

# University of Hull Equality and Diversity Annual Report 2017

## Introduction

1. As a leading University we recognise the importance of providing a campus free from discrimination, harassment and intolerance to equality. We are committed to tackling issues that do not conform to our exacting standards on equality and diversity by changing behaviours and embedding a culture of inclusiveness on campus. Through our Equality Scheme<sup>1</sup>, we have set our strategic equality objectives, policies and actions out to 2020. We are committed to these objectives ensuring we keep our students and staff at the centre of our equality and diversity agenda. Our equality objectives are:

- Progress the embedding of equality and diversity across the campus
- Develop compliance and external drivers
- Develop diverse and inclusive organisational culture and values
- Enhance diversity and inclusion from a staff and student perspective

2. The University has moved the equality and diversity agenda forward at a pace in the past 12 months and we will continue to accelerate the equality and diversity programme through 2018. The University is currently preparing our Athena SWAN bronze submission for April 2018. This will be a significant step for the University as our aspiration is to achieve silver charter status by November 2020. The University has joined the Equality Challenge Unit (ECU) Race Equality Charter, which is a positive move forward and again a significant step up from where we were 12 months ago.

3. This annual equality and diversity report will set out the findings from the staff and students data and make recommendations to address any issue that impacts on equality and diversity on campus. The report may be used to reinforce other measures on campus that are designed to improve equality, fairness and the staff and student experience at the University.

## Executive Summary

- Improve our understanding of low levels of BME staff numbers in PSS and investigate how the University can improve BME PSS numbers.
- Use the development of the Race Equality Charter to improve our understanding of the BME experience for academic staff seeking and applying for promotion.
- Understand and investigate the reasons why there are fewer women academics promoted to professor. Women academic promotions was highlighted in the University's Athena SWAN submission and the University Athena SWAN Self-Assessment Team has advised that women academic promotions be reviewed.
- There is a decrease in good degree (1<sup>st</sup> 2:1) attainment for students aged 21 and under.
- There is a student disability attainment gap, which will require further investigation and monitoring.
- The numbers of UK domiciled and International BME students attending the University is lower than sector averages. Determine how the University can attract more BME students.
- The BME degree attainment gap is 11%.

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<sup>1</sup> University Equality Scheme 2020.

## Staff Data

4. The annual equality and diversity report provides diversity profile data for all University staff as at 31 July 2016 and includes analysis of statistical data of the following protected characteristics:

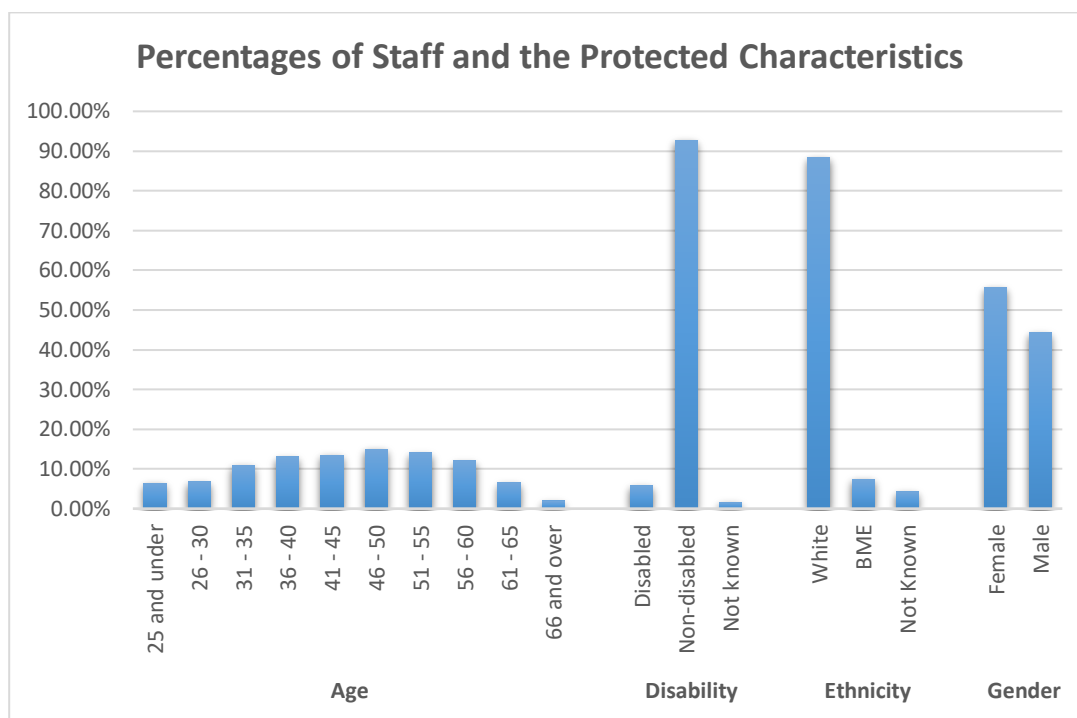
- Age
- Disability
- Ethnicity
- Gender

Staff data includes UK domiciled and international staff. Staff data is broken down into the following occupational categories:

- Academic
- Professional and Support Services (PSS)

Benchmark data for the higher education sector is taken from the Equality Challenge Unit (ECU) statistical report based on HESA data for 2014/15. A staff summary of the four protected characteristics is at figure 1.

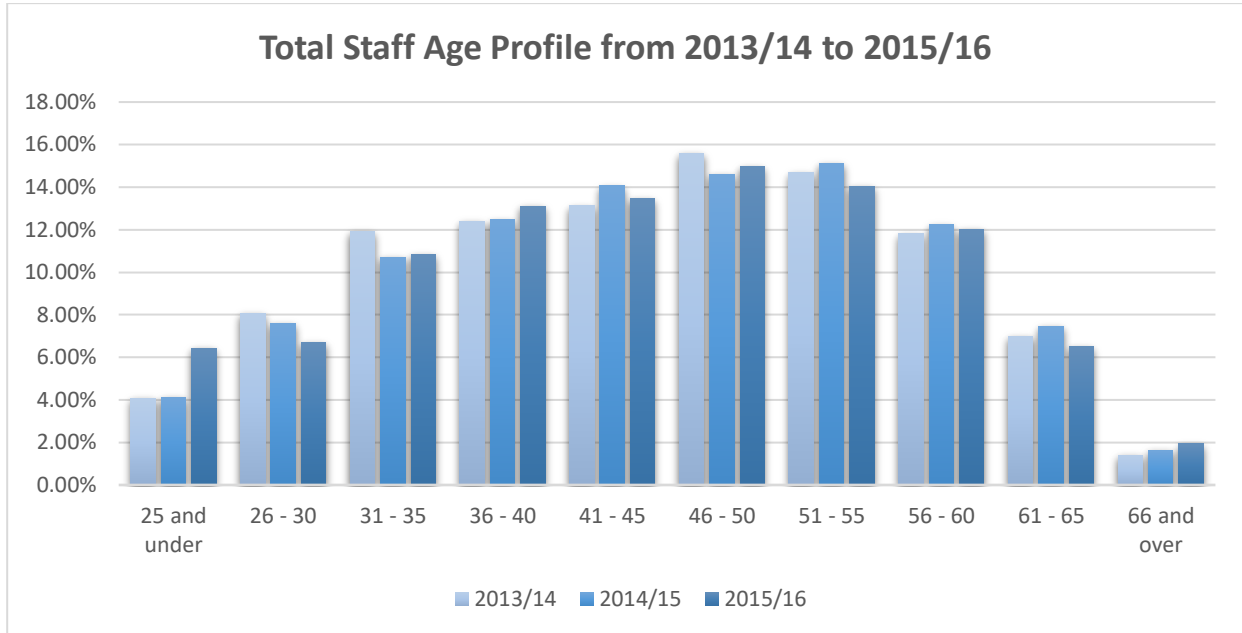
**Figure 1 – Summary of total staff profile for age, disability, ethnicity and gender**



