



UNIVERSITY OF LONDON

Annual Equality and Diversity Report 2017-18

This report covers the operation of the University of London in respect of equality, diversity and inclusion for the period 1 August 2017 to 31 July 2018.

Executive Summary 2017-18

Areas of progress:

- The Leading Women celebrations promoting gender equality
- Senate House Library (SHL) exhibitions promoting inclusion in respect of gender and sexual orientation
- Comprehensive review of approach to harassment completed (students and staff)
- The University's commitment to inclusion promoted at external events (e.g. Women of the World, CMI Webinar, National Conference on Race Equality)
- Visible senior support for inclusion and equality (e.g. Race Equality Group)
- The University Member Institutions Inclusion Network expanded to 17 members
- Inclusive Practice Working Group meetings (University of London Worldwide (UoLW))
- Active Bystander training rolled-out (staff)
- Staff network of Inclusion Champions established at Senate House
- Gender Pay Gap report published with actions identified and adopted
- Women's Leadership Development Programme (Aurora) expanded
- University rainbow lanyards launched with positive staff engagement
- Groundwork for establishing a new Race Equality Group
- Co-operation with staff Trade Unions to promote equality and inclusion (e.g. staff data)

Areas of continued focus:

- Race Equality Group to identify actions to address the anomalies in appointments of Black and Minority Ethnic (BME) staff, particularly at senior levels
- Establishing an inclusive academic practices working-group
- A comprehensive review of employee 'Family Friendly' policies
- Promoting consistent provision of staff profile data
- Preparation for an Athena Swan (gender equality) submission
- The continued review and update of UoLW student profile data
- Continued support to colleagues on completing Equality Impact Assessments
- Developing a new Inclusion Strategy for 2020-24

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 and civil partnership, pregnancy and 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 and 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: an independent member of the Board of Trustees (Chair); the Director of HR (the University Secretary and Director of HR served as a member during 2017-18); representatives of UoLW, School of Advanced Study (SAS), and the SHL; the Head of Inclusion; the Director of Property and Facilities Management or their nominee; representatives from the recognised staff Trade Unions (Unison and UCU); and a senior member of the academic staff of SAS. In addition, the Employee Relations Manager, Chair of the Race Equality Group, a member of the Communications Team and a member of the ICT Department have been co-opted as 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 Head of Inclusion role reports to the Director of Compliance and Secretary to the Board 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 and 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 Equality Act (2010).

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 the EDC at each meeting as a standing agenda item.

⁴ [Diversity Inclusion-Strategy_2016-19.pdf](#)

4. PROGRESS ON THE DIVERSITY AND INCLUSION ACTION PLAN (2016-2019)- NOVEMBER 2018 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.

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	Green
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	Green

KEY: Green: On course to meet stated target (no action needed); **Amber:** The target will not be met, however 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 and Inclusion Action Plan

i) Progress has been made on the following identified actions over the 2017-18 period:

- The annual report was considered by the Board of Trustees in January 2018.
- Positive and visible leadership from the Vice-Chancellor and Vice-Chancellor's Executive Group on diversity and inclusion (e.g. The Leading Women celebrations 2018, launch of the Race Equality Group in October 2018)
- A comprehensive and diverse set of Leading Women events throughout 2018, raising awareness of the University's commitment to gender equality
- SAS amendments to student recruitment data to include the protected characteristics
- Review of disability provision for University of London Programmes students completed by UoLW
- A UoLW Virtual Learning Environment Inclusive Practice Policy introduced and presented at the Programme Teams' Forum in March 2018
- SHL Exhibitions promoting equality on gender and sexual orientation
- Inclusion Champions appointed and a staff Race Equality Group established
- Gender Pay Gap report published with actions identified and adopted
- Equality Impact Assessments an integral part of HR policy review process
- Launch of rainbow lanyards with positive staff feedback
- Internal publicity to improve personal staff data disclosure rates in November 2018
- A new Procurement Policy with emphasis on equality in the procurement process

ii) Additional Diversity and Inclusion activities and successes

- Aurora (a women's leadership programme) expanded to 10 places
- Continued work of Inclusive Practice Working Group (UoLW) to develop best practice in the area of online learning
- Three well-attended meetings of the University Member Institutions Inclusion Network
- The University at Women of the World event engaging with over 1000 young people
- A total of 378 staff completed the on-line equality, diversity and inclusion training
- 129 staff attended new Active Bystander training

6. Ongoing areas of focus for the forthcoming year

- Preparation for an Athena Swan (gender equality) submission
- Establishing a working group to embed inclusive academic practice
- Completing the comprehensive review of employee 'Family Friendly' policies
- Completing Equality Impact Assessments as part of the Facilities Management review
- Race Equality Group to identify actions to address the under-representation of BME staff at senior levels
- A revised recruitment policy in operation
- Comprehensive accessibility audit of the University Estate
- Responding to the forthcoming Equality and Human Rights Commission (EHRC) inquiry on racial harassment in HE
- Developing a new Inclusion Strategy for the period 2020-24

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 2018 is available in the appendix to this report (page 14).

Staff data collection

Low disclosure rates from staff in providing their personal data are evident in respect of the characteristics excepting age, disability, ethnicity and sex. This limits the ability to provide meaningful analysis in respect of other characteristics. An internal campaign to improve staff disclosure rates has commenced, including reassurance on confidentiality and clarification on what the data will be used for. The staff Trade Unions have also provided supportive messages to their members encouraging them to update the records. The success of this campaign will be monitored and progress on collecting staff data reported to the EDC.

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. The proportion of staff stating they are disabled has increased by 0.7% to 5.5% since 2014. More staff declare a disability at the University when compared to London HE sector and to the UK workforce as a whole. The recruitment data shows that applicants who declared a disability were marginally more likely to be appointed to roles in 2017 than those who did not. This is a reversal of the trend identified in 2016.

Actions identified: Embedding the actions identified in the Equality Impact Assessment of recruitment and promotion procedures to address barriers to the employment and development of disabled staff.

Ethnicity

The proportion of BME staff at the University remains relatively constant at around 22%. The representation of BME staff compares favourably to the national figure and is broadly in accordance with the London HE figures. However, the data confirms the under-representation of BME staff at senior grades (9 and 10).

Actions identified: Embedding the actions identified in the Equality Impact Assessment of Recruitment and Promotion procedures with a focus on addressing the under-representation of BME staff at senior levels. The issue of the under-representation is also to be the focus of the recently established Race Equality Group in 2019.

Sex (gender)

The data shows an increase in the proportion of female members of staff over the last three years from 55.5% in 2015 to 57.5% in 2018. The proportion of female staff is generally greater in the lower grades and reduced in Grades 8-10. However, female proportions have risen at higher grades in recent years and the split at G8 and G9 in 2018 is now at parity, with women fractionally higher in both. This leaves G10 the only grade with a male majority. Recruitment data demonstrates that women are proportionately more likely to be successful when applying for a new role, with over 60% of all new appointments going to women.

Actions identified: Embedding the actions identified in the Equality Impact Assessment of Recruitment and Promotion procedures with a focus on the under-representation of women in the most senior grades. Gender Pay Gap actions (page 11) will also address this issue.

Student data

The challenges involved in collecting personal data, particularly from international students in countries with potential negative implications for those identified with specific characteristics, should be acknowledged. However, during 2016 both SAS and UoLW commenced work to expand student data collection to include the Protected Characteristics as defined by the Equality Act (2010). This will facilitate detailed analysis in the academic years 2019-20 and 2020-21 respectively. The analysis of trends in respect of 2017-18 is limited to age and gender due to the lack of historical data.

i) School of Advanced Study

The age range and age profile of SAS students is as expected given the postgraduate courses on offer. However, the continued declining proportions of applications from older students remains a concern that warrants further investigation.

In terms of ethnicity, the application rates for Black/Black British (African) are higher than successful registrations which is an issue for consideration. The lower proportion of Muslim students who make successful applications also warrants investigation.

Actions identified: SAS to investigate declining proportions of applications from older students, lower registration rates for Black/Black British (African) and Muslim students. The significant gender disparities in respect of PhD awards and Distinctions should also be the subject of further consideration.

ii) University of London Worldwide

There has been a significant decline in the proportion of students over the age of 65 who have achieved a first class or distinction over the four years reported on. Male students are more likely to achieve first or distinction degrees, although the difference is relatively small at just over 2%.

Actions identified: Investigation into the decline of older students who are achieving first or distinction degrees.

8. The Gender Pay Gap Report

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 require all organisations with 250 and over employees to publish information in respect of the gender pay gap (GPG) within their organisation. The information that has to be published is based on the number of employees as at 31 March 2018. The total number of relevant employees for this period is 989 and is comprised of 415 male and 574 female employees:

Measure	31 March 2018	31 March 2017	% change
Mean Gender Pay Gap	13.89%	14.84%	- 0.95%
Median Gender Pay Gap	11.69%	10.94%	+ 0.75%
Employee Quartiles⁵		Male %	Female %
Lower Quartile		36 (37)	64 (63)
Lower Middle Quartile		36 (38)	64 (62)
Upper Middle Quartile		41 (41)	59 (59)
Upper Quartile		55 (58)	45 (42)
Proportion of Workforce Receiving Bonus	118 people (12% of total)	67 Female, 51 Male	
Mean Bonus Pay Gap	-25%		
Median Bonus Pay Gap	-25%		

Comparators and comment:

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

[Gender-pay-gap.service](http://gender-pay-gap.service)

The median Gender Pay Gap for the economy as a whole is 18.1% based on the Annual Survey of Household Earnings for April 2016 as published in October 2016.

It should be emphasised that the calculations required by the 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).

