University of Aberdeen

Gender Equality Scheme
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FOREWORD

The University of Aberdeen is committed to positively embedding the concepts of equality and diversity in all of our activities. Indeed, we recognise the benefits that such an approach can bring to our academic community.

Our responsibilities under the Gender Equality Duty, therefore, sit comfortably with the work which we are already undertaking to ensure that all members of the university community are treated fairly and have equality of opportunity throughout their time with us, whether as a member of staff, a student or a visitor.

The manner in which we do this is, of course, crucial. We are adopting an inclusive approach, which puts gender equality at the heart of our policies and practices, but at the same time we also recognise the importance of not losing sight of the individual.

This Gender Equality Scheme sets out where we are now in terms of gender equality and where ongoing improvements are required. Importantly, it has been developed with the assistance and contributions of men, women and transgender people within the University community, both staff and students.

Most important of all, this Gender Equality Scheme explains how we intend to promote Gender Equality and to ensure that the University community values the contributions of all our staff and students. It reaffirms our commitment to become a Higher Education Institution which is recognised for its good practice in this area.

Signed by the Principal ______________________________
1. INTRODUCTION

1.1 The University’s commitment to gender equality
The University of Aberdeen is committed to promoting equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment.

Specifically, the University is committed to gender equality and aims to enable women, men and transsexual staff and students to participate in University life and have the opportunity to fulfill their potential.

1.2 Background to the Scheme
The Equality Act 2006 places a duty on public authorities to promote Gender Equality. In many ways it is similar to other equality legislation affecting public sector organisations in that it places a general duty on all public bodies and further specific duties on major public bodies including Higher Education institutions.

The general duty requires the University to have due regard to the need:
   a) to eliminate unlawful discrimination and harassment
   b) to promote equality of opportunity between men and women.

There are further specific duties, of which one is to prepare and publish a Gender Equality Scheme and Action Plan setting out how the University plans to meet the general duty. In addition there is a requirement to publish a statement on Equal Pay by the end of September 2007.

1.3 Involving men and women in the development of scheme
The University has attempted to seek the views of its staff and students in the development of the scheme and the identification of priorities for the Action Plan and considers this to be crucial part of the development.

The consultation was done by means of focus groups and online anonymous questionnaires for both staff and students. A paper version of the questionnaire was used to seek the views of manual staff who have limited computer access. Discussions were also held with the representative bodies; Trade Unions for staff and AUSA for students. Further details of how the consultation was conducted and the issues identified can be found in section 5 below.

2. CONTEXT

2.1 Link to strategic objectives of the University
The University has clear statements of its commitment to Equality and Diversity in its Strategic Plan and major strategies. These commitments are summarised below.

2.1.1 Strategic Plan
   - Quality People
     Objective: To attract, develop and retain outstanding staff and students

     Strategies include:
     1.2 We shall provide an inclusive environment that encourages commitment to, and participation in, the delivery of key institutional goals and strategies
     1.11 We shall continue to make significant progress in addressing our Equality and Diversity agenda in an integrated way. To this end, we shall develop and implement an Equality and Diversity strategy in consultation with key stakeholders.
Targets include:

• Implement an Equality and Diversity strategy to increase the diversity of the workforce and student body in consultation with key stakeholders.
• Develop and implement a Disability Equality Scheme and Action Plan and a Gender Equality Scheme and Action Plan.

**Quality Learning**

Objective: To deliver a high quality, research-informed learning experience for all our students.

Strategies include:

3.4 We shall promote equality of opportunity, as well as awareness of, and sensitivity to, diversity amongst both staff and students. We shall make our programmes more accessible by further developing flexible structures and learning opportunities.

3.10 We shall develop a Retention and Progression Strategy that recognises the diversity of the student body building on the principles of engagement and empowerment.

Targets include:

• Ensure that our educational provision recognises diversity, promotes equal opportunities and complies with relevant legislation.
• Review the structure of our curriculum and timetable to ensure that both promote access and flexibility of provision.
• Conduct a comprehensive review of our first-year provision to address access, student diversity, transition and progression, in the wider contexts of flexibility, retention and sustainability.

**Access and Participation**

Objective: To increase opportunity and improve participation in higher education by students from under-represented groups.

The University is currently developing its new Strategic Plan which will continue to reflect these commitments.

2.1.2. Operational Plan

The key actions of relevance to gender equality are:

1.12 Complete two pilot Equality Impact Assessments in the Centre for Lifelong Learning and the Human Resources Section and develop plans to roll out across all relevant areas of the University.
1.13 Develop and implement an effective Equality and Diversity Strategy.
1.14 Implement a revised Equality and Diversity Policy and Code of Practice for staff and students.

2.1.3 Equality and Diversity Strategy

Key Strategies:

• We shall ensure that committee memberships reflect the University community and that Equality and Diversity themes are carried through from the University’s Strategic Plan to College and School Plans.
• We shall equip our managers with appropriate Equality and Diversity knowledge and skills through core management development activities.
• We shall strive to ensure that all staff and students are fully aware of the basic principles of Equality and Diversity and what their responsibilities are.
• We shall ensure that staff and students are recruited in an equitable, transparent and just manner and are treated fairly throughout their employment or period of stay with the University.
• Through monitoring, the University will identify any areas where action may be required.
• We shall create an environment where staff, students and visitors are able to raise Equality and Diversity issues in an open and trusting manner and where the University ‘feels’ inclusive to all who work, study and visit.
• We intend to eliminate the potential for unwitting discrimination.
• We shall ensure that the University promotes equal opportunities and the value of diversity through its programmes of study.
• We shall ensure teaching practice and policy reflects the diverse needs of our student population.
• We shall ensure that the University embraces the principles of equal opportunities through all of its research activities, in support of our objective to be an international, research-led university.
• We aim to ensure that all stakeholders can freely access the University, its services and facilities.
• We aim to create a responsive and inclusive University which has an understanding of the needs of its stakeholders.

2.1.4. Teaching and Learning Strategy
The University’s Teaching and Learning strategy specifically states in its vision that it aims to enable all students to reach their full potential and to be learner-focused. In offering a flexible and accessible curriculum that is learner-focused, the strategy recognises that the University must "promote equal opportunities for all aspects of our provision".

2.2 Local and Social context

2.2.1 Students
Overall in Higher Education in Scotland in 2003/2004, 57% of undergraduate students in HE were female. There were however, considerable differences in representation of men and women depending on the subject being studied. The percentages for a range of subjects are shown below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Female (%)</th>
<th>Male (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>79</td>
<td>21</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>Social Studies</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>Law</td>
<td>63</td>
<td>37</td>
</tr>
<tr>
<td>Medicine and dentistry</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>Business and Administration</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>Computer Science</td>
<td>16</td>
<td>84</td>
</tr>
<tr>
<td>Engineering and technology</td>
<td>12</td>
<td>88</td>
</tr>
<tr>
<td><strong>All subjects</strong></td>
<td><strong>57</strong></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>

2.2.2 Employment – General

Overall in Scotland, 68% of women aged between 16 and 64 are in employment compared with 78% of men. As can be seen from the table below, many more women opt for part-time working than men and research conducted for the Equal Opportunities Commission shows that many of these women are working in roles which do not utilise their qualifications and experience.

<table>
<thead>
<tr>
<th>Age</th>
<th>Female (%)</th>
<th>Male (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>16-24</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>25-44</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>45-64</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Within Scotland, the gap between the average earnings of women and men is currently 14% for full-time workers and 35% for part-time workers.

There is still considerable occupational segregation in the workforce in Scotland with women making up 77% of those who work in healthcare and 75% of those who work in education. By contrast, men comprise 93% of those working in construction and 75% of those working in manufacturing. Women continue to be under-represented at senior levels in organisations with 64% of managers and 72% of those at senior levels in the public sector being male.

2.2.3 Employment – Higher Education

Figures from HESA (The Higher Education Statistics Agency) show that while the majority of students in Higher Education are women, women are outnumbered by men in most subjects on the Academic staff and the gender gap gets wider in more senior posts.

In 2003-2004 around 40% of Academic staff in Higher Education in Scotland were women and 60% men with the percentage of women increasing gradually over the last few years from 30% in 1995/96.

In terms of seniority within institutions, women are less likely than men to be Senior Lecturers or Professors. The 2004/5 HESA data for Scottish Universities is shown below with the University of Aberdeen percentages from January 2007 shown for comparison. More detail on University of Aberdeen data is included in Section 7.

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>%</th>
<th>Male</th>
<th>%</th>
<th>Aberdeen %F</th>
<th>Aberdeen %M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researchers</td>
<td>2006</td>
<td>48</td>
<td>2139</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturers</td>
<td>1911</td>
<td>45</td>
<td>2346</td>
<td>55</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Senior Lecturers</td>
<td>761</td>
<td>27</td>
<td>2027</td>
<td>73</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Professors</td>
<td>252</td>
<td>13</td>
<td>1614</td>
<td>87</td>
<td>17%</td>
<td>83%</td>
</tr>
</tbody>
</table>

There are also wide variations between subjects. Some examples which mirror the examples given for students above are shown below:

<table>
<thead>
<tr>
<th></th>
<th>Female (%)</th>
<th>Male (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Law</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>Medicine and dentistry</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>Business and Administration</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>Engineering and technology</td>
<td>11%</td>
<td>89%</td>
</tr>
</tbody>
</table>

The figures in the table above include researchers as well as lecturers and above.

3. OBJECTIVES

The overall objective of the Gender Equality Scheme is to set out the approach that the University of Aberdeen will take to meeting the General Duty required by the Equality Act and to mainstream gender equality into all its functions.

More detailed objectives of the Scheme are:
- To ensure that gender equality is fully considered in the governance, management and administration of the University
• To ensure that the University has robust mechanisms for measuring the experiences of male and female applicants, students and graduates.
• To ensure that available data and information are analysed to inform decisions
• To increase numbers of men or women in subject areas where they are under-represented
• To ensure gender equality is promoted in the curriculum
• To ensure that the University has robust mechanisms for measuring the experiences of job applicants and employees.
• To ensure that the outcomes for male and female staff are consistent (e.g. in staff development, retention, promotion etc)
• To promote employment of men and women in areas where they are currently under-represented to reduce occupational segregation, including working towards parity at senior levels
• To ensure equal pay for men and women where they are doing like work or work of equal value
• To improve equality and inclusion for working parents and other carers

4. CURRENT POSITION

4.1 Staff and Students
There are policies and facilities designed to promote equality and diversity for staff and students and which specifically cover issues of gender and gender reassignment. The policies and facilities identified below specifically include anything relevant to parents and carers as it is recognised that women still have the major responsibility for caring both for children and adult dependants.

Policies and facilities relating to both staff and students include:
• The Equality and Diversity Statement and Strategy
  The statement confirms the University’s commitment to working towards creating a working and learning environment which is free from discrimination, harassment and prejudice. It is intended to create a culture where all forms of discriminatory behaviour are unacceptable and will not be tolerated.

• The Rocking Horse Nursery
  This facility is open to both staff and students and provides place for up to 47 children. The places are split between staff and students

4.2 Staff
Policies which relate only to staff include:

• Maternity leave
  This policy provides for leave and pay and where an employee has more than one year’s service at the expected week of childbirth, the statutory provisions will be supplemented by the University's occupational maternity provision. Where an employee agrees to return to post for a minimum of 6 months following the period of maternity leave, she is entitled to choose either of the following Occupational Maternity Pay options:
  o Option 1a
    18 weeks of full pay (inclusive of Statutory Maternity Pay (SMP*)), followed by 21 weeks at the appropriate rate of SMP*
  o Option 1b
    9 weeks of full pay (inclusive of SMP*), followed by 18 weeks of half pay (inclusive of SMP*), followed by 12 weeks at the appropriate rate of SMP
  There is also an entitlement to take 13 weeks of unpaid maternity leave following on from this 39 week period of paid maternity leave making a total of 52 weeks.

