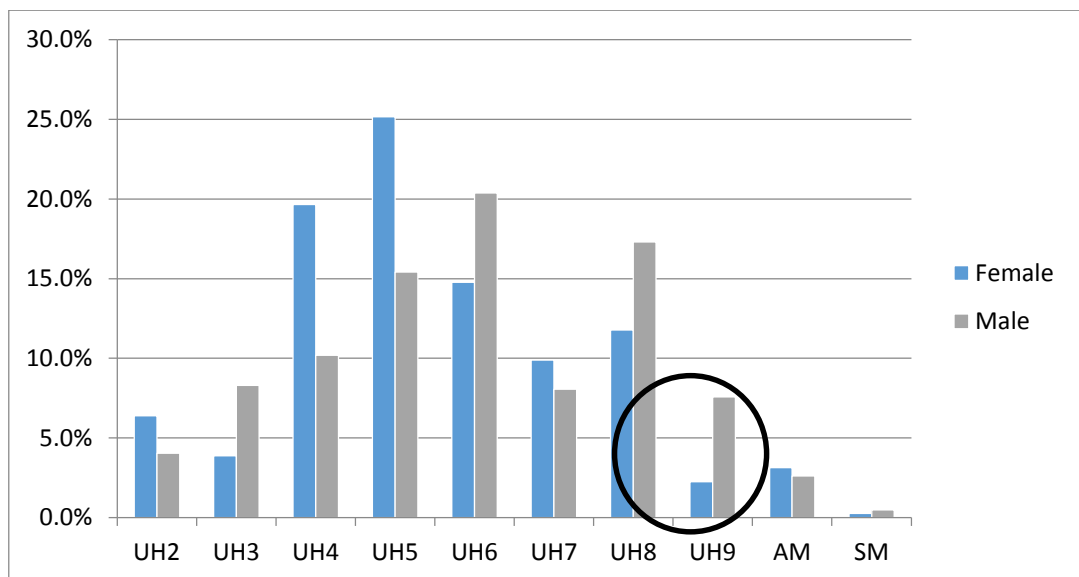
Women on academic contracts are slightly more likely than their male counterparts to be employed on a permanent contract (89.7% women: 86.9% men). Women on permanent academic contracts are more likely to work part-time than their male colleagues (39.2% women: 25% men). The proportion of men on fixed-term contracts is slightly higher than women, however from this cohort,

a higher proportion of women work on a part-time basis (56.9% academic women compared to 38.9% academic men).

Figure 19: Academic staff contract type and gender
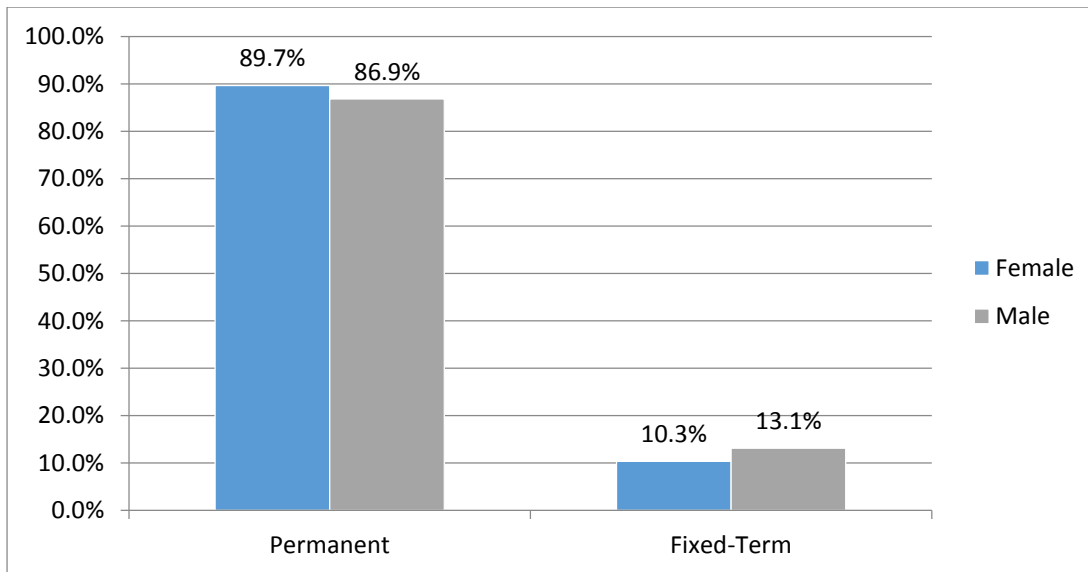
Men and women on professional contracts are almost equally likely to be employed on a permanent contract (87.2% of all women: 85.1% of all men). Of the permanent professional female staff 35.2% work part-time as opposed to 10% of all men on permanent contracts. On closer analysis of the women working part-time on permanent contracts 86.5% are White and the majority of the cohort (83.7%) are employed in grades UH2-9 in various administrative roles. The BME permanent part-time female staff (5.3% of the total female permanent part-time cohort) are employed within a more limited range of grades (UH4-6) and these represent 85% of this cohort.

From the professional staff cohort, of the total women employed on a fixed-term contract, 47.1% work part-time in comparison to 36.5% of men on fixed-term contracts.

