



# UNIVERSITY OF HULL

## University of Hull Equality and Diversity Staff Data Profile 2021

1. **Introduction** Equality, diversity and inclusion (EDI) sits at the heart of our Social Justice and Inclusion Strategy 2025. Our commitment to diversity, inclusion and zero tolerance is central to our University Strategy and we have made positive progress in many areas; promotion of women into senior roles; advancing the progression of minority ethnic staff; monitoring gender balance of senior University committees; increasing accessibility of our campus, our curriculum and our services.

Since launching our University vision, values and behaviours, we continue 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, identifying senior sponsors for our inclusion work, 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 across 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 Social Justice and Inclusion Strategy 2025<sup>1</sup> sets out three diversity, equality and inclusion objectives:

- We will actively seek to be a diverse staff and student community which reflects our local and international communities
- We will ensure fairness through equality of opportunity and treatment
- We will create an inclusive culture whereby difference is valued and people have a sense of belonging

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 2019 to 31 July 2020<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>. The Professional and Support Staff (PSS) data collected by HESA is no longer required to be reported by institutions (since the 2019/20 return) so the data for PSS is showing those institutes that have continued to submit this data.

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<sup>1</sup> The University of Hull's Social Justice and Inclusion Strategy 2025 was published June 2021 and replaced the Equality Scheme.

<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 2019/20

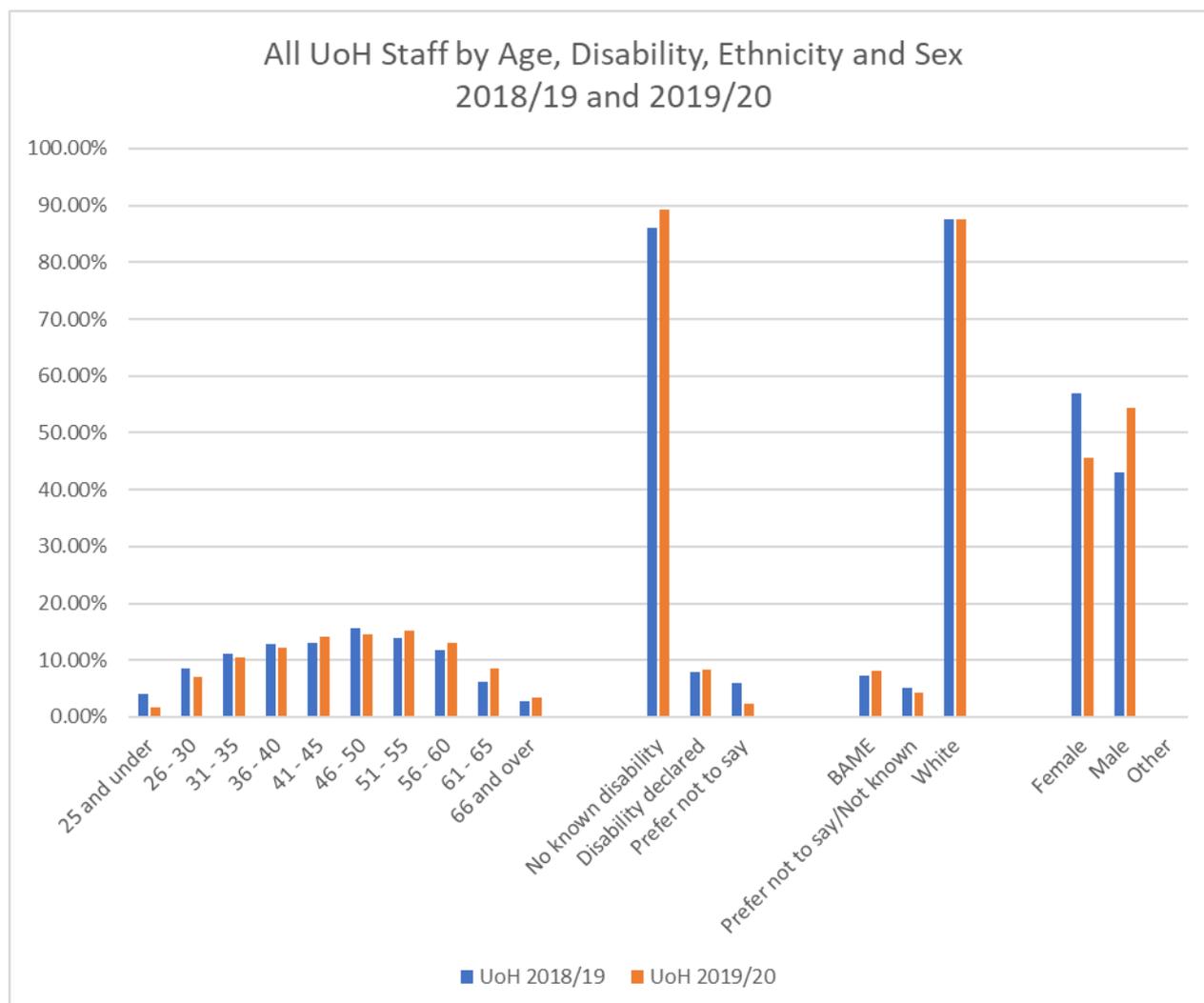
Comparing the total numbers of university staff from the Staff Data Report 2020 to the numbers of staff in this report shows there has been a reduction in total staff of 7.23% (186 employees) but, due to low numbers in particular categories, we are only showing percentages in Table 1. Even though staff numbers have reduced since the last report the ratio of female to male staff has very slightly increased for both Academics and Professional and Support Staff along with a very slight increase of 0.15 percentage points for those members of staff with a description of Other.

Table 1: Total University of Hull staff by sex

	2018/19			2019/2020		
	Female	Male	Other	Female	Male	Other
Academic	44.79%	55.21%	0.00%	45.58%	54.33%	0.09%
Professional	65.13%	34.75%	0.12%	65.89%	33.83%	0.27%
<b>Total Staff Headcount</b>	<b>56.92%</b>	<b>43.01%</b>	<b>0.07%</b>	<b>57.15%</b>	<b>42.66%</b>	<b>0.19%</b>

Figure 1 shows the EDI ratios compared to our 2018/19 data and how they compare to the ratios from the previous report. All protected characteristics are described in more detail later in the report.

