

University of Hertfordshire **UH**



University of Hertfordshire

Equality and Diversity Annual Report 2016

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1. Executive Summary

This report provides an overview of the University's achievements and progress over the last academic year and since its 2015 report. The University has developed a new Equality, Diversity and Inclusion (EDI) Operational Plan, which has incorporated a new suite of equality objectives. This has become embedded within a larger operational plan under the 'People' strand of the University's Strategic Plan 2015-2020.

The University has seen some real progress in engagement with Athena SWAN since the last report and this initiative has now been embedded across all ten academic schools. The University hold institutional bronze award and all five STEM (Science, Technology, Engineering, Mathematics and Medicine) schools hold departmental bronze awards. Over the coming year all remaining academic schools will have submitted applications for departmental bronze awards.

In relation to the Race Equality Charter award, the University is one of only nine institutions in the UK to hold a bronze award and continues to work towards implementing its action plan. The data contained herein is separate to the data used for the Athena SWAN and Race Equality Charter initiatives. However, this report will inform further actions required in respect to addressing both gender and race equality.

The following points have been identified from the data analysis across staff and student populations at the University (31st July 2016 for staff and academic year 2014-15 for students).

Staff

- The overall age profile is older than the sector average, with the largest cohort of staff aged 51-55 (16.6%) compared to 12.3% in the sector. Academic staff have an overall older profile to professional staff. Black and Minority Ethnic staff (BME) have a younger profile than White staff.
- Declared disability is still low however this has risen by one percentage point from the previous year to 3.8%, and is now comparable to the sector (4.2%).
- Taking into account the age profile of the University, and the increase in disability declaration by older staff since the previous year, this will be an area that will need to be monitored to ensure that the right support is available for staff acquiring a new disability or long-term health condition.
- Declared ethnic diversity has increased from the previous year to 13.7% and is now generally comparable to that of the general population of England and Wales (14%), and slightly higher than 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.
- Overall female representation is slightly higher than the higher education sector. The highest proportion of academic men and women are employed at Senior Lecturer level (UH8). This is different to the gender profile of professional staff where the highest proportions are at UH5/6. At AM (Academic/Administrative Manager) and professorial level there are lower proportions of academic women (9.9%) than men (18.4%). Amongst professional staff, only 2% of women are employed at UH9 compared to 7.7% of men.
- Rates of declaration for religion or belief and sexual orientation have increased significantly from the previous year (24.2% and 33.8% respectively). Sector declaration rates in these areas are higher (33.4%) for religion or belief, and slightly lower (32.4%) for sexual orientation.

Students

- The age profile is comparable to the sector, however there has been a slight increase in the proportion of students aged 18-20 from 47% in the previous year to 48.2%. The majority of postgraduate students are aged 30 and over. The best performing age group achieving a 'good degree' is aged 18-20 (69%) and students aged 21-24 were the least likely to be awarded a 'good degree' (57%).
- The proportion of students declaring a disability has remained static since the previous year (7.8%), and this continues to be below that declared across the sector (10%). There has been a slight increase in the declaration of students on the autistic spectrum, who are blind/partially sighted or who have mental health impairments (see Figure 28, page 28). There was no difference in the level of 'good degrees' awarded to students with or without disabilities.
- The University is fortunate to have an ethnically diverse student population, where 46.7% 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 30, page 31). The awarding gap between White and BME students has widened from 16.8% the previous year to 18.7% compared to the sector's 15.3% gap.

- The gender profile amongst students is broadly similar to that of the sector (57.1% female in comparison to 57.4%). This profile is higher at postgraduate taught level where women make up 67.5% of the cohort. 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, page 26). Overall, women (66%) marginally outperformed men (63%) in the award of 'good degrees', except Computer Sciences, Creative Arts, Health and Social Work and Physics, Astronomy and Mathematics.

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

Equality Objectives

- Progress against the institution's Equality Objectives by setting local targets across each Strategic Business Unit (SBU) to address where relevant the awarding gap between White and BME students and to increase the representation of academic women and BME staff at grades UH9 and above. Local monitoring to be undertaken annually and included in business planning and the People Board is to monitor the progress of all the University's work in relation to these objectives.

Workforce representation and outcomes

- Positive action measures should be introduced to ensure appropriate messaging when recruiting, as well as targeted recruitment exercises to increase the diversity of candidate pools where under-representation of different groups has been identified.
- In order that the University attracts and recruits the best diverse talent at all levels of the institution an evaluation of recruitment and selection processes will be required to ensure they are effective.
- Further action to address staff disability declaration rates, which may be achieved with better visibility of disability, disability awareness for line managers and closer working with disabled staff members.
- An ageing workforce, and an increase in disability declaration by older staff will require that the right support is available for staff acquiring a new disability or long-term health condition.

Student representation and outcomes

- We have identified that despite the University having a diverse student body, this is not reflected across each of the academic disciplines. Therefore, to reduce barriers to entry into higher education a review of the University's admissions process is required to ensure it is fair and transparent.
- Academic schools to be involved in targeted recruitment of students where under-representation of specific groups has been identified.

- Once again, the University has committed to reducing the awarding gap between White and BME students achieving a 'good degree' by 2020. More focused action is required to ensure that each academic school creates its own action plan to address this objective and that this is monitored regularly by the University's senior leadership team.

Equality monitoring

- Real progress has been achieved with activity over the last year and we will continue to improve the way we collect information from staff and students.

- 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.



2. Introduction

This report provides an overview of the University's achievements and progress made since its 2015 report and in respect of the commitments made against our Equality Objectives 2016-2020.

Our previous Equality Objectives ended in March 2016, however these have now been renewed to become more focused to support our work against the Athena SWAN and Race Equality Charter initiatives, as well as being embedded within the 'People' strand of the University's Strategic Plan 2015-2020.

This report will also summarise the University's staff and student demographics across a range of protected characteristics¹, including age; disability; gender; race; religion or belief; and sexual orientation and any findings from this analysis will continue to be used to inform the University's Equality Diversity and Inclusion (EDI) operational plans in future.



3. 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 Duty² 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 disproportionately low.

This annual report has been approved by the Chief Executive 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 published by 31st January 2017 and subsequently at intervals of no more than one year from the date of last publication.

¹A protected characteristic includes age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, sex and sexual orientation

²S.149 Equality Act 2010

4. Progress against our Equality Objectives

The University set new Equality Objectives which would support the overall strategic direction of the institution and advance a number of areas identified in the previous year's report. A working group was convened to discuss the areas thought to require further action, resulting in an operational plan and three new Equality Objectives setting out the University's aims in relation to equality, diversity and inclusion as:

Aim 1 – Being fair, transparent and visible

To be inclusive, fair and transparent in our student recruitment and admissions and our staff recruitment processes, ensuring strategies are informed by equality data and address under-representation where it exists.

Aim 2 – Creating an inclusive environment

To create an inclusive environment for learning and employment, enabling students and staff to thrive and develop the right knowledge, skills and experience to make choices about fulfilling careers in a global market.

Aim 3 – Creating an inclusive culture

To create an inclusive and safe environment that facilitates and promotes belonging and respect amongst students, staff and the wider community.

The University's Equality Objectives 2016-2020 have been agreed as:

Objective 1 - Reduce the differential in degree attainment between White and Black and Minority Ethnic (BME) students

Our work on the BME Student Success project has identified that there is no one cause for the awarding gap. We have used data to inform us of awarding levels across different ethnic groups, and this has consistently shown that Black students continue to receive 'good degree' awards at a lower rate than any other ethnic group, and this was evidenced within our Race Equality charter submission. By setting this target, we will be able to focus our attention on the reasons behind the awarding gap for this particular cohort of students and begin to identify and implement strategies to reduce the gap. We believe this will benefit all groups of students in future.

To support our work against this objective, a Student Educational Experience Committee (SEEC) working group is in operation to develop initiatives and monitor progress, and the Student Performance Monitoring Group (SPMG) annually analyse data in relation to student outcomes and work with senior teams in our academic schools to monitor progress on a local level.

Objective 2 - Increase the proportion of Black and Minority Ethnic (BME) staff at senior levels (grades UH9 and above)

We believe that having an ethnically diverse group of staff at all levels will enable us to better meet the needs of our diverse student body, develop a talented diverse leadership and make us the institution of choice for staff and students alike. Through the University's work against the Race Equality Charter we identified that there was an under-representation of staff at higher levels of the institution.

Objective 3 - Increase the proportion of female academic staff at senior levels (grades UH9 and above)

Our work against the Athena SWAN charter has shown that women are less likely to be represented at higher levels of academia, and this can be especially discipline specific. By working with our academic schools in partnership with relevant central services we will seek to review our processes and ensure that women are able to reach all levels of the institution.

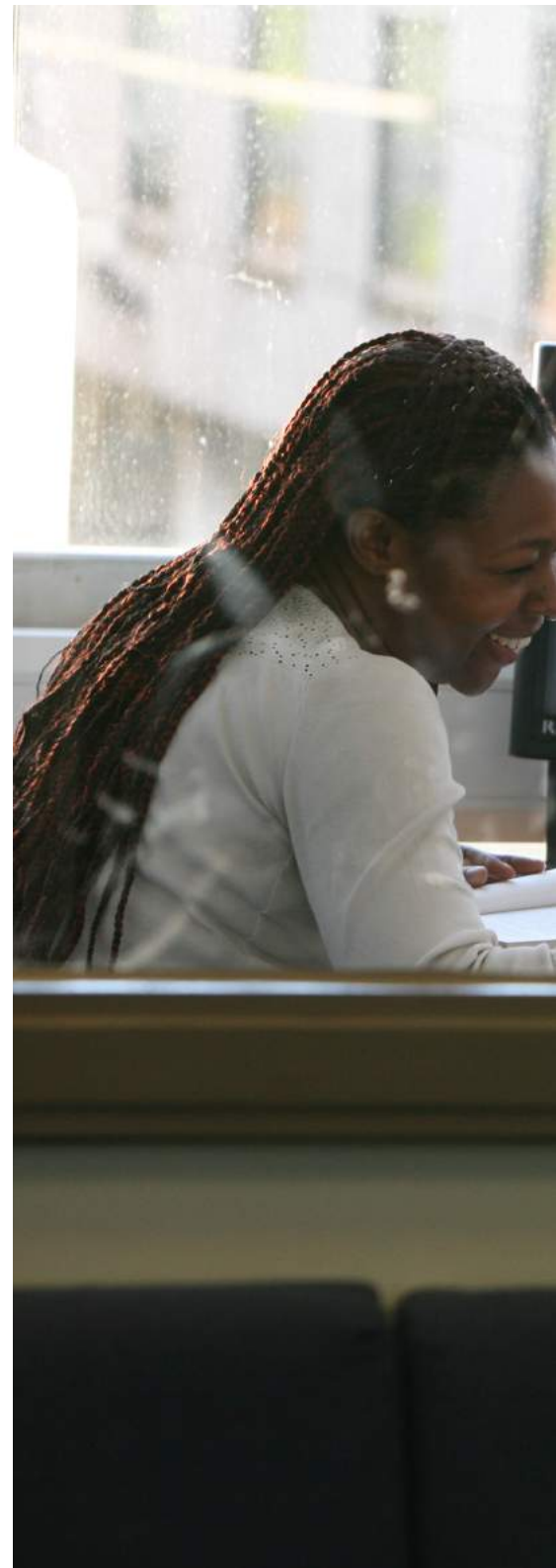
The University's Equality Objectives are being actioned through relevant work streams across the institution and will be monitored through the newly established People Board, chaired by the Secretary and Registrar. In addition to this strategic monitoring function, gender equality (Athena SWAN) action plans are implemented institutionally and in each academic school, and the race equality (Race Equality Charter) action plan is monitored through its own institutional self-assessment team.

