

SOAS University of London

Draft Annual Equality, Diversity and Inclusion Report 2017 – 2018

SOAS is proud of its reputation of having internationalism as its niche, the challenge of the status quo and a strong values base with a commitment to justice, diversity and equality. We are a diverse, small research-led university with excellent teaching, and with language and area studies specialisms in Asia, Africa and the Middle East.

Our intention is to create a culture where considerations of equality and diversity best practice are at the heart of everything that we do and making this way of working part of our DNA.

Since the last annual report, the School has made considerable progress against its equality, diversity and inclusion objectives. SOAS has also made progress in a number of additional work streams that have a strong equality, diversity and inclusion theme.

This report highlights how the School continues to demonstrate its commitment to Equality, Diversity and Inclusion through maintaining a focus on key areas of activity for the period 1st September 2017 - 31st May 2018. (This reporting period reflects the fact that the current Equality, Diversity and Inclusion Manager commenced in post in August 2017.)

Executive Summary 2017/18

Areas of progress since the last twelve months:

- Athena SWAN Charter submission completed - we have been awarded a year's grace to resubmit (the deadline is April 30th 2019, results announced September 2019)
- Gender Pay Gap report received and actions identified
- Full – time head of Diversity and Inclusion appointed (August 2017)
- Promotion Done Better recommendations and action plan implementation
- Review of Family Friendly Policies

Areas of continued focus for the next twelve months:

- Athena SWAN actions to progress our work towards the next submission
- Scope and identify key actions to begin to progress the work of the submission for the Race Equality Charter
- Establishing employee resource groups (BME and Women)
- Progress the recommendations arising from the Promotion Done Better initiative
- Development of staff BME and Women's Employee Resource Groups
- Develop a consistent approach to Equality Impact Assessments
- Develop and deliver a data campaign designed to raise awareness of the importance of EDI data, to develop better insights on the data, and to create a culture of trust regarding our data
- Implement a revised governance, compliance and risk framework for EDI
- Undertake a review of the current EDI action plan, to ensure alignment with SOAS Strategy on a Page, and to ensure that actions in the plan are aligned with the appropriate Committees
- Review the membership of the EDI Committee to ensure that this includes all 'action owners' to ensure that progress on actions is shared and embedded within departments

1. The legal context

The Equality Act (2010) defines HEI's as public authorities and sets out their obligations under Section 149 and the Public Sector Equality Duty (PSED). This requires institutions to have due regard to a number of specific duties in relation to nine defined 'Protected Characteristics'. The obligations are:

- A responsibility to work towards eliminating discrimination harassment and victimisation;
- Advance equality of opportunity,
- Foster good relations in carrying out its functions.

The Act further requires that all HEI's publish information demonstrating compliance with the PSED, their equality objectives and relevant equality information.

A failure to comply with these legal obligations can result in an investigation by the Equality and Human rights Commission (EHRC) or in legal challenge by judicial challenge due its definition as a Public Authority under the Act. A challenge along these lines could damage the reputation of the School and in turn, possibly have a negative impact on attracting future students.

2. Equality, Diversity and Inclusion at SOAS

SOAS is proud of its reputation as having internationalism as its niche, the challenge of the status quo and a strong values base with a commitment to justice, diversity and equality. We are a diverse, small research-led university with excellent teaching and with language and area studies specialisms in Asia, Africa and the Middle East.

Our intention is to create a culture where considerations of equality and diversity best practice are at the heart of everything that we do and making this way of working part of our DNA.

At an institutional level, SOAS has a Strategic Plan which sets out twelve priorities from 2016 – 2020. This can be accessed by selecting the following link:

<https://www.soas.ac.uk/directorate/visionandstrategy/file23384.pdf>

Equality, diversity and inclusion are embedded in our values, which are:

- Promoting equality and celebrating diversity
- Freedom of speech and tolerance
- Promoting cultural understanding
- Ethical standards
- Excellence
- Community
- Evaluation and self-reflection
- Transparency and accountability
- Environment

The Equality, Diversity and Inclusion delivery framework is delivered, reviewed and monitored through the following structure:

(i) The Board of Trustees

As the governing body, the Board of Trustees has ultimate responsibility for ensuring that the School complies with its obligations under the Equality Act 2010.

This approach reflects the position taken by the Equality Challenge Unit on page 5 of their handbook¹ which states that *'Since the HEI Governing Body is ultimately responsible for establishing and overseeing the institution's mission and strategy, it is also responsible for ensuring that equality and diversity are appropriately embedded within and advanced in support of that mission and strategy.'*

(ii) The Equality and Diversity Committee

The Equality & Diversity Committee is a sub-committee of Academic Board. It is required to report to Academic Board on a termly basis and to Board of Trustees on a regular basis. It also has a responsibility to liaise with other committees and to keep them informed as necessary.

The Committee has the following terms of reference:

- (a) To consider strategic planning and policy development matters relating to equality and diversity, and to make recommendations to Academic Board and other committees as appropriate;
- (b) To monitor the delivery of aspects of approved School strategy relating to equality and diversity, and to ensure that any additional monitoring required to enable the School to meet its legal obligations is carried out in a suitable and timely fashion.

(iii) The Equality, Diversity and Inclusion Manager

The Equality, Diversity and Inclusion manager commenced in role in August 2017. The Diversity & Inclusion Manager works with the School's Equality and Diversity Committee to develop and implement the School's equality strategies, policies, procedures and related action plans. The post holder works with colleagues across the School to support students and staff in developing, promoting and embedding equality and diversity best practice across the School and to support work around anti-harassment and bullying.

The Diversity & Inclusion Strategy and Action Plan (2016 – 2020)

Our Equality, Diversity & Inclusion Strategy (2016/2020) details how we will embed our commitment to equality, diversity and inclusion into each area of our operation, going beyond our obligations set out in the Equality Act (2010).

The Strategy includes 15 strategic objectives for the key areas of our function as a Higher Education Institute, our role as an employer and our central support services. These objectives aim to enable us to embed equality, diversity and inclusion into everything that we do.

The strategy is delivered through a detailed and SMART action plan that allows us to monitor and report on progress against the 15 strategic objectives. This action plan is monitored and updated as a standing agenda item at each meeting of the Equality and Diversity Committee, and progress is reported the Executive Board and the Board of Trustees on a regular basis.

3. Purpose

This report has six aims:

- To provide an appraisal of progress made against the EDI Action Plan.

¹ 'Governing bodies, equality and diversity – A handbook for Governors of English HEI's Equality Challenge Unit (November 2016)

- To provide an overview of our intended actions and continued commitment to the Athena SWAN charter mark, based on our Athena SWAN submission in November 2017.
- To provide a summary of our Gender Pay Gap report and actions (as these are closely linked to our Athena Swan action plan)
- To provide an understanding of the key EDI priorities over the next twelve months.
- To provide summary data against the 'protected characteristics' for students and staff.

4. Progress against the Equality, Diversity and Inclusion Strategy and Action Plan (2016 – 2020)

The School's Equality, Diversity and Inclusion Strategy (2016 – 2020) can be viewed by following this link:

<https://mysoas.sharepoint.com/directorates/gcd/edi/Documents/Diversity%20%26%20Inclusion%20Strategy-1.pdf>.

The Strategy applies to all areas of the University. As well as ensuring that the University is able to meet its statutory obligations under the Equality Act 2010, it further seeks to embed Equality, Diversity and Inclusion at the heart of the culture at SOAS.

The Strategy has fifteen objectives under three headings, namely:

- Recruiting and teaching diverse students
- Being an employer of choice
- Delivering inclusive central and professional services.

The table below is a summary of progress against each objective and 'RAG' status to provide focus on areas that need to be progressed May 2018 Update

no	Objectives	Senior responsible officer
A		
1	Collect and analyse robust data on our current and future student body	Head of Planning
2	Recruit and support students from the broadest pool	Director of Academic Services
3	Identify and meet diverse student needs	Director of Academic Services +
4	Further develop accessible and inclusive practices in our approach to teaching and research	Pro-Directors (Learning & Teaching and Research & Enterprise)
5	Promote an inclusive curriculum	Pro-Director (Learning & Teaching)
B To be an employer of choice we will		
6	Collect and analyse comprehensive workforce data	Director of Human Resources
7	Ensure equal opportunity in the recruitment, development and reward of our staff	Director of Human Resources
8	Embed inclusive workplace practices that value all employees	Director of Human Resources
9	Develop and deliver diversity and inclusion training at all levels of the School	Director of Human Resources
10	Benchmark our performance as an employer to continually improve our approach	Director of Human Resources +
C		
11	Adopt a strategic approach to embedding equality, diversity and inclusion	Secretary
12	Use inclusive communications and marketing	Head of Marketing, Student Recruitment and Comms
13	Provide accessible buildings and facilities	Head of Estates
14	Practice responsible procurement	Head of Procurement
15	Comply with our legislative obligations	Secretary

Highlights from the EDI plan.

