



PRIFYSGOL
BANGOR
UNIVERSITY

ANNUAL EQUALITY REPORT

Data reporting period:
1 August 2019 – 31 July 2020





FOREWORD

By Professor Nicky Callow

I am delighted to present Bangor University's Annual Equality Report covering the academic year 1 August 2019 - 31 July 2020. This is the first Annual Report on our Equality Objectives that are set out in our Strategic Equality Plan for 2020-2024, with this work supported by our Equality and Diversity strategy group.

We have continued to successfully deliver on our objectives, and in the last quarter of the reporting period we have reacted quickly to mitigate the potentially compounding impact of the pandemic on inequality and exclusion. Indeed, we have empowered all groups of staff to continue with their work whether it be on or off campus with specialist, digital or office equipment to ensure staff across the University can continue to fulfil their respective roles. We have been appreciative of the impact of personal circumstances, with managers working with their teams to be as flexible and pragmatic about the amount of time and type of work that can be expected and undertaken during the pandemic. In addition, there have been great team activities (e.g., walking challenges, payday panads) across the University to further enable inclusivity during this time.

More broadly, we are extremely proud of awards celebrating our commitment to gender equality at Bangor. Bangor University is fully committed to the Athena SWAN Charter and holds a Bronze award in recognition of our work and progress in this area. Schools are continuing to work towards School-level awards. The School of Computer Science and Electronic Engineering was successful in their applications for a Bronze award in April 2020.

Along with our successes have come challenges and while our Gender Pay Gap continues to decrease, with our median gender pay gap standing now at 7.2%, down from 10.8% the previous year. We recognise that there is more progress to be made and we are committed to addressing these issues and providing a unique, multicultural and inclusive experience for all our staff and students. For the first time we have reported on pay gaps in terms of ethnicity.

The National Student Survey (NSS) once again placed Bangor in the top 10 of the UK's non-specialist Universities. Bangor was awarded second place in the 'Societies & Sport' category of this year's Whatuni Student Choice Awards, the University also came in the top four in the Giving Back category. 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. We hope that this report highlights our ongoing commitment to inclusion and equality and our continuing progress with this important agenda. Moving forward we will continue to embed equality and diversity throughout the University.

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



CONTENTS

1	Foreword by Professor Nicky Callow
2	Contents
4	Executive Summary
5	Introduction
6	Identifying & collecting relevant information
7	University Overview (staff)
8	Structures
9	Headline figures (staff)
10	Age
14	Disability
16	Ethnicity (Race)
19	Gender (Sex)
22	Gender Pay Gap & Ethnicity Pay Gap
23	Religion, Belief & Non-belief
24	Sexual Orientation
25	Trans
26	Pregnancy & Maternity. Recruitment Data.
29	Promotion
30	Leavers
35	Embedding Equality
36	Equality Impact Assessments Formal cases - Grievances & Disciplinary Procedures

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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CON



Since 1884.



EXECUTIVE SUMMARY

This has been the first partial year of our new Strategic Equality Plan 2020 – 2024 and we have made some good progress with our equality objectives. 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.

This Annual Equality Report fulfils the requirements of the PSED in terms of our annual equality reporting and outlines our successes up to and during the past year, our performance in regulatory areas and our continuing commitment to the equality agenda.

Key successes and points of note include:

- The School of Computer Science and Electronic Engineering was successful in its application for a Bronze award in April 2020.
- The establishment of College Equality Committees across all three Colleges and further development of the Equality Champions role.
- We continue to be a Disability Confident Employer and work with the DWP and other key local employers to improve access to workplaces for disabled staff. 8.7% of staff at the University have self-identified as disabled. This is an increase on last year's figure of 7.6% and the previous year's 6.9%. This compares with 5.3% of staff working in higher education across the UK and 6.1% in Wales Higher Education Institutions (HEIs).
- The University's population of BAME (Black, Asian, Minority Ethnic) staff is 6.49%, last year it was 6.5% and the previous year 5.4%. This is lower than the average across HEIs in the UK (10.3%) and higher than HEIs in Wales (4.5%).
- Gender Pay Gap - Bangor University's male Median pay being reported in March 2021 is 7.2% higher than female staff members pay, this compares with the UK national median Gender Pay Gap which stands at 15.5% and the UK HEI Gender pay Gap as reported by Advance HE in their Staff Statistical Report 2020 of 13.7% across the UK and 11.1% in Wales.
- 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.
- The continued development of the LGBTQ Network for staff and post-graduate students.
- The establishment of a Faith Group.
- Progress against our Strategic Equality Plan 2020 – 2024 (reported in Appendix 1).



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 Annual Equality Report presents equality monitoring information on the diversity profile of all Bangor University staff employed during the 2019 – 2020 academic year. The information it provides assists us in maintaining an inclusive University community, helps us

better understand the main equality challenges for staff, and enables us to work to overcome them.

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

Appendix 1 details our progress against fulfilling each of the equality objectives set out within our [Strategic Equality Plan 2020 – 2024](#).

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

Our **Gender Pay Gap Report** and associated Action Plan is published separately and is summarised on page 22 of this report.



Identifying and collecting relevant information

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

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

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

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

Monitoring data is used to inform progress against the Equality Action Plan and to develop new actions. Data is also used to inform Equality Impact Assessments. Equality statistics and data are key for University and School Athena SWAN submissions and are therefore regularly reviewed at both University level and School level by self-assessment teams.

Points to note:

- Data in this report relates to the academic year 1 August 2019 – 31 July 2020.
- Staff ages are as at 1 August in the reporting year or on the staff member's start date if employment began during the academic year.
- In terms of the gender statistics, beginning in 2012/13, the HESA staff record replaced the gender field with the legal sex field, of which the possible options are male and female. For the purposes of this report, data from the legal sex field is referred to as 'gender.'

National and Wales HEI data for comparison is taken from the Advance HE '[Equality + higher education: Staff Statistical Report 2020](#)'



UNIVERSITY OVERVIEW

Key developments include:

Athena SWAN 19/20

Bangor University continues to work on implementing its Athena SWAN Action Plan following the Bronze Athena SWAN award in April 2018. Following an independent review of the Athena SWAN charter in 2019, Advance HE is in the process of implementing a number of significant changes to the Athena SWAN processes and awards. This includes extending the award period of existing awards from 4 to 5 years. The University Bronze award will therefore be valid until 2023. 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 Computer Science and Electronic Engineering was successful in its application for a Bronze award in April 2020. The awards recognise the University's and Schools' ongoing commitment to gender equality for staff and students. Three further Schools (School of Natural Sciences, School of Health Sciences and School of Sports, Health and Exercise Sciences) submitted applications for Bronze awards in November 2020; these are currently under review. A number of other Schools are working towards submission in 2021.

The University's Athena SWAN Working Group awarded "Equality & Diversity 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 Masters degree (taught or by research).

In March, Bangor University joined **International Women's Day 2020** (#IWD2020) celebrations by hosting an event focusing on "Gender Equality in HE". The VC spoke about his vision for gender equality at Bangor University; this was followed by a talk by Professor Orla Feely, University College Dublin. This annual event provides a University-wide forum for discussion of issues around gender equality that affect all staff and students.

EMBEDDING EQUALITY AND SHARING GOOD PRACTICE

Our online Unconscious Bias module was launched in May 2020, the course is mandatory for all staff and separate arrangements are in place for face-to-face sessions for staff with specific requirements. Further information about staff training can be found later in this report.

SUPPORTING TRANS STAFF

Following the publication of the Staff Trans Policy in the previous academic year, the Equality for Managers workshop has been revised to incorporate learning in this area.

LGBTQ Network

The LGBTQ Network is now well established with its own webpage to publicise issues and events and an email account for staff queries. The Network held numerous events throughout the year including producing a video about LGBTQ experience at Bangor University for Virtual Pride in July

[LGBTQ+ Network at the Wales-Wide Virtual Pride 2020 - YouTube](#)

and a ZOOM session on the history of the LGBTQ+ Community in Wales with Dr. Daryl Leeworthy from Swansea University as part of Pride Cymru in August [Panad o FALCHDER / A Panad with PRIDE with Dr. Leeworthy - YouTube](#)

'BAME'

We included an article in the Staff Bulletin advising staff of the launch of Black History Wales 2020 and published an interview with Prof Charlotte Williams, Dr Marian Gwyn and Gabriel Ogbodo from the SU on

[An interview on diversifying the curriculum and an audit of public monuments in Wales - YouTube](#)



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

To do this we have a number of groups across the University that review our progress against the action plan and work to address any equality issues that arise. The groups include:

EQUALITY & DIVERSITY STRATEGY GROUP

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

ATHENA SWAN GROUP

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

COLLEGE EQUALITY COMMITTEES

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

EQUALITY CHAMPIONS

We have seven members of staff who are Equality Champions covering all areas of the University. They operate as a network with the Human Resources Staff Equality Officer, the Student Services Student Equality Officer and the Athena SWAN 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. Some EIAs completed within the reporting period include:

- In consideration of the refurbishment of buildings with Property and Campus Services.
- In revising the Travel and Subsistence Policy with the Finance Department.
- In developing a new Homeworking Policy with Human Resources.
- In revising Partnership Working policies with the Directorate of Marketing, Communications and Recruitment.
- In developing a Fitness to Reside Policy with the Student Halls Team.



HEADLINE FIGURES - STAFF

During the academic year 1 August 2019 – 31 July 2020, the University employed **2265** staff of whom:

Age in years (average age on 1 August 2019 or on employment start date)

Male	44 years
Female	44 years

Figure 1: Table showing average age of all staff by gender.

Disability 197 staff have identified as disabled (8.7% of all staff)

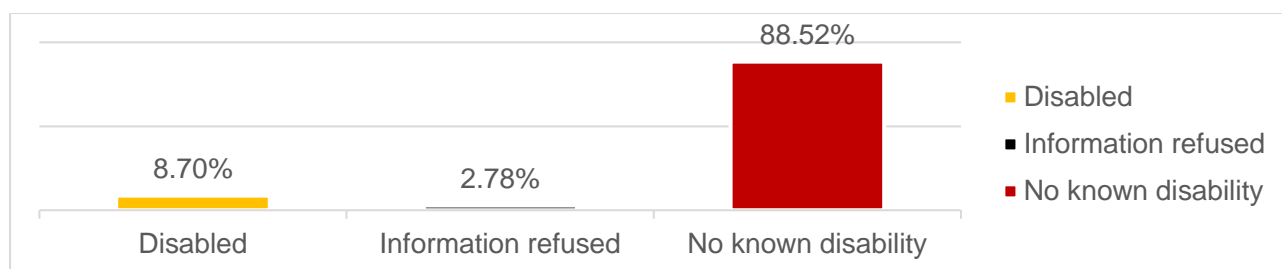


Figure 2: Chart showing staff who identify as disabled in %.

Ethnicity (race) 147 staff identified as BAME (6.49% of staff)

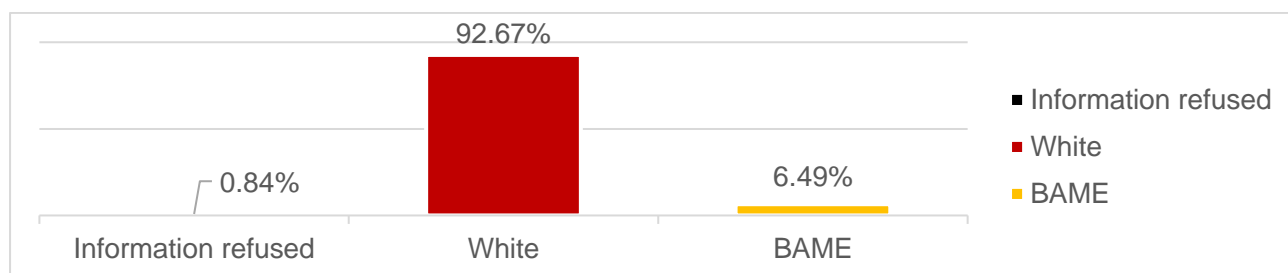


Figure 3: Chart showing broad ethnicity of staff in %.

Gender

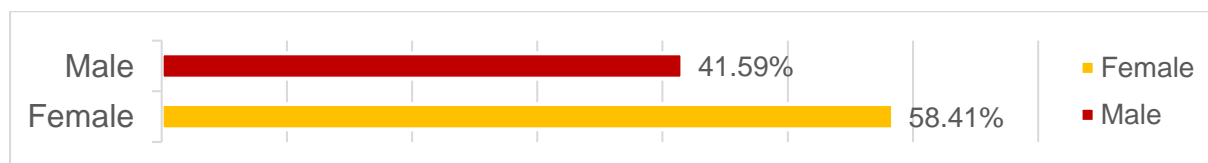


Figure 4: Chart showing all staff by gender in %.



AGE

Our workforce is gradually growing older with the average age of all staff now at 44 years (up from 43.2 years last year).

The [Office for National Statistics](#) (ONS) says that in the UK, “the number of those aged 65 years and over growing faster than those under 65 years of age. Between mid-2009 and mid-2019: the working age population (those aged 16 to 64 years) increased by 3.2% to 41.7 million, the lowest growth of any age group.”

- The highest proportion of our staff (26.23%) are in the age bracket 45 – 54.
- The proportion of staff in the 65+ age group is increasing each year, from 3.2% in the Report published in 2018, to 4.9% in this report.
- In previous reports we have had more women than men in every age range apart from age 65+ which had previously been the exception. However, this year for the first time we have more women than men in the 65+ age group too.
- The highest proportion of staff aged 16 – 24 are in grade 1. The highest proportions of staff in age ranges 25 – 34 and 35 – 44 are in grade 7 roles.
- The highest number of academic staff are in the 45 – 54 age group closely followed by 35 – 44 and 55 – 64 respectively.
- The highest numbers of professional staff are in the 45 – 54 age group, closely followed by 35 – 44 and 55 – 64 respectively.
- The highest numbers of research staff are by a significant number in the 25 – 34 age group. This age group also has the highest number of staff on fixed-term contracts.
- Most support staff are in the 45 – 54 age group, closely followed by 25 – 34, 55 – 64 and 35 – 44, all three of these age groups have similar numbers.

Part-time working

- Of all staff 58.76% work full time, 41.24% work part-time. Of the 41.24% staff who work part-time, 71.63% are female and 28.37% are male.
- Women work part-time at significantly higher rates than men in all age ranges.
- Of part-time staff only, the biggest difference in male/female by age is in the 35 – 44 age group where 16.7% of part-time staff are female and 4.93% of part-time staff are male.
- There are more full-time staff in all age groups apart from the age groups at each end of the scale; the 16 – 24 and 65+ age groups have more part-time staff than full-time staff.

Average age of all staff on 1 August 2019 in years

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

All staff by age range

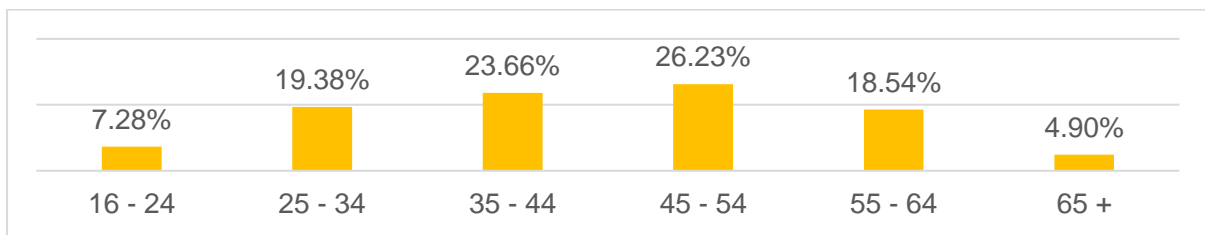


Figure 5: Bar chart showing all staff by age range.

