

## UNIVERSITY OF BRISTOL: ANNUAL EQUALITY MONITORING REPORT 2014/15

**SENATE is asked to:** CONSIDER and ENDORSE the Annual Report.

**This report has been prepared by:** Tracy Brunnock, Equality and Diversity Manager

**Date of report:** 12 November 2015

### **Paper History:**

The Equality Act 2010 requires the University to publish information to demonstrate compliance. We can decide for ourselves what information we publish and in previous years have focussed on the three equality strands of gender, race and disability. This year for the first time we have expanded our monitoring to include age, sexual orientation, and religion and we will continue to build on these analyses in future years.

Reports are developed annually by the Equality and Diversity Team and, once approved, these are published on the University web site.

This report was discussed and approved subject to amendments by UPARC on 15 December 2015. Members of Senate are asked to consider and identify any additional analyses for this report and/or to endorse the Annual Report in its current format.

### **Next Steps:**

The report will be considered by the Board of Trustees on 18 March 2016.

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## UNIVERSITY OF BRISTOL: ANNUAL EQUALITY MONITORING REPORT 2014/15

### 1. Executive summary

- 1.1 The Annual Monitoring Report for the University of Bristol provides a summary of the equality-related data that we have gathered over the last year alongside data gathered in previous years. These data provide us with an evidence-based approach to equality to demonstrate our compliance with the requirement to publish relevant equality information in accordance with the Equality Act 2010. It also enables the University to prioritise and focus our resources on specific equality agendas. Highlights in the report for 2014/15 include 100% of schools in the Faculties of Science, Engineering, Biomedical Sciences and Health Sciences being actively engaged with the Athena SWAN Charter and Faculty Equality Committees being established to identify and progress action at local levels. Challenges remain in terms of female representation at professorial level and also in relation to the representation of black and minority ethnic staff and students across the University.

### 2. Introduction

- 2.1 Equality monitoring data in key areas is published in this report. These data are requested from staff and students at application/registration although disclosures can be made at any point during their time at the University. Sector-wide equality data - taken from the Equality Challenge Unit's publication *Equality in higher education: statistical report 2015* that is based on data that are available from the Higher Education Statistics Agency (HESA) staff and student records - are included in this report to indicate how the University compares with the national picture in key areas. Russell Group benchmarks are included where possible. These data provide us with an evidence-based approach to equality, enabling us to prioritise and focus our resources on specific equality agendas. It also highlights some of the activity that we are engaged with to promote equality of opportunity and enhance the Bristol experience for a diverse range of staff and students, as well as highlighting objectives for the forthcoming academic year.
- 2.2 University Council is responsible for ensuring that the University is operating in compliance with the Equality Act 2010 and fulfilling the requirements of the Public Sector Equality Duty. The duty requires us to publish relevant equality information which supports the University in identifying activity to meet the three elements of the general equality duty, which are to have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
  - advance equality of opportunity between people from different groups
  - foster good relations between people from different groups
- 2.3 A Committee of Council - HR Committee - considers matters relating to staff diversity, supported by various groups including the Academic Equalities

Working Group and the Positive Working @ Bristol Steering Group. Education Committee considers student diversity, reporting to Senate as appropriate.

### 3. AGE

#### Students

3.1 The majority of students at Bristol were concentrated in the under 21 age band; nationally, 54% of students were aged under 21.

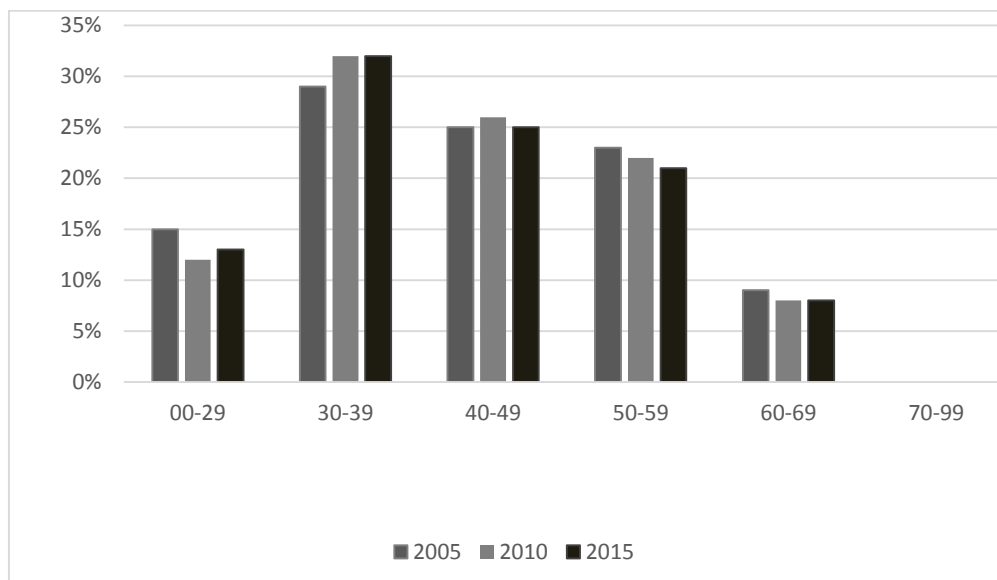
3.2 **Table 1: Student Profile by Age**

Age on entry	Home	Overseas	Total
<b>&lt;21</b>	13412	1727	15139
	76%	43%	70%
<b>21-25</b>	2333	1551	3884
	13%	39%	18%
<b>26-35</b>	1232	538	1770
	7%	13%	8%
<b>36-55</b>	672	200	872
	4%	5%	4%
<b>&gt;55</b>	96	4	100
	>1%	>1%	>1%
<b>Total</b>	17745	4020	21765

