Introduction

The University of Glasgow has equality embedded within its core values. This report is an opportunity for the University to showcase some of our examples of exemplar practice in relation to mainstreaming equality throughout our functions. The report is structured under the following headings:

1. Strategic impact of equality
2. Equality architecture
3. External influencers
4. Challenges and Opportunities
5. Mainstreaming examples
6. Gender Pay and Equal Pay
7. Procurement

1. Strategic impact of equality

The University of Glasgow’s Inspiring People: Changing the World 2015-20201 strategy sets out our vision To be a world-class, world-changing university. The foundations for the strategy are three core values, which bring our community together; these are Passionate, Professional and Progressive. Equality is at the root of the latter two values, which are defined as:

**Professional** – Embracing diversity and difference and treating colleagues, students, visitors and others with respect.

**Progressive** – Studying at our University should be possible for anyone with the necessary talent, commitment and potential, regardless of background or belief.

The University strategy is set around three strands focusing on People, Place and Purpose. The strategy has people at its heart; reflecting our ambition to support our inspiring staff and to develop inspiring students. Supporting this strategy is our People Plan, which has three themes – attracting talent, supporting development and leading transformation. These themes have underpinning objectives, including:

**Foster an inviting and inclusive diverse academic & professional services community for the benefit of all.**

**Articulate and embrace leadership and staff behaviours which support our values and promote a diverse, inclusive and enabling culture.**

The University has articulated our vision and values by setting a challenging equality target as a key performance indicator, relating specifically to gender, by 2020;

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1 [http://www.gla.ac.uk/about/strategy/](http://www.gla.ac.uk/about/strategy/)
2. Equality architecture

2.1 The equality structure at the University ensures the responsibility for equality matters lie with the Senior Management Group (SMG). Structured through Equality Champions, where members of the SMG take responsibility for one or more protected characteristic, with the University’s Principal acting as overall Equality Champion. The details of the Equality Champions are available at -
http://www.gla.ac.uk/services/humanresources/equalitydiversity/structure/champions/

The Equality and Diversity Strategy Committee (EDSC) manages all equality strategy and legal requirements for the University. The membership of EDSC includes all the Equality Champions, the Directors of HR, Student Services, and Marketing and Recruitment and International Office, the Students’ Representative Council (SRC), a Court member and Trade Union representation. The Chair is the Principal. EDSC reports to the University’s HR Committee for staffing matters and the Education Policy and Strategy Committee/Student Support and Development Committee for student matters. The Principal will take matters directly to SMG if required.

Each of the Equality Champions acts as a direct conduit for student and staff issues, and some host an equality group from that protected characteristic. These equality groups have representation from staff, students, and relevant University Services, Colleges, academic staff and those from appropriate job families. The Students’ Representative Council sit on all equality groups.

The diagram in Appendix A outlines the structure.

2.2 The University produces a Staff Equality Monitoring Report in December each year, which reflects on the previous academic cycle. This report outlines the overall diversity data for the University, including all protected characteristic data (where collected) for staff. The data is further broken down by age, disability, ethnicity, and sex by College, Level 10 staff, Job Family Profiles, Grade, Full/Part Time, Contract Type, Nationality and Recruitment – by all applications and successful applicants. The Staff Equality Monitoring Reports from 2011-2016 are available online.

2.3 The University strives to have a diverse representation on its governance body, Court, and is committed to a gender balance of 40:40:20. As of 2017 our Court gender balance is:

<table>
<thead>
<tr>
<th>Sex</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Vacancy</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
In support of the recruitment of University’s Court members, the following statement is included in all advertisement:

We are particularly keen to receive applications from women, who are currently under-represented within the University governance structure.

3. External influencers

3.1 The Scottish Funding Council (SFC) direct funding priorities on behalf of the Scottish Government to the Further and Higher Education sector in Scotland. The funding SFC provides impacts a variety of key University functions, including learning and teaching, research and knowledge exchange. The SFC has utilised a number of these funding streams to ensure the FE and HE sectors are mainstreaming equality and diversity principles through their functions and procedures. A few examples are outlined below.