• Adoption leave
  Statutory Adoption Leave is available when a child, up to the age of 18, is placed for adoption with a member of staff. If both partners are employed by the University of Aberdeen, either can choose to utilise
adoption leave, whilst the other may choose to utilise parental leave. There a number of options depending on length of service.

- **Paternity/Co-maternity Leave**
  This leave entitlement mirrors the statutory position and provides for one week at full pay and one week at Statutory Paternity Pay with the additional option of up to two weeks unpaid leave.

- **Parental Leave**
  This policy mirrors the statutory entitlement for up to 13 weeks unpaid leave to either parent for children up to the age of 5 (or 18 for a disabled child).

- **Policy on recruitment**
  The University has a policy of mandatory training in recruitment and selection and no-one should sit on an interview panel unless they have received appropriate training. This obviously includes gender equality as well as the other equality strands. This is monitored by HR and the proposed composition of selection committees is checked to ensure that all members have attended training.

- **Promotions**
  The University has recently adopted a revised policy and procedure for promotions for considering applications from staff for promotions or contribution pay awards. The aim is to ensure that the University recognises responsibilities undertaken and the development of the skills required to deliver them in a fair and objective manner.

- **Staffing Policy against Discrimination, Bullying and Harassment**
  This policy sets out the University's commitment to develop and encourage a working environment and culture in which harassment of members of staff is neither tolerated nor acceptable and where individuals have the confidence to complain of harassment without fear of intimidation or reprisals. The policy gives examples of the types of behaviour likely to be considered as harassment and specifically mentions sexual harassment and harassment on grounds of gender reassignment. Linked to the policy there is a network of harassment advisers whose role is to help and support those who are subject to harassment or bullying.

- **Flexible Working Practices**
  Flexible working is potentially available to all staff not just those with parental or caring responsibilities.

- **Policy on Urgent Domestic Distress**
  The University is committed to supporting employees by providing reasonable time, to be determined by individual Line Managers, to:
  - Resolve unexpected disruption to or termination of arrangements for the care of a dependant and for whom the employee has primary caring responsibilities.
  - Deal with an incident that involves a child of the employee and which occurs unexpectedly in a period during which they are under the care of an educational establishment or other childcare provider.

- **Training and Development Policy**
  The policy states that “all employees regardless of age, grade, gender, disability or ethnic background or nature of their contract of employment are expected to undertake staff development and training, which is viewed as a continuous process throughout employment”.

- **Policy on Equality and Diversity and the RAE**
  A Code of Practice on Equality and Diversity in the RAE Submission Process has been developed to expand on the University’s overarching policies on Equality and Diversity and set these in the context of the RAE. It confirms that there should be no unlawful discrimination in selection for inclusion in the RAE and sets out a range of circumstances which can be taken into account e.g. part-time working or periods of leave for maternity or other family matters.
• **Equal Pay**
  The University has recently completed implementation of the Framework Agreement for Higher Education and has established an Equal Pay Working Group to review the results of this process and recommend action if required. Further detail on the work of the Equal Pay group is included at Section 7.1.2.

• **Women’s Network**
  There is a women’s network, the Esslemont Group, based in the College of Medicine and Life Sciences, which meets regularly and aims to:
  - Highlight the contribution of female staff in the College through networking, promotional events and support activities
  - Disseminate information
  - Create an awareness of gender issues and ultimately redress gender imbalance at all levels of staff
  - Provide support for activities related to gender and science for women

**4.3 Students**
 Policies related specifically to students include policies and procedures for dealing with sexual harassment. The policy and procedure sets out the University’s commitment to ensuring that students are not subject to sexual harassment, sexist behaviour or abuse and the procedure for dealing with cases when they arise. It expects that staff and students will behave in a non-sexist way and also commits the University to training staff so that they are equipped to deal with any cases.

**4.4 Teaching and Learning**
 The University’s Teaching and Learning strategy specifically refers to Equality and Diversity in teaching and there is specific teaching on gender in a number of courses. In addition, the University has a Centre of Gender Studies which is the only unit in Scotland offering the subject at undergraduate level.

**4.5 Training in Equality and Diversity**
 The University of Aberdeen is committed to ensuring that relevant staff have appropriate training in Equality and Diversity to equip them to fulfil their roles. Most of the training delivered covers all equality strands and specifically covers gender equality. The University has taken the approach of targeting key staff groups and, to date has ensured that the following groups of staff have attended training:
  - Heads of School
  - Staff in the Centre for Lifelong Learning
  - Staff involved in Recruitment and Admission of students
  - Staff involved in selecting people for the RAE
  - Registry Staff
  - Wardens in Accommodation Services.

This is in addition to the mandatory training in Recruitment and Selection which has recently been reviewed to ensure that it appropriately covers equality concerns.

**4.6 Available data**

**4.6.1 Staff data**
 All applicants for a post within the University are invited to record their gender at the point of application and this information is not made available to shortlisting committee members. It is made clear to applicants that this information is for monitoring purposes only and will not be used as part of the selection process. Once an appointment is made, the information is transferred from the application form onto the main HR database system. Applicants are not asked to identify if they are transsexual.

**4.6.2 Student data**
 Registry holds data on offers, progression and awards for students and this can be analysed by gender, with data available for the past five years. Again there is no record kept of transsexual students.
4.6.3 Reporting
Although data on staff and students are available, there is no routine reporting on gender to University Committees at present.

5. INVOLVEMENT/CONSULTATION

5.1 Staff

5.1.1 Methodology
Three focus groups of staff were held in January 2007, two at Kings and one at Foresterhill. These were attended by between 5 and 7 participants. Most of the participants were women but a number of men also attended. Everyone who had previously expressed an interest in being involved in consultations on Equality and Diversity issues (around 120 staff) was invited to attend a focus group. In addition, a meeting was held with the campus Trade Unions which was attended by representatives of Amicus, UCU and Unison.

Staff were also invited to complete an anonymous questionnaire which asked for their views of the current provision and their suggestions for priority areas to be included in the Action Plan. The questionnaire was available online for staff to access for a period of 4 weeks during the month of March 2007.

A paper version of the questionnaire was circulated to manual staff to ensure that their views were collected.

5.1.2 Results of consultation
Overall 504 members of staff responded to the questionnaire; 68% of the respondents were female, 32% male and 0.2% (1 member of staff) transgender. Most (66.6%) were based at the Kings Campus, 29.5% at Foresterhill and 3.9% at other sites. The response to the questionnaire was fairly representative of the University community, but with more responses from women than would be expected and fewer responses from manual staff because of their lack of computer access.

In the responses to the questionnaire, there were no significant differences between the responses of men and women in relation to how welcoming they found the University or their department. Many people commented that they had never seen or experienced any discrimination.

However, when specifically asked about their experiences, a significant number of staff (17.4%) reported that they have experienced or witnessed sex discrimination, 10.1% that they had seen or experienced sexual harassment and 35.6% said they had encountered less obvious forms of sexist behaviour. Men were slightly more likely than women to have experienced or witnessed discrimination or harassment. Many people gave examples of the types of behaviour they had experienced or witnessed.

Some 42.7% of respondents had childcare or other caring responsibilities. If this is representative of the University as a whole, this would mean that a very significant proportion of the staff of the University have responsibility for the care of children of school age or pre-school age children.

The main issues raised from the questionnaire and the Focus Groups were:

Recruitment
- Gender segregation in applications for posts e.g. few men applying for secretarial posts and few women for security
- Single-gender interview panels
- Concern that interview panels might sometimes be reluctant to appoint women of child-bearing age

Employment
- Gender segregation in particular Academic subjects e.g. few women in Engineering
• Perception that there is a lack of women in senior positions and a masculine approach to management
• Isolation of the gender which is in the minority in some areas
• Lack of opportunity to be heard and to contribute
• No positive action to support gender equality

Work/life balance
• Long-hours culture is not family friendly
• Lack of knowledge from staff managers of policies e.g. Family leave provisions and therefore lack of consistency of implementation of policies
• Lack of childcare at Foresterhill site
• Lack of flexibility in childcare provision
• Difficulties in attending off-site events, training, conferences etc
• Meetings held outside normal working hours
• More difficulty for men in requesting part-time working
• Part-time workers taken less seriously and sometimes excluded
• People having to return to a lower-level job after a break in their career

Development/Career Progression
• Patchy implementation of appraisal
• Lack of transparency and poor feedback in promotion
• Perception that research is more valued than other areas of Academic activity and that this disadvantages women
• Perception that traditionally “male” aspects of work are valued more highly.

Behaviour and attitudes
• Sexist remarks or comments
• Perception that women are sometimes taken less seriously
• Attitudes of managers

Teaching and Learning
• Closure of Gender Studies
• Casual teaching staff are more likely to be women

The report on the results of the staff questionnaire is included at Appendix 5.

5.2 Students

5.2.1. Methodology
A similar methodology was used for the student consultation although it was recognised that for this group, the online questionnaire would be the main method of gathering data. An attempt was made to hold a focus group and although this was attended by only two students, a useful discussion was held.

5.2.2. Results of consultation
Initial consultation with the Aberdeen University Students Association, identified the following areas of concern:
• Anonymous marking
• Sexual harassment – of a fairly subtle kind which would probably not get reported
• Lack of single-sex provision in sporting facilities
• Childcare facilities – lack of flexibility
• Accommodation for students with children
• Childcare issues related to field trips

Overall 525 Students responded to the questionnaire, 56.6% of the respondents were female, 42.7% male and 0.8% (4 students) transgender. Most (75.4%) were based at the Kings Campus, 11.9% at
Foresterhill and 12.7% at other sites. As would be expected most of the responses (81.9%) were from undergraduates.

In the responses to the questionnaire, female students tended to rate their experience of the University slightly more highly than male students; they found it more welcoming and rated the Academic support more highly. Both men and women thought that there was equal access to University support and services and many people commented that they had never seen or experienced any discrimination.

However, when specifically asked about their experiences, a significant number of students (11.6%) reported that they had experienced or witnessed sex discrimination, 8.6% that they had seen or experienced sexual harassment and 21.7% said they had encountered less obvious forms of sexist behaviour. There was a strong indication that students did not know how to complain about such behaviour when it occurs, although the University has clear policies.

There were difficulties reported by students trying to combine study with childcaring responsibilities and this appears to affect female students more than male. Female students were more likely to think that their progression at university had been adversely affected by the fact that they had children or other caring responsibilities.

The University has recently made a decision to shut down its gender studies programme. When asked what the University’s priorities should be to promote gender equality in the future, the most common response was that the University should keep the Gender Studies department open.

Students were also asked if they would be likely to participate in single-sex activities (e.g. swimming or gym sessions) if they were available. Of those who responded to this question, 34.2% said they would be likely to participate, 34.8% said they would not and 31% did not know.

The report on the results of the Student questionnaire is included at Appendix 6.

5.3 Members of the public
Attempts have been made to make contact with women’s and men’s groups in Aberdeen to consult them about the University’s approach to gender equality. To date, this has not been successful but a commitment to further consultation is included in the Action Plan for the Scheme.

6. IMPACT ASSESSMENT
The University has adopted a Strategy on Impact Assessment which is shown in Appendix 10. It sets out the format and the process which Departments and Schools will use to conduct their assessments and also outlines the content of the report which should be produced at the end of the process.

The University has taken the decision to undertake one single Impact Assessment for each area or policy and, as far as possible, to cover all six of the main equality strands in each assessment.

The University believes that the responsibility for Impact Assessment should lie with the originator of that policy or the person responsible for its implementation. However, the University also recognises that the person responsible may require support and assistance in carrying out the process (e.g. from the Equal Opportunities Officer).

