

Equality and Diversity
Annual Report 2017

Annual
Report



A report detailing the University of Hertfordshire's equality and diversity information to 31st January 2018.



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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 2016 report.

The University has made progress in engagement with Athena SWAN since the last report and this initiative has now been embedded across all 10 academic Schools. The University continues to hold an institutional bronze award and seven of its 10 schools hold departmental bronze awards. Over the coming year the remaining 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 University is currently working on several exciting projects that support the Athena SWAN and Race Equality Charter initiatives. The data contained herein is separate to that used for Athena SWAN and the Race Equality Charter. However, this report will continue to inform further actions to address both gender and race equality at the University.

The following points have been identified from the data analysis across staff and student populations at the University (31st July 2017 for staff and academic year 2015/16 for students).

16.4% of staff identify as being from a black and minority ethnic background.

Staff

- The overall age profile is older than the sector average, with the largest cohort of staff aged 51-55 (15.8%) 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 has risen from 3.8% last year to 4.3%, and is now comparable to the sector (4.5%).
- Considering 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.
- Unknown disability status has risen since the previous year requiring further work to raise confidence about disability in the workplace.
- Declared ethnic diversity has increased from 13.7% last year to 16.4% and has surpassed the general population of England and Wales (14%). Ethnic diversity is also now higher than the sector profile in England (12.8%).
- There is further scope to diversify the workforce further considering the University's geographical location, paying particular attention to the under-representation of BME staff, and particularly for different ethnic groups at higher levels of the institution, eg little ethnic diversity at Academic Management (AM) level and no ethnic diversity at Senior Management (SM) level.
- 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 proportion of women are at UH5.
- 40.5% of academic women work part-time compared with 25.3% of male academics. This contrasts with 37.5% of professional women who work part-time compared with 12.6% of male professional staff. This may indicate that there are fewer opportunities for professional men to access more varied working patterns.
- Rates of declaration for religion or belief have increased to 32.5% with the highest proportion of staff identifying as Christian (14.4%) followed by No Religion (11.8%).
- Rates of declaration for sexual orientation have increased to 41.9% and is now higher than the sector declaration rate for this protected characteristic. 1.9% of staff identify as lesbian, gay or bisexual.

Students

- There has been a slight increase in the proportion of students aged 18-20 from 48.2% last year to 50.2%. The best performing age group achieving a 'good degree' is aged 18-20 (69%) and students aged 30-39 were the least likely to be awarded a 'good degree' (55%).
- The proportion of students declaring a disability has increased from the previous year (7.8%) to 9.2%. There have been increases in the numbers of students declaring unseen disabilities; Autistic spectrum; Specific Learning Difficulties and mental health impairments. Degree attainment for students with disabilities was comparable to students without disabilities.
- The University's student ethnic diversity has increased from 46.7% identifying as being from a BME background last year to 48.2%. However, this profile is not replicated across the whole institution, where some disciplines have low levels of BME student representation.
- The awarding gap between White and BME students has widened from 18.7% last year to 19.5% compared to the sector's 15.3% gap. Only 44% of Black students achieved a good degree compared to 76% of White students.
- The gender profile amongst students is broadly similar to that of the sector (57.3% female in comparison to 57.4%).
- 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.
- Despite the under-representation of female students in Computer Sciences and Engineering and Technology, female students outperformed their male peers in achieving good degrees in these disciplines.

50.2% of the student population is aged 18-20.

Following the analysis in this report we have recommended the following priorities for the coming year:

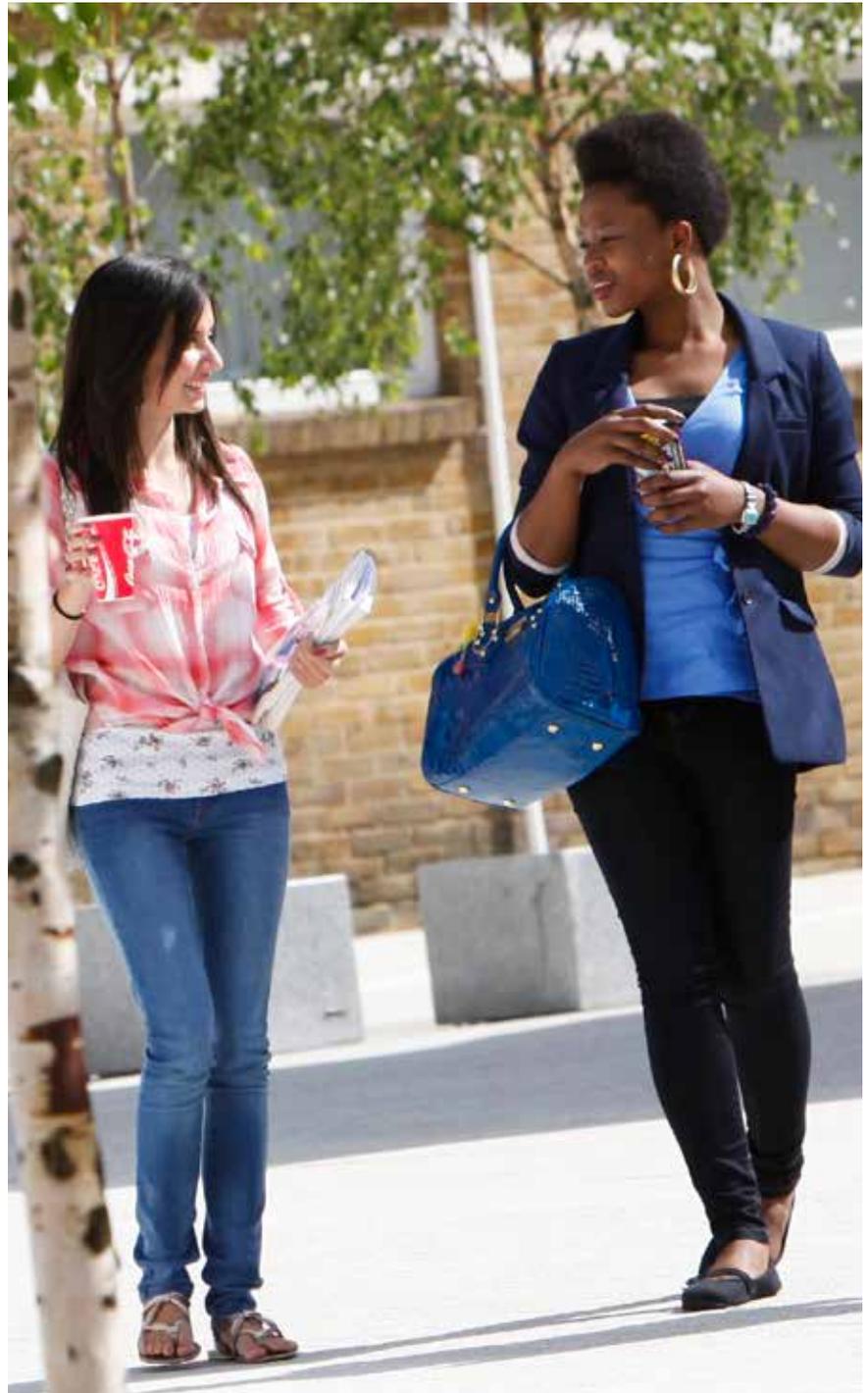
1. To invigorate institutional commitment to its Equality Objectives and Strategic Business Units (SBUs) to identify SMART action plans for delivery with senior level monitoring
2. Similar to the University's active commitment to developing female leaders through the Aurora programme a pledge to develop future ethnic minority leaders in the institution is required to address persistent under-representation at senior levels of the University.
3. Address the widening degree attainment gap through programme level activity that identifies the causes of the gap; considers the impact on different ethnic groups; and develop local action plans that are monitored across academic Schools at a senior level.
4. Academic Schools to address the under-representation of students where gender and/or ethnic background is a relevant factor and progress to be monitored regularly at a senior level.

9.2% of the student population has declared a disability.

2. Introduction

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

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.



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

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.
- 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.

In addition to this, the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 require that the University publish information about its gender pay gap no later than 30th March 2018. As such, the University's gender pay report relating to its employees will be published separate to this report.

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.

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 2018 and subsequently at intervals of no more than one year from the date of last publication.

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;

48.2% of the student population is from a black and minority ethnic background.

² S.149 Equality Act 2010

4. Progress against our Equality Objectives

The University set new Equality Objectives in 2016 to support the overall strategic direction of the institution and advance 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.

Academic staff have an older profile than professional staff.

The University's Equality Objectives 2016-2020 are:

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. We set this challenging target to focus our attention on the reasons behind the awarding gap to identify and implement strategies to reduce the gap.

To support our work against this objective, a Student Educational Experience Committee (SEEC) working group has been in operation since 2016/17 academic year and its ongoing work will develop initiatives and monitor progress. In addition to this, the Student Performance Monitoring Group (SPMG) continue to analyse data each year in relation to student outcomes and work with senior teams in our academic Schools to monitor progress on a local level.

Despite these positive measures, we have seen a widening of the gap between White and BME students since 2013/14 academic year, when this gap stood at 16.8%. The gap has continued to increase incrementally to 18.7% in 2014/15 and 19.5% in 2015/16.

The University has added to its efforts by working collaboratively with other institutions in projects that will address attainment and learning

and teaching to identify issues and solutions at programme level of study. This has involved analysing programme level student data by qualifications on entry against expected outcomes. This analysis has yielded a better understanding of issues at micro (programme) level rather than the analysis provided within this report (School level). From this, internal activity has included working with Programme Leaders and other academic staff to create local solutions to enhance learning and student outcomes, local strategies and regular monitoring. It is currently too soon to report on the impact of this activity, however we are expecting an improvement in the overall attainment gap over the coming years.

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 and this series of annual reports we identified that there is an under-representation of ethnic minority staff at higher levels of the institution.

It is pleasing to report that there has been an incremental increase in the overall representation of BME since 2015 from 12.8% to 16.4% this year. That representation has been even between academic and professional staff in 2015 and 2016, however this has changed to 15.7% academic staff against 17% among professional staff. Both proportions have increased from previous years.

We have regularly reported that there are higher proportions of BME staff at grades UH7 and UH8 and this position has not changed since 2015. Yet, despite this, we have not seen an increase in the proportions of ethnic minority staff advancing into higher grades since then. It has become apparent that categorising ethnic minority staff within a larger homogenised group (BME) is problematic as this positioning has hidden the outcomes of different groups of staff with diverse ethnic backgrounds. This objective, although related to all ethnic minority staff at the University must be applied differently in the context of academic and professional staff and at different levels across the institution where under-representation has been identified, eg there continues to be no ethnic minority staff at Senior Management (SM) level; there continues to be no Black staff at Academic/Administrative Manager (AM) level and above.

Unlike the efforts made around gender equality, and more specifically, on the advancement of women in the institution, there has been limited strategic activity to address the advancement of ethnic minority staff, eg leadership development. A recommendation of this report is to focus on the career development of BME staff at levels UH7 and UH8, with a focus on Black staff, as they are completely unrepresented at AM and SM levels.

In addition to career development, further consideration will be required to attract and retain a more ethnically diverse workforce at all levels in future.

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 are constantly reviewing our processes to ensure that women can reach all levels of the institution. Currently, the University holds a Bronze Athena SWAN award and seven out of 10 academic Schools hold departmental Bronze awards. Our plan is that all our schools will hold a Bronze award by 2019.

This objective is being actioned through relevant work streams across the institution and is monitored through the University's 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.

The proportion of academic women in the University has risen incrementally from 2015 from 53.4% to 54.6% this year, and remains considerably higher than the proportion of academic women across the sector (45%) (ECU, 2016).

The majority of female academic staff continue to be employed at UH8 (Senior Lecturer/Senior Research Fellow) like their male colleagues although in different proportions. We have observed through analysis that there have been some slight shifts in the proportion of female academics at UH8 where their representation has reduced from around 50% in 2015 and 2016 to 47.1% this year. Curiously, the proportion of women at UH7 (Lecturer) has increased this year to 17.3% from 14.7% the previous year, and may account for some of the reduction at UH8.

There has been a slight reduction in the proportion of women at UH9 to 19.1% this year from 20.6% in 2016 and there has been an increase in the proportion of female academics at AM level to 10.4% this year from 9.9% in the previous two years. In addition to this trend there has been an increase in the proportion of academic women at SM level, now at 0.3% this year from 0% in previous years. This overall increase in the proportion of academic women at UH9 and above, although small, does signal a move in the right direction.

It will be necessary to guard against further reductions in the proportion of women at levels that feed senior academic levels and this can be achieved by academic School Athena SWAN action plans.

4.3% of staff declared a disability.

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.

The University believes that understanding its workforce and student populations is an important step to ensuring that it remains an employer and education provider of choice and that its community can thrive regardless of background or identity. It is primarily for this reason that annual analysis of these data is undertaken rather than for legally obliged purposes.

For the purpose of this report, data at 31st July 2017 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.



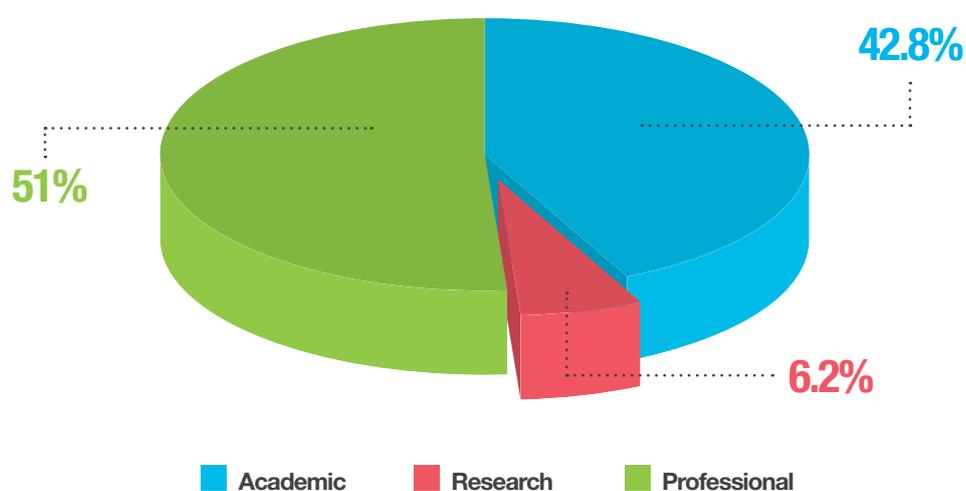
³Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

⁴The Higher Education Database for Institutions

6. Staff

The staff data is based upon head count of staff in post at 31st July 2017. At the point the data was analysed, there were 2,506 staff, excluding Visiting Lecturers, made up of 1,073 academic contracts; 156 research contracts; and 1,277 professional 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. For the purpose of analysis, 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.

