<table>
<thead>
<tr>
<th>Name of Committee:</th>
<th>Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Paper:</td>
<td>Equality and Diversity Annual Report 2013-14</td>
</tr>
<tr>
<td>Action Required: (eg for information; for discussion; for discussion and approval)</td>
<td>For information</td>
</tr>
<tr>
<td>Sponsor (name and post):</td>
<td>Professor Jules Pretty, Deputy Vice-Chancellor</td>
</tr>
<tr>
<td>Author (name and post):</td>
<td>Karen Bush, Equality and Diversity Manager</td>
</tr>
<tr>
<td>Date of paper:</td>
<td>30 June 2014</td>
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</table>

1. **Purpose of the Report**

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 2013-14. To summarise other equality and diversity-related information and activities and to set out priority actions for 2014-15.

2. **Summary of Key Issues for Discussion**

This paper is for information only.

3. **Recommendations**

None

4. **Consultation undertaken/required**

None

5. **Resource Implications (Financial and Staffing)**

None

6. **Legal Considerations**

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.

7. **Equality and Diversity Impact Assessment**

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.

8. **Analysis of Risk including the link to the University’s Risk Register**

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.
1 EXECUTIVE SUMMARY

1.1 The University’s Equality and Diversity Annual Report 2013-14 provides an overview of the work carried out 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) in relation to equality and diversity. The report also summarises other equality and diversity-related information and activities, flags actions aligned to the 2012 Staff Survey Action Plan, identifies highlights and trends and sets out priorities for 2014-15.

1.2 The revised structure of committees, in place since October 2013, provided an opportunity to review what information the University considers, particularly in relation to students, in order to ensure effective scrutiny by the most appropriate members of the University. During 2013-14 work has been undertaken by the Education Committee to agree a way forward that achieves that goal and that focuses on the institutional commitment to excellence in education. Consideration was given as to how other institutions approach this, in order to ensure that the proposed approach was in line with practice elsewhere and guidance from the Equality Challenge Unit was also taken into account. Information considered during 2013-14 is broadly similar to that considered by the Equality and Diversity Committee in previous years, pending agreement on a revised approach.

1.3 Considerable progress has been made during 2013-14 in the area of gender equality. The University was successful in its application for an Athena SWAN Bronze Institution award, recognising our commitment to advancing the careers of women in STEM subjects. We were also successful in our application to participate in the Equality Challenge Unit’s Gender Equality Charter Mark (GEM) trial which extends the principles of Athena SWAN to the arts, humanities and social sciences. The action plans associated with both GEM and Athena SWAN detail a range of activities that we hope will improve women’s representation and career progression.

1.4 In order to try and reduce the identified gender pay gap for female academic staff at Grade 11, action has been taken by the Executive Deans to encourage women in their Faculty, who they believe have a case, to come forward for salary review. As a result of that, and the subsequent decisions taken by the Remuneration Committee in 2014, the gender pay gap will reduce from 6.8% in April 2013 to 3% in October 2014.

1.5 We have also seen a positive effect on gender equality as a result of applying our REF Code of Practice. The proportion of eligible female staff submitted to REF 2014 was 14.1% greater than the proportion of eligible female staff submitted to RAE 2008 and the proportion of eligible part time staff submitted to REF 2014 was 31.4% greater than the proportion of eligible part time staff submitted to RAE 2008. This compares to 8.1% more eligible men being submitted to REF 2014 than RAE 2008 and 7.5% more eligible full time staff being submitted to REF 2014 than RAE 2008.

1.6 Analysis of University data investigating predictors of retention and success by a range of protected characteristics is ongoing and findings have informed the broadening of the pre-arrival ‘Housewarming’ for undergraduate students to include mature students and young students not living in University accommodation, the expansion of peer mentoring and the communication the University has with students who are due to re-register.
2 REVIEW OF EQUALITY POLICY AND STRATEGY 2011-14 ACTION PLAN

2.1 In May 2014 the HREDG reviewed the progress made towards achieving the actions contained within the Action Plan of the Equality Policy and Strategy 2011-14. The Equality Policy and Strategy (EPS) 2011-14 was designed to complement the University's vision for the future by aligning its equality objectives with the University's strategic aims and supporting strategies. The review below outlines the progress that has been made in each component of the EPS Action Plan. A new EPS, covering the period 2015-18, is currently being developed and will be presented to Council for approval in November 2014.

2.2 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 have all been accomplished but many of them consist of on-going activities which require monitoring.

Highlights include:

- Making completion of the University's Equality and Diversity Essentials training programme compulsory for all staff with effect from February 2014, having previously introduced the same requirement for all new staff in October 2012 (links to action 6.1 of the Staff Survey Action Plan);
- The recruitment and training of two new Harassment Advisers, one for Southend campus and one for Loughton campus (links to action 6.4 of the Staff Survey Action Plan);
- The production of the University's first Equality and Diversity calendar (links to action 6.1 of the Staff Survey Action Plan);
- Being a founder member of the Essex LGBT (Lesbian, Gay, Bisexual, Trans) Alliance, launched in March 2014.

2.3 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 having introduced monitoring for these protected characteristics in October 2012;
- Working with the Students' Union to promote equality and diversity during One World Essex week and Global Dignity day;
- Continuing to develop the range of courses focusing on inclusivity in learning and teaching methods;
- Giving equality and diversity prominence in the Education Action Plan.
2.4 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. Two thirds of the equality objectives within this component have been accomplished and good progress is being made towards achieving the remaining third.

Highlights include:

- Achieving re-accreditation to use the Two Ticks Disability Symbol for the sixth consecutive year;
- Introducing monitoring for religion or belief, sexual orientation and gender identity for all staff;
- Putting in place a process for recording and reviewing free text comments made on exit interview questionnaires in order to identify any trends relating to any of the recorded protected characteristics;
- Conducting an equal pay audit and developing an action plan based in the resulting recommendations (links to action 1.4 of the Staff Survey Action Plan).