The examples listed below demonstrate some key areas of progress against our EDI Strategy over the last twelve months. These include the following: -

Objective A – To recruit and teach diverse students we will:

- **Recruitment (1):** Since 2012-13 we have steadily increased the proportion of students from state schools, consistently above our benchmark, and at a faster rate than the England average. The overall trend is upwards.
- **Recruitment (2):** Since 2012-13 we have increased the proportion of young students at SOAS from Low Participation Neighbourhoods, and most recently have met our milestone as well as narrowed the gap between our performance and the HESA location-adjusted benchmark to just 0.1%. This demonstrates we are steadily improving performance. However, an analysis of UCAS data showed a recent decrease in the number of SOAS-placed applicants from POLAR Quintile 2 which is statistically significant. This will be further investigated by the School

- **Recruitment (3):** Based on our analysis of UCAS data for SOAS-placed applicants, we note that in 2017-18 the proportion of BME students in this group increased to 61.9%, higher than both the previous year and the average of the previous five years. This demonstrates sustained good performance. However, one ethnic group – Asian (defined as applicants who identified their ethnicity as Indian, Pakistani, Bangladeshi, Chinese, or Other Asian background) – did experience a fall in proportion, and this will be investigated further.
- **Recruitment (4):** At SOAS, since 2014-15 we have significantly increased the percentage of UK domiciled mature full-time undergraduate entrants who are from Low Participation Neighbourhoods and we are closing the gap to our HESA location-adjusted benchmark. This stands in contrast to a dip in the average proportion in England over the same period.
- **Recruitment (5):** We have increased our proportion of students in receipt of DSA above the HESA benchmark and England average since 2012/13, with an overall upwards trend. This demonstrates sustained good performance and we will maintain our efforts in this area of work.
- **Collaboration with the Brilliant Club:** SOAS is a partner university of The Brilliant Club, collaborating to deliver the launch and graduation trips which are a core feature of the programme, and providing SOAS PhD students to deliver tutorials to groups of high-potential pupils from disadvantaged backgrounds in Key Stages 2, 3, 4 and 5. An evaluation by UCAS of their 2015 Year 12 cohort demonstrated that 58% of pupils eligible for free school meals progressed to a highly-selective university compared to 11% nationally. In 2016-17, two-thirds of those tutored by SOAS researchers went on to produce work of a standard associated with the next key stage up in development.
- **School Partnership with Morpeth:** We collaborate with Morpeth School in Tower Hamlets to provide tailored study support for History A-level students there, currently consisting of a masterclass, study skills support from Student Ambassadors, and assisted use of SOAS library resources. The partnership began five years ago, and is framed by the idea of decolonising the curriculum, with the masterclass drawing on cutting-edge research to provide an alternative to the standard Eurocentric narrative of the world between 1850 and 1950.
- **Contextualised Admissions:** The School believes that a diverse student population contributes to a challenging and stimulating learning environment. We therefore welcome undergraduate applications from all candidates with the potential to succeed, whatever their background and we believe that a contextualised approach to admissions is vital to identify this potential most accurately. As a result, all home applicants to undergraduate programmes are considered eligible for reduced offers dependent on a basket of socio-economic and educational indicators associated with lower than expected attainment at GCSE and/or A-level, comprised of a mix of individual-level, school-level and area-level data.
- **Bridging Courses for First Generation and Mature Students:** these are free, week-long courses for undergraduates designed to enable participants to make a flying start to their studies. The First Generation Bridging Course is for state-school educated students who are the first generation in their family to go to university or from Low Participation Neighbourhoods, and the Mature Bridging Course is for students who are 21 or over when starting their undergraduate degree. The Courses include study skills (with written work submitted and feedback given) and the development of early awareness and access to support services available, as well as a mutually supportive network. Key outcomes include a real sense of belonging, improved study skills, greater resilience and improved non-continuation rates compared to students from similar backgrounds who did not attend the courses.

- **First term e - mentoring:** online mentoring extends the reach and impact of the Bridging Courses by providing the opportunity to eligible students to be matched with their own individual mentor throughout the first term, who can offer personal advice around the transition to university. Over 70% of students felt their mentor supported them with the social side of university, supported them with the academic side of university, and made the transition to university smoother.
- **BME mentoring:** a new opportunity for BME students (particularly students from African and African Caribbean backgrounds) to meet with BME staff, with the project aiming to support participants in making the transition to SOAS and to access help and support if required. Key outcomes include a sense of belonging, and increased personal and academic confidence.
- **Peer assisted study support:** this programme of support targets academic subjects traditionally perceived as difficult, with peer leaders encouraging peer support during sessions and students identifying their own solutions to common problems. The sessions focus on topics the students find challenging and reflect on topics previously covered in order to scaffold learning. Targets for future interventions include 70% of PASS attendees reporting improved study skills and social networks, and reporting increased control over study management.
- **Outreach Student Ambassador Scheme:** Outreach Student Ambassadors work on our access outreach activities and are themselves students from underrepresented backgrounds. SOAS employs approximately 100 Outreach Student Ambassadors annually and this scheme is an opportunity to support the personal development of students from underrepresented backgrounds. They are supported to develop interactive taster workshops, based on their programmes of study, which they deliver to schools and college pupils. Feedback taken from Student Ambassador Scheme exit surveys demonstrate that 100% of Ambassadors thought they benefited, and over 90% said their employability, public speaking, leadership and people skills were improved as a result of their participation.
- **Internationalisation:** current measures to promote internationalisation have included collaborating with the organisation Common Purpose to provide an international leadership development programme experience for 25 students from underrepresented backgrounds and with little to no experience of international travel. We have also supported students from underrepresented backgrounds to successfully apply for ACU Global Summer School grants, and will continue to explore the most effective ways to support internationalisation for students from underrepresented backgrounds.

Objective B – To be an employer of choice we will

- We have undertaken a review of our approach to recruitment and selection to ensure equity of outcome and inclusive practice.
- A new Recruitment and Selection Policy and Procedure has been introduced with the intention of enhancing greater flexibility to be able to respond to the diversity of recruitment situations.
- We have developed new guidance on the use of appropriate and relevant statements, encouraging candidates from underrepresented groups in our advertisements.
- All posts are now advertised internally by direct mail, and staff are encouraged to apply for internal promotion.

- *A new Secondment and Acting – Up Policy has been developed. The policy aims to guide managers to explicitly ensure they encourage applications from all team members, as opposed to particular individuals.*
- *New HR systems functionality is being developed to ensure consistency in processing acting up and secondments. This is with the aim of improving equality monitoring in this area in the future.*
- *New HR systems functionality has been developed to allow us to monitor rewards and academic promotions for the first time. This is a critical step to enabling the School to monitor and review reward and academic promotion by protected characteristic, to ensure that there is equality of outcome.*
- *We have undertaken a review of support for staff returning from maternity/ paternity or long term leave.*
- *Since last year, there has been a launch of new family friendly policies and provisions to all staff, regardless of gender in respect of childcare, adult care and achieving a work life balance.*
- *The new improvements enhance existing provision by recognising that any member of staff can have an important caring role outside of work.*

Objective C – Delivering inclusive central and professional services we will:

- *We have developed a newly revised procurement policy, which amongst other things, strengthens our approach to meeting requirements under the Equality Act 2010 and best practice in relation to inclusive procurement.*

5. Areas of on – going focus over the next twelve months

In addition to ensuring continued progress against our plan, we will specifically undertake actions on the following:

(i) Governance, Compliance and Risk – Strengthening our Delivery Framework

Over the next twelve months we will develop an approach to delivering our objectives through a revised framework that drives greater engagement, accountability and responsibility. This means that we will work to create a culture which has an increased focus on using our strategic framework and governance structures to develop an approach to the delivery of our strategic objectives which clearly enables us to measure our progress and impact of our EDI efforts across the whole School.

This will enable SOAS to better understand the effectiveness of our actions, which in turn, will better enable us to review these in line with our corporate strategy and values. Activity to deliver this will include the following:

- A review of the composition of the Equality, Diversity and Inclusion Committee to ensure that all ‘action owners’ and key stakeholders are represented.
- Ensure that additional key EDI activity are reflected in our EDI Plan. This includes, for example, the HR Diversity Actions; our work on addressing the Attainment Gap; Inclusive Curriculum; Widening Participation, and Decolonising the Curriculum; Athena SWAN, and the Race Equality Charter. The revised framework will better enable all EDI related activity to be monitored and reviewed, thereby support an approach to embedding considerations of EDI in all aspects of the work of the School.
- Undertake an evaluation of actions that have been completed to better understand the impact of these actions. This will help to provide us with a forward view.

- Ensuring that the strategic objectives are embedded in the appropriate committees for action, updates and information. This will help to develop a culture where progress against the EDI action plan is appropriately shared across the School.

(ii) Athena SWAN and Action plan

Since the appointment of the current Equality, Diversity and Inclusion Manager in August 2017, the main priority has been to ensure the Athena SWAN submission was undertaken to meet the deadline of 30th November 2017.

At the time of our submission, the Chair of the Self – Assessment Team (SAT) was Chris Bramall, Interim Dean and Professor of the Faculty of Law and Social Sciences, and Chair of the Equality and Diversity Committee.

The SAT comprised a balance of members from key teams and departments, including amongst others, HR, Planning, Staff Learning and Development, Governance. There was also Trades Union, Academic and Professional Services representation.

Additional support was also made available through the recruitment of a data analyst on a fixed term basis. The provision of budget to allow this further demonstrates the importance of this for the School.

All the SAT members had an opportunity to contribute to the overall submission – in terms of lending insight, drafting responses and reviewing the overall submission and allied action plan.

Preparation of our submission included an external peer review of our draft submission and a review of successful submissions from other institutions.

The work towards our submission provided an additional benefit in that it provided an opportunity to ensure the alignment of a number of key HR Diversity Actions with the overall action plan that supported our submission.

The accompanying action plan (shown at table 1 below) sets out our commitment to ensuring that we maintain a continued focus on the attraction, selection and development of women.

Although the outcome of our submission was that we were not successful, we have a period of grace of twelve months. The School remains committed to progressing the actions that we have identified within the action plan. These are based on our work and data which has provided an understanding of some of the key challenges which impact on the careers of women.

It should also be noted that this action plan was received favourably by the Athena SWAN assessment panel.

Since we have been informed of our result, Executive Board have made a decision to continue to progress our submission for the Bronze Award.

