



Abertay
University®



Equality Mainstreaming
Report 2017

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“Equality is the soul of liberty; there is, in fact, no liberty without it.”
(Frances Wright [1795-1852], Dundee born, lecturer, writer, freethinker, feminist and social reformer)

Introduction

The use of the term "equality and diversity" (E&D) is commonplace in the public and private sectors, although organisations differ in what exactly the term means. Many definitions of equality and diversity share similar elements, related to the improvement of an organisation, business or community for a common good or purpose.

For Abertay equality and diversity is recognising and valuing that everyone is different, and respecting and encouraging those differences to bring about improvements for organisational and societal benefit. People with different backgrounds, experiences and attitudes bring fresh ideas and perceptions, and a diverse organisation such as that at Abertay can draw upon the widest range of experiences so it can listen to, meet, and provide for, the needs of its employees, students and the community the University serves.

The University's strategic plan 2015 - 2020 further underlines our commitment to equality and diversity in the following statements:

- To offer transformational opportunities to everyone who has the ability to benefit from Abertay's approach to university education.
- To inspire and enable our students, staff and graduates to achieve their full potential.
- To use our knowledge and expertise to have a positive impact on the world around us.
- Investing in high quality infrastructure to provide an environment which will support and inspire our students and staff.
- Developing and sustaining an inclusive and supportive culture, welcoming and retaining students and staff from a diverse range of backgrounds.
- Ensure that our recruitment, admissions and assessment policies recognise potential and result in a diverse student population.

Progress and impact

This mainstreaming report sets out the key areas in which the University has progressed over the past four years. Items that have had the most beneficial impact on the University in relation to Equality and Diversity are:

1. General Duty

- i. Implementation of mandatory equality and diversity training, including unconscious bias, in recruitment and selection, Research Excellence, Stress management (to address issues surrounding mental well-being) and diversity in the workplace.
- ii. A strategic review of the governance arrangements for equality and diversity was undertaken to ensure individual and committee responsibilities are clear and transparent. This review has led to the initiation of the 'lead voices' project to harness interest and enthusiasm from among staff and students in fostering good relations among those with similar and different protected characteristics.
- iii. The University has increased the range of equality information it gathers in relation to students since 2015/16 to include information on gender identification, sexual orientation and faith and belief. This has allowed the University to extend the range and depth of analysis of equality information to ensure due regard is paid to all protected characteristics.
- iv. The University carried out Staff Engagement Surveys in 2013 and 2015, including comprehensive equality analysis. Responses on E&D matters were largely very positive in 2013, and improved further in 2015 with a significant improvement to those responding positively regarding the University's commitment to equality.

2. Gender

- i. The University was successful in its application for the Athena SWAN bronze award.
- ii. The University has hosted and contributed to numerous Dundee Women in Science events in this festival since 2014, with a view to improving the engagement of women and girls in STEM (Science, Technology, Engineering and Maths).
- iii. In terms of the gender pay gap, the University recognises this is a significant challenge for the University and the wider higher education sector. Our equal pay audit indicates that there are no significant differences in pay between men and women carrying out the same or comparable jobs. However, as for most universities, there are fewer women than men in more senior academic roles, so there is a difference in average pay.
- iv. The University has a reasonably balanced senior management group (39% female) and the balance on our Court has also improved with 44% of lay members being female.
- v. During the 'Attracting Diversity in the curriculum' project supported by the Equality Challenge Unit, the University completed a review of subject entry requirements for programmes with noticeable gender underrepresentation and considered alternative subjects that could be appropriate. There has also been a review of module/programme titles and consideration has been given to how these titles could be more attractive to an underrepresented gender.

3. Disability

- i. The University has committed to building on its Gold award for the Healthy Working Lives initiative. Amongst other activities, the University has run Health Fairs and Mental Health

Awareness programmes with a view to promoting good physical and mental health amongst staff and students.

- ii. Employment of a Mental Health Support Advisor to support students with mental health difficulties, raise awareness and develop policy. Since the establishment of this post the University has seen an increase the numbers of students declaring a mental health difficulty by 48%.

4. Race Equality

- i. Our commitment to equality and diversity was recognised in 2016 when we were the first university in Scotland to be awarded the Race Equality Charter Mark. As part of the application process, we developed a race equality action plan, which is now being embedded into our overall Equality Action Plan, and which we will continue to implement (<https://www.abertay.ac.uk/discover/the-university/governance-and-management/equalityanddiversity/charter-marks/race-equality-charter/>).
- ii. Overall National Student Survey satisfaction rates for students from BME (Black and Minority Ethnic) backgrounds have improved and are above sector average scores.
- iii. A higher proportion of BME staff was returned as part of the Research Excellence Framework 2014 compared to their white counterparts.
- iv. As part of Abertay's internationalisation strategy to create a more international community in the University and in line with our aim to foster students to be "globally conscientious" (part of our Abertay Attributes), the Abertay Language Centre has been running Beginners Spanish and Beginners Chinese classes since 2014-15.
- v. Participation in the Higher Education Academy project on Embedding Equality and Diversity in the Curriculum with a particular focus on Race equality.

5. Faith and Belief

- i. A Strategic review of Chaplaincy services to provide a modern fit for purpose service that reflects the needs of the University and the community it sits within. A survey among the student population supports the move to a multi-faith space, accessible to all who wish to use its facilities, supported by honorary Chaplains who provide support within the local community on a voluntary basis.

6. LGBT+

- i. Provision and development of web based information for LGBT+ (lesbian, gay, bisexual, transgender, queer, intersex and asexual) students in 2014/15 has led to an increase in the number of 'Trans' students seeking support, advice and guidance from support services.
- ii. The Students' Association successfully worked with the Division of Sport and Exercise Sciences, Secretariat and University Sport on an ATLEF (Abertay Teaching and Learning Enhancement Fund) project to develop a set of resources to be used in a Students' Association campaign centred on embracing diversity and promoting tolerance particularly addressing LGBT+ issues.
- iii. Student Services staff have attended training on the barriers for, and how to support, trans students to enhance the delivery of services.

7. Age

- i. The University has participated in the Modern Apprenticeship programme providing opportunities to 8 young people between the ages of 16-19. The University won an award in 2016 for its Modern Apprenticeship programme, in particular the training plans to support individual development.
- ii. The University has increased intake of mature students (identified by HESA as those aged 21 and over) by nearly 10 percentage points to 38%.

8. Pregnancy and Maternity

- i. Since 2013, the University has introduced a new Flexible Working Policy, which recognises the importance for employees of achieving a balance between work and family commitments. In addition, the University has introduced new Adoption and Shared Parental Leave Policies, both of which provide for pay and benefits similar to those for Maternity Leave.
- ii. The University's new mentoring scheme for academic staff enables staff to request mentoring support specifically in relation to maternity and caring responsibilities.

Mainstreaming Outcomes 2016-2021

1. General Duty

Developing and sustaining an inclusive and supportive culture, welcoming and retaining students and staff from a diverse range of backgrounds.

- Implement and sustain the 'lead voices' project to encourage and support staff and students who identify with particular protected characteristics to garner information and opinions and to consider the implications of University policies and procedures on their protected characteristic as well as on intersectional issues.
- To ensure equitable admissions to all programmes of study.

2. Gender

To endeavour that, by 2030, no academic subject area has an extreme gender imbalance (75: 25) – in line with the Scottish Funding Council Outcome.

- To engage with local schools to tackle gender imbalance earlier and to tackle gender stereotypes.
- To enhance retention and completion at a subject level where there is a statistically significant gap by gender.

Encourage and recognise commitment to advancing the careers of women.

- Achieve Athena Swan Bronze award for each academic school.
- Maintain the institutional Athena Swan award.
- Deliver on institutional and school Athena Swan action plans.
- Provide leadership development and mentoring for women through Aurora and other programmes to lessen the gap between men and women in senior positions within the University.

3. Disability

Create a barrier free campus for disabled people.

- Invest in high quality infrastructure to provide an environment which will support and inspire our students and staff.
- Develop a BSL action plan by 2018 in consultation with Deaf and hard-of-hearing staff, students and the local community.
- Continue to address issues surrounding individual perceptions of declaring mental health issues for staff and students.

Improve the records held on disability for staff to enable meaningful analysis and identification of priorities for action.

- Provide and promote an improved process for all staff to declare whether or not they are disabled by 2018, working with the Lead Voices to encourage full disclosure.

- Ensure that data is collected in a systematic and secure manner that engenders confidence that information is confidential, on an ongoing basis.
- Work with the Lead Voices to analyse the improved data and identify priorities for disabled staff.

Improve employment outcomes for disabled students so that they are the same as their non-disabled counterparts by 2021.

Ensure that our student profile reflects the wider community within which the University sits and maintain a disabled student population of 15% for the next four years.

4. Race Equality

Improve the representation, progression and success of minority ethnic staff and students.

- Implementation of the Race Equality action plan by 2019/20.
- Use focus group sessions to identify areas of good practice and those that require improvement to develop and refine current action plans, every two years from 2017.
- Improve employment outcomes for BME students so that they are the same as their white counterparts by 2021.

Embedding Race Equality within the curriculum

- Identifying at least one case study of good practice per academic division.
- Providing a programme of staff development to address the 4 C's (Competence, Confidence, Capability & Capacity).

5. LGBT+

Improve the representation, progression and success of LGBT+ staff and students.

- Use Lead Voices and focus group sessions to identify areas of good practice and those that require improvement to develop and refine current action plans, every two years from 2017.
- Increased provision of information for 'Trans' staff and students.
- Increased provision of 'all gender' or 'gender neutral' bathroom facilities on campus.
- Greater partnership working between University support services and the LGBT+ community, particularly around mental health.

6. Faith and Belief

Continue to provide a modern fit for purpose service for staff and students that reflects the needs of the University and the community within it sits.

- Provision of multi-faith facilities and contemplation space for those with no faith or belief.
- Continue dialogue and cooperation with and across faith group representatives.

7. Age

Improve the representation, progression and success of staff and students.

- Improve the retention of 'mature' students to that of younger students by 2021.
- Provide mentoring and career development of early career researchers.

- Monitor degree classification and identify reasons for differential outcomes.

8. Pregnancy and Maternity

Improve support for staff before, during and after maternity/adoption/parental leave.

- Develop management guidance on supporting staff.
- Include the needs of pregnant staff and maternity/adoption/parental leave returners in the Sabbatical Leave Policy and mentoring provision.

Student Profile

1. Age

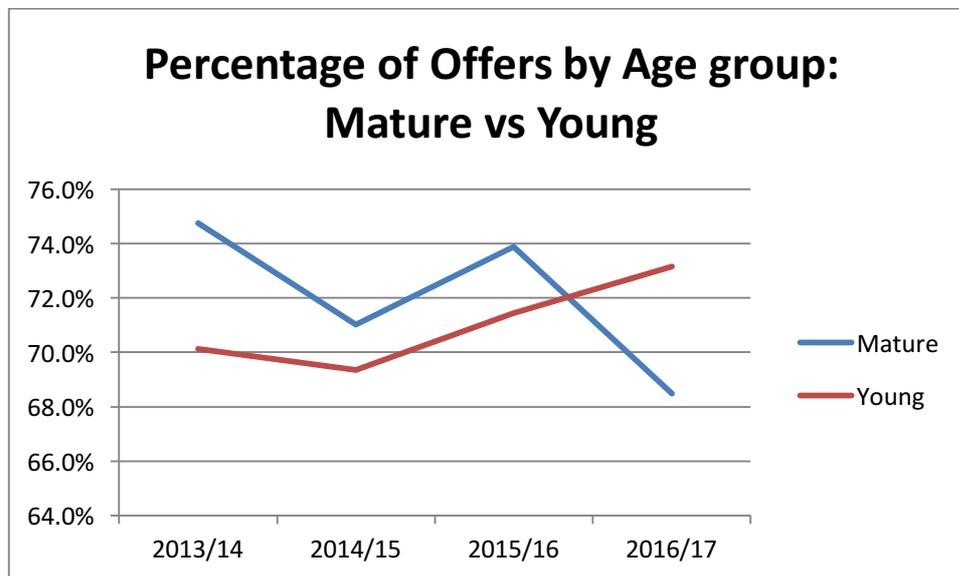


Fig. 1 Percentage of Offers by Age group: Mature v Young

The percentage of offers by age has changed from +5% in 2013/14 for mature¹ applicants to -5% in 2016/17. The difference in offers by age while not statistically significant over the past four years does show a trend of increasing offers to young applicants and a decreasing trend for mature applicants. The trends will be monitored over the next few years. If the gap widens, the University will review current processes to ascertain the reasons for this and address them.

