



THE UNIVERSITY
of EDINBURGH

Equality Outcomes and Mainstreaming Progress Report 2017-2021



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Introduction

"We are diverse, inclusive and accessible to all."

Strategy 2030

This report provides an update on progress made in mainstreaming equality, diversity and inclusion across the institution, and progress in delivering on our Equality Outcomes 2017-2021.

The University publishes a set of Equality Outcomes every four years, to further its equality duties under the Equality Act 2010. As an education provider and an employer, the University has a general equality duty to: eliminate discrimination; advance equality of opportunity; and to foster good relations, in the exercise of all its functions. The University published its Equality Outcomes 2017-2021 in April 2017 and reported progress in achieving these in April 2019.

In this report we are proud to highlight the progress we have made in achieving our Equality Outcomes 2017-2021, and embedding equality, diversity and inclusion throughout our institution through mainstreaming, while recognising that we must do more to ensure equality, diversity and inclusion across the University. In line with the legislation this report also provides information on the diversity profile of University Court, and provides links to employee equality data.

The University's new set of Equality Outcomes, covering the period 2021-2025, has been published separately at www.ed.ac.uk/equality-diversity/about/outcomes

Outcome 1: We provide an environment that is accessible, inclusive and safe.

Key objectives:

- Promote a culture of dignity and respect;
- Provide an inclusive and enabling environment for work and study;
- Promote equality, diversity and inclusion in the curriculum.

Culture of Respect

1. The University launched the 'Don't Cross the Line' campaign in 2019, to raise awareness of the University's zero tolerance stance on bullying and harassment. The campaign was supported by the creation of a dedicated Respect at Edinburgh web hub, bringing together information and guidance on the Dignity & Respect policy, the processes for raising and addressing concerns, and the support and training available. In the year following the campaign launch the number of formal staff complaints about bullying and harassment doubled compared to the previous year, suggesting increased awareness of zero-tolerance. The campaign was also supported by the roll-out of the 'Where do you draw the line' active bystander training, and over 1400 staff have participated in this training to date.
2. The University has made significant investment in approaches to tackle gender-based violence, sexual harassment and sexual violence on campus and provide support to survivors. We are the first university in Scotland to appoint a dedicated Sexual Violence and Harassment Liaison Manager to support survivors, provide staff and student training, and inform the development of university policy and practice. The University has also provided funding for an Edinburgh Rape Crisis Outreach Worker as a shared university

resource across Edinburgh institutions. Working closely in collaboration with the Student Counselling Service, the service will offer specialist longer-term counselling to students affected by both recent and/or historical abuse, and support access to further services.

3. The University has developed the infrastructure to introduce the 'Report and Support' platform (used in over 50 HEIs) to enable survivors to report incidents of sexual violence, GBV, domestic abuse and stalking to the University, and to access specialist support. This will also allow the University to collate anonymised aggregate data for use in statistical research and to further improve our services and culture.
4. Approaches to prevention of sexual misconduct have included the implementation of the Disclosure of Intimate Relationships Policy in 2019, the student-led #NoExcuse campaign, and a programme of work on consent and wellbeing in relationships. All students and staff can access learning videos and guidance via the Consent Collective at The University of Edinburgh portal. The University has signed up to the White Ribbon Scotland Campaign aimed at engaging men in tackling violence against women. There are e-learning modules for staff and students on how to respond to disclosures of sexual violence.
5. To support staff and students to stay safe online, the #DigitalCitizen campaign provides information and resources on digital wellbeing, the responsible use of technology, and guidance on dealing with online harassment. This is all the more important in the context of online learning, and resources have been developed specifically to address staying safe while learning and teaching online.

