

Court

Minute of Meeting held on Wednesday 15 February 2017 in the Senate Room

Present:

Mr Dave Anderson Employee Representative, Mr Graeme Bissett Co-opted Member, Mr Ken Brown Co-opted Member, Ms Heather Cousins Co-opted Member, Professor Lindsay Farmer Senate Assessor, Dr Carl Goodyear Senate Assessor, Professor Nick Hill Senate Assessor, Mr Ameer Ibrahim SRC President, Professor Karen Lury Senate Assessor, Dr Morag Macdonald Simpson General Council Assessor, Ms Lauren McDougall SRC Assessor, Mr Murdoch MacLennan Chancellor's Assessor, Ms Margaret Anne McParland Employee Representative, Ms June Milligan Co-opted Member, Mr David Milloy Co-opted Member, Professor Anton Muscatelli Principal, Ms Elspeth Orcharton Co-opted Member, Ms Elizabeth Passey Co-opted Member (Convener of Court), Dr Duncan Ross Senate Assessor, Cllr Helen Stephen Glasgow City Council Representative, Ms Lesley Sutherland General Council Assessor

In attendance:

Ms Ann Allen (Director of Estates & Buildings), Ms Christine Barr (Director of Human Resources), Professor John Briggs (Clerk of Senate), Professor Muffy Calder (Head of College of Science & Engineering and Vice-Principal) (to item 28), Professor James Conroy (Vice-Principal Internationalisation) (to item 28), Professor Anna Dominiczak (Head of College of Medical, Veterinary and Life Sciences and Vice-Principal), Mr Robert Fraser (Director of Finance), Professor Neal Juster (Senior Vice-Principal), Ms Deborah Maddern (Administrative Officer), Mr David Newall (Secretary of Court), Professor Roibeard Ó Maolalaigh (Head of College of Arts and Vice-Principal)

Apologies:

Members: Mr Ronnie Mercer Co-opted Member, Professor Paul Younger Senate Assessor

Attenders: Professor Anne Anderson (Head of College of Social Sciences and Vice-Principal), Professor Jon Cooper (Vice-Principal Innovation & Knowledge Exchange), Professor Frank Coton (Vice Principal Academic and Educational Innovation), Professor Miles Padgett (Vice-Principal Research)

CRT/2011/23. Announcements

The Rector Edward Snowden was demitting office in March. Court's farewell to him was recorded.

The Principal declared an interest in item 26.2, as a member of the USS Board, although it was noted that the relevant item was an update only, and would not require any decisions. There were no other declarations of interest in relation to business to be conducted at the meeting.

CRT/2016/24. Minutes of the meetings held on Wednesday 14 December 2016

The minutes were approved and signed by the Convener as a correct record.

CRT/2016/25. Matters Arising

There were no matters arising.

CRT/2016/26. Report from the Principal

CRT 2016/26.1. Higher Education developments

At the last meeting, Court had noted a number of current developments in train in Westminster, particularly in respect of the Higher Education and Research Bill and Teaching Excellence Framework (TEF) and the Home Office consultation on student visas, on both of which matters the sector had been lobbying strongly.

Court noted that the UK government had had discussions with the Scottish government about the TEF, given the sector's concerns that Scottish HEIs be assessed in a fair way. A number of Scottish institutions had opted to take part in the TEF. This did not include the University of Glasgow, this position to be reviewed following the first round of the TEF, when more information would be available. Court would be kept informed and details would be brought for further discussion later in the year.

The Principal advised that the Scotland-based Skills and Enterprise review had now entered its second phase, with representations from the HE sector and businesses being examined.

CRT 2016/26.2 Universities Superannuation Scheme USS

The Principal had declared an interest relating to this item.

Court has previously heard that as part of the last triennial valuation of 31 March 2014, during 2014-15, negotiations between the Employers Pension Forum of Universities UK (UUK) and UCU had led to agreement on a joint proposal for, and subsequent consultation on, a revised benefit structure for USS, the reforms being designed to address the deficit in the scheme and to mitigate the risk that contribution rates would become unaffordable for employers and employees.

Final salary accruals had ceased as at 31 March 2016, with benefits built up before this date being protected. Future defined benefits were grown in the Career Revalued Benefits section of the scheme, up to a threshold of £55k. Any pensionable salary over this threshold was pensioned through a new Defined Contribution section of the scheme. To fund the changes to the USS, employee and employer contributions had risen.

The triennial valuation process had a date of 31 March 2017, but would take place over a longer period of time. The process involved interaction with stakeholders, as well as the Trustees setting, and consulting on, the technical provisions underpinning the valuation and the financial management plan which would be submitted to the Pensions Regulator (tPR). The statutory deadline for the Trustee to submit the valuation results to tPR was 30 June 2018.

On the basis of the technical provisions set at the time of 2014 valuation, the implied funding level of the scheme was 83% at the date of the last USS published accounts (31 March 2016). This was despite an investment outperformance over the previous 5 years, because of continuing low level of gilts yields.

CRT 2016/26.3. Outcome Agreement

Updates had been provided to Court since 2012 on the content of the University's Outcome Agreement, which was required to be submitted to the SFC as a condition of funding. The Agreement set out what the University would deliver in return for Government funding,

focusing on the contribution made towards improving life chances, supporting world-class research and creating sustainable economic growth for Scotland.

Professor Neal Juster summarised the details relating to the new Outcome Agreement, which had been drafted for the period 2017/18 to 2019/20. The Agreement would be updated annually. The intention had been to create a shorter, sharper document with full alignment with both the University strategy and the Scottish Government priorities. The SFC had required an initial draft to be submitted in December, on which the University had received very positive feedback.

Court noted specific areas, including: references to the Campus development and how this would impact on delivery; continuing good performance in Widening Participation; strengths in Innovation; and a range of work in the areas of Gender and Governance, both areas of significance for Scottish Government. There would be a separate Combined Outcome Agreement for Dumfries, which Court agreed should be provided to Court for approval in due course.

Court noted that the large majority of SFC funding would continue to be formula-based, through allocations for Teaching, Research and Knowledge Exchange. Specific sums might be linked to the achievement of specific outcomes.

The contribution of the Planning Office to the draft, and of University colleagues who had provided specialist input to it, was acknowledged with thanks.

In discussion, it was noted that where measurable outcomes were included, which was not in all areas, these were aligned to KPIs in the University's Strategic Plan. With regard to Widening Access targets, it was noted that these were described as percentages and not as numbers, and that overall there was a modest increase in the target. If targets were not met, the SFC would in the first instance wish to discuss the matter with institutions, ahead of any possible clawback. With regard to graduate destinations data, it was noted that it was not a requirement that the job destinations were in Scotland, and employment destinations were not matched against degree subject matter, in the national (HESA) analysis of data. The HESA destination data were used in the TEF and it was therefore important that the University's return was comprehensive, albeit that there were some concerns that the use of this information in the TEF was not a perfect measure.

Court approved the Outcome Agreement.

CRT 2016/26.4 Key Activities

Court noted a summary of some of the main activities in which the Principal had been involved since the last meeting of Court, covering internal and external activities beyond daily operational management and strategy meetings. The activities were under the broad headings of: Academic Development and Strategy; Internationalisation activities; Lobbying/Policy Influencing and Promoting the University; Internal activities and Communications.

The Principal's thanks to Murdoch MacLennan, for his involvement in the arrangements for the recent award of an honorary degree to Tim Cook, were recorded.

CRT/2016/27. Report from the Secretary of Court

CRT/2016/27.1 University of Glasgow Trust - Proposed Change of Structure

The Trust had been set up in 1984 as a vehicle for philanthropic donations.

Discussions had been ongoing around the current position of the Trust, precipitated by fluctuations in the financial market, which had put funds raised from philanthropic donations held in stocks and shares at unacceptable risk. In discussion with the Principal, the Secretary of Court and the Director of Finance, the Chairman of the Trust had queried whether an alternative method might be preferable to running an independent Trust with the associated risk, systems and administration, when the Trust received so few unrestricted funds and therefore had limited decisions to make. The Trust had taken legal advice and now wished to conclude a Deed of Amendment to implement the advice received.

The Trustees had agreed that reducing their number from 11 to 5 would be sufficient for the input required to what was essentially a decreasing administrative function, and wished to propose a reduced membership; and to amend details regarding the quorum and terms of office.

With the launch of the Campaign to support the campus development, it was important that systems were streamlined and efficient, and ready to process smoothly the increase in philanthropic funds that the campaign would inspire. The Trust would continue in reduced format in order to accept any existing regular gifts or legacies directed to it.

