**Equal Opportunities Monitoring Report 2020**



**Introduction and Background**

The Royal Veterinary College (the College) is committed to the promotion of equal opportunity and inclusion for all staff and students. Our commitment is that staff and students are to be treated with fairness, dignity and respect as outlined in the RVC Behavioural Framework regardless of age, disability, ethnic origin, gender, gender reassignment, marriage or civil partnership status, pregnancy or maternity, religion or belief or sexual orientation.

This report provides a summary of the work carried out by the Equality and Diversity Committee (EDC) and the progress made against the Athena SWAN Action Plan (2017-2022) and Equality Objectives and Action Plan (2020-2024). As part of our obligations under the Equality Act 2010 and public sector equality duty, we are committed to publishing annual equality monitoring information, in order to demonstrate transparency and having due regard to;

* Eliminate 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 from different groups.

The report also provides equality monitoring statistics for current staff in addition to equality monitoring statistics for the recruitment of staff (during the period 1 August 2019 to 31 July 2020). The data in this report only includes applicants who are eligible to work in the UK or who applied for a job for which the College could apply for a certificate for sponsorship.

*How the recruitment data is presented*

The data in the report including appendices (1 - 4) shows the breakdown of the number of applications received, shortlisted candidates, and offers made to candidates by reference to age, disability, gender and ethnicity. The recruitment data is firstly presented by a table of raw numbers; this is followed by a table which presents the data as proportions. In the figures the first column shows the percentage of total applicants; the second column shows the percentage of applicants that were shortlisted; the third column shows the percentage of shortlisted applicants that were made offers.

**Remit of Monitoring**

The report provides monitoring information on staff profile within the College covering age, disability, ethnicity, gender, religion/belief and sexual orientation where appropriate it draws comparison to the HEI sector average. Appendices 5-7 provide staff profile data by reference to age, disability, ethnicity and gender. The report also includes recruitment data covering age, disability, ethnicity and gender. This report includes the following:

* Current staff profile
* Staff recruitment data
* Data on Flexible Working Requests
* Reporting on formal disciplinary and grievance

***Executive Summary***

The report also takes into consideration intersectionality in order to identify how overlapping protected characteristics impact individuals at the College. The key highlights in which we can draw comparisons from previous years are as follows:

* The overall age profile shows that it is those within the 31-40 age category that represent the highest proportion of the staff profile at 30% this trend has remained constant over the last three years;
* Overall age profile shows that those aged 30 and under represent 20.6% of our staff, which is above the HEI sector average of 16.9% (HESA 2018/19);
* Academic staff within the 41-50 age category have the highest profile at 34.7% which is comparable to previous years and is above the HEI sector average of 25% (HESA 2018/2019);
* Academic staff within the 50 and above age category represent 23.3% of our staff which is above the sector average of 16.9%, (HESA 2018/19);
* Professional services staff in the 30 and under age category represent 30% vs the HEI sector average of 19.9% (HESA data 2018/19). This demonstrates we have a fairly young professional services workforce compared to the HEI sector average;

* There has been a gradual increase in our BAME (Black, Asian and Minority Ethnic) profile which has risen from 11.2% in 2016/17 to 12.6% in 2019/20;
* During 2019/20 there was a slight increase in the number of disabled applicants at 5.3% compared to 4.8% in 2018/19; however this was comparable in 2017/18 at 5.5%;
* The College disability profile is currently below the HEI sector average. However this gap has narrowed over the years - 2.4% vs 4.4% in 2014/15 compared to 4.3% vs 5.3% in 2019/20;
* The overall gender profile for 2019/20 is 70.2% female which is above the HEI sector average of 54.6% (HESA 2018/19);
* Female professors make up 30.4% of the professorial grades which is above the HEI sector average of 26.7% (HESA 2018/19);
* The profile for BAME professors is 8.7% which is slightly below the HEI sector average of 9.7% (HESA 2018/19);
* Proportion of male and female offer rates from those shortlisted were comparable in 2019/20, female 17.3% vs male 16.9%.
* Staff recruitment by ethnicity shows that a significantly lower proportion of BAME applicants were shortlisted compared to ‘white’ applicants, BAME 26.3% v ‘white’ 46.4% which follows a similar pattern when compared to the previous years, this issue is currently being investigated by the BAME recruitment project group.

**Key Activities in 2019/20**

The College continues to work towards progressing the actions identified in the Athena SWAN Action Plan,

[https://intranet.rvc.ac.uk/information-and-services/equality-and-diversity/docs/athena-swan-submission-and-action-plan-2017.pdf](\\\\hhontap01\\fnazirbhatti\\My_Documents\\Equality Monitoring Report 2019-20\\link)

Equality Objectives and Action Plan,

[https://www.rvc.ac.uk/Media/Default/About/Human%20Resources/Documents/equality-objective-and-action-plan-2020-2024.pdf](\\\\hhontap01\\fnazirbhatti\\My_Documents\\Equality Monitoring Report 2019-20\\link)

and the recommendations set out in the Gender Pay Gap Reports view latest report by following this [link](file:///\\hhontap01\fnazirbhatti\My_Documents\Equality%20Monitoring%20Report%202019-20\link).

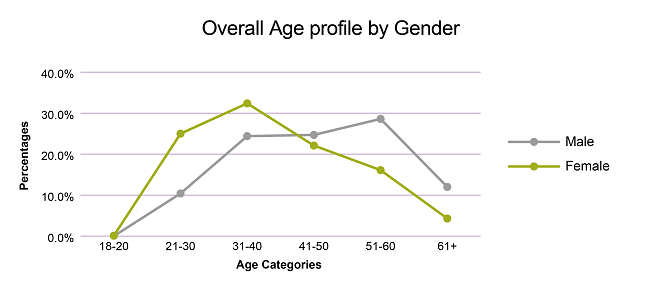
The Equality and Diversity Committee (EDC) oversees the delivery of these action plans which set out initiatives and actions aimed at developing and retaining a diverse workforce. Below are some of the key equality and diversity activities achieved since the last report:

* Departments continue to work and report via the EDC and their local equality and diversity champions, progress made against their departmental equality and diversity action plans. These action plans include specific and measurable actions on recruitment, development and promotion of under-represented staff groups such as BAME and females;
* A number of Equality Impact Assessments (EIA) have been conducted to ensure that the REF 2021 decision making process is fair and transparent. This also includes conducting and publishing EIA’s on the College equality and diversity intranet pages, key RVC decision making processes such as Voluntary Severance Scheme, Repopulation of Campus, Disciplinary and Grievances policies, Dignity at Work and Study Policy;
* A draft Transgender Policy has been developed in consultation with staff and students, the aim of the policy is to advance, understand and promote the needs of the transgender community;
* Several strategies and support structures have been put in place for staff as a result of the COVID -19 pandemic which are set out below:
* Weekly staff wellbeing support networks on home schooling, isolation and caring responsibilities were organised. These networks provided staff with the opportunity to share, discuss and support each other, on how COVID -19 has impacted their wellbeing;
* The College, in partnership with 'Care first', offers a counselling and advisory service to RVC staff. Care first is an external independent specialist provider of workplace counselling, the service also offers RVC staff a range of daily webinars around supporting their wellbeing during the pandemic;
* A Managers Guide to Managing your Teams Wellbeing and your Own Wellbeing whilst at work was developed to support managers to help staff maintain their wellbeing.
* The College continues to participate in the Aurora Women’s Leadership Programme, the RVC has sponsored a further eight places for women to attend the programme in the academic year 2020/21. The programme has generally received positive feedback with one of the 2019/20 participants who stated “Some really inspiring talks from amazing women. I managed to do one action learning set and found a great way to think through my issues”.
* The BAME recruitment project team is currently investigating why a lower proportion of BAME applications are short-listed compared to ‘white’ applicants. Currently the team is sample testing historic job applications to determine whether shortlisting decisions have been fair and transparent and to identify where the potential bias lie in the shortlisting decisions. A report which will include findings and recommendations will be submitted to CEC in spring/summer 2021;
* Virtual dignity at work and study training was offered to Managers, Dignity at Work and Study Ambassadors and to Equality and Diversity Champions. The training raised awareness of the need to promote dignity and respect and what is acceptable and unacceptable behavior and how to address issues of bullying and harassment within the work and study place;
* Following the issues emerging from the ‘Black Lives Matter’ campaign and to further advance race equality within the College, a Race Equality Task Group has been formed which includes both staff and student representatives. The remit of this group is to engage the College community in identifying issues of concern and to prepare an Action Plan that will set the strategic direction for addressing issues of racism;
* The College worked in collaboration with RVCSU and Animal Aspirations to celebrate Black History Month, this involved a host of activities and events such as the staff and student conversation on “Black visibility - inspiring the next generation” which was presented as a YouTube premiere, a screening of Michelle Obama’s “Becoming” and the RVCSU and Animal Aspirations’ BHM Giveaway events.
* A Report and Support framework for all staff, students and clients has been implemented. The aim of this structure is to provide a safe space in which individuals can report all forms of bullying, harassment and discrimination including on the grounds of the protected characteristics such as race, gender and disability etc. The framework signposts individuals to a range of internal and external support and resources that are available. All information is treated confidentially but any themes identified by the data are reported to EDC and CEC and where appropriate, actions will be taken to inform our strategy to develop an inclusive environment;
* The College is now a member of Advance HE Race Equality Charter (REC) and has signed up to a set of principles as an endorsement of advancing race equality. The REC aims to improve the representation, progression and success of minority ethnic staff and students within higher education sector.

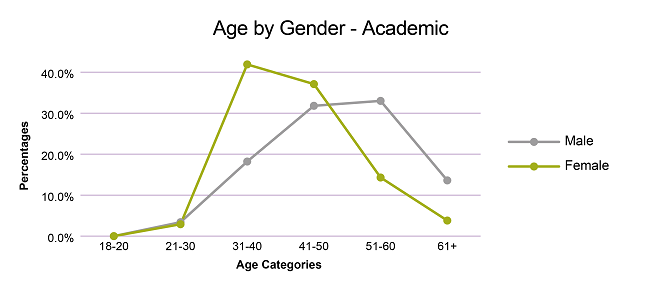
**Importance of Age Diversity**

For the College to be successful it needs to support and manage its age diversity within the workplace. A diverse age range will provide a rich source of skills, knowledge and experience, thus creating an environment in which staff can mentor and support each other to meet the needs of our stakeholders in addition to supporting our talent management strategies. Across the College 20.6% of staff were aged 30 and under, which is above the HEI sector average of 16.9%. The College’s overall age diversity has remained fairly stable over the last three years with the majority of staff being within the 31-40 age category at 30%.

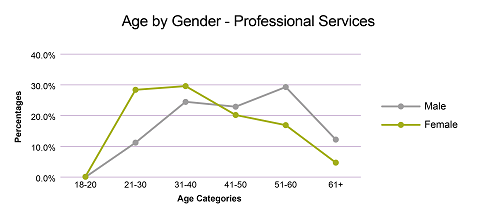
*Figure 1*



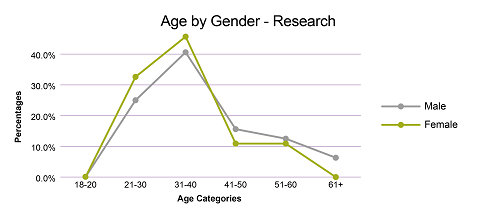
*Figure 2*



*Figure 3*



*Figure 4*



The overall age profile by gender in figure 1 shows similar trends to last year - female age category peaks at 31-40 when compared to the male profile which peaks at 51 -60 age category. It is interesting to note that there is a significant decrease in the number of women represented in the older age groups. Initial discussions as part of the annual review of departmental equality and diversity actions plans with the Head of Departments and Equality and Diversity Champions have taken place. As part of these discussions departments have been asked to examine if they have an appropriate age profile distribution that meets their strategic aims and supports inter-generational fairness.

**Things to look out for when reviewing age profile**

* When looking at the total population of the College we want to ensure that it is representative of all age categories.
* When looking at the age profile by gender and staff categories we want to understand why there are differences and ensure there are no equality impact issues and that there is a healthy age distribution.
* We want to see if we are recruiting and retaining a diverse age range across all staff categories. (Appendix 1 shows recruitment data by staff age category).
* Continue to examine the age profile by grade (figure 5) we want to see that we have a fair distribution of ages across the grades in order to support talent management strategies.
* Female age profile is younger when compared to men - is this an issue?

*Figure 5*

*Figure 6*

*Figure 6a*

Figure 6a represents overall recruitment data by age category. The first column within each age category represents the proportion of total applicants received; the second column shows the percentage of applicants that were shortlisted; the third column shows the percentage of shortlisted applicants that were made offers.

