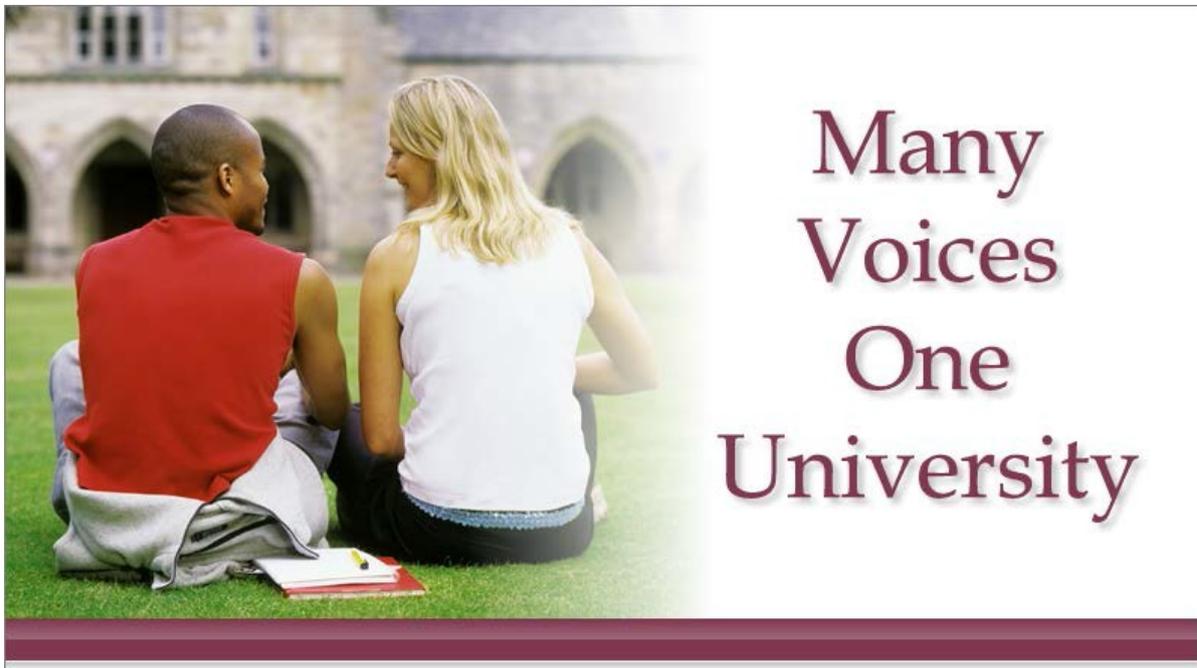


UNIVERSITY OF ABERDEEN

SECOND SINGLE EQUALITY AND DIVERSITY SCHEME

2013-2015

EQUALITY OUTCOMES AND MAINSTREAMING REPORT



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1 INTRODUCTION

The University of Aberdeen welcomes you to its second Equality and Diversity Scheme.

The Scheme is an important document for the University. It sets out the Equality and Diversity vision and values and demonstrates how the University will achieve its newly agreed Equality Outcomes.

This Scheme builds on the University's first Single Equality and Diversity Scheme (2010 – 2013). The first Scheme was developed following extensive staff and student engagement. This new Scheme reflects on what has been achieved through the implementation of the first Scheme and where the University seeks to continue to improve performance in Equality and Diversity.

The Scheme includes the Mainstreaming Equality report, Equal Pay Statement and gender pay information as required by the Equality Act 2010, Scottish specific duties.

2 BUILDING ON THE FIRST SINGLE EQUALITY AND DIVERSITY SCHEME

The first Scheme was highly ambitious. It provided a framework for measuring performance. The University has now reached a stage of deeper understanding of the Equality and Diversity challenges which the University faces.

2.1 Strategic Commitment

Since the launch of the first Scheme, the University has developed a new Strategic Plan 2011 - 2015 (<http://www.abdn.ac.uk/about/strategic-plan.php>). The Plan, for the first time, embeds Equality and Diversity at the heart of the University's "Ambition, Mission and Values":

"Equality and diversity

We enjoy a diverse and cosmopolitan community which enriches our university, the City of Aberdeen and the North-East of Scotland. We embrace equality and diversity in all our work and encourage all our students and staff to achieve their full potential."

2.2 Equality and Diversity Vision

The University has now also developed a new Vision for Equality and Diversity which supports the Strategic Plan:

"To strive to create an *inclusive culture* which *celebrates* the *diversity* of the University's staff and students. In recognising that this diversity brings new and *engaging* perspectives and *enriches* the experience of all who work, study and visit the University, we will take a *proactive approach* to embedding and mainstreaming the principles of Equality and Diversity by:

- *Driving* the agenda at the highest strategic level and throughout the University
- *Communicating* the Equality and Diversity Vision and the University's expectations widely to all staff and students
- *Challenging* prejudice and discrimination
- *Sharing* experiences and good practice
- *Educating* staff and students on Equality and Diversity and their responsibilities
- *Engaging* staff and students on Equality and Diversity matters"

Additionally, the University's Equality and Diversity Policy and Code for Staff and Students has been refreshed.

Having established a new strategic framework, with strong leadership commitment, the University can continue on its journey to supporting all staff and students to fulfil their full potential.

3 LEGAL CONTEXT

Public sector organisations, including Universities, are recognised as having a key role to play in creating a safe, tolerant and respectful society. The Equality Act 2010 consolidates the previous legislation and places general and specific duties on public authorities.

The general duty has three 'needs'. It requires Universities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups, considering the need to:
 - Remove or minimise disadvantages suffered by people due to their protected characteristics
 - Meet the needs of people with protected characteristics
 - Encourage people with protected characteristics to participate in public life
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

The premise of the specific duties is to assist universities to meet the general duties. Universities must show how they meet the general duty; it is not enough to meet the specific duties alone.

The specific duties are to:

- Develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered)
- Report on progress on mainstreaming the general duty into all functions
- Assess the impact of policies and practices against the needs of the general duty
- Gather and use information on employees
- Publish gender pay gap information
- Publish statements on equal pay for gender, race and disability
- Have due regard to the general duty in specified procurement practices
- Publish information in a manner that is accessible.

The general and specific duties relate to the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief (including without belief)
- Sex
- Sexual orientation

The duties also apply to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment.

4 RESPONSIBILITIES FOR EQUALITY AND DIVERSITY

The responsibilities for promoting Equality and Diversity in the University are as follows:

4.1 University Court

The Court is the governing body of the University. It has corporate responsibility to ensure that the University complies with all Equality legislation and ensures that the actions agreed in the Equality and Diversity Scheme are implemented.

4.2 All Staff and Students

The promotion of Equality and Diversity concerns all members of the University's community. It is expected that staff and students will contribute to ensuring that the University of Aberdeen continues to be a safe, welcoming and productive environment and one where all staff and students can expect to be treated fairly and with respect.

4.3 Vice-Principal

The Vice Principal with responsibility for Equality and Diversity champions and promotes Equality and Diversity and chairs the Advisory Group on Equality and Diversity.

4.4 Equality and Diversity Adviser

The Equality and Diversity Adviser promotes Equality and Diversity throughout the University, develops and monitors policy and advises management on Equality and Diversity.

4.5 Advisory Group on Equality and Diversity

The Advisory Group on Equality and Diversity provides advice and assistance to the Vice Principal with responsibility for Equality and Diversity on all matters of policy development and implementation, and assists in the promotion of a culture where equality and diversity are recognised as contributing to the strength of the University.

