



University
of Dundee



**Equality, Diversity and Inclusion
Public Sector Equality Duty Reports
2023**

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Mainstreaming Report

Introduction

This report sets out the work we have undertaken to advance equality, tackle discrimination, and foster good relations in the period between May 2021 and April 2023, and our plans for the future.

Our key achievements

- The lay membership of our Court is gender balanced.
- We have invested in new EDI training which is mandatory for all staff.
- We have published our 'Founders Report' which sets out the Universities involvement in the transatlantic slave trade and how this has shaped the University and Dundee. We have engaged with students, staff and external stakeholders to reflect on the findings of this report.
- We have achieved a bronze award in the Race Equality Charter, and we have retained our Athena Swan charter award.

We continue to build on strong foundations, but we know that we have more to do to tackle the inequalities that persist across our university community. Our determination to become a truly inclusive campus that is actively anti-discriminatory is why issues of equality, diversity, and inclusion (EDI) are embedded throughout the organisational strategy that we published in 2022, and why we have conducted a review our approach to EDI and have set ourselves challenging EDI Key Performance Indicators and have invested in a new EDI strategy for the University.

In this report we set out that we have made progress against a range of actions that we committed to in 2021, but we have taken the opportunity to reframe our equality outcomes so that there is a clearer connection to the change that we want to see staff and students experience.

The content of this report sets out our pro-active approach to embed equality in our core activities and our commitment to taking action to address persistent inequalities.

The report is set out 5 sections.

- Section 1 sets out the requirements of the public sector equality duty (PSED) and the context that we are working in.
- Section 2 sets out the activity we have undertaken to mainstream equality in our work and celebrate the diversity of the university community.
- Section 3 sets out information about the demography of our workforce and the University Court
- Section 4 sets out the progress we have made against the Equality Outcomes we set in 2021.
- Section 5 sets out information about our refreshed Equality Outcomes.

The Public Sector Duty & University Context

The University of Dundee is committed to advancing equality, diversity and inclusion for students, staff, and other stakeholders, through the creation of a positive and supportive environment for all. Since 2021, the University has witnessed significant change. We have welcomed new members to our senior management team, and we have undergone a merger of three Academic Schools into a new single School, and we published a new University Strategy in 2022 that has EDI at its core.

We continue to adapt to post-pandemic ways of working, seeking to ensure that staff and students are able to retain some of the consequential benefits that we gained from being more digitally enabled, and more flexible in how and where work and study is done. We also want to ensure that we can overcome the challenges of isolation and lack of human connection by reimagining a better staff and student experience through a thriving 'on campus' approach that blends with the new ways of work and study.

We also know that our expanding overseas recruitment will continue to bring a more diverse student population to our city, and we are focused on ensuring that we can accommodate the increased demand for onsite student support and to be able to meet the need for appropriate accommodation, which are not straightforward challenges.



Legislative Context

The public sector equality duty (PSED) consists of a general duty and specific duties. Together, these duties provide a framework that supports the University to demonstrate compliance with the PSED.

The General Equality Duty requires that the University, when carrying out our activities, gives due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The specific duties exist to help the University develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland.



To meet the Specific Duties, the University must comply with the following:

- Report on progress on mainstreaming the General Equality Duty into all functions every two years. *We published our last report in 2021 and this report sets out our progress to date.*
- Publish and deliver a set of equality outcomes that cover all protected characteristics (or explain why all protected characteristics are not covered). *We published our current equality outcomes in 2021 and this report provides a progress report against these and sets out our refreshed equality outcomes for the period ahead.*
- Assess the impact of new and revised policies and practices against the needs of the general duty on an ongoing basis. *We do this by conducting equality impact assessment of policy and practice.*
- Gather information on the protected characteristics of employees and to publish this data every two years. We last [published information about the characteristics of our workforce in 2021](#) and we provide a paper to our People and Organisational Development Committee on an annual basis about the profile of our workforce. *In this progress report we provide information about the demography of our current workforce as at 1 January 2023.*
- Publish information about the diversity of the University Court (our governing body). *We are pleased to report that the University Court continues to have a good gender representation and that our lay membership is currently gender balanced.*
- Publish gender pay gap information every two years and publish statements on equal pay and occupational segregation for gender, race and disability every four years. *As in previous years our pay gap report for 2023 is published separately to this mainstreaming report.*
- Have due regard to the general duty in specified procurement practices on an ongoing basis.
- Publish the information required to demonstrate compliance in a manner that is accessible.

Governance context

People and Organisational Development Committee (PODCo)

The University Court is ultimately responsible for discharging our legal responsibilities. It has established a People & Organisational Development Committee (PODCo) as the delegated body for overseeing (amongst other matters) equality, diversity, and inclusion within the University. Its remit is to support the University Strategy in all matters relating to staff. PODCo is kept informed of EDI through reports from the University's EDI Committee. Matters regarding new or revised employment policies, including those relevant to EDI, are approved through PODCo and ratified by Court.

University Equality, Diversity, and Inclusion Committee.

The University EDI committee is the institutional-level committee that has the strategic overview on all equality, diversity, and inclusion matters. The EDI Committee's role is to ensure that the University implements its EDI strategy and meets its statutory requirements under the Equality Act 2010 and other legislation.

We have recently refreshed the membership and terms of reference of the EDI Committee so that it is focused on the delivery of the EDI strategy and co-ordination of the various networks that support this. Co-chaired by the Senior Vice President and also the University Secretary & Chief Operating Officer, the Committee is accountable to the University Executive Group who in turn are responsible to PODCo and Court.

School EDI Committees

The University of Dundee has eight Academic Schools and to mainstream equality activities throughout the University, each School has established their own Equality, Diversity, and Inclusion Committee. The role of the School EDI Committees is to support the EDI agenda as is specific to the issues within their own School. These committees are chaired by the Dean of each School or the Associate Dean of Culture and Performance. Additionally, there are EDI Coordinators within each School who support and develop initiatives to mainstream equality at the local level.

Most Academic Schools within the University are either current recipients or are in the preparation of applying for an Athena Swan Charter award for gender equality. The Schools with current awards are as follows:

| School | Level of Award | Renewal Date |
|---------------------------|----------------|-----------------------------|
| Life Sciences | Silver | 2023 ¹ |
| Science and Engineering | Bronze | 2023 |
| Health Sciences | Bronze | 2025 |
| Medicine | Bronze | 2025 |
| Education and Social Work | Bronze | Not Applicable ² |
| Social Science | Bronze | |

¹The School of Life Sciences submitted an application to renew their Silver award in January 2023. It is anticipated that the result of this application will be known before the end of April 2023.

²The School of Social Work and Education together with the School of Social Science and the School of Humanities merger together in August 2021 to form the School of Humanities, Social Science and Law. Future Athena Swan applications will be for the new School and will not be as individual areas so these awards will not be renewed.



Strategic Priorities

In 2022, the University launched its new [five-year strategy](#) to support the achievement of our vision to be globally recognised for our social purpose. To enable this vision there will be a focus on three priorities:

1. Ensuring our academic excellence
2. Growing our reach
3. Transforming our University to be a truly digital community

Equality, diversity, and inclusion will play a central role in the delivery of our strategic objectives through attracting and nurturing talent based on enabling an inclusive environment that supports each other. A separate [People and Talent enabling strategy](#) has been produced to ensure delivery of our strategy through our people.

A key part of the People and Talent enabling strategy includes the development of a focussed EDI strategy and the setting of EDI key performance indicators (KPIs). The EDI strategy has been drafted and is being consulted on and will be published in spring 2023. Following review of current evidence and input from staff we have set an initial suite of three focussed KPIs which have led to us refreshing our equality outcomes so that we are focussing our efforts on the most persistent inequalities across the University. Our newly appointed Institutional Academic Lead for EDI will be liaising with staff and students across the University to ensure at a school and directorate level there is focussed action to contribute to delivery of KPIs as well as working with colleagues to identify any additional KPIs that need to be set to drive forward work on EDI.



EDI Training

All of our staff are required to participate in EDI training appropriate to their jobs. The foundation to this is our online training module. We have recently refreshed the content of our online module. This module introduces staff to the mainstreaming of equality, diversity and inclusion within the University and gives an overview of protected characteristics and the different forms of discrimination.

All staff have been asked to complete the refreshed online training module by June 2023. New staff are required to complete this online module within three months of their start date.

The following table sets out the percentage of staff who have completed the online training in previous years:

| Staff Group | 2019 Completion Rate | 2021 Completion Rate | 2022 Completion Rate |
|---------------------------------|----------------------|----------------------|----------------------|
| Academic Staff including Tutors | 58% | 62% | 61% |
| Academic Staff excluding Tutors | 81% | 79% | 82% |
| Professional Services Staff | 82% | 92% | 90% |
| Overall University Rate | 74% | 82% | 75% |

Individual teams have also been supported through additional development to address specific requirements, and these include bespoke programmes from acceptable behaviours to unconscious bias.

Mentoring continues to be available to all University staff. There are two mentoring programmes, one, Teaching Research and Academic Mentoring is a collaboration with other Universities and Dundee has 100 participants in the scheme, 60 of whom are being mentored. The second is Professional Development Mentoring and available to all staff at all grades and is delivered by trained mentors within the University, again from all staff groups. There are currently 42 live mentoring relationships in place. The University also provides mentoring to the executive team in Dundee Students Association (DUSA) to support them in their role in wider engagement with the University at executive level.

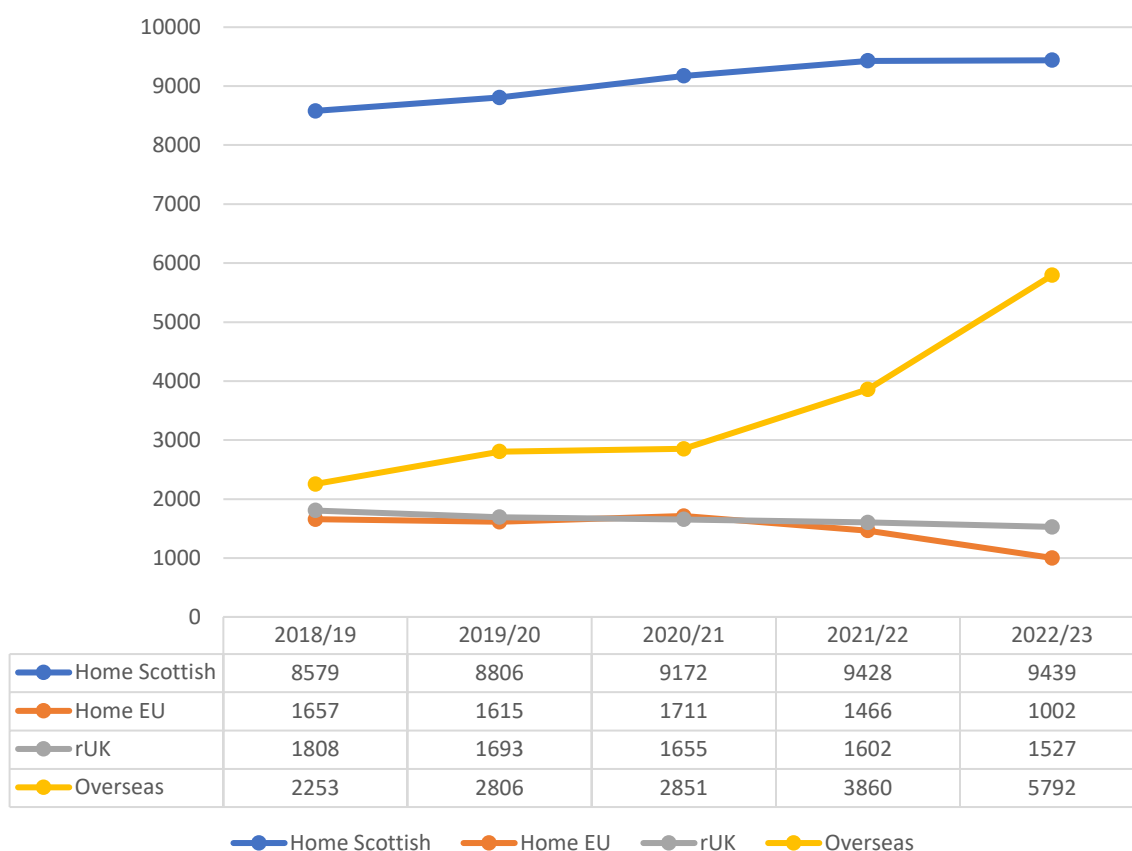
Other training courses which are provided by the University include Active Bystander, Supporting Refugee Students, Coping with the Menopause, and Sexual Harassment Awareness.

The University Court and the University Executive Group participated in a focussed EDI in Governance session in February 2023. The session allowed Court members and members of the University Executive Group to focus on and consider their oversight and leadership obligations to advance EDI. To compliment this, the Academic & Corporate Governance Team attended a 'Diversity by Design' session in March 2023 which provided participants with the tools to embed EDI in the design and delivery of their work.

Student Services

For the Academic Year 2022/2023, the University has a population of 17,760 on-campus students of which 32.6% are international students. The number of international students has increased significantly over the past two years and Student Services have worked hard to ensure that their specific needs are being met. This includes increasing access to information, including a guide for international students covering the student journey from pre-arrival and throughout the course of their studies.

Total Student Population by Fee Status



Student Services continue to administer the Honorary Graduates' Award for Inclusive Practice with the intended focus to be supporting good practice (either current or proposed) in relation to any or all the protected characteristics.

Additionally, Student Services take the lead on gender-based violence and sexual harassment prevention work. A full-time GBV Officer post was recruited and has led the work to get the University accredited with the Emily Test award. For more information on this award, please visit the Emily Test [website](#). The University also has an Equally Safe in Higher Education group that oversees the GBV and prevention of sexual harassment work that is prioritised by the University.

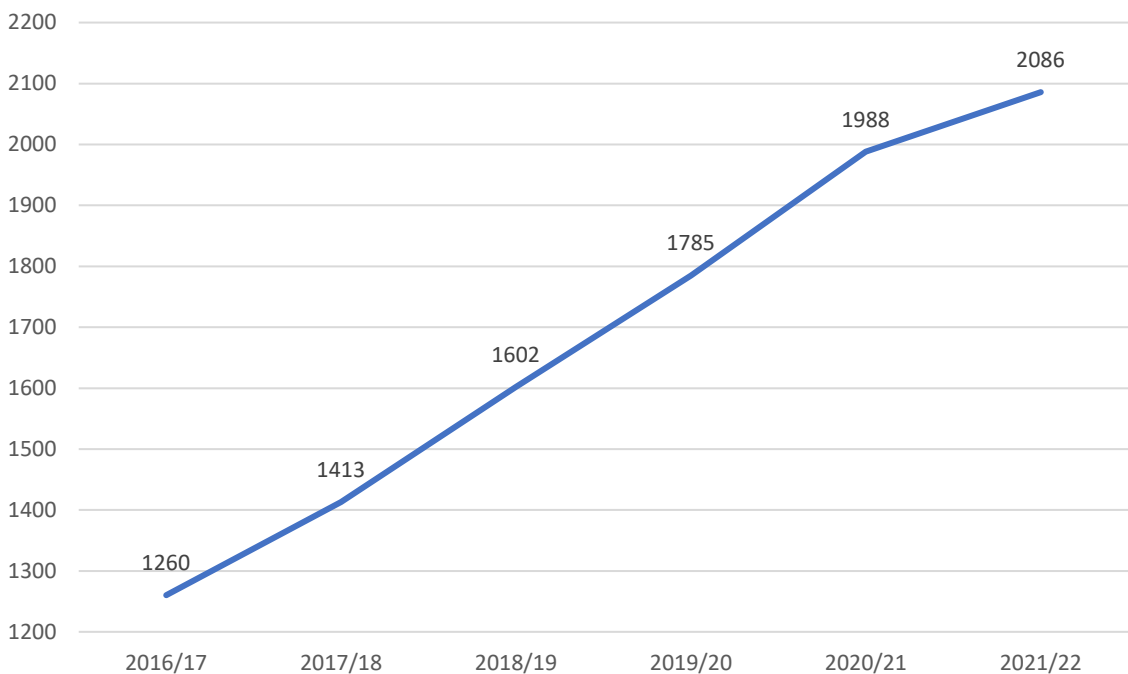
Disability Services

Our Disability Services team continue to provide support for students and staff with a range of disabilities, including physical, sensory, and cognitive impairments and mental health difficulties. They provide support for our own staff and students and carry out needs assessments for disabled students at other Universities and Colleges through the Service’s regional Access Centre; this is typically over 100 students annually.

Currently, almost 15% of students at the University have declared a disability (over 2,600) and, of these, over 2,200 students are registered with Disability Services for additional support. In addition, over 120 members of University staff are registered with the Service. Many students and staff are provided with reasonable adjustments to support their studies/employment, as well as a range of other support to meet their disability-related needs. This includes specialist personal help, such as a mental health mentor, training with assistive technology and provision of accessible reading materials through Disability Services’ Alternative Formats Service. University staff can also access additional support through the University’s Occupational Health Service and are supported to apply for Access to Work as appropriate for their individual needs.

The following table shows the numbers of students who registered for support from Disability Services over the past six academic years. All figures exclude those students who contact the Service for confidential advice and support but do not register. For Academic Year 22/23 to date (end of January 2023), this figure is an additional 200 students:

Number of Students Registered with Disability Services by Academic Year



In addition to the increase in the total number of students contacting Disability Services for support each year, there has been an increase in the number of students disclosing multiple disabilities and mental health difficulties over the past six years; an increase of 111% and 128% respectively.

Excellent feedback continues to be received from students who access Disability Services; 84% rated all aspects of our services as good or very good in Academic Year 21/22. Suggested improvements included: ensuring adjustments are communicated and implemented, ensuring university systems are compatible with assistive technology and increasing support for student mental wellbeing. In relation to the latter, a Mental Health Guide has been developed that includes links to the [Feeling Good app](#) to support student and staff mental health and wellbeing. The University has procured this app for an initial period of three years.

Other recent developments include:

- Our dyslexia screening process has been reviewed and a new process has been introduced for AY 22/23. This involves the use of an online dyslexia screening tool that students can complete independently through Disability Services to reduce the waiting times for screening appointments with a Disability Adviser.
- Our transition event for students with autism spectrum disorders or mental health difficulties was successfully reintroduced on campus prior to the start of Academic Year 22/23, following the move to fully online provision of this event during Covid lockdowns. A hybrid offering is planned for entrants for Academic Year 23/24 to support students who would have trouble attending the campus event. The aim of the transition event is to provide key information about being a student at Dundee University in a supportive environment for those who may experience difficulties with the potentially overwhelming amount of information provided during the University's Welcome Week.
- The University has also become a member of the [Business Disability Forum](#) where we can access extensive knowledge and experience to better support disabled students and staff.

Celebrating Diversity & Fostering Good Relations



We highlight on our [University Twitter Account](#) many of the different activities and events led by staff and students that are designed to celebrate the diversity of our staff and student populations as well as fostering good relations between different groups. Examples include highlighting religious observances, cultural awareness, promoting the use of accessible languages, and supporting history months.



Research

Research is vital to any university and at the University of Dundee we have a specific vision to be globally recognised for our social purpose. The intensity of our research is crucial to this vision as it is central to making a positive difference to communities across the world. Our high-performing researchers are enabled to be in a better position to contribute to our social purpose through the integration of EDI within the University.

The Research Excellence Framework (REF) is the system for assessing research within UK universities. The University of Dundee made our last submission in March 2021 with the outcomes being published in May 2022. One of the key measurements with regards to research is the environment in which it is conducted which includes aspects of EDI. Information on our REF results can be found on our website.

The University has also produced and published a Gender Equality Plan in line with the requirements of Horizon Europe which provides research funding.



Staff Networks

The University currently has three formal staff networks which meet on a regular basis. To further enhance and support the work of the staff networks the University has established Diversity Champions to amplify the work of the networks and has allocated a recurring budget

1. Black and Minority Ethnic Staff Network

The BME Staff Network were instrumental in the success of the University in obtaining the Advance HE Race Equality Charter. Almost all members of the Network were involved, either as members of the Self-Assessment Team that produced the application, or in providing evidence to support the application.

The BME Staff Network have established four sub-groups that focus on the following:

- a. Mentoring and training opportunities
- b. Events and community engagement
- c. Communications; and
- d. Data gathering

The Co-Chairs also invite guests to their meetings to raise awareness of issues that may disproportionately affect BME staff such as equal pay and probation/promotion for academic staff.

The BME Staff Network actively supported Black History Month 2022 which included 14 events attended by approximately 700 people. More recently the BME Staff Network marked the one year anniversary of achieving the Bronze Race Equality Charter Award by inviting Professor Nicola Rollock to take part in a fireside chat with our Principal and Vice Chancellor Professor Iain Gillespie.



2. Disabled Staff Network

The Covid-19 pandemic had a disproportionate effect on members of staff who have disabilities or those with caring responsibilities for other with disabilities. This resulted in the Disabled Staff Network being less active but in the last 12 months this network has reinvigorated itself, brought onboard two new Co-Chairs, and has organised both online and in-person meetings for members of the network.

The Disabled Staff Network contribute to the development of policies, practices, and strategic initiatives through being the main group with which the University consults with on matters that are relevant to people with disabilities.

The Co-Chairs are keen to grow the membership of the Network and are already looking to plan events through 2023 culminating with Disability History Month between November and December.

3. LGBT+ Staff Network

Over the past two years the LGBT+ Staff Network has continued to be proactive with regards to LGBT+ equality specifically but also to the wider equality, diversity, and inclusion agenda. This network meets formally on a quarterly basis but also has weekly drop-in meetings which are available for members to chat informally and discuss any general issues that they may be experiencing. These drop-in meetings have been taking place since the first lockdown caused by Covid-19 and usually happen online but there is also an in-person meet up on the first Wednesday of the month.