3.1.1 The University’s Outcome Agreement with SFC sets out what the University intends to do in return for the general funding from SFC. This covers the teaching grant, funded places, Research Excellence Grant, research and innovation and capital investment. In the current iteration of this funding round (covering 2017-2020) the SFC has been more prescriptive in their requirements regarding equality and diversity. This has included a target in relation to the gender balance across the student population and within subject disciplines; specific information on student Carers, Care Leavers and staff support in relation to caring; and information on our approach to gender balance on our governing body, Court. The Outcome Agreement process allows the University to demonstrate our strategic commitment to equality, and how this is recognised through our functions and processes.

3.1.2 The Gender Action Plan (GAP) is a new requirement of the SFC, and University will produce a report and action plan for July 2017. The GAP requires the University to try to support any subject discipline that has a greater than 75:25 differential in gender balance at student admission. The University is required to structure the action plan under five themes:

- Infrastructure
- Influencing the influencers
- Raising awareness and aspiration
- Encouraging applications
- Supporting success

The University views the GAP requirements as a further opportunity to mainstream our strategic commitment to gender equality and the Athena SWAN Charter (see 5.2.1).

3.1.3 The SFC’s University Innovation Fund (UIF) is an example of where the SFC is supporting the University to mainstream equality in knowledge exchange work. The University’s UIF plan is aligned with our Knowledge Exchange and Innovation Strategy (2017–2022) with its key theme of engagement. The strategy focuses upon building robust and fruitful relationships with external stakeholders – increasing our levels of influence in local, national and international arenas; as well as working with industry and business by growing student and staff commitment to entrepreneurship, innovation and public engagement. Through the application processes and the relevant Equality Impact

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Assessment, the University was able to identify and embed a number of equality initiatives through a number of ways including student entrepreneurship, promoting a diversity of speakers, bloggers and authors featured and by providing cultural sensitivity training to those embarking on international business on behalf of the University.

3.2 The Quality Assurance Agency for Higher Education (QAA) is the independent body entrusted with monitoring and advising on standards and quality in UK higher education.

The QAA ensure students working towards a UK qualification get the higher education experience they are entitled to expect. The QAA in Scotland do this through a process known as Enhancement-Led Institutional Review (ELIR). This happens on a cyclical basis, the most recent University review was in 2014. The outcome of this ELIR was:

The ELIR process has equality and diversity embedded within the review. The current ELIR handbook2 states:

ELIR will consider how effectively the institution manages the equality and diversity of its student population. This will include the arrangements for identifying and responding to student needs.

The 2014 ELIR University of Glasgow Technical Report3 stated:

The University has an effective approach to supporting equality and diversity. This is embodied in the Equality and Diversity Strategy and supported by the Equality and Diversity Unit which was established in 2007. There are also six equality champions, drawn from the University’s senior management group, who promote equality and diversity across the institution and report regularly to the Equality and Diversity Strategy Committee. The University was awarded an Athena SWAN Institutional Bronze award in April 2013.

The ELIR process ensures the University is mainstreaming equality and diversity through our quality procedures. ELIR allows external agencies to assess and review these and make recommendations. The embedding of equality within ELIR is beneficial to the University in enhancing our student learning journey and experience in this regard.

2 http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/enhancement-led-institutional-review
3 http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007794#.WKgog2SLTR2
3.3 The University receives a variety of research funding from a number of key sources including Government, European funding and charities. One of the main vehicles for Government funding is through one of the eight research councils, managed through Research Councils UK (RCUK). In 2013 RCUK developed a Statement of Expectations for Equality and Diversity, which was enhanced by an action plan launched in 2016. The action plan, in the main, is aimed at the awarding research councils, but a number of the actions relate to the University partners, including relating to fair and transparent recruitment of postdoctoral researchers and data monitoring. The University strives to support the RCUK Statement of Expectations on Equality and Diversity and the associated action plan and aims to achieve this through the HR Excellence in Research Award, and initiatives such as the Athena SWAN Charter (see 5.2.1).

