

The background of the cover is a photograph of a modern university building. The building has a curved facade with a mix of dark stone and horizontal wooden cladding. It features several rows of windows with light-colored frames. In the foreground, there is a paved walkway and a lush garden filled with various wildflowers, including yellow and red cosmos. To the right, a taller, more modern building with a grid-like facade is partially visible. The sky is blue with some light clouds.

Bangor University ANNUAL EQUALITY REPORT

Data reporting period:
1 August 2021 – 31 July 2022



FOREWORD

As Pro Vice-Chancellor with oversight of Equality, Diversity and Inclusion (EDI) at Bangor University, I am pleased to present our Annual Equality Report covering the academic year 1 August 2021 - 31 July 2022. This is the third 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 was elevated and enhanced across all our institutional strategies, embedding its core objectives at the heart of everything we do. The establishment of a Council (Governing Body) 'People and Culture' committee, which scrutinises the University's performance against various EDI targets and goals, is just one example of the pro-active steps we've taken to ensure that we remain on target with our ambitions.

The University is extremely proud of awards celebrating our commitment to gender equality. We are fully committed to the Athena SWAN Charter and currently hold a Bronze award in recognition of our work and progress in this area. Across the academic domain work is ongoing towards achieving additional school-level awards. Work is also progressing on our application for an institutional Silver award, and our aim is to submit this application before the end of 2023.

In April 2022 Bangor University joined Advance HE's Race Equality Charter (REC). Our journey towards becoming an anti-racist University – as part of the Race Equality Charter and in line with Welsh Government's Anti-Racist Wales Action Plan – will allow us to enhance our understanding of 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.

Our Gender Pay Gap continues to decrease, with our median gender pay gap standing now at 5.8%, 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 third year we've reported on the ethnicity pay gap and the second year of reporting our disability pay gap with our median pay gaps standing at -4.9% and 15% respectively.

Work has begun to on diversifying the curriculum and on considering how we can address the student attainment gap related to certain student demographics. We have also 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 that our strategies and action interventions are evidence-based, supporting *all* our students to achieve their full potential.

Our commitment to providing a safe and supportive environment for our staff and students has led us to improve the ways we can support anyone experiencing harassment. Now both staff and students are able to report harassment in a number of ways and achieve the support they require.

We hope that the report presented here highlights the advances we have made and demonstrates our ongoing commitment to EDI. I am proud of the work the University is doing to strengthen and develop diversity and inclusion, but there is more to be done, and I look forward to furthering our commitment over the coming years.

Professor Andrew Edwards, Pro Vice-Chancellor and Chair of the Equality & Diversity Strategy Group.



CONTENTS

1	Foreword by Professor Andrew Edwards
2	Contents
3	Introduction
5	Identifying & Collecting Relevant Information
6	University Overview of Activity (more information in Appendix 1)
8	Structures
9	Staff Snapshot – At a Glance
10	Age
15	Disability
18	Ethnicity (Race)
21	Gender (Sex)
25	Gender Pay Gap, Ethnicity Pay Gap & Disability Pay Gap
26	Religion, Belief & Non-belief
27	Sexual Orientation
28	Trans
29	Pregnancy & Maternity and Family-friendly
30	Recruitment
33	Promotion
34	Leavers
38	Embedding Equality
39	Equality Impact Assessments and Formal Casework

Appendix 1 - Progress against the [Strategic Equality Plan 2020 - 2024](#) underpinning Action Plan

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 with us and our teaching and research is grouped into nine academic Schools. We have approximately 2,000 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:

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.

We welcomed the commencement of the Socio-economic Duty of the Equality Act 2010 in Wales on 31 March 2021 and have incorporated consideration of it into, "Decisions which set the organisations' overall priorities, strategies and key policies, targets, broad approaches, and expenditure concerning the delivery of its business."

This Annual Equality Report, published in March 2023, presents equality monitoring information on the diversity profile of all Bangor University staff employed during the 2021 – 2022 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 25 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.

The Annual Equality Report is reviewed and ratified by the Equality and Diversity Strategy Group, 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 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 will be for our forthcoming Race Equality Charter submission 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 2021 – 31 July 2022.
- Staff ages are as on 1 August in the reporting year or on the staff member's start date if their 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 2022](#)'



UNIVERSITY OVERVIEW OF ACTIVITY

Key developments in the 2021 – 2022 academic year include:

Diversity on boards and senior groups

There are some clear positives for Bangor University in 2021/22 in terms of female representation. We achieved gender balance of our Strategy group membership of 51% female, 49% male, and our Executive Group remained as 33% female, up from 30% in 2019/20. Our Heads of Schools are almost gender balanced with 44% female heads and 56% male; in 18/19 only 7% of our Heads of School were female. Our Digital Strategy Group was identified as having less than 10% female representation in 2020/21 and this has now increased to 31% female representation.

During the 2021 – 2022 academic year 12 new Associate Pro Vice Chancellor roles were created to lead on programme areas such as Diversity & Inclusion, Health & Wellbeing, Sustainability etc. Of these 12 roles, 6 were filled by female staff, 5 by male staff and one is vacant.

Embedding equality and sharing good practice

We continue to review and develop our inclusive recruitment practices to ensure we both encourage and support a diverse range of talent and protect against bias in our processes. This year we have agreed trialling anonymous application across our professional services, to consider building in bias check ins for interview panel members, and considering what positive action measures may be needed to support our work around reducing the gender pay gap and increasing female representation in senior leadership. During the reporting period we introduced an additional step of monitoring all male short-lists when drawn from a mixed gender pool of applicants.

We have built on our suite of equalities-based learning and development opportunities, in particular focusing on equipping our managers with the knowledge and confidence to lead and support our staff on equality, diversity and inclusion. As well as an essential Unconscious Bias module and E&D for Managers training, we have successfully implemented an Essential Guide for Managers which complements the generic induction and have introduced a Bangor Managers programme, with E&D as a core theme running through these.

Race Equality Charter

In April 2022 Bangor University joined Advance HE's Race Equality Charter (REC). Our journey towards becoming an anti-racist University as part of the Race Equality Charter requires sustained commitment and dedicated resources. To this end, we created an additional permanent Equalities Officer role to lead this work who would be appointed in the summer 2022. Our work on REC will allow us to improve the information on and understanding we have of minoritised staff and students and their experiences of working and studying at Bangor, enabling us to take more targeted and impactful steps toward addressing race inequality and align with the work of our Athena Swan membership through a more meaningful intersectional approach to equalities analysis.

Athena Swan and gender equality

Bangor University currently holds Bronze Awards at both an institutional level and across 6 of our schools. Following an independent review in the last academic year, Advance HE

revised the Athena Swan Charter and our three remaining schools will be applying for awards under the transformed Charter. Building on our achievements at school and institutional level, we have been continuing our work towards institutional Silver Athena Swan award application during 2022/23 and the remaining three schools are now working towards submission in 2023.

We continue to support female colleagues in attending Advance HE's Aurora leadership programme, 9 female staff have completed the programme since 2020 when Bangor University initially funded places. We currently have 7 participants confirmed on the 2023 programme.

A Menopause Working Group was formed in January 2022 with stakeholders across the University, focused on improving the support available for staff. Occupational Health and Health & Wellbeing webpages were reviewed and content updated, a Menopause Guidance document was created for all staff and plans are in place to host awareness raising sessions and pilot a Menopause Lounge series for staff.

APVC lead for Equality and Diversity

In 2022 Prof Morag McDonald was appointed to the newly introduced role of Associate Pro Vice Chancellor (APVC) for Diversity and Inclusion and Dr Thandi Gilder was appointed to a newly introduced role of Learning and Teaching Development Leader for Diversity and Inclusion in CELT (the Centre for the Enhancement of Learning and Teaching). Both roles were funded by Welsh Government and since 2022 have been leading and supporting implementation of our Strategic Equality Aims, our action plan, including looking at ways to address inclusive practice in teaching and assessment across the University, diversifying curriculum, reducing the attainment gap for students and aligning our Athena Swan and Race Equality Charter work to ensure an intersectional approach to equity developments. These roles have enabled targeted leadership and coordination to strategic and operational equality and diversity work across the university and to our application for Athena Swan Silver Award.

Wellbeing

A key focus of our Health and Wellbeing Strategy group this year has been ensuring delivery recognises and meets the particular needs of staff and students with protected characteristics and working with E&D leads to align with our Strategic Equality Plan has been key to this. In 2022 we began researching best practice approaches to staff networks, for staff with protected characteristics, in order to ensure that our networks enhance staff health, wellbeing and sense of belonging at Bangor University.

The new Student-led Mental Health & Wellbeing Strategy 2023-25 was developed in collaboration with Undeb Bangor based on extensive student and staff consultation.



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 Andrew Edwards, this is the senior group responsible for equality matters at the University including the implementation of our Strategic Equality Plan 2020 - 2024. 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 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)

In April 2022 Bangor University joined Advance HE's Race Equality Charter. Our journey towards becoming an anti-racist University as part of the Race Equality Charter requires sustained commitment and dedicated resources. To this end, we created an additional permanent Equalities Officer role to lead this work who was appointed during Autumn 2022.

COLLEGE EQUALITY COMMITTEES

All three Colleges have established Equality Committees, Equality Champions are members of these committees 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. Once established, it is anticipated that Race Equality Charter SAT group members will become College Equality Committee members.

We are in the process of establishing a **Professional Services Equality Committee** which will become active during Spring/Summer 2023.

EQUALITY CHAMPIONS

Eight 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 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 as well as bespoke training available on request.



STAFF SNAPSHOT – AT A GLANCE

1 August 2021 – 31 July 2022

2349 staff (headcount)

AVERAGE AGE in years = 43.8

Male = 44.5

Female = 43.4

DISABILITY

10.7% staff identify as disabled (252 staff)

86.7% not disabled (2037)

2.6% prefer not to say (60)

ETHNICITY/RACE

7.9% of colleagues identified as BAME (186 staff)

0.9% preferred not to say (20)

91.2% White (2143)

GENDER/SEX

59.7% female (1403 staff)

40.3% male (946)

RELIGION, BELIEF & NON-BELIEF

46.5% no religion (1092 staff)

31.9% Christian (750)

1.8% Spiritual (43)

1.3% Muslim (30)

1.2% any other religion or belief (28)

1.2% Buddhist (29)

0.7% Hindu (17)

0.3% Jewish (6)

15.1% prefer not to say (354)

SEXUAL ORIENTATION

77.2% heterosexual (1814 staff)

2.3% bisexual (53)

1.6% gay man (37)

1.1% gay woman/lesbian (25)

0.9% other (22)

16.9% prefer not to say (398)

TRANS

91.7% gender same as at birth (2154 staff)

0.6% gender different to at birth (13)

7.7% prefer not to say (182)

CONTRACT TYPE

59.9% Permanent (1408 staff)

40.1% Fixed-term contract

(941)

FULL-TIME/PART-TIME

58.6% work full-time (1377 staff)

41.4% work part-time (972)

Of the 972 part-time staff:

71.6% are female (696)

28.4% are male (276)

GRADE DISTRIBUTION

G001 - 1.7%

G002 - 8.6%

G003 - 3.5%

G004 - 5.8%

G005 - 7.8%

G006 - 15.5%

G007 - 29.4%

G008 - 12.6%

G009 - 8.8%

G010 - 0.9%

GP01 - 2.9%

GP02 - 0.9%

GP03 - 0.2%

Other clinical academic - 0.5%

TNN1 - 0.8%

TNN2 - 0.1%

JOB TYPE

33.3% Academic (782 staff)

13% Professional (306)

13.2% Research (309)

40.5% Support (952)



AGE

Summary of information (please see the following charts for more detail).