5. Equality monitoring

The University has been gathering and analysing data in relation to age, disability, race and sex for many years, and latterly this has been extended to the collection of data related to religion or belief and sexual orientation.

It is within those boundaries that this report has been compiled, except for students where information will only be presented without data for religion or belief and sexual orientation. The Equality Act 2010 does not oblige the University to collect data across all the protected characteristics³, 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 2016 has been used for reporting against staff profiles and data for the 2014-15 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 HEIDI⁴ databases. Workforce analysis across the protected characteristics covered in this report **does not** include staff employed through the University's subsidiary companies.



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

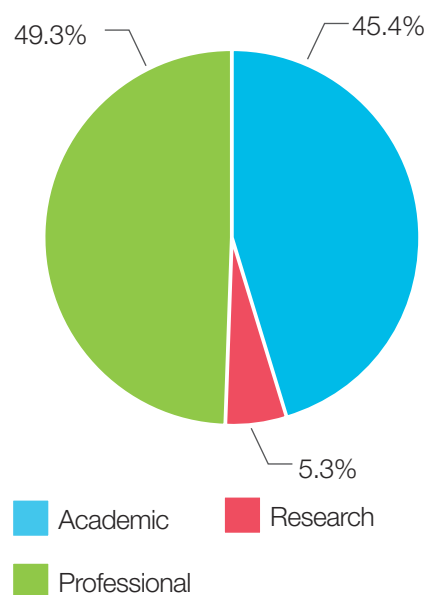


6. Staff

The staff data is based upon head count of staff in post at 31st July 2016. At the point the data was analysed, there were 2382 staff, excluding Visiting Lecturers in post, made up of 1081 academic contracts; 127 research contracts; and 1174 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/Research' staff when looking more closely at staff profiles by protected characteristics.

Figure 1: Staff profile excluding Visiting Lecturers



The table to the right 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
COM	70	10	80
CTA	93	42	135
EDU	54	29	83
ENT	64	27	91
HBS	204	34	238
HSW	238	56	294
HUM	83	14	97
LAW	46	8	54
LMS	237	87	324
PAM	63	8	71
Non-academic SBU	56	859	915
Total	1208	1174	2382

COM Computer Sciences
CTA Creative Arts
EDU Education
ENT Engineering and Technology
HBS Hertfordshire Business School
HSW Health and Social Work

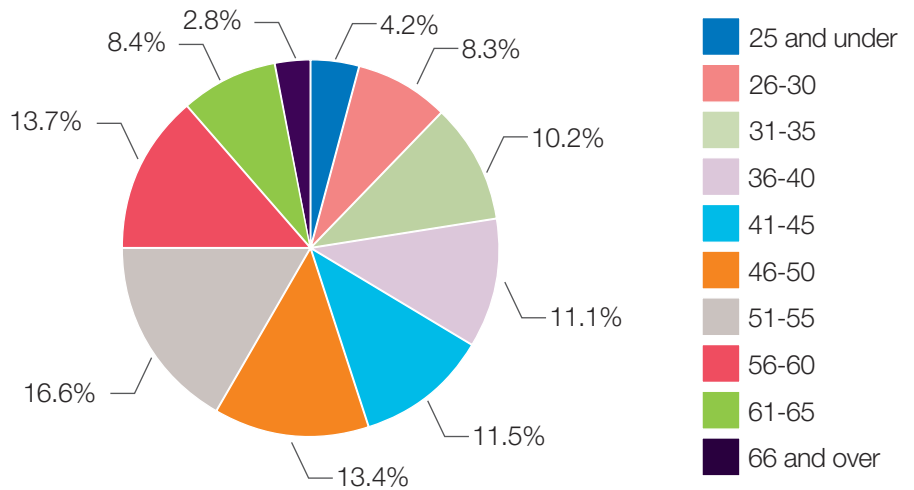
HUM Humanities
LAW Law
LMS Life and Medical Sciences
PAM Physics, Astronomy and Mathematics

⁵Non-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 (16.6%) than any other age group, and the least proportion of staff are aged 66 and over (2.8%). 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 10.2% 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). The staff age profile has remained static across the age groups 36-45.

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/research staff aged under 30 years of age, which account for a very small proportion of this staff cohort. However as reported in the previous year, the age profile of academic/research roles are affected by the age of staff at entry level to

academia. The highest proportion of academic/research staff are aged 51-55 (18.1%) followed by staff aged 56-60 (15%).

There are considerably higher proportions of younger staff in professional services roles, and this reflects the variety of work available at varying levels across the institution. However, the gap between academic and research staff and professional staff has closed in the 'under 25' age group as there is a lower proportion of professional staff in this age group in comparison to last year. Conversely, the gap has also closed between academic and research staff and professional staff in the '51-55' age group as there is a slightly higher proportion of professional staff in this age group in comparison to last year.

Figure 3: Academic v Professional staff age profile

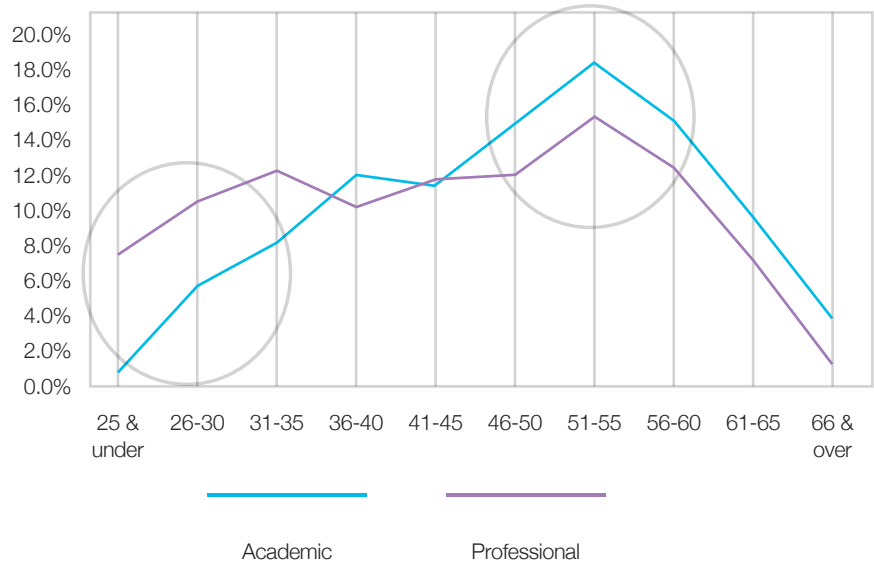
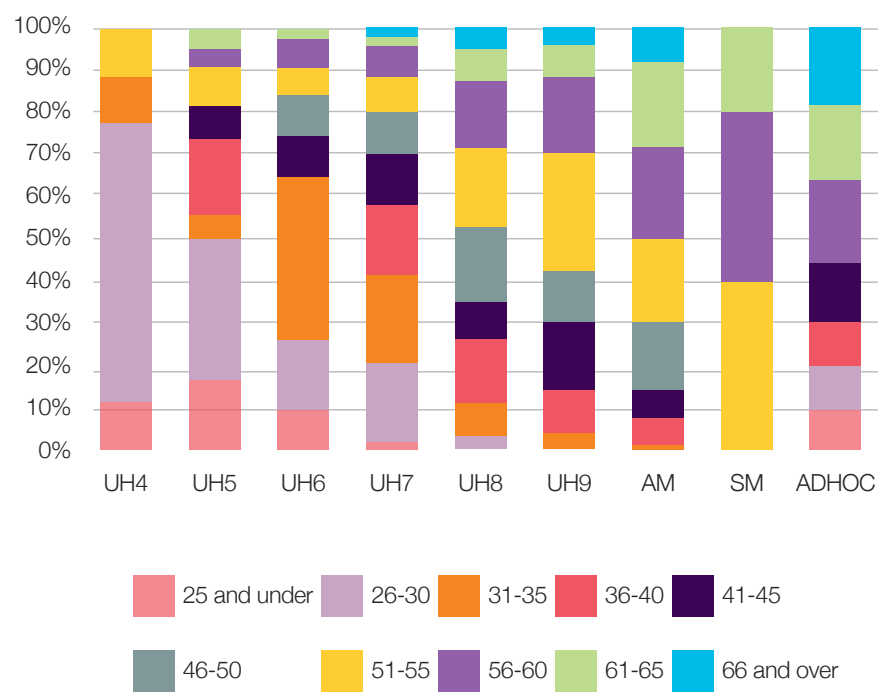


