



## University of Hull Equality and Diversity Staff Data Profile 2020

1. **Introduction.** Equality, diversity and inclusion (EDI) sits at the heart of our commitment to social responsibility, duty and inclusivity. Our EDI programme is a strength of our University and we have made positive progress in many areas; recognising our commitment to the career advancement of women; advancing the progression of minority ethnic staff; increasing accessibility on campus and improving campus accessibility for equality and fairness.

Since launching our new University vision, values and behaviours, we have been working to advance a more inclusive campus through a strategic and systemic approach, realising opportunities with both students and colleagues through a variety of activities and networks.

Such activity includes our commitment to Athena SWAN, recognising and addressing the issues around racial harassment, advancing networks with allies, celebrating key diversity events throughout the year and delivering a positive campus community experience through a culture of respecting, valuing and celebrating difference.

By being progressive in our approach, there will always be work to do to advance a culture of equality, diversity and inclusivity within the University. We will continue to develop and progress our commitment to inclusion and respect 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 four 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 members provide to the University helps us produce statistical reports and helps us make sure we're directing the time, resources and effort to the places that will be most effective for all. The more information and data we have, the more aligned and effective our decision-making will be in promoting equality and diversity and in improving our support to staff. Please note that some of our employees choose not to disclose information on their race, disability or sexual orientation.

4. **Overview of Data Analysis for Equality and Diversity Report.** We have based the latest available data for the University of Hull on staffing data from HESA for the period 1 August 2018 to 31 July 2019<sup>2</sup> and we have drawn the benchmarking data we refer to throughout this document from the Advance HE/Equality Challenge Unit (ECU)<sup>3</sup>.

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<sup>1</sup> Our University of Hull Equality Scheme sets out our Equality, Diversity and Inclusivity strategy and commitments to the end of 2020. We are in the process of reviewing and updating this to 2023.

<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 2020.

## Total Staff Headcount 2018/19

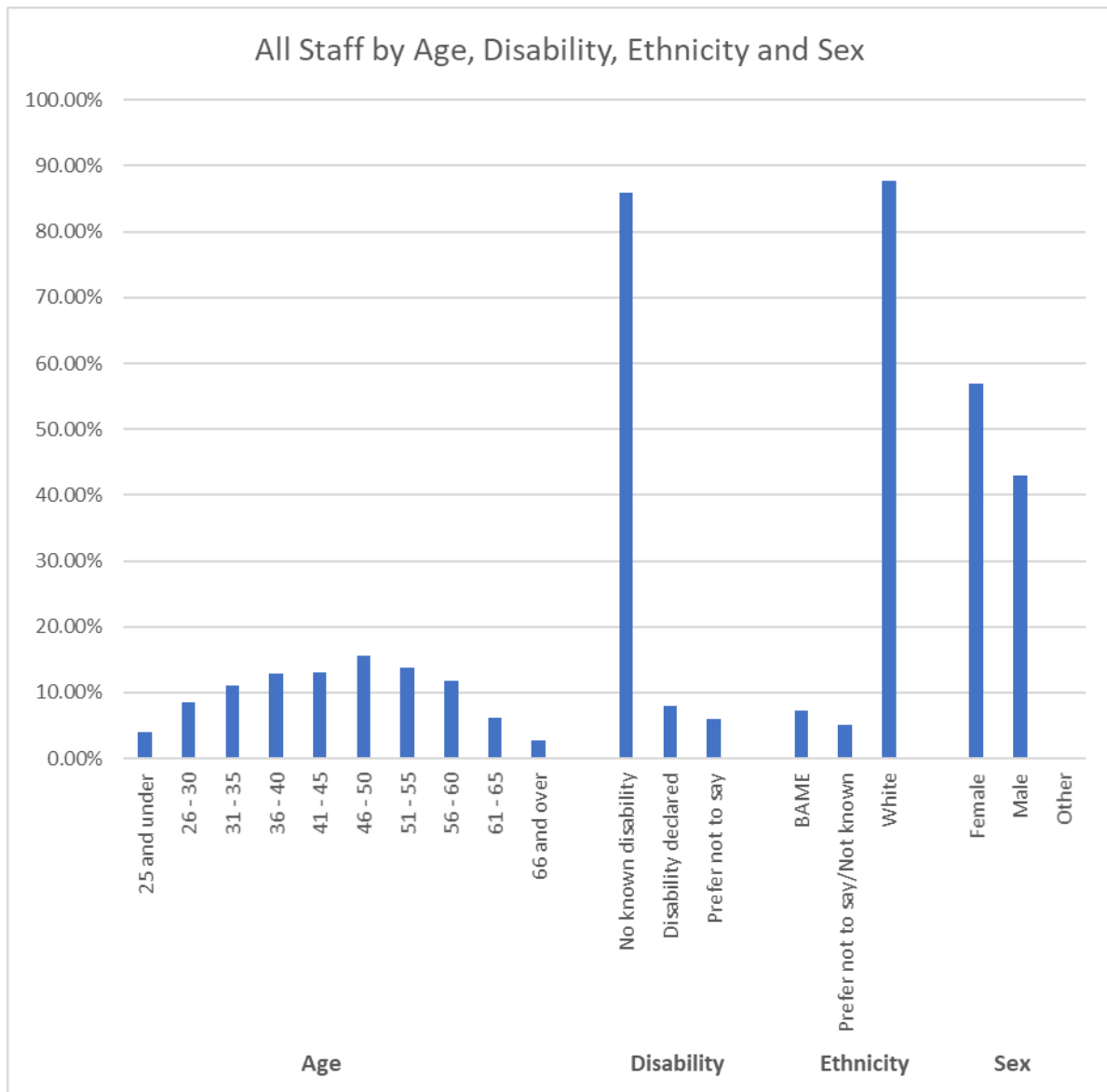
Since the Staff Data Profile Report 2019 (based on 2017/18 data), there has been a slight increase in the numbers of staff of 3.2 percentage points but, due to low numbers in particular categories, we are only showing percentages in Table 1. Overall the difference between female and male staff members is less than 1 percentage point compared to last year’s data of females 56.5% and males 43.5%.

Table 1: Total staff by sex

	Female	Male	Other	Total
Academic	44.79%	55.21%	0.00%	100.00%
Professional	65.13%	34.75%	0.12%	100.00%
<b>Total Staff Headcount</b>	<b>56.92%</b>	<b>43.01%</b>	<b>0.07%</b>	<b>100.00%</b>

Overall, our EDI ratios follow a similar pattern to our 2019 report. We describe all protected characteristics in more detail throughout this report.

