

UNIVERSITY OF LONDON

ANNUAL EQUALITY AND DIVERSITY REPORT 2015

1. 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. In addition the University along with all other Higher Education Institutions operates within a legal framework which sets obligations to:

Eliminate discrimination, harassment and victimisation;
Advance equality of opportunity;
Foster good relations between groups and individual covered by the legislation and those which are not.

3. The University recognises that equality of opportunity and the promotion of diversity are not only ethically fundamental, they are crucial to its academic, social and commercial success. An inclusive environment provides an array of benefits, such as increased morale, an expansion of the range of skills and experiences available and an enhanced ability to attract and retain talented staff and students from all backgrounds.
4. This report covers staff of the central University only and the period 1 August 2013 to 31 July 2014. Students of the School of Advanced Study (SAS) are covered by a separate annual report by the Registrar of SAS to the Board of SAS.

Activity during the Year

5. We continue to encourage female staff to undertake development training and are participating in the Leadership Foundation's Aurora Women's Development Programme, as well as our own in-house Future Leaders Programme.
6. In 2013-14 we supported 4 female staff attending the Aurora programme. This included funding their places and providing a mentor and support network/events internally.
7. We also request nominations for staff to attend our own in-house Future Leaders Programme. This development programme has a key aim to enhance the leadership and management capability of staff who are responsible for people or projects and/or who show future senior level capability. This year we had 12 staff attending the programme, of whom

6 were female. 75% of the delegates were of white origin, 17% BME and 8% (1 delegate) did not disclose their ethnicity.

8. We also have online equality training. In the 2013/14 year, 6 staff completed Managing Diversity (2 male, 4 female) and 31 completed Equality and Diversity Essentials (11 male, 20 female). We do and will also offer face-to-face training on equality areas but have not in this reporting year.
9. We recognise that at present we rely on HR generalists and lack a dedicated individual to advise on promoting equality and diversity in the workplace. We intend to address this in 2015 by taking a diversity advice service from SOAS. This position will enable us to develop and implement action plans and improve awareness of equality and diversity issues within the University.

Monitoring

Ethnicity – Total Workforce

10. BME, or Black and Minority Ethnic, is the terminology normally used in the UK to describe people of non-white descent.
11. The overall proportion of BME staff in the workforce has remained relatively stable:

17% in 2010-11
16% in 2011-12
18% in 2012-13
19% in 2013-14*

12. This compares with a BME proportion of 11.3% in the HE sector nationally and 33.7% within the London Borough of Camden.

*Percentages are based on total number of staff minus those whose ethnic origin is withheld or undisclosed.

Ethnicity – By Grade

13. Managerial grades continue to be dominated by employees declaring a white origin, and during the year there were again no BME employees in the professoriate (Appendix A).
14. When compared with the 19% of BME staff in the workforce as a whole, there are a relatively higher numbers of BME staff in clerical, technical and support roles (23.9%) compared to management and professional roles (16% management and professional, none in the professoriate, 6% in Academic roles) – Appendix B. BME staff are over-

represented in less senior grades and underrepresented in more senior grades (Appendix C).

Ethnicity – Recruitment

15. The proportion of applicants declaring a BME origin at each stage of the recruitment process during the year is as follows:

	2010/11	2011/12	2012/13	2013/14
Applications	42%	36%	35%	39%
Shortlisted	30%	31%	33%	32%
Offers	25%	22%	24%	28%

16. The proportions at each stage appear to be relatively stable once again and we believe this shows the value of the mandatory training of interviewers along with the completely blind shortlisting process.
17. The increased number of offers made to BME staff suggests that over time, the relative proportion of BME staff in the workforce should increase.

Ethnicity – Training

18. During the year internally organised events had 27% of staff who had declared an ethnic origin; and 19% attending external events had declared an ethnic origin. These proportions are broadly in line with the

Gender

19. The split in the workforce has held steady between men (47%) and women (53%). This is close to the distribution found nationally in the HE sector in 2014 of 46% men and 54% women.
20. As in previous years, women predominate in the clerical and support grades (61% female). Men outnumber women in the managerial grades (52% male), including in academic research and teaching (56% male) and professorial roles (70% male) – Appendix D. Nationally, 62% of professional and support staff are female and 44.5% of academic staff. Female staff are overrepresented in less senior grades and underrepresented in more senior grades (Appendix E).
21. At levels 9 and 10, the number of female new starters in the year (61%) has exceeded that of male starters. This indicates a trend towards improving the gender balance at the most senior level.

