



Public Sector Equality Duty
Report April 2019

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1. About this report

The purpose of this report is to demonstrate Glasgow Caledonian University's progress in meeting the general duty and specific duties of the Public Sector Equality Duty (PSED).

The report outlines the legislative context and is then structured in **three distinct sections** to articulate our progress:

Mainstreaming report

Firstly, we describe how we mainstream the general duty into all of our functions.

Equality Outcomes report

Secondly, we report on the progress being made to achieve our Equality Outcomes 2017-2021.

Data

Thirdly, we present information on protected characteristics, including board gender diversity information and gender pay gap information.

This report on the implementation of the PSED demonstrates that we have made good progress in mainstreaming equality into our functions so that they are a routine part of our day-to-day work, and implementing our Equality Outcomes 2017-2021. We are pleased to be able to show that equality and diversity are evident across our core activities and goals, and are truly embedded in GCU's culture.



2. Legislative context

2.1 Public sector equality duty

The public sector equality duty (PSED), created under the Equality Act 2010, consists of a general duty and specific duties. The general duty consists of three main needs. These are underpinned by specific duties which aim to assist public bodies, including the University, to meet the general duty.

2.2 The general duty

The general duty requires the University, in the exercise of our functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different protected characteristic groups¹, considering the need to:
 - remove or minimise disadvantages suffered by people due to their protected characteristics
 - meet the needs of people with protected characteristics
 - encourage people with protected characteristics to participate in public life or in other activities where their participation is low
- Foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

2.3 The specific duties

The specific duties aim to help the University to better meet the general duty. They are designed to help the University develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland. To meet the specific duties, the University is required to:

¹ The relevant PSED protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief (including lack of belief), sex, sexual orientation. The PSED also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment.

- Report on progress of mainstreaming the general duty into all functions every two years, starting in 2013
- Publish and deliver a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered) every four years, starting in 2013
- Assess the impact of new and revised policies and practices against the needs of the general duty on an ongoing basis
- Gather information on the protected characteristics of employees and publish every two years, starting in 2013, as part of mainstreaming reports if not published elsewhere
- Publish board diversity information as part of mainstreaming reports from 2017, including the gender breakdown of governing body or board members and how this information will be used to improve diversity amongst members
- Publish gender pay gap information every two years, and publish statements on equal pay and occupational segregation for gender, race and disability every four years, starting in 2013
- Have due regard to the general duty in specified procurement practices on an ongoing basis
- Publish the above information in a manner that is accessible

Mainstreaming report

This section describes how we mainstream the general duty into all of our functions. These are the actions and activities that we do as part of our core work, and are out with, and complement, the specific work covered by our Equality Outcomes 2017-2021.



3. Mainstreaming the general equality duty into our functions – progress since 2017

GCU is the University for the Common Good, so equality is at the heart of everything that we do. Our mission is to make a positive difference to the communities we serve and this supports our duty to integrate equality into our day-to-day functions such as our teaching, our research on social innovation, as well as our wider student and staff experiences.

3.1 Mainstreaming equality through our strategy, leadership and values

3.1.1 Embedding equality through our Strategy 2020

As the University for the Common Good, we continue to deliver our five overarching strategic goals, which are aligned with the general duty:

- Goal one: Transforming lives through education. We will deliver excellence in learning and an outstanding student experience which equips students with the employability and entrepreneurial skills to succeed as global citizens, and enables them to make a positive impact within their communities, transforming their lives and the lives of others.
- Goal two: Enriching cities and communities through research. We will build on our key areas of research excellence in inclusive societies, healthy lives and sustainable environments to address societal challenges and enrich cities and communities.
- Goal three: Innovating for social and economic impact. We will innovate for social and economic impact, providing social solutions through applied research and development, and working in partnership with business, the public and voluntary sectors.
- Goal four: Engaging globally. We will harness our campuses in Glasgow and London, our base in New York and educational offerings in Oman and Bangladesh, to extend our global reach and impact, providing opportunities to engage in new ways with learners, partners and communities at home and overseas.

- Goal five: Aligning for the Common Good. We will develop and deepen our strategic relationships with local and global thought leaders, aligning with others to champion social justice and promote our mission For the Common Good.

Our strategic indicators and enablers further demonstrate alignment between what we do and the PSED. For example, we have a commitment to maintaining a leading position for widening access, and to diversifying our student population as core indicators. One of our core enablers is to promote equality and value diversity in attracting, retaining and developing talented staff. Our quantitative and qualitative data helps us to understand in more detail how we can develop this as a key enabler.

These goals, which are delivered through an institution wide approach, and support our duty to eliminate discrimination, advance equality of opportunity and foster good relations by providing and driving our ambitions to deliver real and lasting positive impact for the communities we serve in Scotland, the UK and internationally.

3.1.2 Leadership

Our first ever female Chancellor, Dr Annie Lennox, provides inspirational leadership from the very top, with gender equality at its core. This is reflected in The Circle, a charitable organisation founded by Dr Lennox, which has a vision of equality for females and supports some of the most disempowered females in the world to change and challenge the injustices they face.

Our Principal and Vice-Chancellor, Professor Pamela Gillies embodies a very visible commitment to gender equality, reflected in her personal involvement in our equal pay work, her presence on Scotland's First Minister's National Advisory Council on Women and Girls, and presentations to high profile conferences.

The University's formal governance of equality and diversity has been recently refreshed to support mainstreaming. The People Committee, which merged the former Equality and Diversity, Health and Safety and Staff Policy Committees, is chaired by a lay governor. This is a key platform for equality and diversity to be considered in an integrated, people focused (staff and students) way, as part of its core business, recognising that equality and diversity are cross cutting issues that relate to the staff and student experience. For example, recent People Committee meetings have featured strategic discussions on mental health, and race equality, both leading to specific activities, including staff and student engagement and consultation, and action planning.

3.1.3 GCU Values

Our leaders more broadly across all levels of the institution continue to champion our GCU Values. The theme of equality remains a core part our Values. The Values of 'Integrity', 'Creativity', 'Responsibility' and 'Confidence' were selected by the staff and students of the University as those we felt represented GCU at its best as the University for the Common Good. The 'Integrity' value has a particular relevance to equality and fostering good relations as one of the core behaviours for all staff and students is to 'treat others with the dignity and respect that I would like applied to me'. The positive impact of the GCU Values Project and range of activities to reinforce GCU's credentials as a good place to work continues. Work has continued on the embedment of the Values and Behaviours Framework through the establishment of the Values Forum, chaired by Professor Caroline Parker.



Points of Pride Exhibition, December 2018

Our Points of Pride showcase the excellent work GCU staff do to reflect the University's key values of integrity, creativity, responsibility and confidence. The exhibition is an opportunity for us all to recognise, learn from and celebrate those activities that have brought to life GCU's key values of integrity, creativity, responsibility and confidence over the past year.

3.1.4 Tackling inequalities in the widest sense

GCU has a strong tradition of tackling inequalities by promoting equality of opportunity in the broadest sense through widening access to higher education and providing support for individuals regardless of their backgrounds, with the aim to unlocking talent, raising aspirations and promoting social mobility:

- **Care-experienced students and student carers.** Working with Glasgow City Council, GCU offers a wide range of support to those who declare a looked after or care-experienced background both before and during their university experience. For example, running targeted taster days for 120 S2 care experienced young people from Glasgow in 2017-18. We created our Corporate Parenting Plan with Who Cares Scotland, and we provide financial, learning, wellbeing and accommodation support. As a result of our ongoing commitment to supporting student carers, we were awarded the 2018 Going Higher for Student Carers: Recognition Award by Carers Trust Scotland. The award aims to encourage universities to adopt a sustainable, whole institution approach to student carers. GCU was the first Scottish institution to be recognised in this way by Carers Trust Scotland. We have also been proactive in updating our Dignity at Work and Study Policy to include care experienced people as a group that should not be discriminated against in all their dealings with the University.
- **The Caledonian Club and Advanced Higher Hub:** The Caledonian Club is an established branch of GCU's Outreach team and strives to embody the University's Common Good mission. The Club raises aspirations in young people and families, builds key life skills in our Club members and Student Mentors and enhances the school curriculum by providing unique learning opportunities. Working closely with our Glasgow partner communities the Caledonian Club worked in 17 schools with over 1,800 pupils and engaged over 400 family members in 2017-18. In London, the GCU London Club worked with over 230 pupils and 40 family members within our Tower Hamlets community.

The Advanced Higher Hub supports widening access through giving pupils from Glasgow schools the opportunity to study Advanced Highers on the University campus, providing greater access of opportunity to subjects that are not always available in their schools. In 2017-2018, the Hub welcomed the Scottish Power Foundation as a new partner to support 30 learners with Biology and Chemistry studies. The Hub offers Advanced Highers in Biology, Business Management, Chemistry, English, History, Mathematics, Modern Studies and Physics.

- **Scottish Poverty and Inequality Research Unit:** In partnership with the Poverty Alliance, SPIRU brings together academics from across Scotland and strengthens links

between poverty and inequality researchers, campaign groups and policymakers. SPIRU exists for the common good. It is an applied research unit that aims to make a positive difference to people's lives by tackling poverty and inequality in Scotland. All of its work is oriented to making a positive difference to the communities we serve.

- **WiSE Centre for Economic Justice:** The WiSE Centre for Economic Justice is an internationally recognised centre of excellence in equalities research, feminist economics and public policy analysis. A key strength of WiSE has been its specific focus on equality, gender and social justice issues in Scotland. Our vision, as we move forward, is to extrapolate from local and national issues to European and global discourses. The issues that concern WiSE (poverty and income inequality, financial exclusion, living standards within households, gender budgeting, occupational segregation, employability and skills, race and migration, European governance) are topics of global significance and resonance and we aim to address this research with real-world applications.
- **The Yunus Centre for Social Business and Health:** The Yunus Centre's vision is to be a unique interdisciplinary centre of excellence, researching the impact of social business, microfinance and wider Civil Society provision on the health and well-being of vulnerable and disadvantaged communities in Scotland, the UK and overseas. Its mission is to make a tangible difference to people's lives through:
 - Better understanding health risks, determinants of health inequalities and drivers of well-being, particularly in deprived communities;
 - Examining how such risks, inequalities and drivers can be influenced by social rather than medical interventions;
 - Developing methods and exploring disciplinary interfaces to devise new frameworks for evaluating social business, microfinance and related social innovations;
 - Collaborating with the public, policy makers and practitioners in translating research evidence for improvement in health and well-being.
- **The Centre for Climate Justice:** The Centre for Climate Justice is a fully established research centre taking a global lead in the delivery of high-quality, policy-relevant research for development and teaching and learning in the field of climate justice. The Centre's approach is unique as it explores the interdisciplinary learning in areas of social justice, health and sustainable environments, and articulates this with climate in/justice to provide pragmatic and long-lasting solutions for individuals, communities and society. The Centre does so through collaborations with influential partners, including international development organisations, governments and civil society stakeholders in Europe, sub-Saharan Africa, South Asia and the Middle East.

