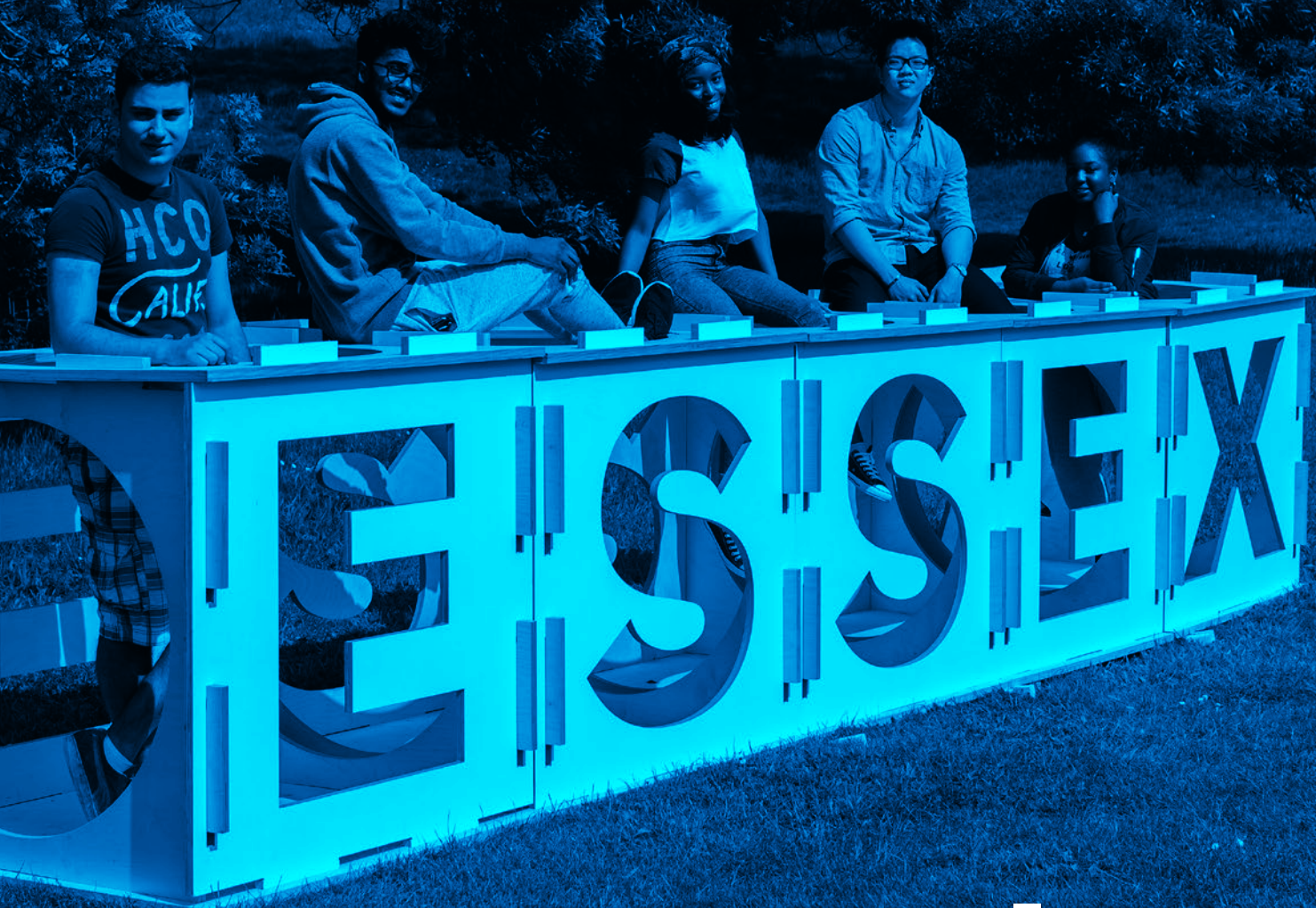# Equality and Diversity

Annual Report 2016 – 17

University of Essex

Introduction by the Vice-Chancellor

We continue to prioritise living up to our values in support of the University of Essex being a diverse and inclusive environment, in which we treat our members with equal respect and dignity.

This Annual Report takes stock of our progress in addressing the challenges we set ourselves in our Equality and Diversity Framework and Sub-Strategy 2015-18. Being a truly inclusive and diverse community, open to all who have the potential to benefit from membership, ensuring equality of opportunity for all our members, and treating all with equal respect and dignity at all times, lies at the very heart of our quest. This report provides data and analysis on our progress and indicates where we need to focus our attention in the coming year. I am proud of our work to close the gender pay gap, the successful launch of our Women of the Future Chancellor's Appeal, our focus on our students in taking forward this agenda, and the One World, One Spirit, One Essex campaign.

As a direct result of views expressed by staff and students, the campaign reaffirms that our campuses are inclusive safe spaces and that we remain committed to working with partners in our local communities to champion inclusivity and the benefits of a global community. Undoubtedly we face a range of challenges that we need to address, but I hope this report gives a clear sense of our progress and our continuing commitment to equality and diversity at the University of Essex.

Where we are now, where we are aspiring to get to, how we plan to get there

The People Supporting Strategy articulates the University's commitment to increasing the diversity of our staff population, making it more representative of our student body and to break down any barriers which prevent staff from reaching their full potential. In addition, our Equality and Diversity Framework and Sub-Strategy sets out how we aim to create an inclusive environment for all members of our community. This report highlights some of the work we have carried out to achieve these objectives and also looks to the future as we establish the next phase of work in this area which will focus on a broader, inclusive approach which is underpinned by the principles of equality and diversity and dignity and respect.

The University's commitment to equality and diversity is long-standing. From being the first university to launch Nightline in 1970, to being a pioneer of modelling a multi-faith way of working, to being one of the first universities in the UK to have an LGBT student society, we have always gone beyond the requirements of legislation in order to create a living, working and studying environment that is free from discrimination.

In recent years we have identified the need for cultural change within the University in order to meet the demands of an increasingly competitive higher education environment. To support this we have developed a policy framework that is values-based, signed up to initiatives to help us identify issues that are specific to having a particular protected characteristic and developed resources to help employees apply the new policies and ways of working in practice.

The next step in this journey is to raise awareness of, and engage more staff in, our work to create a more inclusive environment and ensure staff are clear about why it is so important and how that links with meeting our stated strategic objectives.

We will ensure our values-based approach is embedded within our planned programme of HR policy development, taking every opportunity to promote equality, diversity and inclusion and making clear that we place as much importance on people treating each other with dignity and respect as we do about their achievements. We will do this through, for example, using gender-neutral language throughout, tackling the myths of what it means to be a professor to encourage diversity in the widest sense and integrating unconscious bias into activities such as action learning, coaching, and induction for senior staff.

We also recognise that people do not have single identities – we all have multiple identities and understanding how these identities interact at different stages of the employee lifecycle and how they affect the staff and student experience and outcomes is critical if we are to make our environment truly inclusive. We will therefore look in more detail at these issues through better access to, and use of, data so that we get a deeper understanding of the issues at play and where it might be necessary to intervene.

A full summary of progress made towards achieving our current equality objectives can be found in Appendix 1.

Karen Bush
Head of Equality, Diversity and Inclusion

Age
We all have one. This is not just about 'old people'

Religion or belief
Legal protection covers having no religion and philosophical beliefs

Disability
We can treat disabled staff and students differently

Sexual orientation
Legislation covers actual and perceived sexual orientation

Gender
Not binary, covers male, female, non-binary and gender fluid etc

Gender reassignment
Refers to changing gender identity

Marriage and Civil Partnership
Includes same-sex marriage

Race
Includes colour, nationality, ethnic or national origins

Pregnancy and Maternity
Covers period of pregnancy and 26 weeks after birth

OUR PEOPLE HIGHLIGHTS

Gender

There has been consistent rise in the proportion of **women appointed to academic posts** over the last 3 years.

50.8%   **54.5%**   **61.2%**

2014   2015   2016

The proportion of female professors has risen by 8.4% over the last 8 years to 28.4% as at 31/12/16. The latest available HESA data (2014-15) shows that nationally, the proportion of professors is 23.1%, 5.3% lower than the proportion at Essex.

20%   **24.1%**   **28.4%**

2008   2013   2016

Race

The proportion of **academic staff from a black or ethnic minority** has risen slowly over the last 3 years.

15.6%   **16.5%**   **16.8%**

2014   2015   2016

## Sexual orientation and gender identity

Over 1000 staff and students have identified as LGBT+. This equates to 5.8% of our staff and student population.

Religion or belief

Over 7000 of our students and 500 of our staff follow a religion or belief. Our student disclosure rate of 91% is 36.7% higher than the sector average. Our staff disclosure rate of 38% is 8.3% higher than the sector average.

Age

The proportion of mature students (aged 21 and over) awarded a good degree has increased year-on-year over the last 4 years.

58.9%   **76.5%**

2013-14   2016-17
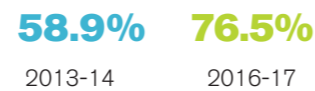
Workforce behaviours

Actions contained within the People Supporting Strategy are starting to have an impact. For example:

There was a 50% increase in the number of flexible working requests from 2014-15 to 2015-16 and the number of staff working compressed hours increased by 41.7% over the same period. In total, 89.1% of flexible working requests were approved.

External accreditation and recognition in 2016-17

- In February 2017 the University was certified as a Disability Confident Employer, recognising the steps we have taken to recruit, retain and develop disabled staff and committing us to taking further actions to promote disability equality;

- In March 2017 we were shortlisted for a Guardian University award ,and in April 2017 a THLEMA award ,for our work to reduce the gender pay gap for female professors;

- In April 2017 the departments of Psychology and History were awarded their first Bronze Athena SWAN award and at the same time the School of Biological Science successfully renewed their Bronze award;

- In August 2017 our approach to tackling sexual violence was recognised by Universities UK through inclusion of our case study in their publication highlighting best practice in developing an effective response to harassment, hate crime and sexual violence.

- In January 2017 we were placed 129th in Stonewall's Workplace Equality Index, recognising the work we have undertaken to create an environment where lesbian, gay, bi and trans staff can be themselves in the workplace.

LGBT+ Perspectives

The University of Essex Reader

edited by
Ilaria Boncori

EDITORIALE SCIENTIFICA

ATHENA SWAN Charter – advancing gender equality

In April 2017 the departments of History and Psychology both successfully applied for a Bronze Award, joining the Schools of Biological Sciences and Health and Human Sciences who have held Bronze Awards since April 2014 and September 2015 respectively.

Since achieving a Bronze Institution Award in September 2013, a range of University-level initiatives to promote gender equality have been taken forward. The impact of those initiatives includes:

- A consistent rise in the proportion of women appointed to academic posts over the last 3 years from 50.8% in 2014, to 54.5% in 2015 to 61.2% in 2016;

- Being shortlisted for a 2017 Guardian University award in the 'Advancing Staff Equality' category for the action we took to close the gender pay gap for female profesors;

- An increase in the proportion of female professors to its highest ever level – 28.4%. This is 5.3% above the sector average;

- Increasing membership of the Women's Network (currently 260 members) and the Parents Support Network (currently 150 members).

We have committed all departments to applying for an Athena SWAN award by the end of the academic year 2019-20. To support this, a wider group of HR staff will work more closely with departments as part of their Athena SWAN work to encourage conversations about equality, diversity and inclusion, build deeper relationships with departments and help facilitate the cultural change Athena SWAN seeks to achieve.

Other work to further gender equality includes introducing the option for staff and students to identify their gender as non-binary and to use the title Mx. We are also auditing our policies to remove references to male/female and replacing them with gender-neutral language.

International Women's Day 2017

In March 2017, together with thousands of others across the world, the University celebrated International Women's Day with a range of events centred around the theme of health and wellbeing. Topics covered included mindfulness, maintaining a work-life balance and the menopause. Free NHS checks were conducted by ACE Lifestyle and a number of stalls showcased ways in which the University supports staff and students of all genders e.g. through staff networks and student societies.

The highlight of the day for many was the Motivational, Empowering and Inspriational (M.E.I.) Women's awards ceremony. In its second year, the MEI awards provide an opportunity for members of staff and students across the University to nominate peers, students, friends and colleagues who identify as women to be recognised for their inspirational achievements and their empowering attitudes.

The ceremony was opened by Professor Aletta Norval, Pro-Vice-Chancellor (Education) and the University's Gender Diversity Champion. Awards were presented to sixty members of staff and students by the Chancellor, Shami Chakrabarti, who highlighted the importance of celebrating the impact that individuals have on others around them that can often be forgotten or deemed as insignificant when people are facing critisicm, derogatory comments or self-doubt.

One attendee said that it was "lovely to attend a ceremony based around honouring people for what they do to help others rather than purely on personal achievement".

Leadership Development

In 2017, for the first time, the University supported two members of staff to participate in the Leadership Foundation for Higher Education's (LFHE) Diversifying Leadership Programme. The programme is aimed at early career academics and professional services staff from black and minority ethnic backgrounds, up to and below senior lecturer level (or equivalent), who are about to take their first steps into applying for a senior role – or aspire to a leadership role.

In 2016-17 the University funded 5 places on the LFHE's Aurora Programme. Aurora is a women-only leadership development programme which aims to help address the under-representation of women in senior posts in higher education. One participant in this year's programme, Dr Victoria Nolen, Longitudinal Studies Project Manager, said that Aurora is "helping me to develop leadership skills that I can put into practice in my day-to-day work. I am learning about my identity in the workplace, techniques for 'being heard', different styles of leadership and developing a presence in the team'

Recognising the importance of ensuring those with management and leadership responsibilities have an awareness of unconscious bias and how it might affect their decision-making, our new Essential Training Policy requires all members of University committees, including Council and University Steering Group (USG) members, to complete

Unconscious Bias training. Participants in our future and Strategic Leaders programmes must also complete the same training.

Other work to develop inclusive leadership behaviours includes the development of a People Strategy in Action resource. The resource contains advice and guidance in a range of formats to support staff in making appropriate decisions when working with others. Staff are encouraged to explore this resource to inform their ongoing professional development and return to it if they are encountering a challenge in their role working with others. Staff can also read real life stories and case studies about individuals who have experienced challenges at work or have taken a different approach. Topics contained in the resource include: Developing yourself and others; do you manage the Essex way? navigating the year; critical moments.

The five delegates, from left to right: Dr Victoria Nolan (Longitudinal Studies Project Manager), Dr Amanda K Chaplin (Post-Doctoral Researcher), Dr Nadine Rossol (Senior Lecturer in Modern European History), Emma Appleton (Senior Financial Analyst) and Dr Louise Marsland (Health Services Research Adviser and Lecturer).

Tackling sexual violence, harassment and hate crime

Following publication of the Universities UK (UUK) taskforce report 'Changing the Culture', which examined violence against women, harassment and hate crime affecting university students, the University has developed an action plan to manage the University's response to the issues raised in the report.

