

## ANNUAL REPORT 2010-11

### 1. CONTEXT

The focus for the Equality and Diversity team during 2010-11 has very much been on reviewing the results of equality monitoring in order to inform the development of the University's equality objectives, which will be published in April 2012 in accordance with the requirements of the Equality Act 2010. For this reason, the Annual Report will set out the equality-related data that we have gathered over the last year. This will contribute to further consideration on how the University can progress the three elements of the general equality duty that 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

These data provide us with an evidence-based approach to equality so that we are able to prioritise and focus our resources on specific equality agendas. In recent years, this focus has been very much on gender equality. This is likely to continue in the short to medium term.

### 2. DISABILITY

#### 2.1 Students

Disability Status	07/08	08/09	09/10	10/11
No Disability	16300 (92%)	16679 (92%)	17164 (92%)	17897 (92%)
Disabled	1253 (7%)	1228 (7%)	1263 (7%)	1353 (7%)
Not Known	107 (1%)	237 (1%)	188 (1%)	271 (1%)
<b>Year Total</b>	<b>17660 (100%)</b>	<b>18144 (100%)</b>	<b>18615 (100%)</b>	<b>19521 (100%)</b>

Student disclosures have held steady at 7% over the past four years. It should be noted that this is representative of those students who choose to disclose their disability to the University; they are under no obligation to do so. By disability, student disclosures are as follows:

Disability Name	07/08	08/09	09/10	10/11
Autistic Spectrum Disorder / Asperger Syndrome	9	9	10	19
Blind / Partially Sighted	32	24	20	17
Deaf / Hearing Impairment	63	51	52	52
Learning Difficulty	730	750	774	789
Mental Health Difficulty	47	60	72	82
Multiple Disabilities	25	28	25	25
Other Disability	141	127	166	194
Unseen Disability e.g. Diabetes, Epilepsy	183	156	125	146
Wheelchair User / Mobility Difficulty	23	23	19	29
Dyspraxia	-	2	-	-
<b>Total disclosed disability</b>	<b>1253</b>	<b>1228</b>	<b>1263</b>	<b>1353</b>
<b>No Disability</b>	<b>16300</b>	<b>16679</b>	<b>17164</b>	<b>17897</b>
<b>Information Refused</b>	<b>-</b>	<b>69</b>	<b>58</b>	<b>122</b>
<b>Not Known</b>	<b>107</b>	<b>166</b>	<b>130</b>	<b>149</b>
<b>Total</b>	<b>17660</b>	<b>18144</b>	<b>18615</b>	<b>19521</b>

In terms of numbers, notable increases are in the areas of mental health difficulties and Aspergers; disclosures of Asperger Syndrome have almost doubled in the past year. Students in each of these categories (particularly Aspergers) often require a significant amount of support from both their School and from Student Services. The continuing increase in numbers in relation to mental health could be attributed to there being less of a stigma attached to disclosing a mental health difficulty. There are also a number of students who develop a mental illness during the course of their programme, and such students are not necessarily reflected in these data.

## 2.2 Staff

DISABILITY (head count)	2007/8	2008/9	2009/10	2010/11
Disabled	162 (3%)	184 (3%)	181 (3%)	184 (3%)
No disability	5507 (96%)	5416 (96%)	5240 (96%)	5060 (96%)
Not disclosed	30 (1%)	26 (1%)	35 (1%)	33 (1%)
<b>Total staff</b>	<b>5699 (100%)</b>	<b>5626 (100%)</b>	<b>5456 (100%)</b>	<b>5277 (100%)</b>

The proportion of disabled staff at the University is reflective of the proportion across the sector as a whole at 3%. On average 9.1% of staff in the sector chose not to disclose their disability status, however, at the University, this is much lower, at 1%. As with students, these data are representative of staff who disclose their

disability to the University – they are under no obligation to share this information with their employer, although obviously our ability to put reasonable adjustments in place to support such staff in the course of their employment is compromised if a disclosure does not occur. The following disability description statistics are not equivalent to a head count because some people will have declared multiple disabilities.