Executive Board have further decided that we will make a commitment to apply for the Race Equality Charter. Over the next twelve months, actions that we will take to deliver against these objectives are as follows:

- The development of a revised Self - Assessment Team. This will be Chaired by Valerie Amos, supported by a co – chair. The purpose of this team will be to work to support the development of our re submission.
- The SAT will have representation from all departments, Trades Unions and Students

Athena SWAN Actions

- A gap analysis of our submission and actions in line with the feedback that we have now received
- Continued and more frequent meetings of the Self - Assessment Team to ensure that we continue to progress the actions that we have committed to undertake.
- Regular internal reporting of our progress to raise awareness, securing greater engagement and, where necessary, leverage.
- Ensuring that we develop a communications plan to raise awareness, highlight progress and to ensure that this is cascaded through all appropriate channels.
- Establish an employee resource group for women

Table 1 Athena Swan Action Plan Summary and Success Measures (2017 – 2021)

OBJECTIVE	SUCCESS MEASURE
1. Increase the proportion of professors who are female	At least 40% of professors across the professorial bands to be female by 2021 (29% in 2016; 41% of grade A professors were female in 2016)
2. Increase the proportion of lecturers who are female	At least 50% of lecturers (grade 8) to be female by 2021 (46% in 2016)
3. Increase the proportion of higher grade professors who are female	At least 33% of grade B professors to be female by 2021 (20% in 2016; 41% of grade A professors were female in 2016)
4. Increase the proportion of professors who are BME women to reflect the female BME percentage of SOAS	By 2021 the female BME percentage of female professors to be the same as the BME figure
5 Review how the School can provide equitable opportunities for growth, development and promotion across different professional services and academic roles including fractional staff.	Increased number of women in senior roles and enhanced success of women in promotion. Equitable balance across substantive and fractional post holders.
6. Increase the proportion of women in senior management roles	At least 40% of Executive Board to be female on average during 2017-2021 (7 out of 19 on the new EB in 2017 i.e. 37%)
7. Create a supportive environment for Trans People across SOAS	Positive feedback on trans policies and procedures in staff questionnaires
8. Improved data collection and monitoring	Successful collection of workload data and introduction of new gender category into employment records

9. Strengthen the Athena SWAN process	Apply for a silver award in the next SOAS Athena SWAN application
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Progress Toward Making a Submission for the Race Equality Charter

Whilst the SAT will focus attention on the Athena SWAN submission, it must be recognised that the requirements for a successful Race Equality (Bronze) submission are highly demanding. To begin to prepare for our submission, over the next twelve months we will:

- Develop a Race Equality Charter submission project plan
- Develop a race equality employee resource group
- Review our staff and student data in line with the submission requirements
- Develop a communications plan to raise awareness, and to prepare for the launch of the surveys that are an integral requirement of the submission

(ii) Gender Pay Gap Report

The annual Gender Pay Gap report 2017 at SOAS can be viewed via the following link:

<https://www.soas.ac.uk/equalitydiversity/reports/gender-pay-gap/>

In summary, this report shows a steady decrease in the average pay gap between male and female staff, narrowing from 13.5% in 2009 to 9.8% in 2017. This reflects the steps already made by the School to identify and address the causes of the pay gap.

While the SOAS gender pay gap is narrower than organisations across the whole UK economy and within the Higher Education sector, the School remains committed to taking continued action to further reduce the gender pay gap.

These actions are outlined in Section 3 of the report. Specifically, these will be addressed through the following:

We have committed to a series of actions to address **recruitment** (the Athena Swan Charter and action plan), **promotion** (Promotion Done Better programme) and **workplace policies** (Family Friendly Review).

Under our Athena Swan action plan, the School has committed to:

- Increase the proportion of women holding full-time academic contracts.
- Increase the proportion of women who are professors and the proportion on the higher professorial grades.
- Increase the proportion of BME women holding permanent academic contracts.

Furthermore, the School's '**Promotion Done Better**' programme aims to increase the numbers of BME and female staff in senior academic and professional services positions by supporting and enabling their career progression.

The School has put in place a range of measures including a mentoring scheme aimed at BME and female staff, the introduction of acting up and secondment policies, measures designed to encourage staff to apply for annual rewards and promotion, and the provision of career development programmes and workshops.

The School is implementing a series of measures to remove barriers faced by female academic and professional staff with caring responsibilities and to assist in developing their careers, as a result of the **SOAS Family Friendly Review** process.

Outcomes of this review include enhanced maternity pay; enhanced adoption and surrogacy pay; enhanced shared parental leave and pay; emergency care payments for staff who need to arrange emergency adult caring or childcare support; and out of hours payments for staff to attend activities linked to career enhancement, such as evening conferences and seminars, and research presentation opportunities representing SOAS.

(iii) Campaign to Improve Staff Data Across All Protected Characteristics

Although the overall levels of reporting against the protected characteristics is not poor, we believe that this can be improved. For instance, there are particular ‘protected characteristics’, where the disclosure rate is significantly lower than others. This includes for example, gender identity and sexual orientation. Added to this is the fact that all our disclosure rates include those who have exercised a ‘prefer not to say’ option.

Over the next twelve months, we will deliver an awareness raising campaign to raise awareness about the importance of data, and encouraging staff to share their data.

This exercise is necessary as it will further support our EDI insights, enabling us to ensure that we have the right focus on the priority areas going forward

(iv) Development of Employee Resource Groups

To ensure that the School is better able to deliver against the agreed actions as a result of the ‘Promotion Done Better’ initiative, we will need to develop a Black and Minority Ethnic staff group, and a Women’s Group.

Each group would develop its terms of reference and work plan, which it would own and drive forward.

Having these groups in place would also enable SOAS to begin to develop a greater culture of inclusion across the School.

APPENDIX (i) STAFF DATA

Current workforce data by protected characteristic

(i) Overview of staff data

Figure 1: Total number of staff

YEAR	Number of Employees
2016	1225
2017	1239
2018	1288

The total number of staff in 2018 was 1288. This is an increase of 63 from 2016

Figure 2: Disclosure rates

Protected Characteristic	Disclosure Rate (%)
Age	100%
Disability	97.7%
Ethnicity	97.7%
*Gender Identity	17%
Marital Status	34%
Religion or Belief	32.5%
**Sex	100%
Sexual Orientation	30.8%

* The inclusion of this category reflects new HESA requirements which require allowing an option to declare if your gender identity has changed since birth.

**This is 100% as declaration is an HMRC requirement.

Insight:

An analysis of the disclosure rates demonstrates lower rates of disclosure for gender Identity, marital status and religion/ belief and sexual orientation.

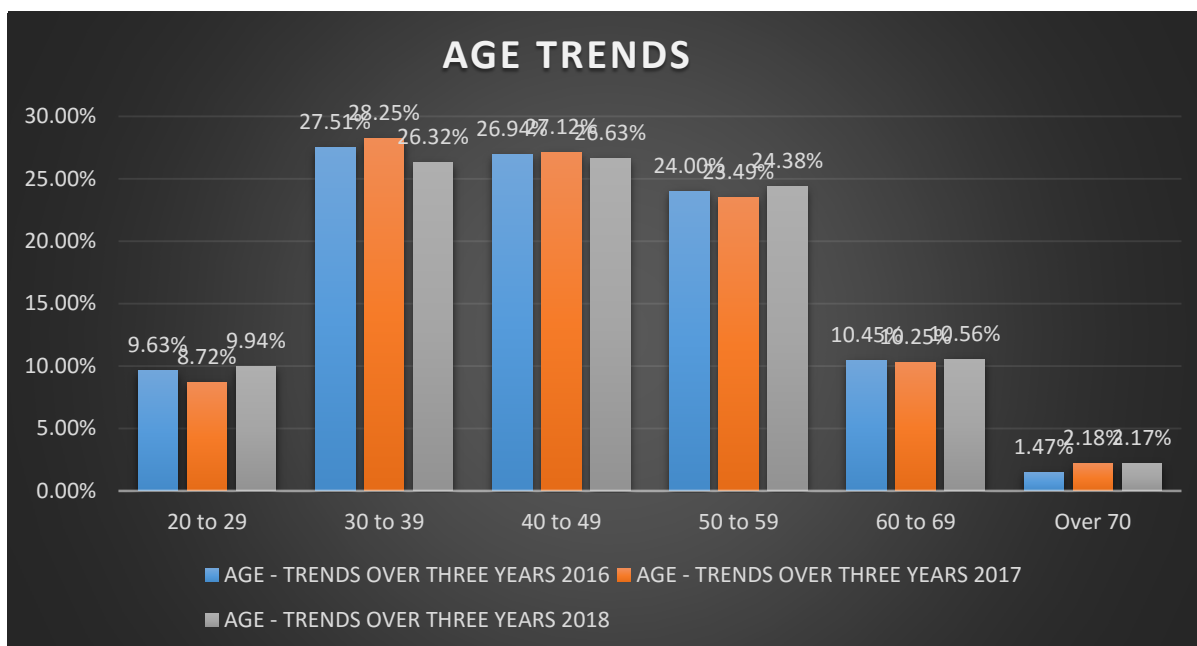
Action identified: we will undertake an internal data campaign based on best practice, aimed at raising awareness of the importance of data with definitions of each protected characteristic, encouraging staff to share their data. This will be supported with an explanation of the use of the data and anonymity.

