EQUALITY MAINSTREAMING REPORT 2021

Abstract

The report outlines the University's approach and response to mainstreaming equality and diversity within its community. Additionally, the report provides information on the outcomes of our aims in addressing equality and diversity. Data on a range of protected characteristics for staff and students at the University, including gender, race and disability pay gap data is also reported on.

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Director of Student and Academic Services
29 March 2021

Contents

Introduction

The use of the term "equality and diversity" (E&D) is commonplace in the public and private sectors, although organisations differ in what exactly the term means. Many definitions of equality and diversity share similar elements, related to the improvement of an organisation, business or community for a common good or purpose. For Abertay equality and diversity is recognising and valuing that everyone is different, and respecting and appreciating those differences to bring about improvements for organisational and societal benefit. People with different backgrounds, experiences and attitudes bring fresh ideas and perceptions, and a diverse organisation such as that at Abertay can draw upon the widest range of experiences so it can listen to, meet, and provide for, the needs of its employees, students and the community the University serves. The University's strategic plan 2020-25 further underlines our commitment to equality and diversity in the following statements.

Our purpose

- To offer transformational opportunities to everyone who has the ability to benefit from Abertay's approach to university education.
- To inspire and enable our student, staff and graduates to achieve their full potential and to have a positive impact on the world around us
- To prepare students for a world of work and a life of learning

Our guiding principles

- To provide opportunities to change lives, giving our staff and student the support they need to thrive.
- To promote fairness and equality of opportunity in everything we do
- To ensure that our research and programmes continue to be relevant in a changing world
- To remain sustainable, using our funding to deliver maximum impact
- To maximise the use of digital technology across the University

By 2025 we will be known for

- Providing an excellent student experience, giving them the skills to succeed at work
- The impact of our research and knowledge exchange on business and society more widely
- Our innovative use of digital technology across all activities
- Supporting our staff to develop in the workplace and have satisfying careers
- Being a leader in enabling access to university for students from a wide range of backgrounds

Progress and impact

This mainstreaming report sets out the key areas in which the University has progressed over the past two years. In addition, our published [Outcome Agreement](#) (2019/20) with the SFC highlights the commitments the University has pledged itself to. Items that have had the most beneficial impact on the University in relation to Equality and Diversity are:

General Duty

The University provides mandatory equality and diversity training, including unconscious bias, in recruitment and selection, Research Excellence, Stress management (to address issues surrounding mental well-being) and diversity in the workplace (including student placements) to underpin its commitment to ensuring good relations between people of different protected characteristics.

The continued development of the 'lead voices' project to harness interest and enthusiasm from among staff and students in fostering good relations among those with similar and different protected characteristics.

The University has increased the range of equality information it gathers in relation to students since 2015/16 to include information on gender identification, sexual orientation and faith and belief. This has allowed the University to extend the range and depth of analysis of equality information to ensure due regard is paid to all protected characteristics.

The University carried out Staff Engagement Surveys in 2013, 2015, 2017 and 2019 including comprehensive equality analysis. Responses on E&D matters have been largely very positive.

In 2020-21, the University launched a bystander module on its Virtual Learning Environment to assist students with calling out poor behaviour to foster a safe and positive campus experience. The purpose to highlight that hate crimes and discriminatory incidents against others are not acceptable behaviour – whether the incidents happen offline, or online.

Gender

The University was successful in its re-application for the [Athena SWAN bronze award](#) in 2018. The University has also published it Athena Swan [action plan](#) to address gender equality.

The University has hosted and contributed to numerous Dundee Women in Science events in this festival since 2014, with a view to improving the engagement of women and girls in STEM (Science, Technology, Engineering and Maths).

In terms of the gender pay gap, the University recognises this is a significant challenge for the University and the wider higher education sector and has made reduction in the gender pay gap a University KPI. Our monitoring shows a substantial reduction in the gender pay gap since 2018 and there are no significant differences in pay between men and women carrying out the same or comparable jobs. However, as for most universities, there are fewer women than men in more senior academic roles, so there is a difference in average pay.

The University has a balanced Senior Management Team (54% female), a 75/25 (female: male) split on the University Executive and the balance on our Court has also improved with 50% of lay members being female compared to 44% in 2017.

There has been an improvement in the proportion of female professors employed by the University, up from 19% of the professorial population in July 2018 to 40% in July 2020.

University Court

University Court (the governing body) aims to have a diverse membership in terms of gender.

Figure I shows the trend in the gender balance across all members of Court over the past 7 years.
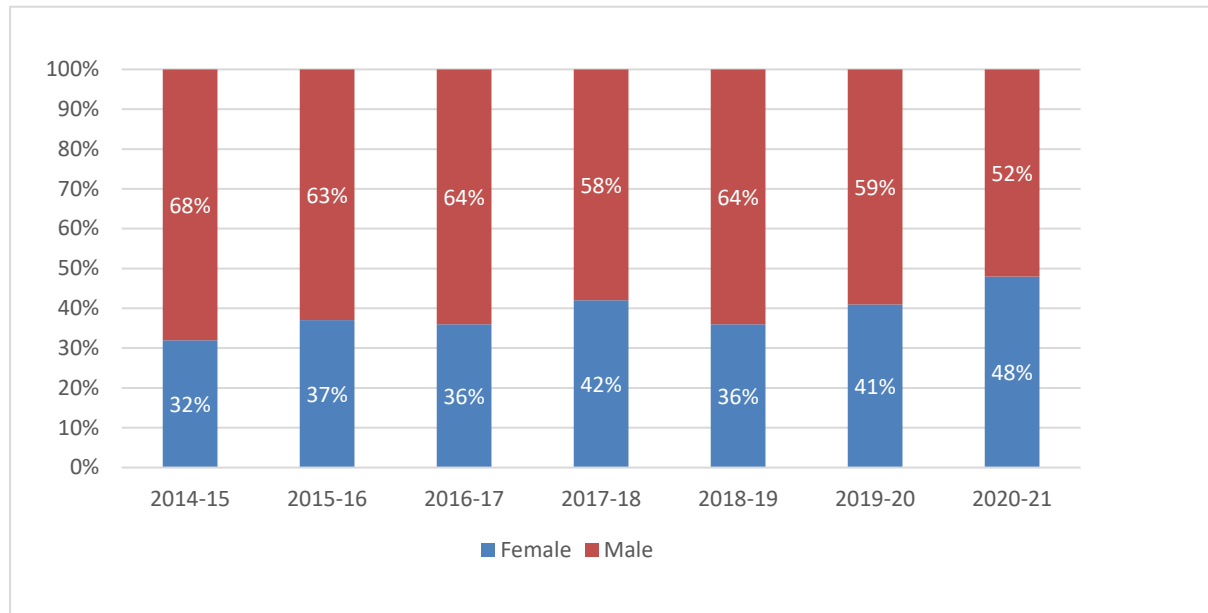

Figure I: Gender balance - all Court members (elected/nominated and appointed)

For those positions appointed by Court (i.e. the independent or lay members) Court aims to have at least 40% male or female and must have the objective, under the terms of the Gender Representation on Public Boards (Scotland) Act 2018, of having 50% women among independent members.

In session 2017-18 (see figure II) the objective of gender balance of 50%/50% was met for the lay membership. However, due to departures and appointments meant that the balance was again skewed towards men in 2018-19. During session 2019-20, two female members (one lay member and one nominated member) demitted office, affecting the gender balance still further. Court has recently advertised two lay vacancies arising as of 1 January 2021 widely, and to address the gender imbalance, has sought only female applicants so will appoint women to both positions (potentially in April 2021). This will change the ratio of male to female lay Court members to 60%/40%, so moving towards the 50%/50%.   In addition, the overall gender breakdown for all Court members will become 52% female, meaning there will be a majority of female members for the first time in Court's history.
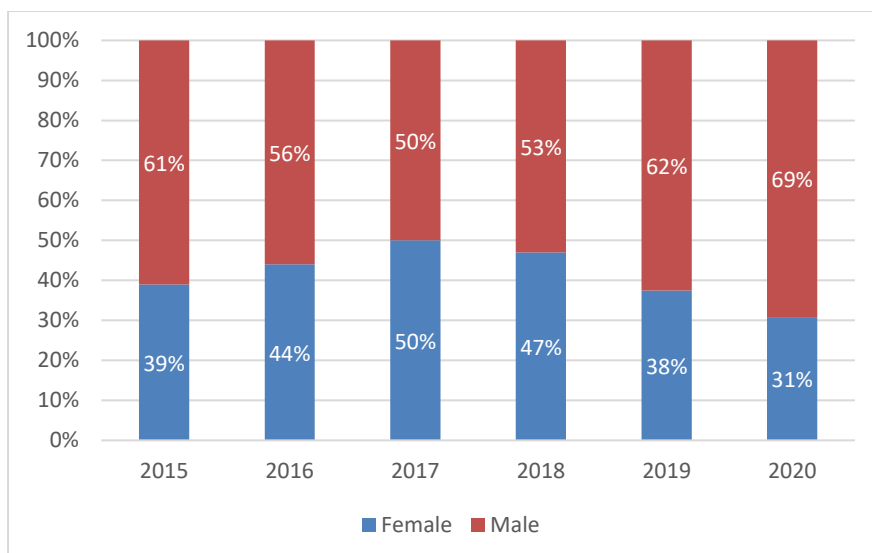
Figure II: Gender balance - Independent/lay members

Gender Based Violence

The University is committed to tackling gender-based violence. In 2019 a Short Life Working Group (SLWG) was established with students, staff and trade unions.

The purpose of the SLWG was to: define gender based violence, identify gaps in provision and develop strategic frameworks and implementation plans for prevention and response.

As a result the University established a reporting and support system; provided training to staff facilitated by Rape Crisis Scotland on how to support those reporting rape and sexual abuse; changed the process for non-academic student misconduct to align with sector guidance; commission and rollout of online student and staff awareness and training modules; and a 'tell us' campaign to raise awareness among student and staff of how to report GBV and access support.

