

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

Executive Summary: Student and Staff report

1. Introduction

The first EDMARC report provides analyses of student and staff data by the key equality dimensions of gender, age, disability and ethnicity. The report supports the monitoring of equality and diversity within the University of Edinburgh. In addition to the analysis of 2008/09 intakes to the University and comparison with other institutions, the spotlight this year focuses on a detailed breakdown of entrants at school level.

This summary identifies the main points from the full reports. The full staff and student reports can be obtained from the following weblink, <http://www.planning.ed.ac.uk/edin/MI/EDMARC200809.htm> or by contacting Andrew Quickfall in Governance and Strategic Planning, telephone: 0131 651 4104 or email: Andrew.Quickfall@ed.ac.uk.

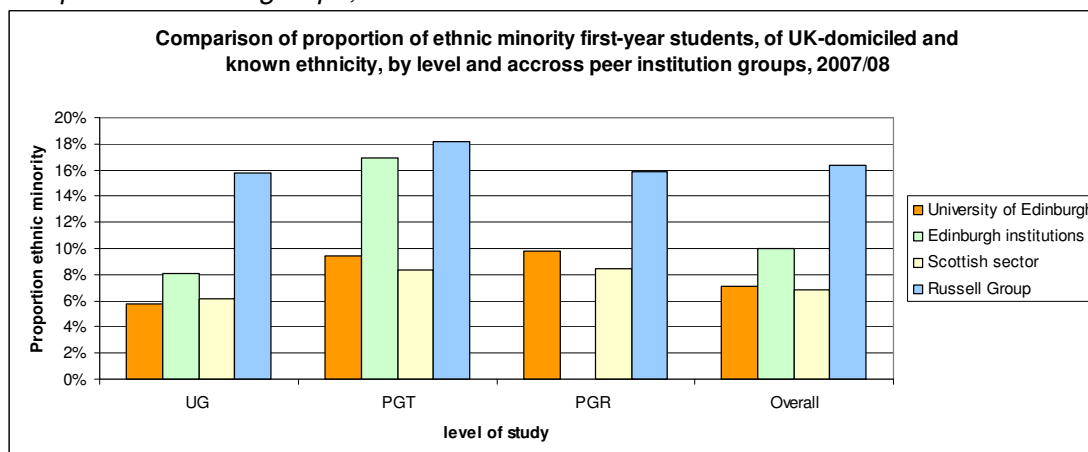
2. Students

2.1 Undergraduate

Intakes of female students remain consistent across the last ten years, although there are clear and persistent gender differences between the colleges. The proportion of undergraduate entrants in 2008/09 with a disability was 7.2%. There has been minor fluctuation over the last 10 years and these figures will be monitored by EDMARC in the future.

The overall proportion of UK-domiciled ethnic minority entrants to the University of Edinburgh continues to rise from 3.5% in 1999/00 to 6.4% in 2008/09. A breakdown of the figures by college reveals a convergence of the proportion of ethnic minority entrants in the colleges, with the College of Science and Engineering showing an increase over the last two years but the College of Medicine and Veterinary Medicine showing a decrease. Monitoring of the pace and extent of change over time will be undertaken by EDMARC in the future. A comparison of first-year students with peer institutions can be seen in figure 1. The University of Edinburgh has comparable proportions of UK-domiciled ethnic minority undergraduate students to other Scottish and Edinburgh-based institutions.

Figure 1: comparison of UK-domiciled first-year students at University of Edinburgh and peer institution groups, 2007/08



Achievement figures for undergraduates show that females are still more likely to receive a 1st or 2.1 degree, although the gap between males and females has reduced from 9.6% for 2003/04 entrants to 4.9% for 2004/05 entrants. Similarly, the difference between the proportion of white and non-white students achieving a 1st or 2.1 is reducing and is currently at its lowest level over the last six years. Non-completion figures reveal that disabled entrants are more likely to complete than non-disabled entrants.

Comparison of achievement figures reveal that the University of Edinburgh has a smaller equality gap than the Russell Group average. For the proportion of students achieving a 1st or 2.1 degree, the University of Edinburgh has a smaller gap between the achievement of white and non-white students when compared to the Russell Group average. The University also has smaller differences in comparison to the Russell Group average in the achievement rates between male and female and disabled students.

