

Public Sector Equality Duty - Equality Outcomes 2021-2025

Equality and Diversity Unit – April 2021

Introduction

The Equality Outcomes report analyses the University's progress on the Outcomes set in 2017, assessing the impact and outlines the consultation process conducted to involve and engage staff and students in setting our new Equality Outcomes for 2021-2025.

The report is structured under the following headings:

1. Equality Outcomes 2017-2021
 2. Internal and External influences
 3. Equality Outcomes Consultation
 4. Equality Outcomes 2021-2025
- Appendix A: Equality Outcomes 2017-21 Updated Progress Report
Appendix B: Glossary of Terms

1. Equality Outcomes 2017-2021

1.1 Progress and key successes

The University has made significant progress with the Equality Outcomes 2017-2021. Notable is the achievement of the highly ambitious strategic target set in our last strategic cycle:

We will continue to grow the proportion of women in senior management, professional and professorial roles and aim for at least 33%.

In 2017, when setting our Outcomes this was 27.1%. In 2020 the University achieved the 33% - as shown in the following table.

% Female	2013	2014	2015	2016	2017	2018	2019	2020
Grade 10 (Senior managerial, professional and Professors)	24.6	25.7	26.3	26.9	27.1	28.2	32	33
Professors Only	20.5	23	24	24	25	27	30	31

A range of factors have contributed to this achievement including:

- The embracing and implementation of the Athena Swan Charter across Schools and Research Institutes (RI).
- Implementation and fruition of the Early Career Development Programme.
- Strategic recruitment – including at senior leadership level.
- Detailed review of the policy position across the University.

Other highlighted progress includes:

- The development and implementation of online reporting systems for harassment and bullying for both students and staff. This also allows the reporting party to request support, but also to report anonymously if they wish.
- The recruitment and training of First Responders to support survivors of Gender Based Violence (GBV).
- A [Review of Provision for Students with a Disabilities](#) – this has only concluded recently, and therefore implementation is in planning.
- An investigation of student and staff experiences of racial harassment on campus, and a ground-breaking report and action plan.
- Completion of the ‘LGBT Equality in the curriculum and classroom’ project and the subsequent rollout of training.

The detailed progress in relation to all the Equality Outcomes 2017-21 is outlined in Appendix A.

1.2 Challenges

There have been a range of challenges relating to implementing some of the Equality Outcomes, which are outlined below.

A review of the University Services (US) was conducted in 2017 resulted in a reduction in the number of service functions across the University. Most notably, Student and Academic Services (S&AS) have been through a process of organisational change. This has involved significant management change, restructuring, and process reviews. These necessary organisational changes will ensure the focus is on the appropriate student delivery and to identify where there are service gaps, and provides the opportunity to address these. The impact of all these changes has meant that some of the Equality Outcomes have not progressed at the pace originally anticipated.

A review of the Health, Safety and Wellbeing function resulted in a splitting of the responsibilities; with Health and Safety moving into Estates Directorate and Wellbeing and Occupational Health moving to People and Organisational Development (POD). These moves now allow for further development of services and implementation of Equality Outcomes.

The global pandemic, and subsequent lockdowns, has had a significant impact on our whole community. A wholesale change of delivery methods for all, and most notably the subsequent impact on the pedagogy, with students learning remotely. The majority of our staff having to work from home, often with family commitments, has impacted on their ability to deliver usual workloads and patterns. The resulting impact on staff and student’s wellbeing, feelings of isolation, and the wider impacts for society has been a challenge

unknown within this generation. This impact has shaped our ability to deliver all aspects of our work, including progress of the Equality Outcomes.

The University has mitigated for this impact in a range of ways. For students, the move to online teaching and assessment and the use of a 'No Detriment' policy for exams in May 2020, as an example. For staff, the University instigated the People First project – which considered a wide range of potential impact including equality and reducing differential impacts, balancing workloads and productivity, supporting mental health and wellbeing, and continuing to enable development and career progression as examples. Subsequent decisions and policy position have been influenced by this project, and as we continue in these circumstances, this will be at the fore of decision making.

