

Equality & Diversity at Birkbeck - Staff

Full Report
2017

Birkbeck is proud of its diversity and recognises the value that this brings to College life. The College embraces and celebrates the differences between people, recognising the strengths and benefits of a diverse, inclusive society, workforce and student body. In the spirit of its founder George Birkbeck, the College believes that education should be available to all sections of society, providing an inclusive working and learning environment for both staff students so that all may develop to their full potential.



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1. Introduction



Part of the world-renowned University of London, Birkbeck is a world-class research and teaching institution, based in central London. Nearly all of our courses are taught in the evening, and Birkbeck is London's only specialist provider of evening higher education.

2. The history of Birkbeck

On the evening of 11 November 1823, around 2,000 people flocked to the Crown and Anchor Tavern on the Strand to witness Dr George Birkbeck and his supporters, including Jeremy Bentham, JC Hobhouse MP and H Brougham MP, discuss education for the working men of London. From this grew the London Mechanics' Institute, dedicated to the education of working people, formally created on 2 December at the same location.

This foundation meant that, for the first time, artisans and craftsmen could learn about science, art and economics – a concept so controversial that Dr Birkbeck was accused of 'scattering the seeds of evil'. Undeterred, Dr Birkbeck called his supporters to action: 'Now is the time for the universal benefits of the blessings of knowledge.' Many donors were convinced by the important mission and enough money was raised to open the College and push forward a radical new vision. Seven years later, the Institution took a further radical step by becoming one of the first colleges to admit women as students.

By 1858, Birkbeck was the first choice for students who wanted a university education but who could not afford to study full-time. This role was formalised in 1920, when Birkbeck officially became part of the University of London. We are proud of the spirit and ethos that Birkbeck was founded on and continue this journey to ensure that people from all walks of life are welcomed into our institution to excel in study and work.



3. Background

We have made many changes in the last two years to ensure that equality and diversity (E & D) is embedded and delivered in ways that are meaningful to our distinctive Birkbeck community.

We have embarked on a year-long Strategic Equalities Review (SERG), consulting with relevant stakeholders; and are currently developing Equality Objectives together with a supporting Action Plan; we have carried out an equal pay review and improved our E & D governance and delivery arrangements. We have achieved our Athena SWAN bronze renewal and are starting preparations for submissions for a number of charter marks: the Race Equality Charter Mark, Stonewall Workplace Equality Index, Disability Confident renewal and Mindful Employers. The data provided in this report has influenced the actions that are being taken to carry out meaningful E & D work that will have a long-lasting impact at the College.

The last equality data report provided data from 2013/14; therefore this report will provide data from 14/15 and 15/16 and include the progress that we have made since then. We collect and present data on gender, ethnicity, disability, sexual orientation, gender identity, religion and belief/non-belief and age. Although we do collect and monitor data in other areas these are the specific protected characteristics that we collect and analyse in our endeavour to meet our statutory obligation under the Public Sector Equality Duty as set out in the Equality Act 2010 i.e. to:

- Eliminate harassment, discrimination and victimisation;
- Advance equality between people who share a protected characteristic and those who do not;
- Foster good relations between those that share a protected characteristic and those that do not.

4. Our approach to equality and diversity: our commitment, goals and aspirations

Our People Strategy sets out five building blocks, of which 'Building Workforce Diversity' is one. This sets out the College's commitment to equality and diversity:

'To build a valued and diverse community of staff by advancing equality of opportunity and diversity in all aspects of employment, to enhance the effectiveness and flexibility of our workforce.'

Our **goals** are to:

- (i) Implement a range of equalities policies, Positive Action interventions and career development programmes to support the College's recruitment, retention and development strategies to build a more diverse workforce.



- (ii) Develop new frameworks for the effective governance and management of equality and diversity to improve management and benchmarking of College practices to increase workforce diversity.
- (iii) Develop diversity data monitoring systems to inform planning and decision making in support of College goals to improve staff diversity at all levels.