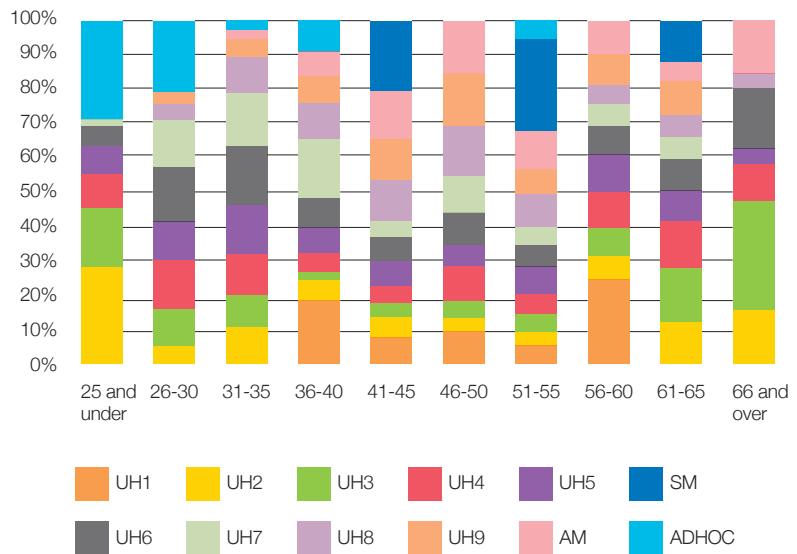
Figure 4 illustrates how age can impact on placement within the grading structure, i.e. higher proportions of younger academic staff (aged 30 and under) concentrated across grades UH4-UH5, and conversely staff aged over 51 and over in higher grades UH8 and above, and this trend has continued from the previous year. 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. Grades UH7 and UH8 are the most diverse, with virtually every age group represented. Staff on academic contracts at Senior Manager (SM) level are all aged 51 to 65. 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 SM (Senior Manager) where all staff are aged 41-55.

Figure 4: Academic staff according to age and grade structure



The highest proportion of staff aged 25 and under occupy grades (UH2-3), however this year grade UH1 is occupied by staff aged 36 and above. In contrast to the previous year, there are very few professional staff members at Adhoc (n=9). Conversely, the highest proportion of staff aged 66 and over are employed at grade UH6, 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

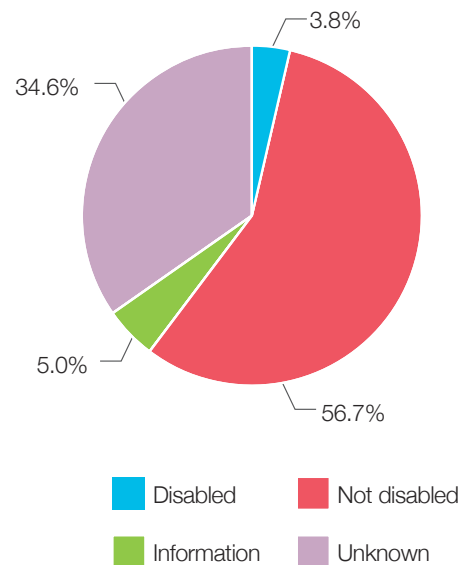


Disability

This year we have seen an increase in disability declaration from 2.8% to 3.8% and brings the University closer to the higher education sector rate of staff disability declaration of 4.5% in the UK (ECU, 2016). This is a positive outcome following a drive throughout the 2015/16 academic year to encourage staff to use the self-service facility available through the HR staff portal. Although overall profile of disability declaration has changed, just over a third of staff (34.6%) have not provided data against this protected characteristic, and the proportion of staff with ‘unknown’ disability status has slightly increased from 33.9% in the previous year. An interesting change in the profile this year has been the proportion of staff stating that they do not have a disability, which has reduced from 63.3% in 2015 to 56.7%. This can be accounted for by the increase in disability declaration and 5% of staff who have refused to declare against this protected characteristic (see Figure 6).

Of the 3.8% of staff that declared a disability a slightly higher proportion of women (57.7%) declared than men (42.3%) and is a slight increase in the proportion of women declaring since last year. The ethnic profile of declared disabled staff showed that 81.1% of staff are of a white ethnic background, and 13.3% are of a Black and Minority Ethnic (BME) background. From the staff that declared a disability, the majority (75.6%) are employed full-time and 90% are on permanent contracts. 60% of staff that declared a disability are aged 41 years and over, and this proportion has increased since the previous year (53.7%). Taking into account the age profile of the University, and the increase in disability declaration by older staff since the previous year, this will be an area that will need to be monitored to ensure that the right support is available for staff acquiring a new disability or long-term health condition. Of the staff with a declared disability, 44.4% are employed under academic/research contracts and the remainder are professional staff.

Figure 6: Disability profile of all staff



Ethnicity

Staff from a White ethnic background make up 78.4% of staff and 13.7% are from a Black and Minority Ethnic (BME) background, indicating a slight increase of BME representation from the previous year (12.8%). This year we have seen a reduction in the proportion of staff that have not declared their ethnic background from 9% to 7.9%, which may have been as a result of the introduction of a new self-service facility for staff to update their own diversity information as well as increased activity to promote race equality. This calculation is based on all UK and non-UK staff and compares well against the sector, which reports a BME representation of 12% across the UK, or more relevantly to the University; 12.4% in England (ECU, 2016).

This year the proportion of staff from all ethnic backgrounds has increased since the previous year, except staff from a Black ethnic background. From the total BME staff population at the University, the largest proportion is from an Asian background (39.6%), slightly below the UK higher education sector (40.4% of staff from an Asian background), (ECU, 2016). Staff from a Black background represent 25.2% of all BME staff, and is higher than the proportion of Black staff in the higher education sector from all BME

From the total staff that have declared a White ethnic background, 86.3% have UK nationality and from the total staff that have declared a BME background, 76.1% have UK nationality. Looking at the data from the perspective of the total staff who are UK nationals, 79.9% have declared a White ethnic background and 12.3% have declared a BME background. This compares well against the sector, which reports a BME representation in England of BME UK nationals as 9.2% (ECU, 2015).

staff (18.8%) (ECU, 2016), however as mentioned earlier the proportion of Black staff has declined from the previous year (27.7%). Overall, the University's workforce ethnic profile is comparable to that of the general population of England and Wales of 14% (ONS, 2012).

Figure 7: Ethnic profile of all staff

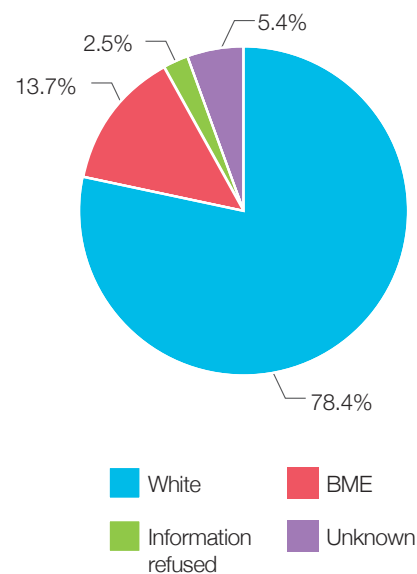
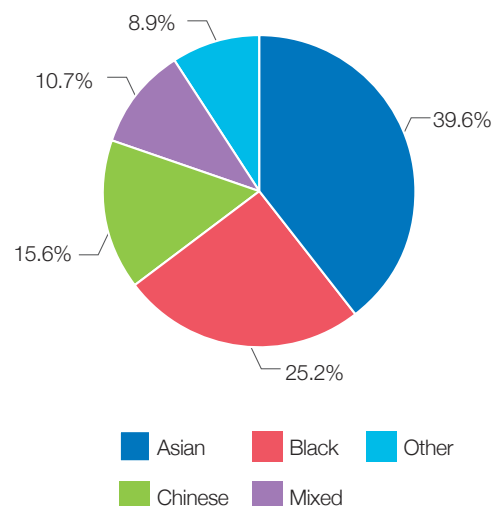
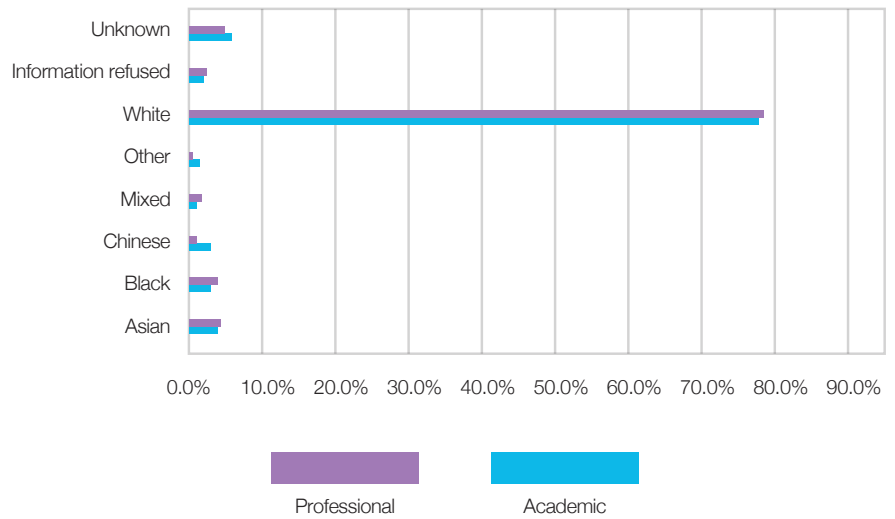


Figure 8: Profile of all BME staff



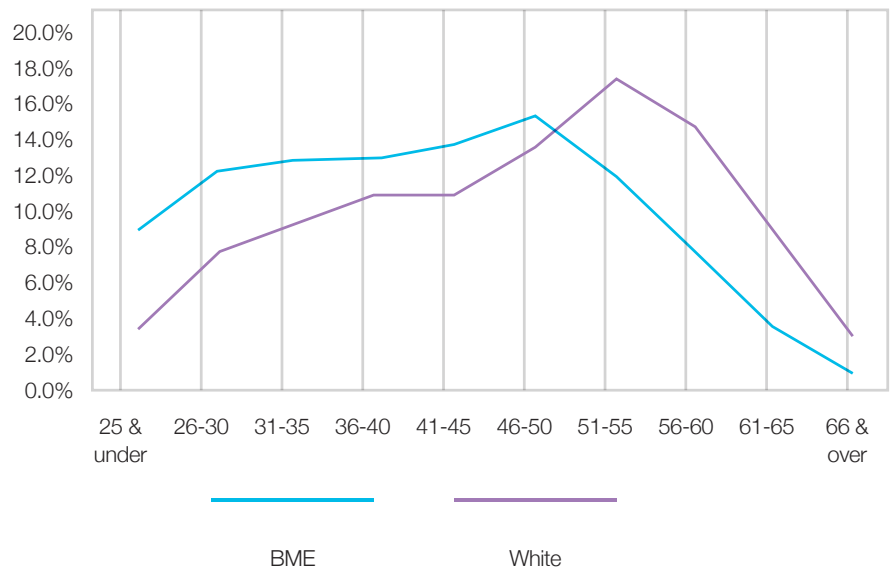
When comparing the ethnic profile between staff on academic contracts against staff on professional contracts, there is very little difference between them, except that Chinese staff are more likely to be academic staff and Black and Asian staff are more likely to be professional staff. BME staff representation is identical across both academic and professional contracts (13.7% academic and 13.7% professional staff).