#### Staff

3.3 The distribution of staff by age range is outlined below.

3.4 **Chart 1: Staff Profile by Age**



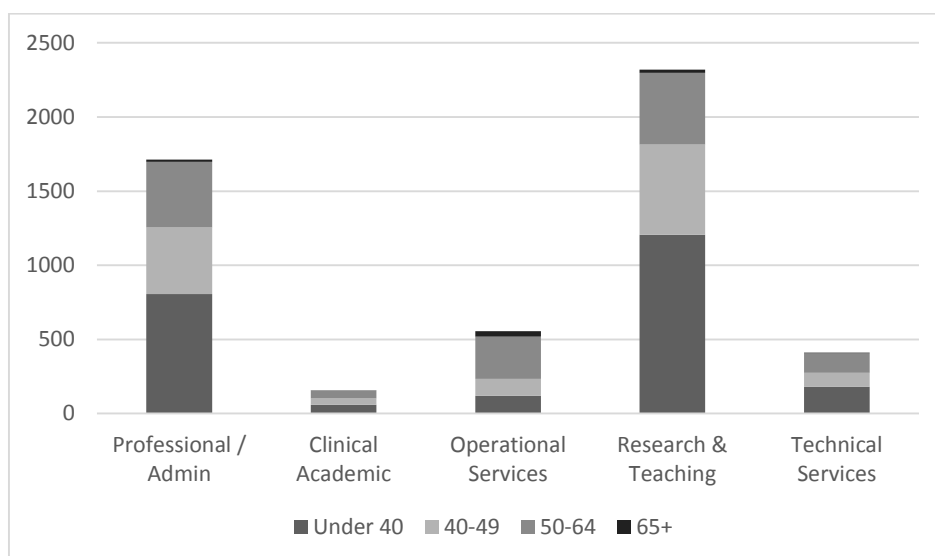
3.5 **Table 2: Staff Profile by Age**

<b>Age band</b>	<b>2005</b>	<b>2010</b>	<b>2015</b>
<b>00-29</b>	827	594	823
<b>30-39</b>	1578	1595	1984
<b>40-49</b>	1365	1312	1568
<b>50-59</b>	1271	1098	1280
<b>60-69</b>	470	417	520
<b>70-99</b>	0	10	22

3.6 **Table 3: Staff Profile by Age and Job Family (2015)**

<b>Age Band</b>	<b>Professional Services</b>	<b>Clinical Academic</b>	<b>Operational Services</b>	<b>Research and Teaching</b>	<b>Technical Services</b>	<b>Total</b>
<b>00-29</b>	281	1	94	340	107	823
	<b>13%</b>	<b>&gt;1%</b>	<b>12%</b>	<b>13%</b>	<b>22%</b>	
<b>30-39</b>	709	68	85	1006	116	1984
	<b>34%</b>	<b>37%</b>	<b>11%</b>	<b>38%</b>	<b>24%</b>	
<b>40-49</b>	576	48	145	700	99	1568
	<b>27%</b>	<b>26%</b>	<b>19%</b>	<b>26%</b>	<b>21%</b>	
<b>50-59</b>	429	50	250	440	111	1280
	<b>20%</b>	<b>27%</b>	<b>33%</b>	<b>16%</b>	<b>23%</b>	
<b>60-69</b>	117	15	174	170	44	520
	<b>6%</b>	<b>8%</b>	<b>23%</b>	<b>6%</b>	<b>1%</b>	
<b>70-99</b>	3		7	12		22
	<b>&gt;1%</b>		<b>1%</b>	<b>&gt;1%</b>		
	2115	182	755	2668	477	6197

### 3.7 Chart 2: Staff Profile by Age and Job Family (2015)



3.8 At Bristol, 45% of staff were aged under 40; this compares to a sector average of 44% of all staff being under 40. We intend to monitor flexible working patterns and age in future years to provide us with an indicator of when flexibility becomes a factor for staff.

## 4. DISABILITY

### Students

4.1 The proportion of students disclosing a disability is broadly in line with the average for the sector which is 10% and above the Russell Group average which is 7.5%.

### 4.2 Table 4: Student Profile by Disability

Disability Status	12/13	13/14	14/15
No Disability	18207 (90%)	18622 (90%)	18622 (91%)
Disabled	1930 (10%)	1922 (9%)	2010 (9%)
Not Known	51 (<1%)	60 (<1%)	47 (<1%)
<b>Total</b>	<b>20188</b>	<b>20604</b>	<b>21765</b>

4.3 As in previous years, the majority of disabled students disclose a learning difficulty (such as dyslexia or dyspraxia). This is consistent with student disability disclosures across the sector.

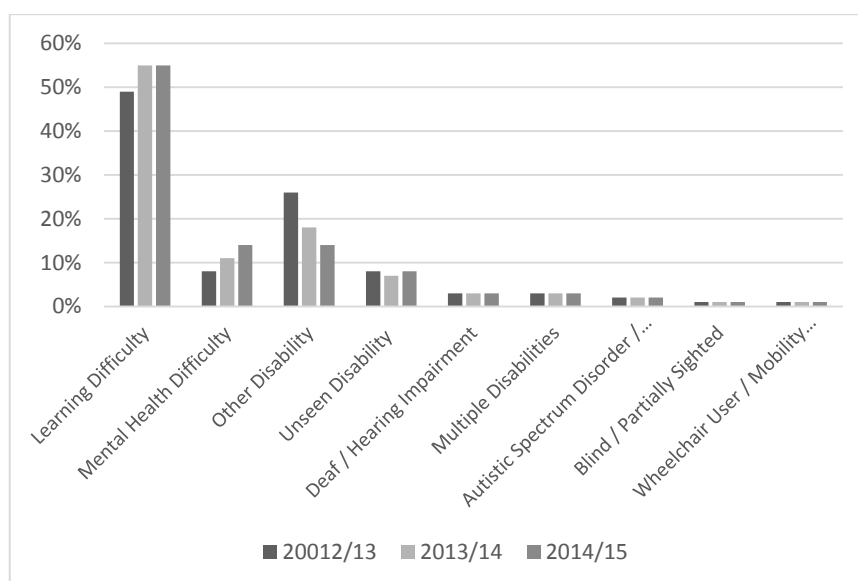
4.4 The proportion of students disclosing a mental health difficulty to the University continues to increase, from 8% in 12/13 to 14% in 14/15. This increase is reflected across the sector where the proportion of disabled students disclosing a mental health difficulty has almost doubled in the last five years, increasing from 7% to 13%.

4.5 It should be noted that the following table relates to disclosures of disability not diagnosis of disability; it is the student's personal choice to identify as a disabled person.