Age ranges by gender in %

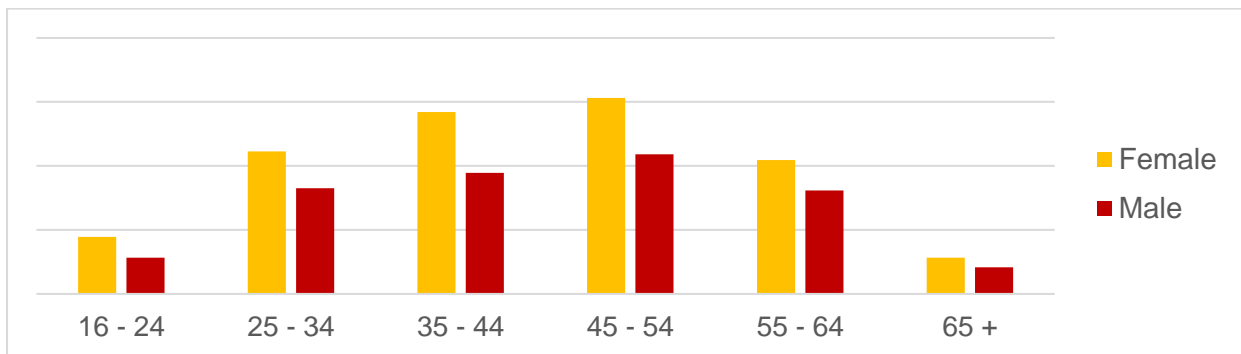


Figure 6: Bar chart showing age ranges by gender.

Age ranges by grade in %

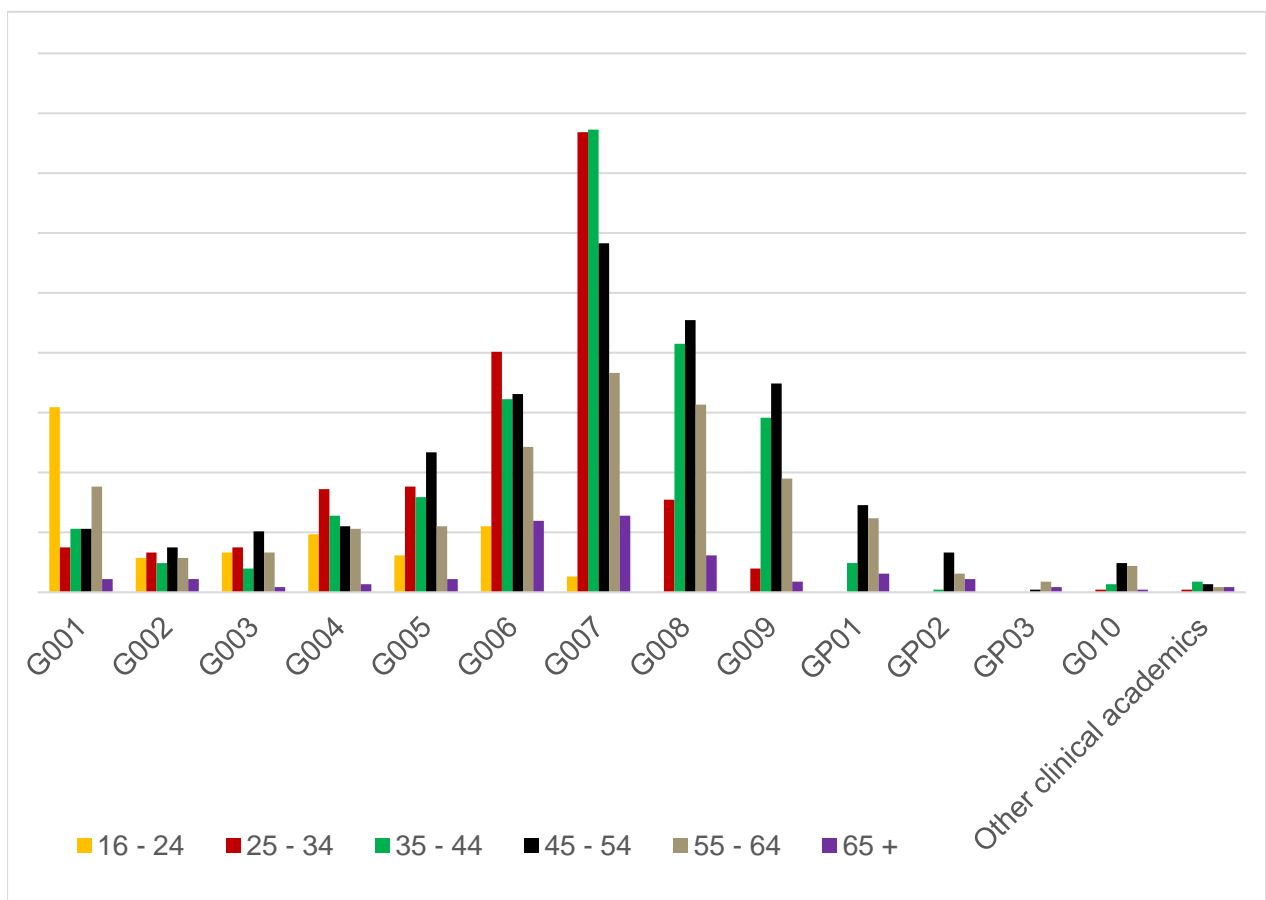


Figure 7: Clustered column chart showing percentages of staff in each grade by age range.

Age ranges by grade by headcount

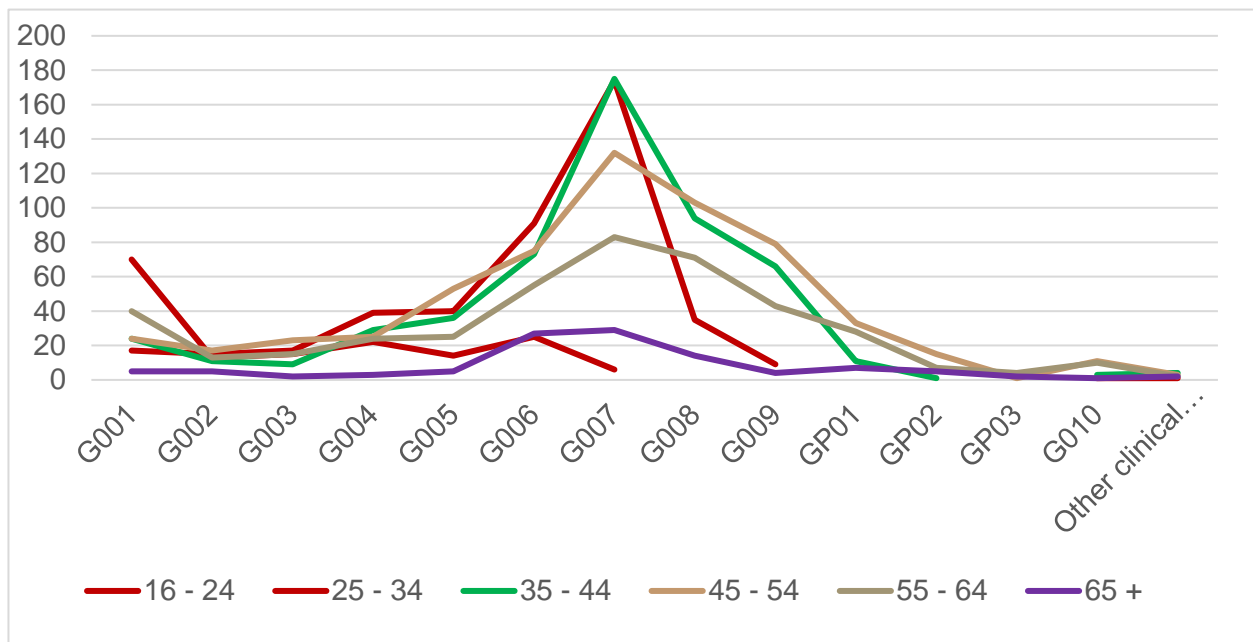


Figure 8: Line chart showing age ranges by grade by headcount

Age ranges by job type in %

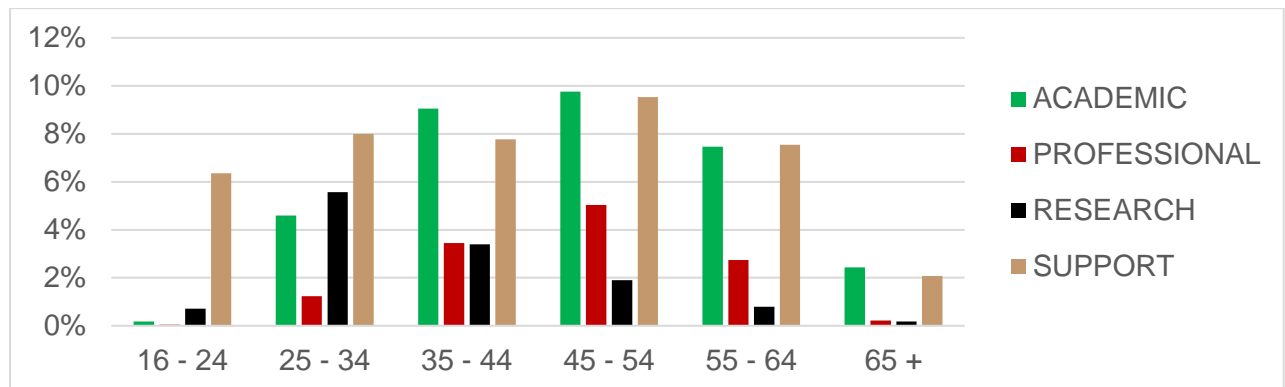


Figure 9: Clustered column chart showing age ranges by job type

Age ranges by contract type in %

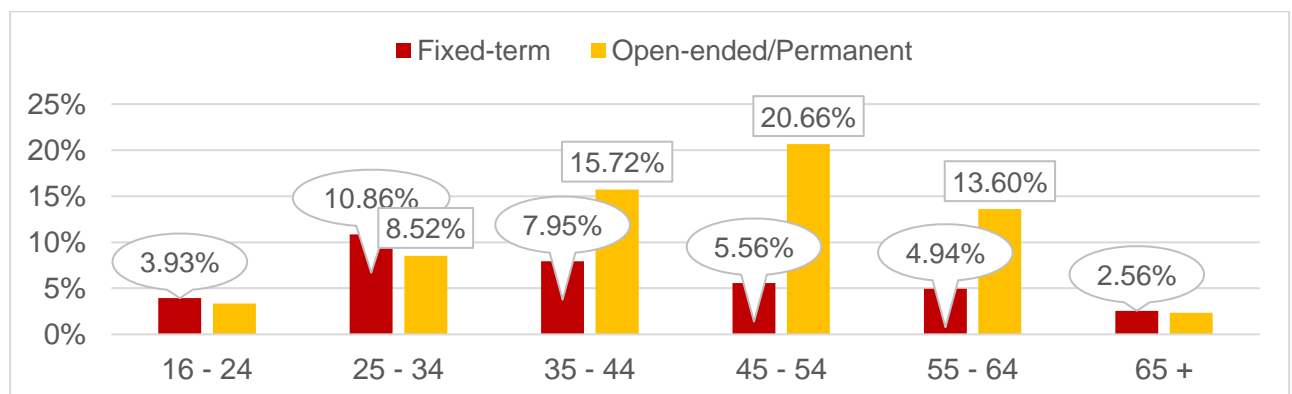


Figure 10: Bar chart showing age ranges by contract type.

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

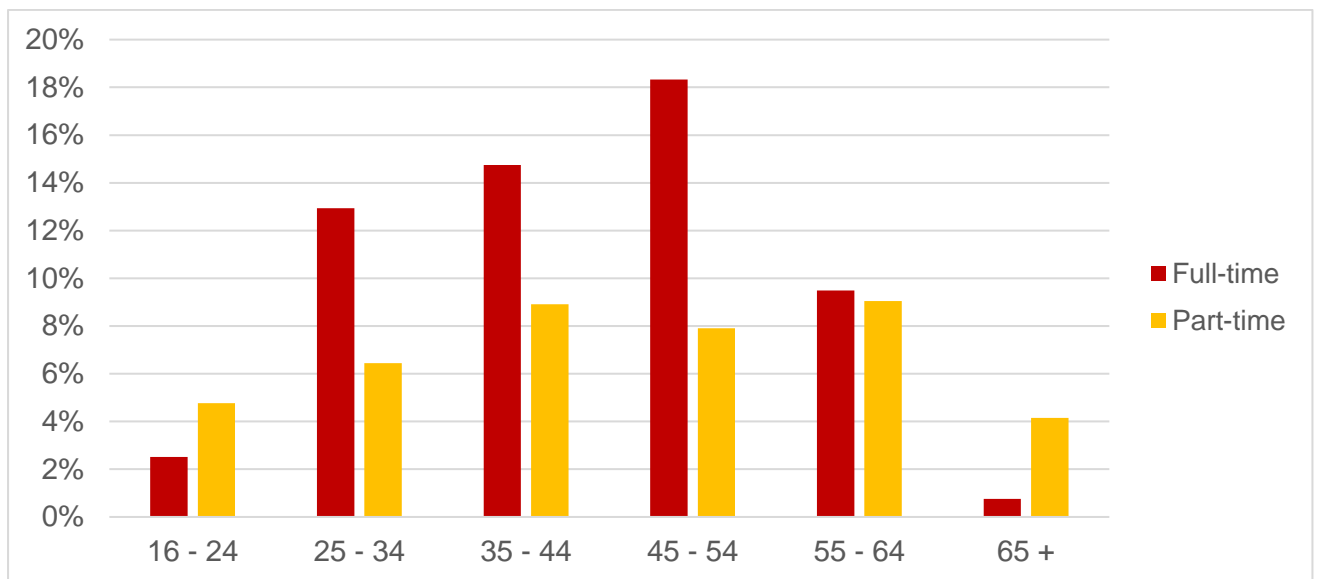


Figure 11: Bar chart showing age ranges by full-time and part-time staff.

