



University of
St Andrews | FOUNDED
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Staff equality and diversity report 2019



www.st-andrews.ac.uk

Introduction

In this report you will find information and performance indicators related to disability, ethnicity and gender for staff. Ethnicity and gender are two protected characteristics where we have sufficient data to warrant publishing our findings.

In the interests of protecting the anonymity of our staff, there are instances where the population for a particular measure is not large enough to be suitable for publishing; this is the case in relation to disability at St Andrews, so whilst you will find some initial information and performance indicators related to disability here, the information is limited. For example, at present the University does not have sufficient data to warrant publishing academic promotions success by disability. We would encourage staff to disclose information related to disability so that we can understand the role it plays in participation, retention, and progress.

Notes

1. Advance HE and the Higher Education Statistics Agency (HESA) uses the term 'disabled staff' to refer to staff who are indicated as disabled on their HESA staff record. 'Non-disabled staff' refers to staff who have indicated that they are not disabled, or whose disability status is unknown by their institution.
2. We are using broad race and ethnicity categories of 'Black, Asian, Minority Ethnic (BAME)' and 'White'. If it becomes possible in the future to report on a broader range of categories without identifying individuals, we will provide analyses of race and ethnic gaps that are more fine-grained and include sub-categories within the broad ethnic groups.
3. In terms of gender, we are using the binary categories of men and women. If it becomes possible in the future to report on a broader range of categories without identifying individuals, we will provide analyses of gender that are more fine-grained and include categories that individuals have indicated is their preferred self-identification.
4. The University does not currently have sufficient data to report on the regrading success by gender and ethnicity for professional services staff.
5. Advance HE's *Equality in higher education: staff statistical report* (2019) publishes data pertaining to the year 2017-2018. This is the most recent publication and will therefore be used for higher education benchmarking.
6. The University have rounded percentages to one decimal place.

If you would like to make a comment about the information provided here, have any ideas for addressing identified gaps, or wish to flag some related activity you are undertaking or aware of, please email peoplestrat@st-andrews.ac.uk.

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Throughout the report you will see this blue bar in the context sections. This denotes text which is thereafter visually represented.

Context

The [Office for National Statistics \(2018\)](#) found that 18.9% of people aged 16 to 64 self-reported as disabled.

Disability disclosure rates among staff working in higher education institutions (HEIs) have consistently increased over recent years. In the period between academic years 2007-2008 and 2017-2018, the proportion of staff declaring as disabled doubled from 2.5% to 5%. Disability disclosure rates are lower among academic staff than professional and support staff and among professors compared with other academics (Advance HE 2019).

Advance HE reported that in 2017-2018, 5% of staff working in HEI's in the UK disclosed as disabled. Staff disability disclosure rates are much lower in Scotland, at 3.7%.

Staff disability disclosure

Year	UK HE disability disclosure percentages	Scotland HE disability disclosure percentages	University of St Andrews disability disclosure percentages
2014-2015	4.5%	3.3%	2%
2015-2016	4.6%	3.3%	1.8%
2016-2017	4.9%	3.6%	2.1%
2017-2018	5.1%	3.7%	2.5%
2018-2019	*	*	2.1%

* Advance HE's, *Equality in higher education: staff statistical report* (2019) publishes data pertaining to the year 2017-2018. This is the most recent publication.

Findings

A smaller percentage of staff disclose as disabled (2%) at the University of St Andrews than elsewhere in Scottish and UK higher education.

Disability actions

In consultation with disabled staff, the University will identify and develop initiatives to encourage and empower staff to disclose disabilities. It is only through having a fuller understanding of all staff disability that St Andrews can ensure that we are better able to support and make reasonable provision for those requiring adjustments, as well as those who have disabilities but do not require or wish to secure adjustments.

The University would encourage all staff with disabilities to disclose them so that we can better understand whether there is a relationship between having a disability and participation, retention, and progress.

Context

In the **2011 census**, 14% of the population of England and Wales identified as Black, Asian and Minority Ethnic (BAME) and 86% identified as White (including 'Other White'). In the **Scottish census**, 4% of the population reported their ethnicity as BAME, whilst 96% of the population reported their ethnicity as White (including 'Other White').

The Higher Education Statistics Agency (HESA) reported that in the academic year 2018-2019, where ethnicity was known, 14.5% of staff identified as BAME (aggregate of UK and non-UK nationals who were BAME staff) and 85.5% of staff identified as White. Within Scotland, 9.5% of staff identified as BAME and 90.5% identified as White.

HESA (2018-2019) reported that of UK nationals working in UK higher education, 10.3% identified as BAME and 89.7% identified as White. This proportion varied by nation. In Scotland, of UK nationals working in higher education, 4.1% identified as BAME and 95.9% identified as White.

Of those non-UK nationals with known ethnicity working in UK higher education, 30.7% identified as BAME and 69.3% identified as White. In Scotland, 28.3% of non-UK nationals working in HE identified as BAME and 71.7% identified as White.