Our approach, which includes engaging the Equality Challenge Unit (ECU) as an external partner to act as a critical friend on our approach to tackling the issues, has been accepted as a case study by UUK as part of its work to share good practice in this area. Work undertaken in 2016-17 includes:

- Holding a consultation day in April 2017 with stakeholders from across the University, the Students' Union and representatives from the ECU to ensure a University-wide, joined-up approach to the development of policy, procedure, communications and training

- Adopting a 'zero tolerance' stance to sexual violence, harassment and hate crime. Zero tolerance means (i) we will take action and (ii) the action will be proportionate to the circumstances of the case

- Including a one-year project in the 2017-18 Education Action Plan to deliver a cultural step change in relation to student safeguarding and the impact of sexual violence, harassment and hate crime

The Harassment Advisory Network (HAN) continues to be used by staff and students experiencing some form of harassment or bullying. 12.8% of clients seen by the HAN in 2016 categorised their reason for seeking support as 'sexual harassment'
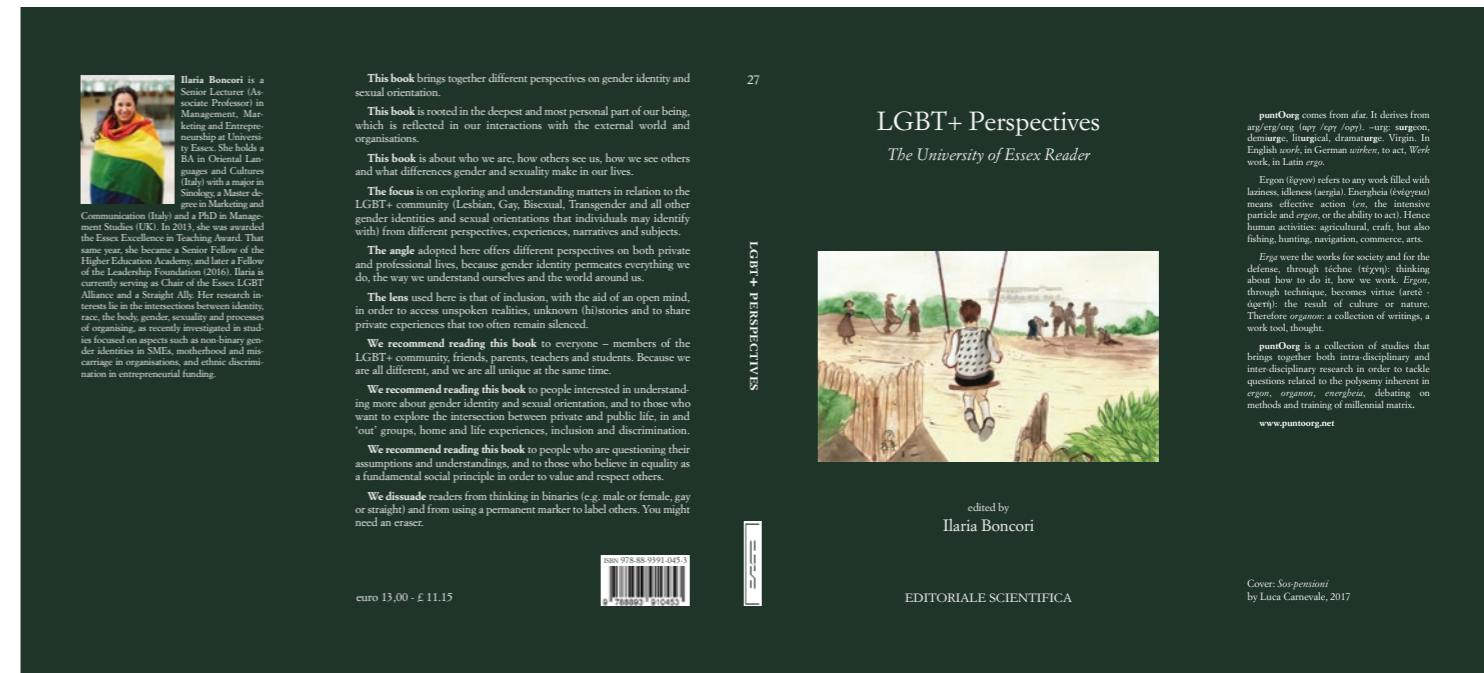
Promoting LGBT+ equality

Our work to promote LGBT+ equality has resulted in the publication of two significant pieces of work.

The first is a book entitled "LGBT+ Perspectives – The University of Essex Reader". Edited by Dr Ilaria Boncori, with a foreword by the Vice-Chancellor and contributions by University staff and students, the book gathers some of the vast range and depth of expertise we have at Essex on a number of topics related to equality, diversity and inclusion to offer some insights on the LGBT+ experience.

The book is about who we are, how others see us, how we see others and what differences gender and sexuality make in our lives. The focus is on exploring and understanding matters in relation to the LGBT+ community from different perspectives, experiences, narratives and subjects. The lens used is that of inclusion, with the aid of an open mind, in order to access inspoken realities, unknown (hi)stories and to share private experiences that too often remain silenced.

The second is an LGBT+ toolkit, the purpose of which is twofold: to give a voice to the experience and opinion of students and staff at the University in relation to LGBT+ matters and to provide a more structured source of support for academic and professional services staff in the implementation of an inclusive approach to teaching and learning.

Two main methods were used in order to understand the experience of LGBT+ people at the University; a questionnaire and interviews. The toolkit responds to the information gathered through the provision of; some practical ideas, tips and approaches for making the curriculum and learning environment more LGBT+ inclusive; a glossary of LGBT+ terms and definitions used in the UK; a reading list with LGBT+ related resources categorised by subject.

The toolkit also encourages the reader to watch our 'It Gets Better' video, produced in September 2016, in which six members of our University tell their story to spread a welcoming message of inclusion.

Promoting inclusive practice

Whilst we continue to raise awareness of, and promote equality in relation to specific protected characteristics, we are conscious of the need to be mindful of the effect of intersectionality on the experiences and outcomes for individuals and groups of people, and the benefits of adopting an inclusive approach.

We are therefore aiming to promote and expand inclusive practices across the University, using the underpinning principles of equality and diversity and dignity and respect to guide our move in this direction. This approach will benefit all staff and students whilst allowing us to continue to support individuals and groups of people with particular needs.

With particular regard to supporting disabled students, several elements have combined to make this an opportune time to review how students are supported and to continue to embed inclusivity across the University. These elements include: reductions in the level of Disabled Student Allowances (DSA) available to provide additional support to new students from the 2016/17 academic year; the requirements of the Teaching Excellence Framework and an increasing focus on sharing and embedding good practice.

The Disability and Access Service have been involved in initiatives to promote inclusive practice, including;

- Reviewing the Departmental Disability Liaison Officer (DDLO) role to move towards an Inclusivity Lead role.

  The key aim is for the Inclusivity lead role to be a point of focus for information, good practice and support to staff and students regarding disadvantaged groups including those with a protected characteristic under the Equality Act (2010) while retaining the key aspects of the DDLO role.

  Enhancing the role would ensure that a wider range of students have an informed focus point and support within departments. Replacing the DDLO role with an Inclusivity Lead role is being trialled in the departments of Psychology and History and Essex Business School.

- Piloting inclusive practices within a specific module.

  Members of the Department of Psychology, student representatives, members of the Disability and Access team and members of the Academic and Professional Development team are currently working on amending the delivery of one of the Psychology modules to encompass the best examples of inclusive teaching. This module would then be used as an examplar of inclusive teaching at Essex and shared with staff across all departments.

- Conducting research into inclusive practice at the University by investigating students' experiences of DSA funded support within the University

  Research was conducted during 2015/16 involving several students and members of academic staff and a report of the findings compiled.

  The strategies that were found to be the most beneficial and important were identified and incorporated more widely to supplement inclusive methods of teaching and learning.

Curriculum Review

Our Education Strategy committed us to a full curriculum review of all our provision at the University. Conceived as a three year project, we identified a single thematic focus for each year. The approach included guidance (including a Curriculum Review toolkit) workshops, facilitating discussions around inclusion within departmental planning and away day activities, providing updates to committees and through the annual monitoring process, and support for Education Directors who led the activity within departments.

The first year (2014-15) focussed on developing research-led education and a research mindset and curricula changes necessary to ensure that all undergraduate students (starting in 2015 and later) were able to engage in a capstone research project in their final year.

In 2015-16 the focus was on assessment and feedback (which the National Student Survey results identified as a continuing area of concern for students). Departments considered the overall balance, timing and types of assessment across all modules and degree schemes.

The focus during the third year (2016-17) was on inclusivity, including internationalisation, and addressing differential outcomes for different student groups (including the so-called 'ethnicity award gap').

Achieving Potential

The Achieving Potential project, established in 2016, provides coordination and direction to address any significant student attainment gaps identified. The project Steering Group concentrates on consideration of educational issues relating to achievement differentials (e.g. ensuring an inclusive curriculum and developing a growth mind-set) while broader issues of attitudes and University culture are addressed by a Sub-group. This includes the promotion of diverse role models, enhancing student and staff interaction and celebrating cultural diversity.

In addition to providing live data to departments, a number of other initiatives have been launched to ensure that all of our students are in a position to achieve their full potential:

- An Achieving Potential toolkit, which includes ideas as to how to address any attainment disparities, has been designed, and will be online for staff to access by September 2017.

- A role model campaign, #WeAreAllEssex, is currently being organised and will be delivered in the autumn term of 2018, to help promote a sense of belonging and reduce perceived barriers to success.

- Several Departmental Education away days during 2016-17 and a Learning and Development Conference have focussed on the theme of diversity and inclusion with further away days planned for autumn 2017.

- Student requests for speakers they would like to see on campus, who they regard as visible role models, have been passed to the coordinator of the THINK Series, with the help of the Students' Union.

- In response to sector-wide research, peer mentors have written letters giving advice to first years about what they wish they'd known, and these will be delivered to students during the upcoming Welcome period.

- Good practice within departments across the university, with regards to inclusivity, has been collated. This includes examples relating to areas such as ongoing transitional support, addressing disparities in access and attainment, and capturing the student. Examples of good practice have been considered at relevant committees including Faculty Education Committees.

Our diversity celebrated: One Essex campaign

The One Essex campaign arose in response to the experiences of some of the University's students and staff following the Brexit vote. There were clear examples of unwelcoming and racist behaviours, comments and incidents which prompted the University to want to run a campaign to:

- Re-affirm our University campuses as inclusive and safe places and spaces; and

- Work with local partners to raise visibility of these values in our local communities, champion inclusivity and the benefits of membership of a global comunity

The University is running a 12 month campaign, which started in March 2017 with a special launch event called 'Knocking down the hate wall'. Staff and students were invited to write something they hate on the wall, hateful words they have heard or negative actions they have experienced. At the end of the day the wall was knocked down, and with it, the hate.

ONE WORLD • ONE SPIRIT
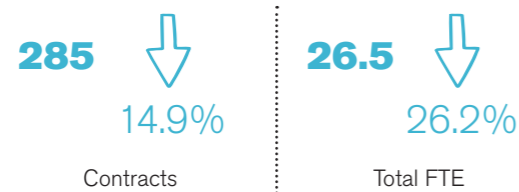
One Essex

#OneEssex

Workforce profile

This section summarises the size and profile of the University's workforce and provides a context for the measures in the following sections. It also reports the size and contractual profile of the workforce and indicates changes since the last period.

Core Workforce and Contract Type at mid-year census (March 2016)

The core workforce is that which is contracted on a permanent fixed-term basis with a contracted FTE, salaried payment and where mutuality of obligation exists. The University's core workforce consists of a majority of permanent employees enhanced with fixed-term employees to meet a specific need or in response to funding arrangements.

The Heads:FTE ratio provides an insight into (a) the extent of flexible working, as most flexible arrangements involve part-time working; (b) the efficiency of workforce management, where processes such as recruitment, induction, supervision and leaving are per-head, regardless of FTE and (c) space and resource utilisation, for example a ratio of 2:1 indicates that resources such as desks might reasonably be shared.

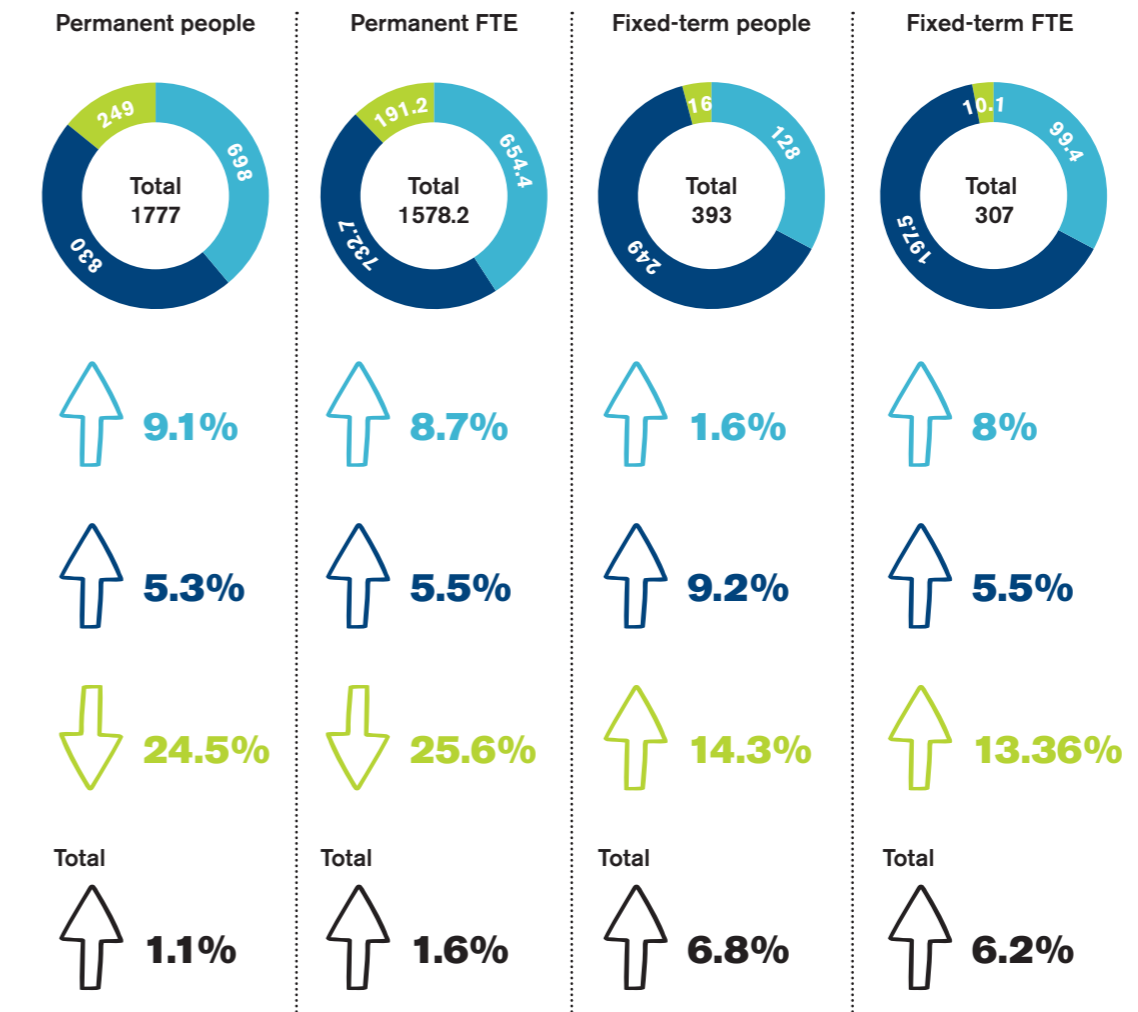### Supplementary Workforce in Education for HESA Reporting Period 2015-16

Delivery of education is supported by the employment of teaching staff on fixed-term contracts. There are typically multiple re-engagements of the same people in the academic year. From October 2016 GTS are contracted once, per PhD period. GTS and FTTs are also contracted with FTE and salary from October 2016.

