

<b>Name of Committee:</b>	University Steering Group
<b>Title of Paper:</b>	Equality and Diversity Annual Report 2014-15
<b>Action Required: (eg for information; for discussion; for discussion and approval)</b>	For information
<b>Sponsor (name and post):</b>	Professor Jules Pretty, Deputy Vice-Chancellor
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<b>Date of paper:</b>	2 June 2015

<b>1. Purpose of the Report</b>
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To provide an overview of equality and diversity-related information considered by the Human Resources and Equality and Diversity Group and the Education Committee during the year 2014-15. To summarise other equality and diversity-related information, activities and achievements to set out the main objectives for 2015-16.
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<b>2. Summary of Key Issues for Discussion</b>
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This paper is for information only
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<b>3. Recommendations</b>
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None
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<b>4. Consultation undertaken/required</b>
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None
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<b>5. Resource Implications (Financial and Staffing)</b>
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None
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<b>6. Legal Considerations</b>
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HEIs are required, under the Public Sector Equality Duty contained within the Equality Act 2010, to publish information about their students (and staff) to demonstrate their compliance with the General Equality Duty (GED). The GED requires HEIs to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. The information must include information relating to those who share a protected characteristic.
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<b>7. Equality and Diversity Impact Assessment</b>
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The purpose of the subject of this paper is to promote equality, identify any negative impact on particular groups of people and ensure there is a mechanism in place to address any identified negative impact.
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<b>8. Analysis of Risk including the link to the University's Risk Register</b>
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Activity that promotes the embedding of consideration of equality and diversity issues reduces the risks associated with three risks identified on the University's operational risk register: i) a poor quality QAA report; ii) risks associated with work experience placement and study abroad; iii) the publicity associated with a serious case of harassment.
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# EQUALITY AND DIVERSITY ANNUAL REPORT 2014-15

## 1 EXECUTIVE SUMMARY

1.1 This paper summarises equality and diversity issues considered by the Human Resources and Equality and Diversity Group (HREDG) and the Education Committee (who receive equality-related information as appropriate from the Academic Quality and Standards Committee and the Student Experience Committee). It also summarises other equality and diversity-related information, activities and achievements in 2014-15 and sets out the main objectives for 2015-16.

1.2 Progress in the area of gender equality has been maintained with the award of a Bronze Institutional Gender Equality Charter Mark in September 2014, which recognises our commitment to advancing equality in the arts, humanities, social sciences, business and law, and in professional and support roles, and for trans staff and students. In addition, the School of Biological Sciences achieved a Bronze Department Athena SWAN award in April 2015, recognising its commitment to advancing the careers of women.

1.3 This work has contributed to an increase, for the sixth consecutive year, in the proportion of female Professors which is currently 4% above the sector average at 25.7%. Efforts to improve the gender balance in academic and professional services roles by using positive action statements in recruitment also appear to be having an impact. The percentage of female appointments to academic posts increased by 9.6% when comparing 2014 data with 2013 data and the percentage of male appointments to professional services posts increased by 2% when comparing 2014 data with 2013 data.

1.4 Work in the area of equality and diversity was recognised through; winning a Guardian University award in the 'Advancing Staff Equality' category for the part the University played in setting up the Essex Lesbian, Gay, Bisexual, Transgender Alliance; being one of only six universities in the UK to score ten out of ten in Stonewall's Gay by Degree; achieving a position in the top 50% of Stonewall's Workplace Equality Index having entered for the first time; being recognised as a Two Ticks Employer for the seventh consecutive year.

1.5 The University's new Equality and Diversity Framework and Sub-Strategy 2015-18 (The Framework), developed to support the achievement of the University's strategic priorities, was approved and published in April 2015. The action plan contained within The Framework contains 32 Equality Objectives, progress towards which will be monitored on an annual basis commencing in April 2016. Codes of Practice to accompany The Framework were also developed to provide staff and students with practical guidance on issues related to specific Protected Characteristics covered by The Equality Act 2010.

1.6 Analysis of degree outcomes for undergraduate students who graduated in the years 2009-10 to 2013-14 reveals the average ethnicity attainment gap is 19.6% (the % difference between students from an ethnic minority who achieved a good degree (either a first or upper second class degree) and white students who achieved a good degree). In 2012-13 the ethnicity attainment gap at sector level was 16.1%. Reducing the ethnicity attainment gap using a student-centred approach and an understanding of learner and learner processes, as opposed to a deficit model, is a priority over the coming years.

1.7 Other objectives for 2015-16 include participating in the Equality Challenge Unit's Race Equality Charter, developing more effective strategies for embedding equality considerations into processes and policy development and improving our position in Stonewall's Workplace Equality Index.

## **2 REVIEW OF EQUALITY POLICY**

2.1 A full review of the University's Equality Policy and Strategy 2011-14 was undertaken over the course of 2014, resulting in the development of the new [Equality and Diversity Framework and Sub-Strategy 2015-18](#) (The Framework). This was approved and published in April 2015.

2.2 To complement the Framework, [Codes of Practice](#) relating to each of the Protected Characteristics were also developed. The Codes aim to help managers deal with diversity within their teams and to inform individual members of staff and students of the responsibilities of the University, and their rights, under The Equality Act 2010 and were also published in April 2015.

## **3. REVIEW OF EQUALITY POLICY & STRATEGY (EPS) 2011-14 ACTION PLAN**

3.1 The review below outlines activities in 2014-15 relating to each of the components of the previous EPS, prior to the introduction of the new Framework. Outstanding actions, where appropriate, have been incorporated into the new Framework.

### **3.2 Component 1: Promoting positive attitudes: The University of Essex Way**

This component of the EPS is concerned with building the knowledge, understanding and commitment to equality and diversity of all members of the University community. The equality objectives within this component were all accomplished. Highlights include:

- Introducing Diversity Champions who are all members of University Steering Group (USG);
- Delivering a number of face-to-face equality and diversity training sessions for staff without regular access to a computer at work;
- The production of a second Equality and Diversity calendar;
- Holding a transgender awareness session open to all staff and students, with a speaker from the West London Gender Identity Clinic.

### **3.3 Component 2: The student experience**

This component of the EPS is concerned with appealing to a broad student market and providing a living, studying and working environment in which a diverse student population can learn, achieve and prosper. The equality objectives within this component have largely been accomplished. Highlights include:

- Achieving an increase in student response and disclosure rates for sexual orientation and religion or belief for the second consecutive year, having introduced monitoring for these protected characteristics in October 2012;
- Holding an LGBT careers event in conjunction the Students' Union, the Employability and Careers Centre and a range of employers;
- Being one of only six universities to achieve ten out of ten in Stonewall's Gay by Degree assessment;
- In conjunction with the Students' Union, promoting a zero tolerance approach to sexual harassment on campus.

### **3.4 Component 3: Staff**

This component of the EPS is concerned with maintaining the diversity of the workforce and delivering a fair and supportive working environment for all. The equality objectives within this component have largely been accomplished. Highlights include:

- Achieving re-accreditation to use the Two Ticks Disability Symbol for the seventh consecutive year;
- Achieving a Bronze Institution Gender Equality Charter mark;
- Winning a Guardian University award in the 'Advancing Staff Equality' category for the Essex LGBT Alliance;
- Re-launching the International Minority Ethnic Staff Forum as the Global Forum to promote and celebrate the rich cultural diversity of staff.

### **3.5 Component 4: Services, facilities and information**

This component of the EPS is concerned with promoting and enhancing equality of access to our services, goods, facilities, premises and information. Good progress towards achieving the objectives within this component has been made however more work is required. Highlights include:

- The inclusion of the Head of Equality and Diversity on all Building Project Steering Groups in order to ensure access issues are properly considered in line with best practice when planning new buildings and adapting/refurbishing existing spaces.

### **3.6 Component 5: Management and Governance**

This component of the EPS is concerned ensuring that major strategic decisions are made with an awareness of their consequences for different groups of people and those with managerial responsibilities demonstrate inclusive leadership behaviours. Good progress towards achieving the objectives within this component has been made however more work is required. Highlights include:

- Facilitating access to the Equality and Diversity online training programme for all members of Council and encouraging completion.