## Age

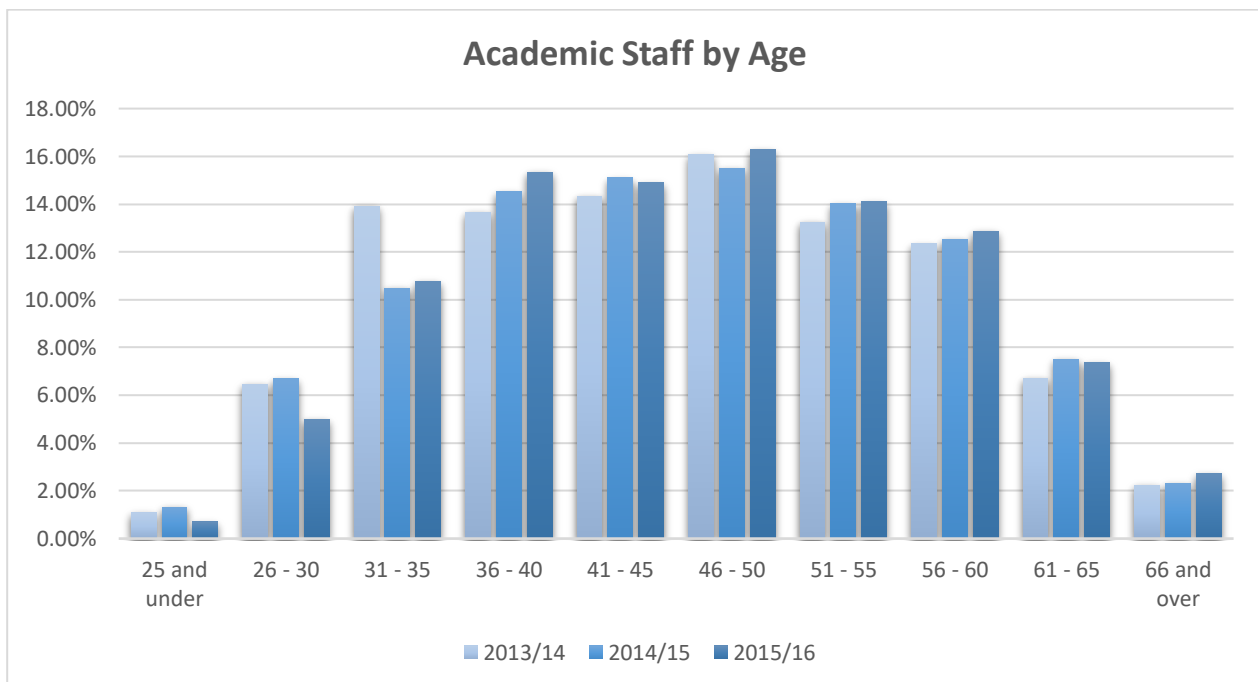
5. Staff numbers are evenly distributed between the ages of 31 and 60 with 13.1% of staff aged under 30 and 8.4% aged 61 years of age and above. There have been small variations within each age range for the past three years, however overall the age distribution remains unchanged as seen in figure 2.

**Figure 2**



For academic staff there has been a decrease in those aged 30 years of age and under over the past 3 years as seen in figure 3. However, staff numbers are evenly distributed through the other age categories. There is a decrease in the number of academic staff aged 61 years and above, however the percentage of academic staff in these categories is higher than that for PSS staff.

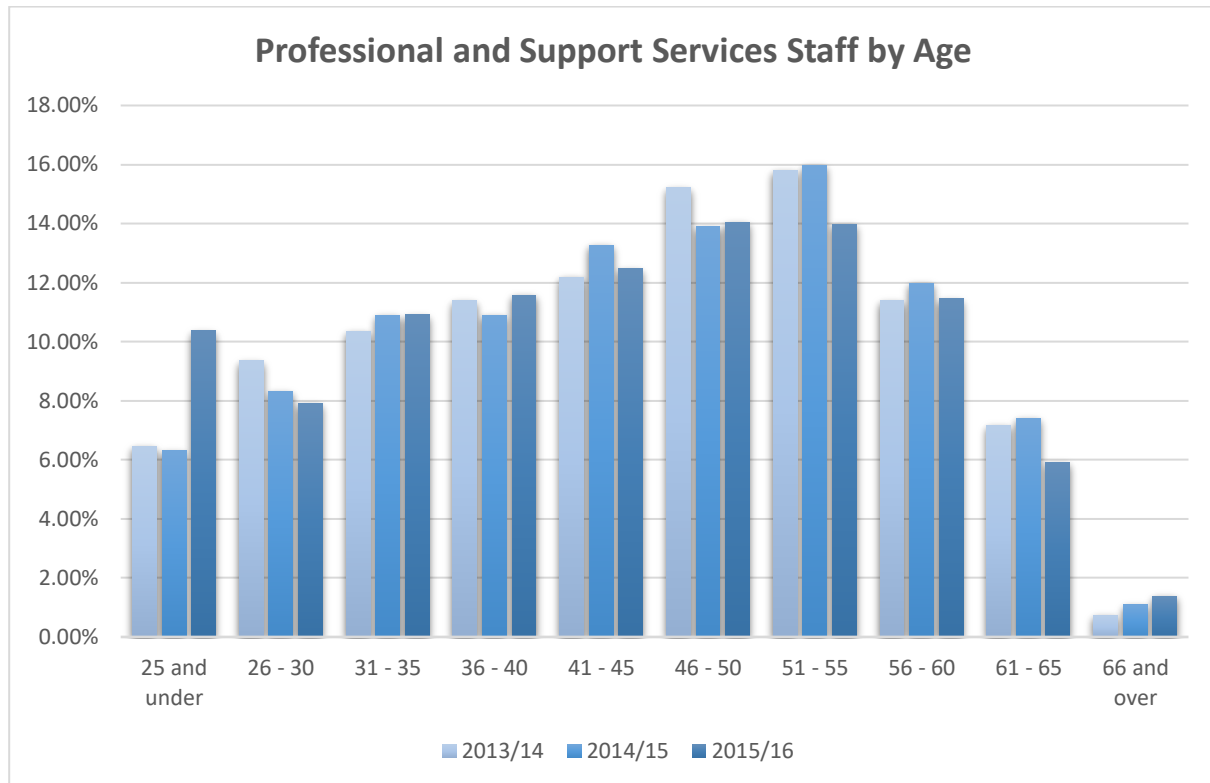
**Figure 3 – Academic Staff Age Range**



In 2015/16 there has been an increase in the number of Professional and Support Services (PSS) staff aged 25 and under from 6.5% to 10.8%. PSS staff are evenly distributed through the age ranges, however there is a decrease in numbers of staff in the 61 to 65 age range.

Comparison with national data shows that the University of Hull employs fewer 26 to 35 year olds in both PSS and academic staff roles. The percentage of staff aged 36 to 65 is higher than the national average.