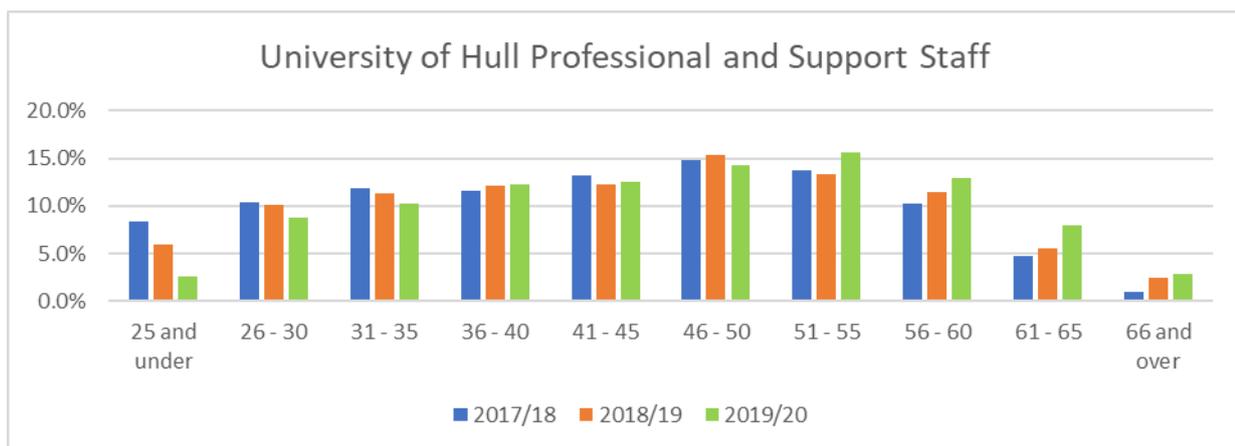
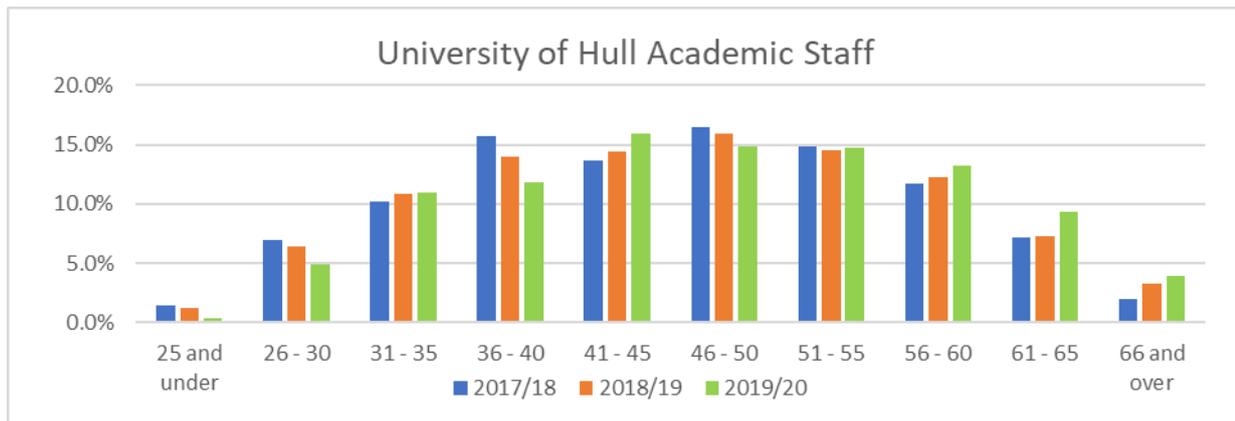
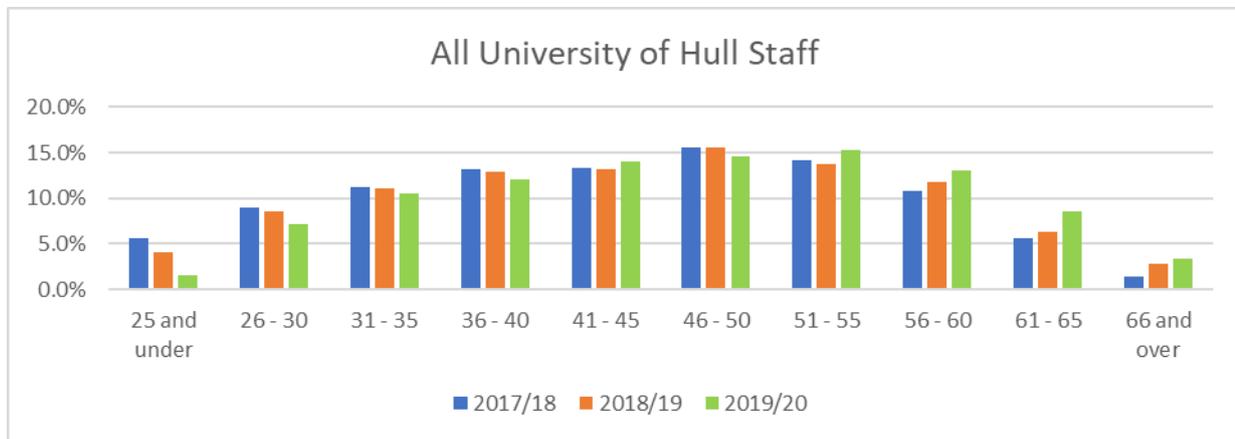
Figure 1: Total University of Hull staff for 2019/20 by age, disability, ethnicity and sex compared to 2018/19 data



## Age

From the figure below for all University of Hull staff there has been a drop over the last three years in the 25 and under age group of 3.98 percentage points with the largest increase being for the 61 to 65 age range of 2.82 percentage points.

Figures 2 to 4: The age range of all University of Hull staff filtered by academic and professional and support staff



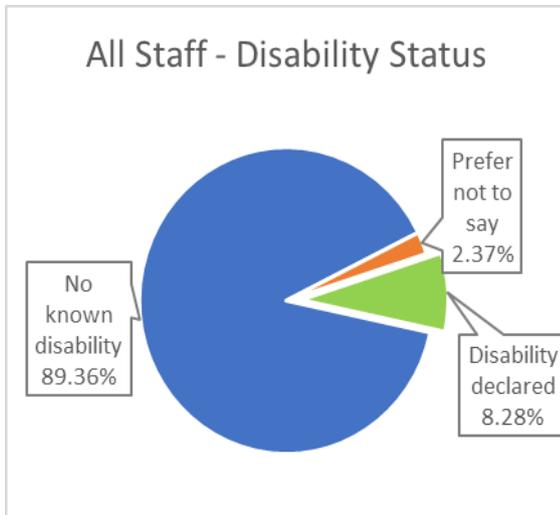
The largest decrease in academic staff is in the age range 36 – 40 with a 3.92 percentage point decrease and the biggest increase being 2.17 percentage points in the 61 – 65 age range.

The largest decrease is within the professional and support staff in the 25 and under age range of 5.81 percentage points compared to the greatest increase being in the 61 – 65 age range of 3.21 percentage points.

## Disability

Although overall staff numbers since the previous report have reduced by 7.23% the number of staff declaring a disability have only reduced by 3.29%. The biggest change is in those preferring not to say which may in part be due to changes in staff or because more staff have been cleaning up their data as the numbers who have no known disability have also not reduced by much, 3.17%.

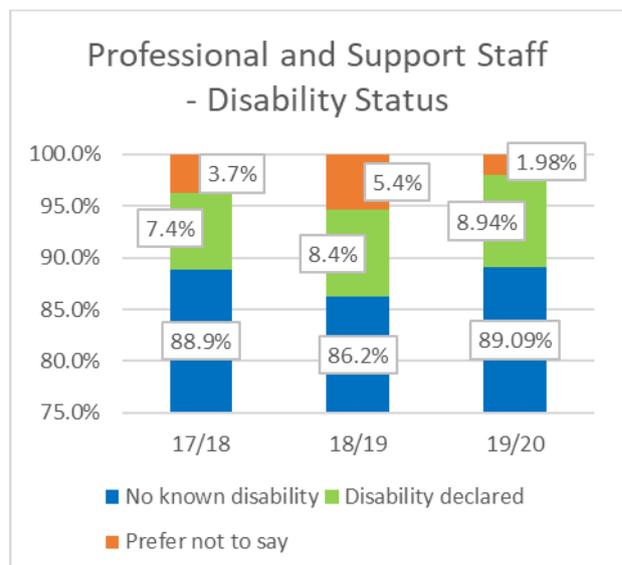
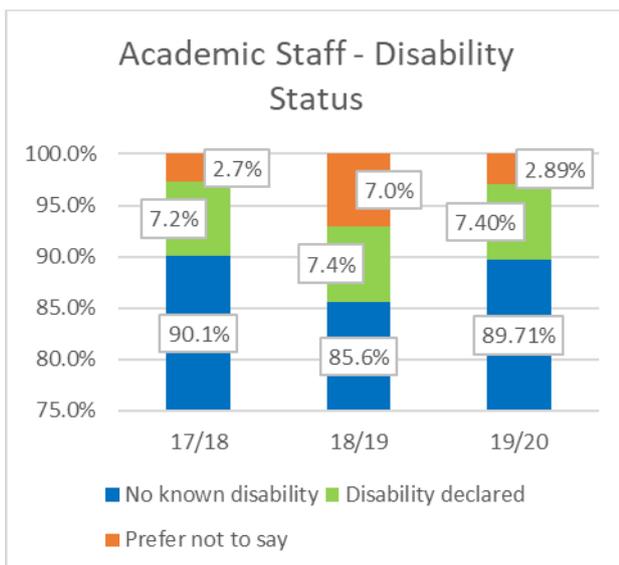
Figure 5 and Table 2: All staff for 2019/20 by disability declared and breakdown of disabilities



