

UNIVERSITY OF EAST ANGLIA

Equality Data Annual Report – January 2013

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1.0 Introduction

1.1 Background

The University of East Anglia is gradually building a robust set of data reflecting the proportions of its student and staff populations within the defined protected characteristics of the Equality Act 2010. This year we are able to include a wider and deeper range of information than has previously been possible and are committed to further work during the coming year to continue to build a more detailed 'pipeline' for both students and staff from the point of application to their next choice of destination once studies or work at UEA have finished. This goes beyond being a legal requirement to make such information available to being an essential and embedded part of our consideration and thinking when making decisions of policy and practice.

This report builds on a framework of management information introduced in 2008 presenting the UEA's population by age, disability, ethnicity and gender. Our monitoring of sexual orientation and religion and belief as self declared by students and new staff is gathering depth and developing trends for the whole University are included for the first time in the Student Profile Summary Tables 2012/13. Religion and belief and sexual orientation are reported at University level only to preserve anonymity as figures in some categories are very low but other characteristics are 'drilled' to School level. Section 5 outlines next steps to develop the scope of future reports.

Despite covering the same areas of diversity for both staff and students they are reported separately since they each have a different set of dynamics and are, for the most part, governed by different policies and practices.

One of the key aims of this report is to reveal the evolution of populations at UEA to achieve greater awareness on the part of all those working with students and managing staff. Greater transparency in this respect will help people across the University achieve wider understanding of the relevance of measures introduced in equality legislation, develop practical measures to support those duties and facilitate a proactive, holistic approach in decision making to the benefit of students and staff.

1.2 Data Routes and Integrity

Care has been taken to ensure the information in this report is consistent with other key reports and routes for data across the institution. The Management Information Group includes the Head of Equality and Diversity in its membership and work on the University's Data Warehouse will increasingly streamline and embed equality information into standard report production routes.

Staff data reported here has been taken from reports drawn from the central Human Resources Resourcelink system. The staff figures represent a single snapshot, taken on 9 November 2011.

Training data has been extracted from the CSED Administration system and is reported separately. It should be noted that the information covers only those courses delivered by the central CSED team and doesn't at this point take into account any additional development activities that may have been undertaken within the reported area. The aim is to develop this information further when the training reporting system is incorporated into the main HR database (likely timescale 2015).

Student data has been taken from Discoverer Reports, also representing a single point in time, on 21 January 2013. It should be noted that ideal timing for the report on students is April each year as many Health students are registered as an April intake. The figures may be revised in April/May 2013 to reflect this and updated

similarly in subsequent years. Currently, therefore, figures for the Faculty of Health will not be fully inclusive of a full academic year's cohorts.

These reports are derived from the same criteria underpinning the reports published on the Business Intelligence Unit website under 'Facts and Figures – the University Body'.

1.3 Exceptions and Inclusions

It should be noted that student information here excludes exchange and visiting students who may be at UEA for just a few weeks.

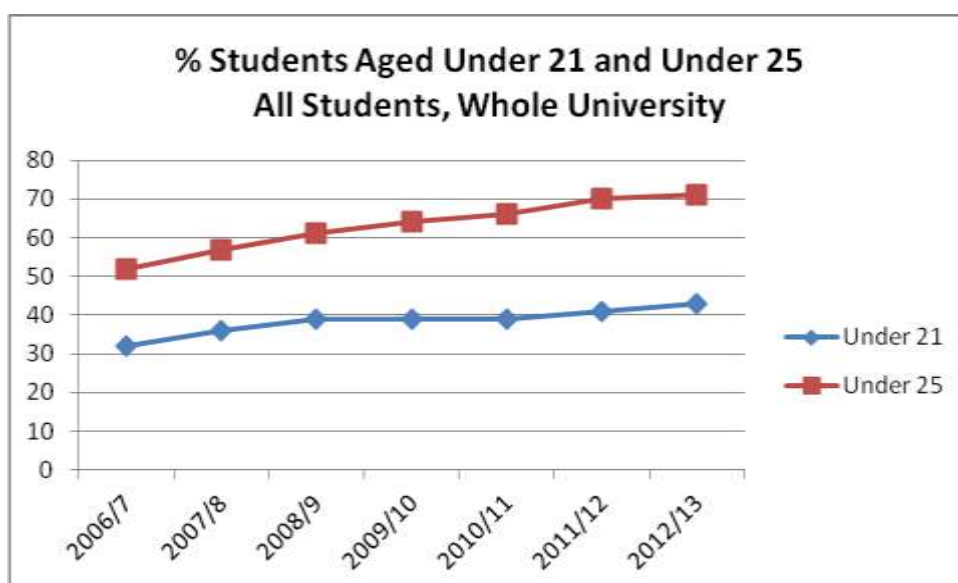
Staff data is based on core staff and includes staff on full time, part time, fixed and indefinite term contracts.

