# University of Birmingham Crest

Equality, Diversity and Inclusion Annual Report 2021

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# 1. Foreword

I am pleased to present this overview of the wide and impactful range of University ED&I activities and initiatives in 2021. During this period we have made significant progress against the University’s Equality Strategy themes of:

* Inclusive environment: developing a University community where everyone feels welcome, included and empowered to succeed
* Dismantling barriers: addressing the structural barriers faced by groups within the University in order to create more equitable outcomes
* Integrating equality, diversity and inclusion: issues and impacts are considered and addressed across our activities

Key highlights in 2021 have included the Vice Chancellor and University Executive Board participating in a reverse mentoring programme with members of our Race Equality Staff Network and the development of a more integrated approach to ED&I across the University’s functions through the Equality Change Programme. We have also invested in developing the capacity of our staff and students to address inequalities, through the delivery of Talking Confidently about Race workshops and embedding understanding of micro-aggressions and decolonising the curriculum in teaching practices.

We are seeing a positive impact on the benchmarks identified in the ED&I Strategy as key markers of success. 29% of our Professors in 2021 are female (from 28% in 2020 and 1% below our 2024 target of 30%) as are 40% of academic staff in the grade immediately below Professor. Our gender pay gap has also reduced as more women move into senior positions, from a pay gap of 19.9% in 2017 to 17.1% in 2021.

There is still considerable work to progress under the ED&I Strategy and during 2022 we shall be particularly focusing on refining our staff recruitment processes and promoting the dignity and respect agenda.

**Professor Jo Duberley, Deputy Pro-Vice Chancellor for Equalities**

# 2. Introduction

This report is an overview of the activities undertaken in 2021 to implement the University’s ED&I Strategy 2021-2024.

Our ED&I Strategy for 2021-2024 has 3 themes:

* Inclusive environment: developing a University community where everyone feels welcome, included and empowered to succeed
* Dismantling barriers: addressing the structural barriers faced by groups within the University in order to create more equitable outcomes
* Integrating equality, diversity and inclusion: issues and impacts are considered and addressed across our activities

The full strategy can be viewed here: [University of Birmingham Equality, Diversity and Inclusion Strategy 2021-2024](https://intranet.birmingham.ac.uk/collaboration/equality/documents/edi-scheme-2021-2024/edi-scheme-2021-2024.pdf). The strategy incorporates activities to meet our legal duties under the Equality Act 2010 to actively promote equality across the protected characteristics, our institution-level Athena and REC action plans, activities to address pay gaps and student attainment gaps. It has been developed following consultation with our student and staff communities and analysis of our institutional data and aligns with the People and Culture pillar of the Birmingham 2030 Strategic Framework.

The ED&I Strategy also identifies a number of key benchmarks against which we will measure the progress of our activities. These are our:

* Percentage of female Professors
* Percentage of Black, Asian and minority ethnic staff at each grade in Professional Services and Academic roles
* Percentage of staff disclosing information on their disability status, gender identity, sexual orientation and religion or belief
* Access and Participation Plan targets

Progress against these benchmarks is measured on an annual basis and is in section 6 of this report.

# 3. Delivery and implementation

Creating inclusive learning and working cultures, where everyone can flourish and reach their full potential, is the responsibility of all members of the University community and demonstrated through their actions and behaviour and the integration of ED&I into activities across the University.

The ED&I Strategy supports and underpins the development of that culture by identifying, in an evidence-based way, the areas and issues that need institutional attention. There are three main groups that are engaged in developing our framework of structures, policies and practices, events and activities to support ED&I at the University. They are:

## Central ED&I Team

The central ED&I team are based in Academic Services and Human Resources and work under the leadership of the DPVC for Equality, Diversity and Inclusion to:

* Develop institution-level initiatives
* Provide specialist knowledge and expertise on ED&I matters
* Engage with stakeholders to develop a co-ordinated approach
* Identify emerging issues and developing solutions
* Increase awareness of and engagement in ED&I issues
* Manage University-level external accreditations and networks
* Monitor and report on progress against action plans

The team report to the Equality Executive Group (EEG). EEG reports to University Executive Board and makes an annual assurance report to Council on activity and progress.

## Equality Change Programme Workstreams

In the 2020/21 academic year the University launched the Equality Change Programme to drive forward key strands of ED&I Strategy activity, in particular our commitments to improve sex and race-based equality under our Advance HE Athena Swan and Race Equality Charter action plans. The Programme takes a cross-functional approach to delivering change across a number of workstreams:

* Academic Services and Campus Services
* Career structures
* Dubai
* Family friendly
* Inclusive environment
* Individual development
* Recruitment, selection, induction and retention

The Programme is overseen by a Governance Group and reports to EEG.

## Academic Colleges

Each College has an ED&I Lead who is a member of College Board and also an ED&I Lead in each School. The Leads help implement institutional initiatives locally and to identify and develop initiatives to address issues within their particular College. The Colleges of Engineering & Physical Sciences and Medical and Dental Sciences also employ their own ED&I Advisers.

# 4. Theme 1: Inclusive Environment

**Developing a University community where everyone feels welcome, included and empowered to succeed**

The University is a large, complex and diverse institution. We want to create an environment in which every member of our community, of all backgrounds, identities and circumstances, feels valued, accepted, supported and empowered to succeed. In order to do this, we need to take action at organisational and individual levels.

At an organisational level, we will ensure that we have in place fair policies and practices which facilitate the progression and participation of all staff and students. During our consultation with students and staff, it was evidenced that feelings of inclusion are informed by day-to-day experiences and interactions with colleagues, managers, lecturers, supervisors and fellow students. In this sense, everyone has a role to play in creating inclusion: by treating others with dignity and respect; by encouraging participation by all and by being empowered and feeling supported to challenge exclusionary and discriminatory behaviour.

We will undertake targeted activity to address the following issues:

1. Helping individuals to develop self-awareness and to address bias

2. Increasing knowledge and awareness of practical actions that can be taken to create inclusive working and learning environments

3. Creating opportunities to share knowledge, experience and learning

4. Empowering everyone to speak up and challenge behaviour and situations that are exclusionary

5. Increasing visibility of and communication about ED&I across the institution

6. Increasing transparency on progress against our objectives

## Inclusive Environment: 2021 activities

* Delivery of a **Talking Confidently about Race** workshop across the University’s 5 Colleges, ED&I Leads, Academic and Campus Services
* Training on **micro-aggressions** now forms part of the Introduction to Teaching and Learning Course to help understanding of micro‐aggressions inform teaching practice
* A 2-hour ED&I session now forms part of the University **Emerging Leaders** career development programme (delivered to 50 staff to date)
* Launch of the **Student ED&I online course**, developed in partnership with ED&I Student Ambassadors and the Guild of Students, the course has logged over 80,000 unique page views and over 1,000 subscriptions by students
* A **Shared Living ED&I online module** has been developed to promote good inter-cultural relations to new residents at student accommodation;
* 305 student committee members across 56 sport clubs completed **ED&I training on sport inclusion**
* **Reverse mentoring** is now an option in the Senior Leadership career development programme, with mentors being provided by our staff networks
* Opening up conversations about the impact of the **menopause** on women in the workplace through guidance and online resources for staff and managers
* Working with the University unions to develop a University response to **domestic abuse** and to offer workplace support to all staff experiencing abuse
* Developing the **LGBTQ+ Allies scheme** in partnership with the Rainbow Network. 282 staff have now completed induction training and formally joined the Allies scheme.
* Co-ordinating 83 ED&I events for **University-wide history month programmes** for LGBTQ+ History Month, International Women’s Day, Parents and Carers Fortnight, Black History Month and Disability History Month.
* Providing an online **Inclusion Calendar** so that all staff have access to daily information on ED&I dates, holidays and festivals
* Increasing engagement with the University community about ED&I, including an **ED&I Buzz column** by the DPVC Equalities
* Making **information on progress on ED&I** transparent and readily available on a single intranet site: <https://intranet.birmingham.ac.uk/collaboration/equality/monitoring-and-reporting/index.aspx>

**Focus on race equality**

Our Race Equality Staff Network put forward the idea of a **reverse mentoring project**, which was supported by the Vice Chancellor and University Executive Board. 33 staff and students volunteered as mentors, working with their mentees to explore the experience of education and employment at the University, and to consider practical ways of developing a more inclusive culture for all staff and students.