General learning disability	0.04%
Social/communication impairment	0.04%
Blind or a serious visual impairment	0.19%
Deaf or serious hearing impairment	0.31%
Multiple disabilities	0.74%
Disability, impairment or medical condition not listed elsewhere	0.89%
Physical impairment or mobility issues	1.01%
Specific learning difficulty (SpLD)	1.44%
Mental health condition	1.59%
Long standing illness or health condition	2.02%

The numbers of academic staff declaring a disability has not changed since the last report whilst the number of professional and support staff declaring a disability have reduced by 5.34% since last year, but the ratio between the categories mean that the percentage of staff declaring has very slightly increased.

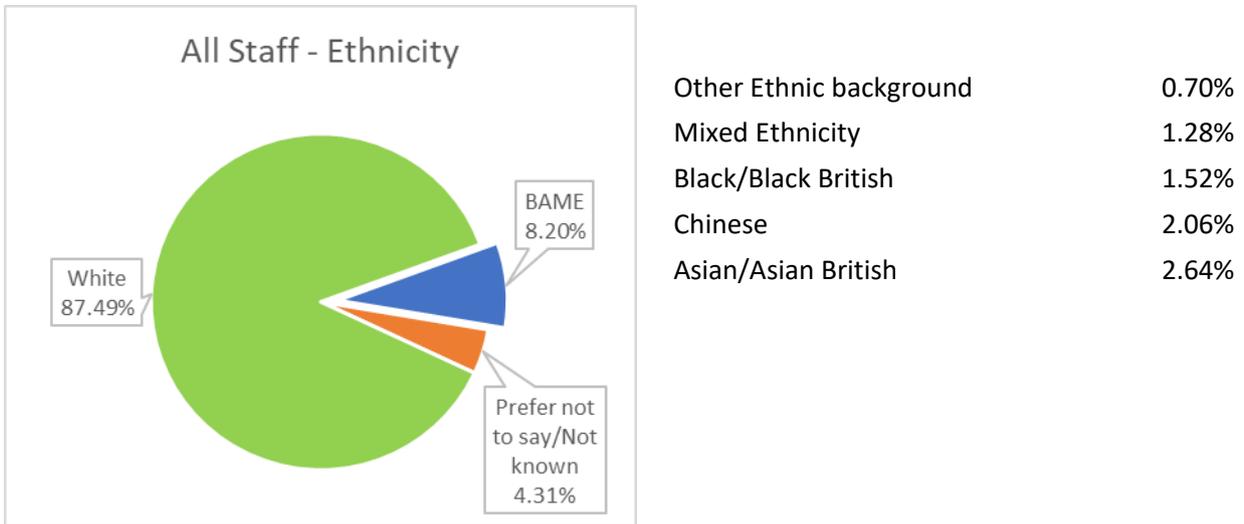
Figures 6 and 7 show academic and professional and support staff by disability status over the last three years



## Ethnicity

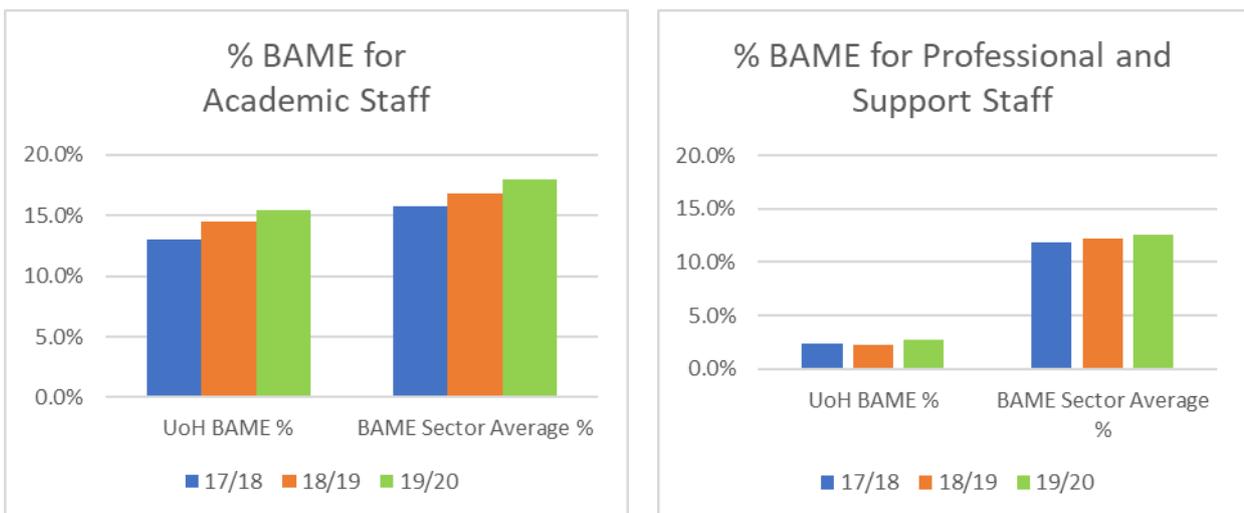
Although the total number of staff has fallen but the number of staff identifying as Black Asian or other Minority Ethnic Groups (BAME) has increased by 6% from 2018/19 to 2019/20 while those preferring not to say or not known has decreased by 28%. This has resulted in a 1 percentage point increase in total BAME staff since the last report.

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



The figures below show the University of Hull data compared to the Sector. Since the changes to HESA reporting Advance HE reported that for PSS there were less likely to be data submitted for those with an Asian or Black ethnic background. After adding in the BAME sector average data there has been a 0.4 percentage point decrease in BAME academic staff whereas there has been a 0.9 percentage point increase in University of Hull academic staff making it a 1 percentage point difference between Hull and the sector. The data for academics having not been affected by the changes. Data from the 2011 census showed the ethnicity of Yorkshire and The Humber to be 14.24% BAME and 85.76% white.

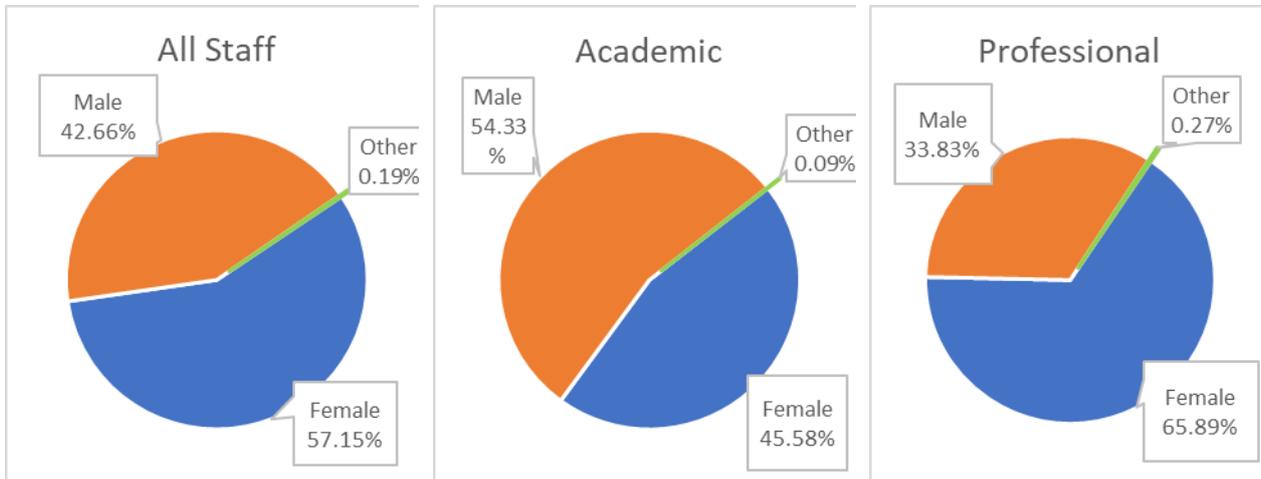
Figures 9 and 10 show the % of BAME staff by academics and professional and support staff compared to the sector



