



Bangor University
**ANNUAL EQUALITY
REPORT**

Data reporting period:
1 August 2020 – 31 July 2021



FOREWORD



As the institutional lead for Equality, Diversity and Inclusion (EDI) at Bangor University, I am delighted to present our Annual Equality Report covering the academic year 1 August 2020 - 31 July 2021. This is the second Annual Equality Report within the period of our Strategic Equality Plan 2020-2024.

The impact of the COVID-19 pandemic has continued to present challenges for individuals and communities as we adapted our lives, work and studying in ways that no-one could have anticipated. As a University we are very aware of the disproportionate impact of Covid-19 on certain protected groups and we are committed to embedding practice that addresses inequality and promotes inclusion for all. This has led to Bangor University developing and evolving practical solutions and individual support for both staff and students and has really increased the pace of change in enabling work and study to be more flexible and accessible.

There is also much for the University to celebrate as work on embedding EDI has continued despite the challenges, as demonstrated in our report against our SEP 2020 – 2024 Objectives in Appendix 1.

There has been a strengthening of equality matters in all our strategies, ensuring that consideration of diversity and inclusion is at the heart of everything we do for example, we have established a Council People & Culture Committee. We are extremely proud of awards celebrating our commitment to gender equality at Bangor. Bangor University is fully committed to the Athena SWAN Charter and holds a Bronze award in recognition of our work and progress in this area. Schools continue to work towards School-level awards, and we have made a commitment to apply for a Silver award during 2023.

Our Gender Pay Gap continues to decrease, with our median gender pay gap standing now at 5.7%, down from 7.2%, and 10.8% in 2020 and 2019 respectively. While this is good progress, we recognise that there is more to be done and we are committed to addressing these issues and providing a unique, multicultural and inclusive experience for all our staff and students. This is the second year we've reported on the ethnicity pay gap and the first year of reporting our disability pay gap.

We have participated in the Race, Access and Success Collaboration project funded by HEFCW and run by Advance HE, resulting in the development of our Race Action Plan, and we have made a commitment to sign up to the Race Equality Charter in 2023.

Work has begun to look at diversifying the curriculum and to consider how we can address the student attainment gap related to certain student demographics, and we have made a commitment to further develop our approach to inclusive practice in learning, teaching and assessment. An important step with this work is ensure that the data we collect is complete and relevant so we are evidence-based, and the next steps will be to consider best practice and interventions that can support all students to achieve their full potential.

Despite making progress with this agenda at Bangor, we still have a long way to go, and there is a perception that our focus is a reactive and paper (regulation) based one. We need to continue our move towards an intervention approach, but to make the step-change required we will have to both adjust the way we have engaged with this agenda and the resource supporting it. In this endeavor, I am pleased to say that we have just appointed Professor Morag McDonald as APVC for Diversity and Inclusion. Further, WG have recently announced funding to support our race equality action work.

We hope that the report presented here highlights the advances we have made and demonstrates our ongoing commitment to equality, diversity and inclusion. As PVC I am proud of the work the University is doing to strengthen and develop diversity and inclusion.

Professor Nicky Callow, PVC and Chair of the Equality & Diversity Strategy Group



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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 10,000 students currently study at the University with approximately 2,300 staff based within its three Colleges and nine Professional Service Departments.

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:

1. **eliminate** unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
2. **advance** equality of opportunity between people who share a relevant protected characteristic and those who do not
3. **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
- 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, published in March 2022, presents equality monitoring information on the diversity profile of all Bangor University staff employed during the 2020 – 2021 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 each of the equality objectives set out within our [Strategic Equality Plan 2020 – 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 22 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 Human Resources staff record system (Agresso), recruitment system (Talentlink) and Planning Department's student data system.

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 continue to develop our systems to make the title field optional.

The Annual Equality Report is reviewed and ratified by the Equality and Diversity Strategy Group and the University Executive on an annual basis.

Monitoring data is used to inform progress against the Equality 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 are therefore regularly reviewed at both University level and School level by self-assessment teams.

Points to note:

- Data in this report relates to the academic year 1 August 2020 – 31 July 2021.
- Staff ages are as on 1 August in the reporting year or on the staff member's start date if employment began during the academic year.
- In terms of the gender statistics, beginning in 2012/13, the HESA staff record replaced the gender field with the legal sex field, of which the possible options are male and female. For the purposes of this report, data from the legal sex field is referred to as 'gender.'

National and Wales HEI data for comparison is taken from the Advance HE ['Equality + higher education: Staff Statistical Report 2021'](#)



UNIVERSITY OVERVIEW OF ACTIVITY

Key developments include:

ATHENA SWAN 20/21

Following an independent review, the Athena Swan Gender Equality Charter has been transformed and the new framework, which includes revised processes and criteria, was published in June 2021. The new Charter promises to be more flexible, transparent and supportive. As a member of the Charter we can expect Advance HE to move from being in a position of assessment to a developmental and supporting approach.

Bangor University was delighted to achieve triple Athena Swan award success in 20/21. The School of Natural Sciences, the School of Health Sciences, and the School of Sports, Health and Exercise Sciences were successful in their applications for Bronze awards in November 2020. The awards recognise the Schools' ongoing commitment to gender equality for staff and students. These successful applications mean that Bangor University now holds 7 school-level Bronze applications, along with the Institutional Bronze Athena Swan award achieved in April 2018. Building on this success, Bangor University is working towards a Silver Athena Swan award in 2023.

The University's Athena Swan Working Group awarded "Equality & Diversity Scholarships 20/21" to three outstanding Bangor University students. The scholarships covered the full course fees for a Masters degree (taught or by research). This initiative followed on from the previous "Women in Science scholarships". In line with the broadening of the Athena Swan charter these scholarships now cover all subject areas and were therefore open to Bangor Undergraduates from any subject area wishing to continue their studies at Bangor. We are pleased to have been able to make these scholarships more inclusive and continue to work with students to support our inclusive community at Bangor University.

In March 2021, Bangor University joined International Women's Day 2021 #ChooseToChallenge #IWD2021 celebrations by holding an event 'Choose to Challenge' – A talk by Marian Wyn Jones, Chair of Bangor University's Council. The event was hosted by Professor Nichola Callow (Pro Vice-Chancellor and Head of College of Human Sciences) who chairs the University's Equality & Diversity Strategy Group. This annual event provides a University-wide forum for discussion of issues around gender equality that affect all staff and students.

NEW APVC ROLES

Ten Associate PVC posts have been appointed to focus upon delivery against key identified themes including one for Diversity and Inclusion, one for Sustainability and one for Civic Mission. As such these are particularly important roles for professional and leadership development and will form part of the succession planning, equality and diversity including the Welsh language and bilingual agenda of the University. Of the ten appointees 5 are female and 5 are male with 3 being fluent Welsh speakers and 2 learners.

EMBEDDING EQUALITY AND SHARING GOOD PRACTICE

Our online Unconscious Bias module was launched in May 2020, the course is mandatory for all staff and separate arrangements are in place for face-to-face sessions for staff with specific requirements. Diversity and inclusion matters are incorporated within a number of other training resources for staff including the Equality for Managers Workshop which includes segments on antisemitism, domestic violence and the impact of disability and caring. Further information about staff training can be found later in this report.

DIVERSITY IN THE MEMBERSHIP OF SENIOR GROUPS

There are some clear positives for 20/21: 50:50 gender balance of Senate (was 39% female (f) in 19/20) and Exec is 33% f (up from 30% f in 19/20).

Overall, good gender balance across all Strategy groups (45% female). 29% of Heads of School (HoS) are female; while there has been a drop compared to 19/20 (36% f) it is a huge increase compared to 18/19 where only 7% of HoS were female.

'BAME'

Work has begun to look at diversifying the curriculum and to consider how we can address the student attainment gap related to certain student demographics. With the latter the first step is to ensure that the data we collect is complete and relevant so we have an understanding of the true picture, and the next steps will be to consider best practice and interventions that can support all students to achieve their full potential.



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 groups across the University review progress against the action plan and work to address any equality issues that arise. The groups include:

EQUALITY & DIVERSITY STRATEGY GROUP

Chaired by Pro-Vice Chancellor Professor Nicky Callow, this is the senior group responsible for equality matters at the University. The group meets three times each year, its membership is made up of senior staff across all areas of the University, the Students Union and Trade Unions. Minutes are published on our webpages and the group reports to the Executive Committee.

ATHENA SWAN GROUP

Chaired by Dean of College, Professor Morag McDonald, this group collates the University's applications for Athena SWAN awards at University-wide and School level.

COLLEGE EQUALITY COMMITTEES

All three Colleges have established Equality Committees, Equality Champions are members of these as are members of Athena SWAN SAT groups and detailed work on Athena SWAN applications as well as other equality matters is progressed by these committees.

In the SEP 2020 – 2024 we have made a commitment to establish a Professional Services Equality Committee during the 2021 – 2022 academic year.

EQUALITY CHAMPIONS

Seven members of staff are Equality Champions across all areas of the University. They operate as a network with the Human Resources Staff Equality Officer, 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 and from individual staff member level to up to the Equality and Diversity Strategy Group 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.

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 HR Equality & Diversity webpage.



STAFF SNAPSHOT – AT A GLANCE

1 August 2020 – 31 July 2021

2304 staff (headcount)

AVERAGE AGE in years = 44

Male = 45

Female = 44

DISABILITY

9.59% staff identify as disabled (221 staff)

87.80% not disabled (2023)

2.6% prefer not to say (60)

ETHNICITY/RACE

6.86% of colleagues identified as BAME (158 staff)

0.87% preferred not to say (20)

92.27% White (2126)

GENDER/SEX

59.6% female (1373 staff)

40.4% male (931)

RELIGION, BELIEF & NON-BELIEF

45.05% no religion (1038 staff)

32.16% Christian (741)

1.95% Spiritual (45)

1.13% Muslim (26)

1.13% any other religion or belief (26)

0.95% Buddhist (22)

0.65% Hindu (15)

0.30% Jewish (7)

16.67% prefer not to say (384)

SEXUAL ORIENTATION

76.26% heterosexual (1757 staff)

1.78% bisexual (41)

1.52% gay man (35)

0.87% gay woman/lesbian (20)

0.65% other (15)

18.92% prefer not to say (436)

TRANS

91.23% gender same as at birth (2102 staff)

0.43% gender different to at birth (10)

8.33% prefer not to say (192)

CONTRACT TYPE

63% Permanent (1451 staff)

37% Fixed-term contract (853).