Increasing awareness about **decolonisation of curriculum**, white privilege and inclusive education amongst early career lecturers and graduate teaching assistants via the Introduction to Learning and Teaching course (delivered to 108 staff to date)

On 25th May, the anniversary of the murder of **George Floyd**, the Chaplaincy live-streamed a multi-faith service celebrating Racial Justice and Black Lives Matter. The Chaplaincy created a [message wall](https://intranet.birmingham.ac.uk/student/multi-faith-chaplaincy/events/celebrating-blm.aspx) for reflections and messages of support. A bench and tree have also been installed on the grass outside of the Chaplaincy as a permanent memorial to the life and legacy of George Floyd. 

# Theme 2: Dismantling Barriers

**Addressing the structural barriers faced by groups within the University to create more equitable outcomes**

We aim to be a diverse institution that is representative of the wider society in which we operate. We recognise that some groups are under-represented at the University and that our staff population becomes less diverse as seniority increases. We want to be an aspirational institution where students and staff see themselves reflected at all levels of the University.

We recognise this as a structural problem and will actively avoid a ‘deficit model’ approach to under-representation. Where there is group-based disadvantage – for example, as evidenced by key markers such as recruitment, progression, retention, reward and attainment – we will take action to address those barriers in a targeted and systematic way. This will be by rethinking and redesigning processes, target setting and monitoring progress against those targets and addressing organisational development needs, in addition to providing targeted support for specific groups.

We will undertake targeted activity to address the following issues:

1. The recruitment, progression and retention of staff from Black, Asian and other minority ethnic groups across the University

2. The degree awarding gap for students from Black, Asian and other minority ethnic groups

3. The recruitment, progression and retention of female academic staff at senior levels

4. The gender and ethnicity pay gaps, which reflect the uneven distribution of female and male staff and white and Black, Asian and other minority ethnic staff across the University

5. Accessibility and the lived experience of staff and students with a disability

6. The visibility of LGBTQ staff across the University

7. Staff disclosure rates in relation to disability status, gender identity, sexual orientation and religion or belief to better inform our evidence base

8. The impact of socio-economic background on our students

## Dismantling barriers: 2021 activities

* Creating a Black, Asian and minority ethnic **recruitment panel register** to diversify our interview panels and give all recruiting managers access to trained staff from a range of ethnic backgrounds
* Roll out of **GenXchange**, a two-way mutual mentorship programme between ED&I Student Ambassadors and the management staff from Academic Services and the Public Health division of Birmingham City Council to explore inequalities faced by the youth in the city
* The University's **Pathways to Birmingham** widening participation programme attracted 2,725 applications, representing a 19% increase
* In the first year of the **Birmingham Scholar** programme, targeted support was provided to nearly 2,000 students who come from under-represented backgrounds in higher education
* Partnering with donors to provide **positive action scholarships** to support under-represented groups to undertake postgraduate studies, this includes the launch of the DeepMind scholarships to promote individuals who identify as females or who are Black to pursue study in artificial intelligence
* Removing **gendered job titles** from Professional Services job descriptions and revising the way we describe roles to reflect a more diverse range of experiences, qualities and types of leadership
* Reforming **academic career pathways** (through the Birmingham Academic Career Framework) to reflect the diversity of academic careers and to offer routes for progression and promotion that recognise the wide range of activities undertaken by academic staff, including support of **ED&I and citizenship** in order to progress
* The College of Social Sciences has piloted a scheme in which any **all-white shortlists are challenged and reviewed**. Evaluation has shown that this is effective in reducing all white shortlists and increasing appointments from minority ethnic
* Our **gender pay gap** has continued to reduce as women make up a greater proportion of our senior staff (see sections 7 and 11) and we have published our **ethnicity pay gap** for the first time (see section 7)
* Becoming members of **Disability Confident** and **Business Disability Forum** to support the attraction and recruitment of disabled members of staff and to improve the experience of disabled students
* Working with the **Staff LGBTQ+ Rainbow Network** to survey network members to identify concerns and delivering a 12-point action plan in response
* We have increased our **rates of staff disclosure** in relation to the Equality Act 2010 protected characteristics (see section 6)
* Gendered Intelligence delivered four training sessions to over 50 staff on **gender identity awareness** and student support;
* Nearly 200 students, staff, and guests joined the University’s team as part of the joint higher education parade group among six local universities at **Birmingham Pride**

# Theme 3: Integrating Equality, Diversity and Inclusion

**Issues and impacts are considered and addressed across our activities**

Effectively integrating equality, diversity and inclusion across the University – and ensuring it is not just a centrally owned activity – has been identified as a key issue in our consultations. Feedback emphasised that this integration needs to take place across our activities and functions and at all levels of the organisation in order to be effective.

We will undertake the following targeted activity:

1. Develop local responses to the Equality, Diversity and Inclusion Scheme themes, building on the current Equality Leads network and the considerable work already taking place within Colleges

2. Develop our processes and systems so that consideration of equality, diversity and inclusion informs the development and assessment of decision-making

## Integrating equality, diversity and inclusion: 2021 activities

* All Colleges have developed **local ED&I action plans** based on the themes of the ED&I Strategy and local aspirations in relation to the institutional benchmarks for senior female academic staff and minority ethnic staff (see section 10)
* Developing a **Community of Practice** for ED&I Leads. The community meets once a term to exchange information about local initiatives which can be replicated in other areas
* Gender and ethnicity data is now included in **College workforce planning** templates so that discussions about diversity are integrated within the planning process
* Chaired by the Academic Registrar and the Director of Campus Services, Academic Services and Campus Services formed a strategic alliance to work to enhance **inclusivity of service provision** on campus and the workplace culture for their staff
* The catering team reviewed the food offer for staff and students to reflect the diversity of our campus community, including **international and special dietary requirements**
* **UoB Sport** has carried out detailed gender, ethnicity, domicile, and sexual orientation analysis of their service users to understand whether some groups are more or less likely to access different provision (e.g. gym, swimming, facility booking, or sport club membership)
* The **Equality Change Programme** is a major ED&I project that focuses on the integration on ED&I into key University processes, including recruitment, career development and promotions. **There are seven ECP workstreams:**
* Academic Services and Campus Services
* Career Development
* Dubai
* Family Friendly
* Inclusive Environment
* Individual Development
* Recruitment, Selection, Induction and Retention

Each workstream is comprised of a diverse mix of academic and Professional Services staff who bring their individual expertise to the group: ED&I specialists, operational and systems experts, academics with relevant research areas, members of [staff networks](https://intranet.birmingham.ac.uk/collaboration/equality/staff/staff-networks/index.aspx) and volunteers with a passion for ED&I.

The workstreams are overseen by a Governance Group which reports into the Equality Executive Group. Both the Equality Executive Group and Governance Group are chaired by the DPVC Equalities. The Governance Group has strategic oversight of the delivery of workstream activities.

# 7. Progress against benchmarks

The ED&I Strategy 2021-2024 establishes key markers against which the University’s progress in ‘moving the dial’ on ED&I can be quantified and measured during the time period of the strategy. These are:

* Percentage of senior female academic staff (Professors and Grade 9)
* Percentage of Black, Asian and minority ethnic staff at each grade in Professional Services
* Percentage of Black, Asian and minority ethnic staff in Academic roles
* Increasing the percentage of staff disclosing information on their disability status, gender identity, sexual orientation and religion or belief

In all of these areas we would expect to see ongoing progress against the benchmarks established in at the start of the ED&I Strategy.

|  |  |  |  |
| --- | --- | --- | --- |
| University % senior female academic staff | | | |
|  | **2020/21 position** | **Target** | **January 2022**  **position** |
| Professors | 28% | 30% | 29% |
| Grade 9 academics | 36% | 40% | 40% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| University % Black, Asian and minority ethnic staff | | | | |
|  | | **REC starting point** | **2024 Race Equality Charter**  **target** | **January 2022**  **position** |
| Academics | Professors | 9% | 13% | 10% |
| Grade 9 | 17% | 17% (Readers)  24% (Senior Lecturers) | 16.1% overall |
| Grade 8 | 24% | 33% | 28% |
| Grade 6-7 | 33% | None set | 35% |
| Professional Services | Grade 10 | 5% | 8% | 6% |
| Grade 9 | 8% | 13% | 10% |
| Grade 8 | 13% | 17% | 16% |
| Grade 7 | 17% | 20% | 18% |
| Grade 6 | 20% | 23% | 20% |
| Band 500 | 23% | 23% | 24% |
| Band 400 | 18% | 24% | 20% |
| Band 300 | 24% | 24% | 25% |
| Band 200 | 40% | None set | 47% |

|  |  |  |
| --- | --- | --- |
| Equality characteristic staff disclosure rates (%) | | |
|  | **2020/21 position** | **January 2022**  **position** |
| Age | 100% | 100% |
| Sex | 100% | 100% |
| Gender identity | 12% | 18% |
| Disability\* | 86.8% | 74.3% |
| Ethnicity | 93.2% | 94.4% |
| Religion or belief | 51.4% | 57.4% |
| Sexual orientation | 51% | 55.6% |