**Actions/ Recommendations**

Under the support and guidance of the Equality and Diversity Committee and the Diversity and Inclusion Manager the following actions or recommendations are advised:

* To investigate why are the numbers in our female workforce start dropping from the 41+ age categories (figure1). These investigations would include exploring recruitment, retention, progression, and development opportunities;
* Diversity and Inclusion Manager to work with HOD to consider age profile in order to assess if action is required to reflect the appropritate age distribution within department (figure 6);
* To build on developmenting leadership opportunities for women and to investigate if female retention is an issue, via analysing feedback from exit interviews, Athena SWAN survey and focus groups;
* Develop and incorporate the necessary actions into all departmental equality and diversity action plans, in order to support and retain an appropriate diverse age workforce.

**Promoting and Advancing Disability Equality**

We continue to ensure that we meet the diverse needs of our disabled staff and applicants, so that we can attract, develop and retain talent. The College has made a commitment to endorse the principles set out in the government’s ‘Disability Confident Employer’ scheme which provides guidance to employers to advance disability equality within the workplace for both current and future staff.

The Equality Objective and Action Plan (EOAP) was reviewed and agreed by Council in March 2020. The EOAP has a dedicated focus on the promotion of disability equality and has made a commitment under action 1.6 of the EOAP to carry out an access audit. Due to the current COVID -19 pandemic provisions have been made to ensure that a safe working environment is maintained for vulnerable staff groups including those with a disability, this has included a series of risk assessments carried out.

The RVC disability profile has remained the same when compared to last year. Figure 9 shows that the College disability profile gap over the last three years has narrowed compared to the HEI sector average.

*Figure 7 Figure 8*



The recruitment data presented in figure 8 shows the first column as a percentage of total applicants by reference to non-disabled, disabled and unknown; the second column shows the percentage of applicants that were shortlisted by reference to these categories; the third column shows the percentage of those applicants shortlisted were made offers.

*Figure 9 Figure 10*

*Figure 11*

**Things to look out for when reviewing disability profile and recruitment trends**

* How does the overall disability disclosure rate compare with the HEI sector average, figure 9.
* We want to see if the disabled staff profile is fairly spread within different staff categories, figure 10.
* Are the overall recruitment figures comparable for disabled and non-disabled applicants, in relation to the proportion of applicants shortlisted and proportion of offers made figure 8 (Appendix 2 refers to recruitment data based on staff categories).
* Are disabled staff fairly spread across all grades, figure 11.

***Actions/Recommendations***

Under the guidance and direction of the EDC and the Diversity and Inclusion Manager the following actions and recommendations are advised:

* In line with our commitment stated in the Equality Objectives and Action Plan (2020-2024) to progress actions to increase staff disability disclosure rate as identified within section 4.7 and 4.8 of the EOAP staff disability disclosure. This information will support the College’s plan to provide an accessible environment to all staff, students and visitors;
* Provide greater awareness across the College on the support and guidance available for disabled staff, so that they are confident to discuss any issues regarding their access requirements;
* Provide managers with a range of support including guidance notes/ briefing sessions to equip them to deal with any access needs;
* Any relevant action emerging from this report will be included in the departmental equality and diversity action plan.

**Advancing and supporting Ethnic Diversity**

Promoting and understanding the needs and issues facing an ethnically diverse workforce is one of the RVC’s key priorities. An ethnically diverse workforce supports our ability to effectively work with the diverse range of stakeholders. It also enhances diversity of thinking by having a mixed source of skills, knowledge and cultural experiences. Research has highlighted that there are a number of benefits of having a diverse workforce such as increase in productivity, profit, employee morale, motivation and improves organisational reputation. To achieve this aim, we need to ensure that there are processes and practices in place to address the under-representation of our Black Asian and Ethnic Minority (BAME) workforce in particular within senior grades as seen in figure 20.

BAME profile within grades has remained broadly similar to previous years. Figure 20 shows that within grades1,2, 6 and 7 BAME representation proportionally is either comparable or higher in comparison to ‘white’ staff. Our overall BAME profile by gender in figure 12 shows that we employ a higher proportion of BAME men compared to BAME women.

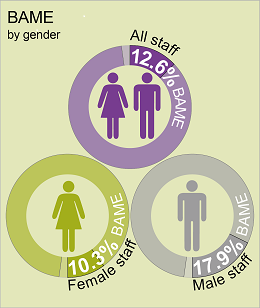
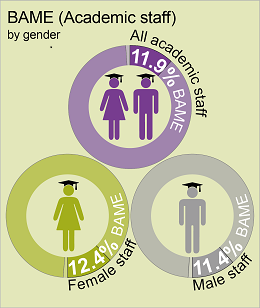
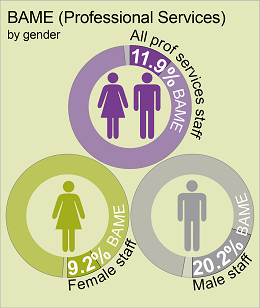
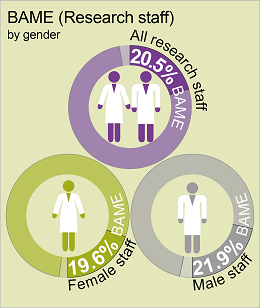
In response to both the COVID -19 pandemic and the Black Lives Matter campaign the RVC has further endorsed its commitment to work towards embedding race equality in all aspects of it’s working practices. To better understand the needs of our BAME staff/student community, a Race Equality Task Group has been established under the direction of the Principal. The College is now a member of the Race Equality Charter with a commitment to apply for Race Equality bronze award in 2024.

Figure 14 shows that the College employs fewer BAME women when compared to BAME men in Professional Services 9.2% vs 20.2%. Recruitment data by reference to ethnicity and gender for Professional Services can be seen in appendix 3 which highlights that in a lower proportion of BAME applicants (29.6%) are shortlisted when compared to ‘white’ applicants (47.8%) shortlisted.

**Things to look out for when promoting race equality**

* We want to see if we have an ethnically diverse profile of staff by gender and ethnicity across all staff categories, (figures 13-15).
* When looking at ethnic diversity of professorial staff how do we compare to the HEI sector average (figure 16) and how is our ethnic profile against the sector average.
* Figure 18 shows our overall recruitment data by ethnicity, does this differ across job categories (Appendix 3 shows recruitment information for each job category).
* When looking at the ethnic profile within grades (figure 20) is this representative fairly across all grades.
* Departments to examine the ethnic staff profile within their areas (figure 19).

