ANNUAL EQUALITY REPORT

Data reporting period:
The academic year 1 August 2018 – 31 July 2019

Published April 2020

I'm pleased to present Bangor University's Annual Equality Report for the academic year 2018 – 2019. During the academic year we continued to see a wide range of equality, diversity and inclusion activities, events and achievements.

The National Student Survey (NSS) once again placed Bangor in the top 10 of the UK's non-specialist Universities. Bangor University came within the top 10 in the University of the Year category at the 2019 Whatuni Student Choice Awards, The news follows the University's inclusion among the top 100 European Universities in the recent Times Higher Education (THE) European Teaching Rankings, the first university league table to focus solely on teaching and learning, demonstrating our commitment to teaching and learning excellence. This success is also driven by Bangor's commitment to providing a supportive, multicultural environment, and our promotion of widening access and inclusiveness.

Bangor University achieved a Gold Award for 'outstanding teaching' in the national Teaching Excellence Framework (TEF).

We are also extremely proud of awards celebrating our support of women at Bangor; Bangor University was informed that our application for a Bronze Athena SWAN University-wide award had been successful in October 2018. This was the first institution-level application under the extended post-May 2015 Athena SWAN charter. The School of Psychology and Bangor Business School were successful in their applications for Bronze awards in April 2019.

Recent statistics have revealed that almost half of all students in Wales studying a degree through the medium of Welsh now do so at Bangor University. In addition, the largest number of lecturers taught through the medium of Welsh are delivered at Bangor University.

Along with our successes have come challenges and we recognise that there is more progress to be made in certain areas such as reducing our Gender Pay Gap. However, we are committed to addressing these issues and providing a unique, multicultural and inclusive experience for all our staff and students.

Professor Carol Tully
Pro Vice-Chancellor

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Should you require this report in an alternative format please contact Nia Blackwell
n.blackwell@bangor.ac.uk.
This report has been produced in accessible format.

Executive Summary

This has been a year of consolidating our previous work as we approach the end of our current Strategic Equality Plan 2016 – 2020 and we have undertaken significant work and engagement in developing our new Strategic Equality Plan 2020 - 2024. We continue to embrace and value the diversity of our staff and students and strive to provide a safe, welcoming and inclusive environment.

We remain fully committed to the Equality Act 2010 and to undertaking action under the Public Sector Equality Duties (PSED) as defined within the Act. We welcome the Welsh Government's commencement of the socio-economic duty of the Equality Act in Wales in April 2020.

This Annual Equality Report outlines our successes up to and during the past year, our performance in regulatory areas and reporting requirements, and our continued commitment to the equality agenda.

Key successes and points of note include:

- The launch of our [Strategic Equality Plan 2020 – 2024](#)

- The School of Psychology and Bangor Business School were successful in their applications for Bronze awards in April 2019. The Bangor Business School is the first School from the College of Arts, Humanities & Business to hold an award.

- The establishment of College Equality and Diversity Committees across all Colleges.

- The establishment of an LGBTQ Network for staff and post-graduate students and for the first time flying a Rainbow flag above Main Arts in June 2019 to commemorate the anniversary of the Stonewall Riots.

- We are a Disability Confident Employer and are working with the DWP and other key local employers to improve access to workplaces for disabled staff. 7.6% of staff at the University have declared a disability. This is an increase on last year's figure of 6.9% and the previous year's 6.77%. This compares with 5% of staff working in higher education across the UK and 5.7% in Wales HEIs.

- Further embedding of Equality Impact Assessments into strategic decision-making, policy development and managing change processes in the University.

- Equality-focussed training has been reviewed and updated to provide mandatory training for all staff and specific training for particular staff groups.

- Gender Pay Gap - Bangor University's male Median pay being reported in March 2020 is 10.8% higher than female staff members pay, this compares

with the UK national median Gender Pay Gap which stands at 17.3% and the UK HEI Gender pay Gap as reported by Advance HE in their Staff Statistical Report 2019 of 16.7% across the UK and 17.2% in Wales.

- 7.6% of staff at the University have declared a disability. This is an increase on last year's figure of 6.9% and the previous year's 6.77%. This compares with 5% of staff working in higher education across the UK and 5.7% in Wales HEIs.

- The University's population of BAME (Black, Asian, Minority Ethnic) staff is 6.5%, last year the figure was 5.4%. This is lower than the average across HEIs in the UK (9.8%) however; this percentage is higher than HEIs in Wales (4.3%).

Introduction

Founded in 1884, Bangor University has a long tradition of academic excellence and a strong focus on the student experience. Around 11,000 students currently study at the University with approximately 2,000 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
- Gender reassignment
- Pregnancy and maternity
- Race – including ethnic or national origin, colour or nationality
- Religion or belief – including lack of belief
- Sex
- Sexual orientation

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 report presents information on the diversity profile of all Bangor University staff employed during the 2018 – 2019 academic year. The information it provides will assist us in maintaining an inclusive university community, to better understand the main equality challenges for staff and to enable 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.

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 system 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. 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 will develop our systems to make the title field optional.

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.

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

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 2018 – 31 July 2019.

Staff ages are calculated at 1 August in the reporting year or on the staff member's start date if employment began during the academic year.

Figures have been rounded to one decimal point

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 2019**'

University Overview - Staff

Key developments include:

Athena SWAN 18/19

Bangor University successfully applied for a Bronze Athena SWAN award in April 2018. This was the first institution-level application under the extended post-May 2015 Athena SWAN charter. Therefore, the application as well as the action plan address gender equality issues more broadly by including analysis and reflection on the intersectionality of gender and ethnicity, as well as the University's support of trans staff and students. The Bronze award is valid until 2022. The action plan includes a commitment that all Schools will apply for department-level Athena SWAN awards during the validity of this award.

The School of Psychology and Bangor Business School were successful in their applications for Bronze awards in April 2019. The Bangor Business School is the first School from the College of Arts, Humanities & Business to hold an award. The School of Psychology has held a Bronze award since 2016 and was successful in renewing this award. These awards recognise the University's and Schools' ongoing commitment to gender equality for staff and students. A number of other Schools are working towards submission in 2020.

The Athena SWAN Task Group awarded "Gender Equality Scholarships 19/20" to three outstanding Bangor University students. This initiative follows 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 applicants from all subject areas. These scholarships cover the full course fees for a Master degree. These Scholarships are for a Masters degree (taught or by research) in a science subject.

On 8 March, Bangor University joined International Women's Day 2019 (#IWD2019) celebrations by hosting an exciting event that highlighted the careers and contributions of women in leadership positions in and around Bangor as well as providing a University-wide forum for discussion of issues around gender equality that affect all staff and students.

EQUALITY CHAMPIONS

We now have an established network of Equality Champions across the University to support and promote equality in the Colleges and Professional Service Departments. The Equality Champions facilitate communication between staff, the Colleges and Departments and the Equality and Diversity Strategy Group by helping to disseminate equality information across the University and communicating relevant staff concerns to the Strategy Group and the Colleges/Departments.

Equality Champions contribute to the development work in the area of equality and inclusiveness in the University. The Champions are an initial point of contact to provide guidance and support to staff on any equality related issue, members of the

College Equality and Diversity Committees and support on-going Athena SWAN initiatives with the relevant Athena SWAN leads.

EMBEDDING EQUALITY AND SHARING GOOD PRACTICE

College Equality and Diversity Committees have been created in all three Colleges, their purpose is to ensure equality and inclusiveness is considered as College-based strategies, policies and initiatives are developed. The Committees report to the Equality and Diversity Strategy Group.

SUPPORTING TRANS STAFF AND STUDENTS

In January 2019 the University published its Trans Policy and Guidance for staff to ensure that the University can respond positively to the needs of trans staff to ensure they feel valued and supported as a member of the University.

EQUALITY IMPACT ASSESSMENTS

The Equality Impact Assessment (EIA) process has been further developed with training incorporated within the Equality for Managers half-day workshops to ensure that the University meets its equality duties, as set out within the Equality Act 2010. By using this evidence-based approach, the University can make informed decisions to eliminate disadvantage and promote equality of opportunity and foster good relations.

UNIVERSITY STAFF - HEADLINE FACTS AND FIGURES

The University employs 2338 staff of whom:

Key
♀ Woman
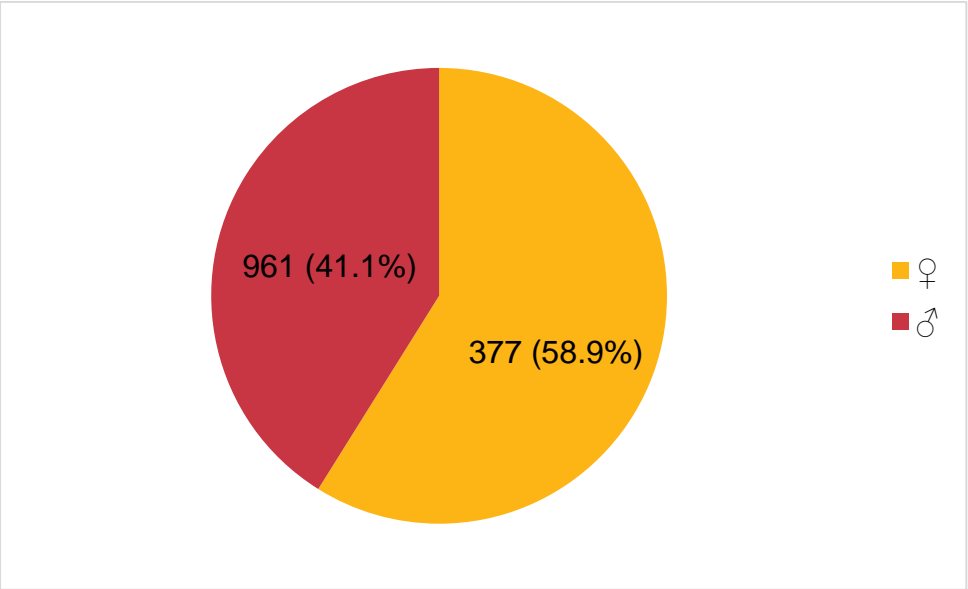♂ Man

961 (41.1%)

377 (58.9%)

■ ♀
■ ♂

Figure 1: Pie chart showing percentage of Female and Male staff.

Age
(average age on 1 August 2018 or on employment start date)

All staff 43.2 years

♀ + ♂	43.2 years
♀	42.7 years
♂	43.8 years

Figure 2: Table showing average age of staff by gender.

Disability

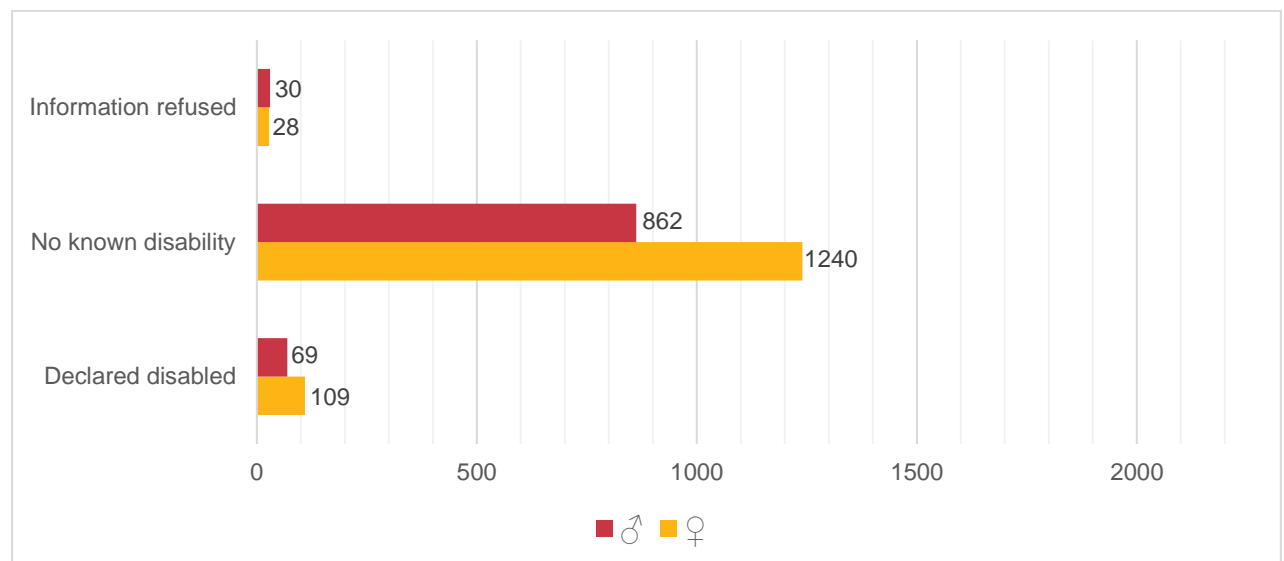178 staff have declared they have a disability (7.6% of all staff)
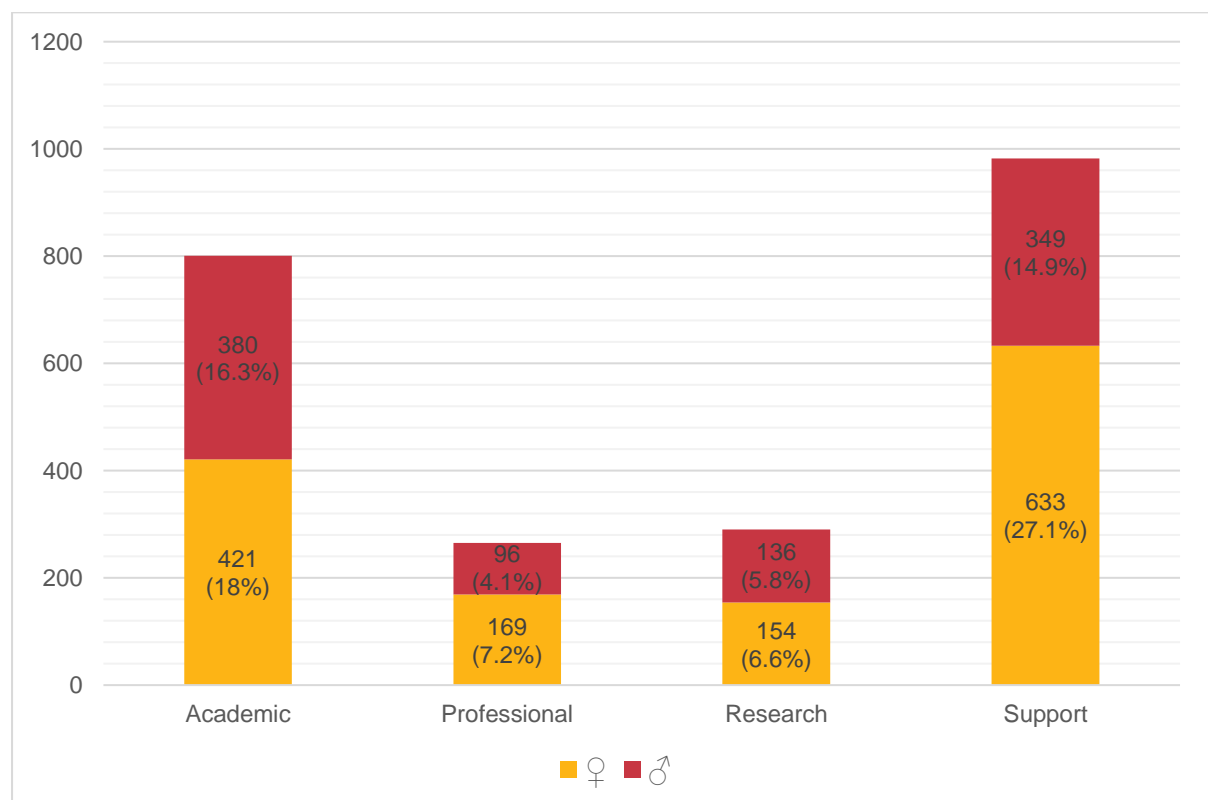

Figure 3: Bar chart showing disability by gender.