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 by SBU and contract type excluding Visiting Lecturers

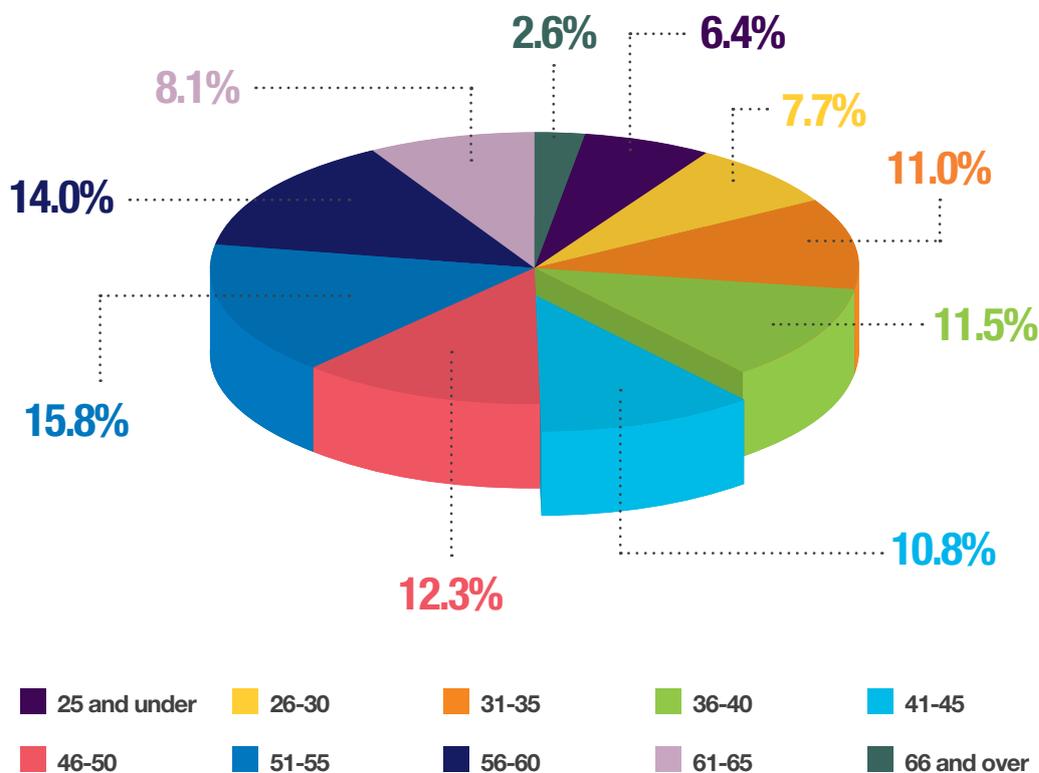
	Academic/Research	Professional Services	Total
Computer Science	74	9	83
Creative Arts	91	45	136
Education	54	29	83
Engineering and Technology	71	29	100
Hertfordshire Business School	207	32	239
Health and Social Work	229	56	285
Humanities	79	13	92
Hertfordshire Law School	45	8	53
Life and Medical Sciences	255	87	342
Physics, Astronomy and Mathematics	70	8	78
Professional services	54	961	1015
Total	1,229	1,277	2,506

⁵Professional SBUs include Academic Registry; Enterprise and Business Development; Estates, Hospitality and Contract Services; Finance; Herts Sports Partnership; Human Resources; Marketing and Communications; Library and Computing Services; Office of the Dean of Students; and Office of the Vice-Chancellor.

6.1 Age

The age profile of staff at the University shows that there continues to be proportionately more staff aged 51-55 (15.8%) than any other age group, and the least proportion of staff are aged 66 and over (2.6%). This is higher than the sector where 12.2% are aged 51-55 years, (ECU, 2016). The rest of the higher education sector has slightly higher proportions of staff aged 31-35 (14.7% as opposed to 11% at the University); staff aged 36-40 (12.9% as opposed to 11.5% at the University); and staff aged 41-45 (13% as opposed to 10.8% at the University), (ECU, 2016). Since last year the proportion of staff in age groups 26-30; 41-55; and 61 and over have decreased slightly whereas the opposite has been the case for staff aged 25 and under; 31-40; and 56-60.

Figure 2: Age profile of all staff



The comparison between the age profiles of academic and professional staff (figure 3) show that academic staff continue to be 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 this staff cohort. However, as reported in previous years, the age profile of academic

roles is affected by the age of staff at entry to academia. The highest proportion of academic staff are aged 51-55 (17.5%) followed by staff aged 56-60 (15.9%).

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, this year

the gap between academic and professional staff in the '25 and under' age group has widened due to a higher proportion of professional staff in this age group since last year. Conversely, the gap has slightly closed between academic and professional staff in the '51-55' age group as there has been a slight reduction in the proportion of academic staff in this age group compared to the previous year.

Figure 3: Academic vs Professional staff age profile

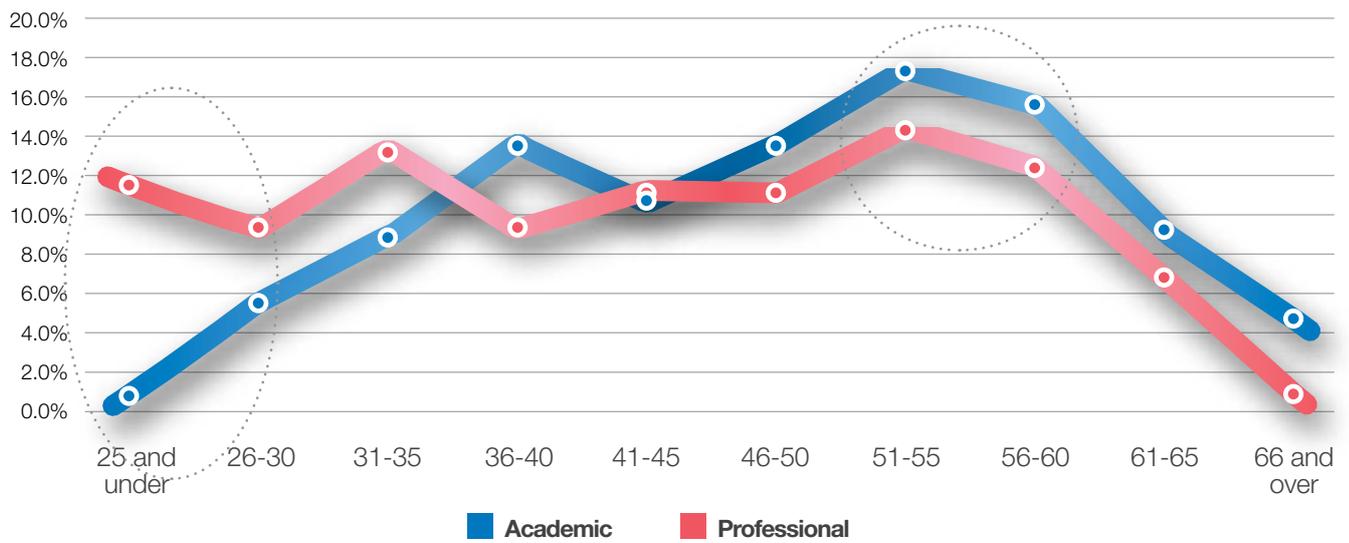
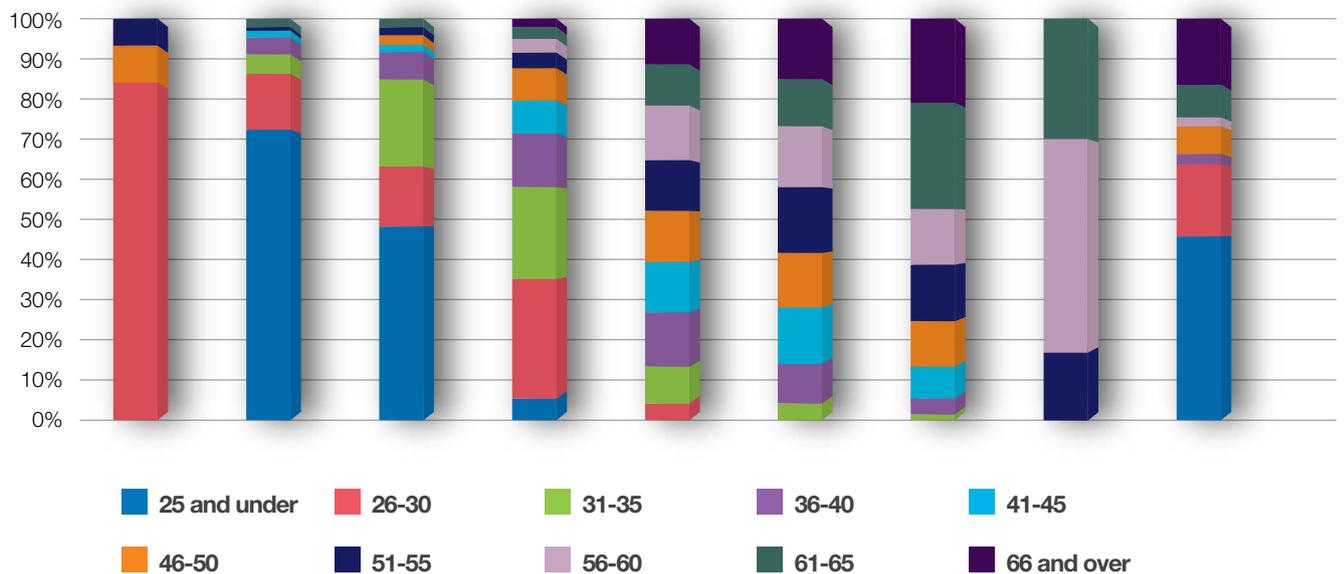


Figure 4 illustrates how age can impact placement within the grading structure, ie higher proportions of younger academic staff (aged 30 and under) concentrated across grades UH4-UH5, and conversely staff aged over 51 and over in higher grades UH8 and above, and this trend has continued from previous years. This profile reflects the nature of the roles in academia, where age and experience are linked to the role an academic member of staff might hold within the institution. Grades UH7 (Lecturer) and UH8 (Senior Lecturer) 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.

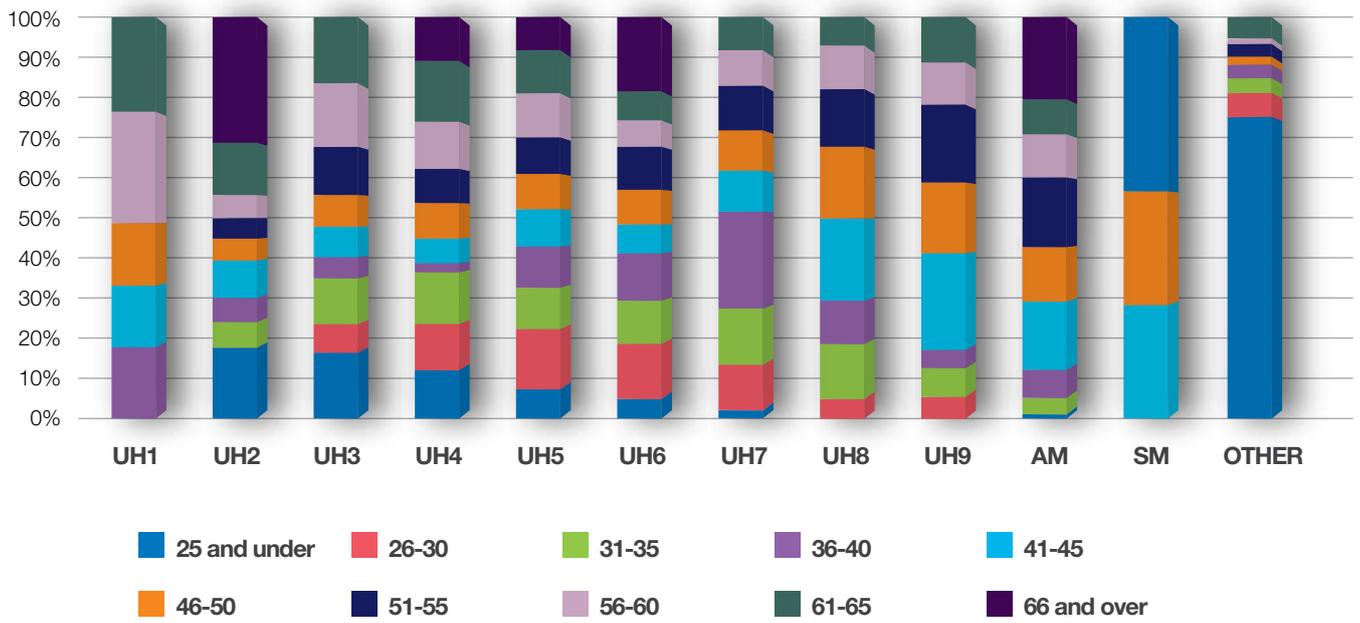
Figure 4: Academic staff by age and grade structure



In contrast, professional staff are more diversely distributed by their age profile. There are specific age profiles attributed to more senior grades, such as SM where all staff are aged 41-55.

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. As reported in the previous year, 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 by age and grade structure



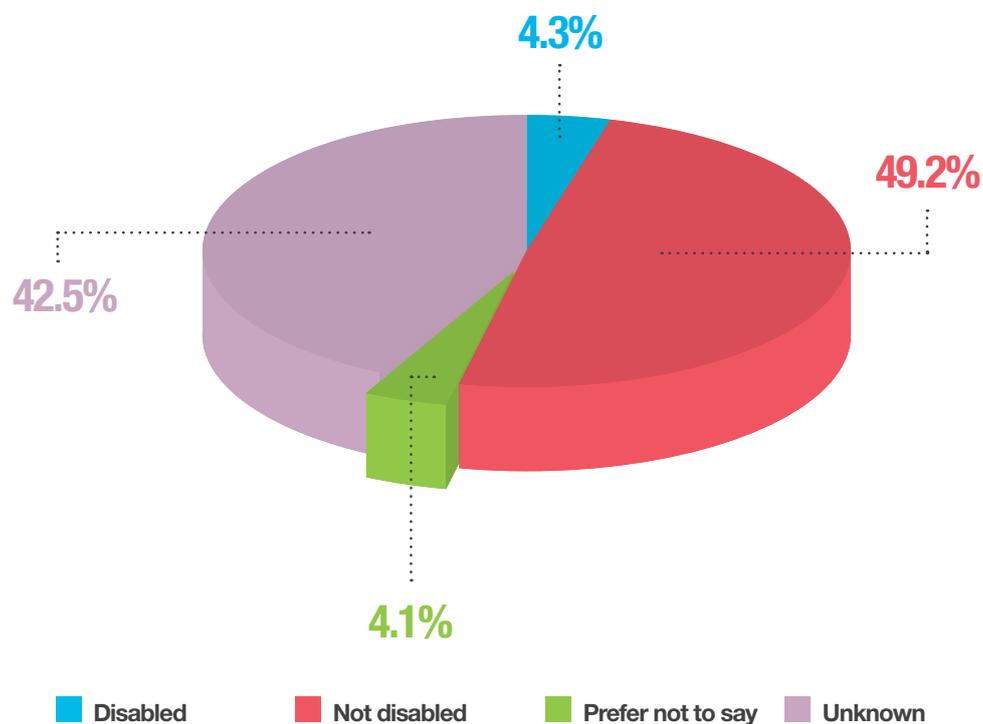
There are no minority ethnic staff at senior management level.

