

Mainstreaming Equality Report 2019

Introduction

Edinburgh Napier University is delighted to provide a report on our progress in mainstreaming the general (and Scottish Specific Duties 2012), of the Public Sector Equality Duty (PSED) since 2017. The three main needs of the duty (from section 149 of the Equality Act 2010) are to:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.**
- **Advance equality of opportunity between people who share a protected characteristic and those who do not.**
- **Foster good relations between people who share a protected characteristic and those who do not.**

This Mainstreaming Equality report provides information on how Edinburgh Napier University embeds equality into our working and learning environments, and of the specific action and activities we have taken to promote equality, diversity and inclusion over the reporting period. It is vitally important for us, as a provider of higher education and a public sector employer, to integrate equality into all of our activities- not just, because we have a duty to do so. The requirements of the general duty have great synergy with our principles and our values. The creation of a truly inclusive culture enables the professionalism, ambition and innovation of all of our staff to be fully realised and each of our students to reach their full potential.

Our values are at the heart of *Strategy 2020: Building Success*, and are linked to each of our Equality Outcomes for 2017-2021 and needs of the duty. We value and promote diversity in our staff and student community. We want to be recognised as a University that acts with respect and integrity and creates an environment where everyone feels proud, confident, challenged and supported. Our values are reflected in all aspects of our work and our relationships with partners, colleagues and stakeholders.

Report Structure

The report is structured in the following way and provides a report on progress in **mainstreaming the general duty** into all functions since 2017, which includes:

- Mainstreaming Highlights and ongoing activity 2018-19 **(Section 1)**
- Employee Diversity Information **(Section 2)**
- Student Diversity Information **(Section 3)**
- Court and University Leadership team Diversity Information **(Section 4)**
- A report on progress to date in delivering our equality outcomes for 2017 – 2021 **(Section 5)**
- Gender Pay Gap Report 2019 **(Section 6)**
- Edinburgh Napier University Inclusion Statement **(Section 7)**

Section 1: Mainstreaming Highlights and Ongoing Activity 2018-19

Mainstreaming Highlights and key activities 2018-19

1. **Gender Pay Gap Report:** This report was published in March 2019 and is attached as Annex B.
2. **REF 2021 Code of Practice:** A series of Equality Impact Assessments have been undertaken to meet the requirements of REF2021 and to date there are no equality issues evident.
3. **Governance:** The Gender Equality Steering Group has been established with a remit to oversee, guide and support the submission of Athena SWAN applications for the institution and schools. The group also oversees Gender Action Plan activity and ensures that the activity from each of these work streams are aligned and complementary. The GESG reports directly into the Inclusion Committee.
4. **Transgender Guidelines for staff and line managers:** Research and benchmarking has been carried out to enable the development of appropriate guidelines to support staff and line managers. A draft of the guidelines has now been drawn up and is going through due process prior to expected launch in September.
5. **Dignity at Work Policy** launched to staff in 2018.
6. **Athena SWAN Gender Equality Charter:** The University currently holds a Bronze level institutional award and will be submitting for the renewal of the award in November 2019. The School of Computing and the School of Engineering and Built Environment currently hold the Bronze level award. The intention is for the remaining 4 schools to submit for Bronze level accreditation in November 2019. The challenges of collecting sufficient quantitative and qualitative data for the requirement of this charter remain.

To ensure the collection of additional qualitative data, a Gender Equality Survey will be distributed to staff in June 2019. The purpose of which is to identify the baseline in terms of culture of the lived experience of staff and to inform change moving forward as part of the Athena SWAN action plan.

7. **Inclusion Stations:** Our schools, led by the School of Health and Social Care, are adopting an approach to reach out to more staff on each campus. This activity has included inclusion stations, with volunteers representing the schools, discussing topics such as career progression for women in STEM and how we can support those with caring responsibilities.
8. **Carer Positive (Engaged) Employer** accreditation gained.
9. **Staff personal details:** A communication in June will encourage staff to update their personal details, including gender and sexual orientation to ensure that we have accurate data for reporting purposes in line with the Public Sector Equality Duty requirements.
10. **Induction:** A presentation on the University values, including Inclusion, is routinely provided for all new starts and each new invigilator cohort, promoting the diversity of our staff and student community and encouraging staff and line managers to support and attend Equality, Diversity and Inclusion events, training and activities.
11. **Recruitment:** The focus on Equality and Diversity continues. 95% of interview panels now have a gender balance. All adverts have been reviewed with a gender bias converter to ensure, where applicable, adverts will reach a neutral audience. Utilisation of the “Gender Decoder” tool helps avoid subtle linguistic gender coding.
As standard, all adverts now include; Disability Confident Scheme logo, Athena SWAN logo, the Stonewall Champion logo and our Inclusion Statement. The option of a “guaranteed interview” for disabled applicants meeting the minimum essential criteria is also offered.
12. **Training:** In direct response to meet REF2021 Code of Practice requirements, we have procured the services of an external provider to deliver Equality and Diversity training to decision makers involved in the process. The feedback has been extremely positive and as a result, the provider will deliver training to all staff throughout 2019 to address the demand for this training. The training incorporates both the legislative aspect of Equality and Diversity alongside Unconscious Bias and will replace the existing Unconscious Bias training for staff.

Consideration is also been given to an online Equality and Diversity module.

Stonewall (Scotland) facilitated two sessions on LGBT+ Allies Training for staff.

13. **Communication:** Regular articles are posted in the Bones (staff newsletter), on Workplace (staff social media platform) and via the intranet to raise awareness and promote events, including “Inclusion Week” which will take place in September 2019.
14. **Chaplaincy Services:** A steering group has been set up to establish a chaplaincy service across the university led by Head of Student Health and Wellbeing.
15. **Staff Inclusion Networks:** A summary of key activity from each of the networks is noted below:

15.1 LGBT+ Network

Supported key events promoted across the University including:

- LGBT+ History month
- LGBT+ short film showing
- Pride 2019 is in planning. We expect around 20 staff to participate and we are working to develop a campaign as a call to action for staff to be involved working with our creative team in Marketing and External Relations, as well as internal communications.

Raised awareness of:

- Trans Day of visibility
- Lesbian Day of visibility
- International Day against homophobia, biphobia, interphobia and transphobia

Training and development opportunities for staff:

- For staff with LGBT+ lived experience
LGBT+ Role Models training, delivered over 2 days in the Royal Botanic Gardens, Edinburgh for 4 staff from professional services and academic backgrounds
- For all staff
Two LGBT+ Allies 2 hour training workshops delivered by Stonewall Scotland on site, for upwards of 20 staff members.

Communication:

Throughout the year, we have worked with internal communications to support the network by regularly appearing in our internal newsletter 'The Bones' and updating pages on the staff intranet.

- Have utilised Workplace as an online forum for network and peer support
 - Updates on events
 - Links to relevant articles
 - Discussion threads
 - Shared guidelines to support staff in inclusive communication.

- Email distribution list for members
 - Stonewall Scotland regular updates
 - Peer to peer updates on relevant activity, eg legalisation of same sex marriage in Taiwan
 - Research surveys and content of academic interest

- Representing the university at external events
 - Working in partnership with industry (Aberdeen Standard Life and others) to explore establishing an Edinburgh Network of Networks
 - LGBT+ UK Network of Networks in Higher Education conference

15.2 Carers Network

- HR have updated University recruitment and selection information to reflect that we have Carer Positive (Engaged) Accreditation and that we have an active Carers Network.

- HR continuing to work on a Carers Policy with launch expected September 2019. VOCAL have offered to share carer case studies with us to supplement the policy when it is launched in the University.
- VOCAL undertook a session entitled "Think WORKING Carer" in March to highlight the difficulties carers face and how they can look after their own health & wellbeing. HR to give consideration to launching further training in this area aimed at line managers when the Carers Policy is launched.

- Edinburgh Napier University were represented at a meeting in March of the Scottish Network of Carers Networks at the Scottish Parliament where there were representatives from Carers Scotland, VOCAL and a number of other organisations who have Carer Networks.

- During Carers Week 2019 (10-16 June 2019) the Carer's Network have planned the following:
 - An information stand in the main foyer of each campus which will be there for the duration of Carers Week.
 - A coffee morning at Sighthill Campus on Monday 10 June from 11.00 am-12.00 noon for carers to come and have a coffee and cake and speak to others who have caring responsibilities
 - HR will be attending an event hosted by the RBS and VOCAL for policy makers, looking at sharing information and good practice.
 - One of the Carers Network leads, will be attending a celebratory event at the Scottish Parliament marking 5 years of the Carer Positive accreditation (organised by Carers Scotland)
- Before the end of the year an application for Carer Positive (Established) accreditation will be submitted to Carers Scotland. This is the second level of accreditation and builds upon the achievements and progress made to date.

