



# UNIVERSITY OF HULL

## University of Hull Equality and Diversity Staff Data Profile 2019

1. **Introduction.** Equality, diversity and inclusion (EDI) is a central pillar of our social responsibility, duty and inclusivity agenda. Our EDI programme is a strength of our University where we have made positive progress in many areas; recognising our commitment to the career advancement of women; progression of minority ethnic staff; increasing accessibility on campus and providing an inclusive workplace that facilitates equality and fairness. Following the launch of our newly developed University vision, values and behaviours, we are actively seeking to advance our inclusive campus through a strategic and systemic approach, realising opportunities through a variety of student and staff activities and networks. Work in this area includes our commitment to Athena SWAN, recognising and addressing the issues around racial harassment, advancing networks through the involvement of allies, celebrating key diversity events on campus throughout the year and ensuring a positive experience on campus through the celebration of difference. There is much more to do in terms of embedding a culture of equality, diversity and inclusivity within the University and we will continue to develop and progress our commitment to equality and diversity across all parts of the organisation.

2. **Equality Objectives.** As a Higher Education Institution, we have specific duties that require us to publish our equality information/data on an annual basis and review specific and measurable equality objectives every 4 years. Our Equality Scheme<sup>1</sup> sets out our four key equality objectives:

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

3. **Unknown Equality Information.** Personal information that staff provide to the University helps us produce statistical reports. Staff data enables the University to make sure we are directing the time, resources and effort to the places that will make the most effective impact for everyone. When there are gaps in information, this data is excluded and therefore the data provided in this report is based on known information. The more information and data we have the more aligned and effective our decision-making is to promoting equality and diversity and improving our staff support. For information, this report acknowledges that some of our staff do not disclose information on their race, disability, sexual orientation or age.

4. **Overview of Data Analysis for Equality and Diversity Report.** The latest available data for the University of Hull is based on staffing data from HESA for the period 2017/18<sup>2</sup>. The benchmarking data referred to throughout this document is drawn from the Advance HE/Equality Challenge Unit (ECU)<sup>3</sup>.

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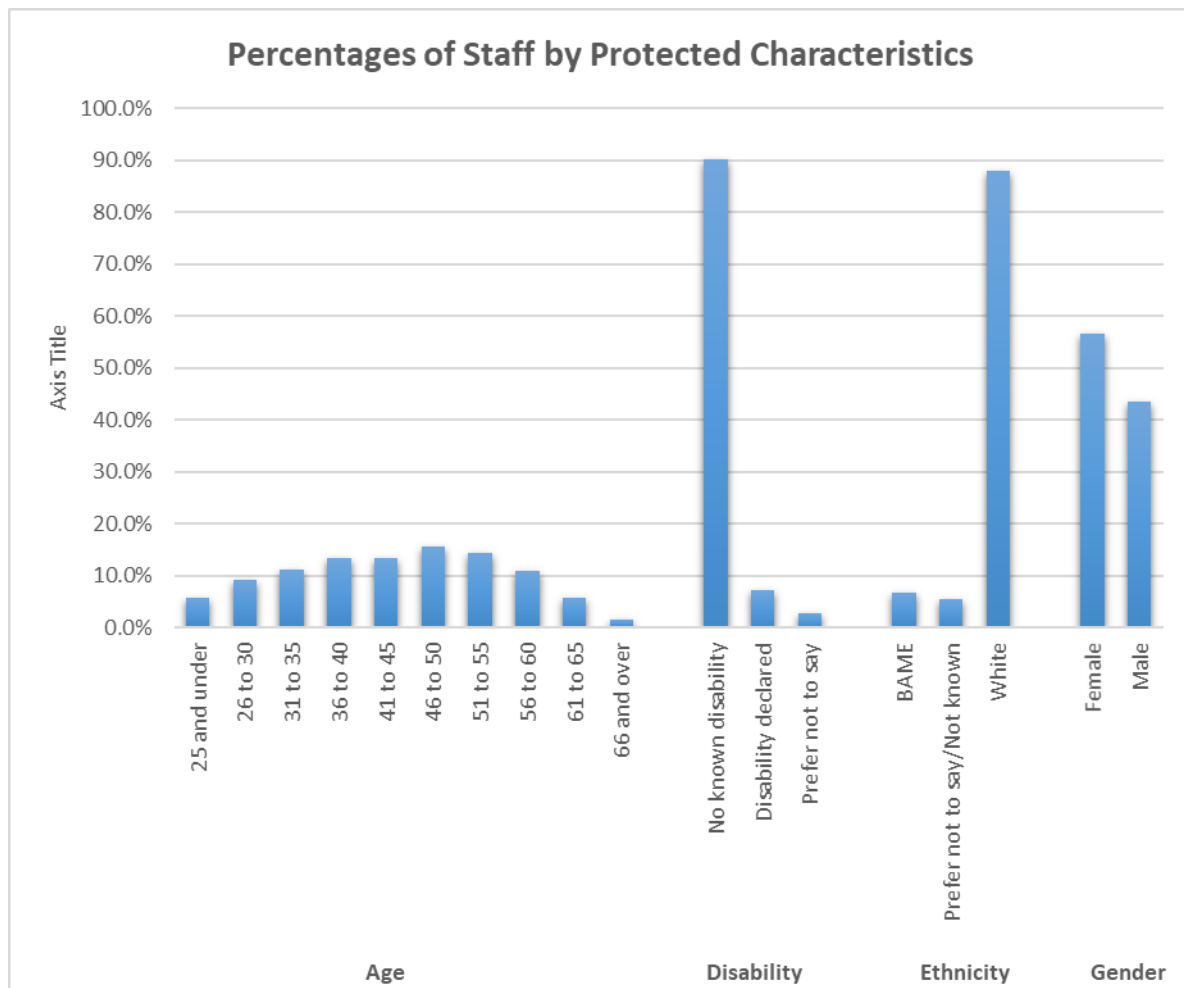
<sup>1</sup> University of Hull Equality Scheme 2020.

<sup>2</sup> Small discrepancies in total percentage figures are as a result of rounding up/down.