Examples of making the general duty integral to our functions by mainstreaming equality are clearly evidenced in our core activities through our University for the Common Good commitment. We take a 'whole institution' approach to enhancing the lives of people and their communities by eliminating discrimination, advancing equality of opportunity and fostering good relations. Some examples are presented below:

3.2 Eliminating discrimination: Global Goals

The general duty to eliminate discrimination is a core part of our Research Strategy. We were the first Scottish University to sign the UN Global Compact, which is essentially the world's largest voluntary corporate responsibility partnership aimed at aligning companies' operations with the universal principle of human rights.

What change did we want to see?

We want to address the three societal challenge areas of Inclusive Societies, Healthy Lives and Sustainable Environments.

Which duty does it support?

Eliminating discrimination.

What action was taken?

We are one of only 30 members of the global PRME (Principles of Responsible Management Education) Champions Group in recognition of our academic leadership in this major initiative. The University's Research Strategy is framed around the United Nations Sustainable Development Goals, enhancing integration with initiatives such as PRME and AshokaU².

² Ashoka U is an initiative of Ashoka, the world's largest network of social entrepreneurs. Ashoka U takes an institutional change approach to impact the education of millions of students and fosters a culture of social innovation in higher education.



Making Global Goals Local Business, UK roadshow event at GCU, June 2018

We were the first higher education institution to use these Goals – 17 global objectives to end poverty, protect the planet and ensure prosperity for all – to shape our research strategy. We address the Goals via three societal challenge areas of Inclusive Societies, Healthy Lives and Sustainable Environments, providing an excellent fit with the Common Good, our Research Integrity, School structures and GCU's associated Strategy for Learning.

To promote greater cross-disciplinary and cross-School working, researchers are grouped into six themes to correspond with the challenge areas: Social innovation and public policy; Social Justice, equalities and communities; Public health; Long-term conditions; Built environments; and Efficient systems.



Glasgow Caledonian University students embrace the world

What difference was made?

The impact of our activities aligned with the Goals has been recognised by the inaugural Times Higher Education Impact Rankings in April 2019. Glasgow Caledonian University has been placed within the top 15 universities in the world for gender equality and reducing inequalities, according to the new metric from Times Higher Education, which evaluates the social impact of universities.

GCU is ranked 44th in the world overall, third in Scotland and tenth in the UK. More than 500 institutions across 75 countries participated, presenting evidence of their impact against a number of the United Nations Sustainable Development Goals.

The application process required universities to provide evidence against SDG 17, partnership for the goals, and at least three other SDGs chosen from a list of ten. GCU selected achieving gender equality (SDG 5) decent work and economic growth (SDG 8) and good health and wellbeing (SDG 3) reduced inequalities (SDG 10) and responsible consumption and production (SDG 12).

The University performed most strongly in achieving gender equality, ranking 12th in the world, and reducing inequalities, ranking joint 14th. On both metrics, GCU is first in Scotland and third in the UK. The University ranked joint 29th in the world for evidence of impact on good health and wellbeing, second in Scotland and seventh in the UK.

3.3 Eliminating discrimination: Migrant and refugee skills recognition project

The general duty of eliminating discrimination was embedded in one of our core outreach and engagement projects and supports a partnership approach to tackling disadvantage in education and employment for people from black and minority ethnic backgrounds.



Launch of migrant and refugee skills recognition project, September 2018

What change did we want to see?

Evidence from our interactions with individuals and community based groups working with migrants and refugees told us that having their skills, knowledge and expertise recognised formally is one of the most difficult challenges they face.

Which duty does it support?

Eliminating discrimination.

What action was taken?

A pilot project, led by GCU senior lecturer and researcher Dr Ima Jackson, to set up Scotland's first migrant and refugee skills recognition and accreditation hub was launched at the University. The Scottish Government is supporting the project which aims to put in place the right infrastructure to ensure people from overseas now living in Scotland can realise their full potential. It supports employers by helping migrants transfer training gained in other countries into UK-recognised qualifications.

The pilot project is being led by GCU in partnership with the Bridges Programmes, Skills Development Scotland, Glasgow City Council, Scottish Credit and Qualifications Framework Partnership, Scottish Qualifications Authority, the Scottish Refugee Council and Glasgow Clyde College. The project will focus on Glasgow and target employment sectors where there are skills shortages such as construction and engineering, tourism and hospitality, health and social care, and IT.

What difference was made?

The longer term impact of the project will be clearer over time. However, the shorter term benefits of the project, which has already helped 40 people, were recognised in April 2019 when the Scottish Government granted a further £130,000 worth of funding so that the work could be expanded.

The Scottish Government recognises that this work not only helps to address Scotland's skills gap in key sectors, it enables migrants and refugees coming to Scotland to realise their potential by removing some of the barriers they face in terms of recognising overseas qualifications and skills. By providing training, and accessing employment, the project allows them to build their lives and raise their families here.

An additional 40 migrants and refugees will be helped during 2019/20 thanks to the new funding.

3.4 Promoting equality of opportunity: Project SEARCH

The general duty of promoting equality of opportunity was supported through our involvement in Project SEARCH, which is a transition programme which provides employability training and education for individuals with disabilities

What change did we want to see?

To support the work on improving the employment opportunities for people with disabilities. Project Search has an important role to play in addressing the low employment rate of people with disabilities. The Scottish employment rate is 73%; the Disability employment rate is 42% and the learning disability employment rate is 7%.

Which duty does it support?

Promoting equality of opportunity.

What action was taken?

The Project Search programme is delivered by a number of partners working together, with the goal of providing internship experiences so that young people with disabilities acquire necessary skills which help them to gain employment. GCU made a commitment to be a provider of work placement 'rotations' as part of the wider programme.

What difference was made?

Overall the impact has been positive, with all participants benefiting from the experiences with GCU:

"My third rotation was at Glasgow Caledonian University with the sustainability officer. I worked on a variety of tasks using excel to summarise and analyse data from a recycling survey and an energy survey that was conducted on the buildings. At the end of my rotation I did a small report on the findings of the survey. Overall, I enjoyed my last rotation. I am pretty independent and work alone and that was mostly what I did. My buddy and other colleague in the office were really nice and understanding so that helped me settle and feel comfortable there." Esther

"My third rotation was a Sport's Centre Assistant at the ARC in Glasgow Caledonian University. This was the very first time they have had an intern and it was a good

success. My buddy Susan was very supportive and helpful towards me. Out of all my rotations I liked this one the best because the staff were very helpful and supportive. I was always busy in this role and I enjoyed taking part in classes too and made some friends at them. I also liked using my customer service skills a lot with all of the people using the gym.” Jack

“The skills I learned while working at the ARC sports centre included becoming more independent, improving my customer service skills as well as communication and team working. This will all help me significantly in any future employment as it taught me the importance of serving the customer to the best of my ability and if unable to solve a problem do not be afraid to ask for help. I really enjoyed this placement and would recommend it to others.” Jamie

3.5 Promoting equality of opportunity: ENABLE Scotland partnership



Enable Scotland partnership, June 2017

What change did we want to see?

By creating opportunities for our staff, students and future practitioners to work closely with ENABLE Scotland, our graduates will be better equipped to support people who have learning disabilities in practice. Through their placements, students will experience all the aspects that come together to offer people who have a learning disability the choice and control to live the lives they choose.

Which duty does it support?

Promoting equality of opportunity.

What action was taken?

The School of Health and Life Sciences (SHLS) entered into a strategic partnership with ENABLE Scotland who are one of largest charities that works alongside people with a learning disability in Scotland. Recently ENABLE Scotland and SENSE Scotland, another large charity for people with a learning disability, joined together to form a group structure that will allow both charities opportunities to share innovation, property and resources whilst retaining their individual identities.

What difference was made?

Both students and people with learning disabilities have benefited. To date ENABLE Scotland have supplied placement opportunities for student learning disability nurses, an experience that was positively evaluated and will be developed moving forward. Other innovations included close relationships with academic staff and researchers from the Department of Nursing who have been able to advise ENABLE Scotland on service evaluations and project work around health needs for people with a learning disability. In addition, students from the SHLS have volunteered to 'buddy up' with a person who lives with a learning disability to support them to take part in the Kiltwalk a charity event run by The Sir Tom Hunter Foundation. People from ENABLE's self-advocacy group have also participated in the learning disability nursing application event, their input was positively evaluated by the applicants and their family members who attended.

3.6 Promoting equality of opportunity: Science, Technology, Engineering and Mathematics (STEM) Outreach



SmartSTEMs event at GCU, June 2018

The general duty of promoting equality of opportunity continues to feature as part of our core outreach work.

What change did we want to see?

SmartSTEMs provides equal access to inspire and realise the full potential of future generations, facilitating cost effective collaboration with industry and education to develop the next generation of talent and create and maintain inclusive and open partnerships to deliver social value and opportunity.

Which duty does it support?

Promoting equality of opportunity.

What action was taken?

SmartSTEMS: In June 2018, for the fourth year running, GCU demonstrated its commitment to inspiring more young women to get involved in STEM through a partnership with the charitable organisation SmartSTEMs and, for the first time, EDF Energy, to offer girls across the city of Glasgow the chance to learn about STEM study and career paths. During each session the school pupils, aged between 10 and 14 years old, heard from women who work in STEM about their journeys, before taking part in a series of hands-on workshops delivered by academic staff, undergraduate, postgraduate and PhD students, and members of the University's Engineering Industrial Advisory Board.

Primary Engineer: Many of our academics and students are STEM Ambassadors and volunteer with Primary Engineer. STEM Ambassadors is a national scheme where STEM professionals and students act as role models to encourage young people into the STEM disciplines. Primary Engineer is also a national programme that links schools with Engineers, it has a series of activities that schools can participate in, and one of the key aims is to empower teachers to teach STEM with more confidence.

HeadStart, Inspire for Girls, Inspire for Boys: GCU's School of Computing, Engineering and the Built Environment runs the Engineering Development Trust Inspire for Girls, Inspire for Boys, and HeadStart for Girls. These courses last for three days and incorporate hands-on activities for school pupils which include development of soft skills, experience of lab time, and academic staff and student sessions. GCU, taking cognisance of low male participation rates in the higher education sector more widely, was the first University to run an Inspire course for boys.

What difference was made?

The longer term impact of this range of outreach work will be clearer over time. However, there were short term benefits to participants as a total of 450 pupils from 23 schools attended the 2018 SmartSTEMs event, and feedback was extremely positive.