Prior to rolling out the process, a number of policies and areas were selected as pilots.

A further 10 areas were prioritised for Academic year 2006/2007 and these are underway. The areas prioritised are:

- Staff Recruitment and Selection
- Staff Promotions
- Staff Appraisal
- Student Complaints procedure
- Student Disciplinary procedures
- Campus Services
The University also recognises the importance of consultation and involvement of the people affected in the Impact Assessment process and is committed to ensuring that male, female and transgender stakeholders are involved in a meaningful way.

7. ANALYSIS OF INFORMATION

7.1 Staff

7.1.1. Workforce

The University has recently implemented the Framework Agreement and the staff data reported are therefore based on the new grading structure. Overall the numbers of men and women in the workforce covered by the Framework Agreement are as shown below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>%M</th>
<th>%F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>56</td>
<td>213</td>
<td>269</td>
<td>20.8%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>52</td>
<td>95</td>
<td>147</td>
<td>35.4%</td>
<td>64.6%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>107</td>
<td>264</td>
<td>371</td>
<td>28.8%</td>
<td>71.2%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>55</td>
<td>140</td>
<td>195</td>
<td>28.2%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>93</td>
<td>252</td>
<td>345</td>
<td>27.0%</td>
<td>73.0%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>251</td>
<td>310</td>
<td>561</td>
<td>44.7%</td>
<td>55.3%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>233</td>
<td>250</td>
<td>483</td>
<td>48.2%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>207</td>
<td>96</td>
<td>303</td>
<td>68.3%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>27</td>
<td>7</td>
<td>34</td>
<td>79.4%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Grade 9 off scale</td>
<td>133</td>
<td>32</td>
<td>165</td>
<td>80.6%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Total</td>
<td>1214</td>
<td>1659</td>
<td>2873</td>
<td>42.3%</td>
<td>57.7%</td>
</tr>
</tbody>
</table>
Clinical Academics were not covered by the implementation of the single pay spine and are not covered by the above figures. They are, however, included in the table below showing Academic staff.

Another group not covered by the agreement were those staff covered by separate trade agreements (for example, electricians). This group is exclusively male.

It is obvious from the figures above that women make up the majority in Grades 1 to 7 but are significantly less well-represented in Grades 8 and 9 and those who are grades above Grade 9 (most professors and Senior Managers). A further analysis for equal pay purposes is shown in Section 7.1.2 below.

A preliminary analysis of data on Academic staff shows that overall 69% are male and 31% are women. As stated above, women are less well represented at more senior levels but the figure for women in Professorial posts at 17% is higher than the UK average (14%). The figures below include both clinical and non-clinical Academics.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>%M</th>
<th>%F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>110</td>
<td>95</td>
<td>205</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>198</td>
<td>83</td>
<td>281</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>Professor</td>
<td>172</td>
<td>34</td>
<td>206</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>480</td>
<td>212</td>
<td>692</td>
<td>69%</td>
<td>31%</td>
</tr>
</tbody>
</table>

For Academic staff there is considerable variation in representation of men and women in different disciplines. A breakdown by school is shown in Appendix 8.

It should be noted that since the implementation of the Framework Agreement and the way the data are now held, analysis of the role a member of staff performs can only be done by means of Job Title which is recognised as being unreliable. The figures given above and in the Appendices are therefore approximate. The change to the grading system means that it is also difficult to show trend data.

### 7.1.2 Equal Pay

A review of the pay of male and female staff has been undertaken following the implementation of the framework agreement and the pay gap for each grade has been calculated. As can be seen from the table below, there are significant pay gaps only at Grade 2 (where women are paid on average 6.1% more than men) and Grade 4 (where men are paid 5.2% more than women). Further analysis was done of these grades which concluded that the differences were due to occupational segregation and length of service.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Female Number</th>
<th>Female Average earnings</th>
<th>Male Number</th>
<th>Male Average earnings</th>
<th>Pay gap %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>213</td>
<td>11995</td>
<td>56</td>
<td>12193</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>95</td>
<td>14389</td>
<td>52</td>
<td>13513</td>
<td>-6.1%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>264</td>
<td>16854</td>
<td>107</td>
<td>17162</td>
<td>1.2%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>140</td>
<td>19457</td>
<td>55</td>
<td>20522</td>
<td>5.2%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>252</td>
<td>23776</td>
<td>93</td>
<td>23725</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>310</td>
<td>29135</td>
<td>251</td>
<td>29283</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>250</td>
<td>37606</td>
<td>233</td>
<td>37754</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>96</td>
<td>46175</td>
<td>207</td>
<td>46916</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>7</td>
<td>51838</td>
<td>27</td>
<td>52692</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 9 off</td>
<td>32</td>
<td>74889</td>
<td>133</td>
<td>75717</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
7.1.3 Recruitment
Data on recruitment are collected by HR but are not analysed in an easily accessible way. A priority for the Action Plan will be to develop the collection and analysis of these data.

7.1.4 Promotions
Data disaggregated by gender are not available from previous promotions rounds but will be collected for the 2007 round and thereafter. The current promotion round is not due to be completed until after the publication date for this scheme and data will be published when available.

7.1.5 Leavers
Data on staff leaving the University is collected by HR but is not analysed in an easily accessible way. A priority for the Action Plan will be to develop the collection and analysis of these data.

7.2 Students
Data are available on offers, progression and awards for students and on the composition of the student body. It has only been possible as part of the development of the Scheme to do some preliminary analysis on the considerable amount of data available. A priority for the Action plan will be to analyse these data further to understand properly what is happening at School level.

7.2.1 Offers
A preliminary examination of data on offers made to applicants applying for admission to Undergraduate programmes in 2005 found that the figures reflect the differences in the gender composition of schools and colleges. Slightly over 60% of unconditional offers made in the College of Social Sciences were to female applicants; the percentage in the College of Life Sciences and Medicine was higher at 64% and the percentage in the College of Engineering and Physical Sciences reflects the lower representation of women with 73% of unconditional offers being made to male applicants. Data on offers also needs to be compared to data on applications

Further detail by school is included at Appendix 9a.

7.2.2 Progression
Undergraduate data from 2005 on completion and non-completion were also examined and these data showed that in almost all schools, male students were less likely to complete than female students. Looking at data from the past years, there are very few exceptions to this pattern. The only school which looks significantly different is the School of Medicine where every year for the past 5 years female students have been less likely to complete than male students. Further detail by school is included at Appendix 9b.

7.2.3 Awards
Again data from 2005 showed that in the College of Arts and Social Sciences women were slightly more likely to achieve a First or Upper Second classification than would be expected from their numbers in the subject and men were more likely to achieve a Lower Second or a Third. This pattern was more pronounced in the College of Life Sciences and Medicine. In the College of Engineering and Physical Sciences, men were more likely to achieve a First Class Honours but women were more likely to achieve an Upper Second. Further detail by school is included in Appendix 9c.

8. ACTION PLAN
The Action Plan is appended to the Scheme as Appendix 1.

9. IMPLEMENTATION OF THE SCHEME

9.1 Communication Strategy
It is important that information about the Equality Act and the University's commitment to Gender Equality is actively communicated to the whole University community.
Communication activities will include:
  • Briefing sessions for key people including members of the Senior Management group, Heads of Colleges, Schools and Departments
  • Information on the University website
  • Involvement of students and staff
  • Specific training sessions for staff
  • Launch of the Gender Equality Scheme
  • Newsletter articles

Details of the timing of and responsibility for elements of the Communication Strategy are contained in the Action Plan.

9.2. Monitoring of implementation of Action Plan
It is vital for the success of the University’s plans in this area that the Action Plan is effectively implemented and monitored. The University is currently reviewing its Committee structure in the area of equality and diversity to create a structure which fits with the new duties and additional equality strands. The Joint Committee on Equality and Diversity will have overall responsibility for monitoring the implementation of the Gender Equality Action Plan.

10. REPORTING PROGRESS
The University will report annually on its progress against the Action Plan. Reports will be produced for the Joint Committee on Equal Opportunities and the University Court. These reports will be published on the University’s website and widely publicised. Copies will be sent to key organisations to alert them to the actions being taken and allow them to provide feedback to the University on the contents of the reports.

Specifically the University will report on:
  • Progress against the Action Plan showing what steps have been taken to fulfil the duty
  • What has been done to eliminate discrimination and promote equality of opportunity
  • Results of any further information gathering and what use has been made of the information gathered
  • Results of Impact Assessments conducted in the preceding year.

11. REVIEW OF THE SCHEME
The University will formally review the Scheme in 2010.
## 1. Governance and Management Decision Making

**Objective:** To ensure that gender equality is fully considered in the governance, management and administration of the University.

<table>
<thead>
<tr>
<th>Aim</th>
<th>Action</th>
<th>Reporting Date</th>
<th>Lead</th>
<th>Working With</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 To involve both men and women in decision-making processes at all levels</td>
<td>Ensure appropriate representation of men and women on the JCEO. Ensure gender equality issues are regularly discussed at JCEO.</td>
<td>Annually at May meeting of JCEO</td>
<td>Vice-Principal (E&amp;D)</td>
<td>Equal Opportunities Adviser</td>
<td>Meetings held and evidence of influencing decisions, policy development and implementation.</td>
</tr>
<tr>
<td></td>
<td>Hold open meetings for staff, students and representatives of local groups to discuss gender equality issues.</td>
<td>November and March each year</td>
<td>Vice-Principal (E&amp;D)</td>
<td>Equal Opportunities Adviser, External Relations</td>
<td>Meetings held.</td>
</tr>
<tr>
<td>1.2 To ensure clear communication of the University’s commitment to equality of opportunity</td>
<td>Add links on gender equality to the University’s website, in particular in Student Recruitment and Admissions, Human Resources and the University’s home page.</td>
<td>Dec 2007</td>
<td>Communications</td>
<td>Student Recruitment and Admissions, Human Resources, Web Team</td>
<td>Clear links to relevant pages.</td>
</tr>
<tr>
<td></td>
<td>Ensure that equality and diversity training, which explicitly covers gender issues, is embedded into staff induction and ongoing staff development is provided.</td>
<td>Oct 2007 &amp; ongoing</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Training delivered.</td>
</tr>
<tr>
<td>1.3 To ensure that University Committees have an appropriate gender balance</td>
<td>Review current composition and method of selection for major University committees with a view to promoting a more balanced composition.</td>
<td>June 2008</td>
<td>Vice-Principal (E&amp;D)</td>
<td>Equal Opportunities Adviser</td>
<td>University committees more representative of the gender composition of the University</td>
</tr>
<tr>
<td>1.4 To conduct equality impact assessments on key areas/policies</td>
<td>Human Resources – Recruitment and Selection Policy and Practice Promotions Policy and Practice Appraisals Policy and Practice.</td>
<td>December 2007</td>
<td>Policy, Planning and Governance</td>
<td>Human Resources</td>
<td>Impact Assessment conducted and published and key actions identified.</td>
</tr>
<tr>
<td>Aim</td>
<td>Action</td>
<td>Reporting Date</td>
<td>Lead</td>
<td>Working With</td>
<td>Success Measure</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>----------------</td>
<td>------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1.5 To engage with relevant external agencies</td>
<td>To develop relationships with organisations of women, men and transgender people in the local area</td>
<td>December 2007</td>
<td>Equal Opportunities Adviser</td>
<td>Vice-Principal (E&amp;D)</td>
<td>Clear relationships with voluntary organisations</td>
</tr>
<tr>
<td>1.6 To ensure procurement practice reflects University’s commitment to gender equality</td>
<td>Implement system for ensuring contractors/consultants employed by the University are assessed for compliance with the SDA and are aware of the University’s Gender Equality Scheme</td>
<td>July 2008</td>
<td>Procurement</td>
<td>Equal Opportunities Adviser</td>
<td>Procurement documentation amended to ensure contractors comply with the SDA and other equalities legislation. Amended documentation implemented</td>
</tr>
</tbody>
</table>
2. Students