Our **aspirations** for equality and diversity are:

- (i) We have greater numbers of women and staff from minority groups in senior roles and influential College Committees.
- (ii) We are celebrated by our staff as a good employer, with equal levels of staff satisfaction and commitment across all staff groups and protected characteristics.
- (iii) We are recognised in the sector as a champion of gender equality, retaining membership of Athena SWAN, increasing our numbers of Departmental level awards, and achieving a Silver Level Institutional Award by 2023.
- (iv) We are recognised in the sector as a champion of race equality, achieving the Race Equality Charter Mark in 2018.
- (v) We are recognised in the sector as a champion of LGBTQ equality, achieving Stonewall Top 100 Employers by 2020.
- (vi) We are recognised as a champion of Disability equality, meeting Level 2 Disability Confident requirements by 2021.

5. Key developments since 2013/2014

Developments in 2015

- Proposal developed on reviewing how equalities were delivered with the recommendation that a Strategic Equalities Review takes place.
- Commenced review of governance arrangements for delivery of equalities and diversity.

Developments in 2016

- Agreement gained to mainstream E & D delivery by introducing three new policy and strategy roles within the HR team, with a focus on equalities and related issues.
- Strategic Equality Review carried out.
- Equal Pay Review conducted.

- Athena SWAN Bronze College award renewal submitted and sign-up to the wider Athena SWAN Charter.
- Progression of the HR Excellence in Research Award with particular reference to ensuring E&D in the recruitment and retention of Research staff.
- Development of a new People Strategy with E&D as one of its five building blocks.
- AD (Equalities) roles and equivalent Professional Services Department role agreed.
- Inclusion of equalities targets in the annual planning round.
- Updated the College E&D statement to ensure it reflected the College’s commitments to be an inclusive study and workplace.
- Membership of the Disability Confident Scheme.
- Review of E&D training provision, including new provision for induction, recruitment and unconscious bias sessions.
- Development of College-wide E&D web resources profiling the College’s E&D work, family-friendly initiatives, E&D related support services.
- Inaugural College Annual Race Equality Lecture, given by Anne-Marie Imafidon MBE.
- Reviewed the College’s recruitment materials and resources to ensure these reflected the broad breadth of institutional E & D-related initiatives.
- Undertook an institution-wide staff survey including revised and enhanced E&D-related questions e.g.: harassment; awareness of College E& D work; specific gender-equality related questions for Athena SWAN. The results were analysed by protected group.
- Introduction of College-wide mandatory Academic Review, championed by the Master.
- For TRIGGER – Transforming Institutions by Gendering Contents and Gaining Equality in Research – developed a mentoring scheme primarily aimed at female Academic staff, which was then opened up to all women at the College.
- Supported the leadership development of College staff through the Stellar HE, Aurora and mentoring programmes.

6. Equality & diversity data report progress

Data analysis from 2013/14 – 2016/17

All Staff			
	2014-15	2015-16	2016-17
Disability	4.6%	4.7%	5.4%
BAME	16.5%	18%	18.6%
Gender	52.6% F 47.4% M	52.9% F 47.1% M	53.6% F 46.4% M
Sexual Orientation	6% LGB	6.7% LGB	7.0% LGB



Religion/Belief & Non Belief	11.6% Christianity 5.6% Other religions	12.1% Christianity 6.2% Other religions	14.2% Christianity 7.3% Other religions
Age			
30 or under	15.5%	18.1%	17.7%
31-40	32.7%	30.7%	29.2%
41-50	24%	24.2%	24.8%
51-60	20.8%	19%	19.5%
61 or over	7.5%	8%	8.8%
Academic & Research Staff			
	2014-15	2015-16	2016-17
Disability	3.5% declared a disability	3.8% declared a disability	4.1% declared a disability
BAME	12.4%	12.7%	12.6%
Gender	48.7% Female 51.3% Male	50.3% Female 49.7% Male	50.4% Female 49.6% Male
Sexual Orientation	5.1% LGB	6.1% LGB	6.2% LGB
Religion/Belief & non-belief	8.8% Christianity 3.3% Other religions	8.4% Christianity 4.2% Other religions	10% Christianity 4.6% Other religions
Age			
30 or under	7.1%	8.2%	7.7%
31-40	31.7%	31.2%	30.1%
41-50	27.5%	27.9%	28.8%
51-60	22.7%	20.8%	21%
61 or over	11%	11.9%	12.5%
Professional & Support Staff			
	2014-15	2015-16	2016-17
Disability	5.5% declared a disability	5.4% declared a disability	6.3% declared a disability
BAME	19.6%	21.9%	23.1%
Gender	55.7% Female 44.3% Male	54.9% Female 45.1% Male	56.1% Female 43.9% Male