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

⁵ Last year's figures in brackets

Summary Findings of the Gender Pay Gap Analysis

1. The University's mean GPG is calculated at 13.89% and the median GPG at 11.69%.
2. The mean GPG is marginally lower than the 2017 figure while the median GPG is marginally higher. The corresponding figures in 2017 being 14.84% and 10.84% respectively.
3. The mean GPG is lower than the most recently published HE sector average (14.3% reported by UCEA) and the UK workforce (18.4% in 2017 according to the ONS).
4. The factors that are likely to have contributed to a small reduction in the **mean** gender pay gap include:
 - The UCEA national pay negotiations led to various changes to salaries in August 2017, which removed point 1 from the national pay scales, which led to staff on point 1 to move on to point 2.
 - The above negotiations also saw an increase of 1.7% on all spine points from 17 and above, with higher increases on points 2 – 16 (inclusive) the lowest point receiving 2.4% increase to pay.
 - The University's implementation of the penultimate uplift to the former London Weighting element of pay arising from the University's 2014 agreement with UCU and UNISON.
5. It is considered that the limited increase in the **median** gender pay gap can be largely attributed to the following:
 - From 1 April 2017 to 31 March 2018, the University has recruited significantly more female employees than male employees, (202 vs 132), which has given rise to a net increase of 46 female employees compared to a net increase of 7 male employees;
 - More specifically, there has been an increase of 25 female employees in the lower two quartiles compared to an increase of 1 male employee in the same two quartiles.
6. The GPG in the lower and lower middle quartiles positively favours female employees (3.41% and 0.05% respectively). The gap in both quartiles is however narrower than in the previous year).
7. The GPG in the upper middle and upper quartiles positively favours male employees (1.08% and 10.29% respectively). The gap in both quartiles is however narrower than in the previous year).
8. The % of male and female staff in the lower, lower middle and upper middle quartiles is broadly reflective of the overall employee population (40% male; 60% female). 55% of employees in the upper quartile are male compared to 58% in the previous year.

9. The difference in the distribution of male and female employees across the quartiles is the reason why there is an overall gender pay gap. While there has been an increase in the number of female employees in the Upper Quartile, there remains a significant difference in this quartile that continues to be predominantly male.
10. The regulations require that we publish the proportion of male and female employees that received some form of bonus in the previous 12 months including payments that relate to profit sharing, productivity, performance, incentives and commission. The overall percentage of employees that received a bonus payment in this period represents 12% of the total workforce and the bonus gap is 25% (both mean and median).
11. Actions specifically identified to address the Gender Pay Gap:
 - Conduct a detailed evaluation of the pay of staff in Level 10 with reference to benchmarks agreed by the Remuneration Committee and internal relativities;
 - Monitor progression into the discretionary pay points at all levels;
 - Conduct a separate analysis of senior appointments (internal and external) made within the last three years focusing on pay on appointment and pay progression; and
 - Monitor progression into Levels 8 and 9, and set milestones toward achieving equal representation of men and women in Level 10 as part of the University's next Strategic Plan.
12. The University of London is committed to promoting gender equality and has adopted the following actions as part of its broader Diversity and Inclusion Strategy:
 - Complete a comprehensive review of recruitment and promotion procedures identifying anomalies and agreeing 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
 - Continued support for the Aurora Programme to promote women into leadership roles (increased to 10 places in 2018)
 - Preparation for the Athena SWAN (gender equality) accreditation that will ensure an institutional focus on gender equality

9. The Leading Women Celebrations

2018 marked the 150th anniversary of women being permitted to sit 'special examinations' at the University of London and, with this, being admitted for the first time in Britain to higher education. The '[Leading Women](#)' activities celebrated exceptional women by sharing stories of women leading both by being the first, and by leading through their inspirational educational and professional achievements. To celebrate this anniversary, a number of national and international events such as pop-up exhibitions and talks, panel debates, a student art competition and blogs, accompanied by an online gallery of 150 leading women associated with the University have marked this 'foot in the door' moment for women in higher education. The celebrations have proved successful in a number of respects:

- **Engaging staff in all departments.** There have been numerous events and activities that have been supported by staff (attendance or volunteering for events), innovative ideas from staff (first ever attendance at the Women of the World Festival, Equailiteas event (marking 100 years of women's suffrage), ICT "Inspiring Women" display. Many staff have expressed pride in the celebrations and the activities.
- **Generating relationships with external organisations** e.g. Chartered Marketing Institute, Women of the World Festival.
- **Strengthened relations with the Member Institutions.** The online gallery of 150 women demonstrates the reach and incredible ability of women associated with the University for 150 years. This collaboration and the federal student art competition has reinforced the power of the federation.
- **Enhanced profile for the University.** The online and social media reaction to the celebrations has been very positive with guest blog posts and other contributions showcasing many aspects of women's lives, both past and present. There are also several legacy aspects both physical (e.g. the student artwork in Torrington Square and time capsule) and virtual (e.g. greater awareness of women's equality issues) that will outlast the 2018 celebrations.

10. SHL Exhibitions

i) A free exhibition between January and June 2018, *Queer Between the Covers* was an exhibition and event season at SHL, which explored over 250 years of Queer Literature. Over 50 carefully selected works from the collection, showcasing works of satire, autographed manuscripts, illustrated novels and pulp fiction book designs, as well as rare editions were displayed, and can still be viewed [online](#).

ii) Running from July to December 2018, *Rights for Women: London's Pioneers in their Own Words*, was an exhibition exploring the lives and work of over 50 of London's female pioneers who broke barriers to drive change and establish rights for women. The exhibition of over 80 items from our collection was on display in the Convocation Hall of the iconic Senate House Library. This free exhibition and events season explored some of the famous and lesser known stories of over 50 women pioneers, from the late eighteenth century to present time, who used London as their platform to make their voices heard and establish equal rights for women.

11. Launch of Rainbow Lanyards and Staff Feedback

In April 2018 the University offered employees the opportunity to replace their standard black and white lanyard with a new branded rainbow version. This was to promote the Senate House Library exhibition '*Queer between the Covers*' and, more broadly, to highlight the University's commitment to equality and inclusion. The offer has proved popular and over 200 lanyards have been distributed to staff.

In order to obtain a new lanyard, staff were asked to provide an answer to the question: "*What do you think the University's top priority should be in respect of equality, diversity & inclusion?*"

Between April and May 2018, 120 colleagues (i.e. circa 13% of staff) provided their views. The most popular themes were as follows:

1. Improved representation of women and BME staff at senior levels (28 recommendations)
2. Promoting and celebrating EDI (12)
3. Promoting a respectful and inclusive workplace culture (12)
4. Improved accessibility/support for disabled staff and students (10)
5. Equality of opportunity for all staff (10)
6. Addressing the gender pay gap (9)

It was encouraging to note that the most popular themes identified by staff were consistent with the objectives set out in the Diversity and Inclusion Strategy (2016-19) and its associated action plan.

Progress against the strategic objectives is monitored by the University's EDC which is supportive of all the work being undertaken.

12. Review of Policies and Procedures around Preventing and Responding to Harassment

In November 2017 the Vice-Chancellor announced a comprehensive review of the University's policies and practices in respect of harassment in respect of both students and staff. The objective of the review was to ensure that the University acts in accordance with best practice across all sectors. To this end, a working group was established to review current procedures and implement changes or enhancements, where these were required. The focus of the working group was on ensuring measures were in place to prevent issues arising, and to provide the appropriate support when it is needed.

The Vice-Chancellor's statement noted the establishment of a working group tasked with ensuring that the University's policies and practices in this area provide appropriate clarity and support. The membership of the working group included Human Resources staff, staff trade union representatives and the Head of Inclusion.

Following consultation with stakeholders including staff and students of the Central Academic Bodies, the working group produced:

1. A new Dignity and Respect Policy for staff
2. Student Guidance on Preventing and Responding to Harassment
3. A new Relationships Code of Conduct for staff
4. An updated staff Grievance Procedure
5. An updated staff Disciplinary Procedure

Active Bystander training has been made available for staff as part of measures intended to promote dignity and respect in the workplace with over 120 colleagues attending to date. Its aim is to provide staff with techniques to challenge poor and unacceptable behaviour. All Director level staff were identified as Dignity Contacts by the Planning and Resources Group. In addition, internal communications invited colleagues to volunteer into the role of Dignity Contacts who will provide guidance to concerned staff on the avenues for reporting and support.

The Equality and Diversity Committee welcomed this revised suite of policy and practice in respect of preventing and responding to harassment. It was also highlighted as an example of positive partnership working between staff representatives and the University.

13. Equality Impact Assessment informing the Facilities Management Review

It has been proposed by the Director of Property and Facilities Management that an Equality Impact Assessment (EIA) will be completed as an intrinsic element of the FM services review proposals agreed by the University's Board of Trustees in May 2018.

In addition to providing EIA training to all staff contributing to the FM Review, the Head of Inclusion will also be training the participating staff union representatives. This exercise will help to identify and mitigate any potential negative impacts on those affected.

APPENDIX (i) STAFF DATA

The total number of University of London staff in January 2018 was 957 up from 909 in 2017.

Disclosure rates

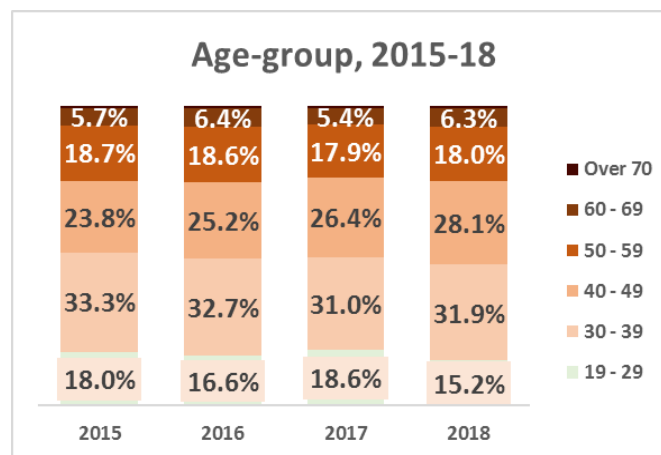
Data provided by staff in 2018 in respect of each protected characteristic. Figures include a 'Prefer not to say' option:

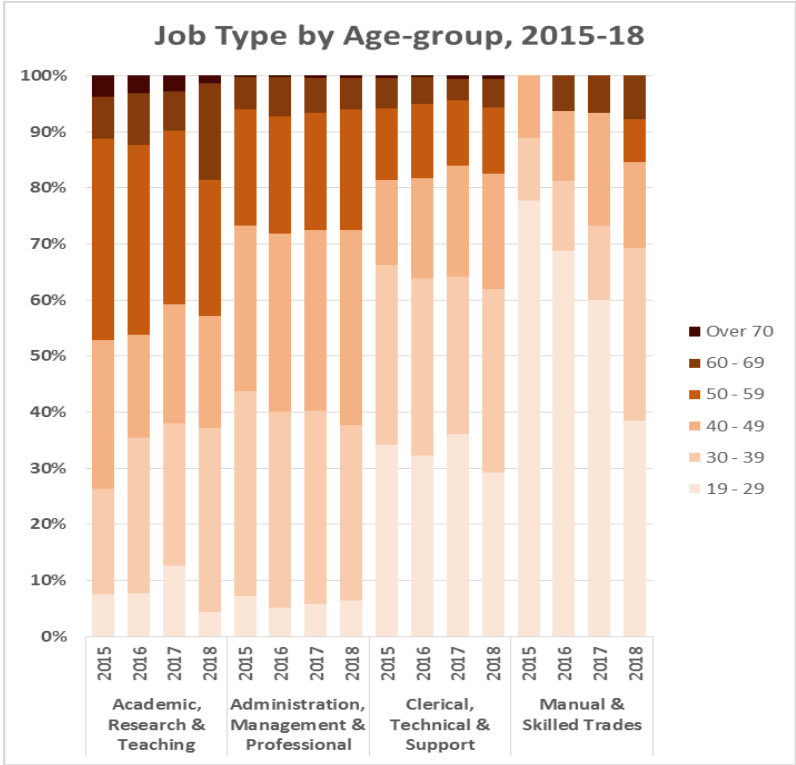
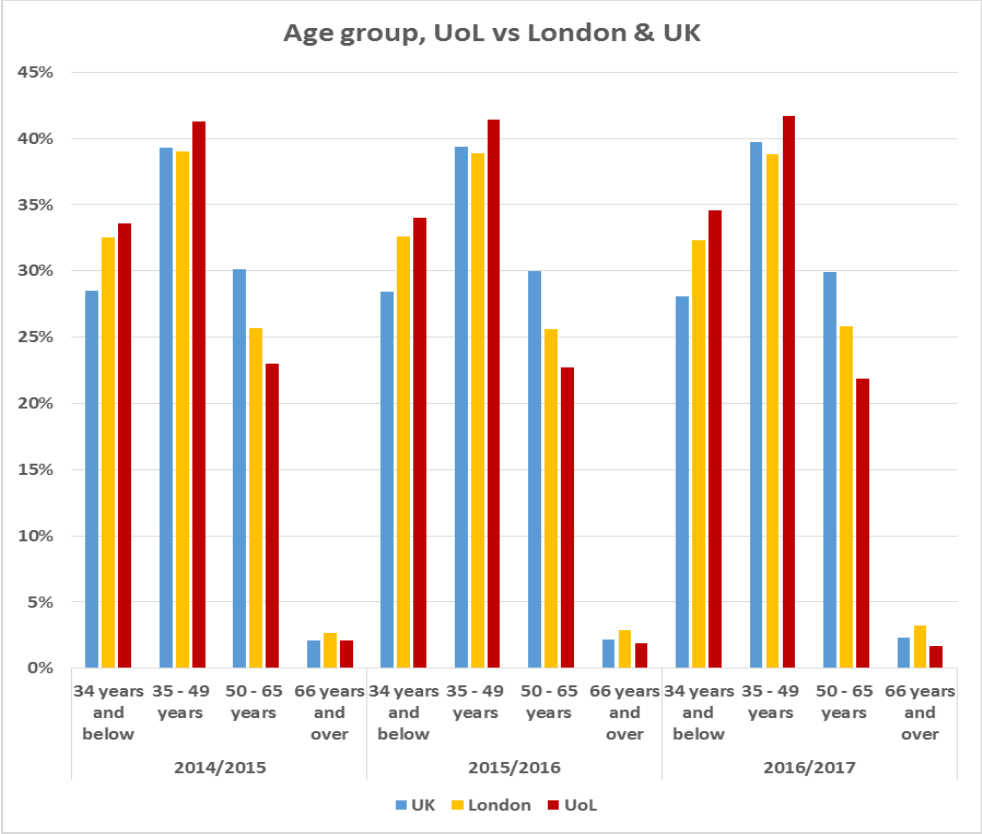
1. Age: 100%
2. Disability: 99.67%
3. Ethnicity: 99.5%
4. Gender reassignment: not available
5. Marriage or civil partnership: 20.2%
6. Pregnancy or maternity: not available
7. Religion or belief: 17%
8. Sex (Gender): 100%
9. Sexual Orientation: 9.9%

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

Action identified: An internal campaign to improve staff disclosure rates will continue in 2018-19 across the range of Protected Characteristics as defined by the Equality Act (2010). This will include reassurance on confidentiality and clarification on what the data will be used for.

1. AGE:





Commentary on age data

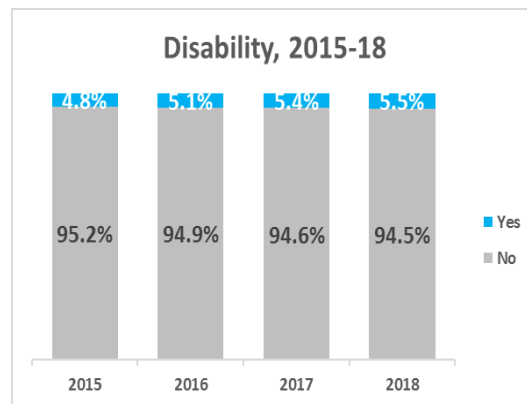
The data demonstrates that the University has a marginally younger workforce than the average UK and London based HEIs. This can be seen to be positive given the comparatively higher employment rates for people under the age of 25 at a national level⁶.

The data in respect of job type is broadly in accordance with expectations. Administration, Management and Professional (AMP) age groups match the overall trend with the 40-49 age group growing to just under 36% of the total population in 2018 at the expense of younger staff. Clerical, Technical and Support (CTS) conversely, has a stable 32% proportion for the 40-49 age group, with the 50-59's growing to 20% and the 19-29s dropping to circa 30%. The graph for Manual and Skilled Trades (MST) shows a huge shift from young to old but this is exaggerated by the very small sample size, where just three additional older employees have radically changed the picture.

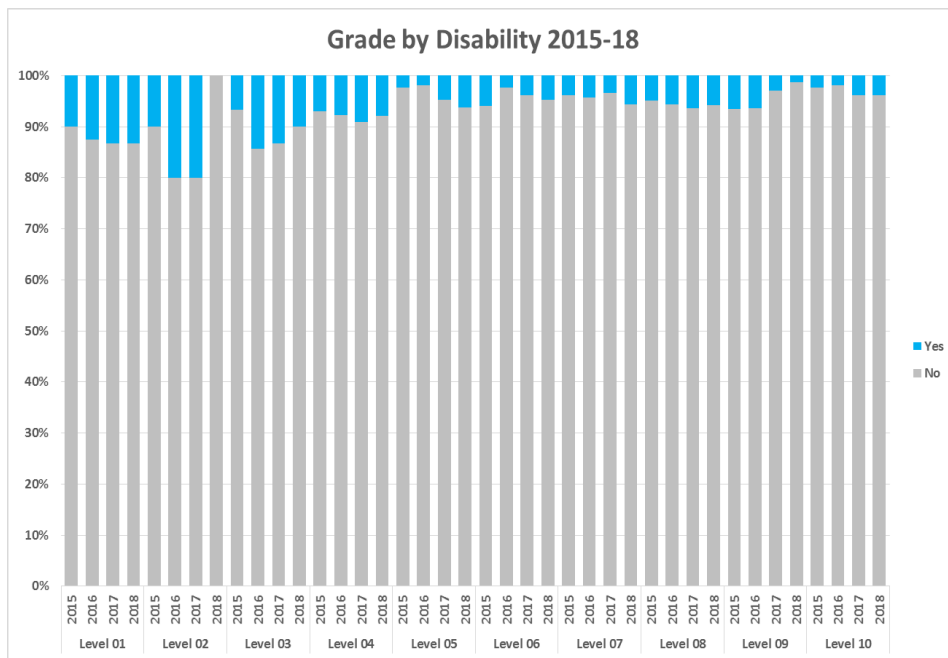
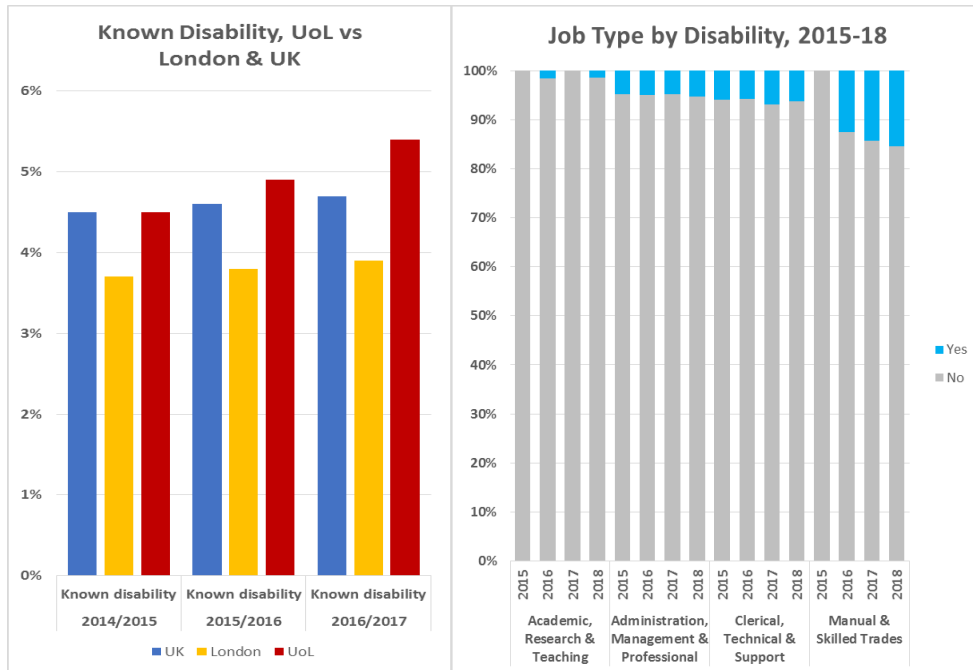
Academic Research and Teaching (ART) as a group has become progressively younger over the last four years, now showing more equal distribution than 2014 which skewed towards the 50-59 group by almost 36%. Overall, AMP and ART are fairly equally split between the central three age groups (spanning 30-69), while CTS and MST are tipped towards the young, with over 50% of their staff between 19 and 39.

