



**Equality, Diversity & Inclusion
Annual Report - September 2015**

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Foreword

At Aston University, we have a very different student mix from most UK universities, with students from black and minority ethnic backgrounds making up over 60% of the student body. Our staff are similarly more diverse than at most other universities. This is recognised in the QS Guide, compiled in partnership with the Guardian and international rankings agency QS, which ranks the world's top 500 universities. Their international league tables have consistently scored Aston highly for its ratio of International students and International faculty.

The value Aston places on inclusivity can be seen not only in our uniquely diverse community; it also features highly on Aston's developmental agenda. This year, we have re-invigorated Aston's cross-university intercultural competence initiative, holding a number of intercultural awareness activities for International Welcome Week. To maximise the progression and retention of students in all group, sessions on teaching a diverse student population are now integrated into the Post-graduate Certificate in Professional Practice which is compulsory for all new teaching staff. Diversity training has become a required element of our induction and management development programmes and a session on unconscious bias was included in this year's Senior Management Advance

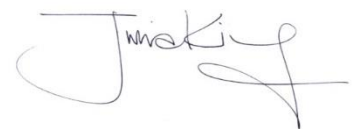
Whilst some changes take time, overall, I am pleased with the progress we have made. For example, we have improved the ethnic mix of the lay members of Council, and we have signed up to the 30% Club, which runs a number of very specific and targeted initiatives that look to broaden the pipeline of women at all levels, from "schoolroom to boardroom" and which is committed to better gender balance at all levels within organisations.

The leadership and governance of diversity has been strengthened and progress is already evident:

- The University Executive has taken on the overall role of Equality Steering Group.
- Deputy Vice-Chancellor, Professor Helen Higson has taken on the role of Executive Champion for Gender.
- Chief Financial Officer, Neil Scott has agreed to be our Executive Champion for Disability
- Two Deans, Professors George Feiger and Asif Ahmed will become joint Champions for Race and Ethnicity.
- Surinder Sharma is the Council Equality Champion, and works closely with the HR team, to challenge and support the development of the University's equality agenda.

In 2014, the School of Engineering and Applied Science achieved a much coveted silver Athena SWAN award. This achievement recognises the steps being taken to support the careers of women in the School. The University and the School of Life and Health Sciences achieved extensions of their Athena SWAN bronze awards, making Aston one of only a small handful of UK HEIs where all science and engineering departments hold an award. These awards reflect the investment we continue to make in outreach activities, trying to engage the hearts and minds of girls while they are still at school and encouraging them to consider science, engineering and technology as future careers

Despite these achievements, I am not complacent. It is particularly important in the higher education sector that we recognise that a healthy institution is a diverse institution and that we respond to the expectations of staff and students, ensuring that they feel supported whilst they are at Aston, that they have equality of opportunity to succeed, and that they are all treated with understanding and respect.



Julia King DBE FEng, The Baroness Brown of Cambridge
Vice-Chancellor and Chief Executive

1. Executive Summary

Considerable effort and resources have been invested in developing an in-depth understanding of equality and inclusion issues at Aston, so that we are better able to target activities to support the development of a diverse community.

Particular achievements over the past twelve months include the following:

- Uniquely in the UK, students from black and minority ethnic backgrounds now make up over 60% of the student body. Many are from the local area but they also come from 120 countries worldwide. Women make up almost half of our student population.
- White, Asian/Asian British and Black/Black British student withdrawal rates have all improved and there has been an increase in the proportion of Chinese students obtaining firsts and upper seconds.
- At over 5%, an increasing number of students are feeling confident about disclosing their disability status and disabled student withdrawal rates have improved.
- The University has gained Athena SWAN awards for commitment to improving conditions for women studying science, technology, engineering, mathematics and medicine. The University obtained an extension to its Athena SWAN bronze award to 2018. The School of Engineering and Applied Science obtained a silver Athena SWAN award and is outperforming the sector for both female staff and female students. The School of Life and Health Sciences retained its bronze award and their student numbers are more closely gender balanced than those of comparable institutions. A clear University strategy is in place for further Athena SWAN applications across the University.
- An in-depth pay gap analysis has been undertaken. It shows that our apparent pay gaps for both gender (77.5%) and ethnicity (77%) are actually due to our seniority profile - we have fewer senior women than men and fewer minority staff in senior roles which gives rise to the apparent pay gap, when data are reviewed at an aggregated level. However, when analysed grade by grade, very few issues emerge. In addition, there is no evidence of any detrimental link between disability and pay.
- Nine delegates attended the National Aurora programme again this year. There was an overwhelming demand for places so, in response, the first Aston Women's Leadership Programme was developed and a women's support network is emerging from the first cohort of delegates.
- Unconscious bias training has been rolled out across the University and is now embedded in our management development programmes.
- The University Executive has taken on the role of Diversity Steering Group to improve leadership and focus on diversity and inclusion issues. We have appointed members of the Executive as Equality Champions to provide leadership for gender, ethnicity and disability issues, and to drive our equality plans forward.
- A range of equality reports have been developed so that the impact of our action plans and initiatives can be assessed and understood in detail. Data are now available at a University and School/Department level to enable us to monitor and track progress on a regular basis.

Challenges to be addressed include:

- Student attainment gap. Like all UK HEIs, we have an attainment gap between white and BME students, although benchmarking suggests that despite our highly diverse student mix, we are doing better than most. As part of a plan to understand the causes of this problem and address it, we have started to monitor and publish data on student attainment by disability, ethnicity and gender at programme level. These data are being used to improve our understanding of the issues and allow us to take practical measures to ensure that all students, whatever their background and characteristics, have the opportunity to achieve their potential.
- The diversity of senior staff. Achieving diverse shortlists for senior posts remains challenging. A comprehensive review of recruitment processes and associated literature is underway to

ensure that Aston is perceived externally as an organisation which embraces diversity. Whilst we are confident that there is no gender bias in our recruitment processes, we have re-developed our recruitment and selection training programme and made it mandatory for managers. Led by Professor Judith Baxter, an expert in gender-based linguistics, we are working on the subtleties' of language used in recruitment adverts to increase their attractiveness to women.

2. Compliance with the Equality Act 2010

2.1 Aston's Duties Under the Equality Act 2010

The Equality Act came into force on 1 October 2010, bringing together over 116 separate pieces of legislation into one single Act. Combined, they provide the legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act uses the term 'protected characteristic' to describe a group that is likely to be disadvantaged in some way. The relevant protected characteristics are age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. Under the Equality Act, the University has the following duties:

For all protected characteristics (with the exception of marriage and civil partnership) in relation to the employment of staff and the provision of goods and services the Equality Act requires us to have due regard to:

- Eliminating discrimination
- Advancing equality of opportunity by:
 - Removing/minimising disadvantage
 - Meeting different needs of protected groups
 - Encouraging participation in public life where it is low
- Fostering good relations by:
 - Tackling prejudice (and where tensions arise, by addressing those tensions)
 - Promoting understanding

We are also required to publish:

- One or more equality objectives, which must be updated at least every four years from 2012 onwards
- Information to demonstrate compliance with the equality duty. This must be published at least annually

2.2 Eliminating Discrimination, Advancing Equality and Promoting Understanding

Aston University has a longstanding commitment to equality and undertakes a wide range of activities to promote better outcomes and meet the needs of different groups of students and staff. We seek to mainstream and embed consideration of equality into our activities and decision-making through a range of means, including:

- Working with the Executive, Equality Champions, the Gender Equality Project Management Group and the Equality and Diversity Forum to create a single focus for staff and student equality issues in the University while promoting and supporting special interest networks and local engagement and action
- Using equality data to:
 - report to the Council and the University Executive;
 - support Equality Champions to raise awareness and developing local equality objectives and plans
 - identify how students from different equality groups are performing in order to identify potential issues and develop interventions at School level
- Promoting inclusivity in teaching and learning and dissemination of best practice through the activities of the Centre for Learning, Innovation and Professional Practice (CLIPP) and

Staff & Graduate Development across the academic community and extending our equality training courses for all staff and managers

- Undertaking impact assessments for key policies to ensure that any disadvantage likely to be experienced by key groups is given due consideration

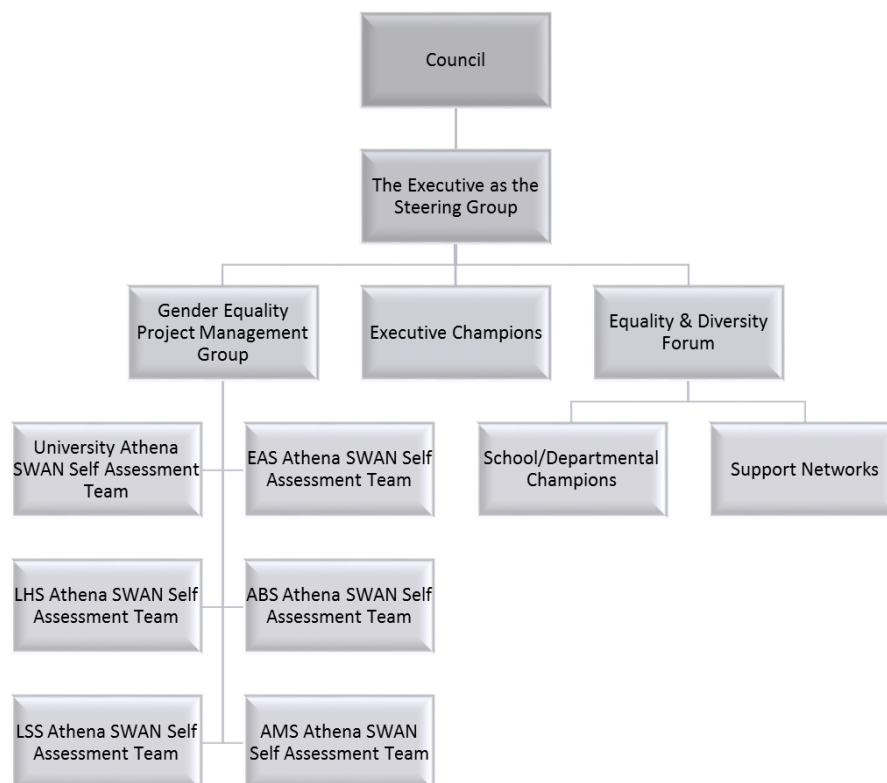
2.3 Publication of Information

This Report coupled with the Staff and Student Equalities Reports provides the information required by the Act to meet the general and specific duties focussing on information on our staff and students by age (staff), disability, gender and ethnicity. While we are collecting data from staff and students on the other protected characteristics, we do not yet hold sufficient information to make statistical analysis meaningful. The report also provides information on activities during 2014, our objectives and action plans and it charts our successes, challenges and progress towards our diversity goals.

3. Governance

In overseeing the University's development and assisting Aston to achieve its objectives, the Council has specific responsibility for monitoring the delivery and effectiveness of the institutional strategic plan (Aston 2020 Strategy), which sets out the institutional mission and vision, academic aims and objectives, and identifies the financial, physical and staffing strategies necessary to achieve them.

The diagram below shows how the various elements of the University's equality, diversity and inclusion activities come together through the Executive Committee to inform the Council.



Equality and Diversity Governance Structure

4. A Picture of the University

4.1 Gender

4.1.1 Students (see Appendix 1 for data)

Overall, the proportion of male and female students at each level of study has not changed significantly in the last three years, but the detailed analysis undertaken for the Athena SWAN applications show that EAS is outperforming the sector for female students and LHS are more closely gender balanced than comparable institutions.

The number of female students receiving a distinction for Foundation Degrees has fluctuated over recent years and will continue to be monitored in future years. Over the past three years, differences in award classifications have remained fairly constant between the genders, with female undergraduate students more likely to receive a first class degree than male students, who are more likely to receive a lower second class or third class degree. Female Postgraduate Taught programmes students are more likely to receive a Distinction or Merit for their studies than male students.

Consistently, over the three years female students have been less likely to withdraw from their studies than their male counterparts. There was a fall in withdrawal for both academic and non-academic reasons for both genders in 2013/14 compared to the two previous years.

4.1.2 Staff (see Appendix 2 for data)

There is widespread recognition nationally and internationally that women are under-represented in science, technology, engineering, medicine and mathematics (STEMM) and a growing awareness that women are not progressing in STEMM careers. The 'leaky pipeline' and 'glass ceiling' have both been the focus of research (O'Brien & Hapgood, 2012¹; Barnard *et al.*, 2010²).

At Aston, the overall female STEMM population of academic and research staff has risen to 31%. The proportion of female STEMM academics at Aston is some 4% higher than the falling national benchmark of 25%, and at 34% our proportion of STEMM female researchers is very close to the national benchmark of 35%. The change is apparent in both STEMM Schools, but is most marked in EAS. Both the ratio of females to males and the overall number of women in STEMM have increased since Aston achieved its initial University Athena SWAN Bronze award.

The Athena SWAN Charter and associated award system is proving effective in responding to these concerns (Munir *et al.*, 2014³) and over the last year, the work undertaken for our Athena SWAN applications at University and School level have increased our knowledge and understanding of the issues at Aston. The analysis undertaken demonstrates that each School has a different profile requiring tailored action plans to better support female academics to achieve their full potential. Over the

¹ Barnard, S., Powell, A., Bagilhole, B. & Dainty, A. (2010) Researching UK women professionals in SET: a critical review of current approaches. *International Journal of Gender, Science & Technology* 2: 361–380.

² O'Brien, K.R. & Hapgood, K.P. (2012) The academic jungle: ecosystem modelling reveal why women are driven out of research. *Oikos* 121: 999–1004.

³ Munir, F., Mason, C., McDermott, H., Morris, J., Bagilhole, B., and Nevill, M., (2014) Advancing women's careers in science, technology, engineering, mathematics and medicine: evaluating the effectiveness and impact of the Athena SWAN Charter. <http://www.ecu.ac.uk/publications/>.

next three years, all five Schools and the University will be applying either for initial or for renewals of their Athena SWAN awards.

The School of Engineering and Applied Science and the School of Life and Health Science have developed their plans for their respective Athena SWAN applications and are in the process of implementing them. In their last submission, the School of Engineering and Applied Science were particularly commended for the support they gave to several female postdoctoral researchers, helping them to make the transition into academic posts and for recognizing that they need to consider staff for promotion who many not put themselves forward. The School of Life and Health Sciences were commended for offering assurances that reducing hours on return from maternity leave could be reversed at a later stage.

Aston Business School, the School of Languages and Social Sciences and Aston Medical School are starting to articulate their plans as they prepare for future submissions. Actions include development activities for early career researchers, family friendly working arrangements, support to restart research programmes on returning from maternity leave and a greater focus on career progression through PDR processes.

To encourage more female applicants, particularly at senior levels, the language employed and the criteria used in recruitment materials is being amended and the gender-positive aspects of employment at Aston are being emphasised. Head-hunters and recruitment consultants are routinely tasked actively to seek out female candidates and present balanced shortlists and all members of interview panels are being trained.

There is no evidence of gender bias in recruitment procedures - when they apply for posts at Aston, women are at least as successful as men, a trend which is most marked for academics. Once recruited, retention rates are good. Women also apply for and obtain promotion in similar proportions to men.

The University now employs fewer (largely pre-doctoral) Research Assistants than three years ago and has increased researchers at more senior levels. Of particular note is the increase in both the absolute number and proportion of senior female researchers in EAS where strenuous efforts have been made to use organisations such as Women in Science and Engineering (WISE) and to exploit personal networks to attract more women. LHS does not have the same opportunities to change the gender balance, but is learning from the best practices of EAS.

A pay gap analysis was undertaken to measure any difference in earnings of males and females in the workforce. For the University as a whole, the pay gap was 77.5% (which means that women are paid 22.5% less than men). However, further analysis showed that this reflected a seniority issue rather than a pay gap *per se*. Analysis by grade showed that there were no significant pay gaps other than at the very highest level where the salaries of a few individuals affect the statistics disproportionately and at Grade 2 where the number of male staff is very low. Therefore the apparent pay gap reflects the fact that men account for over 61% of the staff in grades 10 (the professional grade equivalent to a senior lecturer) and above.

The University recognised that without positive action being taken, equitable numbers of senior women would not be achieved for many years. To support and encourage women to progress at a faster rate, and to respond to demand for places on the national AURORA programme, the Aston Women's Leadership Programme was launched in December 2014 and Aston's Executive introduced an overarching gender

equality strategy which sets the institutional context for gender equality at Aston and is based around three key objectives:

- To ensure that research informs practice in diversity initiatives
- To foster inclusive organisational culture and practices
- To encourage equitable gender representation across the University

4.2 Ethnicity

4.2.1 Students (see Appendix 3 for data)

The predominant ethnic background of students at Aston University are White, Asian and Black/Black British (African). The number of Asian/Asian British students is increasing while the number of white students on undergraduate programmes is declining. The remaining categories remain relatively consistent with only small variations.

White students predominate on Foundation programmes, while Asian/Asian British students predominate on Undergraduate Programmes, closely followed by White students. There is a good mix of students from different ethnic backgrounds in both the home and overseas student populations at undergraduate level.

The picture is more mixed for postgraduate programmes, with White students predominating in the home student populations for both taught and research programmes and students from Chinese and Asian/Asian British backgrounds dominating the overseas taught postgraduate population.

Asian/Asian British students form the majority of the overseas postgraduate research population.

While the ethnicity of the student population varies between Schools, there has been an increase in the proportion of Asian and Asian British students. This is thought to reflect the high value placed on employability and social mobility by students from Asian or Asian British backgrounds who undertake our vocational degree programmes. Business based courses appear to be particularly attractive to students from Chinese backgrounds.

There has been a fall in the number of student withdrawals over the 2013/4 academic year with a significant fall in the number of White and Black/Black British students withdrawing for non-academic reasons over the past three years.

Black/Black British students make up approximately 10% of the student body at Aston but over 20% of the students who have withdrawn (for academic purposes) are from this ethnic group. The reasons for this are being investigated.

An increasing number of students are repeating their studies (common amongst all ethnicities). This is being monitored and ABS are piloting a system to identify students from non-traditional backgrounds who are falling behind in their studies. This early warning system allows them to be directed to their personal tutors and the Learning Development Centre for support. CLIPP and the Counselling service are also developing guidance sessions for personal tutors.

Over the last year, the number of students of all ethnicities achieving a 1st or 2.1 at undergraduate level has increased. Of particular note is the increase in Chinese students receiving 1^{sts} and 2:1s.

There remain a number of students who do not declare their ethnicity. Further efforts are being made to reduce this figure as it impacts on the ability to report clearly.

4.2.2 Staff (see Appendix 4 for data)

The ethnic mix of staff at Aston is quite different from the national picture with a higher proportion of Black, Asian and Chinese staff than other HEIs. Our Asian and Chinese staff are largely contract researchers and academic staff. Black staff tend to be in the lower grades and White staff predominate in senior grades.

Recruitment data suggest that White candidates are shortlisted and offered posts in greater proportion to the number of applicants than BME candidates. This trend is most marked in academic and research posts. While Aston has a high proportion of international staff when compared to other universities, anecdotal information suggests that when academic and research posts are advertised, in addition to the high quality applications, a large number of low quality international applications are received and subsequently rejected. Further investigation is being undertaken to confirm this.

The pay gap analysis undertaken shows that while there is an apparent overall pay gap (77%) for BME staff against white staff, as with gender, when analysed by grade, it is apparent that this is a feature of the staff seniority profile. Significant pay gaps are apparent only in grade 2, Professorial & Equivalent Band 1, and Professorial & Equivalent Band 3.

4.3 Disability

4.3.1 Students (see Appendix 5 for data)

In 2013/4 there were 728 students who declared a disability. This represents 5.7% of total student body compared to 5.2% in the previous year. This figure may under-report the number of disabled students as it represents only students who are in receipt of the Disabled Students' Allowance.

Students who have declared a disability are more likely to take leave of absence from their studies than students who have no disability. This number increased by almost 50% from 18 in 2012/3 to 30 in 2013/4. It is recognised that whether or not the reason for taking leave of absence is related to their disability, students who take time away from the University during their studies change their cohort and peer networks, making it harder to settle and perform successfully.

The number of disabled students withdrawing from their course for both academic and non-academic reason dropped considerably compared with previous years and students who have declared a disability are not over-represented when compared to the total population of students who have withdrawn either for academic or non-academic reasons.

4.3.2 Staff (see Appendix 6 for data)

The proportion of Aston staff declaring a disability is higher than the national figures but the proportion of staff who have not declared at all has increased to 6.5%. Other HEIs have improved their declaration rates.

There is no evidence of less favourable treatment towards disabled candidates across any staff group.

4.4 Age

4.4.1 Students

The number of 'mature' students (normally defined as over 21 years) in the HE sector has declined significantly since 2010⁴. There is some indication that they have started to recover in England (but not Scotland, Wales or Northern Ireland) in 2014, but they still remain substantially lower in 2014 than they were in 2010. At Aston, while we record the date of birth of students, reporting on student numbers by age has not been straightforward. However, reports have now been developed which calculate the age of students on entry to their programmes. This has now been produced for annual monitoring statements and will be analysed for future equality reports.

4.4.2 Staff (see Appendix 7 for data)

Aston's age profile mirrors the national age profile closely.

There is no evidence of less favourable treatment towards candidates at the upper end of the age range for any staff group, or for academic and support vacancies. The differential rates of shortlisting and appointing teaching staff under 30, in favour of older candidates, is significant, as is the increased tendency to shortlist and appoint research staff who are under 30 in place of older candidates.

4.5 Senior Committees (see Appendix 8 for data)

The Council has increased from 26 members to 27 in the last year with 11% BME and 26% female members. Such small numbers, coupled with regular changes in membership, tend to lead to significant fluctuations in the proportions of members. However, the Council is aiming to achieve a sustainable increase in female membership and the University has joined the 30% Club – a campaigning group launched in the UK in 2010 with a goal of 30% women on FTSE-100 boards by end 2015. The Chair of Council is making a conscious effort to improve the diversity of lay members of Council.

The Executive has had 16 members for the past three years, although the membership has changed over that time. It currently has 31% female membership and 6% BME membership. There are also 6% of members declaring a disability.

The Senate had 44 members in 2012, 43 in 2013 and 46 in 2014. BME membership has remained at a constant 7% over this time, female membership is currently 33% and 7% of members have declared a disability

5. Equality & Diversity Activities

5.1 Chartermarks and Awards

5.1.1 ECU Athena SWAN Awards

The Athena SWAN Charter and awards were introduced to advance the representation of women in science, technology, engineering, medicine and mathematics.

It is regularly referenced as a requirement or expectation of HEIs. In particular, Research Councils UK have stated that it expects those in receipt of Research Council funding to:

⁴ Independent Commission on Fees. August 2014. 'Analysis of Trends in Higher Education Applications, Admissions, and Enrolments'

"provide evidence of ways in which equality and diversity issues are managed at both an institutional and department level".

and recommends that the evidence includes participation in schemes such as Athena SWAN, because research undertaken on behalf of ECU has concluded that Institutions holding Athena SWAN awards are more likely to be effective and inclusive than those that do not.