**\*** There has been a decrease in the proportion of staff whose disability status is known due to a systems issue. This should be resolved in 2022/23.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Black, Asian, minority ethnic awarding gap (UK domiciled undergraduate students) | | | | |
|  | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| Black, Asian, minority ethnic | 81.1% | 80.8% | 88.8% | 87.9% |
| White | 91.7% | 92.4% | 96.3% | 96.7% |
| Awarding gap | -10.6% | -11.6% | -7.5% | -8.8% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Black, Asian, minority ethnic awarding gap (all undergraduate students) | | | | |
|  | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| Black, Asian, minority ethnic | 79.4% | 78.2% | 86.4% | 86.3% |
| Asian | 80.5% | 80.0% | 87.7% | 86.8% |
| Black | 75.8% | 76.3% | 84.5% | 78.3% |
| Chinese | 75.3% | 74.1% | 83.3% | 84.6% |
| Mixed | 83.2% | 85.4% | 92.4% | 92.3% |
| White | 91.6% | 92.2% | 96.1% | 96.4% |
| Awarding gap | -12.2% | -14.0% | -9.7% | -10.1% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Non-completion rate: Black, Asian, minority ethnic (all undergraduate students) | | | | |
|  | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| Black, Asian, minority ethnic | 2.5% | 2.4% | 1.1% | 2.0% |
| White | 2.3% | 1.9% | 1.5% | 1.8% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Non-completion rate: Black, Asian, minority ethnic (all postgraduate taught students) | | | | |
|  | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| Black, Asian, minority ethnic | 4.2% | 3.5% | 2.2% | 3.8% |
| White | 6.8% | 5.8% | 4.0% | 5.0% |

# 8. Gender and ethnicity pay gaps

The University’s Gender Pay Gap (GPG) has been published annually since 2018 and is based on a snapshot of staff pay from March of the preceding year. The pay gap for March 2021 shows that:

* Women’s average hourly pay is **17.1% (mean) or 17.6% (median)** lower than men’s
* Women’s average bonus pay is **69.2% (mean) or 7.0% (median)** lower than men’s

When compared with our first Gender Pay Gap Report based on 31st March 2017 pay data:

* Our mean gender pay gap has reduced year-on-year from **19.9% in 2017 to 17.1% in 2021**
* Our median gender pay gap has reduced overall from **23.3% in 2017 to 17.6% in 2021**

The full 2021 Gender Pay Gap Report is available [here](https://intranet.birmingham.ac.uk/collaboration/equality/monitoring-and-reporting/gender-pay-gap.aspx).

The University has published its first ethnicity pay gap based on a snapshot of staff pay from March 2021. This shows that:

* The average hourly pay of Black, Asian and minority ethnic staff is **12.2% (mean) or 15.2% (median)** lower than for staff from white ethnic groups
* The average bonus pay of Black, Asian and minority ethnic staff is **22.4% (mean) or 13.8% (median)** lower than for staff from white ethnic groups

The full 2021 Ethnicity Pay Gap Report is available [here](https://intranet.birmingham.ac.uk/collaboration/equality/monitoring-and-reporting/gender-pay-gap.aspx).

Pay gap reporting reflects the distribution of staff across the grades of employment, with the ‘pay gaps’ indicating an uneven distribution of staff by sex and ethnicity across those grades and particularly at senior grades. The University is undertaking a wide range of activities to improve the representation of female and minority ethnic staff at senior grades, including removing gendered wording in job descriptions, College and institutional measures for the representation of minority ethnic and female staff and working with Birmingham Anti-Racist Futures. Further information about these and other initiatives is detailed in the pay gap reports.

# 9. Advance HE Charter Marks

## Athena Swan Charter

In 2020, the University successfully renewed its Bronze Athena Swan Charter award for another four years. Our Bronze award includes a comprehensive action plan aimed at improving gender representation at senior levels in the organisation. 21 of our 28 Schools and Institutes hold Athena awards in recognition of their commitment to the recruitment, retention and progression of female academics. This includes awards in 2021 for our Schools of Metallurgy & Materials (Bronze) and Chemistry (Bronze renewal).

## Race Equality Charter

The University was awarded a Bronze Race Equality Charter mark award in 2020. The 5-year action plan is overseen by the Equality Change programme. Significant areas of work have been progressed during 2021. These are:

* Publication of College action plans​
* Including ethnicity and gender as specific areas of consideration in workforce planning and data analysis​
* Introduction of new promotions criteria and processes ​
* Launch of Student ED&I Canvas course​
* Student ED&I analysis of: ​
* Worklink's student recruitment process ​
* Sport participation data

# 10. Managing the impact of Covid-19 on career progression

In response to short term impacts of Covid-19, the University initially established a Covid Support programme targeted at early/mid-career researchers who had experienced setbacks to individual research projects as a result of the pandemic. 51 members of staff were supported through this scheme with individual awards of up to £5000

To ensure Covid-19 does not disproportionately disrupt career progression, academic promotions panels will now consider and weight the impact of Covid-19 and other external factors on each application for promotion. Staff will be asked to include a description of how Covid-19 has impacted on their research and other promotional factors as part of their application. This will continue for at least the next two years in order to mitigate the longer-term impacts of Covid-19 on careers.

# 11. Key College ED&I activities in 2021

**College of Arts and Law** has developed guidance and practices to encourage greater gender and ethnic diversity in staff recruitment processes in the College.

**College of Engineering & Physical Sciences** has launched a strategic ED&I committee to address institutional and College-wide ED&I issues and map out the strategic direction for ED&I in the College.

The College has secured funding from Engineering Physical Sciences Research Council Impact Acceleration Account and has hired four Research Assistants to carry out bespoke research on disability in the workplace, particularly focusing on how research staff are supported to implement reasonable adjustments in the workplace.

We have introduced a staff ED&I prize to celebrate and recognise an individual or team effort to embed ED&I into their area of work.

The College has worked closely with student societies to integrate ED&I into their everyday activities. One of the areas we have worked on is ensuring our student societies reflect the values we want them to hold when developing their membership and attracting new members. Part of this includes ensuring each College society has access to comprehensive ED&I training, delivered by the ED&I team in Student Services.

**College of Life & Environmental Sciences** has embedded ED&I work into the day-to-day business of the College. In particular, the College Education Committee and College Research and Knowledge Transfer Committee have incorporated ED&I in their Terms of Reference and take responsibility for ED&I in their remit.

**College of Medical & Dental Sciences** has introduced MDS Sustain, a pilot leadership programme aimed at grade 8 academic staff who are establishing, or have recently established, their first independent research group, with a focus on a focus on staff whose backgrounds and identities are currently underrepresented at senior levels. The programme itself consists of mentoring (calling on alumni of the national SUSTAIN programme to volunteer as mentors) and peer coaching, alongside a series of training sessions, which include personal impact, self-awareness, career development, proposal writing, resilience, presentation skills, time management and prioritisation.

The College has introduced “menopause meet ups” to provide a forum for staff to discuss and learn about issues relating to menopause in the workplace.

The College has launched the “MDS Speak Up” scheme to encourage staff to report any concerns within the workplace (including those relating to equality, harassment, and discrimination).

A College Lead for Cultural Diversity has been introduced, whose role is to build inter-cultural confidence within the College. For example, working with ED&I-related student societies to plan awareness-raising activities, as well as managing operational processes and facilities such as the Medical School multi-faith prayer room and other spaces for reflection within the College estate.

Two new ED&I-themed guidance documents have been produced; one about how to appoint staff fairly and transparently to Academic Lead positions and committees and the second about best practice in scheduling large meetings and gatherings within core hours.

A Student Equality Group (SEG) was established in late 2020 to address the underrepresentation of student issues in existing ED&I strategies and to provide a forum for students to raise and discuss more exploratory issues. SEG brings together staff with responsibility for different aspects of student ED&I, as well as students themselves who have been invited to apply for membership in various open calls since January 2021.

**College of Social Sciences** has implemented a successful no ‘all male’ and ‘all white’ shortlists pilot that the ED&I Team is now seeking to expand across the University.