FULL-TIME/PART-TIME

58.51% work full-time (1348 staff)

41.49% work part-time (956)

Of the 956 part-time staff:

71.03% are female (679)

28.66% are male (274)

0.31% are other (3)

GRADE DISTRIBUTION

G001 - 3.21%

G002 - 6.90%

G003 - 3.30%

G004 - 6.38%

G005 - 8.07%

G006 - 15.97%

G007 - 27.08%

G008 - 13.50%

G009 - 9.51%

G010 - 1.22%

GP01 - 2.99%

GP02 - 1.09%

GP03 - 0.30%

Other clinical academic - 0.48%

JOB TYPE

33.33% Academic (768 staff)

13.06% Professional (301)

12.59% Research (290)

40.89% Support (942)

0.13% Other (3)



AGE

On 1 August 2020, the average age of all staff was 44 years, this is the same as the previous year but has increased slightly since recording the average age began in 2019 when it was 43.2 years. The median age of our staff was also 44 years.

The [Office for National Statistics](#) (ONS) in their mid-2020 publication says that in the UK, *“the broad age groups in the UK population are changing at different rates, with the number of those aged 65 years and over growing faster than those under 65 years.”*

“The median age of the UK population increased from 40.3 years in mid-2019 to 40.4 years in mid-2020. Of the countries of the UK, Wales had the highest median age (42.4 years), followed by Scotland (42.1 years), England (40.2 years) and Northern Ireland (39.2 years)”

- The highest proportion of our staff (24.78%) are in the age bracket 45 – 54, the same group as last year, closely followed by the 35 – 44 years group that comprises 23.96% of staff.
- The proportion of staff in the 65+ age group is increasing each year, from 3.2% in the Report published in 2018, to 4.9% in the report published in 2021 to 5.38% now.
- In reports prior to 2021 we have had more women than men in every age range apart from age 65+ which had previously been the exception. However, this year for the second time we have more women than men in the 65+ age group too.
- As in previous years, the highest proportion of staff aged 16 – 24 are in grade 1. The highest proportions of staff in age ranges 25 – 34 and 35 – 44 are again in grade 7 roles.
- The highest number of academic staff are in the 45 – 54 age group closely followed by 35 – 44 and 55 – 64 respectively.
- The highest numbers of professional staff are in the 45 – 54 age group, closely followed by 35 – 44 and 55 – 64 respectively.
- **The highest numbers of research staff are by a significant number in the 25 – 34 age group. This age group also has the highest number of staff on fixed-term contracts.**
- This year there is a change in the age distribution of support staff where the majority are now on the age group 25 – 34 followed by 45 – 54 (previously most support staff were in the 45 – 54 age group, closely followed by 25 – 34 years), 35 – 44 years and 55 – 64 years are next with very similar numbers.

Part-time working

- Of all staff 58.51% work full time, 41.49% work part-time, very little change since last year. Across the Higher Education Institutions (HEIs) in the UK that report to HESA, 67.2% of staff work full-time and 32.8% of staff work part-time.
- **Of the 41.49% staff who work part-time, 71% are female and 29% are male.**
- Women work part-time at significantly higher rates than men in all age ranges.
- Of part-time staff only, the biggest difference in male/female by age is in the 35 – 44 age group where 17.47% of part-time staff are female and 4.6% of part-time staff are male.
- There are more full-time staff in all age groups apart from the age groups at each end of the scale; the 16 – 24 and 65+ age groups have more part-time staff than full-time staff, this is the same as last year.

Average age of all staff on 1 August 2020 in years

All staff	44 years	Male	45 years	Female	44 years
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Figure 1: Table showing average age of staff by gender.

All staff by age range

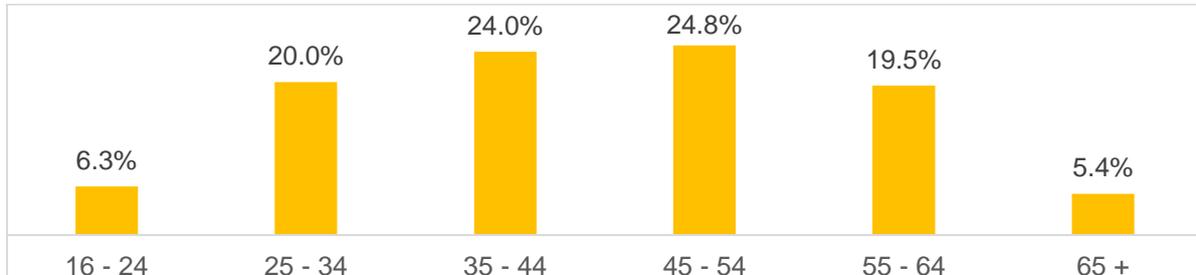


Figure 2: Bar chart showing all staff by age range.

Age ranges by gender in %

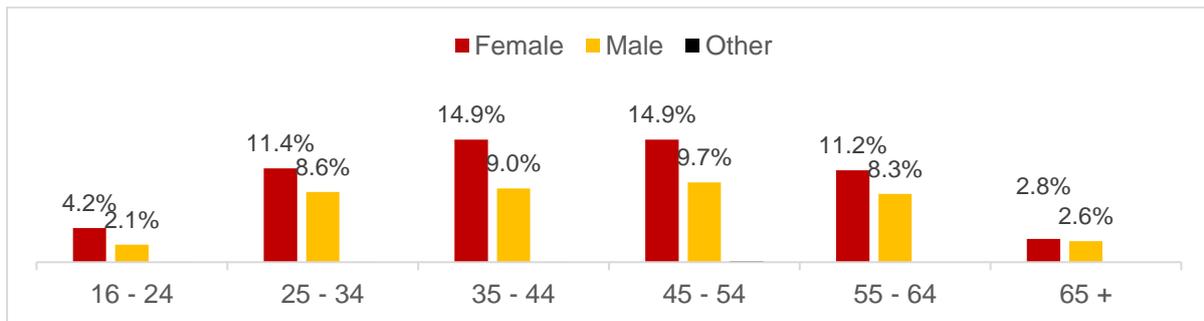


Figure 3: Bar chart showing age ranges by gender.

Age ranges by grade in %

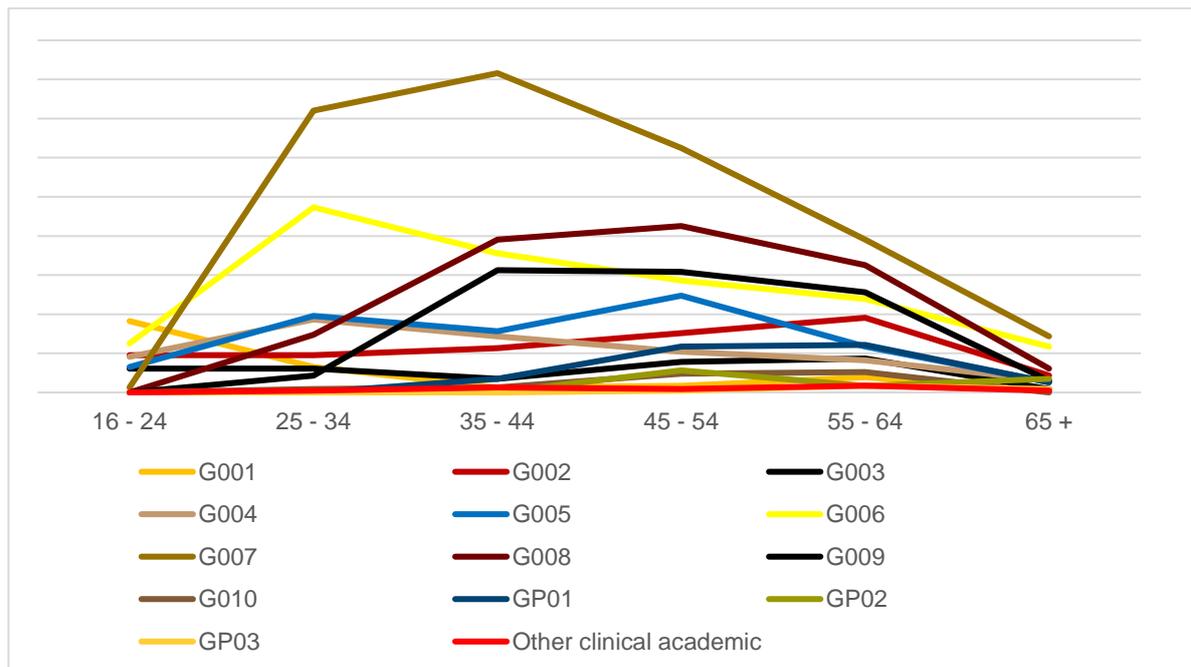


Figure 4: Line graph showing the percentages of staff in each grade by age range.

Age ranges by grade by headcount

Grade	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 +	Grand Total
G001	42	15	3	4	9	1	74
G002	22	22	26	35	44	10	159
G003	14	14	8	18	20	2	76
G004	21	43	33	24	19	7	147
G005	15	45	36	57	27	6	186
G006	29	109	82	66	55	27	368
G007	3	166	188	144	90	33	624
G008		34	90	98	75	14	311
G009		10	72	71	59	7	219
G010		2	3	11	12		28
GP01			8	27	28	6	69
GP02				13	4	8	25
GP03				1	4	2	7
Clinic academic		1	3	2	4	1	11
Grand Total	146	461	552	571	450	124	2304

Figure 5: Table showing age ranges by grade by headcount.

Age ranges by job type

Age range	ACADEMIC	OTHER	PROFESSIONAL	RESEARCH	SUPPORT	Total
16 - 24	2		1	17	126	146
25 - 34	99	1	32	121	208	461
35 - 44	209		80	83	180	552
45 - 54	210		116	43	202	571
55 - 64	188		67	22	173	450
65 +	60	2	5	4	53	124
Total	768	3	301	290	942	2304

Figure 6: Table showing age ranges by job type.

Age ranges by contract type in %

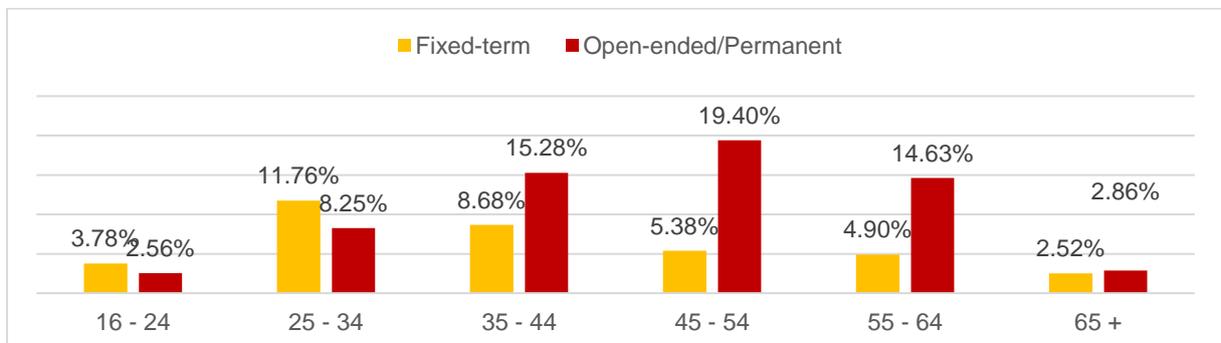


Figure 7: Bar chart showing age ranges by contract type.