¹ The University uses the HESA (Higher Education Statistical Agency) definitions related to the terms mature and young. Mature students are defined as being aged 21 and over; young students are those under 21 years of age.

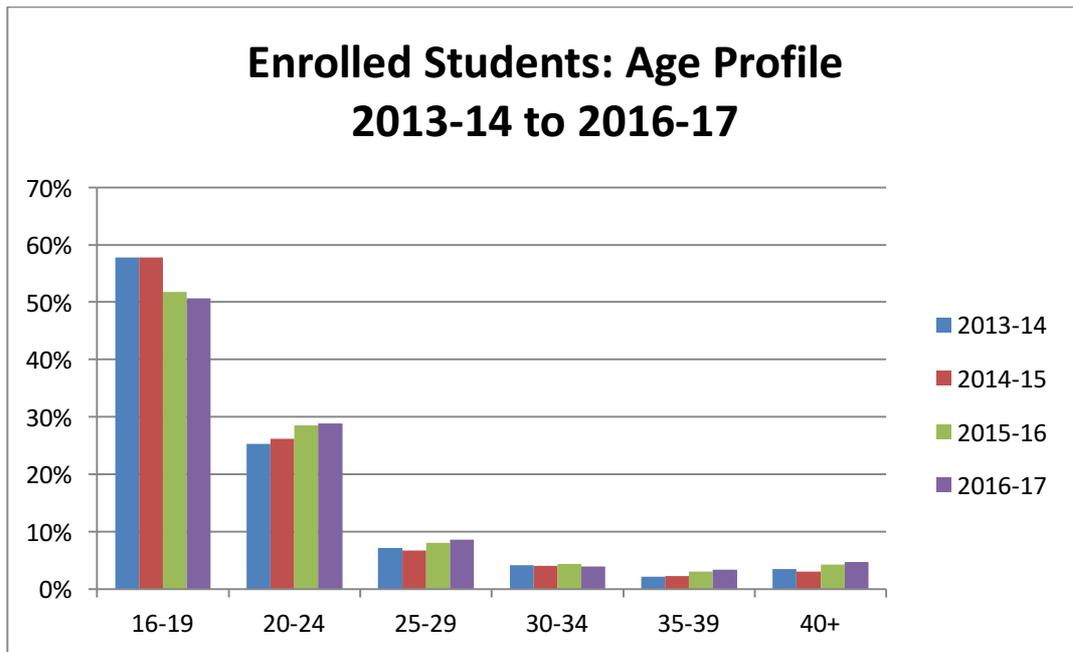


Fig. 2 Enrolled Students: Age Profile 2013-14 to 2016-17

The age profile for students studying at the University has shown a steady increase in the numbers of ‘mature’ students over the past four years, although ‘young’ students are still the largest group (see Fig. 1a.2). This change can be attributed to the increase in the numbers of students articulating from college into year 2 or 3. Students articulating from college are more likely to be classed as ‘mature’ upon entry to the University.

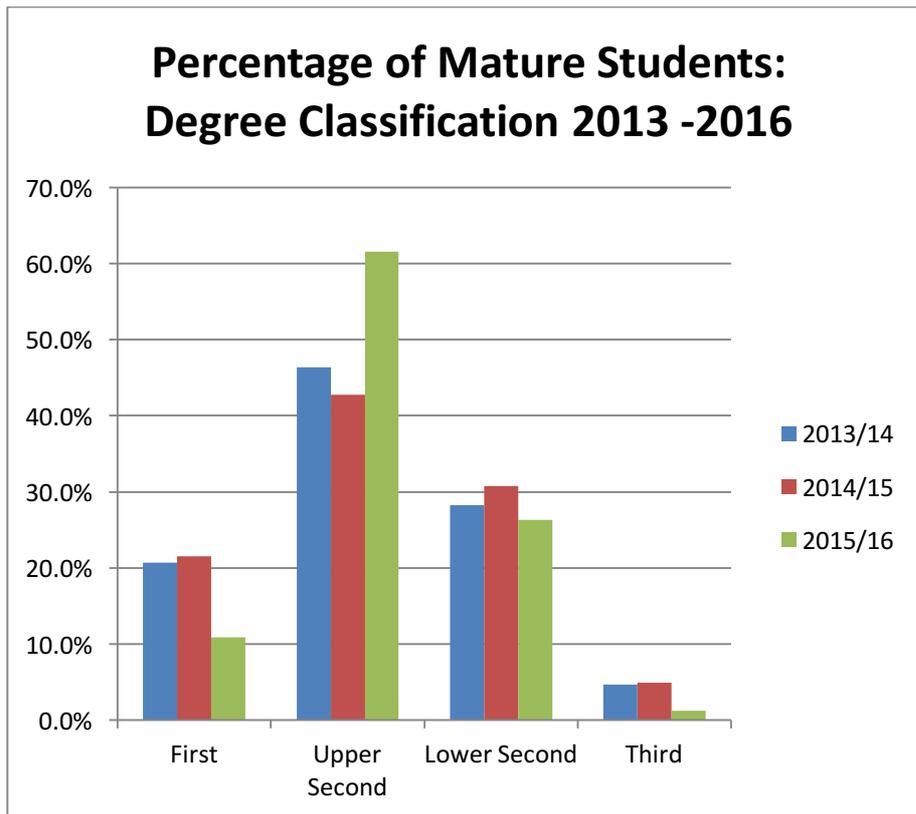


Fig. 3 Percentage of Mature Students: Degree Classification 2013-2016

Fig. 1a.3 above shows that the proportion of mature students obtaining a first class degree has declined in 2015/16 compared to the previous two academic years with a corresponding increase in upper second class awards. This change can be attributed to a change in University policy in the calculation of its degrees. In 2015/16 the algorithm calculated all grades in years 3 and 4 compared to previous years that only used 4th year grades for the calculation.

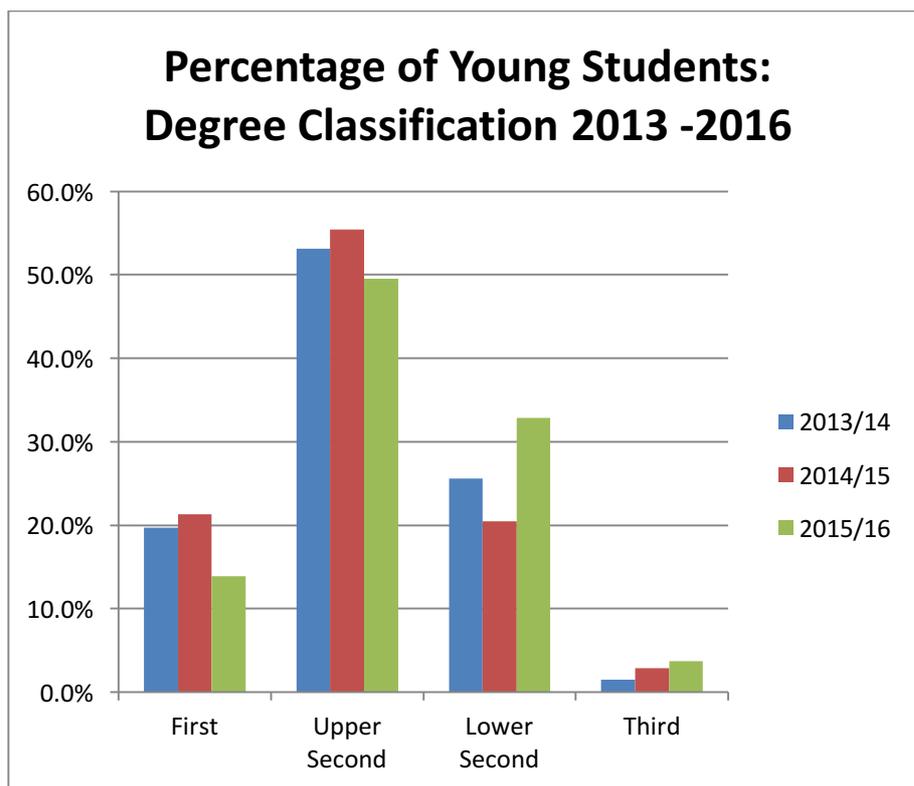


Fig. 4 Percentage of Young Student: Degree Classification 2013-2016

Fig. 4 shows that the change in how the University calculates its degree awards has had a similar effect on the proportion of first class degrees (a decline) for young students as it has for mature students. However, the proportion of young students obtaining an upper second class degree has declined (compared to an increase for mature students), with an increase in the proportion of lower second class. There also seems to be an increasing trend among the young age group of third class degrees.

As the change in policy for the calculation of degree awards was only implemented in 2015/16, the University will monitor the outcomes.

2. Disabled Students

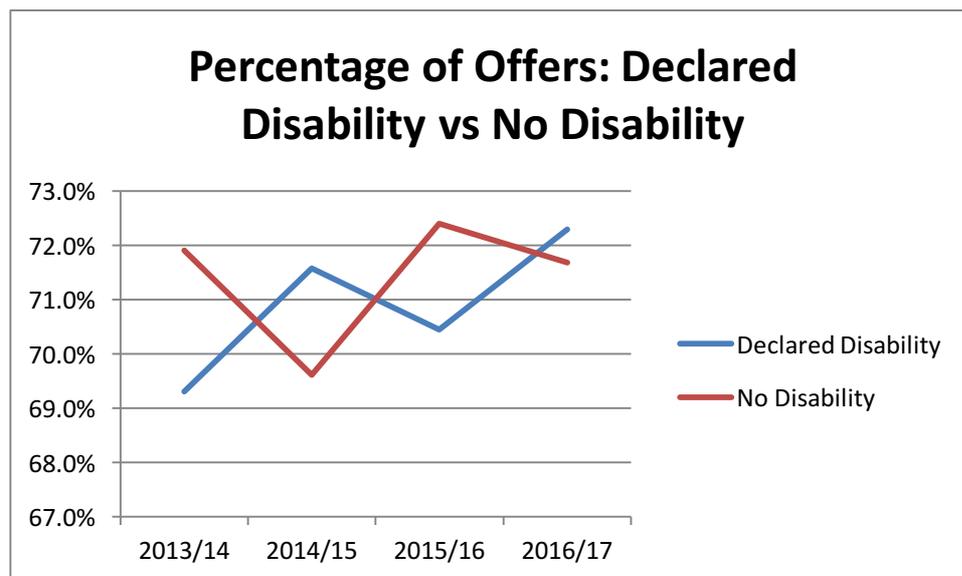


Fig. 5 Percentage of Offers: Declared Disability v No Disability

The trend of offers for disabled applicants has increased over the past four years and is roughly on a par with non-disabled applicants. Part of this increase is possibly as a result of the University's introduction of contextual admissions, in which disability is one of the key markers to receiving a contextual offer. The University is committed in its outcome agreement with the Scottish Funding Council to maintain its student population with a declared disability of 15%.

