

University of Bristol

# **ANNUAL STAFF INCLUSION REPORT**

2021 - 2022



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# OUR APPROACH

## Introduction

This report provides an overview of the work undertaken during the academic year 2021/22 to promote equality, diversity and inclusion (EDI) across our staff community at the University of Bristol. This report should be considered alongside the University's Annual Report and Financial Statement 2021<sup>1</sup> that provides further information related to education and the student experience. The Annual Staff Inclusion Report 2022 is supported by an Annual Staff Diversity Monitoring Report that summarises the data that we are required to publish on staff representation.

## Legal framework

The Equality Act 2010 requires the University to comply with the Public Sector Equality Duty. The duty requires us to publish relevant equality information which supports the University in meeting 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

The Board of Trustees is responsible for ensuring that the University is operating in compliance with these requirements. Members of the Board are also responsible for promoting a culture which supports inclusivity and diversity across the institution.

The University also has regulatory reporting requirements to the Office for Students (OfS) on progress against our access and participation [plan](#), as well as a statutory requirement to report on our [gender pay gap](#).

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<sup>1</sup> [University of Bristol - Annual Report 2021](#)

# AN INCLUSIVE INSTITUTIONAL INFRASTRUCTURE

## A robust governance structure

The Higher Education [Code](#) of Governance requires the Board to routinely reflect on its own composition and consider ways it can encourage diversity in all its forms, thus leading by example. Robust discussions about challenging issues require deep insight, multiple angles and collective experience. That's why the best boards are the most diverse boards. We have made positive steps towards creating a representative board, and remain committed to ensuring that membership is truly representative and reflective of our stakeholders - the broader community, our staff and our students.

### Board diversity

Information based on August 2022 diversity monitoring, in which 100% of Board members participated.

### Age

- **25 and under:** 4.8%
- **26 to 35:** 0%
- **36 to 45:** 14.3%
- **46 to 55:** 33.3%
- **56 to 65:** 33.3%
- **66 and over:** 9.5%
- **Preferred not to say:** 4.8%

### Disability status

- **Known to have a disability:** 14.3%
- **No known disability:** 85.7%

### Ethnicity

- **Asian:** 14.3%
- **Black:** 9.5%
- **Mixed Race:** 4.8%
- **White:** 71.4%

### Gender

- **Woman:** 42.9%
- **Man:** 47.6%
- **Non-binary:** 9.5%

### Nationality

- **UK:** 90.4%
- **European Union:** 4.8%
- **Non-European Union:** 4.8%

We were a Launch Partner of the 2021 Governance Apprenticeship Programme, which aims to bridge the gap to board diversity and shorten the timeline to create truly representative boards, and hosted a governance apprentice who had the opportunity to shadow our Board as a non-voting observer.

The audit recommended further changes to governance structures to maximise our ability to effectively co-ordinate the Strategy rollout and ensure our goals are achieved, as well as maintaining oversight of wider EDI initiatives to ensure they are suitably aligned. December 2022 will see the introduction of a new EDI Strategy Monitoring and Implementation Group (SMIG) that will provide a focal point for a range of interventions to address systemic bias, and build a culture of inclusion, belonging and advocacy. The EDI SMIG will report directly to the UEB-Strategy Implementation Board with the EEDI Oversight Committee (a sub-committee to the Board of Trustees) maintaining oversight of progress.

## A refreshed strategic framework

In 2022 we launched a refreshed University Strategy, that charts a decisive course for the future. It will enable our community to build further on its considerable success, adapt to a post-pandemic post-Brexit world, and harness our unique institutional strengths. Hundreds of colleagues, students and external stakeholders engaged in a series of consultation events to ensure that we shaped a Strategy that belongs to our whole community. EDI is of strategic importance to the University and it is embedded as a cross-cutting theme throughout our Vision and Strategy 2030, with a sub-strategy dedicated to EDI, setting our direction of travel for the coming years.