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

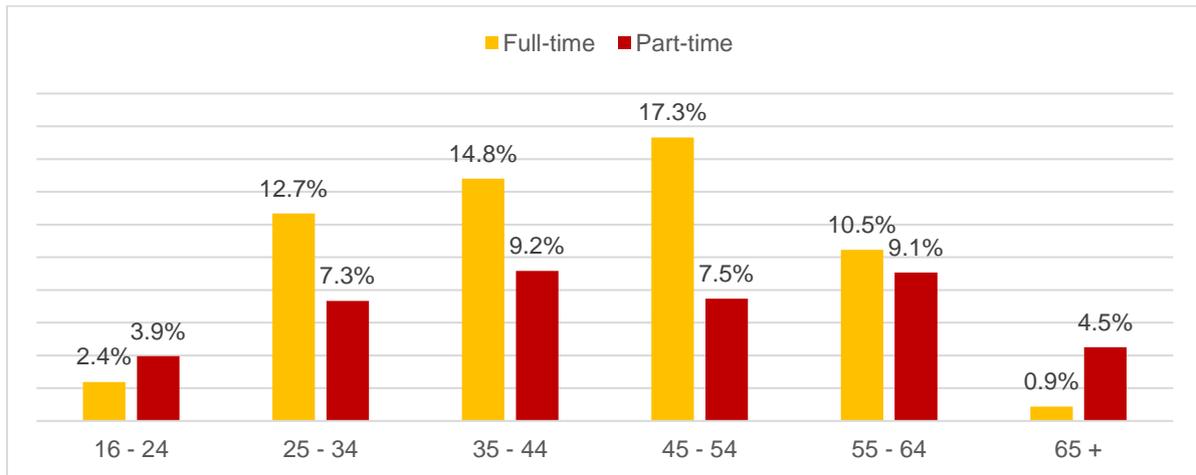


Figure 8: Bar chart showing age ranges by full-time and part-time staff.

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

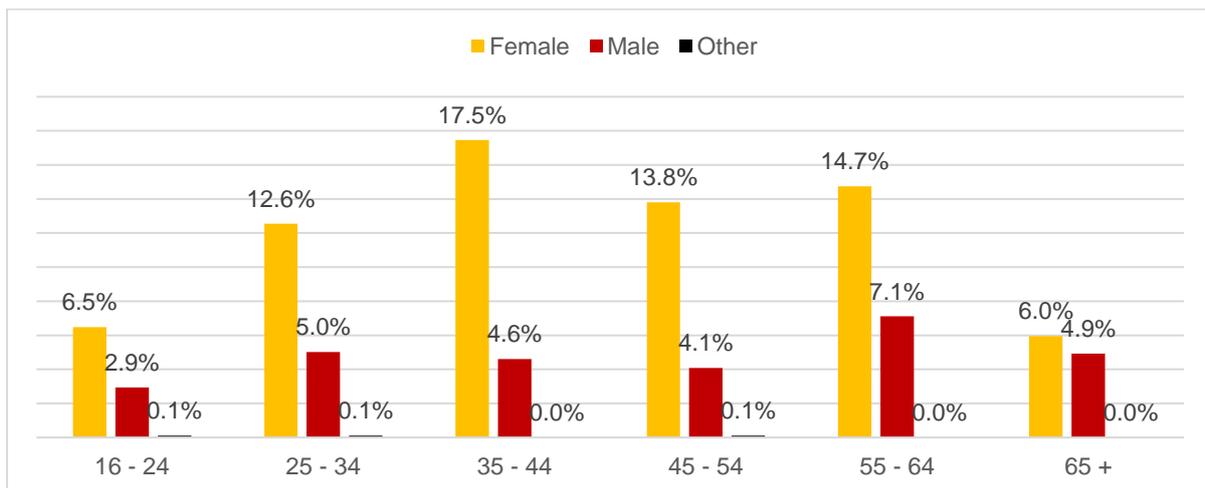


Figure 9: Bar chart showing part-time staff only by age group and gender.



DISABILITY

- **9.6% of staff at the University have self-identified as disabled. This compares with 5.5% of staff working in higher education across the UK and 6.7% in HEIs in Wales.**
- At Bangor the number of staff self-identifying as having a disability has increased year-on-year from 8.7% in the 2021 report, 7.6% in the 2020 report and 6.9% in the 2019 report.
- Disability disclosure rates have consistently increased in the last decade across HEIs and Bangor is no exception. Within the University just 2.6% of our staff choose to not provide information relating to disability.
- Of the 9.6% of staff who have self-identified as disabled, 5% work full-time and 4.6% work part-time.
- The highest proportion, by a significant amount, of staff who identify as disabled work in support roles.
- The highest proportion of staff who identify as disabled staff are in the age group 25 – 34 years.
- In March 2022, for the first time we have reported our institutional-level **Disability Pay Gap which stands at median – 16.8%, mean 12.9%**. Further information can be found in our [Gender Pay Gap Report 2021](#).
- Across Wales HEI's the Disability Pay Gap stands at median – 8.4% and mean 8.1%. This is likely due to the distribution of staff who identify as disabled across our grades. At Bangor in some grades no staff have identified as disabled i.e. Grade 10 (Directors), GP03 (the most senior grade of Professor) and 'Other clinical academic'. Only 0.1% of staff in grades GP01 and GP02 have identified as disabled.

All staff by disability

221 staff have identified as disabled (9.59% of all staff)

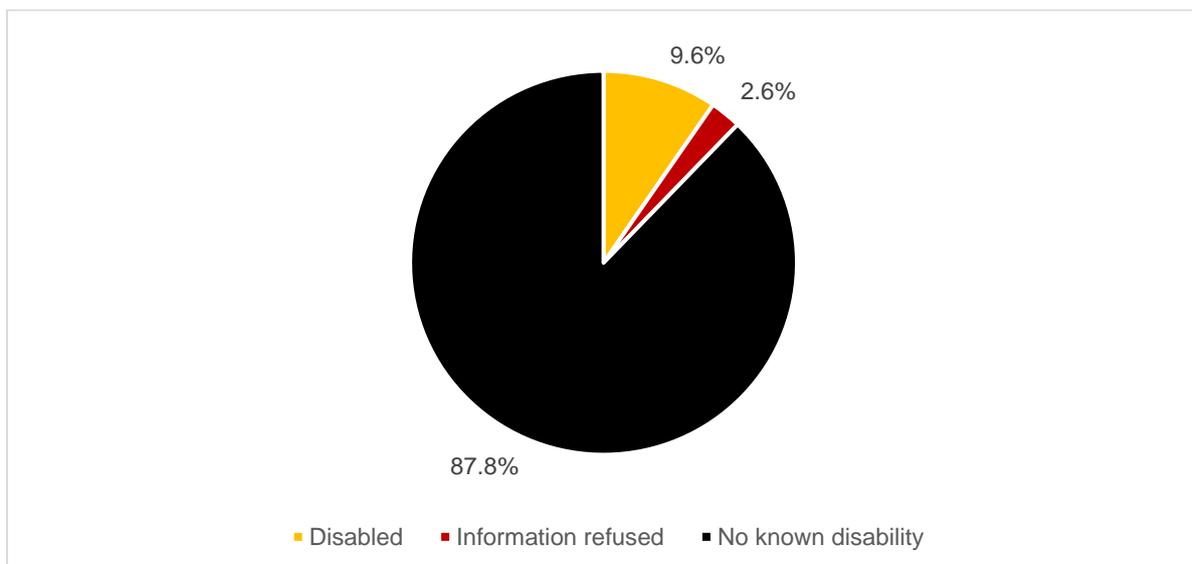


Figure 10: Pie chart showing all staff by disability status.

All staff by disability type in %

Disability category	% of all staff
A disability, impairment or medical condition that is not listed above	1.69%
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	2.21%
A mental health condition, such as depression, schizophrenia or anxiety disorder	1.65%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0.26%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0.17%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	2.43%
Blind or a serious visual impairment uncorrected by glasses	0.09%
Deaf or serious hearing impairment	0.26%
General learning disability (such as Down's syndrome)	0.13%
Two or more impairments and/or disabling medical conditions	0.69%
Information refused	2.60%
No known disability	87.80%
Grand Total	100.00%

Figure 11: Table showing type of impairment.

Disability by age range

Disability status	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 +	Total
Disabled	23	65	40	39	36	18	221
Information refused	6	11	12	18	11	2	60
No known disability	117	385	500	514	403	104	2023
Total	146	461	552	571	450	124	2304

Figure 12: Table showing disability status by age range

Disability by full-time or part-time in %

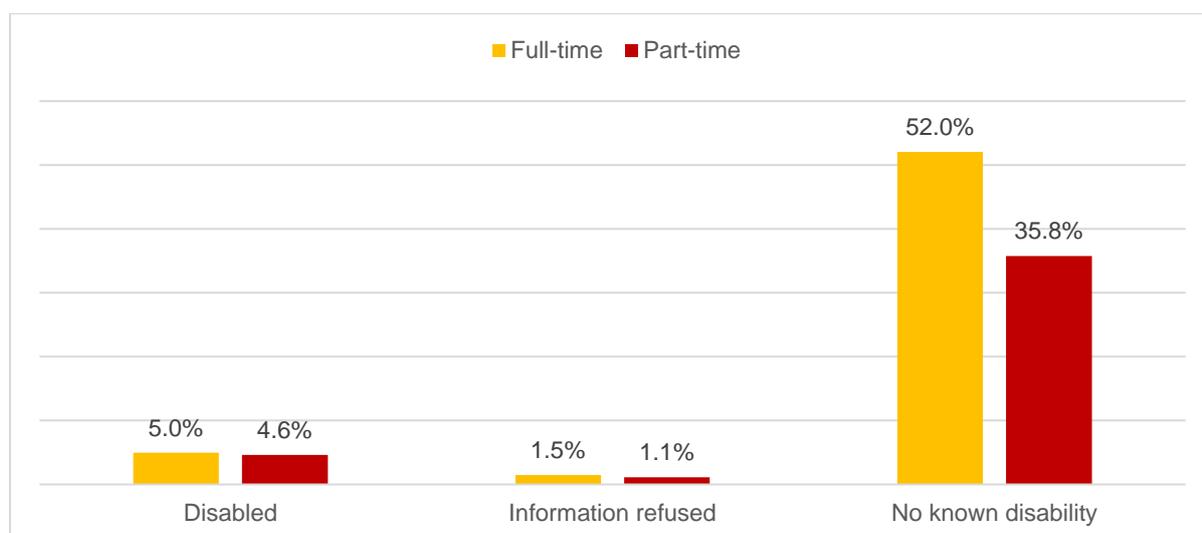


Figure 13: Bar chart showing disability status by full-time and part-time.