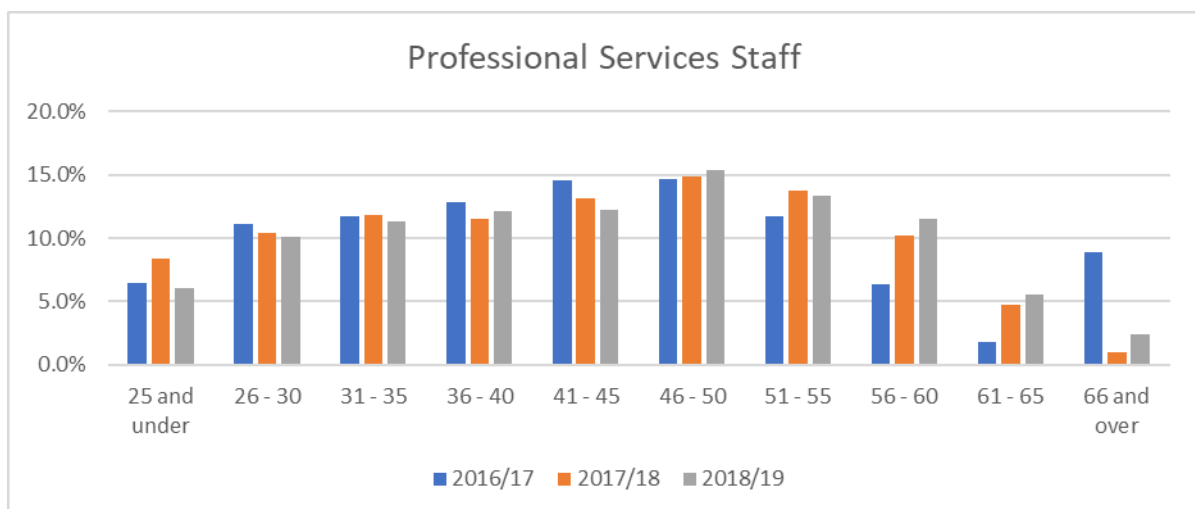
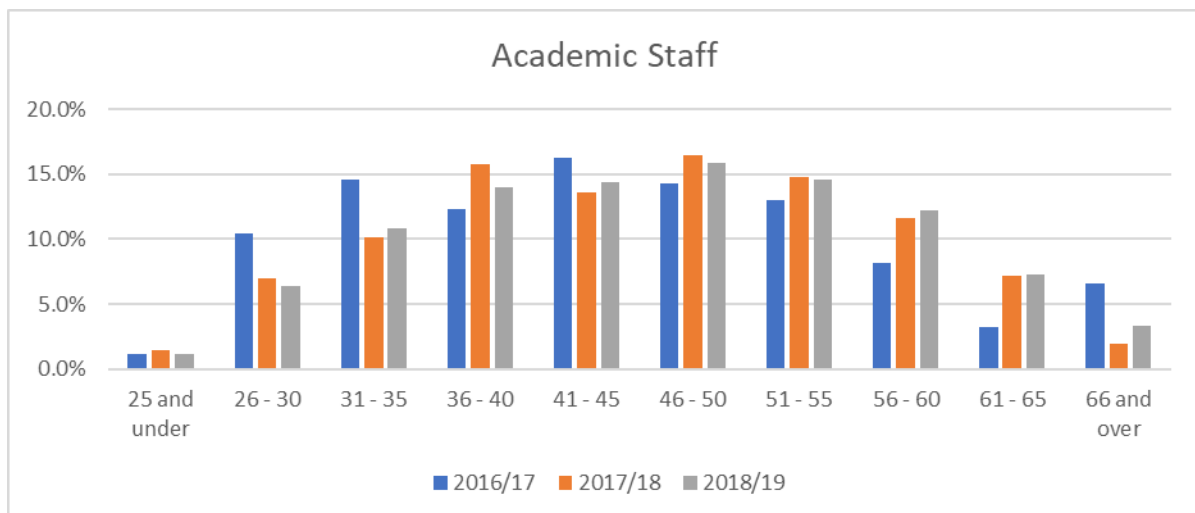
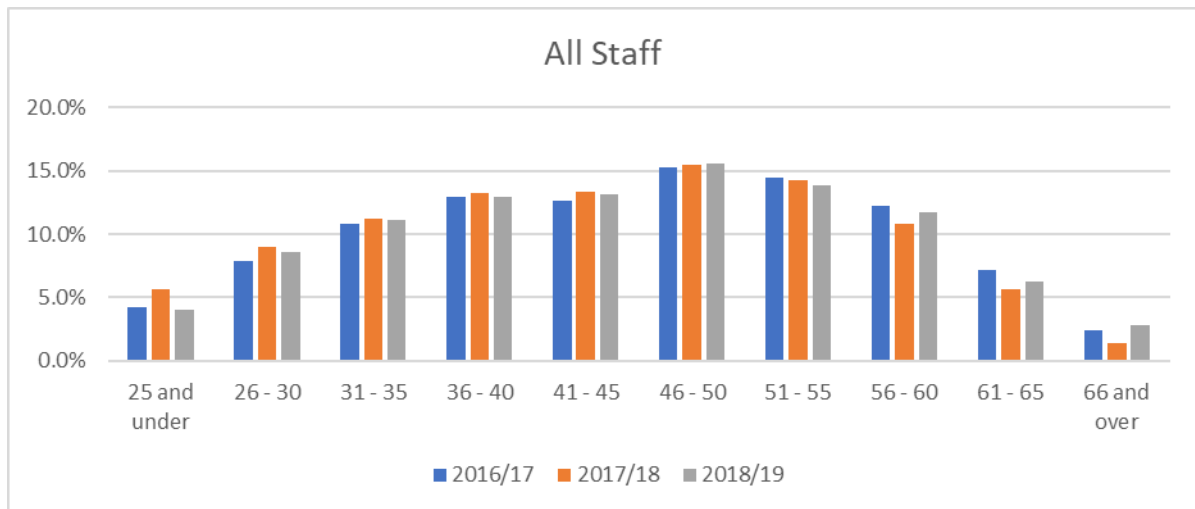
Figure 1: Total staff by age, disability, ethnicity and sex



## Age

Over the last three years, we have seen the age ranges of all staff following a very similar pattern with a slightly larger increase in the '66 and over' category and the largest decrease in the '25 and under' category.

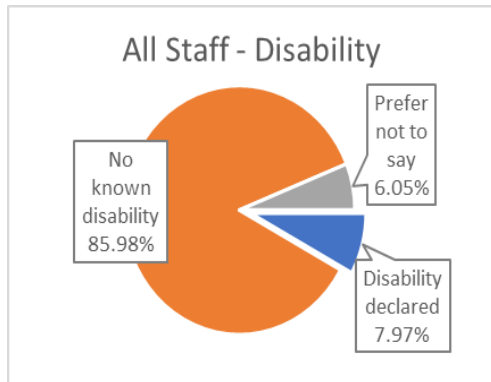
Figures 2 to 4: The age range of all staff then filtered by academic and professional services



## Disability

We have seen a slight increase in the number of employees declaring a disability (from 7.4% in 2017/18 to 8.4% in 2018/19) and a decrease in those with no known disability (down from 88.9% in 2017/18 to 86.2% in 2018/19). However, the number of those that ‘prefer not to say’ has increased by 2.76 percentage points since last year’s report.

Figure 5 and Table 2: All staff for 2018/19 by disability declared and breakdown of disabilities

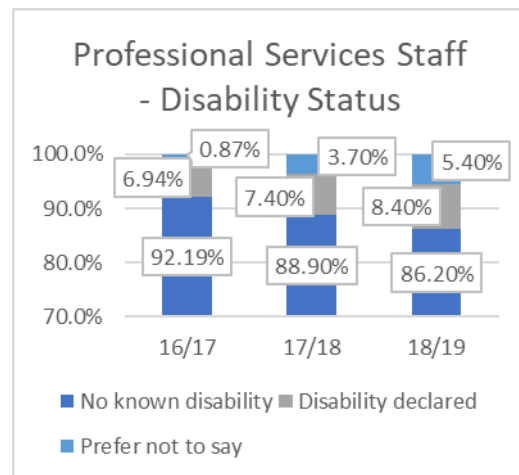
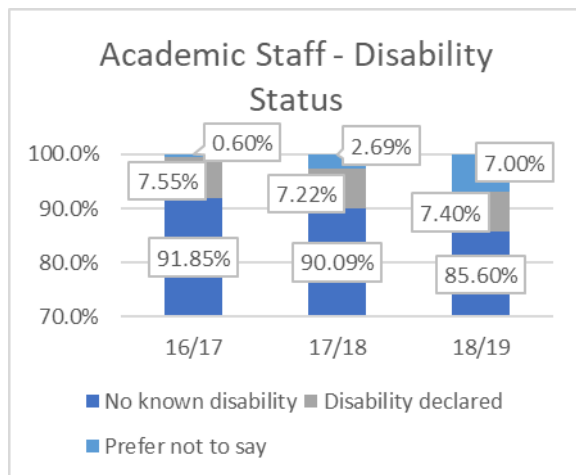


General learning disability	0.04%
Social/communication impairment	0.04%
Blind or serious visual impairment	0.18%
Deaf or serious hearing impairment	0.29%
Multiple disabilities	0.76%
Disability, impairment or medical condition not listed	1.01%
Physical impairment or mobility issues	1.16%
Specific learning difficulty (SpLD)	1.30%
Mental health condition	1.34%
Long standing illness or health condition	1.85%

Over the past three years’ reports, the following graphs show how the number of academic staff declaring a disability has remained fairly constant whereas the number of professional services staff declaring a disability has increased slightly.

