Public Sector Equality Duty - Equality Outcomes Report

Equality and Diversity Unit – April 2017
Introduction

The Equality Outcomes report analyses the University’s progress on the outcomes set in 2013, assessing the impact and outlines the consultation process conducted to involve and engage staff and students in setting our new Equality Outcomes for 2017-2021.

Across the Equality Outcome period, the University has transitioned from the previous Glasgow 2020 strategy to the new Inspiring People: Changing the World strategy. Although this has not changed our equality ambition, it has allowed a renewed focus on some aspects of the University’s activity.


1.1 Progress

The University set challenging and ambitious Equality Outcomes in 2013, and has made significant progress on them. Highlights include:

- The development of an Accessible and Inclusive Learning Policy
- 2% increase of women in senior roles.
- Schools and Research Institutes hold 13 Athena SWAN awards, ten at Bronze, and three at Silver.

An overview of progress until January 2017 is shown in Appendix A.

1.2 Key Successes

Equality Outcome 4 - The continued commitment of the University to gender equality is set out in Inspiring People Changing the World strategy where it states:

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

This commitment outlines the University’s focus on this key equality issue which affects the whole of academia. To achieve this, the rigour and structure provided by the Athena SWAN Charter has allowed Schools and Research Institutes to review specific data at a local level, thus allowing for local ownership and understanding about the nuances of the issues. At a University level, the organisation has been able to collate common themes that impact staff and lobby for and resource central solutions where possible.

Equality Outcome 5 - The University devised and developed a campaign to promote the Dignity at Work and Study Policy, and related support to staff and students. This campaign took the form of 26 micro-fictions covering a range of bullying and harassing behaviours.

The campaign was entitled FullStop and had a range of delivery methods including a traditional poster campaign, weekly release through the campus-wide newsletter, a parallel social media release, a video release presented by the Principal and buttonhole badges. The campaign resulted in the 27% rise in staff awareness of the Dignity at Work and Study Policy in the most recent staff survey, and has been shortlisted for three national awards.
1.3 Challenges

There have been challenges relating to some of the areas of work in relation to the outcomes, examples are outlined below.

Equality Outcome 2 - The investigation into Degree Attainment and whether any protected characteristic (and specifically Race) was a factor outlined a number of issues:

- Evidence from the University highlighted degree attainment rates differentiated by discipline and degree programme.
- Data sets for each ethnicity were small, and smaller still when considering different degree programmes.
- The conclusion of the investigation was the University could not identify a specific causal link between degree attainment and ethnicity, as there were too many other influencing factors.

Equality Outcome 3 - The University has investigated extensively the influencing factors on student Retention. Many of the influencing factors were easier to address as a subgroup of a subject discipline. For example identifying the mathematics support required in all disciplines where maths was a factor. However addressing more general issues, such as retention of older students, was more challenging as the group had less of a homogenous nature.

Equality Outcome 6 - The Staff Survey results present a differing employment experience for Disabled staff compared to the whole staff pool. As part of the Equality Outcomes process, the Disability Equality Champion conducted focus groups with Disabled staff to fully understand their experience of the University.

Following the focus groups consideration was given to creating a dedicated position focused on supporting staff with disabilities. However, a wider review of service provision across the University in terms of supporting or providing appropriate support to Disabled staff was felt to be a more appropriate way forward at that time.

It is yet to be determined what will help resolve this issue; however, one option considered is whether additional resources will be necessary. It is important first to establish a clearer process and infrastructure to ensure there is an appropriate response and integrated service provision for our Disabled staff. The University has been unable to complete this review within the Equality Outcome timeframe.

2. Equality Outcome Consultation

The University has a number of consultation channels for staff and students, and makes use of existing dialogue methods. This allows the University to use mainstreamed consultation processes to inform the equality outcome deliberations. Details of the consultations and their outcomes are below.

2.1 Staff Survey

The University conducts a biennial staff survey, conducted in 2014 and 2016. Embedded within the survey are questions on equality and diversity, whether the University treats people fairly in terms of a protected characteristic and individual experience of bullying and harassment. In addition, respondents are asked to provide their protected characteristics, anonymously, therefore allowing the whole survey results to be reviewed by each protected
characteristic. This provides a rich set of data, which aids the University's understanding of staff experience. Thus allowing the University to discern progress relating to each equality outcome and track staff engagement and understanding of the diversity agenda.