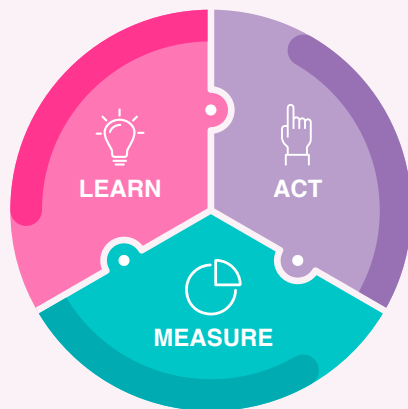
The Board of Trustees has top-level ownership and oversight of EDI at the University, with the Deputy Vice-Chancellor & Provost (DVC-Provost) serving as the institutional EDI champion. A sub-committee of the Board, the EDI Oversight Committee, meets twice a year to hold the executive to account for its strategic goals around EDI as well as requesting deep dives of specific areas of EDI activity. This committee receives reports from several steering groups, such as the Anti-Racism Steering Group, the Student EDI Group, and updates from central teams in HR and Education Services.

Additionally, each faculty and school has its own EDI Committee that reports up to its respective Faculty Board, and there are similar EDI committees and groups across Professional Services divisions. Across these structures, there is a wide breadth of EDI activity, including staff and student networks, local ambassador groups, policy and process reviews, and workstreams dedicated to implementing lasting change.

Our new strategic approach to EDI initiated an internal audit review of governance structures to effectively cascade down aims and objectives to local levels and facilitate upward reporting on progress.

## An inclusive policy framework

The Equality Duty ensures that public bodies such as our university play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. This means that we must understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all. Our Learn, Act, Measure approach to equality impact assessment ensures that all staff are equipped to fully embed inclusion into any decisions, policies or activities that may impact on people.



**Recognise** the different needs, challenges, experiences, and representation of our university community.

**Engage** in meaningful consultation with groups likely to be most impacted by our plans, policies, and practices.

**Understand** how our decisions might impact on different groups of people and take steps to mitigate this impact where we can.

**Review** and remain responsive to any unintended consequences that may emerge.

Strategic areas subject to this process during 2021/22 included:

- 

The development of the **University’s Blended Working Policy** to ensure they resonated with different groups across the organisation.
- 

Consideration of the **structure of the academic year**

The Learn, Act, Measure model and associated University guidance on Inclusive Decision Making is applied to all new and existing HR policy. This involves close consultation and collaboration with key stakeholder groups, such as our Staff Networks. Where we have completed this, a short narrative is required by the central HR Policy Team to provide assurance that this has been applied when submitting a policy for formal consultation. During 2021/22 the following HR policies were reviewed to ensure they were inclusive by design:

All Recruitment policies, including DBS

- Staff Recruitment policies and processes, including DBS checks
- Associate Professor policy
- Absence and health policy
- Conflict of Interest policy
- Public Duties and Volunteering policy
- Teaching Support Roles policy

An EDI narrative remains mandatory for papers considered by the University Executive Board and consideration of EDI issues remains as a standing agenda item for all University committees.

Summary of any Equality, Diversity & inclusion implications

No ☐

Yes ☐

Please note that any papers requiring UEB decision(s) MUST have a narrative in the section. [Guidance on inclusion Decision making.](#)





## Creating a sense of shared ownership

Our approach to inclusion is based on the principle that EDI cannot be delivered by one individual or a single committee. It is the responsibility of everyone within our University and it requires a strong commitment and concerted action to make this a truly inclusive environment for all.

The central EDI Team builds organisational and individual capacity to create a university community where people from the broadest possible range of backgrounds can reach their full potential and thrive at work. Action is structured across three core areas that are critical to the effective delivery of sustainable cultural and structural change to uphold our institutional values and support the aims of the University Strategy.

Although 'EDI' is often seen as one area of activity, we ensure that colleagues do not lose sight of the fact that 'Equity, Diversity and Inclusion' are in fact separate entities that interact with each other:

diversity is not inclusion and does not automatically guarantee inclusive work or study environments. As well as looking at representation (diversity) we must also question our culture (inclusion) and take action to address structural forms of discrimination (equity) to ensure that people from the broadest range of backgrounds can thrive and develop to their full potential.