2. Internal and External influences

2.1 Internal influences

This review of the Equality Outcomes has aligned with the review of the University's strategic cycle – this includes the overall University Strategy, the People and Organisational Development (POD) Strategy, Learning and Teaching Strategy and Research Strategy.

At the heart of the new overall strategy [World Changers Together, World Changing Glasgow 2025¹](#) are the University's new values. These are:

*Ambition and Excellence, Curiosity and Discovery,
Integrity and Truth, An Inclusive Community*

The value of **inclusive community** is defined as:

- We are one Glasgow team, and we care for and respect one another
- We advocate for diversity and believe in variety as a vital part of a healthy university
- We champion education as an engine for social progress
- We practise and advance sustainability

The articulation of inclusive community is echoed throughout the themed university strategies – with POD strategic themes of living our values, maximising organisational capacity and employee experience; the Learning and Teaching Strategy focusing on accessibility (in the widest sense), widening participation and decolonising the curriculum; and the Research Strategy supporting three priorities of collaboration, creativity and careers.

¹ www.gla.ac.uk/about/strategy/

This serendipitous timing has ensured we have aligned our PSED requirements with the relevant strategic round and in turn, embed the Equality Outcomes within our strategies. The consultations for all of these strategies have helped shape the proposed Outcomes. In our new University strategy 'World Changers Together' we continue to have a significant focus on people, and a refocus on our civic engagement in Glasgow, Scotland and wider. In addition, we have a set of inclusion KPI's, which are wider than the single focus on senior women, as we recognised the ambitious target set last time galvanised action and focused outcomes. These relate to increasing the following:

- Disability declarations rates for staff;
- the percentage of UK Black, Asian and Minority Ethnic staff;
- and the percentage of senior women in professional service and the professoriate.

2.2 External influences

There are a range of external influences, which shaped all our strategic approaches and our Equality Outcomes. To outline some of these:

- In 2020, the [Scottish Funding Council signed a memorandum of understanding](#) with the Equality and Human Rights Commission (EHRC), with the aim of identifying sector wide persistent inequalities, and set measurements to address these. However due to COVID-19, their work on this has not progressed as anticipated, therefore the sector has been requested to progress Public Sector Equality Duty (PSED) requirements as usual. Advance HE produced a Rapid Review of Persistent, Significant Inequalities in UK higher and further education which has assisted with shaping the requirements.
- The University's research is funded through a range of external funders, including UK Research and Innovation (UKRI), Wellcome Trust and Cancer Research UK (CRUK). All these funders are now looking at how they can support positive research culture, which nurtures talent and respect. Through a range of developing provisions, they are identifying and implementing processes to support this, which impact their funding streams.
- The [EHRC Inquiry into racial harassment in higher education](#) and the subsequent report [Tackling Racial Harassment: Universities Challenged](#). This report instigated our own internal investigation, and significantly influenced the University's work on race equality in 2019-20, and into the future.
- The 2016 [UUK Changing the Culture Report](#) and [follow up reports](#), the [Scottish Government's Equally Safe](#) work, including the [Equally Safe in HE Toolkit](#) have shaped our response to gender-based violence.

3. Equality Outcomes Consultation

The University's usual method of consultation have been heavily curtailed due to COVID-19. However, we have conducted consultation through structured fora, and have also worked on

large scale projects which have gathered significant quantitative and qualitative data from students and staff, these are detailed below.

3.1 Equality Groups and community consultation

The Equality Groups are attended by a range of self-identifying students and staff, staff in relevant roles and functions related to service delivery and are chaired by the relevant Equality Champion. All the Equality Groups (Disability, Gender, Race and LGBT+) held a consultation event as part of the usual meeting cycle to garner an understanding of key priorities for the Equality Outcomes, and any specific issues they wanted to raise. In addition, we conducted a specific consultation event with the Students' Representative Council (SRC) – this was with all the elected student representatives for all area – sabbaticals, welfare and class representatives. In addition, the Equality Outcomes were discussed at the Trades Union Policy Review Group.