Court gave its consent to the proposals outlined.

Court agreed that some rationalisation of routes to donate funds to the University should be considered.

CRT/2016/27.2 Court and Committee governance

i) Committee composition

At the October 2016 Court meeting, Court had conducted its annual review of Committee memberships and terms of reference. In the course of discussion, it had been agreed to reflect on whether the current composition of Court committees was correct, and in doing so to consider how Glasgow's approach compared with that of other universities.

This had been taken forward by circulating an analysis of Committee composition, and of that in other Scottish universities, with comments invited from Court members.

The analysis had not identified any obvious features where Glasgow was at odds with practice elsewhere. One view had been received to the effect that where Committees contained staff members, then elected Employee Representatives, and in future trade union nominees, should be considered as 'staff' alongside Senate Assessors. While there did not therefore appear to be a strong basis for recommending changes at this time, there were three factors which made it timely to review Committee memberships later in the year. These were:

1. The updated Code of Good HE Governance was expected to be published in April 2017. It was known that the reviewers had been giving consideration to the composition of governing body committees.
2. The composition of Court was currently being reviewed, led by a Court-Senate working group. This was considering how to address the requirement of the Higher Education Governance Act that there should in future be two trade union nominees on Court in addition to two staff representatives. Court had decided that it would like to address this requirement while retaining its overall membership at 25.
3. A concern had been expressed on several occasions at Court that staff membership of Court committees was drawn exclusively from the ranks of the Senate Assessors, rather than other staff. To date, a consideration influencing this had been that there had been just two staff representatives on Court, compared with (until recently) seven Senate Assessors. With

changes arising from the review of Court membership, it might therefore be timely to revisit this.

Court agreed that once the revised Code had been published, and once Court had agreed on the changes it would like to make to its membership in the light of the HE Governance Act, the Governance Working Group should initiate a review of committee memberships, inviting inputs from each of the Court committees, and reporting to Court early in Session 2017/18.

ii) Court papers app

As reported at the December meeting, colleagues from the Court Office had been considering the merits of procuring a web-based application (app) that would provide Court and Committee papers in electronic format to PCs and mobile devices.

The group had been impressed with the functionality of the app, but there had been some concerns about cost, control of data, storage matters, the Print function; and whether the likely uptake would justify the expenditure. In the circumstances, existing software provided within the University had been explored with IT Services, with a view to encouraging wider and more effective use of Sharepoint, which allowed documents to be read and annotated with a number of standard apps that some members already had.

iii) Court meeting day and time

Members' opinions had recently been canvassed on what the preferred timing was for Court meetings. There had been near-unanimous agreement that Wednesday 2pm meetings remained convenient.

CRT/2016/27.3 Court Procedural Review Group

On Court's behalf the Court Procedural Review Group considered proposals on organisational change. It had the authority to instruct management to implement proposals. Alternatively, it might decide not to authorise the proposals, and/or to refer them to Court for discussion.

Membership of the CPRG was currently: Ken Brown, Morag Macdonald Simpson, Karen Lury, David Milloy and Duncan Ross.

In December, the Group had agreed that management should be given authority to implement organisational change in Campus Services. The proposal, which had arisen from a need to reduce the number of residential units in Hillhead Street to accommodate growth in the Department of Psychology, involved a reduction in staffing of approximately 2 FTE.

CPRG had given consideration recently to the way in which it reported to Court, and also to the name of the Group, which currently did not convey clearly its purpose. Court agreed to recommendations from the CPRG:

1. that the Group be re-named the 'Organisational Change Governance Group'; and
2. that it submit an annual report to Court, as well as continuing to keep Court advised about individual proposals as they arose.

CRT/2016/27.4 Election of Rector

As previously reported, Edward Snowden's term of office would end in March 2017. The student body had been due to elect a successor in February, but no nominations had been received by the due date.

It was for Court now to decide when nominations should next be invited for the post of Rector. Ameer Ibrahim explained that the SRC Council had very recently agreed that its preference would be that nominations be invited again in the short term, rather following a gap. On the

basis of reassurances that names were likely to come forward on this occasion, Court agreed that nominations should be invited as soon as possible.

CRT/2016/27.5 Higher Education Governance (Scotland) Act

At the last meeting, Court had agreed to arrangements for a proposed Court and Senate Working Group, which was looking in particular at the composition of Court in light of the requirements of the Higher Education Governance (Scotland) Act. The group had met recently and would have further meetings ahead of recommendations coming to Court. Members would be kept updated.

CRT/2016/27.6 Annual Court Self-Assessment and Convener appraisal

As in previous years, a questionnaire for Court self-assessment/feedback on performance would be circulated. Outcomes of this would be collated and reference would also be made to the Code, to ensure that the University was addressing all its responsibilities in terms of good governance. Court would receive a report in April or June.

Murdoch MacLennan would undertake an appraisal of the Convener's performance.

CRT/2016/27.7 Election of Staff Representatives to Court

Court agreed to an amendment to the election process for staff representatives on Court, such that if a ballot were required following the nominations process, it would be conducted electronically, rather than by post. Provision would be made to ensure that all members of staff were able to vote, including those who did not normally have access to IT facilities.

CRT/2016/27.8 Risk Management Processes

At the October meeting, Court members had received a high level summary of the University Risk Register, and had provided some comments on the format. The matter had been discussed since then by the Secretary of Court and chair of the Audit Committee, Heather Cousins. Court agreed to a proposal from them that, once annually, in June, Court should receive the full Risk Register, including mitigating actions.

CRT/2016/27.9 Consultation on Draft Gender Representation on Public Boards (Scotland) Bill

The had University received a consultation document on the draft Bill, which in summary would require named public bodies, including HEIs, to aim for 50:50 male:female balance in non-executive appointments over which the public body had control. Court noted that a response would be submitted indicating support for the aims of the Bill.

CRT/2016/27.10 Nominations Committee business

Applications for a co-opted position on Court were being considered by the Nominations Committee and interviews would be held in March. Court's approval for any recommendation for an appointment would be sought between meetings.

CRT/2016/27.11 Review of Code of Good HE Governance

The current Governance Code for Scottish Higher Education has been published in July 2013, with a commitment to a review after 3 years. The outcome of the review was expected in April 2017.

CRT/2016/27.12 Head of School Appointment – Psychology

On the basis of reassurances that its agreement would not set a precedent for future appointments, and of local consultation taking place, Court agreed that a re-appointment to the School headship could be made to align the Head of School term with that of the Director of Institute term, so that both would terminate in 2020.

CRT/2016/28.13 Working Group on Borrowing

Court heard that the working group, which would consider the borrowing arrangements for the campus development, would meet in the coming week. Court's approval would be sought for any decisions proposed.

CRT/2016/27.14 Vice-Chairs of Committees

Two vice-chair positions, for the HR and HS&W Committees, remained to be agreed. Court would be kept informed.

CRT/2016/28. SRC Annual Report

Ameer Ibrahim, SRC President, briefed Court on the 2015/16 SRC annual report. Particular highlights of the past year had been: Volunteering, which had seen a record year in terms of numbers participating; the Patriarchitecture Project which in particular had sought to recognise women's contributions to the University through the naming or renaming of buildings; Subcity radio celebrating 20 Years on Air; the 'Refreshers' Refreshed' initiative in the second semester; the Safe Taxi Scheme; continuing success of Clubs and Societies, in which more than 12,000 students participated; and the work of the SRC Welcome Point.

Court heard about the continuity provided by the Council's strategic plan, and the three main strands of the SRC's work, namely: Representation & Engagement; Support and Wellbeing; and Volunteering and Community Engagement. The first of these had continued its successful coverage of areas including Council support and training, Class & PGR representative training, student involvement in Periodic Subject Reviews, and student media. The SRC also continued to promote the wellbeing of existing and potential students by offering unique support services which contribute to an inclusive and supportive campus environment; these included casework activity, safety and welfare initiatives, and Freshers' week. The Volunteering and Community Engagement strand enhanced the cultural and community life of students by promoting personal development and encouraging active citizenship, through the Student Volunteer Support Service, the various clubs and societies, both areas recognised through the annual awards which were highlighted to Court. Future plans of the SRC included involvement in the campus development, through for example student representation on Project Boards and the SRC Campus Development Committee; and Sexual Violence Prevention initiatives.

