Equality & Diversity Annual Report 2013-14

## 1	Introduction

The use of the word "diversity" is increasing in the public and private sectors, although organisations differ in what exactly the term means. For many organisations it is a means of making a real difference to the performance of key business functions. All the definitions of diversity share some common elements, for example:

"Diversity is...the concept that people should be valued as individuals for reasons related to business interests, as well as for moral and social reasons. It recognises that people from different backgrounds can bring fresh ideas and perceptions which can make the way work is done more efficient and products and services better" (Chartered Institute of Personnel and Development).

"Diversity is understanding, respecting and providing an environment that accepts and encourages differences. It is not only an issue of business ethics and efficiency but the only way to harness collective expertise" (Natwest Bank).

Diversity is based on the concept of recognition of differences: recognising that everyone is different, and respecting and encouraging those differences for business benefit. People with different backgrounds and attitudes bring fresh ideas and perceptions, and a diverse organisation such as Abertay can draw upon the widest range of experiences so it can listen to, and meet, the needs of its employees, students and the community it serves.

## 2	Progress

This annual report sets out the key areas in which the University has progressed over the past year. Items of note in relation to Equality and Diversity are:

- Athena SWAN: the University signed up for the Athena SWAN Charter, which aims to advance the careers of women in STEM (Science, Technology, Engineering and Maths), in August 2013 and has established a Self-Assessment Team which is undertaking an assessment of Abertay's position, including carrying out a survey of academic staff, with a view to developing an action plan and applying for a University Bronze award in November 2014.
- Dundee Women in Science: the University hosted and contributed to several events in this festival in March 2014, with a view to improving the engagement of women and girls in STEM.
- Healthy Working Lives: the University has committed to building on its Silver award to apply for a Gold award in 2016. Amongst other activities, the University ran a Health Fair on 19 February with a view to promoting good physical and mental health.
- Race Equality: the University's Executive Team agreed in April 2014 to applying for Abertay to participate in the trial of the Equality Challenge Unit's Race Equality Charter Mark
- The Student Association successfully worked with the Division of Sport and Health and University Sport on an ATLEF (Abertay Teaching and Learning Enhancement Fund) project to develop a set of resources to be used in a UADSA campaign centred on embracing diversity and promoting tolerance. Resources can be found at: http://www.uadsa.com/main-menu/democracy/campaigns/education/watch-your-language

2.1   REF2014

2.1.1   Submission rates by protected characteristic

The University is participating in REF2014 and submitted more staff in an increased number of Units of Assessment (UoA) compared to RAE2008. As part of the process of REF2014 the University produced a Code of Practice (COP), which was approved by Funding Councils, to ensure issues of equity and equality were adhered to in the selection of staff to be submitted.

The University will be publishing its submissions in due course, after the outcome of the REF 2014 is announced by Funding Councils.

2.2   University Equality Action Plan

As part of the University's commitment to enhance its work with regard to equality and diversity, an equality action plan has been developed (see http://www.abertay.ac.uk/about/theuni/diversity/publicsectorequalityduty/). The purpose of introducing equality action plans is to provide an impetus for changing the culture within public sector organisations to take account of the diverse needs of its population/community.

The equality action plan has been developed with the consultation of staff and students (with the appropriate protected characteristics) who make up three task groups on Disability and Age, Race and Religion, and Gender and Sexual Orientation..

The University recently undertook a survey of staff in which 73% participated. Within the survey there were a number of questions on equality and diversity. Section 2.2.1 highlights feedback from questions related to individual beliefs on the culture and acceptance of the University towards equality and diversity.

It is expected that the University will report on progress towards achievement and implementation of its equality action plan in March 2015. This requirement is part of the public sector equality duties and the legislation that surrounds it. The interim update on progress towards the action plan is attached as Appendix 1. Overall there is steady progress; however, it is easy to become complacent. Feedback from the staff survey is a reminder that there are areas of concern in the area of Equality and Diversity still requires attention.

2.2.1 Extracts from Employee Engagement Survey

Question Block 14: Equality and Diversity

Q14.1 I believe the University is committed to equality of opportunity for all of its staff

| 35 | 34 | 19 | 13 |

Q14.2 I am aware of the University's Equality & Diversity Policy

| 60 | 32 | 6 | 2 |

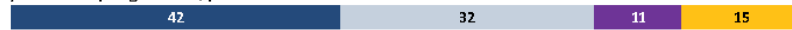Q14.3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues

| 56 | 36 | 7 | 1 |

Q14.4 I feel the University acts fairly, regardless of ethnic background, gender, religion, sexual orientation, disability or age with regard to...

(a) ...recruitment

| 56 | 36 | 4 | 4 |

(b) ...career progression/promotion

| 42 | 32 | 11 | 15 |

% Agree   % Tend to Agree   % Tend to Disagree   % Disagree

Q14.5 The University respects equally people regardless of their...

(a) ...gender (including sex/gender reassignment)

| 61 | 29 | 7 | 4 |

(b) ...nationality/ethnicity

| 62 | 32 | 3 | 2 |

(c) ...disability status

| 62 | 32 | 6 | 1 |

(d) ...age

| 57 | 31 | 10 | 2 |

(e) ...sexual orientation

| 66 | 31 | 2 | 1 |

(f) ...religion or belief

| 67 | 31 | 2 | 1 |

(g) ...marital or civil partnership status

| 68 | 30 | 2 | 1 |

(h) ...pregnancy or maternity

| 65 | 31 | 3 | 1 |

% Agree   % Tend to Agree   % Tend to Disagree   % Disagree

Figure 1. Equality and Diversity Questions from Staff Survey 2013

It is interesting to note the following:

- Nearly a quarter (24%) of staff "tend to disagree "or "disagree" that the University is committed to equality of opportunity for all its staff.

- Of those who participated 92% of staff are aware of the University's equality and diversity policies; 90% are satisfied with their own level of awareness in relation to equality and diversity; and 91% of staff believe the University acts fairly in relation to its recruitment processes.

- Just over a quarter (26%) of staff "tend to disagree "or "disagree" the University acts fairly in relation to career progression and promotion.

- In most areas over 90% of staff believe the University respects people equally regardless of their assigned status except for gender (89%) and age (88%).

2.3   Staff profile

This section provides information on Abertay's staff population in relation to protected characteristics. The University's E&D Action Plan seeks to address key issues highlighted by these data.

2.3.1   Age

It is expected, due to the nature of the work undertaken by the University that the workforce will be towards older end of the age ranges (over 40). Universities place a high regard on knowledge and experience in the academic arena. This is generally, built up over time.
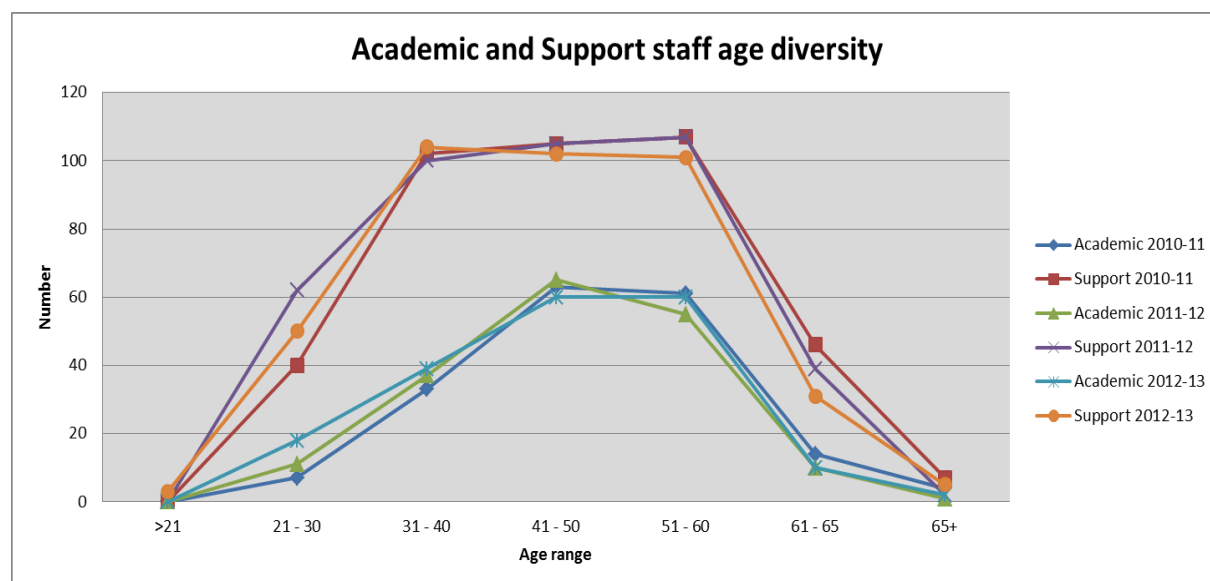
Figure 2. Academic and Support staff age diversity

Over the past three years number of staff has remained relatively constant. The age profile reflects this although there has been a modest increase in the number of academic and support staff between the ages of 21-30, and of academic staff between 61 and 65 since 2010-11.