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

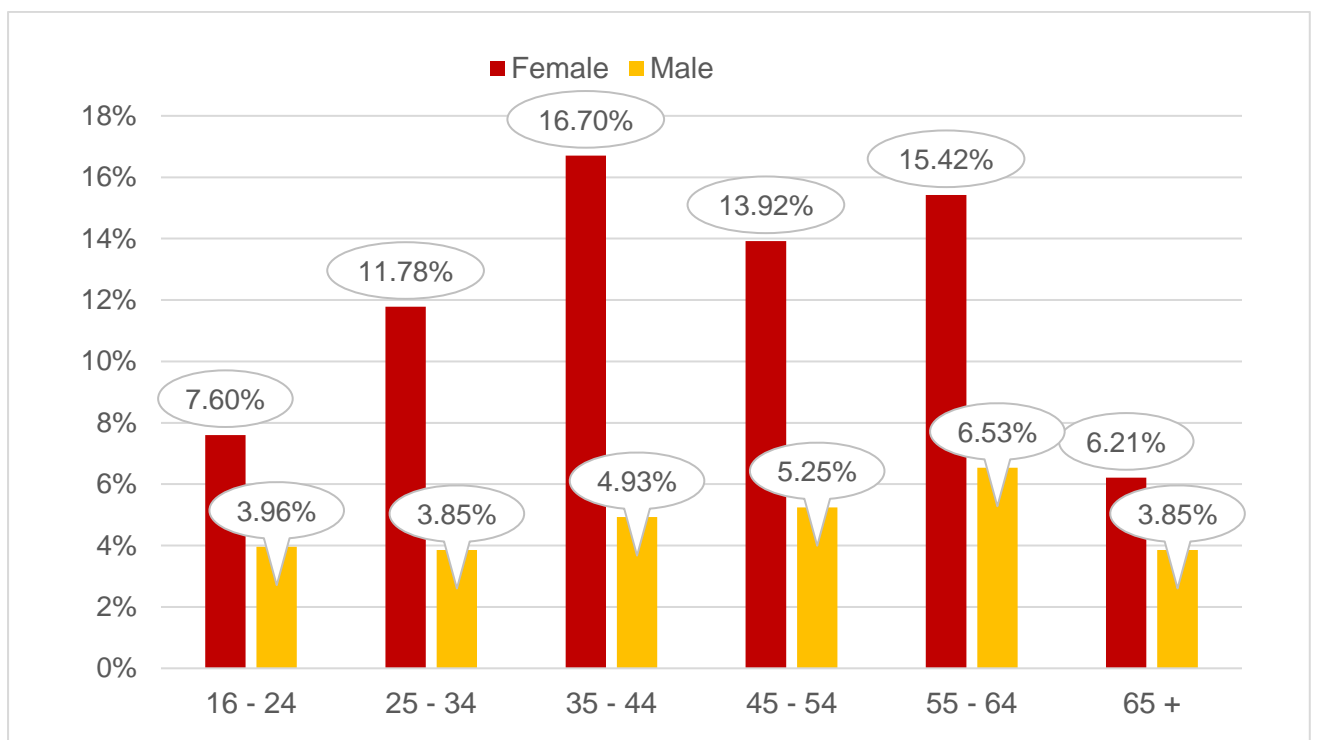


Figure 12: Bar chart showing part-time staff only by age group and gender.



DISABILITY

- 8.7% of staff at the University have self-identified as disabled. This is an increase on last year's figure of 7.6% and the previous year's 6.9%. This compares with 5.3% of staff working in higher education across the UK and 6.1% in Wales HEIs.
- Disability disclosure rates have consistently increased in the last decade across HEIs and Bangor is no exception. Within the University just 2.78% of our staff choose to not provide information relating to disability.
- Of the staff who have self-identified as disabled 4.59% work full time and 4.11% work part-time.
- The highest proportion 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.

All staff by disability

197 staff have identified as disabled (8.7% of all staff)

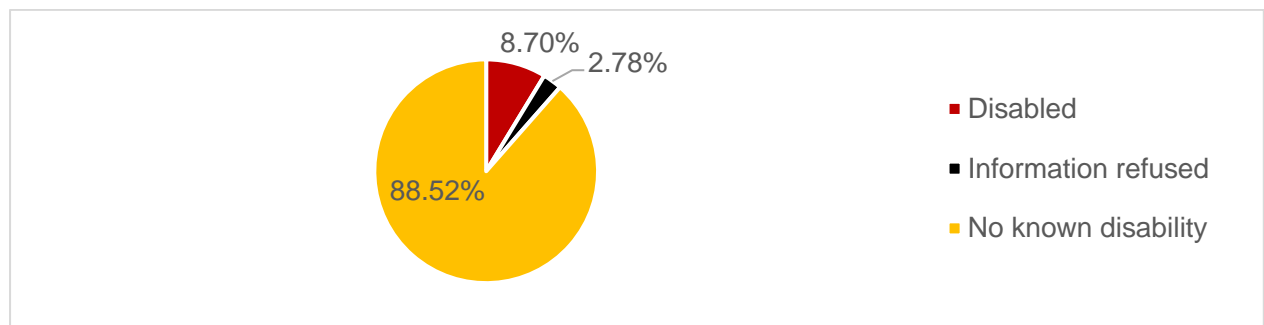


Figure 2: Pie chart showing all staff by disability status.

Disability by age range in %

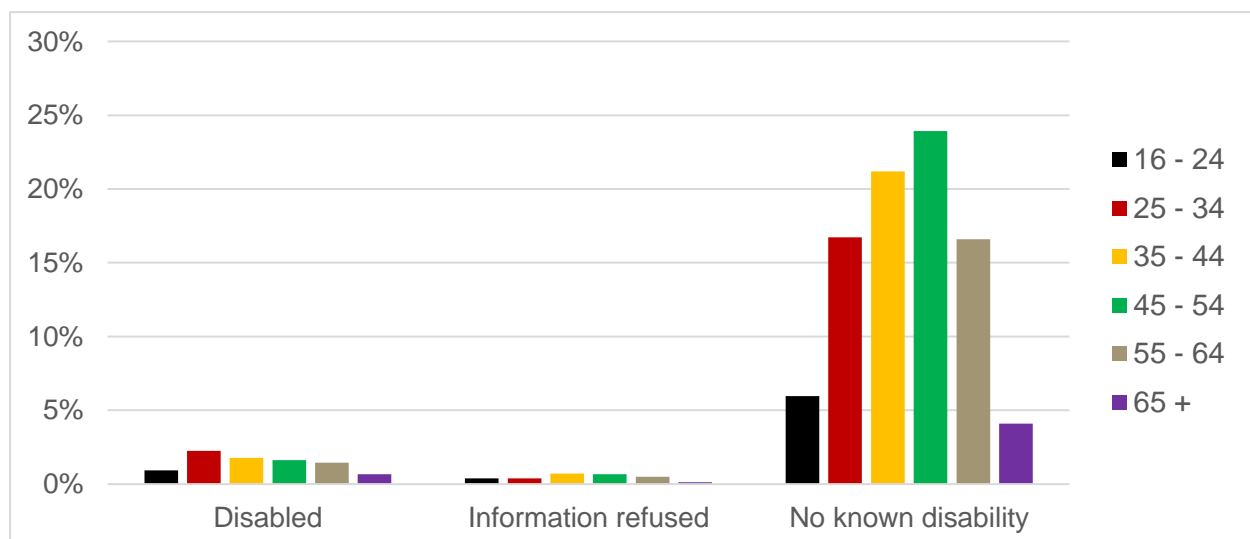


Figure 13: Bar chart showing disability status by age range

Disability by full-time or part-time in %

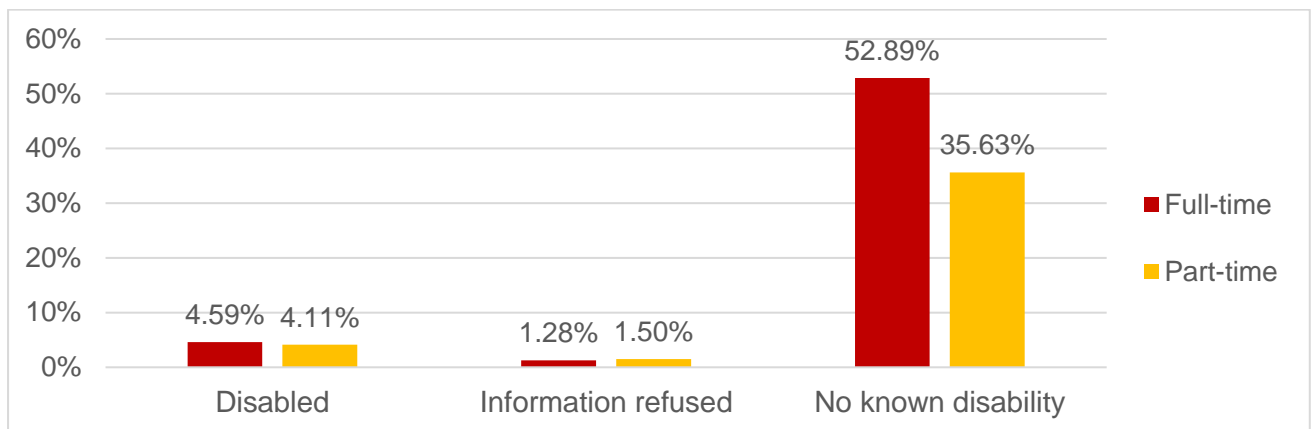


Figure 14: Bar chart showing disability status by full-time and part-time.

Disability by job type in %

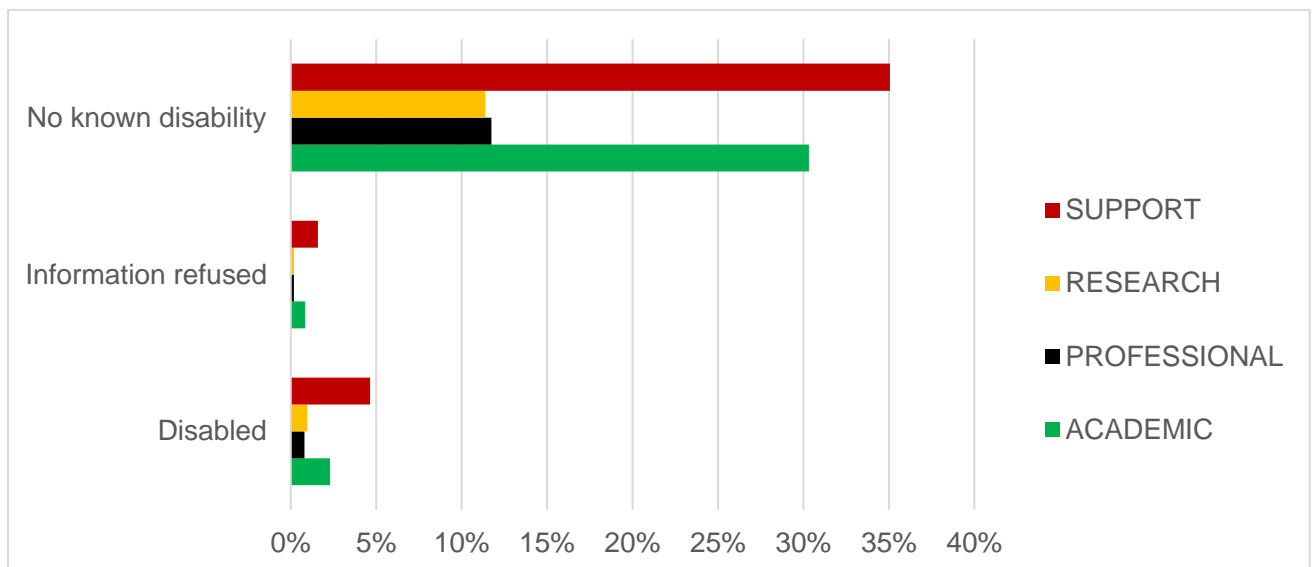


Figure 15: Bar chart showing disability status by job type.

Disability by contract type in %

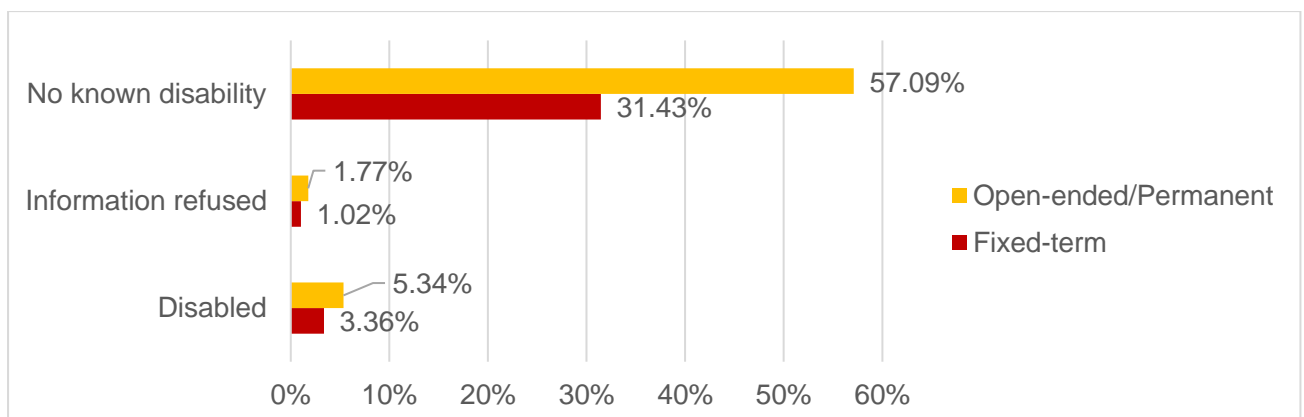


Figure 16: Bar chart showing disability by contract type.



ETHNICITY

- 6.49% of University staff identify as BAME*, last year it was 6.5% and the previous year 5.4%. There has been little change to the percentage of BAME staff since 2013 when the figure has fluctuated between 5% and 6%, last year rising above 6% for the first time.
- This is lower than the average across HEIs in the UK (10.3%) and higher than HEIs in Wales (4.5%). In terms of the local context [Stats.Wales](#) estimates that 3.2% of Gwynedd's population is BAME.
- Only 0.84% of staff have declined to disclose their ethnicity.
- The 'job type' with the highest proportion of BAME staff is the academic group, followed by staff in research roles.
- The majority of BAME staff are clustered around grades 6, 7 and 8.
- We have 114 Professorial staff at the University. Of these 91.23% are white and 8.77% are BAME. Of the 8.77% BAME Professors, 5.26% are male and 3.51% are female. This compares with UK HEIs reporting 8.0% of professors were BAME men, compared to just 2.5% BAME women.
- The number of staff members from the EU is 7.02% slightly down on last year's 7.3%.

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

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

However, in order to be able to publish figures, rather than redact small numbers, we have grouped BAME staff for the purposes of this report.

Ethnicity groups of all staff in %

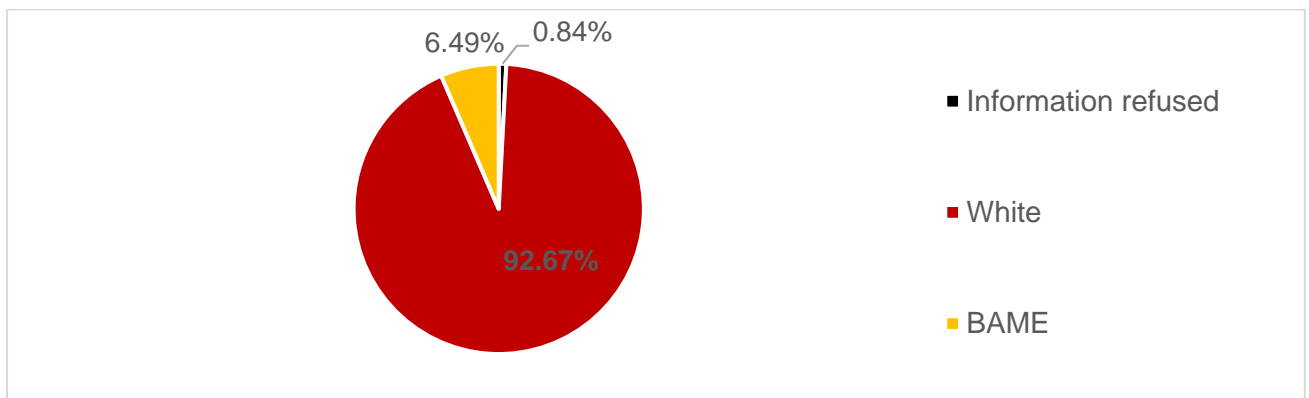


Figure 3: Pie chart showing staff percentages of White and BAME staff.

