Equality, Diversity and Inclusion

Transparency Report 2023/24

UNIVERSITY *of* HULL

Contents

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Equality, Diversity and Inclusion Lead

Introduction

As institutional lead for Equality, Diversity and Inclusion (EDI), it has been immensely empowering for the EDI team and I to work with colleagues right across the University on areas including training and development, governance structures, accountability, data informed activity, the introduction and evolution of staff networks, policies, and recruitment, to name just a few. It's only through such collaboration and collegiate activity that we will continue to see progress and make real change happen.

I'm incredibly proud of everything we have achieved as a newly established team here at the University of Hull (UoH). Over the last 2 years we have provided a range of opportunities to develop careers and to ensure equity in everything we do. It's important to recognise that we still have a way to go, and the value of allyship, and the support of our people in the challenge for equality is paramount to our success.

This report shares our UoH story of the past, present and future and highlights some of the vital work that has taken place over the past year within the University to grow and establish the EDI agenda and portfolio.

Equality Act 2010

Our commitment to the Equality Act and the defined nine protected characteristics:

Age

Age discrimination involves unfair or less favourable treatment of individuals because they are (or are not) a certain age or age group. We will not discriminate against individuals because of their age.

Civil Partnership and Marriage

We will not treat anyone differently on account of their relationship status regardless of the sex or gender identity of the partners involved. While the Equality Act 2010 refers to the legal status of such relationships, our strategy for inclusion is to consider all kinds of committed relationships between consenting adults as if they were protected within our Relationships Inclusion Workstream provided there are no vulnerable parties or safeguarding concerns.

Gender Reassignment

We will not discriminate against anyone who has undergone, intends to undergo or who is currently undergoing gender reassignment. While there is no provision in the Equality Act 2010 relating to gender identity, our strategy is to incorporate this into our Gender Inclusion Workstream as if it were a legally protected characteristic.

Pregnancy and Maternity

While the law expressly references pregnancy and maternity as being the characteristics which are protected, we will not treat anyone unfairly when pregnant or becoming a parent including through stages of fertility treatment, adoption processes, surrogacy, fostering or becoming a legal guardian through other means. Our Lifestage Inclusion Workstream will incorporate the legal rights and extend these to support and protect staff and students whether they wish to take maternity, paternity or parental leave or to continue working or studying during this time and beyond.

Race or Ethnicity

The legislation protects individuals defined by their race, colour or nationality. We will value this difference and we will not treat people differently. This work will be delivered through our Cultural Inclusion Workstream.

Sexual Orientation

Sexual orientation is attraction to people of the same sex or gender, the opposite sex or gender, to both sexes, to more than one gender, or a lack of sexual attraction. We will not treat anyone less favourably because of their sexual orientation. This work will be delivered through our Relationships Inclusion Workstream.

Sex

We will not allow unfair treatment of anyone because of their sex regardless of whether or not this consistently aligns with their gender identity. This work will be delivered through our Gender Inclusion Workstream.

Disability

The Equality Act 2010 defines a disability as a physical or mental condition which has a substantial and long- term impact on an individual's ability to conduct normal day-to-day activities. We will support disabled individuals and make reasonable adjustments to remove any barriers caused by their disability. This work will be delivered through our Disability Inclusion Workstream.

Religion and Belief

Religious discrimination occurs when a person is treated less favourably than others because of their religion or belief (or lack of religion or belief). We will not discriminate against individuals because of their religion or protected philosophical beliefs. This work will be overseen by our Cultural Inclusion Workstream.

At the University of Hull we go beyond what is required under the Equality Act 2010 and recognise additional characteristics which are not currently protected under UK law including caring responsibilities, gender identity and socio-economic backgrounds.

Our Pledge

In summer 2024 we will revisit the Social Justice and Inclusion Strategy. Our equality objectives, which go beyond legal compliance, will drive the direction of our long term strategy. Progress will be embedded through the delivery plans. Diversity information will be used to evidence priorities, identify disparities, and monitor progress. In addition, we will identify equity gaps in current practices that limit Equality, Diversity, Inclusion and belonging for our staff and student communities. The equality objectives will be set out in our long term strategy to continue to develop beyond legal compliance.

Our equality objectives will drive the direction of our strategy and their progress will be embedded throughout the delivery plans associated with this strategy. Diversity information will be used to evidence priorities, identify disparities and monitor progress throughout each equality objective and delivery plan.

- Progress to systematically embed EDI is essential to providing business solutions across all areas within UoH, helping to respond to the increasingly wide-range of complexities across Higher education.

- Reinforce frameworks for behaviour that support the University values and behaviours outlined in strategy 2030.

- Opportunities to harness technology and provide equality of access for both students and the workforce will be utilised wherever possible.

How we will deliver

Through appreciative inquiry and consultation, we have identified examples of challenges and areas that we will seek to address through the long term Strategy. These include but are not limited to:

- Further understanding the factors influencing student admissions and attainment.

- Embedding an EDI focus in our research culture.

- Increasing student and staff engagement with EDI training, conduct a complete training review diagnostic for student and staff.

- Promoting inclusive staff recruitment best practices and influence policy and process changes where necessary.

- Further awareness, appreciation, and integration of EDI work across the institution.

- Recognising, empowering, and celebrating EDI contributions from staff and students through reward and recognition.

- Inclusive leadership.

Visible Leadership and Commitment

- Clear EDI Vision and Strategy: an articulated vision and strategy for EDI provide the guiding principles that align with institutional objectives and strategy 2030.

- KPI's: setting up specific and measurable targets within creates a roadmap for progress and accountability.

- Equality Impact Assessments for All Service Changes, Equity sequence training to support: ensuring that EDI considerations are an integral part of service changes shows a commitment to preventing unintentional discrimination.

- Harnessing Collective Efforts on EDI: promoting a collegiate approach through the new governance structures ensures that EDI is not the responsibility of a few, but a shared commitment across the organisation.

- Inclusive Leadership Development: integrating EDI principles into leadership development ensures leaders embody the values.

Evidence and data based

Improve data capture mechanisms to ensure correct, comprehensive information on the demographics of the workforce and students' body. Encourage this using safe to say campaigns, promoting confidence to declare.

- Ethnicity, disability, intersectional and Gender Pay Gap Reporting: regular reporting on pay gaps, to be continue with quarterly snapshots through Equality, Diversity and Inclusion Governance Board (EDIGB) provides transparency and accountability in addressing disparities.

- Equal Pay Report: conducting audits ensures fairness in compensation and identifies and rectifies any unjust discrepancies.

- Workforce Profile: continuously monitoring the composition of the workforce through EDIGB helps gauge progress and areas for improvement.

- Mandatory EDI Training Completion Rates: reviewing EDI mandatory training reinforces the importance of continuous education and awareness.

- Staff/student Feedback: regular feedback through staff networks, active listening sessions run by EDI across staff and students helps gauge employee and student experiences, identify concerns, and measure the effectiveness of EDI initiatives.

- Charter submissions and commitments.

Culture

This underscores the importance of a workforce that reflects the diversity of its communities, requiring intentional efforts in recruitment, development, and retention. It is also about creating a workforce culture which embraces and values diversity and strives to eliminate bullying, harassment, and discrimination.

- Inclusive HR Policies and Practices: policies and practices must evolve to keep pace with societal changes, embodying inclusivity, and fairness.

- Developmental programmes: approaches such as mentoring, coaching and reverse mentoring should be used to encourage and enable professional development and breaking of "glass ceilings".

- Big Conversations, actively listening: creating spaces for open dialogues promotes understanding, addresses concerns, and cultivates an inclusive culture.

- Positive Action Development Programme: implementing positive action targeted initiatives to address under-representation and promote 'closing the gap'.

- Visual EDI Images Across the Organisation: incorporating visual representations of EDI values throughout the physical and digital workplace reinforces a culture of inclusivity.

Inclusive Leadership

Inclusive leadership plays a pivotal role at Hull – it fosters a diverse and inclusive workplace where all team members feel valued, respected, and included. Our University Leadership Team, working with the wider Senior Leadership Teams and key partners, will demonstrate total organisational leadership and will be held accountable through our revised governance structure. We must all acknowledge that we each have a part to play in shaping our organisation, and demonstrating our commitment to Social Justice and Inclusion is an integral part of delivering education, research and knowledge exchange to our communities and partners.

Tidal Equality: Equity Sequence Training

In February 2024, the University collaborated with Tidal Equality, a tech-enabled strategy firm solving the problem of inequality at scale. The University Leadership Team took part in Equity Sequence® training. Equity Sequence® is a new approach to diversity, equity, and inclusion, grounded in action, and backed by a community of practitioners committed to building equality better.

Equity Sequence® training can help us to:

- Influence and equip leaders to make more equitable, inclusive, and innovative decisions in everything from hiring to product and service design

- Build sustainable and ongoing leadership buy-in for EDI

- Create the unified, uplifting, action-oriented EDI movements we have been envisioning for the University, to drive transformational change

What did leaders learn from the training?

- The equity sequence questions/process

- Strategies for discussing sensitive issues

- Different reactions to poor leadership, from avoidance to activism

- Importance of wellbeing for productivity

David Petley (Vice-Chancellor) and Dr. Kristen Liesch (Co-Creator of Equity Sequence)

Building Brilliant Leaders!

In January, we launched the Building Brilliant leaders programme, an internal development programme for leadership.

Inclusivity was a central consideration throughout the scoping and planning of the Building Brilliant Leaders programme, specifically ensuring that scheduling of the programme, and selection of the participants was accessible. The content delivered within the programme by our external provider was also approved based on accessibility inclusivity. The gender split of the cohorts was reviewed during the selection process with both of the first two cohorts representing a 50/50 split on gender.

Participants on each of the first two cohorts include women from both professional services and academic areas, detailed consideration was given when designing the delivery of the programme to ensure it is fully accessible to participants with teaching schedules and those with parental or caring responsibilities.

"While women make up a large proportion of today's workforce, their representation in leadership roles is comparatively lacking"

Leader at the Gender Diversity in Leadership CPD Event

"Unfortunately, women continue to be overlooked for leadership roles, often due to bias, nepotism and the continued practice of hiring of people similar to oneself. Women also face challenges such as a greater expectation of impact, negative stereotyping and lower perceived effectiveness due to their supposed incongruity with leadership roles."

Leader at the Gender Diversity in Leadership CPD Event

Charters and Employer Recognition

The University of Hull continues to be recognised for its advancement of inclusion through a number of external charter marks and accreditations. These charter marks and accreditations help us in our pursuit for excellence when it comes to inclusion, and help us to achieve a reflective and holistic approach to EDI.

The Athena Swan accreditation is a recognised framework which is used across the globe to support and transform gender equality within higher education and research.

The Athena Swan Charter also:

- Helps institutions achieve their gender equality objectives

- Assists institutions to meet equality legislation requirements, as well as the requirements and expectations of some funders and research councils

- Uses a targeted self-assessment framework to support applicants identify areas for positive action as well as recognise and share good practice

- Supports the promotion of inclusive working practices that can increase the retention of valued academics and professional and support staff, demonstrating an institution's commitment to an equitable working environment

The University of Hull currently holds a bronze Athena Swan award and is working towards the Athena Swan Silver action plan 2022- 2026. We have an institutional self-assessment team which has a representation from across the institution with a purpose of ensuring the principles, and agreed actions, relating to Athena Swan are actively pursued and embedded across the University.

The University of Hull has been proud disability confident employers since 2018 and we have recently renewed our status until 2027. Disability Confident is a government initiative designed to encourage employers to recruit and retain disabled people and those with health conditions. Our Disability Staff Network and Accessibility Working group help to give a voice to disabled staff and students across the campus and play a vital role in our commitment to disability inclusion.

The University of Hull has been proud Stonewall Diversity Champions since 2016 and has recently received the Silver recognition award for our contribution to LGBTQIA+ inclusion. The workplace equality index serves as a definitive benchmarking tool for employers to measure their progress on LGBTQIA+ inclusion in the workplace. We also work with Stonewall to ensure our policies and guidance documents are inclusive and Stonewall representatives have joined our LGBTQIA+ staff network to share best practice and resources.
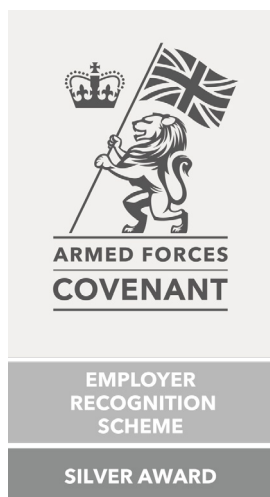
We were proud to sign the Armed Forces Covenant in 2017. We deliver and champion this commitment through the social responsibility strand of our EDI Governance board. This is an important commitment as part of our civic engagement and citizenship activities.

It is our pledge that together, we acknowledge and understand that those who serve or who have served in the armed forces, and their families, should be treated with fairness and respect in the communities, economy and society they serve. The University are working towards the Gold Award accreditation in 2025.

Being a menopause friendly employer means being clear how you support menopause in your workplace, creating an environment where menopause can be talked about easily and putting the right support in place for colleagues. Putting equity, diversity, inclusion and your colleagues' wellbeing centre stage demonstrates your dedication to making your organisation a great place to work.

The University of Hull is proud to be a White Ribbon Supporter Organisation. White Ribbon is the leading UK charity supporting men and boys to end violence against women and girls. Their mission is to prevent violence by changing harmful attitudes, systems and behaviours around masculinity that allow gender inequality to continue and perpetuate men's violence against women. The University of Hull stands against violence in all of its forms, no matter who the victim is. To help us achieve our goals and support the White Ribbon cause, not only do we support our students experiencing domestic abuse (often working closely with local domestic abuse specialist services), we also offer specialist training to all staff members and have reviewed and updated our policies and processes to support any victim of domestic abuse.

