**UNIVERSITY OF
CHANGE
FOR GOOD
WESTMINSTER⊞**

Staff Equality, Diversity & Inclusion Annual Report 2016-17

NB - Appendices 1-6 are separate documents

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Date: October 2017

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Section 1: Executive Summary

1.1 Purpose of Report

The purpose of this annual report is to:

- Summarise the monitoring and benchmarking of the University's effectiveness in delivering the equality, diversity and inclusion agenda, for the staffing population at Westminster.
- Highlight issues and make recommendations for action in 2017-18.
- Satisfy compliance requirements.

Accurate equality information enables the University's management team to understand what steps need to be taken to; address diversity and equality issues in the structure and management of the workforce; prevent direct and indirect discrimination, and identify appropriate support for a diverse staff profile.

1.2 Summary of Analysis

The following is a brief summary of analysis, further detail is provided in Appendices 1-6.

Disability:

- Disability disclosure has fallen by 0.5% to 3.9% of staff. For the second year the university remains below the sector average 4.8% (as reported by DLA Piper) up by 0.2% from previous year.

Ethnicity:

- The University of Westminster BME profile stands at 24.4%, an increase of 2.4% from the previous year. The sector average has also slightly increased to 12.1%, but the university continues to remain double this figure.
- The BME profile of senior staff has slightly increased by 0.4% to 9.8%. However, as was the case last year, this does not reflect the strong BME profile the university holds overall.
- In terms of actual headcount of BME staff in senior roles, the 0.4% represents an increase of 2 people to 16 people in total.

Gender:

- The overall gender split is 53.9% - this represents a 0.7% decrease from last year and the percentage of female staff now falls further (1.7%) under the sector average of 55.6%.
- 47.5% of academic staff, and 61.2% of professional support staff are female with all faculties below the sector average.
- The gender split at senior grades has seen a slight decrease of 0.7% to 53.9%, 1.7% below the sector average.

Staff Turnover:

- The headline figures show that the percentage of leavers has increased to 9.5% and is now 1.5% above the sector average. It's worth noting the sector average has decreased by 0.1% after consistently increasing for the previous 3 years.
- The average figure masks the variations in turnover between the two main groups. Turnover for Academic staff (5.1%) is significantly lower, by 8.5%, than Professional Support staff (13.6%) an increase of 5.0% on last year. The significant increase in turnover of Professional Support Staff may be connected to uncertainty around future restructuring. We can anticipate a further significant increase in turnover in next year's data due to the Employee

Release Scheme for Professional Support staff and organisational restructure for both academic and professional support departments.

Age:

- The staff age profile has not changed significantly since the last report with 53.3% of staff aged 45 and over, an increase of 2.3% and 4.7% above the sector average.

- The age profile of the Corporate Services group is generally younger with 30.8% of total staff aged 44 and under, in comparison to 15.9% for Academic staff. As last year the age profile for Corporate Services 'peaks' in the 25-34 age category, whilst Academic staff 'peak' in the 45-54 age category.

Religion and Belief and Sexual Orientation:

- Many Universities do not provide numbers and percentages of the total number of staff with these protected characteristics. There has been an increase in the overall disclosure rate from 53.7% to 57.5% for Sexual Orientation information and from 54.8% to 58.2% for Religion and Belief information from the previous year. This provides an improved snapshot of the data we have on these groups. We acknowledge that a number of staff consider this information, in particular, to be sensitive, personal information.

1.3 Benchmarking Summary 2016-17

The table summarises the benchmark position of the University against Sector information collected and collated annually by DLA Piper. Further detail is contained Appendices 1-6

The trend data is based on the period 1st August 2016 to 31st July 2017. The profile data is a snapshot as at 30th June 2017.

Protected Characteristic	UoW %	Benchmark %	Status	Change in year
Disability	3.9	4.8	⬇	Decrease in disclosure level by 0.5%, whilst sector average has risen by 0.2% and continues to be above UoW level.
Ethnicity	24.4	12.1	⬆	An increase of 2.4%. UoW's BME % continues to be higher than sector average and is now more than double the sector figure.
Gender	53.9	55.6	⬇	Decrease of 0.7% and this has now fallen short of sector average by 1.7%.
Turnover	9.5	8.0	⬆	Voluntary turnover has increased by 2.3% since last year and voluntary turnover is now higher than the sector average.
Age (45 to 65+)	53.3	48.6	⬆	Increase of 2.3% and still higher than sector average.
Age (16 to 24)	2.7	3.8	⬆	Slight increase of 0.1% but still lower than sector average.

