



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

**Annual Equality Report  
2022 – 2023**



## Foreword



As Pro Vice-Chancellor with oversight of Equality, Diversity and Inclusion (EDI) at Bangor University, I am pleased to present our staff Annual Equality Report covering the academic year 1 August 2022 - 31 July 2023. This is the fourth and final Annual Equality Report within the period of our Strategic Equality Plan 2020-2024.

Over the past few years, we have worked to ensure that the importance of the EDI agenda has been elevated and enhanced across all our institutional strategies, embedding its core objectives at the heart of everything we do.

The University is extremely proud that we achieved an Athena SWAN Silver award following our institutional-level submission in November 2023 in recognition of our work and progress in this area. In addition to this, work is ongoing towards achieving additional school-level awards across the academic domain.

Our journey towards becoming an anti-racist University as part of the Race Equality Charter (REC) and in line with Welsh Government's Anti-Racist Wales Action Plan is well underway. The development of our REC Action Plan will allow us to enhance our understanding of ethnically and racially minoritised staff and students and their experiences of working and studying at Bangor. In turn, this will enable us to take more targeted and impactful steps toward addressing race inequality. We intend to apply for a Race Equality Charter Bronze award in November 2024 to demonstrate our commitment to becoming an anti-racist institution.

We continue to work to address pay gaps across the University. Our gender pay gap continues to decrease, with our median gender pay gap (as of March 2023) now standing now at 5.6%, significantly down from the 10.8% in 2019 when we began reporting. Whilst we are encouraged by this positive trend, we also recognise that work remains to be done to get our ethnicity and disability pay gaps on the same trajectory.

Clearly there is more to be done, and we are committed to addressing this and other issues, and to provide a unique, multicultural, and inclusive experience for all our staff and students. We hope that the report presented here along with our new Strategic Equality Plan 2024 – 2028 (launched in March) demonstrates our ongoing commitment to EDI, and I look forward to the next steps of our journey towards becoming an equal, diverse and inclusive University.

### **Professor Andrew Edwards**

Pro Vice-Chancellor and Chair of the Equality, Diversity, Inclusion & Wellbeing Committee

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**Appendix 2** - Student Equality Data (as a separate .pdf document)

Should you require this report in an alternative format please contact Nia Blackwell

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## Introduction

Founded in 1884, Bangor University has a long tradition of academic excellence and a strong focus on the student experience. Around 10,500 students currently study with us and our teaching and research is grouped into ten academic Schools within three Colleges. During the reporting period of this report we employed 2404 staff based within our three Colleges, eight Professional Services and the Students' Union.

We are a strong, confident institution recognised regionally, nationally and internationally as a centre of excellence for our varied portfolio of teaching and research, and for the unique, multicultural, inclusive experience we provide for our staff and students.

As a Higher Education Institution (HEI) we have statutory obligations under the Equality Act 2010.

The Equality Act 2010 includes a public sector equality duty (the 'general duty'). The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. Public bodies are required to give due regard to the need to:

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

The **general duty** covers the following protected characteristics:

- Age
- Disability
- Pregnancy and maternity
- Race – including ethnic or national origin, colour or nationality
- Religion or belief – including lack of belief
- Sex (gender)
- Sexual orientation
- Trans

It applies to marriage and civil partnership, but only in respect of the requirement to eliminate discrimination in employment.

In addition to the **general duty**, there are **specific duties** in Wales that are set out in the Equality Act (Statutory Duties) (Wales) Regulations 2011.

This Annual Equality Report presents equality monitoring information on the diversity profile of all Bangor University staff employed during the 2022 – 2023 academic year. The information it provides assists us in maintaining an inclusive University community, helps us better understand the main equality challenges for staff, and enables us to work to overcome them.

The report compares Bangor University figures against national (UK and Wales) statistics so that we can consider the diversity and inclusivity of the University workforce and identify change and progress over time, using previous data for comparison.

**Appendix 1** details our progress against fulfilling the equality objectives set out within the final year of our [Strategic Equality Plan 2020 – 2024](#). Our new Strategic Equality Plan 2024 – 2028 was published during March 2024.

**Appendix 2** is our Annual Student Equality Report including monitoring data and analysis.

Our **Gender Pay Gap Report** and associated Action Plan is published separately and is summarised on page 27 of this report.

## Identifying and collecting relevant information

Monitoring data for the diversity profile of staff and students is collated on an annual basis from the University's staff record system (Agresso), staff recruitment system (Talentlink) and student recruitment and records system (Banner).

Questions on the protected characteristics of staff are incorporated within the staff recruitment process and regular data cleansing exercises are carried out. We do not routinely ask staff for their marriage or civil partnership status although they have the option of choosing to state this.

From the focus groups held during the development of the Strategic Equality Plan 2020 – 2024, staff told us that they didn't want to be required to tell us their title unless it was a gender-neutral title obtained through achievement. We have developed our systems to make the title field optional.

During the reporting period the University began the process of changing to a new HR and Payroll system (iTrent) and as part of that process the data we collect was reviewed in line with sector best practice and guidance from Advance HE to ensure it remains appropriate and meaningful.

The Annual Equality Report is reviewed and ratified by the Equality, Diversity, Inclusion & Wellbeing Committee, the University Executive and the People & Culture Committee on an annual basis.

### STAFF EQUALITY DATA

The equality data of our staff by protected characteristic and by grade, role type, contract type and hours of work follows. Each section begins with some points of note followed by graphs and charts. If additional analysis is required, it can be done using the Open Data Tables that accompany this report on the [Human Resources Equality & Diversity webpage](#)

Monitoring data is used to inform progress against the Strategic Equality Plan Action Plan and to develop new actions. Data is also used to inform Equality Impact Assessments. Equality statistics and data are key for University and School Athena SWAN submissions and will be for our forthcoming Race Equality Charter submission and are therefore regularly reviewed at both University level and School level by the Self-assessment Teams.

#### Points to note:

- Data in this report relates to the academic year 1 August 2022 – 31 July 2023.
- Staff ages are as on 1 August in the reporting year or on the staff member's start date if their employment began later during the academic year.

National and Wales HEI data for comparison is taken from the Advance HE [Equality + higher education: Staff Statistical Report 2023](#)

## University Overview of Activity

Key equality, diversity and inclusion developments in the 2022 – 2023 academic year include:

### Athena Swan

During 22/23, a Bangor University Athena Swan self-assessment team (SAT) was formed to develop an application for a Silver award. The SAT has representation from across the institution from Academic Schools, Professional Service Departments and the Students' Union. Working groups were set up to evaluate and review data, policies and culture. Alongside the work on the institutional Silver application, a number of schools have been working towards submission for departmental awards which will be submitted in 2024. Six of our academic Schools currently hold Bronze awards.

We continue to support female colleagues in attending Advance HE's Aurora leadership programme, 16 female staff have completed the programme since 2020 when Bangor University initially funded places with seven completing the programme in 2023.

### Race Equality Charter

A Race Equality Charter (REC) Self-assessment Team (SAT) was established in May 2023 with representation from all levels of the university, a range of schools and services as well as diverse representation in terms of race and ethnicity (44% representation from Black, Asian and minority ethnic staff and students). The REC SAT meets bi-monthly and during the summer members took part in bespoke training delivered by Advance HE on Understanding Race and Racism: a programme for Leaders and Change Agents, alongside Bangor's Executive members. During the reporting period work groups covering data, staff experience, student experience and teaching and learning were being established to look at quantitative and qualitative data in order to identify key findings/concerns/suggested priorities to the SAT for REC action planning.

### Disability Confident

Bangor University joined the Business Disability Forum on 1 April 2023 to support us in our commitment to improve our offering and provision for disabled, employees, students and other stakeholders. To demonstrate our commitment, we aim to move up from level 1 'Committed' to level 2 'Employer' of the Government's Disability Confident scheme during Autumn 2023.