3.7 Fostering good relations: Gathering the Voices



National Holocaust Memorial Day January 2018

The general duty of promoting fostering good relations continues to feature as part of our core work on Cultural Engagement. Glasgow Caledonian University continues to actively support the Gathering the Voices charity and to take part each year in events marking National Holocaust Memorial Day.

What change did we want to see?

To continue to support the Gathering the Voices charity, which collects and preserves the stories of those who found sanctuary in Scotland following remarkable journeys from Nazi-dominated Europe and to build on our previous collaborations, which included student development of digital artefacts as part of their learning experience.

Glasgow Caledonian University partnered with Gathering the Voices to develop a lasting spoken word repository, documenting the moving oral histories of Holocaust survivors and Jewish people who fled their homes and re-established their lives in Scotland. The

testimonies are being preserved in an online project that can be accessed by everyone and heard online.

Which duty does it support?

Fostering good relations.

What action was taken?

For National Holocaust Memorial Day 2018, which was based on the theme of The Power of Words, Glasgow's Lord Provost Eva Bolander joined pupils from St Roch's Secondary School on campus to explore a powerful exhibition. University staff were joined by representatives of the Gathering the Voices project, Interfaith Scotland and the Holocaust Memorial Day Trust to view Rostov on Don, an exhibition about the 1942 massacre of 27,000 people in the Russian port city by the Nazis. The exhibition was part of a series of events marking Holocaust Memorial Day across Glasgow. The Scottish National Holocaust Memorial event, an evening of reflection and performances organised by Interfaith Scotland, Holocaust Memorial Day Trust and Glasgow City Council, was also held at GCU. Further events to mark National Holocaust Memorial Day have been co-delivered by the joint campus Trade Unions and Gathering the Voices for the last three years.

What difference was made?

Visibility and awareness of the Holocaust was provided for students, staff and school pupils in an educational context, and formed part of a national series of events and activities.

3.8 Fostering good relations: The Common Good Curriculum

The principles of the general duty fostering good relations are embedded in our core business function of delivering education.

Every single programme that we teach – when it is approved or reviewed – must demonstrate compliance with our responsibilities under the general duty. This is built into our Quality Enhancement and Assurance framework.

What change did we want to see?

The Common Good Curriculum represents a distinct approach to learning and teaching that develops graduates capable of tackling real-world issues and putting problem-solving ideas into action. It touches on every aspect of the student learning experience, both formally within the taught curriculum and informally through co- and extra-curricular activities. The aim of the Common Good Curriculum is to support our students to develop GCU's Common Good Attributes: active and global citizenship, an entrepreneurial mind set, responsible leadership and confidence.

Which duty does it support?

Fostering good relations.

What action was taken?

In completing the Programme Approval and Review Documentation, Programme Teams must articulate how the Programme develops a range of Common Good Attributes in all of our students. They must do this by considering

- Curriculum content and design: What we teach
- Learning and teaching activities: How we teach
- Assessment practices: How we measure

Students must demonstrate 'Active and global citizenship' in various ways, including

- Viewing the world from the perspective of different cultures
- Taking account of and valuing diversity
- Addressing inequality and disadvantage

The curriculum must meet a range of criteria including:

- Global learning: Internationalisation embedded within the curriculum
- Responsible Leadership and Professionalism: development of an understanding and engagement with equality and diversity within the context of responsible leadership
- Flexible, Inclusive, Accessible Learning: Ensuring learning is underpinned by values of equality and fairness, taking into account of and valuing diversity and students' differences within mainstream curriculum, pedagogy and assessment.

What difference was made?

A mapping template establishes if each programme has the required inputs – it asks for evidence of what we teach, how we teach and how we assess, for each attribute, including the equality and diversity elements. This is formally documented as part of the approval and review process.

The impact and difference made to student attitudes and behaviours is harder to measure. As part of the ongoing evaluation of the Common Good Curriculum, further work is being planned. Questions about the attributes and the curriculum are being included in this year's GCU Student Experience Survey which will seek experiences and examples of the attributes, including the equality and diversity aspects, being delivered in real life.

Furthermore, the Enhancement-led Institutional Review, (ELIR), carried out by Quality Assurance Agency (QAA) Scotland, due to take place in March 2020, will provide further evidence of equality and diversity impact across all aspects of the student experience, including those related to academic standards.

Equality Outcomes report

This section reports on the progress being made to achieve our Equality Outcomes 2017-2021. These are specific actions and activities identified as key areas of focus and are out with, and complement, our work on mainstreaming equality.



4. Progress against our Equality Outcomes April 2017 – April 2019

Glasgow Caledonian University has made good progress in implementing our Equality Outcomes 2017-2021. This section reports on the progress made from April 2017 to April 2019.

4.1 Background

GCU's equality outcomes are the results that we aim to achieve to help meet our Equality Act 2010 public sector equality duty obligations, specifically to eliminate discrimination, advance equality of opportunity and foster good relations. The outcomes are consistent with and further our mission as the University for the Common Good and our Strategy 2020.

Our Equality Outcomes 2017-2021 support our vision of a culture at GCU that is inclusive of all sections of society and responsive to the needs of individuals, and ultimately our commitment as the University for the Common Good. As well as helping to fulfil our duties under the Equality Act 2010, our equality outcomes support our Dignity at Work and Study Policy, where we emphasise the importance of dignity and respect, and promoting equality and valuing diversity. The Policy outlines the rights and responsibilities associated with this commitment and our Zero Tolerance approach to any form of unlawful discrimination, including harassment, victimisation, racism, sexism, homophobia or any other unacceptable behaviour towards any member of our community.

Our first set of equality outcomes, which covered the period 2013-2017, laid strong foundations for supporting this vision in terms of enhancing our leadership and infrastructure across the University and creating a culture that recognises the collective responsibilities for supporting and delivering equality and diversity.

The equality outcomes build upon the progress made during 2013-2017 that had many key actions, including the embedment of the Equality Champion role and consolidation of School/Department action plans through increased engagement with senior managers. Culture change was supported by increasing awareness of unconscious bias, running targeted campaigns and embedding equality impact assessments in our formal committee and decision-making forums and processes. We also developed our data collection and

analysis so that our actions are relevant and responsive. Other actions focused on ensuring the accessibility of GCU in the widest sense, including ensuring accessibility was considered at the core of our Heart of Campus development, and achievement of the University level Athena SWAN Bronze award. This latter accolade, and the wider commitment to gender equality, has been further recognised with the University being recently shortlisted for the Advancing Staff Equality category of the Guardian University Awards 2018 for an outstanding initiative that has a significant and measurable impact on improving staff equality and/or diversity. Our gender pay gap remains below the Scottish and UK average at 12.8% as at 31 July 2018 (reduced from 15.4% in 2015) and for academic staff the gap has reduced to 4.2% (from 8.2% in 2015), attributable, in part, to the increase to over 40% female professors (compared to the sector average of 23%).

Our Equality Outcomes 2017-2021 were developed in consultation and engagement with students, staff and external stakeholders to continue this momentum:

- Equality Outcome 1: Our people have a strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics
- Equality Outcome 2: Our University is accessible, safe and welcoming to all people from different protected characteristic groups
- Equality Outcome 3: People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

The three equality outcomes are each supported by three themes. A supporting action plan (see section 4.5) describes the steps, accountabilities and measures in relation to implementation. The equality outcomes are the engine that helps to power achievement of our Strategy 2020, and the plan is used to help drive our core goals in our core activities.

Equality Champions

A network of Equality Champions continues to support this by capturing and sharing good practice at a School and Department Level. They participate in three network events per year, where activities, good practice and challenges are shared and discussed. The Equality Champion role will be further developed to ensure that it is aligned with institutional equality and diversity priorities, and positioned appropriately to support these.

School and Department Equality and Diversity Activity Templates

To complement the University's Equality Outcomes 2017-2021, Schools and Departments were requested (via senior managers, supported by Equality Champions) to document all relevant work that they are leading or involved in at a local level that support any of the three equality outcomes in relation to their staff or their service/function. The template from the previous equality outcomes cycle was reviewed to align with the new outcomes, and to help Schools and Departments capture activities at local level more effectively.

The themes that have emerged in recent reporting cycles across areas that submitted templates include:

- Staff engagement through communications and unconscious bias training
- Clear evidence of equality and diversity being promoted and supported in delivery of mainstream functions
- An appropriate balance between activities focused on the staff experience, the student experience and also external relations (e.g. through research)
- Clear consideration of physical accessibility issues

School Equality and Diversity Committees

Academic School Equality and Diversity Committees continue to be a core part of a School's governance arrangements which provide a focus for local responsibility and the mechanism for activities to be developed, challenged and reviewed, and for any issues and concerns around equality and diversity to be raised within the School and transmitted effectively for support, advice or action (e.g. to School Board, Senior Management Group).

4.2 Increasing our knowledge

Two of our key activities under Equality Outcome 1 – (“our people have strong knowledge”) were the embedding of race equality and unconscious bias into customer service training for front line staff at the University, and the development of cultural awareness resources to support the student and staff experience.

Customer Service Excellence accreditation

What change did we want to see?

The University was aiming to achieving the Customer Service Excellence Standards, and as part of the scoping identified gaps in staff awareness around race equality. Therefore, as part of the drive to provide a positive and inclusive student experience for all, tailored sessions, which complemented existing training sessions on equality and diversity, unconscious bias and cultural awareness, were designed to support a deeper understanding of race and race equality. The specific criteria of the Standard that were supported were:

- Criterion 1: Customer Insight: “We make particular efforts to identify hard to reach and disadvantaged groups and individuals and have developed our services in response to their specific needs”
- Criterion 2: The Culture of the Organisation: “We ensure that all customers and customer groups are treated fairly...”; “Our staff are polite and friendly to customers and have an understanding of customer needs”
- Criterion 3: Information and Access: “We take reasonable steps to make sure our customers have received and understood the information we provide”; “We make our services easily accessible to all customers through provision of a range of alternative channels”

Which duty does it support?

Eliminating discrimination, and fostering good relations.

What action was taken?

Equality and diversity – with specific focus on race equality and unconscious bias – were embedded into customer service training from over 120 front line staff from a range of

services including the Library, Information Services, Security, Student Wellbeing and campus Services.

What difference was made?

The longer term impact of this work will be clearer over time, and also be reinforced by the achievement of the accreditation itself. The short term benefits were articulated by staff who gave positive feedback on the sessions, and indicated that they provided both individuals and teams better awareness and increased confidence to work with and support students from different racial backgrounds.

Cultural awareness

What change did we want to see?