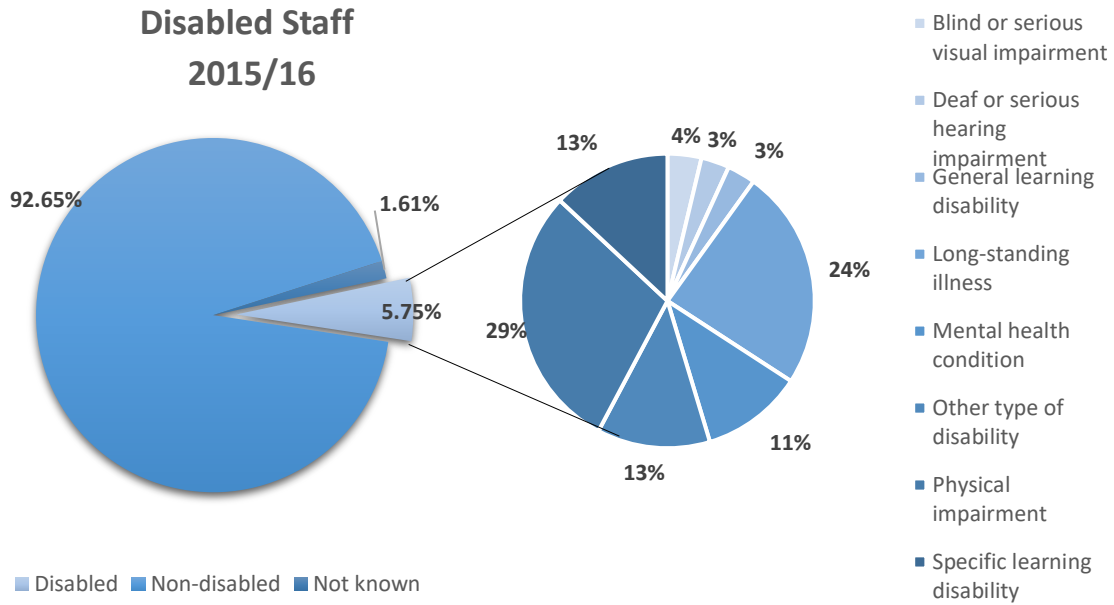
**Figure 4 – PSS Staff Age Range**



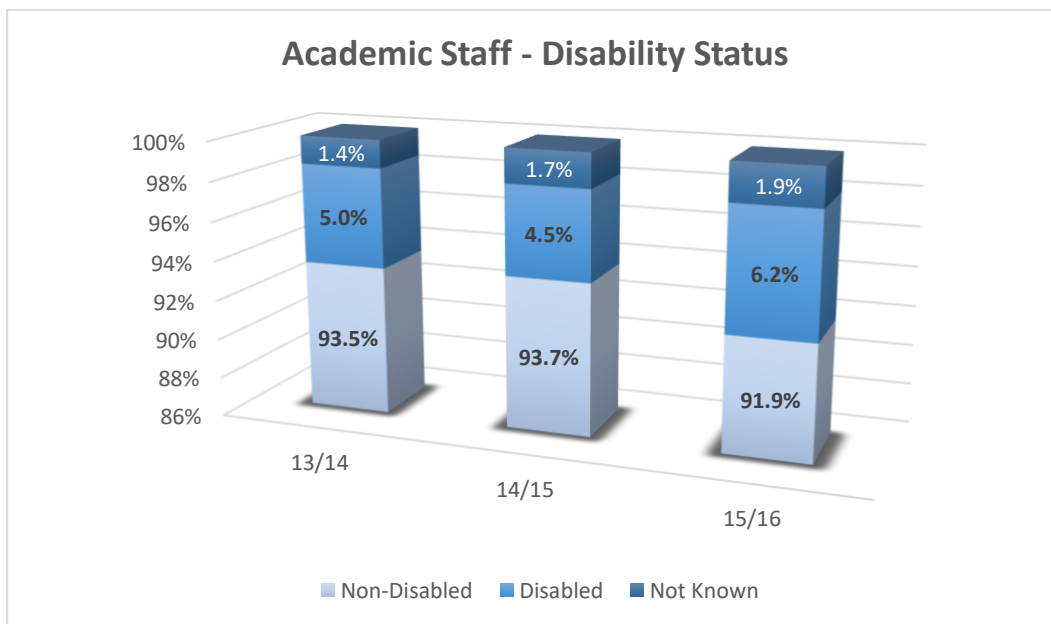
### Disability

6. In 2016, 5.7% of staff disclosed a disability, which is 1.1% higher than disclosed in 2014/15. University disclosed disability is higher than the sector average of 4.5%. Physical impairment (29%) and long-standing illness or health condition (24%) were the most commonly disclosed impairments amongst staff. The proportion of disabled staff declaring a physical impairment is 19.4% higher than for the higher education sector as a whole. However, the University has less staff 13% who disclosed a specific learning difficulty compared against the higher education sector, 18.3%. Overall disability data can be seen in figure 5.

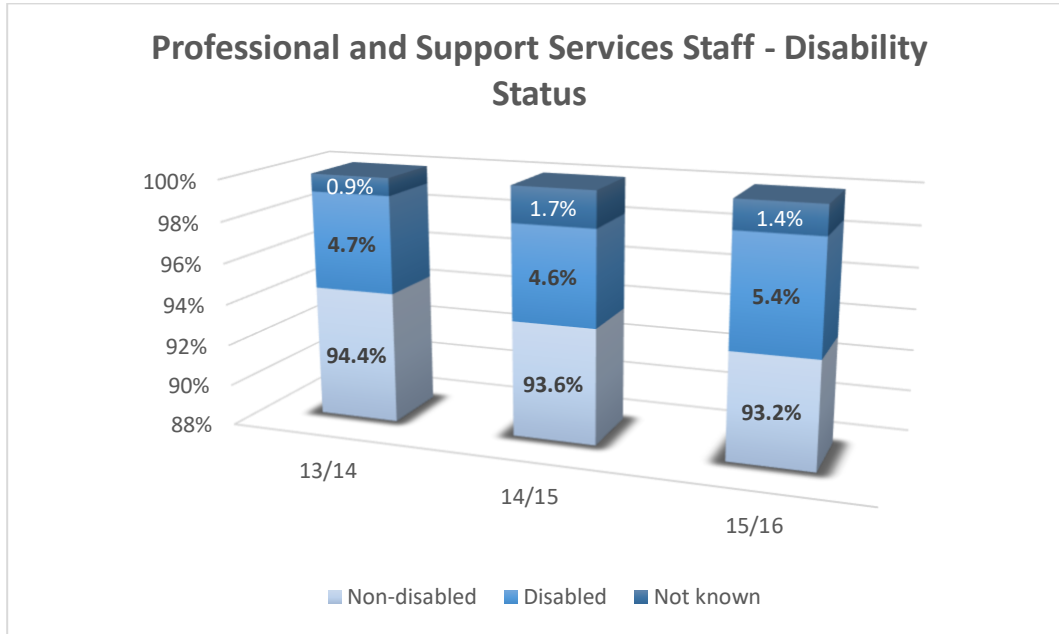
**Figure 5**



**Figure 6 – Breakdown of University academic staff numbers with disabilities as a percentage**



**Figure 7 – Breakdown of University PSS staff numbers with disabilities as a percentage**

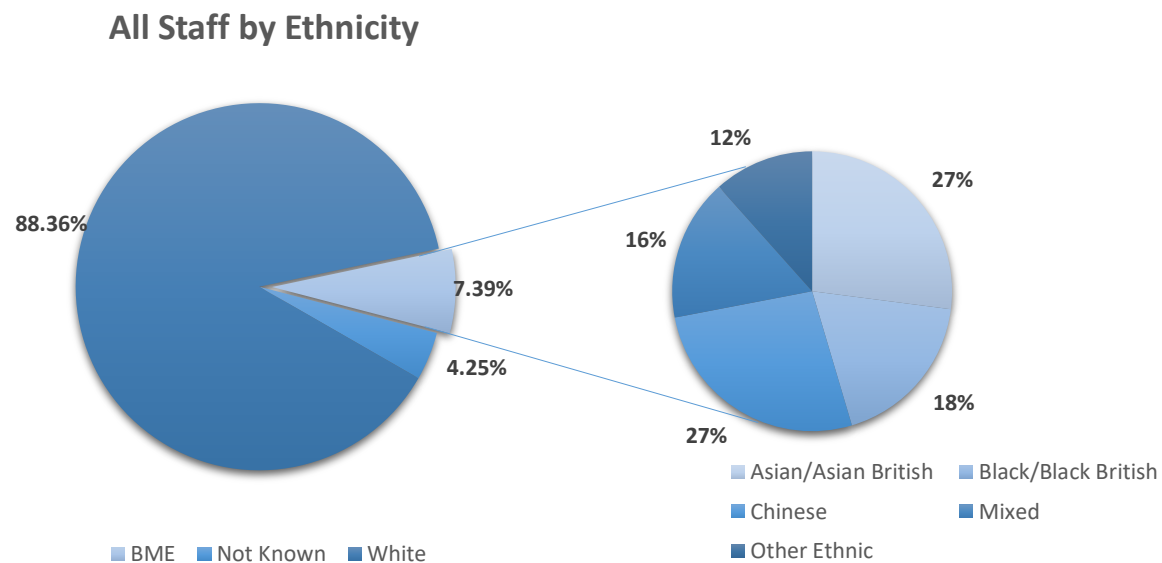


Higher education sector wide staff with a disability is higher among PSS staff than academic staff with 5% of PSS and 3.9% of academic staff disclosing a disability in 2015/16. Data for the University shows a different picture. The proportion of academic staff disclosing a disability is higher for PSS staff (6.2% and 5.4% respectively). Figures 6 and 7 makes this comparison.