# **12. Priority ED&I activities for 2022**

Projects and initiatives the ED&I Team will be focusing on in 2022 include:

* Conducting an ED&I mapping exercise, reviewing the role of ED&I Leads in Colleges and Schools and providing induction training for those new to the role.
* Further developing ED&I communications to staff, students and externally.
* Introducing a Framework for supporting staff who are carers.
* Improving our family leave offering so it remains competitive within the Russell Group and address inconsistencies in support for staff taking family leave.
* Strengthening the remit of Student Access and Progress Committee in ED&I issues in learning and teaching.
* Expanding the ED&I training offering and allies programme for staff through sessions on key topics such as menopause, domestic abuse and reasonable adjustments.
* Expanding the Student ED&I Canvas course to cover ED&I topics around freedom of speech and inclusive language, global mobility, postgraduate research students, and authentic self into the workplace.
* Developing our provision and support for students and staff in relation to the dignity and respect agenda.
* Launching a new harassment report & support online tool for students.
* Expanding the successful CoSS no all-white or all-male shortlists pilot across the University.
* Working with the Oracle Recruitment project team to ensue ED&I is embedded within the new recruitment system and that ED&I data recording is consistent in Oracle and HR.
* Tackling accessibility issues in our physical and digital campus environments.
* Working with Workplace Wellbeing to identify and address barriers to workplace adjustments for disabled staff.
* Piloting a mid-term review with Advance HE on our institutional five-year progress of the Race Equality Charter Bronze Award.
* Deepening our relationship and renewal of the ED&I partnership agreement with University of Amsterdam.

# Section 13: Our staff population 2021

## Introduction

This report shows the University staff body as in January 2022 in relation to the Equality Act 2010 protected characteristics. Staff provide information on their protected characteristics on joining the University and can update their data throughout their employment via the Core system. Providing information on sex and age (via date of birth) is compulsory for tax, pensions and identification purposes, whilst providing information in relation to the other protected characteristics is voluntary. This means that for some equality data sets we hold information on 100% of our staff, but less than 100% for others.

Data on each protected characteristic is presented in order of highest to lowest disclosure rates. Data is shown at 3 levels:

* All staff (i.e. institution-level data)
* Professional Services staff (data on staff on Academic & Other-Related and Support terms and conditions)
* Academic staff (data on staff on teaching and/or research terms and conditions, including clinical staff)

Data is also shown by grade, unless the number of staff disclosing a particular characteristic is less than 10 per grade. Intersectional data show the intersection of each protected characteristic with the protected characteristic of sex. As we hold data on the sex of 100% of our staff, this produces the most meaningful intersectional data.

The University has particular commitments to increase our proportion of senior female academic staff and staff from Black, Asian and Minority Ethnic groups at all levels. These commitments are established in our Advance HE Athena Swan and Race Equality Charter action plans and our overarching University Equality, Diversity and Inclusion Strategy. The benchmarks against which we measure our progress are included in the sex and ethnicity section of this report.

## Notes on the data

The table below sets out the definition and disclosure rates for each protected characteristic. Within each protected characteristic the University uses the descriptors provided by HESA for staff to select from.

|  |  |  |
| --- | --- | --- |
| **Equality Act 2010 protected characteristic** | **Equality Act 2010 definition** | **Staff disclosure rate as of January 2022** |
| Age | A person’s specific age and age group | 100% |
| Sex | A man or a woman of the same sex | 100% |
| Race | A person’s colour, nationality and ethnic or national origins | 94.4% |
| Disability | A person who has a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry bout normal day-to-day activities. | 74.3% |
| Religion or belief | A person’s religion, philosophical belief or lack of religion or philosophical belief | 57.4% |
| Sexual orientation | A person’s orientation to people of the same sex, of the opposite sex or of either sex | 55.6% |
| Gender reassignment | A person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.  The University asks staff about their ‘gender identity’ and if this differs from their birth sex. This will include staff who fall within the Equality Act 2010 definition of gender reassignment and staff who do not. | 18% |

In relation to Race, the data is presented by individual ethnic groups (such as ‘Asian or Asian British Bangladeshi’) and by larger grouped categories (such as ‘all Asian ethnic groups’). When examining the intersection of ethnicity with sex, this is shown as whole group categories (such as ‘White female’). In this instance the acronym ‘B.A.M.E.’ is used to indicate staff of Black, Asian and other minority ethnic backgrounds. The University produces this report on an annual basis. This report meets the University’s statutory duty under the Equality Act 2010 to annually publish data on the protected characteristics, as it relates to staff population data for the 2021 calendar year. The 2021 report has been produced using a new format. To review data from previous years, please visit: <https://intranet.birmingham.ac.uk/collaboration/equality/monitoring-and-reporting/index.aspx>

# PROTECTED CHARACTERSITIC: AGE

## Graph 1, Graph 2 and Table 1: all staff by age, staff group and sex

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 1: All staff by age, staff group and sex** | | | | | | | | | | | | |
|  | **All staff** | | | | **Professional Services** | | | | **Academic staff** | | | |
| Female | | Male | | Female | | Male | | Female | | Male | |
| No | % | No | % | No | % | No | % | No | % | No | % |
| **<21** | 14 | 0.2 | 13 | 0.2 | 14 | 0.3 | 13 | 0.3 | 0 | 0 | 0 | 0 |
| **21-30** | 890 | 10.5 | 599 | 7.1 | 700 | 13.7 | 423 | 8.3 | 190 | 5.7 | 176 | 5.3 |
| **31-40** | 1461 | 17.3 | 1234 | 14.6 | 879 | 17.2 | 556 | 10.9 | 582 | 17.4 | 678 | 20.2 |
| **41-50** | 1160 | 13.7 | 982 | 11.6 | 761 | 14.9 | 491 | 9.6 | 399 | 11.9 | 491 | 14.7 |
| **51-60** | 838 | 9.9 | 764 | 9.0 | 605 | 11.8 | 393 | 7.7 | 233 | 7.0 | 371 | 11.1 |
| **61-70** | 186 | 2.2 | 272 | 3.2 | 126 | 2.5 | 124 | 2.4 | 60 | 1.8 | 148 | 4.4 |
| **>70** | 9 | 0.1 | 35 | 0.4 | 6 | 0.1 | 15 | 0.3 | 3 | 0.1 | 20 | 0.6 |
| **Totals** | 4558 | 53.9 | 3899 | 46.1 | 3091 | 60.5 | 2015 | 39.5 | 1367 | 43.8 | 1984 | 56.2 |

# PROTECTED CHARACTERSTIC: SEX

## Graph 3 and Table 2: All staff by sex and staff group

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 2: All staff by sex and staff group** | | | | | | |
|  | **All staff** | | **Professional Services staff** | | **Academic staff** | |
| No | % | No | % | No | % |
| **Female** | 4558 | 53.9 | 3091 | 60.5 | 1367 | 40.8 |
| **Male** | 3899 | 46.1 | 2015 | 39.5 | 1984 | 59.2 |
| **Total** | 8457 | 100.0 | 5106 | 100.0 | 3351 | 100.0 |

## Graph 4 and table 5: Professional Services staff by sex and grade

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 3: Professional Services staff by sex and grade** | | | | | | | | | | | | | | | | | | |
|  | **Band 200** | | **Band 300** | | **Band 400** | | **Band 500** | | **Grade 6** | | **Grade 7** | | **Grade 8** | | **Grade 9** | | **Grade 10** | |
| no | % | No | % | no | % | no | % | no | % | no | % | no | % | no | % | no | % |
| **Female** | 258 | 53.6 | 189 | 57.8 | 426 | 62.9 | 596 | 67.4 | 578 | 60.7 | 616 | 61.4 | 287 | 52.2 | 83 | 48.0 | 31 | 54.4 |
| **Male** | 223 | 46.4 | 138 | 42.2 | 251 | 37.1 | 288 | 32.6 | 375 | 39.3 | 387 | 38.6 | 263 | 47.8 | 90 | 52.0 | 26 | 45.6 |
| **Totals** | 481 | 100 | 327 | 100 | 677 | 100 | 884 | 100 | 953 | 100 | 1003 | 100 | 550 | 100 | 173 | 100 | 57 | 100 |

## Graph 5 and table 4: Academic staff by sex and grade

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 4:** **Academic staff by sex and grade** | | | | | | | | | | |
|  | **Grade 6** | | **Grade 7** | | **Grade 8** | | **Grade 9** | | **Professorial Grade** | |
| no | % | no | % | no | % | no | % | no | % |
| **Female** | 75 | 68.8 | 408 | 46.2 | 472 | 50.2 | 347 | 40.3 | 164 | 29.5 |
| **Male** | 34 | 31.2 | 475 | 53.8 | 468 | 49.8 | 515 | 59.7 | 392 | 70.5 |
| **Totals** | 109 | 100.0 | 883 | 100.0 | 940 | 100.0 | 862 | 100.0 | 556 | 100.0 |