## **4 EQUALITY OBJECTIVES**

4.1 The University's Equality and Diversity Framework and Sub-Strategy 2015-18 includes an action plan within which are a number of equality objectives. These objectives were informed by evidence from a range of sources, and developed, following an extensive period of consultation and engagement with a wide range of individuals and organisations, to align with the University's strategic aims, values and supporting strategies.

4.2 These objectives will be reviewed annually, commencing in April 2016.

4.3 The three top-level objectives identified below were developed in 2012 from actions contained within our previous Equality and Diversity Policy and Strategy 2011-14 and were first published on 6 April 2012, in line with legislation. Table 1 below details progress made to achieve these objectives. One objective has been achieved, one we are making good progress towards achieving (although our measure has altered due to extending the requirement to complete equality and diversity training to all staff, rather than just new staff) and the other we have not achieved our objective.

**Table 1**

Objective	Position as at April 2012	Milestones	Position as at 6 April 2015																								
<p>For all new staff to have successfully completed the University's online Equality and Diversity Essentials programme within the first six months of their employment</p>	<p>No monitoring currently takes place</p>	<p>70% of staff who started between 1/7/12 and 30/6/13 have completed the course</p> <p>80% of staff who started between 1/7/12 and 30/6/14 have completed the course</p> <p>90% of staff who started between 1/7/12 and 30/6/15 have completed the course</p>	<p>Monitoring commenced in October 2012.</p> <p>The reported completion rate for staff who started between 1/10/12 and 31/3/14 is 58%.</p> <p>In February 2014, completion of the programme was made compulsory for all staff. Of those areas who submitted their completion rates to Equality and Diversity in March 2015, 60% of staff had completed the programme.</p>																								
<p>To collect information about the religion or belief and sexual orientation of students, commencing in the academic year 2012-13, and achieving an increase in response and disclosure rates year on year</p>	<p>No information about religion or belief and sexual orientation of students is currently collected</p>	<p>Monitoring system is in place at the start of the academic year 2012-13</p> <p>Response and disclosure rates increase year on year</p>	<p>Monitoring system in place for registration at the start of the academic year 2012-13.</p> <p><i>Religion or belief:</i></p> <table border="1" data-bbox="995 869 1501 1025"> <thead> <tr> <th></th> <th>Response rate</th> <th>Disclosure rate</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>80.7%</td> <td>73.4%</td> </tr> <tr> <td>2013-14</td> <td>86.3%</td> <td>79.3%</td> </tr> <tr> <td>2014-15</td> <td>88.7%</td> <td>82.7%</td> </tr> </tbody> </table> <p><i>Sexual orientation:</i></p> <table border="1" data-bbox="995 1088 1501 1243"> <thead> <tr> <th></th> <th>Response rate</th> <th>Disclosure rate</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>80.7%</td> <td>71.3%</td> </tr> <tr> <td>2013-14</td> <td>86.2%</td> <td>83.5%</td> </tr> <tr> <td>2014-15</td> <td>88.6%</td> <td>86.7%</td> </tr> </tbody> </table>		Response rate	Disclosure rate	2012-13	80.7%	73.4%	2013-14	86.3%	79.3%	2014-15	88.7%	82.7%		Response rate	Disclosure rate	2012-13	80.7%	71.3%	2013-14	86.2%	83.5%	2014-15	88.6%	86.7%
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<p>To promote the University's Values of diversity, equality of opportunity, integrity, leadership and the highest academic and professional standards through a series of awareness-raising activities</p>	<p>No relevant question is currently asked of students</p> <p>In the last staff survey in 2009, 79% of staff agreed that 'generally people at the University of Essex treat each other with fairness and respect'</p>	<p>Ask students to score the question 'I feel I am treated with dignity and respect', starting in the SSS in 2012. Increase % agreeing with this statement, year on year</p> <p>For staff, 85% agreement with statement that 'generally people at the University of Essex treat each other with fairness and respect' in 2012 staff survey and 90% agreement in 2015 staff survey</p>	<p>Students were first asked whether they agreed or disagreed with the statement 'I feel I am treated with dignity and respect' in the SSS in 2012. Percentage of students who agreed in 2012, 2013 and 2014 was 90%.</p> <p>In the 2012 staff survey 75% of respondents agreed or strongly agreed with the statement 'On the whole, members of the University community treat each other with dignity and respect'.</p> <p>In the 2015 staff survey 71.5% of respondents agreed or strongly agreed with the statement 'On the whole, members of the University community treat each other with dignity and respect'.</p>																								

## 5 STAFF EQUALITY AND DIVERSITY STATISTICS

5.1 Data for University of Essex staff as at 31 December 2014 has been compared with previous sets of staff data produced as at 31 December 2011, 2012 and 2013, where possible and where a particular trend has been identified, with data relating to previous years. The data can be accessed from <http://www.essex.ac.uk/equality/reporting/staff-equality.aspx>

5.2 Data relating to disability, ethnicity, nationality, gender, age, religion or belief and sexual orientation is collected.

### 5.3 Table 2: Total staff by staff group and gender over the last 4 years

University of Essex staff	As at 31 December 2011			As at 31 December 2012			As at 31 December 2013			As at 31 December 2014		
		%F	%M		%F	%M		%F	%M		%F	%M
Total staff	2313	54%	46%	2387	54.5%	45.5%	2396	55.2%	44.8%	2358	56.4%	<b>43.6%</b>
Academic (ASE)	217	54.8%	45.2%	230	57%	43%	224	54.5%	45.5%	241	55.6%	44.4%
Academic (ASER)	248	33.1%	66.9%	239	33.9%	66.1%	253	34%	66%	242	33.5%	66.5%
Professor	145	22.8%	77.2%	154	23.4%	76.6%	170	24.1%	75.9%	167	25.7%	74.3%
Research (ASR)	119	43.7%	56.3%	109	46.8%	53.2%	94	48.9%	51.1%	95	46.3%	<b>53.7%</b>
Professional Services (Grades 7–11)	392	58.9%	41.1%	422	57.6%	42.4%	450	60.7%	39.3%	500	62.6%	37.4%

Professional Services (Grades 1-6)	790	%F 68.9%	%M 31.1%	791	%F 70.4%	%M 29.6%	790	%F 70.1%	%M 29.9%	801	%F 70.0%	%M 30.0%
Part-time teacher	99	%F 48.5%	%M 51.5%	136	%F 44.9%	%M 55.1%	140	%F 53.6%	%M 46.4%	79	%F 53.2%	%M 46.8%
Graduate Teaching staff	303	%F 46.5%	%M 53.5%	306	%F 46.4%	%M 53.6%	275	%F 45.5%	%M 54.5%	233	%F 47.6%	%M 52.4%

**5.4: Table 3: Percentage of staff in post by disability, ethnicity, nationality and age over the last 3 years**

University of Essex staff	As at 31 December 2011	As at 31 December 2012	As at 31 December 2013	As at 31 December 2014
Total staff	2313	2387	2396	2358
% declaring a disability	5.2%	5.3%	4.7%	4.4%
% BME	11.9%	12.1%	11.3%	11.9%
% from outside the UK	26.3%	26.8%	27%	27.1%
% aged under 25	5.8%	5.7%	5.0%	6.0%
% aged 26-35	29.1%	27.9%	28.1%	26.2%
% aged 36-45	24.7%	25.9%	27.1%	27.2%
% aged 46-55	23.0%	22.3%	22.4%	22.4%
% aged 56-65	15.2%	15.1%	14.4%	15.5%
% aged 66 and over	2.2%	3.1%	3.0%	2.7%