1.4 Progress 2016-17 and Recommended Actions 2017-18

1. **Single Equality Policy (SEP)** was launched and the associated action plan, incorporating actions and recommendations identified through this annual statutory EDI report, the Athena Swan Charter Mark self-assessment team, The Stonewall submission, the Race Equality Charter Mark Trial self-assessment team and HR Excellence in Research award has been regularly monitoring and actions reported on through the Athena SWAN and Race Equality Charter self-assessment teams.
Recommended Action:
Continued implementation, monitoring and reporting on the Single Equality Action Plan.

2. **Athena SWAN:** The University was successful with its Athena SWAN submission in November 2015 gaining bronze accreditation. An institutional Self-Assessment Team was formed to ensure implementation of the Athena SWAN action plan and continued work toward resubmission in 2018. This work includes the formation of Self-Assessment teams for all faculties to support the following faculty and departmental submissions.
Faculty of Science and Technology (FST):
Psychology Department
Life Sciences and Biomedical Sciences Department
Computer Science and Engineering Departments
Westminster School of Media, Arts and Design (WSMAD)
Faculty of Social Sciences and Humanities (SSH)
Westminster Business School (WBS)
Faculty of Architecture and the Built Environment (FABE)
Recommended Action:
Continued support and resourcing for work toward Athena SWAN institutional and faculty / departmental submissions. A strategy is required to ensure that all submissions have the flexibility to incorporate transformational change.

3. **Race Equality Charter (REC)**: The University is aiming to submit for the award in February 2018. An institutional Self-Assessment Team has been formed to co-ordinate the submission. Staff and student surveys have been completed and a Data Visualisation Team formed to continue the gathering of staff and student data, preparing the narratives and graphs from student and staff pipeline data for review.
Recommended Action:
Continued support and resourcing for work toward institutional submission. Submission date requires review.

4. **The Diversity and Dignity at Work and Study policy** was revised with the following main changes:

   - an expanded section on responsibilities supported by a new appendix that explicitly describes valued behaviours
   - an expanded definition of harassment to include harassment because of perception and harassment because of association

- expanded information on malicious and vexatious complaints
- clarification of the procedural framework as it applies to both students and staff
- new sections on:
    i. confidentiality
    ii. possible outcomes
    iii. criminal offences
    iv. when a complaint is made against you

Recommended Action:

Annual review of policy, including appropriate stakeholder engagement process.

5. **The Transgender Equality Code of Conduct and guidance** on transitioning at Westminster was developed to address a lack of guidance around supporting transgender staff and students at Westminster. The Code of Conduct is designed to support the Single Equality policy; its purpose is to raise awareness of this aspect of gender equality to ensure that trans staff and students do not experience discrimination, harassment or victimisation. It provides information on definitions, the legal framework, guidance, how the University provides a support environment, respecting trans people and practical considerations. The Code was development in conjunction with the Staff LGBTQ+ network and Stonewall.
Recommended Action:
Annual review of code, including appropriate stakeholder engagement process.

6. **Staff Network Development:**
BME Staff Network launched in October 2016, followed by two round table discussions: Black and Ethnic Minority Women in Politics, Brexit and Racism, and a Human Library during the same month. The following year (February 2017) saw a screening and discussion event, 'Dark Girls', and the first London Symposium on Albinism in June. The network sponsored two workshops with guest speakers that focused on leadership skills development for internal and external BME staff.
Further events are taking place in recognition of Black History Month during October 2017: a Human Library; Migration & Refugees, a Students' Union (SU) event; talk by Baroness Lawrence; the Civil Rights Movement (SU); Albinism featuring an activist from Tanzania; and, Professor. Dibyesh Anand's inaugural lecture.
The university committed to the Stonewall Diversity Champions Programme and submitted to the associated Workplace Equality Index. The LGBTQ+ staff network has continued to develop and promote engagement through external and internal events including; LGBT History Month, National Student Pride, London Pride, National Hate Crime Awareness Week, Chat and Chill for Staff and Students, World Aids Day, LGBT Film nights with Q & A at our Regent Street Cinema and An Audience with Stuart Milk.
Recommended Action:
Continued support and resourcing for staff networks to support stakeholder engagement, internal and external communities and the Westminster transformational vision.