Mental Health & Wellbeing

6. Following a thematic review of Support for Student Mental Health, a Student Mental Health Strategy was published in 2017. The Strategy will be reviewed and refreshed in 2021. A new Health & Wellbeing Centre opened to students in September 2020 to increase capacity of service delivery from key wellbeing services. Additional counsellors have been appointed to expand and enhance provision, including psychoeducational groups and workshops for students. We have used the Genuine Occupational Requirement exemption to enable us to recruit additional BAME counsellors, in response to student need, as highlighted in the thematic review of Support for Black and Minority Ethnic (BME) Students in 2018/19.
7. There is a dedicated student-facing website providing information and guidance on the support that is available for mental health and wellbeing, and how it can be accessed. The University funds direct access to a number of external mental health resources including Togetherall, an online community of support and self-help resources, and the Feeling Good app to support people experiencing anxiety and depression. Almost 3000 people have already used SilverCloud online cognitive behavioural therapy since it was introduced to our suite of interventions in August 2019.
8. Personal Tutors, Student Support staff and student peer-support leaders are provided with training and guidance to support students experiencing mental health difficulties. The Helping Distressed Students Guide, updated in November 2020, supports staff to recognise when a student may be in difficulty and to understand how to respond/refer appropriately and effectively. The Student Disability Service also employs specialist Mental Health Mentors to provide one-to-one support to students experiencing long-term mental ill-health.
9. An online Wellbeing Hub for staff was launched in November 2019, and continues to be developed. The Hub provides guidance and resources on managing your own mental health, providing support to colleagues, and access to a new Mental Health Awareness training module. Guidance has been provided

to managers and staff on looking after mental health while working from home during the COVID-19 pandemic. The Chaplaincy offers a Listening Service and recently expanded its popular #Let'sTalk podcast to include a Life In Lockdown series.

Accessibility

10. Following the Review of Support for Disabled Students in 2017, the University has made significant enhancements to the IT and people infrastructure for the implementation of learning adjustments. These have improved the speed of access to the Student Disability Service, and the processes for implementation, monitoring and review of learning adjustments. Additionally, the University published the Accessible and Inclusive Learning Policy in 2017, setting out the commitment to mainstream common learning adjustments. This was further supported by a Lecture Recording Policy published in 2018. In the most recent annual survey, 95 per cent of student respondents said their adjustments had been implemented as expected.
11. Accessibility guides are available for over 180 of our core buildings and over 600 teaching spaces, improving the information that is available to staff, students, and the public about accessibility at the University. In 2017 the University Court approved the sum of £15,000,000 to be spent over a 5-year period (2018 – 2023) to make access improvements across the University's estate, through planned projects, reactive maintenance, and reasonable adjustments to meet individual needs.
12. Continuous improvements have been made to our Digital Estate, including digital skills and accessibility. Staff and students are provided with learning and training opportunities in digital and data skills to close skills gaps across the University, and uptake is high. Digital accessibility became increasingly important with the shift to online learning in response to the COVID-19 pandemic. Significant investment was made in internet connectivity, and captioning and subtitling for online media. Schools and individuals were supported to ensure the accessibility of online content. The Accessible and Inclusive Learning Policy has also been revised to reflect changes in digital technologies.
13. A review of student Personal Emergency Evacuation Plans (PEEPs) (2017) resulted in the implementation of a new system to generate and execute PEEPs. A University PEEPs Co-ordinator was recruited in 2018. The system has had a positive impact on the management and timeliness of putting PEEPs in place and assists the Student Disability Service to identify and review PEEPs.
14. All staff have access to training and guidance on supporting disabled students and staff, and implementing adjustments to meet the needs of those with specific disabilities. Feedback from staff has been very positive, and we continue to expand and improve our services and supports.

EDI in the Curriculum

15. The Learning & Teaching Strategy includes a commitment to promote EDI in the curriculum. Senate Learning and Teaching Committee established a task group to make recommendations for institutional action. The task group developed a set of key principles and presented its final recommendations in 2019.
16. The Institute for Academic Development provides resources to promote accessibility and inclusiveness in the curriculum, the Hybrid Teaching Exchange includes shared practice on EDI in learning and teaching, and there is a Teaching Matters mini-series on the curriculum as a site for social justice and anti-discrimination work. Specific resources have been developed for staff to increase knowledge and awareness of microaggressions and their impact on student learning and experience.

17. GenderED and RACE.ED are vibrant cross-university hubs for teaching, research and knowledge exchange in gender, race and decolonial studies. GenderED has developed the course 'Understanding Gender in the Contemporary World' open to all first and second year undergraduate students and RACE.ED is developing a cross-university course on Race and Decolonial Studies.
18. Work has begun across the University to decolonise the curriculum. Several Schools have established working groups, and the Institute for Advanced Studies in the Humanities has established a three-year project examining a variety of topics centred on decoloniality, including work on decolonising the curriculum.