4.6 **Table 5: Disabled Students by Impairment Type**

<b>Disabled students by impairment type</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>
<b>Learning Difficulty</b>	950	1049	1097
<i>As a %age of all student disclosures</i>	<i>49%</i>	<i>55%</i>	<i>55%</i>
<b>Mental Health Difficulty</b>	149	206	279
<i>As a %age of all student disclosures</i>	<i>8%</i>	<i>11%</i>	<i>14%</i>
<b>Other Disability</b>	507	339	280
<i>As a %age of all student disclosures</i>	<i>26%</i>	<i>18%</i>	<i>14%</i>
<b>Unseen Disability e.g. Diabetes, Epilepsy</b>	148	134	155
<i>As a %age of all student disclosures</i>	<i>8%</i>	<i>7%</i>	<i>8%</i>
<b>Multiple Disabilities</b>	50	63	69
<i>As a %age of all student disclosures</i>	<i>3%</i>	<i>3%</i>	<i>3%</i>
<b>Deaf / Hearing Impairment</b>	50	52	51
<i>As a %age of all student disclosures</i>	<i>3%</i>	<i>3%</i>	<i>3%</i>
<b>Autistic Spectrum Disorder / Asperger Syndrome</b>	31	32	34
<i>As a %age of all student disclosures</i>	<i>2%</i>	<i>2%</i>	<i>2%</i>
<b>Blind / Partially Sighted</b>	21	22	21
<i>As a %age of all student disclosures</i>	<i>1%</i>	<i>1%</i>	<i>1%</i>
<b>Wheelchair User / Mobility Difficulty</b>	24	25	24
<i>As a %age of all student disclosures</i>	<i>1%</i>	<i>1%</i>	<i>1%</i>
<b>Total disclosed disability</b>	1930	1922	2010
<i>As a %age of all students</i>	<i>10%</i>	<i>9%</i>	<i>9%</i>

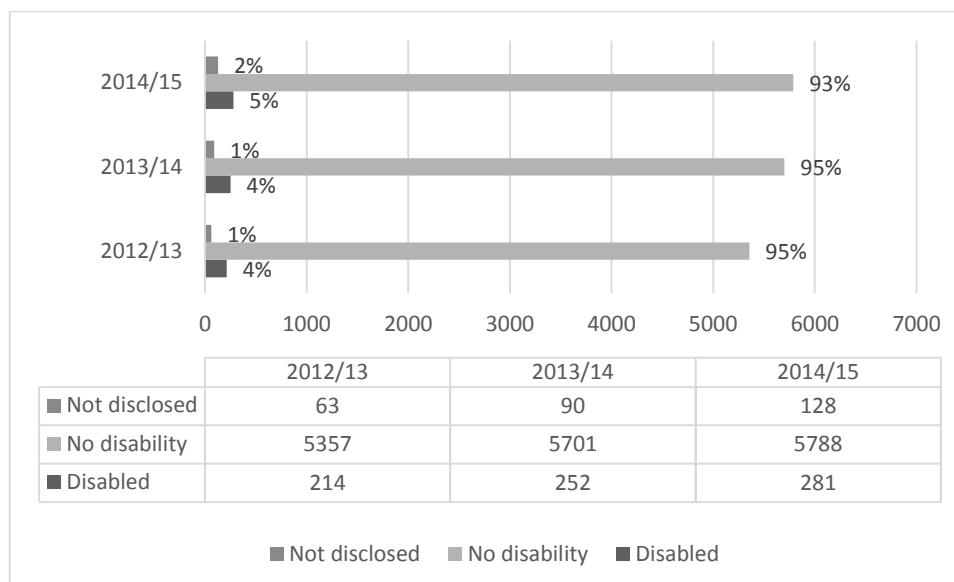
4.7 **Chart 3: Student Disability Disclosures**



### Staff

- 4.8 5% of University staff have disclosed a disability.
- 4.9 Across the HE sector, 4% of staff disclosed as being disabled.

#### 4.10 Chart 4: Staff Disability Disclosures



- 4.11 As in previous years, the biggest proportion of our disabled staff disclosed a long-standing illness/health condition. This is also consistent with the sector where a quarter of all disabled staff disclosed a long-standing illness or health condition (25.1%).
- 4.12 Since 2011/12 there has been an increase in the numbers of staff disclosing a specific learning difficulty (SpLD) both at Bristol and across the sector. This should be considered in the context of an increase in staff numbers, but also in the context of the continuing increase in students who disclose a SpLD as these students are the employees of the future.

#### 4.13 Table 6: Disabled Staff by Impairment Type

Disabled staff by impairment type*	2011/ 12	2012/ 13	2013/ 14	2014/ 15
<b>Long-standing illness or health condition (such as HIV, cancer)</b>	88	88	98	112
<i>As a %age of all staff disclosures</i>	38%	38%	37%	40%
<b>Specific learning disability (such as dyslexia or dyspraxia)</b>	40	50	63	70
<i>As a %age of all staff disclosures</i>	17%	22%	24%	25%
<b>Mental health condition</b>	31	33	39	37
<i>As a %age of all staff disclosures</i>	14%	14%	15%	13%
<b>Physical impairment or mobility issues</b>	28	28	33	27
<i>As a %age of all staff disclosures</i>	12%	12%	12%	10%
<b>Other type of disability</b>	17	14	17	16
<i>As a %age of all staff disclosures</i>	7%	6%	6%	6%

<b>Deaf or serious hearing impairment</b>	19	11	11	11
<i>As a %age of all staff disclosures</i>	8%	5%	4%	4%
<b>Cognitive impairment (such as autism)</b>	3	3	3	4
<i>As a %age of all staff disclosures</i>	1%	1%	1%	1%
<b>Blind or serious visual impairment</b>	2	3	2	3
<i>As a %age of all staff disclosures</i>	1%	1%	1%	1%
<b>General learning disability (such as Down's syndrome)</b>	1	1	1	1
<i>As a %age of all staff disclosures</i>	1%	<1%	<1%	<1%
<b>Total</b>	<b>229</b>	<b>231</b>	<b>267</b>	<b>281</b>

*\*It should be noted that staff are able to disclose more than one impairment type.*

## 5. ETHNICITY

### Students

- 5.1 Based on the numbers of students that disclosed this information to the University, the proportion of students who were black and minority ethnic (BME) was 25%. This includes home and overseas students.
- 5.2 Over a quarter of BME students at Russell Group universities are domiciled outside the UK. Universities are not required to provide data on the ethnicity of non- UK domiciled students to HESA, therefore directly comparable sector data that includes overseas students is not available.
- 5.3 12% of our UK domiciled students with known ethnicity information were BME, against a sector-wide average of 20% and a Russell Group average of 17%. The sector average for students studying in England was 23% - although excluding London universities from the England figures brings the proportion of students who are BME to 18%.