2.0 UEA Student Profile

The following paragraphs comment on data shown below extracted via the Discoverer system unless otherwise stated. Figures shown include all students (undergraduate, post graduate taught and post graduate research). A full Summary Table can be found on our website under our [Student Profile Summary Tables 2012/13](#).

2.1 Age

- A much higher percentage of the student population has fallen into the under 25 age bracket since 2006/7 – data for the whole University shows an increase of 19% in the age groups under 25;



Faculties vary greatly in their overall percentage of students aged over 25:

- Faculty of Health: 52.5%
- Faculty of Humanities: 16.5%
- Faculty of Social Sciences: 29.0%
- Faculty of Science: 21.0%

These variances are due in part to the availability of career opportunities in later life such as those afforded through the Nursing Sciences or Allied Health Profession's routes.

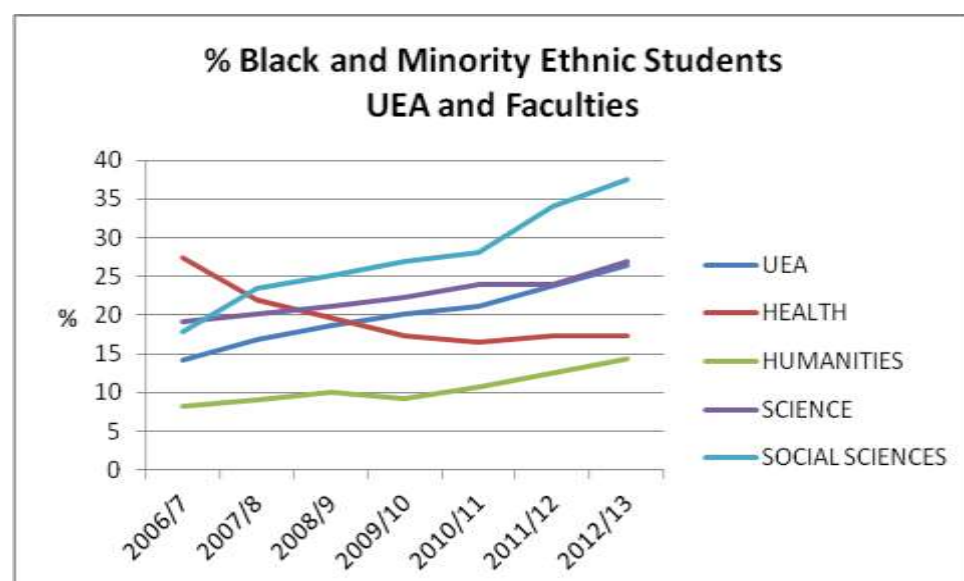
2.2 Disability

Key points:

- 1371 students (9.1%) have declared a disability so far in the current academic year (it should be noted, not all students have registered yet for the 2012/13 academic year); this compares with 1181 (7.6%) in 2006/7. These figures are based on those students declaring a disability at registration at the beginning of the academic year.
- The largest discrete group is formed by those declaring a Specific Learning Difficulty (e.g. dyslexia, dyspraxia, dyscalculia). In 2012/3 747 students have declared within this group (4.0%);
- The next two largest groups are Unseen Disabilities (175 or 1.5%) and Mental Health Difficulties (0.5%);
- The overall trend at institutional level for disabled students has been relatively stable over the last five academic years at around 9% (c.f. benchmark figure for all students in the Sector in 2010/11: 8.0%). There are wide disparities between Faculties with 12.5% of students in the Faculty of Health declaring a disability compared to 5.2% in Social Sciences. It should be noted that the percentage of overseas students shows an inverse correlation in these faculties and differing cultural attitudes to disability as well as the potentially reduced opportunity to study abroad for overseas disabled students may have a part to play in the differing declaration rates. The Faculties of Humanities and Science have a 10.6% and 10% declaration rate respectively.
- Overall, UEA compares well with national figures for disabled students published by the Equality Challenge Unit in its Statistical Reports. However, the University recognises the necessity for continuous improvement to physical and educational access to remove potential barriers to learning for existing and future students. Commentary on work carried out during the year is contained in the Summary of Key Activity 2012/13, published on our Equality website.

Application and admission data is available in a separate report and is essential in creating a wider context of disabled students aspiring to educate at UEA.