Disability Description	2008/9	2009/10	2010/11
Specific learning disability (such as dyslexia or dyspraxia)	21	32	31
General learning disability (such as Down's syndrome)	1	1	1
Cognitive impairment (such as autism)	1	1	2
Long-standing illness or health condition (such as HIV, cancer)	81	73	77
Mental health condition	23	23	28
Physical impairment or mobility issues	32	29	26
Deaf or serious hearing impairment	22	20	21
Blind or serious visual impairment	4	2	2
Other type of disability	19	17	14
<b>TOTAL disability disclosures</b>	<b>204</b>	<b>198</b>	<b>202</b>
Disability not disclosed	26	35	33
No disability	5416	5240	5060
<b>TOTAL STAFF</b>	<b>5626</b>	<b>5456</b>	<b>5277</b>

The majority of disclosures from staff relate to long-standing illnesses or conditions, such as cancer or arthritis.

### 3. GENDER

#### 3.1 Students

Overall female students are in the majority, as in previous years, at 54%. Across the sector, female representation stands at around 57%.

Gender	07/08	08/09	09/10	10/11
Female	9258 (52%)	9494 (52%)	9757 (52%)	10580 (54%)
Male	8402 (48%)	8650 (48%)	8858 (48%)	8941 (46%)
<b>Year Total</b>	<b>17660 (100%)</b>	<b>18144 (100%)</b>	<b>18615 (100%)</b>	<b>19521 (100%)</b>

The gender balance by Faculty continues to be female-dominated, with the exceptions of Science and Engineering, where the gender balance of students is broadly in line with the sector as a whole.

Faculty	Female	Male	Year Total
Arts	2642 (63%)	1528 (37%)	<b>4170</b>
Science	1646 (46%)	1942 (54%)	<b>3588</b>

Engineering	439 (17%)	2088 (83%)	<b>2527</b>
Medical & Veterinary Sciences	1257 (68%)	586 (32%)	<b>1843</b>
Medicine & Dentistry	1389 (60%)	943 (40%)	<b>2332</b>
Social Sciences & Law	3207 (63%)	1854 (37%)	<b>5061</b>
Year Total	<b>10580</b>	<b>8941</b>	<b>19521</b>

### 3.2 Staff

Total numbers of male and female staff in relation to job family are provided below:

	Academic	Research	Academic Other	Clinical	Clinical Other	Admin/Prof	Technical	Operational	TOTALS
Female	33%	49%	49%	35%	62%	71%	51%	49%	<b>53%</b>
Male	67%	51%	51%	65%	38%	29%	49%	51%	<b>47%</b>
Female	359	507	34	66	8	1298	230	374	<b>2876</b>
Male	715	524	35	125	5	537	223	397	<b>2561</b>
Total	<b>1074</b>	<b>1031</b>	<b>69</b>	<b>191</b>	<b>13</b>	<b>1835</b>	<b>453</b>	<b>771</b>	<b>5437</b>

Please note: Academic Other and Clinical Other = staff who have not been assigned a pathway.

The University continues to monitor progress against several gender equality objectives, as evidenced below.

**GENDER OBJECTIVE 1: to ensure that the percentage of appointments of women to Grades L and M (Administrative and Professional staff) is within the range of 40% to 60%**

Administrative and Professional Roles	As at 31/07/09	As at 31/07/10	As at 31/07/11
Grade M - female	16	20	19
	36%	44%	44%
Grade M - male	29	25	24
	64%	56%	56%
Grade L – female	51	55	60
	43%	49%	54%
Grade L – male	67	57	52
	57%	51%	46%
Grades M and L – total female	<b>67 (41%)</b>	<b>75 (48%)</b>	<b>79 (51%)</b>
Grades M and L – total male	<b>96 (59%)</b>	<b>82 (52%)</b>	<b>76 (49%)</b>

The percentage of new appointments of women to Grades L and M (administrative and professional staff) during 2010/11 was 48%. Gender representation is now balanced (although slightly in favour of female staff) so this objective has been

achieved for now. If appointments continue at around 50% for each gender, the achievement of this objective will be maintained.

There follows a table demonstrating our positive progress against this objective over the past eight years.

