Equality, Diversity and Inclusion
Annual Report
2019-2020

Contents

1. Foreword from the Director

This report reflects SOAS' commitment to equality, diversity and inclusivity. This year we gained Athena SWAN Accreditation once more and developed a new five-year strategy to continue to build on our work to keep our school a place where everyone feels welcome.

At SOAS, we pride ourselves on the diversity of our workforce and student community. Nearly half of our students are from outside the UK, and two out of five of our staff are from BAME backgrounds. We have made good progress in narrowing the gender pay gap and we also a want to be a place where students from LGBTQ+ backgrounds and those with disabilities feel at home. This means constantly challenging ourselves and working to ensure our culture is as inclusive as it can be.

SOAS is committed to inclusive learning and teaching. We want every student to realise their potential and feel fulfilled in their time with us. That is our goal. Our students and staff feel passionately about these issues and want SOAS to play a leading role in bringing about change in the higher education sector and in the wider society.

In this period of uncertainty, where some political leaders are deliberately promoting dissent between communities, SOAS' commitment to building bridges across communities and cultures remains a priority for us.

Baroness Valerie Amos
Director

1. Introduction

SOAS University of London is proud to be recognised as the leading Higher Education institution in Europe specialising in the study of Asia, Africa and the Near and Middle East.

With our vast repository and heritage of knowledge and expertise on our specialist regions, we are authoritatively placed to inform and shape current thinking about the economic, political, cultural, security and religious challenges and changing landscape of our world. Our programmes are taught by recognised academics engaged in fieldwork and research which influences government policy and the lives of individuals across the globe.

In a world of shrinking borders, SOAS is best placed to examine and critically analyse issues of difference and regionalism that manifest themselves in this complex and nuanced age.

SOAS is a distinct institution, uniquely combining language, scholarship, disciplinary expertise and regional focus.

Our expertise is rooted in the political, social, economic, historical and cultural dynamics of Africa, Asia and the Middle East and their diasporas, which collectively account for over three-quarters of the world's population. Our internationalism and our commitment to justice, diversity, equality and the highest ethical standards infuse all that we do.

Core values

SOAS' core values underpin all our activities, and these reflect the value of equality and diversity through the following:

Promoting equality and celebrating diversity

SOAS is above all else an intimate single community, one that celebrates diversity and is respectful and collegial. SOAS' diverse population is one of its greatest strengths. Equality of opportunity is at the core of all the School's activities.

Promoting cultural understanding

SOAS is committed to fostering broad cultural understanding in the UK and in the world at large. SOAS will maintain the highest ethical standards in all of its dealings and foster the values of openness, honesty, tolerance, fairness and responsibility in all areas.

Community

SOAS recognises that its greatest assets are its staff and students. We will strive to create an atmosphere of community, collegiality and cooperation for all staff and students.
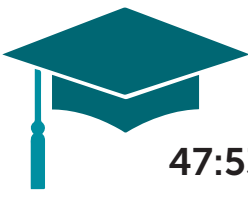
2. SOAS at a glance

SOAS has **5,400 undergraduate and postgraduate students** studying on campus.
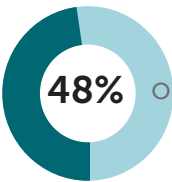
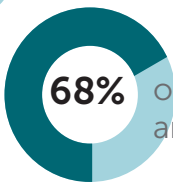**3000+ students** are registered on **online distance programmes**

SOAS offers over **350 undergraduate degree combinations**, with an additional **115 postgraduate programmes**.

47:53 ratio of undergraduates to postgraduates

The School has over 300 academics, who provide the largest concentration of specialist staff engaged in the study of Africa, Asia and the Middle East.

48% of all students are BAME

68% of all students are female
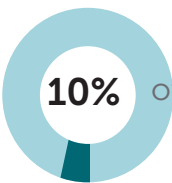
10% of all students are disabled

There are 1.5 million items in the SOAS Library

3. SOAS and the Community

The School serves and supports the multi-cultural and multi-lingual community of London, and provides the public with access to a diverse range of events.

The Brunei Gallery, for example, houses various exhibitions relating to Africa, Asia and the Middle-East.

The Language Centre provides courses for all levels of proficiency in over 50 languages, some of which are exclusively taught at the School.

SOAS also undertakes specific initiatives for high schools in London, in order for students to gain an insight into the degree programmes on offer at the School.

4. History of SOAS

SOAS' Russell Square campus is based in Bloomsbury, the hub of London's University district, in close proximity to both the British Museum and the British Library. In September 2016, the School expanded its historic Senate House, and opened the Paul Webley Wing.

Founded in 1916 as the School of Oriental Studies, SOAS took its present title in 1938. In 1946, the School's activities undertook rapid development, following the Scarborough Report, which recommended wide-spread expansion in the field of Asian and African studies, and university departments to support these programmes.

The School's library, which holds over 1.5 million items, was re-developed in 1973, by architect Sir Denys Lasdun.

The School's intake has increased eight-fold over the past 50 years, with nearly 8000 students currently studying at SOAS, compared with less than 1000 in 1970.

5. Cultural Diversity

The School is committed to ensuring that the demographic make-up of the institution, is reflective of its local population. Camden, home to SOAS and 10 other Universities, is an ethnically diverse borough, with 34% of the population, identifying as BME in the 2011 census, and a further 19% as White Other.

Amongst non-White British groups, the five most populous ethnicities are Bangladeshi (6%), Black African (5%), Other Asian (4%), Irish (3%) and Chinese (3%). As a proportion of all residents in England and Wales, this equates to the fourth largest Chinese, the fourth largest Irish, the fifth largest White Other and the sixth largest Bangladeshi population nationwide. Additionally, there are a growing number of migrant communities, including refugees, asylum seekers, and those from newer EU member countries such as Bulgaria and Romania.

In the eighteen wards that form the borough, Bangladeshis account for the largest minority group in seven, Black African in six, Other Asian in four, and Chinese in one. Additionally, each ward within Camden has a non-White British; population exceeding 20%. Within schools in Camden, there are over 160 languages and dialects spoken, with Bengali, and Somali being the most prevalent.

6. The Legislative Context

SOAS is a public organisation, and therefore has a responsibility to ensure that the law is followed relating to equality (Equality Act 2010 - PSED) and to act in a way that considers equality in everything we do. However, EDI is important to the School, not only because of the law, but due to the fact that it makes the way we work, and the services we provide, better for all. Embracing equality and diversity is fundamental to the School's success and growth, in building a community that celebrates difference.

Public Sector Equality Duty (PSED)

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, including publishing their equality objectives and relevant equality information annually.

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.

Our new Equality, Diversity and Inclusion Strategy (2020-2024) demonstrates our commitment to go above and beyond the requirements of the Equality Act 2010. The School's Strategy consists of the following five overarching themes:

- Theme 1: Diverse Inclusive SOAS
- Theme 2: All Staff are appropriately managed, developed and perform to their full potential at the appropriate career stage
- Theme 3: Staff have an inclusive approach to pedagogy and assessment to deliver an inclusive, decolonised curriculum and approach to research
- Theme 4: Student experience that delivers on the benefits of its diversity through inclusivity
- Theme 5: Student attainment where potential is maximised and value added.

Our plan relates to all nine of the Equality Act 2010's protected characteristics. These are as follows:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
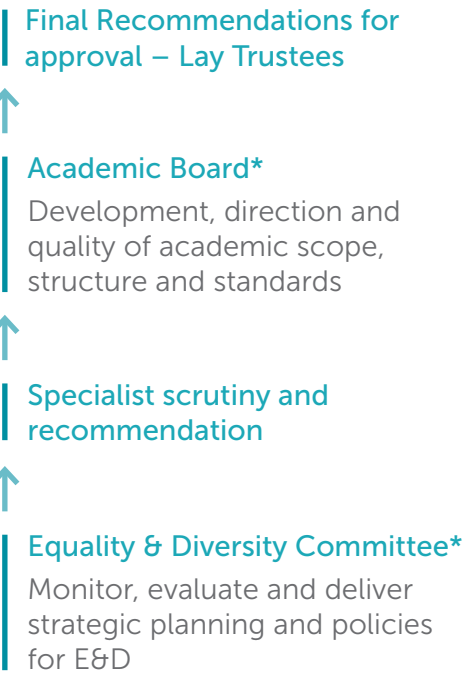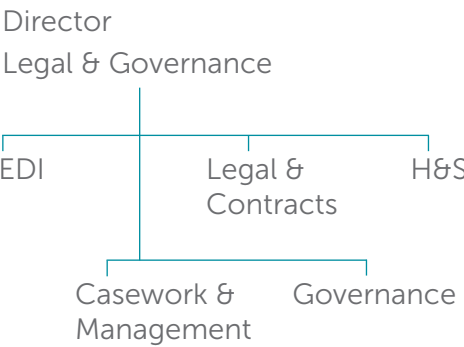- Sex
- Sexual Orientation.

7. Governance

The School's Equality, Diversity and Inclusion function is under the remit of Legal and Governance, and ensures that SOAS is compliant in all of its processes. The role of the Equality, Diversity and Inclusion Committee, is to drive and oversee SOAS' progress towards the delivery of its EDI objectives, foster positive relations between different groups, and promote equality of opportunity.

The Committee, chaired by the Pro-Director for Research and Enterprise, provides strategic overview, in ensuring that EDI is embedded across all areas of School activity. This includes, but is not limited to, research, recruitment, and teaching & learning. Committee membership is drawn from a wide range of stakeholders across the School, including representation from students, staff (both academic and professional service), the EDI academic lead and union representatives.

Committee Structure

Final Recommendations for approval – Lay Trustees

↑

Academic Board*
Development, direction and quality of academic scope, structure and standards

↑

Specialist scrutiny and recommendation

↑

Equality & Diversity Committee*
Monitor, evaluate and deliver strategic planning and policies for E&D

Team Structure

Director
Legal & Governance

EDI — Legal & Contracts — H&S

Casework & Management — Governance

* Student representation

8. Progress against Objectives

This section highlights key areas of work undertaken over the past 12 months.