6.2 Disability

Once again, we have seen a further increase in disability declaration from 3.8% last year to 4.3% and this brings the University closer to the higher education sector rate of staff disability declaration of 4.5% in the UK (ECU, 2016). This is extremely positive following a drive to promote an inclusive institutional culture and to encourage staff to update their diversity details through the self-service facility available on the HR staff portal.

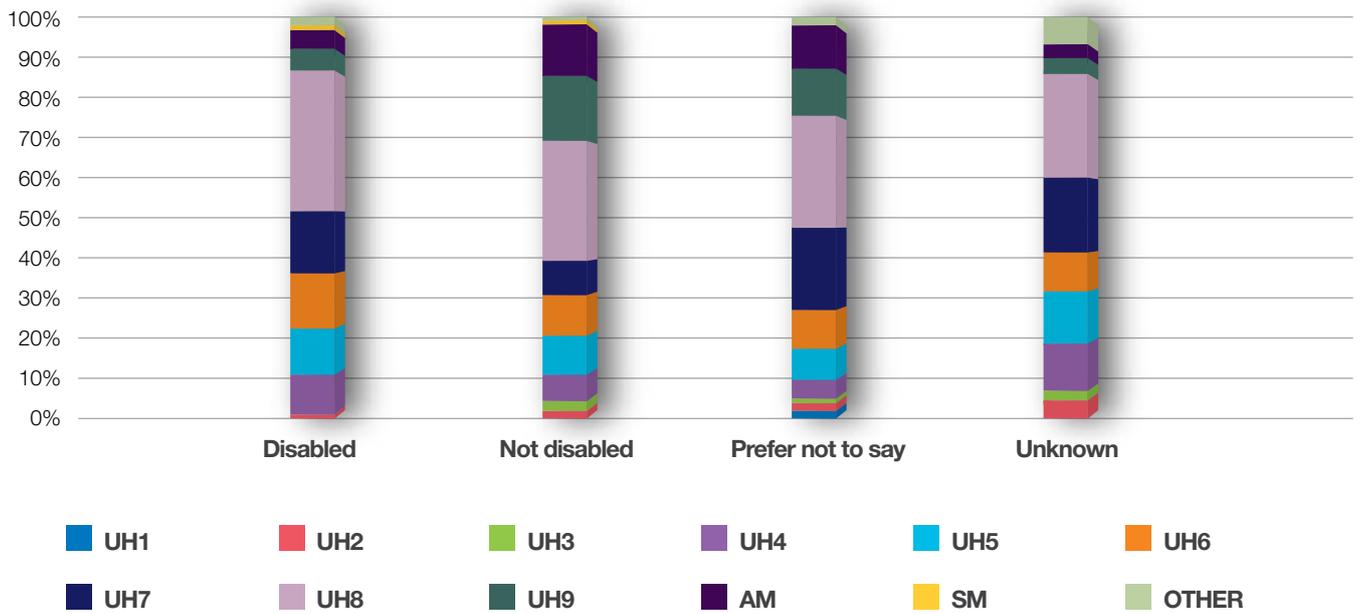
A continuing pattern of disability declaration has been in the proportion of staff stating that they do not have a disability, which has reduced from 56.7% in 2016 to 49.2% this year. This might be attributable to the increase in disability declaration and the increase in Unknown.

Figure 6: Disability profile of all staff



Of the 4.3% of staff that declared a disability, a slightly higher proportion of women (58.3%) declared than men (41.7%) and is once again a slight increase in the proportion of women declaring a disability since last year. The ethnic profile of declared disabled staff showed that 80.6% of staff are of a White ethnic background (a slight reduction from 81.1% the previous year), and 13% are of a BME background. From the staff that declared a disability, the majority (75.6%) are employed full-time and 90% are on permanent contracts. 59.3% of staff that declared a disability are aged 41 years and over, and this proportion has reduced slightly since the previous year (60%).

Figure 7: Disability status by grade



Disabled staff at the University appear to be distributed well across most of the grades and figure 7 shows that the largest proportion of disabled staff are employed at grade UH8, mirroring all other categories of declaration. Despite disability declaration increasing year-on-year, 42.5% of the workforce has unknown status under this protected characteristic. This marks an increase from the previous year (34.6%) and identifies further activity that will be needed to address the reasons staff are unsure about, unwilling or unable to update their disability status.

As mentioned in last year’s report, considering the University’s age profile, and the continued high levels of disability declaration by older staff, this will be an area that should continue to be monitored to ensure that staff acquiring a new disability or long-term health condition are supported. Of the staff with a declared disability, 44.4% are employed under academic/research contracts and the remainder are professional staff and this proportion has remained the same as the previous year.

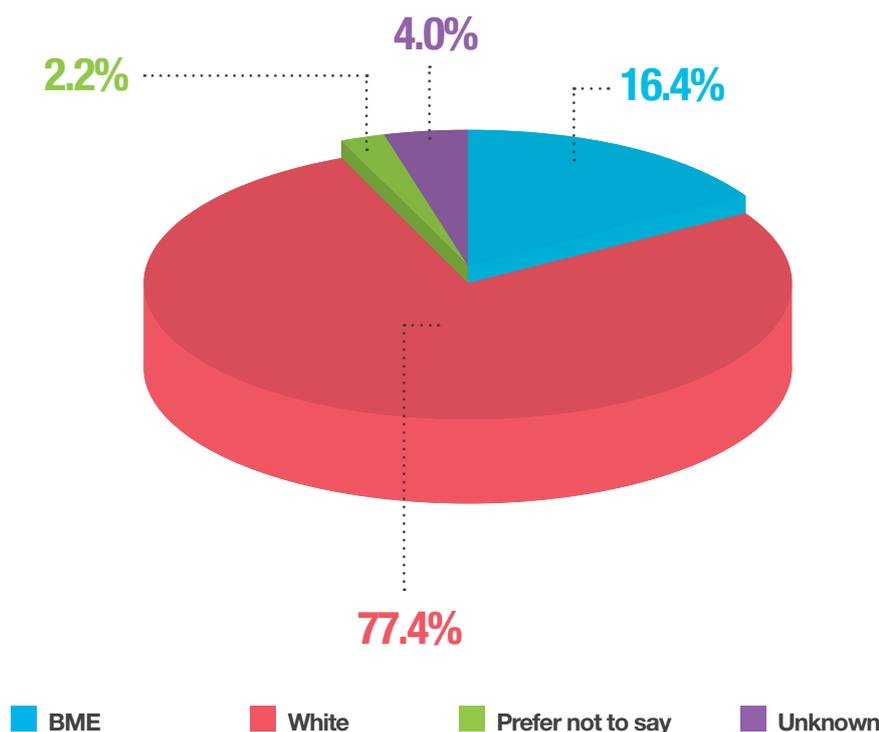
Workforce declaration related to religion or belief and sexual orientation have increased.

6.3 Ethnicity

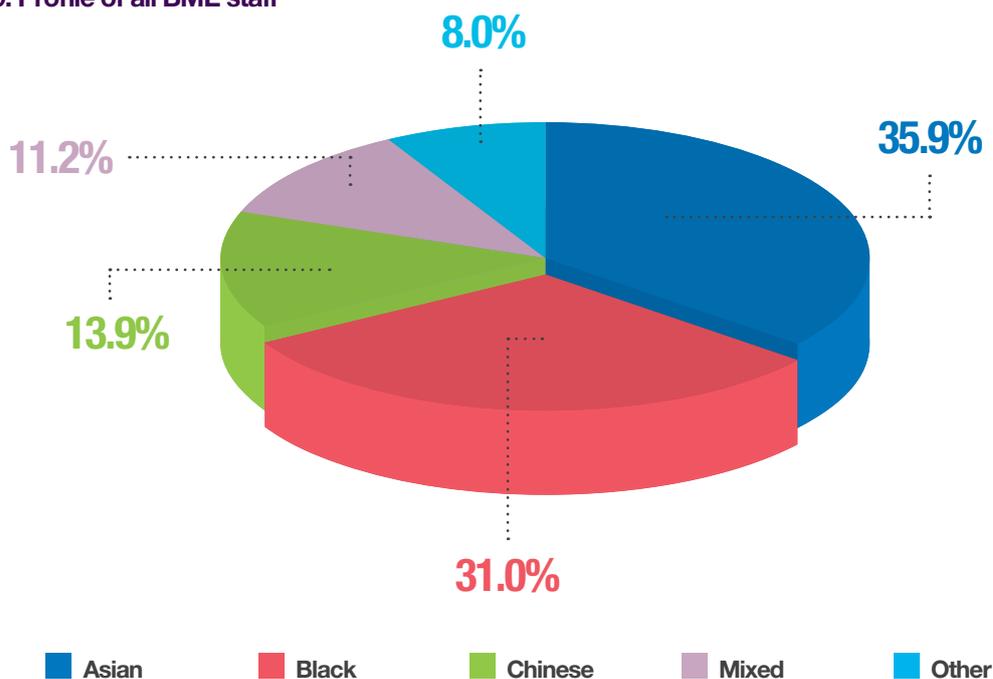
This year staff from a White ethnic background make up 77.4% (down from 78.4% the previous year) of the workforce and 16.4% of staff are from a BME background, indicating a notable increase of representation from the previous year (13.7%). Once again, we have seen a reduction in the proportion of staff that have not declared their ethnic background from 7.9% to an overall 6.2% ('Prefer not to say' and 'Unknown'). This may be due to increased activity across the University in projects related to the Race Equality Charter and an ongoing project to address BME student attainment. This has been further supported by the introduction of an improved self-service facility for staff to update their own diversity information and related promotion around this initiative. This information 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).

From the total staff that have declared a White ethnic background, 86.5% have UK nationality and from the total staff that have declared a BME background, 76.8% have UK nationality. Looking at the data from the perspective of the total staff who are UK nationals, 66.9% have declared a White ethnic background and 12.6% 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).

Figure 8: Ethnic profile of all staff



This year the proportion of staff from all ethnic backgrounds has changed since the previous year, particularly the profile of staff from a Black ethnic background, which has increased significantly since the previous year (25.2%, UH 2016). From the total BME staff population at the University, the largest proportion is from an Asian background 35.9% (down from 39.6%), and this is below the UK higher education sector (40.4% of staff from an Asian background), (ECU, 2016). Staff from a Black ethnic background represent 31% of all BME staff, and is significantly higher than the proportion of Black staff in the higher education sector from all BME staff (18.8%) (ECU, 2016). Overall, the University's workforce ethnic profile is now higher than the general population of England and Wales of 14% (ONS, 2012).

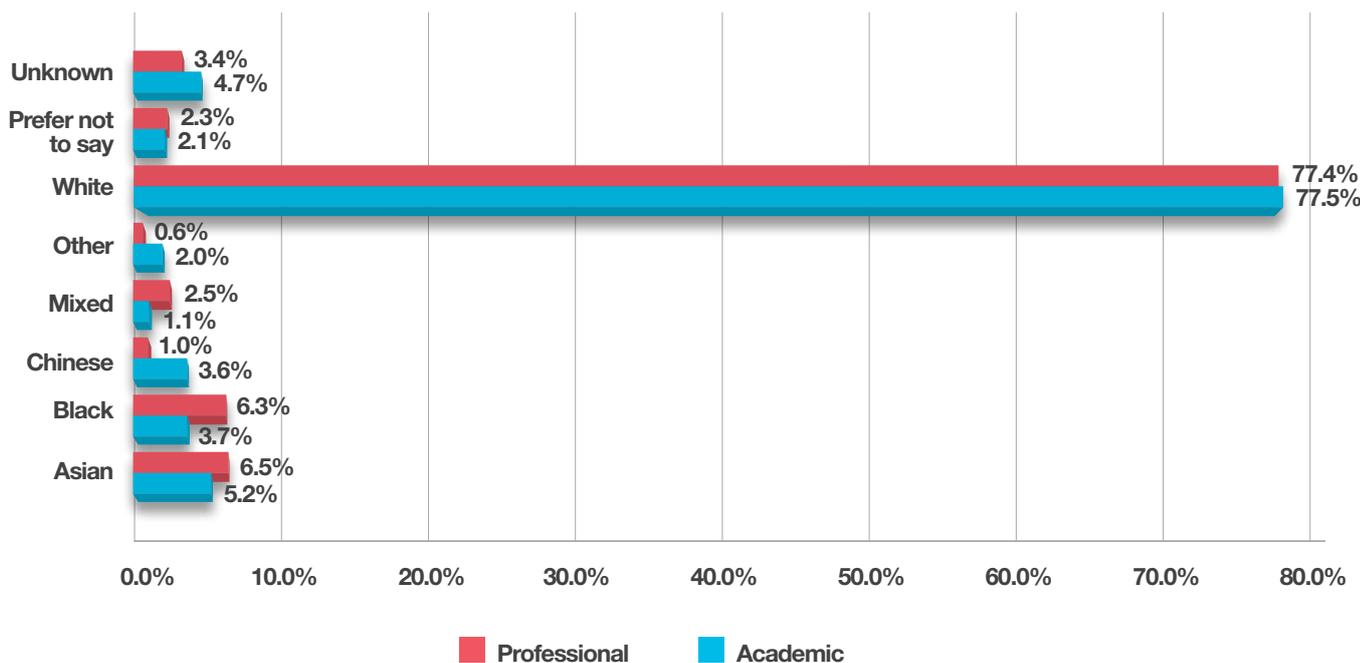
Figure 9: Profile of all BME staff

When comparing the ethnic profile of staff employed on academic contracts against staff employed on professional contracts, there are a few marked differences between them, except that White staff have an almost identical profile between academic and professional staff cohorts. Overall, there are higher proportions of Asian and Black staff in professional roles than in academic roles. Asian academics account for 5.2% of the academic cohort compared with 6.5% of the professional staff cohort. Black academic staff account for 3.7% of the cohort compared with 6.3% of the professional staff cohort. Chinese academic staff account for 3.6% of the academic staff cohort compared to just 1% of the professional staff cohort.