### 5.4 Table 7: Student Disclosures of Ethnicity

University of Bristol Student Disclosures of Ethnicity 2014/15 *					
Ethnicity	Overseas	% of total overseas disclosures	Home	% of total home disclosures	Total
<b>White</b>	<b>267</b>	<b>8%</b>	<b>15160</b>	<b>88%</b>	<b>15427</b>
<i>White</i>	<i>288</i>	<i>9%</i>	<i>14520</i>	<i>89%</i>	<i>14808</i>
<b>BME</b>	<b>2989</b>	<b>92%</b>	<b>2065</b>	<b>12%</b>	<b>5054</b>
<i>BME</i>	<i>2739</i>	<i>91%</i>	<i>1835</i>	<i>11%</i>	<i>4574</i>
<b>Total</b>	<b>3256</b>	<b>100%</b>	<b>17225</b>	<b>100%</b>	<b>20481</b>
<i>Total</i>	<i>3027</i>	<i>100%</i>	<i>16355</i>	<i>100%</i>	<i>19382</i>

*\*2013/14 data provided in italics*

- 5.5 Of those with known ethnicity information the highest proportion disclosed as Chinese – 43% - with 93% of this group being classed as overseas students.



5.6 Table 8: BME Students by Ethnic Group

BME students by ethnic group 2014/15*	Total	% of BME total	Home	% of Ethnic Group	Overseas	% of Ethnic Group
<b>Arab</b>	<b>113</b>	<b>2%</b>	<b>40</b>	<b>35%</b>	<b>73</b>	<b>65%</b>
	<i>69</i>	<i>2%</i>	<i>18</i>	<i>26%</i>	<i>51</i>	<i>74%</i>
<b>Asian - Bangladeshi</b>	<b>41</b>	<b>1%</b>	<b>31</b>	<b>76%</b>	<b>10</b>	<b>24%</b>
	<i>41</i>	<i>1%</i>	<i>28</i>	<i>68%</i>	<i>13</i>	<i>32%</i>
<b>Asian - Chinese</b>	<b>2196</b>	<b>43%</b>	<b>163</b>	<b>7%</b>	<b>2033</b>	<b>93%</b>
	<i>1942</i>	<i>43%</i>	<i>161</i>	<i>8%</i>	<i>1781</i>	<i>92%</i>
<b>Asian - Indian</b>	<b>474</b>	<b>23%</b>	<b>157</b>	<b>75%</b>	<b>631</b>	<b>25%</b>
	<i>608</i>	<i>13%</i>	<i>444</i>	<i>73%</i>	<i>164</i>	<i>27%</i>
<b>Asian - Other</b>	<b>543</b>	<b>11%</b>	<b>158</b>	<b>29%</b>	<b>385</b>	<b>71%</b>
	<i>542</i>	<i>12%</i>	<i>138</i>	<i>26%</i>	<i>404</i>	<i>75%</i>
<b>Asian - Pakistani</b>	<b>120</b>	<b>2%</b>	<b>100</b>	<b>83%</b>	<b>20</b>	<b>17%</b>
	<i>122</i>	<i>3%</i>	<i>102</i>	<i>84%</i>	<i>20</i>	<i>16%</i>
<b>Black - African</b>	<b>272</b>	<b>5%</b>	<b>186</b>	<b>68%</b>	<b>86</b>	<b>32%</b>
	<i>264</i>	<i>6%</i>	<i>170</i>	<i>64%</i>	<i>94</i>	<i>36%</i>
<b>Black - Caribbean</b>	<b>55</b>	<b>1%</b>	<b>49</b>	<b>89%</b>	<b>6</b>	<b>11%</b>
	<i>57</i>	<i>1%</i>	<i>49</i>	<i>86%</i>	<i>8</i>	<i>14%</i>
<b>Black - Other</b>	<b>14</b>	<b>0%</b>	<b>11</b>	<b>79%</b>	<b>3</b>	<b>21%</b>
	<i>16</i>	<i>&lt;1%</i>	<i>10</i>	<i>63%</i>	<i>6</i>	<i>38%</i>
<b>Other ethnic background</b>	<b>181</b>	<b>4%</b>	<b>99</b>	<b>55%</b>	<b>82</b>	<b>45%</b>
	<i>191</i>	<i>4%</i>	<i>107</i>	<i>56%</i>	<i>84</i>	<i>44%</i>
<b>Other Mixed</b>	<b>310</b>	<b>6%</b>	<b>221</b>	<b>71%</b>	<b>89</b>	<b>29%</b>
	<i>247</i>	<i>5%</i>	<i>175</i>	<i>71%</i>	<i>72</i>	<i>29%</i>
<b>White and Asian</b>	<b>371</b>	<b>7%</b>	<b>343</b>	<b>92%</b>	<b>28</b>	<b>8%</b>
	<i>297</i>	<i>7%</i>	<i>268</i>	<i>90%</i>	<i>29</i>	<i>10%</i>
<b>White/Black African</b>	<b>66</b>	<b>3%</b>	<b>8</b>	<b>89%</b>	<b>74</b>	<b>11%</b>
	<i>71</i>	<i>2%</i>	<i>61</i>	<i>86%</i>	<i>10</i>	<i>14%</i>
<b>White/Black Caribbean</b>	<b>124</b>	<b>6%</b>	<b>9</b>	<b>93%</b>	<b>133</b>	<b>7%</b>
	<i>107</i>	<i>2%</i>	<i>104</i>	<i>97%</i>	<i>3</i>	<i>3%</i>
<b>Totals</b>	<b>4880</b>		<b>1575</b>		<b>3653</b>	
	<i>4574</i>		<i>1835</i>		<i>2739</i>	