4. Challenges and Opportunities

The Public Sector Equality Duty (PSED) provides challenges and opportunities for a large public sector organisation. Challenges have included:

- Setting ambitious targets through the Equality Outcome process (such as 90% completion rates for Equality and Diversity training);
- Setting tough KPIs within our current strategic plan, such as growth our Senior Professional and Professoriate female population to 33%. In the last four years we have seen a positive 2% growth, so to grow from 27% - 33% by 2020 is ambitious.
- Competing priorities on all aspects of University work, this emphasises the importance of mainstreaming equality, to ensure it is embedded throughout the organisation.
- Gender equality is a focus for the University, and indeed the HE sector, however the organisation needs to ensure this is not at the detriment of other protected characteristics.

The University has also identified a number of opportunities that support the PSED, these include:

- The campus re-development (details in section 5.2.2) will allow the University to re-evaluate and model new process and practices in relation to the University’s delivery of the student experience and our research environment.
- The University’s strategy, and the focus on people, ensures staff and student engagement are priority.
- The success of the FullStop campaign (see 5.1.1) outlines the University’s appetite, with full leadership support, for addressing and challenging difficult topics. This provides a launch pad for further opportunities to enhance this campaign in the future.
- The success of the gender equality initiatives provides a model for future engagement with the campus community in relation to other protected characteristics.

Full details on the challenges and successes of the Equality Outcomes are detailed in the Equality Outcomes Report.
5. Mainstreaming examples

This section highlights some specific examples, which evidence how the University is meeting our requirements under the general duties of the Equality Act 2010.

5.1 Elimination of discrimination, harassment, victimisation, and other conduct prohibited by the Act.

5.1.1 The 2014 University of Glasgow Staff Survey identified low levels of bullying and harassment (4% of respondents) but also highlighted widespread lack of awareness of the University’s Dignity at Work and Study policy (70% of staff unaware). There was only low-level awareness of the University’s Harassment Volunteers Network, which offers an anonymous advice service to staff and students.

The evidence showed that most forms of bullying and harassment in a university environment are low level, subtle but no less damaging and corrosive than more overt forms of negative behaviour. The Equality and Diversity Unit (EDU), SRC and Communication and Public Affairs wanted to find ways of illustrating and then challenging harassment.

The University of Glasgow’s FullStop campaign created twenty-six different FullStop microfictions covering a wide range of bullying and harassment scenarios including racism, sexism, homophobia, transphobia, stalking, exclusion, victimisation, sectarianism, ridicule and deliberate overloading with work. Campaign collateral included:

- conventional wall posters for library, cafes, offices and lecture rooms
- TV screen versions of the posters for use on our network of information screens
- a high-profile campaign in the weekly staff and student email newsletter Campus e-News
- deployment of the FullStop campaign materials on the staff and student intranets
- a parallel social media schedule using the hashtag #UofGFullStop
- a dedicated section of the Human Resources’ website pulling together all the FullStop campaign material and information on the Dignity at Work and Study Policy and the Harassment Volunteers Network.
- use of video content in staff and student communications with personal messages from the Principal, the executive officers of the Students’ Representative Council and also from members of the Harassment Volunteer Network offering encouragement and support
- simple campaign button-hole badges in campaign colours with the FullStop identifier.

The FullStop campaign resulted in an increase of awareness of the Dignity at Work and Study Policy by 27% in the 2016 Staff Survey, highly favourable social media response, positive local press coverage and highlighted as an example of a positive campaign by MSP’s in the Scottish Parliament.