Disability by grade in %

Grade	Disabled	Information refused	No known disability	Total
G001	0.4%	0.3%	2.5%	3.2%
G002	0.9%	0.4%	5.6%	6.9%
G003	0.6%	0.2%	2.6%	3.3%
G004	1.1%	0.1%	5.2%	6.4%
G005	1.0%	0.2%	6.9%	8.1%
G006	1.6%	0.3%	14.1%	16.0%
G007	2.3%	0.7%	24.1%	27.1%
G008	0.7%	0.2%	12.5%	13.5%
G009	0.7%	0.2%	8.6%	9.5%
G010	0.0%	0.0%	1.2%	1.2%
GP01	0.1%	0.0%	2.9%	3.0%
GP02	0.1%	0.0%	0.9%	1.1%
GP03	0.0%	0.0%	0.3%	0.3%
Other clinical academic	0.0%	0.0%	0.5%	0.5%
Total	9.6%	2.6%	87.8%	100.0%

Figure 14: Table showing disability status by grade in %.

Disability by job type in %

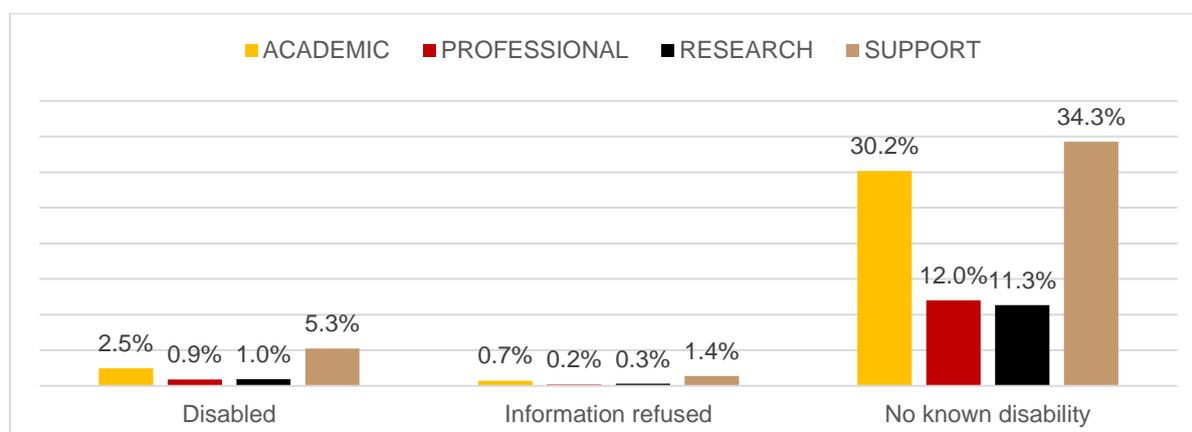


Figure 15: Bar chart showing disability status by job type.

Disability by contract type in %

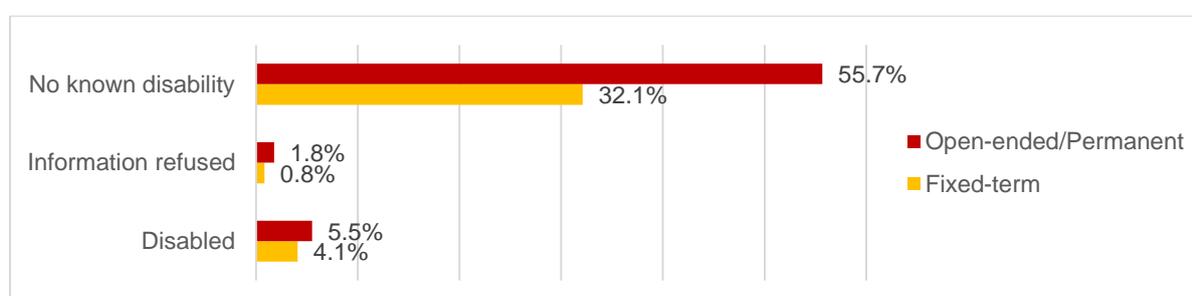


Figure 16: Bar chart showing disability by contract type.



ETHNICITY/RACE

- 6.9% of University staff identify as BAME*, this figure has gradually increased year-on-year from 5.4% in 2014.
- This is lower than the average across HEIs in the UK for UK-national BAME staff (10.8%) and non-UK-national BAME staff (32.3%). But higher for UK-nationals in Wales (4.8%). In terms of the local context [Stats.Wales](#) estimates that 3.3% of Gwynedd's population is BAME.
- Only 0.9% of staff have declined to disclose their ethnicity.
- As in previous years, the 'job type' with the highest proportion of BAME staff is the academic group, followed by staff in research roles.
- 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 both UK and non-UK Black, Asian and minority ethnic staff than white staff in senior management positions, and on higher salary bands.
- The majority of Bangor University's BAME staff are clustered in grades 7, 6, 8 and 9 respectively.
- In terms of professorial staff, in the reporting period we had 101 Professors of whom 35 were female professors (35% of all professors) and 65 were male professors (65% of all professors). This compares with the UK figure of 63.5% of all professors being White male, 25.6% being White female, 8.1% being BAME male and 2.7% BAME female.
- At Bangor University, of the 7.92% BAME Professors, 4.95% are male and 2.97% are female.
- The number of staff members from the EU is 6.8% slightly down on last year's 7%.
- In March 2021, we began reporting our institutional-level **Ethnicity Pay Gap**. In 2021 it stood at **median -1.7% and mean -12.1%**. Further information can be found in our [Gender Pay Gap Report 2021](#). This compares with HEIs across Wales having a **median ethnicity pay gap of -11.9%** and mean ethnicity pay gap of - 12.3% (A negative ethnicity pay gaps means that UK Black, Asian and minority ethnic staff were on average paid more than UK white staff.)

*There are a number of issues inherent in grouping individuals into larger categories. 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. 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.

Broad ethnicity groups of all staff in %

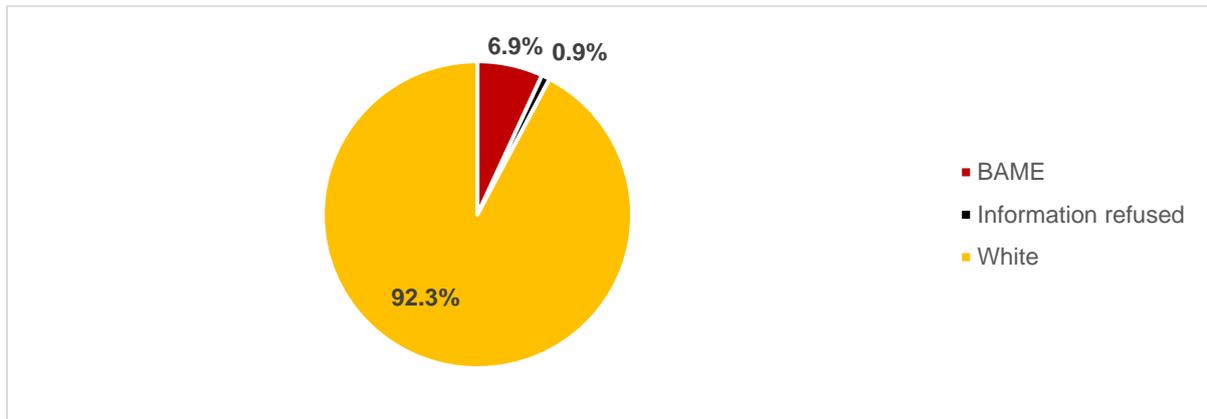


Figure 17: Pie chart showing staff percentages of White and *BAME staff.

Ethnicity by grade in %

Grade	BAME	Information refused	White	Total
G001	0.13%	0.04%	3.04%	3.21%
G002	0.52%	0.00%	6.38%	6.90%
G003	0.00%	0.04%	3.26%	3.30%
G004	0.09%	0.00%	6.29%	6.38%
G005	0.22%	0.04%	7.81%	8.07%
G006	1.17%	0.17%	14.63%	15.97%
G007	2.34%	0.22%	24.52%	27.08%
G008	1.04%	0.09%	12.37%	13.50%
G009	0.82%	0.26%	8.42%	9.51%
G010	0.09%	0.00%	1.13%	1.22%
GP01	0.30%	0.00%	2.69%	2.99%
GP02	0.04%	0.00%	1.04%	1.09%
GP03	0.00%	0.00%	0.30%	0.30%
Other clinical academic	0.09%	0.00%	0.39%	0.48%
Total	6.86%	0.87%	92.27%	100.00%

Figure 18: Table showing broad ethnicity by grade.

Ethnicity by job type in %

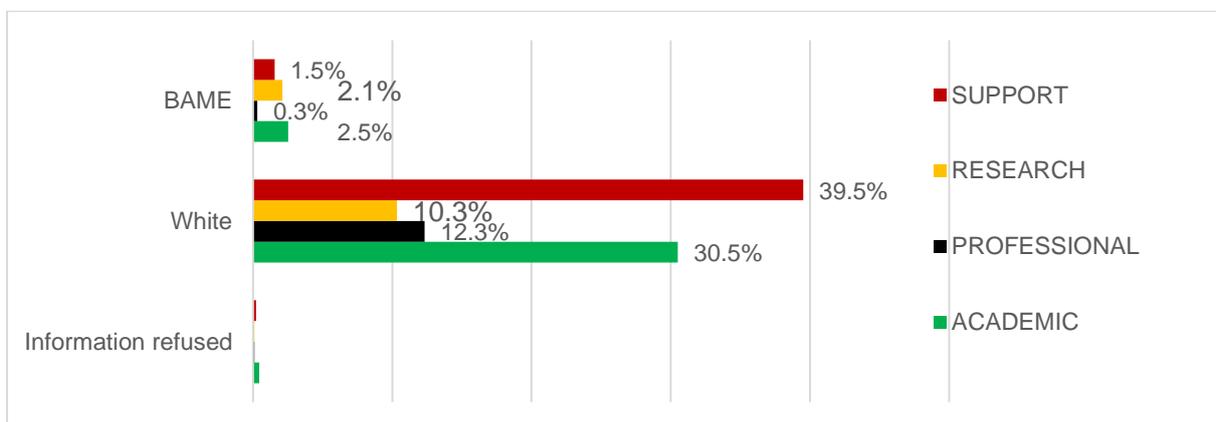


Figure 19: Bar chart showing ethnicity by job type.
Ethnicity by contract type in %

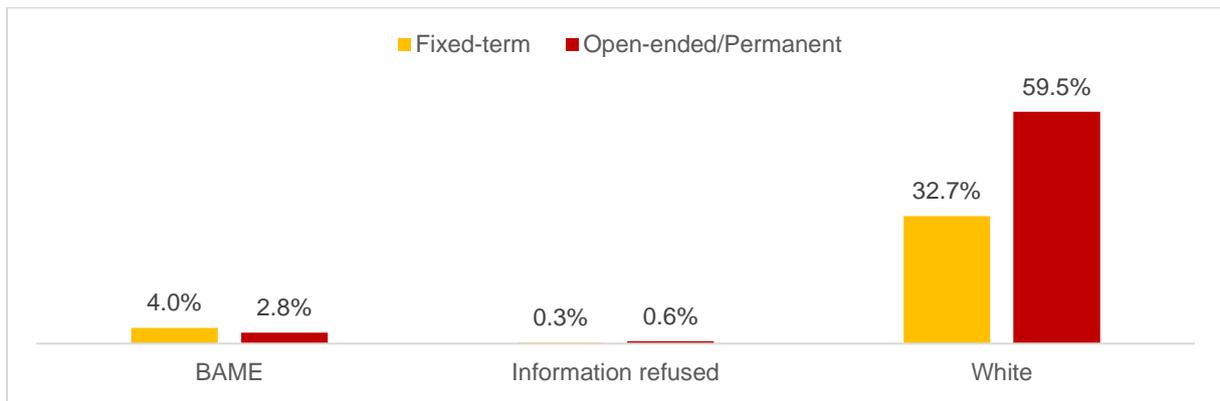


Figure 20: Bar chart showing ethnicity by contract type.

