

# EDC14D015 / EDC14A003

## UNIVERSITY OF EAST ANGLIA Equality Data Annual Report – January 2015 Contents

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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 in the [Student Profile Summary](#). Religion and belief and sexual orientation for both staff and students are reported at University level only to preserve anonymity as figures in some categories are very low but other characteristics are 'drilled' to Faculty level for student figures (staff figures to follow in June 2015). 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 student information has for the first time used information drawn from the University's Data Warehouse, built by the Business Intelligence Unit and colleagues have worked extremely hard to ensure consistency of data during the transition from the Discoverer system. The use of the Data Warehouse greatly improves efficiency and in the near future will allow us to explore a whole 'pipeline' of statistics from a students' first application to UEA to their post-degree destination. In turn, this will enable a more sophisticated understanding of where groups with a range of characteristics may be in need of different levels of support or services to help maximise every student's potential.

Staff data reported here has been taken from reports drawn from the central Human Resources Resourcelink system. The staff figures represent a single 'snapshot' of figures each year and for the first time data is represented as a time-series from 2008 (wherever possible). Staff figures in this report are all at total UEA level, but a series of Faculty figures will follow in June 2015.

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

## 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. The figures do not include students studying at INTO.

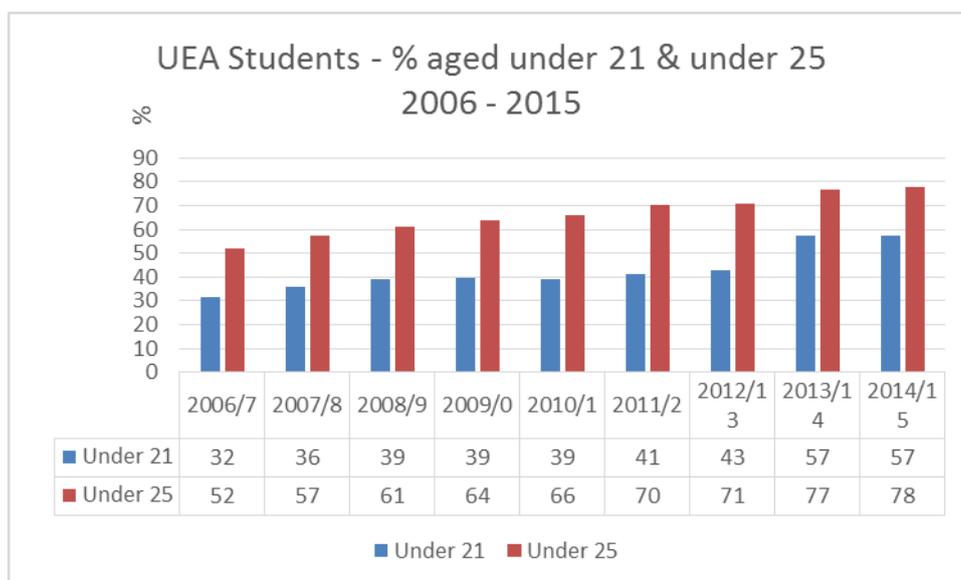
Staff data is based on core staff (including Associate Tutors) and includes staff on full time, part time, fixed and indefinite term contracts.

## 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 '[student profile](#)'.

### 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 (students at all study levels) shows an increase of 22% to a total of 78% of students aged under 25;



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

	<b>2015</b>	<b>(2006/7)</b>
• Faculty of Health:	37.3%	77.5%
• Faculty of Humanities:	24.4%	13.5%
• Faculty of Social Sciences:	26.6%	54.9%
• Faculty of Science:	12.2%	31.2%

But all show a substantial reduction in mature students.

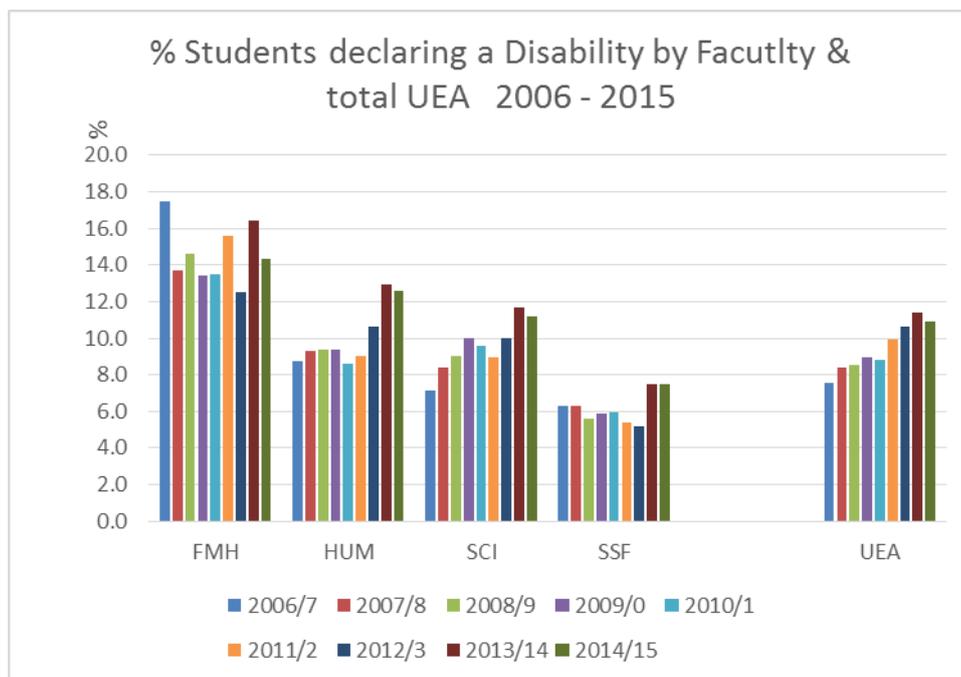
### 2.2 Disability

Key points:

- 1597 students (10.9%) have declared a disability so far in the current academic year (it should be noted, not all students have registered yet for the 2014/15 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.