Fixed-Term Teachers

285 ⬇		**26.5** ⬇	
14.9%		26.2%	
Contracts		Total FTE	

Graduate Teaching Staff

380 ⬆		**28.5** ⬆	
1.1%		20.8%	
Contracts		Total FTE	

Staff Group

● Academic Staff ● Professional Services office based ● Professional Services non-office based *

Heads : FTE ratio

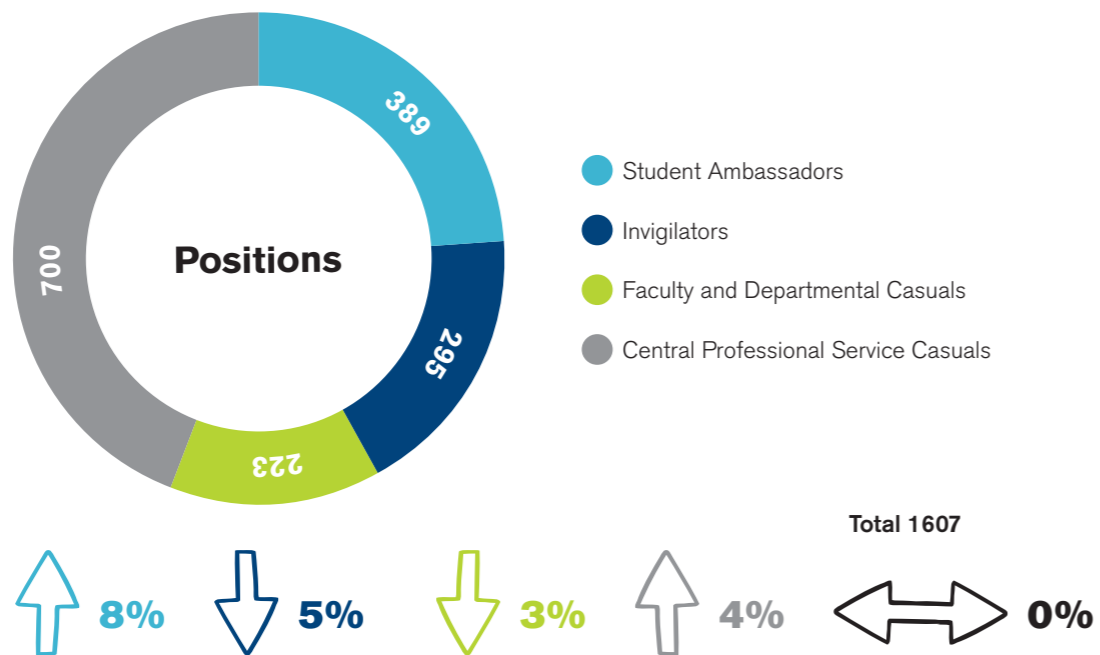● 1 : 1 ● 1 : 2 ● 1 : 3

Permanent people	Permanent FTE	Fixed-term people	Fixed-term FTE
249 / 698 / Total 1777 / 830	191.2 / 654.4 / Total 1578.2 / 732.7	16 / 128 / Total 393 / 249	10.1 / 93.4 / Total 307 / 192.5
⬆ 9.1%	⬆ 8.7%	⬆ 1.6%	⬆ 8%
⬆ 5.3%	⬆ 5.5%	⬆ 9.2%	⬆ 5.5%
⬇ 24.5%	⬇ 25.6%	⬆ 14.3%	⬆ 13.36%
Total ⬆ 1.1%	Total ⬆ 1.6%	Total ⬆ 6.8%	Total ⬆ 6.2%

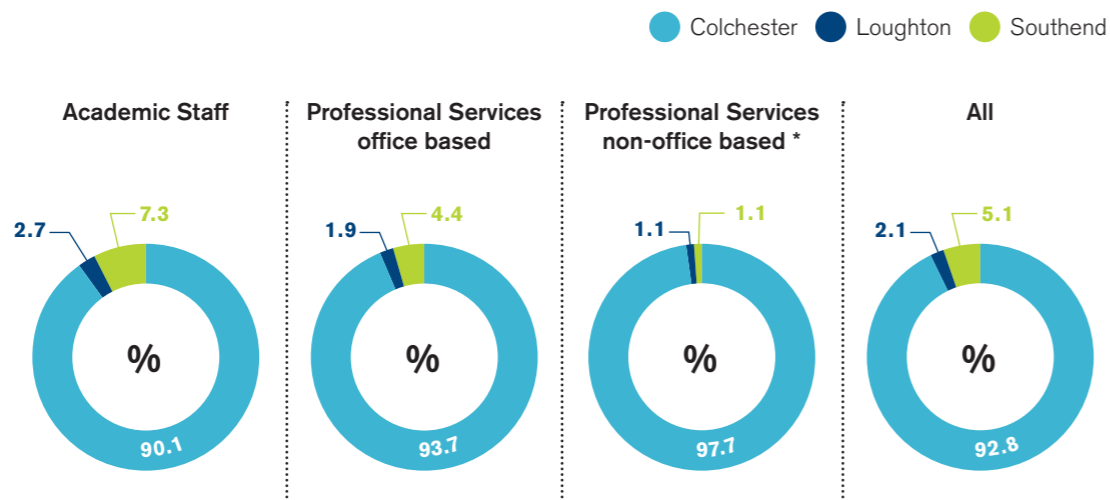*Final TUPE of employees to UECS February 2015*

On-Demand Workforce

Our casual workforce makes a valuable contribution to front-line customer services and enables managers to deploy resource flexibly and at short notice to meet demand. Key on-demand "families" include the invigilation teams and Student Ambassadors. Casual workforce opportunities provide a valuable source of employment for our students. There is no mutuality of obligation, no salaried payments and no defined FTE associated with the contracts.

Positions

- Student Ambassadors — 389
- Invigilators — 295
- Faculty and Departmental Casuals — 223
- Central Professional Service Casuals — 700

Total 1607

↑ 8%   ↓ 5%   ↓ 3%   ↑ 4%   ↔ 0%

Where are we working?

Distribution of Core Workforce by Staff Group at mid-year Census.

● Colchester ● Loughton ● Southend

Academic Staff — 2.7 / 7.3 / 90.1
Professional Services office based — 1.9 / 4.4 / 93.7
Professional Services non-office based * — 1.1 / 1.1 / 97.7
All — 2.1 / 5.1 / 92.8

Management and Leadership

Reporting Managers

Positions designated as Reporting Managers at October 2016 and managers as a percentage of the relevant workforce.

This measure informs the work within Organisational Development to build resources for managers to embed skills, expectations and resilience in the management population.

Academic Staff

100	12%	8.2	1	101
Managers	% of core workforce	Mean reportees	Modal reportees	Highest reportees

Professional Services

| 321	23.9%	4.6	1	71
Managers	% of core workforce	Mean reportees	Modal reportees	Highest reportees

Leadership

Academic Leaders are those holding formal Office in addition to a substantive academic role. Professional Service Leaders are those at Grade 11. Academic Offices are for finite duration; the current population turns over approximately a third each year; informing the workload for Leadership Training and succession planning.

Academic Staff

57 ↑	2.6 ↑
16.3%	2.1%
People	% of Core Workforce

Professional Services

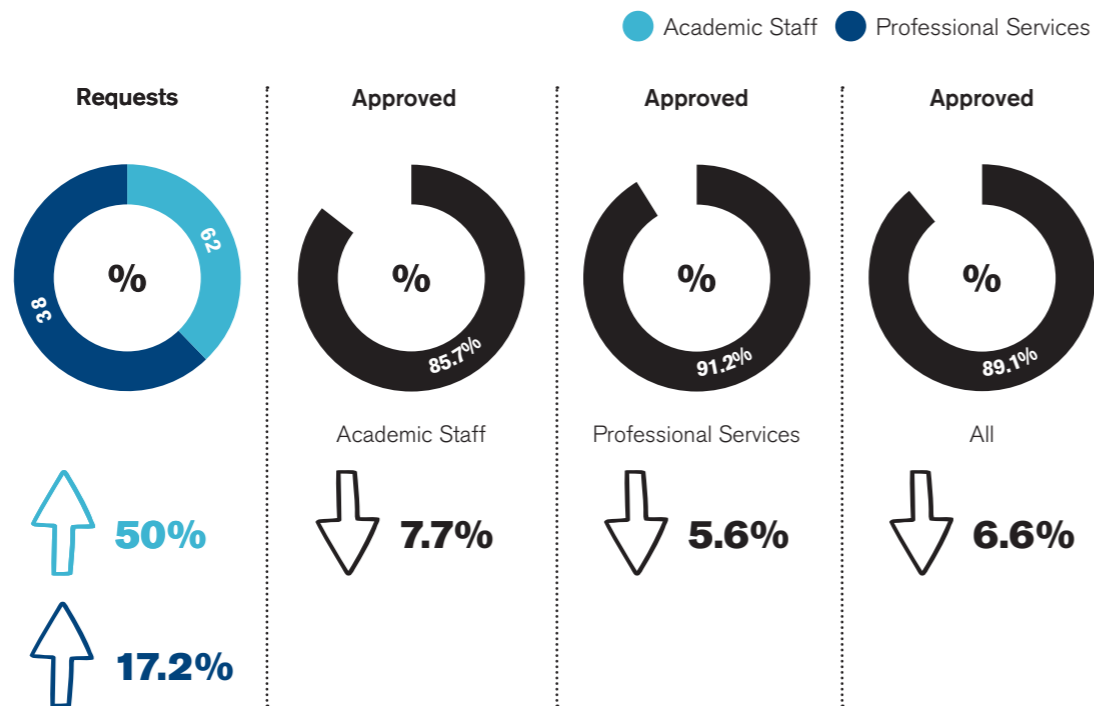| 17 ↑	0.8% ↔
6.3%	0.8%
People	% of Core Workforce
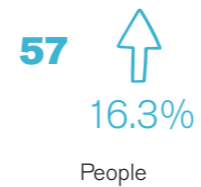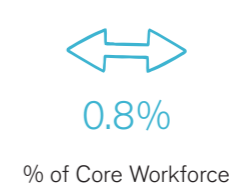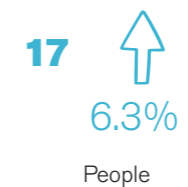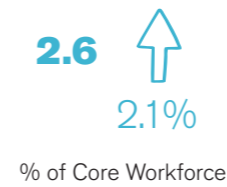
Workforce Behaviours

This section explores the changing behaviour of the workforce, which can be influenced by the actions in the People Supporting Strategy.
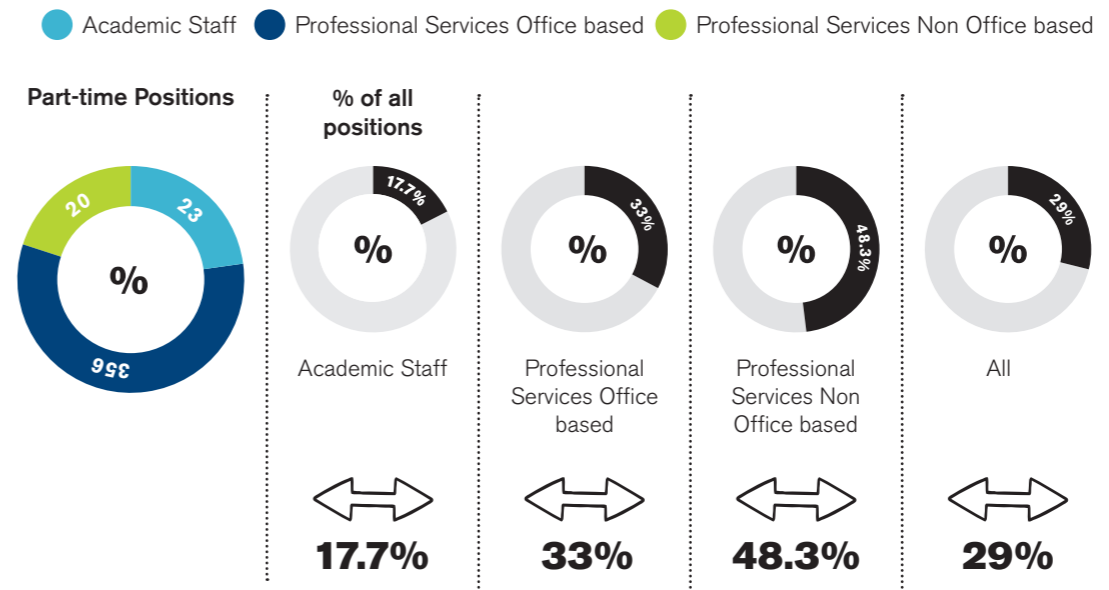
Flexible Working Requests 2015-16

Flexible working requests to change existing contractual variation with outcome by staff group 2015-16. Flexible working negotiated at the outset of a new appointment are not captured through a request.

● Academic Staff ● Professional Services

| Requests	Approved	Approved	Approved
62 / 38	85.7%	91.2%	89.1%
	Academic Staff	Professional Services	All
↑ 50%	↓ 7.7%	↓ 5.6%	↓ 6.6%
↑ 17.2%			

Part-time Working Core Workforce

A significant number of positions are part-time. We can't easily tell which are structured to meet a flexible working need and which are budget-led but they all represent opportunities to work flexibly.

● Academic Staff ● Professional Services Office based ● Professional Services Non Office based

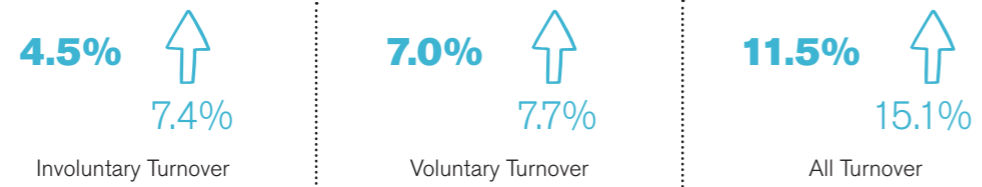| Part-time Positions	% of all positions			
20 / 23 / 356	17.7%	33%	48.3%	29%
	Academic Staff	Professional Services Office based	Professional Services Non Office based	All
	↔ 17.7%	↔ 33%	↔ 48.3%	↔ 29%

Work Pattern Choices

Compressed Hours are available within a part or full-time position and usage of compressed hours to meet flexible working needs has increased. This is a measure of the extent to which employees are aware of the opportunity to compress and are supported by reporting managers and HR business partners. In both groups of staff, use of compressed hours is more prevalent amongst part-time employment.

Compressed Hours   ● Academic Staff ● Professional Services

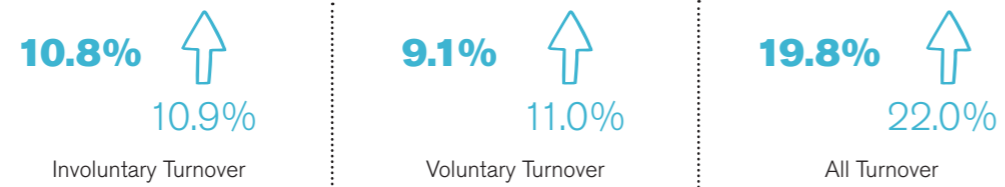|			All 73
12 / 61	↑ 41.7%	↑ 10.9%	↑ 17.7%
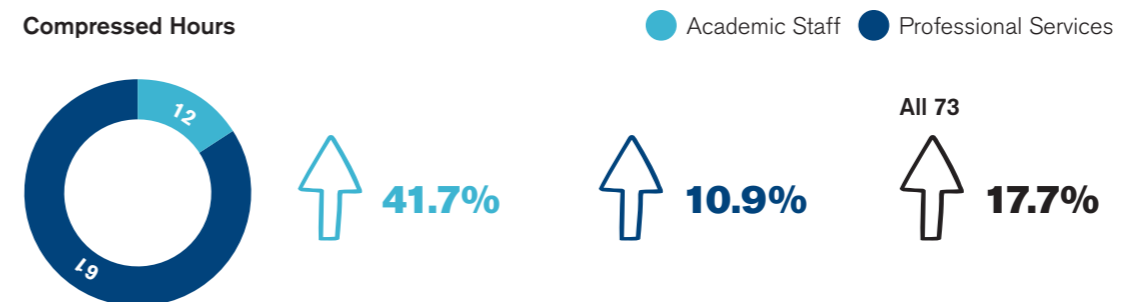
Turnover

The data below shows the percentages of staff who left permanent and fixed-term positions in 2015-16. Some turnover in an organisation is healthy and contributes to cultural change. Turnover can be a reaction to structural or policy change. Fixed-term contracts naturally lead to involuntary turnover and this can be exacerbated by departure before contract end leaving "tail end" contracts which may be problematic if attached to projects or to cover vacancies. Involuntary turnover can be constructive to the organisation where it represents the resolution of performance, capability and other caseload. The vast majority of our involuntary turnover is contract-end.
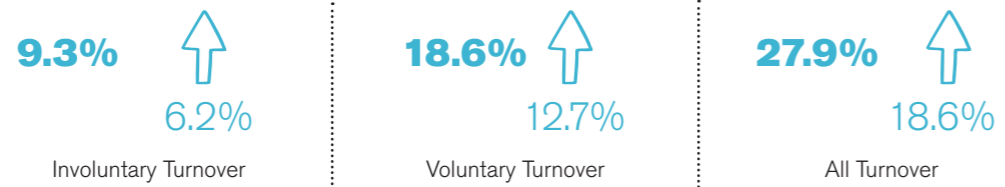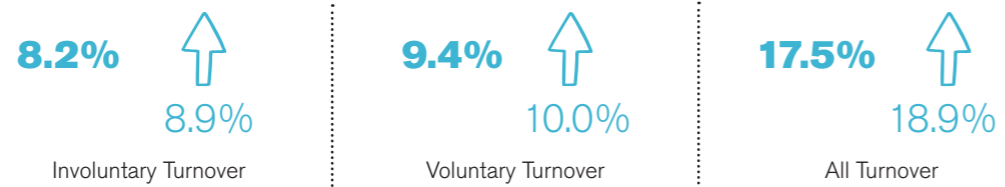
Academic

4.5%	7.0%	11.5%
7.4%	7.7%	15.1%
Involuntary Turnover	Voluntary Turnover	All Turnover

Professional Service office

10.8%	9.1%	19.8%
10.9%	11.0%	22.0%
Involuntary Turnover	Voluntary Turnover	All Turnover

Professional Service non-office

9.3%	18.6%	27.9%
6.2%	12.7%	18.6%
Involuntary Turnover	Voluntary Turnover	All Turnover

All

8.2%	9.4%	17.5%
8.9%	10.0%	18.9%
Involuntary Turnover	Voluntary Turnover	All Turnover

Profile of the registered student population

The following graph provides an overview of changes in student population over a four year period profiled by the protected characteristics of age, disability, ethnicity and gender. The headcount for each demographic is shown for each year, along with this headcount expressed as a percentage of the entire student population for that year. The "change in % of total population" column shows how these percentages have changed over time, and the two right-most columns show the percentage increase in headcount for each demographic over time. From 2013-14 to 2016-17 there has been a large increase in the number of UK domiciled BAME students (+87%) and a large reduction in the number of non-UK domiciled BAME students (-10.1%). The proportion of the population of UK domiciled BAME students increased in the same period from 15.2% to 24.3%.