SOAS 2020-2025 Strategy

The launch of our new strategy (and accompanying action plan) coincides with the 10th Anniversary of the Equality Act 2010. This provides an ideal opportunity to seize the momentum in order to reaffirm SOAS's commitment to addressing inequality by ensuring the vision and objectives in this programme focus on securing fundamental transformational change over the next five years.

The underlying principle of this strategy is that it is a vehicle through which we can deliver sustainable and holistic positive impact within all our key priorities and programmes of work across the School. The five year period allows this strategy to be aligned with for example, our 'Access and Participation Plan' (APP) and other priorities, thereby aligning all Equality, Diversity and Inclusion (EDI) related activity.

Governance Framework

In conjunction with the School's 2020-25 strategy and action plan, we have developed a new governance framework to support its delivery.

Decolonisation of Curriculum

SOAS understands decolonisation as the effort to interrogate and transform the institutional, structural and epistemological legacies of colonialism, specifically where these produce injustices within higher education and barriers to knowledge and understanding.

Furthermore, we appreciate the subtle and nuanced interplay between decolonisation, inclusive teaching learning and assessment, access and participation, and the racialised awarding gap. Our aim, is to therefore focus on harmonising key areas of priority in a holistic approach to bring continuous and lasting improvement in these areas for our students.

SOAS will continue to address the need for decolonisation by:

- Supporting further recognition and debate about the wide, complex and varied impacts of colonialism, imperialism and racism in shaping our university,
- Embedding within our policies and practices a deeper understanding that these impacts produce and reproduce injustices and inequalities within education,
- A stronger commitment to actively make redress for such impacts through ongoing collective dialogue within the university and through our public obligations,
- The provision of institution-level support to embed this understanding in SOAS's contribution as a public university in the service of the wider world.

This entails a commitment to:

- A curriculum review process that addresses the preceding bullet points, challenges Eurocentrism and develops a toolkit to support further critical, nuanced and ongoing review of our teaching.
- Student systems and pedagogy that seek to redress access, engagement and attainment gaps caused by structural inequalities at all levels of study.
- Human Resources policies which seek to redress pay, workload, status and career path differentials for groups of staff subject to structural inequalities.

- A research agenda which enables us to take forward a range of questions related to decolonisation.
- Practices of reflective intellectual collaboration with institutions and researchers from the Global South as co-producers of knowledge.
- Forms of public engagement within London, the UK and the world which support ongoing conversations about the past, present and future significance of imperialism and colonialism.

Inclusive Teaching, Learning and Assessment

SOAS is committed to delivering an approach to learning, teaching and assessment which is free from bias, as well as inclusive – an approach where different perspectives are actively sought and valued. Given the diversity of its student population and the areas of its expertise, this commitment is even more important.

Access and Participation

SOAS has an integrated approach to planning and implementation and our APP 2020-21 to 2024-25 is embedded in all institution-wide strategies focused for example on tackling with BAME attainment gap, improving assessment and feedback and academic support. This includes the Learning and Teaching Strategy. In addition, the development of the new institution wide strategy in Access and Participation will, alongside our APP set a clear direction to deliver equality of opportunity across all stages of the lifecycle through approaches that are embedded in all functions of SOAS.

We have a commitment to increase the participation of students from a variety of underrepresented backgrounds to ensure that the transformative nature of a SOAS education can be experienced by all. Based on our assessment of performance across the student lifecycle, the School will be targeting the following underrepresented groups in our access and participation work, and this is aligned to this strategy.

Awarding Gap

Nationally, there is a 13.6% awarding gap between BAME students, and their White counterparts. Further to the "#CLOSINGTHEGAP" report (published in May 2019), led by Valerie Amos (SOAS Director), the School has extended its commitment and approach to eliminating our racialised awarding gap (outlined below).

In relation to the areas referenced above (Decolonisation of Curriculum, Inclusive Teaching Learning and Assessment, Access and Participation, and Awarding Gap) we have undertaken the following actions:

- The roll out, monitor and review the impact of anonymous marking
- A wider roll out of the 'Bridging the Gap' and 'Breaking the Barriers' mentoring schemes
- The development of departmental attainment data dashboards
- Further development of Workload Allocation Model (WAM) which meets the needs of diverse staff, and accurately reflects time spent on supporting students with additional requirements, and pastoral needs
- The development of an approach to academic career progression, which ensures that the promotion procedure demonstrably values equality, and proactively promotes diversity and inclusion.
- Ensuring all teaching staff complete Inclusive Teaching and Assessment workshops
- Ensuring all staff complete Equality Overview, unconscious bias and Race@ SOAS training
- Review of PDHEP to include inclusive/ decolonised practice – and have a target of a certain % of staff (or all new teaching staff) to pass it
- Pilot of a decolonising research questionnaire to survey experiences of SOAS staff and International partner staff experiences of working on collaborative research projects

- Roll out of questionnaire to researchers from the 16 key DAC list countries that have been identified as part of SOAS QR GCRF strategy
- Review of answers from survey and identify common strands requiring action and develop implementation plan to address issues
- CILT workshops to all staff showcasing how to incorporate gap-closing pedagogy, and experiences from the Foundation Year to all SOAS staff

Athena SWAN

SOAS's commitment to gender equality in academic, professional and support roles is demonstrated by our membership of the Athena SWAN Charter.

The charter seeks to encourage and recognise commitment to advancing the careers of women, and promote gender equality more widely within Higher Education and research. It originally focused on Science, Technology, Engineering, Maths and Medicine (STEMM) subjects, but was expanded in 2015 to include arts and humanities departments, professional and support staff, and trans staff.

The School successfully renewed its Bronze Award in April 2019.

Actions included but are not limited to:
- Establishing a Women's Staff Network.
- At least 40% of professors to be women by 2021, including at least 33% at Grade B and 41% at Grade A
- At least 50% of lecturers at Grade 8 to be women by 2021
- At least 40% of Executive Board to be women, on average, during 2018-2021

The School's Athena SWAN Bronze Award can be found here.

Going forward, SOAS is committed to maintaining its Institutional Bronze award in addition to making four additional departmental level submissions.

The Race Equality Charter

Executive Board committed in April 2019 to applying for the Race Equality Charter. Initial progress has been made, with the Planning Department having already collected demographic data for both staff and students, and undertaken a gap analysis of this.

We are committed to making a submission for the REC during this strategy period.

Race Listening and Accountability Project and Review of Africa at SOAS

SOAS is committed to hearing feedback from staff and students in order to hold itself to account in relation to issues of inclusion. It is because of this that in January 2020 we proudly launched these two initiatives.

These are aimed at contributing both to making positive change in our working culture an everyday reality and to reviewing our teaching, research and engagement with and on Africa. These initiatives align with our Equality, Diversity and Inclusion Strategy, and complement work we are already doing on culture@SOAS, on Athena SWAN and gender equality, and on establishing a teaching programme on Africa and the African Diaspora at SOAS.

SOAS is committed to going beyond our legal requirements and policy framework. Our senior leadership team recognises it is not enough to simply have policies that commit to creating a respectful and inclusive School-wide culture, together with importance of working together at all levels, including the most senior, to make those policies a reality in our everyday working lives.

The 'Race Listening, Accountability and Action Project' will also feed directly into our wider Equality, Diversity and Inclusion Strategy, including a collegiality and respect culture change project. The recommendations from the Review of Africa at SOAS will include an action plan to ensure that appropriate change occurs in all areas of our work on Africa.

SOAS Culture Survey

In March 2019, SOAS undertook a Culture Survey. The rationale for this survey was based on concerns raised about experiences of differential treatment or unacceptable behaviour, perceptions of a lack of trust in School policies and procedures and a lack of respect, whether between colleagues, students or both, amongst other things.

The purpose of this survey was to test the extent to which staff perceived that there was a culture of civility or incivility at SOAS. For the purpose of the survey, the following definition of incivility was used:

"At the individual level, incivility climate refers to a person's perceptions of their team's practices, behaviour, and norms regarding workplace incivility. At the team level, incivility climate refers to a distinct team cognition about the practices, procedures, and norms that are rewarded or supported concerning workplace incivility. A climate for incivility exists when team practices or norms encourage, or do not prevent, uncivil behaviour occurring within the team. Thus, at both levels, a team's incivility climate serves as a frame of reference for team members, guiding normative and expected work behaviour". (Paulin and Griffin, 2017, citing Probst, Brubaker & Barsotti, 2008)

SOAS is committed to ensuring that all staff and students feel valued, respected and safe, and whilst we have made positive progress in a number of areas since the survey, there remain a number of additional actions that we have committed to delivering against within the period of this strategy.

Over the next 12 months we will:
- Review our approach to undertaking EIA's, with the development of a new structure
- Undertake a gap analysis for the Race Equality Charter
- Commit to further development of SOAS community networks
- Continue to measure progress against our strategy and action plan

9. Student Diversity and Inclusion

1. Students by level of study

The SOAS population has fluctuated during the last 5 academic years. UG has decreased since 2017/18 and it is currently at a lower level that in 2014/15. PGT, on the other hand, grew at constant rates until 2017/18, but it slowed down in 2018/19.
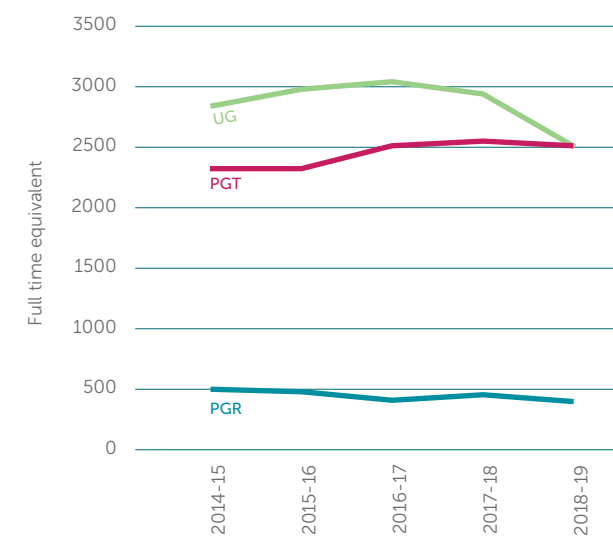
SOAS proportion of PGT students has increased from 41% in 2014/15 to 46% in 2018/19. As a result, SOAS shows a different proportion from both London and all UK institutions, where UG dominates the sector.