Sexual Orientation	6.8% LGBT	7.2% LGBT	7.5% LGBT
Religion/Belief & non-belief	13.8% Christianity 7.3% Other religions	14.9% Christianity 7.7% Other religions	16.1% Christianity 8.5% Other religions
Age			
30 or under	21.5%	25.6%	25.2%
31-40	33.4%	30.4%	28.5%
41-50	21.2%	21.4%	21.8%
51-60	19.2%	17.6%	18.5%
61 or over	4.7%	5%	6.1%

Analysis of staff by staff group and protected characteristic

The table above sets out an analysis of key findings between 2014 and 2016 for all staff; for Academic and Research staff; and Professional & Support staff by gender, ethnicity, disability, age, sexual orientation and religion or belief.

Birkbeck currently employs a considerably higher percentage of BAME staff than other HEIs nationally: 18.6% compared to the sector norm of 7%. However, BAME staff representation still falls significantly short of the overall London ethnicity level of 40%¹ and the makeup of Birkbeck's student body (41%). In terms of local benchmarks, SOAS reported their BAME population at 39.2%, and Kings' at 18.2%.

On gender, the College performs well against local benchmarks as our overall female staff population is 53.6% compared to 45% nationally, 51.2% at SOAS and 50% at Kings. Our disability disclosure rate stands at 5.4% compared to 4.5% nationally, 3.4% at SOAS and 0.7% at Kings. Our sexual orientation disclosure rate has increased to 69% and those declaring a religion or belief have stayed broadly steady at 53%.

A commentary is provided below on progress since the 2013/14 report, using the headline results outlined in the previous report and comparing this with the current situation.

Headlines and progress since the 2013/14 data report

Gender

- **In 2014, the ratio of females to males remained consistent with previous years.** There has been a steady slight increase in the number of women across the overall staff group with a consequent decrease in the male staff percentage. The pattern is similar for

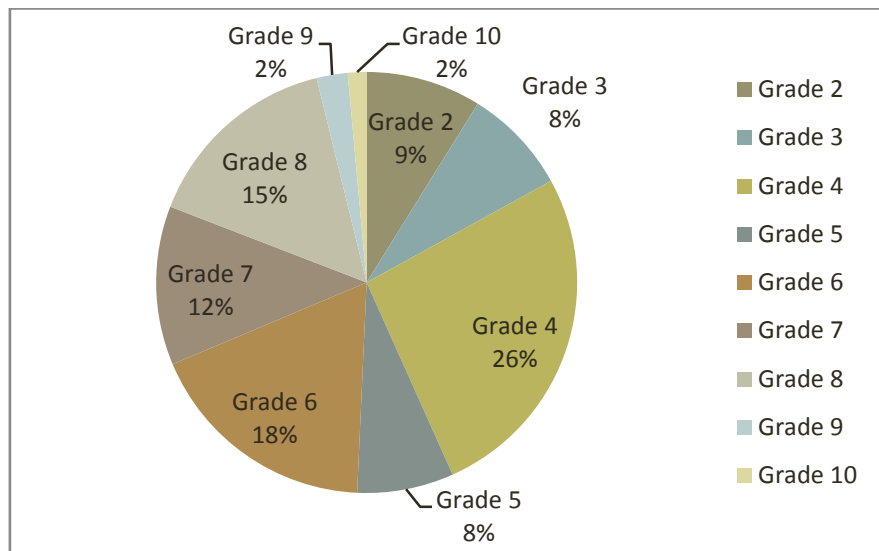
¹ ONS (2011): 'Census 2011: Ethnic group, local authorities in England and Wales.'

female/male Academic staff; however, female Professional & Support staff decreased slightly in 2015-16 but then increased again in 2016-17. Male Professional staff also decreased in percentage in 2016-17.

