Equality, Diversity and Inclusion

Annual Report 2021-2022

Contents

Foreword

The Equality Diversity and Inclusion (EDI) annual report serves two purposes. The first purpose is to fulfil our Public Sector Equality Duty by reporting progress against commitments found in the Equality Act 2010. The second purpose is for internal accountability by ensuring data is publicly available so that we can collectively assess how we are moving towards a more inclusive and representative community and the barriers therein. If SOAS, is to judge itself against its peers then we are doing well, largely because of the size of our institution and regional focus areas. However, we know that benchmarking against our peers is not always an effective measure of progress particularly when other institutions are not doing better given their shape and size. Consequently, the EDI strategy 2022–2025 set its sights on surpassing external benchmarks by setting internal targets based on our reading of chronically underrepresented groups. We also emphasize institutional culture and how it is enabled by policies that are seen to work and do work.

As part of the new EDI strategy, we have made a few structural changes to embed the centrality of EDI work. The EDI team was brought under the Director's Office moving away from the governance team. The team is now managed by the Associate Director Equity and Accountability with direct accountability to the Director. The team has also been expanded to include a Race Equity Lead and a Learning and Inclusion Lead to support the Diversity and Inclusion Manager and the Diversity and Inclusion Project Lead. We see both the structural and human resource shifts as critical to strengthening pathways for accountability within the key governance structures at SOAS.

Finally, we know that change and transformation is not an overnight task. Gains made today can quickly be eroded by external push factors such as a change in government and accompanying policies or internal pull factors such as shifts in institutional priorities. However, we are certain that in the next three years, we will lay a durable foundation that allows us to weather external and internal shocks that are bound to come in any institution. More importantly, we also want to invest in the communities we serve based on our regional focus areas, staff and students in ways that allow sustained change work because the external environment always shapes the internal context.

Dr Awino Okech
Associate Director Equity and Accountability

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.

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 celebrates diversity with equality of opportunity at the core of all our 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 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.

Progress Against Outcomes

In this section we outline progress made over the last nine months since the EDI strategy refresh in August 2021.

Pillar 1: Governance and Accountability

Human Resources streamlining of grievance and disciplinary processes is underway with consultations ongoing with key stakeholders. This review involves broader community engagement as part of good practice and aims to ensure that voices from the community are heard in the most inclusive manner. The aim of these changes is to promote understanding, engagement and inclusion while also recognising the need to manage grievances that seeks to restore and rebuild relationships.

Pillar 2: Legal Compliance

SOAS has begun the process of renewing its Bronze Athena Swan award and has officially joined membership of the Race Equality Charter. Our participation in both frameworks administered by Advance HE demonstrates our commitment to reflecting on what we can do to reduce gender and race gaps where they exist at SOAS.

Pillar 3: Representation

- Our Gender Pay Gap report of March 2022 shows that while SOAS continues to move closer to equality in most pay quartiles, gaps in hourly pay rose slightly from the previous year. Both mean and median pay gaps increased slightly by +1.6% and +0.8% respectively. We continue to develop actions to support the closing of the gender pay gap, including encouraging more applications from women of colour to the Aurora Programme, and supporting internal mentoring of women staff on grade 7 and below with women on grade 8 and above, with initial feedback showing positive impact.

- Our commitment to increasing the number of Black academics on permanent contracts has moved us from a base of twelve academics in a staff body of close to 500 academics to eighteen on permanent contracts. We will continue to track our commitments in this area.

- The objective of increasing the number of Black staff in grades 8 and above within Professional Services has been hampered by staff progression to other opportunities in the sector thus only leading to an important but slight increase to 20 from a baseline of 18.

- The ongoing reorganisation of academic departments into colleges offers an opportunity to meet our commitments to increase the proportion of Black and women of colour in senior leadership.

Pillar 4: Student Experience and Outcomes

- SOAS is continuing to improve its awarding gap and eradicate the gaps in non-continuation by developing tailored awarding and non-completion plans, unique to each department and their needs. Over the last three years, internal SOAS mark averages show increases for all ethnic minority groups, with Black students in particular achieving average marks of 6% higher in academic year 2019-20 than in academic year 2017-18. From its 2017-18 position of a 15-percentage point gap, SOAS has seen the awarding gap reduced to 11.2 percentage points.

- We have begun incorporating EDI considerations within the School's Mental Health Strategy. An EDI focus is included in training and workshops, discussing the impact of poor mental health on those with protected characteristics. The Black counsellor is in place on a permanent basis. Waiting times for accessing counselling and support has reduced. Pre-pandemic

the average wait time between referral and a counselling assessment appointment was approximately 20 days. Students requesting counselling are responded to within 48 hours and the process to access counselling begins immediately. The typical wait time for brief therapy is between 4 to 6 weeks.

- We are working in collaboration with the Student Casework Team to improve the effective management of student complaints casework to reduce the number of cases linked to protected characteristics. Our strategic plan focuses on building an effective management of student complaints and cases linked to the protected characteristics outlined in the Equality Act 2010. By effectively tracking, managing, and resolving such complaints we aim to reduce the number of complaints from students with a protected characteristic by learning from cases and implementing appropriate actions.

Pillar 5: Belonging

- We launched the Worldmaking Beyond SOAS initiative in this academic year and commissioned five ground-breaking projects to develop and cultivate propositional thought leadership on racial justice.

- We commissioned the development of a Trans, Non-Binary and Intersex policy led by Gendered Intelligence. The policy focusses on all areas from name changing on records and systems community relations in the classroom and amongst staff and will be launched in July 2022.

- We launched the Thought Leadership Series to cultivate robust engagement and reflection, specifically linked to racial justice.

Staff Diversity and Inclusion

- In 2020-21, the percentage of female academics at SOAS was 52%, which is higher than at all London institutions (48%) and UK institutions (47%).

- SOAS has an ethnically more diverse workforce than UK institutions, with 41% of academic staff being from Black (excl. Mixed Black), Asian, Mixed and Other backgrounds. This compares to 22% at London institutions and 17% at UK institutions overall.

- HESA adds up Black Mixed heritage into the Mixed category, so for benchmarking we are using the same definitions here in most of the tables. However, at SOAS we have started to add Mixed Black heritage to our Black category and therefore would include Black or Black British – African, Black or Black British – Caribbean, Other Black background, Mixed - White and Black Caribbean and Mixed - White and Black African. The categories used are clearly marked throughout this report.

- 5.7% of SOAS academic staff are Black (excl. Mixed Black), while 14.9% of SOAS professional services staff are Black (excl. Mixed Black), compared to 2.3% and 3.1% at other UK institutions, respectively. If we include the Mixed Black heritage, 6.2% of SOAS academic staff are Black (incl. Mixed Black) and 17.7% of SOAS professional services staff are Black (incl. Mixed Black).

- Slightly more than half of both academic and professional services staff at SOAS are White, compared to UK institutions where 74% of academic staff and 82% of professional services staff are White.

- Looking at the intersectionality of SOAS academic staff, 3.6% are female and Black (incl. Mixed Black), 2.6% are male and Black (incl. Mixed Black), while 13.1% are Asian and female, 7.0% are Asian and male. Both White female and male staff make up slightly more than a quarter of academic staff each.

Staff Demographic Data

This report includes information about staff at SOAS according to gender, age, disability, ethnicity, sexual orientation and religion or belief, including some intersectional analysis of gender and ethnicity.

Over the past five years, SOAS has increased both the diversity monitoring information available about staff and the analysis of that information. We still have further to go, to collect more detailed information and to understand the impact of that data further. We have referred to "gender" as a binary category, based on the way we currently collect data; although greater inclusion of transgender, non-binary and gender non-conforming people is an important part of our EDI strategy.

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 London institutions and UK institutions that are available in the HESA Staff record. The latest HESA data is from the academic year 2020-21.

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 31 January each year, as it is a point in the year when the highest number of staff work at SOAS.

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

Since 2019-20, institutions are not obliged to return data on professional services staff to HESA. Most institutions still return this data, but it leaves an approximately 8% gap in the staff data. Therefore, some charts look as if there was a decrease, when data was not reported.

1. Numbers of Staff

1.1 Academic and professional services staff

- Until 2017-18, the number of academic staff at SOAS was far higher than the number of professional services staff. This gap was smaller at London and UK institutions. In 2018-19, Campus Services were brought in-house, which increased the percentage of professional services staff at SOAS. In 2020-21, 52% of SOAS staff were academic, 48% were professional services.