Gender Equality

As part of the University's commitment to Gender Equality, a Gender Action Plan has been in place to identify the actions required to address issues of imbalance. The University is strongly committed to Gender Equality. Over the past three years there has been a steady increase in the number of female professors at the University and well as having a balanced Senior Management Team (see appendix 2, figures 12c and 12d). There has also been an improvement in the gender pay gap (see page 14).

The student population has been for many years more males than females. The gender profile of the University in this respect is different from most other Universities in Scotland who have a majority of female students (see appendix 1, figure 6a).

Disability

The University has committed to building on its Gold award for the Healthy Working Lives initiative. Amongst other activities, the University has run Health Fairs and Mental Health Awareness programmes with a view to promoting good physical and mental health amongst staff and students.

A review of the Student Mental Health Policy was carried out in 2017-18. As a result, during the 2018-19 academic year the University has undertaken a publicity campaign to increase awareness of mental health. During the Pandemic the University increased its support for students in

acknowledgement of concerns for the mental health and wellbeing of the group of people. The number of student counsellors employed by the university increased from 5 to 8 (1.8FTE to 3.2FTE) to take account of need.

The percentage of disabled students enrolled at the University has increased from 12.4% (506) in 2015-16 to 17.4% (791) in 2020-21 (see appendix 1, figure 2).

In December 2019, the University partnered with AccessAble to create detailed guides so disabled people and their carers can work out the accessibility of buildings and local areas in advance. Working with the disabled community, the University established that providing information about the accessibility of the campus gave disabled people greater independence when planning to come to the University.

The University has published and committed to a BSL Action Plan 2018-2024.

Race Equality

Our commitment to equality and diversity was recognised in 2016 when we were the first university in Scotland to be awarded the Race Equality Charter Mark Bronze Award. The University is one of 17 Universities in the UK to achieve this accolade. As part of the application process, we developed a race equality action plan, which is now being embedded into our overall Equality Action Plan, and which we will continue to implement.

In 2019, National Student Survey overall satisfaction rates for students from BME (Black and Minority Ethnic) backgrounds were similar to their White counterparts (77% versus 78%). In 2020 overall satisfaction among BAME students was significantly better (96.97%) compared to their white counterparts (88.63%).

In the last Research Excellence Framework a higher proportion of BME staff were submitted as compared to their white counterparts.

As part of Abertay's internationalisation strategy to create a more international community in the University and in line with our aim to foster students to be "globally conscientious" (part of our Abertay Attributes), the Abertay Language Centre has been running Beginners Spanish and Beginners Chinese classes since 2014-15.

As part of the University quality enhancement activities, all divisions have provided case studies to highlight good practice in embedding Race Equality in the curriculum. The AbLE academy (the Teaching and Learning division at the University) are using the information to support the Universities approach to improving the teaching and learning environment.

Faith and Belief

The University provides a multi-faith space, accessible to all who wish to use its facilities (students and staff), supported by honorary Chaplains, Imams and rabbis who provide support within the local community on a voluntary basis.

LGBT+

The University is committed to ensuring that Transgender and Non-Binary Students are treated with dignity and respect and receive appropriate support. To this end, the University has developed Gender Identity policies and protocols for staff and students. The University has also provided an online training module to raise awareness among staff related to Transgender/Non-binary people.

The University and Abertay SA supported the first [Dundee Pride event](#). Over 100 staff and students took part in the parade representing the University and its LGBT+ community.

Age

Part of the University's mission to widening access relates to 'mature learners'. The number of students aged 25 and over has increased since 2015-16 from 880 to 1115 in 2019-2020, an 27% increase.[Source: [HESA](#), 2021]

Pregnancy and Maternity

The University has a Flexible Working Policy, which recognises the importance for employees of achieving a balance between work and family commitments. In addition, the University has Adoption and Shared Parental Leave Policies, both of which provide for pay and benefits similar to those for Maternity Leave.

The University has developed a Pregnancy and Maternity protocol for students. The purpose is to discuss the potential impact of pregnancy and maternity on an individual's learning at University, including attending lectures and tutorials, placements, and participating in assessments and examinations. The outcome of the discussions will be the production of a plan and a risk assessment to support the student with continued learning and engagement with their academic studies.

Mainstreaming Outcomes 2016-2021

General Duty

Developing and sustaining an inclusive and supportive culture, welcoming and retaining students and staff from a diverse range of backgrounds.

Aim 1: Implement and sustain the 'lead voices' project to encourage and support staff and students who identify with particular protected characteristics to garner information and opinions and to consider the implications of University policies and procedures on their protected characteristic as well as on intersectional issues.

Outcome: Project is currently on track with staff and students volunteering to become 'lead voices'. 'Lead voices' have been helpful in reaching out to those with protected characteristics to assist in obtaining feedback during the drafting process for new or updated policies and protocols. This in turn has assisted the University in its obligations with regard to Equality Impact Assessments.

Aim 2: To ensure equitable admissions to all programmes of study.

Outcome: The University remains committed to promoting a fair admissions policy ensuring that we give equal consideration to applicants who apply on time, and who possess the necessary knowledge and skills, regardless of the route taken during their senior phase of studies. Building on our experience of using 'contextual offers' over many years, Abertay introduced the criteria in November 2016 with around 5% of new entrants enrolling at the University who would not otherwise have been offer a place.

Gender

Aim 3: To endeavour that, by 2030, no academic subject area has an extreme gender imbalance (75: 25) – in line with the Scottish Funding Council Outcome relating to Scottish domiciled undergraduate students.

Outcome: There are currently 5 subject areas that have gender imbalances.

Scottish Domiciled UG Entrants	2018-19		2019-20		2020-21	
Subject	Female	Male	Female	Male	Female	Male
Accounting, Business & Management	54.1%	45.9%	53.6%	46.4%	52.8%	47.2%
Law	65.3%	34.7%	55.6%	44.4%	65.5%	34.5%
Sociology	77.4%	22.6%	79.8%	20.2%	76.2%	23.8%
Engineering and Food Science	44.2%	55.8%	42.0%	58.0%	55.8%	44.2%
Health Sciences	83.4%	16.6%	81.9%	18.1%	77.5%	22.5%
Psychology and Forensic Sciences	75.5%	24.5%	70.5%	29.5%	84.0%	16.0%
Sport and Exercise Sciences	39.3%	60.7%	25.0%	75.0%	33.6%	66.4%
Cybersecurity	7.5%	92.5%	11.6%	88.4%	8.1%	91.2%
Games and Arts	32.9%	67.1%	23.4%	76.6%	32.2%	67.2%
Games Technology and Mathematics	7.4%	92.6%	7.8%	92.2%	1.7%	98.3%
Total	49.7%	50.3%	44.0%	56.0%	48.2%	51.6%

The University continues with its outreach activities to address gender stereotyping in relation to subject choices.

Aim 4: To engage with local schools to tackle gender imbalance earlier and to tackle gender stereotypes.

Outcome: The University employed a widening access recruitment officer in 2018 to assist to achieving this aim. Part of the role is to facilitate school visits to the University and for academic staff to delivery workshops within local schools, particularly in subject areas with a poor gender balance.

The University also a member of Equate Scotland which works to support and encourage women (young and old) into STEM subjects.

The University also has an ESRC-funded project exploring the educational applications of self-reference effects. This includes examining the early development of self-biases, the effects of self-cues on attention and working memory, and the impact of clinical disorders on self-processing.

Aim 5: To enhance retention and completion at a subject level where there is a statistically significant gap by gender.

The University has developing its learner analytics tools (using among other elements, attendance, VLE and assessment completions) to support retention. This has allowed professional services staff to identify (with a RAG system) students disengaging with their studies; contact students via email, phone and/or text; and implement a series of interventions.

Aim 6: Maintain the institutional Athena Swan award.

Outcome: The University was successful in achieving the Athena Swan Bronze award in November 2018 and has an action plan related to it.

Aim 7: Provide leadership development and mentoring for women through Aurora and other programmes to lessen the gap between men and women in senior positions within the University.

Outcome: The University is providing women academics with the opportunity to participate in the TRAM mentoring scheme (with St. Andrews and Dundee Universities and Glasgow School of Art). Academic staff can be mentors as well as mentees. Currently there are 32 Mentees (up from 17 in 2019) and 17 Mentors (the same as in 2019).

Additionally, the University participates in Aurora, developing future leader programme for people who identified as women. In 2021 there are 9 delegates (compared to 2019-20, when there were 5 participants.

Disability

Aim 8: Create a barrier free campus for disabled people.

Outcome: The University carried out an access audit of the estate in 2019 with support from AccessAble. Details of the University's accessibility can be found here.

Aim 9: Invest in high quality infrastructure to provide an environment which will support and inspire our students and staff.

Outcome: The University completed a £4m refurbishment of the Library in 2019 ensuring that the works carried out used best practice for disabled access within the constrictions of the building.

Additionally, a major redevelopment was undertaken in 2019 which saw significant remodelling and refurbishment of the schools' art, design and games development laboratories and studios. The new

spaces on levels one and two of the building have reorganised the school's resources to build specialist studio and laboratory facilities that support individual knowledge and skills development around the periphery of large, open collaborative working spaces. This structure promotes individual learning and active teaching engagements that flows into and can be easily accessed from the collaborative learning spaces. As with the library redevelopment, best practice building design was used to ensure disabled access.

Aim 10: Develop a BSL action plan by 2018 in consultation with Deaf and hard-of-hearing staff, students and the local community.

Outcome: The University has developed a [BSL action plan 2018-2024](#)

Aim 11: Continue to address issues surrounding individual perceptions of declaring mental health issues for staff and students.

Outcome: Since 2014-15, there has been a near fourfold increase in the number of students declaring a mental health condition on enrolment from 50 to 193 in 2020-21. As a result the University has invested in the Student Counselling and Mental Health Service, increasing the staffing complement for 2.6FTE (2018-19) to 3.2FTE (2020-21). Additionally, the University is working with an external provider to offer 24/7 support to the student community using trained counsellors.