# PROTECTED CHARACTERSTIC: RACE

## Graphs 6 and 7 and table 5: all staff by ethnicity and staff group

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 5: All staff by ethnicity and staff group** | | | | | | |
|  | **All staff** | | **Professional Services staff** | | **Academic staff** | |
| No | % | No | % | No | % |
| **Arab** | 59 | 0.7 | 18 | 0.4 | 41 | 1.2 |
| **Asian or Asian British Bangladeshi** | 59 | 0.7 | 49 | 1.0 | 10 | 0.3 |
| **Asian or Asian British Indian** | 506 | 6.0 | 304 | 6.0 | 202 | 6.0 |
| **Asian or Asian British Pakistani** | 169 | 2.0 | 118 | 2.3 | 51 | 1.5 |
| **Black or Black British African** | 172 | 2.0 | 129 | 2.5 | 43 | 1.3 |
| **Black or Black British Caribbean** | 181 | 2.1 | 166 | 3.3 | 15 | 0.4 |
| **Chinese** | 263 | 3.1 | 86 | 1.7 | 177 | 5.3 |
| **Gypsy of traveller** | 1 | 0.0 | 1 | 0.0 | 0 | 0 |
| **Mixed ethnicity - White and Asian** | 50 | 0.6 | 31 | 0.6 | 19 | 0.6 |
| **Mixed ethnicity - White and Black African** | 15 | 0.2 | 11 | 0.2 | 4 | 0.1 |
| **Mixed ethnicity - White and Black Caribbean** | 48 | 0.6 | 44 | 0.9 | 4 | 0.1 |
| **Other Asian background** | 140 | 1.7 | 50 | 1.0 | 90 | 2.7 |
| **Other Black background** | 32 | 0.4 | 23 | 0.5 | 9 | 0.3 |
| **Other Ethnic Background** | 75 | 0.9 | 31 | 0.6 | 44 | 1.3 |
| **Other Mixed background** | 89 | 1.1 | 40 | 0.8 | 49 | 1.5 |
| **White** | 42 | 0.5 | 18 | 0.4 | 24 | 0.7 |
| **White – British** | 4847 | 57.3 | 3297 | 64.6 | 1550 | 46.3 |
| **White - Irish** | 123 | 1.5 | 57 | 1.1 | 66 | 2.0 |
| **White – other** | 1109 | 13.1 | 380 | 7.4 | 729 | 21.8 |
| **White – Scottish** | 3 | 0.0 | 3 | 0.1 | 0 | 0 |
| **Information not disclosed** | 474 | 5.6 | 250 | 4.9 | 224 | 6.7 |
| **Totals** | 8457 | 100 | 5106 | 100 | 3351 | 100 |

## Graph 8 and table 6: Professional Services staff by ethnicity and grade

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 6: Professional Services by ethnicity and grade** | | | | | | | | | | | | | | | | | | |
|  | **Band 200** | | **Band 300** | | **Band 400** | | **Band 500** | | **Grade 6** | | **Grade 7** | | **Grade 8** | | **Grade 9** | | **Grade 10** | |
| no | % | no | % | no | % | no | % | no | % | no | % | no | % | no | % | no | % |
| **Asian ethnic groups** | 48 | 10.0 | 41 | 12.5 | 71 | 10.5 | 103 | 11.7 | 104 | 10.9 | 89 | 8.9 | 54 | 9.8 | 9 | 5.2 | 2 | 3.5 |
| **Black ethnic groups** | 143 | 29.7 | 23 | 7.0 | 31 | 4.6 | 43 | 4.9 | 31 | 3.3 | 30 | 3.0 | 13 | 2.4 | 3 | 1.7 | 1 | 1.8 |
| **Chinese** | 4 | 0.8 | 2 | 0.6 | 9 | 1.3 | 18 | 2.0 | 27 | 2.8 | 18 | 1.8 | 6 | 1.3 | 2 | 1.2 | 0 | 0.0 |
| **Mixed ethnicity** | 18 | 3.7 | 6 | 1.8 | 13 | 1.9 | 26 | 2.9 | 26 | 2.7 | 25 | 2.5 | 11 | 2.0 | 1 | 0.1 | 0 | 0.0 |
| **White ethnic groups** | 237 | 49.3 | 233 | 71.3 | 513 | 75.8 | 641 | 72.5 | 699 | 73.3 | 784 | 78.2 | 445 | 80.6 | 151 | 87.2 | 51 | 89.5 |
| **Other minority ethnic groups** | 5 | 1.0 | 5 | 1.5 | 3 | 0.4 | 8 | 0.9 | 14 | 1.5 | 9 | 0.9 | 5 | 1.0 | 1 | 0.1 | 0 | 0.0 |
| **Unknown** | 26 | 5.4 | 17 | 5.2 | 37 | 5.5 | 45 | 5.1 | 52 | 5.5 | 48 | 4.8 | 16 | 2.9 | 6 | 4.5 | 3 | 5.3 |
| **Totals** | 481 | 100 | 327 | 100 | 677 | 100 | 884 | 100 | 953 | 100 | 1003 | 100 | 550 | 100 | 173 | 100 | 57 | 100 |

## Graph 9 and Table 7: Professional Services staff by ethnicity and sex

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 7: Professional Services staff intersection of ethnicity and sex (grouped)** | | | | | | | | | | | | | | | | |
|  | **Band 200** | | | | **Band 300** | | | | **Band 400** | | | | **Band 500** | | | |
| F | M | F% | M% | F | M | F% | M% | F | M | F% | M% | F | M | F% | M% |
| **Asian ethnic groups** | 33 | 15 | 6.9 | 3.1 | 25 | 16 | 7.6 | 4.9 | 49 | 22 | 7.2 | 3.2 | 69 | 34 | 7.8 | 3.8 |
| **Black ethnic groups** | 86 | 57 | 17.9 | 11.9 | 10 | 13 | 3.1 | 4.0 | 24 | 7 | 3.5 | 1.0 | 32 | 11 | 3.6 | 1.2 |
| **Chinese ethnicity** | 3 | 1 | 0.6 | 0.2 | 2 | 0 | 0.6 | 0.0 | 5 | 4 | 0.7 | 0.6 | 16 | 2 | 1.8 | 0.2 |
| **Mixed ethnicity** | 14 | 4 | 2.9 | 0.8 | 4 | 2 | 1.2 | 0.6 | 8 | 5 | 1.2 | 0.7 | 22 | 4 | 2.5 | 0.5 |
| **White ethnic groups** | 128 | 109 | 26.6 | 22.7 | 132 | 101 | 40.4 | 30.9 | 316 | 197 | 46.7 | 29.1 | 423 | 218 | 47.9 | 24.7 |
| **Other minority ethnic groups** | 5 | 0 | 1.0 | 0.0 | 4 | 1 | 1.2 | 0.3 | 2 | 1 | 0.3 | 0.1 | 5 | 3 | 0.6 | 0.3 |
| **Ethnicity unknown** | 16 | 10 | 3.3 | 2.1 | 12 | 5 | 3.7 | 1.5 | 22 | 15 | 3.2 | 2.2 | 29 | 16 | 3.3 | 1.8 |
| **Total by sex** | 285 | 196 | 59.3 | 40.7 | 189 | 138 | 57.8 | 42.2 | 426 | 251 | 62.9 | 37.1 | 596 | 288 | 67.4 | 32.6 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Contd.** | **Grade 6** | | | | **Grade 7** | | | | **Grade 8** | | | |
| F | M | F% | M% | F | M | F% | M% | F | M | F% | M% |
| **Asian ethnic groups** | 67 | 37 | 7.0 | 3.9 | 61 | 28 | 6.1 | 2.8 | 26 | 28 | 4.7 | 5.1 |
| **Black ethnic groups** | 15 | 16 | 1.6 | 1.7 | 17 | 13 | 1.7 | 1.3 | 6 | 7 | 1.1 | 1.3 |
| **Chinese ethnicity** | 20 | 7 | 2.1 | 0.7 | 15 | 3 | 1.5 | 0.3 | 4 | 2 | 0.7 | 0.4 |
| **Mixed ethnicity** | 16 | 10 | 1.7 | 1.0 | 15 | 10 | 1.5 | 1.0 | 7 | 4 | 1.3 | 0.7 |
| **White ethnic groups** | 420 | 279 | 44.1 | 29.3 | 478 | 306 | 47.7 | 30.5 | 237 | 208 | 43.1 | 37.8 |
| **Other minority ethnic groups** | 9 | 5 | 0.9 | 0.5 | 4 | 5 | 0.4 | 0.5 | 1 | 4 | 0.2 | 0.7 |
| **Ethnicity unknown** | 31 | 21 | 3.3 | 2.2 | 26 | 22 | 2.6 | 2.2 | 6 | 10 | 1.1 | 1.8 |
| **Total by sex** | 578 | 375 | 60.7 | 39.3 | 616 | 387 | 61.4 | 38.6 | 287 | 263 | 52.2 | 47.8 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Contd.** | **Grade 9** | | | | **Grade 10** | | | |
| F | M | F% | M% | F | M | F% | M% |
| Asian ethnic groups | 6 | 3 | 3.5 | 1.7 | 2 | 0 | 3.5 | 0 |
| Black ethnic groups | 2 | 1 | 1.2 | 0.6 | 1 | 0 | 1.8 | 0 |
| Chinese ethnicity | 1 | 1 | 0.6 | 0.6 | 0 | 0 | 0 | 0 |
| Mixed ethnicity | 1 | 0 | 0.6 | 0.0 | 0 | 0 | 0 | 0 |
| White ethnic groups | 71 | 80 | 41.0 | 46.2 | 25 | 26 | 43.9 | 45.6 |
| Other minority ethnic groups | 0 | 1 | 0.0 | 0.6 | 0 | 0 | 0 | 0 |
| Ethnicity unknown | 2 | 4 | 1.2 | 2.3 | 3 | 0 | 5.3 | 0 |
| Total by sex | 83 | 90 | 48.0 | 52.0 | 32 | 26 | 54.4 | 45.6 |