**5.5 Table 4: Staff by Faculty, ethnicity and gender over the last 2 years**

Total Staff in Faculties	As at 31 December 2012			As at 31 December 2013			As at 31 December 2014					
		% BME	%F	%M		% BME	%F	%M		% BME	%F	%M
Faculty of Humanities	262	9.2%	54.2%	45.8%	255	10.6%	53.3%	46.7%	235	11.5%	54.5%	45.5%
Faculty of Science and Health	379	9.2%	45.1%	54.9%	383	9.7%	47.8%	52.2%	412	11.6%	46.8%	53.2%
Faculty of Social Sciences	376	15.4%	52.9%	47.1%	393	17.6%	51.9%	48.1%	393	16.3%	52.4%	47.6%

**5.6 Observations arising from analysis of ‘total staff by staff group’ data**

- There has been a 1.6% reduction in overall staff numbers over the period December 2013 to December 2014, reversing a trend observed over the period December 2011 to December 2013 during which time staff numbers increased by 3.6%;
- Over the period December 2013 to December 2014 there was a 7.6% increase in the number of staff on Academic (ASE) contracts and a 4.5% decrease in the number of staff on Academic (ASER) contracts. There are now equal numbers of staff on ASE and ASER contracts;
- The total number of academic staff (ASE, ASER, ASR and Professors) has risen slowly year on year since 2011 (from 729 in 2011 to 745 in 2014, a rise of 2.2% over the period);
- There has been a 43.6% reduction in the number of Part Time Teachers over the period December 2013 to December 2014;
- There has been a 15.3% reduction in the number of Graduate Teaching staff over the period December 2013 to December 2014
- There has been a 27.5% increase in the number of Senior Support staff over the period December 2011 to December 2014 and an 11.1% increase in the last year.



## **5.7 Gender**

The proportion of female staff has risen slowly year-on-year from 54% in 2011 to 56.4% in 2014.

The percentage of female professors has risen year on year from 20% in 2008 to 25.7% in 2014.

The percentage of female staff on Grade 9 Academic (ASE) contracts has decreased year-on-year from 69.6% in 2011 to 56.5% in 2014 and the percentage of female staff on Grade 9 Academic (ASER) contracts has increased from 33.1% in 2011 to 35.5% in 2014. Overall, the majority of those on Academic (ASE) contracts (all grades) are female and the majority of those on Academic (ASER) contracts are male.

In addition, the proportion of women decreases with seniority. For example, only 15.6% of Readers are female, yet 37.5% of Senior Lecturers on Academic (ASER) contracts are female. There is also a significant gap (22.9%) between the percentage of female Senior Lecturers on Academic (ASE) contracts and the percentage of female Professors. This compares to a gap of 11.8% between the percentage of female Senior Lecturers on Academic (ASER) contracts and the percentage of female Professors.

In terms of Professional Services Staff Grades 7–11 the proportion of women gradually decreases from 72% at Grade 7 to 38.9% at Grade 11, although the percentage of female staff on Grade 11 has risen by 7.7% over the last year. In terms of Professional Services Staff Grades 1-6, the proportion of women gradually decreases from Grade 3 upwards, from 85.0% at Grade 3 to 69.6% at Grade 6.

The majority (56.9%) of staff on fixed term academic (ASE, ASER, ASR and Professor) contracts are male, although the percentage of male academic staff on fixed term contracts has decreased from 63.8% in 2011 to 56.9% in 2014 and the percentage of female academic staff on fixed term contracts has risen from 36.2% in 2011 to 43.1% in 2014.

At department level there are large differences in the proportion of female/male academic staff. For example, of the 54 members of academic staff in the School of Computer Science and Electronic Engineering, only 3 are female yet of the 91 academic staff in the School of Health and Human Sciences, 61 are female. The reverse is true when looking at Professional Services staff. For example 7 of the 18 academic departments (excluding the UKDA) have no male Professional Services staff. This data has been produced and analysed in greater detail as part of the University's Athena SWAN and Gender Equality Charter Mark work.

## **5.8 Gender and Age**

For the first time in 2013, data relating to gender and age (for academic and research staff only) combined was collected. This data was also collected in 2014. Due to the relatively small numbers the following observations should be viewed with caution.

In 2014 59.3% of female academic and research staff and 57.8% of male academic and research staff were aged between 36 and 55. However a higher percentage of female academic and research staff than male academic and research staff (21.9% compared with 16.9%) were aged under 36 and a higher

percentage of male academic and research staff than female academic and research staff (25.3% compared with 18.9%) were aged over 55. This mirrors the gender/age profile of academic and research staff in 2013.

In 2014 12.1% of male Professors were aged over 66 compared with 7% of female Professors. In 2013 14.7% of male Professors were aged over 66 compared with 12.2% of female Professors

### **5.9 Disability**

The percentage of staff disclosing a disability had been rising year on year from 2% in 2008 to 5.3% in 2012. However, this trend was reversed in 2013 with just 4.7% of staff disclosing a disability and there was a further decline in 2014 with just 4.4% of staff declaring a disability. 2013 also saw a 5.1% increase in the percentage of staff either refusing to answer the question, or answering 'not known' (the overall non-disclosure rate for disability was 14.4% as at 31 December 2013) however in 2014 the non-disclosure rate had fallen back down to 10.9%. The staff groups with particularly high non-disclosure rates are Part Time Teachers (29.1%) and Graduate Teaching staff (31.8%).

According to the latest statistics published by the Equality Challenge Unit, 3.9% of people working in Higher Education in the UK disclosed a disability.

### **5.10 Ethnicity/Nationality**

The proportion of ethnic minority staff has risen by 0.6% to 11.9% over the past year although this is still 0.2% lower than the figure for 2012. The proportion of non-British staff has increased by 0.1%. This is the fifth consecutive year that the proportion of non-British staff has increased, rising from 22% in 2009 to 27.1% in 2013.

The overall non-disclosure rate for ethnicity is 10.5% which represents a 1.2% decrease on the previous year. The staff groups with particularly high non-disclosure rates are the same as those groups as those not disclosing their disability status; Part Time Teachers (29.1%) and Graduate Teaching staff (29.6%).

The data also shows that the proportion of academic staff from an ethnic minority decreases with seniority, although the gap is closing. 13.2% of Professors are from an ethnic minority, which represents an increase of 0.8% over the previous year, whereas 16.7% of Senior Lecturers (ASER) and 15.6% of Readers are from an ethnic minority.

### **5.11 Age**

The age profile of staff as at 31 December 2014 remains broadly similar to that of previous years and although the University no longer has a default retirement age (this was removed in October 2011 in line with legislation), there is no evidence to suggest that our workforce is getting older.

When looking at the data by staff group, we see that the percentage of Professors aged over 66, which had been rising consistently since 2009-10, has fallen by 3.3% to 10.9% as at 31 December 2014.

### **5.12 Sexual orientation**

In 2012 the University starting asking new staff to disclose their sexual orientation and in 2013 this was rolled out to all staff with the introduction of HR Organiser. Although disclosure rates are still relatively low compared with those for ethnicity and disability they have risen by 30.6% to 38.7% since monitoring began which is encouraging.

### **5.13 Religion or belief**

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. Although disclosure rates are still relatively low compared with those for ethnicity and disability they have risen by 32.2% to 40.4% since monitoring began which is encouraging.

### **5.14 Analysis of UECS and WHH Ltd staff data**

Data for UECS Ltd and WHH Ltd staff, at the company level, has been produced for the third time. Due to the small numbers involved, the data has not been broken down by staff category, grade or contract type. Last year the high level of non-disclosure of ethnicity and disability, particularly amongst WHH Ltd staff, was noted and non-disclosure continues to be an issue. 45.3% of UECS and WHH staff have not disclosed their ethnicity and 50.9% have not disclosed their disability status.

### **5.15 Analysis of recruitment data, January to December 2014**

2014 saw a 22.5% decrease in the number of appointments made in comparison to 2013. This reverses a trend that started in 2011 which saw a 29.5% increase in appointments between the years 2011 and 2013.

Interestingly however the number of interviews increased by 1.5% (from 1528 to 1551) and there was a 36.4% increase in applications for Professional Services posts (Grades 7-11) – applications for posts in all other staff groups declined.

