



University for the Common Good

Public Sector Equality Duty Report

April 2023



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1. About this report

This report documents Glasgow Caledonian University's (GCU) progress in meeting the general duty and specific duties of the Public Sector Equality Duty (PSED).

It is structured into **three sections**:

Mainstreaming report

The first section describes how we mainstream the general duty into all of our functions.

Equality Outcomes report

The second section outlines the progress made in relation to our Equality Outcomes 2021- 2025.

Data

The third section presents employee equality information, board gender diversity information and gender pay gap information.

This report on the implementation of the PSED demonstrates that there continues to be 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 2021-2025. We are pleased to be able to show that equality, diversity and inclusion are evident across our core activities and goals, and are truly embedded in GCU's culture.

2. Public Sector Equality Duty

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 groups, 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:

- 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.

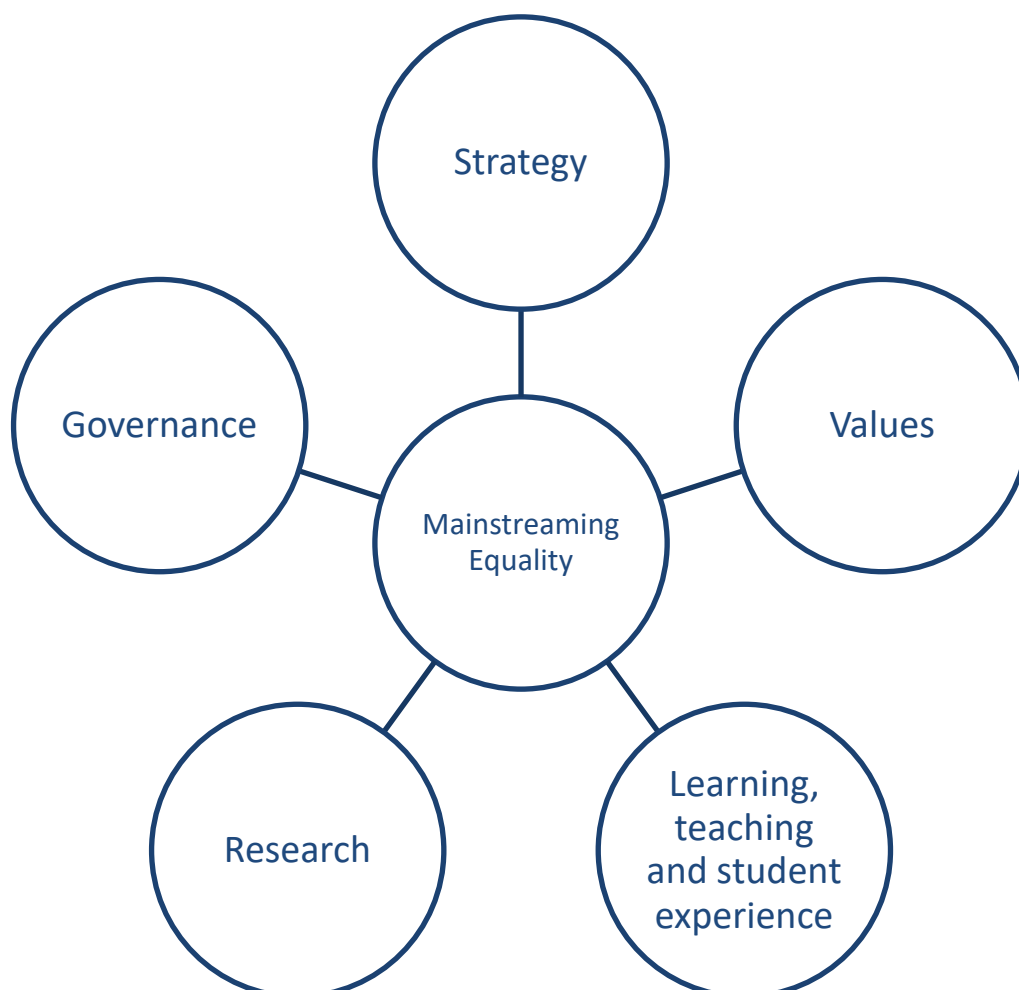
Mainstreaming report

This section describes how the general duty is mainstreamed 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 2021-2025.

3. Mainstreaming the general equality duty into our functions – progress since 2021

As the University for the Common Good, 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 mainstream equality into our day-to-day functions.

Mainstreaming equality is of high strategic importance at GCU, and 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 through our core business. Examples of making the general duty integral to our functions by mainstreaming equality is clearly evidenced in our core activities through our University for the Common Good commitment.



Furthermore, GCU’s long-standing dedication to delivering impact on the United Nations’ (UN) Sustainable Development Goals (SDGs) has seen the University named fourth in the world – and number one in the UK – for promoting gender equality in the latest Times Higher Education University Impact Rankings.

The SDGs are central to our Strategy 2030 ambitions, and the University’s performance in the rankings reflects its commitment to embedding the SDGs across all aspects of the University’s work – including, education, research, partnerships, policies, facilities and operations.

The University has been ranked for SDG 5: Gender Equality based on its research related to gender equality, as well as metrics including the proportion of female students, the proportion of female senior academics in senior roles, for example, 52% of Senior Academic Staff at GCU are female; student access measures and measures relating to women’s progress.



3.1 Mainstreaming equality into the University's strategy

Strategy 2030

The strategic importance of mainstreaming equality into our core functions is clearly demonstrated in our Strategy 2030. Our vision for 2030 is to be recognised as world-leading for social innovation: delivering transformative education and impactful research through purposeful partnerships as a globally connected University with an engaged University community committed to the Common Good.

Equality, diversity and inclusion are mainstreamed throughout GCU's Strategy 2030 commitments and they form a core part of the 'University community' goal:

“We will be recognised as a leader in equality, diversity and inclusion, fostering a values-led learning community of students, staff and alumni and a culture of positive mental health and wellbeing”

This central commitment is complemented by the embedding of equality, diversity and inclusion in other core activities. In learning and teaching, the 'Transformative education' goal outlines our commitment to “champion equality of participation and attainment for all students embed a commitment to the Sustainable Development Goals within our research-led, globally-aware curriculum”. The goal around 'Impactful research' promotes a dynamic and inclusive research culture, and the 'Purposeful partnerships' goal makes a key contribution to inclusive sustainable development as a partner of choice for like-minded organisations and networks in the public, private and third sectors.

Strategy 2030's goal to be 'Globally connected' champions a distinctive approach to outreach and access in international contexts, supported by learning technologies and an international curriculum; it also supports students and staff as global citizens equipped with key intercultural skills, open to international experiences and engaged with global challenges. The goal around 'Social innovation' ensures the Sustainable Development Goals, which include a range of equality commitments, provide the guiding framework for the delivery of our strategy.

The principle of mainstreaming equality has also been embedded into the enabling strategies and plans that support Strategy 2030:

Strategy for Learning

Our Strategy for Learning champions equality of participation and attainment for all students. We are committed to being recognised as a sector leader in diversity, inclusion and equality of participation and attainment of our learners through our distinctive

approach to widening participation and outreach. Equality is mainstreamed through a number of actions, including: Diversifying, co-creating and decolonising our curricula with our learners to ensure they are antiracist, socially just, inclusive of global academia, research and society.

People Enabling Plan

Mainstreaming equality is at the heart of our People Enabling Plan as Equality, Diversity and Inclusion is one of the plan's four core areas of work:

- **Staff Engagement:** A strong sense of identify and common purpose through shared goals and collective commitment to GCU Mission and Values.
- **New Ways of Working:** Enhanced flexibility in processes, procedures and work patterns that enable and encourage creativity and confidence and support growth and positive change.
- **Staff Wellbeing:** Individual and corporate understanding of, and commitment to, physical and mental wellbeing.
- **Equality, Diversity and Inclusion:** Recognition, support and celebration of the power of diversity and delivery of equality and inclusion across the workplace.

As well as equality having equal status in a key strategic plan in its own right, equality, diversity and inclusion underpin the delivery of the other three areas of the People Enabling Plan. This is demonstrated by a range of Critical Success Factors that measure progress and impact of the actions, through our staff engagement surveys, including equality, diversity and inclusion related issues. These factors include: 'Experience of equality/treatment/fairness', 'Sense of belonging/personal connection with GCU' and 'Belief that their voice is heard and their views respected'.

3.2 Mainstreaming equality into our values

Equality continues to be a central part of our GCU Values. Following the launch of Strategy 2030 in January 2021, the behaviour statements, which support the GCU Values were reviewed by staff to ensure they were still relevant to the University, and aligned with the new strategy.