The number of those preferring not to say has increased by over 4.5 percentage points for both academic and professional services staff.

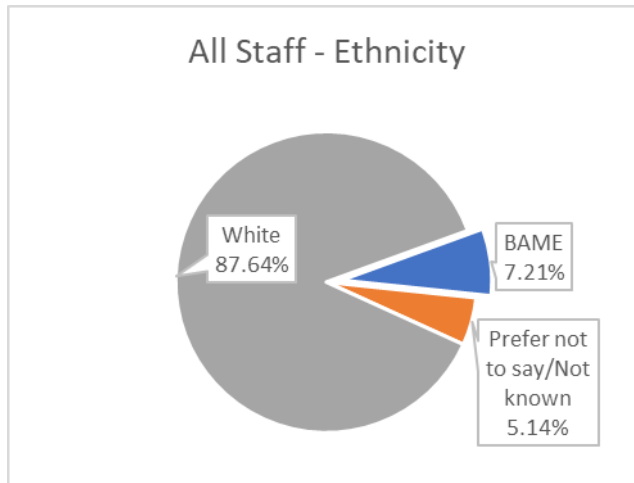
Figures 6 and 7 show academic and professional services staff by disability status over the last three years.



## Ethnicity

Across the whole workforce, there has been a very slight increase (0.5 percentage point) in the percentage of BAME to white staff since last year and a slight decrease in the number preferring not to say or not known.

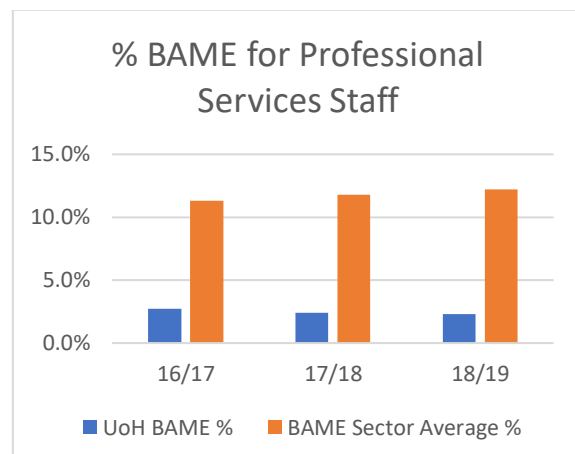
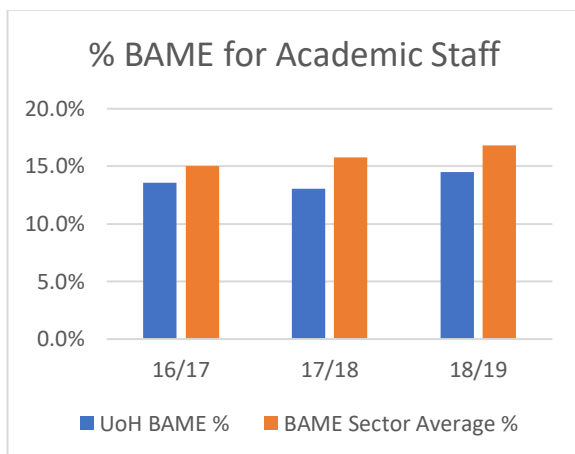
Figure 8 and Table 3: Shows the breakdown of ethnicity for all staff



Other Ethnic	0.80%
Black/Black British	1.16%
Mixed	1.27%
Chinese	1.88%
Asian/Asian British	2.10%

Despite a dip last year, the percentage of BAME academic staff has increased over the past three years as a whole and is now 0.9 percentage points higher than two years ago. However, there has been a slight decrease for professional services of 0.4 percentage points over the same period.

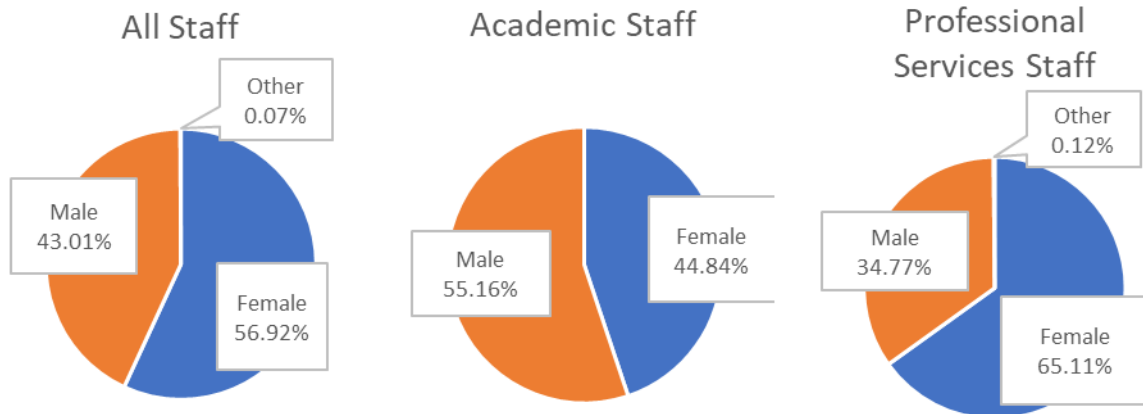
Figures 9 and 10 show the % of BAME staff by academics and professional services staff compared to the sector



## Sex

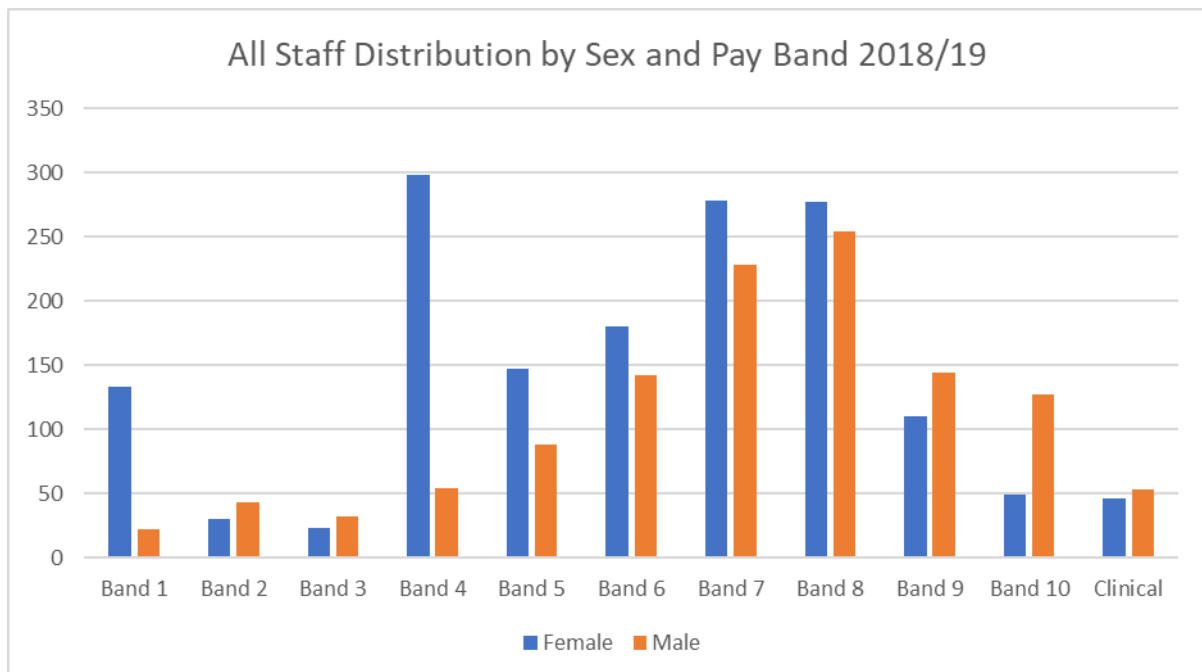
The ratio of female to male staff has remained constant since last year although this year is the first year we have included an additional category of “other” to align with the sex categories included for our student population.