Faculty, Divisional and School EDI Committees are vital to ensuring that the aims of our University strategy translate into measurable positive impacts that support the experiences of our staff and students. They shape and deliver on their own EDI priorities, based on an understanding of their own local evidence base, disciplines and operating contexts. Operating in this way provides the Committee with the agency to choose their own areas of focus (albeit within the strategic framework), which in turn builds ownership and accountability.

# BEING ANTI-RACIST



**Much of our focus during 2021/22 was on actively positioning the University as an anti-racist institution and working with our staff and students to dismantle systemic, cultural, and individual forms of racism.**

Anti-racism involves actively opposing racism and advocating for changes to structures, processes and policies that will produce racial equity between racial groups. The University is an anti-racist organisation and we published our institutional commitment to anti-racism and established an Anti-Racism Steering Group (ARSG) in 2020 to help shape and drive activity. Much of our work in this area to date has focused on supporting the following aims that are critical to embedding anti-racism across an organisation:

- Create collective awareness and understanding of racism
- Identify, promote, and develop initiatives to prevent and reduce racism
- Empower all members of our university community to take action to prevent racism and to speak out when it occurs

The ARSG has engaged in a period of critical self-reflection over the past two years, consulting with our minority ethnic students and staff to identify where we can do better and to inform our institutional anti-racism action plan across the following workstreams:

- Civic and Research Engagement
- Governance
- Decolonising our Campus and Collections
- Staff Recruitment and Support
- Student Recruitment and Support
- Decolonising our curriculum (Teaching and Learning)

A range of activity has emerged through the work of the ARSG. The Black Bristol Scholarship programme was launched in October 2020 with 39 students starting under this new initiative in 2021. We aim to support around 130 Black and mixed-Black heritage students at undergraduate and postgraduate levels over the next four years, totalling more than £1million funded by kind donations of alumni and friends.

The Steering Group has been the driving force behind much of our staff-facing anti-racism activity and in 21/22 oversaw both a Race Equality Staff Survey and a series of discussion groups to collect and analyse feedback from staff about their experience of working at the University in relation to culture, policies and systems. The discussion groups further explored themes identified from the survey results with minority ethnic staff from a range of departments across the University. Findings from both datasets have informed the ongoing development of the institutional Anti-Racism action plan.

2021/22 saw the continued roll out of our Disrupting Racism training programme. Almost 1000 staff engaged with the first phase of the training that comprised of a blend of in-person and self-directed learning to raise awareness of all forms of racism, and improve our understanding of issues connected to race, structural racism, racial bias and privilege. Phase 2 will launch in February 2023, with sessions being led by Professor Jason Arday and Dr Matt Jacobs.

We offer culturally appropriate counselling to minority ethnic staff from a local provider, Nilaari, and we are currently exploring provision of culturally sensitive career coaching for minority ethnic colleagues.

## DISRUPTING RACISM - STARTS WITH YOU

### DECOLONISE

*our curriculum, our spaces, our structures*

### INTERRUPT

*racism when it happens. See something? Say something.*

### SHARE

*learning and ideas on being anti-racist with colleagues and others*

### RECOGNISE

*that racism in all its forms is very much a present and real problem*

### UNDERSTAND

*issues connected to race, structural racism, racial bias and privilege*

### PROMOTE

*ways of doing things differently in ways that are anti-racist*

### TRANSFORM

*the culture of our University by being part of the change*

# DIVERSITY OF REPRESENTATION

**We aim to be a place where everyone feels able to be themselves and do their best in an inclusive working environment where all colleagues can thrive and reach their full potential. We want to attract, develop, and retain individuals with different experiences, backgrounds and perspectives because diversity of people and ideas remains integral to our excellence as a global civic institution.**

## JOIN US!

Developed as a response to our engagement with local communities, in our work to develop the Temple Quarter Enterprise Campus, we have worked in partnership with local employment groups to deliver sessions to a range of communities that are currently under-represented across our workforce or that often face barriers to employment. The sessions look at perceptions of the University as well as application and interview support. Job Shops are also held on our micro-campus at the Wellspring Settlement where people can access hands-on support with applying for jobs at the University.