It is difficult to draw any meaningful conclusions when comparing recruitment activity year-on-year due to the large fluctuations in the type of vacancies there might be in any one year that can be determined by factors such as securing funding for particular activities.

The percentage of applicants choosing not to disclose their ethnicity, nationality and disability status remains low (2.3%, 1.8% and 1.4% respectively),

Interestingly, the non-disclosure rate for nationality, ethnicity and disability status increases (by 0.4%, 0.7% and 0.1% respectively) when comparing applicants to appointments.

### **5.16 Disability/Two Ticks**

3.8% of applicants (322 people) declared a disability compared with 3% in 2013 and 2.9% in 2012. 3.6% of applicants (304 people) applied under Two Ticks in 2013, compared to 2.6% in 2013 and 2.9% in 2012. Of the candidates who asked to be considered under Two Ticks, 17.1% were interviewed (this figure was 26.2% in 2013 and 20.9% in 2012) and 3.8% of those interviewed were successful (this compares to 8.7% in 2013 and 6.5% in 2012). Although the percentage of Two Ticks applicants who were interviewed and who were successful has decreased, the percentage of successful Two Ticks applicants is slightly higher than the percentage who applied.

Wording on Job Packs was updated in 2014 to ensure that the information relating to how the University encourages, and supports, disabled applicants was made clearer.

### **5.17 Ethnicity/Nationality**

The percentage of applicants from an ethnic minority in 2014 was 3.2% higher than in 2013, and the percentage of applicants from an ethnic minority who were interviewed was 2.2% higher in 2014 than in 2013; however the percentage of those from an ethnic minority who were appointed was 3.4% lower in 2014 than in 2013.

In terms of nationality despite the percentage of non-British applicants being similar in 2014 to 2013, the percentage interviewed was 24% higher in 2014 but the percentage appointed 5.5% less. These fluctuations across years are also observed when analysing data prior to 2013.

### **5.18 Gender**

Efforts to improve the gender balance in academic and professional services roles by using positive action statements in recruitment appear to be starting to have an impact. The percentage of female appointments to academic posts increased by 9.6% when comparing 2014 data with 2013 data and the percentage of male appointments to professional services posts increased by 2% when comparing 2014 data with 2013 data.

### **5.19 Age**

The age profile of those applying, being interviewed and being appointed in 2014 followed a similar pattern to that observed in previous years. The only significant difference when comparing data from 2014 with that of 2013 is that the percentage of those appointed who were aged under 34 has declined by 8.7%, however in 2013 the percentage of those appointed who were aged under 34 was 6.7% higher than in 2012.

Given that the overall age profile of staff as at 31 December 2014 remains broadly similar to that of previous years, it would appear that staff leaving the university during 2014 have a similar profile in terms of age to those recruited during 2014.

## 5.20 Comparison with identified national inequities

The Equality Challenge Unit's statistical report 2014 presents a snapshot of the age, disability, ethnicity and gender of the higher education workforce in the academic year 2012-13. It also looks at the interplay of these identities and provides selected comparisons between 2011-12 and 2012-13 data. In addition, changes to the HESA staff record for 2012-13 allowed institutions to return information related sexual orientation, religion and belief and gender identity on an optional basis and the report presents some headline data. To date, Equality and Diversity have not collected data relating to multiple identities so the comparisons identified below relate to a single protected characteristic.

**Religion or belief:** Of the staff in institutions that monitored religion and belief 26.9% disclosed this information. This compares to 40.4% at Essex.

**Sexual orientation:** Of the staff in institutions that monitored sexual orientation 25.3% disclosed this information. This compares to 38.7% at Essex.

**Gender identity:** Of the staff in institutions that monitored gender identity 34.5% disclosed this information. This compares to 45% at Essex.

**Female Professors:** In 2012-13, women made up nearly half (47%) of non-professorial academic staff in UK HEIs yet they made up only 21.7% of the professoriate. The latest data for Essex shows that women make up 45.1% of non-professorial academic staff and 25.7% of the professoriate.

**Age:** 1.5% of staff working in UK HEIs were over the age of 66 in 2012-13. This compares to 2.7% at Essex.

**Disability:** The proportion of staff in UK HEIs disclosing as disabled in 2012-13 was 3.9%. The latest data for Essex shows that 4.4% of staff disclosed as disabled.

**Ethnicity:** The proportion of BME staff in UK HEIs in 2012-13 was 12.8%. The latest data for Essex shows that the proportion of BME staff is 11.9%.

**Gender Pay Gap:** The median and mean gender pay gap for Professors working in UK HEIs was 6.3% and 6.0% respectively. The latest data for Essex (as at January 2015) shows the mean gender pay gap for Professors is 6.3%.

## 5.21 Conclusions

Although the proportion of female Professors continues to rise, the proportion of women decreases with seniority across all staff groups.

Our commitment to both the Athena SWAN Charter and the Gender Equality Charter Mark has prompted us to look at ways in which we can better support both men and women, working across the full range of disciplines, to achieve their potential. A number of identified actions have already been taken forward and progress made is being monitored on an ongoing basis.

### *Inequities in terms of ethnicity*

Although the proportion of staff from outside the UK is increasing, as is the proportion of staff from an ethnic minority the University still only has one black Professor. The Equality Challenge Unit is currently trialling a race equality charter mark which follows the Athena SWAN format. Following the trial the charter

mark will be open to all higher education institutions and the intention is that the University signs up to the charter which will provide a framework for progressing our race equality work.

#### *Positive action statements in recruitment*

We will continue to use positive action statements in recruitment literature to address imbalances in our workforce. Early indications are that the use of these statements is having a positive effect. The percentage of female appointments to academic posts increased by 9.6% when comparing 2014 data with 2013 data and the percentage of male appointments to professional services roles increased by 2% when comparing 2014 data with 2013 data.

## **6 PROMOTIONS DATA**

6.1 This report analyses University-level equality-related data from the last complete round of academic promotions in 2014 and compares it, where possible, to previous years in order to identify significant trends.

6.2 As part of our Athena SWAN and Gender Equality Charter Mark (GEM) action plans, we have identified a range of actions designed to advance women's careers in all disciplines. Departmental-level data is analysed as part of this work in order to identify whether any additional local-level actions are required in order to further gender equality in those areas.

6.3 The non-disclosure rate for ethnicity has risen year on year from 4% in 2008 to 11.7% as at 31 December 2013, making comparing applicants from an ethnic minority for promotion with the overall pool of available staff from an ethnic minority difficult. Encouraging staff to disclose their ethnicity, and other sensitive personal information, is a priority for Equality and Diversity in 2014-15.

### **6.4 Headline information: Promotion to Professor**

For the first time since the University started keeping a record of this information, all those who applied for promotion to Professor were successful. The previous highest success rate was 69.2% in 2011.

6.5 *Gender.* Of the 12 applicants in 2014, 8 were women, making the proportion of female applicants (66.7%) the highest since the University started keeping a record of this information. When comparing applicants by gender with the overall pool of eligible staff (Senior Lecturers/Senior Research Fellows and Readers), 10.7% of eligible women (8 from 75) applied compared to 3.5% of eligible men (4 from 115). In 2013 just 1.4% of eligible women (1 from 71) applied compared with 14.7% of eligible men.

6.6 *Ethnicity:* Just one of the 12 applicants (8.3%) was from an ethnic minority. The relatively high non-disclosure rate for ethnicity (currently 11.7%) makes drawing comparisons between those who applied and those eligible to apply unreliable.

6.7 *Nationality:* The proportion of non-UK applicants in 2014 (58.3%) is the highest since 2009 (66.7%). When comparing applicants by nationality with the overall pool of eligible staff, 10.1% of eligible staff from outside the UK applied, compared with 4.1% of eligible UK staff. This is the first time since the University started keeping a record of this information that the proportion of eligible non-UK staff who applied was higher than the proportion of eligible UK staff.