The graph also includes information on participation rates in Higher Education (POLAR). The POLAR (Participation of Local Areas) dataset is used to determine participation of young people in higher education (HE) at a postcode level. This can be used as an indication for socio-economic background. POLAR quintile 1 represents the areas with lowest participation, and POLAR quintile 5 represents areas with highest participation.

The student data in this report includes the full student population (excluding partners) so does not match other values shown in other reports (such as the TGUG, ARC, TEF or Access Agreement) due to differences in source data, population and/or methodology.
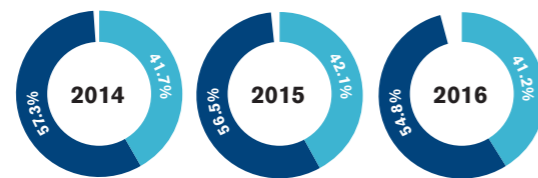
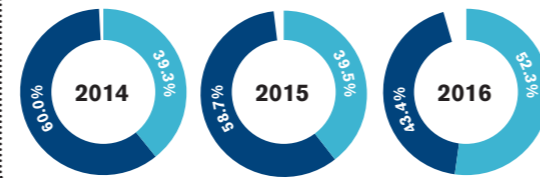| Characteristic	2013-14		2014-15		2015-16		2016-17		Change in % of total student population	% Increase in headcount from 15/16 to 16/17	% Increase in headcount from 13/14 to 16/17
	Population (Headcount)	%	Population (Headcount)	%	Population (Headcount)	%	Population (Headcount)	%			
Young	9390	70.3%	10173	71.6%	10609	73.9%	11221	74.7%	+4.4%	+5.8%	+19.5%
Mature	3969	29.7%	4044	28.4%	3742	26.1%	3810	25.3%	-4.4%	+1.8%	-4.0%
No Declared Disability	12312	92.2%	13094	92.1%	13160	91.7%	13797	91.8%	-0.4%	+4.8%	+12.1%
Declared Disability	1047	7.8%	1123	7.9%	1191	8.3%	1234	8.2%	+0.4%	+3.6%	+17.9%
Female	7483	56.0%	7974	56.1%	8123	56.6%	8266	55.0%	-1.0%	+1.8%	+10.5%
Male	5876	44.0%	6243	43.9%	6228	43.4%	6765	45.0%	+1.0%	+8.6%	+15.1%
White (UK Domiciled)	4831	40.3%	5232	40.2%	5442	40.2%	5713	40.7%	+0.4%	+5.0%	+18.3%
White (Non-UK Domiciled)	2392	19.9%	2246	17.3%	2252	16.6%	2260	16.1%	-3.8%	+0.4%	-5.5%
BAME (UK Domiciled)	1823	15.2%	2385	18.3%	2826	20.8%	3413	24.3%	+9.1%	+20.8%	+87.2%
BAME (Non-UK Domiciled)	2956	24.6%	3140	24.1%	3034	22.4%	2657	18.9%	-5.7%	-12.4%	-10.1%
POLAR 1+2	1965	29.7%	2252	29.7%	2522	30.6%	2816	31.1%	+1.4%	+11.7%	+43.3%
POLAR 1+2	1965	29.7%	2252	29.7%	2522	30.6%	2816	31.1%	+1.4%	+11.7%	+43.3%
POLAR 4+5	3205	48.5%	3572	47.2%	3818	46.4%	4125	45.5%	-3.0%	+8.0%	+28.7%

Gender by numbers - staff

In 2014 and 2015 the proportion of men appointed to vacancies was less than the proportion interviewed which in turn was less than the proportion who applied. Conversely, the proportion of women appointed to vacancies in 2014 and 2015 was more than the proportion interviewed which in turn was more than the proportion who applied.

In 2016, despite similar proportions of men and women applying and being appointed to vacancies as in 2015 and 2014, a significantly higher proportion of men and a significantly lower proportion of women were shortlisted.
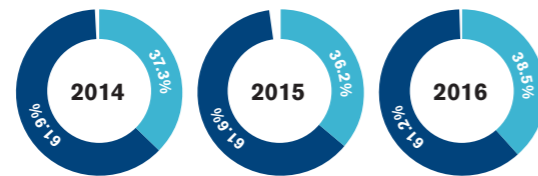
And despite the increase in the proportion of female professors, which is currently 5.3% higher than the sector average, the proportion of female academic staff on ASE or ASER contracts continues to decrease with seniority.

| 43.9% | 46.8% | 46.0% |
| 2014 | 2015 | 2016 |

Proportion of female Grade 9 Lecturers

| 37.9% | 38.5% | 35.4% |
| 2014 | 2015 | 2016 |

Proportion of female Grade 10, Readers & Senior Lecturers

| 25.7% | 24.4% | 28.4% |
| 2014 | 2015 | 2016 |

Proportion of female Grade 11 Professors

Male **Female**

Applications

2014 — 41.7% / 57.3%
2015 — 42.1% / 56.5%
2016 — 41.2% / 54.8%

Shortlisted

2014 — 39.3% / 60.0%
2015 — 39.5% / 58.2%
2016 — 52.3% / 43.4%

Appointments

2014 — 37.3% / 61.9%
2015 — 36.2% / 61.6%
2016 — 38.5% / 61.2%

Professional Services staff

The proportion of male Professional Services staff has remained relatively constant over the last 3 years:

| 32.8% | 32.9% | 33.0% |
| 2014 | 2015 | 2016 |

When comparing this data with the proportion of male Professional Services staff holding senior positions (Grades 7-11) we see a greater proportion of men:

| 37.4% | 37.8% | 37.8% |
| 2014 | 2015 | 2016 |

Academic staff

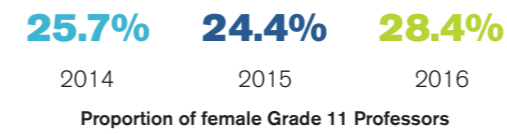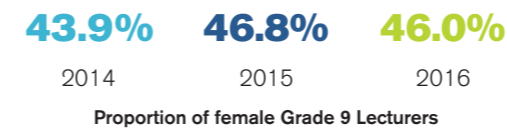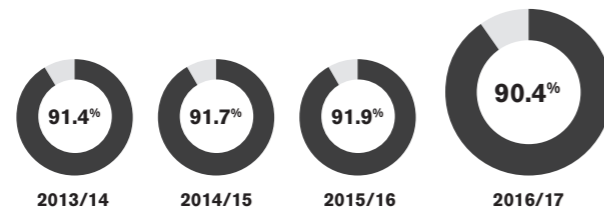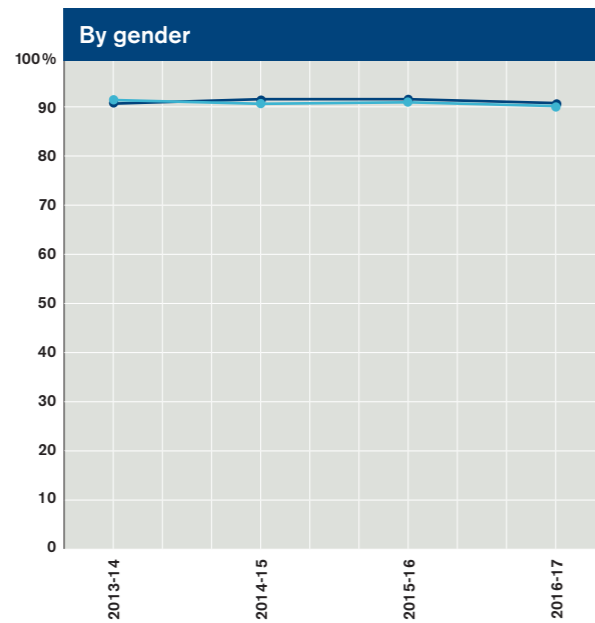When looking at the appointments to academic posts we see a consistent rise in the proportion of women appointed over the last 3 years:

| 50.8% | 54.5% | 61.2% |
| 2014 | 2015 | 2016 |

However, the proportion of female academic staff on ASE or ASER contracts has remained relatively static over the last 3 years:

| 40.5% | 42.4% | 42.2% |
| 2014 | 2015 | 2016 |

Gender by numbers – students

Male ●
Female ●

UG continuation rates

Institutional

91.4%
2013/14

91.7%
2014/15

91.9%
2015/16

90.4%
2016/17

Continuation rates by numbers 2016/17

1617	1846
Total = 3463	

By gender

100%
90
80
70
60
50
40
30
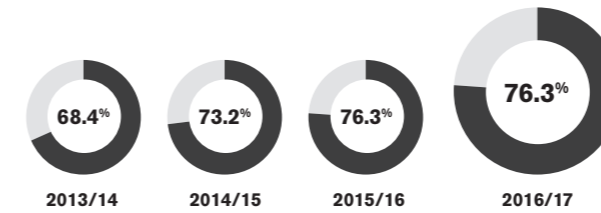20
10
0

2013-14 2014-15 2015-16 2016-17
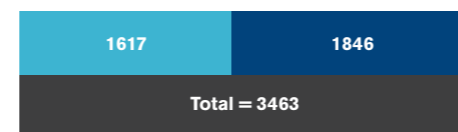
PERFORMANCE SUMMARY:

GAP CLOSED. CAUSED BY A DROP OF 2.2% IN THE CONTINUATION RATE OF FEMALE STUDENTS.
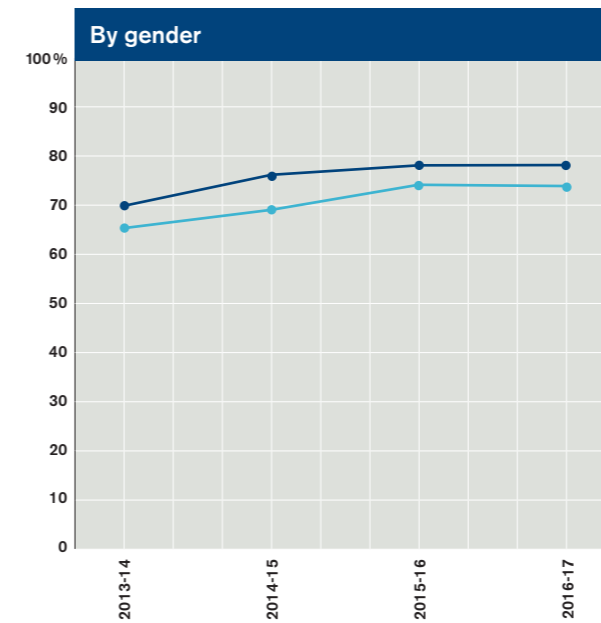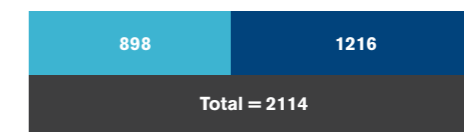
The graph above shows information for first year continuation for undergraduate new entrants taken from the internal student record system (ESIS) via the CEDRS data warehouse (and excludes partner data). Students who leave before 1st December in their first academic year are excluded, as are part time students who leave their programme of study with 50 days of commencement. It shows the first degree entrants who are still active at the University the year after they entered, and have not left before 1st December of the second year.

UG attainment rates

Institutional

68.4%
2013/14

73.2%
2014/15

76.3%
2015/16

76.3%
2016/17

Attainment rates by numbers 2016/17

898	1216
Total = 2114	

By gender

100%
90
80
70
60
50
40
30
20
10
0

2013-14 2014-15 2015-16 2016-17

PERFORMANCE SUMMARY:

ACROSS MALE STUDENTS AND FEMALE STUDENTS, THE ATTAINMENT RATE INCREASED BY AROUND 8% OVER THE REPORTING PERIOD

The graph above shows information on undergraduate student success (degree attainment) for students who took a bachelor's degree taken from the internal student record system and excludes partner data. This shows the number of good degrees awarded (a first or upper second degree classification), as a percentage of students awarded a degree classification. Good degrees represent the number of first and upper second class degrees as a percentage of all degree classifications awarded.

Interestingly, at the point of application, we give out a higher number of offers to male students. However, our rate of male withdrawal was higher in 2016-17 and female students have consistently outperformed male students in attainment.
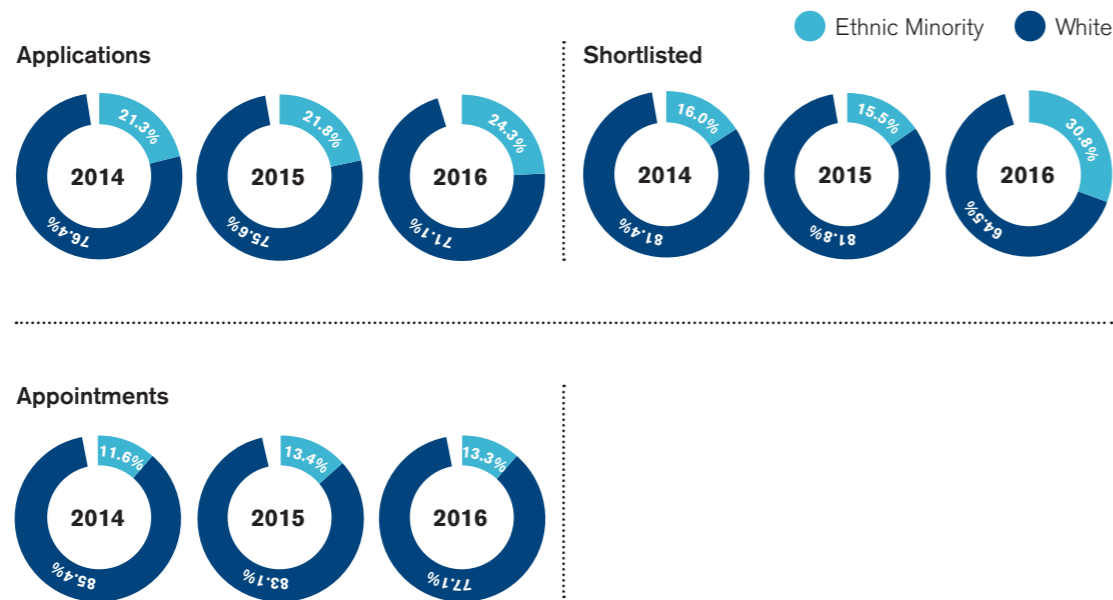
Ethnicity by numbers - staff

In 2014 and 2015 the proportion of applicants from a black or minority ethnic (BaME) background appointed to vacancies was less than the proportion shortlisted which in turn was less than the proportion who applied.

Conversely, the proportion of white applicants appointed to vacancies in 2014 and 2015 was more than the proportion shortlisted which in turn was more than the proportion who applied.

In 2016, a higher proportion of people from a BaME background applied for vacancies than in the previous two years but the proportion appointed remained at a similar level to the previous two years.

Also in 2016, a lower proportion of white people applied for vacancies than in the previous two years and this translated into a lower proportion of white applicants being appointed.