On 1 August 2021, the average (mean) age of all staff was 43.8 years, a slight decrease from 44 years the previous year. The median age of our staff was 44 years.

The average age of all staff when we began recording this in 2019 was 43.2 years.

The Office for National Statistics (ONS) in their [Voices of our ageing population](#) publication says that in the UK,

“The population of England and Wales has continued to age, with Census 2021 results confirming there are more people than ever before in older age groups. Over 11 million people – 18.6% of the total population – were aged 65 years or older, compared with 16.4% at the time of the previous census in 2011.”

- The highest proportion of our staff (25.2%) are in the age bracket 35 – 44 for the first time, 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 Report published in 2018, to 4.9% in 2021 to 5.38% in the Report published in 2022, however in this report the number of our staff aged 65+ has decreased slightly to 4.7%.

These anomalies may be explained by the impact of the COVID19 pandemic as examined by the CIPD in their article [The great resignation- fact or fiction?](#)

- In reports prior to 2021 we have seen more women than men in every age range apart from age 65+ which had previously been the exception. However, this year for the third year we have more women than men in the 65+ age group too.
- For the first time, the highest proportion of staff aged 16 – 24 are in grade 2 (in previous years the highest proportion of staff aged 16 – 24 were in grade 1). This has been influenced as we now employ Academi staff (Bangor's Official Student Nightclub) directly.
- The highest proportions of staff in age ranges 25 – 34 and 35 – 44 are again by a significant number in grade 7 roles.
- The highest number of academic staff are in the 35 – 44 age group closely followed by 45 – 54 and 55 – 64 respectively.
- The highest numbers of professional staff are in the 45 – 54 age group, followed by 35 – 44 and 55 – 64 respectively.
- The highest numbers of research staff are in the 25 – 34 age group followed by the 35 – 44 age group. These two age groups also have the highest number of staff on fixed-term contracts.
- The age distribution of support staff is more even across all age groups except for the 65+ age group where there are significantly fewer staff.

Part-time working

- Of all staff 58.6% work full time, 41.4% work part-time, very little change since last year. Across the Higher Education Institutions (HEIs) in the UK that report to HESA, 68.3% of staff work full-time and 31.7% of staff work part-time.
- Of our 41.4% staff who work part-time, 71.6% are female and 28.4% are male.
- Women work part-time at significantly higher rates than men in all age ranges.

- Of part-time staff only, the highest number of females working part-time are in the 35 – 44 age group, this is also where we see the biggest difference in male/female by age where 18.7% of part-time staff are female and 5.6% of part-time staff are male.
- The highest proportion of males working part-time is in the 55 – 64 age group (6.1%) but still at a significantly lower number than females (14.6%).
- There are more full-time staff than part-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 in previous years.

Average age of all staff on 1 August 2020 in years

All staff	43.8 years	Male	44.5 years	Female	43.4 years
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Figure 1: Table showing average age of staff by gender.

All staff by age range in %

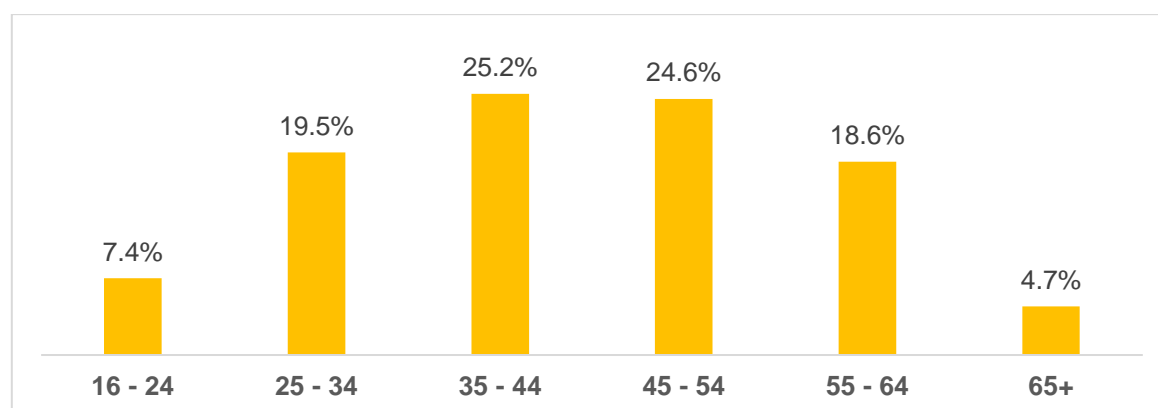


Figure 2: Column chart showing all staff by age range.

Age ranges by gender in %

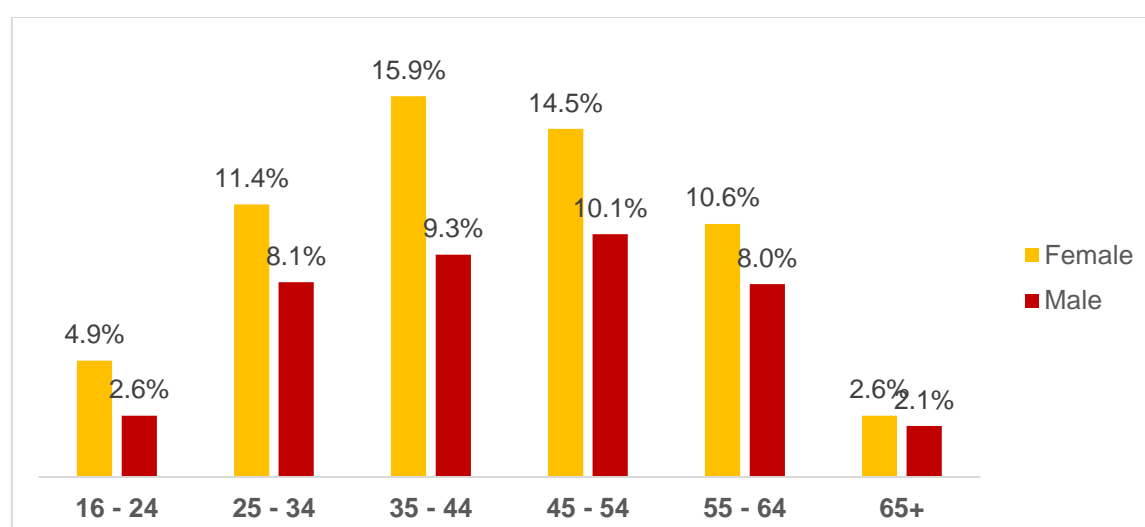


Figure 3: Bar chart showing age ranges by gender.

Age ranges by grade in %

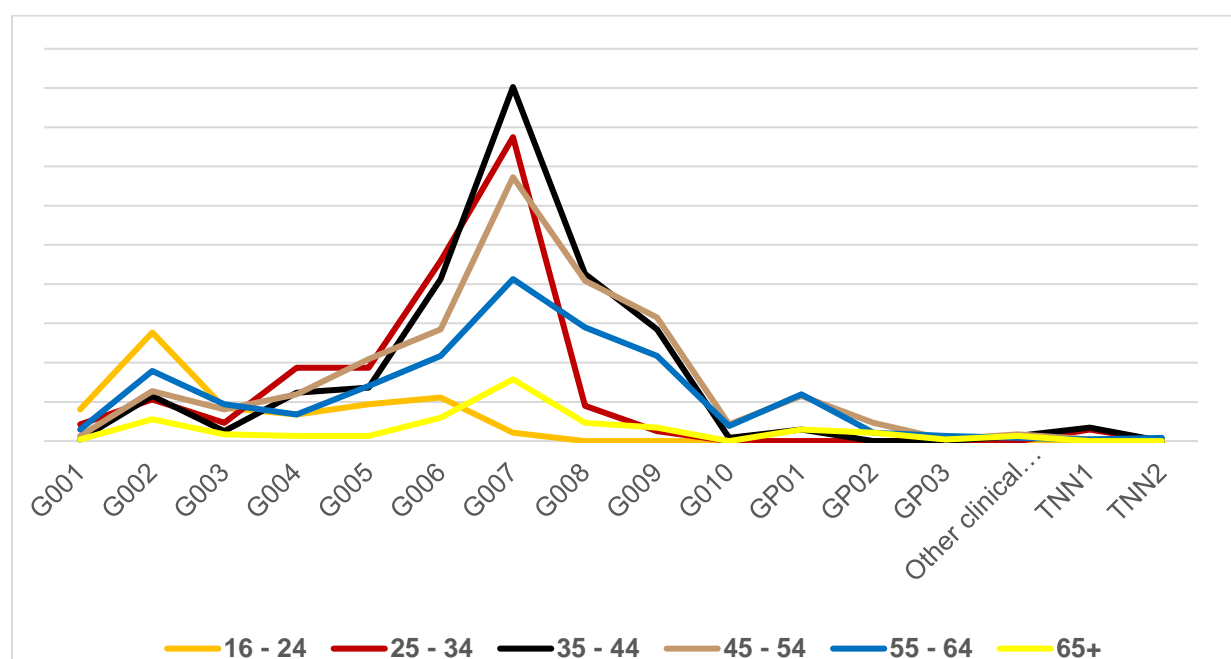


Figure 4: Line graph showing number of staff in each grade by age range.

Age ranges by grade by headcount

Grade	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+	Total
G001	19	10	1	3	7	1	41
G002	65	25	27	30	42	13	202
G003	20	11	6	19	22	4	82
G004	16	44	29	28	16	3	136
G005	22	44	32	49	33	3	183
G006	26	108	97	67	51	14	363
G007	5	182	212	158	97	37	691
G008		21	100	96	68	11	296
G009		6	67	74	51	8	206
G010			2	10	9		21
GP01			7	27	28	7	69
GP02				11	5	5	21
GP03				1	3	1	5
Other clinical academic			3	4	2	3	12
TNN1	1	7	8	1	1		18
TNN2				1	2		3
Total	174	458	591	579	437	110	2349

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

Age ranges by job type in %

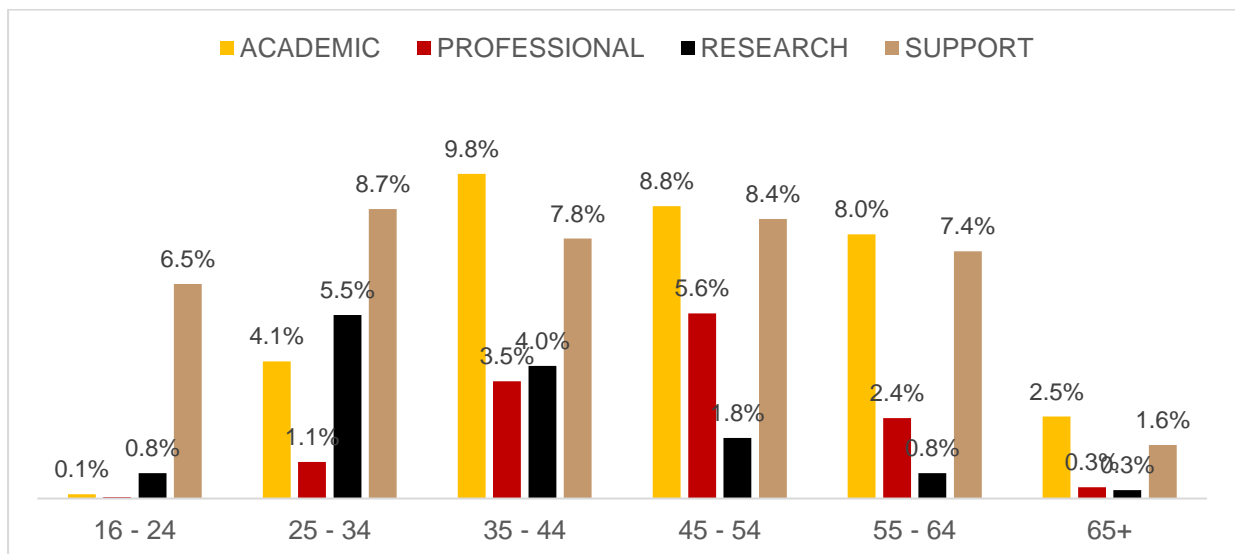


Figure 6: Chart showing age ranges by job type.