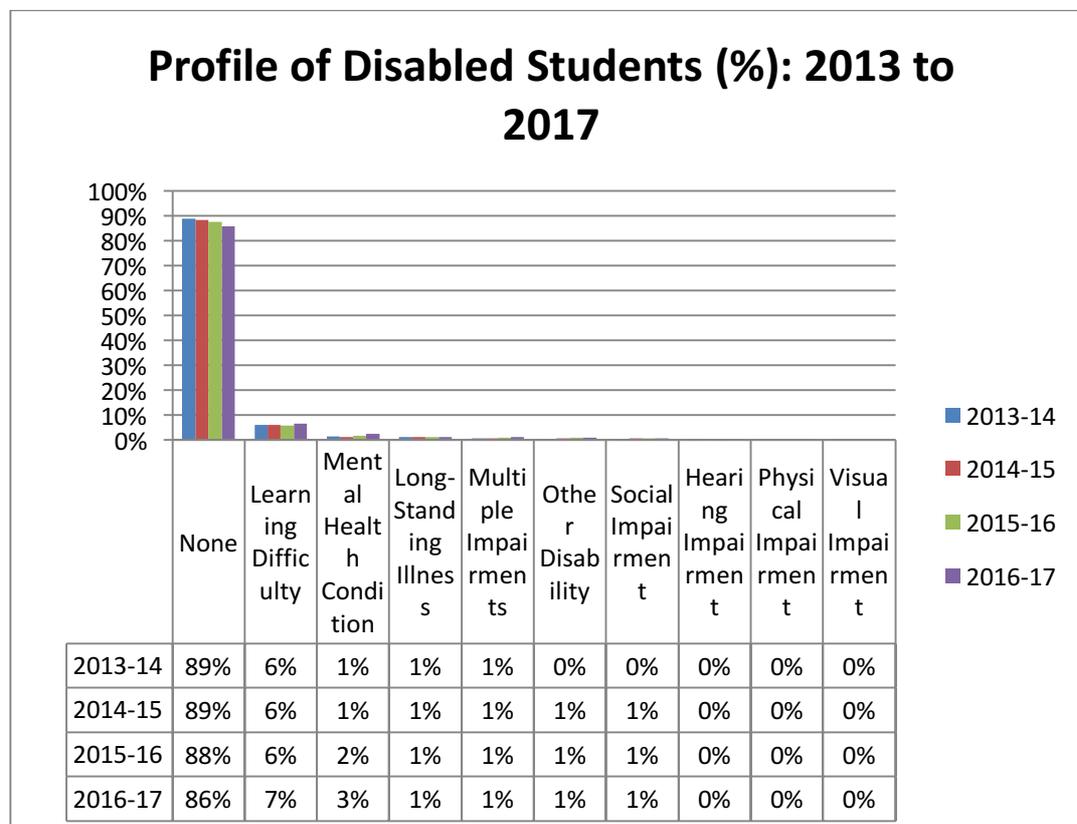


Fig. 6 Profile of Disabled Student (%): 2013 to 2017

The overall percentage of students declaring a disability in 2016-17 was 14% (7.5% if recording DSA applications only). This compares favourably with the average across the sector in Scotland of 4.6% (HESA T7 figures). Over the past four years there has been a 3% increase in the numbers of students declaring a disability at the University. Two thirds of this increase is students declaring a mental health condition over the same period.

Fig. 7 below shows the types of disability students declare. The greatest numbers of declared disability are those with specific learning difficulties (i.e. dyslexia, dyspraxia, etc). Although the number fell from 280 in 2012/13 to 240 in the following academic year, there has been a steady increase and recovery in numbers from 2013/14 to 2015/16. The decrease was expected and was a result of the University reducing its student intake. During the same period there has been an increase in the numbers of students declaring a mental health conditions, up by 48% from 2012 to 2016; and in students with multiple disabilities that include, in many cases, a metal health condition in addition to another disability.

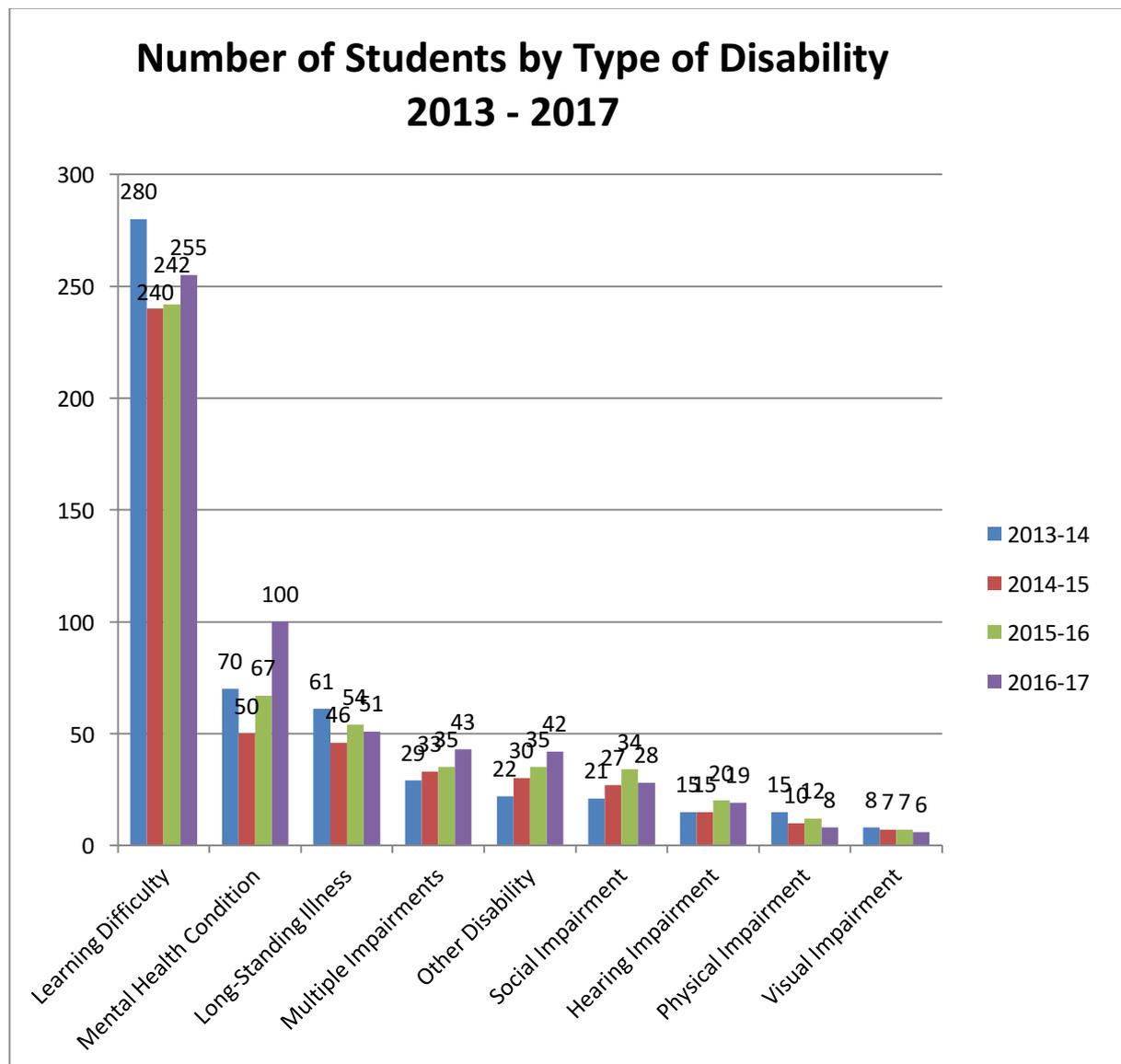


Fig. 7 Number of Students by Type of Disability 2013-2017

The chart below shows the percentage of disabled students and degree award they received. There are no significant differences with non-disabled counterparts (see Fig. 9).

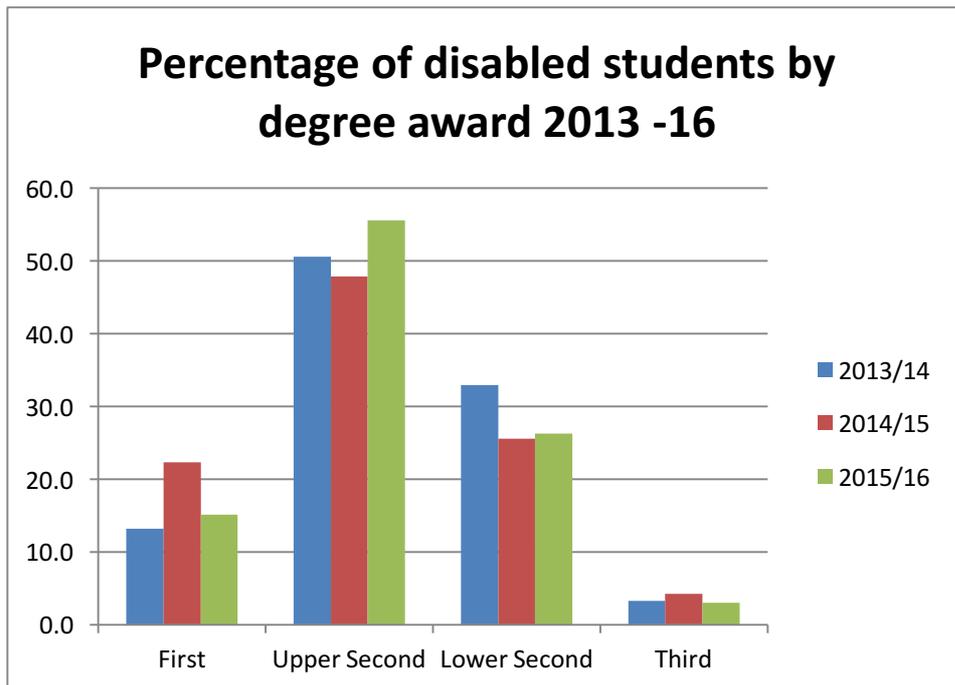


Fig. 8 Percentage of disabled students by degree award 2013-16

The charts show that disabled students are slightly more likely to obtain a first class degree (2014/15 and 2015/16) but slightly less likely to obtain an upper second class degree compared to their non-disabled counterparts in the same academic years (2014/15 and 2015/16). Since 2014/15 there is no difference in the percentage of lower second class or third class degree awards between the groups.

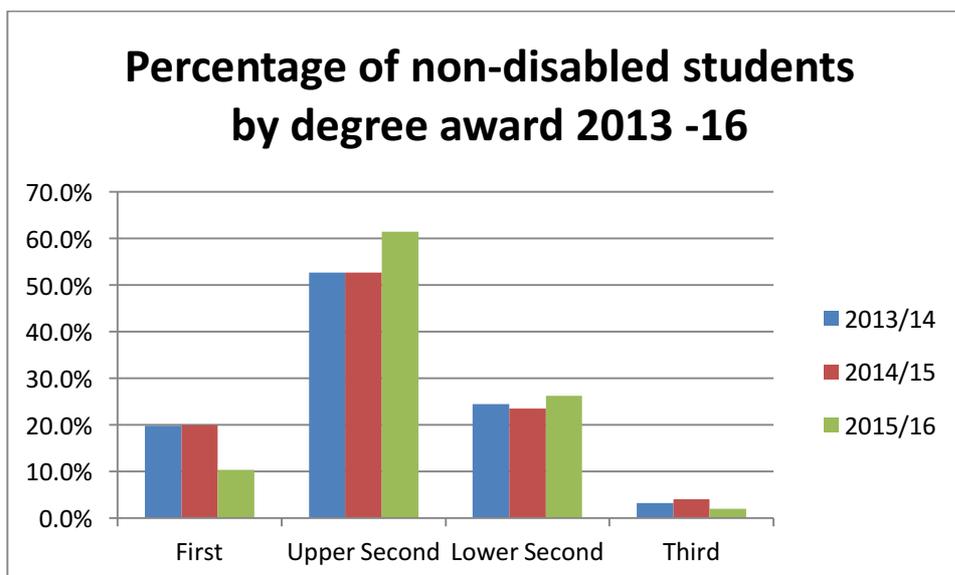


Fig. 9 Percentage of non-disabled students by degree award 2013-16

2.1 Disabled Graduates

The charts below (Fig. 10 and 11) show the destinations of disabled students upon leaving the University compared to those without a disability. The charts indicate that disabled graduates are less likely to be in full time employment and more likely to be unemployed over the period 2012 – 2015. While the figure for unemployment in 2015 is only 2% higher for those with a disability compared to non-disabled graduates; the difference in full time employment in 2015 was 17% less than for non-disabled graduates. Interestingly, disabled graduates were more likely to go onto further study (21% in 2015) than their non-disabled counterparts (16% in 2015) during the period 2012 -2015.