Nationally, male Academic staff were in the majority at 55% with female Academics at 45%² (2014/15 figures), whilst in London the proportion is 54%:46% male:female³. Therefore Birkbeck – at 49.6% male and 50.4% female – is performing considerably better in the representation of female Academics against the sector benchmarks both nationally and in London.

However, if we look further into the representation of women at different grades, there is a high representation of women at Senior Lecturer and Researcher levels, which decreases at Professorial level (37.4% of our Professors in 14/15 were women and this remained broadly static in 15/16 at 37.2%). The HEI figure for Professors for 14/15 was 23.1%:76.9% female: male, so Birkbeck still continues to out-perform the sector benchmark by a considerable margin – although we are not complacent about the need to improve further.

Figures for Professional & Support staff show that these have remained broadly consistent at 56.1%:43.9% female:male in 2016/17 compared to 55.7%:44.3% in 2013/14. Nationally⁴, 62.7% of Professional & Support staff are women and in London the figure is 61%⁵.



Grade profile of female Professional & Support staff 2016

From the grade profile chart for female Professional & Support staff, we see higher concentrations in the junior levels (2 – 7). There is a significant percentage of women also in grade 8 but this then decreases sharply at grade 9 & 10. Further work is required to explore

² Equality Challenge Unit's (ECU) Equality in Higher Education: Staff Statistical Report 2016.

³ London Higher Factsheet 2017.

⁴ ECU report as above.

⁵ London Higher Factsheet 2017.



the representation of women at senior levels and it is recommended that leavers' data is also analysed to review the profile of those leaving Birkbeck. Further work will also be undertaken as part of the wider Athena SWAN framework as it now encompasses Professional & Support staff, along with our strategic equality objectives, which focus on representation of those with protected characteristic at senior management levels.

Currently, in order to address issues of under-representation in senior grades, the TRIGGER mentoring project is providing a mechanism to support promotion and progression to both Academic and Professional & Support staff. An aspiring women Professors' network has also been developed; Assistant Dean training was opened up to all academics wanting to aspire to Professorial level; and the College introduced personal circumstances forms to our Academic promotions process. Please see the Reward and Recognition section for further information on applications for promotions.

- **In 2014, female academic staff were more likely to be in a part-time post than male colleagues.**

An analysis was carried out of part-time work for academic staff and this showed that in 2015, out of 76 academics who worked part time, 41% were females compared to 59% male. Further work is planned under the wider Athena SWAN charter which will focus on modes of working for all staff to review further the gender balance in part-time roles.

- **In 2014, there was low female representation at senior management and Professorial roles.**

We are pleased to report that positive work has been carried out to improve imbalances in these areas, focusing on career development and addressing barriers that women may face in promotion and progression, mentioned in the above section. Since 2014, we have also hosted the annual Aurora female leadership programme, a leadership development programme for both Academic and Professional & Support staff.

In 2015/16 the Department of Psychology within the School of Science successfully embarked on a process to obtain a Bronze Athena SWAN award. A key focus of this programme of work was gender equality and the development of a departmental action plan to tackle this. The School is a member of WISE (Women in Science, Technology and Engineering) which further develops our work in breaking down barriers that women face in STEM areas.

Personal circumstances forms were introduced in 2014 for our Academic promotions process to enable individual personal circumstances to be taken into account where these were impacting on research and publications. This includes: maternity, disability and carers' leave; and any other issues that can impact on those with a protected characteristic.

- **In 2014, there were low numbers of male administrative staff in the Schools of Arts and Social Sciences, History and Philosophy (SSHP).**

The College is in the process of embedding workforce planning across the organisation and Arts and SSHP have initiated discussions on this issue. Both Schools are now part of the wider Athena SWAN Charter where the issue of under-representation will be prioritised.



- **In 2014, the salary levels were broadly comparable except at the top end.**

An Equal Pay Review carried out in 2016 found variable pay gaps, both positive and negative, relating to gender, ethnicity, disability, sexual orientation and age. As a result of this audit, an Equal Pay Task and Finish Group was set up to examine these gaps further. Its findings have now been reported to the Human Resources Strategy and Policy Committee (HRSPC) along with recommendations to address any specific issues.

