



University for the Common Good

Public Sector Equality Duty Report

April 2021



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1. About this report

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

It is structured in **three distinct sections** to articulate our progress:

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 2017-2021.

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 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. 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.

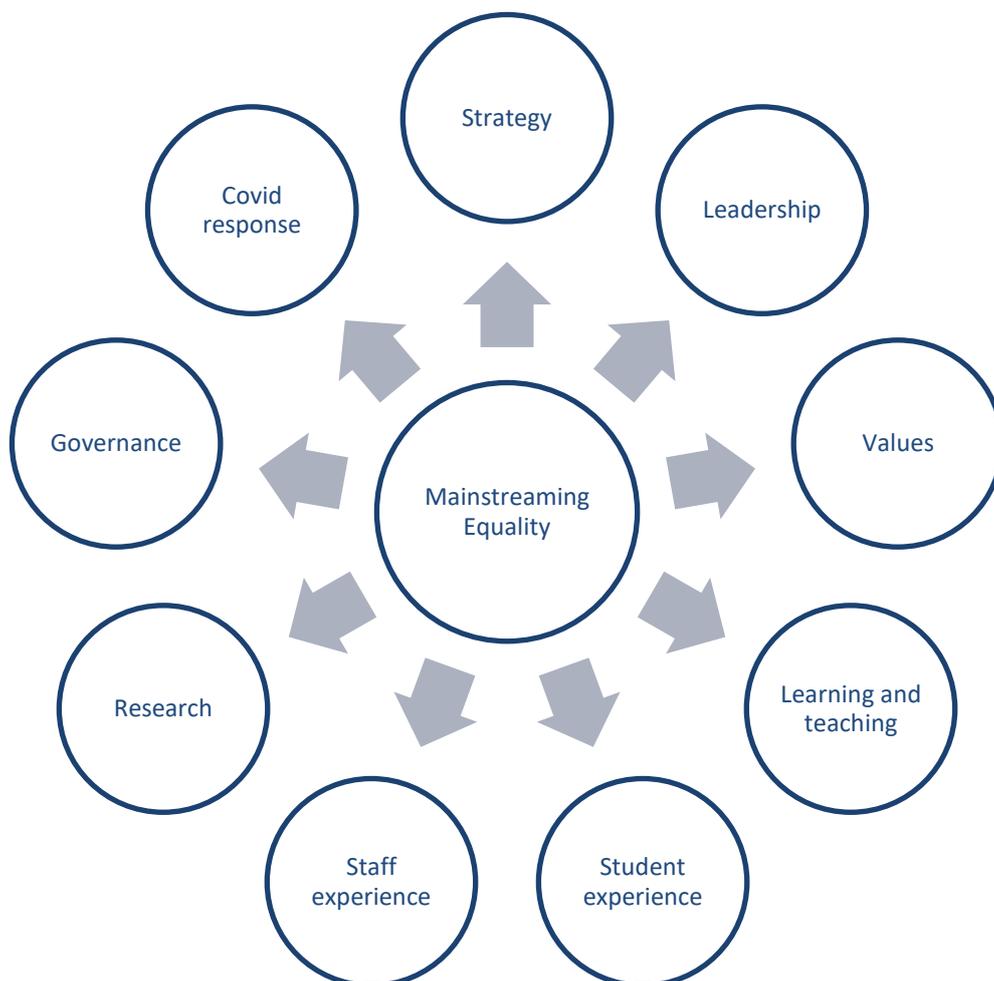
Mainstreaming report

This section describes how 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 2019

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 mainstream equality into our day-to-day functions

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. Examples of making the general duty integral to our functions by mainstreaming equality can be clearly evidenced in our core activities through our University for the Common Good commitment.



3.1 Mainstreaming equality into our strategy

3.1.1 Strategy 2020

As the University for the Common Good, our Strategy 2020's five overarching strategic goals aligned with 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 locally, nationally and internationally.

- 1. 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.**
- 2. 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.
- 3. 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.
- 4. 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.
- 5. 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.

3.1.2 Strategy 2030

Our new Strategy 2030 (which falls within this reporting period) further advances our commitment to mainstreaming equality. Developed in collaboration with staff, students, court members, alumni and key stakeholders, Strategy 2030 draws upon our significant achievements in education, research and innovation to date. It has equality at its very core - it is explicitly values-led, with a strong sense of purpose derived from our mission as the University for the Common Good and is based around the United Nations Sustainable

Development Goals (SDGs). The SDG's focus on challenges such as the reduction of inequalities and the promotion of social and economic wellbeing are aligned with our duties to eliminate discrimination, advance equality of opportunity and foster good relations.

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, and each of the specific goals have equality mainstreamed within them:

- **Social innovation**

We will

- realise our ambitious Vision that, by 2030, Glasgow Caledonian University will be recognised as a world-leading University for social innovation.
- ensure the **Sustainable Development Goals** provide the guiding framework for the delivery of our strategy.

- **Transformative education**

We will

- **champion equality of participation and attainment for all students**
- deliver excellence in teaching and the student experience, underpinned by our holistic approach to student support.
- enhance the employability of our students and graduates through collaborative and active learning.
- embed a commitment to the **Sustainable Development Goals** within our research-led, **globally-aware curriculum**.
- facilitate innovative learning which supports flexible provision and a blend of campus, non-campus, and multi-campus experiences.

- **Impactful research**

We will

- address the **Sustainable Development Goals**, delivering research excellence and impact for the societal challenges of **inclusive societies**, healthy lives and sustainable environments.
- promote a dynamic and **inclusive research culture**, attracting researchers through clear development pathways and supportive research environments.
- apply our openly-accessible research, strengthening our research-teaching nexus and influencing policy and practice.

- engage with stakeholders in the innovation landscape to ensure our research and knowledge makes a **positive contribution to business, industry, the public sector and civic society.**

- **Purposeful partnerships**

We will

- be a leading civic university with a clear sense of purpose and place in the cities and communities we serve, locally and globally.
- make 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.
- ensure our partnerships deliver mutual benefit and enrich our education and research offerings, leveraging them to offer work experience opportunities on all programmes.
- be recognised as a leader in capacity building and upskilling, co-creating with employers and academic institutions in local and international contexts.
- build on our positive partnership with the Students' Association to embed a partnership approach across the University and **ensure the student voice is at the heart of our development and success.**

- **Globally connected**

We will

- champion a distinctive approach to **outreach and access in international contexts**, supported by learning technologies and an international curriculum.
- support students and staff as **global citizens equipped with key intercultural skills**, open to international experiences and engaged with global challenges.
- harness our learning and teaching and research to impact on global issues and the **Sustainable Development Goals.**
- boost our international and transnational profile, maximising the strategic opportunities of our campuses in London and New York and our global partnerships.

- **University community**

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**.
- deliver leading-edge teaching, learning and research environments which are effective and enduring, and drive digital participation and connectivity underpinned by technology and infrastructure development.
- drive an ambitious agenda for environmental sustainability, embedded across all aspects of our work.
- ensure financial sustainability, income growth and operational efficiency to deliver strategic and infrastructure investment in support of our 2030 ambitions.

3.1.3 Enabling Strategies and Enabling Plans

We have ensured equality is mainstreamed into the enabling strategies and plans that support Strategy 2030:

- **Learning and Teaching Strategy**

One of the five “Delivering Transformative Education” aims in the new Learning and Teaching Strategy intentions is to “Champion equality of participation and attainment for all students”. The ambition is that “We will be recognised as a sector leader in diversity, inclusion and equality of participation and attainment of our students through our distinctive approach to outreach and access”. We will achieve this by:

- Ensuring a strategic approach to widening participation; our existing and any new partnerships should deliver mutual benefit by creating coherent and flexible tertiary education pathways.
- Diversifying our curricula to ensure they are **anti-racist, socially just, inclusive of global academia, research and society**.
- Supporting all our students through a holistic range of core and specialist services and exploit advances in technology to proactively identify students at risk e.g. through suite of learning and student analytics and also provide greater digital **equality, inclusivity and accessibility**.
- Continuing as a leading Civic University providing a clear sense of purpose and place in the cities and communities we serve, helping to make them **inclusive, safe, resilient and sustainable**.

- Furthering develop our students' Common Good attributes in response to the changing global context.
- Providing opportunities for students to actively engage with the communities we serve locally, nationally and internationally.

- **Research Strategy**

Equality continues to be at the heart of our research, and this is reflected in the new Research Strategy. One of our strategic research goals is to: "Devise and carry out cutting-edge, interdisciplinary research, addressing the Sustainable Development Goals (SDGs) via our three societal challenges of Healthy Lives, Inclusive Societies and Sustainable Environments." Equality is therefore a part of the research ethos of our six thematic GCU Research Centres, with three of the centres having equality as an integral part of their activities:

- The WiSE Centre for Economic Justice carries out research into economic inequality, poverty, public policy, migration and human rights issues, primarily from a gender perspective, fostering creative interdisciplinary initiatives to inform policies for more just societies.
- The Centre for Climate Justice is committed to quality research that addresses climate change within the overarching context of the SDGs of 'leaving no one behind'
- 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.

- **People Enabling Plan**

Mainstreaming equality is at the heart of our People Enabling Plan. The Plan focuses on four core areas of work – equality is embedded into these areas, along with a specific commitment to Equality, Diversity and Inclusion:

- **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.

3.2 Mainstreaming equality – our leadership commitment

Our leaders continue to take key roles in articulating our commitment to mainstreaming equality. Our Chancellor, Dr Annie Lennox, provides inspirational leadership through her status as one of the world's most influential Human Rights campaigners. Dr Lennox is a truly committed advocate of global feminism and is a regular contributor to the University's International Women's Day activities.

Our governing body, the University Court, proactively engages in the University's equality work, for example including a facilitated session on tackling racism as part of the Court's strategy day, and governors participate in strategic discussions on equality issues such as mental health and tackling racism as part of the People Committee's core business.

Our Principal and Vice-Chancellor, Professor Pamela Gillies embodies a very visible commitment to embedding 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 as Lead Member for Mental Health at Universities Scotland. Professor Gillies was also named 2019's Social Mobility Champion of the Year at the UK Social Mobility Awards. The awards, run by the charity Making The Leap, recognise and celebrate the people and organisations driving social mobility across the country.

Our Executive Board and senior management have key leadership roles in role modelling our equality commitments, for example in engaging in discussions at the Senior Management Forum and making a public pledge to tackling racism.

3.3 Mainstreaming equality into our values

Equality continues to be a central part our GCU Values, The 'Integrity' value specifically supports our duty to foster 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'.

Our annual Points of Pride exhibition showcases how all of our 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 we serve. These strengths were particularly highlighted during the challenges presented by the global pandemic during 2020, with examples of how our values drive support the elimination of discrimination, advancement of equality of opportunity, and fostering of good relations threaded across all of the nominee's stories in relation to all of the values. These included

recognition of teams and individuals supporting inclusive working and learning environments and staff and student wellbeing.

3.4 Mainstreaming equality into our learning and teaching

The principles of the general duty fostering good relations are embedded in our core business functions of delivering education through our learning and teaching portfolio and academic policies and practice. All of our programmes must demonstrate compliance with our responsibilities under the general duty, and this is built into our Quality Enhancement and Assurance framework.

In completing the Programme Approval and Review Documentation, Programme Teams must articulate how the Programme develops a range of Common Good Attributes (active and global citizenship, an entrepreneurial mind set, responsible leadership and confidence) 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
- Address 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.

3.5 Mainstreaming equality into our student experience

The Quality Assurance Agency for Higher Education (QAA) ranked GCU as having effective arrangements for managing academic standards and the student learning experience during the Enhancement-led Institutional Review (ELIR). This judgement is the highest award that

can be achieved in the ELIR system. The panel awarded the University commendations in five areas – two of these relate directly to mainstreaming equality: ‘Embedding equality, diversity and inclusion’ and ‘Strategic approach to widening participation’. Key strengths identified in the ELIR Reflective Analysis related to these areas included:

- **GCU’s Gender Action Plan**, which focuses on six key subject areas in which we have a recognised gender imbalance: Nursing, Social Studies, Psychology, Engineering, Computer Sciences, and Building and Construction. The actions included in the current GCU Gender Action Plan concerning student gender balance focus primarily on these subject areas.
- GCU’s commitment to **tackling racism**, including addressing the Black, Asian and Minority Ethnic (BAME) student attainment gap through supporting activities and research nationally, and developing a 2020 Student Experience Scholarship project to explore issues around BAME attainment internally.
- **Disability Service** support to disabled students as part of a wider Student Wellbeing infrastructure. The University's Student Wellbeing Service has become the first in the UK to achieve Autism Accreditation from the National Autistic Society. 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.
- As part of our student wellbeing framework, our **Student Carer Policy** and plan (recognised through the Going Higher for Student Carers Recognition Award from Carers Trust Scotland) enables us to support student carers before and during their studies. We work with student carers and staff to ensure they have the necessary support to enable them to succeed in their studies.
- We continue to tackle inequalities in the widest sense through our approach to **widening access** and social inclusion. We have a strong track record of attracting students from non-traditional backgrounds, particularly from areas of social and economic disadvantage. We are sector leaders in the recruitment and support of care-experienced students, provide educational opportunities for veterans and we encourage individuals from the most challenging backgrounds to become our students and leave as our graduates. Our **GCU Outreach** teams continue to conduct innovative and effective outreach work with nursery, primary and secondary school children, their parents, mature learners and college students. Our award-winning **Caledonian Club** aims to deepen its impact for children, school pupils and their families in our local Glasgow communities, working in the most deprived areas to expand opportunities, confidence and attainment. Our innovative **Advanced Higher**

Hub continues to raise attainment levels, by providing S6 pupils from under-represented communities the opportunity to study for Advanced Highers, as well as widening access in relation to high demand university undergraduate courses. This unique, year-long programme helps S6 pupils to become university ready, in terms of their academic and inter-personal skills as well as their confidence, maturity and self-belief. Through **School Connect** we engage with pupils in 12 partner secondary schools throughout the academic year. School Connect complements and enriches the school curriculum, helping pupils to make informed choices about their subject options and supporting them with their applications and transition to university. Likewise, through **Routes for All** GCU's contribution to the Schools for Higher Education Programme (SHEP) we deliver a programme of activities designed to prepare school pupils for Higher National (HN) study at college, ensuring that they have suitable information, advice and guidance to make an informed choice about future study. Our focus on College outreach and transition promotes successful progression and transition from college to university for students from diverse backgrounds. Through our **College Connect** team, our strategic partnerships with Glasgow colleges and our partnership working with colleges across Scotland, we have developed an effective infrastructure for articulation that includes joint planning on curriculum design, admission, transition and CPD for staff. Our pre-entry support adopts a long-thin induction model through face-to-face and online interaction. It concludes with a College Connect Transition programme that provides subject-specific support and introduces students to the key academic skills required to succeed at degree-level study at GCU.

Student mental health Our Student Mental Health Action Plan, which is overseen by the Student Wellbeing Advisory Group, recognises that raising awareness and providing support at the earliest stage possible is crucial. We have expanded our induction activities to include a greater focus on resilience, mental health and wellbeing; this includes targeted interventions for specific groups of students as well as a general awareness-raising campaign. We have an ongoing commitment to work in close partnership with the Students' Association to implement a Student Mental Health Agreement by signing up to Think Positive, a Scottish Government-funded student mental health project at NUS Scotland. We aim to ensure a whole institution approach to student mental health and to align the Student Mental Health Action Plan with a parallel staff Mental Health at Work Action Plan, focusing on staff support, development and training. Our Project Officer (Student Mental Health) works closely with the Students' Association to support the implementation and evaluation of both action plans.

3.6 Mainstreaming equality into our staff experience

Mental health and wellbeing: Our Mental Health at Work action plan aims to enable the university to enhance and bring greater visibility to its provision and practices to support staff with their mental health, as well as enabling and equipping them with the skills and confidence to support students with theirs. The overarching goals of the action plan are to achieve a stronger more enhanced focus on mental health support and awareness in staff in order to create a Mentally Healthy workforce and student body equipped with the capacity and capability to thrive and achieve their full potential and in doing so improve wellbeing and enhance overall performance of the University.

Furthermore, an embedded facilitation worker has been appointed to facilitate delivery of training to staff, support the University to promote a positive culture, provide advice and support for the effective delivery of the mental health action plan.

Support for research staff: One of the enablers to support our research goals is to: “Conducting the continuous review, monitoring and consultation with our newly-established Early Career Researchers (ECR) Group and Professoriate to ensure continued accreditation in HR Excellence in Research which accompanies and is supported by commitments to all of our staff with respect to our Athena SWAN Action Plan and equality and diversity policies, Vitae’s Concordat to Support the Career Development of Researchers and post-COVID research recovery, accounting for differential impacts on staff of the pandemic.”

3.7 Mainstreaming equality into our research

Scottish Poverty and Inequality Research Unit: 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.

WiSE Centre for Economic Justice: 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'.

3.8 Mainstreaming equality into our governance

The University's formal governance of equality and diversity supports 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 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.

3.9 Mainstreaming equality into our partnerships

GCU's partnerships are informed by an ethics framework to ensure that a range of issues are considered, including equality. We played a key role in establishing and launching Fearless Glasgow, a consortium of Universities and colleges across the west of Scotland, uniting to tackle gender-based violence under the banner of Fearless Glasgow. Chaired by GCU, the partnership, which has the backing of Police Scotland and the Scottish Government, will help raise awareness of sexual violence and promote good practice and enhanced support for more than 150,000 students and staff.

3.10 Mainstreaming equality in our response to the Covid-19 pandemic

The University addressed equality issues as part of our response to the Covid-19 pandemic. The rapid move to delivering as much as possible of our teaching and student support online for the remainder of the academic year presented opportunities and challenges, and a number of specific activities ensured that equality issues were embedded in this approach.

- In recognition of the increased risk of domestic violence and other forms of Gender Based Violence (GBV) during lockdown, we updated and relaunched our Erase the Grey campaign to include aspects of GBV exacerbated by COVID-19, lockdown and isolation such as domestic abuse, online harassment and child sexual abuse and exploitation. We actively promoted our confidential GBV support to staff and

students and #ErasetheGrey received international attention and was broadcast to a two million-strong audience to mark 16 Days of Activism. The campaign has also been adopted by Police Scotland.

- Disability services continued to support disabled students through online support and dedicated student mentors. We were made aware that some students struggled to engage with their studies during lockdown and this is likely to continue for some in the next session. An online survey of disabled students conducted during lockdown identified positive aspects of online delivery for some and the challenges experienced by others. This is informing planning for future academic years.
- Students with pre-existing mental or physical health conditions and those suffering bereavements were particularly impacted by the lockdown, especially affecting their ability to engage with their studies. The Wellbeing Team and the Students' Association worked together to deliver our Student Mental Health Partnership Action Plan and targeted support to students at risk. In August 2020 the university launched TogetherAll (formerly Big White Wall), a 24/7 online global community, where individuals can access support from trained professionals.
- We recognised the importance of intersectionality. Disability is more prevalent among students from poorer socio-economic backgrounds, those who are carers; care experienced and LGBT+ are also disproportionately impacted by poor mental health. Students with protected characteristics and those from the poorest communities make up a significant proportion of our students. Our academic and student support teams worked in partnership to provide focused interventions and support to students.
- The University promoted staff wellbeing and positive physical and mental health to ensure that staff could work in a safe, supportive and caring environment. A wide range of support resources were made available through a dedicated Coronavirus Wellbeing Support and Resources intranet site, which included topics such as health and wellbeing, working from home, home schooling and caring responsibilities.
- A Safe Return to Campus (SRTC) group was established to co-ordinate and to oversee the plans for a safe and gradual return to campus with the highest priority being the health, safety and wellbeing of staff and students. A structured framework was established to guide this process, aligned with Scottish Government advice and guidance. The Health, Safety and Wellbeing Committee is overseeing the detailed SRTC plans, which includes the requirement for equality impact assessments to be completed as part of the risk assessment process. The SRTC plans are sensitive to the individual's health, safety, wellbeing and personal circumstances.

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 2019 – April 2021

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

4.1 Equality Outcomes

Our 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 were developed in consultation and engagement with students, staff and external stakeholders. They 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.

- 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.

4.2 Equality Outcomes 2017-2021 progress

The three equality outcomes are each supported by three themes. A supporting action plan describes the steps, accountabilities and measures in relation to implementation, and this section provides an update on 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	Apr-17	Apr-21	Training over this period has been generic to cover broad equality and diversity issues and unconscious bias. Our new equality outcomes will propose a more tailored approach	
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 all student inductions and is now a mainstream part of the induction timetable	
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	Commenced as part of the work on supporting staff cultural competence and equality and diversity skills and will continue as part of the 'Diversifying the curriculum' theme in the new equality outcomes	

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	Main focus on data was for School based Athena SWAN submissions. Student data is delivered as part of Gender Action Plan reporting. More recently ethnicity data has been provided as part of early discussions on tackling racism	
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	Completed. 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	Relationships at work guidance developed as a starting point but otherwise this has not progressed. Production of information and guidance will feature in the new equality outcomes.	
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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	Communications Team has regularly highlighted equality and diversity features as part of their mainstream work, including articles, videos and 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 and has widened its presence across the HE and wider public sector	
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	Dates and events are marked in the core University communications and student events	

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	Apr-21	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	No incidences of sexual violence	Apr-16	Apr-21	Preventing Gender Based Violence Policy and Action Plan approved in October 2017 and implemented. Erase the Grey campaign launched May 2018 and re-run throughout each academic year.	
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 to be merged with Equality Champion role	
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 annual Points of Pride celebration, and considered in the behaviours refresh	

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	Student liberation and representation groups continue to inform policy and practice. LGBT staff network is active. Interest in staff Race and Disability networks has been low – to be revised in new equality outcomes.	
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 get regular input and feedback from Liberation and Representation Groups	
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 guidelines	

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 SCEBE achievement of Department Award Bronze reaccreditation by November 2019; Achievement of University Silver award	Oct-16	Nov-19 – Revised to Nov-20	SCEBE achieved department Bronze award application (May 2018) GCU Silver application submitted November 2020 GSBS Bronze and SCEBE Silver applications submitted November 2020	
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	Limited progress made. Disability Confident will feature in new equality outcomes	
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. Successful award of accreditation May 2020	
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	Completed and 'futureproofed' for specific focus on tackling racism	

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	Apr-21	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)	Equality and Diversity Advisor	Action plan developed that is consistent with the Scottish Government eventual plan and priorities, and is contextualised in for Higher Education	Oct-18	Apr-21	BSL Plan published in October 2018 following internal and external discussion, briefing and consultation sessions. Progress report submitted August 2020 – overview report published November 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	Initially delayed but a strategic discussion on race equality at People Committee in March 2019 has resulted in development and approval of recommendations on tackling racism – these will feature in the new equality outcomes	
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 not been taken forward due to the internal focus on developing recommendations on tackling racism	

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 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, a legal document made by the Privy Council and approved by the Scottish Parliament.

Court has six 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
- One member appointed by the University Senate

As at 1 April 2021, the number of men and women Court members are:

- Men: 13 (54%)
- Women: 11 (46%)

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 over recent years.

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

The gender pay gap is calculated by working out the percentage difference between men's and women's hourly pay. We will continue our work on reducing the gender pay gap as part of our wider equal pay work through conducting a deeper analysis to consider the gender pay gap when controlled by factors such as age and length of service.

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 for 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 and encouraged disclosure, which resulted in a slight increase in disclosures. However, the information on religion or belief, sexual orientation and gender reassignment is still not available for over half the total staff population, and as a result there are very small numbers in some of the categories of data. Therefore, we have decided to not publish this data in this report. We will continue to

encourage existing staff to update their information with a view to including this data in future reports.

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, and maternity leave returners.

5.4.3 Using the information to better perform the general duty

The key observations on the data that informs the work on our equality outcomes are:

- Although the proportion of Black and Minority Ethnic staff has increased over the two year period from 7.2% to 7.7% (table A1), the Tackling Racism Group has used the relatively low percentage (when compared with the sector in Scotland, and the BME population in Glasgow) to inform an action on BME staff recruitment. This is reinforced by tables A9.1 and A9.2, which show that BME job applicants over the last two years (22.7% and 18.7% appointment success rate) have a lower appointment success rate than White job applicants (26.8% and 25.5% appointment success rate)
- The lower proportion of academic staff disclosing a disability (table A2) has informed a refresh to the Employee Self Service system, where staff are able to update their protected characteristic information
- Female job applicants over the last two years (26.7% and 25.2% appointment success rate) are more successful than male job applicants (24.0% and 23.2% appointment success rate), (tables A9.1 and A9.2), reflecting the University wide actions on Athena SWAN at institutional and School level

Appendix 1

ALL DATA AS AT 31 JULY

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

Age	2019	2020
Under 25	21 (1.4%)	31 (2.0%)
25-34	204 (13.3%)	186 (11.9%)
35-44	406 (26.5%)	412 (26.5%)
45-54	469 (30.7%)	475 (30.5%)
55-64	386 (25.2%)	402 (25.8%)
65 and over	44 (2.9%)	51 (3.3%)
Disability	2019	2020
Known disability	73 (4.8%)	74 (4.8%)
No known disability	1433 (93.7%)	1459 (93.7%)
Undisclosed	24 (1.6%)	24 (1.5%)
Race	2019	2020
Black and minority ethnic	110 (7.2%)	120 (7.7%)
White	1404 (91.8%)	1421 (91.3%)
Undisclosed	16 (1.0%)	16 (1.0%)
Sex	2019	2020
Female	951 (62.2%)	959 (61.6%)
Male	579 (37.8%)	598 (38.4%)

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

	2019		2020	
Age	Academic	Support	Academic	Support
Under 25	5 (23.8%)	16 (76.2%)	3 (9.7%)	28 (90.3%)
25-34	79 (38.2%)	128 (61.8%)	70 (36.6%)	121 (63.4%)
35-44	200 (48.4%)	213 (51.6%)	205 (48.9%)	214 (51.1%)
45-54	242 (50.8%)	234 (49.2%)	244 (50.6%)	238 (49.4%)
55-64	203 (52.6%)	183 (47.4%)	210 (52.2%)	192 (47.8%)
65 and over	24 (53.3%)	21 (46.7%)	29 (55.8%)	23 (44.2%)
Disability	Academic	Support	Academic	Support
Known disability	30 (40.0%)	45 (60.0%)	30 (40.0%)	45 (60.0%)
No known disability	711 (49.1%)	738 (50.9%)	718 (48.6%)	760 (51.4%)
Undisclosed	12 (50.0%)	12 (50.0%)	13 (54.2%)	11 (45.8%)
Race	Academic	Support	Academic	Support
Black and minority ethnic	82 (73.2%)	30 (26.8%)	87 (70.7%)	36 (29.3%)
White	664 (46.8%)	756 (53.2%)	667 (46.4%)	771 (53.6%)
Undisclosed	7 (43.8%)	9 (56.3%)	7 (43.8%)	9 (56.3%)
Sex	Academic	Support	Academic	Support
Female	422 (43.9%)	540 (56.1%)	420 (43.3%)	551 (56.7%)
Male	331 (56.5%)	255 (43.5%)	341 (56.3%)	265 (43.7%)

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

	2019		2020	
Age	Fixed term	Permanent	Fixed term	Permanent
Under 25	7 (33.3%)	14 (66.7%)	11 (35.5%)	20 (64.5%)
25-34	52 (25.1%)	155 (74.9%)	52 (27.2)	139 (72.8%)
35-44	51 (12.3%)	362 (87.7%)	56 (13.4%)	363 (86.6%)
45-54	35 (7.4%)	441 (92.6%)	42 (8.7%)	440 (91.3%)
55-64	13 (3.4%)	373 (96.6%)	18 (4.5%)	384 (95.5%)
65 and over	2 (4.4%)	43 (95.6%)	3 (5.8%)	49 (94.2%)
Disability	Fixed term	Permanent	Fixed term	Permanent
Known disability	11 (14.7%)	64 (85.3%)	10 (13.3%)	65 (86.7%)
No known disability	147 (10.1%)	1302 (89.9%)	171 (11.6%)	1307 (88.4%)
Undisclosed	2 (8.3%)	22 (91.7%)	1 (4.2%)	23 (95.8%)
Race	Fixed term	Permanent	Fixed term	Permanent
Black and minority ethnic	21 (18.8%)	91 (81.3%)	27 (22.0%)	96 (78%)
White	133 (9.4%)	1287 (90.6%)	148 (10.3%)	1290 (89.7%)
Undisclosed	6 (37.5%)	10 (62.5%)	7 (43.8%)	9 (56.3%)
Sex	Fixed term	Permanent	Fixed term	Permanent
Female	105 (10.9%)	857 (89.1%)	116 (11.9%)	855 (88.1%)
Male	55 (9.4%)	531 (90.6%)	66 (10.9%)	540 (89.1%)

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

	2019		2020	
Age	Full time	Part time	Full time	Part time
Under 25	12 (57.1%)	9 (42.9%)	19 (61.3%)	12 (38.7%)
25-34	147 (71%)	60 (29.0%)	143 (74.9%)	48 (25.1%)
35-44	294 (71.2%)	119 (28.8%)	312 (74.5%)	107 (25.5%)
45-54	350 (73.5%)	126 (26.5%)	354 (73.4%)	128 (26.6%)
55-64	267 (69.2%)	119 (30.8%)	279 (69.4%)	123(30.6%)
65 and over	19 (42.2%)	26 (57.8%)	23 (44.2%)	29 (55.8%)
Disability	Full time	Part time	Full time	Part time
Known disability	55 (73.3%)	20 (26.7%)	57 (76.0%)	18 (24.0%)
No known disability	1019 (70.3%)	430 (29.7%)	1056 (71.4%)	422 (28.6%)
Undisclosed	15 (62.5%)	9 (37.5%)	17 (70.8%)	7 (29.2%)
Race	Full time	Part time	Full time	Part time
Black and minority ethnic	93 (83.0%)	19 (17.0%)	101 (82.1%)	22 (17.9%)
White	988 (69.6%)	432 (30.4%)	1018 (70.8%)	420 (29.2%)
Undisclosed	8 (50.0%)	8 (50.0%)	11 (68.8%)	5 (31.3%)
Sex	Full time	Part time	Full time	Part time
Female	600 (62.4%)	362 (37.6%)	615 (63.3%)	356 (36.7%)
Male	489 (83.4%)	97 (16.6%)	515 (85%)	91 (15%)

A5.1 Staff equality profile – Grade group – 2019 – Number of contracts (% of contracts)

	2019						
Age	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Under 25	6 (28.6%)	7 (33.3%)	6 (28.6%)	1 (4.8%)	0 (0.0%)	0 (0.0%)	1 (4.8%)
25-34	9 (4.3%)	48 (23.2%)	88 (42.5%)	60 (29%)	0 (0.0%)	1 (0.5%)	1 (0.5%)
35-44	6 (1.5%)	43 (10.4%)	140 (33.9%)	206 (49.9%)	6 (1.5%)	8 (1.9%)	4 (1.0%)
45-54	20 (4.2%)	41 (8.6%)	132 (27.7%)	225 (47.3%)	27 (5.7%)	29 (6.1%)	2 (0.4%)
55-64	54 (14.0%)	50 (13.0%)	58 (15.0%)	157 (40.7%)	27 (7.0%)	33 (8.5%)	7 (1.8%)
65 and over	6 (13.3%)	6 (13.3%)	8 (17.8%)	15 (33.3%)	7 (15.6%)	2 (4.4%)	1 (2.2%)
Disability	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Known disability	5 (6.7%)	15 (20.0%)	25 (33.3%)	26 (34.7%)	3 (4.0%)	0 (0.0%)	1 (1.3%)
No known disability	92 (6.3%)	178 (12.3%)	401 (27.7%)	626 (43.2%)	64 (4.4%)	73 (5.0%)	15 (1.0%)
Undisclosed	4 (16.7%)	2 (8.3%)	6 (25.0%)	12 (50.0%)	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	3 (2.7%)	11 (9.8%)	20 (17.9%)	62 (55.4%)	13 (11.6%)	2 (1.8%)	1 (0.9%)
White	94 (6.6%)	184 (13.0%)	403 (28.4%)	599 (42.2%)	54 (3.8%)	71 (5.0%)	15 (1.1%)
Undisclosed	4 (25.0%)	0 (0.0%)	9 (56.3%)	3 (18.8%)	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	88 (9.1%)	123 (12.8%)	295 (30.7%)	377 (39.2%)	26 (2.7%)	46 (4.8%)	7 (0.7%)
Male	13 (2.2%)	72 (12.3%)	137 (23.4%)	287 (49.0%)	41 (7.0%)	27 (4.6%)	9 (1.5%)

A5.2 Staff equality profile – Grade group – 2020 – Number of contracts (% of contracts)

	2020						
Age	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Under 25	9 (29.0%)	17 (54.8%)	3 (9.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (6.5%)
25-34	6 (3.1%)	52 (27.2%)	79 (41.4%)	51 (26.7%)	0 (0.0%)	1 (0.5%)	2 (1.0%)
35-44	8 (1.9%)	41 (9.8%)	144 (34.4%)	211 (50.4%)	6 (1.4%)	6 (1.4%)	3 (0.7%)
45-54	22 (4.6%)	43 (8.9%)	124 (25.7%)	232 (48.1%)	29 (6.0%)	29 (6.0%)	3 (0.6%)
55-64	47 (11.7%)	48 (11.9%)	69 (17.2%)	170 (42.3%)	27 (6.7%)	34 (8.5%)	7 (1.7%)
65 and over	10 (19.2%)	6 (11.5%)	6 (11.5%)	16 (30.8%)	10 (19.2%)	2 (3.8%)	2 (3.8%)
Disability	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Known disability	3 (4.0%)	18 (24.0%)	24 (32.0%)	26 (34.7%)	3 (4.0%)	0 (0.0%)	1 (1.3%)
No known disability	96 (6.5%)	187 (12.7%)	395 (26.7%)	641 (43.4%)	69 (4.7%)	72 (4.9%)	18 (1.2%)
Undisclosed	3 (12.5%)	2 (8.3%)	6 (25.0%)	13 (54.2%)	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 (3.3%)	11 (8.9%)	24 (19.5%)	64 (52.0%)	15 (12.2%)	2 (1.6%)	3 (2.4%)
White	95 (6.6%)	195 (13.6%)	396 (27.5%)	610 (42.4%)	57 (4.0%)	70 (4.9%)	15 (1.0%)
Undisclosed	3 (18.8%)	1 (6.3%)	5 (31.3%)	6 (37.5%)	0 (0.0%)	0 (0.0%)	1 (6.3%)
Sex	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Female	88 (9.1%)	131 (13.5%)	290 (29.9%)	383 (39.4%)	28 (2.9%)	46 (4.7%)	5 (0.5%)
Male	14 (2.3%)	76 (12.5%)	135 (22.3%)	297 (49.0%)	44 (7.3%)	26 (4.3%)	14 (2.3%)

A6.1 Staff equality profile – Job family – 2019 – Number of contracts (% of contracts)

	2019				
Age	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Under 25	5 (23.8%)	5 (23.8%)	9 (42.9%)	0 (0.0%)	2 (9.5%)
25-34	79 (38.2%)	6 (2.9%)	109 (52.7%)	1 (0.5%)	12 (5.8%)
35-44	197 (47.7%)	14 (3.4%)	188 (45.5%)	8 (1.9%)	6 (1.5%)
45-54	222 (46.6%)	25 (5.3%)	177 (37.2%)	29 (6.1%)	23 (4.8%)
55-64	179 (46.4%)	74 (19.2%)	89 (23.1%)	33 (8.5%)	11 (2.8%)
65 and over	23 (51.1%)	7 (15.6%)	12 (26.7%)	2 (4.4%)	1 (2.2%)
Disability	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Known disability	30 (40.0%)	7 (9.3%)	34 (45.3%)	0 (0.0%)	4 (5.3%)
No known disability	663 (45.8%)	120 (8.3%)	544 (37.5%)	73 (5.0%)	49 (3.4%)
Undisclosed	12 (50.0%)	4 (16.7%)	6 (25.0%)	0 (0.0%)	2 (8.3%)
Race	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Black and minority ethnic	80 (71.4%)	2 (1.8%)	26 (23.2%)	2 (1.8%)	2 (1.8%)
White	618 (43.5%)	125 (8.8%)	555 (39.1%)	71 (5.0%)	51 (3.6%)
Undisclosed	7 (43.8%)	4 (25.0%)	3 (18.8%)	0 (0.0%)	2 (12.5%)
Sex	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Female	392 (40.7%)	89 (9.3%)	411 (42.7%)	46 (4.8%)	24 (2.5%)
Male	313 (53.4%)	42 (7.2%)	173 (29.5%)	27 (4.6%)	31 (5.3%)

A6.2 Staff equality profile – Job family – 2020 – Number of contracts (% of contracts)

	2020				
Age	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Under 25	3 (9.7%)	6 (19.4%)	18 (58.1%)	0 (0.0%)	4 (12.9%)
25-34	70 (36.6%)	4 (2.1%)	104 (54.5%)	1 (0.5%)	12 (6.3%)
35-44	187 (44.6%)	16 (3.8%)	187 (44.6%)	6 (1.4%)	7 (1.7%)
45-54	224 (46.5%)	25 (5.2%)	181 (37.6%)	29 (6.0%)	23 (4.8%)
55-64	184 (45.8%)	67 (16.7%)	106 (26.4%)	34 (8.5%)	11 (2.7%)
65 and over	28 (53.8%)	11 (21.2%)	10 (19.2%)	2 (3.8%)	1 (1.9%)
Disability	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Known disability	30 (40.0%)	5 (6.7%)	35 (46.7%)	0 (0.0%)	5 (6.7%)
No known disability	669 (45.3%)	121 (8.2%)	565 (38.2%)	72 (4.9%)	51 (3.5%)
Undisclosed	13 (54.2%)	3 (12.5%)	6 (25.0%)	0 (0.0%)	2 (8.3%)
Race	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Black and minority ethnic	85 (69.1%)	3 (2.4%)	30 (24.4%)	2 (2.4%)	3 (2.4%)
White	620 (43.1%)	123 (8.6%)	572 (39.8%)	70 (4.9%)	53 (3.7%)
Undisclosed	7 (43.8%)	3 (18.8%)	4 (25.0%)	0 (0.0%)	2 (12.5%)
Sex	Academic, Research, Enterprise	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Female	389 (40.1%)	90 (9.3%)	424 (43.7%)	46 (4.7%)	22 (2.3%)
Male	323 (53.3%)	39 (6.4%)	182 (30.0%)	26 (4.3)	36 (5.9%)

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

		2018/19		2019/2020	
Age/Leaver type		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Under 25		14	6.9%	8	5.4%
	Involuntary	9	64.3%	6	75.0%
	Voluntary	5	35.7%	2	25.0%
25-34		44	21.6%	41	27.9%
	Involuntary	18	40.9%	22	53.7%
	Voluntary	26	59.1%	19	46.3%
35-44		54	26.5%	36	24.5%
	Involuntary	24	44.4%	13	36.1%
	Voluntary	30	55.6%	23	63.9%
45-54		38	18.6%	23	15.6%
	Involuntary	13	34.2%	5	21.7%
	Voluntary	25	65.8%	18	78.3%
55-64		48	23.5%	27	18.4%
	Involuntary	12	25.0%	5	18.5%
	Voluntary	36	75.0%	22	81.5%
65 and over		6	2.9%	12	8.2%
	Involuntary	0	0.0%	1	8.3%
	Voluntary	6	100.0%	11	91.7%

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)

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

		2018/19		2019/2020	
Disability		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Known disability		17	8.3%	15	10.2%
	Involuntary	9	52.9%	6	40.0%
	Voluntary	8	47.1%	9	60.0%
No known disability		182	89.2%	130	88.4%
	Involuntary	62	34.1%	46	35.4%
	Voluntary	120	65.9%	84	64.6%
Undisclosed		5	2.5%	2	1.4%
	Involuntary	5	100.0%	0	0.0%
	Voluntary	0	0.0%	2	100.0%
Race		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Black and minority ethnic		18	8.8%	11	7.5%
	Involuntary	7	38.9%	5	45.5%
	Voluntary	11	61.1%	6	54.5%
White		179	87.7%	129	87.8%
	Involuntary	64	35.8%	46	35.7%
	Voluntary	115	64.2%	83	64.3%
Undisclosed		7	3.4%	7	4.8%
	Involuntary	5	71.4%	1	14.3%
	Voluntary	2	28.6%	6	85.7%

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

		2018/19		2019/2020	
Sex		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Female		122	59.8%	98	66.7%
	Involuntary	46	37.7%	38	38.8%
	Voluntary	76	62.3%	60	61.2%
Male		82	40.2%	49	33.3%
	Involuntary	30	36.6%	14	28.6%
	Voluntary	52	63.4%	35	71.4%

A8. Staff equality profile – Success rate in academic promotions

Age	Role applied for	2018/2019	
		Not promoted	Promoted
25-34		0	4
	Senior Lecturer	0	1
	Senior Research Fellow	0	1
	Research Fellow	0	2
35-44		21	14
	Professor	1	1
	Reader	2	5
	Senior Lecturer	18	7
	Research Fellow	0	1
45-54		12	13
	Professor	2	4
	Reader	0	3
	Senior Lecturer	9	5
	Senior Research Fellow	1	0
	Research Fellow	0	1

Age	Role applied for	Not promoted	Promoted
55-64		6	7
	Professor	2	3
	Senior Lecturer	4	4
	Research Fellow		
65 and over		1	0
	Professor	1	0
Disability		Not promoted	Promoted
Known disability			
	Reader	0	1
No known disability			
	Professor	5	8
	Reader	2	8
	Senior Lecturer	31	17
	Senior Research Fellow	1	0
	Research Fellow	0	4

Race	Role applied for	Not promoted	Promoted
Black and minority ethnic		6	7
	Professor	0	2
	Reader	1	1
	Senior Lecturer	5	4
White		33	29
	Professor	5	6
	Reader	1	8
	Senior Lecturer	26	13
	Senior Research Fellow	1	0
	Research Fellow	0	2
Undisclosed		1	2
	Professor	1	0
	Research Fellow	0	2
	Senior Lecturer	20	13
	Senior Research Fellow	1	0
	Research Fellow	0	3

Sex		Not promoted	Promoted
Female		26	25
	Professor	4	4
	Reader	1	5
Male		14	13
	Professor	2	4
	Reader	1	4
	Senior Lecturer	11	4
	Research Fellow	0	1

A9.1 Staff equality profile – Job application, shortlist and appointment - 2018/2019

	2018/2019				
Age	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Under 25	534 (13.1%)	38 (4.9%)	7.1%	11 (5.4%)	28.9%
25-34	1448 (35.6%)	234 (30.0%)	16.2%	66 (32.4%)	28.2%
35-44	880 (21.7%)	236 (30.2%)	26.8%	69 (33.8%)	29.2%
45-54	596 (14.7%)	143 (18.3%)	24.0%	33 (16.2%)	23.1%
55-64	199 (4.9%)	42 (5.4%)	21.1%	8 (3.9%)	19.0%
65 and over	9 (0.2%)	2 (0.3%)	22.2%	0 (0.0%)	0.0%
Undisclosed	397 (9.8%)	86 (11.0%)	21.7%	17 (8.3%)	19.8%
Disability	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Known disability	360 (8.9%)	51 (6.5%)	14.2%	12 (5.9%)	23.5%
No known disability	3577 (88.0%)	687 (88.0%)	19.2%	177 (86.8%)	25.8%
Undisclosed	126 (3.1%)	43 (5.5%)	34.1%	15 (7.4%)	34.9%
Race	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
BME	669 (16.5%)	110 (14.1%)	16.4%	25 (12.3%)	22.7%
White	3230 (79.5%)	624 (79.9%)	19.3%	167 (81.9%)	26.8%
Undisclosed	164 (4.0%)	47 (6.0%)	28.7%	12 (5.9%)	25.5%
Sex	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Female	2424 (59.7%)	435 (55.7%)	17.9%	116 (56.9%)	26.7%
Male	1549 (38.1%)	317 (40.6%)	20.5%	76 (37.3%)	24.0%
Other	6 (0.1%)	0 (0.0%)	0.0%	0 (0.0%)	-
Undisclosed	84 (2.1%)	29 (3.7%)	34.5%	12 (5.9%)	41.4%

A9.2 Staff equality profile – Job application, shortlist and appointment - 2019/2020

	2019/2020				
Age	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Under 25	349 (13.7%)	49 (8.8%)	14.0%	17 (12.3%)	34.7%
25-34	924 (36.3%)	169 (30.5%)	18.3%	33 (23.9%)	19.5%
35-44	580 (22.8%)	148 (26.7%)	25.5%	42 (30.4%)	28.4%
45-54	298 (11.7%)	82 (14.8%)	27.5%	23 (16.7%)	28.0%
55-64	118 (4.6%)	32 (5.8%)	27.1%	7 (5.1%)	21.9%
65 and over	3 (01%)	1 (0.2%)	33.3%	0 (0.0%)	0.0%
Not disclosed	273 (10.7%)	74 (13.3%)	27.1%	16 (11.6%)	21.6%
Disability	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Known disability	280 (11.0%)	60 (10.8%)	21.4%	13 (9.4%)	21.7%
No known disability	2140 (84.1%)	462 (83.2%)	21.6%	114 (82.6%)	24.7%
Undisclosed	125 (4.9%)	33 (5.9%)	26.4%	11 (8.0%)	33.3%
Race	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
BME	427 (16.8%)	75 (13.5%)	17.6%	14 (10.1%)	18.7%
White	1990 (78.2%)	447 (80.5%)	22.5%	114 (82.6%)	25.5%
Undisclosed	128 (5.0%)	33 (5.9%)	25.8%	10 (7.2%)	30.3%
Sex	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Female	1522 (59.8%)	341 (64.1%)	22.4%	86 (62.3%)	25.2%
Male	939 (36.9%)	185 (33.3%)	19.7%	43 (31.2%)	23.2%
Other	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	-
Undisclosed	84 (3.3%)	29 (5.2%)	34.5%	9 (6.5%)	31.0%

A10. Maternity leave returners

2018/2019			
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
34	31	3	1

2019/2020			
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	12	2	2