2.3.2 Disabled Staff

It is generally accepted that around 10% of the population at large is disabled (as defined by the legislation). Further work is required to encourage declaration within the University. It is difficult to infer any further issues as the numbers are too small to take a view of the numbers of staff in relation to grade and role.

%	2010-11		2011 -12		2012-13	
	Academic	Support	Academic	Support	Academic	Support
Disabled	2.7	0.7	3.4	0.5	3.0	1.1
Non-Disabled	97.3	99.3	96.6	99.5	97.0	98.9

Table 1. Disabled and non-disabled staff (%)

Reviewing the figures these show that academic staff are more likely to declare a disability than support staff. Overall the figures suggest a reluctance of staff to declare a disability and/or a need for improved processes for capturing this information. It is worth highlighting that the staff survey indicated that 3% of staff considered themselves to be disabled. If this figure was replicated in the figures maintained by HR, this would equate to at least a further 15 support staff declaring a disability.
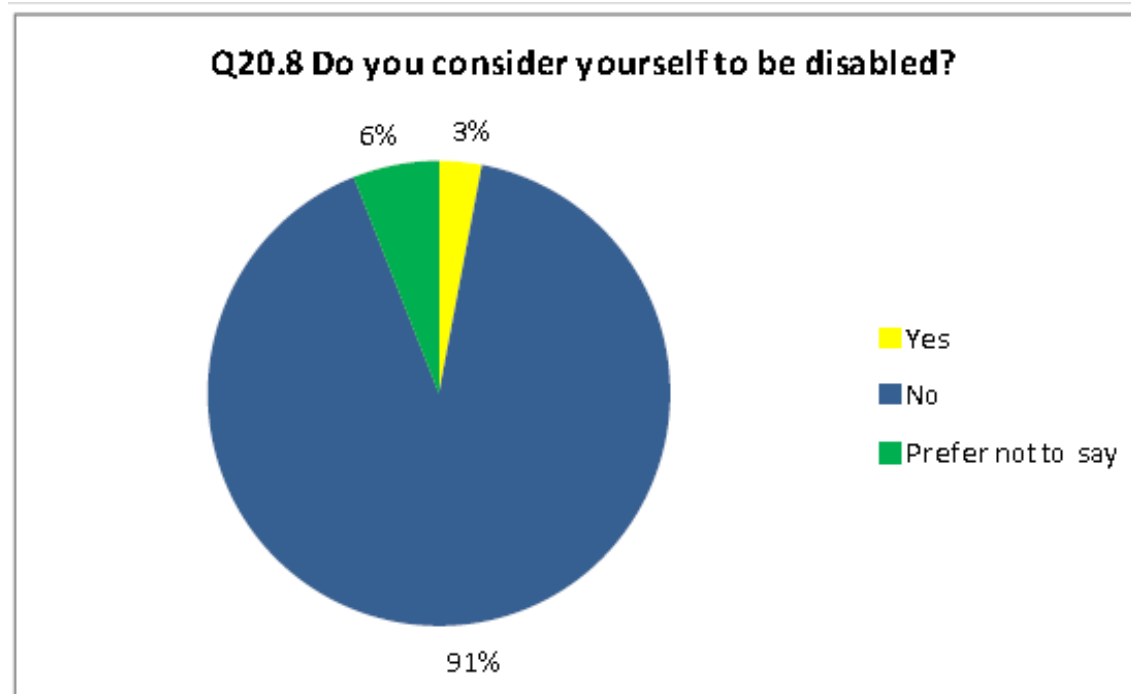
Figure 3. Disability declaration

There is also the issue of nomenclature to address. Some individuals may not relate to the term 'disabled' even though under legislation can be labelled as disabled (for example, a person diagnosed with Cancer is under the legal definition 'disabled'). It could be that to

encourage declarations from staff that the approach used for students to declare (via a list of categories) may be an appropriate solution to use.

2.3.3 Gender

The numbers of men and women working in academic roles has remained relatively static over the last three years. Variances (which are small) can be attributed to the cycle of recruitment. Support roles have also remained constant.
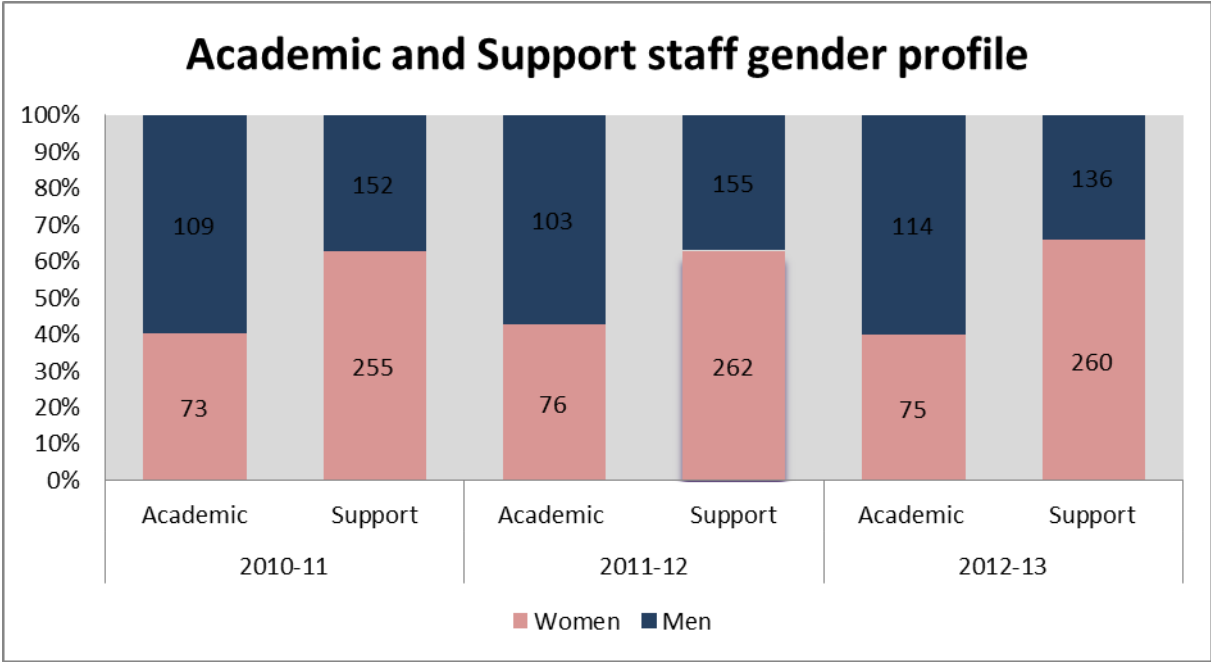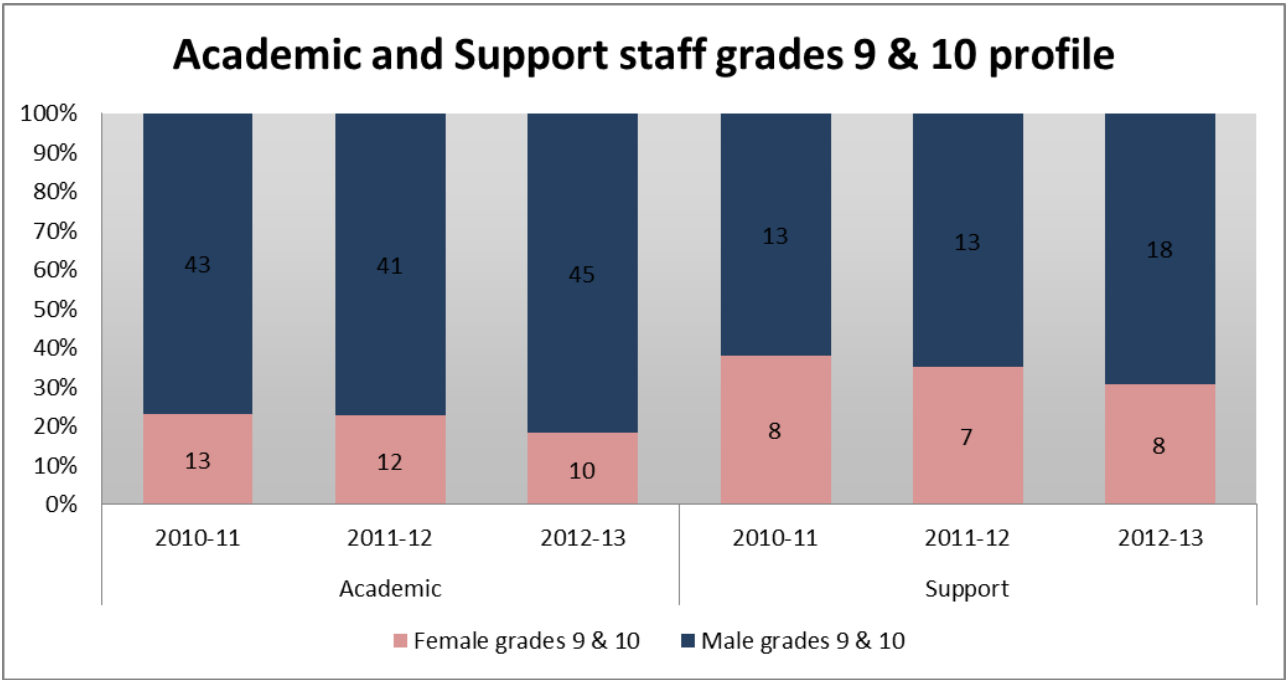
Academic and Support staff gender profile

	2010-11		2011-12		2012-13	
	Academic	Support	Academic	Support	Academic	Support
Men	109	152	103	155	114	136
Women	73	255	76	262	75	260

Figure 4. Academic and Support staff gender diversity

Academic and Support staff grades 9 & 10 profile

	Academic			Support		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Male grades 9 & 10	43	41	45	13	13	18
Female grades 9 & 10	13	12	10	8	7	8

Figure 5. Academic and Support staff grades 9 and 10 profile

When looking at the gender balances between men and women at grades 9 and 10 for academic and support posts little has changed over the past three years. The figures highlight the fact that men are 3 times more likely to be in senior academic positions and twice as likely to be in senior support roles. When looking at the proportion of men and women (see graph with numbers of Women and Men by role) it would seem the numbers of women in Grades 9 & 10 is not proportionate with the overall staff population.

