2024 Staff Equality Monitoring Report

Human Resources

April 2024

University of Strathclyde

Contents

Executive Summary

The University of Strathclyde is a socially progressive employer, committed to ensuring equality, diversity and inclusion within our staffing population. This annual staff equality monitoring report provides comprehensive information on the protected characteristics of staff in relation to composition, recruitment, development, and retention data.

This report is based on data as of 31st October 2023, for the reporting period from 1st November 2022 to 31st October 2023. Where available, data for October 2022 is presented to enable a year-on-year comparison. For the purposes of equality monitoring, the group Professors is made up of Academic Professors, Professors of Practice and Professors of Learning and Teaching. To prevent the possibility of any individual being identified, where the data used returned a sample size of five members of staff or less, these figures have been replaced with an asterisk. In terms of headline data:

- There is a staff headcount of 4,547 (a 1% increase from the 4,495 in 2022), of which 80% hold full-time posts (79% in 2022).
- 66% of staff are based within the four Faculties (Strathclyde Business School, Humanities and Social Sciences, Engineering and Science) with the remaining 34% in the Professional Services Directorates.
- The highest proportion of staff are aged 30-39 (27%), 40-49 (25%) and 50-59 (25%). In recent years, there has been a steady increase in staff aged 60 and over. There are more female than male staff in the 40-49 and 50-59 ages ranges. Male staff are more represented in the 30-39 and 60+ age ranges.
- 5% of staff identify as being disabled (4% in 2022) with a slightly higher proportion of disabled female (6%) than male staff (4%). The disability status of 21% of staff is "not known" and 0% "prefer not to say".
- 0% (22) of staff identify as not having the same gender identity as assigned at birth and 52% of staff have the same identity as their sex registered at birth. The identities are 46% of staff are "not known" and 2% "prefer not to say".
- 40% (1,826) of staff are married, 1% (37) are in a civil partnership, 21% (940) are single and 10% (452) are co-habiting. The response of 20% (894) staff is "not known" and 6% (264) have responded with "prefer not to say".

- 0% staff (15) began maternity leave and 0% staff (11) began maternity support leave during the reporting period.

- 10% of staff are from BAME (Black, Asian, Minority & Ethnic) backgrounds (the same as in 2022. The ethnicity of 15% of staff is "not known" and 2% "prefer not to say". As in previous reports, there is a higher proportion of male BAME staff (13%) than female BAME staff (7%).

- Consistent with the previous report, 36% of staff identify as having no religion, 24% of staff are Christian and 2% are Muslim. The status of 26% of staff is "not known" and 8% "prefer not to say".

- 51% of staff are female and 49% are male (compared to a 50:50 split the previous three reports).

- There has been an 21% increase in the number of female Professors (82 in 2023 compared with 68 in 2022).

- 61% of staff are heterosexual, 2% are gay men, 2% are bisexual, 1% are gay women/lesbian and 1% have another sexual orientation. The identities of 26% of staff are "not known" and 8% of staff "prefer not to say".

- 930 staff are part-time (935 in 2022), comprising 20% of staff (21% in 2021). 5% of part-time staff are disabled (5% in 2022) and 6% are from BAME backgrounds (7% in 2022). 71% of part-time staff are female compared to 29% male staff (the same as 2022).

- 13,412 applications have been received (12,603 in 2022). 6% of applicants are disabled (5% in 2022) and 48% are from BAME backgrounds (43% in 2022). A higher proportion of applicants are male (56% in 2023 compared to 54% in 2022) than female (43% compared to 44% in 2022).

- 733 new appointments began in 2023 (917 in 2022). 5% of appointments are disabled (3% in 2022) and 14% are from BAME backgrounds (13% in 2022). 49% of appointments are female and 51% are male (the same as in 2022).

- 363 centrally facilitated staff development events have been delivered (the same as in 2022). 5% of participants are disabled (4% in 2022) and 10% of participants are from BAME backgrounds (11% in 2022). A higher proportion of participants are female staff (53%, compared to 58% in 2022) than male staff (47%, compared to 42% in 2022).

- In relation to age, the groups which had undertaken learning & development most were aged: under 20 (79%), 40-49 (79%), 30-39 (77%), 20-29 (72%). A higher proportion of disabled (76%) than non-disabled (75%) staff had undertaken learning & development. A higher proportion of BAME (77%) than White (75%) staff had undertaken learning & development. A higher proportion of female (75%) than male staff (69%) had undertaken learning & development.

- 379 staff have been promoted (430 in 2022). 4% of promoted staff are disabled (4% in 2022) and 10% of promoted staff are BAME (9% in 2022). 51% of promoted staff are female (53% in 2022) and 49% are male (47% in 2022).

- 714 staff left the University (770 in 2022). 5% of leavers are disabled (the same as in 2022) and 14% are from BAME backgrounds (11% in 2022). 46% of leavers are female (45% in 2022) and 54% are male (55% in 2022).

- 31 formal staff related grievances and disciplinary cases have been addressed (compared to 25 in 2022). Dignity and respect cases are now incorporated into the disciplinary and grievance cases as appropriate.

- The University Equality, Diversity & Inclusion Committee has approved a number of short-, mid- and long-term measures - including a video, e-fact sheet, awareness raising communications, senior managers role modelling good behaviour and local meeting agenda points - to encourage staff to declare their equality information so as to better deliver the Equality Act 2010 (Specific Duties) (Scotland) Regulations.

1. Introduction

The University of Strathclyde aims to be a socially progressive employer of choice, locally and globally, and aspires to reflect the diversity of people from all protected characteristic backgrounds in our staff community.

We are firmly committed to equality, diversity and inclusion (EDI) and set out our plans going forward within our People Strategy 2020-2025 which outlines how, as a university, we will achieve our people vision. Within the strategy we have pledged to ensure our leaders continue to champion a positive, and inclusive culture and that we develop and implement a "best in class" EDI programme.

2.   Purpose

In response to the specific duty to gather and use employee information, as detailed in the [Equality Act 2010 (Specific Duties) (Scotland) Regulations](#), the purpose of this report is to:

- Publish an annual breakdown of the number and relevant protected characteristics of employees, in relation to composition, recruitment, development and retention.
- Detail the progress made in gathering and using this information to better perform the Public Sector Equality Duty (PSED).

Rather than presenting employee information every two years within its Mainstreaming Report, the University publishes a separate Staff Equality Monitoring Report annually. Doing so allows the University to better identify trends, taking action as appropriate, and progress the PSED year on year.

This report is based on data as of 31st October 2023, for the reporting period from 1st November 2022 to 31st October 2023. To prevent the possibility of any individual being identified, all figures less than five have been replaced with an asterisk.

3.   Staff Composition

Staff composition by relevant protected characteristics is examined below.

3.1. Overview of Composition

As can be seen in **Table 1**, the current staff profile is consistent with the previous staff monitoring report. The overall headcount of employees increased by 52 between 1st November 2022 and 31st October 2023.

As of October 2023, the University employs a headcount of 4,547 staff, of which 51% are female and 50% male, compared to the 50:50 split which was found in previous reports since 2020. 10% of staff identify as being Black, Asian & Minority Ethnic (BAME), the same as in 2022 and 4% identify as being disabled, the same as in 2022.

Table 1: Strathclyde Staff by Sex, Race (Ethnicity) and Disability

	2023	2022
Female	2,317 (51%)	2,267 (50%)
Male	2,230 (49%)	2,228 (50%)
Total Count and %	**4,547 (100%)**	**4,495 (100%)**

BAME	453 (10%)	437 (10%)
Disability	218 (5%)	189 (4%)

The BAME definition is widely recognised and used to identify patterns of marginalisation and segregation caused by attitudes toward an individual's ethnicity. Despite this, the University recognises the limitations of this acronym, particularly the:

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

As can be seen from **Table 2**, the percentage of male staff at Strathclyde remains higher than both the Scottish and UK HE sectors (49% compared to 45% and 45% respectively). The proportion of BAME staff at Strathclyde is significantly higher than the Scottish HE sector average (10% compared to 5%) and slightly lower than the UK HE sector average (10% compared to 12%). In terms of disability status, the University's staff composition is slightly lower than both the Scottish HE sector average (5% compared to 9%) and the UK HE sector average (5% compared to 7%).

Table 2: Strathclyde Staff Compared with Scottish and UK Universities 2023

	Strathclyde	Scottish Universities	All UK
Female	2,317 (51%)	29,055 (55%)	232,145 (55%)
Male	2,230 (49%)	23,970 (45%)	193,230 (45%)
Total Count and %	**4,547 (100%)**	**53,120 (100%)**	**425,985 (100%)**

BAME	453 (10%)	1,760 (5%)	37,010 (12%)
Disability	218 (5%)	4,520 (9%)	29,170 (7%)

3.2. Staff by Full and Part-Time Status and Job Category

Figure 1 presents the distribution of staff by job category. This illustrates that the highest proportion of staff is found in APS 6+ (1,220, 27%), followed by Research and Knowledge Exchange, (793, 17%) and then APS 3-5 (564, 12%).

Figure 1: Staff by Job Category *
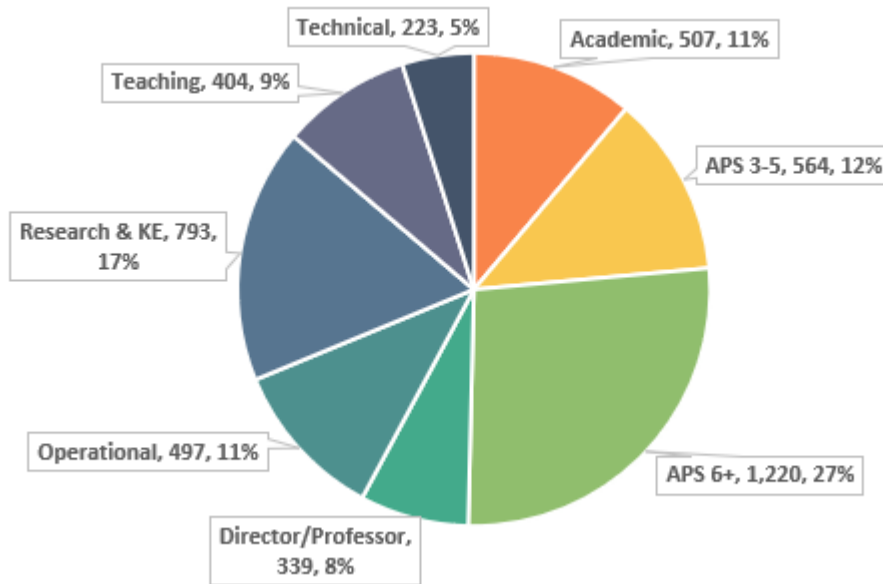
* The Teaching staff category does not include undergraduate or postgraduate students who may teaching on assignments as part of their studies.

According to **Table 3**, 80% of staff hold full-time posts and 20% hold part-time posts. The highest proportion of part-time staff is found in the Operational (250, 5%), followed by APS 6+ (176, 4%) APS 3-5 (152, 3%), Research & Knowledge Exchange (121, 3%), and then Teaching (121, 3%) job categories. Within all job categories, except for Operational, most staff hold full-time posts.

Table 3: Staff by Full and Part-Time Status

Grade	Full-Time	Part-Time	Total
Academic	477 (10%)	30 (1%)	507 (11%)
APS 3-5	412 (9%)	152 (3%)	564 (12%)
APS 6+	1044 (23%)	176 (4%)	1220 (27%)
Director/Professor	281 (6%)	58 (1%)	339 (7%)
Operational	247 (5%)	250 (5%)	497 (11%)
Research & KE	672 (15%)	121 (3%)	793 (17%)
Teaching	283 (6%)	121 (3%)	404 (9%)
Technical	201 (4%)	22 (0%)	223 (5%)
Total Count	**3,617**	**930**	**4,547**
Total %	**80%**	**20%**	**100%**

3.3. Composition of Part-Time Staff

As can be seen in **Table 4**, there are 930 part-time staff within the University, comprising 20% of all staff (down from 21% in 2022).