*Figure 12 Figure 13 Figure 14 Figure 15*

  **  **

BAME staff profile across academic discipline is (11.9%) which is below the HEI sector average at 17% (HESA 2018/19). However BAME staff profile for professional support staff (11.9%) is comparable to the HEI sector average which is 12% (HESA 2018/19).

*Figure 16*

Figure 16 shows that 8.7% of our professorial staff are from a BAME background this is below the HEI sector average of 9.7% (HESA 2018/19).

*Figure 17 Figure 18*

Figure 17 shows total proportion of BAME staff in each respective year.

*Figure 19 Figure 20*

Figure 20 shows that highest proportion of BAME staff are represented within management grades 6 and 7. However proportion of BAME staff within senior grades 8 and 9 is lower when compared to the proportion of ‘white’ staff within these grades.

**Advancing Gender Equality**

Through the Athena SWAN Charter Mark and action plan the College continues to work towards promoting and advancing gender equality. Our female profile (figure 21) is 70.2% which is significantly above the sector average of 54.6% (HESA 2018/19). Interventions such as the review of the Senior Academic Promotion Process in December 2018 have led to more females (15) being promoted into professorial grades compared to men (11). Female professors make up 30.4% of the professorial grades which is above the HEI sector average of 26.7% (HESA 2018/19). However, women occupy 54.4% (figure 22) of academic positions but only represent 30.4% of professorial positions (figure 25).

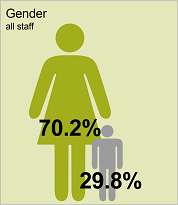
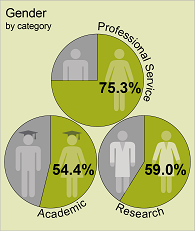
Following on from last year’s equality monitoring report, the Diversity and Inclusion Manager has reviewed departmental equality and diversity action plans with Head of Departments and their equality and diversity champions. These meetings included discussions with departments to further examine whether the gender profile in their area supports the aims identified in the Athena SWAN Action Plan.

The Athena SWAN Action Plan has been a key driver in making systemic and cultural changes in the advancement of this agenda. The College continues to deliver on a number of actions such as the Aurora Women’s Leadership Programme including senior leadership programme, ensuring that all our policies and practices are impact assessed including impact on gender equality. All jobs are now considered for flexible working and the College continues to promote awareness of flexible working through delivering online training sessions throughout the year for managers and staff.

**Things to look out for**

* Is there a balanced representation of female staff progressing into senior grades? Figure 27 shows the gender profile across all staff grade.
* When reviewing recruitment data (see appendix 4) we want to continue to ensure no gender has been disadvantaged by the process.
* How does our female professorial and senior management grades profile compare to the HE sector average (figure 25).
* When looking at gender by department we need to establish whether there are any anomalies with regard to the gender balance. Any such anomaly will require further investigation.
* What are the gender balance between full and part time staff.

*Figure 21 Figure 22 Figure 23*

** **

*Figure 24 Figure 25*

*Figure 26*

*Figure 27*

The highest concentration of male staff is within grades 7, 9, 6 compared to female staff within grades is 4,6, and 3. This is a contributory factor of why our gender pay gap figure is above the HEI sector average.

**Action/Recommendations**

Under the guidance and support of the EDC and Diversity and Inclusion Manager the following actions and recommendations are advised**:**

* Deliver on the Athena SWAN Action Plan and create a Self- Assessment Team which will support the submission of the Athena SWAN renewal in 2022;
* Departments to work with the Diversity and Inclusion Manager to assess if the gender balance is fair and justified across job categories and by grade;
* Consider how to encourage more flexible working for men who are under-represented in part-time contracts;
* Diversity and Inclusion Manager will work with departments to analyse recruitment data by reference to gender, proportion of those shortlisted and proportion of offers made, in particular across grades 7-9 which shows female staff are under-represented within these grades;
* Gender profile of full-time and part-time staff has remained stable over the years, departments may want to look at how these figures are reflected in their area;
* Any actions emerging from the above recommendations to be included in departmental equality and diversity action plans.

**Promoting Religion/ Belief and Non- Belief**

It is important that the College supports the diversity of staff from different religions, faiths and beliefs. The College is therefore committed to increase the understanding of religious diversity amongst its staff group. Inclusive environments can contribute to the recruitment, wellbeing and progression of a diverse staff community. This is the first year of capturing data on religion belief and non-belief via a staff audit. Figure 28 shows that 59.1% of staff choose not to disclose their religion or belief, whilst this is high proportion of non- disclosure this figure is not dramatically below the HEI sector average which is at 53.8% (HESA 2018/19).

*Figure 28*

**Things to be aware of when creating and inclusive environment based on religion and belief**

* How inclusive are the College’s social events for example at the RVC staff Christmas party consider also serving non- alcoholic cocktails.
* To avoid where possible holding main RVC events on religious dates.
* Do we offer suitable provision for prayer facilities.
* To raise awareness of religious and cultural events.
* In some areas of the College e.g. clinical areas, which require staff to wear a uniform, does this conflict with religious dress, do we have reasonable adjustments in place to meet both the business and religious requirements.

**Action/Recommendations**

Under the guidance and support of the EDC and the Diversity and Inclusion Manager the following action is recommend advised**:**

* This is the first year of recording staff data based on religion/belief. Develop a staff focus group or network to understand more of the staff religious/belief requirements.
* Engage with staff discussions via networking events, group discussions to assist in developing actions to meet this agenda.

**Inclusivity and Sexual Orientation**

Embedding inclusion of the Lesbian, Gay, Bisexual and Transgender (LGBT+) staff community in all of the College’s provision and practices will create an environment that will ensure that our LGBT+ staff feel supported and valued. This commitment will also support to recruit, attract and retain staff from these communities. Figure 29 shows that staff who have identified themselves as bisexual and gay women/lesbian is the same as the HEI sector average of 2% and 1.3% respectively (HESA 2018/19). Staff who choose not to disclose their sexual orientation is high, at 50.3% however is lower than the HEI sector average of staff non-disclosure 55.1% (HESA 2018/19).

Figure 29

**Things to look for when creating an inclusive environment based on sexual orientation**

* How inclusive is the College’s provision for Transgender staff such as gender-neutral facilities across all sites.
* Assess non-inclusive options on our recruitment application forms such as title and gender
* Increase our awareness and the requirements of the LGBT+ community.

