



Annual Equality and Diversity Report 2016/17

This report covers the operation of the University of London in respect of equality, diversity and inclusion for the period 1 August 2016 to 31 July 2017.

Executive summary 2016/17

Areas of progress:

- Formal Equality and Diversity Committee established
- Board of Trustees member nominated as Champion
- New Diversity and Inclusion actions being monitored and progressed
- Full-time University Head of Inclusion appointed
- Inclusive Practice Working Group (University of London International Academy (UoLIA))
- Gender Pay Gap report received with actions identified and adopted

Areas of continued focus:

- Equality Impact Assessments are not being completed consistently
- Gaps in staff profile data limit meaningful analysis
- Staff recruitment data shows anomalies in appointments of Black and Minority Ethnic (BME) and disabled staff
- Staff survey results demonstrate differentials in employee satisfaction and reluctance to self-declare
- Review and update of School of Advanced Study (SAS) and UoLIA student profile data continues

1. The University's legal obligations and its commitment to diversity and inclusion

The Equality Act (2010) defines HEIs as public authorities and sets out their obligations under Section 149 and the Public Sector Equality Duty (PSED). The PSED requires institutions to have due regard to a number of general and specific duties. In summary, the University is obliged by the Act to eliminate discrimination, advance equality of opportunity and foster good relations in carrying out its functions as an HEI. This is in respect of nine defined 'Protected Characteristics'¹. It must also publish information demonstrating its compliance with the PSED, its equality objectives and relevant equality information.

Failure to comply with these legal obligations can result in an investigation by the Equality and Human Rights Commission (EHRC) or in legal challenge by judicial review as it is defined as a public authority by the Act. Such a challenge could also negatively impact on the reputation of the University and, in turn, its ability to recruit the best staff and students.

The University's Statutes set out the principles of equality on which it operates: *"The University shall not discriminate against any person on the grounds of race, nationality, ethnic origin, gender, sexual orientation, marital status, disability, age, religion, social background or political belief"* (Statute 21).

2. Roles and responsibilities

i) The Board of Trustees

As the governing body of an HEI, the Board of Trustees is expressly responsible for ensuring that the University complies with its duties as set out in the Equality Act (2010). Governing bodies are listed as accountable for compliance with the Act in the regulations.

HEI sector best practice guidelines are clear on the responsibilities of governing bodies. Element 6 of The Committee of University Chairs *'The Higher Education Code of Governance'*² (2014) states that: *'The governing body must promote equality and diversity throughout the institution, including in relation to its own operation.'*

The Equality Challenge Unit's handbook³ states (page 5) that *'Since the HEI Governing Body is ultimately responsible for establishing and overseeing the institution's mission and strategy, it is also responsible for ensuring the equality and diversity are appropriately embedded within and advanced in support of that mission and strategy.'*

This annual report will assist Trustees by providing a means to ensure that they are able to discharge their duties as set out in the Act and act in accordance with best practice.

¹ The Equality Act (2010) defines the Protected Characteristics as: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

² <http://www.universitychairs.ac.uk/wp-content/uploads/2015/02/Code-Final.pdf>

³ *'Governing bodies, equality and diversity – A handbook for Governors of English HEIs'* Equality Challenge Unit (November 2016)

ii) The Equality & Diversity Committee

The Terms of Reference of the Equality and Diversity Committee (EDC) are to promote equality, diversity, accessibility and inclusivity among staff, students and users of the University, across all aspects of the University. The Committee, which meets on a termly basis, is appointed by and reports to the Board of Trustees.

Membership of the Committee comprises of: an independent member of the Board of Trustees (Chair); the University Secretary and Director of HR; representatives of UoLIA, SAS, and the Senate House Library; the Head of Inclusion; the Director of Property and Facilities Management or their nominee; representatives from the recognised staff Trade Unions (Unison and UCU); a senior member of the academic staff of SAS; and the Director of HR Services and a member of the Communications Team (co-opted members).

The full terms of reference and constitution of the Committee are set out in [Ordinance 6, Annex 1](#).

iii) The Head of Inclusion

Established in May 2016, the new Head of Inclusion role reports to the University Secretary and to the EDC. The role is responsible for ensuring that the University is aware of its obligations under the Equality Act (2010) and embeds its commitment to inclusion across all areas of its function as an HEI.

3. The Diversity & Inclusion Strategy and Action Plan (2016-2019)

The University's Diversity and Inclusion Strategy (2016-2019)⁴ provides a framework to ensure that it will meet its obligations under the Act.

The Strategy sets out eight key strategic objectives across all areas of the University's function. This includes objectives in respect of its role as an HEI; its role of employer and in respect of central services such as estates management, procurement and communications. The objectives were developed following an institution-wide gap analysis and in consultation with key senior staff.

The Strategy is accompanied by a SMART internal action plan with defined and measurable targets that detail how the eight key objectives will be achieved. This action plan, adopted by the Planning and Resources Group (PRG) in July 2016, identifies Senior Responsible Officers for all tasks. It allows the University to monitor progress against agreed objectives in a clear and transparent way and an updated version is presented to EDC at each meeting as a standing agenda item.

⁴ [Diversity_Inclusion-Strategy_2016-19.pdf](#)

4. PROGRESS ON THE DIVERSITY & INCLUSION ACTION PLAN (2016-2019)- OCTOBER 2017 UPDATE

Our 'One University' diversity and inclusion Strategy identifies 8 key objectives. These are divided these into 4 distinct areas: - *Leadership, Employment, Student services* and *Central Services*. The following table is a summary of progress on each objective to allow a quick and easy understanding of where attention is needed.

No	Objective	Area	Status
1	<i>Demonstrate leadership on diversity, promoting the benefits of inclusive practices</i>	Leadership	Green
2	<i>Advance equality of opportunity at all levels, including within senior management</i>	Employment	Amber
3	<i>Be an employer of choice for all, with high levels of staff satisfaction and performance</i>	Employment	Amber
4	<i>Provide a working environment that empowers all of our employees to thrive and achieve their full potential</i>	Employment	Green
5	<i>Recruit and support students from the broadest pool with accessible and inclusive teaching programmes</i>	Student services	Green
6	<i>Adopt an inclusive approach to facilities management, working towards developing fully inclusive facilities when building new and improving accessibility for all users of our existing estate</i>	Central services	Amber
7	<i>Embed our commitment to diversity and inclusion into all our central services</i>	Central services	Green
8	<i>Ensure systematic consideration of equality and diversity in our planning and compliance with our duties under the Equality Act (2010)</i>	Central Services	Amber

KEY: Green: On course to meet stated target (no action needed); **Amber:** The target will not be met, but mitigating actions are in place to ensure delivery within reasonable timescales (monitoring required); **Red:** The target will not be met and corrective action is required by the project board (PRG)

5. Highlights from the Diversity & Inclusion action plan

i) Progress has been made on the following identified actions:

- New Diversity and Inclusion Strategy (2016/19) disseminated with SMART actions assigned to senior responsible officers
- The formal Equality and Diversity Committee established to ensure progress against identified inclusion objectives
- Board of Trustees member nominated as Chair and Champion of inclusion
- Development of tailored UoLIA diversity and inclusion actions
- Gender Pay Gap report received with actions identified and adopted

ii) Additional D&I activities and successes

- Continued work of Inclusive Practice Working Group (UoLIA) to develop best practice in the area of on-line learning
- Opening of Senate House Accessibility Suite⁵
- A total of 263 staff completed the on-line equality, diversity and inclusion training
- Full-time dedicated University Head of Inclusion appointed demonstrating institutional commitment
- Training delivered to the Board of Trustees on its legal obligations defined by the Equality Act (2010)

6. On-going areas of focus for the forthcoming year

- Improved collection of staff data across all characteristics
- Equality Impact Assessment of HR policies (including the recruitment and promotion policy)
- Completing actions to address the gender pay gap
- Collection and analysis of SAS personal student profiling data
- Establishing network Inclusion Champions across the University
- Completing policy reviews required for an Athena Swan award submission
- Adoption of Gender Reassignment and Trans Equality Policy
- Developing the University of London Member Institution Inclusion Forum

⁵ <http://www.senatehouselibrary.ac.uk/using-the-library/library-services/accessibility-suite>

7. Analysis of the key staff and student data and summary of actions that result

A detailed analysis of the staff and student data for the period ending 31 July 2017 is available in the appendix to this report (page 13).

i) Summary of issues identified from workforce data:

Data collection

The disclosure rates demonstrate low returns from staff in providing their personal data in respect of all characteristics excepting age, disability, ethnicity and sex. This limits the ability of the University to complete meaningful analysis in respect of all other characteristics. An internal campaign to improve staff disclosure rates is planned for the spring of 2018. This will include reassurance on confidentiality and clarification on what the data will be used for.

Age

No actions are recommended in respect of age beyond ensuring consistent data collection in recruitment processes.

Disability

The data shows a marginal increase in staff declaring their disability. Given that estimates of the disabled population⁶ in the UK are approaching 20%, the University figure is low at 5.3%. However, marginally more staff declare their disability at the University when compared to the London HE sector and to the UK workforce as a whole.

Actions identified: Equality Impact Assessment of recruitment and promotion procedures to identify and address any barriers to the employment and development of disabled staff. Staff invited to contribute to a disability group to identify internal barriers to development and self-declaration.