The LGBT+ Staff Network continue to raise the profile of the LGBT+ communities within Dundee and Tayside through collaborating with external groups, such as Dundee Pride, Dundee Women's Aid, as well as the LGBT+ Student Society to celebrate and commemorate important dates within the LGBT+ calendar. This includes LGBT+ History Month, Trans Remembrance Day and the International Day Against Homophobia, Biphobia and Transphobia. Events to celebrate LGBT+ History Month have taken place each February and 2023 saw all events being held in-person or hybrid with the University continuing to attract external speakers to support events.

In addition, the University has designed rainbow lanyards for both staff and students which can be worn to show support for the LGBT+ community.



To mark LGBT+ History Month in 2023, the windows on one side of the Tower Building were coloured to replicate both the Rainbow flag and the Transgender flag which will be a permanent feature on these windows.

Race Equality Charter

In January 2022, the University of Dundee became only the second Scottish university to be awarded Advance HE's Race Equality Charter. This charter establishes a method by which universities can identify and reflect on institutional and cultural barriers to academic progression for Black and Minority Ethnic staff and students across the entire academic pipeline from undergraduate students to professors.

More information on our success with the Race Equality Charter can be found on our website or the Advance HE [website](#).



Athena Swan Charter

The [Athena Swan Charter](#) is an externally awarded recognition of how gender equality is progressing within the University. The University has held this award since 2013 and an application was made in November 2022 to renew our award. We received confirmation that this application was successful in February 2023 so will continue to be an award holder until 2028.

It is important, however, to proactively improve gender equality within the University and an action plan for progress was submitted as part of the most recent application. This is focussing on four themes of improvement as identified through quantitative data and through consultations with staff focus groups:

- a. Culture and community
- b. Career Development
- c. Bullying and Harassment
- d. Mental Health and Wellbeing

To ensure transparency in our efforts to support the advancement of gender equality at the University, we are currently in the process of preparing a redacted version of the application and action plan which will be published on our website in due course.

Stonewall Diversity Champions Programme

The University of Dundee continues to be a member of the Stonewall Diversity Champions programme. This allows the university to receive expert advice and training on creating an LGBT+ inclusive workplace and service provider. Stonewall conducts an annual benchmark of inclusive practice called the Workplace Equality Index.

The Index ranks employers using a questionnaire to establish a relative indicator of inclusive practice to support LGBT+ staff. In 2021 this was amended to potentially award organisations one of three different levels (Bronze, Silver, and Gold) if they met a progressive series of minimum standards with the University of Dundee met the standards for achieving a bronze award.

The University recognises that there is still more to do to support LGBT+ staff, students, and visitors. It was decided to undertake a hiatus of participating in the annual Stonewall Workplace Equality Index for 12 months to review the criteria and establish where we could direct efforts to supporting positive change for LGBT+ stakeholders. A task and finish group has been established with members of the LGBT+ Staff Network to undertake this initiative with the intention to submit a new entry to the Stonewall Workplace Equality Index in September 2023.





Employee Profile

1. Introduction

The following pages provide diversity profile data for all University staff data captured annually on 31 July 2020, 2021, and 2022 based on headcount. The same methodology has been applied when preparing the data for each year to ensure comparability. It should be noted that staff are reported on headcount rather than FTE (full-time equivalent). The profile data for each protected characteristic uses a single count per staff member, however, in analysis for contract terms (part-time/full-time and fixed-term/permanent) and job categories staff are counted for each contract they have with the University.

This report provides an overview of staff equalities monitoring data for the academic years 2020, 2021 and 2022 in relation to recruitment and selection, staff profile, leavers, training and development, disciplinary and grievances. This report should be read alongside the University's Public Sector Equality Duty reports, which will be published in April 2023. It should be noted that in addition to this report the University also participates in various external accredited activities that involve scrutiny of key equalities datasets and practices at a much closer level. For example, Athena Swan, Race Equality Charter Mark and the Stonewall Workplace Equality Index.

Summary of Key Statistics

Staff Overview:

- At 31 July 2022 the University had a total number of 3198 employees (Figure 5) with 2620 staff (83.2%) on permanent contracts and 528 staff (16.8%) on fixed-term contracts (Figure 8).
- University staff are combined into two job groupings: Academic/Research comprised of 1400 (44%) staff and Professional Services headcount of 1807 (56%).

Age

The University is continuing to attract younger staff aged under 30. This can be attributed to the number of applications from this age group increasing by 12.0% but the success rate to be hired increased by 111.7%. Since 2021 the proportion of staff aged under 30 has increased, however, this is still the smallest age group of staff within the University.

Disability

The number of staff who have declared that they have a disability remains low (6.9% in 2021/22). This proportion of just below 7% has remained constant over the past three years. The University has recognised the low levels of staff declaring a disability and has included actions within our forthcoming EDI Strategy to address this issue. It is also noted that Academic Staff with disabilities have lower success rates of promotion. This will also be investigated and appropriate actions taken to ensure parity of success.

Sex (Gender)

The gender balance at the University in July 2022 has remained like the previously reported figure in 2021. Overall, 58% (1851) of staff were female and 42% (1347) were male (Figure 5). Women are still concentrated in lower graded roles, however, the proportion of females in higher graded role 10 has increased slightly from 33% in 2019/20 to 35% in year 2021/22. Females also continue to be over-represented in part-time and fixed-term positions.

Females are less likely to apply for a job vacancy within the University but are more likely to be successful in their application. They are also more likely to be successful when applying for academic promotion. This may start to make progress towards ensuring greater parity at senior academic levels where women currently comprise 29% of Professorial roles and 38% of Readers.

Women are more likely to undertake professional development within the University with more than double the rate of females participating in training in 2021/22 compared with their male colleagues. This will also help enable greater promotional opportunities for female staff in Professional Services roles.

Race (Ethnicity) The number of staff employed by the University who are BME has increased by 29% from 2019/20. This is the case for both Academic and Professional Services roles. The data, however, shows us that there is still some work to be done to ensure that there is greater parity between the proportion of job applicants who are BME and the corresponding success rate of being hired.

The University has created equal rates of success for BME and White Academic staff who apply for promotion. In 2020/21 the success rate for both groups of staff when applying for academic promotion was 85% and in 2021/22 the rates were 80% for BME staff and 81% for White staff.

The proportion of BME staff who have undertaken professional development courses within the University has increased from 9% in 2019/2020 to 14% in 2021/22. This is still below the proportion of staff who are BME.

Religion or Belief

The majority of staff working at the University have declared that they do not hold any specific religious belief or that they have not declared any religious belief. This group of staff are the highest proportion of applicants for jobs and are more likely to be hired. Amongst job applicants declaring a religious belief, those with a Christian background are more likely to be successful in their applications.

Sexual Orientation

As of July 2022, the staff profile relating to sexual orientation comprised: 63% identifying as heterosexual; 24.6% as unknown, 7.6% prefer not to say. 5% of staff identify as lesbian, gay, bisexual, trans or other non-heterosexual orientation (LGBT+) which is a slight increase from 4.2% in 2020/21.

In terms of recruitment, applicants who identify as heterosexual are disproportionately more likely to be successful in their application. Applicants who do not declare their sexual orientation are less likely to be successful with this group making between 20-25% of applications but having a success rate of less than 10%.

University Court (Governing Body)

Equality data was provided by the Academic and Corporate Governance directorate as of 31 July 2022. The University governing body comprised of 22 members. From the total members who had disclosed information, 55% were female and 45% were male (Figure 78).



Equality Outcome Progress Report

Progress towards our Equality Outcomes

This part of the report provides details of the progress made against our existing set of equality outcomes.

Our four current equality outcomes are as follows:

1. The University has an inclusive culture that supports its staff, students, and visitors.
2. Learning and teaching is inclusive, relevant, and engaging for all students, enhancing their learning experience and employment outcomes.
3. The University is an accessible environment for working, learning, research, and the global public.
4. Recognised areas of inequality in recruitment, employment and career development and progression are addressed.

The purpose of the following tables is to provide a progress report on the actions included in the University's Equality Outcomes Plan which covers the period from 30 April 2021 to April 2023.

The extent of progress is marked:

| | |
|--------------|---|
| Green | Actions completed or where considerable progress has been achieved. |
| Amber | Where some progress has been achieved but more work is still required. |
| Red | Where work is behind and considerably more needs to be done. |

Equality Outcome 1 – The University has an inclusive culture that supports its staff, students and visitors

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|--|---------------------|--|--------|
| To have robust strategies and policies supporting equality, diversity and inclusion. | Head of EDI | <p>Strategy has been consulted on and is approved through University Court (September 2021).</p> <p>Appropriate review dates are in place and being acted on (September 2021).</p> | |

Progress

- The University has published its institutional Strategy from 2022-2027. This is supported by a number of enabling strategies including the *People and Talent Strategy* that places EDI at the centre of its planning. The *People and Talent Strategy* is being led by the Senior Vice Principal and the Interim Director of HROD, who are both members of the University Executive Group.
- The new Institutional Academic Lead for EDI will be developing a specific EDI Strategy in Spring 2023.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|-------------------------------------|--|--------|
| Develop Staff Networks and their contribution to the University Strategy and Values | EDI Team Staff Network Leads | <p>Increasing membership and attendance at meetings (September 2021).</p> <p>Approved Terms of Reference in place (September 2021).</p> <p>New Networks in place (September 2021).</p> <p>Regular meetings of Network leads and members to develop appropriate development plans (from December 2021).</p> <p>Report on Network consultation (from December 2021).</p> | |

Progress

- All of the existing staff networks have increased their membership since September 2021. The BME Staff Network in particular has seen a significant increase in membership.
- All staff networks have been provided with a specific budget to use against activities.
- New Terms of reference have been approved and are being used by the staff networks
- No new formal staff networks have been established.
- All of the staff networks meet on a quarterly basis and report into the institutional EDI Committee.
- The University regularly consults with all staff networks on a range of strategic and policy issues.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|--|---------------------|---|--------|
| School and Directorate EDI Committees are fully developed. | EDI Team | Committees in place and reporting on a quarterly basis to EDI (by December 2021). | |

Progress

- All academic Schools have local EDI Committees
- Work in currently in progress to develop EDI Committees within professional services Directorates.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|---|--|--------|
| Knowledge and understanding of support mechanisms for staff and students is far reaching. | Head of EDI Director of Student Services | <p>Increase in the use of Dignity at Work and Study policy (ongoing from August 2021).</p> <p>Increase in the reported incidents by staff and students (ongoing from August 2021).</p> <p>Increase in the Gender Based Violence reporting (from August 2021).</p> <p>Increase in the use of Harassment Advisors and First Contact Advisors (from August 2021).</p> | |

Progress

- Individual cases relating to the Dignity at Work and Study Policy has increased.
- The University is promoting its Gender Based Violence prevention work through our involvement with the Emily Charter.
- The University will soon be introducing a single portal for reporting instances of bullying and harassment. This is currently at the pre-tender stage but will be introduced by the end of 2023.

Equality Outcome 2 – Learning and Teaching will be inclusive, relevant and engaging for all students, enhancing their learning experience and employment outcomes.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|---------------------|---|--------|
| A new Curriculum Design Framework outlines hallmarks and graduate attributes to enhance employability outcomes for students. | VP Education | Hallmarks and Attributes are identified and approved and embedded in curriculum design (by May 2021). | |
| <p>Progress</p> <ul style="list-style-type: none"> •Introduction of Curriculum Design Principles guidance document in May 2021. | | | |

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|---------------------|---|--------|
| Programme planning informed by research excellence and sound business practice. | VP Education | Matriculation numbers for programmes and increasing numbers of students from emerging markets (September 2021). | |

Progress

- The University is continuing to increase number of students (particularly at taught postgraduate level) from emerging markets.
- We have opened a new campus in China
- The University has entered into a partnership agreement with a number of African universities.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|---|---|--------|
| Assessment and feedback are aligned to the Quality Code | VP Education Director Quality and Academic Standards | Reduction in staff marking workload (from September 2021). Reduction in assessment congestion (from September 2021). | |

Progress

- This is currently in progress with qualitative information being obtained.
- This work is in progress through the AES project, with the focus of assessment and feedback being developed through working groups comprising Associate Deans of Learning and Teaching QUAS and EDI.

Equality Outcome 3 – The University is an accessible environment for working, learning, teaching, research and the global public.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|-----------------------|---|--------|
| A University Accessibility, Delivery and Operational plan is established. | University Secretary. | Information on accessibility related activities across all aspects of university activity is available and updated regularly. | |

Progress

- The University has produced the following documents to support accessibility:
- Accessibility Statement
- Guidance on *Accessing Disabled Students Adjustments on eVision*
- Guidance on *Creating Accessible Documents*
- Guidance on *Creating Inclusive Teaching Materials*
- Guidance on *Learning and Assistive Technology Support for Staff and Students*
- Guidance on *Performing an Accessibility Self-Audit*
- Guidance on *Video Accessibility: Captioning, Subtitles and Transcripts*
- Guidance on *Website Accessibility*
- Guidance on *Writing Alt Text*
- The University is also independently audited for physical accessibility by the organisation Accessible with results published on their website www.accessable.co.uk/university-of-dundee

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|--|----------------------|--|--------|
| An Accessibility Oversight Group is set up with representation from across disciplines and professional services to support a collaborative approach to the implementation of accessibility related actions, monitoring and sharing expertise. | University Secretary | An understanding of all accessibility matters relating to the University, regularly considered at UEG and reflected in learning, Estates and Campus, and UoDIT (September 2021). | |

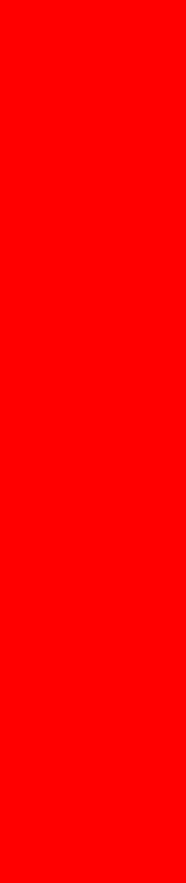
Progress

- The Accessibility Working Group has been established in 2022 and meets on a quarterly basis.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|--|--|--------|
| <p>Our digital presence is accessible to all staff, students, visitors and the global public.</p> | <p>Head of CTIL</p> <p>Director of External Relations</p> <p>Director of UoDIT</p> | <p>Reduction in complaints about inaccessible information, including web and VLE content (ongoing from December 2021).</p> <p>An increase in staff update of digital accessibility workshops (ongoing from December 2021).</p> <p>A reduction in barriers faced by disabled people; as shown by a reduction in complaints relating to accessibility; and an increase in staff and student satisfaction rates, through feedback surveys (ongoing from December 2021).</p> | |

Progress

- The University continues to comply with the Public Sector Bodies (Websites and Mobile Applications) (No 2) Regulations 2018 and has produced guidance for staff authoring webpages on how to ensure that these are accessible.
- Qualitative information regarding complaints has not yet been produced.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|--|--|--|--|
| <p>A reasonable adjustments framework is established that supports staff and students who require individual support to overcome barriers in the work and study environment.</p> | <p>Head of Disability Services</p> <p>VP Education</p> <p>Head of EDI</p> <p>Head of Safety Services</p> | <p>Reasonable adjustments for students and staff are implemented consistently and reviewed regularly (ongoing from December 2021).</p> <p>Increase in staff and students disclosing a disability (ongoing from December 2021).</p> <p>Reduction in complaints regarding implementation of reasonable adjustments (ongoing from December 2021).</p> |  |

Progress

- Work is still to be undertaken to develop and implement a Reasonable Adjustments Framework, but the University continues to support all staff and students who require specific adjustments on an individual basis.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|---|---|--------|
| An inclusive approach to campus estate management and planning includes consideration of accessibility as a core requirement. | Director of Estates and Campus Director of UoDIT | A cohesive picture of accessibility concerns across the University (ongoing from December 2021). Increase in usable space for staff and students with disabilities (ongoing from December 2021). Reduction in negative feedback from staff and students on campus accessibility (ongoing from December 2021). | |

Progress

- There is representation from the Estates and Campus Directorate and also from the Digital Technology Services Directorate on the University's Accessibility Working Group.
- This group was established in 2022 and will look at developing feedback in relation to accessibility concerns.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|--|--|---|--------|
| A university mental health charter is established. | Director of Student Services Director of HROD | A whole-university approach to promoting the mental health and wellbeing of staff and students is adopted that enhances resilience and the provision of support (September 2021). | |

Progress

- The University has increased the number of Mental Health First Aiders with courses being run by Organisational and Professional Development on a regular basis.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|---|--|--------|
| The University's BSL Plan is implemented and related actions monitored. | University Secretary BSL Action Plan Leads | BSL users can access University services, including all aspects of recruitment, admissions, learning and teaching (ongoing). | |

Progress


- This action is currently ongoing under the Head of Disability Services. There are updates on how the plan is developing made to the institutional EDI Committee.

Equality Outcome 4 – Recognised areas of inequality in recruitment, employment and career development and progression are addressed.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|--|---|---|--------|
| The University has a gender action plan that addresses existing gender inequalities. | Head of EDI University Athena Swan Lead Director of Student Services Deans | A gender action plan and institutional Athena Swan plan is in place and being delivered (ongoing from April 2022). Quarterly reports on progress to the EDI Committee (ongoing from April 2022). | |


Progress

- The University of Dundee was successful in renewing our Athena Swan Charter award in February 2023. As part of this award, a five-year action plan to improve evidence-based areas of gender inequalities was produced. Reporting on progress against this action plan is done on a quarterly basis to the institutional EDI Committee.
- The University has also produced a gender action plan for the purposes of Horizon Europe research funding

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|--|---|---|--|
| <p>The University has a race action plan that challenges existing race inequalities.</p> | <p>Head of EDI University Race Equality Charter Lead</p> | <p>An action plan with clear deliverables and responsibilities is in place (September 2021).</p> <p>Change in reporting figures for race related incidents (September 2021).</p> <p>Monitoring of data in relation to recruitment, development and promotion (September 2021).</p> <p>Monitoring of racist incidents indicating long-term reduction (beginning September 2021).</p> |  |

Progress

- The University of Dundee successfully achieved the Race Equality Action Plan in January 2022.
- As part of this award, a five-year action plan to improve evidence-based areas of race inequalities was produced. Reporting on progress against this action plan is done on a quarterly basis to the institutional EDI Committee.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|---|---|--|
| <p>The University continues to support LGBT+ staff and students through a robust set of activities.</p> | <p>Head of EDI LGBT+ Staff Network Leads</p> | <p>Action plan in place (ongoing).</p> <p>Monitoring of trans and homophobic related incidents/bullying (ongoing).</p> <p>Stonewall Workplace Equality Index submissions made each September (ongoing from September 2021).</p> <p>Increase of the University's annual position in the Stonewall Workplace Equality Index (ongoing from September 2021).</p> <p>Numbers of activities supported by the University for LGBT+ equality (ongoing from September 2022).</p> |  |

Progress

- The University has an active LGBT+ Staff and Postgraduate Network which meets regularly.
- The EDI Office and the Staff Network jointly produce the Stonewall Workplace Equality Index on an annual basis and achieved the Bronze level of award in 2022.
- However, the Network decided to take a hiatus in applying to the Workplace Equality Index in 2023 in order to concentrate on using previous feedback to improve the University's ranking within this index.
- The LGBT+ Staff and Postgraduate Network host a number of events throughout the year, mostly focused on LGBT+ History Month in February) to raise awareness and discuss matters relating to the LBGT+ communities.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|---|--|---|--------|
| The University will further identify further appropriate award/charter marks for other protected characteristics. | Head of Disability Services Head of EDI Director of HROD | Achieving an award for disability equality and inclusion commitment (by July 2022). | |

Progress

- This action has still to be progressed.

| Action | Lead Responsibility | Success Indicator and Timescale | Status |
|--|-------------------------------------|---|--------|
| HR policies will support EDI through development of new policies, including family friendly policies, and continuous updating and revision of existing policies. | Director of HROD Head of EDI | Timetable in place to review all HR policies (ongoing from August 2021). EIAs produced for HR-related policies (ongoing from August 2021). Records kept of consultations and feedback from Staff Networks (ongoing from August 2021). | |

Progress

- A timetable has been produced to review policies and all revisions are subject to equality impact assessments
- All new policies are subject to equality impact assessments
- All staff consultations are recorded and kept on file

Development of refreshed Equality Outcomes and the new National Equality Outcomes

As previously mentioned, the University of Dundee is committed to embedding equality, diversity, and inclusion into our everyday practices and to become an anti-discriminatory organisation. We welcome the joint initiative by the Equality and Human Rights Commission (EHRC) and the Scottish Funding Council (SFC) to request that Higher Education Institutions focus on persistent inequalities within the sector. This is outlined in the report [Tackling persistent inequalities together](#)

The University commissioned an audit of our existing Equality Outcomes that were published in 2021 (as described in this report) and we have taken the decision to refresh our equality outcomes to ensure that they remain relevant considering the evidence contained within the report by the EHRC and SFC.