Age ranges by contract type in %

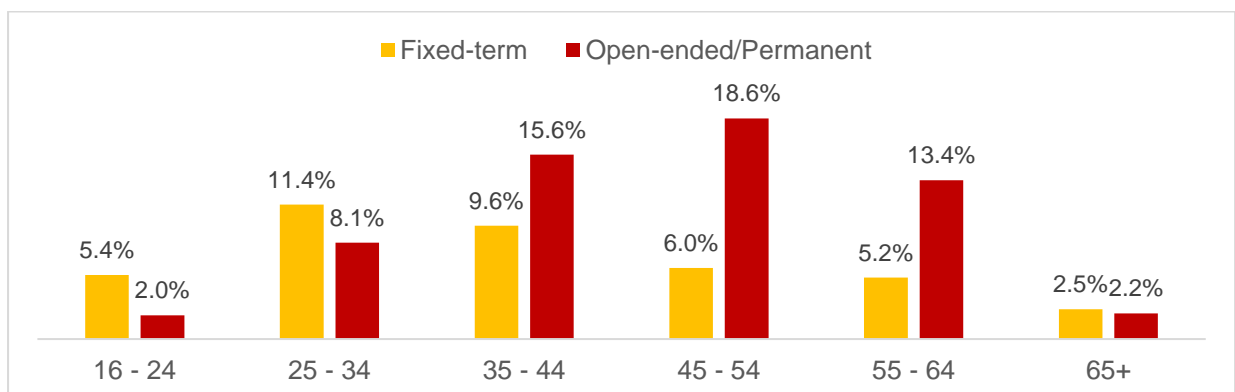


Figure 7: Bar chart showing age ranges by contract type.

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

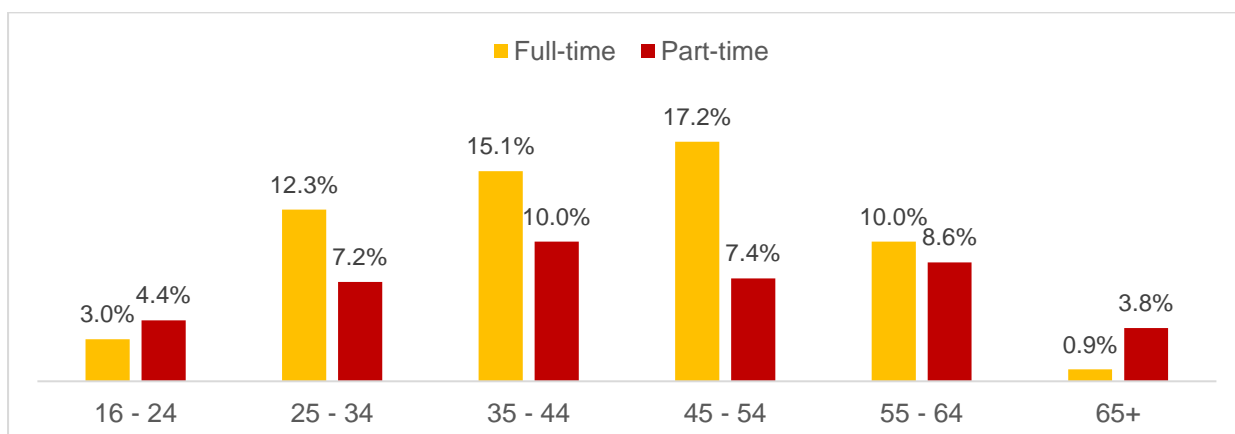


Figure 8: Bar chart showing age ranges by full-time and part-time staff.

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

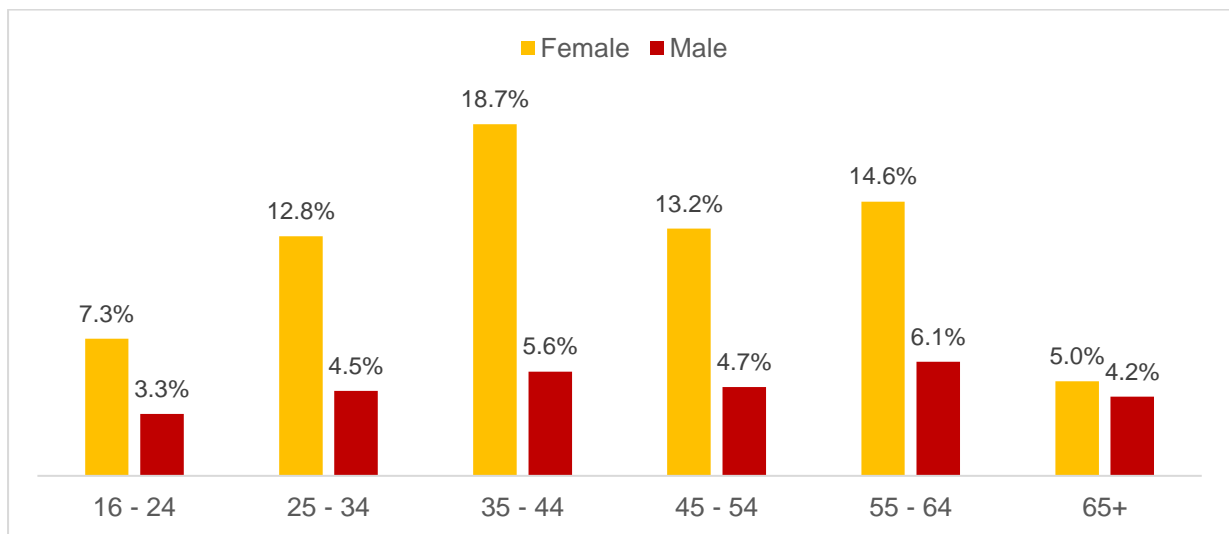


Figure 9: Bar chart showing part-time staff only by age group and gender.



DISABILITY

Summary of information (please see the following charts for more detail).

- 10.7% of staff at the University have self-identified as disabled. This compares with 6% of staff working in higher education across the UK and 7.3% in HEIs in Wales.
- At Bangor the number of staff self-identifying as having a disability has increased year-on-year from 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 10.7% of staff who have self-identified as disabled, 5.7% work full-time and 5% 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.
- Our institutional-level **Disability Pay Gap is median 15%, mean 11.1%**, a slight improvement from the previous year (when we reported for the first time) when it stood at median – 16.8%, mean 12.9%. Further information can be found in our [Gender Pay Gap Report](#).
- 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

252 staff have identified as disabled (10.7% of all staff).

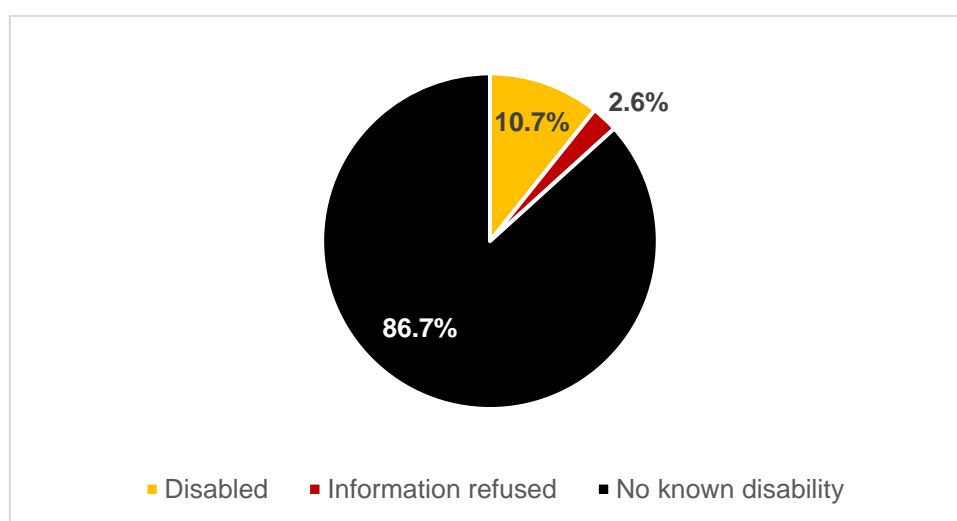


Figure 10: Pie chart showing all staff by disability.

All staff by impairment/disability type in %

Row Labels	% of all staff
A disability, impairment or medical condition that is not listed above	1.6%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	2.2%
A mental health condition, such as depression, schizophrenia or anxiety disorder	1.7%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0.3%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0.2%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	3.6%
Blind or a serious visual impairment uncorrected by glasses	0.1%
Deaf or serious hearing impairment	0.3%
General learning disability (such as Down's syndrome)	0.1%
Information refused	2.6%
Two or more impairments and/or disabling medical conditions	0.7%
No known disability	86.7%
Grand Total	100.0%

Figure 11: Table showing type of impairment.

Disability by age range in %

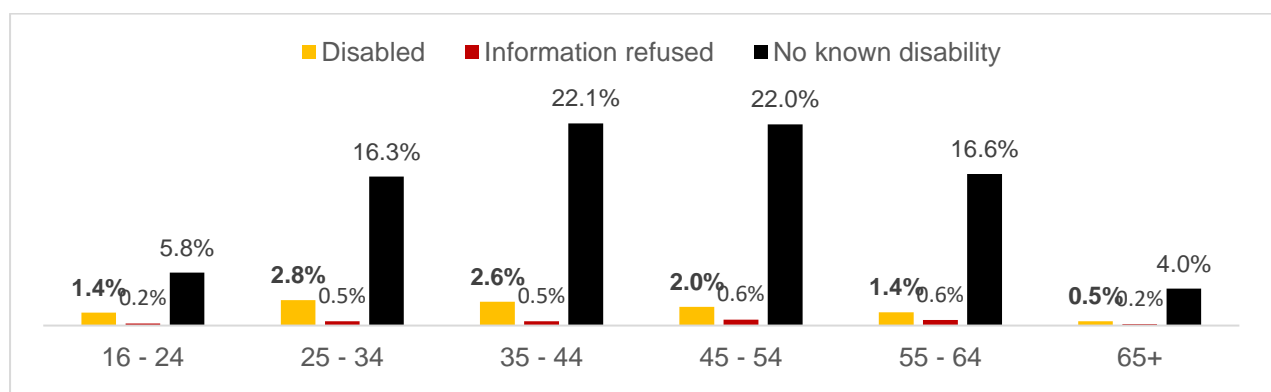


Figure 12: Table showing disability by age range.