\*2013/14 data provided in italics

#### Staff

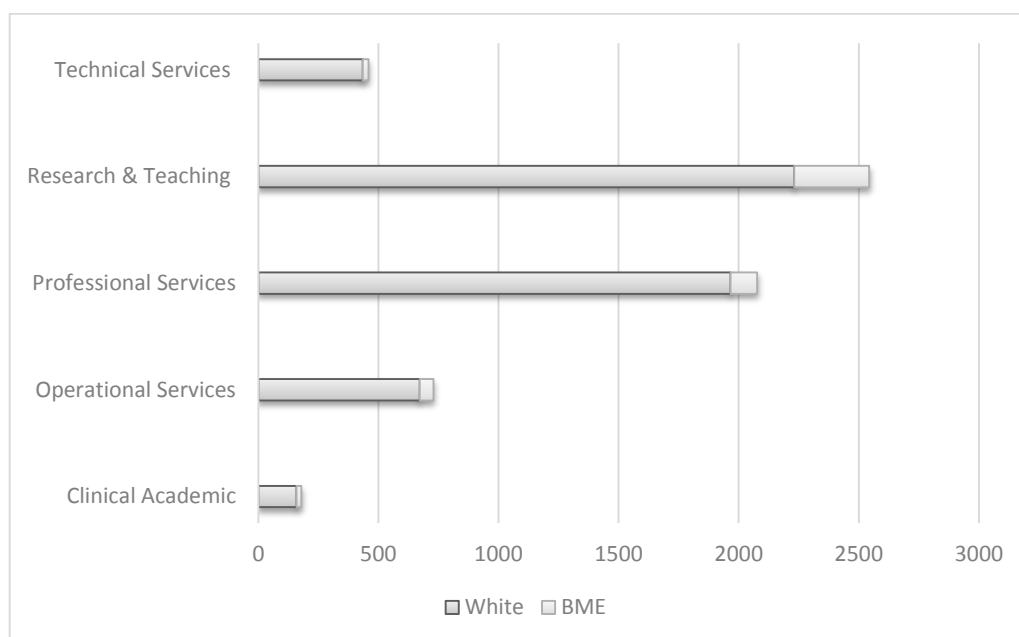
5.7 Of those with known ethnicity information, the proportion of staff (home and overseas) who were BME was 9%, which is below the sector average which was at 13%.

5.8 As in previous years, the majority of BME staff (61%) were in the Research and Teaching job family.

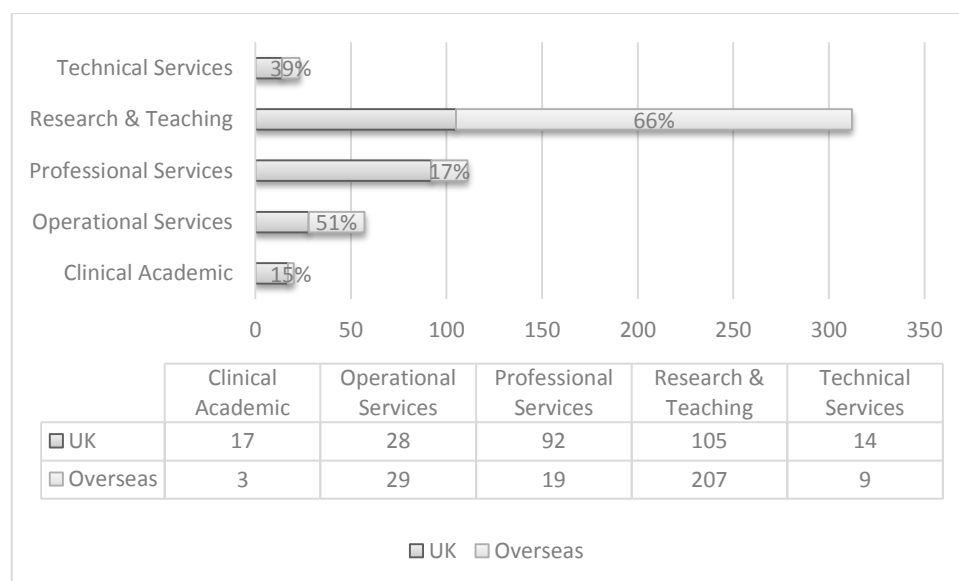
5.9 **Table 9: BME Staff by Job Family**

	Clinical Academic		Operational Services		Professional Services		Research and Teaching		Technical Services		Total	
	2013/14	2014/15	2013/14	2014/15	2013/14	2014/15	2013/14	2014/15	2013/14	2014/15	2013/14	2014/15
<b>White</b>	192	159	668	672	1914	1966	2148	2231	442	435	5364	5463
	91%	89%	93%	92%	95%	95%	88%	88%	96%	95%	92%	91%
<b>BME</b>	18	20	53	57	108	111	297	312	17	23	493	523
	9%	11%	7%	8%	7%	5%	12%	12%	4%	7%	8%	9%
<b>Totals</b>	<b>210</b>	<b>179</b>	<b>721</b>	<b>729</b>	<b>2022</b>	<b>2077</b>	<b>2445</b>	<b>2543</b>	<b>459</b>	<b>458</b>	<b>5857</b>	<b>5986</b>

5.10 **Chart 5: Staff Profile by Ethnicity (2014/15)**



5.11 **Chart 6: BME Staff - Home and Overseas Split**



- 5.12 Of the staff who declared themselves to be from a black or minority ethnic background at Bristol, 51% were non-UK national. This compares to a national average of 43% of BME staff being non-UK.

## 6. GENDER

### Students

- 6.1 At Bristol, the gender proportions across the whole student population have remained stable over the last three years with female students making up 53% of the student body.
- 6.2 Across the HE sector, female representation of all students was at 56%; across the Russell Group it was 54%.

### 6.3 **Table 10: Student Profile by Gender**

Gender	12/13	13/14	14/15
Female	10761 (53%)	10955 (53%)	11575 (53%)
Male	9424 (47%)	9644 (47%)	10183 (47%)
<b>Total</b>	<b>20185</b>	<b>20599</b>	<b>21758</b>

- 6.4 Male students account for 82% of students in the Faculty of Engineering, and this proportion has fallen slightly over the last three years.
- 6.5 Male students account for 55% of the students in the Faculty of Science, and this proportion shows a small increase over the three year period.
- 6.6 The Faculty of Health Sciences remains predominantly female as in previous years.
- 6.7 **Table 11: Gender Profile of Student Population across STEMM (Science, Technology, Engineering, Mathematics, Medicine) and Non-STEMM Faculties 2014/15**

Faculty	Female	Male	Year Total
<b>STEMM</b>			
Engineering	515 (18%)	2426 (82%)	2941
Health Sciences	1967 (67%)	950 (33%)	2917
Biomedical Sciences	840 (61%)	526 (39%)	1366
Science	2015 (45%)	2445 (55%)	4460
<b>Total STEMM Faculties</b>	<b>5337 (46%)</b>	<b>6347 (54%)</b>	<b>11684</b>
<b>Non-STEMM</b>			
Arts	2709 (63%)	1610 (37%)	4319
Social Sciences & Law	3529(61%)	2226 (39%)	5755
<b>Total non-STEMM Faculties</b>	<b>6238 (62%)</b>	<b>3836 (38%)</b>	<b>10074</b>
<b>Total</b>	<b>11575 (53%)</b>	<b>10183 (47%)</b>	<b>21758</b>

*Transgender and Other excluded from this table for anonymity*

Staff

- 6.8 54% of staff working at Bristol were female, which is directly in line with the sector average where female representation was also at 54%.
- 6.9 The majority of our female staff are based in Professional Services (45%) and the majority of our male staff are based in Research and Teaching roles (53%).
- 6.10 Across Research and Teaching the staff profile is 57% male which compares to a sector average of 55%.