The University has identified 15 survey questions, which act as key indicators. To understand any patterns the responses were broken-down by protected characteristic and the results for 2014 and 2016 were compared. In addition, the specific equality and diversity questions were similarly compared.

The key observations drawn from the results are outlined below:

- There has been a general improvement or performance has remained consistent across the board in relation to equality and diversity related questions between 2014 and 2016.
- There has been a significant increase in staff awareness of the Dignity at Work and Study Policy (up by 27%). This is likely to have been influenced by, and a consequence of, our high-profile FullStop campaign, which was part of Equality Outcome 5.
- 2016 saw a 2% increase, compared to 2014, in staff stating they have been harassed or discriminated at work in the last 12 months. This higher reporting level may also be the result of raised awareness due to the FullStop campaign (Equality Outcome 5).
- The results suggest that female staff, younger staff and those from a faith background report relatively more positively on their experience of the University as an employer.
- Male staff and staff aged between 46-55 years are relatively less satisfied with their experience of the University as an employer; however show signs of some improvement from 2014 to 2016.
- Disabled staff are significantly less satisfied with their experience of the University as an employer and their satisfaction levels have decreased between 2014 and 2016.

The Staff Survey results has influenced the Equality Outcome direction, and aided focus for staff priorities.

2.2 Student Surveys

The University participates in a number of internal and external student surveys. The protected characteristic data collected for these surveys varies, and therefore our ability to analyse the data depends on the survey, who conducts it and the quality of responses.

Where data is available, the University has considered the responses. The following survey information is relevant to the Equality Outcome consultation:

- Welcome Survey (sent to all Home, RUK, EU students who have started a new programme in 2015);
- Student Life Survey (completed by Home/EU/RUK students only for Y2-Y4 2016);
- Postgraduate Taught Experience Survey (PTES) (completed by all postgraduate taught students – run externally by Higher Education Academy).

These surveys do not have embedded equality questions, however the data can be analysed by protected characteristic. Therefore, the EDU has selected a number of questions for analysis, with the aim of identifying differential experience on the following:

- Academic guidance in relation to course/programme;
• Awareness and understanding of student services;
• Sense of welcome and/or feeling part of the University community.

The survey results show an inconsistent picture, with different experiences for undergraduate and postgraduate students. In summary:

• Undergraduate (UG) Black and Minority Ethnic (BME) students have a more negative experience in the Welcome and Student Life surveys, compared to their White counterparts – in all questions reviewed.
• Male students are less aware of student services, specifically those that provide welfare support.
• White Postgraduate Taught (PGT) students are less satisfied with their experience compared to their BME counterparts, in all questions reviewed.
• Older UG (defined as over 21) and PGT (defined as over 25) do not feel as much part of the University community as their younger counterparts.

The Student Survey results have influenced the Equality Outcome direction and aided focus for the student priorities.

2.3 Consultation Focus Groups

The Equality and Diversity Unit (EDU) conducted a number of focus groups with a range of interest groups to review the 2013-2017 Equality Outcomes and gain understanding in the focus for the future outcomes.

These focus groups were conducted with:

• Disability Equality Group;
• Sexual Orientation Equality Group;
• Race Equality Group;
• Human Resources (both Corporate and College/US);
• Trade Unions;
• Students’ Representative Council Welfare Forum (which includes representation from Glasgow University Sports Association (GUSA), Queen Margaret Union (QMU) and Glasgow University Union (GUU) and
• Equality Champions.

The Gender Equality Group was extensively consulted as part of the University’s Athena SWAN Institutional Bronze application in 2016 which also informed the Equality Outcomes.

A wide range of topics were raised and discussed at the various consultation, these are summarised in the word cloud below:
The discussion at all the consultation events has helped shape the focus for the Equality Outcomes.

2.4 Staff Equality Monitoring Report

The University produces an annual Staff Equality Monitoring Report. This report outlines the overall diversity data for the University, including all protected characteristic data (where collected) for staff. The data is broken down by age, disability, ethnicity, and sex and further by by College, Level 10 staff, Job Family Profiles, Grade, Full/Part Time, Contract Type, Nationality, Recruitment (by all applications and successful applicants). These reports have been produced since academic session 2011-2012, providing five years’ worth of data. Full definitions for all language used is provided within the report.