We are supported by AccessAble which helps us understand the needs and requirements of students and staff on campus with disabilities.

Please use the website www. accessable.co.uk to find detailed access information to University of Hull venues undertaken by an independent company who survey the University of Hull campus annually.
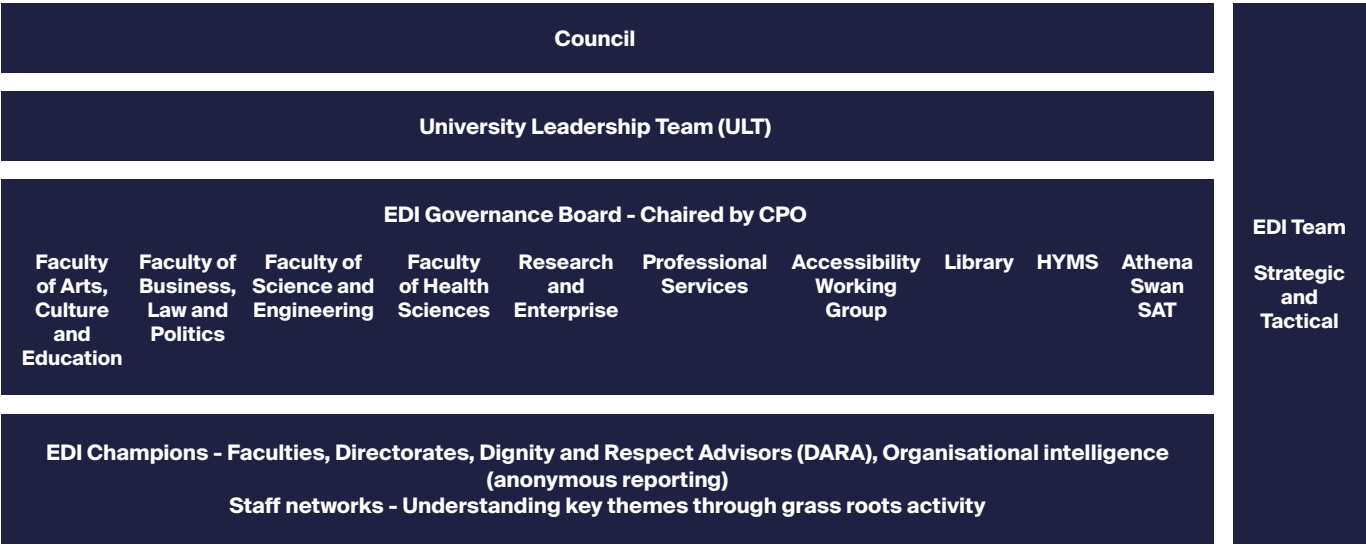
Mindful Employer is a national initiative supporting employers to take a positive approach towards mental health at work. By signing the Mindful Employer charter, the University of Hull can make a public declaration of our ambition to support the mental wellbeing of our staff.

EDI Governance Board

The EDI Governance board, chaired by the Chief People Officer (CPO), Informs and consults on the development of EDI related policies, procedures and guidance. It has oversight of EDI Subcommittees, EDI networks and other EDI initiatives, providing support and challenge to wider functional areas in their delivery of the University's Equality Objectives and progress against EDI targets. The aims of the Governance Board are to have an institutional wide holistic approach to embedding EDI across the University; to have strong accountability on practices and initiatives relating to EDI; to share best practice and knowledge across the whole institution to prevent silo working; and finally, to create an inclusive place to work and study for all our staff and students.

EDI Governance Structure

Council	
University Leadership Team (ULT)	
EDI Governance Board - Chaired by CPO Faculty of Arts, Culture and Education / Faculty of Business, Law and Politics / Faculty of Science and Engineering / Faculty of Health Sciences / Research and Enterprise / Professional Services / Accessibility Working Group / Library / HYMS / Athena Swan SAT	**EDI Team** **Strategic and Tactical**
EDI Champions - Faculties, Directorates, Dignity and Respect Advisors (DARA), Organisational intelligence (anonymous reporting) **Staff networks - Understanding key themes through grass roots activity**	

EDI Sub-Committee

The responsibilities of the subcommittees include ensuring the delivery of the EDI priorities set by the Governance Board; developing and delivering appropriate action plans to underpin the University EDI agenda; providing assurance and reports on progress to the EDI governance board quarterly, horizon scanning to highlight emerging trends, issues and/or risks; sharing good practice from partner and other external organisations and networks; and finally supporting the Equality, Diversity and Inclusion team in marking and celebrating diversity events.

Dignity and Respect Advisors

Dignity and Respect Advisors play a key role in ensuring our University staff feel supported. We have created a detailed training package which will equip all DARA's with the skills and resources they need to offer help and guidance for a wide range of matters, including concerns relating to mental health, religion and accessibility.

EDI Champions

EDI Champions play a key role in raising awareness at a faculty/directorate level and implementing change as directed by the EDI Governance board. EDI Champions will also be there to offer advice around EDI related concerns and play a key role in being a source of intelligence to the EDI team our aim is to understand any challenges and resistance each faculty/directorate may be facing.

Staff Networks

The aim of the staff networks is to raise the profile around issues facing marginalised groups at the University and create positive change and awareness. The network will also act as a force to feed into the EDI Governance board to promote and drive organisational change in relation to cultural diversity and awareness.

Neurodiversity Network	The Neurodivergent Staff Network (NSN) provides an inclusive space for peers to come together, and share their Neurodivergent experiences in the workplace, and their lives. By metacognitively reflecting, members often develop further understanding of their own, and their colleagues Neurodivergence, and support each other to explore solutions, sharing strategies, and provide much appreciated peer validation.
Women's Empowerment Network	Our Women Empowerment network is a vibrant, supportive community where women come together to empower and support each other in every aspect of life including career, personal development, and social issues. It s a place where we celebrate our strengths, share our stories, and tackle challenges head-on. From engaging talks about topics like development, menopause, menstrual cycles and promotions to providing a safe haven for expressing concerns. Being part of this network offers not just insights and connections, but a sense of belonging and empowerment that propels us forward on our individual and collective journeys of growth and success.
Inclusivity and Allyship Network	The Inclusivity and Allyship network is a discussion forum and support mechanism that brings together staff with an interest in inclusion at the University of Hull. Our discussions focus on items related to the inclusion of all members of the University community – and beyond, with particular focus on support for underrepresented groups and those with characteristics protected under the Equality Act 2010. The Inclusivity and Allyship Network challenges discrimination, bullying and harassment amongst colleagues and works towards eliminating discrimination, harassment, victimisation, racism, and homophobic and transphobic bullying.
Global Majority Network	The aim of the Global Majority Network is to raise the profile of issues of race, ethnicity and cultural heritage at the University. As members of the network, we all have a shared commitment to the values of positive representation, informed engagement and the treatment of all individuals and groups with dignity and respect. We welcome and celebrate the cultural diversity of our network and we are proud of our histories and cultures.

Parents and Carers Network	The University of Hull Parent and Carer network is a new staff network established in 2023. We aim to share our experience as parents and carers and consider the impact that this has on our lives both in and out of work. We look to support each other in knowledge sharing through our teams channel and meetings. As a network we want to increase the profile of parents and carers and influence University policy where it impacts on us. We also hope to build a social strand to the network.
Disability Staff Network	The Disability Staff Network aims to bring together staff with disabilities or restrictive health conditions in a confidential and safe environment to share experiences, resources and support. As part of the network we will share best practice, ideas and information on disability inclusion to help the University develop effective solutions to any barriers. The network will also be a force to feed into the EDI Governance board to promote organisational change in relation to disability inclusion.
LGBTQIA+ Network	The LGBTQIA+ staff network provides a safe place for staff to meet, share their experiences and access support. This year, the network launched an event during LGBT+ History Month. The event included the sharing of personal narratives, research and poetry and member of the Hull LGBTQIA+ community attended the event. We are active members of the Hull and East Riding LGBTQIA Forum, and this provides us with an opportunity to work collaboratively with a wide range of community organisations. We also participate in Hull Pride. We are collaborating with LGBTQIA+ staff networks in other universities to share best practice.

Human Living Library

Our University of Hull Human Living Library Project is a virtual library where human 'books' shed light on their experiences to help people understand one another, challenge their own unconscious bias, overcome stereotypes and help build a more inclusive society where no one is left behind. Every 'book' is a volunteer who has faced stigma in their life due to a personal difference. Here, they are given the space to explain their perspective and experiences in order to help challenge prejudice, rid discrimination, prevent conflicts and contribute to greater human cohesion across social, religious and ethnic divisions.

Visit our Human Library at www.libguides.hull.ac.uk/humanlibrary/home

Our Human Living Library features a range of experiences:

Race	Biracial Family, Cantonese, Multicultural Background
Disability	Dyslexia, Functional neurological disorder (FND), Ethlers-Danlos Syndrome
Neurodiversity	ADHD, ASD, AUTISM, DID (DDD and HIB System), Dyslexia, Mental Health
LGBTQIA+	Asexual, Bisexual, Demisexual, Gender Questioning, Non-binary, Polyamorous
Religion	Roman Catholic, Zen Buddhism
Leadership	Imposter Syndrome (Vice-Chancellor and Pro-Vice-Chancellor of Education)
Lifestyle	Addiction, Adoption, Cancer Survivor, Feminist, Mature Student, Immigrant, International Student

Faith and Religion

Chaplaincy Policy

Chaplaincy at the University of Hull is a vital component of our commitment to fostering a diverse and inclusive community that values the spiritual well-being of its members. Rooted in the understanding that education extends beyond academia, our Chaplaincy provides a supportive and open space for individuals of various faith traditions and those exploring their own spirituality.

This policy outlines the principles, services, and responsibilities associated with our University chaplaincy, emphasising the importance of creating an environment that respects and honors the diversity of beliefs within our academic community.

Faith Provisions and Safe Spaces

Unit 4C is designed to be a safe space for prayer on campus, exclusively for staff and students. It is not a mosque or a space for use by the broader Hull community.

Alongside our own provisions, the University works closely with local faith and religious groups to support those amongst us to connect with members of their faith and spirituality, find places of worship, and if appropriate, pray. Many of the venues provide a place of welcome and support to all students, offering a physical and emotional space to chat, reflect, and discuss matters of faith and belief.

We're committed to enhancing our faith provisions on campus to ensure inclusivity for all. As part of this effort, we'll be seeking input from staff and students of different faiths and updating on new facilities and resources.

EDI Data Collection

We use quantitative and qualitative data to measure our progress towards embedding equality, diversity and inclusion. For example, we analyse data from our staff and student recruitment activities and track how staff and students with different protected characteristics progress in their studies and careers.

Staff and students provide information on their protected characteristics when joining the University and can then update their data throughout their time here. Providing information on sex and age is compulsory for tax, pensions and identification purposes, whilst providing information in relation to the other protected characteristics is voluntary. This means that for some equality data sets we do not hold all of the information.

Data of a personal nature relating to staff, students or others is covered by data protection legislation and must be kept secure at all times. As a public body, the University is also subject to the legislation on freedom of information. No statistics will be provided for any category that has a value of below 5 due to it being identifiable data.

2023/24 Progress Highlights

Staff Networks

We worked hard to re-establish our internal staff networks alongside establishing new networks for colleagues who share protected characteristics, inclusive of allyship. Our staff networks include, Global Majority, Women's Empowerment, Parents and Carers and Disability.

Holistic Approach to EDI

Finalised the plans to work closely with Advance HE on a pilot scheme to create a holistic approach to EDI. This commitment arises from our members' expressed aspiration to adopt a more strategic and integrated approach, across and beyond the protected characteristics of UK equality legislation.

EDI External Website

The EDI external website has been reviewed and reinvigorated. The website now provides a clearer overview of our approach to EDI at the University and includes events, news and links to our Gender Pay Gap. The website demonstrates our dedication to creating an inclusive culture, for current and prospective students and staff.

EDI Governance Board

The EDI Governance Board was established and the board first met in April 2023. The aims of the Governance Board are to have a institutional wide holistic approach to embedding EDI across the University; to have strong accountability on practices and initiatives relating to EDI.

Development of an Inclusive Adjustment Agreement

An Inclusive Adjustment Agreement is a valuable document that serves as a bridge between an employee with a disability, difference or disadvantage and their workplace. The agreement provides a framework for open dialogue, it helps identify needs and facilitates discussions about necessary adjustments at work and empowers employees to advocate for their needs and communicate effectively.

Race Equality Conference

In June 2023, we ran the Racial Equality and Intersectionality Conference. With 3 wonderful speakers who shared their lived experiences of race and intersectionality in the workplace and education. These were **Gamal Turawa, L'myah Sherae and Anyika Onuora.**

Staff Data

Staff Data

Welcome to the Staff Data section of the Transparency report. In this analysis, we delve into thecomposition of our workforce, examining key demographic factors that shape our PSS and Academicteams. By understanding the diversity and distribution of our staff, we can make informed decisions,foster inclusivity, and promote equitable practices. Let's begin our journey through the data, sheddinglight on the rich tapestry of individuals who contribute to our collective success.