**Action/Recommendations**

Under the guidance and support of the EDC and Diversity and Inclusion Manager the following actions and recommendations are advised**:**

* This is the first year of recording staff data based on sexual orientation. Initial task should be to understand more of the needs of our staff LGBT community, through conducting focus groups and consulting with the RVC LGBT+ network;
* Engage with staff discussions via networking events, group discussions to assist in develop actions to meet this agenda.

**Flexible Working**

This is the third year (2019/20) of recording flexible working requests (table1). There has been a noticeable overall decrease in the number of formal flexible working requests made, which has decreased from 48 requests in 2018/19 to 8 requests made in 2019/20 which were all approved. This is largely due to most of the staff working from home due to the COVID -19 restrictions. Work is being carried out within departments to increase the reporting of informal flexible working patterns.

**Table 1: Reporting on Flexible Working**

|  |  |  |
| --- | --- | --- |
| **Gender** | **Disability** | **Ethnicity** |
| Female (6) | Non-disabled (8) | BAME (2) |
| Male (2) | Disabled (0) | White (6) |

|  |  |
| --- | --- |
| **Age Range** | **Staff** |
| 18-30 | 0 |
| 31-40 | 5 |
| 41-50 | 2 |
| 51-60 | 1 |
| 61+ | 0 |

**Disciplinary and Grievances**

**Table 2: Reporting on Formal Disciplinary and Grievances**

Table 2 presents information on the formal disciplinary and grievances conducted during the academic year 2019/20 by reference to age, disability, ethnicity and gender.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Formal Procedure** | **Age Range** | **Disability** | **Ethnicity** | **Gender** |
| 1 | Disciplinary | 31-40 | No | White & Black African | Male |
| 2 | Disciplinary | 31-40 | No | British Scottish | Female |
| 3 | Disciplinary | 21-30 | No | British English | Female |
| 4 | Grievance | 31-40 | No | British English | Female |
| 5 | Grievance | 31-40 | No | British English | Female |
| 6 | Disciplinary | 51-60 | No | British Indian | Male |
| 7 | Disciplinary | 51-60 | No | British English | Male |
| 8 | Disciplinary | 31-40 | No | British English | Female |
| 9 | Disciplinary | 31-40 | No | British English | Female |
| 10 | Disciplinary | 31-40 | No | British English | Female |