**Figure 20: Professional staff contract type and gender**
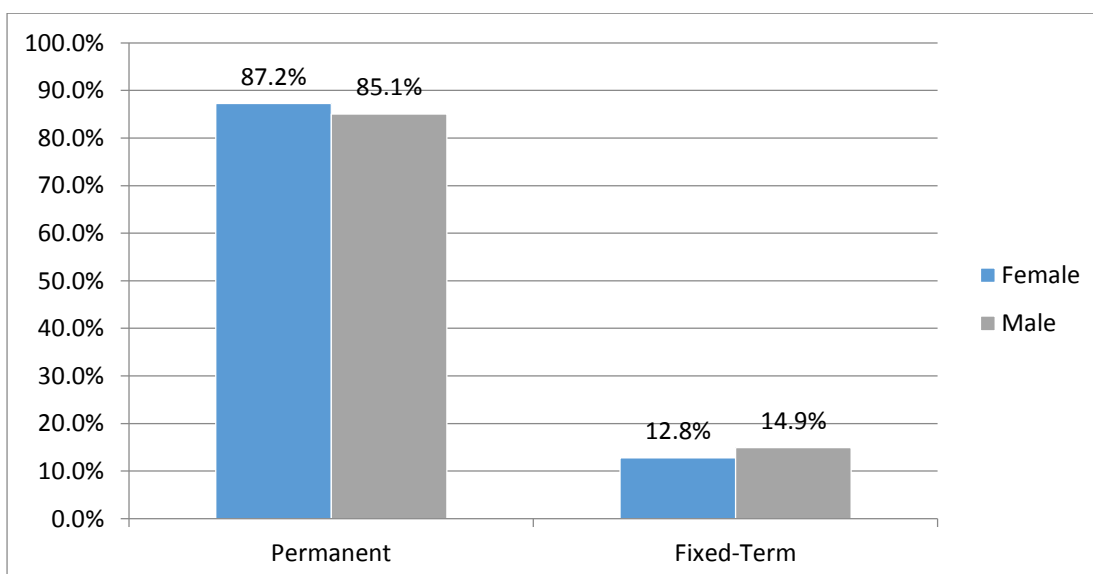
Looking at the intersection between gender and age across academic staff reveals that male and female academics have similar profiles. The highest proportion are aged 51-55 (women 20.5% and men 16.4%). Their lowest proportions are aged 25 and under (women 1.4% and men 0.7%). Male academics do have a peak at 36-40, which accounts for 13.3% of all male academics. There are also higher proportions of men aged 61 and over than there are women.

Figure 21: Academic staff according to gender and age
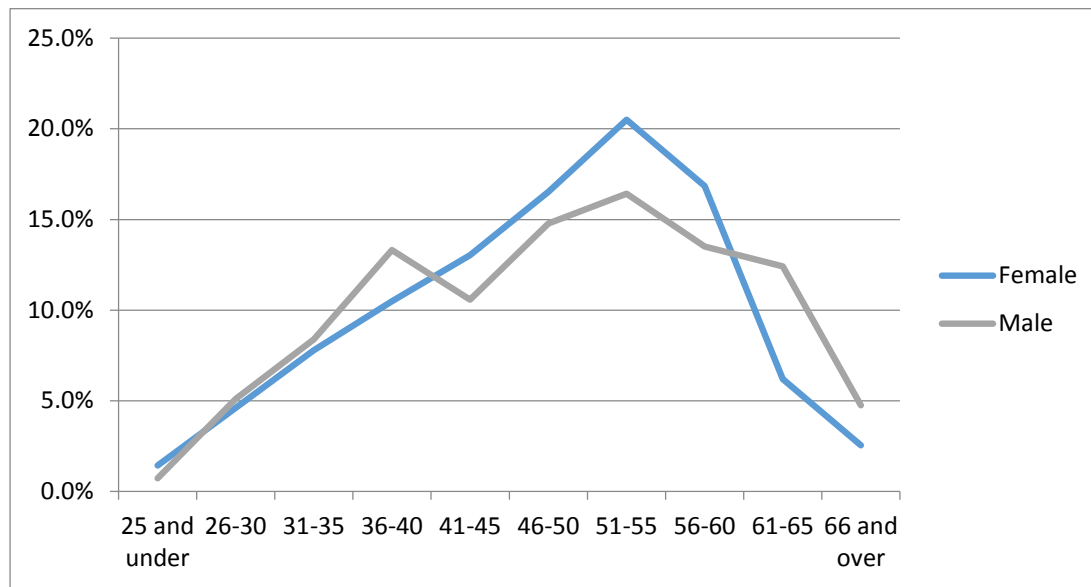
Professional staff age and gender profile is very different than academic staff, predominantly due to a higher proportion of staff, particularly men aged 30 and under. The proportions of men and women equalise at age 31-35 and then take opposite trajectories after this point until they cross once again at age 41-45, where female representation begins to increase until age 51-55. Unlike academic colleagues, the profile of women in professional and support services are marginally older than their female counterparts.