### Menopause Support

From August 2022 a menopause working group comprising of stakeholders across the University continued their focus on assessing and improving the support available for staff. The Menopause guidance document has been made available to all staff on our Intranet and continues to be promoted among line managers and all staff to encourage and foster support among our staff community.

An online event celebrating world menopause day in October 2022 was held with good attendance.

Line Manager Menopause awareness training pilot session was held on 13 December 22 and has been rolled out to managers on a quarterly basis since then broadening the offering in terms of awareness raising for all staff.

Pilot of 6-part menopause lounge series within the College of Human and Behavioural Sciences throughout 2022 along with the roll out of 6-part menopause lounge series across the University which commenced in December 2022 providing staff with a safe and supported space to learn about the menopause and the importance of health and wellbeing, to share experiences surrounding the perimenopause and menopause and to empower participants with information, confidence and support. A range of topics are covered such as sleep, nutrition, managing stress and movement. A business case for award of funds to work towards achieving menopause accreditation which if successful would make Bangor University the first University in Wales to become accredited as menopause friendly was also approved in May 2023. (At the time of publishing this report our application had recently been submitted and the outcome will be made available in the coming weeks.)

## Structures

### **How do we implement the Strategic Equality Plan and promote and embed equality and diversity across the University?**

To do this, a number of formal committees and groups across the University review progress against the action plan and work to address any equality issues that arise.

The groups include:

#### **EQUALITY, DIVERSITY, INCLUSION (EDI) & WELLBEING COMMITTEE**

During the reporting period all senior, high level University groups and committees were reviewed to ensure they continue to be relevant and work in the most effective way. The review resulted in the previous EDI Strategy Group being replaced with a new 'EDI & Wellbeing Committee' where wellbeing matters have been joined with EDI matters.

Pro Vice Chancellor Professor Andrew Edwards chairs the Committee, this is the senior group responsible for equality matters at the University including the implementation and delivery of our Strategic Equality Plan. The group meets up to five times each year, its membership is made up of senior staff across all areas of the University and the Students Union. Minutes are published on our webpages and the committee reports to the Executive Committee.

#### **EQUALITY DIVERSITY & INCLUSION (EDI) OPERATIONS GROUP**

Following on from the review of senior groups and committees, an EDI Operations Group was created to support the work of the high-level EDI & Wellbeing Committee. The EDI Operations Group is chaired by the Senior HR & Equality Officer and membership is drawn from all areas of the University, its purpose is to provide operational support to the high-level EDI & Wellbeing Committee both by delivering its actions and by identifying operational requirements and providing information to the EDI & Wellbeing Committee to support the development and delivery of the University's Strategic Equality Plan.

#### **ATHENA SWAN GROUP**

Chaired by APVC Diversity and Inclusion, Professor Morag McDonald, this group steers and collates the University's applications for Athena SWAN awards at University-wide and School level.

#### **RACE EQUALITY CHARTER (REC)**

A Race Equality Charter (REC) Self-assessment Team (SAT) was established in May 2023 with representation from all levels of the university, a range of schools and services as well as diverse representation in terms of race and ethnicity (44% representation from Black, Asian and minority ethnic staff and students). The REC SAT meets bi-monthly.

Work groups covering data, staff experience, student experience and teaching and learning are being established to look at quantitative and qualitative data in order to identify key findings/concerns/suggested priorities to the SAT for REC action planning.

## **COLLEGE EQUALITY COMMITTEES**

All three Colleges have established Equality Committees that meet regularly, Equality Champions are members of these committees as are members of Athena SWAN SAT groups and members of the Race Equality Charter SAT group members.

Our Professional Services Equality Committee has recently been established.

## **EQUALITY CHAMPIONS**

Nine members of staff are Equality Champions across all areas of the University. They operate as a network with the Human Resources Senior Equality Officer, the Human Resources Equality Officer (REC lead), the Student Services Student Equality Officer and the Athena SWAN and Research Concordat Manager. The Network has continued to develop, meeting every two months and acts as a conduit for communication between Colleges, Professional Service departments and from individual staff member level to up to the Equality, Diversity, Inclusion & Wellbeing Committee and back.

## **EQUALITY IMPACT ASSESSMENTS**

The completion of Equality Impact Assessments (EIAs) is now commonplace within the University, using the templates and guidance on our webpages and following training provided within the Equality for Managers Workshop as well as bespoke training available on request.

## **PEOPLE & CULTURE COMMITTEE**

Bangor University's Council established a committee known as the People and Culture Committee. Its remit is to oversee the developments and implementation of people and culture themes within the University's Strategic Plan and to recommend any changes to the Council as appropriate. Within its Terms of reference, it is tasked with monitoring the delivery of University strategy relating to diversity and inclusivity.

## Staff Snapshot at a glance

1 August 2022 – 31 July 2023

2404 staff (headcount) employed during the period

### All staff average age in years

All staff	=	44
Female	=	43
Male	=	45

### Gender/Sex

Female	59.0% (1419 people)
Male	41.0% (985)

### Religion, belief and non-belief

No religion	46.4%
Christian	32.3%
Any other religion or belief	3.0%
Muslim	1.5%
Buddhist	1.2%
Hindu	0.9%
Jewish	0.3%
Prefer not to say	14.3%

### Contract type

Open-ended/Permanent	58.9% (1416)
Fixed-term	41.1% (988)

### Job type

ACADEMIC	33.3% (800)
PROFESSIONAL	12.7% (306)
RESEARCH	13.9% (335)
SUPPORT	40.1% (963)

### Disability

10.8%	Identify as disabled (260)
83.6%	No disability (2009)
5.6%	Prefer not to say (135)

### Ethnicity/Race

9.6%	BAME (231 people)
89.2%	White (2145)
1.2%	Prefer not to say (28)

### Sexual orientation

77.7%	Heterosexual or straight
2.9%	Bisexual
2.6%	Gay or lesbian
0.9%	Other sexual orientation
15.9%	Prefer not to say

### Trans

0.8%	Gender different to at birth
92.2%	Gender the same as at birth
7.0%	Prefer not to say

### Full-time/Part-time

59.4% (1429)	Full-time
40.6% (975)	Part-time

### Of the 975 staff who work part-time

69.2% (675)	are female
30.8% (300)	are male

## Age

### 01

#### Average age of all staff on 1 August 2022

All staff	44 years
Female	43 years
Male	45 years

On 1 August 2022 the average (mean) age of all staff was 44 years, little change since we began recording in 2019 when it was 43.2 years.

### 02

#### All staff by age range

Age range	% of staff
16 - 24	6.8%
25 - 34	20.3%
35 - 44	25.7%
45 - 54	23.9%
55 - 64	18.5%
65+	4.8%
<b>Total</b>	<b>100.0%</b>

The highest proportion of our staff (25.7%) are in the age bracket 35 – 44 for the second consecutive year, in previous years the 45 – 54 age group had the most staff.

We had previously seen an increase each year in the proportion of staff in the 65+ age group; from 3.2% in the 2017- 2018 academic year to 5.4% in 2020 – 2021, however in the last two years this has decreased to 4.7% last year and 4.8% in the current reporting period.

### 03

#### Age ranges by gender in %

Age range	Female	Male	Total
16 - 24	57.3%	42.7%	100.0%
25 - 34	61.5%	38.5%	100.0%
35 - 44	62.0%	38.0%	100.0%
45 - 54	59.4%	40.6%	100.0%
55 - 64	55.2%	44.8%	100.0%
65+	48.3%	51.7%	100.0%
<b>Total</b>	<b>59.0%</b>	<b>41.0%</b>	<b>100.0%</b>

### 03 a Age ranges by gender by headcount

Age range	Female	Male	Total staff
16 - 24	94	70	164
25 - 34	300	188	488
35 - 44	383	235	618
45 - 54	341	233	574
55 - 64	245	199	444
65+	56	60	116
<b>Total</b>	<b>1419</b>	<b>985</b>	<b>2404</b>

As the majority of staff at the University are women (59%) it is unsurprising that women outnumber men in every age group however, this is not the case in the 65+ category.