The School of Engineering and Applied Science was granted a silver award in April 2014, while the University and the School of Life and Health Sciences were granted extensions of their bronze awards and are now working towards achieving silver.

Aston hosted a Regional Athena SWAN network involving Aston, Nottingham, Warwick, Leicester, Keele, Birmingham, De Montfort, Wolverhampton, Loughborough, Nottingham Trent, and Northampton in September 2014.

Aston was one of the first universities to sign up to the new, amended Athena SWAN Charter launched in May 2015 which has been expanded to cover gender equality in arts, humanities, social sciences, business and law disciplines.

For further information about Athena SWAN and the University's applications, see <http://www.aston.ac.uk/about/athena-swan/>.

5.1.2 Race Equality Chartermark

ECU are to introduce a race equality chartermark in May 2016. Unlike the Athena SWAN awards, it will only be available at an institutional level and it will cover professional and support staff, academic staff, student attainment, the diversity of the curriculum and the progression of students into academia.

It is likely that, once it is launched, as with Athena SWAN awards, Research Councils UK will view achievement of awards under this Chartermark as evidence of effective equality and diversity practices.

The University is currently considering when it should apply for a race equality award.

5.1.3 Two Ticks Scheme

Aston University has held the 'Two Ticks - Positive About Disabled People' accreditation from Job Centre Plus since 2007. The award is subject to annual reviews of which the latest was completed successfully in January 2015.

5.2 Senior Management Initiatives

At the Senior Management Advance in September 2014, the University committed to a new corporate diversity objective:

To create the conditions for all staff and students to fulfil their potential

In addition, it was agreed that:

- The corporate diversity objective should be cascaded through personal objective setting
- Each member of the Executive should have a personal diversity objective
- Diversity should be included in School and Departmental business plans
- The University should develop measurable standards of success for diversity
- Student attainment should be improved in underperforming groups
- Aston's values and behaviours should reflect and underpin key processes and actions

- Each member of the Executive should be an effective role model and work actively to remove barriers to individuals achieving their potential

Executive changes in March 2015 have resulted in the Chief of Operations and Estates becoming the Executive lead for diversity.

Professor Helen Higson (Deputy Vice-Chancellor) has become the Executive Lead for gender equality. Neil Scott (Chief Finance Officer) has become the Executive Lead for Disability and Professors George Feiger (Pro Vice-Chancellor and Executive Dean of ABS) and Asif Ahmed (Pro Vice-Chancellor and Executive Dean of AMS) are jointly Executive Leads for race and ethnicity.

5.3 Schools/Department Initiatives

The Equality Champions have made progress with local equality agendas. In particular:

- The Disability Support Unit is implementing a plan to improve the comparatively low student disability disclosure rate and, in conjunction with Marketing & Communications, have run a “positive images of disability” poster campaign.
- Conference Aston and the Estates & Capital Development department are both implementing plans to improve recruitment, induction and training with a view to improving their respective gender balances.
- Careers, Placements & Employability are working closely with the Disability Support Unit to meet the needs of disabled students undertaking placements.
- Finance & Business Services and LSS have both established local working groups to stimulate local engagement and develop local strategies and plans
- The Students’ Union have developed the LGBT+ Student Network to include pansexual, gender fluid and other personal identifications. They have organised a range of social events, established a Facebook page and are heavily engaged with plans to establish gender neutral toilets and other facilities in the new Students’ Union Building
- ABS is reviewing its policies and practices in preparation for an Athena SWAN/Gender ECU Equality Chartermark application
- EAS are implementing a challenging action plan to improve their profile of professional women developed to support their Athena SWAN application
- LHS are implementing the comprehensive action plan associated with their Athena SWAN bronze award
- The Deputy Vice Chancellor’s Office with support from Staff & Graduate Development is implementing the Intercultural Framework for the University
- Chaplains in the MLK Multi-Faith Centre are delivering a programme of interfaith events designed to enhance encounters between students of different faiths and none
- The University Counselling Service continues to develop Mental Health Awareness events
- Together with Professor Judith Baxter, Human Resources are looking at the language used in the University’s recruitment advertising to ensure it encourages diverse applications

5.4 The Business Case for Equality, Diversity and Inclusion

A small working party of Surinder Sharma, Linda Pope and Jane Tyrrell are developing a framework for expressing the business case for equality and diversity at Aston. They will work closely with the Executive Deans to ensure that local business plans include diversity.

Workplace diversity can lead to increased revenues, reduced costs, greater innovation, and increased employee engagement, productivity, and commitment. But in order to manage change appropriately and focus resources effectively, the connection between diversity efforts and business goals needs to be clear. Statements of the business case need to relate,

ultimately, to improving productivity/creativity, reducing costs and positively influencing consumer behaviour.

5.5 Gender Equality Strategy and Action Plan

In October 2014, the Executive approved a Gender Equality Strategy and Action Plan as one element of the University's overarching diversity strategy. Its purpose is to give proper consideration to the needs of all people (men, women and transgender), whether they wish to work, study or visit the University and it sets out how the University will promote and progress issues of gender equality over the next six years.

5.6 Training and Development

5.6.1 AURORA

The AURORA programme was created by the Leadership Foundation for Higher Education with the support of HEFCE and the ECU and is for women only, as research indicates many women benefit from the opportunity to discuss challenges and barriers in a single sex environment.

In 2013/14, from her personal giving funds, the Vice-Chancellor supported four members of academic staff to attend the AURORA programme. In 2014/15, following positive feedback from the first cohort, the Vice-Chancellor funded a further eight women on the programme.

An invitation to apply for the places prompted an overwhelming response and a selection process had to be established to identify candidates on the basis of individual suitability and motivation. This cohort have now completed the programme and we are evaluating their experiences.

5.6.2 Aston Women's Leadership Programme

Following the call for applications to participate in the Aurora Programme, over 60 women responded. In order to cater for this high level of demand from Aston staff, Human Resources designed an in-house development programme for women.

Aston Women's Leadership Programme aims to encourage women in academic and professional roles to think of themselves as leaders, develop existing leadership skills, network with other women and benefit from the support of role-models and mentors. The programme comprises four dynamic and creative development days over the course of a year, with an additional evaluation and feedback session following the completion of the programme. Workshop topics include personal impact and presence, leadership styles, performance management and communication.

The programme is delivered by expert facilitators, both internal and external to Aston, and invited guest speakers provide practical and inspiring insights into current leadership thinking. The programme was delivered to 20 staff in 2014/15, and a further programme will run in 2015/16. All participants are paired with a senior member of staff to act as a mentor for the duration of the programme.

5.6.3 Mentoring

When the University called for volunteers to act as mentors for the Women's Leadership Programme, 51 staff put themselves forward, permitting every woman on the Leadership programme to be matched with a mentor. One-to-one guidance on effective mentoring has been offered to all volunteers, and further training and support has been offered to those who wish it.

5.6.4 Intercultural Framework

A review of Aston's cross-University intercultural competence initiative resulted in a prioritised induction for new staff and students into the principles of the framework.

For students, compulsory intercultural workshops were held during Welcome Week which were attended by more than 500 students and enthusiastically received. Schools have been encouraged to follow up on this and ABS are leading the way by holding intercultural workshops integrated into modules for undergraduate and postgraduate students.

All staff attend an induction session and an intercultural awareness element is now included in this linked to the Ethics Framework. Finally, intercultural competence remains a part of the Postgraduate Certificate which is compulsory for all new lecturers.

5.6.5 Equality & Diversity Training

Three new courses were piloted and now form part of the regular programme of courses offered by Staff Development:

- **Equality, Diversity & Inclusion for Staff** - designed to give an overview of the key equality and diversity issues in Higher Education and at Aston University in particular.
- **Equality, Diversity & Inclusion for Managers** – covers equality and diversity issues for line managers both in terms of legal responsibilities and good practice
- **Unconscious Bias** – Following the growing body of evidence that our **unconscious** people preferences (**biases**) play a significant part in the way we engage with people and the decisions we make about them, a course has been developed to help staff recognise and eliminate such biases.

Aston has produced a short video on unconscious bias featuring Binna Kandola, which is now available for use in induction, management development programmes and equality workshops.

Equality training is provided for the incoming Executive Officers of the Students' Union as part of their induction programme and a session on equality and diversity is provided for Audiology students which covers equality legislation and the protected characteristics and explore the issues which students might face in their professional careers.

Reviews took place of all leadership and management training to ensure equality and diversity elements are embedded, consistent and up-to-date.

Following a decision by the Executive that recruitment and selection training should be mandatory for all managers, the course has been revised to better integrate diversity issues.

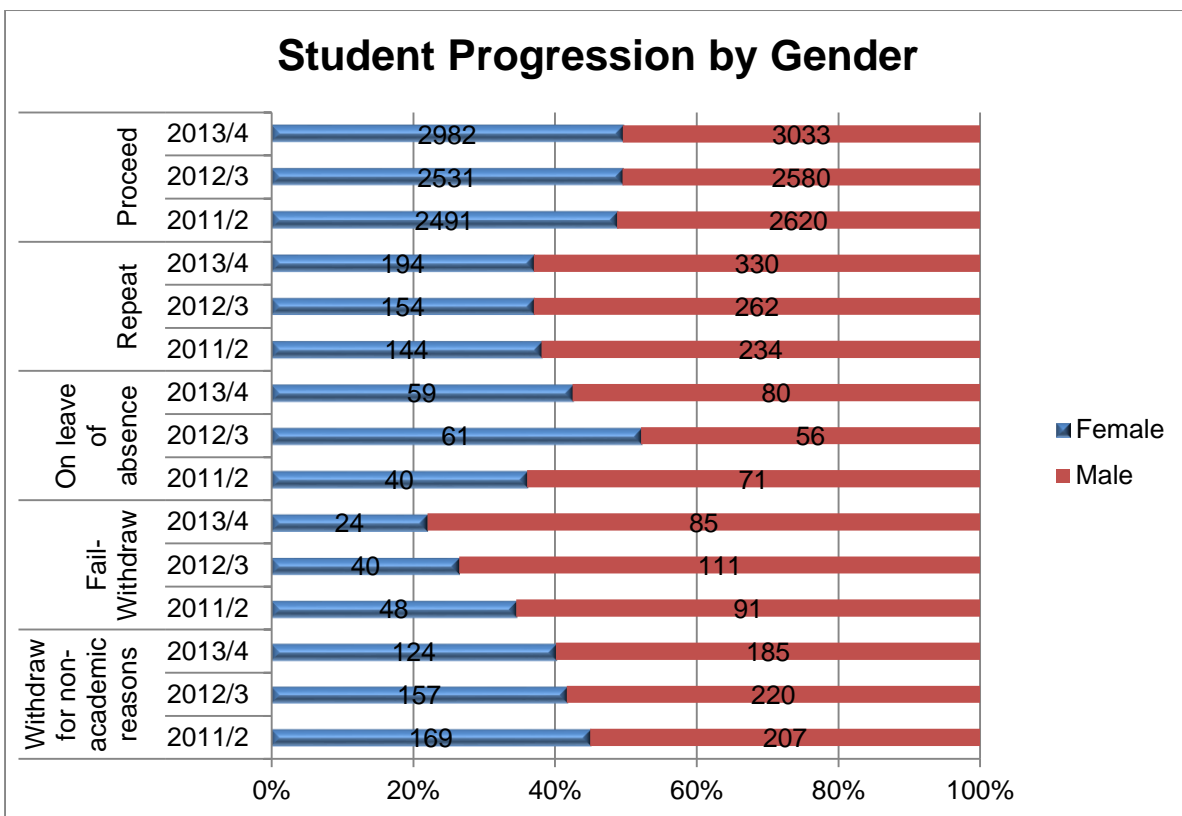
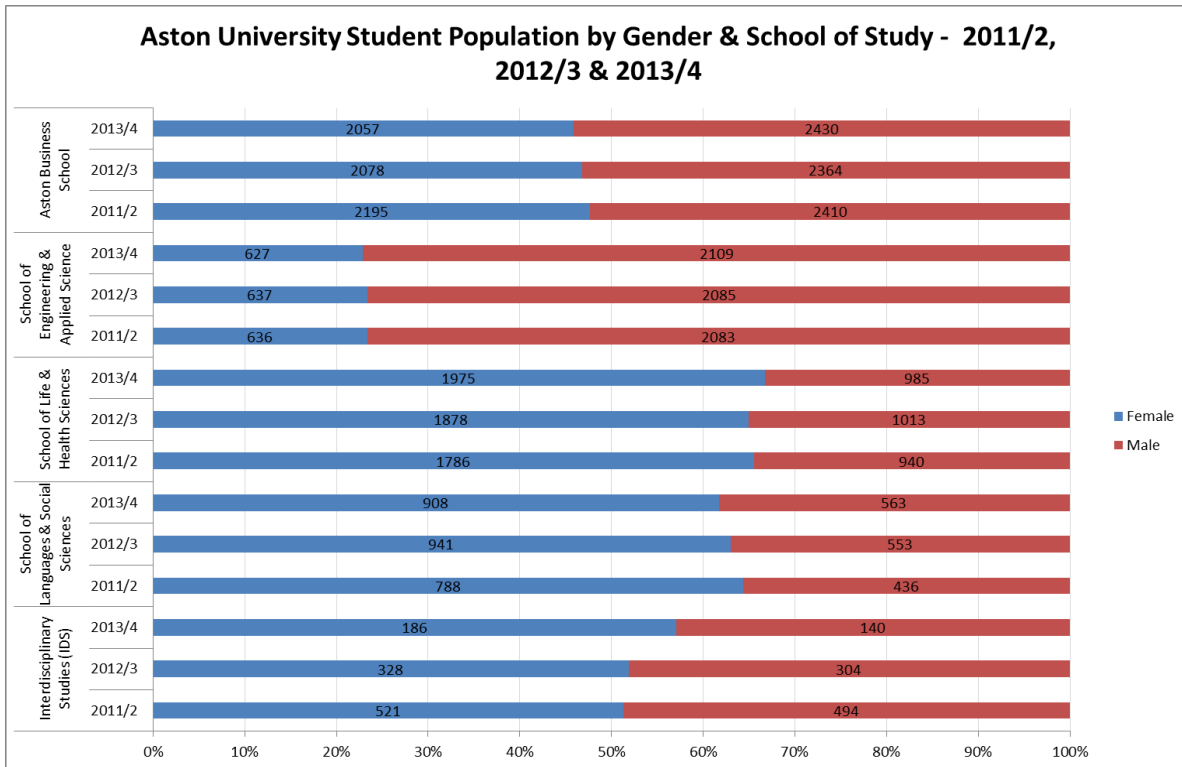
5.7 Management Information and Systems

Monitoring equality and diversity helps us examine how our policies and processes are working in relation to staff and students and to identify areas where these appear to be impacting disproportionately on certain groups. It is necessary to meet legislative requirements, provide the basis for showing 'due regard' and can lead to the development of better and more informed, inclusive decision making. Effective monitoring also helps minimise possible legal, financial and reputational harm. The purpose of collecting this information is

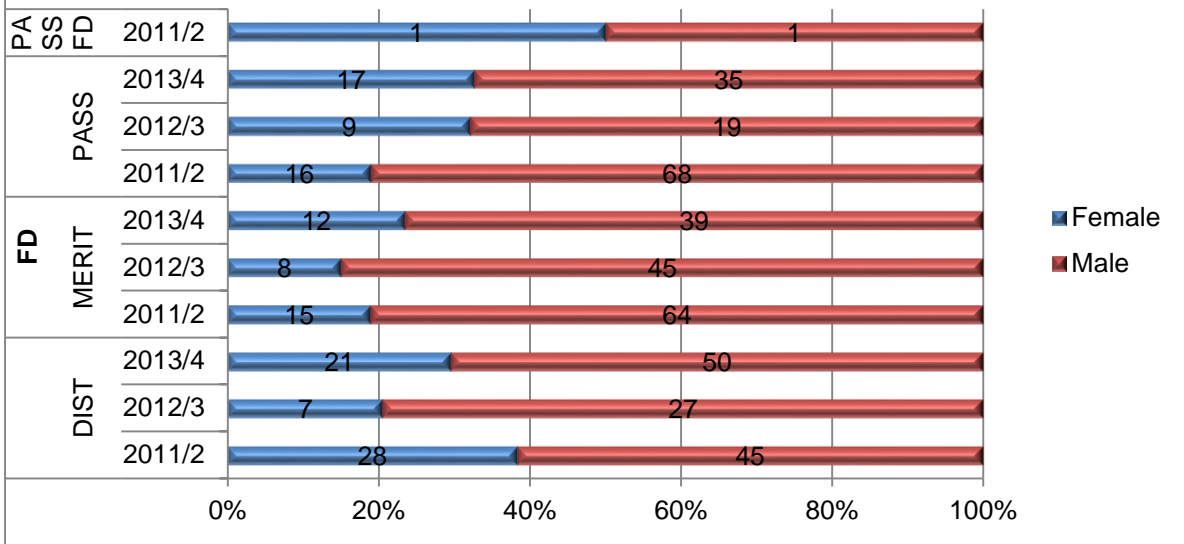
to look for differences between groups, identify trends over periods of time, to investigate the reasons for these differences and to put suitable actions in place.

The University has been steadily improving its information systems to a point where student equality information is now being produced at programme level so that individual programme leaders can look at differences in progress and degree attainment and support areas are monitoring the profile of the students who take up their services. Staff operating the HR/payroll system which was implemented last year, are now capable of easily producing detailed statistical information on staff to support impact assessments on key processes such as pay reviews, REF, recruitment, promotions and PRP, and systems such as PURE and Sharepoint are being developed to hold and report on information such as research output, outreach activities and diversity action plans.

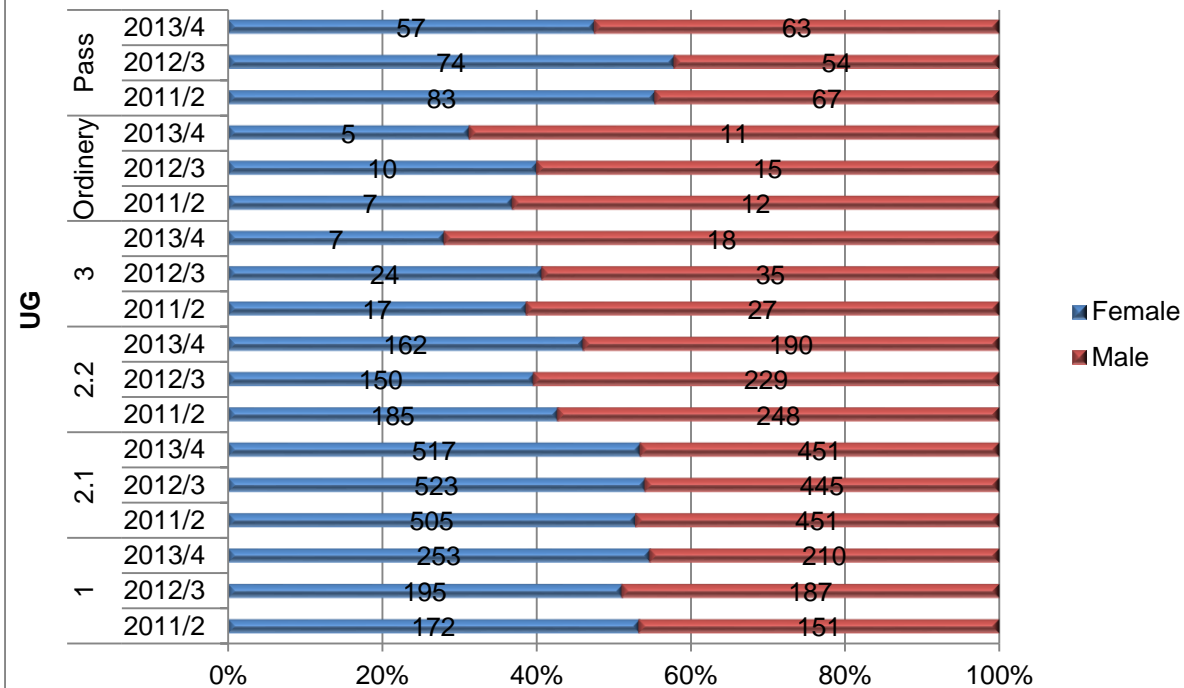
Appendix 1 – Student Information by Gender



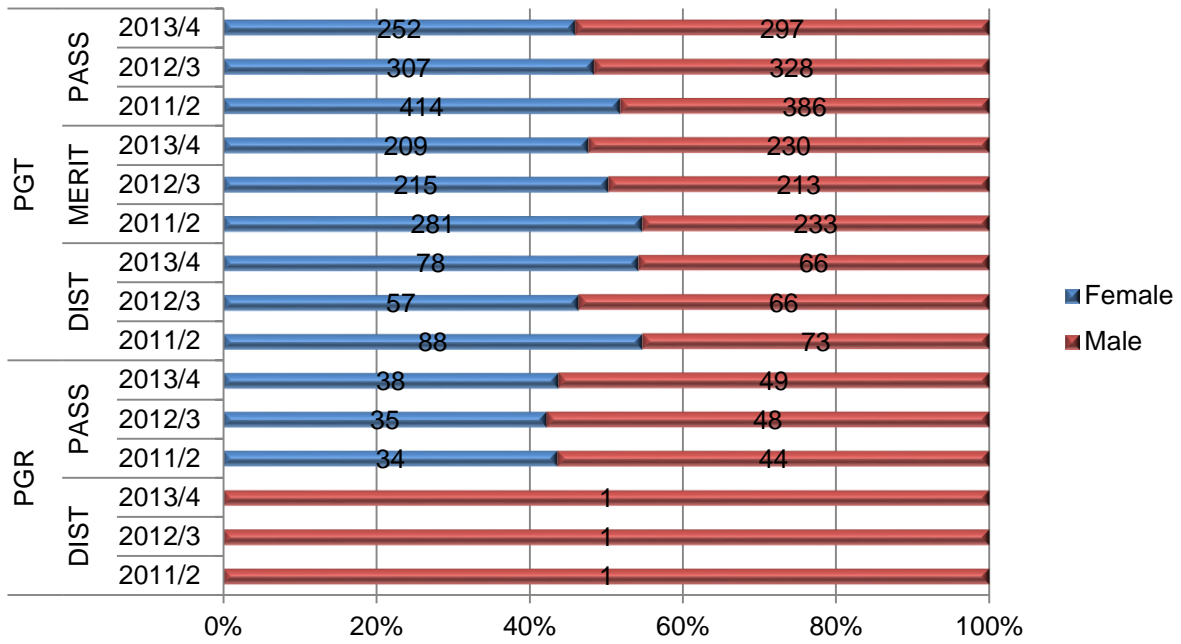
Foundation Degree Classification by Gender