- At UK institutions overall, the number of professional services staff has consistently been slightly higher than the number of academic staff. This is likely to still be the case, however since 2019-20 institutions are not obliged to return professional services staff data, therefore the graph below shows an apparent drop in professional services staff.
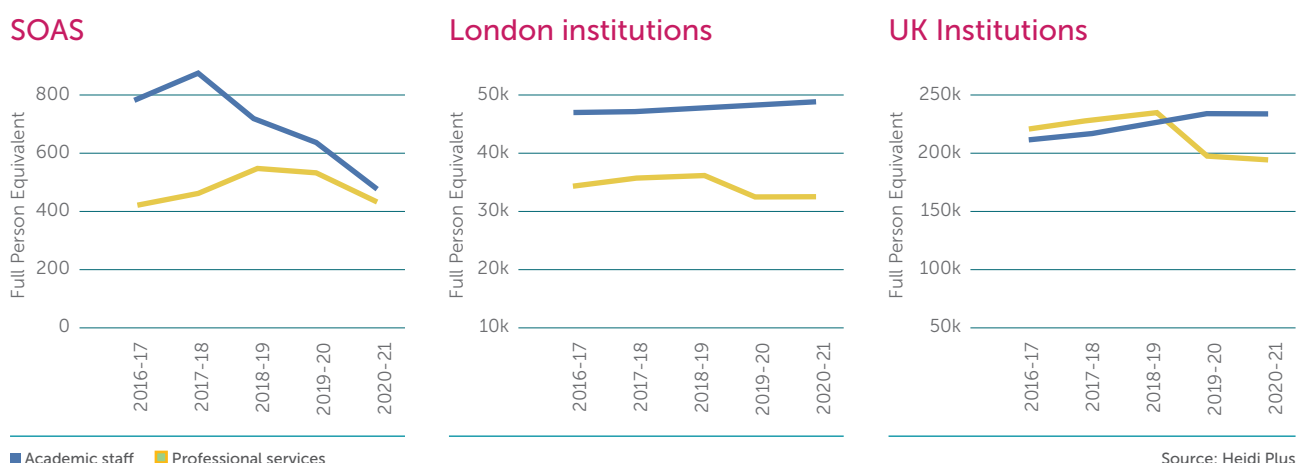
Figure 1: Numbers of Staff

Source: Heidi Plus

Table 1: Numbers of Academic and Professional Services Staff

SOAS	Academic	Professional Services	Academic	Professional Services	Total	Total %
2016-17	790	415	65%	35%	1,205	100%
2017-18	835	460	64%	36%	1,295	100%
2018-19	700	560	56%	44%	1,265	100%
2019-20	635	545	54%	46%	1,180	100%
2020-21	500	465	52%	48%	965	100%

London	Academic	Professional Services	Academic	Professional Services	Total	Total %
2016-17	44,820	34,670	56%	44%	79,490	100%
2017-18	44,605	35,715	56%	44%	80,320	100%
2018-19	45,675	35,990	56%	44%	81,665	100%
2019-20	46,965	33,250	59%	41%	80,220	100%
2020-21	48,380	33,615	59%	41%	81,995	100%

UK	Academic	Professional Services	Academic	Professional Services	Total	Total %
2016-17	206,870	212,835	49%	51%	419,710	100%
2017-18	211,980	217,580	49%	51%	429,560	100%
2018-19	217,065	222,885	49%	51%	439,955	100%
2019-20	223,455	196,205	53%	47%	419,665	100%
2020-21	224,430	191,400	54%	46%	415,830	100%

Source: Heidi Plus   Note: Some figures may not add up to totals, due to rounding.

2. Gender of Staff

### 2.1 Academic and non-academic female and male staff numbers

- Since 2017-18 both numbers of female and male academic staff at SOAS have been decreasing at a similar rate. In 2020-21, there were 265 academic women and 240 academic men at SOAS.
- There are more academic men than women at London and UK institutions.
- The apparent decrease for professional services staff is due to some institutions not reporting professional services staff data to HESA anymore.

Figure 2a: Academics by gender
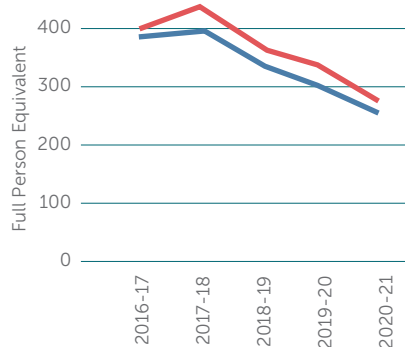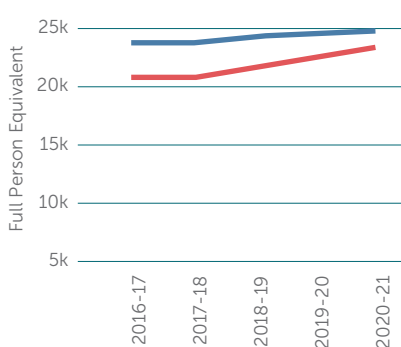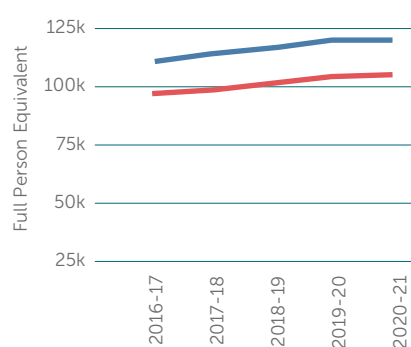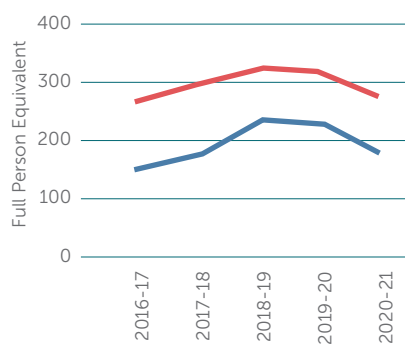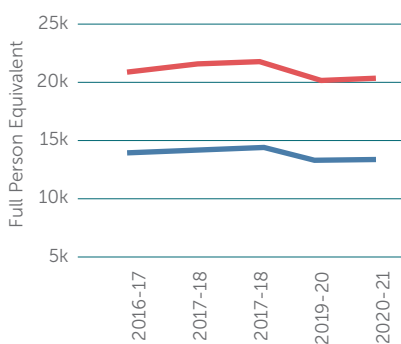

SOAS   London institutes   UK institutes

Figure 2b: Professional Services by gender
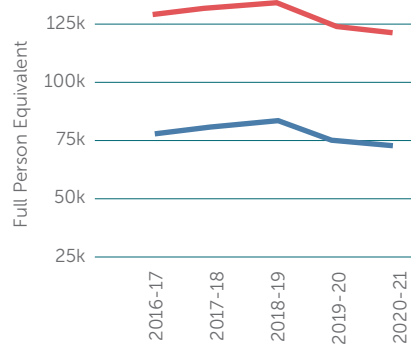

SOAS   London institutes   UK institutes

■ Female ■ Male

Source: Heidi Plus

Table 2a: Numbers of Academic and Professional Services Staff by Gender

SOAS	2016-17	2017-18	2018-19	2019-20	2020-21
Academic, Female	400	440	370	335	265
Academic, Male	390	395	335	300	240
Professional Services, Female	265	290	325	315	270
Professional Services, Male	150	175	235	230	190
Total	1,205	1,295	1,265	1,180	965

London	2016-17	2017-18	2018-19	2019-20	2020-21
Academic, Female	21,040	20,895	21,520	22,320	23,280
Academic, Male	23,780	23,690	24,140	24,370	24,845
Professional Services, Female	21,010	21,705	21,840	20,075	20,415
Professional Services, Male	13,660	13,995	14,135	13,035	13,065
Total	79,490	80,285	81,630	79,810	81,605

UK	2016-17	2017-18	2018-19	2019-20	2020-21
Academic, Female	94,475	97,160	100,365	104,275	105,390
Academic, Male	112,395	114,715	116,640	118,825	118,645
Professional Services, Female	133,195	136,320	139,850	122,905	119,585
Professional Services, Male	79,640	81,160	82,940	73,065	71,525
Total	419,710	429,355	439,790	419,070	415,150

Source: Heidi Plus

Note: Some figures may not add up to totals, due to rounding.

Table 2b: Percentages of Academic and Professional Services Staff by Gender

SOAS	2016-17	2017-18	2018-19	2019-20	2020-21
Academic, Female	33%	34%	29%	28%	27%
Academic, Male	32%	30%	26%	26%	25%
Professional Services, Female	22%	22%	26%	27%	28%
Professional Services, Male	12%	14%	19%	19%	20%
Total	100%	100%	100%	100%	100%

London	2016-17	2017-18	2018-19	2019-20	2020-21
Academic, Female	26%	26%	26%	28%	29%
Academic, Male	30%	30%	30%	31%	30%
Professional Services, Female	26%	27%	27%	25%	25%
Professional Services, Male	17%	17%	17%	16%	16%
Total	100%	100%	100%	100%	100%

UK	2016-17	2017-18	2018-19	2019-20	2020-21
Academic, Female	23%	23%	23%	25%	25%
Academic, Male	27%	27%	27%	28%	29%
Professional Services, Female	32%	32%	32%	29%	29%
Professional Services, Male	19%	19%	19%	17%	17%
Total	100%	100%	100%	100%	100%

Source: Heidi Plus
Note: Some figures may not add up to totals, due to rounding.

2.2 Academic staff only:

- In 2020-21, the split between female and male academics was 52.5% versus 47.5% respectively, which was very similar to the previous three years.

Figure 3: Percentage of Academic Women

SOAS London institutions UK institutions

Table 3: Percentages of Academic Staff by Gender

| SOAS	2016-17	2017-18	2018-19	2019-20	2020-21
Academic, Female	50.6%	52.7%	52.5%	52.8%	52.5%
Academic, Male	49.4%	47.3%	47.5%	47.2%	47.5%
Total	790	835	705	635	505

Source: Heidi Plus   Note: Some figures may not add up to totals, due to rounding.