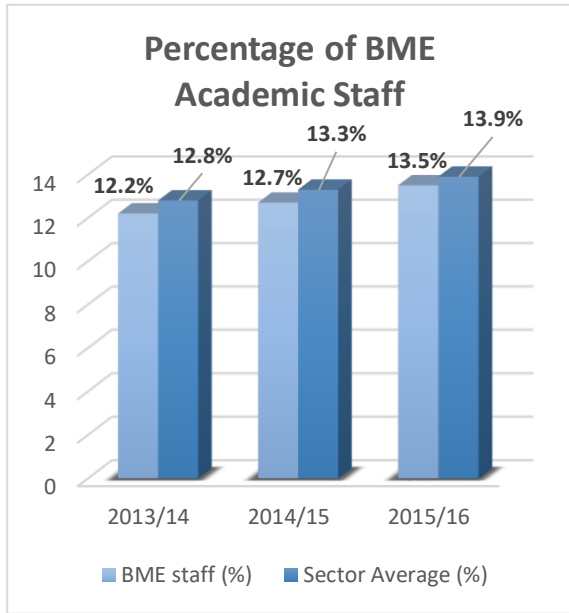
**Ethnicity**

7. The majority of the University staff identify as white (88.4%) with 7.4% of staff identifying as BME. This proportion has increased marginally since 2013/14. Data taken from the 2011 Office of National Statistics census shows that 89.7% of the population of Kingston upon Hull identified as White British, which is 9.9% higher than for the rest of England. There are ethnicity challenges within the city and regionally that may influence the University’s diversity staff profile. Figure 8 provides an overview of total staff ethnicity.

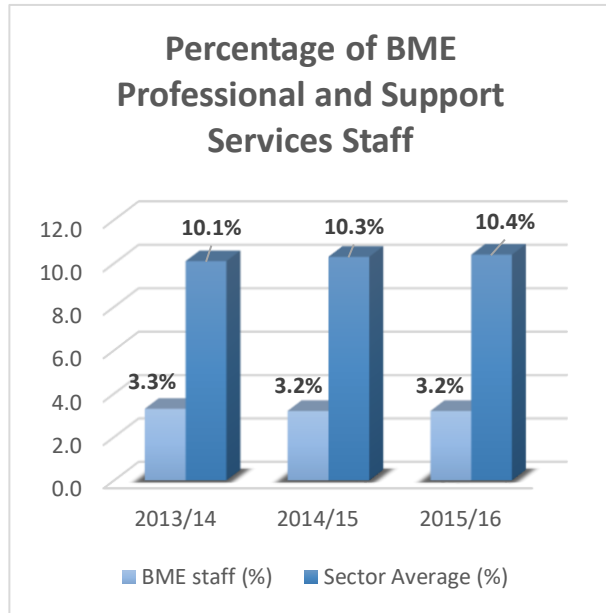
**Figure 8**



**Figure 9**



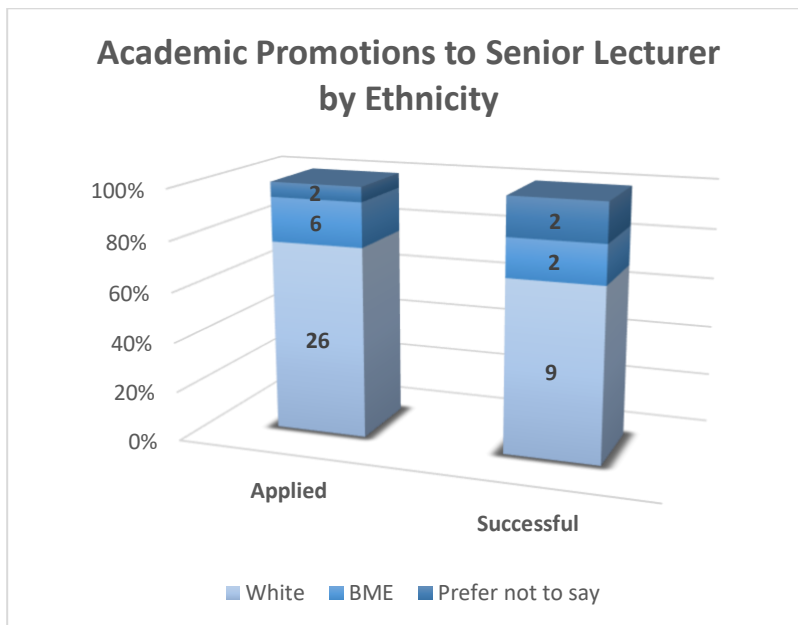
**Figure 10**



Figures 9 and 10 highlight the percentages of BME academic and PSS staff. The University is marginally under the sector average for BME academic staff when adjusting for regional variations. For PSS staff the University is significantly lower at 3.2% compared against national benchmarks of 10.4%. The principle reason for this is the lower than average BME population in the community.

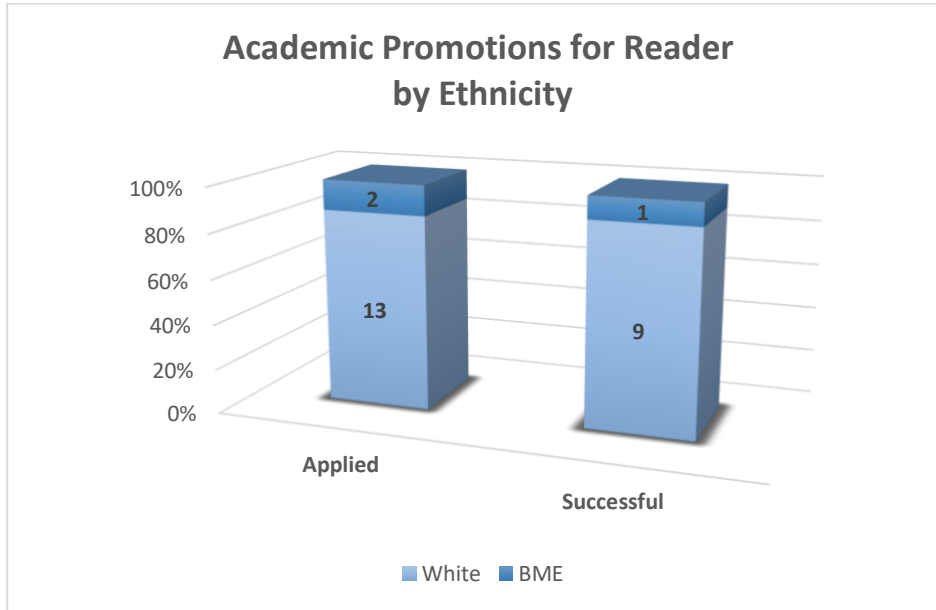
Overall academic promotions show lower numbers of BME academic staff applying for promotions. Given the lower number of BME academic staff this is not surprising. The key action for the University is ensuring the promotion process is transparent, fair and equal for all applicants and does not in anyway disadvantage BME academic staff.