The University is developing a focused strategy to support its aims to mainstream EDI activity and signal the commitment to make improvements for staff and students who currently experience differential outcomes because of a shared personal characteristic or circumstance. The actions to deliver the refreshed University Equality Outcomes will be captured in the action plan that supports the EDI strategy, this will be published in Spring 2023. A summary of our refreshed equality outcomes are provided in the following table.

| | | | |
|--|---|---|---|
| Identified inequality | Staff and Students continue to experience harassment on campus are not confident reporting this | Disabled students and Black Students are less likely to achieve 'good' degrees | Women are underrepresented in senior academic positions and staff from Black Asian and Minority ethnic backgrounds are underrepresented in decision making spaces across the University. University data suggests that LGB and Disabled staff are not visible in senior positions. |
| 2023 Refreshed Equality Outcome | Staff & Students feel safe and respected on campus | The awarding gap will be eradicated | The diversity and representativeness of the University of Dundee workforce improves |
| Measures | Survey results and reporting of harassment | Data reported to ARPOC | Workforce data reported to PODCo |
| General Duty | This equality outcome will address each aspect of the General Equality Duty: eliminating discrimination, fostering good relations and advancing equality. | This equality outcome will address each aspect of the General Equality Duty: eliminating discrimination, fostering good relations and advancing equality. | This equality outcome will address each aspect of the General Equality Duty: eliminating discrimination, fostering good relations and advancing equality. |
| Strategic context | University Strategy | Education & Student Experience Enabling Strategy | People & Talent Enabling Strategy |

| | | | |
|------------------------------|--|--|---|
| Identified inequality | Staff and Students continue to experience harassment on campus are not confident reporting this | Disabled students and Black Students are less likely to achieve 'good' degrees | Women are underrepresented in senior academic positions and staff from Black Asian and Minority ethnic backgrounds are underrepresented in decision making spaces across the University. University data suggests that LGB and Disabled staff are not visible in senior positions. |
| Outputs | We will ensure staff and students understand how and where to report harassment An effective communication campaign | Impact assessed assessment methods | We will develop new recruitment guidance |
| Activities | We will commission a Report & Support system We will review our Dignity at Work and Study Policy Regular student pulse survey New staff survey in Spring 2023 | We are continuing to review assessment methods | We will commission a new Applicant Tracking System and application process that is designed to eliminate bias We will increase the number of internships that we offer |
| Reporting progress | University Outcome Agreement Report and Reports to EDI Committee | University Outcome Agreement Report and Reports to ARPOC | University Outcome Agreement Report and Reports to EDI Committee |



long
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Sharon McLean

Allison Key

Appendix 1: Employee Profile Data

2. Overview of University Staff Profile 2022

A summary of staff data by Protected Characteristics as at 31 July 2022 is shown below.

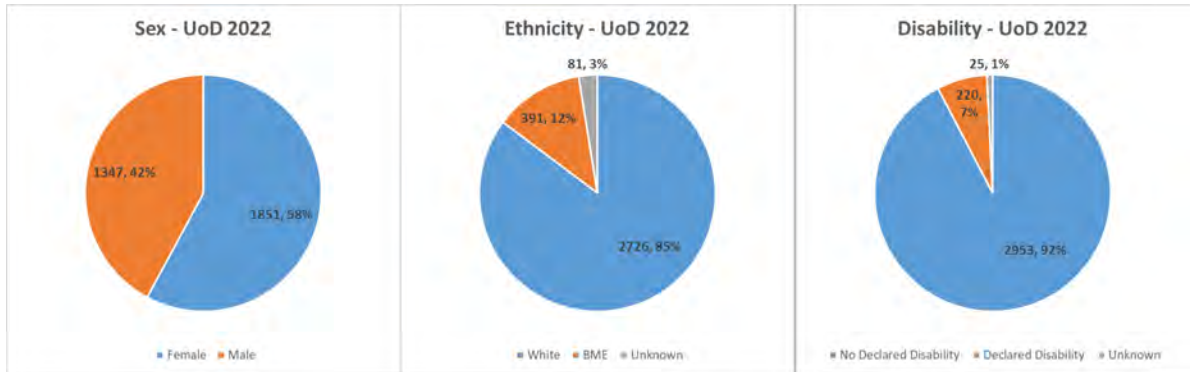


Figure 1 Gender / Disability / Ethnicity 2022 summary

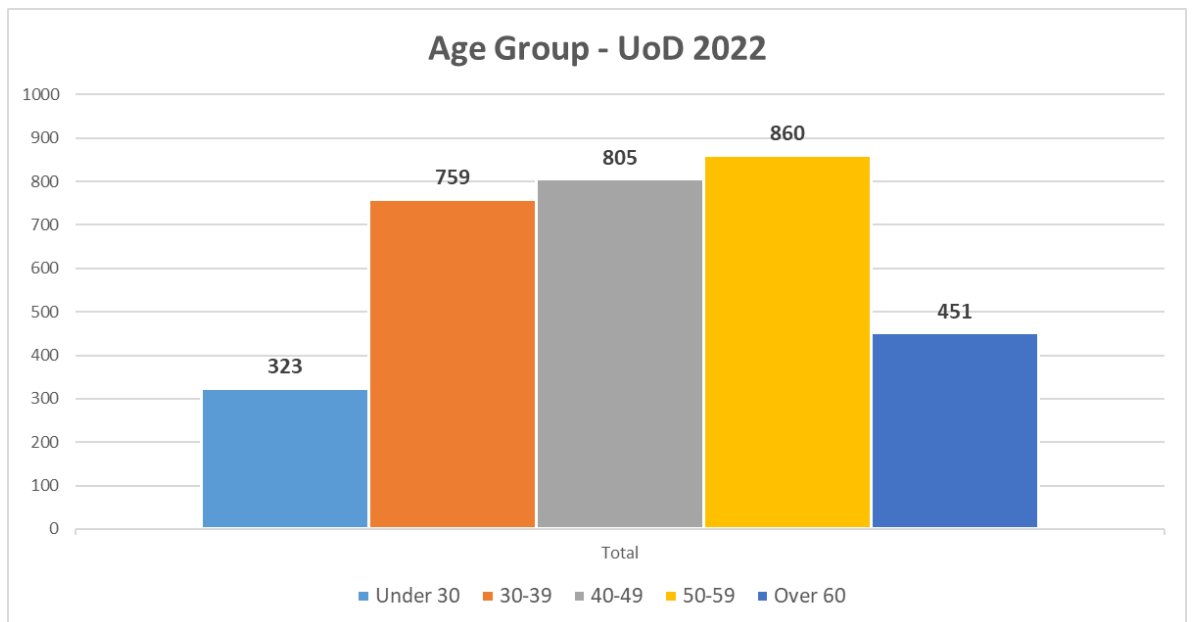


Figure 2 Age groups 2022 summary

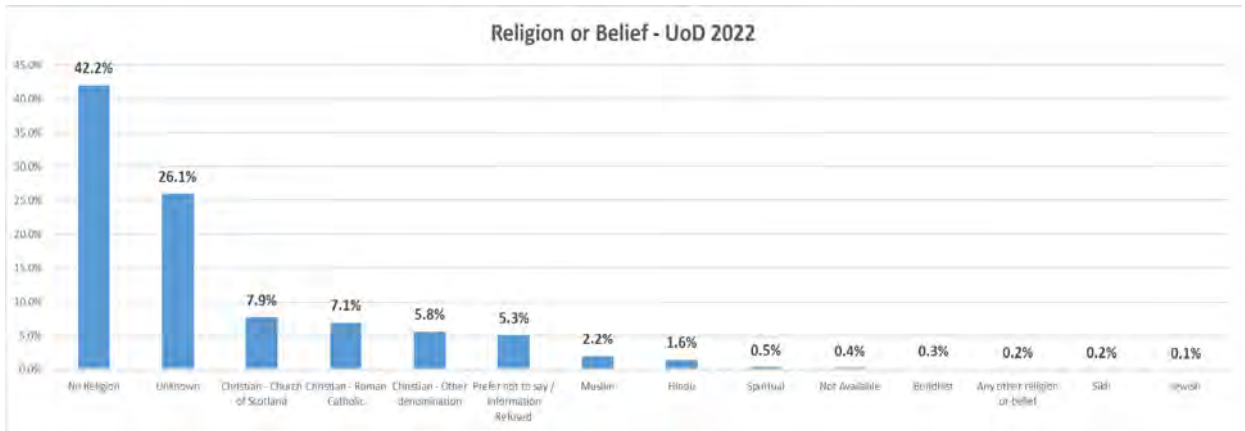


Figure 3 Religion or Belief 2022 summary

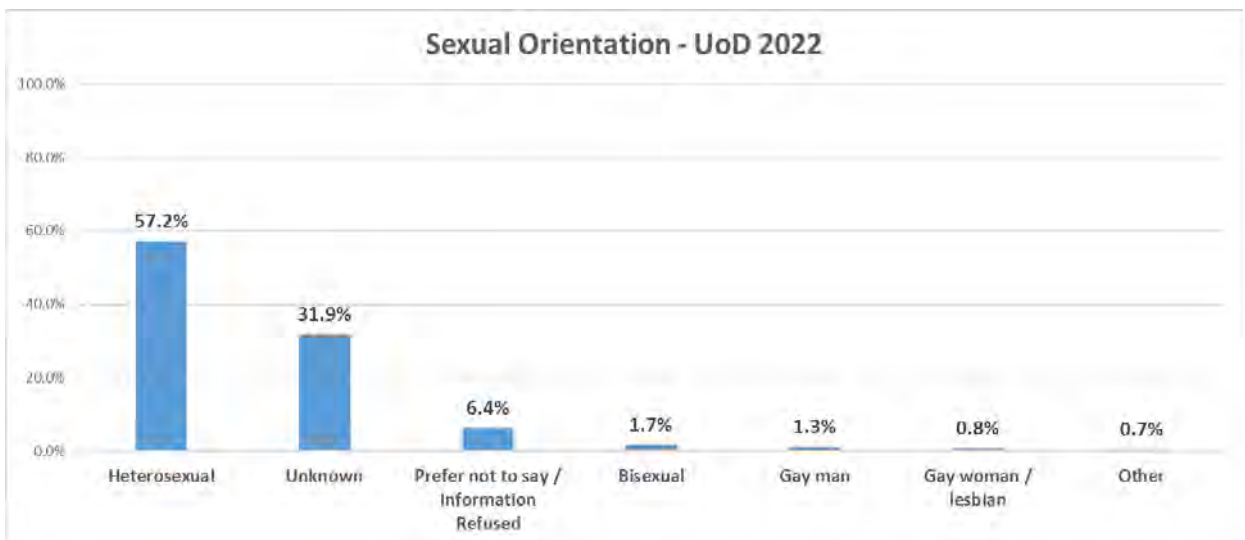


Figure 4 Sexual Orientation 2022 summary

3. Sex

1. Sex Staff Profile

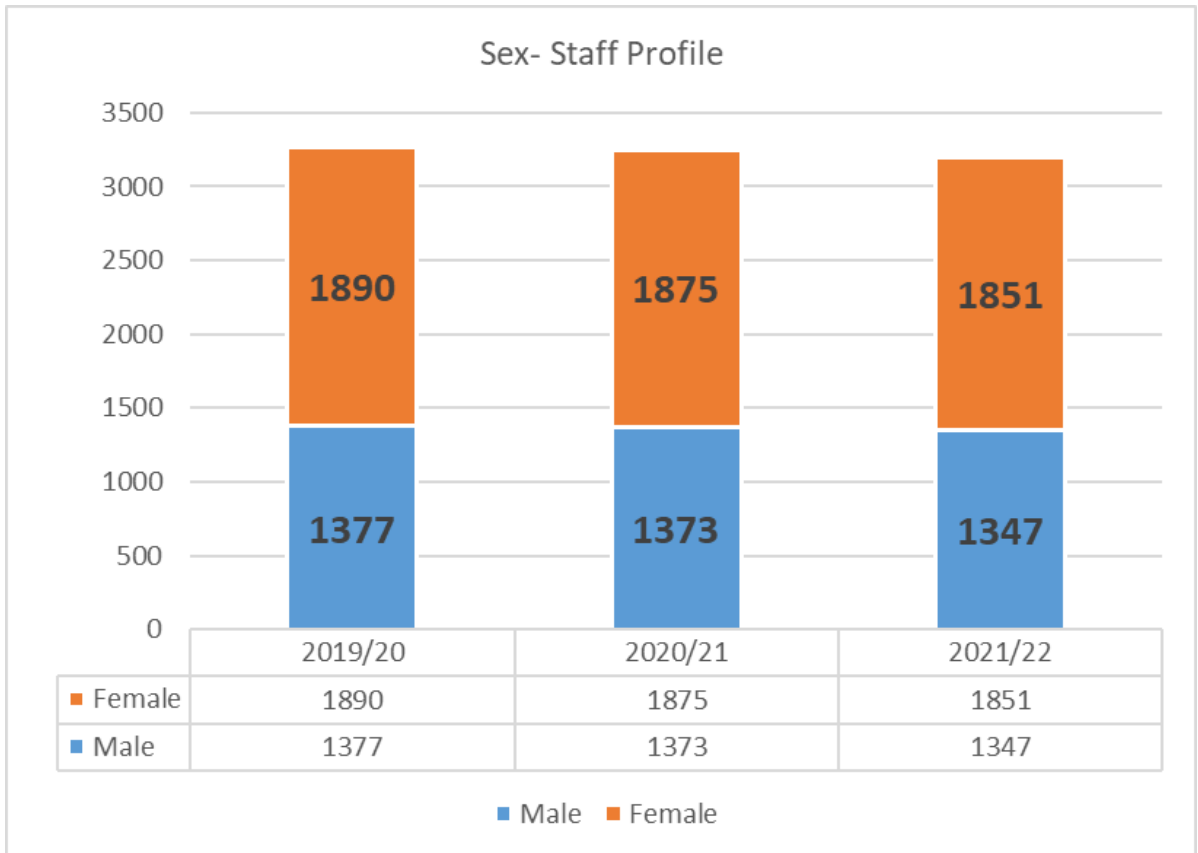


Figure 5 Sex - Staff profile

3.2 Sex and Grade

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 7 TRAINING | 8 | 9 | 10 | CLINICAL GRADES | NON SPINE POINT GRADE |
|----------------|-----|-----|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----------------|-----------------------|
| 2019/20 | | | | | | | | | | | | | |
| Female | 77% | 37% | 57% | 83% | 76% | 65% | 57% | 67% | 53% | 46% | 33% | 45% | 35% |
| Male | 23% | 63% | 43% | 17% | 24% | 35% | 43% | 33% | 47% | 54% | 67% | 55% | 65% |
| 2020/21 | | | | | | | | | | | | | |
| Female | 78% | 48% | 54% | 80% | 79% | 66% | 57% | 67% | 51% | 49% | 33% | 44% | 31% |
| Male | 22% | 52% | 46% | 20% | 21% | 34% | 43% | 33% | 49% | 51% | 67% | 56% | 69% |
| 2021/22 | | | | | | | | | | | | | |
| Female | 75% | 50% | 54% | 79% | 77% | 66% | 56% | 73% | 53% | 48% | 35% | 42% | 38% |
| Male | 25% | 50% | 46% | 21% | 23% | 34% | 44% | 27% | 47% | 52% | 65% | 58% | 62% |