During discussion, Court noted that challenges facing the SRC included its workload, because of the many areas it covered, and prioritising resources over its many activities, which included the need for regular training activity given the relatively short nature of student

representative appointments. In response to a question about Freshers' week resource, it was noted that the SRC had sought to diversify the offerings to cover the diverse student cohort, including non-traditional entrants. With regard to sustaining Volunteering initiatives, Court heard that the campus development might provide opportunities to engage with more partners in this respect, using the estate for activities where possible. Court also heard that there were opportunities for the SRC and student unions to collaborate through these activities, and through those of clubs and societies. Court asked Mr Ibrahim to consider the ways in which Court might help the SRC and the student body, and to let members know of any suggestions.

Court thanked Mr Ibrahim for the briefing.

CRT/2016/29. Reports of Court Committees

CRT/2016/29.1 Finance Committee

Court noted a report from the most recent Finance Committee meeting, at which business had included agreement of an amendment to the Treasury Management Policy. Court had noted earlier in the meeting that the working group considering the campus development borrowing strategy would meet shortly.

Ken Brown agreed to a refinement to a section of the minute concerning the MVLS budget.

CRT/2016/29.1.1 Endowment Investment Report

Court noted an endowment investment report as at 30 November 2016.

CRT/2016/29.1.2 Financial reports

Court noted an overview of performance as at 30 November 2016.

CRT/2016/29.2 Estates Committee

Court noted the report, including: information on detailed Planning Consent having been received for Learning and Teaching Hub; information on the use of the allocation of £75.5m for Phase 1a & 1b Infrastructure as part of the Capital Plan; and clarification that, in the timescale for delivery of Phases 1a and 1b, capital receipts were forecast at £43m, compared with an earlier estimate of £50m.

Court noted a recent update relating to the bidding process for Workstream 3 (Procurement and Appointment of Lead Contractor (Construction)), to the effect that bids had been received from two potential contractors, with an evaluation process currently ongoing.

Court also noted that a decision by Glasgow City Council about the campus masterplan was due very shortly. [Note following the meeting: in-principle approval of the masterplan was granted on 16.2.17].

CRT/2016/29.3 Human Resources Committee

The HR Committee had received a presentation on the activities and strategic priorities of the Employee and Organisational Development Section, including its work on Leadership development and the Early Career Development Programme. The Committee had discussed a paper regarding work to evolve the operating model of the HR Function, moving to a technology-enabled integrated service delivery model. It was noted that ongoing discussion about the HR Committee's work might inform the review of committees referred to earlier in the meeting.

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There had also been a discussion paper highlighting initial thinking regarding the people implications and opportunities of introducing an integrated support model for the future Learning and Teaching Hub, following the approvals granted at the last meeting of the University Court.

The report was noted.

CRT/2016/29.4 Health, Safety and Wellbeing Committee

The Committee had received: an update on the central recording of overseas travel; an introduction to the newly appointed Business Continuity Officer (BCO); an update on DSE software; an Estates and Buildings update from the Deputy Director of Construction; and a stress risk assessment review from the Director of Health, Safety & Wellbeing. The Committee had covered its usual range of business in reviewing standard reports on Occupational Health activities, Audit updates, Accident reporting, Employee counselling and Minutes from the US H&S Committee.

The report was noted.

CRT/2016/30. Communications from Meeting of Council of Senate 2 February 2017

The Council of Senate business had included: receipt of a report from the working group of Senate relating to its future operation under the HE Governance (Scotland) Act 2016; an update on the Estate Strategy and Capital Plan; and a report on the REF2021 consultation;

The communications were noted.

CRT/2016/31. Any Other Business

There was no other business.

CRT/2016/32. Date of Next Meeting

The next meeting of the Court will be held on Wednesday 12 April 2017 at 1.30pm (TBC) at the Dumfries Campus.

Court Context Card - Principal's Report 12 April 2017

Speaker	Professor Anton Muscatelli	
Speaker role	Principal	
Paper Description	For information	
<i>Topic last discussed at Court</i>	Last report to Court was February 2017	
<i>Topic discussed at Committee</i>	NA	
<i>Committee members present</i>	NA	
<i>Cost of proposed plan</i>		
<i>Major benefit of proposed plan</i>		
<i>Revenue from proposed plan</i>		
<i>Urgency</i>	NA	
<i>Timing</i>	Various	
<i>Red-Amber-Green Rating</i>	Green	
<i>Paper Type</i>	For information	
<i>Paper Summary</i>	<p>Updates on areas listed in the paper as follows:</p> <ol style="list-style-type: none"> 1. Higher Education developments including: Progress on Higher Education and Research Bill; Skills and Enterprise Review; Funding Status for EU Students in 2018-19; SFC letter of Guidance 2. Campus Masterplan 3. Key activities 4. Senior Management Group business 	
<i>Topics to be discussed</i>	In line with paper's headings	
<i>Action from Court</i>	To note/discuss if wishes	
<i>Recommendation to Court</i>		
Relevant Strategic Plan workstream	Empowering People, Agility, Focus	
Most relevant Primary KPI it will help the university to achieve	NA	
Most relevant Secondary KPI it will help the university to achieve	NA	
Risk register - university level		
Risk register - college level		
Demographics		
<i>% of University</i>	Items mainly relate to the University as a whole	
<i>% of college</i>		
Operating stats		
<i>% of</i>		
Campus	All locations	
External bodies	UK Government; Scottish Government; SFC	
Conflict areas		
Other universities that have done something similar		
Other universities that will do something similar		
Relevant Legislation	Higher Education and Research Bill	
Equality Impact Assessment		
Suggested next steps		
Any other observations		

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Principal's Report

Items A: For Discussion

1. Higher Education developments

1.1 Progress on Higher Education and Research Bill

As discussed previously at Court, the HE & Research Bill working its way through Westminster will still have a major impact on Scotland both through reserved matters (e.g. the new UK Research and Innovation structure UKRI) and indirectly through other areas which though devolved (e.g. the Teaching Excellence Framework - TEF) will still impact on Scotland.

Due to the tragic events at the end of March in Westminster the Third Reading of the Bill in the Lords has been postponed until 4 April 2017. At the time of writing it's difficult to know how the Lords' amendment on international students and staff (which prevents international students from being counted in the Government's migration statistics and policy) will eventually fare. The Bill will not return to the Commons until after the Easter recess. Universities UK is seeking to encourage MPs to support amendments to the Bill which are favourable to the intent of protecting international student flows, and which address concerns with the poor quality of net migration data.

As stated at the previous meeting of Court, 5 Scottish Universities decided to join the TEF. We will review our position in the light of the experience of this year and bring a proposal back to Court in time for the next decision point in early 2018.

The Bill will establish UKRI. Attempts to amend the legislation to ensure that the new UKRI Board reflects the devolved nations in its membership have not been successful. Nevertheless the feeling is that it is likely that the Board appointments will seek to reflect different areas of expertise and regional/devolved knowledge.

1.2 Skills and Enterprise Review

Court heard at its February meeting that the Scotland-based Skills and Enterprise review had entered its second phase, with representations from the HE sector and businesses being examined.

On 30th March Cabinet Secretary Keith Brown made a statement to the Scottish Parliament about the governance workstream of the Enterprise & Skills Review. The key announcement is that the existing boards (SFC, SDS, Scottish Enterprise, Highlands & Islands Enterprise) will continue, with their existing statutory functions unchanged.

Scottish Government will establish a new ‘strategic board’, intended to achieve better alignment between the agencies to maximise their impact on the economy and productivity. However, this will be a non-statutory body, and will be chaired by an independent figure from the business community. Membership of the strategic board will include the chairs of the existing boards, and non-executive members drawn from civic Scotland. During exchanges in Parliament the Minister also confirmed that Ministers and Parliament would continue to allocate funding to the SFC, rather than via the new strategic board. The remaining strands of phase 2 of the Review will report in May.

1.3 Funding Status for EU Students in 2018-19.

Court will recall previous discussions around the need to gain clarity on the future funding status of EU students. On 24 March Scottish Government announced that the post-Brexit fees status of EU students commencing their studies in academic year 2018/19 will be protected. This means that EU nationals choosing to study in Scotland and enrolling in 2018-19 have been guaranteed free tuition for the duration of their entire course. This is welcome news and removes some of the immediate uncertainty surrounding fee status of EU students and confirms the guarantee already in place for eligible EU students enrolling this year.