The sex profile demonstrates that most part-time staff are female. 71% of part-time staff are female (the same as 2022), compared to 51% of overall staff. 29% of part-time staff are male (the same as 2022), compared to 49% of overall staff.

6% of part-time staff are from a BAME background (a 1% decrease from 2022) compared to 10% of overall staff. 5% of part-time staff are disabled (the same as 2022), the same proportion as overall staff.

Table 4: Part-Time Staff by Sex, Race (Ethnicity) and Disability

	Part-Time Staff	Overall Staff
Female	662 (71%)	2,317 (51%)
Male	268 (29%)	2,230 (49%)
Total Count and %	**930 (100%)**	**4,547 (100%)**
BAME	59 (6%)	453 (10%)
Disability	47 (5%)	218 (5%)

As can be seen from **Figure 2**, part-time female staff are highly represented within the APS 3-5 (91%), Operational Services (86%) and APS 6+ (81%) job categories. Indeed, within four of the eight job categories, most part-time staff are female. In contrast, a higher proportion of part-time male staff is found within the Director/Professor (74%), Technical (64%) and Research and KE (53%) job categories. Within the Academic job category, there is a 50:50 split between female and male part-time staff.

Figure 2: Part-Time Staff by Sex and Job Category

|	Academic	APS 3-5	APS 6+	Director/Professor	Operational	Research & KE	Teaching	Technical
Male - %	50%	9%	19%	74%	14%	53%	42%	64%
Female - %	50%	91%	81%	26%	86%	47%	58%	36%
Male - Count	15	14	33	43	34	64	51	14
Female - Count	15	138	143	15	216	57	70	8
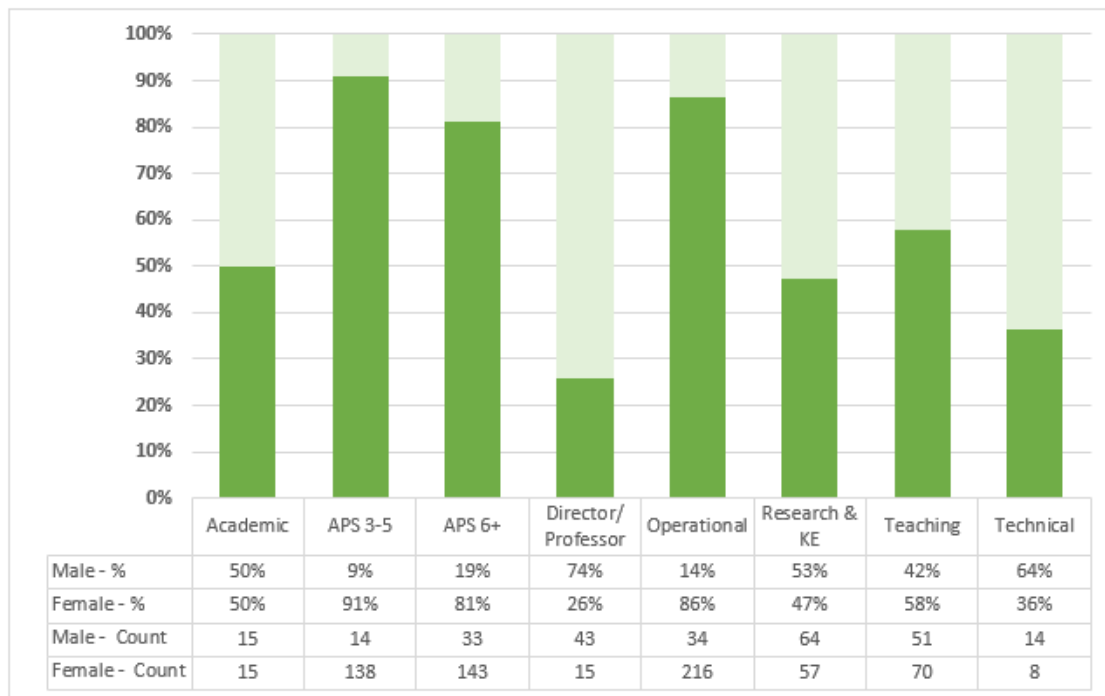
As can be seen from **Figure 3**, the age profile for all part-time staff illustrates a higher concentration of female staff across all age groups. The highest concentration of part-time female staff is found within the 40-49 (80%), 50-59 (76%) and 30-39 (73%) age ranges. In contrast, the highest proportion of part-time male staff is found within the 20-29 (41%), 60+ (39%) and 30-39 (27%) age ranges.

Figure 3: Part-Time Staff by Sex and Age

	<20	20-29	30-39	40-49	50-59	60+
Male	0	30	52	38	60	88
Female	1	43	140	156	185	137
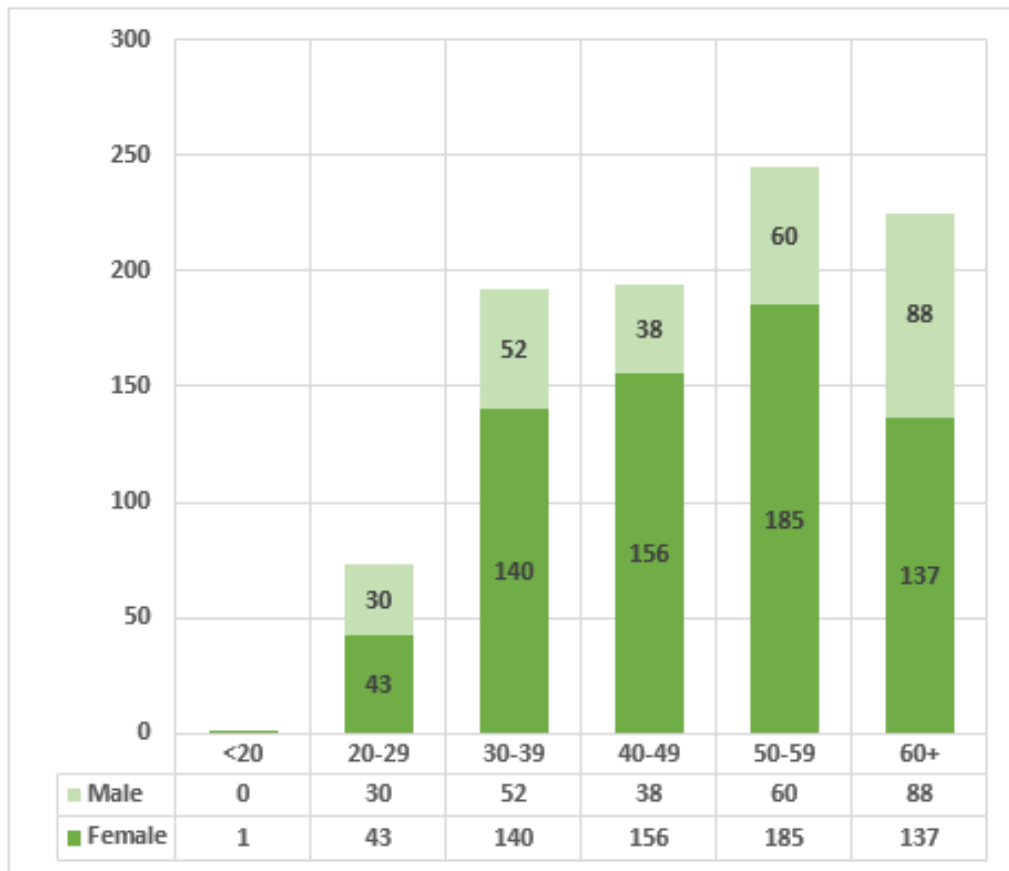
3.4. Staff by Faculty/Professional Services Directorates

Staff by organisational area is presented in **Figure 4**. During the reporting period, the proportion of staff in Science increased by 1%, whereas the proportion of staff in Professional Services, decreased by 1%. All other areas remained the same. With reference to **Table 5**, which presents staff by faculty/Professional Services and job category:

- Strathclyde Business School has the highest proportion of Academic staff (22%) and Directors/Professors (13%) when compared with the other faculties.
- The highest proportion of APS Grade 3-5 (18%) and APS 6+ (46%) is based in Professional Services.
- Except for staff with numbers less than five, all reportable Operational staff are based in Professional Services (32%).

- The highest proportion of Research and Knowledge Exchange staff is based in the Faculty of Engineering (38%).
- The highest proportion of Teaching staff is based in the Faculty of Humanities and Social Sciences (25%).
- The highest proportion of Technical staff is based in the Faculty of Science (12%).

Figure 4: Staff by Faculty/Professional Services Directorates
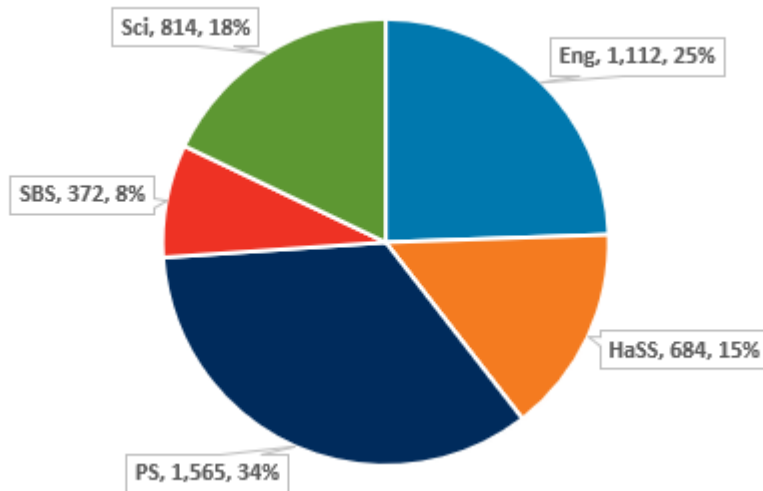
Table 5: Staff by Faculty/Professional Services Directorates and Job Category **

	Eng	HaSS	PS	SBS	Sci	Totals
Academic	149 (13%)	136 (20%)	0 (0%)	81 (22%)	141 (17%)	507 (11%)
APS 3-5	81 (7%)	97 (14%)	281 (18%)	43 (12%)	62 (8%)	564 (12%)
APS 6+	174 (16%)	126 (18%)	725 (46%)	91 (24%)	104 (13%)	1,220 (27%)
Director/ Professor	98 (9%)	65 (10%)	37 (2%)	50 (13%)	89 (11%)	339 (7%)
Operational	0 (0%)	0 (0%)	493 (32%)	*	*	493 (11%)
Research & KE	423 (38%)	84 (12%)	*	42 (11%)	243 (30%)	792 (17%)
Teaching	87 (8%)	170 (25%)	11 (1%)	62 (17%)	74 (9%)	404 (9%)
Technical	100 (9%)	6 (1%)	17 (1%)	0 (0%)	100 (12%)	223 (5%)
Total Count (Row%)	1,112 (24%)	684 (15%)	1,565 (34%)	372 (8%)	814 (18%)	4,547 (100%0

** Eng = Engineering; HaSS = Humanities and Social Sciences; PS = Professional Services; Sci = Science.

3.5. Age

As illustrated by **Table 6**, the highest proportion of Strathclyde staff is aged 30-39 (27%), followed by 40-49 (25%) and 50-59 (25%). In the previous report, the highest proportion of staff was aged 30-39 (27%) and 50-59 (25%).

In recent years, there has been a steady increase in the number of staff who are aged 60 and over (373 staff in 2018, 417 in 2019, 451 in 2020, 470 in 2021, 515 in 2022 and 547 in 2023).

In terms of sex, male staff are more represented in the 30-39 and 60+ age ranges. In contrast, female staff are more represented in the 40-49 and 50-59 age ranges.