Ethnicity by grade in %

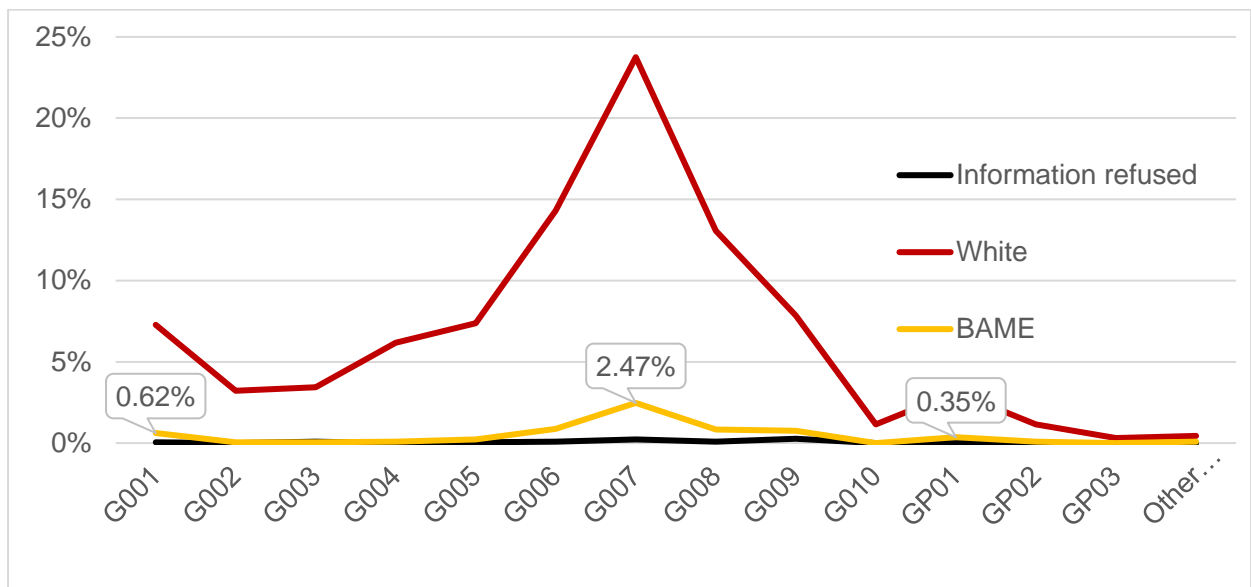


Figure 17: Line chart showing ethnicity by grade.

Ethnicity by job type in %

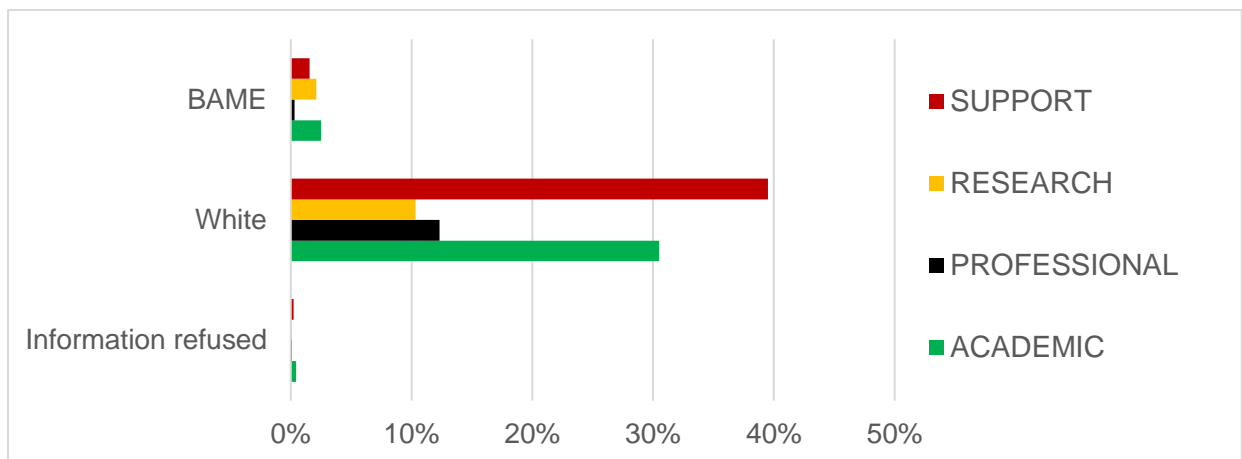


Figure 18: Bar chart showing ethnicity by job type.

Ethnicity by contract type in %

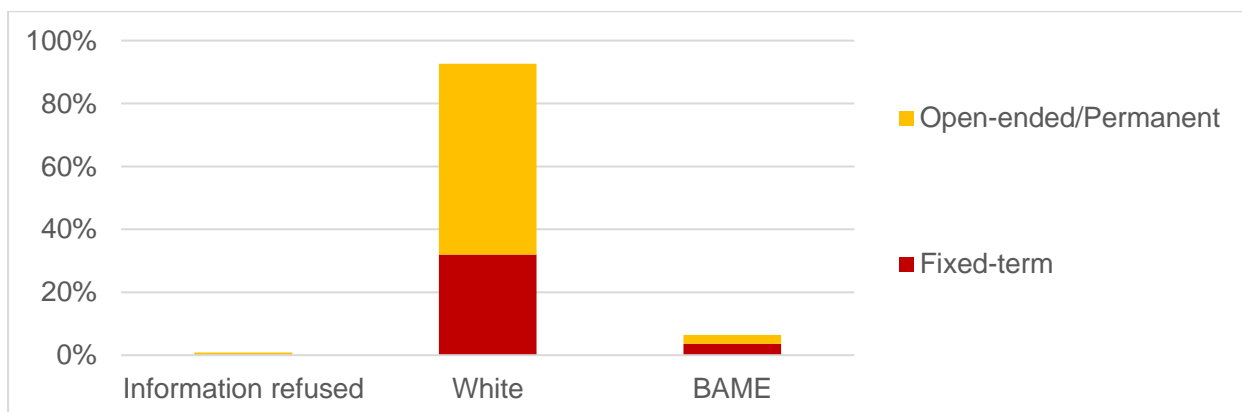


Figure 19: Bar chart showing ethnicity by contract type.

Ethnicity by full-time or part-time in %

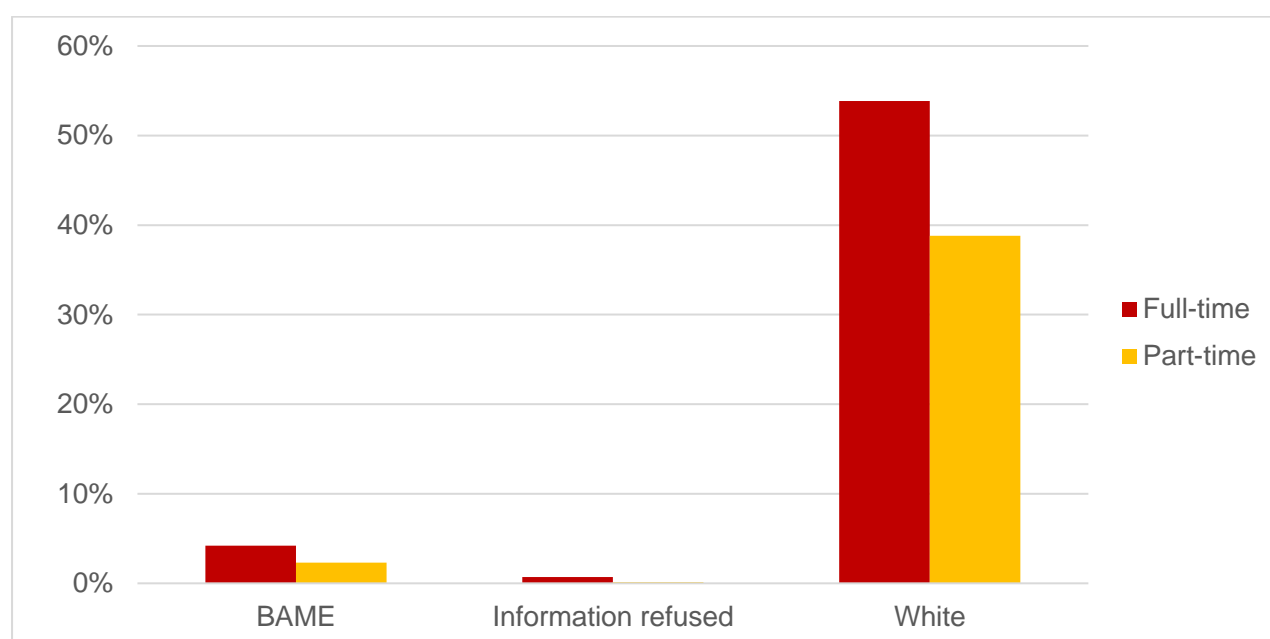


Figure 20: Bar chart showing ethnicity by full-time and part-time.

Broad ethnicity and nationality in %

Nationality	BAME	White	Information refused	Total
EU	0.04%	6.84%	0.13%	7.02%
RoW*	3.53%	2.03%	0.04%	5.61%
United Kingdom	2.91%	83.80%	0.66%	87.37%
Total	6.49%	92.67%	0.84%	100.00%

Figure 21: Table showing ethnicity by UK, EU and *Rest of World.



GENDER

- Despite comprising the majority of staff working in UK higher education, women remain under-represented among academic staff, particularly in professorial grades. This is the case across the University and across UK HEIs. A larger proportion of females than males work in professional and support roles, work part-time, work on fixed-term contracts, and in lower salary bands.
- The total percentage of female staff in the University is 58.41% which is higher than the UK HEI figure of 54.6% and the Wales HEI figure of 55.1%
- The highest number of females are in grade 7, followed by grades 6 and 8 respectively. From grade 9 upwards there is a mixed picture, in that in senior academic grades there are more males than females, however, for senior professional staff (grade 10) there is a similar number of males and females.
- In terms of professorial staff, in the reporting period we had 114 Professors of whom 37 were female professors (32.46% of all professors) and 77 were male professors (67.54% of all professors). In the previous year we reported 106 professors with 32 being female (30.2%) and 74 being male (69.8%). This compares with the UK figure of 73.3% of professors being men.
- The majority of females at the University are employed in support roles (26.67%). The highest number of males by job type are spread between both academic and support roles (16.11% and 14.61% respectively).
- 29.54% of all women work part-time compared with 11.70% of men.

All staff by gender in %

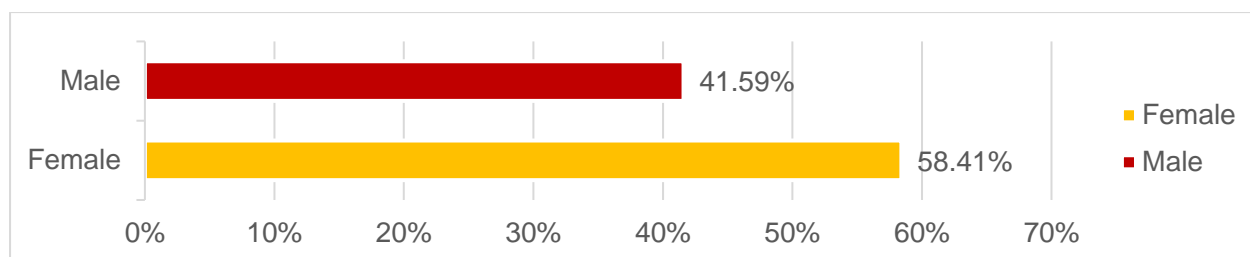


Figure 4: Pie chart showing female and male staff.

Gender by grade in %

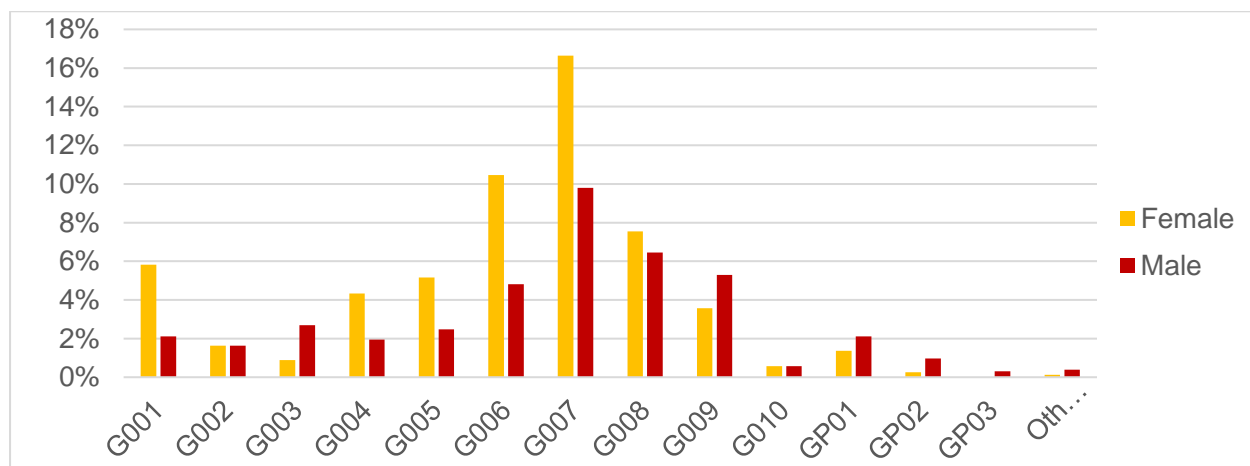


Figure 22: Column chart showing gender by grade.

Gender by grade by headcount

Grade	Female	Male	Grand Total
G001	132	48	180
G002	37	37	74
G003	20	61	81
G004	98	44	142
G005	117	56	173
G006	237	109	346
G007	377	222	599
G008	171	146	317
G009	81	120	201
G010	13	13	26
GP01	31	48	79
GP02	6	22	28
GP03		7	7
Other clinical academics	3	9	12
Grand Total	1323	942	2265

Figure 23: Table showing gender by grade by headcount.