6.11 **Table 12: Staff Profile by Gender and Job Family**

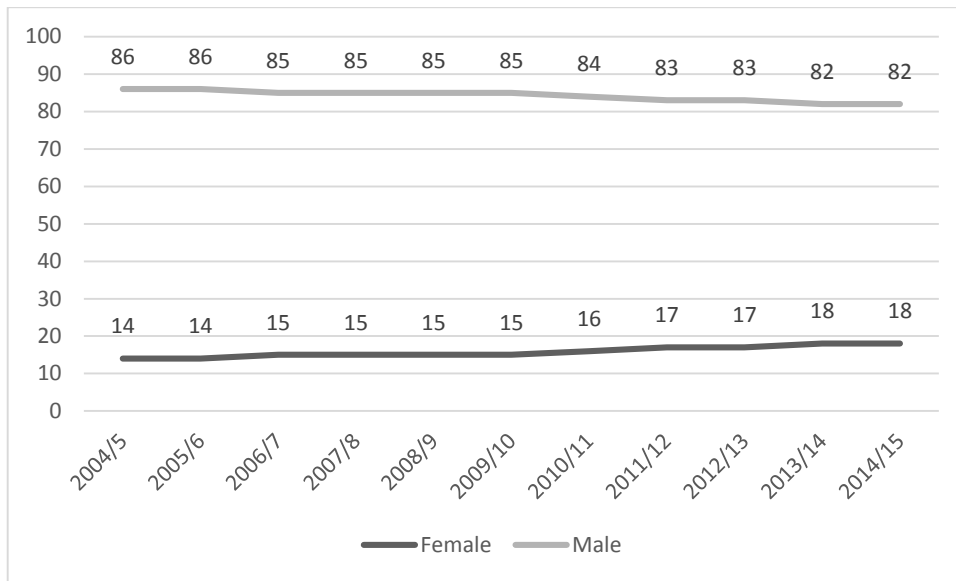
Gender	Professional and Administrative Services	Clinical Academic	Research and Teaching	Operational Services	Technical Services	Total
Female	1528	84	1136	366	237	3351
	72%	46%	43%	49%	50%	54%
Male	587	98	1532	389	240	2846
	28%	54%	57%	51%	50%	46%
% of all female staff	46%	2%	34%	11%	7%	100%
% of all male staff	21%	3%	54%	14%	8%	100%
<b>Total</b>	<b>2115</b>	<b>182</b>	<b>2668</b>	<b>755</b>	<b>477</b>	<b>6197</b>

- 6.12 The proportion of women working at professorial level remained low in comparison to men working at this level – 19% of our professorial staff were female.
- 6.13 This compares to a sector average of 22% of professorial staff being female and a Russell Group average of 19%.
- 6.14 Progress remains slow in terms of improving the gender balance at this level; over the last ten years the proportion of female professors has increased by five percentage points. However, it is important to also analyse the proportions of women at Senior Lecturer and Readership levels as these grades form the pipeline that supplies talent to the professoriat.

6.15 **Table 13: Staff Profile by Gender and Senior Lecturer/Senior Research Fellow and Reader level, as at 1 August 2014**

	Female		Male	
	Number	% of total	Number	% of total
<b>Senior Lecturer/ Senior Research Fellow</b>	179	45%	219	55%
<b>Reader</b>	67	35%	125	65%

6.15 **Chart 7: Percentage of Female/Male Grade M Professorial staff 2004/5 to 2014/15**



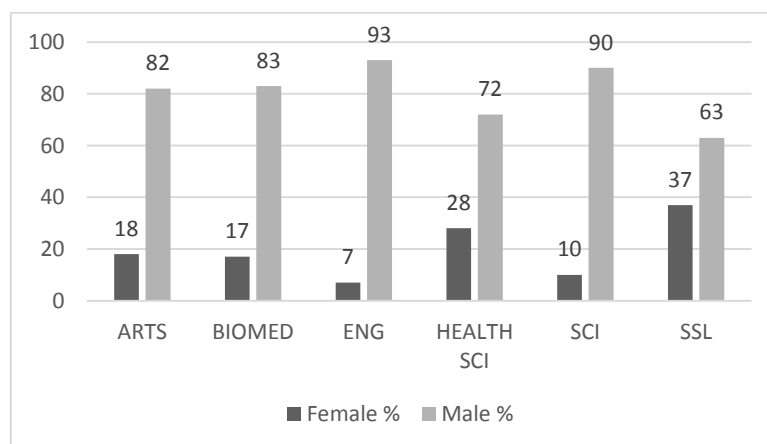
6.16 **Table 14: Number of Female/Male Grade M Professorial staff 2004/5 to 2014/15**

Professor	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
<b>Total</b>	<b>273</b>	<b>306</b>	<b>374</b>	<b>399</b>	<b>396</b>	<b>403</b>	<b>411</b>	<b>402</b>	<b>428</b>	<b>449</b>	<b>426</b>
<b>Female</b>	37 14%	43 14%	55 15%	61 15%	61 15%	62 15%	67 16%	70 17%	72 17%	80 18%	79 19%
<b>Male</b>	236 86%	263 86%	319 85%	338 85%	335 85%	341 85%	344 84%	332 83%	356 83%	369 82%	347 81%

6.17 The gender balance of professorial staff in STEMM faculties remained at 13% female, 87% male. This compares to a sector average in STEMM of 18% female, 82% male.