The proposed Equality Outcomes have since been through all the usual University committees for approval.

3.2 Survey and focus group information

Two significant projects have been conducted in 2020-21; investigating the University community experience of racial harassment and conducting a review of the Disability Service for students. Part of these two processes were extensive surveys, focus groups and interviews with students and staff. Full details of the analysis of this information is available in the published reports – [Understanding Racism Transforming University Culture](#) and [Review of Provision for Students with a Disabilities](#).

In addition to this, the University, Schools and Research Institutes have conducted a range of surveys relating to the impact of COVID-19, support mechanisms required and provided. This is essential information as the pandemic progresses and the University understands the future of work, in terms of agility, flexibility, and homeworking.

3.3 Data analysis/Monitoring Reports

The University has produced the annual Staff Equality Monitoring Report, in line with PSED requirements. When considering patterns and trends across the staff population there are several themes identified which feature in the University Strategy and Equality Outcomes. For several years, POD have discussed how to encourage staff to declare information – this is particularly problematic with Disability and Ethnicity declarations. In the 2019-20 report we note ethnicity declarations have reduced. Therefore, as part of our Equality Outcomes we want to hold a sustained campaign to increase declaration rates. This requires the University to build trust in the systems by explaining what we do with staff personal data and how this benefits them through our strategic and policy commitments. In addition, as part of the

[Understanding Racism Transforming University Culture](#) report and action plan, we noted the low percentage of staff from an ethnic minority background who are from the UK; this will form part of the University strategic KPI's.

Over the last year the University has been developing a Student Equality Monitoring Tool which allows detailed data analysis of students by protected characteristics at key points on the student journey. This tool analyses the age, disability status (and impairment type), ethnicity, sex, and sexual orientation of students by College, School and Research Institute, and by programme of study. It maps the key points on the undergraduate student journey for continuation, award, and positive destination. We are currently working on a recruitment section which will consider application, offer and acceptance data. Once rolled out, this tool will assist with a detailed level of understanding of our students and their progress, dependent on protected characteristic. This information will significantly assist with shaping our strategic approach to learning and teaching delivery and student support.

4. Equality Outcomes 2021-2025

The table below sets out the University's Equality Outcomes for 2021-2025. Many of these refer to further reports, as the detail of the action is within these more significant pieces of work.

Equality Outcomes 2021-2025

Equality Outcomes 2021-2025	Action	Resources/Timeframe	Success Measures/Intended Impact
<p>1. Improve our engaging and enabling culture for women through continued focus on increasing the percentage of senior women, growing the talent pipeline, and creating a positive campus culture.</p>	<ul style="list-style-type: none"> • Senior women – KPI 50% by 2030 • Continued support for School/RI Athena Swan applications and success. • Review the policy framework and address identified policy gaps. • Implementation of the GBV framework and associated action plan. 	<p>SMG; Gender Champion; EDU; POD; HoS/DRI; S&AS</p> <p>From 2021</p>	<ul style="list-style-type: none"> • Senior women KPI – 50% by 2030 • All Schools/RIs hold AS awards • Policy development/review – Menopause, Fertility, Student Maternity
<p>2. By embracing diversity and respecting difference we take an anti racist approach to race equality work and aim to address structural inequalities.</p>	<ul style="list-style-type: none"> • Implementation of the URTUC Action Plan. 	<p>SMG; Race Champion; EDU – further details in the action plan.</p> <p>From 2021</p>	<ul style="list-style-type: none"> • Increased UK BAME recruitment - aiming for 'travel to work area' benchmark. • Success measures detailed in the URTUC action plan.
<p>3. Implement a whole university approach to ensure disabled people can engage and thrive in campus opportunities.</p>	<ul style="list-style-type: none"> • Implementation of the Review of Provision for Students with Disabilities • Improve declarations rates for Disabled staff. • Revision of the support mechanisms for Disabled staff to ensure a seamless service. • Use internal communications to devise and create positive narratives relating to disability. 	<p>Disability Champion; EDU; POD; S&AS</p> <p>From 2021</p>	<ul style="list-style-type: none"> • Staff Disability declaration rates – increase year on year from 2021. • Student satisfaction for the Disability process – see details in report. • Staff evaluation and feedback.