Findings

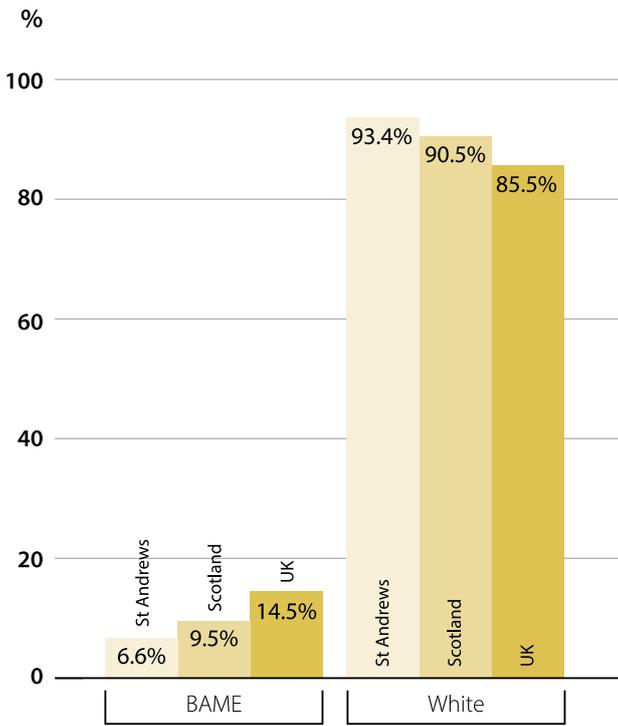
At the University of St Andrews in 2018-2019 and where ethnicity was known, 6.6% of salaried staff identified themselves as BAME (this includes UK and non-UK nationals), and 93.4% of salaried staff identified themselves as White. Whilst the St Andrews BAME staff population is 7.9 percentage points lower than the UK HE BAME staff benchmark (14.5%), this should be understood in the context of the overall smaller BAME population of Scotland. Similarly, the St Andrews BAME staff population (6.6%) is 2.9 percentage points lower than the Scottish HE BAME staff population (9.5%). This should be understood in the context of the smaller BAME population of Fife (2.4%).

Key

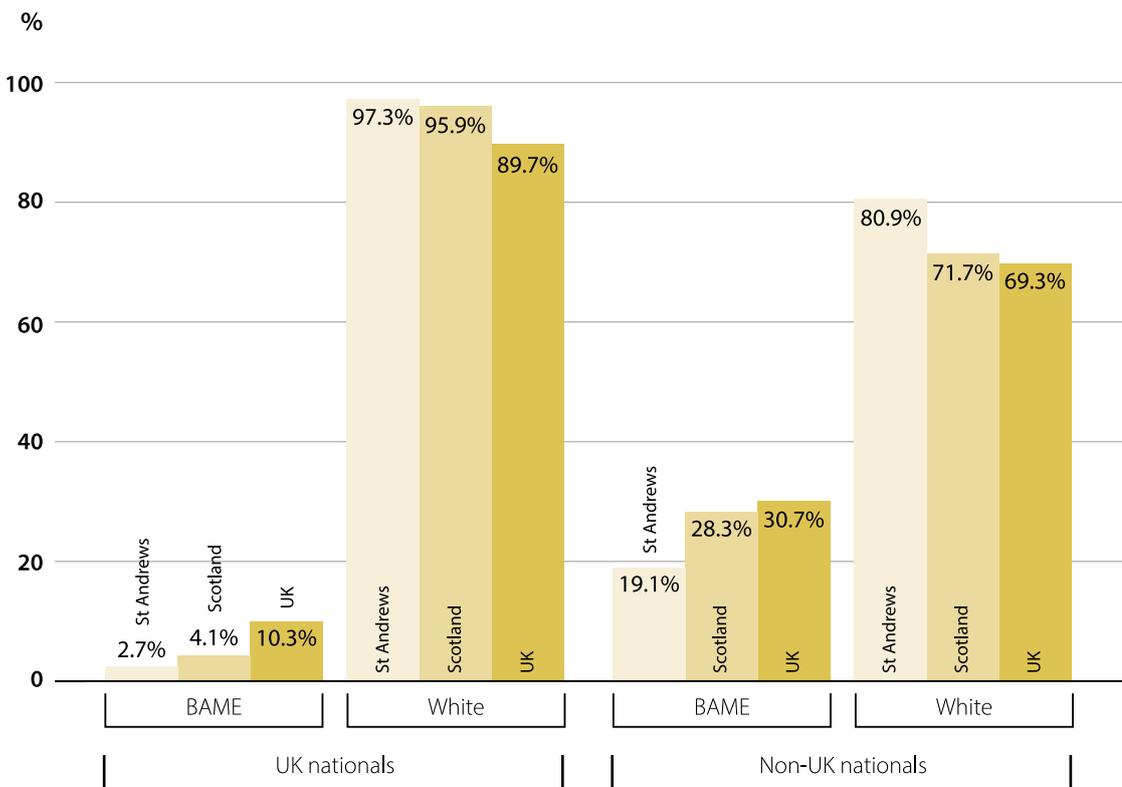
Unless otherwise specified the key for the area representation in this section will be as follows:

 St Andrews  Scotland  UK

Staff by ethnic group



UK/non-UK staff by ethnic group



The data which pertains to Scotland and UK have been adapted from the Higher Education Statistics Agency (HESA) 2018-2019 dataset.

Context

The 'academic promotions success gap (APSG)' by ethnicity measures the difference between the proportion of successful BAME applicants and successful White applicants for promotion. There is no legal obligation for the University of St Andrews to publish information on the APSG by ethnicity. Publishing this report provides the opportunity for the University to map trends in its own promotions success gap, and to support the identification of what works to close identified gaps.