Ethnicity

- **In 2014, the academic BAME population was in line with the sector.**

Since 14/15 the BAME academic population has increased by 0.2% to 12.6%. The HEI percentage for BAME academics stands at 13.9% and for London the figure is 19%, so the College is below both benchmarks. It is recognised that more action needs to be taken to increase the overall BAME academic population and to further examine representation in senior academic grades. One of our key approaches is a commitment to obtaining the Race Equality Charter, on which Birkbeck is shortly embarking.

- **In 2014, Professional and Support (P&S) staff were at 20% BAME which outperformed the sector benchmark of 7.6% for UK BAME and 2.8% Non-UK BAME staff. However this did not reflect London's ethnic diversity.**

Although our representation of BAME P&S staff outperforms the sector, further examination needs to be carried out on the representation of BAME staff in senior grades. Work to address this will be progressed with the preparations for the Race Equality Charter (REC) submission planned for 2018/19.

- **In 2014, 7% of Professors were BAME, which was significantly below the Birkbeck Academic profile of 13% (with a notable exception in SSHP).**

Current BAME Academics stand at 12.6%, with BAME Professors at 6.4%. The HEI percentage for UK BAME Professors is 9.7% and 4.1% for non-UK BAME Professors. For Professional & Support staff, a recent analysis of data for SERG identified that the highest concentration of BAME staff were at grade 4 (25.3%). In more senior grades, the representation of BAME staff drastically decreases at grades 9 and 10 to just 2.4%. All of these issues will be addressed as part of the work for the REC.

- **In 2014, SHHP, Arts and, to a lesser extent, Science, were below College norms overall for ethnic diversity.**

This is currently being addressed within workforce planning as part of the school planning cycle. It will also be addressed under the REC and is also currently an objective recommended by SERG.

- **In 2014, BAME staff consistently reduced in proportion through the recruitment stages in across all staff groupings. However, hire rates continued to increase the diversity of Birkbeck.**

A new Human Resource Management Information System is being implemented for 2017 that will help collect, monitor and analyse data through the whole recruitment cycle in a more



effective way. Once this is in place, a thorough analysis will be undertaken. We have ensured that all of our equality logos are visible on our recruitment page and in our recruitment packs and we have introduced unconscious bias training within our recruitment and selection training and also as a stand-alone session.

Disability

- **In 2014, the number of staff declaring a disability rose by over 50%.**

In general, we have seen a steady increase in disability disclosure across the College. Since 2014 we have seen an increase in 0.9% of those declaring a disability, making our disclosure rate 5.4%. The HEI percentage for all staff declaring a disability is 4.5% and therefore we are above the sector benchmark. There has also been a steady slight increase in disclosure rates for both Academic and Professional & Support staff. However, in order to create a fuller picture it will be important to examine intersectionality i.e. different protected characteristics coupled with disability that could lead to further layers of discrimination. The recruitment cycle should also be explored to clarify further the experience of disabled people.

- **In 2014, the small numbers involved inhibited trend analysis and a qualitative analysis was recommended.**

The College has signed up to the Disability Confident and Mindful Employers benchmarking schemes and will undertake the analyses needed to retain membership of these initiatives.

Age

- **In 2014, Academic staff under 30 or over 61 were twice as likely to be in part-time roles.**

This is largely unchanged and further exploration of part-time working will be carried out in 2017.

Sexual Orientation

- **In 2014, the level of disclosure increased but 45% of staff sexual orientation was 'unknown'.**

The overall disclosure rate in December 2016 was 69%. Ten percent of staff preferred not to disclose their sexual orientation and 21% of staff are listed as 'unknown' (down from the 45% highlighted above).

- **In 2014, 13% of all staff whose sexual orientation was known were LGB.**

Of the 69% of staff that disclosed their sexual orientation, 10% disclosed as LGB. The reduction in LGB staff as proportion of known sexual orientation reflects higher disclosure by heterosexual staff.

Work is planned under the Stonewall Workplace Index to raise awareness on LGBT issues, including why disclosure is so important, together with other measures to address discrimination and disadvantage.

Religion or belief

- In 2014, 54% of staff declared whether or not a religion/belief was held.