7. **The Green Dot project**, funded by grants from the HEFCE Catalyst fund and Quentin Hogg Trust, will be implemented over the next two years. The program is designed to build the university community and to measurably reduce power-based personal violence. The impetus for bringing the Green Dot program to The University of Westminster developed as a response to the Report of the Universities UK Taskforce examining violence against women, harassment, and hate crime affecting university students. Green Dot etc. originated in the USA and is dedicated to violence prevention education. The Green Dot model targets all community members as potential bystanders and seeks to engage them through awareness education and skills practice to develop proactive behaviours and establish an intolerance to violent behaviour. The education and training also enables individuals to use reactive intervention techniques in high-risk situations. More information on both the report and the Green Dot program can be found by following the links below:

http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/changing-the-culture.pdf

http://www.livethegreendot.com/

Recommended Action:

Implementation of Green Dot Project to be reported on annually through this report

8. **Corporate Social Responsibility Strategy**

The Corporate Social Responsibility Strategy was reviewed and updated in 2016-17. Equality, Diversity and Inclusion remains a key priority within this strategy as a commitment from the university to ensure that diversity remains a key component of not only our social responsibility program but is recognised as a critical pillar of our history, culture and future.

Recommended Action:

Specific institutional EDI targets to be identified and monitored within the CSR Strategy Action Plan

Further Recommendations:

9. **Organisational Development**
- To professionalise the management of internal career opportunities and succession plans
- To focus on developing career pathways and increased opportunities for career development to increase staff mobility and promotion prospects for all staff groups.
- Staff mobility including ERASMUS for teaching and staff is being reviewed to try and increase the engagement.
- Reviewing other staff mobility schemes as well for the HEI sector.
- Academic career promotions – the Provost will be taking this forward with UCU
- To focus on targeting development and training to enhance our existing knowledge and skill bases to reflect Westminster 2020 resourcing requirements.
- To focus on activities to facilitate shifts in our cultural profile.
- Continue to focus on developing flexibility in our resourcing models through professionalising workforce planning across the University.

10. **Professional Services, Academic and University Workforce Plan** to be incorporated into the Integrated Planning Process to support delivery of Westminster Transformation Strategy

11. **Open and transparent recruitment processes** are applied across all University posts to minimise risk of discrimination claims

12. **Data Collection / Review and Report** – continued collection and analyse information that relates to EDI generally and develops knowledge of gaps ('unknowns') in the characteristics reported to date in support of workforce planning targeting and to satisfy data protection legislation.
Review of current data collection process against EDI requirements and resources available.

13. **Set up monitoring tools and recruitment strategies** to show an increase in proportional representation of BME staff by externally recruiting across all posts

14. **Develop and provide manager guidance** for identifying posts for internal recruitment only.

15. **Review the staff profile** against the student profile to assess differences and refine targeting.

16. **Continued research** into higher education and private sector EDI best practice, developing knowledge base, relationships and investigating potential partnerships.

1.5 University governance and management approval of strategy and policy implications

The following University Management and Governance Groups have approved this report and recommendations for action.

	Board/Committee	**Date**
Approved by:	UEB	31.10.2017
Endorsed by:	HR Committee	07.11.2017
Approved by:	Court of Governors	22.11.2017

Publication: Open

Section 2: Policy work

The following changes made to employment legislation were considered in our policy work:

- Changes to collective redundancies consultations.
- Changes to tribunal charging and procedures.
- Change from compromise agreements to settlement agreements as well as measures to increase the confidentiality of pre-termination discussions.
- The mandatory ACAS conciliation process
- Increases to statutory maternity, paternity, adoption and sick pay

In addition the following reports, legislation and statutory requirements will be taken into consideration for all future policy work:

- Review of Public Sector Equality Duty: https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty
- The Equality and Human Rights Commission "Our Priorities" briefing paper https://www.equalityhumanrights.com/en/publication-download/our-priorities-our-response-queens-speech-2017
- November 2015, "Is Britain Fairer?" the Equality and Human Rights Commission report on both equality and human rights following on from previous report "How Fair is Britain" (2010) and separate report on human rights, "The Human Rights Review" https://www.equalityhumanrights.com/en/britain-fairer/britain-fairer-report
- As a result of the **Counter Terrorism and Security Act 2015**, higher education institutions have to comply with the new **Prevent statutory duty**. The new duty requires institutions to produce risk assessments, develop action plans, foster a positive working relationship with students unions and ensure cohesive partnership working with relevant external organisation's such as the police, local authorities and community groups. The duty is also expected to include reference to robust external speaker protocols.
- Women and Equalities Select Committee – Gender Pay Gap inquiry and Transgender inquiry http://www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/
- Trade Union Bill 2015-16 http://services.parliament.uk/bills/2015-16/tradeunion.html

Section 3: Staff Engagement & Race Equality Charter Mark Survey: Summary Results

3.1 Staff Engagement Survey

The University of Westminster is committed to supporting diversity and equal opportunities and to creating a stimulating and supportive learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.

This will allow staff and students to reach their full potential regardless of their race, nationality, ethnic or national origins, marital status, disability, gender, religion or belief, sexual orientation or any other similarly irrelevant factor.

We aim to encourage a working and learning environment.

We will continue to respect and value diversity within our communities of staff and students, to promote equality of opportunity, and to challenge and strive to eliminate unlawful discrimination.

The following is a summary of EDI related data from the Staff Engagement Survey 2017 based on EDI related questions. All University percentages are based on 995 respondents, representing a response rate of 32%. All University (excluding Visiting Lecturers and Timesheet/agency/consultant respondents) percentages are based on 953 respondents, representing a response rate of 47%.

Main questions	% agreed
The University of Westminster treats all staff equally regardless of age, disability, gender, race, religion and belief, pregnancy and maternity, marriage and civil partnership, sexual orientation or gender reassignment	67%
Additional discrimination questions	**% disagreed**
In the last 12 months have you felt discriminated against at the University of Westminster because of age, disability, gender, race, religion and belief, pregnancy and maternity, marriage and civil partnership, sexual orientation or gender reassignment? (Number of individuals reporting feeling discriminated against: 106 – All University, 100 - All University excluding VLs and Timesheet/agency/consultant respondents)	89%
In the last 12 months have you witnessed discrimination at the University of Westminster on the grounds of age, disability, gender, race, religion and belief, pregnancy and maternity, marriage and civil partnership, sexual orientation or gender reassignment? (Number of individuals reporting witnessing discrimination: 128 – All University, 125 – All University excluding VLs and Timesheet/agency/consultant respondents)	87%

Additional Stonewall	
If you have identified as lesbian, gay, bisexual or transgender do you consider yourself to be 'out' in the workplace? (Number of individuals identifying themselves as 'out': 60 – All University, 58 – All University excluding VLs)	53%

Engagement by protected characteristics

Valuentis also provided the following breakdown of engagement by protected characteristics. The University norm was 615.

- female engagement scores are more positive than male engagement scores and non-binary scores (641 vs 631 vs 542)
- the 33 gay men respondents score relatively critically (592 vs University norm of 615)
  - heterosexual – 645
  - bisexual – 627
  - gay men – 592
  - gay/lesbian women - 619
- The 49 disabled respondents score more critically
  - disabled - 607
  - not disabled – 637
- The 108 minority ethnic respondents score more positively
  - all white 635
  - all Asian 655
  - all Black/African Caribbean 639
  - all mixed ethnicity - 643
  - all other ethnicity - 768

3.2 Race Equality Charter Mark Survey

The University has for a third year conducted a Race Equality Charter Mark (RECM) survey. The tables below are intended to act as an overview, with accompanying spreadsheets available giving additional datacuts and open text reporting for University analysis and action planning. Also included for this report are emerging findings with potential conclusions, in support of the University's RECM submission and detailed analysis

- The 2017 mandated RECM question set has been overhauled from 2015/16, with very little direct comparison with prior versions
- The University has decoupled the timings of the RECM survey from its Staff Engagement Survey, perhaps contributing towards a lower volume of responses in 2017 than was the case in 2015/16

General questions (all respondents ranked)	**%pos[1]**
I believe I am treated equally by colleagues, irrespective of my ethnicity or race.	**79%**
I believe I am treated equally by students, irrespective of my ethnicity or race.	**71%**
The ethnic/racial diversity of the University impacts on my desire to stay.	**60%**