Snapshot Staff Data - Jan 2024

Employee Headcount by Gender
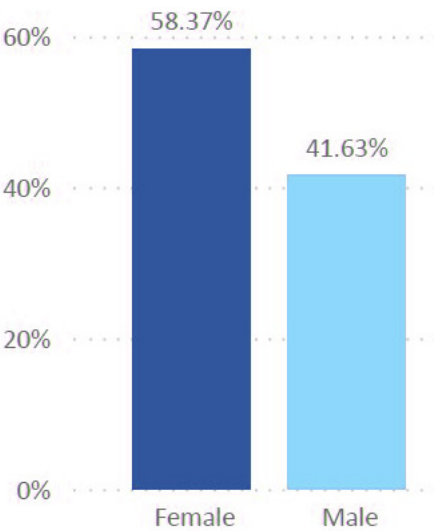
Staff on 31/01/24 by age group
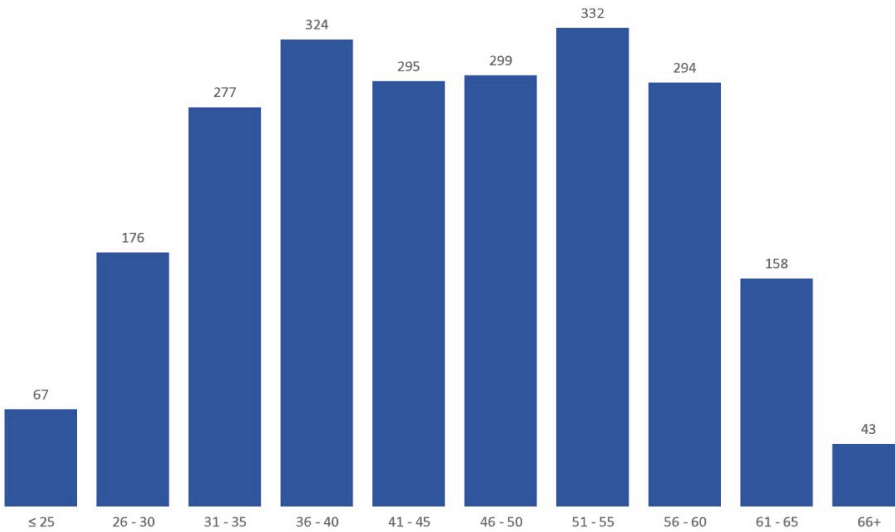
Employee Headcount by Disability

- Not Disabled
- Disability Declared
- Prefer not to say/Not specified
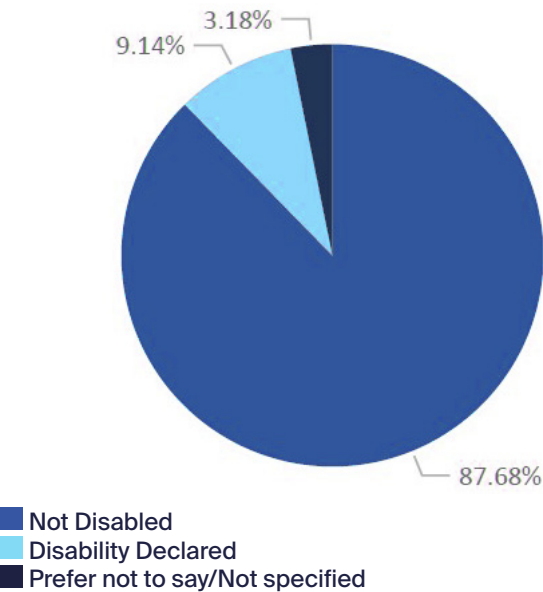
Employee Headcount by Religion/Belief

- No Religion/Belief
- Religion/Belief
- Prefer not to say/Not specified

New Starters
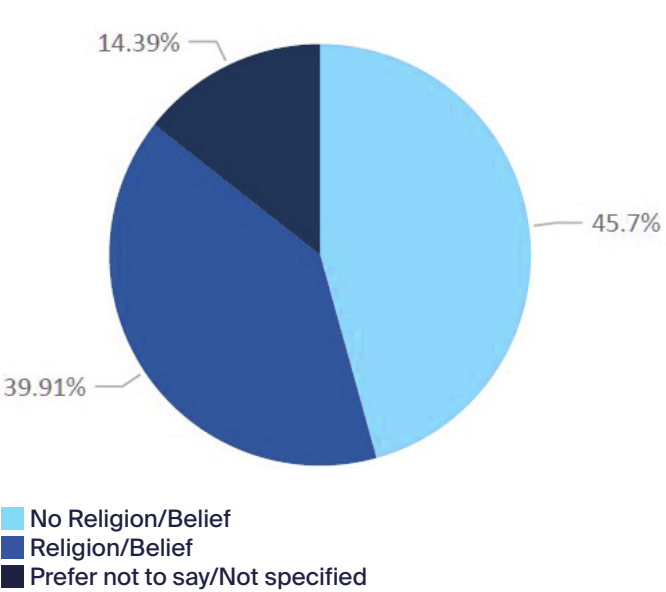
Data Sample: Jan 2023-Dec 2023

320
New Starters
in this Period

New Starters by Contract Type

- 59.06%
- 36.88%
- 4.06%
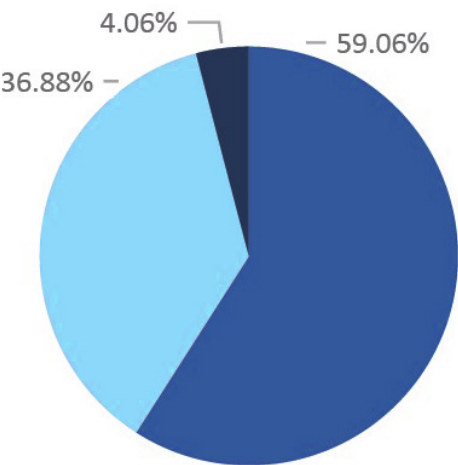
Legend:
- Continuing
- Fixed Term
- Temporary

New Starters by Age Group

Age Group	Count
25 and Under	27
26 - 35	104
36 - 45	79
46 - 55	62
56 and Over	26
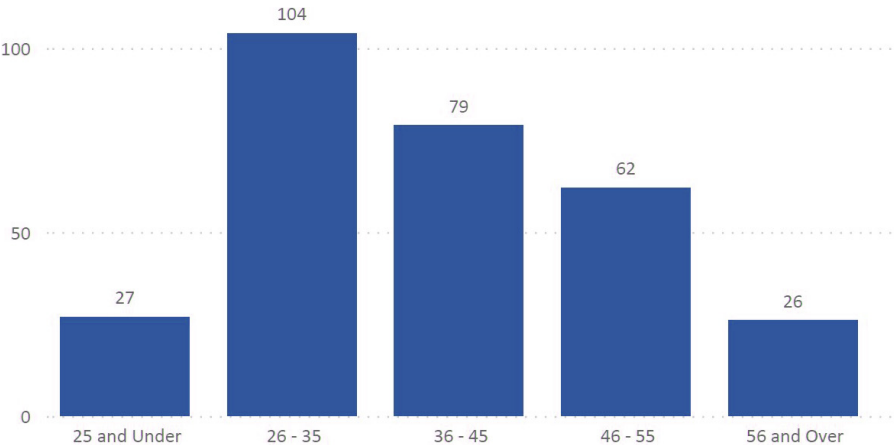
New Starters by Disability Group

- 5.16%
- 10%
- 84.84%
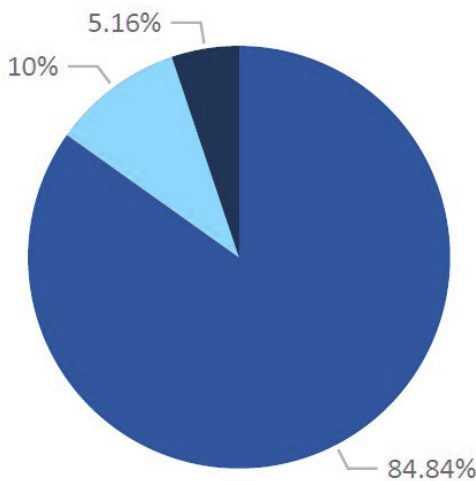
Legend:
- Not Disabled
- Disability Declared
- Prefer not to say/Not specified

New Starters by Ethncity Group

- 4.76%
- 21.52%
- 73.72%
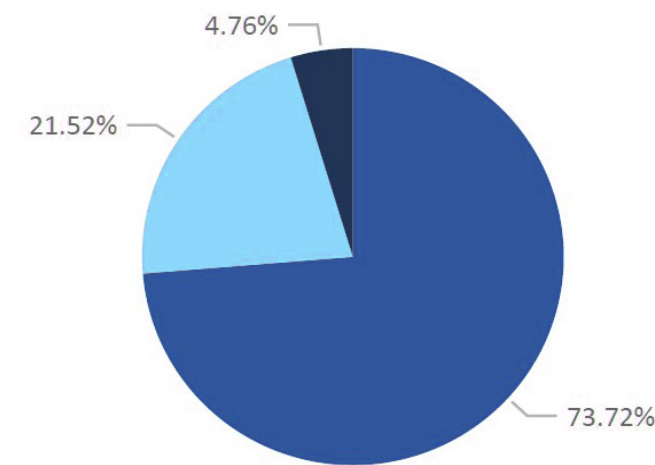
Legend:
- White
- BAME
- Prefer not to say/Not specified

New Starter Grades byGender(Exlcluding NHS Grades)	Male	Female
HUO1-HUO3	1.9%	1.9%
HU04-HU05	7.2%	15.6%
HU06-HU09	27.5%	26.8%
HU010	2.8%	3.1%

Leavers

Data Sample: Jan 2023–Dec 2023

Leavers by Contract Type

3.45%
50.34%
46.21%

- ■ Continuing
- ■ Fixed Term
- ■ Temporary
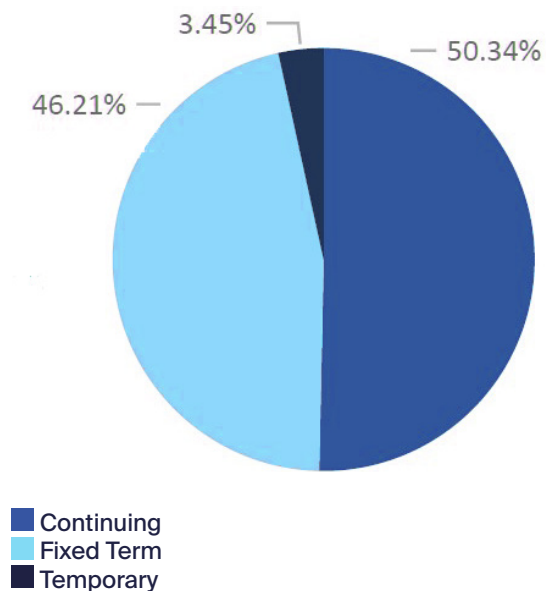
Leavers by Employment Basis

0.69%
35.52%
63.79%

- ■ Full Time
- ■ Part Time
- ■ Part Time/Term Only
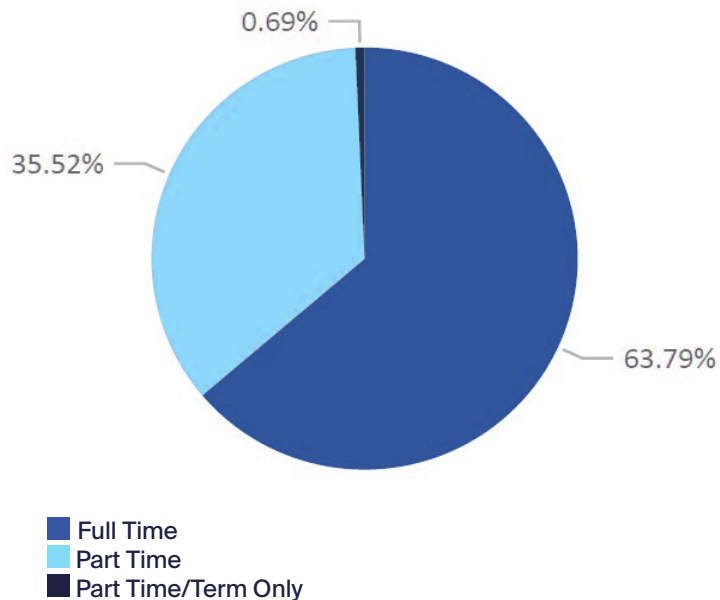
Leavers by Sex Identifier

49.48%
50.52%

- ■ Female
- ■ Male
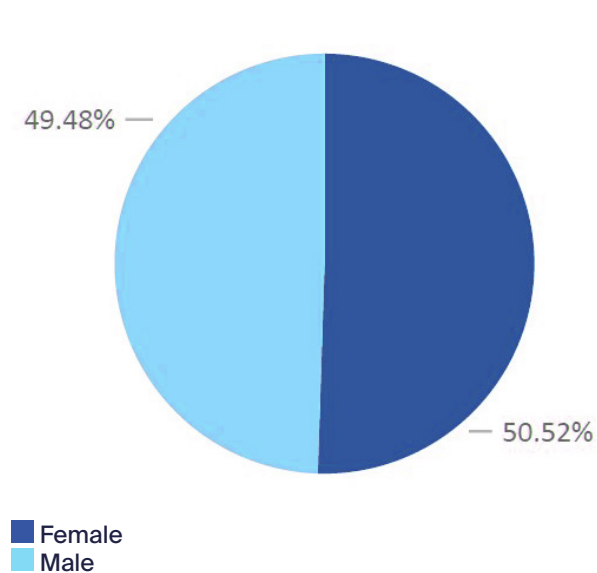
Leavers by Disability (excludes Clinical/NHS grades)

11 (4.21%)
19 (7.28%)
231 (88.51%)