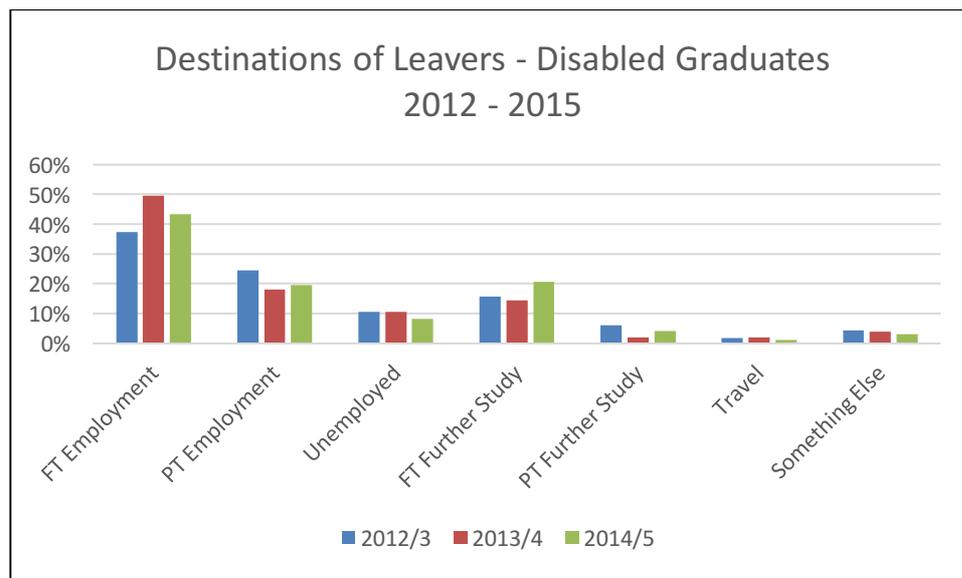


Fig. 10 Destination of Leavers – Disabled Graduates 2012-2015

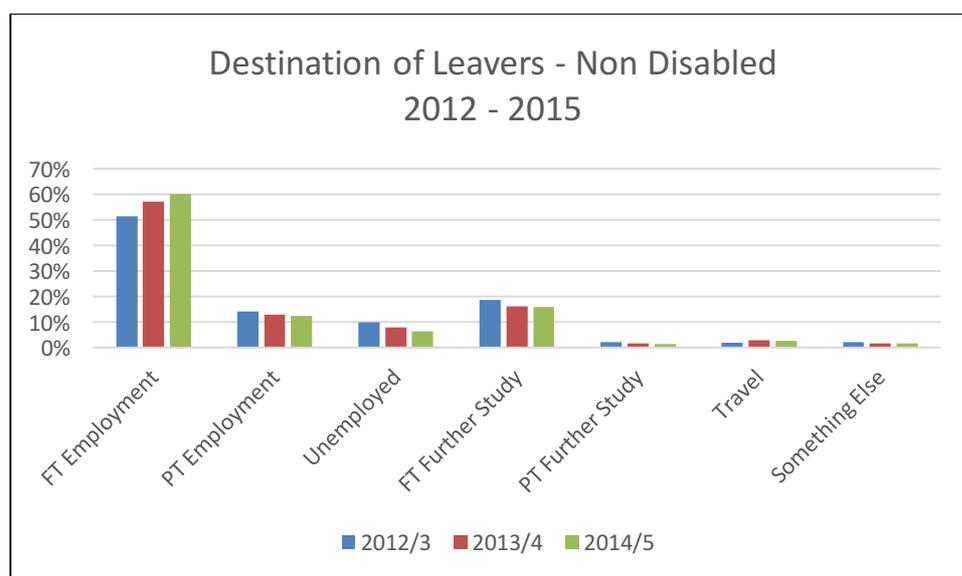


Fig. 11 Destination of Leavers – non-disabled 2012-2015

Of further interest is the intersectionality of disability and gender and how this impacts on graduate destinations. The following table highlights the differences in positive outcomes, in particular that

disabled men are more likely to be unemployed than disabled women; disabled women are less likely to be in full time employment than disabled men; and that disabled women are more likely to be in further study (full time or part time) than disabled men. It is also interesting to note that regardless of gender around one fifth of disabled graduates enter part time employment. This might be to accommodate an individual’s disability or personal preference however it is unlikely to account for the difference between disabled and non-disabled people. A word of caution should be added to these figures; the numbers compared to the overall sample of graduate leavers (c. 700 in each year) are small, around one seventh of the overall total.

Table 1: Differences in positive outcomes between disabled men and women							
Disabled Women							
	FT Employment	PT Employment	Unemployed	FT Further Study	PT Further Study	Travel	Something Else
2012/3	26%	26%	6%	23%	9%	4%	6%
2013/4	45%	20%	12%	16%	4%	0%	2%
2014/5	38%	17%	4%	28%	6%	0%	6%
Disabled Men							
	FT Employment	PT Employment	Unemployed	FT Further Study	PT Further Study	Travel	Something Else
2012/3	47%	23%	15%	10%	3%	0%	3%
2013/4	55%	15%	9%	13%	0%	4%	5%
2014/5	48%	22%	12%	14%	2%	2%	0%

3. Race

The University student population is predominantly white which reflects the local population. Around 6% of students can be classified as being from a BME group which is larger than the local population of 4%. The percentage of BME students has remained relatively constant over the last four years.

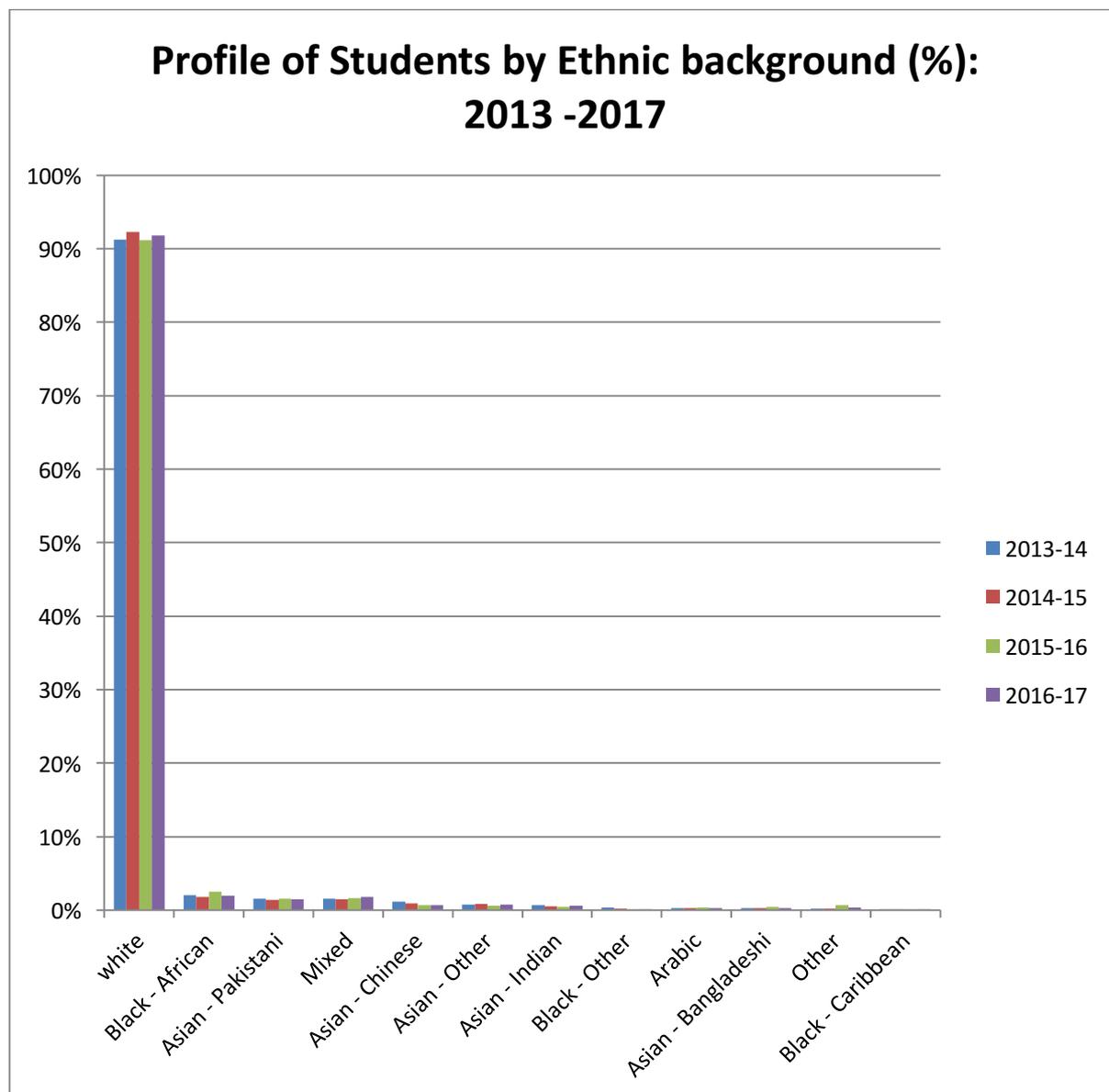


Fig. 12 Profile of Students by Ethnic background (%): 2013-2017

Although the percentage of BME students in the University student population has remained constant, the self-declared ethnicity by group has fluctuated (see table below). Black African students are still the largest group, although this is not a reflection of Dundee city and the commute to work area. Census data identifies Asian Pakistani as the largest BME group in Dundee. The University has a long history of recruiting international students from West Africa which is why this group is the largest, although this group has also seen a decline in numbers. There has been a steady decline in the number of Asian Chinese students over this same period and on the whole most are

international students. It is highly likely that the tightening of immigration rules and Brexit have had an impact on those wishing to come to study in the UK.

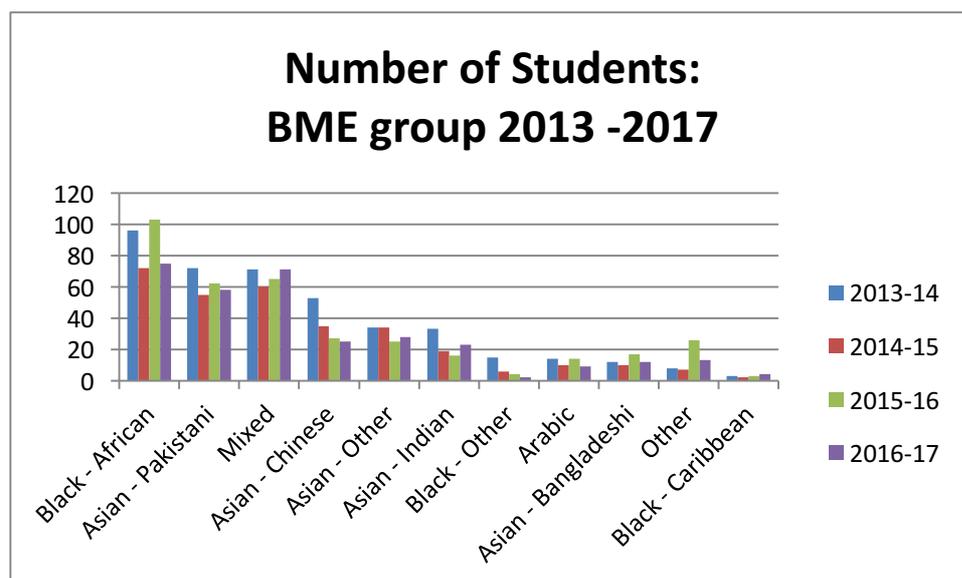


Fig. 13 Number of Students: BME group 2013-2017

In most cases the student numbers are too low to allow for meaningful analysis by subject, but four subjects consistently have a higher proportion of BME students over three years: Accounting, Biotechnology, Law and Nursing (see table 2).

	2014/15		2013/14		2012/13	
	No	%	No	%	No	%
Accounting	14	17.1	16	17.6	14	21.9
Behavioural Science	26	3.6	38	4.3	30	3.3
Biotechnology	35	11.4	43	10.7	34	8.5
Civil Engineering	16	14.2	14	9.4	12	7.7
Computing	72	6.7	79	6.2	85	7.0
Food Science	7	3.8	8	3.9	9	4.6
Law	7	9.2	13	13.7	14	13.0
Sport	6	1.6	6	1.4	5	1.1
Management	25	7.5	36	8.4	39	8.4
Nursing	23	14.7	28	10.0	31	10.3

The proportion of BME students is lower than we might expect in Behavioural Science and Food Science, and is particularly low in Sport. The University is currently participating in the ECU initiative Attracting Diversity: Equality in Student Recruitment and Sport is one of the subject areas on which we have chosen to focus. It is a subject that tends to attract white males, and we plan to address both gender and ethnicity imbalances in this area.

This section reviews data for Honours awards conferred in each of the three years. We again took the opportunity to add more recent data, and to analyse the data in more detail. In this case, it is clear that in our first application we amalgamated the data to too great an extent, in an attempt to have numbers large enough to discern patterns. Having dropped 2011/12, added 2014/15, and looked closely at the numbers for BME and white students in each year, our findings are quite different. The table below demonstrates how small the numbers are and the wide variation in proportions from year to year.

Table 3: Degree award classification			
	% of BME	% of Not known	% of White
2014/15			
1st	27.7	28.6	21.2
2 (i)	38.3	35.7	50.5
2 (ii)	25.5	21.4	25.0
3rd	8.5	14.3	3.3
2013/14			
1st	13.2	18.2	20.9
2 (i)	58.8	54.5	49.2
2 (ii)	23.5	27.3	26.9
3rd	4.4	0.0	3.0
2012/13			
1st	16.7	32.0	18.4
2 (i)	29.2	40.0	46.5
2 (ii)	45.8	24.0	29.8
3rd	8.3	4.0	5.2

The table shows that the proportion of first class Honours awards is lower for BME students in two of the three years, but higher in the third. The difficulty is that numbers are so small that minor changes in BME cause a large percentage swing – the difference between 7.7 percentage points lower for firsts in 13/14 and 6.5 percentage points higher in 2014/15 was just four additional first class awards in the later year.