### 04 Age ranges by grade in %

Grade	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+	Total
G001	0.2%	0.3%	0.1%	0.1%	0.2%	0.1%	1.1%
G002	2.9%	1.5%	1.2%	1.2%	1.6%	0.7%	9.1%
G003	0.4%	0.7%	0.7%	0.7%	1.0%	0.1%	3.7%
G004	0.4%	1.7%	1.3%	1.2%	0.6%	0.1%	5.4%
G005	1.0%	2.3%	1.6%	1.9%	1.2%	0.2%	8.3%
G006	1.7%	5.0%	3.9%	3.0%	2.1%	0.7%	16.4%
G007	0.2%	7.4%	9.1%	6.7%	4.3%	1.4%	29.1%
G008	0.0%	1.1%	4.1%	3.9%	2.9%	0.5%	12.4%
G009	0.0%	0.2%	3.2%	2.8%	2.4%	0.5%	9.1%
G010	0.0%	0.0%	0.0%	0.5%	0.5%	0.0%	1.1%
GP01	0.0%	0.0%	0.3%	1.1%	1.0%	0.2%	2.7%
GP02	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%	0.8%
GP03	0.0%	0.0%	0.0%	0.1%	0.2%	0.0%	0.3%
Other clinical academic	0.0%	0.0%	0.2%	0.1%	0.0%	0.2%	0.5%
<b>Total</b>	<b>6.8%</b>	<b>20.3%</b>	<b>25.7%</b>	<b>23.9%</b>	<b>18.5%</b>	<b>4.8%</b>	<b>100.0%</b>

#### 04 a Age ranges by grade by headcount

Grade	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+	Total staff
G001	4	8	2	3	6	3	26
G002	70	37	29	29	38	16	219
G003	10	16	16	18	25	3	88
G004	9	42	31	30	14	3	129
G005	25	56	39	46	30	4	200
G006	41	121	93	73	51	16	395
G007	5	177	219	162	103	33	699
G008		26	99	93	69	12	299
G009		4	77	68	58	11	218
G010		1	1	12	13		27
GP01			7	27	25	5	64
GP02				8	6	5	19
GP03				2	5	1	8
Other clinical academic			5	3	1	4	13
<b>Total</b>	<b>164</b>	<b>488</b>	<b>618</b>	<b>574</b>	<b>444</b>	<b>116</b>	<b>2404</b>

There are no staff aged 16-24 or 25-34 in the senior grades i.e. G010 (Director and Executive level), and the Professorial grades GP01, GP02 and GP03.

Grade 7 roles have by far the most staff, with 29.1% overall.

#### 05 Age ranges by job type as a % of each age range

Age range	ACADEMIC	PROFESSIONAL	RESEARCH	SUPPORT	Total
16 - 24	1.2%	1.2%	15.9%	81.7%	100.0%
25 - 34	21.3%	4.7%	27.7%	46.3%	100.0%
35 - 44	38.8%	12.8%	17.2%	31.2%	100.0%
45 - 54	35.7%	22.3%	7.1%	34.8%	100.0%
55 - 64	43.5%	14.4%	5.0%	37.2%	100.0%
65+	48.3%	8.6%	4.3%	38.8%	100.0%
<b>Total</b>	<b>33.3%</b>	<b>12.7%</b>	<b>13.9%</b>	<b>40.1%</b>	<b>100.0%</b>

**06****Age ranges by contract type as a % of all staff**

<b>Age range</b>	<b>Fixed-term</b>	<b>Open-ended/Permanent</b>	<b>Total</b>
16 - 24	5.7%	1.2%	6.8%
25 - 34	12.0%	8.3%	20.3%
35 - 44	9.8%	15.9%	25.7%
45 - 54	6.0%	17.8%	23.9%
55 - 64	5.4%	13.1%	18.5%
65+	2.3%	2.5%	4.8%
<b>Total</b>	<b>41.1%</b>	<b>58.9%</b>	<b>100.0%</b>

**06 a****Age ranges by contract type as a % of each age range**

<b>Age range</b>	<b>Fixed-term</b>	<b>Open-ended/Permanent</b>	<b>Total</b>
16 - 24	82.9%	17.1%	100.0%
25 - 34	59.0%	41.0%	100.0%
35 - 44	38.0%	62.0%	100.0%
45 - 54	25.3%	74.7%	100.0%
55 - 64	29.1%	70.9%	100.0%
65+	47.4%	52.6%	100.0%
<b>Total</b>	<b>41.1%</b>	<b>58.9%</b>	<b>100.0%</b>

In the age ranges 16-24 and 25-34 more staff are on fixed-term contracts than permanent contracts. However, in the 35-44, 45-54 and 55-64 age categories more staff are on permanent contracts than fixed-term contracts.

**07****Age range by full-time or part-time in %**

<b>Age range</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
16 - 24	2.6%	4.2%	6.8%
25 - 34	13.2%	7.1%	20.3%
35 - 44	15.9%	9.8%	25.7%
45 - 54	16.3%	7.6%	23.9%
55 - 64	10.4%	8.0%	18.5%
65+	1.1%	3.7%	4.8%
<b>Total</b>	<b>59.4%</b>	<b>40.6%</b>	<b>100.0%</b>

Of all staff 59.4% work full-time and 40.6% work part-time, a slight increase in full-time workers from last year (58.6%).

Across all Higher Education Institutions (HEIs) in the UK that report to HESA, 67.8% of staff work full-time and 32.2% work part-time.

There are more full-time staff than part-time staff in every age category apart from the age groups at the end of the scale i.e. 16-24 and 65+ where there are more part-time workers.

## 08

### Part-time staff only by age range and gender in %

Age range	Female	Male	Total
16 - 24	6.1%	4.4%	10.5%
25 - 34	13.1%	4.4%	17.5%
35 - 44	18.3%	5.9%	24.2%
45 - 54	13.7%	5.0%	18.8%
55 - 64	13.4%	6.4%	19.8%
65+	4.6%	4.6%	9.2%
<b>Total</b>	<b>69.2%</b>	<b>30.8%</b>	<b>100.0%</b>

40.6% of our staff work part-time (975 people) of these, 69.2% (675) are female and 30.8% (300) are male.

More women than men work part-time in every age category apart from 65+ where the figure at 4.6% is the same for both genders.

## Disability

### 09

#### All staff by disability

260 staff have identified as disabled (10.8% of all staff)

Disabled	10.8%
No known disability	83.6%
Prefer not to say	5.6%
<b>Total</b>	<b>100.0%</b>

10.8% of staff at Bangor University have self-identified as disabled, a continuing increase year on year, up from 10.7% in the last reporting period. This compares with 6.8% across UK HEIs and 7.9% across Welsh HEIs.

The number of staff who have chosen not to disclose their disability status has increased to 5.6% from 2.6% in the last reporting period.

### 10

#### All staff by impairment/disability type in %

Impairment/disability type	%
Blind or have a visual impairment uncorrected by glasses	0.2%
D/deaf or have a hearing impairment	0.3%
Learning difference such as dyslexia, dyspraxia or AD(H)D	3.4%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	2.3%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	2.4%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)	0.4%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	0.2%
An impairment, health condition or learning difference not listed above	1.6%
Prefer not to say	5.6%
No known impairment, health condition or learning difference	83.6%
<b>Total</b>	<b>100.0%</b>

### 11 Disability by age range in %

	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+	Total
Disabled	1.3%	2.5%	2.9%	2.0%	1.5%	0.6%	10.8%
No known disability	5.0%	16.7%	21.2%	20.6%	16.0%	4.1%	83.6%
Prefer not to say	0.5%	1.1%	1.6%	1.2%	1.0%	0.2%	5.6%
<b>Total</b>	<b>6.8%</b>	<b>20.3%</b>	<b>25.7%</b>	<b>23.9%</b>	<b>18.5%</b>	<b>4.8%</b>	<b>100.0%</b>

### 12 Disability by full-time or part-time in %

	Full-time	Part-time	Total
Disabled	6.1%	4.7%	10.8%
No known disability	50.7%	32.8%	83.6%
Prefer not to say	2.6%	3.0%	5.6%
<b>Total</b>	<b>59.4%</b>	<b>40.6%</b>	<b>100.0%</b>

Of the 10.8% of staff who identify as disabled, 6.1% work full-time and 4.7% work part-time.

