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

Since 1884.

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

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

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

Age ranges by grade by headcount

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

Age ranges by job type in %

Age range by full-time or part

Disability by full-time or part-time in %

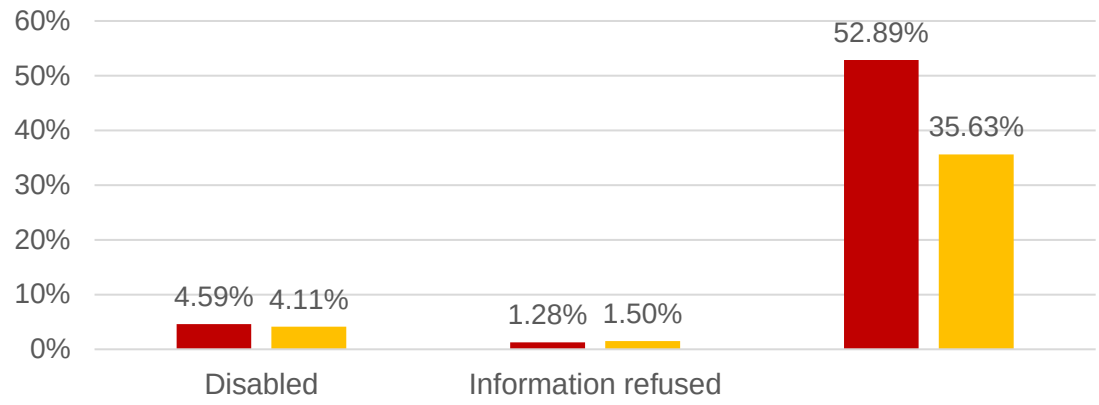

Figure 14: Bar chart showing disability status by full-time and part-time.

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

Ethnicity by grade in %

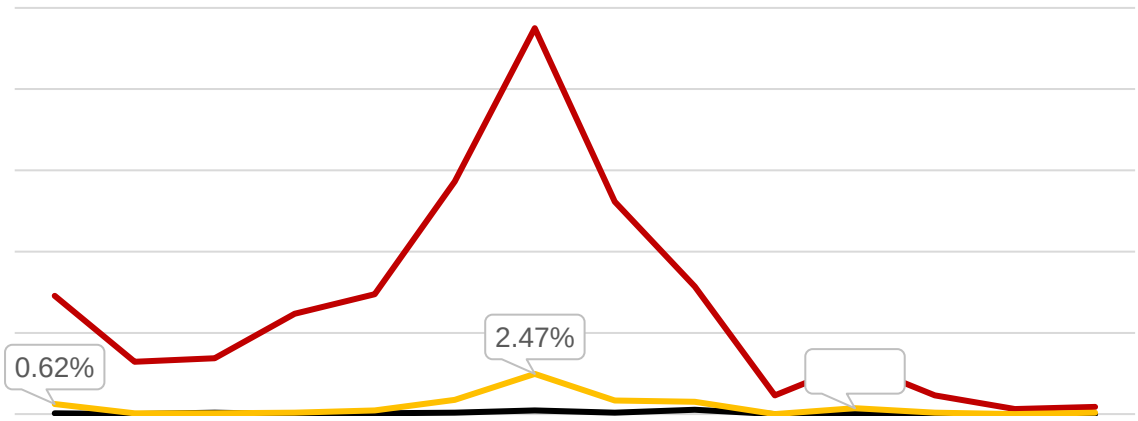

Figure 17: Line chart showing ethnicity by grade.

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.

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.