The University has a staff counselling service and occupational health advisor to support its staff with Mental Health concerns.

The Student Counselling and Mental Health Service and staff occupational health advisor work together to provide a coordinated voice and messages on World Mental Health day and other key times to promote services and support.

Aim 12: Improve the records held on disability for staff to enable meaningful analysis and identification of priorities for action.

There has been a small increase in number of staff declaring a disability (majority relates to mental health disabilities). Data is requested at onboarding where there is an introduction to our Occupational Health Adviser providing guidance on requesting support if required. People Services regularly ask individuals to ensure their data is correct.

The University has been working with the Lead Voices to identify priorities for disabled staff. Discussion has been held regarding disability and wider health information and a particular priority is identified in relation to supporting staff with mental health issues.

Aim 13: Improve employment outcomes for disabled students so that they are the same as their nondisabled counterparts by 2021.

Outcome:

Employment and Further Study (as %)	2017-18	2017-18	2018-19
Disabled	93.1	93.2	96.4
Non- Disabled	94.3	96.6	96.8

Although not significant there was a widening of employment and further study outcomes between disabled graduate and their non-disabled counter parts in 2017-18. However, in 2018-19 employment and further study outcomes for disabled and non-disabled graduates are similar. The

University continues to offer career guidance and career development related opportunities support disabled students access the graduate jobs market.

Aim 14: Ensure that our student profile reflects the wider community within which the University sits and maintain a disabled student population of 14% for the next four years.

Outcome: In 2018-19 the percentage of students declaring a disability was 14%. The University has committed via its Outcome Agreement to maintain the percentage of disabled students enrolling on its programmes of study. For the last three years the percentage of students a disability has been 16% or more.

Race Equality

Aim 15: Implementation of the Race Equality action plan by 2019/20.

Outcome: Due to the COVID pandemic the University delayed its reapplication for the Race Equality Charter Mark to 2021.

Aim 16: Use focus group sessions to identify areas of good practice and those that require improvement to develop and refine current action plans, every two years from 2017.

Outcome: The outcome of staff and student focus groups have provided useful information to identify areas of improvement for the University. These will be incorporated into the Race Equality Action Plan for 2021 -2025.

Aim 17: Improve employment outcomes for BAME students so that they are the same as their white counterparts by 2021.

Outcome: There has been a significant improvement in the percentage of Black, Asian and Minority Ethnic students moving into employment and further study (see table below), six months after graduating since 2015-16. This aim will remain as part of the University's commitment to address poor employment outcomes for BAME students, and is embedded in the Employability Strategy 2020-25.

Employment and Further Study (as %)	2015-16	2016-17	2018-19
White	94.8	96.2	96.7
BAME	87.2	93.9	97.6

Aim 18: Embedding Race Equality within the curriculum by identifying at least one case study of good practice per academic division.

Outcome: Completed. These case studies are hosted on the University AbLE academy intranet pages. There have been AbLE seminars in 2019 and 2020 to highlight good practice to the wider University teaching community in related to embedding race equality within the curriculum (decolonising the curriculum).

Aim 19: Providing a programme of staff development to address the 4 C's (Competence, Confidence, Capability & Capacity).

Outcome: The University has provided a seminar programme through its AbLE seminar series for teaching staff to address the 4 C's. The Seminar series also forms part of the PG Cert in Academic Practice that all new teaching staff (including PhD students) enrol on. Two Abertay staff are part of a

QAA enhancement theme on the anti-racist curriculum to produce materials for teaching staff to support decolonising the curriculum.

LGBT+

Aim 20: Improve the representation, progression and success of LGBT+ staff and students.

Outcomes: The development of the 'Lead Voices' has provided an opportunity for the LGBT+ community to highlight concerns. It was recently announced that one of the LGBT+ lead voices will set up an LGBT+ staff network. This will assist in identifying further measures to ensure long term sustainable equality outcomes for the LGBT+ community.

Aim 21: Increased provision of information for 'Trans' staff and students.

Outcome: The University has published 'Guidance for Transgender Staff' and a 'Gender Identity Protocol for Students'. Both were reviewed and commented on by those who identify as transgender to ensure support and guidance address the needs of this community. The University has also provided an online training module to raise awareness among staff related to Transgender/Non-binary people.

Aim 22: Increased provision of 'all gender' or 'gender neutral' bathroom facilities on campus.

Outcome: In progress

Aim 23: Greater partnership working between University support services and the LGBT+ community, particularly around mental health.

Outcome: The University Counselling and Mental Health Service has worked with the LGBT+ society to produce online information addressing a range of issues including mental health. The staff continue to work with the LGBT+ society to identify areas where they can work collaboratively.

Faith and Belief

Aim 24: Continue to provide a modern fit for purpose service for staff and students that reflects the needs of the University and the community within it sits.

Outcome: The University continues to engage with a range of faiths and religions in Dundee. This includes the community providing honorary chaplains, Imams and rabbis to address the faith needs of staff and students.

Aim 25: Provision of multi–faith facilities and contemplation space for those with no faith or belief.

Outcome: The University provides and multi faith space that can be booked by any faith. There are also Islamic prayer rooms and a contemplation room for all faiths and none.

Age

Aim 26: Improve the retention of 'mature' students to that of younger students by 2021.

Outcome: Based on data from HESA, in 2018-19 the percentage of mature learners continuing was 81% compared to 88% of young learners. This is significantly below benchmark. The University has set up a retention working group to establish what the University can do to address and reverse the trend of mature learners non-continuation beyond their first year of study.

Aim 27: Provide mentoring and career development of early career researchers.

Outcome: Completed. All early career researchers are offered the opportunity to be mentored by experienced research staff.

Pregnancy and Maternity

Aim 28: Improve support for staff and students before, during and after maternity/adoption/parental leave.

Outcome: The University has developed a Pregnancy and Maternity protocol for students. This identifies a named contact whose role is to develop a support plan before, during and after maternity/adoption/parental leave. In addition, the University funded a small research project to further understand the needs of students before, during and after maternity/adoption/parental leave. One success of these two developments is staff have formed a support network for those who are pregnant or returning to work or their studies.

Lead Voices for Pregnancy and Maternity is an established group and there is a network that meets every few months.

Aim 29: Include the needs of pregnant staff and maternity/adoption/parental leave returners in the Sabbatical Leave Policy and mentoring provision.

Outcome: In progress. The Sabbatical Leave Policy specifically focuses on this group, stating that particular consideration will be given to applications for sabbatical leave following a period of maternity/adoption or parental leave to help re-establish the employee's career. It states, too, that sabbatical leave may also be granted as a form of positive action to promote career development for under-represented groups. The University provides mentoring through the TRAM scheme for academic staff and mentors are provided for those undertaking the PG Certificate in Academic Practice and the Aurora women's leadership programme. The TRAM scheme encourages both mentors and mentees to indicate their experience and interests, including career break management and work-life balance. Similarly Aurora participants are matched with mentors to suit their particular areas of focus and at least one recent participant had recently returned from maternity leave.

Gender Pay Gap

The overall gender pay gap at the University has decreased from 14.5% in 2017-18 to 9.6% in 2019-20. The median pay gap is 5.7%.

This pay gap reflects the vertical occupational segregation i.e. the higher proportion of women in the lower paid jobs and the higher proportion of men in the highest paid jobs. It should be noted that the University does not outsource cleaning, catering or similar services, so the full range of staff, and the associated vertical occupational segregation, are reflected in the overall pay gap figure. There are no significant gaps within grades, indicating that the reason is vertical occupational segregation, with notably higher numbers of women in lower graded jobs and men in higher graded jobs.

The University has developed robust performance, development and reward policies and procedures to underpin equitable and fair pay for all university staff. The University's pay and grading structures are underpinned by a systematic and analytical approach, using industry standard tools, to job evaluation. These are designed to measure the relative value of roles in a transparent, consistent and fair way.

The University committed to strengthen its approach to fair pay and will undertake further work to address the gender pay gap. In particular, by providing opportunities for women in relation to management and leadership positions.

| | **2019** | | | | | **2020** | | | | |
| | Female | | Male | | | Female | | Male | | |
Grade	No.	Mean FTE salary	No.	Mean FTE salary	**Pay gap**	No.	Mean FTE salary	No.	Mean FTE salary	**Pay gap**
1	85	£16,380	50	£16,380	0.0%	56	£16,926	40	£16,926	0.0%
2	8	£16,603	6	£16,511	-0.6%	2	£17,361	1	£17,361	0.0%
3	29	£17,578	22	£17,453	-0.7%	9	£18,645	12	£18,948	1.6%
4	17	£20,336	10	£20,192	-0.7%	12	£21,346	7	£21,259	-0.4%
5	35	£23,855	27	£23,718	-0.6%	33	£24,555	19	£24,242	-1.3%
6	70	£29,965	54	£30,078	0.4%	65	£31,010	55	£30,764	-0.8%
7	48	£38,101	41	£37,693	-1.1%	49	£38,530	45	£38,096	-1.1%
8	33	£45,293	43	£45,864	1.2%	29	£46,623	43	£46,453	-0.4%
9	18	£55,395	28	£55,842	0.8%	19	£56,193	29	£56,867	1.2%
10	20	£74,120	26	£77,432	4.3%	21	£75,483	23	£79,206	4.7%
All (Mean)	363	£30,623	307	£35,384	**13.5%**	295	£34,323	274	£37,978	**9.6%**
All (Median)		£27,025		£31,302	**13.7%**		£31,866		£33,797	**5.7%**

Table 1: Gender pay gap by grade

BAME (Black, Asian & Minority Ethnic) Pay Gap

The ethnicity pay gap reflects that the majority of BAME staff are in higher paid academic roles. Hence why BAME staff (in 2020) are on average paid 6.6% more than their white counterparts. The pay gap between BAME and their white counterparts reflects the vertical occupational segregation i.e. the higher proportion of BAME staff in the highest paid jobs.