Table 6: Staff Sex by Age

	Female	Column%	Male	Column%	Totals
<20	8	0%	10	0%	18 (0%)
20-29	258	11%	243	11%	501 (11%)
30-39	569	25%	649	29%	1,218 (27%)
40-49	613	26%	504	23%	1,117 (25%)
50-59	620	27%	526	24%	1,146 (25%)
60+	249	11%	298	13%	547 (12%)
Total Count and %	**2,317**	**100%**	**2,230**	**100%**	**4,547**

3.6. Disability

As presented in **Table 7**, 218 (5%) staff identify being disabled, an increase from the 4% previously found since 2020.

A significant proportion of staff have not provided their disability status (21%) and only three staff (0%) have chosen the "prefer not to say" option.

The University remains committed to reducing the percentage of staff within the "not known" and "prefer not to say" categories and will continue to liaise with the University and individual faculty Equality, Diversity & Inclusion Committees and departments to encourage higher levels of declaration.

In relation to sex, a slightly higher proportion of female staff (6%) than male staff (4%) identify as being disabled. However, a slightly higher proportion of male staff (22%) than female staff (21%) have not provided their disability status, so it is difficult to meaningfully analyse the data.

Table 7: Staff Disability by Sex

	Disabled	Not Known	Prefer not to Say	Non-Disabled
Female	6%	21%	0%	74%
Male	4%	22%	0%	74%
Total Count	5%	21%	0%	74%
Total %	218	977	3	3,349

As detailed in **Table 8**, the highest proportion of disabled staff is based within the APS 3-5 (7%) and Technical (7%), followed by the APS 6+ (5%) and Teaching (5%) job categories. The lowest proportion of disabled staff is within the Director/Professor job category (3%). The proportion of "not known" responses varies across job categories, ranging from 33% in both Operational and Research and Knowledge Exchange to 14% in APS 6+.

Table 8: Staff Disability by Job Category

	Disabled	Not Known	Prefer not to Say	Non-Disabled
Academic	4%	17%	0%	79%
APS 3-5	7%	19%	0%	74%
APS 6+	5%	14%	0%	81%
Director/ Professor	3%	24%	0%	73%
Operational	4%	33%	0%	63%
Research & KE	4%	33%	0%	63%
Teaching	5%	17%	0%	77%
Technical	7%	17%	0%	77%
Total Count	218	977	3	3,349
Total %	5%	21%	0%	74%

Table 9 presents staff disability by faculty/Professional Services Directorate. In decreasing order, the highest proportion of disabled staff is found in Humanities and Social Sciences (7%), Professional Services (5%), Science (5%), Engineering (4%) and Strathclyde Business School (4%). The proportion of "not known" responses varies from 25% in Science to 20% in Engineering, Humanities and Social Sciences and Strathclyde Business School.

Table 9: Staff Disability by Faculty/Professional Services Directorates

	Disabled	Not Known	Prefer not to Say	Non-Disabled
Eng	43 (4%)	217 (20%)	* (0%)	852 (77%)
HaSS	45 (7%)	135 (20%)	* (0%)	502 (73%)
PS	76 (5%)	347 (22%)	* (0%)	1,141 (73%)
SBS	15 (4%)	74 (20%)	* (0%)	283 (76%)
Sci	39 (5%)	204 (25%)	* (0%)	571 (70%)
Total Count	**218**	**977**	**3**	**3,349**
Total %	**5%**	**21%**	**0%**	**74%**

3.7. Race (Ethnicity)

As can be seen from **Table 10**, 85% of staff have declared information on their ethnicity. 10% identify as being from a BAME background, the same as in 2022. 73% of staff identify as being White, 2% of staff have chosen "prefer not to say" and 15% of staff have not provided their information.

A higher proportion of male staff (13%) compared to female staff (7%) are from BAME backgrounds. A slightly higher proportion of male staff than female have chosen "prefer not to say" (3% compared to 2%) and have not provided their information (15% compared to 14%).

Table 10: Staff Race (Ethnicity) by Sex

	BAME	Not Known	Prefer not to Say	White
Female	7%	14%	2%	77%
Male	13%	15%	3%	69%
Total Count	**453**	**668**	**103**	**3,323**
Total %	**10%**	**15%**	**2%**	**73%**

As shown in **Table 11**, BAME staff are concentrated in the Research and Knowledge Exchange (22%) and Academic (19%) job categories. The lowest proportion of BAME staff is found in APS 3-5 (3%), Operational (3%) and APS 6+ (5%). The proportion of "not known" responses varies from 27% in Research and Knowledge Exchange to 8% in both APS 6+ and Teaching. The proportion of "prefer not to say" responses are more similar across job categories, ranging from 2-4%.

Table 11: Staff Race (Ethnicity) by Job Category

	BAME	Not Known	Prefer not to Say	White
Academic	19%	10%	4%	68%
APS 3-5	3%	12%	2%	84%
APS 6+	5%	8%	2%	84%
Director/Professor	9%	15%	3%	73%
Operational	3%	26%	0%	71%
Research & KE	22%	27%	3%	47%
Teaching	10%	8%	2%	80%
Technical	7%	10%	2%	80%
Total Count	453	668	103	3,323
Total %	10%	15%	2%	73%

As can be seen from **Table 12**, the highest proportion of BAME staff is found in the Faculty of Engineering (19%), followed by Strathclyde Business School (12%) and Science (12%). The lowest proportion of BAME staff is based within Professional Services (4%) followed by Humanities and Social Sciences (6%). The proportion of "not known" responses varies from 19% in Science to 12% in both Humanities and Social Sciences and Strathclyde Business School. As before, the proportion of "prefer not to say" responses is more similar, ranging from 1-3%.

The University has devised several strategies to further advance equality, diversity and inclusion in this area. A Race Equality Working Group (REWG) was formed in 2020 with a remit to work to:

- Ensure an inclusive environment for Black Asian and Minority Ethnic (BAME) students and staff.

- Promote racial diversity across the University.
- Improve the educational and employment outcomes for BAME students and staff, where required.

In November 2021, the Equality, Diversity and Inclusion Committee (EDIC) approved an "anti-racist statement" and a phased action plan for the next two years. The Race Equality Working Group Report 2022 was subsequently published and the Race Equality Steering Group (RESG) has been established to implement the REWG recommendations and lead the University's efforts towards achieving the Race Equality Charter.

**Table 12: Staff Race (Ethnicity) by Faculty/Professional Services Directorates**

	BAME	Not Known	Prefer not to Say	White
Eng	210 (19%)	143 (13%)	32 (3%)	727 (65%)
HaSS	39 (6%)	81 (12%)	13 (2%)	551 (81%)
PS	58 (4%)	243 (16%)	23 (1%)	1,241 (79%)
SBS	46 (12%)	46 (12%)	11 (3%)	269 (72%)
Sci	100 (12%)	155 (19%)	24 (3%)	535 (66%)
Total Count	**453**	**668**	**103**	**3,323**
Total %	**10%**	**15%**	**2%**	**73%**

3.8. Sex

Overall, the representation of male and female staff remains relatively similar, with a 51% of staff being female and 49% of staff being male, compared to the 50:50 split found since 2020.

However, as detailed in **Figure 5**, the proportion of male and female staff varies across the faculties and Professional Services Directorates. The highest concentration of female staff is found within The Faculty of Humanities and Social Sciences (71%) and the lowest proportion is found in Engineering (30%). In relation to the number of female staff, there has been a 1% increase in Engineering, a 2% increase in Humanities and Social Sciences, a 3% increase in Strathclyde Business School and a 9% increase in Science as compared to the previous report.

Figure 5: Staff by Sex and Faculty/Professional Services Directorates
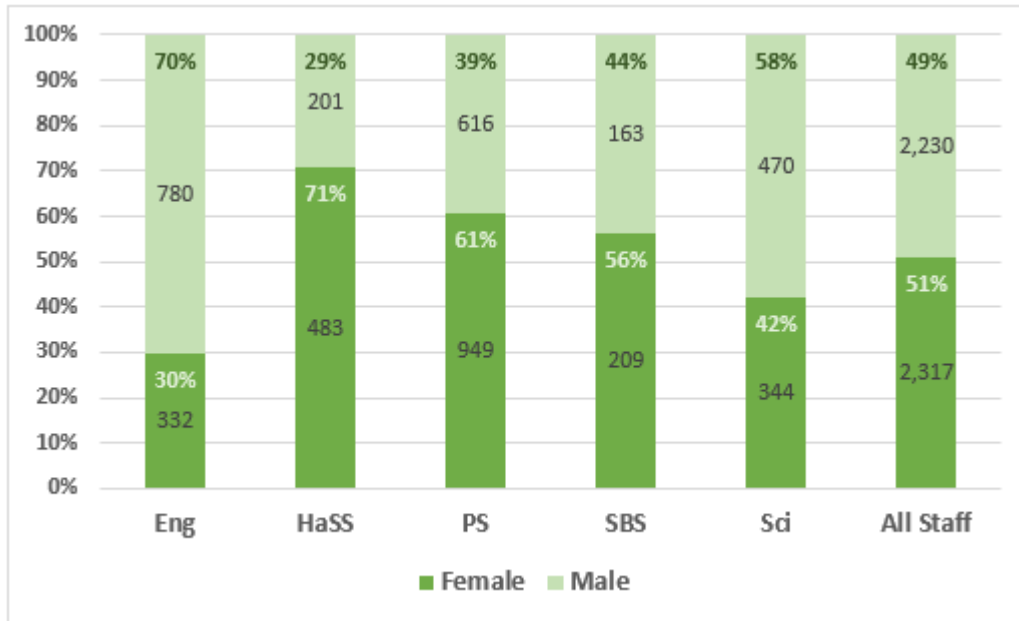
As detailed in **Table 13**, the highest proportion of female staff is found in the APS 3-5 (78%), APS 6+ (64%) and Operational (55%) job categories. In contrast, the highest proportion of male staff is based within the Technical (74%), Director/Professor (71%) and Research and Knowledge Exchange (68%) job categories. As identified in successive reports, the job categories often most occupied by male staff are paid more than those most occupied by female staff, negatively impacting on our overall gender pay gap.

Table 13: Staff Sex by Job Category

	Female			Male			Totals	
	Count	Column%	Row%	Count	Column%	Row%	Count	Column%
Academic	201	9%	40%	306	14%	60%	507	11%
APS 3-5	440	19%	78%	124	6%	22%	564	12%
APS 6+	778	34%	64%	442	20%	36%	1,220	27%
Director/ Professor	100	4%	29%	239	11%	71%	339	7%
Operational	274	12%	55%	223	10%	45%	497	11%
Research & KE	253	11%	32%	540	24%	68%	793	17%
Teaching	214	9%	53%	190	9%	47%	404	9%
Technical	57	2%	26%	166	7%	74%	223	5%
Total Count and %	**2,317**	**100%**	**51%**	**2,230**	**100%**	**49%**	**4,547**	**100%**

As shown in **Table 14,** most academic staff are male (65%) compared to female (35%). There has been a 3% increase of female staff within the academic staff population since 2020. The Professorial level comprises the largest group of Academic staff (37%), followed by Senior Lecturer (23%, a reduction from the 26% found in the previous two reports), then Lecturer B (22%, 1% less than in 2022), Reader (14%, consistent with 2022) and Lecturer A (3%, consistent with 2022). The highest proportion of female academic staff is found within the Professor (29%), followed by Senior Lecturer (28%) and then Lecturer B (27%) categories. Similarly, the highest proportion of male academic staff is found within the Professor (41%), followed by Senior Lecturer (21%) and then Lecturer B (20%) categories. Despite these similarities, a higher proportion of male academic staff (41%) than female academic staff (29%) are Professors.

Table 14: Distribution of Academic Staff by Sex

	Female Count	Column%	Male Count	Column%	Totals Count	Column%
Professor	82	29%	216	41%	298	37%
Reader	37	13%	78	15%	115	14%
Senior Lecturer	79	28%	110	21%	189	23%
Lecturer B	76	27%	103	20%	179	22%
Lecturer A	9	3%	15	3%	24	3%
Total Count and %	**283 (35%)**	**100%**	**522 (65%)**	**100%**	**805**	**100%**

As can be seen in **Figure 6**, when compared to 2022, and in relation to female academic staff, the proportion of Professors has increased by 21%, Readers has increased by 3%, Senior Lecturers has decreased by 10%, Lecturer B has increased by 13%, and Lecturers A has decreased by 31%.