Objectives: To ensure that the University has robust mechanisms for measuring the experiences of male and female applicants, students and graduates.
To ensure that available data and information is analysed to inform decisions
To increase number of men or women in subject areas where they are under-represented
To ensure Gender Equality is promoted in the curriculum

<table>
<thead>
<tr>
<th>Aim</th>
<th>Action</th>
<th>Reporting Date</th>
<th>Lead</th>
<th>Working With</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 To improve data collection and information gathering relating to the experiences of and outcomes for male and female applicants and students</td>
<td>Conduct detailed analysis of applicants, including a breakdown according to programme of study and gender</td>
<td>December 2007 &amp; ongoing</td>
<td>Student Recruitment and Admissions</td>
<td>Admissions tutors</td>
<td>Clearer understanding of the gender profile of applicants linked with other variables including age, disability and ethnicity</td>
</tr>
<tr>
<td></td>
<td>Conduct detailed analysis of outcomes by gender, including a breakdown according to programme of study. This should include analyses of progression, retention and achievement at all levels.</td>
<td>Dec 2007 &amp; ongoing</td>
<td>Student and Academic Services</td>
<td>Colleges Equality and Diversity Adviser</td>
<td>Clearer understanding and comparison of outcomes for male and female students.</td>
</tr>
<tr>
<td></td>
<td>Amend Student Course Evaluation Forms to include question on gender.</td>
<td>July 2008 &amp; ongoing</td>
<td>Registry</td>
<td>Academic Standards Committee, Equal Opportunities Adviser</td>
<td>Database of feedback from students relating to specific courses.</td>
</tr>
<tr>
<td>2.2 To reduce any mismatch (if identified) between numbers of and outcomes for male and female applicants</td>
<td>Decide on further actions to address any mismatch between the outcomes for male and female applicants, highlighted by the above analyses.</td>
<td>July 2008 &amp; ongoing</td>
<td>Student Recruitment and Admissions</td>
<td>Admissions Tutors, Heads of Graduate Schools, Equal Opportunities Adviser</td>
<td>Actions identifies and plan generated</td>
</tr>
<tr>
<td></td>
<td>Take action, as identified in above activity.</td>
<td>July 2009 and July 2010</td>
<td>Student Recruitment and Admissions</td>
<td>Admissions Tutors, Heads of Graduate Schools, Equal Opportunities Adviser</td>
<td>Increase in applications from men and women in areas where they are currently under-represented.</td>
</tr>
<tr>
<td></td>
<td>Ensure all recruitment presentations and publications have appropriate images of male and female students and staff</td>
<td>Dec 2007 &amp; ongoing</td>
<td>Student Recruitment and Admissions</td>
<td>Equal Opportunities Adviser</td>
<td>Increase in applications from male and female applicants in areas where they are under-represented.</td>
</tr>
<tr>
<td>Aim</td>
<td>Action</td>
<td>Reporting Date</td>
<td>Lead</td>
<td>Working With</td>
<td>Success Measure</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.3 To reduce and remove any mismatch (if identified) between outcomes for male and female students</td>
<td>Decide on further actions to address any mismatch between the outcomes for male and female students, highlighted by the above analyses.</td>
<td>July 2008 &amp; ongoing</td>
<td>Student and Academic Services</td>
<td>University Committee on Teaching and Learning, Academic Standards Committee, Heads of Colleges and Schools</td>
<td>Improved feedback from students; Reduction in any mismatch in subsequent years.</td>
</tr>
<tr>
<td>2.4 To improve learning and teaching experiences of male and female students</td>
<td>Develop guidance for staff on gender issues in teaching and in the curriculum</td>
<td>July 2008</td>
<td>Equal Opportunities Adviser</td>
<td>Gender Studies</td>
<td>Improved feedback from students.</td>
</tr>
<tr>
<td></td>
<td>Ensure policies and materials set out appropriate standards of behaviour for staff relating to both male and female students</td>
<td>March 2008</td>
<td>Human Resources Equal Opportunities Adviser</td>
<td>Equal Opportunities Adviser</td>
<td>Improved feedback from students.</td>
</tr>
<tr>
<td></td>
<td>Review and amend student policies and procedures on harassment and publicise widely</td>
<td>Dec 2007</td>
<td>Equal Opportunities Adviser</td>
<td>Students’ Association,</td>
<td>Improved knowledge of policies among students and potentially more complaints</td>
</tr>
<tr>
<td>2.5 To improve learning and teaching experiences for students with family responsibilities</td>
<td>Develop guidance for Schools on good practice in ensuring flexibility for students who are combining study with childcare or other caring responsibilities</td>
<td>July 2008</td>
<td>Equal Opportunities Adviser</td>
<td>Students’ Association,</td>
<td>Improved feedback from students with caring responsibilities leading to better retention/performance</td>
</tr>
<tr>
<td>2.6 To improve the non-academic experiences of male and female students</td>
<td>Work with the Students’ Association to ensure club and society events are open and welcoming to both men and women</td>
<td>July 2008</td>
<td>Equal Opportunities Adviser</td>
<td>Students’ Association,</td>
<td>Improved feedback from students.</td>
</tr>
<tr>
<td></td>
<td>Ensure that the implementation of Personal Development Plans has a positive impact for both male and female students.</td>
<td>Sept 2007 (start of roll-out)</td>
<td>Vice-Principal (Learning and Teaching)</td>
<td>Centre for Learning and Teaching, Equal Opportunities Adviser</td>
<td>Successful roll-out.</td>
</tr>
<tr>
<td></td>
<td>Conduct research into the provision of single-sex gym/swimming sessions with a view to increasing participation</td>
<td>Dec 2007</td>
<td>Sport and Recreation</td>
<td>Students Association</td>
<td>Research conducted and appropriate action taken</td>
</tr>
</tbody>
</table>
3. **Staff**

**Objectives:**
- To ensure that the University has robust mechanisms for measuring the experiences of job applicants and employees.
- To ensure that available data and information is analysed to inform decisions.
- To improve experiences of male, female and transgender staff.
- To ensure that the outcomes for male and female staff are consistent (e.g. in staff development, retention, promotion etc) and to promote employment of men and women in areas where they are currently under-represented, including working towards parity at senior levels.
- To ensure equal pay for men and women where they are doing like work or work of equal value.
- To improve equality and inclusion for working parents and other carers.

<table>
<thead>
<tr>
<th>Aim</th>
<th>Action</th>
<th>Reporting Date</th>
<th>Lead</th>
<th>Working With</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 To improve data collection relating to the experiences of male and female staff</strong></td>
<td>Implement new data warehousing system ensuring appropriate data to allow meaningful reporting.</td>
<td>Late 2008</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>New system in operation.</td>
</tr>
<tr>
<td></td>
<td>Analyse data relating to male and female staff, including applications, retention and promotion.</td>
<td>October 2007 (for promotions) &amp; ongoing</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>More robust data and information.</td>
</tr>
<tr>
<td></td>
<td>Analyse results from staff surveys relating to Investors in People by gender.</td>
<td>July 2008</td>
<td>Training and Development Adviser (HR)</td>
<td>Equal Opportunities Adviser</td>
<td>More robust data and information.</td>
</tr>
<tr>
<td><strong>3.2 To improve recruitment procedures and increase the number of men and women in areas where they are under-represented</strong></td>
<td>Decide on further actions to address any mismatch (if identified) between the numbers of and outcomes for male and female applicants, highlighted by the above study.</td>
<td>Sept 2008 (with further actions set for 2008-09)</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Specific actions identified for 2008-09. This may include setting targets to ensure that the University figures are in line with national averages across HE.</td>
</tr>
<tr>
<td></td>
<td>Review recruitment policy with a view to ensuring that Selection Committees include both women and men unless there are exceptional circumstances.</td>
<td>Dec 2007</td>
<td>Human Resources</td>
<td>Joint Committee on Equal Opportunities, Equal Opportunities Adviser</td>
<td>Policy reviewed and revised guidance issued if required.</td>
</tr>
<tr>
<td></td>
<td>To consider if there are any areas where it is appropriate to use positive action mechanisms to generate more applications from the under-represented gender.</td>
<td>June 2008</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Increase in appointment of male and female staff in areas where they are under-represented.</td>
</tr>
<tr>
<td></td>
<td>Consider joining the Athena Swan Charter for Women in Science</td>
<td>June 2008</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Achievement of Bronze Swan award</td>
</tr>
<tr>
<td>Aim</td>
<td>Action</td>
<td>Reporting Date</td>
<td>Lead</td>
<td>Working With</td>
<td>Success Measure</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>----------------</td>
<td>------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Conduct research to identify any training or development needs</td>
<td>June 2008</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Research conducted and appropriate actions identified</td>
</tr>
<tr>
<td></td>
<td>Consider providing development opportunities for women, either through single-sex training or other mechanisms such as mentoring</td>
<td>December 2008</td>
<td>Human Resources Training and Development</td>
<td>Equal Opportunities Adviser</td>
<td>Mechanisms considered and appropriate action taken</td>
</tr>
<tr>
<td></td>
<td>Review outcomes of first promotion round using new process using both quantitative and qualitative information</td>
<td>Dec 2007</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser; Trade Unions</td>
<td>Report produced. Procedure amended if required. Women and men as likely as each other to be put forward and to be successful</td>
</tr>
<tr>
<td></td>
<td>3.3 Improve experiences of male, female and transgender staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop and deliver information sessions/guidance notes to managers and staff covering gender equality and sensitivity including transgender issues</td>
<td>Annually</td>
<td>Human Resources (Deputy Director, Staff Development)</td>
<td>Equal Opportunities Adviser; Gender Studies</td>
<td>Information sessions delivered – may be part of more generic equalities training.</td>
</tr>
<tr>
<td></td>
<td>Identify positive steps to address any mismatch (if identified) between the outcomes for male and female staff, highlighted by the above study (including retention, promotion and development).</td>
<td>June 2008</td>
<td>Human Resources, Heads of Colleges, Schools and Sections</td>
<td>Joint Committee on Equal Opportunities, Equal Opportunities Adviser</td>
<td>Evidence that male and female staff have the same opportunities in employment</td>
</tr>
<tr>
<td></td>
<td>Provide guidance for Heads of Department and School on good practice e.g. Workloads, out-of-hours meetings</td>
<td>Dec 2007</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Guidance developed and circulated</td>
</tr>
<tr>
<td></td>
<td>3.4 Improve equality and inclusion for working parents and other carers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promote flexible working policies to all staff</td>
<td>Dec 2007</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Promotional material produced and circulated</td>
</tr>
<tr>
<td></td>
<td>Review family leave policies and publicise widely</td>
<td>Dec 2008</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Review conducted and actions identified</td>
</tr>
<tr>
<td></td>
<td>Review childcare provision in relation to flexibility of current provision and the possibility of further provision at the Foresterhill site</td>
<td>June 2009</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Review conducted and appropriate actions identified</td>
</tr>
<tr>
<td>Aim</td>
<td>Action</td>
<td>Reporting Date</td>
<td>Lead</td>
<td>Working With</td>
<td>Success Measure</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Review of maternity and paternity provision</td>
<td>Review of maternity and paternity provision with a view to providing</td>
<td>June 2009</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Review conducted and appropriate actions identified</td>
</tr>
<tr>
<td>3.6. Career development and Progression</td>
<td>for attending courses or conferences which require overnight stay to</td>
<td>June 2008</td>
<td>Human Resources Training</td>
<td>Equal Opportunities Adviser</td>
<td>Amended rules produced</td>
</tr>
<tr>
<td>3.7 Promote equal pay</td>
<td>Examine the existing and future pay practices for all employees</td>
<td>June 2008 and</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser; Trade</td>
<td>Report on pay produced and submitted to appropriate committees Narrowing of the</td>
</tr>
<tr>
<td></td>
<td>including part-time workers, those on fixed-term contracts or</td>
<td>annually</td>
<td></td>
<td>Unions</td>
<td>pay gap</td>
</tr>
<tr>
<td></td>
<td>contracts of unspecified duration, those on term-time only or hourly-</td>
<td>thereafter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>paid contracts and those who are absent on maternity leave</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop and agree Equal Pay Statement</td>
<td>September 2007</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser; Trade</td>
<td>Pay statement agreed and published</td>
</tr>
<tr>
<td></td>
<td>Carry out regular monitoring of the impact of pay practices and</td>
<td>June 2008</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser; Trade</td>
<td>Monitoring report produced and considered by relevant committees</td>
</tr>
<tr>
<td></td>
<td>report at least every three years</td>
<td></td>
<td></td>
<td>Unions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide training and guidance to managers and supervisory staff</td>
<td>June 2008</td>
<td>Human Resources</td>
<td>Equal Opportunities Adviser</td>
<td>Training/guidance delivered. Managers and supervisory staff more aware of issues</td>
</tr>
<tr>
<td></td>
<td>involved in decisions about pay and benefits</td>
<td></td>
<td></td>
<td></td>
<td>around pay</td>
</tr>
</tbody>
</table>
4. Information and communication

**Objective:** To ensure that information about the University’s approach to gender equality is effectively communicated both within the University and to the wider community.