## Sex

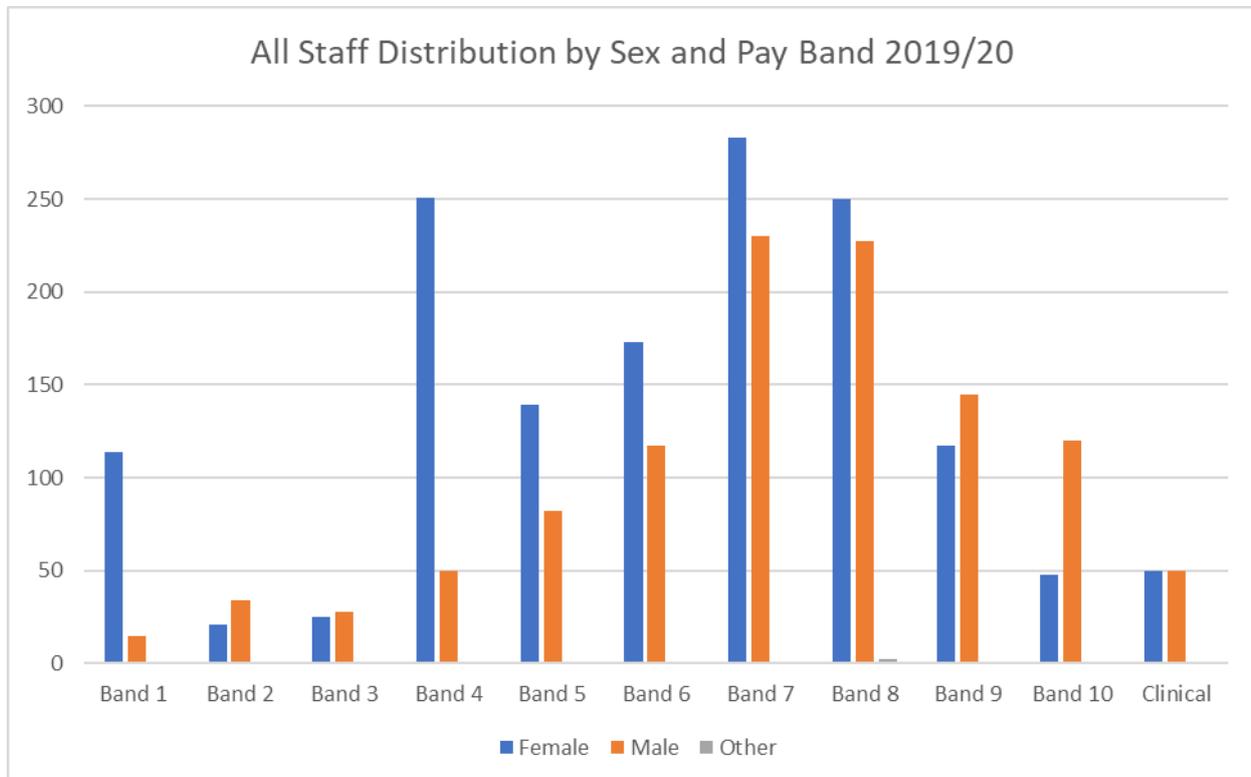
The ratio of the sex for all female, male and other staff have remained similar to last year with only a difference of 0.23 percentage points for female staff although the total number of female employees has reduced by 6.4%. Although very small numbers, those declaring other for their sex has also increased.

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



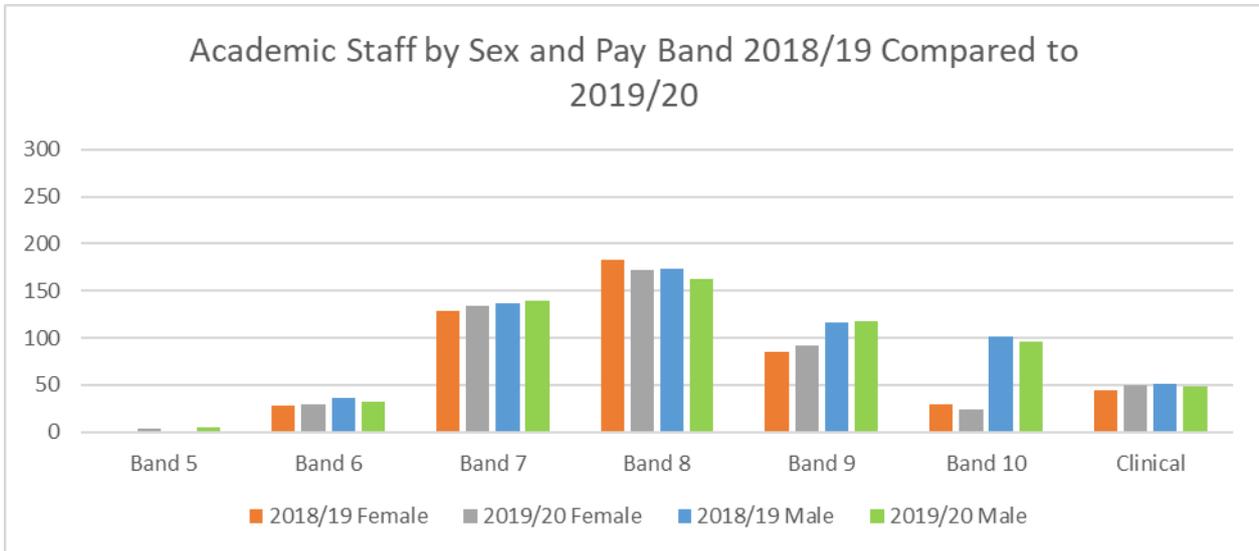
The graph below shows that the distribution of female to male staff across the pay bands has remained in a similar ratio to those in the 2020 report.