The Strathclyde Global Talent Programme (SGTP) continues to run annually with a maintained focus placed on attracting a diverse pool of candidates, include the best female talent. This includes the recruitment of senior female academics as well as Chancellor's Fellows to improve the pipeline for female promotions.
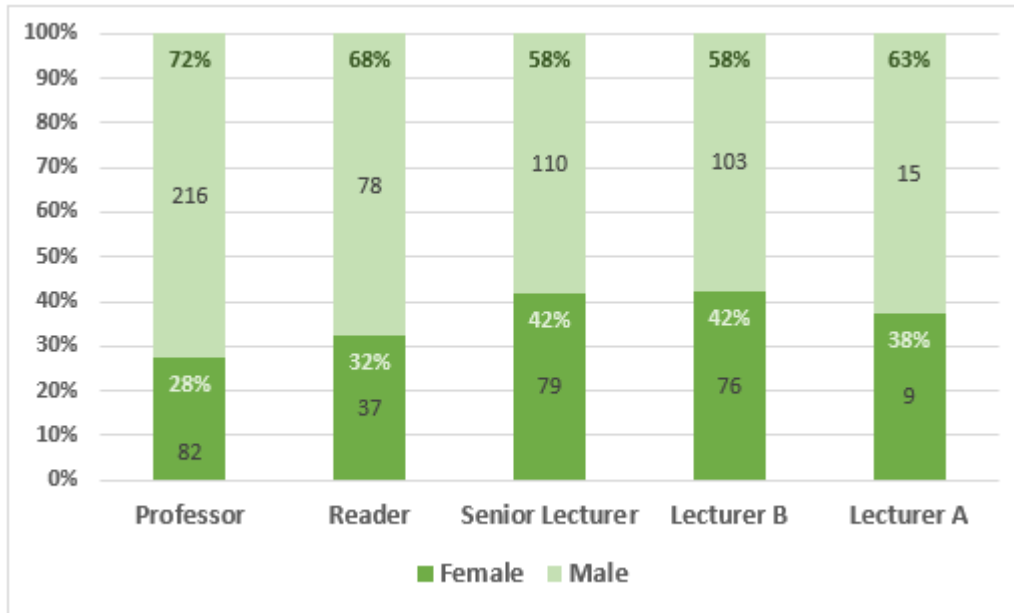
Figure 6: Staff Sex by Academic Grade

Table 15 illustrates the year on year progression of female academic staff between 2013 and 2023. Most categories have seen an increase in the proportion of female incumbents. In particular, the proportion of female staff holding Professorial roles has increased from 16% in 2013 to 28% in 2023. Similarly, the proportion of female staff holding Senior Lecturer roles has increased from 29% in 2013 to 42% in 2023. After rising from 39% in 2013 to 42% in 2017, the Lecturer B category previously experienced a sustained decline in the proportion of female staff, then levelled out at 37% from 2020 to 2022. Positively, the proportion of female Lecturer B staff has increased to 42% in 2023. Despite previous increases in the proportion of female staff in the Lecturer A category, the proportion decreased in 2023 to 38% and is now at the lowest level since 2018.

Efforts to encourage both external recruitment and internal promotion of senior female staff, where appropriate, will continue. Given the higher proportion of female staff within the teaching job category - 214, or 53%, of the 404 teaching staff are female - it is hoped that the role of Professor of Learning and Teaching will continue to provide a pathway to increasing the number of female staff at Professorial level in the years ahead.

We have a number of initiatives targeted at improving the gender balance, as detailed in the Gender Pay and Equal Pay Gap Report 2023.

Table 15: Female Academic Staff by Grade

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Professor	16%	17%	18%	19%	19%	18%	21%	23%	24%	24%	28%
Reader	27%	26%	23%	25%	27%	33%	33%	35%	35%	32%	32%
Senior Lecturer	29%	31%	33%	32%	34%	35%	35%	38%	40%	43%	42%
Lecturer B	39%	38%	40%	40%	42%	41%	40%	37%	37%	37%	42%
Lecturer A	41%	50%	50%	47%	36%	33%	42%	46%	43%	62%	38%

3.9. Other Protected Characteristics

As can be seen from **Table 16**, 1% staff (56) began maternity leave and 1% staff (48) began maternity support leave during the reporting period.

Table 16: Commencement of Family Leave from 1ˢᵗ November 2022 to 31ˢᵗ October 2023

	Count	Percentage
Not Applicable	4,433	97%
On Adoption Leave	*	0%
On Family Friendly Research & Scholarship Leave	*	0%
On Maternity Leave	56	1%
On Ordinary Parental Leave	*	0%
On Paternity Support Leave	48	1%
On Shared Parental Leave	*	0%
Total Count and %	**4,547**	**100%**

Staff are asked to declare their gender identity by responding to the question "Does your gender identity match your sex as registered at birth?". The university adopts the umbrella definition of transgender for people whose gender identity and/or gender expression differs from their sex at birth. As such, this monitoring question is used to inform an analysis of gender reassignment.

As can be seen from **Table 17**, 0% of staff (22 individuals) identify as being trans, 2% (75) chose "prefer not to say", 46% (2,075) have not responded and 52% (2,375) identify as having the same gender identity as assigned at birth.

Table 17: Staff by Gender Identity

	Count	Percentage
Gender Identity Not Same as Birth	22	0%
Not Known	2,075	46%
Prefer not to Say	75	2%
Gender Identity Same as Birth	2,375	52%
Total Count and %	**4,547**	**100%**

As can be seen from **Table 18**, 40% (1,826) of staff are married, 1% (37) are in a civil partnership, 21% (940) are single and 10% (452) are co-habiting. The status of 20% (894) staff is "not known" and 6% (264) have responded with "prefer not to say".

Table 18: Staff by Marriage and Civil Partnership

	Count	Percentage
Civil Partner	37	1%
Co Habiting	452	10%
Divorced	73	2%
Married	1,826	40%
Not Known	894	20%
Prefer not to Say	264	6%
Separated	41	1%
Single	940	21%
Widowed	20	0%
Total Count and %	**4,547**	**100%**

Staff information on religion or belief is presented in **Table 19.** In decreasing order, 36% of staff identify has having no religion, 26% of staff have not provided a response; 24% of staff identify as being Christian, 8% prefer not to say, and 2% are Muslim. Results are broadly consistent with 2023.

Table 19: Staff by Religion or Belief

	Count	Percentage
Any Other Religion, Belief or Faith	41	1%
Buddhist	21	0%
Christian	1,099	24%
Hindu	39	1%
Humanist	22	0%
Jewish	8	0%
Muslim	111	2%
No Religion	1,619	36%
Not Known	1,193	26%
Prefer not to Say	353	8%
Sikh	6	0%
Spiritual	35	1%
Total Count and %	**4,547**	**100%**

The sexual orientation of staff is presented in **Table 20**. In decreasing order: 61% of staff identify as being heterosexual, the responses of 26% staff are not known, 8% of staff prefer not to say, 2% of staff identify as being bisexual, 2% identify as being a gay man, 1% identify as being a gay woman/lesbian and 1% have another sexual orientation. Declaration rates remain consistent with the previous report.

Table 20: Staff by Sexual Orientation

	Count	Percentage
Bisexual	75	2%
Gay Man	73	2%
Gay Woman/Lesbian	41	1%
Heterosexual	2,769	61%
Not Known	1,202	26%
Other	43	1%
Prefer not to Say	344	8%
Total Count and %	**4,547**	**100%**

4. Staff Recruitment

Staff recruitment by relevant protected characteristics is examined below.

4.1. Overview of Recruitment

As can be seen from **Table 21**, between 1st November 2022 and 31st October 2023, the University received 13,412 applications (an increase from 12,603) for 843 posts (down from 1,085 in the previous year).

Application monitoring data is distinct from new appointment data. Due to a process issue during the report period, the equality monitoring information for some staff has not transferred once appointed, data have not been pulled through. This has resulted in a higher proportion of not known responses for appointed staff across disability and race (ethnicity). Going forward, steps will be taken to rectify this issue.

During the reporting period, more applications have been received from male applicants (56%) than from female applicants (43%). 1% of staff preferred not to declare their sex. The proportion of applications received from male applicants increased from 54% and the proportion received from female applicants decreased from 44% as compared to the previous reporting period.

In this year, and the previous two reporting years, the proportion of offers made to female applicants (51%) is higher than the proportion of shortlisted female applicants (47%), which, in turn, is higher than the proportion of applications received from female applicants (43%). 49% of appointments and 51% of overall staff are female.

In contrast, and in both this and the previous two years, the proportion of offers made to male applicants (47%) is lower than the proportion of shortlisted male applicants (52%), which, in turn, is lower than that proportion of applications received from male applicants (56%). 51% of appointments and 49% of overall staff are male.

As has been the case in previous years, the proportion of appointed BAME staff (14%) is lower than the proportion of offers made to BAME individuals (24%), which is lower than the proportion of those shortlisted (32%) which, in turn, is lower than the proportion of BAME applicants (48%).

In contrast, 10% of overall staff are BAME. Anecdotally, it is understood that a high number of applications received are speculative from applicants not meeting the essential requirements for the role. Furthermore, BAME applicants are typically for Academic Professional roles, such as Chancellors Fellows, where we have high numbers of applications and limited posts at the end of the process. Going forward, we will continue to examine these conversion rates.

The ethnicity of 1% of applicants, 0% of shortlisted candidates, 1% of those being made offers, and 43% of appointed staff is unknown. 3% of applicants, 4% of shortlisted candidates, 4% of those being made offers and 4% of appointed staff prefer not to declare their ethnicity.

6% of applicants identify as being disabled, 7% of those shortlisted are disabled, 7% of those given job offers are disabled and 5% of appointed staff are disabled, the same proportion as overall staff. The disability status of 49% of appointed staff is unknown. 16% of applicants, 18% of shortlisted applicants and 17% of those being made job offers preferred not to declare their disability status.

Table 21: Applications and Appointments by Sex, Race (Ethnicity) and Disability

	Applications	Shortlisted	Offer	Appointments	Overall Staff
Female	5,728 (43%)	1,222 (47%)	432 (51%)	359 (49%)	2,317 (51%)
Male	7,534 (56%)	1,366 (52%)	394 (47%)	374 (51%)	2,230 (49%)
Not Known	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to Say	150 (1%)	39 (1%)	17 (2%)	0 (0%)	0 (0%)
Total Count and %	**13,412 (100%)**	**2,627 (100%)**	**843 (100%)**	**733 (100%)**	**4,547 (100%)**
BAME	6,497 (48%)	847 (32%)	204 (24%)	99 (14%)	453 (10%)
Not Known	68 (1%)	12 (0%)	5 (1%)	312 (43%)	977 (21%)
Prefer not to Say	432 (3%)	92 (4%)	31 (4%)	17 (2%)	3 (0%)
Disabled	743 (6%)	196 (7%)	55 (7%)	33 (5%)	218 (5%)
Not Known	0 (0%)	0 (0%)	0 (0%)	357 (49%)	558 (15)
Prefer not to Say	2182 (16%)	462 (18%)	145 (17%)	0 (0%)	103 (2%)

4.2. Appointments by Job Category

Figure 7 presents appointments by job category. In decreasing order, the highest proportion of appointments made are in Research and Knowledge Exchange (36%, up from 33% in 2022), followed by APS 6+ (17%, up from 16%), Operational (15%, down from 17%), APS 3-5 (13%, down from 15%) and Academic (7%, up from 4%).