Gender
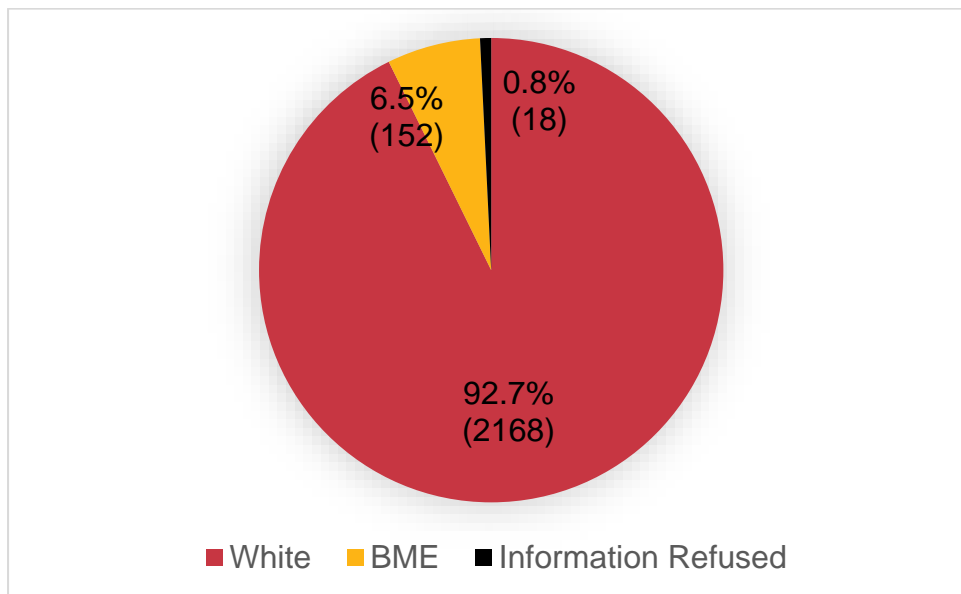

Figure 4: Bar chart showing gender by job type.

Race

6.5%
(152)

0.8%
(18)

92.7%
(2168)

■ White ■ BME ■ Information Refused

Figure 5: Pie chart showing staff percentages of different race/ethnicity groups.

Equality Champions

Age

Age ranges

There is very little change in the percentage of staff in different age groups since the previous report. The trend since reporting began in 2013 is that the workforce is gradually growing older. However, the average age of our staff population has decreased slightly from 43.8 years in the report published in March 2019 to 43.2 years in this report.

The Office for National Statistics (ONS) says that in Wales,
"The number of people aged 16-64 is projected to decrease by 81,000 (4.2 per cent) between 2016 and 2041. The number of people aged 65 and over is projected to increase by 232,000 (36.6 per cent) between 2016 and 2041."

- The highest proportion of our staff (26.5%) are in the age bracket 45 – 54.
- Over half of our staff (50.9%) are aged 35 – 54.
- As has been the case since the first report was published in March 2013, there are more women than men in every age bracket apart from the 65+ age category where there are more men.

Part-time working

- Women work part-time at significantly higher rates than men in all age ranges apart from 65+ where the numbers of women and men working part-time is the same at 3.5%
- The biggest difference in part time workers by gender is in the 35 – 44 age group where 16.3% of women work part-time compared with 4.3% of men.

Leavers

- 368 staff left their employment at the University during the reporting period this equates to 15.7% of all staff.
- The age range with the highest number of leavers in the University during this reporting period was 25 – 34 due to a higher proportion of staff in that age group leaving due to the end of a fixed-term contract. Last year the highest proportion of leavers was in the age range 55 – 64 on voluntary redundancy terms following the University-wide restructuring exercise, however that was an anomaly as the 2018 Report showed the highest proportion of leavers were in the 25 – 34 age group due to the end of a fixed-term contract.
- In all years, the end of a fixed-term contract accounts for the highest number of leavers.

Average age on 1 August 2018

♀ + ♂	43.2 years
♀	42.7 years
♂	43.8 years

Figure 2: Table showing average age of staff by gender.
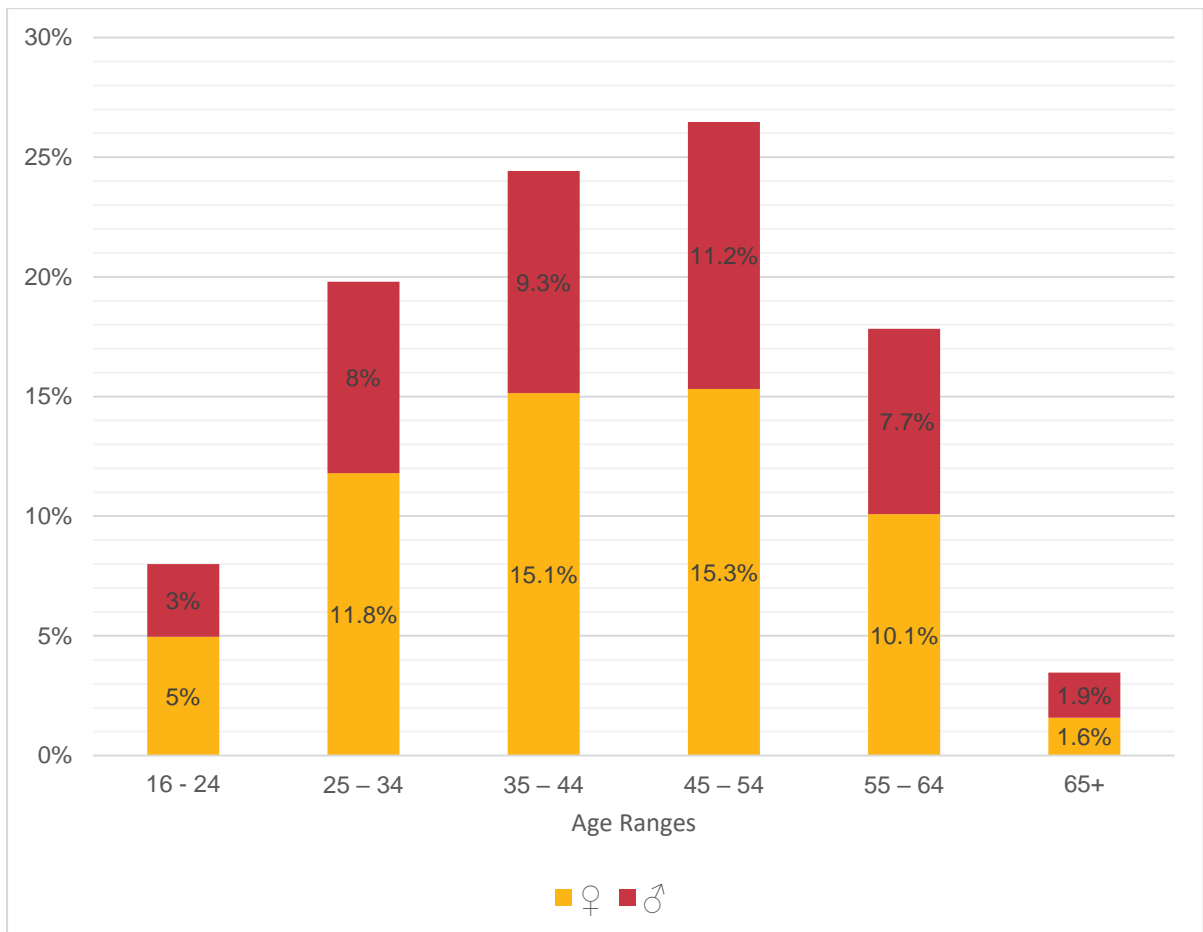
Age ranges by gender

Figure 6: Bar chart showing age ranges by gender.

Age ranges by grade in %

Grade	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+	Grand Total
G001	4.2%	1.4%	1.5%	1.7%	1.9%	0.1%	10.8%
G002	0.7%	0.8%	0.6%	0.9%	0.7%	0.1%	3.8%
G003	0.6%	0.4%	0.3%	0.6%	0.5%	0.0%	2.4%
G004	0.7%	1.7%	1.4%	1.4%	1.1%	0.0%	6.3%
G005	0.5%	1.8%	2.1%	2.1%	1.2%	0.1%	7.9%
G006	0.8%	3.7%	2.7%	3.1%	2.1%	0.6%	13.1%
G007	0.4%	7.8%	8.2%	5.7%	3.7%	1.1%	26.9%
G008	0%	2%	4.2%	4.6%	3.2%	0.3%	14.2%
G009	0%	0.2%	2.8%	3.8%	1.6%	0.3%	8.7%
G010	0%	0%	0.2%	0.5	0.3%	0.1%	1.0%
GP01	0%	0%	0.3%	1.5%	0.9%	0.3%	3%
GP02	0%	0%	0%	0.6%	0.4%	0.2%	1.3%
GP03	0%	0%	0%	0.1%	0.1%	0.1%	0.3%
Other clinical academics	0%	0%	0%	0%	0.1%	0%	0.3%
Grand Total	**8%**	**19.8%**	**24.4%**	**26.5%**	**17.8%**	**3.5%**	**100%**

Figure 7: Pivot table showing percentages of age ranges by grade.

Age ranges by grade by headcount

Grade	16 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+	Grand Total
G001	98	33	36	39	44	3	253
G002	16	18	15	21	16	3	89
G003	15	10	6	14	12	0	57
G004	17	40	32	32	26	1	148
G005	12	43	48	49	29	3	184
G006	19	86	63	72	50	15	305
G007	10	183	192	133	86	25	629
G008	0	46	99	107	74	7	333
G009	0	4	65	89	38	8	204
G010	0	0	5	11	6	2	24
GP01	0	0	8	34	21	6	69
GP02	0	0	1	15	10	4	30
GP03	0	0	0	2	2	3	7
Other clinical academics	0	0	1	1	3	1	6
Grand Total	**187**	**463**	**571**	**619**	**417**	**81**	**2338**

Figure 8: Pivot table showing headcount of age ranges by grade.

Age ranges by job type in %

Age range	Academic	Professional	Research	Support	Grand Total
16 - 24	0.3%	0%	0.7%	7%	8%
35 - 44	8.6%	3.6%	3.9%	8.4%	24.4%
45 - 54	10.6%	4.5%	1.8%	9.6%	26.5%
55 - 64	7.4%	2.1%	0.8%	7.7%	17.8%
65+	2%	0.1%	0.3%	1.1%	3.5%
Grand Total	**34.3%**	**11.3%**	**12.4%**	**42%**	**100%**

Figure 9: Pivot table showing age ranges by job type.

Age ranges by job type by headcount

Age range	Academic	Professional	Research	Support	Grand Total
16 – 24	6	0	17	164	187
25 – 34	127	26	118	192	463
35 – 44	201	83	90	197	571
45 – 54	248	105	41	225	619
55 – 64	172	48	18	179	417
65+	47	3	6	25	81
Grand Total	**801**	**265**	**290**	**982**	**2338**

Figure 10: Pivot table showing age ranges by job type by headcount.

Contract type within age ranges

Row Labels	Academic	Professional	Research	Support	Grand Total
16 - 24	0.3%	0%	0.7%	7%	8%
25 - 34	5.4%	1.1%	5.1%	8.2%	19.8%
35 - 44	8.6%	3.6%	3.9%	8.4%	24.4%
45 - 54	10.6%	4.5%	1.8%	9.6%	26.5%
55 - 64	7.4%	2.1%	0.8%	7.7%	17.8%
65+	2%	0.1%	0.3%	1.1%	3.5%
Grand Total	**34.3%**	**11.3%**	**12.4%**	**42%**	**100%**

Figure 11: Pivot table showing contract type within age ranges.