2.3 Percentage of all SOAS staff by gender

- In 2020-21, the proportion of staff groups compared to the previous year was very similar but female non academics are now the larger percentage. There were 27% female academics, 25% male academics, 28% female professional services and 20% male professional services.

Figure 4: Gender at SOAS in percent

Academic, female ■   Academic, male ■   Non-academic, female ■   Non-academic, male ■
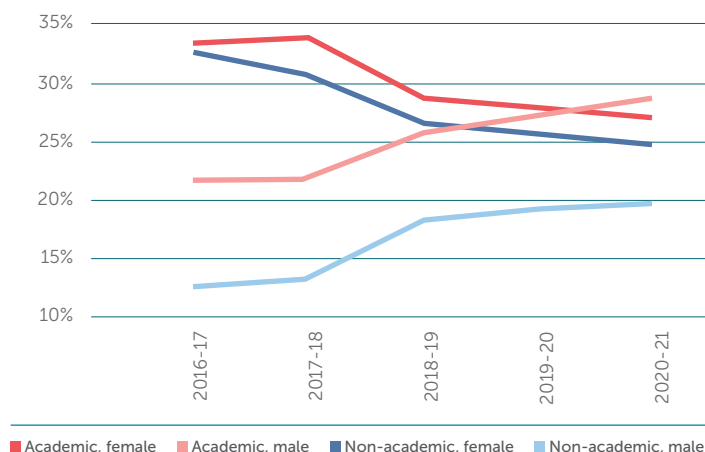
3. Age of Staff

3.1 Academic staff by age groups

- At UK institutions, the proportion of male academics to female academics is higher in every age group. At SOAS, more women than men are in the age groups up to 50 years. In recent years the number of male academics in the age groups over 50 years has decreased, but not the number of female academics, to the effect that proportions of both genders is now nearly 50%.

- At SOAS, the number of female academics in the age groups 35 and under and 36-50 years has decreased significantly between 2017-18 and 2020-21. A high proportion of female academics in this group were part-time employees.

- Since 2019-20 the number of full-time female academics has been more that the number of part-time female academics.

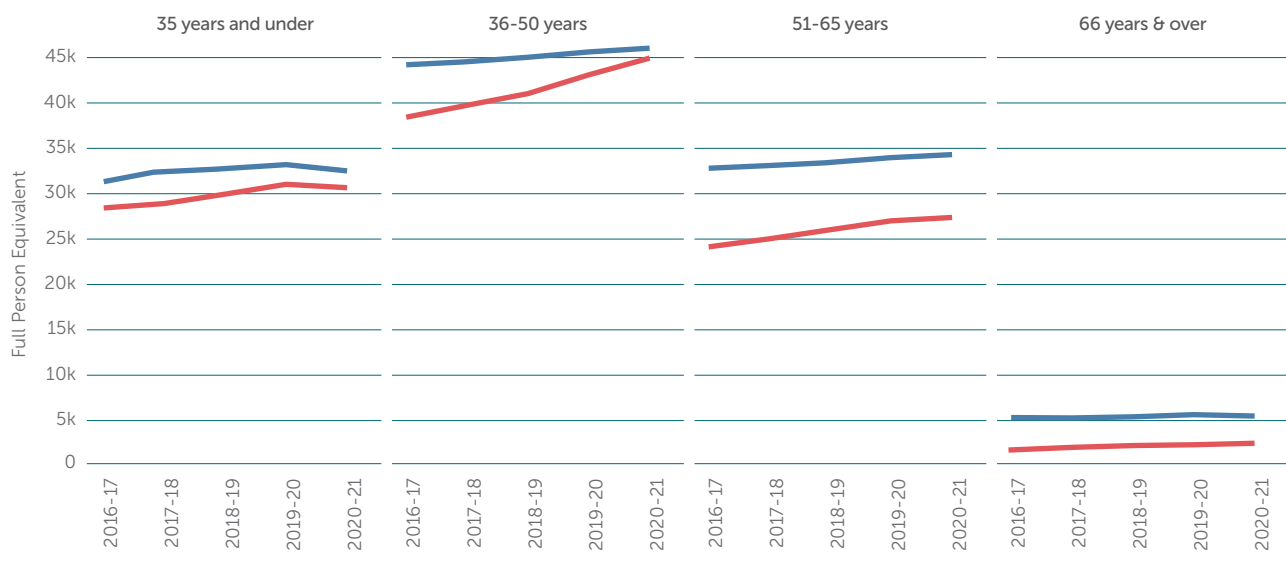**Figure 5a: Academic staff by age group at SOAS**
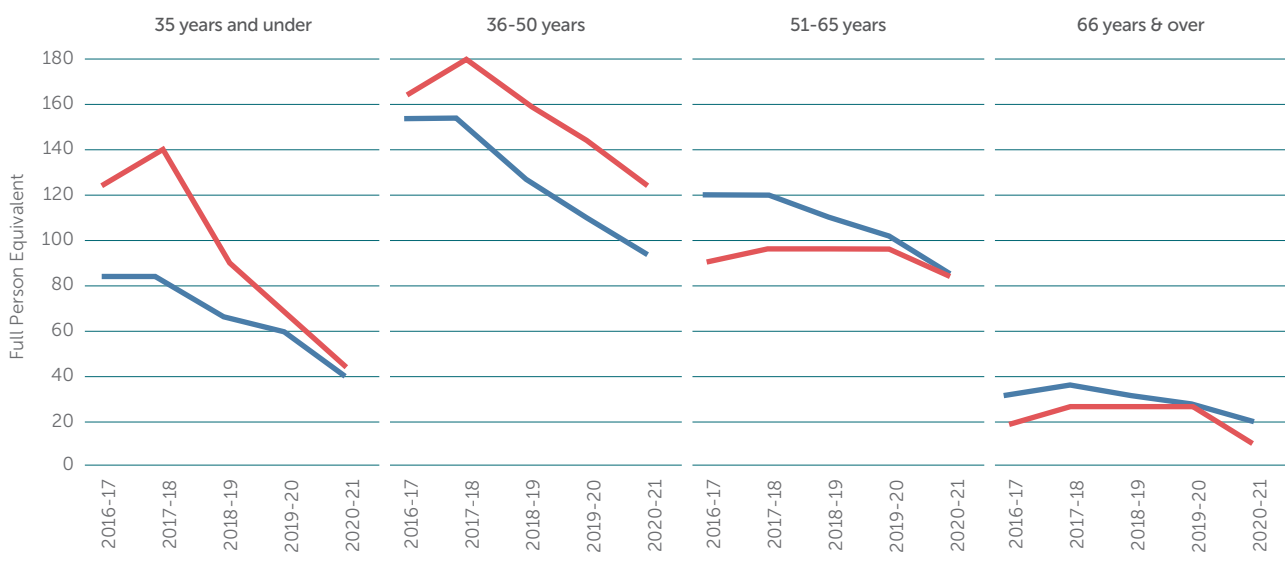
Source: Heidi Plus

At UK institutions, the number of female academics in the age groups 36 to 50 and 51 to 65 years has risen the fastest, by around 15% each.

Figure 5b: Academic staff by age group at UK institutions

Source: Heidi Plus

Table 4a: Number of Academic Staff by Age group and Gender at SOAS, 2016-17 to 2020-21

		35 years and under	36-50 years	51-65 years	66 years & over
Female	2016-17	125	165	90	20
	2017-18	140	180	95	25
	2018-19	90	160	95	25
	2019-20	65	145	95	25
	2020-21	45	125	85	10
Male	2016-17	85	155	120	30
	2017-18	85	155	120	35
	2018-19	65	130	110	30
	2019-20	60	115	100	25
	2020-21	40	95	85	20

Source: Heidi Plus

3.2 Non-academic staff by age groups

• The number of professional services staff in the age group 36 to 50 years and 35 years and younger has slightly decreased between 2019-20 and 2020-21. Generally, there was a decrease in all age groups of professional services staff in 2020-21.

Table 4b: Number of Professional Services Staff by Age group and Gender at SOAS, 2016-17 to 2020-21

		35 years and under	36-50 years	51-65 years	66 years & over
Female	2016-17	90	115	60	5
	2017-18	100	115	70	5
	2018-19	105	130	85	5
	2019-20	95	125	85	5
	2020-21	85	110	75	5
Male	2016-17	35	70	45	5
	2017-18	50	75	45	5
	2018-19	70	85	75	5
	2019-20	60	95	70	5
	2020-21	55	75	60	0

Source: Heidi Plus

4. Disability

4.1 Staff who have disclosed a disability

• 6.4% of staff at SOAS have declared a disability in 2020-21, which is an increase by 2.8 percentage points compared to 2016-17. This may be partly because more staff fill in the information when they receive an annual reminder and partly because some staff are leaving and new staff are more likely to provide equality and diversity information when they start.

• In the sector, the proportion of staff declaring a disability has also increased over time and currently stands at 6.0% in 2020-21.

Figure 6: Percentages of Staff who have declared a disability

SOAS   London institutions   UK institutions

The number of staff with a declared disability is 60 at SOAS in 2020-21. SOAS internal data shows that the declaration rate for this indicator is very high, as this information is only unavailable for 80 employees.