2.2 Postgraduate Taught

There has been a significant increase of postgraduate taught entrants to the University; the intake proportions of female students have remained steady over the period. The most notable change for 2008/09 is the increase of UK domiciled ethnic-minority entrants to the College of Science and Engineering which has increased from 19% to 32%.

Achievement figures show that male postgraduate taught entrants have a higher non-completion rate, most notably in the College of Science and Engineering. It should be noted however that completion rates remain high overall.

2.3 Postgraduate Diploma

Previously excluded from EOTAG reports, entrants to Postgraduate Diploma programmes are presented separately. In 2008/09 there were 740 Postgraduate Diploma entrants to the University.

There is a high proportion of female students over the ten-year period. The proportion of entrants with a registered disability has increased over the last two years to 6.9%. The proportion of UK-domiciled ethnic minority entrants has increased from 0.6% in 1999/00 to 3.7% in 2008/09. Achievement figures for postgraduate diplomas show that males have a higher non-completion rate than women.

2.4 Postgraduate Research

There are gender differences in the intakes to Postgraduate Research programmes, with MVM and HSS having a higher proportion of female entrants, a trend that has increased slightly over time. The proportion of female entrants to CSE has remained steady over the period. The proportion of disabled entrants has remained steady over the period with an increase from 4.1% in 2007/08 to 5.3% in 2008/09. Analysis of the proportion of UK-domiciled ethnic minority shows an increase from 4.8% in 1999/00 to 11.6% in 2008/09.

Analysis of achievement figures show that males have a higher non-completion rate, although the gap for 2003/04 entrants (the latest available year for completed students) has reduced since the previous year. Non-white postgraduate research entrants have a higher non-completion rate than white entrants. Further investigation by EDMARC in this area is needed to shed light on the causes of these observed differences.

2.5 Spotlight

The spotlight in this years EDMARC report provides a detailed breakdown and analysis of the equality dimensions of gender, ethnicity, disability and age on entry for all degree levels, broken down to school level. The data, provided for the first time, shows distinct subject-differences in terms of student profile.

The breakdown at school level shows diversity within and between the colleges. The College of Humanities and Social Science attracts a high proportion of female entrants in all schools with the exception of the School of Business and Economics. Schools based in the College of Science and Engineering attracts a lower proportion of female entrants, although figures from the Equality Challenge Unit show that this figure is comparable with other institutions in the UK.

The breakdown of UK-domiciled ethnic minority entrants by school reveals differences between the schools and within colleges. The schools of Business and Economics and Biological Sciences have a high proportion of undergraduate entrants from ethnic minority backgrounds. Conversely, the schools of Geosciences, Law and Education have a low intake of UK-domiciled ethnic minority entrants. Programmes such as law and teacher training have a high proportion of Scottish students and will therefore expect a mainly white intake that reflects the ethnic breakdown of Scotland.

3. Staff

3.1 Academic staff

Staff data relates to a snapshot taken in July 2009. There remains an under-representation of women in higher-grade academic posts, specifically in senior lecturer (33%) and professor posts (19%). Representation of women in Grade UE10 Research-only posts is higher at 41%.

Comparison of the proportion of women in Senior lecturer and Professor posts at the University of Edinburgh with the other Russell Group institutions is shown for the first time in this report. Figures 2 and 3 show that the University of Edinburgh has a proportion of female professors above the median for the Russell group, although the proportion is low at 16%. The University of Edinburgh is below the median for Senior lecturer posts with 25% being female. Monitoring of both external appointments and internal promotion is required to understand these differences and will be investigated by EDMARC. Note that the data in the graphs relates to 2007/08 HESA data.

The figures provide a useful context for one of the strategic priorities in the University's strategic plan relating to increasing the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels.

Figure 2: Comparison of proportion of female professors in Russell Group institutions, 2007/08