Figures 11 to 13 show the sex for all staff and the breakdown of academic and professional services staff



The graph below shows that there are significantly more female than male staff in bands 1 and 4 and closely follows the data from the 2019 report. Due to the low numbers falling into the category of “other”, we have not included these in the further analysis shown in the following figures.

Figure 14: the sex of all staff by pay band



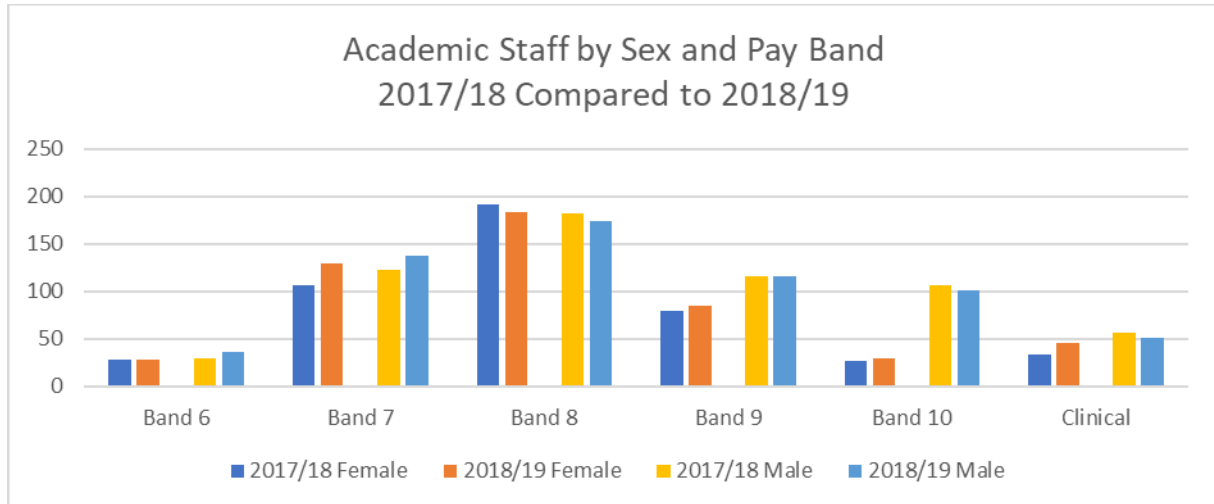
The figures below show academic and professional services staff by sex and pay band compared to last year’s data.

We can see increases in male academic staff for the lower bands whereas in the higher academic bands the number of male staff has either remained the same or has reduced slightly.

There was only a reduction of female academics at band 8. At all the other bands, the number of female staff either remained the same or slightly increased.

For the clinical staff the percentage of female staff increased by 12 percentage points whereas the number of male staff reduced by 9 percentage points bringing the ratio of female to male staff closer.

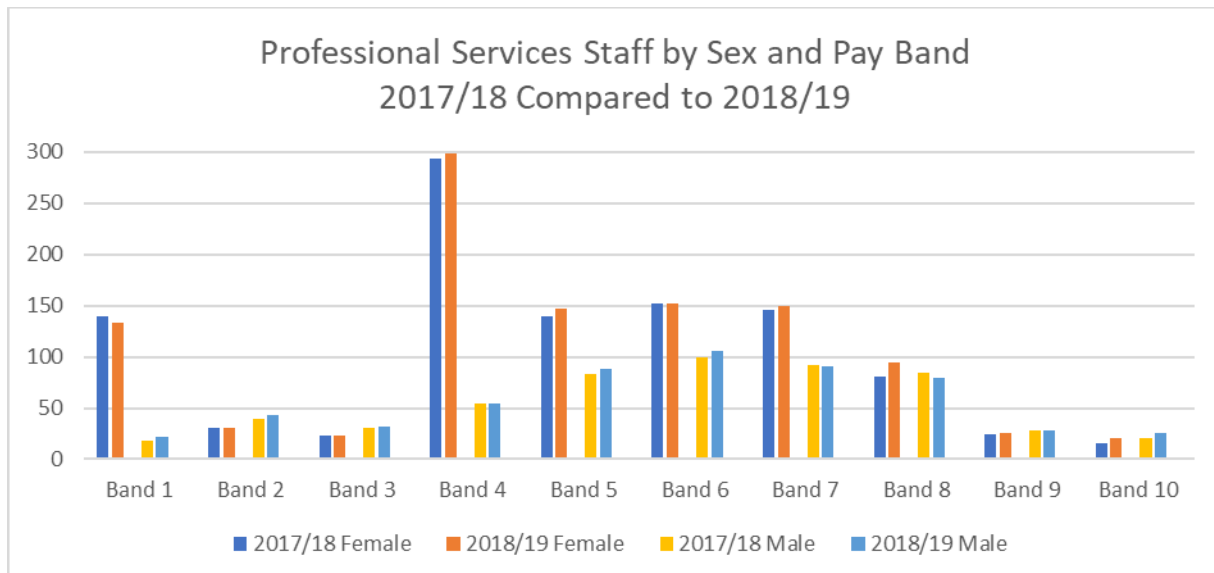
Figure 15: Breakdown and comparison of academic staff by sex and pay band



Due to low numbers, we have not included professional services staff in clinical bands in figure 16.

At band 1, there has been a slight decrease in the gap between female and male staff whereas we can see there are now 15 percentage points more female than male staff at band 8.