1.4 Letter of Guidance to Scottish Funding Council.

At the time of writing the Minister for Further and Higher Education Shirley-Anne Somerville has just issued guidance to the SFC on priorities for Further and Higher Education. This was supplemented by a Letter of Guidance from Cabinet Secretary Keith Brown to state the expectations on joint working by the agencies in the light of the Skills and Enterprise Review mentioned above). I will update Court on our analysis of the letter of guidance.

2. Campus Masterplan

As Court members have been advised since the last meeting, the Campus Masterplan was approved by the City Council on 16 February. I am sure Court would like to join me in thanking all those involved in getting our vision for the campus development to this key stage. I would also like to add my personal thanks to Court for its involvement in the process to date, which is going to lead to world-class teaching, learning and research facilities for students and staff, and transformation of the West End of the city.

Items B: For Information

3. Key activities

Below is a summary of some of the main activities I have been involved in since the last meeting of Court, divided into the usual 4 themes: Academic Development and Strategy; Internationalisation activities; Lobbying/Policy Influencing and Promoting the University; Internal activities and Communications and Alumni events. In order to cut the length of this report, I have, in the main, provided brief headings and can expand on any items of interest to Court.

Academic Development and Strategy

17 February: Met with Neil McDonnell, Philosophy, to see a demo and to discuss a project he is leading on Virtual Reality technology.

22 February and 28 March: Took part in Guild of European Research-Intensive Universities Board Meeting via teleconference.

22 February: Met with the Hungarian Ambassador who was visiting the Campus.

23 & 24 February: Attended UUK Spring meeting. Jo Johnson MP gave a ministerial address. On 7 April attended the UUK Board meeting.

27 March: Chaired interview for Professor in International Relations.

29 March: Participated in the official opening of the ICE building at the Queen Elizabeth University Hospital performed by Professor Sir Mark Walport, incoming Chief Executive UK Research & Innovation (UKRI) and currently Chief Scientific Adviser for UK Government. Running alongside the opening event was an Industry Day and Sir Mark delivered the keynote address.

31 March: Met the Polish Ambassador who was visiting the University to meet students and deliver a lecture to the School of Modern Languages and Cultures and Central and East European Studies staff and students.

Internationalisation Activities

24 March: Met with Dr Jony Haryanto, Rector of President University, Indonesia, who was visiting the University.

10 April: Met HRH Princess Chulabhorn from Thailand who was visiting our Medical and Veterinary Schools.

Lobbying/Policy Influencing and Promoting the University

16 February: Met with Alison McRae, Senior Director, Chamber of Commerce and on 17 February with Stuart Patrick, Chief Executive, Glasgow Chamber of Commerce and on 28 February attended a Glasgow Chamber of Commerce Dinner which focused on the concept of a *Glasgow West* innovation district.

21 February: Attended and took part in a panel session focusing on future relationships with the EU at Scotland Europa Members' Planning Meeting 2017-2018.

21 February: Met with Chris O'Shea, Chief Financial Officer and senior executives of Smiths Group Mr O'Shea was visiting the University to speak to Accounting & Finance students that day and visiting the Quantic Centre.

1 March: Attended a Brexit Breakfast briefing in Edinburgh hosted by Michael Russell MSP, the Minister for UK Negotiations on Scotland's Place in Europe. This was set up as a forum for invited guests to share their thoughts on the future challenges and opportunities for Scotland and the EU.

2 March: Attended USS Investment Committee Meeting.

2&3 March: Attended the Russell Group Vice Chancellors away day.

6 March: Participated in a Council of Economic Advisors Conference Call.

9 March: Visited LUISS University, Rome and took part in a Round Table discussion on "Brexit: EU and UK perspectives" hosted by the Rector, Paola Severino, and later that day delivered a lecture on "Brexit: Potential Strategies for the UK and the EU, and consequences for the devolution". The following day I had the opportunity to meet Deputy Rector Andrea Prencipe, and LUISS colleagues, Professor Maurizio Bellacosa and Professor Antonio Gullo to discuss potential collaborations in teaching and research.

14 March: Met with David Duke (founder, Street Soccer Scotland) and Norman Gill (Change Centre Programme Manager).

15 March: Attended a Ministerial Roundtable to discuss the EU referendum and its impact on the Higher Education Sector. The Roundtable was called by the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney to meet Principals or representatives of all the Scottosh HEIs. It also included Shirley-Anne Somerville, Minister for Further Education, Higher Education and Science, and the Minister for UK Negotiations on Scotland's Place in Europe, Michael Russell.

15 March: The Senior VP and I met with Cllr Susan Aitken, Leader of Glasgow City Council SNP Group

16 March: Attended an SCDI Forum and Dinner. The overall theme was '*Brave New Worlds? - Economic Growth & Wealth Creation*'. I participated in a session on Brexit & Scotland along with Lynda Towers, Director of Public Law - Morton Fraser, formerly Solicitor to the Scottish Parliament, and Nicholas Niggli, Head, Economic, Finance, Science & Innovation Section, Embassy of Switzerland in the UK, and Chairman - Association of Economic Representatives in London.

17 March & 4 April: Attended SFC Business Meetings

22 March: Attended the Glasgow Life Board Meeting and the Culture & Sport Glasgow CIC Board.

23 March: Attended USS Trustee Board meeting in Liverpool.

24 March: Met with Kathy Sorley, project manager for a University of Glasgow book project part funded through the Chancellor's fund.

31 March: Hosted a meeting with Alex Chisholm, Permanent Secretary of BEIS and colleagues to discuss UK Government's Industrial Strategy green paper. The Convener of Universities Scotland, Professor Andrea Nolan, Convener of Universities Scotland also attended.

4 April: Met with Leslie Evans, Permanent Secretary at Scottish Government and then with Francesca Osowska, Director, Scotland Office.

5 April: Hosted a meeting with Cllr Frank McAveety Leader of Glasgow City Council, and Cllr Archie Graham & Cllr George Redmond.

7 April: Attended a CASE Global Governance Review Meeting in London involving the President and CEO of CASE, Sue Cunningham.

Internal activities and Communications and Alumni events

17 February: Attended and spoke at a Volunteering, Clubs and Societies Awards event run by the SRC.

21 February: Attended the Stone Lecture and introduced this year's speaker, Sally Magnusson.

13 March: Monthly meeting with the SRC President and executive officers.

13 March: Attended and spoke at the Chancellor's Dinner.

14 March: Hosted a Student Volunteers Reception in the Lodging.

21 March: Gave the Stevenson/Policy Scotland lecture entitled '*Brexit and the future of the Scottish and UK economy*'.

27 March: Chaired the 4th Carnegie Lecture and introduced the speaker Professor Alain Aspect and hosted a Lodging dinner thereafter.

6 April: Welcomed delegates to the Society of Latin American Studies Conference.

4. Senior Management Group business

In addition to standing and regular items the following issues were discussed:

SMG meeting of 23 February 2017

The main focus of the meeting was the annual Risk Workshop led by PwC.

In addition to the workshop the following items were considered:

- **General Council fee**
- **Strategy for Car parking on Gilmorehill and Review of the Parking Permit scheme**
- **REF Reviews**
 - UoA 1 Clinical Medicine

- UoA 6 Agriculture, Veterinary and Food Science

SMG meeting of 16 March 2017

- **Student Recruitment (RS)**
 - Update on Admissions
- **THE Global rankings and the reputation elements**
 - Stakeholder Engagement Plan 2017-20
- **Budget update**
- **Strategy Transformation Programme**
- **Gender Pay Strategy and Action Plan**
- **Recruitment Business Processes Review**
- **Promoting the Professorial Recruitment Fund: External Advert**
- **Interim Impact Reviews**
- **SFC Gender Action Plan and Preventing Sexual Violence Strategy Group**