Performance Pay

22. In the 2013 performance pay review, the split between women and men (52% female), those declaring an ethnic origin (17% BME) and those declaring a disability (3%) is close to the composition of the workforce..

Disability

23. Disability is now a matter of self-definition, and this makes it hard to obtain meaningful comparative data. The figure this year has increased to 5.1% and compares with a 2014 national HE figure of 3.9%. No staff in academic roles or the professoriate have declared a disability.

Age

24. We continue as over recent years to show a peak in early to mid-career between the ages of 30 - 39.
25. As might be expected, the age profile increases with grade. Younger staff predominate in the lower grades and older staff at the higher grades:

The most represented age group in levels 1-5 is 25-34

The most represented age group in levels 6-8 is 35-44

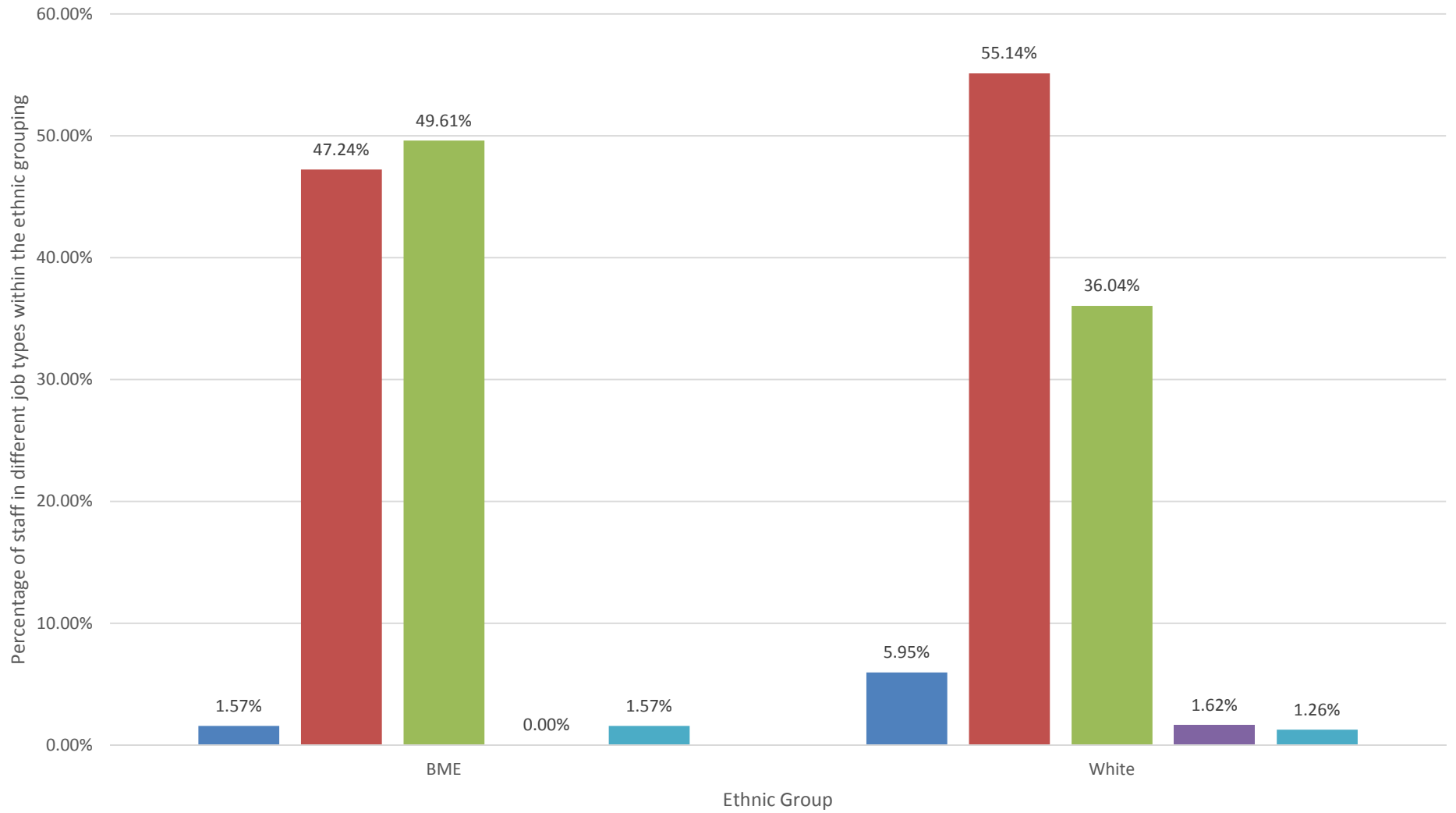
The most represented age group in levels 9-10 is 45-54