6.8 *Age:* For the first time since 2007 the highest proportion of applicants (58.3%) were aged between 36 and 45. Of the 190 eligible staff, 38.4% fall into that age bracket. 20.5% of eligible staff are aged between 56 and 65, but only 8.3% of applicants fell into that age bracket. In the years 2009 to 2013 the age group with the highest proportion of applicants was 46-55. The youngest applicant in 2014 was aged 36, the oldest aged 59. In the previous two years, no applicant was aged above 55.

#### **6.9 Headline information: Promotion to Senior Lecturer/Senior Research Fellow**

6.10 The overall success rate of 68.2% for promotion to Senior Lecturer/Senior Research Fellow is higher than in 2013 (45.8%) but less than in 2012 (75.6%).

6.11 *Gender:* Of the 22 applicants in 2014, 10 were women and 12 were men. The gender split of applicants (45.5% female, 54.5% male) mirrors the gender split of eligible staff (Grade 9 Lecturers and Research Fellows, 45.5% female, 54.5% male). The success rate for women in 2014 was significantly higher than for men (80% compared with 58.3%). This differs from the previous two years; 47.1% of female applicants were successful in 2013 compared with 42.9% of men and in 2012 73.7% of female applicants were successful compared with 76.9% of men;

6.12 *Ethnicity:* The proportion of applicants from an ethnic minority in 2014 was the highest since 2008 at 13.3% although is still significantly less than those applying in the years 2006-2008 (31.7% on average). No trend in terms of success rates can be identified, possibly due to the low numbers involved. The success rate for applicants from an ethnic minority (66.7%) in 2014 was broadly similar to that of white applicants (68.4%). In 2013 the success rate of applicants from an ethnic minority was 14.3% lower than that of white applicants (33.3% compared with 47.6%), however in 2012 the success rate of applicants from an ethnic minority was 5% higher than that of white applicants (80% compared with 75%).

6.13 *Nationality:* The proportion of Non-UK applicants in 2014 (59.1%) was slightly higher than their representation in the pool of eligible staff (52.4%) however the success rate of Non-UK applicants was 61.5% compared with 77.8% for UK applicants. No trend can be identified however as in 2013 46.7% of

non-UK applicants were successful compared with 44.4% of UK applicants and in 2012 73.7% of non-UK applicants were successful compared with 76.9% of UK applicants.

6.14 *Age:* The majority of applicants in 2014 (54.5%) were aged between 36 and 45. This is consistent with the previous 8 annual review cycles. Due to the relatively low numbers of applications in each of the 5 age categories, no significant trend in terms of success rate can be identified.

#### **6.15 Headline information: Promotion to Grade 9**

6.16 All four candidates for promotion to Lecturer Grade9/Research Fellow were female and all four were successful. One of the candidates was from an ethnic minority.

#### **6.17 Permanency/Early permanency**

6.18 Of the 23 applications for permanency/early permanency 16 were successful (a success rate of 69.6%), and 7 applicants were either not granted early permanency or had their probationary period extended.

6.19 Of the 7 unsuccessful applicants, 6 were male and 1 was female, 4 were white and 3 were from an ethnic minority, 2 were from the UK and 5 were from outside the UK.

6.20 Given the relatively low number of unsuccessful candidates for permanency/early permanency it is not possible to identify any significant equality-related trends.

#### **6.21 Increments**

6.22 This is the first year that equality analysis of increment applications has taken place. All 20 applicants who came forward to Academic Staffing Committee were successful. 16 applicants (80%) were male, 4 (20%) were female. 11 (55%) were from the UK, 9 (45%) were from outside the UK. 15 (75%) were white, 5 (25%) were from an ethnic minority.

6.23 In respect of nationality and ethnicity, the percentage of increment applicants broadly mirrors the split in the overall pool of eligible staff, however significantly less women than men applied (20% compared with 80%) whereas women make up 44.5% of the overall pool of eligible staff.



## **7 PAY**

7.1 Work to evaluate the strengths and weaknesses of the University's current system of reviewing professorial pay review and assessing the advantages and disadvantages of introducing a new banding system is continuing.

7.2 The last Equal Pay Audit, conducted by Capita using data as at April 2013 highlighted that female professors earned 6.8% less than their male counterparts. Data as at April 2014 showed a reduction in the gender pay gap for female professors of 2.4%, making the gap 4.4%, however in February 2015 the gap had increased again to 6.3%. One of the objectives of the new Framework is to ensure there are no significant (more than 5%) pay gaps (for any of the protected characteristics) for staff at any level.

7.3 University of Essex pay scales were revised in January 2015, with Spinal Point 3 being aligned to the Living Wage. Spinal Point 2 was removed from the bottom of Grade 2 and Spinal Point 3 became the substantive point for permanent staff on Grade 1 (following satisfactory completion of their probation). UECS will move towards the implementation of the Living Wage from 1 August 2015, except for Wivenhoe House Hotel, which is expected to implement the Living Wage from the financial year 2016-17.

## **8 STUDENT EQUALITY AND DIVERSITY INFORMATION – UNDERGRADUATE ADMISSIONS**

8.1 This analysis focuses on applicants to all full time undergraduate degree courses through UCAS who were unsuccessful (rejected). The data includes all students admitted through Clearing but because of the nature of the application process used during clearing it does not include any clearing applications that did not lead to the applicants' admission to the University.

8.2 Overall the University rejected 27% of all undergraduate applicants during the 2014 entry cycle. This compares to 30% in 2013, 32% in 2012, 31% in 2011, 26% in 2010 and 19% in 2009.

### **8.3 Gender**

8.4 Equality analysis of unsuccessful (rejected) applicants to all full time undergraduate degree courses through UCAS for entry in October 2014 (excluding applications through Clearing that did not lead to the applicants' admission) shows a correlation between the gender split of applicants and the gender split of rejected applicants.

Table 5

<b>Apps</b>	<b>Females</b>	<b>Males</b>		<b>Rejects</b>	<b>Females</b>	<b>Males</b>
2014	54.5%	45.5%		2014	56.9%	43.1%
2013	54.5%	45.5%		2013	55.8%	44.2%
2012	53.8%	46.2%		2012	54.8%	45.2%
2011	52.2%	47.8%		2011	51.5%	48.5%

### 8.5 Disability

8.6 Of the total number of undergraduate applicants to the University in October 2014, 5.7% declared a disability compared with 6.2% and 5.4% respectively for October 2013 and 2012 entry. There was a decrease in the percentage of applicants with a disability rejected for October 2014 entry; 35.96% compared with 38.54% for October 2013 entry. Rejection rates are traditionally particularly high in the departments highlighted in Table 6, but the rejection rate in the School of Biological sciences has decreased significantly from 40.2% in 2013 to just 27.7% in 2014. In all but the International Academy there was a decrease in the % rejection rate.

Table 6:

	<b>% Applicants with Disability Rejected</b>				
	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>
Biological Sciences	27.7%	40.2%	40%	31.3%	N/A
East 15 Acting School	57.5%	60.4%	62.2%	40.1%	28.8%
Health Sciences (includes Nursing)	64.6%	76.4%	64.6%	55.4%	58%
International Academy	69.7%	55.6%	66%	71%	62.5%

8.7 Gender does not appear to be a factor in the rejection of applicants with declared disabilities; the % of rejected applicants by gender who declared a disability is broadly in line with the % of applicants declaring a disability.

## 8.8 Age

8.9 Of the total number of undergraduate applicants in 2014, 80.3% were young (aged 24 and under) and 19.7% were mature (aged over 24). Of the 5091 rejected applicants, 65% were young and 35% mature.

## 9 STUDENT EQUALITY AND DIVERSITY INFORMATION – POSTGRADUATE ADMISSIONS

9.1 This analysis focuses on the proportion of total applicants who were rejected by gender, disability, ethnicity and age. The data shown is for admission to all postgraduate degree courses as administered by the Graduate Admissions Office. Data is supplied for the 2014 entry cycle and exhibits broadly similar patterns as that for recent entry cycles.