<table>
<thead>
<tr>
<th>Aim</th>
<th>Action</th>
<th>Reporting Date</th>
<th>Lead</th>
<th>Working With</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 To ensure all staff and students have access to information about the Gender Duty and Action Plan</td>
<td>Briefing sessions for key members of the University community</td>
<td>Dec 2007</td>
<td>Vice-Principal (E&amp;D)</td>
<td>Equal Opportunities Adviser,</td>
<td>Briefing sessions run and well attended</td>
</tr>
<tr>
<td></td>
<td>Scheme and Action plan published on University website</td>
<td>June 2007</td>
<td>Equal Opportunities Adviser</td>
<td></td>
<td>Material published on website</td>
</tr>
<tr>
<td></td>
<td>Articles published in appropriate University publications including College newsletters</td>
<td>September 2007</td>
<td>Communications, College Registrars</td>
<td>Equal Opportunities Adviser</td>
<td>Articles written and published</td>
</tr>
</tbody>
</table>
JOINT COMMITTEE ON EQUALITY AND DIVERSITY

APPENDIX 2

Joint Committee of Senate and Court

Remit

To have responsibility for all Equality and Diversity issues (including equal opportunity issues) relating to both staff and students including:

- recommending policy;
- overseeing policy implementation;
- drafting an annual work plan and monitoring progress;
- monitoring the composition of the University’s workforce and student community;
- reviewing statistics to identify and highlight issues of importance and ensuring compliance with legislation in the field of equality and diversity;
- developing guidance on best practice;
- promoting a culture in which equality and diversity are recognised as contributing to the academic strength of the University.

Composition

**Court**

Vice Principal with responsibility for Equal Opportunities (Convener)

Two lay members

One representative of Non-Academic Staff

**Senate**

Three nominated representatives (one from each of the three Colleges)

President of Students’ Association or their nominated representative(s)

A school disability coordinator

The Committee has power to co-opt in relation to specialist issues.

A representative of the campus trade unions

**In attendance:**

Equal Opportunities Officer

Senior Disability Adviser

Director of Human Resources

Director of Student Support Services

A representative from Estates

Officers, as appropriate
The following topics were covered in the Student Questionnaire

- Which campus
- Male/Female/transgender
- Undergraduate/postgraduate
- General questions about how welcoming the University has been and how welcoming their particular subject area had been
- Teaching and Learning
  - Access to University support and services
  - Whether gender equality was promoted in teaching
  - How well students felt they had been supported academically
  - Areas of concern about learning and teaching
- Staff and student attitudes
  - Discrimination
  - Harassment
  - More subtle sexist behaviour
  - Procedures to deal with complaints
- Family responsibilities
  - How supportive the University had been
  - How family responsibilities had affected study and progression
  - Changes suggested
- University Services
- Extra-curricular activities
- Priorities for the future
The following topics were covered in the Staff Questionnaire

- Which campus
- Male/Female/transgender
- Grade
- Type of post
- General questions about how welcoming the University has been and how welcoming their particular subject area had been
- Experiences of Interview
- Staff and student attitudes
  - Discrimination
  - Harassment
  - More subtle sexist behaviour
  - Procedures to deal with complaints
- Family responsibilities
  - How supportive the University had been
  - How family responsibilities had affected career progression
  - Changes suggested
- Career progression and Development
  - Encouragement
  - Staff development
  - Appraisal
- Promotion
- Teaching and Learning
  - Whether gender equality was promoted in teaching
- Priorities for the future
Introduction
An online questionnaire was developed as part of the University’s development of its Gender Equality Scheme and was available for responses from staff for a period of 4 weeks during March 2007. This paper summarises the results of the questionnaire. The full results can be made available to the University for further analysis if required.

Overall 472 members of staff responded to the questionnaire, 68% of the respondents were female, 32% male and 0.2% (1 member of staff) transgender. Women make up 56% of the University workforce so women were more likely to respond to this questionnaire than men. Most respondents (66.6%) were based at the Kings Campus, 29.5% at Foresterhill and 3.9% at other sites.

Grades
Staff were asked to identify their grade and the breakdown was as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Percentage in workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>6.0%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>3.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>15.1%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>9.3%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>10.9%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>14.9%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>16.9%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>8.9%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>2.8%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Grade 9 offscale</td>
<td>9.5%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Other</td>
<td>2.4%</td>
<td>11.4%</td>
</tr>
</tbody>
</table>

It can be seen from the table above that the responses to the survey do not altogether reflect the composition of the University’s workforce. In particular, the level of response from those in Grades 1 and 2 is lower than would be expected. The survey was initially conducted online and many staff in these grades do not have easy internet access. A paper version of the questionnaire was produced and circulated to manual staff. Despite this, the percentage of manual staff who responded to the questionnaire is lower than would be expected.

Types of Staff
Staff were also asked to identify what type of staff they consider themselves to be and the responses were as follows:

<table>
<thead>
<tr>
<th>Type of staff</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>26.4%</td>
</tr>
<tr>
<td>Administrative</td>
<td>18.6%</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>15.4%</td>
</tr>
<tr>
<td>Manual</td>
<td>12.6%</td>
</tr>
<tr>
<td>Research</td>
<td>13.4%</td>
</tr>
<tr>
<td>Technical</td>
<td>6.6%</td>
</tr>
<tr>
<td>Other</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

The University’s approach to gender equality
When asked how welcoming they found the University, 89% of respondents said they found the University either extremely welcoming or quite welcoming with 9% saying it was not very welcoming and 1% (6 respondents) saying they did not find it welcoming at all. There was no significant difference between men and women in the responses to this question. When asked what evidence there was for
their response, most comments were positive with respondents highlighting the fact that most staff were friendly, helpful and approachable and that they were not aware of men and women being treated differently. A significant number of people highlighted the University’s Induction programme as being important to them feeling welcomed at the University. On the negative side, several people said they had had no Induction and had not had a chance to get involved in social activities with colleagues. Smaller numbers of people also identified

- A culture where Academics “looked down” on support staff who were mostly women
- Sexist remarks and comments being made
- The fact that there were more men than women in senior positions with one department being described as an “old boys’ club”. It was noted however that this situation was changing
- Some isolation of female staff in male-dominated departments

When asked how welcoming their particular department or school was, a slightly higher percentage of 91% of respondents said they found their department either extremely welcoming or quite welcoming. 8.2% said that their department was not very welcoming and 0.8% (3 respondents) said it was not welcoming at all. Again there was no significant difference in the responses of men and women and most of the additional comments were positive and similar to those above. Negative comments made related to:

- Lack of social space for staff to mix
- Sexist remarks and attitudes
- Lack of Induction
- Few opportunities to be heard and to contribute
- Women sometimes being taken less seriously than men

54.1% of respondents had been interviewed for their post over the last five years and of these, only 4.4% (10 respondents) said that inappropriate questions were asked at interview. 67.6% indicated that there had been a mix of genders on the interview panel, with 32.4% saying that there had not been a mix of genders.

**Staff and student attitudes**

17.4% of respondents said that they had experienced or witnessed sex discrimination and 10.1% said they had experienced or witnessed sexual or gender harassment. Perhaps surprisingly, men were slightly more likely to have witnessed or experienced both discrimination and harassment than women.

Respondents were also asked about more subtle forms of sexist behaviour and a substantial percentage (35.6%) reported that they had seen or experienced this. There was no significant difference in the responses of men and women to this question.

When asked if they thought there were clear processes to deal with such problems if they arise, a fairly large percentage (16.4 %) responded negatively and 46% said they did not know, indicating that a considerable number of staff would not know how to deal with these problems if they arise.

When asked to give examples of the type of behaviour they had seen or experienced, over 100 people gave examples. The behaviour most commonly reported related to inappropriate comments, language or jokes from other staff and stereotyped assumptions being made about gender roles. While most people identified this behaviour from staff, it was also noted that this was also apparent from students. In particular, it was highlighted that some international students find it difficult, culturally to relate to a women in a position of authority.

Several people thought that it was difficult for women’s voices to be heard and taken seriously and that men were more readily listened to. There was also concern about assumptions being made about women who are pregnant or who already have children in relation to their ability to contribute. One respondent, currently working part-time, said that she had been told she would not get promoted unless she went back to full-time hours. Some examples of harassment were given where complaints had been made but there seemed to be no action taken.

A number of other examples were given by smaller numbers of respondents:
Bullying of junior female staff by male bosses but same-sex bullying was also mentioned
Unwanted physical contact
Women disadvantaged in promotion
“Flaming” on email
Disparaging comments about the Gender Studies programme
Meetings held at inappropriate times
More difficulty for men in requesting part-time working
Composition of committees

Most staff (91.3%) did not identify any area of University life that they felt excluded from with only 8.7% (30 staff) feeling excluded. Examples given of areas staff felt excluded from were:
- Meetings which are held outwith normal working hours – and social occasions for similar reasons
- Senior Management. It was commented that there are few women at senior level and a masculine approach.
- Development opportunities away from Aberdeen
- Some men felt excluded from women-only groups
- Some staff who work part-time felt excluded because of this

When asked for suggestions to deal with this exclusion, respondents noted a need for more women in senior positions and a cultural shift. It was also thought that there was a need for a better balance of genders on University Committees and consideration given to leadership training for women.

Family responsibilities
42.7% of staff who responded to the survey indicated that they had family responsibilities which they combined with their studies. The ages of the children were as follows:

<table>
<thead>
<tr>
<th>Ages of children</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5</td>
<td>30.9</td>
</tr>
<tr>
<td>6 – 10</td>
<td>27</td>
</tr>
<tr>
<td>11 – 15</td>
<td>22.5</td>
</tr>
<tr>
<td>16 – 20</td>
<td>22.5</td>
</tr>
<tr>
<td>Over 20</td>
<td>32</td>
</tr>
</tbody>
</table>

If this is representative of the University as a whole, this would mean that a very significant proportion of University staff have school age or pre-school age children.