Similarly, the proportion of BME students who achieved a 2i award over the three years varies from 17.3% lower (12/13) to 9.6% higher (2013/14), so there is no established pattern. Additionally, 2ii awards show one year higher, one lower, and one broadly the same. It is not possible to compare rates for 3rd class awards, as there were only 11 made to BME students over three years.

3.1 BME Graduates

Table 4 below shows the destinations of leavers by BME and white graduates. Due to small numbers ethnic background has been collapsed into BME. The figures show that over the period 2012 – 2015 full time employment rates for BME students has improved, however, unemployment rates have remained high and constant.

Table 4: Destination of Leavers by BME and white graduates (%): 2012-2015							
BME							
	FT Employment	PT Employment	Unemployed	FT Further Study	PT Further Study	Travel	Something Else
2012/13	44%	11%	19%	23%	2%	1%	0%
2013/14	38%	14%	19%	20%	1%	2%	6%
2014/15	53%	7%	17%	17%	0%	2%	3%
White							
	FT Employment	PT Employment	Unemployed	FT Further Study	PT Further Study	Travel	Something Else
2012/13	51%	16%	10%	16%	3%	2%	2%
2013/14	58%	14%	7%	15%	2%	3%	2%
2014/15	59%	14%	6%	16%	2%	2%	2%

Due to small numbers it is not possible to review the intersection nature of BME and gender.

4. Faith and Belief

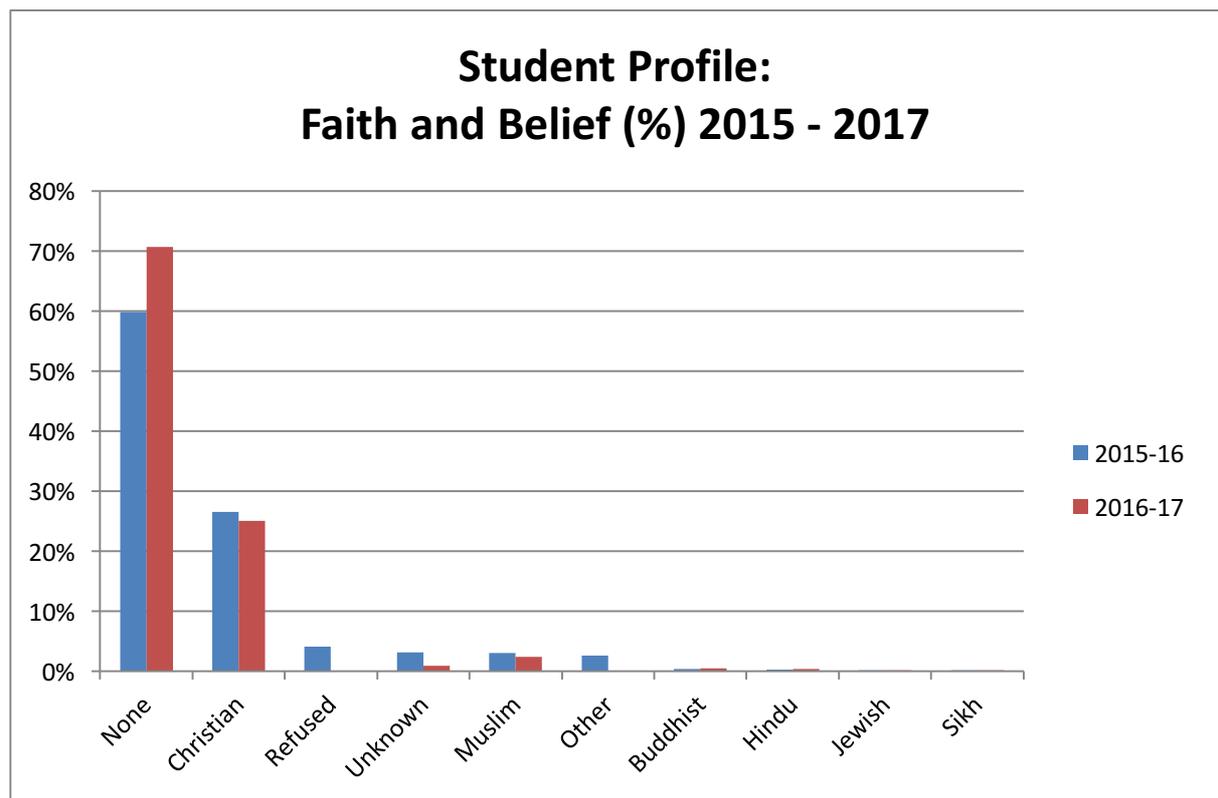


Fig. 14 Faith and Belief (%) 2015-2017

In 2015-16, the University began collecting student data at registration related to faith and belief. There is not enough data to be able to comment on trends relating to student faith and belief (or no belief). The data shows that there are a variety of different faiths and beliefs, some with small numbers. It underlines the University's approach to addressing the needs of a varied community by providing an inclusive faith space and access to local groups to support an individual's faith or belief, particular when numbers are small.

5. Sexual Orientation

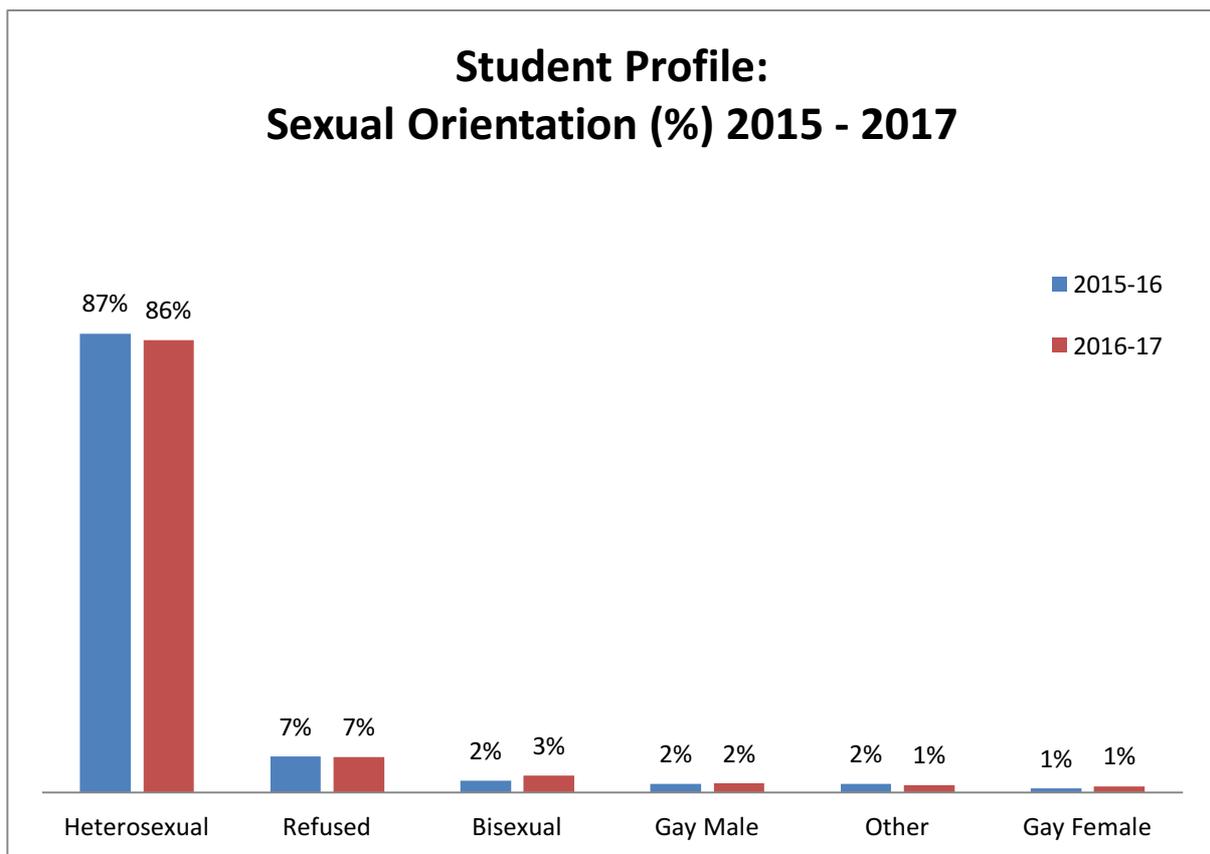


Fig. 15 Student Profile: Sexual Orientation (%) 2015-2017

Data collection for sexual orientation began in 2015/16, thus trends relating to the data are not possible at this stage. The percentage of students who identify with one of the LGBT+ groups has remained at around 7% for the last two years. There is an active and vibrant LGBT+ society who collaborate with their counterparts at Dundee University. The LGBT+ society provide a buddying scheme for new students as well as for those 'coming out' at University.

It is well documented that Mental Health difficulties are high within the LGBT+ community and is particularly an issue for Trans students. At Abertay the LGBT+ society work with, and provide referrals to the University counselling service to address mental health concerns.

6. Gender

Abertay is one of few universities to have more men than women students studying overall. For the period 2012 – 2016 the percentage has remained at around 53% men compared to 47% women. This difference is undoubtedly down to the number of students entering the Computer Science and Games Technology programmes the University offers.

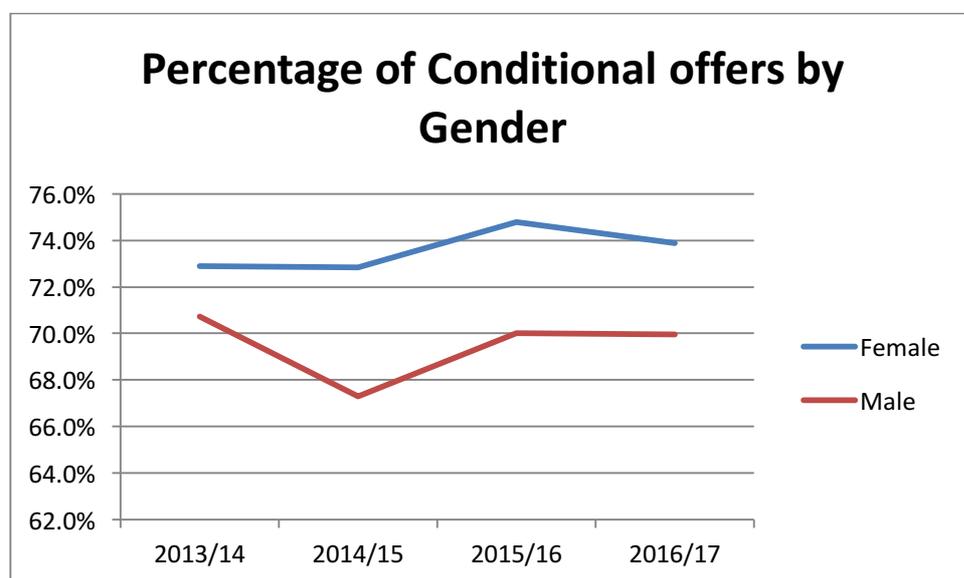


Fig. 16 Percentage of Conditional offers by Gender

The graph showing the percentage of offers by gender has remained relatively stable over the last four years. The expectation is for this trend to continue given the decline in exam performance by male applicants over the same period. What is interesting is that the gap has not increased. This is possibly due to the large number of male applicants the University receives given its portfolio of programmes that focus on computing and engineering, both male dominated subject areas.

The University is participating in the ECU project “Attracting diversity: Equality in Student Recruitment in Scottish HEIs”. Having reviewed the profile across all subject areas and taking into account actions already underway, our focus for this project is on four subject areas: computing, computer games art and design, sport and food innovation. Initial work has concentrated on establishing the baseline and reviewing existing evidence. Many of the tasks set out in the action plan will be undertaken in the second half of 2016-17 and activity in 2017- 18 will evolve from this. Consideration of gender balance has also fed into admissions developments (noted above) and our programme design process. In reviewing the minimum entrance requirements and in particular the subject requirements, we reflected on where there was a perception that these may be a potential barrier to male or female applicants. We are also considering evidence emerging from the project in our programme design process. In particular the new BSc (Hons) Fitness, Nutrition and Health is intended to offer an alternative to the existing Sport and Exercise programme which may be more attractive to female applicants.