Figure 14 shows the sex of all staff by pay band



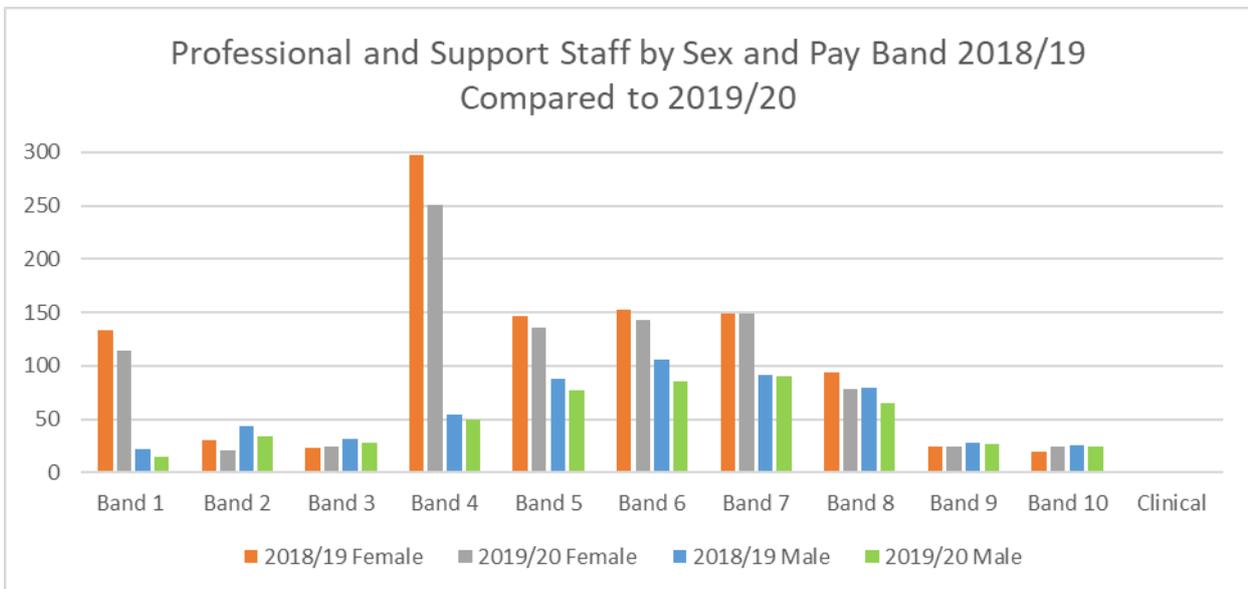
The following graphs compare female, male and other staff by pay band, split to show academics and professional and support staff. The academic graph shows that the numbers have remained fairly consistent across the bands for both female and male staff with only small variations between the sexes.

Figure 15 showing the breakdown of academic staff by sex and pay band for 2019/20 compared to 2018/19



The graph below shows that there have been far larger fluctuations of staff numbers in the professional and support staff with the largest percentage decrease being for male staff in band 1 with the largest number of female staff being lost in band 4. The percentage point difference between female and male professional and support staff has reduced slightly at 13 percentage points for this year.

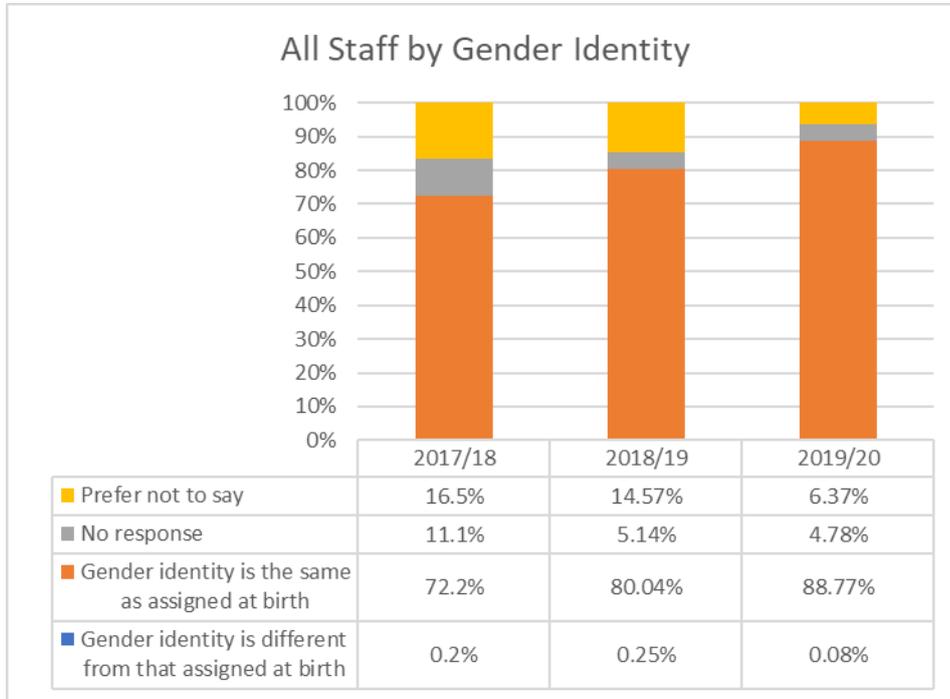
Figure 16 showing the breakdown of professional and support staff by sex and pay band for 2019/20 compared to 2018/19



## Gender Identity

The numbers of staff declaring a gender different from that assigned at birth has reduced, due to a combination of staff leaving or changing their response. The percentages for those not known or preferring not to say has also reduced. As the data has improved so has the understanding of the question by staff and this may also have made a difference to the numbers.

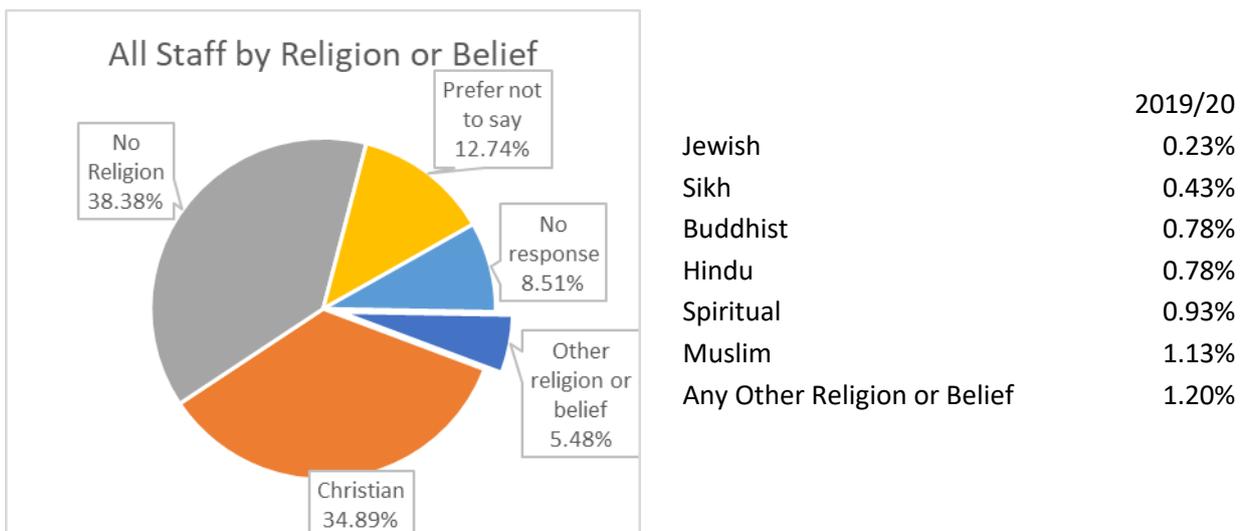
Figure 17 compares all staff by gender identity from 2017/18, 2018/19 and 2019/20



## Religion or Belief

Since last year those staff not responding has reduced by 7.19 percentage points, with the number of those preferring not to say, increasing by 2.04 percentage points.

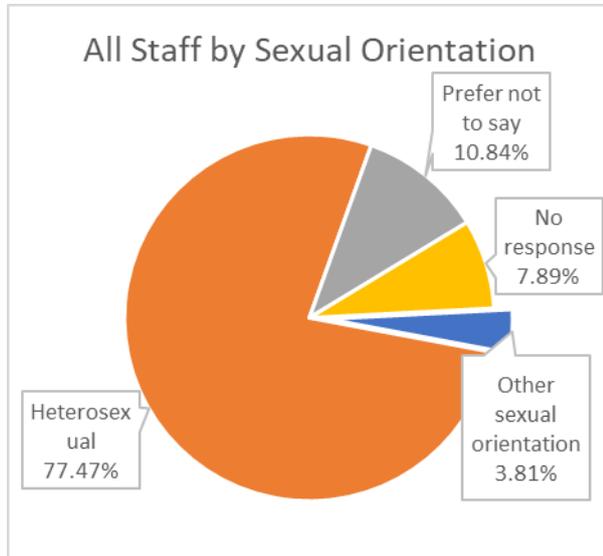
Figure 18 and table 4 shows all staff broken down by religion or belief in ascending order



## Sexual Orientation

There has been a further reduction in the percentage of staff who haven't responded by 7.65 percentage points since last year. Those preferring not to say has increased slightly by 1.35 percentage points with an increase in heterosexual staff of 6.2 percentage points from the previous report.