SOAS	2014/15	2015/16	2016/17	2017/18	2018/19
UG	50%	52%	51%	49%	47%
PGT	41%	40%	42%	43%	46%
PGR	9%	8%	7%	7%	7%
Total	100%	100%	100%	100%	100%

London Institutions	2014/15	2015/16	2016/17	2017/18	2018/19
UG	67%	67%	67%	66%	66%
PGT	27%	27%	28%	28%	29%
PGR	6%	6%	6%	6%	6%
Total	100%	100%	100%	100%	100%

| UK Institutions	2014/15	2015/16	2016/17	2017/18	2018/19
UG	76%	77%	76%	76%	76%
PGT	19%	18%	19%	19%	20%
PGR	5%	5%	5%	5%	5%
Total	100%	100%	100%	100%	100%

2. Students by gender and level of study

Note: SOAS did not record any students for the gender category 'Other' during the five years period.

SOAS students are predominantly female. This trend has not changed in the last five academic years and has reached its highest in 2018/19.

Sex	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19
Female	63%	64%	65%	66%	68%
Male	37%	36%	35%	34%	32%
Total	100%	100%	100%	100%	100%

% of UG female students

% of PGT female students

% of PGR female students
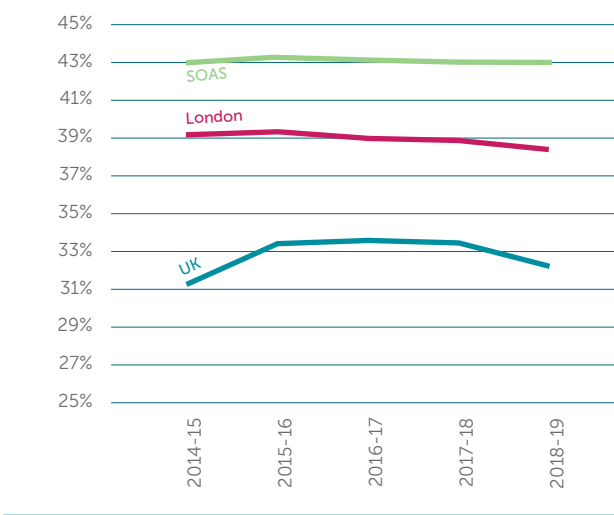
The proportions of female students at SOAS differs notably from both London and all UK institution by level of study. At UG level, SOAS has smaller percentage of female students as a proportion of all students. At PGT and PGR levels, SOAS has larger proportions of female students than both London and UK.
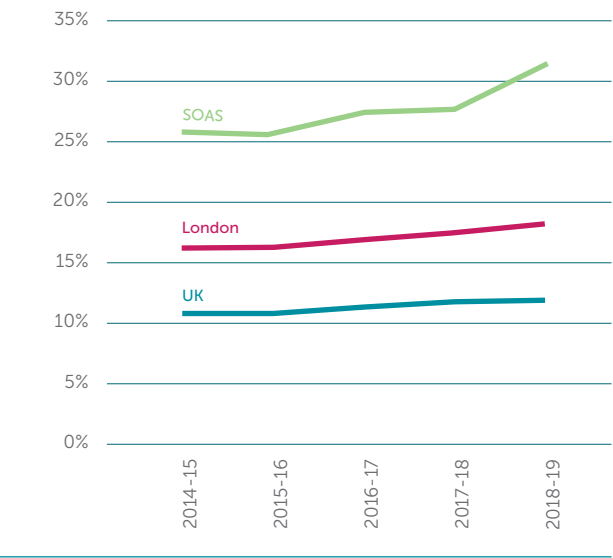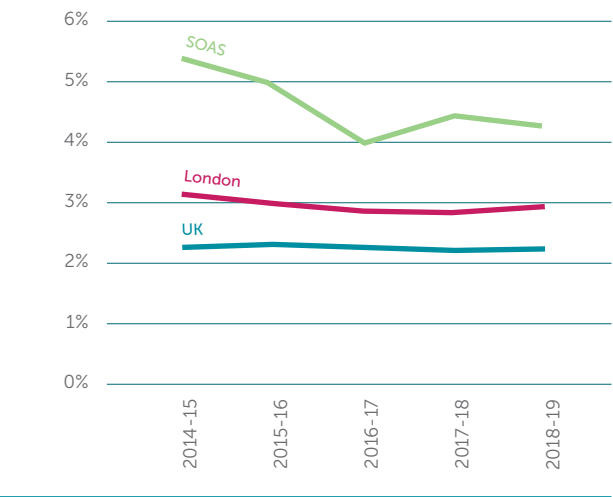
3. Students by age

Note: Sex id 'Other' and Age 'Unknown' were excluded from this analysis. The students' age needs to be analysed by level of study.

Both London institutions and sector wide show similar trends and proportions between male and female students in most age bands. However, London generally has smaller proportions of 18 years and under and 30 and over. There is also a larger proportion of 21-24 years for both male and female students. By contrast, SOA has larger proportions of young females 18 and under, 19 and 20 than London and UK averages.

At SOAS, female students are proportionally younger than their male counterparts, there are larger proportions of females in the three younger bands and less in the two older.

At PGT level, SOAS female students tend to be younger than their male counterparts. During the five years period of analysis the proportion of male students over 21 increased from 41% in 2017/18 to 48% in 2018/19 (out of male students only).
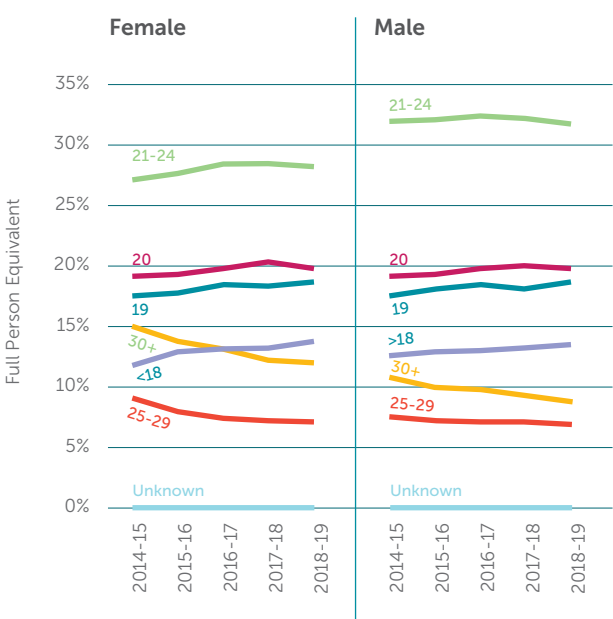
In London, the trend shows that the proportion of female PG students between 21 to 24 years has grown and the 30 years an over has declined.