Ethnicity by full-time or part-time in %

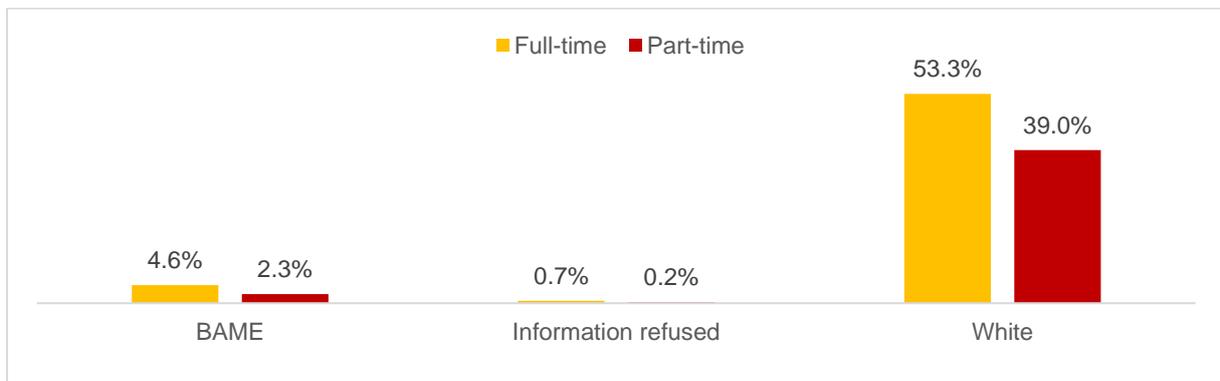


Figure 21: Bar chart showing ethnicity by full-time and part-time.

Broad ethnicity and nationality in %

Row Labels	EU	RoW	United Kingdom	Grand Total
BAME	0.17%	3.60%	3.08%	6.86%
Information refused	0.09%	0.04%	0.69%	0.83%
White	6.51%	2.21%	83.59%	92.31%
Grand Total	6.77%	5.86%	87.36%	100.00%

Figure 22: Table showing ethnicity by UK, EU and *Rest of World.



GENDER

- Despite comprising the majority of staff working in UK higher education, women remain under-represented among academic staff, particularly in professorial grades. This is the case across the University and across UK HEIs. A larger proportion of females than males work in professional and support roles, work part-time, work on fixed-term contracts, and in lower salary bands.
- The total percentage of female staff at the University is 59.6% which is higher than the UK HEI figure of 54% female and the Wales HEI figure of 55.2% of staff being female.
- At Bangor University, the highest number of females are in grade 7, followed by grades 6 and 8 respectively. From grade 9 upwards there is a mixed picture, in that in senior academic grades there are more males than females, however, for senior professional staff (grade 10) there is a similar number of males and females.
- In terms of professorial staff, in the reporting period we had 101 Professors of whom 35 were female professors (35% of all professors) and 65 were male professors (65% of all professors). This compares with the UK figure of 63.5% of all professors being White male, 25.6% being White female, 8.1% being BAME male and 2.7% BAME female.
- The majority of females at the University are employed in support roles (26.8%). The highest number of males by job type are spread between both academic and support roles (15.3% and 14.2% respectively).
- 29.5% of all women work part-time compared with 11.9% of men.

All staff by gender in %

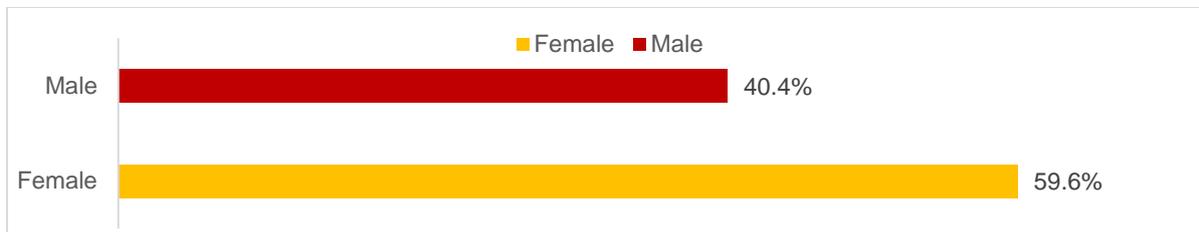


Figure 23: Bar chart showing female and male staff.

Gender by grade in %

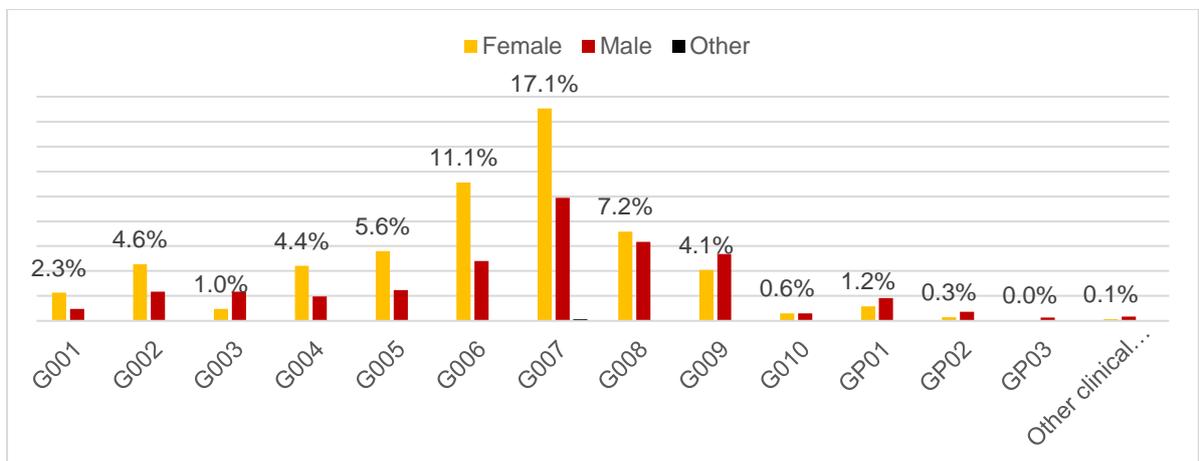


Figure 24: Column chart showing gender by grade.

Gender by grade by headcount

Grade	Female	Male	Other	Grand Total
G001	52	22		74
G002	105	54		159
G003	22	54		76
G004	102	45		147
G005	129	57		186
G006	256	111	1	368
G007	393	228	3	624
G008	165	146		311
G009	94	124	1	219
G010	14	14		28
GP01	27	42		69
GP02	7	17	1	25
GP03	1	6		7
Other				
clinical	3	8		11
academic				
Grand Total	1370	928	6	2304

Figure 25: Table showing gender by grade by headcount.

Gender by job type in %

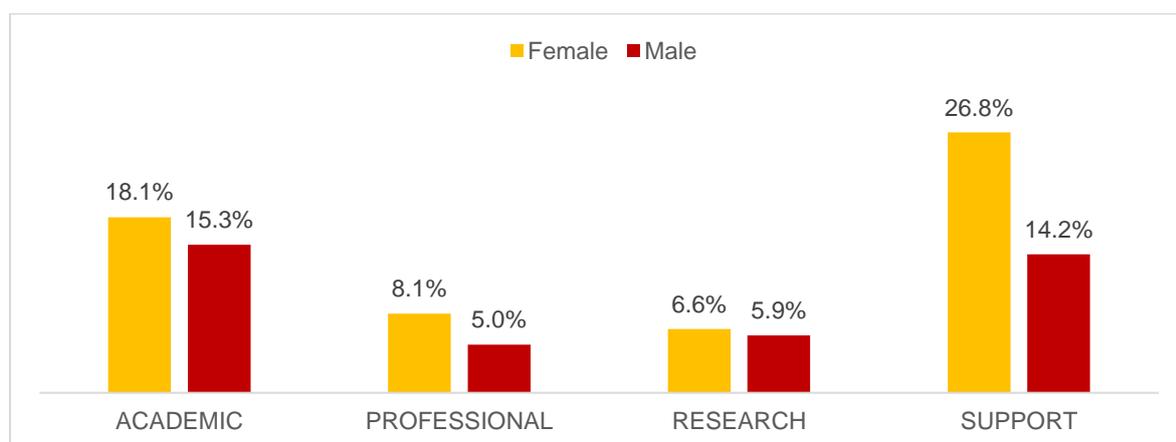


Figure 26: Bar chart showing gender by job type.

Gender by permanent or fixed-term contract in %

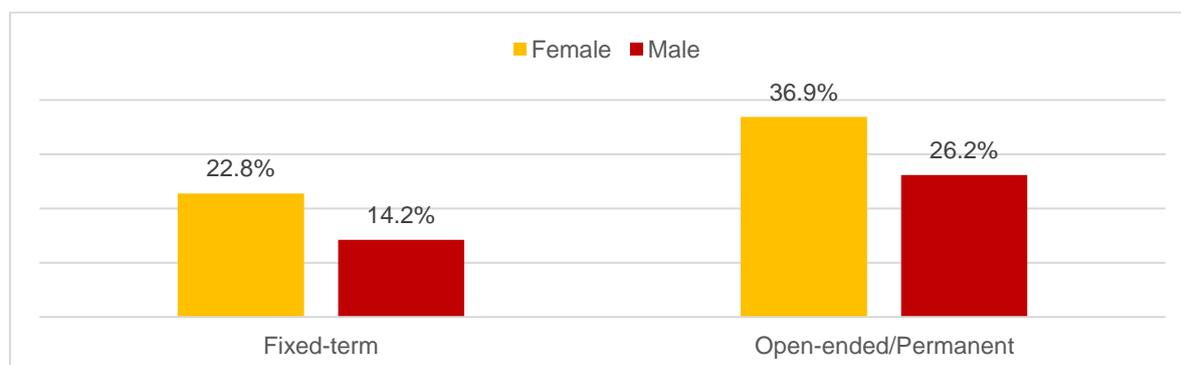


Figure 27: Bar chart showing contract type by gender.