As at December 2016, 53% of staff had declared whether or not a religion/belief was held. This leaves a high proportion of staff who have not declared and further work is needed to increase disclosure. This will be included in the Action Plan developed as part of SERG.

7. Reward and Recognition⁶

Promotions

Gender

As part of our commitment to Athena SWAN and to the embedding of equalities, we will continue to monitor key aspects of pay and promotion across all groups and develop appropriate reports to help in our analysis of the underlying factors contributing to any identified areas of concern. The Academic promotions process, the formal procedure through which academic staff can apply for a promotion, runs annually. Through our data analysis we are pleased to report that we have seen a steady increase in applications from women since 2011/12. Overall applications from both women and men dipped in 2014/15, and then increased the following year. In 2015/16 more women for the first time applied for promotion than men. The success rate for both groups has also been improving other than in 2014/15.

		Academic staff	Applications	Successful
2011/2012				
	Female	138	22(16%)	16(73%)
	Male	146	31(21%)	20(65%)
2012/2013				
	Female	139	33(24%)	22(67%)
	Male	157	32(20%)	21(66%)
2013/2014				
	Female	147	36(24%)	27(75%)
	Male	152	33(22%)	22(67%)
2014/2015				
	Female	147	22(15%)	17(77%)
	Male	149	22(15%)	18(82%)
2015/2016				
	Female	150	27(18%)	25(93%)
	Male	156	15(10%)	12(80%)

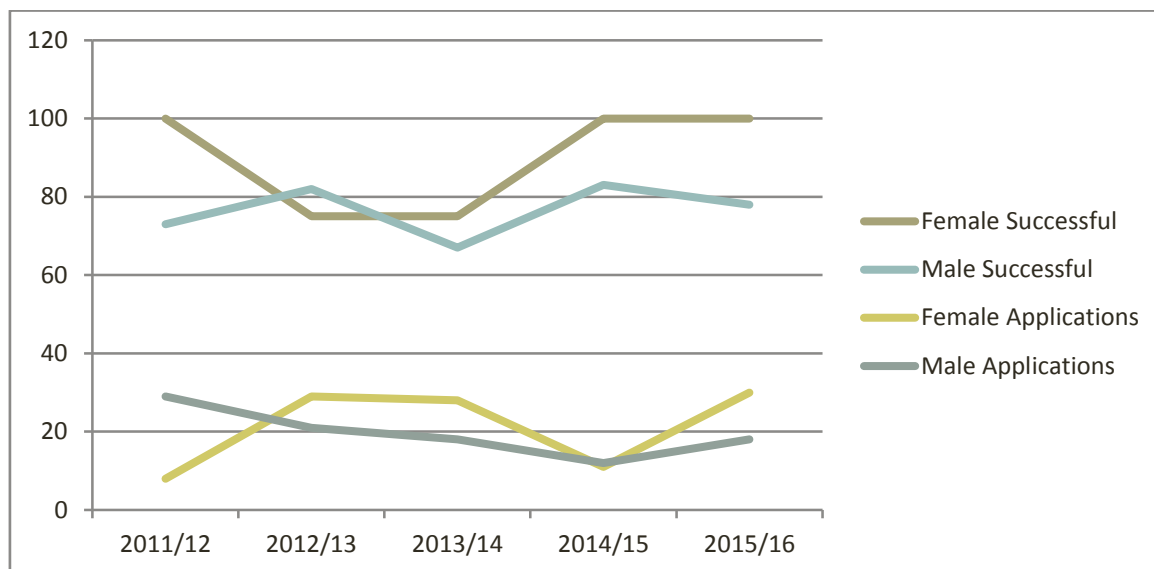
Applications from all Academic staff except Professors by gender 2011 - 2016

⁶ An equal pay analysis at the College is available from the HR Department.

One of the actions from our Athena SWAN action plan was to compare STEM promotions data with overall promotions data. The table and graph below outline promotions in STEM departments for the last 5 years.