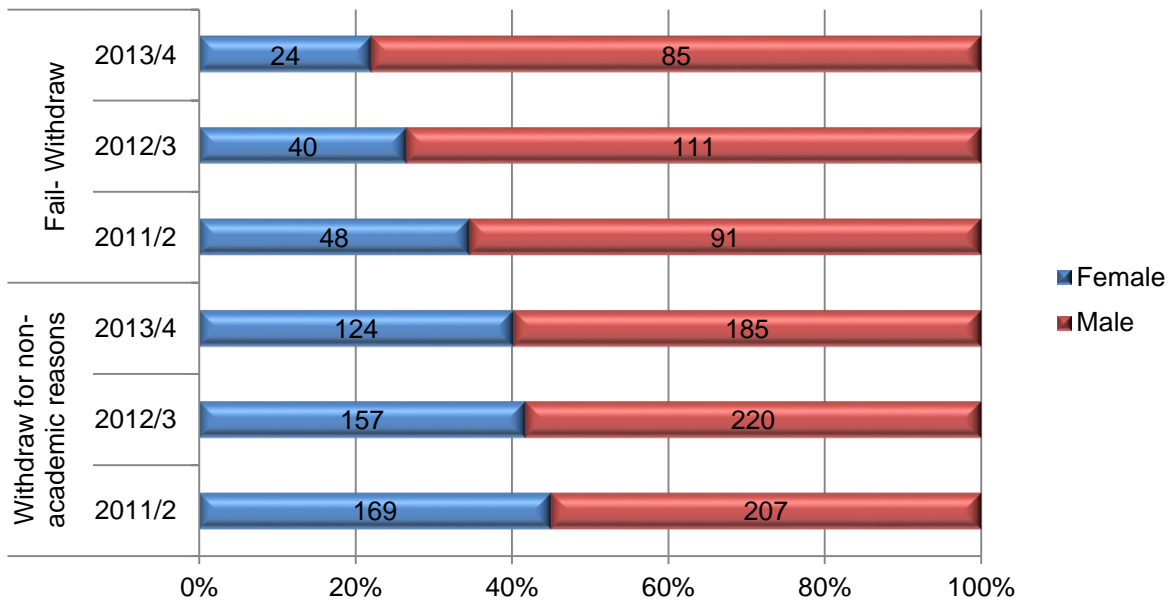
Undergraduate Degree Classification by Gender



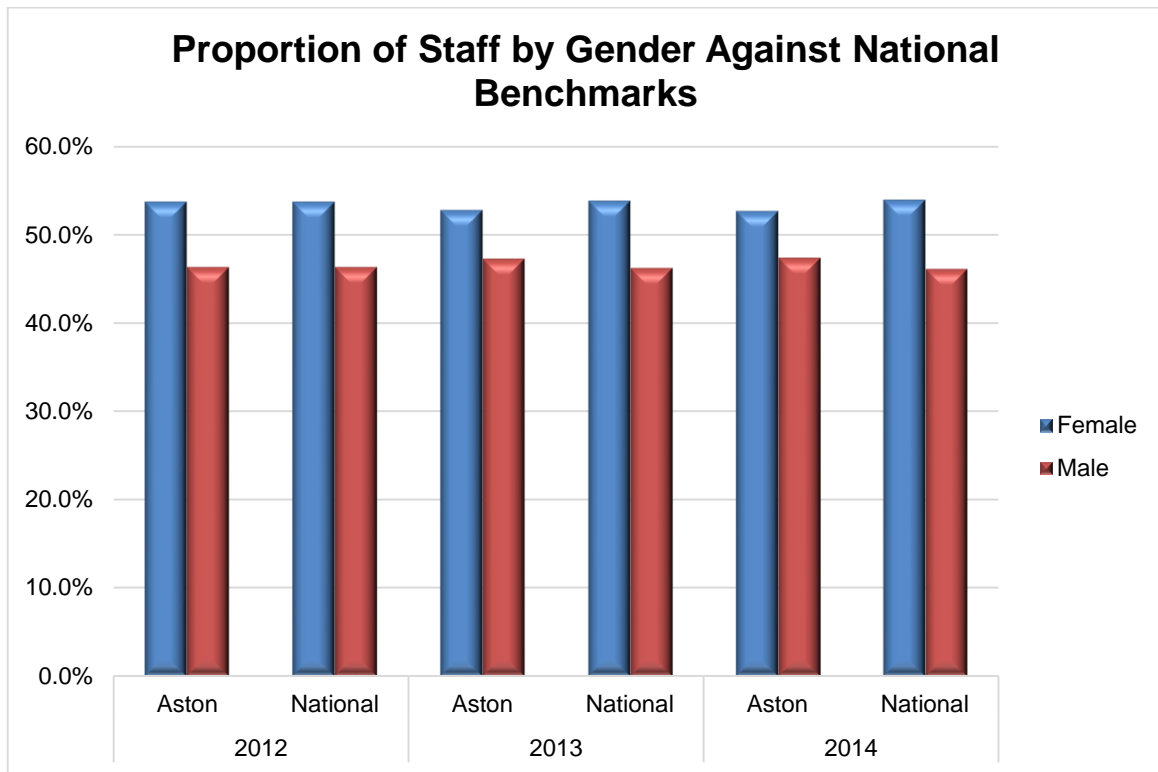
Postgraduate Degree Classification by Gender



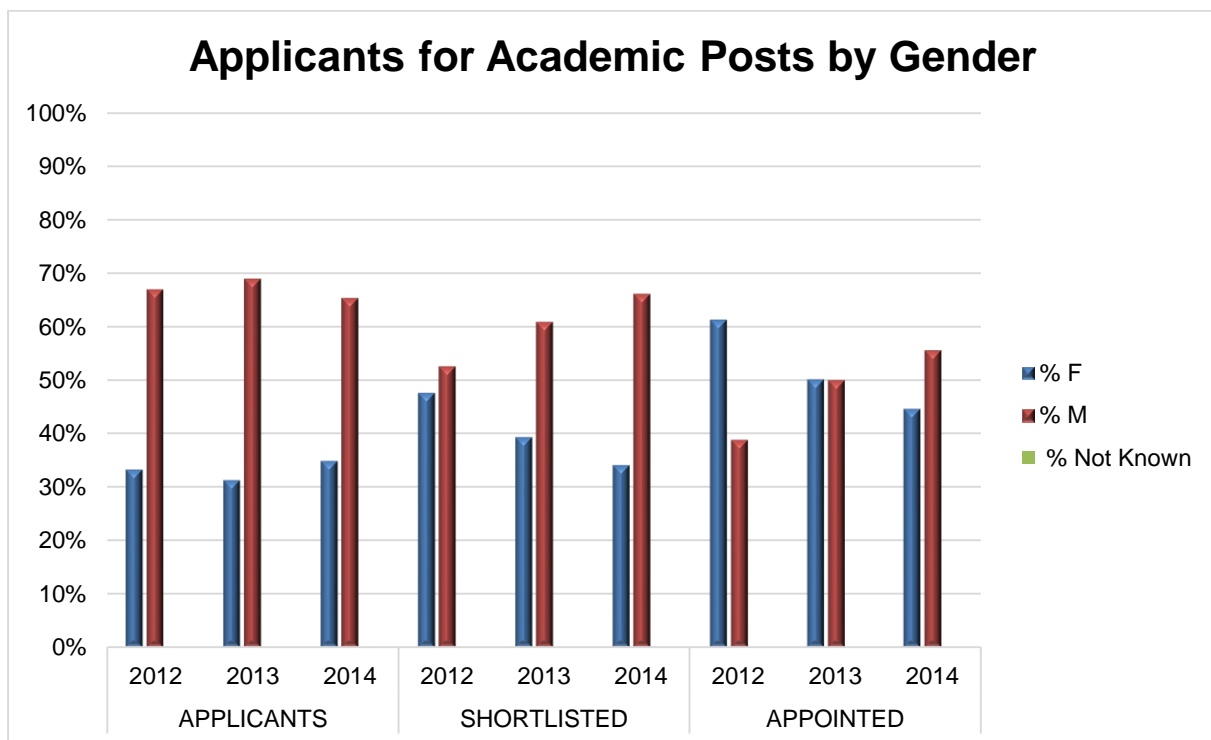
Student Withdrawals by Gender



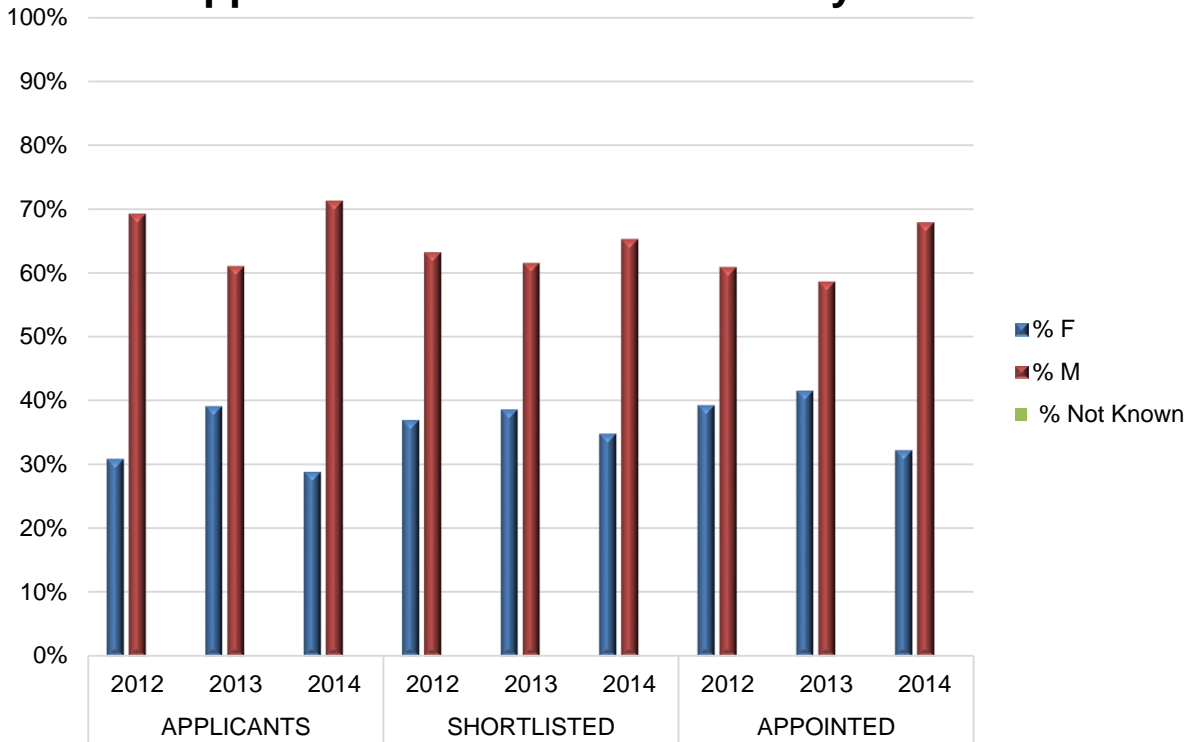
Appendix 2 – Staff Information by Gender



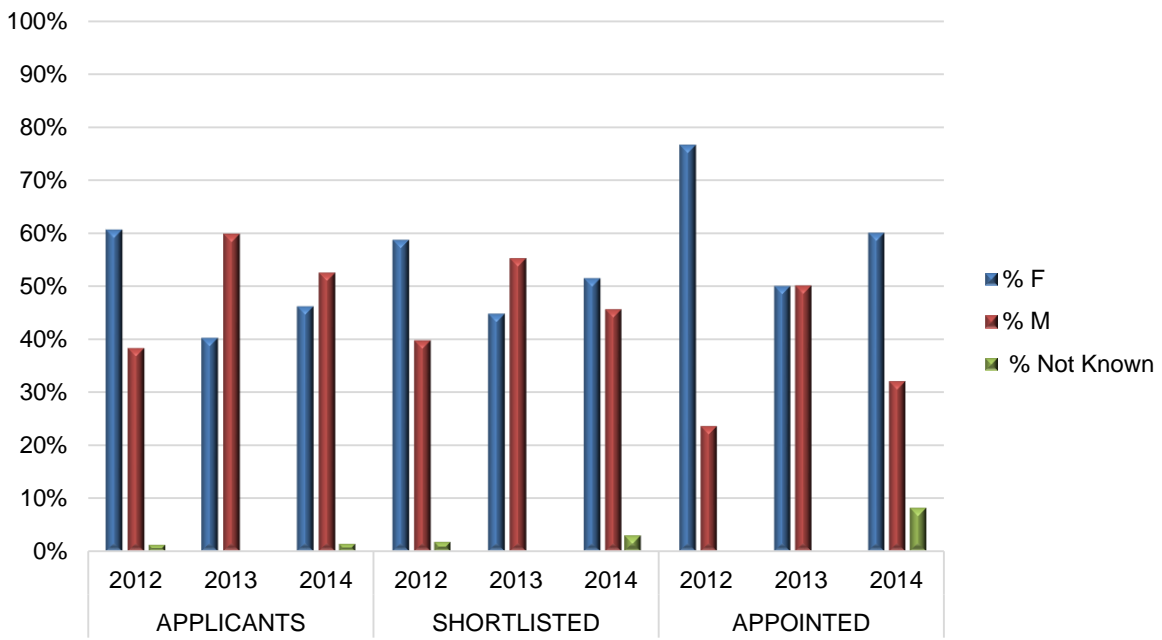
Staff Recruitment by Gender



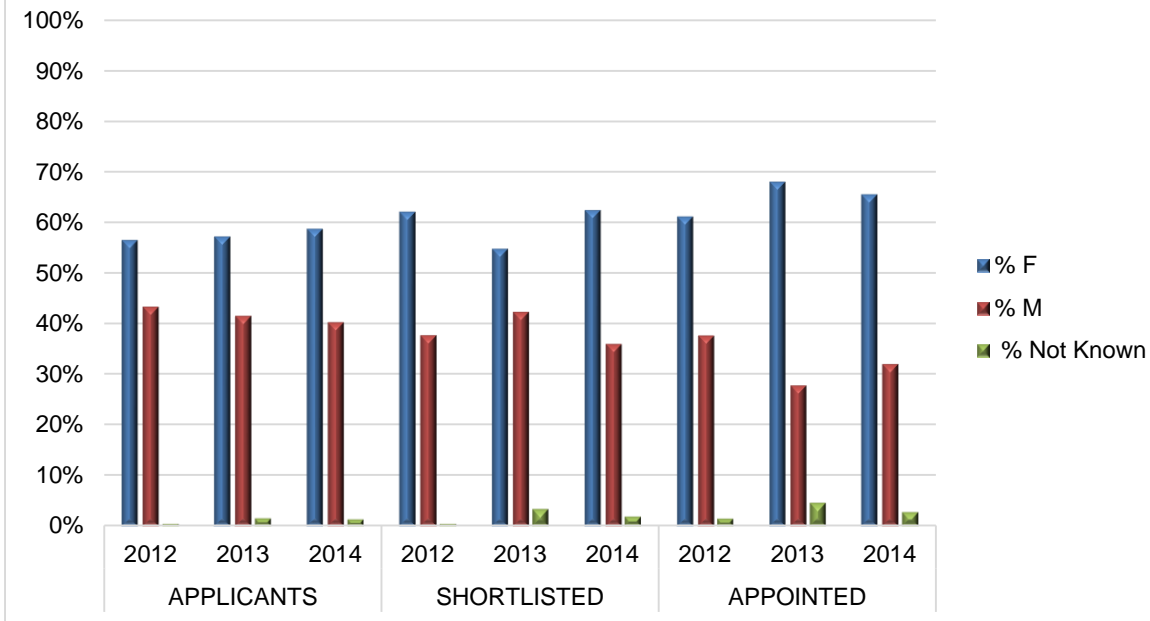
Applicants for Research Posts by Gender



Applicants for Teaching Posts by Gender



Applicants for Support and Professional Posts by Gender



Pay Gap Analysis by Gender

Grade 1

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	53	13352	20	13393	73	99.69%
2011	53	13459	27	13461	80	99.99%
2012	50	13829	24	13824	74	100.04%
2013	48	13894	18	13853	66	100.30%
2014	51	14228	22	14229	73	99.99%

Grade 2

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	20	13888	10	13784	30	100.75%
2011	13	13935	8	13866	21	100.50%
2012	21	12897	7	14128	28	91.29%
2013	18	13464	6	11434	24	117.75%
2014	21	13708	4	12756	25	107.46%

Grade 3

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	19	14694	23	14565	42	100.89%
2011	16	14709	25	14622	41	100.59%
2012	10	14978	22	14816	32	101.09%
2013	7	14892	24	15014	31	99.19%
2014	7	15356	29	15346	36	100.07%

Grade 4

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	24	16671	17	16262	41	102.52%
2011	18	16672	20	16367	38	101.86%
2012	23	16714	20	16587	43	100.77%
2013	16	16725	16	17075	32	97.95%
2014	21	16945	21	17524	42	96.70%

Grade 5

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	95	19301	27	18923	122	102.00%
2011	69	19419	24	19346	93	100.38%
2012	70	19476	30	19478	100	99.99%
2013	72	19624	30	20027	102	97.99%
2014	73	20350	29	20540	102	99.07%

Grade 6

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	123	22256	62	23841	185	93.35%
2011	115	22337	63	23622	178	94.56%
2012	124	22467	63	23758	187	94.57%
2013	133	22672	63	23977	196	94.56%
2014	152	23348	57	24174	209	96.58%

Grade 7

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	93	26950	66	26608	159	101.29%
2011	105	27074	69	25969	174	104.26%
2012	100	27728	68	26499	168	104.64%
2013	103	27748	62	27248	165	101.83%
2014	108	28498	76	28546	184	99.83%

Grade 8

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	146	33885	122	33771	268	100.34%
2011	141	34341	118	34433	259	99.73%
2012	151	34567	123	34756	274	99.46%
2013	166	35064	122	35216	288	99.57%
2014	150	35681	135	35755	285	99.79%

Grade 9

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	111	43354	166	43933	277	98.68%
2011	113	43567	163	44135	276	98.71%
2012	107	44129	163	44234	270	99.76%
2013	112	47034	173	49454	285	95.11%
2014	116	44968	147	45764	263	98.26%

Grade 10

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	52	53437	92	54126	144	98.73%
2011	56	53762	94	54188	150	99.21%
2012	64	53368	96	55367	160	96.39%
2013	71	54848	103	55999	174	97.94%
2014	80	57043	113	56736	193	100.54%

Professorial & Equivalent Band 1

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	11	73033	23	71640	34	101.94%
2011	11	71915	18	73910	29	97.30%
2012	12	72696	19	71892	31	101.12%
2013	13	72773	26	72514	39	100.36%
2014	15	77220	31	73974	46	104.39%

Professorial & Equivalent Band 2

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	7	93510	32	89077	39	104.98%
2011	7	91066	31	90507	38	100.62%
2012	7	91954	30	91278	37	100.74%
2013	7	94915	36	94226	43	100.73%
2014	5	100943	38	97741	43	103.28%

Professorial & Equivalent Band 3

Year	Female	Female Average Pay (£)	Male	Male Average Pay (£)	Total	Index (Men = 100%)
2010	2	185205	13	129836	15	142.65%
2011	4	148193	9	128351	13	115.46%
2012	4	153343	11	131241	15	116.84%
2013	4	156139	11	139725	15	111.75%
2014	4	168840	14	145745	18	115.85%

Academic Promotions by Gender

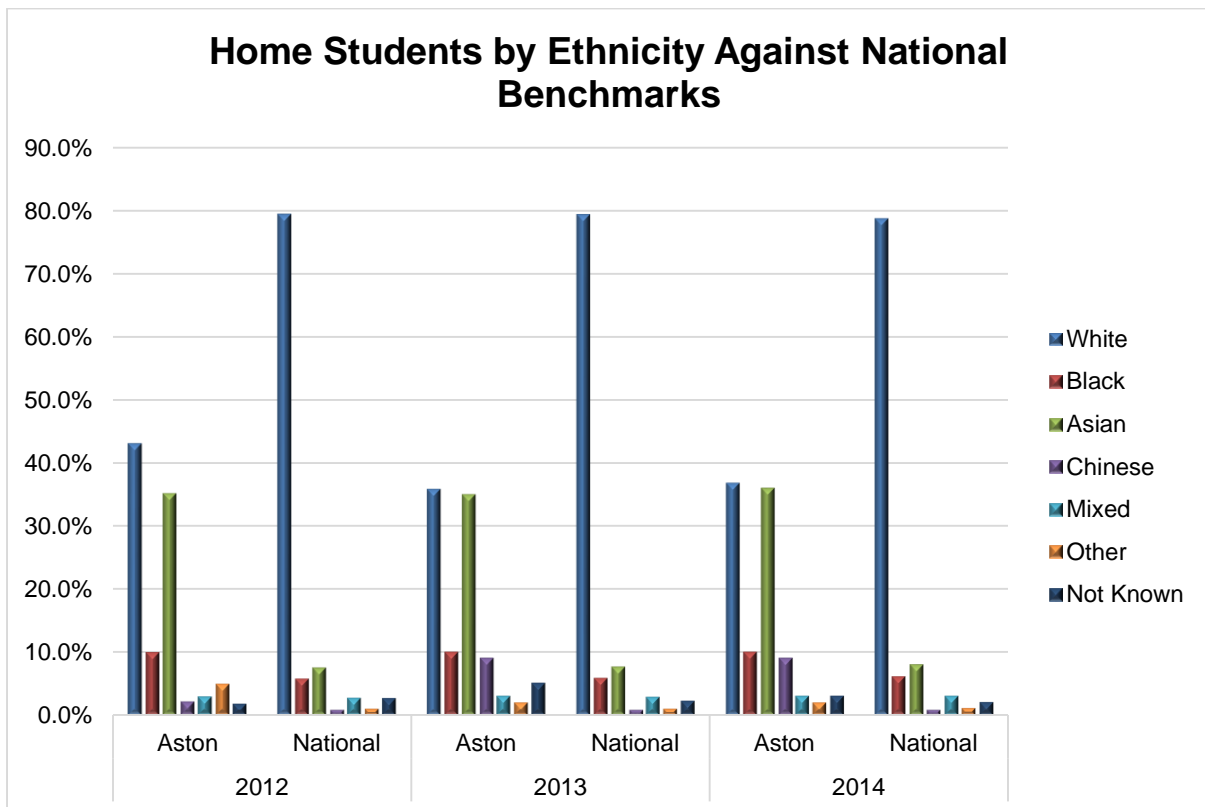
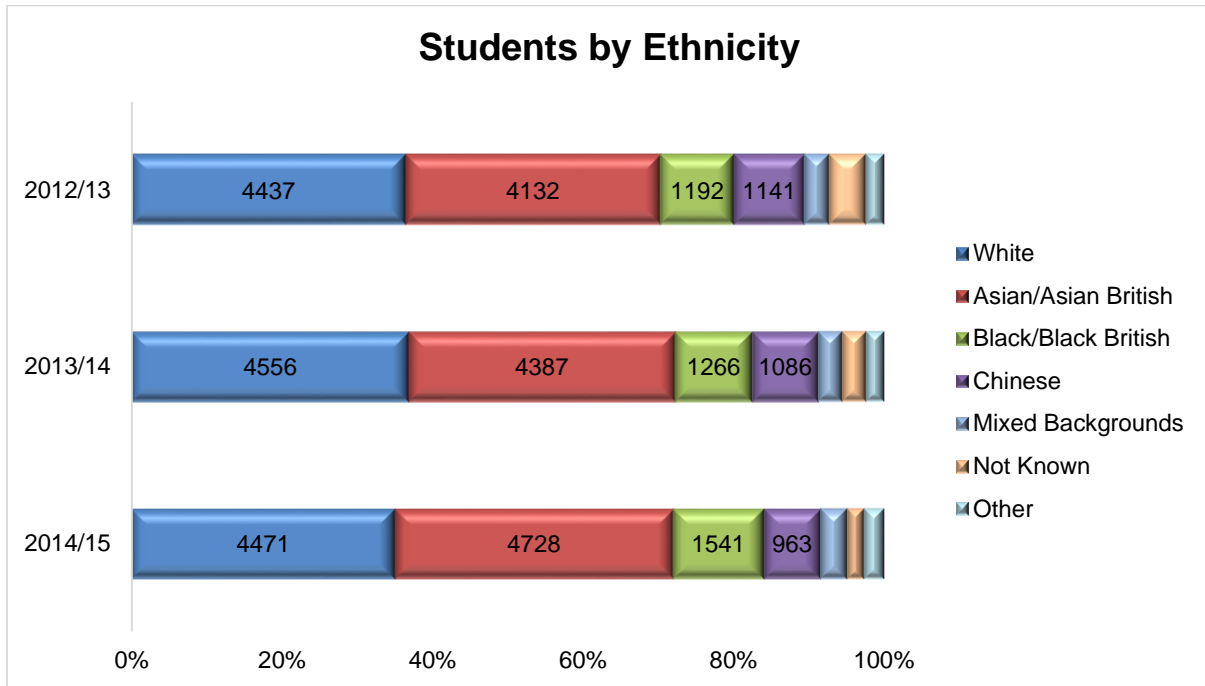
Professors by Gender	2014/15				
	F	% F	M	% M	Total
Eligible Pool	110	39.71%	167	60.29%	277
Applicants	3	37.50%	5	62.50%	8
Successful Applicants	3	100.00%	5	100.00%	8