Conclusion

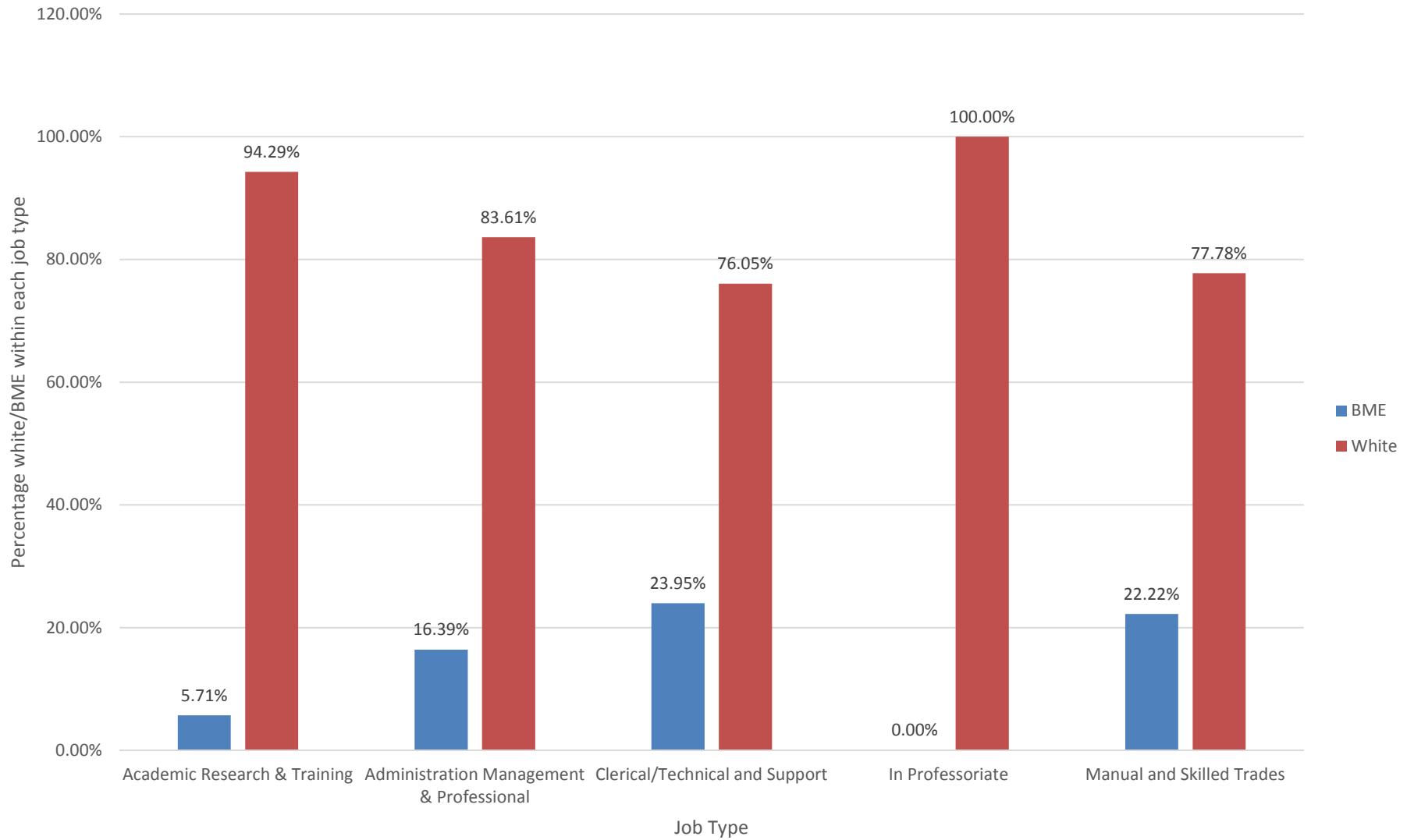
26. When compared with the 19% of BME staff in the workforce as a whole, there are a relatively higher numbers of BME staff in clerical, technical and support roles (23.9%) compared to management and professional roles (16% management and professional, none in the professoriate, 6% in Academic roles).
27. Similarly, when compared with the 54% of women in the workforce as a whole, there are a relatively higher numbers of female staff in clerical, technical and support roles (61%) compared to management and professional roles (48% management and professional, 30% in the professoriate, 44% in Academic roles).
28. These are characteristics shared with many HE institutions and indeed UK organisations. However we are beginning to see positive developments for example on gender in the senior management grades. There will be further analysis of the gender and ethnicity data, particularly around the impact of our recruitment processes.