Disability by full-time or part-time in %

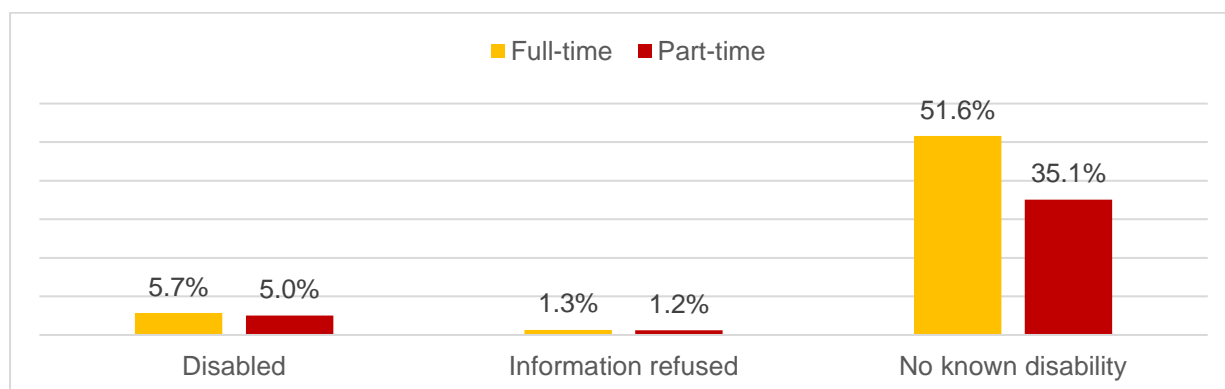


Figure 13: Bar chart showing disability by full-time and part-time.

Disability by grade in %

Grade	Disabled	Information refused	No known disability	Total
G001	0.2%	0.1%	1.4%	1.7%
G002	1.5%	0.5%	6.6%	8.6%
G003	0.6%	0.2%	2.7%	3.5%
G004	0.9%	0.1%	4.8%	5.8%
G005	1.1%	0.2%	6.5%	7.8%
G006	2.0%	0.4%	13.1%	15.5%
G007	2.8%	0.6%	26.0%	29.4%
G008	0.7%	0.2%	11.7%	12.6%
G009	0.6%	0.1%	8.1%	8.8%
G010	0.0%	0.0%	0.9%	0.9%
GP01	0.1%	0.0%	2.8%	2.9%
GP02	0.1%	0.0%	0.7%	0.9%
GP03	0.0%	0.0%	0.2%	0.2%
Other clinical academic	0.0%	0.0%	0.5%	0.5%
TNN1	0.0%	0.1%	0.6%	0.8%
TNN2	0.0%	0.1%	0.0%	0.1%
Total	10.7%	2.6%	86.7%	100.0%

Figure 14: Table showing disability by grade in %.

Disability by job type in %

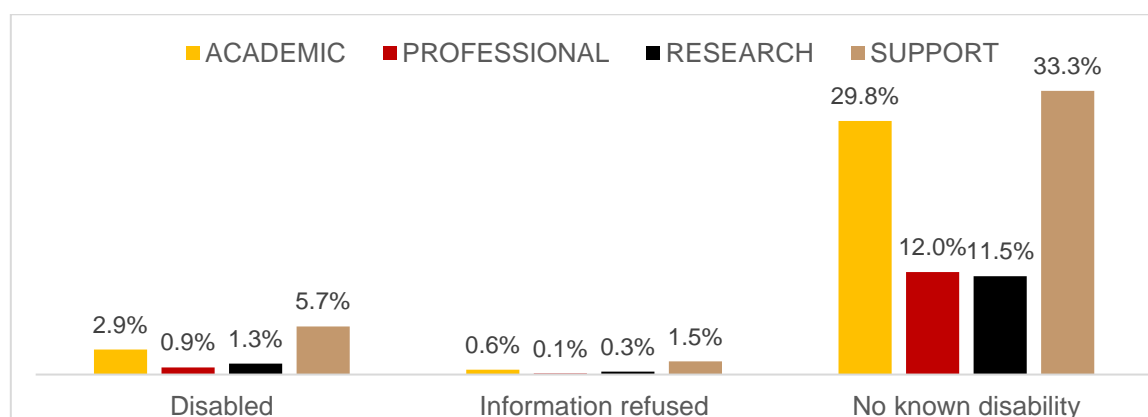


Figure 15: Bar chart showing disability by job type.

Disability by contract type in %

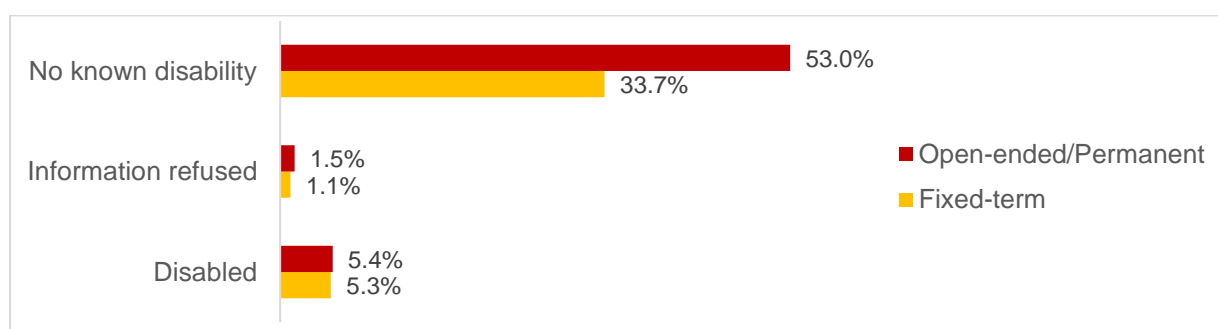


Figure 16: Bar chart showing disability by contract type.



ETHNICITY/RACE

Summary of information (please see the following charts for more detail).

- 7.9% 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 (11.4%) and non-UK-national BAME staff (33.6%). But higher than for UK-nationals in Wales HEIs (5.3%). In terms of the local context [Stats.Wales](#) estimates that 2.5% of Gwynedd's population is BAME.
- Only 0.9% of staff have declined to disclose their ethnicity.
- The 'job type' with the highest proportion of BAME staff is the research group, followed by staff in academic 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 and 6 respectively.
- In terms of professorial staff, in the reporting period we had 95 Professors of whom 8.4% were BAME. Of our 8.4% BAME Professors, 5.3% were male and 3.2% were female. These figures show a slight increase in the % of both overall BAME Professors (up from 7.92% last year) and female BAME Professors (up from 2.97% last year). This compares with the UK HEI figure of 9.9% of all Professors being BAME.
- The number of staff members from the EU is 7% slightly up on last year's 6.9%.
- Our **Ethnicity Pay Gap** currently stands at **median -4.9%, mean -8.4%**. In 2021 it stood at median -1.7% and mean -12.1%. Further information can be found in our [Gender Pay Gap Report 2022](#). This compares with UK national staff in HEIs across Wales having a **median ethnicity pay gap of -9.4%** and **mean ethnicity pay gap of -9.7%**
(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 (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.

Broad ethnicity groups of all staff in %

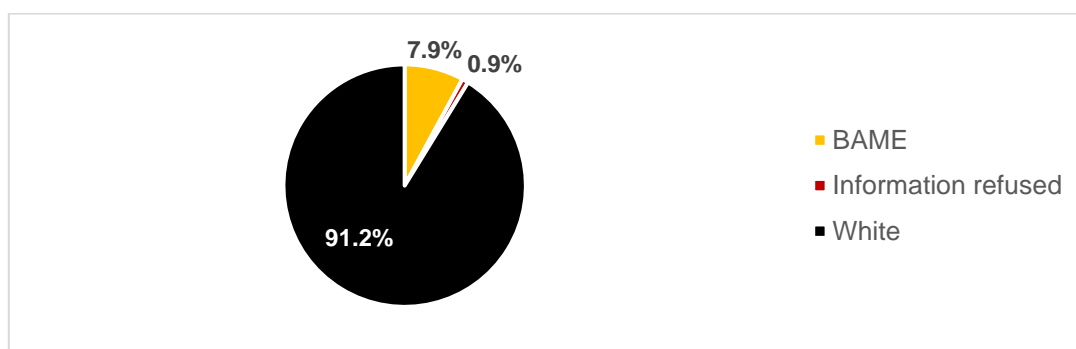


Figure 17: Pie chart showing staff percentages of staff by broad ethnicity.

Ethnicity by grade in %

Grade	BAME	Information refused	White	Total
G001	0.0%	0.0%	1.7%	1.7%
G002	0.7%	0.0%	7.9%	8.6%
G003	0.0%	0.0%	3.5%	3.5%
G004	0.0%	0.0%	5.7%	5.8%
G005	0.2%	0.0%	7.5%	7.8%
G006	1.5%	0.2%	13.8%	15.5%
G007	3.3%	0.2%	26.0%	29.4%
G008	0.9%	0.1%	11.6%	12.6%
G009	0.8%	0.3%	7.7%	8.8%
G010	0.0%	0.0%	0.9%	0.9%
GP01	0.3%	0.0%	2.6%	2.9%
GP02	0.0%	0.0%	0.9%	0.9%
GP03	0.0%	0.0%	0.2%	0.2%
Other clinical academic	0.1%	0.0%	0.4%	0.5%
TNN1	0.0%	0.0%	0.8%	0.8%
TNN2	0.0%	0.0%	0.1%	0.1%
Total	7.9%	0.9%	91.2%	100.0%

Figure 18: Table showing broad ethnicity by grade.

Ethnicity by job type in %

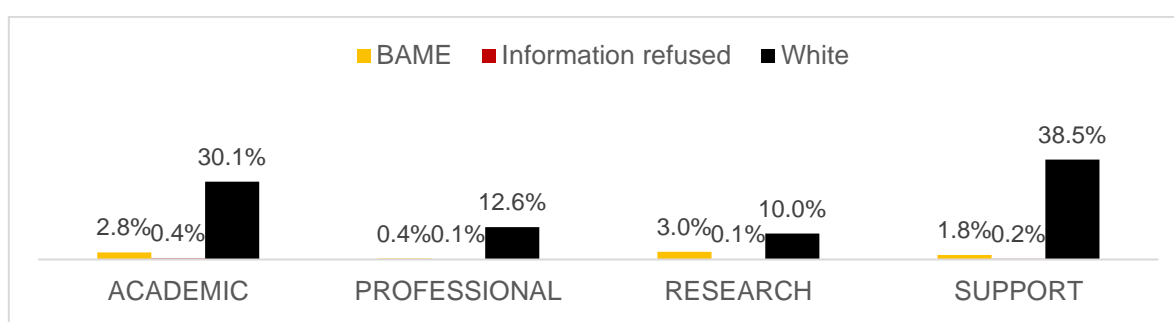


Figure 19: Bar chart showing ethnicity by job type.