● Ethnic Minority ● White

Applications

2014 21.3% / 76.4%
2015 21.8% / 75.6%
2016 24.3% / 71.1%

Shortlisted

2014 16.0% / 81.4%
2015 15.5% / 81.8%
2016 30.8% / 64.5%

Appointments

2014 11.6% / 85.4%
2015 13.4% / 83.1%
2016 13.3% / 77.1%

This data is robust given that ethnicity disclosure rates are high at the point of application:

97.7%   **97.4%**   **97.2%**
2014   2015   2016
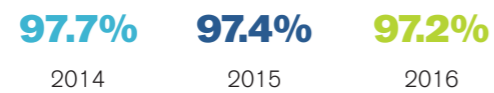
Ethnicity disclosure rates of staff in post are considerably lower and have fallen over the last three years:

89.5%   **83.0%**   **82.2%**
2014   2015   2016

The proportion of BaME staff in post has decreased over the last 3 years although the data is less reliable given the high non-disclosure rate:

15.6%   **14.6%**   **10.4%**
2014   2015   2016

Academic staff

The proportion of BaME applicants appointed to academic posts varies over the last three years:

11.1%   **16.9%**   **13.3%**
2014   2015   2016

However, the proportion of BaME academic staff has risen slowly over the last 3 years:

15.6%   **16.5%**   **16.8%**
2014   2015   2016

And the proportion of BaME professors:

13.2%   **15.5%**   **16.5%**
2014   2015   2016

Professional Services staff

The proportion of BaME Professional Services staff has remained relatively constant over the last 3 years:

7.1%   **9.5%**   **6.2%**
2014   2015   2016

In addition the proportion of BaME Professional Services staff holding senior positions (Grades 7-11) has remained relatively constant over the last 3 years:
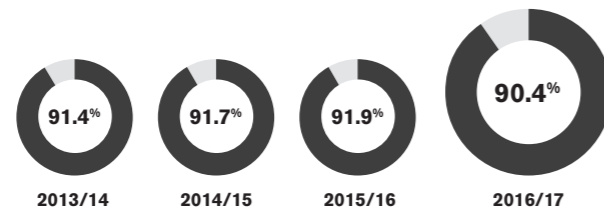
6.8%   **5.9%**   **7.7%**
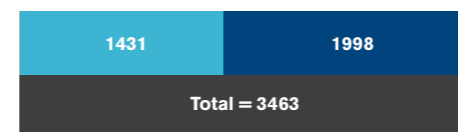2014   2015   2016

Ethnicity by numbers - students

BaME ⬤
White ⬤

UG continuation rates
ALL STUDENTS (UK, EU, OVERSEAS)

Institutional

91.4%	**91.7%**	**91.9%**	**90.4%**
2013/14	2014/15	2015/16	2016/17

Continuation rates by numbers 2016/17

1431	1998
Total = 3463	

By ethnicity

PERFORMANCE SUMMARY:

GAP HAS CLOSED TO -1.7%, BUT CONTINUATION RATE OF BAME STUDENTS (UK DOMICILED AND NON-UK DOMICILED FELL BY 3.4% IN 2015-16 AND BY 5.5% OVER THE REPORTING PERIOD.
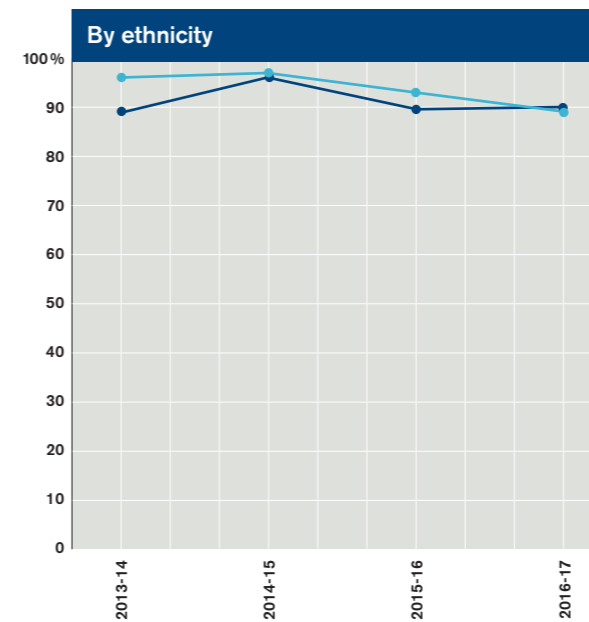
UG continuation rates
ETHNICITY UK DOMICILED

Continuation rates by numbers 2016/17

905	1464	
Total = 3463		

By ethnicity

The graph above shows information for first year continuation for undergraduate new entrants taken from the internal student record system (ESIS) via the CEDRS data warehouse (and excludes partner data). Students who leave before 1st December in their first academic year are excluded, as are part time students who leave their programme of study with 50 days of commencement. It shows the first degree entrants who are still active at the University the year after they entered, and have not left before 1st December of the second year.

More detailed analysis showed that 'Other' and 'Black' students were less likely to continue than 'White' students for the first time in 2015-16 (since 2010-11).
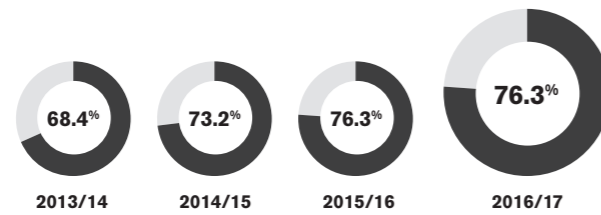
UK 'Other' and 'Black' students are also less likely than UK 'White' students to continue, but 'Black' non-UK domiciled students are more likely to continue than 'White' non-UK domiciled students.

Ethnicity by numbers - students
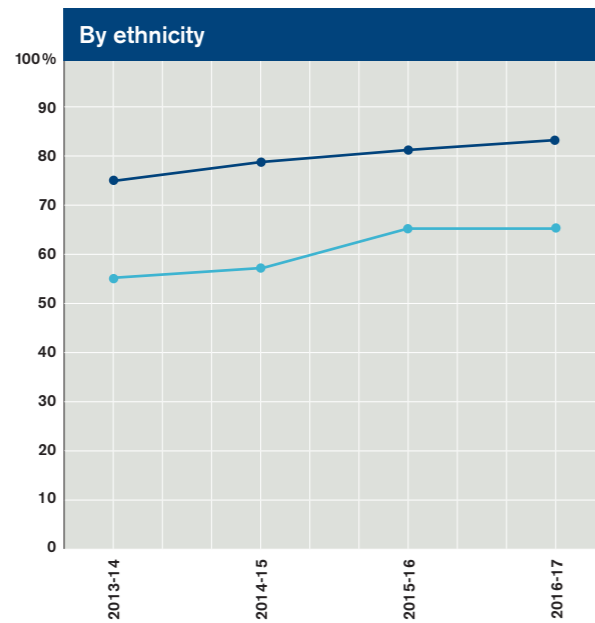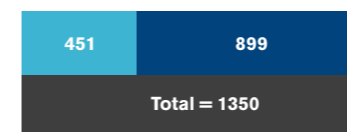
BaME ●
White ●

UG attainment rates
ETHNICITY ALL

Institutional

68.4% 73.2% 76.3% 76.3%
2013/14 2014/15 2015/16 2016/17

Attainment rates by numbers 2016/17

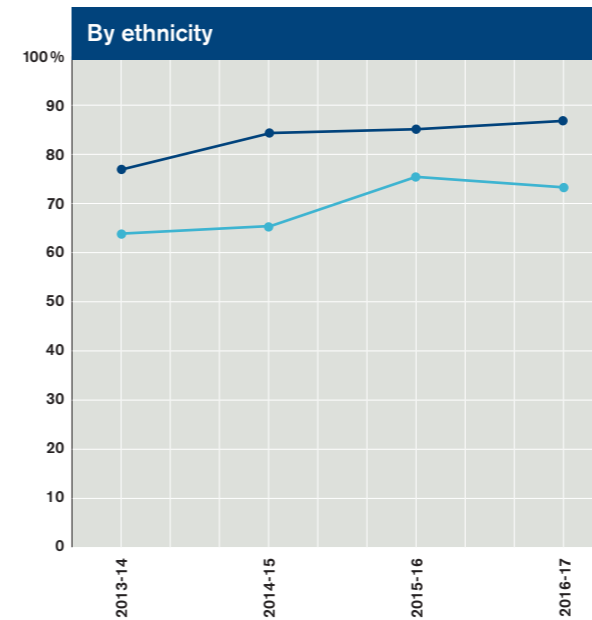| 838	1276
Total = 2114	

By ethnicity

The graph shows information on undergraduate student success (degree attainment) for students who took a bachelor's degree taken from the internal student record system and excludes partner data. This shows the number of good degrees awarded (a first or upper second degree classification), as a percentage of students awarded a degree classification. Good degrees represent the number of first and upper second class degrees as a percentage of all degree classifications awarded.

In 2011-12 our ethnicity attainment gap was 22%. Overall we have seen an improvement in this area although there is still a lot of work to be done.

Our 2016-17 access agreement articulates our commitment to reducing the ethnicity attainment gap from 19.6% (five year average 2009-10 to 2013-14) to 8.4% by 2020-21. A working group, membership of which includes our Race Diversity Champion and our Pro-Vice-Chancellor (Education), has been set up to drive forward this work.

Nationally, in 2014-15, the attainment gap between white and BaME students was 15.3% with biggest gap between white and black students.

UG attainment rates
ETHNICITY UK DOMICILED

Attainment rates by numbers 2016/17

451	899
Total = 1350	

By ethnicity

PERFORMANCE SUMMARY:

GAP INCREASED BY 6.5% IN 2015-16; SOME VARIABILITY DUE TO SMALL COHORT SIZES.
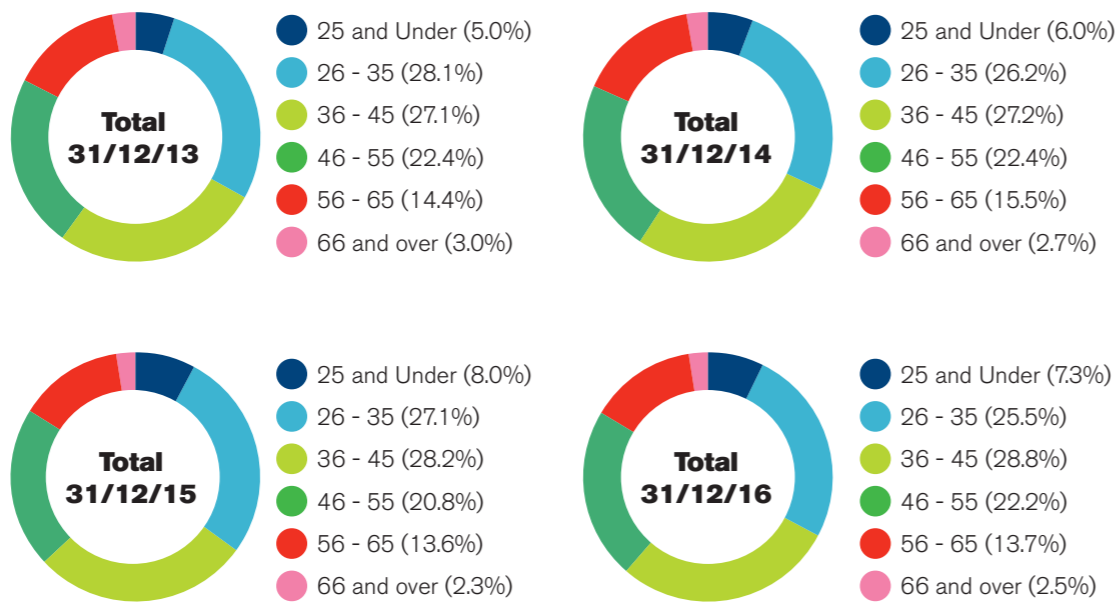
Age by numbers – staff

Between 2013 and 2015 the proportion of staff aged 25 and under rose consistently and the proportion aged 66 and over fell consistently.

The most recent data reverses those trends, however a reduction in the number of GTAs employed could account for the drop in the proportion of employees aged 25 and under. GTAs comprise the largest group of employees in that age group and their numbers have reduced from 333 as at 31/12/15 to 214 as at 31/12/16
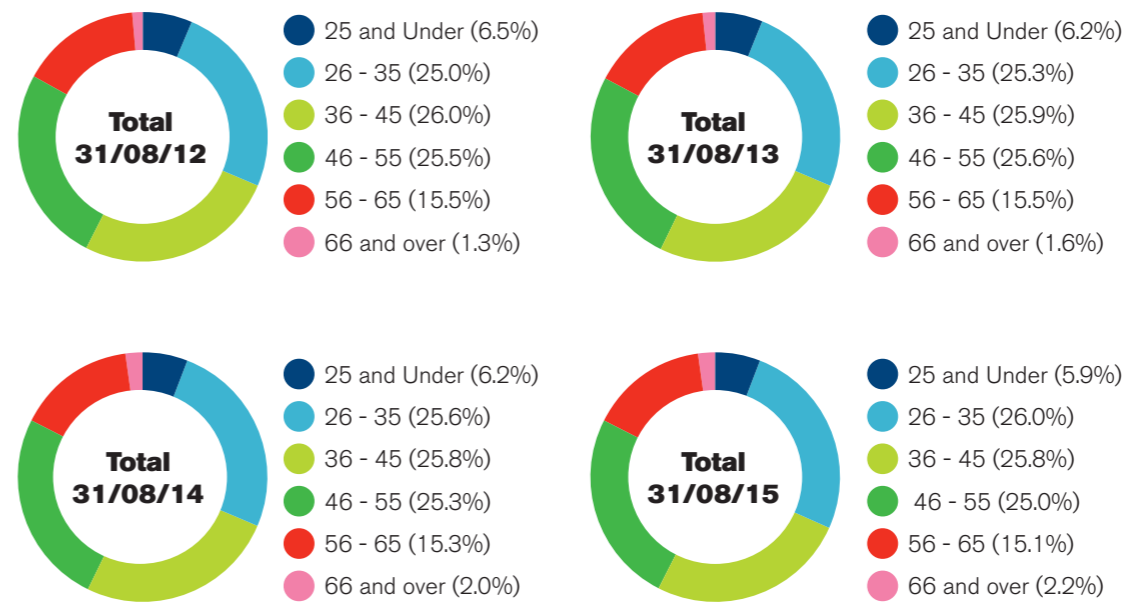
The sector level data[1] in the graph shows a year on year decline in the proportion of employees aged 25 and under and a year on year increase in the proportion of employees aged 66 or over.

Compared with the sector averages, Essex has a higher proportion of employees aged 25 and under and a higher proportion aged 66 and over. Additionally, 61.6% of Essex employees are aged 45 and under, compared with 57.7% across the sector as a whole and 38.4% of Essex employees are aged 46 and over compared with 42.3% across the sector.

University of Essex employees by Age Range (% of total staff)

Total 31/12/13
- 25 and Under (5.0%)
- 26 - 35 (28.1%)
- 36 - 45 (27.1%)
- 46 - 55 (22.4%)
- 56 - 65 (14.4%)
- 66 and over (3.0%)

Total 31/12/14
- 25 and Under (6.0%)
- 26 - 35 (26.2%)
- 36 - 45 (27.2%)
- 46 - 55 (22.4%)
- 56 - 65 (15.5%)
- 66 and over (2.7%)

Total 31/12/15
- 25 and Under (8.0%)
- 26 - 35 (27.1%)
- 36 - 45 (28.2%)
- 46 - 55 (20.8%)
- 56 - 65 (13.6%)
- 66 and over (2.3%)

Total 31/12/16
- 25 and Under (7.3%)
- 26 - 35 (25.5%)
- 36 - 45 (28.8%)
- 46 - 55 (22.2%)
- 56 - 65 (13.7%)
- 66 and over (2.5%)

Employees working in HE in the UK by Age Range (% of total staff)

Total 31/08/12
- 25 and Under (6.5%)
- 26 - 35 (25.0%)
- 36 - 45 (26.0%)
- 46 - 55 (25.5%)
- 56 - 65 (15.5%)
- 66 and over (1.3%)

Total 31/08/13
- 25 and Under (6.2%)
- 26 - 35 (25.3%)
- 36 - 45 (25.9%)
- 46 - 55 (25.6%)
- 56 - 65 (15.5%)
- 66 and over (1.6%)

Total 31/08/14
- 25 and Under (6.2%)
- 26 - 35 (25.6%)
- 36 - 45 (25.8%)
- 46 - 55 (25.3%)
- 56 - 65 (15.3%)
- 66 and over (2.0%)

Total 31/08/15
- 25 and Under (5.9%)
- 26 - 35 (26.0%)
- 36 - 45 (25.8%)
- 46 - 55 (25.0%)
- 56 - 65 (15.1%)
- 66 and over (2.2%)

[1]Taken from the Equality Challenge Unit's annual statistical reports http://www.ecu.ac.uk/guidance-resources/using-data-and-evidence/statistics-report/

When comparing the proportion of academic staff[2] employed at Essex by age group with the proportion of academic staff working in HE in the UK by age group (using the latest available data), significant differences are observed. For example, Essex has a significantly higher proportion of academic staff in the 36-45 age group and a significantly lower proportion of academic staff in the 25 and under and 26-35 age groups.