Gender by permanent or fixed-term in %

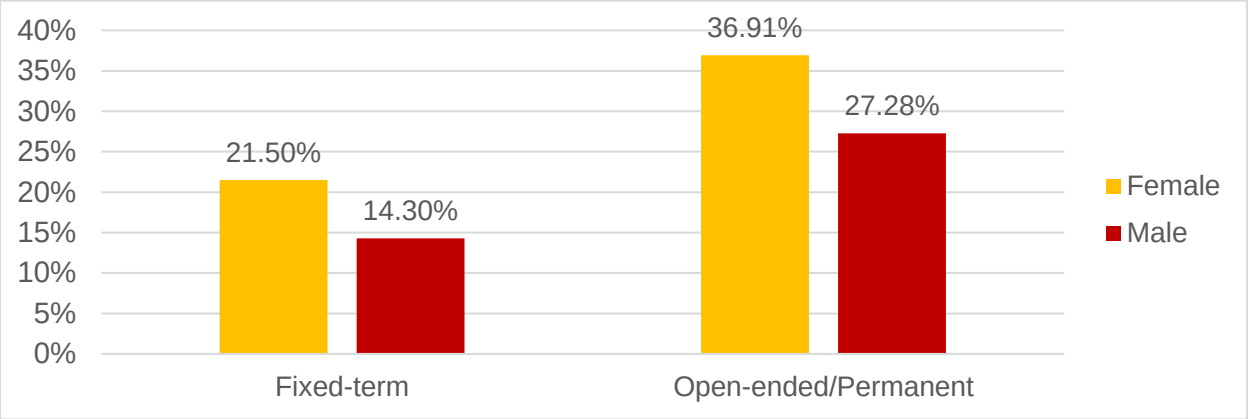

Figure 26: Bar chart showing contract type by gender.

Gender by full-time or part-time in %

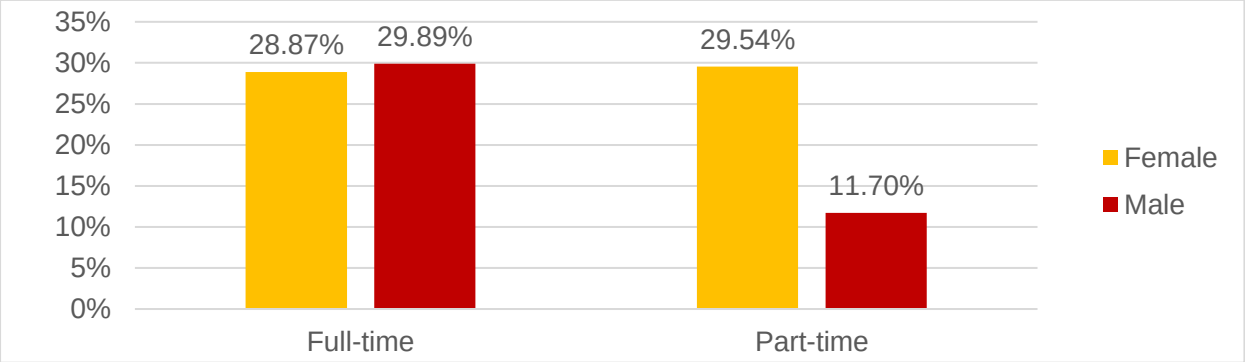

Figure 27: Bar chart full-time and part-time staff by gender.

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.