Gender by job type in %

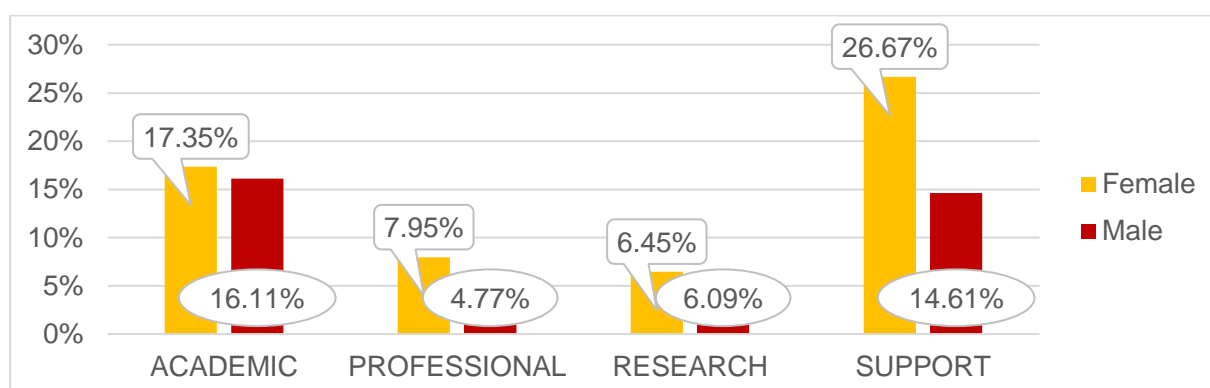


Figure 24: Bar chart showing gender by job type.

Gender by job type by headcount

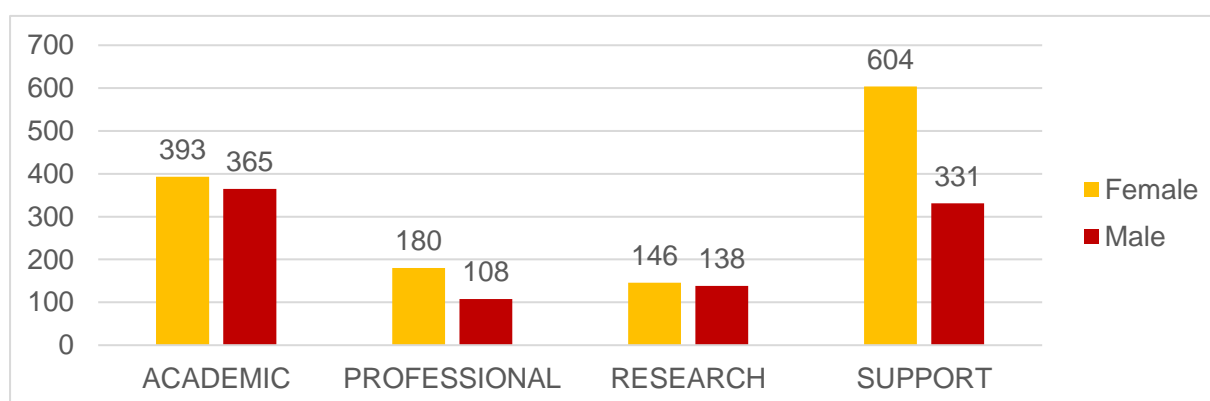


Figure 25: Bar chart showing job type by gender by headcount.

Gender by permanent or fixed-term in %

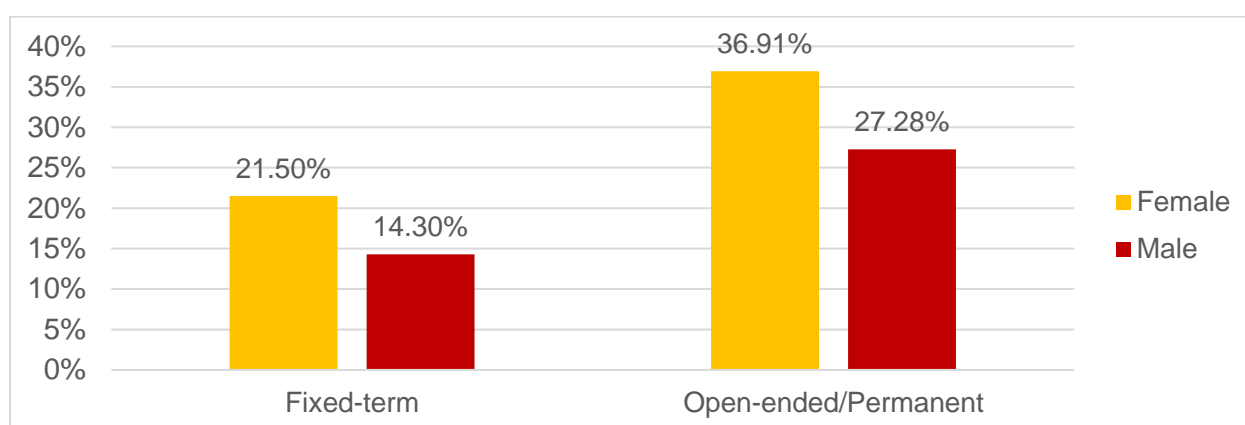


Figure 26: Bar chart showing contract type by gender.

Gender by full-time or part-time in %

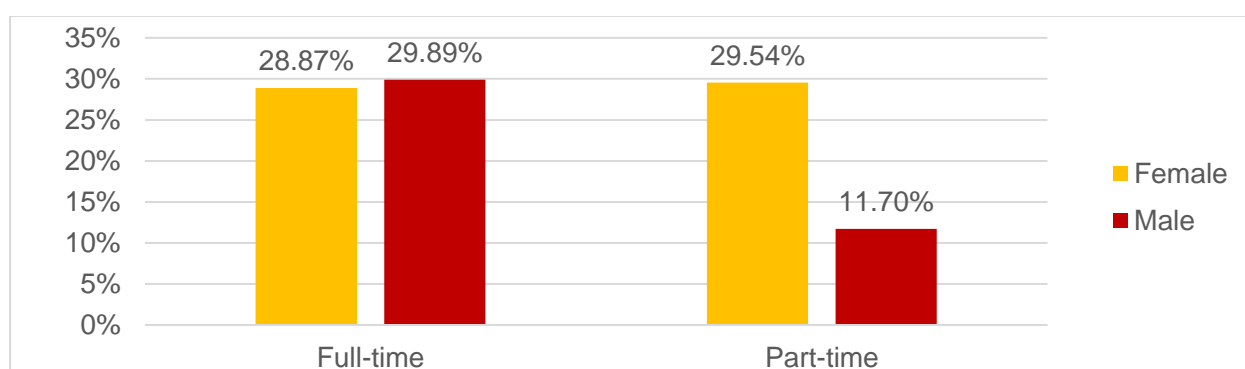


Figure 27: Bar chart full-time and part-time staff by gender.



Figure 28: Photograph of three female students who are recipients of the Equality & Diversity Scholarships

Claire Carrington is studying for an MSc in Marine Environmental Protection, in the School of Ocean Sciences.

Victoria Chinery is also studying for an MSc in Marine Environmental Protection, in the School of Ocean Sciences.

Ally Jackson is studying for an MSc in Neuroimaging in the School of Psychology.



GENDER PAY GAP & ETHNICITY PAY GAP

In summary, our **Gender Pay Gap Report 2020** published in March 2021, using data from the snapshot date of 31 March 2020, found that there is a Gender Pay Gap at institutional level with male staff members' **median** pay being 7.2% higher than female staff members' pay (a slight improvement on the previous year's 10.8%).

It is evident from the data that the number of female employees outnumber the male employees (the majority of the workforce being female), the overall Gender Pay Gap for the University (13.9% **mean**) therefore appears to be primarily a result of greater male representation in the more senior roles within the University compared to female representation.

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

Bangor University's **median** Gender Pay Gap is significantly lower than the UK national for which the ONS provisional data published for 2020 indicates it stood at 15.5%. For HEIs in the UK the overall **median** gender pay gap is 13.7% with Wales' **median** gender pay Gap being 11.1%

For the first time, in March 2021 within our Gender Pay Gap Report we have published our ethnicity pay gap at an institutional level, the **median** Ethnicity Pay Gap stands at -34.2%.



Photograph of speakers on International Women's Day March 2020.

In March, Bangor University joined International Women's Day 2020 (#IWD2020) celebrations by hosting an event focusing on "Gender Equality in HE". The Vice-chancellor spoke about his vision for gender equality at Bangor University; this was followed by a talk by Professor Orla Feely (Vice President for Research, Innovation and Impact, and Professor of Electronic Engineering, University College Dublin). This annual event provides a University-wide forum for discussion of issues around gender equality that affect all staff and students.



RELIGION, BELIEF & NON-BELIEF

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

The 'information refused' figure for the reporting period is 17.22% a small reduction on the previous year's 19%. 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 %

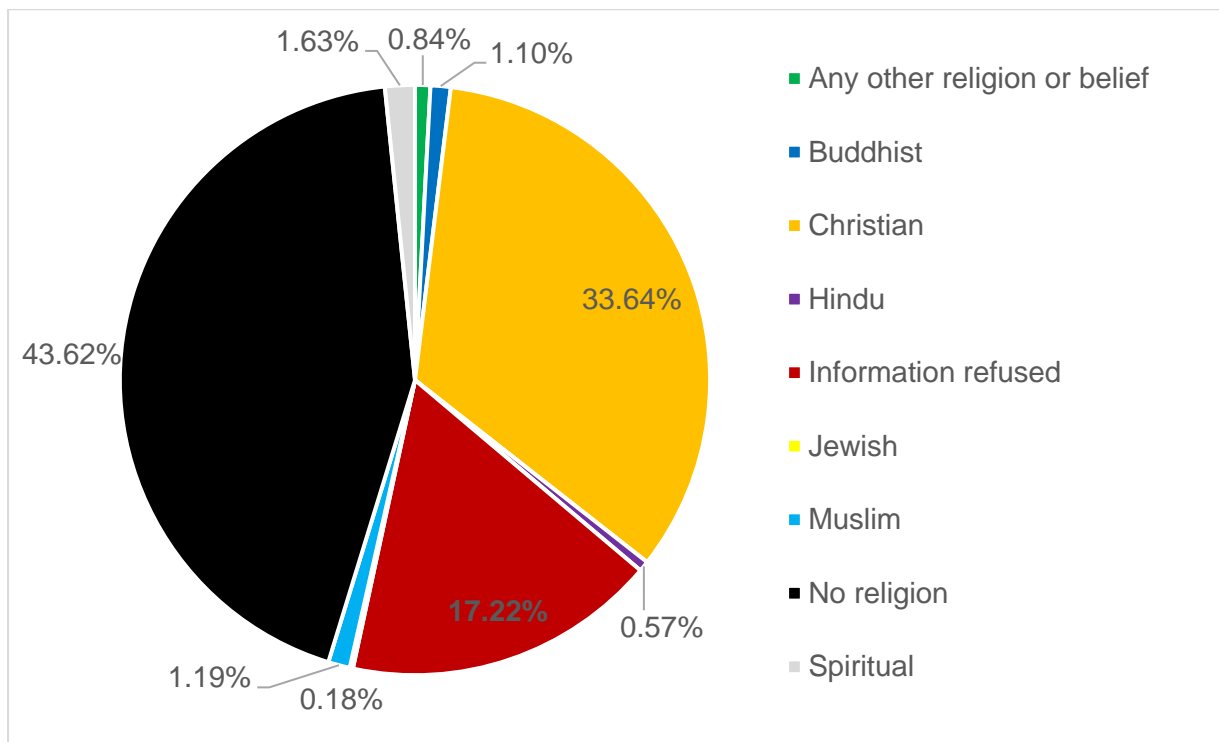


Figure 29: Pie chart showing staff by religion, belief or non-belief.

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



SEXUAL ORIENTATION

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

The 'information refused' figure for the reporting period is 20.18% a reduction on the previous year's 23.4%. 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 %

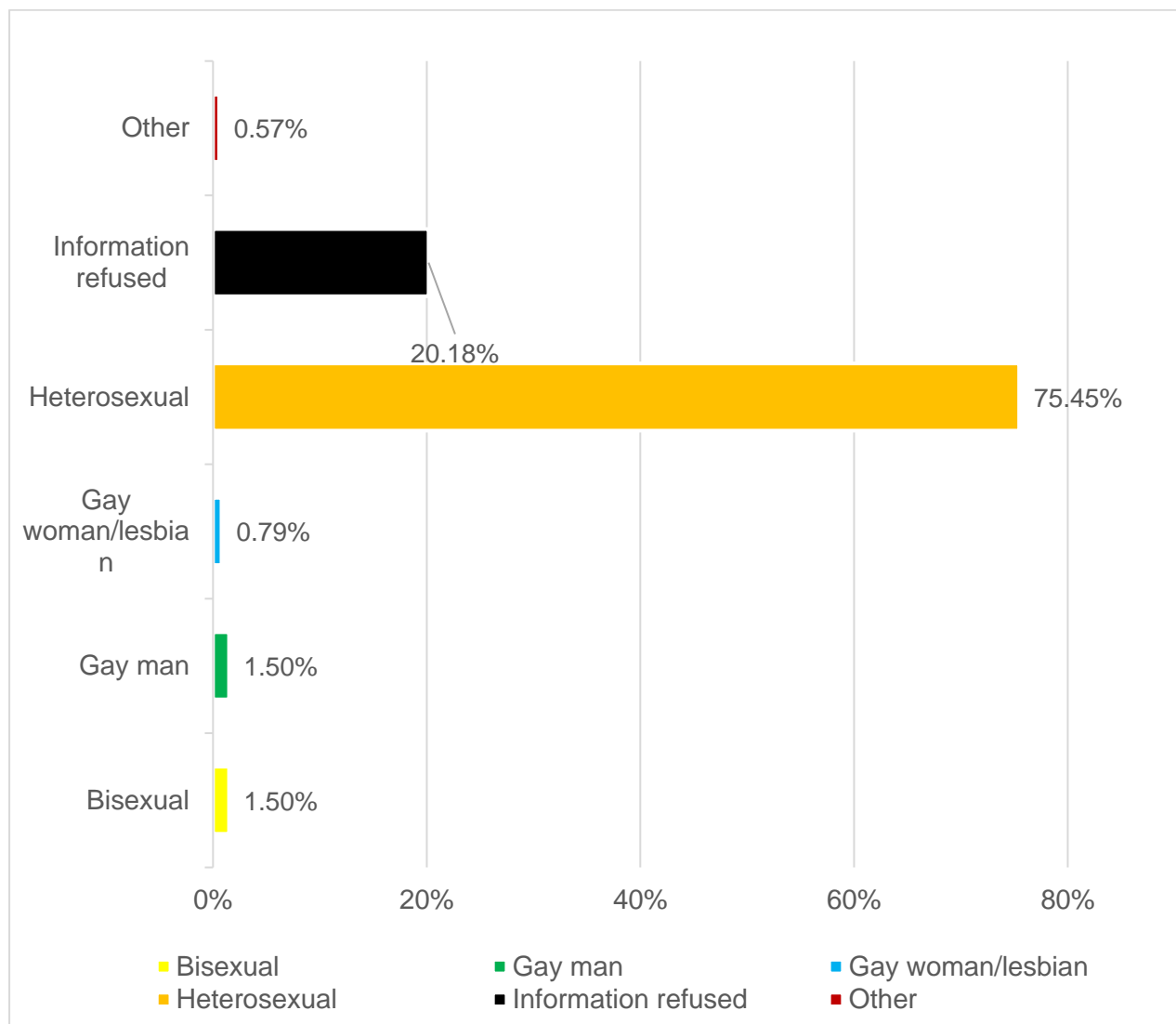


Figure 30: Chart showing staff by sexual orientation.



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.*

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](#).



Figure 31: Photograph of rainbow flag flying above the historic Main Arts building



PREGNANCY & MATERNITY

36 women took maternity leave during the reporting period.
19 men took paternity leave.
5 people took shared parental leave.
0 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 shared parental leave nationally.