Figure 7: Appointments by Job Category
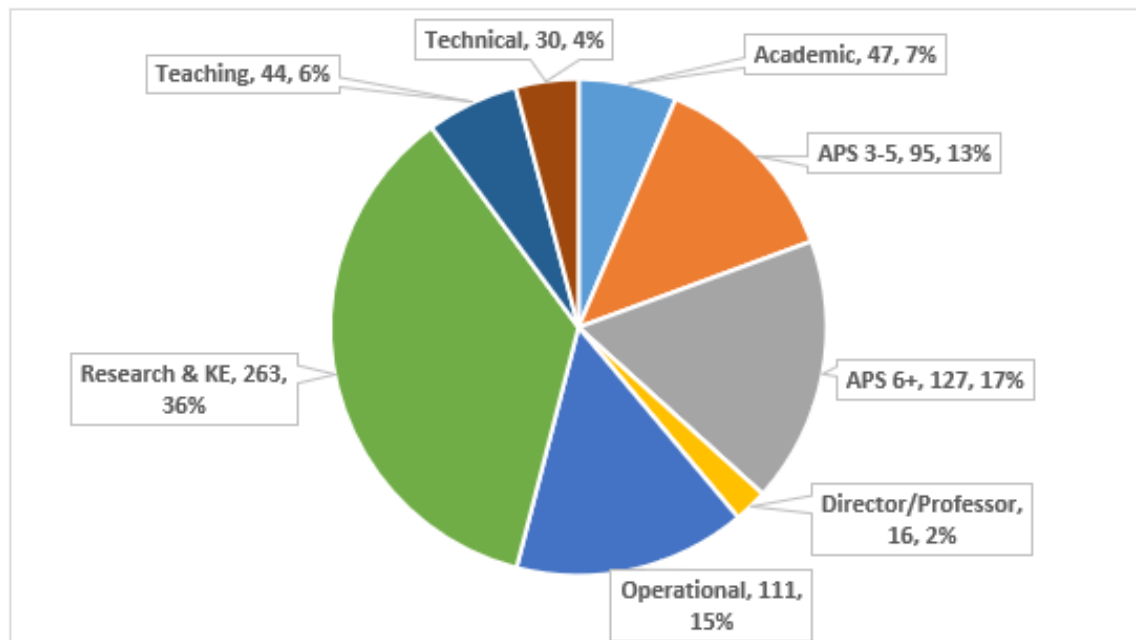
4.3. Disability

As can be seen from **Table 22**, which presents the disability status of new appointments by faculty/Professional Services Directorates, 5% of successful appointments are disabled, up from 3% in 2022.

The distribution of disabled appointed staff is as follows: 5% in the Faculty of Engineering (up from 1% in the previous report), 5% in Professional Services (up from the 3% in the previous report), 5% in the Faculty of Science (up from 4%), 4% in the Faculty of Humanities and Social Sciences (the same as the previous year), and 2% in Strathclyde Business School (down from 3%).

The proportion of "not known" responses ranges from 53% in Professional Services to 32% in Strathclyde Business School. Overall, 49% of new appointments have not provided a response for their disability status. These data gaps make it challenging to meaningfully analyse the data.

Table 22: Appointments by Disability and Faculty/Professional Services Directorates

	Disabled	Not Known	Prefer not to Say	Non-Disabled	Total
Eng	5%	50%	0%	45%	32%
HaSS	4%	44%	0%	52%	14%
PS	5%	53%	0%	43%	29%
SBS	2%	32%	0%	66%	6%
Sci	5%	48%	0%	47%	21%
Total Count	33	357	0	343	733
Total %	5%	49%	0%	47%	100%

Table 23 details the disability status of new appointments by job category. In decreasing order, the highest proportion of disabled appointments is found in APS 3-5 (8%), APS 6+ (8%), Research and Knowledge Exchange (5%), Teaching (5%) and Academic (2%). No appointed Directors/Professors, Operational or Technical staff identify as being disabled. However, due to the high proportion of "not known" responses, ranging from 74% in the Operational to 28% in the Academic categories, it is difficult to analyse and interpret the data.

Table 23: Appointments by Disability and Job Category

	Disabled	Not Known	Prefer not to Say	Non-Disabled	Total
Academic	2%	28%	0%	70%	6%
APS 3-5	8%	44%	0%	47%	13%
APS 6+	8%	34%	0%	58%	17%
Director/Professor	0%	44%	0%	56%	2%
Operational	0%	74%	0%	26%	15%
Research & KE	5%	53%	0%	42%	36%
Teaching	5%	39%	0%	57%	6%
Technical	0%	43%	0%	57%	4%
Total Count	33	357	0	343	733
Total %	5%	49%	0%	47%	100%

4.4. Race (Ethnicity)

As can be seen from **Table 24**, the highest proportion of appointed BAME staff is within the Academic (26%), Teaching (20%), Technical (20%), Research and Knowledge Exchange (18%) and Director/Professor (13%) job categories. In contrast, the lowest proportion of appointed BAME staff is within the APS 3-5 (3%), Operational (4%), and APS 6+ (12%) job categories. However, like disability, the high proportion of "not known" responses, ranging from 69% in the Operational to 21% in Academic job categories make it challenging to analyse the data and draw any meaningful conclusions.

Table 24: Appointments by Race (Ethnicity) and Job Category

	BAME	Not Known	Prefer not to Say	White	Total
Academic	26%	21%	9%	45%	6%
APS 3-5	3%	34%	0%	63%	13%
APS 6+	12%	26%	4%	58%	17%
Director/Professor	13%	38%	0%	50%	2%
Operational	4%	69%	0%	27%	15%
Research & KE	18%	49%	2%	30%	36%
Teaching	20%	30%	2%	48%	6%
Technical	20%	40%	3%	37%	4%
Total Count	99	312	17	305	733
Total %	14%	43%	2%	42%	100%

Table 25 presents appointments by ethnicity and faculties/Professional Services directorates. In decreasing order, the highest proportion of appointed BAME staff is found in Strathclyde Business School (20%), followed by Engineering (19%) and Science (17%). The lowest proportion of appointed BAME staff is found in Professional Services (7%) and the Faculty of Humanities and Social Sciences (8%).

Again, a high proportion of "not known" responses is found, ranging from 45% in both Engineering and Professional Services to 29% in Strathclyde Business School. As will be detailed in Section 9, steps are being taken to redress these data gaps.

Table 25: Appointments by Race (Ethnicity) and Faculty/Professional Services Directorates

	BAME	Not Known	Prefer not to Say	White	Total
Eng	19%	45%	2%	35%	32%
HaSS	8%	36%	2%	54%	14%
PS	7%	45%	1%	47%	29%
SBS	20%	29%	2%	49%	6%
Sci	17%	44%	5%	34%	21%
Total Count	99	312	17	305	733
Total %	14%	43%	2%	42%	100%

4.5. Sex

Appointments by sex and faculty/Professional Services directorates are detailed in **Table 26**. As can be seen, the highest proportion of appointed female staff is found in Humanities and Social Sciences (69%), Strathclyde Business School (68%) and Professional Services (58%). The lowest proportion of appointed female staff is found in Engineering (30%) and Science (48%). In contrast, the highest proportion of appointed male staff found in Engineering (70%), Science (52%) and Strathclyde Business School (32%). The lowest proportion of appointed male staff is found in Humanities and Social Sciences (31%) and Professional Services (42%).

Table 26: Appointments by Sex and Faculty/Professional Services Directorates

	Female	Male	Total
Eng	69 (30%)	163 (70%)	232 (32%)
HaSS	69 (69%)	31 (31%)	100 (14%)
PS	121 (58%)	88 (42%)	209 (29%)
SBS	28 (68%)	13 (32%)	41 (6%)
Sci	72 (48%)	79 (52%)	151 (21%)
Total Count	359	374	733
Total %	49%	51%	100%

5. Staff Development

Staff development by relevant protected characteristics, in relation to learning & development and promotions, is examined below. In the context of this report:

- Learning & development means any formal development event booked by staff through the Organisational and Staff Development Unit (OSDU) portal, who were employed by the University between 1st November 2022 and 31st October 2023 and are still employed.
- Promotions means any staff member who has moved up at least a grade, either within an existing appointment or by moving from one post to another.

5.1. Overview of Learning & Development

During the reporting period, the University provided 363 centrally facilitated distinct staff development courses/programmes (the same as in 2022) consisting of 926 sessions (up from the 867 sessions delivered in 2022). In total, there have been 19,318 staff attendances in development sessions (an increase from 15,773 in 2022). This increase can be partly attributed by the increased number of staff working on Campus, following the easing of COVID restrictions, which has made it easier to arrange development sessions which take place face to face.

The staff development sessions have been provided by 30 different teams across the University, including Access, Equality & Inclusion, Disability & Wellbeing Service, Human Resources, Organisational and Staff Development Unit, and Digital Accessibility.

Table 27 provides an overview of participation in learning & development by sex, race (ethnicity) and disability. As has been the case in previous years, a higher proportion of participants in learning & development programmes are female than male staff. 53% of participants are female (58% in 2022) compared to 51% of overall staff. 47% of participants are male (42% in 2022) compared to 49% of overall staff. 10% of participants are BAME (down from 11% in 2022), the same proportion as overall staff. 5% of participants are disabled (up from 4% in 2022), again, the same proportion as overall staff.

Table 27: Participation in Learning & Development by by Sex, Race (Ethnicity) and Disability

	L&D Participants	Overall Staff
Female	1,659 (53%)	2,317 (51%)
Male	1,471 (47%)	2,230 (49%)
Total Count and %	**3,130 (100%)**	**4,547 (100%)**
BAME	324 (10%)	453 (10%)
Disability	158 (5%)	218 (5%)

Table 28 presents the proportion of staff by age group, that have participated in learning & development as compared to those who have not. In decreasing order, the staff groups which had undertaken learning & development most were aged: under 20 (79%), 40-49 (79%), 30-39 (77%), 20-29 (72%). In contrast, the age groups which had undertaken least were aged: 60+ (52%), 50-59 (71%), and 20-29 (72%).

Table 28: Participation in Learning & Development by Age Group

	L&D Not Undertaken	L&D Undertaken	Total
Under 20	21%	79%	100%
20-29	28%	72%	100%
30-39	23%	77%	100%
40-49	21%	79%	100%
50-59	29%	71%	100%
60 +	48%	52%	100%
Total	**28%**	**72%**	**100%**

Table 29 presents the proportion of staff by disability status, that have participated in learning & development as compared to those who have not. A higher proportion of disabled (76%) than non-disabled (75%) staff had undertaken learning & development. However, the high proportion of not known responses make it difficult to analyse the data.

Table 29: Participation in Learning & Development by Disability Status

Disability Status	L&D Not Undertaken	L&D Undertaken	Total
Disabled	24%	76%	100%
Non-Disabled	25%	75%	100%
No Response	39%	61%	100%
Total	28%	72%	100%

Table 30 presents the proportion of staff by ethnicity, that have participated in learning & development as compared to those who have not. A higher proportion of BAME (77%) than White (75%) staff had undertaken learning & development. As before, the high proportion of not known responses make it difficult to analyse the data.

Table 30: Participation in Learning & Development by Race (Ethnicity)

Ethnicity	L&D Not Undertaken	L&D Undertaken	Total
BAME	23%	77%	100%
White	25%	75%	100%
Not known	44%	56%	100%
Prefer not to Say	24%	76%	100%
Total	28%	72%	100%

Table 31 presents the proportion of staff by sex, that have participated in learning & development as compared to those who have not. A higher proportion of female (75%) than male staff (69%) had undertaken learning & development.

Table 31: Participation in Learning & Development by Sex

Row Labels	L&D Not Undertaken	L&D Undertaken	Total
Female	25%	75%	100%
Male	31%	69%	100%
Total	28%	72%	100%

5.2. Overview of Promotions

Promotions by sex, race (ethnicity) and disability are presented in **Table 32**. During the reporting period, 379 staff have been promoted, compared to 430 in 2022.