2.5 Component 4: Services, facilities and information

This component of the EPS is concerned promoting and enhancing equality of access to our services, goods, facilities, premises and information. Good progress has been made towards achieving the equality objectives contained within this component although most progress was made in previous years and there is still considerable work to be done.

Highlights include:

- The re-design of the Equality and Diversity web site which is now structured in a way that makes information more easily accessible and has reduced duplication of information;
- The enhancement of existing good practice guides to include information about course accessibility;
- Updating the guidance to students going on placement and placement providers in relation to disability;
- The introduction of the self-service element of IHR which enables staff to update their personal information in a secure environment.

2.6 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:

- Increasing the proportion of female members of Council year-on-year for the last 4 years;
- Giving equality and diversity a higher profile by making it an explicit responsibility of the Deputy Vice-Chancellor;
- The development of the Essex Leadership Attributes which represent the skills and qualities valued highly by the University;
- Working in collaboration with the Equality Challenge Unit, the Higher Education Equal Opportunities Network and the Eastern Region Forum of Equality Practitioners to identify good practice and using it to inform policy and practice.

3  REVIEW OF EQUALITY OBJECTIVES

3.1 In May 2014 the HREDG reviewed the progress made towards achieving the University’s three over-arching equality objectives. Some progress is being made with regard to staff completing equality and diversity training (Objective 1), good progress is being made with regard to collecting information about the sexual orientation and religion or belief of students (Objective 2) and further work is required to achieve a higher positive response rate from staff to the statement “On the whole, members of the University community treat each other with dignity and respect’. (Objective 3)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Position as at April 2012</th>
<th>Milestones</th>
<th>Position as at 6 April 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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</td>
<td>No monitoring currently takes place</td>
<td>70% of staff who started between 1/7/12 and 30/6/13 have completed the course</td>
<td>Monitoring commenced in October 2012. The reported completion rate for staff who started between 1/10/12 and 31/3/14 is 58%. In February 2014, the course was made compulsory for all staff. Future monitoring will include the percentage of all staff who have completed the course.</td>
</tr>
<tr>
<td>Linked to Action Number 1.2 of the University’s Equality Policy and Strategy 2011-14 ‘To encourage all staff to complete the online Equality and Diversity training course’</td>
<td>80% of staff who started between 1/7/12 and 30/6/14 have completed the course</td>
<td>90% of staff who started between 1/7/12 and 30/6/15 have completed the course</td>
<td></td>
</tr>
<tr>
<td>2. 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</td>
<td>No information about religion or belief and sexual orientation of students is currently collected</td>
<td>Monitoring system is in place at the start of the academic year 2012-13. Response and disclosure rates increase year on year</td>
<td>Monitoring system in place for registration at the start of the academic year 2012-13.</td>
</tr>
<tr>
<td>Linked to Action Number 2.2 of the University’s Equality Policy and Strategy 2011-14 ‘To be better informed about the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion or belief:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>80.73%</td>
<td>73.39%</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>86.21%</td>
<td>79.63%</td>
<td></td>
</tr>
<tr>
<td>Sexual orientation:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>80.73%</td>
<td>71.32%</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>86.21%</td>
<td>83.53%</td>
<td></td>
</tr>
</tbody>
</table>
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

Linked to Action Number 1.1 of the University’s Equality Policy and Strategy 2011-14 ‘To raise the awareness, and increase the understanding, of equality and diversity issues of all members of the University community’ and Action Number 1.5 ‘To make clear what ‘The University of Essex Way’ is and to encourage staff and students to sign up to its principles’

No relevant question is currently asked of students

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’

Ask students to score the question ‘I feel I am treated with dignity and respect’, starting in the SSS in 2012.

For staff, 85% agreement with this statement, year on year

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 both 2012 and 2013 – 90%.

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’.

4 STAFF EQUALITY AND DIVERSITY STATISTICS

4.1 Data for University of Essex staff as at 31 December 2013 has been compared with previous sets of staff data produced as at 31 December 2011 and 2012 and, where possible and where a particular trend has been identified, with data relating to previous years.

4.2 It is currently not possible to report on the following five protected characteristics either because the data is not collected or because the data collected is not sufficiently robust; sexual orientation, religion or belief, gender reassignment, pregnancy and maternity status, marriage and civil partnership status.

4.3 Staff in Post Data

Table 1: Total staff by staff group and gender over the last 3 years

<table>
<thead>
<tr>
<th>University of Essex staff</th>
<th>As at 31 December 2011</th>
<th>As at 31 December 2012</th>
<th>As at 31 December 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total staff</td>
<td>%F 54%</td>
<td>%M 46%</td>
<td>%F 54.5%</td>
</tr>
<tr>
<td></td>
<td>2313</td>
<td></td>
<td>2387</td>
</tr>
<tr>
<td>Academic</td>
<td>%F 54.8%</td>
<td>%M 45.2%</td>
<td>%F 57%</td>
</tr>
<tr>
<td></td>
<td>217</td>
<td></td>
<td>230</td>
</tr>
<tr>
<td>Academic (R)</td>
<td>%F 33.1%</td>
<td>%M 66.9%</td>
<td>%F 33.9%</td>
</tr>
<tr>
<td></td>
<td>248</td>
<td></td>
<td>239</td>
</tr>
</tbody>
</table>
Table 2: Percentage of staff in post by disability, ethnicity, nationality and age over the last 3 years

<table>
<thead>
<tr>
<th>University of Essex staff</th>
<th>As at 31 December 2011</th>
<th>As at 31 December 2012</th>
<th>As at 31 December 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total staff</td>
<td>2313</td>
<td>2387</td>
<td>2396</td>
</tr>
<tr>
<td>% declaring a disability</td>
<td>5.2%</td>
<td>5.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>% BME</td>
<td>11.9%</td>
<td>12.1%</td>
<td>11.3%</td>
</tr>
<tr>
<td>% from outside the UK</td>
<td>26.3%</td>
<td>26.8%</td>
<td>27%</td>
</tr>
<tr>
<td>% aged under 25</td>
<td>5.8%</td>
<td>5.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>% aged 26-35</td>
<td>29.1%</td>
<td>27.9%</td>
<td>28.1%</td>
</tr>
<tr>
<td>% aged 36-45</td>
<td>24.7%</td>
<td>25.9%</td>
<td>27.1%</td>
</tr>
<tr>
<td>% aged 46-55</td>
<td>23.0%</td>
<td>22.3%</td>
<td>22.4%</td>
</tr>
<tr>
<td>% aged 56-65</td>
<td>15.2%</td>
<td>15.1%</td>
<td>14.4%</td>
</tr>
<tr>
<td>% aged 66 and over</td>
<td>2.2%</td>
<td>3.1%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