Of these most (76.6%) thought that they were either very well or well supported in combining their family responsibilities with their work at the University. A significant percentage (16.4%) thought that they were not very well supported and a further 7% thought that they were not at all well supported. 43.4% of respondents thought that their family responsibilities had impacted adversely on their career.

Again there were differences in the experiences of men and women in this area. 40.3% of female respondents identified that they had family responsibilities compared to 49% of male respondents. There was also a difference in the way men and women felt they had been supported with 65.5% of men thinking they had been very well or well supported compared to 80.8% of women. Also, 50.3% of female respondents thought that their family responsibilities had had a negative impact on their career progression compared to only 27.3% of men.

Where people noted a negative impact on their careers, they identified the following reasons for this:
- Unable to work such long hours
- Limited because of part-time working
- Had a career break and often reported having to take a lower level job on return
- Unable to travel to Conferences and meetings outside Aberdeen
- Unable to attend meeting scheduled outwith normal office hours
- Constrained geographical mobility
- Difficulty of juggling work and home responsibilities
Lack of flexibility and time off for family illness etc
Change to annualised hours has made flexibility more difficult

A large number of suggestions were made to deal with these issues. These included:

- Better and more consistent flexible working policies
- More childcare places and more flexible opening hours for Rocking Horse nursery
- More access to and promotion of home-working, where appropriate
- Provision of out-of-hours and holiday care
- Better facilities for time off for illness of children or other dependants
- Establishment of central fund for maternity leave cover and cover for other similar absences
- Better provision for fathers
- More realistic workloads
- Childcare facilities at Foresterhill
- Attention to school holidays when arranging meetings and holding meetings within normal working hours

Some respondents were clearly not aware of the University’s existing policies or their statutory rights (e.g. to Parental Leave) so awareness of these needs to be raised.

Career Progression and Development
When asked how much encouragement they were given to develop their career, 27% of people said they were given a lot of encouragement, 42.6% said they were given some encouragement, 17.9% a little encouragement but some 12.4% said they got no encouragement.

When asked how often they had taken part in staff development activity, 70.6% said they had attended some form of training at least once per year with over half of those taking part in staff development more than once per year. 12.6% said they had never had any training. Many of the respondents who stated that they received no training were manual staff

Most people (59.3%) said they had an appraisal about once a year. Some 7.4% said they had one more than once a year, 8.8%, once every two years, 9.7% every few years and 14.7% said they had never had an appraisal.

62.5% of respondents thought that the University supported their career development either very well or quite well, with 26.7% feeling that they were not very well supported and 10.8% thought they were not at all well supported.

There was no significant difference between men and women in responding to these questions

Promotion
Some 49.3% of respondents said that they had been put forward for promotion at the University and some 73% of those who had been put forward had been successful.

Women were slightly less likely to have been put forward for promotion but were slightly more likely to have been successful.

Teaching and Learning
When asked if they thought that the University promoted gender equality in its teaching, 32.2% thought that it did, 5.2% thought that it did not and 62.6% did not know. Asked to give examples of gender equality not being promoted, the following were mentioned:

- Imbalance in the number of male and female Academic staff not conducive to promoting gender equality
- Closure of Gender Studies
- “Bought-in” teaching staff are overwhelmingly female which sends the wrong message
A number of respondents stated that they thought that gender equality was not relevant to the curriculum and one stated “We do our best to ignore any inappropriate behaviour”. It would have been expected that an Academic staff member might have attempted to tackle inappropriate behaviour rather than ignore it.

General
Staff were asked if they felt that they had been able to reach their potential at the University. Of those who responded to this question, 50% thought that they had been able to reach their full potential with the other 50% saying that they had not. There was no significant difference between men and women in their responses to this question. The reasons that people gave for thinking that they had not been able to reach their potential included:

- **Attitudes of managers** – this was the most commonly reported reason for staff feeling they had not been able to work to their full potential. Respondents reported lack of transparency in decision-making and lack of support or interest from managers.

- **Workload** – along with family responsibilities, this was the next most commonly reported factor, particularly by Academic staff. Respondents felt that Academic workloads were in many instances too onerous and in some areas there was little transparency in workload allocation and, it was thought, inequity in the way workloads were assigned. Respondents particularly mentioned the Administrative workload of Academic staff and a sense that new staff were given a high Admin workload when they were fairly new in post.

- **Childcare and family issues** – this is linked to the workload issue. People who responded felt that they had been disadvantaged because they had family responsibilities, particularly those who had had a career break or had worked part-time for a period.

- **University structures** – several respondents found the hierarchical nature of the University to be a limiting factor and of these a number specifically mentioned the male-dominated nature of the hierarchy.

- **Lack of support in career development** – a number of people also identified lack of access to training or other career development activities such as mentoring as a limiting factor.

- **Contracts** - Some contract researchers identified the fact that they were always employed on short-term contracts as a factor which had affected their progression.

The Future
Staff were asked what they thought should be the university’s priorities for improving gender equality for the future. Some 145 respondents took the time to suggest priorities for the future and these are listed below in descending order of the number of people identifying them:

- Encouraging applications from and recruiting more female staff especially in areas where women are under-represented
- Better, more explicit policies promoting flexible working and home working where appropriate
- Gender equality training for senior staff
- Effective monitoring of recruitment and promotions and regular dissemination of results
- Leadership and management training specifically for women
- Mixed gender interview panels
- Mentoring
- Equal Pay Review
- Compulsory appraisal
- More manageable workloads and discouragement of long-hours culture
- Reinstatement of the Gender Studies Department
- More attention paid to career development for all staff
- Ensure gender equality takes into account the needs of men as well as women
- Further detailed research into the issues surrounding gender inequality
- Ensure there is a clear framework for reporting any problems
- Make Contract research staff permanent
- More flexible maternity and paternity leave giving the option of a longer leave for fathers
Introduction
An online questionnaire was developed as part of the University's consultation for its Gender Equality Scheme and was available for responses from students for a period of 4 weeks from mid-February until 19th March 2007.

This paper summarises the results of the questionnaire. The full results can be made available to the University for further analysis if required.

Overall 525 students responded to the questionnaire, 56.6% of the respondents were female, 42.7% male and 0.8% (4 students) transgender. Most (75.4%) were based at the Kings Campus, 11.9% at Foresterhill and 12.7% at other sites.

81.9% of those who responded were undergraduates with most of the remainder being postgraduate.

The University's approach to gender equality
When asked how welcoming they found the University, 96% of respondents said they found the University either extremely welcoming or quite welcoming with 4% saying it was not very welcoming and 2% (7 students) saying they did not find it welcoming at all. There was little difference between men and women in the responses to this question with women being slightly more likely to rate the University as extremely or quite welcoming than men. The responses of transgender students were significantly different with 50% (2 people) saying that they had not found the University welcoming at all.

When asked what evidence there was for their response, the most commonly expressed positive responses were:

- No experience or evidence of discrimination
- Staff were friendly and approachable
- Staff were helpful
- Social events helped to make people feel welcomed

A number of people identified aspects of the University which made them feel less welcome. These included:

- a "macho culture" in some areas
- Some staff being unfriendly and unhelpful
- Occasional sexist remarks
- Lack of encouragement to women

When asked how welcoming their particular subject area was, a slightly lower percentage of 89% of respondents said they found their subject either extremely welcoming or quite welcoming. 9.7% said that their subject was not very welcoming and 1% (4 students) said it was not welcoming at all. Again there were no significant differences in the responses of men and women and most of the additional comments were positive and similar to the responses above but comments made related to:

- The representation of men and women in the student body and on the staff resulting in courses feeling less welcoming to the group in the minority e.g. men in Education
- The closure of Gender Studies
- Some aspects of the curriculum
- Sexist remarks
- Lack of field trips and social events
- Difficulty of having problems dealt with when they do arise

25.4% of respondents had been interviewed for admission to their course and of these 5.7% (9 people) said that inappropriate questions were asked at interview.
Teaching and Learning
A large majority of respondents (96%) thought that men and women had equal access to University support and services with only 15 respondents thinking that there was not equal access. These were all at Kings with no-one at the Foresterhill campus identifying unequal access. There was no significant difference in the responses of men and women to this question.

Again most comments made were positive, with only 8 respondents identifying areas where they thought there was not equal access. A number of people identified areas where they felt women received more assistance than men and others highlighted areas where queries from male students were taken more seriously than queries from female students.

A slightly lower, but still considerable, percentage of respondents (87.6%) thought that the University promoted gender equality in its teaching. In the comments, most people who commented took the opportunity to say that they had never encountered any bias in teaching.

Overall, 63.8% of students thought that they had been supported academically either excellently or very well; 28.2% thought that they had been supported quite well with the remaining 5.1% (19 students) saying they had not been supported well at all. There were slight differences in the way male and female students responded to this question with 68.6% of women saying that they were supported either excellently or very well compared to 64.3% of men.

Students were asked to expand on areas of concern they had raised relating to gender and teaching. There were very few responses to this question but the issues raised were:
- Introduction of anonymous marking for assessments as well as exams
- Male students feeling less able to approach lecturers because more attention was paid to female students
- Concern about coverage of gender-related issues in the curriculum. Examples given were History and International Relations.
- Issues relating to mature students with children.

Staff and student attitudes
11.6% of respondents said that they had experienced or witnessed sex discrimination and 8.2% said they had experienced or witnessed sexual or gender harassment. There were some differences in the responses of men and women to these questions with women being slightly less likely to have experienced or witnessed discrimination or harassment than men.

Respondents were also asked about more subtle forms of sexist behaviour and a higher percentage of 21.7% said they had experienced or witnessed less obvious forms of sexist behaviour from staff or other students.

When asked if they thought there were clear processes to deal with such problems if they arise, a fairly large percentage (15.7%) responded negatively indicating that a considerable number of students would not know how to deal with these problems if they arise. A further 62.6% of respondents said that they did not know if there were clear procedures.

When asked to give examples of the type of behaviour they had seen or experienced, 47 students gave examples. The behaviour most commonly reported related to jokes and inappropriate comments from staff, generally at a level that people did not feel able to complain about. Other types of behaviour included:
- Differences in treatment of men and women by staff
- Stereotyping of men and women
- Jokes and comments from students
- Inappropriate touching and staring e.g. at women’s breasts by staff
- Display of inappropriate pictures in staff office

One person commented that male students expected more attention from staff but staff ensured that people were dealt with on a “first come, first served” basis and did not show any bias.
Most students (94.8%) did not identify any area of University life from which they felt excluded with only 5.2% (18 students) feeling excluded. A few respondents felt that certain societies were more welcoming to one gender than another.

**Family responsibilities**

9.2% of students who responded to the survey indicated that they had family responsibilities which they combined with their studies. Of these most (56.3%) thought that they were either very well or well supported in combining their family responsibilities with their studies. A significant percentage, however, (25%) thought that they were not very well supported and a further 18.8% thought that they were not at all well supported. 34.4% thought that their family responsibilities had impacted adversely on their progression at University.

There was a difference in the way men and women felt they had been supported with 63.7% of men thinking they had been very well or well supported compared to 50% of women. Also, 40% of female respondents thought that their family responsibilities had had a negative impact on their studies compared to only 18.2% of men.

When asked how their family responsibilities had affected their studies, the following issues were identified:

- Not enough time to do reading
- Difficulty in meeting deadlines
- Staff being unsympathetic to children being ill and other similar circumstances
- Lecture times conflicting with school hours
- Insufficient notice of timetables and changes to timetables to allow childcare arrangements to be made/changed
- Placement arrangements not always taking family circumstances into account.

