

# Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.  
If you need assistance please contact the EDU. Please return the completed form to the EDU.

<b>STEP 1 - Define policy/ practice</b>
i. Name of policy/ practice/ significant change
<b>Academic Appointment and Promotion Policy</b>
ii. Owner of policy/ practice (College, School or Service)
<b>Human Resources</b>
iii. Date of policy/ practice approved
<b>Oct-16</b>
iv. Approved by? (Committee, College, School or Service)
<b>Human Resources Committee</b>

<b>STEP 2 - Description of policy/ practice</b>
i. What are the aims?
The University of Glasgow's Academic Appointment and Promotion Policy sets out the principles that underpin a fair and transparent appointment and promotion process for all eligible academic staff
ii. Who does it cover?
Research and Teaching job family
iii. How often is this policy / practice reviewed?
Reviewed annual, if required.

<b>STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?</b>
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<b>STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.</b>	Go to Step 4	
Please tick all that are relevant <span style="float: right;">✓</span>		
Notes		
Age		
Disability		✓ Periods of leave/Reasonable adjustments
Gender Reassignment		✓ Periods of leave
Marriage and Civil Partnership		
Pregnancy and maternity		✓ Periods of leave
Race		
Religion or Belief		
Sex		
Sexual Orientation		

<b>STEP 3b - No, there is no potential implication for a protected characteristic group.</b>	Go to Step 8
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<b>STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?</b>
Briefly explain:
Disability - there is a potential impact for staff who have a time off in relation to their disability/impairment. In addition, staff who have reasonable adjustments in place will need to have these considered under the special requirements section of the policy. Gender Reassignment - Staff who have taken time off due to medical transition should have this considered under the special requirements section of the policy. Pregnancy and maternity - Women who have taken maternity leave should have this considered under the special requirements section of the policy.

<b>STEP 4a - Does the evidence show a positive impact?</b>	Go to Step 5
Please provide an example and attach evidence:	
Data from the past three years shows that women are equally likely to gain promotion as men, however they are less likely to put themselves forward. All College Promotions Panels receive Equality and Diversity and Unconscious Bias training.	
<b>STEP 4b - Does the evidence show a negative impact?</b>	Go to Step 6

You need to consult with relevant stakeholders - the EDU will assist with this process Please provide brief details and attach evidence:	Go to Step 4
Unknown - see 4c.	

<b>STEP 4c - Does the evidence show no impact?</b>	Go to Step 8
Attach evidence to this form	
There is currently no known impact for Disability or Gender Reassignment, this is due to lack of data for analysis.	

<b>STEP 5 - Continue to promote good opportunity for all people</b>	Go to Step 8
Promote and implement as exemplar policy/ practice	
The policy outlines a strong alignment with the principles of equality, fairness and transparency. There is an emphasis on judging the quality of outputs rather than the quantity.	

<b>STEP 6 - Involve and consult stakeholders to address any negative impacts</b>	Go to Step 7
EDU will assist with this process Please provide brief details of involvement and consultations:	
The policy has been approved by the Policy Review Group, which encompasses all Trade Unions.	

<b>STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation</b>	Go to Step 8
Please provide details of changes:	
The policy has not been changed, however all Colleges/Schools/RI's provide support and guidance for applicants, this includes addressing known gender imbalances in application rates.	

<b>STEP 8 - Publish results (as required by law)</b>	Go to Step 9
Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here:	

<b>STEP 9 - Regular review</b>	
Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.	
Please give details of review process:	

<b>SIGNING OFF PROCESS</b>				
Name of EIA Owner	Lesley Cummings			
Signature				
College/ School/ Service	Human Resources			
Date of Completion	Oct-16			
Date received by EDU	Oct-16			
Approved in principle?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any actions required? Please specify				
Signed on behalf of EDU Date: October 2016	Signature Mhairi Taylor			