2.3 Ethnicity



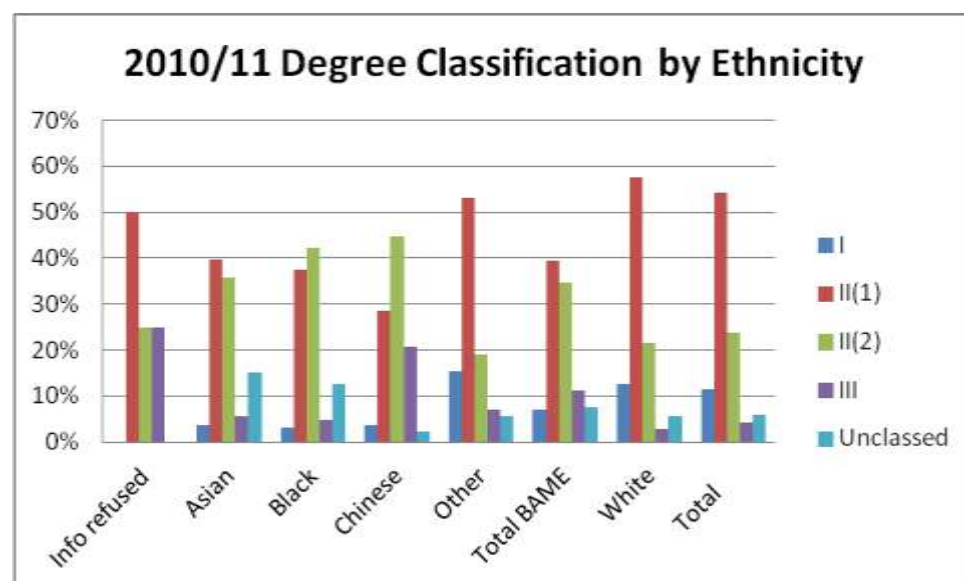
The graph above shows the percentage of international, and European Union students at all study levels for the whole University and also by each Faculty.

- Institutional growth in the number of Black, Asian and Minority Ethnic students (BAME) students since 2006/7 is just over 12%;
- Nationally, according to sector statistics published by the Equality Challenge Unit and derived from HESA, 18.4% of first year students are known to be BAME - however it should be noted that the national figure comprises only those BAME students domiciled in the UK. In this respect, the figure for UEA is much lower, at 9.8% (see comments below);
- The Faculty of Social Sciences has more than doubled its percentage of BAME students since 2006/7 and has the highest proportion at 37.5%; Most of these students study in Norwich Business School and the School of Economics.
- UEA has no huge 'secondary' ethnic population but the most predominant group within our total BAME population are those students from China (10.8%, increased from 3.9% in 2006/7);
- 9.8% of UEA students are from minority ethnic communities in the UK. These 'Home BAME' students comprise 37% of all minority ethnic students at UEA.
- Within this UK group, the largest group is Asian/Asian British – Indian (2.1%, increased from 1.5% in 2006/7);
- Schools with subjects that attract international students also attract the highest number of Home Fee BME students, however, it should be understood that support requirements within both groups are likely to be quite different;

2.4 Ethnicity and Degree Results

For the first time this year the University will be able to disaggregate degree results by age, disability, gender and ethnicity at University, Faculty and School level. This will be published as a separate report in March 2013, the point at which we anticipate this information will be ready. The graph below shows, as a simple example, degree classification by broad ethnic grouping for the whole University level and for all students completing their first in 2010/11, the most recent information currently available.

A percentage of students within each broad group achieved firsts. In a previous 'snapshot' from 2008/9, no Black students had achieved a first, although a high proportion (61%) had achieved a 2:1. Our forthcoming report will look in detail to determine if this is a positive trend.



		2010/1						
		I	II(1)	II(2)	III	Unclassified	Classification not applicable	Total
Info refused/Not known	Info refused/Not known		50%	25%	25%			100%
	Total		50%	25%	25%			100%
Black, Asian and Minority Ethnic (BAME)	Asian	4%	40%	36%	6%	15%		100%
	Black	3%	38%	42%	5%	13%		100%
	Chinese	4%	29%	45%	21%	2%		100%
	Other	15%	53%	19%	7%	6%		100%
	Total	7%	40%	35%	11%	7%		100%
White	White	13%	58%	22%	3%	6%		100%
	Total	13%	58%	22%	3%	6%		100%
Total		12%	54%	24%	4%	6%		100%

The percentages of Black, Asian and Chinese students achieving first degrees is lower than for those in White and Other categories. Further analysis will be undertaken in our forthcoming report to determine whether there are differences in attainment between international Black, Asian and Minority Ethnic (BAME) and UK students from minority backgrounds. This information will help us determine what support may be appropriate for underachieving groups and whether existing support is, in fact, effectively targeted.