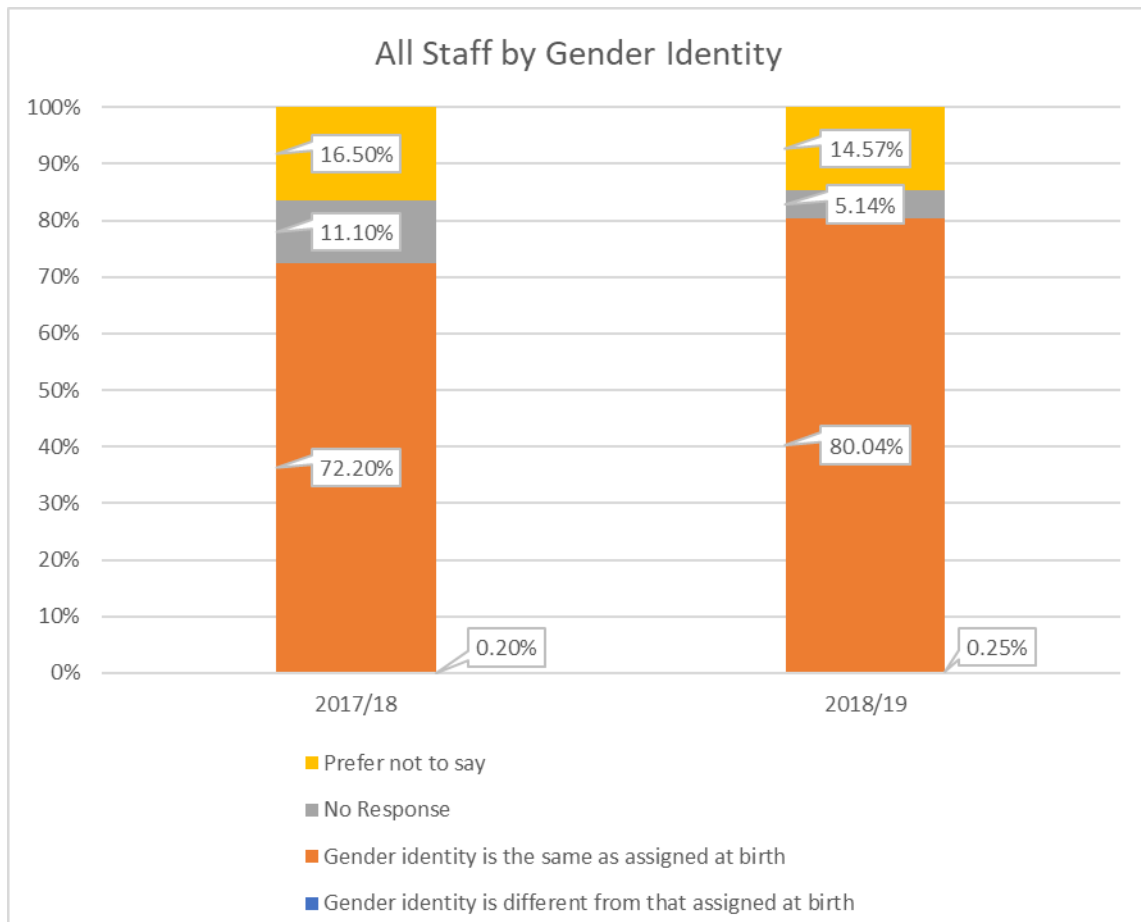
Figure 16: Breakdown and comparison of professional services staff by sex and pay band



## Gender Identity

Although the numbers declaring a different gender identity from that assigned at birth are low, the numbers of staff choosing not to respond or choosing not to say have decreased by 7.9 percentage points.

Figure 17: All staff by gender identity for 2017/18 and 2018/19

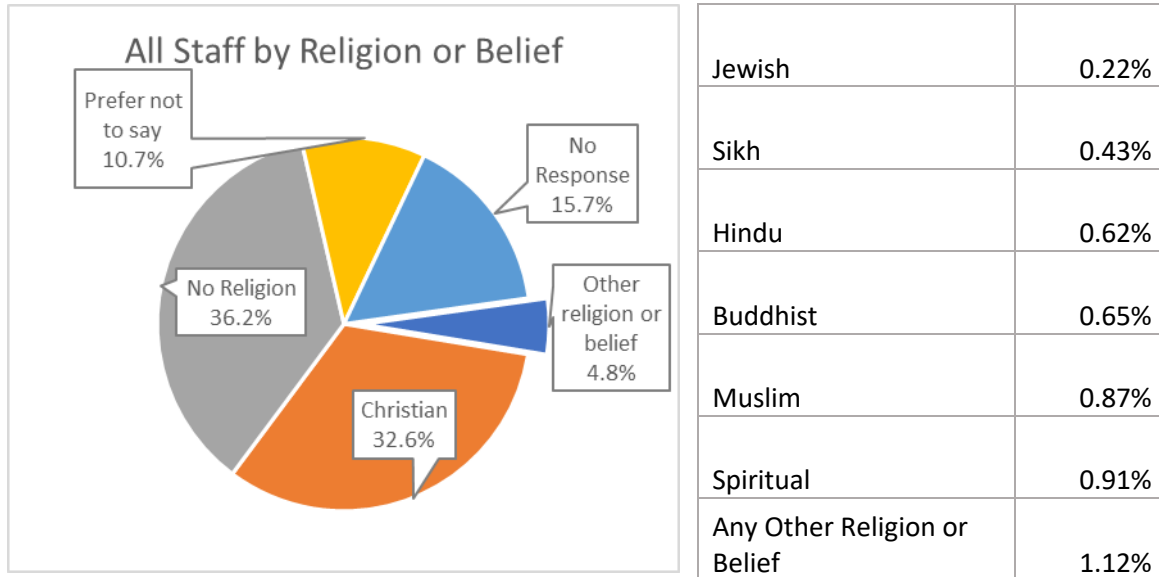




## Religion and Belief

Since last year’s report, the number of those who have given no response has reduced by 6.6 percentage points. Those who prefer not to say has only slightly increased by 0.6 percentage points.

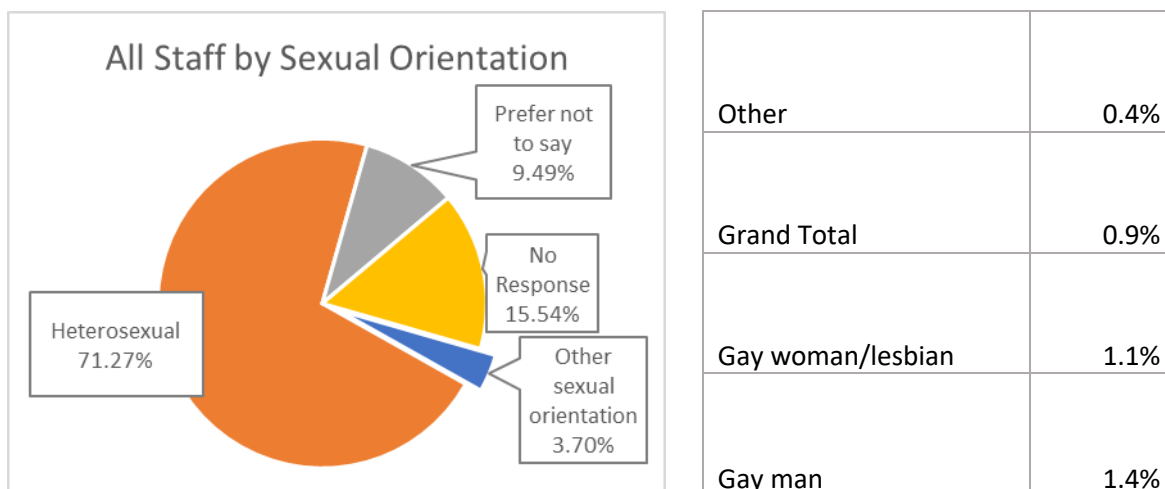
Figure 18: All staff broken down by religion or belief



## Sexual Orientation

Since the previous year, the number of staff choosing not to answer the question of sexual orientation has reduced from 22% to 15.54%, while those who prefer not to say has increased slightly from 8.7% to 9.49%.

