



# Mainstreaming Report 2021

## Introduction

SRUC is a unique organisation founded on world class and sector-leading research, education and consultancy.

Today, SRUC is on a journey to become Scotland's enterprise university at the heart of our sustainable natural economy. Our mission is to create and mobilise kn TmrA44(l)5(e)4(dg)-4(e)4( )



Respect everyone's contribution – by ensuring that they have the opportunity to



Further information regarding pay is available in the following :





A culture which is underpinned by dignity and respect, values all employees, learners and stakeholders resulting in parity of experience in an inclusive learning and working environment:

Progress towards this outcome is heavily influenced by the actions taken and success of the first outcome ie the leadership demonstrated in the organisation. The visible commitment to not only equality but also our Values demonstrated by our leadership provides essential role modelling for students and staff. The increased focus on EDI related communication described above has contributed to raised awareness of expectations and support available in this regard.

Actions to develop the desired outcome have been taken not only by management but also by students – standing for appointment as Liberation Officers through the Student Association – and by employees who have established the Rainbow Staff Network which supports LGBTQI+ employees and a related Ally programme which in itself sets expectations about behaviours and further develops the culture of dignity and respect.

Through the requirements of initiatives such as the Athena Swan Charter, British Sign Language and Corporate Parenting plans we have developed further actions



representation among the student body – largely due to the short period of time covered. Activities to increase the diversity of our students will take a longer period to show impact. Headlines in each area are noted below :

Gender – the gender gap among full time students has widened slightly but has closed for part time students. Overall the gender balance has remained static within the FE population however in all years the HE population comprised of mostly males this difference has increased from 31%F to 44%F bringing it closer to a gender balance. With regard to retention the number of students who withdrew each year was relatively evenly split between males and females in terms of percentages with more females than males withdrawing in most years.

Gender Identity - 85% of students stated that their gender identity was the same as that which they were assigned at birth, 6% said to the contrary and the remaining 9% did not wish to answer the question. As a large majority stated their gender identity was the same it was not deemed necessary to do further in-depth analysis of this characteristic as the results would largely mirror the gender analysis already reported.

Age - age distribution is, as to be expected, largely determined by level of study and influenced by the number of places available at these levels. As a result in all years the age group with the highest number of students was 21 and under, making up over 50% of the entire student population each year. All age groups represented similar rates of withdraw ranging between 9% and 16% and there are no significant peaks or troughs in any given year or group

Religion - in the years 2016 to 2020 the majority of SRUC students identified as having No Religion (70%) followed by Christian – all denominations (19%), with all remaining religious categories making up 3%. The remaining 9% did not answer.

Race - the population for years 2016-20 mostly comprised of students identifying as White (at least 97%). The other ethnic groups made up 2% to 3% of the remaining population





We are confident that, once studying or employed with SRUC we provide support and employment policies that are considerate of all; individual student support plans are established and various support mechanisms are in place for employees including occupational health, confidential counselling and advice, personal development opportunities.

The challenge, which we are keen to embrace, going forward is to take policies and practices which are designed for the entire student and/or employee body and to adapt these to complex individual circumstances to ensure equality of opportunity. We have some experience of this already e.g. students undergoing a gender transition, and will use our learning from situations such as these to ensure that our policies, procedures and practices are flexible enough to provide the required level of support to everyone.

## Section 2 – Plans for the next 4 years





The organisation will, in a specified period of time, have progressed in terms of the policies, processes and practice relating to all protected characteristics and wider considerations to deliver an organisation where everyone, whether employee, student or visitor, will feel valued, listened to and free to be themselves.

The EDIC will be responsible for the assessment of progress and success; this will be done using regular reporting on plans of action, the provision of data to demonstrate change and the feedback gathered through surveys.

Data and action completion will provide a measure of progress; creating and implementing policies will support equality and a change in numbers e.g. an increase in students from minority ethnic backgrounds, a gender balance in currently gender disparate subject areas show that we have achieved a diversity targets however in relation to inclusion the key indicator of impact will be the opinions expressed by staff and students in survey responses and subject specific focus groups.

### Section 3 – Board Gender Representation





Copies in alternative formats and community languages will be made available on request.

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