Ethnicity

There is clear under-representation of BME (Black and Minority Ethnic) staff at grades 9 and 10 when compared to the London HE figures. In addition further analysis is proposed in respect of identified barriers at short-listing and appointment stages in the recruitment process.

Actions identified: Equality Impact Assessment of Recruitment and Promotion procedures to focus on ethnicity. Expressions of interest in a race equality staff working group to be invited.

Sex (gender)

Women are well represented in the workforce in terms of overall figures. However, the data shows the under-representation of women in senior roles (grades 8 – 10) and in academic, research and teaching roles. Further analysis is required to understand the cause and identify actions to address these barriers.

⁶ <http://www.dlf.org.uk/content/key-facts>

Actions identified: Equality Impact Assessment of Recruitment and Promotion procedures to focus on sex. Expressions of interest in a gender equality staff working group to be invited.

ii) Summary of issues identified from student data:

During 2016 both SAS and UoLIA expanded their data collection in respect of students to include the Protected Characteristics as defined by the Equality Act (2010). This will facilitate detailed analysis in respect of this academic year (2017/18). The following analysis of data in respect of 2016/17 is limited to age and gender.

Age

The declining proportions of older students at SAS who continue with their studies is a concern, but is reflective of national trends. There has also been a significant decline in the proportion of UoLIA students over the age of 46 who have achieved a first class or distinction. Both these age anomalies warrant further investigation.

Gender

The SAS gender data reveals a significant under-representation of male applicants to courses. This should be investigated in order to identify actions to promote better gender balance. Conversely, female students are under-represented in the award of PhDs, an anomaly that should be subject to further analysis as it will contribute to the under-representation of women in senior academic positions.

In respect of UoLIA, although there is evidence of female students 'catching-up' with their male counter-parts in respect of first or distinction level awards, a 2% difference remains between them.

8. Gender Pay Gap Report

The following figures are published in accordance with the requirements of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

Measure			
Mean Gender Pay Gap	14.84%		
Median Gender Pay Gap	10.94%		
Employee Quartiles		Male	Female
Lower Quartile		36.60%	63.40%
Lower Middle Quartile		38.46%	61.54%
Upper Middle Quartile		41.03%	58.97%
Upper Quartile		58.12%	41.88%
Proportion of Workforce Receiving Bonus		Male	Female
		0.49%	1.32%
Mean Bonus Pay Gap	38.89%		
Median Bonus Pay Gap	64.02%		

It should be emphasised that the calculations required by the Gender Pay Gap (GPG) legislation do not provide detailed analysis of pay differentials for work of equal value. This is because the key measure is a simple comparison of the average female and male salaries across the institution, (i.e. it is not a comparison of pay in similar roles as with Equal Pay Reviews).

It has, therefore, been suggested that GPG reporting is more accurately described as a measure of the '*seniority gap*' rather than pay. This under-representation of women in more senior roles is demonstrated in the 'Employee Quartiles' figures.

Comparators:

Employers are required to publish their GPG data on the government's dedicated website by 31 March 2018:

<https://gender-pay-gap.service.gov.uk/Viewing/search-results?p=1&y=2017&s=&search=>

To date, no HEI has published its data to enable the University to compare its performance in this area.

However, we know that at 14.84%, the University mean gender pay gap is lower than the average in the HE sector (18.3% as reported by the Equality Challenge Unit⁷) and the UK workforce (18.1% in 2016 according to the ONS⁸). So although the University needs to take action to address this gap, it is not among the poorest performing employers in the HE sector nor in the UK as a whole.

⁷ <http://www.ecu.ac.uk/wp-content/uploads/2017/04/Staff-20170420.pdf>

⁸ <http://visual.ons.gov.uk/the-gender-pay-gap-what-is-it-and-what-affects-it/>

Actions:

In direct response to the Gender Pay Gap report, the University will:

- Share the results with our recognised Trade Unions and staff;
- Publish the required data on our internal and external websites;
- Conduct a detailed analysis of the pay of staff in Levels 8 – 10;
- Conduct a separate analysis of senior appointments (internal and external) made within the last 3 years focusing on pay on appointment and pay progression;
- Address any identified pay anomalies in the current (2017) performance pay review; and
- Set an ambitious time frame to achieve equal representation of men and women in Levels 8 – 10. The specific time will depend on how ambitious we wish to be and the resources we are prepared to devote. A separate paper with a detailed analysis and options will be presented to the Vice-Chancellor's Executive Group by the end of this term.

The University of London is committed to addressing the Gender Pay Gap and has already adopted the following actions as part of its broader Diversity and Inclusion Strategy:

- A comprehensive review of recruitment and promotion procedures to identify anomalies and agree mitigating actions
- Review of employment practices including maternity and adoption leave, shared parental leave and job share opportunities
- A review of our equality, diversity and inclusion training for managers including our approach to unconscious bias in recruitment
- Equality Impact Assessment built into cyclical review of HR policies
- Training of all HR staff responsible for Equality Impact Assessments
- An analysis of training and staff development data to promote equal access for all
- Support for the Aurora Programme to promote women into leadership roles (9 places in 2017, up from 7 in 2016)
- *Considering* establishment of a gender equality staff group that will help the University to identify and address barriers to women in senior roles
- *Considering* a submission for Athena SWAN (gender equality) accreditation that will ensure an institutional focus on gender equality in our operation as an HEI
- A year of events to celebrate the 150 year anniversary of the first women admitted to degree courses in 2018, highlighting the University's on-going commitment to gender equality.

9. Staff Survey Results

The results of the staff survey conducted in November 2016 indicated lower satisfaction in a number of identified groups. Notably: disabled, BME, LGB, Non-Christian staff with faith and those with caring responsibilities for elderly relatives.

A further issue was the significant numbers of staff making use of the 'Prefer not say' option (e.g. 63 on ethnicity). Whilst staff are entitled to select this option, the numbers involved undermine the usefulness of the survey. It is also interesting to note that levels of general dissatisfaction are consistently high among those staff who select 'prefer not to say'.

Proposed actions

i) Network of Inclusion Champions

The University of London recognises that many colleagues have personal and professional insights into the issues raised in the staff survey. Staff demonstrate enthusiasm and knowledge of inclusive practice that they could bring to the benefit of the institution and all its stakeholders. For these reasons we are considering establishing a network of 'Inclusion Champions' to make a positive contribution working *with* the University to ensure progress in this area. The University's Head of Inclusion will facilitate the network and support individual Inclusion Champions, arranging training if this would be of value. The role will be an opportunity to contribute positively to the University's developing approach to diversity and inclusion.

ii) Dedicated staff groups

The 2017 University of London Staff Survey revealed differential levels of satisfaction within our workforce. The University is committed to engaging with staff in order to address the issues raised and thereby improve satisfaction rates for all employees. Expressions of interest have been invited from colleagues who would like to contribute to staff groups focused on the following areas:

1. Disability/accessibility
2. Gender equality
3. Lesbian, Gay, and Bisexual
4. Parents and Carers
5. Race Equality

Expressions of interest were invited from staff via internal publicity in November 2017. The comments are currently being collated. The results will be known in December 2017.

iii) Further actions:

Improving the rates of participation in the staff survey and reducing the proportion of '*prefer not to say*' responses will enhance the usefulness and the learning from it. Communications prior to the next survey will help to address both issues. Communications will promote the benefits to staff of their contribution by highlighting previous positive changes made as a result of surveys; this should be at the forefront of an all staff message from a senior leader. Reassurances will be given around confidentiality, and an explanation of what the University will do with the data. External materials, such as the Stonewall FAQ '*What's It Got to do with You?*' can be obtained with minimal cost and circulated to staff in electronic format or hard copy: [wigtdwy.pdf](#). It is also recommended that communications incorporating the above message come from the Chairs of the dedicated Staff Groups, the Staff Union reps and the Head of Inclusion. It is hoped that the Staff Unions would be supportive of this initiative as it will be of benefit to their members. The Head of Inclusion can liaise with them on this issue.

A review of all employment policies that impact on staff who are carers for persons of 60+ years will be completed and to include equality analysis.

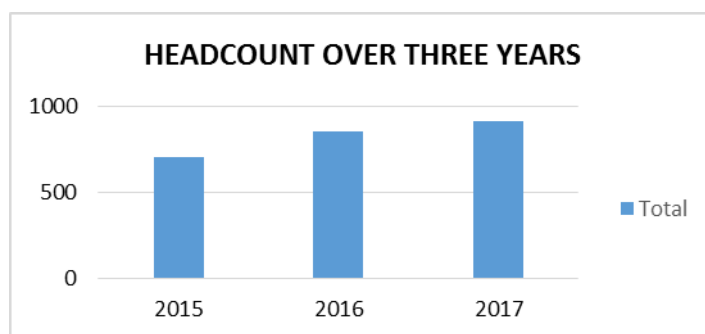
The above actions were agreed by Planning and Resources Group in September 2017.

APPENDIX (i) STAFF DATA

Current workforce profile data disaggregated by protected characteristics with comparators UK & London HEIs (age/disability/ ethnicity/gender)

i) Staff data

1. **Total number of staff** in 2017 was 909. Up from 706 in 2015.