Figure 19 and Table 5: All staff broken down by sexual orientation

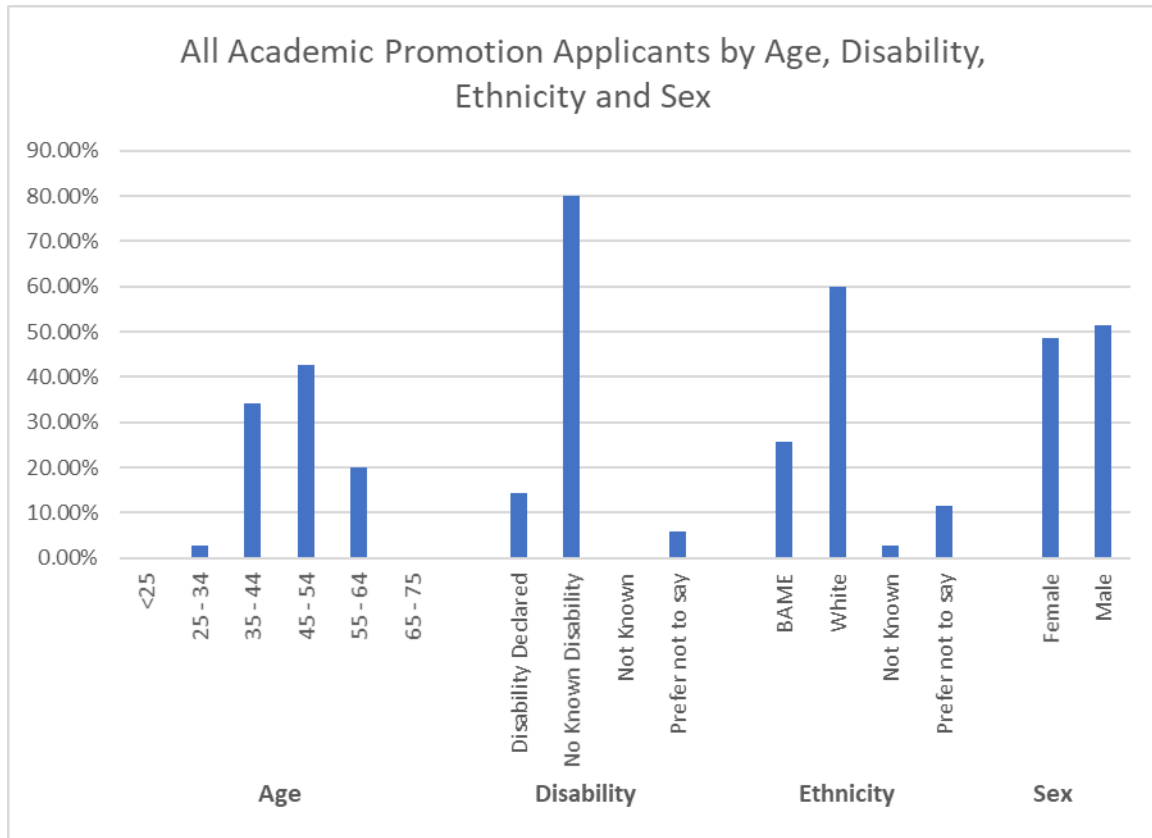


## Academic Promotions 2020

### Total Applications

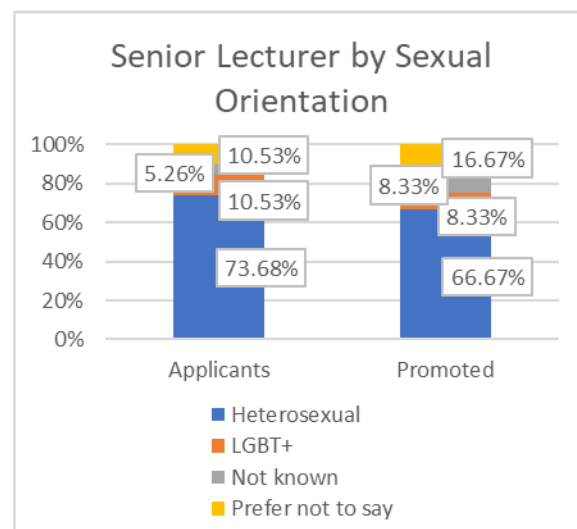
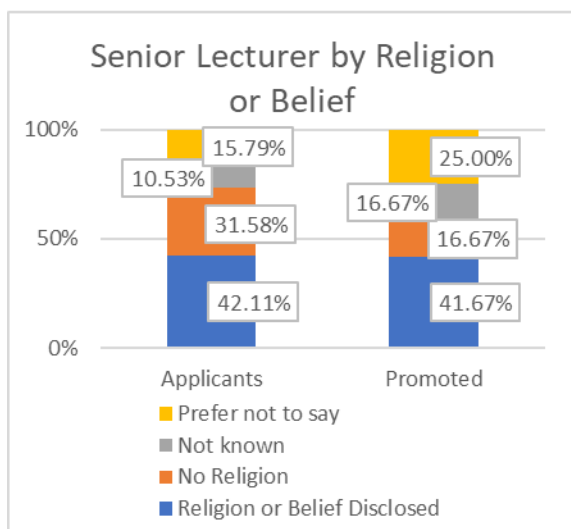
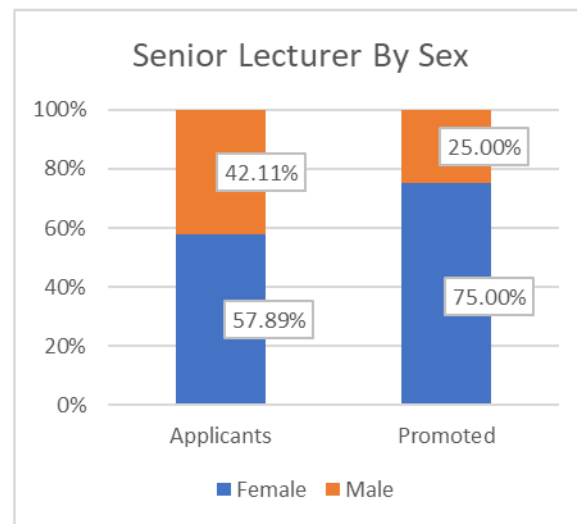
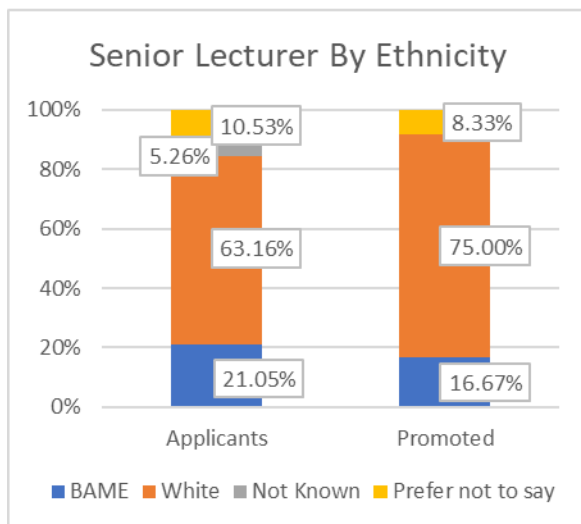
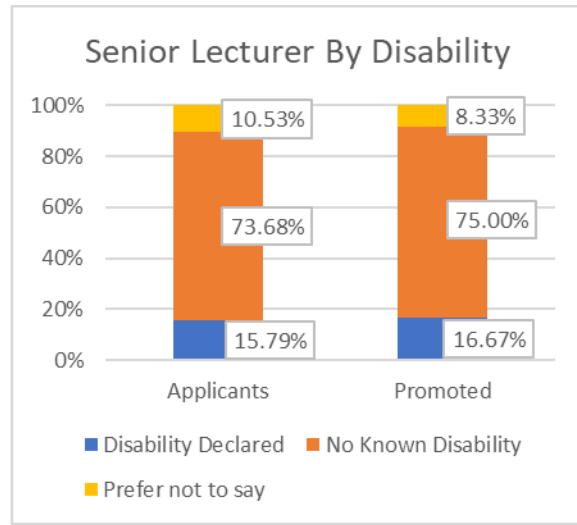
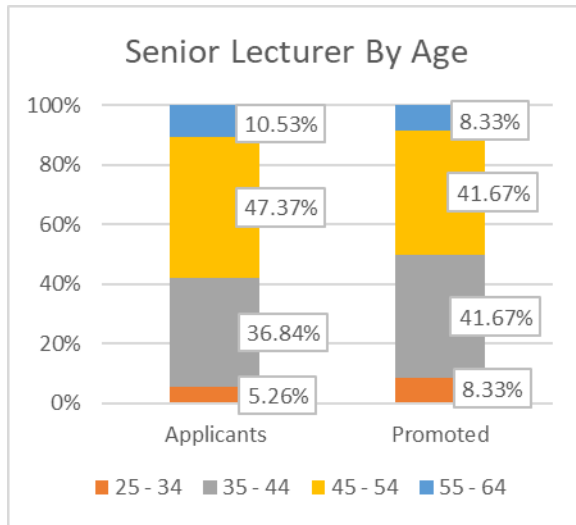
As the number of people who are part of the academic promotions process is low, at only 35 applications, we have used percentages in this data relating to the 2020 promotions round.