5 EQUALITY OUTCOMES – MAKING A DIFFERENCE

The first Scheme set out five Equality Objectives. We have reviewed these and reflected on their effectiveness. Aspects of these Objectives continue to be relevant and are reflected in the new set of Equality and Diversity Outcomes.

The Outcomes are focused on driving the Equality and Diversity agenda forward at a strategic and operational level. They are designed to make a real difference to staff and students. They are supported by an Action Plan (see **Appendix 1**). The Action Plan demonstrates how the outcomes link to the general duties of the Equality Act 2010.

5.1 Evidence and Consultation

The University's Equality Outcomes have been developed through the analysis of qualitative and quantitative evidence gained through questionnaires, discussion sessions and e-mail consultation with staff and students.

The groups which have been consulted are:

- Senior Management Team
- Advisory Group on Equality and Diversity
- University of Aberdeen Mainstreaming Equality Team

- Aberdeen University Students Association
- Senior Women's Network
- Disability Network Group
- University Harassment Advisers

The organisations which have been consulted are:

- Equality Challenge Unit
- Robert Gordon University
- Aberdeen City Council
- Aberdeenshire Council
- Grampian Regional Equality Council

The University is implementing a new Information Management System, OneSource, which will support the University's equality outcomes by providing an easier mechanism by which to access the key data required to monitor progress. The data which is currently available can be found at **Appendix 2**. The data has informed the development of the Outcomes and the Action Plan (**Appendix 1**).

5.2 University of Aberdeen Equality Outcomes

Outcome 1

The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.

Evidence Used:

- Discussions at University Mainstreaming Equality Team meetings
- Nearly 20% of respondents to the staff Equality and Diversity questionnaire had no knowledge of the Equality Act 2010
- 25% of respondents to the questionnaire had no knowledge of the Equality and Diversity web-pages
- On-going discussions regarding the implementation of Equality Impact Assessments and whether they are always undertaken at the appropriate point in policy development
- Discussions at College Executive meetings and at Advisory Group on Equality and Diversity

Success measures:

- Staff and student questionnaire results demonstrate increased knowledge and awareness of Equality and Diversity.
- University decisions and policy developments, at all levels, are made after consideration of the potential impact of these on specific groups.
- University Court and Senior Management Team regularly briefed on Equality and Diversity issues and use this information when decision-making.
- Equality Impact Assessment Toolkit delivered on-line and uptake monitored.
- Equality and Diversity is a consideration when new courses in the curriculum are proposed.

Outcome 2

Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality

Evidence Used:

- The uptake of the two Equality and Diversity e-training modules
- The results of the staff Equality and Diversity questionnaire demonstrates that a number of staff feel they have faced discrimination at the University
- The results of the staff Equality and Diversity questionnaire demonstrates that a number of staff feel they have faced harassment at the University
- The AUSA President for Welfare and Equal Opportunities has reported to the University that a number of students approach AUSA for advice related to discrimination and harassment at the University
- Discussions at the University Mainstreaming Equality team meetings and the Advisory Group on Equality and Diversity

Success measures:

- Increased uptake of Equality and Diversity e-training and Equality and Diversity engagement activities.
- Staff questionnaire results demonstrate increased knowledge of Equality and Diversity.
- Staff questionnaire results show a decrease in levels of discrimination/harassment experienced.
- Student questionnaire results show an increase in levels of knowledge of Equality and Diversity.
- Student questionnaire results and reports from AUSA Officers show a decrease in levels of discrimination/harassment experienced.

Outcome 3

The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies

Evidence used:

- Males have lower retention rates than females
- Retention rates for disabled students are lower than for non-disabled students.
- Staff questionnaire results show an interest amongst staff to contribute to equality network groups
- Discussions at Advisory Group on Equality and Diversity
- Discussions at Mainstreaming Equality Team meetings
- Meetings with staff to discuss case studies
- Results of Equal Pay Audit

Success measures:

- Staff and student questionnaire results demonstrate satisfaction with university as an inclusive community/environment.
- Student retention rates analysed by specific groups and demonstrate

improvements/positive trends.

- Student attainment rates analysed by specific groups and demonstrate improvements/positive trends.
- Staff progression/promotion results analysed by specific groups and trends identified.
- Equal Pay Audit demonstrates progress in reducing the pay gap for specific groups.
- Cases brought to University Harassment Advisers are monitored anonymously so that trends can be identified and addressed.
- Case studies of positive and negative experiences of equality at the University are gathered and used to share good practice and raise awareness.
- Appropriate staff network groups established

Outcome 4

The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued

Evidence used:

- Discussions at Advisory Group on Equality and Diversity
- Discussions at Mainstreaming Equality Team meetings
- Staff questionnaire results show an interest amongst staff to contribute to equality network groups
- An increase in Equality and Diversity events is required to raise awareness of particular equality issues
- Discussions at Equality Open Sessions

Success measures:

- Staff and student surveys show staff and students feel respected in their work and study.
- Staff and student surveys show staff and students are aware of the University's work to celebrate equality.
- The University establishes further staff equality network groups and there is engagement from staff.
- Equality and Diversity events are regular and well-attended.
- Established University events embed and promote Equality and Diversity.

Outcome 5

The University will further gender equality and address the gender balance in STEM subjects

Evidence used:

- Staff and student data demonstrates the need to address the under-representation of women in particular areas of the University

Success measures:

- Silver Athena SWAN award status achieved by the University.
- School submissions for Athena SWAN successful.

- The representation and career progression of women in STEMM subjects is monitored and improvements demonstrated.
- Representation and attainments of female students in STEMM subjects is monitored and improvements demonstrated.

6 MAINSTREAMING EQUALITY

6.1 Leadership

The University's commitment to Equality and Diversity is championed at the senior level by the Vice Principal for Development and Equality and Diversity. The Vice Principal is also on the Board of the Equality Challenge Unit, allowing the University to be part of the decision-making processes which shape the ECU's priorities for supporting Universities to promote Equality and Diversity.

Equality and Diversity is embedded within the University's Strategic Plan through explicit reference to the University's commitment as a core ambition, mission and value. A new Equality and Diversity vision has been developed and the Equality and Diversity Policy and Code for Staff and Students has been updated. This new framework for Equality and Diversity consolidates the work that has already been achieved, forms the basis of future work and provides a structure for mainstreaming equality.

The University was accepted on to the ECU's Mainstreaming Equality through Governance and Management Programme. This has resulted in a Mainstreaming Equality Team being established. The Team includes representatives from across the University and most are at a senior level, with the authority to suggest and implement change in their areas.

The Mainstreaming Equality Team has developed a set of ten issues which, if implemented, would significantly contribute to the mainstreaming agenda. These 'Top Ten' form the basis of the Action Plan which can be found in **Appendix 1**.

The University Principal has demonstrated his commitment to mainstreaming Equality and Diversity by calling high-level meetings to discuss the issues and recommending models of good practice. In particular, the European Commission document "Structural Change in Research Institutions: Enhancing excellence, gender equality and efficiency in research and innovation" http://ec.europa.eu/research/science-society/document_library/pdf_06/structural-changes-final-report_en.pdf has formed the basis of several benchmarking exercises which the University has conducted. This has led to a greater awareness at a senior level of the activities which highly successful and prestigious Universities are undertaking in the Equality and Diversity field. A result of this has been a recommendation from the Principal that all recruitment and selection panels and promotions panels should, where possible, have due regard to the gender balance of the panel.