Outcome 2: Equality, diversity and inclusion are embedded in all that we do.

Key objectives:

- Provide data to support progression of equality, diversity, and inclusion
- EDI principles are embedded in our governance, strategy, and planning.
- Promote understanding of equality, diversity, and inclusion throughout the University community.

Governance and strategy

19. Our commitment to equality, diversity and inclusion is embedded in the University's strategic priorities and planning through the overarching University Strategy 2030 and its Key Performance Indicators, the Equality Outcomes, and successive Outcome Agreements with the Scottish Funding Council (SFC). University Court and the University Executive oversee the University's performance against key indicators which include equality-related measures.
20. In 2019 the University appointed a University lead for EDI to promote EDI in all our functions and activities. The EDI lead is a member of the University Executive. A University level Equality Diversity & Inclusion Committee (EDIC) was established in 2020 and reports to the University Executive. This assures Executive awareness of and support for EDI strategy and actions. The EDIC provides strategic oversight of the University's progress and performance on promoting EDI for staff and students, on behalf of the University Executive. The work of EDIC is supported by Thematic Equality Subcommittees and short-life working groups.
21. The University established an Adaptation and Renewal Team (ART) to develop the University's strategic approach to response and recovery from the Covid-19 pandemic. ART is convened by the Principal and has four work streams: Research & Innovation, Students, Estates & Digital Infrastructure, and Reshaping. The University's commitment to equality, diversity and inclusion is fully embedded in this work. The membership of ART includes the Executive EDI lead, and the membership of all ART workstreams includes an EDI Champion. From March 2021, this work will be taken forward through the Curriculum Transformation Board and the Reshaping Board, with the University EDI lead a member of both.
22. The University Court considers the university's effectiveness in progressing equality, diversity and inclusion in all its work. Court receives and discusses all published annual and cyclical EDI reports, supplemented by updates on specific EDI topics and themes. Additionally, University Court has implemented a plan to improve the diversity of its membership. This includes: Court vacancies are widely advertised, including through the Women on Boards and Changing the Chemistry platforms; unconscious bias training is being provided to Court members involved in the current recruitment exercise; Court members submit equality monitoring information and a skills and experience self-assessment and this is used to

inform the recruitment of new members; all advertisements for new members include an equality and diversity statement, encouraging a diversity of applications; and, a search agency is being used for the current recruitment exercise with a particular mandate to encourage applications from minority ethnic backgrounds. The gender diversity of Court stands at 35 per cent male, 65 per cent female in April 2021 compared with 59 per cent male, 41 per cent female in April 2017. Further details can be found in Section 2.

Mainstreaming across functions

23. Assessment of the equality impacts of a new or revised policy, practice or procedure is an integral and embedded part of any proposal for change and considered in the approval process. All University committee papers require information on the equality implications of proposals and recommendations, including, where appropriate, a full equality impact assessment (EqIA).
24. Policy/process owners have access to University guidance, template forms and online training to embed equality impact assessment in decision-making, policy and practice throughout the University. There is a consistent return of EqIAs for publication, for example 400+ University buildings were assessed to ensure the consideration of EDI in safe working practices during the pandemic. A new online EqIA e-learning module was launched in November 2019, and over 300 staff with a responsibility for EqIAs have undertaken the new training to date. Additional training workshops are provided as required, most recently to CAHSS Directors of EDI in December 2020.
25. The University has a long-standing practice of reporting on equality information for staff and students, predominantly through the annual Equality & Diversity Monitoring and Research Committee (EDMARC) report. Schools and Professional Services Groups (PSG) are provided with data for their area, to enable the identification of local equality issues and targeted action-planning.
26. To support the mainstreaming of EDI across all our functions, our three Colleges and their Schools, and our Professional Services Groups have established EDI Committees and each have, or are developing, an ambitious action plan. There are EDI directors/champions in each of our Schools and across our professional services departments to progress EDI in their area. The convenors of the College and PSG EDI committees sit on EDIC. This enables a joined up approach to EDI and two-way dialogue. This work is recognised in workload allocation models and in the academic promotion process.