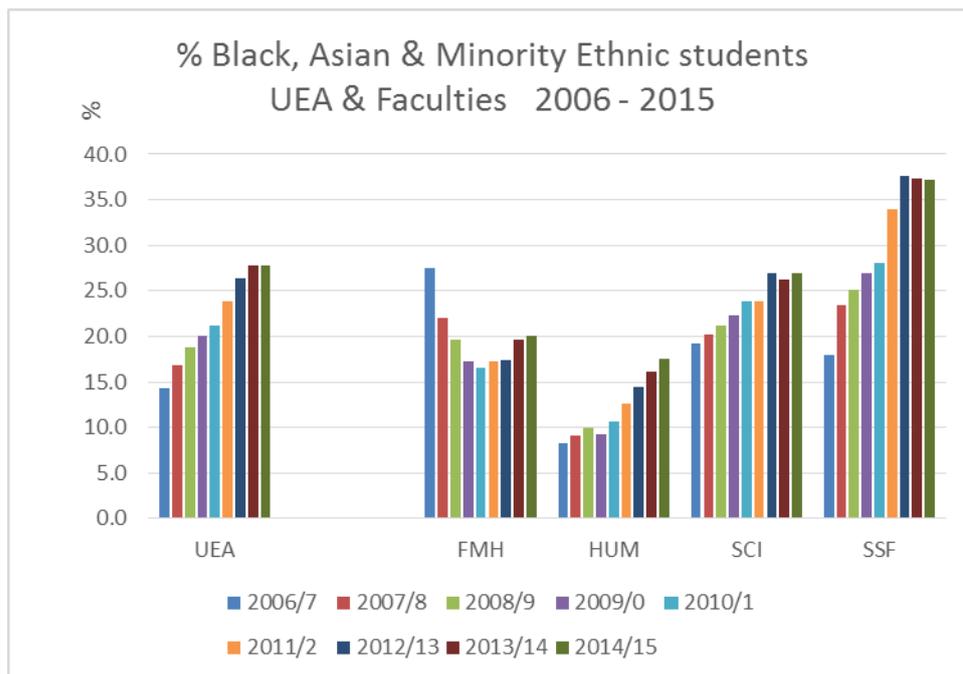
- The largest discrete group is formed by those declaring a Specific Learning Difficulty (e.g. dyslexia, dyspraxia, dyscalculia). In 2014/15 768 students have declared within this group (5.3%);
- 259 students (1.8%) have so far declared Mental Health Difficulties in 2014/15 compared to (0.5%) in 2012/13. Significant support is provided via the Mental Health Team in Dean of Students Offices and the Counselling Services for students experiencing a range of issues, both temporary and chronic. In 2013/14 532 students were seen for one-to-one appointments, illustrating that many students do not necessarily declare issues at registration, and in the same period the Counselling Service saw 736 students;

The overall trend has gradually risen at institutional level for disabled students from 7.6% to 10.9% (c.f. benchmark figure for all undergraduate students in the Sector in 2014/15: 10.8%). There are wide disparities between Faculties with 14.3% of students in the Faculty of Health declaring a disability compared to 7.5% 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 proportions. The Faculties of Humanities and Science have a 12.6% and 11.2% declaration rate respectively.



- Full data tables for the above graph can be found from page 3 of our [2014/15 Student Profile](#) report on the Equality Information page of the Equality and Diversity website.
- 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. Application and admission data will be analysed in the near future and is required to create a wider context of disabled students aspiring to educate at UEA.

## 2.3 Ethnicity

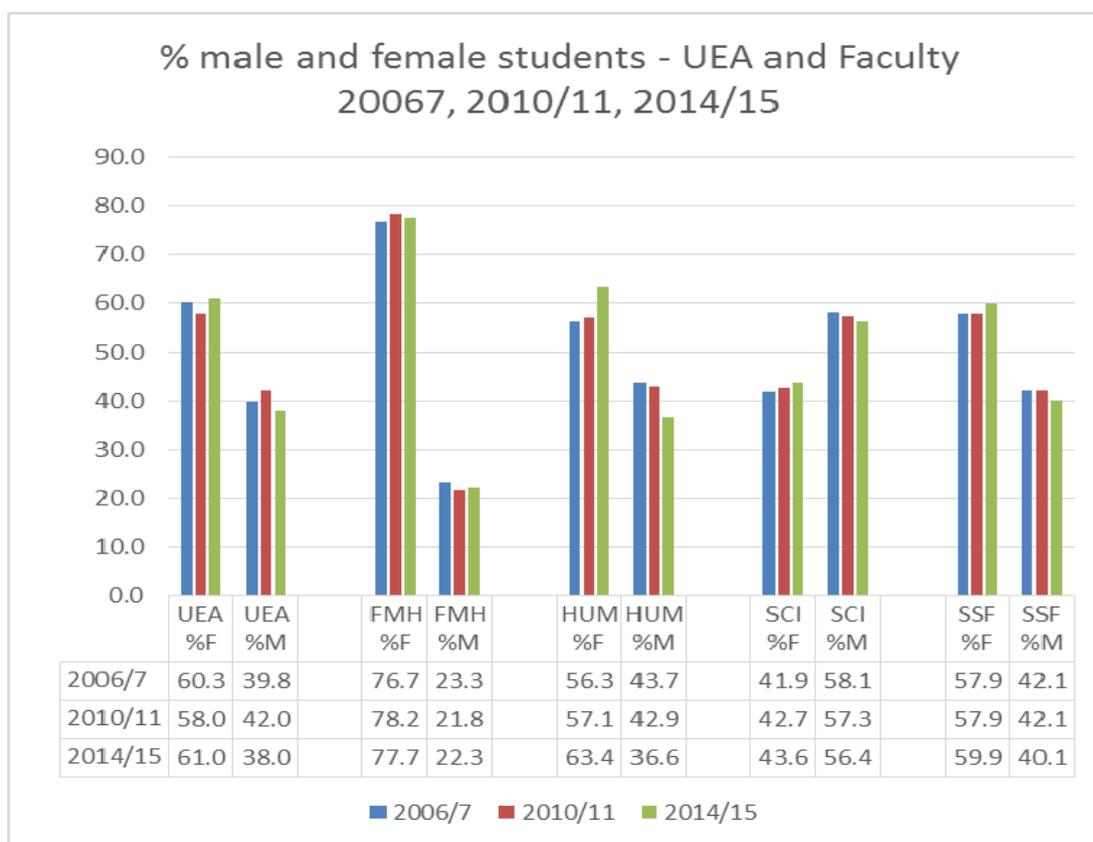


The graph above shows the percentage of Black, Asian and Minority Ethnic (BAME) students at all study levels for the whole University and also by each Faculty.