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| |  | | --- | | ***Appendix 1***    The recruitment data is firstly presented by a table of raw numbers; this is followed by a table which presents the data as proportions. In the table which shows the proportions, the first column shows the percentage of total applicants; the second column shows the percentage of applicants that were shortlisted; the third column shows the percentage of shortlisted applicants that were made offers. | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***ACADEMIC Recruitment by Age***  ***2019-20*** | | | |  | ***ACADEMIC Recruitment by Age %***  ***2019-20*** | | | | |  | | *Age range* | *Applied* | *Shortlisted* | *Offered* |  | *Age range* | *Applied* | *Shortlisted* | *Offered* | | *<20* | *0* | *0* | *0* |  | *<20* | *0.0* | *0.0* | *0.0* | | *21-30* | *36* | *16* | *6* |  | *21-30* | *24.7* | *44.4* | *37.5* | | *31-40* | *72* | *42* | *16* |  | *31-40* | *49.3* | *58.3* | *38.1* | | *41-50* | *28* | *12* | *4* |  | *41-50* | *19.2* | *42.9* | *33.3* | | *51-60* | *6* | *2* | *0* |  | *51-60* | *4.1* | *33.3* | *0.0* | | *61+* | *0* | *0* | *0* |  | *61+* | *0.0* | *0.0* | *0.0* | | *Unknown* | *4* | *2* | *1* |  | *Unknown* | *2.7* | *50.0* | *50.0* | | *Grand Total* | *146* | *74* | *27* |  | *Grand Total* | *100.0* |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | ***Professional Support Recruitment by Age***  ***2019-2020*** | | | |  | ***Professional Support Recruitment by Age %***  ***2019-2020*** | | | | |  | | *Age range* | *Applied* | *Shortlisted* | *Offered* |  | *Age range* | *Applied* | *Shortlisted* | *Offered* | | *<20* | *45* | *18* | *4* |  | *<20* | *4.4* | *40.0* | *22.2* | | *21-30* | *424* | *210* | *29* |  | *21-30* | *41.3* | *49.5* | *13.8* | | *31-40* | *222* | *102* | *14* |  | *31-40* | *21.6* | *45.9* | *13.7* | | *41-50* | *141* | *56* | *8* |  | *41-50* | *13.7* | *39.7* | *14.3* | | *51-60* | *124* | *45* | *1* |  | *51-60* | *12.1* | *36.3* | *2.2* | | *61+* | *24* | *4* | *1* |  | *61+* | *2.3* | *16.7* | *25.0* | | *Unknown* | *46* | *11* | *0* |  | *Unknown* | *4.5* | *23.9* | *0.0* | | *Grand Total* | *1026* | *446* | *57* |  | *Grand Total* | *100.0* |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | ***RESEARCH Recruitment by Age***  ***2019-20*** | | |  |  | ***RESEARCH Recruitment by Age %***  ***2019-20*** | | | | |  |  | | *Age range* | *Applied* | *Shortlisted* | *Offered* |  | *Age range* | *Applied* | *Shortlisted* | *Offered* | | *<20* | *1* | *0* | *0* |  | *<20* | *0.6* | *0.0* | *0.0* | | *21-30* | *87* | *36* | *7* |  | *21-30* | *48.9* | *41.4* | *19.4* | | *31-40* | *71* | *32* | *9* |  | *31-40* | *39.9* | *45.1* | *28.1* | | *41-50* | *8* | *1* | *0* |  | *41-50* | *4.5* | *12.5* | *0.0* | | *51-60* | *4* | *1* | *1* |  | *51-60* | *2.2* | *25.0* | *100.0* | | *61+* | *2* | *1* | *1* |  | *61+* | *1.1* | *50.0* | *100.0* | | *Unknown* | *5* | *3* | *0* |  | *Unknown* | *2.8* | *60.0* | *0.0* | | *Grand Total* | *178* | *74* | *18* |  | *Grand Total* | *100.0* |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | ***OVERALL Recruitment by Age***  ***2019-20*** | | | |  | ***OVERALL Recruitment by Age %***  ***2019-20*** | | |  | |  | | *Age range* | *Applied* | *Shortlisted* | *Offered* |  | *Age range* | *Applied* | *Shortlisted* | *Offered* | | *<20* | *46* | *18* | *4* |  | *<20* | *3.4* | *39.1* | *22.2* | | *21-30* | *547* | *296* | *42* |  | *21-30* | *40.5* | *47.9* | *16.0* | | *31-40* | *365* | *176* | *39* |  | *31-40* | *27.0* | *48.2* | *22.2* | | *41-50* | *177* | *69* | *12* |  | *41-50* | *13.1* | *39.0* | *17.4* | | *51-60* | *134* | *48* | *2* |  | *51-60* | *9.9* | *35.8* | *4.2* | | *61+* | *26* | *5* | *2* |  | *61+* | *1.9* | *19.2* | *40.0* | | *Unknown* | *55* | *16* | *1* |  | *Unknown* | *4.1* | *29.1* | *6.3* | | *Grand Total* | *1350* | *594* | *102* |  | *Grand Total* | *100.0* |  |  | | | |  | | --- | | ***Appendix 2*** | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***ACADEMIC Recruitment by Disability***  ***2019-20*** | | | |  | ***ACADEMIC Recruitment by Disability %***  ***2019-20*** | | | | |  | | *Disability* | *Applied* | *Shortlisted* | *Offered* |  | *Disability* | *Applied* | *Shortlisted* | *Offered* | | *Disabled* | *2* | *2* | *1* |  | *Disabled* | *1.4* | *100* | *50.0* | | *Not disabled* | *143* | *72* | *26* |  | *Not disabled* | *97.9* | *50.3* | *36.1* | | *Unknown* | *1* | *0* | *0* |  | *Unknown* | *0.7* | *0.0* | *0.0* | | *Grand Total* | *146* | *74* | *27* |  | *Grand Total* | *100.0* |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | ***Professional Support Recruitment by Disability***  ***2019-20*** | | | |  | ***Professional Support Recruitment by Disability %***  ***2019-20*** | | | | |  | | *Disability* | *Applied* | *Shortlisted* | *Offered* |  | *Disability* | *Applied* | *Shortlisted* | *Offered* | | *Disabled* | *61* | *26* | *2* |  | *Disabled* | *5.9* | *43.4* | *7.7* | | *Not disabled* | *960* | *417* | *55* |  | *Not disabled* | *93.6* | *41.3* | *13.2* | | *Unknown* | *5* | *3* | *0* |  | *Unknown* | *05* | *50.0* | *0.0* | | *Grand Total* | *1026* | *446* | *57* |  | *Grand Total* | *100.0* |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | ***RESEARCH Recruitment by Disability***  ***2019-20*** | | |  |  | ***RESEARCH Recruitment by Disability %***  ***2019-20*** | | |  | |  |  |  | | *Disability* | *Applied* | *Shortlisted* | *Offered* |  | *Disability* | *Applied* | *Shortlisted* | *Offered* | | *Disabled* | *9* | *5* | *0* |  | *Disabled* | *5.1* | *55.6* | *0.0* | | *Not disabled* | *167* | *69* | *18* |  | *Not disabled* | *93.8* | *41.3* | *26.1* | | *Unknown* | *2* | *0* | *0* |  | *Unknown* | *1.1* | *0.0* | *0.0* | | *Grand Total* | *178* | *74* | *18* |  | *Grand Total* | *100.0* |  |  | |  |  |  |  |  |  |  |  |  | | ***OVERALL Recruitment by Disability***  ***2019-20*** | | | |  | ***OVERALL Recruitment by Disability %***  ***2019-20*** | | | | |  | | *Disability* | *Applied* | *Shortlisted* | *Offered* |  | *Disability* | *Applied* | *Shortlisted* | *Offered* | | *Disabled* | *72* | *33* | *3* |  | *Disabled* | *5.3* | *45.8* | *9.1* | | *Not disabled* | *1270* | *558* | *99* |  | *Not disabled* | *94.1* | *43.9* | *17.8* | | *Unknown* | *8* | *3* | *0* |  | *Unknown* | *0.6* | *37.5* | *0.0* | | *Grand Total* | *1350* | *594* | *102* |  | *Grand Total* | *100.0* |  |  |  |  | | --- | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***Appendix 3***   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***ACADEMIC Recruitment by Ethnicity***  ***2019-20*** | | | | | |  |  | ***ACADEMIC Recruitment by Ethnicity %***  ***2019-20*** | | | | |  |  | | *Ethnicity* | *Applied* | | | *Shortlisted* | *Offered* |  |  | *Ethnicity* | *Applied* | *Shortlisted* | *Offered* | | *White* | *116* | | | *65* | *25* |  |  | *White* | *79.5* | *51.5* | *38.5* | | *BAME* | *24* | | | *8* | *2* |  |  | *BAME* | *16.4* | *33.3* | *25.0* | | *Unknown* | *6* | | | *1* | *0* |  |  | *Unknown* | *4.1* | *16.7* | *0.0* | | *Grand Total* | *146* | | | *74* | *27* |  |  | *Grand Total* | *100.0* |  |  | |  |  | | |  |  |  |  |  |  |  |  | |  |  | | |  |  |  |  |  |  |  |  | |  |  | | |  |  |  |  |  |  |  |  | | ***Professional Support by Ethnicity 2019-20*** | | | | | |  |  | ***Professional Support by Ethnicity % 2019-20*** | | | | | *Ethnicity* | *Applied* | | | *Shortlisted* | *Offered* |  |  | *Ethnicity* | *Applied* | *Shortlisted* | *Offered* | | *White* | *805* | | | *385* | *50* |  |  | *White* | *78.5* | *47.8* | *13.0* | | *BAME* | *194* | | | *53* | *7* |  |  | *BAME* | *18.9* | *27.3* | *13.2* | | *Unknown* | *27* | | | *8* | *0* |  |  | *Unknown* | *2.6* | *29.6* | *14.3* | | *Grand Total* | *1026* | | | *446* | *57* |  |  | *Grand Total* | *100.0* |  |  | |  |  | | |  |  |  |  |  |  |  |  | | ***Appendix 3*** |  | | |  |  |  |  | | ***RESEARCH Recruitment by Ethnicity***  ***2019-20*** | | | | | |  |  | ***RESEARCH Recruitment by Ethnicity %***  ***2019-20*** | | | | |  |  | | *Ethnicity* | | *Applied* | | *Shortlisted* | *Offered* |  |  | *Ethnicity* | *Applied* | *Shortlisted* | *Offered* | | *White* | | | *127* | *56* | *16* |  |  | *White* | *71.3* | *41.1* | *7.1* | | *BAME* | | *41* | | *14* | *1* |  |  | *BAME* | *23.0* | *34.1* | *21.4* | | *Unknown* | | *10* | | *4* | *1* |  |  | *Unknown* | *5.6* | *33.3* | *20.0* | | *Grand Total* | | *178* | | *74* | *18* |  |  | *Grand Total* | *100.0* |  |  | |  | |  | |  |  |  |  |  |  |  |  | |  | |  | |  |  |  |  |  |  |  |  | | ***Overall Recruitment by Ethnicity 2019-20*** | | | | | |  |  | ***Overall Recruitment by Ethnicity % 2019-20*** | | | | | *Ethnicity* | *Applied* | | | *Shortlisted* | *Offered* |  |  | *Ethnicity* | *Applied* | *Shortlisted* | *Offered* | | *White* | *1048* | | | *506* | *91* |  |  | *White* | *77.6* | *46.4* | *48.3* | | *BAME* | *259* | | | *75* | *10* |  |  | *BAME* | *19.2* | *26.3* | *13.3* | | *Unknown* | *43* | | | *13* | *1* |  |  | *Unknown* | *3.2* | *33.3* | *7.7* | | *Grand Total* | *1350* | | | *594* | *102* |  |  | *Grand Total* | *100.0* |  |  | | |  |  |  | | --- | |  | |  | |  | |  |   ***Appendix 4***   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***ACADEMIC Recruitment by Gender***  ***2019-20*** | | | |  | ***ACADEMIC Recruitment by Gender %***  ***2019-20*** | | |  | |  |  | | *Gender* | *Applied* | *Shortlisted* | *Offered* |  | *Gender* | *Applied* | *Shortlisted* | *Offered* | | *Male* | *55* | *28* | *10* |  | *Male* | *37.7* | *50.9* | *31.0* | | *Female* | *90* | *46* | *17* |  | *Female* | *61.6* | *51.1* | *16.1* | | *Unknown* | *1* | *0* | *0* |  | *Unknown* | *0.7* | *0.0* | *0.0* | | *Grand Total* | *146* | *74* | *27* |  | *Grand Total* | *100.0* |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | ***Professional Support Recruitment by Gender***  ***2019-20*** | | | |  | ***Professional Support Recruitment by Gender % 2019-20*** | | |  | |  |  | | *Gender* | *Applied* | *Shortlisted* | *Offered* |  | *Gender* | *Applied* | *Shortlisted* | *Offered* | | *Male* | *204* | *61* | *5* |  | *Male* | *19.9* | *29.9* | *8.2* | | *Female* | *817* | *384* | *52* |  | *Female* | *79.6* | *47.0* | *13.5* | | *Unknown* | *5* | *1* | *0* |  | *Unknown* | *0.5* | *20.0* | *0.0* | | *Grand Total* | *1026* | *446* | *57* |  | *Grand Total* | *100.0* |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | ***RESEARCH Recruitment by Gender***  ***2019-20*** | | | |  | ***RESEARCH Recruitment by Gender %***  ***2019-20*** | | |  | |  |  | | *Gender* | *Applied* | *Shortlisted* | *Offered* |  | *Gender* | *Applied* | *Shortlisted* | *Offered* | | *Male* | *75* | *35* | *6* |  | *Male* | *42.1* | *46.7* | *17.1* | | *Female* | *101* | *39* | *12* |  | *Female* | *56.7* | *38.6* | *30.8* | | *Unknown* | *2* | *0* | *0* |  | *Unknown* | *1.1* | *60.0* | *0.0* | | *Grand Total* | *178* | *74* | *18* |  | *Grand Total* | *100.0* |  |  | | ***Appendix 4*** |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | ***OVERALL Recruitment by Gender***  ***2018-19*** | | | |  | ***OVERALL Recruitment by Gender %***  ***2018-19*** | | |  | |  |  | | *Gender* | *Applied* | *Shortlisted* | *Offered* |  | *Gender* | *Applied* | *Shortlisted* | *Offered* | | *Male* | *334* | *124* | *21* |  | *Male* | *24.7* | *37.1* | *16.9* | | *Female* | *1008* | *469* | *81* |  | *Female* | *74.7* | *46.5* | *17.3* | | *Unknown* | *8* | *1* | *0* |  | *Unknown* | *0.6* | *12.5* | *0.0* | | *Grand Total* | *1350* | *594* | *102* |  | *Grand Total* | *100.0* |  |  | |