- ■ Not Disabled
- ■ Disability Declared
- ■ Prefer not to say/Not specified
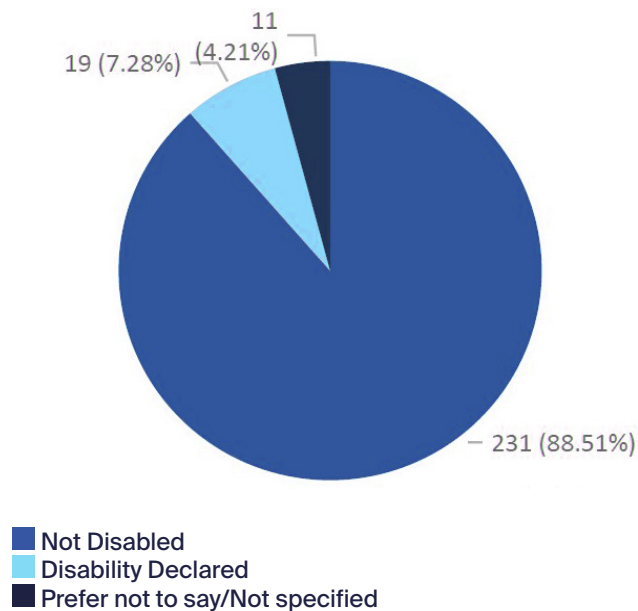
Leavers by Ethnicity (excludes Clinical/NHS grades)

13 (4.98%)

(16.48%)

205 (78.54%)
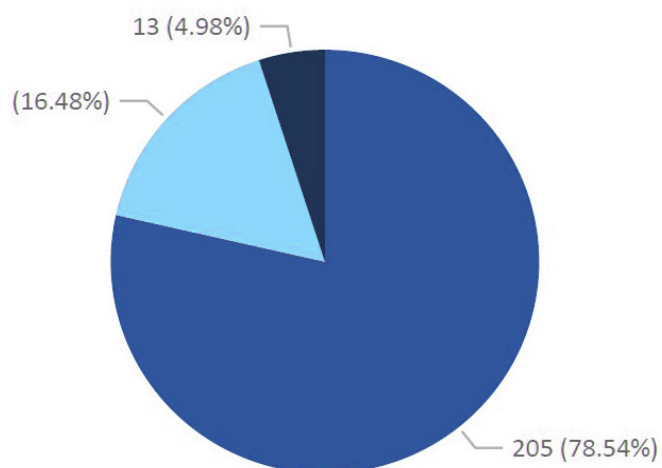
■ White
■ BAME
■ Prefer not to say/Not specified

Leaving Reasons and retention are closely monitored via Exit Questionnaires and through end of employment processes

■ **Resignation** was the most common reason to leave amongst all employees **(50.19%)**

■ **Contract Expired** was the most common reason to leave for Academics **(22.61%)**

■ **Resignation** was the most common reason to leave for Professional Staff **(33.33%)**

290
Leavers
in this Period

Gender Pay Gap

Data Sample: Jan 2023-Dec 2023

What is the Gender Pay Gap?

The mean and the median are two measurements we use to calculate the Gender Pay Gap:

The mean

The mean average is the combined total salary of all female colleagues (full-time equivalents), divided by their total population number. The same calculation is then applied to male colleagues, with any difference between the two figures denoting a gap.

The median

The median average arranges all the individual salaries of female employees (FTE's) in lowest-to- highest order, to find the exact 'mid-point' wage. This is then repeated with male colleagues and the difference between these become the 'gap'.

Year	Mean (the average)	Median (the middle value)
2023	17%	14%
2022	17%	12%
2021	19%	14%
2020	18%	17%
2019	19%	23%
2018	22%	27%
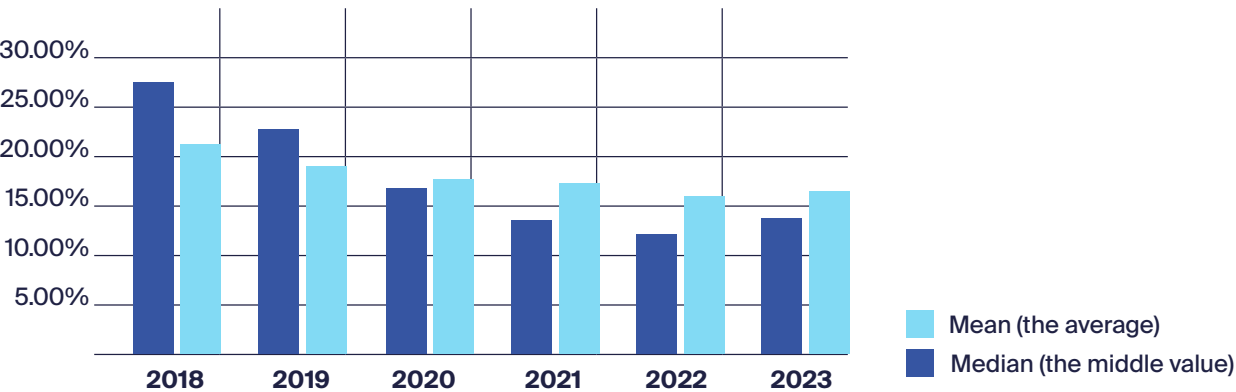
Why did the Gender Pay Gap change between 2022 and 2023?

- In March 2023 there were fewer women in the top-20 salary bracket than there were in 2022.

- Clinically paid academic staff received a larger increase in hourly rate than University of Hull paid academic staff during the period 2022-23. The majority of clinical roles in the upper quartile are held by men.

What is causing the gap?

There continues to be a disproportionate amount of women in the lower-quartile, predominantly in non-academic support roles with fewer immediate progression opportunities compared to other job roles (e.g. academics and in IT).

Meanwhile, there continues to be more men in the upper-quartile than women. The proportion of men in this quartile increased between 2022 and 2023.

Pay Quartiles

Upper Quartile
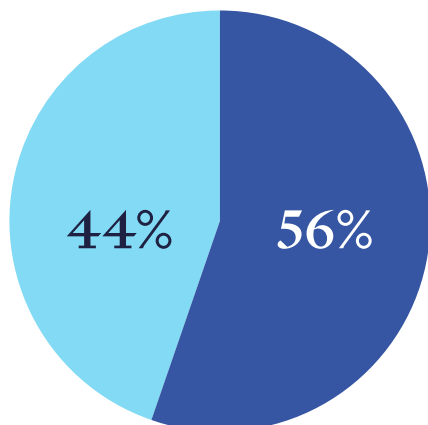
44% Female / 56% Male

Upper Middle Quartile

47% Male / 53% Female

Lower Middle Quartile

58% Female / 42% Male

Lower Quartile

71% Female / 29% Male

- Female
- Male

14.1%
Mar 23

12.3%
Apr 24
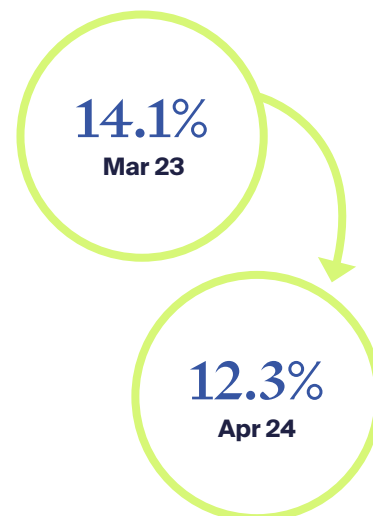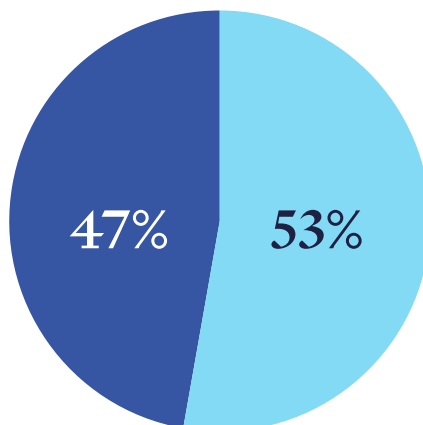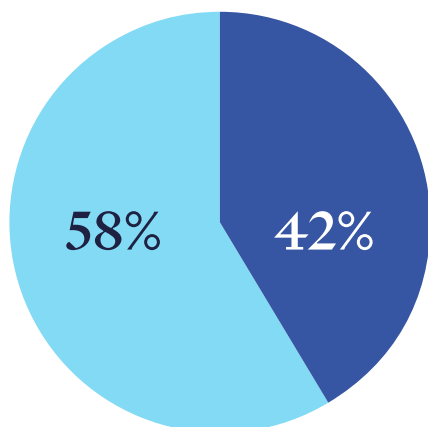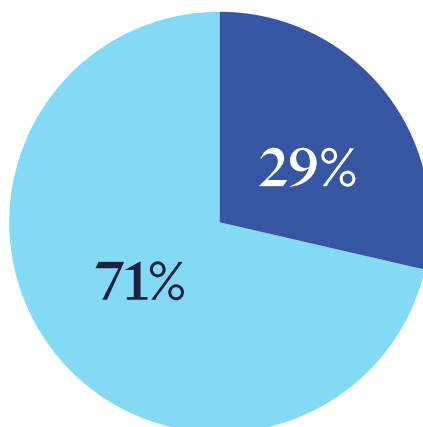
Since **March 23**, the Gender Pay Gap has dropped by almost **2%**. Specifically, the number of women with salaries of £55,000 or more has increased by **15%**

Bonus Pay

University Bonus pay, includes all staff who received a bonus in the 12 month prior March 2023. These figures are higher than previous years, this is due to a one off ex gratia payment which was made to staff in July 2022. This bonus was to recognise and thank employees for their efforts and achievements, which resulted in improvements in the Research excellence Framework (REF), the complete University Guide League Table and the Times Higher Education Impact rankings. Of the eligible population 88% Females 87% Males received bonus payments. In previous the majority of bonus payments are awarded through clinical excellence awards, which are dictated by the NHS.

Proportion of men and women receiving a bonus:

87%

88%
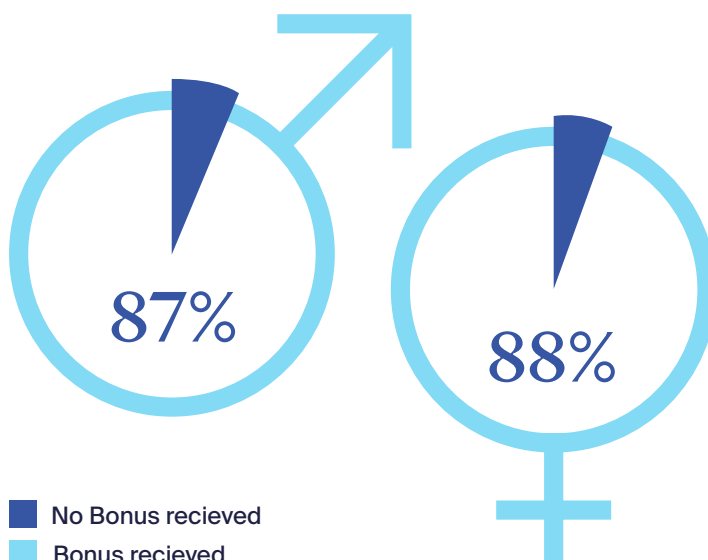
- No Bonus recieved
- Bonus recieved

What have we done since March 2023?

- Implemented a new EDI Governance structure, that encompasses all areas of the University to achieve a more cohesive, accountable and holistic approach to EDI. The governance board monitors the Gender Pay Gap on a quarterly basis to track progress against our institutional commitments. The board also reviews trends and responses to recruitment, retention, absence, and salary calibration.

- Partnered with recruitment agencies to access female talent for senior roles, and prioritised succession planning for women. By January 2024, half of the upper and upper-middle quartile were women.

- Updated EDI related policies and introduced workplace fairness guidance.

- Focused our efforts on establishing a strong Athena Swan SAT ahead of our Silver submission in 2027. Continued our partnership with the Humber Women in the Workforce programme, a local programme that tackles skills gaps, confidence, and inequality.

- Partnered with independent training providers to mobilise female-first career pathways in data and digital roles which are expected to be in high demand both at University of Hull and amongst local employers, carry comparatively greater salaries to other departments, and are currently disproportionately held by men.

- We have introduced the Building Brilliant Leaders programme, an internal development programme for leadership. Detailed consideration was given when designing the delivery of the programme to ensure it is fully accessible to participants with teaching schedules and those with parental or caring responsibilities.

- We have conducted a pay review, to ensure our staff on the lower half of our pay scale receive a salary which is above the UK statutory living wage. Our equality impact assessment at the time showed that there are more women in the Band 1-6 cohort (the lower half of our pay scale) and as a result of implementing the pay changes more women benefited from the increase.

- In March 2023 the new women's empowerment staff network was established to support the University's aim to embed gender equality and inclusion across campus.

- We are now working towards becoming a menopause friendly employer, and we are actively achieving this by aligning our work to the menopause friendly accreditation standards, which we will critically review annually.

- Continued our commitment to the Human Library and introduced 'imposter syndrome' videos: The Human Library is a virtual library in which "human books" shed light on their lived experiences to help people understand one another, challenge biases, overcome stereotypes, and help build a more inclusive society.

- Allocated funding for Aurora programme, an Advance-HE leadership development initiative developed for women. 38 women from the University of Hull participated in the 2023/24 national programme, 84% of this year's cohort have a mentor.

