

University of Bristol: Annual Equality Monitoring Report 2013/14

1. INTRODUCTION

This is the University's Annual Equality Monitoring Report for academic year 2013/14. It has been prepared by the Equality and Diversity Team based in HR's Organisational Development section and 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, enabling the University to prioritise and focus our limited resources on specific equality agendas. Publication of these data also demonstrates our compliance with the requirement of the Public Sector Equality Duty to publish relevant equality information and 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

Sector-wide equality data - taken from the Equality Challenge Unit's publication *Equality in higher education: statistical report 2013* and also from the online Higher Education Information Database for Institutions (Heidi) - are included in this report to indicate how the University compares with the national picture in key areas.

This report also includes an overview of activity and achievements in this area during 2013/14 as well as highlighting objectives for the forthcoming academic year.

2. DISABILITY DATA

2.1 Students

- The proportion of students disclosing a disability is broadly in line with the average for the sector which is 9.5%.

Disability Status	11/12	12/13	13/14
No Disability	17511 (91%)	18207 (90%)	18622 (90%)
Disabled	1437 (8%)	1930 (10%)	1922 (9%)
Not Known	174 (1%)	51 (<1%)	60 (<1%)
Total	19122 (100%)	20188 (100%)	20604

- As in previous years, the majority of disabled students disclose a learning difficulty (such as dyslexia or dyspraxia). During 2013/14, students disclosing a learning difficulty comprised 55% of all student disability disclosures. Across the sector in 2012/13, this figure was at 49%.
- The number of students disclosing a mental health difficulty to the University has almost doubled since 2011/12; the proportion of students in higher education disclosing a mental health difficulty has also increased year-on-year and now stands at 11%.

Disabled students by impairment type	11/12	12/13	13/14
Autistic Spectrum Disorder / Asperger Syndrome	26	31	32
<i>As a %age of all student disclosures</i>	2%	2%	2%
Blind / Partially Sighted	24	21	22
<i>As a %age of all student disclosures</i>	2%	1%	1%
Deaf / Hearing Impairment	47	50	52
<i>As a %age of all student disclosures</i>	3%	3%	3%
Learning Difficulty	808	950	1049
<i>As a %age of all student disclosures</i>	59%	49%	55%
Mental Health Difficulty	104	149	206
<i>As a %age of all student disclosures</i>	7%	8%	11%
Multiple Disabilities	27	50	63
<i>As a %age of all student disclosures</i>	2%	3%	3%
Other Disability	178	507	339
<i>As a %age of all student disclosures</i>	13%	26%	18%
Unseen Disability e.g. Diabetes, Epilepsy	137	148	134
<i>As a %age of all student disclosures</i>	10%	8%	7%
Wheelchair User / Mobility Difficulty	27	24	25
<i>As a %age of all student disclosures</i>	2%	1%	1%
Total disclosed disability	1378	1930	1922
<i>As a %age of all students</i>	8%	10%	9%

2.2 Staff

- 4% of University staff have disclosed a disability.
- Across the HE sector, 3.9% of staff have disclosed as disabled.

DISABILITY	2011/12	2012/13	2013/14
Disabled	199 (4%)	214 (4%)	252 (4%)
No disability	5145 (95%)	5357 (95%)	5701 (95%)
Not disclosed	49 (1%)	63 (1%)	90 (1%)
Total staff	5393 (100%)	5634 (100%)	6043 (100%)

- As in previous years, the majority of disabled staff disclosed a long-standing illness/health condition. This is also consistent with the sector where over a quarter (26%) of staff disclosed in this category.
- There has been an increase in the numbers of staff disclosing a specific learning difficulty (SpLD). 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 enter employment.

Disabled staff by impairment type*	2011/12	2012/13	2013/14
Specific learning disability (such as dyslexia or dyspraxia)	40	50	63
<i>As a %age of all staff disclosures</i>	17%	22%	24%
General learning disability (such as Down's syndrome)	1	1	1
<i>As a %age of all staff disclosures</i>	1%	<1%	<1%
Cognitive impairment (such as autism)	3	3	3
<i>As a %age of all staff disclosures</i>	1%	1%	1%
Long-standing illness or health condition (such as HIV, cancer)	88	88	98
<i>As a %age of all staff disclosures</i>	38%	38%	37%
Mental health condition	31	33	39
<i>As a %age of all staff disclosures</i>	14%	14%	15%
Physical impairment or mobility issues	28	28	33
<i>As a %age of all staff disclosures</i>	12%	12%	12%
Deaf or serious hearing impairment	19	11	11
<i>As a %age of all staff disclosures</i>	8%	5%	4%
Blind or serious visual impairment	2	3	2
<i>As a %age of all staff disclosures</i>	1%	1%	1%
Other type of disability	17	14	17
<i>As a %age of all staff disclosures</i>	7%	6%	6%
Total	199	214	252