Gender by full-time or part-time in %

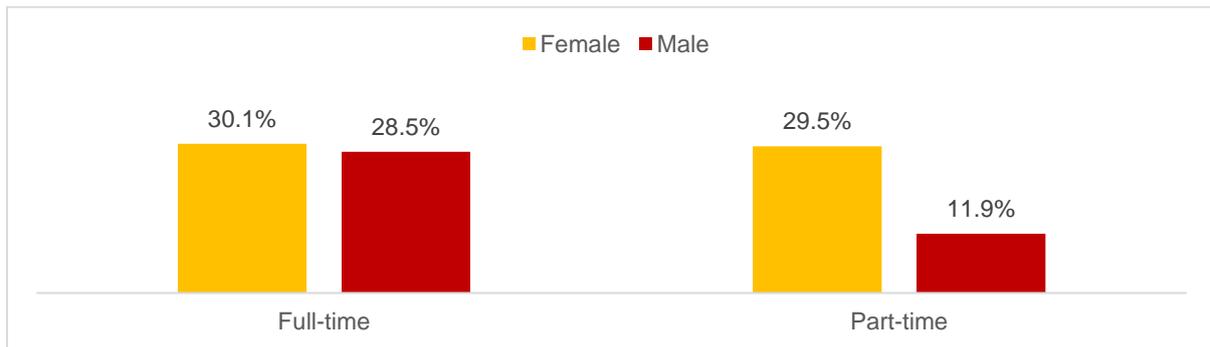


Figure 28: Bar chart full-time and part-time staff by gender.

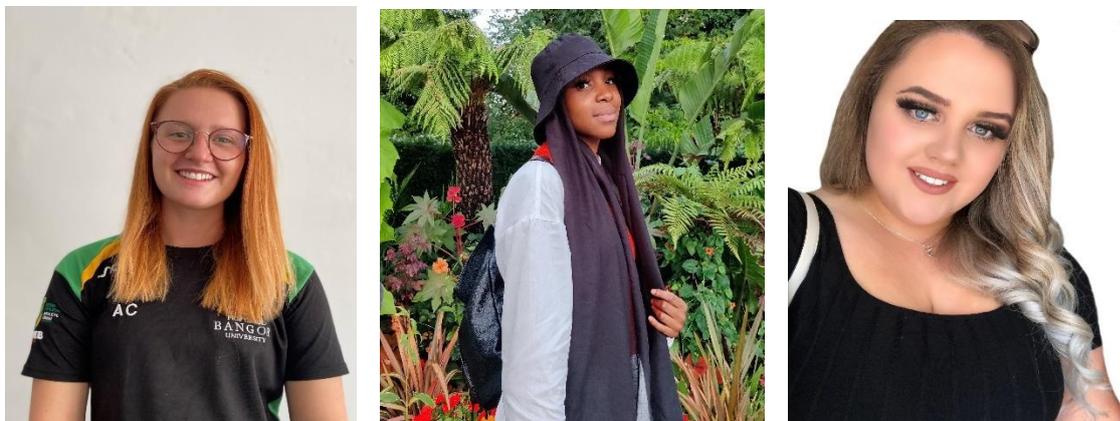


Figure 29: Photographs of three students who are recipients of the Equality & Diversity Scholarships

Three '**Equality & Diversity Scholarships**' have been awarded to exceptional Bangor University 2020 graduates.

L-R: Abi Cousins, Georgina Sidley-Brooks and Olaitan Olawande. The scholarships, which cover the full course fees, will enable the talented and enthusiastic students to continue their studies and the recipients of these scholarships are now enrolled in postgraduate courses at Bangor.



GENDER PAY GAP, ETHNICITY PAY GAP & DISABILITY PAY GAP

In summary, our [Gender Pay Gap Report 2021](#) published in March 2022, using data from the snapshot date of 31 March 2021, found that there is a **Gender Pay Gap at institutional level with male staff members' median pay being 5.7%** higher than female staff members' pay (the pay gap continues to decrease year-on-year, from 7.2% in 2020 and 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 **Gender Pay Gap for the University (13.7% mean)** 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%

For HEIs across the UK the overall median gender pay gap is 11.1% and mean gender pay gap is 15.7%. In HEIs in Wales the median gender pay gap is also 11.1% and the mean gender pay gap is 15.8%.

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** stands at -1.7%.

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** stands at 16.8%.

More information about the pay gaps and detailed analysis can be found in the [Gender Pay Gap Report 2021](#).



Figure 30: Photograph of Marian Wyn Jones, speaker on International Women's Day March 2021.

In March 2021, Bangor University joined International Women's Day 2021 (#ChooseToChallenge #IWD2021) celebrations by holding an event 'Choose to Challenge' – A talk by Marian Wyn Jones, Chair of Bangor University's Council. The event was hosted by Professor Nichola Callow (Pro Vice-Chancellor and Head of College of Human Sciences) who chairs the University's Equality & Diversity Strategy Group. This annual event provides a University-wide forum for discussion of issues around gender equality that affect all staff and students.



RELIGION, BELIEF & NON-BELIEF

Higher Education Institutions are required to return data relating to **Religion & Belief, 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.

The 'information refused' figure for the reporting period is 16.7% a small reduction on the previous year's 17.2%. It is hoped that the work of the Faith Group and awareness-raising by Human Resources around why the information is requested and how it is used will continue to reduce that figure enabling more robust data analysis in the future.

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

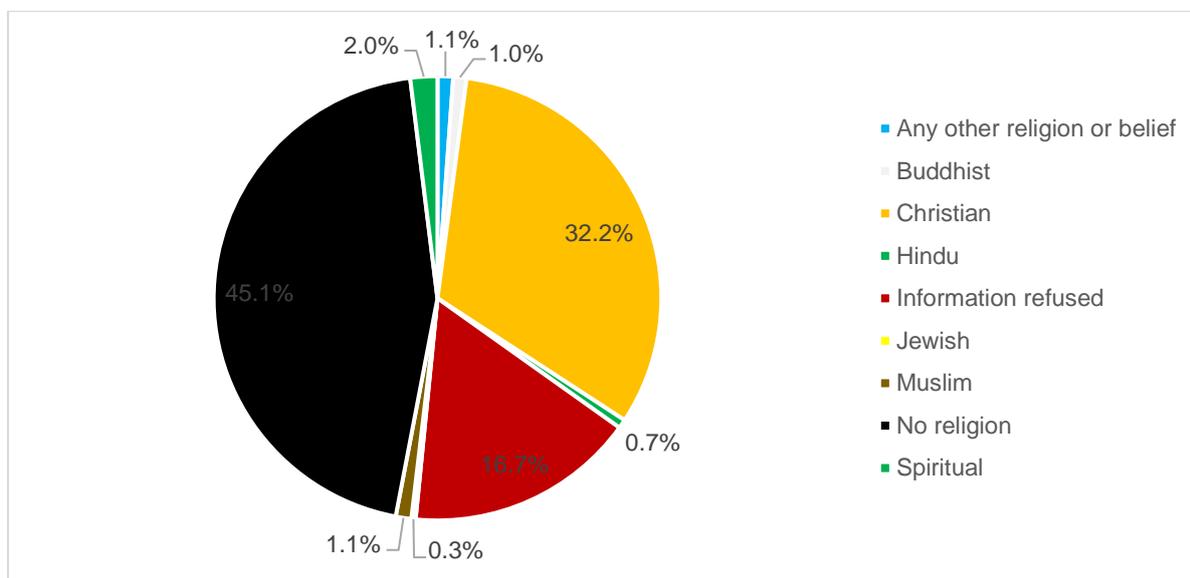


Figure 31: Pie chart showing staff by religion, belief or non-belief.

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.



SEXUAL ORIENTATION

Higher Education Institutions are required to return data relating to **Religion & Belief, 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.

The 'information refused' figure for the reporting period is 18.9% a reduction on the previous year's 20.18%. It is hoped that the work of the LGBTQ Network including events and awareness-raising by Human Resources around why the information is requested and how it is used will continue to reduce that figure enabling more robust data analysis.

All staff by sexual orientation in %

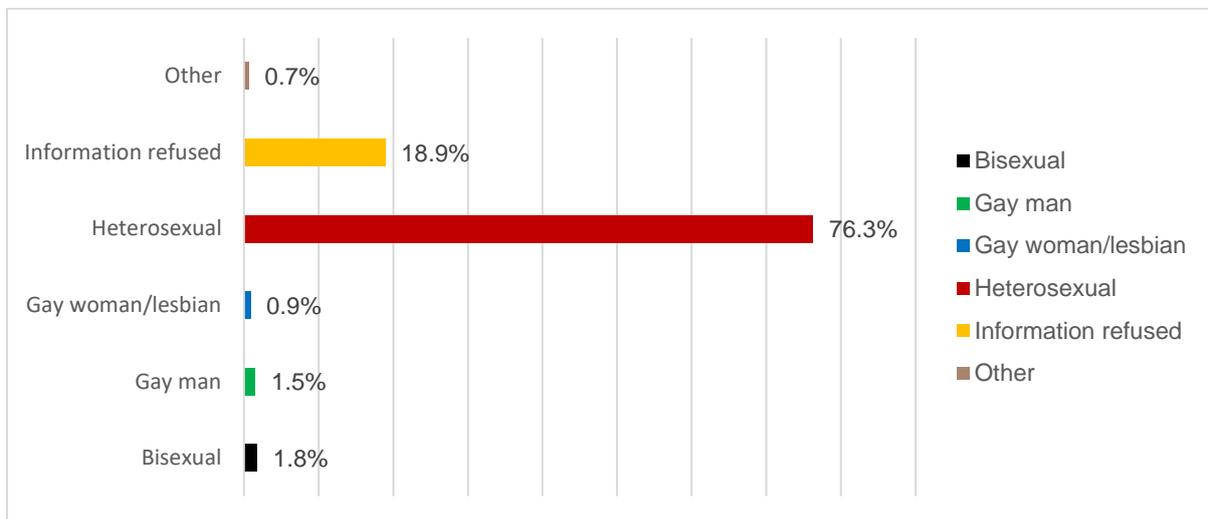


Figure 32: Chart showing staff by sexual orientation.



Figure 33: Photograph of rainbow flag flying above the historic Main Arts building.



TRANS

*Higher Education Institutions are required to return data relating to **Religion & Belief, 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.*

TRANS

91.23% gender the same as registered at birth (2102 staff)
0.43% gender different to that registered at birth (10)
8.33% prefer not to say (192)

A [Trans Policy and Procedure](#) to support our staff was developed, approved by the Trades Unions and published on our website in January 2019, it will be reviewed this year. We also have a [Student Trans Equality Policy](#).