Figure 19 and table 5 show all staff broken down by sexual orientation in ascending order



2019/20

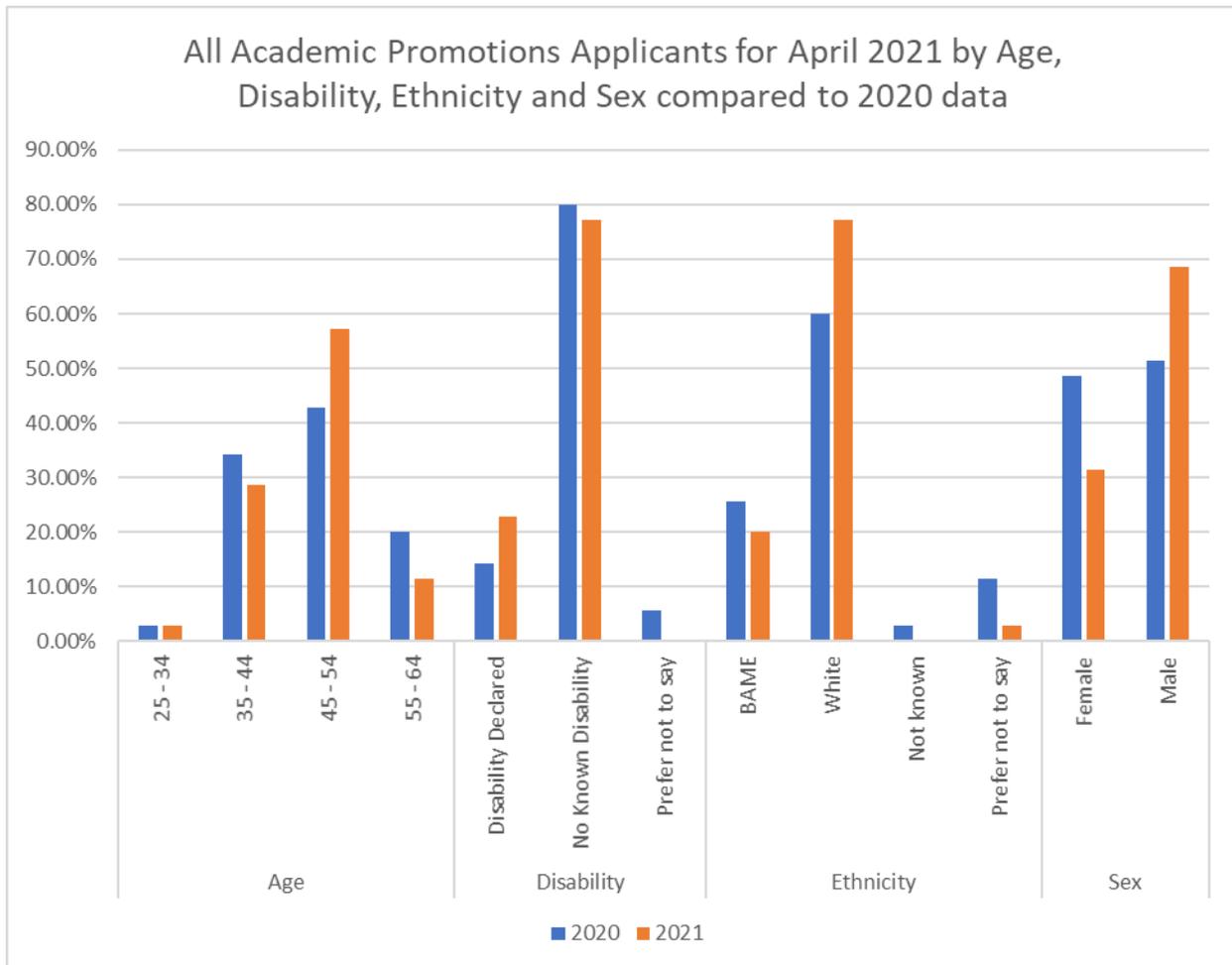
Other	0.27%
Bisexual	1.13%
Gay woman/lesbian	1.17%
Gay man	1.24%

# Academic Promotions for April 2021

## Total Applications

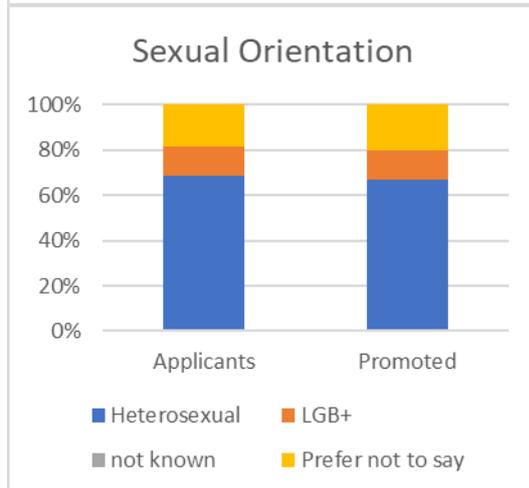
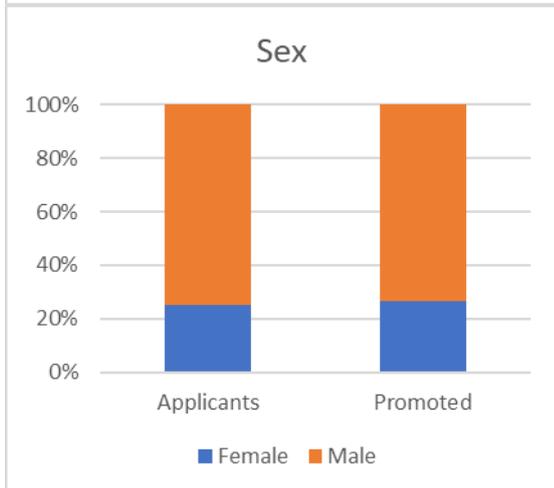
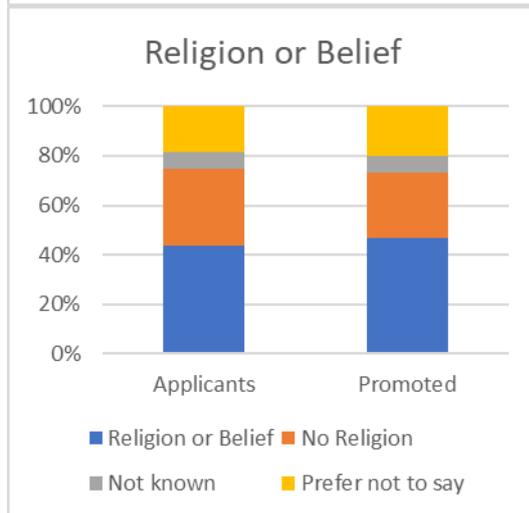
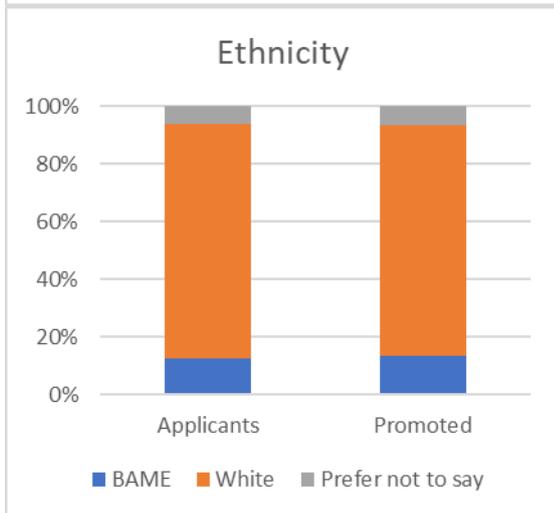
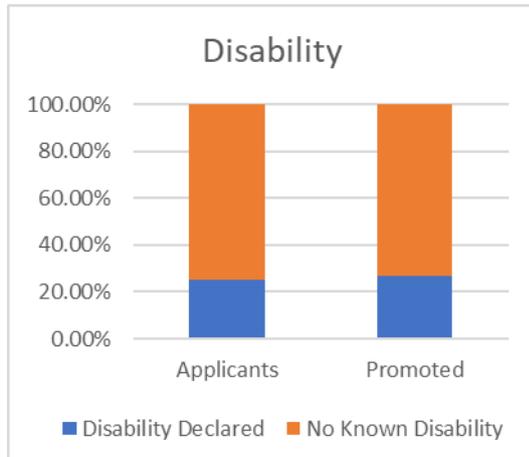
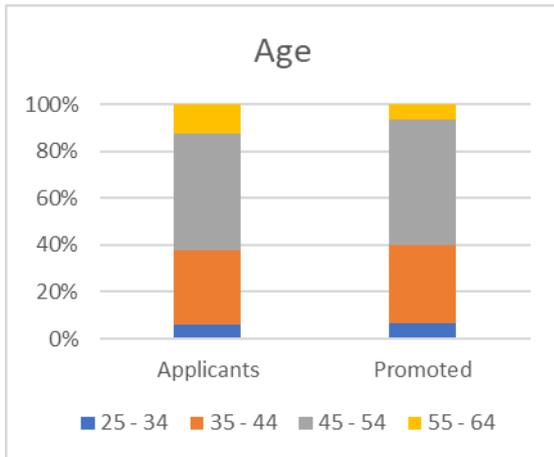
As the numbers are again low for the total number of applications at 35, percentages have again been used to represent all the data for academic promotions. Although there may appear to be large differences between this report and the previous data, any changes to the small sample numbers will make large differences in percentages.