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

3. ETHNICITY

3.1 Students

- The proportion of students who were black and minority ethnic (BME) was 22%.
- 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.
- 11% of Bristol home students with known ethnicity information were BME, against a sector-wide average of 20%. The sector average for students studying in England was 22% - although excluding London from the England figures brings the proportion of students who are BME to 17%.

Ethnicity	12/13			13/14		
	Total	Overseas	Home	Total	Overseas	Home
White	14446 (72%)	293 (8%)	14153 (86%)	14808 (72%)	288 (8%)	14520 (86%)
BME	4638 (23%)	2836 (75%)	1802 (11%)	4574 (22%)	2739 (73%)	1835 (11%)
Not Known	1104 (5%)	660 (17%)	444 (3%)	1222 (6%)	731 (20%)	491 (3%)
Total	20188 (100%)	3789 (100%)	16399 (100%)	20604 (100%)	3758 (100%)	16846 (100%)
UoB Student Disclosures of Ethnicity 2013/14						
Ethnicity	Overseas	% of total overseas disclosures	Home	% of total home disclosures	Total	
White	288	9%	14520	89%	14808	
BME	2739	91%	1835	11%	4574	
Total	3027	100%	16355	100%	19382	

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

BME students by ethnic group 2013/14*	Total	% of BME total	Home	% of Ethnic Group	Overseas	% of Ethnic Group
Arab	69	2%	18	26%	51	74%
	58	1%	13	22%	45	78%
Asian - Bangladeshi	41	1%	28	68%	13	32%
	45	1%	31	69%	14	31%
Asian - Chinese	1942	43%	161	8%	1781	92%
	1993	43%	172	9%	1821	91%
Asian - Indian	608	13%	444	73%	164	27%
	593	13%	420	71%	173	29%
Asian - Other	542	12%	138	25.5%	404	74.5%
	582	13%	135	23%	447	77%
Asian - Pakistani	122	3%	102	84%	20	16%
	118	3%	94	80%	24	20%
Black - African	264	6%	170	64%	94	36%
	285	6%	188	66%	97	34%
Black - Caribbean	57	1%	49	86%	8	14%
	64	1%	55	86%	9	14%
Black - Other	16	<1%	10	62.5%	6	37.5%
	19	<1%	15	79%	4	21%
Other ethnic background	191	4%	107	56%	84	44%
	204	4%	102	50%	102	50%
Other Mixed	247	5%	175	71%	72	29%
	233	5%	182	78%	51	22%
White and Asian	297	7%	268	90%	29	10%
	302	7%	268	89%	34	11%
White/Black African	71	2%	61	86%	10	14%
	58	1%	46	79%	12	21%
White/Black Caribbean	107	2%	104	97%	3	3%
	84	2%	81	96%	3	4%
Totals	4574	100%	1835	40%	2739	60%
	4638	100%	1802	39%	2836	61%

*2012/13 data provided in italics

- At Bristol, 12% of all BME UK-domiciled students were Black and 39% were Asian. This compares to a sector average of 32% and 42% respectively.

	Sector BME UK-domiciled students		University of Bristol BME UK-domiciled students	
	No.	%	No	%
Black	117,420	32	229	12
<i>Black or Black British: Caribbean</i>	28,165	8	49	3
<i>Black or Black British: African</i>	83,365	23	170	9
<i>Other Black background</i>	5,885	2	10	>1
Asian	155,015	42	712	39
<i>Asian or Asian British: Indian</i>	63,235	17	444	24
<i>Asian or Asian British: Pakistani</i>	44,840	12	102	6
<i>Asian or Asian British: Bangladeshi</i>	15,865	4	28	2
<i>Other Asian background</i>	31,075	8	138	7
Chinese	16,380	4	161	9
Mixed	57,830	16	608	33
Other	21,745	6	125	7
<i>Arab</i>	2,450	1	18	1
<i>Other</i>	19,300	5	107	6
BME Total	368,390	100	1835	100

3.2 Staff

- Of those with known ethnicity information, the proportion of staff who were BME was 8%. The sector average was 11%.
- Of those staff who disclosed their ethnicity, 92% were White. This compares to a sector average of 89%.
- The majority of BME staff (60%) were in the Research and Teaching job family.