- Full data tables for the above graph can be found from page 18 of our [2014/15 Student Profile](#) report on the Equality Information page of the Equality and Diversity website.
- Institutional growth in the proportion of Black, Asian and Minority Ethnic students (BAME) students since 2006/7 is 13.6% from 14.2% to 27.8%, almost a third of our student population;
- The Faculty of Social Sciences has increased its proportion of minority ethnic students by almost 20%, and has the highest proportion at 37.2% having more than doubled from 17.9% in 2006/7; Most of these students choose to 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 (11.3%, increased from 3.9% in 2006/7);
- 10.2% of UEA students are from minority ethnic communities in the UK. These 'Home BAME' students comprise 38% of all minority ethnic students at UEA.
- Within this UK group, the largest group is of Black/African heritage of whom we have 373 students (3.5% of home students). This group has overtaken the number of students of Asian/Asian British – Indian heritage, previously the largest group, now comprising 276 students (2.6% of our home student population).
- Schools with subjects that attract international students also attract the highest number of Home Fee BAME students, however, it should be understood that support requirements within both groups are likely to be quite different;
- Schools with a presence of more than 10% of Home Fee BME students are, typically, those with a professional focus to their study areas: PHA, MED, CHE, ECO, DEV, LAW, LCS, NBS and BIO.
- Nationally, the proportion of UK-domiciled students who were from a BAME background increased from 14.9% in 2003/4 to 19.6% in 2012/13 and there is

an opportunity for UEA to consider how to further access and attract students from this population, as part of the institutions' long term sustainability and commitment to widening participation.

## 2.5 Gender



- Full data tables for the above graph can be found from page 13 of our [2014/15 Student Profile](#) report on the Equality Information page of the Equality and Diversity website.
- Overall, UEA has a predominantly female student population (61.0% in 2014/15) and this gender split, determined largely by the University's subject mix, has been relatively constant since at least 2006/7.
- Some study areas reflect traditional gender polarisation, from seven Schools having over 70% female students (HSC is the highest with 86.8%) to four with less than 40%, (the lowest being Computing with just 14.8% although this has increased from 11.5% in 2012/13). The graph above reflects this difference with women comprising almost 80% of students in the Faculty of Medicine and Health and just over 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.

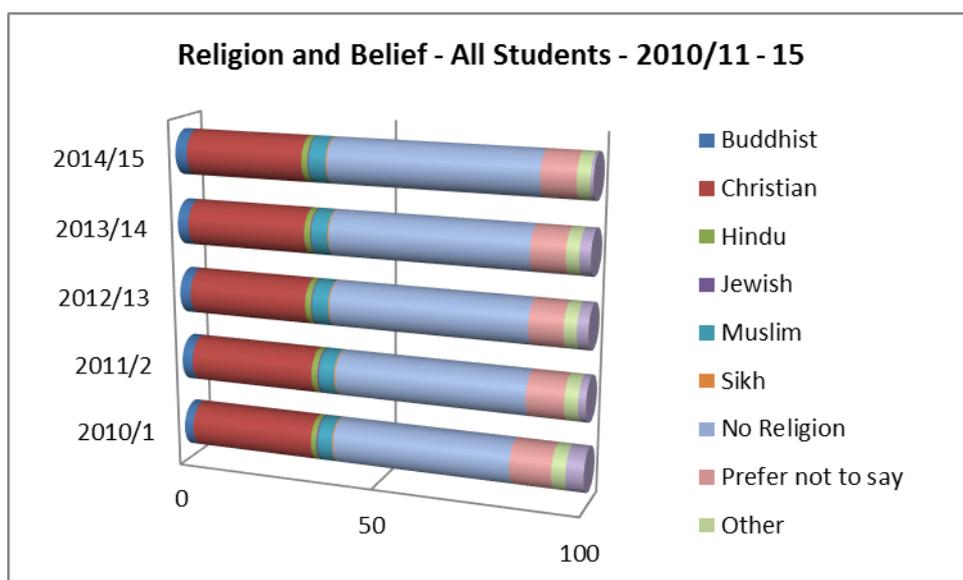
At April 2015 seven of the University's Schools have gained Athena SWAN Bronze awards and one Silver (MED). All Schools in the Faculties of Science and Medicine and Health Sciences are working towards either Bronze or Silver awards and with the announcement that Athena SWAN will be open to Arts, Humanities, Social Sciences, Business and Law disciplines from July 2015 it is anticipated that this work will continue. Three Schools from SSF

and HUM are already preparing submissions. The activities inspired through Athena SWAN work benefit both students and staff.

## 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



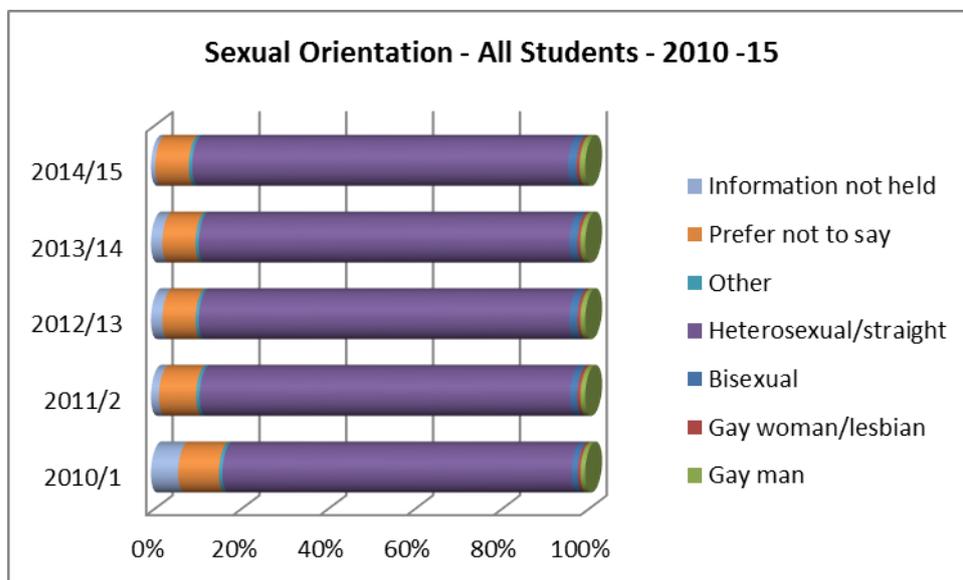
%	2010/1	2011/2	2012/13	2013/14	2014/15
<b>Buddhist</b>	2.3	2.7	2.8	2.8	3.0
<b>Christian</b>	31.2	31.2	29.7	29.7	29.1
<b>Hindu</b>	1.4	1.5	1.5	1.5	1.5
<b>Jewish</b>	0.4	0.4	0.3	0.3	0.3
<b>Muslim</b>	3.6	3.8	4	4	4.1
<b>Sikh</b>	0.3	0.3	0.3	0.3	0.3
<b>No Religion</b>	43.4	46.2	47.7	47.7	49.9
<b>Prefer not to say</b>	9.9	8.9	8.1	8.1	8.1
<b>Other</b>	3.3	3.2	3.0	3.0	3.0
<b>Information not held</b>	4.2	1.8	2.6	2.6	0.7