University Court members have received training on Equality and Diversity in the past; however, there are plans to revisit this and develop a programme of awareness-raising with Court members. The diversity of the University Court has also been a discussion point and there is a commitment to ensuring that, where possible, the Court becomes more diverse. Discussions about how this may be achieved have taken place, with ideas including re-looking at the University's Court recruitment strategies. There have been discussions at senior committees regarding the Lord Davies report on women on boards and the Scottish Universities Governance Review.

The University is currently undertaking a Committee Review with the purpose of streamlining the committee structure. Equality and Diversity is being considered at each stage of this process including recommendations on the composition of Committees and the timing of main committee meetings. All main University committees now have Equality Impact Assessment as a heading on their cover papers. This ensures that the equality and diversity implications of proposed policies/decisions are considered at the earliest stages.

The Advisory Group on Equality and Diversity continues to monitor progress on Equality and Diversity and advise the Vice Principal, who can raise the issues discussed at University Court if required on all matters related to Equality and Diversity.

Equality and Diversity is embedded within the University's Procurement processes so that it is an initial consideration when the University is selecting contractors.

6.2 Staff Awareness and Engagement

The results of the staff Equality and Diversity questionnaire conducted in February 2013 indicated that more work is required to be undertaken to promote Equality and Diversity throughout the University. However, levels of awareness had increased since the previous questionnaires in 2008 and 2010.

The University is committed to ensuring that staff are aware of their responsibilities (**Equality Outcome 2: Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality**) in relation to Equality and Diversity and that they have a basic level of knowledge which will support the University's Equality and Diversity vision.

Staff have access to two Equality and Diversity E-training modules – 'Equality and Diversity in the Workplace' and 'Equality and Diversity in Teaching and Learning'. Initial uptake of the training was mainly in the Administrative sections of the University. Further engagement with the academic community and a re-launch of the training aims to increase engagement from across the University.

The Vice Principal for Equality and the Equality and Diversity Adviser have been attending College Executive meetings to update them on the work being undertaken to mainstream equality and to request their input as to how equality can be mainstreamed in the Colleges. This has resulted in the identification of equality leads and a commitment to promoting the e-training. One College will be embedding this into probationary reviews and it is hoped that this will be replicated across the University in due course. There have also been meetings with each of the Heads of College and their Registrars to follow-up from the Executive meetings and plan the details of how mainstreaming will happen in their College.

The University achieved Athena SWAN Bronze award in April 2012. There is a strong commitment to achieve Silver award status by 2015 and an action plan (**Appendix 3**) has been developed to support this. The College of Life Sciences and Medicine are aiming to submit an application from two of their Schools in November 2013 with the intention of achieving a Silver award. The College of Physical Sciences held an initial lunch discussion session in relation to Athena and are hoping to begin work on a submission. (**Equality Outcome 5: The University will further gender equality and address the gender balance in STEMM subjects**).

The University aims to take a holistic view of Equality and Diversity issues and seeks to adapt initiatives aimed at one protected characteristic to others where appropriate. There is an intention to use the Athena SWAN framework across the protected characteristics, where possible.

In relation to the work that has been undertaken to support the University's ambition to achieve a Silver Athena SWAN award, mentoring and networking opportunities have also been explored and promoted. The University operates a mentoring scheme for all staff and this has been expanded to provide more opportunities for staff. In particular, a successful speed mentoring event was held, for both men and women. A Maternity and Paternity coach has been providing sessions for individual men and women who are about to go on leave or have just returned from leave. The feedback on the initial pilot was positive so it is likely this will be offered again. A Senior Women's Network has been established with support provided for those Network members wishing to develop networking opportunities in their own areas of the University.

The results of the Equality and Diversity questionnaire indicated that staff network groups in the area of sexual orientation would be welcomed and the University has committed to becoming Stonewall Diversity Champions.

The University was recognised as an Investor in People (IiP) in 2010 and part of the assessment criteria involves ensuring there is equality of opportunity amongst staff. Assessment is achieved by interviewing a representative sample of staff and, following a successful assessment, IiP recognition is valid for three years. The next scheduled assessment will be December 2013. Equality and Diversity is also embedded into the induction process. All new staff have the opportunity to attend an induction event and are provided with an interactive version of induction on a memory stick. The Equality and Diversity section covers: the University's policy, training, harassment advice, advice regarding disability and links to the Equality and Diversity website.

6.3 Evidence-gathering

An aspect of the work which is being undertaken to mainstream equality has involved gathering and analysing data, both qualitative and quantitative. The University recognises that it still has much to do in the way of data collection. However, this is a key feature of the work which is programmed for the next 12 months.

The University has recently started to collect student data on sexual orientation and religion/belief as well as gender, age, disability and ethnicity. Similarly, the University is currently undertaking a project to collect staff data on sexual orientation, religion/belief and gender identity.

An Equality and Diversity Questionnaire for staff was issued in February 2013. The qualitative and quantitative results of the questionnaire have helped to shape the University's Equality Outcomes. Over 800 members of staff responded to the questionnaire.

One of the outcomes of the Mainstreaming Equality programme has been the collation of a set of case studies. These are examples of student and staff cases/incidents which have occurred. Once finalised, these will be used to raise awareness and as a basis for sharing good practice.

The University has undertaken an Equal Pay Audit. The results indicate that the overall pay gap at the University has narrowed since the last Audit was undertaken in 2010. There are still significant segregation issues, particularly around gender, with women being clustered in the lower paid roles and men being more predominant in senior management roles.

The University's Outcome Agreement with the Scottish Funding Council requires the University to analyse the student population by protected characteristics and aim to have a 'more even' participation of students with different protected characteristics, including those from particular socio-economic groups. Equality and Diversity has been mainstreamed into the Outcome Agreement and the outcomes within it match the University's **Equality Outcome 3: The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies.**

The University's Equality Impact Assessment Toolkit continues to be used to assess the impact on specific groups of new and existing policies and decisions. In order to mainstream this more effectively, the University had purchased an Equality Impact Assessment toolkit which can be accessed on-line. This will be launched by June 2013 and will make undertaking equality impact assessment more effective in informing strategic decision-making and policy development. This links in to **Equality Outcome 1: The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.**

6.4 Teaching, Learning and Research

The University undertook a significant reform of its curriculum in 2010. Equality and Diversity was embedded within that process through the Equality and Diversity Adviser's attendance at

Implementation Board meetings and on sub-groups and appropriate Equality Impact Assessments were undertaken. This has been followed up with continued input to the Enhanced Study Group meetings. All new course proposal forms contain a requirement for the course proposer to consider Equality and Diversity issues. New teaching staff attend a two-day training course and Equality and Diversity is integrated into that.

The University will shortly be implementing a Personal Tutors system for all students and an Equality Impact Assessment has been undertaken. The result of the assessment was a recommendation that all Personal Tutors undertake Equality and Diversity training and steps are being taken to ensure that this is achievable.

The University operates a Peer Mentoring system for students. The system has been designed to improve retention rates, particularly amongst students at high risk, e.g. students who enter University from non-traditional routes and those who live at home. The Peer Mentors are trained in Equality and Diversity and cultural awareness.