## Graph 10 and Table 8: Academic staff by ethnicity and grade

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 8: Academic staff by ethnicity and grade** | | | | | | | | | | | | |
|  | **Grade 6** | | **Grade 7** | | **Grade 8** | | **Grade 9** | | **Professorial Grade** | | **Totals** | |
| no | % | no | % | no | % | no | % | no | % | no | % |
| **Asian ethnic groups** | 16 | 14.7 | 124 | 14.0 | 132 | 14.0 | 57 | 6.6 | 25 | 4.5 | 354 | 10.6 |
| **Black ethnic groups** | 5 | 4.6 | 27 | 3.1 | 19 | 2.0 | 13 | 1.5 | 2 | 0.4 | 66 | 2.0 |
| **Chinese** | 2 | 1.8 | 69 | 7.8 | 60 | 6.4 | 30 | 3.5 | 16 | 2.9 | 177 | 5.3 |
| **Mixed ethnicity** | 3 | 2.8 | 29 | 3.3 | 17 | 1.8 | 22 | 2.6 | 4 | 0.7 | 75 | 2.2 |
| **White ethnic groups** | 73 | 67.0 | 514 | 58.2 | 621 | 66.1 | 679 | 78.7 | 483 | 86.9 | 2371 | 70.8 |
| **Other minority ethnic groups** | 0 | 0.0 | 34 | 3.9 | 26 | 2.8 | 16 | 1.9 | 9 | 1.6 | 85 | 2.5 |
| **Unknown** | 10 | 9.2 | 86 | 9.7 | 65 | 6.9 | 45 | 5.2 | 17 | 3.1 | 223 | 6.6 |
| **Totals** | 109 | 100.0 | 883 | 100 | 940 | 100.0 | 862 | 100.0 | 556 | 100.0 | 3351 | 100.0 |

## Graph 11 and Table 9: Academic staff by sex, ethnicity and grade

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 9:** **Academic staff by sex and ethnicity and grade** | | | | | | | | | | | | | | | | | | | | |
|  | **Grade 6** | | | | **Grade 7** | | | | **Grade 8** | | | | **Grade 9** | | | | **Professorial grade** | | | |
| No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % |
| F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M |
| **Asian ethnic groups** | 11 | 5 | 10.1 | 4.6 | 60 | 64 | 6.8 | 7.2 | 59 | 73 | 6.3 | 7.8 | 24 | 33 | 2.8 | 3.8 | 3 | 22 | 0.5 | 4.0 |
| **Black ethnic groups** | 4 | 1 | 3.7 | 0.9 | 10 | 17 | 1.1 | 1.9 | 8 | 11 | 0.9 | 1.2 | 5 | 8 | 0.6 | 0.9 | 1 | 1 | 0.2 | 0.2 |
| **Chinese** | 1 | 1 | 0.9 | 0.9 | 28 | 41 | 3.2 | 4.6 | 26 | 34 | 2.8 | 3.6 | 10 | 20 | 1.2 | 2.3 | 2 | 14 | 0.4 | 2.5 |
| **Mixed ethnicity** | 1 | 2 | 0.9 | 1.8 | 8 | 21 | 0.9 | 2.4 | 13 | 4 | 1.4 | 0.4 | 11 | 11 | 1.3 | 1.3 | 2 | 2 | 0.4 | 0.4 |
| **White ethnic groups** | 52 | 21 | 47.7 | 19.3 | 248 | 266 | 28.1 | 30.1 | 324 | 297 | 34.5 | 31.6 | 271 | 408 | 31.4 | 47.3 | 150 | 333 | 27.0 | 59.9 |
| **Other minority ethnic groups** | 0 | 0 | 0.0 | 0.0 | 15 | 19 | 1.7 | 2.2 | 11 | 15 | 1.2 | 1.6 | 4 | 12 | 0.5 | 1.4 | 2 | 7 | 0.4 | 1.3 |
| **Unknown** | 6 | 4 | 17.6 | 3.7 | 39 | 47 | 4.4 | 5.3 | 31 | 34 | 3.3 | 3.6 | 22 | 23 | 2.6 | 2.7 | 4 | 13 | 0.7 | 2.3 |
| **Totals** | 75 | 34 | 68.8 | 31.2 | 408 | 475 | 46.2 | 53.8 | 472 | 468 | 50.2 | 49.8 | 347 | 515 | 40.3 | 59.7 | 164 | 392 | 29.5 | 70.5 |

# PROTECTED CHARACTERSTIC: DISABILITY

## Graph 12 and Table 10: all staff by disability status

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 10: All staff by disability status** | | | | | | |
|  | **All staff** | | **Professional Services staff** | | **Academic staff** | |
| no. | % | no. | % | no. | % |
| **Staff with a disability** | 439 | 5.2 | 343 | 6.7 | 96 | 2.9 |
| **No disability declared** | 8018 | 94.8 | 4763 | 93.3 | 3255 | 97.1 |
| **Total** | 8457 | 100 | 5106 | 100 | 3351 | 100 |

## Graph 13 and table 11: All staff by disability status and sex

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 11: All staff by disability status and sex** | | | | | | |
|  | **Female** | | **Male** | | **Total** | |
| no | % | no | % | no | % |
| **All disabled staff** | 270 | 61.5 | 169 | 38.5 | 439 | 100 |
| **Professional Services staff with disabilities** | 213 | 62.1 | 130 | 37.9 | 343 | 100 |
| **Academic staff with disabilities** | 57 | 59.4 | 39 | 40.6 | 96 | 100 |

## Graph 14 and table 12: Professional Services staff by disability and grade

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 12: Professional Services staff by disability and grade** | | | | | | | | | | | | | | | | |
|  | **Band 200** | | **Band 300** | | **Band 400** | | **Band 500** | | **Grade 6** | | **Grade 7** | | **Grade 8** | | **Grade 9 & 10** | |
| No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | 5 |
| **Disability** | 33 | 6.9 | 23 | 7.0 | 55 | 8.1 | 64 | 7.2 | 61 | 6.4 | 65 | 6.5 | 30 | 5.5 | 11 | 4.8 |
| **No disability** | 448 | 93.1 | 304 | 93.0 | 622 | 91.9 | 820 | 92.8 | 892 | 93.6 | 938 | 93.5 | 520 | 94.5 | 219 | 95.2 |
| **Total** | 481 | 100.0 | 327 | 100.0 | 677 | 100.0 | 884 | 100.0 | 953 | 100.0 | 1003 | 100.0 | 550 | 100.0 | 230 | 100.0 |

## Graph 15 and Table 13: Academic staff by disability and grade

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 13: Academic staff by disability and grade** | | | | | | | | | | | |
|  | **Grade 6** | | **Grade 7** | | **Grade 8** | | **Grade 9** | | **Professorial grade** | | |
| No | % | No | % | No | % | No | % | No | % |
| Disability | 2 | 1.8 | 23 | 2.6 | 23 | 2.4 | 34 | 3.9 | 14 | 2.5 |
| No disability | 107 | 98.2 | 860 | 97.4 | 917 | 97.6 | 828 | 96.1 | 542 | 97.5 |
| Total | 109 | 100.0 | 883 | 100.0 | 940 | 100.0 | 862 | 100.0 | 556 | 100.0 |