Age

Figure 3: Breakdown of Staff by Age Group

AGE - TRENDS OVER THREE YEARS			
Year	2016	2017	2018
20 to 29	9.63%	8.72%	9.94%
30 to 39	27.51%	28.25%	26.32%
40 to 49	26.94%	27.12%	26.63%
50 to 59	24.00%	23.49%	24.38%
60 to 69	10.45%	10.25%	10.56%
Over 70	1.47%	2.18%	2.17%
Grand Total	100.00%	100.00%	100.00%

Table 3a: Further detailed graph of breakdown of staff by age



Sector Comparator:

Across the UK, 16.8% of staff working in higher education were aged 30 and under. The proportion of staff in this age group was higher in England (17.1%). (*Equality Challenge Unit (ECU) Equality in Higher Education: statistical report 2017*)

***Because data in this ECU report is currently voluntary to return, the ECU does not yet have a national demographic picture of the HE staff population in relation to gender reassignment, religion and belief, or sexual orientation. Therefore sector comparators have only been provided where these are available.)**

Insight:

In comparison to the national average, the age profile of staff at SOAS is higher in the age band of 30 – 39

Action:

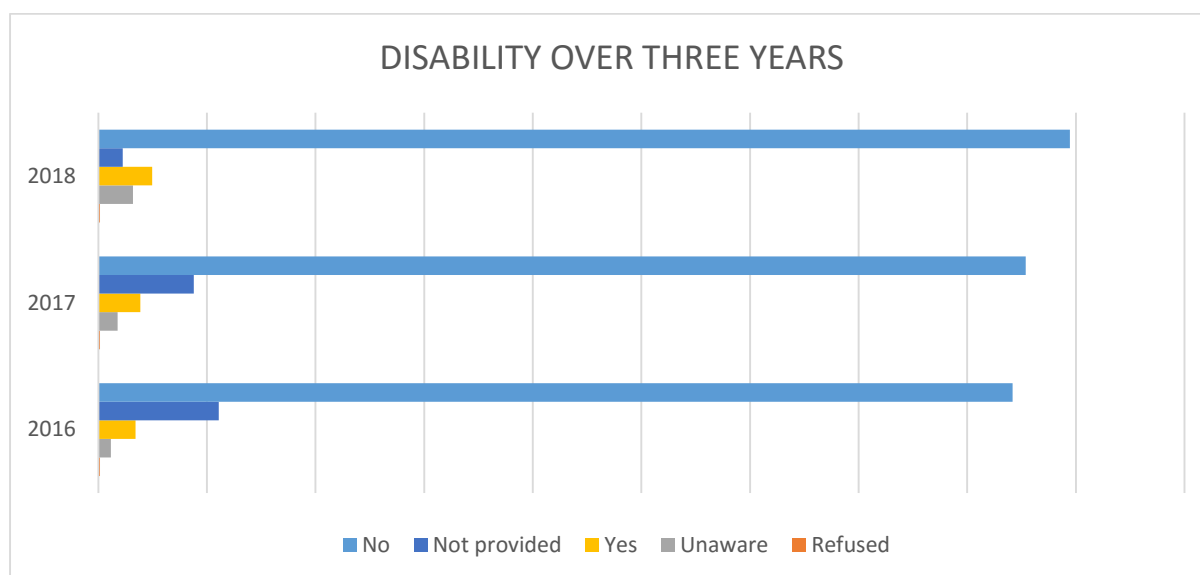
No specific action relating to age is intended specifically in relation to our age profile in the next twelve months.

Disability

Table 4: Breakdown of staff by with declared disability

DISABILITY OVER THREE YEARS			
Year	2016	2017	2018
No	84.16%	85.39%	89.44%
Refused	0.16%	0.16%	0.16%
Unaware	1.14%	1.78%	3.18%
Yes	3.43%	3.87%	4.97%
Not provided	11.10%	8.80%	2.25%

Table 4a: Further detailed graph of staff with declared disability



Sector Comparator:

Overall, 4.6% of staff working in higher education declared as disabled in 2015/16. Disability disclosure rates were higher among staff working in Northern Ireland (5.9%) and Wales (5.2%) than in England (4.7%) and Scotland (3.3%). **(Equality Challenge Unit (ECU) Equality in Higher Education: statistical report 2017)**

Insight:

The disclosure rates for disability at SOAS have decreased from the ‘not provided’ option from 11.10% in 2016 to 2.25% in 2018.

Action:

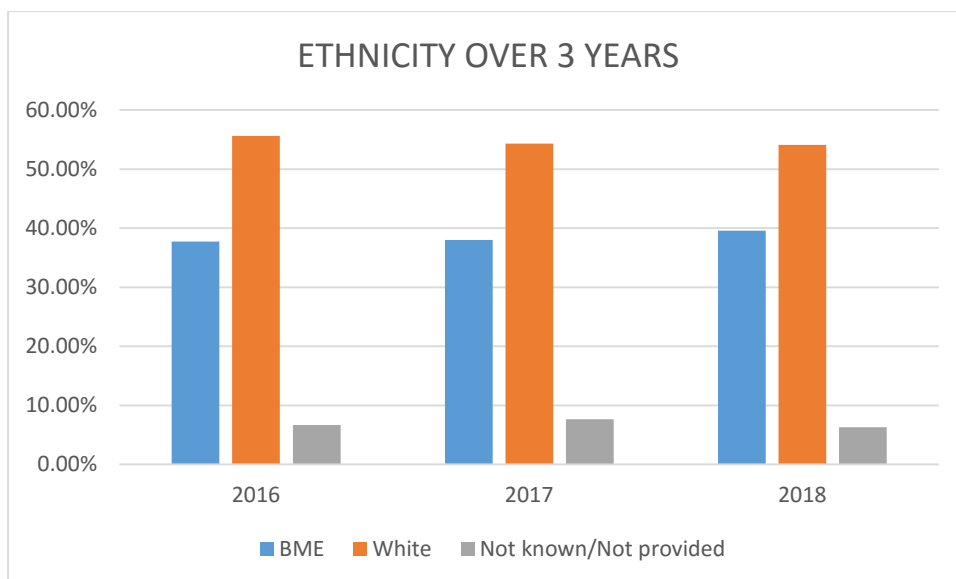
We will ensure that people are positively encouraged to disclose if they have a disability in our planned data campaign. This will include definitions and examples of a range of disabilities, together with signposting staff to appropriate sources of advice and support.

Ethnicity

Table 5: Breakdown of staff by ethnicity

ETHNICITY OVER THREE YEARS			
YEAR	2016	2017	2018
BME	31.7%	38.01%	39.60%
WHITE	55.59%	54.23%	54.11%
NOT KNOWN/ NOT PROVIDED	6.69%	7.67%	6.29%

Table 5a: Further detailed graph of staff by disability



Sector Comparator:

In terms of overall figures, of those with known ethnicity, 8.9% of UK staff identified as BME. However, this proportion varied by nation, ranging from 2.1% in Northern Ireland to 10.1% in England. The proportion of staff who identified as BME was considerably higher among non-UK staff at 28.3%. Overall, ethnicity was not known for an additional 5.4% of UK staff and 8.9% of non-UK staff. ***(Equality Challenge Unit (ECU) Equality in Higher Education: statistical report 2017)***

Insight:

Whilst the ethnicity figure for SOAS has consistently remained above the sector (and increased from 31.7% in 2016 – 39.60% in 2017), we are committed to ensuring an improvement here.

Action:

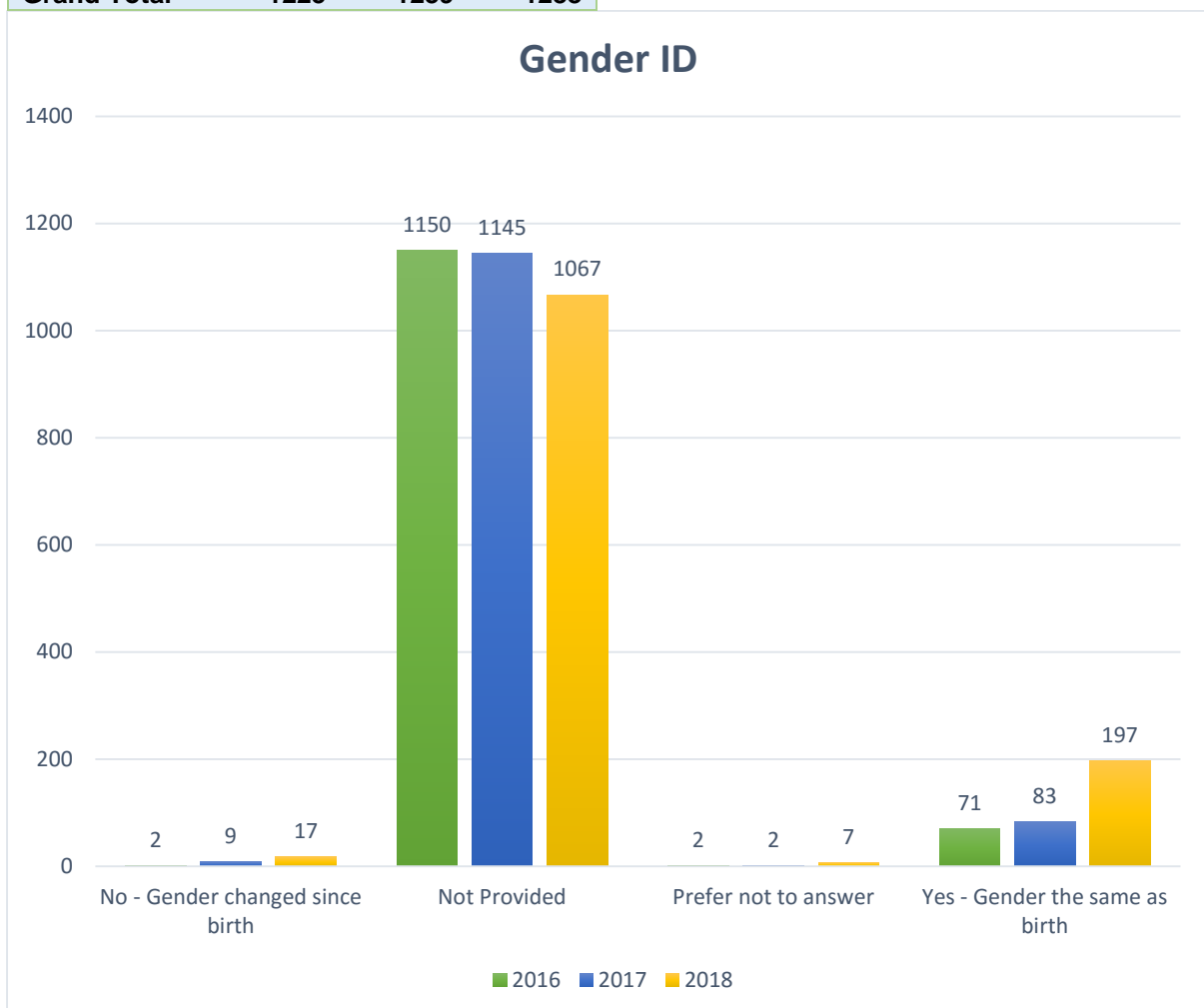
We shall undertake an analysis of our data from attraction to appointment to ensure that we better understand the impact of our recruitment procedures on BME staff. This in turn will enable us to develop actions at key points of the employee cycle, from attraction to exit.