The 2015-2016 Executive Summary outlines the following:

- The overall gender split for staff has remained the same since 2013-2014 at 55% female and 45% male, with a slight increase of female staff in 2015-2016 at Level 10 (from 26.3% to 26.9%).
- The percentage of Black and Minority Ethnic (BME) staff has increased in 2015-2016 by 0.3% to 7.1% (up from 5.3% in 2011-2012).
- 3.2% of staff have declared a disability, this is static for the last two years.
- There has been a steady improvement in declaration rates across most protected characteristics since the start of reporting.
- There has been an increase in staff stating ‘Prefer not to say’ in many of the categories.
It is also clear from the data where we need to do further work; for example,

- A low percentage of successful BME applicants compared to applications. This has been a consistent pattern for a number of years.
- The percentage of BME staff is 7.1%, which compares favourably with the Scottish average of 4% but unfavourably with the UK average of 13%. Within the University’s UK staff population, 3.4% are BME staff with UK nationality.
- The percentages of staff for whom we have no information in relation to sexual orientation (42%) and religion or belief (55.7%) remain high.
- Staff within the Operational and Clinical job families have lower declaration rates than other roles.

The University Staff Equality Monitoring Reports are available from 2011-2016.

This data allows the University to have a clear understanding of our staff diversity, where there are challenges and opportunities to improve our diversity representation. This data set influences all aspect of our staff related equality outcomes, our mainstreaming, strategic policy development (including People strategy, Learning, Teaching and Quality Assurance, and the Research portfolio), Equality Impact Assessments and comprehending occupational segregation (both vertical and horizontal) within the University.