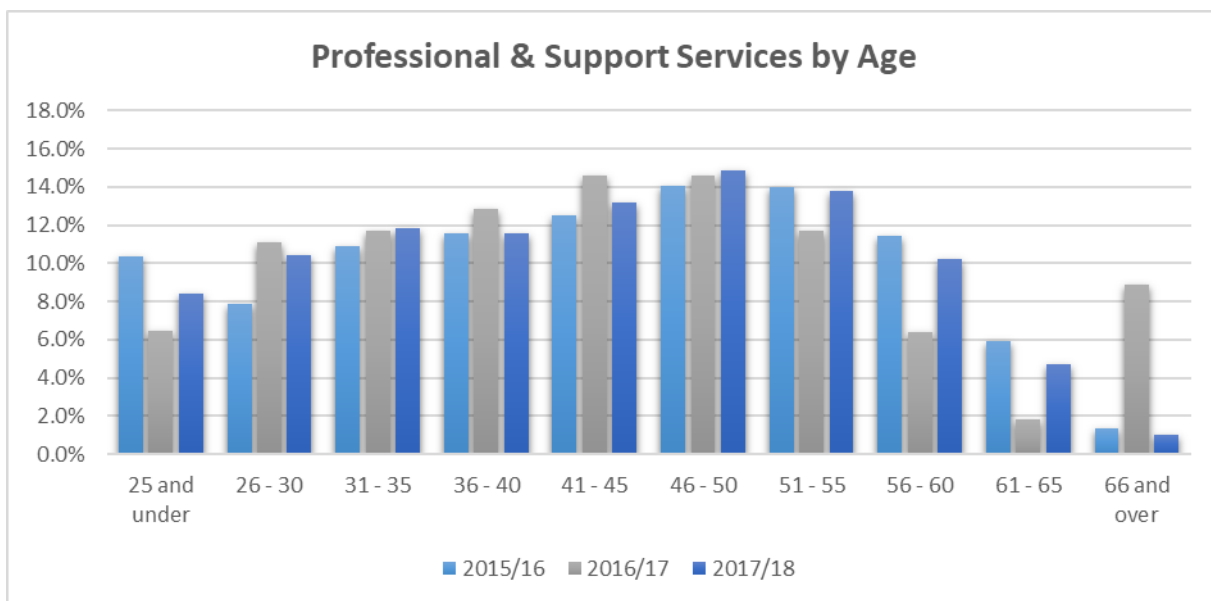
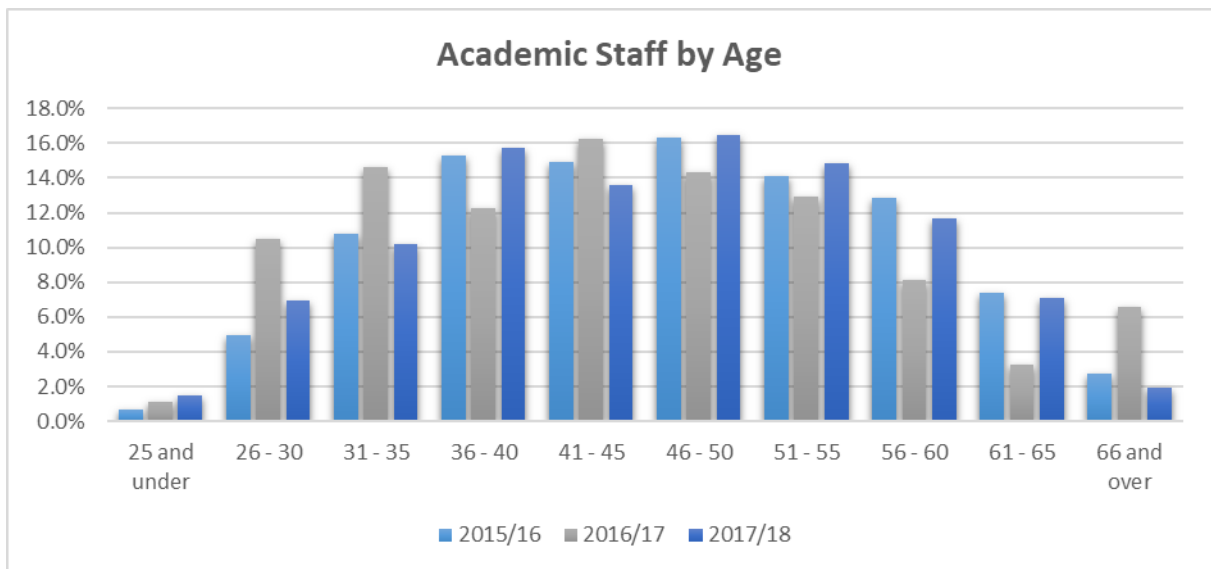
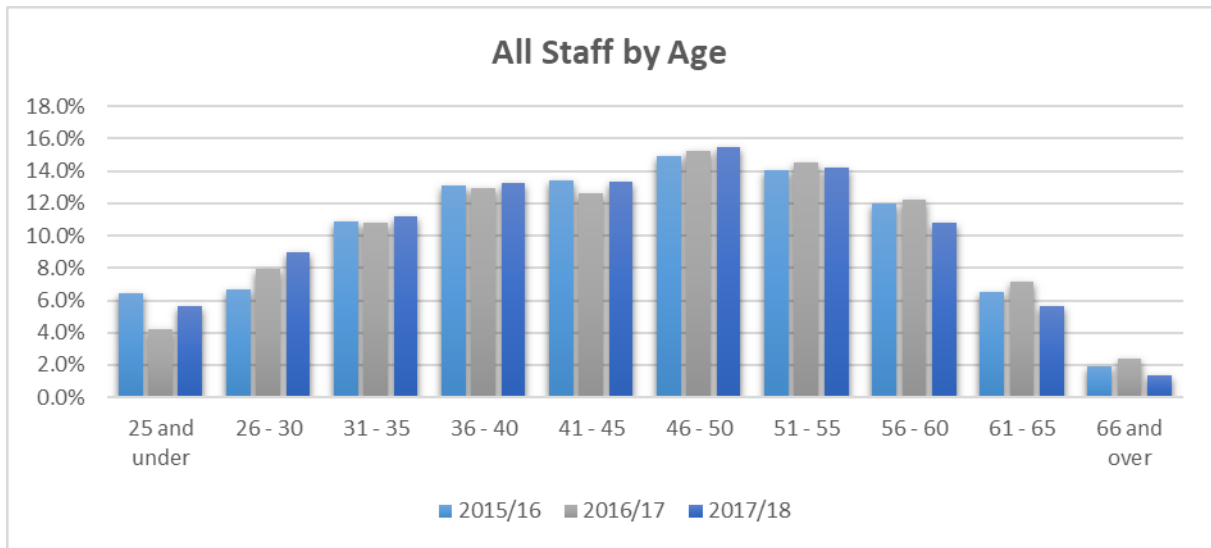
<sup>3</sup> ECU - Equality in Higher Education: Statistical Report 2019.