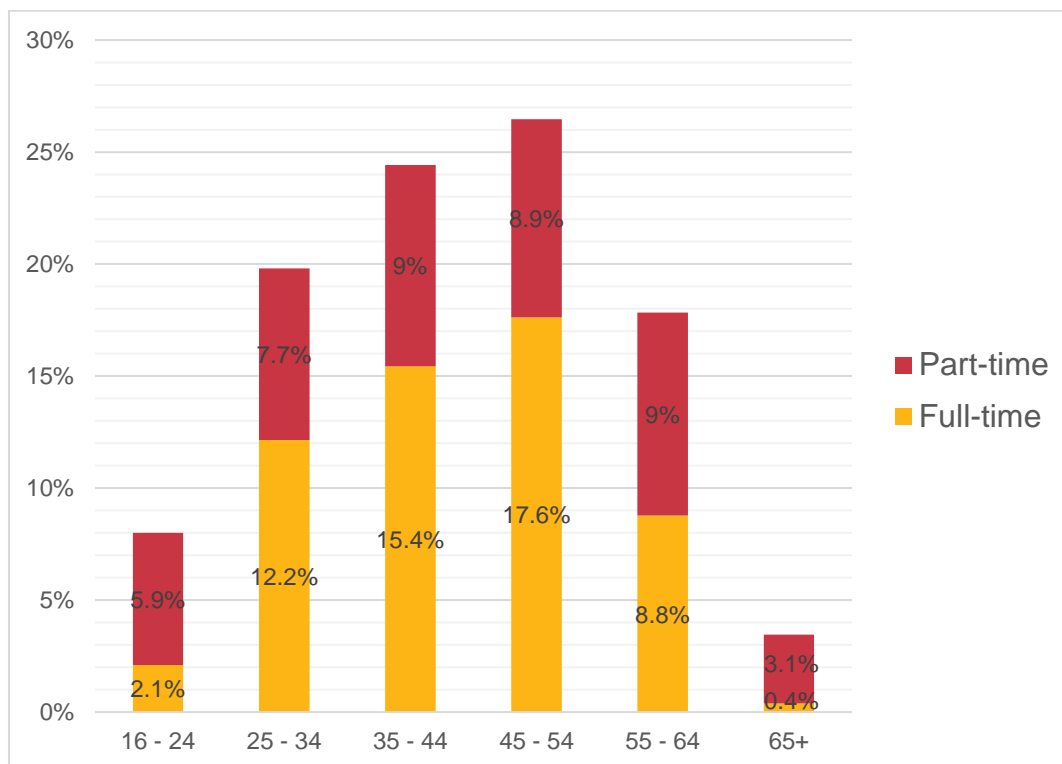## Full-time or part-time by age range

Figure 12: Bar chart showing full-time and part-time staff by age range in percentages.
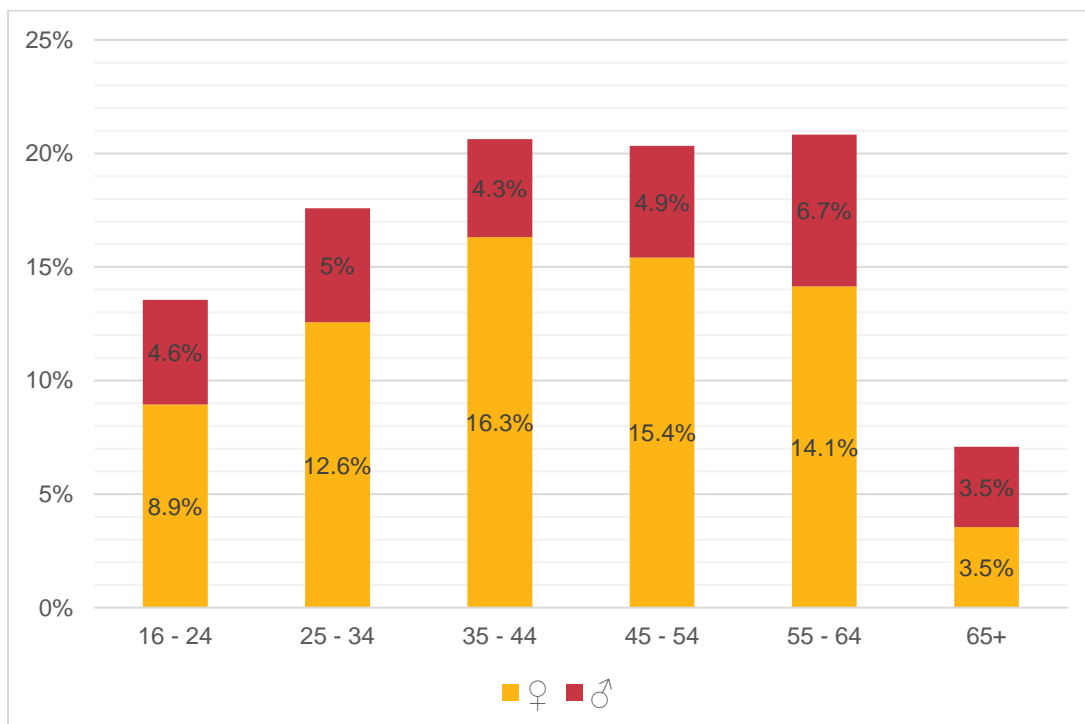
Part-time staff only by age range and by gender

Figure 13: Bar chart showing part-time staff by age group and gender.

Leavers by age range and reason for leaving (368 staff left the University during the reporting period)

Age range	End of fixed-term contract	Resignation	Retirement (excluding ill-health)	Voluntary redundancy	Other (includes dismissal, ill health retirement and other)	Grand Total
16 – 24	7.3%	10.1%	0%	0%	0%	17.4%
25 – 34	14.1%	10.3%	0%	0.3%	0.3%	25%
35 – 44	12.8%	10.1%	0%	0.3%	0.5%	23.6%
45 – 54	6.8%	3.5%	0%	1.4%	0.8%	12.5%
55 – 64	6.8%	3.3%	2.2%	4.4%	0%	16.6%
65+	2.2%	1.1%	0.5%	1.1%	0%	4.9%
Grand Total	**50%**	**38.3%**	**2.7%**	**7.3%**	**1.6%**	**100%**

Figure 14: Pivot table showing leavers by age range and reason for leaving.

Disability

- 7.6% of staff at the University have self-identified as disabled. This is an increase on last year's figure of 6.9%. This compares with 5% of staff working in higher education across the UK and 5.7% in Wales HEIs.

- Disability disclosure rates have consistently increased in the last decade across HEIs. Within the University 2.5% of our staff choose to not provide information relating to disability.

- Of the staff who have self-identified as disabled 3.3% work full time and 4.3% work part-time.

- 10.3% of the 368 staff who left the University had identified as disabled, 6% of whom left due to the end of a fixed-term contract and 3.8% resigned.

Disability by gender

178 staff have self-identified as disabled (7.6% of all staff)
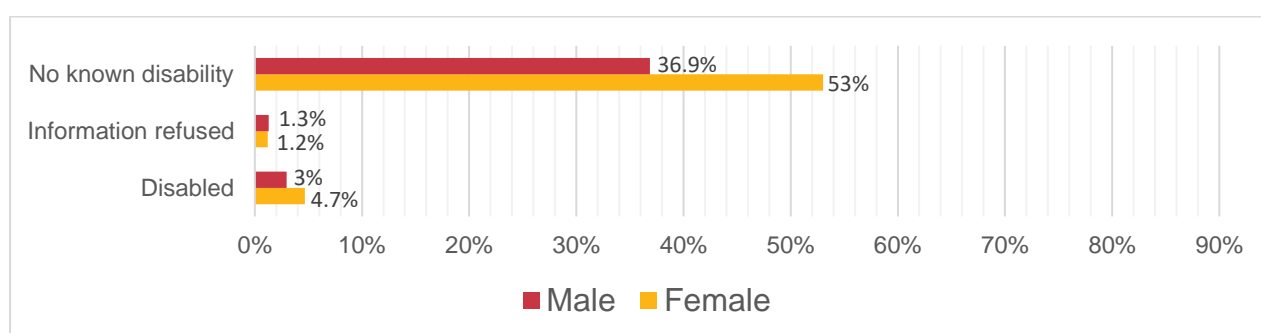
Figure 15: Bar chart showing disability by gender in percentages.
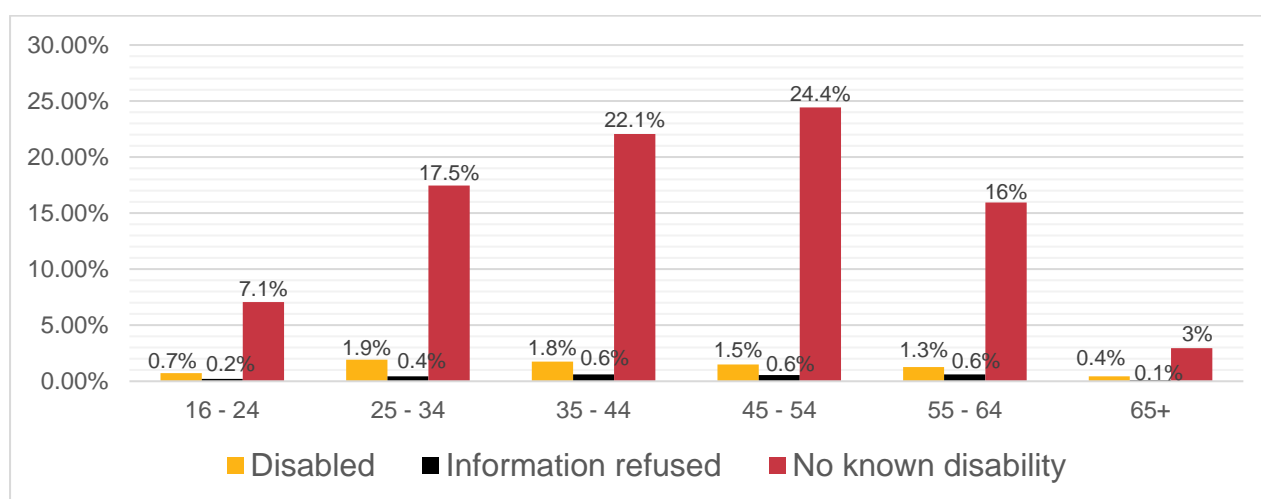
Disability by age range

Figure 16: Bar chart showing disability by age range in percentages.

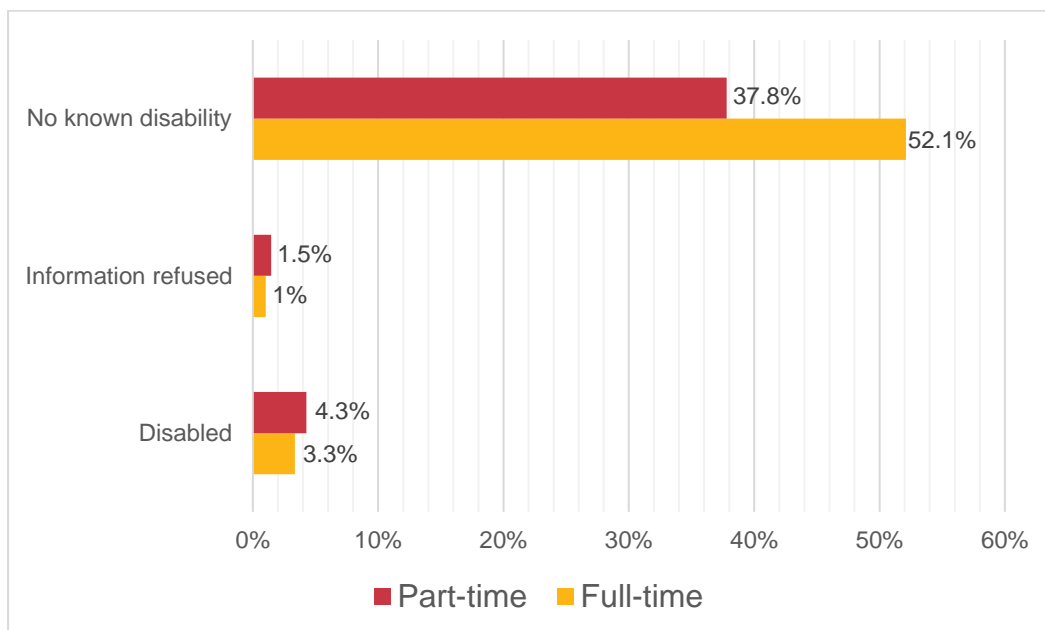**Disability by full-time or part-time**

Figure 17: Bar chart showing part-time and full-time staff by disability in percentages.