Court Context Card - Secretary of Court's Report 12 April 2017

Speaker	Mr David Newall	
Speaker role	Secretary of Court	
Paper Description	For information / some items for discussion/decision/approval	
Topic last discussed at Court	Regular report to Court	
Topic discussed at Committee	NA	
Committee members present	NA	
Cost of proposed plan		
Major benefit of proposed plan		
Revenue from proposed plan		
Urgency	High item A1; Medium/Low rest	
Timing	Immediate where relevant	
Red-Amber-Green Rating	Green	
Paper Type	Decision/Discussion/Information	
Paper Summary	<p>Report from Secretary on a number of items for Court's discussion/decision and/or information, as follows (A items only):</p> <p>A1 Court's approval is sought for delegated authority to be given to the Convener of Court, Graeme Bissett (Vice-Chair of Finance Committee), the Principal and the Director of Finance, to make commitments on the University's behalf with regard to the borrowing strategy for the campus redevelopment</p> <p>A2 Court's approval is sought in relation to a recommendation that a working group be established in connection with the Principal's contract; and a recommendation about the composition of the working group</p> <p>A3 Court's agreement is sought for the Court Governance Working Group to consider (on Court's behalf) whether to submit comments on the draft revised Code of Good HE Governance, once published, and to identify any issues which should be brought to Court's attention.</p>	
Topics to be discussed	As above plus any B items Court members may wish to discuss	
Action from Court	Listed under each item: specific decisions requested under:	
Recommendation to Court	A1, A2, A3 as above under relevant A items	
Relevant Strategic Plan workstream	Empowering People, Agility, Focus	
Most relevant Primary KPI it will help the university to achieve	NA	
Most relevant Secondary KPI it will help the university to achieve	NA	
Risk register - university level		
Risk register - college level		
Demographics		
% of University	100% Cross University application on several items	
% of college		
Operating stats		
% of		
Campus	All locations; GUU	
External bodies	Scottish Government; banks/UK Government/European Investment Bank	
Conflict areas		
Other universities that have done something similar	Other Scottish HEIs will be discussing HE Governance legislation and new Code	
Other universities that will do something similar		
Relevant Legislation	Higher Education governance legislation; Employment legislation	
Equality Impact Assessment		
Suggested next steps		
Any other observations		

Court - Wednesday 12 April 2017

Report from the Secretary of Court

SECTION A - ITEMS FOR DISCUSSION / DECISION

A.1 Campus Development Borrowing Group

At the December meeting of Court, it was agreed that a short-life working group should be established with delegated authority to make decisions on the University's long-term borrowing strategy, in the light of Court's decision to commit to an additional £175M of long-term borrowing. That group met on 20 February, comprising: Elizabeth Passey, Ken Brown, Graeme Bissett, Robert Fraser and Allan Bertie, an expert in investment banking.

At the request of the Director of Finance, Ernst & Young (EY) had prepared a report for the group which considered the University's borrowing requirements, evaluated a broad range of options available and arrived at a recommended way forward. EY favoured Private Placement as the most favourable option for the University and had clarified the advantages of that approach as compared with the other main options (Bank Debt, Public Bond, European Investment Bank loan). All members of the working group were satisfied with the clarity of the EY analysis and the thrust of EY's recommendations. The Group agreed that, with the risk that interest rates may soon begin to rise, early progress should be made on putting a borrowing facility in place.

Following that meeting, and with the agreement of the working group, the Director of Finance has employed legal and financial agents to act on the University's behalf in implementing the borrowing strategy. It is intended that the University will now issue a prospectus, which will be followed by a presentation to possible lenders by the Principal and the Director of Finance. This presentation is scheduled for 11 April, following which there will be approximately one week in which lenders may submit proposals. It is essential that, at that point, the University is in a position to make an early decision on the best borrowing option, and the working group has therefore agreed that, subject to Court's agreement, a group of four University officers should have delegated authority to make commitments on the University's behalf. The four officers are: the Convener of Court; Graeme Bissett (Vice-Chair of Finance Committee) the Principal, and the Director of Finance.

Is Court content to approve this arrangement?

A.2 *Appointment of the Principal*

The Principal's contract of employment with the University runs until 30 September 2019. Within the contract, there is a clause that states that the contract may be extended, should both parties be willing, and that discussion on a possible extension should take place before 1 April 2018.

The Convener of Court would like to make early progress in taking forward consideration of the Principal's future contract. Following the practice adopted previously in this situation, it is therefore RECOMMENDED to Court that a Court working group be established with a remit to:

- Review the Principal's performance in his role;
- Consider whether the University should offer an extension to his current contract of employment and, if so, on what terms; and
- Report with recommendations the June meeting of Court.

If Court is content to proceed in this way, it is further RECOMMENDED that membership of the working group should be:

The Convener of Court, as chair
The Convener of HR Committee
2 other lay members
The Senior Senate Assessor
A Staff Representative on Court
The Student President

Is Court content to proceed in this way?

A.3 *Review of Code of Good HE Governance*

The current Governance Code for Scottish Higher Education was published in July 2013, with a commitment to a review after 3 years. As previously advised, the Committee of Scottish Chairs established a Review Committee last year, convened by Ian Marchant. It is expected that the updated Code will be published in draft form in April 2017. If Court is content, the Governance Working Group will, on Court's behalf, consider whether to submit comments on the draft Code, and will also identify any issues which should be brought to Court's attention. Matters likely to be raised within the new Code include: the composition of Court Committees; the question of remuneration for governing body chairs; and the governing body's strategy on promoting equality and diversity.

SECTION B – ITEMS FOR INFORMATION / ROUTINE ITEMS FOR APPROVAL

B.1 *Court annual self-assessment*

As in previous years, a questionnaire for Court self-assessment/feedback on performance has been circulated. The Court Governance Working Group will consider the outcomes of this and will also refer to the Code, to ensure

that the University is addressing all its responsibilities in terms of good governance. The working group will report to Court in June.

B.2 *Organisational Change Governance Group*

The annual report of the Organisational Change Governance Group is attached as **Annex 1**. As the report records, the Group made the decision in March to authorise management to implement a reorganisation of the technical staffing support at the Scottish Centre for Ecology and Natural Environmental (SCENE) at Rowardennan, Loch Lomond, to meet evolving academic needs. The staffing complement will remain at 2 FTE, but with posts redesigned.

B.3 *Court and Committee appointments*

Mr Aamer Anwar has been elected by the student body to serve as Rector for 3 years from 1 April 2017.

Applications for a new Co-opted member, to replace Margaret Morton, were considered by the Nominations Committee and interviews held in March. Mr Gavin Stewart has been appointed as a Co-opted member for 4 years from 1 April 2017.

Recruitment for a member of the Audit Committee is in hand, to replace an external member who has demitted office early, owing to other professional commitments.

B.4 *Appointment of Vice-Chairs*

The Human Resources Committee and the Health, Safety & Wellbeing Committee have identified Vice-Chairs, which means that each of Court's Committees, and Court itself, now has a formally appointed Vice-Chair. The two new appointees are:

- Human Resources Committee Rob Goward
- Health, Safety & Wellbeing Committee Richard Claughton

In each case, the Vice-Chair will serve for a period of 4 years, starting 1 May 2017.

B.5 *SRC Elections*

The following candidates were successful in the Spring 2017 SRC elections and will take up sabbatical officer posts on 1st July 2017:

President: Kate Powell

VP Education: Hannah-May Todd

VP Student Support: Lauren McDougall

VP Student Activities: Pritasha Kariappa

B.6 *Head of School Appointments*

Professor Philippe Schyns has been reappointed as Head of the School of Psychology for 3 years from 1 August 2017.

Professor Alice Jenkins has been appointed as Head of the School of Critical Studies from 1 August 2017 until 31 December 2020.

B.7 *Glasgow University Union Lease*

The University and the Glasgow University Union have recently entered into a formal lease in relation to the Union's occupancy of space in the Stevenson Building extension. All student union space on campus is occupied free of charge, but a formal lease in this case was advantageous to the University because of a VAT benefit it allowed in respect of the construction costs of the Stevenson extension. The University will charge GUU a lease for occupying this property, and will fully reimburse the Union for the cost.

B.8 *Glasgow University Union Constitution*

On behalf of Court I have approved minor changes to the GUU's constitution, as approved by the Union's Board of Management in March. These relate to the status of the Union's honorary librarian.

Organisational Change Governance Group

Report to Court, April 2017

Introduction

In April 2013 - on the last occasion when it met at Dumfries - Court approved a new policy on the Management of Organisational Change. The policy introduced a 'tiered' approach to decision-making, whereby:

- 'Tier 1' changes, essentially involving the management of fixed-term contracts, would be managed at local level.
- Changes classified as Tier 3 or above, being of a strategic nature, would always require a decision by Court.
- 'Tier 2' proposals would be considered on Court's behalf by a new working group – the 'Court Procedural Review Group'.

The definitions of Tiers 1 to 5 are set out in **Appendix 1**.

Initially, CPRG was a 3-member group whose power was limited to making recommendations to Court. However, in reviewing CPRG's work in June 2015, Court decided to expand its membership to 5, and to give it authority to make decisions on Tier 2 proposals, without the need for Court approval. In all cases where CPRG has thus given management authority to implement organisational change, it has instructed that, in terms of the Management of Organisational Change Policy, all reasonable steps should be taken to mitigate the impact of redundancy on the individuals affected. Decisions made by the Group are reported routinely to the following meeting of Court. CPRG may still choose to refer a proposal to a full meeting of Court where it considers it to be strategically significant and/or contentious.