Changes suggested included:

- More flexible facilities for re-sits
- More explicit and detailed reading lists
- More flexibility on deadlines for assignments for family issues
- More alternatives e.g. recording lectures, webcasts to be accessed at other times
- Childcare facilities for placements

**Support Services**

Students were asked about their experiences of University services and the responses are shown below:

<table>
<thead>
<tr>
<th></th>
<th>Very helpful (%)</th>
<th>Helpful (%)</th>
<th>Quite helpful (%)</th>
<th>Not at all helpful (%)</th>
<th>No contact (%)</th>
</tr>
</thead>
<tbody>
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<td>43</td>
<td>18</td>
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<td>2</td>
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<td>Careers</td>
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<td>7</td>
<td>3</td>
<td>73</td>
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<tr>
<td>Accommodation Services</td>
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<td>21</td>
<td>17</td>
<td>6</td>
<td>47</td>
</tr>
<tr>
<td>Students Association</td>
<td>13</td>
<td>29</td>
<td>20</td>
<td>7</td>
<td>30</td>
</tr>
</tbody>
</table>

As can be seen from the table, most students who tried to access services found most services either very helpful or helpful.

**Other student activities**

Students were asked if they felt excluded from any extra-curricular activities because of their gender. Again a large majority (96.2%) did not feel that they were excluded from any activities but a small number (13 students) identified activities they felt excluded from.
Students were asked if they would be likely to participate in single-sex activities (e.g. swimming or gym sessions) if they were available. Of those who responded to this question, 34.2% said they would be likely to participate, 34.8% said they would not and 31% did not know. A number of women commented that they felt intimidated using the gym because it is used mostly by men but conversely a male respondent indicated that he avoided group exercise classes because they were dominated by women.

General
Students were asked if they felt that they had been able to reach their potential at the University. Of those who responded to this question, 75.6% thought that they had been able to reach their full potential with 24.4% saying that they had not. The reasons that people gave for thinking that they had not been able to reach their potential included:

- Childcare and family issues
- Attitudes of lecturers
- Employment while studying
- Lack of gender balance in subject
- Course too intense

Other reasons given were more personal matters such as illness, lack of motivation and concentrating on the social side of University life rather than studying.

A number of women commented on the positive impact the gender studies course had had on their experience of the University.

The Future
Students were asked what they thought should be the university's priorities for improving gender equality for the future. Many of the respondents to this question thought that the University was doing a good job in terms of gender equality at the moment and that the current approach should simply be continued. A number of other people identified priorities for the future and these are listed below in descending order of the number of people identifying them:

- Keeping the Gender Studies department open
- Clear and effective ways of dealing with problems if they arise
- Better training for staff in gender issues
- Ensuring the curriculum adequately reflects the gender dimensions of subjects
- More support and flexibility for parents
- Raising the profile of gender equality through posters, occasional lectures etc
- Better balance of male and female staff in some subjects
- Better balance of male and female students on some subjects
- Clear guidance for staff on University's policies/approach
- Ensure students societies are open to all
- Promote men and women working together in tutorials

Marian Larson
Equality Plus
April 2007
1 Background

1.1 The Equality and Diversity questionnaire was sent to all members of staff in January 2006. The vast majority of staff completed the questionnaire through a web-based system. An e-mail was sent to staff explaining the purpose of the questionnaire and providing a link to the questions. Staff who did not have access to the e-mail system or the web at work were sent paper copies with stamped addressed envelopes for ease of return.

1.2 Almost a quarter (717) of all staff completed the questionnaire. 30% of those were academic members of staff, 22% were academic related, 20% were secretarial, 8% were technical/manual/casual and 3% were teaching fellow/assistant.

2 Results

2.1 Knowledge of Equality and Diversity Policies

- 26% indicated that they had no knowledge or little knowledge of the Equal Opportunities Policy
- 36.5% indicated that had some knowledge of the Equal Opportunities Policy
- 37.5% indicated that they were either familiar with or fully familiar (8%) with the Equal Opportunities Policy

- 27% indicated they had no knowledge of the Race Equality Action Plan
- 56% indicated that they had little knowledge or some knowledge of the Race Equality Action Plan
- 15% indicated that they were either familiar with or fully familiar (3%) with the Race Equality Action Plan

- 42% indicated they had no knowledge or little knowledge of the Race Equality Policy
- 33% indicated they had some knowledge of the Race Equality Policy
- 24% indicated that they were familiar with or fully familiar (5%) with the Race Equality Policy

- 52% indicated they had no knowledge or little knowledge of other equality policies
- 29% indicated they had some knowledge of other equality policies
- 16% indicated they were familiar with or fully familiar (4%) with other equality policies

2.2 Confidence in Dealing with Equalities Issues

- 45% were very unsure or slightly unsure of dealing with issues related to students, with 44% very unsure or slightly unsure about dealing with issues related to colleagues/staff
- 44% were confident in dealing with student issues and 48% were confident in dealing with issues related to colleagues and staff
- 6% were very confident dealing with student issues and 7.5% were very confident in dealing with colleague/staff issues

2.3 How Awareness of Equality and Diversity had been Gained

- 40% had gained their knowledge though attending formal training, 23% through the Equality and Diversity or HR websites and 17% through College newsletters.
- 30% stated they had gained knowledge in another way. Representative comments:
  - training received through previous jobs
  - discussions with team/colleagues
  - induction material included with contact of employment
2.4 Promotion of Equality and Diversity

- The best way to promote Equality and Diversity:
  - 52% Briefing sessions
  - 46% Websites
  - 45% E-mail
  - 34% Newsletters
  - 28% Diversity events
  - 9% Letters
  - 4% Other

2.5 Issues staff would like to know more about

- Issues staff would like to learn more about:
  - 55% Good practice
  - 30% Staff management issues
  - 26% Student issues
  - 24% Legislation
  - 24% How to deal with specific cases
  - 13% Particular equality areas
  - 1% Other

2.6 Attendance at Training

- 36% had attended Equality and Diversity training in the last 2 years
- Those who had not attended training gave the following reasons:
  - 43% No training was offered
  - 29% Too busy to attend training / diary commitments
  - 6% Did not feel they would learn anything new
  - 28% Other. Representative comments:
    - job does not involve staff management or contact with students
    - did not think it was relevant
    - was on leave/maternity leave at time of training
    - felt the training would be too similar to training received in a previous job
    - was not mandatory to attend
    - been at the University for a short period of time
    - thought it was only relevant to staff involved in recruitment

2.7 Employee Consultation Group

- 23% indicated that they were interested in participating in an Employee Consultation Group
- Particular areas of interest:
  - 37% Gender
  - 33% Race
  - 30% Disability
  - 27% Age
  - 23% Religion and Belief
  - 10% Sexual orientation
2.8 Additional Comments

- 9% provided additional comments. Representative comments:
  - Equality is about treating everyone with respect
  - Website should offer different levels of understanding/less legal terms
  - Equality does not seem to be a problem at the University
  - Good that this questionnaire happened but more needs to be done to promote Equality and Diversity
## ACADEMIC STAFF BY GRADE, GENDER AND SCHOOL: JANUARY 2007

### APPENDIX 8

<table>
<thead>
<tr>
<th>School</th>
<th>Lecturer</th>
<th></th>
<th>Senior Lecturer/Reader</th>
<th></th>
<th>Professor</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male/Fem</td>
<td>%M/%F</td>
<td>Male/Female</td>
<td>%M/%F</td>
<td>Male/Female</td>
<td>%M/%F</td>
<td>Male/Female</td>
<td>%M/%F</td>
</tr>
<tr>
<td>Business School</td>
<td>12/9</td>
<td>57.1%/42.9%</td>
<td>10/3</td>
<td>76.9%/23.1%</td>
<td>17/4</td>
<td>81.0%/19.0%</td>
<td>16</td>
<td>70.9%/29.1%</td>
</tr>
<tr>
<td>School of Divinity, History &amp; Philosophy</td>
<td>18/2</td>
<td>90.0%/10.0%</td>
<td>13/6</td>
<td>68.4%/31.6%</td>
<td>12/1</td>
<td>92.3%/7.7%</td>
<td>9</td>
<td>82.7%/17.3%</td>
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</tr>
<tr>
<td>School of Education</td>
<td>7/26</td>
<td>21.2%/78.8%</td>
<td>3/9</td>
<td>25.0%/75.0%</td>
<td>1/1</td>
<td>50.0%/50.0%</td>
<td>11</td>
<td>36/23.4% 76.6%</td>
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<td>School of Language &amp; Literature</td>
<td>11/13</td>
<td>45.8%/54.2%</td>
<td>7/4</td>
<td>63.6%/36.4%</td>
<td>9/3</td>
<td>75.0%/25.0%</td>
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<td>20/57.4% 42.6%</td>
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<td>42.9%/57.1%</td>
<td>10/6</td>
<td>62.5%/37.5%</td>
<td>12/0</td>
<td>100.0%/0.0%</td>
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<td>14/66.7% 33.3%</td>
</tr>
<tr>
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<td>57.1%/42.9%</td>
<td>8/4</td>
<td>66.7%/33.3%</td>
<td>13/2</td>
<td>86.7%/13.3%</td>
<td>33</td>
<td>15/68.8% 31.3%</td>
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</tr>
<tr>
<td>College of Arts and Social Sciences</td>
<td>66/67</td>
<td>49.6%/50.4%</td>
<td>51/32</td>
<td>61.4%/38.6%</td>
<td>64/11</td>
<td>85.3%/14.7%</td>
<td>181</td>
<td>110/62.2% 37.8%</td>
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<tr>
<td>Engineering &amp; Physical Sciences School</td>
<td>13/7</td>
<td>65.0%/35.0%</td>
<td>35/3</td>
<td>92.1%/7.9%</td>
<td>26/1</td>
<td>96.3%/3.7%</td>
<td>74</td>
<td>11/87.1% 12.9%</td>
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<td>41.7%/58.3%</td>
<td>12/1</td>
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<td>15/1</td>
<td>93.8%/6.2%</td>
<td>32</td>
<td>9/78.0% 22.0%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Physical Sciences</td>
<td>18/14</td>
<td>56.3%/43.8%</td>
<td>47/4</td>
<td>92.2%/7.8%</td>
<td>41/2</td>
<td>95.3%/4.7%</td>
<td>106</td>
<td>20/84.1% 15.9%</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>School of Biological Sciences</td>
<td>7/4</td>
<td>63.6%/36.4%</td>
<td>12/3</td>
<td>80.0%/20.0%</td>
<td>13/2</td>
<td>86.7%/13.3%</td>
<td>32</td>
<td>9/78.0% 22.0%</td>
</tr>
<tr>
<td>School of Medical Sciences</td>
<td>6/3</td>
<td>66.7%/33.3%</td>
<td>23/5</td>
<td>82.1%/17.9%</td>
<td>14/5</td>
<td>73.7%/26.3%</td>
<td>43</td>
<td>13/76.8% 23.2%</td>
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<tr>
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<td>6/3</td>
<td>66.7%/33.3%</td>
<td>6/6</td>
<td>50.0%/50.0%</td>
<td>8/7</td>
<td>53.3%/46.7%</td>
<td>20</td>
<td>16/55.6% 44.4%</td>
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<tr>
<td>(Clinical)</td>
<td>0/1</td>
<td>0.0%/100.0%</td>
<td>53/30</td>
<td>63.9%/36.1%</td>
<td>29/4</td>
<td>87.9%/12.1%</td>
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<td>35/70.1% 29.9%</td>
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<td>66.7%/33.3%</td>
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<td>50.0%/50.0%</td>
<td>16</td>
<td>9/64.0% 36.0%</td>
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<tr>
<td>College of Life Sciences and Medicine</td>
<td>26/14</td>
<td>65.0%/35.0%</td>
<td>100/47</td>
<td>68.0%/32.0%</td>
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<td>76.1%/23.9%</td>
<td>193</td>
<td>82/70.2% 29.8%</td>
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<tr>
<td>Overall Total</td>
<td>110/95</td>
<td>53.7%/46.3%</td>
<td>198/83</td>
<td>70.5%/29.5%</td>
<td>172/34</td>
<td>83.5%/16.5%</td>
<td>480</td>
<td>212/69.4% 30.6%</td>
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**Note:** Percentages are rounded to one decimal place.
## UNDERGRADUATE OFFERS MADE BY GENDER AND SCHOOL 2005

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<th>School</th>
<th>Unconditional</th>
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<td>54.5%</td>
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<td><strong>2062</strong></td>
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<td>54.1%</td>
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<td>72.59%</td>
<td>27.41%</td>
<td>75.63%</td>
</tr>
<tr>
<td></td>
<td>89.31%</td>
<td>10.69%</td>
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</tr>
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</table>

<p>|                                             | 2607          | 3105        | 3211     | 3151    |
|                                             | 5712          | 6362        | 2654     |         |
|                                             | 45.6%         | 54.4%       | 50.5%    | 49.5%   |</p>
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<thead>
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<th>School</th>
<th>Student body</th>
<th>Percentage</th>
<th>Non-completion</th>
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<td>Business School</td>
<td>473</td>
<td>365</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>9.8%</td>
<td>7.0%</td>
<td></td>
</tr>
<tr>
<td>Divinity, History and Philosophy</td>
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<td>459</td>
<td>48%</td>
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**APPENDIX 9c**
1 **LEGAL DUTIES**

The University currently has a duty to assess the impact of its policies and practices on different racial groups. By December 2006 the University will also need to have in place a Scheme which outlines how it has been and plans to continue to assess the impact of its policies and practices on disabled people. A similar duty in terms of Gender will be implemented by April 2007.