Equality Outcomes 2021-2025	Action	Resources/Timeframe	Success Measures/Intended Impact
<p>4. Articulate and embed a values led culture which establishes the expected behaviours of students and staff. Work towards an inclusive and respectful culture, which is free from violence, harassment, and bullying.</p>	<ul style="list-style-type: none"> • Mainstream the Glasgow Professional Behavioural Framework, and rollout and embed the University values. • Devise a pre-enrolment material for students which outlines expected behaviours. • Review and promote harassment reporting systems for students and staff; devise a case management system to support swift addressing of issues. • Engender an inclusive culture where all types of harassment are unacceptable. 	<p>POD; VP L&T; S&AS; EDU; ER</p> <p>From 2021</p>	<ul style="list-style-type: none"> • Rollout of pre-enrolment material for students. • Revised harassment reporting systems are promoted and known. • Behaviours and values are embedded. • Revise D@W&S Policy, to support an inclusive culture.
<p>5. Learning and teaching is fully inclusive, accessible and promotes a global curriculum which is reflective of our community.</p>	<ul style="list-style-type: none"> • Support inclusion, through co-creation with our student community. • Maximise the data analytics from QlikSense Student Equality Monitoring Tool – use this to influence future decision making. • Develop staff to fully recognise the decolonising the curriculum ambitions in URTUC action plan. • Mainstream accessibility through continuous review and expansion of the Accessible and Inclusive Learning Policy (ALIP). • Maximise the opportunity for inclusive assessment. 	<p>VP L&T; S&AS; Deans L&T</p> <p>From 2021</p>	<ul style="list-style-type: none"> • QlikSense tool is used to support strategic decision making. • Implementation of URTUC action plan in relation to L&T. • Implementation of the L&T strategy • Continuous review of the AILP.

Equality Outcomes 2021-2025	Action	Resources/Timeframe	Success Measures/Intended Impact
6. To engender a campus environment where wellbeing is integral, valued and strategically significant.	<ul style="list-style-type: none"> • Develop and promote holistic student and staff wellbeing strategies. • Ensure reactive mental health services are adequately available to the campus community. • Revise and update the policy framework for students and staff. • Devise a wellbeing campaign linked to the strategies. 	<p>Mental Health Champion; POD; S&AS; H&S; ER</p> <p>From 2021</p>	<ul style="list-style-type: none"> • Wellbeing strategies devised and implemented. • Mental health support is available at point of need or within agreed timeframe. • Policy position is current and relevant. • Wellbeing campaign launched.

Appendix A – Equality Outcomes 2017-2021 – Updated Progress Report

Equality Outcomes 2017-2021	Action	Resources/ Timeframe	Success Measures/Intended Impact March 2021 Progress
<p>1. Gender equality grow the percentage of senior women, with overt consideration on addressing occupational segregation.</p>	<ul style="list-style-type: none"> Athena SWAN – continue to support the extended Charter and School/RI applications. Work towards an Institutional (University) Silver application. Support implementation of the Gender Pay Strategy and Action Plan (GPSAP). Use campus redevelopment to address horizontal segregation through job design. 	<p>SMG/ Gender Champion EDU/ HR AS SATs CMGs</p> <p>From 2017 - ongoing</p>	<ul style="list-style-type: none"> School/RIs hold 12 Bronze, 10 Silver and 1 Gold award. University AS Silver. Submission made in April 2020 – awaiting outcome. Over 120 staff participated in Aurora programme. Implementation of GPSAP continues. Job role review is happening as part of the JMSLH. UofG strategic KPI met 33% of Grade 10 staff are women.
<p>2. To support progress to embed equality throughout the curriculum.</p>	<ul style="list-style-type: none"> Ensure equality is a strand of the Curriculum Conversation project on curriculum development. Amend Learning and Teaching Development Fund (LTDF) guidance to indicate projects should demonstrate equality considerations. Embed EIA process within academic programme approvals and review guidance for academics. Ensure the equality implications are fully considered in the design of new teaching models and methodologies. 	<p>VP A&EI/ AsVP L&T Senate Office LEADS</p> <p>From L&T conference 2017</p>	<ul style="list-style-type: none"> Revised LTDF guidelines. Equality Impact Assessment embedded in programme approval process. Equality issues embedded in the development of new teaching models. Completed LTDF bids – Embedding LGBT equality in the curriculum and Implementing Inclusive Active Learning Spaces. Review and update to the AILP A range of equality related CPD sessions delivered through LEADS. Decolonising the Anatomy course launched in SoL