Therefore, no actions are recommended in respect of age beyond ensuring consistent data collection in recruitment processes.

2. DISABILITY



⁶ <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN05871#fullreport>





Commentary on disability data

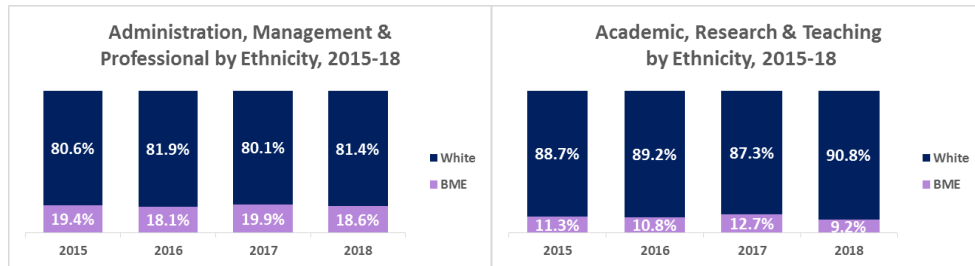
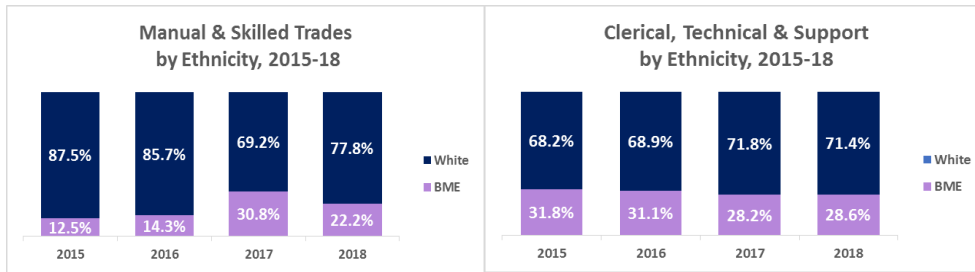
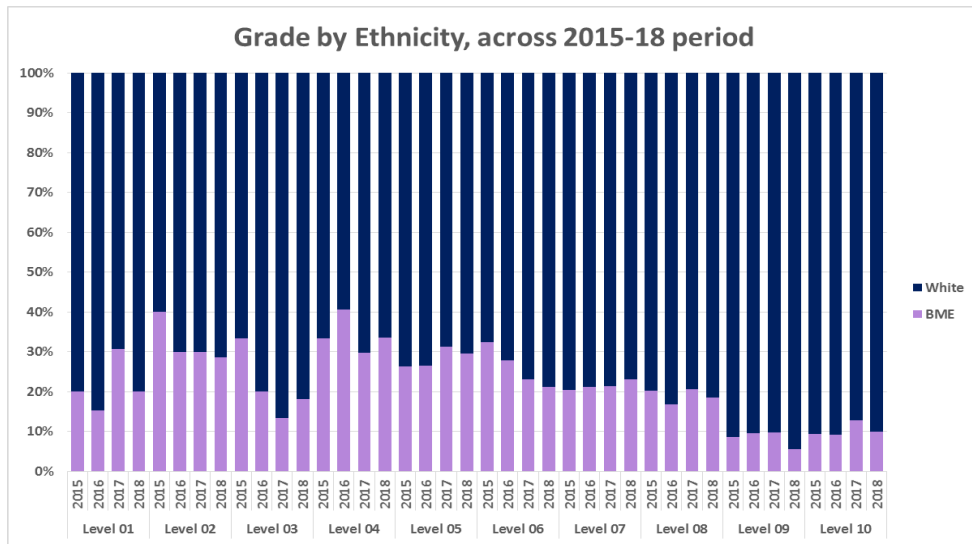
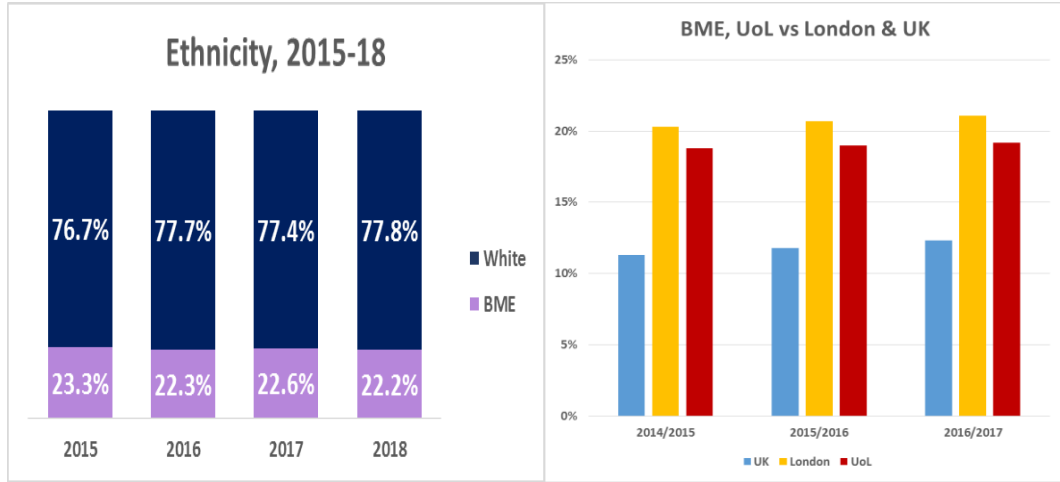
The data shows a marginal increase in staff declaring their disability. The proportion of staff stating they are disabled has increased by 0.7% to 5.5% since 2014, with a concurrent drop in 'No' responses. Marginally more staff declare a disability at the University when compared to the London HE sector and to the UK workforce as a whole.

The lowest grades have the highest proportion of staff stating a disability. There is a marginal increase between G5-8 and then a discernible drop-off at G9-10. Notable four year trends include a decline in 'Yes' responses for G9 and an increase of 'Yes' responses for G10.

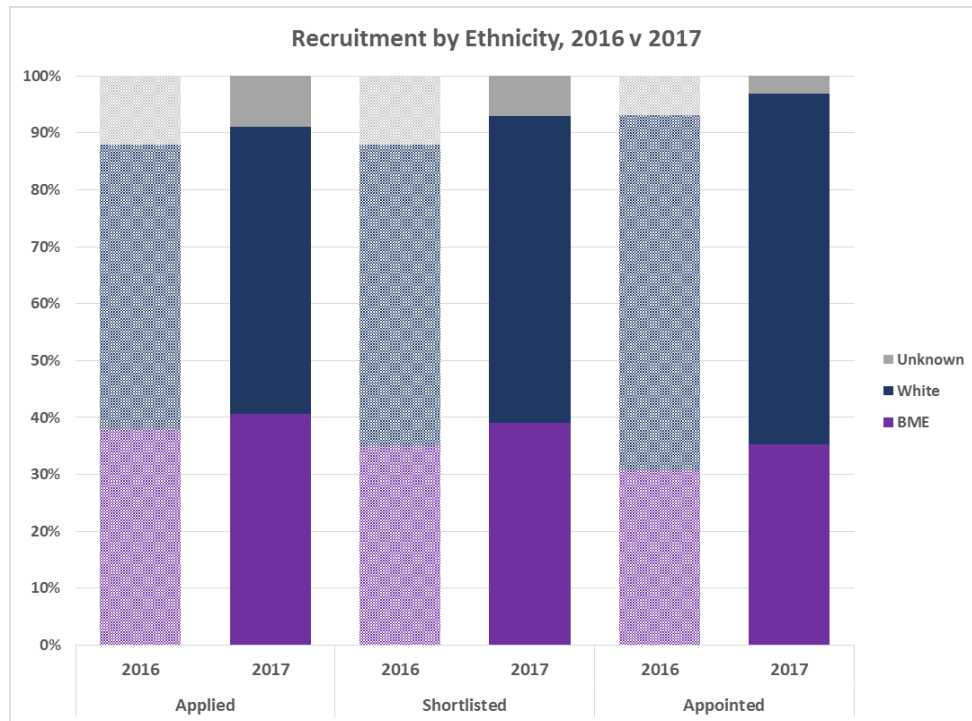
In terms of job role, AMP, CTS and MST show small increases in staff stating they have a disability, while ART shows no change. The recruitment data shows that applicants who declared a disability were marginally more likely to be appointed to roles in 2017. This is a reversal of the trend identified in 2016.

Actions identified: Embedding the actions identified in the Equality Impact Assessment of recruitment and promotion procedures to address barriers to the employment and development of disabled staff.