Academic staff by Age Range (% of total staff)

Sector data as at 31/8/15
- 25 and Under (2.6%)
- 26 - 35 (26.5%)
- 36 - 45 (26.8%)
- 46 - 55 (25.5%)
- 56 - 65 (15.5%)
- 66 and over (3.0%)

UoE data as at 31/12/15
- 25 and Under (0.9%)
- 26 - 35 (20.3%)
- 36 - 45 (34.2%)
- 46 - 55 (24.1%)
- 56 - 65 (17.0%)
- 66 and over (3.4%)
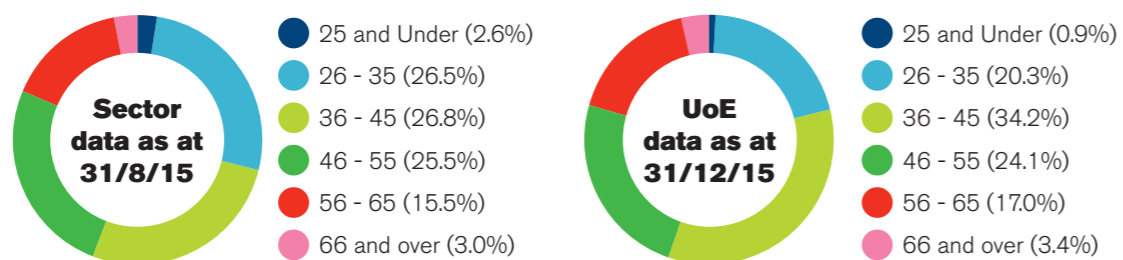
Additionally, when comparing the proportion of academic staff employed at Essex on fixed-term contracts by age group with the proportion of academic staff working in HE in the UK on fixed term contracts by age group, differences are observed. In 2014-15 (the latest year for which data is available), 50.3% of academics working in HE in the UK on fixed term contracts were aged 35 and under. As at 31/12/14, 55.9% of academic staff employed at Essex on fixed-term contracts were aged 35 and under.
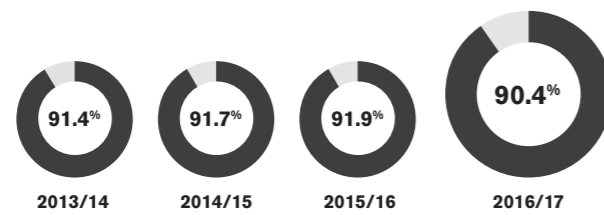
Essex data as at 31/12/14
- 25 and Under (1.8%)
- 26 - 35 (52.3%)
- 36 - 45 (24.8%)
- 46 - 55 (10.1%)
- 56 - 65 (3.7%)
- 66 and over (7.3%)
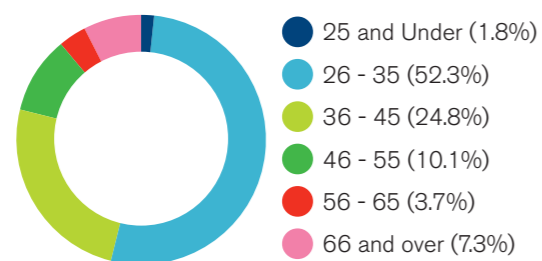
[2] Academic staff includes those in ACS, ACR, PRS, PRR and RES job families.

Age by numbers - students

Young ●
Mature ●

UG continuation rates

Institutional

91.4% 91.7% 91.9% 90.4%
2013/14 2014/15 2015/16 2016/17

Continuation rates by numbers 2016/17

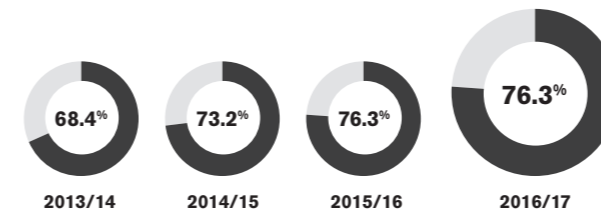| 3049	414
Total = 3463	

By age
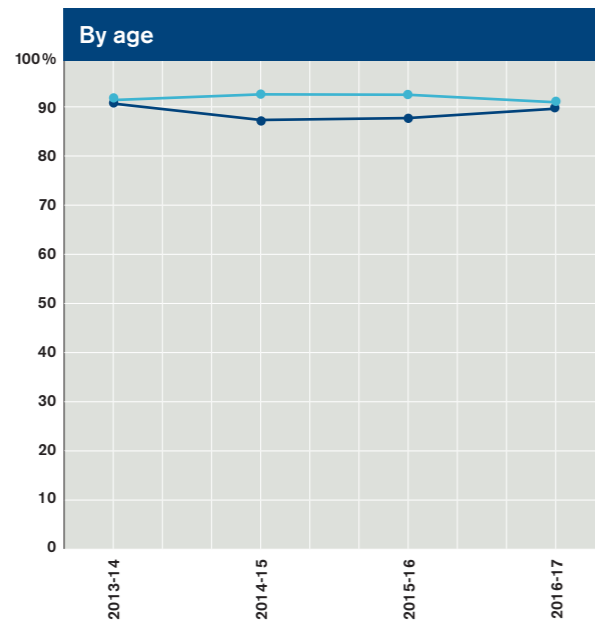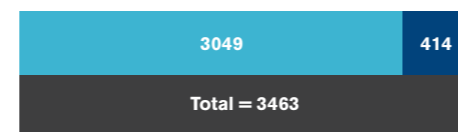
PERFORMANCE SUMMARY:

GAP CLOSED DUE TO INCREASE IN THE CONTINUATION RATE OF MATURE STUDENTS **BY 2.6%** AND **DECREASE FOR YOUNG STUDENTS**; SOME VARIABILITY IN PERFORMANCE DUE TO SMALL COHORT SIZE OF MATURE STUDENTS.
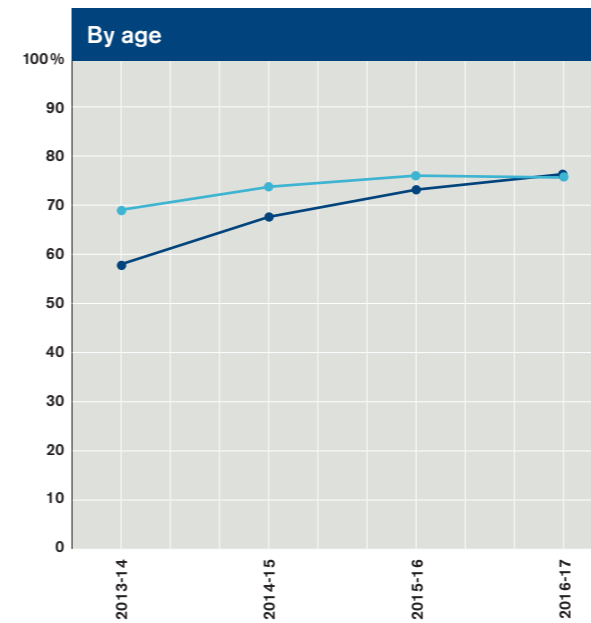
The graph above shows information for first year continuation for undergraduate new entrants taken from the internal student record system (ESIS) via the CEDRS data warehouse (and excludes partner data). Students who leave before 1st December in their first academic year are excluded, as are part time students who leave their programme of study with 50 days of commencement. It shows the first degree entrants who are still active at the University the year after they entered, and have not left before 1st December of the second year.

UG attainment rates

Institutional

68.4% 73.2% 76.3% 76.3%
2013/14 2014/15 2015/16 2016/17

Continuation rates by numbers 2016/17

1911	203
Total = 2114	

By age

PERFORMANCE SUMMARY:

GAP NEARLY CLOSED; ATTAINMENT RATE OF MATURE STUDENTS INCREASED SIGNIFICANTLY OVER THE REPORTING PERIOD (+17.6%)

The graph above shows information on undergraduate student success (degree attainment) for students who took a bachelor's degree taken from the internal student record system and excludes partner data. This shows the number of good degrees awarded (a first or upper second degree classification), as a percentage of students awarded a degree classification. Good degrees represent the number of first and upper second class degrees as a percentage of all degree classifications awarded. Young students are defined as those 21 years or under at the start of their bachelor's course (and all others classified as mature).

Disability - staff

At Essex, the percentage of staff disclosing a disability rose year-on-year from 2% in 2008 to 5.3% in 2012, however since then disclosure rates have fallen to 4% as at 31 December 2016. This is comparable with the national picture:

In February 2017 the University was certified as a Disability Confident Employer meaning we:

- Have undertaken and successfully completed the Disability Confident self-assessment
- Are taking all of the core actions to be a Disability Confident Employer
- Are offering at least one activity to get the right people for our business and at least one activity to keep and develop our people

● Disabled ● Not Declared

Applications

2014	2015	2016
1.3%	4.1%	3.8%
98.7%	95.9%	96.2%

Shortlisted

2014	2015	2016
1.8%	5.4%	4.1%
98.2%	94.6%	95.9%

Appointments

2014	2015	2016
1.7%	1.6%	1.5%
98.3%	98.4%	98.5%
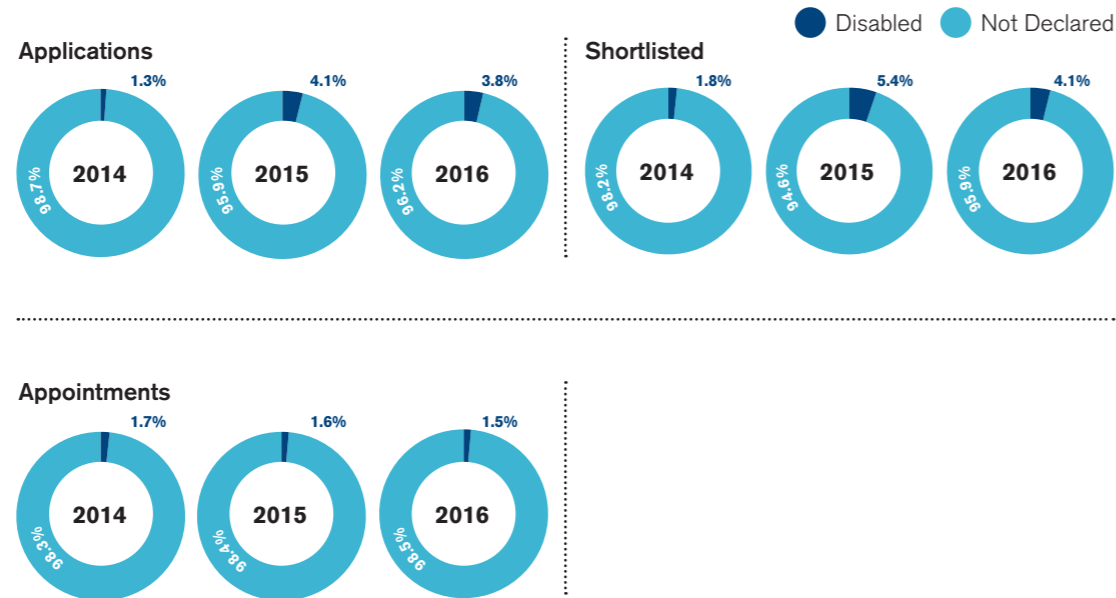
Despite the proportion of applicants declaring a disability being lower in 2016 than in the previous two years, the proportion of successful candidates declaring a disability is higher than in the previous two years, albeit only by 0.2% over the period.

Disability - students

In 2015-16, the latest full year for which we have data, 83% of the students who disclosed a disability registered for individual support.

Our student disability disclosure rate is currently 8.2% - this is 2.4% below the national figure for 2014-15 (the latest year for which data is currently available):

The Disability and Access Service continues to support students with a wide range of disabilities to continue their studies and achieve their potential.

This supports includes: liaison with academic departments regarding individual adjustments for students; one to one support to facilitate academic progress; identifying and implementing individual exam arrangements; provision of specialist information, advice and awareness raising sessions for staff regarding disability and the potential impact.

The service also provides support to all students encompassed by the Equality Act 2010 plus 'widening participation' students such as mature students and those who are care leavers.

This sizable number of students with specific requirements as well as all students attending the University can benefit from an increasingly inclusive learning environment.
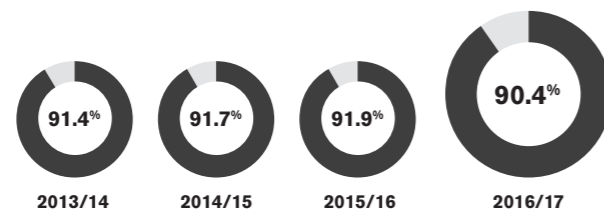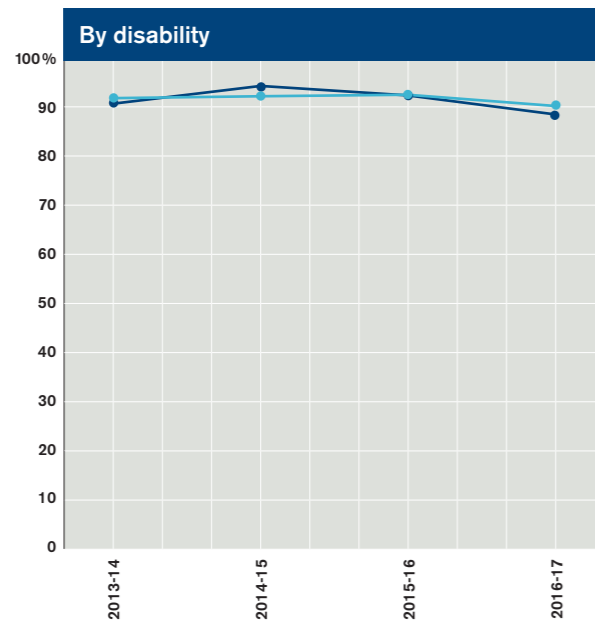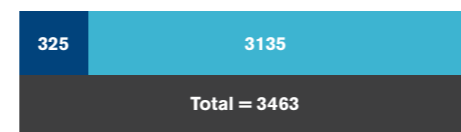
Disability by numbers –students

Disabled ●
Not declared ●

UG continuation rates

Institutional

91.4% 91.7% 91.9% 90.4%
2013/14 2014/15 2015/16 2016/17

Continuation rates by numbers 2016/17

325	3135
Total = 3463	

By disability

100%
90
80
70
60
50
40
30
20
10
0

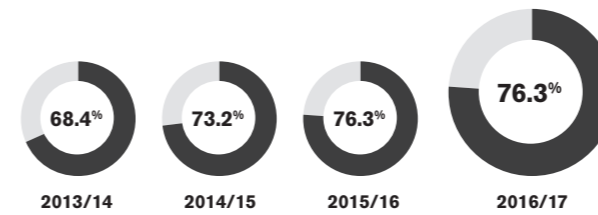2013-14 2014-15 2015-16 2016-17

PERFORMANCE SUMMARY:

GAP RE-OPENED TO 3.4% DUE TO 5.3% DECREASE IN CONTINUATION OF DISABLED STUDENTS BETWEEN 2015-16 AND 2016-17; SOME VARIABILITY IN PERFORMANCE DUE TO SMALL COHORT SIZE.

UG attainment rates

Institutional

68.4% 73.2% 76.3% 76.3%
2013/14 2014/15 2015/16 2016/17

Attainment rates by numbers 2016/17

179	1935
Total = 2114	

By disability

100%
90
80
70
60
50
40
30
20
10
0

2013-14 2014-15 2015-16 2016-17

PERFORMANCE SUMMARY:

STUDENTS WITH A DECLARED DISABILITY PERFORM BETTER THAN STUDENTS WITH NO DECLARED DISABILITY.

The graph above shows information for first year continuation for undergraduate new entrants taken from the internal student record system (ESIS) via the CEDRS data warehouse (and excludes partner data). Students who leave before 1st December in their first academic year are excluded, as are part time students who leave their programme of study with 50 days of commencement. It shows the first degree entrants who are still active at the University the year after they entered, and have not left before 1st December of the second year.
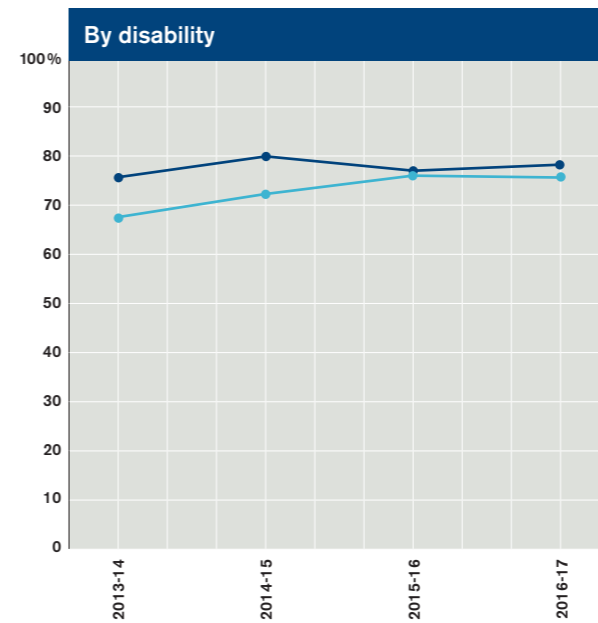
More detailed analysis showed that in 2014-15 and 2015-16, students with autistic spectrum conditions and physical or mobility difficulties were significantly less likely to continue than students declaring other types of disability or none.