Ethnicity by contract type in %

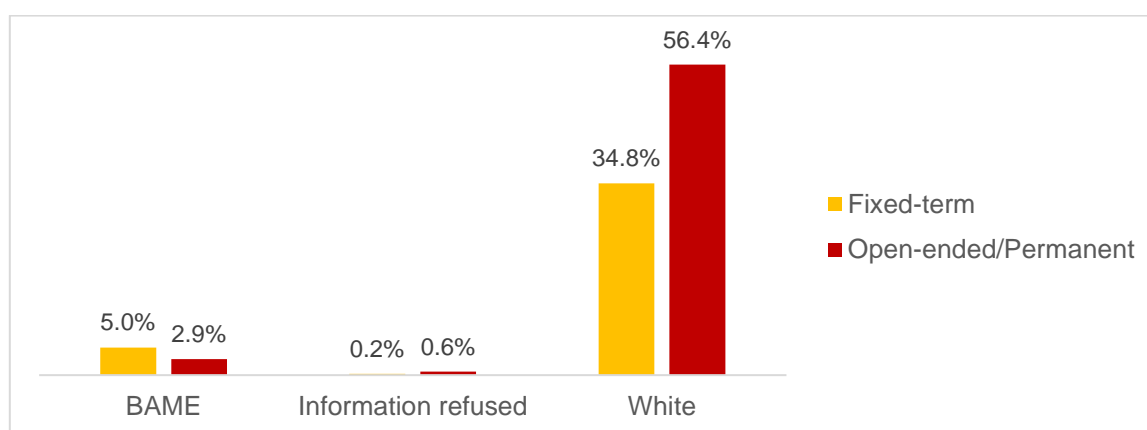


Figure 20: Bar chart showing ethnicity by contract type.

Ethnicity by full-time or part-time in %

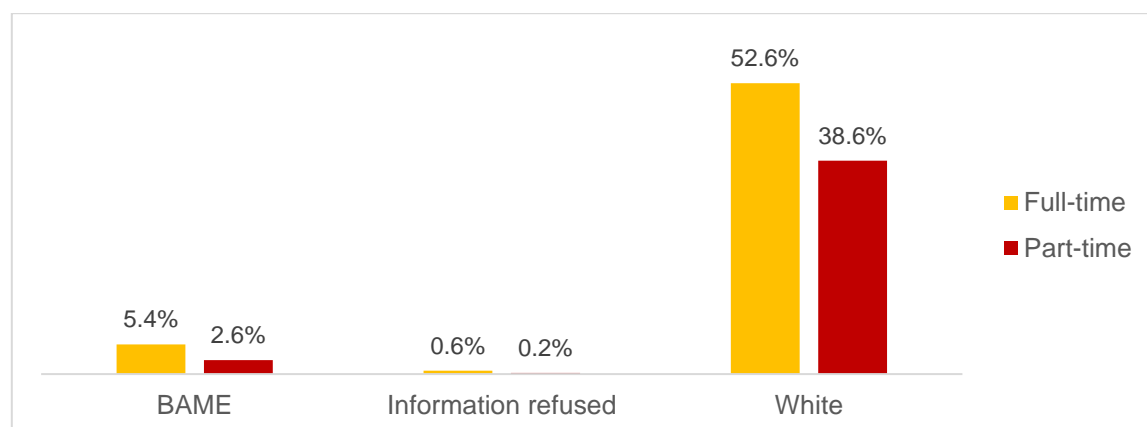


Figure 21: Bar chart showing ethnicity by full-time and part-time.

Broad ethnicity and nationality in %

Broad ethnicity	EU	*RoW	United Kingdom	Total
BAME	0.6%	4.5%	2.9%	7.9%
Information refused	0.1%	0.0%	0.7%	0.9%
White	6.3%	2.1%	82.8%	91.2%
Total	7.0%	6.7%	86.3%	100.0%

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



GENDER

Summary of information (please see the following charts for more detail).

- 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 59.7% which is higher than the UK HEI figure of 54.2% female and the Wales HEI figure of 55.1% of staff being female.
- At Bangor University, the highest number of females are in grade 7, followed by grades 6 and 8 respectively. There are more females than males in grades 1 – 7 (apart from grade 3 which is an anomaly due to the clerical grade 3 role being removed). From grade 9 upwards there are more males than females apart from GP03, the highest Professor grade the number is the same at 0.1%
- In terms of professorial staff, in the reporting period we had 95 Professors of whom 35 were female professors (36.8% of all professors) and 60 were male professors (63.2% of all professors).
- The majority of females at the University are employed in support roles (26.3%). The highest number of males by job type are spread between both academic and support roles (14.9% and 14.2% respectively).
- 29.6% of all women work part-time compared with 11.7% of men.

All staff by gender in %

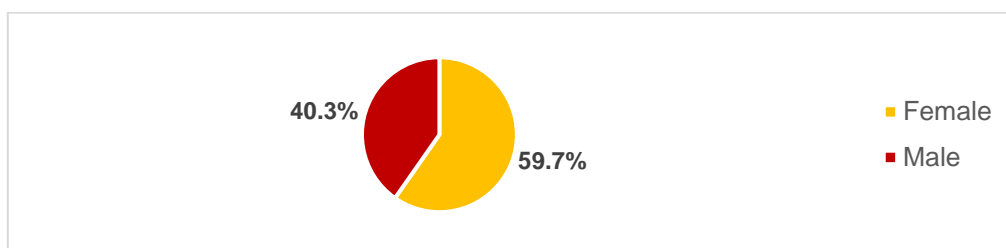


Figure 23: Pie chart showing female and male staff.

Gender by grade in %

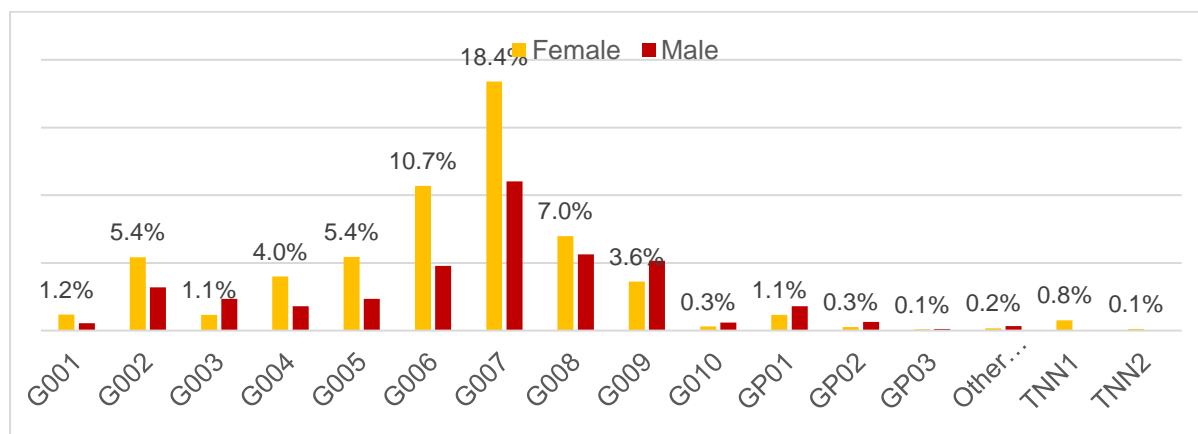


Figure 24: Column chart showing gender by grade.

Gender by grade by headcount

Grade	Female	Male	Total
G001	28	13	41
G002	127	75	202
G003	27	55	82
G004	94	42	136
G005	128	55	183
G006	251	112	363
G007	432	259	691
G008	164	132	296
G009	85	121	206
G010	7	14	21
GP01	27	42	69
GP02	6	15	21
GP03	2	3	5
Other clinical academic	4	8	12
TNN1	18		18
TNN2	3		3
Total	1403	946	2349

Figure 25: Table showing gender by grade by headcount.

Gender by job type in %

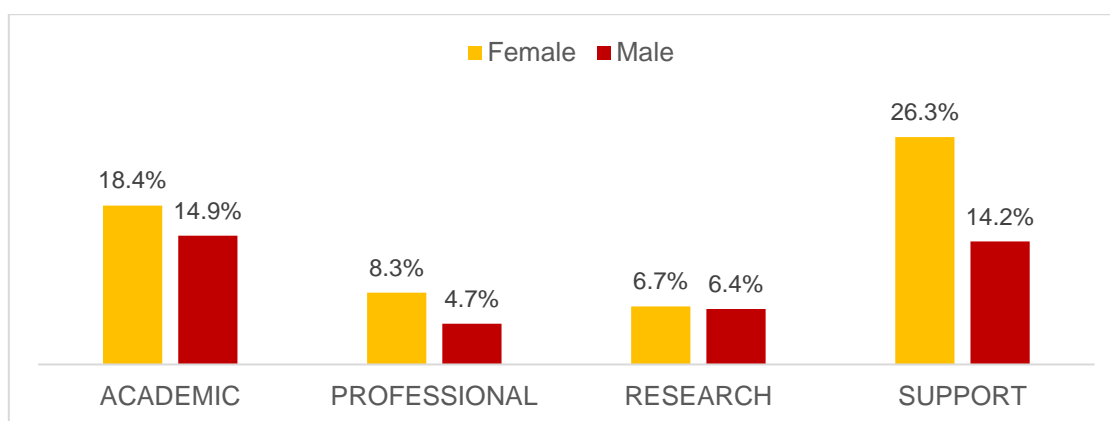


Figure 26: Bar chart showing gender by job type.

Gender by permanent or fixed-term contract in %

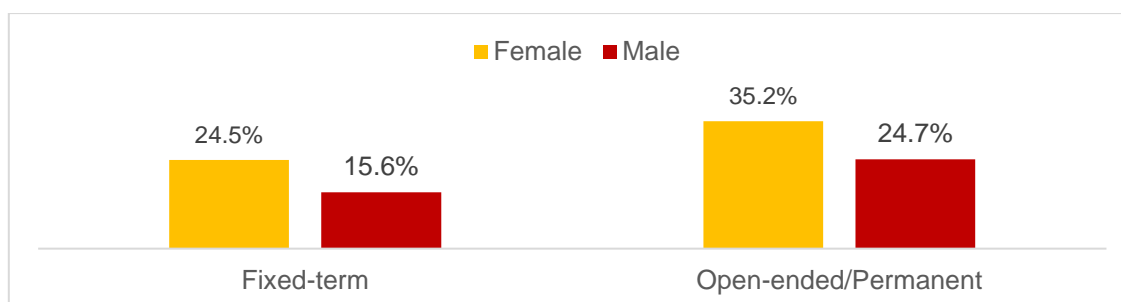


Figure 27: Bar chart showing contract type by gender.

Gender by full-time or part-time in %

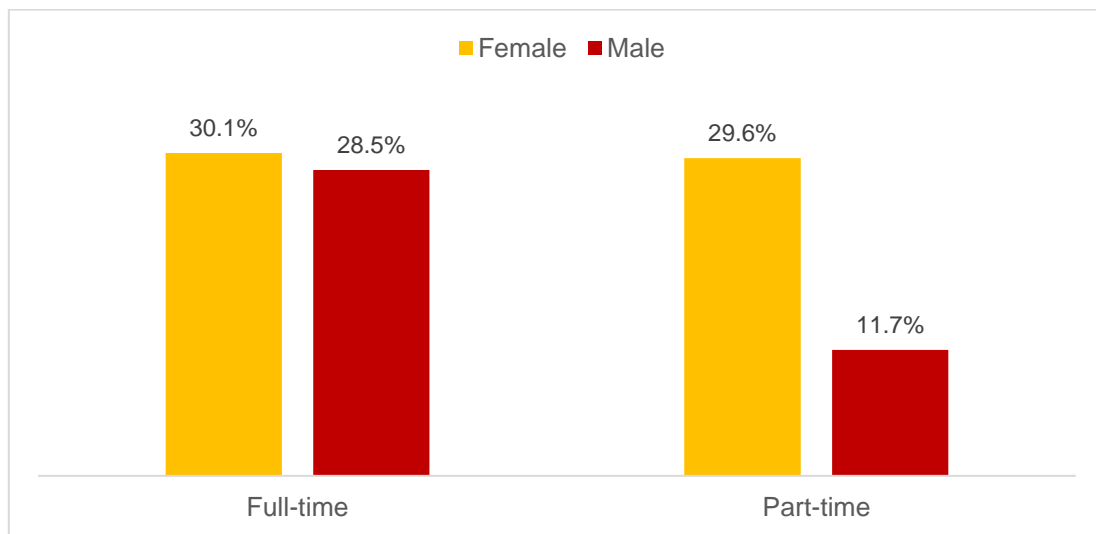


Figure 28: Bar chart showing gender by full-time or part-time.