		Academic staff	Applications	Successful
2011/2012				
	Female	26	2(8%)	2(100%)
	Male	52	15(29%)	11(73%)
2012/2013				
	Female	29	88(28%)	6(75%)
	Male	52	111(21%)	9(82%)
2013/2014				
	Female	29	88(28%)	6(75%)
	Male	51	99(18%)	6(67%)
2014/2015				
	Female	28	33(11%)	3(100%)
	Male	52	66(12%)	5(83%)
2015/2016				
	Female	27	88(30%)	8(100%)
	Male	50	99(18%)	7(78%)

Promotions by gender in STEM departments: all Academic staff except Professors



Success rates by gender in STEM departments: all Academic staff except Professors

As we can see from this data, applications from women in STEM have increased since 2014, with a sharp increase in success rates for women in STEM since 2014 resulting in 100% success rates in the last 2 years.

Low numbers of male and female applications in 2014/15 were the result of high promotion rates in 2013/14. In 2015/16, all women who applied for promotion from Reader to Professor

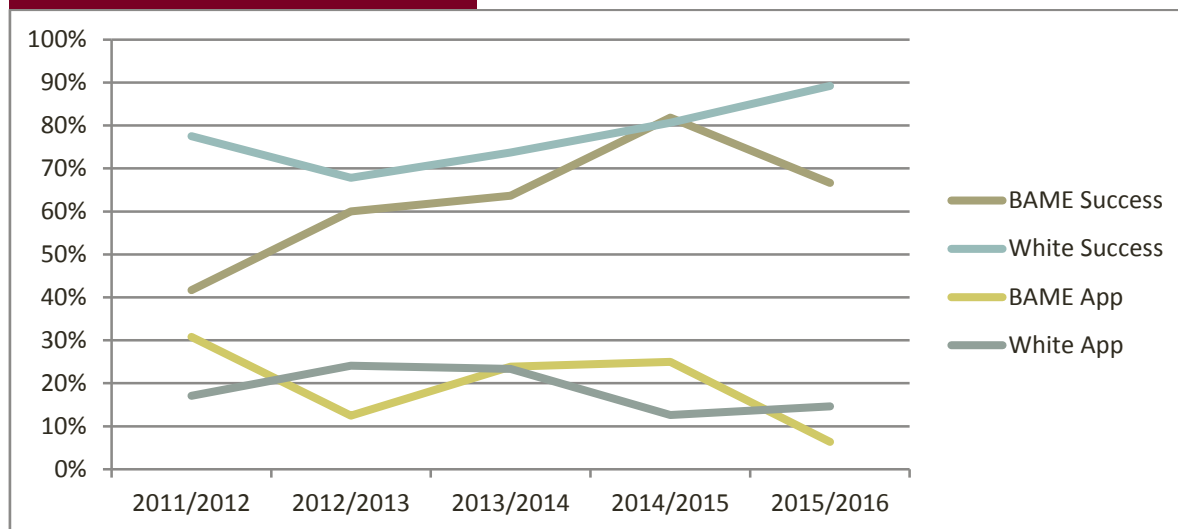
were successful. The level of applications year-on-year for Reader to Professor promotion varies considerably from a low of 6.3% (2014/15) of the available pool to a high of 35.7% (2013/14). However, the rate of male applications has been consistently lower than female applications from 2012/13 onwards and overall the range runs from 0% (2015/16) to 34.6% (2011/12). In terms of success rates, year-on-year, women are more successful than men other than in 2014/15 when one woman applied and was unsuccessful and no men applied. These figures are heartening in that more women than men are applying and more women than men are successful, over the entire period, yet the number of women Professors has remained static at around 37%. Further analysis is being conducted, as stated earlier, to address this through a range of different routes (not only promotion), and to also identify any blockages in the career development pipelines through all stages of women's academic careers.

Ethnicity

The table and graph below identify the number of applications from BAME and white staff, together with those who were successful, from 2011/12 onwards. Although the sample size is small, there was a steady increase in the rate of applications from BAME staff from the drop in 2012/13 with an increasing success rate until this year. In comparison, white applications have slightly dropped over the same period, but the success rate has continued to increase.