**Figure 11**



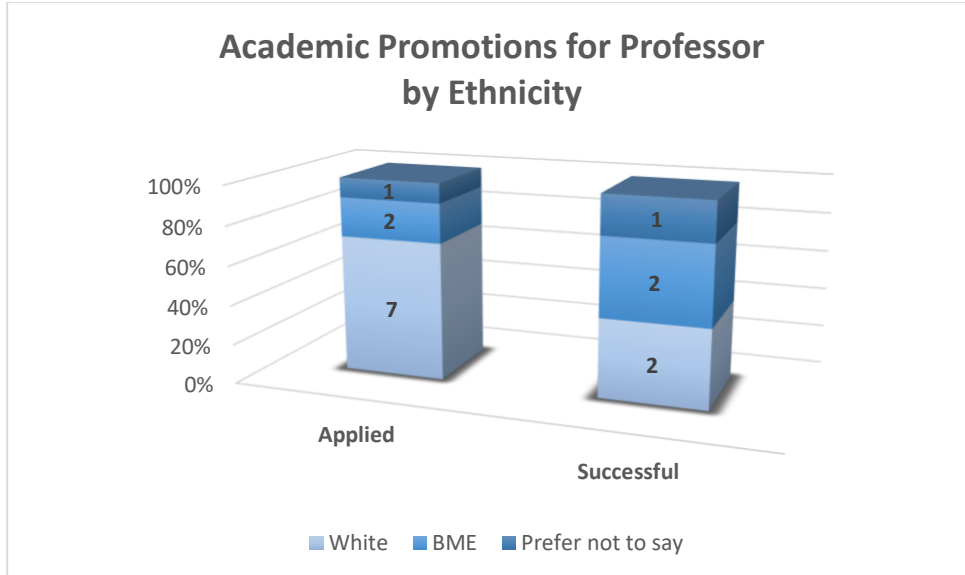
Applications for academic promotion to Senior Lecturer 17.6% of those who applied were BME academics and 76.5% were white academics. 33.3% of the BME academics who applied were successful and this is just under the 34.6% of white academics who were successful. See figure 11.

**Figure 12**



In the 2015/16 promotions 86.7% of academics applying for promotion to Reader were white and 90% of those who were successful in their applications were white. Proportionately less BME academics were successful in their applications, with 69.2% of white academics who applied being successful in comparison to 50% of BME academics who applied. See figure 12 above.

**Figure 13**



During 2015/16, 70% of academics applying for promotion to Professor were white however only 28.6% of those white academics were successful in comparison with 100% of the BME academics who applied. Of academics who were successfully promoted to Professor 40% were white and 40% were BME. See figure 13.

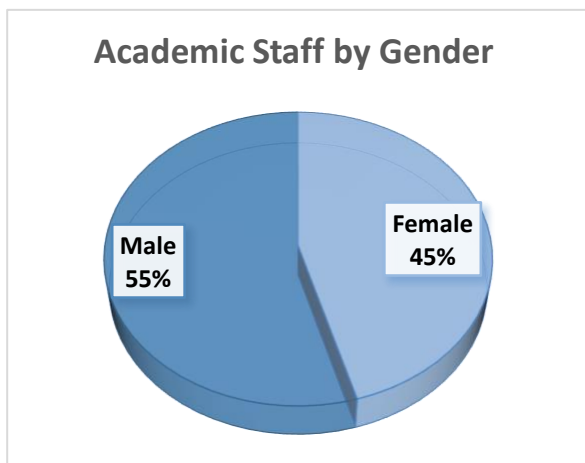


## Gender

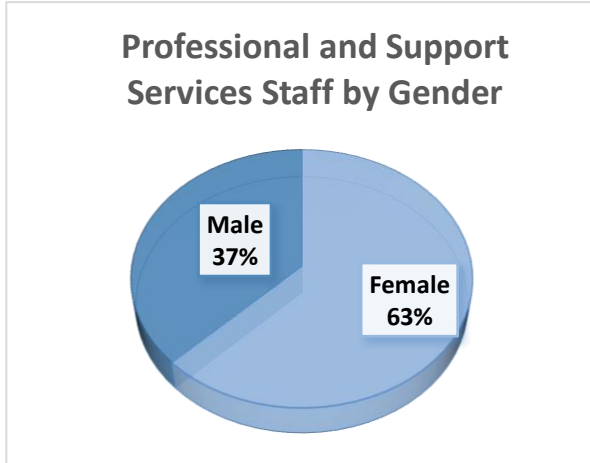
8. The proportion of women and men employed at the University has been consistent for the last 3 years with overall 12% more women employees than men. When occupational groups are considered there are 10% more men academic staff than academic women. The picture is reversed for PSS staff with 26% more women than men employed on campus. The University gender data is consistent with the sector average, where 54% of staff working in UK higher education are women. University women PSS staff make up 62.7% of the PSS employment group.