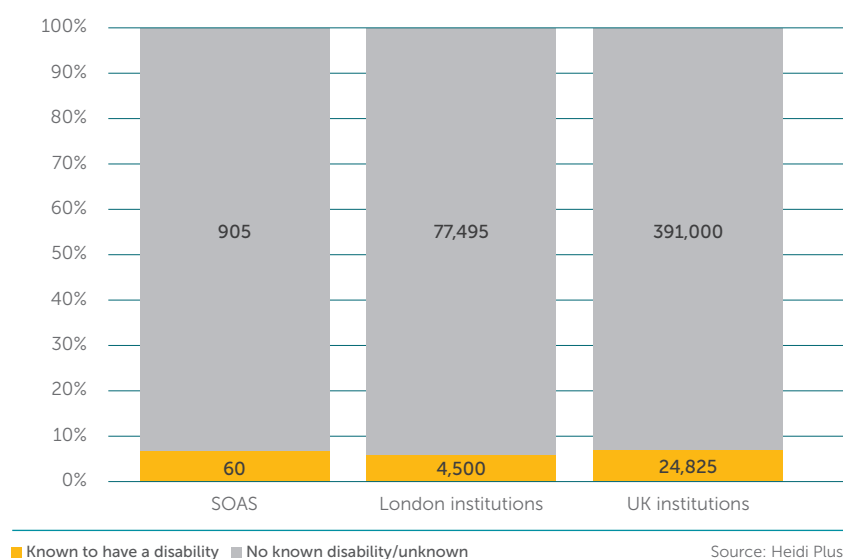**Figure 7: Disability in numbers of staff and percentages**

Source: Heidi Plus

■ Known to have a disability ■ No known disability/unknown

Table 5: SOAS Numbers and Percentages of Staff with a Disability

Disability (basic), SOAS	2016-17	2017-18	2018-19	2019-20	2020-21
Known to have a disability	45	60	55	75	60
No known disability/unknown	1,160	1,235	1,205	1,105	905
Total	1,205	1,295	1,265	1,180	965
Known to have a disability (%)	3.7%	4.6%	4.3%	6.4%	6.4%

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 2022 this percentage has decreased to 7.2%.
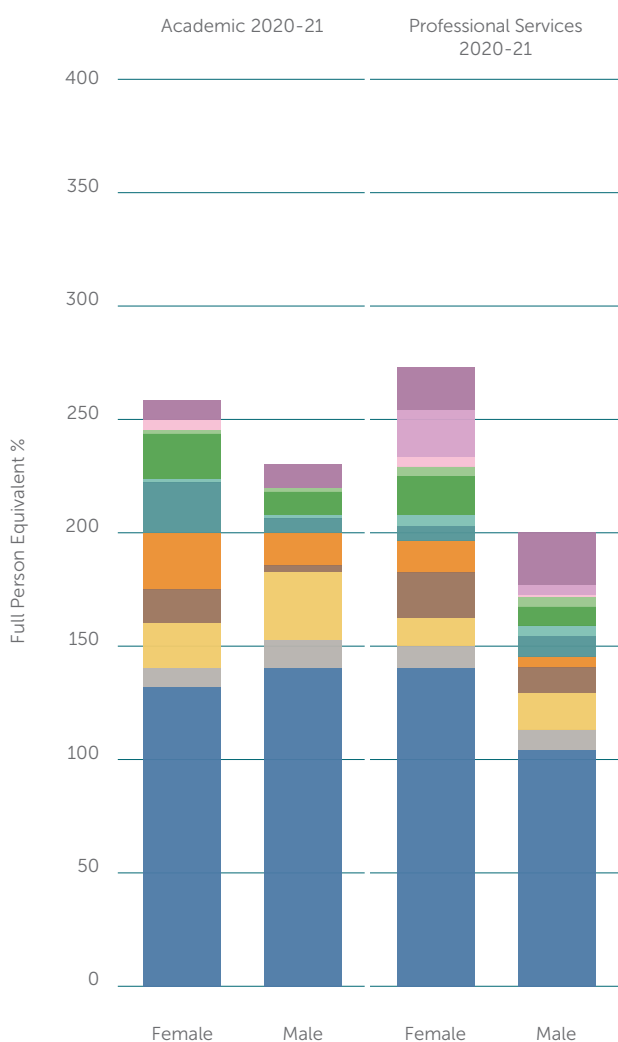
5. Ethnicity

5.1 Detailed Ethnicity

- SOAS has an ethnically more diverse workforce than UK institutions, with 41% of academic staff being from Black (excl. Mixed Black), Asian, Mixed and Other backgrounds. This compares to 17% at UK institutions overall.
- HESA uses 12 categories for Ethnicity; Black or Black British – African, Black or Black British – Caribbean, Other Black background, Asian or Asian British – Bangladeshi, Asian or Asian British – Indian, Asian or Asian British – Pakistani, Other Asian background, Chinese, Mixed, Other (which includes Arab and anyone not included in the HESA coding frame), Unknown and White.
- Black Mixed heritage is included in the Mixed category by HESA and so for Benchmarking it is in the figures below. However, at SOAS we have started to add Mixed Black heritage to our Black category in other reports.
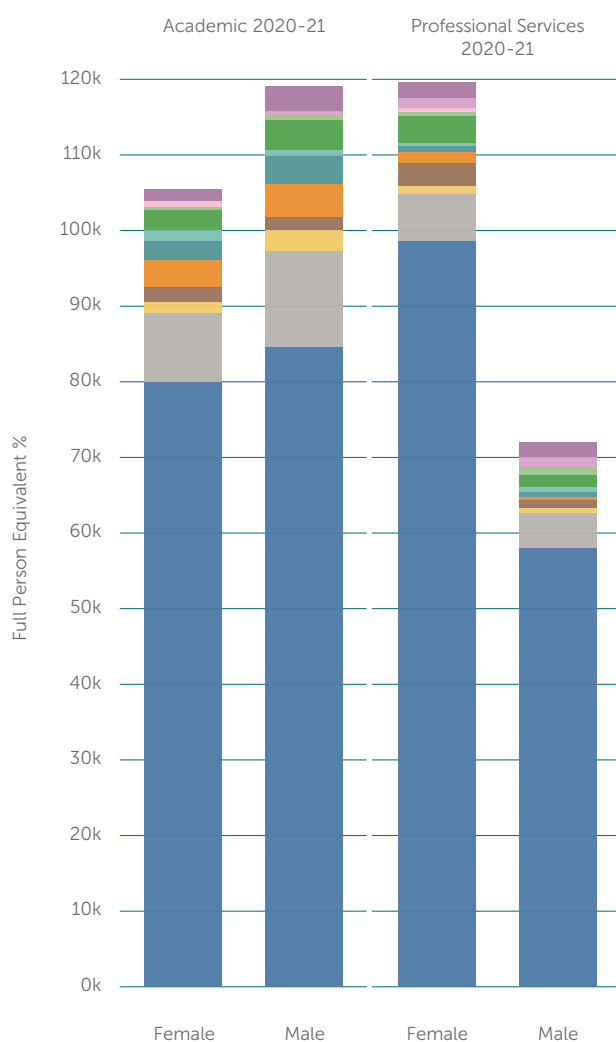
- The largest minority groups among academics are Other (incl. Arab: 11.0%), Other Asian background (6.8%), Chinese (6.2%), Asian or Asian British – Indian (6.2%) and Black or Black British – African (4.3%).
- Among professional services staff, the largest minority groups are Black or Black British – African (9.1%), Mixed (6.3%), Other (including Arab: 6.3%), Asian or Asian British – Indian (5.2%) and Black or Black British – Caribbean (4.5%).

Figure 8: Ethnicity and Gender of Academic and Professional Services Staff at SOAS and UK institutions, 2020-21

SOAS Gender-Ethnicity

UK-Ethnicity

Key

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

Source: Heidi Plus

Table 6a: Numbers and Percentages of Academic Staff by Ethnicity

Academic 2020-21	SOAS	UK	SOAS	UK
Black or Black British – African	20	3,745	4.3%	1.7%
Black or Black British – Caribbean	5	1,020	0.8%	0.5%
Other Black background	5	425	0.6%	0.2%
Asian or Asian British – Bangladeshi	0	815	0.4%	0.4%
Asian or Asian British – Indian	30	6,960	6.2%	3.1%
Asian or Asian British – Pakistani	5	2,025	0.6%	0.9%
Other Asian background	35	5,060	6.8%	2.3%
Chinese	30	8,160	6.2%	3.6%
Mixed	20	5,410	4.2%	2.4%
Other	55	5,310	11%	2.4%
Unknown/not applicable	25	19,570	4.6%	8.7%
White	275	165,930	54.4%	73.9%
Total	500	224,430	100%	100%

Academic 2020-21	SOAS	UK	SOAS	UK
Black	30	5,195	5.7%	2.3%
Asian	100	23,015	20.1%	10.3%
Mixed and Other	75	10,720	15.2%	4.8%
Unknown	25	19,570	4.6%	8.7%
White	275	165,930	54.4%	73.9%