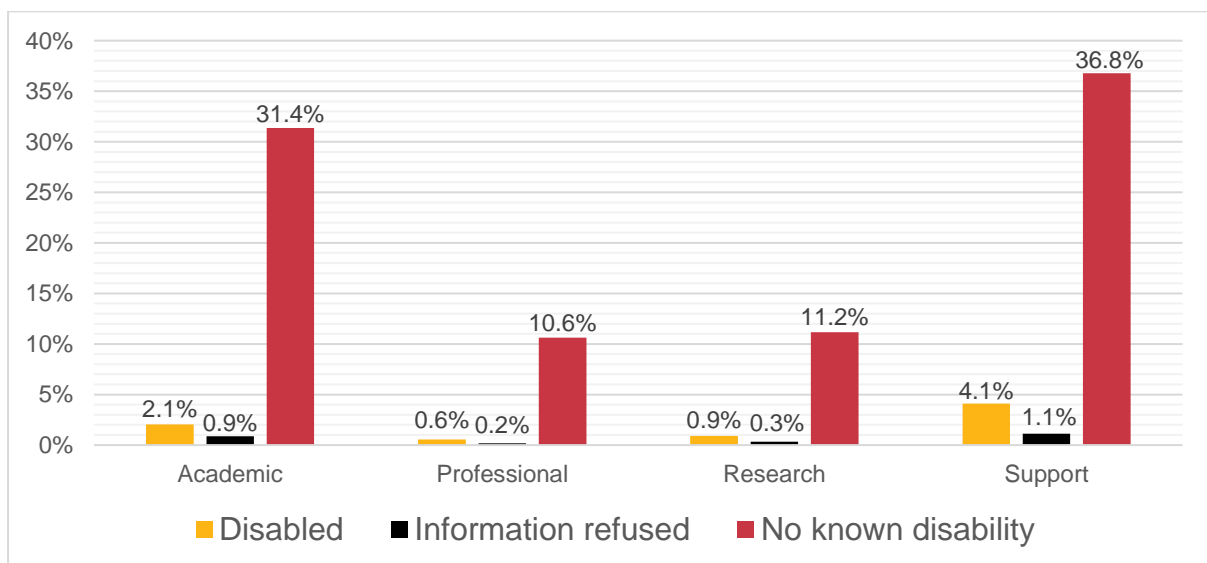**Disability by job type in %**

Figure 18: Bar chart showing disability by job type in percentages.
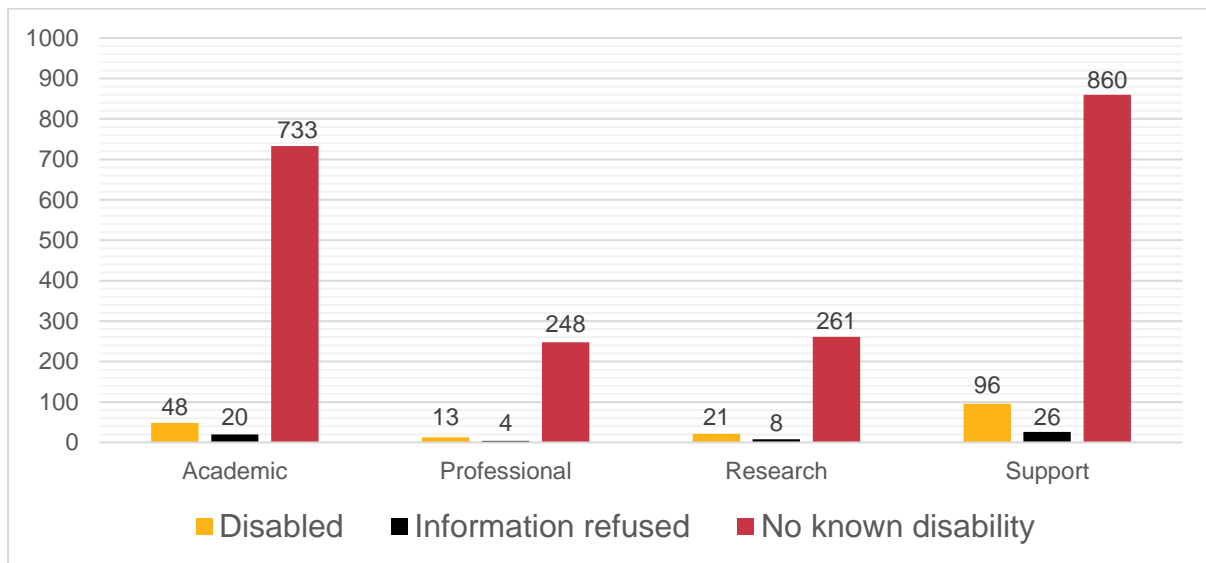
Disability by job type by headcount

Figure 19: Bar chart showing disability by job type by headcount.
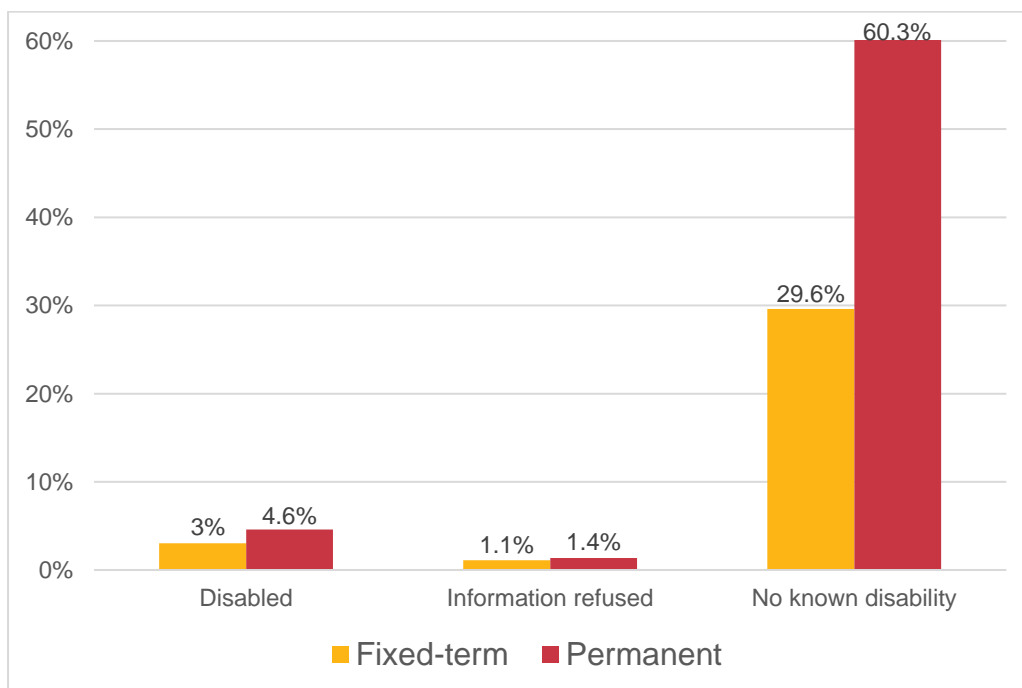
Disability by contract type

Figure 20: Bar chart showing disability by contract type.

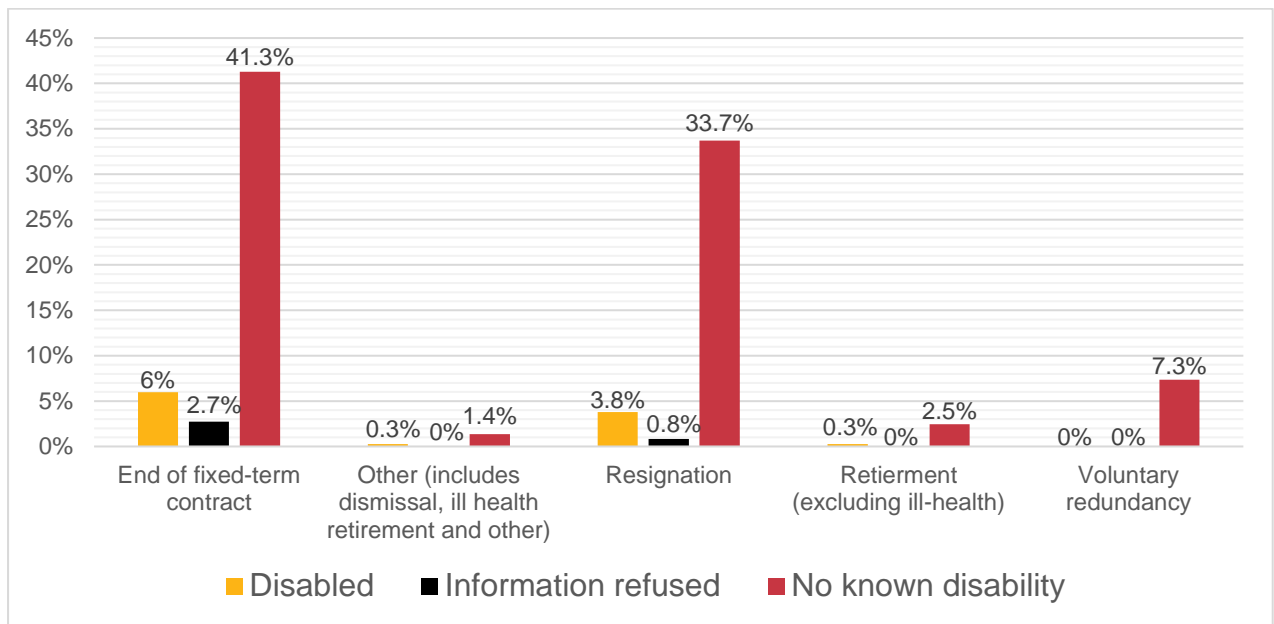**Leavers by disability and reason for leaving**

Figure 21: Bar chart showing leavers by disability and reason for leaving.

Race/ethnicity

- The University's population of BAME (Black, Asian, Minority Ethnic) staff is 6.5%, last year the figure was 5.4%. This is lower than the average across HEIs in the UK (9.8%) however, this percentage is higher than HEIs in Wales (4.3%). In terms of the local context: the 2011 census showed that 4.5% of residents in Gwynedd council area were from BAME backgrounds.

- In terms of grade and contract type and full- and part-time employment there has been little change to the percentage of BAME staff since 2013 during. Since 2013 the figure has fluctuated between 5% and 6%, this year rising above 6% for the first time.

- While the number of BAME academics is low, the percentage of female BAME academics was lower than the proportion of male BAME academics during this period. However, the number of unknown/information refused is very low (under 1% this year) which is positive in terms of our ability to monitor trends in this area.

- The number of staff members from the EU is 7.3% during this reporting period. In the report published in 2017 it was 7.58%, in 2018 it was 6.9%, and in 2019's report it was 6.8%.
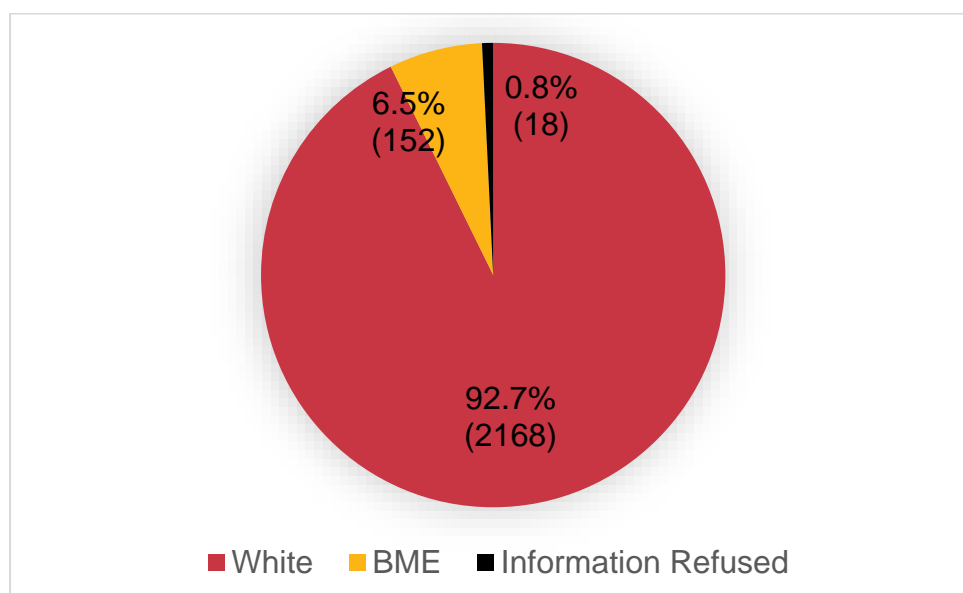
All staff

Figure 5: Pie chart showing staff percentages of different race/ethnicity groups.
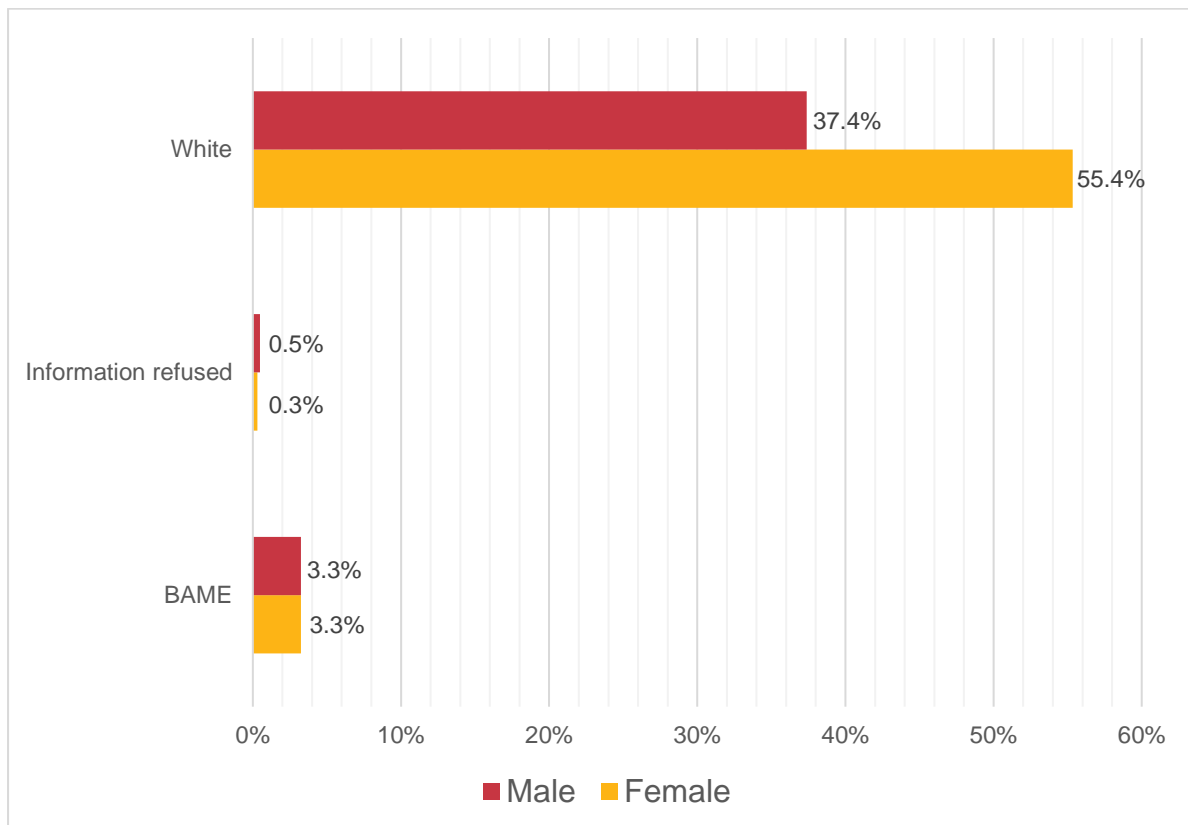
Race by gender

Figure 22: Bar chart showing race/ethnicity by gender.