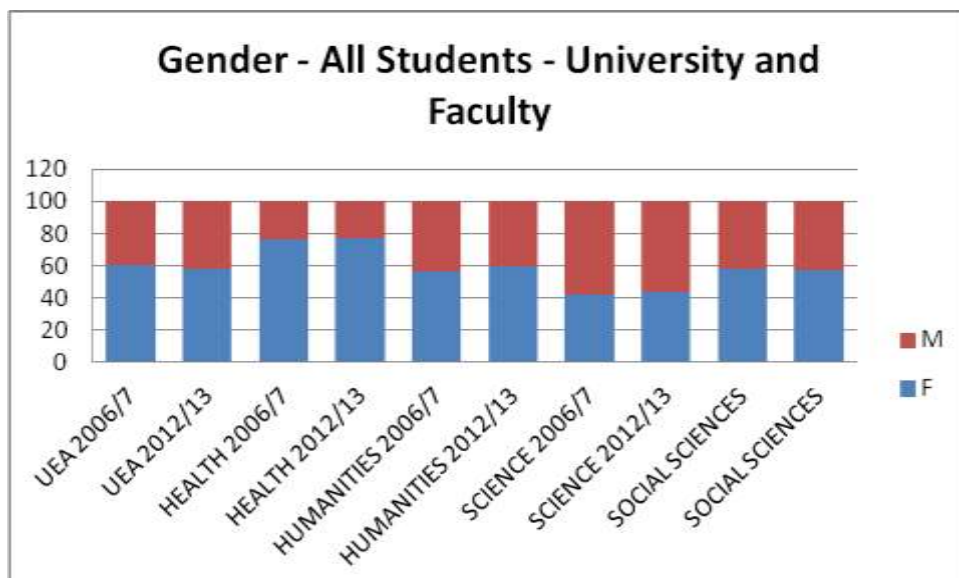
In drilling from UEA level to Faculty and School levels we will also determine if students from minority groups have any differential attainment levels by subject area.

A further indicator of the importance of looking at achievement by this breakdown can be seen in the table above in which 22% of Asian students received unclassified degrees, although 12% of this group attained firsts. There could be any number of reasons for this and hence trend information along with the full range of levels to drill to will be an exciting step forward in our understanding of a rapidly changing student population.

Once our first report is completed in March this year it will become an annual measure as part of our equality statistics.

2.5 Gender

- Overall, UEA has a predominantly female student population (58.2% in 2011/13) and this gender split, determined largely by the University's subject mix and the trends within certain areas has been relatively constant since at least 2006/7.
- Some study areas reflect traditional gender polarisation, from seven Schools having over 70% female students (NAM is the highest with 85.4%) to four with less than 40%, (the lowest being Computing with just 11.5%). The graph above reflects this difference with women comprising 80% of students in the Faculty of Medicine and Health and 40% of students in the Faculty of Science.



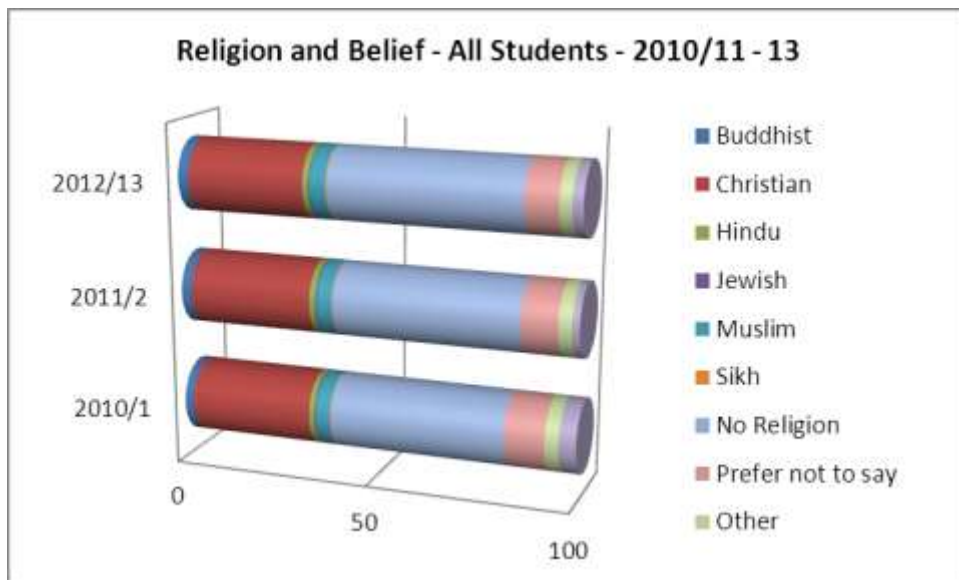
- In April 2012 the University gained its Bronze Athena Swan award for the first time. The work involved in this award includes examining trends for students and identifies ways of encouraging women in Science, Medicine, Technology and Maths disciplines to attain highly and pursue careers within these areas of traditional underrepresentation. Following on from the University award, Norwich Medical School has submitted its Bronze application and a further five Schools will submit applications at the end of April 2013 (Biology, Pharmacy, Environmental Sciences, Allied Health Professions and Nursing Sciences). It is also anticipated that the School of Law will provide a pilot School for rolling out Athena principles to non STEM disciplines. The inclusion of student profiles and qualitative information in this work is essential to help ensure we are not losing talented individuals from study and work;
- For all areas trends will continue to be monitored.