	2019					2020				
	BAME		White			BAME		White		
	No.	FTE salary	No.	FTE salary	Pay gap	No.	FTE salary	No.	FTE salary	Pay gap
Mean salary	39	£34,260	583	£33,667	**-1.8%**	30	£38,803	501	£36,409	**-6.6%**
Median salary	39	£32,236	583	£30,395	**-6.1%**	30	£35,845	501	£32,817	**-9.2%**

Table 2: BAME pay gap

Disability Pay Gap

The disability pay gap reflects those staff who have declared a disability. The pay gap shows that disabled staff were paid an average 7.6% more than their non-disabled counterparts in July 2020. However, disabled staff were paid less in 2019. The degree of variation in the figures reflects the low number of staff declaring a disability. It is not possible to draw any conclusions from this data.

	2019					2020				
	Disabled		Not known to be disabled			Disabled		Not known to be disabled		
	No.	FTE salary	No.	FTE salary	Pay gap	No.	FTE salary	No.	FTE salary	Pay gap
Mean salary	37	£30,026	633	£32,967	**8.9%**	23	£38,701	546	£35,973	**-7.6%**
Median salary	37	£23,334	633	£28,660	**18.6%**	23	£32,817	546	£32,817	**0.0%**

Table 3: Disability pay gap

Appendix 1: Equality Data, Student Population
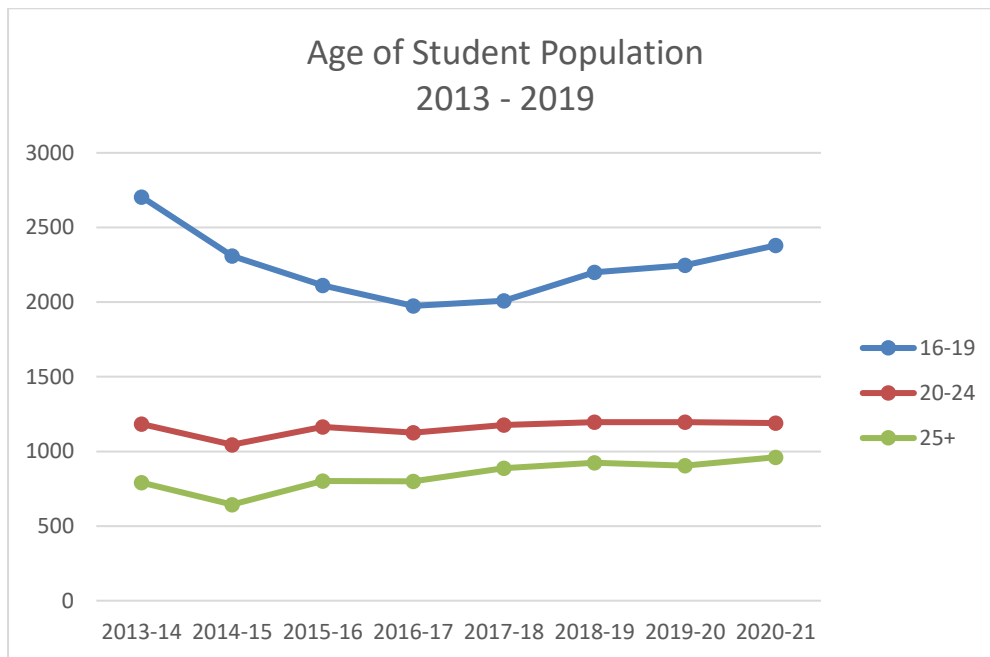
Figure 1: Age of Student Population, 2013 – 2021

Age of Student Population 2013 - 2019

Year	16-19	20-24	25+
2013-14	2700	1180	790
2014-15	2300	1040	640
2015-16	2100	1160	800
2016-17	1960	1120	800
2017-18	2000	1170	880
2018-19	2190	1190	920
2019-20	2230	1190	900
2020-21	2370	1190	960

Figure 2: Declared Disability, 2013 - 2019

Declared Disablity 2013-14 to 2020-21
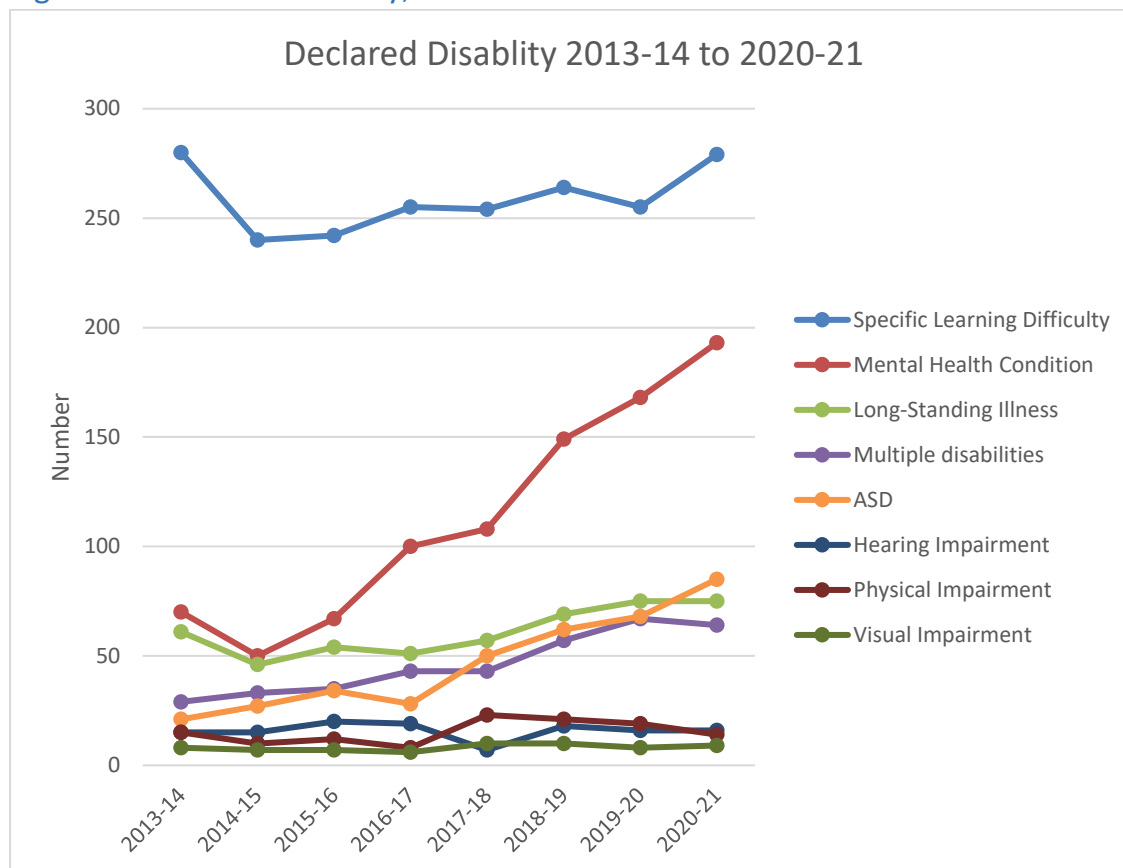
Figure 3a: Ethnicity, 2013 - 2021
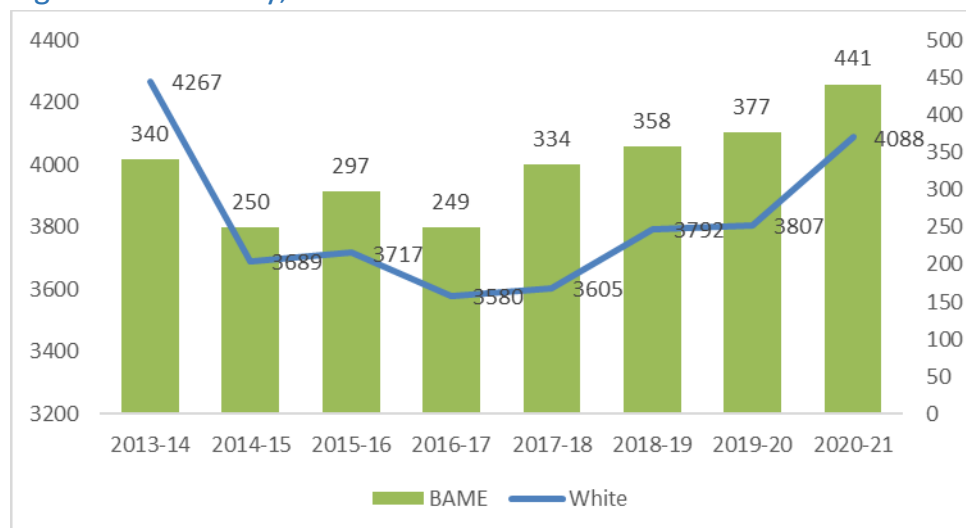
Figure 3b: Ethnicity – Asian, 2017 - 2021