Ethnicity	Clinical Academic	Operational Services	Professional Services	Research & Teaching	Technical Services	Total
White	192	668	1914	2148	442	5364
	91%	93%	95%	88%	96%	92%
BME	18	53	108	297	17	493
	9%	7%	7%	12%	4%	8%
Totals	210	721	2022	2445	459	5857

- Of the staff who declared themselves to be from a black or minority ethnic background, 49% were non-UK national.

BME staff	Clinical Academic	Operational Services	Professional Services	Research & Teaching	Technical Services	Total
UK	16	27	91	109	9	252
	89%	51%	84%	37%	53%	51%
Overseas	2	26	17	188	8	241
	11%	49%	16%	63%	47%	49%
Totals	18	53	108	297	17	493

BME Staff by ethnic group	Clinical Academic	Operational Services	Professional Services	Research & Teaching	Technical Services	Total
Arab	1	0	0	3	0	4
Asian or Asian British - Bangladeshi	0	1	4	5	0	10
Asian or Asian British - Indian	6	6	14	46	3	75
Asian or Asian British - Pakistani	2	0	3	8	1	14
Asian Other	3	10	6	59	1	79
Black or Black British - African	0	6	8	11	1	26
Black or Black British - Caribbean	1	14	16	3	2	36
Black Other	0	5	0	3	0	8
Chinese	1	3	12	91	5	112
Mixed - White and Asian	0	2	12	13	1	28
Mixed - White and Black African	0	0	2	1	0	3
Mixed - White and Black Caribbean	0	1	9	1	1	12
Other Ethnic Background	3	5	8	33	1	50
Other Mixed Background	1	0	14	20	1	36
Totals	18	53	108	297	17	493
As a % of all BME staff	4%	11%	22%	60%	3%	100%

- At Bristol among all BME staff, the three ethnic groups most represented were Chinese (23%), Asian other (16%) and Asian Indian (15%).
- Across the sector, the three ethnic groups most represented were Asian Indian (21%), Chinese (17%) and Asian other (12%).

BME Staff by Ethnic Group	HE sector	%	UoB	%
Black	7945	20%	70	14%
<i>Caribbean</i>	3015	7%	36	7%
<i>African</i>	4215	11%	26	5%
<i>Black other</i>	715	2%	8	2%
Asian	16540	41%	178	36%
<i>Indian</i>	8380	21%	75	15%
<i>Pakistani</i>	2360	6%	14	3%
<i>Bangladeshi</i>	955	2%	10	2%
<i>Asian other</i>	4840	12%	79	16%

Chinese	6900	17%	112	23%
Mixed	5070	13%	79	16%
<i>White and Black Caribbean</i>	775	2%	12	2%
<i>White and Black African</i>	480	1%	3	1%
<i>White and Asian</i>	1475	4%	28	6%
<i>Mixed other</i>	2345	6%	36	7%
Other	3810	9%	54	10%
<i>Arab</i>	100	<1%	4	<1%
<i>Other</i>	3710	9%	50	10%
BME total	40265	100	493	100

4. GENDER

4.1 Students

- At Bristol, female students made up 53% of all students.
- Across the HE sector, female representation of all students was 56%.

Gender	11/12	12/13	13/14
Female	10268 (54%)	10761 (53%)	10955 (53%)
Male	8853 (46%)	9424 (47%)	9644 (47%)
Transgender	-	-	5 (<1%)
Total	19122	20188	20604

- Of those studying STEM subjects, a higher proportion were male than female (54% compared with 46%). On average, women comprised 49% of students in STEM subjects at Russell Group universities.
- Across the sector as a whole, a slightly higher proportion of female students were studying STEM subjects (51%).
- Of those studying non-STEM subjects at Bristol, 62% were female. On average, women comprised 58% of students in non-STEM subjects across the Russell Group.