During 2021/22 we worked with Women's Worklab, Tawfiq Masjid, Neuropool and the Diversity Practice to deliver sessions to 40 potential job applicants that are from backgrounds that are under-represented here at the University. The sessions were delivered between May and July 2022 and by the end of the year we had received 4 applications from the participants.

We delivered JOIN US! sessions to over 200 Year 9 to Year 11 students from Bristol schools, colleges, and alternative education provisions such as Bristol Metropolitan Academy, City Academy, Fairfield, and City of Bristol College. We showcased some of the different jobs the University has to offer, including our apprenticeship opportunities and provided information about next steps, applications and interviews. This was also an opportunity for staff to share their career journey and this year Mictroy Mitchell – who began at the University as an Engineering apprentice and has progressed to a Research Technician in the Earthquake Laboratory, Faculty of Engineering - shared his journey.

**Diversify**

Reaching Preparing  
and Recruiting the  
workforce of the future



“As a previous apprentice, it was great to take part in the JOIN US! Black Technical STEM apprenticeship day. I enjoyed being able to share my knowledge with the secondary school children. I hope that those that attended found the session both informative and inspiring”

**MICTROY MITCHELL, ENGINEERING RESEARCH TECHNICIAN**

## eXcelBristol Apprenticeships

We began in January 2020 with 3 Business Administration apprentices and this year have worked with Divisions and Faculties across the University to create 10 apprenticeships bringing our total number of apprenticeships to 29 across a range of apprenticeship standards including two

higher degree standards in Law and Audit. Apprenticeships are an excellent tool to support the diversification of our workforce and 44% of our apprentices are from a racially diverse background. Since August 2021 a further 3 of our apprentices have been successful in securing a permanent role here at the University.

## Bristol Race Equality Strategic Leaders' Group

We continue to work with all public sector organisations across the city as a member of Bristol's Race Equality Strategic Leaders Group, and as part of a city-wide approach to collectively tackling race equality issues. As well as monitoring progress, we are working to ensure that significant changes and improvements are delivered through partnership initiatives, sharing learning, resources, and good practice to ensure we achieve greater diversity and equality within our organisations.

During 2021/22 we joined 24 partners in a city-wide recruitment event, 'Our City, Your Jobs' promoting vacancies to around 150 jobseekers who attended.

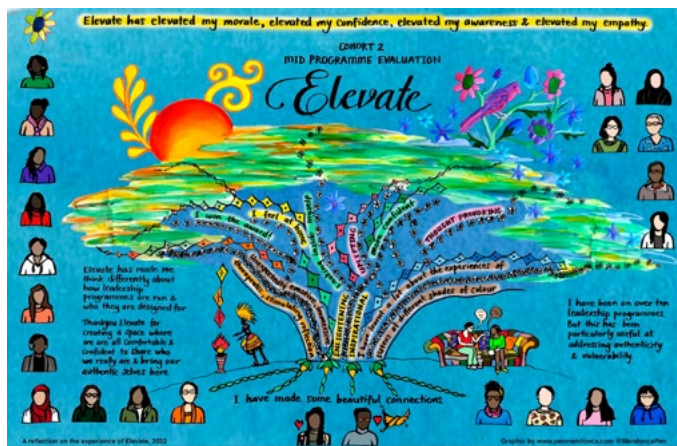


# CAREER PROGRESSION THROUGH TARGETED DEVELOPMENT

Elevate

eleVate

Following the high-profile success of the pilot, the second Elevate programme cohort this year saw an expansion to five Universities; with UWE joining the Universities of Bristol, Bath, Cardiff and Exeter. This programme is delivered in partnership with the Ubele Initiative, led by Yvonne Field, bringing together women from racially minoritised groups in a transformational environment which centres the lived experiences and development needs of participants. The programme has received two awards to date: SDF Excellence in Practice 2021, and UHR Equality, Diversity and Inclusion 2022. Of the thirteen alumni from Cohort 1, half have been promoted to new roles, this is in addition to those who secured new roles whilst on the programme. The other half were engaging in new opportunities and experiencing exposures to wider networks where they were making impact.