15.3 Women's Network

- The network hosted an "Afternoon of Dangerous Ideas" in December 2018, marking our contribution to 16 Days of Activism Against Gender-Based Violence.
- Two colleagues reprised their Fringe Shows from the Cabaret of Dangerous Ideas in the summer:
 - What Does Sex Sell? by Kathryn Rezai
 - Big Boys Don't Cry by Fiona McQueen
- Members supported the student-led Bloody Big Brunch for International Women's Day.
- In addition local events have been organised (eg Women Working in Film & Television in March)
- The Women's Network is an active group on Workplace

15.4. International Network

This network has been recently established to recognise and demonstrate that part of our diverse outlook is to think and act internationally.

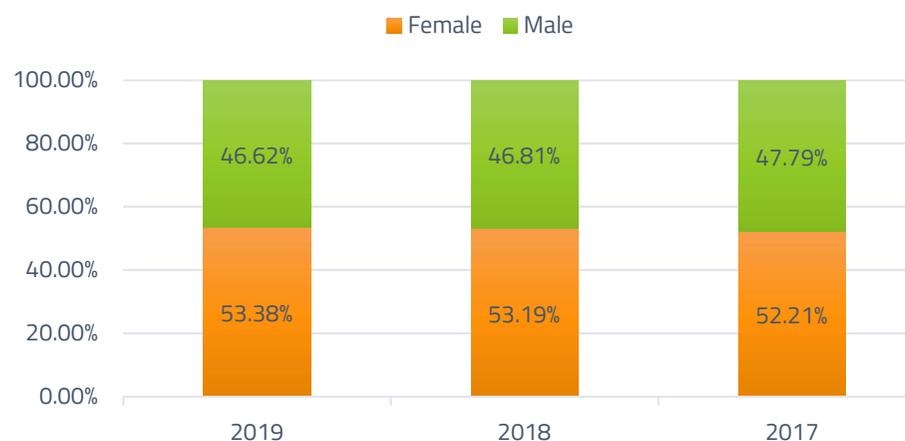
Section 2: Employee Diversity Information

1. Employee Diversity Information

We value and promote diversity in our student and staff community. The following data provides a picture of our staff profile across a number of protected characteristics under the Equality Act 2010:

1.1 Staff Gender Profile

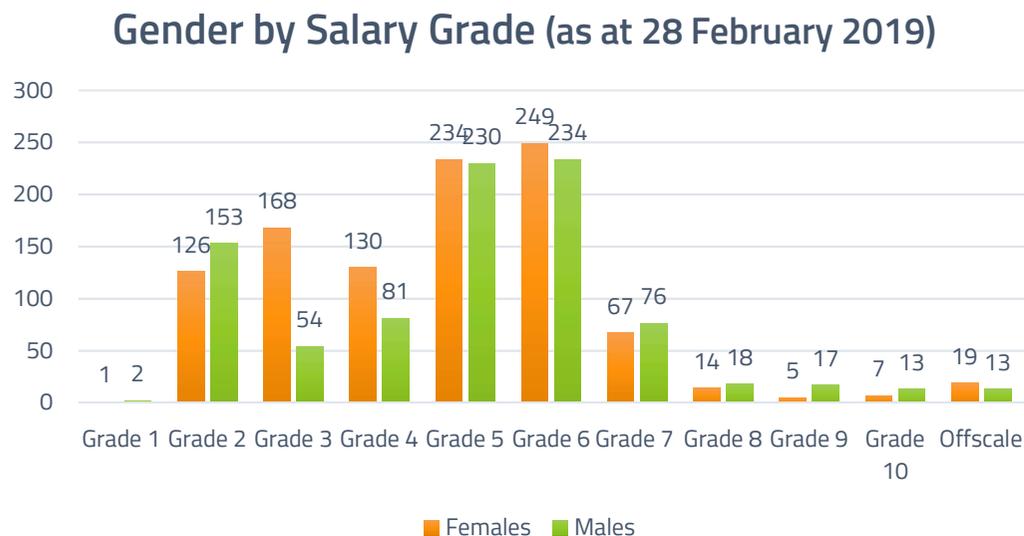
Staff Gender Profile (2017-2019)



Edinburgh Napier University recognises that gender identity is not restricted to binary definition, however, our current HR reporting system (due to linkages to pension data) only enables identification as male or female.

The ratio of female to male employees has remained consistent over the last 3 year reporting period, with more female than male employees. However, it is noted that there is a growing imbalance, albeit small, where the proportion of female to male employees is increasing.

1.2 Staff in post by gender and grade



Role examples by grade

- Grade 1: Receptionist
- Grade 2: Vacation Letting Assistant, Security Assistant
- Grade 3: Finance Assistant, Information Assistant
- Grade 4: Research Assistant
- Grade 5: Research Fellow
- Grade 6: Lecturer, Senior Research Fellow
- Grade 7: Principal Consultant, Senior Lecturer, Associate Professor
- Grade 8 and above: Professor, Assistant Director, Dean of School

The greatest number of staff are employed at Grade 6. A greater proportion of women than men are employed at Grade 3. It has been identified that a number of the generic roles at this grade, such as Admissions Assistant, Finance Assistant, Information Assistant, International Programme Administrators and School Support Administrators are filled by a high proportion of females.

A greater number of men are employed in Academic senior management Grades at 9 and 10.

Further analysis where there are significant disproportionate differences will be undertaken as part of the University's Gender Pay Gap Action plan (available June 2019). We commit to embedding diversity into our Recruitment and Selection practices and will continue to encourage males into traditionally female roles and females into traditionally male roles through targeted recruitment campaigns.

Edinburgh Napier University's commitment to the principles of equal pay are articulated in our Equal Pay Statement 2017. This, and our Gender Pay Gap Report for 2018-19, provides detailed analysis on the employment and pay of all staff. As well as focusing on gender balance, we have taken proactive steps to identify any gender pay barriers and have actively sought to remove these. We have reviewed each stage of our employee life cycle and routinely review the gender balance by Grade across the University. Our Athena Swan actions plans; commitment to the principles outlined in our Equal Pay Statement 2017, all work in tandem to drive positive change and reinforce our commitment to equality and inclusion.

1.3 Staff by contract type as at 28 February 2019

Employee Group	Academic		Research		Support		Technical		Totals
	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	
Grade 1					1	2			3
Grade 2					124	151	2	2	279
Grade 3					167	53	1	1	222
Grade 4	6	6	17	7	102	55	5	13	211
Grade 5	112	142	17	19	99	47	6	22	464
Grade 6	176	197	6	6	66	31	1	0	483
Grade 7	48	64	2	2	17	10			143
Grade 8	9	10			5	8			32
Grade 9	5	14				3			22
Grade 10	6	13			1				20
Offscale	14	9			5	4			32
Totals by Gender	376	455	42	34	587	364	15	38	1911
Overall Total by employee Group (% of total workforce)	831	43.49%	76	3.98%	951	49.76%	53	2.77%	100.00%
Percentage in Employee Group	45.25%	54.75%	55.26%	44.74%	61.72%	38.28%	28.30%	71.70%	

We commit to embedding diversity into our Recruitment and Selection practices and will continue to encourage males into traditionally females roles and females into traditionally male roles.