### 9.2 Gender

9.3 In 2014 53% of applicants were female and 47% were male. 49% of those rejected were female and 51% were male. Data by fee status had traditionally shown a marked difference in the proportion of male and female applicants until 2013 when we saw the most even spread for several years with 50% of overseas applicants for October 2013 entry being male, and other markets being no more than 8% off an equal split. 2014 is very similar having a very even spread again with no more than 7% off an equal split for all markets.

Table 7:

	Total applications			Applications rejected		
	F	M	Male %	F	M	Male %
EU	689	541	44%	157	165	51%
Home	928	664	42%	364	232	39%
Overseas	4,928	4,504	48%	1,403	1,580	53%
University total	6,545	5,709	47%	1,924	1,977	51%

### 9.4 Disability

9.5 As in previous years a very small percentage of applicants declared a disability and the distribution of applicants to the categories of disability is comparable to the previous four intakes. Overall, there is a marked increase in the number declaring a disability: 243 declared a disability compared

with 230 in 2013, 154 in 2012, 135 in 2011, 138 in 2010 and 123 in 2009. Given the small number of applicants declaring, a summary of the disabilities by department is not shown and it is not feasible to analyse the rejections to any meaningful statistical level. The percentage of applicants declaring disability continues to be lower than for undergraduate study. The differences are likely to be influenced heavily by the fact that overseas students represent a significant majority within the postgraduate applicant pool and a significant minority in the undergraduate applicant pool.

## **9.6 Ethnicity**

11.7 In 2014 73.1% of postgraduate students (9690) declared their ethnicity. This is the sixth entry cycle in which all direct applicants have used an online service and were asked to disclose this information routinely. The number of applicants providing this information has increased significantly as a result, from only c.4,000 in 2009, although a greater percentage of students disclosed their ethnicity in 2013 than in 2014. The ethnic group with the lowest rejection rate in 2014 is the same as in 2013; Mixed – White and Black Caribbean (8%), although the number of applicants is small (25). The ethnic group with the highest rejection rate is Black or Black British – Caribbean (53.2%) although the number of applicants is relatively small (47).

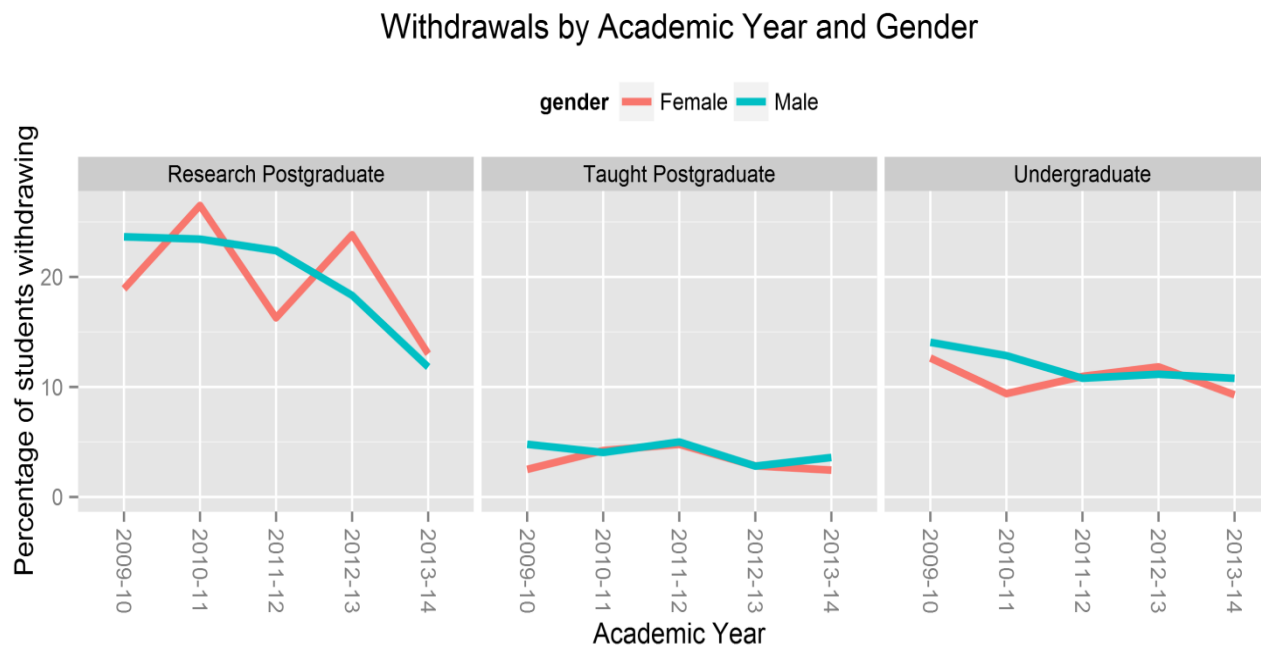
## **9.8 Age**

9.9 Of the total number of postgraduate applicants in 2014, 63.4% were young (aged 24 and under) and 36.6% were mature (aged over 24). Of the 3907 rejected applicants, 59.9% were young and 40.1% mature.

## 10 STUDENT EQUALITY AND DIVERSITY INFORMATION – PROGRESSION

### 10.1 Gender

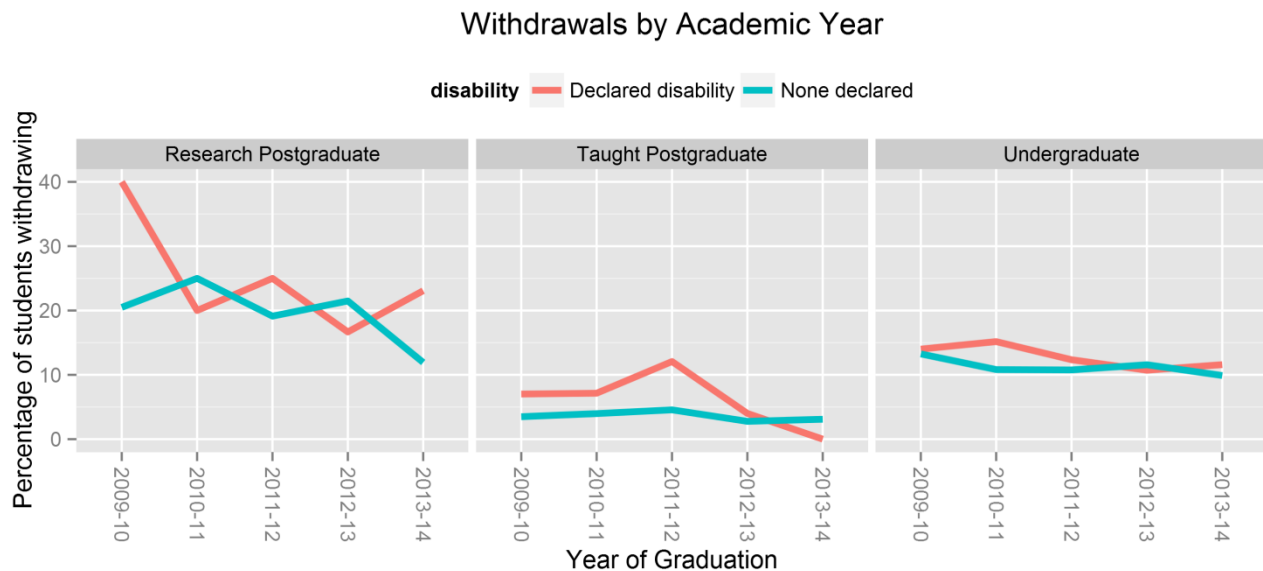
10.2 The graph below show the percentage of withdrawals in each academic year at the University level disaggregated by study level (Research Postgraduate, Taught Postgraduate and Undergraduate) and by gender.



10.3 Despite large fluctuations in the percentage of Research Postgraduate students withdrawing by gender, an overall downward trend over the period is observed. At both Taught Postgraduate and Undergraduate level there are no significant differences in the percentage of students withdrawing by gender.