RELIGION, BELIEF & NON-BELIEF

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 %

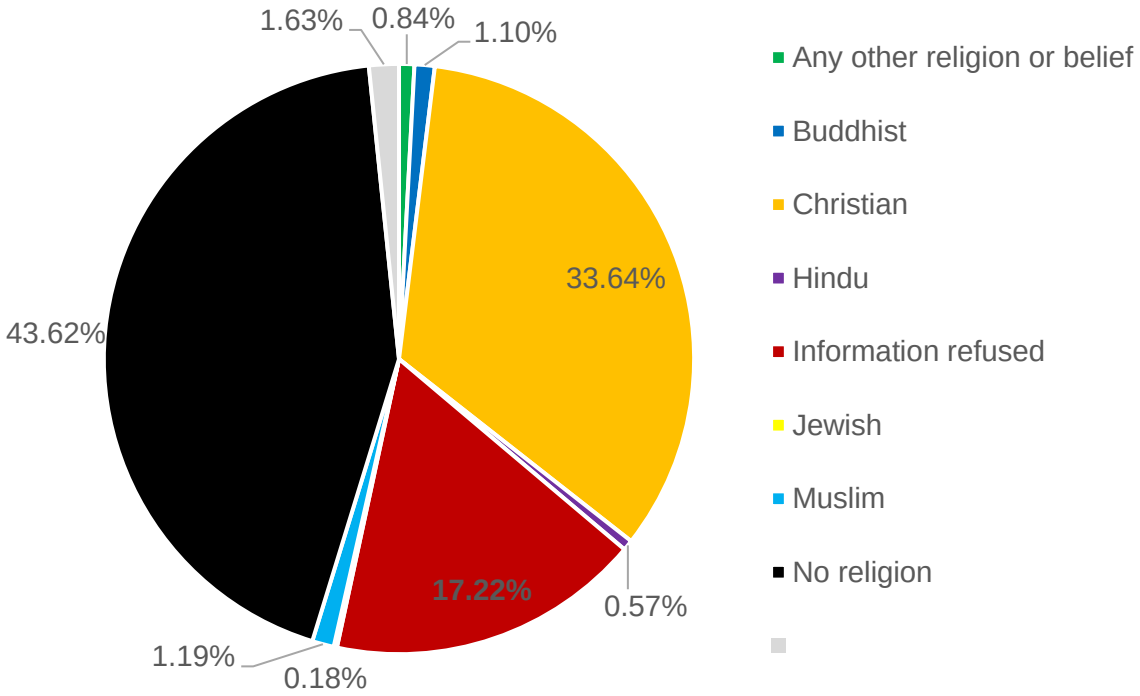

Figure 29: Pie chart showing staff by religion, belief or non-belief.

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.

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,*

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

All applicants by disability in %

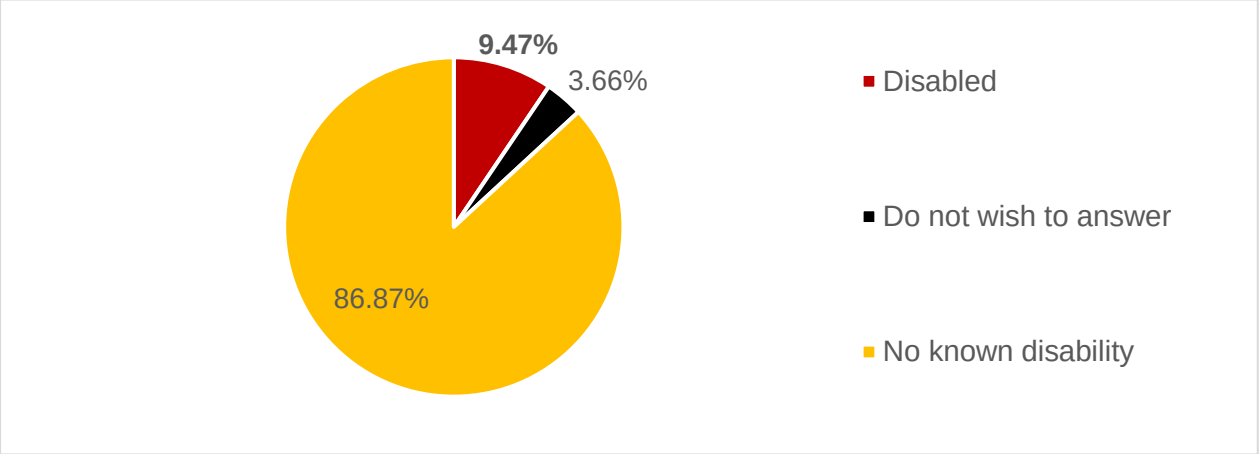

Figure 34: Pie chart showing all applicants by disability status.

Recruitment outcomes by disability in %

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

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.

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.