Race by grade in %

Grade	BAME	Information refused	White	Grand Total
G001	0.9%	0.1%	9.8%	10.8%
G002	0%	0%	3.8%	3.8%
G003	0.1%	0%	2.3%	2.4%
G004	0.2%	0%	6.1%	6.3%
G005	0.1%	0%	7.8%	7.9%
G006	0.5%	0.1%	12.5%	13.1%
G007	2.7%	0.2%	24%	27%
G008	0.8%	0.2%	13.3%	14%
G009	0.8%	0.2%	7.8%	8.7%
G010	0%	0%	1.1%	1.1%
GP01	0.3%	0%	2.7%	3%
GP02	0%	0%	1.2%	1.3%
GP03	0%	0%	0.3%	0.3%
Other clinical academics	0%	0%	0.3%	0.3%
Grand Total	**6.5%**	**0.8%**	**92.7%**	**100%**

Figure 23: Pivot table showing race/ethnicity by grade in percentages.

Race by grade by headcount

Grade	BAME	Information refused	White	Grand Total
G001	0.9%	0.1%	9.8%	10.8%
G002	0%	0%	3.8%	3.8%
G003	0.1%	0%	2.3%	2.4%
G004	0.2%	0%	6.1%	6.3%
G005	0.1%	0%	7.8%	7.9%
G006	0.5%	0.1%	12.5%	13.1%
G007	2.7%	0.2%	24%	26.9%
G008	0.8%	0.2%	13.3%	14.2%
G009	0.8%	0.2%	7.8%	8.7%
G010	0%	0%	1.1%	1.1%
GP01	0.3%	0%	2.7%	3%
GP02	0%	0%	1.2%	1.3%
GP03	0%	0%	0.3%	0.3%
Other clinical academics	0%	0%	0.3%	0.3%
Grand Total	**6.5%**	**0.8%**	**92.7%**	**100%**

Figure 24: Pivot table showing race/ethnicity by grade by headcount.

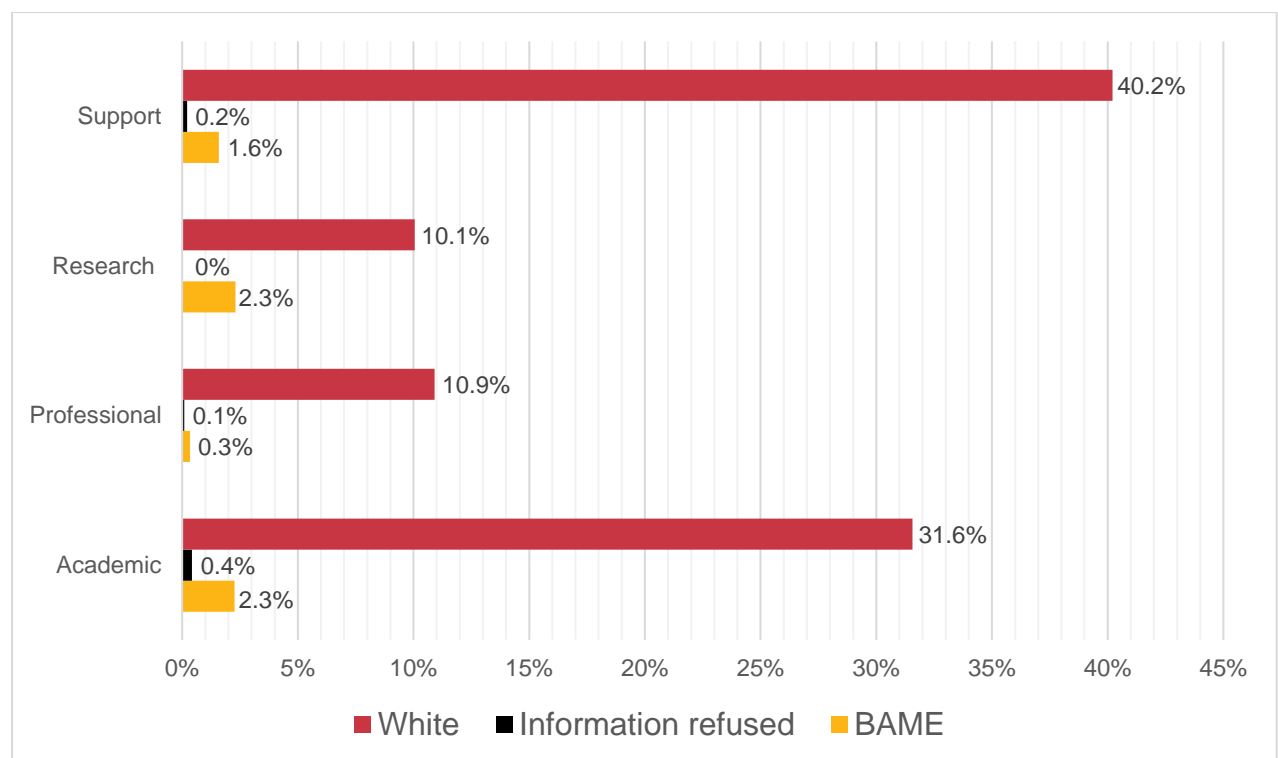## Race/ethnicity by job type in %

Figure 25: Bar chart showing race/ethnicity percentage by job type in percentages.
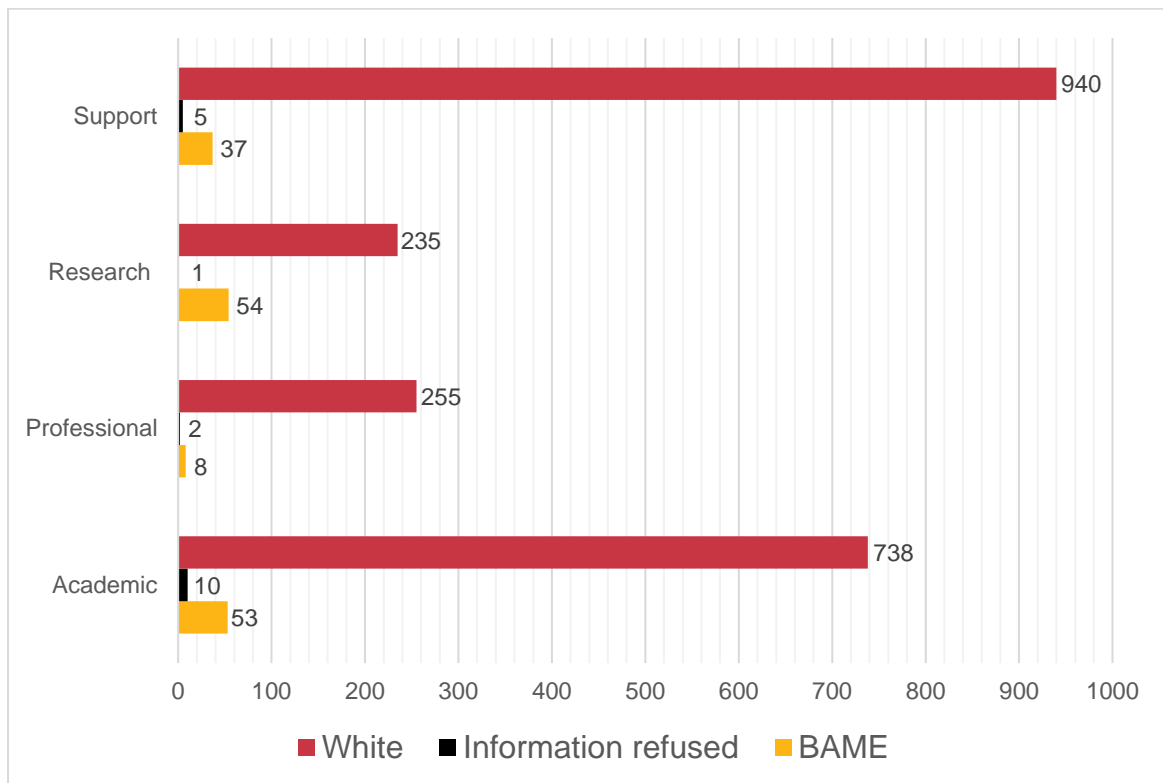
Race/ethnicity by job type by headcount

Figure 26: Bar chart showing race/ethnicity by job type by headcount.
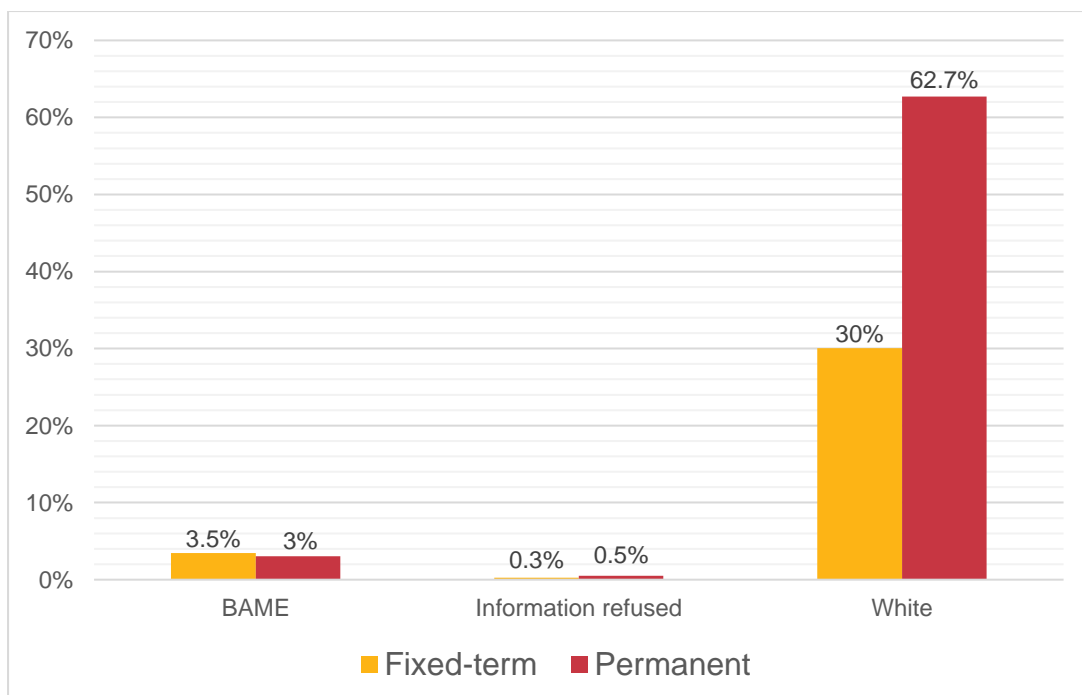
Race by contract type

Figure 27: Bar chart showing percentage of race/ethnicity by contract type.

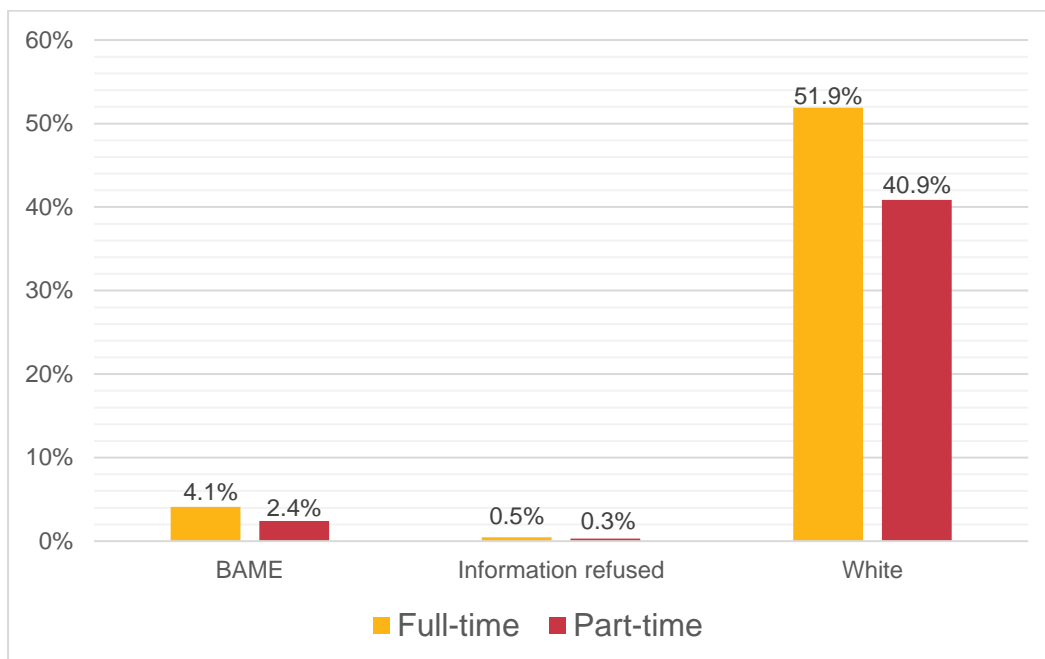## Race by full-time or part-time

Figure 28: Bar chart showing percentage full-time/part-time staff by race/ethnicity.
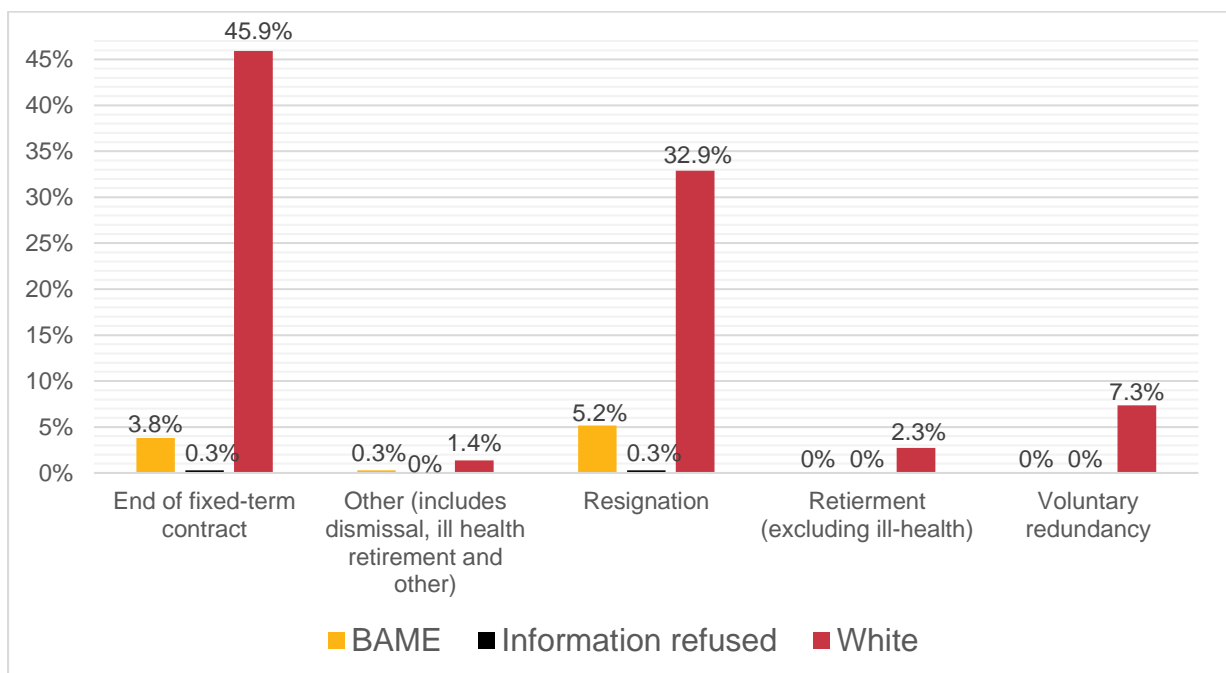
Leavers by race and reason for leaving

Figure 29: Bar chart showing leavers and reason for leaving by race/ethnicity.