Appendix A: Job Type analysis by Ethnicity

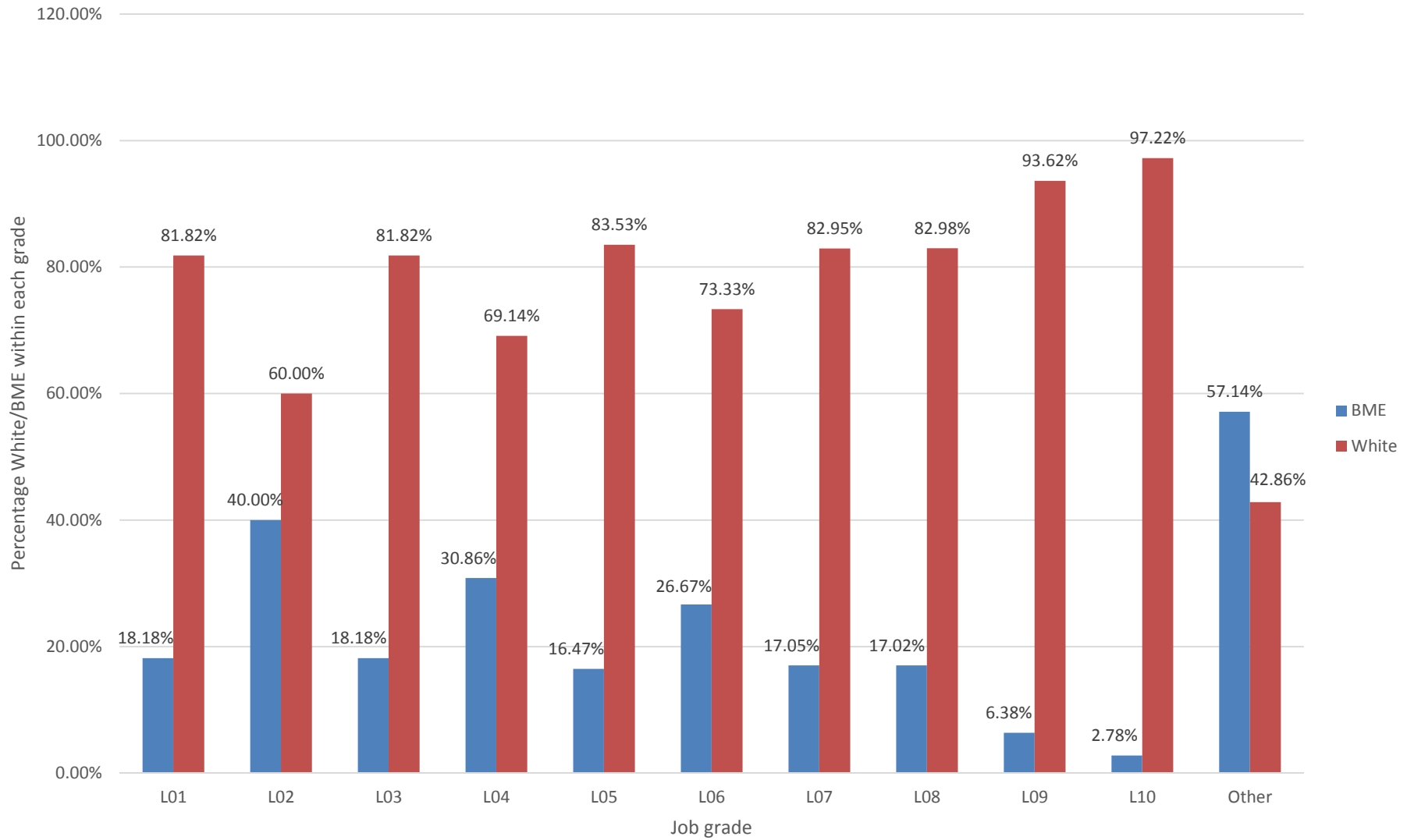
■ Academic Research & Training ■ Administration Management & Professional ■ Clerical/Technical and Support ■ In Professoriate ■ Manual and Skilled Trades