Figure 9: Academic v Professional staff ethnic profile



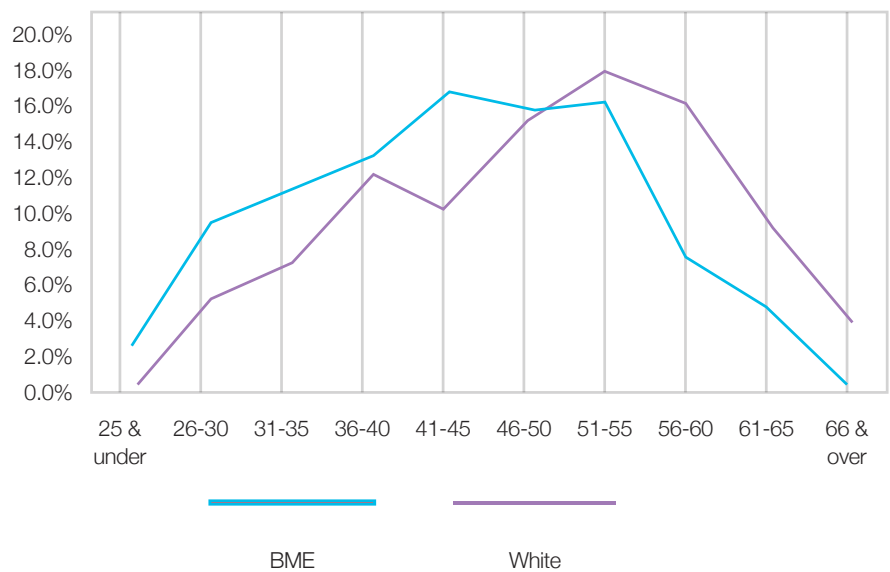
The overall age distribution of staff according to ethnic background shows that BME staff have a younger profile than White staff. The highest proportion of BME staff are aged 46-50 (15%), whereas the highest proportion of White staff are aged 51-55 (17.3%). The age gap is widest between the proportion of staff aged 56-60 with 8% of BME staff and 14.7% of White staff in this age group.

Figure 10: All staff age distribution according to ethnic background



Turning to a particular focus on academic staff, once again BME academic staff have a younger profile than their White colleagues. The highest proportion of BME academic staff are aged 41-45 (17%), whereas 10.6% of White staff fall into this age group. The highest proportion of White staff are aged 51-55 (18%) in comparison to 16.4% of BME staff. 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 11: Academic staff age distribution according to ethnic background



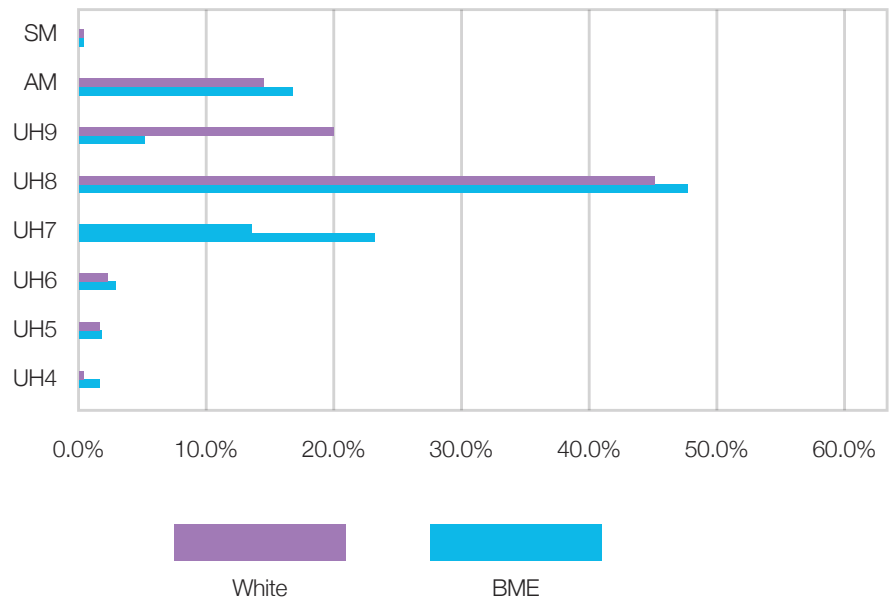
As mentioned in relation to age and grade (Figure 4), there is a similar profile combining age, ethnicity and grade among academic staff. The age profile of BME academics appears to correlate with the roles which lie at the lower ends of the pay and grading structure. Figure 12 illustrates that there is proportionally more BME academic staff in grades UH4 and UH6. For information the academic and research pay and grading structure is 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		

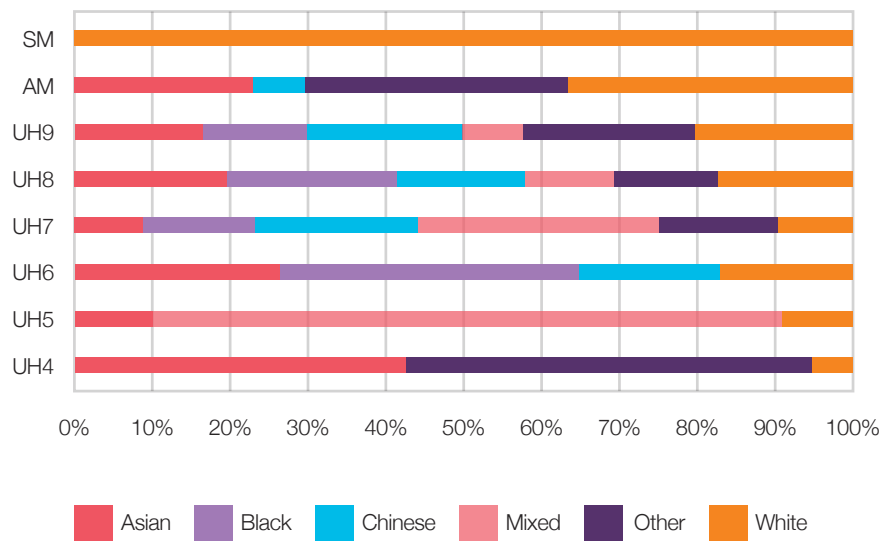
Figure 12 illustrates that there is a larger proportion of BME academic staff up to grade UH8, and this grade is also where there is the highest concentration of all BME and White academic staff. At UH9 the proportion of White academic staff is significant in contrast to BME staff. Yet at AM (Academic Manager) level there is a higher proportion of BME academic staff than there are White academic staff.

Figure 12: Academic staff ethnic profile and pay and grading structure



Overall it is positive that 17% of BME academic staff are at AM level, however there is not a representative distribution of ethnic backgrounds here as there are no staff at this level that identify as Black/Black British. This is despite 22.4% of all BME academic staff with a declared ethnicity of Black/Black British. There are no BME academic staff at SM (Senior Management) level. Figure 13 shows more clearly the declared ethnic distribution across the academic grade structure.

Figure 13: Academic staff ethnic profile and grading structure

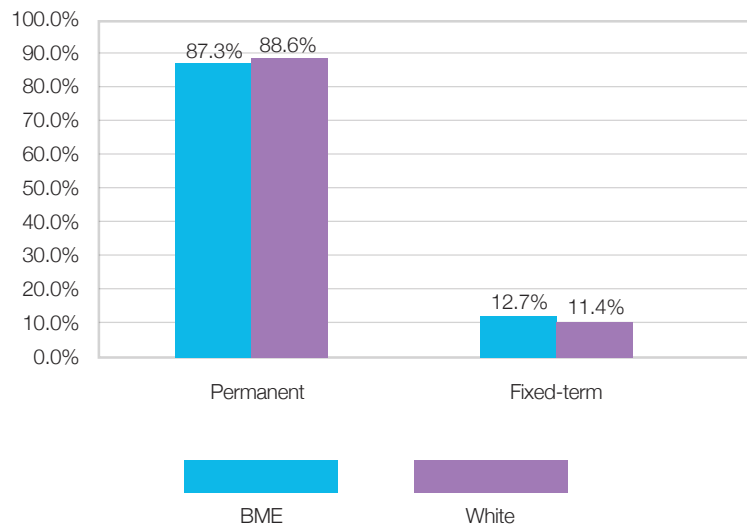


It is impossible to speculate through the data the reasons for this, however it is hoped that the work to support Objective 2 of the University's Equality Objectives, to increase the proportion of Black and Minority Ethnic (BME) staff at senior levels (grades UH9 and above), will bring about a change to the representation of our academic staff at senior levels.

The analysis of contract status of academic staff according to declared ethnic background shows that BME academic staff are proportionally more likely to be on a fixed-term contract than their White colleagues (an increase from 11.3% in 2015 to 12.7% this year). The gender profile according contract type and ethnicity shows that 58.3% of BME academics employed on permanent contracts are female as opposed to 55.7% of White female academics. This has increased from 53.6% BME female academics and 48.7% of White female academics in the previous year. The gender/ethnicity profile of academic staff on fixed-term contracts shows that female BME academic staff account for 52.4% of all fixed-term BME academics (a significant drop from 64.7% the previous year) on this contract type in comparison to White female academics, who make up 43.5% of all White academics on a fixed-term contract.

For professional staff, the pattern across the grading structure, which ranges from UH1 to Senior Manager (SM) show that the highest proportion of BME and White staff are in grade UH5. However, higher proportions of BME staff populate the lowest grades UH1-3. At grade UH8, there are similar proportions of White and BME staff, however this changes substantially at UH9, where BME representation decreases significantly. At AM (Administrative Manager) level the representation of both BME and White staff are fairly similar, which is a positive outcome.