Table 6b: Numbers and Percentages of Professional Services Staff by Ethnicity

Professional Services 2020-21	SOAS	UK	SOAS	UK
Black or Black British – African	40	3,360	9.1%	1.8%
Black or Black British – Caribbean	20	2,240	4.5%	1.2%
Other Black background	5	420	1.3%	0.2%
Asian or Asian British – Bangladeshi	10	1,095	1.7%	0.6%
Asian or Asian British – Indian	25	4,895	5.2%	2.6%
Asian or Asian British – Pakistani	10	1,620	2.2%	0.8%
Other Asian background	20	2,145	3.9%	1.1%
Chinese	10	2,000	2.6%	1%
Mixed	30	4,075	6.3%	2.1%
Other	30	1,910	6.3%	1%
Unknown/not applicable	20	10,985	4.3%	5.7%
White	245	156,650	52.7%	81.8%
Total	465	191,400	100%	100%

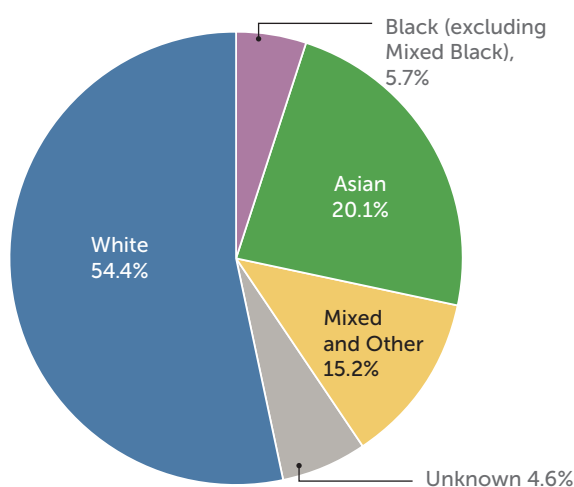| Professional Services 2020-21	SOAS	UK	SOAS	UK
Black	70	6,025	14.9%	3.1%
Asian	70	11,760	15.5%	6.1%
Mixed and Other	60	5,985	12.6%	3.1%
Unknown	20	10,985	4.3%	5.7%
White	245	156,560	52.7%	81.8%

Source: Heidi Plus   Note: Some figures may not add up to 100%, due to rounding.
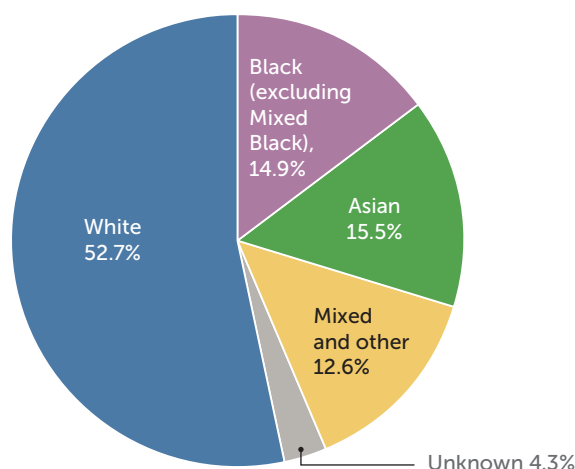
- 5.7% of SOAS academic staff are Black (excl. Mixed Black), while 14.9% of SOAS professional services staff are Black (excl. Mixed Black). If we include the Mixed Black heritage, 6.2% of SOAS academic staff are Black (incl. Mixed Black) and 17.7% of SOAS professional services staff are Black (incl. Mixed Black).
- 20.1% of academic staff are Asian, compared to 15.5% of professional services staff.
- Slightly more than half of both academic and professional services staff are White.

Figure 9: Ethnicity for Academic and Professional Services Staff

SOAS Academic Staff by ethnicity

Black (excluding Mixed Black), 5.7%
Asian 20.1%
White 54.4%
Mixed and Other 15.2%
Unknown 4.6%

SOAS Professional Services Staff by Ethnicity

Black (excluding Mixed Black), 14.9%
Asian 15.5%
White 52.7%
Mixed and other 12.6%
Unknown 4.3%

Source: Heidi Plus   Note: Some figures may not add up to 100%, due to rounding.

5.2 Intersectionality of ethnicity and gender for academic and professional services staff

Comparing female academic staff by ethnicity with male staff in brackets, the percentage of female Black academic staff from all academic staff is 3.6% (2.6% male), 13.1% are female Asian academic staff (7.0% male), and 26.1% are female White academic staff (28.4% male). As this data is focused on SOAS we have included Mixed Black heritage in Black.

Table 7: Ethnicity and Gender of Academic and Professional Services Staff at SOAS, 2020-21

Academic 2020-21	Female	Male	Total	Female	Male	Total
Asian	65	35	100	13.1%	7%	20.1%
Black	20	15	30	3.6%	2.6%	6.2%
Mixed	10	5	20	2.4%	1.4%	3.8%
Other	25	30	55	5.4%	5.6%	11%
Unknown/not applicable	10	15	25	1.8%	2.8%	4.6%
White	130	140	275	26.1%	28.4%	54.4%
Total	265	240	500	52.4%	47.6%	100%

Professional Services 2020-21	Female	Male	Total	Female	Male	Total
Asian	45	30	70	9.3%	6.3%	15.5%
Black	55	30	80	11.6%	6%	17.7%
Mixed	10	5	15	2.4%	1.1%	3.4%
Other	15	15	30	3.2%	3%	6.3%
Unknown/not applicable	10	10	20	1.9%	2.4%	4.3%
White	140	105	245	30.2%	22.6%	52.8%
Total	270	190	465	58.6%	41.4%	100%

Source: SOAS internal HESA data

Note: Some figures may not add up to 100%, due to rounding.

6. Sexual Orientation

- 6.6% of SOAS staff declared themselves as LGB+, compared to 3.4% at UK institutions.
- LGB+ contains the current available categories: gay man, gay woman/lesbian, bisexual and Other

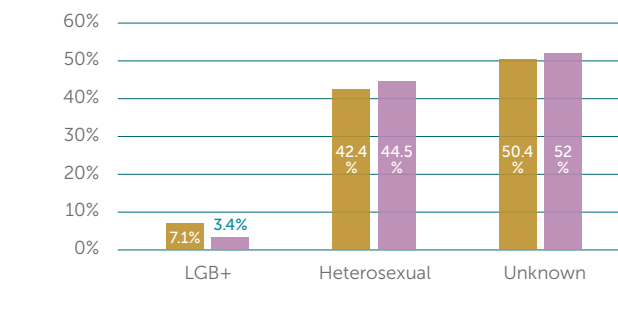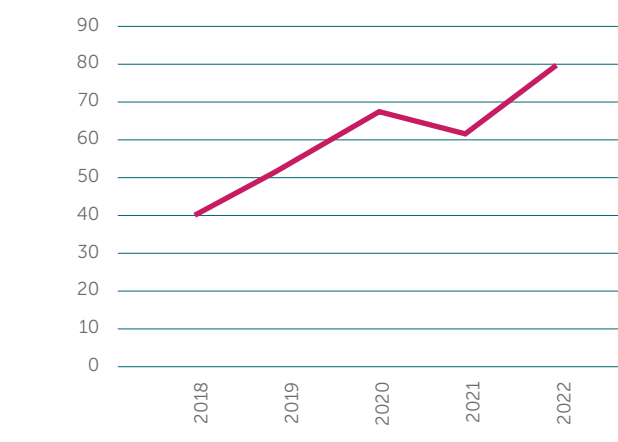**Figure 10: Percentages of Staff by Sexual Orientation**

■ SOAS ■ UK   Source: SOAS Data from ResourceLink, excludes casuals and atypicals, includes fractional teachers, UK data from AdvanceHE

Note: Some figures may not add up to 100%, due to rounding.

Table 8: Numbers and Percentage of Staff by Sexual Orientation

	Numbers		In percent	
	SOAS	UK	SOAS	UK
LGB+	80	14,335	7.1%	3.4%
Heterosexual	480	186,895	42.6%	44.5%
Unknown	570	218,435	50.4%	52%
Total	1,130	419,665	100%	100%

- The number of staff who have declared their sexual orientation as LGB+ has increased from 40 in 2018 to 80 in 2022.
- The percentage of staff who have answered the question regarding their sexual orientation has increased from 29% in 2018 to 50% in 2022. This includes all Post Classes, including fractional teachers.

Figure 11: Number of SOAS Staff by Sexual Orientation over time

Source: SOAS Data from ResourceLink, excludes casuals and atypicals, includes fractional teachers

7. Religion and belief

- Religion and belief is one of the indicators where declaration is low. At SOAS it has increased from 27% in 2019 to 59% in 2022. This may have been due to employees filling in the annual reminder, new staff providing this information and bringing Campus Services staff in-house, who have a high rate of declaration.
- 59% of SOAS staff now declare their religion, compared to 47% in the HE sector.
- 34% of SOAS staff have declared a particular religion, which is higher than the UK sector (23%).
- At SOAS, 25% declare that they have no religion, 20% opt for Christianity, 6% are Muslim, 2% are Hindu.