- In September 2023 the new Parent and Carer's network was established. The network creates awareness around caring responsibilities and initiatives that help the University understand how to support parents and carers.
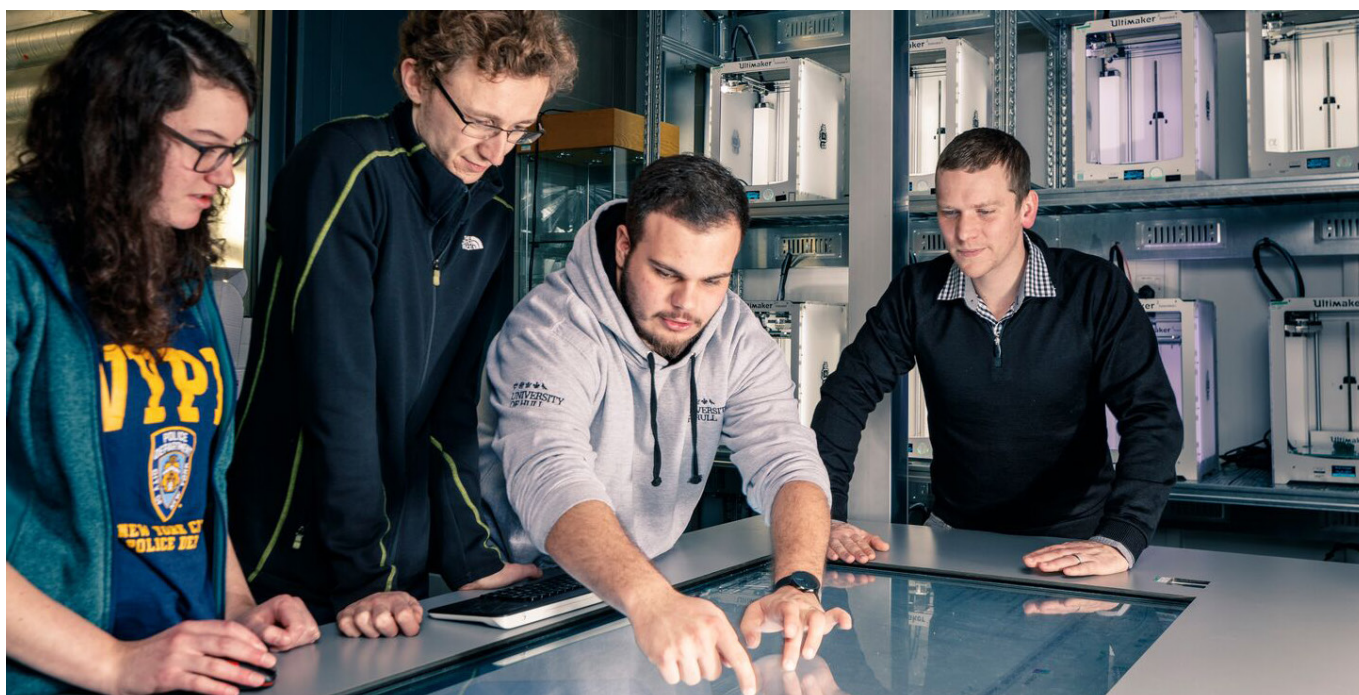
What are we doing next?

We have made a commitment to reduce our median gender pay gap to below 10% by 2027. We will continue to develop clear and accessible development pathways for staff, and ensure women have access to development opportunities. Alongside this we will continue to empower all members of our University community to champion gender equality, we are also committed to:

- Conducting a review of the current Academic Careers Framework to ensure there are no barriers to progression.

- Review the utilisation of market rate supplements to support gender pay gap objectives.

- Launching a staff survey and incorporating EDI KPIs into the business planning and reporting cycle.

- Introducing the PushFar mentoring platform.

- Introducing a catalogue of 22,000 free-to-access online courses for all staff to access regardless of role or grade.

- Promoting a continuous improvement framework that promotes equity, developed by Tidal Equality.

- Continuing our work towards the Athena Swan Silver action plan 2022-2026, identifying Athena Swan Champions from all faculties and directorates.

- Continuing to develop and implement EDI guidance policy documents to reinforce our commitment to Equality, Diversity and Inclusion.

- Delivering Equality Impact Assessment training to all decision makers across the University.

- Evolving our Human Living Library project.

- Developing Management Dashboards to provide strategic direction and to promote data informed decision making within all area's of the University.

- Publishing an annual equal pay report.

- Continuing our work to mobilise career pathways for women from both the organisation and the community, including building development pathways for technical, high-grade roles in our professional services.

Staff Data Analysis

All staff data, including the pay gap analysis, is obtained and reviewed quarterly at the EDI Governance Board. The data packs include:

- Gender, disability and ethnicity pay gap data; including bonus payments, pay quartiles, hourly pay. Recruitment activity; including candidate shortlisted and successful candidates by demographic and candidates with a declared disability.

- New Starter and Leavers data; including demographic breakdown, by contract type and pay. EDI Mandatory completion rates by Staff.

- Scorecard to track female development opportunities and participation.

Disability Pay Gap

Data Sample: March 2023

We voluntarily publish our information on our disability pay gap. This helps us to be more open and transparent about our people. It will also encourage more people to share their disability information so we can better understand who we are and remove barriers that may be impacting our people in their day-to-day lives. The disability pay gap is the difference in average hourly rate of pay between our disabled and non-disabled employees across the whole organisation.

Employee Count by Disability and Gender
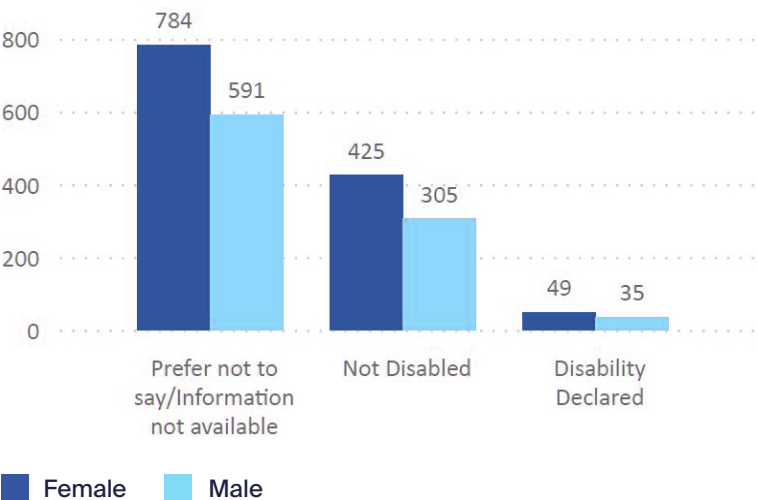
Mean

7.75%

Hourly Pay Gap % Disability Declared

Median

9.49%

Hourly Pay Gap % Disability Declared

Mean Hourly Pay by All Disability Groups and Gender
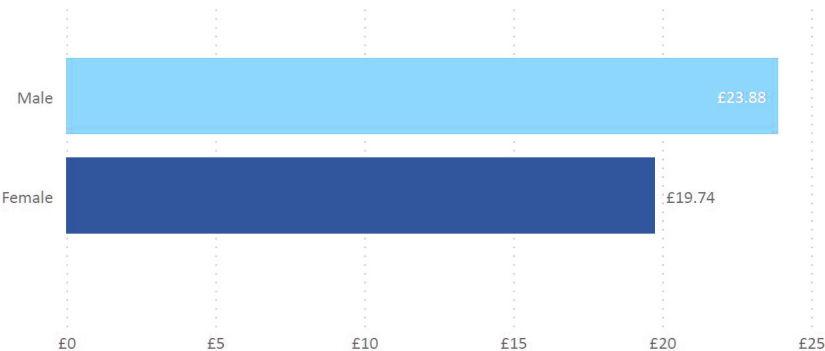
Mean

-10.53%

Hourly Pay Gap % Prefer not to say/not declared

Median Hourly Pay by All Disability Groups and Gender

Median

-9.98%

Hourly Pay Gap % Prefer not to say/not declared

Ethnicity Pay Gap

Data Sample: March 2023

Employee Count by Ethnicity and Gender

| | 1151 | 750 | 84 | 136 | 23 | 45 |

- Female
- Male

Mean Hourly Pay by All Ethnicity Groups and Gender

Male £23.88
Female £19.74

Median Hourly Pay by All Ethnicity Groups and Gender

Male £21.55
Female £18.53
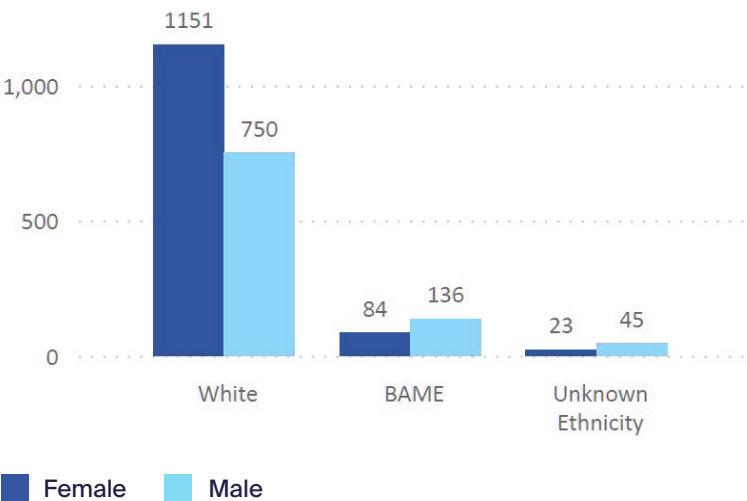
Mean

-7.01%

**Hourly Pay Gap %
Unknown Ethnicity**

Median

-11.36%

**Hourly Pay Gap %
BAME**

Mean

-10.94%

**Hourly Pay Gap %
BAME**
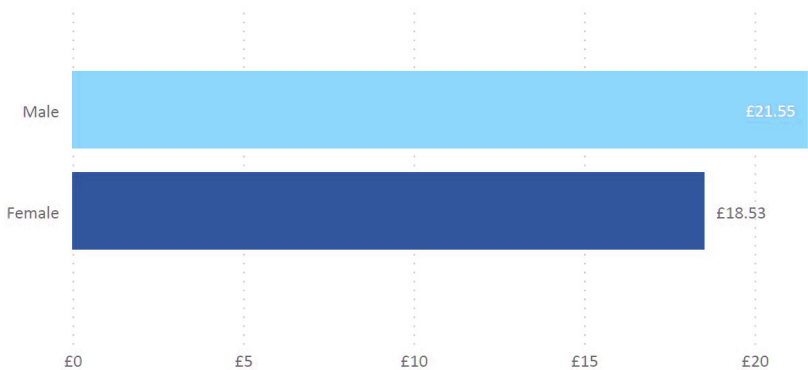
Median

-14.34%

**Hourly Pay Gap %
Unknown Ethnicity**

Equal Pay Gap Report 2022-2024

Data Sample: March 2023

In March 2023 there were fewer women in the top-20 salary bracket than there were in 2020. Looking at the Academic Staff there are more men in Bands 6-10 (25.0%) as well as the Clinical Academics (1.2%), which is a similar trend from 2020. On the other hand, in the Professional Services women make up the majority in Bands 1-5 (12.9%) and 6-10 (16.6%)

Academic Staff by Gender and Band
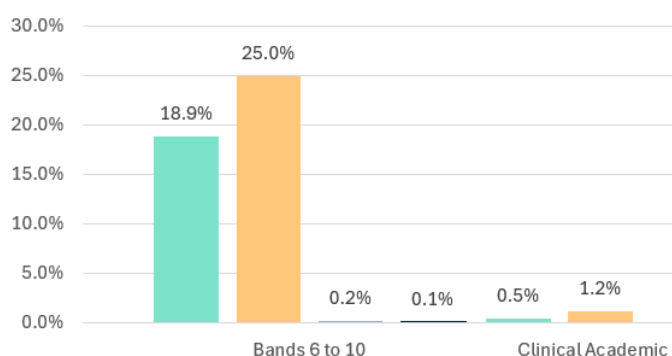
Professional Services Staff by Gender and Band
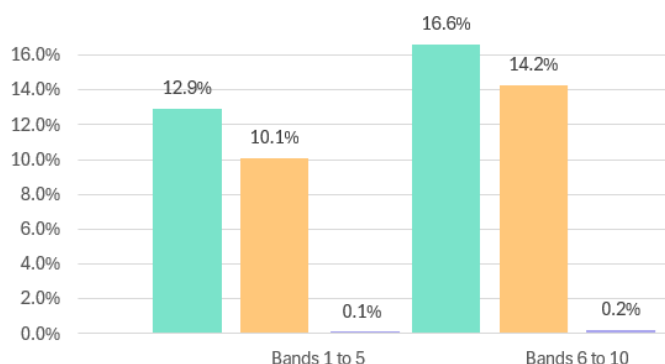
Legend: Female | Male | Other | Prefer not to say

In 2023, there were low numbers of staff from Black, Asian and Minority Ethnic backgrounds in Academic roles overall. Staff in Academic roles, from a Black, Asian and Minority Ethnic background make up a a total of 15.8% at Bands 6-10, which is a slight increase from 15.4% in 2020. There are also 1.9% of Black, Asian and Minority Ethnic Clinical Academic Staff.