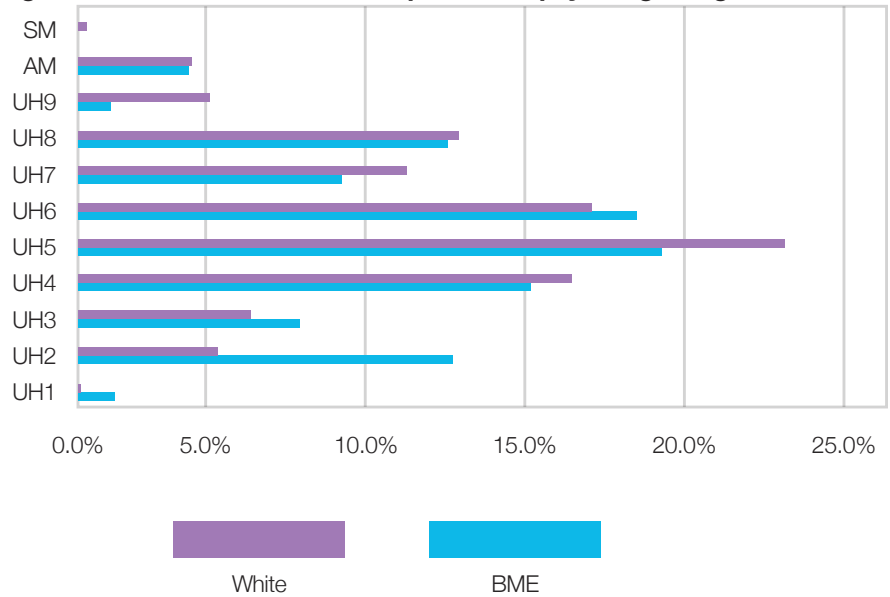
Figure 14: Academic staff contract type and declared ethnic background



However, there are no professional staff at this level that have declared a Black/Black British ethnic background within this 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 will particularly impact upon Black professional staff progression, where the highest proportion of staff are employed at grade UH8, combined with the University's lack of Black staff representation at AM and SM levels.

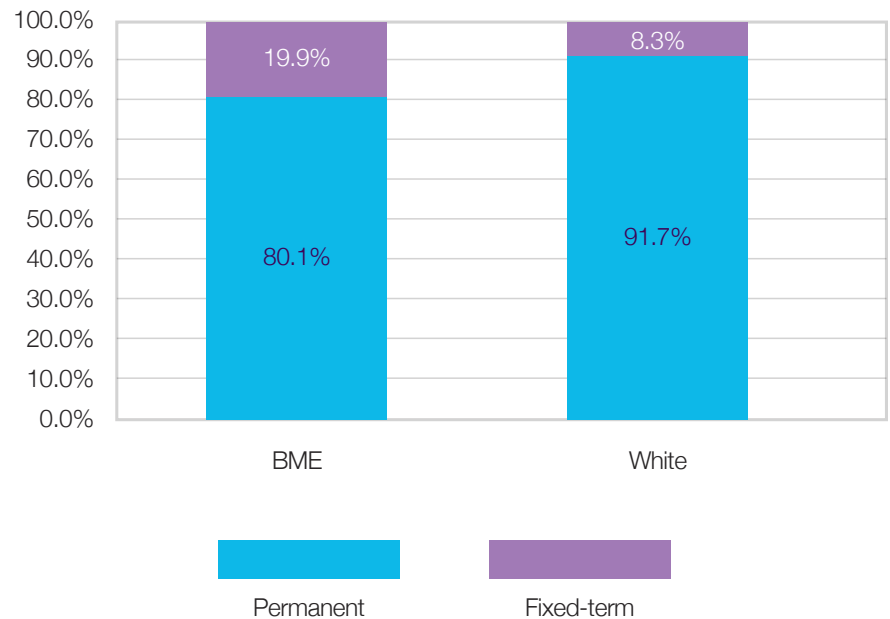
Figure 15: Professional staff ethnic profile and pay and grading structure



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 (19.9%) than their White colleagues (8.3%). Analysed further to understand which ethnic groups might be affected, the data shows that higher proportions of Asian and Black staff make up the majority (81.3%) of those employed on a fixed-term contract.

The gender and ethnicity profile of professional staff shows that of the BME professional staff cohort on a permanent contract, 66.7% are female as opposed to 69.3% of White staff that have a permanent contract. There is a similar difference in the proportion of women who are on fixed-term contracts; women from a White ethnic background account for 64.9% of all White staff on this contract type as opposed to 62.5% women from a BME background from the total BME staff on fixed-term contracts.

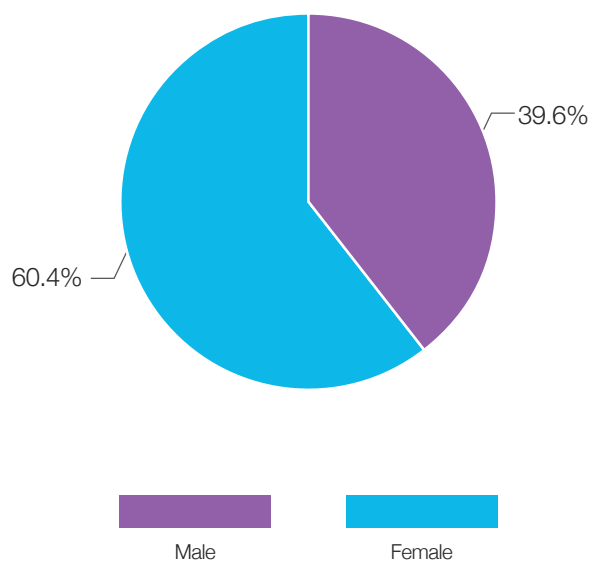
Figure 16: Professional staff contract type and ethnic background



Gender

The University's overall staff profile is made up of 60.4% women and represents a slight increase from the previous year (59.5%), and is higher than the rest of the UK higher education sector at 54%, (ECU, 2016). This profile is different amongst academic staff, where 54.1% are women (an increase from the previous year 53.4%) and is much higher than the rest of the sector, where 45% of academic staff are female, (ECU, 2016). Amongst professional staff the profile is considerably different with 64.6% women (a slight reduction from the previous year from 65.4%), compared to 62.7% in the rest of the UK sector, (ECU, 2016).

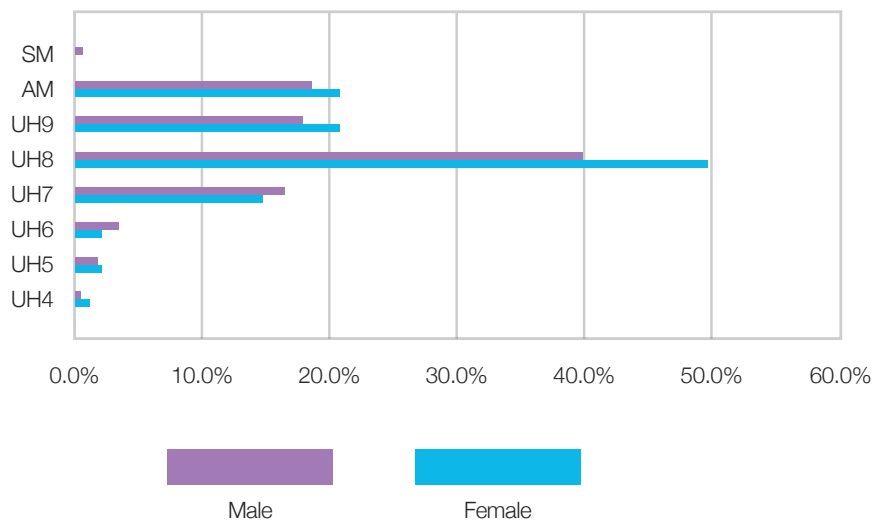
Figure 17: Gender profile all staff



For staff on academic contracts the gender profile across the pay and grading structure illustrates that both academic men and women have the highest proportional representation at grade UH8. However, proportionately more women occupy grades UH4-5 and UH9 than their male colleagues.

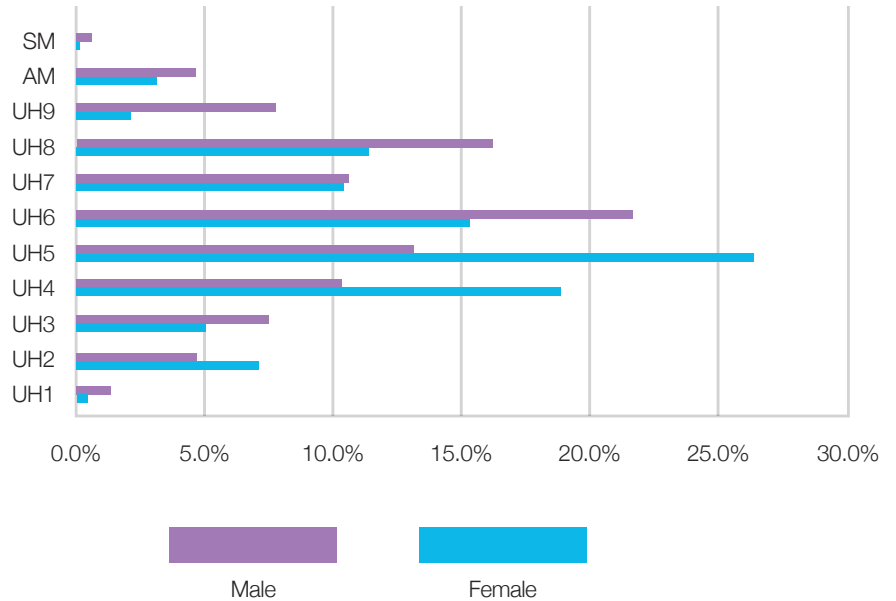
The significant difference begins to surface at AM level, where there are considerably higher proportions of men than women (18.4% of total male academic staff compared to 9.9% of total female academic staff) and this position has remained the same since the previous year.