3. ETHNICITY⁷



⁷ HESA statistics are average FTEs taken over academic years, whereas University statistics are taken as headcount (main post holder) at a snapshot in time so the sector comparator figures will not be the same



Commentary on ethnicity data

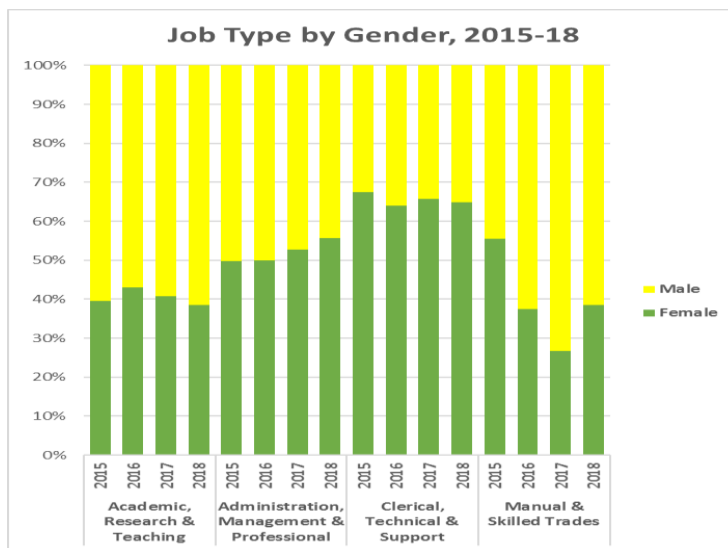
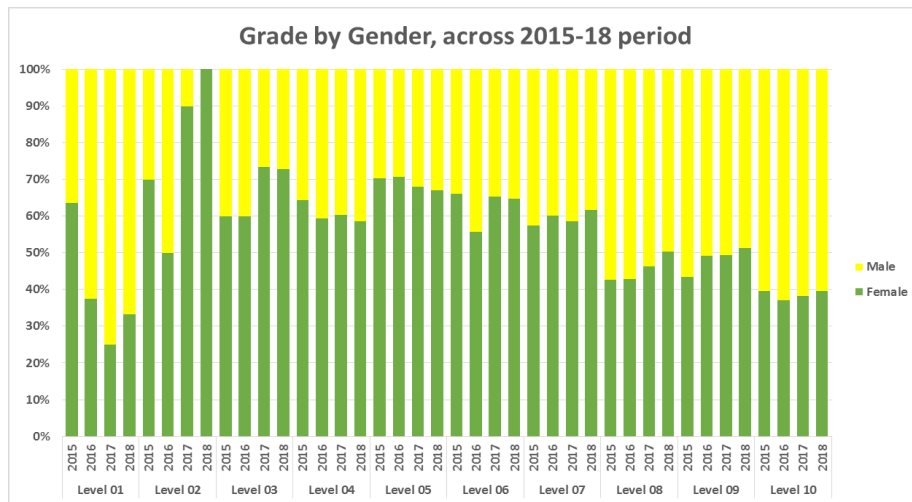
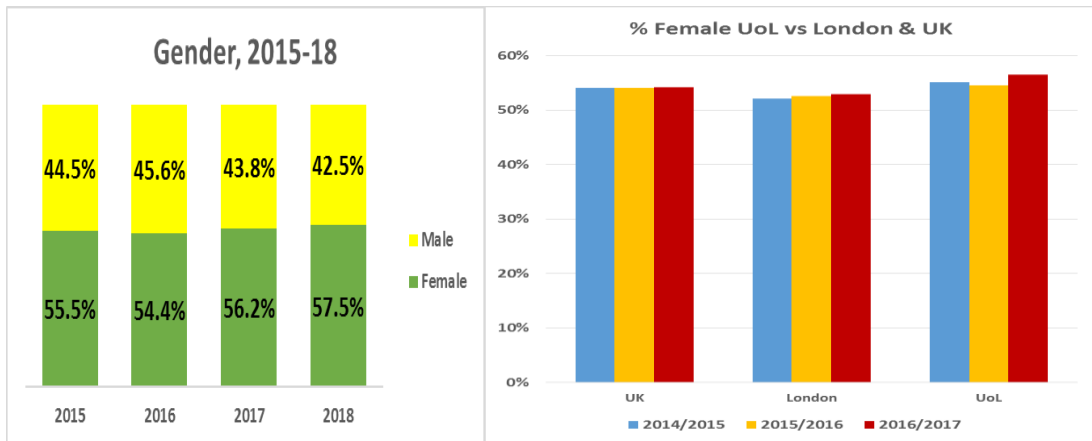
The year-on-year trend is mixed, with the higher G8-10 BME increases peaking in 2017 and dropping off in 2018. AMP, CTS and ART all show fractional decline in numbers of BME staff as part of the overall population. MTS shows the opposite trend but due to its small populations, percentages will naturally be more irregular. On average, CTS has the largest BME population over the last four years at just under 30%, AMT and MST are both at around 20% and ART is around 11%.

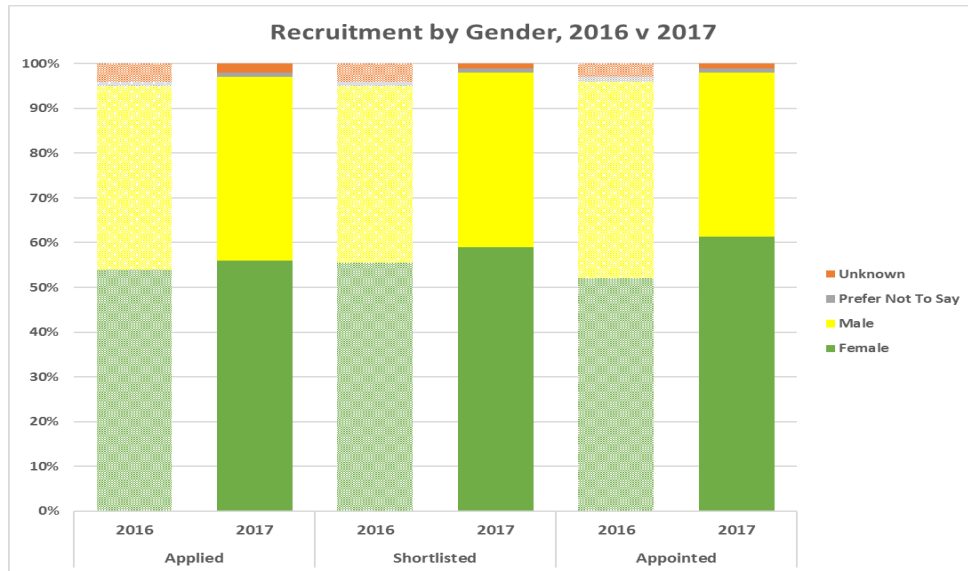
Although the data shows a diminishing proportion of BME applicants in the short-listing and appointment stages of the recruitment process, the overall proportion of BME applicants for roles at the University is higher (at just over 40% in 2017) than the BME working population in the London HEI sector (at 22% in 2017).

In summary, the proportion of BME staff at the University remains relatively constant at around 22%. The representation of BME staff compares favourably to the national figure and is broadly in line with the London HE figures. However, there is evident under-representation of BME staff at senior grades (9 and 10).

Actions identified: Embedding the actions identified in the Equality Impact Assessment of Recruitment and Promotion procedures with a focus on addressing the under-representation of BME staff at senior levels. The issue of the under-representation will also be the focus of the recently established Race Equality Group (launched October 2018) in 2019. Actions to promote race equality will be identified and proposed for adoption.

4. SEX (GENDER)





Commentary on sex (gender) data

The data shows an increase in the proportion of female members of staff over the last three years from 55.5% in 2015 to 57.5% in 2018. The higher representation of women employed by the University is reflective of similar patterns in London HEIs and with the UK HE sector as a whole.

There is a direct correlation between grade and gender split, with the proportion of female staff generally greater at the lower grades and decreasing in Grades 8-10 where male staff have been in the majority. However, female representation has risen at these higher grades in recent years and the split at G8 and G9 in 2018 is now at parity, with women fractionally higher in both. This leaves G10 the only grade with a male majority.

In respect of different job roles, the AMP gender split (56% female) mirrors the overall trend of an increasing female staff proportion. CTS reverses the trend and actually shows a reduction in the female proportion, although females still outnumber male staff at 64.6%. The proportion in ART has remained flat during this period with women tracking just under 40%, meaning the male/female populations have grown at the same rate. The proportion of female staff in MST has fallen, but these fluctuations are exaggerated by the small sample size.

The recruitment data demonstrates that women are proportionately more likely to be successful when applying for a new role, with over 60% of all new appointments going to women.

Actions identified: Embedding the actions identified in the Equality Impact Assessment of Recruitment and Promotion procedures with a focus on the under-representation of women in the most senior grades. Gender Pay Gap actions will also address this issue.

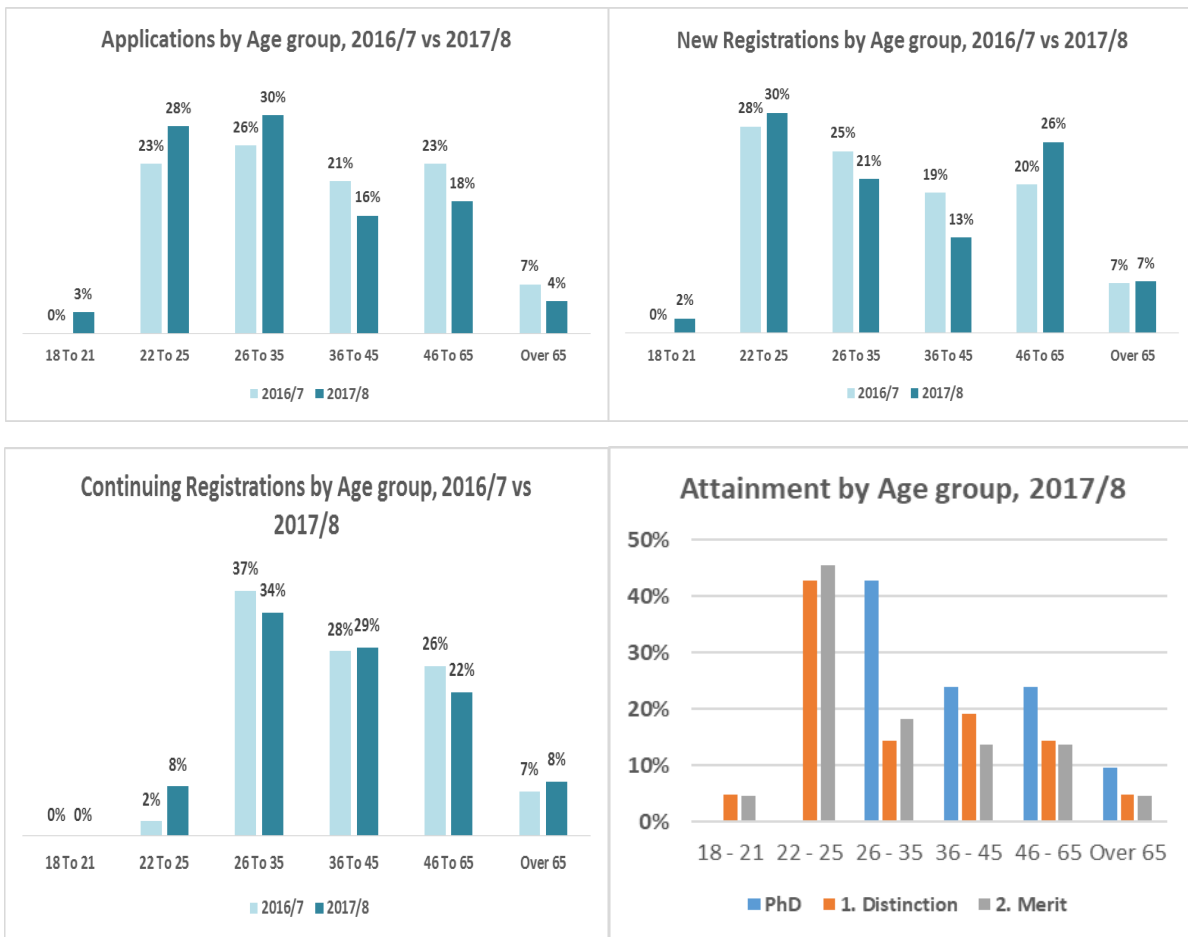
APPENDIX (ii) STUDENT DATA

1) The School of Advanced Study (SAS)