The Researcher Development Unit (RDU) supports the personal, professional and career development of researchers, through a comprehensive programme of training and development workshops and opportunities. The RDU aligns its provision with internal strategic objectives, research council expectations and the national researcher development agenda, championed by Vitae. Through the RDU and other central service providers, the University has committed to the Principles of the Concordat to Support the Career Development of Researchers, a national framework of expectation relating to the recruitment and development of research staff. In recognition of our progress in this area, the University was awarded the HR Excellence in Research Badge in 2010 by the European Commission (and successfully retained the badge in 2012). A core part of the Concordat and the HR Excellence badge relates to Equality and Diversity, specifically, recruitment and career management. Equality and Diversity underpins all University policies and practices within the RDU provision for researchers. The RDU measures equality and diversity attitudes and opinions biennially through national benchmarking surveys, the Careers in Research Online Survey (aimed at early career researchers) and the Principal Investigator and Research Leaders Survey (aimed at academic staff). The results of the surveys have been used to refine researcher development provision – e.g. induction was poorly received and valued so we are implementing specific induction events for staff next year.

Equality and Diversity is embedded in the University's preparations for the Research Excellence Framework (REF) in the way staff are selected and in the way research environments in the units of assessment to which we plan to submit are described.

The REF requires all submitting institutions to have in place a Code of Practice on Equality and Diversity in the REF2014 Submission Process which sets out the general principles applied in selecting staff for the REF, and the decision making process and procedures to be followed. The institutional Code of Practice was scrutinised through the institutional committee structure and approved by Senate and Court. It received approval by the Scottish Funding Council in July 2012. It sets out that 'managerial decisions regarding which staff to submit to the exercise are based on the key principle of research excellence'. It commits us to monitor the impact of our selection procedures to ensure that staff who fall within protected categories which the University monitors are not disadvantaged. The University has undertaken a baseline Equality and Diversity assessment of all eligible staff and is comparing it with the population of researchers where a selection decision has been made. Under the Code of Practice, the University is required to review selection decisions where it appears that certain protected categories appear to be underrepresented.

The REF will assess the quality of the research environment for each of the units of assessment to which the University will submit. This includes an assessment of the way in which Equality and Diversity provision is made within those units of assessment. This includes references to institutional policies and how they are applied within the research groups and departments that make up the units of assessment, as well as specific initiatives, such as Athena SWAN awards, which are subject specific.

Equality and Diversity is integrated into various quality indicators. For example, the Equality and Diversity Adviser and the Head of Student Support are given the opportunity to comment on Internal Teaching Review reports which contain requirements for Schools to provide details regarding Equality and Diversity. The Enhancement-Led Institutional Review also requires the University to provide information about how Equality and Diversity is supported in the student population.

6.5 Students

The University has a productive working relationship with the Aberdeen University Students Association (AUSA). In particular, the President for Welfare and Equal Opportunities and the University's Equality and Diversity Adviser are in regular contact. AUSA has its own Equality and Diversity Committee and the President for Welfare and Equal Opportunities sits on the University's Advisory Group on Equality and Diversity.

The University is participating in Higher Education Academy 3 year programme entitled Embedding Equality and Diversity in the Curriculum. The programme aims to assist universities to further embed Equality and Diversity within curriculum design, delivery and assessment. It builds on the diversity of experience and current practice in Scotland to further the development of inclusive institutional cultures which promote the success of all students. The programme offers a wide variety of activities and resources to those involved in learning and teaching at institutional, departmental and individual levels. Currently a 'student voice' project is underway which will involve interviewing students at a number of Universities to ascertain their understanding of Equality and Diversity and to gain a picture of the issues encountered by students. University of Aberdeen students will be involved and the University will have access to anonymous responses from its students which will assist to shape priorities. This also links in to the University's plan to issue a survey to its student on Equality and Diversity. The results of both of these projects will contribute to further action planning and form the basis of discussions with the Aberdeen University Students Association (AUSA).

The University's Internationalisation strategy has ensured that the student body has become increasingly diverse in terms of culture, ethnicity and nationality. This has influenced the Equality and Diversity agenda and, particularly in the University's first Single Equality and Diversity Scheme, shaped action planning. There is a commitment within the University's 10-year Capital Plan to develop an Interfaith Centre.

AUSA organise a number of events with Equality and Diversity themes throughout the year. A recent example of this was the "Around the World in Many Faiths" interfaith event supported jointly by the Chaplaincy, AUSA, NUS, Interfaith Initiatives and the Development Trust. The event was very successful and brought staff and students from different cultures together.

The University has recently started to collect data on additional protected characteristics of students. This will provide information which will be used to inform decision making.

6.6 Partnership Working

As well as working with all three University Colleges and Administrative Sections within the University, there has been joint working with external organisations. The University has close links with Equality and Diversity practitioners in all of Scotland's Universities, Aberdeenshire Council, Aberdeen City Council, Grampian Regional Equality Council (GREC) (of which the University will shortly become a member) and Multi-Ethnic Aberdeen.

The University is represented on a number of public sector partnership groups including the Ethnic Minority Forum and the Prejudice Incident Reporting Group. There are plans to become involved in the LGBT Development Group and the Inward Migration Working Party.

Following a recent meeting between the public sector representatives, hosted by the University, it was agreed that the University would explore jointly with Aberdeen City Council the issue of gender segregation, how subject choices are made at school and how this converts to opportunities at University for males and females.

The University has been involved in city-wide Holocaust Memorial Day commemorations and various community-based events.

7 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.

7.1 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.

8 GENDER PAY INFORMATION

The gender balance for the University currently stands at 57% female and 43% male. The Gender Pay Gap (GPG) has been calculated using gross median annual salaries for a population of 2,957 employees. Annual salaries have been used rather than hourly rates due to the way data is held for the majority of employees in the University.

The data used in this review excludes the salaries of; Principal, Vice Principals, Clinicians and TUPE transfers with protected grades. The overall (vertical) GPG currently stands at **21%**. It is important to note that the overall GPG is indicative of the uneven distribution of males and females across the pay grades (i.e. occupational segregation) rather than an issue of equal pay for equal work. The GPG has also been calculated (horizontally) throughout the University's grade structure (Grades 1-9 and those 'Off Scale'). All are within the recommended 5%

threshold except those 'Off Scale' where the gap is 8%. This matter is currently being addressed by the University's Remuneration Committee.

9 ON-GOING CONSULTATION AND ENGAGEMENT

The University is very keen to receive feedback, suggestions or comments relating to Equality and Diversity. If you wish to comment, please e-mail diversity@abdn.ac.uk.

UNIVERSITY OF ABERDEEN

APPENDIX 1: SINGLE EQUALITY AND DIVERSITY SCHEME ACTION PLAN 2013-2015

Objective	Outcomes	Actions	Lead	Protected characteristics	Equality Act 2010
1 Establish and Communicate an Equality and Diversity Vision	The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.	<p>Review current Vision and revise if appropriate</p> <p>Promote the vision on websites/newsletters</p> <p>Update Equality and Diversity Policy and Code for Staff and Students</p>	<p>PPG</p> <p>PPG</p> <p>PPG/Human Resources/ AUSA</p>	All	<p>Foster good relations between diverse groups</p> <p>Eliminate discrimination, harassment and victimisation</p> <p>Advance equality of opportunity between all people with protected characteristics.</p>
2 Increase uptake of Equality and Diversity training opportunities to support the vision and its implementation through attitudes and behaviours	Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality	<p>Provide reports to UMG on uptake of the E-training modules</p> <p>Promote the training wherever possible</p> <p>Design specialised training where required and proactively identify staff groups who should receive specific training</p>	<p>PPG</p> <p>PPG</p> <p>PPG/Human Resources</p>	All	<p>Foster good relations between diverse groups</p> <p>Eliminate discrimination, harassment and victimisation</p> <p>Advance equality of opportunity between all people with protected characteristics.</p>