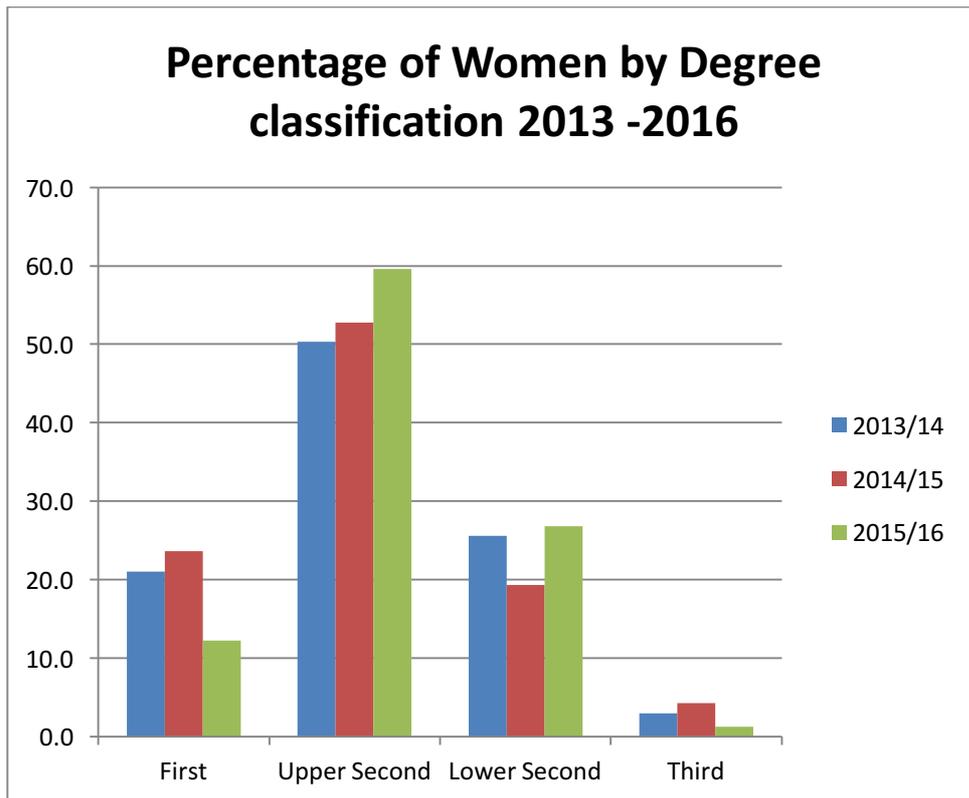


Fig. 17 Percentage of women by degree classification 2013-2016

The above chart shows that in the period 2013 – 2016 the proportion of first class awards for women has declined sharply from a trend of increasing. The trend for upper second class shows an increasing number of women (and the largest proportion) obtaining this level of award. The proportion obtaining a lower second class degree whilst showing a dip in 2014/15 has remained relatively constant. An explanation for the decline in the number of first class degrees and sharp increase in upper second class degrees is a university policy change that means the algorithm for calculating an award now means both 3rd and 4th year module grades are included rather than just 4th year in the previous years (2013/14 and 2014/15).

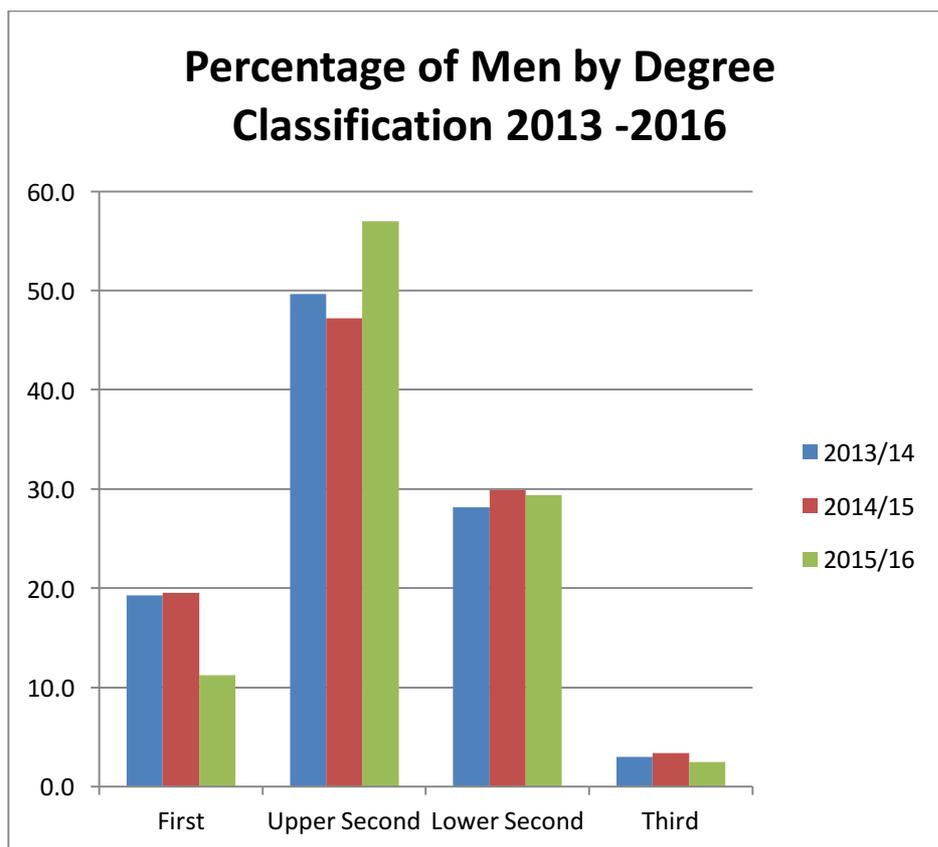


Fig. 18 Percentage of men by degree classification 2013-2016

The above chart showing the proportion of men by degree classification shows a similar trend to that of the previous chart (Fig. 17) relating to women. The similarity is that the proportion of first class degree has declined and there has been an increase in upper second class degrees. As previously described this is due to a change in the policy related to calculation of awards.

6.1 Graduates by Gender

Table 5: Destination of leavers by gender (%): 2012-2015							
Women							
	FT Employment	PT Employment	Unemployed	FT Further Study	PT Further Study	Travel	Something Else
2012/13	44%	16%	8%	23%	4%	2%	3%
2013/14	56%	14%	5%	18%	2%	2%	2%
2014/15	55%	14%	4%	19%	3%	2%	3%
Men							
	FT Employment	PT Employment	Unemployed	FT Further Study	PT Further Study	Travel	Something Else
2012/13	55%	14%	12%	14%	1%	1%	2%
2013/14	56%	13%	12%	13%	1%	3%	2%
2014/15	61%	12%	9%	13%	1%	3%	1%

Table 5 above shows the destinations of leavers by gender. There is a lower percentage of women compared to men going into full time employment (5 percentage points), although this is explained

by the higher number of women going into full time further study (6 percentage points more than men). There has been a decline in the percentage of men and women that are unemployed over the 2012-2015 period, however the percentage of unemployed men is double that of women.

Staff Profile

1. Gender

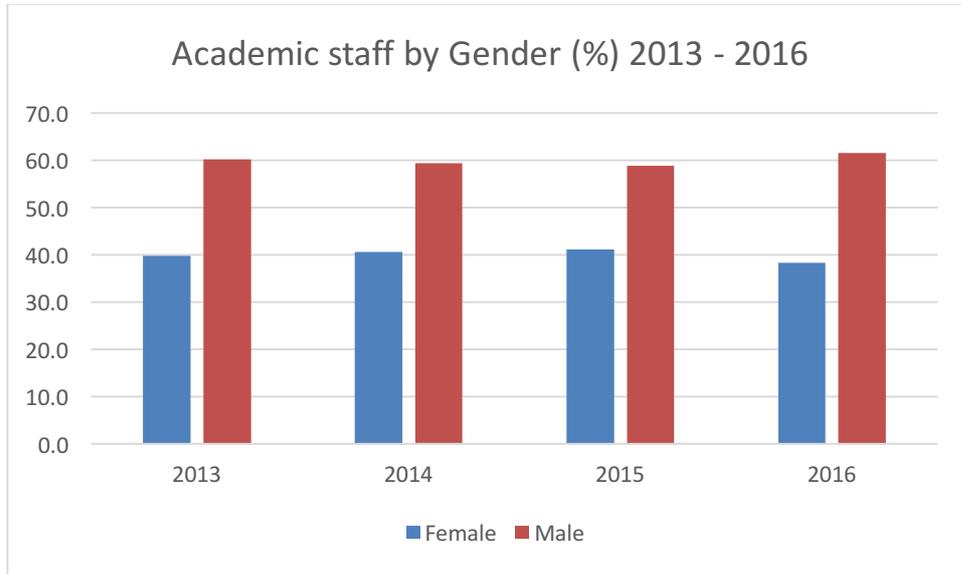


Fig. 19 Academic staff by gender (%): 2013-2016

The chart above shows that the percentage of men employed in academic roles at the University has consistently been a larger proportion over the last four years.

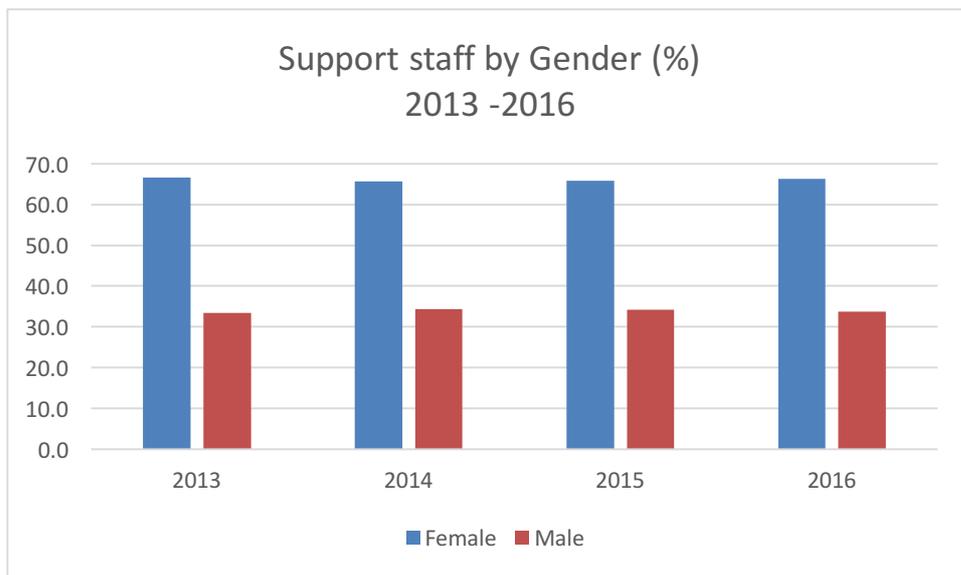


Fig. 20 Support staff by gender (%): 2013-2016

Conversely the chart above shows that around two thirds of support staff are women.

These charts illustrate a degree of horizontal occupational segregation in the University's staff, with the majority of academic staff being male and the majority of support staff, female. However, there is substantial variation within these broad occupational groups.

In relation to academic staff, there is close to a gender balance among Teaching Fellows and Lecturing staff, with a wider gap at Senior Lecturer and Professorial level.

Among support staff, women are more prevalent in administrative, cleaning and hospitality roles, while there is more of a balance in technical and professional roles. Many of the cleaning staff are particularly long-serving, so the prevalence of female staff reflects historic norms.