Embedding EDI literacy

27. The University offers a wealth of training and learning resources to promote understanding of EDI matters throughout the University community. All staff are provided with training modules covering topics such as the fundamentals of EDI, Unconscious Bias, Equality Impact Assessment, making reasonable adjustments for disability, and EDI in recruitment and selection. EDI training is reviewed during staff annual reviews. Some training is mandatory for specific groups of staff such as new starts, and those involved in recruitment and promotion processes. EDI learning is also embedded in leadership and management development programmes, including research leadership.
28. All students are provided with a training module on Unconscious Bias, and student leaders are offered workshops on specific topics, most recently on Trans inclusion, being an active bystander, and consent. The EDI learning resources available to students was expanded in 2020. The ART Student Skills and Personal Development workstream, in collaboration with student representatives, launched EDI student

learning and support resources to promote understanding of the role students can play in creating and sustaining a respectful, diverse and inclusive community.

29. A range of resources and initiatives to promote racial literacy have been developed across the University. For example, the EDI webpages contain a toolkit for allies seeking to become anti-racist advocates, supported with learning resources, and the School of Literatures, Languages and Cultures has developed an Anti-Racism Resource Hub. RACE.ED hosts The Edinburgh Race Lectures, a series of seminars available to the public.
30. The Chaplaincy continues to promote religious literacy and understanding through a sustained programme of activity across the University and the wider community. A team of chaplains and contacts represent over 15 different religion and belief traditions, and host regular Multi-faith and belief events and festivals. This work was expanded in 2020, with the production of online learning resources. Additionally, the University offers two MOOCs to promote understanding of Islam & Christian-Muslim Relations.

Outcome 3: We have equity of pay for all staff.

Key objectives :

- Through Equal Pay Audits, use data to inform reward management, policy and practice
- Reduce the gender pay gap at Grade 10.

31. The University has published Biennial Equal Pay Audits since 2008. We have, like many other HEIs, an overall gender pay gap in favour of male employees largely due to a greater proportion of men in higher grades and women in lower grades (vertical segregation). However, we also have a gender pay gap within our highest pay band, Grade UE10.
32. The University has participated in the national Athena SWAN scheme since 2006, and is the proud holder of a Silver award recognising our significant commitment and progress towards gender equality in higher education. As a result of institution-wide actions in recruitment, retention and progression, there has been a steady increase in the proportion of women at senior grades over the period, most marked in Professional Services. Although the overall gender pay gap for staff across all grades has decreased from 16.6 per cent and 13.7 per cent (mean and median) to 16.2 per cent and 11.1 per cent over the reporting period, further actions are required to ensure equality.
33. Following recommendations from a dedicated review of the gender pay gap in 2015, improvements have been made to decision-making for the remuneration of Grade UE10 employees. Together with our actions to support the progression of women to senior grades, these actions have resulted in a significant decrease in the gender pay gap at UE10, from 2015 figures of 12.2 per cent and 10.2 per cent (mean and median) to 2021 figures of 7.8 per cent and 6.5 per cent.
34. The overall disability pay gap stands at 1.0 per cent mean and 0.0 per cent median, and the ethnicity pay gap at 7.1 per cent mean and 5.7 per cent median at March 2021, and we continue to monitor closely.

Outcome 4: We have a diverse community of staff and students, who are able to reach their full potential.

Key objectives:

- to attract a diverse workforce and student body
- to provide a supportive culture where all can progress and succeed
- to celebrate the diversity of the University community