		<p>Re-issue the information about the training to Directors/Heads of College/Heads of School indicating that it is their responsibility to encourage their staff to complete the training</p> <p>If, after 6 months, the uptake has not increased so that at least 50% of staff have completed it, consider making the training mandatory, particularly for new members of staff.</p>	<p>PPG</p> <p>UMG/SMT</p>		
3 Use management systems to embed Equality	Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality	Advise Heads of School to include Equality and Diversity as a Probationary Objective e.g. asking whether colleagues have completed the E-training	PPG/Human Resources	All	Eliminate discrimination, harassment and victimisation
4 Collect and analyse staff and student equality data	<p>The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.</p> <p>The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued</p>	<p>Produce employee and student data by 30 April 2013</p> <p>Use the data to develop Equality Outcomes as required by legislation</p> <p>Use the data to inform decision-making</p> <p>Produce an Equality and Diversity report and data every two years</p> <p>Collect data on all protected characteristics</p>	<p>PPG/Human Resources/Registry</p> <p>PPG</p> <p>PPG/UMG/ SMT</p> <p>PPG/Human Resources/Registry</p> <p>Human Resources/Registry</p>	All	Eliminate discrimination, harassment and victimisation

5	<p>Raise knowledge level and awareness of Equality and Diversity with Senior Managers</p> <p>The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.</p> <p>The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued</p>	<p>Develop and present staff and student case studies to Senior Managers</p> <p>Engage College Executives</p> <p>Provide regular updates to UMG/SMT</p>	<p>PPG/Human Resources/ AUSA</p> <p>PPG</p> <p>PPG</p>	All	<p>Foster good relations between diverse groups</p> <p>Eliminate discrimination, harassment and victimisation</p> <p>Advance equality of opportunity between all people with protected characteristics</p>
6	<p>Review Equality Impact Assessment and promote</p> <p>The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.</p>	<p>Launch on-line EQIA system</p> <p>Provide guidance to policy makers on Equality Impact Assessment</p>	<p>PPG</p> <p>PPG</p>	All	<p>Eliminate discrimination, harassment and victimisation</p>
7	<p>Equality and Diversity becomes a standing item on University Committee agendas</p> <p>The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.</p>	<p>Encourage Committees to consider Equality and Diversity issues when decision-making and provide guidance on how to do this</p>	PPG	All	<p>Eliminate discrimination, harassment and victimisation</p>
8	<p>Develop and implement an Equality and Diversity Communications Strategy</p> <p>The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.</p> <p>The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued</p>	<p>Establish a routine for Equality and Diversity items to be featured in Staff News</p> <p>Develop University Equality Network Groups and encourage local networks within Schools/Colleges</p> <p>Work with College Registrars to identify most effective routes for mainstreaming within the Colleges</p>	<p>PPG/ Communications</p> <p>PPG/Human Resources</p> <p>PPG/College Registrars</p>	All	<p>Foster good relations between diverse groups</p> <p>Eliminate discrimination, harassment and victimisation</p> <p>Advance equality of opportunity between all people with protected</p>

		Use 'Many Voices. One University' branding on Equality and Diversity communications	PPG/ Communications		characteristics
		Athena Swan logo to be added to job adverts and University communications	PPG/Human Resources/ Communications		
9 Improve diversity representation on University Court and other University Committees	<p>The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies</p> <p>The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued</p>	<p>Identify what the University wishes to achieve regarding diversity on Court and Committees</p> <p>Identify the barriers and how to overcome them</p>	<p>PPG</p> <p>PPG</p>	All	<p>Foster good relations between diverse groups</p> <p>Eliminate discrimination, harassment and victimisation</p>
10 Achieve Athena Silver Award and support Schools to submit award applications	<p>The University will further gender equality and address the gender balance in STEMM subjects</p> <p>The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued</p>	<p>Monitor progress on Athena Action Plan</p> <p>Participate in Scottish Athena Network</p>	<p>PPG/Human Resources</p> <p>PPG/Human Resources</p>	Gender	Eliminate discrimination, harassment and victimisation

APPENDIX 2: STAFF AND STUDENT STATISTICS

Staff Population Statistics

The following tables show the characteristics of current staff at the University of Aberdeen. The lowest proportion of female staff is in the College of Physical Sciences, and steps are being taken to address this. The overall proportion of staff declaring a disability is low. More than 90% of staff are white.

Table 1: Staff age by College

AGE	CASS		CLSM		COPS		Admin		Total	
	No	%	No	%	No	%	No	%	No	%
25 and under	14	2.1	44	3.6	14	3.7	197	14.4	269	7.4
26-35	145	22.2	322	26.4	103	27.6	310	22.6	880	24.3
36-45	178	27.2	348	28.6	106	28.4	309	22.5	941	26.0
46-55	164	25.1	331	27.2	87	23.3	310	22.6	892	24.7
56-65	128	19.6	162	13.3	54	14.5	220	16.0	564	15.6
Over 66	25	3.8	11	0.9	9	2.4	25	1.8	70	1.9
	654	100.0	1,218	100.0	373	100.0	1,371	100.0	3,616	100.0

Table 2: Staff gender by College

GENDER	CASS		CLSM		COPS		Admin		Total	
	No	%	No	%	No	%	No	%	No	%
Female	325	49.7	749	61.5	109	29.2	832	60.7	2,015	55.7
Male	329	50.3	469	38.5	264	70.8	539	39.3	1,601	44.3
	654	100.0	1,218	100.0	373	100.0	1,371	100.0	3,616	100.0

Table 3: Staff disability by College

DISABILITY	CASS		CLSM		COPS		Admin		Total	
	No	%	No	%	No	%	No	%	No	%
Yes	9	1.4	15	1.2	4	1.1	20	1.5	48	1.3
No	644	98.5	1,199	98.4	369	98.9	1,349	98.4	3,561	98.5
Unknown	1	0.1	0	0.00	0	0.0	2	0.1	3	0.1
Refused	0	0.0	4	0.3	0	0.0	0	0.0	4	0.1
	654	100.0	1,218	100.0	373	100.0	1,371	100.0	3,616	100.0

Table 4: Staff working hours by College

FT/PT	CASS		CLSM		COPS		Admin		Total	
	No	%	No	%	No	%	No	%	No	%
FT	409	62.5	901	74.0	318	85.2	768	56.0	2,396	66.3
PT	245	37.5	317	26.0	55	14.7	603	44.0	1,220	33.7
	654	100.0	1,218	100.0	373	100.0	1,371	100.0	3,616	100.0

Table 5: Staff ethnicity by College

ETHNICITY	CASS		CLSM		COPS		Admin		Total	
	No	%	No	%	No	%	No	%	No	%
Asian	14	2.1	62	5.1	24	6.4	19	1.4	119	3.3
Black	11	1.7	15	1.2	6	1.6	16	1.2	48	1.3
Chinese	6	0.9	19	1.6	19	5.1	10	0.7	54	1.5
Mixed	7	1.1	6	0.5	3	0.8	10	0.7	26	0.7
Other	4	0.6	15	1.2	0	0.0	1	0.1	20	0.5
White	605	92.5	1,087	89.2	312	83.6	1,310	95.6	3,314	91.6
Information refused/unknown	7	1.1	14	1.1	9	2.4	5	0.4	35	1.0
	654	100.0	1,218	100.0	373	100.0	1,371	100.0	3,616	100.0

STAFF LEAVING THE UNIVERSITY

The table below shows the characteristics of staff who left the University during the 2011 HESA reporting period. Proportions of people leaving each of the Colleges are broadly representative of the characteristics of the people in each College, although more Asian, black and Chinese staff left the University than would be expected. Younger staff are also more likely to leave than their older counterparts. This may be a characteristic of the age group.