2.3.4   Ethnicity

Figures 6 and 7 identify the percentage of staff by staff grouping (academic or support) and their self-declared ethnicity. Since 2010-11 the number of academic staff from BME backgrounds has risen from around 6% to nearly 8% in 2012-13. Conversely, the percentage of staff in support roles from BME groups has fallen from around 4% to 2.6%.
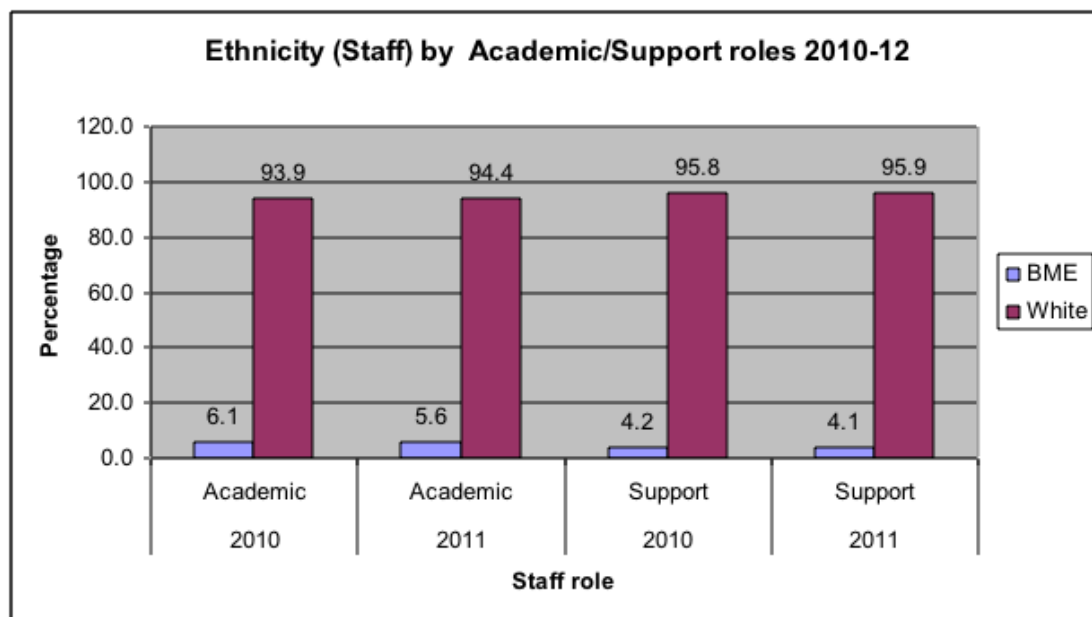
Figure 6. Academic and Support staff ethnic diversity in sessions 2010 - 12
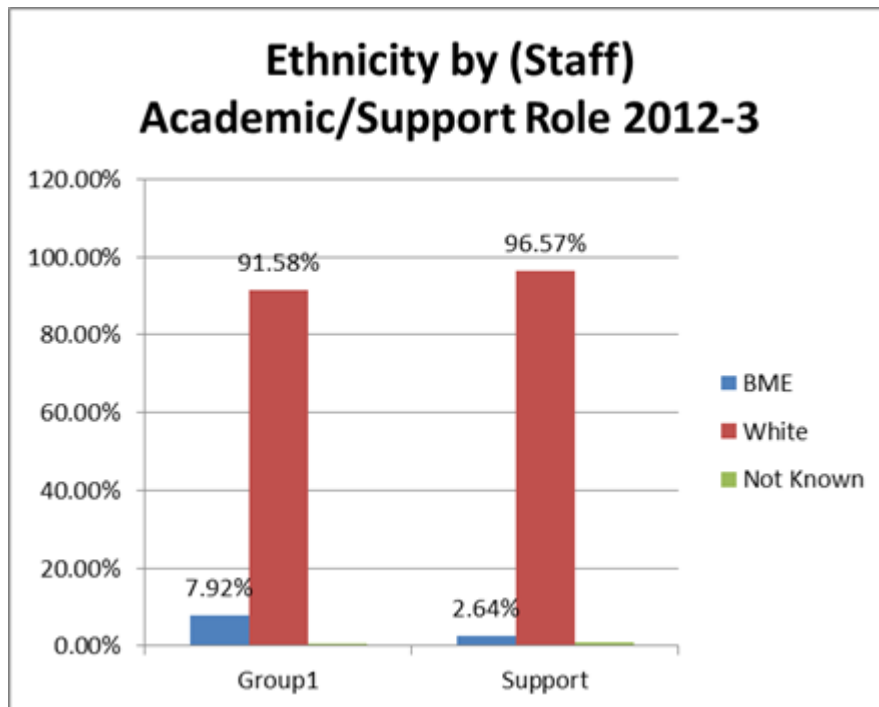
Figure 7. Academic and Support staff ethnicity in 2012-13

The number of Support Staff in BME groups broadly reflects the population of Dundee (estimated to be around 3% of the local population), whereas the number of academic staff is higher, reflecting the more national/international recruitment market. It is difficult to infer any further issues as the numbers are too small to take a view of the numbers of staff in relation to grade and role.

2.3.5   Sexual orientation

Currently the University does not routinely collect information from existing staff on their sexual orientation. The most recent information can be inferred from the staff survey where staff were asked about their sexual orientation. Of those staff who were willing to describe themselves, 3% are lesbian, gay and bisexual.
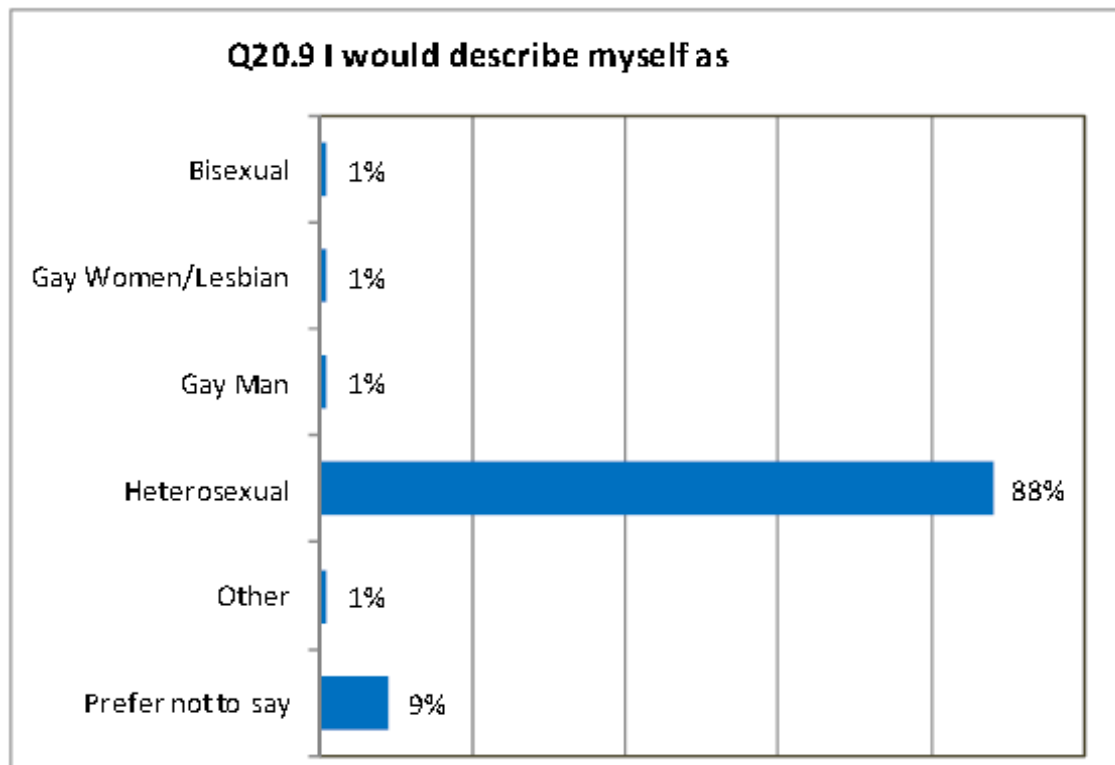
Figure 8. Staff sexual orientation declaration

It is not possible to infer any further information from the data provided as there is no other data within the University to benchmark or compare it against.