There is no centralised source of benchmarking data for promotions. Advance HE (2019) reported that in the academic year 2017-2018, UK BAME staff were underrepresented in the highest contract levels and overrepresented in the lowest. In the academic year 2017-2018, UK BAME staff represented 3.1% of heads of institutions, whilst UK BAME staff represented 13.3% of the lowest contract level (XpertHR level P). This was also the case for non-UK BAME staff, who represented 13.4% at Universities and Colleges Employers Association (UCEA) level 2 (second highest contract level) and 46.8% of staff in the lowest contract level (XpertHR level P).

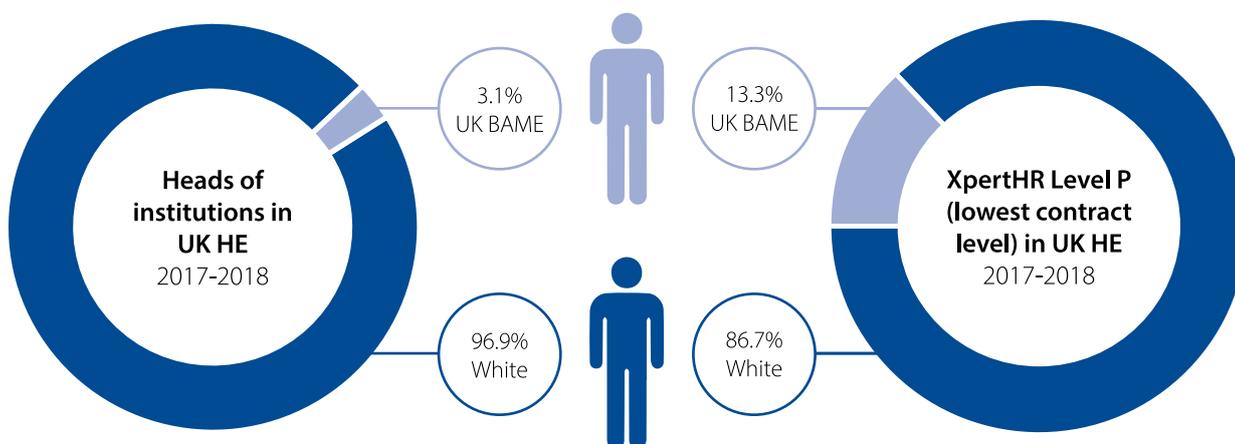
Key

Unless otherwise specified the key for BAME and White representation in this section will be as follows:

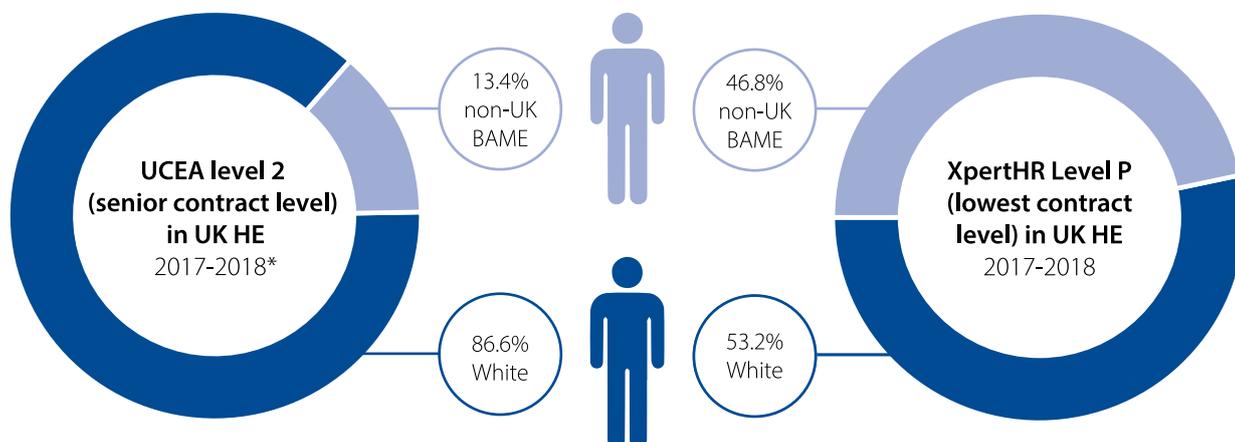


Higher education sector UK/non-UK staff by contract level and BAME/White identity