1.4 Staff by ethnicity profile as a 28 February 2019

Profile	2019
White British	41.5%
White Scottish	28.1%
Any other White background	12.9%
White Irish	2.9%
British	2.8%
Not stated	2.3%
Chinese	1.7%
White English	1.0%
Any other Asian background	1.0%
Any other Ethnic background	0.9%
African	0.8%
Indian	0.6%
Any other Mixed background	0.4%
Pakistani	0.3%
White and Black Caribbean	0.3%
White and Black African	0.2%
White Welsh	0.2%
Any other Black background	0.1%
White and Asian	0.1%
White and Chinese	0.1%
Bangladeshi	0.1%

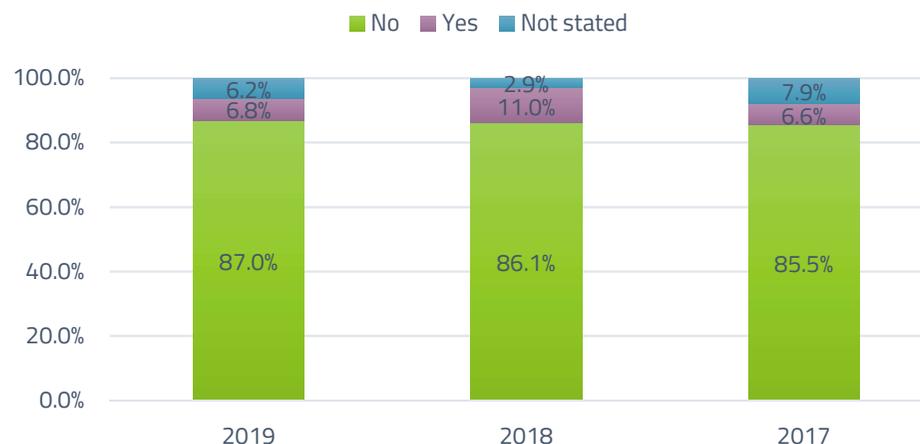
The ratio of staff identifying as “white” is greater than those identifying as another denomination and is a reflection of the ethnicity picture in Scotland* in general. A positive trend is noted of less staff choosing to opt for “not stated” over the 3 year reporting period. “minority ethnic”. However, it is noted that a positive trend of less staff choosing to opt for “not stated” over the 3 year period.

A communication to staff will highlight the importance of updating personal information, outlining why we collect it, what we use the data for and how it can support change. This communication will be disseminated to staff in June 2019.

**Source: Ethnicity in Scotland 2018 taken from Scottish Surveys Core Questions 2018 (Scottish Government)*

1.5 Staff by declared disability status

Staff Disability Profile (2017-2019)



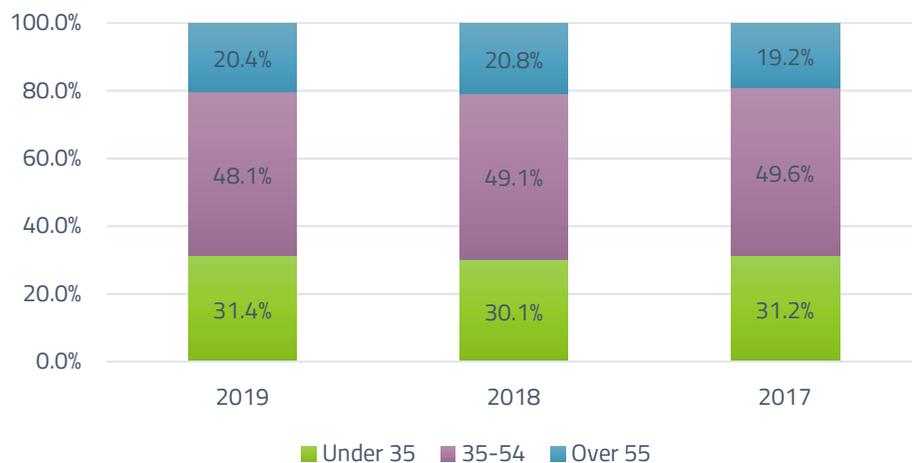
In this reporting period, 6.8% of staff have declared a disability, with 6.2% of staff stating "not known" and therefore the accuracy of the data is influenced by this. and any declaration of a disability is commonly shared at appointment but staff are less likely to update personal data if a disability occurs subsequently.

It is recognised that this group of staff are underrepresented and work will continue to address this through our recruitment processes. We have also recruited a Disability Champion to the Inclusion Committee who will work with us to enhance the support available for this group of staff.

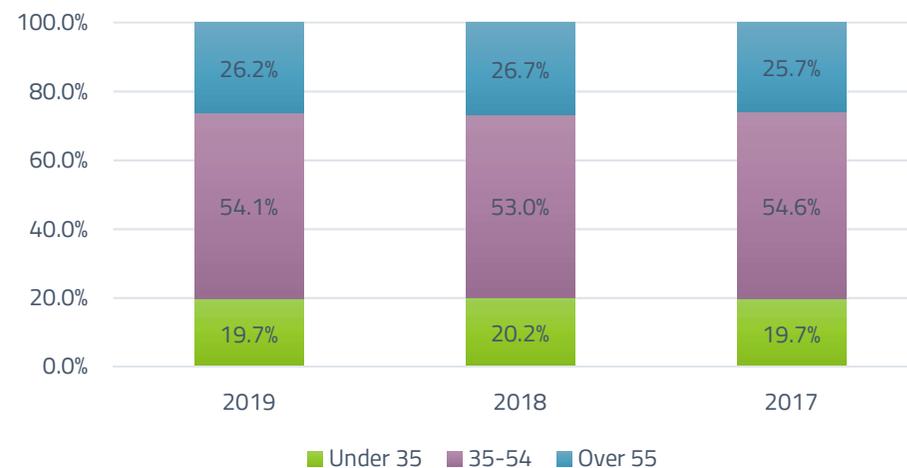
The mainstreaming equality actions at section 4 outline future proposals to 'refresh' Equality & Diversity staff data and increase the number of non-declarations of disability and the other protected characteristics as part of our Inclusion Strategy.

1.6 Staff age profile

Professional Services (2017-2019)



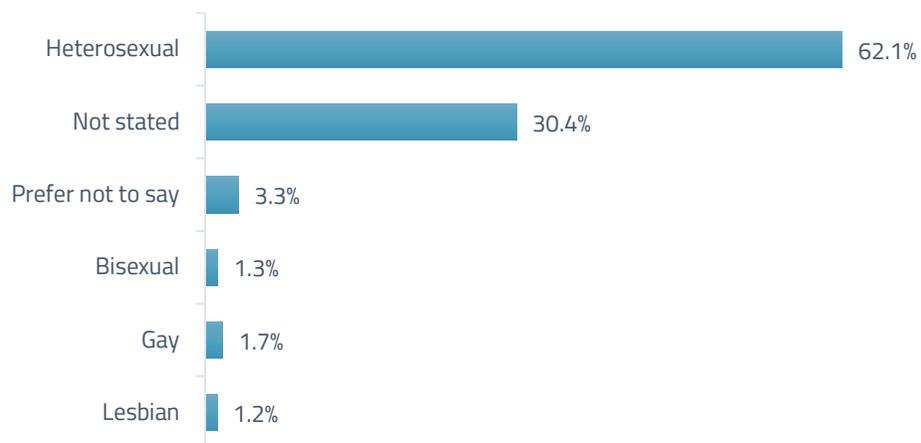
Academics (2017-2019)



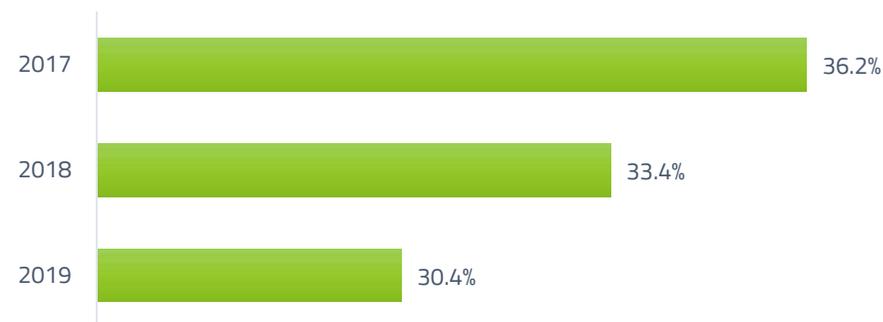
Most employees are in the 35-54 age group (50.3%) and will continue to be examined given demographic predications of aging workforces. (ref: ONS predict a third of workers will be over 50 by 2020)

1.7 Staff Sexual Orientation Profile

Staff Sexual Orientation Profile (2019)