In contrast to the institutional BME staff profile, 33.2% of BME academic staff are Asian; 23.8% are Black; 22.8% are Chinese; 7.2% are Mixed heritage and 12.9% are from Other ethnic backgrounds. The overall ethnic representation of staff has changed this year to show that there is a higher proportion of BME staff on professional contracts than there are on academic contracts (15.7% academic and 17% professional staff).

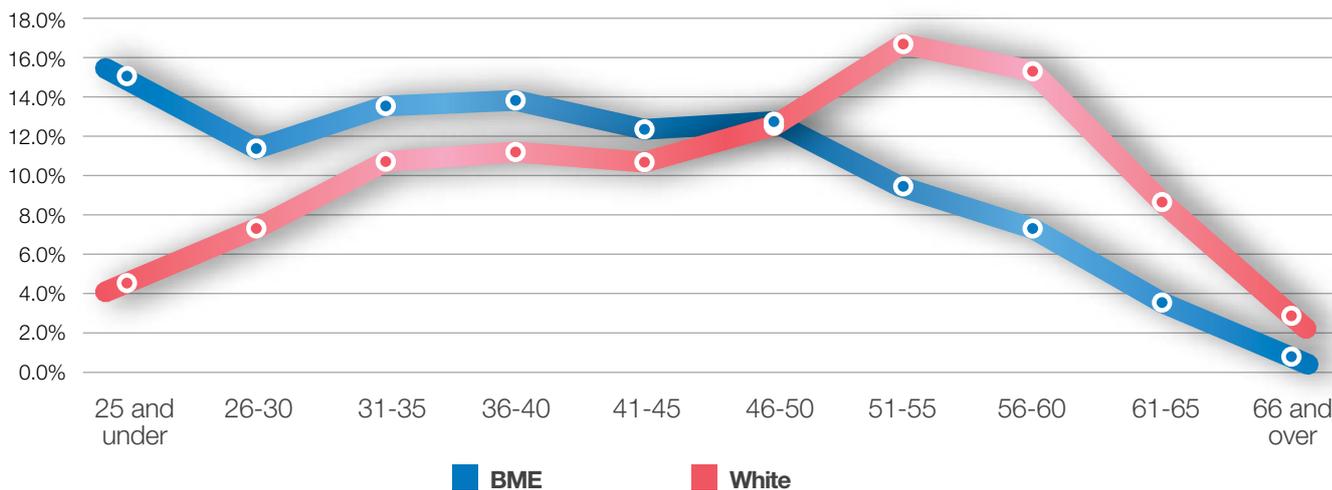
A higher proportion of black and minority ethnic staff are employed on a fixed-term contract.

Figure 10: Academic and Professional staff ethnic profile

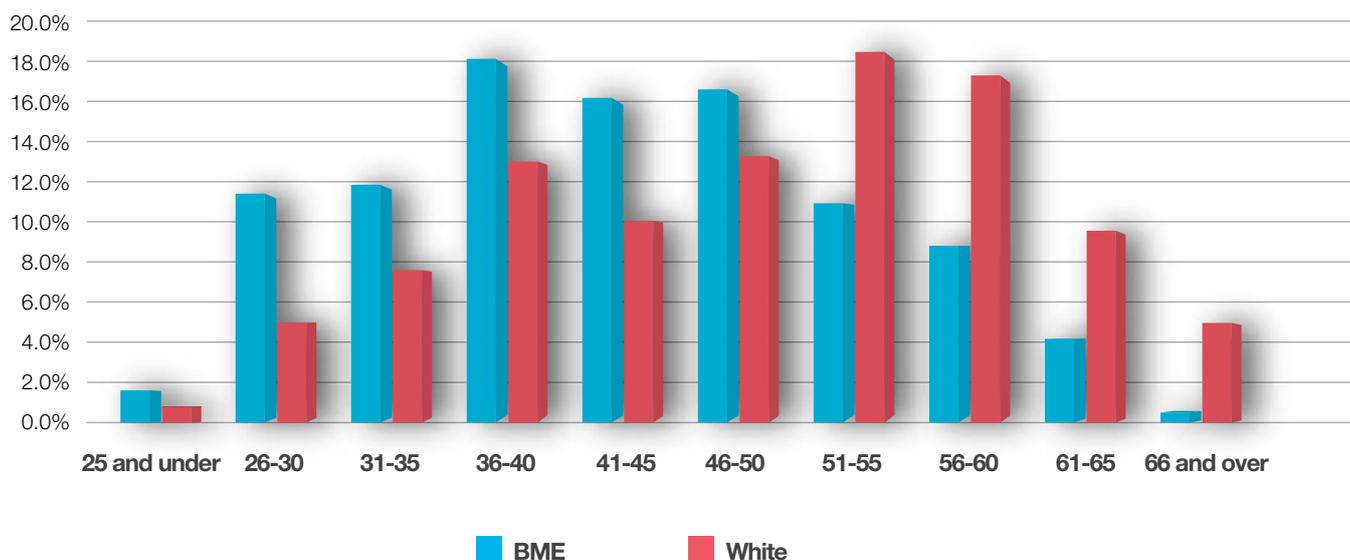


The overall age distribution of all staff by ethnic background shows that there is a much higher proportion of BME staff under the age of 40 at the University, where 36-40 is their peak (13.9%). White staff have a much older profile and the highest proportion within this cohort are aged 51-55 (16.8%). Only 9.5% of BME staff are in this age group. The correlation between age and grade might to some degree suggest that there is a higher proportion of BME staff at lower grades within the academic roles in the University. This will be explored further in this section of the report.

Figure 11: All staff age distribution by ethnic background



In relation to academic staff, BME academic staff have a younger profile than their White colleagues. In a change from the previous year, the highest proportion of BME academic staff are aged 36-40 (18.1%), whereas 13% of White staff fall into this age group. The highest proportion of White staff are aged 51-55 (18.4%) and marks a slight increase to last year (18%), whereas this is in comparison to 10.9% of BME staff and marks a significant reduction since the previous year (16.4%). Some of the reduction might be accounted for by the increase of BME staff in the 56-60 age group.

Figure 12: Academic staff age distribution by ethnic background

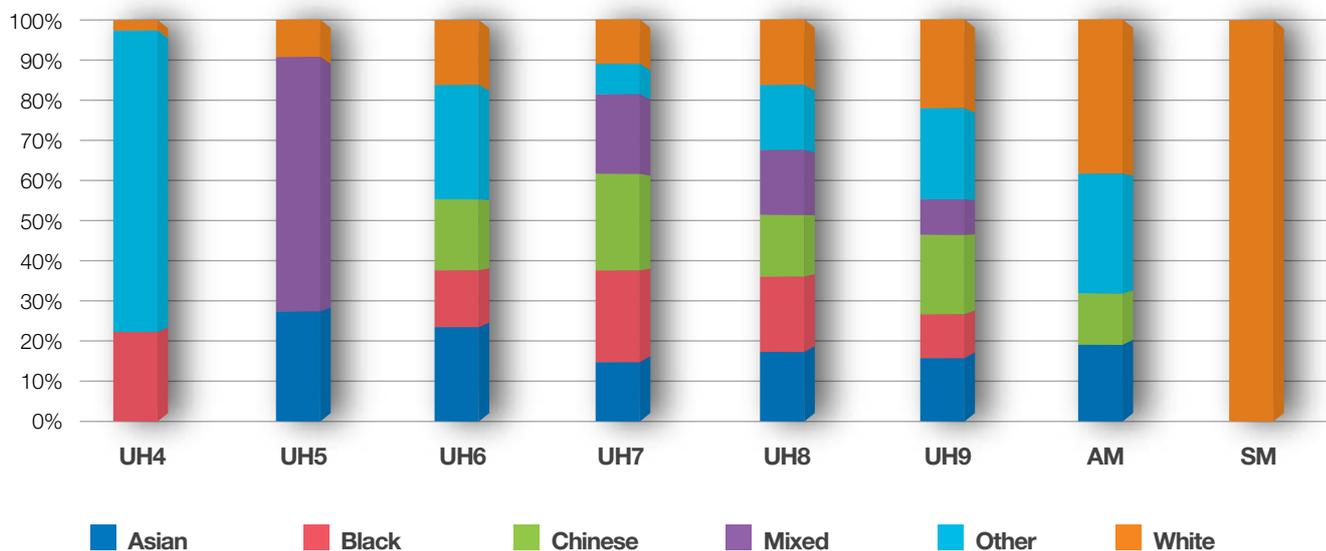
As mentioned in relation to age and grade (figure 4), there is a similar profile with ethnicity and grade among academic staff. The age profile of BME academics appears to correlate with the roles which lie at the lower ends of the grading structure. Figure 13 illustrates that there is proportionally more BME academic staff in grades UH4 and UH6. The academic and research grading structure is shown in Table 2 below.

Table 2: Pay and grading structure for academic staff

Grade	Academic posts	Research posts
AM1-5 Academic Manager/Professor	Academic Manager including Head of Department/Dean of School	Professor
UH9	Principal Lecturer	Reader
UH8	Senior Lecturer	Senior Research Fellow
UH7	Lecturer	Research Fellow
UH6		
UH5		Research Assistant
UH4		

Figure 13 shows that there is a larger proportion of academic staff of all ethnicities up to grade UH8. At UH9, the proportion of White (19.2%) and Other (20%) ethnic background academic staff are virtually equal whereas only 8.7% of Black academic staff are employed at this grade. There is a higher proportion of White academic staff (15.3%) at AM (Academic Manager) level than any other ethnic group, however 12% of academic staff of Other ethnic background are also at this level.

Figure 13: Academic staff with declared ethnic profile by grade

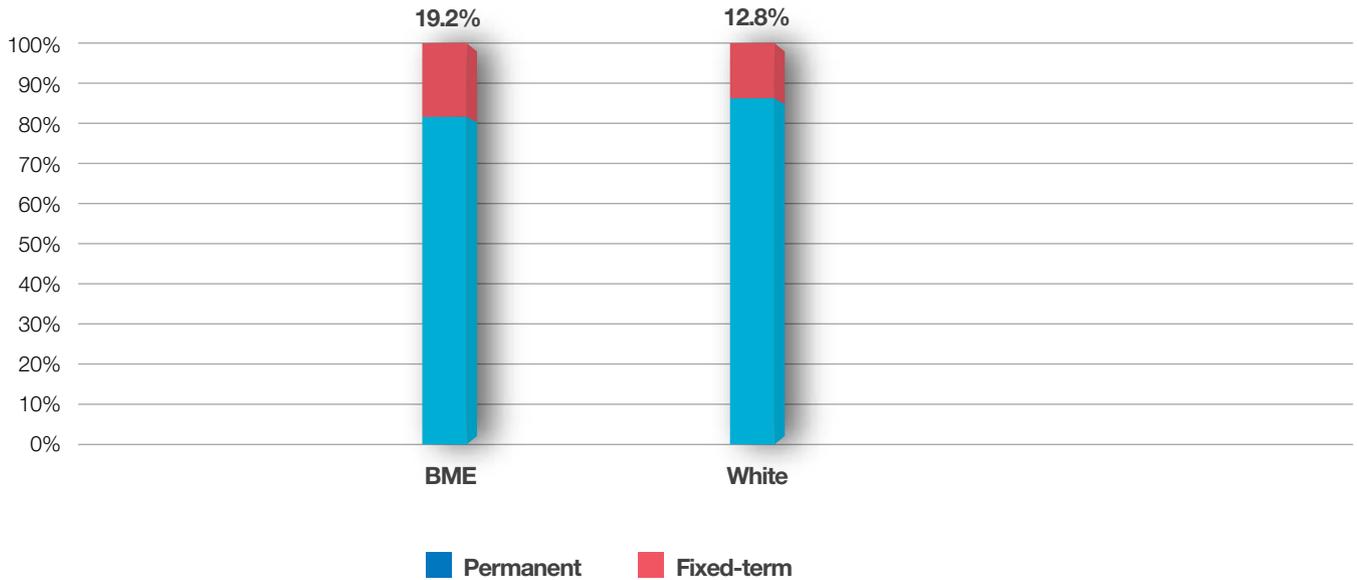


From the total BME academic staff cohort, only 5.2% are employed at AM level compared to 15.3% of the total White academic staff cohort. In addition to this, there is little ethnic diversity overall, as not all ethnic groups are represented amongst this cohort, eg there are no academic staff that identify as Black/Black British or with Mixed Heritage. This is despite 23.8% of all BME academic staff with a declared ethnicity of Black/Black British. As reported the previous year, there continue to be no BME academic staff at SM (Senior Management) level. It is hoped that our work to support Objective 2 of the University’s Equality Objectives; to increase the proportion of BME staff at senior levels (grades UH9 and above), will bring about a change to the representation of our academic staff at senior levels by 2020.

The analysis of contract status of academic staff by declared ethnic background shows that BME academic staff are proportionally more likely to be employed on a fixed-term contract than their White colleagues (a marked increase from 12.7% last year to 19.2% in 2017). The gender profile by contract type and ethnicity shows that 51.3% of BME academics employed on fixed-term contracts are male. Conversely, 52.5% of White academics are female and employed on fixed-term contracts.

1.9% of staff declared they are lesbian, gay or bisexual.