In February 2017, Court agreed that CPRG should be renamed, better to reflect its role. It is now the Organisational Change Governance Group (OCGG), and Court has asked that OCGG provide an annual report to Court. Meanwhile, each item of business considered by OCGG will continue to be reported to the following meeting of Court.

This current report covers the period from the start of 2015/16, from which time OCGG had authority to approve proposals for organisational change. In future an annual update will be brought to Court each April.

Current membership of the Organisational Change Governance Group is: Ken Brown, Karen Lury, David Milloy, Duncan Ross and Morag Macdonald Simpson.

DN, 17.3.17

Proposals approved by the Organisational Change Governance Group October 2015 – April 2017

1. *October 2015 - Library evening/weekend provision*
Restructure of the Library support service offered at evenings and weekends, in order to reduce cost and provide a better-fitting structure. The proposal involved 43 positions no longer being required. These were part-time roles, with a total FTE value of 5.83.
2. *February 2016 - Estates & Buildings*
Restructure of senior positions in Estates & Buildings so as to strengthen skillsets in the areas of Estates Development; Financial Management and Estates Strategy. The old structure involved 11 positions (10 FTE) and was replaced by a new structure involving 9 full-time positions.
3. *March 2016 - MVLS, Postgraduate Taught administration*
Creation of a centralised service providing administrative support for Postgraduate Taught Programmes. This replaced a dispersed model of support. The proposals involved the work of 43 staff (18 FTE) being addressed by a central team of 17 FTE.
4. *April 2016 - MVLS, Finance administration*
Similar to the proposal immediately above. A new centralised model for the provision of financial support in MVLS. The work of 46 individuals (13.9 FTE) was transferred to a new central team of 13 FTE.
5. *May 2016 - Learning & Teaching Centre*
Restructure of the service to achieve closer alignment with the University's strategic objectives and priorities. This was taken forward following consultation with Senate. It involved a structure of 16 posts (15.5 FTE) being replaced by a new structure involving 18 posts (16.6 FTE).
6. *May 2016 - Interdisciplinary Studies*
A reduction in staffing of 1.5 FTE in response to curricular changes.
7. *June 2016 - Law*
Another reduction in staffing in response to curricular changes. Coincidentally, the staff reduction was, again, 1.5 FTE.
8. *Dec 2016 - Student Residences*
Staff reduction of 2 FTE, as a result of the need to reduce the number of residential units in Hillhead Street to accommodate growth in the Department of Psychology.
9. *March 2017 - SCENE (Scottish Centre for Ecology and the Natural Environment)*
Reorganisation of the technical staffing support at the Rowardennan Field Station to meet evolving academic needs. The staffing complement will remain at 2 FTE, but with posts redesigned.

Definition of ‘Tiers’, within the Management of Organisational Change Policy

Tier 1 – Fixed term contracts & open ended contracts with a funding end date (including individuals, teams or groups).

Tier 2 – Core funding: a reduction in an individual post, team, group, programme, college support service or a subsection of a School, RI or University Service. Significant restructuring exercises may also be considered within this level.

Tier 3 – The closure of an academic subject / discipline.

Tier 4 – The closure of a School, Research Institute or University Service.

Tier 5 – Significant University wide changes / Closure of a College.

Terms of Reference of the Organisational Change Governance Group

Remit

1. To act as an independent review group for all Tier 2 proposals which involve organisational change which might result in staffing reductions or significant changes to the organisational structure
2. To provide strategic sign-off to management for Tier 2 proposals
3. To decide, on strategic and/or key reputational grounds, or for other exceptional reasons, if the matter should be treated as equivalent to a Tier 3 proposal and receive initial strategic sign-off by Court prior to proceeding
4. To assess, in especially sensitive matters, if the group needs to review the final outcome before any change occurs
5. The Policy requires Tier 3 issues to receive the initial strategic sign off by Court. In some cases, Court may decide that it wishes the group, as per point 4 of the remit above, to review the final outcome before any change occurs
6. To provide a summary report to Court of changes given strategic sign-off.

Membership

3 lay members of Court, including at least one member of the Human Resources Committee

2 Senate Assessors

Additionally the VP, Head of College or Secretary of Court (or appropriate senior management delegate) for the affected area would also attend to provide organisational context and explain/ amplify the rationale for a proposal. The Organisational Change Governance Group (OCGG) will be provided with advice and guidance by a senior member of the HR Function.

The members of the OCGG may also seek input from Union Representatives prior to providing strategic sign off, whilst recognising that this does not form part of the formal consultation processes.

The Court members will make the decision.

To ensure a degree of continuity of experience the membership of the OCGG will be established at the start of each academic year in case it is required. The lay members of Court will be identified by the Nominations Committee and the Senate Assessor(s) will be chosen by the Senior Senate Assessor. In each case a reserve will also be identified in case of lack of availability at a particular time or to avoid an individual dealing with a case in a part of the University where they are closely involved.

The remit and membership of the OCGG will be reviewed and agreed on an annual basis by Court.

Court Context Card - Finance Committee Report 12 April 2017

Speaker	Ken Brown
Speaker role	Finance Committee Convener
Paper Description	Finance Committee Report to Court
Topic last discussed at Court	Last Finance Committee report to Court February 2017
Topic discussed at Committee	
Committee members present	Court members present at last meeting: G Bissett, K Brown, C Goodyear, A Ibrahim, R Mercer, E Orcharton, E Passey, Principal
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	Medium
Timing	Immediate
Red-Amber-Green Rating	Green
Paper Type	Discussion
Paper Summary	CA/2016/60 - Finance Committee noted the Endowments Investment Reports CA/2016/62 - Finance Committee noted a report showing the Overview of Performance as at 28 February 2017
Topics to be discussed	Paper for information; and discussion of any items that Court wishes to discuss
Action from Court	For noting
Recommendation to Court	n/a
Relevant Strategic Plan workstream	Agility, Focus
Most relevant Primary KPI it will help the university to achieve	Cash generation
Most relevant Secondary KPI it will help the university to achieve	
Risk register - university level	5. Financial Resource
Risk register - college level	
Demographics	
% of University	100% undergraduates 100% postgraduates 100% home students 100% overseas students 100% staff
Operating stats	
% of	100% revenues 100% of costs 100% of profits 100% real estate - land 100% real estate - buildings 100% of total assets 100% of total liabilities
Campus	All
External bodies	
Conflict areas	
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	
Equality Impact Assessment	
Suggested next steps	Budget to be discussed at Finance Committee meeting in May 2017
Any other observations	

University of Glasgow

Finance Committee

Minute of Meeting held on Wednesday 29 March 2017

Melville Room, Gilbert Scott Building

Present:

Mr Graeme Bissett, Mr Ken Brown (Convener), Mr Robert Fraser, Dr Carl Goodyear, Mr Ameer Ibrahim, Prof Anton Muscatelli, Ms Elspeth Orcharton, Ms Elizabeth Passey (via teleconference), Mr Iain Stewart

In attendance:

Mr Gregor Caldow, Prof Neal Juster, Mr Ronnie Mercer, Mr David Newall, Ms Fiona Quinn

Apologies:

Mrs Ann Allen, Ms Heather Cousins, Dr Duncan Ross

Farewell

Noting that this was David Newall's last meeting of Finance Committee, members thanked David for his work on the Committee over the years and passed on their best wishes for the future. David would step down as Secretary of Court following Court's April meeting.

CA/2016/49. Minutes of the meeting held on Wednesday 18 January 2017

The minutes of Finance Committee held on 18 January 2017 were approved.

CA/2016/50. Conflicts of Interest

There were no declarations.

CA/2016/51. Capex application: Joseph Black Building Fabric Repairs (paper 5.1.1)

Finance Committee received a capital expenditure application for £13.54m for significant improvements to the Joseph Black Building.

The Committee noted the importance and key role of the building as the base for the School of Chemistry as well as housing facilities for MVLS and central teaching, thus supporting a huge amount of research and teaching activity. Further the Committee noted that that building had been granted grade A listed building status in 1985. Members noted the goals of the project as follows: to arrest existing water ingress; to upgrade the external fabric of the building to current required standards; and to preserve the architectural detailing, ensuring that one of the major

built assets of the University remained fit for purpose. The Committee noted that there was provision for the works in the Capital Plan.