2.6 Other Protected Characteristics

The University has recently started monitoring students on religion and belief and sexual orientation. This is done at the point of registration each year and as time has gone on the percentage of 'information refused' has been decreasing providing a more comprehensive and reliable set of information. We now have three years of information which can be found in the Student Summary Tables. Due to the sensitivity of both areas this information will only be reported at University level so that individuals cannot be identified. If volumes allow, it is possible we may report to Faculty level at some point in the future.

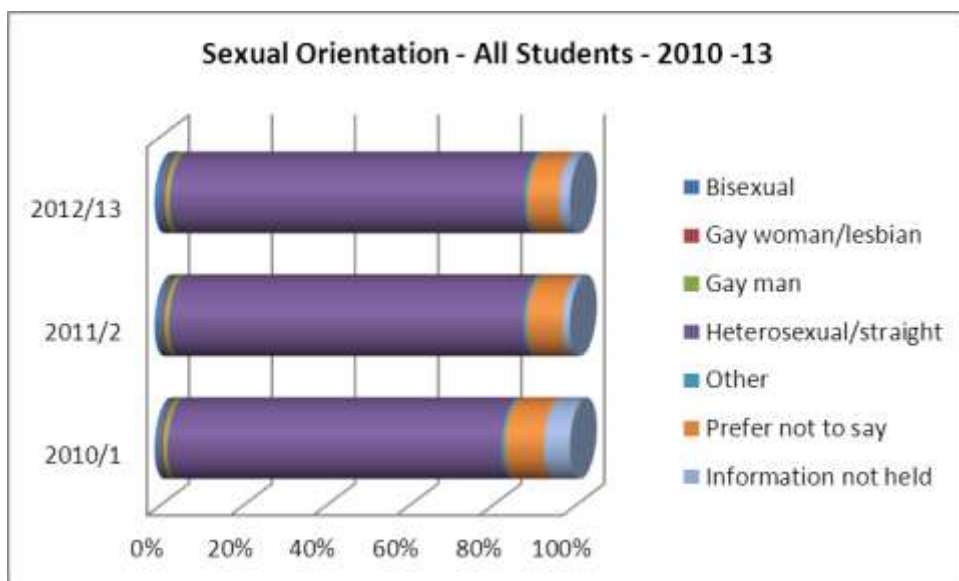
2.6i Religion and Belief

As can be seen from the graph and table below the largest single group is of those students who do not have a religion. 47% (7,213) students chose this option. In terms of religious belief, Christians form the largest group at around 30% (4,493) over the three year period monitored. The next largest group are Muslim students who comprise around 4% (600) of the student population. Buddhists are the next largest group at just under 3% (416). The percentage of students who prefer not to say (8.1%/396) and those for whom information was not held at the time of creating this report is diminishing gradually over time. This helps create a robust set of information. These data were useful in the recent impact assessment of what should continue to be provided on campus in the form of faith facilities, if anything and this led to a more informed basis on which to base decision making.



%	2010/1	2011/2	2012/13
Buddhist	2.3	2.7	2.8
Christian	31.2	31.2	29.7
Hindu	1.4	1.5	1.5
Jewish	0.4	0.4	0.3
Muslim	3.6	3.8	4
Sikh	0.3	0.3	0.3
No Religion	43.4	46.2	47.7
Prefer not to say	9.9	8.9	8.1
Other	3.3	3.2	3.0
Information not held	4.2	1.8	2.6

2.6 ii Sexual Orientation



Sexual Orientation - All Students

%	2010/1	2011/2	2012/13
Bisexual	1.5	1.7	1.9
Gay woman/lesbian	0.6	0.7	0.6
Gay man	1.1	1.1	1.1
Heterosexual/straight	80.4	85.3	85.3
Other	0.8	0.8	0.7
Prefer not to say	9.4	8.6	7.6
Information not held	6.3	1.8	2.6

As can be seen from the graph and table above small percentages of students have declared as either gay (1.1%), lesbian (0.6) or bisexual (1.9%). 7.6% chose not to state their orientation, but this percentage is gradually reducing over time and if this trend continues it will help establish a fuller picture. 85% of students declared themselves straight, this percentage growing by 5% between 2010 and 2011. 0.7% declared themselves as 'other'.