The University is now planning FullStop2, considering the wider support provided to managers and providing a framework for acceptable behaviours. This is part of our Equality Outcomes.
5.1.2 The University identified a process issue for students, specifically for Transgender students, who required to change their name and gender on the University system. As degree certificates are legal documents, evidence is required. The Equality and Diversity Unit (EDU) worked with Registry and the Student Services Enquiry Team (SSET) to develop a process and form to support this. Though the new process covers all aspects of name changing (marriage/civil partnership, changing by deed poll) it was specially designed to support our Transgender students.

5.1.3 The University continues to deliver equality and diversity training to staff, and some students. This includes:

- Equality and Diversity Essentials – this is online, and mandatory for all staff
- Unconscious Bias training – mandatory for those on Promotion Panels, with the online version available to wider staff
- Equality training for Students’ Representative Council members, Freshers’ Helpers, Sports Association members.

The University continues to provide specific equality training to Schools/Research Institutes (RIs)/Services as requested. Since 2015 this has included Transgender Awareness training (for Sports, Student Learning Service and a wide range of Schools/RIs), general equality training (Residential Services, Invigilators) and bullying and harassment sessions (for various Schools/RIs/Services).

5.2 Advance equality of opportunity between people who share a protected characteristic and those who do not.

5.2.1 Gender equality and the Athena SWAN Charter has expanded and progressed across the University in the last two years. The Charter now covers all academic areas, addresses gender equality broadly (rather than solely focussing on women into STEMM4), considers intersectionality and at the higher award levels considers the professional and support services, rather than just academic roles. In 2016, the University was the first Scottish institution to renew its Bronze award on the new expanded Charter. Implementing the Athena SWAN action plan has led to many mainstreamed activities, including:

- Academic Returners Research Support Fund – this is a fund for academic staff to request to get up to £10K to support their research when they return from Maternity Leave, or 4 months or more of Shared Parental Leave. The aim is to ensure returning academic staff can focus on regaining traction in their research careers.
- Parental Buddying Scheme – this is a voluntary buddy network to facilitate peer-support and advice around managing childcare issues and workloads.
- Carers Conference Fund - presenting research at and attending conferences plays a significant role in the formation of research collaborations and funding opportunities. The University recognises the additional challenges those with caring responsibilities face when trying to attend such events. The University has established a pilot Carers’ Conference Fund to make a direct contribution to the additional caring costs incurred by research and teaching staff when attending these events.

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4 STEMM is Science, Technology, Engineering, Maths and Medicine.
At School and Research Institute level, the University has made great strides in relation to Athena SWAN, and currently the University has 13 awards, 10 at Bronze and three at Silver. The achievement is outlined below:

<table>
<thead>
<tr>
<th>School/ Research Institute</th>
<th>Charter Mark Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Glasgow</td>
<td>AS Bronze Institutional Award</td>
</tr>
<tr>
<td>School of Physics &amp; Astronomy</td>
<td>AS Silver Departmental Award</td>
</tr>
<tr>
<td>Institute of Health and Wellbeing</td>
<td>AS Silver Departmental Award</td>
</tr>
<tr>
<td>Institute of Biodiversity, Animal Health and Comparative Medicine</td>
<td>AS Silver Departmental Award</td>
</tr>
<tr>
<td>School of Geographical and Earth Sciences</td>
<td>AS Bronze Departmental Award</td>
</tr>
<tr>
<td>School of Law</td>
<td>AS Bronze Departmental Award</td>
</tr>
<tr>
<td>School of Chemistry</td>
<td>AS Bronze Departmental Award</td>
</tr>
<tr>
<td>School of Veterinary Medicine</td>
<td>AS Bronze Departmental Award</td>
</tr>
<tr>
<td>School of Computing Science</td>
<td>AS Bronze Departmental Award</td>
</tr>
<tr>
<td>Institute of Cardiovascular and Medical Sciences</td>
<td>AS Bronze Departmental Award</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>AS Bronze Departmental Award</td>
</tr>
<tr>
<td>Institute of Infection, Immunity and Inflammation</td>
<td>AS Bronze Departmental Award</td>
</tr>
<tr>
<td>School of Medicine, Dentistry and Nursing</td>
<td>AS Bronze Departmental Award</td>
</tr>
<tr>
<td>Institute of Neuroscience and Psychology and School of Psychology</td>
<td>AS Bronze Departmental Award</td>
</tr>
</tbody>
</table>