As can be seen from the graph and table above the largest single group is of those students who do not have a religion. 49.9% (7,530) students chose this option. In terms of religious belief, Christians form the largest group at around 29.1% (4,205) in 2014/15. The next largest group are Muslim students who comprise 4.1% (586) of the student population. Buddhists are the next largest group at 3% (366). The percentage of students who prefer not to say (8.1%/1,157) and those for whom information was not held at the time of creating this report is static.

We will work with Student Records Office to review wording at registration to see if people can be encouraged to declare their religion, while respecting the right not to

declare, particularly in a sensitive area of identity. Ideally, students would feel safe at UEA to be open as the information helps us inform policy and practice across the campus, as reflected by the activity of the Multi Faith Group. These data were useful in the 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 position from which to base decision making.

## 2.6 ii Sexual Orientation



### Sexual Orientation - All Students

%	2010/1	2011/2	2012/13	2013/14	2014/15
<b>Bisexual</b>	1.5	1.7	1.9	1.9	2.0
<b>Gay woman/lesbian</b>	0.6	0.7	0.6	0.6	0.7
<b>Gay man</b>	1.1	1.1	1.1	1.1	1.3
<b>Heterosexual/straight</b>	80.4	85.3	85.3	85.3	86.5
<b>Other</b>	0.8	0.8	0.7	0.7	0.8
<b>Prefer not to say</b>	9.4	8.6	7.6	7.6	7.7
<b>Information not held</b>	6.3	1.8	2.6	2.6	1.0

%	2010/1	2011/2	2012/13	2013/14	2014/15
<b>All LGB</b>	3.9	4.3	4.4	4.4	4.8

As can be seen from the graph and table above although the percentages of students who have declared as either gay (1.3%), lesbian (0.7) or bisexual (2.0%) are relatively small there is a slow but steady growth. It is hoped this will continue and noted that the percentage of students who prefer not to say or for whom information is not held is reducing over the period shown. 7.7% 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. 86.5% of students declared themselves straight, this percentage growing by 6% between 2010 and 2015. 0.8% declared themselves as 'other'.

It should be noted that the true numbers of students declaring as LGB is also growing, so that the increased percentages are not due to any fluctuation in overall numbers of students. Headcount is shown below.

Sexual Orientation - Headcount	2010/11	2011/12	2012/13	2013/14	2014/15
Bisexual	216	246	284	319	392
Gay woman/lesbian	88	101	98	122	105
Gay man	162	164	173	213	211
Other	119	116	112	137	136

### 2.6 iii Trans Students

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. Stonewall, with whom the University has membership, announced in May it is extending its support, campaigning and services to include trans people. This is very welcome and will complement work with Athena SWAN which also now includes a specific section about support for trans students and staff in its submission process.

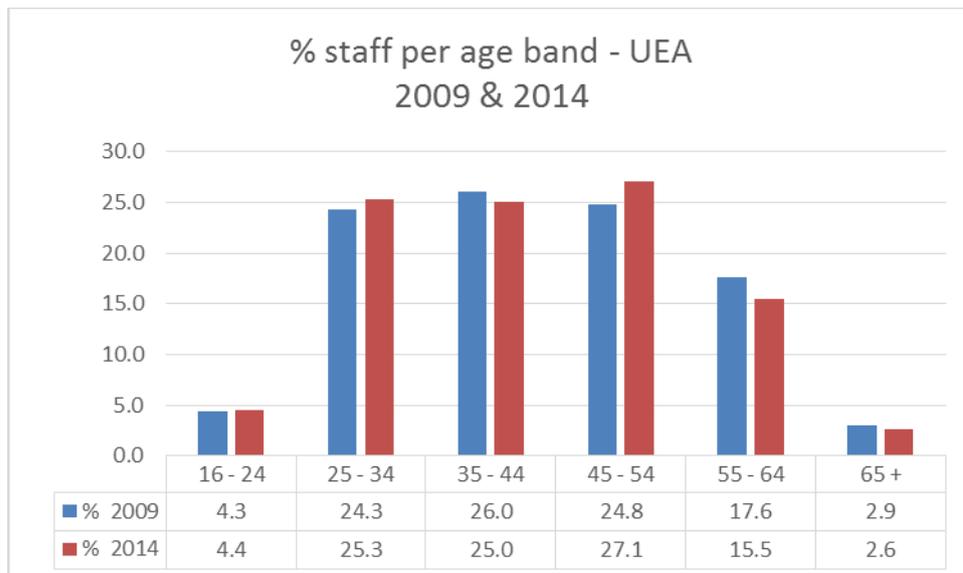
Support routes are in place for both staff and students who may transition, or be in the process of doing so, during their time at UEA and one of our key objectives for the year is to formalise guidance for both transitioning staff and students and those who support them.