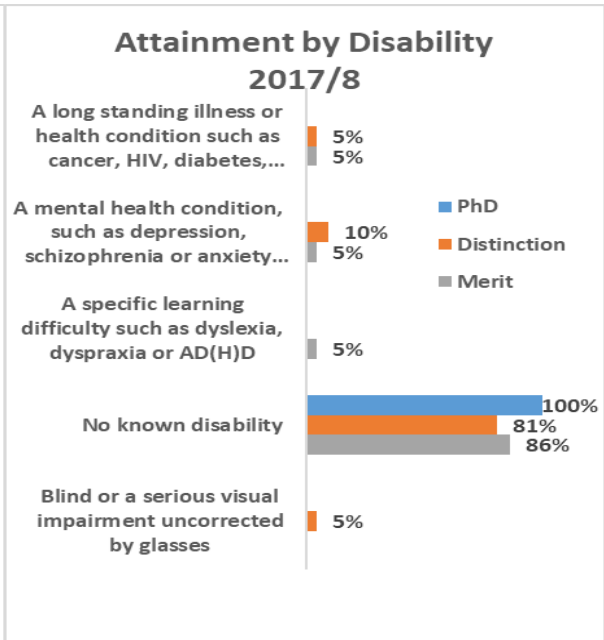
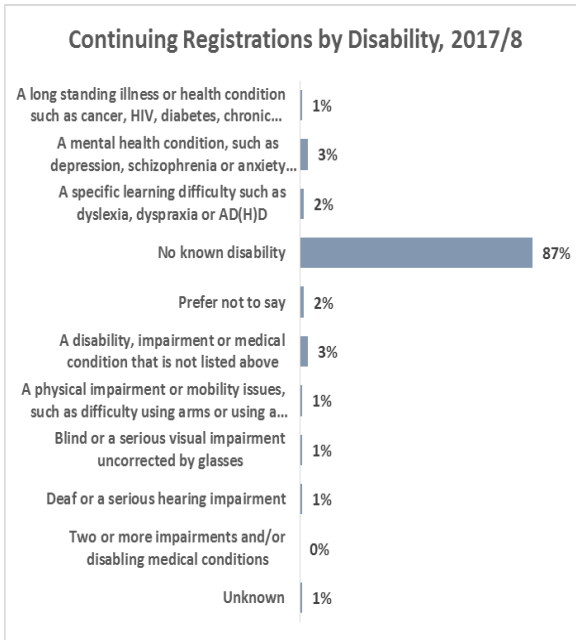
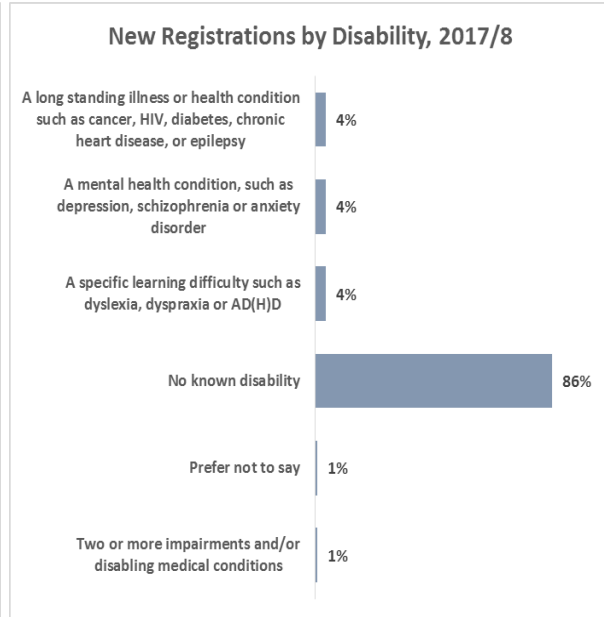
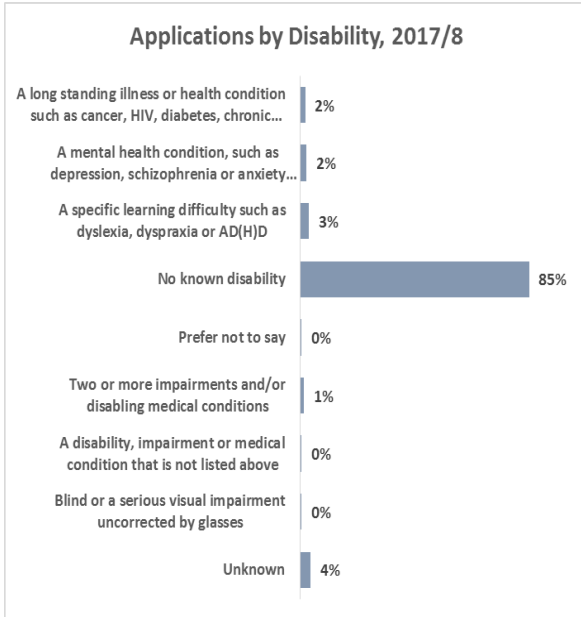
SAS brings together the specialised scholarship and resources of nine research Institutes offering postgraduate study and research opportunities across a wide range of subjects in the humanities.

During 2016, SAS expanded its data collection in respect of students to include the Protected Characteristics as defined by the Equality Act (2010). The data collected facilitates the following analysis of data in respect of age, disability, ethnicity, religion or belief, sex (gender) and sexual orientation for 2017-18. Trend analysis, however, is limited to age and sex due to the lack of historical data.