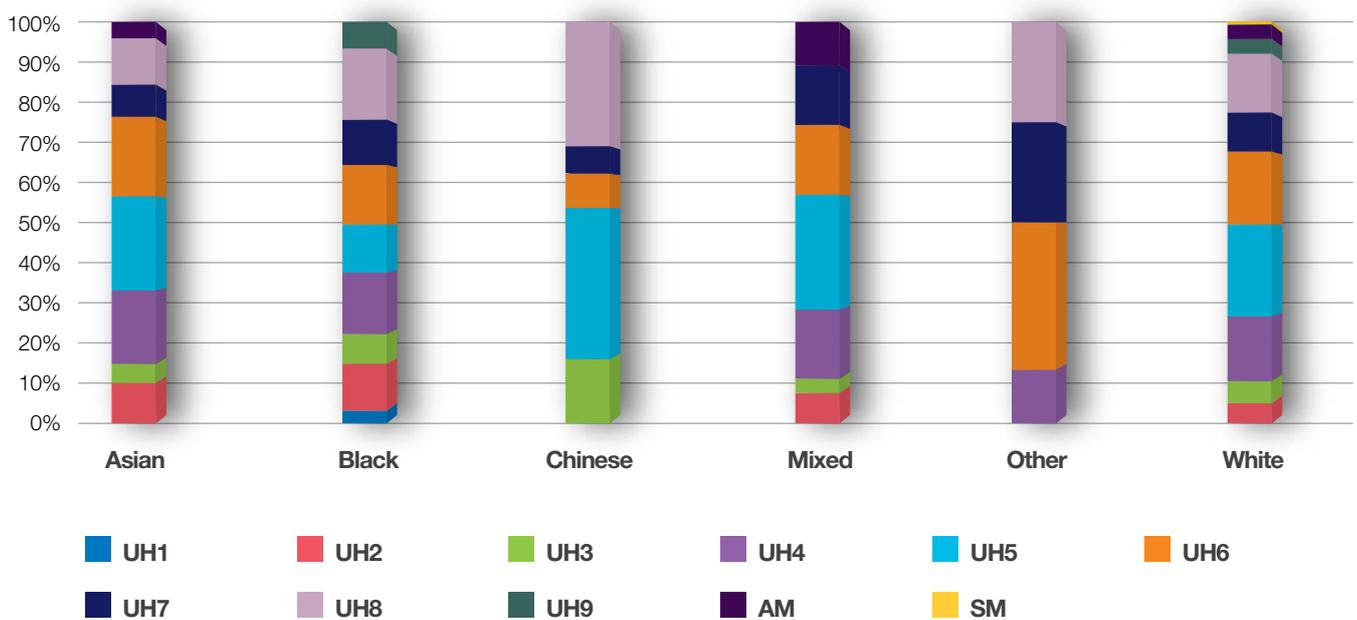
Figure 14: Academic staff contract type and declared ethnic background



The professional grading structure ranges from UH1 to Senior Manager (SM), and figures show that a large proportion of staff are employed at grade UH5, except Black and Other ethnic background staff who have higher proportions at UH8 and UH6 respectively. Opposite ends of the grade spectrum shows that only Black staff are positioned at UH1 and only White staff are positioned at SM level. At AM (Administrative Manager) level there is some diversity, although not all ethnic groups are represented. There are higher proportions of Mixed Heritage staff (9.4%) at this level than White staff (3.9%).

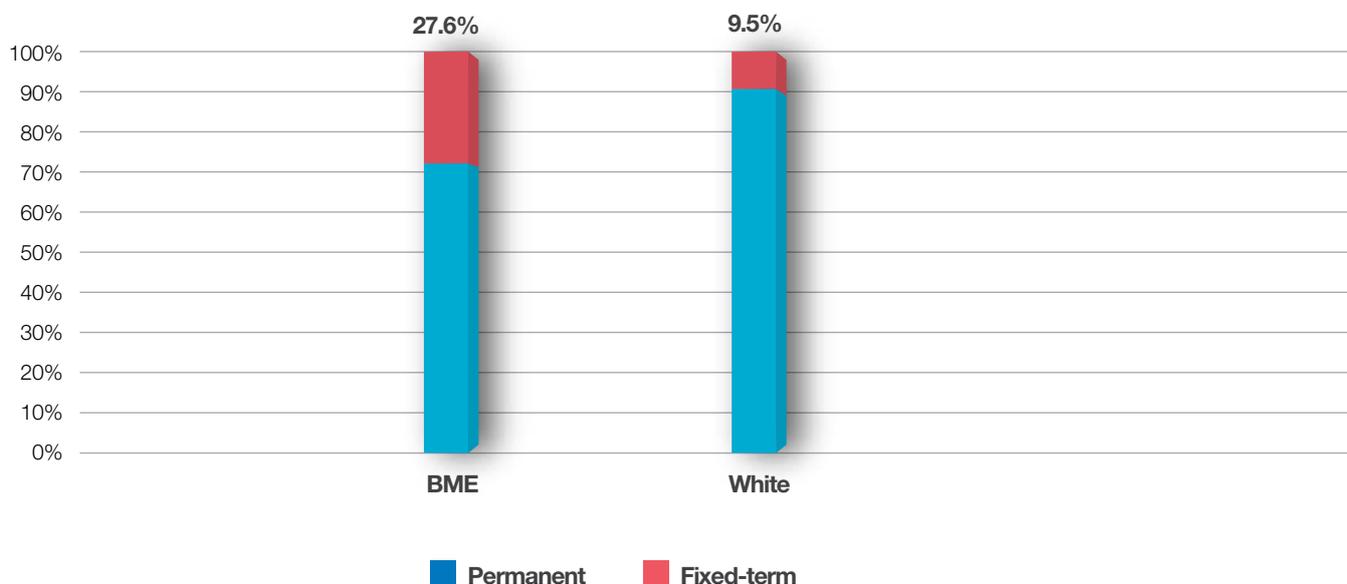
Looking more closely at grade UH9, 92.7% of this grade is made up of White staff. The limited diversity at this level makes it difficult to successfully meet the institution's Equality Objective to increase the proportion of BME staff at UH9 and above by 2020. Professional career pathways, as well as specific leadership development should be developed and established to provide BME staff with routes to leadership.

Figure 15: Professional staff with declared ethnic profile by grade



For professional staff a higher proportion of BME staff are employed on fixed-term contracts (27.6%) and this has increased markedly from the previous year (19.9%). Fixed-term contracts have also slightly increased for White staff from 8.3% last year to 9.5%. Further analysis shows that the high proportion of BME staff on fixed-term contracts can be partly attributable to high numbers of staff employed by the Office of the Dean of Students (Resident Assistants), of which 58.3% are from a BME background. The gender and ethnic profile of professional staff shows that of the BME professional staff cohort on a fixed-term contract, 61.7% are female as opposed to 68.1% of White staff that are female and with a fixed-term contract.

Figure 16: Professional staff contract type and ethnic background

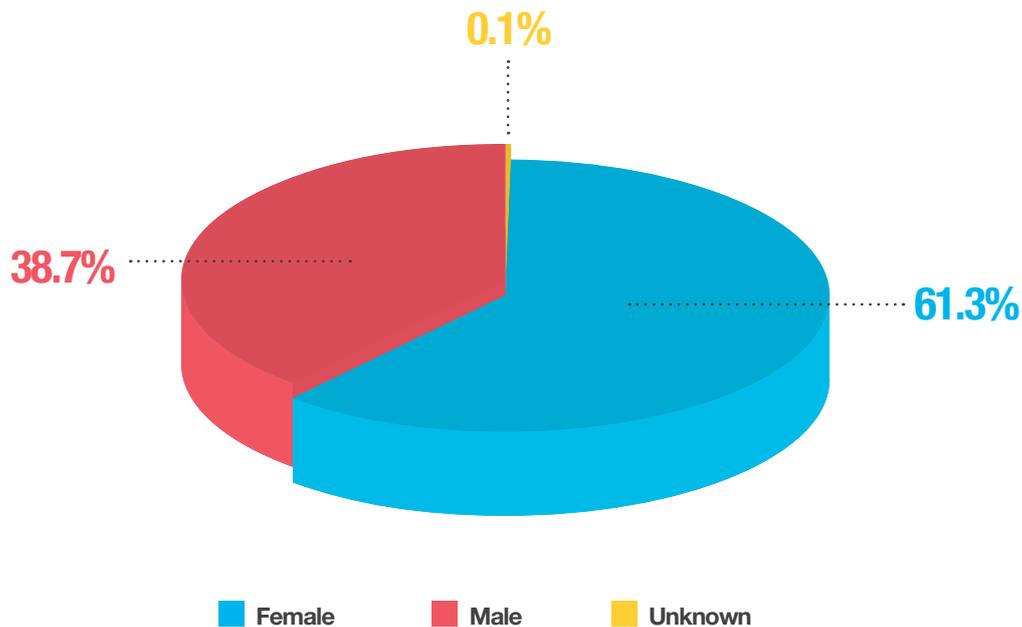


There is a 19.5% gap between white and black and minority ethnic students achieving a 'good degree'.

6.4 Gender

The University's overall staff profile is made up of 61.3% women and once again represents a slight increase from the previous year (60.4%), and is higher than the rest of the UK higher education sector at 54%, (ECU, 2016). The academic staff gender profile is different to this and figures show that 54.6% are women (an increase from the previous year 54.1%) and is significantly higher than the rest of the sector, where 45% of academic staff are female, (ECU, 2016). Amongst professional staff the gender profile shows that 67.6% are women (an increase from the previous year from 64.6%), compared to 62.7% in the rest of the UK sector (ECU, 2016).

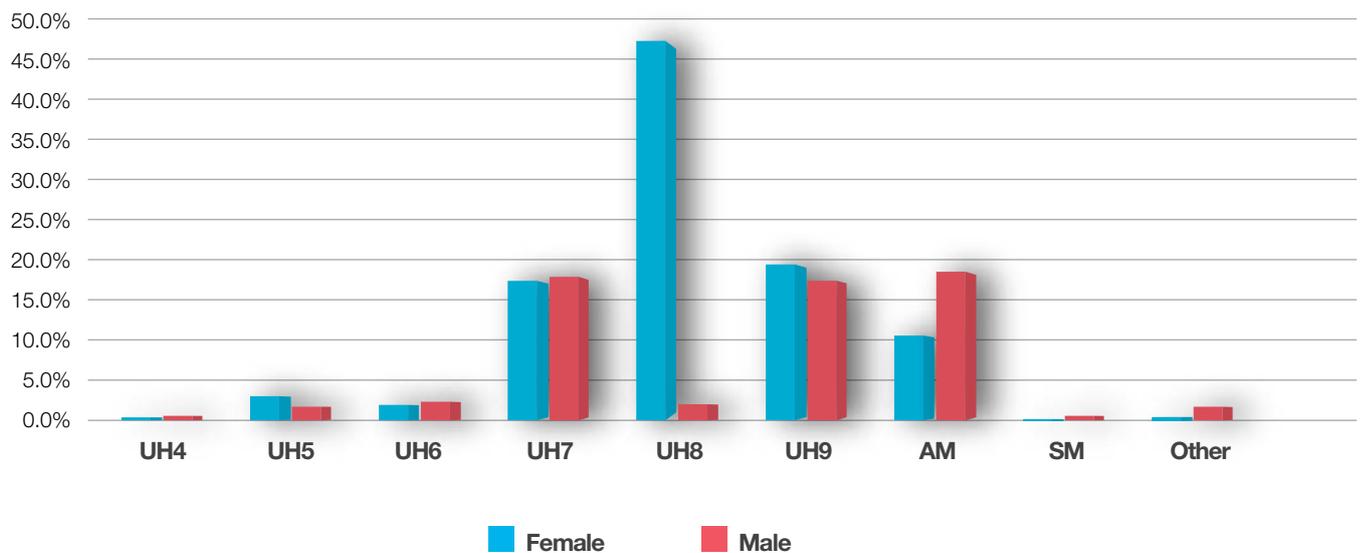
Figure 17: Gender profile all staff



For staff on academic contracts the gender profile by grade shows that both academic men and women have the highest proportional representation at grade UH8. Most grades have comparable gender representation, except at UH5, where women are almost twice as likely as men (3% compared to 1.6%) to be at this grade. The difference is apparent at AM level, where there continues to be a higher proportion of men than women (18.5% of total male academic staff compared to 10.4% of total female academic staff). Although there is a slightly higher proportion of women at UH9 than men, the University will need to consider how it will support academic women aspiring to leadership to move beyond this point if it is to meet its Equality Objective of increasing the proportion of academic women at UH9 and above by 2020.

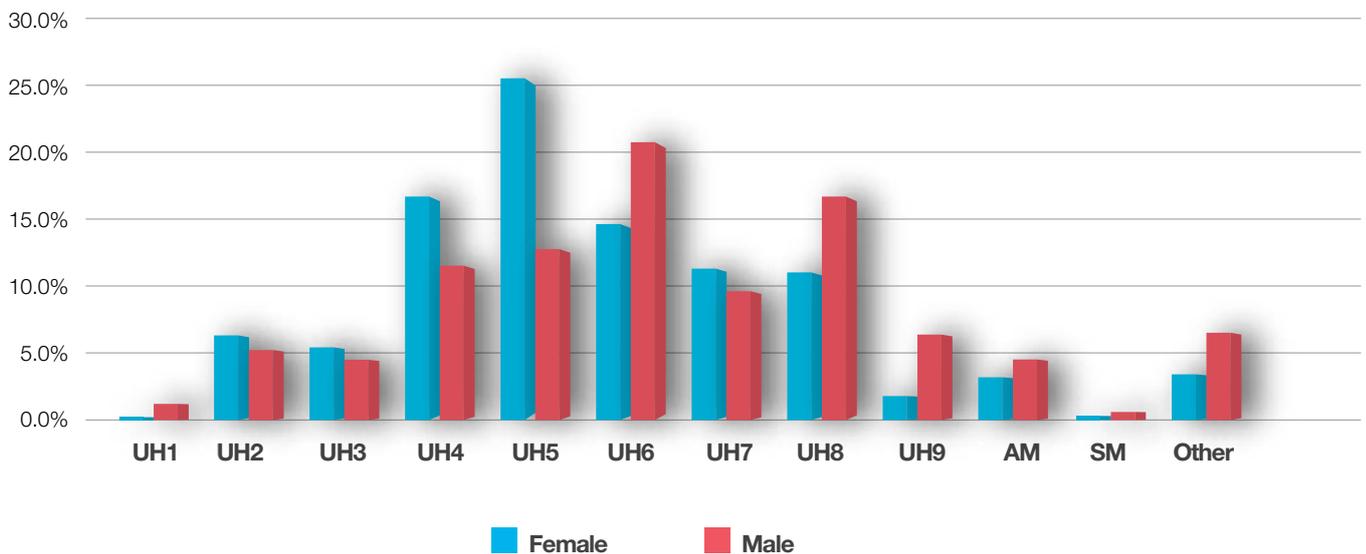
61.3% of the overall staff population is female.