***Appendix 5***

The information outlined below is the staff profile represented as numbers; by reference to age, disability, ethnicity and gender.

|  |  |  |  |
| --- | --- | --- | --- |
| **Overall Age Category** | **Female** | **Male** | **Grand Total** |
| 18 - 20 | 1 | 0 | 1 |
| 21 - 30 | 181 | 32 | 213 |
| 31 - 40 | 235 | 75 | 310 |
| 41 - 50 | 160 | 76 | 236 |
| 51 - 60 | 117 | 88 | 205 |
| 61 + | 31 | 37 | 68 |
| Grand Total | 725 | 308 | 1033 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Age Category** | **Female** | **Male** | **Grand Total** |
| 21 - 30 | 3 | 3 | 6 |
| 31 - 40 | 44 | 16 | 60 |
| 41 - 50 | 39 | 28 | 67 |
| 51 - 60 | 15 | 29 | 44 |
| 61 + | 4 | 12 | 16 |
| Grand Total | 105 | 88 | 193 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Support Services Age Category** | **Female** | **Male** | **Grand Total** |
| 18 - 20 | 1 | 0 | 1 |
| 21 - 30 | 163 | 21 | 184 |
| 31 - 40 | 170 | 46 | 216 |
| 41 - 50 | 116 | 43 | 159 |
| 51 - 60 | 97 | 55 | 152 |
| 61 + | 27 | 23 | 50 |
| Grand Total | 574 | 188 | 762 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Research Age Category** | **Female** | **Male** | **Grand Total** |
| 21 - 30 | 15 | 8 | 23 |
| 31 - 40 | 21 | 13 | 34 |
| 41 - 50 | 5 | 5 | 10 |
| 51 - 60 | 5 | 4 | 9 |
| 61 + | 0 | 2 | 2 |
| Grand Total | 46 | 32 | 78 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Age Profile by Grade** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **Grand Total** |
| 18 - 20 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 21 - 30 | 25 | 25 | 49 | 53 | 27 | 25 | 9 | 0 | 0 | 213 |
| 31 - 40 | 7 | 6 | 28 | 56 | 41 | 67 | 84 | 17 | 4 | 310 |
| 41 - 50 | 9 | 4 | 9 | 30 | 23 | 39 | 53 | 30 | 39 | 236 |
| 51 - 60 | 15 | 8 | 23 | 21 | 23 | 30 | 24 | 19 | 42 | 205 |
| 61 + | 10 | 4 | 8 | 6 | 5 | 6 | 12 | 4 | 13 | 68 |
| Grand Total | 66 | 47 | 118 | 166 | 119 | 167 | 182 | 70 | 98 | 1033 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Age Profile by Department** | **18 - 20** | **21 - 30** | **31 - 40** | **41 - 50** | **51 - 60** | **61 +** | **Grand Total** |
| Clinical Science and Services | 1 | 138 | 158 | 79 | 53 | 16 | 445 |
| Comparative Biomedical Sciences | 0 | 14 | 25 | 17 | 24 | 8 | 88 |
| Finance | 0 | 0 | 8 | 3 | 10 | 3 | 24 |
| Pathobiology & Population Sciences 0 | | 21 | 40 | 38 | 27 | 9 | 135 |
| Principal's Office | 0 | 0 | 1 | 2 | 3 | 2 | 8 |
| Professional Services | 0 | 25 | 62 | 74 | 75 | 26 | 262 |
| Research Support Office | 0 | 2 | 7 | 8 | 6 | 3 | 26 |
| RVC Business | 0 | 13 | 9 | 15 | 7 | 1 | 45 |
| Grand Total | 1 | 213 | 310 | 236 | 205 | 68 | 1033 |