In the UK sector, the trend shows a reduction in the gap between the proportion of students in the 21-24 years and the 30 and over bands.
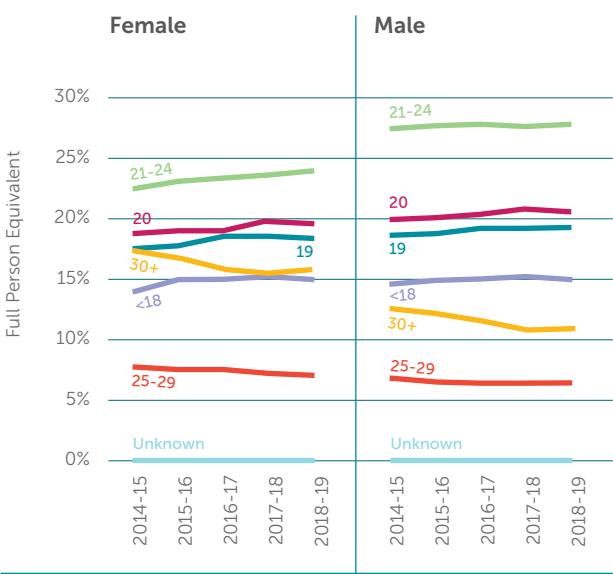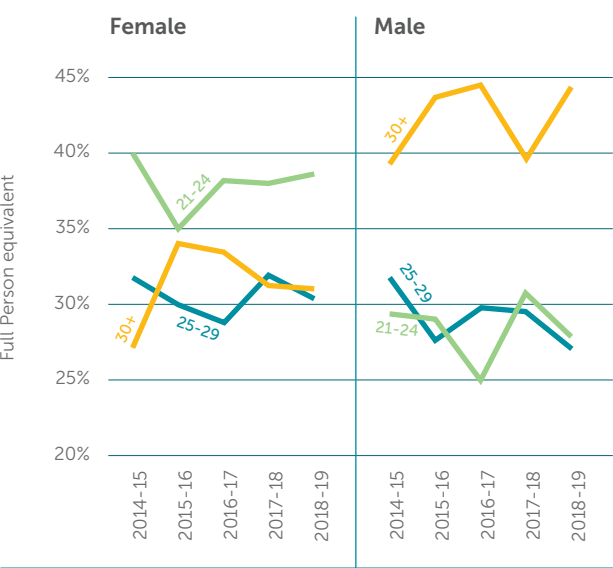
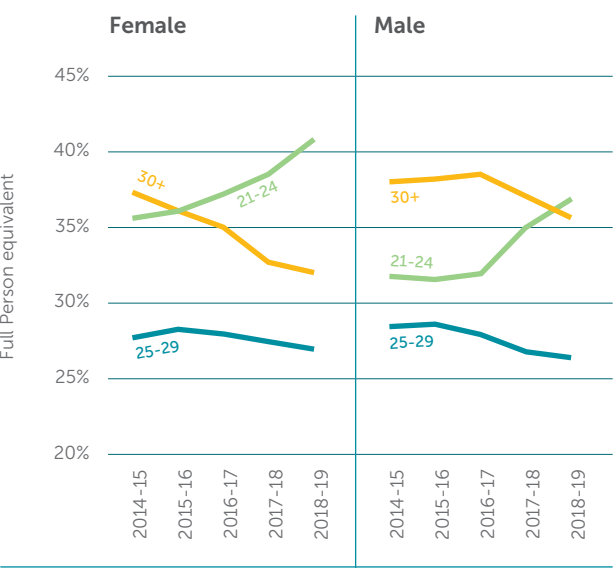### SOAS UG age by gender (%)
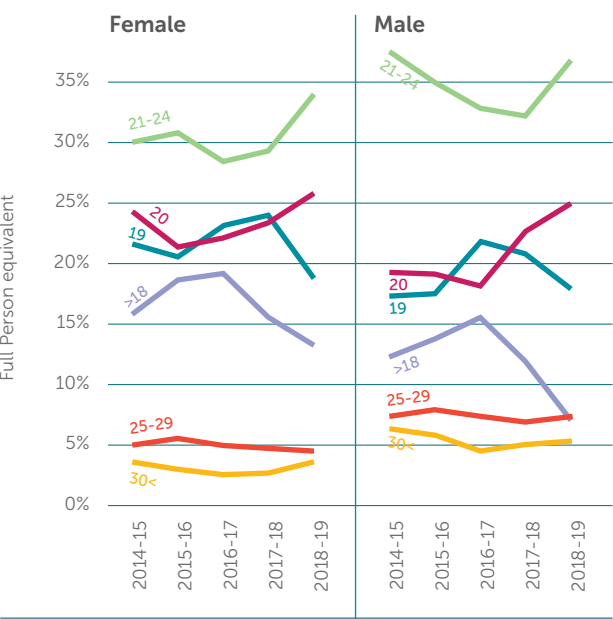
London UG age by gender (%)

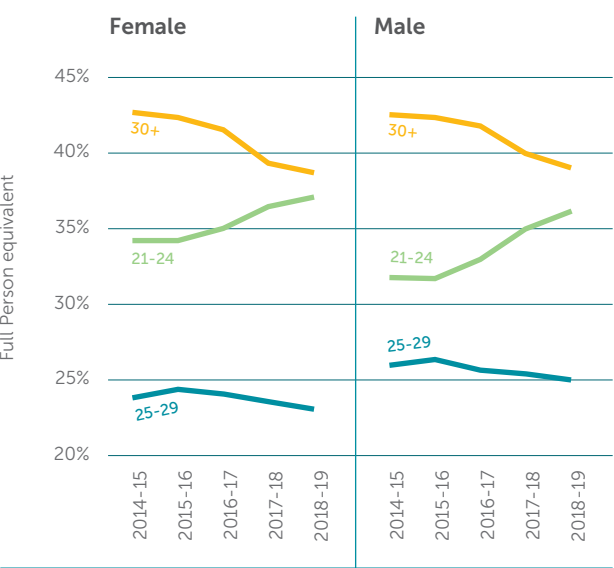
UK UG age by gender (%)

SOAS PG age by gender (%)

London PG age by gender (%)

UK PG age by gender (%)

4. Ethnicity

UK-domiciled BME population at SOAS showed larger figures than white students for the first time in 2016/17. Currently the proportions are equal. In London the gap between BME and white students has been constantly decreasing during the last five years. Both SOAS and London institutions have a more diverse picture that the UK sector as a whole.

SOAS

### London institutions

UK institutions

The BME population at SOAS reached the 50 percent of all UK-domiciled students in 2016/17. These proportions are like London's, but very different from the UK sector which showed figures near 20 percent.

BME%	2014/15	2015/16	2016/17	2017/18	2018/19
SOAS	47%	48%	50%	49%	48%
London institutions	45%	45%	46%	47%	48%
UK institutions	20%	20%	21%	22%	23%

In parallel, during the five years period, the proportion of White students at SOAS has fluctuated between 46%-49%.

SOAS	2014/15	2015/16	2016/17	2017/18	2018/19
Asian	20%	20%	21%	22%	20%
Black	8%	8%	11%	10%	11%
Mixed	11%	11%	10%	11%	11%
Other	8%	8%	8%	7%	7%
Unknown & n/a	4%	3%	3%	5%	3%
White	49%	49%	46%	46%	48%
SOAS Total	100%	100%	100%	100%	100%

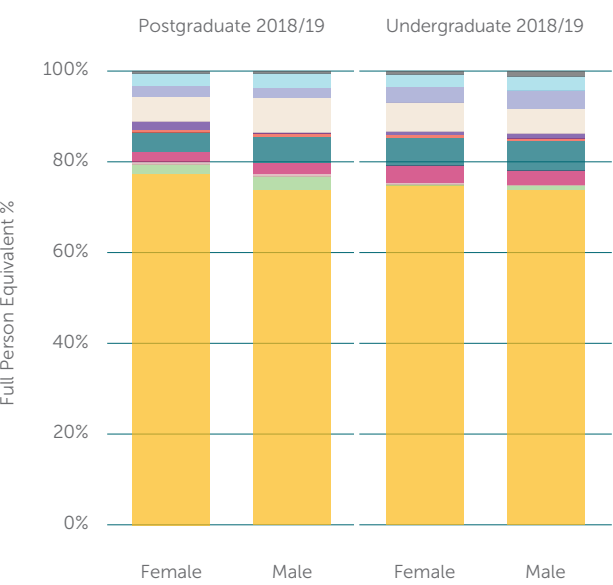### SOAS UK-domiciled students by ethnicity 2018-19
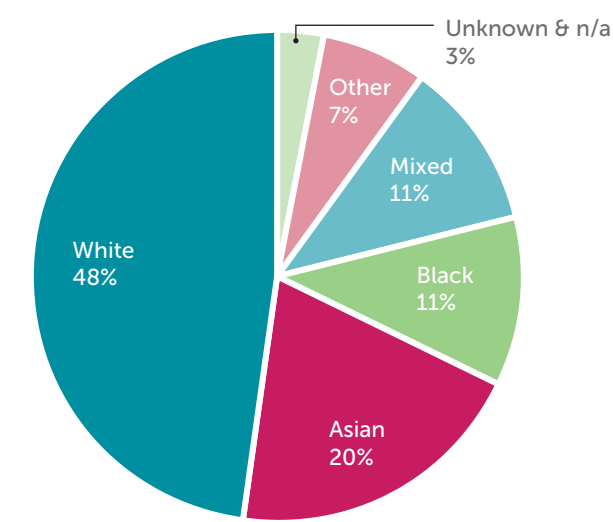
At sector level, the proportion of white students is similar for both female and male students (between 73 and 75%) and levels of study. At SOAS, undergraduate level shows a larger ethnic diversity than the postgraduate for both genders.

SOAS Gender-Ethnicity
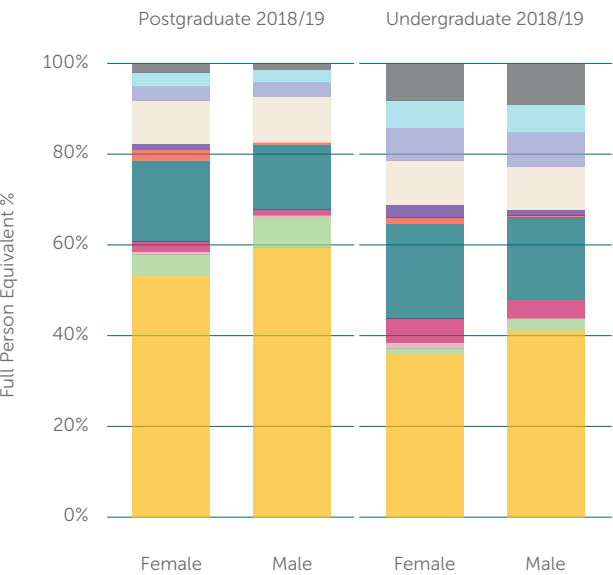
UK Gender-Ethnicity

Key

- ■ Asian or Asian British - Bangladeshi
- ■ Asian or Asian British - Indian
- ■ Asian or Asian British - Pakistani
- ■ Black or Black British - African
- ■ Black or Black British - Caribbean
- ■ White
- ■ Chinese
- ■ Other (including mixed)
- ■ Other Asian background
- ■ Other Black background
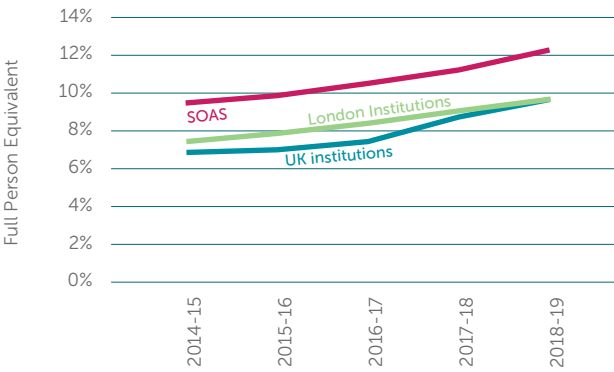- ■ Unknown/not applicable