### 13 Disability by grade in %

Grade	Disabled	No known disability	Prefer not to say	Total
G001	0.1%	0.8%	0.2%	1.1%
G002	1.2%	6.7%	1.2%	9.1%
G003	0.5%	3.0%	0.2%	3.7%
G004	0.7%	4.2%	0.4%	5.4%
G005	1.4%	6.6%	0.3%	8.3%
G006	2.3%	13.0%	1.1%	16.4%
G007	2.8%	25.0%	1.3%	29.1%
G008	0.8%	11.1%	0.5%	12.4%
G009	0.7%	8.0%	0.4%	9.1%
G010	0.0%	1.1%	0.0%	1.1%
GP01	0.1%	2.5%	0.0%	2.7%
GP02	0.1%	0.6%	0.0%	0.8%
GP03	0.1%	0.2%	0.0%	0.3%
Other clinical academic	0.0%	0.5%	0.0%	0.5%
<b>Total</b>	<b>10.8%</b>	<b>83.6%</b>	<b>5.6%</b>	<b>100.0%</b>

### 13 a Disability by grade by headcount

Grade	Disabled	No known disability	Prefer not to say	Total
G001	2	20	4	26
G002	28	162	29	219
G003	11	72	5	88
G004	18	102	9	129
G005	34	159	7	200
G006	55	313	27	395
G007	67	600	32	699
G008	20	267	12	299
G009	16	193	9	218
G010	1	26		27
GP01	3	61		64
GP02	3	15	1	19
GP03	2	6		8
Other clinical academic		13		13
<b>Total</b>	<b>260</b>	<b>2009</b>	<b>135</b>	<b>2404</b>

### 14 Disability by job type in %

	ACADEMIC	PROFESSIONAL	RESEARCH	SUPPORT	Total
Disabled	3.2%	0.7%	1.2%	5.7%	10.8%
No known disability	28.7%	11.6%	12.0%	31.3%	83.6%
Prefer not to say	1.3%	0.5%	0.7%	3.1%	5.6%
<b>Total</b>	<b>33.3%</b>	<b>12.7%</b>	<b>13.9%</b>	<b>40.1%</b>	<b>100.0%</b>

The highest proportion of staff who identify as disabled work in support roles (137 staff) followed by academic roles (78 staff).

### 15 Disability by contract type in %

	Fixed-term	Open-ended/Permanent	Total
Disabled	5.1%	5.7%	10.8%
No known disability	33.2%	50.4%	83.6%
Prefer not to say	2.8%	2.8%	5.6%
<b>Total</b>	<b>41.1%</b>	<b>58.9%</b>	<b>100.0%</b>

## Ethnicity/Race

### 16

#### Broad ethnicity groups of all staff in %

BAME	9.6%
Prefer not to say	1.2%
White	89.2%
<b>Total</b>	<b>100.0%</b>

9.6% of Bangor University staff identify as 'BAME', continuing the upward year-on-year trend, up from 7.9% in the previous reporting period and 5.4% in 2014.

Across all UK HEIs the overall representation of staff identifying as Black, Asian and minority ethnic has risen from 8.6% of all staff with known ethnicity in 2003/4 to 17.5% in 2021/22. Across Welsh HEIs BAME staff make up 5.6% of UK nationals and 38.2% of non-UK nationals.

[Stats.Wales](#) estimates that 3.5% of Gwynedd's population is BAME.

### 17

#### Ethnicity of all staff in %

Ethnic group (HESA groupings)	% of staff
Any other Asian background	1.6%
Any other Black background	0.1%
Any other ethnic background	0.9%
Any other Mixed or Multiple ethnic background	0.7%
Arab	0.7%
Asian - Bangladeshi or Bangladeshi British	0.2%
Asian - Chinese or Chinese British	1.3%
Asian - Indian or Indian British	1.2%
Asian - Pakistani or Pakistani British	0.5%
Black - African or African British	1.2%
Black - Caribbean or Caribbean British	0.1%
Mixed or multiple ethnic groups - White or White British and Asian or Asian British	0.6%
Mixed or multiple ethnic groups - White or White British and Black African or Black African British	0.1%
Mixed or multiple ethnic groups - White or White British and Black Caribbean or Black Caribbean British	0.2%
White - including English, Scottish, Welsh, Northern Irish or British; Irish; & Any other White background	89.2%
Prefer not to say	1.2%
<b>Total</b>	<b>100.0%</b>

## 18 Ethnicity by grade in %

Grade	BAME	Prefer not to say	White	Total
G001	3.8%	3.8%	92.3%	100.0%
G002	18.7%	0.0%	81.3%	100.0%
G003	1.1%	0.0%	98.9%	100.0%
G004	3.9%	1.6%	94.6%	100.0%
G005	5.5%	1.0%	93.5%	100.0%
G006	9.9%	2.0%	88.1%	100.0%
G007	11.2%	1.0%	87.8%	100.0%
G008	9.0%	1.0%	90.0%	100.0%
G009	8.3%	2.3%	89.4%	100.0%
G010	3.7%	0.0%	96.3%	100.0%
GP01	7.8%	0.0%	92.2%	100.0%
GP02	10.5%	0.0%	89.5%	100.0%
GP03	0.0%	0.0%	100.0%	100.0%
Other clinical academic	15.4%	0.0%	84.6%	100.0%
<b>Total</b>	<b>9.6%</b>	<b>1.2%</b>	<b>89.2%</b>	<b>100.0%</b>

## 18 a Ethnicity by grade by headcount

Grade	BAME	Prefer not to say	White	Total
G001	1	1	24	26
G002	41		178	219
G003	1		87	88
G004	5	2	122	129
G005	11	2	187	200
G006	39	8	348	395
G007	78	7	614	699
G008	27	3	269	299
G009	18	5	195	218
G010	1		26	27
GP01	5		59	64
GP02	2		17	19
GP03			8	8
Other clinical academic	2		11	13
<b>Total</b>	<b>231</b>	<b>28</b>	<b>2145</b>	<b>2404</b>

Staff working in HEIs in the UK have increasingly become more ethnically diverse with an increase in Black, Asian and minority ethnic staff. However, inequalities persist with lower proportions of BAME staff in senior roles.

The higher proportion of Bangor University's BAME staff are in grades 2, 7, 6 and 8 respectively.

*NB Of the BAME grade 2 staff appearing as a high proportion in this reporting period for the first time: 11 are zero hours contract staff (usually students) working part-time in Academi (night club) – these staff have only recently been brought onto standard contracts as they were previously casual workers. 31 are Facility Operations staff working part-time, usually cleaners.)*

In terms of Professorial staff, in the reporting period we had 93 Professors of whom 7.5% (7) were BAME. Of the 7.5% of Professors who were BAME, 2.2% were female and 5.5% were male.

*NB Professors who are in Executive roles such as PVC have been grouped under grade G010 in table 18 but they have been counted as Professors for the total number of Professorial staff (93).*

Across UK HEIs 10.3% of UK national Professors were BAME and of Non-UK national Professors 17.1% were BAME.