RECRUITMENT

During the reporting academic year **210** jobs were posted (advertised). There were **2756** applicants.

All applicants by gender in %

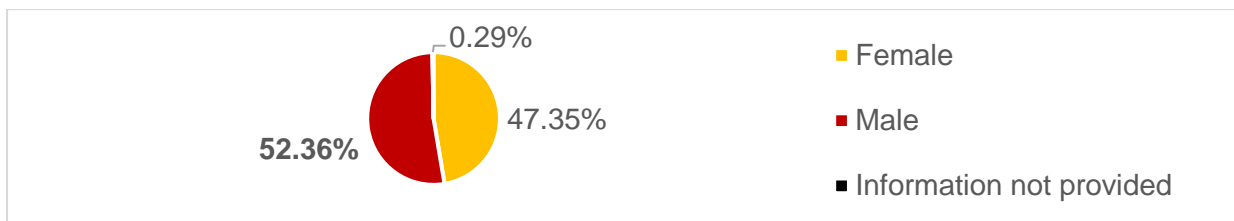


Figure 32: Pie chart showing all recruitment applicants by gender.

Recruitment outcomes by gender in %

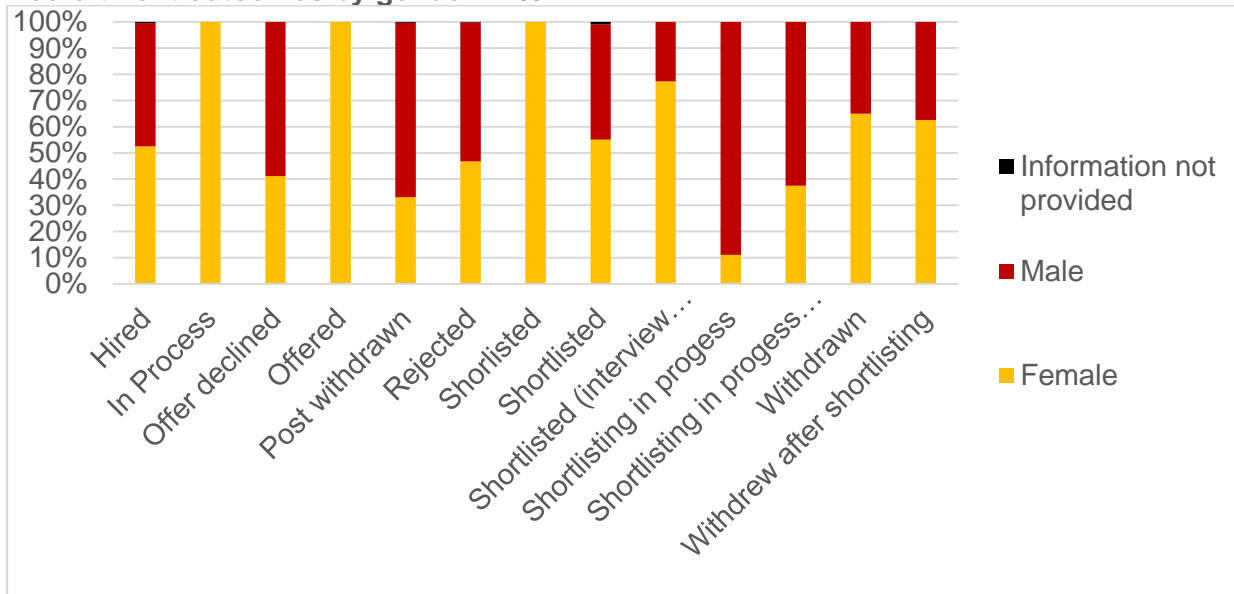


Figure 33: Chart showing recruitment outcomes by gender.

All applicants by disability in %

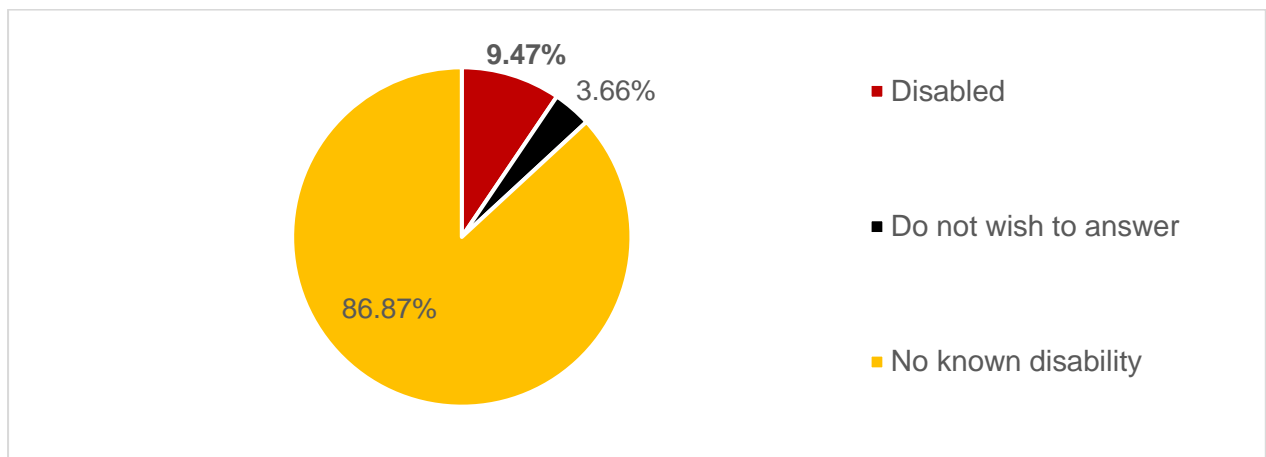


Figure 34: Pie chart showing all applicants by disability status.

Recruitment outcomes by disability in %

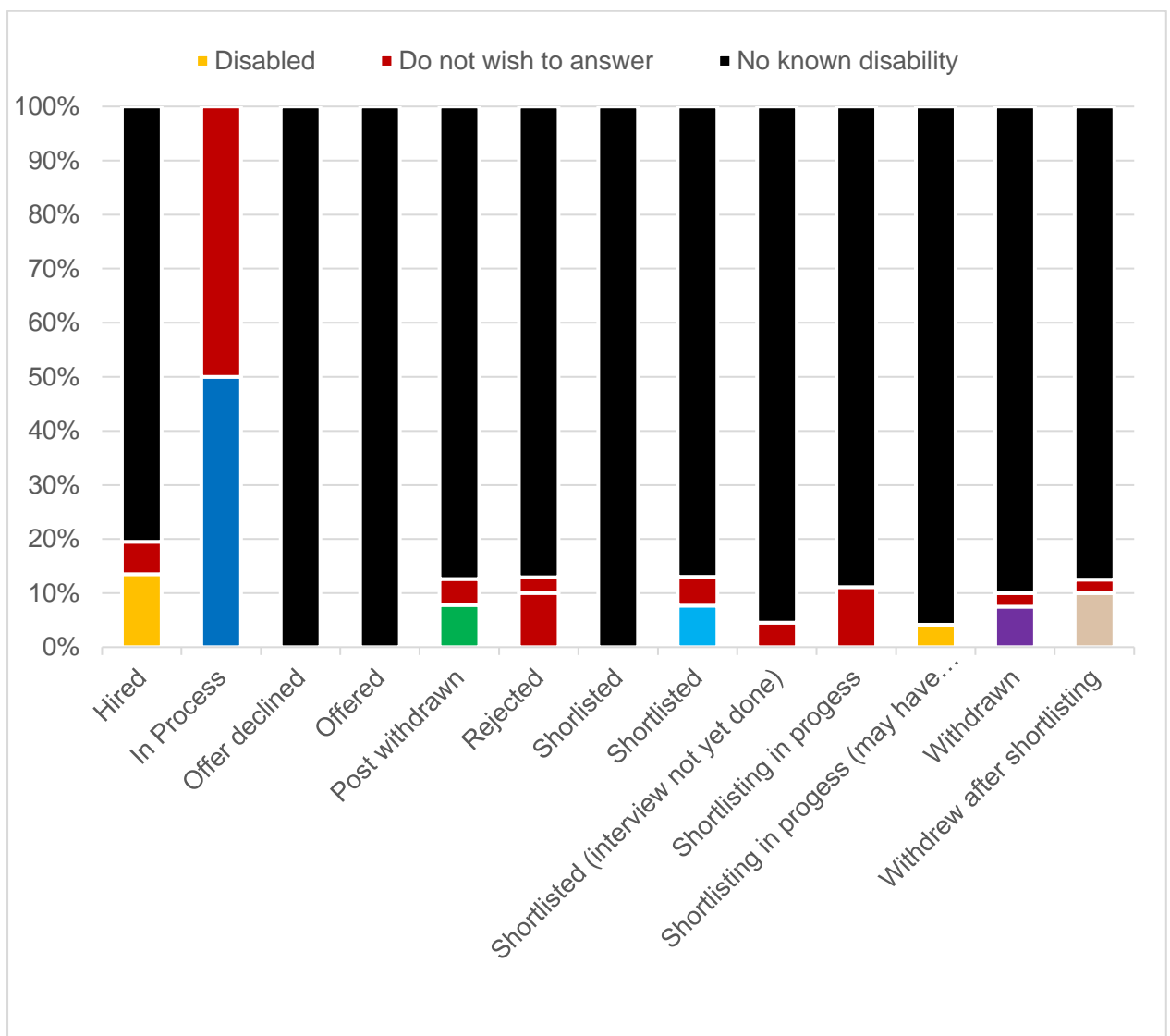


Figure 35: Pie chart showing recruitment outcomes by disability status.

All applicants by ethnicity in %

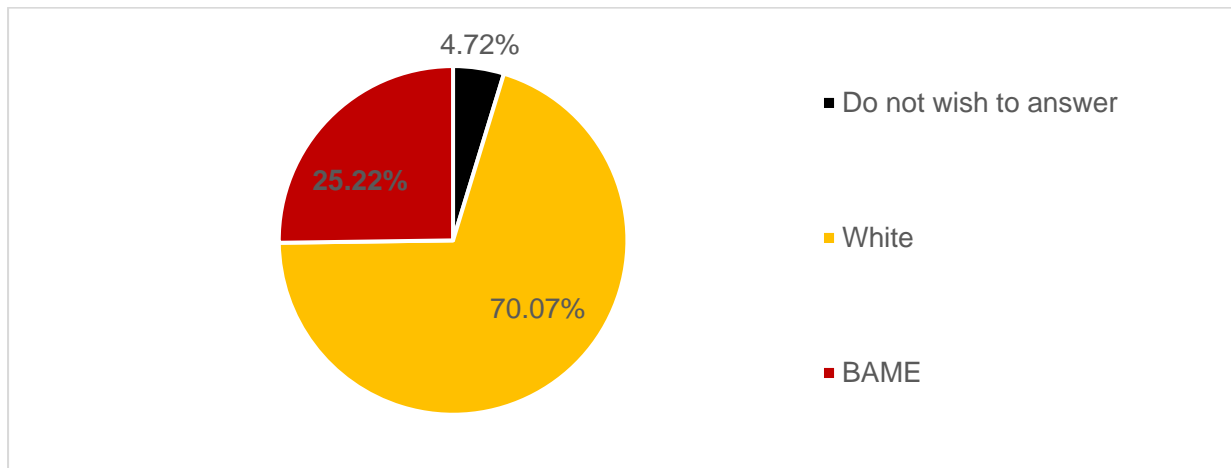


Figure 36: Pie chart showing all applicants by ethnicity.

Recruitment outcomes by ethnicity in %

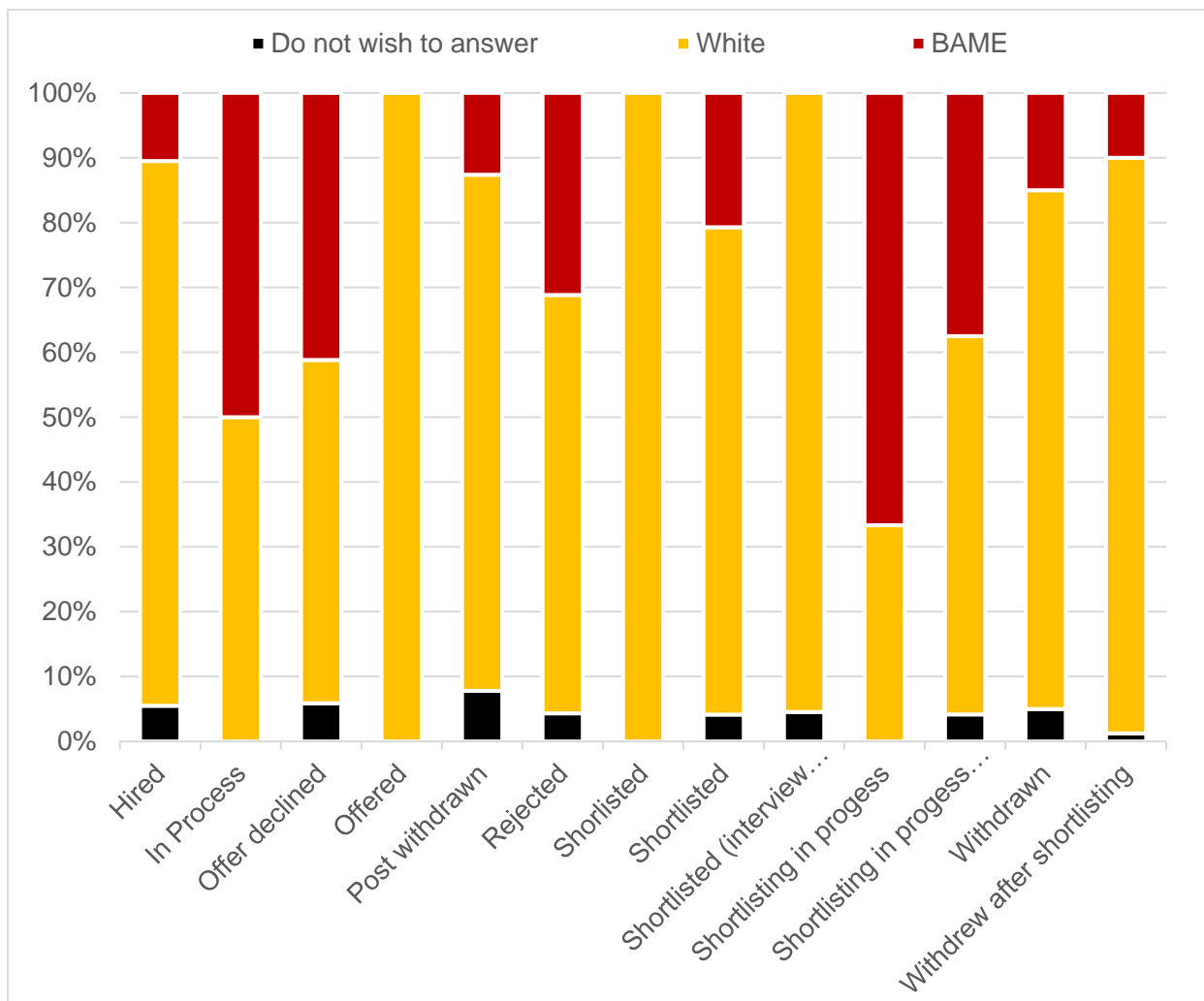


Figure 37: Chart showing recruitment outcomes by ethnicity.