PREGNANCY & MATERNITY

24 women took maternity leave during the reporting period.
18 men took paternity leave.
0 people took shared parental leave.
2 people took parental leave
3 people took adoption leave.

We will look at encouraging an awareness and increase the numbers of staff taking shared parental leave during the period of the Strategic Equality Plan 2020 – 2024. (Low or zero figures are in line with take up of shared parental leave nationally.)



RECRUITMENT

During the reporting academic year **301** jobs were posted (advertised). There were **2941** applicants (some applicants may have applied for more than one vacant role in which case they will be counted more than once).

249 people were appointed (hired). Of the 249:

60.6% were female
 35.3% were male
 4% did not disclose their gender.

83.5% were not disabled
 10% identified as disabled
 6.4% did not disclose their disability status.

83.9% were White
 9.2% were BAME
 6.8% did not provide their ethnicity information.

All applicants by gender in %

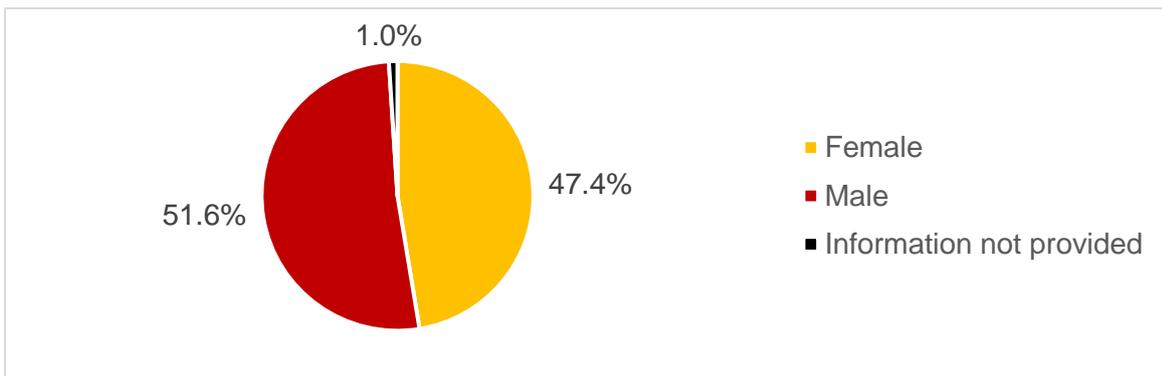


Figure 34: Pie chart showing all recruitment applicants by gender.

Recruitment outcomes by gender in %

Application Status	Female	Male	Information not provided	Total
Closed	0.31%	0.34%	0.03%	0.68%
Hired	5.13%	2.99%	0.34%	8.47%
In Process	4.93%	5.10%	0.17%	10.20%
Invitation Declined	0.10%	0.10%	0.00%	0.20%
Offer declined	0.44%	0.51%	0.00%	0.95%
Offered	0.10%	0.10%	0.03%	0.24%
Rejected	33.80%	40.60%	0.44%	74.84%
Withdrawn	2.58%	1.84%	0.00%	4.42%
Total	47.40%	51.58%	1.02%	100.00%

Figure 35: Table showing recruitment outcomes by gender.

All applicants by disability in %

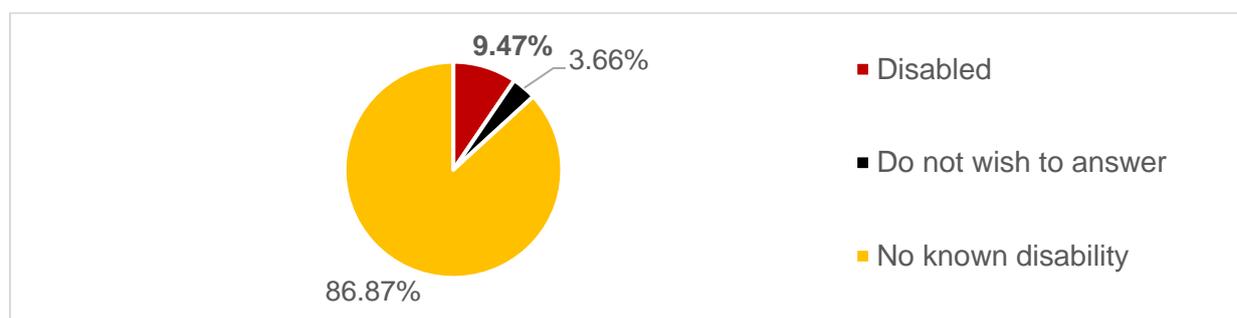


Figure 36: Pie chart showing all applicants by disability status.

Recruitment outcomes by disability in %

Application Status	Disabled	Information not provided	No known disability	Total
Closed	0.03%	0.10%	0.54%	0.68%
Hired	0.85%	0.54%	7.07%	8.47%
In Process	1.19%	0.48%	8.53%	10.20%
Invitation Declined	0.00%	0.00%	0.20%	0.20%
Offer declined	0.07%	0.00%	0.88%	0.95%
Offered	0.00%	0.07%	0.17%	0.24%
Rejected	5.81%	4.08%	64.94%	74.84%
Withdrawn	0.20%	0.20%	4.01%	4.42%
Total	8.16%	5.47%	86.37%	100.00%

Figure 37: Table showing recruitment outcomes by disability status.

All applicants by ethnicity in %

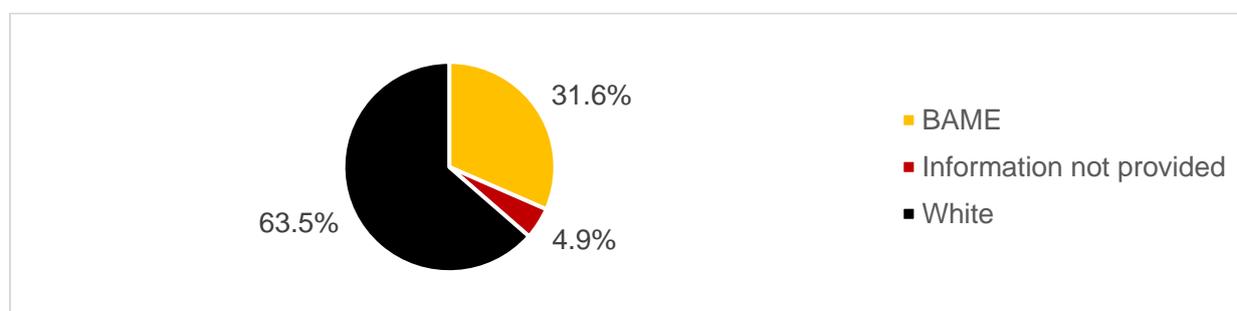


Figure 38: Pie chart showing all applicants by ethnicity.

Recruitment outcomes by ethnicity in %

Application Status	BAME	Information not provided	White	Total
Closed	0.41%	0.07%	0.20%	0.68%
Hired	0.78%	0.58%	7.11%	8.47%
In Process	3.88%	0.61%	5.71%	10.20%
Invitation Declined	0.03%	0.03%	0.14%	0.20%
Offer declined	0.34%	0.03%	0.58%	0.95%
Offered	0.07%	0.03%	0.14%	0.24%
Rejected	25.16%	3.40%	46.28%	74.84%
Withdrawn	0.92%	0.10%	3.40%	4.42%
Total	31.59%	4.86%	63.55%	100.00%

Figure 39: Table showing recruitment outcomes by ethnicity.



PROMOTION

During the academic year 2020 – 2021 the promotion round was closed.

11 members of staff were promoted from grade 7 Lecturer 1 to grade 8 Lecturer 2 as part of their contractual terms and conditions of employment.

60% were female, 40% were male.

20% identified as disabled.

20% were BAME.

100% work full-time.



LEAVERS

Staff who left the University

During the academic year 2020 – 2021, **371** staff left their employment at the University equating to **16.1%** of all staff.

Of all leavers

63.6% were female, 36.4% were male.

13.5% identified as disabled.

8.6% were BAME.

The highest reason for leaving overall was due to the **End of a Fixed-term Contract** (35%) followed by **Resignation** (34.2%) and **Voluntary Redundancy** (27.8%).

The age range with the highest number of leavers was **25 – 34 years** (25.88%) and the main reason for leaving for the staff in this age group was due to the **End of a Fixed-term Contract**.

The percentage of leavers who identified as **Disabled** was 13.5% compared with the percentage of all staff who identified as disabled of 9.59%.

The percentage of leavers who identified as **BAME** was 8.6% compared with the percentage of all staff of 6.9%.

Of all leavers **63.6% were female, 36.4% were male**, this compares with the all-staff figures during the reporting period of 59.6% female 40.4% male.

All leavers by reason for leaving in %

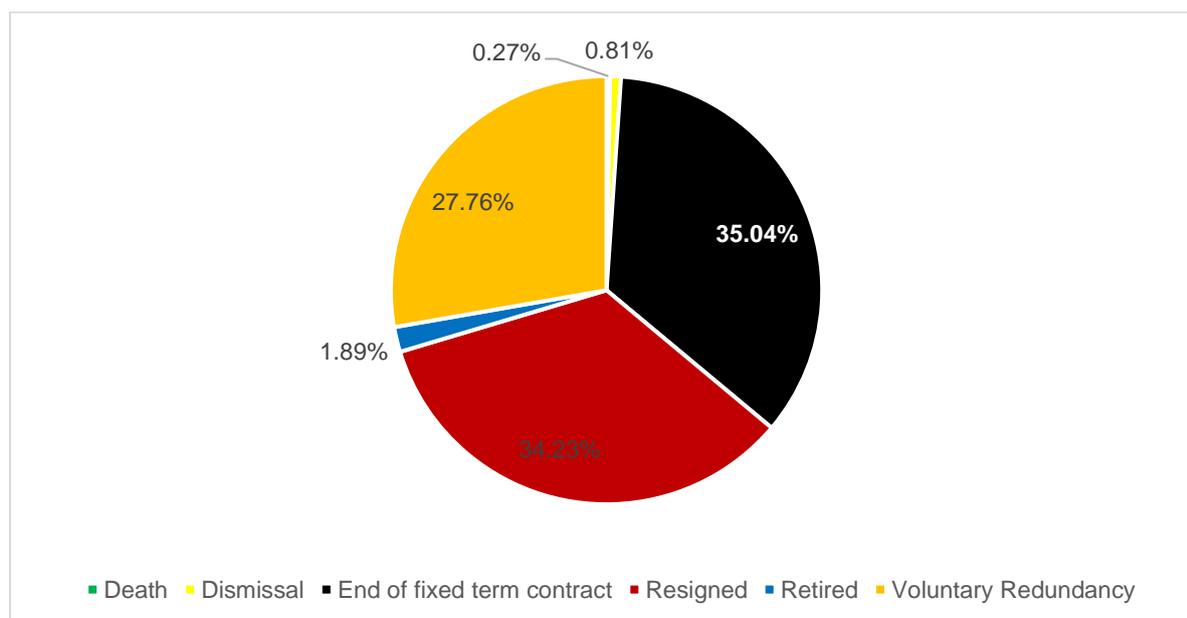


Figure 40: Pie chart showing all leavers by reason for leaving.