2. Disclosure rates

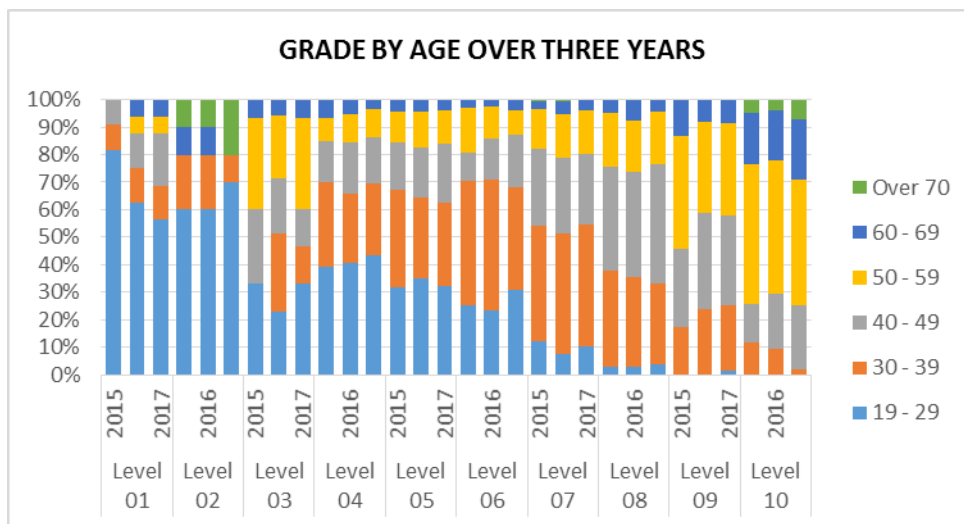
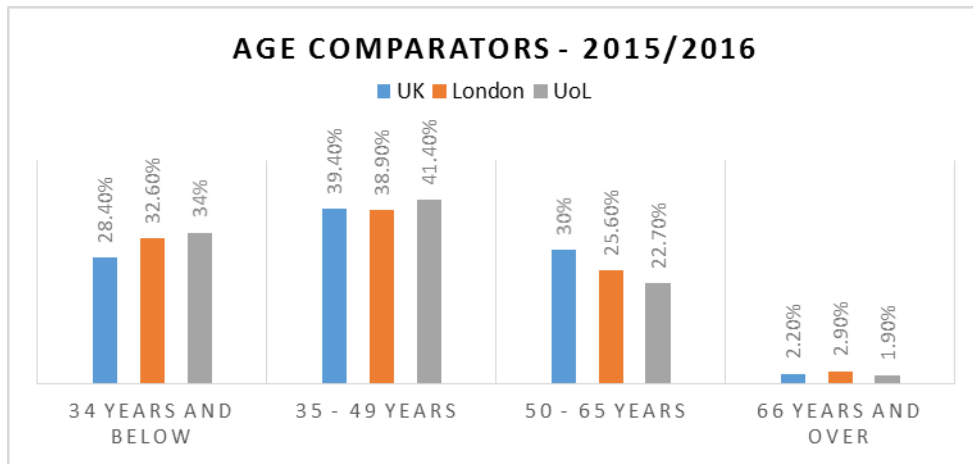
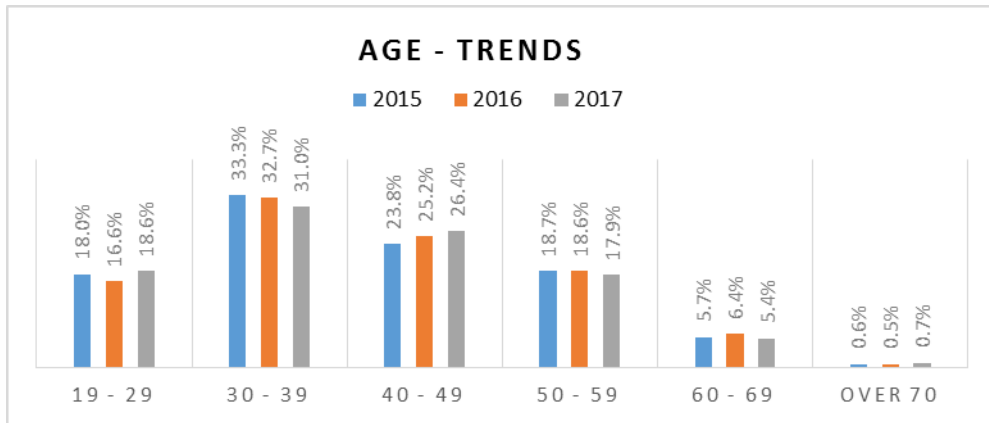
Data provided by staff at Jan 2017 in respect of each protected characteristic. Figures include 'Prefer not to say' option:

1. Age: 100%
2. Disability: 99.7%
3. Ethnicity: 99.7%
4. Gender reassignment: 5%
5. Marriage or civil partnership: 7.3%
6. Pregnancy or maternity: not collected
7. Religion or belief: 4%
8. Sex (Gender): 100%
9. Sexual Orientation: 4.3%

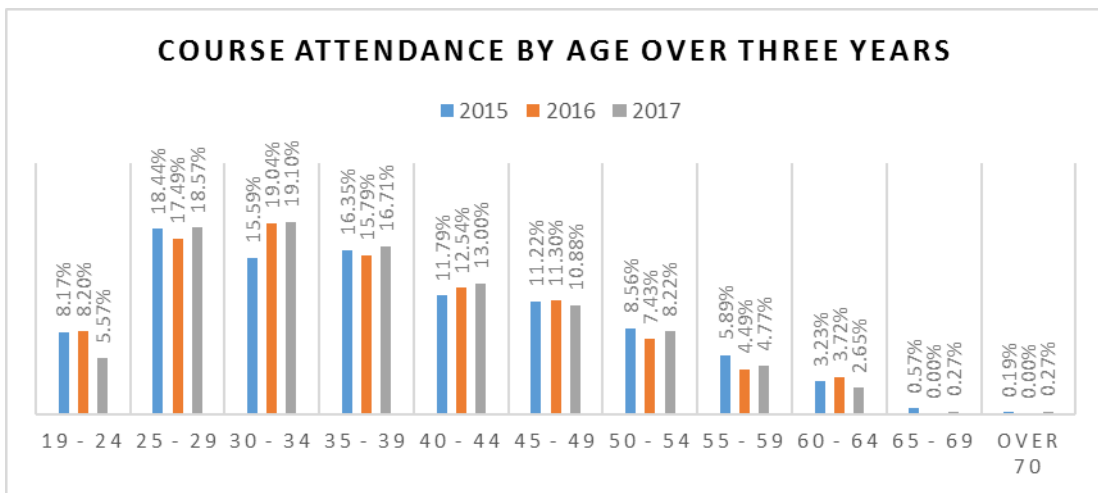
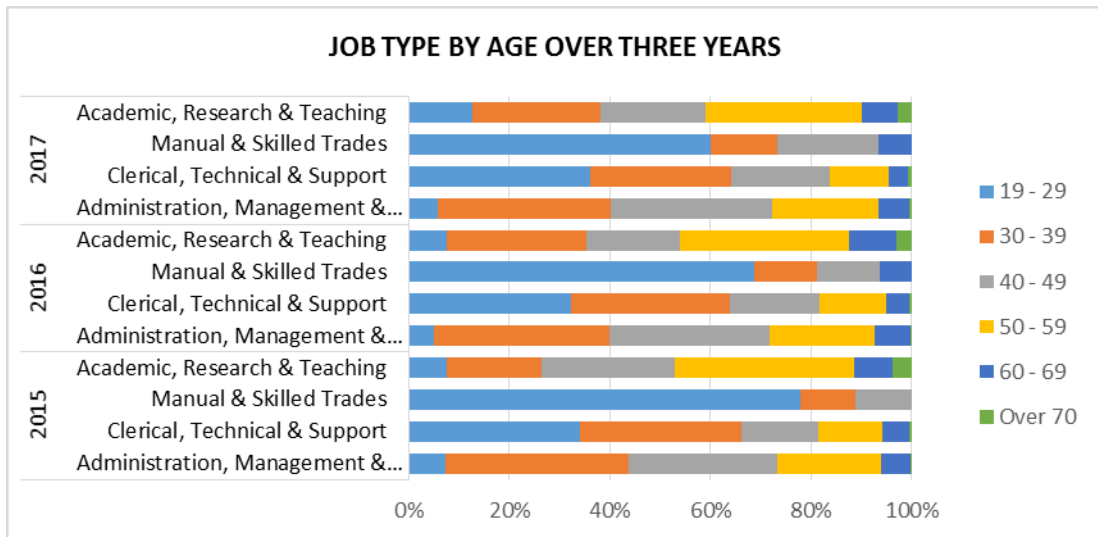
The disclosure rates demonstrate low compliance with the requirement on staff to provide their personal data in respect of all characteristics excepting age, disability ethnicity and sex. This limits the ability of the University to complete meaningful analysis in respect of all other characteristics.

Action identified: An internal campaign to improve staff disclosure rates is planned for the spring of 2018. This will include reassurance on confidentiality and clarification on what the data will be used for.