Figure 3b: Ethnicity – Asian, 2017 - 2021

Legend: Asian - Pakistani, Asian - Chinese, Asian - Other, Asian - Indian, Asian - Bangladeshi, Asian and White
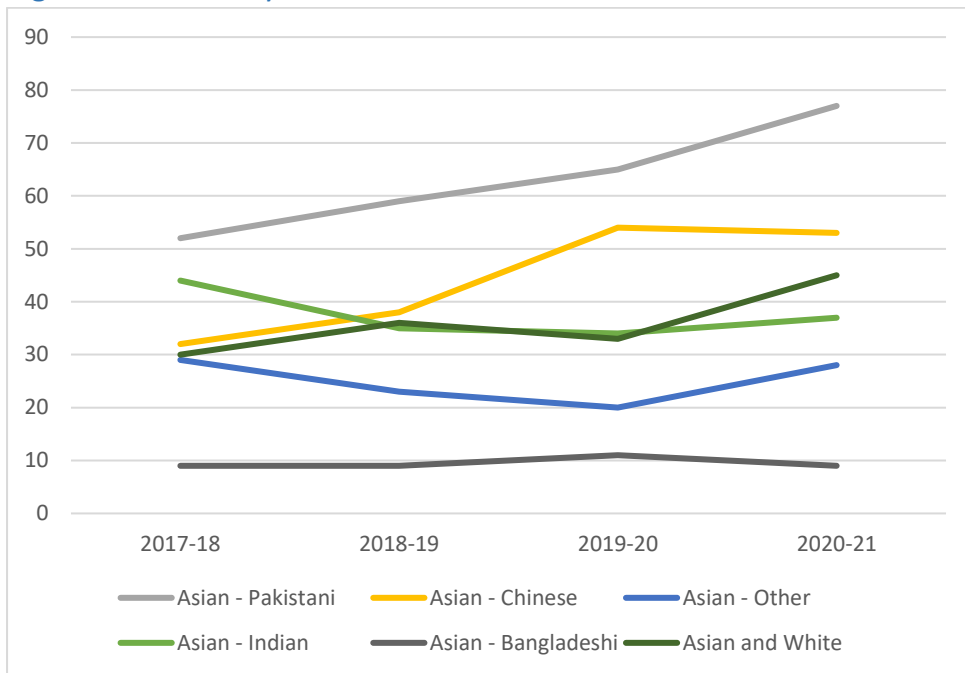
Figure 3c: Ethnicity – Black, 2017 - 2021

Legend:
- Black - African
- Black - Other
- Black - Caribbean
- Black/White African
- Black/White Caribbn
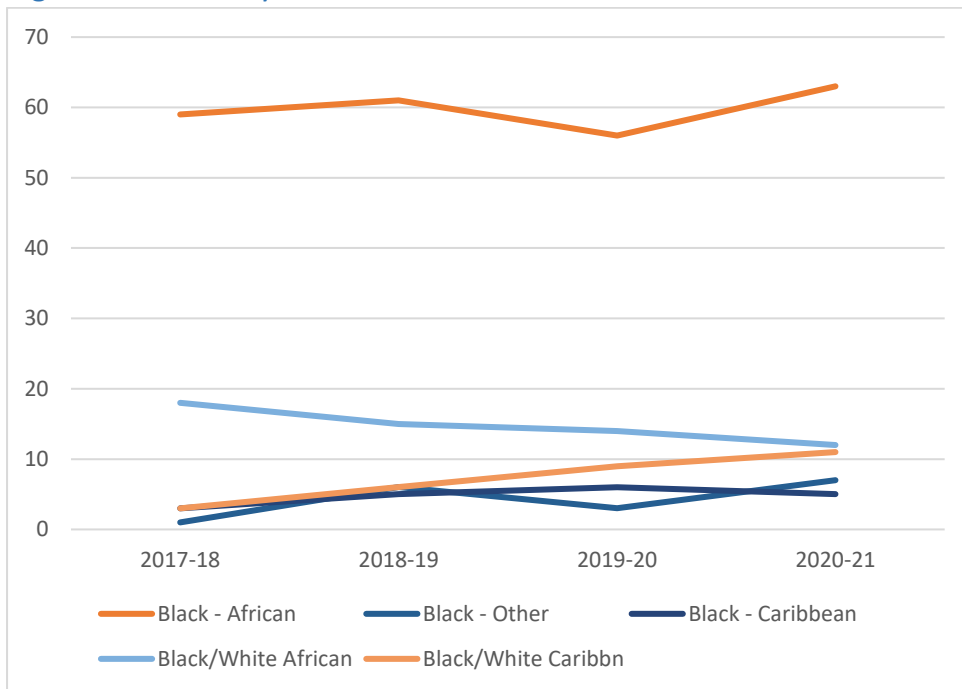
Figure 3d: Ethnicity – Other, 2017 - 2021

Legend:
- Arabic
- Other
- Other Mixed

Figure 4a: Faith and Belief, 2017 - 2021

Figure 4a: Faith and Belief, 2017 - 2021
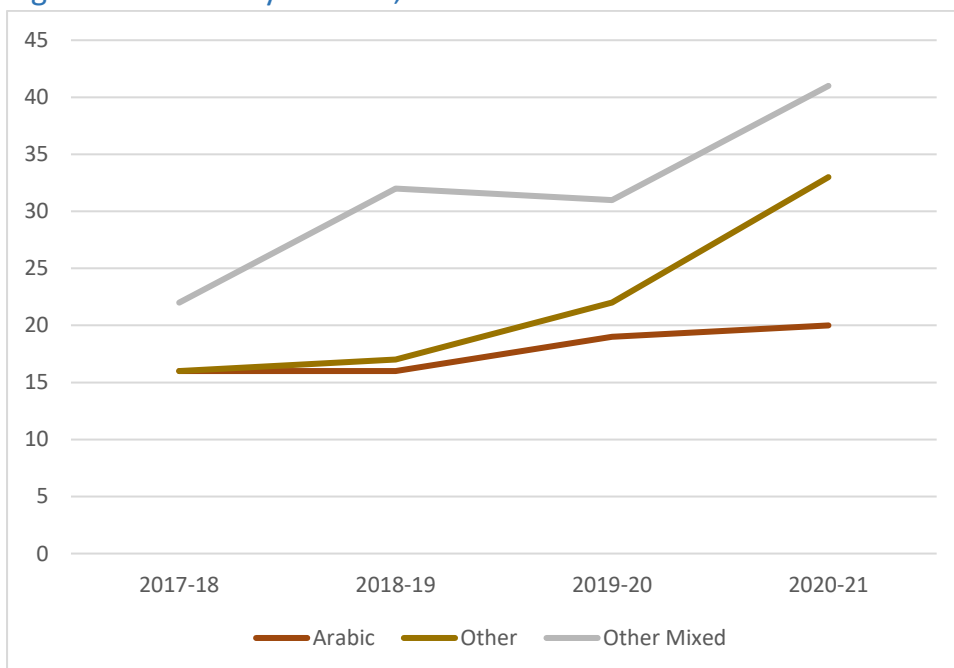
Figure 4b: Faith and Belief, 2017 - 2021
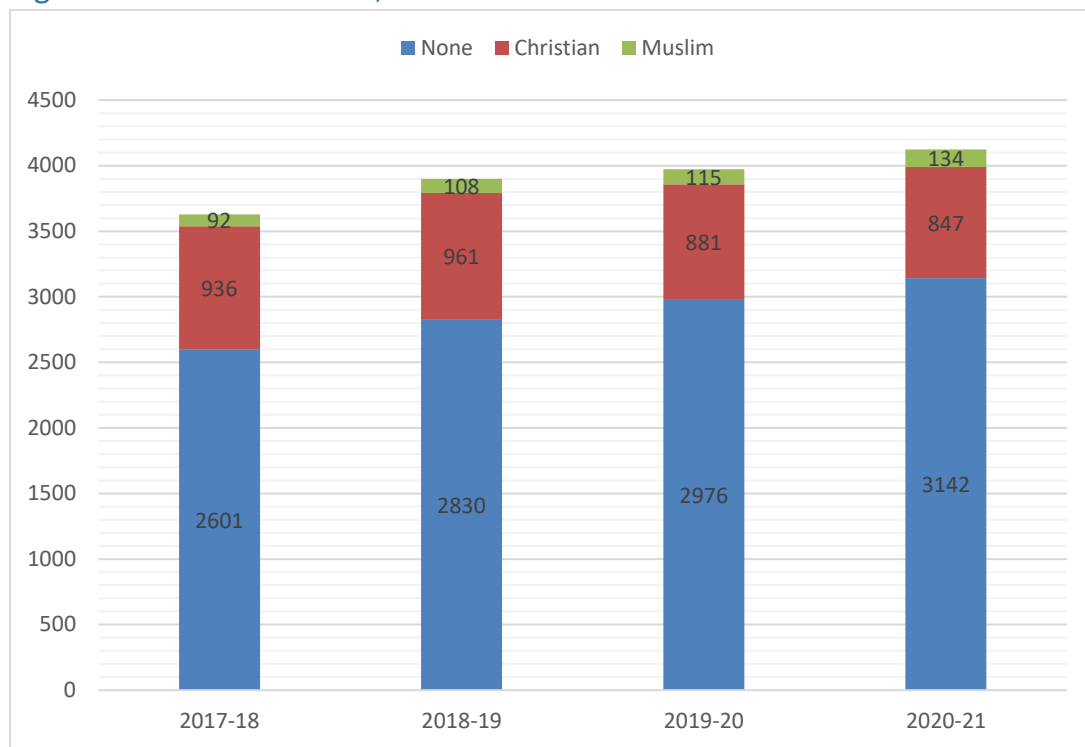
Figure 4b: Faith and Belief, 2017 - 2021
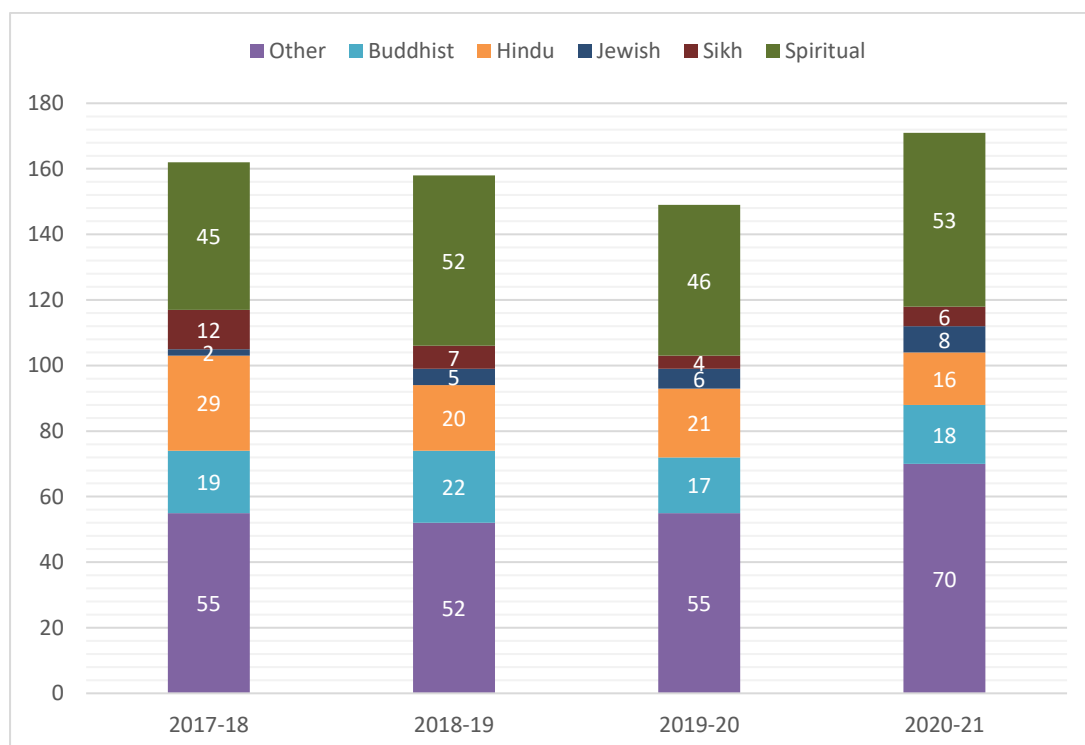
Figure 5: LGBT+ Student Population 2016 - 2019