Internationalisation of the curriculum is frequently talked about, yet struggles to be part of mainstream learning and teaching. Feedback from students gained by the Students' Association indicated that cultural awareness was part of some programmes, but also that international students and students from a BME background felt that this learning was essential and should be made more widely available. An initiative to address this is being piloted, led by the Students' Association, working in partnership with GCU staff. The development of a University-wide Intercultural Awareness workshop has been developed, as a baseline to which students will build on their understanding of cultural norms and values and the unconscious bias that exists within our academic, social and working environment.

Which duty does it support?

Eliminating discrimination and fostering good relations.

What action was taken?

The workshop is a combination of interactive online and classroom-based initiatives aimed at the GCU student community. It features a range of materials, video clips, interactive Padlet discussions and TurningPoint questioning. The design has been created in an intuitive way to allow self-paced or tutor-led delivery. The objective is to enhance student awareness in cultural differences and cultural diversity, and as well as tackling everyday racism and racial micro-aggressions. The workshop provides a starting point for discussion and reflection on how this aligns with GCU's Active and Global Citizenship.

What difference was made?

The impact of this work has been recognised externally, winning a sparqs³ award for student engagement in March 2019. It was selected as the best example of a co-curricular initiative in Scotland which has had a positive impact on student learning across a university or college.

The pilot phase was completed during academic year 2018/19 and will be rolled out during 2019/20.

Furthermore, this work has resulted in the identification of this topic as a gap in the staff population, and a similar collaborative approach across the University has been tasked with developing tools for staff. Cultural awareness has also been a focus in terms of our research. GCU London's Dane Lukic and his team won their first major European funding for an International Capacity Building project under Erasmus+, Professional Development in Intercultural Competence in Higher Education Institutions (PROFIC), with partners in Spain, Italy, El Salvador, Mexico and Argentina.

GCU London is leading this £615,000 project to help academics and university staff across Latin America and Europe work effectively with students from diverse cultures. This work will also inform the internal work at GCU.

Staff can develop their intercultural knowledge, learn skills to help students increase their cultural awareness, and build intercultural competence into their personal development programmes. A free online toolkit is being created to highlight the richness and creativity that diversity brings to university life. It will ensure the study has a wider impact on the HEI sector, in the UK and around the world.

³ sparqs is 'student partnerships in quality Scotland'

4.3 Safe environment

One of our key activities under Equality Outcome 2 – (“accessible, safe and welcoming”) was one of our core campus wide campaigns. Erase the Grey aims to tackle sexual and gender based violence and forms a whole institutional approach to tackling sexual and gender based violence.



Erase the Grey campaign, May 2018

What change did we want to see?

The University continues to engage in focused work on preventing and responding to sexual and gender based violence. This is a priority area for GCU due to national policy drivers and evidence, and is an important aspect of our overall approach to safeguarding the wellbeing of our students.

Which duty does it support?

Eliminating discrimination.

What action was taken?

Our definition of gender based violence accords fully with that of the Scottish Government. Our Preventing and Responding To Gender Based Violence Working Group, chaired by the Director of Student Life and reporting to the People Committee, advises on and develops work in this area, which includes the following elements:

- Implementation, monitoring and review of our Preventing and Responding to Gender Based Violence Policy , which applies to both students and staff, and review of other relevant GCU policies.
- Roll out of a detailed Preventing and Responding to Gender Based Violence action plan which ensures that our approach aligns with the policies and procedures outlined in the Equally Safe in Higher Education Toolkit.
- Development and launch of Student webpages including links to relevant internal and external sources of support and advice.
- Student Peer to Peer Intervention Programme – a partnership approach between the GCU Students’ Association and the Students Representative Council at the University of Glasgow, with support from Rape Crisis, to deliver a pilot student peer intervention programme.
- First Responder Scheme – a network of GCU staff who are trained as First Responders and support members of the GCU community (staff and students) who wish to disclose and discuss issues relating to gender based violence.
- Delivery of a range of awareness raising and training activities to equip staff so they can provide basic information and refer to external agencies or First Responders
- Distribution of the GBV information leaflet and embedded lanyard cards to all staff
- Scoping of an online reporting tool for students which will enable anonymous reporting
- GCU/University of Glasgow Strategy Group – a joint project to develop HEI sector approaches through a collaborative approach. Sub groups with cross university representation are focusing on the specific themes of perceptions and experiences, delivery, intervention, evaluation, response, support and enforcement.
- Students and staff worked together to create a digital poster campaign, entitled #GCUerasethegrey, which reiterates GCU's zero-tolerance policy towards gender-based violence. The campaign was launched in May 2018 and highlights the important work the University does to combat sexual and gender-based violence via a series of posters which challenge stereotypical views.
- As part of the University's ongoing activities through the 16 Days of Activism during November and December 2018, two lunchtime seminars were held: Preventing and Responding to Gender-Based Violence in Higher Education Institutions and Sexual consent and the law: how well do people understand it?

What difference was made?

Our gender violence work has provided visibility to the issue of sexual and gender based violence. The Erase the Grey campaign makes it clear that there is someone on campus that people can talk to and that they can get support.

The campaign itself was commended for an award by Edurank – the education sector's leading benchmark for social media analytics. It was nominated for an Edurank Award in the “Best Campaign Supporting Student Wellbeing” category and GCU was the only Scottish University to receive a ‘Highly Commended’ accolade.

The digital poster campaign challenged stereotypical views and reiterated GCU's zero-tolerance policy towards gender-based violence. The messaging was displayed prominently on campus and was supported by a social media campaign that encouraged people to change attitudes and behaviours by raising awareness of the issue.

This work builds on the existing scholarship of academics at GCU who are experts in the field of sexual violence, including rape and sexual assault, institutional responses, stalking, domestic abuse and victimisation of university students. GCU is also represented in an EU-funded project ‘It Stops Now’, to tackle and prevent sexual violence in the HE sector.

4.4 Advancing gender equality

Equality Outcome 3: People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

What change did we want to see?

We continue to promote gender equality and have achieved three specific goals:

- To address under-representation of female academic staff in senior roles
- To address the gender pay gap
- To encourage the cultural change required to achieve gender equality

Our data showed that although female academics were consistently in the majority (55%), women and men tended to hold contrasting positions and female academics tended to be more junior.

Which duty does it support?

Elimination discrimination and promoting equality of opportunity.

What action was taken?

We used the Athena SWAN accreditation process as the vehicle for delivery as this is a core objective of the People Strategy, which in turn supports our Strategy 2020. We have engaged with a wide range of staff to identify key challenges, perceptions and experiences relating to inequalities faced by female academic staff. Our Deputy Vice-Chancellor (Academic) led a steering group which collated and analysed the quantitative and qualitative data, and developed the narrative to articulate where action needed to be focused.

Actions enhance organisational culture and support female academics, and are resourced by core operational areas as part of our mainstreaming approach to embedding equality:

- We enhanced the skills of managers to understand equality and diversity through our People Passport (essential training for people managers) training and briefings.
- We supported the development of 70 female staff through the Leadership Foundation In Higher Education's (now Advance HE) Aurora programme, and complemented these with internally designed and delivered development activities.
- We introduced new processes and policies on recruitment, academic promotions, and flexible working guidance that focuses on creating a climate to support staff to do their work effectively
- We worked (and continue to work) in partnership with our campus Trade Unions to undertake equal pay reviews which then inform our Resourcing and Reward processes.



Female Professors at GCU, December 2017

What difference was made?

The key outcomes of our work are:

- Achievement of Athena SWAN institutional Bronze award, and gaining commitment of our three Glasgow based Schools to achieving departmental awards
- Reduction of our gender pay gap for female academic staff from 8.2% in favour of men in April 2015 to 4.2% in July 2017
- Reduction of our overall gender pay gap from 18.3% in 2013 and 14.5% in 2017 to 12.8% in July 2018, and This has been consistently lower than the HEI sector in Scotland and the UK
- Increase in the proportion of female professors from 25% in 2012 to 36% in 2016 and 40% in 2018 (against a Scotland sector average of 23.7%)
- Reduced casework enquiries and cases relating to sex discrimination.
- Increased satisfaction in our staff survey, both in terms of female staff experiences and all staff experiences and perceptions
- Maintaining the number of Aurora applicants, now with 50 alumni (c3.5% of staff) and a further 20 completed in 2018.
- Embedment of gender equality principles in recruitment and academic promotion processes where panel members are aware of unconscious bias, and our language and criteria used in our documentation is fair and inclusive.

- Staff engagement (through managers) of our whole institutional approach to embedding our commitment to gender equality, which refers to our advancing gender equality staff work, as well as our Gender Action Plan for students, and approach to preventing and responding to sexual and gender based violence
- Staff engagement in our GCU Values (led by a female Professor on secondment to People Services). Our Values are promoted as driving and defining us, and the Integrity Value has direct reference to 'dignity and respect' which supports our gender equality commitments
- During 2017/2018 we were one of a handful of universities with female Chancellor, Chair of Court and Vice Chancellor. This was complemented by a gender balanced Executive Board (50/50) and University Court (55% male/45% female, and as at March 2019 43% male/57% female)
- Recent testimonies that further demonstrate progress and impact include:
 - Showcasing our work on equal pay through a case study at the UK launch of guidance on Equal Pay Review and Gender Pay Gap Reporting for the HEI sector
 - Professor Tahseen Jafry's journey to the top being showcased in an in-depth article in The Herald
 - Our founding institution's role in paving the way for gender equality that is still shared amongst staff and students to this day, as documented by our Principal and Vice-Chancellor

4.5 What do we still need to do?

We will continue to implement our Equality Outcomes 2017-2021 for the remainder of the cycle, and report on progress in 2021, as well as develop and publish new equality outcomes. There have been a number of emerging priorities that support our current equality outcomes, and these will be covered in more detail in the next report:

- Feedback from staff and student engagement activities has informed us that a focus on mental health is a priority. This has resulted in the formation of a Mental Health at Work Task Force and development of an action plan in relation to staff mental health, and consolidation of our Student Mental Health Agreement. A wider piece of work in gauging experiences of staff with disabilities has commenced and recommendations from a final report will inform our work on meeting our Disability Confident commitment. These activities support the Equality Outcome theme 3B on disability equality.
- Feedback from staff and students (in the context of staff development and staff experience, and student experience respectively), together with quantitative data (see section 5.3.3) has informed us that race equality is a priority. These activities support the Equality Outcome theme 3C on race equality.