Figure 22: Professional staff according to gender and age
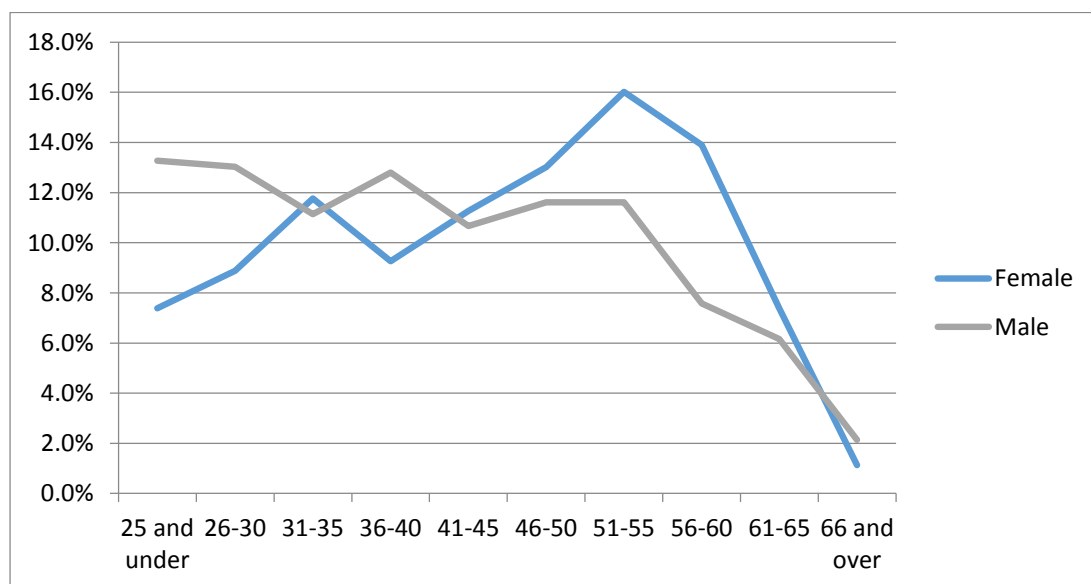
Religion or belief

Since the last report the rate of declaration against this protected characteristic has increased to 9.3% from 3% and this is in comparison to 33.4% in the higher education sector, (ECU, 2015). We are confident that declaration will continue to improve with the new function for self-service declaration through the HR system.

Figure 23: All staff according to religion or belief
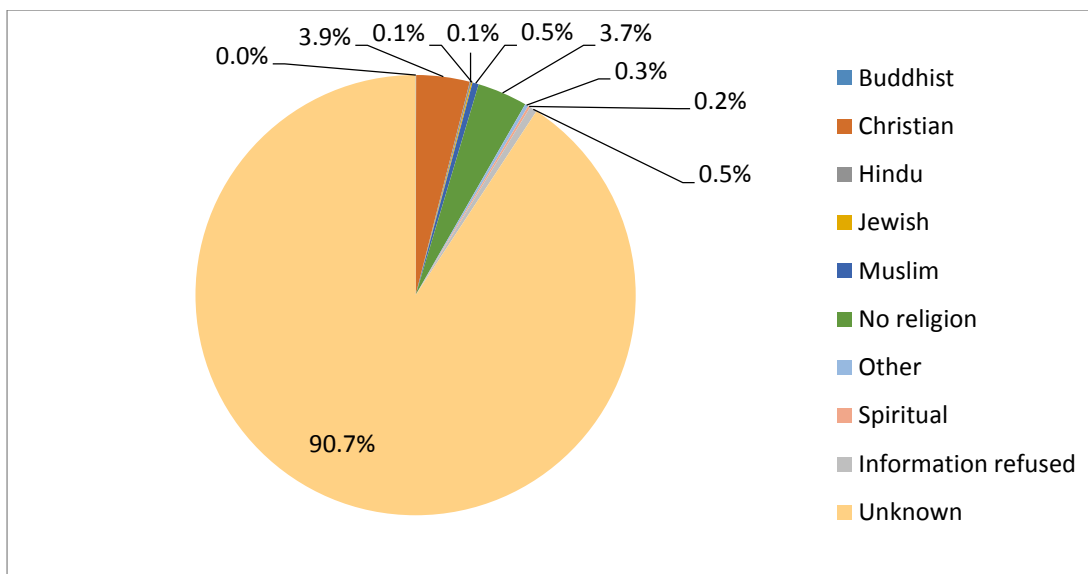
Sexual orientation

The University has only recently begun collecting data relating to staff sexual orientation at the point of recruitment. It is pleasing to report that 16.4% of staff have declared their sexual orientation, an increase from 11% in the previous year. Although sector declaration rates are higher (32.4%) we are confident that this will continue to improve (ECU, 2015).

Figure 24: All staff according to sexual orientation
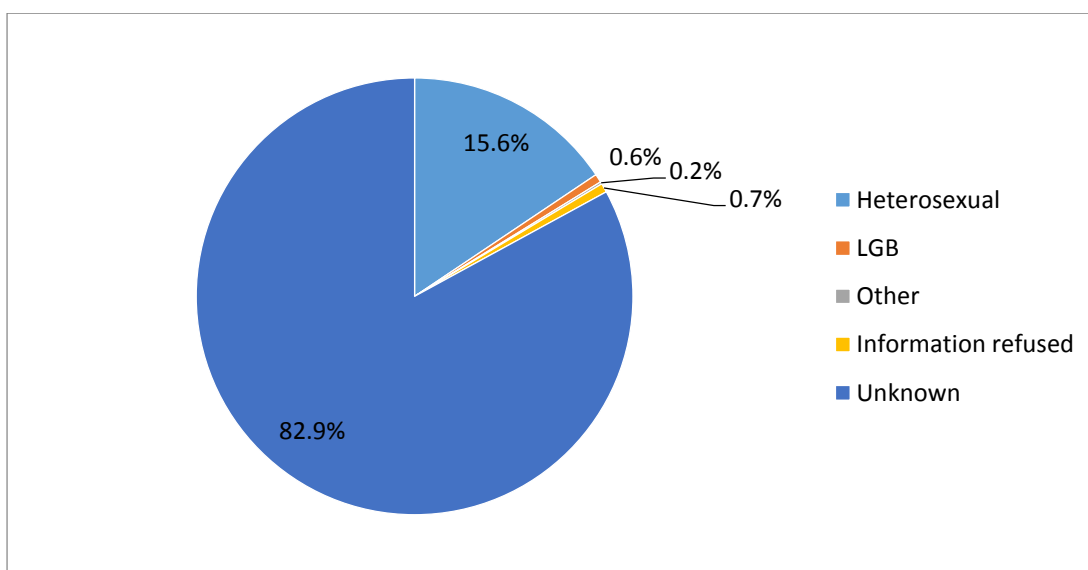
6. Students

The overall student profile in 2013/14 comprised of 25,300 students.