Figure 6 Sex - Percentage of staff by Grade

3.3 Sex and Job Categories

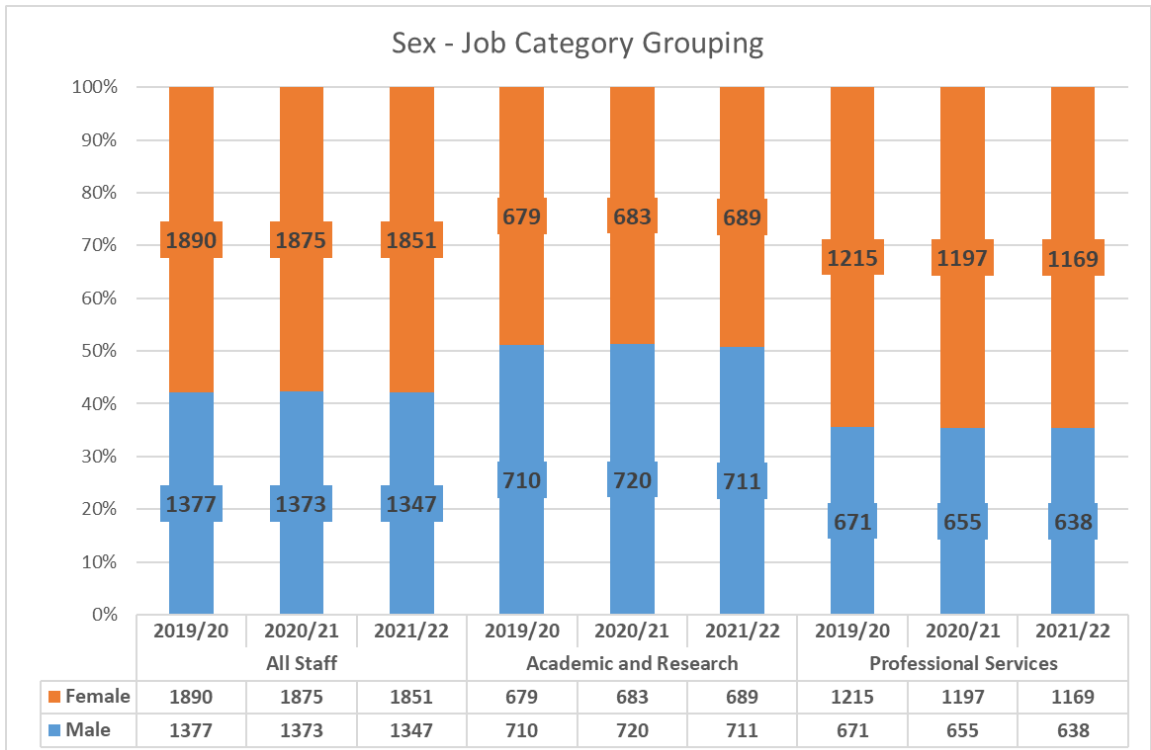


Figure 7 Sex - Job Category grouping

3.4 Sex and Contract Types

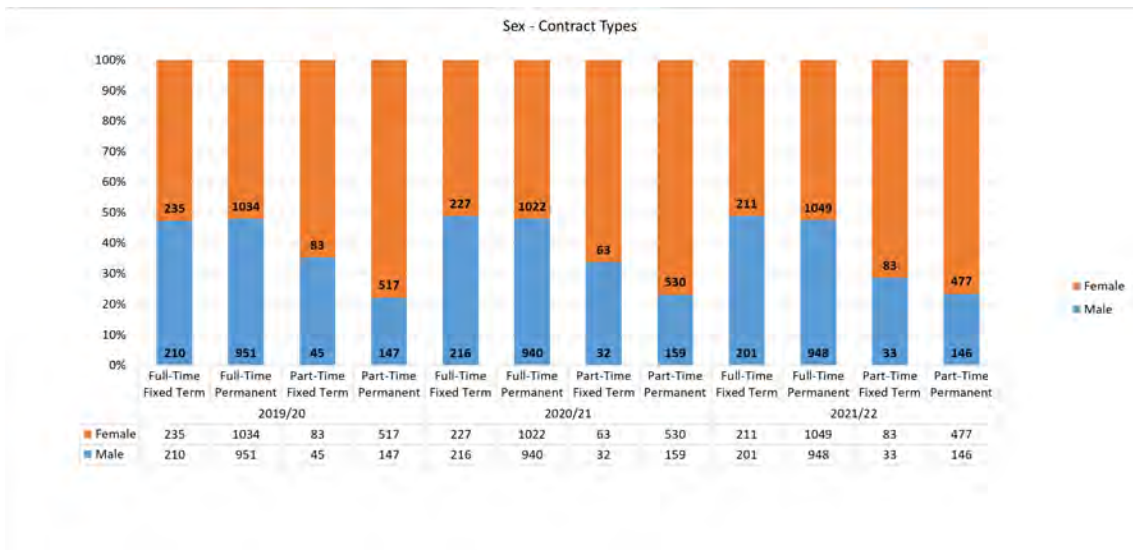


Figure 8 Sex - Full-time and Part-time staff by Contract Type

3.5 Sex and Academic Job Role

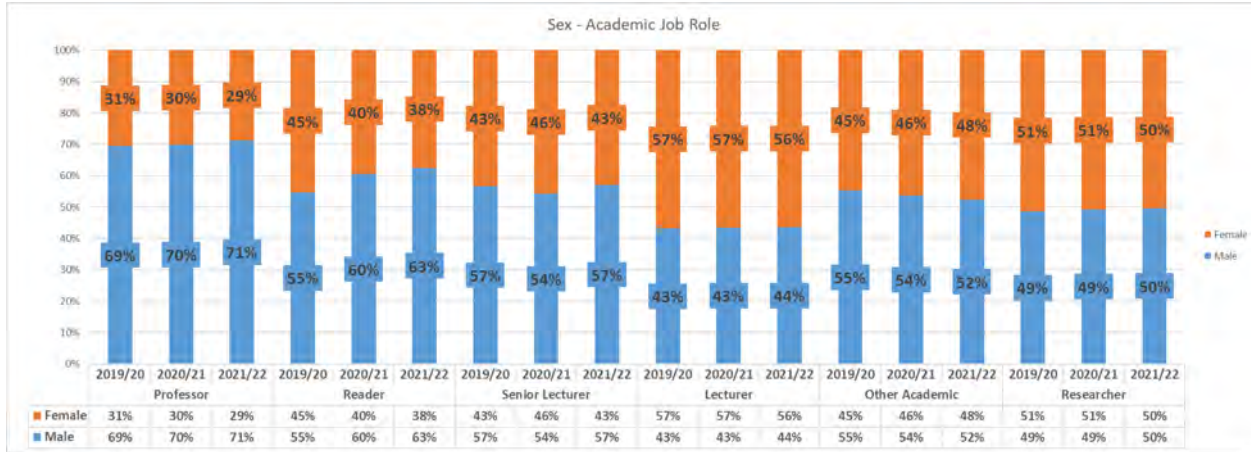


Figure 9 Sex - Academic Job Role

3.6 Sex and Recruitment

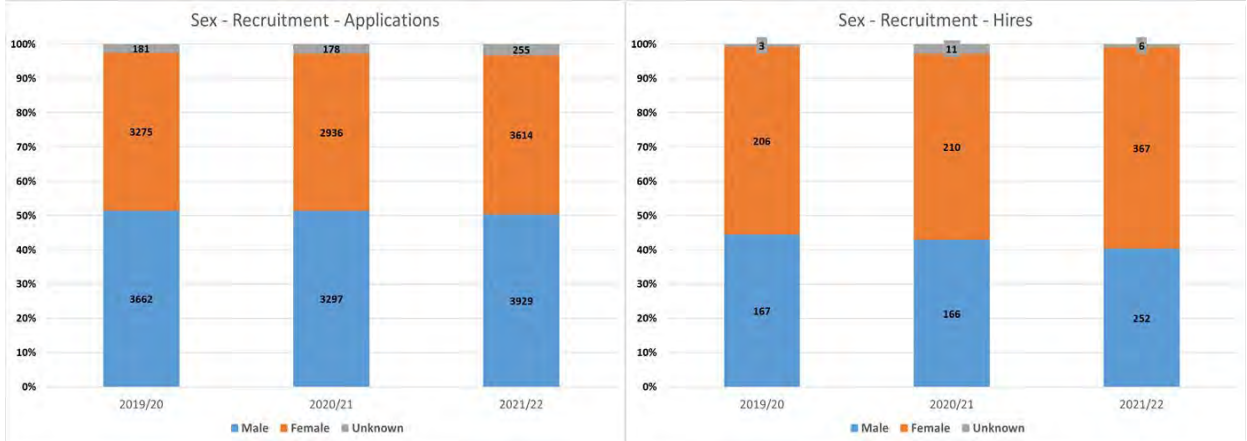


Figure 10 Sex – Applications and Hires

3.7 Sex and Academic Promotion

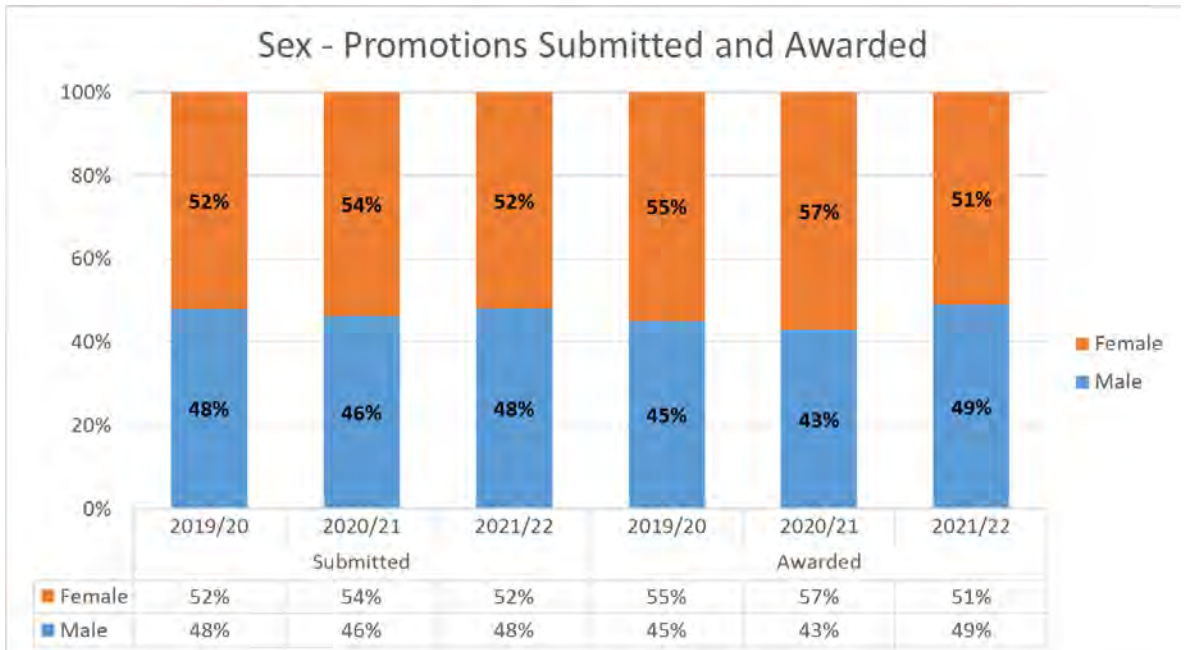


Figure 11 Sex - Academic Promotions Submitted and Awarded

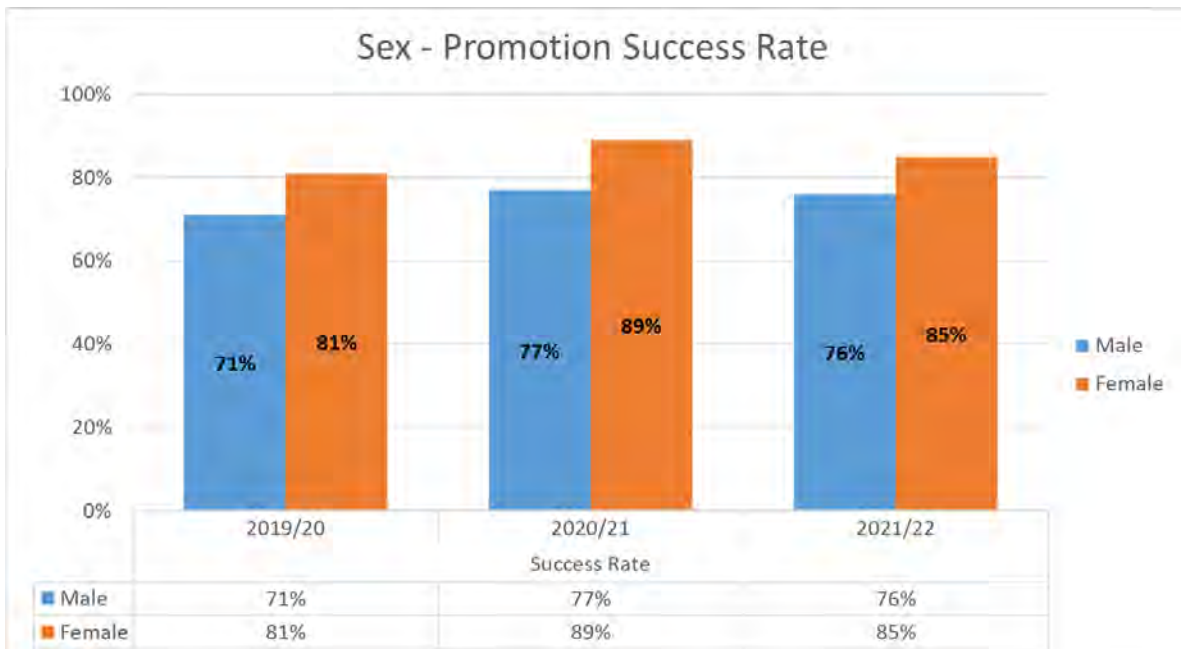


Figure 12 Sex - Academic Promotions, Percentage of applications awarded promotion

3.8 Sex and Merit Awards

Merit Award can be awarded to staff in Grades 1 – 9.

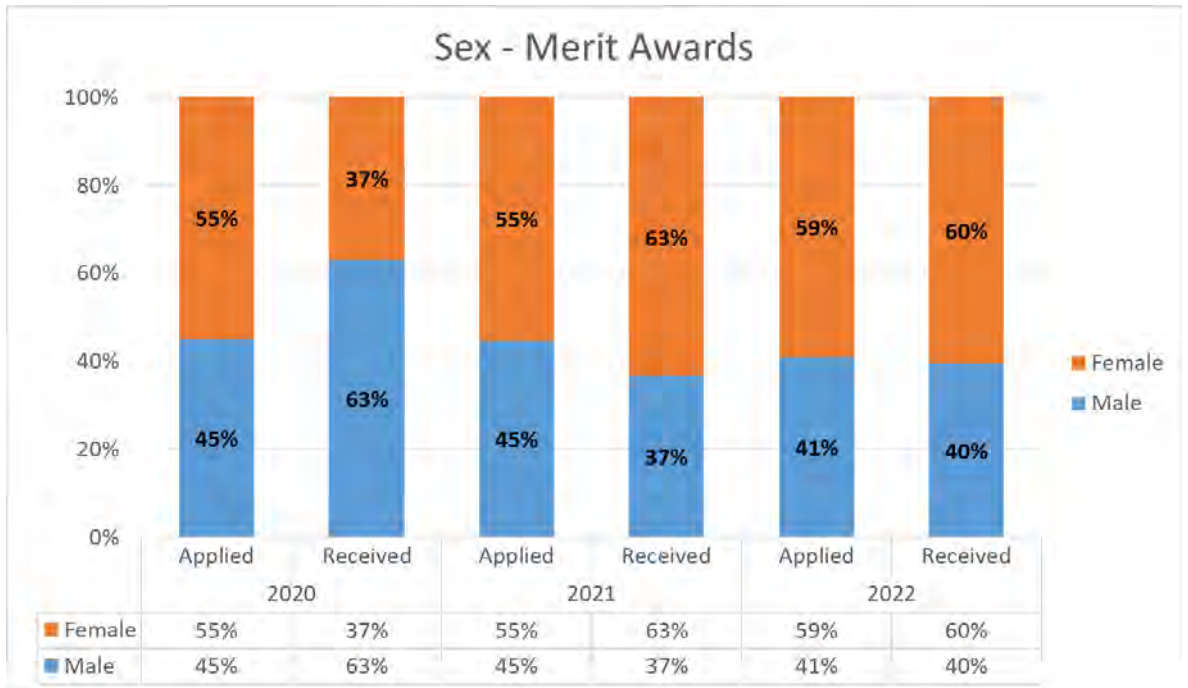


Figure 13 Sex - Merit Awards

3.9 Sex and Leavers

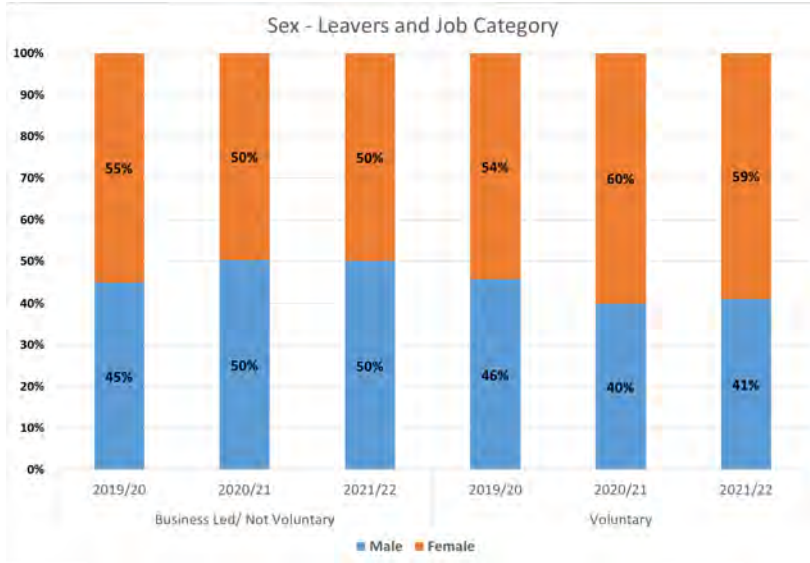


Figure 14 Sex - Leave Reason

| Business Led / Not Voluntary | Voluntary |
|------------------------------|-------------|
| Expiry of Contract | Retirement |
| Other Expiry | Resignation |
| Death in Service | |
| TUPE Transfer | |

Figure 15 Leave reason categories (1 leaver with no recorded reason excluded)

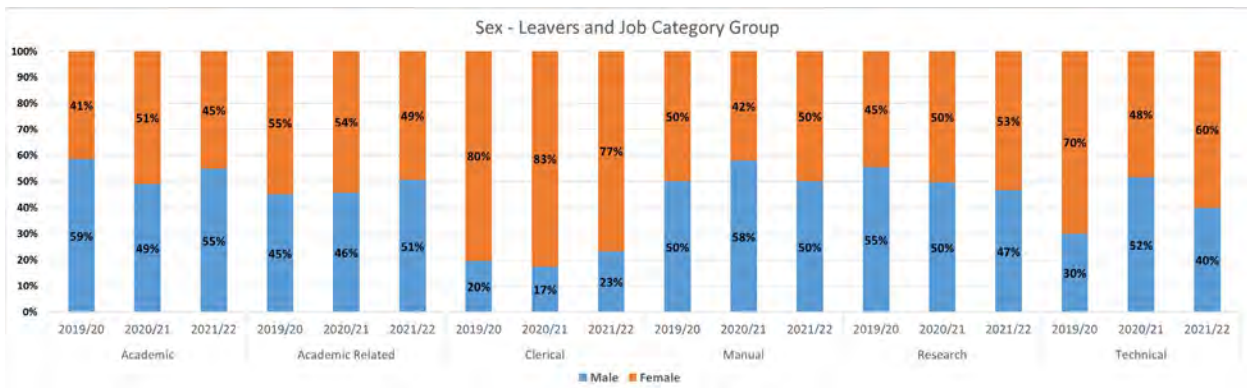


Figure 16 Sex - Leavers and Job Category

Note that Clerical Staff Leavers are heavily skewed towards Females, which is to be expected as Females make up >80% of all Clerical Staff

3.10 Sex and Disciplinary / Grievance / etc.

| # of Disciplinary and Grievance Cases by Case Type - 2019/20, 2020/21, 2021/22 | | |
|--|-----------------------------|--|
| | Disciplinary and Capability | Grievance, Dignity at Work and Study and Appeal against Renewal of Fixed-Term Contract |
| Male | 27 | 14 |
| Female | 9 | 23 |

Figure 17 Sex - Disciplinary / Grievance / etc.

3.11 Sex and Equality, Diversity and Inclusion Training

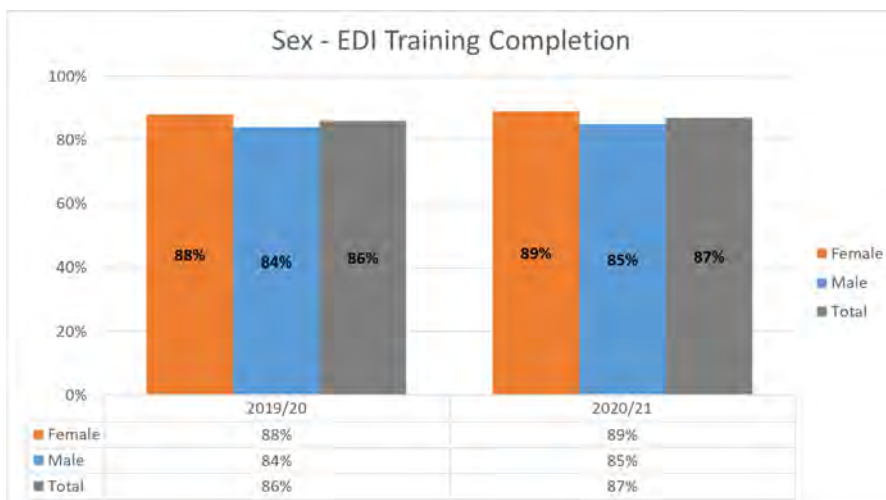


Figure 18 Sex - Completion rates of Equality, Diversity and Inclusion Training

3.12 Sex and Organisation and Professional Development Training

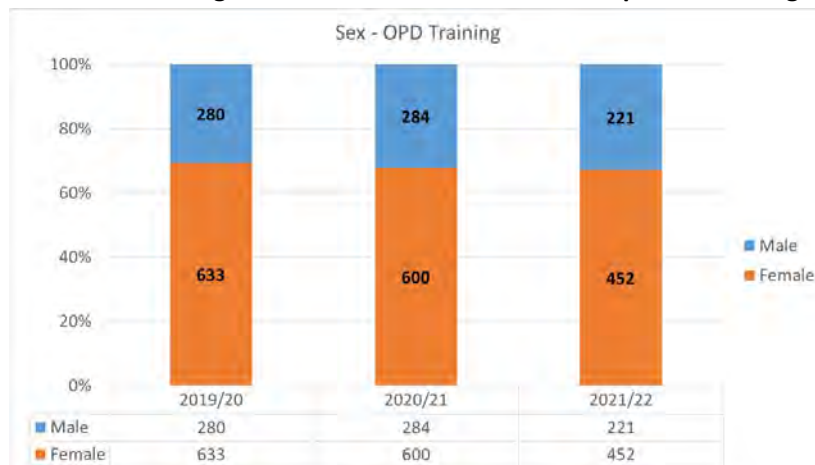


Figure 19 Sex - Organisation and Professional Development Training

4. Ethnicity

1. Ethnicity Staff Profile

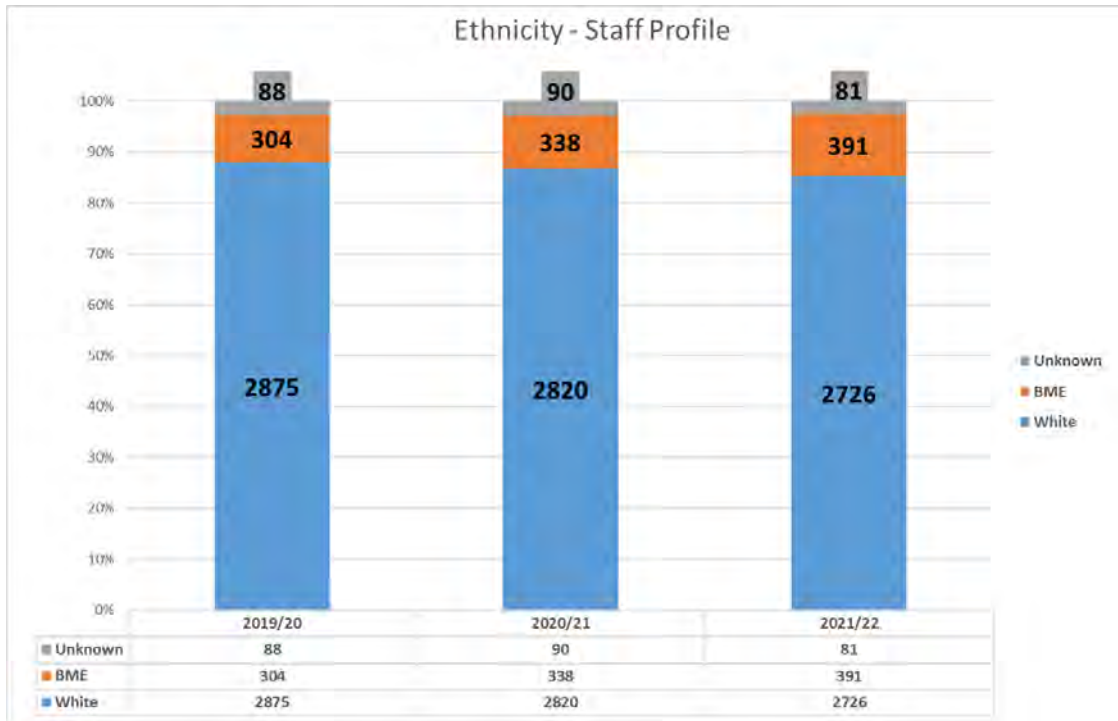


Figure 20 Ethnicity - Staff Profile

4.2 Ethnicity and Grade

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 7 TRAINING | 8 | 9 | 10 | CLINICAL GRADES | NON SPINE POINT GRADE |
|----------------|-----|-----|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----------------|-----------------------|
| 2019/20 | | | | | | | | | | | | | |
| White | 89% | 93% | 96% | 95% | 95% | 94% | 82% | 81% | 86% | 90% | 87% | 82% | 87% |
| BME | 8% | 0% | 1% | 4% | 3% | 5% | 15% | 11% | 11% | 7% | 8% | 15% | 6% |
| Unknown | 3% | 7% | 3% | 1% | 2% | 2% | 3% | 7% | 2% | 2% | 5% | 4% | 6% |
| 2020/21 | | | | | | | | | | | | | |
| White | 89% | 94% | 94% | 95% | 94% | 93% | 80% | 85% | 85% | 88% | 86% | 80% | 86% |
| BME | 7% | 0% | 3% | 3% | 4% | 5% | 17% | 15% | 13% | 10% | 9% | 16% | 7% |
| Unknown | 3% | 6% | 3% | 1% | 1% | 2% | 3% | 0% | 2% | 2% | 5% | 4% | 6% |
| 2021/22 | | | | | | | | | | | | | |
| White | 88% | 92% | 93% | 94% | 92% | 90% | 78% | 82% | 85% | 87% | 87% | 77% | 84% |
| BME | 8% | 0% | 6% | 4% | 6% | 9% | 19% | 18% | 13% | 10% | 9% | 18% | 11% |
| Unknown | 4% | 8% | 2% | 2% | 2% | 1% | 3% | 0% | 2% | 2% | 4% | 5% | 5% |