1) AGE⁹:



⁹ Recruitment data by age not presented as different methods of collection used during this period



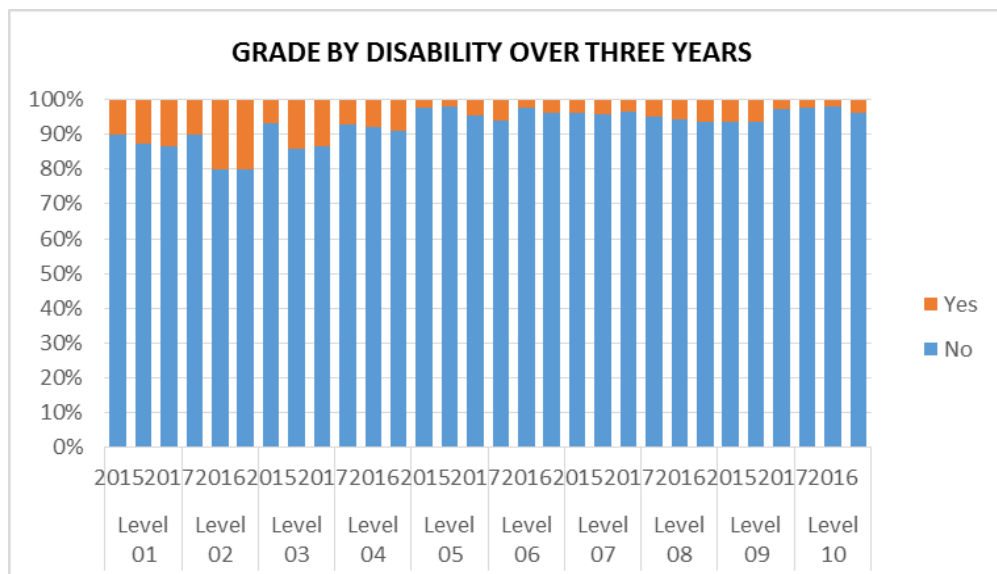
Commentary on age data

The data demonstrates that the University has a marginally younger workforce than the average UK and London based HEIs. This can be seen to be positive given the comparatively higher employment rates for people under the age of 25 on a national basis¹⁰. The data in respect of grade and job type is broadly in accordance with expectations. Therefore, no actions are recommended in respect of age beyond ensuring consistent data collection in recruitment processes.

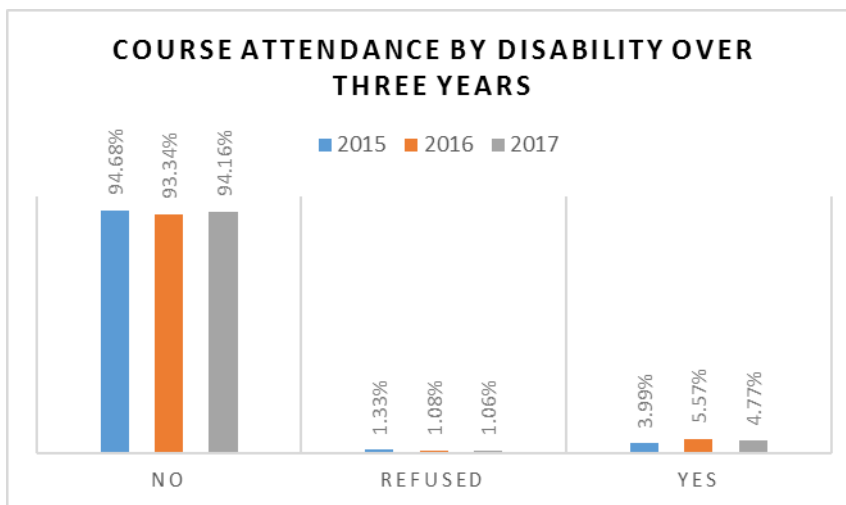
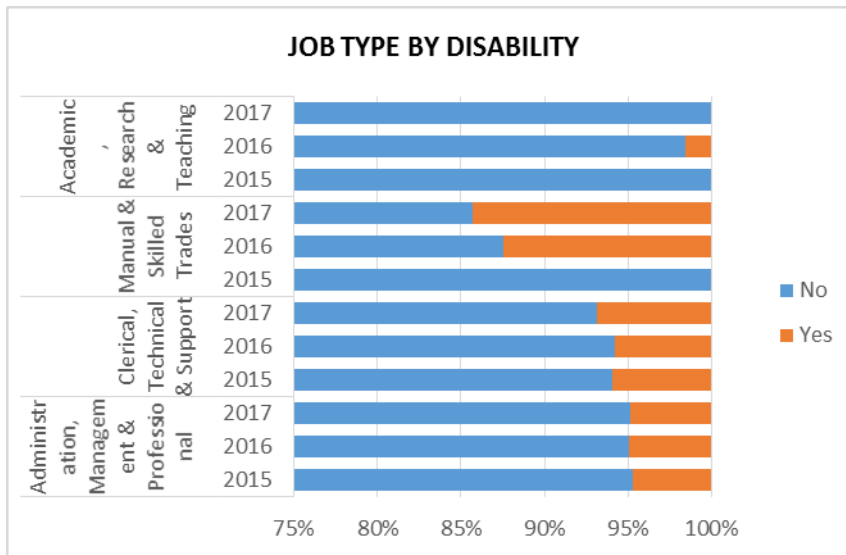
¹⁰ <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN05871#fullreport>

2) DISABILITY¹¹

DISABILITY OVER 3 YEARS			
	2015	2016	2017
No	93.5%	93.5%	93.2%
Refused	1.4%	1.2%	1.2%
Unaware	0.4%	0.2%	0.3%
Yes	4.7%	5.1%	5.3%



¹¹ The low numbers of applicants who declared a disability precludes the analysis of recruitment data



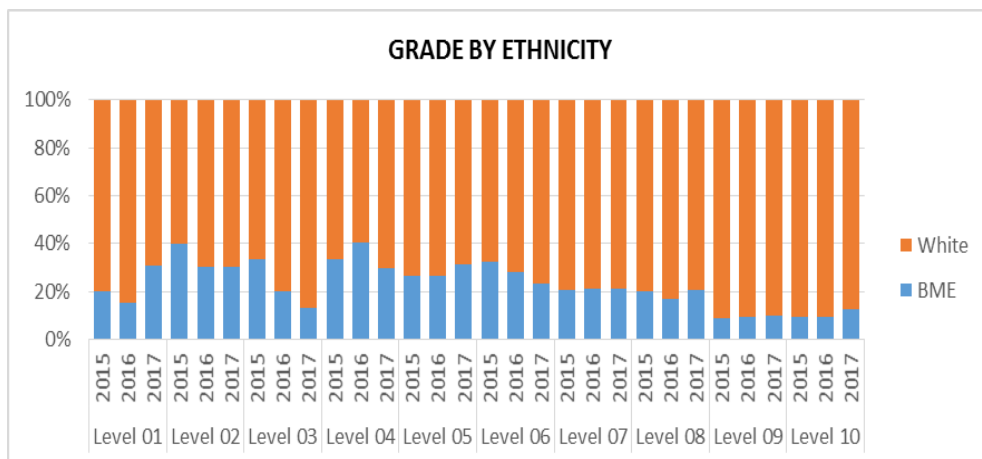
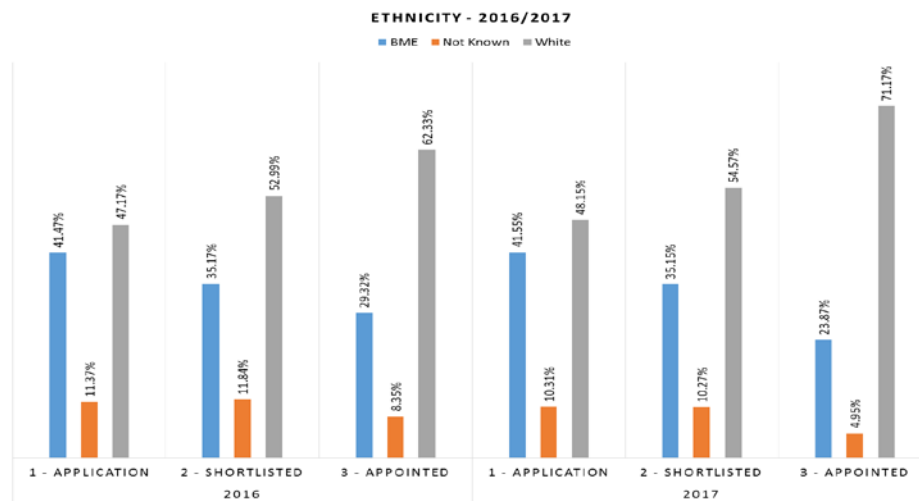
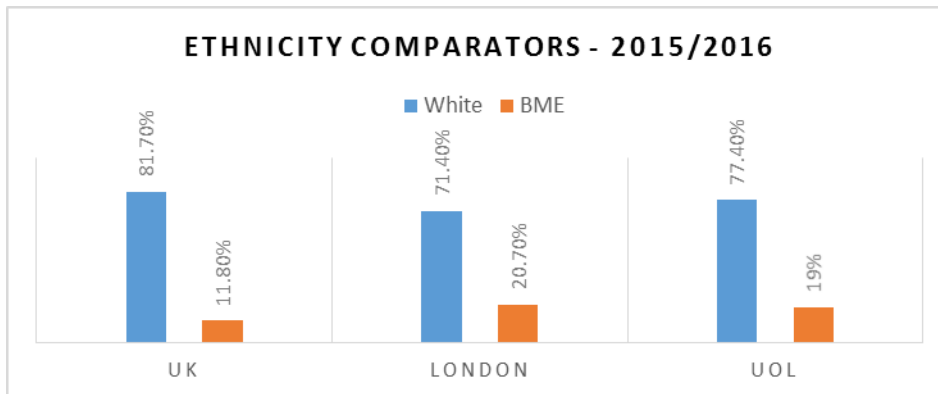
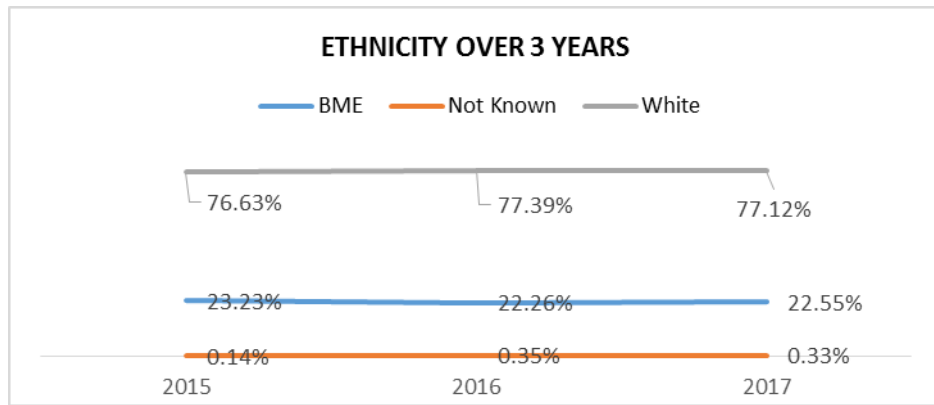
Commentary on disability data