Table 4: Students by school and level of study 2013/14

School	UG		PGR		PGT		Total Number	%
	Number	%	Number	%	Number	%		
BUS	3,650	77.9%	50	1.0%	990	21.1%	4,690	100.0%
COM	850	79.1%	50	4.3%	180	16.6%	1,080	100.0%
CTA	2,510	93.2%	20	0.6%	170	6.3%	2,690	100.0%
EDU	1,210	50.8%	40	1.6%	1,130	47.5%	2,370	100.0%
ENT	1,540	89.0%	50	3.0%	140	8.0%	1,730	100.0%
HSK	3,540	72.3%	60	1.2%	1,300	26.6%	4,900	100.0%
HUM	1,720	95.0%	40	2.2%	50	2.8%	1,810	100.0%
LAW	1,470	91.4%	0	0.0%	140	8.6%	1,610	100.0%
LMS	2,750	73.5%	180	4.8%	810	21.7%	3,740	100.0%
PAM	420	92.7%	30	7.3%	0	0.0%	450	100.0%

The vast majority of students (78.1%) were studying for their first degree, where the highest proportion of undergraduate students (18.5%) are based at the Business School (BUS). At Postgraduate Taught level the highest proportion of students (25.8%) are based within Health and Social Work (HSK), and at Postgraduate Research (PGR) level, the highest proportion of these students (35.29%) are based within Life and Medical Sciences (LMS).

Age

The majority of students at the University are aged 18-20 (47%), which is comparable to the higher education sector profile of 54.9% of students aged 21 and under, (ECU, 2015) and is a slight decrease in the proportion of students aged 18-20 from 48.9% in 2012/13, (UH, 2014).

Figure 19: Student profile by age 2013/14
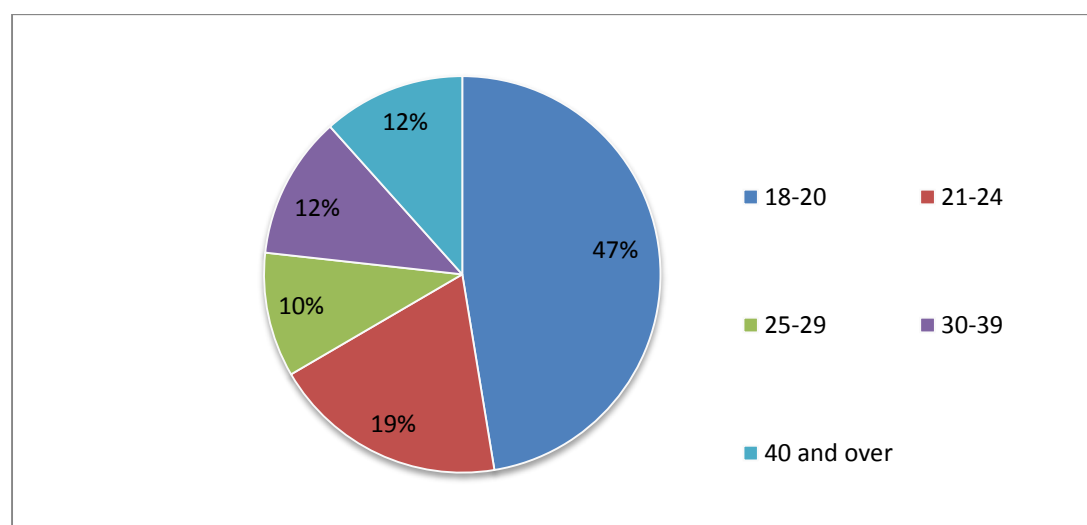
Of the students studying at undergraduate level, 60.5% are aged 18-20 years, followed by 18.8% who are aged 21-24. 6.8% of undergraduate students are aged 40 and over; an increase from 5.9% in the previous year (UH, 2014). This year, students at postgraduate taught level aged 40 and over make up the highest proportion of students (28.3%), closely followed by students aged 30-39 (27.6%). This is different to the age profile from the previous year, where higher proportions of students were aged 21-29. Similarly, the age profile of students at postgraduate research level shows that the majority of this cohort are aged 40 and over (33.4%), and the remaining bulk of the student body are aged 25-29 (25.1%) and 30-39 (24.8%).

The majority of students studying full-time at are aged 18-20 (62.7%), followed by students aged 21-24 (20.7%). Conversely, the majority of students studying part-time are aged 40 and over (31.8%), followed by students aged 30-39 (25.3%).

Attainment according to age profile

In terms of the proportion of upper pass grades (2:1 or above) in 2013/14, the best performing age groups were students aged 18-20 (41.1%) and students aged 25-29 (40.2%). Of the students aged 40 and over 39.1% were awarded an upper pass grade. Almost equal proportions of students aged 21-24 and 30-39 obtained an upper pass grade of 2:1 or above (36.7% and 36.1% respectively.