#### 10.4 Disability

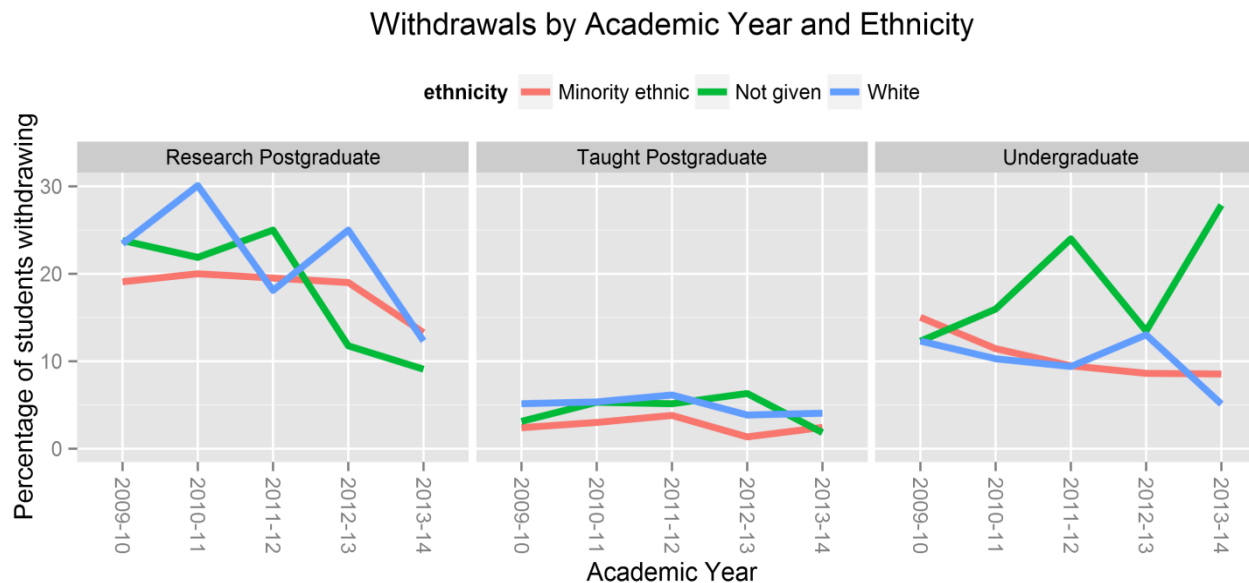
10.5 The graph below shows the number of withdrawals in each academic year at the University level disaggregated by study level (Research Postgraduate, Taught Postgraduate and Undergraduate) and by disability.



10.6 At Research Postgraduate level, an overall decline in the percentage of disabled students withdrawing is observed. There has also been a decline in the percentage of disabled Taught Postgraduate students withdrawing since 2011-12 and in the percentage of undergraduate disabled students withdrawing since 2010-11.

## 10.7 Ethnicity

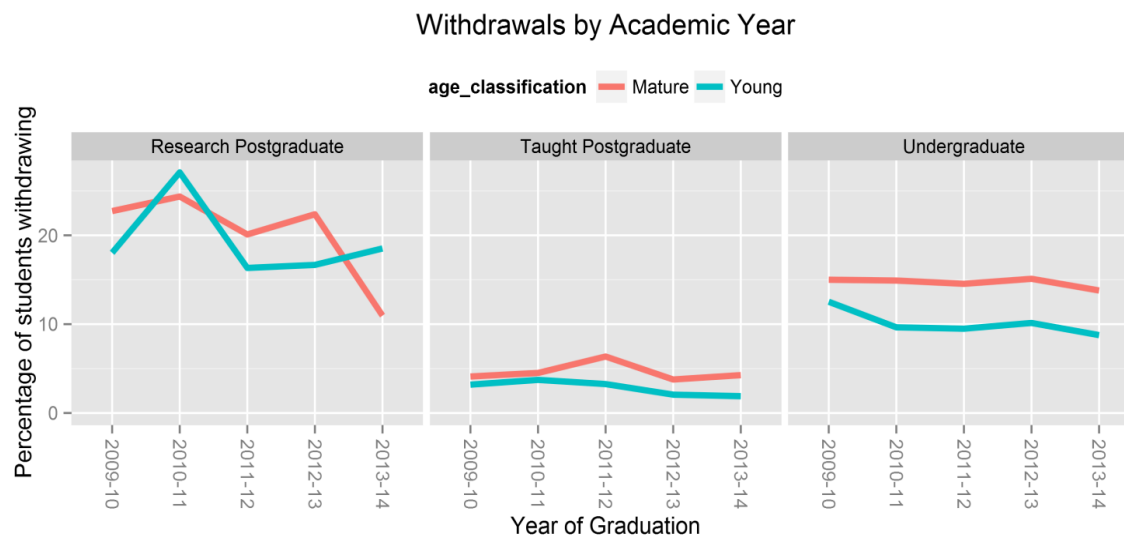
10.8 The graph below show the number of withdrawals in each academic year at the University level disaggregated by study level (Research Postgraduate, Taught Postgraduate and Undergraduate) and by ethnicity.



10.9 The relatively high ethnicity non-disclosure rate makes drawing clear conclusions from this information difficult. At taught Postgraduate level there is little variation in the data over the last 5 years and at Postgraduate Research and Undergraduate level a steady downward trend in the percentage of students from an ethnic minority withdrawing is observed.

## 10.10 Age

10.11 The graphs below show the number of withdrawals in each academic year at the University level disaggregated by study level (Research Postgraduate, Taught Postgraduate and Undergraduate) and by age classification.

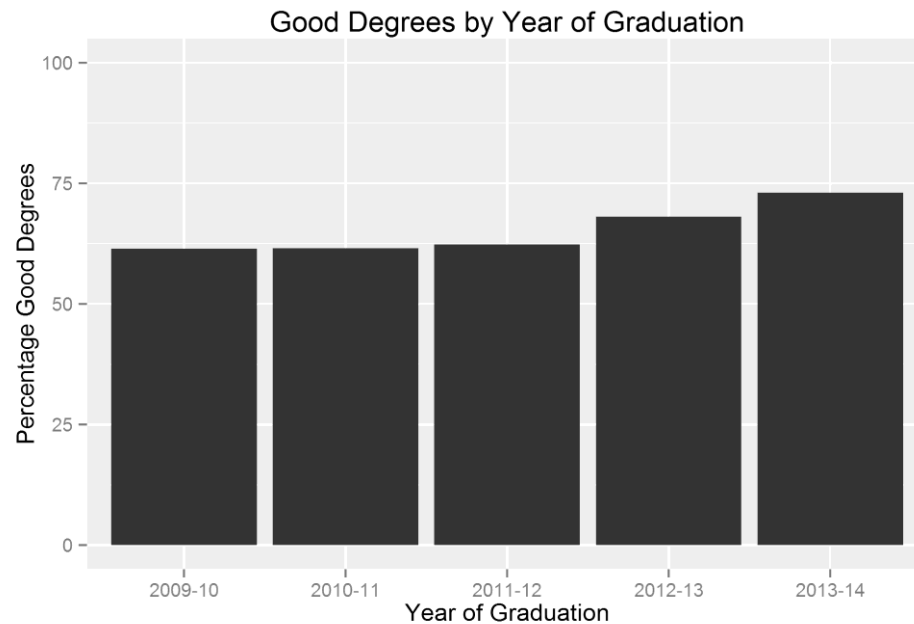


10.12 At Undergraduate level there is a significant gap between the percentage of mature and young students withdrawing and the gap has remained relatively constant over the last 4 years. The increased likelihood of mature undergraduate students withdrawing is mirrored in the Taught Postgraduate population and the variability at Research Postgraduate level makes drawing conclusions difficult.