PROMOTION

During the academic year 2019 – 2020, 139 staff applied for promotion equating to 6.1% of all staff.

Of all applicants:

57.55% were female, 42.45% were male.

7.19% identified as disabled.

7.19% were BAME.

87.77% work full-time, 12.23% work part-time.

Of the 139 applicants 98 were successful, 36 were unsuccessful, 5 were on hold/received an accelerated increment instead.

Of the successful applicants:

59.18% were female 40.82% were male.

9.18% identified as disabled.

9.18% were BAME.

87.76% work full-time, 12.24% work part-time.



LEAVERS

Staff who left the University

During the academic year 2019 – 2020, 299 staff left their employment at the University equating to 13.2% of all staff.

Of all leavers

49.83% were female, 50.17% were male.

5.35% identified as disabled.

11.71% were BAME.

The highest reason for leaving overall was due to resignation followed closely by the end of a fixed-term contract.

The age range with the highest number of leavers was 25 – 34 years and the main reason for leaving for the staff in this age group was due to the end of a fixed-term contract.

The percentage of leavers who identified as disabled was 5.35% compared with the percentage of all staff who identified as disabled of 8.7%.

The percentage of leavers who identified as BAME was 11.71% compared with the percentage of all staff of 6.49%.

Of all leavers 49.83% were female, 50.17% were male, this compares with the all staff figures during the reporting period of 41.59% male and 58.41% female.

All leavers by reason for leaving in %

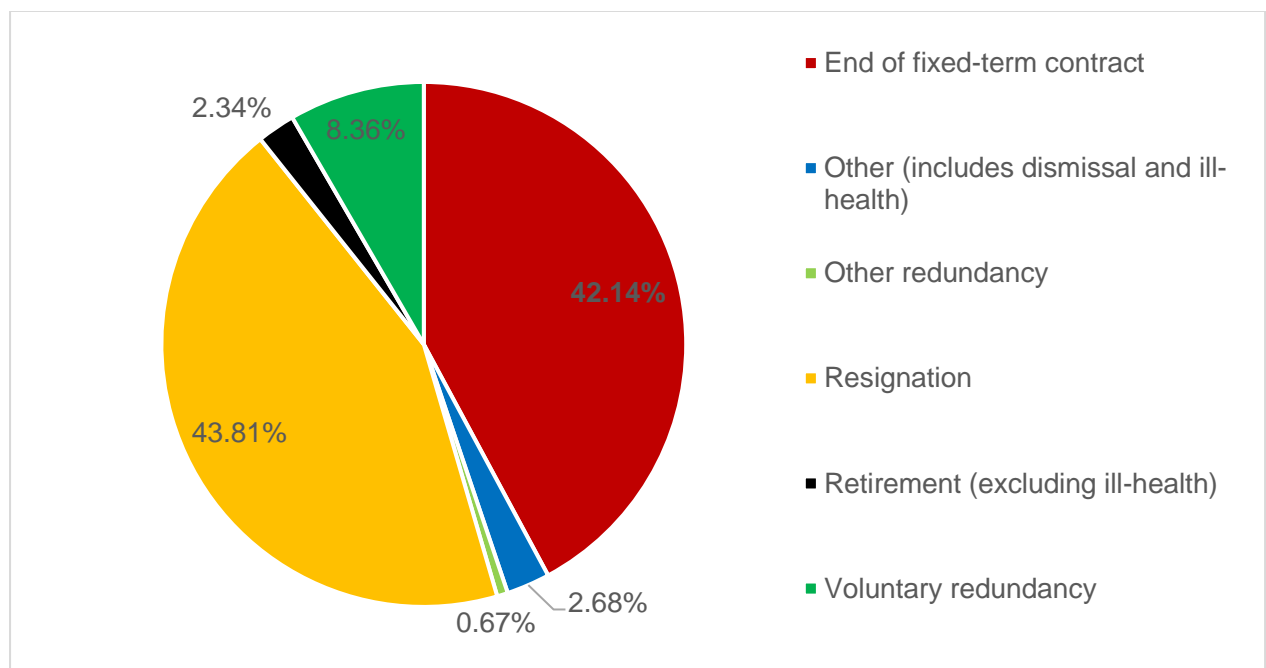


Figure 38: Pie chart showing all leavers by reason for leaving.

All leavers by age in %

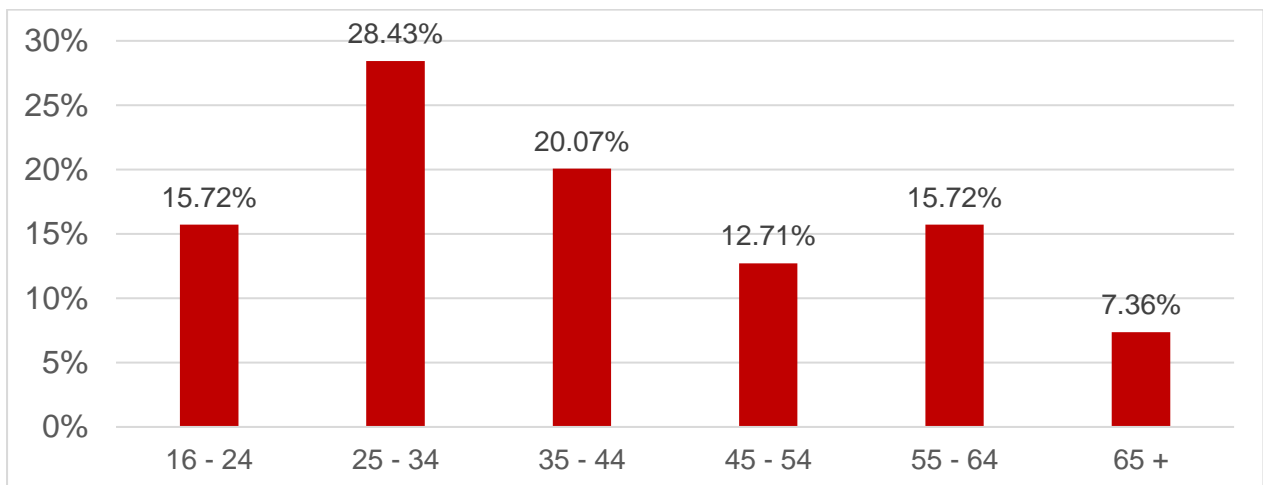


Figure 39: Bar chart showing all leavers by age range.

All leavers by age and reason for leaving in %

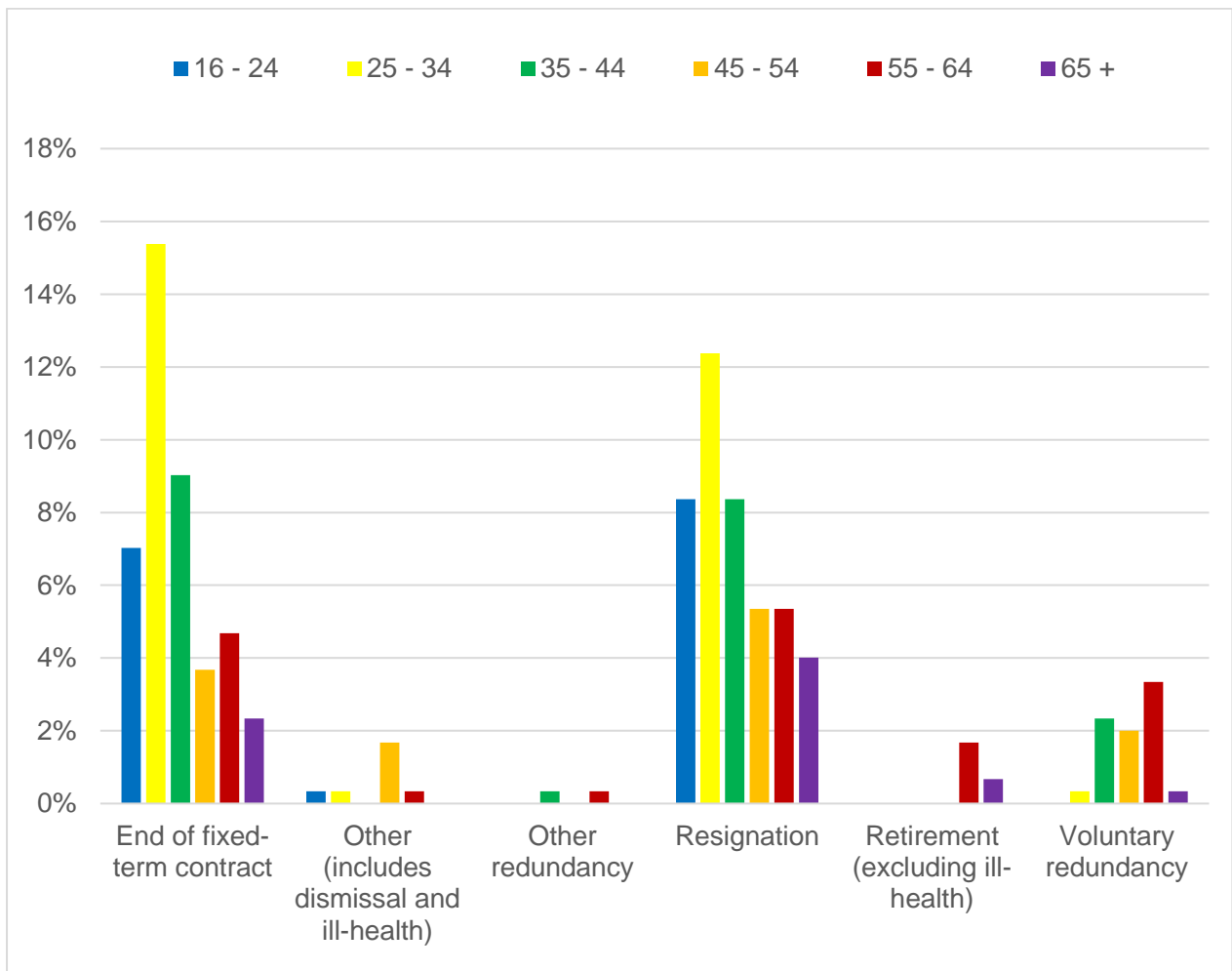


Figure 40: Cluster chart showing all leavers by age and reason for leaving.

All leavers by disability in %

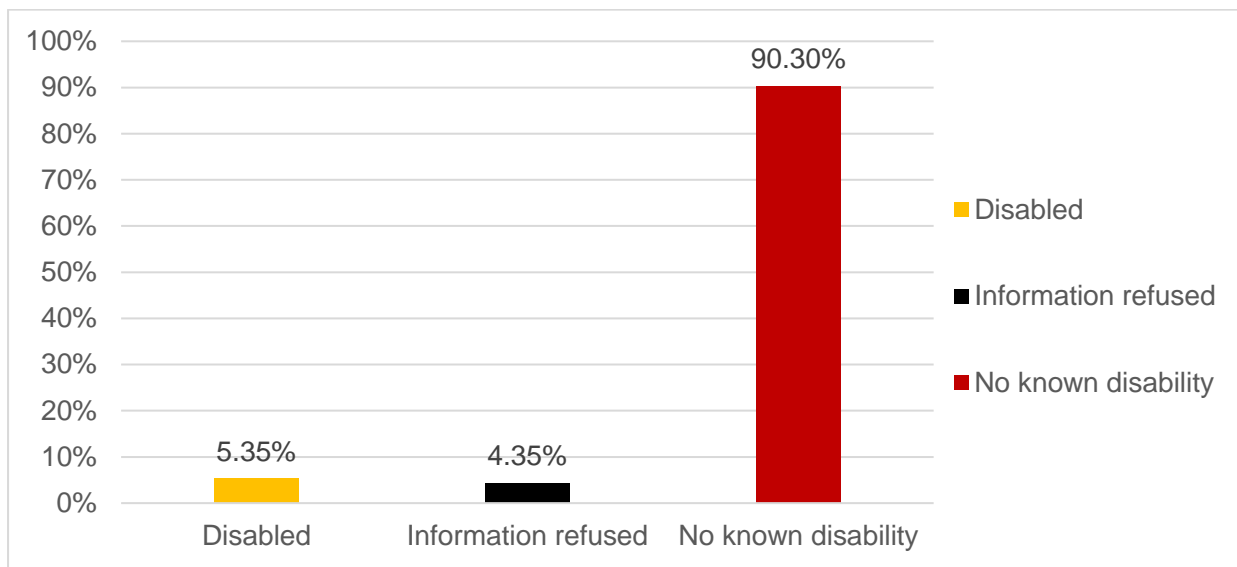


Figure 41: Bar chart showing all leavers by disability.

All leavers by disability and reason for leaving in %

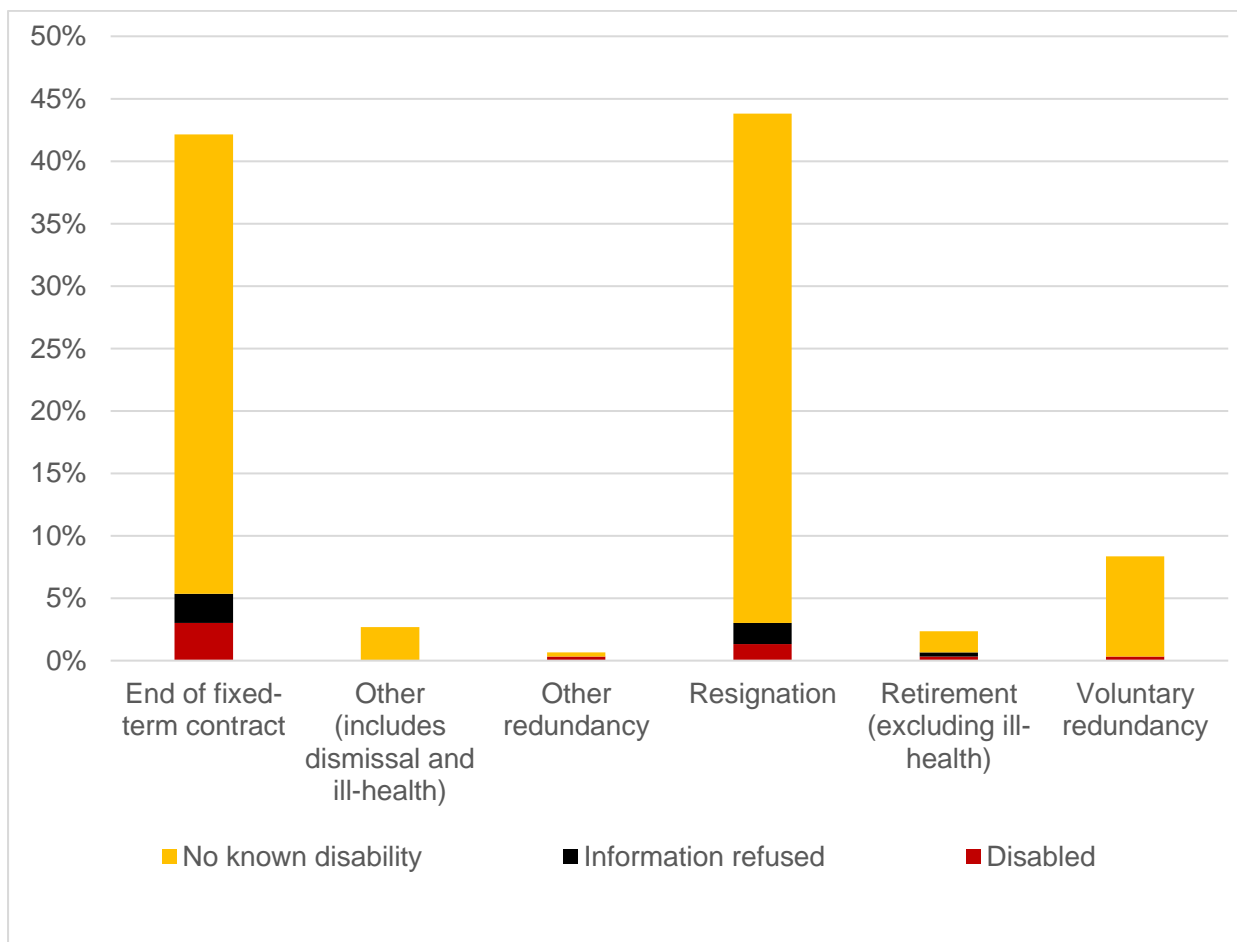


Figure 42: Bar chart showing all leavers by disability and reason for leaving.