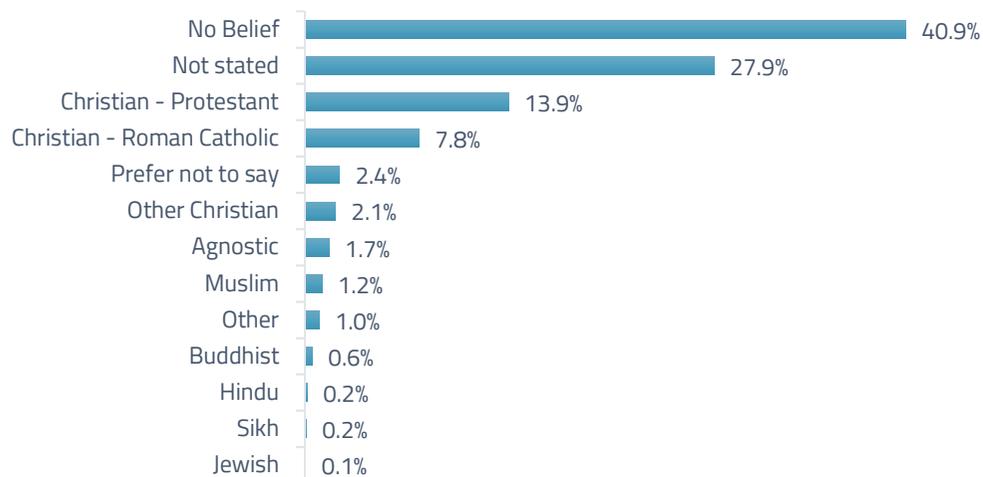
Trend of No Disclosure for Sexual Orientation Profile ("Not Stated", 2017-2019)



The University acknowledges declaration of any protected characteristic is a personal choice. It is noted that the trend of "no disclosure" has decreased over the 3 year reporting period and it is hoped that continued progress towards the creation of an increasingly inclusive culture will create the condition where staff feel safe and supported in disclosing personal information.

1.8 Staff Religious Profile

Staff Religious Profile (2019)



Progress of No Belief and Not Stated (2017 -2019)



The greatest number of staff who chose to declare, declared that they had “No Belief”. 27.9% of staff chose not to state which is a 3.1% improvement on data captured in 2018.

Section 3: Student Diversity Information

1. Summary of Key Activity 2017-18

This summary of activity and the data outlined below primarily relates to the period of academic year 2017-18 with some reference to more recent work in 2018/19. Over this period significant activity continued to be focused on delivering our Widening Participation Strategy and Gender Action Plan.

The Widening Participation Strategy was developed to deliver upon the commitment outlined in the University's Strategy 2020 "to widen access to our programmes and expertise supporting students from diverse backgrounds to be successful". Key actions are outlined in and monitored through the University's Outcome Agreement with the Scottish Funding Council.

The Scottish Government's preferred proxy for widening participation is SIMD20 (applicants/students from the 20% most deprived backgrounds). A key recommendation from the CoWA report (March 2016) was that, by 2021, students from the 20% most deprived backgrounds should represent at least 16% of full-time first degree entrants to Scottish HEIs as a whole and 10% of full-time first degree entrants to every individual Scottish university.

We have set a strategic aspiration of 14% of our entrants to be from SMID20 by 2020. In academic year 2017-18 10.9% of students enrolled came from this background. This represented a slight drop on the previous year (11.7%).

Over the last two years widening participation work has continued and aims to develop and deepen our partnerships with Colleges and Schools - this includes work to:

- increase the number of colleges which are involved in the Associate Student scheme from two to six;
- initiate new articulation routes and working to improve our approach to student transition from college to Edinburgh Napier;
- initiate a new partnership this session with a cluster of schools in the Dunfermline area, for delivery in 2019/20. This will see a programme of activities delivered to S3 pupils combining academic/motivational workshops and subject (focussed on STEM) activities;
- continue work with Castlebrae and Broughton schools, with LEAPs and a range of other initiatives including High Flyers, Lift Off for Success, Creative Extras and Jobs Kingdom.

Work also continues to further extend the reach of our community partnerships by developing a programme of information sharing and open-access resources. The University has hosted community groups who focus on support for young carers and continues to support national projects concerning the care system, armed forces veterans, and mature learners and are moving towards ever greater sustainable partnerships as these relationships develop.

In 2017/18 key actions included:

- Working to enhance the strategic and institutional oversight of gender imbalances – for example: ensuring that events, marketing and promotional materials are designed inclusively and focus on programmes with known gender imbalance.
- Engaging with schools and other groups to tackle gender imbalance and gender stereotypes earlier – for example: Men into Nursing recruitment events.
- Ensuring equitable admissions by gender.
- Increasing student involvement to tackle gender imbalances – for example: engaging in BUCS's (British Universities & Colleges Sport) 'This Girl Can' week, by running events to encourage female students to participate in sport.
- Enhancing engagement, retention and completion at an institutional and subject level where there is a gap by gender.

More recent work has focussed on developing the infrastructure needed to support the University's commitment to gender equality. This has included strengthening the governance of gender related work streams through the creation of a Gender Equality Steering Group; the development of a Student Gender Dashboard which provides an overview of student recruitment, retention and attainment by gender at university, school and subject level and the intersection between gender and SMID; strengthening our approach to Athena SWAN including better data management, support to Schools and regular Champion meetings; embedding gender in our preparations for REF2021 through including the Institutional Athena SWAN Champion on the REF Management Group.

Acting in our capacity as a corporate parent to our care experienced learners we have in 2018/19 taken a leading role in developing the HUB for SUCCESS. By working in partnership with the other further and higher education providers in the wider Edinburgh area and Edinburgh City Council the HUB was established to support people with care experience to apply to further and higher education and to stay in education. This has included delivering Corporate Parent Training in partnership with Who Cares? Scotland and establishing a Learners Advisory Board to ensure that the voice of care experienced learners is included in service design and evaluation. The HUB has been recognised as a model of good practice by the SFC.

Our focus on work with disabled students is now primarily encapsulated in the 'I'm In' project. This is a university wide project, led by the Disability Inclusion team that takes a Universal Design approach and will deliver a wide range of new and innovative approaches to ensure good practice in relation to the whole student experience for disabled learners. The annual Mental Health awareness weeks continue to raise and deepen insight in mental health and wellbeing and a number of staff and students engaged in stalls and events. This was complemented by additional joint work with ENSA as key

partners in delivering additional mental health training and campaigns to students. The Wellbeing and Inclusion team also introduced Big White Wall in support of student and staff mental wellbeing and already over 500 users have registered (Sep 2018 to April 2019).

From June 2019 a new Retention and Success Adviser has joined the Wellbeing and Inclusion team to add to our ability to successfully intervene where we identify risk of academic withdrawal. This post will work across the University's Schools and Professional Services to deliver a case management service to support student retention and to develop strategic approaches to proactively foster an environment that increases student retention.

The Student Wellbeing and Inclusion team maintained their 'Safe Space' status (certified by LGBT Health and Wellbeing in Edinburgh). To achieve this the team:

- Continue to promote and provide a Safe Space for people from the Lesbian, Gay, Bisexual, Trans, Queer and Intersex (LGBTQI) communities.
- Participate in relevant LGBTQI awareness training
- Undertake to provide a space where people's boundaries, confidentiality, sexuality and gender are respected.
- Commit to challenge homophobia, transphobia and bi phobia as well as racism and ableism.
- Commit to support people if they are discriminated against in the wider University setting.

Through a Preventing and Tackling Sexual Violence Steering Group the University responds to the emerging agenda relating to Gender Based Violence (GBV). The approved joint strategy (with ENSA) has been developed in light of UUK recommendations, the work of Equally Safe in HE (funded by the Scottish Government) and by our partnership work with Edinburgh Rape Crisis and Police Scotland. In delivering our strategy we aim to ensure that an appropriate response is made to this agenda and to signal that we take this issue seriously and in line with our commitment to inclusion. In addition this programme is making a significant contribution to enhancing student and staff safety and wellbeing and enables the enactment of our university values and aspirations with regard to equality and diversity.

2. Student Diversity Data

The report looks at the protected equality dimensions of age, gender, disability, ethnicity and Scottish Index of Multiple Deprivation (SIMD, widening participation). These equality dimensions are analysed in terms of student applications, enrolments, retention, and degree attainment.

2.1 Gender

There is mixed improvements for gender balance. The proportions of male students enrolled on Subjects Allied to Medicine and female students on Computer Science has improved in 2017/18 compared with last year. The proportion of female students in Engineering & Technology has dropped to below the UK average. The proportion of qualifiers receiving a first or 2:1 degree continued to be higher among females (79.1%) than males (72.1%) although the University has seen an improvement in this area.