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[1] Proportion of respondents who selected: Strongly Agree; Agree; Slightly Agree

The ethnic/racial diversity of the University impacts on my sense of belonging.	**60%**
I considered the ethnic/racial diversity of the University before applying to work here.	**28%**
Diversity of the local population	
The ethnic/racial diversity of the local population impacts on my day-to-day life.	**39%**
I am aware of ethnic/racial tensions within the local community.	**36%**
Reporting racial discrimination	
If I reported a race-related incident to my institution, appropriate action would be taken.	**62%**
I have witnessed or been the victim of racial discrimination on campus.	**11%**
I have witnessed or been the victim of racial discrimination in the local area.	**9%**
Recommending the institution	
I would recommend my institution to a prospective staff member.	**81%**
Recruitment and selection	
From what I have seen, the University undertakes recruitment and selection fairly and transparently.	**78%**
The University's recruitment and selection policies lead to the best candidates being recruited.	**68%**
Career development and progression	
My line manager makes time to discuss my personal development and progression.	**68%**
There are opportunities for me to develop within my role.	**64%**
Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.	**42%**
FOR ACADEMICS I have been encouraged to apply for promotion.	**34%**
FOR PROFESSIONAL AND SUPPORT STAFF I have been encouraged to apply for jobs at a higher grade and/or have my role regraded.	**31%**
Appraisal	
I have annual appraisals with my manager.	**73%**
My manager ensures my appraisal is evidence-based and transparent.	**69%**
I find the appraisal process useful.	**50%**

Flexible working	
I am able to take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in later.	**74%**
My manager is supportive of flexible working.	**72%**
I am aware of the formal flexible working polices and arrangements at the institution, for example, part time working or condensed hours.	**71%**
If I formally requested flexible working arrangements I am confident that the request would be granted if at all possible.	**61%**
Pay	
I think I am paid the same as my colleagues who do the same job.	**55%**
Pay awards and increases are allocated fairly and transparently.	**40%**

Emerging Conclusions from RECM Survey

1. Changes to the question set make direct comparison with 2016 scores difficult.
2. Despite reduced response volumes in 2017, scores are statistically representative of the University as a whole, and the 'ethnic balance' of respondents is consistent with 2016 responses
3. In general, non-White respondents value the diversity of the University more than White respondents, but score other aspects more critically
4. Asian respondents are most likely to recommend the Institution to prospective staff members, but are more critical than White respondents in responses to Reporting Racial Discrimination and Flexible Working
5. Black/African/Caribbean respondents tend to score more critically than White and Asian respondents, particularly relating to Recruitment and Selection and Career Development themes
6. A detailed spreadsheet provides further comparative analysis at question level across the full range of protected characteristics where response volumes allow

Section 4: Legislative Issues and Casework

4.1 Formal case work for the period 1st August 2016 to 30th June 2017

The small number of formal cases continues to make statistically significant comparisons difficult. We run the risk of identifying individuals if we report in detail, therefore, in order to comply with Data Protection principles and protect the confidentiality (and therefore the credibility) of this exercise, we have included this point in the narrative rather than showing numbers. We continue to monitor case work closely and undertake regular Impact Assessments.

Type of case/year	2013/14	2014/15	2015/16	2016/17 (Aug to June only)
Disciplinary	10	12	13	15
Grievance	10	9	2	7
Probation*	N/A	4	9	6
Sub-total	20	25	24	28
Employment Tribunal	3	1	0	0
Total	23	26	24	28

* Probation was added as a separate category in 2014/15

Of the 2014/15 cases, Corporate Services staff were responsible for 42.9% and Academic Staff 57.1%. Compared to previous years, this represents a slight increase in percentage of formal cases that occurred in Corporate Services.

The number of formal cases remain at a similar level to last year. Out of the 2,122 employees, the 28 cases represent around 1.3% of University employees. Although this level of formal cases may be at an expected level, proportionate to the number of employees, the HR Advisory Support Team consistently carry out 'lessons learnt' exercises to monitor any potential patterns or trends and review individual cases to make recommendations and seek informal resolutions and reduce formal cases.