“As I was new to Bristol, Elevate was a lifeline... It was also an opportunity to make professional and personal connections that helped me along my journey while challenging me not to settle for less than I was worth.”

“The programme opened the door for me to begin a journey of self-reflection and working on aspects that were stopping me from making bold moves in my career.”

## The Female Leadership Initiative (FLi)



The Female Leadership Initiative (FLi) was expanded this year to two cohorts, offering places to 60 colleagues identifying

as women from across disciplines and grades. Through talks and workshops, action learning with peers, mentoring, and individual self-reflection, participants were able to connect, explore their leadership style, build their confidence, personal agency and impact, and develop valuable networks. Authenticity and inclusivity were key themes running through the programme, challenging 'normative' models of leadership, and discussing how we can individually and collectively contribute towards a positive culture and work environment.

This programme has had a significant impact on participants:

**11 participants applied for new roles or promotions**

**At least 7 of those were successful**

**A further 6 had recently taken up new roles, with FLi supporting their confidence and development to establish themselves**

Over 90% of participants reported they now:

- Feel able to bring their authentic self to work
- Have a clear sense of their leadership style and identity
- Have confidence communicating with and influencing others (with or without formal authority)
- Feel able to effectively support others' development
- Are confident they can contribute to an inclusive work environment

# A CULTURE OF BELONGING

**Culture change is vital to the success of our EDI Strategy, and to our success in diversifying our staff community, and we aim to engage everybody at all levels in being part of this change ensuring that everyone feels that they belong here. University-wide culture change initiatives run alongside targeted development programmes to ensure equitable outcomes for all members of our university community. Examples of work in this space are provided below.**



Stand Up Speak Out is a university-wide campaign to encourage students and staff to take action against bullying, harassment and other forms of unacceptable behaviour they may experience or witness.

Through a range of measures such as Active Bystander training and a network of Acceptable Behaviour Supporters, the campaign seeks to build a culture where all members of our university feel confident and supported to speak out. We are currently piloting a Stand Up Speak Out Advocates programme in the Faculty of Science, targeted specifically at early career colleagues who may access guidance from a more established academic on addressing issues that are specific to research culture.

## Everyday Exclusions

Also known as “microaggressions”, everyday exclusions undermine our efforts to

build an inclusive working environment by making people feel like they don't belong. We have developed a Guide that provides more information on everyday exclusions, their impact and how to counter them. We piloted training for staff on this topic led by Dr Nilu Ahmed, a senior academic at the university and award-winning Management and Diversity Consultant. Feedback was so positive that we will be expanding this programme during 2022/23.

“The session not only challenged us with regards to understanding and recognising micro aggressions both from others and from ourselves, but also helped us consider how to address such behaviours. A powerful, safe and instructive session.”

**(EVERYDAY EXCLUSIONS PARTICIPANT)**



### Formal Complaint Data Summary - completed Aug 21 - July 22

In 2021 we committed to publishing high-level data on formal complaints of unacceptable behaviours and summaries of action taken to build confidence in the process. This was partly in response to the UUK Report Tackling Racial Harassment in Higher Education which recommended that institutions collect data on reports of incidents and share regularly with senior staff and governing bodies.

Type of Complaint	Number	Outcome
Bullying	5	1 partially upheld 2 not upheld 2 management action
Sex Discrimination	2	1 upheld, 1 not upheld
Sexual Harassment/Misconduct	1	upheld
Disability Discrimination	1	partially upheld



## Inclusion Forum

We recently relaunched our Inclusion Forum that provides a vehicle for changing the culture at the University, raising awareness and inspiring action. With

221 members, the Inclusion Forum operates as a community of practice creating opportunities for learning, building capability, and sharing knowledge.