Figure 18: Academic staff gender profile and pay and grading structure



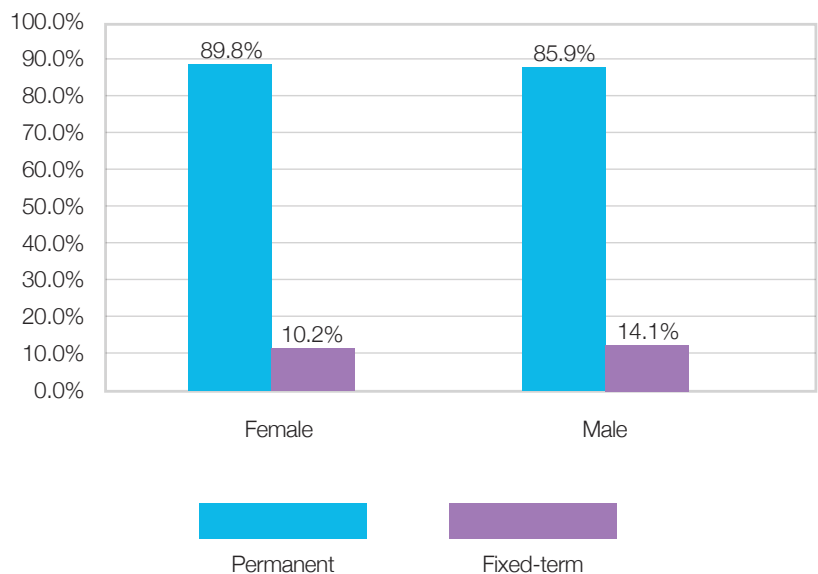
The analysis of the gender profile for professional staff within the pay and grading structure shows a very different picture than colleagues on academic contracts, which may be an indication of the variation of roles available within professional and support services. The majority of women (26.4%) are employed at grade UH5, whereas the majority of men (21.6%) are employed at UH6. In every grade from UH6 to SM there are greater proportions of men than women, which will eventually have an impact on the available pool of professional women progressing to the highest levels. There continue to be more than three times as many men at grade UH9 than there are women.

Figure 19: 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 (increased from 89.7% women and a slight reduction from 86.9% men). Women on permanent academic contracts are more likely to work part-time than their male colleagues (40.7% women: 26.9% men). The proportion of men on fixed-term contracts is slightly higher than women, however from this fixed-term cohort, a higher proportion of women work on a part-time basis (53.7% academic women compared to 29.5% academic men).

Figure 20: Academic staff contract type and gender

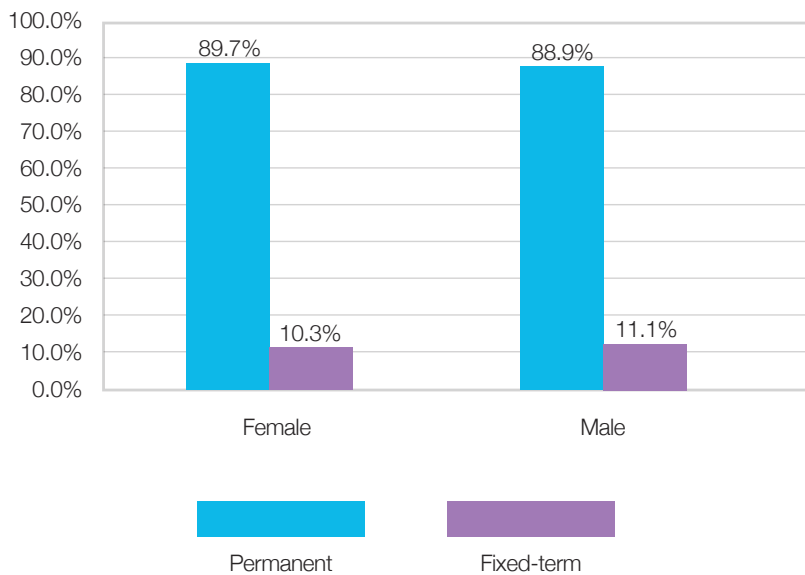


Men and women employed on professional contracts are almost equally likely to be employed on a permanent contract (89.7% of all women: 88.9% of all men). Of the permanent professional female staff 34.5% work part-time as opposed to 11.2%, although there has been an increase in the proportion of men working part-time (10%) from the previous year, of all men on permanent contracts. A positive observation in this year's analysis has been the variation of full and part-time flexible working for both men and women on professional contracts⁶. This flexible working was not apparent for men employed under academic contracts.

From the professional staff cohort, of the total women employed on a fixed-term contract, 28.4% work part-time in comparison to 18.6% of men on fixed-term contracts.

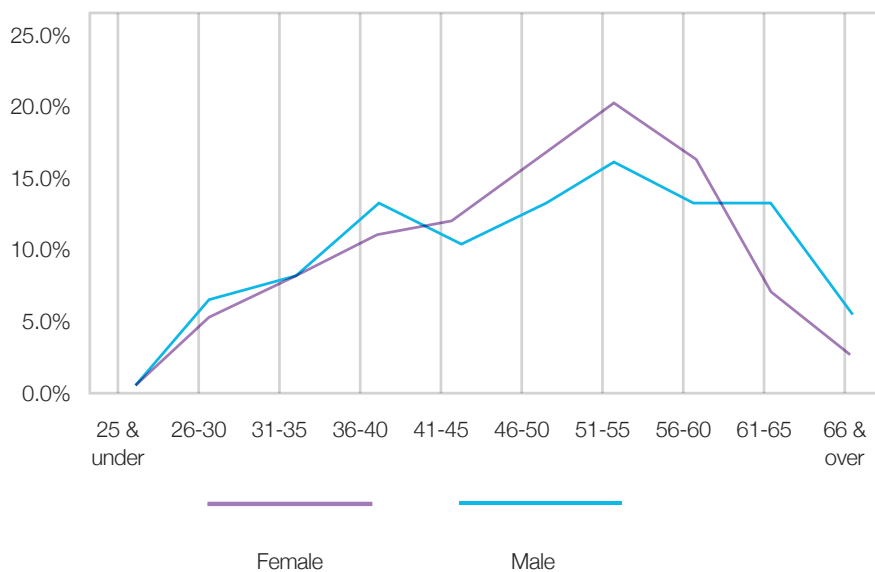
Looking at the intersection between gender and age across academic staff reveals that male and female academics have similar profiles. The highest proportion of academic staff are aged 51-55 (women 19.9% and men 16.1%). Their lowest proportions are aged 25 and under (women 1.1% and men 0.9%). There is a higher proportion of male academics aged 36-40 than women, which accounts for 13.2% of all male academics. There are also higher proportions of men aged 61 and over than there are women.

Figure 21: Professional staff contract type and gender



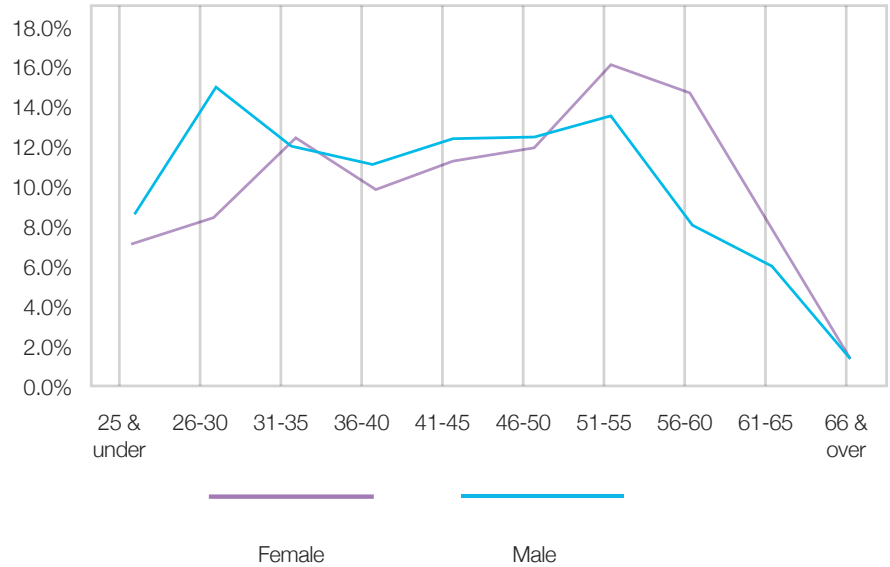
⁶This includes full and part-time term-time working and compressed hours

Figure 22: 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 their profiles are somewhat mirrored, except that there is a lower proportion of women aged 36-50 in comparison to men of the same age. Female representation begins to increase until age 51-55 and gradually decreases over time. Unlike academic colleagues, the profile of women in professional and support services are marginally older than their female counterparts.

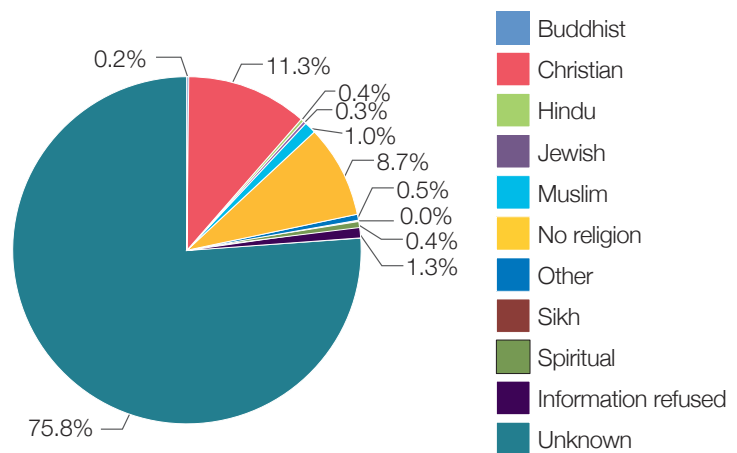
Figure 23: Professional staff according to gender and age



Religion or belief

Since the last report the rate of declaration against this protected characteristic has increased to 24.2% (including information refused) from 9.3% and this is in comparison to 41.9% in the higher UK education sector, (ECU, 2016). This has been a phenomenal increase from the previous year and is as a result of encouraging staff to update equality data through the self-service facility available on the HR system. We are confident that declaration will continue to improve as staff become more confident to declare information of this type.