5. Disability

The proportion of students with disability has increased by 3 percent points in SOAS over the five years period, from 7% in 2014/15 to 10% in 2018/19. These proportions are very similar to the ones held by the London institutions.
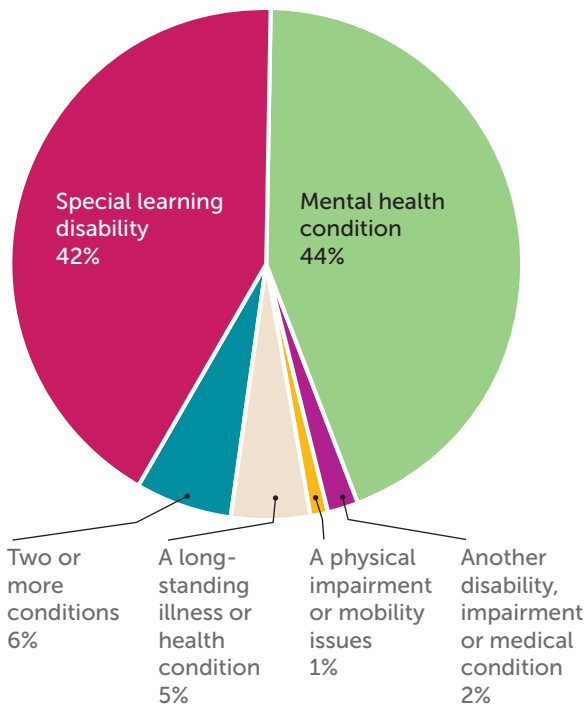
Overall the UK sector currently enrols 12 percent of students with disabilities.

% Known disability

From the students that disclosed a disability, 44% had a mental health condition and 42% a specific learning condition.

Disclosed disability at SOAS, 2018/19

Special learning disability 42%

Mental health condition 44%

Two or more conditions 6%

A long-standing illness or health condition 5%

A physical impairment or mobility issues 1%

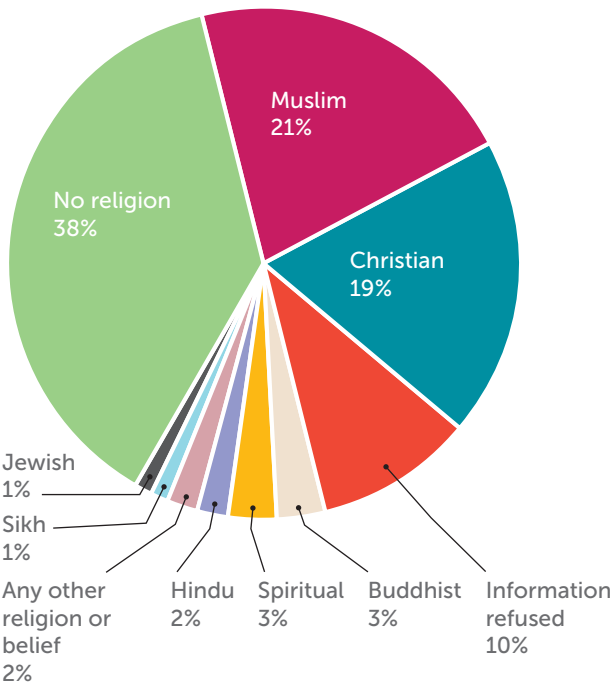Another disability, impairment or medical condition 2%

Blind, or a serious visual impairment 0%
Deaf, or a serious hearing impairment 0%
Social communication/Autistic spectrum disorder 0%

6. Religion

The majority of SOAS students are recorded as 'No religion', however this percentage might include students with missing information. Students who effectively provided a religion belief said they considered themselves mainly Muslim (21%) or Christian (19%).

There is no data at sector level.

SOAS, Religion belief 2018/19

Muslim 21%

No religion 38%

Christian 19%

Jewish 1%

Sikh 1%

Any other religion or belief 2%

Hindu 2%

Spiritual 3%

Buddhist 3%

Information refused 10%

Notes

All students' figures were extracted froM Heidi Plus, except those related to Religion belief, which were derived from the institution's HESA Student Record from 2018/19.

10. Staff Diversity and Inclusion

- 40% of academic SOAS staff and 43% of non-academic SOAS staff are from **BME backgrounds**. This compares to 15% and 12% at UK institutions, respectively.

- Looking at the **intersectionality** of all SOAS staff, there are 13% female BME and 9% male BME academic staff; 12% are female BME non-academic and 7% male BME non-academic staff.

- Bringing **Campus Services staff in-house** in the academic year 2018/19 has shown an impact on some of the data in the chapter below. For example, the percentage of non-academic staff has increased from 36% in 2017/18 to 44% in 2018/19. At the same time, there has been a decrease in the proportion of academic staff from 64% in 2017/18 to 55% in 2018/19.

- Diversity **declaration rates have improved** among SOAS staff, as compared to last year. For example, 49% have declared their religion (including the option "no religion"), compared to 27% in the previous year. 52% have declared their sexual orientation, as compared to 38% in the previous year.

- In 2018/19, the split between **female and male academics** was 52.5% versus 47.5%, which was very similar to the previous year. In 2014/15, there were 48.4% female academics and 51.6% male academics.

- The number of **BME women fractional staff** is 108 in 2020, the same as in 2017 and similar to 2016, but smaller than in the last two years. However, as a percentage, BME women fractional staff comprised around 30% of fractional staff in the years 2018 to 2020, an increase from 27% seen in 2016 and 2017.

Staff Demographic Data

Depending on the protected characteristic being considered, data has been analysed using HESA Heidi Plus or internal databases. SOAS data from HESA has the advantage that it can be benchmarked. SOAS data has been benchmarked against 40 London institutions and 166 UK institutions that are available in the HESA (Staff) record. The latest HESA data is from the academic year 2018/19.

Some of the protected characteristics, such as sexual orientation and religion or belief are not available in the HESA data, therefore they have been analysed using SOAS databases. This data is from 25 March 2020 and compares to beginning of April data in previous years.

Depending on the source of data, the most recent available data has been used.

1. Numbers of Staff
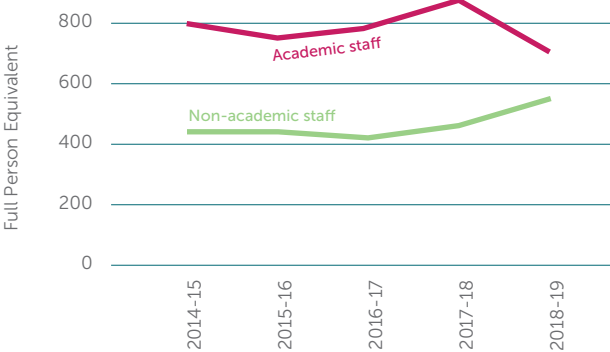
1.1 Academic and non-academic staff

In previous years, the number of academic staff at SOAS was far higher than the number of non-academic staff. This gap was smaller at London and UK institutions. This has changed in 2018/19, as the percentage of academic staff at SOAS has decreased from 64% (2017/18) to 55% (2018/19). At the same time, the number and percentage of non-academic staff has increased. This was due to bringing Campus Services staff in-house in 2018/19 which increased the proportion of non-academic staff.
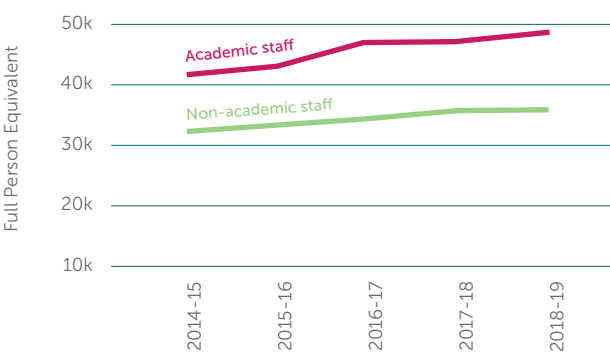
At UK institutions overall, the number of non-academic staff has consistently been slightly higher than the number of academic staff.

Figure 1: Numbers of Staff
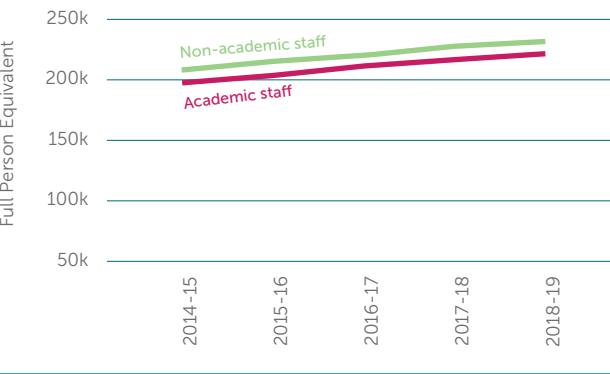
SOAS

London institutions

UK Institutions

Table 1: Numbers of Academic and Non-academic Staff

SOAS	2014/15	2015/16	2016/17	2017/18	2018/19
Academic	795	775	790	835	700
Non academic	435	435	415	460	560
Total	1,230	1,210	1,205	1,295	1,265

London	2014/15	2015/16	2016/17	2017/18	2018/19
Academic	41,080	42,255	44,820	44,605	45,675
Non academic	32,365	33,610	34,670	35,715	35,990
Total	73,445	75,860	79,490	80,320	81,665

UK	2014/15	2015/16	2016/17	2017/18	2018/19
Academic	198,335	201,770	206,870	211,980	217,065
Non academic	205,500	208,750	212,835	217,580	222,885
Total	403,835	410,515	419,710	429,560	439,955

Table 2: Percentages of Academic and Non–Academic Staff

SOAS	2014/15	2015/16	2016/17	2017/18	2018/19
Academic	65%	64%	66%	64%	55%
Non academic	35%	36%	34%	36%	44%
Total	100%	100%	100%	100%	100%

London	2014/15	2015/16	2016/17	2017/18	2018/19
Academic	56%	56%	56%	56%	56%
Non academic	44%	44%	44%	44%	44%
Total	100%	100%	100%	100%	100%

UK	2014/15	2015/16	2016/17	2017/18	2018/19
Academic	49%	49%	49%	49%	49%
Non academic	51%	51%	51%	51%	51%
Total	100%	100%	100%	100%	100%

Note: Due to being rounded, some figures seem not to add up to 100%.