Gender Identity

Table 5: Breakdown of staff by gender identity

Gender ID	2016	2017	2018
No - Gender changed since birth	2	9	17
Not Provided	1150	1145	1067
Prefer not to answer	2	2	7
Yes - Gender the same as birth	71	83	197
Grand Total	1225	1239	1288

Table 5a: Further detailed graph by gender identity



Insight:

In the three year period, the vast majority of responses have remained consistently high in the ‘not provided’ option

Action:

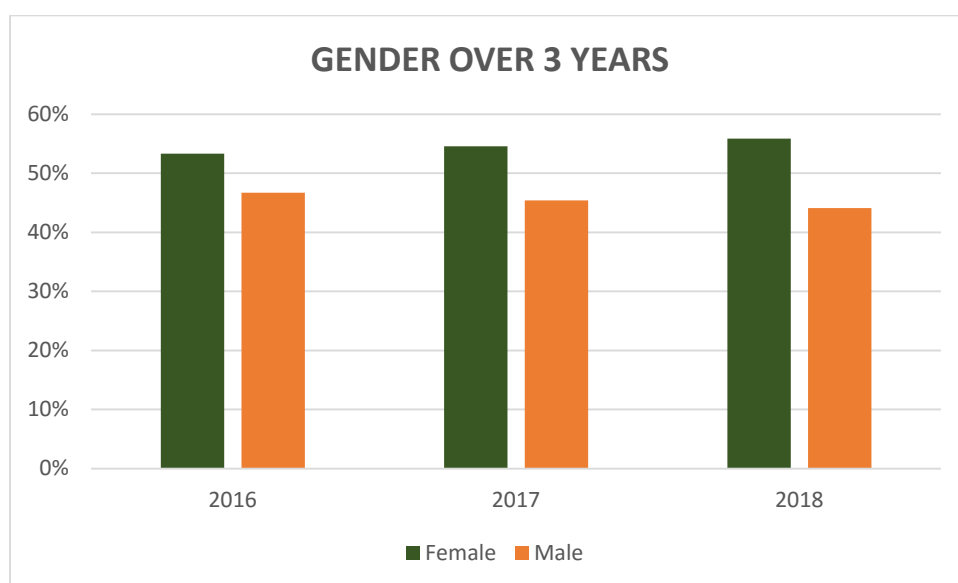
This is an area that we will continue to monitor, starting with the analysis of the planned data campaign mentioned above.

Sex (gender)

Table 6: Breakdown of staff by sex (gender)

GENDER OVER THREE YEARS			
Year	2016	2017	2018
Female	53.30%	54.60%	55.90%
Male	46.69%	45.40%	44.10%

Table 6a: Further detailed graph by sex



Sector Comparator:

In 2015/16, 54.1% of staff working in UK higher education were women and 45.9% were men. ***(Equality Challenge Unit (ECU) Equality in Higher Education: statistical report 2017)***

Insight:

The overall gender balance has remained almost consistent over the three period, with a slightly higher proportion of women than men.

In terms of the sector, whilst the gender representation of women at SOAS is slightly higher, and for men it is slightly lower than the national figure, the differences are not statistically significant.

Action:

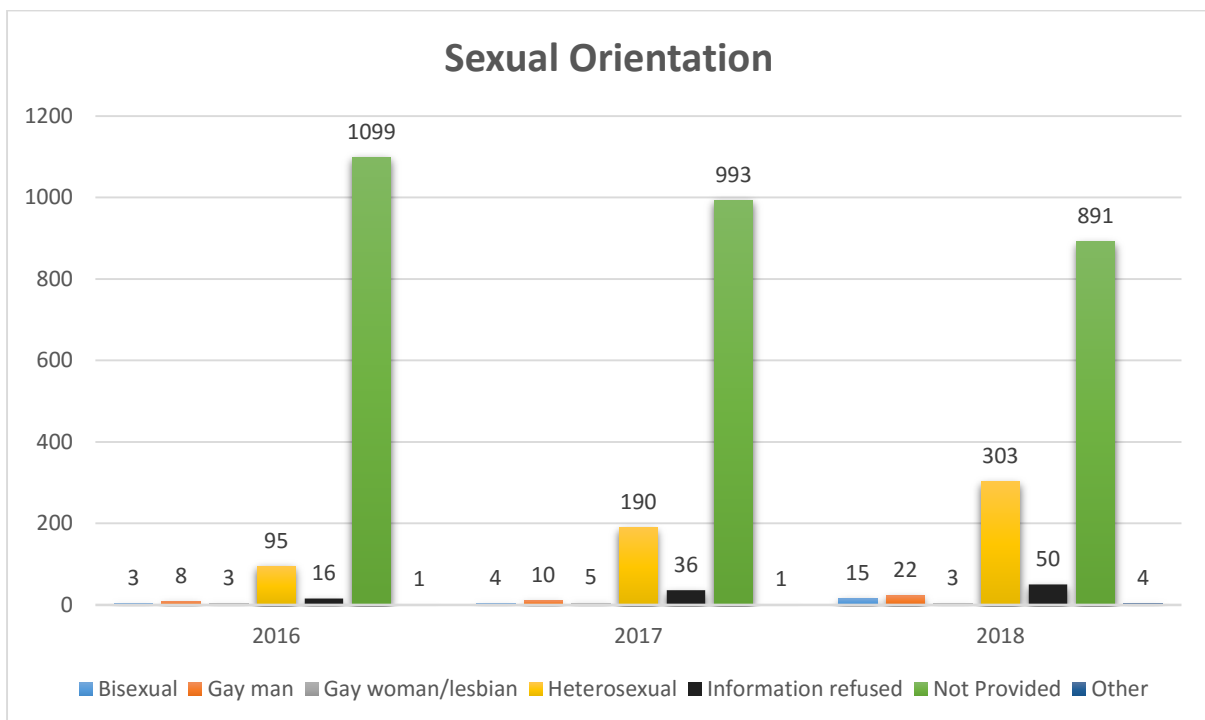
Whilst we know that our challenge is not in attracting and recruiting women, we understand that there are other challenges, for example, progression. These challenges have been identified and we will continue to monitor the measures that we have put in place, for example through our Gender Pay Gap Report and our Athena SWAN action plan.

Sexual Orientation

Table 7: Breakdown of staff by sexual orientation

Sexual Orientation	2016	2017	2018
Bisexual	3	4	15
Gay man	8	10	22
Gay woman/lesbian	3	5	3
Heterosexual	95	190	303
Information refused	16	36	50
Not Provided	1099	993	891
Other	1	1	4
Grand Total	1225	1239	1288

Table 7b: Further detailed graph of staff by sexual orientation



Insight:

The data shows that the highest field over the three year period is 'not provided'.

Action:

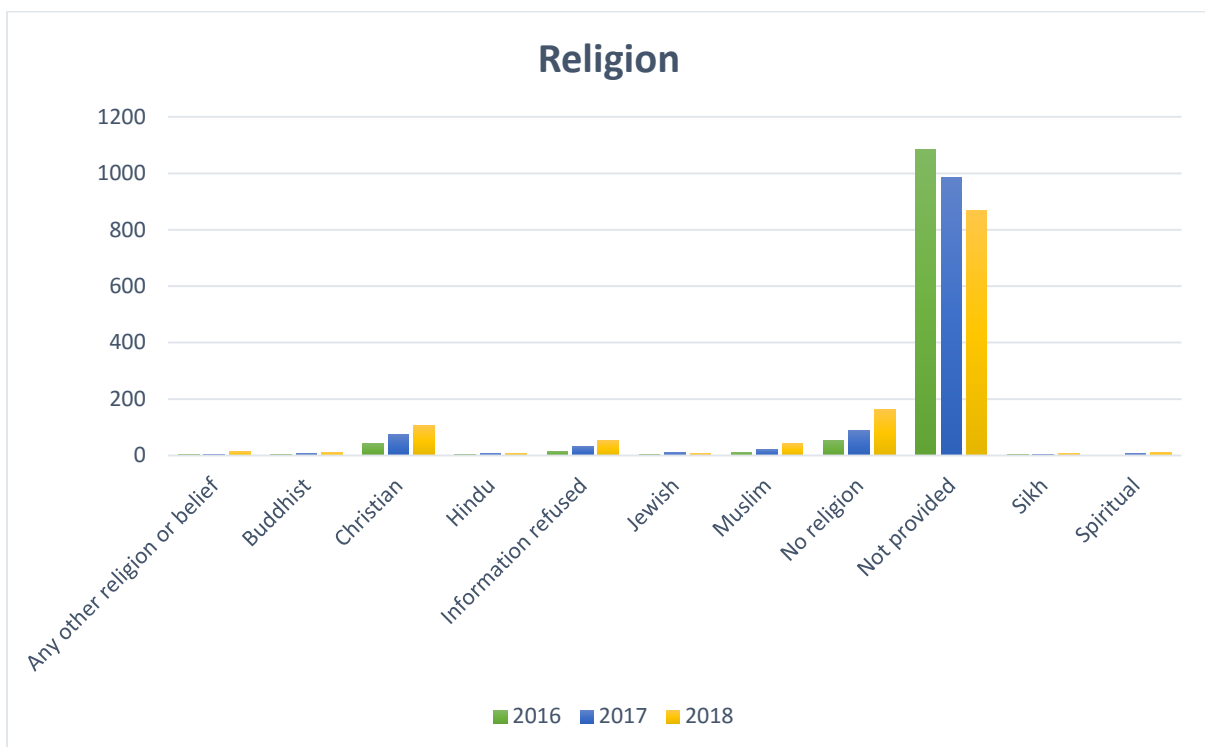
Apart from the overall action relating to improving our data, no specific action is planned specifically in relation to this category.

Religion/Belief

Table 8: Breakdown of staff by Religion/ Belief

Religion	2016	2017	2018
Any other religion or belief	2	3	12
Buddhist	3	6	10
Christian	43	75	106
Hindu	2	7	8
Information refused	16	33	53
Jewish	5	10	6
Muslim	11	22	42
No religion	54	90	165
Not provided	1086	985	869
Sikh	2	2	6
Spiritual	1	6	11
Grand Total	1225	1239	1288

Table 8a: Further detailed graph of staff by religion/belief



Insight:

The data shows that the highest field over the three year period is 'not provided'.