## 19

### Ethnicity by job type in %

Broad ethnicity	ACADEMIC	PROFESSIONAL	RESEARCH	SUPPORT	Total
BAME	9.0%	3.6%	21.5%	7.9%	9.6%
Prefer not to say	1.3%	1.0%	0.9%	1.2%	1.2%
White	89.8%	95.4%	77.6%	90.9%	89.2%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 19 a

### Ethnicity by job type by headcount

Ethnicity	ACADEMIC	PROFESSIONAL	RESEARCH	SUPPORT	Total
BAME	72	11	72	76	231
Prefer not to say	10	3	3	12	28
White	718	292	260	875	2145
<b>Total</b>	<b>800</b>	<b>306</b>	<b>335</b>	<b>963</b>	<b>2404</b>

## 20

### Ethnicity by contract type in %

Broad ethnicity	Fixed-term	Open-ended/Permanent	Total
BAME	6.3%	3.3%	9.6%
Prefer not to say	0.5%	0.7%	1.2%
White	34.3%	54.9%	89.2%
<b>Total</b>	<b>41.1%</b>	<b>58.9%</b>	<b>100.0%</b>

## 20 a Ethnicity by contract type by headcount

Broad ethnicity	Fixed-term	Open-ended/Permanent	Total
BAME	151	80	231
Prefer not to say	12	16	28
White	825	1320	2145
<b>Total</b>	<b>988</b>	<b>1416</b>	<b>2404</b>

We can see from table 19 that a high proportion of our BAME staff work in research roles, table 20 tells us that more of our BAME staff are on fixed-term contracts than open-ended/permanent contracts. This might in part explain why we have relatively proportionate numbers of BAME staff in grades 6, 7 and 8 but those numbers drop significantly in the higher G010 and Professorial grades.

## 21 Ethnicity by full-time or part-time in %

Broad ethnicity	Full-time	Part-time	Total
BAME	6.1%	3.5%	9.6%
Prefer not to say	0.7%	0.5%	1.2%
White	52.7%	36.6%	89.2%
<b>Total</b>	<b>59.4%</b>	<b>40.6%</b>	<b>100.0%</b>

## 22 Broad ethnicity by broad nationality in %

Broad ethnicity	United Kingdom	Rest of the World	EU	Total
	BAME	3.3%	5.8%	
Prefer not to say	0.9%	0.1%	0.2%	1.2%
White	80.7%	2.4%	6.2%	89.2%
<b>Total</b>	<b>84.9%</b>	<b>8.2%</b>	<b>6.9%</b>	<b>100.0%</b>

The number of staff from the EU has reduced slightly from 7% last year to 6.9% in this reporting period.

The Government's changes to Visa rules took effect after this reporting period (changes from April 2024), it will be interesting to see how this impacts staff coming to Bangor University from the EU and the Rest of the World in the next reporting years.

Our staff come from 75 different nationalities.

\*We recognize that there are a number of issues inherent in grouping individuals into larger categories such as 'BAME'. The data presented in this report does not allow for a more nuanced or in-depth understanding of the participation and outcomes of students from sub-groups within each ethnic group presented (although more detailed information is analysed internally). BAME stands for Black, Asian and minority ethnic. This definition is widely recognised and used to identify patterns of marginalisation and segregation caused by attitudes toward an individual's ethnicity. We recognise the limitations of this acronym, particularly:

- the assumption that minority ethnic staff are a homogenous group
- the acronym's function as a label to describe minority ethnic groups of people, rather than identities with which people have chosen to identify
- the perception that BAME refer only to non-white people, which does not consider white minority ethnic groups.

However, in order to be able to publish figures, rather than redact small numbers, we have grouped BAME staff for the purposes of this report. As part of our Race Equality Charter work we are currently considering alternative terminology.

## Gender

### 23

**All staff by gender in %** (using legal sex field)

Female	59.0%
Male	41.0%
<b>Total</b>	<b>100.0%</b>

The total percentage of female staff (using the legal sex field) at the University is 59% which is higher than the UK HEI figure of 54.6% and 55.4% female in Welsh HEIs.

### 24

**All staff by gender in %** (using GenderID field - self-identifying)

Female	58.7%
Male	40.8%
Other	0.4%
Information refused	0.1%
<b>Total</b>	<b>100.0%</b>

### 25

**Gender by grade as a % of all staff**

Grade	Female	Male	Total
G001	0.7%	0.4%	1.1%
G002	5.7%	3.4%	9.1%
G003	1.5%	2.2%	3.7%
G004	3.6%	1.8%	5.4%
G005	6.0%	2.3%	8.3%
G006	10.4%	6.0%	16.4%
G007	18.2%	10.9%	29.1%
G008	7.1%	5.4%	12.4%
G009	4.0%	5.1%	9.1%
G010	0.3%	0.8%	1.1%
GP01	1.0%	1.7%	2.7%
GP02	0.2%	0.6%	0.8%
GP03	0.2%	0.2%	0.3%
Other clinical academic	0.2%	0.3%	0.5%
<b>Total</b>	<b>59.0%</b>	<b>41.0%</b>	<b>100.0%</b>

Despite comprising the majority of staff working at Bangor University and in UK HEIs, female staff remain underrepresented among staff in senior management roles, and in professorial posts. However, at the highest grade of Professor (GP03) we have an equal number of males and females.

**25 a**  
**Gender by grade as a % of each grade**

<b>Grade</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
G001	65.4%	34.6%	100.0%
G002	63.0%	37.0%	100.0%
G003	39.8%	60.2%	100.0%
G004	66.7%	33.3%	100.0%
G005	72.0%	28.0%	100.0%
G006	63.3%	36.7%	100.0%
G007	62.7%	37.3%	100.0%
G008	56.9%	43.1%	100.0%
G009	43.6%	56.4%	100.0%
G010	29.6%	70.4%	100.0%
GP01	37.5%	62.5%	100.0%
GP02	26.3%	73.7%	100.0%
GP03	50.0%	50.0%	100.0%
Other clinical academic	38.5%	61.5%	100.0%
<b>Total</b>	<b>59.0%</b>	<b>41.0%</b>	<b>100.0%</b>

**25 b**  
**Gender by grade by headcount**

<b>Grade</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
G001	17	9	26
G002	138	81	219
G003	35	53	88
G004	86	43	129
G005	144	56	200
G006	250	145	395
G007	438	261	699
G008	170	129	299
G009	95	123	218
G010	8	19	27
GP01	24	40	64
GP02	5	14	19
GP03	4	4	8
Other clinical academic	5	8	13
<b>Total</b>	<b>1419</b>	<b>985</b>	<b>2404</b>

In terms of Professorial staff, in the reporting period we had 93 Professors of whom 34 (36.6%) were female and 59 (63.4%) were male. This compares with 70.3% of Professors across UK HEIs being male.

## 26

### Gender by job type as a % of total staff

Job type	Female	Male	Total
ACADEMIC	18.4%	14.9%	33.3%
PROFESSIONAL	8.0%	4.7%	12.7%
RESEARCH	7.5%	6.4%	13.9%
SUPPORT	25.1%	14.9%	40.1%
<b>Total</b>	<b>59.0%</b>	<b>41.0%</b>	<b>100.0%</b>

## 26 a

### Gender by job type as a % of each job type

Job type	Female	Male	Total
ACADEMIC	55.3%	44.8%	100.0%
PROFESSIONAL	63.1%	36.9%	100.0%
RESEARCH	53.7%	46.3%	100.0%
SUPPORT	62.7%	37.3%	100.0%
<b>Total</b>	<b>59.0%</b>	<b>41.0%</b>	<b>100.0%</b>

A quarter of all staff (25.1%) are females working in support roles that are comprised of lower salary bands (grades 1 – 6).

## 27

### Gender by permanent or fixed-term contract in %

Contract type	Female	Male	Total
Fixed-term	24.9%	16.2%	41.1%
Open-ended/Permanent	34.1%	24.8%	58.9%
<b>Total</b>	<b>59.0%</b>	<b>41.0%</b>	<b>100.0%</b>

## 28

### Gender by full-time or part-time in %

	Female	Male	Total
Full-time	30.9%	28.5%	59.4%
Part-time	28.1%	12.5%	40.6%
<b>Total</b>	<b>59.0%</b>	<b>41.0%</b>	<b>100.0%</b>

675 women work part-time compared with 300 men.