Figure 21 Ethnicity - Percentage of staff by Grade

4.3 Ethnicity and Job Category

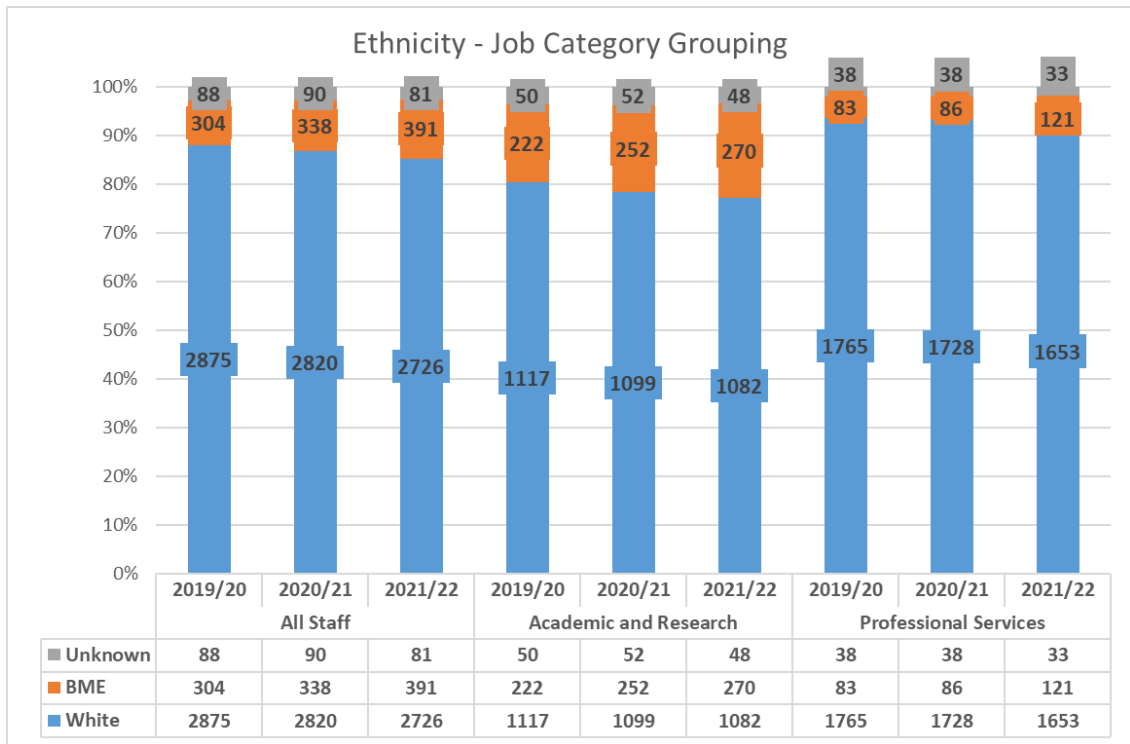


Figure 22 Ethnicity - Group Category grouping

4.4 Ethnicity and Contract Types

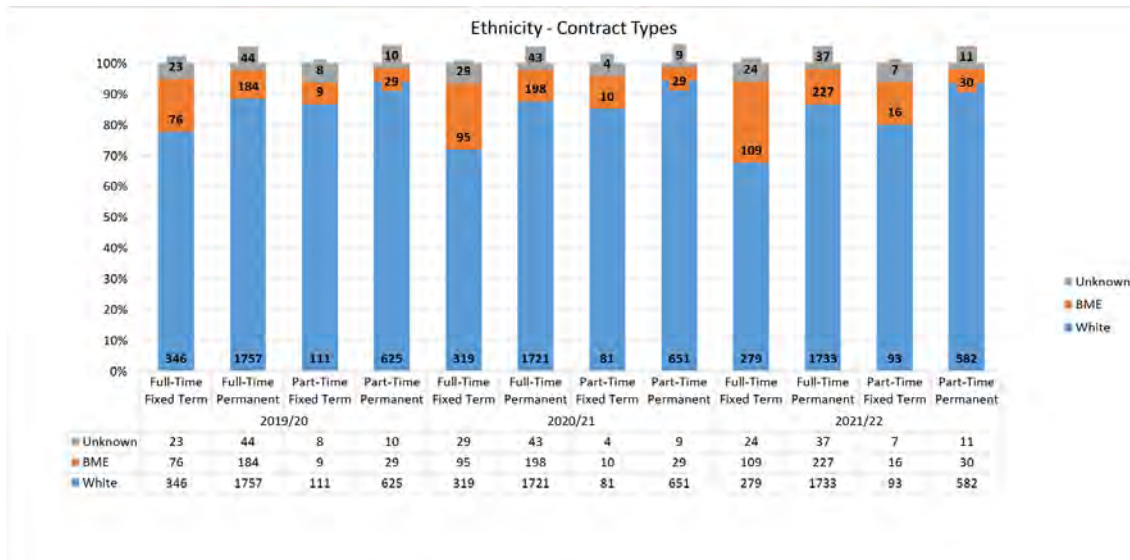


Figure 23 Ethnicity - Full-time and Part-time staff by Contract Type

4.5 Ethnicity and Academic Job Role

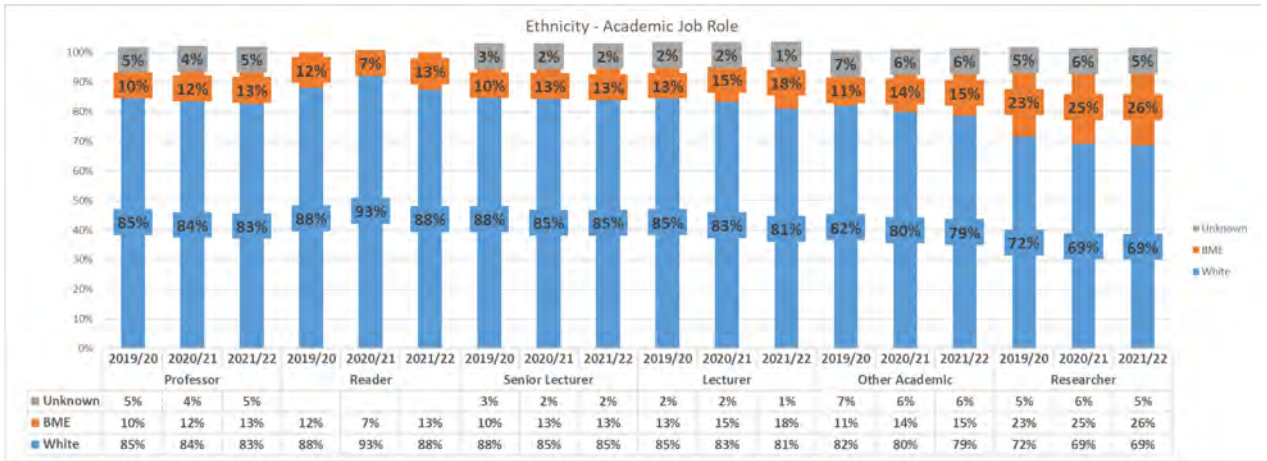


Figure 24 Ethnicity - Academic Job Role

4.6 Ethnicity and Recruitment

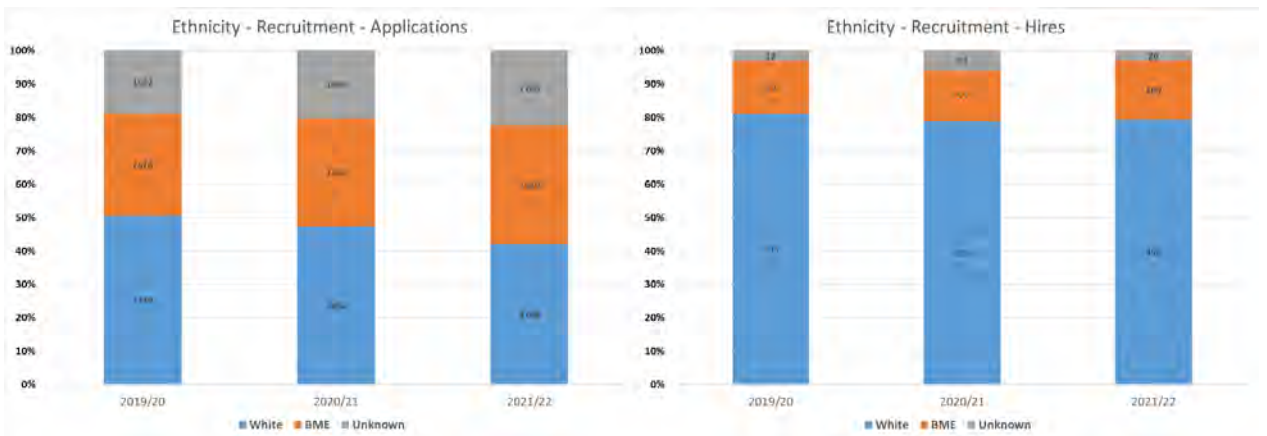


Figure 25 Ethnicity - Recruitment stages success

4.7 Ethnicity and Academic Promotion

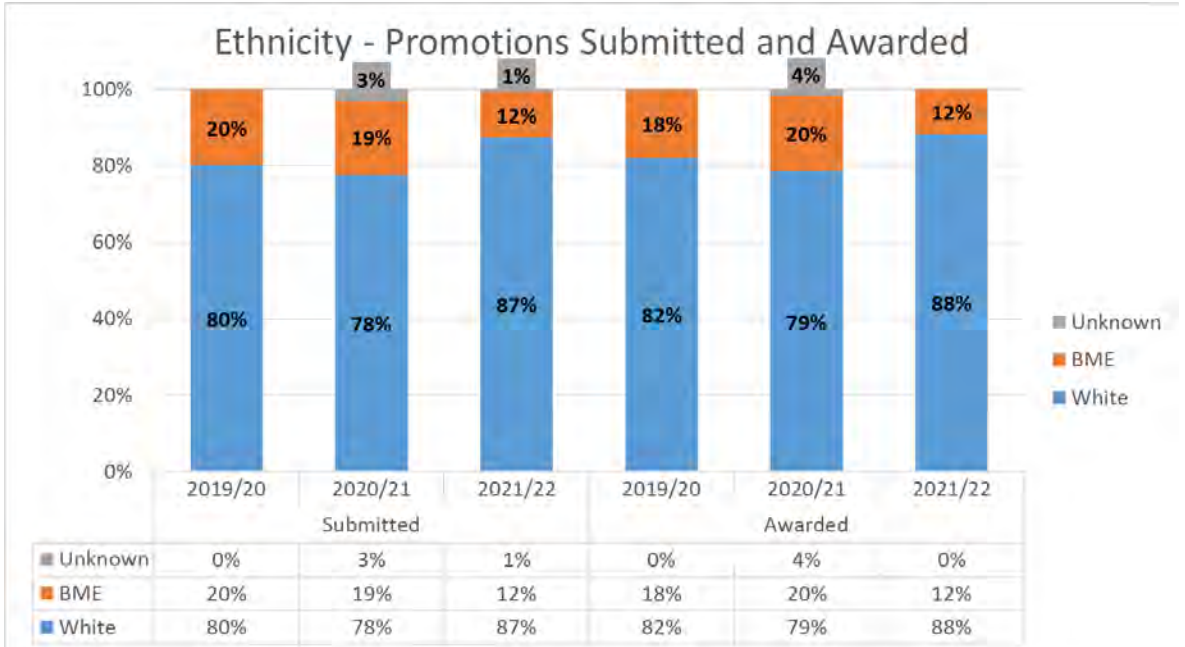


Figure 26 Ethnicity - Academic Promotions Submitted and Awarded

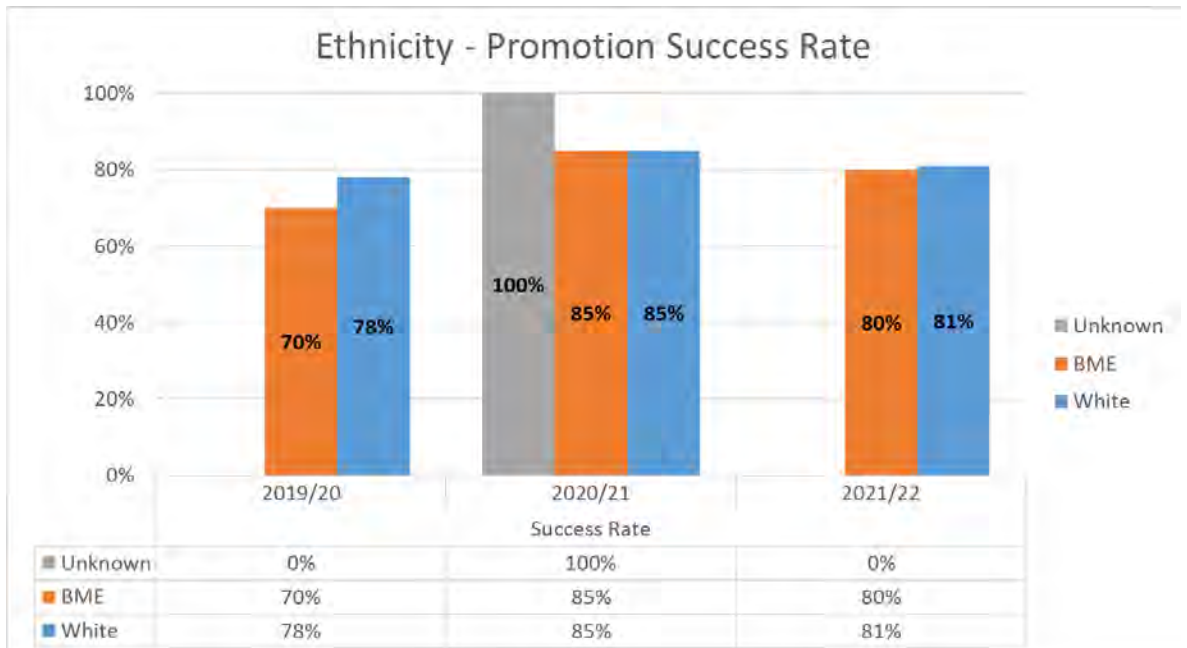


Figure 27 Ethnicity - Academic Promotions, Percentage of applications awarded promotion

4.8 Ethnicity and Merit Awards

Merit Award can be awarded to staff in Grades 1 – 9.

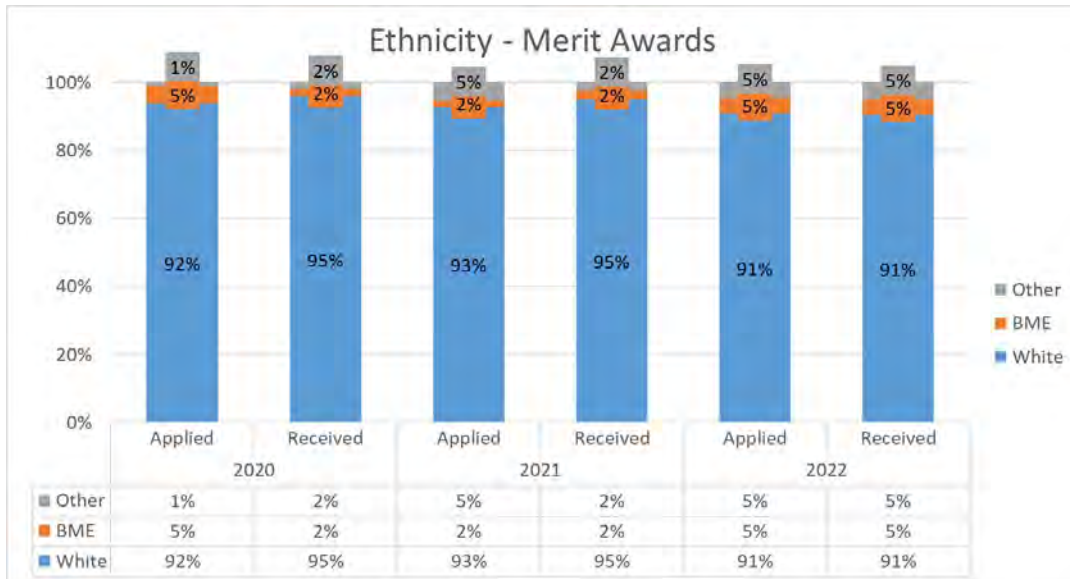


Figure 28 Ethnicity - Merit Awards

4.9 Ethnicity and Leavers

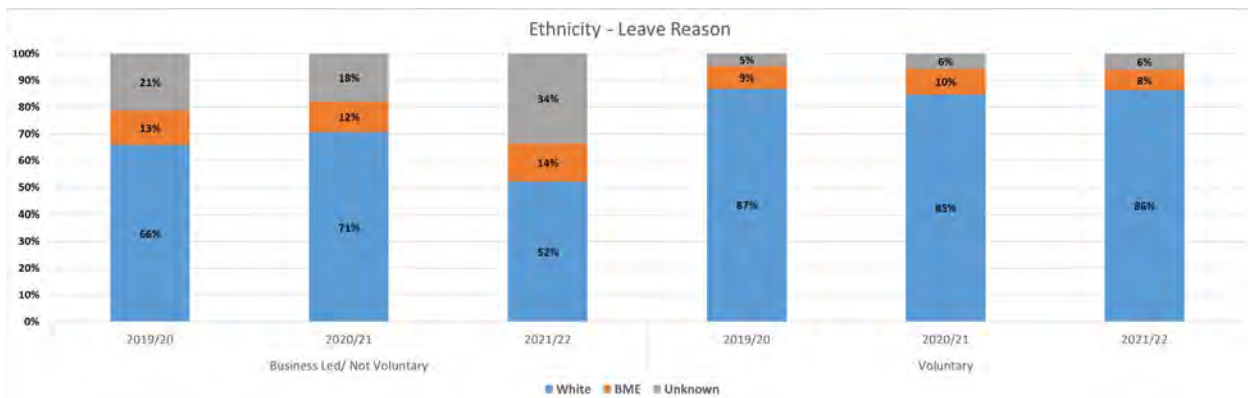


Figure 29 Ethnicity - Leave Reason

| Business Led / Not Voluntary | Voluntary |
|------------------------------|-------------|
| Expiry of Contract | Retirement |
| Other Expiry | Resignation |
| Death in Service | |
| TUPE Transfer | |

Figure 30 Leave reason categories

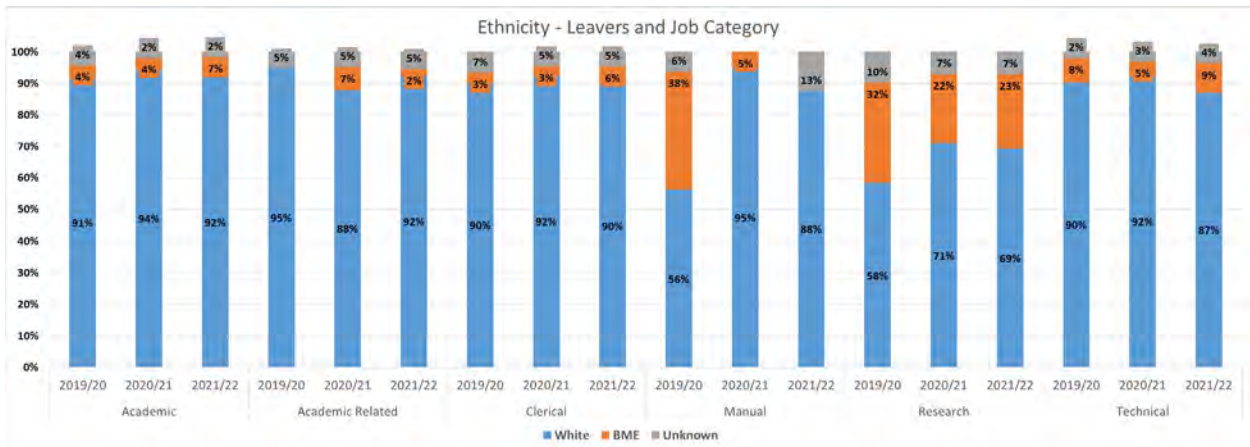


Figure 31 Ethnicity - Leavers and Job Category

4.10 Ethnicity and Disciplinary / Grievance / etc.

| # of Disciplinary and Grievance Cases by Case Type - 2019/20, 2020/21, 2021/22 | | |
|--|-----------------------------|--|
| | Disciplinary and Capability | Grievance, Dignity at Work and Study and Appeal against Renewal of Fixed-Term Contract |
| White | 30 | 30 |
| BME | 4 | 6 |
| Unknown | 2 | 1 |

Figure 32 Ethnicity - Disciplinary / Grievance / etc.