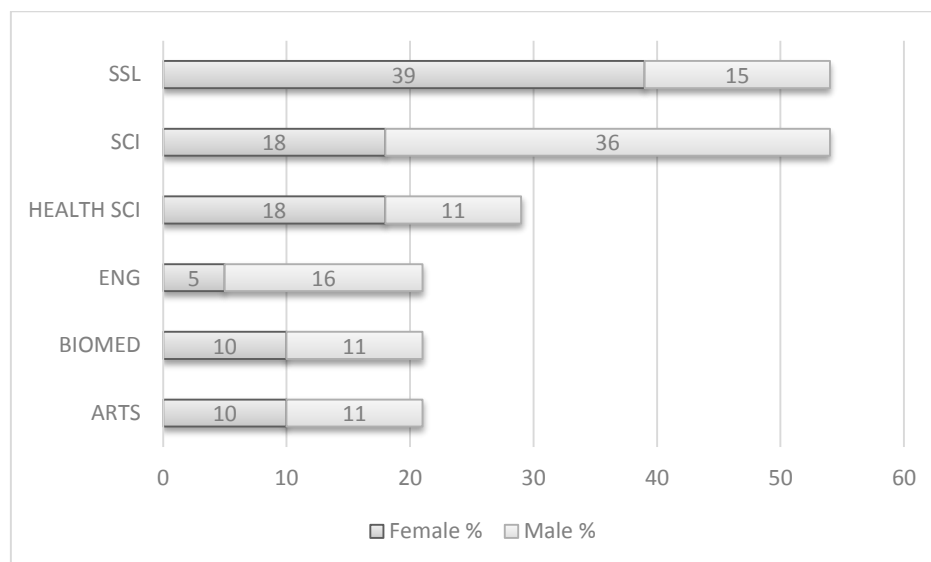
6.18 Gender representation in our non-STEMM faculties was at 29% female, 71% male. This is broadly in line with the sector average of 28% female, 72% male.

6.19 **Chart 8: Professorial Grade M Gender Distribution by Faculty**



6.20 As in previous years, female professors (39%) were concentrated in the Faculty of Social Sciences and Law and male professors were concentrated in the Faculty of Science (36%).

6.21 **Chart 9: University Grade M Professorial Staff - distribution across Faculties as percentage of University totals**



6.22 Male/female representation at Head of School level is largely drawn from the professoriate.

6.23 The gender balance at Head of School level since we started monitoring representation at this level for equality monitoring purposes is set out below and the increase in female representation is particularly encouraging.

6.24 **Table 15: Gender balance at Head of School level**

Heads of School	08/09	09/10	10/11	11/12	12/13	13/14	14/15
<b>Total</b>	<b>33</b>	<b>34</b>	<b>34</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>
<b>Female</b>	3 (9%)	4 (12%)	6 (18%)	4 (17%)	4 (17%)	5 (21%)	7 (29%)
<b>Male</b>	30 (91%)	30 (88%)	28 (82%)	20 (83%)	20 (83%)	19 (79%)	17 (71%)

## 7. RELIGION

### Students

7.1 Although information on religion or belief was only provided to HESA for 19.6% of the national student population (Bristol has not previously returned this data but will start to provide this in the next student HESA return), 14.0% of those for whom information was provided preferred not to say. Bristol students appear to be more willing to answer this question than the national picture indicates.

7.2 Detailed analysis and conclusions are not possible with such an incomplete (and possibly unrepresentative) national dataset. However, comparison

between the nationally available data and the University of Bristol shows the following proportions:

7.3 **Table 16: Student Profile by Religion or Belief**

Religion or belief	National Proportion	University of Bristol Proportion
Buddhist	1.3%	1.9%
Christian	35.6%	24.6%
Hindu	2.0%	1.4%
Jewish	0.4%	1.4%
Muslim	5.9%	2.7%
No Religion	37.2%	55.0%
Other religion/belief	1.9%	1.2%
Prefer not to say	14.0%	10.5%
Sikh	0.6%	0.3%
Spiritual	1.0%	1.2%

#### Staff

7.4 As with sexual orientation, religion is a relatively new diversity monitoring category and our current response rate is too low to draw any firm conclusions. However, the results of monitoring collected by HESA so far is included in the table below for illustrative purposes.

7.5 **Table 17: Staff Profile by Religion or Belief**

Religion - category	University of Bristol data		National %
Any other religion or belief	43	0.7%	1.1%
Buddhist	32	0.5%	0.2%
Christian	744	12%	9.8%
Hindu	25	0.4%	0.4%
Jewish	13	0.2%	0.2%
Muslim	41	0.7%	0.6%
No religion	1335	21.5%	10.8%
Prefer not to say	452	7.3%	9.0%
Sikh	3	0.04%	0.1%
Spiritual	37	0.6%	0.1%
<b>TOTAL DISCLOSURES</b>	2725	44%	46%
Not known	3472	56%	54%
<b>Total staff</b>	6197		395780

## 8. SEXUAL ORIENTATION

### Students

8.1 Although information on sexual orientation was only provided to HESA for 18% of the national student population (Bristol has not previously returned this data but will start to provide this in the next student HESA return), 14% of those for whom information was provided preferred not to say. Bristol students appear to be more willing to answer this question than the national picture indicates.

8.2 Detailed analysis and conclusions are not possible with such an incomplete (and possibly unrepresentative) national dataset. However, a comparison between the nationally available data and the University of Bristol shows the following proportions:

8.3 **Table 18: Student Profile by Sexual Orientation**

<b>Sexual Orientation</b>	<b>National Proportion</b>	<b>University of Bristol Proportion</b>
Bisexual	1.4%	2.3%
Gay man	1.1%	1.3%
Gay woman/lesbian	0.5%	0.4%
Heterosexual	81.1%	84.9%
Other	1.7%	1.1%
Prefer not to say	14.1%	10.0%

#### Staff

8.4 This is a relatively new data monitoring category and was introduced in 2012/13 an optional area for return to HESA. Data based on disclosures made by staff to date on sexual orientation at Bristol is included below for information purposes.

8.5 **Table 19: Staff Profile by Sexual Orientation**

<b>Sexual Orientation – based on total staff disclosures</b>		
<b>Bisexual</b>	32	1%
<b>Gay man</b>	45	2%
<b>Gay woman/lesbian</b>	21	1%
<b>Heterosexual</b>	2053	77%
<b>Other</b>	19	1%
<b>Prefer not to say</b>	487	18%
<b>Total disclosures</b>	<b>2657</b>	

8.6 Nationally this dataset remains largely incomplete so no accurate conclusions can be drawn about the number of, or trends among, staff who identify as bisexual, gay, heterosexual, lesbian or any other sexual orientation yet. However, national data is included in the table below in order to give a sense of the staff profile in relation to this area of equality.

8.7 **Table 20: Staff Profile by Sexual Orientation**

<b>Sexual Orientation</b>	<b>University of Bristol Proportion</b>	<b>National Proportion</b>
Bisexual	0.5%	0.3%
Gay man	0.7%	0.5%
Gay woman/lesbian	0.3%	0.3%
Heterosexual	33.1%	22.2%
Other	0.3%	0.1%
Prefer not to say	7.9%	9.9%
Blank record	57.2%	66.8%



- 8.8 Steps will be taken over the coming year to encourage staff to engage with this strand of diversity monitoring as a good disclosure rate is vital to assist us with our engagement with Stonewall and associated activity.