**Figure 14, 15 and 16 breakdown University staff by gender and employment group.**

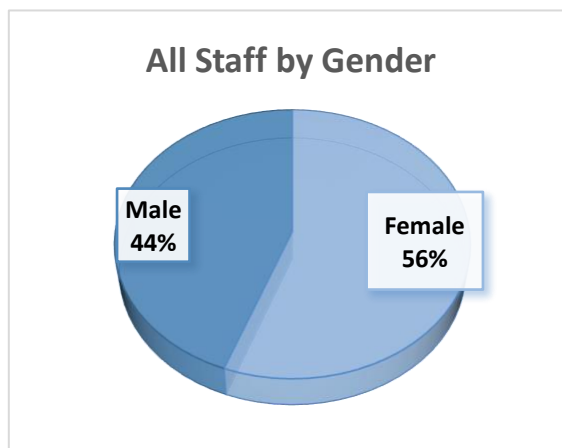
**Figure 14**



**Figure 15**

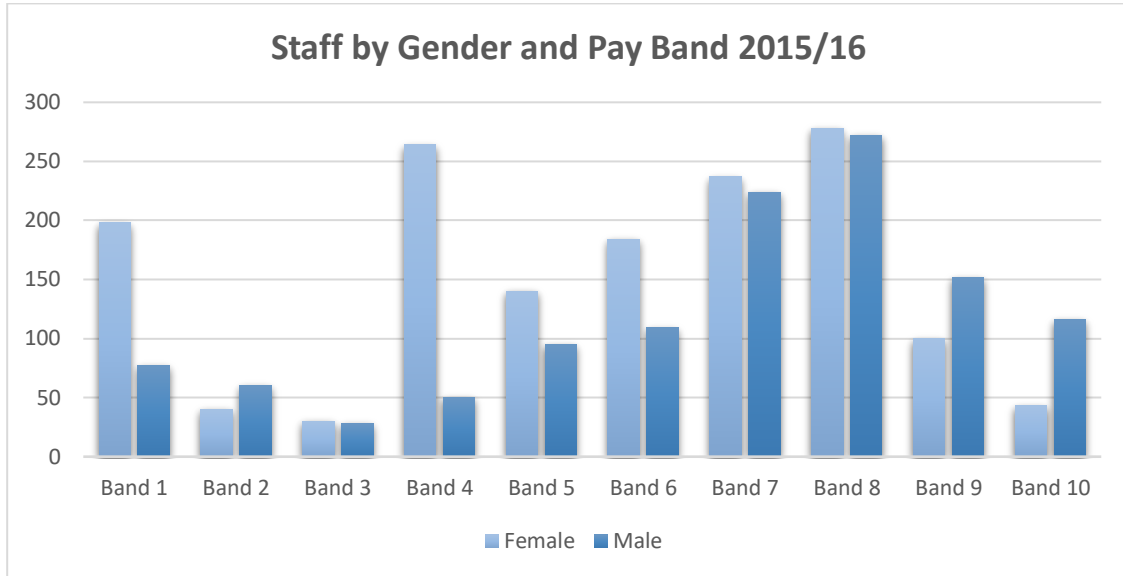


**Figure 16**

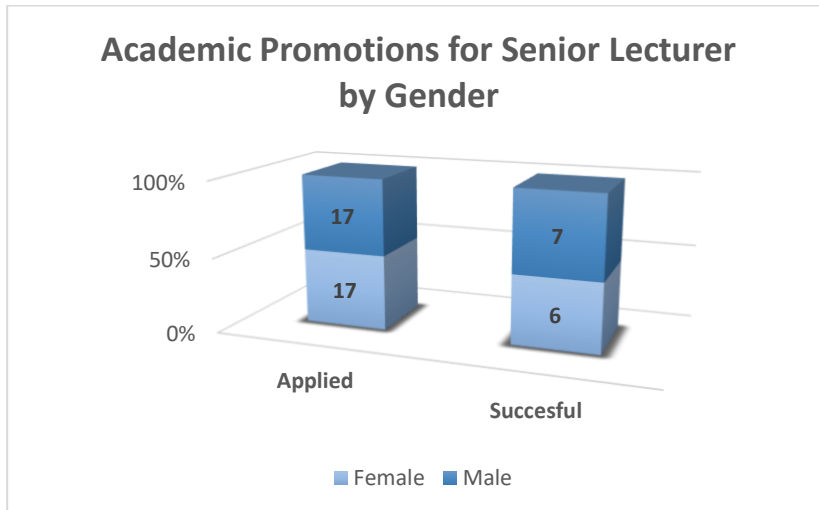


The majority of women are employed in pay band 4 and 8 with higher numbers of women in most pay bands except pay band 2. There are less women in senior pay bands 9 and 10. See figure 17 below.

**Figure 17**

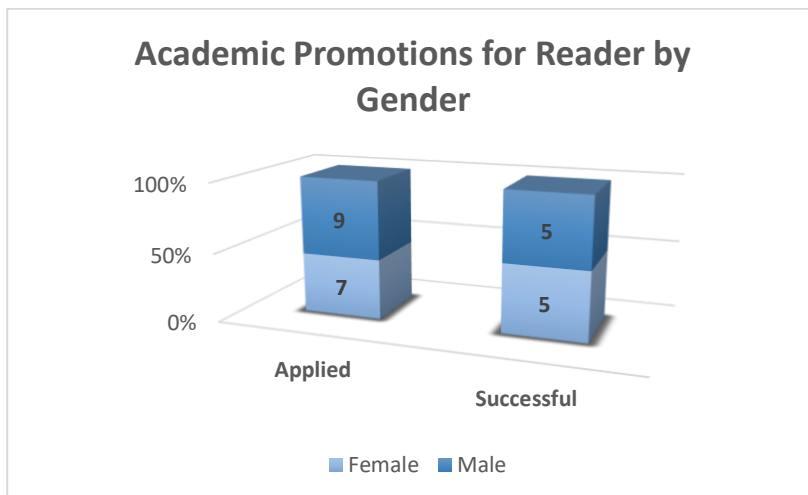


**Figure 18 - Promotion for 2014/15**



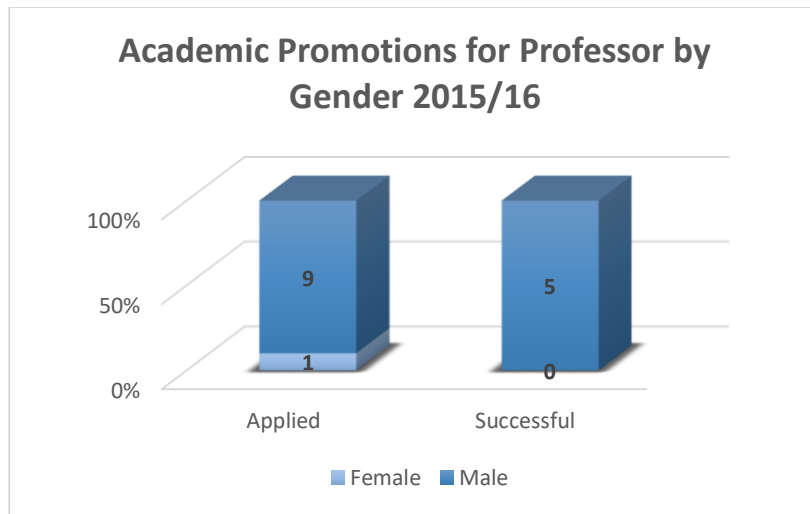
The same proportion of men and women applied for promotion to Senior Lecturer and 41.2% of the men were successful in comparison with 35.3% of the women. See figure 18.

**Figure 19 – Promotion for 2014/15**



For the same period, 56.3% of academics applying for promotion to reader were men, however, only 55.6% of men applicants were successful in contrast to the 71.4% of women applicants who were successful. See figure 19.

**Figure 20 - Promotion for 2014/15**



For 2014/15 there was no successful female promotion to professor. 90% of those applying for Chair appointments were men and no women were successful in the application round. 55.6% of the men who applied were successfully promoted. Of note in year 2015/16 one women was promoted to professor. In the past 3 years there were 2 women promoted to professor against 13 men. See figure 20.

**9. Further Action:**

- Improve our understand for low levels of BME staff in PSS roles and investigate how the University can improve its BME PSS numbers.
- Use the developing concepts and analysis from the Race Equality Charter to understand the BME experience for academic staff seeking and applying for promotion.
- Understand and investigate why there has been fewer women academics promoted to professor. This was highlighted in the University's Athena SWAN submission and the University SAT has asked that women academic promotions be reviewed as a matter of urgency.

## Student data

10. The report provides diversity profile data for all University students as at 31 July 2016 and includes an analysis of statistical data of the following protected characteristics:

- Age
- Disability
- Ethnicity
- Gender

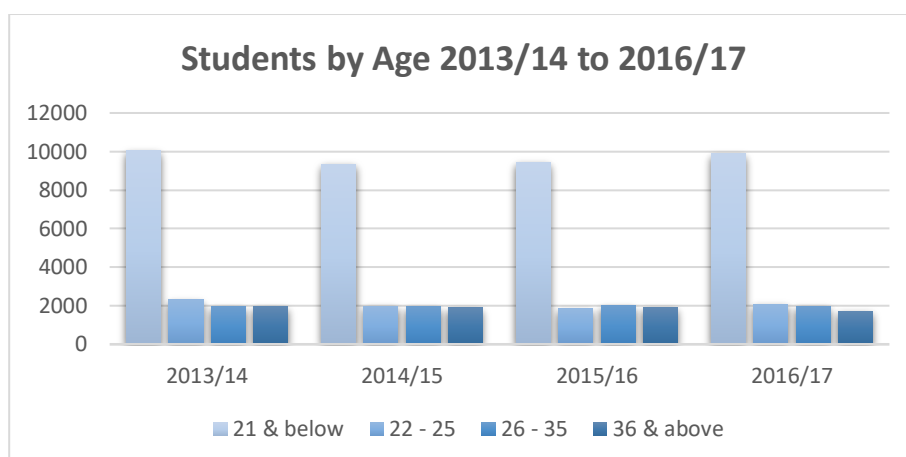
Student data includes information on undergraduate and postgraduate students except for degree attainment data, which is based on undergraduate attainment. Student data includes UK domiciled and international students unless otherwise stated.

Benchmark data for the higher education sector is taken from the Equality Challenge Unit statistical report based on HESA data for 2014/15.

### Age

11. The majority of University students (63.3%) are aged 21 years or under. There has been an increase of students for the last three years within this age band (under 21). The University attracts younger (under 21) students and its student profile is higher than sector averages which is 55% for this age group. 2016/17 has also seen a slight increase in students aged 22 to 25 years of age. There has been a decrease in student numbers above the age of 25. See figure 1.