Table 3: Staff by Faculty, ethnicity and gender over the last 2 years

<table>
<thead>
<tr>
<th>Total Staff in Faculties</th>
<th>As at 31 December 2012</th>
<th>As at 31 December 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% BME</td>
<td>%F</td>
</tr>
<tr>
<td></td>
<td>262</td>
<td>9.2%</td>
</tr>
<tr>
<td>Faculty of Science and Health</td>
<td>379</td>
<td>9.2%</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>376</td>
<td>15.4%</td>
</tr>
</tbody>
</table>
4.4 Observations arising from analysis of ‘total staff by staff group’ data

- In terms of overall staff numbers there was an increase of 3.2% (74 people) over the period December 2011 to December 2012 and a further small increase of 0.4% (9 people) over the period December 2012 to December 2013;

- In 2012 the number of staff on Academic contracts increased by 6% (13 people) and the number of staff on Academic (R) contracts decreased by 4% (9 people). This may have been due, in part, to some existing staff being moved from A+R to A contracts in line with the University’s REF strategy. As at 31 December 2013, there were 253 staff on Academic (R) contracts, a rise of 10.4% on the previous year and 5 more than were in post as at December 2011;

- the number of Professors rose by 6.2% (9 people) in 2012 and by 10.4% (16 people) in 2013 and the percentage of female Professors continues to rise;

- the number of Part Time Teachers and Senior Support staff continues to rise;

- the number of Research staff continues to fall;

4.5 Gender

The gender split of staff remains broadly the same as in recent years. Within that however the proportion of female academic (R), professorial and research staff has increased as has the proportion of female part time teaching staff.

The percentage of female professors has risen year on year from 20% in 2008 to 24.1% in 2013.

The majority (60.7%) of staff on Grade 9 Academic contracts are female (this figure was 63.9% in 2012) and the majority (66.2%) of staff on Grade 9 Academic with Research (A+R) contracts are male (this figure was 66.1% in 2012).

However, the proportion of women decreases with seniority as the majority (52.2%) of staff on Grade 10 Academic contracts are male and the majority (65.79) of staff on Grade 10 Academic with Research (A+R) contracts are male.

In addition, the majority (59.3%) of staff on fixed term academic contracts are female (this figure was 57.4% in 2012) and the majority (61.4%) of staff on part time academic contracts are female (this figure was 62.9% in 2012).

In terms of senior support staff, the proportion of women gradually decreases from 69% at Grade 7 to 31.2% at Grade 11. In terms of support staff, the proportion of women gradually decreases from Grade 4 upwards.

At department level there are large differences in the proportion of female/male academic staff. For example, of the 39 members of academic staff in the Department of Economics, only 7 are female yet of the 78 academic staff in the School of Health and Human Sciences, 52 are female. This data has been produced and analysed in greater detail as part of the University’s Athena SWAN and Gender Equality Charter Mark work.

4.6 Gender and Age

For the first time in 2013, data relating to gender and age (for academic and research staff only) combined has been collected. In addition, the data has been broken down by grade. Due to the relatively small numbers, the following observations should be viewed with caution.

There are a higher proportion (30.23%) of women aged between 26-35 on A+R contracts than there are men aged between 26-35 on A+R contracts (22.75%) and 37.5% of female
Senior Lecturers (A+R) are aged between 26-35 but only 7.69% of male Senior Lecturers (A+R) are aged between 26-35.

When looking at Professors, 21.95% of female Professors are aged between 36-45 yet only 15.50% of male Professors are aged between 36-45. 14.73% of male Professors are aged over 66 and 12.20% of female Professors are aged over 66.

4.7 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 2103 with just 4.7% of staff disclosing a disability. In addition, the percentage of staff either refusing to answer the question, or answering ‘not known’ increased significantly (by 5.1%) to 14.4% in 2013. The staff group with a particularly high non-disclosure rate is Research staff (19.1%).

According to the latest statistics published by the Equality Challenge Unit, the disability status of 7.8% of staff in the HE sector was unknown in the academic year 2011-12. Of staff who provided the information, 3.4% disclosed a disability.

4.8 Ethnicity/Nationality

The proportion of ethnic minority staff has decreased by 0.8% to 11.3%. This follows three consecutive years in which the proportion of ethnic minority staff increased (from 10% in 2009 to 12.1% as at 31 December 2012).

The proportion of non-British staff has increased by 0.2%. This is the fourth consecutive year that the proportion of non-British staff has increased, rising from 22% in 2009 to 27% in 2013.

The data shows large variances of ethnicity disclosure rates amongst academic and research staff, particularly when taking into account contract type. For example, the non-disclosure rate for research staff is 13.8% compared to a non-disclosure rate of 3.5% for professorial staff and the non-disclosure rate for research staff on fixed term contracts is 16.9% compared to a non-disclosure rate of 4.3% for research staff on permanent contracts.

The data also shows that the proportion of academic staff from an ethnic minority decreases with seniority. Only 12.4% of Professors are from an ethnic minority, whereas 18.8% of Senior Lecturers (A+R) and 17.6% of Readers are from an ethnic minority.

4.9 Age

The age profile of staff as at 31 December 2013 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.

However, when looking at the data by staff group, we see that the percentage of Professors aged over 66 has been rising consistently since 2009-10. In that year 7.4% of Professorial staff were aged 66 or over, this rose to 11% as at 31 December 2011, rose again to 13.6% as at 31 December 2012 and again to 14.1% as at 31 December 2013.

4.10 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 17.7% to 25.8% since monitoring began which is encouraging.