Disability

This year has seen an increase from 6.8% in 2012/13 to 7.8% in 2013/14 in the proportion of students declaring a disability. This is slightly lower than the student disability declaration across the higher education sector of 10%, (ECU, 2015).

Figure 20: Student profile by disability 2013/14
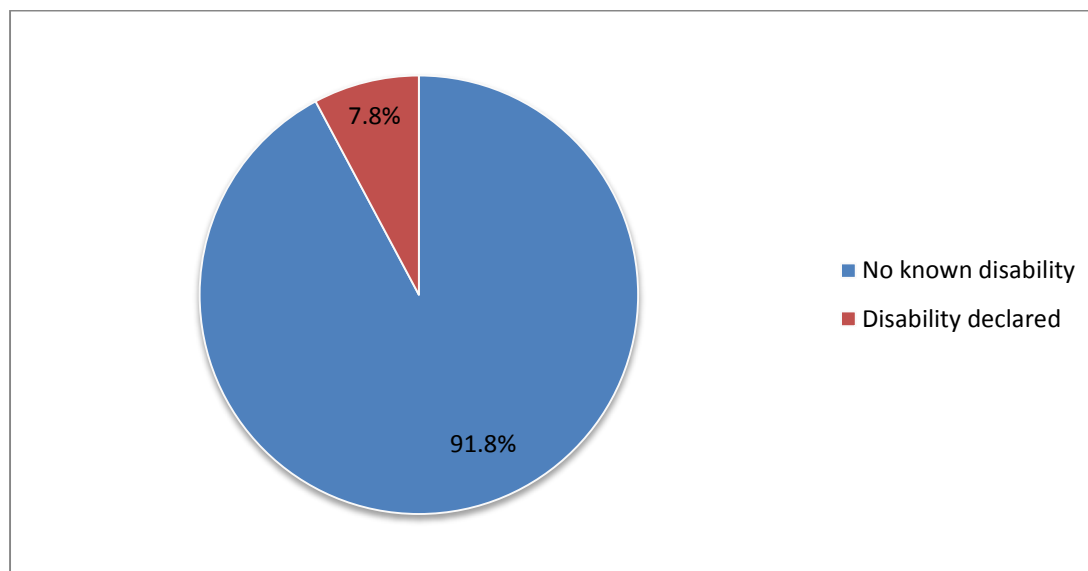
The rates of disability disclosure do not vary significantly according to level of study; at undergraduate level 8.1% of students declared a disability; at postgraduate taught level 6.5% of students declared a disability; and 7.9% of students declared a disability at postgraduate research level. Roughly the same declaration rates appeared for full and part-time students.

Across virtually all disabilities there has been an increase from the previous year, except for multiple disabilities. This profile is broadly mirrored in the rest of the higher education sector, (ECU, 2015).

Figure 21: Profile of students that have declared a disability 2011/12 to 2013-14
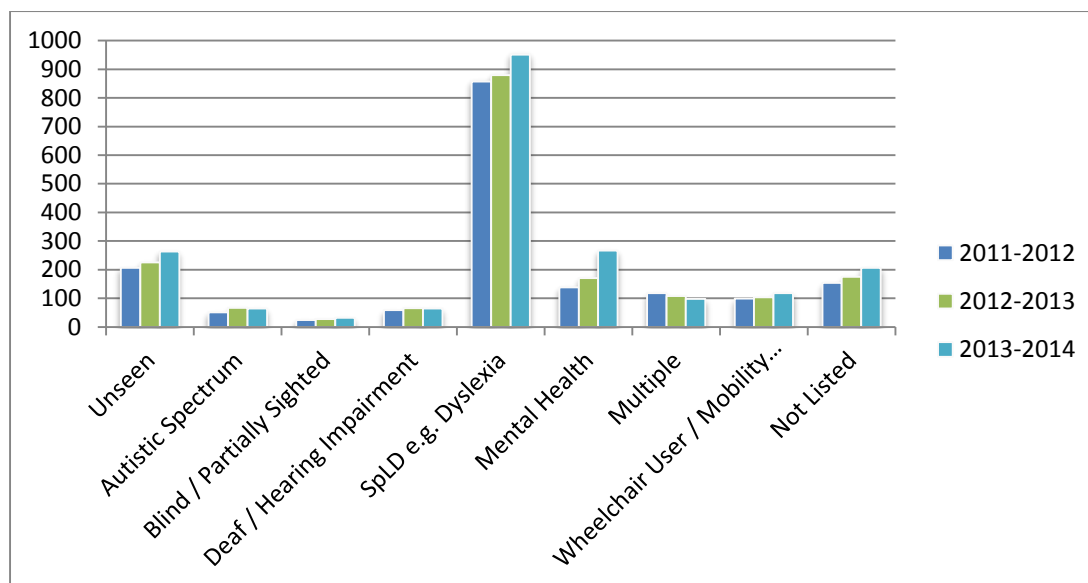
Attainment according to disability

A high proportion (63.1%) of students that declared a disability were awarded an upper pass grade (2:1 or above) in 2013/14. This compared well against those students that had no declared disability and achieved an upper pass grade (66.4%). The small difference does not cause concern at this time.

Ethnicity

The University continues to be fortunate to have an ethnically diverse student population, with 47.4% of students identifying as being from a Black and Minority Ethnic (BME)[7] background. This has decreased slightly from the profile reported in 2011/12 of 48.3% (UH, 2014).

