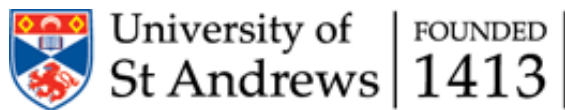


# University of St Andrews

## Equality Mainstreaming

### Interim Report (2017 – 2021)

Published 30 April 2019



<b>Contents</b>	<b>Page</b>
Mainstreaming Report body	2
Annex A: Equality Outcomes April 2017-2021 Action Plan Progress	13
Annex B: Staff Equality Data	46
Annex C: Student Equality Data	60
Annex D: Gender Pay Gap Information Report	68

**Institutional sign-off:**

By the Principal's Office on 22nd April 2019

**Institutional senior lead:**

Professor Ruth Woodfield, Assistant Vice-Principal for Diversity

Email: [avpdiversity@st-andrews.ac.uk](mailto:avpdiversity@st-andrews.ac.uk)

**Institutional contact:**

Sukhi Bains, Head of E&D

Email: [sb104@st-andrews.ac.uk](mailto:sb104@st-andrews.ac.uk)

**Published for public view:**

<http://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/>

This document is available in 'Alternative Format' upon request.

## 1. Introduction

### 1.1 Purpose

This interim report provides an update of progress on activities to mainstream equality in the University of St Andrews since the last Mainstreaming Report was published in April 2017. It provides an overview of our ambitions and activities to: eliminate discrimination of all kinds; advance equality of opportunity; and foster good relations between staff, students and other stakeholders across all categories of equality, diversity, and inclusion.

### 1.2 Annexes to the report contain further detail as follows:

- A. provides a progress on actions on our set of equality outcomes committed to in 2017
- B. provides information on protected characteristics of staff as headcount
- C. provides information on protected characteristics of students as full-time equivalent
- D. provides gender pay gap information

## 2. Strategic context

The University's commitment to equality, diversity and inclusion is reflected in the new 2018-2023 University Strategy, with '*Diverse St Andrews*' being one of four distinct but equally important themes of the Strategy, along with: '*World-Leading St Andrews*', '*Global St Andrews*', and '*Entrepreneurial St Andrews*'. In the Strategy we set out how we will act on our core qualities and key ambitions to grow in size, scale, and impact, and to consolidate our strengths. We will do this in ways which respect and support our people, our values, and our environment.

As stated in section 4.10 of the Strategy, *Diverse St Andrews* will:

- Enable the University of St Andrews to be identified in the next decade as an institution that is inclusive, inspirational, and incentivised to go on being so;
- Embed the structures that let students and staff develop their potential, in energising rather than bureaucratic ways;
- Work strategically to remove the gender pay gap;
- Improve provision for disabled staff and students, and involve all staff and students in so doing;
- Give focus to intersectionality and the promotion of a strongly diverse community;
- Develop a reward structure that values sustained commitment to diversity, inclusivity, fairness, and social responsibility.

Full details of this strategy and action plan can be found at:

<https://www.st-andrews.ac.uk/about/governance/university-strategy/>

The University's published 'Equality Statement' encapsulates the ethos at the heart of our policies, procedures, and training and development, to mainstream equality across all activities. The Equality Statement is embedded within the University's Equality, Diversity and Inclusion Policy, which sets out the University's commitment to ensure that equality is embedded into all its functions, operations and activities. The University's policy can be found online (<https://www.st-andrews.ac.uk/staff/policy/hr/equalitydiversityinclusion/>).

### 3. Legislative Context

#### 3.1 Equality Act (2010)

The development of Equality Outcomes is required by the Equality Act (2010). Equality outcomes are results that your institution aims to achieve that will further one or more of the parts of the public sector equality duty (eliminate discrimination, advance equality of opportunity and foster good relations) – source: Advance HE, Setting equality outcomes: guidance for Scottish institutions, 2016.

The Act covers nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex/gender; and sexual orientation.

In Scotland, the Act's Public Sector Equality Duty (2011), consists of a General Duty supported by a set of Specific Duties. The General Duty consists of three "needs". These require the University to have due regard, when carrying its activities, to the need to:

- Eliminate discrimination, harassment, victimisation or any other prohibited conduct;
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

In order to demonstrate *due regard*, the University must consider the needs of the General Duty when making decisions and carrying out its functions, for example, as an employer, as a provider of education, or as a service provider or procurer.

#### 3.2 Scottish Specific Duties (2012)

The Specific Duties are set out in the secondary legislation that accompanies the Act, and require the University to:

- Report progress on mainstreaming the General Duty into all functions every two years;
- Publish and deliver a set of equality outcomes that cover all protected characteristics every four years;
- Assess the impact of new and revised policies and practices against the needs of the General Duty on an ongoing basis;
- Gather and publish information on the protected characteristics of employees every two years;
- Publish board diversity information as part of mainstreaming reports, including the gender breakdown of governing body or board members;
- Publish gender pay gap information every two years, and statements on equal pay and occupational segregation for gender, race and disability every four years;
- Have due regard to the General Duty in specified procurement practices on an ongoing basis; and
- Publish the information in a format that is accessible.

This Mainstreaming Report provides updates on these Duties and draws attention to key initiatives and indicators of progress.

## 4. Equality Outcomes 2017-21

Our set of four Equality Outcomes for 2017-21 were developed with input from staff and students across the University through the Equalities Compliance Group and the ED&I/Athena SWAN Committee. The outcomes are structured to reflect this and describe the University that we are committed to be in 2021. The Action Plan provided in Annex A demonstrates the progress made on the outcomes below. Of the 119 actions listed in the 2017-21 Action Plan, 61 (51%) have been completed over the period of 1 May 2017 to February 2019. The University is committed to working on the remaining actions for completion by April 2021.

- Outcome 1:** Making a University that is accessible, and is recognised as encouraging diversity and the appreciation of it in our staff, students and suppliers.
- Outcome 2:** Creating a studying, visiting and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.
- Outcome 3:** Designing systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.
- Outcome 4:** Securing greater diversity in governance, management and leadership.

## 5. Mainstreaming Highlights

A formal interim progress statement against the 2017 Outcomes and Action Plan is provided as Annex A. In this section of the report we draw attention to key aspects of our organisation and progress in fulfilling our commitments, along with our voluntary commitment to positive action.

### 5.1 Visibility of Equality Statement

The Equality Statement is included or referenced in all major institutional guidance for staff and students.

### 5.2 Equality and Diversity management and support structure

All Academic Schools have an Equality and Diversity Committee, convened by an equalities lead, typically a School Director of ED&I, a role that is recognised in the University's workload modelling guidelines. The role proactively promotes awareness of engagement with the equality agenda, challenges unconscious bias, and mainstreams ways of working to address disadvantage or discrimination. This includes ensuring "reasonable adjustments" for people with disabilities.

As of 25 March 2019, Professor Ruth Woodfield became the University's first Assistant Vice-Principal for Diversity. This senior level role supports the University's commitment to have equality, diversity and inclusion at the heart of the St Andrews experience. During 2018/19, the ED&I unit increased by 3 staff (1.8 FTE), managed by the Head of Equality & Diversity, Sukhi Bains.

The Students' Association Director of Wellbeing is funded by the University, and oversees increasing awareness of student welfare and equality issues.

### 5.3 Mainstreaming/integration and awareness raising

One of the methods to foster good relations between people who share a protected characteristic and those who do not (under the Public Sector Equality Duty) is through awareness-raising and learning events across the institution. The following table provides a list of diversity events hosted at the University from May 2017 to April 2019:

Diversity focus	Event title	Date
LGBTIQ+	St Andrews PRIDE (led by the University)	20 Apr 2018
Religion and Belief	Coexistence Initiative Interfaith Conference (with Interfaith Scotland)	13 Apr 2019
Race, Religion and Belief	BAME Summit 2019: Discussing issues of diversity and representation. Panellists: Anas Sarwar MSP, Dr Jasmine Gani (Senior Lecturer International Relations) and Sukhi Bains (Head of E&D)	11 Mar 2019
Gender, Race	Black Women and the marketplace in the UK (Dr Francesca Sobande, Edge Hill University, UK)	17 Dec 2018
Gender	How did I get here? Being and becoming a professor (Prof. Carron Shankland, University of Stirling)	27 Nov 2018
Gender	Celebrating the History of St Andrews Feminism (Dr Sarah Browne)	21 Nov 2018
Religion and Belief	Beyond belief: Discussing spirituality staff event (Sukhi Bains, Head of E&D, and the Chaplaincy Team societies: Humanist, Pagan, Quaker)	14 Nov 2018
Race	Mistaken for the coffee lady: a discussion into the lack of BAME academics in UK HE (Dame Elizabeth Nneka Anionwu)	2 Nov 2018
LGBTIQ+	Queer Question Time (Patrick Harvie MSP, Reverend Scott Rennie, Union Debating Society and the Saints LGBT+ Society)	4 Oct 2018
Gender	Network for Equality, Diversity and Inclusion seminar series (Prof. Barbara Risman), From sex roles to gender as a social structure: Implications for organisational change	30 May 2018
Gender, Race	Intersectionality in HE (UCU and Dr Victoria Showunmi, UCL Institute of Education)	9 May 2018
Gender, Race	GDI Research Conference: Where are the black female professors in the UK? (Prof. Iyiola Solanke, University of Leeds)	8 May 2018
Gender	The Women Who Shaped St Andrews (screening of a documentary by the University's Museums and Collections)	13 Apr 2018
LGBTIQ+	St Andrews PRIDE (led by the University)	7 Apr 2018
Race	Centre for Minorities Research launch event (Principal Prof. Sally Mapstone, and Prof. Philomena Essed, Antioch University)	16 Feb 2018
Gender	Stress-busting and Relaxation Express Event (Early Career Women's Network)	13 Feb 2018
Gender	International Women In Science Day (Students' Association)	12 Feb 2018
Gender	Working at the crossroads between evidence and practice to achieve gender equality (Dr Nikola Balvin, Knowledge Management Specialist, UNICEF Office of Research)	12 Feb 2018
Gender	Academic Women Here! On being a female academic at the University launch event (Principal Prof. Sally Mapstone)	5 Feb 2018
LGBTIQ+	Transgender Day of Remembrance (Saints LGBT+ Society)	20 Nov 2017
LGBTIQ+, Race	Impossible and inevitable: Caribbean culture/queer belonging and the literary (School of English)	16 Nov 2017

Gender	Gender Fluidity in the Ancient World: research and pedagogy (School of Classics)	15 Nov 2017
Age	Ageing Healthily (Prof. Dame Linda Partridge)	10 Nov 2017
Gender	Interconnect Student Networking for Women in STEM	10 Nov 2017
Race, Religion and Belief	Out of the Box: Diwali - Each Sunday in October (Museum of the University)	Oct 2017
Race	Casting Race on Stage and Screen (Dr Julia Prest, School of Modern Languages)	4 Oct 2017
LGBTIQ+	Queer Question Time (Calum Irving (Director of See Me), Dr Elisabetta Girelli, Senior Lecturer in Film Studies, Commander Douggie Ward MBE, Barrister Juno Roche, Dr Matthew Sothern, Director of Teaching, School of Geography & Sustainable Development, Union Debating Society and the Saints LGBT+ Society)	28 Sep 2017
Gender, LGBTIQ+	My Transgender Journey (Jessica Lynn, President of Your True Gender, advocate for transgender education)	7 June 2017
Gender	Women and the academic career workshop (Centre for Academic Professional and Organisational Development, St Andrews)	10 May 2017

Additionally, the University continues to commit stand-alone research funding to the Gender, Diversity & Inclusion (GDI) Fund to support research projects that have a primary focus on at least one of: gender, diversity or inclusion. Part of the rationale for this funding stream is to generate insights or applications, or contribute to debates, that can enhance our own approach to gender, diversity and inclusion within the University. Projects supported via the GDI Fund are therefore contributing to the evidence base, awareness and understanding of the *Diverse St Andrews* agenda.

#### 5.4 Diversity and equalities training and guidance

Our bespoke online training modules for Diversity in the Workplace, Recruitment & Selection, Student Diversity, and Unconscious Bias, have been well received and continue to be monitored by the University. Each module requires the user to undertake an end of module assessment based on learning gained. The table below provides the number of users completing the modules:

Online Training Module	Number of completions
<b>From 1 May 2017 to 28 February 2019</b>	
Diversity in the Workplace	1031
Recruitment & Selection	359
Student Diversity	482
Unconscious Bias	554

In-person training continues with the Student Sabbatical Officers as part of their induction, contributing to the collaboration work between the University's ED&I Committee, the Equality Compliance Group and the Student Representative Council Equal Opportunities Committee.

Additional supportive guidance is also provided through online resources. The Student Advice and Support Centre, Environmental Health and Safety Services, Human Resources, and the

Careers Centre explicitly address the needs of groups with protected characteristics with dedicated webpages.

### 5.5 University equalities initiatives through accreditation

In addition to meeting our legislative duties fully, the University continues to build on successes of our diversity awards, as a method of internal self-evaluation and external assessment.

Driving change to advance gender equality is another major institution-wide commitment. **Athena SWAN** continues to be a sector-wide recognised mechanism for advancing gender equality in higher education, and the following table states the achievements made at St Andrews under this accreditation's framework:

Athena SWAN awards: 11 as at 1 April 2019		
Submission	Level	Attained
Institutional	Bronze (renewal)	May 2018
Biology	Silver	May 2018
Chemistry	Bronze	Apr 2017
Computer Science	Bronze	Sep 2017
Earth and Environmental Sciences	Bronze	Apr 2016
History	Bronze	Oct 2018
Management	Bronze	Sep 2017
Mathematics & Statistics	Bronze	Oct 2018
Medicine	Bronze	Apr 2017
Physics & Astronomy	Silver	Apr 2017
Psychology & Neuroscience	Silver	May 2018

To further comply with the Carers (Scotland) Act (2016), the University annually renews its **Carer Scotland Positive Employer Award**, demonstrating our commitment and support for staff with caring responsibilities. In August 2018, the University became one of only three Scottish universities to attain the award at the 'Established' (intermediate) level. A review of the Supporting Carers Statement for Staff was conducted during this period.

Renewed in October 2017, the University is the only holder of the **LGBT Charter** as an institution amongst the Scottish higher education sector, which is administered by LGBT Youth Scotland. The Department of Sports & Exercise and the Athletic Union has become the University's first school/unit to commence work on the LGBT Charter at departmental level in March 2019.

For the **PinkNews LGBT Public Sector Equality Award**, the University was long-listed for the award in May 2018. In September 2018 the University was the only Scottish organisation and one of only two UK universities, to make the final shortlist. To signal high visibility support, the University sponsored a table at the event attended by the Principal, Student President, and staff/student members.

In January 2019, the University attained a significantly higher score in the **Stonewall Workplace Equality Index** (as below), which was submitted in September 2018; this score signals strong improvement on its first and second submissions in 2015:

<b>Stonewall Workplace Equality Index</b>	
<b>Submission</b>	<b>Score</b>
September 2018	64.5
September 2017	57
September 2016	34
September 2015	35

Progress on all three of the LGBTIQ+ initiatives, is a testament to the support provided to the University, from both the Student Saints LGBT+ Society, the Staff LGBTIQ+ Network, and the University LGBTIQ+ Staff Role Model Members.

In compliance with Principle 6 of the Concordat, the **HR Excellence in Research Award** (renewed in June 2018), the University will continue to be a fair employer and will promote diversity, equality and inclusion in all aspects of recruitment and career management of researchers.

#### **5.6 Wellbeing and the Healthy Working Lives accreditation**

The University continues to work with internal stakeholders and external bodies to monitor and enhance the wellbeing and engagement offering to University staff. The University's approach to this work is based on the philosophy that healthy and engaged staff are likely to be happier, more motivated, and more fulfilled; the evidence also suggests, that such staff are also likely to stay with their employer longer, and deliver higher quality services and contributions. Specific initiatives and activities within the wellbeing and engagement workstream are driven by:

- The framework provided by the NHS Scotland Healthy Working Lives award which provides guidance on best-practice to employers and evaluates employers against set criteria;
- The wellbeing and engagement factors which are highly relevant to the University specifically as an organisation.

The annual staff wellbeing campaign calendar ensures that the wellbeing and engagement issues, which are of paramount importance to the organisation, and those required by the Healthy Working Lives Award, are addressed every year. The campaign calendar is generated by CAPOD with input from the University's Wellbeing & Engagement Group, comprised of staff who are professionally involved, or simply take an interest, in staff wellbeing. Service Units and Schools represented include HR, Occupational Health, the Sports Centre, Equality & Diversity, RBS, Estates, Corporate Communications, Transition, the Chaplaincy, the School of Medicine, Student Services and the Students Association.