2.3.6   Religion and Belief

The graph below shows the distribution of staff by religion or belief. Christianity is the largest group, when different denominations are combined, followed by 'no denomination'. The proportions are broadly in line with the Scottish Census 2011, although a substantial proportion of staff have not specified a religion or belief, which is an area to work on.
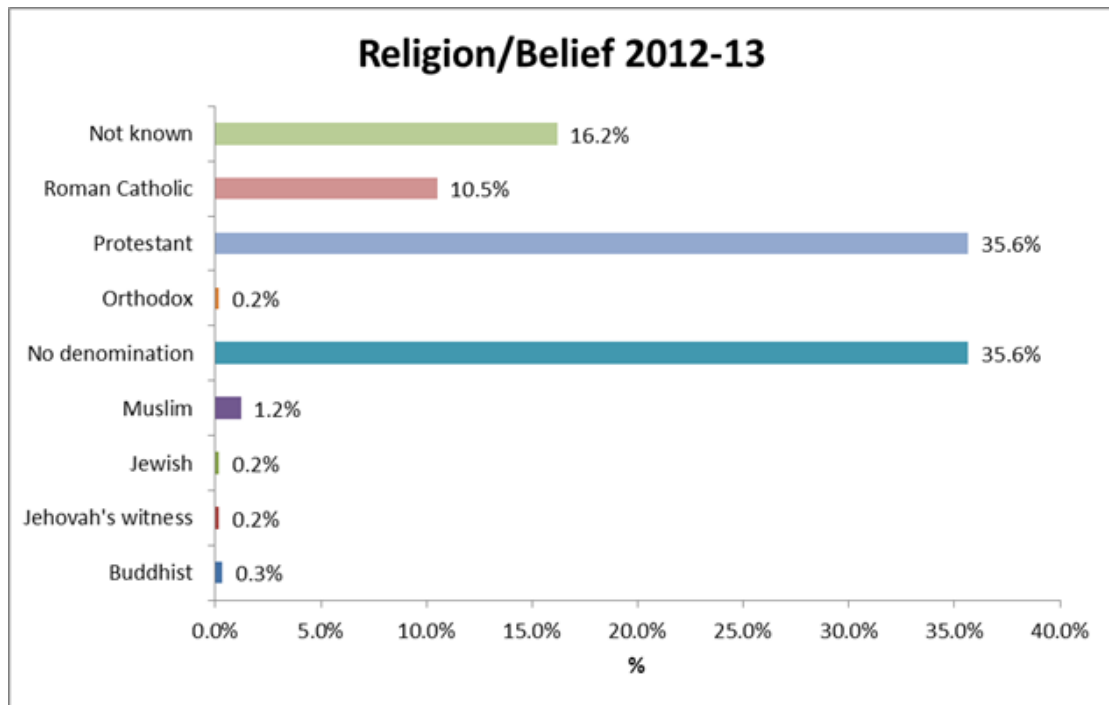
Figure 9. Staff religion and belief declaration

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2.4   Student profile

2.4.1   Age

The figures below detailed the percentages of undergraduate applicants and undergraduate registrants for University programmes in 2013 – 14. The total number of undergraduate applications in 2013 – 14 was 5664 and the number registered was 3821.
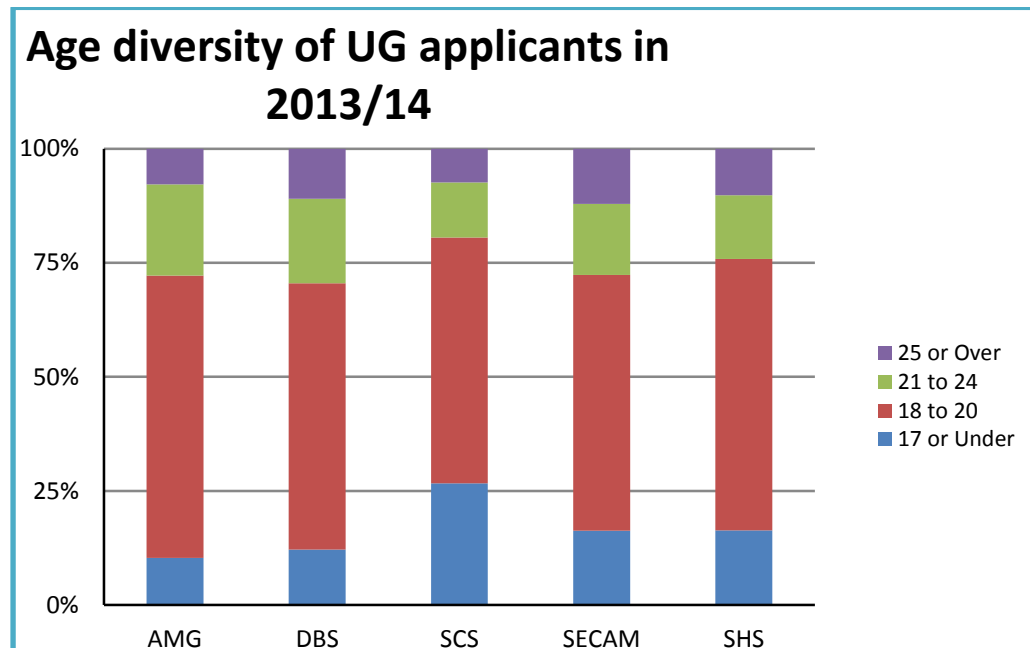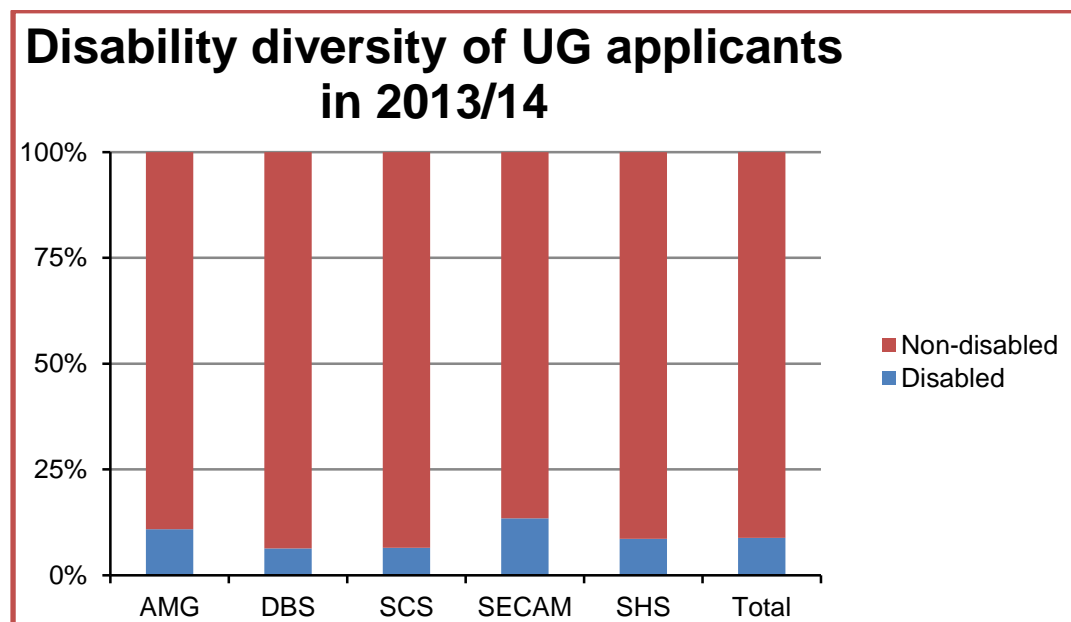