Grade	2013		2014		2015		2016	
	Female	Male	Female	Male	Female	Male	Female	Male
1	90.0%	10.0%	84.6%	15.4%	85.7%	14.3%	92.7%	7.3%
2	100.0%	0.0%	90.9%	9.1%	70.0%	30.0%	57.1%	42.9%
3	52.9%	47.1%	41.7%	58.3%	55.6%	44.4%	61.5%	38.5%
4	63.5%	36.5%	62.8%	37.2%	59.3%	40.7%	65.7%	34.3%
5	67.9%	32.1%	65.7%	34.3%	66.2%	33.8%	67.1%	32.9%
6	69.1%	30.9%	65.7%	34.3%	63.0%	37.0%	58.8%	41.2%
7	49.1%	50.9%	50.5%	49.5%	56.2%	43.8%	52.7%	47.3%
8	40.0%	60.0%	45.6%	54.4%	43.6%	56.4%	45.7%	54.3%
9	29.5%	70.5%	33.3%	66.7%	38.5%	61.5%	37.1%	62.9%
10/10+	14.3%	85.7%	28.9%	71.1%	30.0%	67.5%	24.4%	75.6%
All grades	57.4%	42.6%	56.9%	43.1%	56.9%	43.1%	55.9%	44.1%

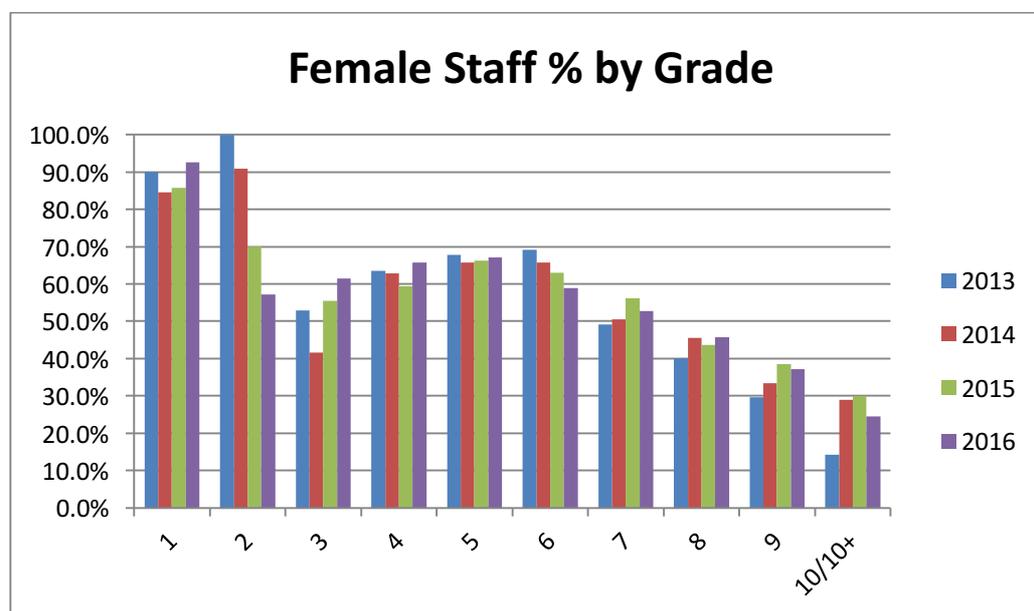


Fig. 21 Female staff % by grade

The table and chart above show the gender distribution by grade from 2013 to 2016, illustrating vertical occupational segregation at the University, and changes across the period. Around 90% of staff on Grade 1 are female, reflecting the gender balance in cleaning and hospitality roles as mentioned above. The gender balance of staff on Grade 2 has moved from 100% female to close to an equal balance, although the numbers are small (between 7 and 11 staff). Women make up around 60% of staff in grades 3 to 6. In grade 6 (around 100 staff) the balance has improved during

the period, falling from close to 70% female to under 60%. Grade 7 is approximately 50% female. There has been a notable increase in the proportion of women in grades 8, 9 and 10/10+ across the period, but there is still a grade by grade drop in the proportion of women, mostly reflecting the academic staff population. (Grade 10/10+ comprises staff at professorial and senior management level.)

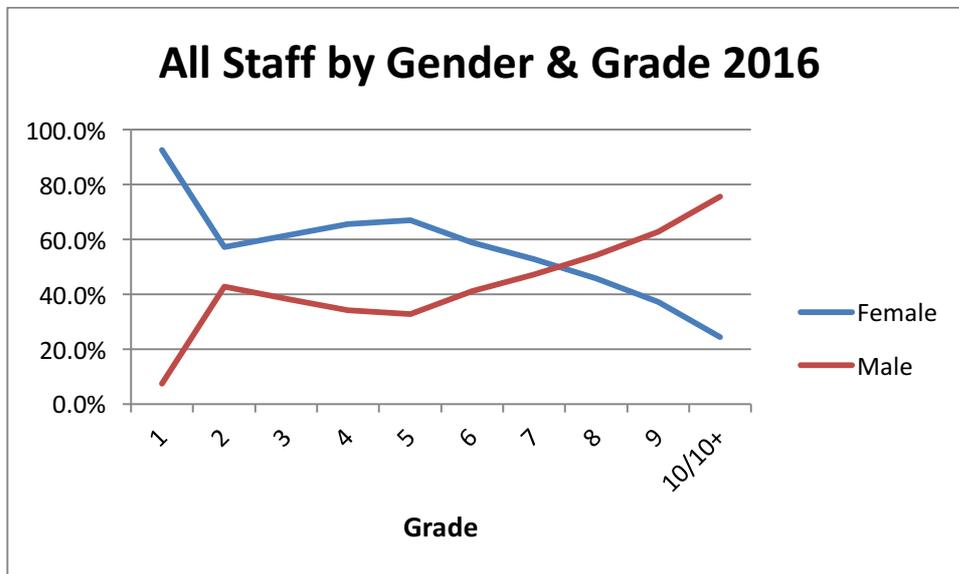


Fig. 22 All staff by gender & grade 2016

The ‘scissor diagram’ above further illustrates the gender balance by grade in 2016.

The University recognises gender imbalances, and in particular the drop off in the proportion of women in senior academic roles, as a significant challenge for the University and for higher education in general. Our strategic plan includes a specific objective in relation to advancing gender equality and we are members of the Athena SWAN Charter, which promotes advancement of gender equality, representation, progression and success for all. We achieved a University Bronze Athena SWAN award in 2014 and our schools are working towards departmental awards. We have implemented a number of initiatives to support women’s career progression, for example supporting a number of female staff to participate, as delegates and Role Models, in the Aurora leadership programme for women in higher education; offering internal promotion workshops; and running a Women in Engineering conference; and implementing unconscious bias training in addition to the ongoing diversity and work and recruitment and selection training.

Extensive, in-depth analysis of gender – predominantly in relation to academic staff - is carried out as part of the University’s commitment to the Athena SWAN Charter. That analysis includes the staff profile, contracts and turnover, recruitment, career progression and development and identifies challenges and areas for action. The University’s successful Bronze Award application, incorporating this analysis and the corresponding action plan is published on our Equality and Diversity web pages at: <https://www.abertay.ac.uk/discover/the-university/governance-and-management/equalityanddiversity/charter-marks/>

2. Disability

	2013	2014	2015	2016
Disabled	1.7%	1.5%	1.5%	1.6%

The table above shows the percentage of staff who have declared a disability and had it recorded on their staff record. The percentage of staff recorded as disabled, particularly given the age profile of the staff, is very low. However, the proportion of staff reporting having an impairment, health condition or learning difference in the 2015 Staff Engagement Survey was 8%. The University is currently investing in a new HR system that will allow for better recording of management information including a self-service facility that will allow staff to self-report their disability with greater ease. As part of introducing the new system, the University will promote understanding of the wide definition of disability, with a particular aim of encouraging all staff to update their record.

Due to the small numbers of staff involved, no further analysis is appropriate by staff group or grade. However, a simple pay gap analysis has been undertaken which indicates that there is no evidence of detrimental vertical occupational segregation.

3. Race

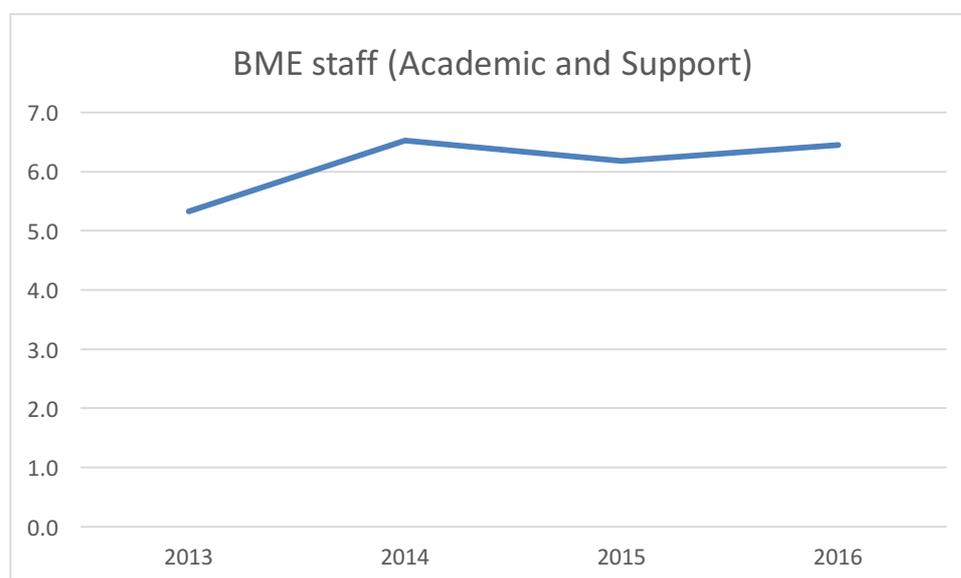


Fig. 23 BME staff (Academic and Support)

Overall the percentage of BME staff within the University is comparable to the Dundee BME population (6%), and higher than in the wider local travel to work area. This reflects in part the more national/international recruitment of academic staff.

More in depth analysis (see below) indicates that, for academic staff, the highest proportion of BME staff are at grade 7 Lecturer level. However, there is a relatively consistent proportion of BME

academic staff on Grades 8 to 10, ensuring that there are role models at all levels of the academic career from Lecturer to Professor. While numbers are small and therefore prone to fluctuation, the University is unusual in having BME staff making up 9% of professorial-level staff.

The proportion of BME support staff is considerably lower, which has been identified as an area for action by the University.

	UK	EEA (non-UK)	Rest of World
2013	88.5%	7.2%	4.3%
2014	88.7%	7.7%	3.6%
2015	89.1%	7.8%	3.1%
2016	89.3%	8.0%	2.7%

The table above shows the proportions of staff by nationality, grouped into UK, European Economic Area/Swiss (excluding UK), and the Rest of the World. Most non-UK nationals are academic staff – approximately three times the proportion in the support staff. The proportion of staff from the EEA has increased slightly over the three years, while there has been a slight drop in those from outside of the EEA, although the numbers are too small to draw any conclusions.

Extensive, in-depth analysis in relation to Race, covering both ethnicity and nationality and addressing both vertical and horizontal occupational segregation, was carried out as part of the University’s self-assessment for the Race Equality Charter Mark in 2016. That analysis includes profiles of academic and support staff, contracts and turnover, recruitment, career progression and development and identifies challenges and areas for action. The University’s successful Bronze Award application, incorporating this analysis and the corresponding action plan is published on our Equality and Diversity web pages at: <https://www.abertay.ac.uk/discover/the-university/governance-and-management/equalityanddiversity/charter-marks/>

4. Religion and Belief

	2013	2014	2015	2016
Buddhist	0.3%	0.7%	0.7%	0.6%
Hindu	0.0%	0.3%	0.2%	0.2%
Jewish	0.2%	0.0%	0.0%	0.0%
Muslim	1.2%	1.2%	1.6%	1.2%
No religion	35.6%	35.2%	33.3%	34.8%
Not Known	16.2%	18.2%	22.4%	21.3%
Christian - Other	1.0%	2.6%	5.3%	7.0%
Christian - Protestant	35.1%	31.3%	26.5%	25.0%
Christian - Roman Catholic	10.5%	10.5%	10.0%	10.0%

The table above shows the religion or belief or non-belief recorded for all staff in each of the four years. There has been a decrease in the proportion recorded as 'Christian- Protestant' but an increase in those recorded as 'Christian – Other'. There has been an increase in those with no record, which the University will endeavour to rectify as part of implementing the new HR system (see above under Disability).