Table 6: Characteristics of staff who left the University during the 2011 HESA reporting period by College

	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%								
Male	24	37.5	78	40.8	37	68.5	74	35.1	213	41.0
Female	40	62.5	113	59.2	17	31.5	137	64.9	307	59.0
	No	%								
Disabled	2	3.1	2	1.0	0	0.0	5	2.4	7	1.7
Not Disabled	62	96.9	189	99.0	55	100.0	207	97.6	513	98.3
Unknown	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	No	%								
Asian	1	1.6	14	7.3	5	9.3	12	5.7	32	6.2
Black	0	0.0	3	1.6	3	5.6	14	6.6	20	3.8
Chinese	4	6.3	4	2.1	1	1.9	3	1.4	12	2.3
Mixed	0	0.0	3	1.6	3	5.6	1	0.5	7	1.3
Other	0	0.0	1	0.5	1	1.9	1	0.5	3	0.6
White	57	89.1	164	85.9	40	74.1	179	84.8	440	84.6
Refused/Unknown	2	3.1	2	1.0	1	1.9	1	0.5	6	1.2
	No	%								
25 and under	5	7.8	12	6.3	0	0.0	79	37.4	96	18.5
26-35	18	28.1	75	39.3	30	55.6	89	42.2	212	40.8
36-45	16	25.0	53	27.7	10	18.5	17	8.1	96	18.5
46-55	7	10.9	27	14.1	5	9.3	9	4.3	48	9.2
56-65	12	18.8	18	9.4	3	5.6	7	3.3	40	7.7
Over 65	6	9.4	6	3.1	6	11.1	10	4.7	28	5.4

STUDENT POPULATION STATISTICS

The following three tables show student age by level, student gender by level and student ethnicity by level as at 14 April 2013. The majority of undergraduate students are under 20 years old, while the majority of postgraduates, both taught and research, are over 25 years old. Students are roughly evenly split by gender across all levels of study, and although there are more females than males at undergraduate level the numbers are more balanced than the sector averages. The largest ethnic group on campus is white students.

Table 7: Student age by level at 14 April 2013

	Research Postgraduates	Taught Postgraduates	Undergraduates	Sum
1. Under 18	0	0	1,409	1,409
2. 18-20	1	12	7,868	7,881
3. 21-25	508	903	1,548	2,959
4. Over 25	923	1,363	1,013	3,299
Sum	1,432	2,278	11,838	15,548

Table 8: Student gender by level at 14 April 2013

	Research Postgraduates	Taught Postgraduates	Undergraduates	Sum
Female	707	1,184	6,565	8,456
Male	725	1,094	5,273	7,092
Sum	1,432	2,278	11,838	15,548

Table 9: Student ethnicity by level at 14 April 2013

	Research Postgraduates	Taught Postgraduates	Undergraduates	Sum
Asian	179	240	408	827
Black	135	358	230	723
Chinese	52	98	204	354
Mixed	29	48	253	330
Other	58	27	127	212
White	944	1,419	10,212	12,575
Information refused/unknown	35	88	404	527
Sum	1,432	2,278	11,806	15,548

The three tables below show information on student religion and belief, student sexual orientation and student gender identity as at 15 February 2013. These are new data items collected for the first time in 2012. It is hoped that response rates will increase in future years.

Table 10: Student religion and belief by level at 15 February 2013

	Research Postgraduates	Taught Postgraduates	Undergraduates	Sum
No religion	293	521	4,098	4,912
Buddhist	27	67	56	150
Christian - Church of Scotland	47	186	960	1,193
Christian - Roman Catholic	82	234	877	1,193
Christian - Other denomination	151	399	1,243	1,793
Hindu	14	57	32	103
Jewish	1	0	10	11
Muslim	98	121	231	450
Sikh	0	2	18	20
Spiritual	8	20	92	120
Any other religion or belief	17	15	123	155
Prefer not to say	138	165	1,003	1,306
<i>Didn't complete</i>	503	549	3,076	4,128
Total:	1,379	2,336	11,819	15,534

Table 11: Student sexual orientation by level at 15 February 2013

	Research Postgraduates	Taught Postgraduates	Undergraduates	Sum
Bisexual	19	26	116	161
Gay man	7	11	100	118
Gay woman/lesbian	7	4	38	49
Heterosexual	625	1,438	7,445	9,508
Other	25	76	107	208
Prefer not to say	193	236	937	1,366
<i>Didn't complete</i>	503	558	3,076	4,137
Total:	1,379	2,349	11,819	15,547

Table 12: Student gender identity by level at 15 February 2013

Sex at Birth	Is Gender Now Same as Birth?	No. of Students	Sex at Birth	Is Gender Now Same as Birth?	No. of Students
Undergraduate			Taught Postgraduate		
Female	No	16	Female	No	2
	Prefer not to say	86		Prefer not to say	17
	Yes	5,006		Yes	927
	No answer	1,475		No answer	276
Total:		6,583	Total:		1,222
Male	No	10	Male	No	1
	Prefer not to say	83		Prefer not to say	15
	Yes	3,545		Yes	829
	No answer	1,598		No answer	282
Total:		5,236	Total:		1,127
Total:		11,819	Total:		2,349
Research Postgraduate			Total		
Female	No	3	Female	No	21
	Prefer not to say	29		Prefer not to say	132
	Yes	430		Yes	6,363
	No answer	217		No answer	1,968
Total:		679	Total:		8,484
Male	No	0	Male	No	11
	Prefer not to say	20		Prefer not to say	118
	Yes	394		Yes	4,768
	No answer	286		No answer	2,166
Total		700	Total		7,063
Total		1,379	Total		15,547

Student Retention Statistics

The tables below show student retention over the last three academic years by disability, ethnicity, age and gender. Retention rates are for full-time undergraduate students only.

Students who have no known disability have the highest retention rate, while those who refuse the information or for whom no information is held have the highest retention rate. The retention rates for those with a declared disability are generally lower than the retention rates for students without a known disability. In general, the retention rate is higher in females than in males across all categories of disability. The ethnicity with the highest retention rate is Chinese, while black, mixed and other ethnicity students have the lowest retention rates.

Table 13: Student retention by gender and disability 2009 to 2011

		FTE						%					
		2009		2010		2011		2009		2010		2011	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Total		9,337	778	9,871	720	9,814	632	92.3%	7.7%	93.2%	6.8%	93.9%	6.1%
	No known disability	8,149	656	8,612	615	8,650	534	92.5%	7.5%	93.3%	6.7%	94.2%	5.8%
	Disability declared	1,147	110	1,226	99	1,141	93	91.2%	8.8%	92.5%	7.5%	92.5%	7.5%
	Unknown/refused	41	12	33	6	23	5	77.3%	22.7%	84.6%	15.4%	82.1%	17.9%
Female		5,010	365	5,350	324	5,379	303	93.2%	6.8%	94.3%	5.7%	94.7%	5.3%
	No known disability	4,424	307	4,721	287	4,802	250	93.5%	6.5%	94.3%	5.7%	95.1%	4.9%
	Disability declared	569	52	610	35	566	50	91.6%	8.4%	94.6%	5.4%	91.9%	8.1%
	Unknown/refused	17	6	19	2	11	3	73.9%	26.1%	90.5%	9.5%	78.6%	21.4%
Male		4,327	413	4,521	396	4,435	329	91.3%	8.7%	91.9%	8.1%	93.1%	6.9%
	No known disability	3,725	349	3,891	328	3,848	284	91.4%	8.6%	92.2%	7.8%	93.1%	6.9%
	Disability declared	578	58	616	64	575	43	90.9%	9.1%	90.6%	9.4%	93.0%	7.0%
	Unknown/refused	24	6	14	4	12	2	80.0%	20.0%	77.8%	22.2%	85.7%	14.3%