## Total Staff Headcount 2017/18

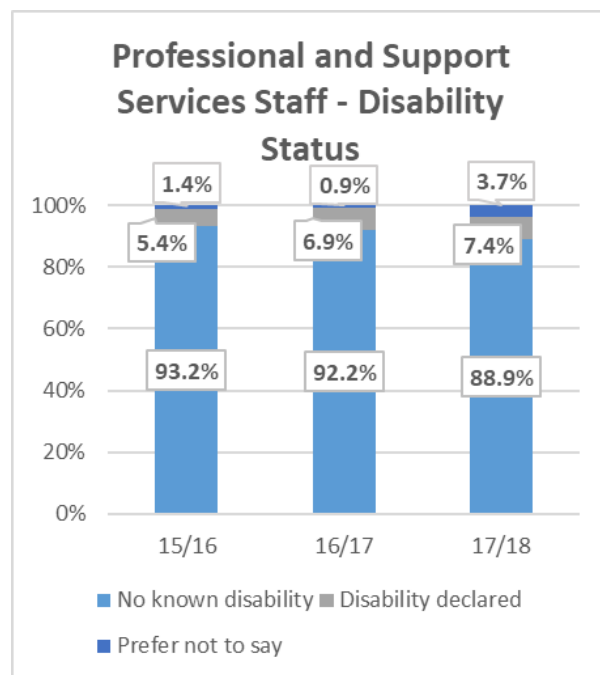
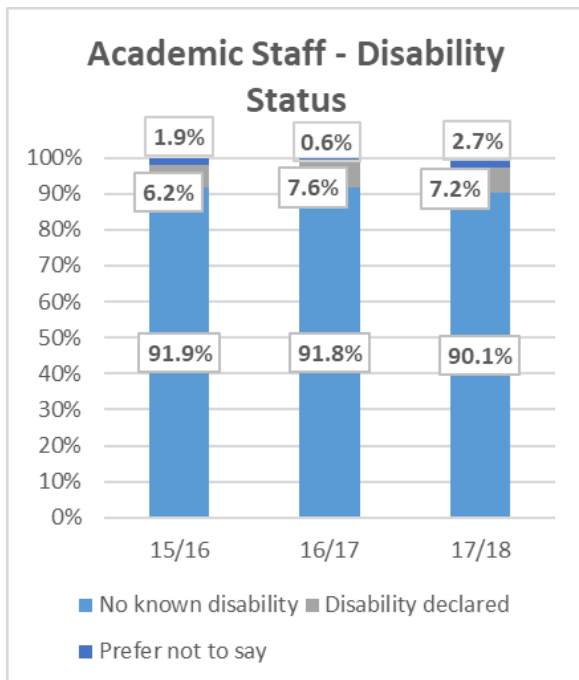
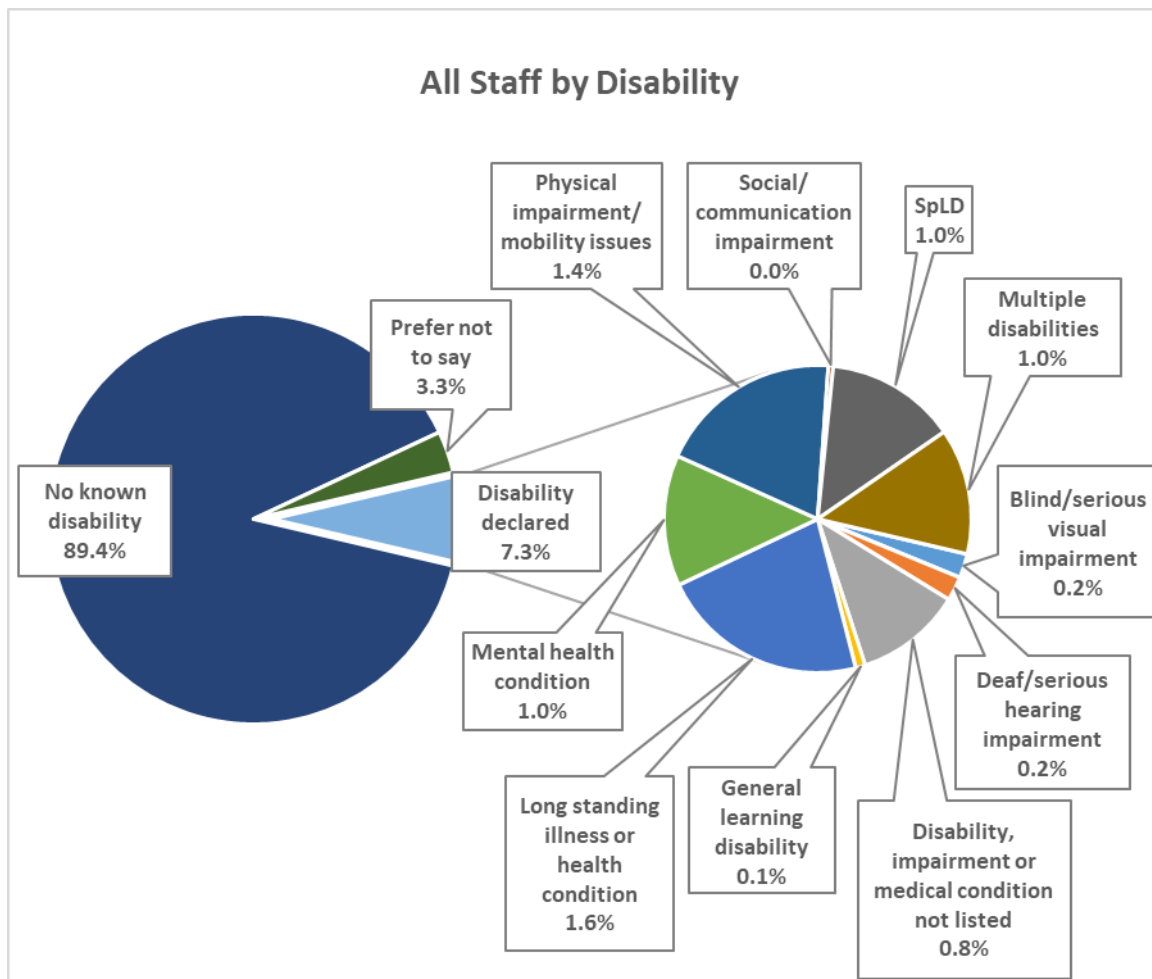
Row Labels	Female	Male	Total
Academic	466	614	1080
Professional and Support Services	1045	549	1594
<b>Total Staff Headcount</b>	<b>1511</b>	<b>1163</b>	<b>2674</b>