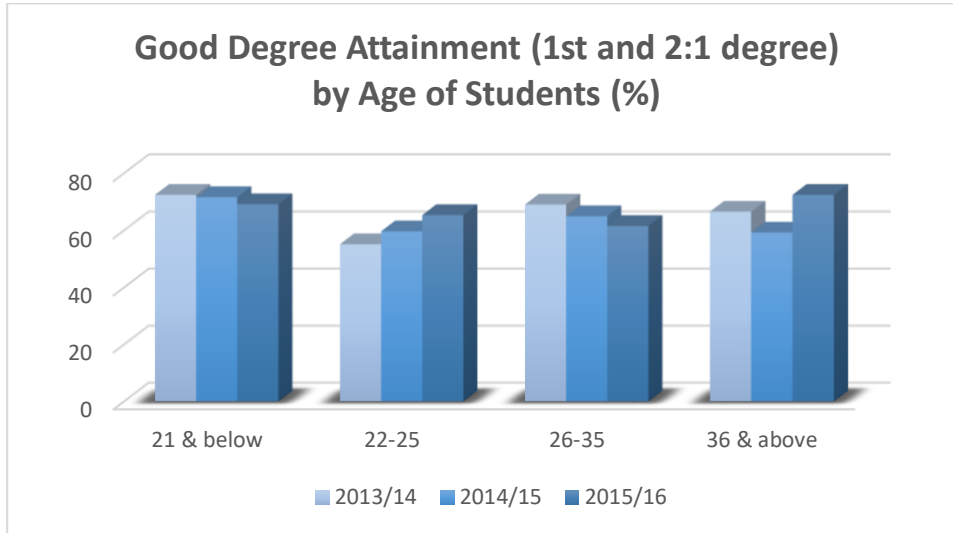
**Figure 1**



Degree attainment<sup>2</sup> figures show that older students (36 years of age and above) were more likely to achieve a first degree. The number of first degrees decreased for each of the lower age group (under 21 years of age) with 24.7% those aged 36 years and above attaining a first class degree and 47.7% a 2:1. For those aged 21 years and under, these figures fall to 17.9% attaining a first degree and 51.1% a 2:1 degree. See figure 2.

<sup>2</sup> Degree attainment for the purposes of this report is the award of 1<sup>st</sup> class and 2:1 degrees.

**Figure 2**

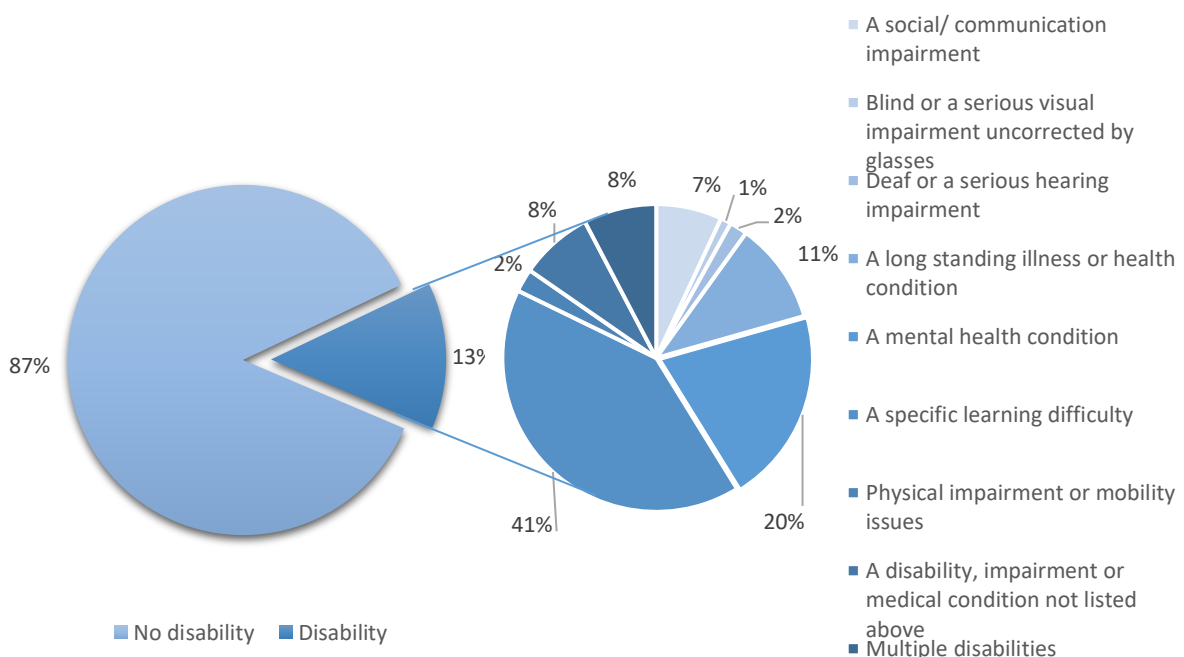


**Disability**

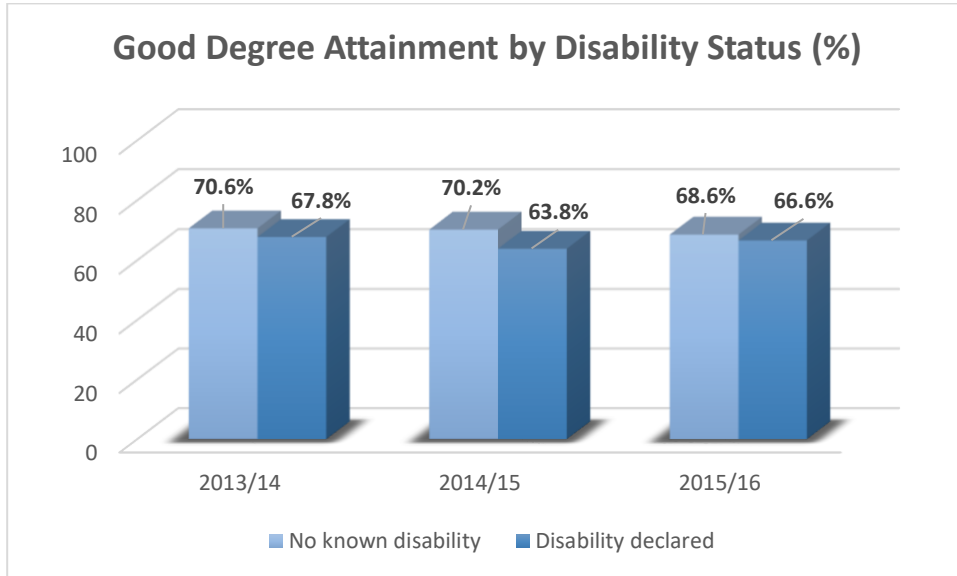
12. The number of students who have disclosed a disability has increased each year for the last three years with 13.9% of students disclosing a disability in 2016/17. This is higher than the sector average of 10.1%.

There have been slight increases in the reporting of mental health conditions and specific learning difficulties amongst the student population with 19.2% of those known to be disabled identifying a mental health condition and 43.7% identifying a specific learning difficulty. Figure 3 outlines the percentages of students with disclosed disability on campus.

**Figure 3 – Student Disability Data**



**Figure 4**



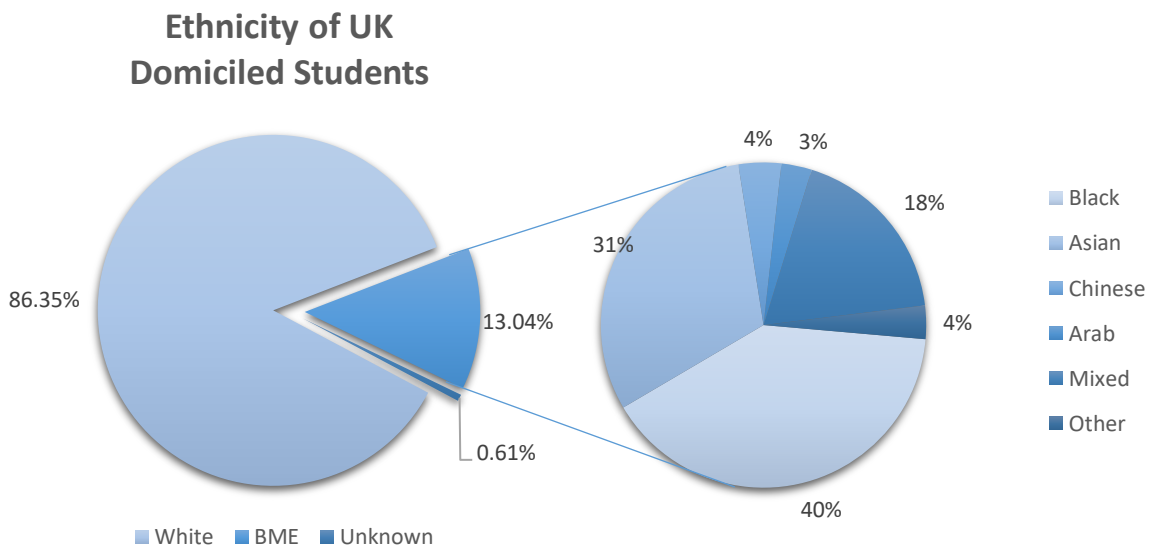
There has been a small attainment gap between those students disclosing a disability and those students that have not disclosed any disability. This gap narrowed in 2015/16 and should be monitored to ensure the University reaches parity for students with and without disabilities. See figure 4.