Figure 20: All applications by age, disability, ethnicity and sex



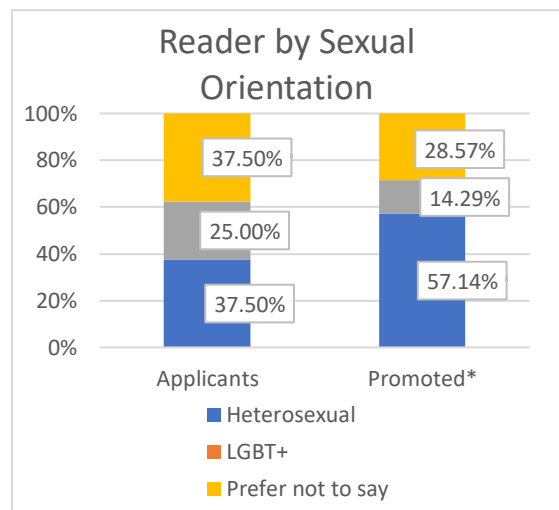
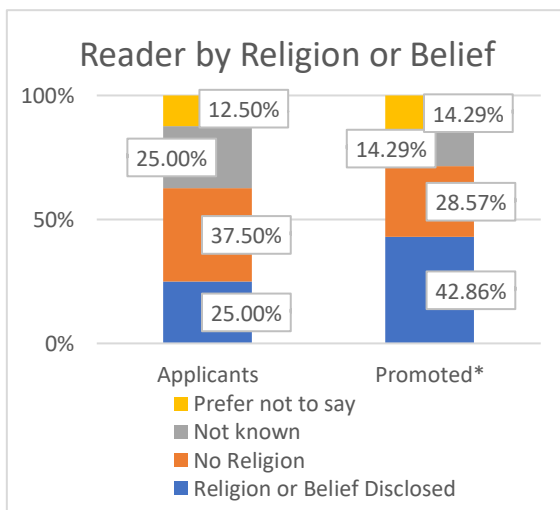
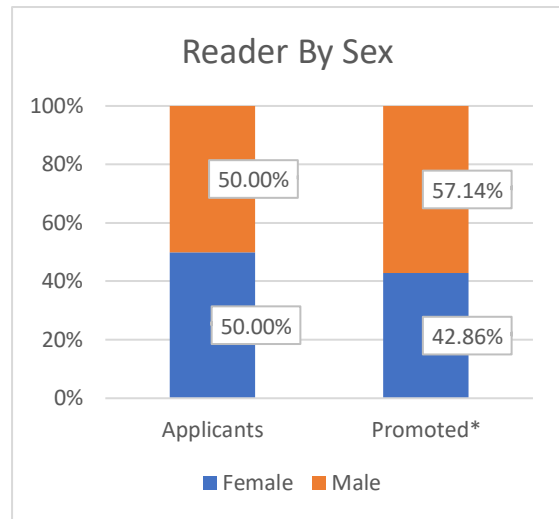
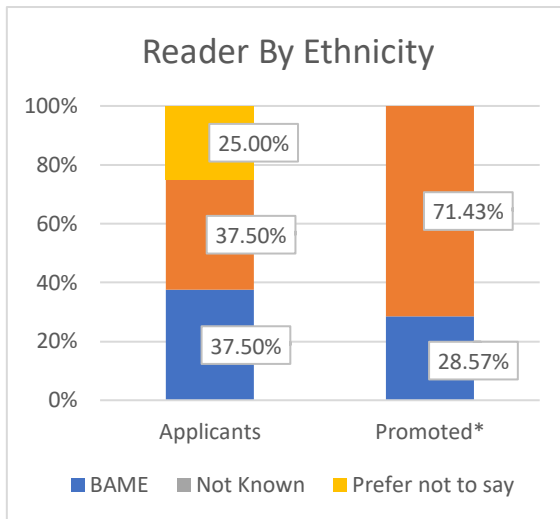
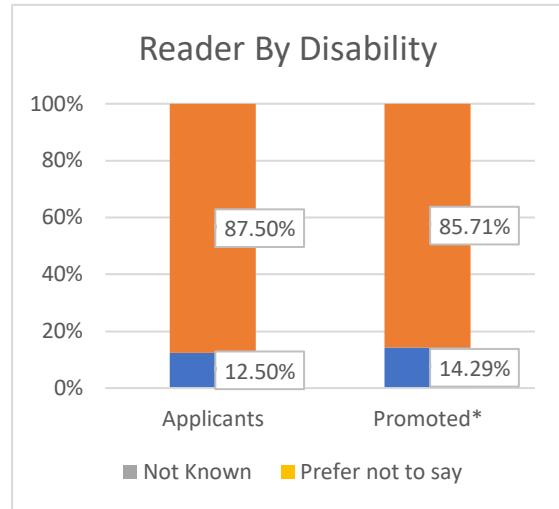
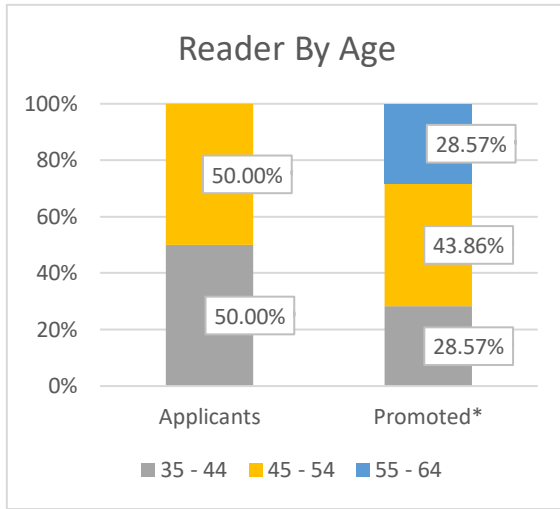
## Senior Lecturer – Applications and Promotions

Figures 21 to 26: Senior Lecturer applications by age, disability, ethnicity, sex, religion or belief and sexual orientation