Table 9: Percentage of SOAS Staff by Religion

	SOAS		UK	
Unknown	470	41%	220,680	53%
No religion	280	25%	101,135	24%
Christian	225	20%	73,690	17.6%
Muslim	65	6%	7,185	1.7%
Hindu	20	2%	3,905	0.9%
Any other religion or belief	20	2%	6,255	1.5%
Spiritual	20	2%	2,400	0.6%
Jewish	15	1%	1,320	0.3%
Buddhist	15	1%	1,940	0.5%
Sikh	5	0%	1,150	0.3%
Total	1,130	100%	419,665	100%

Source: SOAS Data from ResourceLink, excludes casuals and atypicals, includes fractional teachers, UK data from AdvanceHE

Student Diversity and Inclusion

This report looks at student data based on gender, age, ethnicity, disability and religion, including some analysis by level of study.

All students' figures were extracted from Heidi Plus, except those related to Religion and belief, which were derived from SOAS's HESA Student Record from 2019-20.

1. Students by level of study

The proportion of undergraduate students at SOAS decreased in the previous 4 academic years, but expanded by 4% in the last year. At postgraduate taught level, there was a fluctuation form 47% (highest) to 42% (lowest). Postgraduate research remained broadly similar (6%–7%).
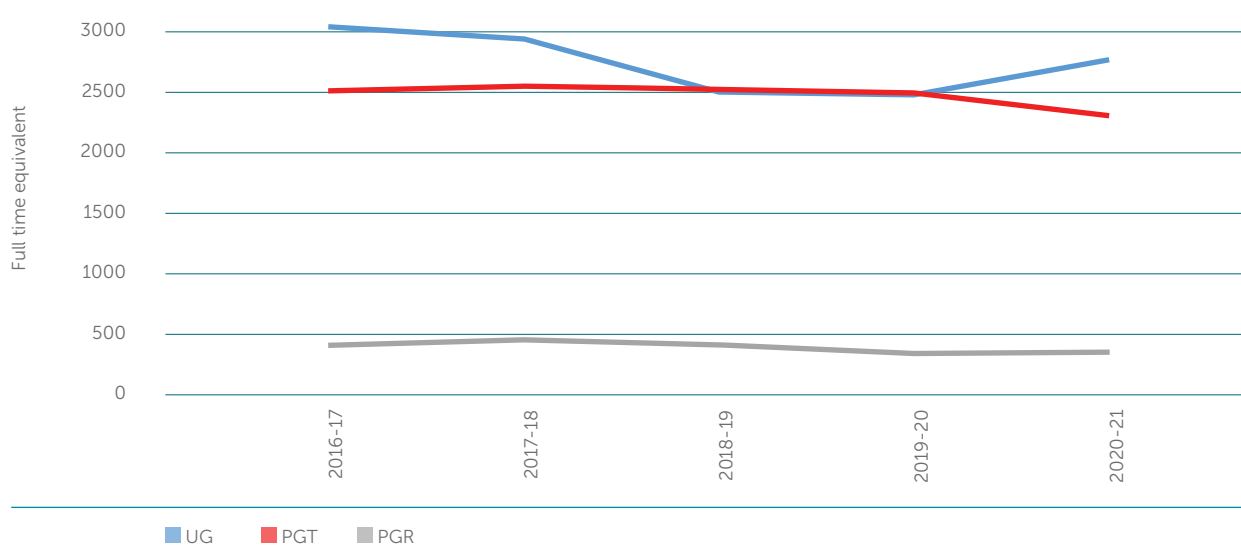
In comparison to the sector, SOAS has a smaller proportion of UG students. Both, London and the UK sector show a continuous increasing trend in their proportion of PGT students.

SOAS	2016-17	2017-18	2018-19	2019-20	2020-21
UG	51%	49%	47%	47%	51%
PGT	42%	43%	46%	47%	42%
PGR	7%	7%	7%	6%	7%
Total	100%	100%	100%	100%	100%

London institutions	2016-17	2017-18	2018-19	2019-20	2020-21
UG	67%	66%	66%	65%	64%
PGT	28%	28%	29%	30%	31%
PGR	6%	6%	6%	5%	5%
Total	100%	100%	100%	100%	100%

| UK institutions	2016-17	2017-18	2018-19	2019-20	2020-21
UG	76%	76%	76%	75%	73%
PGT	19%	19%	20%	21%	23%
PGR	5%	5%	5%	4%	4%
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' before 2020-21.

SOAS students are consistently two thirds female. This trend has not changed in the last five academic years and has reached its peak in 2018-19.

| Sex	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21
Female	65%	66%	68%	67%	65%
Male	35%	34%	32%	33%	35%
Total	100%	100%	100%	100%	100%

% of UG female students
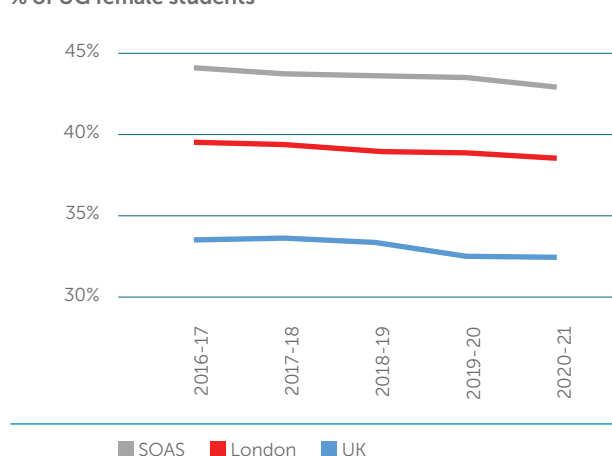
The proportions of female students at SOAS differs notably from both London and all UK institutions by level of study. At UG level, SOAS has smaller percentage of female students as a proportion of all students. At PGT and PGR levels, SOAS has larger proportions of female students than both London and UK. Below are the graphs for male students for reference.

% of PGT female students
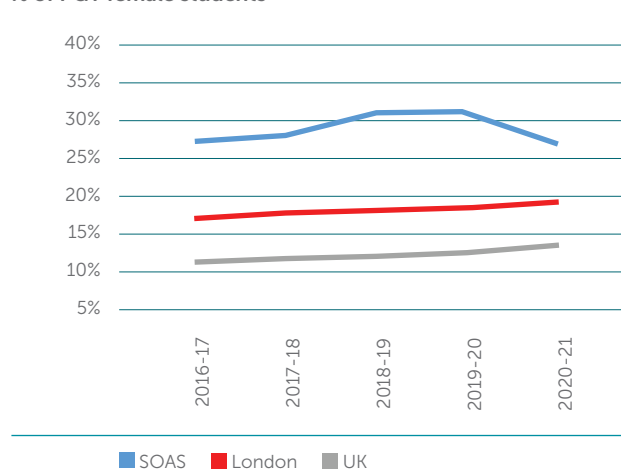
% of PGR female students
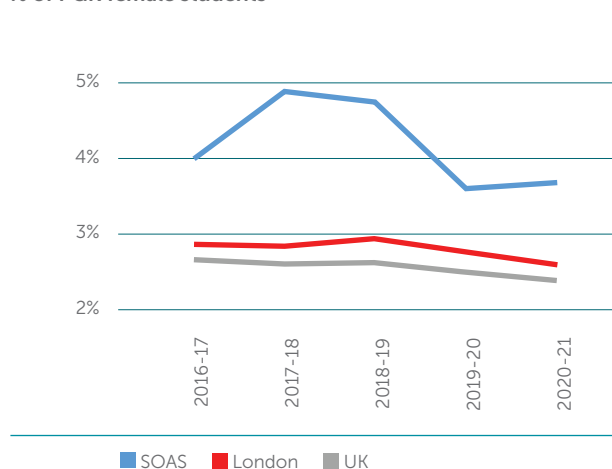
3. Students by age

Note: Sex id 'Other' and Age 'Unknown' were excluded from this analysis.

Both London institutions and sector wide show similar trends and proportions between male and female students in most age bands. However, SOAS generally has smaller proportions of females over 25 years old. SOAS has also seen a sharper increase in younger age groups (19 and under).

At PGT level, SOAS female students tend to be younger than their male counterparts, but for the first time in five years, 30 years and over have matched a similar proportion. Similarly, the male population of 30 years and over has risen at SOAS, in sharp contrast with London and the UK.