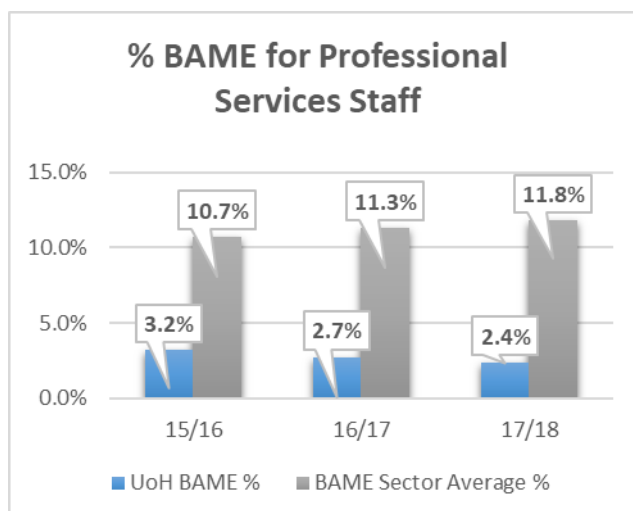
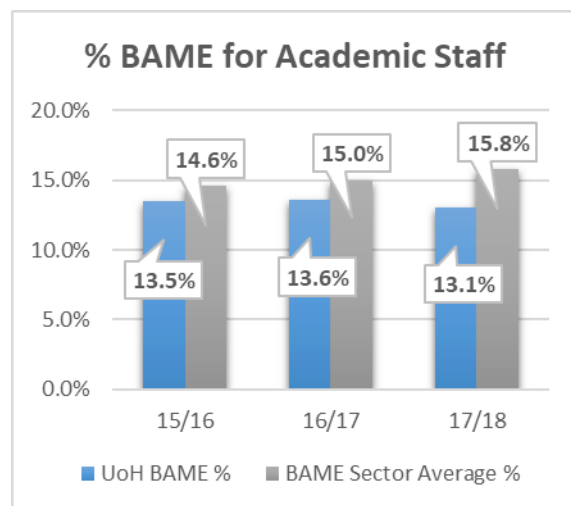
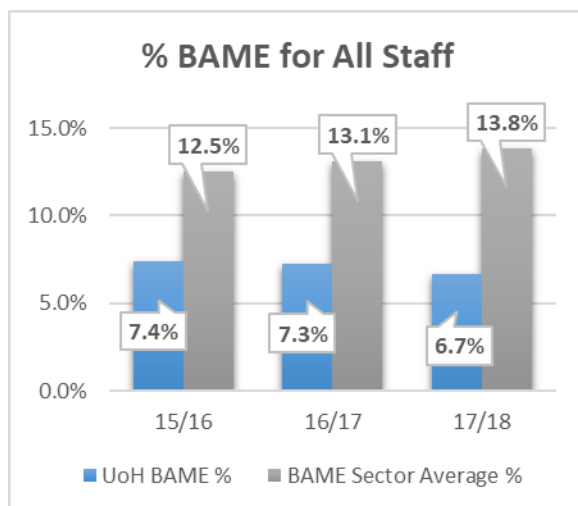
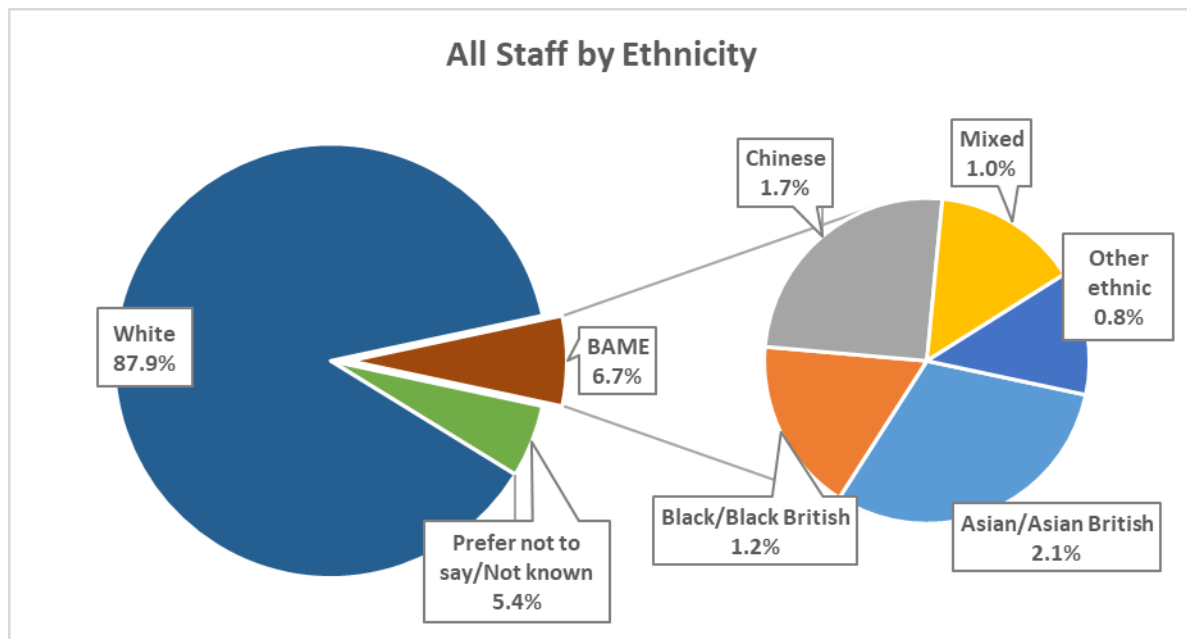
# Age