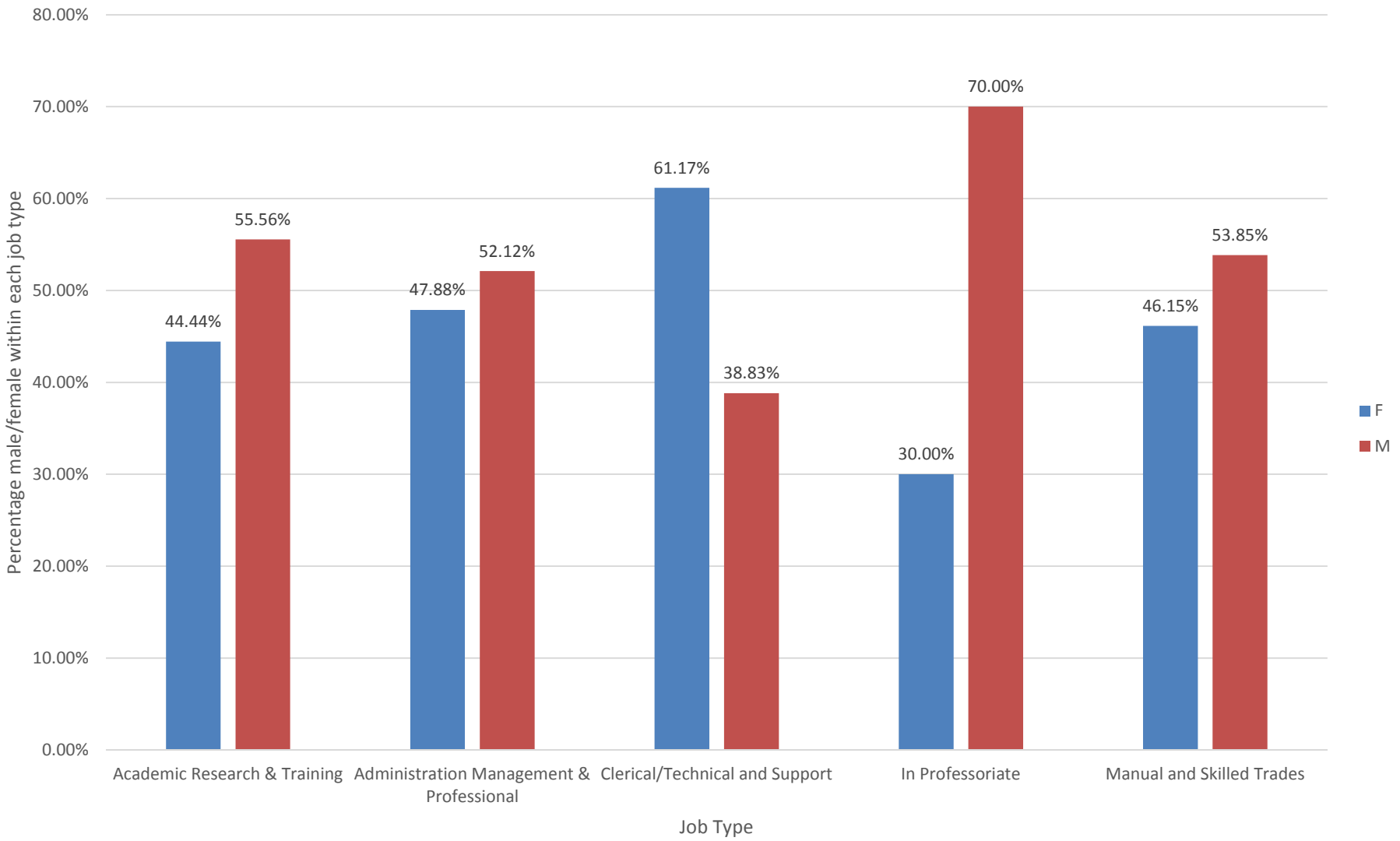
Appendix B: Ethnicity Analysis by Job Type



Appendix C: Ethnicity Analysis by Job Grade



Appendix D: Gender Analysis by Job Type



Appendix E: Gender Analysis by Job Grade