4.5 Equality Outcomes 2017-2021 action plan progress

Glasgow Caledonian University Equality Outcomes 2017-2021

Equality Outcome 1

Our people have strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics

Theme 1A Embedding equality and diversity in student and staff learning, training and development

Theme 1B Supporting equality and diversity through clear and effective data analysis, policies and information

Theme 1C Implementing equality and diversity awareness through events, campaigns and communications

Equality Outcome 2

Our University is accessible, safe and welcoming to all people from different protected characteristic groups

Theme 2A Maintaining an accessible campus and facilities

Theme 2B Taking a zero tolerance approach to unacceptable behaviours

Theme 2C Involving people with protected characteristics in the work and activities of the University

Equality Outcome 3

People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

Theme 3A Focusing on the promotion of gender equality for students and staff

Theme 3B Focusing on the promotion of disability equality for students and staff




Theme 3C Focusing on the promotion of race equality for students and staff

Supporting themes: Leadership, governance and equality impact assessment

Equality Outcome 1

Our people have strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics



Theme 1A Embedding equality and diversity in student and staff learning, training and development


Ref	Actions	Responsibility	Success measures	Start date	Target date	Comments	RAG Status
1A.1	Continue to provide staff with specific training and development on equality and protected characteristics in the context of their roles	Director of People	Timetable of training established: numbers of staff attending sessions Staff training KPIs achieved as detailed in Equality and Diversity Staff Training Plan	Apr-17	Apr-21	This action will be measured via the Equality and Diversity Staff Training Plan - however it must factor in the current review of mandatory training	
1A.2	Embed E&D, dignity and respect and GCU Values into information that is provided to students pre-arrival and at induction stages	Director of Student Life	Presence in the Enhancing the Student Experience 2020 Action Plan Production of materials in accessible formats	May-17	Bi-annually for September and January entrants	Completed for September induction and January international entrants	
1A.3	Support academic staff in embedding E&D best practice in academic and student support activities in alignment with UK Professional Standards Framework for Teaching (UKPSF, 2011) and Professional Values dimension	Director of Academic Quality and Development	This is part of a core GCU KPI and can be measured through the core reporting mechanisms	Apr-18	Apr-21	This action will be measured via the core reporting mechanism. This work was delayed and will now commence in April 2019 as part of the work on supporting staff cultural competence and equality and diversity skills	

Equality Outcome 1

Our people have strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics

Theme 1B Supporting equality and diversity through clear and effective policies, information and data




Ref	Actions	Responsibility	Success measures	Start date	Target date	Comments	RAG Status
1B.1	Provide tailored, relevant and specific equality and diversity data to Schools/Departments to inform their planning and activities	Director of People; Director of Strategy and Planning	Evidence of data and analysis being used to inform equality impact assessments, and mainstream processes relating to policies and processes	Jan-18	Bi-annually -January and July	This action is primary being delivered to GSBS and SHLS Athena SWAN teams based on agreed data categories for Advancing Gender Equality Group. Additionally student data is delivered as part of Gender Action Plan reporting.	
1B.2	Continue to develop clear and accessible information on all student wellbeing services, including those that relate to protected characteristics, for students and staff to use	Director of Student Life	Production of online and hard copy products. Reduction in staff and student enquiries in relation to finding out about appropriate services	Apr-17	Apr-21	Student related information has been reorganised on the website and the Intranet now includes "How do I..." section for staff. Promotion of Trans and Carers policy through campaigns, events and training.	

1B.3	Develop clear and accessible staff and manager's guidance and FAQs on practical equality and diversity issues	Director of People	Improved handling of equality and diversity issues by staff and those in leadership roles, resulting in a reduction of enquiries asking for basic information and advice	Apr-18	Apr-21		
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Equality Outcome 1

Our people have strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics



Theme 1C Implementing equality and diversity awareness through events, campaigns and communications

Ref	Actions	Responsibility	Success measures	Start date	Target date	Comments	RAG Status
1C.1	Use case studies of good E&D practice to communicate to showcase how we embed E&D in our core functions, including learning and teaching, research and professional support	Equality and Diversity Advisor	Numbers of Schools and Departments featured Involvement of people from different protected characteristic groups	Jan-18	Apr-21	The Communications Team has led on development of numerous articles as part of their mainstream function, highlighting equality and diversity including (digital) case studies for International Women's Day	
1C.2	Maintain focus on Dignity at Work and Study by using campaigns to give clear guidance on everyday language and behaviours that may have the unintended consequence of discrimination	Equality and Diversity Advisor	Campaign materials developed, produced and communicated Positive feedback from staff and students	Jul-17	Apr-21	Erase The Grey campaign against sexual and gender based violence successfully launched May 2018. E&D Campaigns Working Group designed some initial ideas for wider E&D issues and working with Brand team and Student Life to align with core GCU campaigns	
1C.3	Awareness and celebration of significant dates and events	Equality and Diversity Advisor, Director of Student Life	Maintain calendar of events Numbers of students engaging with activities and events	Sep-17	Apr-21	E&D calendar of events has been integrated into the work of the E&D Campaigns Working Group. Student Life including this in their departmental plan.	

Equality Outcome 2

Our University is accessible, safe and welcoming to all people from different protected characteristic groups




Theme 2A Maintaining an accessible campus and facilities

Ref	Actions	Responsibility	Success measures	Start date	Target date	Comments	RAG Status
2A.1	Ensure the physical accessibility of our environments through an access audit, and agreeing an action plan based on the findings and recommendations	Director of Estates	Completion of new audit Development of action plan with clear timelines and accountabilities Implementation of action plan	Oct-17	April 2018 with improvements from gap analysis complete by April 2021	AccessAble (formerly DisabledGo) audited the campus and produced Access Guides and Apps for use by staff, students and general public.	
2A.2	Ensure the University's catering provision is inclusive of the diverse student, staff and visitor community		Equality impact assessment of implementing new provision Feedback from customers	Apr-18	Complete	Complete as part of wider work on Sustainable Food Policy and the Soil Association bronze award aiming towards 'A diverse menu that addresses common dietary requirements and cultures at GCU' Staff development plans include extensive training on key allergens, ensuring that customers are given the correct information and our staff are knowledgeable	

Equality Outcome 2

Our University is accessible, safe and welcoming to all people from different protected characteristic groups



Theme 2B Taking a zero tolerance approach to unacceptable behaviours


Ref	Actions	Responsibility	Success measures	Start date	Target date	Comments	RAG Status
2B.1	Participate in internal and external projects that tackle and prevent sexual violence - implement a policy, a First Responders Network, and collaborate with Students' Association and external partners	Director of Student Life	Increased awareness and confidence in making disclosures; appropriate and sensitive dealing with reported instances	Apr-16	Apr-21	Preventing Gender Based Violence Policy and Action Plan approved in October 2017. Erase the Grey campaign launched May 2018 and re-run during November 2018.	
2B.2	Support the Harassment Contacts in having a proactive presence and role at local School/Department level	Equality and Diversity Advisor	Staff survey results Reduction in informal and formal complaints	Oct-17	Apr-21	Harassment Contact role is being further developed to be aligned with campaigns roll out (1C.2)	
2B.3	Firmly embed the Integrity value to promote equality and diversity as part of the roll out of GCU Values for staff and students	Director of People	Staff and student awareness and of integrity as a GCU Value and its association with equality and diversity	Apr-17	Apr-21	Equality and diversity good practice examples are a core part of the Points of Pride and Values celebration	

Equality Outcome 2

Our University is accessible, safe and welcoming to all people from different protected characteristic groups

Theme 2C Involving people with protected characteristics in the work and activities of the University



Ref	Actions	Responsibility	Success measures	Start date	Target date	Comments	RAG Status
2C.1	Maintain and grow student and staff networks and communities of interest related to specific protected characteristics	Equality and Diversity Advisor	Establish demand for specific staff networks	Jun-17	Apr-21	LGBT staff network established and are actively developing potential actions. Race and Disability engagement events held with a view to establishing networks as part of wider work on race equality and disability equality.	
2C.2	Set up mechanisms to channel the views and experiences of students and staff with protected characteristics into informing the University's core work and provision such as training, policies and processes to informing the University's through equality impact assessment	Equality and Diversity Advisor	Existing societies, networks and groups mapped out and contacted Clear evidence of feedback being sought and used to inform policies, provision and decision making	Oct-17	Apr-21	Partnership approach established with Student Association Equality and Diversity Committee members, and Student Association Representation Team to engage with Liberation Groups - initial work has focused on LGBT Students Group	


2C.3	Ensure inclusive, real and representative images of our student and staff population are used in our core publications, posters and banners	Marketing Communications	Involvement of people from different protected characteristic groups	Oct-17	Apr-21	Diversity of students and staff are a core consideration of Brand/Marketing when depicting life at GCU.	
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Equality Outcome 3

People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

Theme 3A Focusing on the promotion of gender equality for students and staff





Ref	Actions	Responsibility	Success measures	Start date	Target date	Comments	RAG Status
3A.1	Implement the Athena SWAN Action Plan	DVC Academic	Progress in implementing action plan SEBE achievement of Department Award Bronze reaccreditation by November 2019; Achievement of University Silver award	Oct-16	Nov-19	Gender equality at GCU information pack designed and initially cascaded to People Managers Forum Review of communications activities including case studies, media expert list and training SEBE achieved department Bronze award application (May 2018)	
3A.2	Develop Gender Action Plan in line with Scottish Funding Council requirements and guidance	DVC Academic, DVC Strategy	Actions embedded in School plans KPIs agreed and outcomes achieved	Jul-17	Annually	Strategy and Planning leads on updating plan to reflect progress from across the University, and reporting to SFC.	



3A.3	Meet specific performance measures in relation to the retention of male and female full-time Scottish-domiciled undergraduate entrants as outlined in the Outcome Agreement with the Scottish Funding Council	Director of Strategy and Planning	KPI met or exceeded	Sep-17	Annually	This action will be measured via the core reporting mechanism	
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Equality Outcome 3

People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

Theme 3B Focusing on the promotion of disability equality for students and staff



Ref	Actions	Responsibility	Success measures	Start date	Target date	Comments	RAG Status
3B.1	Sign up to Disability Confident scheme and commit to delivering a minimum of three objectives	Director of People	Agree and fulfil objectives People Services processes improved Increase in disabled applicants	Apr-18	Jan-21	To be recommended April 2019 due to other priorities. A survey for staff with disabilities was run, and a report with recommendations was developed in April 2019.	
3B.2	Participate in National Autistic Society's Autism Accreditation Programme	Director of Student Life	Achieve accreditation	Mar-17	Jan-19	Self-assessment completed by Disability Team.	
3B.3	Continue to embed provision of support for disabled students at pre entry stages	Director of Student Life	Positive feedback from disabled students	Sep-17	Apr-18	Completed but staff changes in the specific disability support programme means that a review is required of future provision	
3B.4	Promote the active use of E&D checklist in academic programme design & review processes	Director of Academic Quality and Development	Evidence of use of checklist as part of programme design and review cycle	Apr-18	Apr-21		


3B.5	Develop a cross University Framework of Student Mental Health Support	Director of Student Life	A Student Mental Health Action Plan will be developed and implemented providing a holistic approach to supporting student mental wellbeing	May-17	To be confirmed	Student Mental Health Action plan developed and will be overseen by Student Wellbeing Advisory Group	
3B.6	Develop BSL (British Sign Language) plan following publication of Scottish Government plan and guidance (due by October 2017)	To be confirmed	Action plan developed that is consistent with the Scottish Government eventual plan and priorities, and is contextualised in for Higher Education	Oct-18	To be confirmed	BSL Plan published in October 2018 following internal and external discussion, briefing and consultation sessions. To be implemented from 2018-2024, with interim reporting due in October 2020.	