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## Inclusion Matters

A series of informal sessions in which staff and PGRs can come along and learn about specific areas of inclusion. Over the academic year 2021/22, we held 10 sessions including Decolonising at the University; Gendering Leadership in a Time of Covid; and Let's Talk Neurodiversity with 756 staff and PGRs in attendance.



Our schools continue to win recognition for their commitment to good practice in gender equality through

Advance HE's Athena Swan Charter. During 2021/22 the University held 17 awards: 1 Gold, 5 Silver, 11 Bronze.



## TheirStories

We can all learn something from each other's story - that is the simple premise

for *TheirStories*. This award-winning series uses personal storytelling as a vehicle for building workplace inclusion, improving employee engagement, challenging bias, countering stereotypes, and developing a culture of belonging. Over 600 staff engaged with events during 21/22 and we have also established a *TheirStories* library where staff can access stories either in video or written formats.



The University earned a place on Stonewall's Top 100 Employers List 2022, following

participation in the Workplace Equality Index, the UK's leading benchmarking tool for LGBT+ inclusion in the workplace.



## Workplace Adjustment Plans

Workplace Adjustment Plans were launched in 2022 providing a framework for conversations around

support for disabled colleagues. To support staff with understanding these plans, training was delivered - sessions on Disability Confidence for Managers have so far reached over 100 academic and professional services staff and further sessions are planned for 2022/23 to promote a culture of disability inclusion.

The IRC also developed and ran a 3-part Staff Development workshop for the university on reflexivity, the inclusive research process, and the wider impacts of research. A further 5-part workshop series sponsored by Research England will occur in September and October 2022. The IRC were nominated for the Royal Society Athena Prize for Diversity (pending outcome) for their important work within this field and for their ground-breaking work into research culture.



## Inclusive Research Collective

Established in 2020, the Inclusive Research

Collective (IRC) is made up of staff & students and aims to change science research for the better by promoting inclusive and diverse academic environments and by challenging biased and exclusionary methods in the research process. The IRC continues to look at inequalities within research with several successful events including a focus on the cultural and societal aspects of hair and how hair discrimination leads to inaccuracies in health studies that measure electrical activity in the brain and combatting the weaponisation of science by right-wing extremists.

# CREATING A SENSE OF BELONGING THROUGH STAFF NETWORKS

Our employee-led Staff Networks provide a safe space for colleagues to connect with others to create a sense of belonging. Each Network brings their own unique perspective to EDI, helping to shape our approach by providing feedback that challenges existing organisational practice to create a more inclusive working environment. All Network Chairs meet periodically with the central EDI Team by attending the Voice and Influence Group to identify potential for collaborative working and to better understand and address intersectional inequalities. Employee Voice is an essential vehicle for culture change - our culture and staff community benefits from the range of employee-led networks at the university and the hard work of volunteers who lead them. This year, over 800 members of staff have been involved in our networks and network events.

## Network highlights

In 21/22, one of our largest networks, our **Parents and Carers Network**, (over 600 members), collaborated with Staff Engagement to arrange a workshop specifically addressing Wellbeing for Working Parents and Carers. Furthermore, the network ran a series of online events to collect feedback about the blended working trial.

The **Black, Asian and minority ethnic ('BAME') Staff Network** has actively supported our institutional commitment to anti-racism through continuing open dialogues with our Chief People Officer and Head of EDI on their experiences and by helping to shape the anti-racism action plan as it relates to staff recruitment and support. The Co-Chairs of the Network are full members of the Anti-Racism Steering Group. The Network strives to support minority ethnic staff throughout the University by implementing a buddying system which pairs existing members of staff with those who are new to the University. The Network has also arranged a number of social events, both on and off campus, conducted focus groups to learn more about the views of its members and held mental health support sessions for network members.