Equality Outcomes 2017-2021	Action	Resources/ Timeframe	Success Measures/Intended Impact March 2021 Progress
<p>3. Foster a supportive culture, which promotes dignity and respect and where all staff feel valued and inappropriate behaviours are challenged.</p>	<ul style="list-style-type: none"> • Address bullying and harassment as raised in the staff survey. • Develop line managers' skills to adequately address issues. • Develop a behavioural code for the classroom setting. • Develop an unacceptable behaviours code for a workplace setting. • Embed within all staff training/induction (specifically GTA). • Review of Dignity at Work and Study Policy. • Ongoing support for the prevention of sexual violence work streams. 	<p>HR/EOD/EDU Senate Office/SRC Gender Champion Student Services</p> <p>From October 2017</p>	<ul style="list-style-type: none"> • GBV tiered training – specialist training for sexual harassment investigators. • Online reporting system for students and staff, including anonymous reporting. • In depth investigation of the experience of BAME staff and student experience of racial harassment. • Review of the Student Conduct process. • 88% completion rate of online E&D training. • UofG strategy consultation – inclusion and respect a significant factor.
<p>4. To provide seamless service provision to disabled staff and students</p>	<ul style="list-style-type: none"> • Review current disabled staff support process and implement improvements. • Source suitable Disability Awareness Training for general staff and managers. • Raise the profile of support provisions for Disabled staff across the campus. • Review and mainstream disabled student provision wherever possible. • Review Disability Co-ordinator role and function. 	<p>HR/EDU Disability Service OH Disability Champion Disability Co-ordinators</p> <p>From 2017</p>	<ul style="list-style-type: none"> • Disability service for staff under review. • Implemented notifications for POD teams when declarations are made. • Recommendations made to increase declarations. • Training for line managers and staff supporting students rolled out. • Disability Confident Level 2 achieved. • Review and update to Accessible and Inclusive Learning Policy. • Disability Service review conducted, and recommendations made.

Equality Outcomes 2017-2021	Action	Resources/ Timeframe	Success Measures/Intended Impact March 2021 Progress
<p>5. Investigate the experience of BME staff and students with a view to benchmark the University using the Race Equality Charter as a guide</p>	<ul style="list-style-type: none"> Investigate the experience of BME students and staff, based on survey and focus group results. Review BME staff recruitment. Support BME leaders within the organisation, ensuring procedures are fair. Race Equality Charter - consider an application in due course. 	<p>Race Champion EDU/HR PBI EOD</p> <p>From 2017</p>	<ul style="list-style-type: none"> Co-Chair system for REG and revised membership. Launched investigation into student and staff experience of racial harassment at UofG. Detailed analysis of racial harassment reporting; student survey; staff interviews; employment analysis; degree awarding gap and culture. Direct action plan to address this is the outcome. Symposium on <i>Decolonising the curriculum</i> planned in March 2020 (postponed due to C19).
<p>6. Develop a campus wide framework on mental health and wellbeing.</p>	<ul style="list-style-type: none"> Use Healthy Working Lives accreditation framework as a benchmark for progress. Create an anti-stigma campaign for staff and students. Review relevant staff and student policies and support mechanisms. Educated and train managers to assist them to identify mental wellbeing concerns and appropriately support/signpost employees. Develop a campus-wide Mental Health Strategic Framework. 	<p>HSW/HR/EDU CaPS/Disability Services</p> <p>From 2018</p>	<ul style="list-style-type: none"> Development of a Wellbeing strategy for students. Increased resources for CaPS and procured online 24/7 service through TogetherAll. TogetherAll extended to staff. Trained 400+ Mental Health First Aiders. Completed an analysis of student and staff provision. Direct resources related to wellbeing online due to C19. Increased focus on Wellbeing in POD strategy and UofG strategy.