4.11 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 19.6% to 27.8% since monitoring began which is encouraging.

4.12 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 second 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. This year disclosure rates have increased by 13.5% for ethnicity and 13.6% for disability, although they are still over 10% higher than for University of Essex staff.

4.13 Analysis of recruitment data, January to December 2013

Recruitment activity continues to increase year on year. In 2011, 244 appointments were made, this increased to 286 in 2012 and 346 in 2013. All staff groups saw an increase in the number of appointments made. The staff group with the largest percentage increase in appointments made was Research staff (a 58% increase) and the staff group with the smallest percentage increase in appointments made was Senior Support staff (a 1.5% increase).

Interestingly, the rise of almost 21% in terms of appointments made (when comparing 2013 to 2012) is not mirrored in number of applications received which has fallen by 3.2%. However, when looking at the data in terms of staff groups we see that applications for Office Support and Research staff positions have increased by 14.12% and applications for Academic, General Support and Senior Support positions have declined by 16.32% with the biggest decline being in applicants for General Support staff positions (a decline of 30.57%).

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. For example, in 2013, ISER secured funding for a number of research posts, resulting in the increase in research appointments of 58%.

In addition, when looking in more detail at the type of posts being advertised, particularly senior support and general support staff posts, the nature of many of the jobs was quite specialist (Human Resources specialists, Artistic Director, maintenance crafts people etc) which results in fewer applicants.

The percentage of applicants choosing not to disclose their ethnicity, nationality and disability status remains low (2.3%, 1.3% and 1.68% respectively), although the non-disclosure for each of these protected characteristics has increased by 0.3% when comparing data from 2013 with data from 2012.

Interestingly, the non-disclosure rate for nationality and disability status increases (by 0.1% and 0.92% respectively) when comparing applicants to appointments and decreases for ethnicity (from 2.3% to 1.8%).

4.14 Disability/Two Ticks

2.96% of applicants (299 people) declared a disability compared with 2.87% in 2012. 2.60% of applicants (263 people) applied under Two Ticks in 2013, compared to 2.85% in 2012. This follows a similar pattern to that of previous years. Of the candidates who asked to be considered under Two Ticks, 26.24% were interviewed (this figure was 20.88% in 2012) and 8.7% of those interviewed were successful (this compares to 6.45% in 2012).

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.
4.15 Ethnicity/Nationality

There has been an increase of 4% in the proportion of staff appointed who are from an ethnic minority although there are large variances when looking at the data for different staff groups. For example, in terms of general support staff, there has been an increase of 7% in the proportion of staff appointed who are from an ethnic minority and there has been a decrease of 9.4% in the proportion of research staff appointed who are from an ethnic minority. Given the relatively small numbers involved, this data should be viewed with caution.

In terms of nationality, 5.9% more staff appointed were from outside the UK in 2013 than in 2012.

4.16 Gender

In total, there has been a 2.1% decline in female appointments, with female appointments to academic posts declining by 1.8% and female appointments to research posts declining by 6%. This is a concern, particularly as the proportion of female applicants to academic positions rose by 4.8% in 2013 yet the proportion of females interviewed for academic posts decreased by 3.9%. In addition the proportion of female applicants to research positions declined by 2.5% in 2013 and the proportion of females interviewed for research posts decreased by 11.6%.

In February 2014 positive actions statements were added to job adverts for academic positions in all areas other than HHS (where men are under-represented) to try to encourage more women to apply for these roles.

Encouragingly however, there has been a 16.7% increase in men appointed to Office Support Staff positions.

4.17 Age

The proportion of those appointed who were aged 34 and under increased by 6.7% in 2013, however the proportion of applicants aged 34 and under only increased by 0.6%. The proportion of those appointed who were aged between 35 and 64 declined by 5.5%, however the proportion of applicants aged between 35 and 64 only declined by 0.9%.

The staff groups with the largest increase in appointed staff aged under 34 are Academic Staff (an increase of 7.5%), General Support Staff (an increase of 8%) and Senior Support Staff (an increase of 9.2%). The staff group with the largest decline in appointed staff aged under 34 are Research Staff (a decline of 6.6%).

Given that the overall age profile of staff as at 31 December 2013 remains broadly similar to that of previous years, it would appear that staff leaving the university during 2013 have a similar profile in terms of age to those recruited during 2013.

4.18 Comparison with identified national inequities

The Equality Challenge Unit’s statistical report 2013, which uses data drawn from the HESA staff record for 2011-12 (and also provides selected comparisons between 2010-11 and 2011-12 data) highlighted ongoing problems that the sector has thus far been unable to address. For example, there continue to be low proportions of women and black and minority ethnic staff in professorial or leadership roles.

In 2011-12, women made up nearly half (47.3%) of non-professorial academic staff in UK HEIs yet they made up only 20.5% of the professoriate. The latest data for Essex shows that women make up 43.61% of non-professorial staff and 24.1% of the professoriate.

Also in 2011-12, black and minority ethnic staff made up just 7.8% of non-professorial academic staff and 6.3% of professorial staff. The latest data for Essex shows that black and
minority ethnic staff make up 16.35% of non-professorial academic staff and 12.4% of professorial staff.

The report also found differences when analysing the effect that more than one protected characteristic can have on the staff experience. For example in 2011-12, 15.9% of white male academics were employed at professor level, yet only 8.8% of black and minority ethnic male academics were employed at professor level. In addition, 5.1% of white female academics were employed at professor level, yet only 2.8% of black and minority ethnic female academics were employed at professor level.

We have not to date routinely collected data relating to multiple protected characteristics (other than for gender and age this year for the first time) so are unable to compare data for Essex with the national data.

4.19 Conclusions

Disclosure of equality and diversity information

Encouraging staff to disclose personal information remains a priority for Equality and Diversity. Obtaining this information enables the University to understand the effect of our policies and procedures on different groups of people and to target support where it is needed. It is hoped that staff confidence in the self-service element of the IHR system will increase over time with the use of positive messages and rationale for collecting this data being communicated on a regular basis, thus encouraging more staff to disclose their personal information.