Gender

- Despite comprising the majority of staff working in UK higher education, females remain under-represented among academic staff, staff in STEM subject areas and in senior management roles. This is the case across the University and across UK HEIs. With a larger proportion of females than males working in professional and support roles, working part-time, on fixed-term contracts, and in lower salary bands.

- The total percentage of female staff in the University is 58.9% which is higher than the UK HEI figure of 54.4% and the Wales HEI figure of 54.5%

- The highest number of females are in grades 6, 7 and 8. 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 there is a similar number of males and females.

- In terms of professorial staff, in the 2018 reporting period we had 33 female professors (30% of all professors) and 77 male professors (70%). In our report published in 2019 there were 30 female professors and 81 male professors. In the reporting period of this report published in March 2020 we had 106 professors with 32 being female (30.2%) and 74 being male (69.8%). This compares with the UK figure of 74.5% of professors being men.

- In terms of senior lecturers (SL), in 18/19 44% of SL were women (67M, 54F), and 41% of Readers (M23, F16). We will continue to monitor these figures.

- We began looking at intersectionality in the Institutional Athena SWAN application in April 2018 (with data from 14/15, 15/16 and 16/17). The breakdown by role profile, gender and ethnicity showed that the representation of researchers from a BME background is significantly higher for male researchers (average approx. 20%) compared to female researchers (average 10%) across all three years. The proportion of male and female academics from BME backgrounds is comparable at other levels. Actions include working more closely with the Equality and Diversity Strategy Group and considering intersectionality in our analysis of recruitment activity and in staff surveys.

- The majority of females at the University are employed in support roles (27%). The highest number of males by job type are spread between both academic and support roles (16.25% and 14.9% respectively).
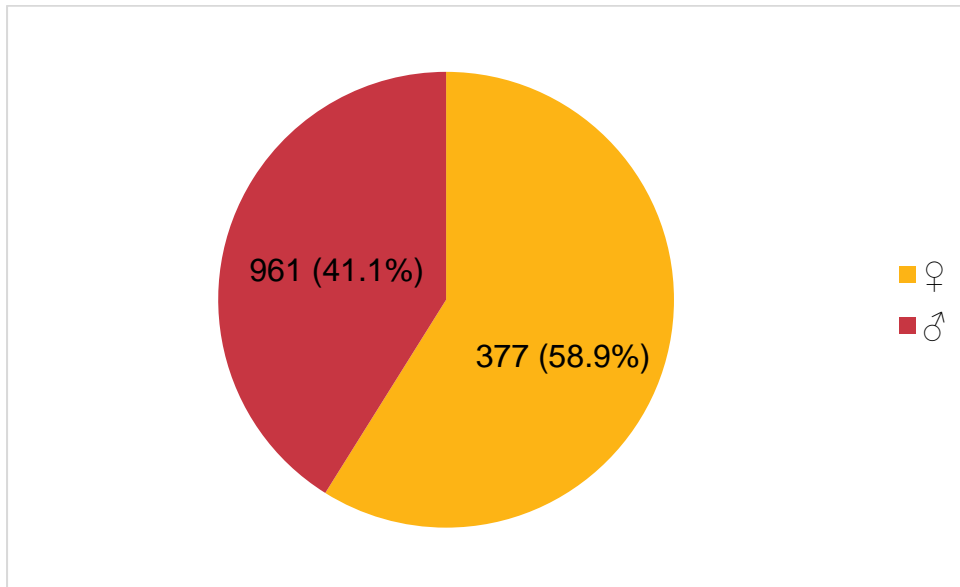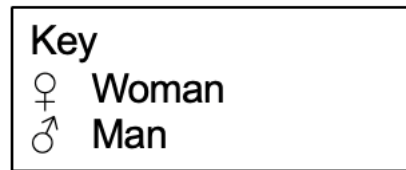
Of all 2338 staff

Figure 1: Pie chart showing percentage of Female and Male staff.

Gender by grade in %

Grade	Female	Male	Grand Total
G001	7.4%	3.3%	10.8%
G002	1.8%	2%	3.8%
G003	0.8%	1.6%	2.4%
G004	4.3%	2.1%	6.3%
G005	5.5%	2.4%	7.9%
G006	8.8%	4.3%	13.1%
G007	17.2%	9.8%	26.9%
G008	7.7%	6.6%	14.2%
G009	3.6%	5.2%	8.7%
G010	0.5%	0.6%	1.1%
GP01	1.1%	1.9%	3%
GP02	0.3%	1%	1.3%
GP03	0%	0.3%	0.3%
Other clinical academics	0.1%	0.2%	0.3%
Grand Total	**58.9%**	**41.1%**	**100%**

Figure 30: Pivot table showing gender by grade in percentages.

Gender by grade by headcount

Grade	Female	Male	Grand Total
G001	174	78	252
G002	42	47	89
G003	19	38	57
G004	100	48	148
G005	129	55	184
G006	205	100	305
G007	401	228	629
G008	179	154	333
G009	83	121	204
G010	11	14	25
GP01	25	44	69
GP02	6	24	30
GP03	1	6	7
Other clinical academics	2	4	6
Grand Total	**1377**	**961**	**2338**

Figure 31: Pivot table showing gender by grade by headcount.
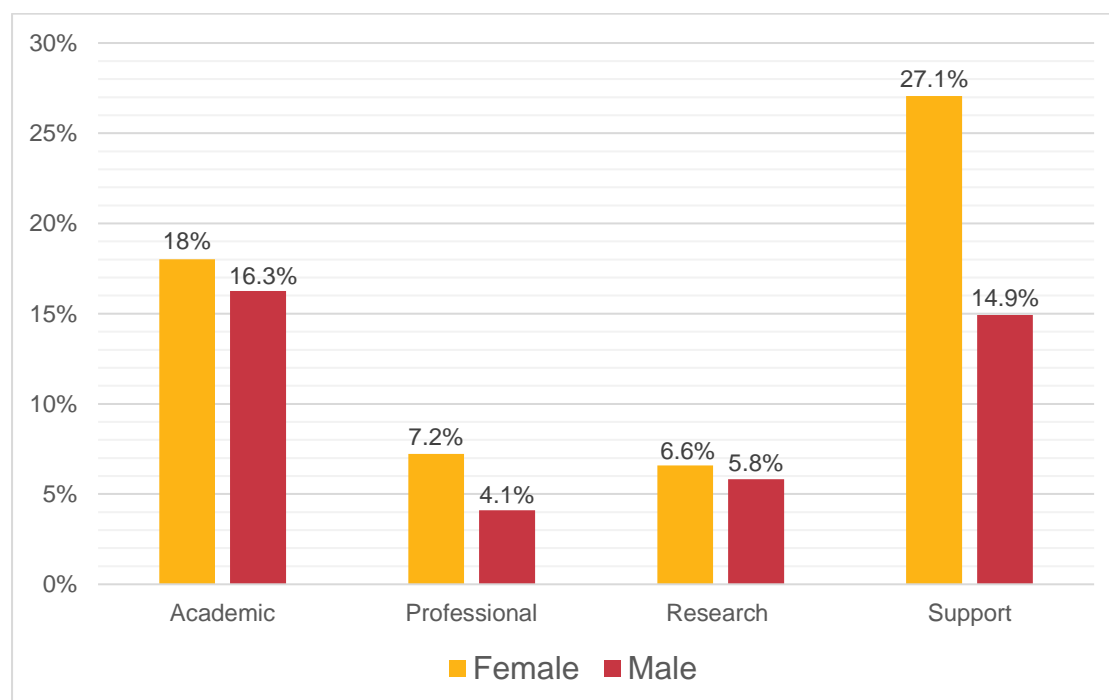
Gender by job type

Figure 32: Bar chart showing gender by job type in percentages.

Gender by job type by headcount

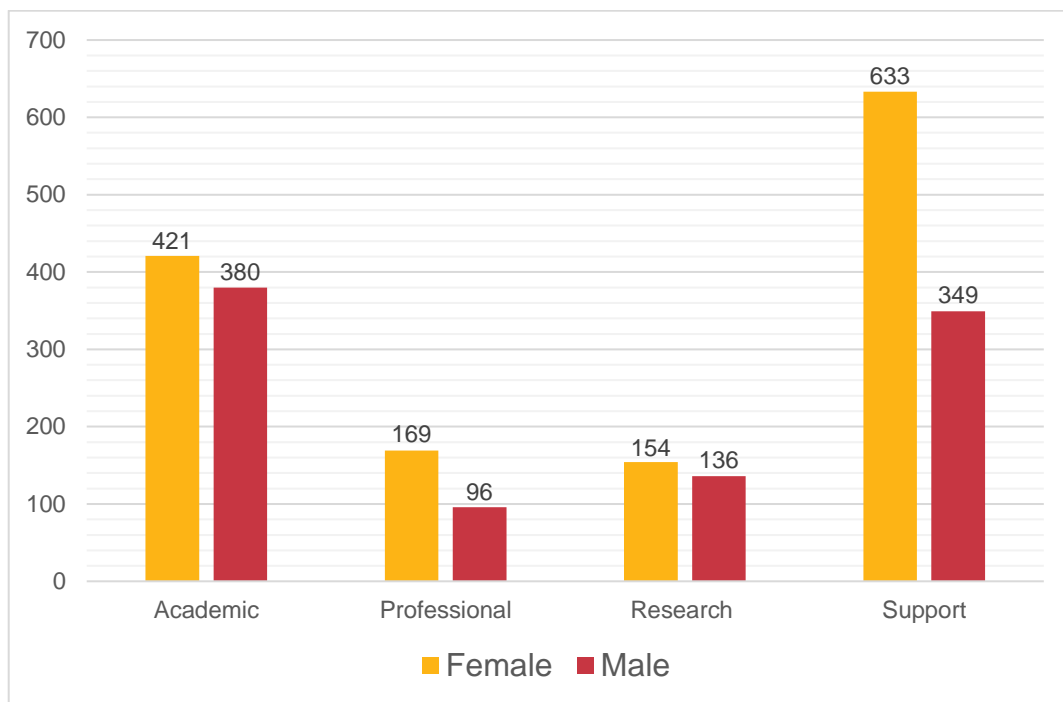*Figure 33: Bar chart showing job type by gender by headcount.*

Gender by permanent or fixed term

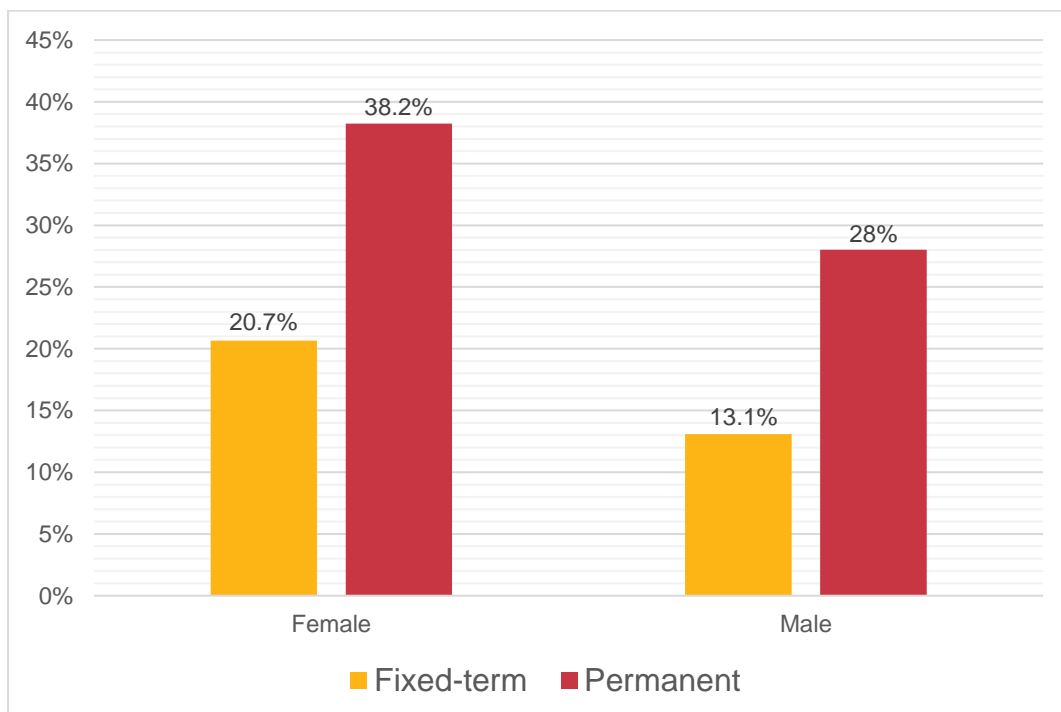*Figure 34: Bar chart showing contract type by gender in percentages.*
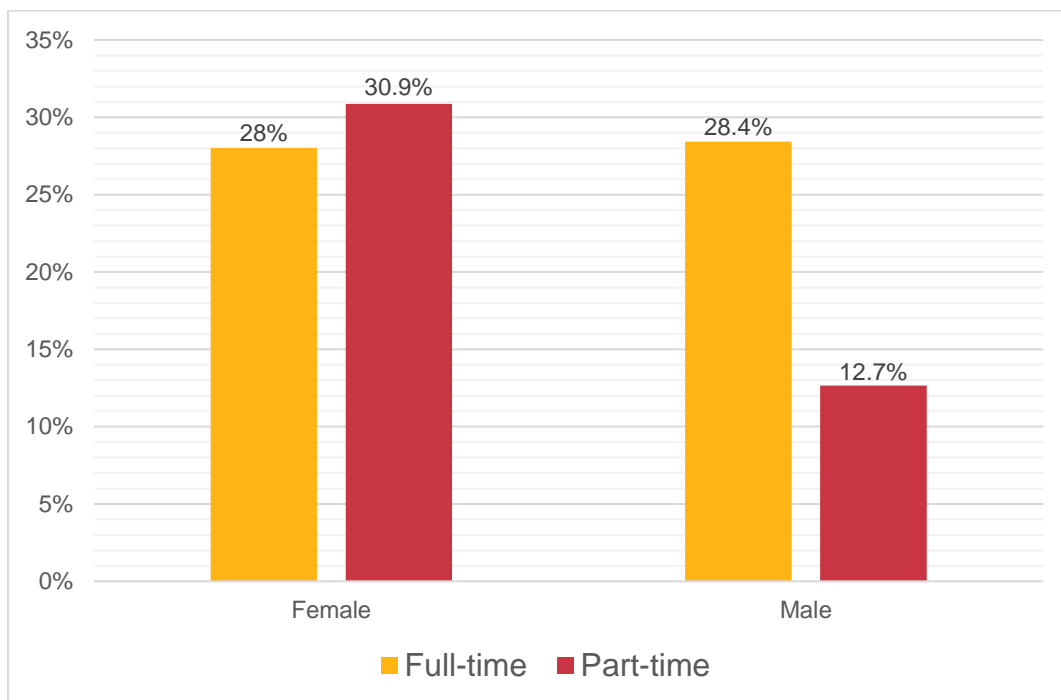
Gender by full time or part time