All leavers by age in %

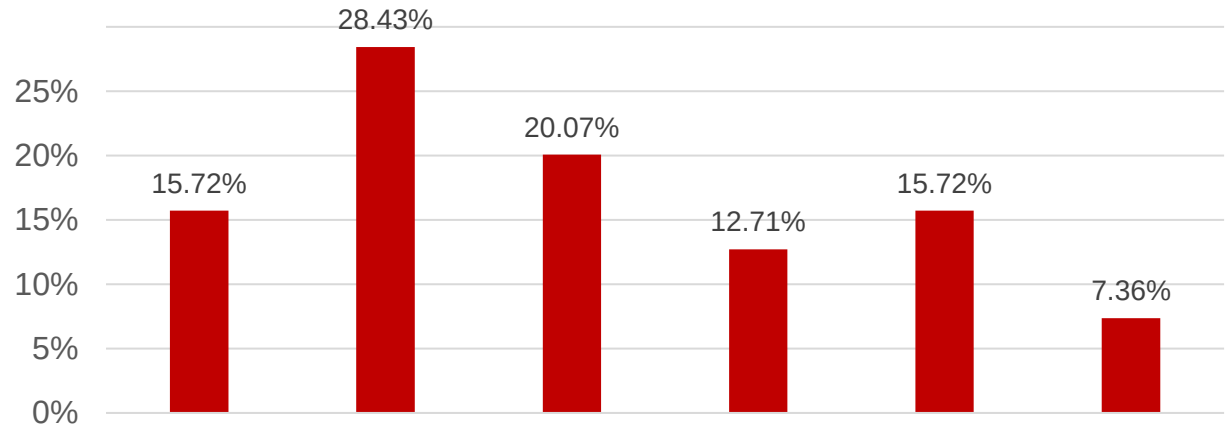

Figure 39: Bar chart showing all leavers by age range.

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 ethnicity in %

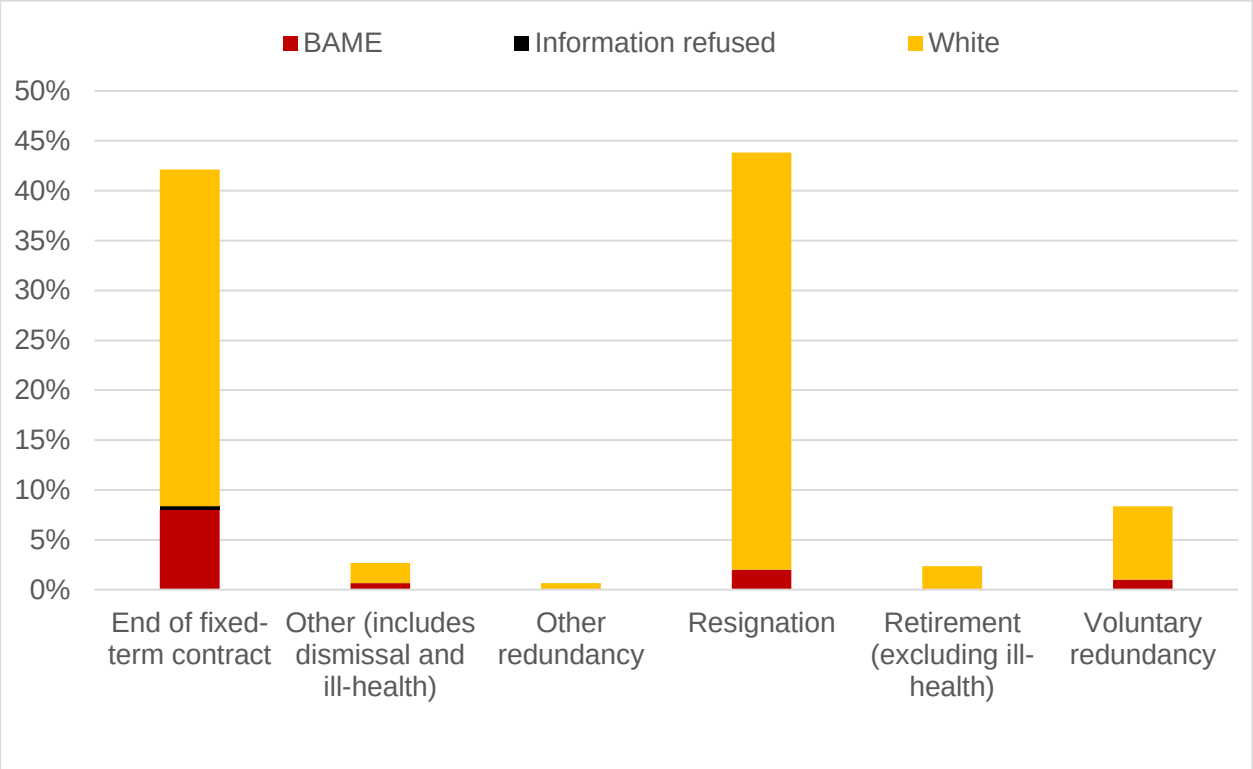

Figure 43: Bar chart showing all leavers by ethnicity.