UK BAME



Non-UK BAME

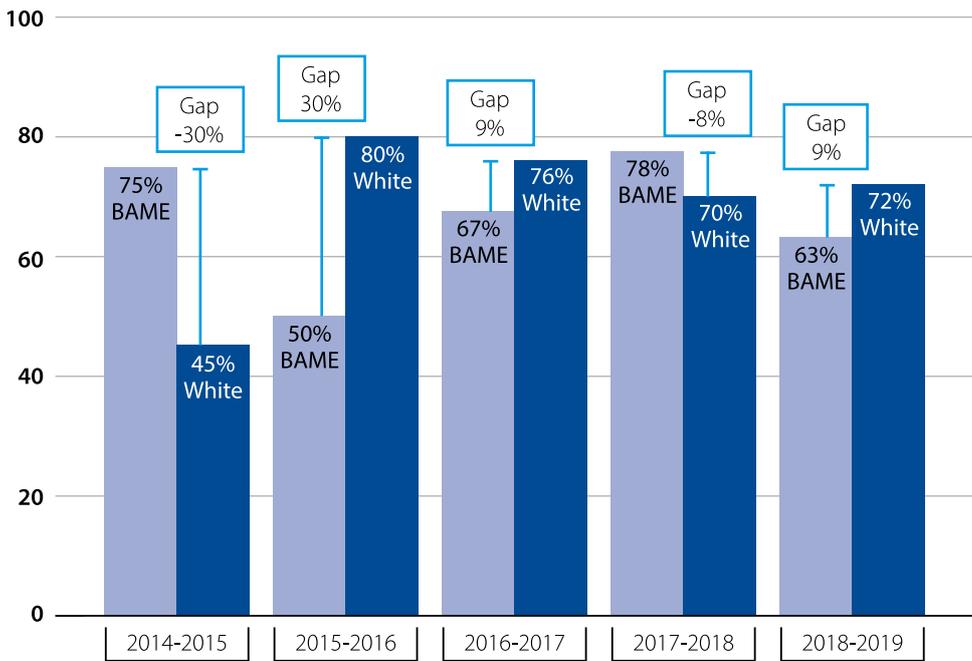


*Advance HE *Equality in higher education: staff statistical report* (2019) uses Universities and Colleges Employers Association (UCEA) and XpertHR levels to denote contract levels. The points of comparison between the highest and lowest contract levels have been adopted from Advance HE (2019). 'Heads of institution' is the only contract level more senior to UCEA level 2. However, percentages for the heads of institution contract level for the non-UK population are not published within the Advance HE 2019 report, hence UCEA level 2 has been used as a point of comparison.

It is only in the past three years (since academic year 2016-2017) that the University has had more than five BAME applicants in a promotions round, and so can report on our APSG. There has been significant variation within this period. In 2018-2019, the APSG for ethnicity was 9%, whilst in 2017-2018 the gap was -8%, i.e. a gap in favour of BAME applicants.

St Andrews academic promotions success gap by ethnicity

% of successful applicants



Ethnicity actions

The University continues to bolster the actions and activities taken to both identify and address matters which specifically pertain to ethnicity. The University's commitment to diversity and inclusivity is a core strand of its [Strategy 2018-2023](#). Within this strand a priority is achieving greater ethnic diversity and seeking to identify where there may be progress, retention and experience gaps for BAME staff with the view to taking meaningful actions to address identified gaps.

Race Equality Working Group

The University has established a Race Equality Working Group (December 2019). This group will be pivotal in addressing identifiable gaps related to ethnicity (e.g. recruitment, promotion, retention), and will work towards making underlying organisational changes to secure the [Advance HE Race Equality Charter](#).

Equality, diversity and inclusion staff appointment

In March 2019, the University's first Assistant Vice Principal (AVP) for Diversity was appointed. This senior-level role is a visible and high-profile demonstration of the University's determination to place equality, diversity and inclusion at the heart of the St Andrews experience.

In March 2020, the University appointed a Research Fellow and Project Manager in Equalities to work with the AVP Diversity to implement EDI initiatives across the University. The University also appointed an EDI Project Officer. In addition, the University has appointed two EDI Area Leads (one for Arts and Divinity and one for Science) to further the EDI agenda within their respective faculties. These new roles build on the existing EDI staff complement of our Head of EDI, two Equality and Diversity Awards Advisers and an EDI Assistant

Recruitment and promotion

The University remains committed to attracting more BAME staff applicants; St Andrews advertised vacancies in various media publications including the Windrush Magazine (June 2018, June 2019), the Black History Month Magazine (October 2019) and the BAME Education and Careers Guide Magazine (November 2019).

Recruitment and promotion procedures have been revised to encourage applications from underrepresented groups. St Andrews is currently undertaking work to strengthen guidance for the creation of appointment panels. The University requires mandatory unconscious bias and diversity training for recruitment and promotion board members. Other measures include increasing interview consistency (with regards to panel size, questions asked, and information provided to the candidate) and minimising travel requirements, where appropriate, by using accessible technological solutions.

Leadership programme

Since 2016-2017, the University has supported three members of staff to take part in the Advance HE [Diversifying Leadership \(BAME\) programme](#). This is an external programme aimed at BAME early career academics and professional services staff below senior lecturer level or equivalent (typically for University staff grades 6 to 8) who would like to develop and explore issues relating to taking their first step into a leadership role.

BAME network

In June 2018, the University launched its first Staff BAME Network. The purpose of the informal network, which is supported and fully funded by the University, is to provide:

- a confidential forum to share knowledge and good practice through networking
- effective solutions in policy and planning development
- events and initiatives to increase the positive profile of visible-BAME staff.

Scottish Race Equality Network

At present, the University's Head of Equality, Diversity and Inclusion (EDI) chairs the Scottish Race Equality Network (SREN), which is a forum for sharing institutional best practice.

Race at Work Charter

In May 2019, the University became the first University to become a signatory of [The Prince's Responsible Business Network's Race at Work Charter](#).