Readers by Gender	2014/15				
	F	% F	M	% M	Total
Eligible Pool	104	41.77%	145	58.23%	249
Applicants	3	42.86%	4	57.14%	7
Successful Applicants	2	66.67%	3	75.00%	5

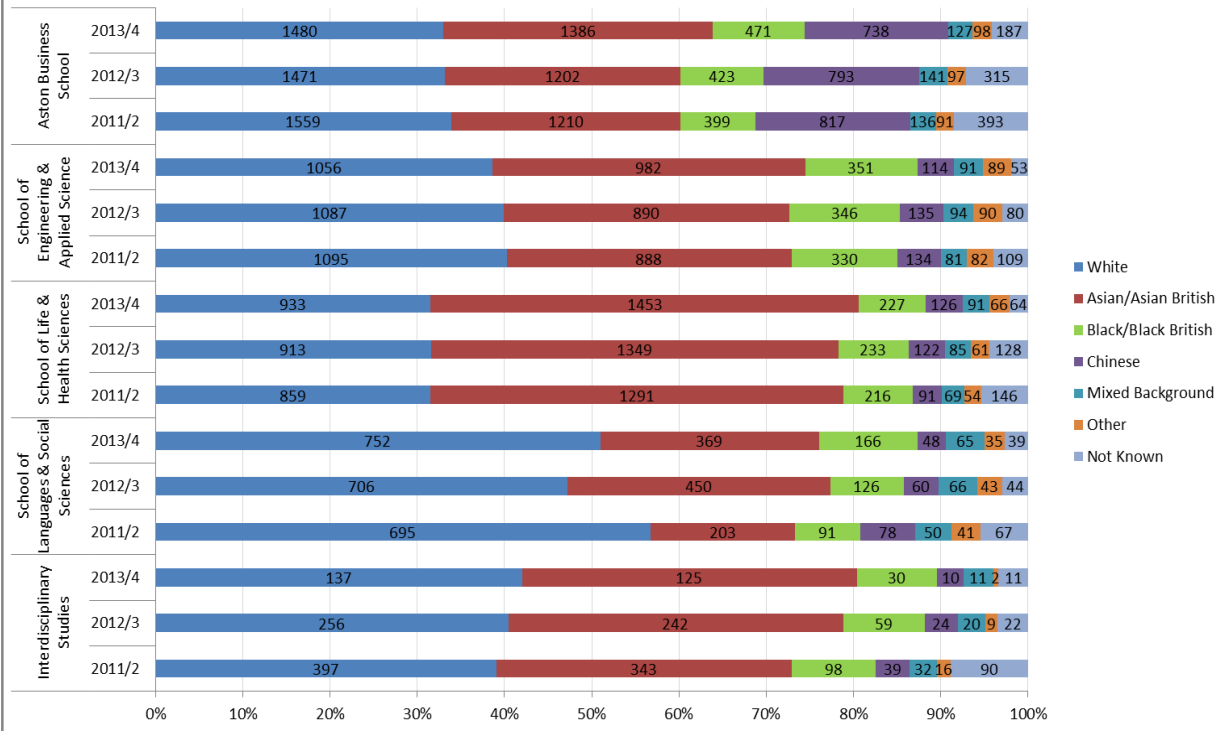
Senior Lecturers by Gender	2014/15				
	F	% F	M	% M	Total
Eligible Pool	59	41.26%	84	58.74%	143
Applicants	4	44.44%	5	55.56%	9
Successful Applicants	4	100.00%	4	80.00%	8

Lecturers Grade 9 by Gender	2014/15				
	F	% F	M	% M	Total
Eligible Pool	14	46.67%	16	53.33%	30
Applicants	6	42.86%	8	57.14%	14
Successful Applicants	4	66.67%	7	87.50%	11

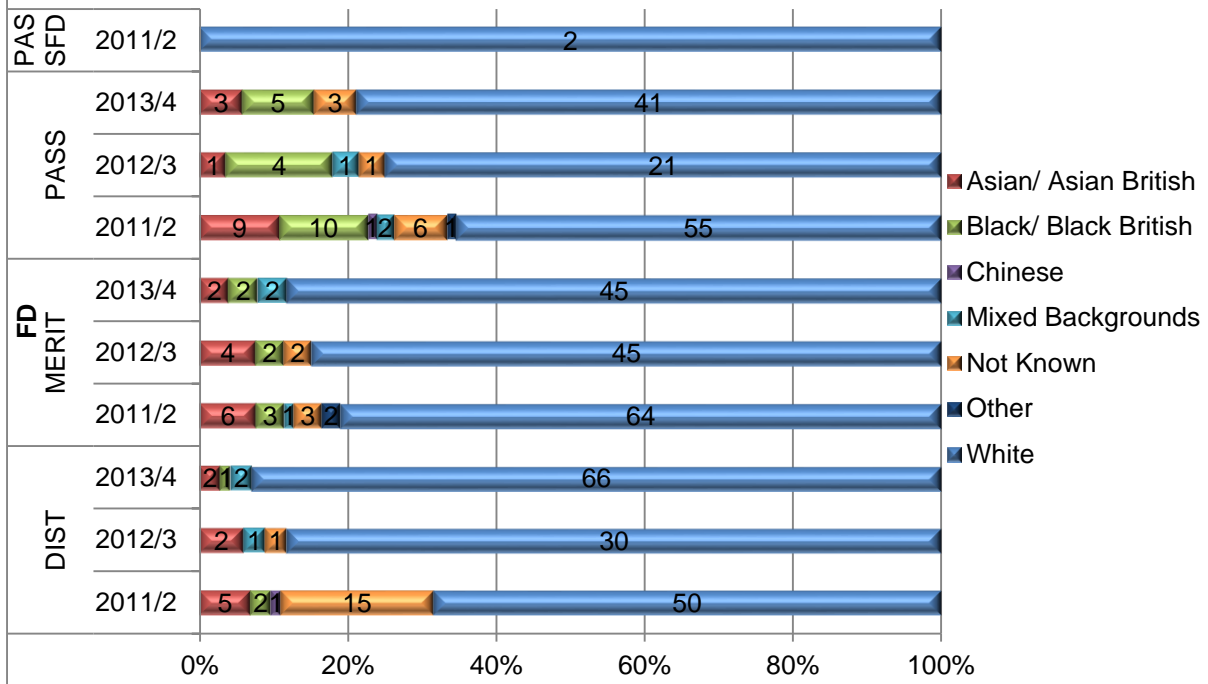
Appendix 3 – Student Information by Ethnicity



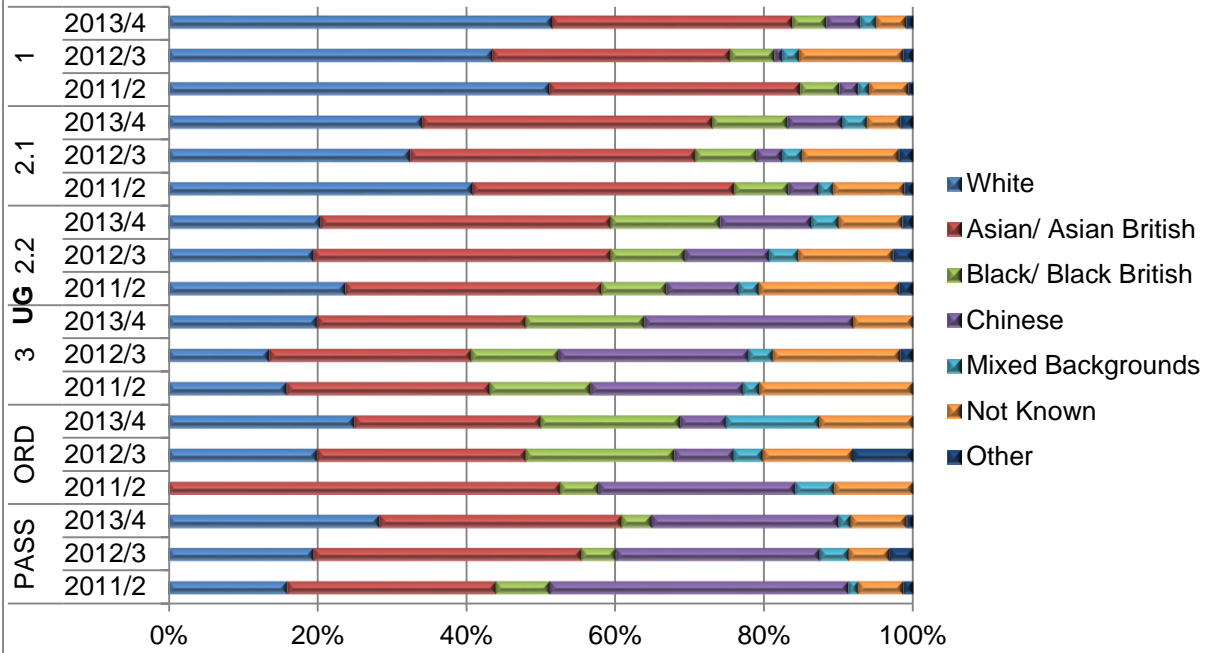
Aston University Student Population by Ethnicity & School of Study - 2011/2, 2012/3 & 2013/4



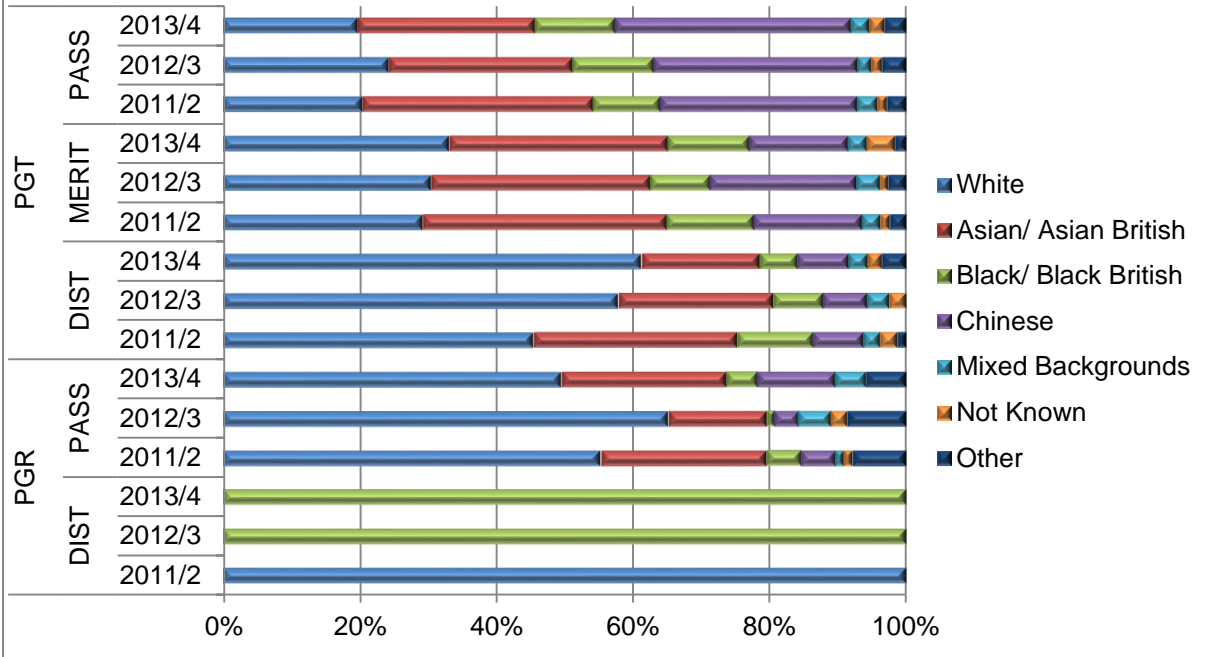
Foundation Degree Classification by Ethnicity



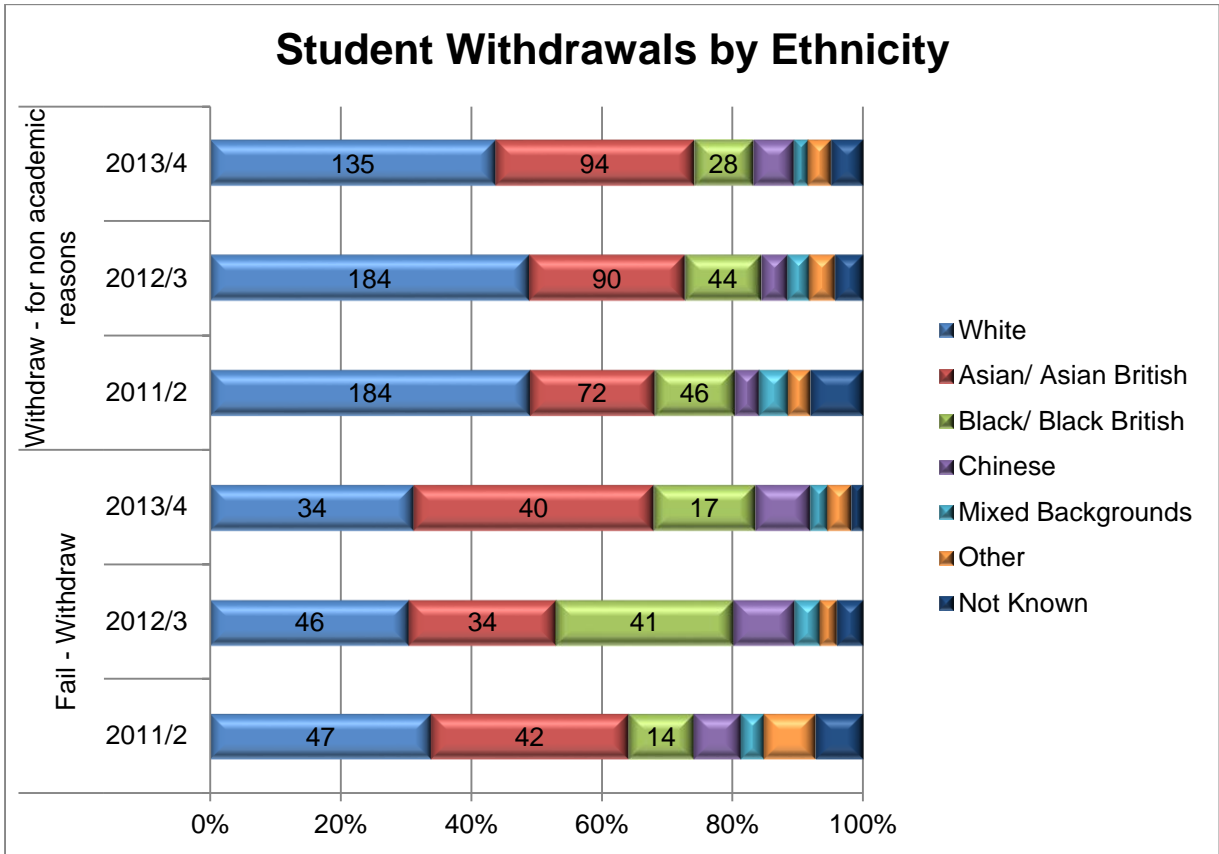
Undergraduate Degree Classification by Ethnicity



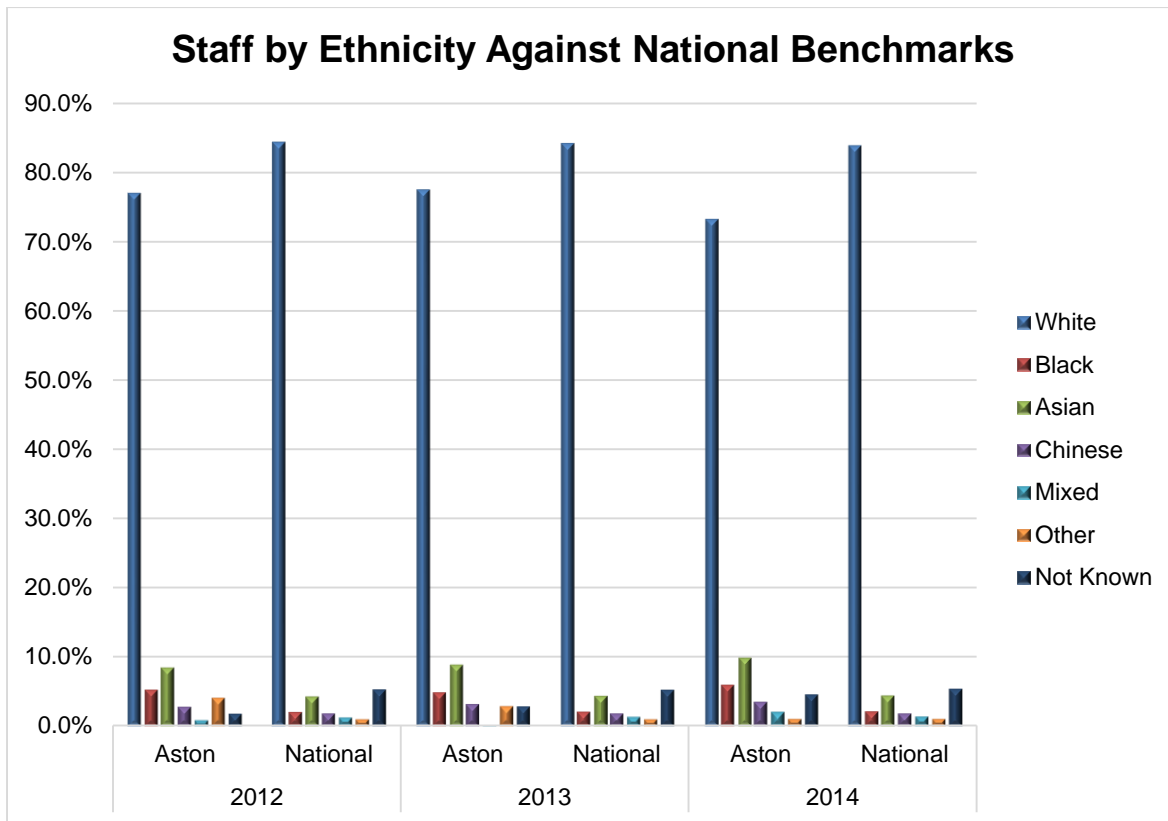
Postgraduate Degree Classification by Ethnicity



Student Withdrawals by Ethnicity



Appendix 4 – Staff Information by Ethnicity



Pay Gap Analysis by Ethnicity

Grade 1

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	32	13278	3	13382	38	13433	73	98.85%	99.62%
2011	45	13443	1	13552	34	13480	80	99.73%	100.53%
2012	41	13830	1	13839	32	13823	74	100.05%	100.12%
2013	39	13895	1	13621	26	13878	66	100.12%	98.15%
2014	46	14225	1	14257	26	14233	73	99.94%	100.17%

Grade 2

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	7	13900	0	0	23	13839	30	100.44%	0.00%
2011	5	13911	1	13911	15	13908	21	100.02%	100.02%
2012	9	11268	0	0	19	14123	28	79.78%	0.00%
2013	9	12703	0	0	15	13180	24	96.38%	0.00%
2014	12	13016	0	0	13	14054	25	92.61%	0.00%

Grade 3

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	12	14714	0	0	30	14587	42	100.87%	0.00%
2011	12	14742	0	0	29	14620	41	100.83%	0.00%
2012	10	14916	0	0	22	14844	32	100.49%	0.00%
2013	7	14990	1	14520	23	15006	31	99.89%	96.76%
2014	10	15286	0	0	26	15372	36	99.44%	0.00%

Grade 4

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	11	16296	0	0	30	16577	41	98.30%	0.00%
2011	10	16143	0	0	28	16643	38	97.00%	0.00%
2012	11	16138	0	0	32	16833	43	95.87%	0.00%
2013	8	16451	0	0	24	17050	32	96.49%	0.00%
2014	9	16671	0	0	33	17388	42	95.88%	0.00%

Grade 5

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	25	19266	5	19306	92	19199	122	100.35%	100.56%
2011	19	19332	2	19270	72	19422	93	99.54%	99.22%
2012	25	19318	3	19241	72	19541	100	98.86%	98.46%
2013	23	19527	4	19614	75	19816	102	98.54%	98.98%
2014	25	20127	5	20324	72	20507	102	98.15%	99.11%

Grade 6

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	28	23409	8	23433	149	22636	185	103.41%	103.52%
2011	37	23078	9	23400	132	22670	178	101.80%	103.22%
2012	42	23041	9	23751	136	22803	187	101.04%	104.16%
2013	49	23247	9	24060	138	22973	196	101.19%	104.73%
2014	54	23683	8	23050	147	23561	209	100.52%	97.83%

Grade 7

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	40	25375	2	28996	117	27260	159	93.09%	106.37%
2011	40	25724	5	26206	129	26935	174	95.50%	97.29%
2012	34	26950	4	26356	130	27331	168	98.61%	96.43%
2013	34	27110	2	27474	129	27681	165	97.94%	99.25%
2014	44	28173	11	28702	129	28620	184	98.44%	100.29%