Action:

Apart from the overall action relating to improving our data, no specific action is planned specifically in relation to this category.

APPENDIX (ii) STUDENT DATA

Overview

Figure 1:

Total Student Headcount	4831	100%
Total student at Undergraduate (UG) level	2830	59%
Total student at Postgraduate Taught (PGT) level	1579	33%
Total student at Postgraduate Research (PGR) level	422	9%

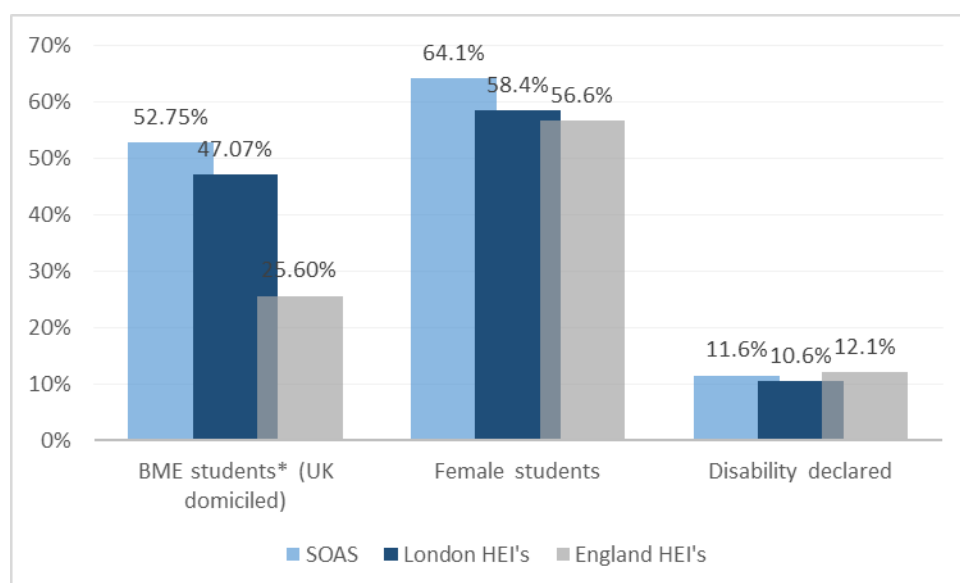
Source: ENSTATS 01-DEC-2017 reconciled to HESES. .

Excludes Non-award and Certs/Dips.

How do we compare against other HEIs?

Figure 2 compares SOAS against the average statistics for the Higher Education (HE) Sector in London and England. These figures are the latest HESA statistics (depicting of black and minority, female, and disabled students) available (2016/2017).

Figure 2:



Source: Heidi Plus

Ethnicity

Figure 3 shows a broad overview of the ethnicity of students broken down by Black and minority Ethnic (BME) and White. Unknown/Not applicable (students have preferred not to answer or the information has not been entered) has been excluded.

SOAS BME population is larger than the average of either London or England Higher Education Institutions (HEI's).

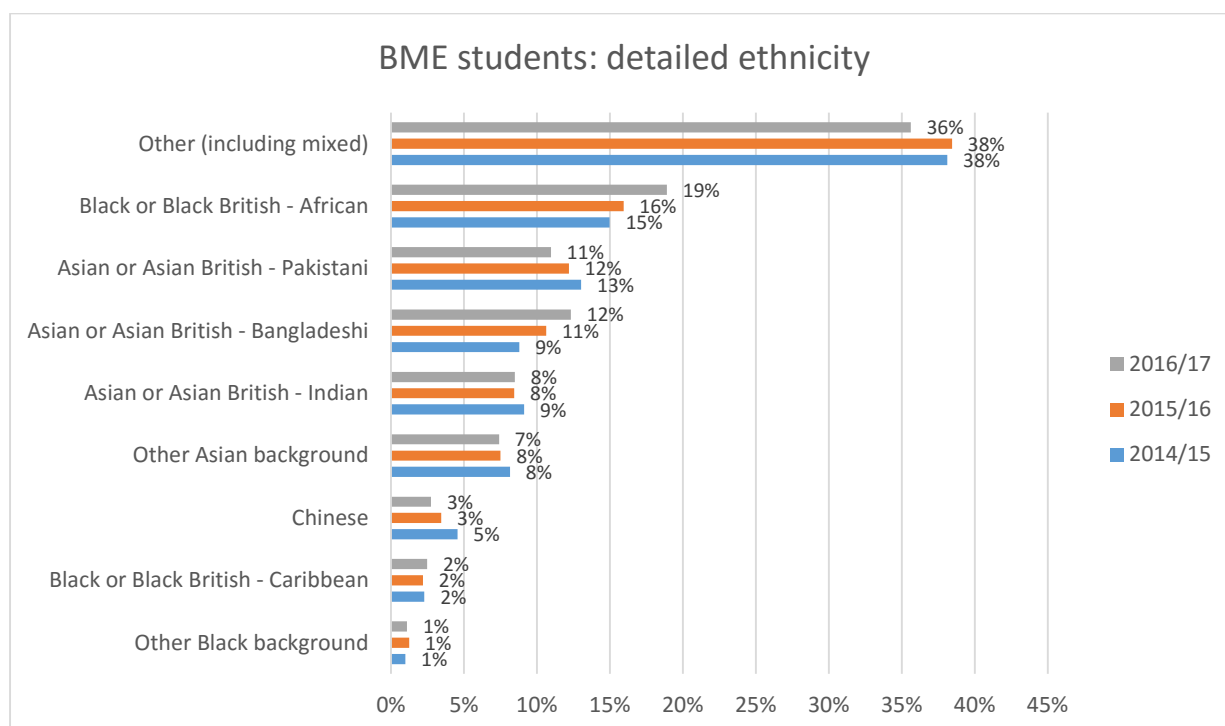
Figure 3: Breakdown of students by ethnicity

	2014/15	2015/16	2016/17	Avg.
Black and Minority Ethnic				
SOAS	53%	53%	55%	53%
Lodon HEI's	47%	47%	48%	47%
England HEI's	24%	25%	26%	25%
White				
SOAS	47%	47%	45%	47%
Lodon HEI's	53%	53%	52%	53%
England HEI's	76%	75%	74%	75%
Grand Total	100%	100%	100%	100%

Source: Heidi Plus

Figure 4 shows more detailed breakdown of the ethnicity of students who identify themselves as being from a BME background (as categorised by HESA).

Figure 4:



Source: Heidi Plus

Disability

Figure 5 shows a broad overview of students who have declared that they are disabled, those who have declared they are not disabled and 'unknown' (where students have preferred not to answer or the information has not been entered).

SOAS proportions are the same as the average of England HEI's.

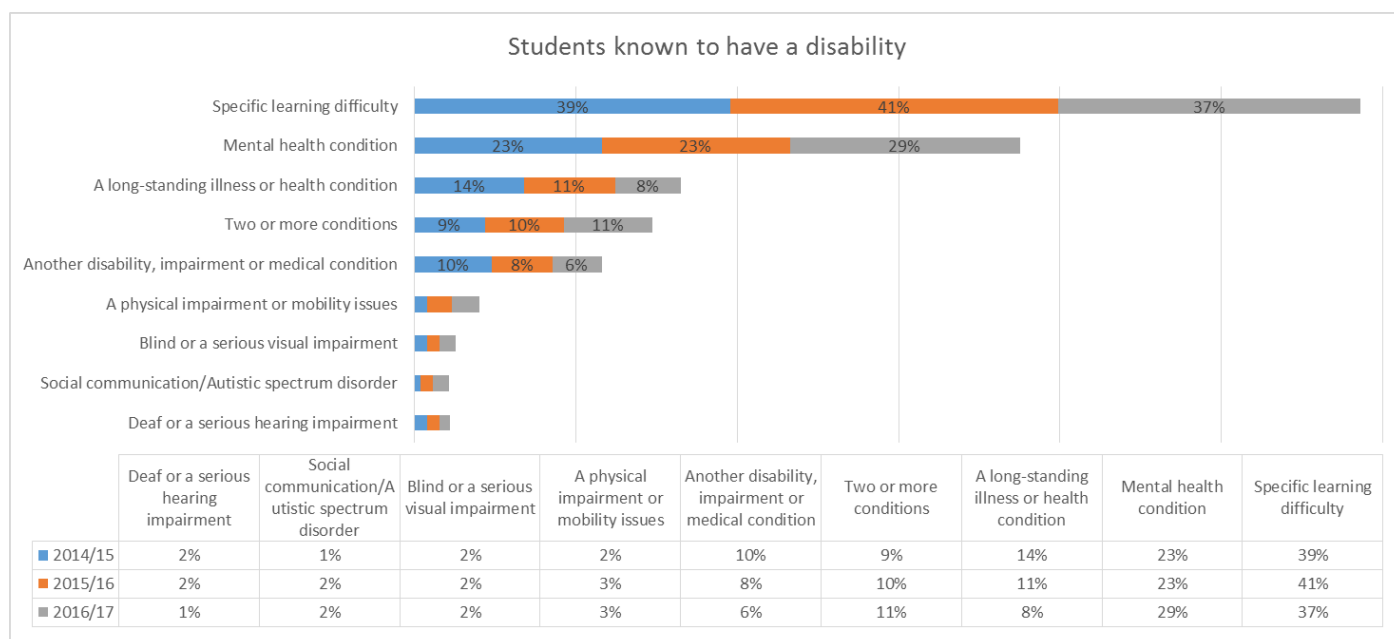
Figure 5: Breakdown of students by disability

	2014/15	2015/16	2016/17	Avg.
Known to have a disability				
SOAS	11%	11%	12%	11%
Lodon HEI's	10%	10%	11%	10%
England HEI's	11%	11%	12%	11%
No known disability/unknown				
SOAS	89%	89%	88%	89%
Lodon HEI's	90%	90%	89%	90%
England HEI's	89%	89%	88%	89%
Grand Total	100%	100%	100%	100%

Source: Heidi Plus

Figure 5b breaks down the percentage of students who have declared that they are disabled, by their impairment type or condition (categories as defined by HESA).