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

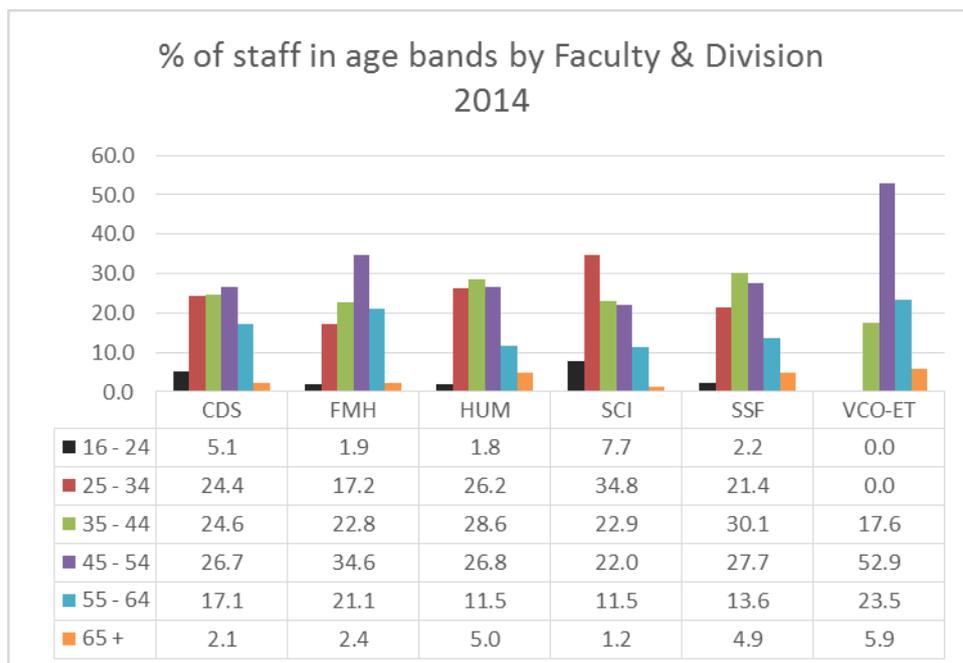
The following paragraphs highlight key points relating to data extracted from the Human Resources database in January 2015. Where possible trends at UEA are compared with national data published for the sector.

### 3.1 Age



The graph above shows a comparison between UEA staff profile by age in 2009 and in 2014. The graph shows there is not much variation in the early age bands but an increase in 45 to 54 year olds of 2.3% and a reduction in 55 to 64 year olds of 2.1%. The data includes all staff groups.

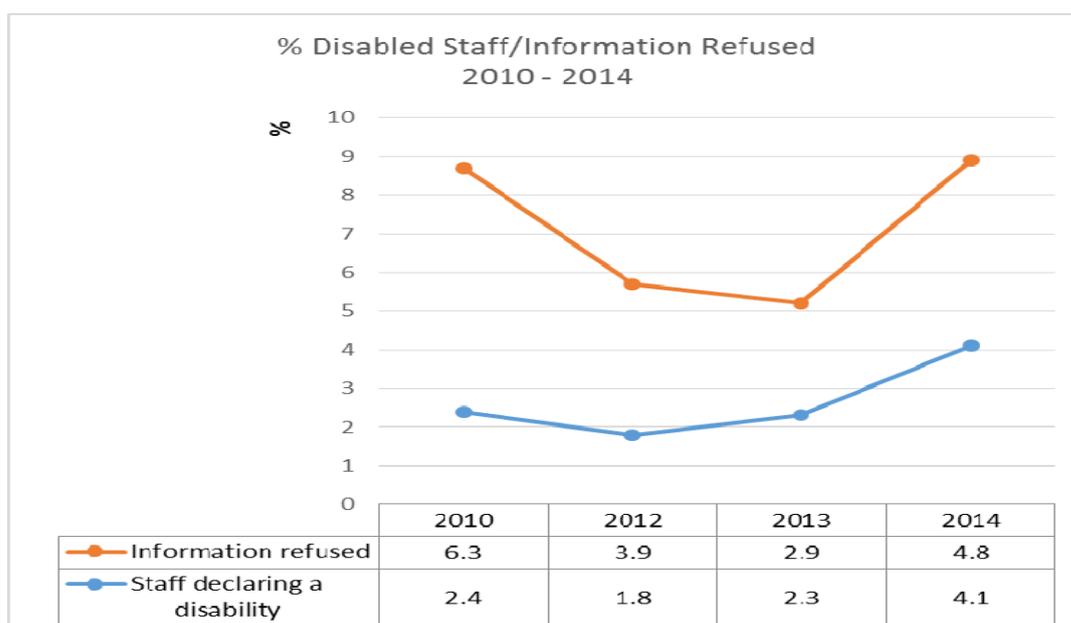
Academic staff aged 16-24 comprise mainly Associate Tutors. There is, for obvious reasons, a much higher percentage of Professional and Support staff in this youngest age group.



When we look at age profiles of Central Divisions (CDS) and Faculties we can see a more even spread of ages to age 54 in the CDS with HUM presenting a similar profile. In FMH there is a 'spike' at age band 45 – 54 and in SCI it occurs much earlier at age 25 – 34. The latter ties very broadly with Equality Challenge Unit (ECU) data for the sector which shows that 47% of staff in SET (Science Engineering and Technology) departments are aged 40 or under. More detailed age profiling may be useful to Deans and Heads of School in managing succession planning and ensuring continuity for major subject areas, as far as possible.

### 3.2 Disability

Data for UEA at January 2015 shows 4.1% of all staff declaring a disability;



- Although it should be noted that the level of 'Information refused' remains relatively high there has been a recent increase in staff declaring a disability with 4.8% of staff self declaring. This compares to national data for 2012/13, the latest issued by ECU, showing the proportion of disabled staff in the sector as 3.9% an increase from 2.7% in 2007/08
- The main category declared at UEA is Specific Learning Difficulty (i.e. dyslexia, dyspraxia or dyscalculia) with 47 staff falling into this category.
- When analysed by age it is interesting to note that for a number of types of disability declared the majority of staff affected are under 45; examples are:

Specific Learning Difficulty: 80.8% under 45  
 Long Standing Illness or Health Condition: 60.5%  
 Mental Health Condition: 60.0%

It may be that younger people are more aware of and less stigmatised than older generations when it comes to declaring certain types of disability.