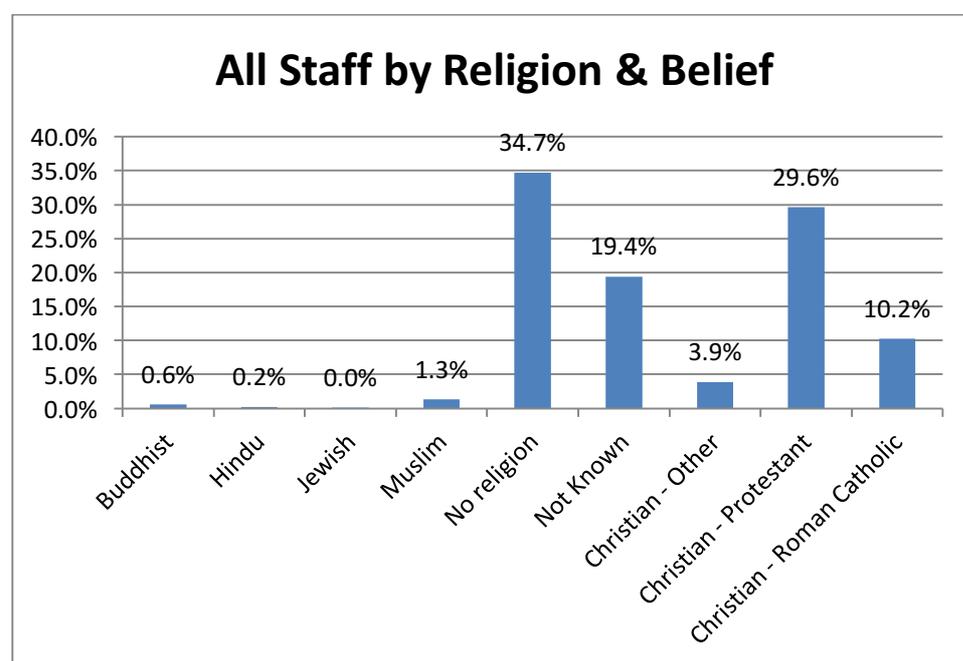


Fig. 24 All staff by religion and belief 2012 - 2016

The chart above shows the average distribution of staff by Religion and Belief across the four year period.

5. Sexual Orientation

Information on sexual orientation is currently gathered at the point of recruitment and there has been a considerable increase in the records held: covering 5% of staff in 2013 and 18% in 2016. In 2016, 2.7% of those staff were recorded as lesbian, gay, bisexual (LGB) or other; 91.1% were recorded as heterosexual; and 6.2% as 'information refused'. As part of introducing the new HR system (see Disability), the University will promote understanding of equality monitoring and encourage all staff to record their sexual orientation.

Equality analysis of the Staff Engagement Survey showed that LGB staff responded more negatively to some questions, although the numbers were small. The University will work with its new staff Lead Voices to identify and address issues for LGB staff.

6. Age

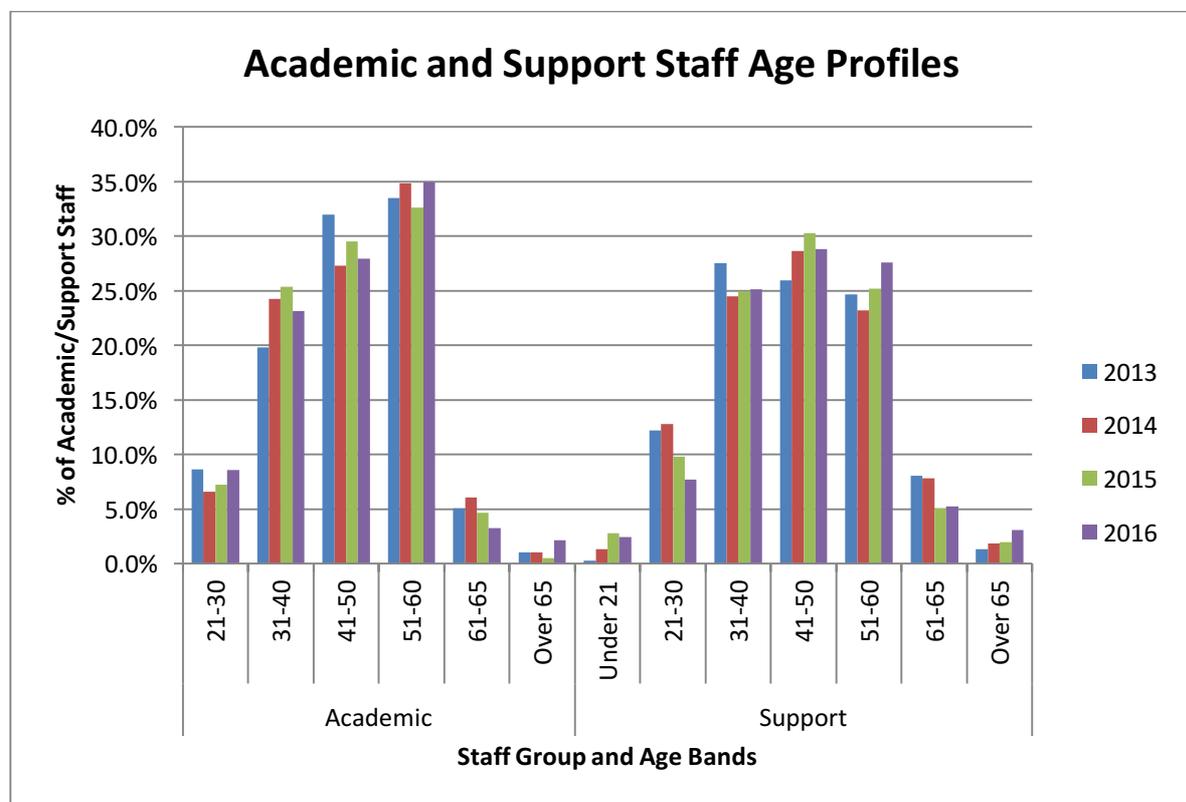


Fig. 25 Academic and support staff age profiles

The chart above shows the distribution of both academic and support staff by age band across the four years. There is an older age distribution for academic staff, with increasing proportions in each band up to the age 51-60 band, comprising around 35% of staff. There is a more balanced distribution for support staff, with similar proportions in three bands from 31 to 60.

Pay Gap

1. By Gender

The pay gap information below is the difference between the earnings of male and female staff expressed as a percentage of male earnings. Earnings have been adjusted to take account of differences in the hours worked. A negative figure indicates that women are, on average, paid more than men.

	Year			
Grade	2013	2014	2015	2016
1	-5.30	-14.22	-0.36	0.00
2	0.00	-4.88	-4.25	0.00
3	-0.57	-0.96	3.36	6.35
4	-0.14	3.52	3.90	-0.24
5	3.14	2.16	-1.02	1.61
6	-0.89	-1.95	-1.57	-3.46
7	-1.17	-1.91	-0.71	-0.09
8	0.36	2.25	3.18	3.59
9	-1.52	1.44	-0.34	0.89
10/10+	1.30	8.34	9.93	4.41

The table above shows the *in-grade* gender pay gaps each year from 2013 to 2016. In Grades 1 and 2 there is no longer any pay gap due to all staff being paid at the same rate, equivalent to the Voluntary/Foundation Living Wage. There is a pay gap as indicated at Grade 3 in 2016 which is due to small numbers of staff (11) including long-serving male staff and some new female recruits. Otherwise there are no significant *in-grade* pay gaps in 2016. Further analysis confirmed that that is also the case when academic and support staff data are considered separately, other than at Grade 10/10+. The relatively small overall gender pay gap at Grade 10/10+ reflects that there is a higher proportion of women in higher paid, senior management level roles than at professorial level. There is no significant pay gap within the professorial staff. However, there is a substantial pay gap within the Senior Management Group itself, as the highest paid posts are held by men.

The overall gender pay gap figure for the University has fallen from 14.7% in 2013 to 11.4% in 2016. This pay gap reflects the vertical occupational segregation described above, i.e. the higher proportion of women in the lower paid jobs and the higher proportion of men in the highest paid jobs. It should be noted that the University does not outsource cleaning, catering or similar services, so the full range of staff, and the associated vertical occupational segregation, are reflected in the overall pay gap figure.

2. By BME

Year			
2013	2014	2015	2016
-24.6	-20.4	-15.3	-10.5

The table above shows the pay gap between BME and White staff at the University across the period. In all years, BME staff's pay has been higher, on average, than that of white staff, which reflects the higher BME staff population in academic roles and low numbers in lower paid support roles. More in-depth analysis of the pay gap, including grade by grade figures, is included in the University's Race Equality Charter Mark Award application (see above).

3. By Disabled people

The pay gap between staff recorded as disabled and those who are not was -15.2% in 2016, having remained at approximately the same level across the period, indicating that on average disabled staff are paid more than others. However, this figure should be treated with great caution due to the small numbers involved. For the same reason, there is no further analysis by staff group or grade.

Equal Pay Statement

The University has an Equal Pay Policy which is published on our Equality and Diversity webpages at <https://www.abertay.ac.uk/discover/the-university/governance-and-management/equalityanddiversity/>

Information, analysis and commentary on occupational segregation and the pay gap are provided in the Staff Profile and Pay Gap sections above. In addition, in-depth analyses in relation to gender and race have been undertaken as part of the University's applications for Athena SWAN and Race Equality Awards respectively. That analysis includes further information and commentary relating to both vertical and horizontal occupational segregation. The applications are published at <https://www.abertay.ac.uk/discover/the-university/governance-and-management/equalityanddiversity/charter-marks/>. The actions identified to address occupational segregation issues are included in the University Equality & Diversity Action Plan.

Governing Body profile

The University has produced a diversity matrix in relation to the age, ethnicity and gender of its lay (independent) members of its governing body (Court) since 2014 since these are the members who are appointed by Court. All other members are either senior officers or are elected or nominated by staff and students and therefore not within the direct purview of Court in terms of appointment.

The University has started to collect information on all protected characteristics for new Court members but has not yet gathered information for existing Court members. This data collection is planned for summer 2017 and will be reported on in due course. Meanwhile, it has been possible to monitor age, ethnicity and gender as stated above; and to discuss these aspects regularly. Since 2014, Court has recognised the need to have a more diverse set of lay members.

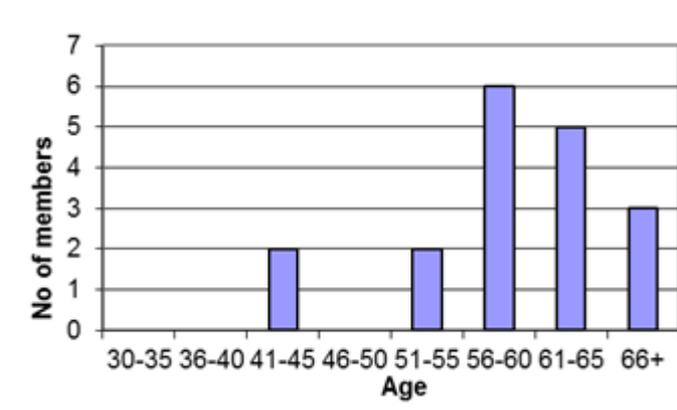


Fig. 1c.1 Age range – lay members (at 31 December 2016)

The age profile is predominantly age 50 and above, although this has fluctuated episodically as new members join and existing members step down. Court continues to actively seek to have a broader range of ages.

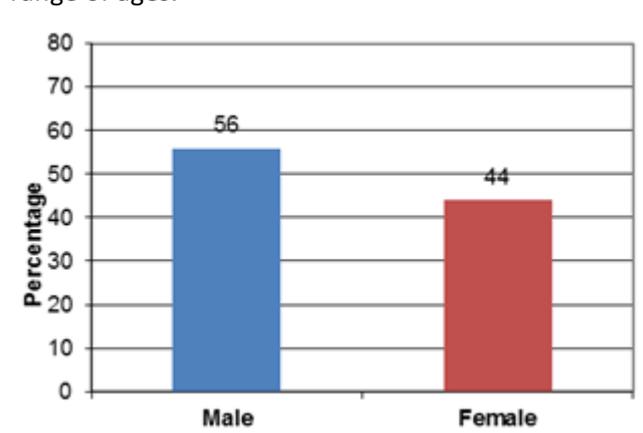


Fig 1c.2 Current gender balance – lay members (at 31 December 2016)

In 2014, Court set itself a target of reaching at least 40% of either gender amongst lay members. In March 2015, the ratio stood at 33.3% female, 66.6% male; by November 2015 it was 39% female and by March 2016 it had reached the current ratio of 44% female. This reflects the fact that more

women have applied to join Court, perhaps owing to a statement in the advertisement that women are under-represented. This shift in the gender balance has been reflected also in the gender of members of the committees of Court such that we now have one committee with a significant majority of female members and 3 of the 5 with at least 40% women (see Table 12 below).

Table 12: Gender balance on Court Committees at April 2017		
Court committee	% Female Members	% Male Members
Audit Committee	80%	20%
Chair's Committee	25%	75%
Finance & Corporate Performance Committee	12.5%	87.5%
Governance & Nominations Committee	28.5%	71.5%
People, Health & Equality Committee	43%	57%
Remuneration Committee	40%	60%

4% of the lay members of Court are from a BME background. Court also encourages individuals from this background to apply when lay vacancies arise.

Disability information is not yet held for all lay members.