From our UK domiciled students, which made up 82.8% of our total student population in 2013/14, 39.3% identify as coming from a BME background, a slight reduction from the previous year (41.6% in 2011/12). The BME student profile measures well against the rest of the higher education sector in the UK, which has a UK-domiciled BME profile of 20.2% (ECU, 2015). The University draws a number of students from London and the surrounding areas, therefore as a comparison 46.2% of students are from a BME background in London, (ECU, 2015).

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[7] Black and minority ethnic includes Black/Black British, Asian/Asian British, Chinese, Mixed heritage and Other ethnic background

Figure 22: Student population by ethnic background 2013/14
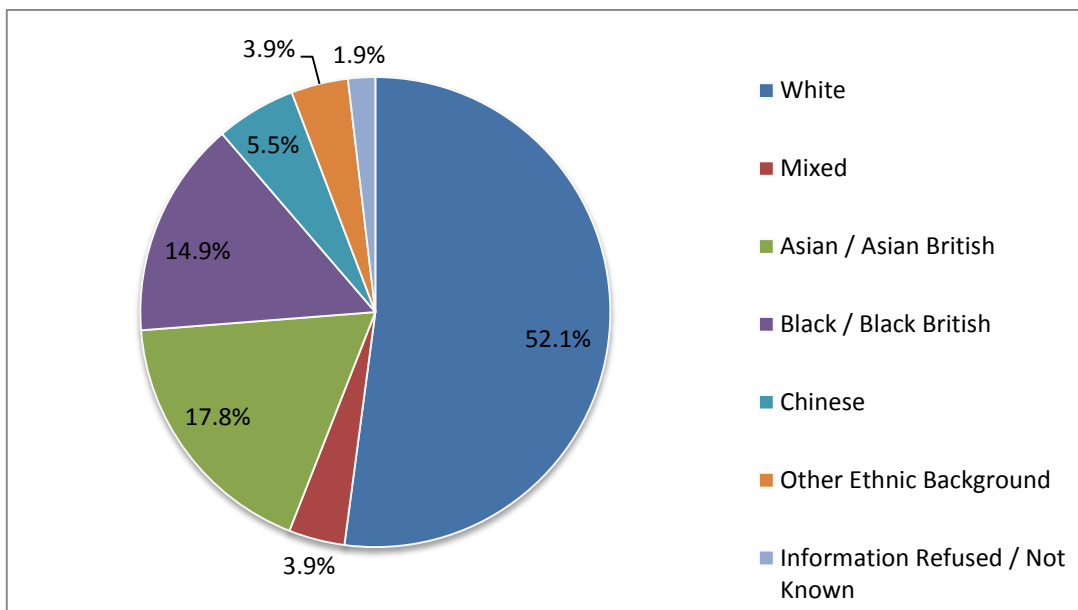
Despite the University's overall ethnically diverse student population, this is not represented across each of the academic disciplines. For example, there are high proportions of White students in Education (EDU), Creative Arts (CTA), Health and Social Work (HSK) and Physics, Astronomy and Mathematics (PAM) that are higher than the overall White student population (see Figure 23).

Although the proportions of White students in these areas are higher than the University-wide White student population, they are in line with, and in some cases better than the sector discipline profile according to ethnicity, e.g. Education and Creative Arts profile is 86.5% white (ECU, 2015).

Figure 23: Student ethnic population by academic school 2013/14
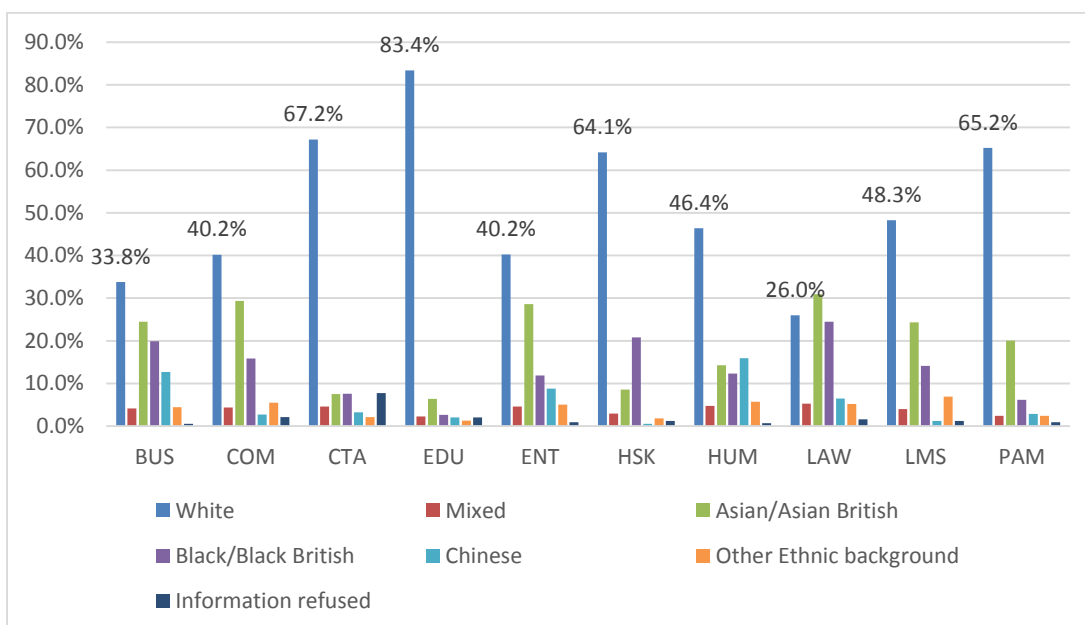
Attainment according to ethnicity

With 75% gaining 'good degrees', White students continued to perform markedly better than all other ethnic groups and this has increased by one percentage point from the previous year (74% in 2012/13). Students whose ethnicity was recorded as Asian/Asian British, Chinese, Mixed or the Other Ethnic Background category achieving a 'good degree' ranged between 60.7% and 73.2%.