		Academic staff	Applications	Successful
2011/2012				
	BAME	39	12(31%)	5(42%)
	White	234	40(17%)	31(77%)
	Not Known	11	1(9%)	0(0%)
2012/2013				
	BAME	40	5(12%)	3(60%)
	White	245	59(24%)	40(68%)
	Not Known	11	1(9%)	0(0%)
2013/2014				
	BAME	46	11(23%)	7(64%)
	White	244	57(23%)	42(73%)
	Not Known	9	8(89%)	0(0%)
2014/2015				
	BAME	44	11(25%)	9(81%)
	White	245	31(12%)	25(81%)
	Not Known	7	2(29%)	1(50%)
2015/2016				
	BAME	47	3(6%)	2(67%)
	White	253	37(15%)	33(90%)
	Not Known	6	2(33%)	2(100%)

Applications from all Academic staff except Professors by ethnicity 2011 - 2016



Success rates by ethnicity for all Academic staff except Professors 2011 - 2016

As with the emerging patterns with the gender data above, we will be following this up to understand the drivers behind the results. In particular, we will explore whether there is a relationship between the improving picture for women and organisational commitment to Athena SWAN and if work resulting from participation in the Race Equality Charter will have a similar impact for BAME staff.

Contribution-related pay

This section covers the 2016 process for Professional and Support staff. This is the first time that we have carried out equality monitoring in this area so do not have any comparable data. There are two categories of contribution-related pay:

- Increments, either accelerated or discretionary
- Bonus payments, either individual or team.

Applications

The Panel considered a total of 86 applications from Professional and Support staff across the College under the two categories of accelerated/discretionary increments, and individual/team bonuses. Some of the applications submitted were for both individual and team bonuses.

Increments

Out of a total of 20 individual applications/nominations for increments, 6 were awarded an accelerated increment and 14 were awarded a discretionary increment. None of the applications/nominations were refused.

Bonuses

Out of a total of 66 applications for bonus payments, 65 were successful. Out of the 65 successful applications, 18 were for individual bonus applications. In total, 44 of the applications were for a team bonus that made up 4 teams. Acceptance rates were high as only



one application was rejected. This will be explored through the development of a new Reward strategy, which is one of the goals of the College's new five-year People Strategy.

Equality Analysis

An equality analysis has been undertaken from which it appears that a high percentage of the junior grades (4, 5, 6) make up 70% of the applications, which is encouraging. There is good gender representation in applications and in success rates. There is over-representation of applications from BAME staff as our BAME staff population stands at 18.6%. Further exploration is needed on applications from disabled staff and the age group 61 – 65 as we received a small number of applications from these groups.

It is encouraging to note that a high percentage of grade 4 staff applied and were 100% successful in their contribution application.

The gender split of applications is reassuring, given that, in our 2014 Equality Data Report, the percentage of Professional & Support staff was 56% female with 44% male. Therefore 62%, which is above our overall percentage of female Professional & Support staff, seems positive. However, this will be explored further to understand the underlying reasons e.g. whether more women apply because they are under-graded.

The number of applications from disabled staff is concerning as 5.5% of Professional & Support staff declared a disability in 2014/15, so this needs further exploration.

The percentage of applications from BAME staff is above the overall population percentage of BAME staff at 18.6%, as 30% of our applications were from BAME staff with a 100% success rate. This is encouraging for the College.

The lowest percentage of applications was in the age group 61 – 65. The overall percentage for the age group 61 – 65 in Professional and Support staff according to our 2014/15 equality data report was 5%. Therefore this will be explored further to identify the underlying issues.

8. Objectives for 2017/18

1. Roll out Athena SWAN across all academic areas of the College and deliver the College's Athena SWAN Action Plan.
2. Commence preparations for the Race Equality Charter Mark submission in 2019.
3. Renewal of Disability Confident award and apply for Mindful Employers.
4. Review work in relation to the Stonewall Workplace Equality Index in light of the renewed criteria.
5. Finalising and implementing the SERG action plan.
6. Equal Pay Task and Finish Group and implementation of an action plan.



7. Support the implementation of AD (Equality) posts in Schools and a similar post(s) for Professional Services Departments.
8. Review of equality governance arrangements.
9. Enhanced analysis of management information on E & D arising from the implementation of the new HR/Payroll system.

For further equalities data please contact:

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