Consultation exercise

In 2019, the University undertook a large consultation exercise to collect the views of 1,000 staff and students, through focus groups and anonymised surveys. This dataset was analysed to identify key themes and, where possible, 'group specific' trends, including trends in BAME respondents. The BAME-specific data will be re-analysed and used to identify any perceived barriers or facilitators to promotion. This research informed the development of the University's People Strategy and its Action Plan. Some actions in relation to the ethnicity are:

- Extending the University web page offering to provide prospective employees with a greater understanding of what to expect from the University, for example, number of countries represented in the workforce.
- Ensuring job design, advertising, strategic timing of recruitment and use of word of mouth and networks is optimal to attract the broadest range of talent.
- Improving our understanding of what people's experiences of applying and being recruited to St Andrews feels like (including from diverse perspectives).
- Ensuring a consistent, well-planned and well-supported approach to inductions, including comprehensive diversity promotional material and answers to FAQs.

Context

Using the Labour Force Survey, the [Office for National Statistics \(ONS\)](#) found that of those employed in the UK in 2019, 53% were men and 47% were women.

The Higher Education Statistics Agency (HESA) reported that in academic year 2018-2019, 45.4% of staff working in UK higher education were men and 54.6% were women. Figures are broadly similar in Scotland, where 45% of staff were men and 55% were women. The gender distribution changes when looking at 'academic staff only', in academic year 2018-2019, 53.7% of academic staff were men, whilst 46.2% were women. For a gendered breakdown of teaching and research contracts, see below.

Findings

St Andrews has a comparatively even gender distribution amongst staff, which for the past four years has marginally favoured women.

Amongst academic staff at St Andrews, we see a less even gender distribution (61.3% men, 38.7% women), with women being comparatively underrepresented; this is in line with trends for both UK (54.7% men, 46.2% women) and Scottish (54.6% men, 45.4% women) higher education. In relation to professional service staff, where there are 39.8% men and 60.2% women, men are comparatively underrepresented.

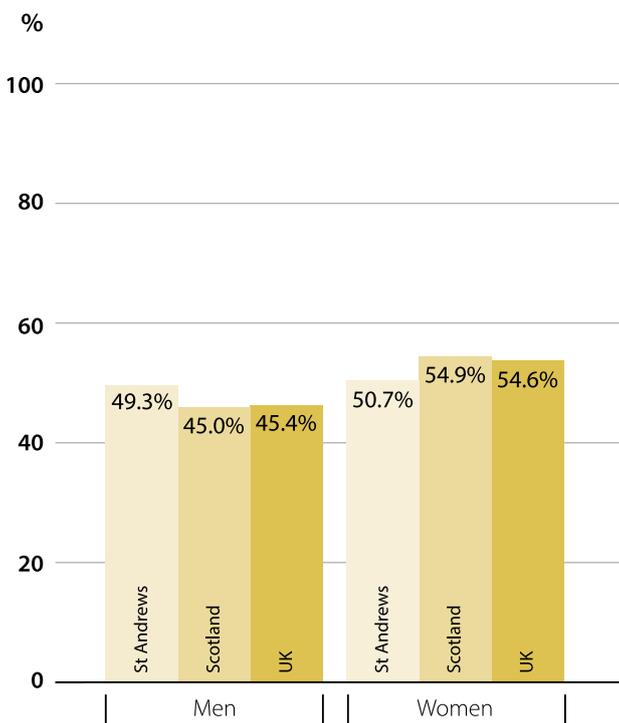
At St Andrews, women (55.9%) tend to be overrepresented in 'teaching only' contracts as compared to men (44.1%). Whereas men tend to be overrepresented in 'research only' (59.9% men, 40.1% women) and 'teaching and research' contracts (66.5% men, 33.5% women). This is comparable to UK higher education statistical trends.