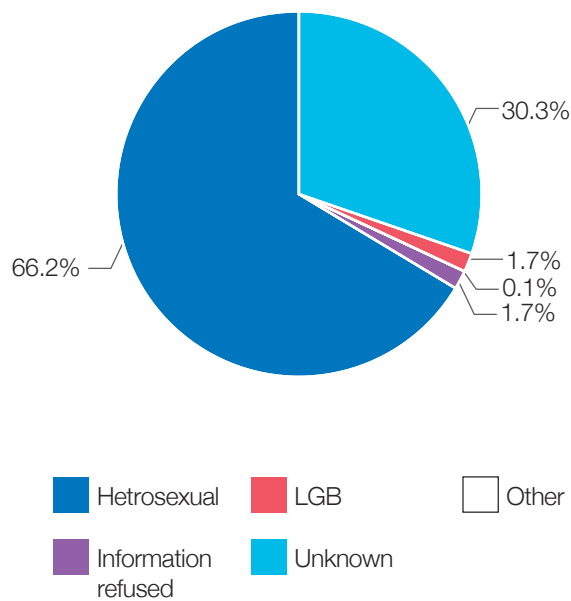
Figure 24: All staff according to religion or belief



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 33.8% of staff have declared their sexual orientation, an increase from 16.4% in the previous year. The work we have undertaken to encourage disclosure of sexual orientation has been supported with a recent LGBT role models campaign at the University throughout the 2015-16 academic year, and it appears that this may have made a significant difference in workforce confidence around this protected characteristic. Overall 1.7% of staff identify as lesbian, gay or bisexual (LGB) compared to 1.5% across UK higher education (ECU, 2016). Overall the University's declaration rate is now nearing that reported across the UK higher education sector of 40.8% (ECU, 2016) and we are confident that this will continue to improve.

Figure 25: All staff according to sexual orientation



7. Students

The overall student profile in 2014-15 comprised of 24,880 students representing a reduction from 25,300 students in the previous year.

The vast majority of students (77.2%) were studying for their first degree, where the highest proportion of undergraduate students (19%) are based at Hertfordshire Business School (BUS). At Postgraduate Taught (PGR) level the highest proportion of

students (27%) are based within the School of Health and Social Work (HSK), and at Postgraduate Research (PGR) level, the highest proportion of these students (33.3%) are based within the School of Life and Medical Sciences (LMS).

Table 4: Students by school and level of study 2014-15

School	UG		PGR		PGT		Total Numbers	Total %
	Numbers	%	Numbers	%	Numbers	%		
BUS	3,660	79.8%	50	1.0%	880	19.2%	4,590	100.0%
COM	960	78.3%	60	4.7%	210	17.0%	1,220	100.0%
CTA	2,420	92.4%	20	0.6%	180	7.0%	2,620	100.0%
EDU	1,100	46.4%	40	1.7%	1,230	51.9%	2,370	100.0%
ENT	1,430	88.8%	50	3.1%	130	8.0%	1,610	100.0%
HSK	3,310	69.7%	60	1.2%	1,390	29.2%	4,750	100.0%
HUM	1,480	92.7%	40	2.7%	70	4.6%	1,600	100.0%
LAW	1,670	91.7%	0	0.0%	150	8.3%	1,820	100.0%
LMS	2,740	74.1%	170	4.6%	790	21.3%	3,700	100.0%
LTI	0	0.0%	0	0.0%	120	100%	120	100.0%
PAM	410	92.5%	30	7.5%	0	0.0%	440	100.0%

Age

The majority of students at the University are aged 18-20 (48.2%) representing a slight increase from the previous year (47%). This is comparable to the UK higher education sector profile of 56.1% of students aged 21 and under, (ECU, 2016).

Of the students studying at undergraduate level, 62.4% are aged 18-20 years, followed by 18.5% who are aged 21-24. 6% of undergraduate students are aged 40 and over.

This year, students at postgraduate taught level aged 30-39 and 40 and over make up the highest proportion of students respectively (28.8%). Similarly, the age profile of students

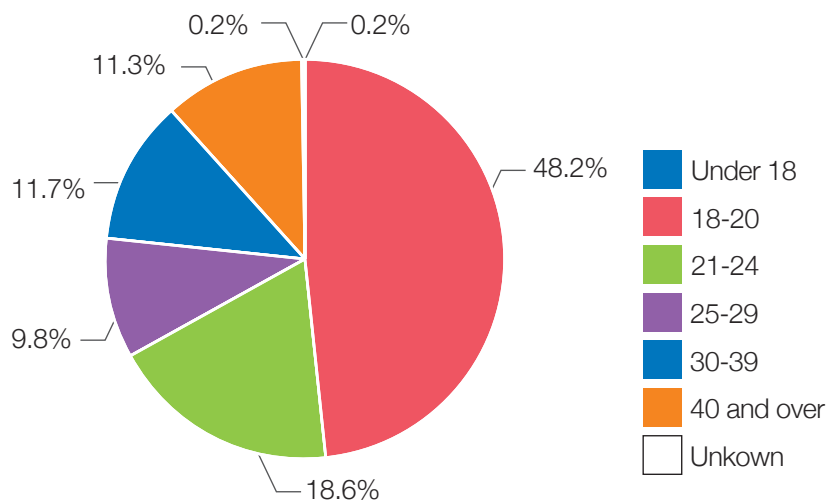
at postgraduate research level shows that the majority of this cohort are aged 40 and over (32.7%), and the remaining bulk of the student body are aged 30-39 (26.7%) and 25-29 (25.1%).

The majority of students studying full-time are aged 18-20 (63.4%), followed by students aged 21-24 (20.4%). Conversely, the majority of students studying part-time are aged 40 and over (30.4%), followed by students aged 30-39 (25.2%).

Attainment according to age profile

In terms of the proportion of upper pass grades (2:1 or above) in 2014-15, the best performing age groups were students aged 18-20 (69%) and students aged 25-29 (60%). Of the students aged 30-39 (59%) and students aged 40 and over (58%) were awarded an upper pass grade. Students aged 21-24 were the least likely to achieve an upper grade pass (57%). In order to ensure that students of all age groups have equal outcomes in terms of award outcomes, we will continue to monitor the success of our student cohort through the University's Student Performance Monitoring Group (SPMG) and take action accordingly.

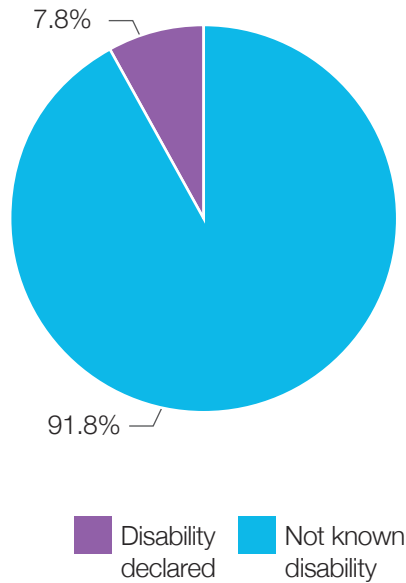
Figure 26: Student profile by age 2014-15



Disability

This year has seen a static position from last year's rate of 7.8% in the proportion of students declaring a disability. This is slightly lower than the student disability declaration across the UK higher education sector of 10.6% (ECU, 2016).

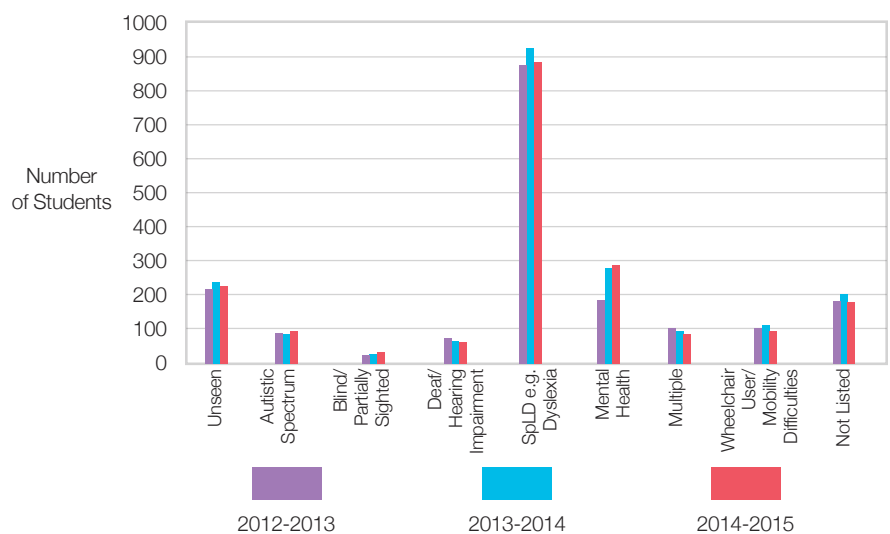
Figure 27: Student profile by disability 2014-15



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 6.7% of students declared a disability; and 8% of students declared a disability at postgraduate research level. Roughly the same declaration rates appeared for full (7.9%) and part-time (7.7%) students.

This year it appears that across most disabilities there has been a reduction in the number of student declaration to the previous year, except mental health, students on the autistic spectrum and students who are blind or partially sighted which have continued to rise from 2012-13.

Figure 28: Profile of students that have declared a disability 2012-13 to 2014-15



Attainment according to disability

A high proportion (65%) of students that declared a disability were awarded an upper pass grade (2:1 or above) in 2014-15 and this was equal to the outcomes achieved by students that had no declared disability.

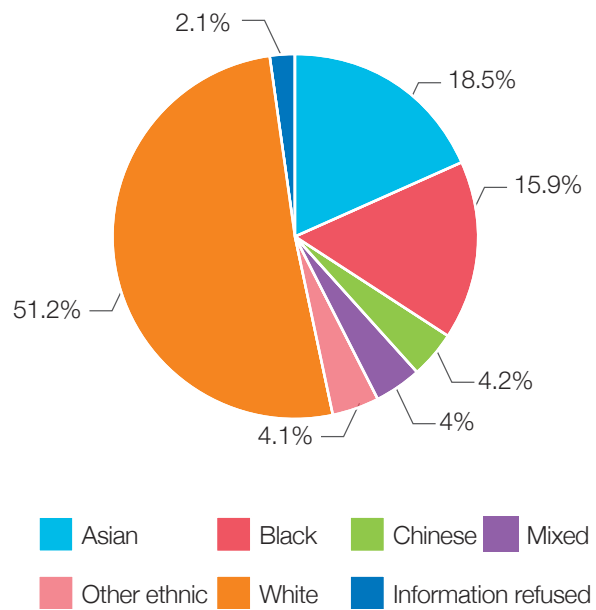
Ethnicity

The University continues to be fortunate to have an ethnically diverse student population, with 46.7% of students identifying as being from a Black and Minority Ethnic (BME)⁷ background. This has decreased slightly from the profile reported the previous year from 47.4%.