All leavers by ethnicity in %

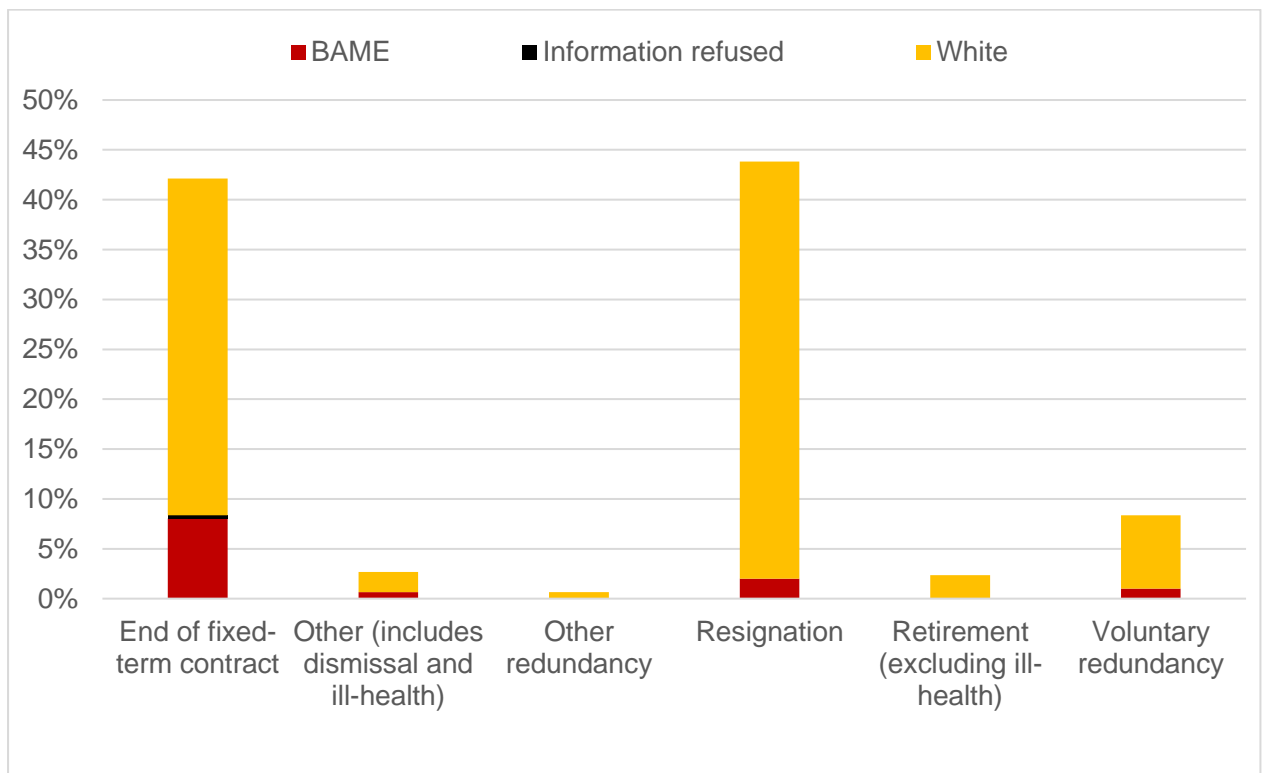


Figure 43: Bar chart showing all leavers by ethnicity.

All leavers by ethnicity and reason for leaving in %

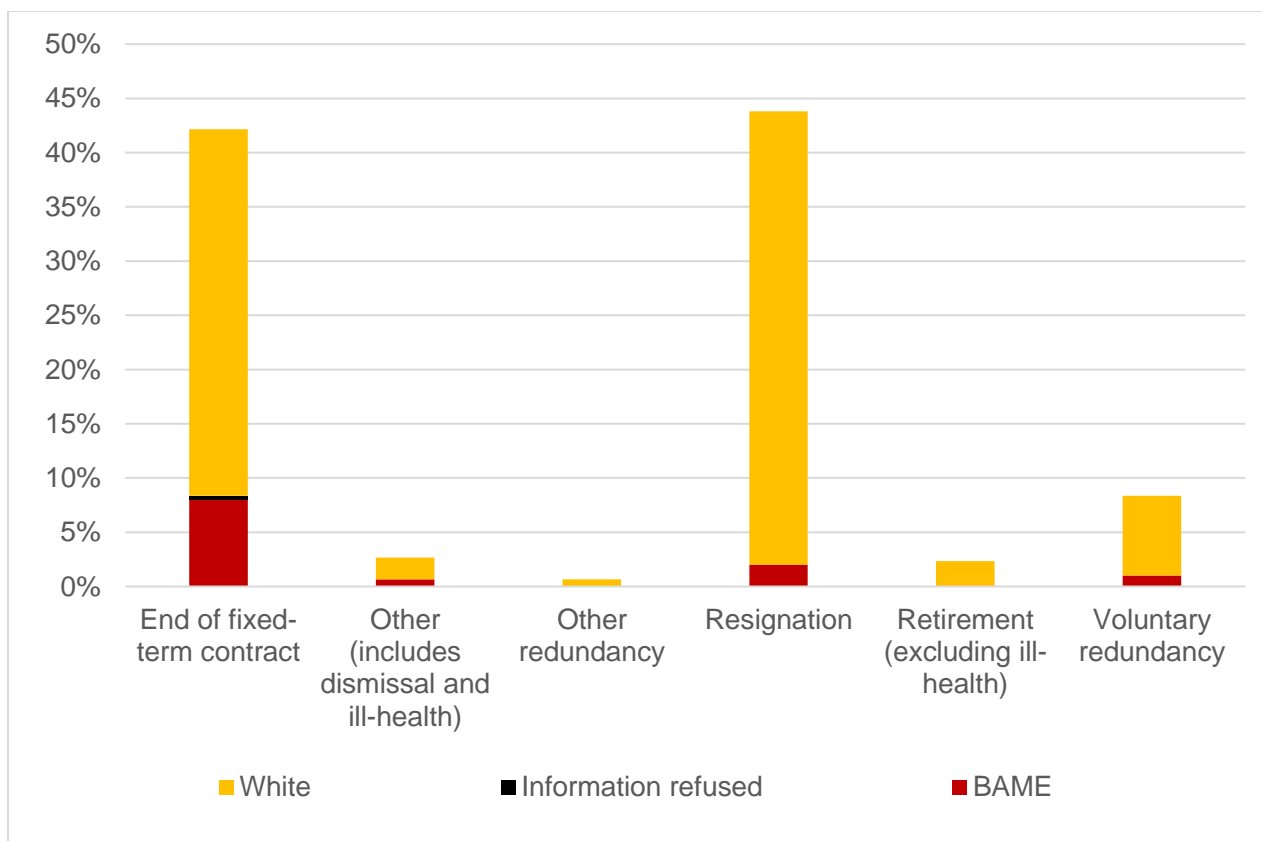


Figure 44: Bar chart showing all leavers by ethnicity and reason for leaving.

All leavers by gender in %

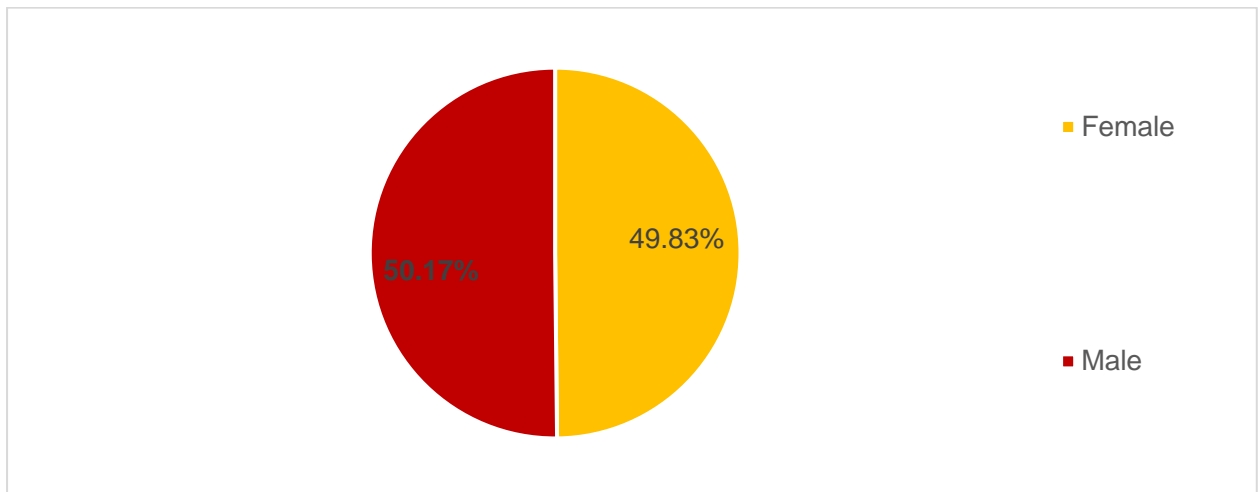


Figure 45: Pie chart showing all leavers by gender.

All leavers by gender and reason for leaving in %

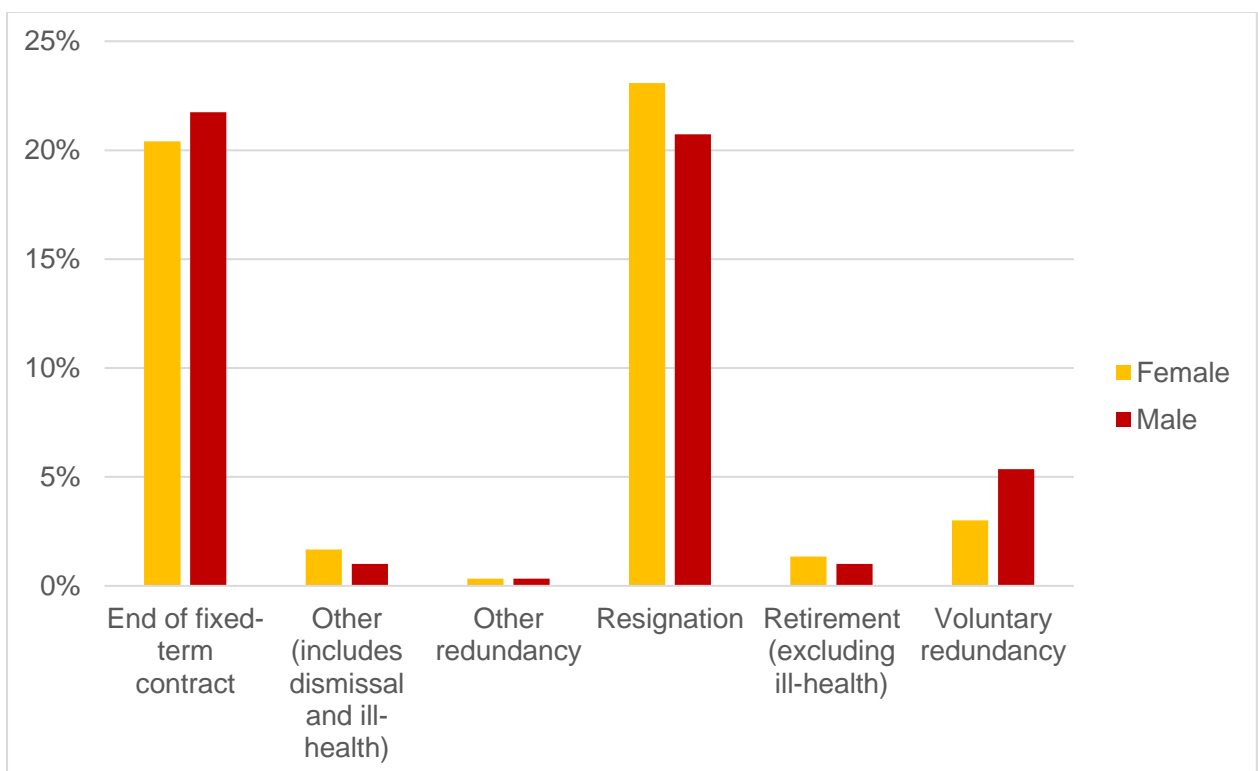


Figure 46: Bar chart showing all leavers by gender and reason for leaving.



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 has moved online. This has enabled some staff groups from outside the Bangor campus to access more of the training provision, especially those usually working on the Wrexham Campus.

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

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

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

- All newly appointed staff complete their induction online via the Blackboard virtual learning environment. As part of this programme staff are required to complete the University's online equality and diversity training programme. In the reporting period, **455 (277 women and 178 men)** staff members completed this training (this is in addition to the **1,305 (790 women and 515)** recorded during the last reporting period.
- As at 22/02/2021, **61.2% of staff have completed some equality training (62.4% of those are females and 59.3% are males).**
- The equality training provision has been tailored 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 **14 staff** attended the Equality for Managers workshops (7 women and 7 men).
- All staff involved in the Recruitment and Selection process must attend training and during the reporting period 29 members of staff completed this workshop.
- Our new Unconscious Bias online training was launched to the Executive, Deans and Heads of Schools and Heads of Professional Service Departments. Since April 2020, **589 (390 women and 199 men)** members of staff have completed this training.
- During the 2019 – 2020 academic year the total number of staff who took part in any training course was **1380 (857 women and 523 men)** - some members of staff attended more than one course and the online teaching seminar series proved extremely popular.



EQUALITY IMPACT ASSESSMENTS

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

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

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

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

In consideration of the refurbishment of buildings with Property and Campus Services.

In revising the Travel and Subsistence Policy with the Finance Department.

In developing a new Homeworking Policy with Human Resources.

In revising Partnership Working policies with the Directorate of Marketing, Communications and Recruitment.

In developing a Fitness to Reside Policy with the Student Halls Team.

FORMAL CASES

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

Disciplinary 3 (2 men, 1 woman)

Grievance x 2 (2 women)

Capability x 3 (1 man, 2 women)

One Employment Tribunal case was lodged, alleging disability discrimination, but was thrown out by the Tribunal Service.



APPENDIX 1

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

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

APPENDIX 2

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

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

Prepared and published by Bangor University Human Resources and approved by the Equality & Diversity Strategy Group, March 2021.