Key

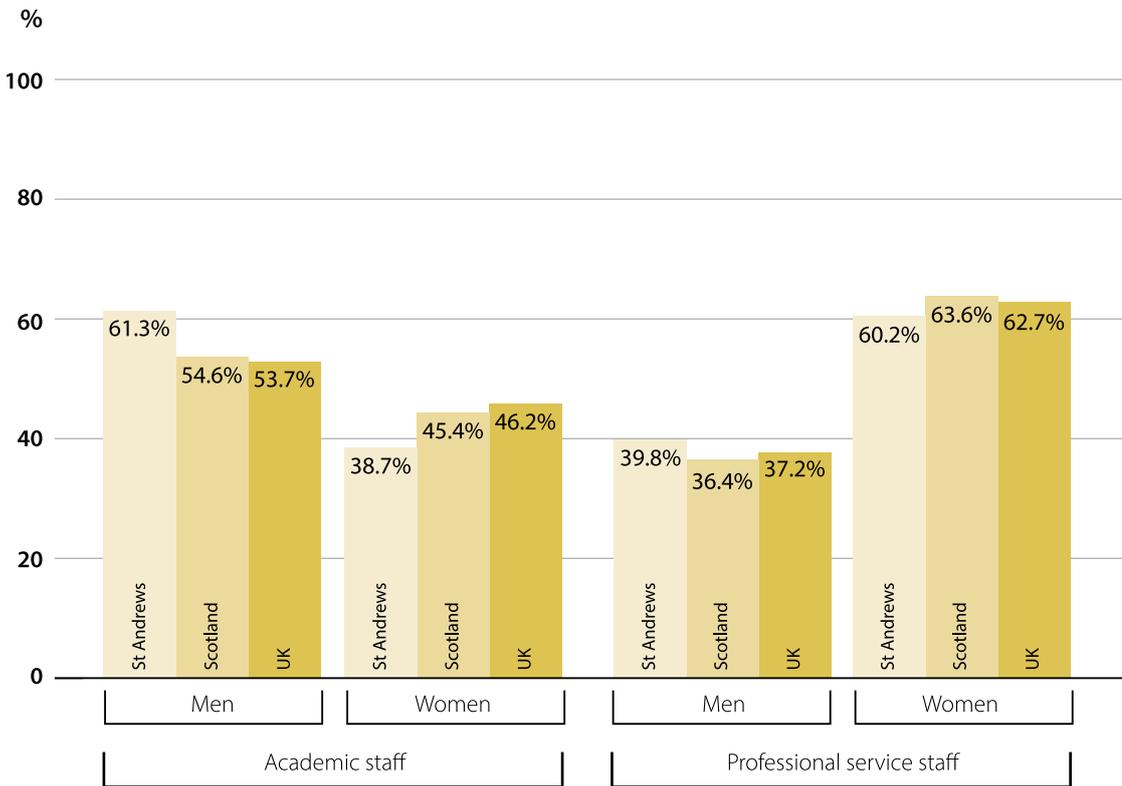
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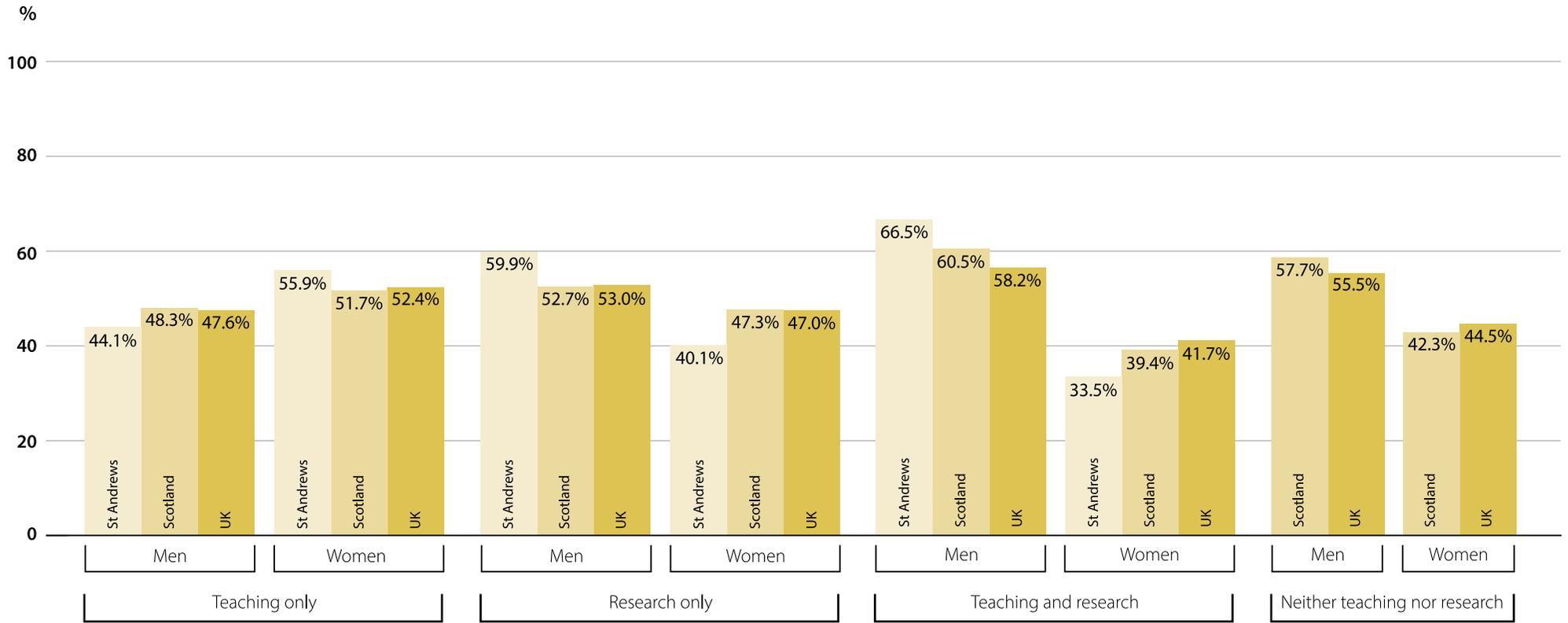
Staff by gender



Staff population by activity and gender



Academic staff by research/teaching contract type and gender



The information pertaining to proportions of staff in Scotland and the UK are sourced from the Higher Education Statistics Agency (HESA) 2018-2019 dataset.

Context

The 'academic promotions success gap (APSG)' by gender measures the difference between the proportion of successful applicants for promotion who were men and successful applicants who were women.

There is no legal obligation for the University of St Andrews to publish information on the APSG by gender. Publishing this report provides the opportunity for the University to map trends in its own promotions success gap to identify what works to close identified gaps.

There is currently no centralised source of benchmarking data for academic promotions in the higher education sector. However, several institutions publish their promotions data as part of their equality monitoring. As a means of comparison, we have looked at the rates for other Scottish universities where outcomes are available; there are no identifiable patterns in the gender ASPG at these institutions.