Figure 5b:

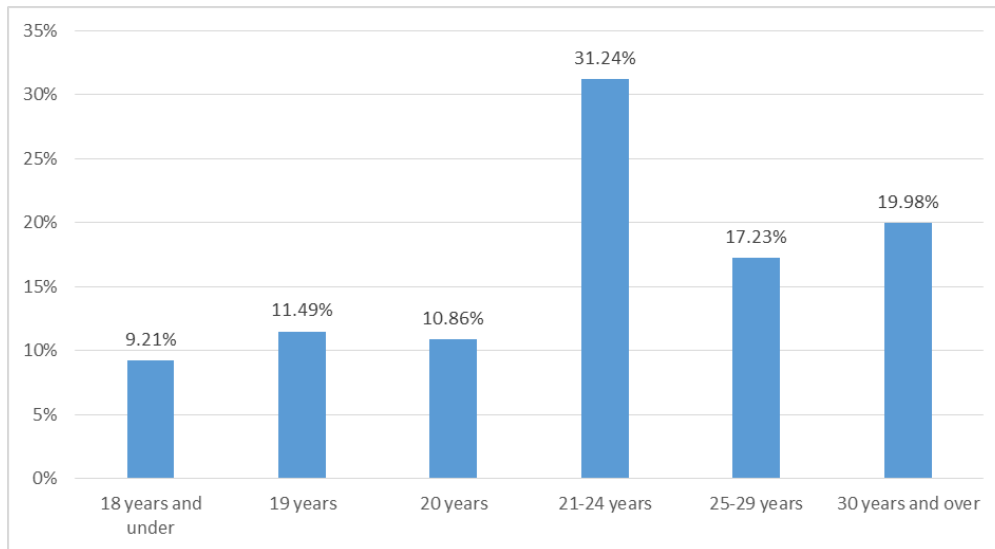


Source: Heidi Plus

Age

Figure 6 shows a broad breakdown of SOAS students by age group in 2016/17

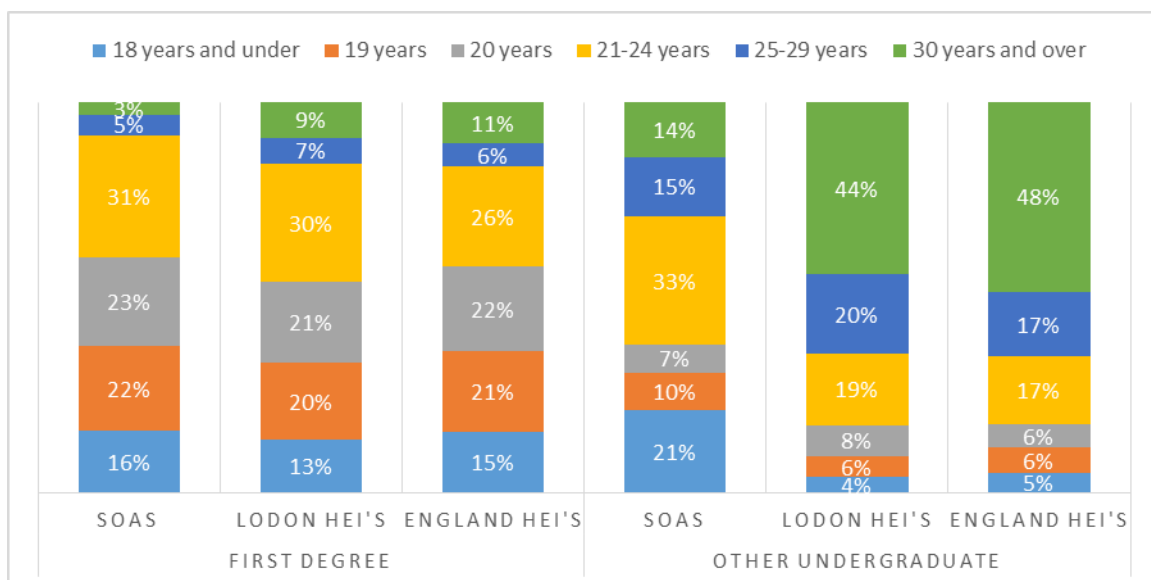
Figure 6:



Source: Heidi Plus

Figures 7 show a more detailed breakdown of students by age and level of study (if they are at Undergraduate (UG) level, Postgraduate Taught (PGT), or conducting Postgraduate Research (PGR)). These figures are an average of last three academic years.

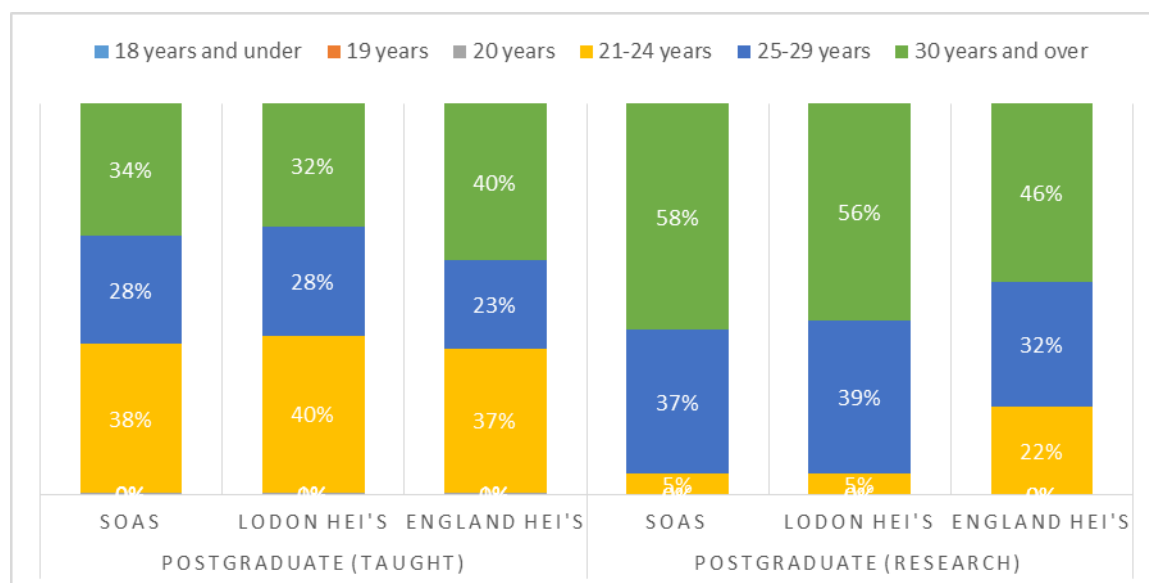
Figure 7a: Undergraduate (3 years avg.)



Source: Heidi Plus

SOAS has a larger percentages of young students at both First Degree and Other Undergraduate level than other London HEI's. The percentage of 30 years and over is smaller than that of the average of London and England institutions at both levels too.

Figure 7b: Postgraduate (3 years avg.)



Source: Heidi Plus

At PGT level, SOAS proportions are similar to the averages of London and England HEI's. SOAS and London PGR proportion of the younger and older age brackets show important differences to the England HEI's average.

Gender identity, Religion/Belief and Sexual Orientation

Gender identity

Total completion rate: 74.5%

Figure 8 shows a 2016/17 breakdown of SOAS students who have declared that their gender is 'the same as the gender identity they were assigned at birth' or their gender identity is 'different from the gender identity they were assigned at birth'.

Figure 8:

Gender identity is the same	69.9%
Gender identity is different	0.5%
Information refused	4.2%
Unknown	25.5%

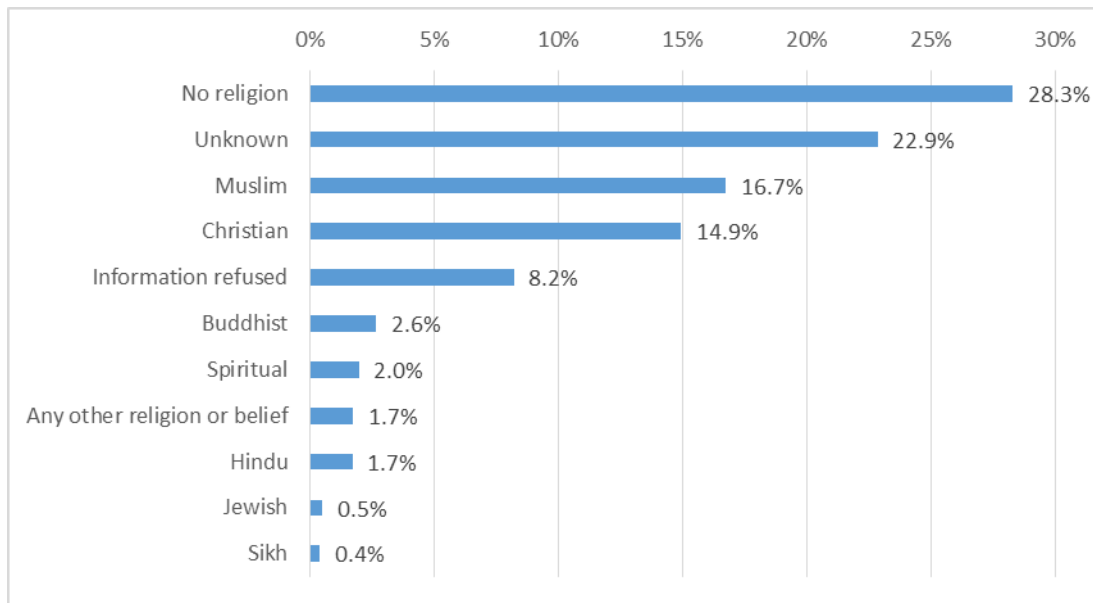
Source: HESA Student Record 2016/2017. HESA data supply

Religion and Belief

Total completion rate: 77.1%

Figure 9 shows a 2016/17 breakdown of SOAS students by their religion/belief (or lack of religion/belief)