Figure 18: Academic staff gender profile by grade

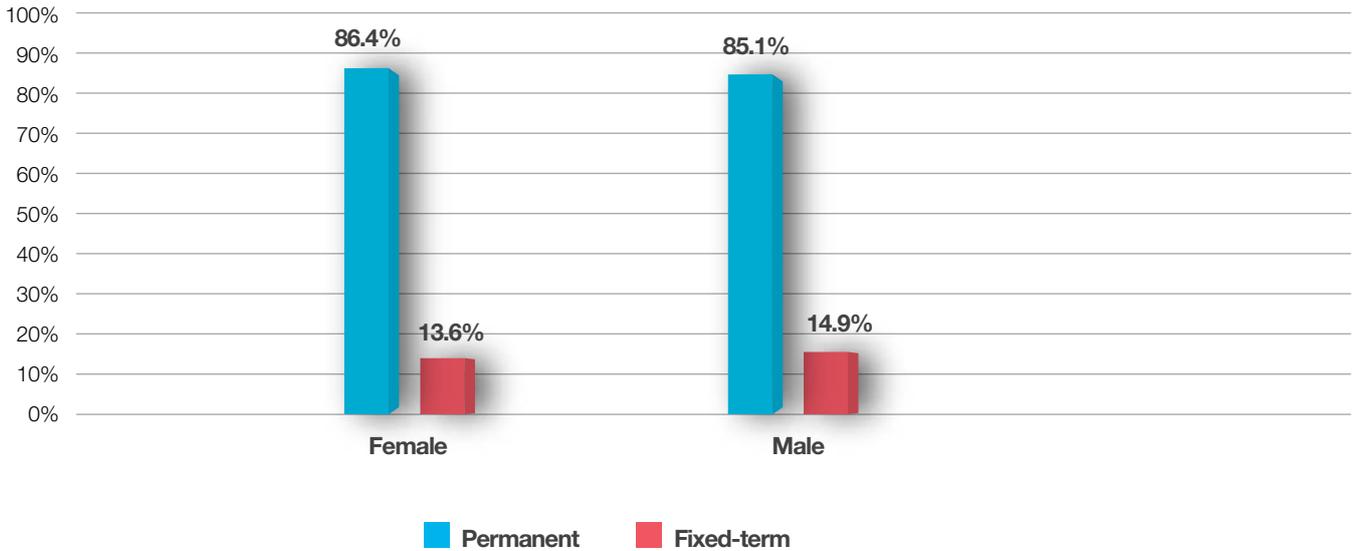


The analysis of the gender profile for professional staff by grade shows a very different picture than for colleagues on academic contracts, and particularly pronounces the issues of women reaching senior positions in the institution in professional and technical roles. The majority of women (25.2%) are employed at grade UH5, whereas the majority of men (20.9%) are employed at UH6. In every grade from UH6 to SM, except at UH7, there are greater proportions of men than women. This will have an impact on the available pool of women in professional and technical roles progressing to the highest levels and is further exacerbated by the proportions of men at key career transition points, such as UH9, where there continue to be more than three times as many men than women.

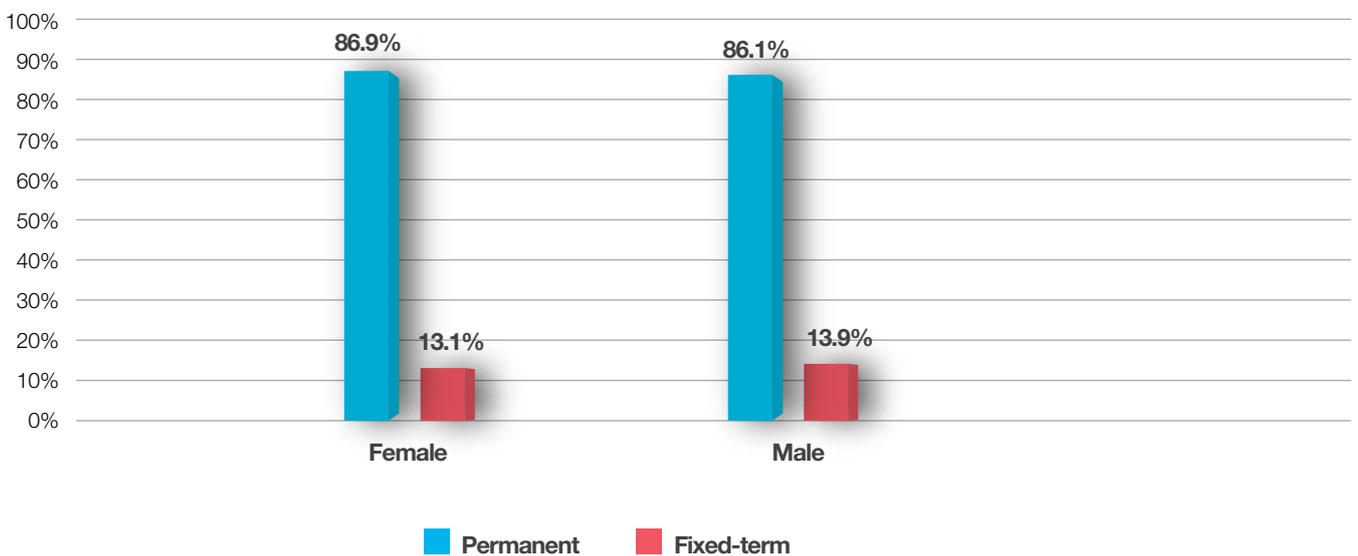
Figure 19: Professional staff declared gender profile by grade



Men on academic contracts (14.9%) are slightly more likely than their female counterparts (13.6%) to be employed on a fixed-term. Women on academic contracts are more likely to work part-time than their male colleagues (40.5% women: 25.3% men).

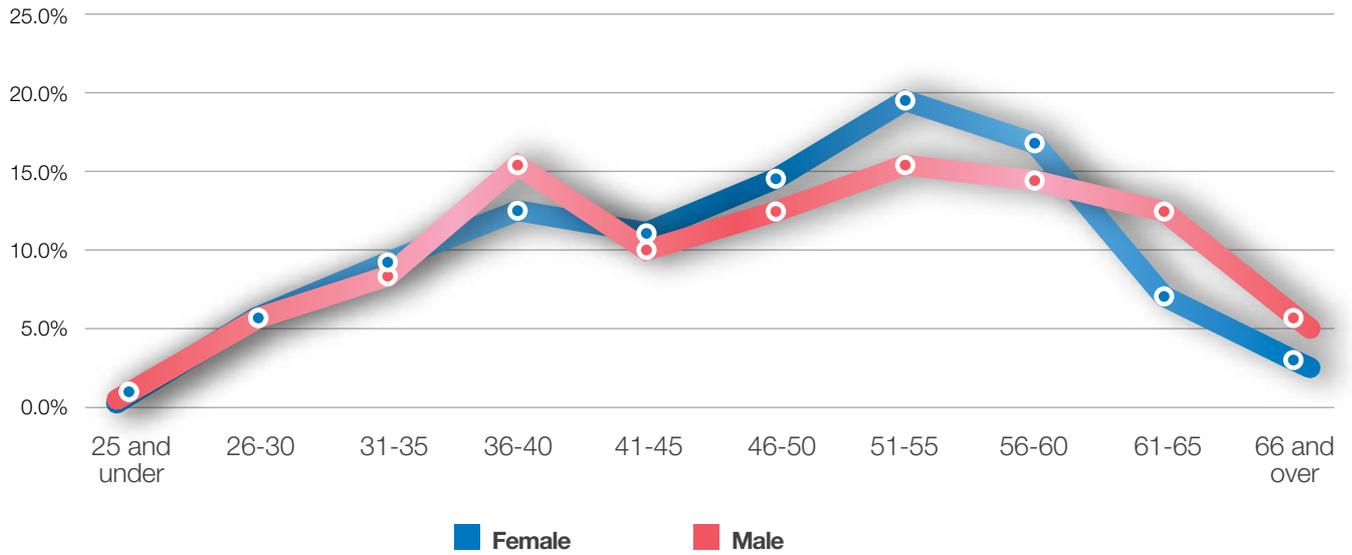
Figure 20: Academic staff contract type and gender

Men and women employed on professional contracts are almost equally likely to be employed on a fixed-term contract (13.1% women: 13.9% men). Of the professional female staff 37.5% work part-time as opposed to 12.6%, and once again the proportion of men working part-time has continued to rise. Although this is a positive trend, the comparison between the proportion of professional and academic men working part-time might indicate that there are fewer opportunities for professional men to access different working patterns than their academic colleagues.

Figure 21: Professional staff contract type and declared gender

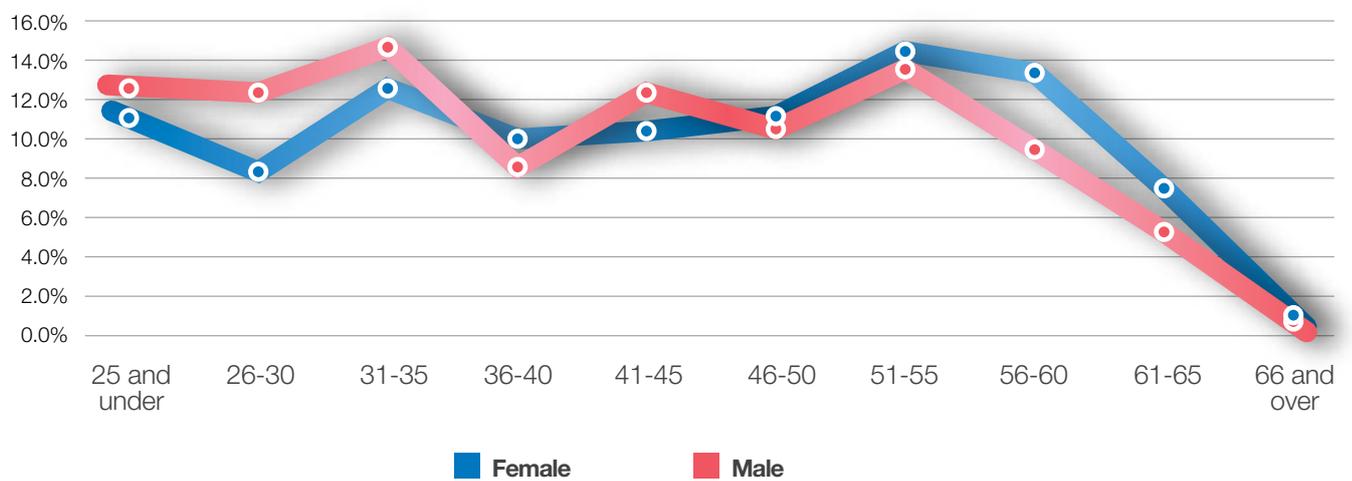
Looking at the intersection between gender and age across academic staff reveals that male and female academics have broadly similar profiles up to the age of 35. The highest proportion of academic staff by age and gender is different with highest proportions for men at 36-40 and 51-55 each at 15.1%. For academic women, the highest proportion is at age 51-55 (19.5%). 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 22: Academic staff by gender and age



Professional staff age and gender profile is distinct from that of academic staff, predominantly due to a higher proportion of staff, particularly men aged 35 and under. Unlike the previous year when the proportion of men and women equalised at age 31-35, this year 14.8% of all men employed on professional contracts were in this age group. In an overall female dominated staff cohort (where 67.6% of professional staff are female), women were most likely to be aged 51-55 (14.4%) and 56-60 (13.4%). Although the patterns of increased female representation mirrors the profile of academic staff by age in the older age brackets, their proportions are more erratic up to the age of 40 years.

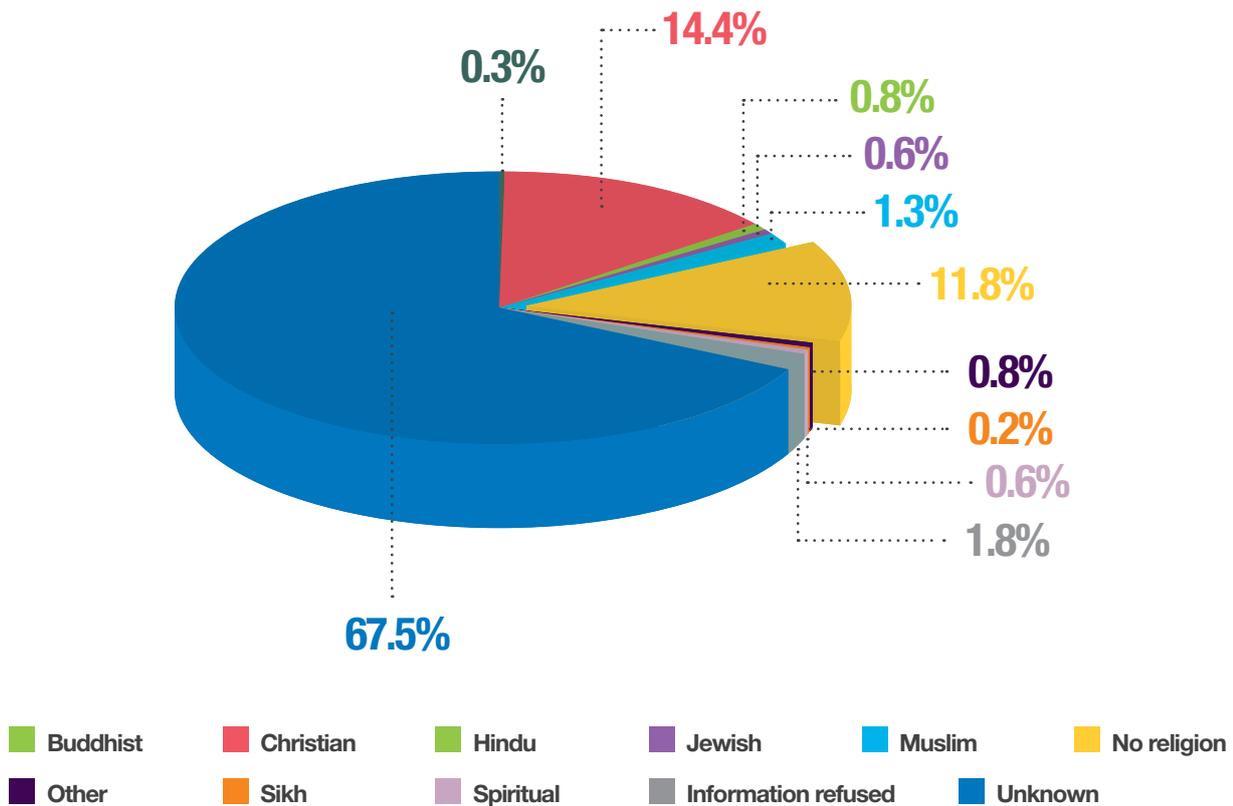
Figure 23: Professional staff by gender and age



6.5 Religion or belief

Since the last report the rate of declaration against this protected characteristic has increased to 32.5% (including information refused) from 24.2% the previous year and is beginning to compare well with the declaration rate of 41.9% recorded across the UK higher education sector (ECU, 2016). We are extremely pleased that the rate of 'unknown' data for this protected characteristic is continuing to decrease, reducing from 75.8% in 2016 to 67.5% this year. We continue to be confident that declaration will improve as staff become more confident to declare information of this type.