3. Equality Outcomes 2017-2021

The University’s aim with our Equality Outcomes for 2017-2021 is to ensure we focus on our strategic priorities, address areas of concern and impact positively on the experience of staff and students. The research, survey results, data analysis and consultation events informed our Equality Outcomes. Although the University’s Equality Outcomes, in some cases, focus on individual protected characteristics, the University recognises a person’s identity is not homogenous and we will ensure intersectionality is a consideration as the Equality Outcomes move forward. In addition, if a protected characteristic is not specified within the Equality Outcomes, the outcome then relates to all protected characteristics. The Equality Outcomes are detailed below.
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<th>Equality Outcomes 2017-2021</th>
<th>Action</th>
<th>Resources/ Timeframe</th>
<th>Success Measures/Intended impact</th>
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| 1. Gender equality - grow the percentage of senior women, with overt consideration on addressing occupational segregation. | • 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.  
• Use campus redevelopment to address horizontal segregation through job design. | SMG/ Gender Champion EDU/ HR AS SATs CMGs  
From 2017 - ongoing | • Continued success with School/RI applications;  
• University AS Silver submission;  
• Implementation of GPSAP;  
• Job role review addressing occupational segregation;  
• Continue to increase the % of senior women. |
| 2. To support progress to embed equality throughout the curriculum. | • 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. | VP A&EI/ AsVP L&T Senate Office LEADS From L&T conference 2017 | • Revised LTDF guidelines;  
• Equality Impact Assessment embedded in programme approval process;  
• Equality issues embedded in the development of new teaching models;  
• Outputs from Curriculum Conversation include full consideration of equality. |
| 3. Foster a supportive culture, which promotes dignity and respect and where all staff feel valued and inappropriate behaviours are challenged. | • Address bullying and harassment as raised in the staff survey;  
• Develop line managers skills to adequately address issues;  
• Developing 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. | HR/EDU/EDU  
Senate Office/SRC  
Gender Champion Student Services  
From October 2017 | • Embed in the Fundamentals of Management Training;  
• Policy review and new classroom/workplace protocols agreed;  
• Targeted interventions with School/RI/Service based on Staff Survey results;  
• Implementation of prevention of sexual violence protocol and training.  
• 90% completion rate of online E&D training. |
| 4. To provide seamless service provision to disabled staff and students. | • 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. | HR/EDU  
Disability Service  
OH  
Disability Champion Disability Co-ordinators  
From 2017 | • Revise reasonable adjustment process;  
• Source and provide training for managers;  
• Positive message campaign;  
• Implement Disability Confident Level 2;  
• Improved response from disabled staff in Staff Survey.  
• Review student surveys to understand disabled students’ experience. |
| 5. Investigate the experience of BME staff and students – with a view to benchmark the University using the Race Equality Charter as a guide. | • 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. | Race Champion  
EDU/HR  
PBI  
EOD  
From 2017 | • Review student survey data to identify patterns;  
• Investigate BME recruitment data issues;  
• Support BME leadership through succession planning;  
• Plan a REC application. |
| 6. Develop a campus-wide framework on mental health and wellbeing. | • 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. | HSW/HR/EDU  
CAPS/Disability Services  
From 2018 | • Promote a cross campus mental wellbeing campaign;  
• Review relevant policies for staff and students.  
• Monitor absence statistics, and seek reduction in mental health related absences.  
• Implementation of a Mental Health Strategic Framework. |
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<td><strong>1. Ensure all learning materials for course comply with an agreed inclusion and accessibility standard.</strong></td>
<td>1. Develop Lecture Recording Policy and guidance. 1.2 Develop Accessible and Inclusive Learning Policy and Guidance. 1.3 Review Standard Student/Staff desktop.</td>
<td>Senate Office SRC LTC</td>
<td>1.1 Lecture Recording Policy and Guidance approved 2014-2015. 1.2 Accessible and Inclusive Learning Policy and Guidance is in the final stages of development.</td>
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<td><strong>2. Degree attainment – reduced any disparity for students from different protected characteristic groups.</strong></td>
<td>2.1 Degree Attainment and ethnicity report provided to EDSC. 2.2 Set up Race Equality Group (REG). 2.3 Review Race Equality Charter (REC) requirements</td>
<td>EDU PBI Race Equality Champion From 2013</td>
<td>2.1 Report produced and reviewed by EDSC, REG to take forward. 2.2 REG established 2015. 2.3 Review of Race Equality Charter handbook and application procedure; participating in the Scottish Race Equality network.</td>
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<td><strong>3. Retention – continue to address retention and progression issues based on protected characteristic groups.</strong></td>
<td>3.1 Retention and Success Working group reviewed protected characteristic data.</td>
<td>R&amp;SWG Transitions WG</td>
<td>3.1 RSW reviewed data annually. Group disbanded and replaced by the Transitions Working Group who consider this issue. Two areas of concern are continuation for older students (over 21) and male students.</td>
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<td><strong>4. Increase the diversity of the Professoriate and management positions, specifically in gender and ethnicity.</strong></td>
<td>4.1 Support Schools/RIs to apply for Bronze or Silver Athena SWAN awards. 4.2 Submitted a University Bronze award under the expanded charter. 4.3 Support for the promotion procedure targeted at women across all Colleges. 4.4 Access to mentoring schemes for all R&amp;T staff. 4.5 Broaden the coverage and offering of leadership programmes.</td>
<td>Gender Champion SMG H o College EDU HR HR – PPR EOD From 2013</td>
<td>4.1 13 Schools/RIs hold AS awards (3 Silver, 10 Bronze). 4.2 University successfully resubmitted in April 2016. 4.3 Promotion events, College encourage women to participate through a variety of means. 4.4 R&amp;T staff have access to a mentoring scheme. 4.5 Leadership behavioural framework developed; 3 tiers of leadership courses available – Aspiring Leaders, Emerging Leaders and University Leadership Programme. 4.6 Level 10 staff – an increase from 24.6% - 26.9% for women and from 4% - 5.1% for BME staff from 2012-2016.</td>
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<td><strong>5. Foster a supportive culture, which promotes dignity and respect and where all staff feel valued and inappropriate behaviours are challenged.</strong></td>
<td>5.1 develop a campaign to promote the HVN’s and the D@W&amp;S policy.</td>
<td>EDU HVN HR From 2014</td>
<td>5.1 Devised and launched the FullStop campaign with SRC, Comms, HVN and HR. This was a set of micro-fictions highlighting inappropriate behaviours. This was conveyed as posters, twitter releases, plasma screens and badges. 27% increase in staff awareness of D@W&amp;S Policy. Campaign recognised at CIPR Awards.</td>
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<td>6. To provide seamless service provision to disabled staff.</td>
<td>6.1 Conduct focus groups with staff. 6.2 Benchmark provision across HEIs. 6.3 Consider good practice models from other sectors/charters etc.</td>
<td>EDU Disability Champion HR Disability Service OH</td>
<td>6.1 Three focus groups held, key issues identified. 6.2 Benchmarking data considered, as well as other data including absence. 6.3 Business forum for Disability considered, other HEI models reviewed. 6.4 Business case for Disability Officer to support disabled staff submitted – request unsuccessful. 6.5 EDU to conduct a review of process for disabled staff.</td>
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