Inequities in terms of gender

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 (we are a Bronze Institution award holder and our Schools of Biological Sciences and Health and Human Sciences will be applying for Silver Department awards in November 2014) and the Gender Equality Charter Mark (we submitted an application for a Bronze Institution award in April 2014) 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, the proportion of staff from an ethnic minority decreased this year and the University still only has one black Professor. The Equality Challenge Unit is currently developing a race equality charter mark – Equality and Diversity responded to the call for feedback on a draft of the application form. If a charter mark is subsequently launched, the University will consider applying for accreditation.

Positive action statements in recruitment

We will continue to use positive action statements in recruitment literature to encourage women and those from ethnic minorities to apply for positions at the University. The effect of this will be analysed when the data for 2014 is presented to the HREDG in May 2015.

5 PROMOTIONS DATA

5.1 This analysis uses University-level data from the last complete round of academic promotions in 2013 and compares it, where possible, to previous years. 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.

5.2 **Headline information: Promotion to Professor**

- **The success rates in 2012 and 2013 (52.63% and 55.56% respectively) are lower than the success rate in 2011 (69.23%) but still higher than the average success rate over the three years 2009-2011 (52.12%);**

- **Gender:** Of the 18 applicants in 2013, only one was female, making the proportion of female applicants in 2013 (5.56%) the lowest since the University started keeping a record of this information. When comparing applicants by gender to the overall pool of eligible staff (Senior Lecturers/Senior Research Fellows and Readers) just 1.4% of eligible women (1 from 71) applied compared to 14.7% of eligible men (17 from 116). Of the female applicants in 2012 75% were successful (3 out of 4) compared to 46.67% of males (7 out of 15). In 2013, the one female candidate was successful.

- **Ethnicity:** The percentage of applicants from an ethnic minority in 2013 (11.11%) is the highest it has been since 2009 (33.33%) although it is still significantly less than those applying in the years 2009-2011 (16.70% on average). Of the 2 applicants from an ethnic minority in 2012, 1 was successful. Of the 2 applicants from an ethnic minority in 2013, neither were successful;

- **Nationality:** The percentage of non-UK applicants in 2013 (22.22%) is the lowest it has been since the University started keeping a record of this information. Of the 6 non-UK applicants in 2012, 5 were successful – an 83.33% success rate compared to a success rate of 38.46% for UK applicants. In 2013, of the 4 non-UK applicants, 2 were successful – a 50% success rate compared to a success rate of 57.14% for UK applicants;

- **Age:** In 2012 no candidate was over the age of 52 or under the age of 36. The age group with the highest percentage of applicants in both 2012 and 2013 was 46-55 (63.16% and 66.67% respectively). This is consistent with the age profile of applicants in the years 2009-2011, the majority of whom (50.02%) were in the 45-54 age range.

5.3 **Headline information: Promotion to Senior Lecturer/Senior Research Fellow**

- **The success rate in 2013 (45.83%) was the lowest since 2009 (35.48%);**

- **Gender:** The percentage of female applicants in 2013 (70.83%) is the highest since the University started keeping a record of this information. In both 2012 and 2013 the percentage of women applying (42.22% and 70.83% respectively) was greater than the percentage of women who make up the total number of academic and research staff (39.23% and 40.85% respectively). The success rates of men and women within each year is broadly comparable – 47.06% of female applicants were successful in 2013 compared with 42.86% of men and in 2012 73.68% of female applicants were successful compared with 76.92% of men;

- **Ethnicity:** The percentage of applicants from an ethnic minority in 2013 is the highest it has been since 2008 at 12.50% although is still significantly less than those applying in the years 2006-2008 (31.67% on average). In 2013 the success rate of applicants from an ethnic minority was 14.29% lower than that of white applicants (33.33% compared with 47.62%), however in 2012 the success rate of applicants
from an ethnic minority was 5% higher than that of white applicants (80% compared with 75%);

- **Nationality:** The percentage of Non-UK applicants in 2013 is the highest it has been since 2008 at 62.50%. The success rates of UK and non-UK applicants within each year is broadly comparable – 46.67% of non-UK applicants were successful in 2013 compared with 44.44% of UK applicants and in 2012 73.68% of non-UK applicants were successful compared with 76.92% of UK applicants;

- **Age:** The majority of applicants in both 2012 and 2013 (55.55% and 50% respectively) came from the 36-45 age range. This is consistent with previous years. In the years 2006-2008 the age group with the highest percentage of applicants was 35-44 (51.39%). The same age group also had the highest percentage of applicants in the years 2009-2011 (49.79%).

### 5.4 Headline information: Promotion to Grade 9

- The success rate in 2013 (80%) was the lowest since 2010 (75%);

- The percentage of women applying in 2012 (60%) was the lowest since 2009 (45.45%);

### 6 PAY

#### 6.1 Work to divide the professorial pay scale into bands will commence in the summer of 2014 ready for implementation in the academic year 2014-15. An assimilation exercise of current professorial staff will take place once the bands have been approved (links to action 1.4 of the Staff Survey Action Plan).

#### 6.2 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%, and, as a result of decisions made by the Remuneration Committee, this gap has further diminished to 3%.

#### 6.3 Consideration is currently being given to introducing the Living Wage. Initial calculations suggest that the cost to the University would be around 105k, to Campus Services around 150k and to Wivenhoe House around 30k. Keeping our rates of pay above the living wage (this would mean not using the bottom two points of the national pay scale) without signing up as a Living Wage Employer is possible. Human Resources are currently conducting a full options appraisal.

### 7 REF 2014

#### 7.1 In line with HEFCE requirements the University developed and applied a REF Code of Practice to ensure fair and transparent processes for the selection of staff for inclusion in our Research Excellence Framework (REF) submissions, to promote equality and avoid discrimination. Account was taken of circumstances that had an effect on an individual’s ability to conduct research, for example taking a period of maternity leave, ill health or having caring responsibilities.