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The **LGBT+ Staff Network** has organised a variety of social events for its network members across the year, including arranging events with the LBGT+ networks at Hargreaves Lansdown and Bristol City Council. The network also arranged a number of events and speakers during LGBT+ History Month in collaboration with the University of the West of England.



The network has also supported the University in participating in Bristol Pride 2022, and contributed to the University's submission to Stonewall's Workplace Equality Index, which saw the University earn a place on Stonewall's Top 100 Employers list and achieve a Gold award – a first for the University!

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Our **Childless Staff Network** has continued to raise awareness of childlessness in the workplace and has provided peer-to-peer support for its members who are childless (not by choice). In 2021/22, the Childless Staff Network held a number of network meetings for its members, held an online lunch for network members, and engaged with other universities to discuss best practice in regard to policies and support for childless members of staff.

The **Apprentice Staff Network** was established to provide current and former Professional Service apprentice staff with a space in which to connect with one another, as well as provide feedback about their experiences. The Apprentice Staff Network continues to grow and has held both network meetings and social events for its members, including a Winter and Summer Away Day which allowed network members to get to know one another, and also focused on developing resilience.




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The **Neurodiversity Staff Network** aims to bring neurodivergent staff and allies together to share resources, discuss challenges and help to improve conditions at the University for neurodivergent staff. Across 2021/22, the network has held a wide range of events and meetings for network members. These have included arranging for Pete Quinn, an Inclusion Consultant, to deliver a talk on Neurodiversity and supporting the University to secure Research England funding for the Supporting Neurodivergent Research Culture project.



# ANNEX: STAFF MONITORING REPORT

## Data snapshots based on:

- HR Records on MYERP, records which rely on self-declaration from staff: MyERP is the university's integrated Finance, HR, Payroll and Procurement system available to all staff and PGRs.
- Headcount: 8675 employees
- Data snapshot as of 6th July 2022
- All percentages within the report have been rounded to the nearest whole number, therefore some totals may appear less than or greater than 100%; any percentages less than 1% have been presented as <1%
- N/A refers to data that is unavailable
- Where possible, sector comparisons have been included within the report; HE sector data and guidance has been taken from [Advance HE Equality in Higher Education: Statistical Report 2021](#)

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## Diversity of Workforce, 2022

- The majority of all staff were aged between 30-39 (35%).
- In 2022, 13% of our staff disclosed that they identify with a minority ethnic group; this represents an increase of one percentage point from 2021.
- Disclosure under 'Gender Identity Status' has increased to 49%, a 10 percentage point increase from 2021.
- 78% of our staff disclosed they are from the UK.
- 8% of staff disclosed that they are disabled; this represents an increase in one percentage point since 2021.
- The majority of staff that have disclosed a religion or belief have stated they have no religion (43%); since 2020, disclosure rates have increased by 17 percentage points.
- The majority of staff are female (56%) which is broadly in line with the sector (54%).
- In 2022, disclosures rates for sexual orientation were 74%; this represents a slight increase of three percentage points since 2021.

## Age

**Sector Comparison:** Across the UK higher education sector, most staff were between the ages of 31 and 55. Professional and support staff had a younger profile than academic staff.

**Table 1: UoB Staff Age Overview (%)**

	Under 20	20-29	30-39	40-49	50-59	60-69	70 & over
2020	<1%	13%	35%	25%	19%	8%	<1%
2021	<1%	15%	35%	24%	18%	6%	<1%
2022	<1%	12%	35%	26%	19%	8%	1%

## Disability

**Sector Comparison:** Overall, 5.5% of staff working the UK higher education sector disclosed as disabled.

**Table 2: UoB Staff Disability Overview (%)**

	Disabled	No known disability	Prefer not to say	Undisclosed
2020	7%	86%	7%	N/A
2021	7%	85%	7%	1%
2022	8%	84%	7%	<1%

**Table 3: UoB Staff Disability Overview (%)**

A disability, impairment or medical condition not listed	9%
A long standing illness or health condition	23%
A mental health condition	22%
A physical impairment or mobility issues	6%
A social/communication impairment	2%
A specific learning difficulty	27%
Blind or a serious visual impairment	1%
Deaf or serious hearing impairment	2%
Two or more impairments and/or disabling medical conditions	7%



## Ethnicity

**Sector Comparison:** Overall figures of those UK staff with known ethnicity, 10.8% identified from minority ethnic groups.