2.2 Ethnicity

The offer rates to 18 year old black (54.7%) and Asian (70.8%) applicants continued to be lower than the average offer rates (71.5%, 76.9% respectively). The differences are statistically significant and requires further work to understand the reasons behind them. The proportion of UK domiciled BAME qualifiers receiving a first or 2:1 degree continued to fall in 2017/18. It has dropped to 53.4%, a decrease of 4 percentage points on last year (57.8%). This was 27 percentage points lower than White qualifiers (80.5%). The difference is statistically significant and requires further work to understand the reasons behind the differences.

2.3 Age

The non-continuation rate (not continuing onto 17/18) for 2016-17 young entrants (8.4%) is 2.8 percentage points higher than the benchmark (5.6%) although the difference is not significantly significant. The continuation of young entrants needs to be monitored further.

2.4 Disability

Compared with last year, the University saw an increase of 2.1 percentage points in the continuation rate of disabled students, from 84.8% to 86.9%. However, the continuation rate continued to be marginally higher among non-disabled entrants than those students declaring a disability.

2.5 SIMD

At the end of 2018 UCAS application cycle, the offer rates to 18 year old applicants from SIMD Quintiles 1 (63.3%) and 2 (66.8%) were lower than the average offer rates (67.7%, 69.7% respectively) by 4.4 and 2.8 percentage points respectively. The differences were statistically significant. The gap in continuation has widened between MD20/40 and Non-MD20/40 students, from 2.1 to 6 percentage points. The proportion of MD20/40 qualifiers receiving a first or 2:1 degree fell to 75% in 2017/18.

Section 4: Court and University Leadership Team Diversity Information

University Court Membership Information as at 28 February 2019

The general duty requires publication of the gender breakdown of our governing body, which is the Edinburgh Napier University Court. Further details on the Constitution of Court can be found at <http://www.napier.ac.uk/about-us/university-governance/university-court>.

At 28 February 2019 lay (appointed) membership of the University Court was 50% female which not only meets the 50% target set out in the Gender Representation on Public Boards (Scotland) Act 2018 but exceeds the Committee of Scottish Chairs target of 40%. The overall membership of Court, which includes ex-officio members and elected staff and student membership is 44% female.

The Court nominations Committees will continue to consider the diversity of its lay members and will seek, where possible and appropriate, to enhance the diversity of its lay membership in line with Court commitment to equality and diversity.

We have made good progress in relation to improving the diversity of Court, driven by our commitment to action in this area and as part of our wider inclusion agenda. Our Court members bring with them a rich and diverse mix of backgrounds and experiences. We echo the Scottish Governments belief that 'greater diversity on the Boards of public authorities make them more reflective of the populations they serve, improve their understanding of the needs of their stakeholders and able to derive benefit from fresh perspectives and new ideas'. This is of relevance to Edinburgh Napier University as a higher education provider and public sector employer, ultimately resulting in better governance, decision-making and performance, and the achievement of our strategic objectives.

The University Leadership Team and Senior Leadership Team

The University Leadership Team comprised 4 females (57%) and 3 males (43%) with the Senior Leadership Team comprising 11 females (58%) and 8 males (42%).

Section 5: Progress against Equality Outcomes for 2017-2021

Summary of Progress against Equality Outcomes 2017-2021

This section of the report summarises the action taken across the University in order to meet the requirements of the general duty, and Edinburgh Napier University's Equality Outcomes for 2017-2021.

This agenda for inclusion has been driven by Strategy 2020: Building Success and the publication of the University's 'Inclusion Strategy' in October 2016. Key to this strategy is the improved focus on staff and student equality and diversity, and the establishment of a range of networks for staff identifying with or supporting a number of protected characteristics under the Equality Act 2010.

Governance: The Gender Equality Steering Group is now established with a remit to oversee, guide and support the submission of Athena Swan applications, the development and delivery of the associated action plans for the institution and for the four schools submitting in 2019. This group also oversees Gender Action Plan activity and ensures that the activity from each of these work streams are aligned and complementary. The GESG reports directly into the Inclusion Committee.

Equality Outcome 1:

Continue to review, and aspire to increase where necessary, the diversity of Court and leadership groups to ensure University leadership at all levels is truly inclusive and representative.

Link to Edinburgh Napier University's Strategy 2020:

- Inclusive

Link to General Duty:

- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

Activity Required to Achieve Desired Outcome	Result	Progress 2018 - 19	
		Staff	Student
Recruit diverse range of Court members. Continue to implement (and share) legislative change and sector best- practice with University leadership. Comply with Scottish Government policy in respect of Board diversity http://www.gov.scot/Topics/Government/public-bodies/Board Chairs	A diverse University Court and leadership. Regular engagement with sector Equality & Diversity and Inclusion networks and advisory bodies to ensure best-practice. Better governance, decision making and performance.	50% of University Court is female, meeting 50% target set out in the Gender Representation on Public Boards (Scotland) Act 2018 and exceeding the Committee of Scottish Chairs 40% target. Direction from the Scottish Government on governing body diversity remains postponed and no assessment of the additional protected characteristics of Court members has been completed whilst awaited.	Not Applicable
Produce demographic data and annual report for Court, and diversity data on demand for leadership groups and committees.	Increased diversity through monitoring and action.	Report on Court Diversity published by Governance (annually) Communication plan going out in June 2019 to encourage staff to update their personal information.	Not Applicable

<p>Provide Equality & Diversity / Inclusion training and development activity to Court, leadership groups/committees, managers and all other staff where appropriate.</p>	<p>Training delivered to a broad range of participants with good attendance. Amendments made where suggested by feedback. Creation of a representative, engaged Court and leadership aware of the value of diversity and committed to inclusion</p>	<p>Unconscious Bias training delivered by the Learning and Development team and available for all staff 2018/19.</p> <p>Tailored sessions have also been delivered to school and professional services groups of staff.</p> <p>New Equality and Diversity training provider procured to deliver Equality and Diversity training for staff which included tailored training for those involved in REF2021</p> <p>Consideration being given to an online module, particularly for staff who have to complete Unconscious Bias training on an annual basis (eg Nursing staff for NMC Accreditation)</p> <p>Equality and Diversity awareness session delivered as part of Induction for staff</p>	<p>Not Applicable</p>

Equality Outcome 2:

Regularly review student diversity data in order to understand our demographics, and ensure equality of opportunity and support for all our students to achieve their full potential.

Link to Edinburgh Napier University's Strategy 2020:

- We will widen access to our programmes and expertise, supporting students from diverse backgrounds to be successful
- We will promote diversity in our staff and student community

Link to General Duty:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

Activity Required to Achieve Desired Outcome	Result	Progress 2018 - 19	
		Staff	Student
Produce and analyse by protected characteristic; <ul style="list-style-type: none"> • applications data • matriculation data 	Analysis that enables action to be taken in respect of under-represented groups. Linkage to Widening Participation agenda and its objectives.	Not applicable	<p>The Retention and Outcomes Steering Group continues to meet to review the available data at University and School levels. Annual Reports are presented on widening participation to appropriate University committees and bodies and as part of our annual reporting on our Outcome Agreement with the SFC.</p> <p>This data is reported to Court in June each year.</p> <p><u>Future 2019-21</u></p> <p>This approach will continue. Additional scrutiny will take place on School level data.</p>

<p>Produce and analyse: by protected characteristic</p> <ul style="list-style-type: none"> • continuation data • retention data • attainment data 	<p>Analysis that enables action under the Widening Participation agenda. Linkage to Student Wellbeing and Inclusion</p>	<p>Not applicable</p>	<p>The Retention and Outcomes Steering Group continues to meet to review the available data at University and School levels. Annual reporting will continue on widening participation to appropriate University committees and bodies and as part of our annual reporting on our Outcome Agreement with the SFC.</p> <p>This data is reported to Court in June each year.</p> <p>A Gender Dashboard was developed to enable staff to access data and understand the retention and attainment situation for male and female students.</p> <p><u>Future 2019-2021</u></p> <p>This approach will continue. Additional scrutiny will take place on School level data and data will be added for those remaining protected characteristics such as sexual orientation and transgender status when this is achievable. There will continue a strong focus on gender (reflecting the University's Gender Action Plan) with a strong emphasis on MD20 males. We aim as part of the 'I'm In' project to renew and deepen our focus on disabled students also and to respond to the sectors expectation that we explore issues relating to BAME students.</p> <p>A Retention Dashboard will be developed this year for use by staff.</p>
<p>Produce and analyse appeals and complaints data by protected characteristic</p>	<p>Analysis that results in corrective action where appropriate. Maintenance of a partnership approach with our student's association.</p>	<p>Not applicable</p>	<p><u>Future 2019-2021</u></p> <p>Governance will lead on an annual analysis of this data and share with the appropriate bodies and committees. The Inclusion Committee will discuss and ensure that any corrective actions required are implemented.</p>

Equality Outcome 3:

Promote staff and student mental health and wellbeing in order to create a positive and inclusive environment where everyone involved feels proud, confident, challenged and supported.