Faculty	Female	Male	Year Total
STEMM			
Engineering	515 (18%)	2292 (82%)	2807
Medicine & Dentistry	1431 (61.5%)	894 (38.5%)	2325
Medical & Veterinary Sciences	1319 (69%)	602 (31%)	1921
Science	1861 (45%)	2279 (55%)	4140
Total STEM Faculties	5126 (46%)	6067 (54%)	11193
Non-STEMM			
Arts	2515 (62%)	1533 (38%)	4048
Social Sciences & Law	3314 (62%)	2044 (38%)	5358
Total non-STEMM Faculties	5829 (62%)	3577 (38%)	9406
Total	10955 (53%)	9644 (47%)	20599

Transgender excluded from this table for anonymity

4.2 Staff

- 54% of staff working at Bristol were female. This is directly in line with the sector average where female representation was also at 54%.
- 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%).
- Across Professional Services the staff profile is 72% female; across Research and Teaching the staff profile is 58% male.
- Across the HE sector, the majority of professional and support staff were women (63%), whereas the majority of academic and research staff were men (55%).
- The majority of our staff are employed on full-time contracts (69%) and 31% of our staff work part-time (anything less than 100% FTE). Of our part-time staff population, 75% are female. This compares to a sector average of 67% of female staff working on a part-time basis.

Gender	Professional Services	Clinical Academic	Research & Teaching	Operational Services	Technical Services	Total
Female	1476	104	1073	354	245	3252
	72%	49%	42%	47%	52%	54%
Male	580	109	1482	393	227	2791
	28%	51%	58%	53%	48%	46%
% of all female staff	45%	3%	33%	11%	8%	100%
% of all male staff	21%	4%	53%	14%	8%	100%
Total	2056	213	2555	747	472	6043

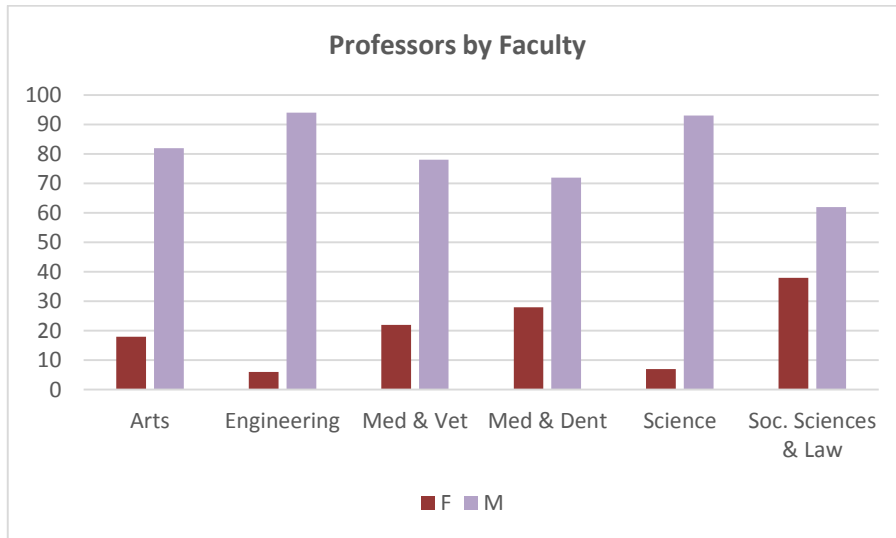
- The proportion of women working at professorial level remained low in comparison to men working at this level – 18% of our professorial staff were female.
- This compares to a sector average of 22% of professorial staff being female and a Russell Group average of 19%.

Professors	31/07/2012		31/07/2013		31/07/2014	
	Number	%	Number	%	Number	%
Female	70	17%	72	17%	80	18%
Male	332	83%	356	83%	369	82%
Total	402	100%	428	100%	449	100%

- Progress remains slow in terms of improving the gender balance at this level, although over the last ten years the proportion of female professors has increased by four percentage points.

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

- The gender balance of professorial staff in STEMM faculties was 13% female, 87% male. This compares to a sector average of 18% female, 82% male.
- Gender representation in our non-STEMM faculties was at 30% female, 70% male. This is broadly in line with the sector average of 28% female, 72% male.