Equality Outcome 3





People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

Theme 3C Focusing on the promotion of race equality for students and staff

Ref	Actions	Responsibility	Success measures	Start date	Target date	Comments	RAG Status
3C.1	Establish baseline information by mapping out BME staff experiences through consultation and engagement	Equality and Diversity Advisor	Evidence gathered, priorities established	Apr-18	Jun-18	This has been delayed due to other priorities but a strategic discussion on race equality at People Committee in March 2019 provided a focus and commitment to take this forward.	
3C.2	Scope potential membership of ECU Race Charter, and by assessing the actions, resources and leadership required to become members and requirements for future action planning and accreditation	Equality and Diversity Advisor	Establish rationale and engage with relevant staff and senior managers	Apr-18	Jun-18	This has been delayed due to other priorities but a strategic discussion on race equality at People Committee in March 2019 provided a focus and commitment to take this forward.	

3C.3	Meet specific performance measures in relation to the retention of Black and Minority Ethnic full-time Scottish-domiciled undergraduate entrants as outlined in the Outcome Agreement with the Scottish Funding Council	Director of Strategy and Planning	KPI met or exceeded	Sep-17	Annually	This action will be measured via the core reporting mechanism	
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Key to RAG (Red, Amber, Green) Status

	Good: project on track
	Mixed: some concerns about the project which could be damaging if not addressed
	Problematic: some concerns which could not just be damaging to the project but potentially to the University's overall performance
	Not commenced

Data

This section presents information on protected characteristics, including board gender diversity information and gender pay



5. Data

5.1 Governing body gender information

The University Court is the University's governing body, responsible for approving the University's overall strategic direction. The membership of Court comprises: lay members drawn from business, industry and the professions who retain an overall majority; Ex-Officio members: the Principal and the President of the Students' Association; two elected members, one from academic staff and one from non-academic staff; and one member appointed by the University Senate.

As at 1 March 2019, the number of men and women Court members are:

- Men: 9 (42.9%)
- Women: 12 (57.1%)

The proportion of women Court members has increased from 40.9% to 57.1% over the past two years. This increase has reflected the continued focus on diversifying the governing body, which was a part of our original equality outcomes in 2013, and has remains as part of our core business. Each recruitment campaign aims to encourage applications from women and those from underrepresented groups. Opportunities for staff to join Court as staff governors are advertised internally and external advertisements were placed across diverse media. Equality monitoring was introduced as part of the application process, and unconscious bias training refresh is being developed for all Court governors to build upon previous work on this topic.

5.2 Gender pay gap information

The University has taken a proactive approach to reducing the gender pay gap, and the actions are outlined in more detail in section 4.4. Our gender pay gap has continued to reduce over the past two years. The mean (average) gender pay gap was 15.4% in April 2015, 14.5% in April 2017. As at 31 July 2018 the mean gender pay gap was **12.8%**. The gender pay gap is calculated by working out the percentage difference between men's and women's hourly pay.

Furthermore, the Equal Pay Working Group, a partnership approach between the Trade Unions and the University continues to work on implementing our equal pay statement and conducting equal pay audits⁴. Our Principal and Vice Chancellor, Professor Pamela Gillies, took the lead as chair of Senate during academic year 2016/17 to drive a piece of work to examine the gender pay gap in relation to academic staff. Analysis of this equal pay audit

⁴ www.gcu.ac.uk/equality/equalityanddiversityatgcu/equalpay/

data suggests that there is a clear correlation between pay and age amongst Lecturers and Senior Lecturers but not within the Professoriate or academic managers. When adjustments are made for age, notwithstanding that there are different age distributions within each element of the groups that make up the academic job family, there is no strong evidence for a gender bias in pay.

5.3 Staff equality data

5.3.1 Coverage of protected characteristics

We continue to collect information on the protected characteristics of staff, and have a robust age, disability, race and sex profile for our applicants and current staff. A specialist resource (Workforce Systems team) has ensured that the quality of the data has improved from previous reports. We have recently started to collect data on religion or belief, sexual orientation, and gender reassignment for new staff, and are planning to expand this to existing staff. As this newer set of data does not include the whole staff population, and the disclosure rate for new staff is low, we have decided to not publish this data in this report.

5.3.2 Categories of data

Appendix 1 provides detailed breakdown of staff data by specific categories, including total headcount, academic/support split, fixed term/permanent split, full time/part time split, grade (which covers vertical segregation), job family (which covers horizontal segregation), reason for leaving, success rate in academic promotions, job applicant's shortlisting and appointment success rate, and maternity leave returners.

5.3.3 Using the information to better perform the general duty

The key observations on the data that informs the work on our equality outcomes, specifically themes 3B on disability equality and 3C on race equality (see section 4.5) are:

- Black and Minority Ethnic (BME) staff are more likely than White staff to be on a fixed term contract, and therefore also less likely to be on a permanent contract (table A3)
- BME staff are well represented at Grades 7 and 8 and at Professor level, but are underrepresented at Senior Management (SM) level (tables A5.1 and A5.2)
- BME job applicants had a lower success rate in being shortlisted than White job applicants in 2016/2017 (table 9.1). This was more even in 2017/2018, however, BME job applicants had a lower appointment success rate than White job applicants (table 9.2)
- Job applicants with a known disability are more likely to be shortlisted and appointed than job applicants with no known disability (tables 9.1 and 9.2), and staff with a known disability are proportionately represented across grades (tables A5.1 and A5.2), but are underrepresented at senior management level.

Appendix 1: Staff equality data

ALL DATA AS AT 31 JULY

A1. Staff equality profile – total headcount (% of headcount)

Age	2017	2018
Under 24	14 (0.9%)	18 (1.2%)
25-34	219 (13.9%)	205 (13.1%)
35-44	402 (25.4%)	396 (25.4%)
45-54	484 (30.6%)	495 (31.7%)
55-64	421 (26.6%)	403 (25.8%)
65 and over	41 (2.6%)	45 (2.9%)
Disability	2017	2018
Known disability	71 (4.5%)	74 (4.7%)
No known disability	1478 (93.5%)	1463 (93.7%)
Undisclosed	32 (2.0%)	25 (1.6%)
Race	2017	2018
Black and minority ethnic	99 (6.3%)	103 (6.6%)
White	1467 (92.8%)	1445 (92.5%)
Undisclosed	15 (0.9%)	14 (0.9%)
Sex	2017	2018
Female	987 (62.4%)	981 (62.8%)
Male	594 (37.6%)	581 (37.2%)

A2. Staff equality profile – Academic/Support Staff – Number of contracts (% of contracts)

	2017		2018	
Age	Academic	Support	Academic	Support
Under 25	1 (6.7%)	14 (93.3%)	4 (22.2%)	14 (77.8%)
25-34	75 (33.8%)	147 (66.2%)	70 (32.9%)	143 (67.1%)
35-44	192 (47.2%)	215 (52.8%)	185 (46.4%)	214 (53.6%)
45-54	261 (53.3%)	229 (46.7%)	267 (53.2%)	235 (46.8%)
55-64	217 (51.4%)	205 (48.6%)	201 (49.5%)	205 (50.5%)
65 and over	24 (58.5%)	17 (41.5%)	29 (64.4%)	16 (35.6%)
Disability	Academic	Support	Academic	Support
Known disability	30 (41.1%)	43 (58.9%)	28 (36.8%)	48 (63.2%)
No known disability	725 (48.6%)	767 (51.4%)	715 (48.2%)	767 (51.8%)
Undisclosed	15 (46.9%)	17 (53.1%)	13 (52.0%)	12 (48.0%)
Race	Academic	Support	Academic	Support
Black and minority ethnic	67 (67.0%)	33 (33.0%)	71 (68.3%)	33 (31.7%)
White	697 (47.0%)	785 (53.0%)	679 (46.3%)	786 (53.7%)
Not disclosed	6 (40.0%)	9 (60.0%)	6 (42.9%)	8 (57.1%)
Sex	Academic	Support	Academic	Support
Female	425 (42.7%)	571 (57.3%)	429 (43.1%)	567 (56.9%)
Male	345 (57.4%)	256 (42.6%)	327 (55.7%)	260 (44.3%)

A3. Staff equality profile – Fixed-term/Permanent contracts – Number of contracts (% of contracts)

	2017		2018	
	Fixed term	Permanent	Fixed term	Permanent
Age				
Under 25	5 (33.3%)	10 (66.7%)	7 (38.9%)	11 (61.1%)
25-34	48 (21.6%)	174 (78.4%)	59 (27.7%)	154 (72.3%)
35-44	41 (10.1%)	366 (89.9%)	46 (11.5%)	353 (88.5%)
45-54	30 (6.1%)	460 (93.9%)	44 (8.8%)	458 (91.2%)
55-64	12 (2.8%)	410 (97.2%)	16 (3.9%)	390 (96.1%)
65 and over	2 (4.9%)	39 (95.1%)	2 (4.4%)	43 (95.6%)
Disability				
Known disability	5 (6.8%)	68 (93.2%)	8 (10.5%)	68 (89.5%)
No known disability	129 (8.6%)	1363 (91.4%)	162 (10.9%)	1320 (89.1%)
Undisclosed	4 (12.5%)	28 (87.5%)	4 (16.0%)	21 (84.0%)
Race				
Black and minority ethnic	15 (15.0%)	85 (85.0%)	19 (18.3%)	85 (81.7%)
White	119 (8.0%)	1363 (92.0%)	150 (10.2%)	1315 (89.8%)
Undisclosed	4 (26.7%)	11 (73.3%)	5 (35.7%)	9 (64.3%)
Sex				
Female	87 (8.7%)	909 (91.3%)	120 (12.0%)	876 (88.0%)
Male	51 (8.5%)	550 (91.5%)	54 (9.2%)	533 (90.8%)

A4. Staff equality profile – Full time/Part time – Number of contracts (% of contracts)