#### 7.2 The final Equality Impact Assessment conducted compared eligible and submitted staff to REF 2014 with eligible and submitted staff to RAE 2008 by protected characteristic and employment status. As a result of applying our Code of Practice the proportion of eligible female staff submitted to REF 2014 was 14.1% greater than the proportion of eligible female
staff submitted to RAE 2008 and the proportion of eligible part time staff submitted to REF 2014 was 31.4% greater than the proportion of eligible part time staff submitted to RAE 2008. This compares to 8.1% more eligible men being submitted to REF 2014 than RAE 2008 and 7.5% more eligible full time staff being submitted to REF 2014 than RAE 2008.

7.3 The University’s Strategic Plan 2013-19 sets a target of having 100% of eligible staff submitted to REF 2020. 82.57% of eligible staff were submitted to REF 2014. In addition, we aim to have 60% of the overall total of all academic submitted to REF 2020. For REF 2014 this figure was around 49%.

7.4 Age

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</thead>
<tbody>
<tr>
<td>26 to 35 years of age</td>
<td>68 (89.5%)</td>
<td>8 (10.5%)</td>
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</tr>
<tr>
<td>36 to 45 years of age</td>
<td>129 (79.6%)</td>
<td>33 (20.4%)</td>
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</tr>
<tr>
<td>46 to 55 years of age</td>
<td>80 (80.0%)</td>
<td>20 (20.0%)</td>
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<tr>
<td>56 to 65 years of age</td>
<td>60 (82.2%)</td>
<td>13 (17.8%)</td>
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</tr>
<tr>
<td>Over 65 years of age</td>
<td>23 (92.0%)</td>
<td>2 (8.0%)</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>360 (82.6%)</td>
<td>76 (17.4%)</td>
<td>436</td>
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<th>Total</th>
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<tr>
<td>26 to 35 years of age</td>
<td>51 (75.0%)</td>
<td>17 (25.0%)</td>
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<tr>
<td>36 to 50 years of age</td>
<td>157 (73.0%)</td>
<td>58 (27.0%)</td>
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<tr>
<td>Over 50 years of age</td>
<td>130 (71.8%)</td>
<td>51 (28.2%)</td>
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<tr>
<td>Total</td>
<td>338 (72.8%)</td>
<td>126 (27.2%)</td>
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7.5 Disability

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<tr>
<td>No</td>
<td>327 (82.8%)</td>
<td>68 (17.2%)</td>
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<tr>
<td>Yes</td>
<td>12 (70.6%)</td>
<td>5 (29.4%)</td>
<td>17</td>
</tr>
<tr>
<td>Refused / Unknown</td>
<td>21 (87.5%)</td>
<td>3 (12.5%)</td>
<td>24</td>
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<tr>
<td>Total</td>
<td>360 (82.6%)</td>
<td>76 (17.4%)</td>
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### RAE2008:

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<tr>
<td>No</td>
<td>322 (72.9%)</td>
<td>120 (27.1%)</td>
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<td>Yes</td>
<td>9 (81.8%)</td>
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<td>Refused / Unknown</td>
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<td>Total</td>
<td>338 (72.8%)</td>
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#### 7.6 Gender

### REF2014:

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<td>Male</td>
<td>248 (82.9%)</td>
<td>51 (17.1%)</td>
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<tr>
<td>Female</td>
<td>112 (81.8%)</td>
<td>25 (18.2%)</td>
<td>137</td>
</tr>
<tr>
<td>Total</td>
<td>360 (82.6%)</td>
<td>76 (17.4%)</td>
<td>436</td>
</tr>
</tbody>
</table>

### RAE2008:

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<th>Not Submitted</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>252 (74.8%)</td>
<td>85 (25.2%)</td>
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</tr>
<tr>
<td>Female</td>
<td>86 (67.7%)</td>
<td>41 (32.3%)</td>
<td>127</td>
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<tr>
<td>Total</td>
<td>338 (72.8%)</td>
<td>126 (27.2%)</td>
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</tbody>
</table>

#### 7.8 Ethnicity

### REF2014:

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<th>Submitted</th>
<th>Not Submitted</th>
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</tr>
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<tbody>
<tr>
<td>White</td>
<td>279 (83.5%)</td>
<td>55 (16.5%)</td>
<td>334</td>
</tr>
<tr>
<td>Other ethnic background</td>
<td>63 (78.8%)</td>
<td>17 (21.3%)</td>
<td>80</td>
</tr>
<tr>
<td>Refused / Unknown</td>
<td>18 (81.8%)</td>
<td>4 (18.2%)</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>360 (82.6%)</td>
<td>76 (17.4%)</td>
<td>436</td>
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### RAE2008:

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>283 (72.8%)</td>
<td>106 (27.2%)</td>
<td>389</td>
</tr>
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</table>
### CASEUALISATION AND ZERO HOURS CONTRACTS

8.1 Ways to reduce the number of staff on casual and zero hours contracts are being considered. Part-time teachers represent a significant number of those who fall into this category of staff although their use varies considerably by department. The Executive Deans have been working to gain a better understanding of the need and justification for employing Part-time teachers and, as a result, have been able to reduce the number employed by some departments in their areas. Work will continue as part of the planning process and in areas undergoing strategic review (links to action 2.1 of the Staff Survey Action Plan).

8.2 The employment of Graduate Teaching Assistants and Graduate Demonstrators has also been identified as an area where work is required to gain a better understanding of their use. The Executive Deans, together with the Graduate Dean, will be taking this forward with the Deputy Vice-Chancellor as the institutional lead for drawing up an implementation plan.

### WORK-LIFE BALANCE POLICIES

9.1 Following the approval in principle of allowing staff carers a specified number of days paid care leave, it has been identified that there are inconsistencies in the number of days discretionary leave staff are entitled to, depending on their circumstances. All work-life balance policies currently in place are therefore undergoing review in order to try and achieve more consistency (links to actions 1.2, 1.3 and 2.2 of the Staff Survey Action Plan).
10 STUDENT EQUALITY AND DIVERSITY INFORMATION

10.1 University-level data for students registered in 2012-13 has been compared with data for previous years, where possible, in order to seek to identify trends. The trends identified in this analysis broadly mirror the national picture. It is currently not possible to report on the following five protected characteristics either because the data is not collected or because the data collected is not sufficiently robust; sexual orientation, religion or belief, gender reassignment, pregnancy and maternity status, marriage and civil partnership status.