## Gender Pay Gap, Ethnicity Pay Gap and Disability Pay Gap

In summary, our [Gender Pay Gap Report 2023](#) published in March 2024, using data from the snapshot date of 31 March 2023, found that there is a **Gender Pay Gap** at institutional level with male staff members' **median pay being 5.6%** higher than female staff members' pay having gradually decreased from 10.8% in 2019.

It is evident from the data that the number of female employees outnumber the male employees (the majority of the workforce being female), the overall mean Gender Pay Gap for the University stands at 10.9%, down from 13.2% the previous year) therefore appears to be primarily a result of greater male representation in the more senior roles within the University compared to female representation.

Whilst there is still work to be undertaken to address these gaps it is positive to note the improvement made to date from when we undertook our first Gender Pay Gap audit in 2018 when the median pay gap stood at 11.1% and the mean pay gap was 15.4%

We compare favourably with both the UK wide and Wales sectors - the figures for HEIs across the UK are: the overall median gender pay gap is 8.5% and mean gender pay gap is 14.2%. In HEIs in Wales the median gender pay gap is 13.7% and the mean gender pay gap is also 13.7%.

From March 2021, within our Gender Pay Gap Report, we began reporting our ethnicity pay gap at an institutional level, the **median Ethnicity Pay Gap currently stands at 4.3%** (from -4.9% the previous year).

Across UK HEIs the median and mean pay gap between UK White and UK Black, Asian and minority ethnic staff stood at 0.1% and 0.9%, respectively. The median and mean ethnicity pay gaps were substantially wider among non-UK staff, at 8.5% and 13.0%, respectively.

From March 2022, also within our Gender Pay Gap Report, we began reporting our disability pay gap at an institutional level, the **median Disability Pay Gap currently stands at 13.5%** (from 15% the previous year).

Across UK HEIs The overall mean pay gap between non-disabled and disabled staff was 10.4%, and the median pay gap was 8.7%. Although the median pay gap is similar to the one noted last year (8.4%), the mean pay gap has increased for a second year in a row, jumping from 8.7% in 2019/20 to 10.4% in 2021/22.

More information about the pay gaps along with and detailed analysis and our Action Plan to address pay gaps can be found in the [Gender Pay Gap Report 2023](#)

## International Women's Day



On 8th March 2023, the University celebrated International Women's Day by taking the global theme 'Embracing Equity' as an opportunity to celebrate all women. The programme of events recognised the achievements of a diverse range of women who work and study at the University and amplified the voices of those often less heard or represented.

## Religion, Belief & Non-belief

29

### All staff by religion, belief or non-belief in %

Any other religion or belief	3.0%
Buddhist	1.2%
Christian	32.3%
Hindu	0.9%
Jewish	0.3%
Muslim	1.5%
No religion	46.4%
Prefer not to say	14.3%
<b>Total</b>	<b>100.0%</b>

The 'prefer not to say' figure continues to decrease year on year, down from 15.1% in the previous reporting year. It is hoped that the work of the Faith Group and awareness-raising by Human Resources as part of the new HR & Payroll system iTrent roll-out around why the information is requested, the ease of updating the system, and how it is used, will continue to reduce that figure enabling more robust data analysis in the future.

The Chaplaincy Team is affiliated to, and works with, Student Services to offer pastoral care on a multi-faith basis and provides support to both students and staff of the University. Belonging to different faith traditions, the team meets regularly to ensure a coordinated approach to faith matters whilst respecting the different beliefs and traditions held.

*NB: Higher Education Institutions are required to return data relating to **Religion & Belief** on an optional basis only. Currently Advance HE only reports on collection and monitoring rates. As the data is currently voluntary to return, we do not yet have a national demographic picture of the HE staff population in relation to these characteristics for comparison.*

*In the reporting period, overall, religion and belief information, including 'information refused', was not returned to HESA for 41.0% of all staff working in UK HEIs.*

## Sexual Orientation

30

### All staff by sexual orientation in %

Bisexual	2.9%
Gay or lesbian	2.6%
Heterosexual or straight	77.7%
Other sexual orientation	0.9%
Prefer not to say	15.9%
<b>Total</b>	<b>100.0%</b>

The 'information refused' figure for the reporting period continues to reduce, this year standing at 15.9% having been 23.4% in 2018 before the creation of the LGBTQ+ Network. It is hoped that the work of the LGBTQ Network including events and awareness-raising by Human Resources as part of the new HR & Payroll system iTrent roll-out around why the information is requested, the ease of updating the system, and how it is used, will continue to reduce that figure enabling more robust data analysis in the future.

## Trans

31

### All staff by Trans status

Gender now is different to that at birth	0.8%
Prefer not to say	7.0%
Gender now is the same as at birth	92.2%
<b>Total</b>	<b>100.0%</b>

*NB: Higher Education Institutions are required to return data relating to **Sexual Orientation and Trans status** on an optional basis only. Currently Advance HE only reports on collection and monitoring rates. As the data is currently voluntary to return, we do not yet have a national demographic picture of the HE staff population in relation to these characteristics for comparison.*

*In the reporting period, overall, **sexual orientation** information, including 'information refused', was not returned to HESA for 40.9% of all staff working in UK HEIs and overall, **trans status** was unknown for 62.3% of all staff working in UK HEIs.*

## Pregnancy, Maternity & Family-friendly

32 women took maternity leave during the reporting period.

9 men took paternity leave during the period.

0 staff took shared parental leave.

0 staff took parental leave.

0 staff took adoption leave.

16 Flexible Working Requests were received during the reporting period, all of which were agreed.

## Inclusive Bangor Scholarships

Three 'Inclusive Bangor Scholarships' were awarded to exceptional Bangor University 2022 graduates. The scholarships, which covered the full course fees, enabled these talented and enthusiastic students to continue their studies at Bangor.

Kaitlin Corry, 24, from Lancashire, studied for an MSc in Neuroimaging in the School of Human and Behavioural Sciences and said:

"It is important that higher education settings seek to close gaps in equality through initiatives such as the Inclusive Bangor scholarships. I am really grateful to have received this scholarship as it has allowed me to stay at Bangor and given me the financial stability to focus properly on my studies and therefore to take the next step in pursuing a career, I am truly passionate about. As a gay female from a lower socio-economic background, I am also very passionate about supporting an inclusive environment and I would like to help give confidence and support to others struggling with EDI issues."

Jaime Johnston, 21, from Northern Ireland, studied for an MA in Criminology and Law in the School of History, Law and Social Sciences. Jaime said:

"I am unbelievably grateful to have received this scholarship and I thank the University's Athena Swan Committee for this opportunity! As a student, it was evident that Bangor University both condemns harassment, discrimination, and victimisation, and strongly encourages understanding of these issues and how we can challenge them. I personally strive to not only contribute to the outstanding EDI work that is already being done at Bangor University, but to further progress such strategies into the criminological field and work to diminish discrimination, victimisation, and harassment in all aspects of life."

Evie Mainwaring, 21, from Y Felinheli, Gwynedd studied for an MSc in Marine Biology in the School of Ocean Sciences and said:

"From a young age, I have been interested in pursuing a career in STEM but there were not many women role models within STEM and, like many girls, I was anxious about maths. Over the last years, the percentage of women in STEM has improved which is really positive. I am honoured and grateful to have been awarded the Inclusive Bangor Scholarship to continue my studies in the School of Ocean Sciences at Bangor where I hope to be involved in 'Girls into STEM' events and inspire other younger women to follow their career ambitions, to find their confidence and realise their capability. I am also really passionate about women's cricket and increasing female participation in the sport."

## Recruitment

During the reporting academic year **343** jobs were posted (advertised). There were **3251** applicants (some applicants may have applied for more than one vacant role in which case they will be counted more than once). **303** people were hired (a further 29 were at different stages of being offered but hadn't yet been hired/started their employment).