51% of those promoted this year are female (compared to 53% in 2022) and 49% are male (compared to 47% in 2022). 10% of those promoted are from BAME backgrounds (compared to 9% in 2022) and 4% of those promoted are disabled (the same as 2022). The proportion of promotions, in relation to disability, race (ethnicity) and sex, is broadly consistent with the demography of overall staff.

Table 32: Promotions by Sex, Race (Ethnicity) and Disability

	Promotions	Overall University
Female	193 (51%)	2,317 (51%)
Male	186 (49%)	2,230 (49%)
Total Count and %	**379 (100%)**	**4,547 (100%)**
BAME	38 (10%)	453 (10%)
Disability	14 (4%)	218 (5%)

Table 33 presents promotions by sex and job category. In decreasing order, the highest proportions of promotions are found in the APS 6+ (34%), Research & Knowledge Exchange (18%) and Academic (15%) job categories.

The highest proportion of female promotions is found in the APS 3-5 (78%), followed by APS 6+ (64%) and then Teaching (61%) job categories. The lowest proportion of female promotions is found within the Technical (19%), Research & Knowledge Exchange (24%) and Operational (43%) job categories. In contrast, the highest proportion of male promotions is found in the Technical (81%), Research & Knowledge Exchange (76%) and Operational (57%) job categories. The lowest proportion of male promotions is found in the APS 3-5 (22%) and APS 6+ (36%) job categories.

Table 33: Promotions by Sex and Job Category

	Female #	Female %	Male #	Male %	Total #	Total %
Academic	25	44%	32	56%	57	15%
APS 3-5	29	78%	8	22%	37	10%
APS 6+	82	64%	47	36%	129	34%
Director/ Professor	11	55%	9	45%	20	5%
Operational	3	43%	4	57%	7	2%
Research & KE	16	24%	51	76%	67	18%
Teaching	22	61%	14	39%	36	9%
Technical	5	19%	21	81%	26	7%
Total Count and %	**193**	**51%**	**186**	**49%**	**379**	**100%**

6. Staff Retention

Staff retention by relevant protected characteristics is examined below.

6.1. Overview of Retention

Table 34 presents leavers by sex, race (ethnicity) and disability. During the reporting period, 714 staff have left the organisation (compared to 770 during 2022).

In relation to sex, 46% of leavers are female (45% as 2022) compared to 51% of overall staff. 54% of leavers are male (55% in 2022) compared to 49% of overall staff. 14% of leavers are from BAME backgrounds (11% in 2022) compared to 10% of overall staff and 5% are disabled (3% in 2022) compared to 5% of overall staff.

Table 34: Leavers by Sex, Race (Ethnicity) and Disability

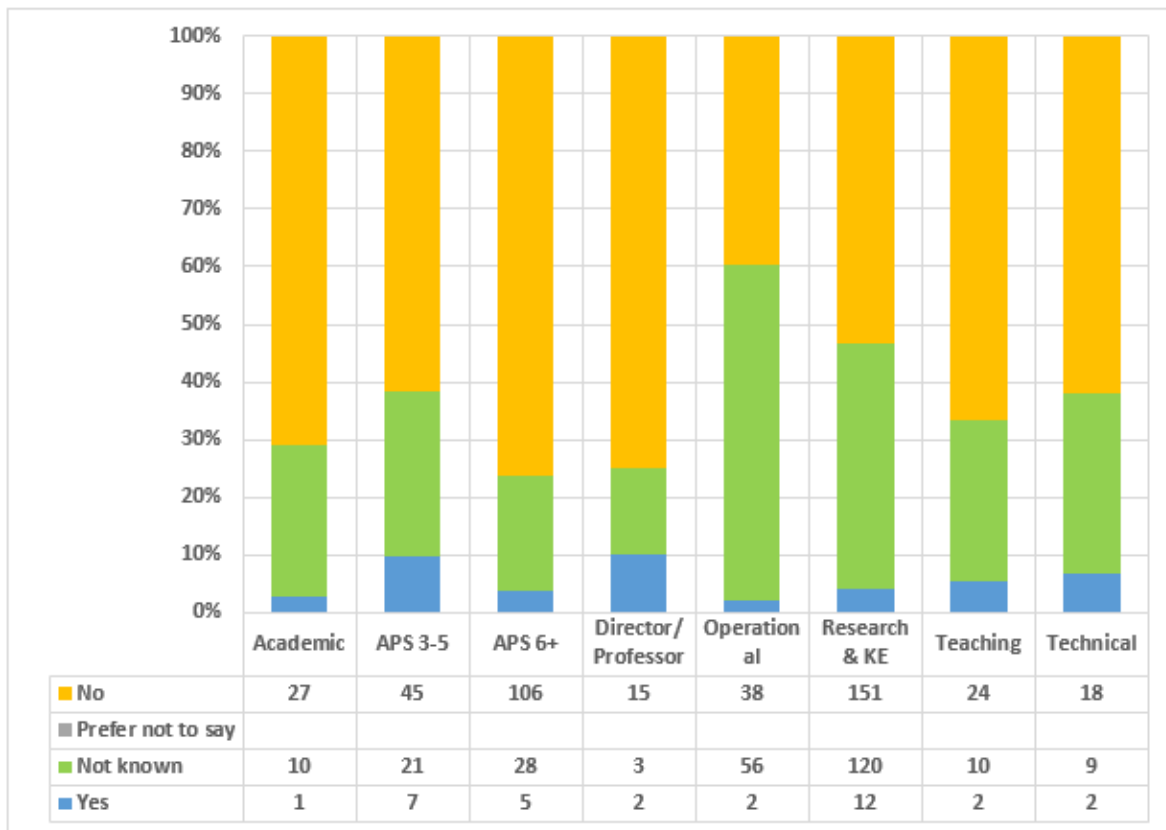|	Leavers	Overall Staff
Female	328 (46%)	2,317 (51%)
Male	386 (54%)	2,230 (49%)
Total Count and %	**714 (100%)**	**4,547 (100%)**
BAME	98 (14%)	453 (10%)
Disability	33 (5%)	218 (5%)

6.2. Disability

Figure 8 details leavers by disability. 59% of leavers identify as being non-disabled, 5% of leavers are disabled, the status of 36% of leavers is unknown and 0% have chosen "prefer not to say".

The highest proportion of disabled leavers are from the APS 3-5 (10%), Director/Professor (10%), Technical (7%) and Teaching (6%) job categories. In contrast, the highest proportion of non-disabled leavers are from the APS 6+ (76%), Director/Professor (75%) and Teaching (67%) job categories.

The proportion of "not known" responses ranges from 58% in Operational to 20% in APS 6+. As with elsewhere in this report, the proportion of "not known" responses are too high to support any meaningful interpretation.

Figure 8: Leavers by Disability

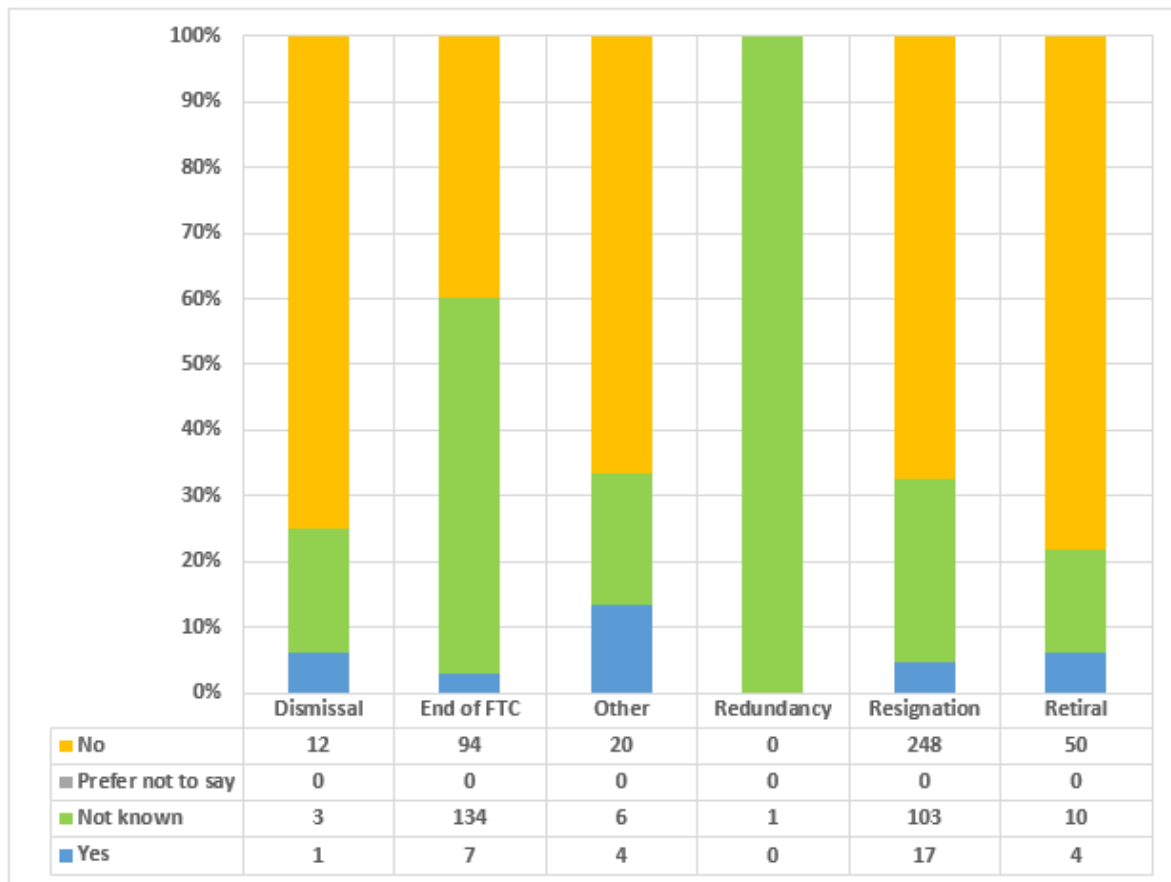|	Academic	APS 3-5	APS 6+	Director/ Professor	Operation al	Research & KE	Teaching	Technical
■ No	27	45	106	15	38	151	24	18
■ Prefer not to say								
■ Not known	10	21	28	3	56	120	10	9
■ Yes	1	7	5	2	2	12	2	2

The reasons for leaving by disability are presented in **Figure 9.** In decreasing order, the most common reasons for leaving given by staff are resignation (52%), end of fixed-term contract (33%) and retiral (9%). The "other" category comprises reasons such as death in-services, mutually agreed exit, and ill-health retirement.

In decreasing order, the most common reasons for leaving given by non-disabled staff are resignation (58%), end of fixed-term contract (22%), and retiral (12%).

In decreasing order, the most common reasons for leaving given by disabled staff are resignation (52%), end of fixed-term contract (21%) and retiral (12%). Retiral is often a more common reason for disabled leavers because acquired disability increases exponentially with age. However, this year, the proportion of disabled and non-disabled staff leaving due to retiral is the same. Nevertheless, a combination of low numbers and the high proportion of "not known" responses prevent any meaningful interpretation from being made.

Figure 9: Reasons for Leaving by Disability

	Dismissal	End of FTC	Other	Redundancy	Resignation	Retiral
No	12	94	20	0	248	50
Prefer not to say	0	0	0	0	0	0
Not known	3	134	6	1	103	10
Yes	1	7	4	0	17	4

6.3. Race (Ethnicity)

Leavers by race (ethnicity) and job category is presented in **Figure 10**. 14% of leavers are from BAME backgrounds, 53% are White, the ethnicity of 30% staff is unknown and 3% have chosen "prefer not to say".

The highest proportion of BAME leavers were employed within the Academic (32%), Research & Knowledge Exchange (21%) and Teaching (11%) job categories. Of note, Research & Knowledge Exchange has the highest percentage of fixed-term contracts, which partly explains the high proportion of BAME staff leaving this area. In contrast, the highest proportion of White leavers were employed within the APS 6+ (83%), Teaching (69%) and APS 3-5 (67%) job categories.