4.11 Ethnicity and Equality, Diversity and Inclusion Training

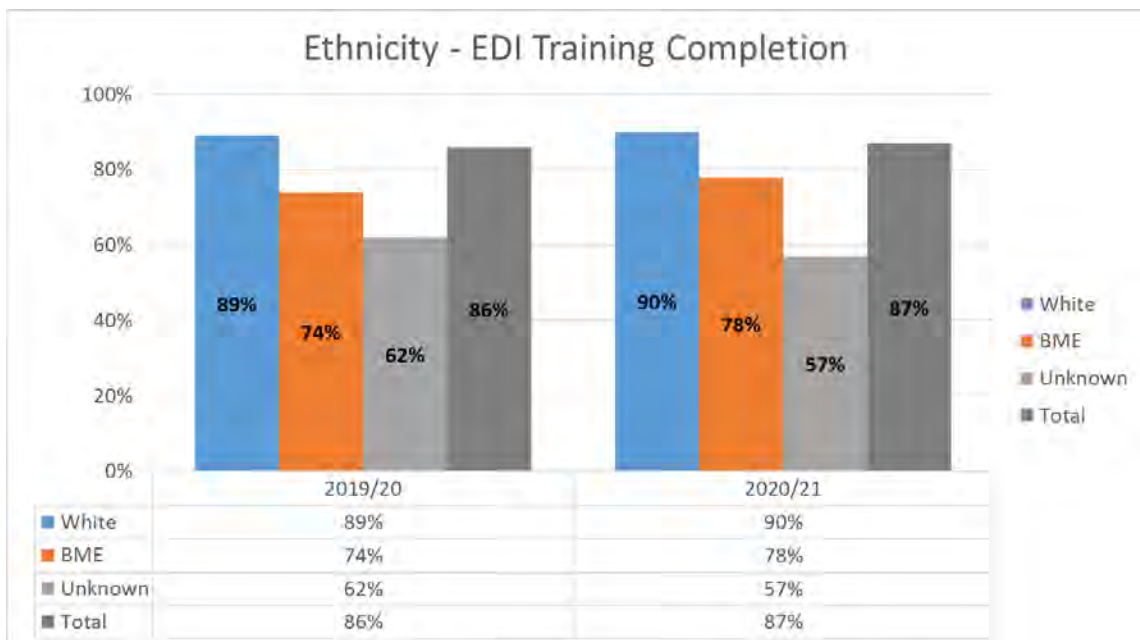


Figure 33 Ethnicity - Completion rates of Equality, Diversity and Inclusion Training

4.12 Ethnicity and Organisation and Professional Development Training

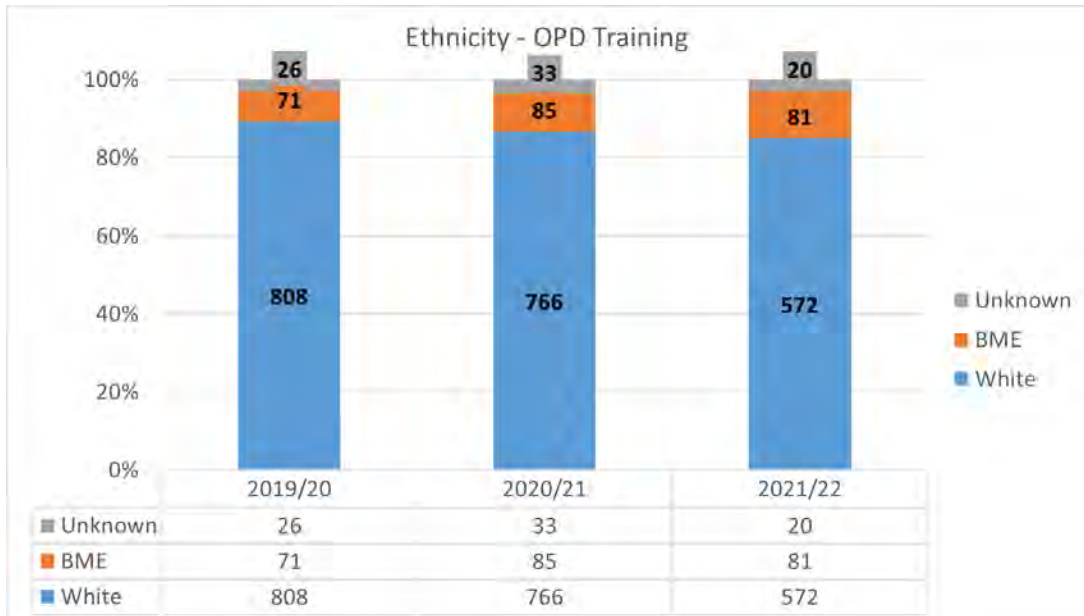


Figure 34 Ethnicity - Organisation and Professional Development Training

5. Disability

1. Disability Staff Profile



Figure 35 Disability - Staff Profile

5.2 Disability and Grade

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 7 TRAINING | 8 | 9 | 10 | CLINICAL GRADES | NON SPINE POINT GRADE |
|------------------------|-----|-----|-----|-----|-----|-----|-----|---------------|-----|-----|-----|--------------------|--------------------------------|
| 2019/20 | | | | | | | | | | | | | |
| No Declared Disability | 86% | 89% | 91% | 93% | 94% | 95% | 92% | 100% | 93% | 93% | 93% | 94% | 94% |
| Declared Disability | 13% | 11% | 9% | 7% | 6% | 5% | 7% | 0% | 6% | 7% | 7% | 6% | 5% |
| Unknown | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% | 0% | 2% |
| 2020/21 | | | | | | | | | | | | | |
| No Declared Disability | 85% | 94% | 88% | 93% | 94% | 95% | 93% | 93% | 93% | 94% | 92% | 94% | 93% |
| Declared Disability | 13% | 6% | 10% | 7% | 6% | 5% | 7% | 7% | 7% | 6% | 8% | 6% | 5% |
| Unknown | 2% | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% | 0% | 2% |
| 2021/22 | | | | | | | | | | | | | |
| No Declared Disability | 86% | 96% | 85% | 93% | 92% | 94% | 93% | 88% | 93% | 94% | 92% | 94% | 94% |
| Declared Disability | 13% | 4% | 10% | 7% | 7% | 5% | 7% | 12% | 7% | 6% | 8% | 6% | 3% |
| Unknown | 1% | 0% | 5% | 0% | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | 3% |

Figure 36 Disability - Percentage of staff by Grade

5.3 Disability and Job Category

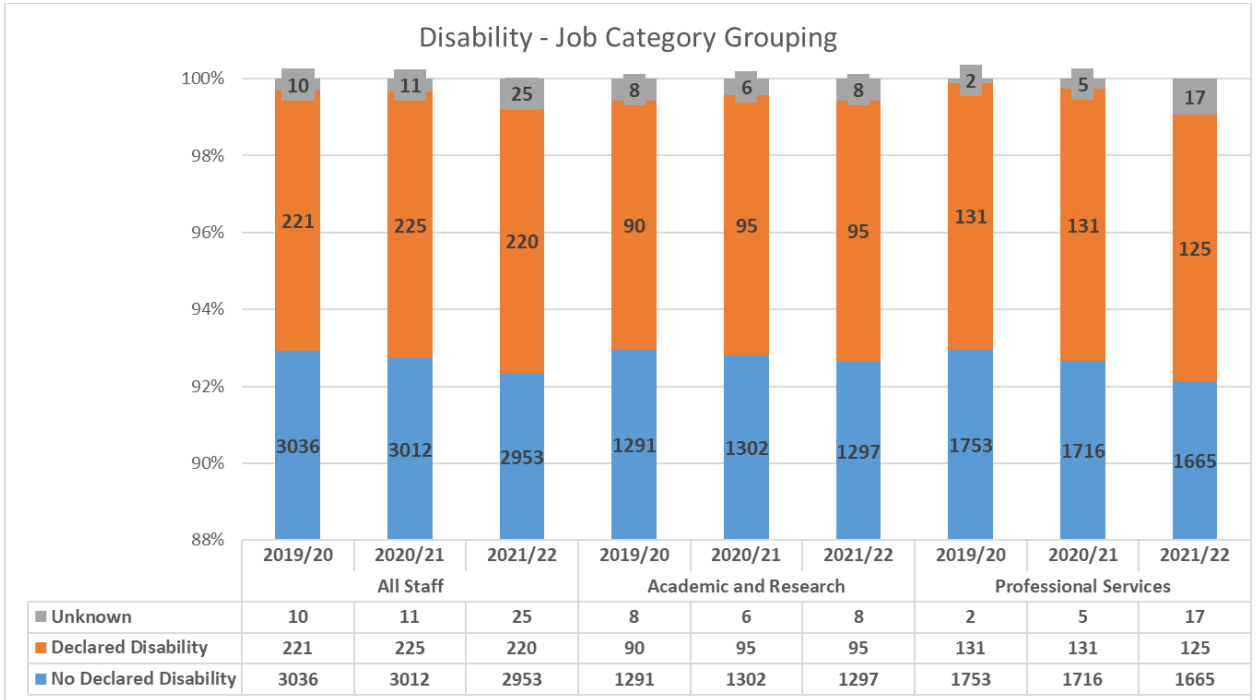


Figure 37 Disability - Job Category grouping

5.4 Disability and Contract Types

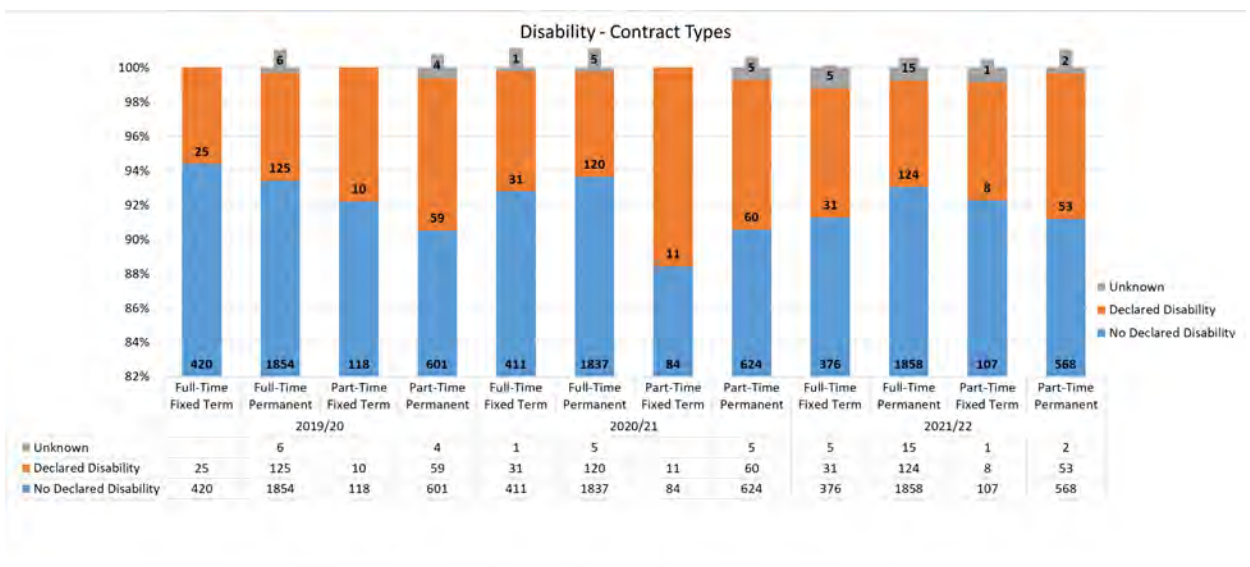


Figure 38 Disability - Full-time and Part-time staff by Contract Type

5.5 Disability and Academic Job Role

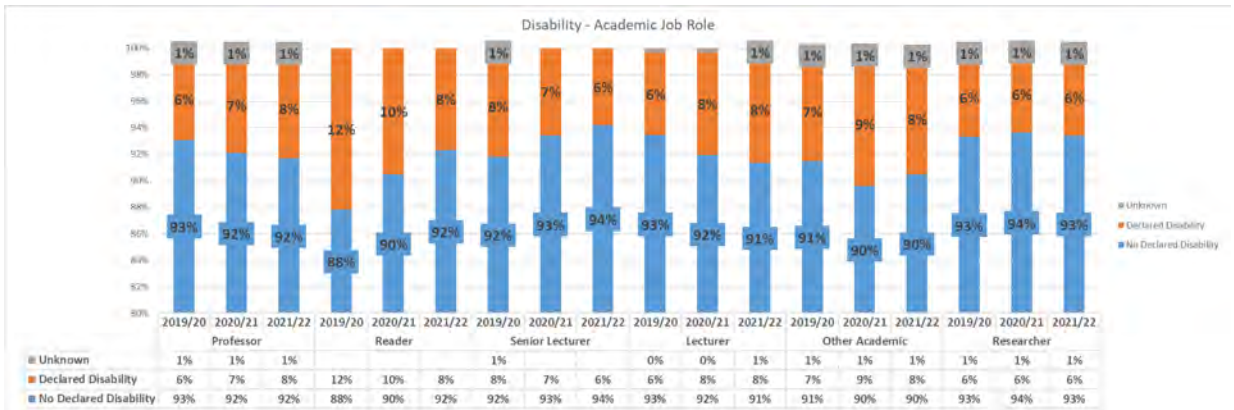


Figure 39 Disability - Academic Job Role (blank fields mean no staff, fields showing 0% mean that it is less than 0.5%)

5.6 Disability and Recruitment

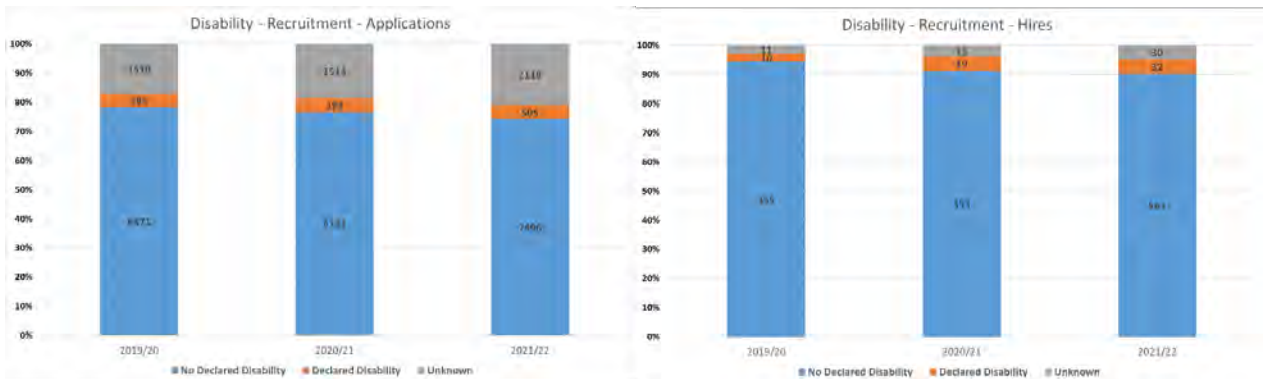


Figure 40 Disability - Recruitment Stages and Staff Profile table

5.7 Disability and Academic Promotion

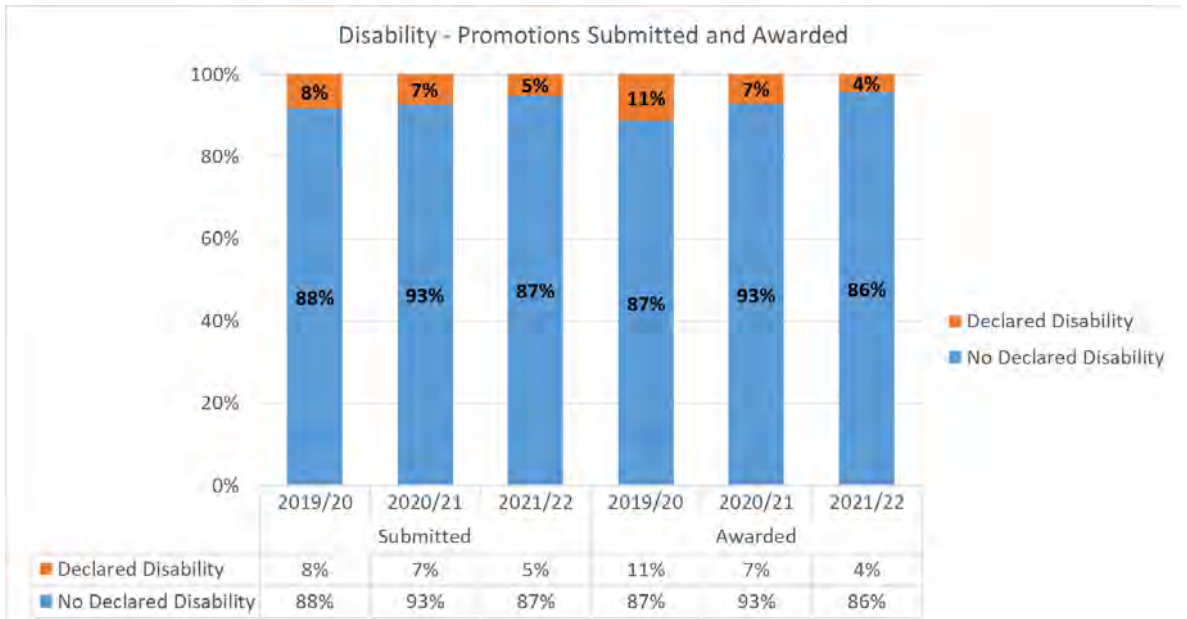


Figure 41 Disability - Academic Promotions Submitted and Awarded



Figure 42 Disability - Academic Promotions, Percentage of applications awarded promotion

5.8 Disability and Merit Awards

Merit Award can be awarded to staff in Grades 1 – 9.

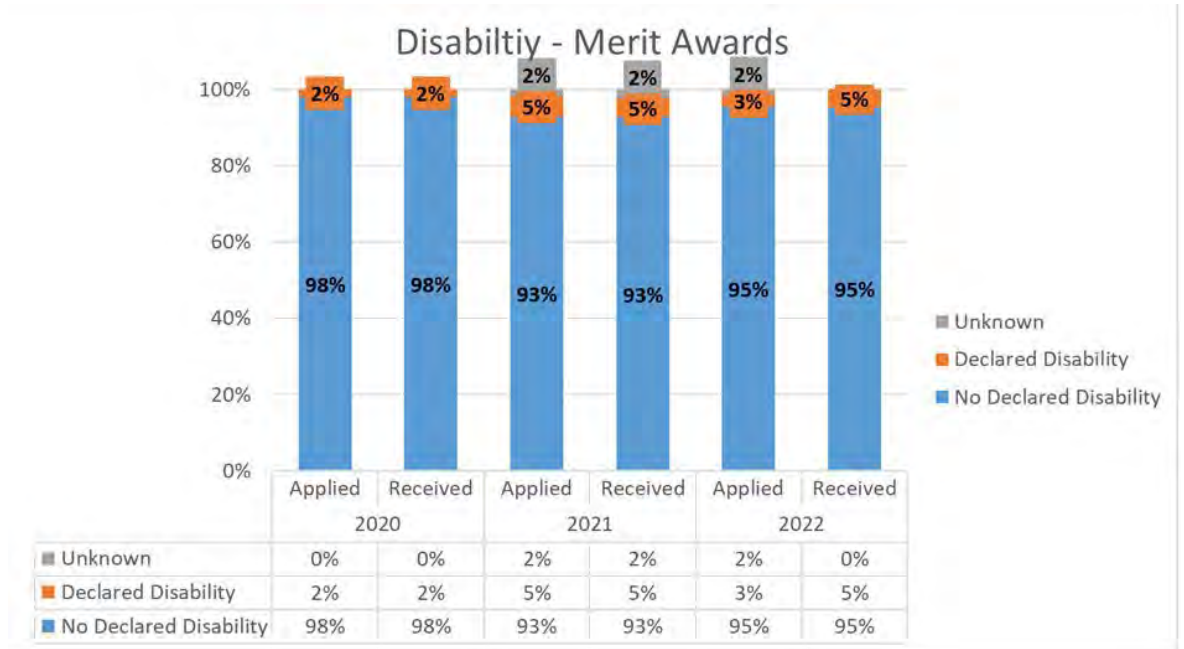


Figure 43 Disability - Merit Awards

5.9 Disability and Leavers

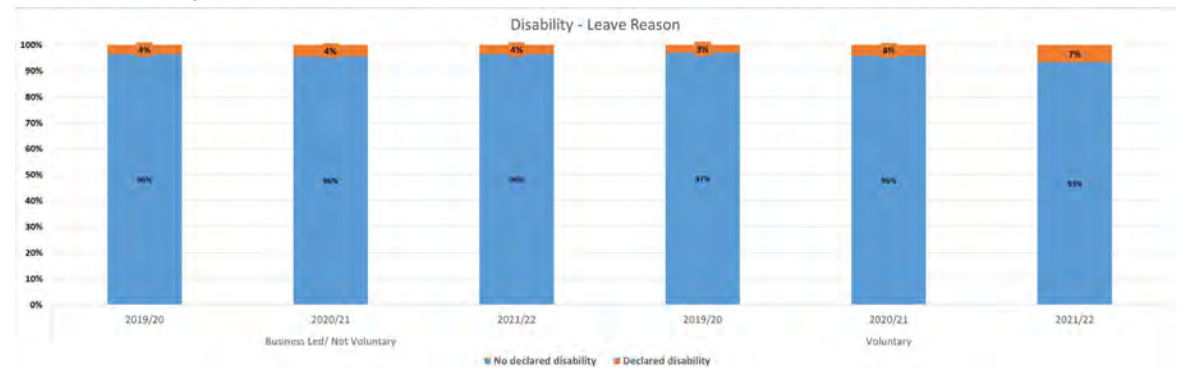


Figure 44 Disability - Leave Reason

| Business Led / Not Voluntary | Voluntary |
|------------------------------|------------|
| Expiry of Contract | Retirement |

| | |
|------------------|-------------|
| Other Expiry | Resignation |
| Death in Service | |
| TUPE Transfer | |

Figure 45 Leave reason categories

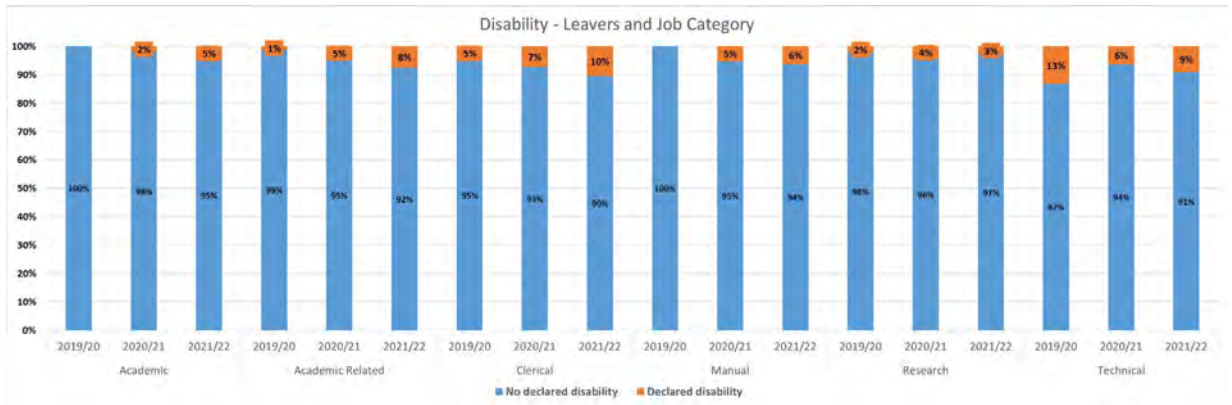


Figure 46 Disability - Leavers and Job Category

5.10 Disability and Disciplinary / Grievance / etc.

| # of Disciplinary and Grievance Cases by Case Type - 2019/20, 2020/21, 2021/22 | | |
|--|-----------------------------|--|
| | Disciplinary and Capability | Grievance, Dignity at Work and Study and Appeal against Renewal of Fixed-Term Contract |
| No Declared Disability | 32 | 33 |
| Declared Disability | 1 | 2 |
| Unknown | 3 | 2 |

Figure 47 Disability - Disciplinary / Grievance / etc.