# PROTECTED CHARACTERSTIC: RELIGION OR BELIEF

## Graph 16 and table 14: all staff by religion/belief or non-belief

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 14: All staff by religion/belief or non-belief** | | | | | | |
|  | **All staff** | | **Professional Services staff** | | **Academic staff** | |
| no | % | no | % | no | % |
| **Buddhist** | 37 | 0.4 | 15 | 0.3 | 22 | 0.7 |
| **Christian** | 1572 | 18.6 | 1080 | 21.2 | 492 | 14.7 |
| **Hindu** | 156 | 1.8 | 63 | 1.2 | 93 | 2.8 |
| **Jewish** | 18 | 0.2 | 10 | 0.2 | 8 | 0.2 |
| **Muslim** | 359 | 4.2 | 233 | 4.6 | 126 | 3.8 |
| **Sikh** | 120 | 1.4 | 99 | 1.9 | 21 | 0.6 |
| **Spiritual** | 73 | 0.9 | 46 | 0.9 | 27 | 0.8 |
| **Other religion** | 68 | 0.8 | 43 | 0.8 | 25 | 0.7 |
| **No religion** | 2452 | 29.0 | 1485 | 29.1 | 967 | 28.9 |
| **Information not disclosed** | 3602 | 42.6 | 2032 | 39.8 | 1570 | 46.9 |
| **Total** | 8457 | 100.0 | 5106 | 100.0 | 3351 | 100.0 |

## Graph 17 and Table 15: All staff with a stated religion/belief

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 15: All staff with a stated religion and belief** | | | | | | |
|  | **All staff** | | **Professional Services staff** | | **Academic staff** | |
| No | % | no | % | no | % |
| Buddhist | 37 | 1.5 | 15 | 1 | 22 | 2.7 |
| Christian | 1572 | 65.4 | 1080 | 68 | 492 | 60.4 |
| Hindu | 156 | 6.5 | 63 | 4 | 93 | 11.4 |
| Jewish | 18 | 0.7 | 10 | 1 | 8 | 1.0 |
| Muslim | 359 | 14.9 | 233 | 15 | 126 | 15.5 |
| Sikh | 120 | 5.0 | 99 | 6 | 21 | 2.6 |
| Spiritual | 73 | 3.0 | 46 | 3 | 27 | 3.3 |
| Other religion | 68 | 2.8 | 43 | 3 | 25 | 3.1 |
| Total | 2403 | 100 | 1589 | 100 | 814 | 100 |

# PROTECTED CHARACTERSTIC: SEXUAL ORIENTATION

## Graphs 18 and 19 and Table 16: all staff by sexual orientation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 16: All staff by sexual orientation** | | | | | | |
|  | **All staff** | | **Professional Services staff** | | **Academic staff** | |
| **Bisexual** | 152 | 1.8 | 102 | 2.0 | 50 | 1.5 |
| **Gay man** | 127 | 1.5 | 79 | 1.5 | 48 | 1.4 |
| **Gay woman or lesbian** | 74 | 0.9 | 52 | 1.0 | 22 | 0.7 |
| **Heterosexual** | 4302 | 50.9 | 2732 | 53.5 | 1570 | 46.9 |
| **Other orientation** | 44 | 0.5 | 26 | 0.5 | 18 | 0.5 |
| **Information not disclosed** | 3758 | 44.4 | 2115 | 41.4 | 1643 | 49.0 |
| **Totals** | 8457 | 100 | 5106 | 100 | 3351 | 100 |

## Graph 20 and Table 17: All LGB+ staff by sexual orientation and sex

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 17: All LGB+ staff by sex** | | | | | | |
|  | **Female** | | **Male** | | **Totals** | |
| no | % | no | % | no | % |
| **All LGB+ staff** | 229 | 57.7 | 168 | 42.3 | 397 | 100 |
| **Professional Services LGB+ staff** | 149 | 57.5 | 110 | 42.5 | 259 | 100 |
| **Academic LGB+ staff** | 80 | 58.0 | 58 | 42.0 | 138 | 100 |

## Graph 21 and Table 18: Professional Services staff by sexual orientation and grade

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 18: Professional Services staff by sexual orientation and grade** | | | | | | | | | | | | | | | | |
|  | **Band 200** | | **Band 300** | | **Band 400** | | **Band 500** | | **Grade 6** | | **Grade 7** | | **Grade 8** | | **Grade 9 & 10** | |
| no | % | no | % | no | % | no | % | no | % | no | % | No | % | no | % |
| **LGB+ staff** | 16 | 3.3 | 8 | 2.4 | 38 | 5.6 | 47 | 5.3 | 70 | 7.3 | 47 | 4.7 | 26 | 4.7 | 7 | 3.0 |
| **Heterosexual staff** | 214 | 44.5 | 163 | 49.8 | 354 | 52.3 | 494 | 55.9 | 542 | 56.9 | 556 | 55.4 | 283 | 51.5 | 126 | 54.8 |
| **Information not disclosed** | 251 | 52.2 | 156 | 47.7 | 285 | 42.1 | 343 | 38.8 | 341 | 35.8 | 400 | 39.9 | 241 | 43.8 | 97 | 42.2 |
| **Totals** | 481 | 100 | 327 | 100 | 677 | 100 | 884 | 100 | 953 | 100.0 | 1003 | 100 | 550 | 100.0 | 230 | 100.0 |

## Graph 22 and Table 19: Academic staff by sexual orientation and grade

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 19: Academic staff by sexual orientation and grade** | | | | | | | | | | | |
|  | **Grade 6** | | **Grade 7** | | **Grade 8** | | **Grade 9** | | **Professorial grade** | | |
| No | % | no | % | no | % | no | % | no | % |
| **LGB+ staff** | 10 | 9.2 | 44 | 5.0 | 39 | 4.1 | 30 | 3.5 | 15 | 2.7 |
| **Heterosexual staff** | 71 | 65.1 | 540 | 61.2 | 515 | 54.8 | 309 | 35.8 | 135 | 24.3 |
| **Information not disclosed** | 28 | 25.7 | 299 | 33.9 | 386 | 41.1 | 523 | 60.7 | 406 | 73.0 |
| **Totals** | 109 | 100.0 | 883 | 100 | 940 | 100.0 | 862 | 100.0 | 556 | 100.0 |

# PROTECTED CHARACTERSTIC: GENDER REASSIGNMENT

We do not hold data specifically in relation to staff who have undergone a gender reassignment process, as defined by the Equality Act 2010 under the protected characteristic of ‘gender reassignment’. We do hold data on staff members’ ‘gender identity’. This will include staff who fall within the Equality Act protected characteristic of ‘gender reassignment’ and staff who do not. Because of the low disclosure rate and the low numbers of staff with minority gender identities, this data is not being presented as graphs or below the level of ‘all staff’.

|  |  |  |
| --- | --- | --- |
| **Gender identity** | **All staff** | |
| **no** | **%** |
| **Female gender identity** | 824 | 9.7 |
| **Male gender identity** | 694 | 8.2 |
| **Other gender identity** | 5 | 0.1 |
| **Information not disclosed** | 6934 | 82.0 |
| **Total** | 8457 | 100 |

|  |  |  |
| --- | --- | --- |
| **Gender identity and sex at birth** | **All staff** | |
| **no** | **%** |
| **Gender identity differs from sex at birth** | 18 | 0.2 |
| **Gender identity aligns with sex at birth** | 1108 | 13.1 |
| **Information not disclosed** | 7331 | 86.7 |
| **Totals** | 8457 | 100 |

# Section 14: Our Student Population 2021

## Introduction

This report shows the University student body as in November 2021 in relation to the Equality Act 2010 protected characteristics. Students provide information on their protected characteristics at the start of each academic year and can update their data throughout their study via the student record system. Providing information on nationality, sex, and age (via date of birth) is compulsory for fee status or identification purposes, whilst providing information in relation to the other protected characteristics is voluntary. This means that for some equality data sets we hold information on 100% of our students, but less than 100% for others.

Data on each protected characteristic is shown by the level of study, unless the number of students disclosing a particular characteristic is less than 10 per category.