The behaviour statements describe how we bring our values to life and how members of the GCU community aspire to behave. The revised behaviour statements have included expanded equality-related principles:

- Integrity: 'I strive to understand, and be inclusive of, the varying backgrounds and perspectives of other people'
- Integrity: 'I do my best to promote a sense of community for individuals from all cultures and backgrounds'
- Responsibility: 'I treat myself and others with respect, kindness and compassion'

The GCU Values are celebrated in our annual Points of Pride exhibition, which showcases how all the values – integrity, creativity, responsibility and confidence – are lived by staff in their daily work, interactions and behaviours, both within the University and out in the communities they serve. The poster presentations feature many examples of how the values support our mainstreaming equality duty by supporting the elimination of discrimination, advancement of equality of opportunity, and fostering of good relations. These included recognition of teams and individuals supporting inclusive working and learning environments and staff and student wellbeing.

3.3 Mainstreaming equality into our learning and teaching and wider student experience

Common Good Curriculum

Equality forms a central part of our Common Good Curriculum. The Common Good is supported, recognised and embedded within all of our courses and the wider student experience. The learning experience at GCU prepares our students to develop our six 'Common Good Attributes' of **Active and Global Citizenship, Entrepreneurial Mindset, Systems Thinking, Responsible Leadership, Resilience, Compassion and Empathy, and Confidence**. These attributes equip our students to make a positive difference to the communities they will serve, and equality is embedded throughout the attributes:

i) Active and Global Citizenship

- Recognising and actively seeking to address global social trends and challenges
- Viewing the world from the perspective of different cultures
- Participating in the community at a local, national and global level
- **Taking account of and valuing diversity**
- Exploring social problems and taking action to build a more just and sustainable society

- **Addressing inequality and disadvantage**

ii) Entrepreneurial mind-set

- Being curious and prepared to take calculated risks
- Identifying opportunities for change
- Creating solutions, and putting these into practice, in response to identified real-world problems
- Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections
- Dealing with complexity and uncertainty
- **Actively seeking a diversity of experiences and concepts from different cultural contexts**

iii) Systems Thinking

- Understanding of complex systems by examining the comprising elements as well as the linkages between them
- Systems thinking helps to understand a situation from a **holistic perspective**
- Systems thinking is critical to sustainable development and achieving the **Sustainable Development Goals**

iv) Responsible leadership

- Exercising professionalism
- Inspiring and influencing the thinking, attitudes and behaviour of others
- Working collaboratively towards a common vision and common goal
- Building communities through the development of trust
- Developing solutions that are ethical, visionary, realistic and sustainable
- **Actively demonstrating a personal commitment to equality and diversity**

v) Resilience, compassion and empathy

- Resilience is the ability to recover from difficult life events and adapt to change
- **Compassion is the ability to recognise the suffering of others and take positive action to help**
- Empathy is the ability to sense others' emotions and be able to imagine how they are feeling or what they might be thinking

vi) Confidence

- Acting assertively and reasonably
- Challenging yourself and continually learning from experience

- Respecting your own and others' rights and needs
- Becoming a 'changemaker', making a positive difference
- **Being able to understand, respect and engage with a diverse range of audiences and stakeholders**

Student wellbeing

- Equality is embedded in the ethos and service provision of our Student Wellbeing Team, which provides free and confidential advice and support to students in a safe and non-judgemental environment.
- The Student Wellbeing Team provides contextualised support for diverse student experiences including Counsellors, Wellbeing Advisers, Mental Health Advisers, and Disability Service who work to offer support for all aspects of mental health and wellbeing through a range of different services to help support our students. Complementing these services are online self-care resources and 24/7 support through Togetherall, an online global community where individuals can access support from trained professionals.
- Equality specific provision from the Wellbeing Advisers includes, but is not limited to:
 - Supporting student carers through creating Carers' Plans and providing ongoing assistance and advice
 - Named contact for LGBTQ+ students providing emotional support and guidance
 - Supporting trans students with processes around updating student records
 - Supporting students who have experienced gender-based violence
 - Supporting Care-Experienced Students and Estranged Students by providing practical guidance and emotional support

3.4 Mainstreaming equality into our research

Research Strategy

Equality is embedded into our Research Strategy – one of our strategic research goals is to: “Devise and carry out cutting-edge, interdisciplinary research, addressing the Sustainable Development Goals via our three societal challenges of Healthy Lives, Inclusive Societies and Sustainable Environments.” These GCU Research Centres and Units have equality as an integral part of their activities:

- The WiSE Centre for Economic Justice is dedicated to the elimination of economic and social inequality in society through the creation and dissemination of innovative and transformative knowledge. WiSE aims to make research accessible to all, through the practice of linking economic theory to action for social change. One of their key strengths has been a specific focus on equality, gender and social justice issues in Scotland and they conduct high quality academic social and economic justice research which has a practical impact. Their key research themes include: 'Historical and cultural origins of inequalities', 'Labour market and household Inequalities' and 'Social inclusion and migration'.
- The Yunus Centre for Social Business and Health aims to transform the lives of vulnerable communities through pioneering research in the potential for microcredit, social enterprise and civil society more widely to act as generators of health and wellbeing.
- The Scottish Poverty and Inequality Research Unit (SPIRU) is an interdisciplinary research group based at GCU working in partnership with the Poverty Alliance and other stakeholders to investigate and develop effective responses to poverty and inequality in Scotland and beyond. SPIRU is committed to advancing GCU's mission to promote the Common Good and the University's research aligned to the United Nations Sustainable Development Goals, which prioritise eradicating poverty and resolve to leave no one behind. SPIRU contributes to these ambitions through applied research, policy analysis and engaging with policy makers, campaign groups and community stakeholders.

3.5 Mainstreaming equality into our governance

The University's formal governance of equality, diversity and inclusion underpins our approach to mainstreaming equality. The People Committee, chaired by a lay governor, is the formal platform for equality, diversity and inclusion issues to be considered in an integrated, people focused (staff and students) way, as part of its core business, recognising that equality, diversity and inclusion are cross cutting issues that relate to the staff and student experience. Past People Committee meetings have featured strategic discussions on mental health, race equality and preventing gender-based violence, and have helped to shape further action planning and staff and student engagement and consultation.

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 2021-2025

GCU has made good progress in implementing our new Equality Outcomes 2021-2025. This section reports on the progress made in the initial period, from May 2021 to April 2023.

4.1 Equality Outcomes 2021-2025

Glasgow Caledonian University's Equality Outcomes 2021-2025, builds on the main themes of our previous (2017-2021) outcomes by establishing some new areas of focus that reflect recent and emerging priorities, informed by external and internal evidence.

The 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.

Our equality outcomes are:

- Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours.
- Equality Outcome 2: Our University is physically and virtually accessible to disabled people.
- Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to prevent and tackle racism and racial inequalities.
- Equality Outcome 4: Students and staff experience a supportive culture of positive mental health.
- Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff.

4.2 Institutional alignment with our equality outcomes

As well as helping to fulfil the aims of the public sector equality duty, our equality outcomes are clearly aligned with our University's mission, vision, values, and our Strategy 2030 and the associated goals. Equality is at the heart of GCU.



Working towards our equality outcomes help us to further our University mission, vision, and values and Strategy 2030:

- Our **Mission** as the University for the Common Good draws on our rich history and founding purpose For the Common Weal as incorporated in our Coat of Arms. Our **Vision** is that, by 2030, Glasgow Caledonian University will be recognised as a world-leading University for social innovation
- Our core **Values** of Integrity, Creativity, Responsibility and Confidence are shared by staff and students and they underpin what we do and how we do it
- Our **Strategy 2030** includes a goal related to the University community, where “we will be recognised as a leader in equality, diversity and inclusion, fostering a values-led learning community of students, staff and alumni and a culture of positive mental health and wellbeing”

4.3 Progress on Equality Outcomes 2021-2025

This section presents a selection of examples of progress, in years one and two of a four-year plan, under each Equality Outcome, together with an 'at a glance' overview, in table form, of the status of the actions and commitments.

Our Equality Outcomes actions will be revisited in academic year 2022/23 to take into account the newly published Equality and Human Rights Commission and Scottish Funding Council National Equality Outcomes guidance.

Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours.

Knowledge and understanding

- To support staff learning and development on equality, diversity and inclusion, the University launched a range of online courses in its virtual learning environment, GCU Learn. The materials, developed by Skill Boosters, have been procured in response to changing demands for delivery mode of staff training and development, leadership and management development. Staff are looking for more choices around how to access their learning and development and the resources can be used in several ways e.g. for personal development, to deliver a course using some or all of a particular resource and/or for teaching purposes. The resources take the form of courses, micro-courses and films and include topics related to Bullying & Harassment, Compliance, Equality Diversity & Inclusion, Leadership, and Workplace well-being.

EDI Campaigns Group

- An EDI Campaigns Group has been formed, building on the approach and legacy of the International Women's Day (IWD) Group, which successfully delivered impactful events and campaigns each March.
- The aim of the new group is to use its knowledge, expertise and representation and apply it to other EDI days/weeks/months and campaigns in order to give equal coverage and visibility across all of our campuses, and save the need for multiple groups being set up to work on events and campaigns in isolation.