# Disability

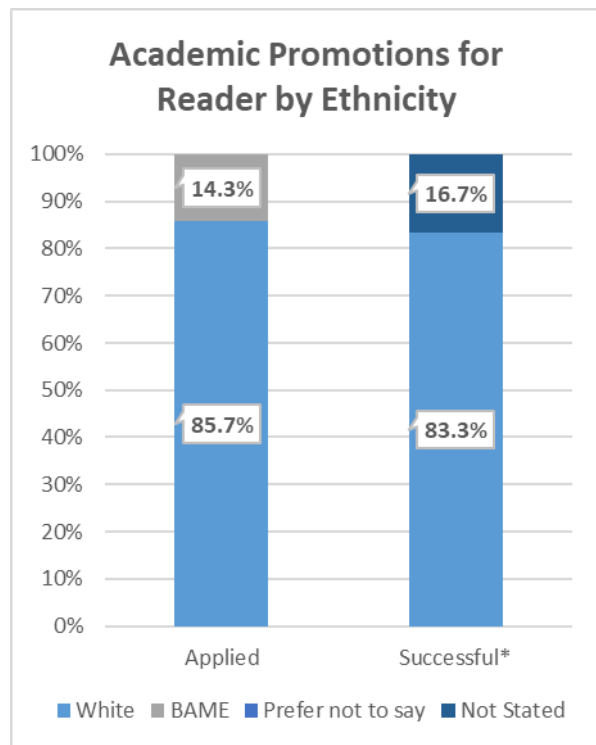
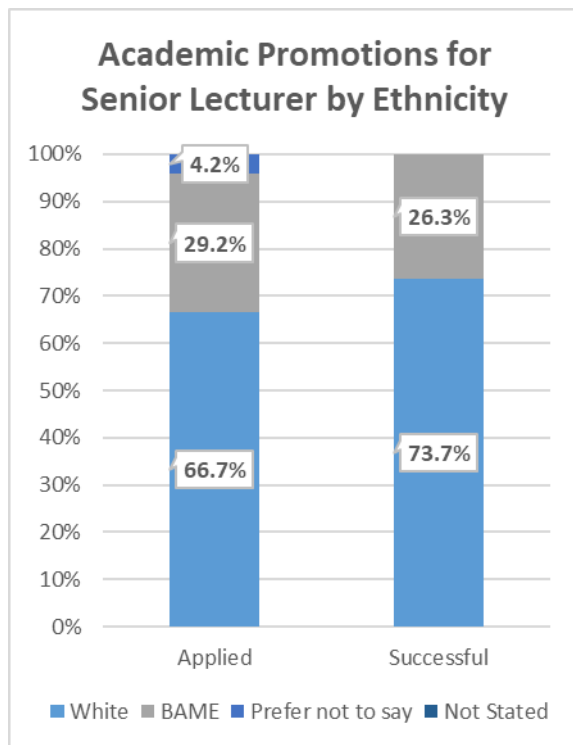


## Ethnicity

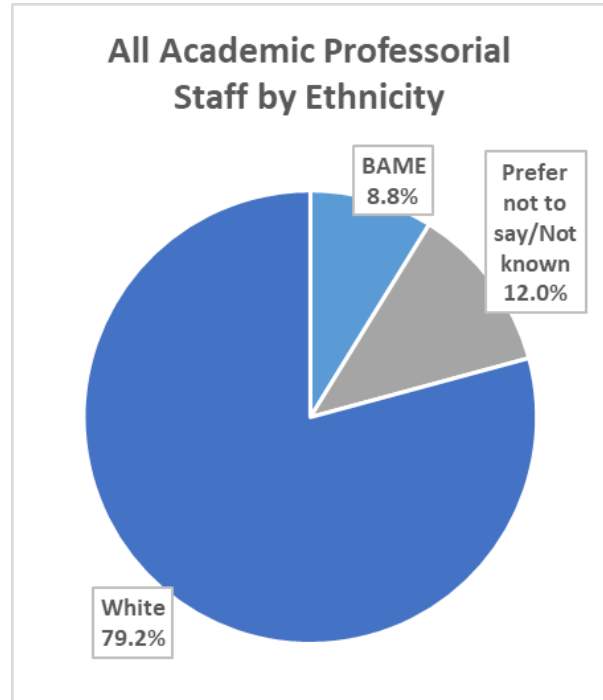
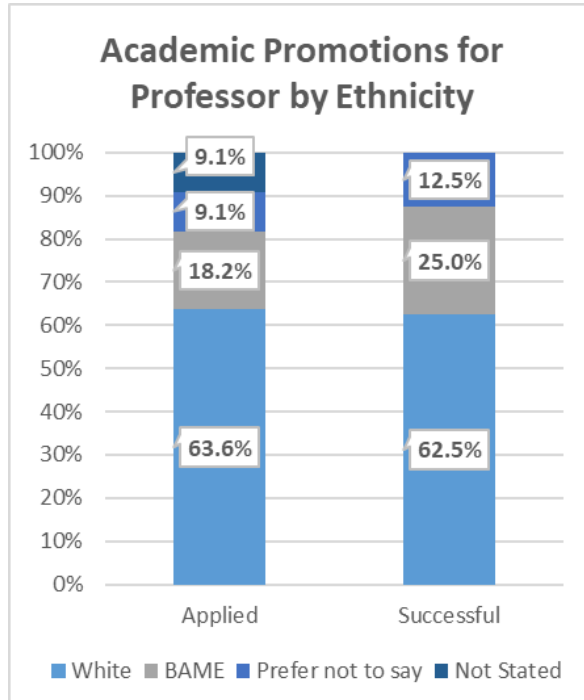


Although total staff numbers are decreasing, and therefore a decrease in BAME staff would be expected, this proportion is decreasing at a higher rate than white or not known staff members.