As before, the high proportion of unknown responses, ranging from 51% in Operational to 11% in APS 6+, present challenges in drawing interpretations and making meaningful conclusions.

Figure 10: Leavers by Race (Ethnicity) and Job Category

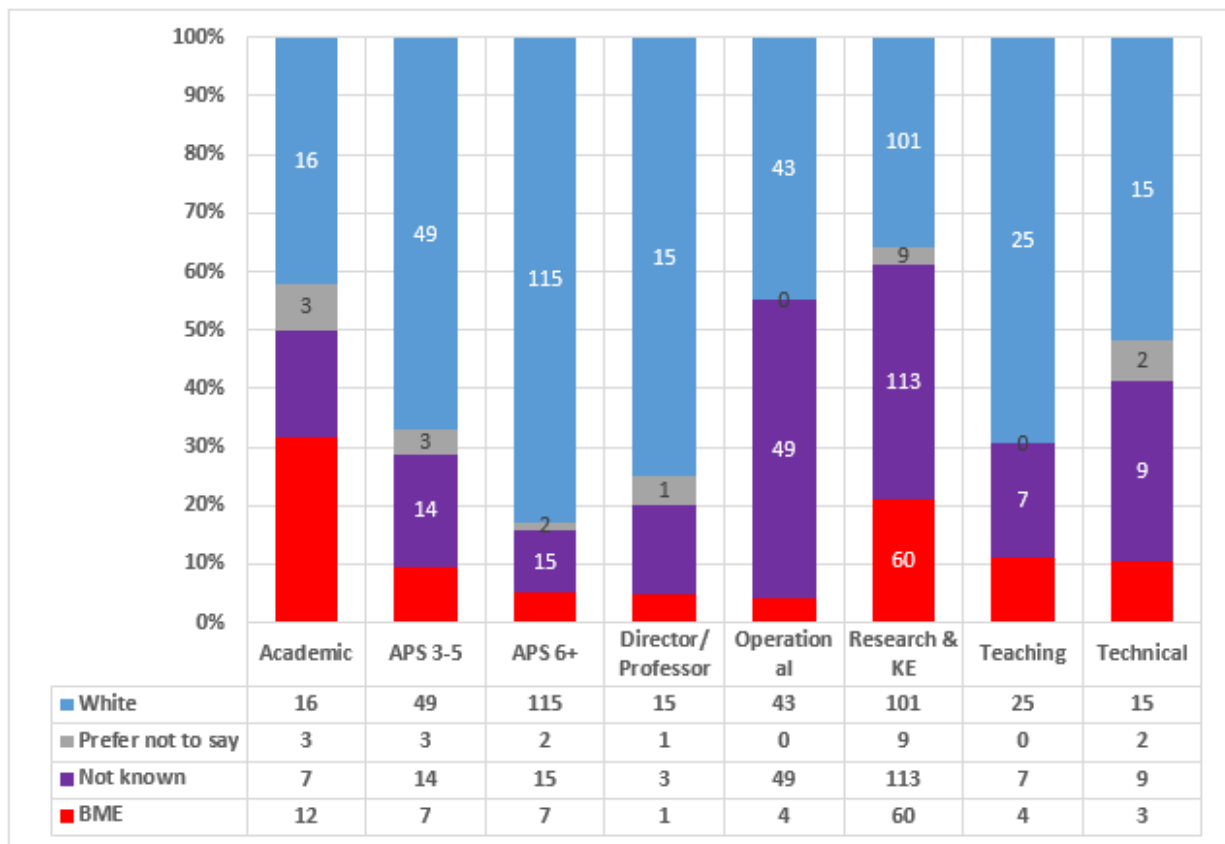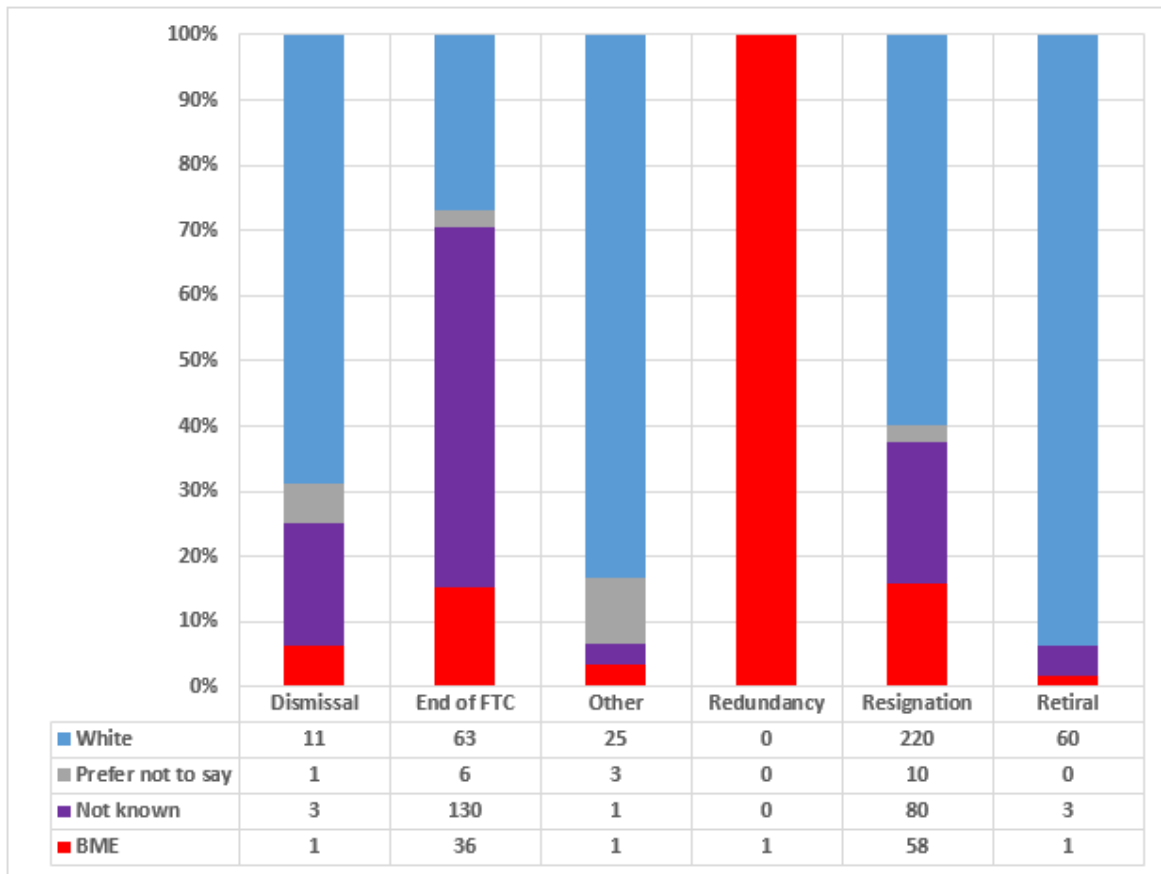|	Academic	APS 3-5	APS 6+	Director/ Professor	Operational	Research & KE	Teaching	Technical
White	16	49	115	15	43	101	25	15
Prefer not to say	3	3	2	1	0	9	0	2
Not known	7	14	15	3	49	113	7	9
BME	12	7	7	1	4	60	4	3

Figure 11 provides the reason for leaving by race (ethnicity). In decreasing order, the most common reasons for leaving given by staff are resignation (52%), end of fixed-term contract (33%) and retiral (9%).

In decreasing order, the most common reasons for leaving given by White staff are resignation (58%), retiral (16%) and end of fixed-term contract (17%).

In decreasing order, the most common reasons for leaving given by BAME staff are resignation (59%), end of fixed-term contract (37%) and retiral (1%). As stated, 21% of BAME leavers are employed within Research & Knowledge Exchange and this job category has the highest percentage of fixed-term contracts. This partly explains why this reason for leaving is higher for BAME staff as compared to the reason given by White staff.

Despite this possibility, a combination of low numbers and the high proportion of "not known" responses prevent any meaningful interpretation from being made.

Figure 11: Reasons for Leaving by Race (Ethnicity)

	Dismissal	End of FTC	Other	Redundancy	Resignation	Retiral
White	11	63	25	0	220	60
Prefer not to say	1	6	3	0	10	0
Not known	3	130	1	0	80	3
BME	1	36	1	1	58	1

6.4. Sex

Figure 12 presents leavers by sex and job category. 54% of leavers are male and 46% of leavers are female.

The highest proportion of female leavers are based in the APS 3-5 (82%), APS 6+ (60%) and Teaching (61%) job categories. In contrast, the highest proportion of male leavers are based in the Director/Professor (80%), Technical (72%) and Research & Knowledge Exchange (69%) job categories.

Figure 13 details the reasons for leaving by sex. In decreasing order, the most common reasons for leaving given by staff are resignation (52%), end of fixed-term contract (33%) and retiral (9%).

In decreasing order, the most common reasons for leaving given by female staff are resignation (55%), end of fixed-term contract (29%) and retiral (9%).

In decreasing order, the most common reasons for leaving given by male staff are resignation (49%, end of fixed-term contract (36%), and retiral (9%).