Appendix B – Glossary of Terms

AILP	Accessible and Inclusive Learning Policy
Athena Swan Charter	A charter established and managed by the Advance HE that recognises and celebrates good practices in higher education and research institutions towards the advancement of gender equality: representation, progression and success for all.
AS SAT	Athena Swan Self-Assessment Teams
BAME	Black, Asian, and Minority Ethnic – collective term used for statistical purposes only. The University understands this collective term does infer or reflect any collective experience.
CaPS	Counselling & Psychological Services
CMG	College Management Groups
COVID-19	Infectious respiratory disease caused by a new strain of coronavirus. The World Health Organization declared a pandemic on 11 March 2020.
CPD	Continuous Professional Development
CRUK	Cancer Research UK
D@W&S	Dignity at Work and Study
DRI	Director of Research Institute
ECDP	Early Career Development Programme - provides the mechanism by which newly appointed early career academic staff at Grade 7 and 8 are supported in developing their academic skills and in progressing their career.
EDI	Equality, Diversity and Inclusion
EDU	Equality and Diversity Unit - part of People and Organisational Development (previously known as Human Resources)
EHRC	Equality and Human Rights Commission
EOD	Employee and Organisational Development – part of People and Organisational Development (previously known as Human Resources)
EPRSC	Engineering and Physical Sciences Research Council
Equality Champions	Members of the SMG who have taken responsibility for one or more protected characteristic.
ER	External Relations
GBV	Gender Based Violence
GKE	Glasgow Knowledge Exchange Fund
GPSAP	Gender Pay Strategy and Action Plan
H&S	Health & Safety
HoS	Head of Schools
HR	Human Resources – now known as People and Organisational Development (POD)
HSW	Health Safety and Wellbeing (previous service name)
JMSLH	James McCune Smith Learning Hub
KPI	Key Performance Indicator
Grade 10 staff	Professors, Senior Administrative Group, and Senior Management Group (SMG) staff
LEADS	Learning Enhancement & Academic Development Service

LGBT and LGBT+	Lesbian, Gay, Bisexual and Transgender. The '+' represents people who identify as non-binary, questioning, queer, intersex, asexual, and other identities.
L&T	Learning and Teaching
LTDF	Learning and Teaching Development Fund
OH	Occupational Health – part of People and Organisational Development (previously known as Human Resources)
POD	People and Organisational Development (previously known as Human Resources)
Protected Characteristic	Nine characteristics that are protected under the Equality Act 2010, namely; age, disability, gender reassignment, marriage/ civil partnership, pregnancy and maternity, race, religion/ belief, sex and sexual orientation.
PSED	Public Sector Equality Duty
RI	Research Institute
S&AS	Student and Academic Services
Senate	Senior academic body of the University
SFC	Scottish Funding Council
SMG	Senior Management Group
SoL	School of Life Sciences
SRC	Students' Representative Council
Staff Equality Monitoring Report	Reflects on the previous academic cycle, outlining the overall diversity data for the University, including all protected characteristic data (where collected) for staff.
URTUC	Understanding Racism Transforming University Culture
US	University Services Division within the University of Glasgow
UKRI	UK Research and Innovation
UUK	Universities UK
VP	Vice Principa