Table 14: Student retention by ethnicity and gender

		FTE						%					
		2009		2010		2011		2009		2010		2011	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Total	Total	9,333	778	9,862	720	9,797	632	92.3%	7.7%	93.2%	6.8%	93.9%	6.1%
	White	8,099	633	8,578	587	8,514	537	92.8%	7.2%	93.6%	6.4%	94.1%	5.9%
	Black	205	22	196	18	199	14	90.3%	9.7%	91.6%	8.4%	93.4%	6.6%
	Asian	370	25	376	27	360	16	93.7%	6.3%	93.3%	6.7%	95.7%	4.3%
	Chinese	155	8	174	2	186	7	95.1%	4.9%	98.9%	1.1%	96.4%	3.6%
	Mixed	186	14	219	19	209	12	93.0%	7.0%	92.0%	8.0%	94.6%	5.4%
	Other	88	9	91	8	96	11	90.7%	9.3%	91.9%	8.1%	89.7%	10.3%
	Unknown/refused	230	67	228	59	233	35	77.4%	22.6%	79.4%	20.6%	86.9%	13.1%
Female	Total Female	5,009	365	5,348	324	5,376	303	93.2%	6.8%	94.3%	5.7%	94.7%	5.3%
	White	4,426	298	4,726	272	4,741	270	93.7%	6.3%	94.6%	5.4%	94.6%	5.4%
	Black	120	11	109	10	114	5	91.6%	8.4%	91.6%	8.4%	95.8%	4.2%
	Asian	165	7	182	6	179	5	95.9%	4.1%	96.8%	3.2%	97.3%	2.7%
	Chinese	71	5	89	0	89	2	93.4%	6.6%	100.0%	0.0%	97.8%	2.2%
	Mixed	99	10	112	8	108	5	90.8%	9.2%	93.3%	6.7%	95.6%	4.4%
	Other	32	4	32	6	36	7	88.9%	11.1%	84.2%	15.8%	83.7%	16.3%
	Unknown/refused	96	30	98	22	109	9	76.2%	23.8%	81.7%	18.3%	92.4%	7.6%
Male	Total Male	4,324	413	4,514	396	4,421	329	91.3%	8.7%	91.9%	8.1%	93.1%	6.9%
	White	3,673	335	3,852	315	3,773	267	91.6%	8.4%	92.4%	7.6%	93.4%	6.6%
	Black	85	11	87	8	85	9	88.5%	11.5%	91.6%	8.4%	90.4%	9.6%
	Asian	205	18	194	21	181	11	91.9%	8.1%	90.2%	9.8%	94.3%	5.7%
	Chinese	84	3	85	2	97	5	96.6%	3.4%	97.7%	2.3%	95.1%	4.9%
	Mixed	87	4	107	11	101	7	95.6%	4.4%	90.7%	9.3%	93.5%	6.5%
	Other	56	5	59	2	60	4	91.8%	8.2%	96.7%	3.3%	93.8%	6.3%
	Unknown/refused	134	37	130	37	124	26	78.4%	21.6%	77.8%	22.2%	82.7%	17.3%

Table 15: Student retention by age and gender

		FTE						%					
		2009		2010		2011		2009		2010		2011	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Total		9,337	778	9,871	720	9,814	632	92.3%	7.7%	93.2%	6.8%	93.9%	6.1%
	1. Under 18	1,263	70	1,273	74	1,280	61	94.7%	5.3%	94.5%	5.5%	95.5%	4.5%
	2. 18-20	6,510	508	7,053	467	7,099	444	92.8%	7.2%	93.8%	6.2%	94.1%	5.9%
	3. 21-25	1,126	139	1,152	119	1,085	84	89.0%	11.0%	90.6%	9.4%	92.8%	7.2%
	4. Over 25	438	61	393	60	350	43	87.8%	12.2%	86.8%	13.2%	89.1%	10.9%
Female	Total Female	5,010	365	5,350	324	5,379	303	93.2%	6.8%	94.3%	5.7%	94.7%	5.3%
	1. Under 18	736	44	740	41	759	38	94.4%	5.6%	94.8%	5.2%	95.2%	4.8%
	2. 18-20	3,471	230	3,831	202	3,879	199	93.8%	6.2%	95.0%	5.0%	95.1%	4.9%
	3. 21-25	577	61	590	53	569	41	90.4%	9.6%	91.8%	8.2%	93.3%	6.7%
	4. Over 25	226	30	189	28	172	25	88.3%	11.7%	87.1%	12.9%	87.3%	12.7%
Male	Total Male	4,327	413	4,521	396	4,435	329	91.3%	8.7%	91.9%	8.1%	93.1%	6.9%
	1. Under 18	527	26	533	33	521	23	95.3%	4.7%	94.2%	5.8%	95.8%	4.2%
	2. 18-20	3,039	278	3,222	265	3,220	245	91.6%	8.4%	92.4%	7.6%	92.9%	7.1%
	3. 21-25	549	78	562	66	516	43	87.6%	12.4%	89.5%	10.5%	92.3%	7.7%
	4. Over 25	212	31	204	32	178	18	87.2%	12.8%	86.4%	13.6%	90.8%	9.2%

UNIVERSITY OF ABERDEEN

APPENDIX 3: ATHENA SWAN ACTION PLAN 2012-2015

Actions have been phased over the following time periods:

1. Ongoing (already in place or in development)
2. Within the 2012-2013 academic year (commencing September/October 2012)
3. Within the 2013-2014 academic year (commencing September/October 2013)
4. Within the 2014-2015 academic year (commencing September/October 2014)

The University's Athena SWAN Action Plan is the overall responsibility of the Athena SWAN Self Assessment Team, who will oversee the implementation of its Actions and review its Success Indicators periodically at its meetings, which commenced in September 2011. The SAT will ensure the University works towards all milestones and deadlines for revised changes and new measures to ensure they are met.

SECTION 1: POLICIES AND PROCEDURES			
Action	Success Indicator	Responsibility	Phase
1. Monitor the pay of men and women within the University by conducting an equal pay audit and reporting on outcomes.	Review the report produced October 2013.	Human Resources	2012/13
	Analysis of report data for University and SET schools.	Human Resources/Equality and Diversity Adviser	2012/13 to 2013/14
	Report to Advisory Group on Equality and Diversity, Self Assessment Team and Senior Management Team.	Human Resources/Equality and Diversity Adviser	2012/13 to 2013/14
	Develop actions which focus on reasons why pay inequality occurs and address these.	Human Resources/Advisory Group on Equality and Diversity/Self Assessment Team	2012/13

Action	Success Indicator	Responsibility	Phase
2. Assess the University's Promotion procedures in terms of success by gender and, through consultation with female staff, ascertain where blocks/barriers may exist.	Guidance documentation reviewed and communicated.	Human Resources/Equality and Diversity Adviser	2013/14
	Existing University "Framework for Academic Expectations" (FAE) and appraisal procedures used to support career development .	Heads of School/Heads of College/Human Resources	2013/14
		Human Resources/Equality and Diversity Adviser	2013/14
3. Aim to achieve consistency and good practice across the institution regarding career development through identifying current practice and the gaps within it, by consulting female staff.	Guidance issued to line managers /Heads of School regarding Implement scheduled review and promotion of career support policies.	Heads of School/Human Resources/Self Assessment Team	2013/14
4. Promote work life balance policies.	Raising awareness and knowledge among academic line managers and Heads of School.	Equality and Diversity Adviser/College Human Resources staff	2012/13
	Provide institutional data on use of work life balance policies.	Human Resources/Equality and Diversity Adviser	2013/14
5. Review existing maternity/paternity leave and carer support programmes.	Report on recommendations to Senior Management Team/Advisory Group on Equality and Diversity and implement changes.	Self Assessment Team/Human Resources	2013/14
6. Review gender balance of influential University committees such as Senate, promotions.	Review process to ensure transparency, female proportional representation and recruitment equity.	Senior Management Team/Advisory Group on Equality and Diversity	2012/13