***Appendix 6***

|  |  |
| --- | --- |
| **Academic Profile by Disability** | |
| Not Disabled | 185 |
| Not Known | 4 |
| Disabled | 4 |
| Total | 193 |

***Disability Staff Profile***

|  |  |
| --- | --- |
| **Overall Staff Profile by Disability** | |
| Not disabled | 957 |
| Not known | 31 |
| Disabled | 45 |
| Total | 1033 |

|  |  |
| --- | --- |
| **Professional Support Services Profile by Disability** | |
| Not Disabled | 703 |
| Not Known | 22 |
| Disabled | 37 |
| Total | 762 |

|  |  |
| --- | --- |
| **Research Staff Profile by Disability** | |
| No | 69 |
| Not Known | 5 |
| Yes | 4 |
| Grand Total | 78 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Profile of Disabled Staff by Grade** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **Grand Total** |
| Not Disabled | 55 | 43 | 106 | 158 | 109 | 152 | 179 | 64 | 91 | 957 |
| Not Known | 3 | 2 | 6 | 4 | 2 | 6 | 1 | 2 | 5 | 31 |
| Disabled | 8 | 2 | 6 | 4 | 8 | 9 | 2 | 4 | 2 | 45 |
| Grand Total | 66 | 47 | 118 | 166 | 119 | 167 | 182 | 70 | 98 | 1033 |

***Appendix 7***

***Staff Profile by Ethnicity and Gender***

|  |  |
| --- | --- |
| BAME | 130 |
| Unknown | 16 |
| White | 887 |
| Grand Total | 1033 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Profile by Gender** | **Female** | **Male** | **Grand Total** |
| Total | 725 | 308 | 1033 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Overall staff profile by ethnicity and gender** | **Female** | **Male** | **Grand Total** |
| BAME | 75 | 55 | 130 |
| Unknown | 9 | 7 | 16 |
| White | 641 | 246 | 887 |
| Grand Total | 725 | 308 | 1033 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic staff profile by ethnicity and gender** | **Female** | **Male** | **Grand Total** |
| BAME | 13 | 10 | 23 |
| Unknown | 1 | 1 | 2 |
| White | 91 | 77 | 168 |
| Grand Total | 105 | 88 | 193 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Support Staff by ethnicity and gender** | **Female** | **Male** | **Grand Total** |
| BAME | 53 | 38 | 91 |
| Unknown | 7 | 5 | 12 |
| White | 514 | 145 | 659 |
| Grand Total | 574 | 188 | 762 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Research Staff by ethnicity and gender** | **Female** | **Male** | **Grand Total** |
| BAME | 9 | 7 | 16 |
| Unknown | 1 | 1 | 2 |
| White | 36 | 24 | 60 |
| Grand Total | 46 | 32 | 78 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staff Profile by Department** | **BAME** | **Unknown** | **White** | **Grand Total** |
| Clinical Science and Services | 30 | 7 | 408 | 445 |
| Comparative Biomedical Sciences | 17 | 1 | 70 | 88 |
| Finance | 14 | 1 | 9 | 24 |
| Pathobiology & Population Sciences | 16 | 2 | 117 | 135 |
| Professional Services | 44 | 4 | 214 | 262 |
| Research Support Office | 6 | 1 | 19 | 26 |
| RVC Business | 3 | 0 | 42 | 45 |
| Principal's Office | 0 | 0 | 8 | 8 |
| Grand Total | 130 | 16 | 887 | 1033 |

|  |  |
| --- | --- |
| **Staff Profile by Ethnicity within Professorial Grades** | |
| BAME | 4 |
| White | 42 |
| Grand Total | 46 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Profile by Gender within Professorial Grades** | **Female** | **Male** | **Grand Total** |
| Grand Total | 14 | 32 | 46 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Profile by Department and Gender** | **Female** | **Male** | **Grand Total** |
| Clinical Science and Services | 384 | 61 | 445 |
| Comparative Biomedical Sciences | 45 | 43 | 88 |
| Finance | 9 | 15 | 24 |
| Pathobiology & Population Sciences | 78 | 57 | 135 |
| Professional Services | 157 | 105 | 262 |
| Research Support Office | 17 | 9 | 26 |
| RVC Business | 32 | 13 | 45 |
| Principal's Office | 3 | 5 | 8 |
| Grand Total | 725 | 308 | 1033 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Profile by Full/Part time Status and Gender** | **Full Time** | **Part Time** | **Grand Total** |
| Female | 499 | 226 | 725 |
| Male | 274 | 34 | 308 |
| Grand Total | 773 | 260 | 1033 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff Profile by Gender and Grade** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **Grand Total** |
| Female | 46 | 39 | 110 | 137 | 93 | 117 | 106 | 38 | 39 | 725 |
| Male | 20 | 8 | 8 | 29 | 26 | 50 | 76 | 32 | 59 | 308 |
| Grand Total | 66 | 47 | 118 | 166 | 119 | 167 | 182 | 70 | 98 | 1033 |