Grade 8

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	56	33732	5	34196	207	33851	268	99.65%	101.02%
2011	49	34692	4	36360	206	34271	259	101.23%	106.10%
2012	53	34556	4	37003	217	34632	274	99.78%	106.85%
2013	58	34941	3	38532	227	35131	288	99.46%	109.68%
2014	63	35617	13	34129	209	35845	285	99.36%	95.21%

Grade 9

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	35	42409	12	43185	230	43921	277	96.56%	98.32%
2011	31	43155	11	43774	234	44006	276	98.07%	99.47%
2012	36	43339	7	44182	227	44328	270	97.77%	99.67%
2013	44	48104	10	44435	231	48756	285	98.66%	91.14%
2014	40	44864	12	44322	211	45579	263	98.43%	97.24%

Grade 10

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	14	54680	5	52661	125	53836	144	101.57%	97.82%
2011	18	53675	5	52871	127	54125	150	99.17%	97.68%
2012	22	54441	6	52225	132	54695	160	99.54%	95.48%
2013	23	56374	6	53256	145	55489	174	101.59%	95.98%
2014	25	57989	7	53756	161	56823	193	102.05%	94.60%

Professorial & Equivalent Band 1

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	4	73261	2	69733	28	72092	34	101.62%	96.73%
2011	2	68649	2	81649	25	72834	29	94.25%	112.10%
2012	4	67787	2	81799	25	72143	31	93.96%	113.38%
2013	5	74178	0	0	34	72368	39	102.50%	0.00%
2014	4	78122	2	84278	40	74261	46	105.20%	113.49%

Professorial & Equivalent Band 2

Year	BME	BME Average Pay (£)	Not Known	Not Known Average Pay (£)	White	White Average Pay (£)	Total	Index for BME/White (White = 100%)	Index for Not Known/White (White = 100%)
2010	1	89774	1	100000	37	89602	39	100.19%	111.60%
2011	3	90390	1	100400	34	90342	38	100.05%	111.13%
2012	2	92999	0	0	35	91315	37	101.84%	0.00%
2013	2	97641	3	100089	38	93710	43	104.19%	106.81%
2014	1	99732	4	100655	38	97804	43	101.97%	102.92%

Professorial & Equivalent Band 3

This table has not been included as the small numbers in this Group allow the identification of individuals

Academic Promotions by Ethnicity

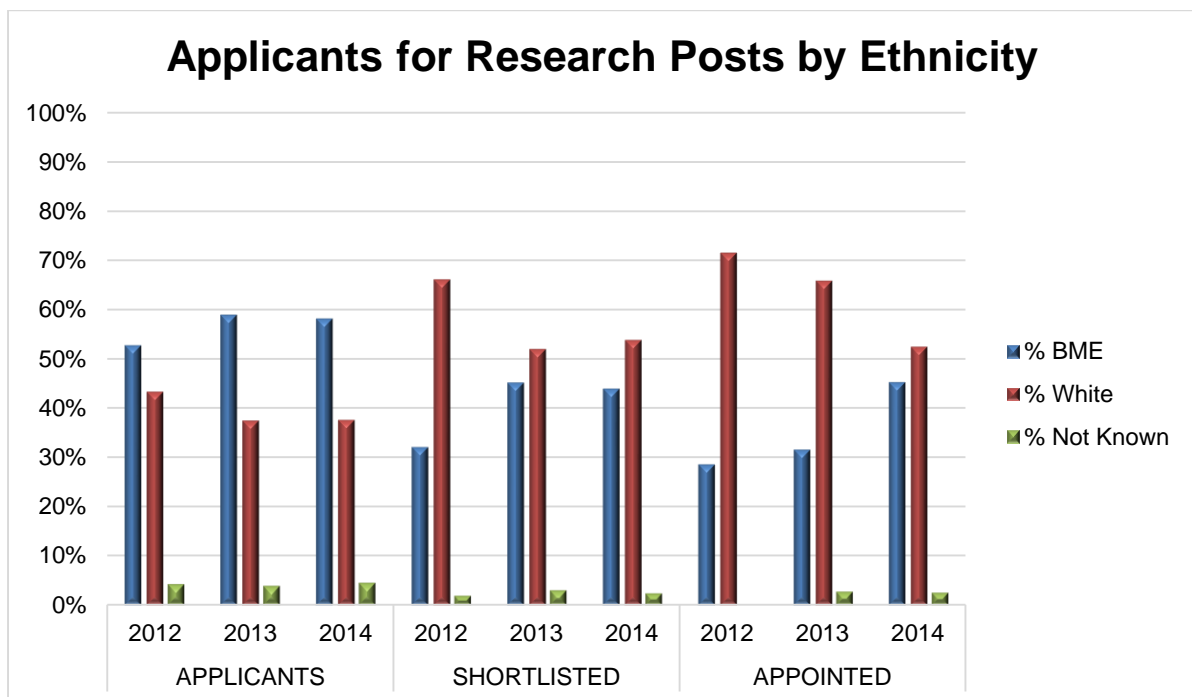
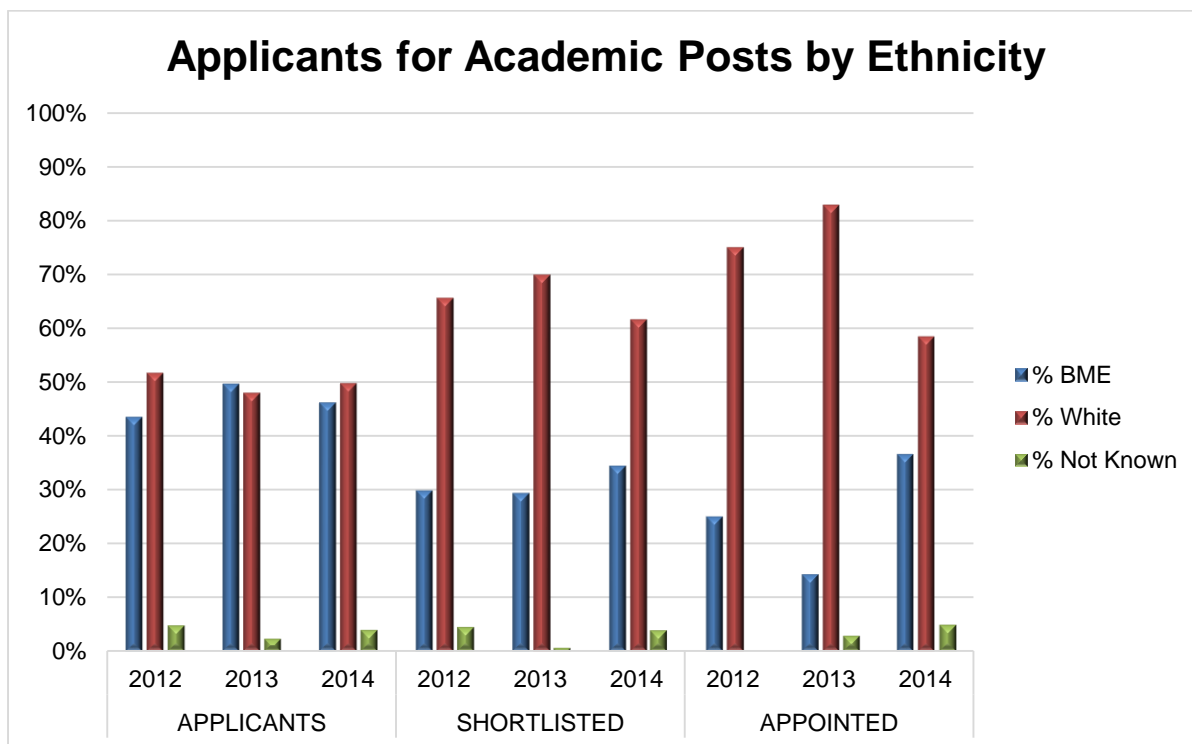
Professors by Ethnicity	2014/15						
	BME	%	White	%	Not Stated	%	Total
Eligible pool	45	16.25%	220	79.42%	12	4.33%	277
Applicants	1	12.50%	7	87.50%	0	0.00%	8
Successful Applicants	1	100.00%	7	100.00%	0	#DIV/0!	8

Readers by Ethnicity	2014/15						
	BME	%	White	%	Not Stated	%	Total
Eligible Pool	41	16.47%	198	79.52%	10	4.02%	249
Applicants	1	14.29%	6	85.71%	0	0.00%	7
Successful Applicants	1	100.00%	4	66.67%	0	#DIV/0!	5

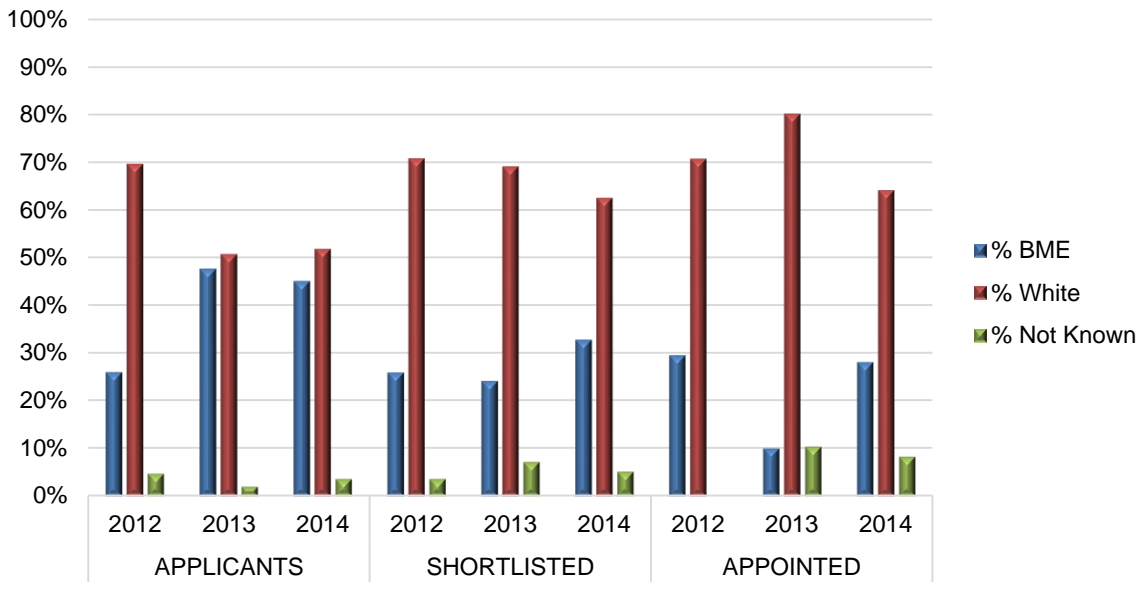
Senior Lecturers by Ethnicity	2014/15						
	BME	%	White	%	Not Stated	%	Total
Eligible Pool	24	16.78%	114	79.72%	5	3.50%	143
Applicants	1	11.11%	8	88.89%	0	0.00%	9
Successful Applicants	1	100.00%	7	87.50%	0	#DIV/0!	8

Lecturers Grade 9 by Ethnicity	2014/15						
	BME	%	White	%	Not Stated	%	Total
Eligible Pool	5	16.67%	25	83.33%	0	0.00%	30
Applicants	2	14.29%	12	85.71%	0	0.00%	14
Successful Applicants	1	50.00%	10	83.33%	0	#DIV/0!	11

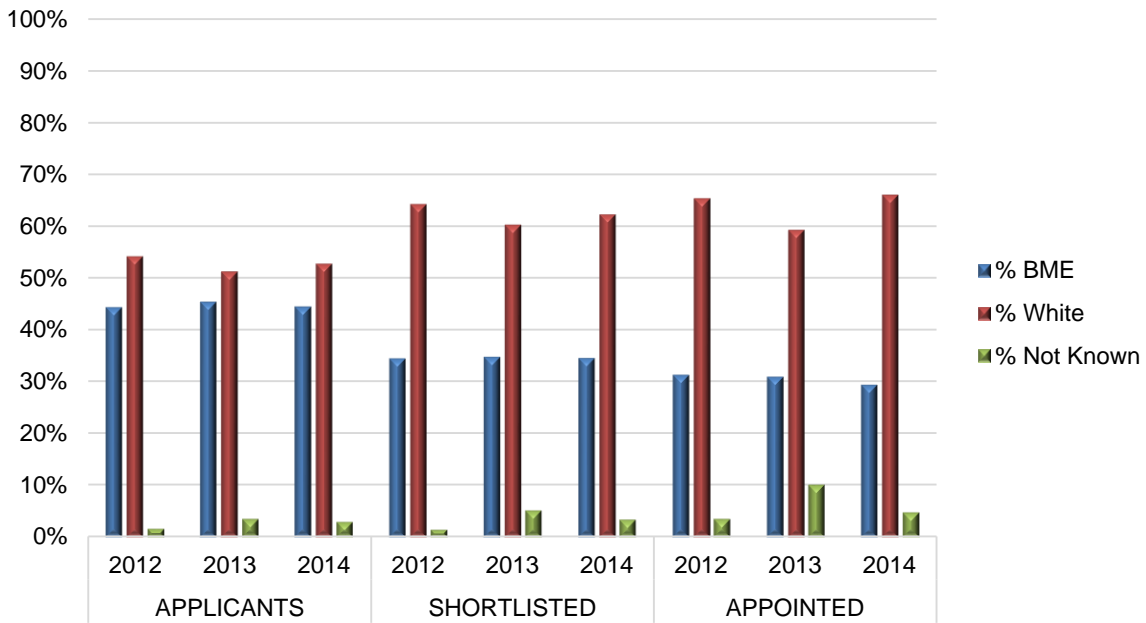
Staff Recruitment by Ethnicity



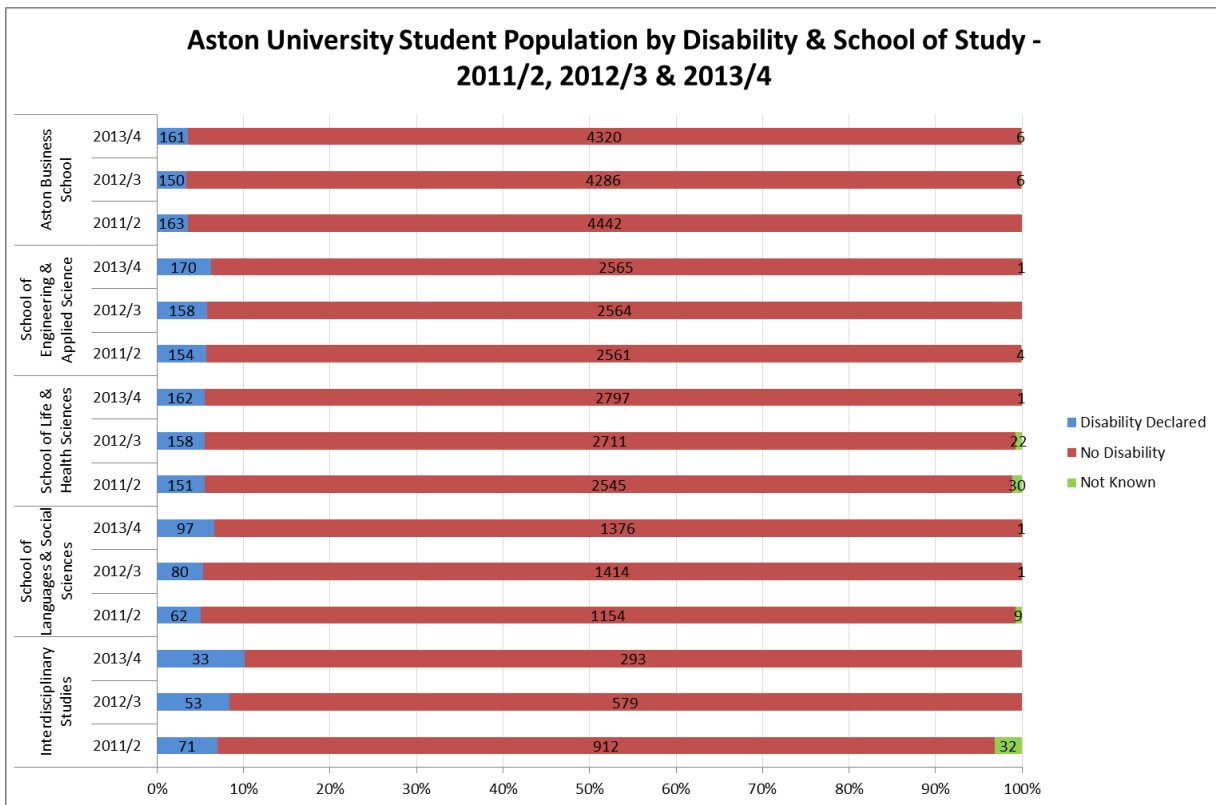
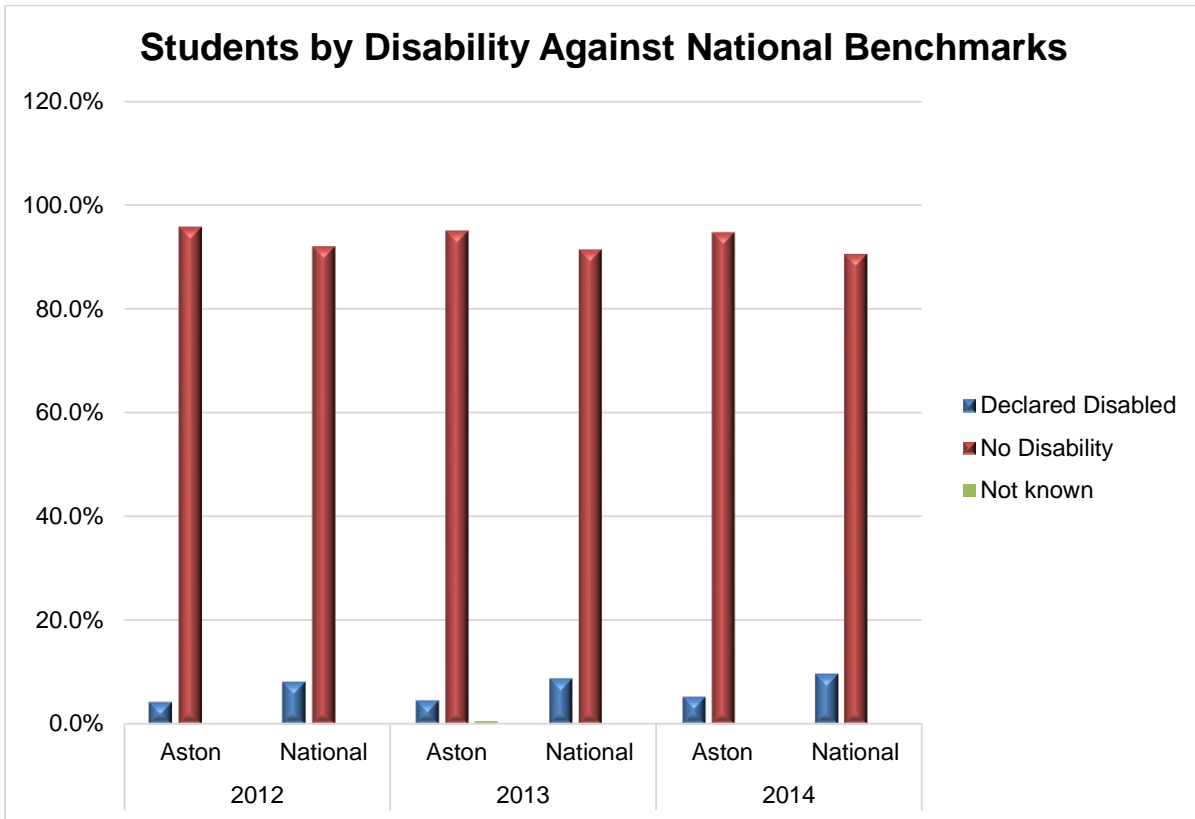
Applicants for Teaching Posts by Ethnicity



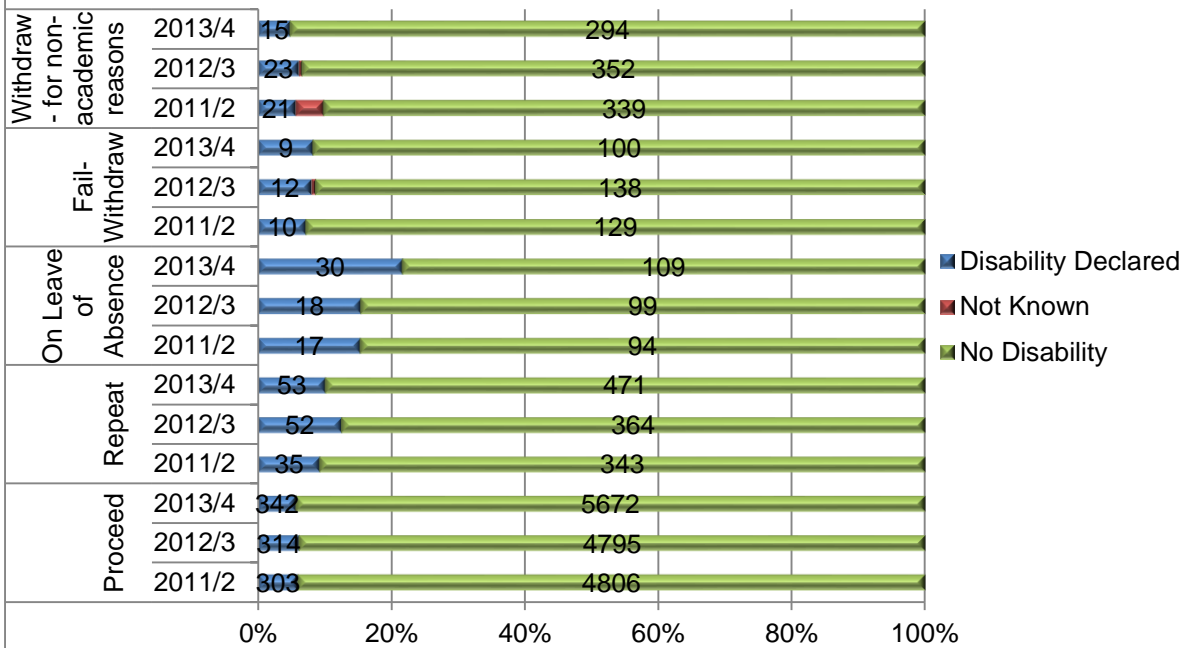
Applicants for Support and Professional Posts by Ethnicity