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.
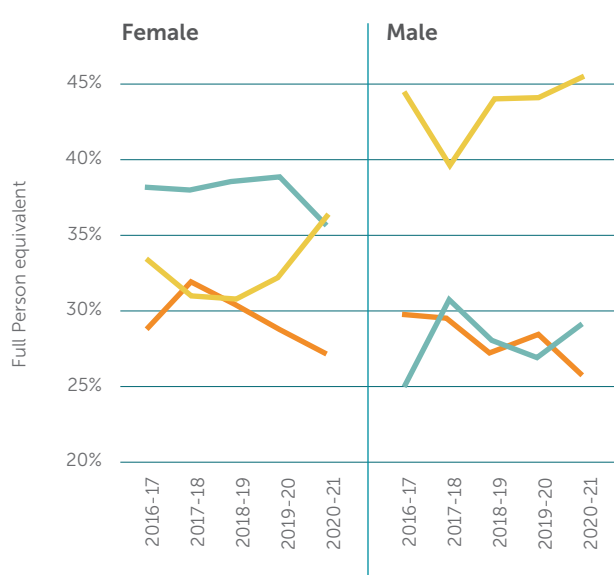
SOAS UG Age by gender (%)
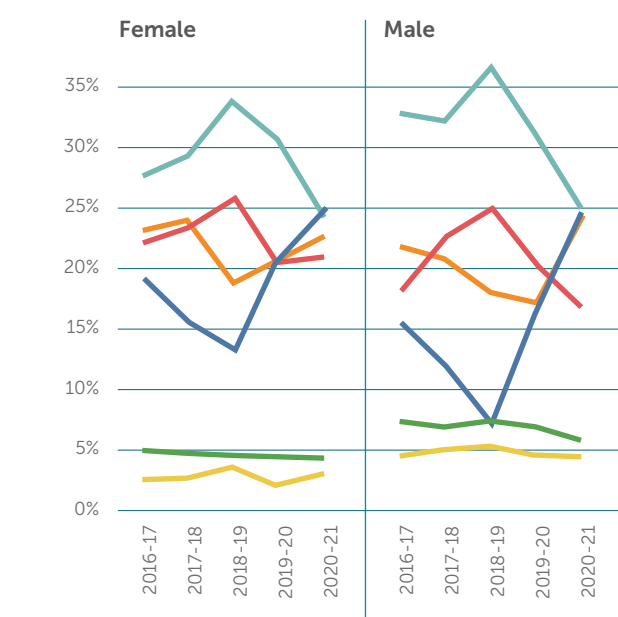
London UG Age by gender (%)
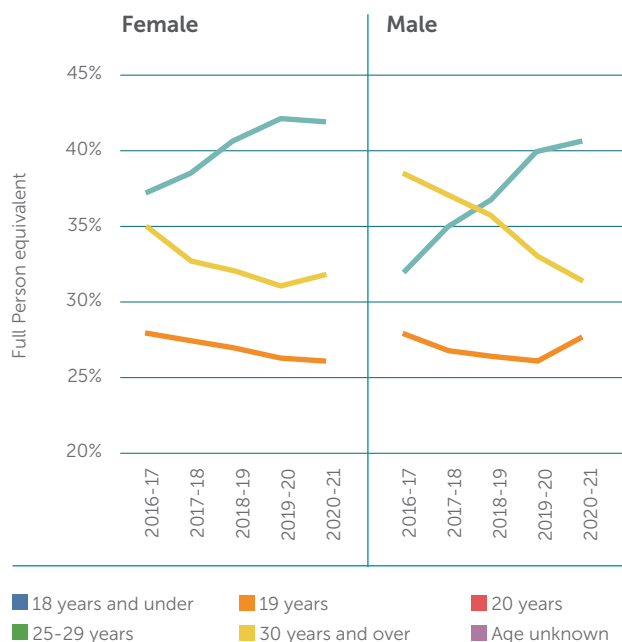

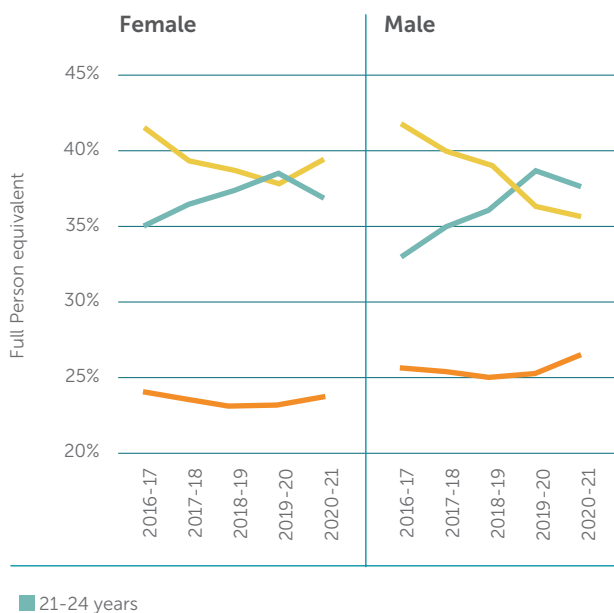**UK UG Age by gender (%)**

SOAS PG Age by gender (%)

Legend: 18 years and under · 19 years · 20 years · 21-24 years · 25-29 years · 30 years and over · Age unknown

London PG Age by gender (%)

Female   Male

UK PG Age by gender (%)

Female   Male

Legend:
- 18 years and under
- 19 years
- 20 years
- 21-24 years
- 25-29 years
- 30 years and over
- Age unknown
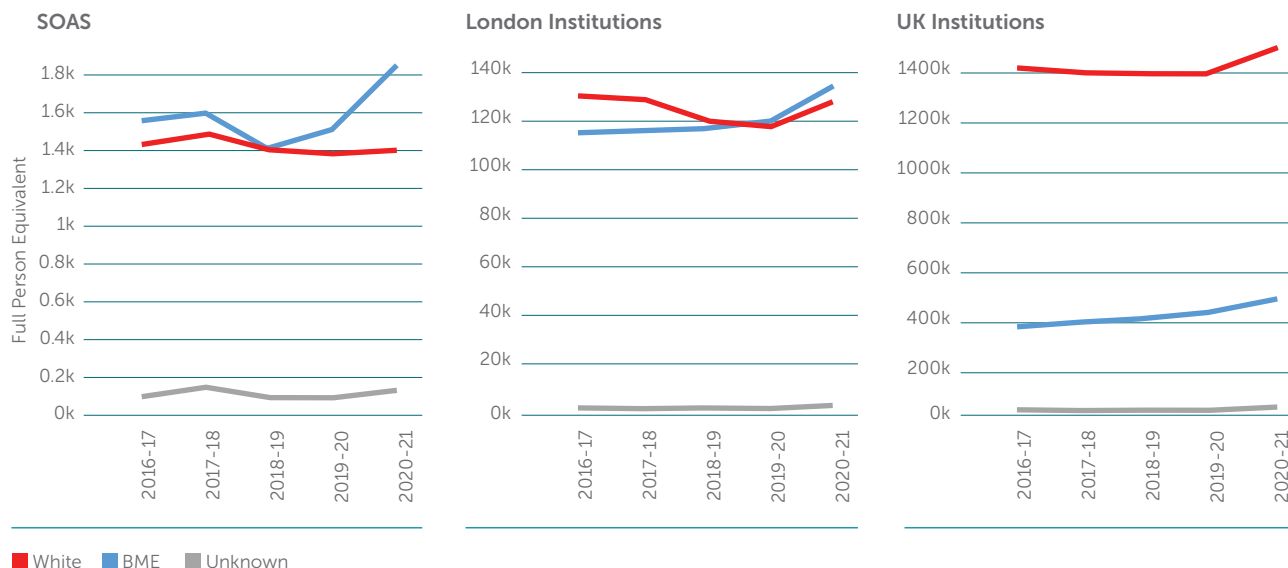
4. Ethnicity

UK-domiciled BME population at SOAS has increased in the last two academic years while the White population has stayed relatively stable. In London, BME students are in the majority since 2019-20. Both SOAS and London institutions have a more diverse picture than the UK sector as a whole, where the proportion of white students is almost four times that of BME students.

SOAS

London Institutions

UK Institutions

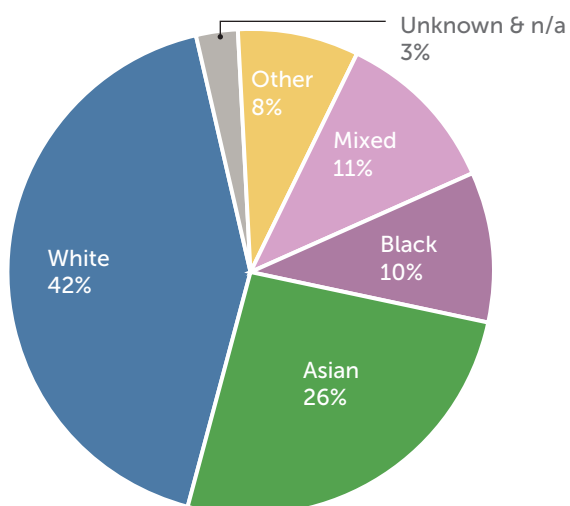Legend:
- White
- BME
- Unknown

Looking at the ethnicity of UK-domiciled students, SOAS was grew from 50% in 2016-17 to 55% in 2020-21. Other London institutions showed a similar pattern (increase of 4pp by 2020-21) as did the UK sector, although the percentage of BME for the sector was considerably lower (24% in 2020-21).

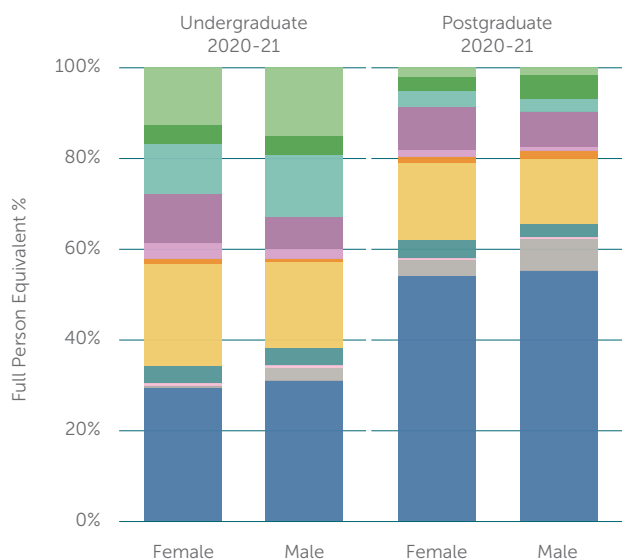| BME%	2016-17	2017-18	2018-19	2019-20	2020-21
SOAS	50%	49%	48%	51%	55%
London institutions	46%	47%	48%	50%	50%
UK institutions	21%	22%	23%	24%	24%

To break this down further, during the five years period the table below shows the proportions of UK-domiciled students by ethnic group. Most groups have been fairly constant over the period, but the proportion of White students at SOAS has decreased in the last two years, from 47% to 42%.