Figure 9:



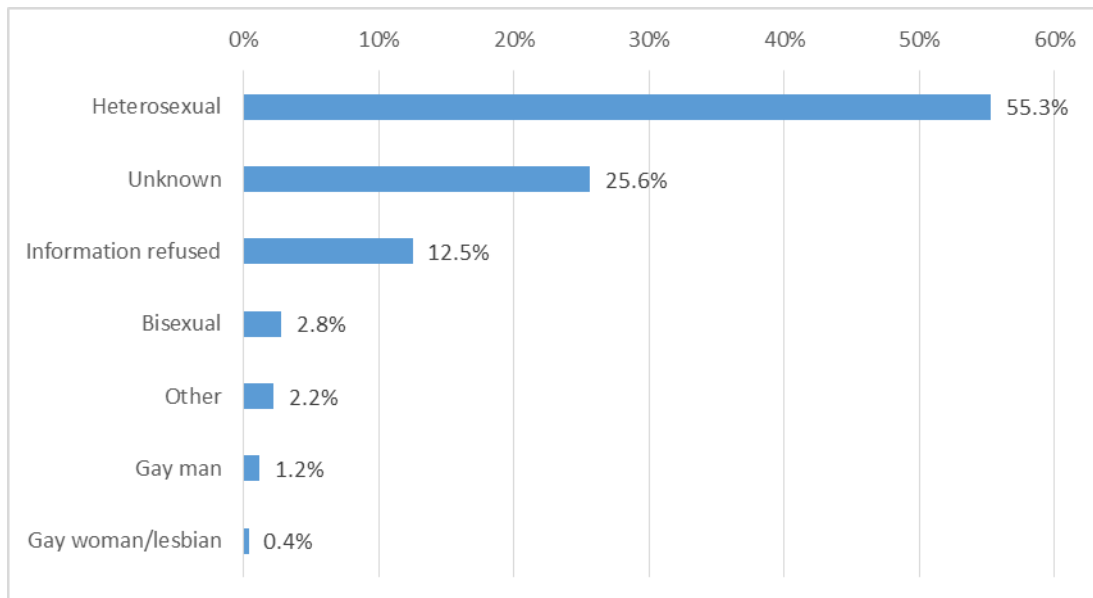
Source: HESA Student Record 2016/2017. HESA data supply

Sexual Orientation

Total completion rate: 74.4%

Figure 10 shows a 2016/17 breakdown of SOAS students by their sexual orientation

Figure 10:



Sex (Gender)

Figure 11 shows an overview of the gender of students.

SOAS female population is larger than the average of either London or England Higher Education Institutions (HEI's).

Figure 11:

	2014/15	2015/16	2016/17	Avg.
Female				
SOAS	63%	63%	64%	63%
Lodon HEI's	58%	58%	58%	58%
England HEI's	56%	56%	57%	56%
Male				
SOAS	37%	37%	36%	37%
Lodon HEI's	42%	42%	42%	42%
England HEI's	44%	44%	43%	44%
Other				
SOAS	0.0%	0.0%	0.0%	0.0%
Lodon HEI's	0.0%	0.0%	0.1%	0.0%
England HEI's	0%	0%	0%	0%
Grand Total	100%	100%	100%	100%

Attainment by Protected Characteristic.

The data below represents attainment levels by protected characteristic where this is available to report upon.

Attainment by disability

Figure 12 shows the trends and three years average of the classifications of first degrees awarded to UK domiciled students broken down by disability. Both in London and England, the differences between the classifications obtained by students known to have a disability and those with no known disability are very small. This shows that the disability status does not have a major effect on the award obtained. In contrast, SOAS differences of these two students groups are important. The proportion of students with no known disability obtaining First class honours is 10% larger than the proportion of students with a declared disability. It is also lower than the proportions in London and England.

Figure 12:

	SOAS				London				England			
	2014/15	2015/16	2016/17	Avg.	2014/15	2015/16	2016/17	Avg.	2014/15	2015/16	2016/17	Avg.
Known to have a disability												
First class honours	8%	18%	13%	13%	19%	20%	23%	21%	20%	21%	23%	21%
Upper second class honours	85%	71%	75%	76%	48%	47%	47%	48%	49%	50%	49%	49%
Lower second class honours	8%	12%	13%	11%	23%	23%	21%	22%	23%	22%	20%	21%
Third class honours/Pass	0%	0%	0%	0%	5%	5%	4%	5%	5%	5%	5%	5%
Unclassified					5%	5%	5%	5%	4%	4%	3%	4%
No known disability/unknown												
First class honours	21%	24%	23%	23%	20%	22%	26%	23%	22%	24%	26%	24%
Upper second class honours	57%	59%	59%	58%	45%	46%	45%	45%	48%	48%	48%	48%
Lower second class honours	17%	13%	14%	15%	23%	22%	20%	22%	20%	19%	18%	19%
Third class honours/Pass	4%	4%	3%	4%	6%	5%	5%	5%	5%	5%	4%	5%
Unclassified	0%	0%	0%	0%	5%	5%	5%	5%	4%	4%	4%	4%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Attainment by age range

Figure 13 shows the trends and three years average of the classifications of first degrees awarded to UK domiciled students broken down by age range. The structure of awards is the similar for SOAS, London and England: the majority of students tend to obtain Upper seconds class honours followed by Lower second and First class. However, SOAS proportion of Upper second class honours are the highest for all age ranges. First class honours proportion at SOAS are lower than benchmarks, but differences are not significant.

Figure 13:

	SOAS				London				England			
	2014/15	2015/16	2016/17	Avg.	2014/15	2015/16	2016/17	Avg.	2014/15	2015/16	2016/17	Avg.
18-20 years												
First class honours	0%	0%	0%	0%	22%	24%	27%	24%	20%	21%	25%	22%
Upper second class honours	100%	100%	100%	100%	56%	57%	51%	55%	58%	57%	57%	57%
Lower second class honours	0%	0%	0%	0%	20%	20%	20%	20%	20%	20%	17%	19%
Third class honours/Pass					1%	0%	2%	1%	2%	2%	2%	2%
Unclassified					0%	0%	0%	0%	0%	0%	0%	0%
21-24 years												
First class honours	21%	23%	23%	23%	21%	23%	26%	23%	22%	24%	26%	24%
Upper second class honours	60%	62%	62%	61%	49%	49%	48%	49%	51%	51%	51%	51%
Lower second class honours	16%	12%	14%	14%	22%	20%	18%	20%	20%	19%	17%	19%
Third class honours/Pass	3%	2%	1%	2%	4%	4%	4%	4%	4%	4%	3%	4%
Unclassified	0%	0%	0%	0%	4%	4%	4%	4%	3%	3%	3%	3%
25-29 years												
First class honours	11%	18%	29%	19%	18%	19%	22%	19%	21%	22%	24%	22%
Upper second class honours	56%	55%	57%	56%	34%	35%	35%	35%	37%	37%	36%	37%
Lower second class honours	22%	18%	14%	19%	24%	23%	21%	23%	23%	22%	21%	22%
Third class honours/Pass	11%	9%	0%	7%	10%	10%	9%	9%	8%	8%	8%	8%
Unclassified					14%	13%	13%	14%	11%	11%	10%	11%
30 years and over												
First class honours	25%	14%	17%	18%	19%	21%	23%	21%	21%	23%	24%	23%
Upper second class honours	50%	43%	33%	41%	37%	36%	36%	36%	38%	37%	37%	37%
Lower second class honours	25%	29%	33%	29%	30%	30%	28%	29%	25%	24%	24%	24%
Third class honours/Pass	0%	14%	17%	12%	10%	10%	9%	10%	9%	10%	10%	10%
Unclassified					5%	4%	4%	4%	7%	6%	5%	6%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Figure 14 shows the trends and three years average of the classifications of first degrees awarded to UK domiciled students broken down by BME and white students. The proportion of SOAS BME students obtaining First class honours has been increasing in the last three years, but remains lower than London and England averages. In contrast, the proportions of SOAS white students obtaining either First class honours or Upper Second class honours are higher than both benchmarks.

It is also interesting to note that the proportion of SOAS BME students achieving an Upper second class honours is higher than the proportions of London and England.

Figure 14:

	SOAS				London				England			
	2014/15	2015/16	2016/17	Avg.	2014/15	2015/16	2016/17	Avg.	2014/15	2015/16	2016/17	Avg.
Black and Minority Ethnic												
First class honours	11%	15%	16%	14%	15%	16%	19%	17%	15%	16%	18%	16%
Upper second class honours	66%	65%	65%	65%	43%	44%	44%	44%	44%	45%	45%	45%
Lower second class honours	19%	18%	16%	18%	30%	28%	26%	28%	29%	28%	26%	27%
Third class honours/Pass	4%	3%	4%	4%	8%	7%	6%	7%	7%	7%	7%	7%
Unclassified	0%	0%	0%	0%	5%	5%	5%	5%	5%	5%	4%	5%
White												
First class honours	31%	35%	30%	32%	26%	28%	32%	29%	24%	26%	29%	26%
Upper second class honours	56%	57%	57%	57%	49%	49%	47%	48%	50%	50%	49%	50%
Lower second class honours	13%	5%	11%	9%	16%	15%	13%	15%	18%	17%	16%	17%
Third class honours/Pass	0%	3%	3%	2%	3%	3%	2%	3%	4%	3%	3%	3%
Unclassified	0%	0%	0%	0%	5%	5%	5%	5%	4%	4%	3%	3%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Commentary on Student Data

The School recognises the challenges it faces, particularly in regard to BME attainment. To this end, a working group has investigated some of the challenges and developed an action plan. Going forward, these actions will be captured in the EDI Plan, which will support the monitoring and review of these actions.

SOAS is further progressing its work on Inclusive Learning and Teaching and Assessment, Widening Participation and Decolonising the Curriculum. A collective focus on all these key areas of activity will enable to SOAS to ensure that we continue to better understand challenges faced by Black and Minority Ethnic students, and to develop and deliver actions effect more equal attainment outcomes.