5.11 Disability and Equality, Diversity and Inclusion Training

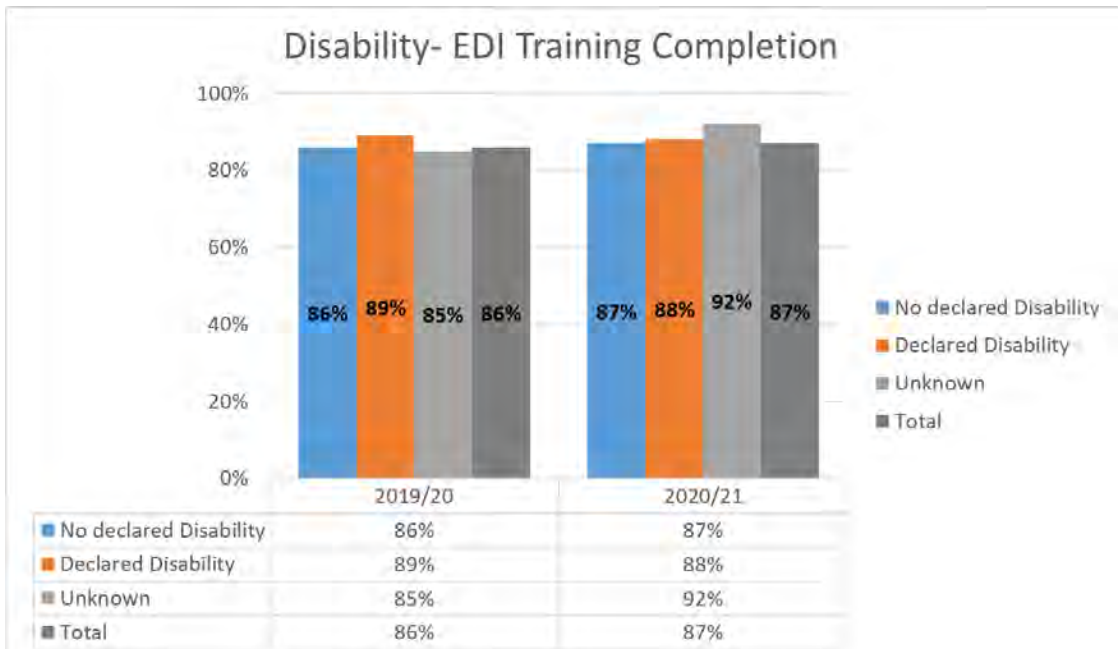


Figure 48 Disability - Completion rates of Equality, Diversity and Inclusion Training

5.12 Disability and Organisation and Professional Development Training



Figure 49 Disability - Organisation and Professional Development Training

6. Age

1. Age Staff Profile

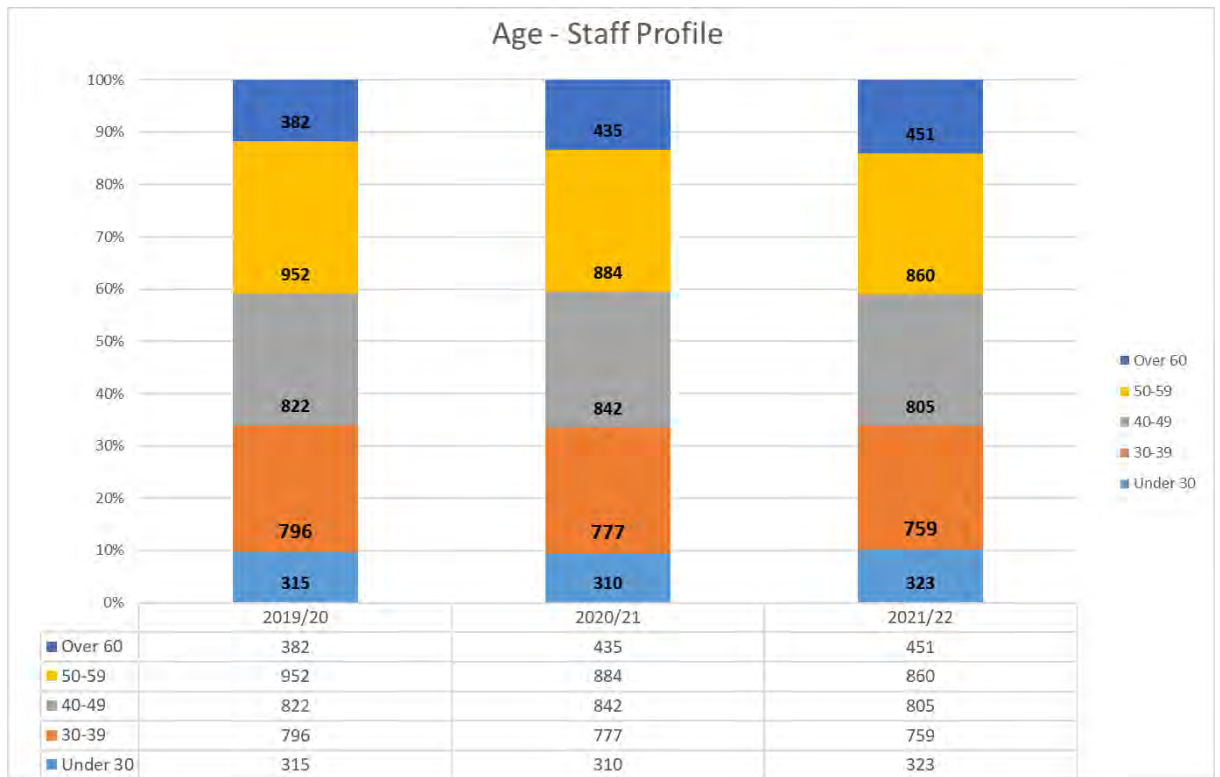


Figure 50 Age - Staff Profile

6.2 Age and Grade

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 7 TRAINING | 8 | 9 | 10 | CLINICAL GRADES | NON SPINE POINT GRADE |
|----------------|-----|-----|-----|-----|-----|-----|-----|---------------|-----|-----|-----|--------------------|--------------------------------|
| 2019/20 | | | | | | | | | | | | | |
| Under 30 | 4% | 7% | 23% | 23% | 17% | 14% | 8% | 30% | 1% | 0% | 0% | 3% | 31% |
| 30-39 | 7% | 4% | 12% | 22% | 23% | 27% | 41% | 22% | 25% | 6% | 3% | 28% | 16% |
| 40-49 | 13% | 15% | 11% | 17% | 21% | 25% | 25% | 11% | 35% | 36% | 17% | 25% | 23% |
| 50-59 | 48% | 30% | 32% | 26% | 29% | 27% | 19% | 30% | 31% | 43% | 50% | 31% | 18% |
| Over 60 | 29% | 44% | 22% | 13% | 10% | 6% | 6% | 7% | 8% | 14% | 29% | 13% | 13% |
| 2020/21 | | | | | | | | | | | | | |
| Under 30 | 2% | 6% | 21% | 23% | 17% | 17% | 9% | 44% | 1% | 0% | 0% | 1% | 27% |
| 30-39 | 6% | 9% | 13% | 21% | 22% | 26% | 40% | 11% | 24% | 7% | 1% | 30% | 16% |
| 40-49 | 11% | 12% | 14% | 15% | 25% | 23% | 25% | 15% | 37% | 36% | 20% | 28% | 28% |
| 50-59 | 41% | 21% | 29% | 23% | 27% | 25% | 19% | 19% | 30% | 41% | 47% | 26% | 17% |
| Over 60 | 40% | 52% | 22% | 17% | 9% | 8% | 7% | 11% | 9% | 16% | 33% | 16% | 13% |
| 2021/22 | | | | | | | | | | | | | |
| Under 30 | 2% | 4% | 26% | 27% | 20% | 17% | 9% | 36% | 1% | 0% | 0% | 3% | 15% |
| 30-39 | 5% | 8% | 12% | 19% | 23% | 30% | 39% | 33% | 22% | 6% | 2% | 27% | 13% |
| 40-49 | 12% | 17% | 13% | 13% | 20% | 23% | 26% | 9% | 36% | 36% | 16% | 27% | 33% |
| 50-59 | 38% | 25% | 28% | 22% | 25% | 24% | 19% | 15% | 32% | 41% | 44% | 25% | 22% |
| Over 60 | 44% | 46% | 21% | 19% | 11% | 8% | 8% | 6% | 9% | 17% | 38% | 17% | 17% |

Figure 51 Age - Percentage of staff by Grade

6.3 Age and Job Category

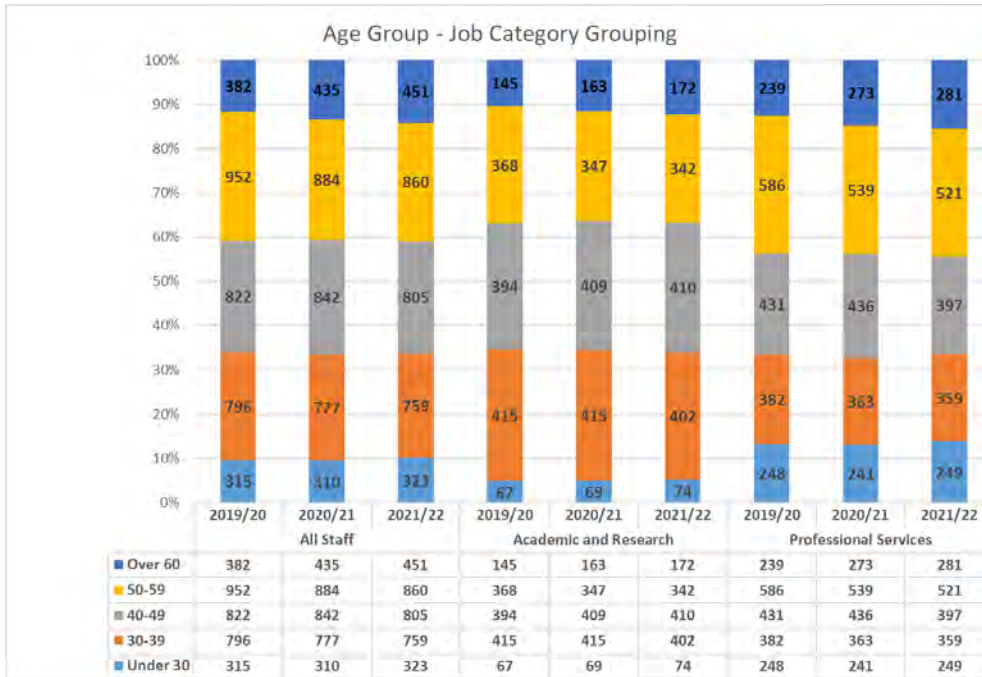


Figure 52 Age - Job Category grouping

6.4 Age and Contract Types

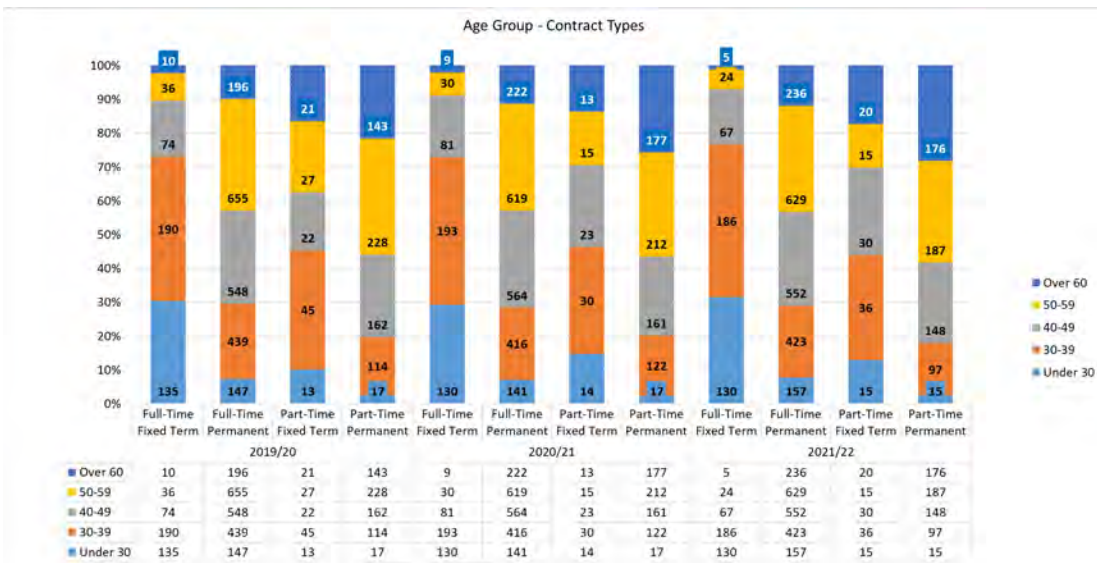


Figure 53 Age - Full-time and Part-time staff by Contract Type

6.5 Age and Academic Job Role

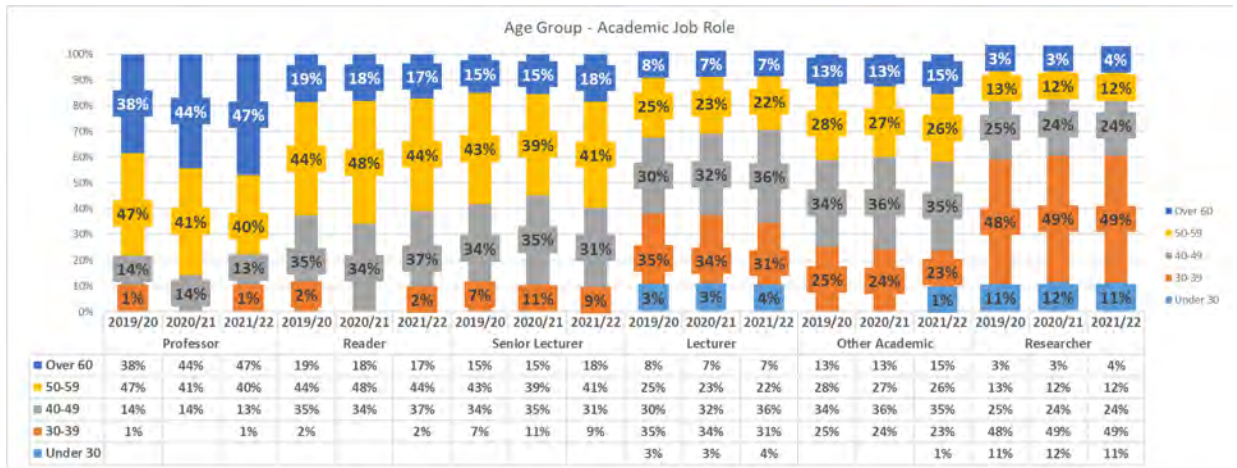


Figure 54 Age - Academic Job Role

6.6 Age and Recruitment

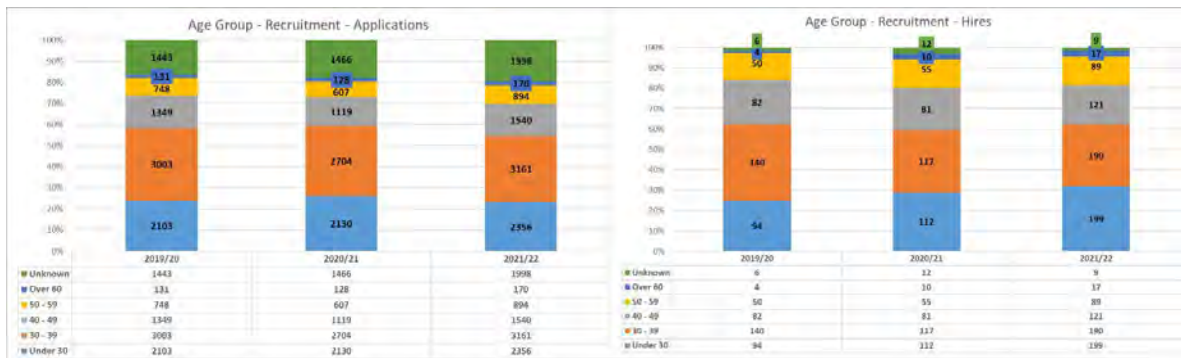


Figure 55 Age - Applications and Hires

6.7 Age and Academic Promotion

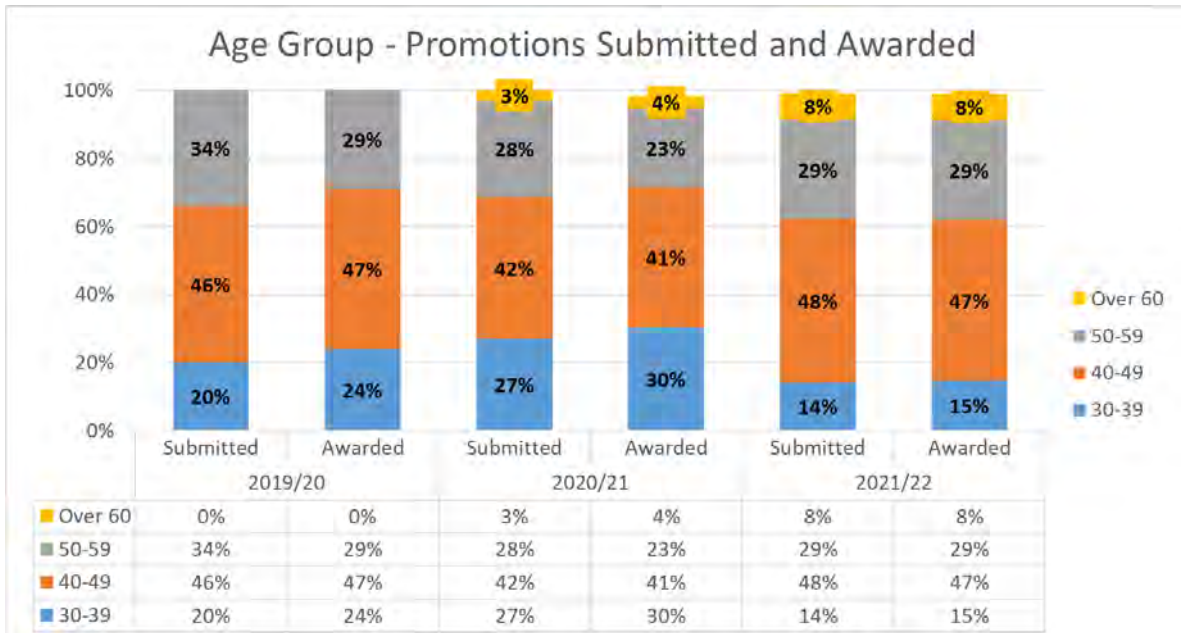


Figure 56 Age - Academic Promotions Submitted and Awarded

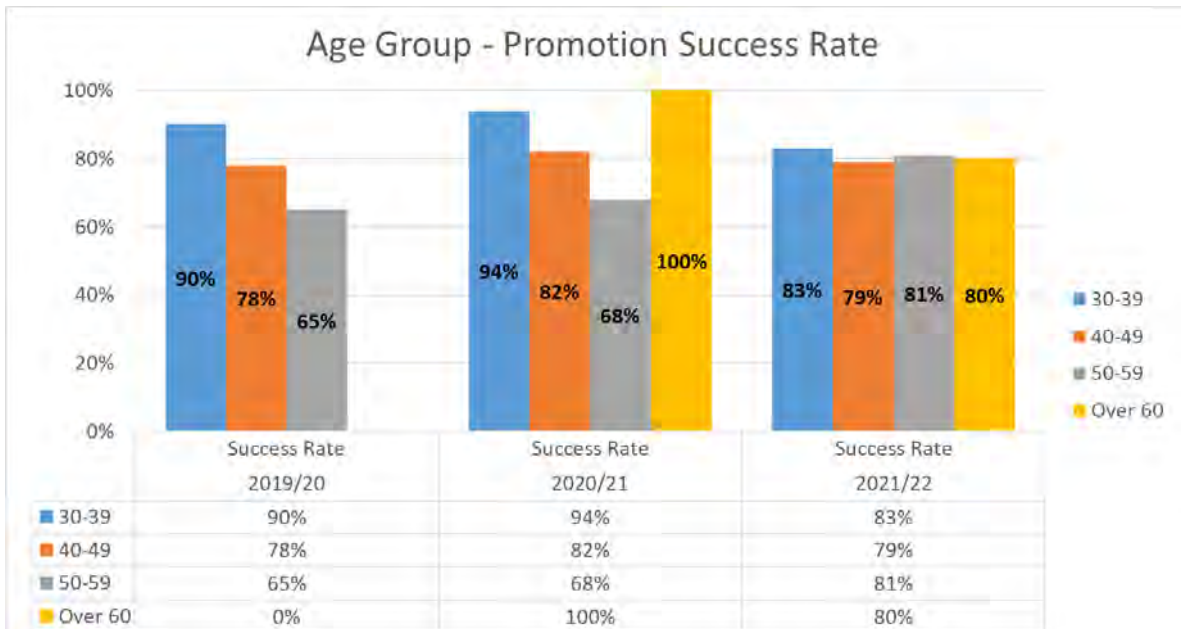


Figure 57 Age - Academic Promotions, Percentage of applications awarded promotion

6.8 Age and Merit Awards

Merit Award can be awarded to staff in Grades 1 – 9.