	2017		2018	
	Full time	Part time	Full time	Part time
Age				
Under 25	8 (53.3%)	7 (46.7%)	12 (66.7%)	6 (33.3%)
25-34	162 (73.0%)	60 (27.0%)	153 (71.8%)	60 (28.2%)
35-44	299 (73.5%)	108 (26.5%)	292 (73.2%)	107 (26.8%)
45-54	372 (75.9%)	118 (24.1%)	377 (75.1%)	125 (24.9%)
55-64	288 (68.2%)	134 (31.8%)	270 (66.5%)	136 (33.5%)
65 and over	19 (46.3%)	22 (53.7%)	21 (46.7%)	24 (53.3%)
Disability				
Known disability	47 (64.4%)	26 (35.6%)	53 (69.7%)	23 (30.3%)
No known disability	1085 (72.7%)	407 (27.3%)	1059 (71.5%)	423 (28.5%)
Undisclosed	16 (50.0%)	16 (50.0%)	13 (52.0%)	12 (48.0%)
Race				
Black and minority ethnic	81 (81.0%)	19 (19.0%)	85 (81.7%)	19 (18.3%)
White	1059 (71.5%)	423 (28.5%)	1032 (70.4%)	433 (29.6%)
Undisclosed	8 (53.3%)	7 (46.7%)	8 (57.1%)	6 (42.9%)
Sex				
Female	633 (63.6%)	363 (36.4%)	627 (63.0%)	369 (37.0%)
Male	515 (85.7%)	86 (14.3%)	498 (84.8%)	89 (15.2%)

A5.1 Staff equality profile – Grade – 2017 – Number of contracts (% of contracts)

	2017										
Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM	Other
Under 25	0 (0.0%)	5 (33.3%)	5 (33.3%)	3 (20.0%)	2 (13.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
25-34	3 (1.4%)	2 (0.9%)	16 (7.2%)	35 (15.8%)	57 (25.7%)	42 (18.9%)	55 (24.8%)	6 (2.7%)	0 (0.0%)	0 (0.0%)	6 (2.7%)
35-44	12 (2.9%)	3 (0.7%)	21 (5.2%)	19 (4.7%)	63 (15.5%)	68 (16.7%)	145(35.6%)	60 (14.7%)	5 (1.2%)	10 (2.5%)	1 (0.2%)
45-54	23 (4.7%)	1 (0.2%)	18 (3.7%)	30 (6.1%)	63 (12.9%)	58 (11.8%)	142(29.0%)	91 (18.6%)	33 (6.7%)	28 (5.7%)	3 (0.6%)
55-64	69 (16.4%)	1 (0.2%)	37 (8.8%)	19 (4.5%)	30 (7.1%)	27 (6.4%)	104(24.6%)	72 (17.1%)	27 (6.4%)	26 (6.2%)	10 (2.4%)
65 and over	7 (17.1%)	3 (7.3%)	3 (7.3%)	1 (2.4%)	2 (4.9%)	0 (0.0%)	11 (26.8%)	9 (22.0%)	4 (9.8%)	0 (0.0%)	1 (2.4%)
Disability	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM	Other
Known disability	8 (11.0%)	1 (1.4%)	6 (8.2%)	3 (4.1%)	12 (16.4%)	10 (13.7%)	20 (27.4%)	7 (9.6%)	3 (4.1%)	1 (1.4%)	2 (2.7%)
No known disability	101 (6.8%)	14 (0.9%)	93 (6.2%)	100 (6.7%)	199(13.3%)	183(12.3%)	427(28.6%)	229(15.3%)	65 (4.4%)	63 (4.2%)	18 (1.2%)
Undisclosed	5 (15.6%)	0 (0.0%)	1 (3.1%)	4 (12.5%)	6 (18.8%)	2 (6.3%)	10 (31.3%)	2 (6.3%)	1 (3.1%)	0 (0.0%)	1 (3.1%)
Race	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM	Other
BME	2 (2.0%)	2 (2.0%)	3 (3.0%)	8 (8.0%)	10 (10.0%)	6 (6.0%)	37 (37.0%)	22 (22.0%)	9 (9.0%)	0 (0.0%)	1 (1.0%)
White	108 (7.3%)	13 (0.9%)	97 (6.5%)	99 (6.7%)	205(13.8%)	184(12.4%)	418(28.2%)	216(14.6%)	60 (4.0%)	63 (4.3%)	19 (1.3%)
Not disclosed	4 (26.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (13.3%)	5 (33.3%)	2 (13.3%)	0 (0.0%)	0 (0.0%)	1 (6.7%)	1 (6.7%)
Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM	Other
Female	105(10.5%)	9 (0.9%)	60 (6.0%)	77 (7.7%)	151(15.2%)	136(13.7%)	264(26.5%)	125(12.6%)	28 (2.8%)	35 (3.5%)	6 (0.6%)
Male	9 (1.5%)	6 (1.0%)	40 (6.7%)	30 (5.0%)	66 (11.0%)	59 (9.8%)	193(32.1%)	113(18.8%)	41 (6.8%)	29 (4.8%)	15 (2.5%)

A5.2 Staff equality profile – Grade – 2018 – Number of contracts (% of contracts)

	2018										
Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM	Other
Under 25	1 (5.6%)	3 (16.7%)	5 (27.8%)	2 (11.1%)	6 (33.3%)	0 (0.0%)	1 (5.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
25-34	4 (1.9%)	4 (1.9%)	12 (5.6%)	33 (15.5%)	58 (27.2%)	44 (20.7%)	51 (23.9%)	6 (2.8%)	0 (0.0%)	0 (0.0%)	1 (0.5%)
35-44	6 (1.5%)	3 (0.8%)	21 (5.3%)	21 (5.3%)	60 (15.0%)	75 (18.8%)	146(36.6%)	52 (13.0%)	5 (1.3%)	7 (1.8%)	3 (0.8%)
45-54	22 (4.4%)	1 (0.2%)	17 (3.4%)	27 (5.4%)	64 (12.7%)	67 (13.3%)	138(27.5%)	107(21.3%)	29 (5.8%)	27 (5.4%)	3 (0.6%)
55-64	66 (16.3%)	2 (0.5%)	35 (8.6%)	18 (4.4%)	33 (8.1%)	32 (7.9%)	99 (24.4%)	64 (15.8%)	26 (6.4%)	22 (5.4%)	9 (2.2%)
65 and over	8 (17.8%)	0 (0.0%)	2 (4.4%)	2 (4.4%)	2 (4.4%)	1 (2.2%)	11 (24.4%)	10 (22.2%)	5 (11.1%)	2 (4.4%)	2 (4.4%)
Disability	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM	Other
Known disability	7 (9.2%)	0 (0.0%)	8 (10.5%)	5 (6.6%)	12 (15.8%)	14 (18.4%)	19 (25.0%)	6 (7.9%)	3 (3.9%)	0 (0.0%)	2 (2.6%)
No known disability	95 (6.4%)	13 (0.9%)	84 (5.7%)	97 (6.5%)	206(13.9%)	201(13.6%)	420(28.3%)	231(15.6%)	61 (4.1%)	58 (3.9%)	16 (1.1%)
Undisclosed	5 (20.0%)	0 (0.0%)	0 (0.0%)	1 (4.0%)	5 (20.0%)	4 (16.0%)	7 (28.0%)	2 (8.0%)	1 (4.0%)	0 (0.0%)	0 (0.0%)
Race	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM	Other
BME	1 (1.0%)	2 (1.9%)	4 (3.8%)	8 (7.7%)	9 (8.7%)	13 (12.5%)	38 (36.5%)	21 (20.2%)	7 (6.7%)	1 (1.0%)	0 (0.0%)
White	102 (7.0%)	11 (0.8%)	88 (6.0%)	95 (6.5%)	209(14.3%)	203(13.9%)	407(27.8%)	217(14.8%)	58 (4.0%)	57 (3.9%)	18 (1.2%)
Undisclosed	4 (28.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (35.7%)	3 (21.4%)	1 (7.1%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM	Other
Female	98 (9.8%)	8 (0.8%)	54 (5.4%)	70 (7.0%)	156(15.7%)	153(15.4%)	259(26.0%)	130(13.1%)	27 (2.7%)	32 (3.2%)	9 (0.9%)
Male	9 (1.5%)	5 (0.9%)	38 (6.5%)	33 (5.6%)	67 (11.4%)	66 (11.2%)	187(31.9%)	109(18.6%)	38 (6.5%)	26 (4.4%)	9 (1.5%)

A6.1 Staff equality profile – Job family – 2017 – Number of contracts (% of contracts)

	2017				
Age	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Under 25	1 (6.7%)	1 (6.7%)	12 (80.0%)	0 (0.0%)	1 (6.7%)
25-34	75 (33.8%)	4 (1.8%)	135 (60.8%)	0 (0.0%)	8 (3.6%)
35-44	190 (46.7%)	21 (5.2%)	178 (43.7%)	10 (2.5%)	8 (2.0%)
45-54	246 (50.2%)	32 (6.5%)	157 (32.0%)	28 (5.7%)	27 (5.5%)
55-64	200 (47.4%)	89 (21.1%)	92 (21.8%)	26 (6.2%)	15 (3.6%)
65 and over	24 (58.5%)	10 (24.4%)	6 (14.6%)	0 (0.0%)	1 (2.4%)
Disability	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Known disability	29 (39.7%)	9 (12.3%)	31 (42.5%)	1 (1.4%)	3 (4.1%)
No known disability	692 (46.4%)	142 (9.5%)	541 (36.3%)	63 (4.2%)	54 (3.6%)
Undisclosed	15 (46.9%)	6 (18.8%)	8 (25.0%)	0 (0.0%)	54 (3.6%)
Race	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Black and minority ethnic	67 (67.0%)	2 (2.0%)	30 (30.0%)	0 (0.0%)	1 (1.0%)
White	663 (44.7%)	151 (10.2%)	549 (37.0%)	63 (4.3%)	56 (3.8%)
Undisclosed	6 (40.0%)	4 (26.7%)	1 (6.7%)	1 (6.7%)	3 (20.0%)
Sex	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Female	410 (41.2%)	116 (11.6%)	410 (41.2%)	35 (3.5%)	25 (2.5%)
Male	326 (54.2%)	41 (6.8%)	170 (28.3%)	29 (4.8%)	35 (5.8%)

A6.2 Staff equality profile – Job family – 2018 – Number of contracts (% of contracts)