10.2 From 2014-15, the Education Committee will consider departmental-level equality and diversity data and analysis to enable it to (i) request further information from Departments on any trends identified; (ii) consider departmental responses at the following meeting of the Committee with a view to the Committee making recommendations as appropriate to Executive Deans for action, (iii) request that Departments consider any trends and issues identified by the Committee as part of the subsequent autumn term planning round, with a view to agreeing any required action and then report on progress to the Education Committee as appropriate; and (iv) agree and make recommendations to Senate as appropriate about institutional level changes relating to Education policy and strategy.

10.3 In April 2013 Senate made ten recommendations to ameliorate the continuation and attainment of undergraduate students. Progress is monitored by the Education Committee.

10.4 Headline information: Undergraduate student achievement

The analysis below is based on data supplied by the Planning Office for the academic years 2011-12 and 2012-13 and which was considered by the Education Committee during 2013-14. The data used is ‘starting cohort’ data and includes students who withdrew or failed and therefore is different to data which analyses the ‘graduating cohort’ which, for example, indicates that in 2012-13 65% of students achieved a 1st or 2:1.

- The proportion of students achieving a 1st or 2:1 in 2012-13 was 57.5%. This compares to 51.7% in 2011-12;

- Gender: In 2012-13 61.1% of female undergraduate students achieved a 1st or 2:1 compared with 54.2% of male undergraduate students. This compares to 57.3% of female students and 45.1% of male students achieving a 1st or 2:1 in 2011-12 and mirrors the analysis of data for the years 2006-07 to 2010-11 which found that male students were less likely than female students to achieve a 1st or 2:1;

- Fee status: In 2012-13 62.7% of Home students, 56.6% of EU students and 41.0% of Overseas students achieved a 1st or 2:1. This compares to 55.1% of Home students 50.9% of EU students and 39.4% of Overseas students achieving a 1st or 2:1 in 2011-12 and mirrors the analysis of data for the years 2006-07 to 2010-11 which found that Overseas students are less likely to achieve a 1st or 2:1 than Home students;

- Ethnicity: In 2012-13 63.3% of White students, 65.5% of Mixed students, 46.6% of Black or Black British students and 46.1% of Asian or Asian British students achieved a 1st or 2:1. This compares to 60.2% of White students, 53.4% of Mixed students, 36.9% of Black or Black British students and 38.8% of Asian or Asian British students achieving a 1st or 2:1 and broadly mirrors the analysis of data for the years 2006-07 to 2010-11 which found that all students of non-White ethnicity were less likely to achieve a 1st or 2:1 than White students;

- Disability: In 2012-13 63.7% of students who declared a disability achieved a 1st or 2:1 compared with 56.9% of students who did not disclose a disability. In 2011-12, 45.0% of students who declared a disability achieved a 1st or 2:1 compared with 52.2% of students
who did not disclose a disability. Analysis of data for the years 2006-07 to 2010-11 found that students with a learning difficulty (including dyslexia) were less likely to achieve a 1st or 2:1 than those who had not declared a disability however students with any other kind of disability were just as likely to be awarded a 1st or 2:1 as students who had not declared a disability:

- **Age:** In 2012-13 49.2% of mature students (those aged over 21) achieved a 1st or 2:1 compared with 59.6% of young students (those aged under 21). This compares to 44.9% of mature students and 53.4% of young students achieving a 1st or 2:1 in 2011-12. Analysis of data for the years 2006-07 to 2010-11 found that students aged over 21 were just as likely to achieve a 1st or 2:1 as those who were under 21.

### 10.5 Headline information: Withdrawals

- **Gender:** Over the years 2008-09 to 2012-13 the gender split of students who withdrew was 55% male and 45% female. This mirrors analysis of data for the years 2006-07 to 2010-11 which found that the odds of males failing/withdrawing were greater than those of females;

- **Fee status:** In 2012-13 the undergraduate student population comprised 63.59% Home students, 17.73% EU students and 18.68% Overseas students. 27% of withdrawals over the last 5 years (2008-09 to 2012-13) were from Overseas students. Analysis of data for the years 2006-07 to 2010-11 found that the odds of EU students failing/withdrawing were lower than those of home students but there was no significant difference between the odds of Overseas and Home students failing/withdrawing;

- **Ethnicity:** In 2012-13 the undergraduate student population comprised 63.5% white students. Over the last 5 years 53% of withdrawals were from white students. The variance is mostly offset by Asian (20% withdrawal v 15% population) and the 'not given' category (11% of withdrawals v 6%). Analysis of data for the years 2006-07 to 2010-11 found no significant difference in terms of failing/withdrawing for any ethnic group compared with white students;

- **Disability:** In 2012-13 8.9% of undergraduate students declared a disability and 8.7% of those who withdrew had declared a disability. Analysis of detailed disability data for the years 2006-07 to 2010-11 found that the odds of students with learning difficulties (including dyslexia) failing/withdrawing were lower than those of students who did not declare a disability and the odds of students with a disability other than a learning disability failing/withdrawing were greater than those of students who had not declared a disability;

- **Age:** In 2012-13, proportionally, more mature students (those aged 21 or over) withdrew than young students (those aged under 21). This also mirrors analysis of data for the years 2006-07 to 2010-11 which found that the odds of students aged 21 to 29 failing/withdrawing were greater than those of young students;

### 10.6 Headline information: Undergraduate Admissions (October 2013 entry)

This analysis focuses on applicants to all full time undergraduate degree courses through UCAS who were unsuccessful (rejected) by gender and disability (data on applicant ethnicity is not currently accessible at the point of application). 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.
Overall the University rejected 30.4% of all undergraduate applicants during the 2013 entry cycle. This compares to 32% in 2012, 31% in 2011, 26% in 2010, 19% in 2009 and 16% in 2008.