Ensuring diversity and inclusivity

35. The Widening Participation Strategy is supported by an implementation plan to ensure that students from a wide range of backgrounds have the opportunity to study at Edinburgh, thrive here, and feel a sense of belonging. The strategy has since re-focussed its aims and objectives in response to the global pandemic. By the 2019/20 intake, the University had exceeded the Commission for Widening Access 2020 target of 10 per cent of our UG student intake to come from the 20 per cent most deprived areas in Scotland, at a figure of 11.4 per cent.
36. The University offers a range of scholarships to address persistent inequalities. Examples include: the MasterCard Foundation Scholars Program providing full postgraduate and undergraduate scholarships to African students, with 181 scholarships awarded in 2017-2020; two MSc scholarships in 2019/20 awarded to individuals committed to making a difference to LGBT+ equality in business; five postgraduate scholarships for Women in Health and STEM from South Asia, for 2021 entry; and most recently, the Cowrie Foundation Scholarship for Black African and Caribbean heritage applicants from disadvantaged backgrounds.
37. The University has had a Corporate Parenting Strategy in place since 2015 to deliver a positive impact for care-experienced individuals in our communities. We have also been a founding partner in the Hub for SUCCESS, a service supporting care-experienced students to access education. Care-experienced students have a named contact for support and financial assistance.
38. The University developed its British Sign Language (BSL) Plan 2018-2024 and published the plan in both English and BSL. In 2019 the University appointed a BSL Development Officer, the first and only BSL officer in any UK HEI, and a BSL Associate Tutor. Resources and guidance for working with BSL users have been published and staff training is available. BSL signed video content of key information on recruitment and widening participation is in production.
39. We continue to be a destination of choice for international talent, with 36 per cent our community of staff and students from international backgrounds. Edinburgh Global provides a range of services for staff, current students and prospective students, including visa advice and providing opportunities for international work and study. In 2017, we established a Staff Immigration Service to provide specialist advice and support on UK immigration matters for prospective and current staff, and for visitors and their families.
40. The proportion of Black and Minority Ethnic staff has increased from 14.8 per cent in 2014/5 to 18.5 per cent in 2019/20 and we have improved representation at higher academic grades but not amongst our professional services staff at the highest grades.

41. The University of Edinburgh has an extended history of providing a place of sanctuary and education for those seeking protection. The University is the first HEI in Scotland to be designated as a 'University of Sanctuary' in recognition of our culture and practice of welcome to those forced to flee conflict and persecution. The Refugee Advisory Service provides coordinated advice and assistance to prospective students and staff with protected humanitarian or refugee status.
42. The University has an ongoing strategic partnership with the Council for At Risk Academics (CARA), hosting the CARA Scotland Manager, and providing funding to support at-risk academics to come to the University and continue their work on two-year fellowships. Over 70 Syrian colleagues are currently involved in one or more of the programme strands. Additionally our Asylum Seeker Scholarships provide tuition fees and living cost support, with scholarships provided to one undergraduate and two postgraduates in 2020-21.
43. The Youth and Student Employment Strategy 2017-2021 aims to increase the number of employment opportunities for young people and students. In 2020, we supported 12 Career Ready Students complete a virtual work experience and mentoring programme and welcomed eight new Modern Apprentices. We continue to offer a range of Apprenticeships & Student Employment initiatives for the employment of students on campus and in the community. In 2019 the University was awarded Best Apprenticeship/ Graduate Programme at the S1jobs Recruitment Awards. In 2020, we received two further awards from PeoplePlus: Scotland Employer of the Year, and for the second year running one of our apprentices was awarded Modern Apprentice of the Year.

Supporting success

44. The University participates in the national AdvanceHE Athena Swan charter for the advancement of gender equality in Higher Education. We have held an Institutional Silver Award since 2015, and successfully renewed our Silver Award in 2018. We remain the only HEI in Scotland to hold this level of award recognising our significant commitment and progress in promoting gender equality in our institution. All of our Schools hold departmental Athena Swan Awards, including one at Gold level. Mainstreaming gender equality is embedded in both institutional and departmental Athena Swan action plans.
45. The University is a member of the AdvanceHE Race Equality Charter, signatory to the Advance HE Declaration Against Racism, and several of our staff and students are represented on the Steering Group of the SFC-funded Tackling Racism on Campus project and its workstreams. The Race Equality and Anti-Racist subcommittee of EDIC has developed an ambitious action plan to take forward actions including: improving confidence to report, and provision of support for those subjected to racial harassment; taking steps to improve the diversity of our staff and students; reducing the student attainment gap where observed; and developing an inclusive, decolonised curriculum.
46. We have a number of active EDI-related Staff Networks and Student Societies which provide valuable fora for peer support, grass-roots initiatives, and engagement with senior management on the development of policy and practice. Our Staff Pride Network was awarded 'Stonewall Scotland Network of the Year 2018' and was a finalist in the Proud Scotland Awards 2020.
47. In 2020, the University's ranking in the Stonewall Workplace Equality Index moved up 80 places from our 2019 ranking, and >300 places since 2017. That we now rank 121st in the UK is testament to the hard work of individuals, departments, and our Staff Pride Network to improve our policies, practice and culture.