## Notes on the data

The table below sets out the definition and disclosure rates for each protected characteristic. Within each protected characteristic the University uses the descriptors provided by HESA for students to select from.

|  |  |  |
| --- | --- | --- |
| **Equality Act 2010 protected characteristic** | **Equality Act 2010 definition** | **Student disclosure rate as of November 2021** |
| Age | A person’s specific age and age group | 100% |
| Sex | A man or a woman of the same sex | 100% |
| Race | A person’s colour, nationality and ethnic or national origins | 93.2% |
| Disability | A person who has a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry bout normal day-to-day activities. | 100% |
| Religion or belief | A person’s religion, philosophical belief or lack of religion or philosophical belief | 93.9% |
| Sexual orientation | A person’s orientation to people of the same sex, of the opposite sex or of either sex | 90.4% |
| Gender reassignment | A person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.  The University asks students about their ‘gender identity’ and if this differs from their birth sex. This will include students who fall within the Equality Act 2010 definition of gender reassignment and students who do not. | 98.1% |

# PROTECTED CHARACTERSITIC: AGE

## Table 1: All students by age of entry and level of study

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate** | | **Postgraduate taught** | | **Postgraduate research** | |
|  | No | % | No | % | No | % |
| **21 or below** | 22,928 | 64.3% | 972 | 2.7% | 101 | 0.3% |
| **22-30** | 728 | 2.0% | 5,232 | 14.7% | 1,951 | 5.5% |
| **31-50** | 112 | 0.3% | 2,329 | 6.5% | 845 | 2.4% |
| **51 or above** | 15 | <0.1% | 279 | 0.8% | 159 | 0.5% |

# PROTECTED CHARACTERSTIC: SEX

## Table 2: All students by sex and level of study

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate** | | **Postgraduate taught** | | **Postgraduate research** | |
|  | No | % | No | % | No | % |
| **Female** | 13,841 | 38.8% | 5,179 | 14.5% | 1,570 | 4.4% |
| **Male** | 9,938 | 27.9% | 3,624 | 10.2% | 1,469 | 4.1% |
| **Other** | Less than 10 | <0.1% | Less than 10 | <0.1% | 17 | <0.1% |

# PROTECTED CHARACTERSTIC: RACE

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate** | | **Postgraduate taught** | | **Postgraduate research** | |
| No | % | No | % | No | % |
| **Arab** | 348 | 1.0% | 177 | 0.5% | 160 | 0.4% |
| **Asian or Asian British Bangladeshi** | 486 | 1.4% | 84 | 0.2% | 22 | <0.1% |
| **Asian or Asian British Indian** | 1,899 | 5.3% | 684 | 1.9% | 135 | 0.4% |
| **Asian or Asian British Pakistani** | 1,379 | 3.9% | 265 | 0.7% | 49 | 0.1% |
| **Black or Black British African** | 1,179 | 3.3% | 387 | 1.1% | 118 | 0.3% |
| **Black or Black British Caribbean** | 237 | 0.7% | 89 | 0.2% | 20 | <0.1% |
| **Chinese** | 1,609 | 4.5% | 2,397 | 6.7% | 337 | 0.9% |
| **Gypsy of traveller** | Less than 10 | <0.1% | 0 | 0.0% | Less than 10 | <0.1% |
| **Mixed ethnicity - White and Asian** | 483 | 1.4% | 85 | 0.2% | 41 | 0.1% |
| **Mixed ethnicity - White and Black African** | 118 | 0.3% | 25 | <0.1% | 15 | <0.1% |
| **Mixed ethnicity - White and Black Caribbean** | 254 | 0.7% | 62 | 0.2% | 22 | <0.1% |
| **Other Asian background** | 645 | 1.8% | 305 | 0.9% | 131 | 0.4% |
| **Other Black background** | 81 | 0.2% | 52 | 0.1% | 13 | <0.1% |
| **Other Ethnic Background** | 173 | 0.5% | 55 | 0.2% | 53 | 0.1% |
| **Other Mixed background** | 284 | 0.8% | 106 | 0.3% | 55 | 0.2% |
| **Other White background** | 249 | 0.7% | 111 | 0.3% | Less than 10 | <0.1% |
| **White** | 12,139 | 34.0% | 3,739 | 10.5% | 1,823 | 5.1% |
| **White – British** | 0 | 0.0% | 48 | 0.1% | Less than 10 | <0.1% |
| **White - Irish** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **White – other** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **White – Scottish** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Information not disclosed** | 1,980 | 5.6% | 12 | <0.1% | Less than 10 | <0.1% |
| **Prefer not to say** | 239 | 0.7% | 129 | 0.4% | 46 | 0.1% |

## Table 3: All students by ethnicity and level of study

# PROTECTED CHARACTERSTIC: DISABILITY

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate** | | **Postgraduate taught** | | **Postgraduate research** | |
| No | % | No | % | No | % |
| **Blind/visual impairment** | 47 | 0.1% | 14 | <0.1% | Less than 10 | <0.1% |
| **Deaf/hearing impairment** | 59 | 0.2% | 31 | 0.1% | 19 | <0.1% |
| **Learning difficulties** | 1,018 | 2.9% | 348 | 1.0% | 109 | 0.3% |
| **Long standing illness** | 354 | 1.0% | 177 | 0.5% | 71 | 0.2% |
| **Mental health difficulties** | 1,293 | 3.6% | 319 | 0.9% | 148 | 0.4% |
| **Social impairments** | 214 | 0.6% | 55 | 0.2% | 33 | 0.1% |
| **Two or more impairments** | 54 | 0.2% | Less than 10 | <0.1% | 0 | 0.0% |
| **Wheelchair user/mobility difficulties** | 51 | 0.1% | 27 | 0.1% | 16 | <0.1% |
| **A disability not listed here** | 323 | 0.9% | 90 | 0.3% | 30 | 0.1% |
| **Personal care support** | 0 | 0.0% | Less than 10 | <0.1% | 0 | 0.0% |

## Table 4: All students by disability status and level of study

# PROTECTED CHARACTERSTIC: RELIGION OR BELIEF

## Table 5: All students by religion/belief and level of study

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate** | | **Postgraduate taught** | | **Postgraduate research** | |
| No | % | No | % | No | % |
| **No Religion** | 11,706 | 32.8% | 4,693 | 13.2% | 1,448 | 4.1% |
| **Christian** | 5,137 | 14.4% | 2,034 | 5.7% | 734 | 2.1% |
| **Muslim** | 3,035 | 8.5% | 764 | 2.1% | 385 | 1.1% |
| **Prefer not to say** | 1,388 | 3.9% | 534 | 1.5% | 258 | 0.7% |
| **Sikh** | 782 | 2.2% | 354 | 1.0% | 71 | 0.2% |
| **Hindu** | 775 | 2.2% | 163 | 0.5% | 64 | 0.2% |
| **Jewish** | 417 | 1.2% | 132 | 0.4% | 39 | 0.1% |
| **Any other religion or belief** | 357 | 1.0% | 91 | 0.3% | 36 | 0.1% |
| **Buddhist** | 169 | 0.5% | 33 | 0.1% | 21 | 0.1% |
| **Jain** | 16 | 0.0% | 12 | 0.0% | 0 | 0.0% |
| **Bahai** | Less than 10 | <0.1% | Less than 10 | <0.1% | 0 | 0.0% |

# PROTECTED CHARACTERSTIC: SEXUAL ORIENTATION

## Table 6: All students by sexual orientation and level of study

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate** | | **Postgraduate taught** | | **Postgraduate research** | |
| No | % | No | % | No | % |
| **Asexual** | 244 | 0.7% | 35 | 0.1% | 14 | 0.0% |
| **Bisexual** | 1,280 | 3.6% | 329 | 0.9% | 142 | 0.4% |
| **Gay man** | 261 | 0.7% | 145 | 0.4% | 74 | 0.2% |
| **Gay woman/lesbian** | 202 | 0.6% | 92 | 0.3% | 30 | 0.1% |
| **Heterosexual** | 19,456 | 54.6% | 7,083 | 19.9% | 2,298 | 6.4% |
| **Queer** | 171 | 0.5% | 19 | 0.1% | 25 | 0.1% |
| **Other** | 172 | 0.5% | 87 | 0.2% | 72 | 0.2% |
| **Prefer not to say** | 1,955 | 5.5% | 999 | 2.8% | 400 | 1.1% |
| **Information not disclosed** | 42 | 0.1% | 23 | 0.1% | Less than 10 | <0.1% |

# PROTECTED CHARACTERSTIC: GENDER REASSIGNMENT

We do not hold data specifically in relation to students who have undergone a gender reassignment process, as defined by the Equality Act 2010 under the protected characteristic of ‘gender reassignment’. We do hold data on students’ ‘gender identity’. This will include students who fall within the Equality Act protected characteristic of ‘gender reassignment’ and students who do not.

## Table 7: All students by gender identity and level of study

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate** | | **Postgraduate taught** | | **Postgraduate research** | |
| No | % | No | % | No | % |
| **Cisgender** | 25,191 | 65.7% | 7,691 | 20.1% | 4,433 | 11.6% |
| **Gender identity differs from assigned sex at birth** | 185 | 0.5% | 36 | 0.1% | 46 | 0.1% |
| **Prefer not to say** | 225 | 0.6% | 101 | 0.3% | 100 | 0.3% |
| **Information not disclosed** | 65 | 0.2% | 111 | 0.3% | 141 | 0.4% |