Students whose ethnicity was recorded as Black/Black British were markedly below the University's overall 'good degree' performance, at 48.1%, an increase from the previous year (47% in 2012/13).

Overall, this brings the University's attainment gap between White and BME students to 16.8% at 2013/14 and well advanced in meeting our equality objective of closing the gap by ten percentage points by 2014/15. This compares with a sector attainment gap of 15.3% (ECU, 2015).

Gender

Our student gender profile (56.9% female) is broadly comparable to that recorded across the higher education sector in the UK where 56.1% are female and 43.9% are male, (ECU, 2015). At undergraduate level, the profile remains fairly similar with a female representation of 54.6%, and is slightly less than the sector at 57.4%, (ECU, 2015).

The gender profile does however shift somewhat at postgraduate taught level, where women account for 66.3% of this cohort, and an increased from the previous year (61.9% in 2012/13). At postgraduate research level, female representation decreases to 49.3% of this cohort. In relation to mode of study, women make up 68.8% of students that study part-time, which is slightly higher than women studying part-time at all levels across the higher education sector in the UK of 60.4% (ECU, 2015).

Figure 24: Student population by gender 2013/14

43.1%

56.9%

■ Female ■ Male
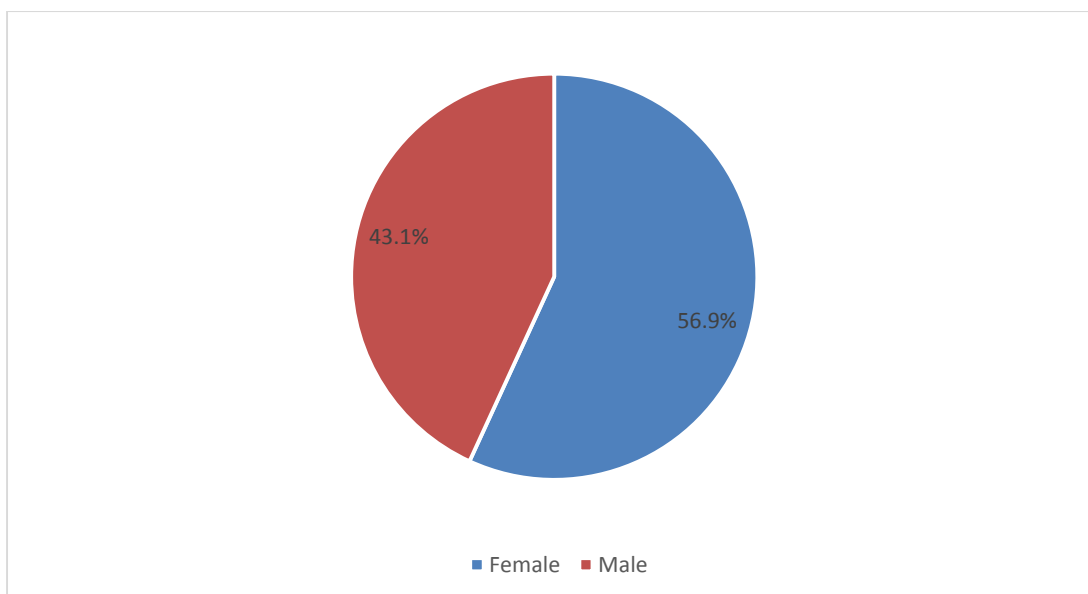
Despite the University's overall student gender profile, it is clear from Figure 25 that men and women are not distributed in the same way across different disciplines. There are significant under-representations of women in Computer Sciences (COM) and Engineering and Technology (ENT). The representation of women in COM is below that of the sector (17.1%) and ENT is well below that in the sector (16.1%) (ECU, 2015). Conversely, under-representations of men in Health and Social Work (HSK) and Education (EDU). Comparison to the sector shows that men in subject allied to medicine account for 20.5%, making HSK close to this, however EDU is below the sector representation of men in this discipline (24%) (ECU, 2015).