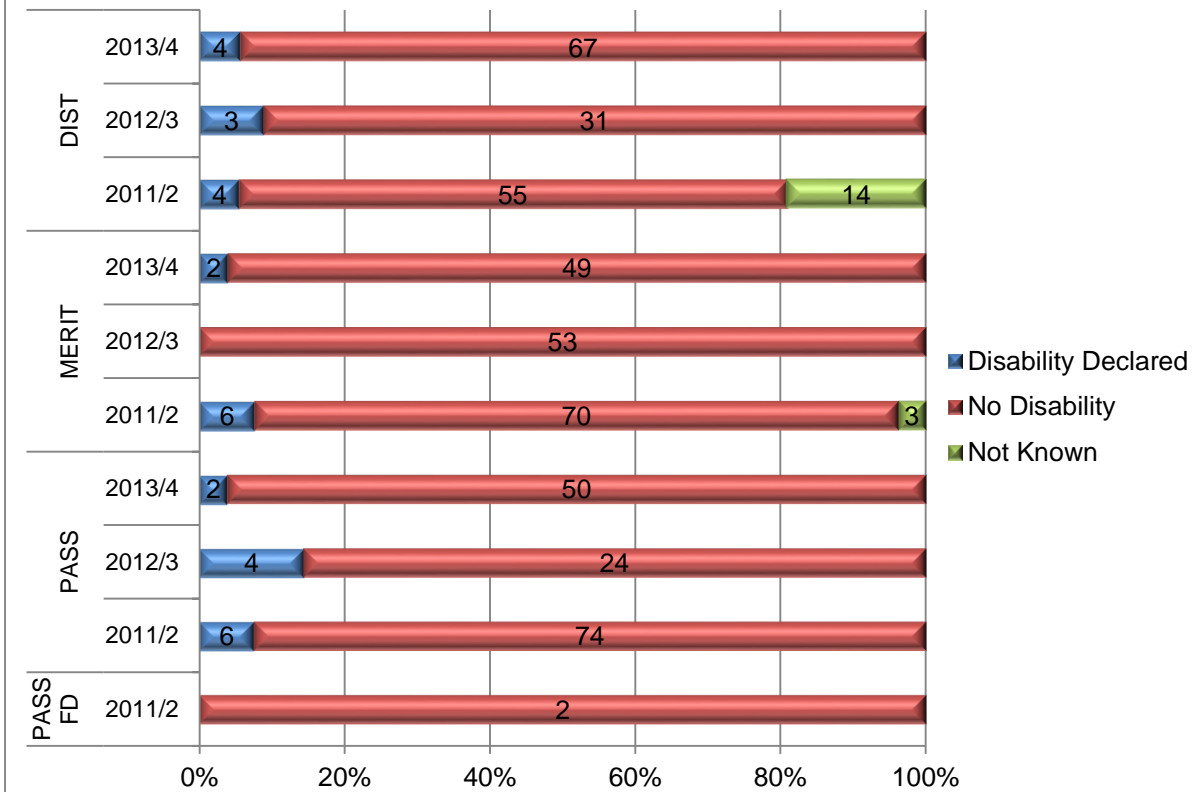
Appendix 5 – Student Information by Disability



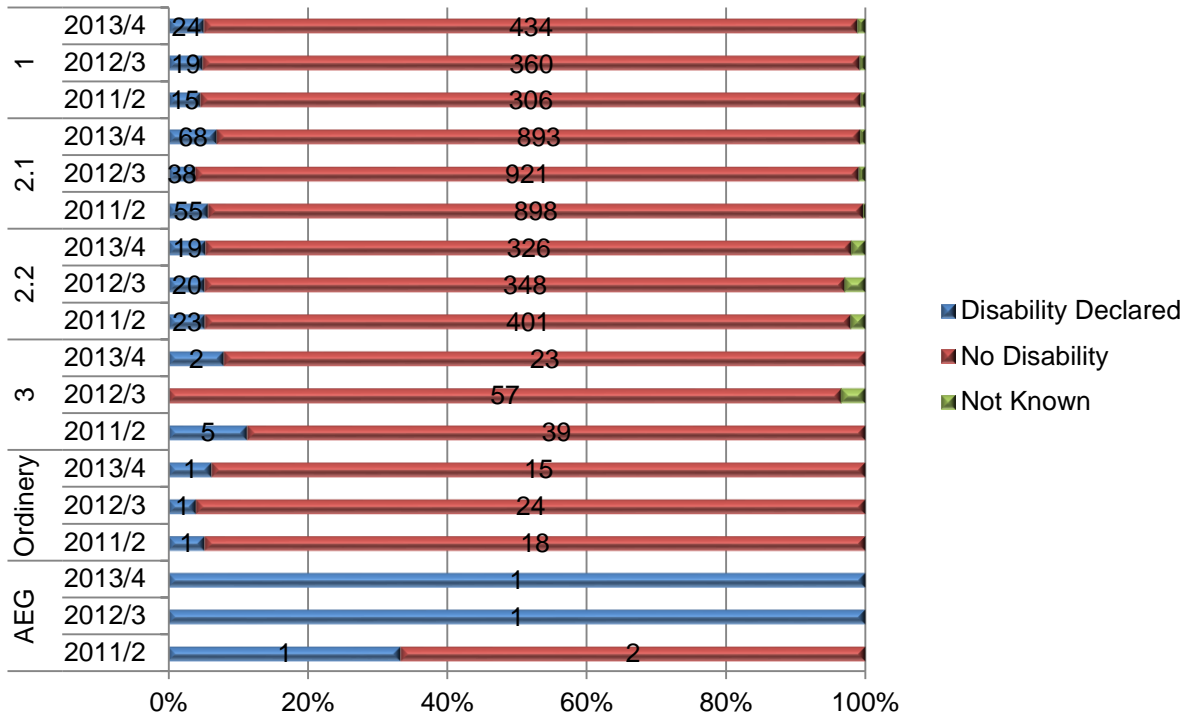
Student Progression Decision by Disability



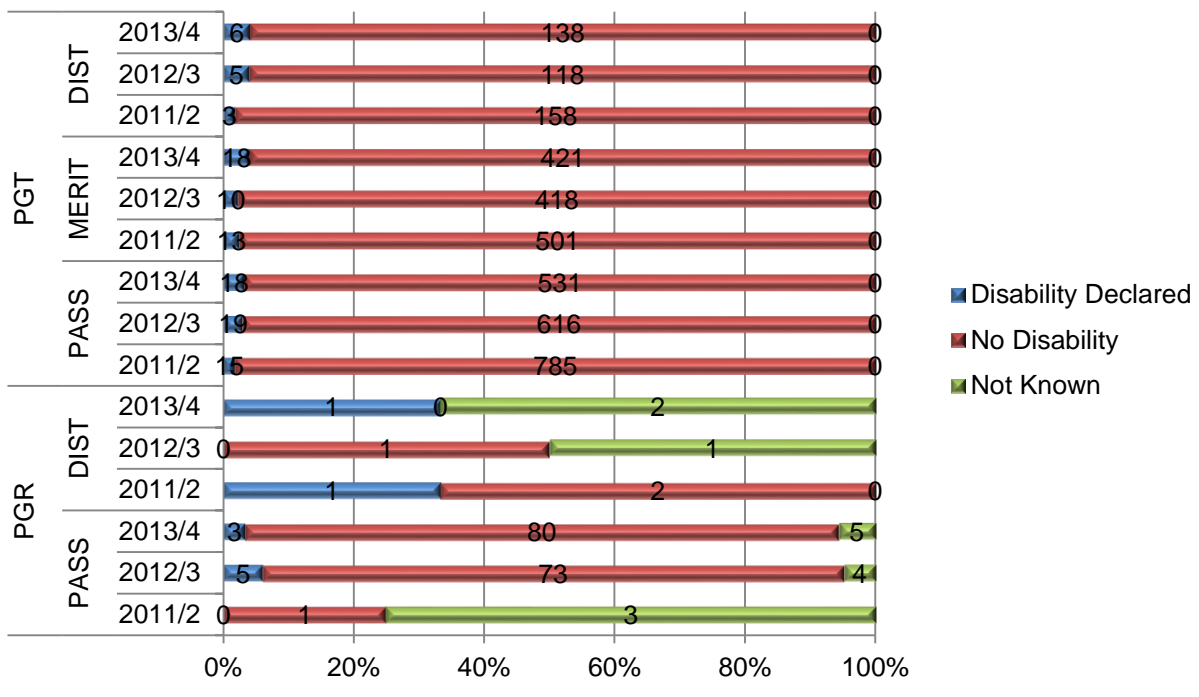
Foundation Degree Classification by Disability



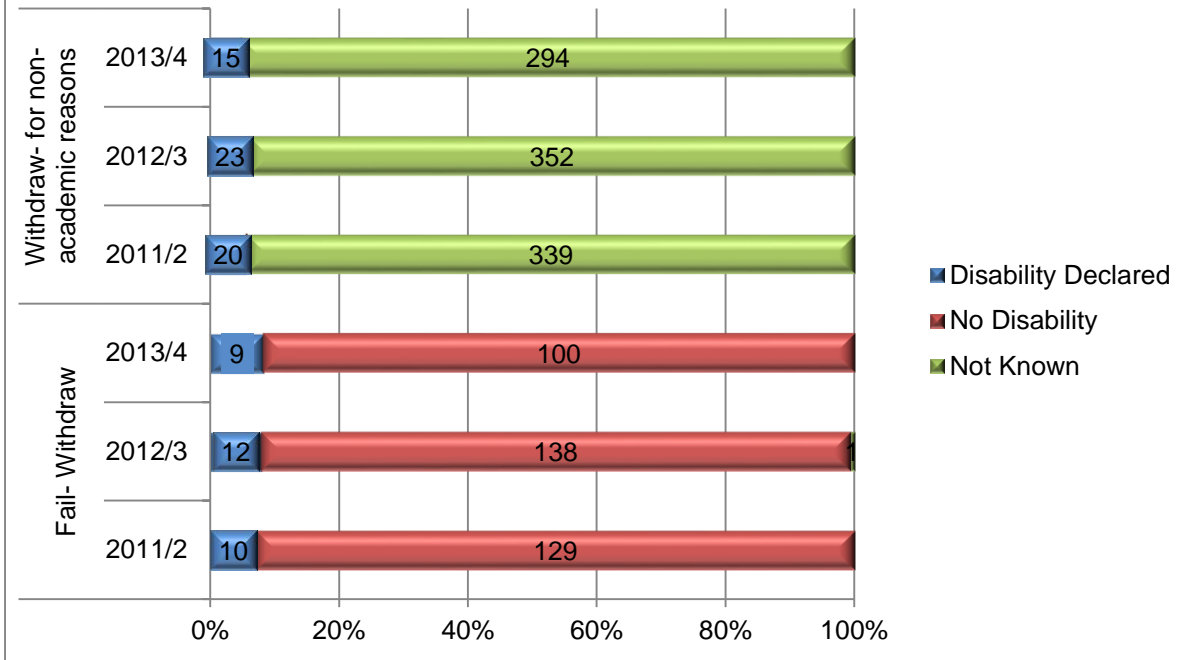
Undergraduate Degree Classification by Disability



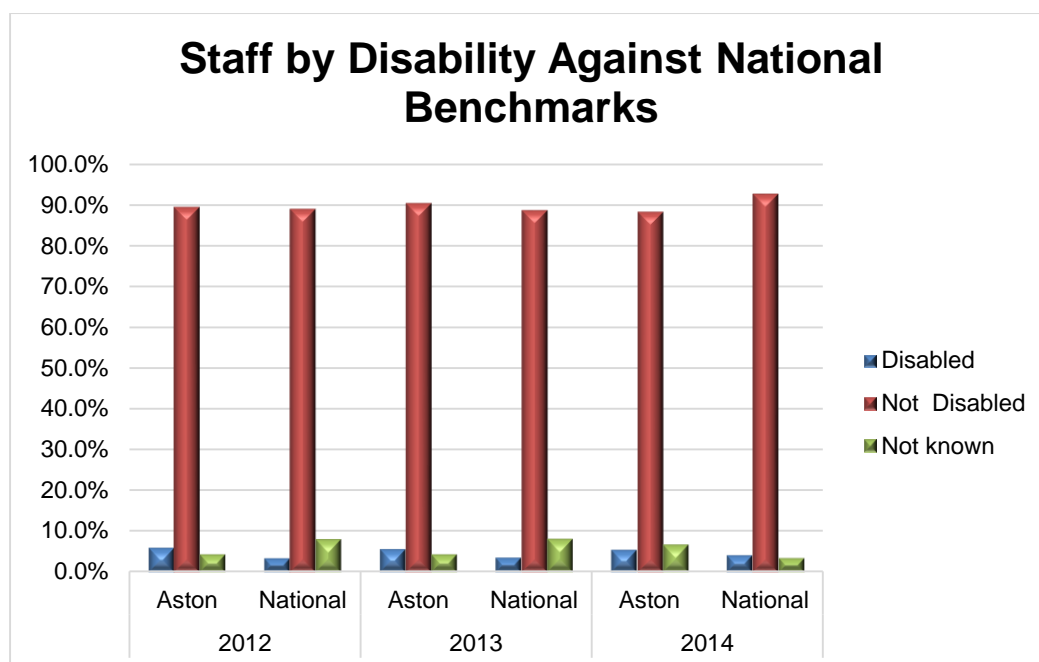
Postgraduate Degree Classification by Disability



Student Withdrawals by Disability



Appendix 6 – Staff Information by Disability



Pay Gap Analysis by Disability

Grade 1

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	3	13266	8	13367	62	13367	73	99.24%	100.00%
2011	4	13377	9	13474	67	13463	80	99.36%	100.08%
2012	4	13750	7	13839	63	13831	74	99.41%	100.06%
2013	2	13799	7	13926	57	13882	66	99.40%	100.32%
2014	1	14257	6	14257	66	14225	73	100.22%	100.22%

Grade 2

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	1	13856	2	13856	27	13853	30	100.02%	100.02%
2011	2	13911	1	13911	18	13908	21	100.02%	100.02%
2012	0	0	1	14202	27	13168	28	0.00%	107.85%
2013	1	5709	1	14344	22	13223	24	43.17%	108.48%
2014	1	9753	2	14631	22	13631	25	71.55%	107.34%

Grade 3

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	6	14550	3	14797	33	14621	42	99.51%	101.20%
2011	5	14608	3	14608	33	14668	41	99.59%	99.59%
2012	5	14846	2	14831	25	14874	32	99.81%	99.71%
2013	6	15004	2	14979	23	14983	31	100.14%	99.97%
2014	5	15356	2	15157	29	15360	36	99.97%	98.68%

Grade 4

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	4	16568	4	17234	33	16404	41	101.00%	105.06%
2011	2	17179	5	17088	31	16375	38	104.91%	104.35%
2012	3	16720	4	17420	36	16565	43	100.94%	105.16%
2013	2	17754	3	17788	27	16738	32	106.07%	106.27%
2014	3	17873	4	17594	35	17139	42	104.28%	102.65%

Grade 5

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	9	19140	2	19185	111	19224	122	99.56%	99.80%
2011	9	18979	2	19541	82	19443	93	97.61%	100.50%
2012	9	18823	1	19972	90	19536	100	96.35%	102.23%
2013	10	19339	1	19056	91	19795	102	97.70%	96.27%
2014	7	20151	2	20489	93	20422	102	98.67%	100.33%

Grade 6

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	9	22475	14	23924	162	22706	185	98.98%	105.36%
2011	7	22939	12	24315	159	22670	178	101.19%	107.26%
2012	10	22627	13	24259	164	22811	187	99.19%	106.35%
2013	9	23303	12	24705	175	22970	196	101.45%	107.55%
2014	11	23883	14	23294	184	23576	209	101.30%	98.80%

Grade 7

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	12	27315	4	28181	143	26727	159	102.20%	105.44%
2011	14	26628	5	26446	155	26643	174	99.94%	99.26%
2012	8	28572	4	28613	156	27126	168	105.33%	105.48%
2013	6	29009	6	27913	153	27490	165	105.53%	101.54%
2014	9	29081	17	28829	158	28453	184	102.21%	101.32%

Grade 8

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	17	35105	8	34617	243	33718	268	104.11%	102.67%
2011	16	35579	6	35990	237	34262	259	103.84%	105.04%
2012	16	35295	4	36758	254	34578	274	102.07%	106.30%
2013	15	36061	7	35339	266	35070	288	102.83%	100.77%
2014	14	36550	18	34699	253	35742	285	102.26%	97.08%

Grade 9

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	18	43503	13	43249	246	43737	277	99.46%	98.88%
2011	15	43667	13	43714	248	43925	276	99.41%	99.52%
2012	18	44324	9	44325	243	44178	270	100.33%	100.33%
2013	15	45713	9	45485	261	48768	285	93.74%	93.27%
2014	12	46767	18	45013	233	45374	263	103.07%	99.20%

Grade 10

Year	Declared Disabled	Declared disabled Average Pay (£)	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	9	54903	5	51458	130	53899	144	101.86%	95.47%
2011	9	55253	6	51309	135	54068	150	102.19%	94.90%
2012	9	57907	7	52295	144	54469	160	106.31%	96.01%
2013	6	56757	8	53262	160	55597	174	102.09%	95.80%
2014	9	57836	7	56932	177	56811	193	101.80%	100.21%

Professorial & Equivalent Band 1

Year	Declared Disabled	Declared disabled Average Pay	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	3	73827	2	69733	29	72074	34	102.43%	96.75%
2011	2	73696	2	81649	25	72431	29	101.75%	112.73%
2012	2	77246	2	81799	27	71119	31	108.62%	115.02%
2013	3	77219	1	73421	35	72181	39	106.98%	101.72%
2014	2	81438	3	75627	41	74677	46	109.05%	101.27%

Professorial & Equivalent Band 2

Year	Declared Disabled	Declared disabled Average Pay	Not Known	Not Known Average Pay (£)	Not Disabled	Not Disabled Average Pay (£)	Total	Index for disabled/not disabled (not disabled = 100%)	Index for not known/not disabled (not disabled = 100%)
2010	1	88921	2	90773	36	89849	39	98.97%	101.03%
2011	2	87308	2	91137	34	90774	38	96.18%	100.40%
2012	2	87458	1	82024	34	91914	37	95.15%	89.24%
2013	3	91557	4	95778	36	94410	43	96.98%	101.45%
2014	2	94959	6	98498	35	98228	43	96.67%	100.27%

Professorial & Equivalent Band 3

This table has not been included as the small numbers in this Group allow the identification of individuals

Academic Promotions by Disability

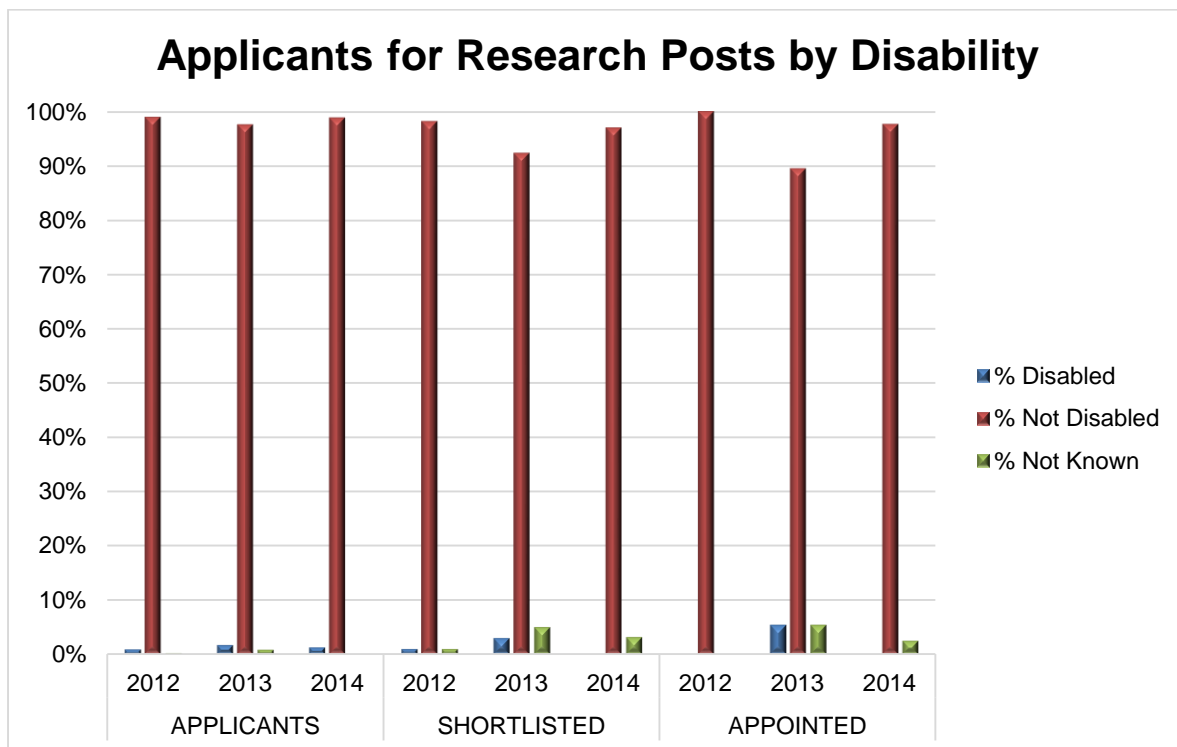
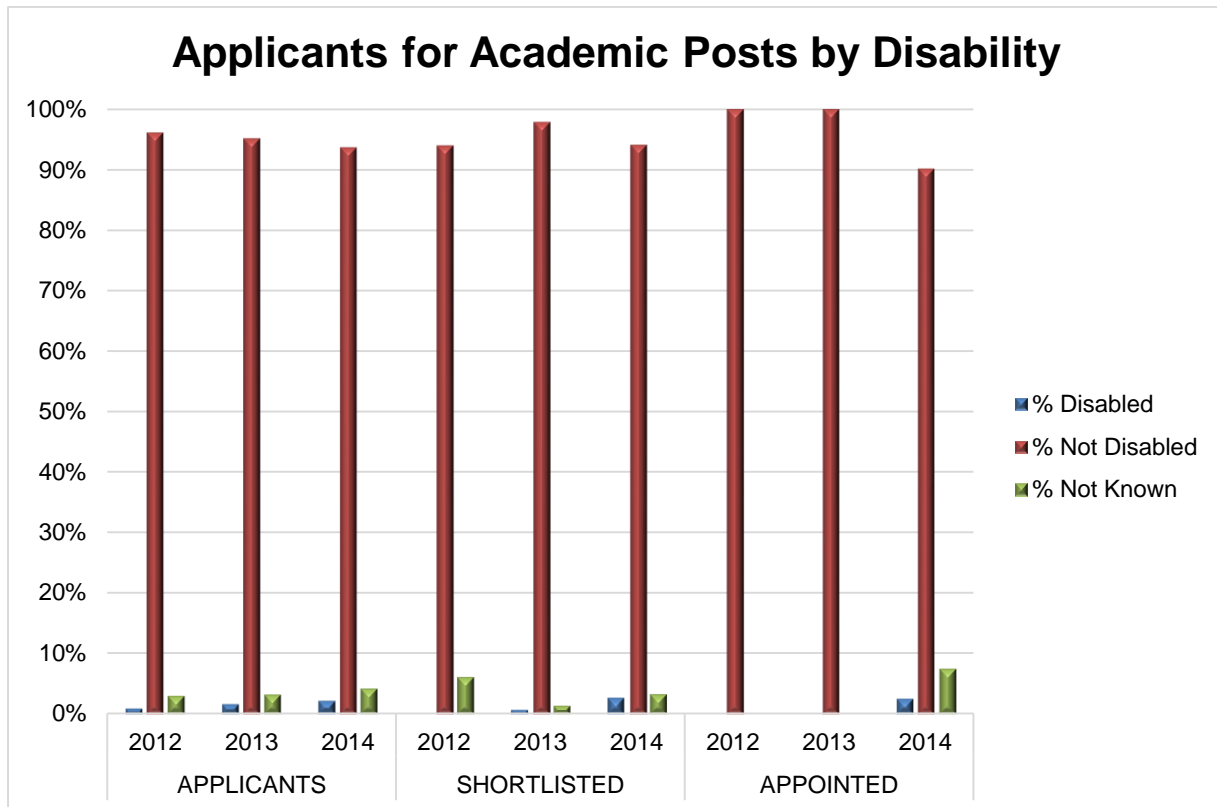
Professors by Disability	2014						
	Disabled	%	Not Known	%	Not Disabled	%	Total
Eligible Pool	14	5.05%	12	4.33%	251	90.61%	277
Applicants	0	0.00%	1	12.50%	7	87.50%	8
Successful Applicants	0	#DIV/0!	1	100.00%	7	100.00%	8