- Male/female representation at Head of School level is largely drawn from the professoriate.
- Progress made over the last three years is demonstrated in the following table:

Heads of School	2011/12	2012/13	2013/2014
Female	4 (17%)	5 (21%)	7 (29%)
Male	20 (83%)	19 (79%)	17 (71%)
Totals	24	24	24

- The gender balance at Head of School level since we started monitoring representation at this level for equality monitoring purposes is set out below:

Heads of School	07/08	08/09	09/10	10/11	11/12	12/13	13/14
Total	33	34	34	24	24	24	24
Female	3 (9%)	4 (12%)	6 (18%)	4 (17%)	4 (17%)	5 (21%)	7 (29%)
Male	30 (91%)	30 (88%)	28 (82%)	20 (83%)	20 (83%)	19 (79%)	17 (71%)

5. OVERVIEW OF ACTIVITY

The Equality and Diversity Team continues to support the University through contributing to its 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*

This is achieved through the development of policies, activity and initiatives to better position the University to respond to the needs of a diverse staff and student body. Key achievements during 2013/14 were:

- Developing and launching a new on-line diversity training module that incorporates issues connected to unconscious bias in the workplace. This is now linked to the on-line Staff Review system.
- Drafting new guidelines on acceptable behaviours for students to replace the current student-related bullying and harassment policy.
- Expanding previous University level STEMM-related gender initiatives to Faculties of Social Sciences and Law and Arts (such as the mentoring circle model).
- Developing and launching a 'Returning Carers Scheme' to support academic staff across all faculties in re-establishing their independent research careers on return from extended leave (16 weeks or more) for reasons connected to caring - such as maternity leave, adoption leave, additional paternity leave, or leave to care for a dependant.
- Working with the University's Resourcing Manager to embed elements of unconscious bias into mandatory training for all staff involved in recruitment and selection activities.
- Developing and launching new practical guidance for academic managers on supporting women taking maternity leave covering areas such as arrangements for maternity cover, clarity around funding and managing the return to work.
- Continuing activity to support the work of the University's Academic Career Equalities Working Group (ACEWG). Members of the Group were briefed on implicit bias and the potential impact on personal and institutional decision-making by Professors Havi Carel and Richard Pettigrew from the Department of Philosophy.
- Working with colleagues in the Academic Registry to identify how we can improve our current processes for monitoring student diversity.
- The University completed an Equal Pay Audit.
- The completion of an Equality Analysis report on the University's REF selection processes that was submitted to HEFCE.
- Inaugural University of Bristol Libra Lecture – *Uncovering the Glass Cliff: Examining the precariousness of women's leadership positions* – was held in December 2013. This event will run annually and focus on issues related to gender diversity and broader equality issues.
- Bristol joined forces with the GW4 institutions to form an Athena SWAN Working Group to explore opportunities for collaborative working.

Gender equality continues to be a strategic issue of importance at the University, particularly in terms of female representation in academic leadership roles, so this has remained the focus for the Equality and Diversity Team during 2013/14. The HR Officer (Diversity) role is focused on supporting schools in gaining and maintaining 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). 2013/14 saw two schools recognised at bronze level – Experimental Psychology and Physics – and the University also retained recognition at bronze level. 100% of our STEMM schools are now engaged with the SWAN Charter – seven are award holders; six are submitting for an award in November

2014; five are submitting for an award in April 2015. This will place the University in a strong position to apply for a silver award in the future. Support is also provided to the Equality Committees that have been established in Social Sciences and Law and Arts in preparation for the Gender Equality Charter Mark that the Equality Challenge Unit plans to introduce in 2015 which will revise and extend the Athena SWAN initiative to cover staff across all disciplines, including Professional Services staff.

A review of the 2013/14 academic promotions process was presented to the ACEWG. As with the previous years report, the data indicated that the process was not biased on the grounds of gender. However, due to the relatively low numbers involved it is difficult to draw any absolute conclusions from the data and we will continue to look for any longer-term trends and consider this alongside other available qualitative information. In response to the previous year's report, focus groups were held with female academic staff that expressed a concern that the current process did not adequately consider the longer term impact of maternity leave and parenthood on women's career trajectories and research outputs. During 2014/15, applicants will be asked to describe how any equality-related issues have impacted on their ability to meet specific promotions criteria. Cases will be considered without precedent, recognising that any single equality issue can affect individuals in a variety of ways. In addition to this, HR Managers have been 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.

The University has joined the Stonewall Diversity Champions programme, which is the UK's foremost scheme for monitoring performance on lesbian, gay and bisexual equality. It means that we now have a dedicated contact for support and advice and are part of a network of over 600 other Diversity Champions, including around 70 universities; with our membership meaning that 18 of the 24 Russell Group institutions are now signed up. A consultation process with LGBT+ staff is in progress, the results of which will form the basis of action planning in this area. The action plan will be further enhanced by the results of the University's first submission to the Stonewall Workplace Equality Index benchmarking exercise that are due in mid-January 2015. A Co-Chair of the LGBT+ Staff Steering Group is a member of the ACEWG and the Group will be consulted and kept informed about all forthcoming work in this area.