All leavers by ethnicity and reason for leaving in %

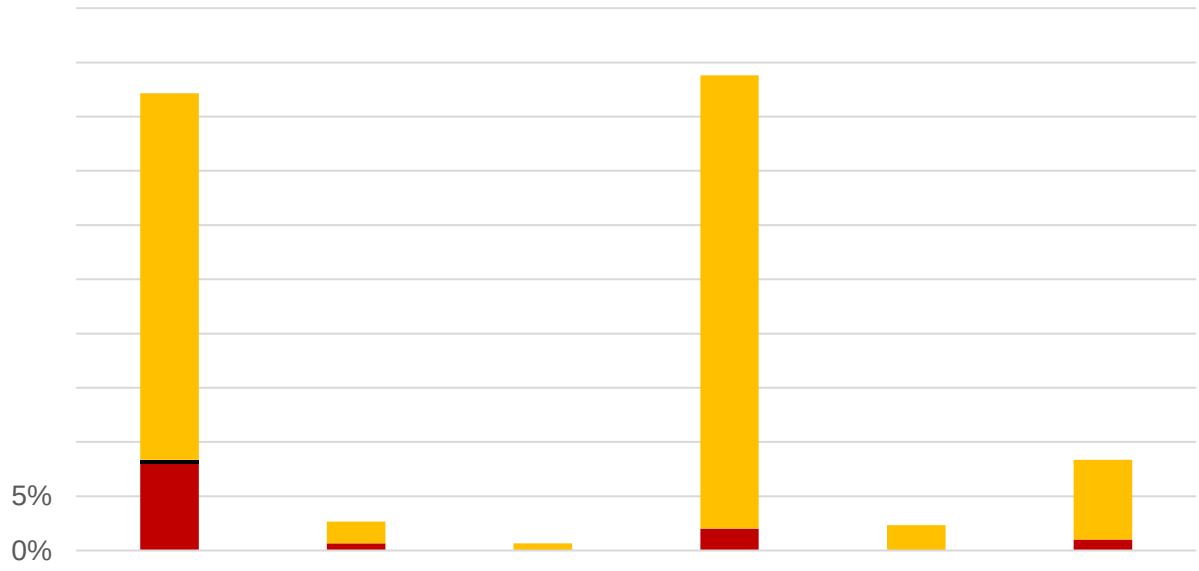

Figure 44: Bar chart showing all leavers by ethnicity and reason for leaving.