Readers by Disability	2014						
	Disabled	%	Not Known	%	Not Disabled	%	Total
Eligible Pool	13	5.22%	10	4.02%	226	90.76%	249
Applicants	1	14.29%	2	28.57%	4	57.14%	7
Successful Applicants	0	0.00%	2	100.00%	2	50.00%	4

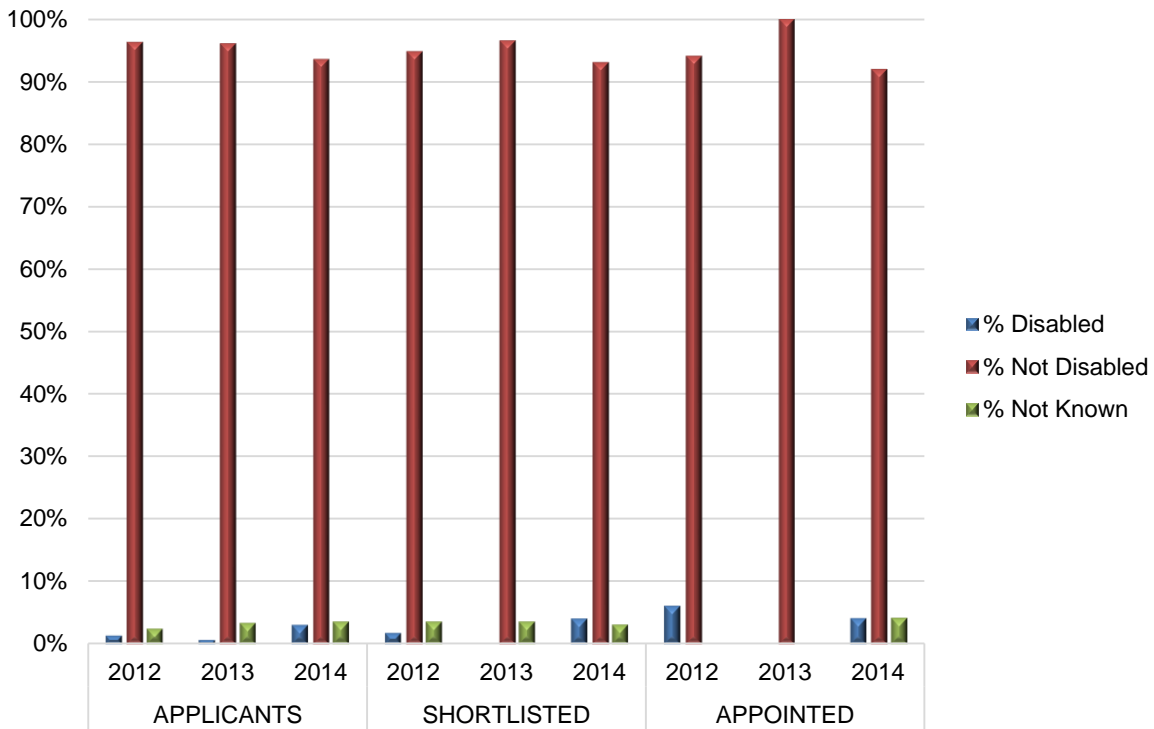
Senior Lecturers by Disability	2014						
	Disabled	%	Not Known	%	Not Disabled	%	Total
Eligible Pool	8	5.59%	4	2.80%	131	91.61%	143
Applicants	1	11.11%	0	0.00%	8	88.89%	9
Successful Applicants	1	100.00%	0	#DIV/0!	7	87.50%	8

Lecturers Grade 9 by Disability	2014						
	Disabled	%	Not Known	%	Not Disabled	%	Total
Eligible Pool	0	0.00%	0	0.00%	30	100.00%	30
Applicants	0	0.00%	0	0.00%	14	100.00%	14
Successful Applicants	0	#DIV/0!	0	#DIV/0!	11	78.57%	11

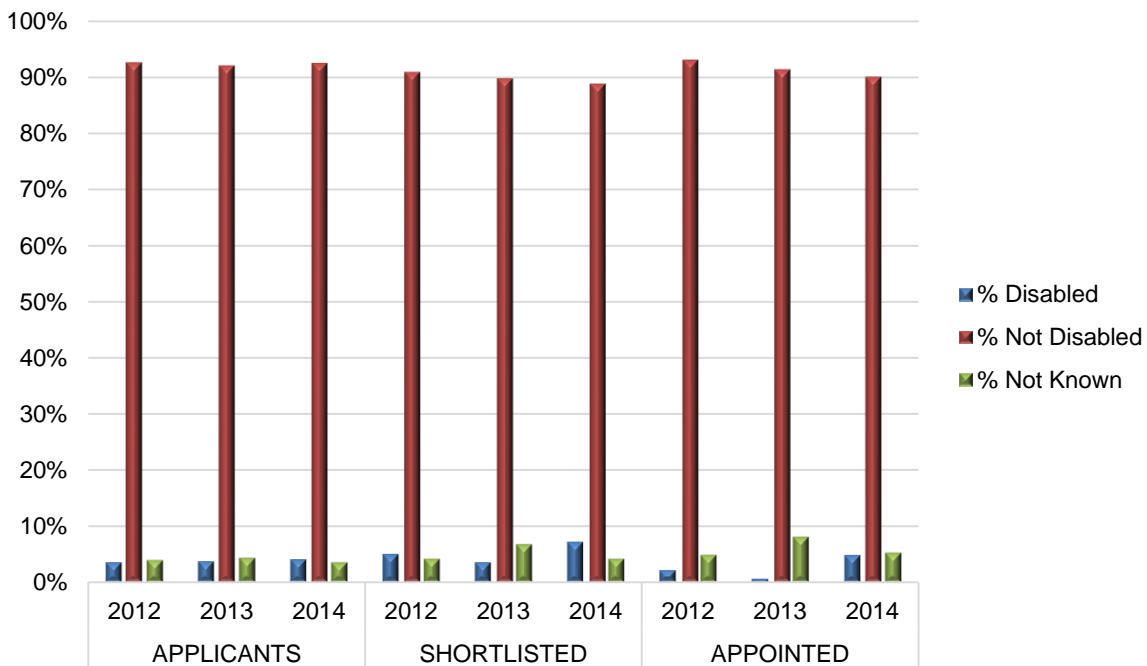
Staff Recruitment by Disability



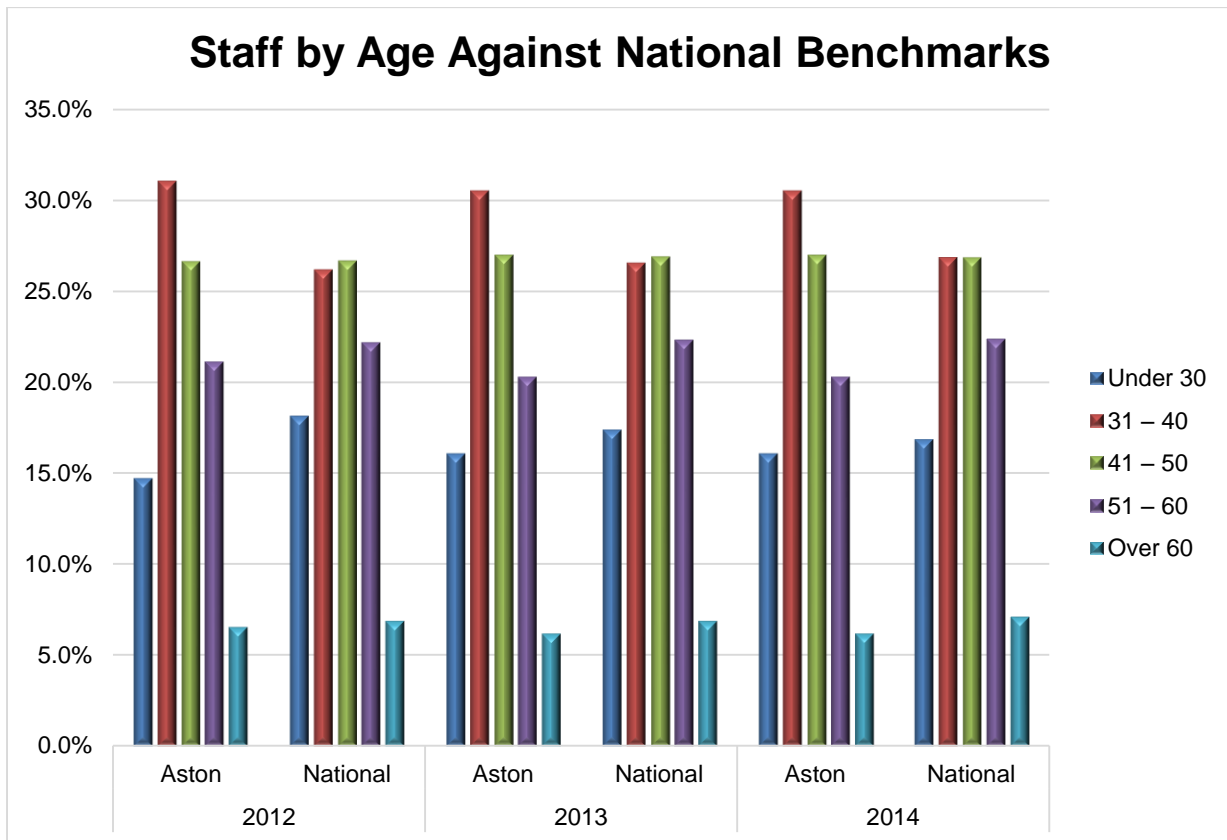
Applicants for Teaching Posts by Disability



Applicants for Support and Professional Posts by Disability



Appendix 7 – Staff Information by Age



Pay Gap Analysis By Age

Grade 1

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	12	13353	24	13295	13	13251	7	134980	17	13498	73	0.00%	99.69%	99.80%	100.02%	99.52%
2011	0	0	16	13355	30	13470	16	13486	10	13482	8	13552	80	0.00%	98.55%	99.39%	99.51%	99.48%
2012	0	0	14	13804	27	13825	16	13839	9	13839	8	13839	74	0.00%	99.75%	99.90%	100.00%	100.00%
2013	0	0	17	13843	22	13879	17	13906	7	13906	3	13977	66	0.00%	99.04%	99.30%	99.49%	99.49%
2014	0	0	21	14213	21	14228	19	14260	9	14189	3	14257	73	0.00%	99.69%	99.80%	100.02%	99.52%

Grade 2

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	9	13771	2	13856	6	13856	7	13955	6	13856	30	0.00%	99.39%	100.00%	100.00%	100.71%
2011	0	0	11	13878	3	14016	4	13911	3	13911	0	0	21	0.00%	0.00%	0.00%	0.00%	0.00%
2012	0	0	18	12649	3	14155	3	14155	4	14281	0	0	28	0.00%	0.00%	0.00%	0.00%	0.00%
2013	1	5709	15	12676	2	14361	2	14344	4	14424	0	0	24	0.00%	0.00%	0.00%	0.00%	0.00%
2014	5	9847	11	14358	3	14644	3	14631	3	14631	0	0	25	0.00%	0.00%	0.00%	0.00%	0.00%

Grade 3

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	9	14551	8	14551	10	14550	4	14735	11	14550	42	0.00%	100.01%	100.01%	100.00%	101.27%
2011	0	0	7	14553	7	14945	11	14608	5	14608	11	14608	41	0.00%	99.62%	102.31%	100.00%	100.00%
2012	0	0	3	14679	5	15169	11	14816	4	14831	9	14839	32	0.00%	98.92%	102.22%	99.85%	99.95%
2013	0	0	4	14983	4	15016	10	14979	4	14979	9	14987	31	0.00%	99.97%	100.19%	99.95%	99.95%
2014	1	15356	11	15294	4	13356	8	15407	7	15356	5	15356	36	100.00%	99.60%	86.98%	100.33%	100.00%

Grade 4

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	8	15645	13	16808	7	16380	6	16792	7	16784	41	90.68%	90.40%	98.62%	98.60%	100.34%
2011	0	0	7	15313	10	16931	6	16554	10	16844	5	16634	38	0.00%	92.06%	101.79%	99.52%	101.26%
2012	0	0	11	15565	10	17116	7	16824	10	17106	5	16994	43	0.00%	91.59%	100.72%	99.00%	100.66%
2013	0	0	8	15901	7	16907	5	17063	8	17587	4	17310	32	0.00%	91.86%	97.67%	98.57%	101.60%
2014	2	16354	16	16303	6	17786	6	17781	8	18095	8	18034	46	90.68%	90.40%	98.62%	98.60%	100.34%

Grade 5

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	29	18438	40	19350	20	19698	27	19426	6	19559	122	0.00%	94.27%	98.93%	100.71%	99.32%
2011	0	0	22	18776	27	19484	17	19856	23	19515	4	19861	93	0.00%	94.54%	98.10%	99.97%	98.26%
2012	0	0	27	18824	31	19505	17	19933	21	19810	4	19972	100	0.00%	94.25%	97.66%	99.80%	99.19%
2013	0	0	34	18977	23	19989	17	20189	23	20301	5	19729	102	0.00%	96.19%	101.32%	102.33%	102.90%
2014	1	19083	35	19635	25	20598	15	20976	22	21063	4	20493	102	93.12%	95.81%	100.51%	102.36%	102.78%

Grade 6

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	14	20989	48	22422	46	23202	52	22973	25	23347	185	0.00%	89.90%	96.04%	99.38%	98.40%
2011	0	0	20	21319	46	22653	42	23324	55	23002	15	22922	178	0.00%	93.01%	98.83%	101.75%	100.35%
2012	0	0	27	21400	55	22810	38	23580	55	23213	12	23125	187	0.00%	92.54%	98.64%	101.97%	100.38%
2013	0	0	35	21872	62	22942	36	23896	53	23449	10	23487	196	0.00%	93.12%	97.68%	101.74%	99.84%
2014	1	21391	50	22657	58	23638	39	23959	54	24053	7	24028	209	89.03%	94.29%	98.38%	99.71%	100.10%

Grade 7

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	17	23082	59	26183	35	27292	31	28516	17	28586	159	0.00%	95.16%	98.35%	101.67%	104.08%
2011	0	0	35	23055	55	26356	37	27775	33	28637	14	28957	174	0.00%	79.62%	91.02%	95.92%	98.89%
2012	0	0	31	24084	56	27370	38	27960	30	28708	13	28591	168	0.00%	84.24%	95.73%	97.79%	100.41%
2013	0	0	41	25485	44	27701	39	28132	30	29039	11	28676	165	0.00%	88.87%	96.60%	98.10%	101.27%
2014	0	0	53	27384	58	28301	36	29259	31	29952	6	28777	184	0.00%	95.16%	98.35%	101.67%	104.08%

Grade 8

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	5	30764	141	33259	62	34171	47	35230	13	34570	268	0.00%	88.99%	96.21%	98.85%	101.91%
2011	0	0	9	31944	136	33933	64	34703	38	35740	12	35310	259	0.00%	90.47%	96.10%	98.28%	101.22%
2012	0	0	22	31682	140	34402	67	35294	37	36019	8	35474	274	0.00%	89.31%	96.98%	99.49%	101.54%
2013	0	0	25	32583	143	34801	69	35784	39	36851	12	34968	288	0.00%	93.18%	99.52%	102.33%	105.38%
2014	0	0	59	33735	126	35777	68	36736	25	36995	7	36850	285	0.00%	91.55%	97.09%	99.69%	100.39%

Grade 9

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	1	36715	73	41850	105	43790	61	45122	37	44975	277	0.00%	81.63%	93.05%	97.37%	100.33%
2011	0	0	1	37990	82	42162	101	44247	65	44931	27	45699	276	0.00%	83.13%	92.26%	96.82%	98.32%
2012	0	0	4	38683	85	42819	95	44551	62	45046	24	46351	270	0.00%	83.46%	92.38%	96.12%	97.18%
2013	0	0	6	39536	92	45610	101	46526	62	52780	24	59108	285	0.00%	66.89%	77.16%	78.71%	89.29%
2014	0	0	7	41445	111	44636	83	45749	49	46550	13	47755	263	0.00%	86.79%	93.47%	95.80%	97.48%

Grade 10

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	0	0	8	50659	53	53106	57	54768	26	54489	144	0.00%	99.16%	94.05%	95.91%	96.96%
2011	0	0	0	0	12	50708	60	53598	59	54814	19	55048	150	0.00%	0.00%	92.12%	97.37%	99.57%
2012	0	0	0	0	22	53814	67	54191	58	54957	13	56043	160	0.00%	0.00%	96.02%	96.70%	98.06%
2013	0	0	2	54570	32	54125	76	55716	51	55621	13	57680	174	0.00%	94.61%	93.84%	96.60%	96.43%
2014	0	0	3	58734	44	55707	86	56806	51	57429	9	59231	193	0.00%	99.16%	94.05%	95.91%	96.96%

Professorial & Equivalent Band 1

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	0	0	2	65330	7	71260	16	74003	9	70840	34	0.00%	0.00%	92.22%	100.59%	104.46%
2011	0	0	0	0	2	80459	5	73458	15	73286	7	70566	29	0.00%	0.00%	114.02%	104.10%	103.85%
2012	0	0	0	0	2	75163	7	72703	16	71799	6	71712	31	0.00%	0.00%	104.81%	101.38%	100.12%
2013	0	0	0	0	1	71285	11	69611	19	72246	8	77717	39	0.00%	0.00%	91.72%	89.57%	92.96%
2014	0	0	0	0	4	72679	15	73163	19	78005	8	72654	46	0.00%	0.00%	100.03%	100.70%	107.37%

Professorial & Equivalent Band 2

Year	Under 20	Under 20 Average pay (£)	21-30	21-30 Average Pay (£)	31 to 40	31 to 40 Average Pay (£)	41 to 50	41 to 50 Average Pay (£)	51 to 60	51 to 60 Average Pay (£)	Over 60	Over 60 Average Pay (£)	Total	Index For Under 20/Over 60 (Over 60 =100%)	Index For 21 to 30/Over 60 (Over 60 =100%)	Index For 31 to 40/Over 60 (Over 60 =100%)	Index For 41 to 50/Over 60 (Over 60 =100%)	Index For 51 to 60 /Over 60 (Over 60 =100%)
2010	0	0	0	0	0	0	4	89884	18	91257	17	88405	39	0.00%	0.00%	0.00%	101.67%	103.23%
2011	0	0	0	0	0	0	6	93235	20	90071	12	90196	38	0.00%	0.00%	0.00%	103.37%	99.86%
2012	0	0	0	0	0	0	5	94772	21	90474	11	91654	37	0.00%	0.00%	0.00%	103.40%	98.71%
2013	0	0	0	0	1	92617	7	98591	21	93698	14	93296	43	0.00%	0.00%	99.27%	105.68%	100.43%
2014	0	0	0	0	2	100444	11	97499	18	97935	12	98557	43	0.00%	0.00%	101.91%	98.93%	99.37%

Professorial & Equivalent Band 3

This table has not been included as the small numbers in this Group allow the identification of individuals

Academic Promotions by Age

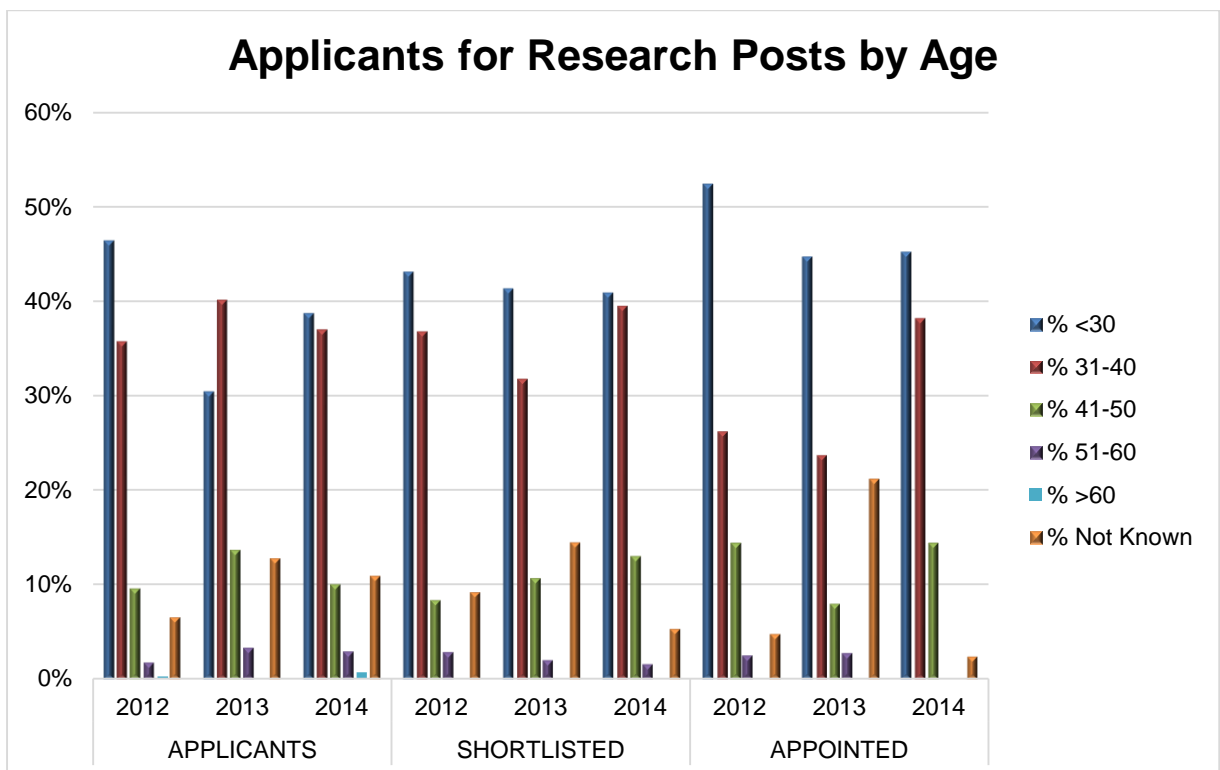
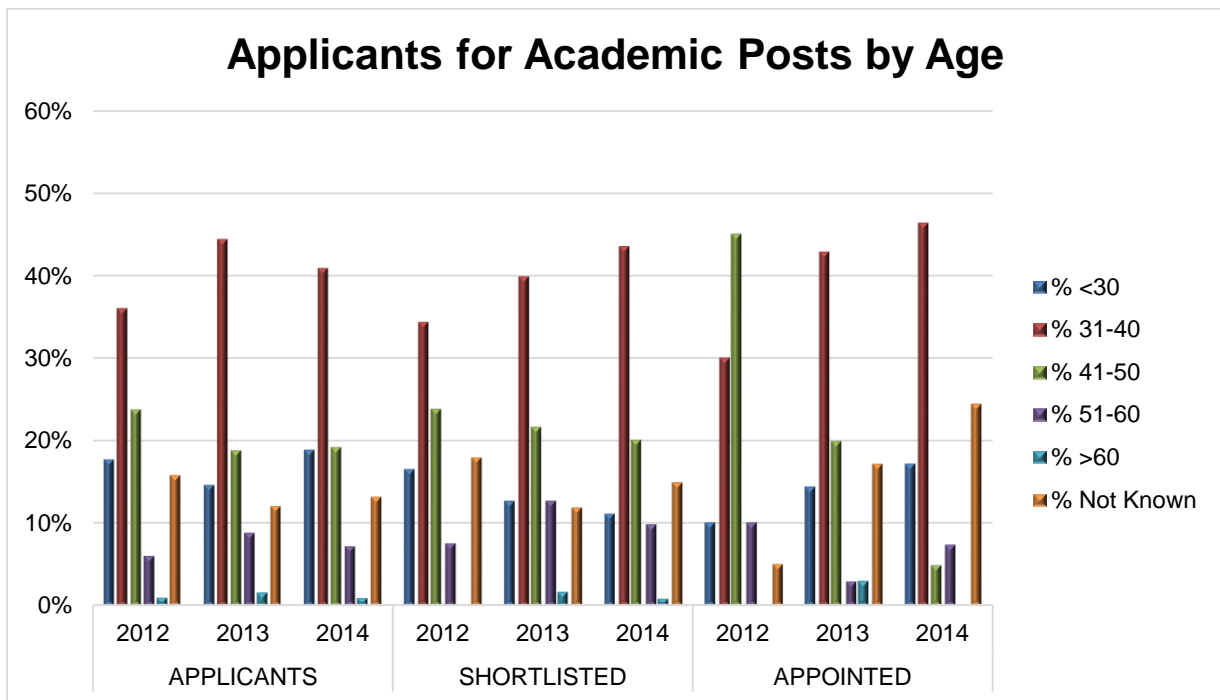
Professors by Age	2014										
	21-30	%	31-40	%	41-50	%	51-60	%	over 60	%	Total
Eligible pool	9	3.25%	107	38.63%	103	37.18%	45	16.25%	13	4.69%	277
Applicants	0	0.00%	3	37.50%	4	50.00%	1	12.50%	0	0.00%	8
Successful applicants	0	#DIV/0!	3	100.00%	4	100.00%	1	100.00%	0	#DIV/0!	8