Legend: 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

	Heterosexual	Bisexual	Gay Male	Other	Lesbian
2016-17	3356	123	66	55	46
2017-18	3363	168	62	66	54
2018-19	3519	234	59	73	61
2019-20	3521	259	68	82	62
2020-21	3600	321	85	93	63
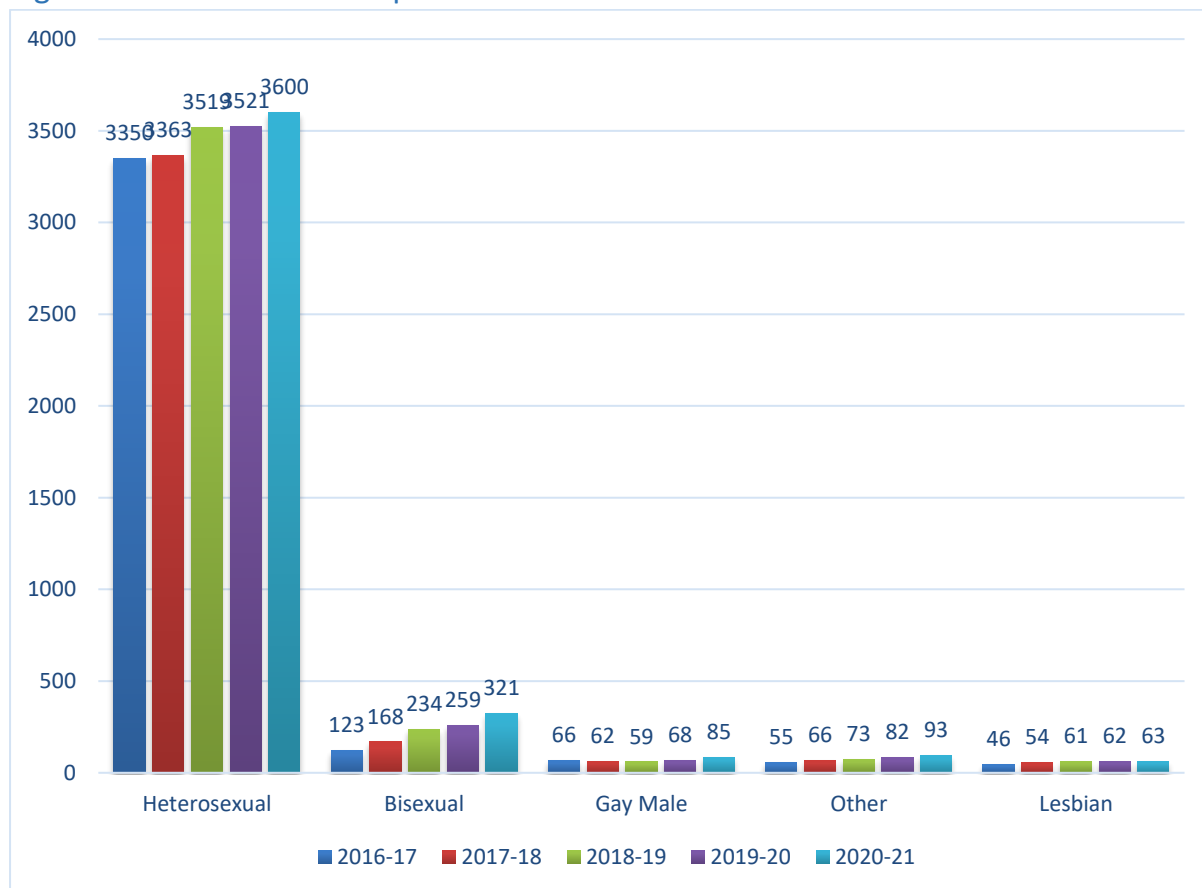
Figure 6a: Student Population by Gender 2018-19 – 2020-21 (as %)*

	2018-19	2019-20	2020-21
Male	51%	52%	52%
Female	49%	48%	48%
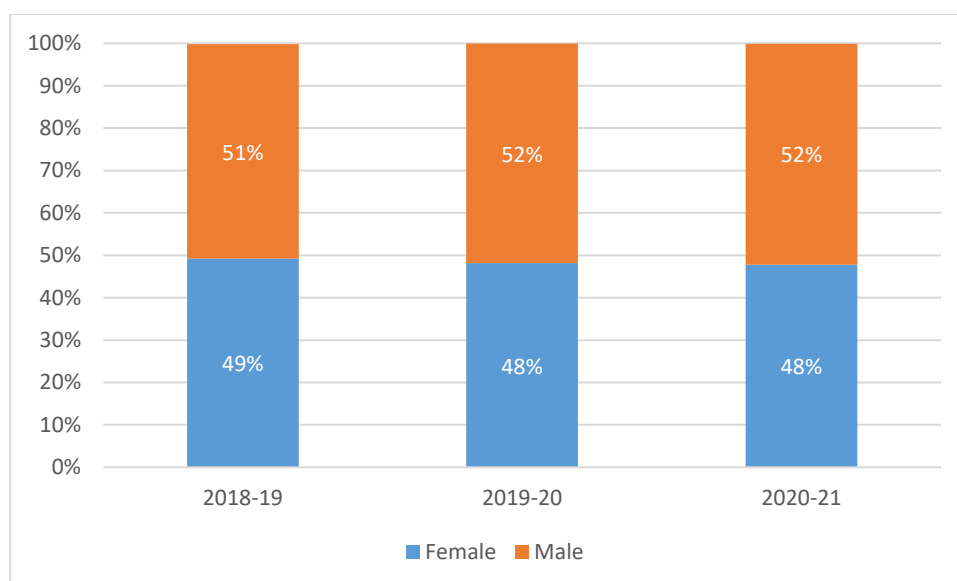
*As the percentage of student who identify as Transgender is less than 1% these figures are not currently included

Figure 6b: Student Population by Gender Identity 2019-20 & 2020-21
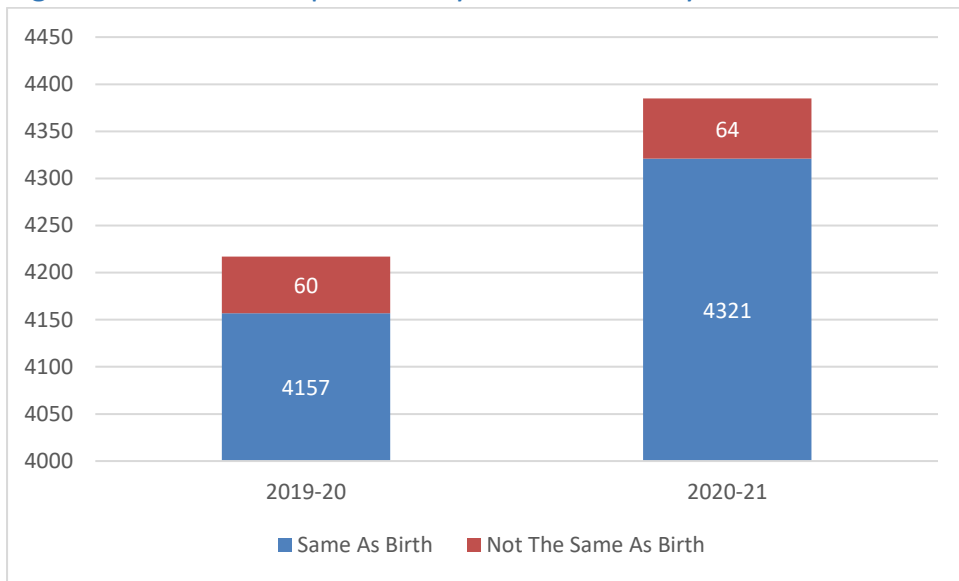
Appendix 2: Equality Data, Staff Population