## 9. OVERVIEW OF ACTIVITY

- 9.1 The University continues to engage in activity to contribute to our vision to create and sustain:
- *An inclusive and collaborative community of scholarship that attracts and retains people with outstanding talent and potential from all walks of life and all parts of the world*
  - *A stimulating and supportive environment for all students and staff, distinguished by a commitment to high standards, respect for the individual and a strong sense of collegiality*
- 9.2 **Gender equality** continues to be a strategic issue of importance at the University, particularly in terms of female representation in academic leadership roles.
- 9.3 Many schools gained and maintained recognition under the **Athena SWAN Charter**, a good practice initiative that recognises excellence in the employment of women in Science, Technology, Engineering, Medicine and Mathematics (STEMM). From the November 2014 round 5 schools applied and all achieved Bronze awards (Clinical Sciences, Biological Sciences, Biochemistry, Geographical Sciences and Mathematics) whilst in April 2015, 6 schools applied with 4 achieving awards (Clinical Sciences achieved Silver from previous Bronze, and Chemistry, Veterinary Sciences, and Earth Sciences achieving Bronze awards). The School of Cellular and Molecular Medicine will be reapplying for Bronze in November 2015 and the School of Physiology and Pharmacology retained their Silver and will be applying for Gold in April 2016. 100% of our STEMM schools are now engaged with the SWAN Charter – 14 are now award holders (4 Silver and 10 Bronze level awards) with the Faculty of Science and the Faculty of Health Sciences both having all their schools at award status. This will place the University in a strong position to apply for a silver award in November 2016.
- 9.4 **Faculty Equality Committees** continue to meet to coordinate action at Faculty and School levels.
- 9.5 A review of the **2014/15 academic promotions process** and procedures took place in September 2015, and actions to refine certain elements of the procedures were agreed in the light of feedback from various participants in the process. As in previous years, and due to the relatively low numbers involved, it is difficult to draw any absolute conclusions from this year's data alone, but we will continue to look for any longer-term trends and consider these alongside other available qualitative information. Although, as mentioned above, progress remains slow in terms of professorial gender balance, encouragingly the proportion of female staff occupying Reader positions has more than doubled since 2012 and now stands at 39%. This will increase the female staff eligibility for professorial roles over the next five years, which in turn should increase the numbers of successful female applications received. Initiatives such as the Faculty-based workshops to 'demystify' the promotions and

progression procedures for staff should encourage better understanding and willingness to apply for promotion. In addition, many Schools with Athena SWAN awards have mechanisms in place to specifically support and encourage women during the promotions process.

- 9.6 Applicants for the 2015/16 academic promotions will again be asked to provide a **statement on equality considerations** and the impact they believe these have had on their case – this was believed to have been helpful in the 2014/15 round. An additional prompt has been included in the application form for staff to declare current working hours and comment on any changes of working hours that have occurred in recent years that would have had a direct or indirect effect on their work. For the forthcoming promotions round, HR Managers will once again be rolling out workshops with the aim of ‘demystifying’ the promotions process. It is hoped that this will help all academic staff assess for themselves whether or not they may be ready for promotion as well as encouraging Schools to offer consistent and good quality support to staff on this important topic.
- 9.7 The University joined the **Stonewall Diversity Champions** programme in June 2014 and took part for the first time in the Stonewall Workplace Equality Index (WEI), which is an annual benchmarking exercise. The University’s results were received in February 2015 and we were ranked 345 out of 397 organisations. This ranking was considered respectable by Stonewall for a first submission. Areas and ideas for future developments have been highlighted in an ongoing action plan and a **Stonewall Steering Group** has been established to discuss and take forward Stonewall actions. The University’s **LGBT+ Staff Network** is also due to re-form in late October 2015 and it is hoped that the network will nominate members to join the Steering Group. The Steering Group aims to closely consult the LGBT+ Staff Network as actions are prioritised and progressed. The next Stonewall WEI exercise will be submitted in September 2016 and in the meantime there are various LGBT+ activities and initiatives underway, including our involvement with Bristol Pride.
- 9.8 Policy development activity continued with the launch of revised **guidance for staff on working with disabled students** and **guidance for students on dealing with unacceptable behaviour**. A strategic and co-ordinated plan to raise awareness of **unconscious bias** for key staff was developed with a view to repositioning our organisational approach to discrimination and exploring how bias influences our ‘people preferences’ and what this means for diversity.
- 9.9 The University’s **Work and Family initiative** continues to bring together information and support for parents and colleagues with other caring responsibilities. Over the last year, several events were held for the Working Parents’ Network and Carers’ Network. These include the UCAS process for parents, ideas swap shops for new parents and the transition to secondary school, an ideas swap shop for those caring for under 18s, caring for an older person with Age UK, and a session on learning disabilities with Mencap. The networks are also connected via an email group system that is used to discuss issues and share relevant information. The **Maternity Connections Scheme** continues to operate and has now been made inclusive of PGR students.

**10. LOOKING AHEAD**

- 10.1 The University will focus on the following priority areas over the coming academic year:
- 10.2 Develop and implement a communications plan to encourage higher rates of staff disclosure in the areas of sexual orientation and religion.
- 10.3 Activity to support the new Gender Action Plan recently endorsed by UPARC.
- 10.4 Activity to support progress on a new Action Plan arising from our Stonewall Workplace Equality Index outcomes.
- 10.5 Anticipated action arising from the University's Strategic Review given that diversity has been placed clearly on the agenda in the consultation process.
- 10.6 Produce and analyse data on the ethnicity of our staff, particularly in terms of recruitment and promotions.
- 10.7 Review and launch revised guidance for staff on supporting trans students and employees in collaboration and consultation with key staff and members of the Students' Union.
- 10.8 Launch a strategic and co-ordinated approach to raise awareness of unconscious bias through various interventions to key staff across the University.
- 10.9 Consulting and agreeing revised equality objectives for the University.

**This report was produced by the Equality and Diversity Team based in HR**

**If you require this report in an alternative format please contact us**

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**or by telephone (0117) 33 18087**

**Please note that the report is available on the Equality and Diversity website at**

**<http://www.bristol.ac.uk/equalityanddiversity/annualreports/>**