The benefit of the Athena SWAN process at Schools/RI level is the ability to tailor activity to the specific area where there is a drop off in their gender diversity in either the student and/or staff population. There are many examples of activity that has been mainstreamed within the applications, examples include:

- Gender equality/Athena SWAN is standing item on the School/RI’s management meetings.
- The College of Medical, Veterinary and Life Sciences set up a Gender Equality Committee at College level to identify common themes between School/RI applications where a College wide solution would be suitable, to leverage support upwards for University wide issues and to act as a critical friend for submissions.
- Promotions application support provided at either a School/RI or College level.

5.2.2 The University is embarking on major campus redevelopment with the purchase of a new site, which will cost in excess of £800m to develop. Included within this a plan for new facilities for a Nursery, meeting a long held ambition of the University to expand this staff and student facility. As part of the planning for this development, Estates and Building are developing a Design Standard process, which will be the framework for all new builds. This Design Standard has 12 strands, one of which is equality and diversity. The Design Standard is currently in consultation, but includes sections on:

- Building Access and Egress
• Toilet and changing places (including accessible toilets, showering and washing facilities and gender neutral facilities)
• Families and new parents (including breastfeeding and expressing, baby changing)
• Accessible routes and wayfinding
• Reflection and Interfaith rooms

The standard will go beyond basic design requirements and outline what best practice will consider.

5.2.3 The increased use of Mobile applications has led the University to develop several new products for use by students. This is a convenient method for communications to students, which allows them to access the information when they need it. Two apps have recently been developed – the Room Finder App and the Welcome App. To ensure these apps were fully accessible the EDU worked with the relevant service areas to ensure they are compatible with our DisabledGo information, including an accessible route finder.

5.3 Foster good relations between people who share a protected characteristic and those who do not.

5.3.1 Since 2011, the growth of students requesting mental wellbeing support, and the severity of the cases, has been of concern to the University. Invariably our waiting list for students grows, and therefore alternative provision required consideration. In 2014, the Counselling and Psychological Service (CAPS) and School of Veterinary Medicine piloted a Peer to Peer mental health support programme. This involved the School recruiting a number of student volunteers, who were in turn trained by two CAPS staff in basic counselling skills including active listening and self-preservation. The student volunteers acted as peer supporters to their student contemporaries. CAPS managed the process and set up a School network with the volunteers receiving group supervision, to ensure they themselves were not negatively impacted through supporting their contemporaries. This Peer to Peer support programme has since been rolled out to other areas including the School of Medicine, Dentistry and Nursing and the Adam Smith Business School.

Since the rollout of the programme to these areas, CAPS has noted fewer referrals than anticipated from Schools involved. Anecdotally these Schools report fewer cases being brought to the attention of academics and advisors.

5.3.2 In 2016, the University launched its first Diversity Calendar. The Calendar outlined key University dates, cultural and religious festivals, holidays, and significant events such as Black History Month, Carers Week and IDAHOT (International Day Against Homophobia, Transphobia and Biphobia) as examples. The aim of the calendar is to:

• enhance staff/student awareness and understanding of cultural and religious differences and traditions
• avoid key dates when organising events

Furthermore, the calendar structure (a single photograph for each month and 150 words of text) allows the University to promote and feature our campus diversity through images and text. For the 2017 edition, the University has printed some classic calendars and wall planners to distribute across the campus for promotion purposes. The Diversity Calendar is available to view online.
5.3.3 In 2015, the Race Equality Champion and EDU re-established the Race Equality Group. This was in recognition of the need to advance the race equality agenda, and to create a positive staff and student forum to allow this to happen. Membership of the group includes minority staff from all the job families, the SRC VP Student Support and SRC Race Equality Officer. The group has considered a range of topics including staff recruitment, leadership representation, the view of BME students, and whether there is a degree attainment gap between BME and White students. The remit and role of the group continues to grow; it now acts as a channel for staff and student views, ideas and experiences to be heard as well as becoming a focus for race equality activity within the University.