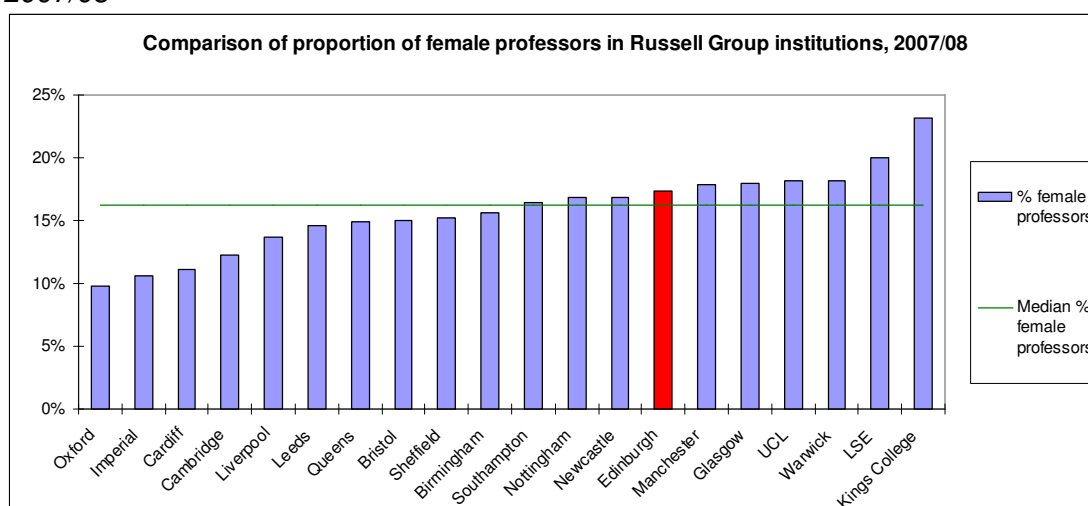
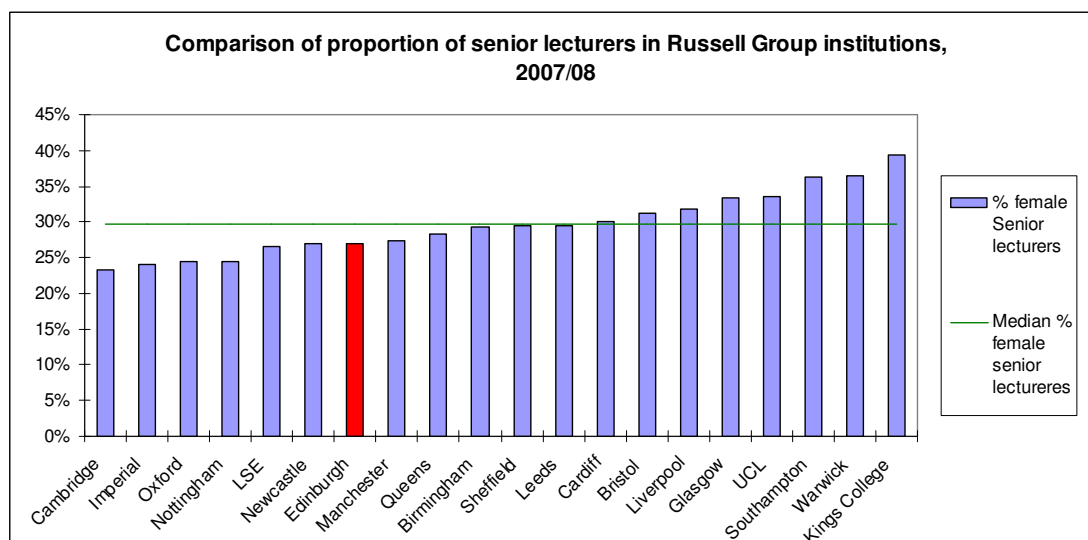


Figure 3: Comparison of proportion of female Senior lecturers in Russell Group, 2007/08



Analysis of data relating to academic and professional support staff by contract type suggests that women are more likely to be employed on a fixed-term contract. Analysis of HESA staff data suggests that the University of Edinburgh has a difference for academic staff that is below the median for the Russell Group.

3.2 Ethnicity

The proportion of all staff who have an ethnic minority background is 9.3% for academic staff and 3.9% for professional support staff. Overall, 6.2% of staff are from an ethnic minority background. Improvements in data collection and data quality have resulted in only 13.7% of staff with an unknown ethnic background now being recorded on the staff database. It should be noted that supplying personal information such as disability and ethnicity is voluntary for staff.

Comparison of the proportion of ethnic minority background academic staff is comparable to other Edinburgh and Scottish Universities although below the average for the Russell Group. The proportion of Professional support staff from an ethnic minority background is higher than other Scottish institutions.

3.3 Disability

Updated figures are presented as a result of a data improvement exercise carried out by Human Resources in the summer of 2009. As a result there has been an increase in the proportion of staff recording a disability. 2.1% of the total staff population declared a disability.

Sarah Cunningham-Burley
Chair, EDMARC
2 March 2010