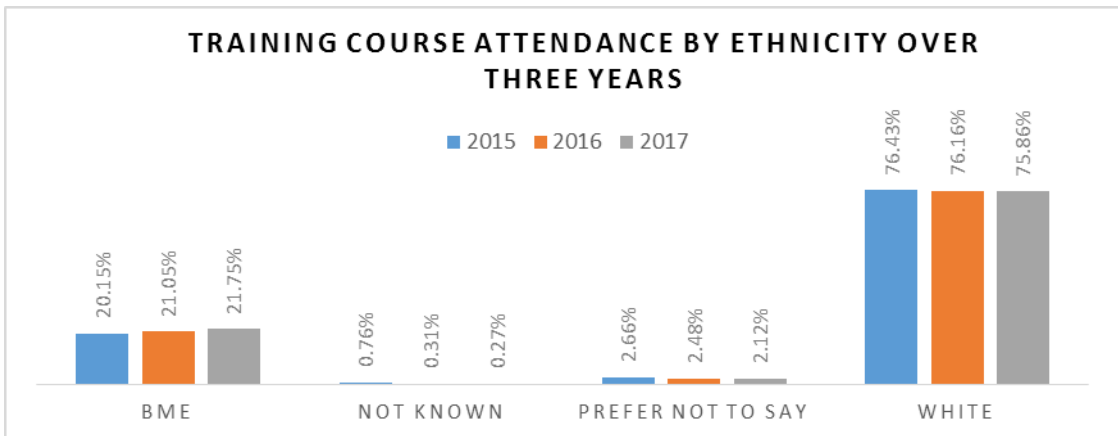
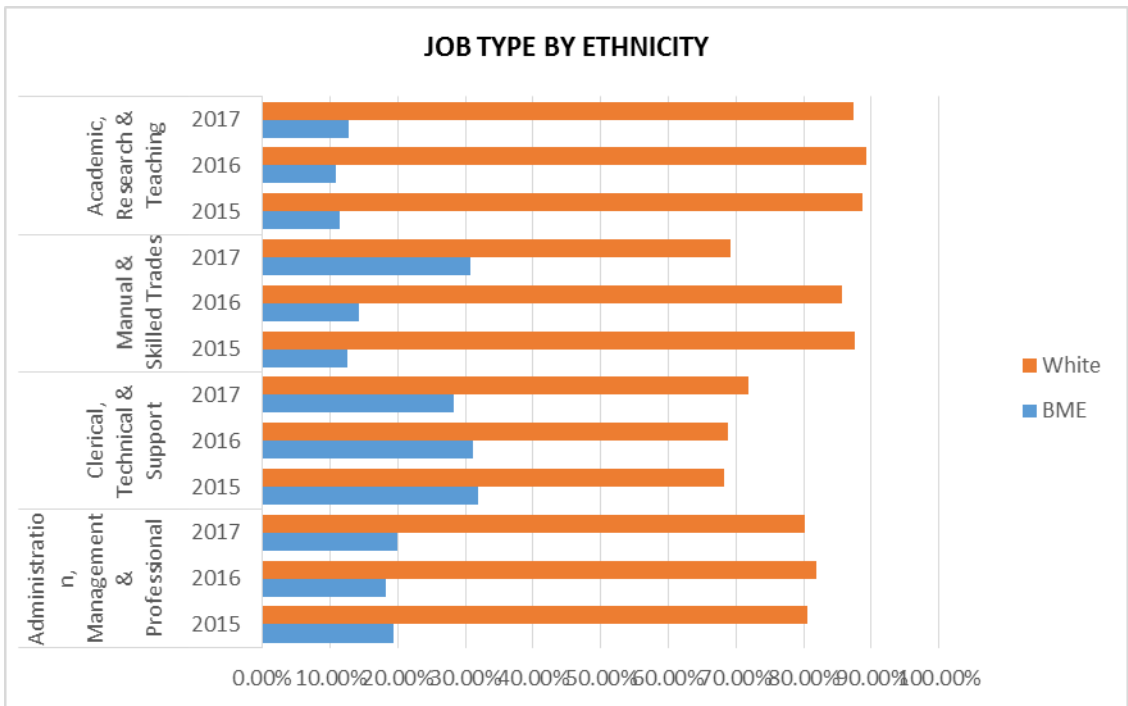
The data shows a marginal increase in staff declaring their disability. Given that estimates of the disabled population¹² in the UK are approaching 20%, the University figure is low. However, marginally more staff declare their disability at the University when compared to London HE sector and to the UK workforce as a whole.

Actions identified: Equality Impact Assessment of recruitment and promotion procedures to identify and address any barriers to the employment and development of disabled staff. Staff will be invited to contribute to a disability group to identify internal barriers to development and self-declaration.

¹² <http://www.dlf.org.uk/content/key-facts>

3) ETHNICITY



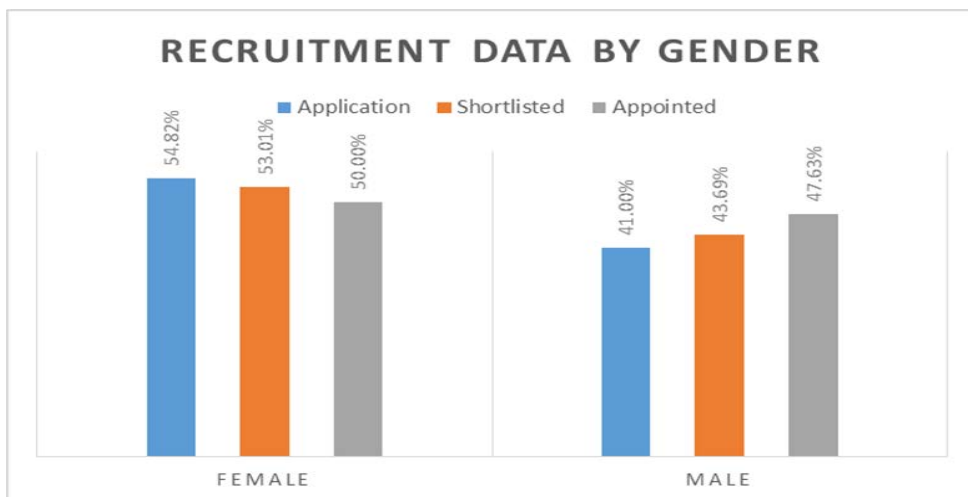
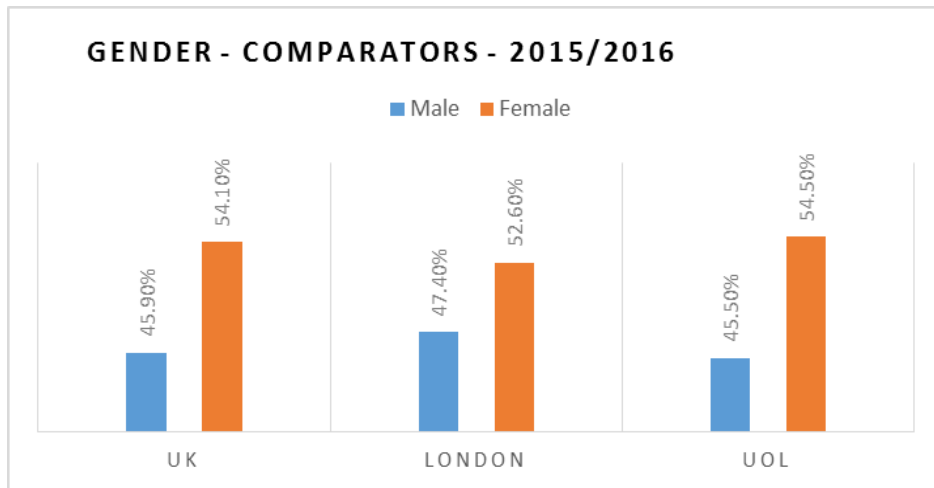
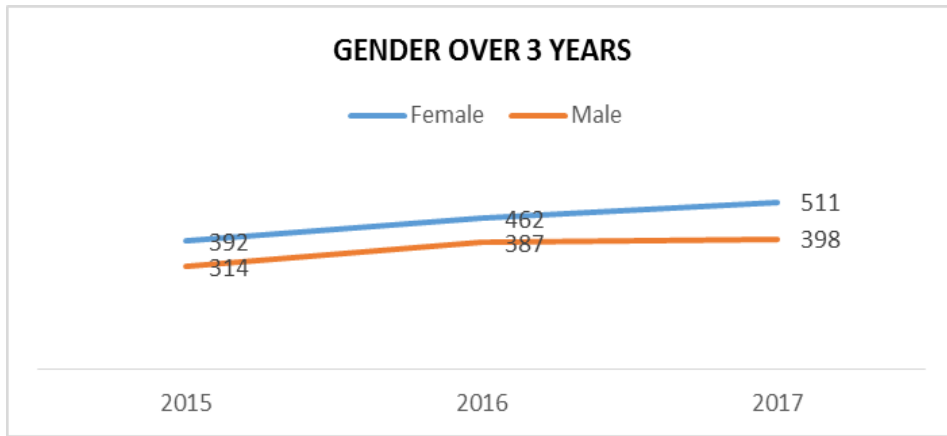