From our UK domiciled students, which made up 83.2% of our total student population in 2014-15, 41.1% identify as coming from a BME background, a slight increase from the previous year (39.3%). The BME student profile measures well against the rest of the UK higher education sector, which has a UK-domiciled BME profile of 21% or 24.1% in England (ECU, 2016). The University draws a number of students from the London area, where 45.4% of UK-domiciled students are from a BME background in London (ECU, 2016).

Despite the University's overall ethnically diverse student population, this is not represented across each of the academic disciplines. For example, there are low proportions of BME students in Education (EDU) 15.2%, Creative Arts (CTA) 27.2%, Health and Social Work (HSK) 35.7% and Physics, Astronomy and Mathematics (PAM) 39.5% and which are lower than the overall BME student population at the University.

Figure 29: Student population by ethnic background 2013-14



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

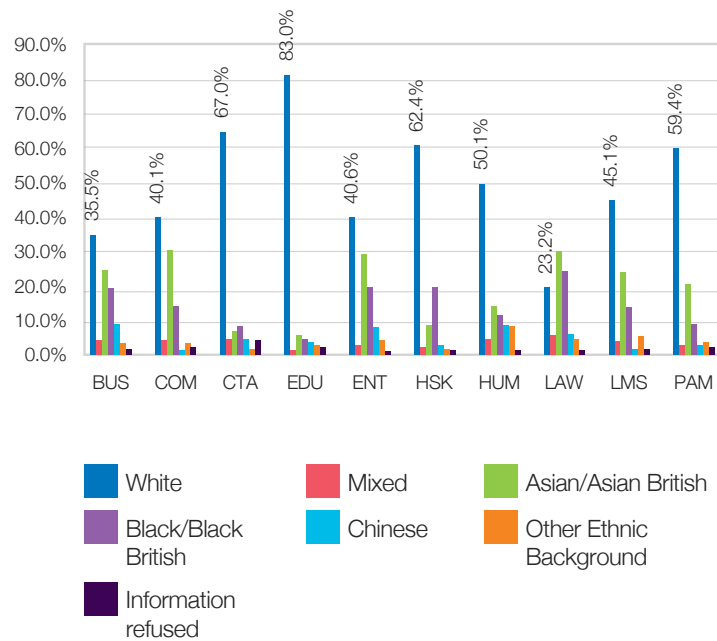
Attainment according to ethnicity

As in the previous year, White students continued to perform markedly better than all other ethnic groups with 75% of UK/EU students gaining a ‘good degree’⁸. A lesser proportion of students of Asian/Asian British background (63.1%) and Chinese background (66.7%) achieved a ‘good degree’ in the same year. Students whose ethnicity was recorded as Black/Black British were markedly below the University’s overall ‘good degree’ performance, at 45.1%, a slight increase from the previous year (45%).

Overall, this brings the University’s awarding gap between White and BME students to 18.7% and indicates a widening of the gap once again from the previous academic year (16.8% in 2013-14).

This compares with a sector attainment gap of 15.3% (ECU, 2016). In order to address this issue further the University has committed to closing the awarding gap by a further 10 percentage points through our Equality Objective by 2020. We will continue to monitor against this objective and report against progress annually.

Figure 30: Student ethnic population by academic school 2014-15



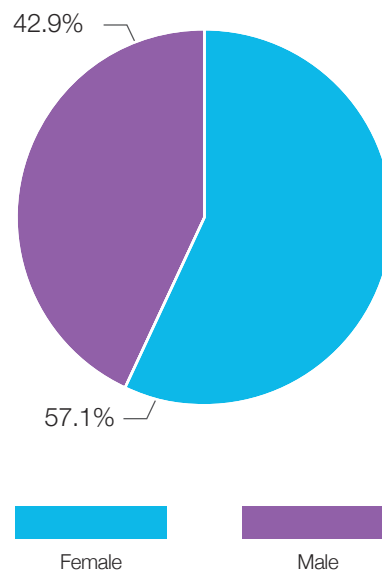
⁸A ‘good degree’ is a 2:1 or above

Gender

Our student gender profile (57.1% female) is broadly comparable to that recorded across the UK higher education sector where 56.2% are female and 43.8% are male (ECU, 2016). At undergraduate level, the profile remains fairly similar with a female representation of 54.5%, and is comparable to the sector at 55.3% (ECU, 2016).

The gender profile does however shift somewhat at postgraduate taught level, where women account for 67.5% of this cohort, an increase from 66.3% in the previous year. At postgraduate research level, female representation decreases to 49.6% of this cohort. In relation to mode of study, women make up 68.1% of students that study part-time, which is slightly higher than women studying part-time at all levels across the UK higher education sector of 60.3% (ECU, 2016).

Figure 31: Student population by gender 2013-14



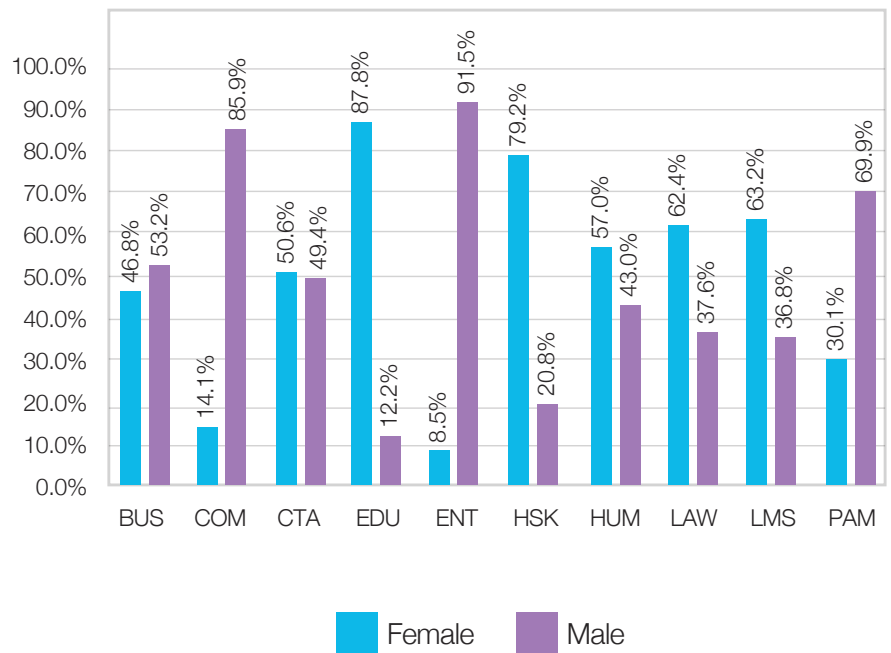
Despite the University's overall student gender profile, it is clear from Figure 32 that men and women are not distributed in the same way across different disciplines. There are significant under-representations of women in Computer Sciences (COM) and Engineering and Technology (ENT). The representation of women in COM is below that of the sector (17.2%) and ENT is well below that in the sector (16.7%) (ECU, 2016). Conversely, there are under-representations of men in Health and Social Work (HSK) and Education (EDU). Comparison to the sector shows that men in subjects allied to medicine account for 21%, making HSK close to this, however EDU is below the sector representation of men in this discipline (24%) (ECU, 2016).

Attainment according to gender

In terms of ‘good degrees’ in 2014-15, women marginally outperformed men (66% compared to 63%). Women outperformed men in every discipline this year, except in Computer Sciences, Creative Arts, Health and Social Work and Physics, Astronomy and Mathematics.

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%).

Figure 32: Student population by gender and academic school 2013-14



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 2014-15. As data gathering develops and improves, the University is expecting to report on these areas in the near future.

8. Conclusion

Our data analysis continues to provide invaluable insight to the outcomes for our staff and student populations. Our aim is to ensure that our staff and students have equal chance for success and that wherever possible barriers are reduced to secure positive outcomes.

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 this year renewed its Equality Objectives and in doing so is taking positive steps through these objectives and additional initiatives, such as the BME Success Project to continue to tackle the awarding gap between White and BME students; the Athena SWAN charter mark; the continued roll out of Unconscious Bias, Cultural Awareness and Dignity and Respect training to all its staff; and by successfully securing a Bronze award for the Race Equality Charter Mark.

Once again, the past 12 months has seen a considerable improvement in the level of engagement from staff and students in relation to equality, diversity and inclusion, 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 that require specific measures that have been captured with our equality, diversity and inclusion operational plan and Equality Objectives. 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.

9. 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 the institution's Equality Objectives by setting local targets across each Strategic Business Unit (SBU) to address where relevant the awarding gap between White and BME students and to increase the representation of academic women and BME staff at grades UH9 and above. Local monitoring to be undertaken annually and included in business planning and the People Board is to monitor the progress of all the University's work in relation to these objectives.

Workforce representation and outcomes

- Positive action measures should be introduced to ensure appropriate messaging when recruiting, as well as targeted recruitment exercises to increase the diversity of candidate pools where representation of different groups has been identified.
- In order that the University attracts and recruits the best diverse talent at all levels of the institution an evaluation of recruitment and selection processes will be required to ensure they are effective.

- Further action to address staff disability declaration rates, which may be achieved with better visibility of disability, disability awareness for line managers and closer working with disabled staff members.
- An ageing workforce, and an increase in disability declaration by older staff will require that the right support is available for staff acquiring a new disability or long-term health condition.

Student representation and outcomes

- We have identified that despite the University having a diverse student body, this is not reflected across each of the academic disciplines. Therefore, to reduce barriers to entry into higher education a review of the University's admissions process is required to ensure it is fair and transparent.
- Academic schools to be involved in targeted recruitment of students where under-representation of specific groups has been identified.
- Once again, the University has committed to reducing the awarding gap between White and BME students achieving a 'good degree' by ten percentage points by 2020. More focused action is required to ensure that each academic school creates its own action plan to address this objective and that this is monitored regularly by the senior leadership team.

Equality monitoring

- Real progress has been achieved with the activity over the last year and we will continue to improve the way we collect information from staff and students.

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.

10. References

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