### Of the 303 people who were appointed (hired):

59.7% were female (during the same reporting period 59% of all University staff were female).  
36% were male.

4.3% did not disclose their gender.

14.9% were disabled (during the same reporting period 10.8% of all University staff identified as disabled).

78.2% were not disabled.

6.9% did not provide information.

11.9% were BAME (during the same reporting period 9.6% of all University staff identified as BAME).

80.5% were White.

7.6% did not provide information.

### Recruitment outcomes by headcount

Hired	303
In Process	206
Invitation	
Declined	8
Offer accepted	24
Offer declined	30
Offered	5
Closed	38
Withdrawn	152
Unsuccessful	2485
<b>Total</b>	<b>3251</b>

### Age

Of the **3251** applicants **221** preferred not to disclose their age. Of the **3030** who did give their age, the average age was **32 years**.

## 32

## All applicants by gender (the sex you identify with) in %

Gender	% of applicants
Female	47.3%
Male	49.9%
Other	0.2%
No info provided	0.7%
Do not wish to answer	1.9%
<b>Total</b>	<b>100.0%</b>

## 33

## Recruitment outcomes by gender (the sex you identify with) in %

Outcome	No info provided	Do not wish to answer	Female	Male	Other	Total
Hired	4.3%	0.7%	59.1%	35.6%	0.3%	100.0%
In Process Invitation	0.5%	2.4%	40.3%	56.8%	0.0%	100.0%
Declined Offer	0.0%	0.0%	62.5%	37.5%	0.0%	100.0%
Offer accepted	0.0%	4.2%	70.8%	25.0%	0.0%	100.0%
Offer declined	6.7%	0.0%	46.7%	46.7%	0.0%	100.0%
Offered	20.0%	0.0%	0.0%	80.0%	0.0%	100.0%
Closed	0.0%	2.6%	52.6%	44.7%	0.0%	100.0%
Withdrawn	0.7%	2.0%	59.9%	36.8%	0.7%	100.0%
Unsuccessful	0.2%	2.1%	45.4%	52.2%	0.1%	100.0%
<b>Total</b>	<b>0.7%</b>	<b>1.9%</b>	<b>47.3%</b>	<b>49.9%</b>	<b>0.2%</b>	<b>100.0%</b>

## 34

## All applicants by disability in %

	% of applicants
Disabled	10.1%
Do not wish to answer	3.9%
No info provided	0.7%
No known disability	85.2%
<b>Total</b>	<b>100.0%</b>

### 35 Recruitment outcomes by disability in %

Outcome	Disabled	Do not wish to answer	No info provided	No known disability	Total
Hired	14.9%	2.6%	4.3%	78.2%	100.0%
In Process Invitation	7.3%	4.4%	0.5%	87.9%	100.0%
Declined	0.0%	12.5%	0.0%	87.5%	100.0%
Offer accepted	8.3%	0.0%	0.0%	91.7%	100.0%
Offer declined	6.7%	3.3%	6.7%	83.3%	100.0%
Offered	20.0%	0.0%	20.0%	60.0%	100.0%
Closed	18.4%	7.9%	0.0%	73.7%	100.0%
Unsuccessful	9.6%	4.1%	0.2%	86.1%	100.0%
Withdrawn	11.8%	2.6%	0.7%	84.9%	100.0%
<b>Total</b>	<b>10.1%</b>	<b>3.9%</b>	<b>0.7%</b>	<b>85.2%</b>	<b>100.0%</b>

### 36 All applicants by ethnicity in %

	% of applicants
BAME	38.2%
Do not wish to answer	3.7%
No info provided	0.7%
White	57.4%
<b>Total</b>	<b>100.0%</b>

### 37 Recruitment outcomes by broad ethnicity in %

Outcome	BAME	Do not wish to answer	No info provided	White	Total
Hired	11.9%	3.3%	4.3%	80.5%	100.0%
In Process Invitation	50.0%	3.4%	0.5%	46.1%	100.0%
Declined	12.5%	0.0%	0.0%	87.5%	100.0%
Offer accepted	29.2%	12.5%	0.0%	58.3%	100.0%
Offer declined	23.3%	0.0%	6.7%	70.0%	100.0%
Offered	20.0%	0.0%	20.0%	60.0%	100.0%
Closed	26.3%	10.5%	0.0%	63.2%	100.0%
Unsuccessful	42.3%	3.8%	0.2%	53.6%	100.0%
Withdrawn	16.4%	1.3%	0.7%	81.6%	100.0%
<b>Total</b>	<b>38.2%</b>	<b>3.7%</b>	<b>0.7%</b>	<b>57.4%</b>	<b>100.0%</b>

## Promotion

This information covers promotion closing dates between 1 August 2022 31 July 2023. In total 172 staff applied for promotion, of these 100 members of staff were successful.

### 38

#### Promotion applications by gender in %

Gender	% of applications
Female	59.9%
Male	40.1%
<b>Total</b>	<b>100.0%</b>

### 39

#### Promotion outcomes by gender in %

Outcome	Female	Male	Total
Successful	59.0%	41.0%	100.0%
Unsuccessful	62.1%	37.9%	100.0%
Accelerated Increment	0.0%	100.0%	100.0%
Discretionary Award	60.0%	40.0%	100.0%
<b>Total</b>	<b>59.9%</b>	<b>40.1%</b>	<b>100.0%</b>

### 40

#### Promotion applications by disability in %

	% of applications
Disabled	8.1%
Information refused	1.2%
No known disability	90.7%
<b>Total</b>	<b>100.0%</b>

### 41

#### Promotion outcomes by disability in %

Outcome	Disabled	Information refused	No known disability	Total
Successful	7.0%	0.0%	93.0%	100.0%
Unsuccessful	10.6%	3.0%	86.4%	100.0%
Accelerated Increment	0.0%	0.0%	100.0%	100.0%
Discretionary Award	0.0%	0.0%	100.0%	100.0%
<b>Total</b>	<b>8.1%</b>	<b>1.2%</b>	<b>90.7%</b>	<b>100.0%</b>

## 42

## Promotion applications by ethnicity in %

	<b>% of applications</b>
BAME	8.1%
Information refused	0.6%
White	91.3%
<b>Total</b>	<b>100.0%</b>

## 43

## Promotion outcomes by ethnicity in %

<b>Outcome</b>	<b>BAME</b>	<b>Information refused</b>	<b>White</b>	<b>Total</b>
Successful	7.0%	1.0%	92.0%	100.0%
Unsuccessful	10.6%	0.0%	89.4%	100.0%
Accelerated Increment	0.0%	0.0%	100.0%	100.0%
Discretionary Award	0.0%	0.0%	100.0%	100.0%
<b>Total</b>	<b>8.1%</b>	<b>0.6%</b>	<b>91.3%</b>	<b>100.0%</b>

## 44

## Promotion applications by permanent or fixed-term (temp) and full-time or part-time in %

	<b>% of applications</b>
Perm Full-time	78.5%
Perm Part-time	14.5%
Temp Full-time	2.9%
Temp Part-time	4.1%
<b>Total</b>	<b>100.0%</b>

## 45

## Promotion outcomes by permanent or fixed-term (temp) and full-time or part-time in %

<b>Outcome</b>	<b>Perm Full-time</b>	<b>Perm Part-time</b>	<b>Temp Full-time</b>	<b>Temp Part-time</b>	<b>Total</b>
Successful	79.0%	16.0%	2.0%	3.0%	100.0%
Unsuccessful	75.8%	13.6%	4.5%	6.1%	100.0%
Accelerated Increment	100.0%	0.0%	0.0%	0.0%	100.0%
Discretionary Award	100.0%	0.0%	0.0%	0.0%	100.0%
<b>Total</b>	<b>78.5%</b>	<b>14.5%</b>	<b>2.9%</b>	<b>4.1%</b>	<b>100.0%</b>

## Leavers

During the academic year 2022 – 2023, **390** staff left their employment at the University, equating to **16.2% of staff** (of the total 2404 staff employed during the period).