Figure 10. Age diversity of Undergraduate applicants in 2013/14
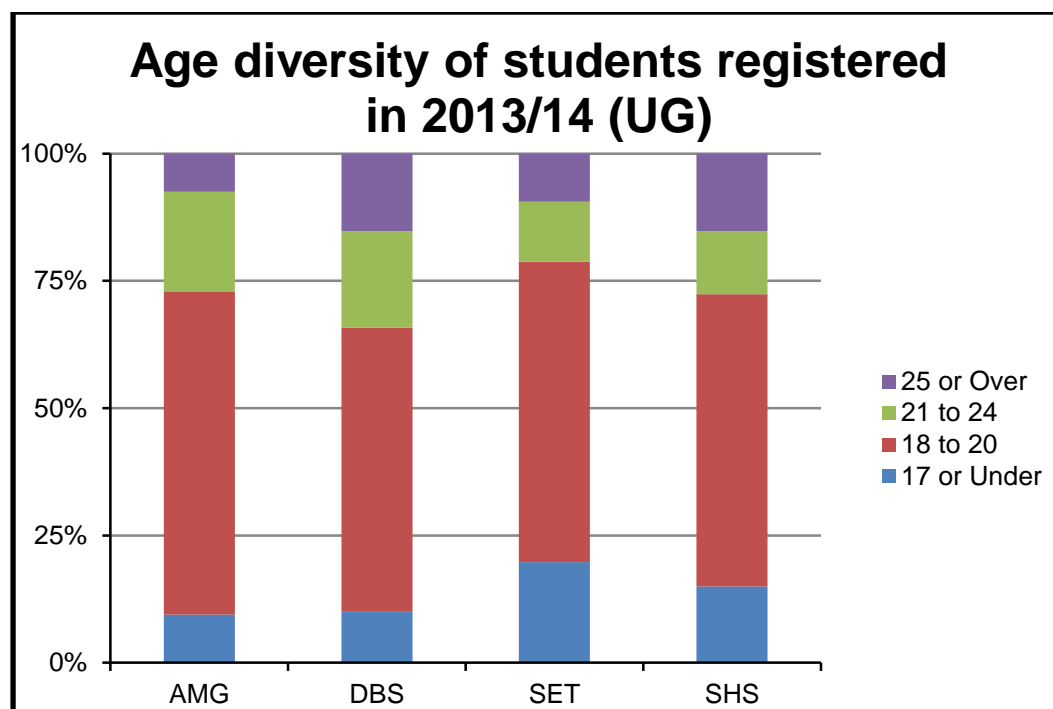
Figure 11. Age diversity of Undergraduate students registered in 2013/14

Overall the general profiles of students applying and then registering at the University are of roughly similar proportions for each school. It is difficult to make a judgement with regard to contemporary science and engineering and computing as these two schools merged over the summer of 2013 – 14. The figures show that of students applying to the University the largest percentage of young (17 or under, 18 to 20) do so to science-based courses. Applicants who are considered as mature (21 to 24, 25 or over) apply in roughly similar proportions to AMG, DBS and SHS.

In terms of registrations, it would seem that DBS have the largest proportion of mature students and that SET have the largest proportion of young students.
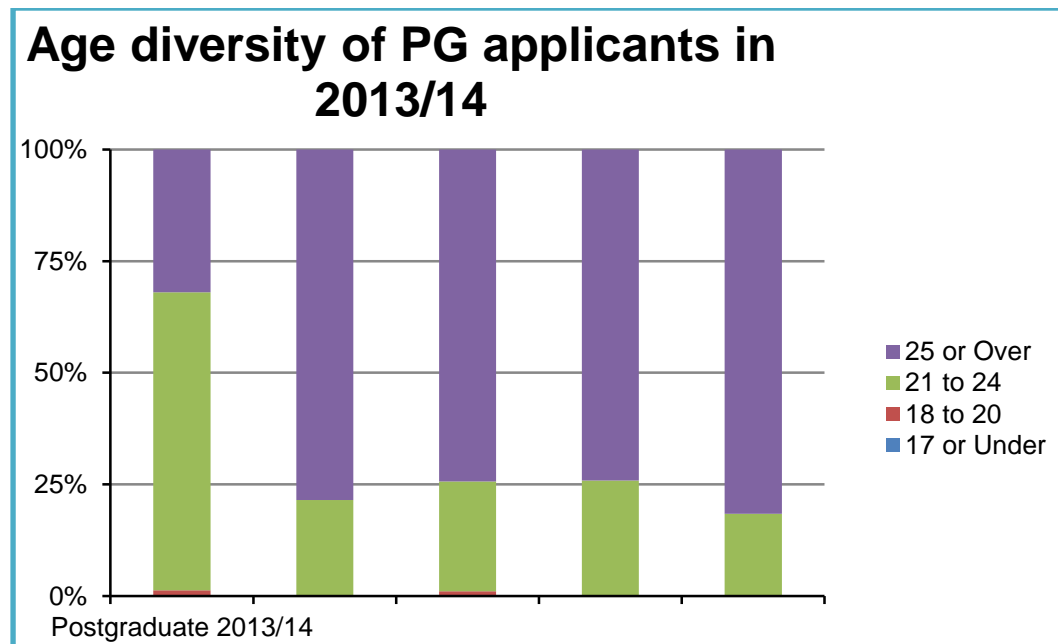
Figure 12. Age diversity of Postgraduate applicants in 2013/14
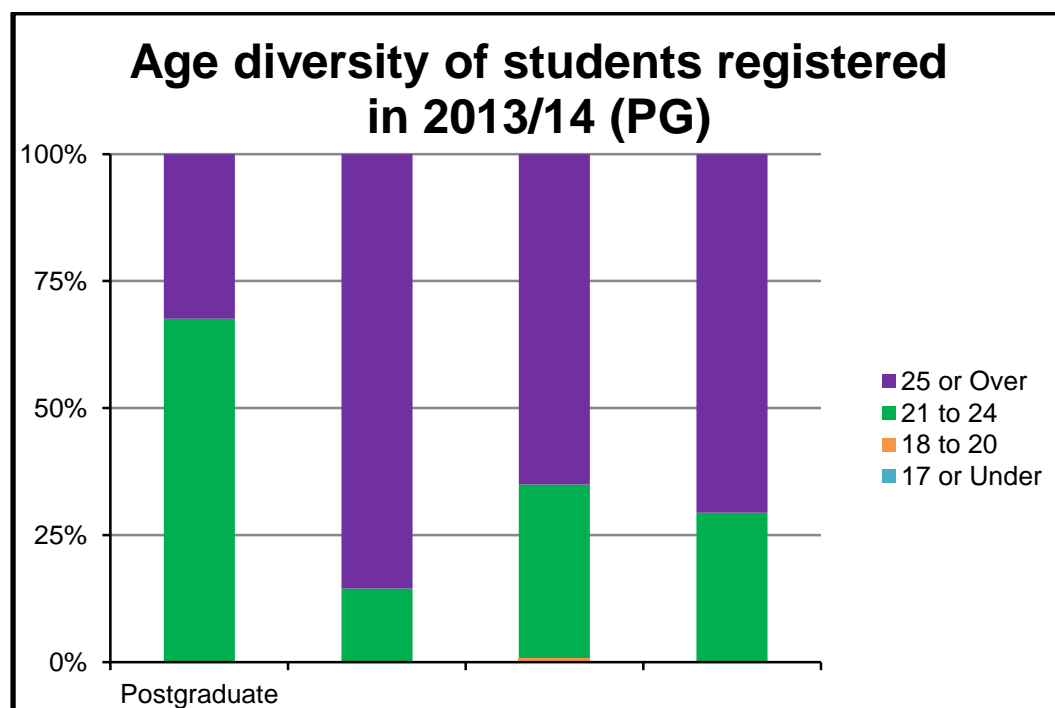
Figure 13. Age diversity of Postgraduate students registered in 2013/14

The figures above identified the percentages of postgraduate (taught) applicants and registrants for the academic year 2013 – 14. The total number of postgraduate (taught) applicants was 685 and the number of those registered was 277.

The proportions of postgraduate applicants and of those who register for each school remain consistent in 2013 – 14. The figures illustrate that AMG have a younger cohort of postgraduates relative to other schools. This is perhaps to be expected given the type of postgraduate courses provided by AMG and the relatively youthful companies involved in computer games and arts (as opposed to long-term established companies found in finance and business).

2.4.2 Disabled Students

The graphs below show the numbers and distribution of disabled students during the academic year 2013-14. Disabled students make up just over 10% of the student population at Abertay.

Figure 14. Disability diversity of Undergraduate applicants in 2013/14
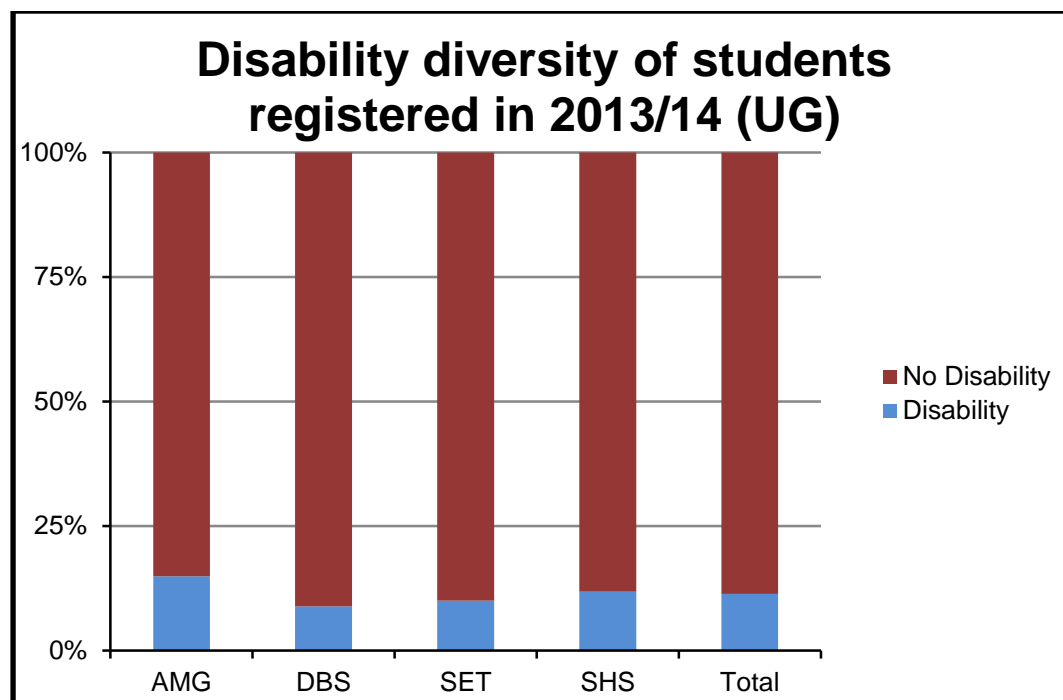
Figure 15. Disability diversity of Undergraduate students registered in 2013/14