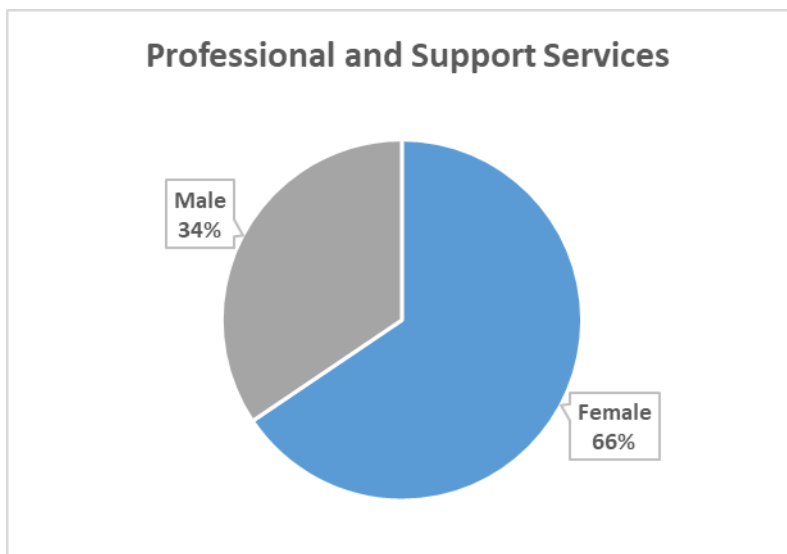
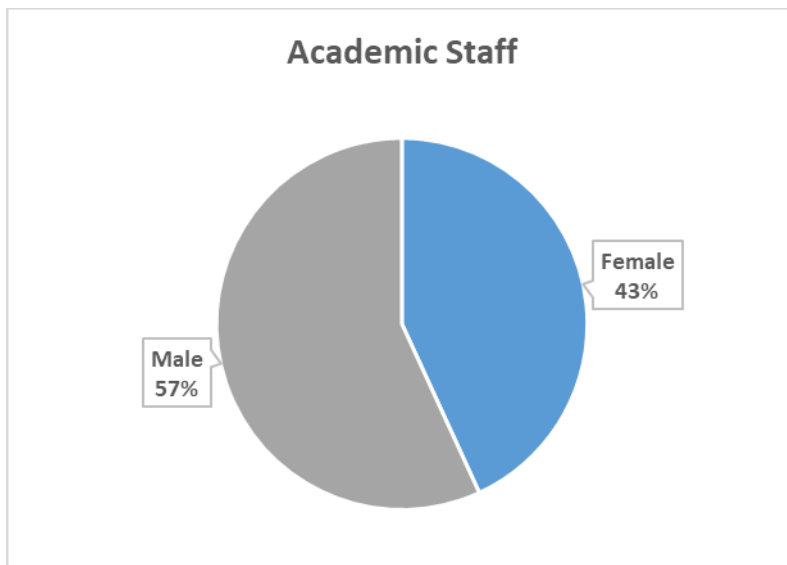
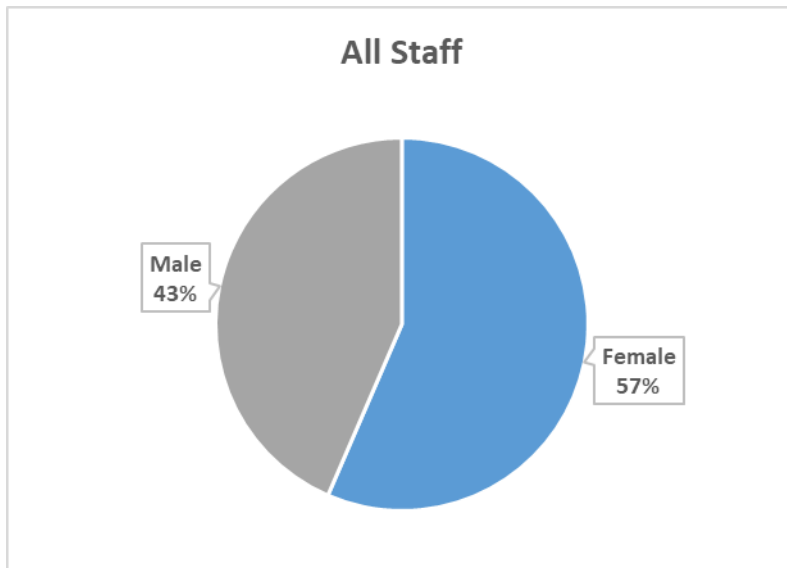
## Academic Promotions by Ethnicity



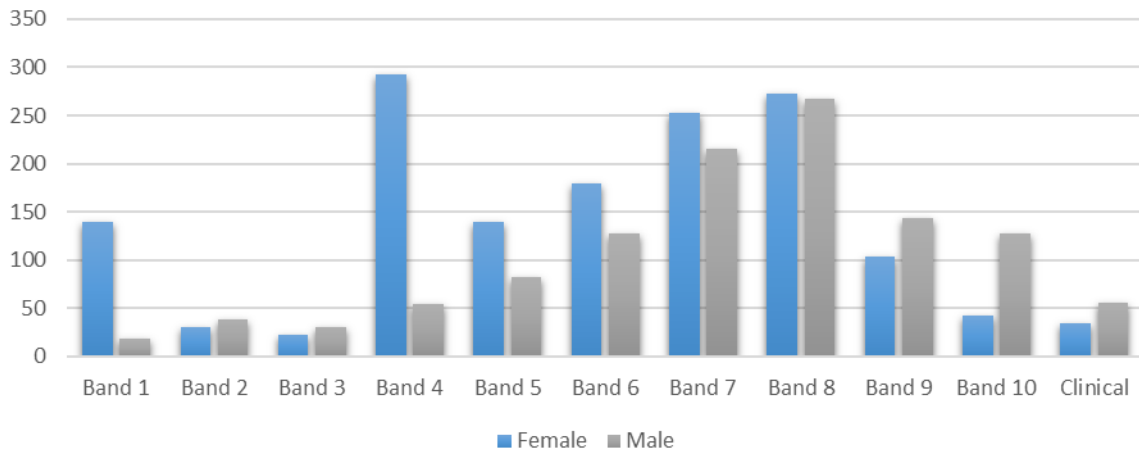
\* Successful academic promotions for Reader also included in unsuccessful applications for Professor