SOAS	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	21%	22%	20%	21%	26%
Black	11%	10%	11%	11%	10%
Mixed	10%	11%	11%	11%	11%
Other	8%	7%	7%	8%	8%
Unknown/not applicable	3%	5%	3%	3%	3%
White	46%	46%	48%	47%	42%
SOAS Total	100%	100%	100%	100%	100%

SOAS UK-domiciled students by ethnicity 2020-21

SOAS Gender-Ethnicity
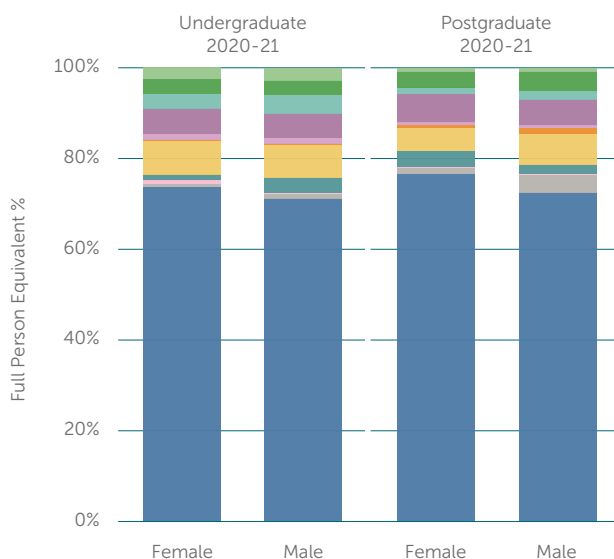
Undergraduate 2020-21 · Postgraduate 2020-21

Full Person Equivalent %

Female · Male · Female · Male

UK Gender-Ethnicity

Undergraduate 2020-21 · Postgraduate 2020-21

Full Person Equivalent %

Female · Male · Female · Male

- ■ 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
- ■ Other
- ■ Other Asian background
- ■ Other black background
- ■ Unknown/not applicable
- ■ White

The proportions of ethnic composition of female and male students at SOAS are comparable, as they are in the rest of the UK. However, SOAS shows a greater disparity between levels than the sector: at SOAS, the postgraduate group is over 50% white, while the undergraduate group is less than 40% white; in the rest of the UK both undergraduate and postgraduate are nearly 80% white.
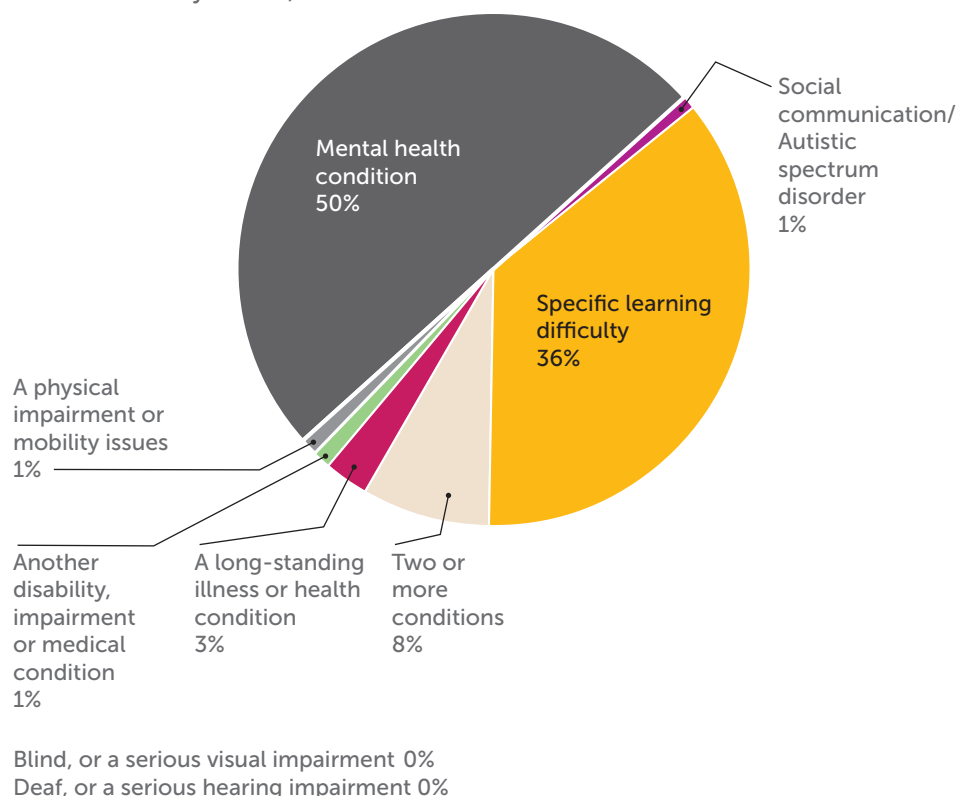
5. Disability

The proportion of students with disability has increased by 5 percentage points in SOAS over the five years period, from 7% in 2016/17 to 12% in 2020-21. These proportions are very similar to those in London institutions (10% in 2020-21) although lower than the UK sector which enrolled 14% of students with disabilities in 2020-21.

% Known disability

Full Person Equivalent

2016-17 · 2017-18 · 2018-19 · 2019-20 · 2020-21

- ■ SOAS
- ■ London institutions
- ■ UK institutions
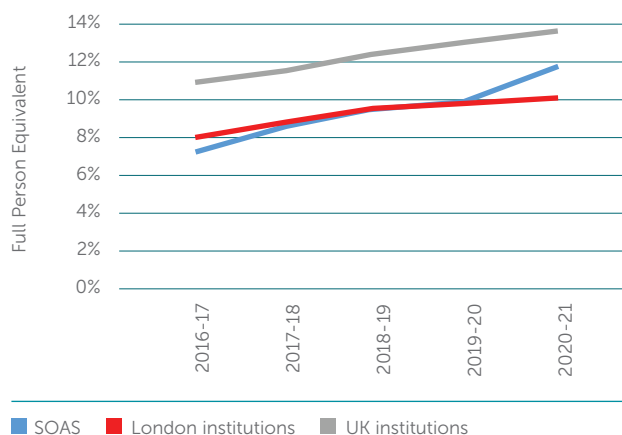
From the students who disclosed a disability, the largest groups were mental health conditions (50%) and specific learning conditions (36%).
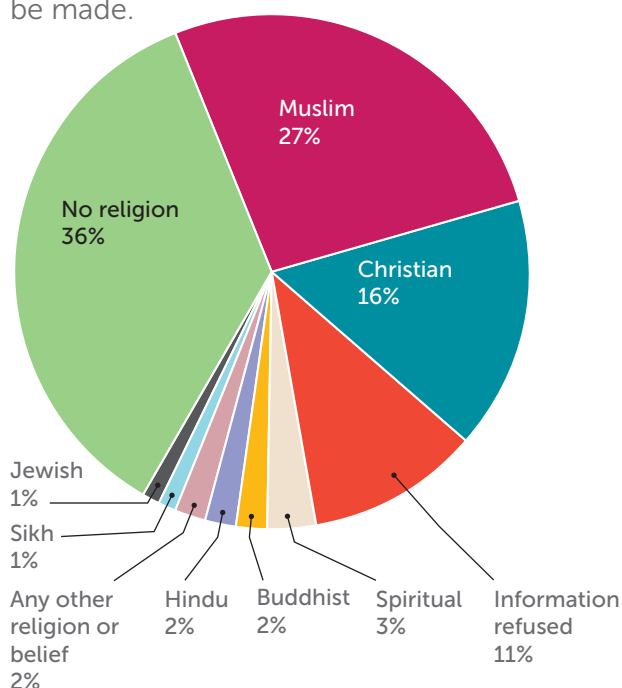
Disclosed disability at SOAS, 2020-21

Mental health condition 50%

Social communication/ Autistic spectrum disorder 1%

Specific learning difficulty 36%

A physical impairment or mobility issues 1%

Another disability, impairment or medical condition 1%

A long-standing illness or health condition 3%

Two or more conditions 8%

Blind, or a serious visual impairment 0%
Deaf, or a serious hearing impairment 0%

6. Religion

The majority of SOAS students are recorded as 'No religion' (36%), however this percentage might include students with missing information. Students who effectively provided a religious belief said they considered themselves mainly Muslim (27%) or Christian (16%).

Sector level data on religious belief is not published, so comparisons to other institutions cannot be made.

Muslim 27%

No religion 36%

Christian 16%

Jewish 1%

Sikh 1%

Any other religion or belief 2%

Hindu 2%

Buddhist 2%

Spiritual 3%

Information refused 11%

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 2020-21.