Readers by Age	2014										
	21-30	%	31-40	%	41-50	%	51-60	%	over 60	%	Total
Eligible pool	9	3.61%	100	40.16%	88	35.34%	39	15.66%	13	5.22%	249
Applicants	0	0.00%	1	14.29%	4	57.14%	2	28.57%	0	0.00%	7
Successful applicants	0	#DIV/0!	0	0.00%	4	100.00%	1	50.00%	0	#DIV/0!	5

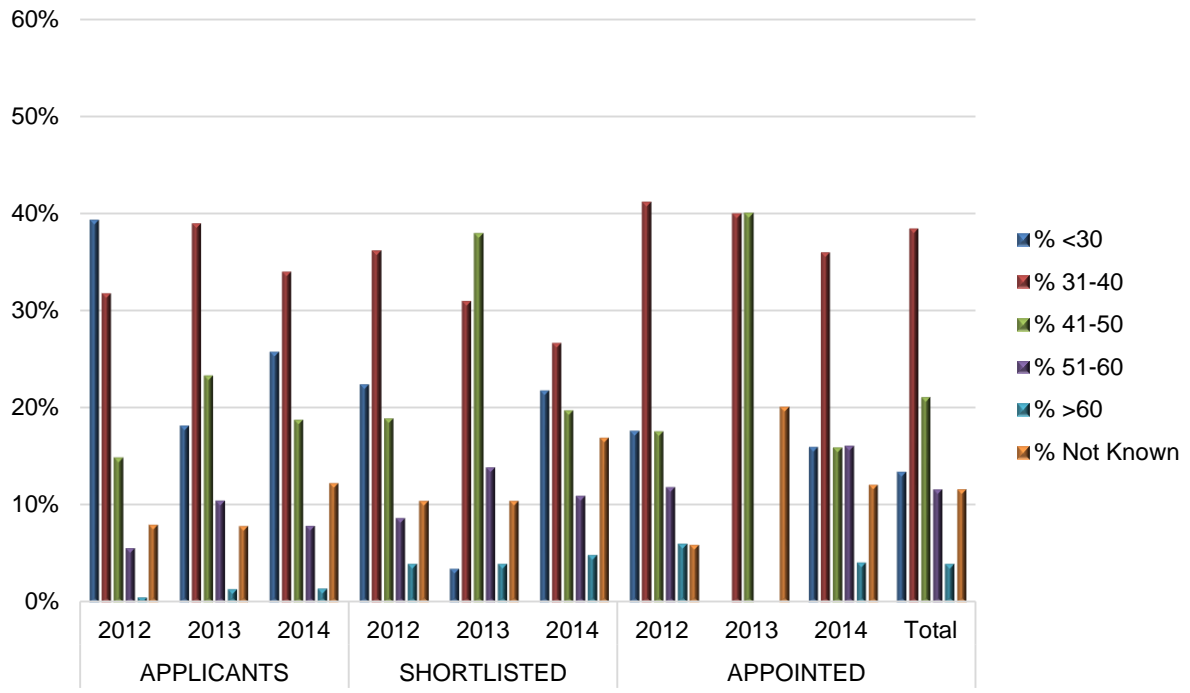
Senior Lecturers by Age	2014										
	21-30	%	31-40	%	41-50	%	51-60	%	over 60	%	Total
Eligible pool	9	6.29%	69	48.25%	37	25.87%	21	14.69%	7	4.90%	143
Applicants	0	0.00%	1	11.11%	3	33.33%	4	44.44%	1	11.11%	9
Successful applicants	0	#DIV/0!	1	100.00%	3	100.00%	4	100.00%	0	0.00%	8

Lecturers Grade 9 by Age	2014										
	21-30	%	31-40	%	41-50	%	51-60	%	over 60	%	Total
Eligible pool	7	23.33%	21	70.00%	2	6.67%	0	0.00%	0	0.00%	30
Applicants	1	7.14%	13	92.86%	0	0.00%	0	0.00%	0	0.00%	14
Successful Applicants	1	100.00%	10	76.92%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	11

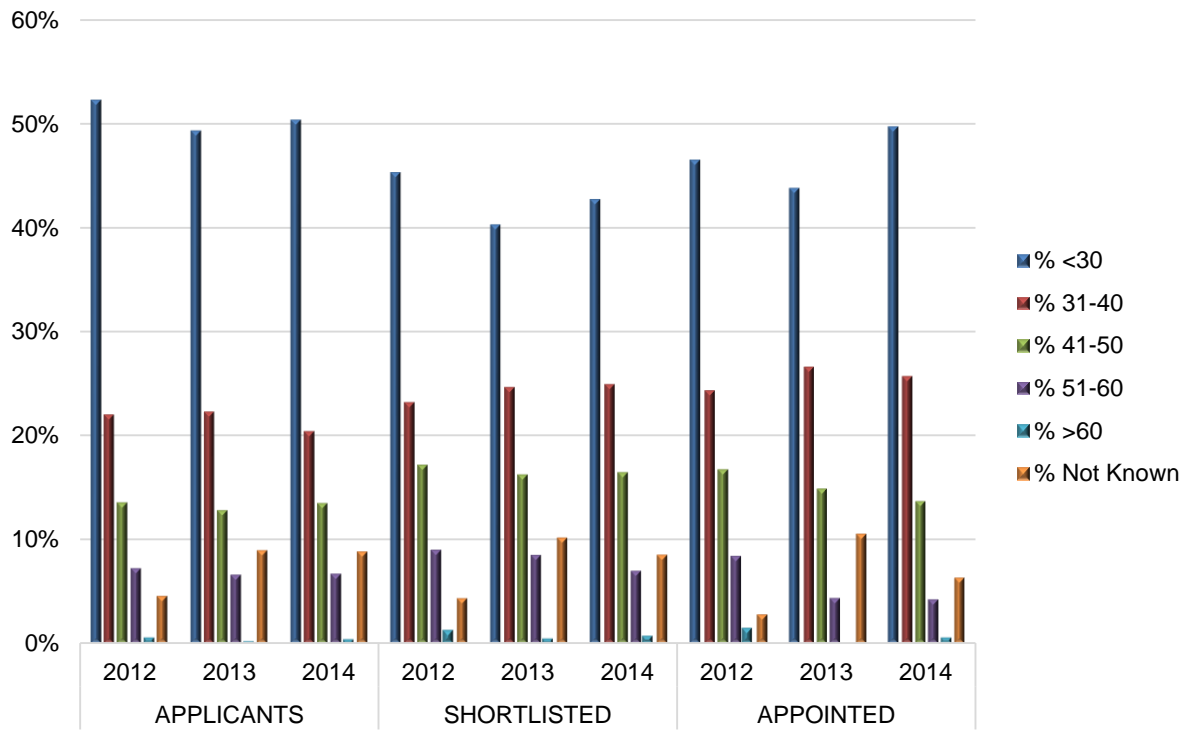
Staff Recruitment by Age



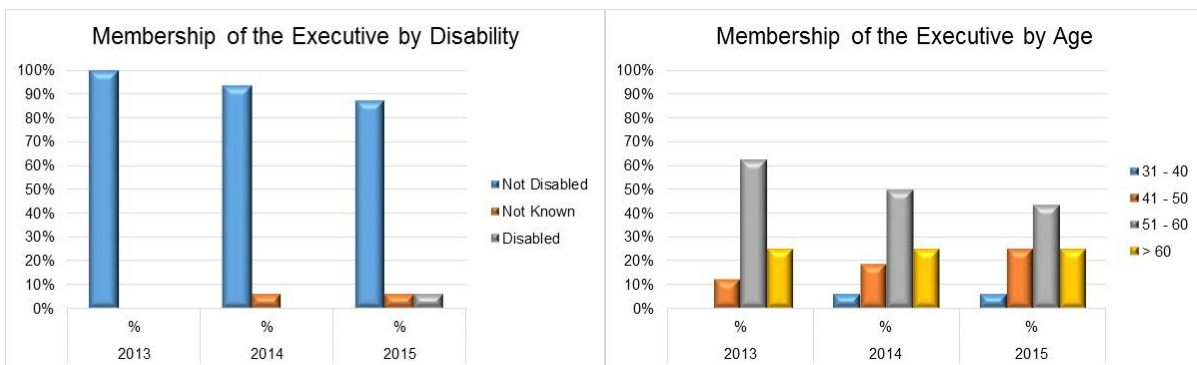
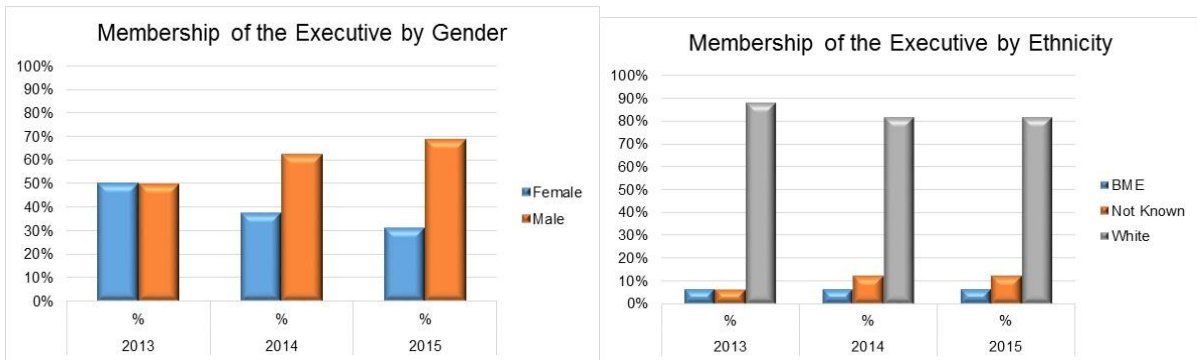
Applicants for Teaching Posts by Age

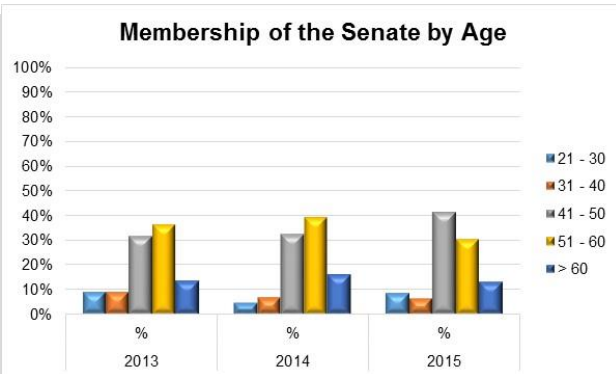
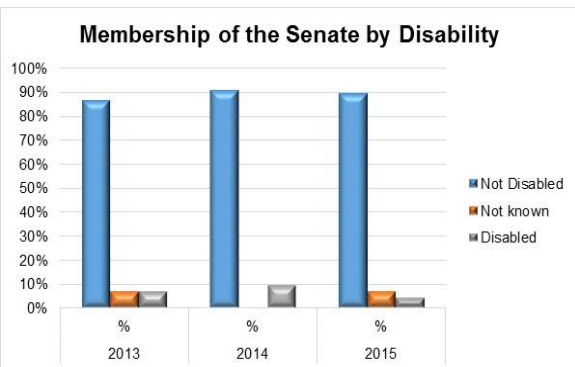
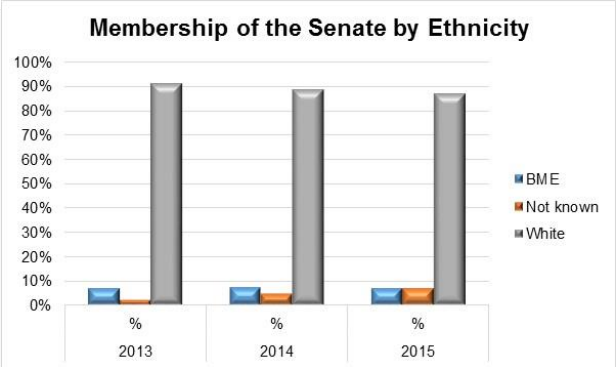
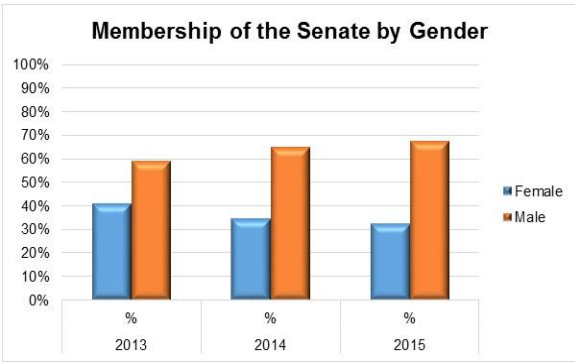


Applicants for Support and Professional Posts by Age



Appendix 8 – Diversity Information for Senior Committees





Appendix 9 –Progress Made in 2014/15 with the Equality and Diversity and Inclusion Action Plan

Furthering Aston’s strategic objective to create the conditions for all staff and students to fulfil their potential

1. Improve the seniority profile of the institution by gender and ethnicity

Number	Race	Gender	Disability	Sexual Orientation	Age	Religion and Belief	Pregnancy and Maternity	Gender Re-assignment	Proposed Actions	Timescale	Lead person/ Group	Progress
1.1	√	√							Re-invigorate and implement University-wide Seniority Profile Action Plan	Dec 2015	Director of Human Resources	<ul style="list-style-type: none"> • Pay Gap Analysis by grade undertaken. • Recruitment analysis completed • Academic Promotions review completed
1.2	√	√							Develop and implement targeted School and Departmental action plans	Dec 2015	Executive Deans and Heads of Department	<ul style="list-style-type: none"> • EAS Athena SWAN Action Plan in progress • LHS Athena SWAN action Plan in progress • Department Action Plan Review underway
1.3		√							Submit ABS application for Athena SWAN/ECU Gender Charter Mark pilot award	Nov 2015	Deputy Dean of ABS	<ul style="list-style-type: none"> • ABS participated in pilot. Resubmission date under consideration
1.4		√			√				Implement REF action plan	Jun 2015	PVC Research & Enterprise	<ul style="list-style-type: none"> • Vitae in place • Research Excellence Award obtained • Every Researcher Counts resources in use

Number	Race	Gender	Disability	Sexual Orientation	Age	Religion and Belief	Pregnancy and Maternity	Gender Re-assignment	Proposed Actions	Timescale	Lead person/ Group	Progress
1.5	√	√			√				Implement development programme for early career researchers	Jul 2015	PVC Research & Enterprise	<ul style="list-style-type: none"> • Mentoring programme operating in all Schools. • Training plans being developed for ECRs • PDR process review undertaken
1.6		√							Deliver and review Aston Women's Leadership Programme	Jun 2015	Director of Human Resources	<ul style="list-style-type: none"> • Programme launched and in operation
1.7	√	√							Develop and publicise the business case for equality and diversity	Oct 2015	Director of Human Resources	<ul style="list-style-type: none"> • Business case developed. Communication plans in development

2. Improve the position of women in Science, Technology, Engineering, Medicine and Maths

Number	Race	Gender	Disability	Sexual Orientation	Age	Religion and Belief	Pregnancy and Maternity	Gender Re-assignment	Proposed Actions	Timescale	Lead person/ Group	Progress
2.1		√							Implement and monitor the outcomes of the University Athena SWAN Action Plan	2018	Associate Director of Human Resources	<ul style="list-style-type: none"> Steering Group established
2.2		√							Implement and monitor the outcomes of the EAS Athena SWAN Silver Action Plan	2017	Executive Dean of EAS	<ul style="list-style-type: none"> Plan being implemented
2.3		√							LHS to submit application for silver Athena SWAN award	Nov 2015	Executive Dean of LHS	<ul style="list-style-type: none"> Application date under review in light of new Charter
2.4		√							Implement and monitor the outcomes of the LHS Athena SWAN Action Plan	2017	Executive Dean of LHS	<ul style="list-style-type: none"> Plan being implemented
2.5		√							Implement and monitor the outcomes of the University Gender Equality Action Plan	2018	Associate Director of Human Resources	<ul style="list-style-type: none"> Plan under review

3. Follow through on the work on student attainment and ethnicity, bringing together the identified strands of good practice in learning and teaching and support services

Number	Race	Gender	Disability	Sexual Orientation	Age	Religion and Belief	Pregnancy and Maternity	Gender Re-assignment	Proposed Actions	Timescale	Lead person/ Group	Output / outcome
3.1	√								Develop action plan based on assessment of current data	2015	Deputy Vice-Chancellor	<ul style="list-style-type: none"> • Reports produced for Learning and Teaching Committee
3.2	√								Continue to develop and implement the Intercultural Framework	Sep 2015	Deputy Vice-Chancellor	<ul style="list-style-type: none"> • 2015 intercultural awareness plans underway for new student intake

4. Promote inter-faith understanding in the Aston University community

Number	Race	Gender	Disability	Sexual Orientation	Age	Religion and Belief	Pregnancy and Maternity	Gender Re-assignment	Proposed Actions	Timescale	Lead person/ Group	Output / outcome
4.1						√			Continue programme of Inter-faith Forum events and discussions	2015	Chaplaincy Team	<ul style="list-style-type: none"> • Programme of events running throughout 2015
4.2						√			Engage with students from a wide range of faith and cultural backgrounds	Ongoing	Chaplaincy Team	<ul style="list-style-type: none"> • Inter-faith Forum active

5. Improve experience for disabled staff and students

Number	Race	Gender	Disability	Sexual Orientation	Age	Religion and Belief	Pregnancy and Maternity	Gender Re-assignment	Proposed Actions	Timescale	Lead person/ Group	Output / outcome
5.1			√						Set up Disabled Students' Forum	2015	Disability Support Manager	<ul style="list-style-type: none"> • Student Disability Forum established
5.2			√						Communicate sources of support for international students with disabilities	2015	Disability Support Manager	<ul style="list-style-type: none"> • Under review in the light of funding cuts
5.3									Raise awareness of support available to disabled staff and carers	2015	Associate Director of HR	<ul style="list-style-type: none"> • PEPs in place for all staff with mobility issues • On-line DSE assessment course produced • Equality training for managers under review
5.4			√						Revise Disability Policy for staff	2015	Associate Director HR with Staff Disability Network	<ul style="list-style-type: none"> • Policy to be reviewed as part of single equality scheme
5.5			√						Re-form Staff Disability Network	May 2015	Chair of Disability Network	<ul style="list-style-type: none"> • First meeting held • Terms of Reference agreed for reformed Staff Disability Group
5.6			√						Run awareness raising campaigns around specific conditions and impairments eg mental health issues, CFS, HIV, Epilepsy	2015	Counselling, Disability Support Manager, Chair of Disability Networks, Associate Director of HR	<ul style="list-style-type: none"> • Epilepsy Awareness Day held • Autism Awareness Day held • Wellbeing programme under development

6. Review progress on dignity at work and study

Number	Race	Gender	Disability	Sexual Orientation	Age	Religion and Belief	Pregnancy and Maternity	Gender Re-assignment	Proposed Actions	Timescale	Lead person/ Group	Output / outcome
6.1	√	√	√	√	√	√	√	√	Review and revise Dignity at Aston Policy	Jun 2015	Associate Director HR	<ul style="list-style-type: none"> Policy to be reviewed as part of single equality scheme
6.2	√	√	√	√	√				Establish network of Equality Advisors	Sep 2015	Associate Director HR	<ul style="list-style-type: none"> Policy to be reviewed as part of single equality scheme

7. Develop and promote Aston as a 'gay friendly' place to work and study

Number	Race	Gender	Disability	Sexual Orientation	Age	Religion and Belief	Pregnancy and Maternity	Gender Re-assignment	Proposed Actions	Timescale	Lead person/ Group	Output / outcome
7.1				√					Promote Aston as a LGBT friendly University in a welcoming city in diverse marketing media	2015	Director of Student Services Associate Director of HR, Students Union	Inclusion of statements in HR material, Prospectus and Aston Welcome publications
7.2				√					Raise the proportion of staff and students declaring their sexual orientation	Dec 2015	Director of Student Services, Associate Director of HR	Increase of 10% in staff and students declaring their sexual orientation
7.3				√					Implement equality training for sports captains	Dec 2015	Students Union, Associate Director of HR	Training undertaken. Improved experience for LGBT students