48. Within the University's Mentoring Connections programme, mentors and mentees are able to 'flag' their protected characteristics and areas of interest to support matching of experience, knowledge and skills. This enables connecting staff with senior colleagues who have followed diverse career paths or have faced similar challenges in their work life. We also support leadership development for underrepresented groups, providing funded-places on the AdvanceHE Aurora programme for women, and the Diversifying Leadership programme for Black and Minority Ethnic staff. We also have in-house Leadership & Management programmes, with >160 delegates in 2020/21.
49. We recognise a sense of belonging as a significant factor in student success and retention. In June 2020, a dedicated Task Group published the 'Fostering a Sense of Belonging at our University' guide for Schools. This provided analysis and practical suggestions across four domains: the University; the Classroom; in Social Networks and in Places.
50. In 2020/21, the University invested over £1 million of funding to mitigate the effects of the COVID-19 pandemic on researchers and their research, and to support the response to the pandemic. Funding has been used to nurture research talent through the creation of further Chancellor's Fellowships; to pump prime and support existing and planned research projects; to ensure research spaces are COVID-safe, so that vital research can continue throughout the pandemic; and to support our PhD students. The Chancellor's Fellowship Scheme in 2020 offered 30 tenure-track posts to internal candidates with fixed-term contracts, to support job security for our talented researchers. Recognising the unequal impacts of COVID, the University set ambitious gender and ethnicity targets for recruitment (50 per cent women and 20 per cent Black and Minority Ethnic fellows). Recruitment panels were supported by comprehensive equality guidance, and our targets were met. Unsuccessful candidates are being supported by our Institute for Academic Development through a newly developed programme tailored to support research staff on fixed-term contracts.
51. Reflecting our open and honest culture, in 2018 we shared our experiences, challenges and progress towards gender equality through the publication of a book 'EqualBITE: Gender equality in higher education'. The book collates academic research alongside gender equality 'recipes' gathered from our staff and students, and has been very well received by the academic sector in the UK and beyond.

Celebrating diversity

52. Events to celebrate the diversity of our community are an integral part of the University calendar, and processes and communications are in place to raise awareness of EDI events via Staff and Students News, and social media channels. For example, each year the University celebrates LGBT+ and Black History months, International Women's Day, cultural festivals such as Chinese New Year, hosts student-led celebrations, and raises celebratory flags to mark awareness days/events. The Principal's Office approves the raising of the relevant celebratory flags at Old College and Senior Leaders participate in major events to raise awareness and make clear the University's commitment to EDI.
53. To mark the 10th Anniversary of Black History Month, the University raised, for the first time, the Pan African or Black Liberation flag, to represent Black pride around the world. Throughout 2018/19 the University funded the collaborative, decolonial UncoverED project to diversify the University's 'Notable Alumni' biographies and celebrate alumni of colour. This work was showcased in a physical exhibition in 2019 and in a permanent online exhibition. In 2020 the project was expanded to uncover the global history of the University over the past 200 years, with an exhibition planned in 2021.

54. In January 2021, the University announced an programme of research and engagement, including an historical review, to inform how it addresses its historical links with race, including reparatory recommendations.

55. The University has a partnership with Wikimedia UK which aims to increase open knowledge of underrepresented cultural heritage and tackle the gender gap on Wikipedia. This initiative has been successful in diversifying content and recruiting new editors from underrepresented communities. 1,400 University of Edinburgh students and 550 staff have been trained to gain the digital literacy skills needed to tackle structural knowledge bias in this way. This work won a Herald Higher Education Award for Innovative use of Technology in 2019.