The legislation will continue to develop to ensure that any decisions the University takes, policies it develops or practices it implements will have to be assessed for impact on equality and diversity. The University has taken the decision to undertake one single impact assessment for each area or policy. As far as possible, all six of the main equality strands will be covered by the impact assessment:

- Race
- Disability
- Gender
- Age
- Sexual orientation
- Religion and belief

Assessments should be done on proposed policies and practices, existing policies and practices and policies and practices that are under review. Impact assessment is an on-going process which should be reviewed every three years. An impact assessment should involve minority groups in terms of prioritisation and in the consideration of an assessment.

2 **WHAT IS AN IMPACT ASSESSMENT**

An impact assessment is a detailed and systematic analysis of the potential or actual effects of a policy or practice to ascertain whether it has a differential impact on identifiable groups of people.

Assessment should take place not only of all formal policies and practices, but also informal ones because of the need to eliminate indirect discrimination. Impact assessment is an anticipatory process that will allow the University to predict possible barriers faced by equality groups.

3 **WHAT ARE THE OUTCOMES OF IMPACT ASSESSMENTS**

A report should be compiled at the end of each impact assessment process by the policy owner and widely disseminated detailing:

- The reasons for the assessment taking place
- The results of the involvement of and consultation with groups
- Detail of any impact identified
- Any changes to a policy as a result

The reasons for this are to raise awareness of the University’s commitment to equality and diversity, to comply with equalities legislation to undertake and publish impact assessments, to develop open and clear systems of assessment and to ensure that staff and students are aware of changes to working practices.

Impact assessments should be seen as a continuation of our quality control mechanisms.
**4 Steps to Impact Assessment**

**Identify aims of policy (Is it equality relevant?)**

All policies could potentially have an impact on equality. However, in terms of prioritising it is reasonable to assess those which clearly could have a significant impact on different groups.

**Analyse available data**

This involves identifying the data that is required to undertake an impact assessment and asking whether the data exists. If the data is not available, the start of the impact assessment could be to establish monitoring of the policy. However, it may be reasonable and practical to identify potential impact of a policy/decision without specific monitoring data e.g. by using qualitative data such as anecdotal evidence, the implications of changes in legislation, conducting consultation, involving minority groups or asking for the opinion of experts. If quantitative data is already collected, then how can it be used to identify whether groups are adversely affected?

**Assessing impact**

We need to assess whether the policy has, or is likely to have, a differential impact on relevant equality groups. Differential impact can be positive or negative, direct or indirect, and indicates that the policy affects a given group or groups in a different way to the majority. The key aspect to look for is any evidence of adverse or negative impact as this could indicate discrimination even though entirely unintentional.

Adverse impact can be identified by looking for:

- A lower participation rate of equality groups compared to others
- Certain groups having lower success rates in particular processes
- Whether eligibility criteria appear to disadvantage certain groups
- Whether access to services and benefits is reduced or denied in comparison with other groups
- Whether a group faces increased difficulty or indignity as a result of a policy
- Whether a policy reduces benefits disproportionately for one group

If an adverse impact is found then steps should be taken to eliminate it or, where legally permissible, mitigate the impact as far as possible.

**Eliminating or reducing any adverse impact**

The adverse impact of a policy can be mitigated by:

- Making changes to the policy itself
- Making changes to the method of its implementation
- Replacing the policy and using an alternative one which meets the same aims

**Publication of impact assessment and findings**

Under the duties of the legislation we have to publish all of our equality policies in order to emphasise institutional commitment to equality and diversity, to draw attention to the work we are doing in this area and to reinforce the rights and responsibilities of the whole University community. The duty to publish also applies to the results of impact assessments, monitoring and consultations undertaken.

A report should be produced summarising the impact assessment process for each policy assessment. The following points could be included in the report:
The publishing requirement is an area in which there is scope to promote the positive duty.

Appendix A shows the form to be used for the impact assessment and Appendix B shows how the implementation would operate at the University.

5 PROGRESS AT THE UNIVERSITY OF ABERDEEN

A pilot process has been undertaken, during which 9 policies/areas have been initially impact assessed (see Appendix C).

Most of these assessments have highlighted issues which need to be addressed before a full assessment can be undertaken. For example, where no consistent monitoring system is in place, this has been flagged as an action to take forward. These assessments will have to be re-visited regularly until all the actions are complete. Appendix D shows those required to be undertaken.
Appendix A

EQUALITIES IMPACT ASSESSMENTS

EQUALITY AND DIVERSITY POLICY IMPACT ASSESSMENT FORM

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<th>Policy /Section:</th>
<th>Review Date:</th>
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<tbody>
<tr>
<td>1 What does the Policy aim to achieve?</td>
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</tr>
<tr>
<td>2 Why was the Policy developed (what was the rationale?)</td>
<td></td>
</tr>
<tr>
<td>3 Who are the stakeholders in the Policy?</td>
<td></td>
</tr>
<tr>
<td>4 Which groups benefit from the Policy?</td>
<td></td>
</tr>
<tr>
<td>5 What methods were used to gather evidence for this assessment e.g. meetings/briefings with staff, e-mail consultation, quantitative data gathering and analysis, questionnaires etc?</td>
<td></td>
</tr>
<tr>
<td>6 Is there any evidence of higher or lower participation or uptake by the equality strands: Race Gender Age Disability Sexual orientation Religion and belief?</td>
<td></td>
</tr>
<tr>
<td>7 Is there any evidence that different groups have different needs, experiences, issues and priorities in relation to this policy?</td>
<td></td>
</tr>
<tr>
<td>8 If adverse impact on minority groups exist, what is the level of risk and how will the Policy be amended?</td>
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</tr>
<tr>
<td>9 Do minority groups benefit positively from the Policy? In what way?</td>
<td></td>
</tr>
<tr>
<td>10 Has the Policy been through a process of consultation with minority groups? If not, who should be consulted?</td>
<td></td>
</tr>
<tr>
<td>11 Is there an opportunity to promote equality of opportunity or community relations more effectively through the Policy, or by working with others?</td>
<td></td>
</tr>
<tr>
<td>12 This Impact Assessment will be signed off by the Joint Committee on Equal Opportunities and be published on the Equality and Diversity website. Can you suggest where else it should be published e.g. College/School/Section meetings, websites, e-mail dissemination, team briefings?</td>
<td></td>
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Appendix B

EQUALITIES IMPACT ASSESSMENT

STEPS TO IMPLEMENTATION

1 Each Section/School to nominate a ‘lead person’ on Equality Impact Assessments

2 Equal Opportunities Adviser meets with lead person to discuss way forward. The lead person will be responsible for conducting the assessment with advice and support from the Equal Opportunities Adviser.

Taking the assessment forward may involve:

- Discussion at team meeting/School Committee
- Identification of policies to be assessed
- Identification of monitoring available
- Consultation mechanisms available
- How can this be used to promote equality and diversity?
- Briefing session for staff
- Focus Groups
- Agreeing a timescale for completion

When assessing Schools it may be appropriate to look at: the curriculum (programme design, course design), course delivery methods, assessment methods, progress decisions, admissions to Honours, student discipline practice, course evaluation forms and staff development.

At this stage it may be clear that monitoring systems are required to be established before the impact assessment can go ahead.

3 Analysis of qualitative and quantitative data and conclusions made. Positive impact and practice should also be highlighted.

4 If there is adverse impact, discussion of how the changes to the policy or practice could be made.

5 Report written by lead person and reviewed by Equal Opportunities Adviser/Senior Disability Adviser and equality groups if possible and signed off by the Head of School or Section.

6 Action Plan drafted and review dates set.

7 Publication of report may include:

- Discussion within the Section/School through team meetings/committees and e-mail dissemination
- Posting on Equality and Diversity website
- Report to Joint Committee on Equal Opportunities

8 Commitment to undertake impact assessment within the Section/School when future decisions are being taken/policies being drafted.
Appendix C

EQUALITIES IMPACT ASSESSMENTS

Policies/Sections which have been initially assessed as part of a pilot:

- An overall assessment of the Centre for Lifelong Learning
- The Bullying and Harassment Policy
- The Staff Development and Training Policy
- Prejudicial Relationships / Staff and Students Conflict of Interest
- Health and Safety Policy
- Maternity Leave Policy
- Employment of Near Relatives Policy
- Research Assessment Exercise Selection Process
Appendix D

EQUALITIES IMPACT ASSESSMENTS

6 ASSESSMENTS TO BE UNDERTAKEN (POLICIES)

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Assessments to be Undertaken (practices in Schools)

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To be agreed with Heads of School
UNIVERSITY OF ABERDEEN

EQUAL PAY STATEMENT

The University of Aberdeen is committed to a comprehensive policy on Equality and Diversity for all staff. Staff will be selected and treated on the basis of their merits only. The University will apply its Equality and Diversity Policy to all areas of employment including promotion opportunities, evaluation of jobs, grading and training and development opportunities.

We at the University understand that equal pay between men and women is a legal right under both domestic and European law. We recognise that it is our duty to promote race and disability equality and equality between men and women. This duty and requirement extends to the provision of equal pay for work of equal value.

We believe it is in the University’s best interest and in accordance with good practice that pay is awarded fairly and equitably. It is then understood that in order to achieve equal pay for employees doing equal work we should operate a pay system that is transparent and based on objective criteria free from bias on the grounds of sex, race or disability.

Actions

In order to put our commitment to equal pay into practice we will:

- Examine our existing and future pay practices for all our employees including part-time workers, those on fixed-term contracts or contracts of unspecified duration, those on term-time only or hourly-paid contracts and those who are absent on periods of paid or unpaid leave for whatever reason.
- Carry out regular monitoring of the impact of our practices and report at least every three years
- Inform employees of how these practices work and how their own pay is arrived at
- Provide training and guidance to managers and supervisory staff involved in decisions about pay and benefits
- Discuss and agree our equal pay policy with representatives of the recognised campus trade unions.
- Keep under consideration the expansion of our monitoring to include the other equality strands

We intend through the above action to avoid unfair discrimination, to reward fairly the skills, experience and potential of all our staff and thereby to increase efficiency, productivity and competitiveness and enhance the University’s reputation and image.