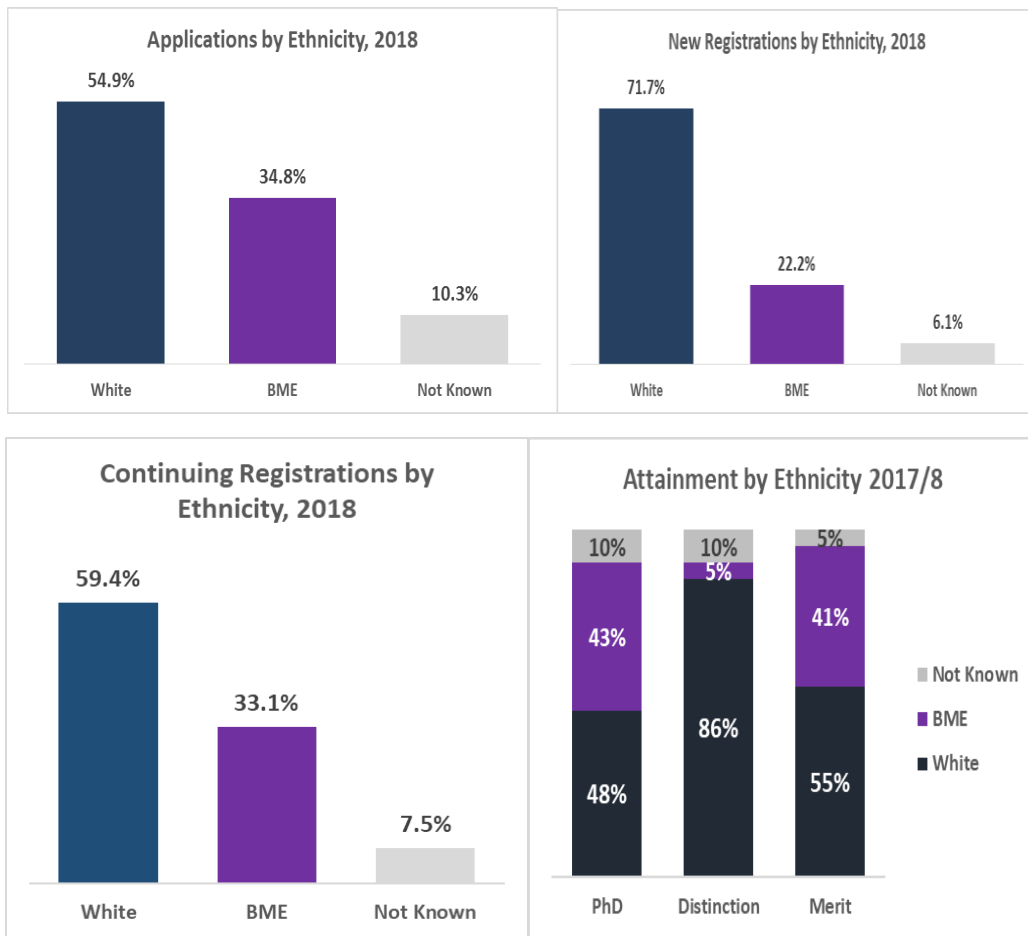
a. Age



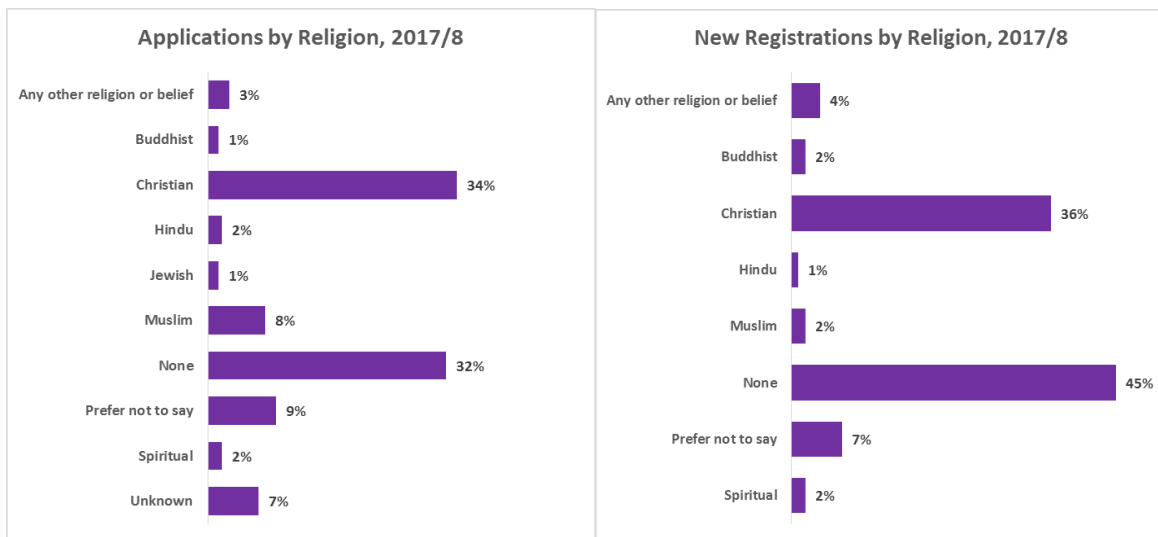
b. Disability

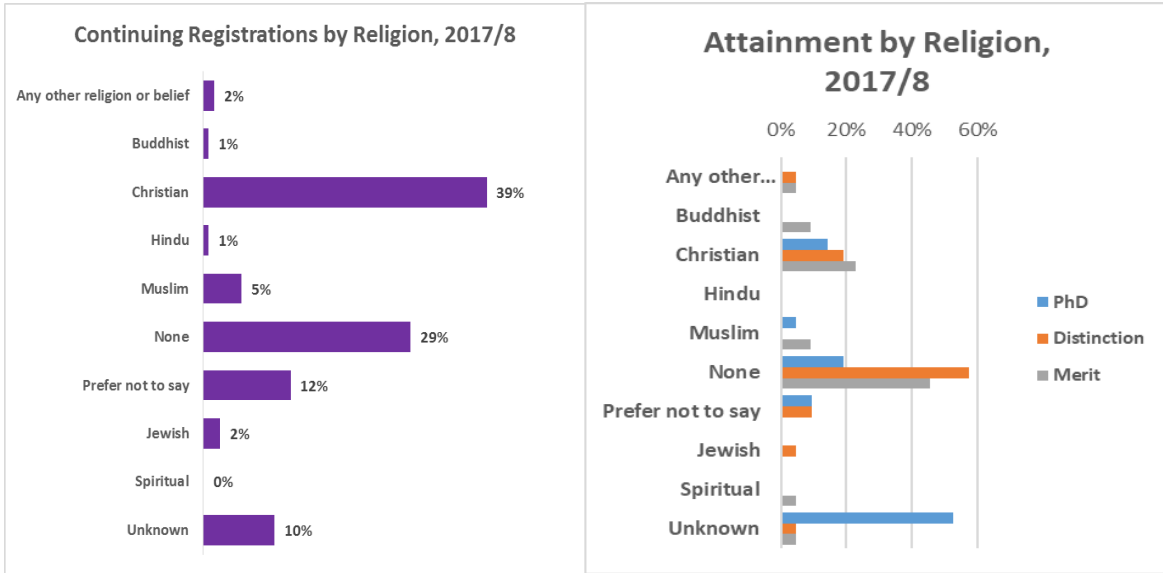


c. Ethnicity

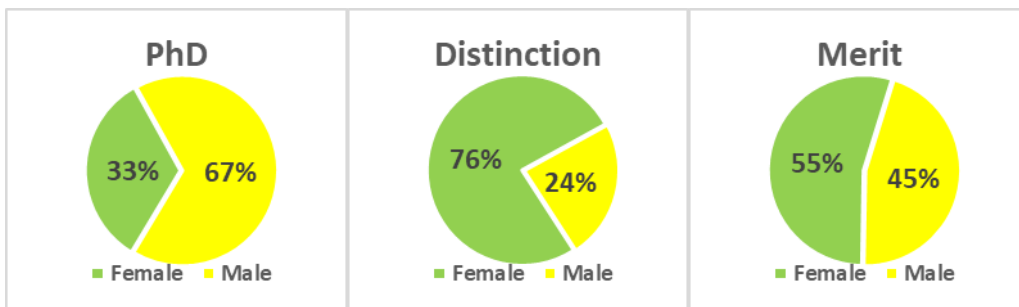
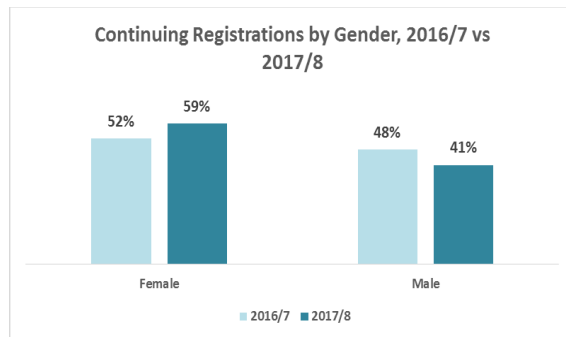
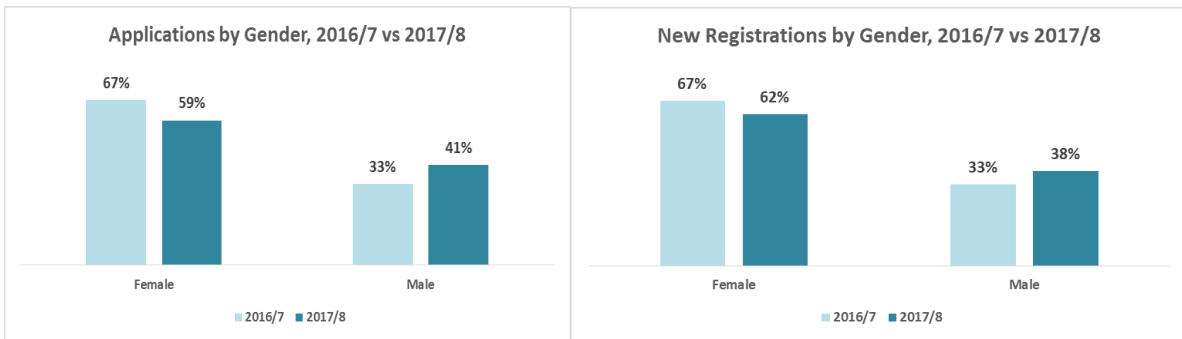


d. Religion and Belief





e. Sex (Gender)



f. Sexual Orientation



Commentary on SAS Student Data

The age range and age profile of SAS students is to be expected given the postgraduate courses on offer. However, the continued declining proportions of applications from older students remains a concern that warrants further investigation.

The proportions of students declaring disability is consistent and the data does not reveal an issue with retention.

The attainment of PhD awards is lower for disabled, BME students and those of particular faiths. However, the numbers of declarations involved prevents meaningful analysis.

In terms of ethnicity, the application rates for Black/Black British (African) are higher than registrations which is an issue for consideration. Nevertheless, the retention of this group of students is very positive.

The lower proportion of Muslim students who make successful applications warrants investigation.

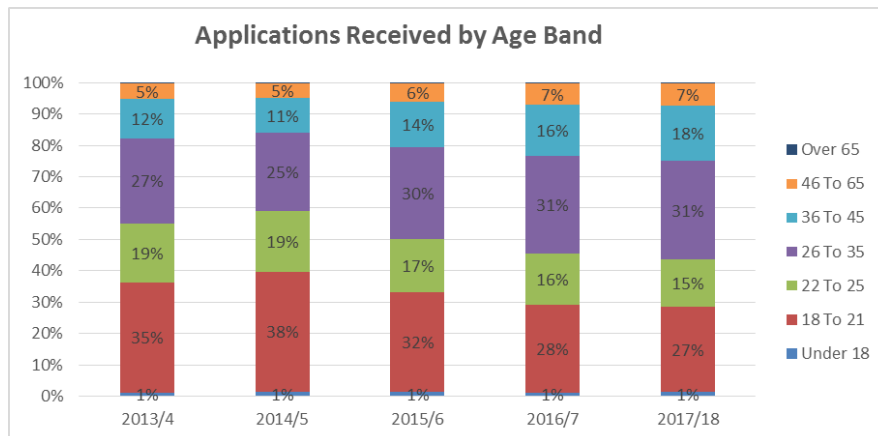
The gender data reveals a reduction in the under-representation of male applicants and registrations to SAS courses. The continued studies % for bisexual students is low, however, very limited numbers of declarations make analysis impractical. The significant gender disparities in respect of PhD awards and Distinctions should be the subject of further consideration.