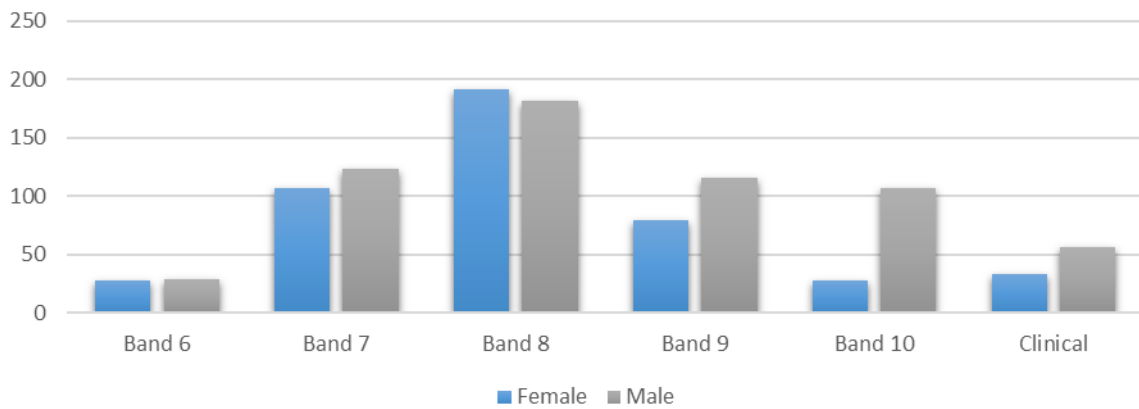
## Gender



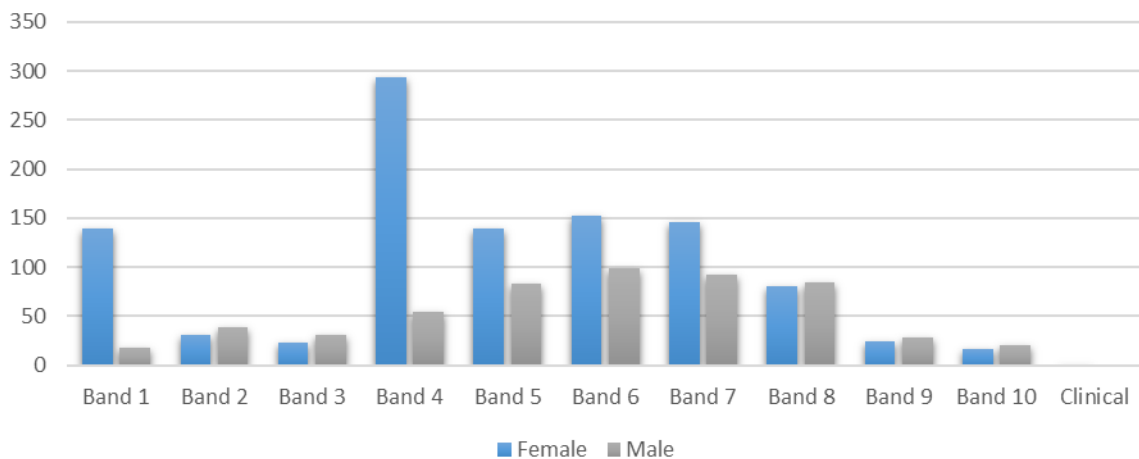
**All Staff Distribution  
by Gender and Pay Band 2017/18**



**Academic Staff Distribution  
by Gender and Pay Band 2017/18**

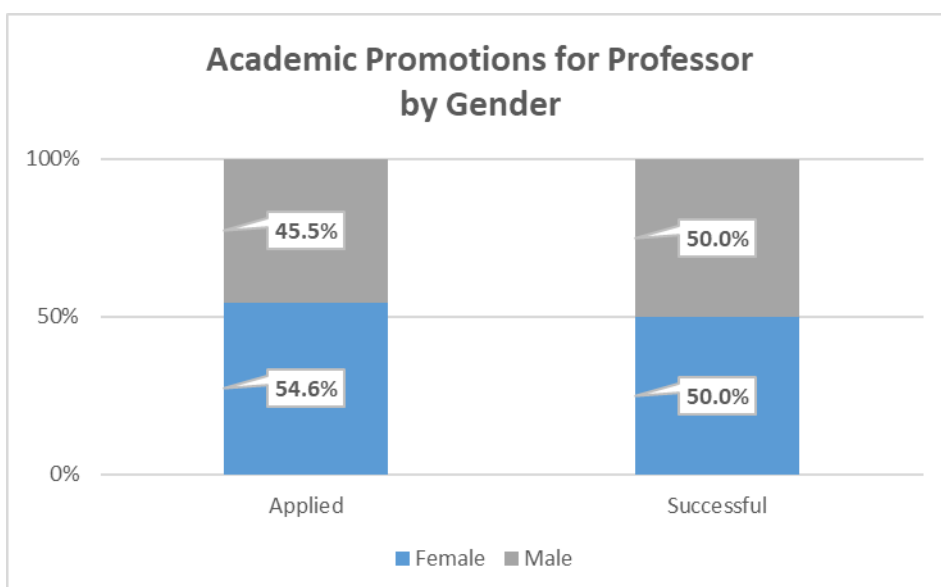
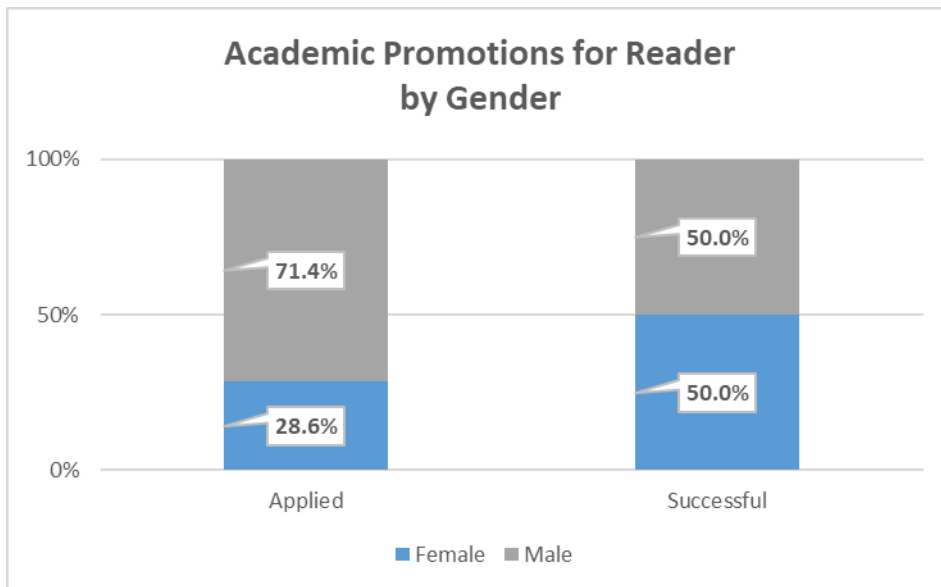
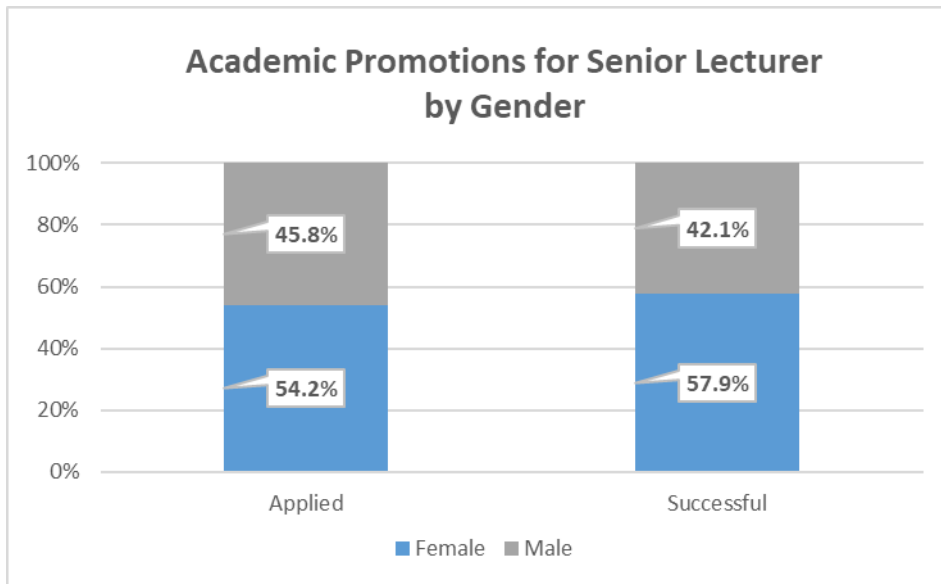