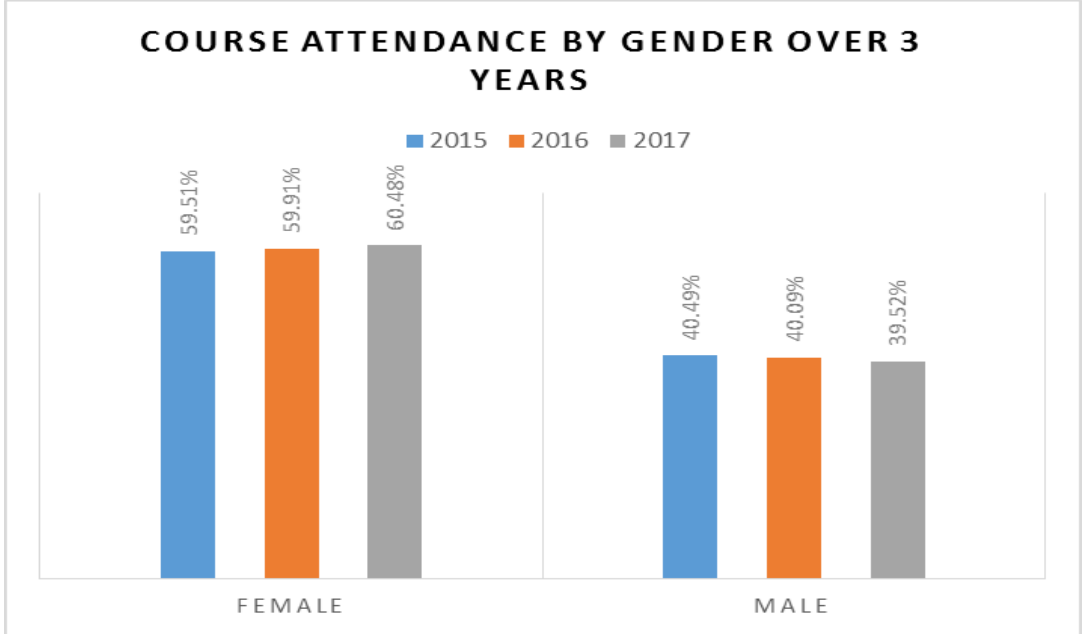
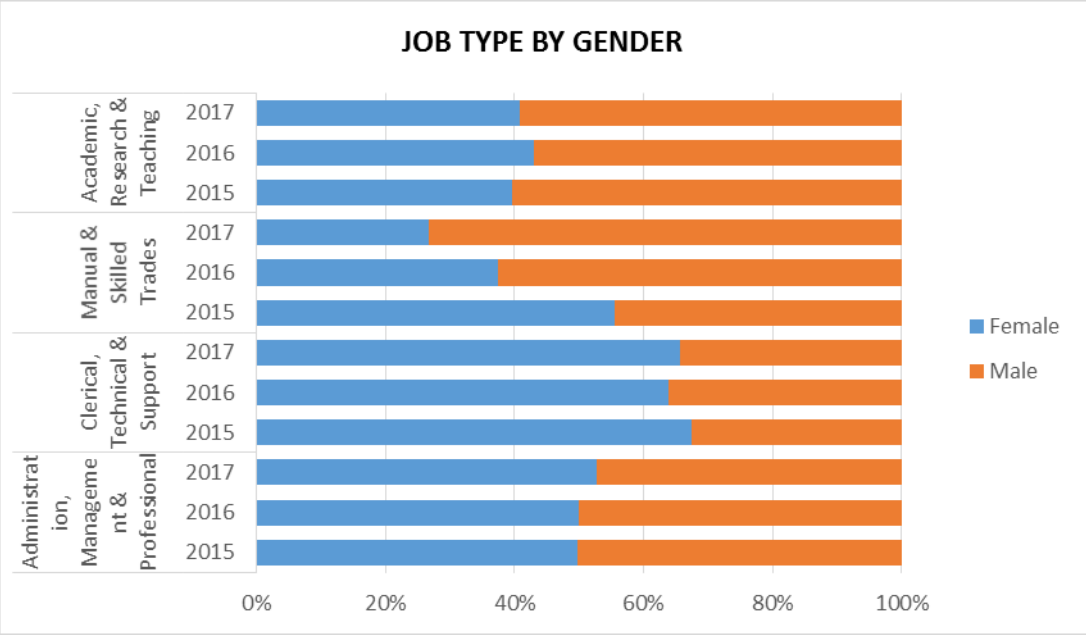
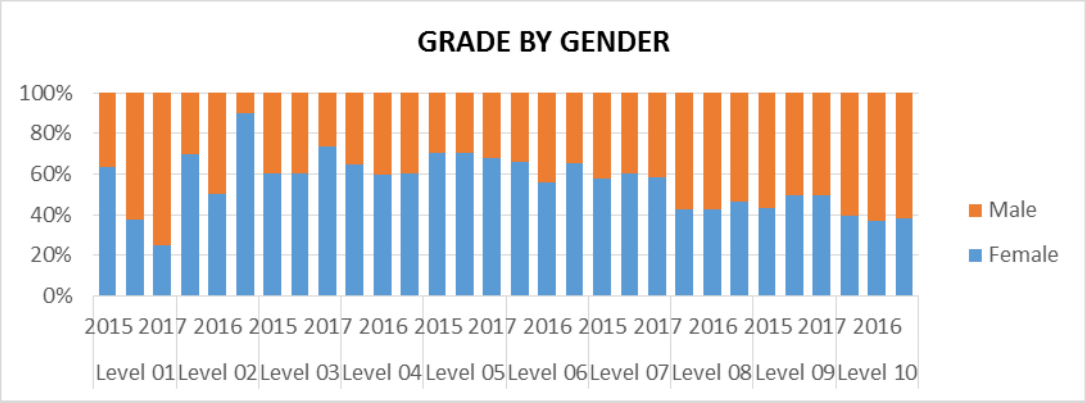
Commentary on ethnicity data

The proportion of BME staff remains relatively constant at around 22%. The representation of BME staff at the University compares favourably to the national figure and is in line with the London HE figures. However, there is evident under-representation of BME staff at grades 9 and 10 when compared to the London HE figures. In addition, further analysis is proposed in respect of identified barriers at short-listing and appointment stages in the recruitment process.

Actions identified: Equality Impact Assessment of Recruitment and Promotion procedures to focus on ethnicity. Expressions of interest in a race equality staff working group to be invited. Actions to promote race equality to be identified and adopted.

4) SEX (GENDER)





Commentary on gender data

The data shows an increase in the proportion of female members of staff over the last three years to 54.5% in the academic year 2015/2016. The higher representation of women employed by the University is in accordance with London HEIs and with the UK HE sector as a whole. However, the data shows the under-representation of women in senior roles (grades 8 – 10) and in academic, research and teaching roles. Further analysis is required to understand the cause and identify actions to address these barriers.