- **Gender:** In 2013 54.5% of applicants were female and 45.5% of applicants were male. 55.79% of those rejected were female and 44.21% of those rejected were male. The correlation between the proportion of applicants by gender and the proportion of rejected applicants by gender in 2012-13 mirrors that of previous years.

- **Disability:** Of the total number of undergraduate applicants to the University in October 2013 6.2% declared a disability compared with 5.4% and 5% respectively for October 2012 and 2011 entry. There is a small decrease in the percentage of applicants with disabilities rejected for October 2013 entry; 38.54% compared with 39.63% for October 2012 entry (which was slightly up on 2011). The rejection rate for applicants with disabilities has increased significantly since 5 years ago – the rejection rate was 17% for October 2008 entry but has settled in the last three years.

### 10.7 Headline information: Postgraduate Admissions (October 2013 entry)

This analysis focuses on the proportion of total applicants who were rejected by gender, disability and ethnicity. The data shown is for admission to all postgraduate degree courses as administered by the Graduate Admissions Office. 2013 data exhibits broadly similar patterns as that for recent entry cycles.

Overall the University rejected 33.8% of all postgraduate applicants during the 2013 entry cycle.

- **Gender:** In 2013 51.8% of applicants were female and 48.2% of applicants were male. 47.3% of those rejected were female and 52.7% of those rejected were male. Data by fee status has traditionally shown a marked difference in the proportion of male and female applicants but the table below shows 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.

**Gender split by market (fee status)**

<table>
<thead>
<tr>
<th></th>
<th>Total applications</th>
<th>Applications rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td><strong>EU</strong></td>
<td>656</td>
<td>562</td>
</tr>
<tr>
<td><strong>Home</strong></td>
<td>1,001</td>
<td>726</td>
</tr>
<tr>
<td><strong>Overseas</strong></td>
<td>5,200</td>
<td>5,132</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,911</td>
<td>6,458</td>
</tr>
</tbody>
</table>

- **Disability:** In 2012-13 just 1.7% of postgraduate students (230) declared a disability – this is a marked increase on previous years; 154 postgraduate students declared a disability in 2012, 135 in 2011, 138 in 2010 and 123 in 2009. Given the small number of applicants declaring 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.
- **Ethnicity:** In 2012-13 74.3% of postgraduate students (10,012) declared their ethnicity. This is the fifth 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. The ethnic group with the lowest rejection rate is Mixed – White and Black Caribbean (5.9%), although the number of applicants is small. The ethnic group with the highest rejection rate is Black or Black British – African (33.9%).

11 **STUDENT SATISFACTION SURVEYS**

11.1 Analysis of the 2012-13 Student Satisfaction Survey (SSS) and National Student Survey (NSS) by protected characteristic has been carried out.

11.2 **Headline Information:**

- **Gender:** In the NSS, the overall satisfaction score for male students was 92% and for female students 93%. In the SSS the overall satisfaction score for male students was 88% and for female students 90%. In addition, female students were just as likely as male students to report that they 'felt treated with dignity and respect at the University';

- **Ethnicity:** In the NSS, the overall satisfaction score for white students was 93%, for Black students 89%, for Asian students 94% and for ‘other’ students 91%. In the SSS, the overall satisfaction score for white students was 90%, for Black students 87%, for Asian students 89% and for ‘other’ students 84%. No difference emerged between the students by ethnicity in response to the question ‘felt treated with dignity and respect at the University’

- **Disability:** In the NSS, the overall satisfaction score for students declaring a disability (not including dyslexia) was 90%, for students declaring dyslexia 94% and for students not declaring a disability 93%. In the SSS the overall satisfaction score for students declaring a disability was 92% and for students not declaring a disability 89%. Notably students who declared a disability were just as likely to report that they ‘felt treated with dignity and respect at the University’ as those who had not declared a disability;

- **Age:** In the NSS, the overall satisfaction score for young (under 21 years) students was 92% and for mature (21 years or over) students 94%. In the SSS the overall satisfaction score for young (under 21 years) students was 88% and for mature (21 years or over) students 92%. In addition, mature students were just as likely as young students to report that they ‘felt treated with dignity and respect at the University’;

12 **EXTERNAL ACCREDITATION**

12.1 **Two Ticks Disability Symbol:** The University has been re-accredited for the ‘Two Ticks’ scheme for a further year until February 2015, re-affirming our commitment to promoting positive attitudes towards disability and to equality of opportunity for disabled people.

12.2 **Athena SWAN:** The University was awarded an Athena SWAN Bronze Institution Award in November 2013, recognising our commitment to promoting the careers of women in STEM subjects.

12.3 **HR Excellence in Research Award:** The University achieved this award in June 2014, recognising our commitment to improving the working conditions and career development for research staff.
12.4 Mindful Employer: In January 2014 the University re-affirmed its commitment to this Charter which recognises our positive attitude towards mental health.

13 HARASSMENT ADVISORY NETWORK (HAN)

13.1 In the calendar year 2013 the Network saw 43 clients, the most since 2009 when it saw 44 clients (staff and students). Although the variation in the number of clients accessing the Network year on year is relatively small the peak in clients could be due to the fact that in 2013 more men than ever before accessed the Network (17). This could be attributed to the revision of HAN publicity following feedback from the 2012 staff survey which revealed that men were less likely to be aware of the network than women.

13.3 Two new Advisers were recruited and trained; one is located at Southend campus and the other at Loughton, meaning all staff and students, regardless of where they are based have access to an Adviser.

14 PRIORITY ACTIONS FOR 2014-15

- To submit an application to the Stonewall Workplace Equality Index in September 2014;

- To progress actions identified in our Athena SWAN and Gender Equality Charter Mark (GEM) action plans and to support departments applying for awards (links to actions 1.2, 1.3, 1.5, 2.1, 5.1 and 5.4 of the Staff Survey Action Plan);

- To extend the requirement to complete the Equality and Diversity online programme to students;

- To seek to develop more effective strategies for embedding equality considerations into policy development;

- To continue to highlight the importance the University places on Equality and Diversity through a range of awareness-raising activities (links to action 6.1 of the Staff Survey Action Plan).

Karen Bush, Equality and Diversity Manager
June 2014