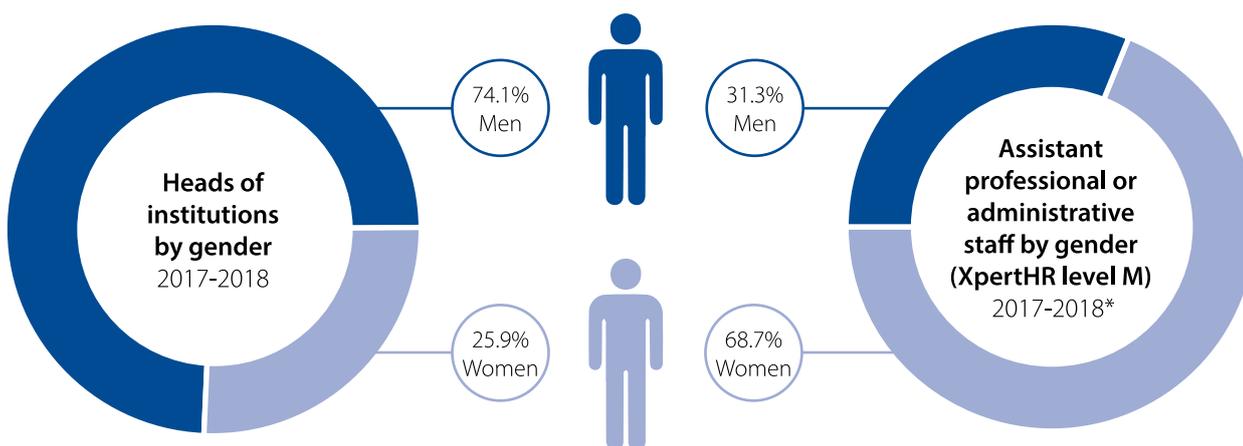
There is no centralised source for benchmarking data for academic promotions by gender. However, Advance HE (2019) reports data with respect to contract level and gender. Advance HE uses Universities and Colleges Employers Association (UCEA) and XpertHR to denote contract levels. The point of comparison between the 'heads of institutions' and 'XpertHR level M', which pertains to assistant professional or administrative staff, has been adopted from the Advance HE staff statistical report (2019). Advance HE summarise that as the seniority of contract levels increase, the percentage of staff who are women decreases. For example, in the academic year 2017-2018, whilst 25.9% of heads of institutions were women, women represented 68.7% of assistant professional or administrative staff (XpertHR level M). Conversely, 74.1% of heads of institutions were men, whilst men represented 31.3% of assistant professional or administrative staff (XpertHR level M).

Key

Unless otherwise specified, the key for men and women representation in this section will be as follows:



Higher education sector staff by contract level and gender

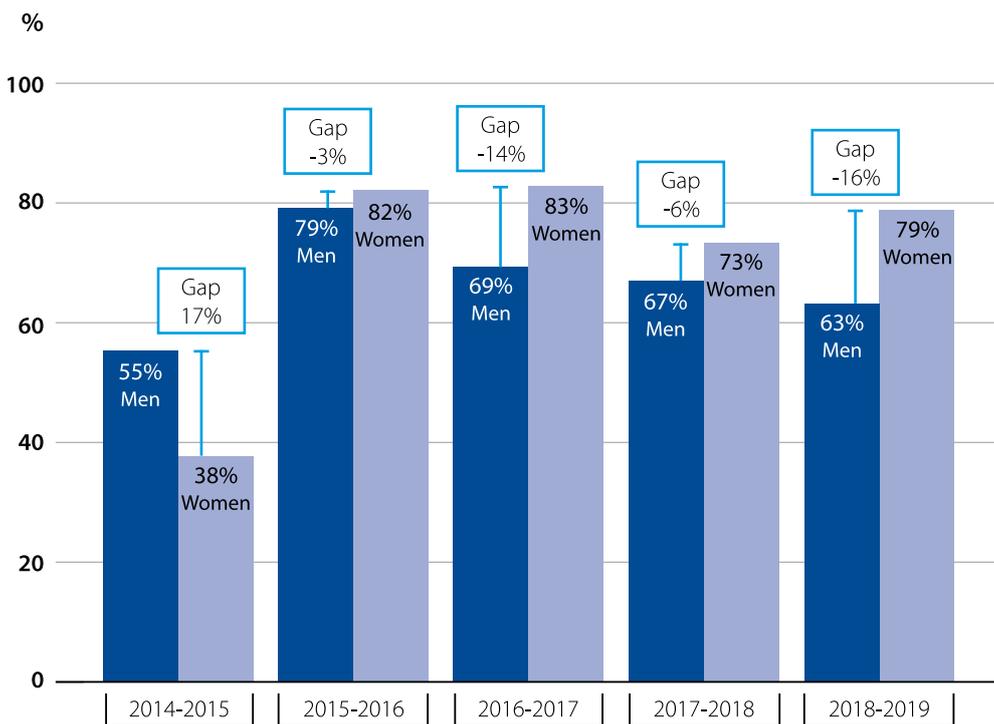


*The point of comparison between the 'heads of institutions' and 'XpertHR level M', which pertains to assistant professional or administrative staff, has been adopted from the Advance HE staff statistical report (2019).

As in UK higher education generally, analysis of the staff gender distribution by grade at St Andrews indicates that, bar grade two, women are generally overrepresented in the lower grades (grades 1 to 5) and underrepresented in the higher grades (grades 6 to 9). Conversely, men are overrepresented in grades 6 to 9 and underrepresented in the lower grades (except for grade 2).