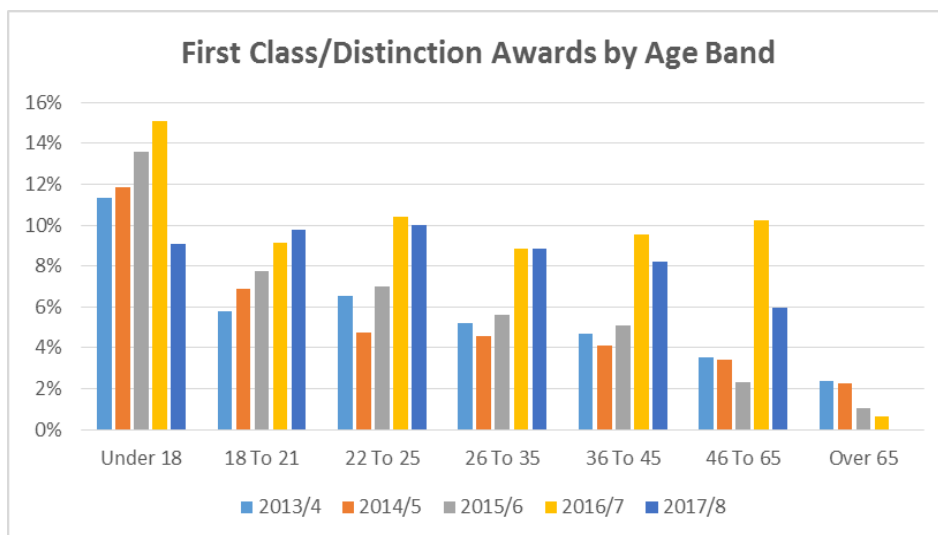
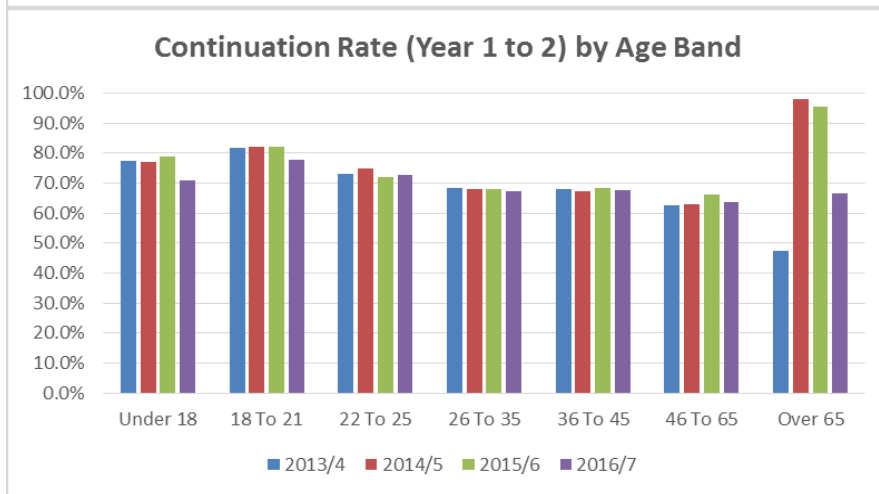
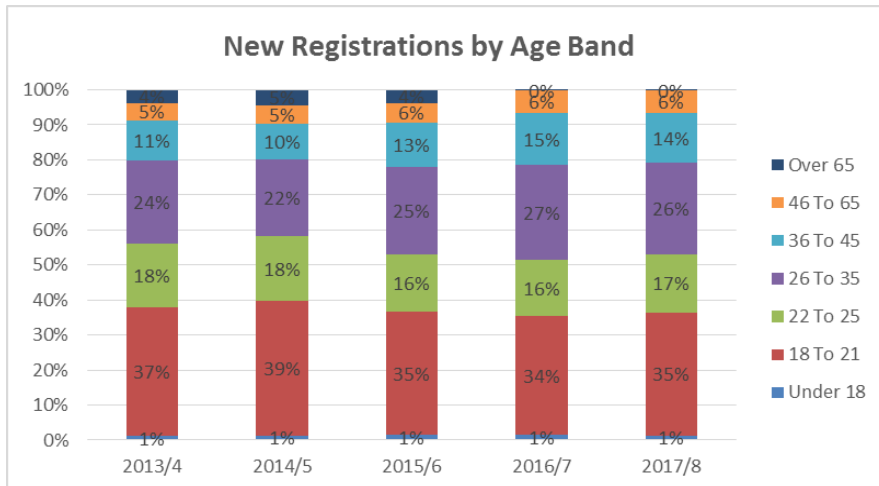
2) The University of London Worldwide (UoLW)

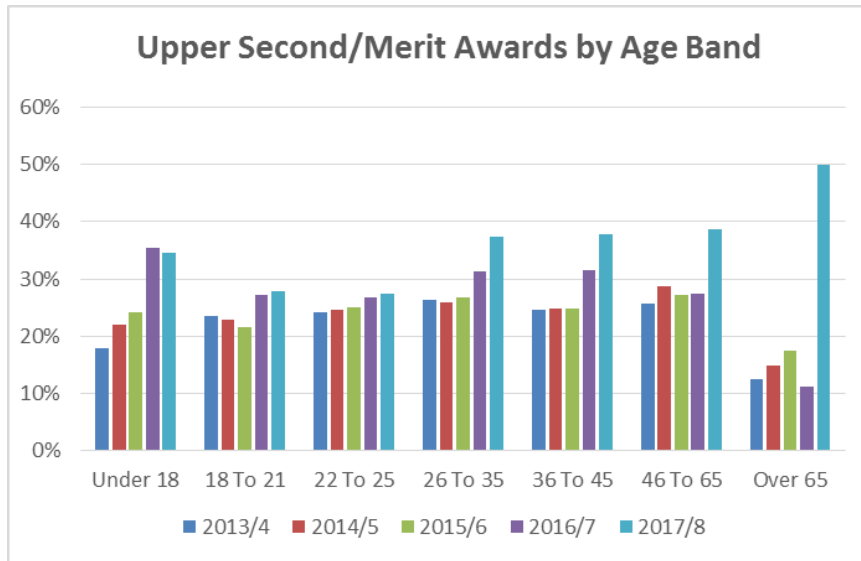
The UoLW provides degrees through distance and flexible learning to over 50,000 students in over 180 countries worldwide studying on 100-plus degrees, diplomas and certificates.

In 2016 UoLW expanded its data collection in respect of students to include the protected characteristics as defined by the Equality Act (2010). To date, the information provided by UoLW students is limited to age and sex (gender). The provision of broader data will facilitate detailed analysis in respect of the academic year 2020-21. The following analysis of data in respect of 2017-18 is limited to age and gender.

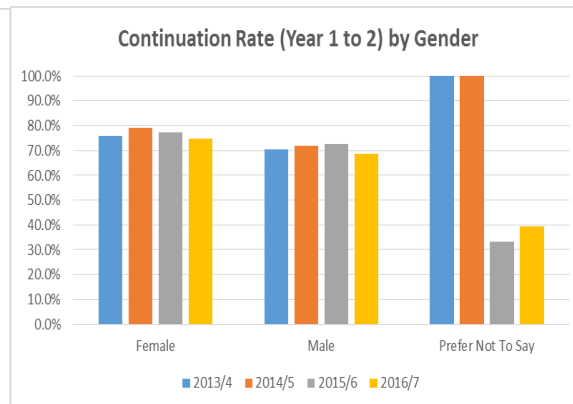
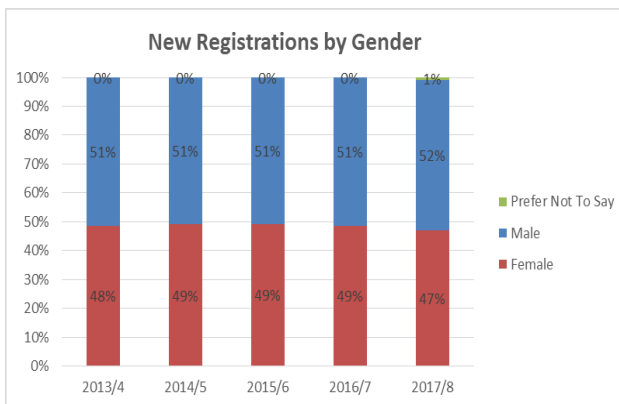
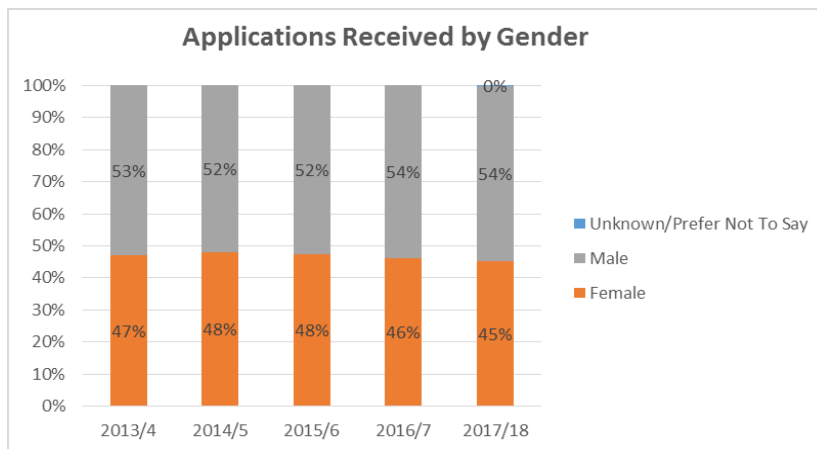
a. Age

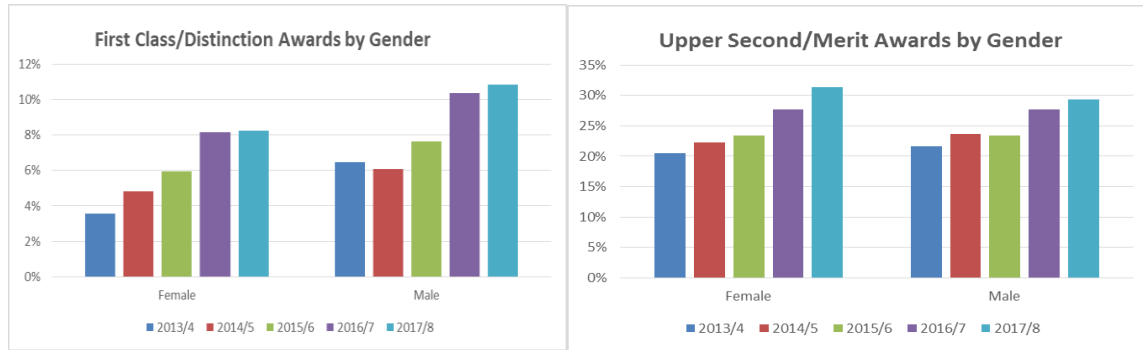






b. Sex (gender)





Commentary on UoLW Age and Gender Data

Given the international constituency of the UoLW student body, finding useful comparators to identify any anomalies is problematic.

That said, there is evidence of a continued increase in applications from students aged 26 – 45 over the last four academic years. 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 65 who have achieved a first class or distinction over the four years reported on. This warrants further investigation.

The proportions of students applying and being accepted on to their chosen course appears to be broadly balanced in respect of gender, although the last two years saw a drop in applications from women of 3%. Looking at retention, there is no evidence of a ‘gender penalty’ to female students. Male students are more likely to achieve first or distinction degrees, although the difference is relatively small at just over 2%.