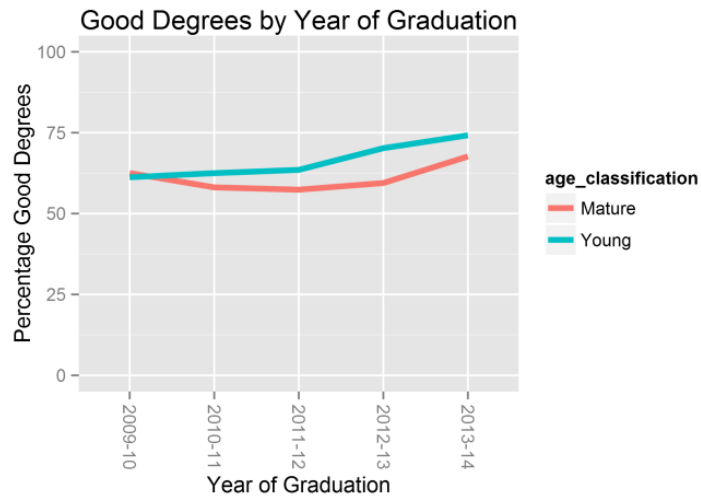
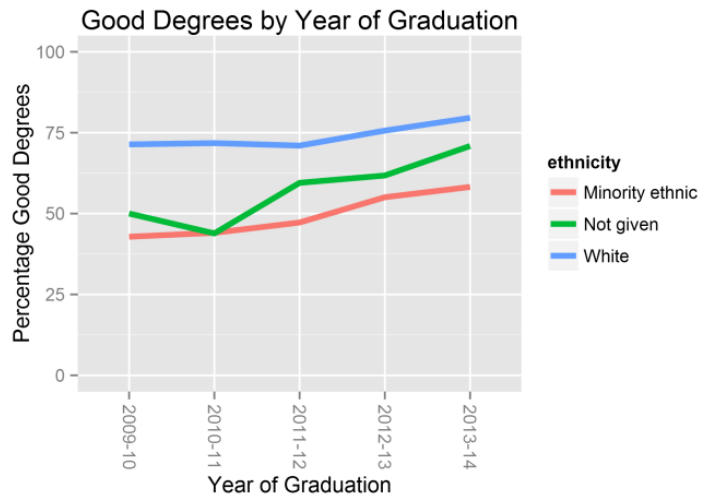
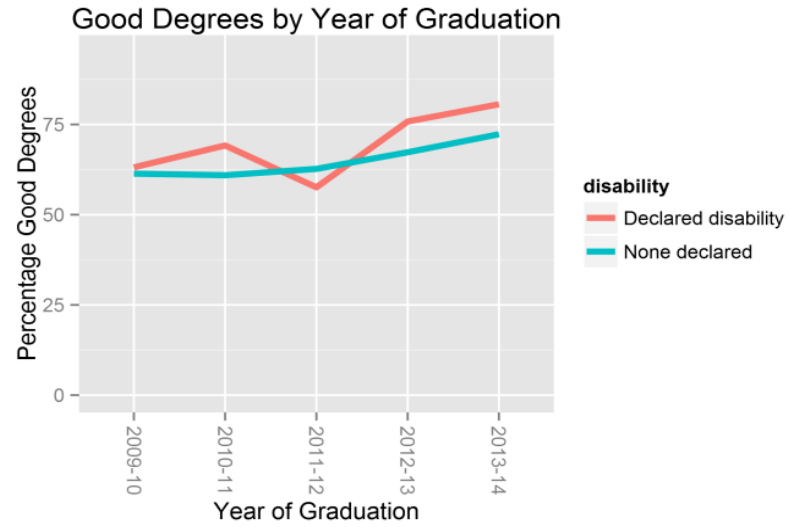
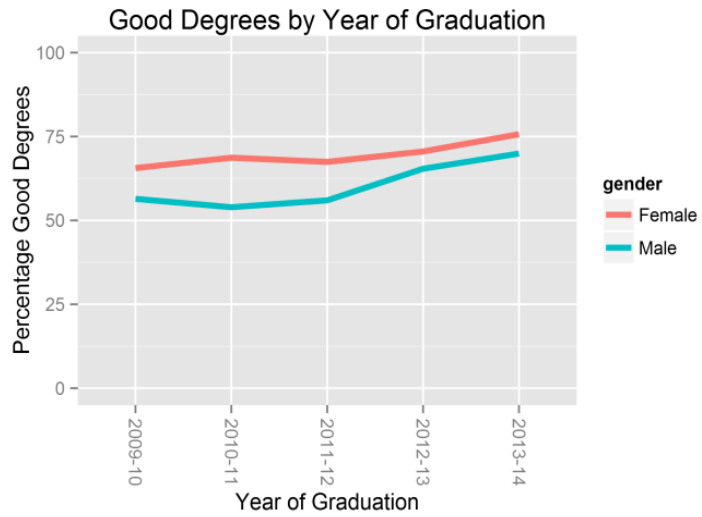


## 11 STUDENT EQUALITY AND DIVERSITY INFORMATION – DEGREE OUTCOMES

11.1 This analysis focuses on the performance of undergraduate students who graduated in 2013-14. Overall, there has been an increase in the percentage of good degrees (first and upper second class) over the past two years.



11.2 The graphs below show the percentage of good degrees (first and upper second class) by gender, disability, ethnicity and age classification over the last 5 years.



11.3 Along with the general improvement in overall degree outcomes observed, the data shows:

- a narrowing of the attainment gap between male and female students;
- the general improvement in overall degree outcomes observed is mirrored in degree outcomes by disability, with a higher percentage of disabled students achieving good degrees compared with non-disabled students in four of the last five years;
- over time, there has been a slight narrowing of the gap in attainment between white students and those from an ethnic minority, although the gap is still significant (the average gap over the last 5 years is 19.6%);
- despite an improvement in the results in 2013-14 there remains a gap between the attainment of mature and young students.

## **12 GRADUATE TEACHING ASSISTANTS AND GRADUATE DEMONSTRATORS**

12.1 It has been identified that GTA expectations across faculties leads to inequality in terms of the experience of both UG and PG students and the opportunities available to PGR students both financially and in terms of building employability skills. The Dean of Postgraduate Research and Education is leading a piece of work to summarise current practise and establish principles and desired outcomes to address the issue of inequality and put students at the heart of our thinking.

## **13 PEER TO PEER MENTORING PROGRAMME FOR FEMALE SCIENTISTS**

13.1 The University is participating in a joint peer-to-peer mentoring programme for female scientists, in conjunction with one of our partner institutions, the University of Konstanz in Germany, the University of St Gallen in Switzerland and Queen's University Belfast. The programme, which will provide places for 9 of our PhD students, aims to support the development of female scientists by providing an opportunity to share information and experiences with other female scientists working and studying in participating institutions.

13.2 Participants will attend an Exchange Week at the University of Konstanz and the University of St Gallen between 21 and 26 September 2015. Participants will attend a second Exchange Week in autumn 2016 at the University of Essex and Queen's University, Belfast.

## **14 HARASSMENT ADVISORY NETWORK (HAN)**

14.1 The Terms of Reference and working protocols of the Harassment Advisory Network are currently under review. Also under consideration is changing the name of the Network to the Dignity and Respect Network. In the calendar year 2014 the Network saw 27 clients, the lowest number for more than 10 years, however to date in 2015 the Network has already seen more than 27 clients.

## 15 MAIN OBJECTIVES FOR 2015-16

- To participate in the Equality Challenge Unit's Race Equality Charter;
- To improve our position in Stonewall's Workplace Equality Index in 2015 (194<sup>th</sup> position out of 397 entrants in 2014);
- To progress actions identified in our Athena SWAN and Gender Equality Charter Mark (GEM) action plans and to support departments applying for awards;
- To respond to an increasing number of harassment cases having a social media element to them and, recognising the effect that social media being used in a negative way has on individuals, hold a conference in November 2015 to look at the use of social media and ask is it a force for good or a force for evil;
- To seek to develop more effective strategies for embedding equality considerations into processes and policy development;
- To continue to highlight the importance the University places on Equality and Diversity through a range of awareness-raising activities;
- To reduce the ethnicity attainment gap.

Karen Bush, Head of Equality and Diversity  
June 2015