Religion or belief by numbers

In 2012 the University starting asking new staff to disclose their religion or belief and in 2013 this was rolled out to all staff with the introduction of HR Organiser. All students have been asked to disclose their religion or belief at registration since 2012.

Disclosure rates for students have risen by 16.3% and for staff by 29.2% since monitoring began.

Essex 2016–17 Student Data

- No Religion (41.5%)
- Christian (34.1%)
- Muslim (8.2%)
- Prefer not to say (5.8%)
- Unspecified (3.2%)
- Buddhist (1.8%)
- Hindu (1.7%)
- Spiritual (1.5%)
- Any other religion or belief (1.4%)
- Sikh (0.5%)
- Jewish (0.3%)

Essex 2016–17 Staff Data

- No Religion (20.%)
- Christian (15%)
- Muslim (1.2%)
- Prefer not to say (3%)
- Unspecified (58.7%)
- Buddhist (0.3%)
- Hindu (0.4%)
- Spiritual (0.6%)
- Any other religion or belief (0.7%)
- Sikh (0%)
- Jewish (0.3%)

HESA 2016–17 Student Data*

- No Religion (19.3%)
- Christian (14.9%)
- Muslim (3%)
- Prefer not to say (5.8%)
- Unspecified (55.6%)
- Buddhist (0.6%)
- Hindu (0.8%)
- Spiritual (0.5%)
- Any other religion or belief (0.8%)
- Sikh (0.3%)
- Jewish (0.2%)

* Data was returned to HESA for 44.4% of all students in higher education in the UK

HESA 2016–17 Staff Data**

- No Religion (14.2%)
- Christian (11.9%)
- Muslim (0.8%)
- Prefer not to say (11.2%)
- Unspecified (58.1%)
- Buddhist (0.3%)
- Hindu (0.5%)
- Spiritual (0.3%)
- Any other religion or belief (1.3%)
- Sikh (0.2%)
- Jewish (0.2%)

** Data was returned to HESA for 41.9% of all staff working in higher education in the UK.

91%
STUDENT DISCLOSURE RATE

Our student disclosure rate is 36.7% higher than the sector average.

54%
OF STUDENTS WHO DISCLOSED, FOLLOW A RELIGION OR BELIEF

18.5%
OF STAFF WHO DISCLOSED, FOLLOW A RELIGION OR BELIEF

38%
STAFF DISCLOSURE RATE

Our staff disclosure rate is 8.3% higher than the sector average.

Sexual orientation and gender identity by numbers

In 2012 the University started asking new staff to disclose their sexual orientation and gender identity and in 2013 this was rolled out to all staff with the introduction of HR Organiser. All students have been asked to disclose their sexual orientation and gender identity at registration since 2012.
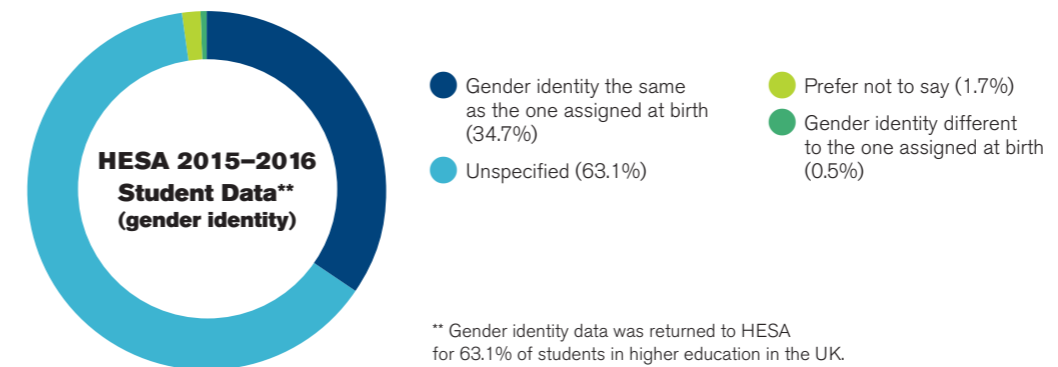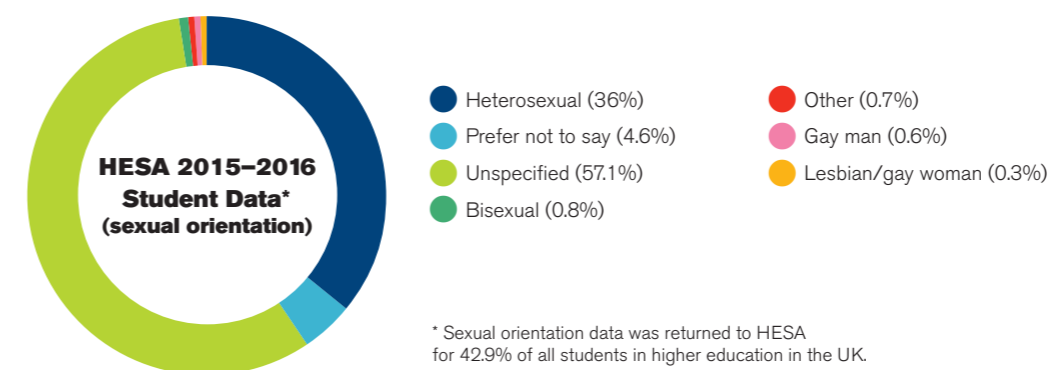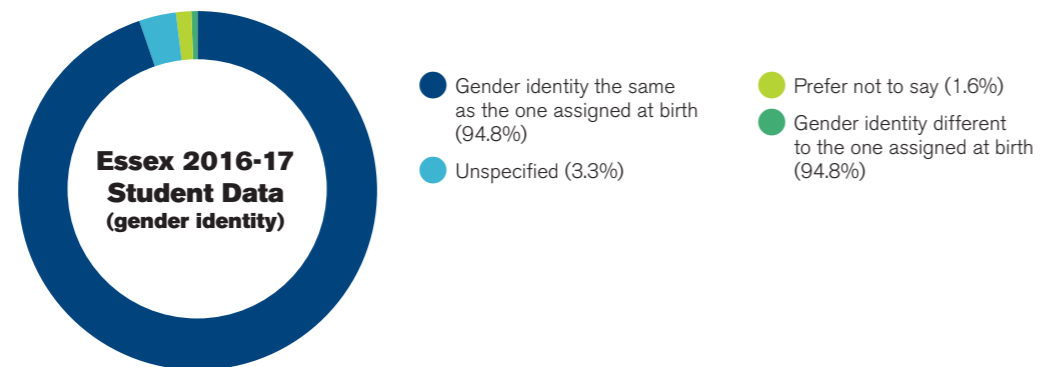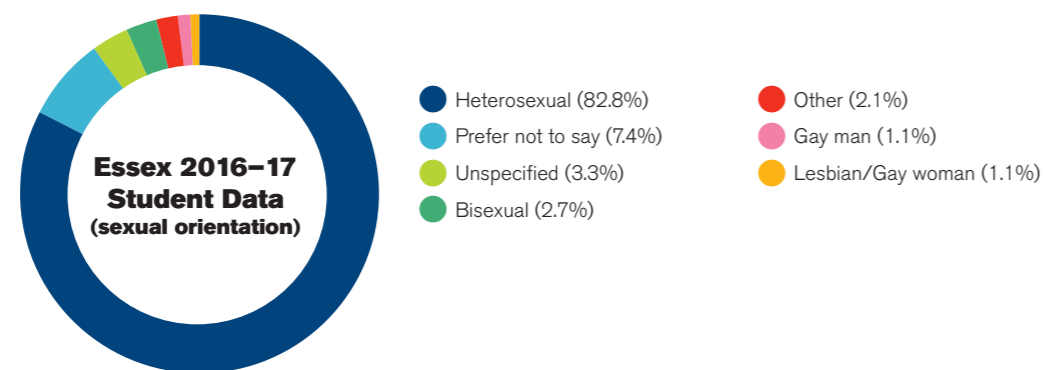
Disclosure rates for staff have risen by 28.9%, and for students by 18%, since monitoring began. In 2016-17.

37%
OF STAFF DISCLOSED THEIR SEXUAL ORIENTATION

42%
OF STAFF DISCLOSED THEIR GENDER IDENTITY

89.3%
OF STUDENTS DISCLOSED THEIR SEXUAL ORIENTATION

95.1%
OF STUDENTS DISCLOSED THEIR GENDER IDENTITY

Essex 2016–17 Student Data (sexual orientation)

- Heterosexual (82.8%)
- Prefer not to say (7.4%)
- Unspecified (3.3%)
- Bisexual (2.7%)
- Other (2.1%)
- Gay man (1.1%)
- Lesbian/Gay woman (1.1%)

HESA 2015–2016 Student Data* (sexual orientation)

- Heterosexual (36%)
- Prefer not to say (4.6%)
- Unspecified (57.1%)
- Bisexual (0.8%)
- Other (0.7%)
- Gay man (0.6%)
- Lesbian/gay woman (0.3%)

* Sexual orientation data was returned to HESA for 42.9% of all students in higher education in the UK.

Essex 2016-17 Student Data (gender identity)

- Gender identity the same as the one assigned at birth (94.8%)
- Unspecified (3.3%)
- Prefer not to say (1.6%)
- Gender identity different to the one assigned at birth (94.8%)

HESA 2015–2016 Student Data (gender identity)**

- Gender identity the same as the one assigned at birth (34.7%)
- Unspecified (63.1%)
- Prefer not to say (1.7%)
- Gender identity different to the one assigned at birth (0.5%)

** Gender identity data was returned to HESA for 63.1% of students in higher education in the UK.

In total, 1001 students and staff have identified as LGBT+. This equates to 5.8% of our staff and student population. Of those, 51 students and staff disclosed their gender identity as different to the one they were assigned at birth.

Sexual orientation and gender identity data collected from Essex staff and students is returned to HESA.

Essex 2016–17 Staff Data (sexual orientation)

- Heterosexual (35%)
- Prefer not to say (2.9%)
- Unspecified (60%)
- Bisexual (0.5%)
- Other (0.2%)
- Gay man (0.9%)
- Lesbian/gay woman (0.6%)

HESA 2015–2016 Student Data (sexual orientation)

- Heterosexual (28.4%)
- Prefer not to say (10.8%)
- Unspecified (59.2%)
- Bisexual (0.4%)
- Other (0.2%)
- Gay man (0.7%)
- Lesbian/gay woman (0.4%)

Essex 2016-17 Staff Data (gender identity)

- Gender identity the same as the one assigned at birth (41.3%)
- Unspecified (57.4%)
- Prefer not to say (1.1%)
- Gender identity different to the one assigned at birth (0.2%)

HESA 2015–2016 Student Data (gender identity)

- Gender identity the same as the one assigned at birth (23.1%)
- Unspecified (72.1%)
- Prefer not to say (4.7%)
- Gender identity different to the one assigned at birth (0.1%)

72.6%

OF INSTITUTIONS (119 OF 164) RETURNED SEXUAL ORIENTATION DATA RELATING TO STAFF TO HESA

61%

OF INSTITUTIONS (100 OF 164) RETURNED GENDER IDENTITY DATA RELATING TO STAFF TO HESA

78.5%

OF INSTITUTIONS (128 OF 163) RETURNED SEXUAL ORIENTATION DATA RELATING TO STUDENTS TO HESA

77.3%

OF INSTITUTIONS (126 OF 163) RETURNED GENDER IDENTITY DATA RELATING TO STUDENTS TO HESA

Appendix 1.
Equality and Diversity Objectives

Objective	Action	KPI	Progress comments
Key Theme 1:	**Promoting positive attitudes: Making a difference**		
1.1 For all staff to have completed Equality and Diversity training	To make completion of Equality and Diversity training a requirement of passing probation.	By the end of the academic year 2014-15 probation requirements for all staff to include specific reference to completing Equality and Diversity training	Essential Training policy introduced in 2017 - all new staff must complete Equality and Diversity training within 6 months of starting work in order to successfully complete their probation period
	To identify existing staff who have not completed Equality and Diversity training and encourage them to do so by sending termly reminders	The percentage of staff completing Equality and Diversity training increases year on year. 100% completion by end of 2018	Under the Essential Training policy, all staff are required to complete Equality and Diversity Essentials training. As at September 2017 approximately one third of all current staff have completed Equality and Diversity training. Reporting Managers have a duty to ensure that their direct reports complete their required essential training and Heads of Departments/Sections have a duty to ensure that a suigraph nomiee has responsibility for discussing with individuals non-completion of essential training. Completion rates will continue to be monitored centrally.
1.2 To ensure that all members of Council complete Equality and Diversity training	New council members to be informed of the requirement to complete the course and given instructions as to how to do so	All Council members successfully complete the course prior to attending their first meeting	88% of current council members have completed the training. Governance Office are continuing to contact those who have not yet completed the course, asking them to do so.
1.3 To consider and implement strategies to mitigate against the effect that subconscious bias can have on fairness and objectivity	To develop and deliver Unconscious Bias training, specifically encouraging senior managers and those taking part in recruitment activity to participate	Training material is written during Spring Term 2015, with delivery commencing in Summer Term 2015	Material written and workshops have been delivered in Colchester and Southend. Workshops tailored around career development have also been developed and delivered. An online course has also been introduced. As at 24/5/17 303 staff had either attended a face-to-face session or successfully completed the online course. Under new Essential Training policy, completion of unconscious bias training is essential for University committee members and all members of Council and USG.
1.4 To develop a 'Celebrating Equality and Diversity' communications plan to raise awareness of the impact that initiatives in this area have had on members of the University community	Equality and Diversity to work with CER to produce a plan that sets out how, over the period of this Strategy, successes and achievements in Equality and Diversity will be communicated	Communications plan is developed by end of Spring Term 2015 and implemented	Successes and achievements continue to be communicated via existing channels. A range of methods have been used to raise awareness of the impact of equality and diversity initiatives. These include the HR blog, Essex Weekly, Essex Spirit, Equality and Diversity web site, events and surveys.
1.5 To ensure job applicants are aware of the University's commitment to Equality and Diversity	"To embed consideration of job applicants' commitment to Equality and Diversity into recruitment processes To ensure equality-related logos appear on job adverts"	Update Recruitment and Selection, Equality and Diversity Handbook and Recruitment and Selection training during 2014-15 to include guidance on how to assess candidates' commitment to Equality and Diversity	Recruitment and Selection resources, including Handbook and assessment methods, updated in 2014-15. A Values-based resourcing policy has been developed following the introduction of recruitment activity being transferred onto iTrent. All equality-related logos appear on the job vacancies website.
1.6 To increase the visible leadership on equality and diversity issues	Members of the senior management team to become Diversity Champions for particular protected characteristics	Diversity Champions introduced during 2014-15	Diversity Champions introduced in December 2014. Consideration currently been given as to how this role can develop to support embedding equality and diversity at departmental level.

Objective	Action	KPI	Progress comments
1.7 To ensure appropriate support and mechanisms are in place to help staff and students who experience harassment or bullying	To review the terms of reference and protocols of the Harassment Advisory Network, including considering changing its name, making recommendations for changes to the Human Resources & Equality and Diversity Group	Review completed by the end of the academic year 2014-15	Review complete. As part of the Tackling Sexual Violence, Harassment and Hate Crime action plan, the HAN is being reviewed again to ensure it remains fit for purpose in responding to reporting of allegations linked to sexual violence, harassment and hate crime.
1. 8 To increase engagement with organisations that work to support under-represented groups	Identify appropriate organisations to work with, developing partnerships that are of mutual benefit to both the University and our partners	Engagement with mutually beneficial organisations increased	Head of E&D and Dr Ilaria Boncori visited the SINAPSI Centre at the University of Naples in April 2016. The Centre specialises in inclusion and anti-discrimination. A Friendship Agreement with the University of Naples has been signed and opportunities to apply for joint research funding are being explored. Through the Inclusivity Project, links have been established with the Essex Community Foundation, Hope not Hate, Colchester Borough Council and Fresh Beginnings.