**Table 4: UoB Staff Ethnicity Overview (%)**

	Asian	Black	Multiple ethnicities	Other ethnicities	White	Prefer not to say	Unknown
2022	7%	2%	3%	1%	79%	4%	4%

**Table 5: Ethnicity Overview 2022 split by UK/NON-UK - consolidated (known data)**

	Asian		Black		Other ethnicity		Dual Heritage/ Multiple ethnicities		White	
	UK	NON-UK	UK	NON-UK	UK	NON-UK	UK	NON-UK	UK	NON-UK
% of total known ethnicity	3%	5%	1%	1%	1%	1%	2%	1%	72%	14%

**How has the data been consolidated for table 4 and 5?**

<b>Asian or Asian British</b>	<b>Multiple Ethnicity</b>
Asian or Asian British - Indian	White and Black Caribbean
Asian or Asian British - Pakistani	White and Black African
Asian or Asian British - Bangladeshi	White and Asian
Chinese	Other mixed background
Other Asian background	Other multiple ethnicity background
<b>Black or Black British</b>	<b>Other Ethnicity</b>
Black or Black British - Caribbean	Arab
Black or Black British - African	Other ethnic background
Other Black background	
<b>White</b>	<b>Unknown</b>
White	Not known
Gypsy or Traveller	Prefer not to say
	Blank records

## Gender Identity Status

**Sector Comparison:** Of known responses, 53.1% of staff disclosed their gender is the same as assigned at birth and 0.7% disclosed their gender identity is different from that assigned at birth.

**Table 6: UoB Staff Gender Identity Status Overview (%)**

	Gender is different to gender assigned at birth	Gender is same as gender assigned at birth	Prefer not to say	Undisclosed
2020	<1%	28%	N/A	72%
2021	<1%	36%	3%	61%
2022	<1%	45%	4%	51%

\* In 2020, 'Undisclosed' and 'Prefer not to say' were combined. The combined percentage has been shown here under 'Undisclosed'

## Nationality

**Sector Comparison:** The majority of academic and professional and support staff in universities are UK nationals (77.8%)

**Table 7: UoB Staff Nationality Overview (%)**

	UK	EU+EEA	International	Undisclosed
2020	79%	12%	9%	<1%
2021	79%	12%	9%	<1%
2022	78%	12%	10%	<1%

## Religion

**Table 8: UoB Staff Religion Overview (%)**

	No religion	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Other	Prefer not to say	Undisclosed
2020	37%	1%	15%	1%	<1%	2%	<1%	1%	N/A	42%
2021	40%	<1%	17%	<1%	<1%	2%	<1%	1%	9%	29%
2022	43%	1%	17%	1%	<1%	2%	<1%	1%	9%	25%

## Sex

**Table 9: UoB Staff Sex Overview (%)**

	Female	Male
2020	56%	44%
2021	56%	44%
2022	56%	44%
<b>HE Sector</b>	<b>54%</b>	<b>46%</b>

**Table 10: UoB Staff Sex Overview 2022 (by job area)**

	Academic		Professional Services	
	Number	%	Number	%
Female	2987	55%	1912	60%
Male	2489	45%	1286	40%

## Sexual Orientation

**Table 11: UoB Staff Sexual Orientation Overview (%)**

	Bisexual	Gay	Lesbian	Heterosexual	Other	Prefer not to say	Undisclosed
2020	2%	1%	1%	52%	1%	N/A	43%
2021	3%	2%	<1%	54%	<1%	10%	29%
2022	3%	2%	1%	57%	1%	10%	26%

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