INTERNATIONAL WOMEN'S DAY

On 8th March 2022 we marked **International Women's Day** and its theme of 'Break the Bias' by hosting an event with Prof Nicky Callow and Jo Whitehead, Chief Executive of Betsi Cadwaladr University Health Board.

IWD2021 #ChooseToChallenge

[International Women's Day \(bangor.ac.uk\)](https://bangor.ac.uk)





Figure 29: Photographs of three students who received Equality & Diversity Scholarships in 2021 - 2022.

Three 'Equality & Diversity Scholarships' were awarded to exceptional Bangor University 2021 graduates. L-R: Eddie Cox, Mae Bernard and Thea Moule.

The scholarships, which cover the full course fees, will enable these talented and enthusiastic students to continue their studies and the recipients of these scholarships are now enrolled in postgraduate courses at Bangor.

Eddie Cox, 21, from Manchester, is studying for an MA in Celtic Archaeology in the School of History, Law and Social Sciences. Eddie said, "Having experienced how incredibly disheartening discrimination within academia can be, I am passionate about creating an academic environment which is welcoming and inclusive. Bangor University has been very supportive of EDI issues in my field during my undergraduate degree and many female lecturers and staff are clearly very knowledgeable on inclusion. However, I would like to see more discussions around EDI issues within modules, both in terms of the diversity of current staff and students, and in terms of our understanding of the past. I am very grateful for the support from the University's Athena Swan group and look forward to having the chance to push for inclusivity, both within the university and within my wider field."

Mae Bernard, 21, from Lichfield, Staffordshire is studying for an MSc in Neuroimaging in the School of Human and Behavioural Sciences and said, "Involving myself in EDI work is important to me because I strive to make the world a better place for the generations after me and equality for all is an important part of that. Moreover, diversity and inclusion in education settings can help to remove cultural bias from our work and can enrich wider society by offering new experiences and perspectives. Getting this scholarship has meant that I can stay in Bangor and continue making our University and our city a better place."

Thea Moule, 28, from Bangor, Gwynedd is studying for an MRes in Marine Biology in the School of Ocean Sciences and said, "I am honoured and grateful to be awarded the Inclusive Bangor Scholarship to study an MRes in Marine Biology. The scholarship will allow me the financial stability to fully dedicate myself to working on my research topic. Furthermore, it will enable me to progress towards my career aspirations of becoming a researcher in marine ecology. However, there is a significant gender gap within STEM - women account for 30% of scientific researchers globally, and even fewer within Marine Science. Therefore, the opportunity to be involved in EDI work is important to continue to address the underrepresentation of women researchers and help promote gender equality and inclusivity within STEM."



GENDER PAY GAP, ETHNICITY PAY GAP & DISABILITY PAY GAP

In summary, our [Gender Pay Gap Report 2022](#) published in March 2023, using data from the snapshot date of 31 March 2022, found that there is a **Gender Pay Gap at institutional level with male staff members' median pay being 5.8%** higher than female staff members' pay (the pay gap has risen marginally from 5.7% last year but decreased in previous years, 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 **mean Gender Pay Gap for the University (13.2% mean, down from 13.7% 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 the overall median gender pay gap is 8.5% and mean gender pay gap is 14.8%**. In **HEIs in Wales the median gender pay gap is 13.7% and the mean gender pay gap is 14.7%**.

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 - 4.9% (from -1.7% the previous year).

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 15% (from 16.8% the previous year).

More information about the pay gaps and detailed analysis can be found in the [Gender Pay Gap Report 2022](#).



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 15.1%, a small reduction on the previous years' of 16.7% and 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 %

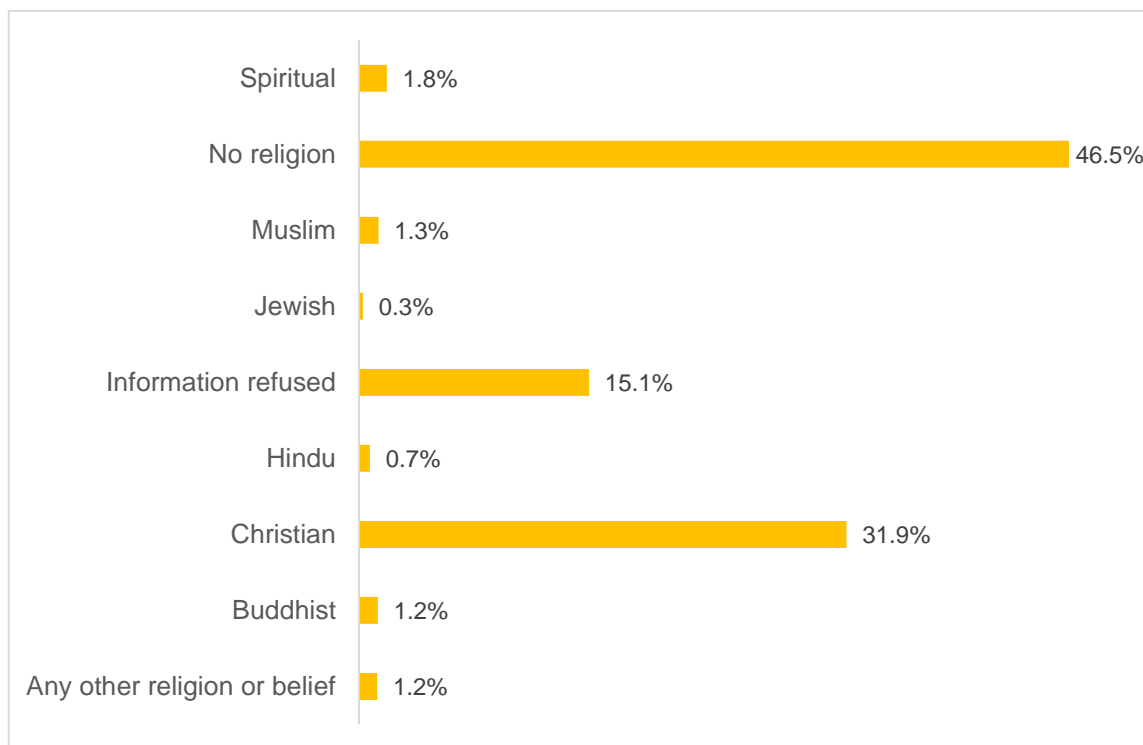


Figure 30: Bar chart showing staff by religion, belief or non-belief.

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 continues to reduce, this year standing at 16.9% having been 18.9% and 20.18% in the two preceding years. 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 %

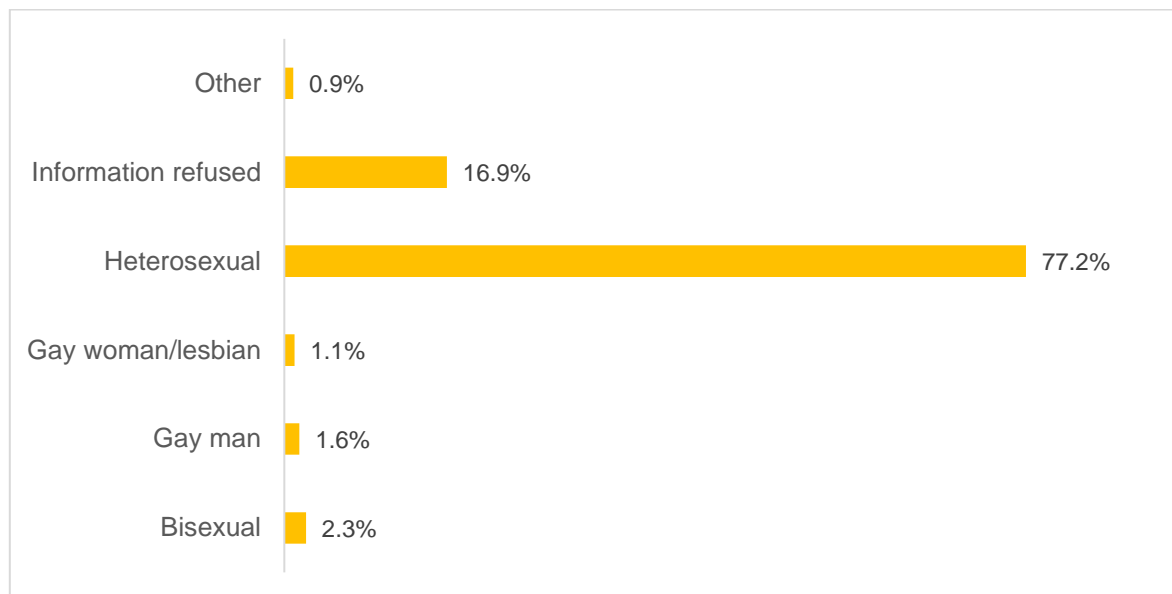


Figure 31: Bar chart showing staff by sexual orientation.



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.*

91.7% gender the same as registered at birth (2154 staff)
0.6% gender different to that registered at birth (13)
7.7% prefer not to say (182)

UK HEI Trans status disclosure rates: Of the staff in institutions that returned trans status data to HESA, 57.0% provided information, 3.5% refused to provide information, and for 39.7% the data field was blank. Overall, trans status was unknown for 63.7% of all staff working in UK HEIs.

We look forward to implementing the recommendations in the newly launched Welsh Government [LGBTQ+ Action Plan for Wales](#).



Figure 32: Photograph of rainbow flag flying above the historic Main Arts building.



PREGNANCY & MATERNITY

25 women took maternity leave during the reporting period, an increase of 4% compared to the last reporting period.

19 men took paternity leave. An increase of 37.5% compared to the last reporting period.

1 person took shared parental leave.

0 took parental leave,

0 took adoption leave.

Across the UK only 11,200 couples applied to use the Shared Parental Leave Scheme in 2020/21*, a 17% fall on the previous year. The scheme is still only being used by a tiny fraction of parents who are eligible, more than five years after it was introduced. It has struggled to attract couples ever since its launch in 2016. Less than 2% of eligible couples used the scheme in the past year, based on the fact that 598,000 women took maternity leave in 2020/21. The take-up of the scheme for those eligible has fluctuated between 1% and 2% yearly ever since its launch.

The Shared Parental Leave scheme offers both new parents the opportunity to share up to 50 weeks of leave and 37 weeks of statutory pay between them. The rate of pay is £151.20 per week, half the UK minimum wage for full-time employees. Many parents are understandably reluctant for the primary earner to temporarily stop working and see their income fall to just over £600 per month. As the primary earner is often male, this has contributed to a low uptake of the scheme.

At Bangor University 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.