Figure 35: Bar chart full-time and part-time staff by gender in percentages.
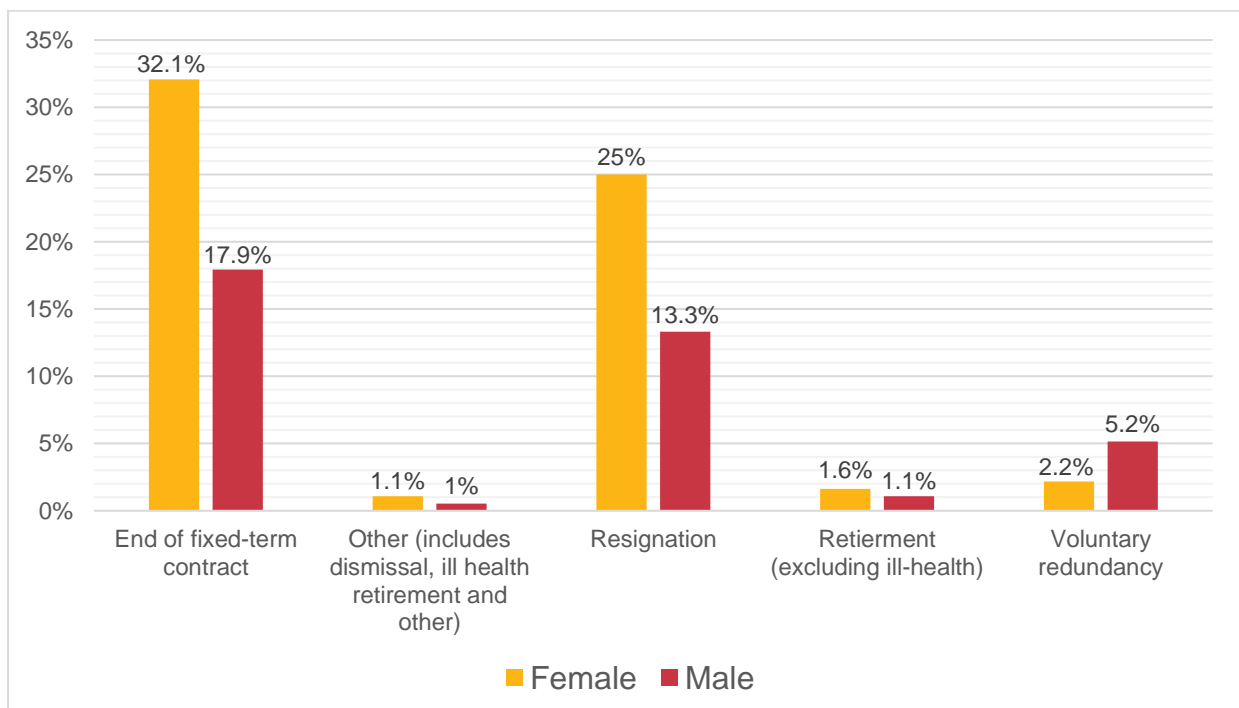
Leavers by gender and reason for leaving

Figure 36: Bar chart showing leavers and reason for leaving by gender.

Gender Equality Scholarship recipients
(L-r Claire Carrington, Ally Jackson, Victoria Chinery)

Equal Pay Audit and Gender Pay Gap

Our Gender Pay Gap Report is published annually on our website.

Information about our Equal Pay Audit is published on our website every three years.

In summary, our Gender Pay Gap Report published in March 2020 (using data from the snapshot date of 31 March 2019) found that there is a Gender Pay Gap at institutional level with male staff members' Median pay being 10.8% higher than female staff members' pay (a slight improvement on the previous year's 11.1%) and Mean pay being 18.8% higher than female staff members' pay.

It is evident from the data is that the number of female employees outnumber male employees (58.9% of the workforce being female), the overall Gender Pay Gap for the University (18.8% Mean) therefore appears to be primarily a result of under-representation of female staff in the more senior roles within the University.

Whilst comparatively favourable compared to the UK national median Gender Pay Gap which stands at 17.3% and the UK HEI Gender pay Gap as reported by Advance HE in their Staff Statistical Report 2019 of 16.7% across the UK and 17.2% in Wales, it is still disappointing. Actions to address this are included within Part 5 of the Gender Pay Gap Report, the 'Action Plan to Reduce the Gender Pay Gap.'

The University has published an annual Equal Pay Audit since 2008. The Equal Pay Audit primarily focusses on gender but also examines pay variance by disability and ethnicity.

In summary, Bangor University has no gender grade pay gaps in the 51 point pay structure implemented as part of the Framework Agreement in 2008. Analysis of pay variances identified in other areas e.g. role profiles, ethnicity and disability indicate four main contributing factors as being the primary reasons for the variances:

- Duration in post (experience)/ Distribution across scale based on length of service.
- Protected salary
- Individuals in receipt of contribution awards
- Pre-employment salaries being matched to enable recruitment.

International Women's Day. The theme was #BalanceForBetter

Higher Education Institutions are required to return data relating to Religion & Belief, Sexual Orientation and Gender Reassignment <u>on an optional basis only</u>. 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.

Religion and belief
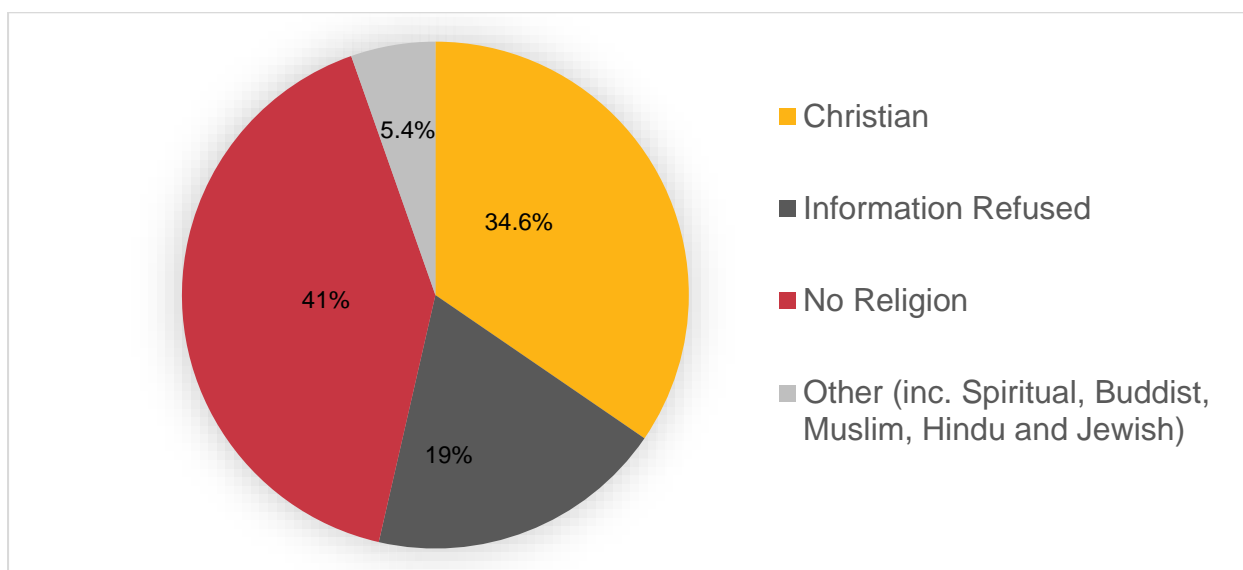
Figure 37: Pie chart showing staff percentages of religious groups.

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 we hold.

A service to commemorate Holocaust Memorial Day 2019 was held at the Prichard-Jones Hall, Main Arts Building on Monday, 28 January.

Sexual Orientation

The Annual Equality Report published in March 2019 reported that 23.4% of staff selected 'Information refused' in the Sexual Orientation equality personal data field. This is was the highest 'Information refused' figure of all protected characteristics which suggested that action was required.

An LGBTQ Network for staff and post-graduate students was established and for the first time the University flew a Rainbow flag above Main Arts in June 2019 to commemorate the anniversary of the Stonewall Riots. Further priorities for development in this area are identified within our Strategic Equality Plan 2020 – 2024.

The 'information refused' figure has reduced very slightly this year and it is hoped that the work of the LGBTQ Network events and awareness-raising by Human Resources around why the information is requested and how it is used will reduce that figure much further by the next Annual Report.
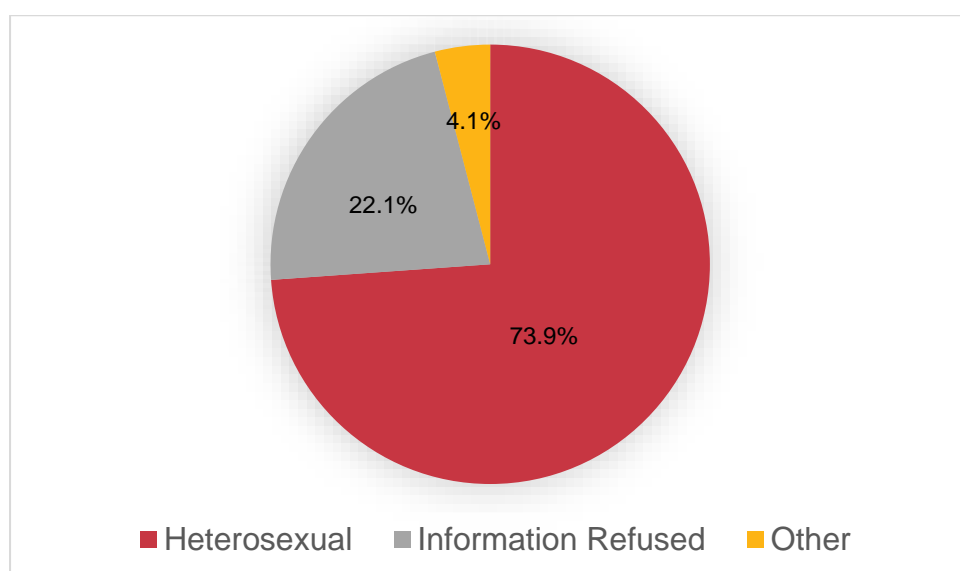

Figure 38: Pie chart showing percentages of staff sexual orientation.

5.7% of staff who left the University's employment during the reporting period identified as 'other' sexual orientation.
The category 'Other' includes gay man, gay woman/lesbian, bisexual and other, they have been grouped together to protect anonymity as disclosure rates are low.

Gender Reassignment

As disclosure rates continue to be low it has been decided not to report specific numbers.

A Trans Policy and Procedure to support our staff was agreed and published on our website in January 2019. We also have a Student Trans Equality Policy.

Pregnancy & Maternity – Family leave

24 women took maternity leave during the reporting period, a significant decrease on the previous year's 42 women.
13 men took paternity leave.
1 person took shared parental leave.
1 person took parental leave
0 people took adoption leave.

The number of staff taking shared parental leave continues to be very low and we will look at encouraging uptake during the period of the new Strategic Equality Plan 2020 – 2024. However, this is in line with take up of parental leave nationally.

A recent study found that across the UK in 2018 just 9,200 new parents took up shared leave out of more than 900,000 who were eligible, the study found. Shared leave is not available for fathers in insecure jobs such as zero-hour contracts or agency work. The TUC, which carried out the research, said take-up is still so poor four years after the system was introduced because most fathers cannot afford to live off the £145 per week payment. TUC calls for overhaul of shared parental leave

A recent report from the Women and Equalities Select Committee suggested that the government should consider increasing statutory paternity leave to 12 weeks Fathers and the Workplace 2017 – 2019 (para 10).

Recruitment

During the reporting academic year 188 jobs were posted (advertised). There were 1772 applicants.

Recruitment outcomes by gender in %

Application Outcome	Unknown	Female	Male	Grand Total
Applicant withdrew	0%	2.3%	0.7%	2.9%
Applicant withdrew after shortlisting	0.1%	1.1%	1%	2.2%
Hired	0%	7%	3.6%	10.6%
Offer declined	0%	0.6%	0.2%	0.8%
Post withdrawn	0%	3.2%	7.7%	11%
Rejected	0.1%	26.2%	33%	59.4%
Shortlisted	0%	7.6%	4.8%	12.4%
Subsidiary company- selection process outside system	0%	0.7%	0.1%	0.8%
Grand Total	**0.2%**	**48.7%**	**51.1%**	**100%**

Figure 39: Pivot table showing recruitment outcomes by gender in percentages.