Of all leavers:

53.1% were female, 46.9% were male.

13.1 identified as disabled.

18.7% identified as BAME.

### 46

#### All leavers by reason for leaving in % and headcount

Reason for leaving	% of leavers	Headcount
Died in Service	0.5%	2
Dismissal	0.3%	1
End of fixed term contract	54.4%	212
Redundancy	0.8%	3
Resigned	39.5%	154
Retirement	2.8%	11
Settlement Agreement	0.3%	1
Voluntary severance	1.5%	6
<b>Total</b>	<b>100.0%</b>	<b>390</b>

### 47

#### All leavers by gender and reason for leaving by % of total

Reason for leaving	Female	Male	Total
Died in Service	0.3%	0.3%	0.5%
Dismissal	0.0%	0.3%	0.3%
End of fixed term contract	28.5%	25.9%	54.4%
Redundancy	0.8%	0.0%	0.8%
Resigned	20.3%	19.2%	39.5%
Retirement	2.1%	0.8%	2.8%
Settlement Agreement	0.0%	0.3%	0.3%
Voluntary severance	1.3%	0.3%	1.5%
<b>Total</b>	<b>53.1%</b>	<b>46.9%</b>	<b>100.0%</b>

## 47 a

## All leavers by gender by reason for leaving as a % of each reason

Reason for leaving	Female	Male	Total
Died in Service	50.0%	50.0%	100.0%
Dismissal	0.0%	100.0%	100.0%
End of fixed term contract	52.4%	47.6%	100.0%
Redundancy	100.0%	0.0%	100.0%
Resigned	51.3%	48.7%	100.0%
Retirement	72.7%	27.3%	100.0%
Settlement Agreement	0.0%	100.0%	100.0%
Voluntary severance	83.3%	16.7%	100.0%
<b>Total</b>	<b>53.1%</b>	<b>46.9%</b>	<b>100.0%</b>

## 48

## All leavers by disability and reason for leaving by % of total

Reason for leaving	Disabled	No known disability	Prefer not to say	Total
Died in Service	0.3%	0.3%	0.0%	0.5%
Dismissal	0.0%	0.3%	0.0%	0.3%
End of fixed term contract	7.9%	42.1%	4.4%	54.4%
Redundancy	0.0%	0.8%	0.0%	0.8%
Resigned	4.4%	32.1%	3.1%	39.5%
Retirement	0.5%	2.3%	0.0%	2.8%
Settlement Agreement	0.0%	0.0%	0.3%	0.3%
Voluntary severance	0.0%	1.5%	0.0%	1.5%
<b>Total</b>	<b>13.1%</b>	<b>79.2%</b>	<b>7.7%</b>	<b>100.0%</b>

## 48 a

## All leavers by disability and reason for leaving as a % of each reason

Reason for leaving	Disabled	No known disability	Prefer not to say	Total
Died in Service	50.0%	50.0%	0.0%	100.0%
Dismissal	0.0%	100.0%	0.0%	100.0%
End of fixed term contract	14.6%	77.4%	8.0%	100.0%
Redundancy	0.0%	100.0%	0.0%	100.0%
Resigned	11.0%	81.2%	7.8%	100.0%
Retirement	18.2%	81.8%	0.0%	100.0%
Settlement Agreement	0.0%	0.0%	100.0%	100.0%
Voluntary severance	0.0%	100.0%	0.0%	100.0%
<b>Total</b>	<b>13.1%</b>	<b>79.2%</b>	<b>7.7%</b>	<b>100.0%</b>

## 49

## All leavers by ethnicity and reason for leaving by % of total

Reason for leaving	BAME	Prefer not to		Total
		say	White	
Died in Service	0.0%	0.0%	0.5%	0.5%
Dismissal	0.0%	0.0%	0.3%	0.3%
End of fixed term contract	11.0%	1.0%	42.3%	54.4%
Redundancy	0.0%	0.0%	0.8%	0.8%
Resigned	7.2%	0.0%	32.3%	39.5%
Retirement	0.0%	0.0%	2.8%	2.8%
Settlement Agreement	0.0%	0.0%	0.3%	0.3%
Voluntary severance	0.5%	0.0%	1.0%	1.5%
<b>Total</b>	<b>18.7%</b>	<b>1.0%</b>	<b>80.3%</b>	<b>100.0%</b>

## 49 a

## All leavers by ethnicity and reason for leaving as a % of each reason

Reason for leaving	BAME	Prefer not to		Total
		say	White	
Died in Service	0.0%	0.0%	100.0%	100.0%
Dismissal	0.0%	0.0%	100.0%	100.0%
End of fixed term contract	20.3%	1.9%	77.8%	100.0%
Redundancy	0.0%	0.0%	100.0%	100.0%
Resigned	18.2%	0.0%	81.8%	100.0%
Retirement	0.0%	0.0%	100.0%	100.0%
Settlement Agreement	0.0%	0.0%	100.0%	100.0%
Voluntary severance	33.3%	0.0%	66.7%	100.0%
<b>Total</b>	<b>18.7%</b>	<b>1.0%</b>	<b>80.3%</b>	<b>100.0%</b>

## Embedding Equality

The University recognises that appropriate staff training regarding equality, diversity and inclusion is an important and effective way of fostering good relations between people from different groups, eliminating discrimination and advancing equality of opportunity.

Our workplace training provision is now available in a variety of ways, both in-person and online to enable improved access.

We have a programme of equality training designed to meet the needs staff and to promote an inclusive workplace:

- All newly appointed staff complete their induction online via the Blackboard virtual learning environment. As part of this programme staff are required to complete the University's online equality and diversity training programme.
- Equality training provision has been tailored to meet the needs of specific groups of staff e.g. student wardens, Students' Union Sabbatical Officers, staff undertaking equality impact assessments and in-person training for manual staff.
- Equality for Managers training is provided in the form of half-day workshops some online and some in-person that take place three or four times a year with sessions in both English and Welsh. Additional tailored training is available upon request for specific teams. During the reporting period we ran 6 workshops that 46 staff attended.
- Staff involved in the Recruitment and Selection process should attend training and during the reporting period this session was run 7 times, with 67 attendees.
- Our Unconscious Bias online module has been updated and continues as an essential requirement for all new staff to complete as part of their induction.
- We run I-act training as part of our Health and Wellbeing Programme and continue to provide Mental Health First Aid (MHFA) training for managers focusing on mental health awareness, these sessions have high uptake and are very well received.
- In addition bespoke training has been designed and delivered on the following: Trans awareness, Race Equality Charter development and engagement, equality training for catering and hospitality staff.

We seek to thread equality into much of the staff training that we provide across many topics, for example we will discuss reasonable adjustments within our Sickness Absence Management training for managers as well as in our Equality for Managers workshops. Unconscious bias is covered in some detail in our Recruitment and Selection training as well as within the Unconscious Bias module. Wherever possible we link and merge learning themes in addition to having stand-alone topics.

## Equality Impact Assessments

The revised Equality Impact Assessment (EIA) template form and associated guidance continues to be used by managers across the whole University.

Training on carrying out Equality Impact Assessments has been incorporated within the 'Equality for Managers' half-day workshop and the EIA template form and guidance is published on our Human Resources webpages.

## Staff Casework

During the academic year 2022 – 2023 Human Resources managed the following formal casework:

Formal capability cases:

**4 cases**, of which

- 3 males, 1 female.
- 3 white members of staff, 1 information refused.
- 3 No known disability, 1 information refused.

Formal disciplinary cases:

**6 cases**, of which

- 4 males, 2 females.
- 6 white members of staff.
- 6 No known disability.

Formal grievances:

**2 cases**, of which

- 1 female, 1 male
- 2 white members of staff.
- 2 No known disability.

Formal probation cases (failing probation):

None.



*This report has been produced in accessible format and is also published in Welsh.  
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