Professional and Administrative Staff Grades L and M								
Gender	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
Female	29%	31%	36%	37%	43%	41%	48%	51%
Male	71%	69%	64%	63%	57%	59%	52%	49%

**GENDER OBJECTIVE 2: to reflect at Level c (Research Fellow) the proportion of female researchers at Levels a and b (Research Assistant and Research Associate) in the Faculties of Science, and Medicine and Dentistry by 2010**

FACULTY OF SCIENCE	As at 31/07/09	As at 31/07/10	As at 31/07/11
Researchers Levels a & b – Female	92 (36%)	84 (33%)	82 (33%)
Researchers Levels a & b – Male	165 (64%)	171 (67%)	120 (67%)
<b>TOTAL</b>	<b>257 (100%)</b>	<b>255 (100%)</b>	<b>202 (100%)</b>

FACULTY OF SCIENCE	As at 31/07/09	As at 31/07/10	As at 31/07/11
Researchers Level c - Female	12 (27%)	12 (27%)	9 (23%)
Researchers Level c - Male	34 (74%)	32 (73%)	31 (77%)
<b>TOTAL</b>	<b>46 (100%)</b>	<b>44 (100%)</b>	<b>40 (100%)</b>

There is now a gap of ten percentage points between the representation of women at levels a and b compared to female representation at level c, although this is attributed to a reduction in the numbers of women working at level c within the Faculty of Science.

MEDICINE AND DENTISTRY	As at 31/07/09	As at 31/07/10	As at 31/07/11
Researchers levels a & b - Female	147 (77%)	158 (78%)	174 (78%)
Researchers levels a & b – Male	44 (23%)	44 (22%)	50 (22%)
<b>TOTAL</b>	<b>191 (100%)</b>	<b>202 (100%)</b>	<b>224 (100%)</b>

MEDICINE AND DENTISTRY	As at 31/07/09	As at 31/07/10	As at 31/07/11
Researchers level c - Female	25 (57%)	23 (62%)	27 (69%)
Researchers level c - Male	19 (43%)	14 (38%)	12 (31%)
<b>TOTAL</b>	<b>44 (100%)</b>	<b>37 (100%)</b>	<b>39 (100%)</b>

The proportion of women at level c in the Faculty of Medicine and Dentistry continues to increase and now stands at 69%. Given that the total numbers at level c are reducing, consequently we are seeing a reduction of men at this level, although representation of both genders at levels a and b remains constant. Consideration will be given to how these objectives might be taken forward in future years.

**GENDER OBJECTIVE 3: to see a steady increase in representation of women at Grade M Professorial level**

Representation at Professorial Grade M remains male-dominated as evidenced in the following tables:

	As at 31/07/09	As at 31/07/10	As at 31/07/11
<b>Professor – Female</b>	61	62	67
	15%	15%	16%
<b>Professor – Male</b>	335	341	344
	85%	85%	84%

By Faculty, the gender split at Professorial Grade M is as follows:

Faculty	Male	Female	Totals
<b>Arts</b>	36	5	41
As a % of Faculty total	88%	12%	
As % of total Grade M and Clinical Professorial	9%	1%	10%
<b>Engineering</b>	45	2	47
As a % of Faculty total	96%	4%	
As % of total Grade M and Clinical Professorial	11%	0%	11%
<b>Medicine and Dentistry</b>	55	12	67
As a % of Faculty total	82%	18%	
As % of total Grade M and Clinical Professorial	13%	3%	16%
<b>Medical and Veterinary Sciences</b>	49	9	58
As a % of Faculty total	84%	16%	
As % of total Grade M and Clinical Professorial	12%	2%	14%
<b>Science</b>	112	8	120
As a % of Faculty total	93%	7%	
As % of total Grade M and Clinical Professorial	27%	2%	29%
<b>Social Sciences and Law</b>	50	31	81
As a % of Faculty total	62%	38%	
As % of total Grade M and Clinical Professorial	12%	7%	20%
<b>All Faculties</b>	347	67	414
As % of total Grade M and Clinical Professorial	84%	16%	100%

Across the sector, a higher proportion of professorial roles are male (81%) than female (19%). Consideration is being given to equality objectives that may help the University to better understand reasons for the under-representation of women at this level and to subsequently take appropriate action, as previous activities have failed to shift the representation of women in academic leadership roles.

## **GENDER OBJECTIVE 5: to see a steady increase in the representation of women at Head of School level**

Head of School level also remains an area where women are under-represented as demonstrated in the table below.