The proportions of undergraduate applicants and of those who register for each school remain consistent in 2013 – 14 for those who declare a disability. Most schools have around 10% of their student population as having declared disability.
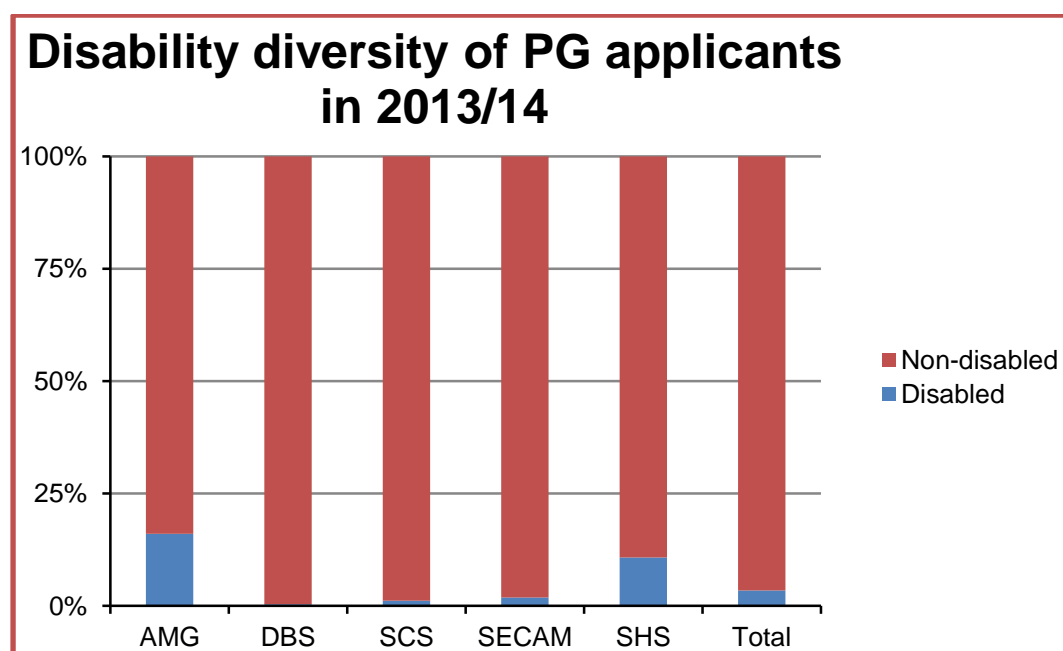

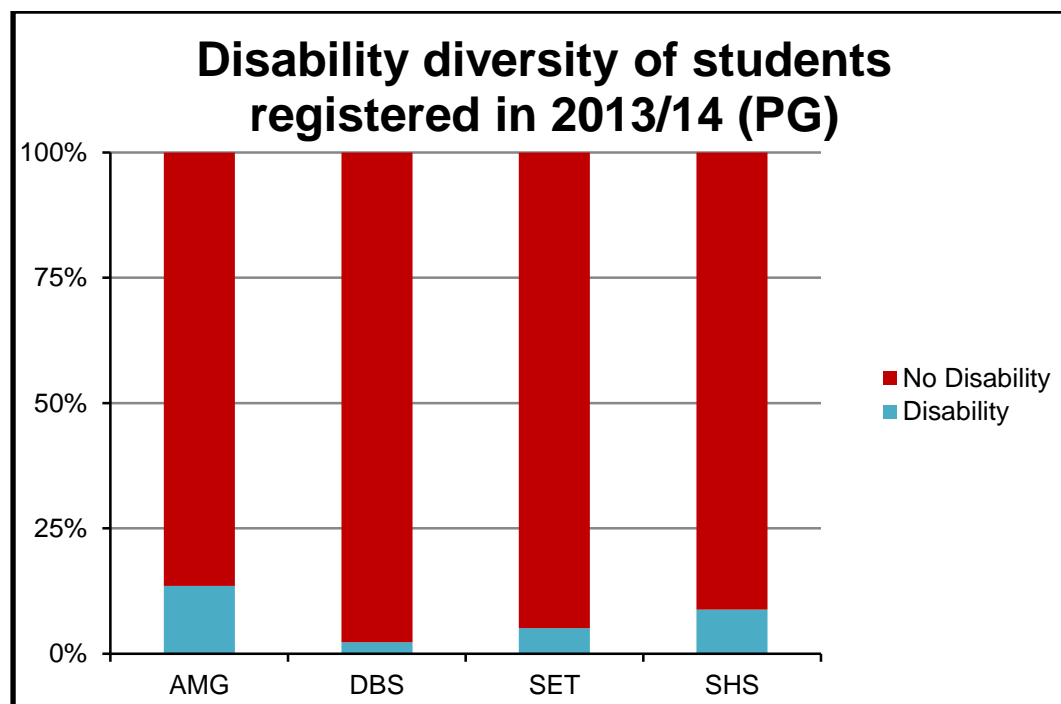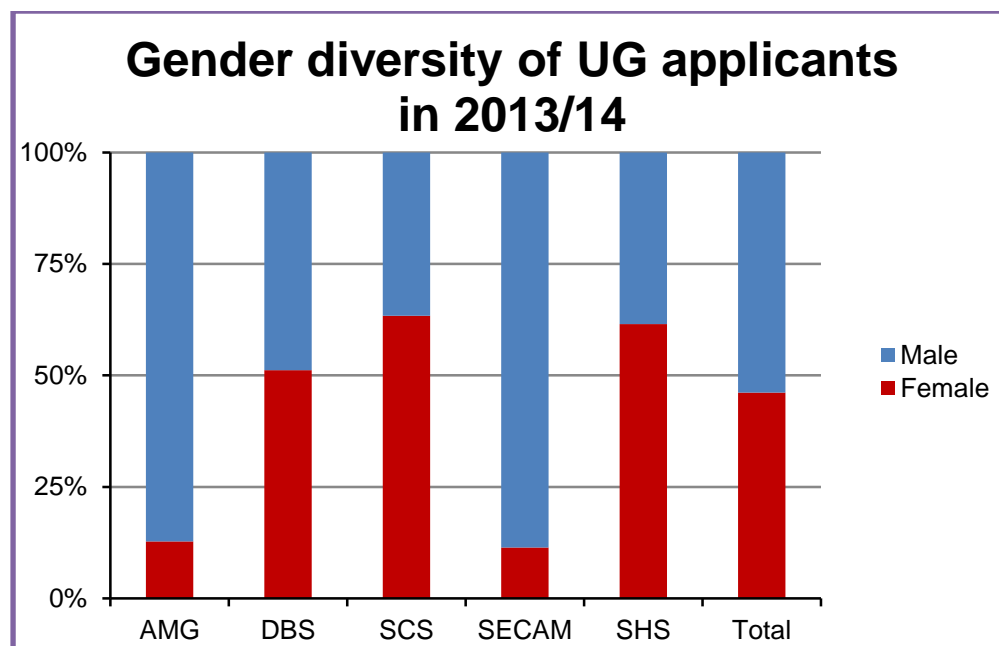Figure 16. Disability diversity of Postgraduate applicants in 2013/14

Disability diversity of students registered in 2013/14 (PG)

Figure 17. Disability diversity of Postgraduate students registered in 2013/14

The proportions of postgraduate applicants and of those who register for each school remain consistent in 2013 – 14 for those who declare a disability. Of interest is the low percentage of students declaring a disability that wish to undertake postgraduate course within the Dundee Business School and the School of Science Engineering and Technology. In exploring this further, it would seem that these two schools have the highest percentage of students applying and registering who are considered 'overseas' for fees purposes. This would explain the low percentage of students declaring a disability particularly given the costs and uncertainties for disabled people travelling to study in a different culture and environment.

2.4.3 Gender

The graphs relating to gender clearly show a divergence between men and women in relation to undergraduate programmes of study that they apply and then register for. AMG (heavily computer orientated) have around 15% of women applying and then registering for programmes, which reflects the low proportion of women in IT across HE.