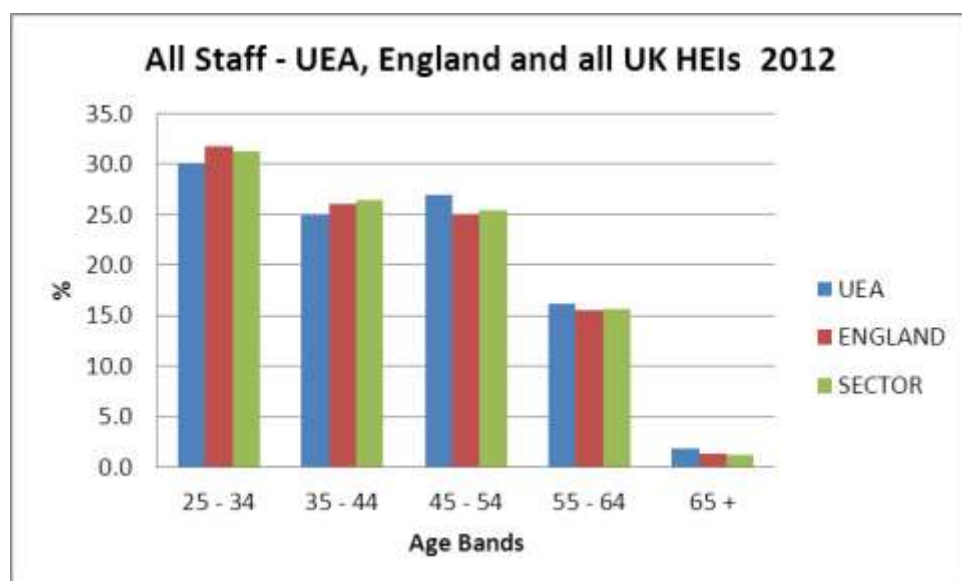
The University doesn't currently report on transgender students (or staff) but will continue to review this annually as developments take place within the Sector. Support routes are in place for both staff and students who may transition, or be in the process of doing so, during their time at UEA and one of our key objectives for the year is to formalise guidance for both transitioning staff and students and those who support them.

The Equality Act 2010 strengthened rights in all the areas above and from April 2011 the new Public Sector Equality Duty (PSED) came into force, replacing existing duties with a framework including these areas.

3.0 UEA Staff Profile

The following paragraphs highlight key points relating to data extracted from the Human Resources database in January 2013. Where possible trends at UEA are compared with national data published for the sector.

3.1 Age



The graph above shows a broad comparison between UEA staff profile by age and that for all English HEIs and the whole national sector. Slight differences in age banding prevent an exact comparison but the graphs show UEA as having a marginally more mature profile than the sector overall with the biggest differences in the under 25 and 45 – 54 year old groupings.

Academic staff aged 16-24 comprise mainly Associate Tutors. There is, for obvious reasons, a much higher percentage of Professional and Support staff in this youngest age group.

3.2 Disability

	Disability declared	No known disability	Information refused
16 - 24	3.2	93.0	3.8
25 - 34	3.2	93.7	3.1
35 - 44	1.9	94.8	3.3
45 - 54	2.3	93.8	3.9
55 - 64	1.5	94.5	3.9
65 +	0.0	95.7	4.3
All	2.3	94.1	2.9

Data for UEA at January 2013 shows 2.3% of all staff declaring a disability;

- A further 2.9% have declined to declare whether they have a disability or not. This may mask a higher proportion of staff with disabilities who may be reluctant to declare; this proportion has fallen from 9.4% in October 2008.
- National data for 2011/12 academic year shows the overall HE sector percentage for staff declaring a disability as 3.2%. This has increased from 2.7% declared in 2007/8;
- The declaration rate amongst staff at Grade 10 and above reduces to 1%;
- Not all staff records show a declaration of the type of disability but of those that do the biggest group is 'long standing illness or health condition' (25% of all declared disabled), followed by 'specific learning difficulties' (24% of all declared disabled);
- 1% of Senior Managers/Heads of Schools have declared a disability.

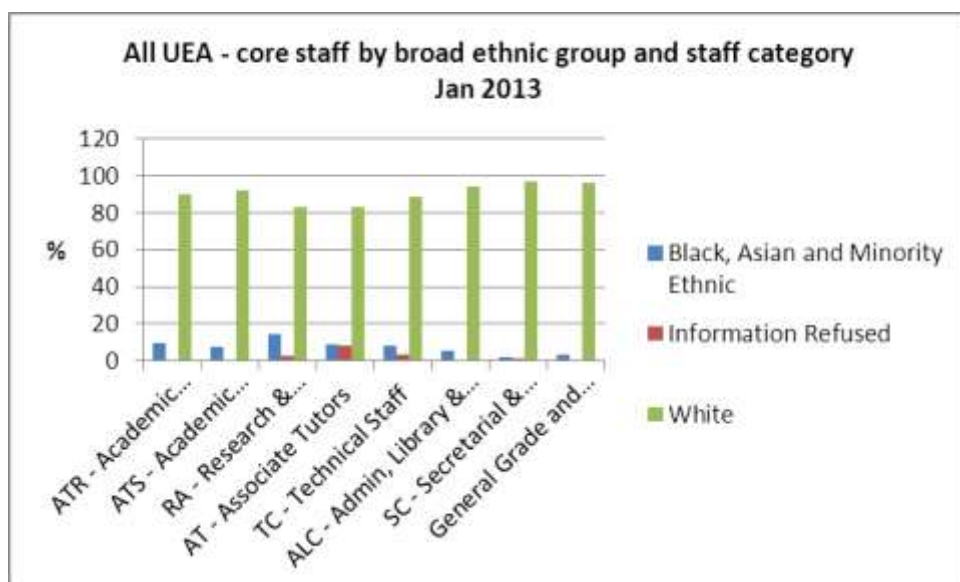
The current figures show a stable position compared with previous employment data at the University for disabled people which has been around 1.7% since (at least) 2004. The University is part of the Two Ticks Scheme at recruitment stage but for staff already at the University and those joining us as new, more can be done to raise awareness of adjustments available to support disabled staff. A key objective for the year is to produce guidance for those staff and also for Managers to ensure the process is easy to understand and clear to follow for all.