RECRUITMENT

During the reporting academic year **385** jobs were posted (advertised). There were **2049** applicants (some applicants may have applied for more than one vacant role in which case they will be counted more than once). **372** people were hired (a further 11 were at different stages of being offered but hadn't yet been hired/started their employment).

Of the 372 people who were appointed (hired):

63.4% were female
32% were male
0.3% identified as other
4.3% did not disclose their gender.

82.5% were not disabled
12.1% identified as disabled
5.4% did not disclose their disability status.

82.5% were White
11.3% were BAME
6.2% did not provide their ethnicity information.

Age

Of the **2049** applicants **158** preferred not to disclose their age. Of the **1891** who did give their age, the average age was **36.2 years**.

All applicants by gender ('The sex you identify with') in %

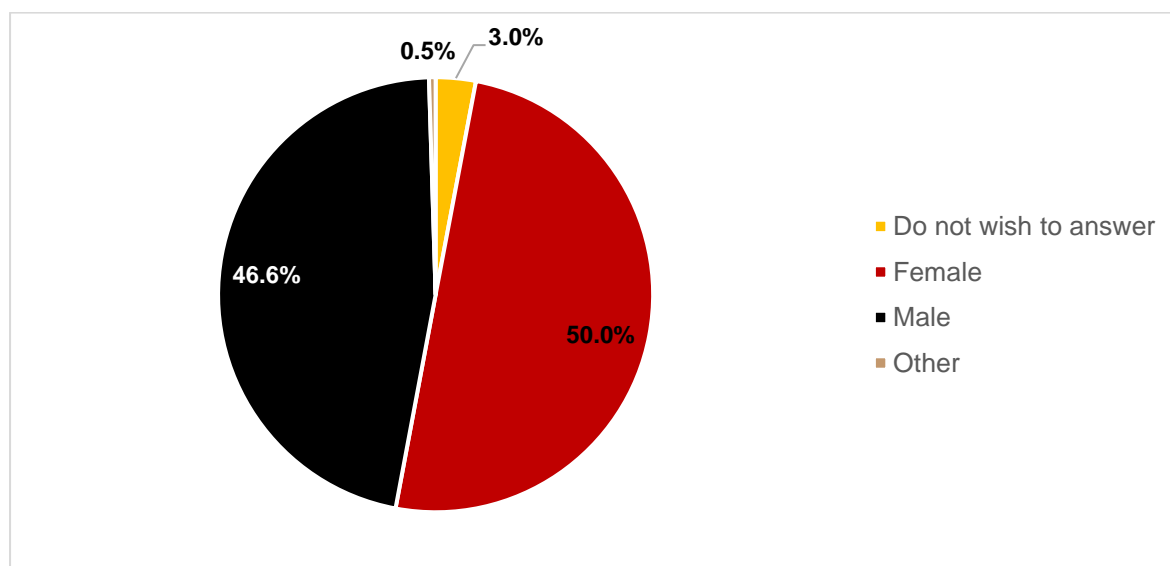


Figure 33: Pie chart showing all recruitment applicants by gender.

Recruitment outcomes by gender ('The sex you identify with') in %

Application status	Do not wish to answer	Female	Male	Other	Total
Closed	0.0%	0.6%	0.1%	0.0%	0.7%
Hired	0.8%	11.5%	5.8%	0.0%	18.2%
In Process	0.0%	0.4%	0.4%	0.0%	0.9%
Invitation Declined	0.0%	0.1%	0.1%	0.0%	0.2%
Offer accepted	0.0%	0.1%	0.2%	0.0%	0.3%
Offer approved	0.0%	0.0%	0.0%	0.0%	0.0%
Offer declined	0.0%	0.8%	0.6%	0.0%	1.4%
Offered	0.0%	0.0%	0.0%	0.0%	0.1%
Other Emp BU	0.0%	0.0%	0.1%	0.0%	0.1%
Rejected	2.1%	32.1%	35.5%	0.4%	70.1%
Withdrawn	0.0%	4.1%	3.6%	0.0%	7.8%
Total	3.0%	50.0%	46.6%	0.5%	100.0%

Figure 34: Table showing recruitment outcomes by gender.

All applicants by disability in %

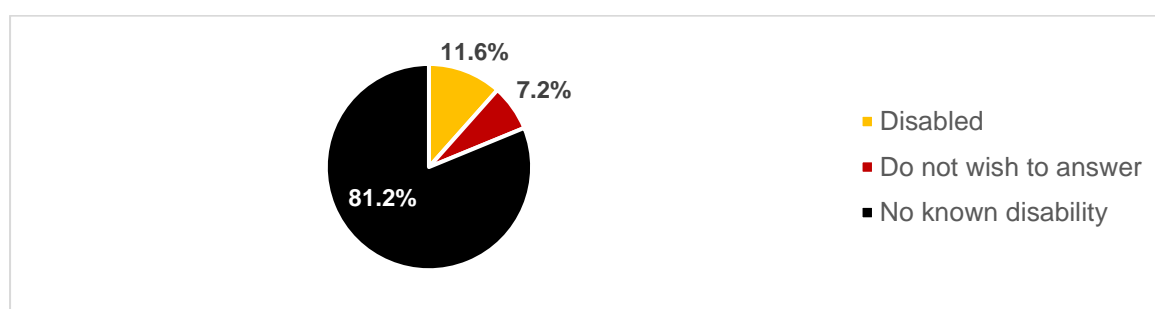


Figure 35: Pie chart showing all applicants by disability status.

Recruitment outcomes by disability in %

Application status	Disabled	Do not wish to answer	No known disability	Total
Closed	0.0%	0.0%	0.6%	0.7%
Hired	2.2%	1.0%	15.0%	18.2%
In Process	0.2%	0.0%	0.6%	0.9%
Invitation Declined	0.0%	0.0%	0.2%	0.2%
Offer accepted	0.0%	0.0%	0.3%	0.3%
Offer approved	0.0%	0.0%	0.0%	0.0%
Offer declined	0.2%	0.1%	1.1%	1.4%
Offered	0.0%	0.0%	0.1%	0.1%
Other Emp BU	0.0%	0.0%	0.1%	0.1%
Rejected	8.0%	5.5%	56.7%	70.1%
Withdrawn	0.8%	0.5%	6.4%	7.8%
Total	11.6%	7.2%	81.2%	100.0%

Figure 36: Table showing recruitment outcomes by disability status.

All applicants by ethnicity in %

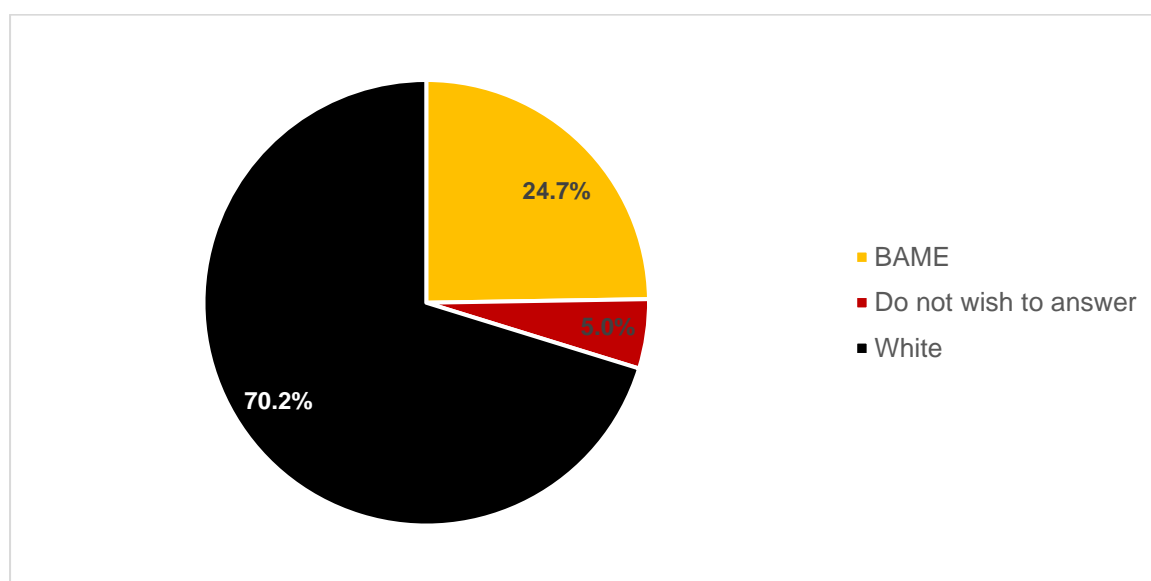


Figure 37: Pie chart showing all applicants by ethnicity.

Recruitment outcomes by ethnicity in %

Application status	BAME	Do not wish to answer	White	Total
Closed	0.1%	0.0%	0.6%	0.7%
Hired	2.0%	1.1%	15.0%	18.2%
In Process	0.2%	0.0%	0.7%	0.9%
Invitation Declined	0.0%	0.0%	0.2%	0.2%
Offer accepted	0.0%	0.0%	0.3%	0.3%
Offer approved	0.0%	0.0%	0.0%	0.0%
Offer declined	0.5%	0.0%	0.9%	1.4%
Offered	0.0%	0.0%	0.1%	0.1%
Other Emp BU	0.0%	0.0%	0.1%	0.1%
Rejected	21.2%	3.4%	45.5%	70.1%
Withdrawn	0.6%	0.3%	6.8%	7.8%
Total	24.7%	5.0%	70.2%	100.0%

Figure 38: Table showing recruitment outcomes by ethnicity.



PROMOTION

This information covers promotion closing dates between 31 July 2021 and 31 January 2022 and all Professor and Reader promotions effective between 1 August 2021 and 31 July 2022. In total 31 members of staff applied for promotion, of these 24 members of staff were successful.

Promotion outcomes by gender by headcount

Gender	Granted a Discretionary Award	Promotion Successful	Promotion Unsuccessful	Total
F	3	18	2	18
M	1	11	1	13
Total	4	24	3	31

Figure 39: Table showing promotion outcomes by gender.

Promotion outcomes by disability by headcount

Disability status	Granted a Discretionary Award	Promotion Successful	Promotion Unsuccessful	Total
Disabled	0	4	1	5
Information refused	0	1	0	1
No disability	4	19	2	25
Total	4	24	3	31

Figure 40: Table showing promotion outcomes by disability.

Promotion outcomes by ethnicity by headcount

Ethnicity	Granted a Discretionary Award	Promotion Successful	Promotion Unsuccessful	Total
BAME	0	1	1	2
Information refused	0	1	0	1
White	4	22	2	28
Total	4	24	3	31

Figure 41: Table showing promotion outcomes by ethnicity.

Promotion outcomes by contract type and full-time or part-time

Contract/hours	Discretionary Award	Successful	Unsuccessful	Total
Perm FT	12.9%	67.7%	6.5%	87.1%
Perm PT	0.0%	3.2%	0.0%	3.2%
Temp FT	0.0%	3.2%	0.0%	3.2%
Temp PT	0.0%	3.2%	3.2%	6.5%
Total	12.9%	77.4%	9.7%	100.0%

Figure 42: Table showing promotion outcomes by contract type and full-time or part-time.



LEAVERS

Staff who left their employment at the University

During the academic year 2021 – 2022, **376** staff left their employment at the University equating to **16%** of all staff.

Of all leavers

60.6% were female, 39.4 % were male.

13% identified as disabled.

10.4% were 'BAME'.