Key wellbeing aims are:

- Promoting physical activity during the working week;
- Supporting positive behavioural change to combat sedentary behaviour;
- Promoting staff awareness of mental health issues and behaviours;
- Increasing participation in social and group activities;



- Improving engagement of staff groups with lower levels of participation, specifically men and academic/research staff

A major wellbeing and engagement milestone was achieved in 2018, with the University building on its Bronze and Silver Healthy Working Lives Awards to achieve the Gold Award. At Gold level, institutions must not only maintain the provision of policies and activities which meet the Bronze and Silver level awards, but also switch from retrospectively assessing wellbeing, health and safety frameworks, policies, procedures and activities, to developing a forward-looking plan for the next 3 years.

In order to attain Gold, organisations must have a working group (the University's Wellbeing & Engagement Group), which must have a wellbeing strategy (signed off by the Vice-Principal for Governance in January 2018), must benchmark its performance in this area both internally and externally, and must define which wellbeing criteria the organisation will focus on to address health inequalities within the organisation. The University's initial Gold period will run until 2021, when we will be re-assessed.

### 5.7 Staff Diversity Networks

The University promotes and supports the running of staff networks specifically focused on supporting and enhancing diversity across the institution. The purposes of these networks are to:

- Provide a confidential forum to share knowledge and good practice through networking;
- Provide effective solutions in policy/planning development;
- Increase the positive profile of the diversity the network represents.

Staff diversity networks
Aurora Women's Network
Early Career Women's Network
Staff BAME Network
Staff Beyond belief: discussing spirituality group
Staff Carers & Parents Network
Staff LGBTIQ+ Network
Women in Science St Andrews (WISSA)
Senior Women in St Andrews (SWISTA)

### 5.8 British Sign Language Act Scotland (2015)

Following consultation with Deaf Action and Advance HE, the final version of the University's BSL Plan (2018-2024) was published online in October 2018 in compliance with the BSL Act Scotland (2015). The document outlines our commitment to adhere to the legislative requirements, with a progress report to be published by October 2021. The document can be found in both BSL and English (pdf) format:

- BSL format: <https://vimeo.com/301813614>
- English format: <https://www.st-andrews.ac.uk/media/human-resources/equality-and-diversity/disability/BSL-Plan-2018-Final.pdf>

### 5.9 External/internal leadership programmes to tackle under-representation at senior levels

The 'Elizabeth Garrett Mentoring Programme' for senior academic women was launched in October 2017, personally sponsored by the Principal, and facilitated by CAPOD, came into

operation in January 2018. The following table provides figures representing the total number of participants per year.

<b>Elizabeth Garrett Mentoring Programme Participants by Cycle</b>	
2017-18 Mentors	29
2017-18 Mentees	35
2018-19 Mentors	16
2018-19 Mentees	14
<b>Total Mentors</b>	<b>45</b>
<b>Total Mentees</b>	<b>49</b>

The University has financially supported the attendance of staff on the following external programmes delivered by the Leadership Foundation in HE (part of Advance HE) coordinated by ED&I, and with mentoring facilitated by CAPOD:

- **Aurora programme** – in 2017/18 (24 staff: Professional Services, 22 Academics), and in 2018/19 (23 staff: 10 Professional Services, 13 Academics).
- **BAME Diversifying Leadership programme** – a BAME staff member has been supported each year since 2016/17.

## 6 Equality and Diversity Data

### 6.1 Information on protected characteristics of employees and students

Robust equality data are important to underpin our compliance with the General Duty, not only to help understand the needs and experiences of individuals with protected characteristics, but also to monitor the efficacy of actions. All available **staff data is provided in Annex B**. Although not a legal publishing requirement, the available **data on the student population has also been provided in Annex D**, reflecting good equality monitoring practice advocated by external equality organisations (Advance HE, EHRC, and the SFC).

### 6.2 Diversity of Court

The University recognises that the effectiveness of governing bodies has been lessened in the past by constituencies that do not reflect or represent the presence of women in society, or indeed within the institutions that they serve. The University strongly supports the recent Gender Representation on Public Boards (Scotland) Act 2018 legislation, requiring a public board, such as the University Court, to have 50% of non-executive members who are women. The University is also committed to increasing the involvement of other underrepresented groups and reduce barriers to their participation.

As of 31 March 2019, three of the eight co-opted members of the University's Court are women. Two of the most senior positions in the University – the Senior Governor, and the Principal and Vice-Chancellor – are filled by women. The gender breakdown of Court as of 31 March 2019 is shown in the table below sourced from the Court Office.

Composition of Court as at 19 March 2019		
Post	Women	Men
Rector	0	1
Independent Co-opted members	3	5
Nominated lay Assessors	0	1
Elected General Council Assessors	0	2
Elected Staff Assessors	4	1
Student representatives	3	0
Principal and Deputy Principal	2	0
<b>Total</b>	<b>12 (55%)</b>	<b>10 (45%)</b>

Although, ultimately, we cannot restrict the choice of electorates or external bodies, efforts are focusing on broadening the diversity of candidates for elected posts. These include incorporating statements specifically encouraging applications from women and other underrepresented groups; and providing both women and men as contacts for potential applicants in supporting material.

Gender balance is also taken into consideration in the leadership of Court committees – As of 1 April 2019, two of the four main Committees reporting to Court (Audit & Risk and PARC) are chaired by women.

### 6.3 Diversity of the Principal's Office

The Principal's Office is made up of the senior management of the University who hold responsibility for specific areas of the University, such as teaching, research or meeting business needs. The Principal's Office serves the Principal and other key officials of the University. As at 1 April 2019, the profile of the Principal's Office was gender balanced.

Public viewing webpage: <https://www.st-andrews.ac.uk/about/governance/principals-office/>

### 6.4 Gender Pay Gap, Equal Pay and Occupational Segregation

The **Gender Pay Gap data and information is published in Annex D**. The University's Statement on Equal Pay and Occupational Segregation can be found at: <https://www.st-andrews.ac.uk/staff/policy/hr/equalpaystatement/>

In September 2018, a new Gender Pay Gap Working Group was established to support and enhance the University's ongoing activities in tackling the gender pay gap and related issues. A gender-mixed membership consist of the Vice-Principal for Governance; Assistant Vice-Principal for Diversity; Director of Human Resources; Head of E&D; Trades Union representatives from UCU, Unison and Unite; and one academic and one professional services staff representative. In addition to the analysis of data, the group examines external guidance for good practice, such as the EHRC 'Closing the Gender Pay Gap' publication (December 2018).

### 6.5 Procurement

The University's 2016 Procurement Strategy and Action Plan sets out, as a key priority, our commitment to: embedding sound ethical, social and environmental policies within the

University's procurement function; complying with relevant legislation in the performance of the Sustainable Procurement Duty; and our reporting plans in relation to these commitments. Full details of this strategy and action plan can be found at:

<https://www.st-andrews.ac.uk/media/procurement/procurement-strategy.pdf>

**6.6** The 'Procurement – Guide to Contract Management (Post Award)' was published in October 2017 (<https://www.st-andrews.ac.uk/media/restricted/procurement/intranet/contract-management.pdf>). Online training staff completions of diversity modules are monitored by the Director of Procurement.

## **7. Accessibility**

The University provides information in different styles and applications upon request, by taking advice from the University's Alternative Format Suite. This publication, together with its annexes, is available in accessible formats from: [diversity@st-andrews.ac.uk](mailto:diversity@st-andrews.ac.uk).

## Annex A: Equality Outcomes Scheme Action Plan (April 2017 – 2021): Interim version

Reviewed: 2 April 2019

**Purpose of document:** To provide an interim progress of completed actions against the 119 listed across the University of St Andrews, from 30 April 2017 to date, relating to compliance with legislative equalities duties, in order to sustain a fair studying; visiting; and working environment.

**Update:** 61 (51%) actions have been completed at the half-way stage of delivering the plan.




University Equality Outcome	Mapping to the Scottish Funding Council (SFC) Outcome Agreement Guidance 2017-20	Mapping to Equality & Human Rights Commission (EHRC) guidance
<b>1. Making a University that is accessible, and is recognised as encouraging diversity and the appreciation of it in our staff, students and suppliers.</b>	Priority 1 Priority 5 Section 43	<ul style="list-style-type: none"> <li>Equality Act 2010 Technical Guidance on F/HE (2014).</li> <li>What equality law means for advertisers and publishers (2016).</li> <li>Equality Act 2010 Employment Statutory Code of Practice (2011).</li> </ul>
<b>2. Creating a studying, visiting and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.</b>	Priority 3 Priority 5	<ul style="list-style-type: none"> <li>Good equality practice for employers: equality policies, equality training and monitoring (2014).</li> <li>Religion or belief: a guide to the law (2016).</li> <li>Equality Act 2010 Employment Statutory Code of Practice (2011).</li> <li>Equality Act 2010 Technical Guidance on F/HE (2014).</li> <li>Equality Act 2010 Services, Public functions and Associations: Statutory Code of Practice (2011).</li> </ul>
<b>3. Designing systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.</b>	Priority 2 Priority 5	<ul style="list-style-type: none"> <li>Equal pay Statutory Code of Practice (2011).</li> <li>Equality Act 2010 Technical Guidance on F/HE (2014).</li> </ul>
<b>4. Securing greater diversity in governance, management and leadership.</b>	Priority 5	<ul style="list-style-type: none"> <li>Board diversity and the Public Sector Equality Duty: a guide for public authorities in Scotland (2016).</li> <li>How to improve board diversity: a six step guide to good practice (2016).</li> <li>Fair financial decisions in F/HE for decision-makers (2015).</li> <li>Making fair financial decisions A guide for decision-makers in Scottish public authorities (2015).</li> </ul>

*“An equality outcome is a result which an authority aims to achieve in order to further one or more of the three needs of the general equality duty, to eliminate discrimination, advance equality of opportunity and foster good relations. By focusing on outcomes rather than objectives, this specific duty aims to achieve practical improvements for those who experience discrimination and disadvantage.” – EHRC Scotland (2015)*

**Action Plan Headings Key:**

<b>No.</b>	Action number
<b>Target Audience</b>	Staff, Students, Contractors, Visitors
<b>Equality Actions</b>	List of actions to occur in order to result in an equality outcome
<b>How action will be achieved? Involvement and external stakeholders</b>	Sub-actions and involvement within the University and liaison with external organisations
<b>Protected Characteristic</b>	Age = Age Dis = Disability GR = Gender Reassignment M&C = Marriage & Civil Partnership Mat = Pregnancy, Maternity, Paternity Rac = Race (Ethnicity, Nationality) RoB = Religion or Belief Sex = Sex/Gender SO = Sexual Orientation
<b>Public Sector Equality Duty alignment</b>	Alignment to the Public Sector Equality Duty (2011) – General Duty to: 1. Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act 2. Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups 3. Advance equality of opportunity between people from different groups
<b>Timescale</b>	Actions listed from May 2017 to April 2021



**Equality Outcome 1: Making the University that is accessible, and is recognised as encouraging diversity and the appreciation of it in our staff, students and suppliers.**





No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
<b>Action theme: Positive Action &amp; Outreach</b>							
<b>1.1 Annually</b>	Staff, Students	Undertake outreach initiatives to attract more BME applicants. Currently there are 5.7% BME staff and 8.7% UK BME students at the University.	<p>a) Publish adverts in BME media. <b>Complete:</b> Sourced outlets which the ECU advertises in to reach out to BME communities. University Equality Statement uploaded onto Black History Month website (2017-2019): <a href="http://www.blackhistorymonth.org.uk/article/profile/section/he-careers/university-st-andrews/">www.blackhistorymonth.org.uk/article/profile/section/he-careers/university-st-andrews/</a>. Promoted the University as a diversity employer and place of study in the UK wide distributed 'Diversity Digest Magazine' (Sep 2017) and in the 'Windrush Magazine' (May 2018).</p>	Rac, RoB	Foster good relations, Advance equality	Aug 2017-Apr 2021	
			<p>b) Welcoming applications through promoting the University vacancies webpage at large-scale BME cultural or religious events. <b>Complete:</b> Promoted the University as a diversity employer and place of study at the Edinburgh Mela, Scottish Diwali Edinburgh event, and the Glasgow Mela.</p> <p>c) Sign-posting in adverts to staff BME contacts.</p> <p>ED&amp;I, HR Recruitment, Admissions, Academic Schools</p>				











1.3	Staff	Investigate posts and process where the implementation of Positive Action could occur to recruit applicants whose gender or ethnicity is under-represented.	<ul style="list-style-type: none"> <li>Where there is a tie-break situation based on skills, qualifications and experience, the under-represented protected characteristic is chosen (advice from EHRC).</li> </ul> <p>ED&amp;I, HR Recruitment</p>	Rac, Sex	Eliminate discrimination, Advance equality	TBC	
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
1.4	Students	Comply with the SFC Gender Action Plan (Scottish domiciled students to have no greater than 75/25 gender proportion).	<ul style="list-style-type: none"> <li>Create actions and submit plan to the SFC utilising guidance from ECU and Equate Scotland.</li> </ul> <p><b>Complete:</b> SFC Gender Action Plan report published online: 31 Jul 2017 <a href="https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/">https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/</a></p> <p>ED&amp;I/Athena SWAN Committee Chair, Admissions, Planning Team</p>	Sex	Advance equality	Jul 2017	✓
1.5	Staff	Include statement in job adverts particularly welcoming applications from the under-represented sex.	<ul style="list-style-type: none"> <li>Statement to be visible in adverts where posts are under-represented.</li> </ul> <p><b>Complete:</b> Implemented and mainstreamed for posts (May 2017).</p> <p>HR Recruitment</p>	Sex	Advance equality	May 2017 - Apr 2021	✓
1.6	Staff	Implement no single-sex short-lists for targeted vacancies.	<p>a) Establish posts for implementation.</p> <p><b>Complete:</b> Implemented and mainstreamed for Academic posts as the targeted vacancies agreed by the University (Feb 2018).</p> <p>b) Gather good HE sector practice.</p>	Sex	Advance equality	Jun 2017 - Apr 2021	✓

			<p><b>Complete:</b> Following liaison with diversity agencies such as Athena SWAN, it was found that it is rare for UK universities to adopt no single-sex shortlist approach.</p> <p>HR Recruitment, ED&amp;I</p>				
<b>Action theme: Recruitment</b>							
1.7	Staff	Recruitment of staff through practices and policies that support equality.	<ul style="list-style-type: none"> <li>Completion of the 'Online Recruitment Training Module': <a href="http://www.st-andrews.ac.uk/hr/edi/inclusiverec/">www.st-andrews.ac.uk/hr/edi/inclusiverec/</a> <b>Complete:</b> Implemented and mainstreamed (Oct 2017).</li> </ul> <p>All staff involved in short-listing, interview and offering posts.</p>	All	Eliminate discrimination, Advance equality	Jun 2017- Apr 2021	
<b>1.8</b> <b>Annually</b>	Students	Recruitment of students through practices and policies that support equality.	<ul style="list-style-type: none"> <li>Completion of the 'Online Unconscious Bias Training Module' which covers areas of understanding bias in student selection. <b>Complete:</b> Recruitment is coordinated centrally by Admissions. Staff have been completing the Unconscious Bias module since Jun 2017. Completions data is provided to the Director for monitoring (from Jan 2019).</li> </ul> <p>Admissions, Student Recruitment and Schools involved in student selection, Registry involved in scholarship-related activities, ED&amp;I</p>	All	Eliminate discrimination, Advance equality	Jun 2017 - Apr 2021	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
1.9 Annually	Staff	Refresh institutional guidance on recruitment procedures.	<ul style="list-style-type: none"> <li>Conduct annual review of the online HR Inclusive Recruitment Guide.</li> </ul> <p>ED&amp;I, HR Recruitment</p>	All	Eliminate discrimination, Advance equality	Oct 2019 - Oct 2021	
1.10	Staff, Students	Adjustments for application and interview are provided to applicants on the grounds of their disability.	<p>a) Individuals who have requested a reasonable adjustment are liaised with to ensure adjustment is specific to their needs. <b>Complete:</b> Staff and students requesting adjustments disclosed before an interview are adhered to as a matter of practice (advice provided by ED&amp;I, HR, and Student Services).</p> <p>b) Take into account new BSL Scotland guidance.</p> <p>c) Ensure that all online application processes are fully accessible. <b>Complete:</b> The staff vacancies webpage for both internal and external candidates (<a href="https://www.vacancies.st-andrews.ac.uk/welcome.aspx">https://www.vacancies.st-andrews.ac.uk/welcome.aspx</a>) is compliant with the Web Accessibility Initiative (<a href="https://www.w3.org/WAI/">https://www.w3.org/WAI/</a>).</p> <p>ED&amp;I, HR Recruitment, Admissions, Student Services, Registry (timetabling)</p>	Dis	Eliminate discrimination, Advance equality	May 2017 - Apr 2021	 
1.11 Annually	Staff	Ensure new staff complete the Online Diversity in the Workplace Training Module.	<ul style="list-style-type: none"> <li>Method of completing training as part of staff induction pack for new starts. <b>Complete:</b> Online Diversity in the Workplace Training Module is promoted to all new staff by HR</li> </ul>	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021	

			and further advised for completing by ED&I within the CAPOD Monthly Staff Induction (since May 2017). Completion reports are provided to the ECG for monitoring (from Jan 2019).  HR Recruitment, ED&I				
1.12	Students	Ensure students arriving at the University feel welcome, whatever their background.	a) Continue to coordinate admission and orientation processes through collaboration between core professional services and academic schools. b) Review arrangements for matriculation and advising to be as accessible and inclusive as possible. c) Provide dedicated private spaces for handing out British Residency Permit cards.  Registry, Admissions, Student Services	All	Eliminate discrimination, Foster good relations, Advance equality	Apr 2021	
<b>No.</b>	<b>Target Audience</b>	<b>Equality Actions</b>	<b>How action will be achieved? Internal involvement and external stakeholders</b>	<b>Protected Characteristic</b>	<b>Public Sector Equality Duty alignment</b>	<b>Timescale</b>	
<b>Action theme: Process and monitoring</b>							
1.13	Staff	Ensure staff can update their diversity data within the first month of commencing employment with the University.	a) Promote weblink to HR Self Service Equality Monitoring for staff. <b>Complete:</b> Implemented and mainstreamed by HR Recruitment via email to new starts (May 2017). b) Identify methods to encourage self-reporting.  HR Recruitment, ED&I	All	Eliminate discrimination, Advance equality	May 2017 - Apr 2021	

1.14	Staff, Students	Ensure up to date staff/student data are available online for signposting external equality agencies, FOI enquiries and utilising in EIAs.	<ul style="list-style-type: none"> <li>Bi-annually publish online staff and undergrad/postgrad student data aligned to HESA data requirements online for staff/student enquiries. <b>Complete:</b> Equality Monitoring Data for staff/students is published online within the Equality Mainstreaming Report (Apr 2017) and for future reports (Apr 2019, Apr 2021 etc): <a href="http://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports">www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports</a></li> </ul> <p>ED&amp;I, Planning Team, Students' Association</p>	All	Foster good relations, Advance equality	May 2017 - Apr 2021	
1.15	Contractors	Ensure that contractors working on University campus adhere to the University Equality Policy.	<p>a) University's Procurement Strategy and Action Plan 2016 details requirement to ensure suppliers are treated equally and without discrimination. <b>Complete:</b> The Procurement Strategy &amp; Action Plan 2016 was published online (<a href="https://www.st-andrews.ac.uk/media/procurement/procurement-strategy.pdf">https://www.st-andrews.ac.uk/media/procurement/procurement-strategy.pdf</a>) stating the following mandatory requirements (page 7): 'Ensure procurements treat suppliers equally and without discrimination' and 'The University will conduct all regulated procurements in compliance with EU Treaty Principles of equal treatment, non-discrimination, transparency, proportionality and mutual recognition.'</p> <p>b) Equality Statement embedded as Appendix 6 in the University Sustainable &amp; Ethical Procurement Policy.</p>	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021	 

			<p><b>Complete:</b> The 'Sustainable and Ethical Procurement Policy' (renewed Jun 2018) instructs contractors on page 14 to adhere to the University's ED&amp;I Policy to ensure the fair treatment of staff (including other contractors), students and visitors on University premises in line with the Equality Act (2010), and the Equality Statement is stated on page 19.</p> <p>c) Develop clear guidelines and training for staff involved in procurement and contract management.</p> <p><b>Complete:</b> The 'Procurement – Guide to Contract Management (Post Award)' was published in Oct 2017 (<a href="https://www.st-andrews.ac.uk/media/restricted/procurement/intranet/contract-management.pdf">https://www.st-andrews.ac.uk/media/restricted/procurement/intranet/contract-management.pdf</a>). Diversity online training module staff completions are monitored by the Director.</p> <p>d) SMEs contact the ED&amp;I for advice on equality policies.</p> <p>Director of Procurement, ED&amp;I</p>					
--	--	--	---	--	--	--	--	---


**Equality Outcome 2: Creating a studying, visiting and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.**

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
<b>Action theme: Policies, guidance and provision – content and visibility</b>							
2.1	Staff (Academic schools)	Ensure core meetings are held within inclusive hours of work.	<ul style="list-style-type: none"> <li>Implement guidelines for a University Standard. <b>Complete:</b> 'Policy: Core Meeting Hours in Schools' published on HR Policies webpage (Aug 2017).</li> </ul> <p>Master and Deputy Principal</p>	All	Advance equality	Aug 2017	✓
2.2	Staff, Students, Contractors, Visitors	Promote the updated version of the University Equality Statement and Equality, Diversity & Inclusion Policy.	<p>a) Training and awareness (Staff Induction, Students' Association Sabbatical Induction, Diversity for Managers, unit specific Diversity, Dignity &amp; Respect sessions, online training modules on Diversity in the Workplace, Recruitment Student Diversity, Unconscious Bias). <b>Complete:</b> The Equality Policy is signposted and discussed in the sessions and through online modules.</p> <p>b) Online publishing and signposting (Equality Policy webpage, New Staff Starter Pack, School Equality &amp; Athena SWAN webpages, Inclusive Curriculum Toolkit, Inclusive Recruitment Guide). <b>Complete:</b> The Equality Policy is signposted throughout.</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Jun 2017 - Apr 2021	<div>✓</div> <div>✓</div> <div>✓</div>



			<p>c) Underpinning policies (Sustainable &amp; Ethnical Procurement Policy, REF Code of Practice, Staff/ Student specific policies). <b>Complete:</b> The Equality Policy is signposted throughout.</p> <p>d) Align Students' Association policy with the University's.</p> <p>ED&amp;I, HR Recruitment, Director of HR, Director of Student Services, Students' Association, CAPOD, RBS, Estates, Research Policy Office, Proctor's Office, Trades Union Consultative Committee, Principal's Office, Remuneration &amp; HR Committee, ED&amp;I/Athena SWAN Committee Chair</p>				
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
2.3	Staff, Students	Review Policy and Guidance on Trans Staff and Students as a sub-document under the overarching Equality Policy.	<ul style="list-style-type: none"> <li>Ensure policy is reflective of changing legislation and sector practice in line with external agencies through an EIA.</li> </ul> <p>ED&amp;I, Student Services, Students' Association SRC for Equal Opportunities, Trades Union Consultative Committee, ED&amp;I/Athena SWAN Committee, LGBT Youth Scotland, Stonewall Scotland</p>	GR	Eliminate discrimination, Foster good relations, Advance equality	Jun 2019	
2.4	Staff, Students	Create Religion or Belief Guidance as a sub-document under the overarching Equality Policy.	<ul style="list-style-type: none"> <li>Ensure guidance is reflective of changing legislation and sector practice in line with external agencies through an EIA.</li> </ul> <p>ED&amp;I, Student Services, Chaplaincy, Students' Association SRC for Equal Opportunities, Trades</p>	RoB	Eliminate discrimination, Foster good relations, Advance equality	Jun 2019	



			Union Consultative Committee, ED&I/Athena SWAN Committee Chair, Interfaith Scotland				
2.5	Staff, Students	Create Disability Guidance as a sub-document under the overarching Equality Policy, guiding staff on adjustments.	<p>Ensure guidance is reflective of changing legislation and sector practice in line with external agencies through an EIA.</p> <p>a) Staff policy b) Student policy</p> <p>ED&amp;I, Trades Union Consultative Committee, ED&amp;I/Athena SWAN Committee Chair, Student Services, Disabilities Fife, Scottish Government disabilities agencies</p>	Dis	Eliminate discrimination, Foster good relations, Advance equality	Jun 2019	
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
2.6	Staff, Students, Visitors	Ensure that the working, studying and visiting environments are free from bullying or harassment.	<ul style="list-style-type: none"> <li>Conduct an EIA to review Harassment &amp; Bullying at Work and Study Policy to be inclusive of updated equalities terminology and good practice with feedback from the University. <b>Complete:</b> New Dignity &amp; Respect at Work Policy published on HR Policies webpage, and Student Harassment Policy on Student Services webpage (Mar 2018).</li> </ul> <p>ED&amp;I, HR Business Partners, Director of HR, Student Services, Trades Union Consultative Committee</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Mar 2018	✓
2.7	Staff	Better support staff with caring responsibilities who require to travel to key seminars.	<ul style="list-style-type: none"> <li>Investigate increasing the Caring Fund allowance. <b>Complete:</b></li> </ul>	Age, Dis, Mat	Advance equality	Aug 2017	✓

			<p>Carers Fund reviewed. Limit of £500 per application twice a year changes to £1000 annual allowance (Aug 2017).</p> <p>ED&amp;I, HR Business Partners, Director of HR</p>				
<b>2.8 Annually</b>	Staff, Students, Visitors	Annually review and raise further awareness of the online Event and Meeting Inclusion Guide.	<ul style="list-style-type: none"> <li>Promote the guidance to event and meeting organisers.</li> </ul> <p>ED&amp;I</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Nov 2019 then annually to Dec 2020	
2.9	Staff	Provide female specific support on external/internal leadership programmes due to under-representation at senior levels.	<ul style="list-style-type: none"> <li>Investigate specific leadership programmes to be facilitated in-house (for women). <b>Complete:</b> University Elizabeth Garret Mentoring Scheme launched <a href="http://www.st-andrews.ac.uk/staff/ppd/elizabethgarretmentoring">www.st-andrews.ac.uk/staff/ppd/elizabethgarretmentoring</a> (Oct 2017). Aurora programme supported: 2018/19 = 23 staff (10 Professional Services, 13 Academics) 2017/18 = 24 staff (2 Professional Services, 22 Academics)</li> </ul> <p>ED&amp;I, CAPOD, ED&amp;I/Athena SWAN Committee Chair</p>	Sex	Advance equality	2017-19	
<b>2.10 Annually</b>	Staff	Promote diversity in the CAPOD Cross-Institutional Mentoring Scheme.	<ul style="list-style-type: none"> <li>Monitor the disability, gender and racial diversity of mentors and mentees in the CAPOD Cross-Institutional Mentoring Scheme and promote participation from under-represented groups.</li> </ul> <p>ED&amp;I, CAPOD</p>	Dis, Rac, Sex	Advance equality	Jun 2019 then annually to 2021	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
<b>Action theme: Awareness and Training</b>							
2.11	Staff, Students, Contractors	Update the suite of online Equality Briefings acting as basic forms of awareness.	a) Ensure briefings are reflective of changing legislation and sector practice in line with external agencies. b) Monitor uptake of training. c) Identify key groups of staff required to undertake certain training and monitor compliance through the annual review development process.  ED&I, FRAE Fife, LGBT Youth Scotland, Stonewall Scotland, ECU, EHRC, Scottish Government equalities agencies	All	Eliminate discrimination, Foster good relations, Advance equality	Nov 2019 – Nov 2020	
<b>2.12 Annually</b>	Staff	Annually review content, quality and compliance of external e-learning equalities provision.	<ul style="list-style-type: none"> <li>Update modules on:               <ul style="list-style-type: none"> <li>Diversity in the Workplace</li> <li>Recruitment training</li> <li>Student Diversity</li> <li>Unconscious Bias training</li> </ul> </li> </ul> ED&I, HR Recruitment, CAPOD, Student Services	All	Eliminate discrimination, Foster good relations, Advance equality	Sep 2019 then annually	
2.13	Staff, Students	Support a second workshop on Embedding E&D into the Curriculum.	<ul style="list-style-type: none"> <li>Review training content for external delivery of Embedding E&amp;D into the Curriculum.</li> </ul> ED&I, Directors of Teaching, CAPOD Academic Developer, HEA	All	Eliminate discrimination, Foster good relations, Advance equality	2019/20 TBA	
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
2.14	Staff, Student provision	Support a second workshop of LGBT training.	a) Review training content for external delivery of an LGBT workshop for HR staff. <b>Complete:</b>	GR, SO	Eliminate discrimination, Foster	2018/19	✓

			<p>Stonewall training scheduled to be delivered (Jun 2019) to HR (HR Business Partners, Recruitment Team, Salaries &amp; Payroll) was reviewed (Apr 2019).</p> <p>b) Review training content for external delivery of an LGBT workshop for Student Services <b>Complete:</b> Stonewall training scheduled to be delivered to Student Services staff (Jun 2019) was reviewed (Apr 2019).</p> <p>ED&amp;I, Student Services, RBS, LGBT Youth Scotland, Students' Association</p>		good relations, Advance equality		
<b>Action theme: Accessibility of the physical environment</b>							
2.15	Staff, Students, Visitors	Review new build and existing provision.	<p>a) Review documentation in relation to capital project/refurbishment work programmes to ensure recognition of requirements for equality grouping/protected characteristic.</p> <p>b) Ensure that design programme, development project and engagement process with stakeholders/partners for Eden Campus and Town Centre hub developments meet requirements for each equality grouping/protected characteristic.</p> <p>ED&amp;I, RBS, Trades Union Consultative Committee, Estates, Student Services</p>	GR, Dis, Mat, RoB	Eliminate discrimination, Advance equality	TBA	
2.16	Staff, Students, Visitors	Improve physical accessibility of University Estate.	<p>a) Establish E&amp;D Physical Access group to identify physical access concerns, and agree programme of prioritised access development works. <b>Complete:</b></p>	GR, Dis, Mat, RoB	Eliminate discrimination, Advance equality	TBC	

			<p>The University Access Group was re-established to seek ways to improve access for those with disabilities (Oct 2018) with members: EHSS, Disability Advisers (Student Services), Timetabling Services Manager (Planning) and ED&amp;I.</p> <p>b) Review facilities that are gender neutral and accessible (including baby changing facilities).</p> <p>ED&amp;I</p>				
<b>2.17</b> <b>Annually</b>	Staff, Students, Visitors	Maintain and develop the University's Physical Access Guide.	<ul style="list-style-type: none"> <li>Conduct annual check with the online Physical Access Guide gaining feedback from staff/students and external agencies.</li> </ul> <p><b>Complete:</b> Student Services fund the provisions annually, and was checked to be up to date (May 2018).</p> <p>ED&amp;I, Student Services, Estates, Disabilities Fife, Access Able (formerly Disabled Go)</p>	Dis	Eliminate discrimination, Advance equality	May 2018 then annually to May 2020	✓
<b>No.</b>	<b>Target Audience</b>	<b>Equality Actions</b>	<b>How action will be achieved? Internal involvement and external stakeholders</b>	<b>Protected Characteristic</b>	<b>Public Sector Equality Duty alignment</b>	<b>Timescale</b>	✓
<b>Action theme: Accessibility of learning environment</b>							
2.18	Students	Investigate infrastructural and procedural means to enhance the accessibility of the learning environment	<ul style="list-style-type: none"> <li>Phased implementation of technology such as lecture capture.</li> </ul> <p>Proctor, Learning &amp; Teaching Committee, TISG</p>	Dis	Eliminate discrimination, Advance equality	TBA	
<b>Action theme: Accredited recognition</b>							
2.19	Staff, Students	Accreditation on being a recognised LGBTIQ+ employer,	<ul style="list-style-type: none"> <li>Complete submission action plan to retain the LGBT Charter.</li> </ul> <p><b>Complete:</b></p>	GR, SO	Foster good relations, Advance equality	Ongoing from Nov	✓

		HE provider and inclusive environment.	<p>LGBT Charter renewal awarded (30 Oct 2017), renewal by Oct 2021.</p> <p>ED&amp;I, Student Services, Students' Association, LGBT Youth Scotland</p>			2016 - Oct 2017																
2.20 Annually	Staff	Accreditation on being a recognised LGBTIQ+ employer.	<ul style="list-style-type: none"><li>Complete submission action plan under the Stonewall Workplace Equality Index (WEI). <b>Complete:</b> Awarded higher score and ranking from the Sep 2018 Stonewall Workplace Equality Index submission round:</li></ul> <table><tr><th>Submission</th><th>Score</th><th>Rank</th></tr><tr><td>Sep 2018</td><td>64.5</td><td>240 (out of 445)</td></tr><tr><td>Sep 2017</td><td>57</td><td>254 (out of 433)</td></tr><tr><td>Sep 2016</td><td>34</td><td>353 (out of 439)</td></tr><tr><td>Sep 2015</td><td>35</td><td>335 (out of 415)</td></tr></table> <p>ED&amp;I, Director of HR, V-P for Governance &amp; Planning, Stonewall Scotland</p>	Submission	Score	Rank	Sep 2018	64.5	240 (out of 445)	Sep 2017	57	254 (out of 433)	Sep 2016	34	353 (out of 439)	Sep 2015	35	335 (out of 415)	GR, SO	Foster good relations, Advance equality	Sep 2017 then annually to 2021	✓
Submission	Score	Rank																				
Sep 2018	64.5	240 (out of 445)																				
Sep 2017	57	254 (out of 433)																				
Sep 2016	34	353 (out of 439)																				
Sep 2015	35	335 (out of 415)																				
2.21	Staff	Apply to upgrade the Healthy Working Lives accreditation to Gold level.	<ul style="list-style-type: none"><li>Complete submission action plan for Healthy Working Lives Gold led by CAPOD and University Wellbeing Group. <b>Complete:</b> HWL Gold level achieved (Jun 2018).</li></ul> <p>ED&amp;I, HR Business Partners, Wellbeing Group, CAPOD, NHS Fife</p>	Age, Dis, Mat	Foster good relations, Advance equality	May 2018	✓															
2.22 Annually	Staff	Sustaining recognition as a carer inclusive employer.	<ul style="list-style-type: none"><li>Submit document retaining the Carer Positive Employer award. <b>Complete:</b></li></ul>	Age, Dis, Mat	Foster good relations, Advance equality	Oct 2017 then annually to 2021	✓															


			<p>Carer Positive Employer Award successfully renewed: Jul 2017 at Engaged level; Sep 2018 at the higher Established level.</p> <p>ED&amp;I, Director of HR, V-P for Governance &amp; Planning, Trades Union Consultative Committee, Carers Scotland</p>				
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
2.23	Staff, Students	Sustain recognition for advancing women (and men with caring responsibilities) in academia.	<ul style="list-style-type: none"> <li>Undertake tasks to gain the ECU Athena SWAN (and Institute of Physics Juno) Institutional and Departmental level accreditation for the Arts, Humanities, Social Sciences, Business and Law (AHSSBL) schools and the Science, Technology, Engineering, Mathematics and Medicine (STEMM) schools.</li> </ul> <p><b>Complete:</b>  Institution level: Athena SWAN Bronze renewal awarded (May 2018), renewal by Nov 2021.  School level as at Nov 2019:  Bronze = 7 Athena SWAN awards  Silver = 3 Athena SWAN awards</p> <p>ED&amp;I/Athena SWAN Committee Chair, ED&amp;I, Director of HR, Principal's Office, V-P for Governance &amp; Planning, Trades Union Consultative Committee, CAPOD, Planning Team, ECU, IoP</p>	GR, Mat, Sex	Eliminate discrimination, Foster good relations, Advance equality	On-going from 2011 - Apr 2021	✓
2.24	Students	Sustain recognition for supporting student carers.	<ul style="list-style-type: none"> <li>Submitting evidence as part of the Carers Trust Going Higher for Student Carers initiative.</li> </ul>	Age, Dis, Mat	Foster good relations, Advance equality	Oct 2019 - Mar 2020	


			ED&I, Admissions, Student Services, Students' Association				
2.25	Staff, Students	Adhere to the Scottish Race Equality Framework by supporting academic and professional/support services staff and students of different racial backgrounds.	<ul style="list-style-type: none"> <li>Work on the ECU Race Equality Charter initiatives (staff/student, data trend analysis, curriculum delivery/design, staff/student, focus groups and surveys, action planning).</li> </ul> <p>ED&amp;I, HR Recruitment, Chaplaincy, Student Services, Admissions, Planning Team, CAPOD, Proctor's Office, Trades Union Consultative Committee, ED&amp;I/Athena SWAN Committee Chair, ECU</p>	Rac, RoB	Eliminate discrimination, Foster good relations, Advance equality	Sep 2019	

**Equality Outcome 3: Designing of systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.**

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
<b>Action theme: Tackle residual equal pay issues</b>							
3.1	Staff	Create and maintain visible presence and signposting of diverse contacts/role models webpage utilising external practice.	<p>a) Create staff contacts for disabilities. b) Create staff contacts for ethnic minorities. c) Maintain LGBTIQ+ Staff Role Models webpage.</p> <p><b>Complete:</b> University LGBTIQ+ Staff Role Model Members lists 6 staff (3 professors and 3 lecturing staff) (Jan 2019).</p> <p>ED&amp;I, Trades Union Consultative Committee, ED&amp;I/Athena SWAN Committee Chair,</p>	Dis, GR, Rac, SO	Advance equality, Foster good relations	Feb-Dec 2019	✓



			National Association of Disabled Staff Networks, Stonewall, ECU Race Charter				
3.2	Staff	Publish Gender Pay Gap Information report.	<p>a) Conduct Gender Equal Pay audit with a report on gaps between female and male staff provided.</p> <p><b>Complete:</b> Gender Equal Pay audits are conducted for reporting to the Academic Council on an annual basis, and to the new Gender Pay Gap Working Group (launched Sep 2018), membership consists of: V-P for Governance &amp; Planning (chair), Trades Unions, Academic and Professional Services staff, Director of HR, Planning, ED&amp;I.</p> <p>ED&amp;I, HR Data, Director of HR, V-P for Governance &amp; Planning</p>	Sex	Eliminate discrimination, Advance equality	Apr 2019, 2021	
3.3	Staff	Publish Disability, Gender and Race Equal Pay Statement.	<p>a) Create staff data tables by occupational segregation.</p> <p>b) Create statements on segregation and commitment to equal pay.</p> <p>ED&amp;I, HR Data, Director of HR, V-P for Governance &amp; Planning</p>	Dis, Rac, Sex	Eliminate discrimination, Advance equality	Apr 2021	
3.4	Staff	Analyse Disability and Race pay gap trends.	<p>a) Conduct audits and report on findings to the Principal's Office.</p> <p>b) Investigate grades where there are unequal pay gaps.</p> <p>ED&amp;I, HR Data, Director of HR, V-P for Governance &amp; Planning</p>	Dis, Rac	Eliminate discrimination, Advance equality	TBC	

3.5	Staff	Investigate methods on closing any pay gap.	<ul style="list-style-type: none"> <li>Gather good practice from external guidance and the HE sector on proven methods closing any pay gap. <b>Complete:</b> Checked through the 20 'ideas for action' stipulated in the 'EHRC Closing the Gender Pay Gap Dec 2018 publication for V-P Governance &amp; Planning use.</li> </ul> <p>ED&amp;I, Director of HR, Close the Gap, ECU, EHRC, Equate Scotland</p>	Dis, Rac, Sex	Eliminate discrimination, Foster good relations, Advance equality	Sep 2018 - Oct 2020	
3.6	Staff	Ensure adherence to the Starting Salary Policy.	<ul style="list-style-type: none"> <li>Monitor observance of the policy. <b>Complete:</b> Implemented and mainstreamed by HR (May 2017).</li> </ul> <p>HR Recruitment, Director of HR, School/Unit managers</p>	All	Eliminate discrimination, Advance equality	May 2017 - Apr 2021	
3.7	Staff	Ensure managers involved in decisions about pay and benefits complete diversity training.	<ul style="list-style-type: none"> <li>Conduct check of training completions and contact non-completions to pass the Diversity training module.</li> </ul> <p>ED&amp;I, Director of HR</p>	All	Eliminate discrimination, Advance equality	Jun 2017 - Mar 2021	
3.8	Staff	Continue to pay at least the living wage.	<ul style="list-style-type: none"> <li>University pay structures continues to be aligned to the living wage levels. <b>Complete:</b> Implemented and mainstreamed by HR (May 2017).</li> </ul> <p>Director of HR, V-P for Governance &amp; Planning</p>	All	Advance equality	May 2017 - Apr 2021	



			<p>requested by email to check or update their Equality Monitoring Data via HR Self Service, to increase protected characteristic disclosure.</p> <p>b) Provide annual report at the end of a grading review cycle by disability, gender and race staff profile to the Workforce Planning Group (professional/support staff).</p> <p>ED&amp;I, Director of HR, Senior Role Analyst, Academic Promotions Committee, Workforce Planning Group</p>																												
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale																									
3.12 Annually	Staff	Facilitate engagement with staff to better understand the Academic Promotions process.	<ul style="list-style-type: none"><li>Conduct annual Academic Promotions awareness sessions with Q&amp;A for staff.</li></ul> <p><b>Complete:</b> Implemented and mainstreamed across schools upon invitation:</p> <table><tr><th>Date</th><th>School</th></tr><tr><td>19 Feb 2019</td><td>History</td></tr><tr><td>7 Feb 2019</td><td>Management</td></tr><tr><td>6 Feb 2019</td><td>English</td></tr><tr><td>31 Jan 2019</td><td>English Language Teaching</td></tr><tr><td>25 Jan 2019</td><td>Mathematics &amp; Statistics</td></tr><tr><td>25 Jan 2019</td><td>Modern Languages</td></tr><tr><td>25 Jan 2019</td><td>Classics</td></tr><tr><td>5 Dec 2018</td><td>Psychology &amp; Neuroscience</td></tr><tr><td>4 Dec 2018</td><td>Biology</td></tr><tr><td>3 Oct 2018</td><td>Art History</td></tr><tr><td>26 Jan 2018</td><td>Management</td></tr></table>	Date	School	19 Feb 2019	History	7 Feb 2019	Management	6 Feb 2019	English	31 Jan 2019	English Language Teaching	25 Jan 2019	Mathematics & Statistics	25 Jan 2019	Modern Languages	25 Jan 2019	Classics	5 Dec 2018	Psychology & Neuroscience	4 Dec 2018	Biology	3 Oct 2018	Art History	26 Jan 2018	Management	All	Advance equality	Mar 2018 then annually to Mar 2021	
Date	School																														
19 Feb 2019	History																														
7 Feb 2019	Management																														
6 Feb 2019	English																														
31 Jan 2019	English Language Teaching																														
25 Jan 2019	Mathematics & Statistics																														
25 Jan 2019	Modern Languages																														
25 Jan 2019	Classics																														
5 Dec 2018	Psychology & Neuroscience																														
4 Dec 2018	Biology																														
3 Oct 2018	Art History																														
26 Jan 2018	Management																														

			Director of HR, HR Business Partners, Master, Deans				
3.13	Staff	Ensure promotions procedures encourage applications from underrepresented groups	a) Monitor effect of 2017 promotions process. b) Provide support, guidance and mentoring for staff from underrepresented groups considering applying for promotion. c) Schools to form gender-balanced groups to consider which staff to support for promotion. d) Greater diversity on promotion panels – gender balanced wherever possible. e) Head of E&D to support HoS in developing action plans to address imbalances in promotion applications.  Director HR, Master, Head of E&D, HoSs	All	Advance Equality	TBC	
<b>Action theme: Research Excellence Framework (REF) 2021</b>							
3.14	Staff	Ensure that staff are selected fairly for the REF 2021 through the Code of Practice for REF2021.	a) Conduct an EIA to review the REF 2021 Code of Practice. b) Provide non-identifiable staff diversity data for REF reports. c) Ensure that staff involved in REF selection have completed diversity training and bespoke REF training sessions (building upon ECU materials). d) Retain the HR Excellence in Research award. <b>Complete:</b> Award retained in Jun 2018.	All	Eliminate discrimination, Foster good relations, Advance equality	2018/19-2020	




			ED&I, Director of HR, HR Business Partners, V-P for Research, Research Policy Office, CAPOD				
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
<b>Action theme: Monitoring student performance/outcome by protected characteristic</b>							
<b>3.15</b> <b>Annually</b>	Students	Diversity attainment data monitored at the Academic Monitoring Group.	<ul style="list-style-type: none"> <li>Attainment data created monitored by protected characteristic then presented annually at the Academic Monitoring Group.</li> </ul> <p><b>Complete:</b> Data by Gender provided (Jun 2017), received for Disability and Race (BME) and being analysed.</p> <p>Proctor's Office, Planning Team</p>	All	Advance equality	Oct 2017 then annually to Oct 2020	✓
3.16	Students	Gender performance to be analysed and addressed by each School as part of the Athena SWAN initiative.	<ul style="list-style-type: none"> <li>Degree classifications by gender monitored and investigated at school level.</li> </ul> <p><b>Complete:</b> Implemented and mainstreamed by schools as part of working on Athena SWAN (section 4.1 Student Data).</p> <p>Planning Team, School ED&amp;I/Athena SWAN Committee</p>	Sex	Advance equality	May 2017 - Apr 2021	✓
<b>3.17</b> <b>Annually</b>	Students	Undertake annual check for issues and sharing of good practice of support provided to disabled students.	<ul style="list-style-type: none"> <li>Take into account findings from relevant student surveys and liaison with school based Disability Coordinators.</li> </ul> <p><b>Complete:</b> Implemented annually, results arrived (May 2018).</p>	Dis	Eliminate discrimination, Advance equality	Jan 2018	✓


			ED&I, Student Services Disability Team				
3.18	Staff	Monitor student outcomes by available protected characteristic.	<ul style="list-style-type: none"> <li>Careers Service to monitor student outcomes by available protected characteristic.</li> </ul> <p>Director of Careers Service</p>	Dis, Rac, Sex	Advance equality	TBC	
3.19	Students	Continue to ensure equalities is taken account of in the curriculum.	<ul style="list-style-type: none"> <li>Ensure addressing equalities continues to be stated within the New Programme and Module Proposal Form.</li> </ul> <p><b>Complete:</b> Implemented and mainstreamed.</p> <p>ED&amp;I, Proctor's Office</p>	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021	✓
<b>No.</b>	<b>Target Audience</b>	<b>Equality Actions</b>	<b>How action will be achieved? Internal involvement and external stakeholders</b>	<b>Protected Characteristic</b>	<b>Public Sector Equality Duty alignment</b>	<b>Timescale</b>	✓
<b>Action theme: Working out the data we need to collect</b>							
3.20	Staff	Support the promotion of the main University Staff Survey.	<ul style="list-style-type: none"> <li>Target above 52.5% staff completion (survey participation rate in 2015).</li> </ul> <p><b>Complete:</b> There was a 57% response to the last survey, the highest since 2001. The next survey will be sent out in April/May 2019. Next survey date TBA.</p> <p>CAPOD</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Mar-Apr 2017, Mar-Apr 2019	✓
3.21	Staff	Ensure questions and demographic sections forming the University Staff Survey.	<ul style="list-style-type: none"> <li>Ensure University Staff Survey content is inclusive of equalities legal and good practice.</li> </ul> <p><b>Complete:</b></p>	All	Eliminate discrimination, Foster good relations, Advance equality	Mar-Apr 2017, Mar-Apr 2019	✓

			<p>Implemented and mainstreamed with ED&amp;I reviewing demographic information and survey questions.</p> <p>ED&amp;I, CAPOD</p>				
3.22	Staff	Benchmark Staff Survey satisfaction results to inform priorities for equality action/policy development.	<p>a) Compare 2017 results with 2015. <b>Complete:</b> The survey is benchmarked with some areas externally. Results for equality related questions are provided for future actions (May 2018).</p> <p>b) Compare 2019 results with 2017.</p> <p>ED&amp;I, Equality Compliance Group, Planning Team, CAPOD</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Nov 2017, Nov 2019	✓
3.23	Staff	<p>Establish a Gender, Diversity &amp; Inclusion Research Fund with applications being welcome from:</p> <ul style="list-style-type: none"> <li>○ Academic member of staff, whether research and education oriented, or purely education focussed.</li> <li>○ Appropriate professional services staff welcome as collaborators, provided there is an academic principal investigator.</li> <li>○ Projects can encompass (preparatory) work for REF oriented academic research or research on pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Submission deadlines: 15 Apr for decisions by 15 May, 15 Aug for decisions by 15 Sep. <b>Complete:</b> Applications received and reviewed by the University Athena SWAN Organisation &amp; Culture Group chaired by V-P for Governance.</li> </ul> <p>ED&amp;I/Athena SWAN Committee Chair, V-P for Research, Athena SWAN Organisation and Culture Committee</p>	Sex	Advance equality	May 2017, Aug - Sep 2017	✓




#### Equality Outcome 4: Securing greater diversity in governance, management and leadership.



No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
<b>Action theme: Management diversity profile</b>							
4.1	Staff, Students	Report on benchmarking on the diversity profile against comparable Scottish and UK-wide institutions with similar protected characteristic populations.	<ul style="list-style-type: none"> <li>Benchmark against the Russell Group universities and Scottish HEIs. <b>Complete:</b> Benchmark data analysed as mainstream activity through Institutional and School Athena SWAN data packs.</li> </ul> <p>ED&amp;I, V-P for Governance &amp; Planning, Remuneration &amp; HR Committee, Planning Team</p>	All	Advance equality	May 2017, Dec 2017 - Dec 2020	
4.2	Staff	Improve gender representation in senior and academic management structures.	<p>a) Aim to achieve better gender representation in balance in Heads of Schools, Service Unit Directors, Principal's Office and the professoriate.</p> <p>b) Succession planning to identify and nurture future potential.</p> <p>c) Develop mentoring programme for senior women. <b>Complete:</b> University Elizabeth Garret Mentoring Scheme launched <a href="http://www.st-andrews.ac.uk/staff/ppd/elizabethgarretmentoring">www.st-andrews.ac.uk/staff/ppd/elizabethgarretmentoring</a> (Oct 2017).</p> <p>Principal's Office, Director HR, CAPOD</p>	Sex	Advance equality	Ongoing	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale																															
Action theme: Commitment to CSC 40:40:20 target and increasing diversity on Court																																					
4.3	Staff	<p>Commitment to the CSC target of 40:40:20 gender balance amongst appointed non-executive members.</p> <p>Implement positive action to improve the diversity of the candidate pool for governing body posts.</p>	<p>a) Introduce a Diversity Code of Conduct for search firms to adopt when supporting recruitment efforts at all levels.</p> <p>b) Continue to advertise posts on Scottish Government Public Appointments websites.</p> <p>c) Advertise on external diversity websites.</p> <p>d) Continue to ensure staff involved in selection have completed training relating to reduce bias in recruitment.</p> <p>e) Continue to ensure adherence to the Equality Policy.</p> <p><i>Note: Current gender profile of court is 55% female and 45% male:</i></p> <table border="1"><thead><tr><th colspan="3">Composition of Court (19 Mar 2019)</th></tr><tr><th>Post</th><th>F</th><th>M</th></tr></thead><tbody><tr><td>Rector</td><td>0</td><td>1</td></tr><tr><td>Independent Co-opted members</td><td>3</td><td>5</td></tr><tr><td>Nominated lay Assessors</td><td>0</td><td>1</td></tr><tr><td>Elected General Council Assessors</td><td>0</td><td>2</td></tr><tr><td>Elected Staff Assessors</td><td>4</td><td>1</td></tr><tr><td>Student representatives</td><td>3</td><td>0</td></tr><tr><td>Principal and Deputy Principal</td><td>2</td><td>0</td></tr><tr><td><b>Total</b></td><td><b>12</b></td><td><b>10</b></td></tr></tbody></table> <p>ED&amp;I, V-P for Governance, Governance &amp; Nominations Committee</p>	Composition of Court (19 Mar 2019)			Post	F	M	Rector	0	1	Independent Co-opted members	3	5	Nominated lay Assessors	0	1	Elected General Council Assessors	0	2	Elected Staff Assessors	4	1	Student representatives	3	0	Principal and Deputy Principal	2	0	<b>Total</b>	<b>12</b>	<b>10</b>	All	Advance equality	Oct 2018 - Feb 2021	
Composition of Court (19 Mar 2019)																																					
Post	F	M																																			
Rector	0	1																																			
Independent Co-opted members	3	5																																			
Nominated lay Assessors	0	1																																			
Elected General Council Assessors	0	2																																			
Elected Staff Assessors	4	1																																			
Student representatives	3	0																																			
Principal and Deputy Principal	2	0																																			
<b>Total</b>	<b>12</b>	<b>10</b>																																			
4.4	Staff	Improve gender diversity in candidates for elected Court positions.	<ul style="list-style-type: none"><li>Encourage applications for elected Court positions from under-represented groups, in particular women.</li></ul>	Sex	Advance equality	May 2017 - Apr 2021																															

			V-P for Governance				
<b>Action theme: Governance training</b>							
4.5	Staff	Check that governing body members are aware of the responsibilities under the Equality Act (2010).	<ul style="list-style-type: none"> <li>Annually check that governing body members have completed diversity training.</li> </ul> ED&I, V-P for Governance, Court Office	All	Eliminate discrimination, Foster good relations, Advance equality	TBA	
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
4.6 Annually	Staff, Students	Student's Association President and Sabbatical Team are aware of the responsibilities under the Equality Act (2010).	a) Ensure Sabbatical Team complete the Online Student Diversity Training. <b>Complete:</b> Implemented and mainstreamed (Jul 2017).  b) Ensure the Sabbatical Team attend bespoke Diversity, Dignity & Respect training session mainstreamed as part of Sabbatical Induction. <b>Complete:</b> Implemented and mainstreamed (Jul 2017).  ED&I, Student's Association	All	Eliminate discrimination, Foster good relations, Advance equality	Jul 2017 then annually to Jul 2020	✓  ✓
<b>Action theme: Undertake Equality Impact Assessments (EIAs)</b>							
4.7 Annually	Staff, Students	Annually review the online EIA Toolkit	<ul style="list-style-type: none"> <li>Ensure EIA methodology and process is in line with Scottish Government policies.</li> </ul> ED&I, Director of HR	All	Eliminate discrimination, Foster good relations, Advance equality	May 2019 then annually	
4.8	Staff, Students	EIA's to underpin policy development.	<ul style="list-style-type: none"> <li>Mainstream the conducting of EIAs into the main service units on new policies, procedures and practices (including</li> </ul>	All	Eliminate discrimination, Foster	Nov 2018 - Apr 2021	✓


4.5	Staff	Check that governing body members are aware of the responsibilities under the Equality Act (2010).	<ul style="list-style-type: none"> <li>Annually check that governing body members have completed diversity training.</li> </ul> <p>ED&amp;I, V-P for Governance, Court Office</p>	All	Eliminate discrimination, Foster good relations, Advance equality	TBA	
-----	-------	--	---	-----	---	-----	--

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
-----	-----------------	------------------	---	--------------------------	---------------------------------------	-----------	---


4.6 Annually	Staff, Students	Student's Association President and Sabbatical Team are aware of the responsibilities under the Equality Act (2010).	a) Ensure Sabbatical Team complete the Online Student Diversity Training. <b>Complete:</b> Implemented and mainstreamed (Jul 2017).	All	Eliminate discrimination, Foster good relations, Advance equality	Jul 2017 then annually to Jul 2020	
			b) Ensure the Sabbatical Team attend bespoke Diversity, Dignity & Respect training session mainstreamed as part of Sabbatical Induction. <b>Complete:</b> Implemented and mainstreamed (Jul 2017).  ED&I, Student's Association				

**Action theme: Undertake Equality Impact Assessments (EIAs)**

<b>4.7 Annually</b>	Staff, Students	Annually review the online EIA Toolkit	<ul style="list-style-type: none"> <li>Ensure EIA methodology and process is in line with Scottish Government policies.</li> </ul> <p>ED&amp;I, Director of HR</p>	All	Eliminate discrimination, Foster good relations, Advance equality	May 2019 then annually	
---------------------	-----------------	--	--	-----	---	------------------------	--

4.8	Staff, Students	EIA's to underpin policy development.	<ul style="list-style-type: none"> <li>Mainstream the conducting of EIAs into the main service units on new policies, procedures and practices (including</li> </ul>	All	Eliminate discrimination, Foster	Nov 2018 - Apr 2021	
-----	--------------------	---------------------------------------	--	-----	----------------------------------	---------------------	---

			major service provision) and on major staff/student policies. <b>Complete:</b> Conducting of EIAs became part of the drafted Governance Policy Zone process (Dec 2018).  ED&I, V-P for Governance		good relations, Advance equality		
4.9	Staff, Students	Gather feedback on EIAs.	a) Continue to engage with the staff and student population through the EIA Online Feedback Form. <b>Complete:</b> Mainstreamed online via <a href="http://www.st-andrews.ac.uk/hr/edi/eia/engagement/">www.st-andrews.ac.uk/hr/edi/eia/engagement/</a> b) Continue to work in partnership with equality agencies and groups to gain feedback on EIAs.  ED&I	All	Eliminate discrimination, Foster good relations, Advance equality	Nov 2018 - Apr 2021	✓
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✓
<b>Action theme: Tracking Equality Outcomes progress</b>							
4.10	Staff	Engage Trades Unions in tracking the progression of Equality Outcomes.	<ul style="list-style-type: none"> <li>Progress of the Equality Outcomes Scheme Action Plan tracked as an agenda item at bi-monthly Trade Unions Joint Negotiating Committee meetings. <b>Complete:</b> Implemented and mainstreamed (Jun 2017).</li> </ul>	All	Eliminate discrimination, Foster good relations, Advance equality	Jun 2017 then bi-monthly to Apr 2021	✓

			ED&I, Director of HR, Chief Legal Officer, V-P for Governance & Planning, UCU, UNITE, UNISON				
4.11	Staff, Students	Ensure progression of the Equality Outcomes.	<ul style="list-style-type: none"> <li>Progress of the Equality Outcomes Scheme Action Plan tracked by the Equality Compliance Group.</li> </ul> <p><b>Complete:</b> Implemented and mainstreamed (Oct 2017).</p> <p>ED&amp;I, V-P for Governance</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Sep 2017 and Feb 2018 then repeated annually	

## University of St Andrews Equality Mainstreaming Report Annex B: Staff Equality Data

Robust staff and student equality data are important to underpin our compliance with the public sector equality duty – not only to help understand the needs and experiences of individuals with protected characteristics, but also to monitor the efficacy of actions.

All available data have been provided in tables, however the data sets need to be treated with caution due to people having the right to disclose or not disclose. There are also areas where numbers are very small, such as categories within sexual orientation, ethnicity, and religion or belief.

While data aggregation might be a solution in some cases, we continue to recognise that aggregation might not provide the full picture.

Where data has been redacted to protect individuals, this is indicated by \*.

Data are provided as at 1 December by Headcount and as a Percentage collated by HR and analysed by Planning.

### **Staff data by Grade and Age-band:**

The largest age-band for staff in 2018 was 35-44, in line with the previous two years. There has been a gradual increase in the proportion of staff aged 16-24, with the majority of this increase being attributable to growth in the number of staff 18-24 in apprenticeships and at Grade 1.

Conversely, the proportion of staff aged 65+ has gradually decreased over the three year period, with Grade 1 in particular seeing a clear decrease in the number of staff aged 65+.

**Table 1.1 Staff data by Grade and Age-band (headcount) as at 1 December:**

		Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	AOX <sup>1</sup>	Grand Total
2018	16 - 24	24	18	*	*	*	*	*	*	*	*	*	107
	25 - 34	*	45	*	*	*	*	*	82	*	*	*	578
	35 - 44	*	40	*	*	*	*	*	198	100	27	*	746
	45 - 54	*	66	*	*	*	*	*	125	114	98	*	731
	55 - 64	*	55	*	*	*	*	*	52	40	94	*	484
	65+	*	8	*	*	*	*	*	*	*	16	*	55
2017	16 - 24	23	13	*	*	*	*	*	*	*	*	*	98
	25 - 34	*	47	*	*	*	*	226	83	5	*	*	566
	35 - 44	*	36	*	*	*	*	174	189	100	28	*	719
	45 - 54	*	62	*	*	*	*	98	116	113	97	*	708
	55 - 64	*	56	*	*	*	*	53	51	40	94	*	479
	65+	*	9	*	*	*	*	*	*	*	18	*	55
2016	16 - 24	19	15	13	*	*	*	*	*	*	*	*	91
	25 - 34	*	47	24	*	*	*	223	88	*	*	15	590
	35 - 44	*	45	34	*	*	*	168	185	98	21	8	715
	45 - 54	*	56	40	*	*	*	93	119	101	98	*	679
	55 - 64	*	57	46	*	*	*	48	49	37	86	11	458
	65+	*	15	6	*	*	*	*	*	5	17	8	63

<sup>1</sup> The AOX grade represents individuals who are not paid in line with the University's pay and grading structure. This grade includes employees funded by Marie Curie or in receipt of a fellowship stipend rather than a salary or are not entitled to the annual cost of living increase due to grant funding stipulations.

**Table 1.2 Staff data by Grade and Age-band (percentage) as at 1 December:**

		Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	AOX	Grand Total
2018	16 - 24	100%	8%	*	*	*	*	*	*	*	*	*	4%
	25 - 34	*	19%	*	*	*	*	*	18%	*	*	*	21%
	35 - 44	*	17%	*	*	*	*	*	43%	38%	11%	*	28%
	45 - 54	*	28%	*	*	*	*	*	27%	44%	42%	*	27%
	55 - 64	*	24%	*	*	*	*	*	11%	15%	40%	*	18%
	65+	*	3%	*	*	*	*	*	*	*	7%	*	2%
2017	16 - 24	100%	6%	*	*	*	*	*	*	*	*	*	4%
	25 - 34	*	21%	*	*	*	*	41%	19%	2%	*	*	22%
	35 - 44	*	16%	*	*	*	*	31%	43%	38%	12%	*	27%
	45 - 54	*	28%	*	*	*	*	18%	26%	43%	41%	*	27%
	55 - 64	*	25%	*	*	*	*	10%	12%	15%	39%	*	18%
	65+	*	4%	*	*	*	*	*	*	*	8%	*	2%
2016	16 - 24	95%	6%	8%	*	*	*	*	*	*	*	*	4%
	25 - 34	*	20%	15%	*	*	*	42%	20%	*	*	32%	23%
	35 - 44	*	19%	21%	*	*	*	31%	42%	40%	9%	17%	28%
	45 - 54	*	24%	25%	*	*	*	17%	27%	41%	44%	*	26%
	55 - 64	*	24%	28%	*	*	*	9%	11%	15%	39%	23%	18%
	65+	*	6%	4%	*	*	*	*	*	2%	8%	17%	2%



### Staff data by Grade and Gender/Sex:

The overall proportion of staff by gender remains relatively even, with 51% of staff being female. However, the proportions of each gender when viewed by grade differ notably. Over three-quarters of staff at Grade 1 are female, whilst conversely, three quarters of staff at Grade 9 are male. This is one of the contributing factors to the gender pay gap. Grades 2 and 6 continue to be the most gender balanced over the three year period.

We have seen slow increases in the proportion of women at Grade 9 over the three year period, up from 23% in 2016, to 25% in 2018. A similar increase is observed in the proportion of women employed as Professors, increasing from 20% to 22% over the three year period.

**Table 2.1 Staff data by Grade and Gender (headcount) as at 1 December:**

		Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	AOX	Grand Total
2018	Female	*	179	83	177	128	154	284	186	105	59	*	1372
	Male	*	53	83	75	71	103	287	275	157	177	*	1329
2017	Female	*	172	80	169	112	152	276	179	107	58	*	1322
	Male	*	51	81	74	72	99	280	264	154	180	*	1303
2016	Female	*	185	79	169	111	154	265	178	98	50	*	1311
	Male	*	50	84	75	69	107	269	267	147	172	*	1285

**Table 2.2 Staff data by Grade and Gender (percentage) as at 1 December:**

		Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	AOX	Grand Total
2018	Female	*	77%	50%	70%	64%	60%	50%	40%	40%	25%	*	51%
	Male	*	23%	50%	30%	36%	40%	50%	60%	60%	75%	*	49%
2017	Female	*	77%	50%	70%	61%	61%	50%	40%	41%	24%	*	50%
	Male	*	23%	50%	30%	39%	39%	50%	60%	59%	76%	*	50%
2016	Female	*	79%	48%	69%	62%	59%	50%	40%	40%	23%	*	51%
	Male	*	21%	52%	31%	38%	41%	50%	60%	60%	77%	*	49%

**Table 2.3 Professorial Staff data by Gender (headcount and percentage) as at 1 December:**

		<b>Professor (Headcount)</b>	<b>Professor (%)</b>
2018	Female	49	22%
	Male	175	78%
2017	Female	47	21%
	Male	177	79%
2016	Female	42	20%
	Male	170	80%

**Table 2.4 Heads of Schools and Service Unit Directors Staff data by Gender (headcount and percentage) as at 1 December 2018:**

<b>Gender (Percentage)</b>	<b>Service Unit Directors</b>	<b>Head of Schools</b>	<b>Total</b>
Female	41.6%	15.0%	<b>29.5%</b>
Male	58.3%	85.0%	<b>70.5%</b>

**Staff data by Grade and collated Ethnicity:**

The University's 5.9% BME staff population is more than double the 2.4% Fife BME population (which includes University staff and students resident in Fife), and is higher than the 4% BME Scottish national percentage (data source: Scottish Census 2011).

The proportion of BME staff at St Andrews has increased over the three year period from 5.5% to 5.9%. Grade 6 has the highest proportion of BME staff at 11.9%, whilst Grade 8 has seen the largest increase in the % of BME staff, from 3.3% to 5.3%.

The proportion of BME professors has also increased slightly over the time period, but this only equates to one more BME professor in 2018, compared with 2016.

**Table 3.1 Staff data by Grade and Ethnicity (headcount) as at 1 December:**

		Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	AOX	Grand Total
2018	BME		11		5	*	13	68	37	14	6	*	160
	White	23	198	158	235	*	235	462	381	232	205	*	2345
	Information Refused / Not Known	1	23	8	12	*	9	41	43	16	25	*	196
2017	BME		9		*	*	12	62	34	13	6	*	145
	White	22	193	154	*	*	231	452	368	232	207	*	2289
	Information Refused / Not Known	1	21	7	*	*	8	42	41	16	25	*	191
2016	BME		9		*	7	11	63	37	8	5	5	149
	White	19	202	156	*	164	236	437	373	220	193	35	2263
	Information Refused / Not Known	1	24	7	*	9	14	34	35	17	24	7	184

**Table 3.2 Staff data by Grade and Ethnicity (percentage) as at 1 December:**

		Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	AOX	Grand Total
2018	BME	0.0%	4.7%	0.0%	2.0%	*	5.1%	11.9%	8.0%	5.3%	2.5%	*	5.9%
	White	95.8%	85.3%	95.2%	93.3%	*	91.4%	80.9%	82.6%	88.5%	86.9%	*	86.8%
	Information Refused / Not Known	4.2%	9.9%	4.8%	4.8%	*	3.5%	7.2%	9.3%	6.1%	10.6%	*	7.3%
2017	BME	0.0%	4.0%	0.0%	*	*	4.8%	11.2%	7.7%	5.0%	2.5%	*	5.5%
	White	95.7%	86.5%	95.7%	*	*	92.0%	81.3%	83.1%	88.9%	87.0%	*	87.2%
	Information Refused / Not Known	4.3%	9.4%	4.3%	*	*	3.2%	7.6%	9.3%	6.1%	10.5%	*	7.3%
2016	BME	0.0%	3.8%	0.0%	*	3.9%	4.2%	11.8%	8.3%	3.3%	2.3%	10.6%	5.7%
	White	95.0%	86.0%	95.7%	*	91.1%	90.4%	81.8%	83.8%	89.8%	86.9%	74.5%	87.2%
	Information Refused / Not Known	5.0%	10.2%	4.3%	*	5.0%	5.4%	6.4%	7.9%	6.9%	10.8%	14.9%	7.1%

**Table 3.4 Professorial Staff data by Ethnicity (headcount and percentage) as at 1 December:**

		Professor (Headcount)	Professor (%)
2018	BME	6	2.6%
	White	199	86.5%
	Information Refused / Not Known	25	10.9%
2017	BME	6	2.7%
	White	193	86.2%
	Information Refused / Not Known	25	11.2%
2016	BME	5	2.4%
	White	181	85.4%
	Information Refused / Not Known	26	12.3%

**Staff data by Grade and collated Nationality:**

Over a quarter of our staff have a non-UK nationality, with the largest non-UK countries represented being the United States, Germany, Italy, and Ireland. The highest proportions of non-UK staff are found at AOX (off-scale) and Grade 7, whilst the lowest proportions of non-UK staff are found in Grades 2 and 3.

**Table 4.1 Staff data by Nationality (headcount and percentage) as at 1 December 2018:**

	Headcount	Percentage
United Kingdom	2001	74.1%
United States	113	4.2%
Germany	90	3.3%
Italy	45	1.7%
Ireland	41	1.5%
Spain	34	1.3%
Poland	32	1.2%
France	25	0.9%
China	24	0.9%
India	23	0.9%
Canada	22	0.8%
Portugal	20	0.7%
Greece	20	0.7%
Netherlands	18	0.7%
Australia	17	0.6%
New Zealand	15	0.6%
Bulgaria	9	0.3%
Russia [Russian Federation]	8	0.3%
Turkey	7	0.3%
Estonia	7	0.3%
Czech Republic	6	0.2%
Romania	6	0.2%
Japan	5	0.2%
Other (less than 5 staff per country)	83	3.1%
Not Known	30	1.1%

**Table 4.2 Staff data by Nationality (headcount) as at 1 December 2018:**

	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	AOX	Grand Total
United Kingdom	24	197	150	231	182	222	346	271	175	183	20	2001
Non-UK		31	12	21	15	33	219	180	86	48	25	670
Not Known	*	*	*	*	*	*	*	*	*	*	*	30

**Table 4.3 Staff data by Nationality (percentage) as at 1 December 2018:**

	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	AOX	Grand Total
United Kingdom	100.0%	84.9%	90.4%	91.7%	91.5%	86.4%	60.6%	59.0%	66.8%	79.2%	41.7%	74.1%
Non-UK	0.0%	13.4%	7.2%	8.3%	7.5%	12.8%	38.4%	39.2%	32.8%	20.8%	52.1%	24.8%
Not Known	*	*	*	*	*	*	*	*	*	*	*	1.1%

#### Staff data by Religion:

**Table 5.1 Staff data by Religion (headcount and percentage) as at 1 December 2018:**

*(Note: Due to the sensitive data, staff grades have not been published.)*

Religion	Headcount	Percentage
Buddhist	11	0.4%
Christian	541	20.0%
Hindu	12	0.4%
Jewish	8	0.3%
Muslim	16	0.6%
Other Religion or Belief	35	1.3%
No Religion	825	30.5%
Prefer not to specify	266	9.8%
Not Known	987	36.5%

#### Staff data by Sexual Orientation:

**Table 6.1 Staff data by Sexual Orientation (headcount and percentage) as at 1 December 2018:**

*(Note: Due to the sensitive data, staff grades have not been published.)*

<b>Sexual Orientation</b>	<b>Headcount</b>	<b>Percentage</b>
Asexual	*	*
Bisexual	23	0.9%
Heterosexual	1335	49.4%
Gay man	39	1.4%
Gay woman/Lesbian	15	0.6%
Other	*	*
Prefer not to specify	302	11.2%
Not Known	984	36.4%

#### Staff data by Disability disclosed:

**Table 7.1 Staff data by Disability (headcount and percentage) as at 1 December 2018:**

*(Note: Due to the sensitive data, staff grades have not been published.)*

	<b>Headcount</b>	<b>Percentage</b>
Yes	66	2.4%
No	2555	94.6%
Not specified	80	3.0%

### Full-time & Part-time Equality Staff Data Analysis:

The majority of staff who work part-time are female. Part-time staff are also more likely to have declared a disability than full-time staff.

**Table 8.1 Staff data by Full-time and Part-time by Age-band (headcount) as at 1 December:**

		Full-time	Part-time	Grand Total
2018	16 - 24	28	79	107
	25 - 34	99	479	578
	35 - 44	170	576	746
	45 - 54	183	548	731
	55 - 64	148	336	484
	65+	38	17	55
2017	16 - 24	49	49	98
	25 - 34	409	157	566
	35 - 44	536	183	719
	45 - 54	488	220	708
	55 - 64	286	193	479
	65+	17	38	55
2016	16 - 24	53	38	91
	25 - 34	420	170	590
	35 - 44	521	194	715
	45 - 54	473	206	679
	55 - 64	281	177	458
	65+	20	43	63

**Table 8.2 Staff data by Full-time and Part-time by Disability (headcount) as at 1 December 2018:**

	Full-time		Part-time		Grand Total	
	Headcount	%	Headcount	%	Headcount	%
Yes	31	1.7%	27	3.0%	58	2.1%
No	1794	96.9%	865	95.4%	2659	96.4%
Not Specified	26	1.4%	15	1.7%	41	1.5%



**Table 8.3 Total Part-time Staff by Gender (headcount and percentage) as at 1 December:**

		Female		Male		Grand Total
		Headcount	%	Headcount	%	Headcount
2018	Apprentice	*	*	*	*	*
	Grade 1	164	78.8%	44	21.2%	208
	Grade 2	62	72.1%	24	27.9%	86
	Grade 3	72	92.3%	6	7.7%	78
	Grade 4	*	*	*	*	*
	Grade 5	33	75.0%	11	25.0%	44
	Grade 6	61	66.3%	31	33.7%	92
	Grade 7	19	61.3%	12	38.7%	31
	Grade 8	22	81.5%	5	18.5%	27
	Grade 9	9	25.7%	26	74.3%	35
	AOX	*	*	*	*	*
2017	Apprentice	*	*	*	*	*
	Grade 1	167	79.1%	44	20.9%	211
	Grade 2	60	52.6%	54	47.4%	114
	Grade 3	81	64.3%	45	35.7%	126
	Grade 4	50	61.0%	32	39.0%	82
	Grade 5	46	54.8%	38	45.2%	84
	Grade 6	67	64.4%	37	35.6%	104
	Grade 7	17	53.1%	15	46.9%	32
	Grade 8	20	76.9%	6	23.1%	26
	Grade 9	9	25.0%	27	75.0%	36
	AOX	*	*	*	*	*

2016	Apprentice	*	*	*	*	*
	Grade 1	179	80.6%	43	19.4%	222
	Grade 2	57	50.9%	55	49.1%	112
	Grade 3	77	65.3%	41	34.7%	118
	Grade 4	50	64.1%	28	35.9%	78
	Grade 5	45	49.5%	46	50.5%	91
	Grade 6	65	70.7%	27	29.3%	92
	Grade 7	21	51.2%	20	48.8%	41
	Grade 8	*	*	*	*	*
	Grade 9	7	22.6%	24	77.4%	31
	AOX	*	*	*	*	*

**Table 8.4 Total Full-time and Part-time Staff by Ethnicity (headcount and percentage) as at 1 December:**

		Full-time		Part-time		Grand Total
		Headcount	%	Headcount	%	Headcount
2018	BME	147	7.9%	22	2.4%	169
	White	1580	85.4%	822	90.6%	2402
	Information Refused / Not Known	124	6.7%	63	6.9%	187
2017	BME	126	7.1%	19	2.3%	145
	White	1532	85.8%	757	90.1%	2289
	Information Refused / Not Known	127	7.1%	64	7.6%	191
2016	BME	126	7.1%	23	2.8%	149
	White	1519	85.9%	744	89.9%	2263
	Information Refused / Not Known	123	7.0%	61	7.4%	184

### Staff Academic Promotions from the August round Data by Gender:

In the two most recent promotions rounds, women were more likely to be successful than men overall, but this differed across the Faculties. In Arts & Divinity, women were more likely in both years to be successful, In Science, women had more success than men in 2017, but in 2018 men were more successful.

**Table 9.1 Staff Academic Promotions Success Rate data by Gender:**

		Female		Male	
		Successful	Unsuccessful	Successful	Unsuccessful
2018	Arts & Divinity	84.2%	15.8%	61.3%	38.7%
	Science & Medicine	61.9%	38.1%	73.9%	26.1%
	<b>Total</b>	<b>72.5%</b>	<b>27.5%</b>	<b>66.7%</b>	<b>33.3%</b>
2017	Arts & Divinity	86.4%	13.6%	69.2%	30.8%
	Science & Medicine	71.4%	28.6%	69.6%	30.4%
	<b>Total</b>	<b>82.8%</b>	<b>17.2%</b>	<b>69.4%</b>	<b>30.6%</b>

### Attracting Staff Diversity:

**Table 10.1 Applicants by Age:**

	16-24	25-34	35-44	45-54	55-64	65+	Prefer not to specify
Applications	692	2739	1827	1217	550	20	251

**Table 10.2 Applicants by Gender:**

	Female	Male	Not given
Applications 2018	3592	3486	215
Applications 2017	2129	2458	120

**Table 10.3 Applicants by Ethnicity:**

	BME	White	Prefer not to specify
Applications 2018	1566	5420	307

## University of St Andrews Equality Mainstreaming Report Annex C: Student Equality Data

All available data have been provided in tables, however the data sets need to be treated with caution due to people having the right to disclose or not disclose. There are also areas where numbers are very small, such as categories within sexual orientation, ethnicity, and religion or belief. While data aggregation might be a solution in some cases, we continue to recognise that aggregation might not provide the full picture. Where data has been redacted to protect individuals, this is indicated by \*.

Data are provided for Academic Years 2018-19 and 2017-18 by Full-time Equivalent (FTE) percentage sourced from the University Planning Unit.

Although not a legal publishing requirement as part of the Mainstreaming Report, the following data have been provided for good equality monitoring practice for external equality organisations (ECU, EHRC, SFC etc) and for setting the University's Equality Outcomes.

### Student FTE by 'Degree Level':

Table 1: Student FTE by 'Degree Level':

Degree Level	FTE			% FTE		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
UG	7221	7286	7047	80%	80%	80%
PGT	903	968	888	10%	11%	10%
PGR	860	886	851	10%	10%	10%
<b>Grand Total</b>	<b>8983</b>	<b>9140</b>	<b>8786</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Student FTE by 'Age on Entry':

Over the three year period, the proportion of mature (21+ on entry) undergraduates has increased.

**Table 2.1: Student FTE by 'Age on Entry':**

Age on Entry	PGR			PGT			UG		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
16-20	*	*	*	12	13	8	6982	7110	6869
21-24	389	389	375	660	732	633	145	118	119
25-34	385	400	378	196	202	223	63	32	38
35-44	49	51	56	19	14	16	22	15	12
45-54	26	34	30	7	*	7	8	11	8
55-64	*	*	*	*	*	*	*	*	*
65+	*	*	*	*	*	*	*	*	*
<b>Grand Total</b>	<b>860</b>	<b>886</b>	<b>851</b>	<b>903</b>	<b>968</b>	<b>888</b>	<b>7221</b>	<b>7286</b>	<b>7047</b>

**Table 2.2: Student FTE percentage by 'Age on Entry':**

Age on Entry	PGR			PGT			UG		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
16-20	*	*	*	1.3%	1.3%	0.9%	96.7%	97.6%	97.5%
21-24	45.2%	43.9%	44.0%	73.1%	75.5%	71.2%	2.0%	1.6%	1.7%
25-34	44.8%	45.1%	44.4%	21.7%	20.8%	25.1%	0.9%	0.4%	0.5%
35-44	5.7%	5.8%	6.6%	2.1%	1.4%	1.8%	0.3%	0.2%	0.2%
45-54	3.0%	3.8%	3.5%	0.8%	*	0.8%	0.1%	0.2%	0.1%
55-64	*	*	*	*	*	*	*	*	*
65+	*	*	*	*	*	*	*	*	*
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

#### Student FTE by 'Gender/Sex':

The proportion of female students at **undergraduate level** has gradually decreased over the three years from 60.1% in 2016-17 to 59.7% in 2018-19, and similarly at **PGT level** the percentage of female students has decreased from 55.7% in 2016-17 to 54.2%. The proportion of women at **PGR level** has also decreased, falling from 47.4% in 2016-17 to 46.7% in 2018-19.

#### Student FTE by 'Disability':

The proportion of students disclosing a disability has increased noticeably from 12.9% to 15.8% over the three year period.

**Table 3.1: Student FTE by 'Disability'**

Disability Disclosure	2018-19	2017-18	2016-17
Blind or have a serious visual impairment uncorrected by glasses	12	8	8
Deaf or have a serious hearing impairment	9	11	11
Disability, impairment or medical condition that is not listed above	99	83	89
Long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	89	103	76
Mental health condition, such as depression, schizophrenia or anxiety disorder	497	408	348
Physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches	26	25	20
Social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	46	47	39
Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	534	524	479
Two or more impairments and/or disabling medical conditions	105	89	67
<b>Total number of student with disclosed disability</b>	<b>1416</b>	<b>1298</b>	<b>1136</b>
<b>Information refused</b>		72	66
<b>No disability</b>	7567	7771	7585

**Table 3.2: Student FTE percentage by 'Disability'**

<b>Disability Disclosure</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
Blind or have a serious visual impairment uncorrected by glasses	0.1%	0.1%	0.1%
Deaf or have a serious hearing impairment	0.1%	0.1%	0.1%
Disability, impairment or medical condition that is not listed above	1.1%	0.9%	1.0%
Long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	1.0%	1.1%	0.9%
Mental health condition, such as depression, schizophrenia or anxiety disorder	5.5%	4.5%	4.0%
Physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches	0.3%	0.3%	0.2%
Social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0.5%	0.5%	0.4%
Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	5.9%	5.7%	5.5%
Two or more impairments and/or disabling medical conditions	1.2%	1.0%	0.8%
<b>Total number of student with disclosed disability</b>	<b>15.8%</b>	<b>14.2%</b>	<b>12.9%</b>
<b>Information refused</b>	<b>0.0%</b>	<b>0.8%</b>	<b>0.7%</b>
<b>No disability</b>	<b>84.2%</b>	<b>85.0%</b>	<b>86.3%</b>

**Student FTE by 'Ethnicity':**

Overall, the percentage of BME students has risen from 8.7% to 10.1% over the three years, and all three levels (UG, PGT, PGR) have seen an increase in the proportion of BME students.

**Table 4.1: Student FTE by 'Ethnicity': - UK Country of Domicile only**

<b>Ethnicity</b>	<b>PGR</b>			<b>PGT</b>			<b>UG</b>			<b>Total</b>		
	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>BME</b>	38	40	38	37	36	30	436	386	363	511	462	431
<b>White</b>	320	324	325	223	248	210	3920	4023	3932	4462	4595	4467
<b>Not given</b>	11	18	19	2	7	0	58	48	36	70	72	55
<b>Grand Total</b>	<b>368</b>	<b>382</b>	<b>381</b>	<b>262</b>	<b>291</b>	<b>240</b>	<b>4414</b>	<b>4457</b>	<b>4331</b>	<b>5043</b>	<b>5129</b>	<b>4952</b>

**Table 4.2: Student FTE percentage by 'Ethnicity': - UK Country of Domicile only**

Ethnicity	PGR			PGT			UG			Total		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
<b>BME</b>	10.2%	10.5%	9.8%	14.1%	12.4%	12.4%	9.9%	8.7%	8.4%	10.1%	9.0%	8.7%
<b>White</b>	86.9%	84.9%	85.2%	85.1%	85.2%	87.6%	88.8%	90.3%	90.8%	88.5%	89.6%	90.2%
<b>Not given</b>	2.9%	4.6%	5.0%	0.8%	2.4%	0.0%	1.3%	1.1%	0.8%	1.4%	1.4%	1.1%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Students FTE by Religion or belief:**

**Table 5.1: PGR Students FTE by Religion or belief:**

Religion or belief	PGR			PGR		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
<b>No Religion</b>	460	461	412	53.5%	52.0%	48.4%
<b>Buddhist</b>	13	13	8	1.5%	1.4%	0.9%
<b>Christian - Church of Scotland</b>	12	17	20	1.3%	1.9%	2.4%
<b>Christian - Catholic</b>	81	86	88	9.4%	9.7%	10.3%
<b>Christian - Other Denomination</b>	160	140	143	18.6%	15.8%	16.7%
<b>Hindu</b>	8	13	15	0.9%	1.4%	1.8%
<b>Muslim</b>	32	35	36	3.7%	3.9%	4.2%
<b>Spiritual</b>	9	10	7	1.0%	1.1%	0.8%
<b>Any other religion or belief</b>	15	19	16	1.7%	2.1%	1.9%
<b>Information refused / Not Given</b>	73	95	105	8.4%	10.7%	12.3%
<b>Grand Total</b>	<b>860</b>	<b>886</b>	<b>851</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



**Table 5.2: PGT Students FTE by Religion or belief:**

Religion or belief	PGT			PGT		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
<b>No Religion</b>	441	487	436	48.8%	50.3%	49.1%
<b>Buddhist</b>	19	21	14	2.1%	2.2%	1.6%
<b>Christian - Church of Scotland</b>	13	15	15	1.4%	1.6%	1.7%
<b>Christian - Catholic</b>	126	126	119	13.9%	13.0%	13.4%
<b>Christian - Other Denomination</b>	161	195	183	17.8%	20.1%	20.6%
<b>Hindu</b>	24	13	8	2.7%	1.3%	0.9%
<b>Jewish</b>	13	7	11	1.4%	0.7%	1.2%
<b>Muslim</b>	29	26	26	3.2%	2.6%	2.9%
<b>Spiritual</b>	19	12	16	2.1%	1.2%	1.8%
<b>Any other religion or belief</b>	6	13	16	0.7%	1.3%	1.8%
<b>Information refused</b>	54	54	44	5.9%	5.6%	5.0%
<b>Not given</b>				0.0%	0.0%	0.0%
<b>Grand Total</b>	<b>903</b>	<b>968</b>	<b>888</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 5.3: UG Students FTE by Religion or belief:

Religion or belief	UG			UG		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
No Religion	3761	3732	3569	52.1%	51.2%	50.6%
Buddhist	70	58	65	1.0%	0.8%	0.9%
Christian - Church of Scotland	312	336	354	4.3%	4.6%	5.0%
Christian - Catholic	905	946	875	12.5%	13.0%	12.4%
Christian - Other Denomination	1266	1283	1253	17.5%	17.6%	17.8%
Hindu	103	107	100	1.4%	1.5%	1.4%
Jewish	141	136	130	2.0%	1.9%	1.8%
Muslim	138	128	120	1.9%	1.8%	1.7%
Sikh	19	18	18	0.3%	0.2%	0.3%
Spiritual	104	104	97	1.4%	1.4%	1.4%
Any other religion or belief	69	64	57	1.0%	0.9%	0.8%
Information refused	333	373	408	4.6%	5.1%	5.8%
Grand Total	7221	7286	7047	100.0%	100.0%	100.0%

Students FTE by Sexual orientation:

Table 6.1: Students FTE by Sexual orientation:

Sexual orientation	PGR		PGT		UG		Total	
	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18
Bisexual	45	34	47	58	459	401	551	492
Gay man	22	14	15	20	152	139	189	173
Gay woman/lesbian	12	12	6	6	73	61	90	78
Heterosexual	638	666	720	771	5896	6028	7254	7466
Other	18	18	17	22	123	131	158	170
Not given	126	143	98	92	518	526	742	761
Grand Total	860	886	903	968	7221	7286	8983	9140

**Table 6.2: Students FTE percentage by Sexual orientation:**

<b>Sexual orientation</b>	<b>PGR</b>		<b>PGT</b>		<b>UG</b>		<b>Total</b>	
	<b>2018-19</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Bisexual</b>	5.2%	3.8%	5.2%	5.9%	6.4%	5.5%	6.1%	5.4%
<b>Gay man</b>	2.6%	1.6%	1.7%	2.1%	2.1%	1.9%	2.1%	1.9%
<b>Gay woman/lesbian</b>	1.3%	1.3%	0.7%	0.6%	1.0%	0.8%	1.0%	0.9%
<b>Heterosexual</b>	74.2%	75.2%	79.8%	79.6%	81.6%	82.7%	80.7%	81.7%
<b>Other</b>	2.0%	2.0%	1.9%	2.2%	1.7%	1.8%	1.8%	1.9%
<b>Not given</b>	14.7%	16.1%	10.8%	9.5%	7.2%	7.2%	8.3%	8.3%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## University of St Andrews Equality Mainstreaming Report Annex D: **Gender Pay Gap Information Report**

Diversity is at the core of the University's strategy, and that means addressing the challenges we face as a society to promote women's equal participation in all areas of the University, including senior leadership, to address the causes of inequality of opportunity, and to close the gender pay gap.

Last year we published detailed information on the gender pay gap, in line with UK Government legislation from which Scottish universities are exempt. This was a clear statement of intent: that we will confront inequalities wherever they exist and wish to be as transparent as we can about the progress we are making.

Progress will take time, and gender pay gap figures fluctuate, but we are committed to producing permanent and positive change. To this end, we have appointed Professor Ruth Woodfield as the University's first Assistant Vice-Principal for Diversity to help lead this work. She will work as part of a senior team who are dedicated to closing the pay gap and addressing other identified inequalities. Later this year, we will publish a plan to enable our community of academics and professional services staff to work together and help deliver change.

It is our ambition over the next five years to work strategically to remove the gender pay gap and make St Andrews a beacon of fairness and inclusivity with development and reward structures to match.

**Sally Mapstone**  
**Principal and Vice-Chancellor**

## **GENDER PAY GAP REPORT 2018**

### **Introduction**

This is the second report on the gender pay gap at the University of St Andrews, utilising a framework provided by the UK Government.

The 'Gender Pay Gap' is a measure of the difference between the average hourly pay of men and women across the whole organisation. It is not a measure of unequal pay, which is the difference in pay between men and women doing the same job and is against the law, as set out in the [Equality Act 2010](#).

The University of St Andrews has published information on the gender pay gap by salary band since 2013, in line with the 2012 Scottish Specific Duties under the 2010 Equalities Act, as part of the biennial [Equality Mainstreaming Reports](#). The next report to be published in line with these duties is in April 2019.

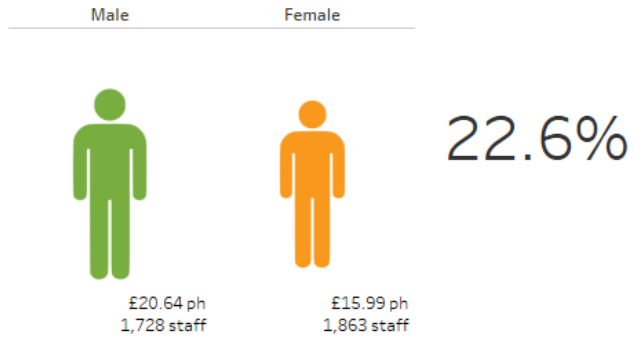
The regulations introduced in 2017 by the UK Government do not apply to employers in Scotland or Wales, but the University took the decision to produce a gender pay analysis to allow direct and meaningful comparison with other organisations, including almost 200 universities. By openly participating in this submission, it provides the opportunity for the University to map trends in its own gender pay and those of others.

The information in this report provides the mean and median gender pay gaps for the organisation as a whole and broken down by grade. Figures have been calculated using the technical guidance set out by the UK Government Equalities Office and are not directly comparable with the previously published figures. Historically, the University published gender pay gap data by grade, and used a methodology that looked at basic annual salary, as opposed to hourly rates of pay required by the UK Government guidelines.

## Findings

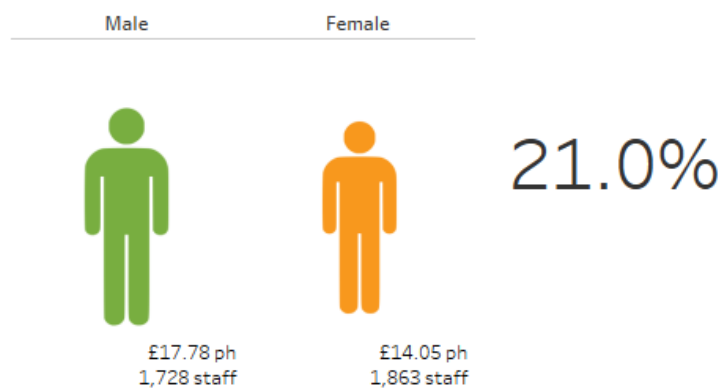
The University's gender pay gap figures as at 31 March 2018 are as follows:

### Mean Gender Pay Gap

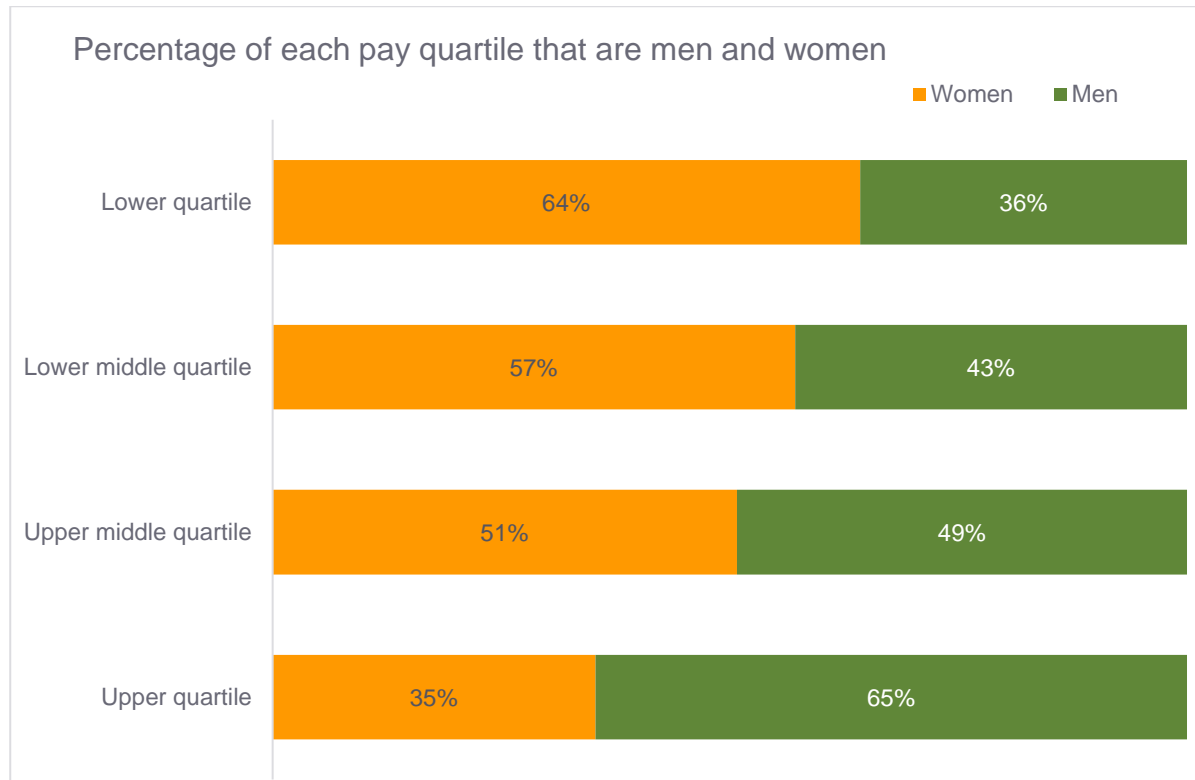


*The 'mean', hourly rate is calculated by adding all of the hourly rates together and dividing by the number of individuals in the data set. The pay gap is the average difference between the mean hourly pay rate of men and women.*

## Median Gender Pay Gap



*The 'median' hourly rate is calculated by arranging the hourly rates of all individuals in the data set in numerical order to identify the middle (or median) hourly rate. 50% of individuals will earn more than this hourly rate and 50% will earn less. The median gender pay gap is the difference between the mid-point hourly pay rate of men and women.*



*Quartile pay bands are calculated by dividing the overall staff population into four equal segments from lowest to highest hourly pay. This figure shows the percentage of men and women in each quartile.*

### **Bonus payments**

The University has no contractual bonus arrangements.

### **What the figures tell us**

The University has undertaken an analysis by contract type and grade to provide a more granular overview of the data. These figures are shown in Appendix 1.



The figures identify a mean gender pay gap of 22.6% (as compared to 23.3% as at 31 March 2017) and median gender pay gap of 21.0% (as compared to 18.9% as at 31 March 2017). The mean average pay gap for men and women is getting smaller. Conversely, the median pay gap has increased.

These figures compare with an average mean gender pay gap of 19.6% and median gender pay gap of 14.9% for English Russell Group universities in 2019 ([UCEA](#)). According to the October 2018 ONS Annual Survey of Hours and Earnings ([ASHE](#)) figures, the median gender pay gap for the UK economy as a whole fell from 18.4% in 2017 to 17.9% in 2018.

The pay gaps identified derive, in part, from a disproportionately small number of women in more senior University roles. The majority (64%) of staff in the lower pay quartile are women, while only 35% of staff in the upper quartile are women. The middle quartiles have a more equal gender distribution. There has been no significant movement in the quartile figures over the past 12-month period, with men still dominating the highest paid quartile (65%).

We will work over the next year to understand better why these patterns persist.

### **Actions to address the gender pay gap**

The University continues to strengthen its activities to address gender imbalance and eliminate the gender pay gap. A commitment to ensuring progress in this area is laid out in the University's Strategy 2018 – 2023, and its enabling strategies are being developed to support this.

In March 2019, the University's first Assistant Vice-Principal for Diversity was appointed. This senior level role is a visible and high-profile demonstration of the University's determination to place equality, diversity and inclusion at the heart of the St Andrews experience.

Gender pay is openly and regularly discussed within the University, and a working group has been established with the local Trade Unions to build a greater understanding of the drivers behind the pay gap and identify further actions to address it. The Principal has declared her commitment to the core values and tenets of inclusivity and fairness, and as part of this, notified all staff and students of the publication of the Gender Pay Gap Report, and sought comments on this.

The following actions are being undertaken:

- Recruitment and promotion procedures have been revised to: encourage applications from women and other underrepresented groups; disallow single sex shortlists for advertised academic posts without a pause in the process and Principal's Office discussion; require mandatory unconscious bias and diversity training for recruitment and promotion board members

- In September 2018 a new Gender Pay Gap Working Group was established to support and enhance the University's ongoing activities in tackling the gender pay gap and related issues. A gender-mixed membership consist of the Vice-Principal for Governance; Assistant Vice-Principal for Diversity; Director of Human Resources; Head of E&D; Trades Union representatives from UCU, Unison and Unite; and one academic and one professional services staff representative. In addition to the analysis of data, the group examines external guidance for good practice, such as the EHRC '[Closing the Gender Pay Gap](#)' publication (December 2018), as part of a review of evidence-based actions for removing the gender pay gap, within HE as well as more widely.
- A commitment to improving our understanding of other pay gaps, and to understand the impact of intersectionality when addressing the gender pay gap.
- Continued engagement with Athena SWAN; the University's Bronze institutional award was renewed in May 2018; 53% (42% in previous report) of our academic Schools have achieved an Athena SWAN award and those remaining are on target to submit by 2019.
- The introduction of Professorial pay banding and a more structured salary review for senior staff.
- A review of family friendly policies is under way, with the implementation of core meeting hours across all schools to allow flexible start and finish times to support employees with caring responsibilities.
- A Carers Support Network has been established to provide a forum for discussion and engagement and to support the University's engagement with Carer Positive.
- The Elizabeth Garret mentoring programme commenced in January 2018 to support women in, or aspiring to, academic leadership roles. To date, 49 women are participating as mentees; 45 as mentors.
- A Gender, Diversity and Inclusion Research Fund has been established and is currently supporting 14 projects to generate further evidence to support good practice.
- The University is ring-fencing funds to incentivise new research projects that challenge us to think about a range of factors within our culture and practices that may play a role in producing the current pay gap. These include: recruitment policies and practices; promotion support and processes; senior role accessibility; flexible and part-time working. We are interested in understanding the impact of policy frameworks and process elements of these key areas, including staff experience of navigating through them.
- Continued support for the Leadership Foundation in Higher Education Aurora Programme. Since 2014, 72 women have participated in this programme.

These actions are the starting point for addressing gender pay differentials within the University. The University, through its Strategic Plan and through annual reporting is committed to making progress rapid, meaningful, measurable and visible.




























Appendix 1

*All data provided in tabular and graphic form*

**Gender Pay Gap by Job Family**

Job Family		Mean £ per hour			Median £ per hour		
		Male	Female	Pay Gap	Male	Female	Pay Gap
Academic		34.59	30.37	12.2%	30.21	27.66	8.5%
Academic Research		20.44	19.36	5.3%	19.42	18.31	5.7%
Academic Teaching		21.18	20.48	3.3%	20.00	19.42	2.9%
Bank / Casual	Academic and Teaching	13.66	13.82	-1.2%	11.78	8.75	25.7%
	Support and Residences	9.29	8.93	3.9%	11.78	8.75	25.7%
Managerial, Specialist & Administrative	Academic Related	24.81	22.34	9.9%	21.86	20.60	5.8%
	Clerical	11.68	12.10	-3.6%	11.45	11.45	0.0%
Operational & Facilities		10.74	9.68	9.9%	9.69	8.75	9.7%
Technical & Experimental		15.36	13.76	10.4%	15.35	13.65	11.1%

## Gender Pay Gap by Job Family

		Mean			Median		
Job Family		Male	Female	Pay Gap	Male	Female	Pay Gap
Academic		 £34.59 448	 £30.37 219	12.2%	 £30.21 448	 £27.66 219	8.5%
Academic Research		 £20.44 206	 £19.36 147	5.3%	 £19.42 206	 £18.31 147	5.7%
Academic Teaching		 £21.18 66	 £20.48 99	3.3%	 £20.00 66	 £19.42 99	2.9%
Bank/Casual	Academic and Teaching	 £13.66 234	 £13.82 199	-1.2%	 £14.05 234	 £14.05 199	0.0%
	Support and Residences	 £9.29 161	 £8.93 279	3.9%	 £8.75 161	 £8.75 279	0.0%
Managerial, Specialist & Administrative	Academic Related	 £24.81 192	 £22.34 232	9.9%	 £21.86 192	 £20.60 232	5.8%
	Clerical	 £11.68 85	 £12.10 400	-3.6%	 £11.45 85	 £11.45 400	0.0%
Operational & Facilities		 £10.74 227	 £9.68 239	9.9%	 £9.69 227	 £8.75 239	9.7%
Technical & Experimental		 £15.36 109	 £13.76 49	10.4%	 £15.35 109	 £13.65 49	11.1%

## Gender Pay Gap by Grade

		Mean £ per hour			Median £ per hour		
Grade		Male	Female	Pay Gap	Male	Female	Pay Gap
Grade 1		8.79	8.80	-0.1%	8.75	8.75	0.0%
Grade 2		9.30	9.23	0.8%	9.69	9.19	5.1%
Grade 3		10.79	10.82	-0.2%	10.83	10.83	0.0%
Grade 4		12.92	12.86	0.5%	12.88	12.88	0.0%
Grade 5		15.65	15.60	0.3%	15.81	15.35	2.9%
Grade 6		19.05	18.90	0.8%	18.86	18.86	0.0%
Grade 7		24.65	24.42	0.9%	25.32	24.58	2.9%
Grade 8		29.66	29.30	1.2%	30.21	30.21	0.0%
Grade 9		45.81	42.27	7.7%	43.31	41.32	4.6%
Bank/Casual	Academic and Teaching	13.66	13.82	-1.2%	14.05	14.05	0.0%
	Support and Residences	9.29	8.93	3.9%	8.75	8.75	0.0%
Bespoke/NHS		29.00	32.50	-12.1%	18.86	24.17	-28.2%






























## Gender Pay Gap by Grade

		Mean			Median		
		Male	Female	Pay Gap	Male	Female	Pay Gap
Grade 1		 £8.79 53 staff	 £8.80 179 staff	-0.1%	 £8.75 53 staff	 £8.75 179 staff	0.0%
Grade 2		 £9.30 87 staff	 £9.23 83 staff	0.8%	 £9.69 87 staff	 £9.19 83 staff	5.1%
Grade 3		 £10.79 75 staff	 £10.82 177 staff	-0.2%	 £10.83 75 staff	 £10.83 177 staff	0.0%
Grade 4		 £12.92 72 staff	 £12.86 129 staff	0.5%	 £12.88 72 staff	 £12.88 129 staff	0.0%
Grade 5		 £15.65 105 staff	 £15.60 166 staff	0.3%	 £15.81 105 staff	 £15.35 166 staff	2.9%
Grade 6		 £19.05 287 staff	 £18.90 284 staff	0.8%	 £18.86 287 staff	 £18.86 284 staff	0.0%
Grade 7		 £24.65 275 staff	 £24.42 186 staff	0.9%	 £25.32 275 staff	 £24.58 186 staff	2.9%
Grade 8		 £29.66 157 staff	 £29.30 105 staff	1.2%	 £30.21 157 staff	 £30.21 105 staff	0.0%
Grade 9		 £45.81 177 staff	 £42.27 59 staff	7.7%	 £43.31 177 staff	 £41.32 59 staff	4.6%
Bank/Casual	Academic and Teaching	 £13.66 234 staff	 £13.82 199 staff	-1.2%	 £14.05 234 staff	 £14.05 199 staff	0.0%
	Support and Residences	 £9.29 161 staff	 £8.93 279 staff	3.9%	 £8.75 161 staff	 £8.75 279 staff	0.0%
Bespoke / NHS		 £29.00 45 staff	 £32.50 17 staff	-12.1%	 £18.86 45 staff	 £24.17 17 staff	-28.2%

# Staff FTE by Grade and Gender

					% within Grade	
		Male	Female	Total	Male	Female
Grade 1		36.5	114.7	151.1	24%	76%
Grade 2		74.4	53.4	127.8	58%	42%
Grade 3		71.9	146.4	218.3	33%	67%
Grade 4		69.6	109.7	179.3	39%	61%
Grade 5		97.2	139	236.2	41%	59%
Grade 6		272	258.4	530.4	51%	49%
Grade 7		269.1	180.7	449.8	60%	40%
Grade 8		154.9	97.5	252.3	61%	39%
Grade 9	Academic	142.6	42.8	185.4	77%	23%
	Professional Services	17	11	28	61%	0.39

## Staff FTE by Grade and Gender




























				% within Grade	
	Male	Female	Grand Total	Male	Female
Grade 1	 36.5 FTE	 114.7 FTE	 151.1 FTE	24%	76%
Grade 2	 74.4 FTE	 53.4 FTE	 127.8 FTE	58%	42%
Grade 3	 71.9 FTE	 146.4 FTE	 218.3 FTE	33%	67%
Grade 4	 69.6 FTE	 109.7 FTE	 179.3 FTE	39%	61%
Grade 5	 97.2 FTE	 139.0 FTE	 236.2 FTE	41%	59%
Grade 6	 272.0 FTE	 258.4 FTE	 530.4 FTE	51%	49%
Grade 7	 269.1 FTE	 180.7 FTE	 449.8 FTE	60%	40%
Grade 8	 154.9 FTE	 97.5 FTE	 252.3 FTE	61%	39%
Grade 9 Academic	 142.6 FTE	 42.8 FTE	 185.4 FTE	77%	23%
Grade 9 Professional Services	 17.0 FTE	 11.0 FTE	 28.0 FTE	61%	39%



**Part-time Staff FTE by Grade and Gender**

					% within Grade	
		Male	Female	Total	Male	Female
Grade 1		27.5	99.7	127.1	22%	78%
Grade 2		12.4	32.4	44.8	28%	72%
Grade 3		2.9	41.4	44.3	7%	93%
Grade 4		2.6	26.7	29.3	9%	91%
Grade 5		5.2	18	23.2	22%	78%
Grade 6		16	35.4	51.4	31%	69%
Grade 7		6.1	13.7	19.8	31%	69%
Grade 8		2.9	14.5	17.3	16%	84%
Grade 9	Academic	8.57	3.8	12.37	69%	31%
	Professional Services	-	-	-	-	-

## Part-time Staff FTE by Grade and Gender

				% within Grade	
	Male	Female	Grand Total	Male	Female
Grade 1	 27.5 FTE	 99.7 FTE	 127.1 FTE	22%	78%
Grade 2	 12.4 FTE	 32.4 FTE	 44.8 FTE	28%	72%
Grade 3	 2.9 FTE	 41.4 FTE	 44.3 FTE	7%	93%
Grade 4	 2.6 FTE	 26.7 FTE	 29.3 FTE	9%	91%
Grade 5	 5.2 FTE	 18.0 FTE	 23.2 FTE	22%	78%
Grade 6	 16.0 FTE	 35.4 FTE	 51.4 FTE	31%	69%
Grade 7	 6.1 FTE	 13.7 FTE	 19.8 FTE	31%	69%
Grade 8	 2.9 FTE	 14.5 FTE	 17.3 FTE	16%	84%
Grade 9 Academic	 8.6 FTE	 3.8 FTE	 12.4 FTE	69%	31%

## Staff Headcount by Grade and Gender

					% within Grade	
		Male	Female	Total	Male	Female
Grade 1		53	179	232	23%	77%
Grade 2		87	83	170	51%	49%
Grade 3		75	177	252	30%	70%
Grade 4		72	129	201	36%	64%
Grade 5		105	166	271	39%	61%
Grade 6		287	284	571	50%	50%
Grade 7		275	186	461	60%	40%
Grade 8		157	105	262	60%	40%
Grade 9	Academic	160	48	208	77%	23%
	Professional Services	17	11	28	61%	39%




























## Staff Headcount by Grade and Gender

				% within Grade	
	Male	Female	Grand Total	Male	Female
Grade 1	 53 staff	 179 staff	 232 staff	23%	77%
Grade 2	 87 staff	 83 staff	 170 staff	51%	49%
Grade 3	 75 staff	 177 staff	 252 staff	30%	70%
Grade 4	 72 staff	 129 staff	 201 staff	36%	64%
Grade 5	 105 staff	 166 staff	 271 staff	39%	61%
Grade 6	 287 staff	 284 staff	 571 staff	50%	50%
Grade 7	 275 staff	 186 staff	 461 staff	60%	40%
Grade 8	 157 staff	 105 staff	 262 staff	60%	40%
Grade 9 Academic	 160 staff	 48 staff	 208 staff	77%	23%
Grade 9 Professional Services	 17 staff	 11 staff	 28 staff	61%	39%

**Part-time Staff Headcount by Grade and Gender**

					% within Grade	
		Male	Female	Total	Male	Female
Grade 1		44	164	208	21%	79%
Grade 2		25	62	87	29%	71%
Grade 3		6	72	78	8%	92%
Grade 4		5	46	51	10%	90%
Grade 5		13	45	58	22%	78%
Grade 6		31	61	92	34%	66%
Grade 7		12	19	31	39%	61%
Grade 8		5	22	27	19%	81%
Grade 9	Academic	26	9	35	74%	26%
	Professional Services	-	-	-	-	-































## Part-time Staff Headcount by Grade and Gender

				% within Grade	
	Male	Female	Grand Total	Male	Female
Grade 1	 44 staff	 164 staff	 208 staff	21%	79%
Grade 2	 25 staff	 62 staff	 87 staff	29%	71%
Grade 3	 6 staff	 72 staff	 78 staff	8%	92%
Grade 4	 5 staff	 46 staff	 51 staff	10%	90%
Grade 5	 13 staff	 45 staff	 58 staff	22%	78%
Grade 6	 31 staff	 61 staff	 92 staff	34%	66%
Grade 7	 12 staff	 19 staff	 31 staff	39%	61%
Grade 8	 5 staff	 22 staff	 27 staff	19%	81%
Grade 9 Academic	 26 staff	 9 staff	 35 staff	74%	26%

**Mean Annual Pay by Grade and Gender adjusted for FTE**

		Male	Female	All	% Gap
Grade 1		£16,563.61	£16,586.13	£16,580.98	-0.14%
Grade 2		£17,521.66	£17,395.54	£17,459.72	0.72%
Grade 3		£20,344.24	£20,394.92	£20,379.84	-0.25%
Grade 4		£24,338.32	£24,220.89	£24,262.79	0.48%
Grade 5		£29,459.85	£29,274.08	£29,348.53	0.63%
Grade 6		£35,907.54	£35,632.55	£35,770.77	0.77%
Grade 7		£46,471.54	£46,034.19	£46,295.08	0.94%
Grade 8		£55,915.64	£55,232.98	£55,642.06	1.22%
Grade 9	Academic	£85,452.85	£81,723.81	£84,592.31	4.36%
	Professional Services	£94,874.24	£70,777.64	£85,407.71	25.40%

## Mean Annual Pay by Grade and Gender adjusted for FTE




























	Male	Female	Grand Total	Pay Gap
Grade 1	 £16,563.61	 £16,586.13	 £16,580.98	-0.14%
Grade 2	 £17,521.66	 £17,395.54	 £17,459.72	0.72%
Grade 3	 £20,344.24	 £20,394.92	 £20,379.84	-0.25%
Grade 4	 £24,338.32	 £24,220.89	 £24,262.79	0.48%
Grade 5	 £29,459.85	 £29,274.08	 £29,348.53	0.63%
Grade 6	 £35,907.54	 £35,632.55	 £35,770.77	0.77%
Grade 7	 £46,471.54	 £46,034.19	 £46,295.08	0.94%
Grade 8	 £55,915.64	 £55,232.98	 £55,642.06	1.22%
Grade 9 Academic	 £85,452.85	 £81,723.81	 £84,592.31	4.36%
Grade 9 Professional Services	 £94,874.24	 £70,777.64	 £85,407.71	25.40%



**Mean Annual Pay by Grade and Gender adjusted for FTE (Part-time Staff)**

		Male	Female	All	% Gap
Grade 1		£16,566.37	£16,581.38	£16,578.20	-0.09%
Grade 2		£17,315.02	£17,427.43	£17,396.06	-0.65%
Grade 3		£19,781.37	£20,431.98	£20,381.93	-3.29%
Grade 4		£23,216.50	£24,683.18	£24,563.45	-6.32%
Grade 5		£29,119.62	£28,943.34	£28,987.41	0.61%
Grade 6		£34,985.22	£35,883.46	£35,580.79	-2.57%
Grade 7		£49,179.70	£47,261.47	£48,004.01	3.90%
Grade 8		£56,375.60	£56,809.25	£56,728.94	-0.77%
Grade 9	Academic	£91,796.98	£82,135.44	£89,312.58	10.52%
	Professional Services	-	-	-	-

## Mean Annual Pay by Grade and Gender adjusted for FTE (Part-time Staff)

	Male	Female	Grand Total	Pay Gap
Grade 1	 £16,566.37	 £16,581.38	 £16,578.20	-0.09%
Grade 2	 £17,315.02	 £17,427.43	 £17,396.06	-0.65%
Grade 3	 £19,781.37	 £20,431.98	 £20,381.93	-3.29%
Grade 4	 £23,216.50	 £24,683.18	 £24,563.45	-6.32%
Grade 5	 £29,119.62	 £28,943.34	 £28,987.41	0.61%
Grade 6	 £34,985.22	 £35,883.46	 £35,580.79	-2.57%
Grade 7	 £49,179.70	 £47,261.47	 £48,004.01	3.90%
Grade 8	 £56,375.60	 £56,809.25	 £56,728.94	-0.77%
Grade 9 Academic	 £91,796.98	 £82,135.44	 £89,312.58	10.52%

### Pay gap by Job Family and Grade

Job Family	Grade	% Gap
Academic	Grade 7	0.51%
	Grade 8	1.67%
	Grade 9	3.95%
Academic Research	Grade 5	4.55%
	Grade 6	1.42%
	Grade 7	1.35%
Academic Teaching	Grade 6	-2.25%
	Grade 7	1.33%
	Grade 8	-1.54%
Managerial, Specialist & Administrative	Grade 2	-1.51%
	Grade 3	-3.13%
	Grade 4	-3.87%
	Grade 5	-2.50%
	Grade 6	1.41%
	Grade 7	1.51%
	Grade 8	1.08%
	Grade 9	25.40%
Operational & Facilities	Grade 1	-0.15%
	Grade 2	2.96%
	Grade 3	3.12%
	Grade 4	5.44%
	Grade 5	1.70%
Technical & Experimental	Grade 3	1.29%
	Grade 4	3.95%
	Grade 5	1.02%