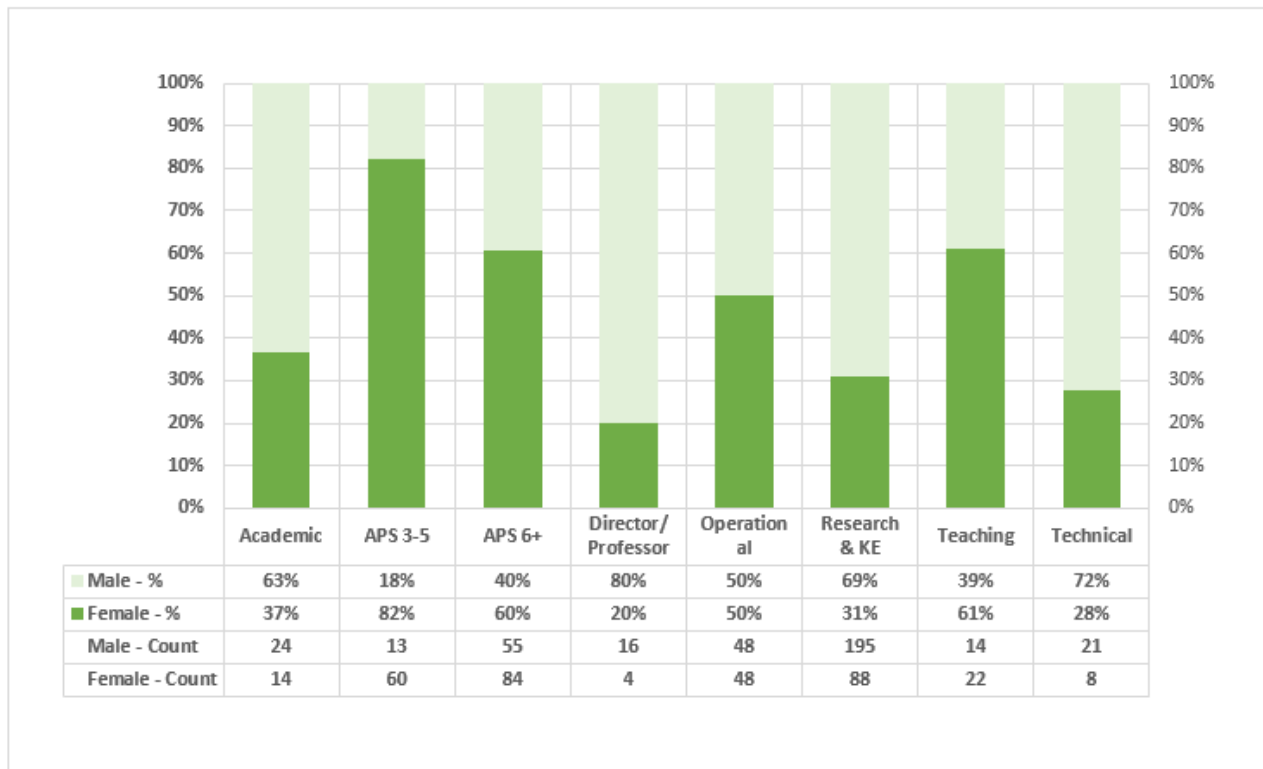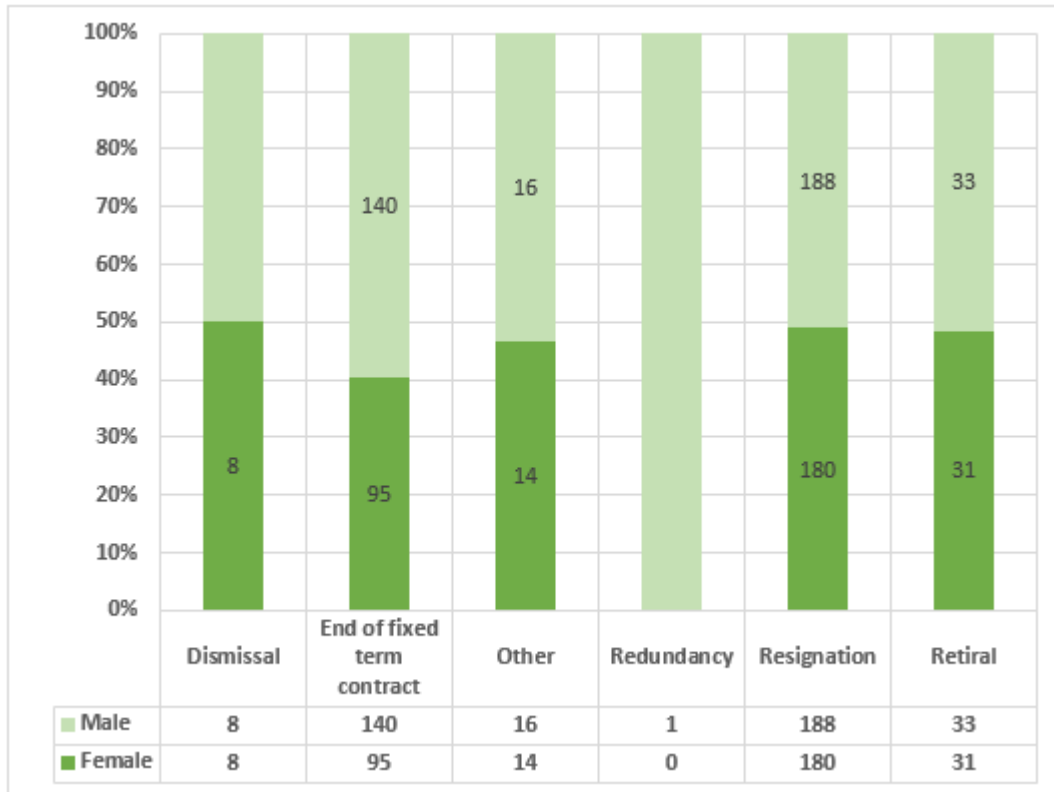**Figure 12: Leavers by Sex and Job Category**

	Academic	APS 3-5	APS 6+	Director/Professor	Operational	Research & KE	Teaching	Technical
Male - %	63%	18%	40%	80%	50%	69%	39%	72%
Female - %	37%	82%	60%	20%	50%	31%	61%	28%
Male - Count	24	13	55	16	48	195	14	21
Female - Count	14	60	84	4	48	88	22	8

Figure 13: Reasons for Leaving by Sex

	Dismissal	End of fixed term contract	Other	Redundancy	Resignation	Retiral
■ Male	8	140	16	1	188	33
■ Female	8	95	14	0	180	31

7. Staff Disciplinaries, Grievances and Complaints

Table 35 presents details of staff related disciplinaries, grievances and Dignity & Respect related complaints which the University has received and addressed since 2014. During the reporting period, there have been 31 cases (as compared to 25 in 2022) and the running total is 239.

Peaking at 19 in 2015, the number of disciplinary cases has generally decreased in recent years, although there was a slight increase to 11 cases during 2023. Historically, there has been a higher proportion of male than female staff involved in a disciplinary case.

There have been 20 grievance cases during the reporting period (as compared to 13 in 2022). The rise in numbers may be due to increases in Report and Support as a result of: increased awareness of the process; staff feeling more empowered and confident to raise a case; and the support afforded by recently training approximately fifteen Dignity & Respect Advisers.

The number of Dignity & Respect related complaints has varied, and, in most years, numbers have been less than five.

Similarly, due to low numbers, it is not possible to identify where a male or female staff member has raised a Dignity & Respect complaint. Dignity & Respect cases are no longer tracked separately but are, instead, incorporated into the disciplinary and grievance cases as appropriate.

Table 35: Formal Staff Related Disciplinary, Grievance and Dignity & Respect Cases by Sex

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Disciplinary Cases											
Female	5	*	6	*	*	5	*	5	0	*	*
Male	7	*	13	13	11	9	7	7	6	5	10
Total	12	8	19	17	15	14	11	12	6	6	11
Grievance Cases											
Female	*	0	*	*	*	*	*	0	*	7	8
Male	*	*	*	*	*	*	*	0	*	6	12
Total	5	*	*	*	*	*	*	0	*	13	20
Dignity & Respect Complaints											
Female	*	*	8	*	0	*	*	0	*	*	N/A
Male	*	*	*	*	*	*	*	*	*	*	N/A
Female and Male	0	0	0	0	0	0	0	0	0	*	N/A
Total	*	5	9	5	*	*	*	*	7	6	N/A
Grand Total	20	16	32	26	21	19	18	16	15	25	31

8.   Gathering and Using Staff Information

The steps taken and progress the University has made in gathering and using equality information to better perform the Public Sector Equality Duty (PSED), together with issues around declaration and plans to redress data gaps, is presented below.

8.1. Gathering Staff Information

In September 2013, the University revised its integrated HR management system to extend data collection across all protected characteristics. Since then, information on gender reassignment, marital and civil partnership status, religion or belief, and sexual orientation has been collected.

The data response field options are in line with the Higher Education Statistics Agency (HESA) reporting requirements and, where possible, aligned to the fields used by the Scottish Census 2022. As such, the University has been collecting and monitoring information across all nine protected characteristics in relation to the recruitment, composition, development, and retention of staff since Autumn 2013.

All applicants applying online are invited to declare their protected characteristics. Similarly, staff are invited to check the accuracy of and update their personal information, including their protected characteristics every one to two years, the last time in 2023.

8.2. Declaration Rates

Successive staff equality monitoring reports have found that, despite continued improvements, the proportion of "not known" responses remains high for many protected characteristics. Similarly, there are instances of "prefer not to say" across some protected characteristics.

Table 36 presents declaration rates by protected characteristics, detailing the proportion of "not known" and "prefer not to say" responses. As can be seen, "not known" responses range from 0% for sex to 46% for gender reassignment (we have a 0% response rate for sex as we are required to gather this for HMRC, so a staff response is not optional). The University also collects data on parental status, which has a 78% "not known" response rate. As a sector, Higher Education Institutions also experience data gaps.

Table 36: Staff Declaration Rates by Protected Characteristics

	University Not Known Response Rate	HEI Sector Not Known Response Rate	University Prefer not to Say Rate	HEI Sector Prefer Not to Say Rate
Sex	0%	0%	0%	0%
Race (Ethnicity)	15%	9%	2%	?
Disability	21%	0% *	0%	?
Sexual Orientation	26%	28%	8%	9%
Religion or Belief	26%	27%	8%	9%
Gender Reassignment	46%	36%	2%	4%
Relationship	20%	- **	6%	- **
Parental Status	78%	- ***	1%	- ***

? The current [Advance HE Equality in Higher Education: Statistical Report 2023](#) (based on HESA data) does not present this data.

* In Advance HE statistical reports since 2012, 'non-disabled staff' refers to staff who have indicated that they are not disabled, or whose disability status is unknown by their institution.

** HESA only collects data on marital status from Welsh HEIs, so this isn't available.

*** HESA does not collect data on parental status, so this isn't available.

As can be seen from **Table 37**, the proportion of "not known" responses across race (ethnicity) and disability is lower for applicants than staff. In contrast, the proportion of "prefer not to say" responses across sex, race and disability is higher for applicants than staff.

Table 37: Applicant Declaration Rates by Protected Characteristics

	Applicants Not Known Response Rate	Staff Not Known Response Rate	Applicants Prefer not to Say Rate	Staff Prefer not to Say Rate
Sex	0%	0%	1%	0%
Race (Ethnicity)	1%	15%	3%	2%
Disability	0%	21%	16%	0%

As shown in **Table 38**, the proportion of "not known" response rates across race (ethnicity) and disability is higher for appointments than staff. The proportion of "prefer not to say" responses across sex, race (ethnicity) and disability is the same for appointments and staff.

Table 38: Appointment Declaration Rates by Protected Characteristics

	Appointments Not Known Response Rate	Staff Not Known Response Rate	Appointments Prefer not to Say Rate	Staff Prefer not to Say Rate
Sex	0%	0%	0%	0%
Race (Ethnicity)	43%	15%	2%	2%
Disability	49%	21%	0%	0%

These data gaps present two challenges. Firstly, such responses illustrate that, for a variety of reasons, some staff have not engaged with the process of declaration ("not known") or, when they do, choose not to declare these data ("prefer not to say"). Secondly, "not known" and "prefer not to say" responses prevent an accurate representation of staff composition, recruitment, development, and retention from being determined. In turn, these data gaps have limited our ability to fully inform the following Equality Act 2010 (Specific Duties) (Scotland) Regulations in support of the PSED:

- Publish equality outcome and report progress.
- Assess and review policies and practices (conduct Equality Impact Assessments).
- Report on steps taken to gather and use staff equality information (this report).

Going forward, we reaffirm our commitment to redressing these data gaps.

8.3. Using Staff Information to Better Perform the PSED

Despite the issues resulting from existing data gaps, a genuine attempt has been made to analyse data, draw relevant conclusions and support action planning. Indeed, staff information is being used to better perform the PSED through informing and supporting:

- Relevant Equality Impact Assessments.
- Progress in delivering the University's Equality Outcomes 2021-2025.
- Our Athena Swan award submissions and related action plans.
- Our Race Equality Steering Group Action Plan, and future Race Equality Charter award submission.
- HR recruitment and selection systems and procedures, including talent acquisition.
- Organisational Development systems and procedures, including succession planning.

9. Future Actions

The University recognises that complete and valid staff data are essential to conducting Equality Impact Assessments, devising equality outcomes and demonstrating progress in meeting these equality outcomes, and detailing the steps taken and use employee information.

The University is currently planning the implementation of ITrent, our new HR and Payroll System, which is expected to go live in 2025. This provides the opportunity to further refine our equality and diversity monitoring in alignment with the HESA annual staff return and the revisions contained within the Scottish Census 2022, to ensure best practice and better support benchmarking.

As part of this process, in late 2023, the University's Equality, Diversity & Inclusion Committee considered and approved several short-, mid- and long-term options to better encourage applicants and staff to declare their equality information. These include:

- An animated video, e-fact sheet and awareness raising communications explaining the rationale for monitoring and reassuring staff about anonymity and confidentiality.
- Senior managers acting as positive role models by declaring their data.
- Agenda points to support discussions in local team meetings.
- Specifically targeting staff within faculties, departments, and job categories with a relatively high proportion of "not known" and "prefer not to say" responses and encouraging them to provide their equality information.

In doing so, the University will be able to gather and analyse a more accurate representation of staff composition, recruitment, development and retention and better deliver both the [Equality Act 2010 (Specific Duties) (Scotland) Regulations](#) in support of the PSED, and our corporate objectives.