6. Gender Pay Gap and Equal Pay Statement

In 2015 the University Gender Pay Gap was 20.9%, in 2017 it is 18.2%.

The University has developed robust performance, development and reward strategies by aligning equitable and fair pay and performance systems that reward excellence. Performance management is well established across the University which enables managers to reward outstanding performance financially via fair and transparent processes.

Our pay and grading structures are underpinned by a systematic and analytical approach to job evaluation designed to measure the relative value of roles in a consistent, transparent and fair way. This coupled with the introduction of professorial zoning and banding at senior executive levels, have largely eliminated pay inequality within Grades. Whilst we continue to work upon strengthening our position in this regard, our gender pay gap remains unacceptably high and as an institution, we have pledged to improve this particular performance metric through a series of policy changes and a range of associated actions focused upon delivering upon this ambition.

To address this the University is currently implementing the Gender Pay Strategy and Action Plan. This actively demonstrates our commitment to gender equality as set out in our strategy. The strategy has been approved by Court and a summary will be available online by the PSED deadline of the 30 April.

7. Procurement

The Procurement Policy commits the University to:

Procure all goods and services with high ethical standard and focussed on social, economic and environmental considerations by applying principles of sustainable procurement.

The policy highlights the code of ethics required in all purchases for the University such as:

- effectiveness & efficiency (value for money)
- open, fair and transparent procedures,
- effective competition
- sustainable procurement principles
- Equality Act 2010
- Bribery Act 2010
- Health & Safety at Work Act 1974
As part of this commitment and policy, all procurement is carried out on principles of open, fair and transparent procedures. Where tendering activity is carried out, an award criterion is based on 'most economically advantageous tender' and not on lowest price. The University holds the Living Wage accreditation, and therefore this is embedded within our procurement procedures.

University has adopted the Supply Chain Code of Conduct, which is part of every tender process, which requires suppliers to comply with social, ethical and environmental standards set out in the code. Social compliance section clearly defines Treating Employees Fairly as:

- Allow employees the freedom of association to join (but not be forced to join), or be represented by, a trade union or similar organisation of their choice, and be free to leave such organisations.
- Not discriminate or unfairly treat any employee for any reason including education, social class / caste, nationality, trade union membership or any of the 9 Protected Characteristics of the UK Equality Act 2010.
- Provide a workplace free from discrimination, harassment or victimisation.
- Treat all employees with respect and dignity, and not accept inequality as justifiable on a basis of culture.
- Remunerate all employees equally at the same employment grade, regardless of any characteristics listed above, unless statutory conditions require otherwise.

Suppliers are further assessed through Chartered Institute of Procurement and Supply (CIPS) Sustainability Index, which monitors compliance to the above Code of Conduct and reports any concerns via reports accessible to the University.

In addition to this, all Contractual Agreements (Terms and Conditions) implemented by the University contain Discrimination as a section with relevant clauses that is secure compliant with the Equality Act 2010.
Appendix A

EDSC
Equality and Diversity Strategy Committee

EdPSC
Education Policy and Strategy Committee

SSDC
Student Support and Development Committee

* Chairs for protected characteristic equality groups are drawn from SMG. Other Equality Champions who do not currently convene a group are Religion and Belief Equality Champion and Age Equality Champion

* Gender Equality Steering Group has oversight of Athena SWAN work at the University.