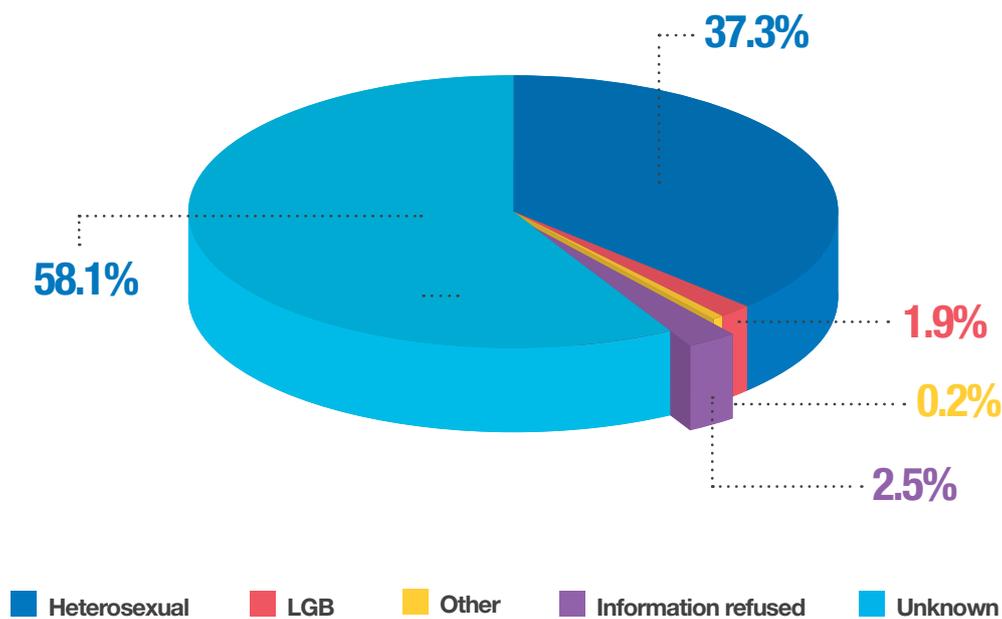
Figure 24: All staff by religion or belief



6.6 Sexual orientation

We are pleased to report that once again the rate of staff declaration for sexual orientation has continued to increase from 33.8% the previous year to 41.9% this year. The University has continued to encourage disclosure of sexual orientation and has supported this with initiatives including an LGBT role models campaign as well as continuing to be a Stonewall Diversity Champion. Overall 1.9% of staff identify as lesbian, gay or bisexual (LGB) compared to 1.5% across UK higher education (ECU, 2016). The University's declaration rate has now surpassed 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 by sexual orientation



7. Students

The following information related to the student population is for the 2015/16 academic year. The overall student profile comprised of 24,650 students representing a slight reduction from 24,880 students in the previous year.

Table 3: Students by School and level of study

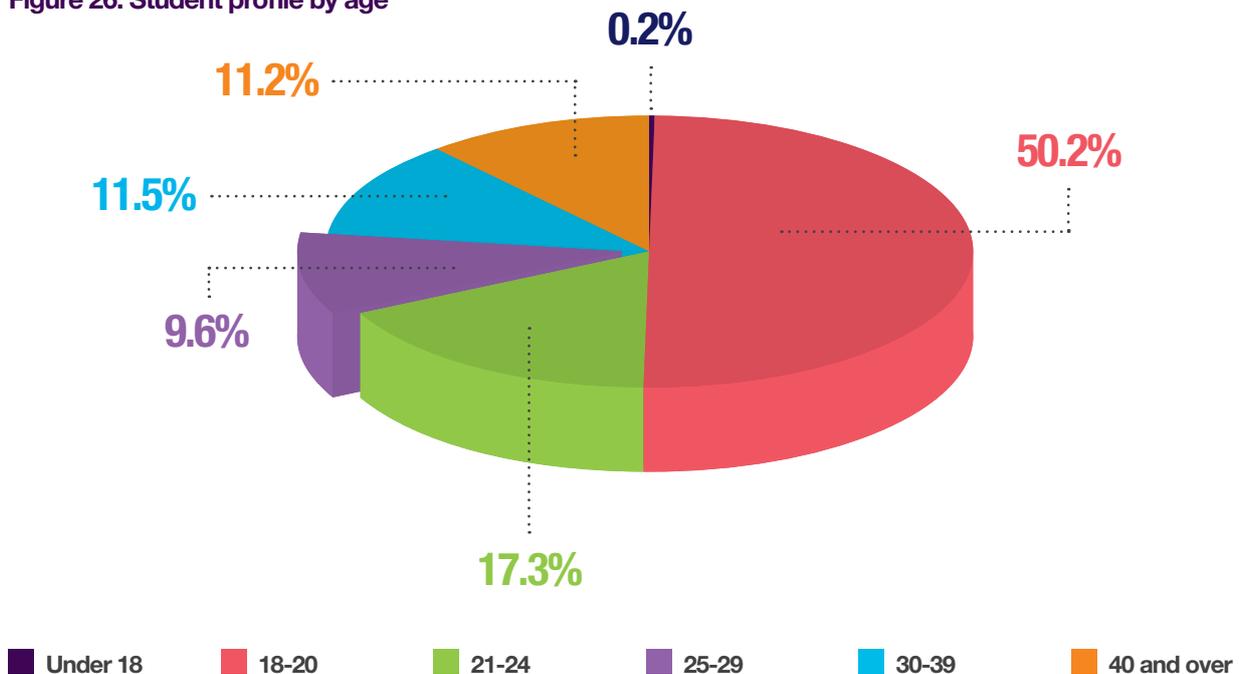
School	Undergraduate		Postgraduate research		Postgraduate taught		Total number	%
	Number	%	Number	%	Number	%		
Business School	3,640	81.6%	40	1.0%	780	17.4%	4,460	100%
Computer Science	960	79.3%	50	3.7%	210	17.0%	1,210	100%
Creative Arts	2,600	92.1%	20	0.6%	210	7.3%	2,820	100%
Education	1,170	50.2%	50	2.1%	1,110	47.8%	2,330	100%
Engineering and Technology	1,490	89.6%	60	3.7%	110	6.7%	1,660	100%
Health and Social Work	3,160	67.3%	60	1.3%	1,480	31.4%	4,700	100%
Humanities	1,430	93.0%	40	2.8%	60	4.2%	1,540	100%
Hertfordshire Law School	1,360	90.5%	<10	0.1%	140	9.5%	1,510	100%
Life and Medical Sciences	2,800	72.2%	160	4.2%	920	23.6%	3,880	100%
Learning and Teaching Institute	0	0.0%	0	0.0%	120	100%	120	100%
Physics, Astronomy and Mathematics	390	92.3%	30	7.7%	0	0.0%	430	100%
HCO	<10	100%	0	0.0%	0	0.0%	<10	100%
Total	19,010	77.1%	510	2.1%	5,130	20.8%	24,650	100%

The vast majority of students (77.1%) were studying for their first degree, where the highest proportion of undergraduate students (19.1%) are based at Hertfordshire Business School. At postgraduate taught level the highest proportion of students (28.8%) are based within the School of Health and Social Work (HSK), and at postgraduate research level, the highest proportion of these students (31.4%) are based within the School of Life and Medical Sciences.

7.1 Age

The majority of students at the University are aged 18-20 (50.2%) representing an increase from the previous year (48.2%). This is comparable to the UK higher education sector profile of 56.1% of students aged 21 and under (ECU, 2016).

Figure 26: Student profile by age



Of the students studying at undergraduate level, 65.1% are aged 18-20 years, followed by 17.4% who are aged 21-24. Just 5.2% of undergraduate students are aged 40 and over. This year, students at postgraduate taught level aged 40 and over make up the highest proportion of students (31.2%), followed by students aged 31-39 (29.2%). Similarly, the age profile of students at postgraduate research level shows that the majority of this cohort are aged 40 and over (33.1%), and the remaining bulk of the student body are aged 30-39 (27.8%) and 25-29 (23%).

The majority of students studying full-time are aged 18-20 (66.3%), followed by students aged 21-24 (18.8%). Conversely, the majority of students studying part-time are aged 40 and over (31%), followed by students aged 30-39 (26.6%).

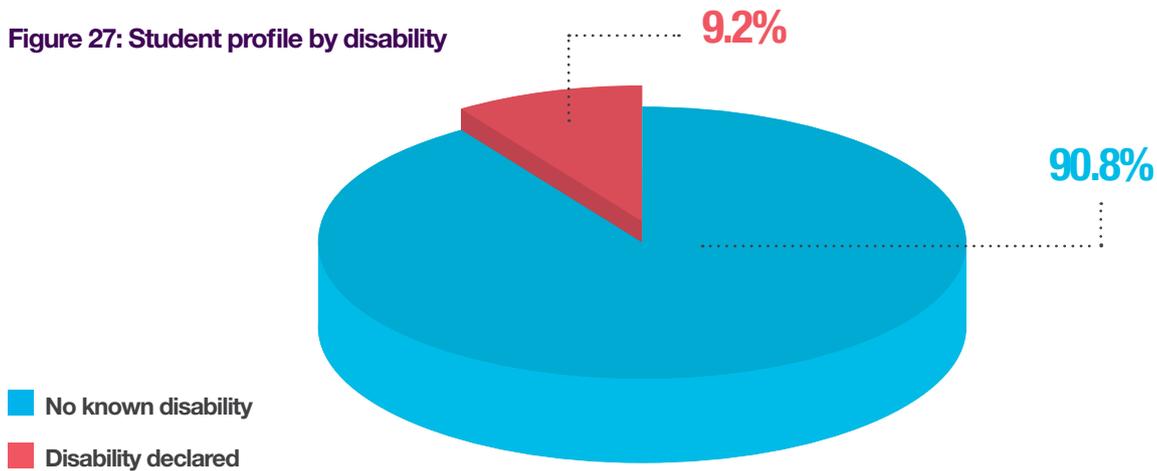
Attainment according to age profile

In terms of the proportion of upper pass grades (2:1 or above) in 2015/16, the best performing age groups were students aged 18-20 (69%) followed by students aged 25-29 (65%). Students aged 21-24 (58%) and students aged 40 and over (57%) were awarded an upper pass grade. Students aged 30-39 were the least likely to achieve an upper grade pass (55%). 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.

7.2 Disability

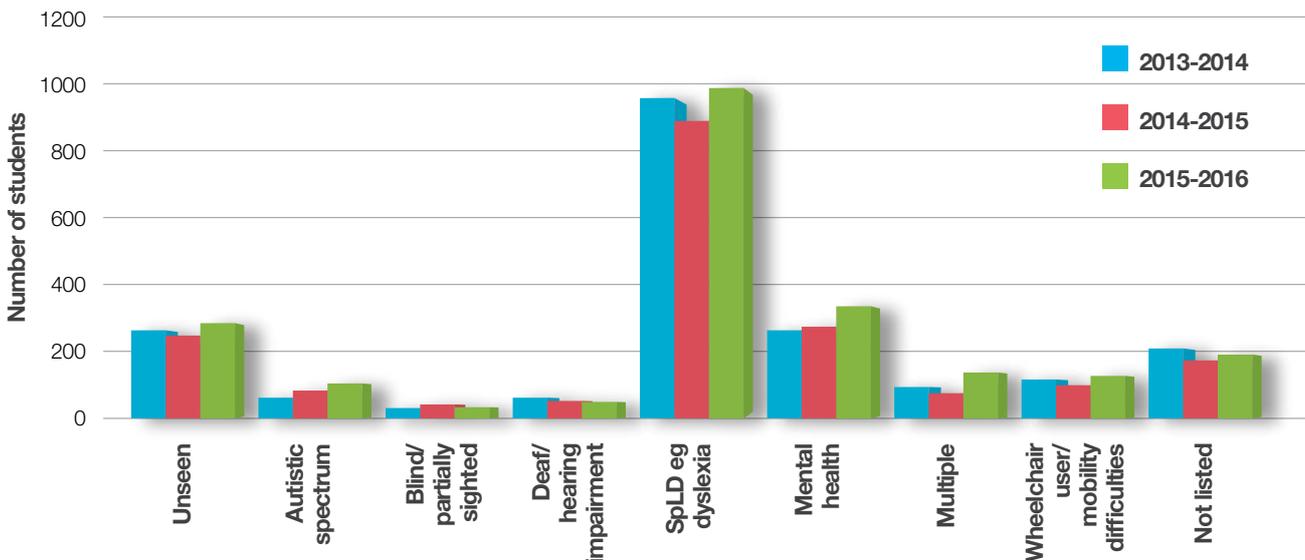
This year has seen an increase in the rate of disability declaration amongst the student cohort from 7.8% last year to 9.2% this year. Despite the increase, this is slightly lower than the student disability declaration across the UK higher education sector of 10.6% (ECU, 2016).

Figure 27: Student profile by disability



The rates of disability disclosure do not vary significantly according to level of study; at undergraduate level 9.6% of students declared a disability; at postgraduate taught level 7.2% of students declared a disability; and 10.7% of students declared a disability at postgraduate research level. Across all levels of study the highest proportion of disclosure are for specific learning difficulties, which make up 4% of the total students that declared a disability. Roughly similar declaration rates appeared for full-time (9.6%) and part-time (8.2%) students.

Figure 28: Profile of students that have declared a disability 2013/14 to 2015/16



This year it appears that across most disabilities there has been a slight increase in the number of student declaration to the previous year, except blind and partially sighted and deaf/hearing impaired students, which has remained static since the previous year.

Attainment according to disability

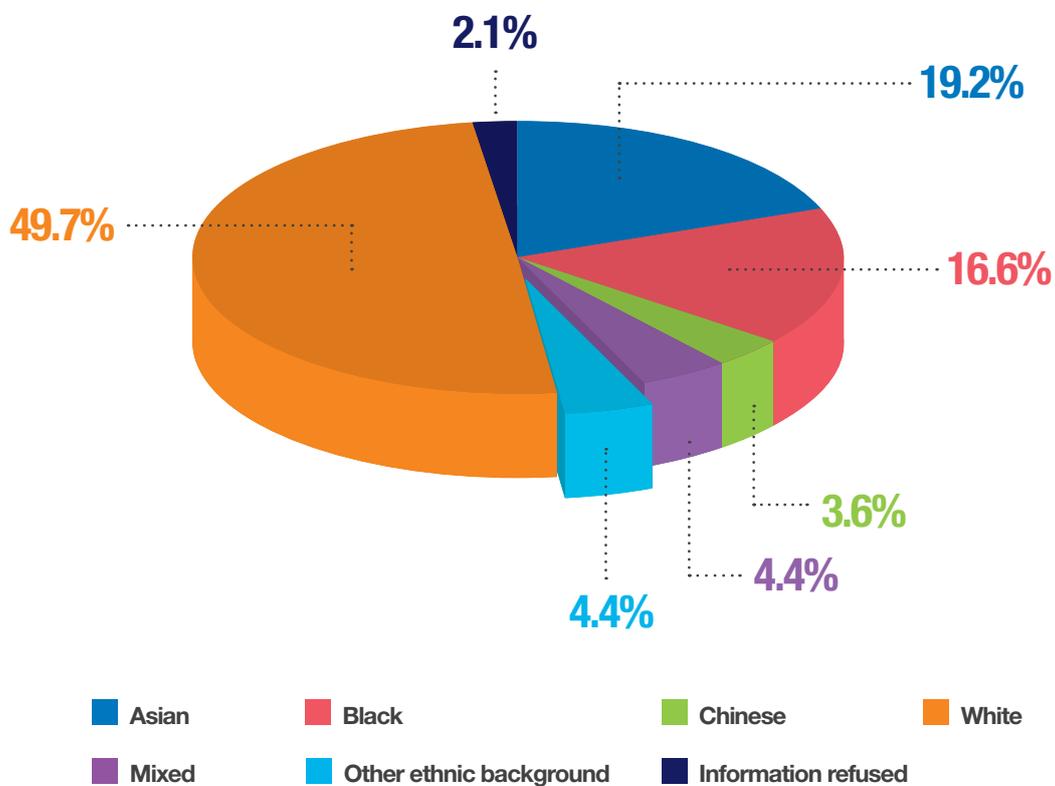
We are once again pleased to report that a high proportion (66%) of students that declared a disability were awarded an upper pass grade (2:1 or above) in 2015/16 and this was virtually equal to the outcomes achieved by students that had no declared disability (65%).