## Reader – Applications and Promotions

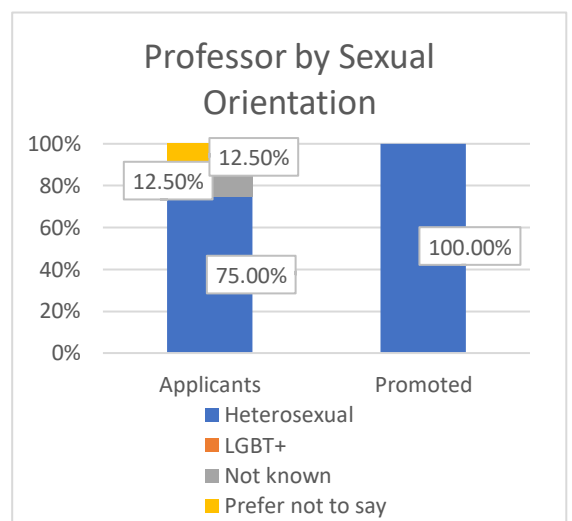
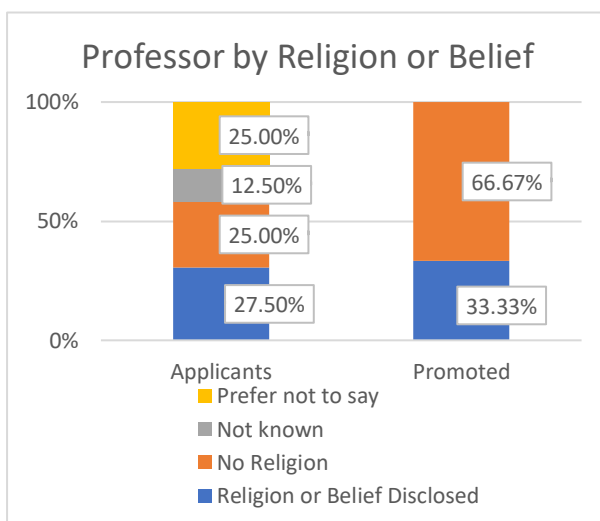
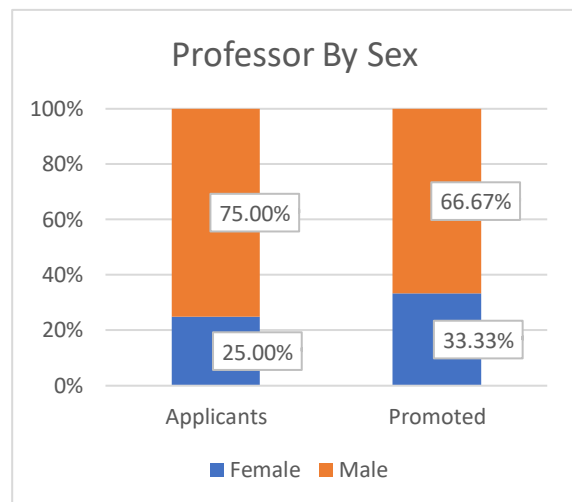
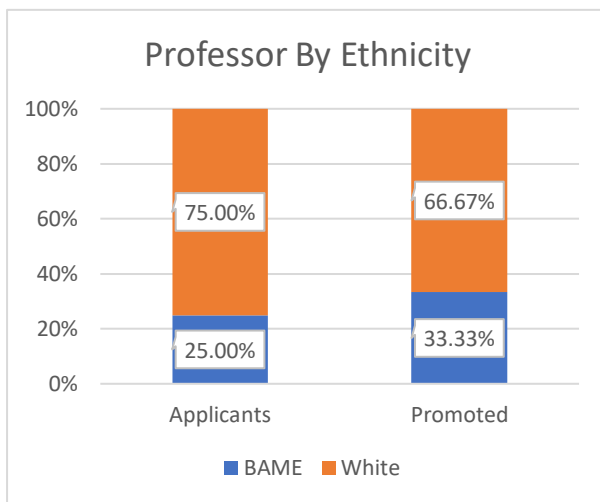
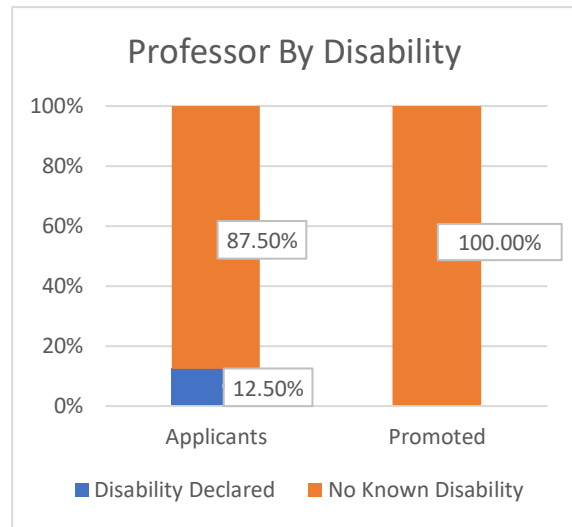
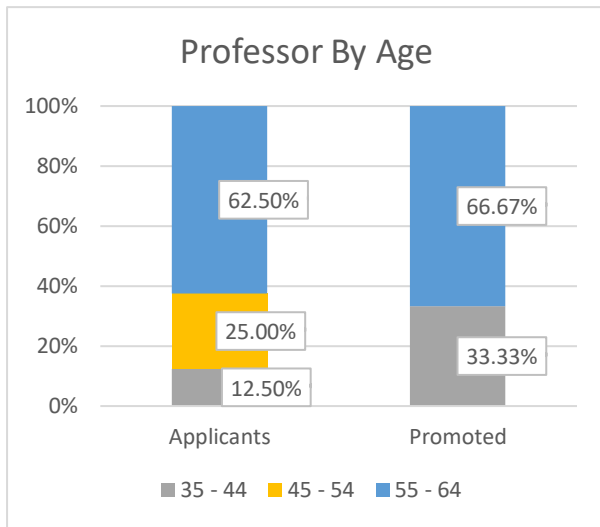
Figures 27 to 32: Reader promotions by age, disability, ethnicity, sex, religion or belief, sexual orientation



\*Reader promotions include unsuccessful applications for Professor.

## Professor – Applications and Promotions

Figures 33 to 38: Professor promotions by age, disability, ethnicity, sex, religion or belief, sexual orientation



## Update on 2019 Actions and 2020 Further Actions

We are committed to continuously improving inclusivity, and tackling issues of inequality which act as a barrier to diversity and equality within our workplace.

The following provides an update on actions and findings from our 2019 report, as well as providing additional actions for 2020:

1. Improve staff disclosures rates of sensitive information.

2019: We are working with Stonewall to improve our understanding of managing sensitive and personal data and in identifying how to better encourage employees to disclose this type of information.

2020: We need to ensure colleagues feel confident in disclosing sensitive information without facing any detrimental impact as well as understanding and addressing the barriers that prevent this.

Low recording rates are a barrier to our University successfully understanding and addressing prevalent issues. For this report, the numbers of those declaring have increased in some categories, but there is still work to do through our Stonewall partnership and advancement of our inclusivity agenda in this area. There has also been an increase in the number of people responding that they would prefer not to say in response to disability questions. We will investigate this through our EDI networks and make recommendations to the EDI Committee.

2. Improve gender advancement and equality.

2019: Our University's Athena SWAN programme is helping to shape positive gender equality outcomes such as senior academic promotions, mentoring and flexible working arrangements.

Our Athena SWAN plan drives the gender equality programme which sets out what we need to do to progress our current Bronze award status by the point of re-submission in 2022.

2020: We have seen some improvements in gender equality for staff. For instance, within academic promotions, female candidates for promotion were successful in roughly the same ratio as applications. However, there is still work to do in the advancement of women to Professor level. We will continue work in this area by: understanding the barriers women face and supporting women throughout their career including academic promotions; through the ongoing work of the EDI Committee; embedding the monitoring of career development within faculty Athena SWAN groups; and through Inclusivity project work.

3. Address race inequality.

2019: Our membership of Advance HE's Race Equality Charter will help support us in investigating and deepening our understanding of race equality barriers and we will continue to review this in 2020/21.

2020: We will continue to publish our 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. As part of answering the Equality and Human Rights Commission report on “Tackling racial harassment: Universities challenged”, a working group is ensuring our University has effective data collection and data sharing in place, together with supporting mental health and wellbeing and ensuring leadership embeds an inclusive culture in our institution.

4. Continue to improve the inclusivity agenda on campus.

2019: The way we promote inclusivity on campus has improved significantly in recent years. Our drive to maintain and improve our representation, language and imagery in areas such as student and staff recruitment, and visual media will continue. We will continue working to embed our vision, values and behaviours to underpin this commitment.

2020: We have created a new Inclusion and Campus Community Team and are working to finalise the updated Equality Scheme (Inclusion Strategy) and support the University’s new values-based organisational strategy before the end of the calendar year.

There are a series of projects underway addressing issues of accessibility on campus. The new team is also working with HUSU on a range of activities and projects, including promoting and demonstrating events around Black Lives Matter, Black History Month, LGBT History Month, Transgender Awareness Month and Disability History Month. The newly formed Inclusivity and Equality Network has also encouraged employees as allies to work with the new team on understanding and celebrating all protected characteristics.

Internal communications and employee engagement will continue to play a critical role in awareness raising, securing buy-in, and in embedding values based principles into everyday practice across the institution.