All leavers by reason for leaving in %

Reason for leaving	% of leavers
Dismissal	0.3%
End of fixed term contract	43.4%
Redundancy	1.1%
Resigned	47.1%
Retirement	2.1%
Retirement (early)	0.8%
Retirement (ill health)	0.5%
Settlement Agreement	1.1%
Voluntary Redundancy	3.7%
Total	100.0%

Figure 43: Table showing all leavers by reason for leaving.

All leavers by age in %

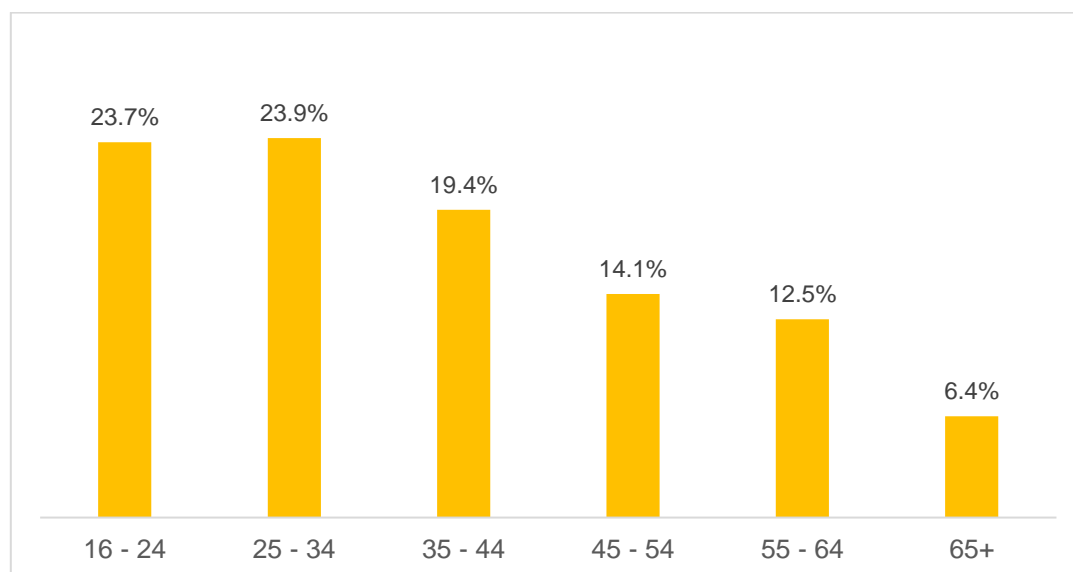


Figure 44: Bar chart showing all leavers by age range.

All leavers by age and reason for leaving in %

Reason for leaving	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+	Total
Dismissal	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.3%
End of fixed term contract	13.3%	13.3%	6.6%	3.5%	3.7%	2.9%	43.4%
Redundancy	0.0%	0.0%	0.3%	0.3%	0.3%	0.3%	1.1%
Resigned	10.4%	9.8%	10.9%	9.3%	4.5%	2.1%	47.1%
Retirement	0.0%	0.0%	0.0%	0.0%	1.1%	1.1%	2.1%
Retirement (early)	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.8%
Retirement (ill health)	0.0%	0.0%	0.3%	0.0%	0.3%	0.0%	0.5%
Settlement Agreement	0.0%	0.0%	0.0%	0.3%	0.8%	0.0%	1.1%
Voluntary Redundancy	0.0%	0.8%	1.1%	0.8%	1.1%	0.0%	3.7%
Total	23.7%	23.9%	19.4%	14.1%	12.5%	6.4%	100.0%

Figure 45: Table showing all leavers by age and reason for leaving.

All leavers by disability in %

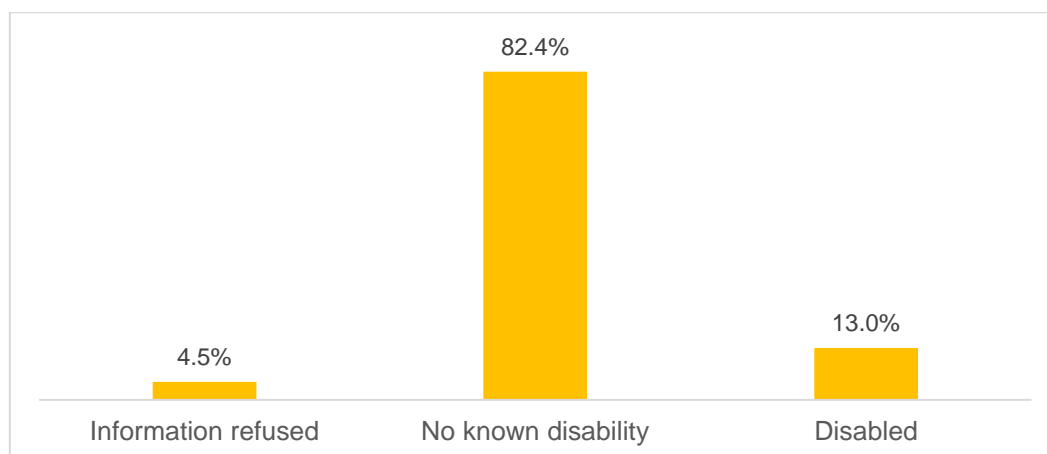


Figure 46: Bar chart showing all leavers by disability.

All leavers by disability and reason for leaving in %

Reason for leaving	Information refused	No known disability	Disabled	Total
Dismissal	0.0%	0.3%	0.0%	0.3%
End of fixed term contract	1.9%	33.2%	8.2%	43.4%
Redundancy	0.0%	1.1%	0.0%	1.1%
Resigned	1.9%	41.0%	4.3%	47.1%
Retirement	0.0%	1.9%	0.3%	2.1%
Retirement (early)	0.0%	0.8%	0.0%	0.8%
Retirement (ill health)	0.0%	0.5%	0.0%	0.5%
Settlement Agreement	0.5%	0.5%	0.0%	1.1%
Voluntary Redundancy	0.3%	3.2%	0.3%	3.7%
Total	4.5%	82.4%	13.0%	100.0%

Figure 47: Table showing all leavers by disability and reason for leaving.

All leavers by ethnicity in %

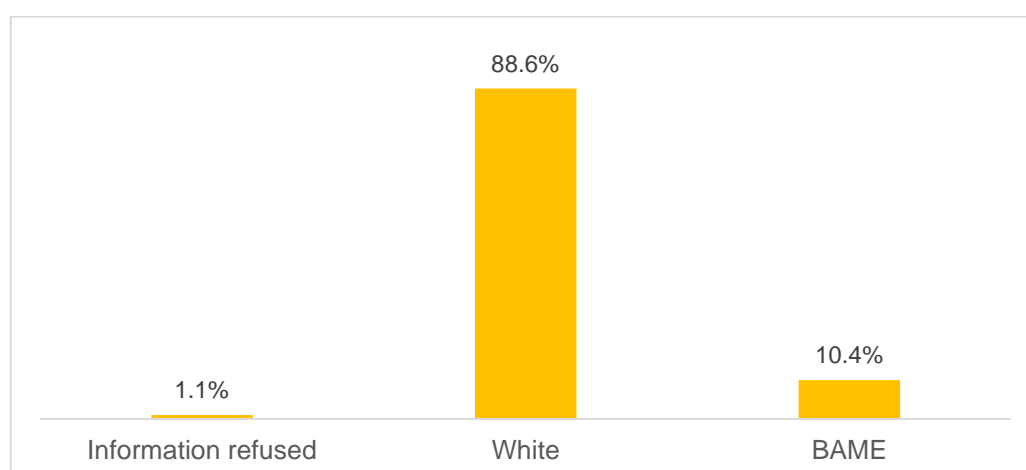


Figure 48: Bar chart showing all leavers by ethnicity.

All leavers by ethnicity and reason for leaving in %

Reason for leaving	Information refused	White	BAME	Total
Dismissal	0.0%	0.3%	0.0%	0.3%
End of fixed term contract	0.0%	36.7%	6.6%	43.4%
Redundancy	0.0%	1.1%	0.0%	1.1%
Resigned	0.5%	43.4%	3.2%	47.1%
Retirement	0.0%	1.9%	0.3%	2.1%
Retirement (early)	0.0%	0.8%	0.0%	0.8%
Retirement (ill health)	0.0%	0.5%	0.0%	0.5%
Settlement Agreement	0.5%	0.5%	0.0%	1.1%
Voluntary Redundancy	0.0%	3.5%	0.3%	3.7%
Total	1.1%	88.6%	10.4%	100.0%

Figure 49: Table showing all leavers by ethnicity and reason for leaving.

All leavers by gender in %

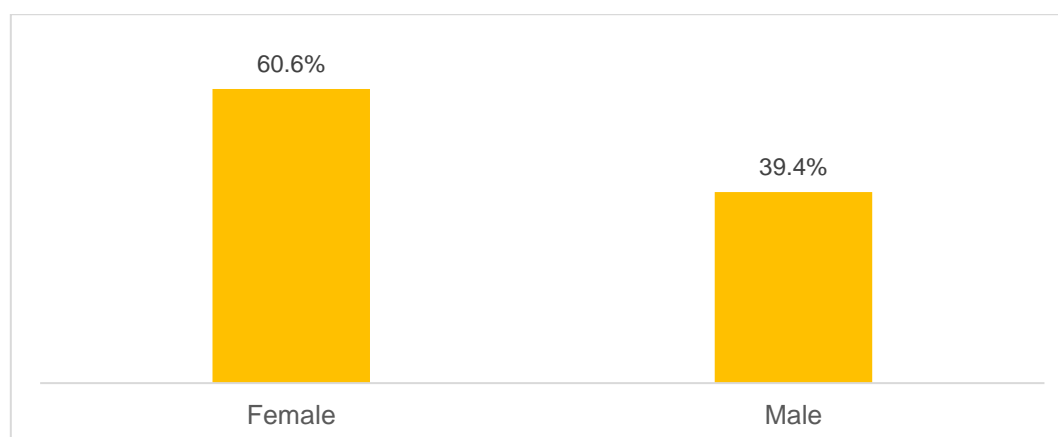


Figure 50: Chart showing all leavers by gender.

All leavers by gender and reason for leaving in %

Reason for leaving	Female	Male	Total
Dismissal	0.3%	0.0%	0.3%
End of fixed term contract	24.7%	18.6%	43.4%
Redundancy	1.1%	0.0%	1.1%
Resigned	29.5%	17.6%	47.1%
Retirement	1.6%	0.5%	2.1%
Retirement (early)	0.5%	0.3%	0.8%
Retirement (ill health)	0.5%	0.0%	0.5%
Settlement Agreement	0.3%	0.8%	1.1%
Voluntary Redundancy	2.1%	1.6%	3.7%
Total	60.6%	39.4%	100.0%

Figure 51: 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. As staff have returned to the 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 five workshops that 44 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 Unconscious Bias online module that was launched to all existing staff in the previous academic year has been updated and continues as an essential requirement for all new staff to complete as part of their induction. **1316 members of staff** have completed this training.
- 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.

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 template form and associated guidance continues to be used extensively 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 template form and guidance is published on our Human Resources webpages.



FORMAL STAFF CASEWORK

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

Disciplinary x1 (1 man).

Grievance x 6 (3 men, 3 women).

One case included an element of alleged sex discrimination and another case alleged disability discrimination.

Capability x 5 (3 men, 2 women).

One member of staff was covered by the disability protections of the Equality Act 2010.

Probation x 5 (2 men, 3 women).



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, and the Executive in March 2023.