Disabilities for which the staff fell into the over 45 age bands are:

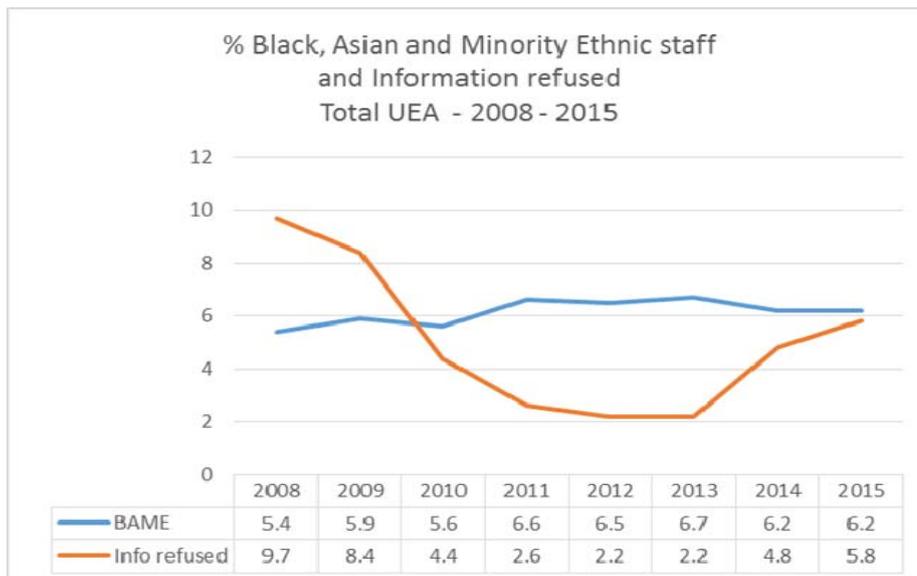
Physical impairments or mobility issues: 58.8% over 45  
 Deaf or Serious Hearing impairments: 70.0%  
 Other types of disability: 76.4%  
 Blind or serious visual impairments 60.0%

- The University runs Disability Awareness Courses for staff who have responsibility for other staff.

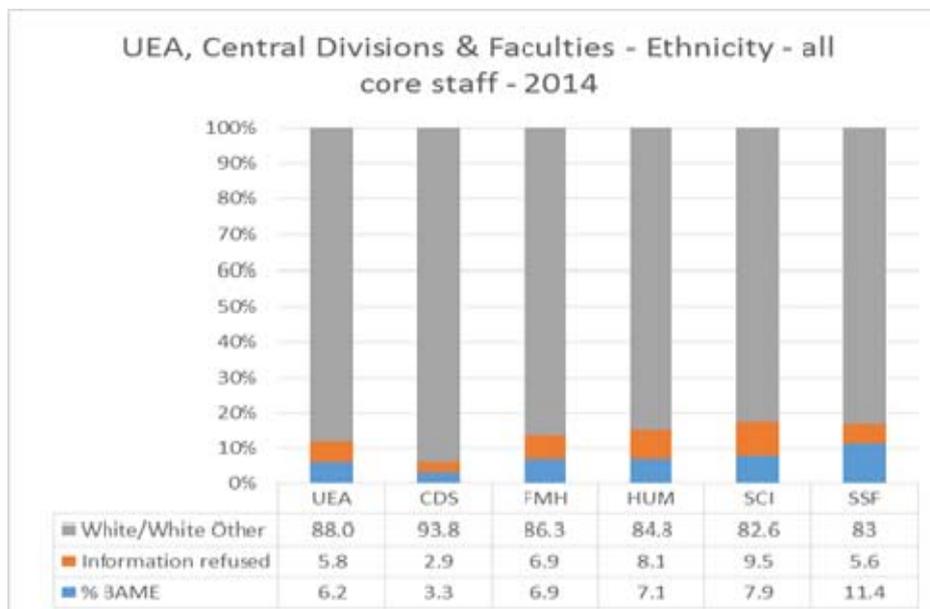
The current figures show a gradual increase, compared to previous employment data at the University for disabled people, from 1.7% since 2004.

The University is working to raise awareness of adjustments available to support disabled staff. On a broader note there is a Campus Access Group (Access for All) which involves disabled staff and students in discussions about priorities and improvements to the campus and designs for new buildings.