At the University of St Andrews, the gender APSG has fluctuated over the past five years. For the past four years the gap has been in favour of staff who are women. Of the four years, the gap was highest in the 2018-2019 round where 79% of women applicants were promoted, compared with only 63% of men.

St Andrews promotions success gap by gender



Consultation Exercise

In 2019, the University undertook a large consultation exercise to collect the views of 1,000 staff and students through focus groups and anonymised surveys. This research underpinned the development of the University's People Strategy and its Action Plan. The data from the People Strategy consultation has been analysed to better understand how different groups feel about their promotion prospects and success and the kind of support they feel they need to apply for promotion and be successful.

Athena SWAN

The University has continued to engage with Athena SWAN: the University's Bronze institutional award was renewed in May 2018; 13 of our Academic Schools have received a Bronze Athena SWAN award and 3 Schools have received Silver. Additionally, the University's School of Physics and Astronomy continues to hold the Juno Champion Status from the Institute of Physics.

Mentoring and development schemes for women

The Elizabeth Garret mentoring programme, which started in January 2018, continues to support women in, or aspiring to, academic leadership roles. To date, the scheme has supported 58 mentees.

In the academic years 2018-2019 and 2019-2020, the University sponsored a further 47 members of staff to take part in the [Leadership Foundation in Higher Education Aurora programme](#). This is an external women-only leadership development programme designed to take positive action to address the under-representation of women in leadership positions in the higher education sector.

Support for carers

The University continues to hold the [Carer Positive Employer Award](#) and has progressed from the 'Established' level to 'Exemplary', the highest level.

The University launched a [Staff Parents and Carers Network](#) in March 2019 to support the working lives of staff who have parental and caring responsibilities. This provides a networking forum to share knowledge and experiences and raises awareness of the needs of working parents and carers through events and initiatives. In the context of Covid-19, in March 2020, a virtual network was launched to support staff working remotely.

Recruitment and promotion

Recruitment and promotion procedures have been revised to:

- encourage applications from women and other underrepresented groups
- disallow single-sex shortlists for advertised academic posts without a pause in the process and Principal's Office discussion
- require mandatory unconscious bias and diversity training for recruitment and promotion board members.

Gender Pay Gap Working Group

Since September 2018, a new Gender Pay Gap Working Group has been working to support and enhance the University's ongoing activities in tackling the gender pay gap and related issues. A gender-mixed membership includes:

- Assistant Vice-Principal for Diversity
- Director of Human Resources
- Head of Equality and Diversity
- a representative from Planning
- Trades union representatives from UCU, Unison and Unite
- academic and professional services staff representatives.

The group has also commissioned work from the University Planning Office, HR and the EDI team. This work includes an analysis of the impact of job titles and advertisements on the gender of applicants and appointees.

1. Some other university websites have not displayed outcome statistics with regards to protected characteristics. Does that mean that staff are better off there?

Universities are not obligated to publish indicators of progression in relation to most of the areas and measures identified on the diversity pages; the exception to this rule is the obligation to report the [gender pay gap](#). Some universities have begun to publish indicators of their progression in relation to several measures. The decision about whether to publish gap data is generally not an indication of how well an institution is doing against the measures.

St Andrews has chosen to share this information as a part of the University's strategic priority to drive forward its diversity agenda. We have chosen to publish our gap data because we are committed to:

- placing diversity and inclusion at the heart of the St Andrews experience
- being as transparent as possible about the extent to which our community is diverse
- closing identified gaps in performance and providing an opportunity for staff and students to engage with the information.

2. What do the identified gaps mean for me as an individual?

The information/trends presented in the diversity reports should not be assumed to impact individual staff members. We are instead reporting institutional trends and trends for specific groups, in relation to Scottish and UK landscapes. Where there is evidence that specific groups may be experiencing a disadvantage, we are committed to addressing the underlying causes and improving outcomes. St Andrews values all staff members and we aim to continually provide an inclusive environment.

St Andrews is publishing these reports because we believe that it is only through identifying and being transparent about the trends in our progression that we can seek to improve the experiences for all staff and close any identified gaps.

3. If I identify under more than one equality characteristics (for example, gender and race), will that further impact equal opportunities at work for me?

The University staff body is made up of people from a range of different backgrounds, they differ by ethnicity, nationality, age, class, gender, disability, sexual orientation, faiths and philosophies of life. It is generally accepted that multiple identities, characteristics, social positions and factors intersect to create a person's unique experiences and perspectives. St Andrews acknowledges that recognising intersectionality and addressing any comparative disadvantage that emerges from a range of characteristics is a key aspect of ensuring an inclusive environment.

4. What are the underlying causes of the identified gaps at St Andrews?

As evidenced by the UK and Scottish benchmarking statistics in Higher Education (HE), many of the identified gaps are sector-wide and therefore not unique to St Andrews. It is generally accepted that the reasons behind the identified gaps are structural in nature and multifaceted, including institutional culture and historical institutional biases.

The University have therefore prioritised the following:

- strategic focus on achieving a gender balance at various staff grades and addressing the gender pay gap
- Achieving greater racial and ethnic diversity, through seeking to address the experience of people from BAME communities at all levels of the University, in order to make meaningful interventions in respect of recruitment and representation.