There was a discussion on the Risk Register, with Committee members agreeing that it would be appropriate to reduce the 'Risk Level' to 'Low' for the risks numbered 1, 2 and 4.

Finance Committee approved the application.

CA/2016/52. Capex application: Joseph Black Building Fire Upgrades (paper 5.1.2)

Finance Committee received a capital expenditure application for £1.41m for fire upgrade works within the Joseph Black Building.

The Committee noted that the proposed works were planned in response to Fire Risk Assessment recommendations. The upgrades are considered essential to provide increased safety for staff and students and to reduce the risk to business continuity.

Finance Committee approved the application.

CA/2016/53. Capex application: Joseph Black Building Functional Nanomaterials Laboratory Upgrades (paper 5.1.3)

Finance Committee received a capital expenditure application requesting £1.33m for laboratory refurbishments in the Joseph Black Building.

The Committee noted that the proposed refurbishment would ensure compliance with current research and safety standards. The laboratory supports a group of 15 active researchers and is associated with a research grant portfolio of circa £700k, which is expected to rise.

In response to a question from the Committee, the Secretary of Court and Senior Vice-Principal explained that there were urgent issues to be addressed with the fabric of this particular laboratory to stop water ingress, hence its prioritisation over other labs.

Finance Committee approved the application.

CA/2016/54. Capex application: Pixel Sensor Array Fabrication Facility (paper 5.1.4)

Finance Committee received a capital expenditure application requesting £580k to purchase a piece of specialist equipment for the School of Physics and Astronomy – a state of the art fine-pitch flip-chip bonder.

The Committee noted that the cost of the equipment would be covered by a capital grant from STFC: the grant application had been successful. Infrastructure requirements were minimal – an extraction system was required at an estimated cost of £10k, which would be covered by the School's consumables budget.

Finance Committee approved the application.

CA/2016/55. Capex application: James Watt Nanofabrication Centre (paper 5.1.5)

Finance Committee received a capital expenditure application requesting £780k for two capital equipment purchases within the James Watt Nanofabrication Centre (JWNC): a low damage compound semiconductor (CS) plasma etch tool with an estimated cost of £550k and an exchangeable target sputter tool with an estimated cost of £230k.

The Committee noted that both items are included in the approved Capital Plan for 2016/17.

Finance Committee approved the application.

CA/2016/56. Capex application: Research Hub Fees (paper 5.1.6)

Finance Committee received a capital expenditure application requesting £501k for additional fees for the Research Hub.

The Committee noted the application was for additional design team fees incurred during the development of the RIBA Stage 2 design proposals for the Hub; RIBA stage 0/1 feasibility and outline designs for the Data Centre; additional fees for the RIBA stage 3 services, to reflect the increased scale of the project; and direct client costs.

The Senior Vice-Principal informed the Committee that the next steps would be a presentation to the Capital Projects Governance Board, followed by bringing the Full Business Case to Finance Committee and Court in September/October 2017.

Finance Committee approved the application.

CA/2016/57. Annual TRAC Return for 2015/16 (paper 5.2)

The Committee received a report giving an overview of the Transparent Approach to Costing (TRAC) Return for 2015/16. The TRAC return had been submitted at the end of January 2017 and the TRAC (Teaching) return at end of February 2017.

The Committee noted that TRAC was introduced across the UK Higher Education Sector in 1999 as a Government accountability requirement with the introduction of full economic costing for Research Council applications.

Finance Committee noted that the TRAC return data collection for 2015/16 was a pilot following the implementation of FRS102. The UK Research Councils agreed that the FEC cost rates calculated in the 2014/15 annual TRAC return will be used, with an additional year's indexation applied. Following the submission, an assessment would be made as to whether any further updates or amendments to TRAC guidance are required.

Finance Committee noted that the TRAC deficit has increased by £31.2m from 2014/15 to 2015/16. This was due to a decrease in RDEC income of £13.9m, GSV repurchase costs of £21.9m, increased sustainability adjustments of £6.7m offset by increased income of £7.9m recognised under FRS102 and a reduction of holiday pay accrual of £5.3m.

The Committee noted the annual TRAC return, noting that it would be interesting to see a reconciliation with the University's Financial Statements.

CA/2016/58. Counterparty Limits

The Committee received an update from the Group Financial Controller. At the previous meeting of Finance Committee, members had agreed to an increase in counterparty limits to £50m for banks with an A rating or better.

This was no longer required, so the limits would revert to the previous levels (£35m), pending a further discussion to take account of future cash inflows, for example as a result of borrowing.

Finance Committee approved this course of action.

CA/2016/60. Endowments Investment Reports as at 28 February 2017 (paper 6.1)

The Committee noted the Investment Managers Reports as at 28 February 2017.

CA/2016/61. 2017/18 Budget and Four Year Forecast (paper 6.2)

The Senior Vice-Principal presented a paper providing the Committee with a summary update on the budget position after the February 2017 round of budget meetings.

Finance Committee noted that according to current assumptions the University was on track to meet the cash generation targets of the strategic plan and the cashflows required to fund the Capital Plan as presented to Court in December 2016.

The Committee noted that challenges would begin to arise in the outer years, due to an assumed imbalance between increases in salaries and pensions and the capacity to increase tuition fee income. The Senior Management Group were formulating plans to ensure that any gap could be bridged through greater efficiencies.

Finance Committee noted the next steps, as follows:

- During the next budget round (early April) the budget holders would ensure that cash generation forecasts match those presented to Court in December 2016
- The transformation programme would be further developed and agreed by SMG
- The Court Borrowing Working Group, and hence Finance Committee, would look at methods of optimising returns on cash balances (currently forecast to be 1%)
- The final budget and four year forecasts would be presented to Finance Committee at its May meeting.

The Committee welcomed the update, noting that the insight into the planning cycle as it progressed was helpful.

CA/2016/62. Overview of Performance as at 28 February 2017 (paper 7.1)

The Group Financial Controller provided an overview of performance as at 28 February 2017. Finance Committee noted that at Period 7 the operating surplus was £22.7m, £5m higher than budget.

The full year outlook was £7.2m, £5.1m higher than budget and £1m higher than the outlook at Period 6.

Under FRS102 the full year outlook was £36.6m, £6.7m higher than budget.

Tuition fees are forecast to be £1.8m higher than budget, with Arts, Science and Engineering and Social Sciences all favourable, offset by £0.9m decrease in MVLS.

Salaries were £3.3m lower than budget, as a result of voids and delay in recruitment of new posts.

There was £229.3m in net funds as at end of Period 7. Cash inflow was £45.5m for the year to date. The closing cash forecast for 2016/17 was £196.9m.

CA/2016/63. Debtors Report as at 28 February 2017 (paper 7.2)

Finance Committee received a report of debtors as at 28 February 2017. The Committee noted that overall debt levels had increased year-on-year from £45.28m at February 2016 to £47.94m at February 2017. Student and sponsor tuition fee debt had increased slightly from £17.28m at February 2016 to £17.33m at February 2017, due to increased sponsor balances. The top ten sponsor balances represent 77% of total sponsor balances outstanding.

An aged-debt analysis was provided of all student debt as at February 2017. This stood at £14.1m, a decrease of £4.3m since January 2017. £728k had been passed to external collectors.

The Committee noted that commercial debt stood at £25.7m at February 2017, an increase from £24.91m at February 2016. A breakdown was provided of balances greater than £25k in the 1, 2 and 3 months plus categories. The Committee noted that targets in the management of aged commercial debt were being met.

CA/2016/64. Cash Balances Report as at 17 March 2017

Finance Committee noted the summary of cash balances, totalling £253.4m across ten institutions at 17 March 2017.

CA/2016/65. Date of Next Meeting

Wednesday 31 May 2017, 2pm, Melville Room.