1.2 Comparison of Full-time equivalent (FTE) and Full-person equivalent (FPE)

- This report uses Full-person equivalent data (FPE), thus reports on the ethnicity, disability, age etc. of every person who works at SOAS, whether they work full-time or part-time. For a more nuanced picture, the chart below compares the numbers of FPE with the numbers of full-time equivalent for academic and non-academic staff.

- As a relatively large proportion of academic staff work part-time or are on fractional contracts, the number of staff (FPE) appears larger than the actual hours worked (FTE).

- For non-academic staff, the increase in FPE and FTE is due to bringing cleaning, catering and security staff in-house in 2018/19.

Figure 2: Full-time equivalent (FTE) and Full-person equivalent (FPE) academic and non-academic staff


2. Gender of Staff

2.1 Academic and non-academic female and male staff

At SOAS, the percentage of women academics (out of academic and non-academic women and men) increased from 31% in 2014/15 to 34% in 2017/18. In 2018/19, this went down to 29%. However, it is three percentage points higher than at London institutions and six percentage points higher than at UK institutions. This is also likely to be due to bringing facilities staff in-house, and thereby increasing the proportion of non-academic staff.

Figure 3: Percentage of Academic Women
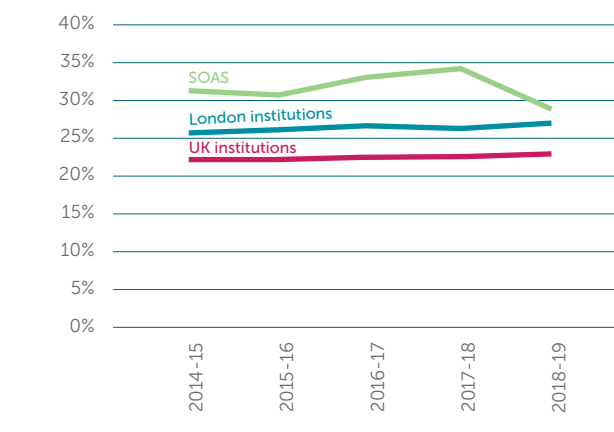
Between 2017/18 and 2018/19, the number of female academic staff at SOAS has decreased by 18.9%, the number of male academic staff has decreased by 17.9%. Female academics are still the largest group at SOAS (29%), while there are more male than female academics at London and UK institutions (27% male academics compared to 23% female academics UK–wide).

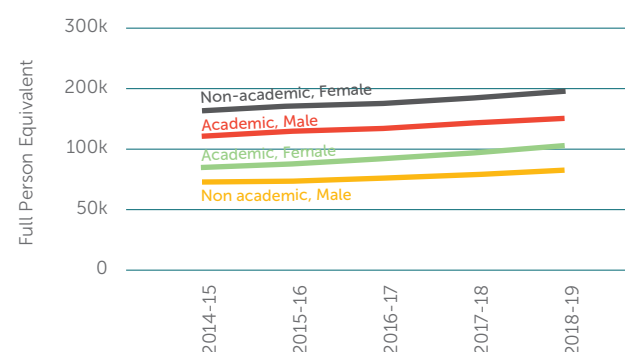**Figure 4: Academics and non-academics by gender**

SOAS
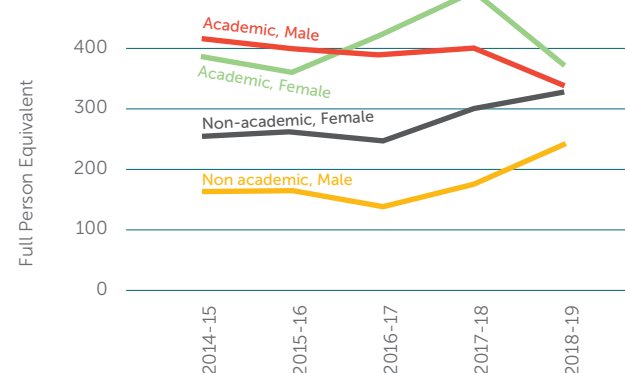
London
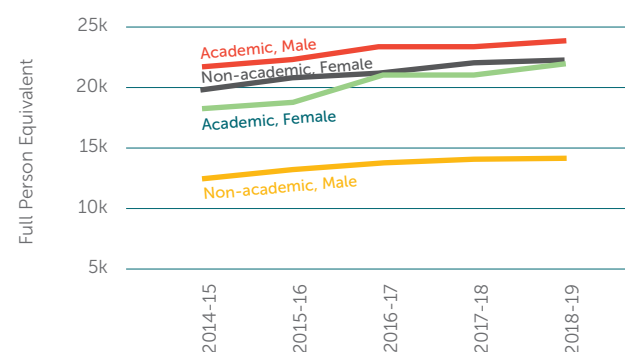
UK

Table 3: Numbers of Academic and Non-Academic Staff by Gender

SOAS	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19
Academic, Female	385	370	400	440	370
Academic, Male	410	405	390	395	335
Non academic, Female	265	270	265	290	325
Non academic, Male	170	170	150	175	235
Total	1,230	1,210	1,205	1,295	1,265

London institutions	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19
Academic, Female	18,705	19,490	21,040	20,905	21,520
Academic, Male	22,370	22,765	23,780	23,695	24,140
Non academic, Female	19,565	20,380	21,010	21,710	21,840
Non academic, Male	12,800	13,230	13,660	13,995	14,135
Total	73,445	75,860	79,490	80,310	81,630

UK institutions	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19
Academic, Female	89,225	91,345	94,475	97,200	100,365
Academic, Male	109,110	110,420	112,395	114,745	116,640
Non academic, Female	128,805	130,855	133,195	136,350	139,850
Non academic, Male	76,695	77,895	79,640	81,175	82,940
Total	403,835	410,515	419,710	429,470	439,790

2.2 Percentage of SOAS staff by gender

In 2018/19, there were 29% female academics (34% in the previous year), 26% (31%) of male academics, 26% (22%) of female non-academics and 19% (14%) of male non-academics.
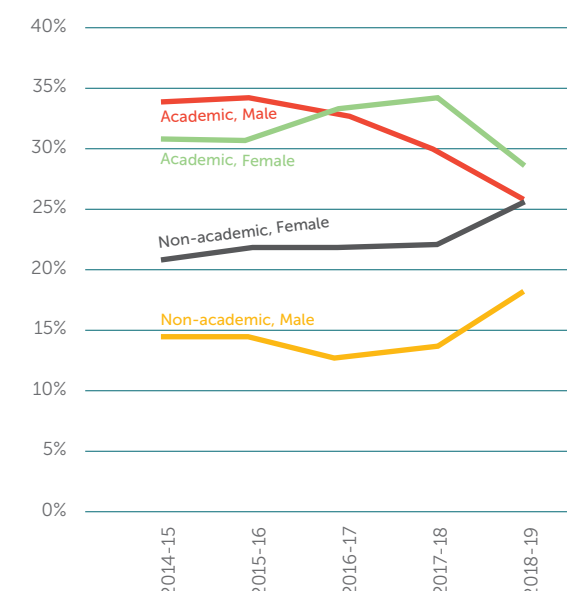
Figure 5: Gender at SOAS in percent

Table 4: Percentages of Academic Staff by Gender

SOAS	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19
Academic, Female	31%	31%	33%	34%	29%
Academic, Male	33%	33%	32%	31%	26%
Non academic, Female	22%	22%	22%	22%	26%
Non academic, Male	14%	14%	12%	14%	19%
Total	100%	100%	100%	100%	100%

London institutions	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19
Academic, Female	25%	26%	26%	26%	26%
Academic, Male	30%	30%	30%	30%	30%
Non academic, Female	27%	27%	26%	27%	27%
Non academic, Male	17%	17%	17%	17%	17%
Total	100%	100%	100%	100%	100%

UK institutions	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19
Academic, Female	22%	22%	23%	23%	23%
Academic, Male	27%	27%	27%	27%	27%
Non academic, Female	32%	32%	32%	32%	32%
Non academic, Male	19%	19%	19%	19%	19%
Total	100%	100%	100%	100%	100%

2.3 Percentages within academic staff only:

In 2018/19, the split between female and male academics was 52.5% versus 47.5%, which was very similar to the previous year. In 2014/15, there were 48.4% academic females and 51.6% academic males.

Table 5: Percentages of Academic Staff by Gender

| SOAS	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19
Academic female	48.4%	47.7%	50.6%	52.7%	52.5%
Academic male	51.6%	52.3%	49.4%	47.3%	47.5%
Academic total	795	775	790	835	705

3. Age of Staff

3.1 Academic staff by age groups

There is a higher percentage of female academics than male academics in the age groups under 34 and 35 to 49, both at SOAS and UK institutions. The balance switches with age and there are more male academics in the older age groups 50-65 and 66 years and over.

In 2018-19, the proportion of academics aged 34 years and under has decreased, especially for female staff. In numbers, there has been a decrease from 125 in 2017/18 to 80 in 2018/19.