<b>Heads of School</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
<b>Total</b>	<b>33</b>	<b>34</b>	<b>34</b>	<b>24</b>
<b>Female</b>	3 (9%)	4 (12%)	6 (18%)	4 (17%)
<b>Male</b>	30 (91%)	30 (88%)	28 (82%)	20 (83%)

If Heads of School are in the main expected to be at professorial level, then gender balance at both professorial and Head of School levels will continue to be broadly reflective of each other, as they are currently in percentage terms. Further consideration will be given to objectives that can be set in this area over the coming academic year.

### **3.3 Ethnicity Students**

We continue to monitor representation of undergraduate, postgraduate research and postgraduate taught students by ethnicity.

<b>Ethnicity</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
<b>White</b>	13366 (76%)	13520 (75%)	13563 (73%)	13676 (70%)
<b>BME</b>	3019 (17%)	3093 (17%)	3427 (18%)	4245 (22%)
<b>Not Known</b>	1275 (7%)	1531 (8%)	1625 (9%)	1600 (8%)
<b>Year Total</b>	<b>17660 (100%)</b>	<b>18144 (100%)</b>	<b>18615 (100%)</b>	<b>19521</b>

Representation of black and minority ethnic students across the sector is at 18%.

<b>Ethnicity</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
<b>African - Black or Black British</b>	210	210	220	245
<b>Bangladeshi - Asian or Asian British</b>	31	38	39	41
<b>Caribbean – Black or Black British</b>	54	58	75	69
<b>Chinese - Asian or Asian British</b>	974	920	1147	1952
<b>Indian - Asian or Asian British</b>	499	483	505	534
<b>Information refused</b>	1261	1234	1331	1110
<b>Irish Traveller (old code)</b>	-	9	-	-
<b>Mixed White and Asian</b>	238	281	296	289
<b>Mixed White and Black African</b>	41	39	43	56
<b>Mixed White and Black Caribbean</b>	52	59	55	67
<b>Not Known</b>	14	297	294	263
<b>Other Asian background</b>	452	476	515	674

Other Black background	12	15	14	21
Other ethnic background	184	228	211	227
Other mixed background	158	158	190	167
Other White background	1026	721	359	-
Pakistani - Asian or Asian British	114	128	117	130
White	12340	12626	13109	13676
White Irish (old code)	-	113	69	-
White Scottish (old code)	-	51	26	-
<b>Year Total</b>	<b>17660</b>	<b>18144</b>	<b>18615</b>	<b>19521</b>

By Faculty, representation of black and minority ethnic students is as follows:

Ethnicity 2010/11	White	BME	Not Known	Year Total
Arts	3017 (72%)	882 (21%)	271 (7%)	<b>4170</b>
Science	3016 (84%)	366 (10%)	206 (6%)	<b>3588</b>
Engineering	1586 (63%)	633 (25%)	308 (12%)	<b>2527</b>
Medical & Veterinary Sciences	1524 (83%)	227 (12%)	92 (5%)	<b>1843</b>
Medicine & Dentistry	1644 (71%)	537 (23%)	151 (6%)	<b>2332</b>
Social Sciences & Law	2889 (57%)	1600 (32%)	572 (11%)	<b>5061</b>
<b>Year Total</b>	<b>13676</b>	<b>4245</b>	<b>1600</b>	<b>19521</b>

Representation of BME students across our Faculties is broadly reflective of national data where slightly higher proportions of BME groups at both undergraduate and postgraduate levels are much better represented in some subjects (particularly medicine, computer science, engineering, law and business)

## Staff

Our staff profile by ethnicity during 2010/11 was as follows:

	Academic	Research	Academic other	Clinical	Clinical other	Admin/Prof	Technical	Operational	Total
<b>WHITE</b>									
White British	705	607	21	148	10	1604	401	661	<b>4157</b>
White Irish	18	20	1	5	0	30	3	7	<b>84</b>
Other White Background	233	245	34	23	0	97	22	26	<b>680</b>
<b>Total number of appointments - WHITE staff</b>	<b>956</b>	<b>872</b>	<b>56</b>	<b>176</b>	<b>10</b>	<b>1731</b>	<b>426</b>	<b>694</b>	<b>4921</b>
<b>Total % of appointments - WHITE</b>	<b>89%</b>	<b>85%</b>	<b>81%</b>	<b>92%</b>	<b>77%</b>	<b>94%</b>	<b>94%</b>	<b>90%</b>	<b>91%</b>
<b>BME</b>									
Black or Black British - Caribbean	2	1	0	0	1	10	1	8	<b>23</b>
Black or Black British - African	2	2	0	0	0	7	0	9	<b>20</b>
Black Other	2	0	1	0	0	0	0	5	<b>8</b>



Asian or Asian British - Indian	15	22	4	4	1	12	2	4	<b>64</b>
Asian or Asian British - Pakistani	2	6	0	1	0	3	2	0	<b>14</b>
Asian or Asian British - Bangladeshi	4	2	0	0	0	4	0	0	<b>10</b>
Chinese	12	58	3	1	0	7	5	5	<b>91</b>
Asian Other	12	23	1	0	1	7	4	10	<b>58</b>
Mixed - White and Black Caribbean	1	2	0	0	0	5	0	3	<b>11</b>
Mixed - White and Black African	0	0	0	0	0	3	0	0	<b>3</b>
Mixed - White and Asian	4	5	0	0	0	11	0	2	<b>22</b>
Other Mixed Background	5	9	1	2	0	8	0	1	<b>26</b>
Other Ethnic Background	12	8	2	4	0	7	0	4	<b>37</b>
<b>Total number of appointments - BME staff</b>	<b>73</b>	<b>138</b>	<b>12</b>	<b>12</b>	<b>3</b>	<b>84</b>	<b>14</b>	<b>51</b>	<b>387</b>
<b>Total % of appointments - BME</b>	7%	13%	17%	6%	23%	5%	3%	7%	7%
<b>NOT KNOWN/REFUSED</b>									
Not known	10	0	0	2	0	1	7	22	<b>42</b>
Disclosure of ethnic origin declined	35	21	1	1	0	19	6	4	<b>87</b>
<b>Total number of appointments - NOT KNOWN/REFUSED</b>	<b>45</b>	<b>21</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>20</b>	<b>13</b>	<b>26</b>	<b>129</b>
<b>Total % of appointments - NOT KNOWN/REFUSED</b>	4%	2%	2%	2%	0%	1%	3%	3%	2%

There continues to be on-going activity to strengthen links with local communities and increase awareness of the University as a major local employer with a diverse range of job opportunities. The University has a successful partnership with the Jobcentre network with a particular emphasis on inner-city areas of Bristol. Promotional materials on jobs at the University also continue to be displayed at community centres in areas with high ethnic minority populations.

Previous objectives that have been set in relation to race equality are under review. We will continue to monitor staff representation in this area and consult with the Racial Diversity Advisory Group on future objectives.

#### 4. Looking Ahead

The main focus for the Equality and Diversity Team over the coming academic year will be on formulating equality objectives based on the evidence set out in this report and further consultation with staff and students as appropriate. It is likely that the following priority areas will be progressed during 2010/11:

- Reframing the University's approach to bullying and harassment through the development of an Acceptable Behaviour Policy.
- Developing a way in which policies, procedures and processes can be assessed to ensure that the University can demonstrate due regard to equality of opportunity.
- In consultation with key colleagues and committees, identifying several equality objectives that will be published by 6 April 2012 to meet the requirements of the Equality Act 2010.
- Identifying action that can be taken to improve the representation of women in academic leadership roles.

- In collaboration with key colleagues, reviewing the University's Student Mental Health policy and associated guidance to encourage more consistency of approach.
- With the support of members of the University's Individual Circumstances Group, developing a Code of Practice for submission as part of REF2014.
- Working with colleagues in SET Schools to develop submissions for recognition under the Athena SWAN Charter.
- Initiating the Managing Working Lives project that will initially focus on managing the career trajectories of senior female support staff who take time out of the workplace to have children.

Through the implementation of continued activity to support the diversity of our staff and students, we will seek to sustain a productive and positive environment where everybody feels valued, is supported to reach their full potential and contributes towards the broader aims and aspirations of the University.

**This report was produced by the Equality and Diversity Team:**

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