3.3 Ethnicity

- The overall percentage of Black, Asian and Minority Ethnic (BAME) staff has risen marginally from 5.4% in October 2008 to 6.7% in January 2013;
- This equals 241 staff by headcount;
- The largest group remains Chinese (2.0%), followed by Asian British/Asian – Indian (1.5%), and Other Asian (1.0%);

- Some staff categories are much more diverse than others. Unsurprisingly, academic staff operating in particular specialisms and likely to be recruited from a wider net than more generalist staff are more highly ethnically diverse (although as Norfolk becomes increasingly diverse it is anticipated this will begin to change). The data table below shows specific percentages by category.

	General Grade and Maintenance Staff	SC - Secretarial & Clerical Staff	ALC - Admin, Library & Computing Staff	TC - Technical Staff	AT - Associate Tutors	RA - Research & Analogous Staff	ATS - Academic Teaching & Scholarship	ATR - Academic Teaching & Research
Ethnicity								
Black, Asian and Minority Ethnic	3.3	1.7	5.0	8.3	8.5	14.1	7.1	9.5
Information Refused	0.3	1.2	0.5	3.2	8.1	2.8	0.8	0.8
White	96.4	97.1	94.5	88.5	83.4	83.1	92.1	89.7



- Least diverse categories are ALC, Secretarial and Clerical, and General Grade/Maintenance staff. The latest statistical report from the Equality Challenge Unit confirms that, at national level, the proportion of white staff was markedly higher among UK national staff than among non-UK national staff: 92.8% compared to 69.7%. When considering the difference in migration history and patterns in East Anglia compared to Britain's main cities this helps contextualise the statistics we see for staff categories mainly drawing on local recruitment.

- National data now splits staff into UK and non UK nationals, making it difficult to benchmark against currently held data sets. Work will be prioritised over the next year to ensure our data is re-cut in this way to provide meaningful benchmarking.
- At national level 7.2% of UK staff were BAME and 30.9% of non-UK national staff.
- At UEA the staff category with the highest percentage of BAME staff is RA (Research and Analogous) at 14.5%.
- It is also worth noting that the percentage of BAME staff in indefinite contracts is 5.4% compared with 9.5% in fixed term contracts. This is likely to be a correlation with staff in research whose posts are linked to fixed term funding.
- 4.6% of the University's Professors are from Black, Asian or other minority ethnic backgrounds. This compares to 7.2% nationally (UK and Non UK Professors combined).

3.4 Gender

- UEA Statistics on broad gender balance show little variation generally from 2008 to 2012 with the current proportion at 56.2% women (cf. 53.7% nationally) and 43.8% men ;
- Analysis of women in Professorial roles shows that just under a quarter of Professors at UEA are women (23.9%) compared with 19.8% across the sector. However, there is significant difference in the position between Faculties at UEA with Social Sciences showing 31.9% female professors – twice the percentage (15.4%) in Science. The University gained a Bronze award within Athena Swan in 2012 to specifically support women in STEM subjects (Science, Technology, Engineering and Maths). Norwich Medical School within the Faculty of Medicine and Health submitted a Bronze award in November 2012 and five more Schools (Biology, Pharmacy, Environmental Sciences, Nursing Sciences and Allied Health Professions are working on submissions for April 2013).

	1 - Director	2 - Senior Manager	3 - Manager	All Senior Managers
Gender				
F	50.0	16.7	54.1	49.1
M	50.0	83.3	45.9	50.9

- At Director level the gender balance is 50/50 and middle management level 54% female. The Senior Executive Team now includes a female Dean, having previously been wholly male for some years.
- The highest proportion of women can be seen in traditional areas such as Secretarial and Clerical (85%), Nursery/Dental Assistant (both 100%) and ATS posts;

3.5 Religion and Belief

This information about our staff population is still relatively new. Enhanced rights for religion and belief in the Equality Act 2010 strengthened the case for monitoring so the University can make proportionate and informed decisions in policy and practice. The value of this information was evident in the recent

evaluation and consultation around provision of faith facilities for staff and students on campus.