	2018				
Age	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Under 25	4 (22.2%)	2 (11.1%)	11 (61.1%)	0 (0.0%)	1 (5.6%)
25-34	70 (32.9%)	5 (2.3%)	128 (60.1%)	0 (0.0%)	10 (4.7%)
35-44	185 (46.4%)	15 (3.8%)	185 (46.4%)	7 (1.8%)	7 (1.8%)
45-54	249 (49.6%)	31 (6.2%)	169 (33.7%)	27 (5.4%)	26 (5.2%)
55-64	187 (46.1%)	86 (21.2%)	96 (23.6%)	22 (5.4%)	15 (3.7%)
65 and over	28 (62.2%)	10 (22.2%)	5 (11.1%)	2 (4.4%)	0 (0.0%)
Disability	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Known disability	28 (36.8%)	9 (11.8%)	35 (46.1%)	0 (0.0%)	4 (5.3%)
No known disability	682 (46.0%)	135 (9.1%)	553 (37.3%)	58 (3.9%)	54 (3.6%)
Undisclosed	13 (52.0%)	5 (20.0%)	6 (24.0%)	0 (0.0%)	1 (4.0%)
Race	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Black and minority ethnic	70 (67.3%)	1 (1.0%)	30 (28.2%)	1 (1.0%)	2 (1.9%)
White	647 (44.2%)	144 (9.8%)	563 (38.4%)	57 (3.9%)	54 (3.7%)
Undisclosed	6 (42.9%)	4 (28.6%)	1 (7.1%)	0 (0.0%)	3 (21.4%)
Sex	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Female	414 (41.6%)	110 (11.0%)	416 (41.8%)	32 (3.2%)	24 (2.4%)
Male	309 (52.6%)	39 (6.6%)	178 (30.3%)	26 (4.4%)	35 (6.0%)

A7. Staff equality profile – Reason for leaving (Involuntary⁵/Voluntary⁶)

		2016/17		2017/2018	
Age/Leaver type		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Under 25		10	5.5%	7	2.8%
	Involuntary	8	80.0%	3	42.9%
	Voluntary	2	20.0%	4	57.1%
25-34		47	25.8%	42	16.9%
	Involuntary	23	48.9%	16	38.1%
	Voluntary	24	51.1%	26	61.9%
35-44		44	24.2%	55	22.2%
	Involuntary	13	29.5%	18	32.7%
	Voluntary	31	70.5%	37	67.3%
45-54		26	14.3%	44	17.7%
	Involuntary	11	42.3%	5	11.4%
	Voluntary	15	57.7%	39	88.6%
55-64		41	22.5%	74	29.8%
	Involuntary	7	17.1%	6	8.1%
	Voluntary	34	82.9%	68	91.9%
65 and over		14	7.7%	26	10.5%
	Involuntary	1	7.1%	0	0.0%
	Voluntary	13	92.9%	26	100.0%

⁵ Involuntary reasons for leaving include end of a fixed term contract, dismissal, redundancy, ill health retirement

⁶ Voluntary reasons for leaving include resignation, retirement and severance (voluntary/mutual)

A7. Staff equality profile – Reason for leaving – (Involuntary/Voluntary) continued

		2016/17		2017/2018	
Disability		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Known disability		9	4.9%	8	3.2%
	Involuntary	4	44.4%	1	12.5%
	Voluntary	5	55.6%	7	87.5%
No known disability		170	93.4%	229	92.3%
	Involuntary	59	34.7%	44	19.2%
	Voluntary	111	65.3%	185	80.8%
Undisclosed		3	1.6%	11	4.4%
	Involuntary	0	0.0%	3	27.3%
	Voluntary	3	100.0%	8	72.7%
Race		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Black and minority ethnic		18	9.9%	15	6.0%
	Involuntary	10	55.6%	6	40.0%
	Voluntary	8	44.4%	9	60.0%
White		163	89.6%	230	92.7%
	Involuntary	53	32.5%	41	17.8%
	Voluntary	110	67.5%	189	82.2%
Undisclosed		1	0.5%	3	1.2%
	Involuntary	0	0.0%	1	33.3%
	Voluntary	1	100.0%	2	66.7%

A7. Staff equality profile – Reason for leaving – (Involuntary/Voluntary) continued

		2016/17		2017/2018	
Sex		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Female		110	60.4%	155	62.5%
	Involuntary	40	36.4%	27	17.4%
	Voluntary	70	63.6%	128	82.6%
Male		72	39.6%	93	37.5%
	Involuntary	23	31.9%	21	22.6%
	Voluntary	49	68.1%	72	77.4%

A8. Staff equality profile – Success rate in academic promotions

Age	Role applied for	2016/2017		2017/2018	
		Not promoted	Promoted	Not promoted	Promoted
25-34		0	5	1	3
	Senior Lecturer		3		1
	Senior Research Fellow		1		
	Research Fellow		1		2
35-44		4	6	8	9
	Professor		2	1	2
	Reader		1	1	
	Senior Lecturer	4	2	6	6
	Research Fellow				1
	Researcher 1A		1		
45-54		5	9	5	10
	Professor			1	4
	Reader		1		2
	Senior Lecturer	5	8	4	3
	Senior Research Fellow				1

A8. Staff equality profile – Success rate in academic promotions - continued

		2016/2017		2017/2018	
Age	Role applied for	Not promoted	Promoted	Not promoted	Promoted
55-64		4	4	4	6
	Professor	1			2
	Reader	1	2		1
	Senior Lecturer	2	2	4	2
	Research Fellow				1
65 and over		0	0	1	1
	Professor				1
	Senior Lecturer			1	
Disability		Not promoted	Promoted	Not promoted	Promoted
Known disability		1	1	0	0
	Senior Lecturer	1	1		
No known disability		12	23	19	29
	Professor	1	2	2	9
	Reader	1	4	1	3
	Senior Lecturer	10	14	15	12
	Senior Research Fellow		1		1
	Research Fellow		1	1	4
	Researcher 1A			1	

A8. Staff equality profile – Success rate in academic promotions – continued

		2016/2017		2017/2018	
Race	Role applied for	Not promoted	Promoted	Not promoted	Promoted
Black and minority ethnic		1	2	3	5
	Professor			1	4
	Reader		1	1	
White	Senior Lecturer	1	1	1	1
		12	21	16	24
	Professor	1	2	1	5
	Reader	1	3		3
	Senior Lecturer	10	13	14	11
	Senior Research Fellow		1		1
	Research Fellow		1	1	4
Undisclosed	Researcher 1A		1		
		0	1	0	0
	Senior Lecturer		1		
Sex		Not promoted	Promoted	Not promoted	Promoted
Female		6	14	10	13
	Professor		1	1	2
	Reader		2		1
	Senior Lecturer	6	10	9	6
	Research Fellow		1		4

A8. Staff equality profile – Success rate in academic promotions – continued

Sex		Not promoted	Promoted	Not promoted	Promoted
Male		7	10	9	16
	Professor	1	1	1	7
	Reader	1	2	1	2
	Senior Lecturer	5	5	6	6
	Senior Research Fellow		1		1
	Research Fellow			1	
	Researcher 1A		1		

A9.1 Staff equality profile – Job application, shortlist and appointment – 2016/2017

	2016/2017				
Age	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Under 25	369 (13.0%)	37 (7.2%)	10.0%	10 (7.1%)	27.0%
25-34	980 (34.5%)	148 (28.9%)	15.1%	41 (29.3%)	27.7%
35-44	624 (22.0%)	143 (27.9%)	22.9%	48 (34.3%)	33.6%
45-54	429 (15.1%)	106 (20.7%)	24.7%	23 (16.4%)	21.7%
55-64	118 (4.2%)	25 (4.9%)	21.2%	6 (4.3%)	24.0%
65 and over	4 (0.1%)	1 (0.2%)	25.0%	0 (0.0%)	0.0%
Undisclosed	317 (11.2%)	52 (10.2%)	16.4%	12 (8.6%)	8.6%
Disability	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Known disability	177 (6.2%)	32 (6.3%)	18.1%	11 (7.9%)	34.4%
No known disability	2547 (89.7%)	455 (88.9%)	17.9%	125 (89.3%)	27.5%
Undisclosed	117 (4.1%)	25 (4.9%)	21.4%	4 (2.9%)	16.0%
Race	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
BME	325 (11.4%)	47 (9.2%)	14.5%	12 (8.6%)	25.5%
White	2157 (75.9%)	410 (80.1%)	19.0%	117 (83.6%)	28.5%
Undisclosed	359 (12.6%)	55 (10.7%)	15.3%	11 (7.9%)	20.0%
Sex	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Female	305 (60.5%)	90 (59.6%)	29.5%	90 (64.3%)	29.5%
Male	191 (36.0%)	48 (37.3%)	25.1%	48 (34.3%)	24.6%
Not disclosed	16 (3.5%)	2 (3.1%)	12.5%	2 (1.4%)	12.5%

A9.2 Staff equality profile – Job application, shortlist and appointment – 2017/2018

	2017/2018				
Age	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Under 25	476 (11.4%)	49 (5.5%)	10.3%	10 (4.5%)	20.4%
25-34	1481 (35.5%)	266 (30.0%)	18.0%	68 (30.9%)	25.6%
35-44	898 (21.5%)	242 (27.3%)	26.9%	65 (29.5%)	26.9%
45-54	616 (14.8%)	166 (18.7%)	26.9%	40 (18.2%)	24.1%
55-64	214 (5.1%)	44 (5.0%)	20.6%	7 (3.2%)	15.9%
65 and over	8 (0.2%)	2 (0.2%)	25.0%	0 (0.0%)	0.0%
Undisclosed	482 (11.5%)	119 (13.4%)	24.7%	30 (13.6%)	25.2%
Disability	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Known disability	309 (7.4%)	55 (6.2%)	17.8%	17 (7.7%)	30.9%
No known disability	3687 (88.3%)	790 (89.0%)	21.4%	189 (85.9%)	23.9%
Undisclosed	179 (4.3%)	43 (4.8%)	24.0%	14 (6.4%)	32.6%
Race	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
BME	562 (13.5%)	117 (13.5%)	20.8%	18 (8.2%)	15.4%
White	3295 (78.9%)	705 (78.9%)	21.4%	183 (83.2%)	26.0%
Undisclosed	318 (7.6%)	66 (7.6%)	20.8%	19 (8.6%)	28.8%
Sex	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Female	2470 (59.2%)	544 (61.3%)	22.0%	134 (60.9%)	24.6%
Male	1560 (37.4%)	309 (34.8%)	19.8%	72 (32.7%)	23.3%
Other	1 (0.02%)	0 (0.0%)	0.0%		
Undisclosed	144 (3.4%)	35 (3.9%)	24.3%	14 (6.4%)	40.0%

A10. Maternity leave returners

2016/2017			
Number of staff on maternity leave	Number of staff returned from maternity leave	Number of staff who did not return from maternity leave	Number of staff leaving after 3-6 months of returning from maternity leave
22	22	0	2

2017/2018			
Number of staff on maternity leave	Number of staff returned from maternity leave	Number of staff who did not return from maternity leave	Number of staff leaving after 3-6 months of returning from maternity leave
31	29	2	5