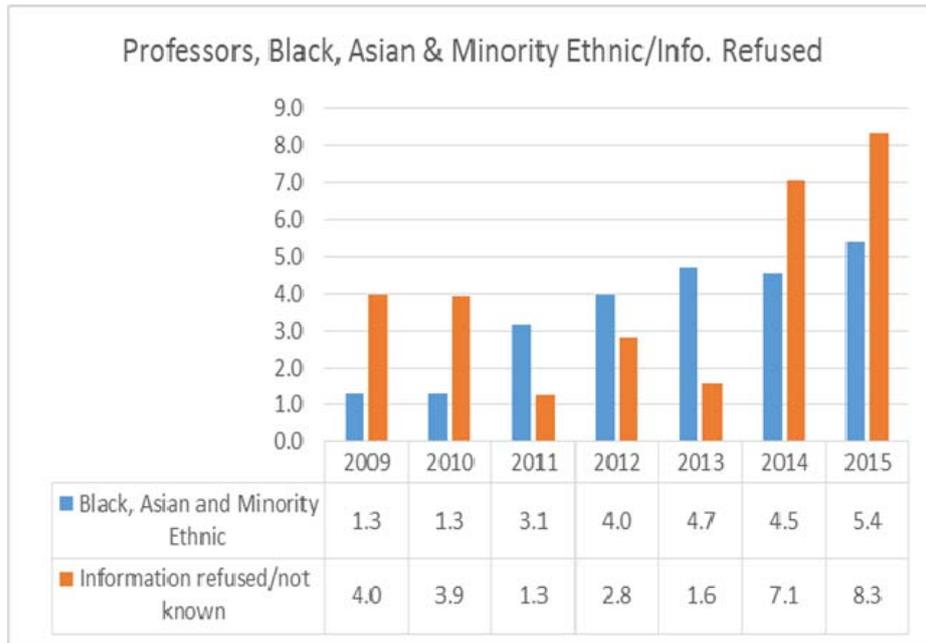
### 3.2 Ethnicity



- The total percentage of Black, Asian and Minority Ethnic (BAME) staff at UEA has dropped marginally from 6.7% in January 2013 to 6.2% in January 2014, staying at that level in January 2015;
- This equals 225 staff by headcount, a reduction from 241 in 2013. This is likely to be due to the end of temporary contracts (22.9% of Research Assistants on fixed term full time contracts and 7.4% of Associate Tutors on fixed term part time contracts are from Black, Asian and minority ethnic backgrounds);
- 90.8% of staff on full time indefinite contracts are White compared to 4.2% of BAME staff (remaining 5.0% information refused);
- The largest group are Chinese (1.6%), followed by Asian British/Asian – Indian (1.4%), and Other Asian (1.2%);
- Some staff categories are much more diverse than others. Unsurprisingly, academic staff operating in particular specialisms are likely to be recruited from a wider pool than more generalist staff and are more ethnically diverse: Research Assistants: 11.2%, Technicians: 8.2%, ATR staff 5.9%, Associate Tutors 7.4% and ATS staff 4.9%;
- Least diverse categories are Nursery staff which have no BAME staff and Secretarial & Clerical staff at 2.8%;

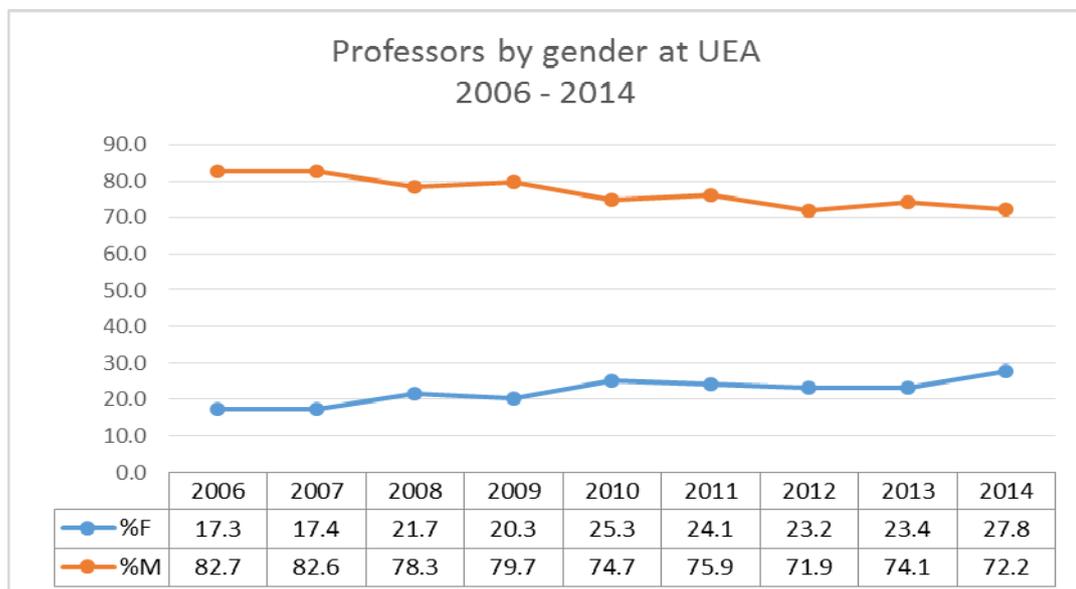


- SSF is the most diverse Faculty (11.4% BAME staff) with Central Divisions the least diverse area (3.3% BAME staff);
- National data shows UK BAME staff at 8.9% and non UK at 19% in 2013 (N.B. at the moment UEA does not split it's information by UK/Non UK staff but will build this into future plans);
- Of 206 professors at UEA, 11 (5.4%) are from BAME backgrounds. A further 20 (9.7%) are of unknown ethnicity (see graph below for trend).

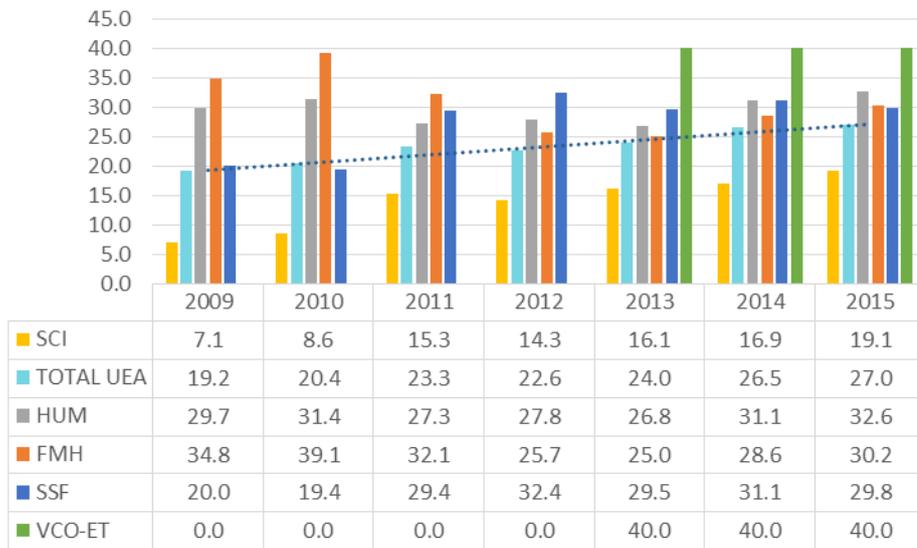


### 3.4 Gender

- UEA Statistics on broad gender balance show little variation generally from 2008 to 2015 with the current proportion at 56.7% women (cf. 53.5% nationally) and 43.3% men;
- Sector figures show 53.9% of all HEI staff are women (ECU, 2013)