Figure 25: Student population by gender and academic school 2013/14
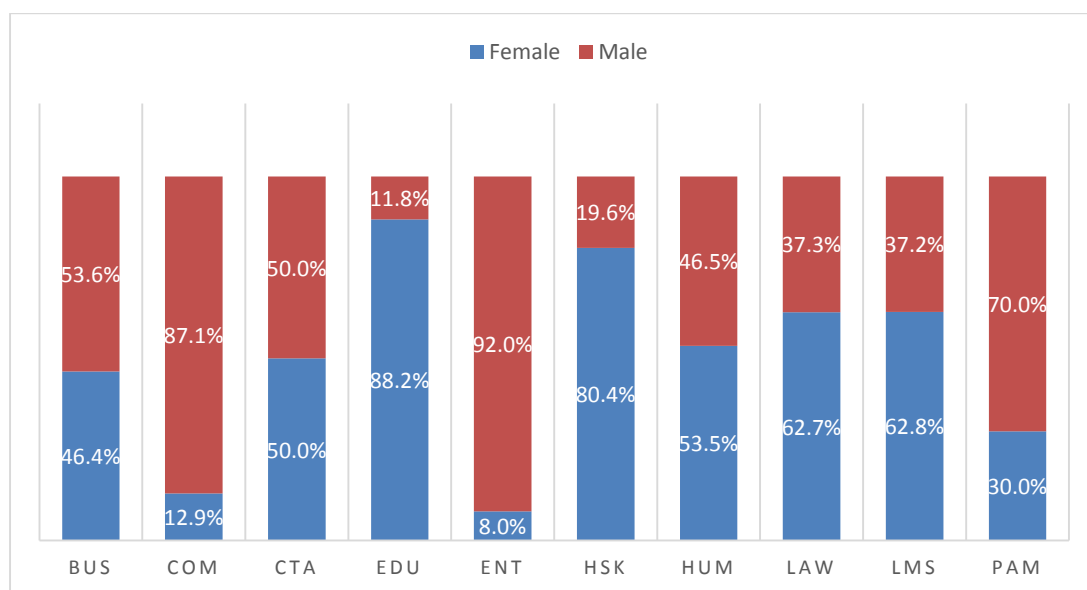
Attainment according to gender

In terms of 'good degrees' in 2013/14, women marginally outperformed men (68.9% compared to 67%), and marks an improvement on the previous year. Women outperformed men in every discipline, except Creative Arts and Health and Social Work.

In relation to gender and ethnicity combined, women of every ethnic group outperformed men in obtaining a good degree classification, except those from a white ethnic background, where a slightly higher proportion of men (76%) gained a good degree than women (74%).

Religion or belief and sexual orientation

The University has not analysed data in relation to the religion or belief or sexual orientation of its student population at 2013/14. As data gathering develops and improves, the University will report on these areas as appropriate.

7. Conclusion

Our aim is to ensure that anyone that works or learns with the University of Hertfordshire is afforded equal opportunity for success. The University is proud of its diverse community and we wish to ensure that our culture is welcoming and inclusive. We acknowledge that in order to achieve this aim we must continue to review and monitor our workforce and student body, as well as review our policies and practices to reduce any disadvantage where that may exist.

The University has continued to progress against its Equality Objectives and has taken positive steps through additional initiatives, such as the BME Success Project to tackle the attainment gap between White and BME students; the Athena SWAN charter mark; rolling out Unconscious Bias training to all its staff; and latterly its involvement with the national pilot of the Race Equality Charter Mark.

The past 12 months has seen a considerable improvement in the level of engagement from staff and students in relation to equality and diversity, and this has been reflected in the diverse stakeholders from across the institution and beyond, who have become actively involved in the initiatives mentioned above.

Through our work, the University has identified areas related to gender and race equality that require further consideration, and has begun to formulate working groups and action plans to address a number of issues. These include the way we gather and analyse data; understanding the barriers that affect specific groups through qualitative exercises, such as focus groups and interviews; and reviewing our policies and practices to reduce any adverse impact to working or learning with us.

8. Recommendations

As a result of undertaking the analysis in this report we have recommended the following actions for the coming year:

Equality Objectives

- Progress against our existing objectives has been strong, particularly in relation to our work to close the attainment differential between White and BME students. We are currently reviewing our plans to address the findings of this report, together with our action plans for Athena SWAN and the Race Charter Mark, and will be aligning our new suite of equality objectives within a broader operational plan that will support the University's Strategic Plan. It is anticipated that our Equality, Diversity and Inclusion (EDI) operational plan will be published in spring 2016.

Workforce representation

- The University is situated within a geographical location with access to the most diverse city in the UK, yet its workforce does not reflect that diversity in the same way it does through its

student population. In order to tap in to a wider talent pool, it will be necessary to at least introduce positive action statements on recruitment advertising to encourage applicants from diverse backgrounds, and to explore the benefits of an anonymous application process, particularly in areas of the institution that lack diversity.

- Further analysis will be required of the geographical profile of the current workforce at different levels, and of the applicant base to better understand recruitment trends.

- Further analysis is required to understand the causes of under-representation of women and BME staff at senior levels. This should be supported by an equality objective to advance the opportunities available so that this issue can be addressed over time.

Student representation

- We have identified that despite the University having a diverse student body, this is not reflected across each of the academic disciplines. Further activity will be required to address the under-representation of men and women and BME students across a range of these disciplines, and include specific targeting of these groups to increase the pool of applicants in these areas.

Attainment gap

- The University has had an equality objective in place to close the differential in White and BME students achieving a 'good degree'. The University has made real progress in closing this gap in the life of this objective and this report recommends that a further equality objective is set to reduce the gap further.

Equality monitoring

- Continue to improve the way we collect information from staff and students. It is hoped that the introduction of the self-service facility through our HR system will improve the levels of declaration, particularly in relation to disability, religion or belief and sexual orientation. The way in which we encourage staff to declare this information will be crucial to raising awareness and improving confidence levels to declare, and would be attuned with the University's values: Friendly, Ambitious, Collegiate, Enterprising, and Student-focused. This would lead to a reduction in the overall proportion of 'unknown' status across a broad range of protected characteristics.

- The University is yet to analyse student data against religion or belief and sexual orientation. In order to meet the needs of students with these protected characteristics it is recommended that these data are analysed regularly to ensure that there are no differential outcomes.

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