Figure 7: Age of Staff Population, 2017 & 2018
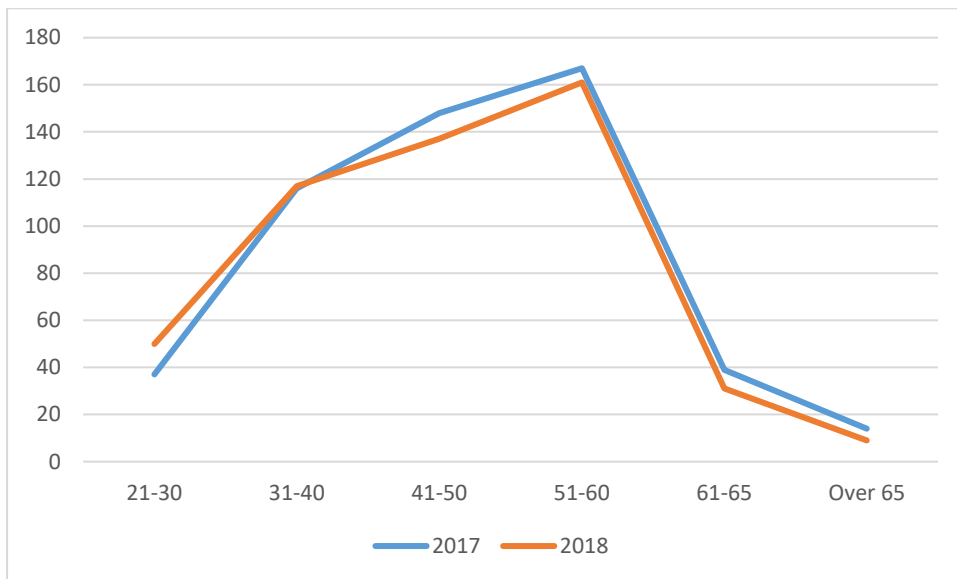
Figure 8: Declared Disability, 2017 - 2020 as a percentage of the staff population
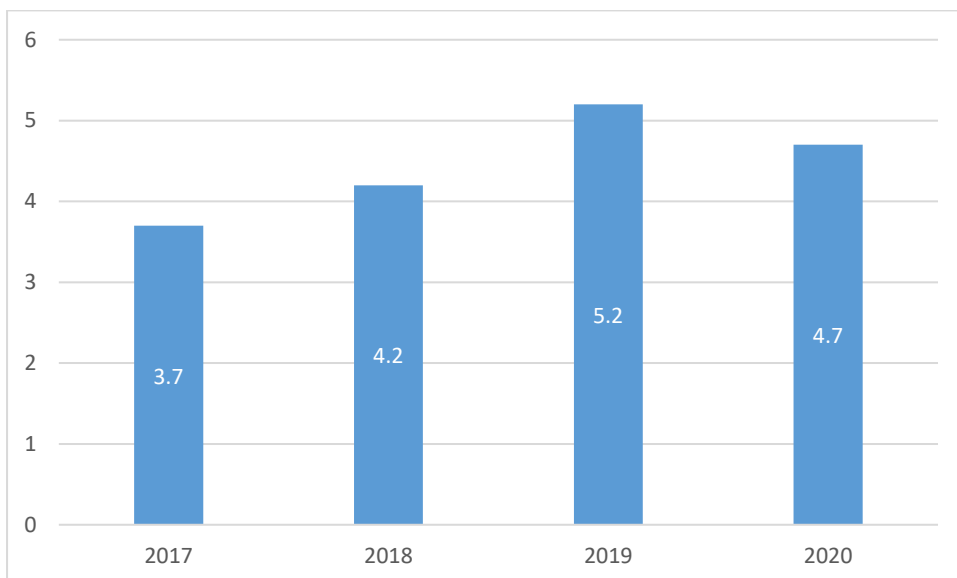
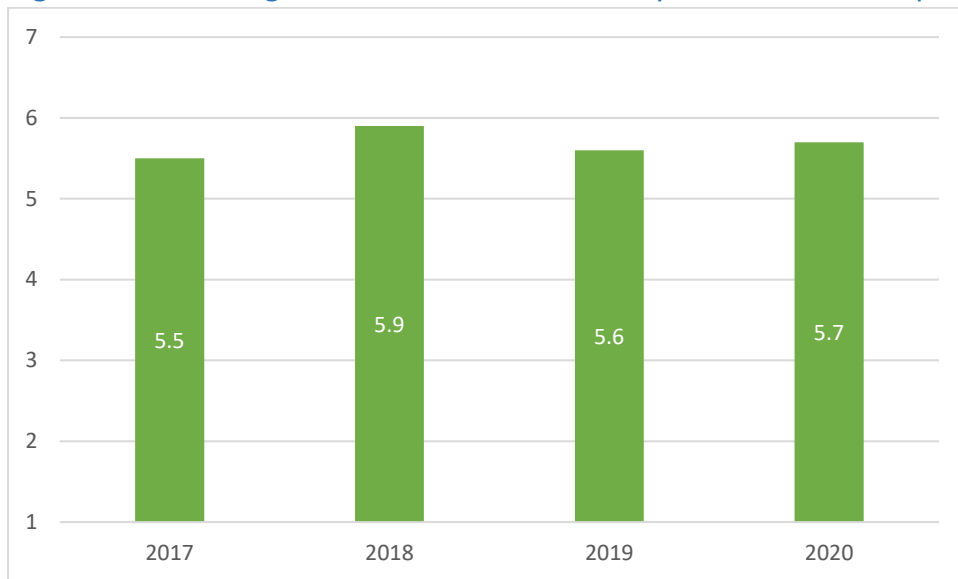## Figure 9: Percentage of Black, Asian & Minority Ethnic in Staff Population

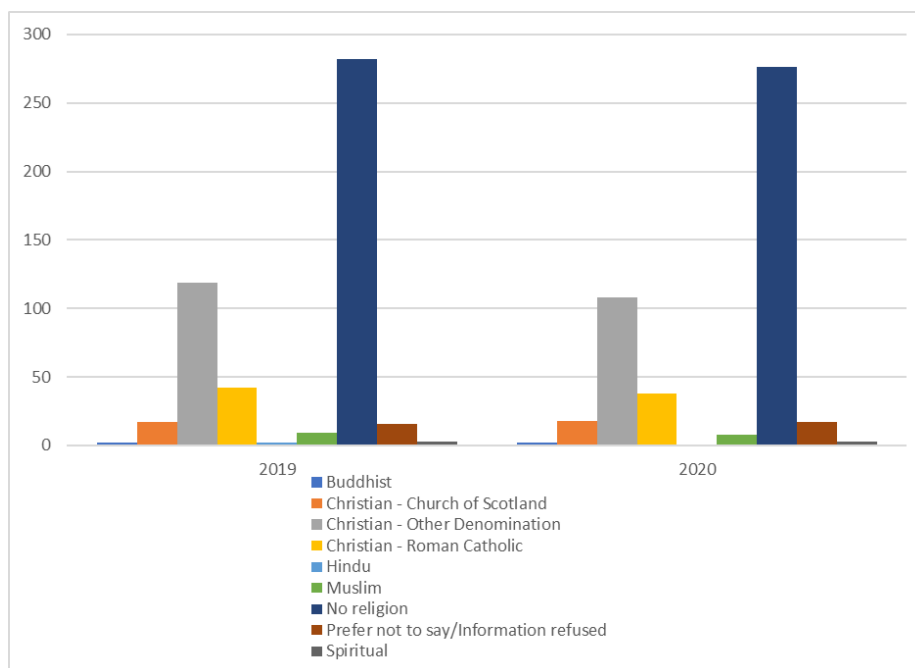## Figure 10: Faith and Belief, 2019 & 2020, by number
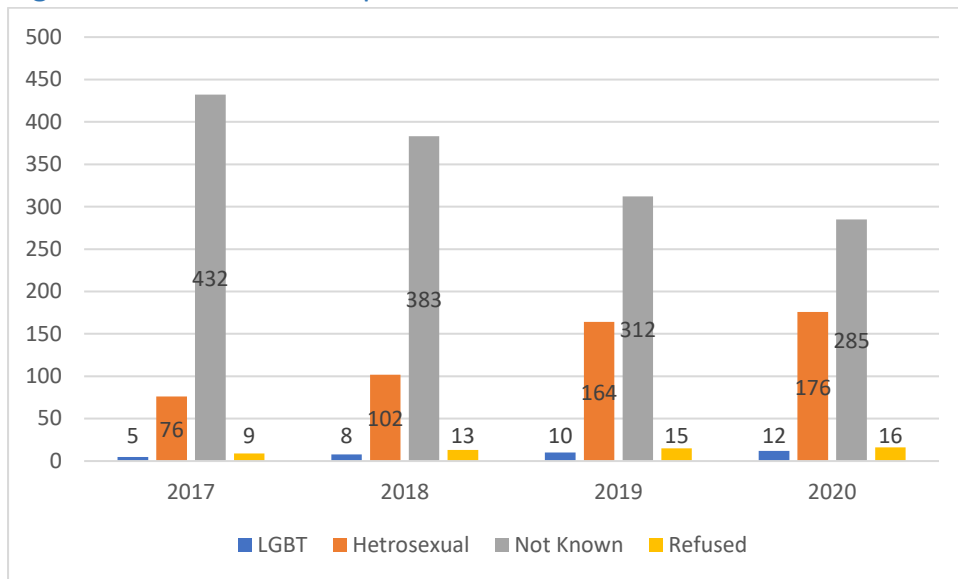
Figure 11: LGBT+ Staff Population 2017 & 2018