Recruitment outcomes by gender by headcount

Application Outcome	Unknown	Female	Male	Grand Total
Hired		124	64	188
Offer declined		10	4	14
Post withdrawn		57	137	194
Rejected	2	465	585	1052
Shortlisted		134	85	219
Subsidiary company- selection process outside system		13	1	14
Applicant withdrew		40	12	52
Applicant withdrew after shortlisting	1	20	18	39
Grand Total	**3**	**863**	**906**	**1772**

Figure 40: Pivot table showing recruitment outcomes by gender by headcount.

Recruitment outcomes by disability in %

Application Outcome	Unknown	Do not wish to answer	No known disability	Disabled	Grand Total
Applicant withdrew	0%	0.1%	2.5%	0.3%	2.9%
Applicant withdrew after shortlisting	0.1%	0%	2.1%	0.1%	2.2%
Hired	0%	0.1%	9.4%	1.1%	10.6%
Offer declined	0%	0.1%	0.7%	0%	0.8%
Post withdrawn	0%	0.4%	10.4%	0.2%	11%
Rejected	0.1%	2.7%	52%	4.6%	59.4%
Shortlisted	0%	0.5%	10.8%	1.8%	12.4%
Subsidiary company-selection process outside system	0%	0.1%	0.6%	0.2%	0.8%
Grand Total	**0.2%**	**3.9%**	**88.4%**	**7.6%**	**100%**

Figure 41: Pivot table showing recruitment outcomes by disability in percentages.

Recruitment outcomes by disability by headcount

Application Outcome	Unknown	Do not wish to answer	No known disability	Disabled	Grand Total
Applicant withdrew		2	44	6	52
Applicant withdrew after shortlisting	1		37	1	39
Hired		2	166	20	188
Offer declined		1	13		14
Post withdrawn		7	184	3	194
Rejected	2	47	921	82	1052
Shortlisted		9	191	19	219
Subsidiary company-selection process outside system		1	10	3	14
Grand Total	**3**	**69**	**1566**	**134**	**1772**

Figure 42: Pivot table showing recruitment outcomes by disability by headcount.

Recruitment outcomes by race/ethnicity in %

Application Outcome	Unknown	BAME	Do not wish to answer	White	Grand Total
Applicant withdrew	0%	0.5%	0.2%	2.2%	2.9%
Applicant withdrew after shortlisting	0.1%	0.3%	0%	1.9%	2.2%
Hired	0%	1.1%	0.1%	9.4%	10.6%
Offer declined	0%	0.2%	0%	0.6%	0.8%
Post withdrawn	0%	6.5%	0.4%	4.1%	11%
Rejected	0.1%	21.2%	2.5%	35.6%	59.4%
Shortlisted	0%	2.1%	0.4%	9.8%	12.4%
Subsidiary company-selection process outside system	0%	0%	0%	0.8%	0.8%
Grand Total	0.2%	31.9%	3.6%	64.3%	100%

Figure 43: Pivot table showing recruitment outcomes by race/ethnicity in percentages.

Recruitment outcomes by race/ethnicity by headcount

Application Outcome	Unknown	BAME	Do not wish to answer	White	Grand Total
Applicant withdrew		9	4	39	52
Applicant withdrew after shortlisting	1	5		33	39
Hired		20	1	167	188
Offer declined		4		10	14
Post withdrawn		115	7	72	194
Rejected	2	375	44	631	1052
Shortlisted		38	7	174	219
Subsidiary company-selection process outside system				14	14
Grand Total	3	566	63	1140	1772

Figure 44: Pivot table showing recruitment outcomes by race/ethnicity by headcount.

Promotion

During the 2018 – 2019 academic year 54 staff applied for promotion equating to 2.3% of all staff. Of these 54 applicants, 83.3% were successful.
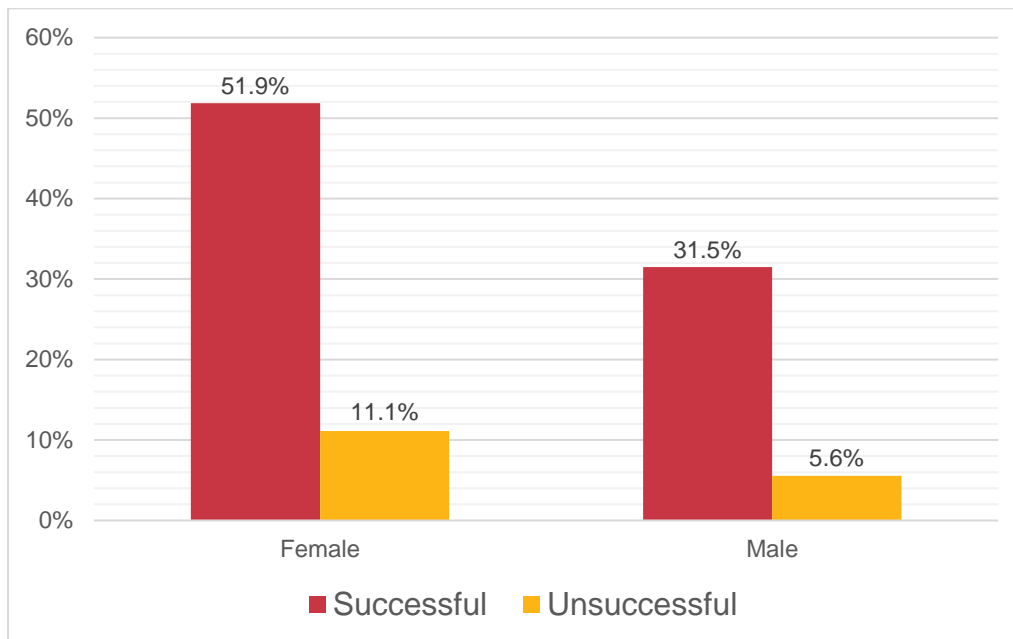
Promotion outcomes by gender

Figure 45: Bar chart showing promotion outcome percentages by gender.
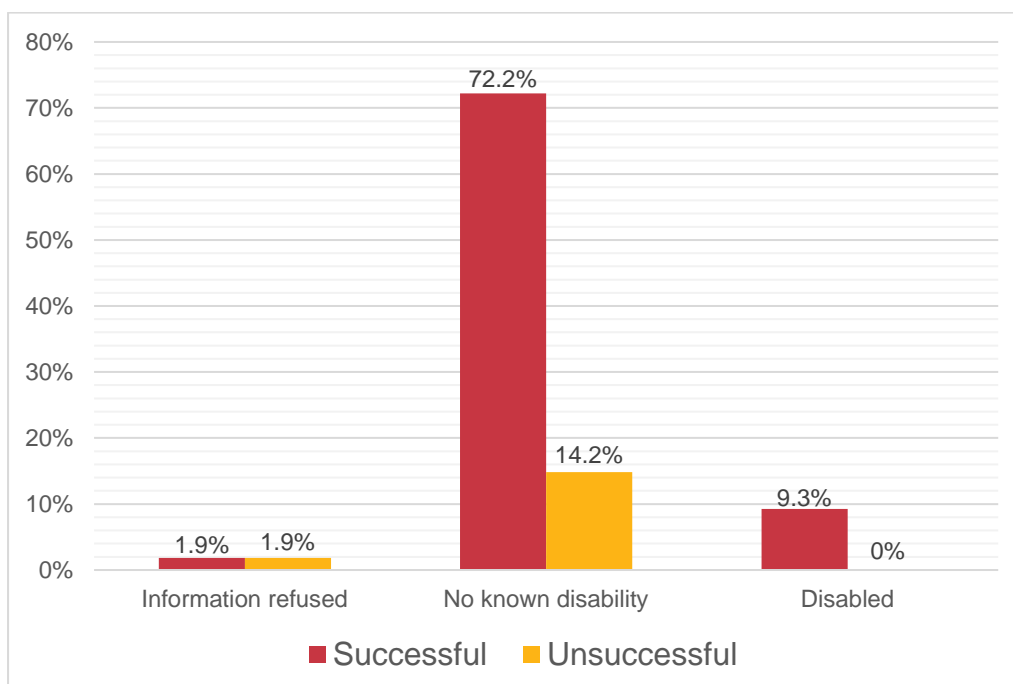
Promotion outcomes by disability

Figure 46: Bar chart showing promotion outcome percentages by disability.
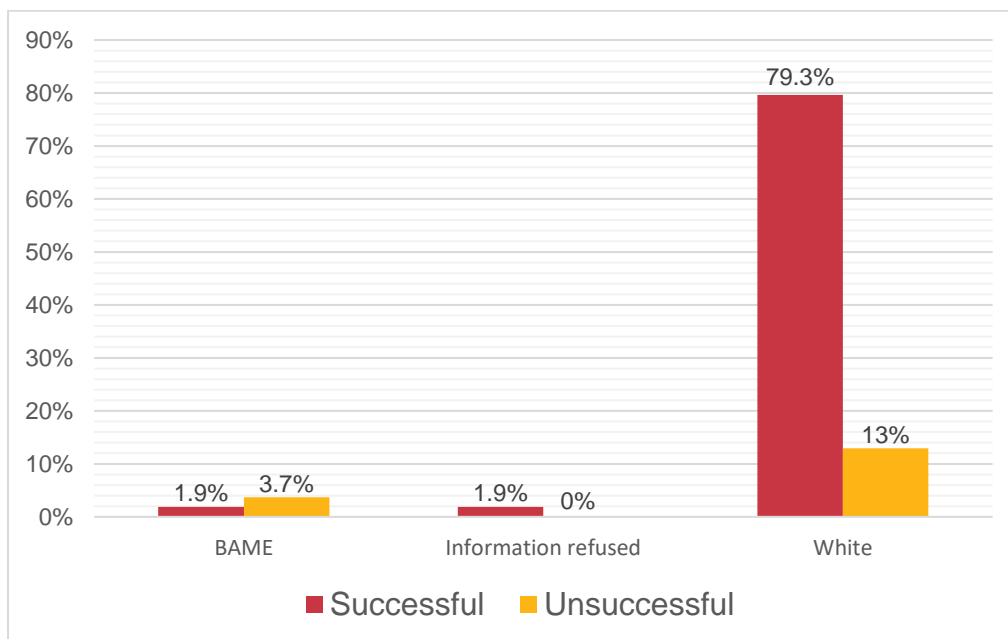
Promotion outcomes by ethnicity/race

Figure 47: Bar chart showing promotion outcome percentages by race/ethnicity.

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.

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

- Equality is included in new staff induction days and new staff members are required to complete the University's on-line equality and diversity training programme. 1,305 (790 women and 515 men) of all staff have completed this training.

- Training provision has been provided to meet the needs of specific groups of staff e.g. student wardens, Students Union Sabbatical Officers and staff undertaking equality impact assessments.

- Equality training for managers is provided in the form of half-day workshops that take place 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 37 staff attended the Equality for Managers workshops (20 women and 17 men) bringing the total number of current staff who have undertaken the training to 225 (123 women and 102 men).

- Our new Unconscious Bias online training was launched to the Executive, Deans and Heads of Schools and Heads of Professional Service Departments. From April 2020 all staff will be asked to complete this training.

During the 2018 – 2019 academic year the total number of staff who took part in any training course was 1081 (some members of staff may have attended more than one course).
Of these:
659 were female
422 were male.

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.

Formal Grievances & Disciplinary Procedures

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

Disciplinary x 6 (5 men, 1 woman)

Grievance x 11 (5 men, 6 women)

Capability x 2 (2 men)

Appeals x 2 (2 women)

Probation x 3 (2 men, 1 woman)

Of the above, two grievances included allegations of disability discrimination.
Three grievances raised gender-related issues.
There were no concluding Tribunal cases during the reporting period although one case went to preliminary hearing but was struck out.

Appendix 1

Progress Against Our Equality Objectives for the 2018 – 2019 Academic Year

(outcomes in italics)

1. Our Strategic Equality Plan runs from 2016 – 2020 and during the next 12 months we will be engaging with staff, students and external stakeholders to gather their views to help us formulate that Plan and consider areas where the University can improve for people across all protected groups. The new SEP will be published by April 2020

   The new Strategic Equality Plan was published on our webpages in March 2020.

2. Our Gender Pay Gap report, section 5, comprises an ongoing action plan to reduce the gender pay gap.

   We have delivered against our action plan and have reported outcomes and updated the action plan within our Gender Pay Gap Report published in March 2020.

3. Bangor University is facilitating the establishment of an LGBT Network for staff and post-graduate students. The first meeting to be held on 22 February 2019.

   Our LGBTQ Network is now well established and we have a webpage to enable communication with staff and post-graduate students.

4. We are a Disability Confident Employer and are working with the DWP and other key local employers to improve access to workplaces for disabled staff.

   During March 2019 we hosted an event with the DWP and Remploy to promote and encourage local; employers to employ staff who have identified as disabled. We continue to work with the DWP in this area.

5. We will train managers regarding our new Trans Policy and Procedure to ensure they know how to support their staff through the process.

   Training is incorporated within the Equality for Managers training and HR provides bespoke training to groups upon request.

6. Training to raise awareness about Unconscious Bias has been developed during the reporting period and will be rolled out during the year ahead. This will comprise an online training module which will be mandatory for all staff, as well as a half-day workshop, initially for managers and staff dealing with recruitment.

The Unconscious Bias online module has been rolled out to the Executive, to Deans and Heads of Schools and to the Heads of Professional Services. It will be promoted to all staff during March 2020.

7. Attention will be given to age as a protected characteristic. As our workforce ages we will need to focus on how we actively retain our staff, developing our policies and their skills to enable a longer working life.

    Work on the ageing population and workforce is identified in our new Strategic Equality Plan and associated Action Plan.

    Our Strategic Equality Plan 2020 – 2024 and underpinning Action Plan is published on our Equality and Diversity webpages.