Figure 20 showing all applications by age, disability and sex compared to 2020 academic promotions



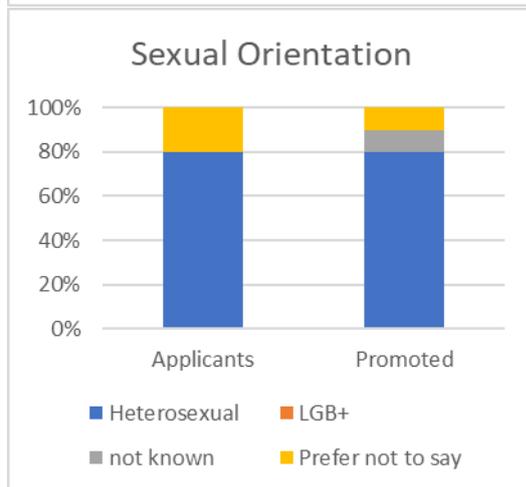
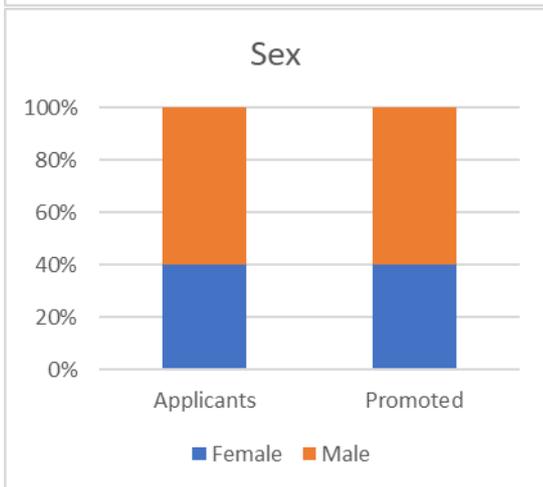
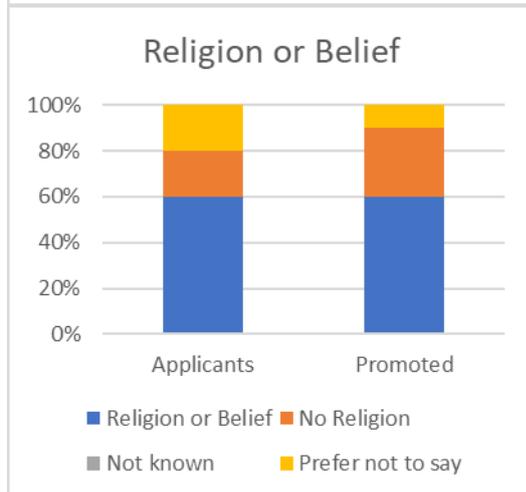
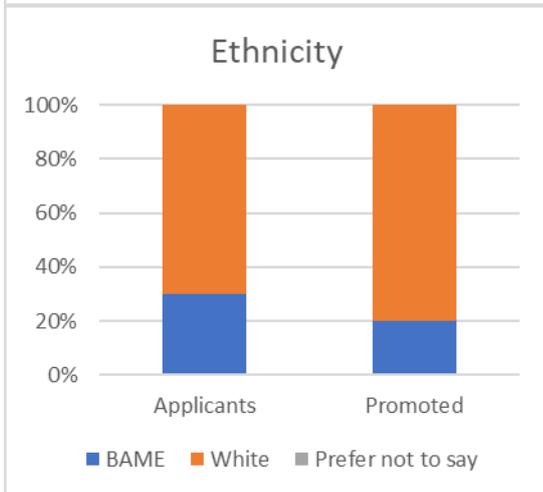
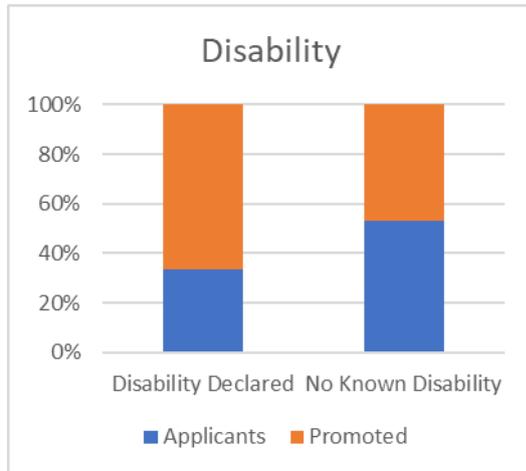
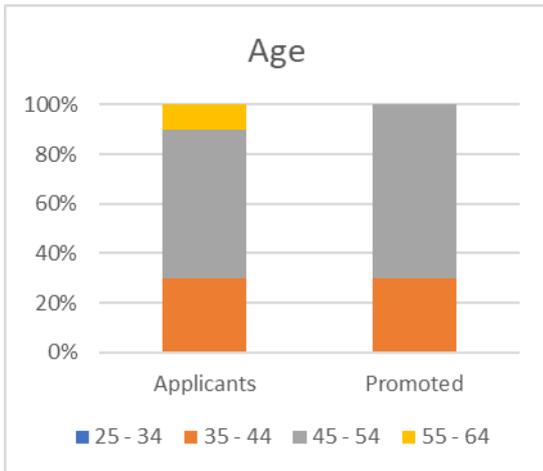
## Senior Lecturer – Applications and Promotions

Figures 21 to 26 show the applications and promotion data from those applying for the academic post of Senior Lecturer.