Gender diversity of UG applicants in 2013/14

Figure 18. Gender diversity of Undergraduate applicants in 2013/14

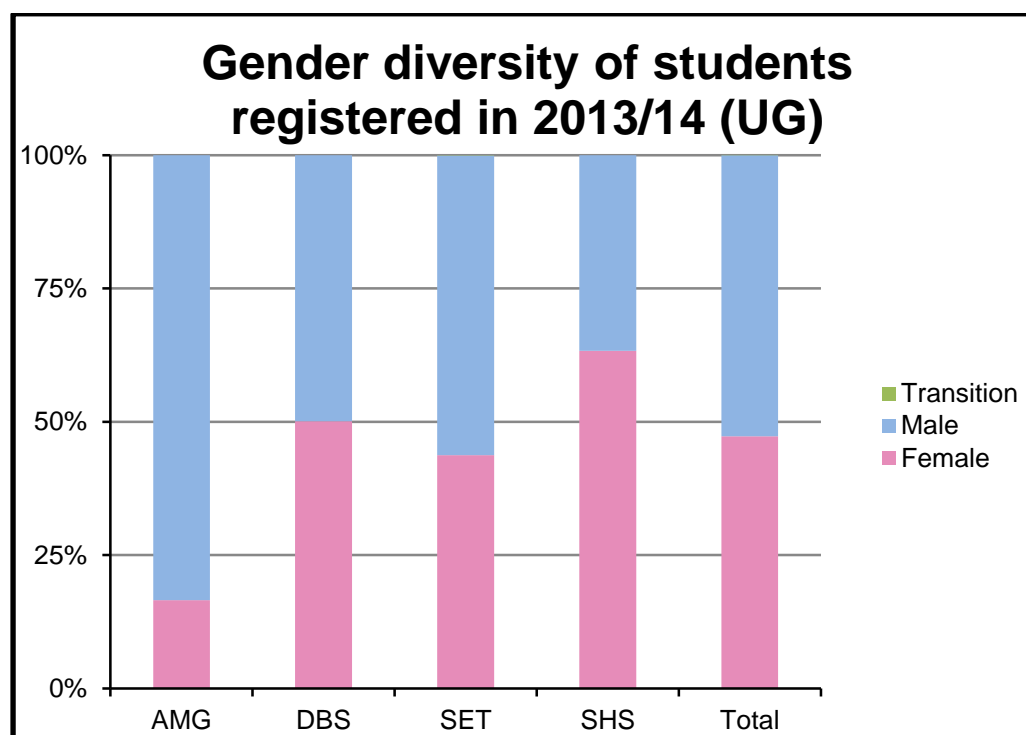**Gender diversity of students registered in 2013/14 (UG)**

Figure 19. Gender diversity of Undergraduate students registered in 2013/14

Compare this to SHS who have around 60% of women applying and registering for their programme that include nursing and psychology. The University has identified that encouraging women into computing and men into nursing is important in addressing stereotypical notions of what are 'male' and 'female' areas of study.

Gender diversity of PG applicants in 2013/14
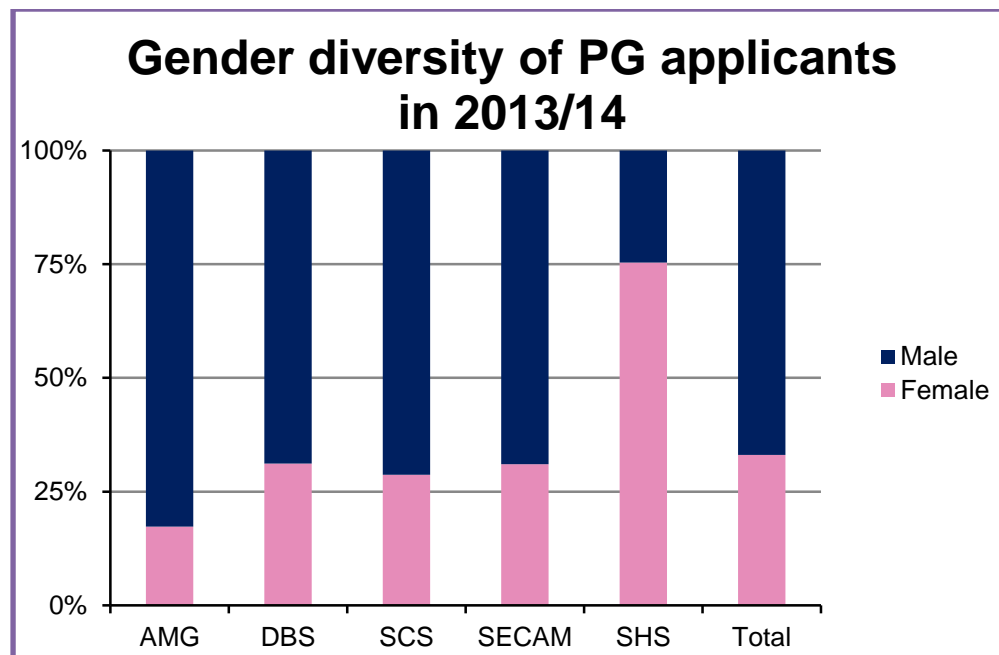
Figure 20. Gender diversity of Postgraduate applicants in 2013/14

Gender diversity of students registered in 2013/14 (PG)
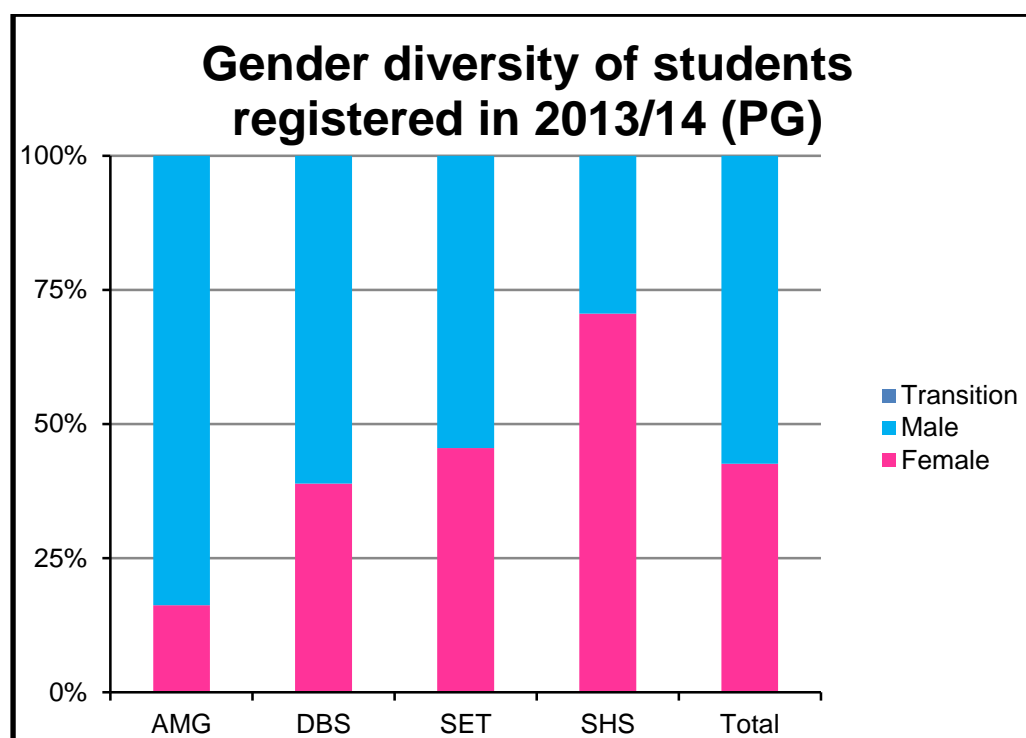
Figure 21. Gender diversity of Postgraduate students registered in 2013/14

As with undergraduate programmes it is not surprising that postgraduate programmes in schools that are heavily computer orientated, generally have more men applying and then registering. It is interesting to note that for postgraduate business programmes there is a fall in the number of women applying and then registering for programmes compared to undergraduate programmes. It is also interesting to note that for science engineering and technology programmes there is an increase in the number of women registering for programmes compared to applications.