Academic Staff Bands 6-10 by Ethnicity
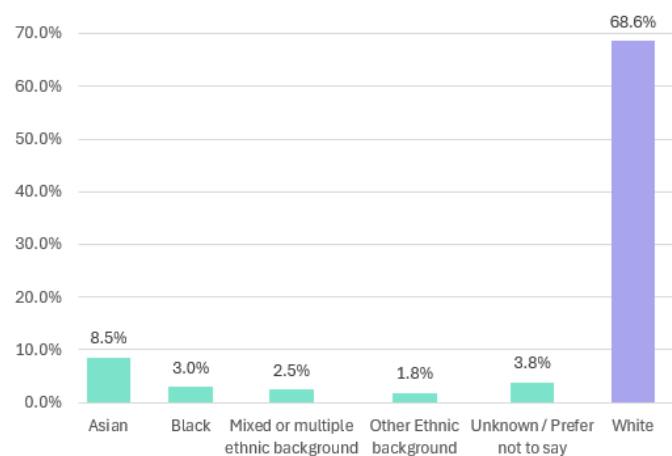
Clinical Academic Staff by Ethnicity
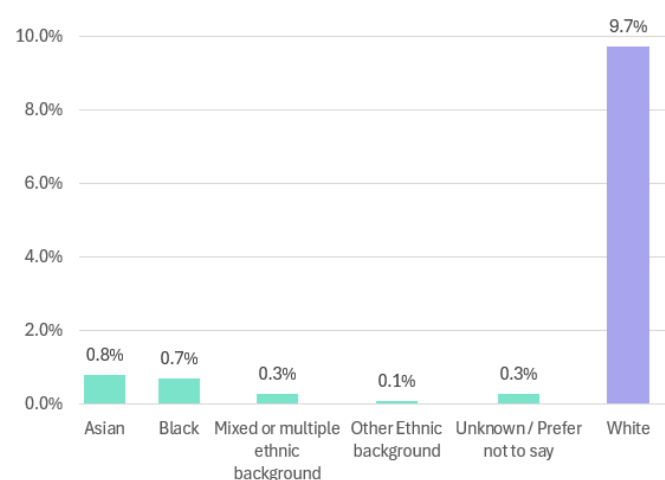
Professional Services Staff Band 1-5 by Ethnicity

Asian 1.0%, Black 0.6%, Mixed or multiple ethnic background 0.3%, Other Ethnic background 0.2%, Unknown / Prefer not to say 0.9%, White 49.9%
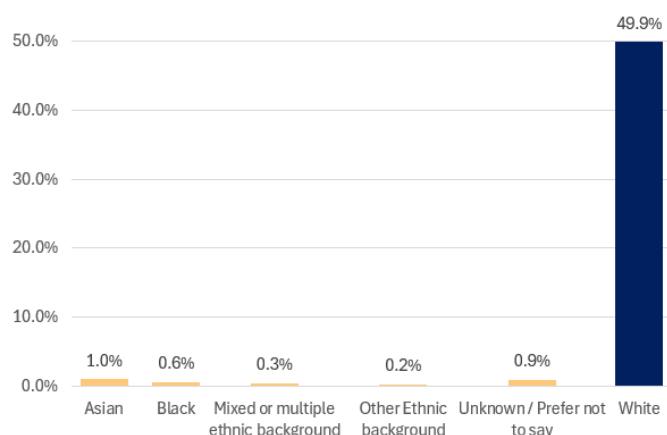
Professional Services Staff Band 6-10 by Ethnicity

Asian 0.8%, Black 0.4%, Mixed or multiple ethnic background 0.5%, Other Ethnic background 0.1%, Unknown / Prefer not to say 1.4%, White 44.0%
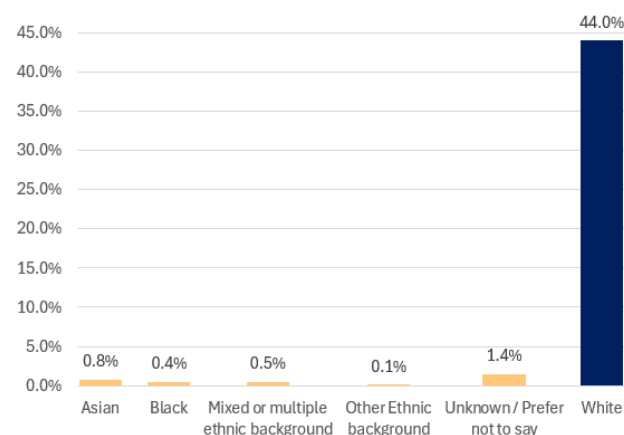
In 2023, there were 2.7% of staff who declared a disability in Bands 1-5, 5.9% in Bands 6-10 and 0.1% in Clinical Academic roles. This shows that,on average, more staff with a known disability are found in the higher positions at UoH. Although the total number of staff with a declared disability currently remain low.

% of Staff with declared disability by Band

Band 1 to 5: 2.7%, Band 6 to 10: 5.9%, Clinical Academic: 0.1%

Legend: Band 1 to 5, Band 6 to 10, Clinical Academic

2023 Equal Pay Gap Report recommendations and actions

- Launch a staff survey and incorporate EDI KPIs into the business planning and reporting cycle.

- Introduce the PushFar mentoring platform for staff. Additionally, introduce a catalogue of 22,000 free-to- access online courses for all staff to access regardless off role or grade.

- Continue to work to mobilise career pathways for women.

- Evolve the Human Living Library Project.

- Publish an annual Equal Pay and EDI Report.

- Promote a continuous improvement framework that promotes equality, developed by Tidal Equality.

- Deliver Equality Impact Assessment training to decision makers.

- Continue the implementation of EDI guidance policy documents.

Case Study - Digital Boot Camps

With significant investment in digital technologies, we recognised an opportunity to build a female talent pool for what are higher-grade, technical positions in departments that were disproportionately male. This was particularly important, as low-grade administrative positions with fewer promotion opportunities are disproportionately held by women. Creating mobility between departments was important to resolving the gender pay gap. We partnered with external training providers to deliver Digital Boot Camps to 38 women across the University and the local community. In Ruth's case she secured a 2-grade increase within weeks of completing her Boot Camp, securing a job as "Data Analyst."

Recruitment Activity
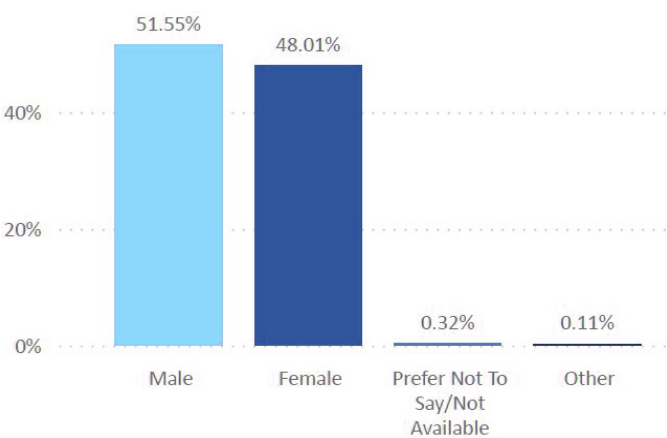
Data Sample: Jan 2023 - Dec 2023

The data breakdown shows that females have a higher success rate in PSS and Academic roles. A higher proportion of males candidates from a Black, Asian or Ethnic Minority background secure academic roles than females with the same ethnicity. A higher proportion of females who declare a disability secure PSS roles than males with a declared disability. This will be continuously monitored with further breakdown provided to faculty EDI Subcommittee and service area.

The HR department are continuously looking at opportunities to mitigate this, identifying ways to support hiring managers working with our University community to implement solutions such as:

- Anonymous shortlisting
- Unconscious bias training
- Representative interview panels
- Streamlining recruitment efficacy
- Decreasing the use of named requests

321
Vacancy Count
in this period

6,496
Candidate Count
in this period

1,348
Shortlisted Count
in this period

334
Successful Candidate
Count in this period

Candidates by Gender Identity

Male	51.55%
Female	48.01%
Prefer Not To Say/Not Available	0.32%
Other	0.11%

Shortlisted Candidates by Gender Identity

Female	58.70%
Male	41.30%

Successful Candidates by Gender Identity

Female	64.72%
Male	35.28%
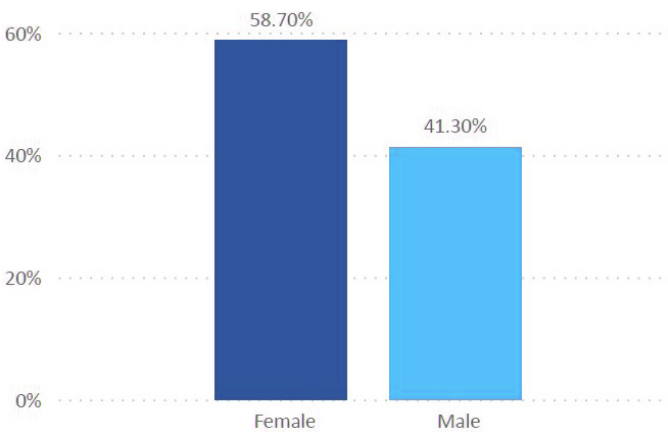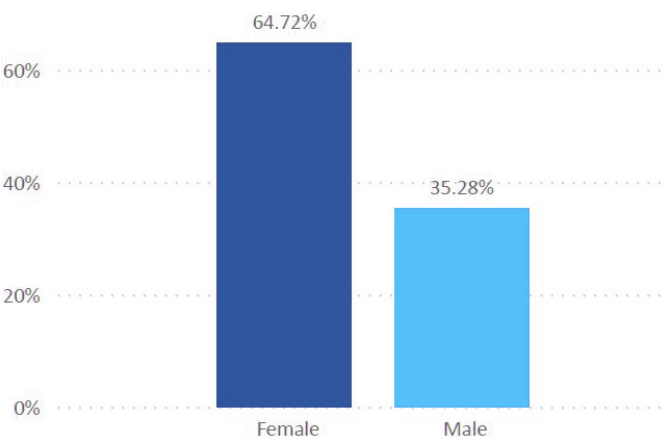
Case Study - Linked-In Learning

Helen was a Band 4 Library Administrator for 19 years. By making available easy-to- access, online training that is recognised by industry certification, Helen is now qualified in AWS Cloud Computing Services, Cisco, and Red Hat Software and, as a result, has comfortably settled into a new Band 5 job within our IT team.

Recruitment Activity - Ethnicity and Gender

Data Sample: Jan 2023 - Dec 2023

3,305
Candidate Count BAME

362
Shortlisted Count BAME

57
Successful Count BAME

BAME Candidates by Gender Identity
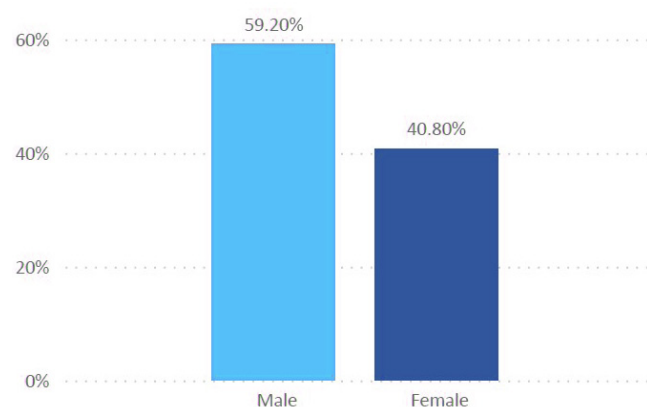
BAME Shortlisted Candidates by Gender Identity
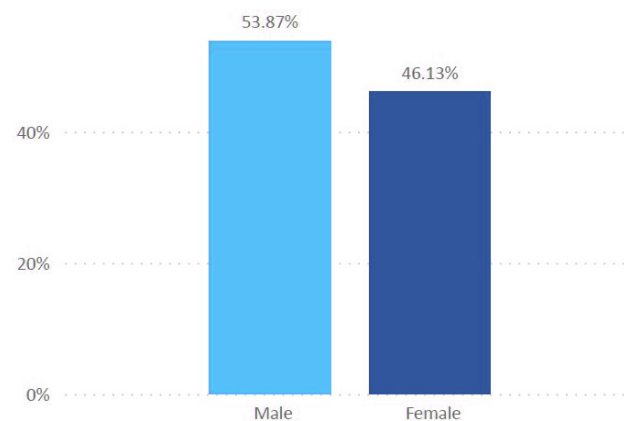
BAME Successful Candidates by Gender Identity
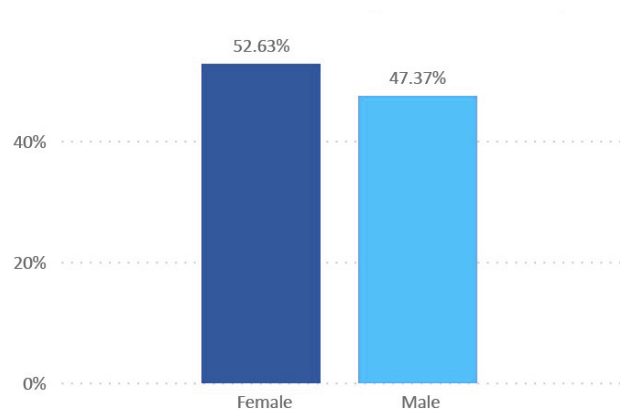
BAME Successful Candidates by Gender Identity and Category

Female   Male
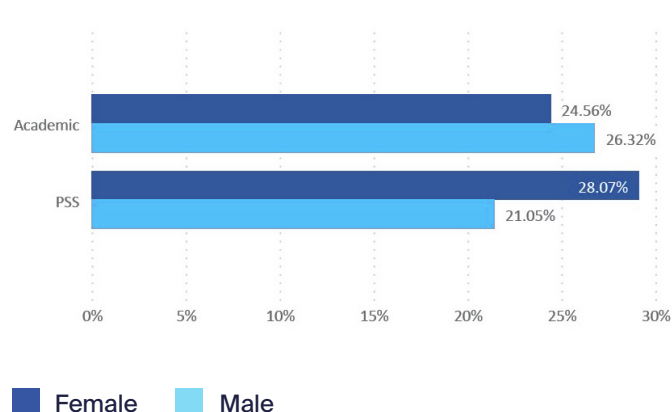
Recruitment Activity - Disability and Gender

Data Sample: Jan 2023 - Dec 2023

339
**Candidate Count
Disability Declared**

96
**Shortlisted Count
Disability Declared**

27
**Successful Count
Disability Declared**

Disability Declared Shortlisted Candidates by Gender Identity
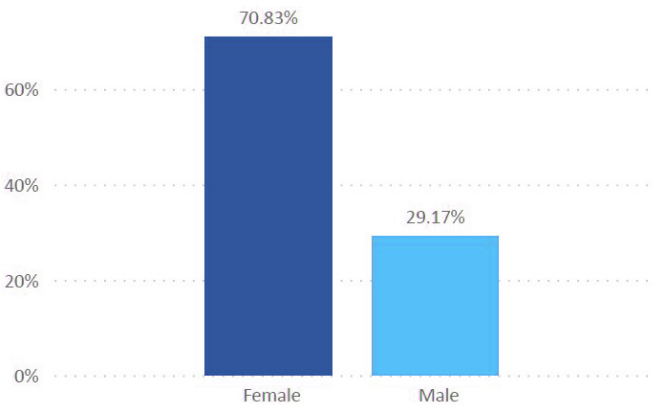
Disability Declared Successful Candidates by Gender Identity
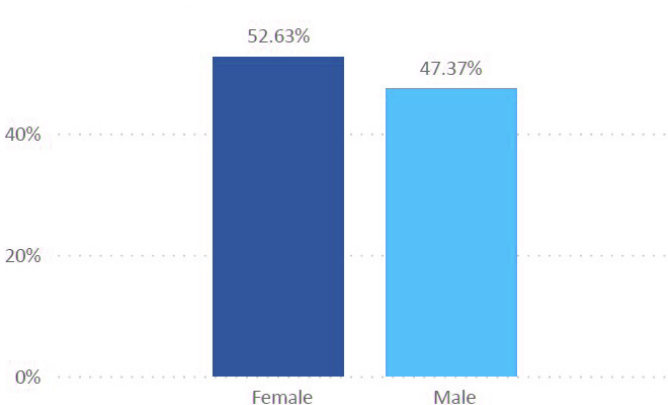
Disability Declared Candidates by Gender
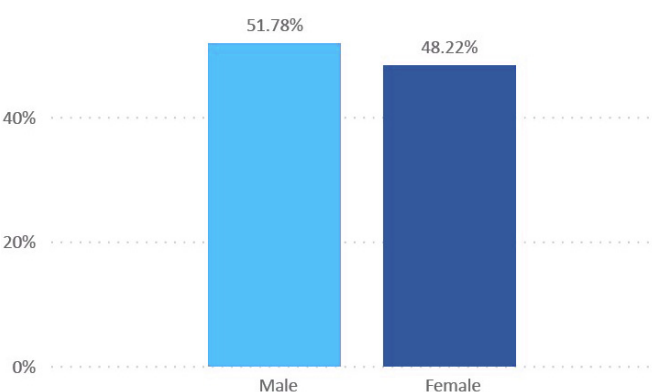
202
**Disability
Confident
Candidate
Count**

57
**Disability
Confident
Shortlisted
Count**

15
**Disability
Confident
Successful
Count**

Disability Confident Recruitment

As a Disability Confident Employer we are:

1. Actively attracting and recruiting disabled people to help fill your opportunities (including jobs, apprenticeships, internships, work experience).

2. Providing a fully inclusive and accessible recruitment process.

3. Offering an interview to disabled people who meet the minimum criteria for the job.

Student Data

Student Support

We believe everyone can become confident, independent, and successful in their studies. Supporting students in higher education is crucial for economic impact, reducing attrition, enhancing employability and ensuring student wellbeing.

Specific Learning Differences

The Learning Support SpLD Team work with students who have specific learning differences, including: Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia and AD(H)D.

What support is available to support students with learning differences?

- DSA funded specialist one-to-one study support Designated virtual learning site with study resources Access to assistive software to help you read and write Online screener to identify dyslexia

- Reasonable adjustments for teaching and learning, such as the provision of lecture materials in advance, and recording of lectures

- Reasonable adjustments for exams and assessments, such as the provision of additional time in exams, alternative rooms, and extensions

How else do we support our students?

- Disability Inclusion support students with a disability and physical health concerns, both temporary and permanent.

- Mental Health Support are here to help with any emotional wellbeing and mental health concerns, and support around significant life events.

- Our Financial Support team provide guidance to students who may find themselves in financial hardship or need support with student loan applications.

- Immigration Advisers support study-related immigration queries.

- Student Futures help students decide what to do next after University and support you in developing your career potential.

- We have specialist staff available to support you with using our Assistive Technology equipment.

- Are you a parent? Need to bring the kids in? Book our Family Room, with desks, computers and a children's play area.

Support Networks

Support Networks represent and promote the views and interests of students who self-identify of those groups. They help support the rights of people who are from underrepresented and marginalised groups. The networks are an excellent way for students to build communities of support, challenge discrimination, oppression and inequality and work together to create change through collective action. They provide a space to share experiences, discuss issues and promote a sense of community among all students.
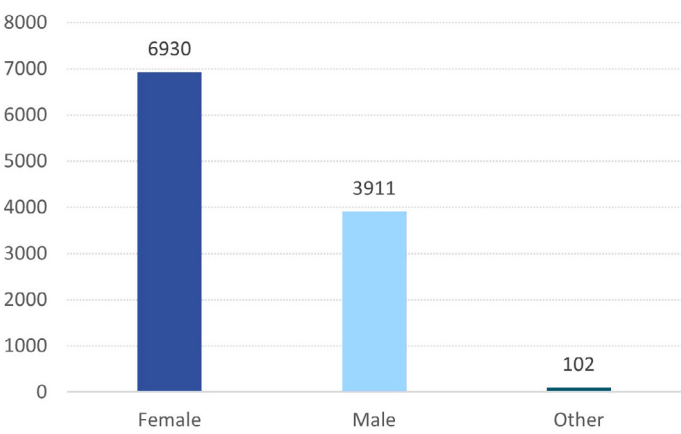
Examples of support networks; LGBTQ+, International Students, Disability, Deaf support, Spectrum support and so much more!
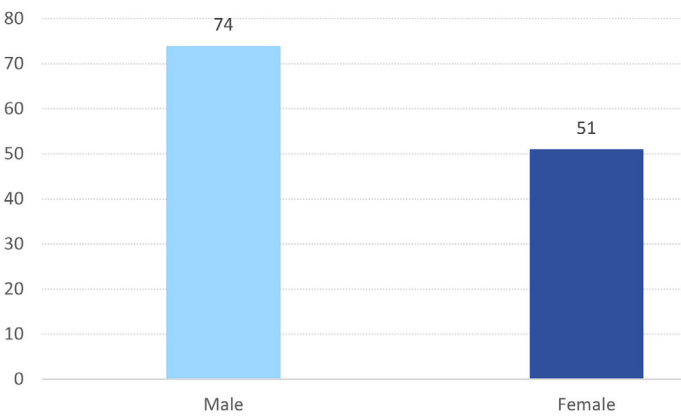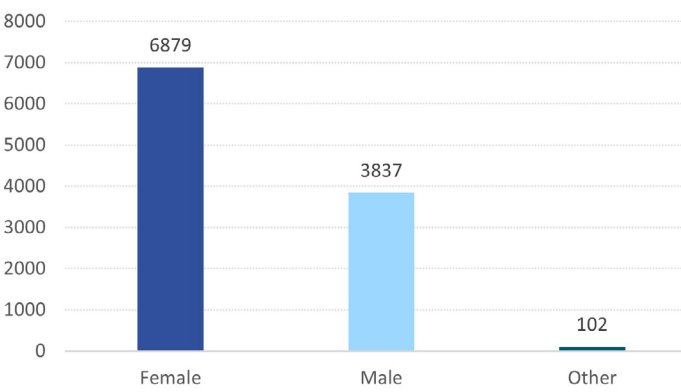
Students - Sex

Data Sample: Sep 22 - Aug 23

Student Count by Sex

Category	Count
Female	6930
Male	3911
Other	102

Overseas Students by Sex

Category	Count
Male	74
Female	51

Home Students by Sex

Category	Count
Female	6879
Male	3837
Other	102

Students - Ethnicity

Data Sample: Sep 22 - Aug 23

Students by Ethnicity (%)

2.8%

16.1%

81.2%

- White
- BME
- Unknown
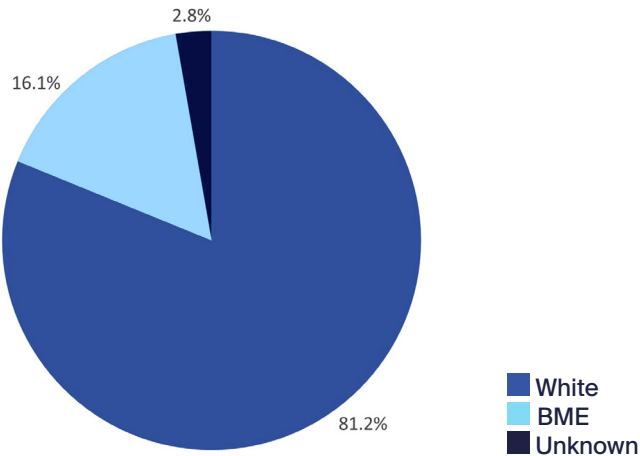
Oversea Students by Ethnicity (%)

6.4%

12.8%

- White
- BME
- Unknown

Home Students by Ethnicity (%)

15.33%

2.72%

81.96%

- White
- BME
- Unknown
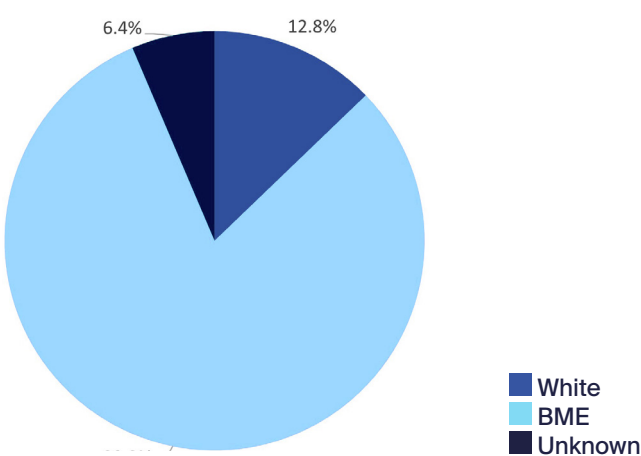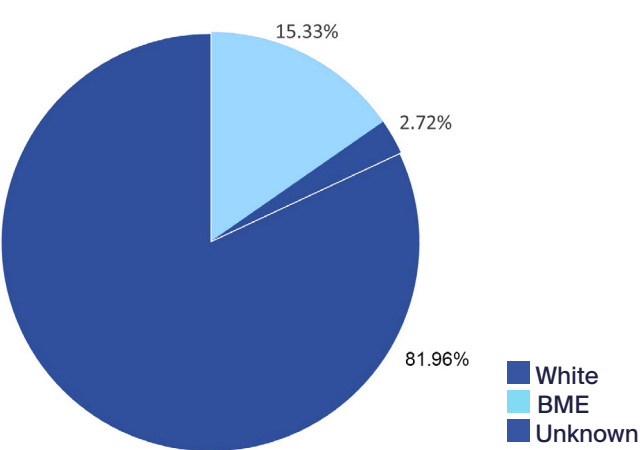
Bridging the Gap

Bridging the Gap is a two week orientation programme that aims to support international students new to UK HE to successfully transition to life in the UK and the academic culture at the University of Hull. The programme was created in response to feedback from faculties and students that identified more could be done to support international students to succeed on their main programme of study. The programme has grown in size and diversity of its participants and received very positive feedback from those who attended.

Students - Disability

Students - Disability Declared

22.27%

77.73%

- Disability declared
- No disability
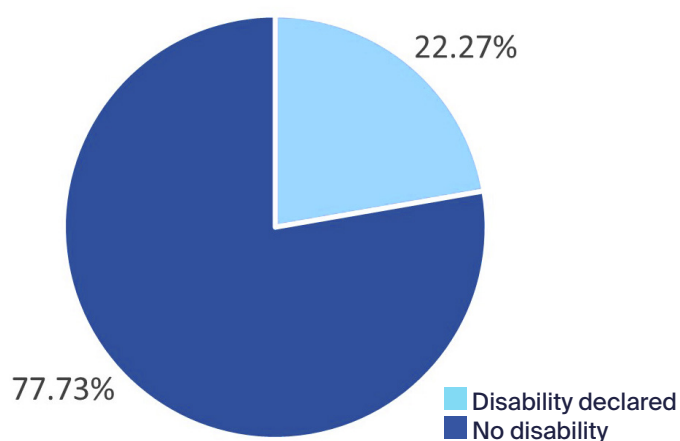
Overseas Students - Disability Declared

3.20%

96.80%

- Disability declared
- No disability

Home Students - Disability Declared

22.49%

77.51%
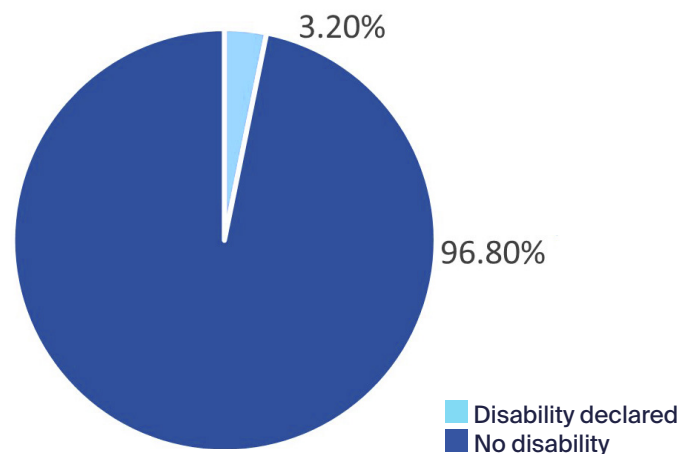
- Disability declared
- No disability
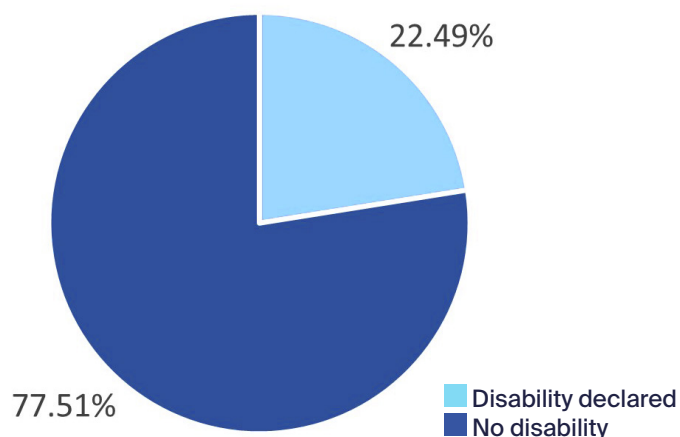
Disability Support

We know that University can sometimes present challenges for disabled students, so we're here to work together with you to overcome any barriers. We provide advice and guidance to students with a wide range of disabilities, sensory and physical impairments and ongoing medical conditions.