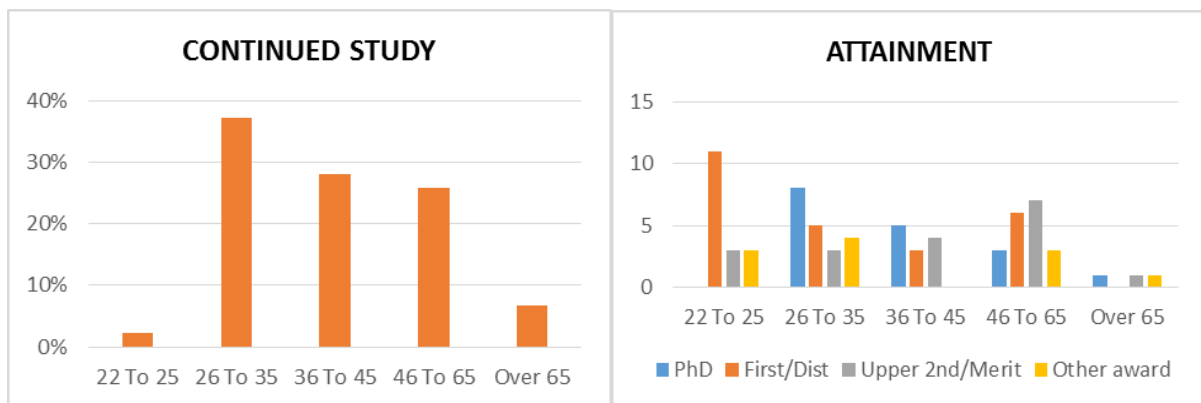
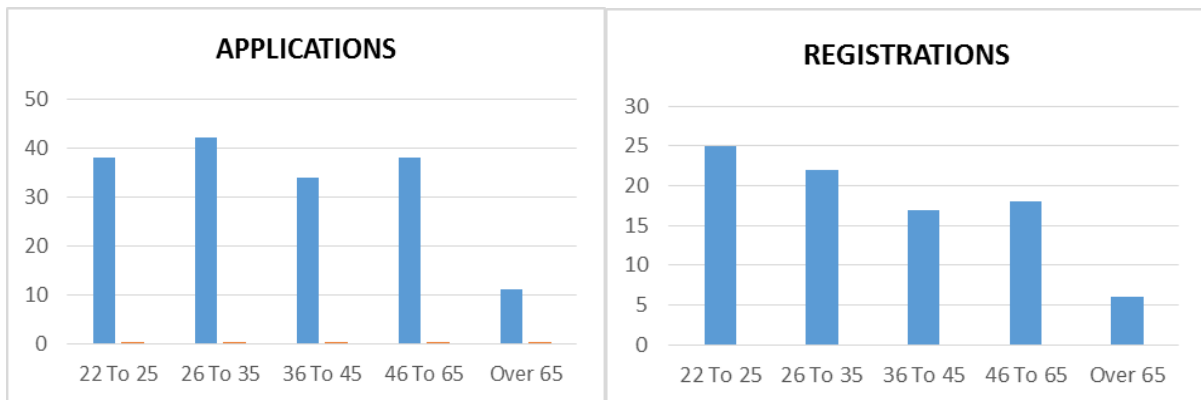
Actions identified: Equality Impact Assessment of Recruitment and Promotion procedures to focus on sex. Expressions of interest in a gender equality staff working group to be invited.

APPENDIX (ii) STUDENT DATA

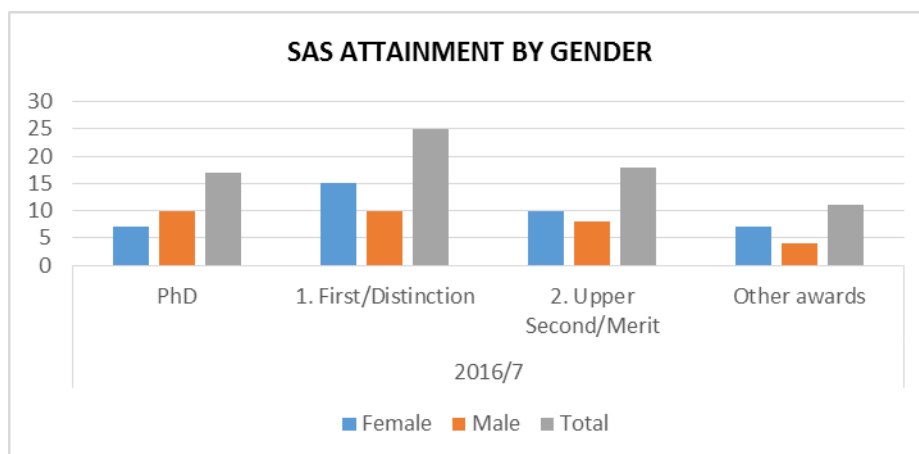
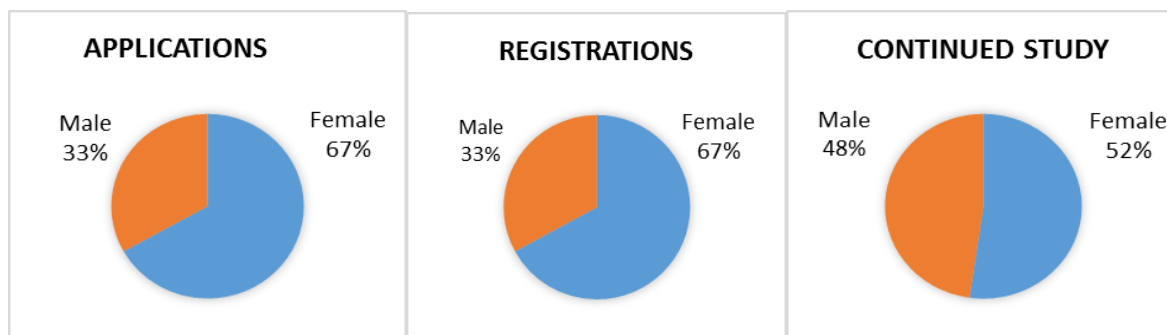
1) The School of Advanced Study

The School of Advanced Study (SAS) brings together the specialised scholarship and resources of nine research institutes offering postgraduate study and research opportunities across a wide range of subjects in the humanities. During 2016 SAS expanded its data collection in respect of students to include the Protected Characteristics as defined by the Equality Act (2010). This will facilitate detailed analysis in respect of this academic year (2017/18). The following analysis of data in respect of 2016/17 is limited to age and gender.

a) Age



b) Gender



Commentary on SAS age and gender data

The age range and age profile of SAS students is to be expected given the postgraduate courses on offer. The data in respect of age demonstrates that the proportions of applications and successful registrations are consistent. However, the declining proportions of older students who continue with their studies is a concern and warrants further investigation.

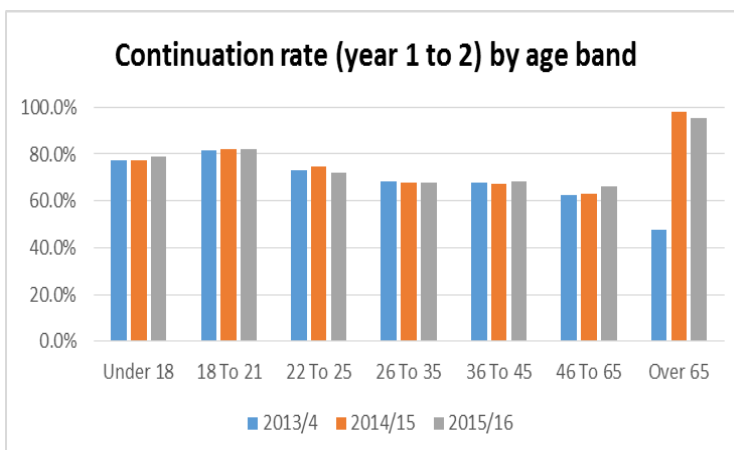
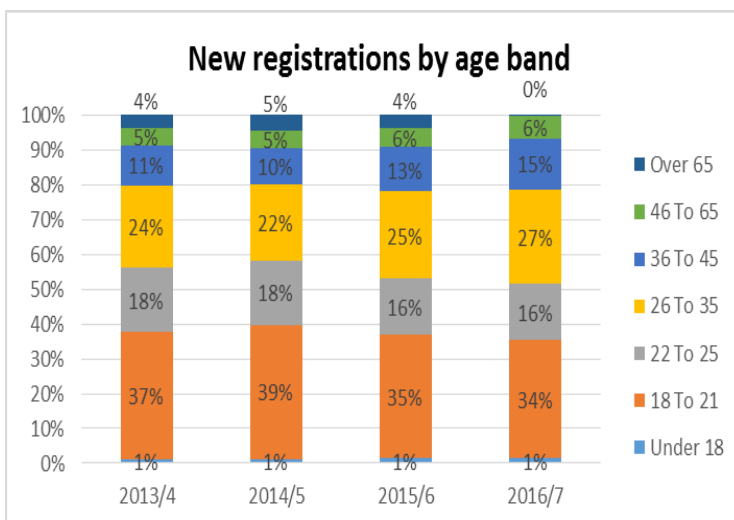
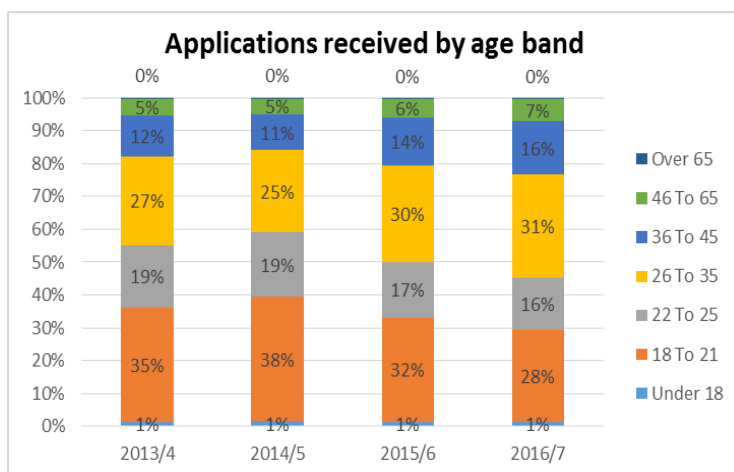
The gender data reveals a significant under-representation of male applicants to SAS courses. This should be investigated in order to identify actions to promote better gender balance. Conversely, female students are under-represented in the award of PhDs, an anomaly that should be subject to further analysis as it will contribute to the under-representation of women in senior academic positions.