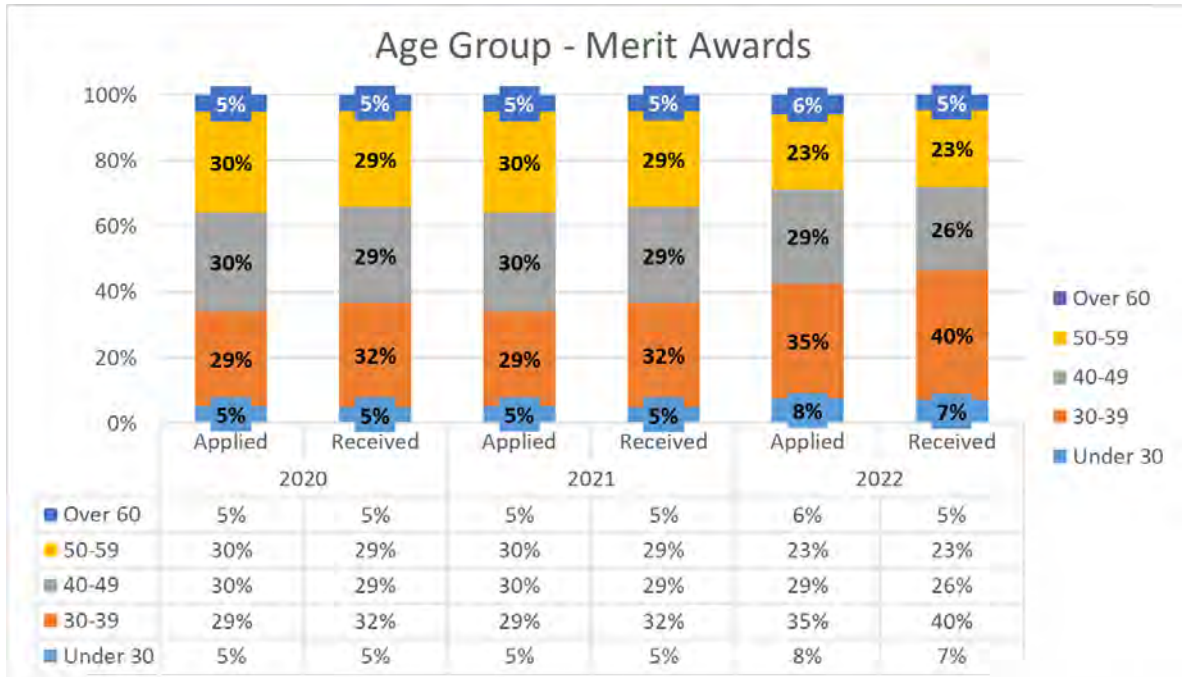


Figure 58 Age - Merit Awards

6.9 Age and Leavers

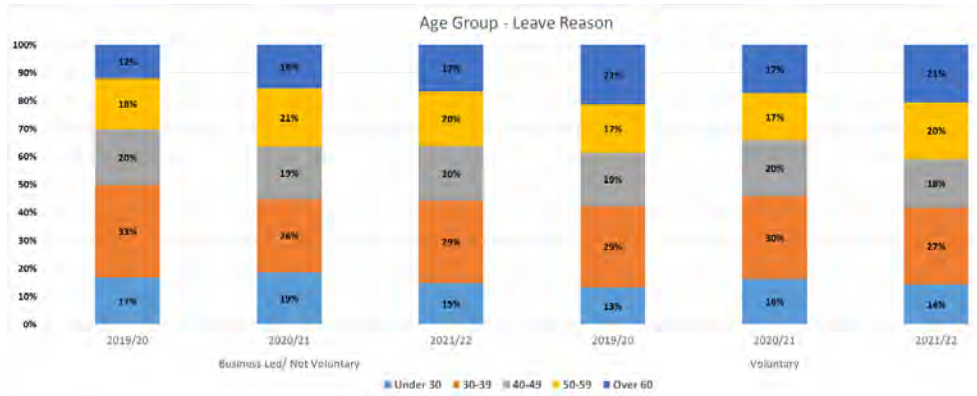


Figure 59 Age - Leave Reason

| Business Led / Not Voluntary | Voluntary |
|------------------------------|-------------|
| Expiry of Contract | Retirement |
| Other Expiry | Resignation |
| Death in Service | |
| TUPE Transfer | |

Figure 60 Leave reason categories

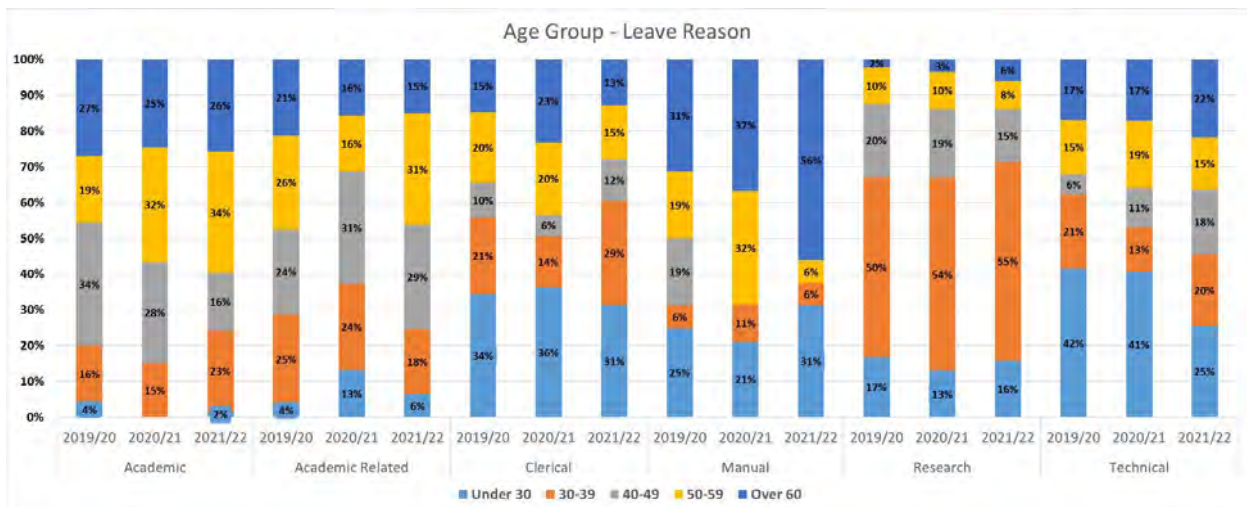


Figure 61 Age - Leavers and Job Category

6.10 Age and Disciplinary / Grievance / etc.

| # of Disciplinary and Grievance Cases by Case Type - 2019/20, 2020/21, 2021/22 | | |
|--|-----------------------------|--|
| | Disciplinary and Capability | Grievance, Dignity at Work and Study and Appeal against Renewal of Fixed-Term Contract |
| Unknown | 0 | 1 |
| Under 30 | 2 | 3 |
| 30-39 | 5 | 2 |
| 40-49 | 13 | 14 |
| 50-59 | 8 | 15 |
| Over 60 | 0 | 10 |

Figure 62 Age - Disciplinary / Grievance / etc.

6.11 Age and Equality, Diversity and Inclusion Training

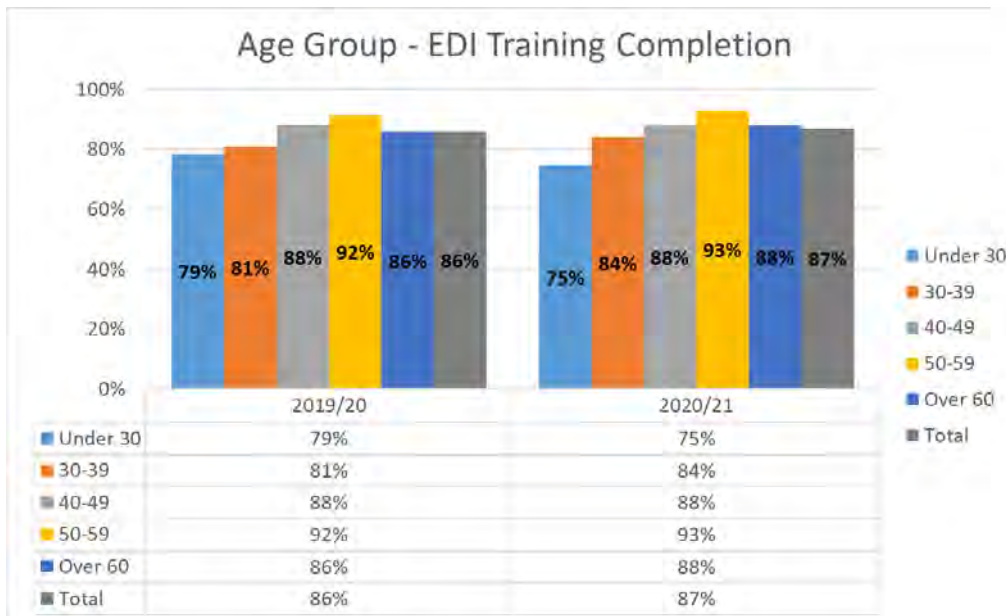


Figure 63 Age - Completion rates of Equality, Diversity and Inclusion Training

6.12 Age and Organisation and Professional Development Training



Figure 64 Age - Organisation and Professional Development Training

7. Religion or Belief

1. Religion or Belief Staff Profile

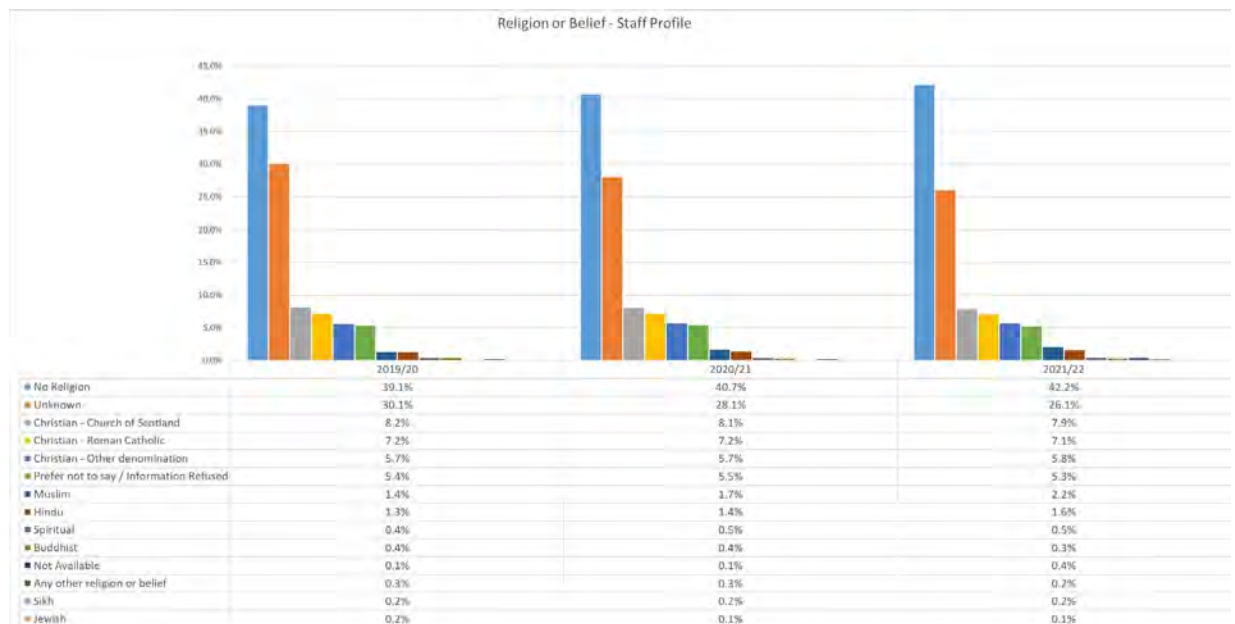


Figure 65 Religion or Belief – Staff Profile

7.2 Religion or Belief and Recruitment

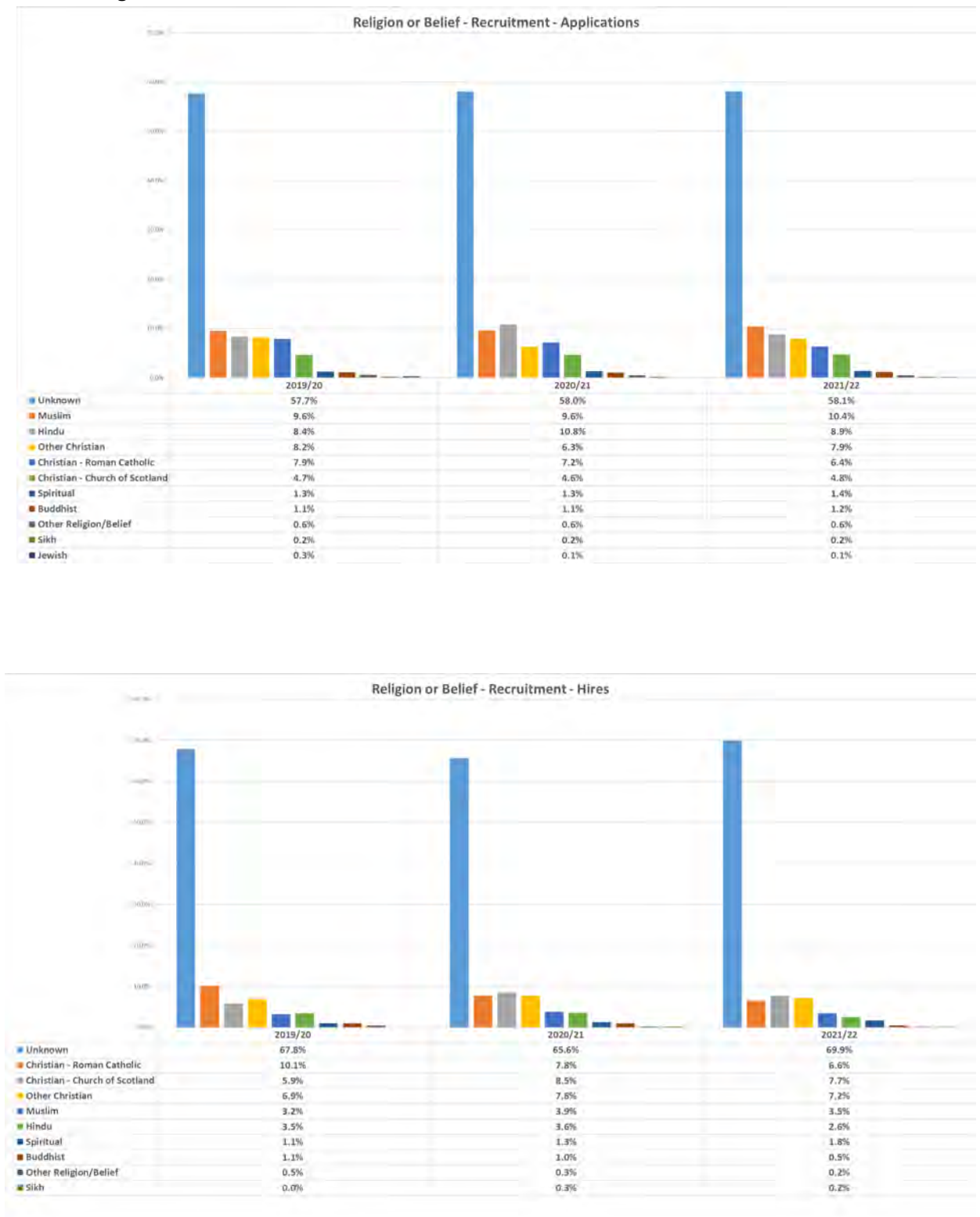


Figure 66– Religion or Belief - Applications and Hires

8. Sexual Orientation

1. Sexual Orientation Staff Profile

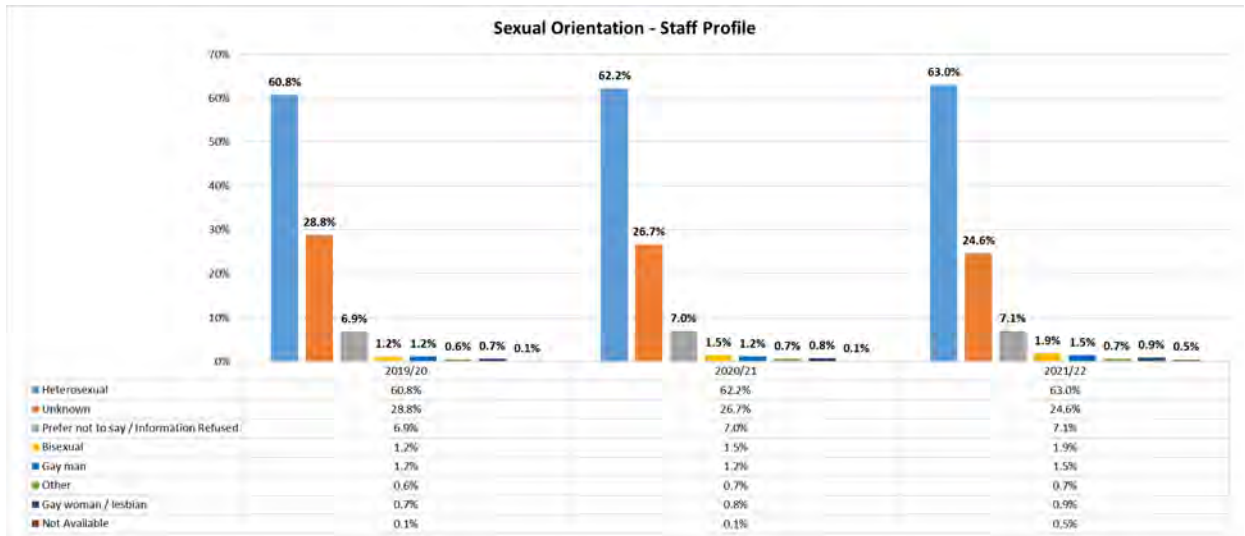


Figure 67 Sexual Orientation - Staff Profile

8.2 Sexual Orientation and Recruitment

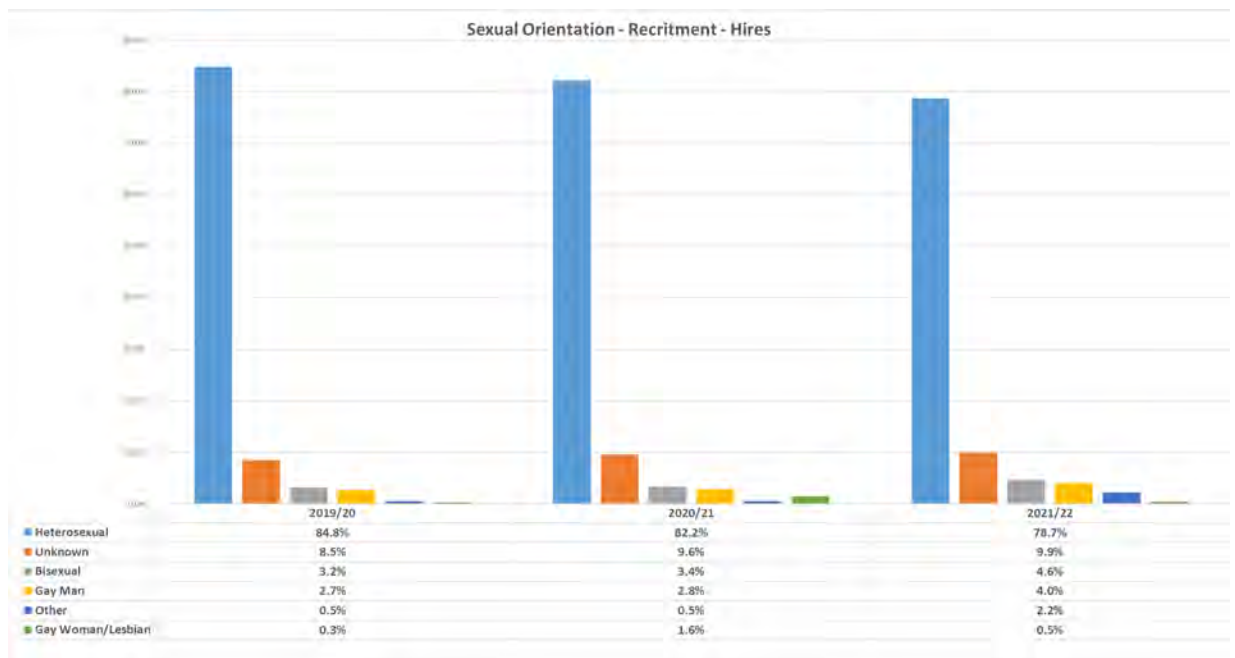


Figure 68– Religion or Belief - Applications and Hires

9. Committee Members

The profile of Court Members and decision-making bodies as at 31 July 2022 is shown below. Other officers of the University also attend these committees.

9.1 Court Members and decision – making bodies and sex

| Committee | Female | Male | Total |
|-----------|--------|------|-------|
| Court | 10 | 13 | 23 |

Figure 78 Court Members - Sex

| Committee | Female | Male |
|---|--------|------|
| Court | 10 | 13 |
| Audit Committee | <5 | <5 |
| People & Organisational Development Committee | <5 | <5 |
| Finance & Policy Committee | <5 | 6 |
| Governance & Nominations Committee | 6 | <5 |
| Remuneration Committee | <5 | 5 |
| Endowments Sub-committee | <5 | <5 |
| Pensions Sub-committee | <5 | <5 |

| Committee | White | BME | Unknown |
|---|-------|-----|---------|
| Court | 19 | <5 | 0 |
| Audit Committee | 5 | 0 | 0 |
| People & Organisational Development Committee | <5 | <5 | 0 |
| Finance & Policy Committee | 8 | <5 | 0 |
| Governance & Nominations Committee | 10 | 0 | 0 |
| Remuneration Committee | 7 | <5 | 0 |
| Endowments Sub-committee | <5 | <5 | 0 |
| Pensions Sub-committee | <5 | <5 | 0 |

| Committee | Non Disabled | Disabled | Prefer not to say | Unknown |
|-----------|--------------|----------|-------------------|---------|
| Court | 19 | <5 | 0 | <5 |

| | | | | |
|---|----|----|---|---|
| Audit Committee | 5 | 0 | 0 | 0 |
| People & Organisational Development Committee | 5 | <5 | 0 | 0 |
| Finance & Policy Committee | 8 | <5 | 0 | 0 |
| Governance & Nominations Committee | 7 | <5 | 0 | 0 |
| Remuneration Committee | 6 | 0 | 0 | 0 |
| Endowments Sub-committee | <5 | 0 | 0 | 0 |
| Pensions Sub-committee | <5 | 0 | 0 | 0 |