What we do to support students with a disability or health condition?

- We'll help identify what reasonable adjustments may be needed in lectures or examinations
- We'll liaise with academic departments and other University services to put in place support arrangements
- We can help identify material that students may need in alternative formats
- We can offer advice on applications for Disabled Students' Allowances (DSAs)

Awarding Gap - Overview

Data Sample: Sep 22 - Aug 23

These graphs use HESA return data to calculate the gaps for the most recent graduating cohort. Awarding gaps are calculated as follows:

Gap = (% of students in majority group obtaining 1st or 2:1 - (% of students in minority or disadvantaged group obtaining 1st or 2:1)

Please note that the awarding gaps displayed reflect the targets in our current Access and Participation Plan (APP), which is in effect until the end of the academic year 24/25. We anticipate our updated APP will focus on awarding gaps for students from areas of high deprivation (using the Indices of Multiple Deprivation or IMD metric), Black students and Asian students.

Awarding Gap Overview:

POLAR4 Awarding Gap
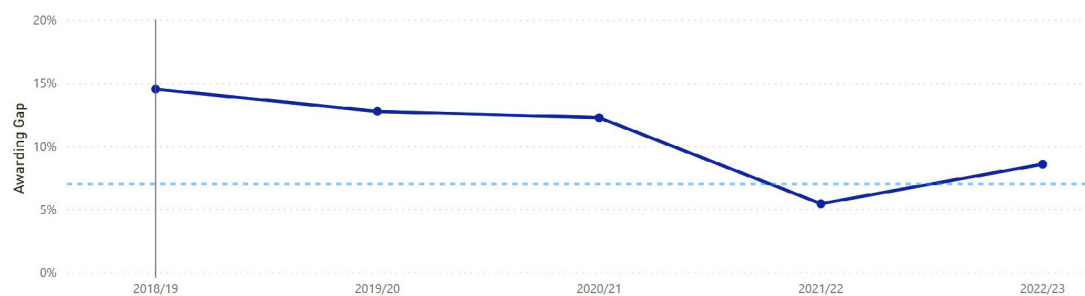
Mature Awarding Gap
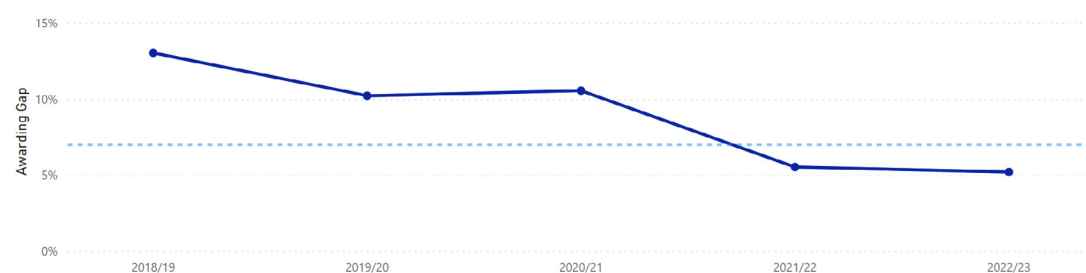
Legend:
- 5 or less students
- 6 or more students

Note on Data

- Data is related to Home Full Time Undergraduates
- Targets are based on the Access and Participation Plan (APP) targets
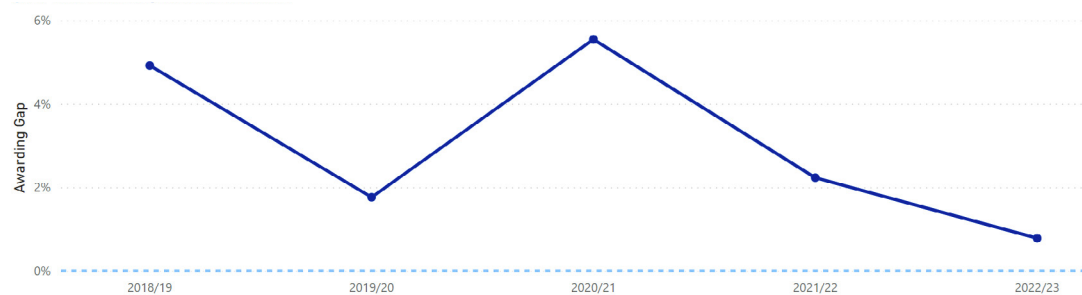- Numbers are headcounts and not student FTE

Ethnicity Awarding Gap

Disability Awarding Gap

■ 5 or less students
■ 6 or more students
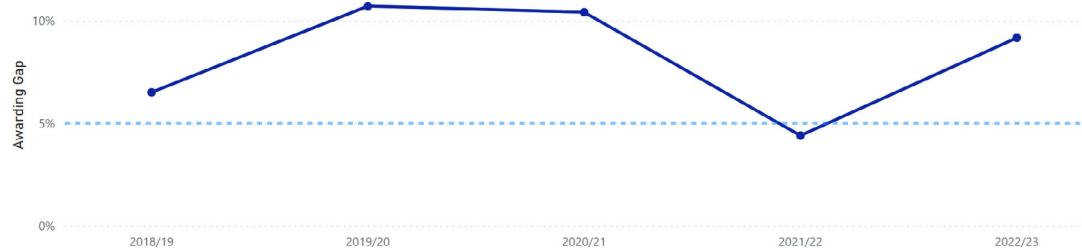
5.2%
**Mature
Awarding Gap
22/23**

0.8%
**Disability
Awarding Gap
22/23**

9.2%
**Ethnicity
Awarding Gap
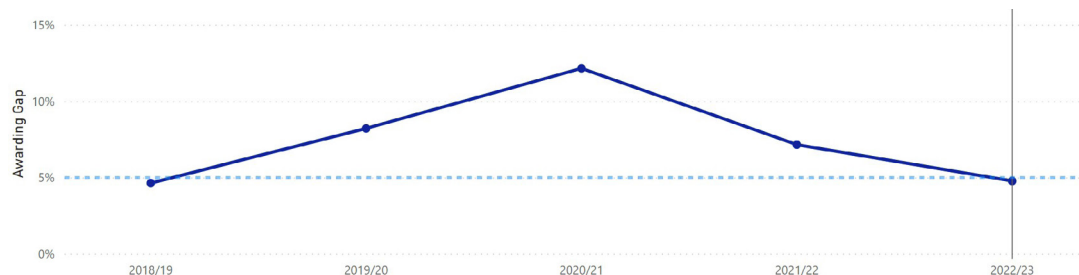22/23**

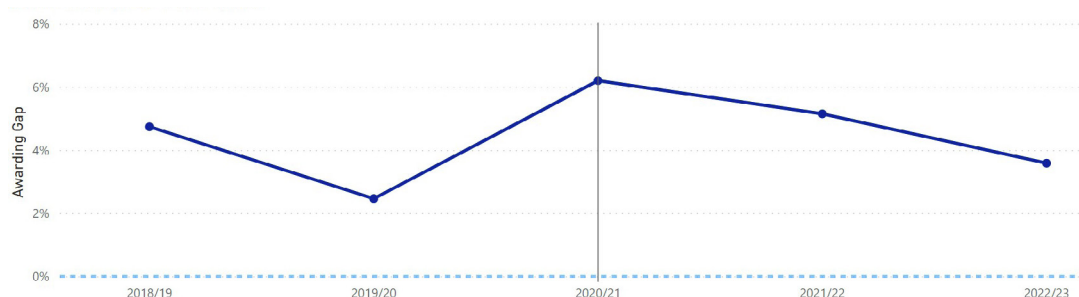# Awarding Gap - First Class Degrees

POLAR4 Awarding Gap

Mature Awarding Gap


Ethnicity Awarding Gap

Disability Awarding Gap

■ 5 or less students
■ 6 or more students

Office for Students (OFS) Attainment Indicators

These graphs are taken from the Office for Students comparison data which reports up to 2021/2022. These graphs show the attainment indicators rather than awarding gaps, however, the gap is displayed between the variable points on each line.

Percentage of students that achieve first or upper-second class degrees by POLAR4 Quintile
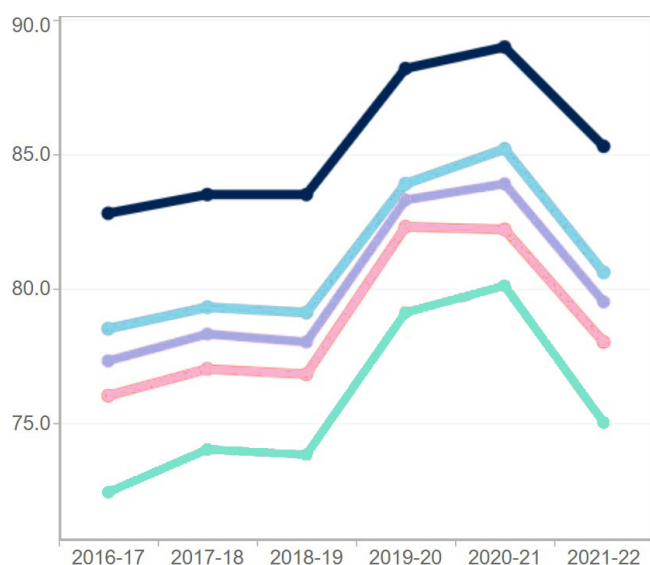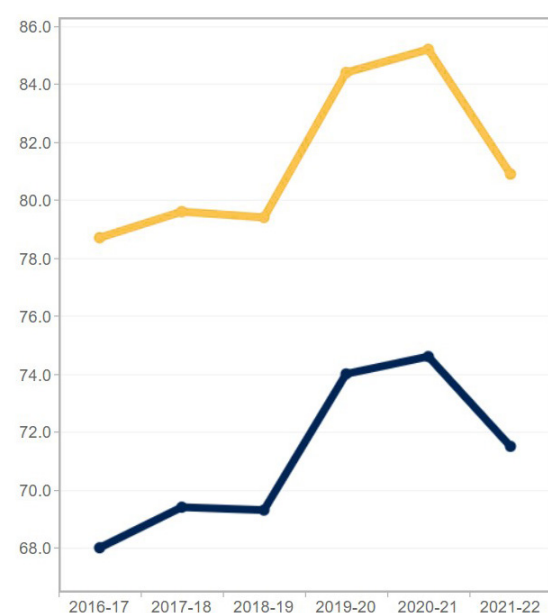

- ■ Quintile 1 (least participation)
- ■ Quintile 2
- ■ Quintile 3
- ■ Quintile 4
- ■ Quintile 5 (most participation)

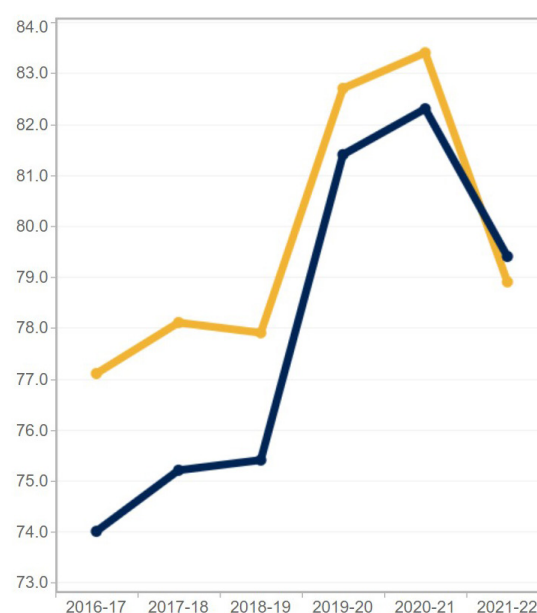**Percentage of students that achieve first or upper-second class degrees by Ethnicity**
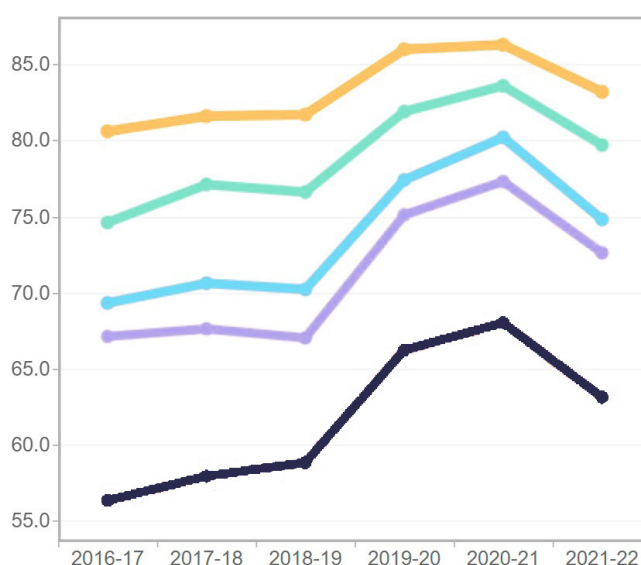
- ■ Asian
- ■ Black
- ■ Mixed
- ■ Other
- ■ White

Percentage of students that achieve first or upper-second class degrees by Age

- ■ Mature (21 and over)
- ■ Young (under 21)

Percentage of students that achieve first or upper-second class degrees by Disability

- ■ Disability reported
- ■ No disability reported

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