7.3 Ethnicity

The University continues to be fortunate to have an ethnically diverse student population, with 48.2% of students identifying as being from a BME⁶ background. This has increased from 46.7% reported the previous year.

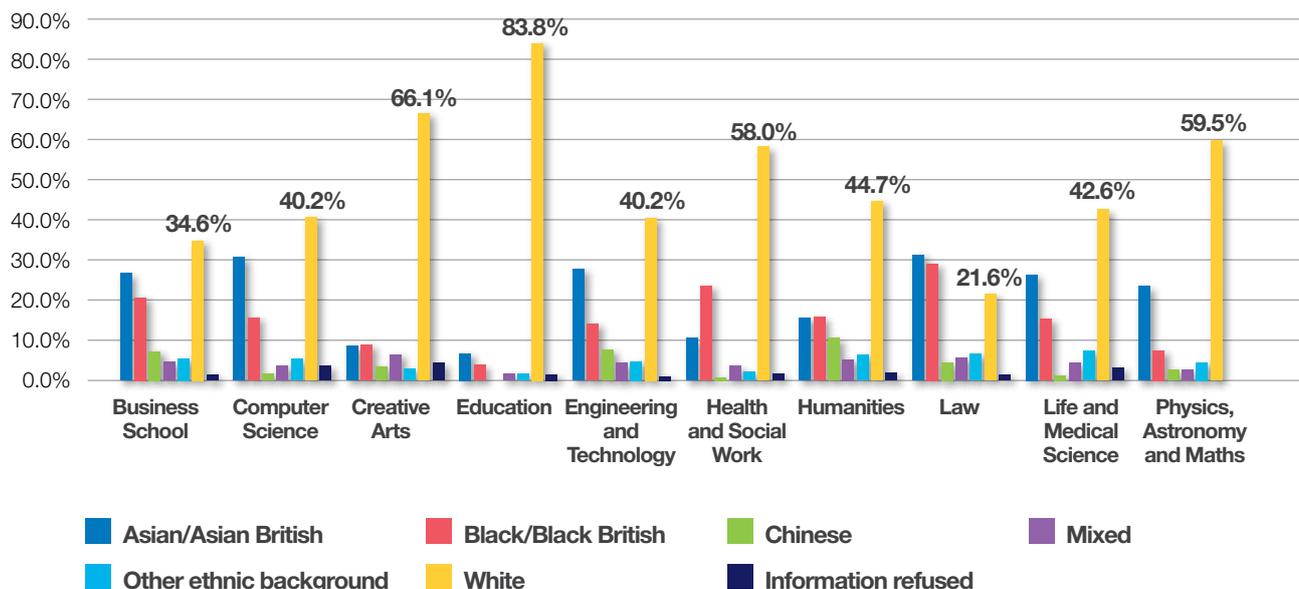
From our UK domiciled students, which made up 84.6% of our total student population in 2015/16, 43.6% come from a BME background. Representing an increase from the previous year (41.1%). The BME student profile measures well against the rest of the UK higher education sector, which has a UK-domiciled BME student profile of 21% in the UK 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).

Figure 29: Student population by ethnic background



Despite the University's overall ethnically diverse student population, this is not represented across each of the academic disciplines. For example, there are lower proportions of BME students in Education (EDU) 14.7%, Creative Arts 29.8%, Physics, Astronomy and Mathematics 40.3% and Health and Social Work 40.4%.

⁶Black and minority ethnic includes Black/Black British, Asian/Asian British, Chinese, Mixed heritage and Other ethnic background.

Figure 30: Student ethnic population by academic School

Attainment according to ethnicity

As in previous years, White students continued to perform markedly better than all other ethnic groups with 76% of UK/EU students gaining a 'good degree'⁷. A lesser proportion of students of Asian/Asian British background (62%) and Chinese background (70%) 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 44%, a drop from the previous year (45.1%).

Table 4: Student ethnicity by attainment

Ethnicity	1st		Upper 2nd		Good degrees	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian/Asian British	114	16%	329	46%	443	62%
Black/Black British	47	8%	200	36%	247	44%
Chinese	13	43%	8	27%	21	70%
Information refused	27	27%	39	39%	66	66%
Mixed	42	24%	72	42%	114	66%
Other Ethnic background	17	13%	64	47%	81	60%
Unknown	8	20%	20	49%	28	68%
White	641	32%	864	44%	1,505	76%

Overall, this brings the University's awarding gap between White and BME students to 19.5% and indicates a continued widening of the gap from the previous academic year (18.7% in 2014/15). This does not compare well with the reported sector attainment gap of 15.3% (ECU, 2016).

The awarding gap between White and BME students has continued to widen despite the University being committed to closing the awarding gap through its Equality Objectives since 2012 and it is important to maintain momentum to ensure equal outcomes for all our students. To continue to address the awarding gap, the University is involved in a Higher Education Funding Council for England Catalyst project, together with other higher education institutions, exploring strategies that will reduce the gap further over the coming years.

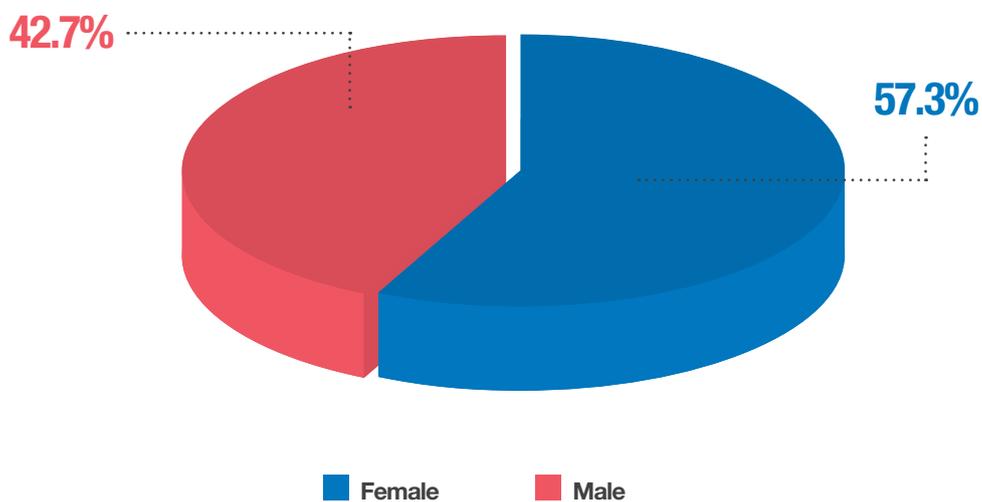
⁷ A 'good degree' is an award of 2:1 or above

7.4 Gender

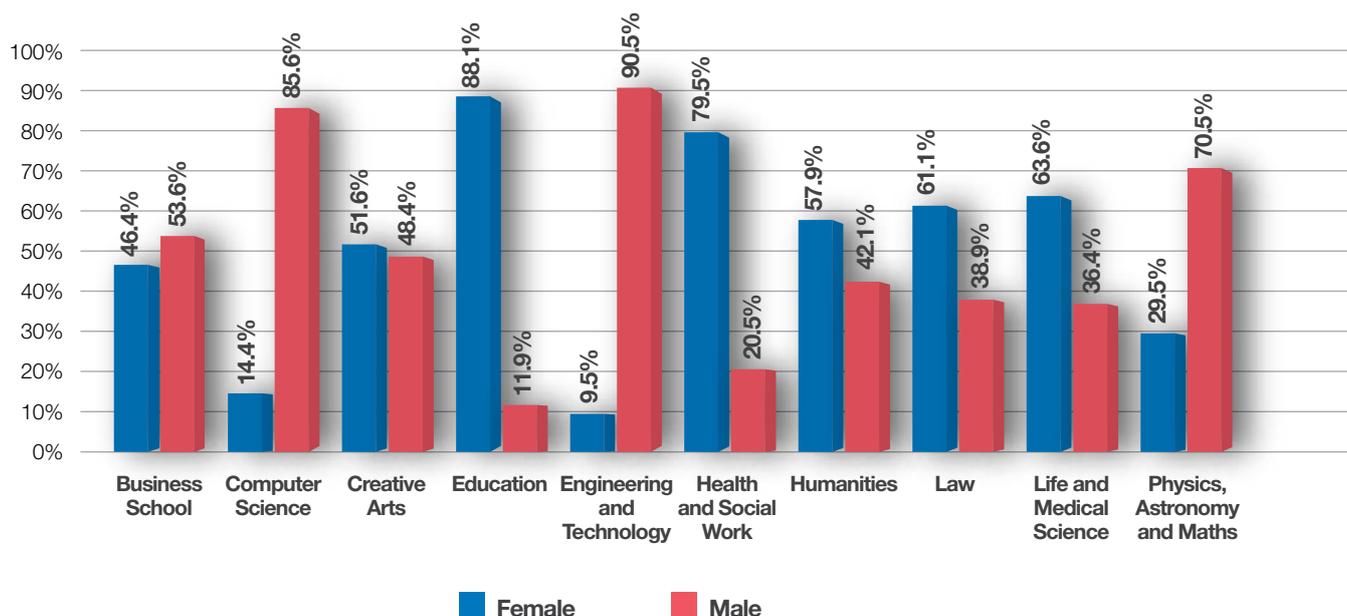
Our student gender profile (57.3% female) is slightly higher than that recorded across the UK higher education sector where 56.2% are female and 43.8% are male (ECU, 2016). At undergraduate level, the profile remains fairly similar with a female representation of 54.3%, and is comparable to the sector at 55.3% (ECU, 2016).

The gender profile does however shift somewhat at postgraduate taught level, where women account for 69% of this cohort, an increase from 67.5% 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 69.2% of students that study part-time and represents an increase from 68.1% in the previous year, and is higher than the proportion of women studying part-time at all levels across the UK higher education sector of 60.3% (ECU, 2016).

Figure 31: Overall student population by gender



Despite the University's overall student gender profile, it is clear from that men and women are not distributed in the same way across different disciplines. There are significant under-representations of women in Engineering and Technology (ENT) (9.5%) and Computer Sciences (COM) (14.4%). The representation of women ENT and COM remains well below that in the sector (16.7%) and (17.2%) respectively (ECU, 2016). Conversely, there are under-representations of men in Education (EDU) (11.9%) and in Health and Social Work (HSK) (20.5%). Comparison to the sector shows that men in EDU is below the sector representation in this discipline (24%) and subjects allied to medicine account for 21%, making HSK somewhat comparable to the sector (ECU, 2016).

Figure 32: Student population by gender and academic School**Attainment according to gender**

In terms of 'good degrees' in 2015/16, women marginally outperformed men (68% compared to 62%). Despite the under-representation of women in Engineering and Technology female students markedly outperformed male students, 86% vs 69%. Female students minimally outperformed male students, 74% vs 73% in Computer Sciences despite the low representation of women in this discipline also.

In terms of gender and ethnicity combined, women of every declared ethnic group outperformed men in obtaining a 'good degree' classification.

Table 5: Student gender and ethnicity by attainment

Gender	Ethnicity	1st		Upper 2nd		Good degrees	
		Count	%	Count	%	Count	%
Female	Asian/Asian British	59	13%	234	53%	293	67%
	Black/Black British	27	7%	149	38%	176	45%
	Chinese	27	24%	35	31%	62	55%
	Information refused	13	20%	29	45%	42	66%
	Mixed	21	22%	41	44%	62	66%
	Other ethnic background	14	15%	45	49%	59	65%
	Unknown/refused	6	19%	15	48%	21	68%
	White	366	32%	512	45%	878	77%
Male	Asian/Asian British	80	16%	185	38%	265	54%
	Black/Black British	30	10%	100	34%	130	45%
	Chinese	32	21%	50	33%	82	54%
	Information refused	15	29%	17	33%	32	63%
	Mixed	23	24%	36	38%	59	61%
	Other ethnic background	8	10%	31	38%	39	48%
	Unknown/refused**	2	18%	5	45%	7	64%
	White	294	33%	377	42%	671	75%
Total		1,017	23%	1,861	42%	2,878	65%

7.5 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 2015/16. 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 is continuing to embed its Equality Objectives and in doing so is taking positive

steps through these objectives and additional initiatives, such as the HEFCE Catalyst 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. The University will be applying once again to renew its Athena SWAN institutional Bronze award in 2018 and reapplying for the Race Equality Charter in 2019.

There continues to be incremental 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. In addition to this, we have augmented the way the University engages with different groups of staff by supporting an LGBT Staff Network; a Carers Network; a Working Parents' Network, a BME Staff Network; and a newly formed Disability and Wellbeing Network, as well as working closely with our Students' Union and relevant Student Societies.

9. Recommendations

From the analysis undertaken in this report, we have recommended the following priorities for the coming year:

1. To invigorate institutional commitment to its Equality Objectives and SBUs to identify SMART action plans for delivery with senior level monitoring.
2. Similar to the University's active commitment to developing female leaders through the Aurora programme a pledge to develop future ethnic minority leaders in the institution is required to address persistent under-representation at senior levels of the University.
3. Address the widening degree attainment gap through programme level activity that identifies the causes of the gap; considers the impact on different ethnic groups; and develop local action plans that are monitored across academic Schools at a senior level.
4. Academic Schools to address the under-representation of students where gender and or ethnic background is a relevant factor and progress to be monitored regularly at a senior level.

10. References

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