Link to Edinburgh Napier University's Strategy 2020:

- Inclusive
- To deliver an excellent personalised student experience
- Recognised as a University that acts with respect and integrity.

Link to General Duty:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

Activity Required to Achieve Desired Outcome	Result	Progress 2018 – 19	
		Staff	Student
<p>Continued commitment to mental health and wellbeing initiatives and support for staff and students</p> <p>A strategy for Student and Staff Inclusion and Wellbeing including:</p> <ul style="list-style-type: none"> • Creation of Wellbeing Group • Student Mental Health Policy • Annual 'See Me'/similar campaigns for mental health during mental 	<p>Improved staff Engagement Survey results.</p> <p>Improved student evaluation ratings in this area.</p> <p>Increased uptake of counselling and other associated services.</p> <p>Active staff Inclusion networks.</p>	<p>University Health and Wellbeing Group re-established in 2018 with student and staff remit. Membership include ENSA representation.</p> <p>Sickness absence rates and absence due to mental health routinely reported via monthly People Snapshot to SLT.</p> <p>Mental health and resilience courses for managers and staff provided across the University in 2018/2019.</p> <p>New Occupational Health provider and option of assisted private healthcare (Beneden) for staff introduced in 2018.</p> <p>Employee Assistance Programme</p>	<p>University Health and Wellbeing Group re-established in 2018 with student and staff remit</p> <p>Mental Health Week continues to be delivered with a focus on tackling stigma associated with impaired mental health and to ensure that services are understood and well promoted on campus.</p> <p>Partnered with ENSA to run 'Feel Fab February' – focus on mental and physical health and wellbeing with significant participation by students. Included Therapy Dogs – Paws For Stress: Drugs and Alcohol workshops; Look After Your Mate training workshops.</p> <p>Partnering with IS – Wellbeing was added to the student iNapier app and the Shelf help resource continues to be successful: https://my.napier.ac.uk/Library/getting-started/Pages/shelf-help.aspx</p> <p>The Counselling and Mental Wellbeing team continues to deliver a growing range of services and meet increased demand. They embedded use of the</p>

<p>health awareness week</p> <ul style="list-style-type: none"> • Counselling services • Employee Assistance Programme • Development of Staff • Health and Wellbeing events • Inclusion Networks 		<p>established</p> <p>Health and Wellbeing Intranet page updated</p> <p>50+ Mental Health First Aiders trained</p> <p>Mental Health Awareness Week recognised annually</p> <p>Staff Networks established: LGBT+, International, Carers and Women's Network</p>	<p>CORE management information system and introduced Big White Wall: https://www.bigwhitewall.com</p> <p>By end of April 2019 525 staff and students had registered to use this new resource; new staffing resources were approved and will include an additional mental health adviser post and 2 new Counselling posts (from June/July 2019). The team experienced a significant growth in demand of c. 60% in 2018/19.</p> <p><u>Future 2019-2021</u></p> <p>Consolidation and development of the University Wellbeing Group – aim to deliver more activities and wider range of joint interventions.</p> <p>A revised staffing model will be implemented for Sep 2019 in Counselling and Wellbeing designed to meet growing demand and to minimize waiting times.</p> <p>Student Wellbeing and Inclusion (plan 2018-20) will: lead on the further development of the University's approach to safeguarding through the development of a student-centered institutional support framework characterized by collaboration, shared ownership, clarity of roles and responsibilities; and underpinned by agreed information sharing and communication protocols.</p> <p>Additional digital models of service delivery will be explored - designed to provide easier access to mental health and wellbeing resources and services and ensure where relevant 24/365 access.</p> <p>Continue to lead on the delivery of the University's strategy and action plan designed to tackle and prevent sexual violence and misconduct; Complete a review of the University's current approach to supporting and maintaining student mental health and wellbeing; Deliver a new retention and success approach; Introduce a faith/chaplaincy pastoral support model from Sep 2019.</p>
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Equality Outcome 4:

Commit to achieving gender and transgender equality as part of our wider University Inclusion Strategy, addressing areas of inequality to ensure gender is never a barrier to achievement for our staff and students.

Link to Edinburgh Napier University's Strategy 2020:

- Inclusive
- We will promote diversity in our staff and student community

Link to General Duty:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

Activity Required to Achieve Desired Outcome	Result	Progress 2018 - 19	
		Staff	Student
Maintain Athena SWAN Institutional accreditation by award submission in 2017	Well attended, fully engaged Institutional Self-Assessment Team established. Institutional Award achieved by April 2018. Implementation of Gender Equality Action Plan 2017-21 from submission.	Institutional Award for renewal to be submitted in November 2019. New governance structure established with the Gender Action Steering Group overseeing the work of Athena Swan (at Institution and school level) and GAP. This group reports directly into the Inclusion Committee and ensures consistency and improved working practice.	Not Applicable <u>Future 2019-2021</u> School level Athena Swan student related actions
Support Departmental Athena SWAN Award submissions	Well attended, fully engaged School Self-Assessment Teams established. Submissions by all six schools between Apr 2017 and Nov 2019.	Two Schools hold Bronze departmental awards – School of Engineering and the Built Environment and School of Computing. Remaining schools to submit for Bronze level accreditation in November 2019	Not Applicable

<p>Establishment and continuation of a Women's Leadership Network</p>	<p>Well-supported, thriving network that represents the interests of its members.</p> <p>Continued commitment from Senior Sponsor.</p> <p>Improved scores (relevant to engagement and representation) in Staff Engagement Survey</p>	<p>Launched in March 2017</p> <p>Renamed Women's Network at members request to broaden scope and widen access to all staff.</p> <p><u>Future 2019-2021</u></p> <p>Creation of network sub-committees/ reps at each campus</p>	<p>Not Applicable</p>
<p>Establishment of remaining Inclusion networks under Inclusion Strategy</p>	<p>Well-supported, thriving networks that represent the interests of their members.</p> <p>Continued commitment from Senior Sponsor.</p> <p>Improved scores (relevant to positive working) in Staff Engagement Survey</p>	<p>All agreed networks now launched: LGBT+, Carers, Women and International.</p> <p>Annual report of activity submitted to Inclusion Committee.</p> <p>Chairs of each network attend Inclusion Committee</p> <p><u>Future 2019-2021</u></p> <p>Internal Comms supporting network leads to promote activities and encourage membership</p> <p>Stonewall facilitated training for allies and role models delivered</p>	<p>Not Applicable</p> <p><u>Future 2019-2021</u></p> <p>Gender Action Plan actions delivered and reviewed.</p>

<p>Creation of a progressive Transgender Policy for staff and students, subject to regular review to ensure needs are met</p>	<p>A fully-supportive environment for transitioning and transgender staff and students.</p> <p>A positive, welcoming student experience from matriculation to graduation.</p> <p>An organizational culture that is accepting and supportive.</p>	<p>Membership of Trans Edu Community of Practice for Scottish HEI</p> <p>University accredited as Stonewall Diversity Champion</p> <p>Trans Workshop delivered as part of University Inclusion Week 2017</p> <p><u>Future 2019-2021</u></p> <p>Research and Benchmarking exercise carried out to determine best practice for the development of a transgender set of guidelines for staff.</p> <p>Draft guidelines for policy/guidelines drawn up with target to launch to staff in September 2019.</p>	<p>Maintenance of Safe Space Commitment; delivery of Student Wellbeing and Inclusion goal: Embed equality and diversity best practices in our services and seek to influence others across the University to do the same.</p> <p><u>Future 2019-2021</u></p> <p>Student Transgender Policy and Action Plan to be developed based on emerging best practice and informed by ECU and Trans-Edu project outcomes (University of Strathclyde).</p>
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<p>Equality Outcome 5: Continue to be an employer of choice, and known as an inclusive University that supports each other as researchers, scholars and professional practitioners in order to achieve our strategic goals.</p>
<p>Link to Edinburgh Napier University's Strategy 2020:</p> <ul style="list-style-type: none"> • To grow our academic reputation • To deliver an excellent personalised student experience • To build innovation, enterprise and citizenship • To internationalise our work
<p>Link to General Duty:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act • Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it • Foster good relations between people who share a relevant protected characteristic and people who do not share it