A high level of support to Faculty/Divisions continues to be provided by the Equality and Diversity Manager who deals with an increasing and unpredictable staff and student-related advisory or casework element that requires high levels of flexibility to allow for risk management activity to ensure that the University is operating within the parameters of the Equality Act. Each case is reviewed on an individual basis and involves carefully balancing the requirements of the Act with the University's Ordinances, policies and Student Regulations in order to minimise any risks to the organisation. The Equality and Diversity Manager continues to work closely with Faculty and academic colleagues, advising on a range of student-related issues connected to equality, such as admissions, managing suspensions of study on disability- or other equality-related grounds and subsequent returns, and academic progress concerns. The majority of these cases relate to disability - sixteen formal student appeals where disability formed the basis for the appeal were dealt with in collaboration with Faculty staff during 2013/14. As a member of the Disability and Health Panel in the Faculty of Medicine and Dentistry, the postholder also provides expert advice on reasonable adjustments to support disabled students without compromising fitness to practice. Staff cases are managed by the local HR Teams who work collaboratively with the Equality and Diversity Manager to identify and implement reasonable adjustments to support disabled staff on an individual and

ongoing basis in their employment, involving the University Occupational Health Service as appropriate.

The HR Advisor (Diversity) continues to coordinate the University's Work and Family initiative that brings 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 covering issues such as Student Finance for Parents, an 'Ideas Swap Shop' for Single Parents, a Stress Management Workshop for Carers and sessions on Caring for an Older Person and Understanding Dementia. The networks are also connected via an e-mail group system that is used by individuals to discuss relevant issues and share useful information. 2014 also saw the launch of a maternity mentor scheme – *Maternity Connections* – that enables members of staff to directly contact volunteer female members of staff with experience of pregnancy at work, maternity leave and life as a working parent for support and advice.

The Team has also been monitoring developments relating to the introduction of a sector-wide Race Charter Mark that aims to inspire a strategic approach to making cultural and systemic changes that will make a difference to minority ethnic staff and students.

6. LOOKING AHEAD

In addition to working with staff on student- and staff-related cases and progressing the activity that will come out of the Academic Career Equalities Working Group and the Athena SWAN Charter, the Equality and Diversity Team will focus on the following priority areas over the coming academic year:

- Produce and analyse data on the ethnicity of our staff, particularly in terms of recruitment and promotions in readiness for our involvement with the sector-wide Race Charter Mark that is scheduled for launch in 2015.
- Launch a policy for staff on supporting disabled students.
- Launch guidance for students on acceptable behaviours.
- Develop and launch guidance to support the Acceptable Behaviour in the Workplace policy.
- Develop a strategic and co-ordinated approach to raise awareness of unconscious bias to key staff.
- Develop enhanced support for Professional Services staff returning from maternity, adoption or additional paternity leave.
- In consultation with Faculty/Divisional HR Teams, review support that is available to staff disclosing a specific learning difficulty.

The specific duties set out in the Equality Act 2010 require public bodies to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty. All public bodies subject to the specific duties must publish their first equality objectives by 6 April 2012. We have met our objective which were:

Equality Objective One

To review the University's approach to dealing with allegations of bullying and harassment through the development of an Acceptable Behaviour Policy to help eliminate discrimination, harassment and victimisation and empower all staff – particularly those individuals with relevant protected characteristics - to take appropriate action where unacceptable behaviour has occurred.

Equality Objective Two

To develop a policy framework, associated guidance and appropriate resourcing for staff on how to support students through pregnancy, maternity and paternity, and expanding this to cover students with other caring responsibilities as appropriate. Consideration will also be given to monitoring numbers of students with caring responsibilities to help indicate the level of resource that may be required to support student carers.

Equality Objective Three

To initiate action identified to improve the representation of women in academic leadership roles in order to encourage more diversity of representation at this level. Based on recent monitoring, female representation at professorial level stood at 16% and 17% of Heads of School were female (as at July 2012). This will involve consultation with key stakeholders and identifying ways that equality of outcome may be advanced.

Subsequent objectives must be published at least every four years. Consultation with ACEWG, Personnel, Equality and Safety Committee, Education Committee and other key stakeholders will commence during 2015 to identify equality objectives for the University that will be published in 2016.

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

If you require this report in an alternative format (for example in Braille) please contact us

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