All leavers by gender in %

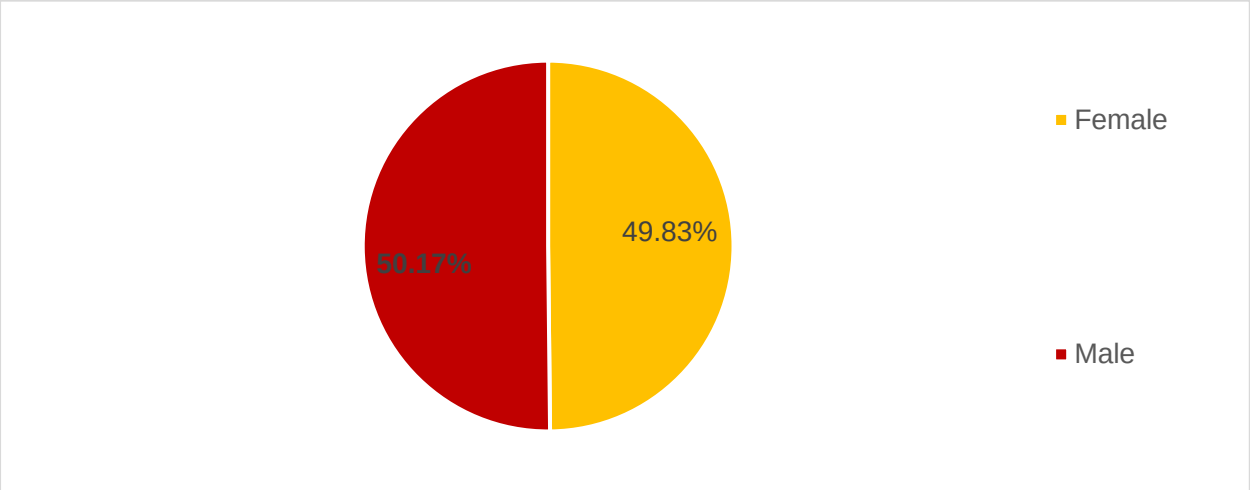

Figure 45: Pie chart showing all leavers by gender.

All leavers by gender and reason for leaving in %

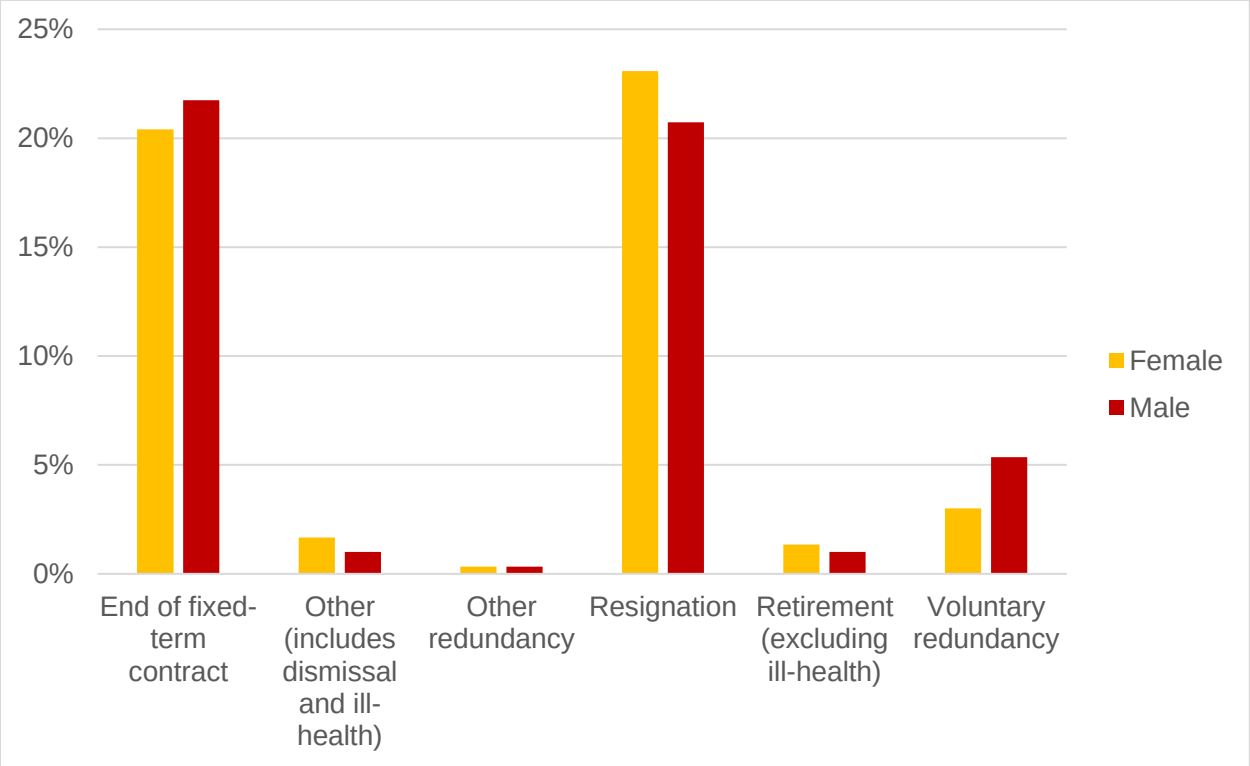

Figure 46: Bart chart showing all leavers by gender and reason for leaving.

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 Wre