Figure 6: Academic staff by age group

SOAS Academics: Age by gender (%)
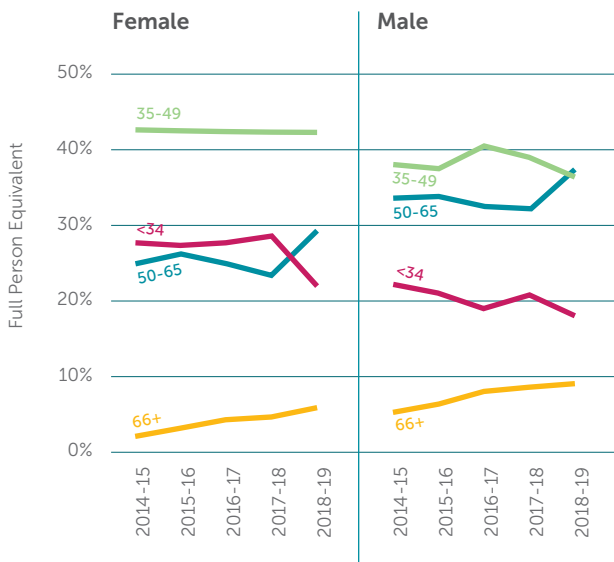
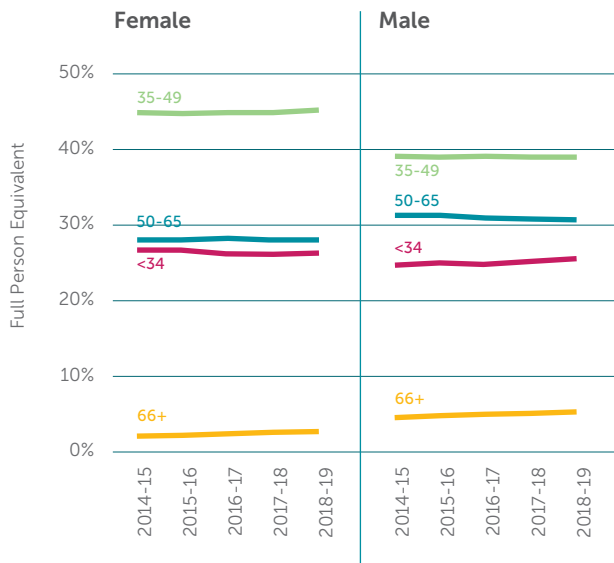### UK Academics: Age by gender (%)

Table 6: Number of Academic staff by Age group and Gender at SOAS, 2014/15 to 2018/19

Academic staff		34 years & under	35-49 years	50-65 years	66 years & over
Female	2014-15	110	165	100	15
	2015-16	100	155	100	15
	2016-17	110	170	100	20
	2017-18	125	185	105	25
	2018-19	80	155	110	25
Male	2014-15	90	155	140	25
	2015-16	85	155	140	25
	2016-17	75	155	125	30
	2017-18	80	155	125	35
	2018-19	60	120	120	30

Source: Heidi Plus

3.2 Non-academic staff by age groups

The number of non-academic staff has increased for men and women in all age groups. This is mainly due to bringing facilities staff in-house in 2018/19.

Table 7: Number of Non-Academic staff by Age group and Gender at SOAS, 2014/15 to 2018/19

Non-academic staff		34 years & under	35-49 years	50-65 years	66 years & over
Female	2014-15	75	125	65	0
	2015-16	85	115	70	0
	2016-17	80	115	70	5
	2017-18	85	120	85	5
	2018-19	100	125	95	5
Male	2014-15	40	70	55	5
	2015-16	40	70	55	5
	2016-17	30	70	45	5
	2017-18	45	70	55	5
	2018-19	60	95	80	5

Excludes age unknown. Source: Heidi Plus

4. Disability

4.1 Staff who have disclosed a disability

The percentage of staff who declare a disability has increased at UK institutions over the last few years, but slightly decreased at SOAS in 2018/19. At SOAS, the percentage of staff known to have a disability (4.3%) is slightly below the average of London institutions (4.7%) and UK institutions (5.3%).

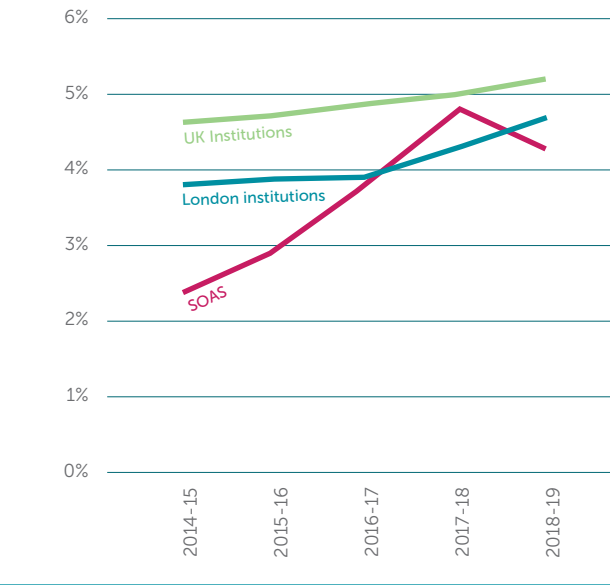**Figure 7: Percentages of Staff who have declared a disability**

Table 7: Sector Numbers and Percentages of Staff with a Disability

The number of staff with a declared disability is 55 at SOAS and 23,105 at UK institutions. This provides scope to learn about best practice from each other to support staff the best possible way.

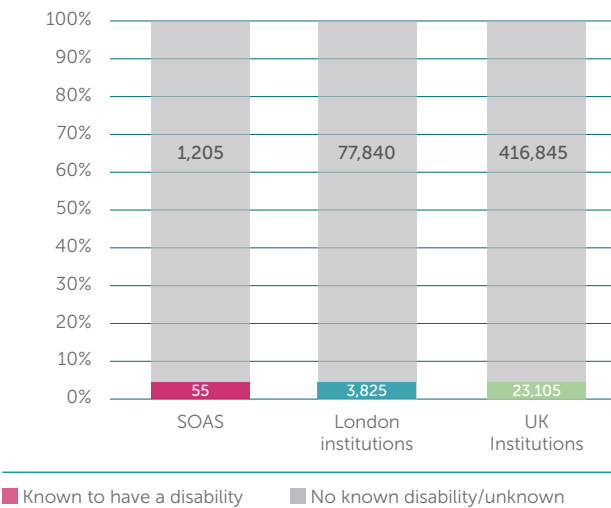**Figure 8: Disability in numbers of staff and percentages**

Table 8: Numbers of SOAS Staff who have declared a disability

Disability (basic)	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19
Known to have a disability	30	35	45	60	55
No known disability/ unknown	1,205	1,175	1,160	1,235	1,205
Total	1,230	1,210	1,205	1,295	1,265

Note: As numbers are rounded to the nearest 5, totals do not always add up.

4.2 Staff who have answered the question about disability

HESA data combines unknown data and staff who declared not to have a disability into one category. Therefore, we need to look at SOAS databases to get more information on the proportion of staff who have not filled in this question.

In 2016, 12.4% of staff have not answered this question, in 2020 this percentage has decreased to 5.7%.

5. Ethnicity

5.1 Detailed Ethnicity

SOAS staff, like SOAS students, are ethnically more diverse than staff at other UK institutions. 40% of academic SOAS staff and 43% of non-academic SOAS staff are from BME backgrounds. This compares to 15% and 12% at UK institutions respectively.

Figure 9: Ethnicity and gender of academic and non-academic staff at SOAS and UK institutions, 2018/19

SOAS Gender-Ethnicity
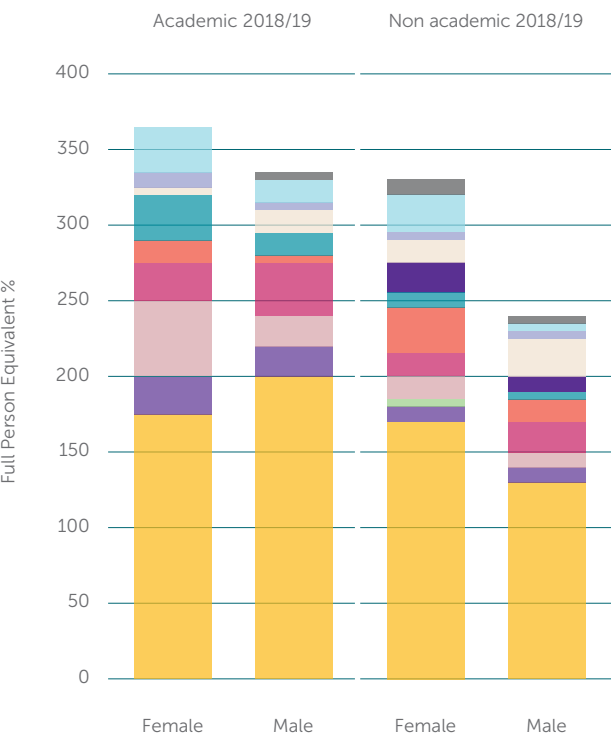
UK Gender-Ethnicity

Key
- ■ Asian or Asian British – Bangladeshi
- ■ Asian or Asian British – Indian
- ■ Asian or Asian British – Pakistani
- ■ Black or Black British – African
- ■ Black or Black British – Caribbean
- ■ Chinese
- ■ Mixed
- ■ Other
- ■ Other Asian background
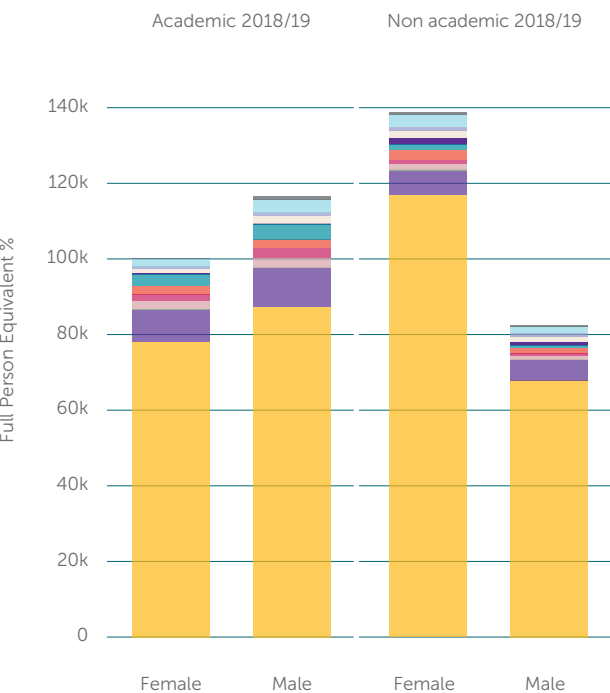- ■ Other Black background
- ■ Unknown/not applicable
- ■ White