Activity Required to Achieve Desired Outcome	Result	Progress 2018 - 19	
		Staff	Student
Transparent, centralised recruitment practice that attracts diverse talent	<p>Increased applications from under-represented groups.</p> <p>Compliance with legal requirements and best-practice under Disability Confident and similar schemes.</p> <p>An increasingly diverse workforce. Improved candidate experience.</p>	<p>New system and team established on 31 March 2017 with four recruitment and talent consultants recruited</p> <p>Member of team as designated 'Diversity Lead' to ensure inclusion agenda is considered in all recruitment activity.</p> <p>All recruitment panels now gender balanced and all panel members must have attended Unconscious Bias training</p> <p><u>Future 2019-2021</u></p> <p>Ongoing review of all application and selection documentation to ensure inclusive and comprehensive data collection</p>	Not Applicable

Section 6: Gender Pay Gap Report 2019



EDINBURGH NAPIER UNIVERSITY

GENDER PAY GAP REPORT 2018/19



INTRODUCTION

Edinburgh Napier University is passionate about equality and committed to the creation of an inclusive culture. In 2017 we outlined our inclusion strategy and committed to do the following:

- Celebrate diversity
- Enable our employees to feel comfortable to declare their sexuality openly in the University
- Be international in our outlook
- Achieve Athena SWAN accreditation for all Schools
- Clearly demonstrate that appointment and progression is always made on the basis of merit
- Aim to continue to increase the total number of employees with a disability across the University
- Have passionate senior sponsors of networks
- Empower our Inclusion Committee
- Be a University that acts with respect and integrity
- Ensure that from interview to appointment, throughout training and career development, employees will not face barriers that can be reasonably overcome
- Encourage groups to celebrate religious events that are important to them
- Create an environment where people are able to progress their careers regardless of their age
- Have a University Leadership Team that is gender balanced
- Create a culture where those with caring responsibilities feel supported
- Recognise and support our transgender and non-binary community

Over the last two years we have made many positive steps towards achieving these goals and welcome the opportunity to publish our Gender Pay Gap Report for 2018/19.

Our mean gender pay gap for 2019 is 6.92%, falling from 7.24% in 2018 and well below the sector average of 14.3% in 2016/17.

We can report that as at 1st March 2019 lay (appointed) membership of the University Court was 50% female which not only meets the 50% target set out in the Gender Representation on Public Boards (Scotland) Act 2018 but exceeds the Committee of Scottish Chairs 40% target. The overall membership of Court, which includes ex-officio members and elected staff and student membership is 44% female. The University Leadership Team comprised 4 females (57%) and 3 males (43%) and the Senior Leadership Team (which includes ULT), 11 females (58%) and 8 (42%) males in total. We are pleased with such a positive gender balance on our governing body as well as our leadership teams.

As well as focusing on gender balance, we have taken proactive steps to identify any gender pay barriers and have actively sought to remove these. We have reviewed each stage of our employee lifecycle and routinely review the gender balance and pay by Grade across the University. Our Athena Swan action plans; commitments in our Mainstreaming Equality Report and Equality; and principles outlined in our Equal Pay statement 2017, all work in tandem to drive positive change and reinforce our commitment to equality and inclusion.

Whilst we are making significant progress, we will continue to take a proactive and strategic approach to delivering our inclusion strategy across the organisation as well as monitoring and measuring progress to maintain our reputation as an inclusive organisation with equality at its heart.

Kerry Dewar

Director of People and Services

METHODOLOGY AND DEFINITIONS

The gender pay gap is the difference in average hourly earnings between males and females. On average, females in Scotland earn 15% less per hour than males (*Close the Gap 2016 Gender Pay Gap Statistics*).

The gender pay gap relates to the differences in the average pay between males and females, in different jobs, across an organisation.

The pay gap has been calculated using basic hourly rates of pay, covering all our staff who have a contract of employment including those with no defined contracted hours (270 employees), as recommended by Advance HE.

This audit has used both the mean and median average hourly rates. This is a change from the previous audits, which only used the average (mean) hourly rate, and should therefore be taken into consideration when drawing comparisons. Due to the changes in methodology, we have reported on data as at 28 February 2018 and 2019.

- The **mean** average is calculated by adding all individual employees' hourly rate of pay and dividing by total number of employees. The mean is a useful measure as it includes the highest and lowest rates of pay, and because those on the highest rates of pay tend to be males, and those on the lowest are more likely to be females, it captures a good picture of the pay gap.
- The **median** average is calculated by listing all employees' hourly rate of pay, and finding the midpoint. The median is not skewed by very low hourly rates of pay or very high hourly rates of pay and gives a more accurate representation of the 'typical' difference.

GENDER PAY AND EQUAL PAY

Gender pay is not the same as equal pay. Equal pay means that men and women in the same employment performing equal work must receive equal pay, as set out in the Equality Act 2010. The gender pay gap is a measure of the difference between men and women's average earnings across an organisation. It is expressed as a percentage of men's earnings.

Source: Equality and Human Rights Commission

GENDER SPLIT

Overall, Edinburgh Napier University employs more females than males.



MEAN AND MEDIAN GENDER PAY GAP

2019

Mean gender
pay gap
6.92%



£19.92 ph £21.40 ph

Median gender
pay gap
3.45%



£20.40 ph £21.13 ph

2018

Mean gender
pay gap
7.24%



£19.36 ph £20.87 ph

Median gender
pay gap
3.47%



£20.00 ph £20.72 ph

Gender Pay Gap By Grade

Basic Pay	Females	Males	Mean hourly rate for females	Mean hourly rate for males	Mean Pay Gap %	Median hourly rate for females	Median hourly rate for males	Median Pay Gap %	Grade Total
Grade 1	127	155	£9.24	£9.24	0.00%	£9.24	£9.24	0.00%	3
Grade 2			£9.94	£9.88	-0.61%	£9.65	£9.42	-2.44%	279
Grade 3	168	54	£12.84	£12.75	-0.71%	£13.52	£12.94	-4.48%	222
Grade 4	130	81	£15.33	£15.62	1.86%	£15.20	£16.12	5.71%	211
Grade 5	234	230	£19.97	£20.39	2.06%	£20.40	£20.52	0.58%	464
Grade 6	249	234	£25.17	£25.32	0.59%	£25.82	£26.75	3.48%	483
Grade 7	67	76	£30.83	£30.93	0.32%	£31.92	£31.92	0.00%	143
Grade 8	14	18	£35.89	£36.44	1.51%	£34.87	£36.71	5.01%	32
Grade 9	5	17	£41.02	£41.60	1.39%	£40.93	£39.74	-2.99%	22
Grade 10	7	13	£49.71	£50.08	0.74%	£48.85	£50.32	2.92%	20
Offscale	19	13	N/A	N/A	N/A	N/A	N/A	N/A	32
									1911

Due to low numbers of Grade 1 employees the numbers have been combined with Grade 2 to ensure the information provided remains anonymous.

Includes 270 employees who have contracts of employment but no contractual hours:

37 Associate Lecturer - PhD Student Experience

2 Counsellors

2 Doctoral Supervisors

127 Demonstrators

102 Zero Hour Lecturers

1 unspecified gender not included, in line with guidelines

BONUSES

The University has no contractual bonus arrangements.

In the period 1 March 2018 to 28 February 2019, four one-off payments were made to recognise contribution, in line with the Senior Managers Pay Progression Process, amounting to £12,000. Those in receipt of payments were all males. No females were awarded a one-off payment during this process, however additional increments on the pay grade were awarded to both females and males.

ANALYSIS

Guidelines recommend that any differentials greater than 3% are monitored and any differentials greater than 5% are investigated to determine if further action is required. We have committed to investigating anything greater than 3% and our analysis is outlined below.

Grade 3

There are 7 spinal points on the Grade 3 pay grade. Increments are automatic and service related based on anniversary of appointment. The University's pay policy for starting salaries is that these will be on the bottom point of the scale unless there is a justifiable reason. We can assume that it would normally take 6 years to reach the top of the Grade. 168 females are paid within this Grade, out of which 93 (55%) have 6 or more years' service and are subsequently paid at the top of the grade (Point 21), which means that the median salary point is calculated as the top of the Grade £13.52 due to the mid point falling within this range. This is compared to 22 males who are at the top of the Grade out of 54 (44%), therefore, the median point has been calculated as Point 19 (£12.94) for this group. The median pay gap difference is due to the large number of females at the top of the grade.