Action	Success Indicator	Responsibility	Phase
7. Revise University committee guidelines, as appropriate, to encourage proportional gender representation.	<p>Senior Management Team/Advisory Group on Equality and Diversity to be sent Athena data figures on the current gender balance of influential committees and recommended actions.</p> <p>Report template developed for yearly report updates.</p> <p>Yearly report on the gender balance of influential committees and recommended actions as a result by SMT.</p>	<p>Equality and Diversity Adviser/Self Assessment Team</p> <p>Equality and Diversity/Human Resources</p> <p>Advisory Group on Equality and Diversity</p>	<p>2012/13</p> <p>Ongoing</p> <p>2012/13</p>
8. Review gender balance of Science, Engineering and Technology Schools' committees.	Report template developed yearly to raise awareness.	Heads of School/Heads of College Equality and Diversity Adviser	2012/13
9. Seek opinion from groups including researchers, junior lecturers to identify issues and develop future action plans.	<p>Arrange focus groups, interviews and workshops.</p> <p>Report on any issues/recommendations to AGED.</p>	<p>Self Assessment Team/Human Resources/Equality and Diversity Adviser</p> <p>Self Assessment Team/Advisory Group on Equality and Diversity</p>	<p>2013/14</p> <p>2013/14</p>

Action	Success Indicator	Responsibility	Phase
10. Monitor recruitment processes to ensure colleges are women friendly and a positive place to work and develop careers.	Positive female images in recruitment literature and on the University and College web pages.	Senior Management Team/Heads of School/Human Resources	2012/13
	Promotion of Athena membership and award if successful on University web pages and in recruitment literature.	Equality and Diversity Adviser/Human Resources	2012/13
	Work with HR advisers to ensure that appropriate consideration is given to gender make up of recruitment panels.	Human Resources/Heads of School/Heads of College	2012/13
	Ensure all recruitment panel members are trained and aware of equality issues in recruitment.	Human Resources/Equality and Diversity Adviser	Ongoing

SECTION 2: BASELINE GENDER DATA			
Action	Success Indicator	Responsibility	Phase
11. Data reports prepared for Athena application to be sent to key University/School staff to structure discussions of gender equity priorities and planning in SET schools.	Yearly report to be submitted to Heads of College and the Advisory Group on Equality and Diversity on School progress towards greater staff gender equality school wide and at advanced grades.	Equality and Diversity Adviser	2012/13
12. Create a record of student data by gender.	Share student gender data at strategic institutional and college/school level.	Equality and Diversity Adviser	2012/13

13. Use the staff survey to collate data on staff experiences and use it for staff organisational development and workforce planning.	Shape survey's future development to take specific gender, career support and SET considerations into account.	Human Resources/Advisory Group on Equality and Diversity/Self Assessment	Ongoing
	Data obtained to inform future action planning to address issues.	Human Resources/Advisory Group on Equality and Diversity/Self Assessment Team	Ongoing
	Communications strategy developed for gender, career support and SET specific outcomes.	Human Resources/Equality and Diversity Adviser	2012/13
14. Analysis of Staff Survey results enabling employee engagement and collation of systematic data on staff experiences.	Gender and SET analysis to inform future action plan requirements.	Human Resources/Equality and Diversity Adviser	2012/13
	Review of the communications strategy for the Staff Survey, with specific gender and SET analysis presented to AGED and the Self Assessment Team.	Advisory Group on Equality and Diversity/Self Assessment Team	2013/14
15. Exit interviews to explore rationale for exit from schools and any specific issues for gender/grade/role/work life balance.	Exit survey fully implemented.	Human Resources	2012/13
	Yearly report to Senior Management Team/Advisory Group on Equality and Diversity/Self Assessment Team on numbers, gender, role, grade and identified issues by School; yearly report on progress.	Human Resources/Equality and Diversity Adviser	2013/14
	Reporting template developed for consistency in yearly updates.	Human Resources/Equality and Diversity Adviser	2013/14
	Local School/College action plans developed as appropriate for identified issues.	Heads of College and School	2013/14 to 2014/15

SECTION 3: CAREER SUPPORT			
Action	Success Indicator	Responsibility	Phase
16. Continue to develop mentoring programme in SET subjects. Continue to develop networking advice /links.	Wide acceptance of, and participation in, College mentoring programmes. Wide acceptance of, and participation in, College networking programmes for SET.	College Registrars/Equality and Diversity/Human Resources Heads of School/Heads of College	Ongoing
17. Continue to review position of women in medical academia.	College of Life Sciences and Medicine provide reports to GMC for comparators across the sector.	College Human Resources/Heads of College	2013/14
18. Review School/College workload models to ensure equality.	School level collation and review of workload monitoring forms to identify best practice and implement a standardised form for workload data. Implement forms and monitor workload by gender/role/grade.	Heads of College/Heads of School/College HR	Ongoing
19. Project champions - continue to develop gender awareness in considering staff for leadership training.	Diversity and equality featured in all workshop/online modules.	Equality and Diversity Adviser/Human Resources/College Registrars	Ongoing
20. Promote other initiatives of benefit to SET women, such as the University harassment advisors network.	Promote other initiatives in the University staff magazine, the Athena SWAN web pages and corporate communications. Review contact with bullying/harassment advisors and group membership at gender/SET School level.	Self Assessment Team/Equality and Diversity Adviser Equality and Diversity Adviser	Ongoing 2012/13 to 2014/15

Action	Success Indicator	Responsibility	Phase
21. Promote and explore the possibility of working for a Silver level award at School/College level	Commitment towards achieving a Silver award, within a specified timeframe.	Heads of College/Heads of School/Equality and Diversity Adviser	Ongoing
	Establishment of School level Steering Group.	Heads of College/Heads of School/Human Resources/Advisory Group on Equality and Diversity	2013/14 to 2014-15

SECTION 4: RAISING THE PROFILE OF WOMEN			
Action	Success Indicator	Responsibility	Phase
22. Publicise the Athena SWAN Charter Initiative.	Regular Athena SWAN features/progress reports in the University news, website, on key University/College level committee agendas as standing items.	Equality and Diversity Adviser/Advisory Group on Equality and Diversity	Ongoing
	Presentations to Senior Management Team.	Self Assessment Team/Equality and Diversity Adviser	2012/13
23. Work with the Scottish Women's Resource Centre for Science, Engineering and Technology to facilitate events and systems to enhance feedback from women in SET subjects.	Career development workshop for women in SET subjects.	Equality and Diversity Adviser/Scottish Resource Centre for Women	2013/14
	Staff survey specifically for women in SET subjects.	Equality and Diversity Adviser/Scottish Resource Centre for Women	2013/14
24. Encourage and promote women working in SET to publicize findings and results, through press releases and liaison through Communications Office with local press.	Raise profile in local press of women working at University in SET subjects.	Equality and Diversity Adviser	Ongoing