All leavers by age in %

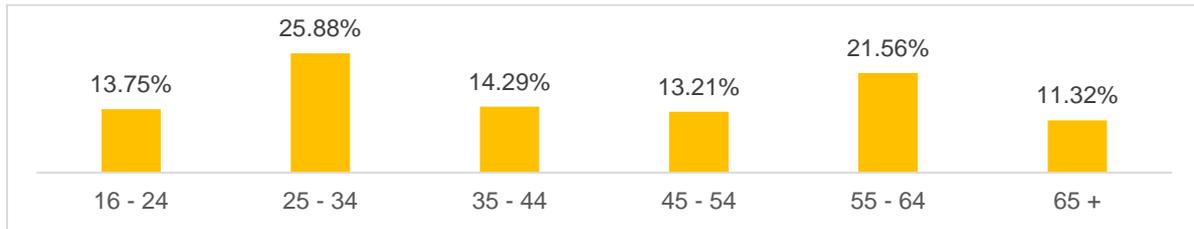


Figure 41: Bar chart showing all leavers by age range.

All leavers by age and reason for leaving in %

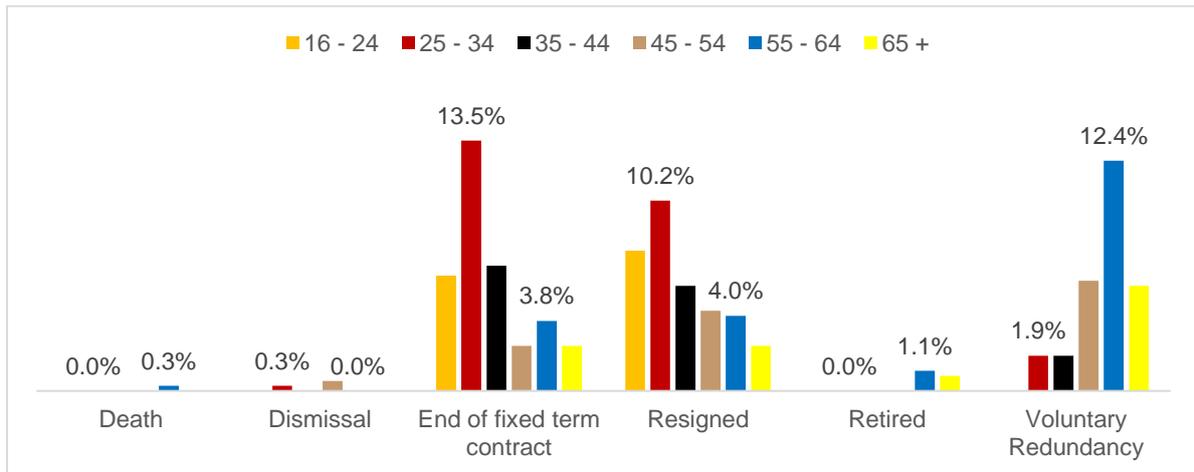


Figure 42: Cluster chart showing all leavers by age and reason for leaving.

All leavers by disability in %

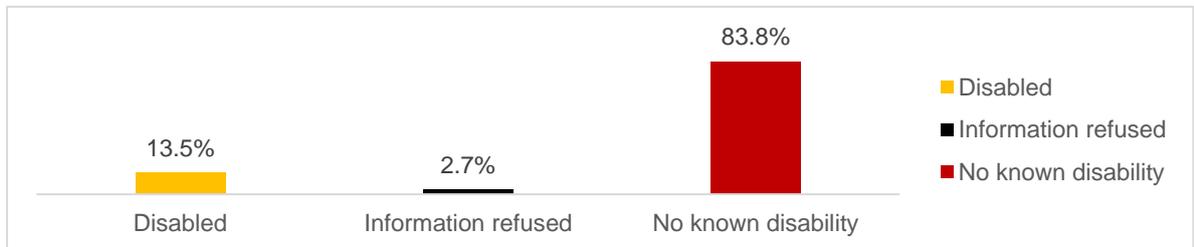


Figure 43: Bar chart showing all leavers by disability.

All leavers by disability and reason for leaving in %

Reason	Disabled	Information refused	No known disability	Total
Death	0.00%	0.00%	0.27%	0.27%
Dismissal	0.00%	0.00%	0.81%	0.81%
End of fixed term contract	4.85%	0.27%	29.92%	35.04%
Resigned	5.12%	1.89%	27.22%	34.23%
Retired	0.00%	0.00%	1.89%	1.89%
Voluntary Redundancy	3.50%	0.54%	23.72%	27.76%
Total	13.48%	2.70%	83.83%	100.00%

Figure 44: Table showing all leavers by disability and reason for leaving.

All leavers by ethnicity in %

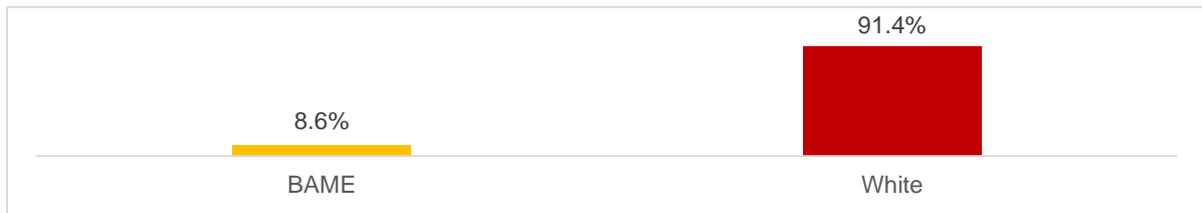


Figure 45: Bar chart showing all leavers by ethnicity.

All leavers by ethnicity and reason for leaving in %

Reason	BAME	White	Total
Death	0.00%	0.27%	0.27%
Dismissal	0.00%	0.81%	0.81%
End of fixed term contract	6.20%	28.84%	35.04%
Resigned	2.16%	32.08%	34.23%
Retired	0.00%	1.89%	1.89%
Voluntary Redundancy	0.27%	27.49%	27.76%
Total	8.63%	91.37%	100.00%

Figure 46: Table showing all leavers by ethnicity and reason for leaving.

All leavers by gender in %

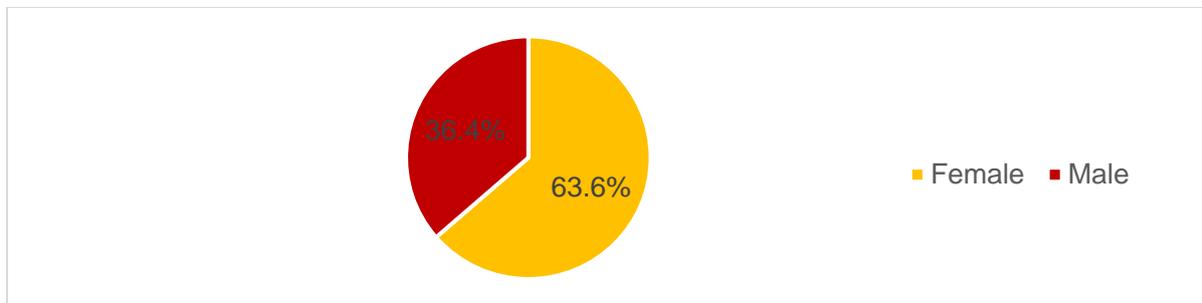


Figure 47: Pie chart showing all leavers by gender.

All leavers by gender and reason for leaving in %

Reason	Female	Male	Total
Death	0.27%	0.00%	0.27%
Dismissal	0.27%	0.54%	0.81%
End of fixed term contract	20.22%	14.82%	35.04%
Resigned	23.18%	11.05%	34.23%
Retired	1.35%	0.54%	1.89%
Voluntary Redundancy	14.82%	12.94%	27.76%
Total	60.11%	39.89%	100.00%

Figure 48: Table showing all leavers by gender and reason for leaving.



EMBEDDING EQUALITY

Equality and Diversity Training

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.

As a consequence of the challenges brought about by the COVID-19 pandemic and having the majority of University staff working from home, the staff training provision moved online. This has enabled some staff groups from outside the Bangor campus to access more of the training provision, especially those usually working on the Wrexham Campus.

Like other UK Universities, the whole of the academic teaching provision at Bangor was moved online at the beginning of the 'lockdown' period. A task group was formed to consider how best to provide online staff support. A series of seminars to support teaching staff were run beginning in August 2020. Topics explored included how to adapt and develop teaching resources for online delivery with a specific session on *Developing Accessible Resources Online* which was facilitated by learning technologists and the Head of Disability Services. This was extremely well attended with 74 members of staff accessing this webinar alone.

During the pandemic we launched a parent/ carers network which was an informal opportunity for staff to support each other via online get togethers, chats and sharing of resources. We have received feedback telling us that this has been a good source of support for a number of staff during a very challenging period.

We have a programme of equality training designed to meet the needs staff:

- 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 training for managers is provided in the form of half-day workshops 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 three sessions were run online (due to COVID restrictions) and 26 staff attended.
- All staff involved in the Recruitment and Selection process must attend training and during the reporting period this session was run three times.
- Our new Unconscious Bias online training was launched to the Executive, Deans and Heads of Schools and Heads of Professional Service Departments. Since 1 August 2020, 1064 members of staff have completed this training.



EQUALITY IMPACT ASSESSMENTS

The newly revised Equality Impact Assessment form and associated guidance was used extensively during the recent restructuring exercise across the whole University.

All proposals and policies to date relating to the University have been assessed and shared with the Trade Unions via the Management of Change formal Policy and Procedure and meetings.

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

The completion of Equality Impact Assessments is now commonplace within the University, having been completed in all areas including:

In consideration of the new Bridging Funds Policy,

In revising the Reaching Wider Partnerships project,

In developing the new Dynamic Working Toolkit,

In considering access and usage of Pontio,

In developing a Degree Apprenticeships Scheme,

In assessing impact of the Student Union Restructure.

In assessing the impact of the proposed changes to the USS Pension Scheme.

FORMAL STAFF CASEWORK

During the reporting period there were the following formal casework proceedings:

Disciplinary 10 (7 men, 3 women)

Grievance x 5 (2 men, 3 women)

Capability x 7 (4 men, 3 women)

Probation x 2 (1 man, 1 woman).



APPENDIX 1

Progress Against our Strategic Equality Plan Equality Objectives follows as Appendix 1.

This is the detailed action plan that underpins our [Strategic Equality Plan 2020 – 2024](#) published in March 2020 on our Human Resources Equality and Diversity webpages.

APPENDIX 2

Student Equality Data (as a separate .pdf document).

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

Prepared and published by Bangor University Human Resources and approved by the Equality & Diversity Strategy Group, March 2022.