Section 2: Report on The Gender Representation on Public Boards (Scotland) Act 2018

Introduction

56. This section of the report is for the purposes of compliance with the reporting requirements of The Gender Representation on Public Boards (Scotland) Act 2018, as set out in The Gender Representation on Public Boards (Scotland) Act 2018 (Commencement No. 2) Regulations 2020. It covers the period since the Act commenced on 1 December 2018 to 30 April 2021.

57. The Act applies to those non-executive members of the University Court, who are appointed by the University Court itself but who have not been ‘appointed only by virtue of being the winning candidate in an election for membership or by virtue of being nominated for membership by another person’.¹

The following categories of University Court members are therefore in scope:

- Co-opted Members;
- Senior Lay Member (as the appointment involved a two-stage process of interview followed by election for those who passed the interview stage rather than a single stage process of an election only); and,
- General Council Assessors appointed under the new model where appointments are made following nomination by a joint Court-General Council Selection Panel.

Gender Representation Objective

58. The Act sets a ‘gender representation objective’ that 50 per cent of the membership of Scottish higher education institutions governing bodies within certain membership categories (explained below) are women by 31 December 2022 and that an initial report on meeting this objective is published on or before 30 April 2021. At the present date and throughout the reporting period, the gender representation objective has been achieved for the relevant membership categories for the University Court, the governing body of the University of Edinburgh. This is shown in the table overleaf:

¹ The Gender Representation on Public Boards (Scotland) Act 2018, Schedule 1, www.legislation.gov.uk/asp/2018/4/schedule/1

University Court Membership

Year	1 December 2018		30 April 2021	
Category:	No.	%	No.	%
Female categories in scope	4	50	5	50
Male categories in scope	4	50	5	50
Sub-total	8	100	10	100
Female other categories	7	50	10	77
Male other categories	6	43	3	23
Non-binary	1	7		
Sub-total	14	100	13	100
All Female	11	50	15	65
All Male	10	45	8	35
All Non-binary	1	5		
Total	22	100	23	100

Information from Recruitment Competitions

59. Six vacancies for University Court positions within the scope of the Act arose during the period covered by this report. Three recruitment competitions were held to fill the vacancies:

1. Two Co-opted Member and two General Council Assessor vacancies filled from 1 August 2019.
2. One Senior Lay Member vacancy filled from 1 August 2020.
3. One Co-opted Member vacancy filled from 1 August 2020.

As required by the Act, the following information is provided for each recruitment competition:

Recruitment competition	Applications received	% Applications from women*	Appointments made	Female appointments
1	16	47	4	2
2	23	22	1	1
3	13	38	1	0
Total	52	38	6	3

* Calculated from those who opted to declare their gender when applying, which was: 15 of 16 applicants for competition 1, 9 of 23 applicants for competition 2, and 8 of 13 applicants for competition 3.

Encouragement of applications from women

60. Action was being taken to encourage applications from women prior to the Act, as shown by the agreement by the Committee of Scottish Chairs in 2015 of the '40:40:20' policy statement and the gender balance of members appointed by the University Court reached a 50:50 female:male ratio for the first time in 2017. Action has continued since the implementation of the Act, with advertisements posted on board recruitment platforms such as Changing the Chemistry and Women on Boards with

membership from women and other under-represented groups at board level and a statement within the text of all advertisements of the University's commitment to equality and diversity and the encouragement of applicants from diverse backgrounds.

Section 3: Monitoring and Data Reports

This section provides links to employee and student equality data.

61. The **Equality and Diversity Equality and Diversity Monitoring and Research Committee (EDMARC)** Reports provide analyses of student and staff on available equality protected characteristics data. The report supports the monitoring of equality and diversity within the University of Edinburgh.

www.ed.ac.uk/equality-diversity/about/reports/edmarc

The annual EDMARC report is supplemented by in-depth analysis of key concerns. In 2019/20 this focussed on undergraduate ethnicity.

www.ed.ac.uk/files/atoms/files/edmarc_ethnicity_spotlight_report.pdf

62. **Equal Pay Audit 2019:** The Equal Pay Audits for Grades UE01 to UE09 and details of the Grade UE10 and equivalent staff, salary review.

www.ed.ac.uk/equality-diversity/about/reports/equal-pay

www.ed.ac.uk

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