2.4.4   Ethnicity

It is difficult to draw any conclusions from the percentage of applicants to the percentage of registrations given the high number of 'unknown'ethinic background at the applicant stage. However, it is worth highlighting that at 6% the number of BME students registered at the University is more than comparable with the numbers of BME people living in Dundee' which is likely to be due to students being drawn from a wider national and international market.
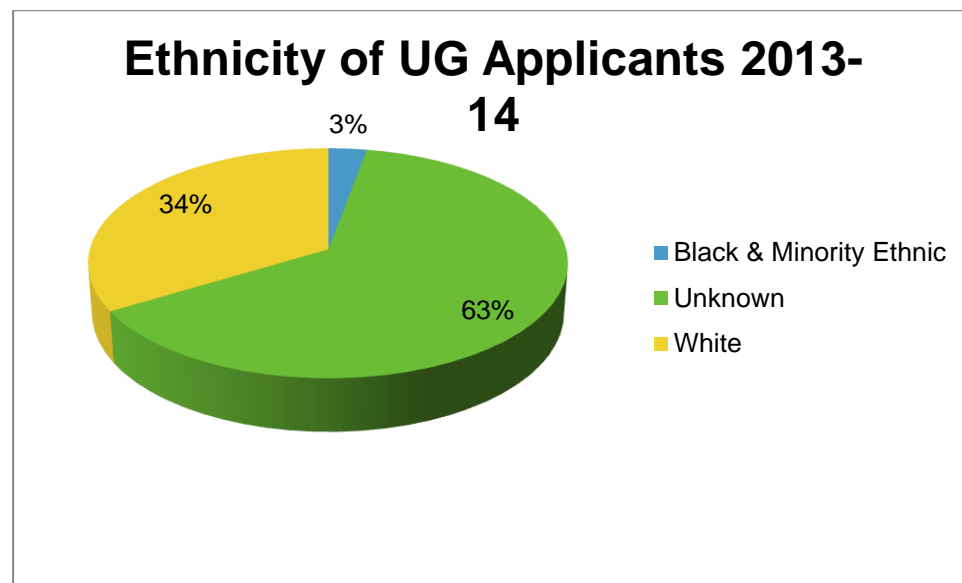

Figure 22. Ethnic diversity of Undergraduate applicants in 2013/14
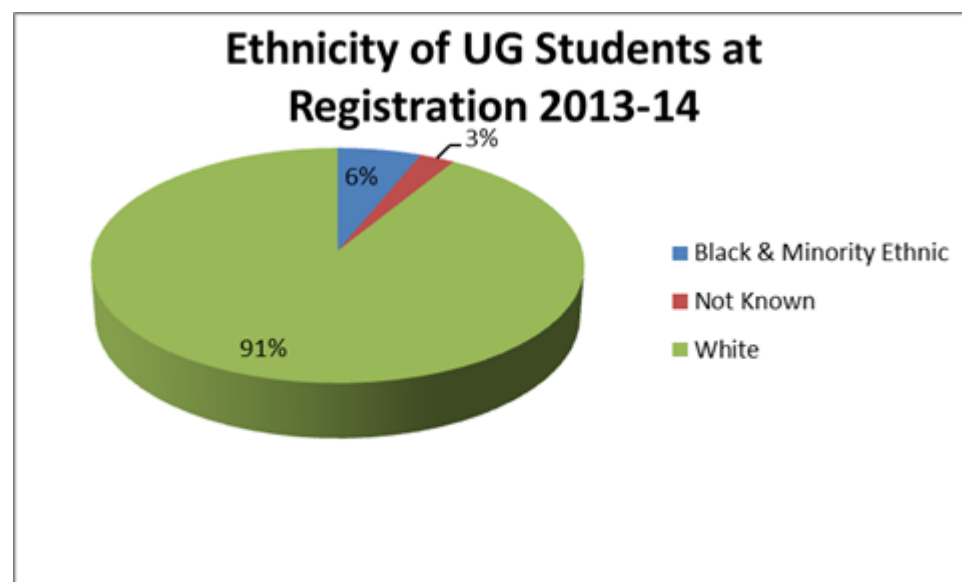
Figure 23. Ethnic diversity of Undergraduate students registered in 2013/14

In reviewing the percentage of postgraduate applicants versus the number of registrations it is apparent that there is a big difference in the numbers of BME applicants (68%) compared to the number of registrants (39%).

Ethnicity of PG Applicants 2013-14

- Black & Minority Ethnic — 68%
- Other — 1%
- White — 25%
- Unknown — 6%
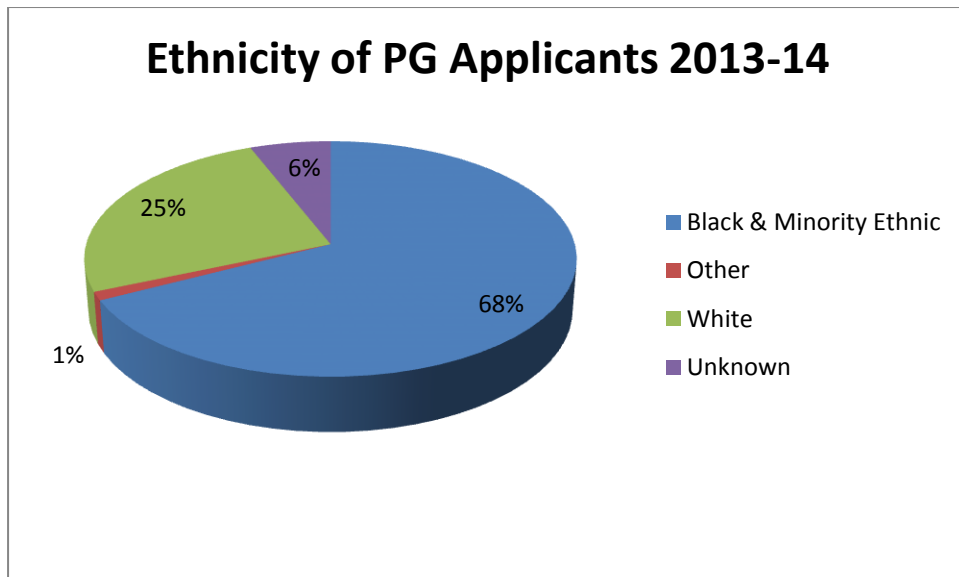
Figure 24. Ethnic diversity of Postgraduate applicants in 2013/14

Ethincity of PG Registrations 2013-14

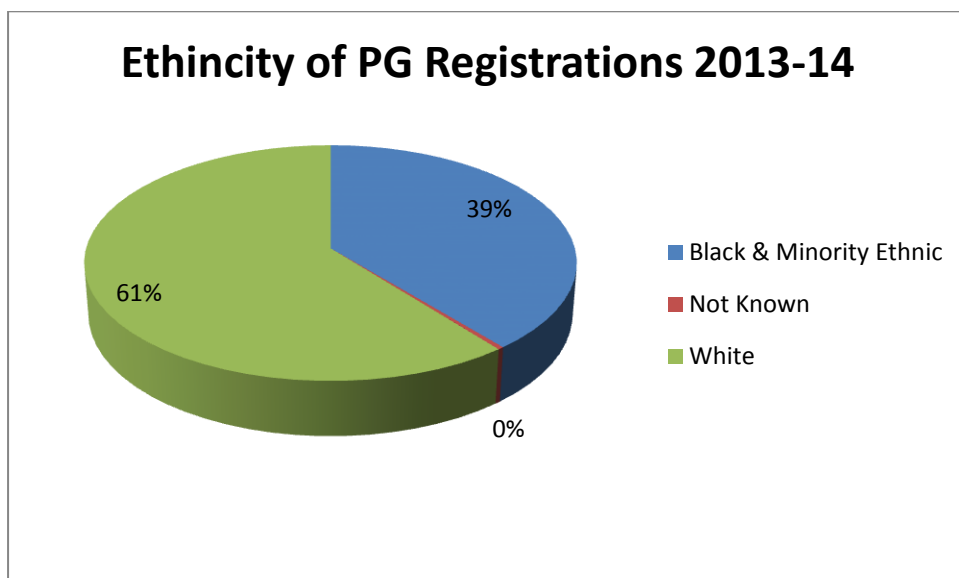- Black & Minority Ethnic — 39%
- Not Known — 0%
- White — 61%

Figure 25. Ethnic diversity of Postgraduate students registered in 2013/14

There are large numbers of postgraduate applicants deemed as 'overseas' from countries such as Nigeria, Ghana, India and China. This will have a substantial impact on the percentage of BME applicants versus registrants. Putting this discrepancy to one side it is noticeable that compared to the undergraduate population there is a significant difference in the percentage of BME students registering as postgraduates. It is worth noting that there is an issue of population size when drawing any inferences on the populations. The undergraduate population is around 12 times larger than the postgraduate population.

3   Recommendations

In addition to progressing the E&D Action Plan it is recommended that the following specific actions are taken forward to address the issues highlighted by the staff and student profiles above.

Staff

3.1   Further investigation is undertaken, through the Athena SWAN project, to identify what issues (real or perceived) there are to explain the difference between the numbers of men and women in grade 9 and 10 posts and address any unintended barriers.

3.2   HR and Occupational Health work with the Trade Unions to encourage staff to declare a disability and the benefits this affords individuals if they do. It is difficult to infer any further issues for disabled staff as the numbers are too small to form a view of the numbers/percentages of staff in relation to grade and role.

3.3   HR should implement a system to allow current staff to record their sexual orientation. This will allow the University to collect robust data in which to benchmark against. It will also allow an opportunity to form a view in relation to numbers and percentages of staff in relation to role and grade against these two protected characteristics.

3.4   It is recommended that the University review the criteria for becoming a member of Stonewall and participate, if appropriate.

Students

3.5   Currently the University does not collect data on religion and faith (including no faith or belief) and sexual orientation. Collection of this data will allow the University to benchmark itself against available data and thereby address any inequalities. It is recommended that for 2014 – 15 all students registering at the University are requested to provide data on religion and faith and sexual orientation.

3.6   It is recommended that from 2014 – 15 the Annual Equality and Diversity report include a review on degree classification by protected characteristics to complement the information provided on applicants and registrants.

3.7   It is recommended that better signposting of services and support groups be provided to the student LGBT community.

List of Figures: