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UNIVERSITY OF  
ABERDEEN

# PUBLIC SECTOR EQUALITY DUTY MAINSTREAMING AND EQUALITY OUTCOMES REPORT 2021



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## PUBLIC SECTOR EQUALITY DUTY

### MAINSTREAMING AND EQUALITY OUTCOMES REPORT 2021

#### FOREWORD

I am delighted to be introducing the University of Aberdeen's Mainstreaming and Equality Outcomes report 2021.

This report draws together the progress made in relation to mainstreaming Equality, Diversity and Inclusion since 2019 and provides an action plan which reflects our ambitions for the future. The previous two years have seen a significant level of activity in breadth and scope across the University on embedding the principles of inclusion.

We were determined to position equality at the heart of our new strategic plan – [Aberdeen 2040](#) - which we launched in February 2020. I am delighted that *Inclusive* is one of the four strategic themes which we will focus on over the 20 year lifespan of our plan, indeed it is our view that creating a culture in which all staff and students feel a sense of belonging, can be themselves at work and in their studies and can participate freely and safely is critical to our overall success as a sustainable, international university.

Aberdeen 2040 was formed through a highly participative process with all staff, students and stakeholders invited to contribute to its development. The overarching principle of our foundational purpose of being “*open to all and dedicated to the pursuit of truth in the service of others*” has been reignited, with that premise guiding our decision-making and approaches.

This has served us well in our response to the Covid-19 pandemic. Taking a fully inclusive approach, recognising the specific needs of groups of staff and students and individuals, has allowed us to offer a broad range of support to staff and students on blended learning and remote working and to respond to the considerable challenges the pandemic has presented.

It was critical to focus on and embed our work on inclusion during this time and we have, through an enhanced strategic Equality, Diversity and Inclusion governance structure, continued not only to progress initiatives, but to substantially enhance knowledge and understanding. The Black Lives Matter movement accelerated our work to develop an antiracist culture and this has been and will be a key priority as we take action to tackle racial harassment which we recognise is systemic in Higher Education. We must and we will continue to act to stamp this out through working in partnership with staff, students, the wider community and at a national level. Understanding white privilege and how this has shaped our sector has been a key discussion and action point for us in relation to this.

In addition, we have taken action to tackle gender-based violence, substantially enhance digital accessibility, promote gender equality with the University's first Silver departmental Athena Swan award being achieved, promote and enhance mental health and wellbeing support, and at every stage bring the lived and intersectional experience of staff and students to the core of our work and thought-processes.

I am looking forward to continuing and expanding our work on inclusion in line with our Aberdeen 2040 aspirations and values and to listening and learning from all groups in the University and beyond to deliver our goal of achieving a culture which embraces and responds effectively and proactively to our diverse community.

Professor George Boyne  
Principal and Vice-Chancellor  
University of Aberdeen

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Table 1: Table of acronyms and denotations

<b>Acronym</b>	<b>Full title</b>
AHE	Advance HE
AHSSBL	Arts, Humanities, Social Science, Business and Law
AUSA	Aberdeen University Student Association
BHM	Black History Month
BLITFG	Blended Learning Implementation Task and Finish Group
BSL	British Sign Language
CPG	Campus Planning Group
EDI	Equality, Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee
EHRC	Equality and Human Rights Commission
EQIA	Equality Impact Assessment
ESHE	Equally Safe in HE Toolkit
G2M	Gateway to Medicine
GBV	Gender Based Violence
GLP	Gaelic Language Plan
HR	Human Resources
HRSS	HR Specialist Services Team
IWD	International Women's Day
LGBT+	Lesbian, Gay, Bisexual, Transgender and encompassing all identities associated with the LGBT+ spectrum
NESCOL	North East Scotland College
OA	Outcome Agreement
PaRC	Policy and Resources Committee
REC	Race Equality Charter
RESG	Race Equality Strategy Group
RGU	Robert Gordon University
SFC	Scottish Funding Council
SMMSN	School of Medicine, Medical Sciences and Nutrition
SMT	Senior Management Team
STEMM	Science, Technology, Engineering, Maths and Medicine
UMG	University Management Group
UUK	Universities UK
WDN	Women's Development Network
WHEN	Women in Higher Education Network

## 1. INTRODUCTION

- 1.1 Equality, Diversity and Inclusion at the University of Aberdeen is about much more than legal compliance. Rather, the University has sought to ensure that inclusiveness is rooted at the heart of its thinking, decision-making, and core purpose and values. The University recognises that creating a culture which is not only 'inclusive' but is proactively anti-racist, anti-HBTphobic, anti-disablist, anti-misogynistic for example, takes willpower, action and strong leadership. Empowering and enabling meaningful conversations on these topics is critical and the University is building at pace on the work detailed in previously published Mainstreaming Equality reports.
- 1.2 This report starts by outlining how the University has embedded Inclusivity in its strategic planning and goes on to demonstrate how an enhanced EDI governance structure is ensuring that the priorities as set out in our strategic plan are being delivered. Following that, the University's response to the Covid-19 pandemic, as it relates to EDI issues, is explained, demonstrating how the University recognised and supported significant challenges faced by staff and students at this time and how it continues to do so.
- 1.3 This report goes on to set out the significant progress the University has made in mainstreaming equality since its last report in 2019. Key, specific examples with information about impact and actions going forward are cited (these have been selected for this purpose as they demonstrate the holistic and embedded approach to EDI) under the key headings of the general duty of the Equality Act 2010 which are:
- Eliminating unlawful discrimination, harassment and victimisation
  - Fostering good relations between people from different groups
  - Advancing equality of opportunity
- 1.4 A summary is also provided on progress made in relation to the University's Equality Outcomes which were developed through extensive consultation with staff, students, partners and stakeholders prior to the publication of the 2017 report.
- 1.5 Following discussion with the Equality, Diversity and Inclusion Committee (EDIC) the University has approved new, targeted Equality Outcomes (further information in Section 7.3) to align strongly with Aberdeen 2040, the Student Partnership Agreement, and other key strategic documents. These new Outcomes will cover 2021 – 2025 and a report on the implementation of the outcomes will be presented in our next Equality Mainstreaming and Outcomes report in April 2023. The new Equality Outcomes are:
- Achieve the highest recognition in equality and diversity through achievement of awards in accreditation initiatives including Athena Swan, Race Equality Charter and Stonewall Workplace Equality Index
  - Tackle mental health stigma to improve outcomes and experiences for staff and students who have mental ill health
  - Eliminate barriers which may present due to multiple intersectional protected characteristic identities
  - Create an antiracist university by tackling racial harassment and fully embedding the recommendations of the Equality and Human Rights Commission report *Tackling Racial Harassment: Universities Challenged* (2019) and the Universities UK report *Tackling Racial Harassment in HE* (2020)
  - Create a culture where gender-based violence is eradicated within the University community and staff or students who do experience this can seek effective support

- Eliminate barriers to learning, progression, promotion and physical accessibility for disabled staff and students by taking actions to continuously improve the working and learning environments for disabled staff and students
  - Reduce the level of discrimination reported in the staff survey from 11% to 5% in 2022
- 1.6 The report focuses on the progress made in the two years since the publication of the last report which can be found at this [link](#), along with the previous reports.
- 1.7 Information which was provided in our reports of 2013, 2015, 2017 and 2019 will not be repeated in this report unless necessary. The actions set out in the 2019 report will be addressed and new actions for the period 2021 – 2023 set as appropriate.
- 1.8 There are two appendices to this report. An Equality Outcomes Action Plan can be found at Appendix 1. Where actions are embedded in other action plans e.g. Gender Action Plan or Athena Swan, they will not be repeated in this report or in the action plan. Actions noted in this report are numbered according to their reference point in the Equality Outcomes Action Plan. The employee information/data can be found in Appendix 2.
- 1.9 This report is fully available to staff, students, visitors and other interested groups or individuals. It will be published on the University's Equality and Diversity webpage and will be publicised to staff and students through the University's communication channels e.g. Staff Ezine, Message of the Day, open sessions and newsletters.

## **2. INCLUSIVE AT THE CORE OF STRATEGIC PLANNING - ABERDEEN 2040**

- 2.1 The University launched its new strategic Plan [Aberdeen 2040](#) on Founders' Day, the University's 525<sup>th</sup> anniversary, in February 2020. The launch was the culmination of a year's engagement, consultation and participation with staff, students and the wider community, sparked by a drive to reignite and realign with the University's foundational purpose:
- open to all and dedicated to the pursuit of truth in the service of others.*
- 2.2 Four workstreams were established early in the process – Inclusive, Interdisciplinary, International and Sustainable. Each workstream established working groups to interrogate how the University would manifest these principles over the forthcoming twenty-year period.
- 2.3 The Inclusive workstream agreed that a fully Inclusive university would, in respect of the subsection focussing on equality and diversity, embrace the following characteristics:
- A welcoming and vibrant environment which is open to and safe for all
  - Open to change and a learning culture
  - Fair, transparent and democratic
  - Embedded and engaged in a wider community locally, nationally and internationally.
- 2.4 These were developed into the [Inclusive commitments](#) for Aberdeen 2040 and have shaped the University's ongoing work on Equality, Diversity and Inclusion. In the Staff Survey 2020, 92% of staff indicated that they identified with the Aberdeen 2040 commitments and 90% indicated that they believed the University is committed to equality, demonstrating significant buy-in to the strategy from the staff community.
- 2.5 By taking the strategic decision to embed Inclusive as a core theme of Aberdeen 2040 the University has built on its commitment to ensure that every member of staff and every student can reach their full potential.

## **3. ENHANCED EDI GOVERNANCE ARRANGEMENTS 2019 - 2021**

### **3.1 CENTRAL/STRATEGIC GOVERNANCE**

In 2019 the University, in line with the start of the development of Aberdeen 2040, recognised that EDI activities required to continue to be positioned as a strategic priority in an enhanced and strengthened manner and to have a governance structure which supported that. The Advisory Group on Equality and Diversity, referred to in the University's 2019 report, had no clear standing in the formal governance structure of the University and had 'drifted' somewhat in its direction. A review of the Group resulted in the establishment in July 2019 of the [Equality, Diversity and Inclusion Committee](#) (EDIC), under the continued convenorship of the Senior Vice-Principal.

- 3.2 EDIC reports to Policy and Resources Committee (PaRC) which reports to the University Court, providing a clear strategic link. Figure 1 below shows the University's Committee structure and EDIC's position within it. EDIC provides a report to PaRC following each of its meetings and at least an annual report to Court, providing the University's Governors with information to support them in their role to ensure that the University is complying with equality legislation as well as meeting strategic aims linked to EDI. EDIC currently meets four times per year, but this is under review, given the extent of EDI issues and activities ongoing in the University.
- 3.3 The groups which report to EDIC can be seen in Figure 2 below, with this diagram clearly showing the extent of the remit of EDIC and how it is supporting the mainstreaming of EDI across the University. Full, challenging, honest and progressive discussions take place at EDIC because of the voice of lived experience featuring heavily in the composition and membership, which includes undergraduate and postgraduate students. To bolster strategic thinking, EDIC now includes a strong complement of senior staff e.g. Director of External Relations, Director of People, Vice-Principal Education, Vice-Principal Research, University Secretary and Chief Operating Officer, and two Heads of School.
- 3.4 All of the issues discussed in this report will have been deliberated by EDIC.

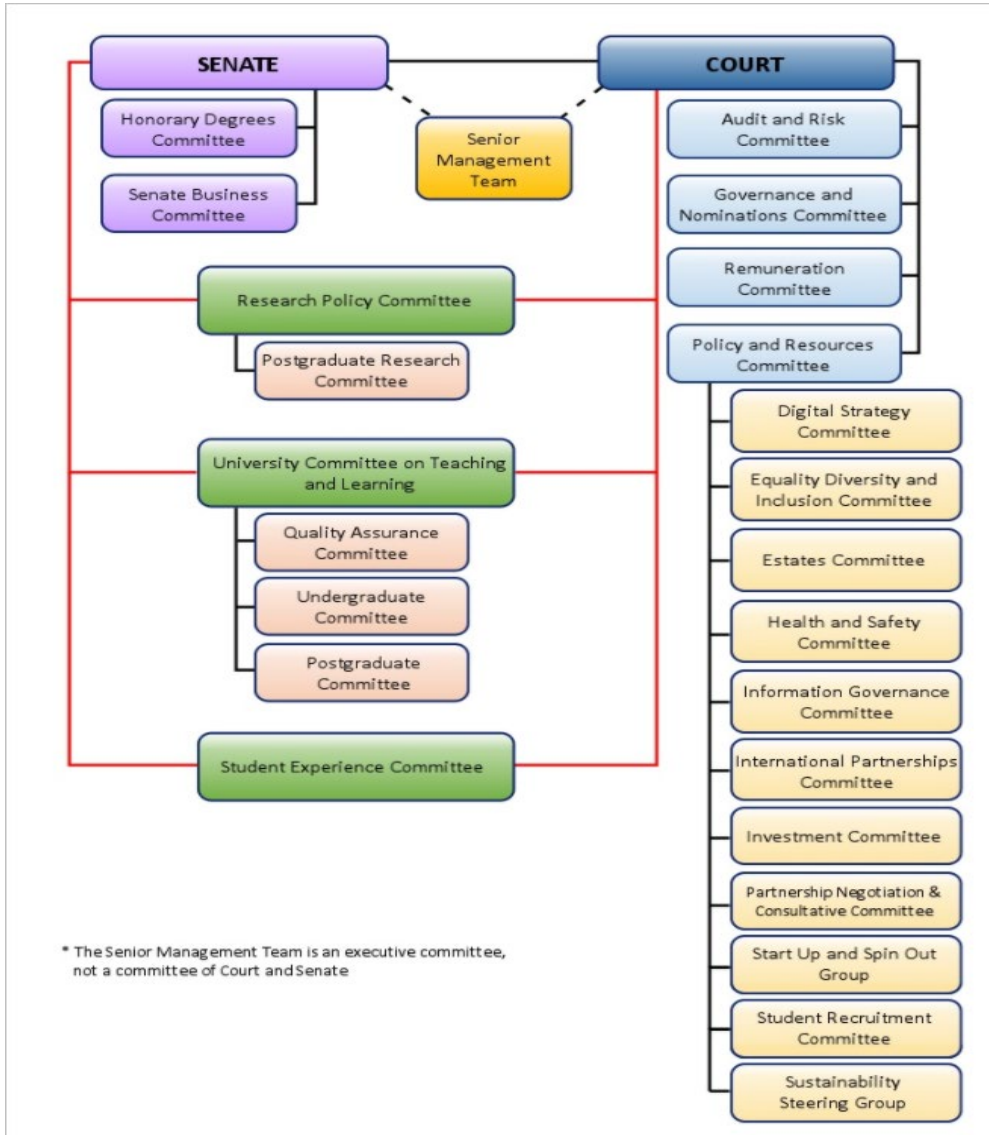


Figure 1: University Committee structure



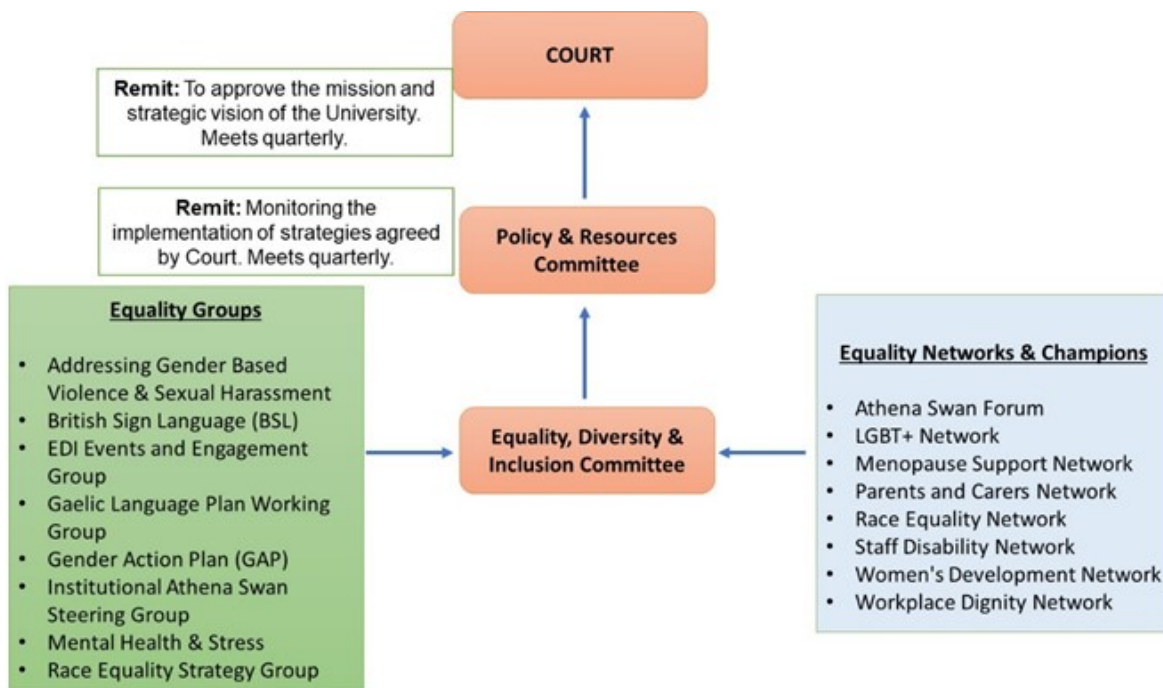


Figure 2: Groups reporting to EDIC

### 3.5 **SCHOOL MANAGEMENT OF EDI**

In 2020, an analysis of current School management and governance arrangements was undertaken with a view to (i) identifying areas of commonality and areas of difference, (ii) identifying and sharing best practice and (iii) highlighting key issues for further consideration. SMT then approved the introduction of a suite of Guiding Principles for School Management and Governance Arrangements.

3.6 The Guiding Principles state that an effective committee structure would be established in all Schools to underpin decision-making processes and that the structure should include, amongst other criteria:

- A School EDIC (the remit of pre-existing Athena Swan Committees will be incorporated within the remit of the EDIC and the membership of the School EDIC established in line with Athena Swan criteria).

3.7 Reporting to the School Executive, the School EDIC supports the Head of School by leading the strategic oversight of EDI matters within the School. It has responsibility for implementing University EDI policies within the School, including the development of local policies and practices.

3.8 School EDICs will link closely with the University EDIC and will have oversight of EDI action plans and accreditation processes within the School, including (but not limited to) Athena Swan and the Race Equality Charter.

3.9 This enhanced governance structure centrally and, in the Schools, will support communication and implementation of EDI initiatives and provides a robust platform for achieving the Inclusive commitments in Aberdeen 2040.

#### 3.10 **Actions:**

Review the frequency of meetings of University EDIC, with a view to adding one more meeting per year by September 2021 (Action 8.1)

Review the operation of EDIC to ensure that it retains its remit as a strategic body. Consider an operational arm of EDIC to present the key questions to be discussed by EDIC by September 2021 (Action 8.2)

Support the School EDICs to link into the University EDIC to support consistency in approaches (Action 8.3)

#### **4. COVID – 19 PANDEMIC**

##### **4.1 IMPLICATIONS FOR EQUALITY GROUPS**

The equality implications of the Covid-19 pandemic became apparent very early on. There were concerns nationally and locally about how the pandemic would impact on people from different groups. In the University the swift move to remote working and blended learning was appropriate and essential, but the University was alert to the challenges such extreme change to work, study and life would pose. Examples of the key issues identified and reported in the early weeks of the pandemic included:

- Impact on mental health and wellbeing of staff and students – exacerbation of existing mental health conditions and/or the development of mental health conditions related to stress and anxiety
- Digital accessibility in the home environment
- Parents and carers home-schooling while working and studying with particular concerns raised regarding workload
- Concerns related to increased time spent in the home environment where gender-based violence was present
- Staff and students facing increased harassment/discrimination if required to move in with family members who were not supportive of their LGBT+ identity
- The impact of data on the prevalence of the virus on groups e.g. certain age groups and people from Black, Asian and Minority Ethnic backgrounds.

##### **4.2 EQUALITY IMPACT ASSESSMENT AND RISK REGISTER**

The Blended Learning Implementation Task and Finish Group (BLITFG) swiftly began working on an [Equality Impact Assessment](#) (EQIA) in partnership with the Staff Equality Networks and the Student Equality Forums. The EQIA captured and highlighted the impact of blended learning and remote working for staff and students. This has been reviewed by the Dean for Student Support and the Equality and Diversity Adviser with the Networks and Forums on a monthly basis, with the document being considered by BLITFG and EDIC. This has very much been a 'live' document which has informed decision-making. Coronavirus support [pages](#) have been regularly updated with information to address the issues raised in the EQIA. The EQIA has also fed into the University's Risk Register – initially a stand-alone risk register related to the pandemic was created, in 2021 the coronavirus risks were embedded into the University's overall Risk Register. EDIC has fed into the development of this, ensuring that the equality implications of the pandemic were and are fully recognised and addressed.

##### **4.3 KEY ACTIONS TAKEN**

The key actions which have been taken to support EDI during the pandemic include the following:

###### **BLENDED LEARNING AND STUDENT WELLBEING**

- Early communication of the move to off-campus learning and regular communications thereafter providing guidance, reiterating Scottish Government guidelines including how to keep safe in the pandemic
- Development and launch of the Accessibility Checklist, with guidance on captioning of lectures, delivery of teaching, PowerPoint presentations and learning materials as well as how to adapt assessment methods to accommodate the move on online learning

- 'No detriment' policy implemented for session 2019/20 to provide an opportunity for students undertaking assessments to have their personal circumstances in the pandemic recognised. Further discussions on this are ongoing (March 2021) with a view to implementing approaches which ensure students are not negatively impacted in their final grades due to the pandemic.
- Online orientations for students with a range of staff on hand to answer queries in real time
- Food parcels and phone calls provided to self-isolating students to ensure they were safe and to offer support and guidance
- Enhanced mental health and wellbeing support e.g. [Winter Wellbeing Toolkit](#), Wellbeing Wednesdays, Wellbeing Advice Clinics, polls to ascertain levels of knowledge of mental health support mechanisms and action taken to address findings, establishment of [Student Helpline](#), [BeWell Podcasts](#)
- Student Money Week events in February 2021
- Promotion and extension of the Hardship Fund and the Digital Poverty Fund to support students who were unable to purchase the equipment required to study effectively
- To further address digital inequity, funding has been provided for students to purchase IT devices, with this enhanced for widening access students by a 525-fundraising campaign. Later in 2020, devices were available to students on loan. Dongles have also been provided to students and to staff to assist with connection problems. Portable devices have been made available to staff to facilitate home working.
- ASK sessions, particularly on disability in the context of Blended Learning, were held, providing an open virtual forum for students to ask questions about disability provision during the pandemic
- Increased capacity within the Student Advice and Support Office, including the provision of a Duty Adviser service and increased specialist mentoring capacity for students with mental health conditions, ADD/ADHD and Autism Spectrum Conditions (ASC)
- Frequent review of student support mechanisms and very regular updating of the Coronavirus Support web page
- Delivery of an online induction course available to all new students in session 2020/21 to support the transition to University.

#### REMOTE WORKING AND STAFF WELLBEING

- All staff moved to remote working in advance of the announcement of a national lockdown in March 2020
  - Regular communications to staff on the work of the Campus Planning Group which had a remit to interpret and implement Scottish Government announcements and legislation
  - Development and launch of the Workload Reduction Toolkit and template for discussions between managers and staff regarding the impact of circumstances e.g. childcare/home-schooling/caring responsibilities on capacity to deliver work. This was developed in partnership with the Parents and Carers Network.
  - Delivery of office equipment to staff, particularly disabled members of staff who required specific chairs/desks to work effectively at home
  - Increased activity by the Staff Equality Networks and the Student Equality Forums to support the University response to the pandemic
  - Robust workplace and individual risk management procedures in place to assess the suitability of the return to campus for staff, when Scottish Government guidance permitted across the pandemic
  - Homeworking guidance issued to staff
  - Introduction and extension of a hardship fund for those whose contracts could not be extended and payment of hours for casual work that was no longer required
  - Analysing with the University's Women's Development Network, the Parents and Carers Network and EDIC, the recommendations of the WHEN report *Sharing the Caring* 2020 which highlighted the impact of the pandemic on women and carers
  - Two sets of 'rest days' offered to staff
  - University Student Counselling Service extended to cover staff from March 2020.
- 4.4 To assess the effectiveness of the support provided to staff, a 'Covid-19 Pulse Survey' was issued in June 2020, receiving a 39% response rate. Overall, respondents reported being

content with the support offered to colleagues and expressed appreciation for the flexibility afforded to staff which took account of childcare/caring responsibilities.

- 4.5 Areas of improvements were highlighted in the open comments and included:
- Excessive numbers of virtual meetings/emails
  - Concerns about career progression
  - Increased workload due to blended learning
  - Sense of isolation due to homeworking
  - Difficulties in balancing work and caring responsibilities
- 4.6 In response to the feedback, the University established the 'Workload Planning Review Group' which agreed a set of guidelines regarding reducing meeting frequency, e-mail etiquette including reducing the number of e-mails and the times they are sent. In addition, based on feedback the University adapted proposals concerning pay (incremental progression) and reinstated promotions and regrading procedures.
- 4.7 The main concerns which arose from the Covid-19 survey were followed up in the University's Staff Survey 2020 (see Section 5.3.32 for further details).

## **5. EXAMPLES OF EQUALITY MAINSTREAMING**

### **5.1 ELIMINATING UNLAWFUL DISCRIMINATION, HARASSMENT AND VICTIMISATION**

**Included in this section:**

***Training and Capacity Building, Creating an Antiracist University, Gender Pay Gap, Equal Pay Report, Transgender Policy, Access and Articulation, SFC REACH Project, Gateway to Medicine, Gender-Based Violence***

#### **5.1.1 TRAINING AND CAPACITY BUILDING**

The University is delighted to have, through a competitive tender process, selected Skill Boosters to provide a suite of online training on EDI and other workplace topics. Courses were launched to staff in February 2021.

- 5.1.2 The courses entitled *Inclusion Essentials* and *Understanding Race Bias* are mandatory for all staff and new staff must complete both courses within three months of commencing employment (these trainings replace the University's previous mandatory training on EDI). The University has full control of the system associated with this and will therefore be better able to produce uptake statistics and use those to encourage engagement with the training and achieve the target of 100% completion rates.
- 5.1.3 There are also ten specific trainings available on creating meaningfully inclusive workplaces, focussing on disability, transgender people, gender equality, unconscious bias, microaggressions and becoming an active bystander.
- 5.1.4 In addition, staff have the opportunity to access over fifteen courses on working effectively and leading and managing people, with some courses being particularly welcomed at this time, such as how to work effectively from home, managing online meetings and effective leadership.
- 5.1.5 The courses are interactive and video-based and early feedback from staff indicates that this format conveys the messages effectively and powerfully. There is a strong focus on lived experience and this has a positive effect on learning.
- 5.1.6 Since the publication of the 2019 report, a number of other training opportunities have been made available to staff. These include:
- Virtual training for 360 staff on race and racism (further information in Section 5.1.13)
  - Specific training for SMT on leading an anti-racist organisation (further information in Section 5.1.13)

- Specific training for new teaching staff on creating learning materials and environments which take account of EDI
- Schools were offered Unconscious Bias awareness raising sessions in 2019 and all Schools participated in this
- The School of Social Science organised and delivered, in partnership with the Scottish Trans Alliance, a session on Trans Awareness. There is a plan to roll this out further across the University.
- Sociology hosted a session on Decolonising the Curriculum in 2020. Dr Meera Sabaratnam from SOAS provided the keynote speech
- Schools have continued to support colleagues to attend the AHE Aurora leadership programme for women (14 colleagues have attended so far in 2020/21)
- The Scottish Stammering Association delivered a virtual training session open to all staff in March 2021

#### 5.1.7 Actions:

Achieve 100% completion rates of the online mandatory training on *Inclusion Essentials* and *Understanding Race Bias* by September 2022 and maintain these rates through proactive analysis of uptake data and targeted action (Actions 4.5 and 7.1)

#### 5.1.8 **CREATING AN ANTI-RACIST UNIVERSITY**

The events sparked by the tragic killing of George Floyd on 25 May 2020 have had a significant impact across the world and on our University community. There have been representations made to the University since that date via social media, open letters and direct e-mails to the Principal and others. Many of these have asked for a clear statement from the University on its stance on race equality. There were also examples cited of alleged racism and micro aggressions occurring at the University.

5.1.9 The University responded to the direct e-mails and letters and offered specific engagement and followed this up by meeting individuals and groups to discuss experiences or ideas. The University's stance was communicated in the first of a series of joint statements from the Principal and the AUSA President on 10 June 2020. The statement fully condemned racism, provided a statement of solidarity, offered options for support and provided information about current activities related to race equality. This was followed up with a statement on social media, committing the University to adopting a transparent approach towards our progress on race equality and to amplifying the voices of those who are treated unjustly.

5.1.10 Since then an accelerated programme of work has continued to tackle racism on campus and to understand the barriers faced by our Black, Asian and Minority Ethnic staff and students. We have responded to the urgent call to action made by the Equality and Human Rights Commission (EHRC) and Universities UK (UUK) through their powerful studies and have begun to carve out what an anti-racist University of Aberdeen would look and feel like and what the enablers and barriers to achieving this are. We have started listening and consulting and our current vision for an anti-racist university is that it would have the following key features:

- Understanding distinction between inclusion/racial equality and anti-racism
- Acknowledging that racism exists on our campus
- Safe spaces for discussion
- Embedding transparency and accountability
- Understanding structural/systemic disadvantage

Through

- Collaborative approach across the University
- Challenging and educating ourselves
- Engaging in difficult conversations and proactively adopting new ways of working where appropriate

The University has taken the following steps to date to move towards an antiracist culture.

#### 5.1.11 **RACE EQUALITY STRATEGY GROUP (RESG)**

Chaired by the University's Senior Race Equality Champions (Vice-Principal Education and Head of the School of Medicine, Medical Sciences and Nutrition) and comprising representatives from across the University, including Black, Asian and Minority Ethnic staff and students, the RESG has been established to drive progress on race equality. It also acts as the Self-Assessment Team for the University's work on the Race Equality Charter (REC) Bronze application. The Group has met three times to date and has reviewed the outcomes of the listening activities (further information in Section 5.1.13), reviewed initial data sets and taken forward the Tackling Racial Harassment Action Plan. It is driving progress on enhancing reporting mechanisms, the collection and sharing of data, raising awareness at senior levels and embedding a culture of tackling racial harassment in our partnerships and external relations. Its core purpose is to oversee the development of a University Race Equality Strategy.

#### **5.1.12 RACE CHARTERS**

The University signed up to the Race Equality Charter (REC), managed by AHE, as a platform to interrogate systemic race equality issues across all aspects of the University – staff and student progression, recruitment, attainment, representation and experience. It is a framework for tracking progress and demonstrates the University's commitment to tackling race inequalities. A Bronze application will be submitted by February 2023.

In 2020 the University signed up to the AHE Declaration on Race and the School of Medicine, Medical Science and Nutrition signed up to the British Medical Association Charter on Racial Harassment.

#### **5.1.13 LISTENING ACTIVITIES**

The University released a discussion video on race and racism in August 2020 to launch its Listening Phase on race equality. The video featured a conversation between the Senior Race Equality Champions and two medical students and explored the issues highlighted to the University in an open letter to the School of Medicine, Medical Sciences and Nutrition from the Black Medical Students Association. Since then, a range of discussions have taken place and the key themes emerging are:

##### What constitutes a feeling of 'belonging' in a University and how to foster this/increasing visible role models

- It has become clear that the University must address the lack of representation of Black, Asian and Minority Ethnic people in its staff and senior staff groups. Discussions have indicated that some staff and students regularly felt that they didn't 'belong' at the University, because of their ethnic origin.
- The School of Medicine, Medical Sciences and Nutrition and the School of Law have started to address this through the appointment of Race Equality Champions. All Schools and Directorates are required to appoint Race Equality Champions by the end of March 2021.
- EDIC considered the potential for 'positive action' measures to increase representation of Black, Asian and Minority Ethnic staff at senior levels and this has been approved in principle by SMT
- A successful Black History Month in October 2020 provided opportunities to listen, learn and reflect by showcasing Black role models, talent and achievements (further information in Section 5.2.1).

##### Training and capacity building

- Training for staff is critical to ensure that staff recognise the issues, can identify racism, feel empowered to be an active bystander and to engage in conversations on race.
- Through a competitive tender process undertaken in 2020, the Challenge Consultancy was selected to deliver race training to UMG and frontline Professional Services staff. 360 members of staff are undertaking this training between January and March 2021.

The training comprises, for example, discussion and reflection on white privilege, white fragility, identifying and tackling microaggressions, becoming an active bystander, opening conversations on race, and provides resources so that staff can self-educate.

- The University appointed AHE to provide strategic support over a twelve-month (January 2021 – December 2021) period to enhance consultation opportunities, understand how the University's Race Equality Strategy should be developed and provide senior-level guidance. This has already had an impact, with AHE working closely with the Senior Equality Champions and the Equality and Diversity Adviser on articulating what our antiracist University would mean for staff, students and the wider community. AHE have also provided targeted sessions for SMT where leadership of an anti-racist culture was analysed and discussed.

#### Reporting procedures

- Although the University does have clear reporting procedures in place, the responses to the Listening Phase indicated that these need to be communicated more effectively and that there needed to be visible staff who can support students who wish to make a complaint - formal or informal.
- The Race Equality Champions noted above will be able to take on this role, but the University will also launch an anonymous reporting tool by the end of the academic year 2020/21 which will signpost to support and offer a conversation with an appropriate member of staff.

#### De-colonising the curriculum

- Work has commenced on establishing a working group to review and implement change on this issue, which has been raised during the Listening Phase. The Vice-Principal Education is a co-chair of the Advance HE/QAA Scotland Anti-racist Curriculum Project and has also begun discussions within the University's Schools on this topic. SMMSN has been working closely with the Black Medical Students Association to make changes to the medical curriculum.

#### 5.1.14 Horizon Scanning

The University has welcomed the reports of the Equality and Human Rights Commission (EHRC) – [Tackling Racial Harassment: Universities Challenged](#) (2019) – and Universities UK (UUK) - [Tackling Racial Harassment in HE](#) (2020) - and has considered them carefully. Both reports point to systemic racism in UK universities and the recommendations have been analysed and will be actioned, the University wholeheartedly accepts the findings of both reports and is responding to the call to action. An action plan to address the EHRC report was approved in January 2020 and this will be enhanced to consider the recommendations of the UUK report which was published at the end of November 2020.

#### 5.1.15 Actions:

Develop and implement a Race Equality/Antiracism Strategy by September 2021 (Action 4.1)

Analyse feedback on the Race Equality training launched in January 2021 and agree training approaches for refresher training/reflection and additional training for groups of staff (Action 4.2)

Implement and launch new racial harassment reporting system with regular communication of the reporting options by June 2021 (Action 4.3)

Develop and launch new race equality webpage and monitor traffic by May 2021 (Action 4.4)

Achieve 100% uptake on Understanding Race Bias online training by September 2022 (Action 4.5)

Develop, launch and deliver a Race Communications Plan (Action 4.6)

Working group which has been established to recommend a set of terminology/definitions to be used in the University to present its recommendations by September 2021 (Action 4.7)

Establish a network of Race Equality Champions by end April 2021 (Action 4.8)

Submit an application to the Race Equality Charter by February 2023 (Action 1.3)

#### 5.1.16 GENDER PAY GAP

The University's most recent full Gender Pay Gap Report 2020 can be found here:  
<https://www.abdn.ac.uk/staffnet/documents/Gender%20Pay%20Gap%20Report-v8Final.pdf>

5.1.17 The University's 2020 mean Gender Pay Gap is 19.5% and median is 20.2%. In April 2020, the University reported its Gender Pay Gap for the previous year (2019) which was 20.6% (mean) and 22.4% (median). Overall, the mean Gender Pay Gap has reduced since reporting commenced in 2017 by nearly 3% as can be seen in Table 2.

Table 2: Gender Pay Gap 2017 – 2020

Year	Mean (%)	Median (%)
2017	22.4	22.2
2018	22.03	22.7
2019	20.6	22.4
2020	19.5	20.2

5.1.18 Closing the gap is a long-term strategic objective for the University. While we recognise that there are complex societal, cultural and occupational factors which have a direct impact on the gender pay gap, Aberdeen 2040 specifically includes the following commitment:

*We will eliminate pay gaps across all protected characteristics*

5.1.19 The University acknowledges that there are many factors that can contribute to the discrepancies and it is therefore important that the multiple data elements impacting Gender Pay Gap are monitored as per Figure 3 below.



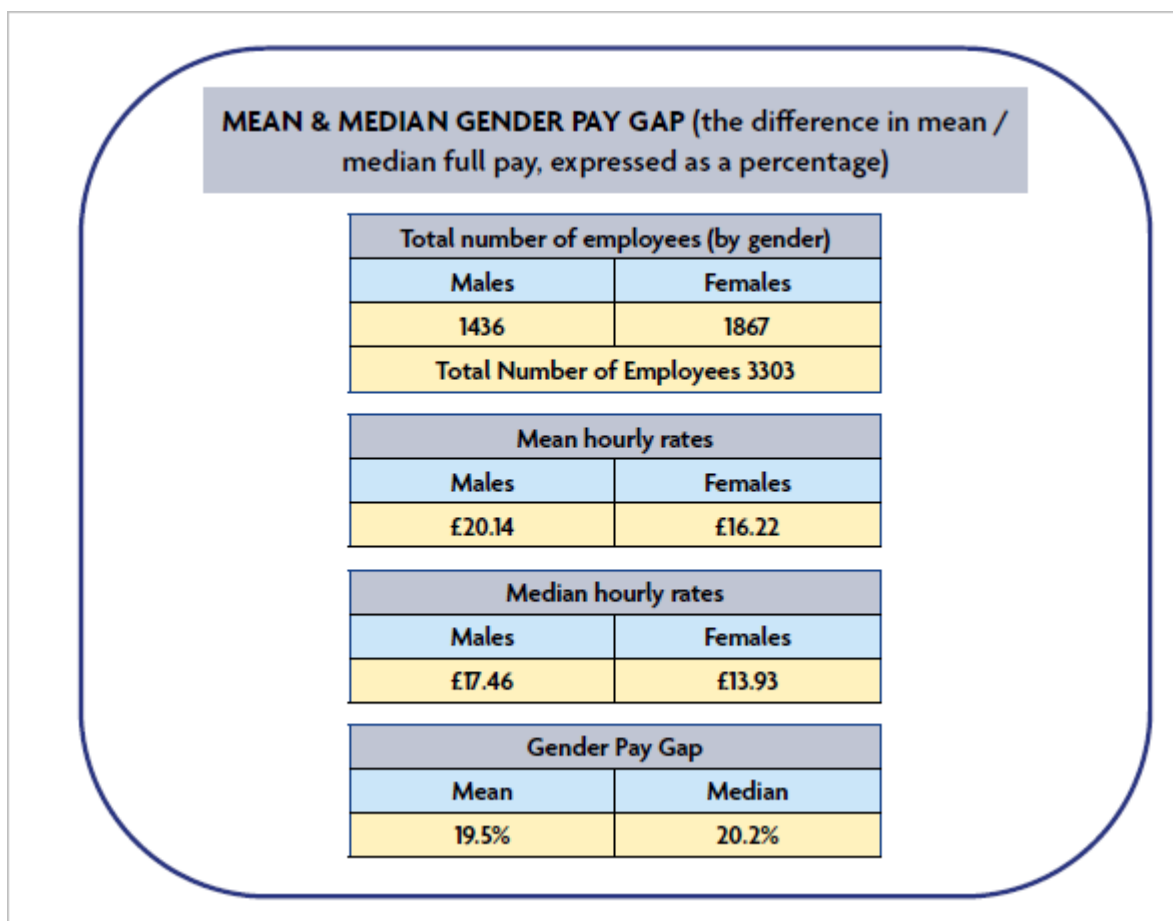


Figure 3: Mean and median gender pay gap

- 5.1.20 The main factor influencing the Gender Pay Gap within the University is vertical and horizontal segregation because of under- and over – representation of females at different levels, grades and posts (including Professorial staff).
- 5.1.21 Females are under-represented at senior posts and/or over-represented in lower grades and mid-level posts. If females are under-represented, the ratios are highly impacted by even small changes in the high-level posts, for example, high earning female(s) leaving the organisation or high earning male(s) being recruited.
- 5.1.22 Actions being taken to address the pay gap and which are part of the Gender Pay Gap report include:
- Strategic commitment to eliminating all pay gaps
  - Monitoring of the impact of the Covid-19 pandemic on gender pay gaps e.g. in temporary contracts and promotion prospects
  - Regular pay gap monitoring (including the gap at School level) to support a range of activities, including monitoring the professorial gender pay gap, informing the recruitment process, supporting Athena Swan applications and considering the impact of the promotions process on the pay gap
  - Social Observer Bias in Promotions Scheme has been developed to introduce a range of measures to support chairs of promotion committees to identify bias and take action to reduce it. For example, observers will sit in the promotions committees with the sole purpose of raising and noting bias in the dialogue and decision-making processes.

- Monitoring of gender balance on University committees and action taken where appropriate
- Regrading Policy launched in 2021 for Professional Services staff
- In 2021 the Promotions Annual Review Group will continue their work on a broader review of the promotions process
- Trade Union representatives acted as observers in the promotions committees in 2020
- Mentoring and coaching is available to all staff in the University.

#### **5.1.23 EQUAL PAY REPORT**

The University publishes an Equal Pay Report every three years and the most recent report can be found [here](#)

5.1.24 The fifth report was published in April 2020 based on data obtained from the HR/Payroll System as at 31 August 2019. This covered three equality strands: gender, ethnicity, and disability.

5.1.25 This demonstrated that the University's overall Gender Pay Gap in 2019 was 20.2% (a slight improvement from 2016 when the gap was 23%). The gap is indicative of the uneven distribution of males and females across the pay grades. The under-representation of females at higher grades is a factor in weighting the overall gender gap in favour of males.

5.2.26 It also demonstrated that there are no significant pay gaps across individual grades and none which exceeded the 5% recommended threshold. The report highlighted, however that females do appear to be disadvantaged in relation to contribution point salaries. On average 11% of the male population are in receipt of the top contribution point salary compared to 8% of females.

5.1.27 Actions being taken to address Equal Pay and which are part of the Equal Pay Report include:

- Undertake a robust Equal Pay audit, using an independent provider and which will follow all criteria required for the audit as per the Equality and Human Rights Commission guidelines
- All gaps of 5%> or repeated gaps of 3% to be investigated on an annual basis
- Continue to monitor the rates of successful and unsuccessful promotions/regrading applicants
- We will also explore the issue regarding contribution applications when our Contribution Procedure is available (this is currently paused due to the impact of Covid-19 on the University's financial sustainability).
- In addition to the above, we will continue to publish our Gender Pay Gap report and progress actions which will enable equality in pay.

#### **5.1.28 TRANSGENDER POLICY**

The University agreed and approved a [Transgender Equality Policy](#) in 2020. The policy applies to staff and students and provides guidance on support with transitioning, both internal and external to the University.

5.1.29 Actions:

Develop supporting guidance for the Transgender Equality Policy by September 2021 through consultation with staff and student groups (Action 9.1)

Roll out associated training on the Policy and Guidance to staff, exploring online options by December 2021 (Action 9.2)

### 5.1.30 ACCESS AND ARTICULATION

Since the last report in 2019, the University has created an Access and Articulation Team which is part of the Directorate of External Relations. This Directorate is represented on EDIC by the Director of External Relations (who is also a member of the Senior Management Team). The Access and Articulation Team is also represented on other relevant internal committees which are related to EDI work. The University created two Dean positions in 2019: Dean for Access, Articulation and Outreach and Dean for Student Support. The Deans work closely with the team on all aspects of their work and in the dissemination of the widening access agenda across the University. As a result of this new robust structure the Access and Articulation Committee was created in 2019 to replace the former Widening Access Committee and Articulation Committee. The Committee is cross institutional in nature and has a dedicated subgroup on Vulnerable Groups.

5.1.31 Widening access is one of the key strands of Aberdeen 2040. The Access and Articulation Team provides pre-entry support to applicants who meet widening access [criteria](#). The team works with school pupils, further education college students and mature applicants who meet one (or more) of the relevant criteria and aspire to study at the University. The Access and Articulation team also provides support and advice for parents, guardians, teachers and any other interested individuals or agencies. The work of the team has had to adapt rapidly in view of the pandemic, to successfully move support to a virtual format.

5.1.32 Within the widening access criteria are students who would identify as belonging to one of the Vulnerable Groups (as defined by the Scottish Funding Council). The categories of students, that currently come under umbrella term vulnerable groups, are as follows:

- Care Experienced (Care Leavers)
- Estranged Students
- Student Carers (Unpaid carers)
- Gypsy, Roma, Traveller
- Veterans and Armed Forces
- Refugees & Asylum Seekers

5.1.33 The University has signed up to several external, nationally recognised, schemes, awards and commitments since 2019 in relation to its work with vulnerable groups and also works with partners both regionally and nationally to implement them. These include (but are not limited to) the following:

- Care Experienced (Care Leavers) – the University has signed up to the Scottish Care Leavers Covenant.
- Estranged Students – the University has committed to the Stand-Alone Pledge
- Student Carers (Unpaid Carers) – the University has received the Carers Trust
- Going Higher in Scotland recognition award.
- Veterans and Armed Forces – the University has signed up to the Armed Forces Covenant.

The University is currently working towards gaining University of Sanctuary status in support of student refugees and asylum seekers.

5.1.33 The University, in 2021, established a sub-group of its Access and Articulation Committee to review and monitor its work with students from vulnerable groups and its commitments with external organisations in this area. This sub-group is led by two of the University's Deans – the Dean for Student Support and the Dean for Access, Articulation and Outreach. The group is also considering structures, future practical and policy work.

5.1.34 A team of student interns has been employed, to capture the views and opinions of students who belong to or are representative of one (or more) of the vulnerable groups. The findings of this project will inform the work of the sub-group and the further development of support, events

and information for students in this category. The internship will end in April 2021, but the aim is to set up a widening access student forum which can inform future policies and practices relating to widening access across the full student journey.

### 5.1.35 SFC REACH PROJECT

The University continues to host a branch of the Scottish Funding Council-funded REACH Project which works with pupils aged S4-S6 who are interested in studying either Medicine or Law. In April 2020 Reach Aberdeen moved to a ‘target pupil’ approach in line with the recommendations set out by the Commission on Widening Access. The project supports pupils who meet one of the following widening access criteria: SIMD20, SIMD40, care experienced, young carer, estranged, eligible for free school meals, refugee or asylum seeker or resident in an area considered to be Remote and Rural. REACH Aberdeen works with 76 schools across Aberdeen City, Aberdeenshire, Moray, Highlands, Orkney and Shetland. The programme supports these pupils by providing taster days, application support, mentoring opportunities, information, advice and guidance. REACH responded to Covid-19 challenges by transferring events to a virtual format where possible. Where this was not possible, new initiatives, such as e-mentoring, were created to ensure that pupils received the information and support that they required.

### 5.1.36 GATEWAY TO MEDICINE SCHEME

[Gateway to Medicine](#) (G2M) is a widening access scheme designed to support students access the MBChB degree.

5.1.37 The course continues to be delivered as a partnership between the University and NESCOL. In addition, there is an opportunity for students to train as bank Healthcare Support Workers because of strong support from our partner health board NHS Grampian. Following the very positive outcome from the first cohort, the Scottish Government awarded additional places (increased to 25) and confirmed funding until academic year 2022/23.

5.1.38 The number of students applying for the G2M has increased year on year and is perhaps indicative of the need for the programme and its growing success. The number of students coming to the course from a REACH school has also increased which may be due to effective promotion in target schools. Overall, the progression rate to the MBChB from the three G2M cohorts, who have completed thus far, is 95% (62/65). Two of the students who did not progress transitioned to degrees in medical sciences.

Table 3: G2M recruitment 2017- 2020

Cohort	Target	Applicants	Interviewed (% applied)	Enrolled (% interviewed)
1 (2017)	20	N/A	21 (N/A)	21 (100)
2 (2018)	25	41	31 (75.6)	19 (61.3)
3 (2019)	25	98	50 (51.0)	25 (50.0)
4 (2020)	25	108	67 (62.0)	27 (40.3)

5.1.39 A mixed-methods evaluation study comprising both quantitative (enrolment and progression data) and qualitative (interviews) data continues, and an interim report has been presented to Scottish Government (November 2020). This review indicated that the programme enabled students experiencing disadvantage to overcome barriers to entry by providing an alternative route into medicine. In particular, the course proved appealing due to the personalised nature of admissions. The opportunity to undertake bank work as a healthcare support worker along with the provision of a bursary in the G2M year also proved attractive elements of the programme and addressed practical issues and provided security. The high progression rate (95%) from the G2M to MBChB is encouraging. Similarly, the student feedback received highlights the value of the programme in supporting entry to medicine. Students have reported feeling academically and emotionally prepared to undertake study on the MBChB because of completing the G2M. Furthermore, they reported that a career in medicine is within their reach

and they began to develop an identity as a medic and an awareness of the skills required to be a doctor. All 62 students who have progressed to the MBChB are still in the programme, though 5 have had to repeat a year. This leaves us with 24 in year 1, 22 in year 2, and 16 in year 3.

#### **5.1.40 GENDER BASED VIOLENCE**

The University is working closely with AUSA to implement enhanced support for staff and students who experience gender-based violence (GBV).

5.1.41 In 2019 a joint 'Statement of Commitment' was signed between the University and AUSA, which pledges implementation of a 'zero-tolerance' approach to all forms of sexual harassment/GBV.

5.1.42 A working group consulted with staff and students on their experiences of GBV through an online survey and launched a new online tool in 2019 to enable and encourage reporting of concerns and incidents of GBV as well as signpost to relevant support. Since its launch the reporting tool has helped to support students and staff in seeking direct support (from HR or the Support Services) for cases of GBV and abuse. Improvements to the system have been made following input from Trade Unions and the GBV Working Group and its success means that we will expand the tool to cover all forms of abuse and harassment.

5.1.43 Cards have been distributed to staff to provide information on how to handle a disclosure of GBV. This reflects the recommendations of the Equally Safe in HE (ESHE) Toolkit, launched after the University's earlier work, and which we have also adopted.

5.1.44 The University participated in a Scottish-wide research project on GBV, facilitated by the University of Strathclyde and linked to the ESHE Toolkit. As a part of the project we carried out surveys and focus groups aimed at exploring GBV issues. This consultation enabled identification of key priority areas for the GBV working group.

5.1.45 The University is currently participating in a national project called 'Combat Misconduct', as one of five pilot institutions, which is being organised through AVA (national domestic and sexual abuse charity). This project has been extended considering the impact of Covid-19 and aims to develop new tools (e.g. e-learning programmes and an impact assessment matrix) and to support universities to evaluate the impact of GBV interventions.

5.1.46 The University has linked with sector colleagues through AMOSSHE Scotland to contribute to, and develop, a short online training course for all University staff on GBV. This was launched in November 2020 and the 17 contributing Universities have committed to make this available to all universities in the UK.

5.1.47 Actions:

Publish a new, comprehensive policy and accompanying procedures supporting the statement of commitment, enshrining its values into University policy by June 2021 (Action 5.1)

Continue to partake in pilot training for staff and look to roll this out to all frontline support staff and Senior Personal Tutors (Action 5.2)

Work with AUSA to develop and deliver Consent training to students entering the University and to all student leaders (Club Captains and Committees and Society Presidents and Committees) (Action 5.3)

Work with local partners and institutions (RGU, NESCOL, Police Scotland, ACC and NHS) to further the idea of a "Fearless Aberdeen" (Action 5.4)

#### **5.2 FOSTERING GOOD RELATIONS BETWEEN PEOPLE FROM DIFFERENT GROUPS**

**Included in this section:**

***Black History Month, International Women’s Day, Disability History month, LGBT+ History Month, Equality Networks, EDI Events and Engagement Group, Dignity at Work and Study, Brexit***

**5.2.1 BLACK HISTORY MONTH**

Black History Month (BHM) is an annual global reflection and celebration of Black History throughout the month of October. The overall theme for 2020 was ‘Dig deeper, look closer, think bigger’.

5.2.2 The University’s successful [programme](#) for BHM 2020 was extensive and encompassed ideas from a range of staff and students who participated in the Black History Month Working Group. AUSA and the Black, Asian and Minority Ethnic Students Forum hosted events, as did individual societies and Schools. 452 delegates engaged with the events, with more accessing the exhibitions and talks. A new EDI Events and Engagement Group has been established as a direct legacy of BHM 2020 (see Section 5.2.18)

5.2.3 Examples of the events included:

- A reading, workshop and question and answer event with Tendai Huchu, a Zimbabwean author (35 attendees)
- Talk on *Two Kings: Empire, Abolition, and Aberdeen* (36 attendees)
- Talk on *Charles Heddle: An Afro-Scottish trader and the abolition of the slave trade in Sierra Leone* (105 attendees)
- Talk on *Samuel Coleridge-Taylor - Music, Life, Legacy* (44 attendees)
- A panel discussion addressing the under-representation of Black women in Scottish politics with Tasmina Ahmed-Sheikh, previously MP for Ochil and South Perthshire and SNP National Women’s and Equalities Convener and Fatima Zahra Joji, Director of the 50/50 campaign and a leader in local community projects in Aberdeenshire (24 attendees)
- An interactive talk with Jamala Osman, social activist, entrepreneur and wellbeing adviser (25 attendees)
- Podcasts exploring the intersectionality of mental health and race and racism
- Online exhibitions regarding the University’s links with slavery and the achievements of its first Black students
- In conversation with Professor Chris Jackson (47 attendees)
- Online exhibitions on the topic of the North East’s links to slavery

5.2.4 Feedback forms were collated and analysed, including suggestions for legacy events or for BHM 2021. The feedback indicates that 452 people engaged with the events delivered, with the following detail:

**Events and Promotions**

- Twelve events were featured in the programme, with eight blog ‘stories’, and seven online activities or podcasts
- Promotional social media posts began on 26 September
- 224,000 social media impressions have been made to date

**Audience feedback**

- 92% of responses rated the quality of events as ‘very good’ or ‘good quality’
- 76% of responders were ‘extremely’ or ‘very’ satisfied with the programme overall
- 59% of responders had never attended an online event with University previously



Figure 4: some of the speakers at the University's Black History Month celebrations, from left to right, Jamala Osman, Professor Christopher Jackson, Professor James Thuo Gathii



Figure 5: The University's banner for the Black History Month events programme

#### 5.2.5 Action:

Deliver race equality events throughout the year, focussing on intersectionality (Action 3.1)

#### 5.2.6 **INTERNATIONAL WOMEN'S DAY**

International Women's Day (IWD) has been celebrated globally since 1911 as an opportunity to mark the impact that women have made culturally, socially and economically on a local, national and international level. The celebration also presents the opportunity to highlight the ongoing challenges that women face in the workplace and in wider society.

5.2.7 The University hosted an IWD event on Friday March 6, 2020 embracing the official theme *'#EachforEqual - An equal world is an enabled world.'* Three fantastic keynote speakers - Professor Linley Lord (Pro Vice chancellor and President of Curtin Singapore since April 2018), Gail Kent (Director of Policy at Facebook) and Dr Linda Papadopoulos (psychologist, author, keynote speaker, columnist, host and broadcaster) – presented powerful presentations on how to actively challenge stereotypes and bias, broaden perceptions, improve wellbeing and mental health and celebrate personal achievements.

5.2.8 The aim was to reinvigorate the event through a greater emphasis on participatory activities developing the skills and knowledge of attendees, encouraging their confidence and as a result, contributing to unlocking and showcasing the North-East's talent.

5.2.9 Additionally, by opening the event to a wider community external to the University, it supported the University's access and articulation activities and its central role in the cultural and social external environment. Local schools were heavily involved in the conference and participated fully. The University was delighted to welcome 24 senior phase school pupils from Lochside Academy, St Margaret's School for Girls and St Machar Academy to the event. This event was also recognised as a flagship occasion in the University's 525<sup>th</sup> anniversary celebrations.

5.2.10 The 2020 event was the most successful International Women's Day celebration to date with 200 attendees.

5.2.11 The event offered a morning of inspirational talks with a question and answer session, a networking lunch and a speed mentoring session in the afternoon.

5.2.12 Key metrics:

Attracting new audiences - 46% of respondents had not attended this event before, compared to only 20% of respondents in 2019

Event quality - 88% of all respondents indicated that they were very likely to attend again in the future

Accessibility - 98% of respondents reported that the event was accessible

Sustainability – 93% of respondents reported that the sustainable paperless online booking process was easy to use

CPD and audience experience – 90% of respondents who attended the Speed Mentoring sessions found them enjoyable, this was a new feature of the event for 2020 and will continue to be included in the event format in future years.

4,300 people engaged with the University's stories on Instagram and Facebook



Figure 6: Lochside Academy pupils meet with conference keynote speaker Dr Linda Papadopoulos

*“The young women who represented Lochside Academy at the International Women’s Day at The University of Aberdeen on Friday, March 6, 2020 had a truly memorable day in the presence of so many inspirational women from all walks of life. I really appreciate the opportunity given to our next generation of leaders to take part in this day and they all left with a great deal to consider as they move on to future studies and careers. The highlight for the group was spending time talking to one of the keynote speakers Dr Linda Papadopoulos.”* **Mr Neil Hendry, Head Teacher of Lochside Academy.**





Figure 7: The University's IWD keynote speakers



Figure 8: A packed King's College Conference Centre for IWD 2020

5.2.13 The [programme](#) for IWD 2021 has been released for the University's events to take place virtually 8-13 March 2021. Events will be based on the 2021 campaign theme of #ChooseToChallenge - choose to challenge and call out gender bias, discrimination and stereotypes.

5.2.14 In 2021, the University will welcome keynote speakers Anna Whitehouse, straight-talking best-selling author, presenter, campaigner, and co-founder of '[Mother Pukka](#)', and Jeffery Tobias Halter, gender strategist, author and president of [YWomen](#). Feedback will be collated and reported in the next Equality Mainstreaming Report.

#### 5.2.14 DISABILITY HISTORY MONTH

The University celebrated Disability History Month in 2020 in the following ways:

- ASK Session which provided students with the opportunity to ask staff questions about disability accessibility during the Covid-19 pandemic. Figure 9 shows promotional material.



Figure 9: ASK session promotional material

- [Podcast: Accessibility for Disabled Students](#)
- [Blog: Living with a stammer while studying at the University of Aberdeen](#)
- Re-shared existing blogs on Mental Health found throughout the [Student Channel](#)
- Launched a new [BeWell Podcast series](#) (focusing on topical issues impacting students). Episode 1 focused on mental health and racism and there are plans for a podcast on LGBT+ and mental health. Although in its infancy we are beginning to see some great engagement with this series which has had a total of 155 downloads since it was launched in November.
- [Vlog: A Disabled Students Guide to Getting Around Campus](#)
- Promoting World Aids Day and relevant resources
- Promoting the Disabled Students Forum
- Promoting support services
  - Assistive Tech
  - Disability Services
  - Inform reporting
- The Staff Disability Network promoted its work and members through a profile section in the Staff E-zine.

### 5.2.15 LGBT+ HISTORY MONTH

LGBT History Month was celebrated in 2020 and 2021 in the following ways:

- A-Z of LGBT+ sessions, covering terminology and the history of the LGBT+ equality movements offered to staff (40 staff have attended to date) and specific Q&A sessions have been delivered to InfoHub , Centre for Academic Development and School of Social Sciences
- Promotion on social media of the support available to staff and students e.g. Staff and PG Student LBGT+ Network, LGBT+ Students Forum and Trans Student Forum, as well as support mechanisms across University Directorates and Schools
- Student blogs e.g. on the importance of pronouns, LGBT+ literature and LGBT+ wellbeing, and [reading list](#) published on Staff E-Zine and student social media channels
- Alumni blog on work since graduating as an LGBT+ alumnus on the inclusion of LGBT+ people in the Scottish census
- Lecture on The Enlightenment and Female Sexuality from Professor Bill Naphy
- Lockdown Pride [video](#) produced and shared

## 5.2.16 EQUALITY NETWORKS

The University's Staff Equality Networks have continued to play a key and central role in the development of EDI policies, practices and initiatives. The chairs of all the networks are members of EDIC, positioning them at the heart of EDI decision-making.

5.2.17 The contribution of the Networks has been invaluable during the pandemic, with the chairs engaging proactively in decision-making and offering safe spaces for colleagues to share experiences and/or discuss how the University can continue to support EDI.

5.2.18 The University is delighted that three new networks have been established since 2019 – the Parents and Carers Network, Race Equality Network and Women's Development Network (WDN). A Mental Health Network is planned and will be established in the first half of 2021.

5.2.19 Key contributions and achievements of the Networks include:

### Disability Network Group

- Engaging Profiles organised and published for Disability History Month 2020 featuring the co-chairs of the Network

*“When we meet, you feel you are surrounded by friends,” David says. “And whether we meet in person or virtually, the events of recent months have shown just how important that is for everyone. The University has done remarkably well in helping as many people, disabled or otherwise, to adapt to new arrangements. As an employer, it is very proactive in this area and many others but we can always strive to be better. Covid has demonstrated that when needed, we can all adapt and the Staff Disability Network will be here to drive this attitude forward and to support our staff as we all come to terms with the new normal.”* Extract from profiles published in the Staff E-zine for Disability History Month. David Hutchison, co-chair of the Staff Disability Network Group.

- Important and fruitful links with the Student Disability Forum have been made
- Meetings have continued virtually during the pandemic
- Has fed in the concerns of members regarding the continued use of reasonable adjustments during remote working and this has led to increased support being provided

### Staff and PG Student LGBT+ Network

- Weekly catchups held for members since the beginning of the pandemic
- Alerted the University to the potential of difficult home situations for LGBT+ people during the pandemic
- Chair of the Network co-chaired the Aberdeen 2040 Inclusive Workstream
- A-Z of LGBT+ session developed and delivered across key dates such as LGBT History Month
- Significant support with the Stonewall Workplace Equality Index
- Participated in the University's celebrations and outreach at Grampian Pride 2019

### Women's Development Network (WDN)

- Established with a remit to act as a forum for development, debate and networking for anyone who identifies as a woman at all grades, career paths and ethnic groups; share ideas, experiences, knowledge and opportunities; promote equality of opportunity for women; provide a source of information and support relating to development processes and mechanisms.
- Facilitated the University's membership with WHEN (Women in Higher Education Network) and secured 50 free memberships for the University
- Events have been held e.g. on 9 September 2020 Clare Moriarty was a guest speaker on the topic of “Leadership in its widest context”

### Race Equality Network

- Co-chaired by an academic and professional services colleague, the Network has been growing steadily since its establishment in 2020. Almost 60 colleagues are registered.

- The Network has been discussing and contributing to the outcomes of the listening activities on race
- The network has established a section on its Microsoft Teams site for staff who want to be 'race allies' rather than be part of the Network and resources are shared there, as well as discussion

#### Parents and Carers Network

- The Network now has two chairs – one focussing on parents and one on carers
- The Network is mainly based on Facebook and its membership has grown significantly since the start of the pandemic, with almost 200 members registered
- Significant support has been provided by the Network chairs during the pandemic and they have been proactive in feeding experiences back to senior management. This process has informed decisions and led to the development of a structured discussion template which managers and staff can use to discuss caring responsibilities during the pandemic.
- The Network worked jointly with the WDN to analyse the report *Sharing the Caring* (2020) published by WHEN and to raise recommendations at EDIC which were then actioned by the Senior Vice-Principal.

#### Menopause Network

- The University established a Menopause Network in 2019
- The Network supports colleagues who wish to discuss issues related to the menopause and contribute to University policy on this

### 5.2.20 EDI EVENTS AND ENGAGEMENT GROUP

As a legacy of the 2020 Black History Month celebrations a new EDI Events and Engagement Group has been established, comprising staff and student equality networks and forums as well as colleagues from HR, Events, Student Experience, Stakeholder Engagement and Communications. The Group has secured funding to plan and deliver a series of events and engagement initiatives across the year, taking the University's Diversity Calendar into account. The Group has agreed that a flexible approach should be taken, for example, not focussing all events in relation to Black History Month in the month of October. The Group will also decide whether the successful Inclusion Week format achieved in 2019 should be taken forward again as an opportunity to showcase work and inclusion in its broadest sense.

5.2.21 A key aspect of the remit of the Group is to take cognisance of intersectionality as an important theme throughout its work.

#### 5.2.22 Action:

Plan an events calendar for 2021 and seek approval of this from EDIC (Action 10.1)

Communicate with the staff and student community on the work of the Group and the events and engagement planned (Action 10.2)

Work with staff and students from across the University to harness expertise, lived experience, interests and knowledge and elevate and support EDI initiatives taking place across the University (Action 10.3)

Secure an annual budget for the work of the Group (Action 10.4)

### 5.2.23 DIGNITY AT WORK AND STUDY

The University established a Dignity at Work and Study Working Group in 2020 comprising staff from across the University, Trade Union representatives and senior staff. The purpose was to evaluate arrangements pertaining to dignity at work and study and to formulate recommendations for improvement. The key aim of the exercise was to develop an overarching Dignity at Work & Study Toolkit which contains policies, procedures and guidance material.

5.2.22 Initial work centred on what the University understands by the term 'dignity' and following on, how that manifests in the University's teaching, learning, social and cultural context for both staff and students. There was a strong view that 'dignity' did not relate only to the protected characteristics as stated in the Equality Act 2010, but that it was an umbrella term which had different meanings for individuals – ranging from being thanked for completing tasks at work to understanding personal circumstances of staff and students. The task then was to encapsulate those varied understandings in documents which were supportive, clear and would contribute to creating a culture where dignity became a common language. Clearly, links to ongoing work related to this area e.g. tackling racial harassment and gender-based violence were explored and taken cognisance of.

5.2.23 During the past year the following policies and guidance have been compiled and are in final draft format awaiting approval:

Dignity at Work and Study Guide  
Dignity at Work and Study Policy  
Code of Conduct for Staff  
Dignity at Work and Study Guidance Notes  
Informal Action Staff Guidance  
Informal Action Student Guidance  
Formal Action Staff Guidance  
Formal Action Student Guidance  
Dealing with Difficult Conversations Guidance  
Supportive Networks Guidance  
Dealing with a Report of Bullying Guidance  
Accusations of Bullying Staff Guidance  
Accusations of Bullying Student Guidance

5.2.24 The Group is currently drafting a policy in relation to staff: student relationships and conflict of interest. The next stage will be to develop appropriate, compelling training and awareness raising of the issues covered by the dignity at work and study documents and finalising the Toolkit of documentation and guidance prior to implementation which is planned for mid-2021. A report on the implementation and impact of these will be provided in the 2023 Mainstreaming report.

5.2.25 Action:

Implement the Dignity at Work and Study Toolkit and roll out appropriate training by December 2021 (Action 7.3)

### **5.2.26 BREXIT**

Building on the support offered to staff and students outlined in the 2019 report, the University recognises the ongoing uncertainty the UK's exit from the European Union has created for staff and students. The University remains committed to staff and students who join us from across the world and has taken proactive action to provide guidance where available and appropriate. Our dedicated Brexit webpages are a resource for both staff and students and offers latest developments. We continue to provide regular communications. In addition, support to staff and students regarding their status in the UK is provided and where required, information on how to navigate through the new immigration system is also offered.

## **5.3 ADVANCING EQUALITY OF OPPORTUNITY**

**Included in this section:**

***Athena Swan, Stonewall Workplace Equality Index, British Sign Language, Gaelic Language Plan, Mental Health and Wellbeing, Project SEARCH, Staff Survey, Research Excellence Framework, Digital Accessibility***

### **5.3.1 CHARTER MARKS**

### 5.3.2 ATHENA SWAN

The University continues to progress its long-standing commitment to the Athena Swan Charter to drive understanding of barriers to gender equality and the actions required to address them. Of note since the last report in 2019 is that the University secured its first departmental Silver award, with the School of Psychology achieving this in April 2020. The University's institutional award remains at Bronze and a submission to retain this will be made in April 2021. Table 4 shows the status of School awards.

Table 4: status of Athena SWAN awards across the University's Schools

Institution/School	Institute	Area	Level of award	Submission round	After being granted 1 year extension
Aberdeen University	N/A		Bronze	Nov-16	Apr-21
School of Medicine, Medical Science and Nutrition	Applied Health Sciences	STEMM	Bronze	Nov-16	Nov-21
	Education in Medical and Dental Sciences		Bronze	Apr-17	Apr-22
	Rowett Institute		Bronze	Nov-16	Nov-21
	Medical Sciences		Bronze	Apr-18	Apr-23
	Dentistry		Bronze	Nov-18	Nov-23
School of Psychology	N/A	STEMM	Silver	Apr-20	Apr-25
School of Biological Sciences			Bronze	Apr-17	Apr-22
School of Natural and Computing Sciences			Bronze	Apr-16	Nov-21
School of Engineering			Bronze	Apr-18	Apr-23
School of Geosciences			Bronze	Apr-18	Apr-23
School of Education	N/A	AHSSBL	Bronze	Apr-17	Apr-22
School of Divinity, History and Philosophy			Bronze	Nov-16	Nov-21
School of Language, Literature, Music, Visual Culture			Bronze	Nov-18	Nov-23
School of Law			Bronze	Nov-16	Nov-21
School of Social Sciences			Bronze	Apr-17	Apr-22
The Business School			Bronze	Nov-16	Nov-21

5.3.3 Six Schools (Law, Divinity, History and Philosophy, Natural and Computing Sciences, Social Science, Education and Biological Sciences) have stated their commitment to apply for a Silver accreditation between November 2021 and April 2022, whilst the Business School, the Institute of Applied Health Sciences, the Rowett Institute and the Institute of Education of Medical and Dental Sciences will apply to retain their Bronze award.

5.3.4 An Information pack for Schools aiming to apply for a Silver award has been developed and it includes enhanced guidance on data analysis, assessment of impact and the compilation of a Silver application.

5.3.5 Key actions which have been taken since 2019 to support the Athena Swan principles include:

- The Parents' Guidebook provides guidance on the support available on return to work from leave, the locations of the two dedicated nursing rooms (Old Aberdeen and Foresterhill Campuses), other rooms available for breastfeeding and how to request a personal fridge for storage of milk. Breastfeeding is welcomed in all social areas (pre-Covid) and posters have been designed to highlight this.
- In November 2020, five members of the Parents and Carers Network, were trained as 'parental mentors' to support staff returning from parental leave.
- A 'Meeting Etiquette' document was developed in 2019 to provide recommended guidelines on effective meetings. It is the convenor's responsibility to ensure this is adhered to.
- Events and meetings have been delivered virtually where possible during the pandemic to support the ongoing business of the University. Meetings and events have also been recorded where appropriate so that colleagues who are unable to attend can keep up to date, supporting parents and carers.
- A policy of shortening meetings where possible has been introduced, recognising the impact of back-to-back Teams meetings. Meetings are to be avoided at lunchtimes.

- Schools have processes in place to monitor the gender profile of seminar speakers and take action to redress imbalances where appropriate.
- As well as the ongoing biannual meetings between the Athena Swan leads, the Principal and the Senior Vice-Principal, the University has established an Athena Swan Forum which provides space for discussion of gender equality challenges and priorities. The Forum members can share experiences and knowledge and develop and agree joint approaches to progressing gender equality.
- Female professor numbers have steadily increased between 2015/16 to 2018/19 from 22% to 28% in STEMM areas and 20% to 24% in AHSSBL areas.
- A higher proportion of applications for Professorial roles are from women (up from 13% in 2015/16 to 22% in 2018/19).
- Recruitment processes improved with vacancies now advertised with clear links to EDI and flexible working opportunities.
- The Equality and Diversity Adviser and the Athena Swan Coordinator delivered a joint presentation with the University of East Anglia at the University of Grenoble in May 2019 as part of the University's participation in the Aurora European Universities Network. The presentation was focussed on approaches to gender equality and the Athena Swan framework was shared as an example of good practice and an action for the other participating universities to consider their own gender data with a view to developing a common framework for gender equality progress.
- In relation to promotions data, a range of work has been undertaken across the academic units to understand barriers to promotion and how these affect career progressions. Table 5 below shows that the success rate for female applicants in 2019 is statistically significantly higher than that for males. Work which is being undertaken in Schools shows that men are on average more likely to apply to Grade 8 and women more likely to apply to Gr 9. The application rate for part-time staff is low with an evident gender disparity in STEMM. In AHSSBL, while the average success rate for applications to Grade 8 is, like STEMM around 50%, the average success rate of applications to Grade 9 is higher (69%W and 55%M) than in STEMM (59%W and 42%M), and women are more successful than men. In the 2019 report it was noted that the University had introduced measures to tackle bias within the promotion process and going forward the impact of the pandemic will be taken into account in promotion applications.

Table 5: success rates for promotion applications by gender

Year	Applied			Successful			Success rates	
	Female	Male	% Female	Female	Male	% Female	Female	Male
2016/17	91	80	53	46	39	54	51	49
2017/18	60	78	44	30	45	40	50	58
2019	64	70	48	37	31	54	58	44

5.3.6 The Schools are working towards detailed specific action plans to support their ambitions with the Athena Swan Charter and at institutional level an extensive action plan is being prepared for the submission of the Institutional Bronze renewal in April 2021.

### 5.3.7 STONEWALL WORKPLACE EQUALITY INDEX

Stonewall is one of the UK's foremost charities for the Lesbian, Gay, Bisexual & Trans (LGBT+) community, founded in 1989 and gaining charity status in 2003. The University has been a member of the Stonewall Diversity Champion scheme since 2013.

5.3.8 In 2005, Stonewall launched the Workplace Equality Index (WEI), as a framework for UK employers to monitor and benchmark their progress on LGBT inclusion in the workplace. In January each year, Stonewall publishes their list of [Top 100](#) employers, which features a mix of public and private sector organisations.

5.3.9 In the January 2020 index the University was ranked 249<sup>th</sup> out of over 500 entrants and was placed 36/54 within the Education sector. The submission round in 2020 was paused due to the Covid-19 pandemic.

5.3.10 As part of Aberdeen 2040, the University has made a commitment to enhance LGBT+ equality. The University has set a target of achieving a Bronze Award in the Stonewall WEI and to be a Top 100 employer by 2025.

5.3.11 To support the monitoring of progress towards that goal, a mapping spreadsheet has been created to track an internal assessment of the current position against the criteria.

5.3.12 Action:

Achieve a Bronze award in the Stonewall Workplace Equality Index by February 2022 (submission made in September 2021) (Action 1.4)

The actions which will require to be taken in advance of the submission and which are part of the University's Stonewall WEI Action Plan include:

- Review policies to ensure they avoid gendered language with the first group of policies being revised by September 2021
- Develop and launch guidance notes to support the Transgender Equality Policy by August 2021
- Ensure that Induction materials explicitly include statements on LGBT+ inclusion by September 2021

Longer term actions also included in the University's Stonewall WEI Action Plan include:

- Develop a programme of events and engagement for LGBT History Month in February 2022
- Continue engagement with external partners such as Grampian Pride
- Increase engagement with Senior Management on LGBT+ inclusiveness by September 2022
- Consider how best to allow people to record their gender identity whilst remaining compliant with HMRC & HESA return requirements by September 2022
- Review procurement processes to ensure they take EDI factors into account by June 2022
- Review and assess University front-line services for LGBT+ inclusion by September 2022

### **5.3.13 BRITISH SIGN LANGUAGE PLAN**

The University continues to implement its [British Sign Language Plan](#) and in 2020 provided an [update](#) on progress to contribute to the Scottish Government's review of BSL Plans. Key areas of note are:

- [Aberdeen 2040](#) was fully translated into BSL and a BSL-accessible campus is a priority within the strategy
- All events for Inclusion Week in March 2019 and Black History Month in October 2020 were translated into BSL
- BSL interpreters were available on campus during the University's Open Days and Offer Holder Day in 2019. Translation was available on key talks – (Welcome, Finance, Applying to UCAS, Accommodation) and for subject talks for specific visitors. Any visitor who, when registering, identified as needing assistance was contacted by the University for further details about which talks they planned to attend. A schedule for the translator was then developed. If the University was alerted on the day to specific requirements, it did everything possible to arrange for the additional sessions to be translated. Talks which were to be interpreted were highlighted in the printed guide.
- All graduation events are signed by a BSL interpreter
- The School of Education has renewed its focus on the creation of a short-course professional learning offering for teachers. As a part of this initiative, it will seek to include BSL within Inclusive Practice professional learning/CPD course content



- The Digital Accessibility Working Group has a remit to look at all aspects of accessibility in the digital area and BSL is part of their work.

#### 5.3.14 Action:

Review the BSL Plan to ensure it continues to support BSL-users in the staff and student community by September 2021 (Action 6.1)

#### 5.3.15 **GAELIC LANGUAGE PLAN**

The University's [Gaelic Language Plan](#) 2019 – 2024 sets out how the University plans to raise awareness of Gaelic, increase the number of Gaelic speakers and embed Gaelic in the University's activities.

#### 5.3.16 The University reported its progress to Bòrd na Gàidhlig in December 2020 noting:

- 26 members of staff reported being Gaelic speakers in the Staff Survey 2020 (up from 19 in 2018)
- Aberdeen 2040 was translated into Gaelic
- Promotional material for Aberdeen 2040 was translated into Gaelic
- The 'Cabaireachd an t-Samhraidh' project supported ten students to continue their use of Gaelic
- Undergraduate and Post Graduate degrees continue to be offered in the University
- The May Festival in 2019 includes a range of Gaelic events
- Corporate Parenting Plan being updated to support Gaelic speaking care-experienced students

#### 5.3.17 **MENTAL HEALTH AND WELLBEING**

Activities on mental health and wellbeing continue apace, with an ongoing strong commitment to tackle mental health stigma.

- 5.3.18 Following a rationalisation process in October 2019, the Mental Health and Wellbeing Working Group was established, resulting in an integrated, holistic approach to wellbeing, encouraging joint activities for staff and students. This has also facilitated the development of a new action plan which is discussed at each meeting of the Group and at wider forums where appropriate. The Group reports progress to EDIC and the Health and Safety Committee.
- 5.3.19 The University retained its Silver Healthy Working Lives award in February 2020 following a strong submission showcasing the BeWell program of events and campaigns.
- 5.3.20 The number, frequency and scope of the BeWell events programme has increased significantly since the end of 2019. Monthly themes keep the activities relevant and interesting and they have continued on an online basis during the Covid-19 pandemic.
- 5.3.21 Over 100 Mental Health Champions and First Aiders continue to meet regularly to discuss key issues and trends and this has been particularly important during the pandemic. They received updated training in January – March 2020 and, following a review of roles a Mental Health First Aid Charter was launched. Almost all of the Mental Health First Aiders have signed the Charter and have therefore agreed to be available to any staff member who wishes to discuss mental health concerns. Feedback on the Mental Health First Aiders service is anecdotal at present but there is a plan to introduce a formal feedback system.
- 5.3.22 A Suicide Prevention Policy and training plan has been drafted as has a revised Mental Health and Wellbeing Policy and Strategy. These documents will be approved shortly, with EDIC already having provided comments and it will have the opportunity to feed comments in again. The Wellbeing Team deliver an extensive programme of events annually. For example, over 2020, events included:

- Cancer awareness pop up advice stand
- Time to Talk Day – social media campaign to raise awareness of support mechanisms
- University Mental Health Day – student bloggers shared experiences of mental health issues
- Mental Health Awareness Week – Instagram stories and direct questions
- Men’s Health Week – Men’s MOT manual shared with staff
- BeWell Bingo – Almost 200 students participated
- Orientation Sessions - BeWell module was designed to equip students with top tips and practical strategies for maintaining mental, physical, emotional, and financial wellbeing while at university, almost 3000 students took part
- Suicide Prevention Day - 'Working together to prevent suicide'. The International Association for Suicide prevention short video was shared on various platforms. The video gave the opportunity to think about connections, to empower discussions & reduce stigma. 3000 responded on Instagram.
- Isolation Toolkit - A Self-isolation toolkit was created to offer a range of practical tools, resources and services to help students who are in self-isolation. Resources included isolation Bingo and access to free mindfulness sessions. Page was viewed 1612 times.
- Winter Wellbeing Toolkit - The Winter toolkit was the 4th most clicked link in the student December Newsletter. Currently the highest level of engagement is with Connecting with others which include support networks for menopause, men’s mental health and LGBT+ community.

#### 5.3.23 Action:

Agree updated version Mental Health and Wellbeing Policy and five-year Strategy (action 2.1)

Review Stress Management Policy and launch revised version (Action 2.2)

Review the training requirements relating to the HSE Management Standards (Action 2.3)

Maintain Healthy Working Lives Silver award accreditation and strive towards Gold standard (Action 2.4)

Deliver the annual calendar of activities and restart campus events when restrictions allow (Action 2.5)

Train new Mental Health First Aiders when the courses become available. Funding has been secured, a waiting list is held, and provisional dates are set for the second half of the calendar year (Action 2.6)

Fully implement reporting/monitoring procedure for Mental Health Champions and Mental Health First Aiders (Action 2.7)

Carry out an Evaluation of MHFA & MH Champions activities (Action 2.8)

Continue to roll out the Suicide Prevention Training Plan (Action 2.9)

#### 5.3.24 **PROJECT SEARCH**

DFN (David Forbes Nixon) Project SEARCH is a one-year transition to work Internship programme, based on an international model which originated in the Cincinnati Children’s Hospital in the USA, supporting young people with learning challenges to gain skills and experience to go on to employment. The programme, which is hosted on the University’s King’s College campus, launched in September 2013.

5.3.25 Project SEARCH has, like many initiatives, been impacted by the Covid-19 pandemic. A move to teaching at North East Scotland College was required, as was blended learning.

- 5.3.26 Partner organisations have worked together to establish 'virtual Internships' in the light of the pandemic with tasks being assigned and supervision being provided from supervisors via Microsoft Teams, providing the interns with experience of remote working.
- 5.3.27 The Scottish rates of employment for people with a learning disability are extremely low (4.1% are in employment, against national figures of Scottish employment which is at 74.3% (Scottish Commission for Learning Disability 2019)).
- 5.3.28 Based on the 11 interns who graduated in 2019, 100% achieved employment, with 64% of them meeting the DFN Project SEARCH criteria. Our overall average rate of success since our establishment is equivalent to the published DFN Project SEARCH national success rate (60%).
- 5.3.29 Funding streams for the continuation of Project SEARCH at the University have been far from certain over the previous year and work is currently underway to create a funding strategy to sustain the project beyond the timeframe offered by the Young Persons Guarantee funding.
- 5.3.30 The University is currently recruiting interns for 2021/22. Marketing strategies are being reviewed as traditional methods of reaching potential Interns will not be effective due to the closure of school and College campuses. An online graduation event will also be used as a marketing/promotional tool.

### **5.3.32 STAFF SURVEY 2020 RESULTS**

- 5.3.33 The University invited staff to respond to a staff survey, operated by an external consultancy, in November 2020. The survey is conducted biennially and although some of the questions were slightly different to the 2018 survey, overall comparisons can be made. The completion rate was 60%, a significant improvement on the 2018 rate of 39%. Overall, the results are extremely positive, for example, 96% of respondents agreed that the University was a good place to work, 89% stated they felt valued at work and 92% of respondents indicated they believed SMT lead and manage the University effectively.
- 5.3.34 In respect of questions specifically linked to EDI, 97% of staff confirmed that they were aware of the University's Equality, Diversity and Inclusion Policy – the top score within the survey. In addition to this, 91% of respondents believed that the University was committed to equality of opportunity for all its staff.
- 5.3.35 3% of staff indicated that they were currently being bullied or harassed at work. Although this was an improvement on the figure of 5.7% reported in the 2018 survey and is less than the sector average benchmark of 5%, the University is committed to addressing this, starting with a detailed analysis of the data to ascertain where specific action is required to be taken.
- 5.3.36 11% of staff reported that they had experienced discrimination. This was an increase, when compared with the 7% reported in the 2018 survey, but in line with the benchmark figure of 11% for other HEI's. Again, the University is not satisfied with this result and will be exploring further with the survey consultants what the nuances are in the data.
- 5.3.37 The top five reasons (staff could choose more than one reason) given for being bullied, harassed or discriminated against were:
- Other: 2.64% of all survey respondents
  - Gender: 1.47% of all survey respondents
  - Age: 0.9% of all survey respondents
  - Ethnicity: 0.8% of all survey respondents
  - Disability: 0.3% of all survey respondents
- 5.3.38 A range of other questions related to EDI issues such as responses regarding workload and stress and all of these will be reviewed by EDIC at its next meeting with regular updates provided, with EDIC inputting to actions to be taken.

### 5.3.29 Action:

Undertake analysis of the results of the staff survey 2020 by protected characteristic and develop and implement actions with EDIC where issues are identified (Action 7.2)

### 5.3.30 **RESEARCH EXCELLENCE FRAMEWORK**

The University has developed an institutional Code of Practice (CoP) on the Preparation of Submissions to the Research Excellence Framework (REF) 2021, which was approved by the Scottish Funding Council. The CoP sets out how decisions regarding eligibility, association with specific units of assessment, and selection of outputs and impact case studies is managed by the University. It also stipulates the governance structures related to REF and includes a right of appeal by individual researchers against eligibility and selection decisions and explains how individual equality related personal circumstances will be considered in compiling submissions. It includes an EQIA, analysing the impact the processes are likely to have on members of staff with characteristics protected under the Equality Act 2010, and those additionally identified by REF (part time working and early career stage). The CoP includes a training plan which required all staff involved in REF decision-making to undertake specific training on the CoP and potential bias in making eligibility, review and selection decisions.

5.3.31 Information sessions on the CoP were held in early 2020 – these were open to all staff and accompanied by mailshots to all eligible staff. Training for staff involved in REF decision making, and online training to those who could not attend in person, was delivered. At the time of writing, all members of the REF Steering Group, all members of the REF Appeals panel, Heads of School, School Directors of Research/Unit of Assessment leads and School Administrative Officers, as well as members of the central REF team, have completed the training.

5.3.32 REF decision making is informed by the CoP and the EQIAs which accompany it. A detailed EQIA was undertaken February 2019, which was considered by the REF Steering Group, EDIC and SMT. We have undertaken further EQIAs as preparations progress, looking at eligibility and protected characteristics (May 2019), number/predicted quality of outputs (December 2019, February 2020) and around final selection of outputs (at unit of assessment level, November 2020 to February 2021). The assessment and the data was shared and discussed at EDIC, and will be further considered by the short term working group on research culture. In line with REF guidance, a final EQIA will be prepared for publication following submission to REF in July 2021.

5.3.33 Distribution of outputs across the finalised submissions shows that female researchers are more likely to be submitted with fewer than the required 2.5 submissions than male researchers (68% v 63%). This is consistent with an earlier EQIA considered by the REF Steering Group in December 2019 which stated that 29% of female researchers had, at that point, either no papers or one paper for submission, compared to 25% of male researchers.

5.3.34 The tables also show that early career researchers and researchers in HESA age band 34 or younger are more likely to be submitted with 1 or 2 papers. This is as expected.

5.3.35 Disability numbers are low and it is problematic to draw robust conclusion from them. In terms of ethnicity, researchers who have declared a Black, Asian or Minority Ethnic background are more likely to be submitted with 3 or more papers than their colleagues who have declared a White background.

5.3.36 The December 2019 EQIA suggested that, at that time, 34% of female researchers had at least one 4\* paper compared to 38% of male researchers.

5.3.37 The December 2019 assessment showed that 27% of researchers with a declared Black, Asian or Minority Ethnic background had at least one 4\* paper compared to 38% of researchers with a White background.

### 5.3.38 Action:

Continue the equality monitoring of decision-making in the REF process and involve EDIC in the analysis of data (Action 12.1)

### **5.3.39 DIGITAL ACCESSIBILITY**

Early in 2020 the University established a Digital Accessibility Project to plan and deliver digital accessibility in line with legislation and standards.

5.3.40 The initial intention was to audit University performance and embed good practice in meeting the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018 which 'aims to make websites and mobile applications of public sector bodies more accessible to users, particularly persons with disabilities'. However, the increased focus on digital delivery because of the Covid-19 pandemic resulted in the project remit being extended.

5.3.41 Every internet-facing service run by the University is required to meet approved accessibility standards. The regulations cover University websites and Virtual Learning Environment content, including web pages, documents (Word, PDF, PowerPoint), and lecture capture recordings. Additionally, the move to blended learning during this time because of Covid-19 meant that the use of digital materials increased exponentially. The role digital accessibility played in the staff and student experience increased significantly.

5.3.42 The project established six workstreams:

- the University website
- applications
- digital marketing
- teaching and learning
- libraries
- policy and governance

5.3.43 Key achievements of the work include:

- Accessibility levels have improved significantly. At the time of writing the University website is achieving a score of 93.4/100 compliance against a sector benchmark of 71.0
- The removal of numerous non-compliant websites and the application of responsive templates and other improvements to subsidiary University websites
- External suppliers contacted and asked to ensure and evidence digital accessibility
- Good practice guidance for staff engaged in marketing and social media activity, including video captioning and podcast work
- Work with marketing agencies to ensure campaign materials are fully accessible
- Training, documentation and captioning work for those involved in Teaching and Learning and close liaison throughout with the BLITFG
- The upgrade of all Library Guides and liaison with third party publishers to ensure standards are met for electronic materials
- The production of targeted training and documentation
- Ongoing work to create a Policy for Inclusion & Accessibility in Teaching & Learning and a complementary policy for all staff on Accessibility
- The University's Accessibility Statement details the institution's commitment to digital accessibility and provides detailed advice on specific services.

5.3.44 Continued focus on digital accessibility requirements and implementation will be overseen by the Digital Accessibility Working Group which will provide updates on progress to EDIC.

## **6. COURT DIVERSITY AND COMPLIANCE WITH THE GENDER REPRESENTATION ON PUBLIC BOARDS (SCOTLAND) ACT 2018**

6.1 The University has been actively seeking to increase the diversity profile of its Court, the governing body, since 2015. In support of this, the Court has adopted a [Statement of Intent](#)

on Diversity which sets out its commitment to achieving a membership which reflects the diverse University community insofar as is possible and practicable. The Statement was reviewed and updated in 2018 to include an enhanced commitment towards improving diversity and achieving gender balance across all categories of membership on Court including those members who are not directly appointed by Court itself.

- 6.2 The Court has in 2020 achieved gender balance in its appointed independent membership and has, therefore, met the objective of the Gender Representation on Public Boards (Scotland) Act 2018 (and continues to meet that objective). The Court is also a member of the Committee of Scottish Chairs' '40:40:20' policy commitment.
- 6.3 In July 2017 a revised composition of the Court was formally approved by the Privy Council. In addition to ensuring compliance with the requirements of the Higher Education (Governance) Scotland Act 2016, the need to achieve gender balance and diversity in the membership of Court was a key principle underpinning the changes. The new composition increased the proportion of the membership appointed by Court to 48% and therefore affords Court greater control over its composition.
- 6.4 When discussing membership of Court with bodies or individuals who elect or appoint members to join Court, it will, on each occasion highlight the Statement of Intent on Diversity. Overall, the Court's gender balance has improved from 29% female 71% male in 2016, to 52% female, 48% male on 31 July 2020.
- 6.5 Court members are invited to participate in the annual collection of equality monitoring data. When vacancies arise on Court the University undertakes a number of measures to seek to increase awareness of the positions among under-represented groups, but with a particular focus on women most recently.
- 6.6 Equality Impact Assessments of the role descriptions, person specifications and advertisement were undertaken. The recruitment process was carefully considered by the Court's Governance and Nominations Committee and based on previous recruitment processes, this identified the need in particular to be proactive in encouraging more female candidates and candidates from an ethnic minority background. Text was included in the advertisement of the roles to emphasise the diversity of the University community and action to encourage applications from women and individuals from protected characteristics groups currently under-represented on Court. The range of advertising networks used beyond mainstream print media was reviewed and include professional networks for women and other under-represented groups. These have included: Women on Boards; Non-Executive Directors; Diversity Network Sites (Ethnic Jobsite, Asian Jobsite, Diversity Jobsite, LGBT+ Jobsite, Disability Network and Disability Jobsite); and Communications to staff, students and alumni inviting nominations. Recruitment consultants engaged by the University to support the recruitment process were briefed on the University's ambitions regarding the diversity of Court and this was enhanced through proactive identification by the University of potential female applicants. A gender-balanced selection panel was also critical.
- 6.7 These steps have contributed to the achievement of gender balance in Court's appointed independent members and to the objective of the Gender Representation on Public Boards (Scotland) Act 2018.
- 6.8 It is recognised, however, by the Court's Governance and Nominations Committee that there is further progress to be made in enhancing the wider diversity of the Court towards achieving the aspirations set out in its Statement of Intent on Diversity and this remains a priority for action in forthcoming recruitment.
- 6.9 The University Court has a composition of 25. The following figures are based on the membership in office as at the following dates since 2019:

Table 6: Gender profile of Court 2019 and 2020

	31 July 2019	31 July 2020
Women	12	13
Men	13	12
% of membership	48% Female 52% Male	52% Female 48% Male

#### 6.10 Reporting Information Specific to Gender Representation on Public Boards (Scotland) Act 2018 Section 8

The Act applies to those members of Court who are appointed by the Court but excludes members who are elected or nominated. For the University's Court, this translates to being twelve of the thirteen independent members of Court (the Senior Governor who, while independent, is elected and therefore excluded). As at 31 July 2020, the University has fully complied with the objective of the legislation (and as at 31 January 2021 the objective continues to be achieved with six of the twelve independent members of Court being female). This has been achieved through the steps outlined in section 6.6. As required by the Act, the following further information is provided:

Table 7: Gender profile of Independent Members Appointed by Court 2019 and 2020

	31 July 2019	31 July 2020
Women	6	6
Men	6	6
% of membership	50% Female 50% Male	50% Female 50% Male

1 Aug 2018 to 31 July 2020

Number of Vacancies	Number of Recruitment Processes Undertaken	Number of Applications	% of Applications from Women	Number of Appointments Made	Number of Appointments Female
4	1	71	23%	4	2

6.11 No recruitment processes have been required since July 2020 but at the time of writing (March 2021), the recruitment process for three vacancies for independent members (one current and two future vacancies) is due to commence and is expected to conclude in June 2021. This will, therefore, be reported on in the next reporting period.

6.12 Action:

Actively monitor the diversity of Court and establish mechanisms for achieving a membership which reflects more closely the diversity of the University staff and student community (Action 12.1)

### 7. EQUALITY OUTCOMES PROGRESS, REVIEW AND NEW OUTCOMES

7.1 The University's first set of Equality Outcomes were developed in 2013. Since then, the Outcomes have evolved through consultation and evidence-gathering. The Outcomes were fully reviewed and updated in 2017.

7.2 The progress made, in the last two years, in relation to furthering the Equality Outcomes is documented below.

### Outcome 1

The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally;

Progress	Date
A participative exercise for developing the University's Strategic Plan, Aberdeen 2040 was undertaken, with Inclusive being at the core of the University's strategic priorities for the next twenty years.	Feb 2019 – Feb 2020
Schools have created local EDICs to drive EDI initiatives within academic units	September 2020
New online mandatory EDI and race bias training has been procured and launched with a range of other online trainings available on EDI	January 2021
Anti-racist training, with provider identified through a competitive tender process, delivered virtually to 360 staff, SMT and UMG	January 2021 – March 2021
Accessibility and Inclusion Policy in Education and guidance being developed	Ongoing
Accessibility Checklist for teaching staff developed and launched	August 2020
Blended Learning and Remote Working EQIA developed and shared with staff to highlight issues raised by the Covid-19 pandemic	March 2020/ongoing
REF work guided by EDI Code of Practice	Ongoing
Transgender Equality Policy approved	January 2020
Digital Accessibility Working Group developed and shared documents and training for staff to uphold highest standards of digital accessibility	November 2020/ongoing
FAQs created for staff and students on the provision of reasonable adjustments in the light of the pandemic	April 2020

### Outcome 2

Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality;

Progress	Date
Nominated School staff received Unconscious Bias training and Professional Services staff were offered training within Inclusion Week 2019	April 2019 – December 2019
Staff involved in recruitment and selection are required to complete specific equality training	ongoing
Staff survey indicates a significantly increased level of awareness in relation to equality matters and policies	November 2020
Training on GBV delivered in partnership with Rape Crisis - 19 staff members trained to date	January 2020/ongoing
Suicide Prevention training rolled out – 20 members of staff trained to date	April 2019/ongoing
University Management Group (UMG), Senate and Court received presentations from the Senior Race Equality Champions on the anti-racist listening activities to raise awareness of the scale of systemic racism in the HE sector with resources provided for self-education and reflection	February 2021 – March 2021
The Diversity section of the 2-Day New Lecturers Programme has been revised to include case studies and practical guidance for new members of staff and moved to a virtual format during the pandemic	Ongoing
Stammerers through University Consultancy workshop delivered to 25 staff and students	17 February 2021

### Outcome 3

The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies;

Progress	Date
Employee Assistance Programme has been introduced to support staff on 24 hour/7 days a week basis with telephone counselling	Implemented 2017 and ongoing
Schools continuing to nominate and support colleagues to attend the AHE Aurora Leadership programme	ongoing



Diversity Calendar developed and launched to raise awareness of equality dates and events so that we can aim to be as inclusive as possible when organising University events/communications <a href="https://www.abdn.ac.uk/staffnet/documents/2019%20Diversity%20Calendar.pdf">https://www.abdn.ac.uk/staffnet/documents/2019%20Diversity%20Calendar.pdf</a>	Launched January 2019 and updated annually
British Sign language Action Plan developed and implemented following extensive consultation both within and external to the University and first report to Deaf Action submitted to contribute to Scottish Government reporting requirements	August 2020
Staff Wellbeing Coordinator service updated to Workplace Dignity Network	2019
Most successful International Women's Day conference to date held	March 2020
Significant work has been undertaken to improve the support available to staff and students who have experienced gender-based violence and to implement the Equally Safe in HE Toolkit	Commenced work in Jan 2018 and ongoing
The University is part of a European Universities Network which was generated through a desire to put tolerance and inclusiveness at the heart of all of the 9 institutions in the network. This has resulted in positive connections and a sharing of ideas. The University provided a presentation to the conference on approaches to gender equality.	Joined 2016 with biannual meetings. Presentation delivered May 2019
Induction Fayre introduced which incorporates information about the equality networks	2017 and ongoing
First University Silver Departmental Athena Swan award achieved	November 2020
Research Culture Working Group established to review the report published by the Wellcome Trust which details the experiences of researchers and their challenges particularly related to inclusion, trust and security. The Group has provided a presentation on its work to EDIC and will continue to do so, consulting with the Committee on recommendations in relation to Inclusion in the research environment.	2020 and ongoing
Working Group established to review the report of the Higher Education Commission: <i>Arriving at Thriving: learning from the experiences of disabled students</i> , with a remit to ascertain the University's progress against the recommendations	December 2020

#### Outcome 4

The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued;

Progress	Date
Varied and extensive Black History Month programme delivered successfully virtually with over 400 attendees enjoying events across the month	October 2020
The University's equality networks have become integral to decision-making.	ongoing
New equality network groups have been created – Race Equality Network and Women's Development Network and Parents and Carers Network expanded to include carers. All equality networks have been expanding in terms of memberships and issues covered.	2020
University is a Disability Confident Committed Employer highlighting the University's commitment to disability equality	Awarded 2017 and planning enhancement of award
EDI Events and Engagement Group established to achieve a planned approach to the dates highlighted in the Diversity Calendar. Funding secured from the Development Trust.	December 2020
Disability History Month celebrated with profiles on staff e-zine, podcasts and ASK sessions for students	November/December 2020
LGBT History Month celebrated with A-Z of LGBT sessions, podcasts internal and external speakers, launch of LGBT resources	February 2020 and February 2021

### 7.3 EQUALITY OUTCOMES 2021 – 2025

The University has fully reviewed its Equality Outcomes which covered 2017 – 2021 and has agreed new Equality Outcomes in consultation with EDIC (which comprises Staff Equality

Networks, student representatives and AUSA) and the student equality forums. External groups such as Aberdeen's Ethnic Minority Forum, NHS Grampian and Grampian Regional Equality Council have also been consulted. The new Outcomes and the rationale for them are noted in Table 8 below, however, overall, EDIC agreed that the previous Outcomes could be reviewed to reflect more closely the key, most pressing and significant priorities and inequalities identified through an evidence-based approach. The previous Outcomes have been useful in addressing overarching EDI concerns and it was agreed that a more targeted and refined approach should be adopted for the period 2021 – 2025. This would support awareness-raising of the key challenges and priorities across the University and would provide a clearer set of objectives which could be measured effectively. The new Outcomes also align strongly with Aberdeen 2040 (our strategic plan, developed and approved through an inclusive consultation exercise) and other documents such as the Student Partnership Agreement, which includes a specific section on Accessibility and Inclusion, detailing KPIs on: disability accessibility, race equality, digital accessibility/poverty and mental health and wellbeing. This alignment points to a coherent and robust approach to EDI which will facilitate engagement and positive impacts for staff and students.

Table 8: University Equality Outcomes 2021-25

<b>Outcome</b>	<b>Rationale</b>	<b>Equality Act 2010 General Duty Needs Addressed</b>	<b>Relevant Protected Characteristics</b>	<b>Success Measure</b>
<p><b>Outcome 1</b> Achieve the highest recognition in equality and diversity through achievement of awards in accreditation initiatives such as Athena Swan, Race Equality Charter and Stonewall Workplace Equality Index</p>	<p>The University has been able to lead EDI initiatives and gain buy-in across Schools through striving for accreditations. By participating in such schemes, the University is better able, within a framework, to take an evidence-based approach using quantitative and qualitative data and make changes which will impact on the outcomes of groups in the University.</p>	<p>Eliminates discrimination, harassment and victimisation through robust qualitative and quantitative analysis which leads to evidence-based actions</p> <p>Advances equality of opportunity through the achievement of actions in SMART action plans related to each accreditation initiative and which span the staff and student journeys and address barriers identified at each stage</p>	<p>This Outcome specifically covers gender, race and sexual orientation currently, but intersectional aspects are considered within this too e.g. race and gender, race and religion, sexual orientation and gender</p>	<p>The University achieves the awards it seeks and builds on these by achieving increasing levels e.g. Bronze, Silver and Gold awards</p> <p>Cultural shifts in awareness of EDI issues is indicated through surveys and data collection and analysis required by the accreditation initiatives</p>
<p><b>Outcome 2</b> Tackle mental health stigma to improve outcomes and experiences for staff and students who have mental ill health</p>	<p>The University has made significant progress in implementing its Mental Health and Wellbeing Strategy. Increased resources have been allocated to this area and dedicated staff have driven an extensive programme of work. As such a key area of work, this Outcome demonstrates the</p>	<p>Eliminates discrimination through raising awareness of mental ill health and how and when discrimination can occur</p> <p>Advances equality of opportunity by ensuring that individuals with mental ill health or mental health conditions are supported to reach their full potential</p>	<p>This Outcome relates mainly to disability, but intersectional approaches are considered within this too. For example, the University recognises the links between race/ethnicity and mental ill health and the links</p>	<p>Staff and student survey results indicate that mental health is supported in the University</p> <p>Feedback from Mental Health Champions and Mental Health First Aiders indicates</p>

	University's ongoing commitment.		between LGBT+ and mental ill health. In addition, bullying, harassment and discrimination can impact the mental health of an individual as can the reliving of trauma in relation to this	that stigma is reducing and that more open conversations on mental health are taking place
<b>Outcome 3</b> Eliminate barriers which may present due to multiple intersectional protected characteristics	Approaches which recognise intersectional identities are necessary to further understand and raise awareness of the impact of these on the outcomes for specific groups of staff and students	Eliminates unlawful discrimination, harassment and victimisation by recognising the additional barriers faced in some circumstances through intersectional identities  Fosters good relations between people from different groups by raising awareness of the common challenges faced by people identifying with protected characteristics	This Outcome covers all protected characteristics	The EDI Events and Engagement Group activities and the feedback from those indicate that intersectional identities are being addressed and profiled  EDIC engages in the concept of intersectionality and addresses this as an integrated aspect of its work
<b>Outcome 4</b> Create an antiracist university by tackling racial harassment and fully embedding the recommendations of the Equality and Human Rights Commission report <i>Tackling Racial Harassment: Universities Challenged</i> (2019) and the Universities UK report <i>Tackling Racial Harassment in HE</i> (2020)	Tackling racial harassment is a key priority for the University. It wholeheartedly accepts the findings of the EHRC and UUK reports which point to systemic racism in UK universities and is putting in place a range of actions to address this	Eliminates unlawful discrimination, harassment and victimisation by encouraging proactive action to address systemic racism and to challenge racism and microaggressions when they occur  Advances equality of opportunity by promoting understanding of antiracism, racism and its impact, and requiring a 'whole university' approach to ensure Black, Asian and Minority Ethnic staff and students can reach their full potential  Fosters good relations between people from different groups by raising awareness of the	This Outcome relates to race.	Tackling Racial Harassment Action Plan actions are achieved  Staff and student race surveys indicate that annual progress is being made  Online reporting tool provides insights into prevalence of racial harassment and appropriate action is taken to address issues raised  Black, Asian and Minority Ethnic staff and students report increased levels of a sense of belonging, measured through

		experiences of Black, Asian and Minority Ethnic staff and students, encouraging active allyship, supporting staff and students to share experiences and creating a self-learning culture which promotes understanding of different perspectives		staff and students' surveys, feedback from Race Equality network and Black, Asian and Minority Ethnic Students Forum
<b>Outcome 5</b> Create a culture where gender-based violence is eradicated within the University community and staff or students who do experience this can seek effective support	Significant progress has been made in tackling gender-based violence and this continues to be a priority for the University. Close liaison with the Drouet family has ensured that the University is able to understand and implement initiatives which will make an impact for staff and students.	Eliminates discrimination, harassment and victimisation by ensuring robust policies and procedures are implemented to demonstrate the University's commitment and to provide effective routes for raising instances of gender-based violence	This Outcome relates to gender equality.	Online reporting tool is successful in measuring prevalence of gender-based violence and appropriate actions are taken in response to that  Staff and student surveys indicate that support received in relation to gender-based violence is appropriate
<b>Outcome 6</b> Eliminate barriers to learning, progression, promotion and physical accessibility for disabled staff and students by taking actions to continuously improve the working and learning environments for disabled staff and students	The University has a regular process for supporting staff and students who require reasonable adjustments and for reviewing the accessibility of the campus. Recently the University has been working with the Disabled Students Forum and the Staff Disability Network on a range of accessibility issues and it is critical that these are a key focus for the University. The University's specialist Disability Team is responsible for coordinating the study-related support for disabled students and is currently undertaking a review of its procedures and practices with the aim of improving the support provided to students.	Eliminates discrimination, harassment and victimisation by addressing the barriers faced by disabled staff and students and therefore eliminating discrimination on the grounds of disability  Advances equality of opportunity by understanding and addressing the barriers faced by disabled staff and students and by making the campus, teaching and working environments more accessible opportunities for disabled people are enhanced.  Fosters good relations between people from different groups through raising awareness of the	This Outcome relates to disability equality.	Staff and student surveys indicate positive experiences for disabled people  Feedback from the Disabled Students Forum and the Staff Disability Network is positive in relation to work and study experiences and opportunities

		lived experiences of disabled staff and students and highlighting how their experiences can be improved through organisational and individual change		
<b>Outcome 7</b> Reduce the level of discrimination reported in the staff survey from 11% to 5% in 2022	Although the Staff Survey 2020 was overall positive and showed significant cultural shifts since the previous survey in 2018, one area of concern was that 11% of staff reported being discriminated against. Although this is in line with the sector benchmark, the University is committed to reducing this figure.	Eliminates discrimination, harassment and victimisation by analysing the data collated from the staff survey and using it effectively to identify the specific areas where discrimination was reported and implementing appropriate targeted actions to address this	This Outcome relates to all the protected characteristics.	Staff survey results in 2022 show a reduced level of reported discrimination

7.4 An action plan detailing how these Outcomes will be met is in Appendix 1 and the 2023 report will provide an update on progress.

## 8. STAFF AND STUDENT INFORMATION

8.1 Staff and student profile data for 2019 and 2020 are available in Appendix 2.

8.2 The University's data is regularly checked for accuracy and a full data cleansing exercise was undertaken in 2017.

8.3 There are relatively few significant changes in the overall profile data since 2019. However, how we have used data has changed in that detailed data analysis is now required to meet the requirements of the equality charter marks we are committed to, such as Athena Swan and Race Equality Charter.

8.4 This means that EDIC is increasingly involved in the review of analysis of data and a sub-group of that Committee (Barriers to Progression Working Group) was established to undertake work related to standardising data collection and use for equality purposes. The Group will report progress during 2021.

8.5 The University and the Schools are now well-versed in analysing gender equality qualitative and quantitative data and this informs action plans and provides benchmarks for progress (key developments were outlined in Section 5.3.2 above). As the University focusses on achieving the next level of accreditation, the intersectional elements must be analysed too to ascertain barriers which exist because of a combination of protected characteristics.

8.6 The data presented shows less changes overall in comparison to the changes that were reported in the 2019 report where there had been some significant shifts in the staff profile. The data shows the following:

- Overall gender balance has remained relatively stable from 2017 – 2020, although work done in Schools to support Athena Swan activity has resulted in an increase in female professor numbers between 2015/16 to 2018/19 from 22% to 28% in STEMM areas and 20% to 24% in AHSSBL areas and a higher proportion of applications for Professorial roles are from women (up from 13% in 2015/16 to 22% in 2018/19).

- Staff disability disclosure of disability has increased slowly since 2017 (4.1%) to 4.9% in 2020. Although disclosure rates remain stable over the previous three years, they have improved significantly since reporting commenced in 2013
  - In 2017 18.2% of staff refused to disclose their sexual orientation, in 2020 this had decreased to 11.9%
  - 41.5% of staff worked part-time in 2017, in 2020 this had increased slightly to 44.6%
  - 1.6% of staff stated they were Muslim in 2017 and this had increased to 2.1% in 2020. 42.7% of staff stated they had no religion in 2017 and this has increased to 44% in 2020. In 2017 the University did not hold any information on religion for 17% of staff, this has decreased steadily to 13.4% in 2020.
  - Since 2018 the University has been able to add the category 'other' to its gender monitoring whereas previously data was only generated for Male or Female.
  - Numbers of undergraduate students aged 30 and over has increased significantly since 2017 (647 compared to 1667 in 2020)
  - The numbers of students identifying as Bisexual has increased significantly since 2017 across all groups of students
  - Students declaring a disability increased by 75 between 2018 and 2020, taking the total to 1908.
- 8.7 It is encouraging that overall, the University is able to collect more data than in previous years and that staff and students are more willing to provide that information.
- 8.8 In relation to race equality specifically, a data plan for the quantitative and qualitative data required to fulfil the requirements of the Race Equality Charter has been developed. Early analysis provides the following data:
- 8.9 UK-domiciled staff (2019/20, as per HESA Staff Collection)**  
The proportion of Black, Asian and Minority Ethnic staff at the University is substantially higher within academic staff (16.7%) than in non-academic staff (4.3%). In terms of academic staff, the University is ahead of Scottish HEIs (12.8%) and broadly similar to the national UK picture (16.2%). In terms of non-academic staff, the University is slightly ahead of the Scottish HEIs but fares less favourably in the UK picture.
- 8.10 The percentage of Black, Asian and Minority Ethnic staff at Professorial level is growing and is currently at 6.3%. The University is slightly behind the Scottish HEIs (7.4%) and somewhat behind the national UK picture (10.1%) in relation to this category.
- 8.11 The proportion of Black, Asian and Minority Ethnic staff are substantially more represented at academic contract levels lower than Professorial level (19.0% vs 6.3%).
- 8.12 The Schools of Engineering (27.0%) and Business (29.0%) have the highest percentage of Black, Asian and Minority Ethnic staff in comparison to all the other Schools.
- 8.13 Currently, there are no Black, Asian and Minority Ethnic staff at senior management (as defined by HESA) level.
- 8.14 UK-domiciled students (2019/20, as per HESA Student Collection)**  
In terms of UK-domiciled Black, Asian and Minority Ethnic students as a proportion of the population, the University is ahead of the Scottish HEIs and behind the national UK picture. This proportion has additionally been growing consistently in recent academic years.
- 8.15 The split between White and Black, Asian and Minority Ethnic UK-domiciled students is similar within the UG (13.1%), PGT (13.7%) and PGR (15.6%) student populations.
- 8.16 The Schools of Business (16.5%), NCS (16.6%), MMSN (22.9%) and Engineering (25.9%) have the highest proportion of UK-domiciled Black, Asian and Minority Ethnic students (all levels) in comparison to all the other Schools.

- 8.16 The proportion of non-UK-domiciled Black, Asian and Minority Ethnic students (46.2%) is far higher than that of UK-domiciled students (13.3%), and this proportion has been growing as a reflection of University international recruitment strategies.
- 8.17 The University's work on race equality data is also analysed from the perspective of the local and regional context. In the 2011 Census, 8.1% of the population within Aberdeen City identified as being from a Black, Asian or Minority Ethnic background. In Aberdeenshire, this percentage was 1.5%. In combination, 4.6% of the population in Aberdeen City & Shire identified as being from a Minority background. This compares with a figure of 4.0% for Scotland, and 12.9% for the UK.
- 8.18 This more nuanced analysis reported above is starting to give the University an emerging picture of the challenges and opportunities in terms of its overall approach to race equality. The data plan explains how this analysis needs to be further explored in terms of recruitment, promotions, progression, attainment and satisfaction of Black, Asian and Minority Ethnic staff and students and this will be undertaken over the next two years.
- 8.19 As mentioned in Section 5.5.32 above the University undertook a Staff Survey in 2020. A range of analysis is being undertaken on the results which will be split by protected characteristic. This will provide the University with meaningful data to inform actions.

## **9. CONCLUSION**

- 9.1 The University is delighted to have the opportunity to showcase the work it has been undertaking to progress EDI for its staff, students and external stakeholders since 2019.
- 9.2 Aberdeen 2040, itself developed inclusively, has provided a clear strategic focus for the work on EDI and this has allowed EDIC to become a key decision-making body in the University.
- 9.3 Since the strategy was launched, of course the Covid-19 pandemic has brought inequalities in society into the headlines and the University is committed to not only supporting its own staff and students through this difficult time, but also to make its impact in the wider community to restore economic, social and cultural prosperity to the region and to Scotland.
- 9.4 Our work on creating an antiracist culture is a priority and the commitment to cultural change is central to ensuring that staff and students feel a true sense of belonging in the University. We will be accelerating our work to develop a Race Equality Strategy and tackling racism in all its forms.
- 9.5 The events and engagement activities over the previous two years have sought to elevate the issues related to EDI but also to celebrate our diverse community. International Women's Day, Black History Month, LGBT History Month and Disability History Month have all been celebrated but there is a clear commitment to ongoing engagement – the issues we seek to address and the culture we are creating deserve to be highlighted regularly and not confined to specific annual timescales.
- 9.6 Implementation of our commitment to eradicating gender-based violence is critical as is the Mental Health and Wellbeing Strategy in tackling mental health stigma and creating the support services which met the needs of our diverse staff and student community.
- 9.7 An evidence-based approach is important as we learn and implement that learning through our Charter Marks – Athena Swan, Race Equality Charter, Pledges for Vulnerable Groups, Stonewall Workplace Equality Index. Awards are not the end goal but the work behind them drives progress and highlights the challenges we need to tackle.
- 9.8 All the work described in this report contributes to the University's mission:

*Open to all and dedicated to the pursuit of truth in the service of others*

and we look forward to continuing to pursue an active strategy of excellence in equality, diversity and inclusion through working in partnership with staff, students and the wider community.

**APPENDIX 1: EQUALITY OUTCOMES ACTION PLAN**  
**APPENDIX 2: STAFF AND STUDENT PROFILE DATA**



APPENDIX 1

UNIVERSITY OF ABERDEEN

EQUALITY OUTCOMES ACTION PLAN 2021 - 2025

<b>Outcome 1: Achieve the highest recognition in equality and diversity through achievement of awards in accreditation initiatives such as Athena Swan, Race Equality Charter and Stonewall Workplace Equality Index</b>				
<b>Action</b>	<b>Evidence</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Success Measure</b>
1.1 Support five Schools to submit Athena Swan awards at Silver level	Five Schools (Law, Divinity, History and Philosophy, Natural and Computing Sciences, Social Sciences and Biological Sciences) have stated their intention to submit Silver level awards.	Heads of School/Chair of School EDIC working with Athena Swan Officers	April 2022	Silver award submissions submitted
1.2 Submit a Silver level institutional Athena Swan award	The University has held a Bronze award since 2012. A Silver award requires the University to demonstrate the impact of actions taken. The revised Athena Swan guidelines support the University's ambitions to achieve a Silver award.	Senior Vice-Principal working with Athena Swan Officer	April 2026	Silver award submission submitted
1.3 Submit a Bronze application to the Race Equality Charter	The University has already started work on this following signing up to the Charter in September 2019	Vice-Principal Education working with Race Equality Charter Coordinator	February 2023	Bronze award submitted and achieved
1.4 Achieve a Bronze award in the Stonewall Workplace Equality Index	The University has participated in the Stonewall Workplace Index for six years. Through supportive feedback from Stonewall Scotland we have a detailed action plan for achieving an award in the WEI	Senior Vice-Principal working with Equality and Diversity Adviser and Chair of Staff and PG Student LGBT+ Network	February 2022	Bronze award achieved
<b>Outcome 2: Tackle mental health stigma to improve outcomes and experiences for staff and students who have mental ill health</b>				
<b>Action</b>	<b>Evidence</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Success Measure</b>
2.1 Agree updated version of the Mental Health and Wellbeing Policy and five-year Strategy	New policy and strategy required to reflect updated position of the University in its journey to tackling mental health stigma	Head of Health, Safety and Wellbeing	December 2021 (Policy and strategy agreed) 2021-2025 (implementation)	Policy and strategy launched with effective communication and implementation plan

2.2 Review Stress Management Policy and launch revised version	Enhance the policy to take account of progress made	Head of Health, Safety and Wellbeing	June 2021 (launch new version)	Policy reviewed, consulted upon and agreed by the Policy and Resources Committee
2.3 Review the training requirements relating to the HSE Management Standards	Review required to establish what extra training is required to support implementation of the Stress Management Policy	Head of Health, Safety and Wellbeing	September 2021	Training requirements and the resources needed to deliver them identified. Training plan agreed.
2.4 Maintain Healthy Working Lives Silver award accreditation and strive towards Gold standard.	Nationally recognised accreditation which supports improved health, safety and wellbeing in organisations in a structured and productive way. Demonstrates University's commitment to creating healthy working lives for colleagues.	Wellbeing Adviser	September 2022/Dependant on NHS restarting award	Annual review passed Awarded programme currently paused due to Covid19.
2.5 Deliver the annual calendar of wellbeing events and activities online and on campus when restrictions allow.	A variety of wellbeing events and campaigns will be delivered to support staff and student wellbeing. These are based around national health campaigns and the needs of staff and students. Community needs are continually monitored, and campaigns will reflect this.	Wellbeing Adviser	2021-2025	Successful events delivered online measures through monitoring participation levels and feedback responses
2.6 Train new Mental Health First Aiders when the courses become available. Funding has been secured, a waiting list is held, and provisional dates are set for the second half of the calendar year.	Training needed to account for turnover of staff and build in some additional capacity in cover for some parts of the University.	Head of Health, Safety and Wellbeing	Dependent on availability of courses	Courses run to accommodate everyone on the waiting list, when this is permitted.
2.7 Fully implement reporting/monitoring procedure for Mental Health Champions and Mental Health First Aiders.	Feedback on activities and effectiveness of the MHFA purely anecdotal/verbal at present, via the MHFA Forum. Need to quantify this	Head of Health, Safety and Wellbeing	Dependent upon findings of 2.8	Quantitative evidence of MHFA activities reported to enable analysis and feedback.

2.8 Carry out an Evaluation of MHFA and MH Champions activities.	Study needed to identify reasons why the reporting form is not being utilised and any other concerns impeding the effectiveness of the MHFA and Champions. (Very little research has been done on this in the UK).	Head of Health, Safety and Wellbeing	July 2021 (evaluation completed)	Report produced with recommendations for consideration by the Mental Health and Wellbeing Group, and the Equality Diversity, Inclusion Committee.
2.9 Continue to roll out the Suicide Prevention Training Plan.	Training needed to support MHFA and Academic Tutors.	Head of Health, Safety and Wellbeing	2021-2025	Deliver courses as detailed in the training plan and meet demand.
<b>Outcome 3: Eliminate barriers which may present due to multiple intersectional protected characteristic identities</b>				
<b>Action</b>	<b>Evidence</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Success Measure</b>
3.1 Consider intersectional approaches when delivering events and engagement activities	The University is increasingly alert to the issues combined protected characteristics can present. Some of this work is already being undertaken as part of the University's Charter work, but it needs to become an ingrained part of data analysis	Equality and Diversity Adviser working with EDI Events and Engagement Group	ongoing	Feedback on events and engagement activities is positive and refer to positive outcomes in relation to multiple identities
3.2 Update Equality Impact Assessment template with guidance on intersectionality	The current EQIA process is focussed on specific protected characteristics. To raise awareness of intersectionality the EQIA form requires to be updated	Equality and Diversity Adviser	September 2021	EQIA template updated and re-launched
3.3 Increase number of staff and student profiles in newsletters and other communication channels which refer to intersectional identities	Raises awareness of the issues around intersectionality	Communications Team working with Equality and Diversity Adviser and Student Experience Team	2021-23	At least one profile launched every six months
<b>Outcome 4: Create an antiracist university by tackling racial harassment and fully embedding the recommendations of the Equality and Human Rights Commission report <i>Tackling Racial Harassment: Universities Challenged</i> (2019) and the Universities UK report <i>Tackling Racial Harassment in HE</i> (2020)</b>				
<b>Action</b>	<b>Evidence</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Success Measure</b>
4.1 Develop and implement a Race Equality/Antiracism Strategy	Key remit of RESG to develop a strategy and important to launch a strategy which communicates the University's goal to create an anti-racist culture and set out what this means for staff and students	Vice-Principal Education working with Equality and Diversity Adviser	September 2021	A successful strategy will lead to a culture where staff and students experience a sense of belonging, measured through focus groups and surveys

4.2 Analyse feedback on the Race Equality training launched in January 2021 and agree training approaches for refresher training/reflection and additional training for groups of staff	Appropriate, challenging and reflective training is a key aspect of tackling racial harassment	Equality and Diversity Adviser working with Staff Development and Head of HR	September 2021 and ongoing	Feedback on the training analysed and recommendations for the next phase approved
4.3 Implement and launch new racial harassment reporting system with regular communication of the reporting options	Listening activities have shown that a range of reporting procedures are valued and that strong communication of those is required	Acting Deputy Director of People	June 2021	Expect numbers of reports to increase as the system is communicated Listening sessions / race surveys indicate increased awareness of reporting procedures
4.4 Develop and launch new race equality webpage and monitor traffic	A dedicated webpage is required to act as a 'home' for resources, information about actions the University is taking, support and reporting procedures, consultation initiatives	Equality and Diversity Adviser working with HR Intern	May 2021	Webpage launched Number of hits indicates that it is being used by staff and students Race equality surveys indicate that staff and students are aware of the page
4.5 Achieve 100% uptake on Understanding Race Bias online training	Mandatory training should be completed by all staff	Equality and Diversity Adviser working with Head of HR	September 2022	100% uptake achieved Race surveys and listening activities demonstrate the impact of the training
4.6 Develop and launch race communications plan	A planned approach to communications on race equality is required to maintain an open and transparent approach with the University community and to provide opportunities for staff and students to engage with the work on creating an anti-racist culture	Equality and Diversity Adviser working with Head of Communications	April 2021 and ongoing	Communications Plan developed and launched Expect increased representations and queries from staff and students about activities
4.7 Working group which has been established to recommend a set of terminology/definitions to be used in the University to present its recommendations by September 2021	It is critical that the University explores the use of terminology and definitions in partnership with staff and students to ensure that processes are in place to monitor use of language and review	Vice-Principal Education working with Equality and Diversity Adviser	September 2021	Working group established and achieving appropriate consultation and meeting remit of the group

4.8 Establish a network of Race Equality Champions	The Race Equality Champions will be in place by March 2021 and the network will serve to support the Champions to undertake their role effectively and to provide the University with vital feedback which could inform decision-making	Equality and Diversity Adviser	end April 2021 and ongoing	Champions appointed Network created Network providing useful space for discussion and ideas for moving forward with creating an antiracist University
<b>Outcome 5: Create a culture where gender-based violence is eradicated within the University community and staff or students who do experience this can seek effective support</b>				
<b>Action</b>	<b>Evidence</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Success Measure</b>
5.1 Publish a comprehensive policy and accompanying procedures supporting the statement of commitment	Enshrining the values of the statement of commitment into University policy is critical to operationalise its principles	Acting Deputy Director of People/Head of HR Partners	June 2021 (published) 2021-2025 (implemented)	Policy approved and launched Expect increased queries/reports of GBV as the policy becomes embedded
5.2 Continue to participate in pilot training for staff and roll this out to all frontline support staff and Senior Personal Tutors	Training is critical to raising awareness and creating a culture where staff and students can confidently and safely discuss/report GBV	Acting Deputy Director of People/Head of HR Partners	December 2021/ongoing	Effective training assessed through feedback rolled out
5.3 Work with AUSA to develop and deliver Consent training to students entering the University and to all student leaders (Club Captains and Committees and Society Presidents and Committees)	Training for students in specific roles is critical to raising awareness and creating a culture where students can confidently and safely discuss/report GBV	Acting Deputy Director of People/Head of HR Partners	September 2022	Effective training assessed through feedback rolled out
5.4 Work with local partners and institutions (RGU, NESCOL, Police Scotland, ACC and NHS) to further the idea of a "Fearless Aberdeen"	Working with local partners is critical to challenging GBV	Acting Deputy Director of People/Head of HR Partners	December 2021 and ongoing	Partner organisations contacted Actions developed regarding the role of the University and the partners in taking forward the University's priorities
<b>Outcome 6: Eliminate barriers to learning, progression, promotion and physical accessibility for disabled staff and students by taking actions to continuously improve the working and learning environments for disabled staff and students</b>				
<b>Action</b>	<b>Evidence</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Success Measure</b>

6.1 Continue to implement and review the University's BSL Action Plan	Required under legislation but is also key to the implementation of Aberdeen 2040 Inclusive commitments	Equality and Diversity Adviser	ongoing	Actions implemented with reviews undertaken
6.2 Approve and implement an Accessibility and Inclusion in Education Policy	Policy required after inconsistencies in the implementation of EDI practices identified across the University. Policy to highlight and support enhanced and consistent implementation of EDI practices across Education	Dean of Student Support working with Equality and Diversity Adviser	December 2021 (approve) December 2022 (implement) 2025 (review)	Policy approved and launched Expect increased queries about accessibility in Teaching and Learning as colleagues begin to implement the Policy
6.3 Continue to work in partnership with the Disabled Students Forum to enhance the accessible accommodation – new website created, and physical changes made	Feedback from the Disabled Students Forum indicated that students were regularly unable to find information about what was available. Application process needs to be more accessible.	Dean of Student Support working with Head of Accommodation Estates Committee	2021-2025	Feedback from students is positive Students who wish to use the accommodation report being able to access information more easily – monitored through surveys/focus groups
6.4 Implement the recommendations of the Higher Education Commission report <i>Arriving at Thriving: learning from disabled students experiences (2020)</i>	A working group has been established to take this forward – the report requires careful consideration regarding the student journey as it indicates that disabled students face challenges and barriers across all aspects of university life	Dean of Student Support working with Inclusion Practitioners Group Estates Committee	September 2021 (actions agreed and communicated) 2021 – 2025 (review of implementation)	Feedback from Disabled Students Forum and wider student body improves, measured through focus groups/surveys
6.5 Review support offered to disabled staff and implement changes where appropriate	The Staff Disability Network plays a key role in supporting staff and it is through this route that a review would initially be undertaken	Head of HR working with Chairs of Staff Disability Network and Equality and Diversity Adviser	December 2021 (review completed) 2021-2025 (implementation of actions)	Review undertaken Actions identified and implemented Feedback from Staff Disability Network is positive
<b>Outcome 7: Reduce the level of discrimination reported in the staff survey from 11% to 5% in 2022</b>				
<b>Action</b>	<b>Evidence</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Success Measure</b>
7.1 Achieve 100% completion rate in Inclusion Essentials mandatory online training (advise on implementation at Qatar campus)	Mandatory training should be completed by all staff	Senior Vice-Principal working with Equality and Diversity Adviser and Head of HR	September 2022	Uptake reports indicate 100% completion rates

7.2 Undertake analysis of the results of the staff survey 2020 by protected characteristic and develop and implement actions with EDIC where issues are identified	Understanding where there may be barriers or concerns in relation to specific questions in the survey will assist in teasing out where discrimination is identified	Senior Vice-Principal working with HR Specialist Services Partner	May 2021 (discussion with EDIC) 2021-2025 (implementation of actions)	Analysis completed and appropriate actions approved and implemented
7.3 Implement the Dignity at Work and Study Toolkit and roll out appropriate training	The Dignity at Work and Study Working Group has engaged in powerful debate and conversation on the development of the Toolkit. The Toolkit will, along with appropriate training and awareness raising, support the University's development of a culture which embraces diversity by understanding the barriers, both at an individual and group level, encountered by staff and students and how to address these.	Director of People working with HR Specialist Services Partner	December 2021 (Toolkit launched) 2021 – 2025 (implementation and review)	Toolkit launched successfully, measured by hits on website, feedback from SMT/UMG Appropriate training delivered, receiving excellent feedback, measured through feedback forms
To add once further analysis of the results of 2020 survey completed as per action 7.2				
<b>Additional actions identified in the PSED Report 2021 which are not covered in other action plans and actions which are appropriate to carry over from the 2019 Action Plan which have not been captured in the actions above</b>				
<b>Governance</b>				
<b>Action</b>	<b>Evidence</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Success measure</b>
8.1 Review the frequency of meetings of University EDIC, with a view to adding one more meeting per year	Agenda items have been steadily increasing in number with enhanced level of robust discussion at each meeting	Senior Vice-Principal working with Equality and Diversity Adviser	September 2021	Number of EDIC meetings eases pressure on agenda length and provides enough scope for strong discussion
8.2 Review the operation of EDIC to ensure that it retains its remit as a strategic body. Consider an operational arm of EDIC to present the key questions to be discussed by EDIC	Important that EDIC is perceived as an operates as a strategic decision-making body within the wider University governance structure to reflect the breadth and scope of EDI activities	Senior Vice-Principal working with Equality and Diversity Adviser	September 2021	EDIC retains its position as a strategic body, contributing to the wider University strategic framework
8.3 Support the School EDICs to link into the University EDIC to support consistency in approaches	It will be important to ensure that the School EDICs are fully appraised of the discussions at the University EDIC and are	Senior Vice-Principal working with Charis of School EDICS and	ongoing	A robust framework of governance exists between the School EDICs

	then supported to understand what those mean for the School EDICs	Equality and Diversity Adviser		and the University EDIC to achieve effective flow of communication and support
<b>Transgender Equality</b>				
9.1 Develop supporting guidance for the Transgender Equality Policy through consultation with staff and student groups	The Policy provides high-level guidance however there is a need for practical support to achieve the full implementation of the Policy	Equality and Diversity Adviser working with Chair of the Staff and Student LGBT Network	September 2021	Guidance developed and launched
9.2 Roll out associated training on the Policy and Guidance to staff, exploring online options	School-based session delivered by the STA was well-received and training would support the implementation of the Policy	Equality and Diversity Adviser working with Staff Development and Head of HR	December 2021	Training identified and delivered Feedback indicates the training was helpful Feedback from networks and forums indicate the training has had a positive impact
<b>EDI Events and Engagement Group</b>				
10.1 Plan an events calendar for 2021 and seek approval of this from EDIC	A calendar must be produced to support the Diversity Calendar and to reflect the funding received from DT	Acting Deputy Director of People working with Equality and Diversity Adviser and clerks to the group	May 2021 (approval from EDIC) 2021-2025 (implementation of action plan)	Calendar produced detailing resources and timescales
10.2 Communicate with the staff and student community on the work of the Group and the events and engagement planned	Strong communications plan required to ensure the community is aware of the events and engagement opportunities	Acting Deputy Director of People working with Equality and Diversity Adviser and clerks to the group and Communications	ongoing	Communications plan developed and launched Feedback from staff and students on feedback forms indicate they were aware of events in good time
10.3 Work with staff and students from across the University to harness expertise, lived experience, interests and knowledge and elevate and support EDI initiatives taking place across the University	Events and engagements which are based on feedback from staff and students and which address the lived experience of staff and students should inform the work of the group to deliver events which are likely to be successful and impactful	Acting Deputy Director of People working with Equality and Diversity Adviser and clerks to the group	ongoing	Feedback from staff and students indicates that events and engagement themes are relevant and can drive meaningful change



10.4 Secure an annual budget for the work of the Group	Budget critical to be able to plan appropriately and to maintain the momentum of the group	Acting Deputy Director of People working with Equality and Diversity Adviser and clerks to the group	Annually	Budget secured Plan of action regarding how the budget will be spent
<b>Research Excellence Framework</b>				
11.1 Continue the equality monitoring of decision-making in the REF process and involve EDIC in the analysis of data	EDIC requested that it be kept apprised of the monitoring being undertaken to assess the contribution of different staff groups to the REF process	Senior Policy Adviser, Research and Innovation	May 2021 (EDIC discussing REF EQIA) 2021 – 2025 (continued monitoring and implementation of actions)	Analysis used to implement meaningful actions to address under-representation in the REF process
<b>Court Diversity</b>				
12.1 Actively monitor the diversity of Court and establish mechanisms for achieving a membership which reflects more closely the diversity of the University staff and student community	Significant improvement had been made regarding the gender imbalance on Court. It is critical that Court now seeks to address under-representation in relation to other characteristics	University Secretary and Chief Operating Officer working with clerk to Court and Equality and Diversity Adviser	2021 - 2025	Actions taken to address under-representation where appropriate Actions result in a Court which is more representative of the University community
<b>Aurora Leadership Programme</b>				
13.1 Monitor the effectiveness of the Aurora Leadership Development Programme	Schools and Professional Services areas continue to support staff to attend the Aurora Leadership Programme and it is important to monitor the experiences of those staff and ascertain the impact of the programme	Athena Swan Officer working with School Athena Swan Leads	Ongoing with regular review	Monitoring undertaken and recommendations made as appropriate
<b>Carers</b>				
14.1 Achieve accreditation as a Carers Positive employer	The Parents and Carers Network has noted the impact on working life being a carer has. An accreditation such as the Carers Positive award would signal University commitment to supporting carers	Equality and Diversity Adviser working with Chairs of Parents and Carers Network	January 2022 (initial accreditation) 2021-2025	Accreditation achieved Related policies and guidance developed, launched and implemented

			(implementation of principles of the Charter)	
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APPENDIX 2

UNIVERSITY OF ABERDEEN

PUBLIC SECTOR EQUALITY DUTY 2019

STAFF AND STUDENT DATA 2019/20

Staff Data – Protected Characteristics

Staff Age by School 2019	25 and under		26 - 35		36 - 45		46 - 55		56 - 65		66 and over 66		School Total	UOA Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Business School	4	3.3%	27	22.1%	34	27.9%	33	27.1%	19	15.6%	5	4.1%	122	3.2%
DHP	4	5.1%	19	24.1%	26	32.9%	12	15.2%	11	13.9%	7	8.9%	79	2.1%
Geosciences	6	6.1%	32	32.3%	27	27.3%	13	13.1%	19	19.2%	2	2.0%	99	2.6%
Language, Literature, Music & Visual Cul	3	2.0%	35	23.3%	42	28.0%	44	29.3%	20	13.3%	6	4.0%	150	3.9%
Law	2	1.6%	32	25.4%	29	23.0%	35	27.8%	24	19.1%	4	3.2%	126	3.3%
Medicine, Medical Sciences & Nutrition	40	4.7%	159	18.7%	227	26.7%	244	28.7%	161	18.9%	19	2.2%	850	22.1%
Natural & Computing Sciences	30	18.3%	40	24.4%	36	22.0%	39	23.8%	17	10.4%	2	1.2%	164	4.3%
School of Biological Sciences	14	8.2%	53	31.2%	39	22.9%	37	21.8%	22	12.9%	5	2.9%	170	4.4%
School of Education	1	0.9%	12	10.9%	18	16.4%	35	31.8%	27	24.6%	17	15.5%	110	2.9%
School of Engineering	35	20.2%	40	23.1%	43	24.9%	31	17.9%	23	13.3%	1	0.6%	173	4.5%
School of Psychology	6	10.3%	14	24.1%	22	37.9%	14	24.1%	2	3.5%			58	1.5%
Social Science	1	1.8%	7	12.3%	16	28.1%	22	38.6%	8	14.0%	3	5.3%	57	1.5%
Professional Services	230	13.6%	322	19.0%	360	21.3%	427	25.2%	303	17.9%	52	3.1%	1694	44.0%
<b>University Total</b>	<b>376</b>	<b>9.8%</b>	<b>792</b>	<b>20.6%</b>	<b>919</b>	<b>23.9%</b>	<b>986</b>	<b>25.6%</b>	<b>656</b>	<b>17.0%</b>	<b>123</b>	<b>3.2%</b>	<b>3852</b>	<b>100.0%</b>

Staff Age by School 2020

	25 and under		26 - 35		36 - 45		46 - 55		56 - 65		66 and over 66		School Total	UOA Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Business School	6	3.5%	41	23.8%	56	32.6%	35	20.4%	20	11.6%	14	8.1%	172	4.2%
DHP	1	1.3%	18	22.5%	22	27.5%	21	26.3%	14	17.5%	4	5.0%	80	2.0%
Geosciences	9	7.9%	33	29.0%	33	29.0%	17	14.9%	18	15.8%	4	3.5%	114	2.8%
Language, Literature, Music & Visual Cul	2	1.1%	40	22.9%	50	28.6%	52	29.7%	23	13.1%	8	4.6%	175	4.3%
Law	1	0.8%	30	24.0%	33	26.4%	32	25.6%	25	20.0%	4	3.2%	125	3.1%
Medicine, Medical Sciences & Nutrition	37	4.4%	156	18.4%	223	26.4%	247	29.2%	164	19.4%	19	2.3%	846	20.7%
Natural & Computing Sciences	31	16.8%	58	31.4%	35	18.9%	36	19.5%	23	12.4%	2	1.1%	185	4.5%
School of Biological Sciences	37	17.9%	66	31.9%	36	17.4%	37	17.9%	26	12.6%	5	2.4%	207	5.1%
School of Education	2	1.8%	14	12.3%	16	14.0%	36	31.6%	30	26.3%	16	14.0%	114	2.8%
School of Engineering	52	24.9%	42	20.1%	51	24.4%	38	18.2%	24	11.5%	2	1.0%	209	5.1%
School of Psychology	10	12.8%	22	28.2%	32	41.0%	10	12.8%	4	5.1%			78	1.9%
Social Science	1	1.6%	12	19.4%	15	24.2%	21	33.9%	9	14.5%	4	6.5%	62	1.5%
Professional Services	192	11.1%	307	17.8%	389	22.5%	460	26.6%	319	18.5%	62	3.6%	1729	42.2%
<b>University Total</b>	<b>381</b>	<b>9.3%</b>	<b>839</b>	<b>20.5%</b>	<b>991</b>	<b>24.2%</b>	<b>1042</b>	<b>25.4%</b>	<b>699</b>	<b>17.1%</b>	<b>144</b>	<b>3.5%</b>	<b>4096</b>	<b>100.0%</b>

Staff Gender by School 2019	F		M		School Total	UOA Total
	No.	%	No.	%	No.	%
	Business School	57	46.7%	65	53.3%	122
Divinity, History & Philosophy	32	40.5%	47	59.5%	79	2.1%
Geosciences	39	39.4%	60	60.6%	99	2.6%
Language, Literature, Music & Visual Cul	80	53.3%	70	46.7%	150	3.9%
Law	59	46.8%	67	53.2%	126	3.3%
Medicine, Medical Sciences & Nutrition	542	63.8%	308	36.2%	850	22.1%
Natural & Computing Sciences	58	35.4%	106	64.6%	164	4.3%
School of Biological Sciences	93	54.7%	77	45.3%	170	4.4%
School of Education	83	75.5%	27	24.5%	110	2.9%
School of Engineering	39	22.5%	134	77.5%	173	4.5%
School of Psychology	35	60.3%	23	39.7%	58	1.5%
Social Science	29	50.9%	28	49.1%	57	1.5%
Professional Services	1005	59.3%	689	40.7%	1694	44.0%
<b>University Total</b>	<b>2151</b>	<b>55.8%</b>	<b>1701</b>	<b>44.2%</b>	<b>3852</b>	<b>100.0%</b>

Staff Gender by School 2020	F		M		School Total	UOA Total
	No.	%	No.	%	No.	%
	Business School	80	46.5%	92	53.5%	172
Divinity, History & Philosophy	32	40.0%	48	60.0%	80	2.0%
Geosciences	40	35.1%	74	64.9%	114	2.8%
Language, Literature, Music & Visual Cul	99	56.6%	76	43.4%	175	4.3%
Law	57	45.6%	68	54.4%	125	3.1%
Medicine, Medical Sciences & Nutrition	528	62.4%	318	37.6%	846	20.7%
Natural & Computing Sciences	50	27.0%	135	73.0%	185	4.5%
School of Biological Sciences	109	52.7%	98	47.3%	207	5.1%
School of Education	91	79.8%	23	20.2%	114	2.8%
School of Engineering	38	18.2%	171	81.8%	209	5.1%
School of Psychology	50	64.1%	28	35.9%	78	1.9%
Social Science	31	50.0%	31	50.0%	62	1.5%
Professional Services	1030	59.6%	699	40.4%	1729	42.2%
<b>University Total</b>	<b>2235</b>	<b>54.6%</b>	<b>1861</b>	<b>45.4%</b>	<b>4096</b>	<b>100.0%</b>

Staff Disability by School 2019	No		Refused		Unknown		Yes		School Total	UOA Total
	No.	%	No.	%	No.	%	No.	%	No.	%
	Business School	109	89.3%	4	3.3%	5	4.1%	4	3.3%	122
Divinity, History & Philosophy	70	88.6%	5	6.3%	2	2.5%	2	2.5%	79	2.1%
Geosciences	86	86.9%	5	5.1%	5	5.1%	3	3.0%	99	2.6%
Language, Literature, Music & Visual Cul	135	90.0%	4	2.7%	3	2.0%	8	5.3%	150	3.9%
Law	118	93.7%			7	5.6%	1	0.8%	126	3.3%
Medicine, Medical Sciences & Nutrition	793	93.3%	16	1.9%	12	1.4%	29	3.4%	850	22.1%
Natural & Computing Sciences	157	95.7%	2	1.2%	1	0.6%	4	2.4%	164	4.3%
School of Biological Sciences	154	90.6%			12	7.1%	4	2.4%	170	4.4%
School of Education	97	88.2%			9	8.2%	4	3.6%	110	2.9%
School of Engineering	152	87.9%	3	1.7%	15	8.7%	3	1.7%	173	4.5%
School of Psychology	51	87.9%			5	8.6%	2	3.4%	58	1.5%
Social Science	56	98.2%					1	1.8%	57	1.5%
Professional Services	1508	89.0%	37	2.2%	39	2.3%	110	6.5%	1694	44.0%
<b>University Total</b>	<b>3486</b>	<b>90.5%</b>	<b>76</b>	<b>2.0%</b>	<b>115</b>	<b>3.0%</b>	<b>175</b>	<b>4.5%</b>	<b>3852</b>	<b>100.0%</b>

Staff Disability by School 2020	No		Refused		Unknown		Yes		School Total	UOA Total
	No.	%	No.	%	No.	%	No.	%	No.	%
	Business School	147	85.5%	5	2.9%	15	8.7%	5	2.9%	172
Divinity, History & Philosophy	73	91.3%	5	6.3%	1	1.3%	1	1.3%	80	2.0%
Geosciences	97	85.1%	6	5.3%	7	6.1%	4	3.5%	114	2.8%
Language, Literature, Music & Visual Cul	153	87.4%	5	2.9%	9	5.1%	8	4.6%	175	4.3%
Law	117	93.6%	1	0.8%	6	4.8%	1	0.8%	125	3.1%
Medicine, Medical Sciences & Nutrition	783	92.6%	16	1.9%	13	1.5%	34	4.0%	846	20.7%
Natural & Computing Sciences	159	85.9%	4	2.2%	17	9.2%	5	2.7%	185	4.5%
School of Biological Sciences	183	88.4%			15	7.2%	9	4.3%	207	5.1%
School of Education	103	90.4%			8	7.0%	3	2.6%	114	2.8%
School of Engineering	165	78.9%	5	2.4%	31	14.8%	8	3.8%	209	5.1%
School of Psychology	66	84.6%	3	3.8%	5	6.4%	4	5.1%	78	1.9%
Social Science	60	96.8%					2	3.2%	62	1.5%
Professional Services	1538	89.0%	35	2.0%	38	2.2%	118	6.8%	1729	42.2%
<b>University Total</b>	<b>3644</b>	<b>89.0%</b>	<b>85</b>	<b>2.1%</b>	<b>165</b>	<b>4.0%</b>	<b>202</b>	<b>4.9%</b>	<b>4096</b>	<b>100.0%</b>

Staff Ethnicity by School 2019	Asian		Black		Chinese		Mixed		Other		R/U		White		School Total	UOA Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Business School	20	16.4%	8	6.6%	10	8.2%	2	1.6%	2	1.6%	3	2.5%	77	63.1%	122
Divinity, History & Philosophy			1	1.3%	1	1.3%	2	2.5%	1	1.3%	6	7.6%	68	86.1%	79	2.1%
Geosciences	4	4.0%			1	1.0%					7	7.1%	87	87.9%	99	2.6%
Language, Literature, Music & Visual Cul	1	0.7%			5	3.3%	3	2.0%	3	2.0%	8	5.3%	130	86.7%	150	3.9%
Law	1	0.8%	6	4.8%	1	0.8%	2	1.6%	1	0.8%	5	4.0%	110	87.3%	126	3.3%
Medicine, Medical Sciences & Nutrition	54	6.4%	12	1.4%	11	1.3%	14	1.6%	16	1.9%	33	3.9%	710	83.5%	850	22.1%
Natural & Computing Sciences	10	6.1%	5	3.0%	10	6.1%	4	2.4%	4	2.4%	7	4.3%	124	75.6%	164	4.3%
School of Biological Sciences	3	1.8%	3	1.8%	3	1.8%	2	1.2%	2	1.2%	14	8.2%	143	84.1%	170	4.4%
School of Education	1	0.9%	1	0.9%					1	0.9%	5	4.5%	102	92.7%	110	2.9%
School of Engineering	26	15.0%	13	7.5%	7	4.0%	3	1.7%	2	1.2%	17	9.8%	105	60.7%	173	4.5%
School of Psychology	4	6.9%			2	3.4%	2	3.4%	1	1.7%	3	5.2%	46	79.3%	58	1.5%
Social Science	3	5.3%							1	1.8%	1	1.8%	52	91.2%	57	1.5%
Professional Services	38	2.2%	26	1.5%	18	1.1%	22	1.3%	13	0.8%	60	3.5%	1517	89.6%	1694	44.0%
<b>University Total</b>	<b>165</b>	<b>4.3%</b>	<b>75</b>	<b>1.9%</b>	<b>69</b>	<b>1.8%</b>	<b>56</b>	<b>1.5%</b>	<b>47</b>	<b>1.2%</b>	<b>169</b>	<b>4.4%</b>	<b>3271</b>	<b>84.9%</b>	<b>3852</b>	<b>100.0%</b>

Staff Ethnicity by School 2020	Asian		Black		Chinese		Mixed		Other		R/U		White		School Total	UOA Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Business School	27	15.7%	16	9.3%	17	9.9%	2	1.2%	5	2.9%	8	4.7%	97	56.4%	172
Divinity, History & Philosophy			1	1.3%	1	1.3%	2	2.5%	1	1.3%	7	8.8%	68	85.0%	80	2.0%
Geosciences	4	3.5%			1	0.9%	1	0.9%	3	2.6%	14	12.3%	91	79.8%	114	2.8%
Language, Literature, Music & Visual Cul	2	1.1%			4	2.3%	3	1.7%	4	2.3%	13	7.4%	149	85.1%	175	4.3%
Law	2	1.6%	6	4.8%	2	1.6%	2	1.6%			3	2.4%	110	88.0%	125	3.1%
Medicine, Medical Sciences & Nutrition	53	6.3%	12	1.4%	11	1.3%	15	1.8%	15	1.8%	39	4.6%	701	82.9%	846	20.7%
Natural & Computing Sciences	16	8.6%	5	2.7%	10	5.4%	4	2.2%	4	2.2%	14	7.6%	132	71.4%	185	4.5%
School of Biological Sciences	5	2.4%	8	3.9%	3	1.4%	4	1.9%	2	1.0%	13	6.3%	172	83.1%	207	5.1%
School of Education			1	0.9%							8	7.0%	105	92.1%	114	2.8%
School of Engineering	27	12.9%	13	6.2%	10	4.8%	3	1.4%	3	1.4%	33	15.8%	120	57.4%	209	5.1%
School of Psychology	6	7.7%			5	6.4%	3	3.8%			6	7.7%	58	74.4%	78	1.9%
Social Science	4	6.5%	1	1.6%					2	3.2%	1	1.6%	54	87.1%	62	1.5%
Professional Services	37	2.1%	30	1.7%	15	0.9%	22	1.3%	12	0.7%	58	3.4%	1555	89.9%	1729	42.2%
<b>University Total</b>	<b>183</b>	<b>4.5%</b>	<b>93</b>	<b>2.3%</b>	<b>79</b>	<b>1.9%</b>	<b>61</b>	<b>1.5%</b>	<b>51</b>	<b>1.2%</b>	<b>217</b>	<b>5.3%</b>	<b>3412</b>	<b>83.3%</b>	<b>4096</b>	<b>100.0%</b>

Staff Sexual Orientation by School 2019	Bisexual		Gay man		Gay woman		Heterosexual		Refused		No information		Other		School Total	UOA Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Business School							89	73.0%	18	14.8%	15	12.3%			122	3.2%
Divinity, History & Philosophy	1	1.3%	1	1.3%			55	69.6%	15	19.0%	7	8.9%			79	2.1%
Geosciences	2	2.0%	1	1.0%			58	58.6%	20	20.2%	18	18.2%			99	2.6%
Language, Literature, Music & Visual Cul			1	0.7%			86	57.3%	23	15.3%	39	26.0%	1	0.7%	150	3.9%
Law	1	0.8%					63	50.0%	9	7.1%	53	42.1%			126	3.3%
Medicine, Medical Sciences & Nutrition	7	0.8%	1	0.1%	7	0.8%	609	71.6%	114	13.4%	112	13.2%			850	22.1%
Natural & Computing Sciences	2	1.2%	3	1.8%	1	0.6%	103	62.8%	23	14.0%	28	17.1%	4	2.4%	164	4.3%
School of Biological Sciences	1	0.6%			1	0.6%	110	64.7%	34	20.0%	23	13.5%	1	0.6%	170	4.4%
School of Education	1	0.9%	3	2.7%	2	1.8%	78	70.9%	14	12.7%	12	10.9%			110	2.9%
School of Engineering					1	0.6%	126	72.8%	30	17.3%	15	8.7%	1	0.6%	173	4.5%
School of Psychology	4	6.9%	3	5.2%			33	56.9%	8	13.8%	10	17.2%			58	1.5%
Social Science							37	64.9%	7	12.3%	13	22.8%			57	1.5%
Professional Services	23	1.4%	21	1.2%	17	1.0%	1242	73.3%	200	11.8%	180	10.6%	11	0.7%	1694	44.0%
<b>University Total</b>	<b>42</b>	<b>1.1%</b>	<b>34</b>	<b>0.9%</b>	<b>29</b>	<b>0.8%</b>	<b>2689</b>	<b>69.8%</b>	<b>515</b>	<b>13.4%</b>	<b>525</b>	<b>13.6%</b>	<b>18</b>	<b>0.5%</b>	<b>3852</b>	<b>100.0%</b>



Staff Sexual Orientation by School 2020	Bisexual		Gay man		Gay woman		Heterosexual		Refused		No information		Other		School Total	UOA Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	N	o.	N	o.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Business School					1	0.6%	131	76.2%	17	9.9%	23	13.4%			172	4.2%
Divinity, History & Philosophy	1	1.3%	1	1.3%			58	72.5%	14	17.5%	6	7.5%			80	2.0%
Geosciences	1	0.9%	2	1.8%	2	1.8%	69	60.5%	15	13.2%	23	20.2%	2	1.8%	114	2.8%
Language, Literature, Music & Visual Cul	6	3.4%	2	1.1%			98	56.0%	24	13.7%	45	25.7%			175	4.3%
Law	1	0.8%	2	1.6%			72	57.6%	7	5.6%	43	34.4%			125	3.1%
Medicine, Medical Sciences & Nutrition	9	1.1%	2	0.2%	7	0.8%	614	72.6%	107	12.6%	106	12.5%	1	0.1%	846	20.7%
Natural & Computing Sciences	7	3.8%	4	2.2%			107	57.8%	25	13.5%	41	22.2%	1	0.5%	185	4.5%
School of Biological Sciences	8	3.9%	3	1.4%			134	64.7%	26	12.6%	35	16.9%	1	0.5%	207	5.1%
School of Education	1	0.9%	4	3.5%	1	0.9%	84	73.7%	8	7.0%	16	14.0%			114	2.8%
School of Engineering	1	0.5%					137	65.6%	27	12.9%	44	21.1%			209	5.1%
School of Psychology	3	3.8%	1	1.3%			52	66.7%	11	14.1%	10	12.8%	1	1.3%	78	1.9%
Social Science	1	1.6%					40	64.5%	8	12.9%	12	19.4%	1	1.6%	62	1.5%
Professional Services	34	2.0%	17	1.0%	14	0.8%	1280	74.0%	199	11.5%	173	10.0%	12	0.7%	1729	42.2%
<b>University Total</b>	<b>73</b>	<b>1.8%</b>	<b>38</b>	<b>0.9%</b>	<b>25</b>	<b>0.6%</b>	<b>2876</b>	<b>70.2%</b>	<b>488</b>	<b>11.9%</b>	<b>577</b>	<b>14.1%</b>	<b>19</b>	<b>0.5%</b>	<b>4096</b>	<b>100.0%</b>

Staff Working Hours by School 2019	FT		PT		School Total	UOA Total
	No.	%	No.	%	No.	%
Business School	77	64.7%	42	35.3%	119	3.2%
Divinity, History & Philosophy	50	64.9%	27	35.1%	77	2.0%
Geosciences	69	70.4%	29	29.6%	98	2.5%
Language, Literature, Music & Visual Cul	62	42.2%	85	57.8%	147	3.9%
Law	43	34.7%	81	65.3%	124	3.3%
Medicine, Medical Sciences & Nutrition	551	66.6%	277	33.5%	828	22.0%
Natural & Computing Sciences	108	66.3%	55	33.7%	163	4.3%
School of Biological Sciences	91	54.8%	75	45.2%	166	4.4%
School of Education	46	43.4%	60	56.6%	106	2.8%
School of Engineering	100	58.8%	70	41.2%	170	4.5%
School of Psychology	38	67.9%	18	32.1%	56	1.5%
Social Science	47	85.5%	8	14.6%	55	1.5%
Professional Services	803	48.6%	849	51.4%	1652	43.9%
<b>University Total</b>	<b>2085</b>	<b>55.4%</b>	<b>1676</b>	<b>44.6%</b>	<b>3761</b>	<b>99.9%</b>

Staff Working Hours by School 2020	FT		PT		School Total	UOA Total
	No.	%	No.	%	No.	%
Business School	100	61.4%	63	38.7%	163	4.1%
Divinity, History & Philosophy	60	76.0%	19	24.1%	79	2.0%
Geosciences	85	75.2%	28	24.8%	113	2.9%
Language, Literature, Music & Visual Cul	71	41.8%	99	58.2%	170	4.3%
Law	54	43.9%	69	56.1%	123	3.1%
Medicine, Medical Sciences & Nutrition	547	66.2%	279	33.8%	826	20.7%
Natural & Computing Sciences	116	63.7%	66	36.3%	182	4.6%
School of Biological Sciences	102	51.8%	95	48.2%	197	4.9%
School of Education	46	43.0%	61	57.0%	107	2.7%
School of Engineering	113	55.1%	92	44.9%	205	5.1%
School of Psychology	46	61.3%	29	38.7%	75	1.9%
Social Science	49	81.7%	11	18.3%	60	1.5%
Professional Services	821	48.5%	868	51.2%	1689	42.3%
<b>University Total</b>	<b>2210</b>	<b>55.4%</b>	<b>1779</b>	<b>44.6%</b>	<b>3989</b>	<b>100.1%</b>

Staff Data – Leavers

Leavers 2018/2019		Business School		DHP		Geosciences		Language, Literature, Music & Visual Cul		Law		Medicine, Medical Sciences & Nutrition		Natural & Computing Sciences		School of Biological Sciences		School of Education		School of Engineering		School of Psychology		Social Science		Professional Services		UOA TOTAL	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Age	25 and under	3	13.0%		0.0%	3	7.9%	12	30.0%	6	19.4%	16	9.7%	30	50.8%	22	28.2%	1	5.9%	34	49.3%	9	36.0%	3	21.4%	126	41.0%	265	30.2%
	26 - 35	8	34.8%	4	33.3%	24	63.2%	15	37.5%	8	25.8%	70	42.4%	21	35.6%	36	46.2%	1	5.9%	26	37.7%	12	48.0%	7	50.0%	60	19.5%	292	33.3%
	36 - 45	5	21.7%	3	25.0%	8	21.1%	9	22.5%	6	19.4%	32	19.4%	5	8.5%	16	20.5%	2	11.8%	3	4.3%	4	16.0%	1	7.1%	38	12.4%	132	15.0%
	46 - 55	4	17.4%	2	16.7%	1	2.6%	3	7.5%	5	16.1%	19	11.5%	2	3.4%	2	2.6%	4	23.5%	2	2.9%		0.0%	2	14.3%	36	11.7%	82	9.3%
	56 - 65	1	4.3%	1	8.3%	1	2.6%	1	2.5%	3	9.7%	24	14.5%	1	1.7%	1	1.3%	5	29.4%	3	4.3%		0.0%		0.0%	43	14.0%	84	9.6%
	66 and over 66	2	8.7%	2	16.7%	1	2.6%		0.0%	3	9.7%	4	2.4%		0.0%	1	1.3%	4	23.5%	1	1.4%		0.0%	1	7.1%	4	1.3%	23	2.6%
	TOTAL	23	100.0%	12	100.0%	38	100.0%	40	100.0%	31	100.0%	165	100.0%	59	100.0%	78	100.0%	17	100.0%	69	100.0%	25	100.0%	14	100.0%	307	100.0%	878	100.0%
Disability	No	20	87.0%	10	83.3%	34	89.5%	34	85.0%	26	83.9%	150	90.9%	56	94.9%	58	74.4%	15	88.2%	54	78.3%	16	64.0%	13	92.9%	256	83.4%	742	84.5%
	Refused		0.0%	1	8.3%	2	5.3%		0.0%		0.0%	3	1.8%	1	1.7%	1	1.3%		0.0%		0.0%		0.0%	1	0.3%	9	1.0%		
	Unknown	2	8.7%	1	8.3%	2	5.3%	3	7.5%	5	16.1%	8	4.8%	1	1.7%	16	20.5%	2	11.8%	13	18.8%	7	28.0%	1	7.1%	22	7.2%	83	9.5%
	Yes	1	4.3%		0.0%		0.0%	3	7.5%		0.0%	4	2.4%	1	1.7%	3	3.8%		0.0%	2	2.9%	2	8.0%		0.0%	28	9.1%	44	5.0%
	TOTAL	23	100.0%	12	100.0%	38	100.0%	40	100.0%	31	100.0%	165	100.0%	59	100.0%	78	100.0%	17	100.0%	69	100.0%	25	100.0%	14	100.0%	307	100.0%	878	100.0%
Ethnic Origin	Asian	3	13.0%	1	8.3%	4	10.5%		0.0%		0.0%	12	7.3%	6	10.2%	2	2.6%		0.0%	10	14.5%		0.0%	1	7.1%	8	2.6%	47	5.4%
	Black		0.0%		0.0%	3	7.9%	2	5.0%	1	3.2%	3	1.8%	7	11.9%	2	2.6%		0.0%	8	11.6%		0.0%	1	7.1%	14	4.6%	41	4.7%
	Chinese	2	8.7%		0.0%	1	2.6%	1	2.5%	1	3.2%	6	3.6%	2	3.4%	4	5.1%		0.0%	2	2.9%		0.0%		0.0%	3	1.0%	22	2.5%
	Mixed		0.0%		0.0%		0.0%	1	2.5%		0.0%	4	2.4%	1	1.7%		0.0%		0.0%	1	1.4%		0.0%	1	7.1%	8	2.6%	16	1.8%
	Other		0.0%		0.0%		0.0%	1	2.5%	1	3.2%	5	3.0%	2	3.4%	1	1.3%		0.0%		0.0%		0.0%	1	7.1%	1	0.3%	12	1.4%
	R/U	4	17.4%	2	16.7%	5	13.2%	4	10.0%	4	12.9%	6	3.6%	5	8.5%	15	19.2%	1	5.9%	10	14.5%	3	12.0%	1	7.1%	21	6.8%	81	9.2%
	White	14	60.9%	9	75.0%	25	65.8%	31	77.5%	24	77.4%	129	78.2%	36	61.0%	54	69.2%	16	94.1%	38	55.1%	22	88.0%	9	64.3%	252	82.1%	659	75.1%
	TOTAL	23	100.0%	12	100.0%	38	100.0%	40	100.0%	31	100.0%	165	100.0%	59	100.0%	78	100.0%	17	100.0%	69	100.0%	25	100.0%	14	100.0%	307	100.0%	878	100.0%
Gender	F	11	47.8%	4	33.3%	20	52.6%	20	50.0%	15	48.4%	109	66.1%	28	47.5%	45	57.7%	9	52.9%	18	26.1%	17	68.0%	8	57.1%	196	63.8%	500	56.9%
	M	12	52.2%	8	66.7%	18	47.4%	20	50.0%	16	51.6%	56	33.9%	31	52.5%	33	42.3%	8	47.1%	51	73.9%	8	32.0%	6	42.9%	111	36.2%	378	43.1%
	TOTAL	23	100.0%	12	100.0%	38	100.0%	40	100.0%	31	100.0%	165	100.0%	59	100.0%	78	100.0%	17	100.0%	69	100.0%	25	100.0%	14	100.0%	307	100.0%	878	100.0%

Leavers 2019/2020		Business School		DHP		Geosciences		Language, Literature, Music & Visual Cul		Law		Medicine, Medical Sciences & Nutrition		Natural & Computing Sciences		School of Biological Sciences		School of Education		School of Engineering		School of Psychology		Social Science		Professional Services		UOA TOTAL	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Age	25 and under	2	7.7%	5	20.8%	8	25.8%	6	15.8%	3	9.1%	33	19.9%	31	37.8%	28	37.8%	4	16.7%	49	51.0%	18	54.5%	1	6.3%	129	47.1%	317	34.6%
	26 - 35	6	23.1%	11	45.8%	14	45.2%	17	44.7%	11	33.3%	68	41.0%	30	36.6%	32	43.2%	3	12.5%	29	30.2%	9	27.3%	8	50.0%	44	16.1%	282	30.8%
	36 - 45	6	23.1%	3	12.5%	5	16.1%	6	15.8%	9	27.3%	25	15.1%	17	20.7%	9	12.2%	6	25.0%	10	10.4%	3	9.1%	6	37.5%	32	11.7%	137	14.9%
	46 - 55	7	26.9%	2	8.3%	1	3.2%	4	10.5%	7	21.2%	20	12.0%	4	4.9%	1	1.4%	4	16.7%	5	5.2%	2	6.1%	1	6.3%	26	9.5%	84	9.2%
	56 - 65	3	11.5%		0.0%	2	6.5%	4	10.5%	2	6.1%	14	8.4%		0.0%	2	2.7%	5	20.8%	2	2.1%	1	3.0%		0.0%	33	12.0%	68	7.4%
	66 and over 66	2	7.7%	3	12.5%	1	3.2%	1	2.6%	1	3.0%	6	3.6%		0.0%	2	2.7%	2	8.3%	1	1.0%		0.0%		0.0%	10	3.6%	29	3.2%
	TOTAL	26	100.0%	24	100.0%	31	100.0%	38	100.0%	33	100.0%	166	100.0%	82	100.0%	74	100.0%	24	100.0%	96	100.0%	33	100.0%	16	100.0%	274	100.0%	917	100.0%
Disability	No	21	80.8%	19	79.2%	25	80.6%	32	84.2%	26	78.8%	141	84.9%	62	75.6%	49	66.2%	20	83.3%	64	66.7%	28	84.8%	16	100.0%	242	88.3%	745	81.2%
	Refused	1	3.8%	2	8.3%		0.0%		0.0%		0.0%	1	0.6%	1	1.2%		0.0%		0.0%	1	1.0%		0.0%		0.0%	4	1.5%	10	1.1%
	Unknown	3	11.5%	2	8.3%	5	16.1%	5	13.2%	5	15.2%	14	8.4%	18	22.0%	21	28.4%	3	12.5%	28	29.2%	3	9.1%		0.0%	14	5.1%	121	13.2%
	Yes	1	3.8%	1	4.2%	1	3.2%	1	2.6%	2	6.1%	10	6.0%	1	1.2%	4	5.4%	1	4.2%	3	3.1%	2	6.1%		0.0%	14	5.1%	41	4.5%
		TOTAL	26	100.0%	24	100.0%	31	100.0%	38	100.0%	33	100.0%	166	100.0%	82	100.0%	74	100.0%	24	100.0%	96	100.0%	33	100.0%	16	100.0%	274	100.0%	917
Ethnic Origin	Asian	4	15.4%		0.0%	2	6.5%	1	2.6%	2	6.1%	18	10.8%	11	13.4%	1	1.4%	1	4.2%	10	10.4%	1	3.0%	3	18.8%	12	4.4%	66	7.2%
	Black	4	15.4%		0.0%	1	3.2%		0.0%	3	9.1%	6	3.6%	5	6.1%	5	6.8%		0.0%	10	10.4%		0.0%	1	6.3%	9	3.3%	44	4.8%
	Chinese	3	11.5%		0.0%	2	6.5%	2	5.3%		0.0%	5	3.0%	11	13.4%	2	2.7%		0.0%	6	6.3%		0.0%	1	6.3%	8	2.9%	40	4.4%
	Mixed		0.0%		0.0%	2	6.5%	4	10.5%		0.0%	4	2.4%		0.0%	1	1.4%		0.0%		0.0%	2	6.1%		0.0%	7	2.6%	20	2.2%
	Other	2	7.7%		0.0%	2	6.5%		0.0%	1	3.0%	6	3.6%	3	3.7%	1	1.4%	1	4.2%	6	6.3%	2	6.1%		0.0%	3	1.1%	27	2.9%
	R/U	3	11.5%	4	16.7%	3	9.7%	6	15.8%	4	12.1%	14	8.4%	12	14.6%	13	17.6%	2	8.3%	27	28.1%	4	12.1%		0.0%	15	5.5%	107	11.7%
	White	10	38.5%	20	83.3%	19	61.3%	25	65.8%	23	69.7%	113	68.1%	40	48.8%	51	68.9%	20	83.3%	37	38.5%	24	72.7%	11	68.8%	220	80.3%	613	66.8%
		TOTAL	26	100.0%	24	100.0%	31	100.0%	38	100.0%	33	100.0%	166	100.0%	82	100.0%	74	100.0%	24	100.0%	96	100.0%	33	100.0%	16	100.0%	274	100.0%	917
Gender	F	12	46.2%	5	19.2%	10	38.5%	23	88.5%	16	61.5%	109	419.2%	21	80.8%	45	60.8%	18	75.0%	11	11.5%	22	66.7%	13	81.3%	172	62.8%	477	52.0%
	M	14	53.8%	19	73.1%	21	80.8%	15	57.7%	17	65.4%	57	219.2%	61	234.6%	29	39.2%	6	25.0%	85	88.5%	11	33.3%	3	18.8%	102	37.2%	440	48.0%
		TOTAL	26	100.0%	24	92.3%	31	119.2%	38	146.2%	33	126.9%	166	638.5%	82	315.4%	74	100.0%	24	100.0%	96	100.0%	33	100.0%	16	100.0%	274	100.0%	917

## Staff Data – Religion

Staff Religion by School 2019	Buddhist		Christian - Church of Scotland		Christian - Other denomination		Christian - Roman Catholic		Hindu		Jewish		Muslim		No Info		No Religion		Other		Refused		Sikh		Spiritual		School Total		UOA Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Business School	2	1.6%	11	9.0%	13	10.7%	15	12.3%	1	0.8%			9	7.4%	15	12.3%	38	31.1%			16	13.1%					2	1.6%	122	3.2%
Divinity, History & Philosophy			8	10.1%	19	24.1%	5	6.3%							7	8.9%	24	30.4%	1	1.3%	15	19.0%							79	2.1%
Geosciences			1	1.0%	12	12.1%	13	13.1%	1	1.0%			2	2.0%	16	16.2%	36	36.4%			18	18.2%							99	2.6%
Language, Literature, Music & Visual Cul			12	8.0%	9	6.0%	14	9.3%					2	1.3%	36	24.0%	54	36.0%			23	15.3%							150	3.9%
Law			11	8.7%	18	14.3%	9	7.1%					2	1.6%	50	39.7%	27	21.4%			9	7.1%							126	3.3%
Medicine, Medical Sciences & Nutrition	10	1.2%	115	13.5%	104	12.2%	54	6.4%	15	1.8%			16	1.9%	108	12.7%	338	39.8%	3	0.4%	81	9.5%			6	0.7%	850	22.1%		
Natural & Computing Sciences	1	0.6%	7	4.3%	12	7.3%	12	7.3%	2	1.2%	3	1.8%	3	1.8%	27	16.5%	80	48.8%	1	0.6%	12	7.3%	1	0.6%	3	1.8%	164	4.3%		
School of Biological Sciences			8	4.7%	16	9.4%	8	4.7%	1	0.6%			3	1.8%	22	12.9%	83	48.8%	2	1.2%	27	15.9%							170	4.4%
School of Education			23	20.9%	17	15.5%	5	4.5%					1	0.9%	12	10.9%	41	37.3%	1	0.9%	8	7.3%			2	1.8%	110	2.9%		
School of Engineering			13	7.5%	18	10.4%	8	4.6%	7	4.0%			18	10.4%	15	8.7%	56	32.4%	1	0.6%	37	21.4%							173	4.5%
School of Psychology			2	3.4%	3	5.2%	2	3.4%			1	1.7%			10	17.2%	32	55.2%			7	12.1%			1	1.7%	58	1.5%		
Social Science	1	1.8%	4	7.0%	5	8.8%	1	1.8%					1	1.8%	13	22.8%	24	42.1%			7	12.3%			1	1.8%	57	1.5%		
Professional Services	7	0.4%	212	12.5%	171	10.1%	84	5.0%	9	0.5%	2	0.1%	22	1.3%	162	9.6%	829	48.9%	17	1.0%	154	9.1%			25	1.5%	1694	44.0%		
<b>University Total</b>	<b>21</b>	<b>0.5%</b>	<b>427</b>	<b>11.1%</b>	<b>417</b>	<b>10.8%</b>	<b>230</b>	<b>6.0%</b>	<b>36</b>	<b>0.9%</b>	<b>6</b>	<b>0.2%</b>	<b>79</b>	<b>2.1%</b>	<b>493</b>	<b>12.8%</b>	<b>1662</b>	<b>43.1%</b>	<b>26</b>	<b>0.7%</b>	<b>414</b>	<b>10.7%</b>	<b>1</b>	<b>0.0%</b>	<b>40</b>	<b>1.04%</b>	<b>3852</b>	<b>100.0%</b>		

Staff Religion by School 2020	Buddhist		Christian - Church of Scotland		Christian - Other denomination		Christian - Roman Catholic		Hindu		Jewish		Muslim		No Info		No Religion		Other		Refused		Sikh		Spiritual		School Total		UOA Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Business School	3	1.7%	12	7.0%	23	13.4%	15	8.7%	2	1.2%			15	8.7%	23	13.4%	57	33.1%			21	12.2%					1	0.6%	172	4.2%
Divinity, History & Philosophy			8	10.0%	22	27.5%	4	5.0%							6	7.5%	26	32.5%	1	1.3%	13	16.3%							80	2.0%
Geosciences			1	0.9%	15	13.2%	12	10.5%	1	0.9%			2	1.8%	21	18.4%	46	40.4%			16	14.0%							114	2.8%
Language, Literature, Music & Visual Cul	1	0.6%	14	8.0%	12	6.9%	15	8.6%					2	1.1%	42	24.0%	67	38.3%			21	12.0%			1	0.6%			175	4.3%
Law			14	11.2%	14	11.2%	11	8.8%					2	1.6%	41	32.8%	32	25.6%	2	1.6%	9	7.2%							125	3.1%
Medicine, Medical Sciences & Nutrition	7	0.8%	107	12.6%	109	12.9%	49	5.8%	16	1.9%			18	2.1%	104	12.3%	351	41.5%	3	0.4%	75	8.9%			7	0.8%	846	20.7%		
Natural & Computing Sciences	2	1.1%	8	4.3%	13	7.0%	12	6.5%	3	1.6%	2	1.1%	6	3.2%	40	21.6%	83	44.9%			13	7.0%	1	0.5%	2	1.1%	185	4.5%		
School of Biological Sciences			12	5.8%	23	11.1%	10	4.8%	1	0.5%			1	0.5%	33	15.9%	106	51.2%	2	1.0%	19	9.2%							207	5.1%
School of Education			26	22.8%	18	15.8%	6	5.3%							15	13.2%	39	34.2%	1	0.9%	6	5.3%			3	2.6%	114	2.8%		
School of Engineering	4	1.9%	13	6.2%	21	10.0%	9	4.3%	8	3.8%			14	6.7%	44	21.1%	66	31.6%			29	13.9%			1	0.5%	209	5.1%		
School of Psychology			2	2.6%	5	6.4%	3	3.8%	1	1.3%	1	1.3%			10	12.8%	48	61.5%			8	10.3%							78	1.9%
Social Science	1	1.6%	4	6.5%	6	9.7%	1	1.6%					2	3.2%	12	19.4%	26	41.9%	1	1.6%	7	11.3%			2	3.2%	62	1.5%		
Professional Services	12	0.7%	211	12.2%	184	10.6%	97	5.6%	10	0.6%	2	0.1%	24	1.4%	158	9.1%	838	48.5%	15	0.9%	161	9.3%			17	1.0%	1729	42.2%		
<b>University Total</b>	<b>30</b>	<b>0.7%</b>	<b>432</b>	<b>10.5%</b>	<b>465</b>	<b>11.4%</b>	<b>244</b>	<b>6.0%</b>	<b>42</b>	<b>1.0%</b>	<b>5</b>	<b>0.1%</b>	<b>86</b>	<b>2.1%</b>	<b>549</b>	<b>13.4%</b>	<b>1785</b>	<b>43.6%</b>	<b>25</b>	<b>0.6%</b>	<b>398</b>	<b>9.7%</b>	<b>1</b>	<b>0.0%</b>	<b>34</b>	<b>0.83%</b>	<b>4096</b>	<b>100.0%</b>		

Staff Data – Recruitment

Recruitment		Female	Male	Other	Total	% of F		Female	Male	Other	Total	% of F
Grade 1	Applicants	824	609	11	1444	57.06%	Grade 6/7	44	22		66	66.67%
	Interviewees	303	148	2	453	66.89%		15	8		23	65.22%
	Offers	111	44		155	71.61%		3	2		5	60.00%
	Acceptances	107	44		151	70.86%		3	2		5	60.00%
Grade 2	Applicants	2204	1263	13	3480	63.33%	Grade 7	742	1070	8	1820	40.77%
	Interviewees	239	115		354	67.51%		158	171	1	330	47.88%
	Offers	50	22		72	69.44%		51	52		103	49.51%
	Acceptances	46	21		67	68.66%		48	47	1	96	50.00%
Grade 3	Applicants	2204	1263	13	3480	63.33%	Grade 7/8	583	1592	2	2177	26.78%
	Interviewees	519	232	4	755	68.74%		87	216		303	28.71%
	Offers	97	34	1	132	73.48%		20	47		67	29.85%
	Acceptances	88	30		118	74.58%		19	38		57	33.33%
Grade 4	Applicants	2225	1036	5	3266	68.13%	Grade 8	146	297		443	32.96%
	Interviewees	455	146		601	75.71%		35	54		89	39.33%
	Offers	89	31		120	74.17%		10	10		20	50.00%
	Acceptances	81	28		109	74.31%		8	9		17	47.06%
Grade 4/5	Applicants	42	23	0	65	64.62%	Grade 8/9	17	78		95	17.89%
	Interviewees	10	1		11	90.91%		6	22		28	21.43%
	Offers	2			2	100.00%		3	6		9	33.33%
	Acceptances	2			2	100.00%		3	4		7	42.86%
Grade 5	Applicants	1527	916	6	2449	62.35%	Grade 9	101	229		330	30.61%
	Interviewees	324	170	1	495	65.45%		26	50		76	34.21%
	Offers	96	62		158	60.76%		7	13		20	35.00%
	Acceptances	86	60		146	58.90%		5	11		16	31.25%
Grade 5/6	Applicants	86	43	1	130	66.15%	Clinical	66	62	1	129	51.16%
	Interviewees	37	9	1	47	78.72%		39	32	1	72	54.17%
	Offers	15	3		18	83.33%		26	21		47	55.32%
	Acceptances	14	3		17	82.35%		26	20		46	56.52%
Grade 6	Applicants	1591	1588	12	3191	49.86%						
	Interviewees	375	348	3	726	51.65%						
	Offers	121	107		228	53.07%						
	Acceptances	112	102		214	52.34%						

Student Data

AGE

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
AGE						
20 AND UNDER	0	2	27	22	8928	8987
21-24	391	338	1192	1534	1705	1886
25-29	528	509	1039	1217	661	903
30+	758	717	1827	2312	1201	1667
TOTAL	1677	1566	4085	5085	12495	13443

GENDER

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
GENDER						
FEMALE	777	732	2331	2735	7517	8224
MALE	892	833	1753	2348	4966	5196
OTHER	2	1	1	1	12	23
TOTAL	1671	1566	4085	5084	12495	13443

DISABILITY

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
DISABILITY						
Disability Declared	101	94	275	325	1833	1908
No known disability	1534	1434	3753	4646	10289	10827
Unknown/Refused	36	38	57	113	373	708
TOTAL	1671	1566	4085	5084	12495	13443

SEXUAL ORIENTATION

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
SEXUAL ORIENTATION						
BISEXUAL	49	54	73	128	479	532
GAY MAN	28	23	43	45	163	172
GAY WOMAN/LESBIAN	9	12	21	26	105	113
HETEROSEXUAL	1292	1204	2737	3298	8569	8449
OTHER	69	64	79	147	147	163
PREFER NOT TO SAY	220	207	877	1068	1274	1278
INFORMATION NOT KNOWN	4	2	255	372	1758	2736
TOTAL	1671	1566	4085	5084	12495	13443

ETHNICITY

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
ETHNICITY						
ARAB	108	114	172	237	146	159
ASIAN - OTHER	142	128	213	226	200	215
BANGLADESHI	11	14	12	17	23	38
BLACK - OTHER	7	9	16	17	11	22
BLACK AFRICAN	174	156	349	496	228	244
BLACK CARIBBEAN	3	3	19	36	16	11
CHINESE	81	86	439	762	245	301
GYPSY OR TRAVELLER	0	0	1	0	3	2
INDIAN	52	43	91	144	164	196
INFORMATION NOT YET SOUGHT	1	1	0	0	0	1
MIXED - OTHER	43	44	100	97	214	223
MIXED - WHITE/ASIAN AFRICAN	5	5	18	16	26	26
MIXED - WHITE/BLACK AFRICAN	8	10	12	21	61	51
MIXED - WHITE/BLACK CARIBBEAN	2	1	8	7	21	32
NOT KNOWN	0	0	54	12	24	14
OTHER	32	36	135	95	153	154
PAKISTANI	21	21	42	57	144	160
PREFER NOT TO SAY	3	2	19	36	9	5
WHITE	1	1	83	147	75	78
WHITE- BRITISH	301	291	1007	1114	3892	3868
WHITE- IRISH	26	20	75	94	136	150
WHITE - OTHER	529	482	605	575	3154	2885
WHITE - GYPSY/TRAVELLER	0	0	1	1	2	1
WHITE - SCOTTISH	120	99	505	621	1909	1969
NULL	1	0	109	256	1639	2638
TOTAL	1671	1566	4085	5084	12495	13443



RELIGION

LEVEL	RESEARCH POSTGRADUATE		TAUGHT POSTGRADUATE		UNDERGRADUATE	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
RELIGION						
ANY OTHER RELIGION OR BELIEF	23	17	48	63	102	107
BUDDHIST	39	36	102	112	86	86
CHRISTIAN	2	1	64	152	7	18
CHRISTIAN - CHURCH OF SCOTLAND	42	32	211	200	666	604
CHRISTIAN - OTHER DENOMINATION	413	391	515	595	1269	1223
CHRISTIAN - ROMAN CATHOLIC	159	139	394	418	1012	973
HINDU	28	23	51	87	80	81
JEWISH	3	2	8	9	22	27
MUSLIM	238	222	320	415	372	419
NO RELIGION	549	539	1583	2005	5808	5877
PREFER NOT TO SAY	145	135	477	558	1175	1141
SIKH	2	3	3	5	19	22
SPIRITUAL	24	24	62	86	105	103
INFORMATION NOT KNOWN	4	2	247	379	1772	2762
TOTAL	1671	1566	4085	5084	12495	13443

IS GENDER NOW SAME AS BIRTH?

LEVEL	RESEARCH POSTGRADUATE						TAUGHT POSTGRADUATE						UNDERGRADUATE					
IS GENDER NOW SAME AS BIRTH?	2018/19			2019/20			2018/19			2019/20			2018/19			2019/20		
	F	M	O	F	M	O	F	M	O	F	M	O	F	M	O	F	M	O
YES	756	866	0	715	813	0	1891	1370	0	2220	1898	0	6264	4278	2	6307	4193	2
NO	2	2	0	1	2	0	8	6	1	7	6	0	17	9	3	20	15	7
PREFER NOT TO SAY	19	20	2	14	18	1	268	280	0	283	286	1	71	63	7	71	60	10
INFORMATION NOT AVAILABLE	0	0	0	2	0	0	164	97	0	225	158	0	1165	616	0	1826	928	4
TOTAL	777	888	2	732	833	1	2331	1753	1	2735	2348	1	7517	4966	12	8224	5196	23

Student Data Non-continuation

NON-CONTINUATION BY GENDER & DISABILITY

NON-CONTINUATION BY GENDER & DISABILITY		FULL TIME UNDERGRADUATES			
		2018		2019	
		Y	N	Y	N
FEMALE	NO KNOWN DISABILITY	4539	151	4614	95
	DISABILITY DECLARED	831	57	816	35
	UNKNOWN/REFUSED	2	0	3	0
	TOTAL	5372	208	5433	130
MALE	NO KNOWN DISABILITY	3211	146	3193	84
	DISABILITY DECLARED	607	45	575	30
	UNKNOWN/REFUSED	5	0	5	0
	TOTAL	3823	191	3773	114
OTHER	NO KNOWN DISABILITY	9	0	10	0
	DISABILITY DECLARED	3	0	6	0
	UNKNOWN/REFUSED	0	0	0	0
	TOTAL	12	0	16	0

NON-CONTINUATION BY GENDER & ETHNICITY

NON-CONTINUATION BY GENDER & ETHNICITY		FULL TIME UNDERGRADUATES			
		2018		2019	
		Y	N	Y	N
FEMALE	White (pre2001)	33	7	39	3
	White - British	1906	75	1932	63
	White - Irish	72	0	76	1
	White-Scottish	895	52	936	31
	White-Gypsy/Traveller	1	0	1	0
	White - Other	1733	47	1600	23
	Black - Caribbean	8	0	6	0
	Black - African	106	1	119	3
	Black - other	6	0	11	0
	Asian - Indian	71	0	90	0
	Asian - Pakistani	50	0	59	0
	Asian - Bangladeshi	14	0	18	0
	Asian - Chinese	112	4	157	1
	Asian - other	76	8	89	2
	White/Black Caribbean	13	0	19	0
	White/Black African	34	1	28	1
	White/Asian	11	0	11	0
	Mixed - Other	117	5	118	0
	Arab	49	1	60	0
	Other	56	5	58	0
Not known	9	2	6	2	
TOTAL		5372	208	5433	130
MALE	White (pre2001)	30	5	30	2
	White - British	1543	76	1482	38
	White - Irish	50	1	52	0
	White-Scottish	664	38	664	27
	Gypsy or Traveller	2	1	2	0
	White - Other	859	37	800	19
	Black - Caribbean	6	0	5	0
	Black - African	95	6	87	9
	Black - other	3	1	7	0
	Asian - Indian	73	1	82	1
	Asian - Pakistani	76	5	82	1
	Asian - Bangladeshi	8	0	15	1
	Asian - Chinese	85	4	107	0
	Asian - other	80	4	85	3
	White/Black Caribbean	7	1	10	1
	White/Black African	19	3	16	0
	White/Asian	15	0	15	0
	Mixed - Other	72	2	79	3
	Arab	62	1	71	4
	Other	60	4	72	3
Not known	14	1	10	2	
TOTAL		3823	191	3773	114
OTHER	White - British	4	0	4	0
	White-Scottish	4	0	5	0
	White - Other	4	0	7	0
	TOTAL	12	0	16	0

NON-CONTINUATION BY GENDER & AGE

NON-CONTINUATION BY GENDER & AGE		FULL TIME UNDERGRADUATES			
		2018		2019	
		Y	N	Y	N
FEMALE	20 AND UNDER	4703	168	4704	108
	21-24	506	26	552	12
	25-29	93	7	100	6
	30 YEARS AND OVER	70	7	77	4
	TOTAL	5372	208	5433	130
MALE	20 AND UNDER	3216	121	3189	80
	21-24	437	43	405	26
	25-29	109	18	119	2
	30 YEARS AND OVER	61	9	60	6
	TOTAL	3823	191	3773	114