Figure 12a: Staff population by Gender 2017 & 2018 (all)
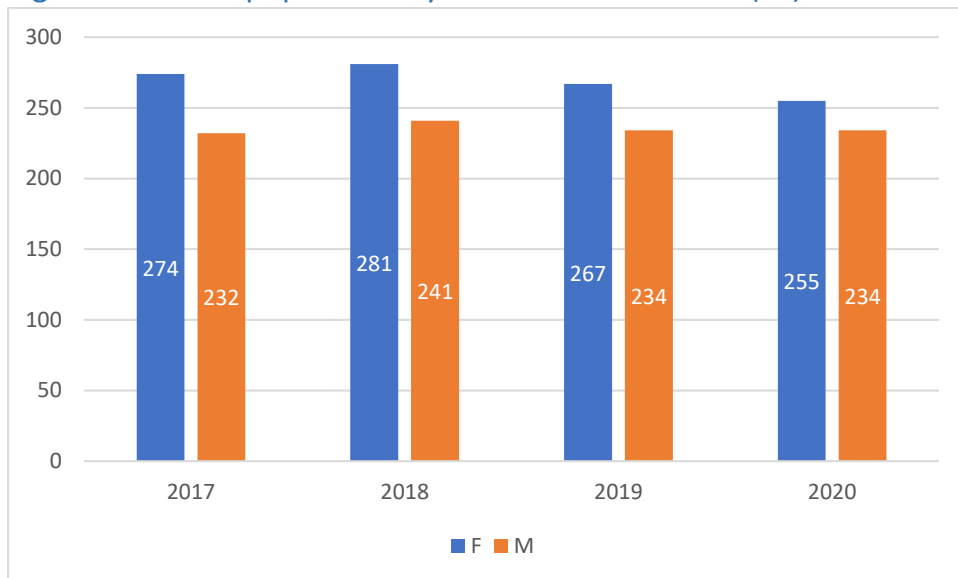
Figure 12b: Staff population by Gender 2017 -2020 (Academic vs Professional Services)
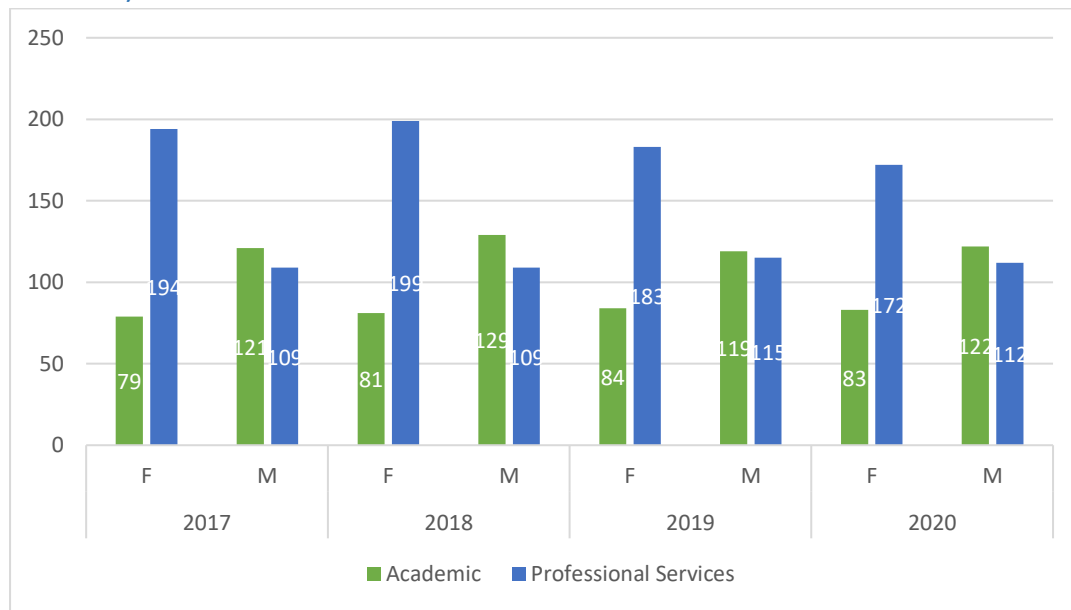

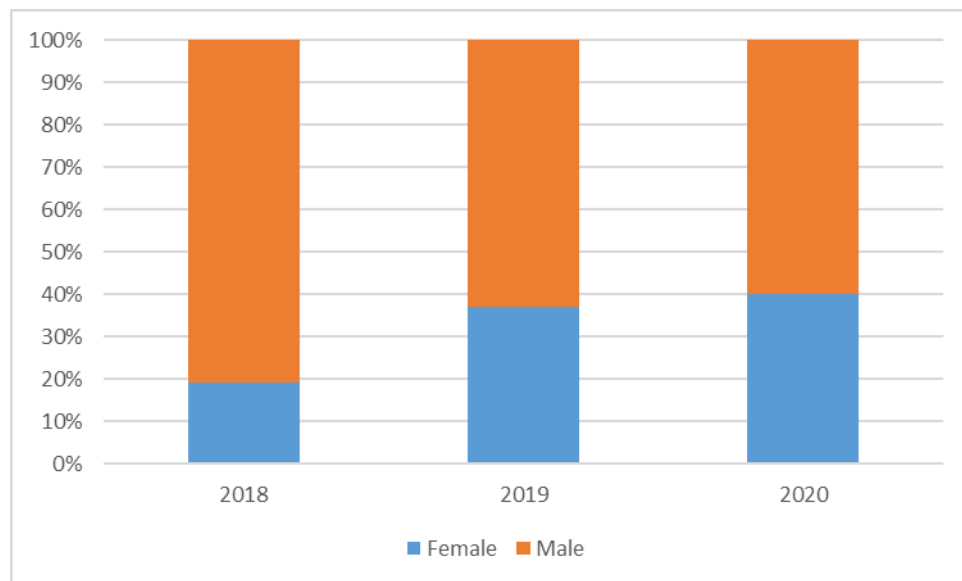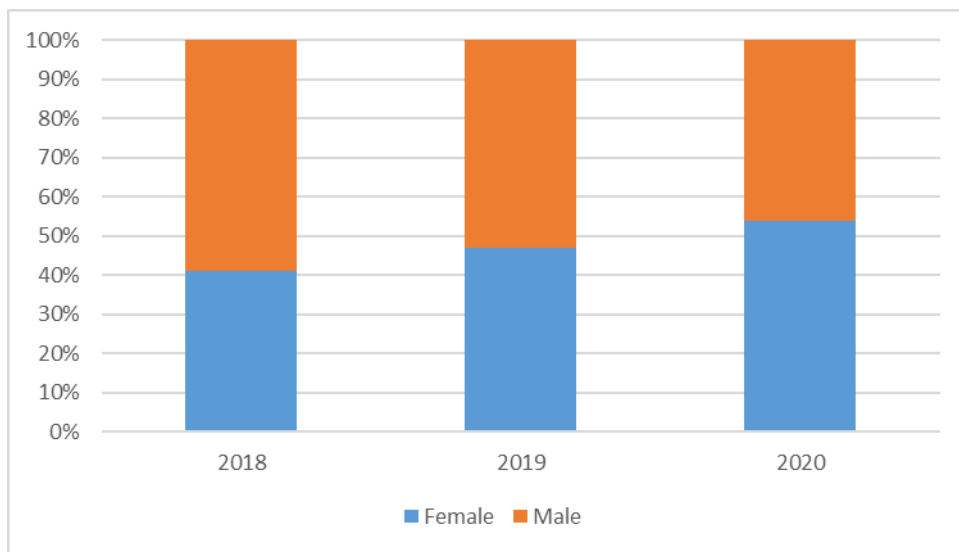## Figure 12c: Professoriate by Gender as a percentage 2018-2020

Figure 12d: Senior Management Team by gender as a percentage

Appendix 3: Mainstreaming Outcomes 2021-2025

General Duty

Developing and sustaining an inclusive and supportive culture, welcoming and retaining students and staff from a diverse range of backgrounds.

Aim 1: Implement and sustain the 'lead voices' to encourage and support staff and students who identify with particular protected characteristics to garner information and opinions and to consider the implications of University policies and procedures on their protected characteristic as well as on intersectional issues.

Aim 2: Ensure equitable admissions and attainment outcomes for all programmes of study.

Gender

Aim 3: Endeavour that, by 2030, no academic subject area has an extreme gender imbalance (75: 25) – in line with the Scottish Funding Council Outcome relating to Scottish domiciled undergraduate students.

Aim 4: Engage with local schools to tackle gender imbalance earlier and to tackle gender stereotypes during the period 2021-25.

Aim 5: Enhance retention and completion at a subject level where there is a statistically significant gap by gender by 2025.

Aim 6: Maintain the institutional Athena Swan award and implement the action plan by 2025.

Aim 7: Maintain the provision of leadership development and mentoring for women through Aurora and other programmes to ensure the equitable distribution of men and women in senior positions within the University.

Aim 8: Ensure University Court does not have a gender imbalance in its lay membership.

Disability

Aim 9: Invest in high quality infrastructure that will create a barrier free campus for disabled people to provide an environment which will support and inspire our students and staff.

Aim 10: Implement the University BSL action plan by 2024/25.

Aim 11: Continue to address issues surrounding individual perceptions of declaring mental health issues for staff and students by engaging with local and national campaigns that address stigma and highlight support.

Aim 12: Maintain and improve employment outcomes for disabled students so that they are the same as their non-disabled counterparts by 2025.

Aim 13: Ensure that our student profile reflects the wider community within which the University sits and maintain a disabled student population of 15% for the next four years.

Race Equality

Aim 14: Implement the Race Equality Action plan as outlined in the Race Equality Charter Mark submission 2021.

Aim 15: Use focus group sessions (staff and students) to identify areas of good practice and those that require improvement to develop and refine current action plans.

Aim 16: Improve and maintain employment outcomes for BAME students so that they are the same as their white counterparts by 2025.

Aim 17: Continue with embedding Race Equality within the curriculum (an anti-racist curriculum) with the aim of providing sector leading examples of good practice by 2025.

Aim 18: Continue to provide a programme of staff development to address the 4 C's (Competence, Confidence, Capability & Capacity) to support the development of an anti-racist curriculum.

LGBT+

Aim 19: Improve the representation, progression and success of LGBT+ staff and students.

Aim 20: Maintain provision of information and support for 'Trans' staff and students during the 2021-25 reporting period.

Aim 21: Increased provision of 'all gender' or 'gender neutral' bathroom facilities on campus.

Aim 22: Increase partnership working between University support services and the LGBT+ community, particularly around mental health.

Faith and Belief

Aim 23: Continue to provide a modern fit for purpose service for staff and students that reflects the needs of the University and the community within it sits.

Aim 24: Provision of multi–faith facilities and contemplation space for those with no faith or belief.

Age

Aim 25: Improve the retention of 'mature' students to that of younger students by 2025.

Pregnancy and Maternity

Aim 26: Maintain and improve support for staff and students before, during and after maternity/adoption/parental leave.

Aim 27: Develop a Sabbatical Leave Policy and mentoring provision that includes the needs of pregnant staff and maternity/adoption/parental leave returners.