4.2 Informal case work

The amount of staff time spent on informal cases represents a high percentage of each HR Manager/Adviser workload. This work is monitored around broad themes such as sickness absence, workplace relationships and contractual issues with a view to identifying patterns and trends and seeking suitable workplace interventions.

Appendices 1-6 Staff Diversity Profiles: Summary Reports

Appendix 1: Staff Profile by Disability - 3 year trend analysis: Staff disability in comparison with HE Sector average 1a: Staff Profile by Disability – Corporate Services 1b: Staff Profile by Disability – Faculties
Appendix 2: Staff Profile by Ethnicity - 3 year trend analysis: Staff ethnicity in comparison to HE Average 2a: Staff Profile by Ethnicity – Corporate Services 2b: Staff Profile by Ethnicity – Faculties 2c: Staff Profile by Ethnicity – Faculties– 3 year trend
Appendix 3: Staff Profile by Gender - 3 year trend analysis: Female staff in comparison to HE Average 3a: Staff Profile by Gender – Corporate Services 3b: Staff Profile by Gender – Faculties 3c: Staff Profile by Gender – Faculties – 3 year trend 3d: Staff Profile by Gender – Senior Grades
Appendix 4: Staff Profile by Turnover/Employment Type - 3 year trend analysis – Voluntary staff turnover in comparison with HE Average 4a: Staff Profile by Voluntary Turnover/Employment Type: Faculties 4b: Staff Profile by Voluntary Turnover vs All Turnover: Voluntary Leavers vs All Leavers
Appendix 5: Staff Profile by Age– 3 year trend analysis – Age profile in comparison with HE average 5a: Staff Profile by Age: Staff Group 5b: Staff Profile Information by Age: Professional Support grades 5c: Staff Profile by Age: by Academic grades
Appendix 6: Staff Profile by Religion and Belief and Sexual Orientation 6a: Staff Profile by Sexual Orientation – 3 year trend 5b: Staff Profile by Religion & Belief – 3 year trend

The following are 'thumbnail' summaries for each of the protected characteristics. Please note that in the Staff Turnover figures, 'All Leavers' **includes** voluntary and compulsory redundancies, including the ending of fixed term contracts. 'Voluntary turnover' figures **do not** include voluntary severances, end of fixed term contracts, retirements, redundancies, death in service, failed probations, dismissals etc. It is important to note that low turnover provides less scope for changes in the profile of the University's workforce year on year.

a. <u>Disability – Appendix 1 refers</u>

- Disability disclosure has fallen by 0.5% to 3.9% of staff. For the second year the university remains below the sector average 4.8% (as reported by DLA Piper) up by 0.2% from previous year
- Up until 2014-15 UoW % had consistently remained higher than the HE sector average.
- The disclosure rate has fallen in Corporate Services by 0.3% and in the Faculties by 0.8%.
- A fall has been seen across all Faculties, except for SSH which has remained the same, still the lowest response rate.

<u>b. Ethnicity – Appendix 2 refers</u>

- UoW's BME profile stands at 24.4%, an increase from the previous year of 2.4%. The Sector average has seen a slight increase of 0.3% to 12.1%, therefore making the university over double this figure.
- Corporate Services has seen an increase of 3.2% to 31.9%
- When comparing percentage representation by Faculty, WBS remains the highest, with a 3.8% increase on last year at 31.6%. ABE, the lowest at 12.4%, is higher than the sector average, 12.1%. The three year trend shows

increases for all faculties apart from MAD which has seen a decrease of 2.2%. Overall faculties have seen a 1.5% increase over the same three year period.

- The BME profile of senior staff has slightly increased by 0.4% to 9.8%. However, as was the case last year, this does not reflect the strong BME profile the university holds overall.
- In terms of actual headcount of BME staff in senior roles, the 0.4% represents an increase of 2 people to 16 people in total.
- The percentage reported in the category of 'Unknown' is 4.7% of staff, indicating that work is still required on information gathering.