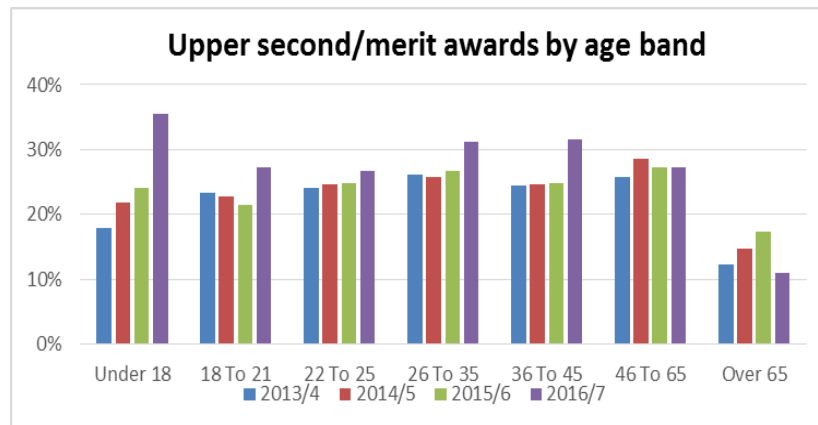
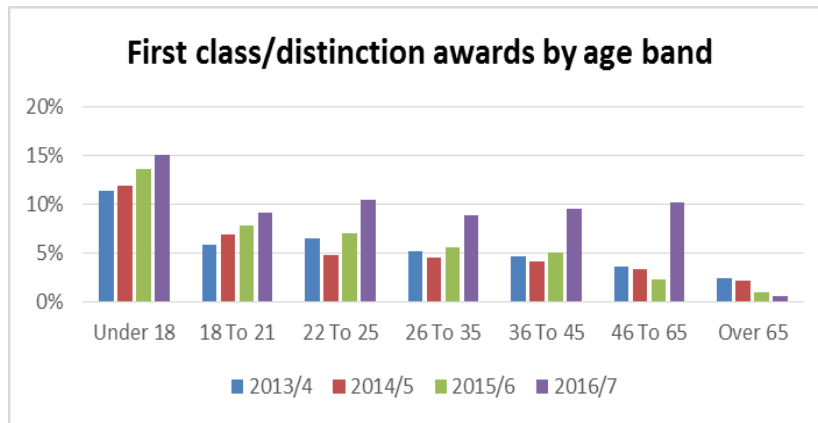
2) The University of London International Academy

The University of London International Academy (UoLIA) provides degrees through distance and flexible learning to over 50,000 students in over 180 countries worldwide studying on 100-plus degrees, diplomas and certificates.

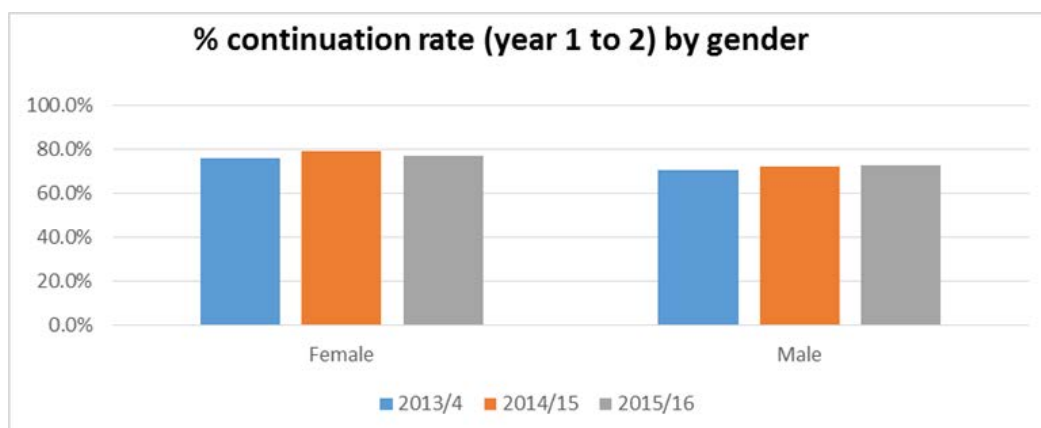
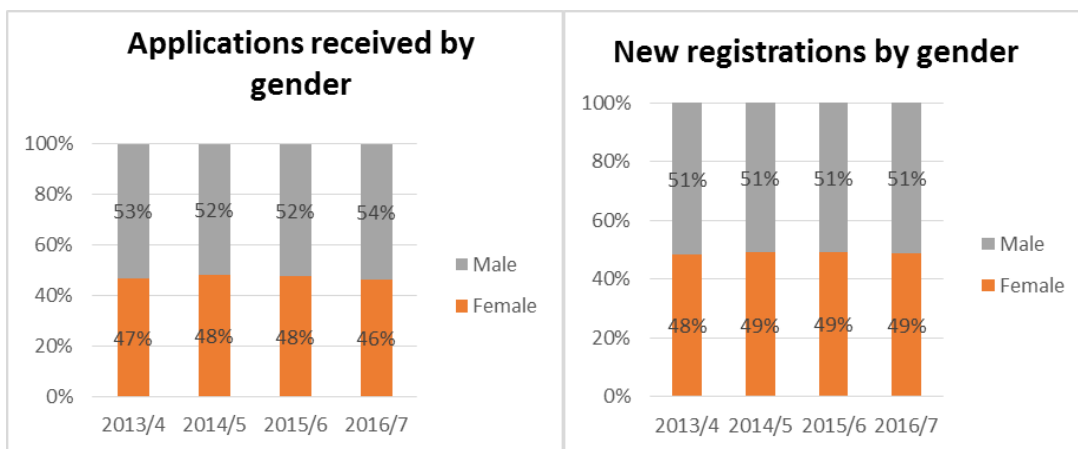
During 2016 UoLIA expanded its data collection in respect of students to include the Protected Characteristics as defined by the Equality Act (2010). This will facilitate detailed analysis in respect of this academic year (2017/18). The following analysis of data in respect of 2016/17 is limited to age and gender.

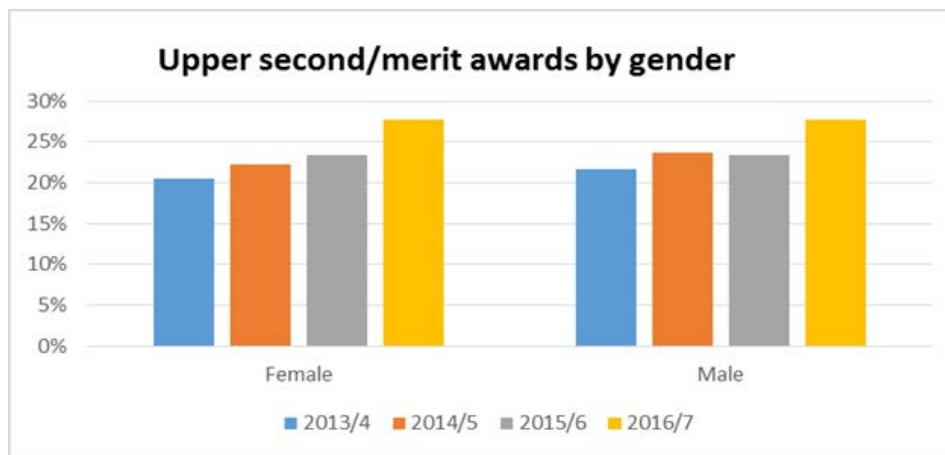
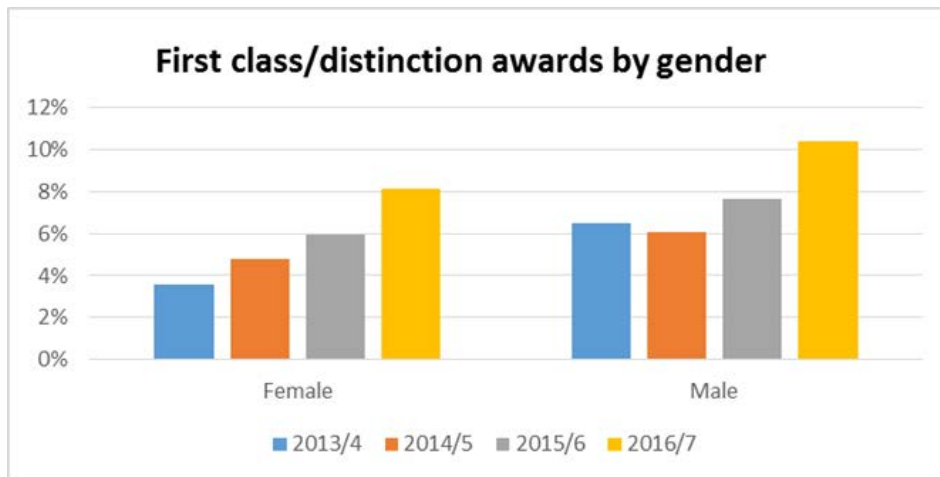
a). Age





b) Gender





Commentary on UoLIA age and gender data

Given the international constituency of the UoLIA student body, finding useful comparators to identify any anomalies is problematic. Nevertheless, there is evidence of an increase in applications from students aged 26 – 45 over the last three academic years that is positive in respect of age equality. In addition student retention appears to be improving across all age groups. However, there has been a significant decline in the proportion of students over the age of 46 who have achieved a first class or distinction over the 3 years reported on. This warrants further investigation.

The proportions of students applying and being accepted on to their chosen course appears to be broadly consistent and representative in respect of gender. In addition, there is no evident ‘gender penalty’ to female students when looking at retention. Although there is evidence of more female students achieving first or distinction level awards, a 2% difference remains between them and male students.