Table 9: Numbers and Percentages of SOAS Staff by Ethnicity

Ethnicity (detailed 12 way)	Numbers			Percentages		
	Academic	Non academic	Total	Academic	Non academic	Total
Asian or Asian British - Bangladeshi	5	10	15	0%	1%	1%
Asian or Asian British - Indian	40	30	70	3%	2%	6%
Asian or Asian British - Pakistani	10	10	20	1%	1%	2%
Asian or Asian British - African	20	40	60	2%	3%	5%
Asian or Asian British - Caribbean	0	25	30	0%	2%	2%
Chinese	45	15	60	4%	1%	5%
Mixed	25	45	65	2%	4%	5%
Other	65	35	100	5%	3%	8%
Other Asian background	70	25	90	6%	2%	7%
Other Black background	0	5	5	0%	0%	0%
Unknown/not applicable	45	20	65	4%	2%	5%
White	375	300	675	30%	24%	53%
Total	700	560	1,265	55%	44%	100%

5.2 Intersectionality of ethnicity and gender for academic and non-academic staff:

- Looking at all SOAS staff, there are 13% female BME and 9% male BME academic staff; 12% are female BME non-academic and 7% male BME non-academic staff.
- At UK institutions, only 3% are female BME academics, 4% male BME academics, 4% female BME non-academics and 2% male BME non-academics.

Table 10: Ethnicity and gender of academic and non-academic staff at SOAS, 2018/19

SOAS	Academic		Non academic		Total
	Female	Male	Female	Male	
Black and Minority Ethnic	13.4%	8.9%	11.5%	7.4%	41.3%
Unknown/not applicable	1.9%	1.7%	0.7%	1.0%	5.2%
White	13.8%	15.8%	13.5%	10.3%	53.4%
Total	29.2%	26.4%	25.7%	18.7%	100.0%

UK	Academic		Non academic		Total
	Female	Male	Female	Male	
Black and Minority Ethnic	3.3%	4.3%	3.7%	2.2%	13.5%
Unknown/not applicable	1.7%	2.3%	1.5%	1.2%	6.8%
White	17.8%	19.8%	26.6%	15.4%	79.7%
Total	22.8%	26.5%	31.8%	18.9%	100.0%

6. Sexual Orientation

In the academic year 2020, 5.9% of SOAS staff declared themselves as LGB+ compared to 2.6% at UK institutions.
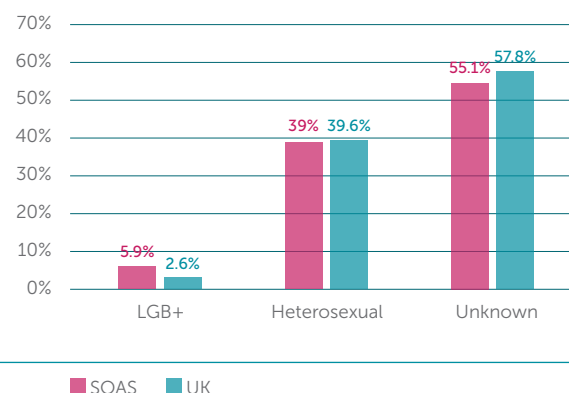
Figure 10: Percentages of Staff by Sexual Orientation

- SOAS
- UK

Table 11: Numbers and Percentage of Staff by Sexual Orientation

2020	Numbers		In percent	
	SOAS	UK	SOAS	UK
LGB+	77	10,970	5.9%	2.6%
Heterosexual	508	170,145	39%	39.6%
Unknown	717	248,450	55.1%	57.8%
Total	1,302	429,560	100%	100%

- The number of staff who have declared their sexual orientation as LGB+ has increased from eight in 2016 to 77 in 2020.
- The percentage of staff who have answered the question regarding their sexual orientation has increased from 5% in 2016 to 52% in 2020. (This includes all Post Classes, including fractionals.)

Figure 11: Number of SOAS Staff by Sexual Orientation over time
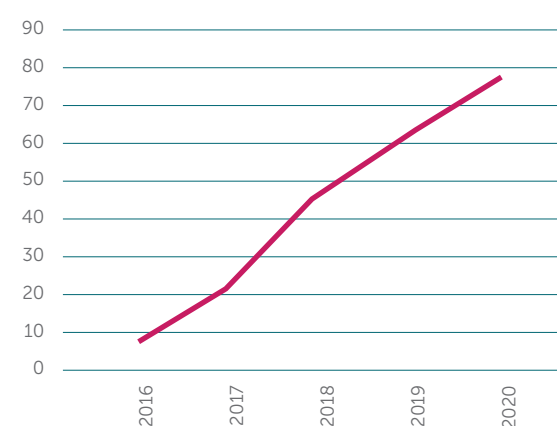
LGT+ contains: gay man, gay woman/lesbian, bisexual and Other

7. Religion

- Declaration of data for religion and belief is usually low, but has improved to March 2020, when 49% of staff have declared this field. In 2019, 27% had declared it. One reason is that when facilities staff were brought in-house, they often declared a religion. Another reason may be an email reminder asking staff to check their EDI details, as some staff who are not new to SOAS have filled in the information by 2020.
- Looking at staff who have declared a specific religion (excluding those who ticked "no religion"), there are 29% in 2020, as compared to 14% in 2019. Partly, this is due to new Facilities staff, who are more likely to have a religion, but may also be due to better reporting.
- Of those who have declared a specific religion in 2020 (including "no religion"), at SOAS the biggest group was "no religion" with 41% (compared to 49% UK-wide), Christian 36% (39% UK-wide), Muslim 12% (only 3% UK-wide), and 2% each for Spiritual, Hindu and Buddhist.
- There is a slightly higher percentage of staff with other religions at SOAS than at UK institutions, which might be expected due to the many languages and cultures taught at SOAS.

Table 12: Percentage of SOAS Staff by Religion

2020	SOAS	UK
No religion	41%	49%
Christian	36%	39%
Muslim	12%	3%
Any other religion or belief	3%	4%
Spiritual	2%	1%
Hindu	2%	2%
Buddhist	2%	1%
Jewish	1%	1%
Sikh	1%	1%
Total	100%	100%

8. Fractional staff analysis

- Fractional staff includes Graduate Teaching Assistants (GTA) and Teaching and Scholarship Fractionals (TSF). In April each academic year, their number is around 360 to 415 staff.
- The number of BME female fractional staff is 108 in 2020, the same as in 2017 and similar to 2016, but smaller than in the last two years. As a percentage, BME female fractional staff is around 30% in 2018 to 2020, an increase from 27% seen in 2016 and 2017.
- Female BME fractional staff are the largest group of fractionals when both gender and ethnicity are considered, followed by female white fractionals (22.5% in 2020), BME men (18.9%) and white men (18.3%).
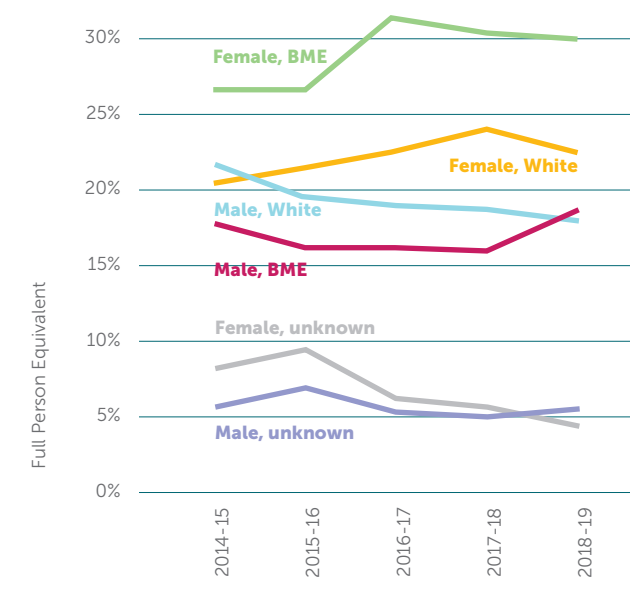
Table 13: Fractional staff by gender & ethnicity (in numbers)

		2016	2017	2018	2019	2020
Female	BME	103	108	127	121	108
	White	78	87	94	97	81
	Unknown	33	38	26	23	17
	Total	214	233	247	241	206
Male	BME	69	65	67	64	68
	White	81	79	80	77	66
	Unknown	22	27	21	20	20
	Total	172	171	168	161	154
Total		386	404	415	402	360

Fractional staff by gender & ethnicity (in %)

		2016	2017	2018	2019	2020
Female	BME	26.7%	26.7%	30.6%	30.1%	30%
	White	20.2%	21.5%	22.7%	24.1%	22.5%
	Unknown	8.5%	9.4%	6.3%	5.7%	4.7%
	Total	55.4%	57.7%	59.5%	60%	57.2%
Male	BME	17.9%	16.1%	16.1%	15.9%	18.9%
	White	21%	19.6%	19.3%	19.2%	18.3%
	Unknown	5.7%	6.7%	5.1%	5%	5.6%
	Total	44.6%	42.3%	40.5%	40%	42.8%
Total		100%	100%	100%	100%	100%

Figure 14: Fractional staff (in %)