c. Gender – Appendix 3 refers

- The overall gender split is 53.9% - a 0.7% decrease in the percentage of female staff since last year.
- The UoW figure is now 1.7% below the HE sector average which remains at 55.6% female staff.
- Similar to the previous year, the gender balance for UoW remains stable, with 47.5% of academic staff, and 61.2% of professional support staff being female.
- ABE remains the Faculty with the lowest percentage of female staff at 37.9%, which may indicate traditional male-oriented discipline preferences e.g. construction. ABE has shown an increase in female staff of 0.7% from last year.
- No faculties are above the sector average of 55.6%
- The three year trend shows no overall change, in fact a slight decrease of 0.02%
- The gender split at senior grades has seen a slight decrease of 0.7% to 53.9%
- There have been decreases in all senior roles apart from Dean which has remained the same; HOD (2.7%), Admin Levels 1-5 (0.9%), Professors (2.8%)

d. Staff turnover – Appendix 4 refers (Resignation only)

- The headline figures show that the percentage of leavers has increased to 9.5% and is now 1.5% above the sector average. It's worth noting the sector average has decreased by 0.1% after consistently increasing for the previous 3 years.
- The average figure masks the variations in turnover between the two main groups. Turnover for Academic staff (5.1%) is significantly lower, by 8.5%, than Professional Support staff (13.6%) an increase of 5.0% on last year. The significant increase in turnover of Professional Support Staff may be connected to uncertainty around future restructuring. We can anticipate a further significant increase in turnover in next year's data due to the Employee Release Scheme for Professional Support staff and organisational restructure for both academic and professional support departments.
- Faculty turnover overall has increased by 0.5% to 6.0%. Following a significant increase in ABE last year (increase of 3.6%) we have seen a significant decrease to the point that the faculty had the lowest turnover (1.7%). MAD has seen a significant increase of 3.0% and FST has the highest turnover at 9.9%
- When comparing Voluntary Leavers to 'All Leavers', the turnover figure increases from 9.5% to 14.6%, an increase of 4.5% which illustrates the difference between the two data sets. The majority of these non-voluntary leavers was due to End of Fixed Term Contracts.
- Westminster turnover is 6.6% above the sector average of 8.0%

e. Age – Appendix 5 refers

- There have been slight decreases in 25-34 (1.3%) and 35-44 (1.1%) and increases in 45-54 (1.8%) and 65 and over (0.6%)
- UoW has a lower percentage of staff in age groups 16-24, 25-34 and 35-44 and higher percentage 45-54, 55-64 and 65 and over than the sector average.
- To put into context, 78.9% of UoW staff are aged 35 and over compared to the sector average of 74.9%, indicating a slightly older workforce for UoW.

- Numbers in the 65+ group are low but have continued to increase to 4.5% which is as anticipated. It also remains higher than the sector average of 2.8%. While this figure will increase over time in line with the removal of the statutory default retirement age at 65 and the University's chosen default retirement age of 75, there is no notable impact to report at this time.
- The percentage of staff in the 16-24 age group has only increased 0.1% to 2.7%.
- The age profile of the Corporate Services group is generally younger with 30.8% of total staff aged 44 and under, in comparison to 15.9% for Academic staff. As last year the age profile for Corporate Services 'peaks' in the 25-34 age category, whilst Academic staff 'peak' in the 45-54 age category.
- In the Faculties, the higher age profile continues to decrease, with 43.6% Academic Heads aged 55 and over, a decrease of 9.4%. The share was 76.6% in 2011/12.
- There is still clear need for succession planning in the workforce plans with the number of staff within the 65 and over group increasing to 7.2% (2.0% for Professional support staff). As recorded last year HR has developed an intervention to improve the turnover of Heads of Departments through the introduction of a 3-5 year rolling contract which would also effect the 'churn' needed to support better opportunities in career development and pathways, particularly for senior academic roles e.g. Readers and Professors.

f. Religion and Belief and Sexual Orientation – Appendix 6 refers

- Many Universities do not provide numbers and percentages of the total number of staff with these protected characteristics.
- The tables illustrate an increase in the overall disclosure rate from 53.7% to 57.5% for Sexual Orientation information and from 54.8% to 58.2% for Religion and Belief information from the previous year. This provides an improved snapshot of the data we have on these groups.
- There has been a positive decrease of 3.8% and 3.4% in the 'Unknown' category for Religion and Belief and Sexual Orientation information respectively.
- Despite the trend in positive disclosure rates, it is difficult to make any concrete conclusions while the 'Unknown' disclosures remain at such a high rate.
- We acknowledge that a number of staff consider this information, in particular, to be sensitive, personal information