**% female Professors by UEA and Faculty  
2009 to 2015**

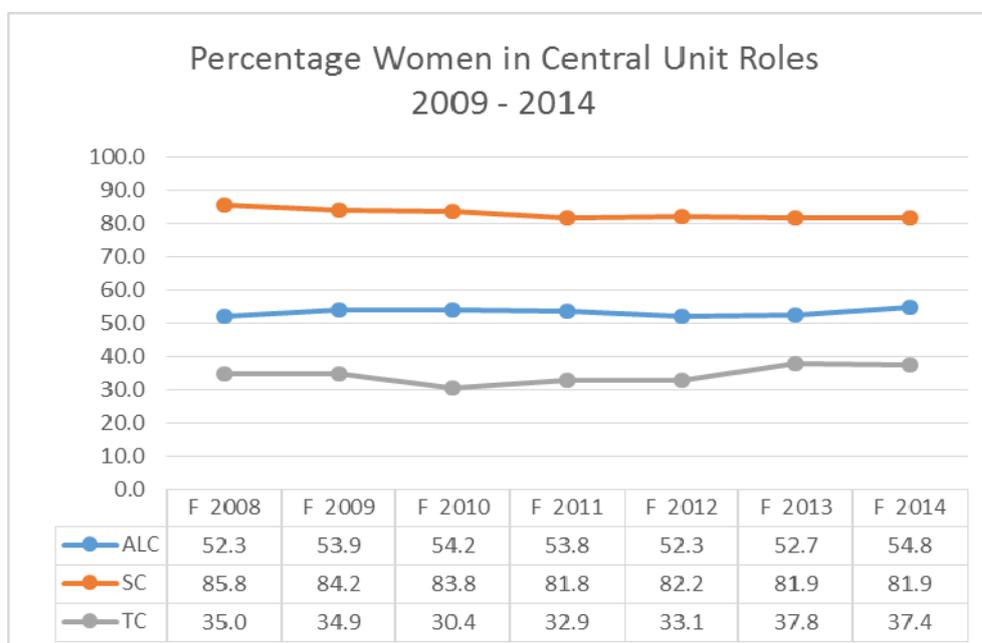
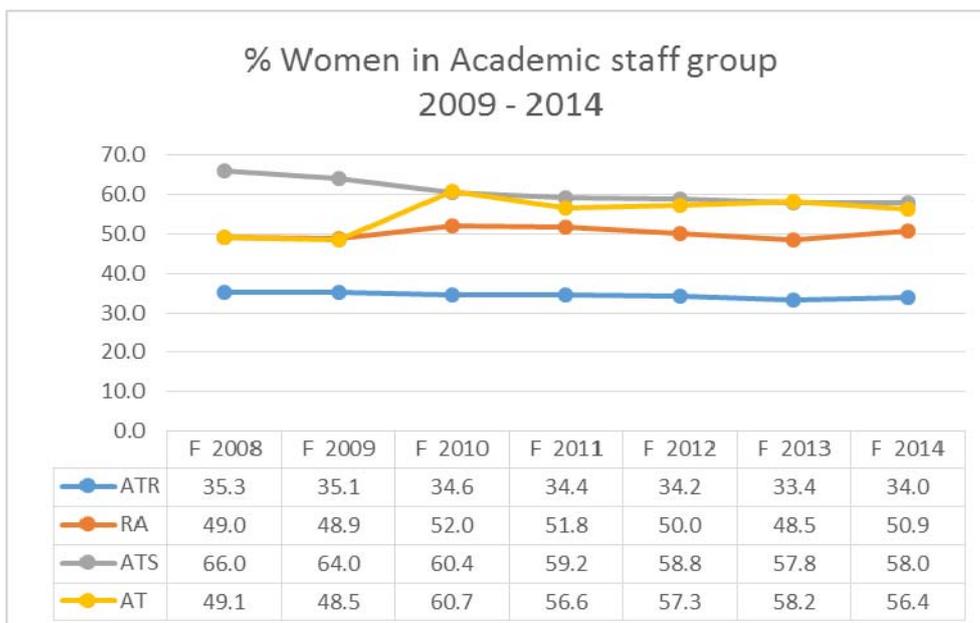


- Data of women in management roles shows a better gender balance including at the most senior level, the Senior Executive Team progressing to 40% female. At Director level the balance is 46.2% female and at general Managerial level 48.9% female. Senior Managers show a more variable trend although numbers at this level are much smaller (currently 4 staff) overall so small movements of staff make high impact.

**% Women in Management at UEA  
2010 - 2015**



- ATR posts remain male dominated at 66% with ATS posts conversely at 58% female (down from 66% in 2008 but without corresponding increase for women in ATR posts over the same period).
- The area showing the biggest increase in women is that of Associate Tutor (7% increase since 2008);



- The highest proportion of women can be seen in traditional areas such as Secretarial and Clerical (81.9%), Nursery/Dental Assistant (both 100%) and to a lesser extent ATS (58.0%) and ALC (54.8%).

### 3.5 Religion and Belief

This information about our staff population is only just emerging. Some of the points made below are comments about the monitoring process and behaviour around it as this practice is still slightly controversial. Enhanced rights for religion and belief in the new Equality Act 2010 strengthen the case for monitoring so the University can make proportionate and informed decisions in policy and practice.

- 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;

- Currently 38.5% of staff have responded on the question of religion or belief – of those responding only 4.7% have preferred not to declare their religion or belief – this has fallen from 11.1% in 2010 when the question was very new. It's encouraging to note that questions are being answered reflecting people's recognition that such monitoring is a current and standard practice;
- Of those responding, 18.0% stated they had no religion - the largest group declaring a religion was Christian -13.7% of those who responded:
- The next largest group consisted of 'Other' (0.7%) but we don't currently have further information to determine what 'Other' consists of;
- 0.5% of staff declared as Hindu;
- 0.3% of staff are Muslim, with a further 0.3% declaring as Buddhist;

### **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 currently at 62.4%;
- Of those responding:
  - 18.2% preferred not to make any statement about their sexual orientation;
  - 59.8% declared themselves Heterosexual/straight;
  - 2.5% declared themselves Gay/Lesbian/Bisexual an increase from 1.6% in 2013

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 it will form part of our next Action Plan.

### **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 revised submission documents for Athena SWAN have a section specifically reviewing support for transgender staff and students and Stonewall have recently announced inclusion of trans under their remit.

### **4.0 Conclusion**

Despite a popularly quoted impression that the University is neither diverse nor affected by social changes nationally 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 and most importantly used to inform decision making, support and services.

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 and to ensure non-biased recruitment and promotion processes are implemented in all areas for staff. 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, develops best practice and can evidence positive impact from its efforts.

A key focus for the Equality Office is continuation of work with colleagues to provide a cohesive set of information to enable fully informed management decisions at all levels and to contribute to the long term sustainability of the University.

***Helen Murdoch***  
***Equality and Diversity Office***  
***April 2015***