- The University introduced monitoring questions on Religion and Belief for new staff in 2009 (currently there is no regular exercise for existing staff to update their equality information). As tables are not fully populated information will only be analysed at University level as an extra safeguard to individuals' identity;

Buddhist	0.4
Christian	20.0
Hindu	0.7
Jewish	0.2
Muslim	0.5
No Religion	25.0
Other	1.4
Prefer not to say	7.0
Unknown	45.0

- Currently 48% of staff have responded on the question of religion or belief (a 4% increase in the year) – of those responding only 7% have preferred not to say – this has fallen from 11.1% in 2010 when the question was very new.
- Of those responding, 25% stated they had no religion - the largest group declaring a religion was Christian: 20% of those who responded:
- The next largest group consisted of 'Other' (1.4%). Of the qualified responses under 'Other' religions included Taoist, Ba'hai, Spriritualists – and one Jedi.
- 0.7% of staff declared as Hindu;
- 0.4% of staff are Buddhist with a further 0.5% declaring as Muslim;

3.6 Sexual Orientation

Monitoring on sexual orientation was introduced for applicants/new staff at the same time as that for religion and belief. The same sensitivities apply to the practice and the gathered information.

- The response rate is the same as that for Religion and Belief at 55%;
- Of those that responded:
 - 7.7% preferred not to make any statement about their sexual orientation - a reduction from 12.9% two years ago;
 - 45.4% declared themselves Heterosexual/straight;
 - 1.8% declared themselves Gay/Lesbian/Bisexual

Information from other Universities and large organisations who have been monitoring this for several years suggests that increased confidence in declaring emerges over time and much higher percentages become evident. Stonewall advise that greater publicity and information of monitoring purpose and practice be undertaken to increase confidence in the process and encourage disclosure. Attention will be paid to this in the coming months and participation in the Stonewall Workplace Equality Index is one of this years objectives.

3.7 Transgender

The University does not monitor either transgender students or staff due to the continuing sensitivity surrounding gender transition. However, a small but increasing number of our transgender population are engaging with the organisation. The University will continue to positively support these students and staff and is

proactively increasing institutional knowledge and capacity to do so with regular training and extension of knowledge. The University once again hosted the Transgender Conference in June 2012, a national bi-ennial event which offers the opportunity to gain detailed insight into the background and issues for this community.

4.0 Next Steps

Data collation and analysis are still developing for equality strands and the University continues to make huge strides in establishing consistent management information for protected characteristics mainly due to the collaborative work between, the Discoverer team, Human Resources, the Business Intelligence Unit and the Equality Office.

For this work to obtain the depth of analysis required for it to be supportive and meaningful both to the groups monitored and to the organisation in terms of informing policy, practice and strategy, the next step must be to achieve links, across staff and student 'life cycles' or key points of interaction.

Additional reports are now available on:

- Widening Participation
 - Admissions/Recruitment
 - Training
 - Degree Classification
 - Career Destination/Exit from employment
- And will be shortly posted on the Equality web site.

The University will continue to work to disaggregate the following information by protected characteristics:

- Retention
- Formal Complaints/Grievances (inc. harassment/bullying)
- Formal Disciplinary actions
- Assessment

Work is currently developing particularly via the new Management Information Group and it is envisaged that as much of the above as possible will be embedded within this. Liaison will continue with Human Resources to establish a full range of reports so trend information can continue to be built in all the above areas.

5.0 Conclusion

Despite a popularly quoted impression that the University is not diverse the reality is one of on-going and increasing change. This report makes explicit basic populations and groups and provides a confident set of benchmarks to be built on annually. Information now needs to be developed and linked horizontally and vertically across the organisation.

The University's population continues to be dynamic in many respects, most notably around ethnicity. Growth of key groups presents new challenges for the University to ensure the quality of experience for home and international students alike. Emerging information around religion, belief and sexual orientation will support policy development and help focus efforts to ensure the University meets all of its legal obligations and develops best practice.

A key focus for the Equality Office over the next year will be to amalgamate the newly available reporting areas and to publish information on trends, rather than snapshots in current time. Additionally, liaison with colleagues in relevant departments will enable an even wider range of information to be available in the next Annual Report. Beyond this is a requirement to gather more information about dynamics in the region and to continue to link with national data trends to provide a fully meaningful context. The ambition is to provide a cohesive 'pipeline' of information for both staff and students to enable fully informed management decisions at all levels and to contribute to the long term sustainability of the University.

Helen Murdoch
Head of Equality and Diversity
Equality and Diversity Office
January 2013