**Professional and Support Services Staff Distribution  
by Gender and Pay Band 2017/18**

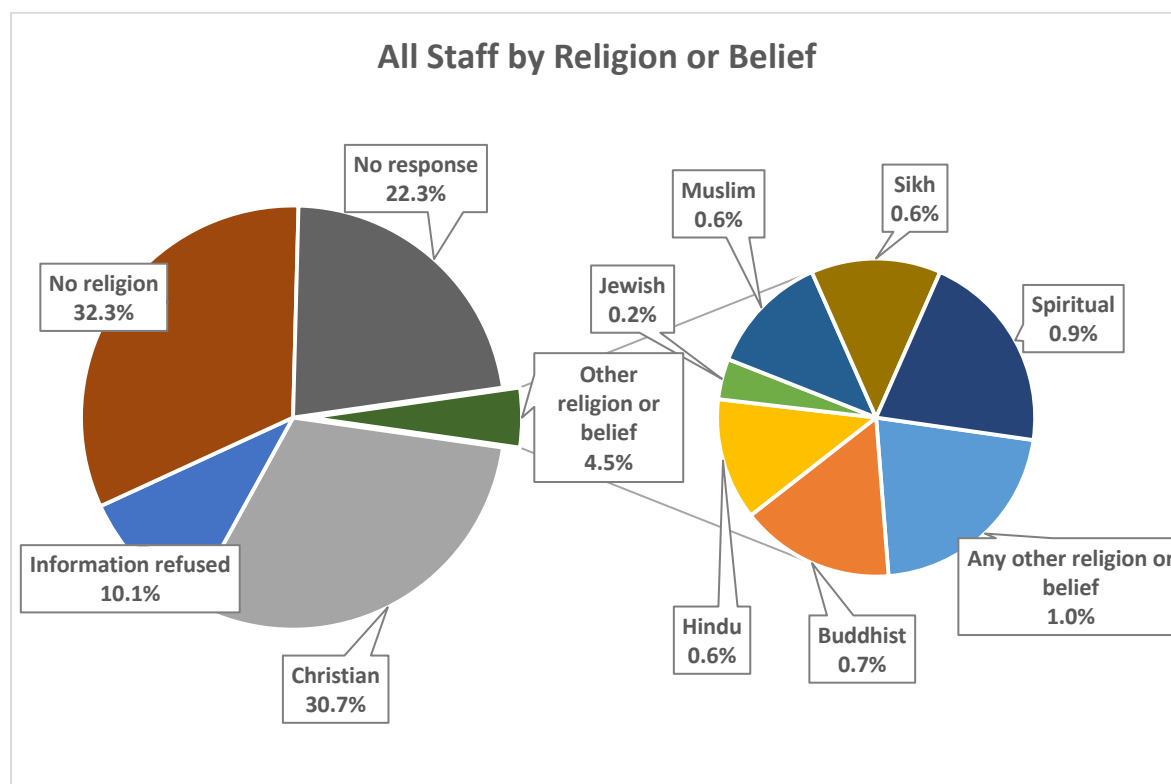




## Academic Promotions by Gender



## Religion and Belief



## Sexual Orientation

Row Labels	Female	Male	Grand Total	Advance HE*
Bisexual	1.0%	0.3%	0.7%	0.9%
Gay man	0.0%	3.2%	1.4%	1.3%
Gay woman/lesbian	2.1%	0.0%	1.2%	0.7%
Heterosexual	67.4%	63.4%	65.6%	49.0%
Information refused	7.9%	9.7%	8.7%	12.4%
Other	0.5%	0.3%	0.4%	0.3%
No response**	21.0%	23.1%	22.0%	35.5%
<b>Grand Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

\*Advance HE Data based on staff in institutions returning data

\*\*No Response – Those members of staff who have not responded to requests for information

## Gender Reassignment

Row Labels	UoH Staff	Advance HE*
Gender identity is the same as assigned at birth	72.2%	48.7%
Gender identity is different from that assigned at birth	0.2%	0.3%
Information refused	16.5%	5.1%
No response**	11.1%	45.9%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>

\*Advance HE Data based on staff in institutions returning data

\*\*No Response – Those members of staff that have not responded to requests for information

The Table below highlights the percentage of staff disclosure rates for Higher Education Institutions, reported through Advance HE. This report details percentages of staff disclosing personal information, those who refused to disclose, and staff who did not report information on gender reassignment, religion and belief and sexual orientation:

	<b>Gender reassignment</b>	<b>Religion &amp; belief</b>	<b>Sexual Orientation</b>
Provided information	49.0%	54.2%	52.1%
Refused to provide	5.1%	12.2%	12.4%
Not reported ***	45.9%	33.5%	35.5%
<b>Total Staff</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

\*\*\* Data from Advance HE classed as “Not reported” was a blank and therefore not possible to determine whether this was due to the question being unanswered or unasked.

## Further Action and Findings

The University of Hull is committed to continually improving inclusivity, and tackling issues which act as a barrier to diversity and equality within the workplace. In order to do this, we will:

1. Improve staff disclosures rates of sensitive information. The University is working with Stonewall to improve our understanding of managing sensitive and personal data and encouraging staff to disclose this type of information. We need to ensure staff feel confident in disclosing sensitive information without facing any detrimental impact. The HESA data suggests staff in Higher Education Institutions are not confident in disclosing their sexual orientation at work (47.9% did not disclose information) and other information such as race or disability. The lack of this information is a real barrier to the University successfully understanding and addressing prevalent issues.
2. Improve gender advancement and equality. The University Athena SWAN programme will help shape positive gender equality outcomes such as senior academic promotions, mentoring and flexible working arrangements. The gender equality programme is driven by the Athena SWAN plan that sets out what the University needs to do to build on its current Bronze award status by 2022.
3. Address race inequality. The University’s membership of Advance HE’s Race Equality Charter will help support the University in investigating and deepening its understanding of race equality barriers and work in the area will continue in 2020/21. In the meantime, the University of Hull will continue to publish its ethnicity pay gap information and influence activity and positive outcomes including attraction of BAME talent and supporting BAME colleagues in leadership positions and career development.
4. Continue to improve the inclusivity agenda on campus. The way in which we promote inclusivity on campus has improved significantly in recent years. The drive to maintain and improve our representation, language and imagery in areas such as student and staff recruitment, and visual media will continue, assisted through embedding our vision, values and behaviours.