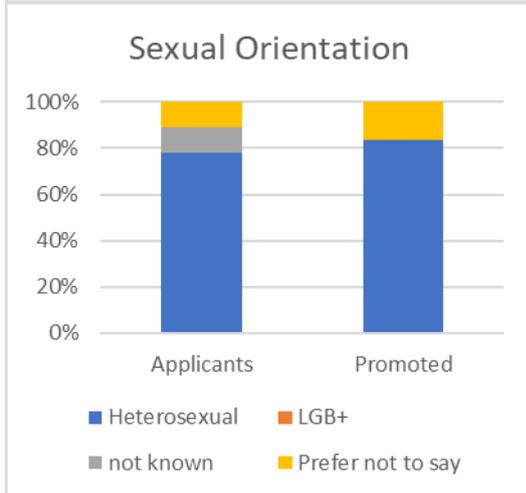
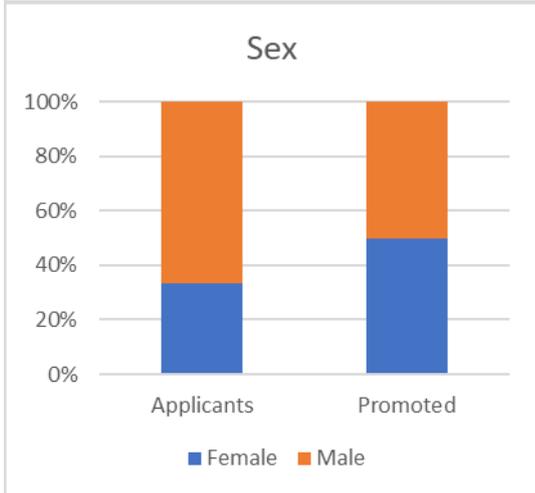
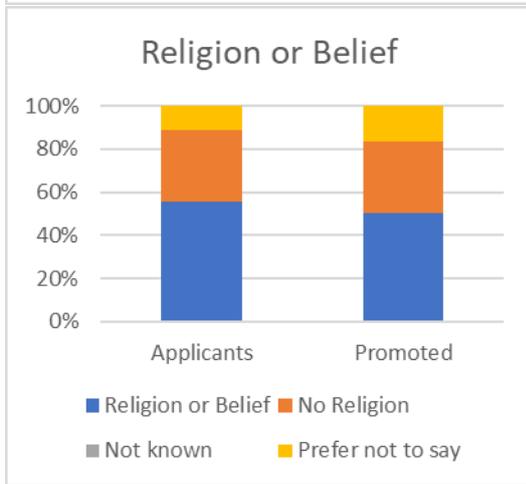
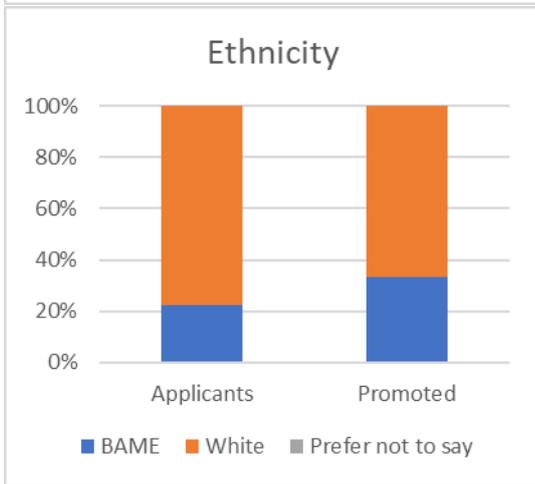
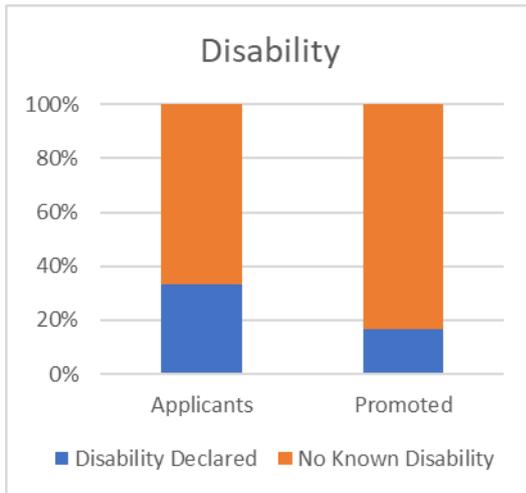
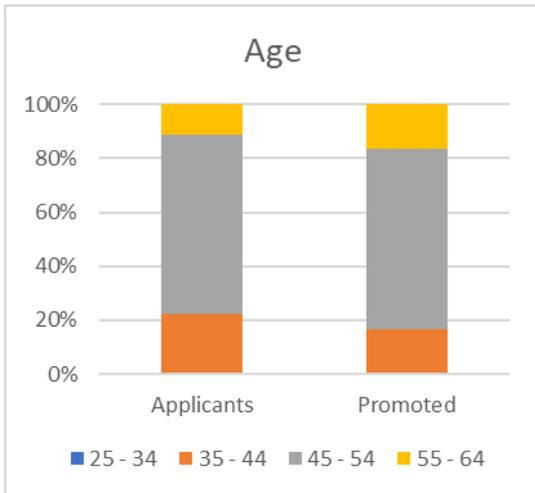
Reader – Applications and Promotions

Figures 27 to 32 show the applications and promotions EDI data for those applying to the academic position of Reader.



Professor – Applications and Promotions

Figures 33 to 38 show the EDI data for those applying for academic promotion to Professor.



## 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.

2020: We are working with Advance HE to improve our understanding of, and approach to the management of sensitive data. We are exploring the ways in which colleagues choose to define their personal identity. We are looking at how data is gathered and shared, informing our inclusion work. We have facilitated a series of consultations, focussing on those with parental and caring responsibility and experiences of academic promotion, in part to explore barriers to disclosure.

2021: We need to do more to ensure colleagues feel confident in disclosing sensitive information. We will explore this through our Social Justice and Inclusion work strands and in taking action stemming from our consultations.

2. Improve gender advancement and equality.

2020: We have seen a marked increase in the number of women seeking academic promotion and have explored the correlation between participation in the Aurora leadership programme and success in gaining promotion at senior lecturer and reader level. We have established Athena Swan self-assessment teams in all our Faculties, and in our Energy and Environment Institute, to explore issues of gender equality through multiple disciplinary lenses.

2021: We still have work to do in the advancement of women to Professorial level. We will introduce interviews as part of the promotions process in addition to written submissions. We will participate in the '100 Black professors' project and the national Aurora programme, and will work with our gender and cultural inclusion sponsors to provide mentoring opportunities for women seeking advancement.

3. Address race inequality.

2020: We have made a commitment to the Race at work charter and established a cultural inclusion work strand to further explore our understanding of race equality barriers.

2021: Led by our cultural inclusion sponsor we will commission work to explore the lived experience of staff from Black, Asian and minority ethnic groups. We will continue our work in tackling racial harassment on campus, working with our community to develop bystander training and deliver on our zero-tolerance commitment.

4. Continue to improve the inclusivity agenda on campus.

2020: We have established a Social Justice and Inclusion Board, identified senior inclusion sponsors and created working groups for seven inclusion work streams. We have launched our Social Justice and Inclusion Strategy 2025 and are sponsoring regional awards for excellence in

EDI. Our values of inclusion and progression are embedded in our 'Inspired in Hull' staff awards and our Diversity and Inclusion network is gaining new members.

2021: We will submit our application for bronze Athena Swan renewal in 2022, including a gender equality action plan 2022-2026. We will continue our work to create safe spaces for those impacted by, or experiencing domestic abuse and sexual violence and provide consent training for staff. We will continue to celebrate, and be sensitive to, the lived experience of all our staff through awareness raising events including International women's day, disability history month, trans day of visibility, and events focussed on those with parental responsibility.

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