Objective	Action	KPI	Progress comments
Key Theme 2:	**The student experience**		
2.1 To continue to work in partnership with the Students' Union (SU) to promote and support their equality-related events, activities and societies	To ensure links are fostered with relevant SU Sabbatical and Non-Sabbatical Officers and societies each academic year and opportunities to collaborate are identified and pursued	Equality and Diversity and the SU continue to work together on a number of equality-related events and activities each academic year	Diversity Week (8-18 March2016) was a collaboration between the University and the SU. Equality and Diversity continue to work closely with the Women's Officer, the LGBT Officer, the International Officer, the Weflare Officer and the SU President on eventss such as Black History Month and One World Essex . Other joint work includes that around sexual violence and harassment, improving the experiences and outcomes of BaME students and the production of videos and case studies with a range of equality and diversity themes.
2.2 To better promote the University to under-represented groups	To identify ways in which publicity material can be used to showcase our commitment to equality and diversity	Our commitment to equality and diversity is given prominence throughout relevant publicity material e.g. prospectuses, web sites, social media and is considered within the University's Access Agreement	Information about the University's commitment to Equality and Diversity was moved from the 'additional information' to the 'membership' section of 2017 prospectuses to give it more prominence. The Access Agreement contains the University's Equality and Diversity Policy Statement. Our brand toolkit articulates our photographic style as needing to tell the story of who we are .i.e. global community and outlook - insight, cultures, diversity, expressive, open-minded, broad horizons.
2.3 To support all students to create personal career paths	To provide accessible and engaging learning activities that enable all students to develop career paths and make informed choices	A number of initiatives are supported e.g. bright futures.	Equality and Diversity, the LGBT Alliance and the ECC hold a joint annual event showcasing LGBT-inclusive employers. Other initiatives include the Big Essex Award, Frontrunners scheme, external events e.g. teaching information events at local schools, Essex Startups, career mentoring, providing information about 'diversity in careers' and employability modules.

	To identify employers and agencies who promote diversity and list them on the Employability and Careers website	The DHLE reflects the profile of our student community each year	The Diversity in careers section of the Employability and Careers website contains links to sites such as Diversity Jobs which connects people to employers who place high importance on having a diverse workforce. No information to date on how the DHLE reflects the profile of our student community.
2.4 To develop an inclusive curriculum and deliver excellence through appropriate pedagogical practice	To continue to develop resources, guidance and training to support staff in developing an inclusive curriculum	"Inclusive design is integrated into curriculum design and approval documentation and the curriculum review toolkit. Documentation is regularly reviewed. A resource to support staff in considering equality and diversity matters through the Annual Review of Courses (ARC) is developed and widely publicised during 2014-15"	Explicit consideration of equality and diversity issues is required as part of the ARC process - a guidance flow chart has been produced. The curriculum review toolkit contains various resource to support inclusive curriculum design e.g. an Internationalising the curriculum toolkit. An LGBT+ toolkit has also been developed, supporting inclusivity in our curriculum and practices. Increased emphasis on inclusivity is being embedded within new course and module approval policy and processes. The Student Engagement TeamSET reported to Faculty Education Committee meetings in summer 2017 regarding identified good practice in embedding inclusivity and equality and diversity within Curriculum Review plans, ARC reports, Periodic Reviews and meetings with Heads of Department/Directors of Education. Good practice/case studies to then be hosted online for all staff to access. Development of the Achieving Potential toolkit to support staff - a resource of good practice and interventions to use to help promote inclusivity within teaching and learning.
2.5 To reduce the ethnicity degree attainment gap	"To horizon scan for best practice and research into what works, using an inclusive approach rather than a deficit model. To build up a range of additional resources and guidance for all students"	Ethnicity attainment gap to be below the sector average	Achieving Potential Steering Group and Sub Group established to help address disparities in student outcomes, and provide an inclusive and transformative environment where students can achieve their potential at Essex. Led by PVC Education and Race Diversity Champion.
2.6 To ensure all students are aware of the University's commitment to Equality and Diversity and that it expects all members of the University community to be treated with dignity and respect	To work with departments to facilitate the provision of online Equality and Diversity training to all students and to identify appropriate ways in which this can be embedded within the curriculum	A year on year increase in the number of departments who embed Equality and Diversity training for students within their curriculum	Head of Equality and Diversity to pilot face-to-face equality and diversity sessions to all first year students in the Faculty of Science and Health (with the exception of HHS, all of whose students already complete the training as part of the requirements of their course).
2.7 To encourage students to disclose information such as whether they have a disability or their ethnicity etc	To review, and update as necessary, the rationale given to students for collecting this data to ensure it is clear and to prompt students who do not complete this information at registration, to do so via the student portal	Non-disclosure rates below 10% by 2018 for all protected characteristics for which we collect information	Current non-disclosure rates: Ethnicity, 19.55%. Sexual orientation, 10.7%, Gender Identity, 4.9%. Religion or belief, 15.9%, (disability - not possible to obtain information)
2.8 To consider equality and diversity within each of the Education Action Plan objectives each year	To provide prompts to consider equality and diversity, and direction to available resources, to those responsible for completing tasks listed in the Education Action Plan	Equality and Diversity implications and recommendations feature in the outcomes of objectives when they are reviewed	The terms of reference of the Education Committee require it to: 'Be responsible for the development and recommendation for approval by the Senate of the University's Education Strategy, having due regard for issues of equality and diversity, and for oversight and monitoring of the effective implementation of the strategy, including the provision of an annual report to the Senate on strategy implementation'. The Head of Equality and Diversity became a member of Education Committee in 2015-16 and raises issues relating to equality and diversity as appropriate.

Objective	Action	KPI	Progress comments
Key Theme 3:	**The staff experience**		
3.1 To ensure there are no significant (more than 5%) pay gaps (for any of the protected characteristics) for staff at any level	To continue to regularly monitor pay data and take appropriate action based on the results. Next full equal pay audit to take place using data as at April 2016.	"No gender pay gaps above 5% by 2016 No pay gaps in relation to any protected characteristic above 5% by 2019"	Action was taken to address the identified gender pay gap at Grade 11 for academic staff in the form of giving a one-off uplift in salary to all female professors. Work on the next Equal Pay Audit which uses data as at 5 April 2017 has begun. HR are working with the campus trades unions to scope the audit which will be carried out by ISER staff.
3.2 To increase the representation of those from under-represented groups in senior positions	Continue to use positive action statements as appropriate when recruiting to senior positions		Positive action statements continue to be used. Analysis of the equality profile of academic staff appointed during 2014, 2015 and 2016 shows that the proportion of female applicants has increased from 50.8% in 2014 to 61.2% in 2016. The proportion of BaME staff appointed has risen from 11.6% in 2014 to 13.3% in 2016. In terms of senior staff (USG, HoD/S's plus other senior professional services staff, DoR/E's) there is an even split in terms of gender and in terms of ethnicity,12% of senior staff come from a BaME background. The proportion of female professors is at its highest ever level - 28.4% and the proportion of proferssors from an ethnic minority is also at its highest ever level - 16.5%
	To promote our family-friendly policies on recruitment literature		The following statement is included in the Job Profile for each vacancy: The University has a strong commitment to diversity and this means actively helping staff to combine work and home life effectively. The University recognises the importance of maintaining a healthy balance between work and other aspects of life and offers a comprehensive work life balance policy including a career break scheme.
	To actively encourage women, disabled staff, and staff from minority ethnic backgrounds to take part in leadership development programmes		Organisational Development support women through the provision of a number of funded Aurora places. In 2017 two places have been funded on the LFHE's Diversifying Leadership programme for BaME staff. One member of academic staff and one member of professional services staff successfully applied for a place. Consideration is currently being given to our approach to identifying appropriate leadership development opportunities for staff from under-represented groups in order to ensure that preference is not given to one group over another.
	To ensure consideration is given to equality as part of appraisal and promotion processes	The percentage of disabled staff in Professorial positions remains at least proportionate to their representation in the academic staff body (currently 6.5% of Professors have declared a disability and 4.6% of all academic staff have declared a disability) A continued year on year increase in the % of female Professors (24.1% as at 31/12/13) A year on year increase in the % of Professors from an ethnic minority (12.4% as at 31/12/13)	As at 31/12/16, 1.7% of all academic staff and 2% of Professors had declared a disability. As at 31/12/14 25.7% of Professors were female. This fell to 24.4% as at 31 December 2015 but rose again in 2016 to 28.4%. As at 31/12/14 13.2% of Professors were from an ethnic minority. This rose to 15.5% as at 31/12/15 and rose again to 16.5% as at 31/12/16.

3.4 To better support disabled staff through increased training for line managers in how to understand the needs of disabled staff	To embed disability-related training into management development programmes		Leadership and management development programmes are being revised to embed consideration of a wide range of equality and diversity issues within them, including unconscious bias. As part of our People Strategy in Action resource for managers, a Quick guide to manging employees with a disability has been developed.
3.5 To increase staff disclosure rates in relation to disability, ethnicity, sexual orientation, religion or belief	To update text on self-service system to ensure rationale for collecting this data is clear and to prompt staff at least annually to update this information

To ask staff to provide this information at 'pinch points' e.g. when applying for promotion | Non-disclosure rates below 10% for ethnicity and disability. Non-disclosure rates below 50% for sexual orientation and religion or belief.

Current non-disclosure rates are:
Ethnicity 11.7%
Disability 14.4%
Sexual Orientation 74.2%
Religion or Belief 72.2% | Non-disclosure rates as at 31/12/16 were: Ethnicity: 17.8%, Religion or Belief: 58.7%, Disability: 21%, Sexual Orientation: 60%. |
3.6 To provide managers with simple at-a-glance guidance related to managing diverse teams	To extend the range of 'How to…' guides to cover more of the protected characteristics and other equality-related topics	A suite of guides is produced during the period of this strategy	A 'People Strategy in Action' resource has been developed in Moodle. The resources contains over 40 Quick Guides, topics include 'managing employees with a disability', 'maternity leave', 'conflict' and 'providing support at difficult times'.
3.7 To understand patterns of staff engagement, by protected characteristic, in training and development activities in order to target activities appropriately	Use the Learning and Development Module of iTrent to extract management information about staff engagement in training and development activities	Beginning in 2015-16, and on an annual basis	The Learning and Development module of iTrent is not yet fully functioning so limited data is available. Initial figures extracted which cover the period October 2016 to January 2017 show the gender split of participants in training and development activities as 35% female, 65% male. 77.4% of participants were white, 11.3% were BaME and 11.3% had not declared their ethnicity. 5% were disabled.
3.8 To increase staff engagement with existing staff networks	To encourage participation in existing staff networks through a targeted awareness-raising campaign	Increased membership and attendance at meetings	Staff networks are promoted through recruitment, induction and development activities. The Women's Network has around 270 members, the Parent's Support Network has around 151 members and the LGBT Alliance around 66 members. A new post in OD has been created to coordinate and evaluate organisation-wide staff networks including contributing to ensuring their long term sustainability.

Objective	Action	KPI	Progress comments
Key Theme 4:	**Putting equality and diversity at the heart of all we do**		
4.1 To raise awareness of the importance of having a diverse membership of Senate, Council and their sub-committees	To introduce equality monitoring for all sub-committees of Senate and Council, actively taking steps to increase the diversity of their membership where necessary	Monitoring of the equality profile of all sub-committees of Senate and Council is introduced in 2015-16	No progress made. Data was collected by Committee Secretaries however no analysis has taken place due to it being an overly-bureaucratic exercise. Further development of systems within HR has the potential for the complete profile of an employee to be created which would include their personal information as well as their engagement with learning and development activities and offices/positions held, for example. Equality and Diversity are also working with the Governance Office to identify opportunities to embed collection of this information within their existing processes in a way that makes it suigraph for easy analysis.
4.2 To increase the percentage of non-white Council members	Use relevant networks to identify best practice and successes in increasing diversity of governing bodies.	Minimum 15% non-white Council members by 2017-18	The percentage of Council members from a Black or Minority Ethnic background has increased from 9% to 12.5% between the years 2014 -15 and 2016-17.
4.3 To increase awareness of how to assess the effect/potential effect on equality of a policy or proposal	To review current equality impact assessment guidance and resources and update accordingly.Publish revised information and communicate widely	Guidance reviewed and published by the start of the academic year 2015-16	The approach previously adopted with regard to how the University assesses the effect/potential effect on equality of a policy or proposal proved to be ineffective and therefore this guidance is no longer being used. A revised approach, which involves embedding consideration of equality and diversity issues into existing activities and processes, for example, leadership and development programmes, terms of reference of relevant committees e.g. Education Committee, departmental planning and course approval processes. To support consideration of equality and diversity issues whne developing policy a 'principles of policy development' guide has been produced.
4.4 To ensure due consideration is given to the effect/potential effect of proposals to introduce or change policies/procedures on equality and to record this for audit purposes	"To ensure satisfactory completion of the section entitled 'describe the effect/potential effect of your proposals on equality' on Committee Cover Sheets, following up with authors of papers where it is identified that further consideration needs to be given to equality

To include consideration of equality in decision-making as appropriate in minutes of meetings" | Minutes of Committee meetings record how equality issues were taken into account in decision-making, where relevant | The Head of Equality and Diversity met with members of the Governance Team to provide guidance to support paper authors in completing the E&D section of cover sheets. This guidance is now published on the Governance web site. |
| 4.5 To ensure early integration of an inclusive perspective when planning new buildings, adapting buildings and undertaking refurbishments | The Head of Equality and Diversity or his/her nominee to be represented on the Building Project Steering Groups (BPSGs) | Existing access and equality issues are addressed as buildings are refurbished and due consideration is given to access and equality issues when planning new buildings, with the best possible alternatives being adopted | The Head of Equality and Diversity or his/her nominee is a member of all BPSGs. The Access Forum and Estate Management Section (EMS) are looking at ways to embed checks within EMS procedures to ensure that opportunities to kit out and upgrade our buildings and facilities in line with Building Standards and best practice guidance. This works includes the development of an 'access guide to Design Briefs'. |

4.6 To ensure equality and diversity issues are identified and addressed in activities such as the annual planning cycle and workload modelling	"To include consideration of equality and diversity issues in induction training for Heads and in leadership development programmes To work with Strategic Planning and Change to review information, including statistics available, to enhance departmental and section planning eg consideration of NSS and SSS data by protected characteristics"	Relevant training is updated accordingly during the academic year 2014-15	Leadership and management development programmes were reviewed in 2014-15 and continue to be reviewed on a regular basis to ensure equality and diversity issues are appropriately embedded within them. A 'department people plan' template is being developed to assist HoD/Ss and Executive Deans in factoring the equality profile of their staff into the planning process. Consideration of NSS and SSS data by protected characteristic has not taken place systematically to date.
4.7 To continue to be at the forefront of promoting equality and diversity, identifying appropriate benchmarks and charter marks against which to measure our performance	To work towards achieving further Athena SWAN and GEM awards and to engage with other initiatives designed to promote good equality and inclusion practice e.g. the Stonewall Workplace Equality Index and the Race Equality Charter	Continued success in achieving external awards and recognition	Biological Sciences and HHS achieved Bronze Athena SWAN departmental awards in 2015. History and Psychology achieved Bronze awards in 2017. Plan in place for all departments to apply for an award by 2019-20. University named as a Stonewall Top 100 Employer for the first time in 2016 and in May 2017 we signed up to the Race Equality Charter. In 2015 we won a Guardian University award in the 'Advancing staff equality' category for our work in setting up the Essex LGBT Alliance and in 2017 we were shortlisted for the same award for the action we took to close the gender pay gap for female professors.
4.8 To raise awareness that all individuals have multiple identities which has an impact on their experiences of, and outcomes within, higher education	To consider, where possible, the effect of multiple identities e.g. gender and ethnicity, disability and sexual orientation when exploring issues and developing solutions to improve the experiences and outcomes for staff and students	Consideration is given, wherever possible, to the intersection of multiple identities	Issues relating to having multiple identities are being embedded within a range of different activities e.g. as part of unconscious bias workshops, as part of the 'Achieving Potential' project, through our Athena SWAN work. An event was held in July 2017 entitled 'Removing the one box identity': The effects of intersectionality on life experiences.