- The group will ensure events and campaigns have a focus on preventing and eliminating discrimination, bias and stereotyping and promote diversity and inclusion.

Equality Outcome 2: Our University is physically and virtually accessible to disabled people

Disability support

- The Disability Team in Student Wellbeing has a pivotal role to play in supporting this equality outcome by providing advice, information and services to disabled students and applicants. Each year, around 15% of all GCU students disclose a disability. This includes students with long-term medical conditions, sensory impairment, mental ill-health, physical impairments, specific learning disabilities (for example dyslexia) and students on the autism spectrum.
- The Disability Team became the first in the UK to achieve accreditation from the National Autistic Society, and is currently working towards re-accreditation. The accreditation is the UK's only autism-specific quality assurance programme for bodies providing services to autistic people and illustrates GCU's ongoing commitment to widening participation and supporting all students to succeed.
- The team also seeks to promote a learning environment which minimises the impact of disability on the student experience. To support this aim staff are provided with information, advice and training related to the support of disabled students, and the promotion of accessible and inclusive teaching and service provision.

Digital accessibility

- A Digital Accessibility Champion role has been created to champion the work of the Delivering Digital Accessibility team across the University. The Accessibility Champions' role is to support the commitment to make the University's website and other digital content, such as GCU Learn, IS, disability services, and communications including marketing, text documents, and social media, accessible to everyone
- The role holders are supported through a University-wide Accessibility Champions Network and benefit from peer support, identify barriers to or gaps in accessibility, discuss emerging developments and challenges, consider arising issues and share good practice.

- Resources and guidance to help staff create accessible digital content have been launched as part of a new Learning and Teaching Hub on the staff intranet. The hub's Accessible and Inclusive Learning page contains guides to creating accessible online learning content and information on the legislation that ensures universities' websites, mobile applications and digital systems are accessible to staff, students and, where relevant, the public. The site offers practical guidance on creating online learning activities – covering fields such as videos, workshops and tutorials - and creating accessible online content such as videos and documents.

Hidden Disabilities Sunflower Scheme

- GCU has signed up to the Hidden Disabilities Sunflower scheme. This supports our commitment to equality, diversity and inclusion, and in particular aligns with our Autism Accreditation from the National Autistic Society. Wearing the Hidden Disabilities Sunflower discreetly indicates to people around the wearer including staff, colleagues and health professionals that they need additional support, help or a little more time.

Project SEARCH

- GCU continues to work in partnership with Project SEARCH, based at University of Strathclyde. The programme provides opportunities including work placements, employability training and education for young people on the autistic spectrum, or with learning disabilities, with the aim of enabling them to go on to paid employment.

Employ Autism Internships

- As part of the library's commitment to equality, diversity, and inclusion, we joined the GCU Employ Autism Internships program in 2021 and 2022.
- Several Library staff attended the Employ Autism: Employer training and then in partnership with the GCU Foundation, established a paid internship for autistic individuals to work with the Collection and Discovery team as library assistants. There have been three interns so far who have been supported through induction and training.
- The library's involvement in the project has resulted in an increased understanding and approach to autism and autistic individuals has fundamentally shifted, allowing a more nuanced, informed, and caring awareness of how powerful small accommodations to support autistic individuals with the transition from an educational to work environment can be. The interns have made significant contributions to auditing and cataloguing work.

Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to prevent and tackle racism and racial inequalities.

Call it Racism campaign

- The University launched its Call it Racism campaign, featuring a series of hard-hitting messages – Call it racism, Challenge racist behavior, Challenge racist structures – which were displayed on banners and posters across the Glasgow campus and on the corporate and student-facing social media channels.
- The campaign included hard-hitting examples of racist and stereotyping statements commonly experienced by student and staff members of our own Black, Asian and minority ethnic community including “If they don’t like it, they should go home”, “You could pass for European”, “I just don’t see colour” and “I’m not racist but ...”. The campaign materials then issue a strong rallying call to action - “Call racism out for what it is. It’s time to take a stand”.
- The campaign urged students and staff to commit to tackling racism and report any instances of racism they see or experience via the new online Report and Support platform. As well as racism, the portal can be used to report other forms of inappropriate behaviour such as gender-based violence, sexism, discrimination, bullying and harassment.

Union Black

- Senior managers and key groups of University staff undertook Santander Union Black, an in-depth anti-racism training course aimed at improving racial literacy. It explores Black cultures in Britain and helps learners understand the origins and experience of Black British history and dispel myths to inform, challenge and contribute to the anti-racism agenda. The course was subsequently widened out to all staff and students.
- The online course was developed by Santander in partnership with The Open University and learning platform FutureLearn in response to Universities UK's “Tackling racial harassment in higher education” report. It is designed to help drive cultural change across the higher education sector and will be made available to four million staff and students at UK Universities over the next three years.

Staff communications guidance anti-racist section

- An updated GCU House Style Guide to support staff creating communications materials, including reports, was been produced with a new section focusing on anti-racist language and imagery.
- Part of the University's branding toolkit, the style guide ensures that all of our communications are consistently presented. As well as offering practical guidance on grammar conventions, it lays out GCU's preferred style and language where more than one option could be correct, and ensures our communications reflect who we are, our values and our mission.
- The new section has been created as part of the University's anti-racism campaign, Call it Racism, in close cooperation with the Tackling Racism at GCU group. The new anti-racist section states: "Language, terminology and imagery related to addressing racism and increasing diverse representation as part of our anti-racist work is important. As 'Race' is a social construct, and there are few universally accepted conventions for related language, terminology and imagery over an extended period of time, the conventions we use reflect wider contemporary thinking. These are reviewed and will be updated regularly."

Tackling Racism at GCU Group

- The implementation of our Tackling Racism Group's recommendations to tackle racial inequalities continued, supported by an action plan owned by Executive Board, and taken forward by a number of working groups.
- The University action plan was complemented by local activity templates, where senior managers from across GCU documented their team's activities, via a template, that support the Tackling Racism Group's recommendation 1 to "Ensure that each service and function across GCU makes a commitment to tackle racism and racial inequalities". Some areas have addressed this quickly e.g. the Library have developed a Library Graduate Trainee post with the aim of targeting BAME applicants and to scrutinise and shake up the traditional recruitment process – a fundamental barrier to the sector from people from minority ethnic backgrounds, and Strategy and Planning have continued to develop an evidence base relating to ethnicity in the student population.
- The Library Services team launched an anti-racism resource list, with texts, tools and videos supporting the University's drive to eradicate racism. The team created the directed and annotated guide to support the work of the Anti-Racist Curriculum Group. The Anti-Racism Resource List includes carefully selected books, academic articles, websites, tool kits and videos, and, as well as guiding users to the resources, the list suggests key chapters to get readers started.

- The University has partnered with the charity the Aziz Foundation to offer postgraduate scholarships to exceptional students from British Muslim backgrounds. The charity has named GCU its newest “preferred partner” in recognition of the University's commitment to widening participation at postgraduate level and reducing education inequalities for Black and Minority Ethnic students.

Race Equality Charter

- The next phase of the tackling racism work will be taken forward by seeking to gain external recognition and accreditation. The University has decided to apply for the Advance HE's Race Equality Charter Bronze Award. The Race Equality Charter provides institutions with a framework and process to identify, reflect and change institutional and cultural barriers standing in the way of their Black, Asian, and Minority Ethnic staff and students.
- This will build on GCU's work to date including signing Advance HE's anti-racism Declaration, the work of our Tackling Racism Group, the Call it Racism campaign, and our Anti-Racist Curriculum Group.
- A Self-Assessment Team (SAT) will have overall responsibility for driving this work forward, supported by a number of subgroups and reference groups, including external experts and independent moderators. The SAT has made a firm commitment to positive change through an honest self-assessment to inform an evidence based SMART action plan, informed by staff and student surveys and consultation. The aim is to make a submission for the award in March 2024.

Equality Outcome 4: Students and staff experience a supportive culture of positive mental health.

Staff and student mental health and wellbeing

- The University continues to take a proactive, whole institution approach to supporting positive staff and student mental health and wellbeing through the implementation of our action plans, cascading of information and resources, and delivery of training and development, particularly aimed at staff in student-facing and line management roles.

- We continue to work in partnership with the Scottish Association for Mental Health on a range of initiatives to build the capacity of staff to support students affected by mental health conditions, increase the emotional resilience of staff and students, as well as supporting GCU to establish a mentally healthy community across our campuses.
- Supporting our staff and student’s mental health and wellbeing is a strategic priority for the University. GCU was the first university in Scotland to join the Student Minds University Mental Health Charter Programme, launched in July 2021, and has become Scotland's first - and one of just five institutions in the UK - to be awarded charity Student Minds' Mental Health Charter Award. The award recognises and benchmarks best practice in supporting mental health across the country's HE institutions.
- The University built on the successful attainment of the Carer Positive ‘Engaged’ employer award by supporting a number of events and activities during Carers Week, which aimed to ‘making caring visible and valued’ at GCU. A Staff Carers Network was formed to act as a supportive, safe and confidential space for staff carers to meet and share experiences, and also inform GCU policy and practice. A SharePoint site for staff carers has been created and launched, together with a new Staff Carers Policy. The site is a dedicated space for staff carers to access information and support, internally and externally. A set of ‘Meet GCU Staff Carers’ videos have been recorded to capture the very different experiences of members of the Staff Carers Network, with an aim to encourage other staff carers to come forward and join the network, and to increase awareness among staff and managers.

Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff.

Athena Swan

- The University’s continued commitment to advancing gender equality was recognised when we were awarded the prestigious Athena Swan Institutional Silver Award. The award, presented by Advance HE, recognises the University's significant record of activity and achievement in promoting gender equality across different disciplines. The School of Computing, Engineering and Built Environment was also awarded a Departmental Silver award and both the Glasgow School for Business and Society and School of Health and Life Sciences were awarded a Departmental Bronze.

Preventing and responding to gender-based violence

- The University continued our long-standing commitment to preventing and responding to gender-based violence (GBV), underpinned by our award winning, Erase the Grey campaign which challenges myths and stereotypes around GBV. Developed by GCU students in partnership with the University's GBV Group, the campaign has continued to attract international acclaim – it has been made available under licence to others and has been adopted by Police Scotland and other higher and further education institutions across the UK, and has now reached around 200,000 staff and students. The Erase The Grey campaign assets have been updated with new messages and the banners and posters will include information on Report and Support.

Promoting LGBTI+ inclusion

- The Sir Alex Ferguson Library and Archive Centre and Student Wellbeing teams are the first GCU services to sign up to the Equality Network's new Scottish LGBTI+ Rainbow Mark. The new Scottish Government supported initiative aims to provide information and tools to support LGBTI+ inclusion, reduce isolation and stress for LGBTI+ people, create welcoming spaces and reflect a genuine desire to recognise and respect LGBTI+ diversity and inclusion across Scotland.
- The mark is designed to be displayed in social places such as cafes and libraries and has been developed in consultation with LGBTI+ communities. Organisations signing up must commit to create a welcoming and inclusive space for LGBTI+ users, maintain zero tolerance for discriminatory language and behaviour, strive to understand the needs of LGBTI+ people and create an environment in which LGBTI+ staff feel able to be themselves, valued and protected.
- An informal Trans Equality Group has been set up for staff with lived experience or interest to share their experience to inform future policy and practice.

GCU Equality Outcomes 2021 – 2025

<p>Equality Outcome 1</p> <p>Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours</p>	<p>Equality Outcome 2</p> <p>Our University is physically and virtually accessible to disabled people</p>	<p>Equality Outcome 3</p> <p>Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to tackle racism</p>	<p>Equality Outcome 4</p> <p>Students and staff experience a supportive culture of positive mental health</p>	<p>Equality Outcome 5</p> <p>Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff</p>
<p>Theme 1a: Information, guidance and training for students and staff</p>	<p>Theme 2a Embedding Delivering Digital Accessibility project</p>	<p>Theme 3a Implementing Tackling Racism Group recommendations</p>	<p>Theme 4a Implementing Student Mental Health Action Plan</p>	<p>Theme 5a Implementing institutional and School Athena SWAN action plans</p>
<p>Theme 1b: Diversifying the curriculum</p>	<p>Theme 2b Embedding Disability Confident scheme requirements</p>	<p>Theme 3b Cascading Advance HE Tackling Racism on campus resources</p>	<p>Theme 4b Implementing Mental Health at Work Action Plan/ Carer Positive principles</p>	<p>Theme 5b Implementing Gender Action Plan</p>
<p>Theme 1c Celebrating diversity days and events</p>	<p>Theme 2c Maintaining Autism Accreditation</p>	<p>Theme 3c Reviewing our complaints policy and processes</p>	<p>Theme 4c Achieving Student Minds University Mental Health Charter</p>	<p>Theme 5c Embedding TransEdu resources/develop staff policy</p>

Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours

Theme 1a: Information, guidance and training for students and staff

	Actions	Success measures	Responsible	Status/comments	Timeline
1a.1	Strengthen expectations and responsibilities in student and staff induction	New students and staff are able to demonstrate EDI in their actions and behaviours	Director of People; Director of Student Life	Completed	From September 2021
1a.2	Provide EDI training and development to staff that is relevant to the context of their roles	Staff understand EDI and how it can be embedded in their roles. Impact measures on equality, diversity and inclusion have been embedded into the People Enabling Plan's Critical Success Factors, which are based on staff engagement survey results	Director of People	On track/ongoing	From September 2021
1a.3	Embed EDI principles in GCU Values refresh and implementation	GCU Values behaviour statements have EDI threaded throughout	Director of People	Completed	From May 2021
1a.4	Review EDI related information and guidance for students and staff across the GCU website and staff intranet	Updated and relevant information and guidance is published	Director of People; Director of Student Life	Under development	From March 2023

Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours

Theme 1b: Diversifying the curriculum

	Actions	Success measures	Responsible	Status/comments	Timeline
1b.1	Implement actions under the Strategy for Learning intention to 'Champion equality of participation and attainment for all students'	As detailed in Strategy for Learning action plan	PVC Learning and Teaching	On track/ongoing	As detailed in Strategy for Learning action plan

Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours

Theme 1c: Celebrating diversity days and events

	Actions	Success measures	Responsible	Status/comments	Timeline
1c.1	Develop a calendar of communication plans for key diversity days and events with input from students and staff across the university	Events are run physically and virtually, informed by staff and student input	EDI Advisor, supported by EDI Campaigns Group	On track/ongoing	From December 2022

Equality Outcome 2: Our University is physically and virtually accessible to disabled people

Theme 2a: Embedding Delivering Digital Accessibility project

	Actions	Success measures	Responsible	Status/comments	Timeline
2a.1	Implement actions under Delivering Digital Accessibility project plan	As detailed in Delivering Digital Accessibility project plan	PVC Learning and Teaching	On track/ongoing	As detailed in Delivering Digital Accessibility project plan

Equality Outcome 2: Our University is physically and virtually accessible to disabled people

Theme 2b: Embedding Disability Confident scheme requirements

	Actions	Success measures	Responsible	Status/comments	Timeline
2b.1	Review policies and practice to ensure an inclusive and accessible recruitment process and effective reasonable adjustments process to support disabled staff to stay in work	Increase in disability disclosures from staff; increase in disabled applicants; consistent application of reasonable adjustments	Director of People	Under development	From August 2023
2b.2	Update intranet pages with further disability related information and guidance for managers and disabled staff	Provision of clear and accessible information and guidance	Director of People	Under development	From August 2023
2b.3	Training and awareness raising for staff and managers (links to Equality Outcome 1)	Engagement in sessions; increased knowledge and awareness	Director of People	Under development	From September 2023

Equality Outcome 2: Our University is physically and virtually accessible to disabled people

Theme 2c: Maintaining Autism Accreditation

	Actions	Success measures	Responsible	Status/comments	Timeline
2c.1	Continue to communicate and embed principles of Autism Accreditation Scheme Award	As determined by National Autistic Society in reviewing and assessing GCU's implementation of the Scheme	Director of Student Life	On track/ongoing	As detailed in award criteria and conditions

Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to tackle racism

Theme 3a: Implementing Tackling Racism Group recommendations

	Actions	Success measures	Responsible	Status/comments	Timeline
3a.1	Implement Tackling Racism at GCU action plan	Evidence from student and staff surveys, and other data such as feedback and complaints Full measures are detailed in Tackling Racism Action Plan	Executive Board (now University Executive Group)	On track	As detailed in Tackling Racism Action Plan NB to be superseded by new focus on Race Equality Charter – will include action plan

Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to tackle racism

Theme 3b: Cascading Advance HE Tackling Racism on campus resources

	Actions	Success measures	Responsible	Status/comments	Timeline
3b.1	Embed Advance HE resources into communications plan, as part of the Tackling Racism at GCU action plan	<p>Call it Racism campaign launched</p> <p>Levels of student and staff engagement with the resources (e.g. social media interactions with campaign)</p> <p>Demonstration of resources and tools being embedded into the Tackling Racism at GCU actions (e.g. guidance on reporting complaints, training materials)</p>	Director of Communications and Public Affairs	Completed	From January 2022

Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to tackle racism

Theme 3c: Reviewing our complaints policy and processes

	Actions	Success measures	Responsible	Status/comments	Timeline
3b.1	Review current complaints policies and processes	Complaints policies and processes are updated; increased confidence to make a complaint	University Secretary and VP Governance; Director of People	Completed	From May 2021
3b.2	Improve mechanisms for anonymous complaints and support systems	Report and Support tool launched Increased confidence to make a complaint	Director of Student Life; Director of People	Completed	From August 2021
3b.3	Provide anti-racism training and development for staff involved in handling complaints (linked to Equality Outcome 1)	Increased knowledge and awareness of race and racism	University Secretary and VP Governance; Director of People	Completed	From June 2021

Equality Outcome 4: Students and staff experience a supportive culture of positive mental health

Theme 4a: Implementing Student Mental Health Action Plan

	Actions	Success measures	Responsible	Status/comments	Timeline
4a.1	As detailed in the Student Mental Health action plan	As detailed in Student Mental Health action plan	Director of Student Life	On track/ongoing	As detailed in Student Mental Health action plan

Equality Outcome 4: Students and staff experience a supportive culture of positive mental health

Theme 4b: Implementing Mental Health at Work Action Plan/ Carer Positive principles

	Actions	Success measures	Responsible	Status/comments	Timeline
4b.1	Implement Mental Health at Work action plan	As detailed in Mental Health at Work action plan	Vice Principal Health and Wellbeing; Director of People	On track /ongoing	As detailed in Mental Health at Work action plan
4b.2	Build on Carer Positive 'engaged' status by developing a staff carers policy, a staff carers network and develop guidance and communications	Staff Carers Policy developed; Staff Carers network formed	Director of People	Completed	From June 2021

Equality Outcome 4: Students and staff experience a supportive culture of positive mental health

Theme 4c: Achieving Student Minds University Mental Health Charter

	Actions	Success measures	Responsible	Status/comments	Timeline
4c.1	As detailed in Student Mental Health Charter	As detailed in Student Mental Health Charter	Director of Student Life	On track/ongoing	As detailed in Student Mental Health Charter

Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff

Theme 5a: Implementing institutional and School Athena SWAN action plans

	Actions	Success measures	Responsible	Status/comments	Timeline
5a.1	Apply for and achieve Athena SWAN awards – Silver (GCU and SCEBE); Bronze (GSBS and SHLS)	Self-assessment teams develop applications informed by evidence Awards are achieved and feedback received from Advance HE	Executive lead for Gender Equality; Deans	On track/ongoing	From April 2021
5a.2	Ensure GCU action plan, and SCEBE, GSBS and SHLS action plans are implemented and monitored	As detailed in the Athena SWAN action plans	Executive lead for Gender Equality; Deans	Under development	From May 2021

Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff

Theme 5b: Implementing Gender Action Plan

	Actions	Success measures	Responsible	Status/comments	Timeline
5b.1	Review Gender Action Plan and report on progress	As detailed in Gender Action Plan	Director of Strategy and Planning	Although this theme is obsolete as Scottish Funding Council no longer require publication of Gender Action Plan, the University continues to promote gender equality as described in the plan, through Athena Swan University level and School level action plans in respect of students and staff, and through the work on preventing and responding to gender based violence.	As detailed in Gender Action Plan

Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff

Theme 5c: Embedding TransEdu resources/develop staff policy

	Actions	Success measures	Responsible	Status/comments	Timeline
5c.1	Communicate TransEdu guidance and resources; develop training programme		Director of People; Director of Student Life	Under development	From March 2023
5c.2	Develop Trans Policy for staff and guidance for staff and managers		Director of People	Under development	From March 2023

Data

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

5.1 Governing body gender information

The University Court is the University's governing body and is responsible for approving the University's overall strategic direction and exercising general oversight of the University's performance and development. Court delegates the management of the University to the Principal and Vice-Chancellor.

The powers and governance framework of Glasgow Caledonian University are prescribed in a Statutory Instrument, the Glasgow Caledonian University Order of Council 2010 and the GCU Amendment Order of Council 2020, legal documents made by the Privy Council and approved by the Scottish Parliament.

Court has five ordinary meetings a year. Its membership comprises:

- Lay members drawn from business, industry and the professions who retain an overall majority.
- Ex officio members being the Principal and the President of the Students' Association
- Two elected members, one from amongst academic staff and one from amongst non-academic staff
- Two nominated trade union members, one from an academic trade union and one from a professional and support staff trade union
- One member appointed by the University Senate
- One further student member

As at 1 February 2023, the number of men and women Court members are:

- Men: 14 (64%)
- Women: 8 (36%)

We continue to focus on diversifying the governing body, which was a part of our original equality outcomes in 2013 and has remained a 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 and equality monitoring was introduced as part of the application process.

5.2 Gender pay gap information

Our gender pay gap has continued to reduce overall, although the slight increase in 2022 will be carefully monitored over the next three years of this cycle of Equality Outcomes to establish if this is an anomaly or a wider trend. This is against the context of a mean pay gap of 15.2% across Scotland's HEIs.

Gender pay gap					
2017*	2018*	2019**	2020**	2021**	2022**
14.5%	12.8%	10.8%	10.6%	9.7%	10.9%
<i>*April, ** July</i>					

The gender pay gap is calculated by working out the percentage difference between men's and women's hourly pay.

5.3 Equal pay statement

We are committed to working jointly with our trade unions, staff and stakeholders to continue to promote the principles of, and effectively implement, equal pay. We recognise that in order to achieve equal pay for staff doing equal work we should operate a pay system which is transparent and based on objective criteria.

We are also aware of the importance of ensuring that our pay system is in line with our wider Equality Act 2010 obligations to eliminate discrimination and promote equality of opportunity, so our pay system must be free from bias on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation; and must not discriminate between those on different contractual arrangements.

To put our commitment to equal pay into practice we will:

- Monitor the application and impact of our current pay practices through periodic equal pay reviews
- Identify where biases, and therefore unequal pay, may occur in relation to protected characteristics, with a specific focus on gender, disability and race
- Identify where occupational segregation, both vertical (i.e. by grade) and horizontal (i.e. by job family) may occur in relation to protected characteristics, with a specific focus on gender, disability and race
- Report findings of equal pay reviews, develop and implement actions to address and eliminate causes of unequal pay
- Provide training and advice on job evaluation, the principles of delivering equal pay and unconscious bias for staff involved in recruiting staff and determining pay

5.4 Staff equality data

5.4.1 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. We routinely collect data on religion or belief, sexual orientation, and gender reassignment as part of the equality monitoring process for new staff, and we have recently improved our Employee Self Service facility for existing staff to update their protected characteristic information. All staff communications promoted this improvement, which resulted in a slight increase in disclosures, with around half of the staff population disclosing in these three categories.

We have published the overall high-level figures for religion and belief, sexual orientation and gender reassignment (Table A1) but because there are very small numbers in these categories of data, we have decided to not publish the more detailed data in this report. We will continue to encourage existing staff to update their information with a view to increasing disclosure rates.

5.4.2 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 occupational segregation), job family (which covers horizontal occupational segregation), reason for leaving, success rate in academic promotions, job applicant's shortlisting and appointment success rate.

5.4.3 Using the information to better perform the general duty

The overall staff profile has remained steady over this two-year period and is broadly consistent with the data presented in the last report (covering 2019-2021).

The key observations on the data relevant to the work on our equality outcomes are:

Race

- The overall proportion of Black, Asian, and Minority Ethnic staff (Table A1) has increased over this two-year period (8.2% in 2021 and 9.8% in 2022), continuing the trend since 2019 (7.3%) when the University's work on tackling racism commenced. To put in context, Black, Asian and Minority Ethnic staff across Scotland's HEIs was 4.6% in 2020/21.
- Over half of Black, Asian and Minority ethnic staff are represented in Grades 7-8 (Tables A5.1 and A5.2), which has been consistently the trend over time.
- Although there continues to be an underrepresentation of Black, Asian and Minority Ethnic staff at Senior Management level, the proportion of staff doubled over this two-year period (from 1.5% to 3.1%).

- The promotion data (Table A8) relating to Black, Asian and Minority Ethnic staff are too small to draw any definitive conclusions. However, the aggregated figures over this two-year period show a lower success rate (46% - 6 out of 13 applicants and 33% - 4 out of 12 applicants) compared with white staff (72% - 42 out of 58 applicants and 67% - 41 out of 61 applicants).
- Black, Asian and Minority Ethnic job applicants have a lower success rate than White job applicants in terms of being shortlisted and being appointed
- The foundations established by the Tackling Racism Group, and the work on the Race Equality Charter accreditation will involve further examination of the data, and considered together with information collected through surveys and focus groups, in order to inform a dedicated Race Equality Charter action plan (Equality Outcome 3).

Disability

- There was a slight increase in the proportion of staff declaring a disability (from 4.9% to 5.5%) and this trend (up from 4.8% in both 2019 and 2020) implies more confidence in declaring disability. This is against a context of a Scotland HEI disability disclosure rate of 5%.
- There remains a lower proportion of academic staff disclosing a disability and no Senior Management have a declared disability, which has been consistently the case over time.
- Although they are small numbers, disabled staff applying for promotion have a better success rate than staff with no known disability.
- The imminent focus on staff disability as part of the Disability Confident commitment will address issues around staff disability disclosure and support (Equality Outcome 2).

Sex

- The proportion of female staff at GCU (over 60%) continues to exceed the Scotland HEI average (54.6%)
- Promotion success rates have been consistent over the two-year period for female applicants (67% in both 2020/21 – 26 out of 39 applicants and 2021/22 – 30 out of 45 applicants).
- Consistently, there is a higher proportion of females on Senior Management contracts, compared to males. Of all female staff, 4.6% were on Senior Management contracts in 2021 and 4.5% in 2022, compared to 3.8% and 4.1% of all men (Tables A5.1 and A5.2).
- Female job applicants have a higher appointment rate than male job applicants.
- The continued focus on Athena Swan accreditation at University and School levels will further document the qualitative and quantitative progress in respect of gender equality (Equality Outcome 5).

Appendix 1

ALL DATA AS AT 31 JULY

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

Age	2021	2022
Under 25	25 (1.6%)	22 (1.4%)
25-34	180 (11.6%)	219 (13.5%)
35-44	419 (26.9%)	441 (27.3%)
45-54	466 (30.0%)	460 (28.4%)
55-64	408 (26.2%)	415 (25.7%)
65 and over	57 (3.7%)	60 (3.7%)
Disability	2021	2022
Known disability	76 (4.9%)	89 (5.5%)
No known disability	1454 (93.5%)	1501 (92.8%)
Undisclosed	25 (1.6%)	27 (1.7%)
Race	2021	2022
Black and minority ethnic	127 (8.2%)	159 (9.8%)
White	1414 (90.9%)	1431 (88.5%)
Undisclosed	14 (0.9%)	27 (1.7%)
Sex	2021	2022
Female	964 (62.0%)	995 (61.5%)
Male	591 (38.0%)	622 (38.5%)

Religion or Belief	2021	2022
Christian	303 (19.5%)	327 (20.2%)
Muslim	27 (1.7%)	38 (2.4%)
Other(s)	49 (3.2%)	61 (3.8%)
No Religion	400 (25.7%)	452 (28.0%)
Undisclosed	776 (49.9%)	739 (45.7%)
Sexual orientation	2021	2022
Bisexual	20 (1.3%)	25 (1.5%)
Gay man	16 (1.0%)	20 (1.2%)
Gay Woman/Lesbian	21 (1.4%)	19 (1.2%)
Other	9 (0.6%)	11 (0.7%)
Heterosexual	725 (46.6%)	804 (49.7%)
Undisclosed	764 (49.1%)	738 (45.6%)
Gender identity	2021	2022
<i>Does your gender identity match your sex as registered at birth?</i>		
No	19 (1.2%)	16 (1.0%)
Yes	804 (51.7%)	901 (55.7%)
Undisclosed	732 (47.1%)	700 (43.3%)

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

	2021		2022	
Age	Academic	Support	Academic	Support
Under 25	1 (4.0%)	24 (96.0%)	3 (13.6%)	19 (86.4%)
25-34	73 (39.0%)	114 (61.0%)	86 (38.9%)	135 (61.1%)
35-44	204 (48.0%)	221 (52.0%)	209 (46.7%)	239 (53.3%)
45-54	241 (51.1%)	231 (48.9%)	248 (53.6%)	215 (46.4%)
55-64	216 (52.8%)	193 (47.2%)	209 (50.1%)	208 (49.9%)
65 and over	31 (52.5%)	28 (47.5%)	32 (51.6%)	30 (48.4%)
Disability	Academic	Support	Academic	Support
Known disability	32 (41.6%)	45 (58.4%)	33 (36.7%)	57 (63.3%)
No known disability	720 (48.8%)	755 (51.2%)	738 (48.7%)	778 (51.3%)
Undisclosed	14 (56%)	11 (44.0%)	16 (59.3%)	11 (40.7%)
Race	Academic	Support	Academic	Support
Black and minority ethnic	89 (68.5%)	41 (31.5%)	110 (68.3%)	51 (31.7%)
White	670 (46.8%)	763 (53.2%)	671 (46.4%)	774 (53.6%)
Undisclosed	7 (50.0%)	7 (50.0%)	6 (22.2%)	21 (77.8%)
Sex	Academic	Support	Academic	Support
Female	427 (43.7%)	551 (56.3%)	428 (42.6%)	577 (57.4%)
Male	339 (56.6%)	260 (43.4%)	359 (57.2%)	269 (42.8%)

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

	2021		2022	
Age	Fixed term	Permanent	Fixed term	Permanent
Under 25	10 (40.0%)	15 (60%)	14 (63.6%)	8 (36.4%)
25-34	67 (35.8%)	120 (64.2%)	69 (31.2%)	152 (68.8%)
35-44	48 (11.3%)	377 (88.7%)	53 (11.8%)	395 (88.2%)
45-54	35 (7.4%)	437 (92.6%)	30 (6.5%)	433 (93.5%)
55-64	21 (5.1%)	388 (94.9%)	16 (3.8%)	401 (96.2%)
65 and over	3 (5.1%)	56 (94.9%)	1 (1.6%)	61 (98.4%)
Disability	Fixed term	Permanent	Fixed term	Permanent
Known disability	8 (10.4%)	69 (89.6%)	15 (16.7%)	75 (83.3%)
No known disability	172 (11.7%)	1303 (88.3%)	163 (10.8%)	1353 (89.2%)
Undisclosed	4 (16.0%)	21 (84.0%)	5 (18.5%)	22 (81.5%)
Race	Fixed term	Permanent	Fixed term	Permanent
Black and minority ethnic	28 (21.5%)	102 (78.5%)	33 (20.5%)	128 (79.5%)
White	152 (10.6%)	1281 (89.4%)	147 (10.2%)	1298 (89.8%)
Undisclosed	4 (28.6%)	10 (71.4%)	3 (11.1%)	24 (88.9%)
Sex	Fixed term	Permanent	Fixed term	Permanent
Female	122 (12.5%)	856 (87.5%)	127 (12.6%)	878 (87.4%)
Male	62 (10.4%)	537 (89.6%)	56 (8.9%)	572 (91.1%)

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

	2021		2022	
Age	Full time	Part time	Full time	Part time
Under 25	15 (60%)	10 (40%)	13 (59.1%)	9 (40.9%)
25-34	146 (78.1%)	41 (21.9%)	173 (78.3%)	48 (21.7%)
35-44	313 (73.6%)	112 (26.4%)	337 (75.2%)	111 (24.8%)
45-54	348 (73.7%)	124 (26.3%)	343 (74.1%)	120 (25.9%)
55-64	294 (71.9%)	115 (28.1%)	301 (72.2%)	116 (27.8%)
65 and over	27 (45.8%)	32 (54.2%)	29 (46.8%)	33 (53.2%)
Disability	Full time	Part time	Full time	Part time
Known disability	56 (72.7%)	21 (27.3%)	66 (73.3%)	24 (26.7%)
No known disability	1070 (72.5%)	405 (27.5%)	1110 (73.2%)	406 (26.8%)
Undisclosed	17 (68.0%)	8 (32.0%)	20 (74.1%)	7 (25.9%)
Race	Full time	Part time	Full time	Part time
Black and minority ethnic	104 (80.0%)	26 (20.0%)	128 (79.5%)	33 (20.5%)
White	1032 (72.0%)	401 (28.0%)	1060 (73.4%)	385 (26.6%)
Undisclosed	7 (50.0%)	7 (50.0%)	8 (29.6%)	19 (70.4%)
Sex	Full time	Part time	Full time	Part time
Female	631 (64.5%)	347 (35.5%)	658 (65.5%)	347 (34.5%)
Male	512 (85.5%)	87 (14.5%)	538 (85.7%)	90 (14.3%)

A5.1 Staff equality profile – Grade group – 2021 – Number of contracts (% of contracts)

	2021						
Age	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Under 25	8 (32.0%)	11 (44.0%)	4 (16.0%)	2 (8.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
25-34	6 (3.2%)	55 (29.4%)	73 (39.0%)	48 (25.7%)	0 (0.0%)	0 (0.0%)	5 (2.7%)
35-44	6 (1.4%)	42 (9.9%)	152 (35.8%)	211 (49.6%)	5 (1.2%)	6 (1.4%)	3 (0.7%)
45-54	21 (4.4%)	44 (9.3%)	120 (25.4%)	227 (48.1%)	28 (5.9%)	30 (6.4%)	2 (0.4%)
55-64	42 (10.3%)	46 (11.2%)	72 (17.6%)	183 (44.7%)	29 (7.1%)	30 (7.3%)	7 (1.7%)
65 and over	11 (18.6%)	8 (13.6%)	8 (13.6%)	20 (33.9%)	9 (15.3%)	2 (3.4%)	1 (1.7%)
Disability	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Known disability	3 (3.9%)	15 (19.5%)	24 (31.2%)	32 (41.6%)	3 (3.9%)	0 (0.0%)	0 (0.0%)
No known disability	88 (6.0%)	188 (12.7%)	399 (27.1%)	646 (43.8%)	68 (4.6%)	68 (4.6%)	18 (1.2%)
Undisclosed	3 (12.0%)	3 (12%)	6 (24%)	13 (52.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Race	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
BME	4 (3.1%)	12 (9.2%)	28 (21.5%)	69 (53.1%)	14 (10.8%)	2 (1.5%)	1 (0.8%)
White	87 (6.1%)	194 (13.5%)	396 (37.6%)	617 (43.1%)	57 (4.0%)	66 (4.6%)	16 (1.1%)
Undisclosed	3 (21.4%)	0 (0.0%)	5 (35.7%)	5 (35.7%)	0 (0.0%)	0 (0.0%)	1 (7.1%)
Sex	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Female	82 (8.4%)	130 (13.3%)	298 (30.5%)	388 (39.7%)	29 (3.0%)	45 (4.6%)	6 (0.6%)
Male	12 (2.0%)	76 (12.7%)	131 (21.9%)	303 (50.6%)	42 (7.0%)	23 (3.8%)	12 (2.0%)

A5.2 Staff equality profile – Grade group – 2022 – Number of contracts (% of contracts)

	2022						
Age	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Under 25	5 (22.7%)	12 (54.5%)	2 (9.1%)	1 (4.5%)	0 (0.0%)	0 (0.0%)	2 (9.1%)
25-34	6 (2.7%)	60 (27.1%)	80 (36.2%)	69 (31.2%)	0 (0.0%)	0 (0.0%)	6 (2.7%)
35-44	7 (1.6%)	47 (10.5%)	154 (34.4%)	224 (50.0%)	7 (1.6%)	8 (1.8%)	1 (0.2%)
45-54	20 (4.3%)	40 (8.6%)	110 (23.8%)	236 (51.0%)	24 (5.2%)	32 (6.9%)	1 (0.2%)
55-64	45 (10.8%)	50 (12.0%)	77 (18.5%)	182 (43.6%)	32 (7.7%)	28 (6.7%)	3 (0.7%)
65 and over	16 (25.8%)	7 (25.8%)	6 (9.7%)	21 (33.9%)	8 (12.9%)	3 (4.8%)	1 (1.6%)
Disability	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Known disability	4 (4.4%)	17 (18.9%)	30 (33.3%)	35 (38.9%)	3 (3.3%)	0 (0.0%)	1 (1.1%)
No known disability	93 (6.1%)	196 (12.9%)	392 (25.9%)	683 (45.1%)	68 (4.5%)	71 (4.7%)	13 (0.9%)
Undisclosed	2 (7.4%)	3 (11.1%)	7 (25.9%)	15 (55.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Race	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
BME	4 (2.5%)	18 (11.2%)	33 (20.5%)	87 (54.0%)	13 (8.1%)	5 (3.1%)	1 (0.6%)
White	80 (5.5%)	195 (13.5%)	393 (27.2%)	640 (44.3%)	58 (4.0%)	66 (4.6%)	13 (0.9%)
Undisclosed	15 (55.6%)	3 (11.1%)	3 (11.1%)	6 (22.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Sex	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Female	90 (9.0%)	130 (12.9%)	302 (30.0%)	401 (39.9%)	31 (3.1%)	45 (4.5%)	6 (0.6%)
Male	9 (1.4%)	86 (13.7%)	127 (20.2%)	332 (52.9%)	40 (6.4%)	26 (4.1%)	8 (1.3%)

A6.1 Staff equality profile – Job family – 2021 – Number of contracts (% of contracts)

	2021				
Age	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Under 25	1 (4.0%)	6 (24.0%)	14 (56.0%)	0 (0.0%)	4 (16.0%)
25-34	73 (39.0%)	4 (2.1%)	99 (52.9%)	0 (0.0%)	11 (5.9%)
35-44	202 (47.5%)	12 (2.8%)	198 (46.6%)	6 (1.4%)	7 (1.6%)
45-54	220 (46.6%)	25 (5.3%)	175 (37.1%)	30 (6.4%)	22 (4.7%)
55-64	194 (47.4%)	58 (14.2%)	114 (27.9%)	30 (7.3%)	13 (3.2%)
65 and over	30 (50.8%)	15 (25.4%)	11 (18.6%)	2 (3.4%)	1 (1.7%)
Disability	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Known disability	32 (41.6%)	5 (6.5%)	35 (45.5%)	0 (0.0%)	5 (6.5%)
No known disability	674 (45.7%)	112 (7.6%)	570 (38.6%)	68 (4.6%)	51 (3.5%)
Undisclosed	14 (56.0%)	3 (12.0%)	6 (24.0%)	0 (0.0%)	2 (8.0%)
Race	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
BME	87 (66.9%)	3 (2.3%)	35 (26.9%)	2 (1.5%)	3 (2.3%)
White	626 (43.7%)	114 (8.0%)	574 (40.1%)	66 (4.6%)	53 (3.7%)
Undisclosed	7 (50.0%)	3 (21.4%)	2 (14.3%)	0 (0.0%)	2 (14.3%)

Sex	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Female	397 (40.6%)	85 (8.7%)	429 (43.9%)	45 (4.6%)	22 (2.2%)
Male	323 (53.9%)	35 (5.8%)	182 (30.4%)	23 (3.8%)	36 (6.0%)

A6.2 Staff equality profile – Job family – 2022 – Number of contracts (% of contracts)

	2022				
Age	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Under 25	3 (13.6%)	2 (9.1%)	15 (68.2%)	0 (0.0%)	2 (9.1%)
25-34	86 (38.9%)	7 (3.2%)	117 (52.9%)	0 (0.0%)	11 (5.0%)
35-44	205 (45.8%)	16 (3.6%)	209 (46.7%)	8 (1.8%)	10 (2.2%)
45-54	226 (48.8%)	28 (6.0%)	159 (34.3%)	32 (6.9%)	18 (3.9%)
55-64	190 (45.6%)	58 (13.9%)	125 (30.0%)	28 (6.7%)	16 (3.8%)
65 and over	30 (48.4%)	20 (32.3%)	7 (11.3%)	3 (4.8%)	2 (3.2%)
Disability	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Known disability	33 (36.7%)	6 (6.7%)	46 (51.1%)	0 (0.0%)	5 (5.6%)
No known disability	691 (45.6%)	123 (8.1%)	579 (38.2%)	71 (4.7%)	52 (3.4%)
Undisclosed	16 (59.3%)	2 (7.4%)	7 (25.9%)	0 (0.0%)	2 (7.4%)

Race	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Black and minority ethnic	106 (65.8%)	3 (1.9%)	44 (27.3%)	5 (3.1%)	3 (1.9%)
White	628 (43.5%)	112 (7.8%)	44 (27.3%)	5 (3.1%)	3 (1.9%)
Undisclosed	6 (22.2%)	16 (59.3%)	2 (7.4%)	0 (0.0%)	3 (11.1%)
Sex	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Female	398 (39.6%)	94 (9.4%)	443 (44.1%)	45 (4.5%)	25 (2.5%)
Male	342 (54.5%)	37 (5.9%)	189 (30.1%)	26 (4.1%)	34 (5.4%)

A7. Staff equality profile – Reason for leaving (Involuntary¹/Voluntary²)

		2020/21		2021/2022	
Age/Leaver type		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Under 25		9	6.7%	16	7.4%
	Involuntary	4	44.4%	9	56.3%
	Voluntary	5	55.6%	7	43.8%
25-34		39	29.1%	53	24.4%
	Involuntary	18	46.2%	30	56.6%
	Voluntary	21	53.8%	23	43.4%
35-44		25	18.7%	50	23.0%

¹ Involuntary reasons for leaving include end of a fixed term contract, dismissal, redundancy, ill health retirement

² Voluntary reasons for leaving include resignation, retirement and severance (voluntary/mutual)

45-54	Involuntary	8	32.0%	10	20.0%
	Voluntary	17	68.0%	40	80.0%
		21	15.7%	35	16.1%
55-64	Involuntary	7	33.3%	9	25.7%
	Voluntary	14	66.7%	26	74.3%
		27	20.1%	47	21.7%
65 and over	Involuntary	4	14.8%	8	17.0%
	Voluntary	23	85.2%	39	83.0%
		13	9.7%	16	7.4%
	Involuntary	2	15.4%	0	0.0%
	Voluntary	11	84.6%	16	100.0%

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

		2020/21		2021/2022	
Disability		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Known disability		13	9.7%	8	3.7%
	Involuntary	6	46.2%	3	37.5%
	Voluntary	7	53.8%	5	62.5%
No known disability		119	88.8%	199	91.7%
	Involuntary	37	31.1%	57	28.6%
	Voluntary	82	68.9%	142	71.4%
Undisclosed		2	1.5%	10	4.6%
	Involuntary	0	0.0%	6	60.0%

		2020/21	2021/22
Race		No. of Leavers	% of Leavers
		No. of Leavers	% of Leavers
Black and minority ethnic	Voluntary	2	100.0%
	Involuntary	3	27.3%
White	Voluntary	8	72.7%
	Involuntary	37	31.9%
Undisclosed	Voluntary	7	5.2%
	Involuntary	3	42.9%
		116	86.6%
		25	11.5%
		13	52.0%
		12	48.0%
		185	85.3%
		137	74.1%
		7	3.2%
		5	71.4%
		4	28.6%

		2020/21	2021/22
Sex		No. of Leavers	% of Leavers
		No. of Leavers	% of Leavers
Female	Voluntary	52	66.7%
	Involuntary	26	33.3%
Male	Voluntary	39	69.6%
	Involuntary	17	30.4%
		78	58.2%
		146	67.3%
		104	71.2%
		71	32.7%
		24	33.8%
		47	66.2%

A8. Staff equality profile – Success rate in academic promotions

Age	Role applied for	2020/2021		2021/2022	
		Not promoted	Promoted	Not promoted	Promoted
25-34		1	3	1	3
	Senior Lecturer	1	2	1	1
	Senior Research Fellow	0	1	0	0
	Research Fellow	0	0	0	1
	Lecturer	0	0	0	1
35-44		9	20	12	19
	Professor	1	2	1	1
	Reader	0	2	2	4
	Senior Lecturer	8	11	7	11
	Senior Research Fellow	0	2	1	3
45-54	Research Fellow	0	3	1	0
		8	17	12	20
	Professor	1	5	4	5
	Reader	2	3	0	2
	Senior Lecturer	5	9	7	11
	Senior Research Fellow	0	0	1	2

		2020/2021		2021/2022	
Age	Role applied for	Not promoted	Promoted	Not promoted	Promoted
55-64		3	8	4	4
	Professor	1	1	3	1
	Reader	0	1	0	0
	Senior Lecturer	2	5	1	2
	Senior Research Fellow	0	0	0	1
	Researcher 1A	0	1	0	0
65 and over		2	0	0	0
	Professor	1	0	0	0
	Senior Lecturer	1	0	0	0
Disability		Not promoted	Promoted	Not promoted	Promoted
Known disability		1	4	0	1
	Professor	0	1	0	0
	Reader	0	2	0	0
	Senior Lecturer	1	0	0	1
	Researcher 1A	0	1	0	0
No known disability		22	43	29	45
	Professor	4	7	8	7
	Reader	2	4	2	6
	Senior Lecturer	16	26	16	24

	Senior Research Fellow	0	3	2	6
	Research Fellow	0	3	1	1
	Lecturer	0	0	0	1
Undisclosed		Not promoted	Promoted	Not promoted	Promoted
		0	1	0	0
	Senior Lecturer	0	1	0	0

		2020/2021		2021/2022	
Race	Role applied for	Not promoted	Promoted	Not promoted	Promoted
Black and minority ethnic		7	6	8	4
	Professor	1	0	4	0
	Reader	0	0	1	1
	Senior Lecturer	6	6	2	2
	Research Fellow	0	0	1	0
	Lecturer	0	0	0	1
White		16	42	20	41
	Professor	3	8	4	6
	Reader	2	6	1	5
	Senior Lecturer	11	21	13	23
	Senior Research Fellow	0	3	2	6
	Research Fellow	0	3	0	1

Undisclosed	Researcher 1A	0	0	1	0
		0	0	1	1
	Professor	0	0	0	1
	Senior Lecturer	0	0	1	0

		2020/2021		2021/2022	
Sex		Not promoted	Promoted	Not promoted	Promoted
Female		13	26	15	30
	Professor	1	7	3	6
	Reader	2	3	1	3
	Senior Lecturer	10	13	9	17
	Senior Research Fellow	0	0	2	4
	Research Fellow	0	2	0	0
	Researcher 1A	0	1	0	0
Male		10	22	14	16
	Professor	3	1	5	1
	Reader	0	3	1	3
	Senior Lecturer	7	14	7	8
	Senior Research Fellow	0	3	0	2
	Research Fellow	0	1	1	1
	Lecturer	0	0	0	1

A9.1 Staff equality profile – Job application, shortlist and appointment - 2020/2021

	2020/2021				
Age	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Under 25	286 (13.5%)	37 (5.9%)	12.9%	7 (6.6%)	18.9%
25-30	543 (25.6%)	128 (20.4%)	23.6%	21 (19.8%)	16.4%
31-40	585 (27.6%)	185 (29.5%)	31.6%	42 (39.6%)	22.7%
41-50	294 (13.9%)	114 (18.2%)	38.8%	18 (17.0%)	15.8%
51-60	132 (6.2%)	70 (11.1%)	53.0%	10 (9.4%)	14.3%
61-65	15 (0.7%)	5 (0.8%)	33.3%	0 (0.0%)	0.0%
Over 65	1 (0.0%)	0 (0.0%)	0.0%	0 (0.0%)	0.0%
Undisclosed	265 (12.5%)	89 (14.2%)	33.6%	8 (7.5%)	9.0%
Disability	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Known disability	202 (9.5%)	52 (8.3%)	25.7%	10 (9.4%)	19.2%
No known disability	1820 (85.8%)	546 (86.9%)	30.0%	90 (84.9%)	16.5%
Undisclosed	99 (4.7%)	30 (4.8%)	30.3%	6 (5.7%)	20.0%
Race	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
BME	486 (22.9%)	107 (17%)	22.0%	17 (16.0%)	15.9%
White	1511 (71.2%)	486 (77.4%)	32.2%	83 (78.3%)	17.1%
Undisclosed	124 (5.8%)	35 (5.6%)	28.2%	6 (5.7%)	17.1%
Sex	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Female	1225 (57.8%)	357 (56.8%)	29.1%	63 (59.4%)	17.6%
Male	834 (39.3%)	254 (40.4%)	30.5%	40 (37.7%)	15.7%

Other	0 (0.0%)	0 (0.0%)	0.0%	0 (0.0%)	0.0%
Not disclosed	62 (2.9%)	17 (2.7%)	27.4%	3 (2.8%)	17.6%

A9.2 Staff equality profile – Job application, shortlist and appointment - 2021/2022

	2021/2022				
Age	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Under 25	493 (13.1%)	69 (8.0%)	14.0%	17 (7.3%)	24.6%
25-30	962 (25.7%)	172 (20.0%)	17.9%	43 (18.5%)	25.0%
31-40	1159 (30.9%)	286 (33.2%)	24.7%	81 (34.9%)	28.3%
41-50	658 (17.5%)	207 (24.0%)	31.5%	59 (25.4%)	28.5%
51-60	304 (8.1%)	93 (10.8%)	30.6%	18 (7.8%)	19.4%
61-65	58 (1.5%)	7 (0.8%)	12.1%	3 (1.3%)	42.9%
65 and over	3 (0.1%)	3 (0.3%)	100.0%	0 (0.0%)	0.0%
Not disclosed	113 (3.0%)	25 (2.9%)	22.1%	11 (4.7%)	44.0%
Disability	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Known disability	290 (7.7%)	75 (8.7%)	25.9%	15 (6.5%)	20.0%
No known disability	3336 (89.0%)	761 (88.3%)	22.8%	208 (89.7%)	27.3%
Undisclosed	124 (3.3%)	26 (3.0%)	21.0%	9 (3.9%)	34.6%
Race	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
BME	1207 (32.2%)	202 (23.4%)	16.7%	41 (17.7%)	20.3%
White	2427 (64.7%)	633 (73.4%)	26.1%	182 (78.4%)	28.8%
Undisclosed	116 (3.1%)	27 (3.1%)	23.3%	9 (3.9%)	33.3%

Sex	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Female	2038 (54.3%)	497 (57.7%)	24.4%	138 (59.5%)	27.8%
Male	1623 (43.3%)	344 (39.9%)	21.2%	87 (37.5%)	25.3%
Other	5 (0.1%)	0 (0.0%)	0.0%	0 (0.0%)	0.0%
Undisclosed	84 (2.2%)	21 (2.4%)	25.0%	7 (3.0%)	33.3%

A10. Maternity leave returners

2020/2021			
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
26	24	2	2

2021/2022			
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
14	14	0	0