**Ethnicity**

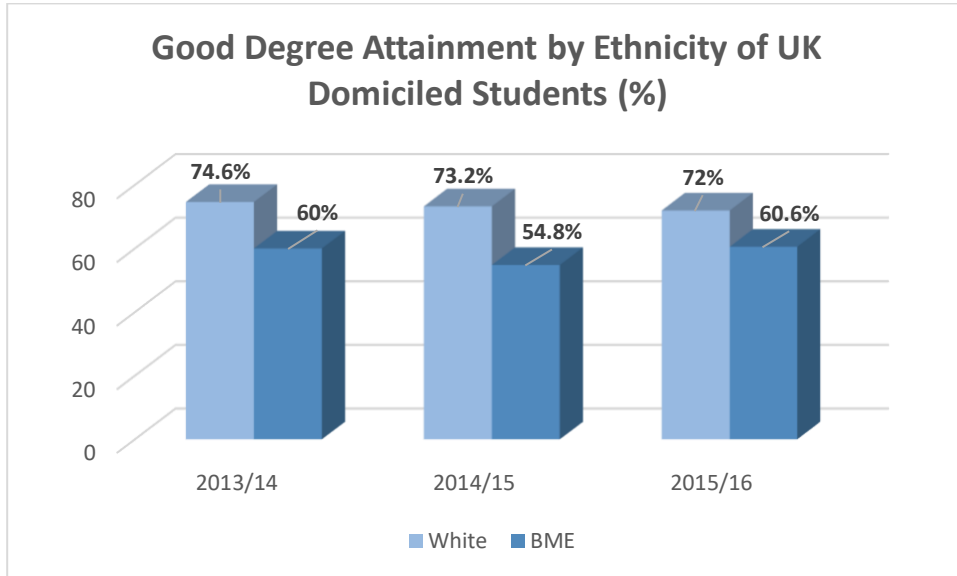
13. The number of UK domiciled students identifying as Black and Minority Ethnic (BME) has increased over the last three years. In 2016/17, 13% of the UK domiciled student population identified as BME. This is below the average for the sector in England, which is 23.2%. Excluding London from the national figures for England the average BME student population studying at Universities is 18.4%. This national average remains higher than the percentage of UK domiciled BME students at the University of Hull. See figure 5.

The number of international students saw a small increase on the previous year with 184 more international students studying at the University. This number is however lower than those seen in 2013/14 or 2014/15.

**Figure 5 – BME breakdown of students studying at the University**



**Figure 6**

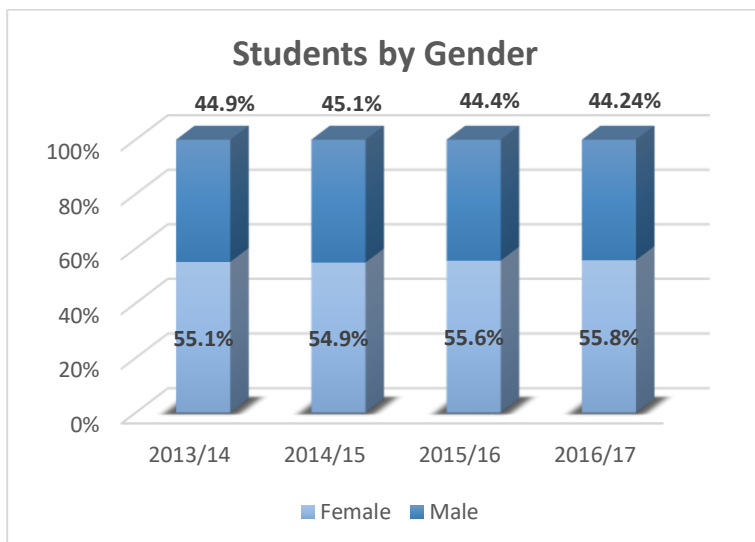


There is an 11.4% degree (1<sup>st</sup> and 2:1) attainment gap between the achievements of UK domiciled BME students compared with their white students at the University. However, the 11.4% attainment gap is a 7% reduction in the attainment gap since 2014/15. The higher education sector average degree attainment gap is 16%. Whilst the University has a lower attainment gap than many other Universities in the sector it is our priority to close the degree attainment gap as quickly as possible. The University has joined the ECU Race Equality Charter and will develop plans and actions to tackle BME degree attainment head on. See figure 6.

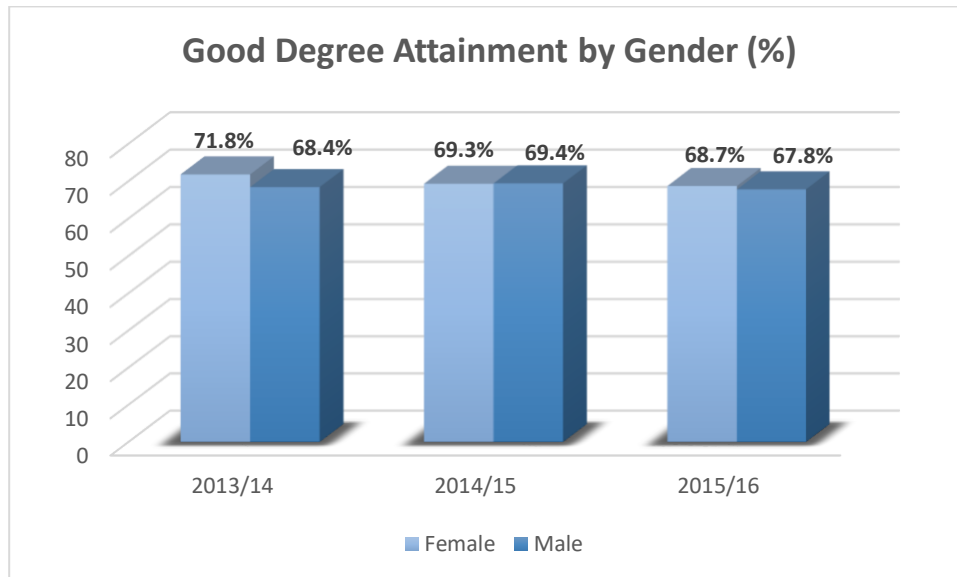
**Gender**

14. There has been a slight increase in the ratio of women to men students over the last three years with women comprising 55.8% of students. See figure 7.

**Figure 7**



**Figure 8 – Female Student Degree Attainment**



There is a small degree attainment gap with a higher proportion of women students awarded a first or 2:1 degree than men. The degree attainment gap of 0.89% in favour of women students is narrower than the average for the sector in England (5.1%). The number of women accomplishing a 1<sup>st</sup> degree is 3.31% lower than for men. See figure 8.

**15. Further Actions:**

- Investigate the reasons behind the decrease in numbers of students over the age of 26, particularly those aged 36 and above.
- Investigate the decrease in good degree attainment for students aged 21 years and below.
- Monitor the disability attainment gap to ensure further narrowing of the gap.
- Use the Race Equality Charter to investigate the number of UK domiciled and International BME students attending the University and ascertain how the University can attract more BME students.
- Use the Race Equality Charter to investigate the degree attainment of BME students and in particular close the degree attainment gap between BME and white students.