We have identified that a number of the generic roles at this Grade such as Admissions Assistant; Finance Assistant; Information Assistant; International Programme Administrators; and School Support Administrators are filled by a high proportion of females. Our Gender Action plan will consider recruitment practices to encourage males into these roles through internal transfers or external targeted recruitment campaigns.

Grade 4

Over 50% of males are on the top two points of the pay structure, hence the median pay being calculated at Point 27 (£16.12), this is due to length of service and a small number of males being appointed above the starting point based on a justifiable reason. Only 36% of females are at the top point of the scale. However, on further investigation, 28% of females in this Grade are at the bottom of the scale due to there being a large number of new external appointments and internal promoted moves. This explains the difference in median pay and does not require further investigation at this stage.

Grade 6

There are a total of 483 staff within this Grade, of which 385 are in academic and research roles. When we consider the median gender pay gap for the academic and research group, it is calculated at 0% as the median pay for both males and female is £26.75. The remaining 98 are in support roles of which 31 are male (median pay £24.73) and 67 are female (median pay £25.82). This equates to a median pay gap of -4.41% due to 52% of females being at the top of the pay grade.

It should be noted that the median pay rates are different for support and academic roles due to the annual working hours used when calculating hourly rate. The median rate for females is the equivalent to the top of Grade 6 hourly rate for support staff whereby the median rate for males is equivalent to the academic hourly rate. Here, the large number of posts within support and academic roles at the top of the grade result in the difference of the median pay and the median pay gap, and no further action is required.

ANALYSIS

Grade 8

There are support staff and academic staff within this grade. 19 are academic of which, 10 are male and 9 are female. The median hourly pay within the academic employee group is £37.46 for males compared to £35.68 for females with a 4.75% median pay gap. There are 6 females on the bottom 2 points of the pay grade, compared to only 4 males which results in the difference.

Median pay for males in the support group is £35.31 (8 males) compared to £33.67 (5 females). This group does not receive automatic incremental progression and apply annually through the Senior Managers Pay Progression Process. Overall, applications for this process are low and a commitment to encouraging more applications particularly from female representatives will be encouraged through the Senior Managers Pay Progression Process.

Gender Breakdown by Employee Group and Grade

Employee Group <i>Gender</i>	Academic		Research		Support		Technical		Totals
	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	
Grade 1					125	153			3
Grade 2							2	2	279
Grade 3					167	53	1	1	222
Grade 4	6	6	17	7	102	55	5	13	211
Grade 5	112	142	17	19	99	47	6	22	464
Grade 6	176	197	6	6	66	31	1	0	483
Grade 7	48	64	2	2	17	10			143
Grade 8	9	10			5	8			32
Grade 9	5	14				3			22
Grade 10	6	13			1				20
Offscale	14	9			5	4			32
Totals by Gender	376	455	42	34	587	364	15	38	1911
Overall Total by Employee Group (% of total workforce)	831	43.49%	76	3.98%	951	49.76%	53	2.77%	100%
Percentage in Employee Group	45.25%	54.75%	55.26%	44.74%	61.72%	38.28%	28.30%	71.70%	

The table outlines gender by employee group and grade. In relation to the academic employee group there is good gender balance across Grades 4 to 8, however, at Grade 9 and 10 there is a smaller proportion of females. This is the same within the support employee group at this level, however when we consider the Senior Leadership Team/University Leadership Team as a whole there are 11 females and 8 males (some of these are presented as off-scale points). There is a high number of females in the lower grades, specifically 2, 3 and 4 and a lower number in the technical employee groups and consideration should be given to encouraging more males into roles traditionally filled by females and vice-versa.

HOW EDINBURGH NAPIER UNIVERSITY IS TACKLING THE GENDER PAY GAP

We are committed to removing any barriers to ensure that we support, encourage and facilitate the progression of females at Edinburgh Napier University.

Promotion

Our academic promotion is a merit based, annual process. The Academic and Appointments Framework was adopted in 2015 and provides well defined progression pathways which recognise individual achievement and contribution. Promotion is open to all Academic staff Grade 6 and above, and to all Research staff Grade 4 and above. There is no cap on the number of promotions which can be awarded. In response to feedback from the 2018 round of promotions we have introduced a mitigation panel to give full consideration to applications from staff who may have been absent due to e.g. caring responsibilities, maternity, shared parental leave or illness.

Training and Development

We promote and monitor participation in the Aurora Leadership Programme with all participants being matched with carefully selected mentors. Our recently launched Inspiring Leadership programme is now in its 4th cohort with 52% of those participating being female. Data in terms of gender and participation is now routinely captured and reported on all our central Learning and Development programmes. 1:1 sessions are also offered to newly appointed academics by the Department of Learning and Teaching and our Research and Innovation Office offers a comprehensive Researcher Development Training Programme.

Family Friendly and Flexible Working Policies

The University has a comprehensive suite of family friendly and flexible working arrangements as well as policies and practices to provide support to staff in the workplace. These include; flexitime, shared parental leave, paternity leave, adoption leave and "keep in touch days" for those on long term leave. In response to feedback from staff a Carers Policy is also under development. We have recently piloted menopause workshops for staff and managers in recognition of the additional support that those who may be at this stage in life might need. We are finalising our plan for IVF/fertility treatment which will give paid time off to employees and partners of those undergoing treatment.

Inclusion Networks

We have four well established inclusion networks to support staff. Our Carers network is a supportive and engaged group of staff with a diverse range of caring responsibilities. It provides a platform for discussion of the many issues affecting the balance between work and home and the team was recently presented with the Carers Positive Award. This network has driven policy change and is informing the Carers Policy due to launch in 2019. We also have a Women's network which is open to colleagues of all gender identities and provides an engaging forum primarily for the discussion of issues affecting women and gender equality at the University and beyond.

HR Excellence in Research Award

Edinburgh Napier University is committed to supporting and developing the careers of our researchers and this was recognised in 2010 when we received the EU HR Excellence in Research award and have retained since that date.

GENDER PAY GAP ACTION PLAN AND COMMITMENT 2019

Our overall goal is to strive to a zero gender pay gap. Therefore we commit to:

Further Analysis

We will review our comparator Universities Gender Pay Gaps to understand our ranking. We will also review sector and national best practice and make further recommendations on how we can continue to improve our Gender Pay Gap.

Recruitment

We commit to embedding diversity into our Recruitment and Selection practices. We will continue to encourage females into traditionally male roles and males into traditionally female roles. We will review our marketing and promotional materials and consider targeted campaigns to attract a diverse pool of applicants ensuring gender neutral adverts. Unconscious Bias training will be mandatory for all staff who sit on interview panels.

Increasing female representation at senior grades

We have identified that there is a gap at Grade 9 and Grade 10 Academics in terms of number of female staff at this level. Our action plan will identify if there are any internal barriers to promotion and will outline how we will address them including how our recruitment practices will support change.

Communication

We will develop a robust staff communication and engagement plan, actively promoting our family friendly and flexible working policies and promoting the activities delivered via the Inclusion Strategy and at a local level within Schools.

Athena Swan

We are committed to all Schools achieving Bronze Athena Swan accreditation by 2020.

Mentoring programme

A review of current mentoring and coaching provision will be undertaken, with a particular focus on underrepresented groups, including early career Academics and those participating in the Inspiring Leadership Programme.

EDINBURGH NAPIER UNIVERSITY

GENDER PAY GAP REPORT 2018/19

For More Information

T: +44 (0)131 455 6251

E: press@napier.ac.uk

www.napier.ac.uk

Section 7: Inclusion Statement

Edinburgh Napier University is committed to the creation of an inclusive culture.

We will:



Celebrate diversity



Enable our employees to feel comfortable to declare their sexuality openly in the University



Be international in our outlook



Achieve Athena SWAN accreditation for all schools



Clearly demonstrate that appointment and progression is always made on the basis of merit



Aim to continue to increase the total number of disabled employees across the University



Have passionate senior sponsors of networks



Empower our Inclusion Committee



Be a University that acts with respect and integrity



Ensure that from interview to appointment, throughout training and career development, employees will not face barriers that can be reasonably overcome



Encourage groups to celebrate religious events that are important to them



Create an environment where people are able to progress their careers regardless of their age



Have a University Leadership Team that is gender balanced



Create a culture where those with caring responsibilities feel supported



Recognise and support our transgender and non-binary community