*Prepared by: Fiona Quinn, Clerk to Committee, fiona.quinn@glasgow.ac.uk
Last modified on: Monday 3 April 2017*

Court Context Card 12 April 2017 - Audit Committee

Speaker	Ms Heather Cousins	
Speaker role	Audit Committee Chair	
Paper Description	Minute of Committee meeting 22 February 2017	
Topic last discussed at Court	Last Audit Committee report December 2016	
Topic discussed at Committee	See paper summary section.	
Committee members present	Heather Cousins, Duncan Ross, Lesley Sutherland	
Cost of proposed plan		
Major benefit of proposed plan		
Revenue from proposed plan		
Urgency	Low	
Timing	NA	
Red-Amber-Green Rating	Green	
Paper Type	Information	
Paper Summary	The Committee received internal audit reports on reviews of: Project Management - Workload Modelling; Strategic Planning; Performance Management; and International Activity – use of agents in Student Recruitment. The Committee received the updated University Risk Register; and a Higher Education Sector Risk Profile 2017 compiled by the internal auditors. The Committee received an update on Implementation of Outstanding Recommendations from prior internal audits.	
Topics to be discussed		
Action from Court	To note and discuss if desired.	
Recommendation to Court	To note.	
Relevant Strategic Plan workstream		
Most relevant Primary KPI it will help the university to achieve		
Most relevant Secondary KPI it will help the university to achieve		
Risk register - university level		
Risk register - college level		
Demographics		
% of University	100% Cross University application on several items	
Operating stats		
% of		
Campus	All	
External bodies		
Conflict areas	None Highlighted	
Other universities that have done something similar		
Other universities that will do something similar		
Relevant Legislation		
Equality Impact Assessment		
Suggested next steps	N/A	
Any other observations		

UNIVERSITY OF GLASGOW

Audit and Risk Committee

Minute of Meeting held on Wednesday 22 February 2017 in the Melville Room, Main Building

Present:

Mr Simon Bishop (SB), Ms Heather Cousins (HC) (chair), Mr Neil Menzies (NM), Ms Lesley Sutherland (LS), Mr David Watt (DJW)

In attendance:

Mr Ken Baldwin (Ernst & Young) (KB), Mr Gregor Caldow, Group Financial Controller (GC), Mr Robert Fraser (Director of Finance) (RF), Ms Denise Gallagher (PWC) (DG), Ms Deborah Maddern (Clerk) (DM), Professor Anton Muscatelli (Principal) (AM), Mr David Newall (Secretary of Court) (DN), Ms Lindsey Paterson (PWC) (LP), Dr Dorothy Welch (Deputy Secretary) (DAW)

Apologies: Dr Duncan Ross (DR), Mr Stephen Reid (Ernst & Young) (SR)

AUDIT/2016/24 Announcements

Lindsay Campbell had left the Committee since the last meeting, owing to professional commitments. The Committee's thanks to her were recorded.

Neil Menzies and David Newall were attending their last meeting. The Committee thanked them for their contributions to the Committee's business and wished them well in the future.

There were no declarations of any conflicts of interest.

AUDIT/2016/25 Minutes of the meeting held on 8 November 2016

The minutes were approved subject to a change to the second sentence on page 2, which would be amended to read "*The Committee noted that in the opinion of the auditors, data held at University level should present less of a problem in this regard, but that locally held data might present challenges*".

AUDIT/2016/26. Matters Arising

.1 Scottish HE Bill and Scottish Code of Good HE Governance

The Scottish Code of Good HE Governance was undergoing a review following its publication in 2013. A new draft would shortly be issued for consultation with the sector.

The Higher Education Governance (Scotland) Act 2016 had come into effect on 31 December 2016, with a transition period of 4 years for compliance. The composition of the University Court would need to change in some respects, to include Trade Union representatives as well as elected staff members. A joint Court/Senate group, convened by DAW, was meeting to look at this.

.2 Risk Management arrangements and reporting

Court had discussed the desired level of reporting to it on Risk Management arrangements, agreeing that a copy of the full Risk Register should be provided to it annually at its June meeting. Court would look to the Audit and Risk Committee to maintain regular oversight of the effectiveness of the University's risk management arrangements. It was noted that SB and DJW would be attending the annual SMG risk workshop on 23 February.

It was requested that the Risk Register be updated as fully as possible ahead of each Committee meeting.

ACTION RF

.3 Local policies and contract tenders/potential conflicts of interest for auditors

There was currently no written policy relating to potential conflicts of interest where contracted auditors tendered for other services required by the University, although the firms' main contacts with the University would be aware of any bids being submitted. It was agreed that the Procurement policy would be amended to cover the matter.

ACTION DN

.4 Dowries Policy

SMG had accepted recommendations made in a recent audit report. A policy on the use of dowries had been approved; the policy included requirements for consistency across the Colleges and for a reporting mechanism on use of dowries.

.5 Appointment of Vice Chair and Senate Assessor to Committee

Simon Bishop had been appointed as Vice Chair of the Committee. Duncan Ross's appointment to the Committee had been approved by Court, its approval having been sought in light of Dr Ross also being on the Finance Committee.

.6 Audit and Risk Committee remit

The revised remit had been approved by Court at its December 2016 meeting.

AUDIT/2016/27. Internal Audit Update

27.1 Internal Audit Update Report

The summary status report was noted. The Committee noted that College risk workshops had taken place and that the upcoming SMG workshop would assess the outcomes.

27.1.2 Project Management - Workload Modelling

The University was undertaking a project to develop a workload modelling system to allow the planning of academic staff time across different activities, such as research, teaching and administration. The purpose of the review had been to assess the design and operating effectiveness of key controls relating to initiation, implementation and ongoing monitoring/reporting of the workload modelling system. The overall report classification was Medium risk, with two medium risk findings, relating to the project having significantly overrun its anticipated development lifespan, with a lack of regular reporting; and to budget monitoring not including ongoing time spent by University staff and contractors on the project, beyond the initial budget.

The Committee expressed concerns about the value for money of the project, noting that there should be detailed consideration about whether to proceed to a further phase, particularly in the context of it not being a core IT project for the institution. The Committee noted that the Information Policy and Strategy Committee reported to the SMG and might provide oversight of such non-core projects in the future.

27.1.3 Strategic Planning

The audit had reviewed the design and operating effectiveness of the University's current planning and performance cycle, and its role in ensuring that the operational plans within individual units were aligned with the University's 2015-2020 Strategic Plan. The audit had included assessing the governance structure which had overseen the implementation of the Strategic Plan and the recently introduced Strategic Planning dashboard tool.

The overall report classification was Low risk, with a number of areas of good practice identified, including wide communication of University strategy, and staff engagement in the planning process. Some recommendations were made in the context of low risk findings, relating to areas including increased visibility of KPI performance across

Schools and Institutes within the same College; and to formal integration of strategy with the Performance and Development Review (PDR) process.

27.1.4 Performance Management

The purpose of the review had been to assess the design and operating effectiveness of key controls in operation for the Performance Management process.

The overall report classification was Low risk, with areas of good practice identified, relating to detailed policies and procedures being in place for the PDR process, as well as guidance material being available to all staff in the University; and the University's Performance, Pay and Reward team performing a review of the process each year to ensure that lessons were learned and the process made more efficient and effective for future years.

27.1.5 International Activity – use of agents in Student Recruitment

The review had looked at the use of overseas agents in student recruitment, these agents representing the University in various countries worldwide to recruit international students to apply to the University, and being paid a commission fee for each student enrolling.

The overall report classification was Low risk, with good practice noted, in particular the existence of formally signed contractual agreements for all agents sampled. Some low risk findings were made, including a lack of supporting documentation relating to some new agent questionnaires and references, and a lack of documented evidence that the annual review of agents' performance was taking place.

The Committee noted that contracts with agents covered anti-bribery matters, and that agents were required to abide by the University's policy on this matter and undertake related training. The Committee also noted that although the review had not linked students recruited by agents to the eventual degree performance of the same individuals, the use of agents was viewed as highly beneficial because they had specialist local knowledge, and it was the case that entry tariffs were high.

27.2 Internal Audit Plan 2017/18 – Committee input to content

A draft plan would be provided to the Committee at the May meeting. In the meantime, members had been invited to suggest topics for inclusion in the 2017/18 internal audit schedule. Suggestions were made relating to: increased audits of financial areas, including value for money, financial efficiency and the financial planning sustainability model; Brexit readiness; cyber security; organisational culture including staff buy-in to strategy; the capital plan, including cost savings (this area for the 2018/19 audit plan); the student experience, possibly to include assessment and feedback, and/or application of the NSS action plan across the institution; and the University's procurement strategy.

AUDIT/2016/28. Risk Management

28.1 University Risk Register

The register was noted.

It was noted that the University would be closely following the sector's experience of the Teaching Excellent Framework (TEF), and that a decision about whether to participate would be made during the course of 2017/18.

28.2 Higher Education Sector Risk Profile - 2017

PWC were thanked for the paper. The Committee noted the significant change in the highest rated risks, arising from high movement in the political and policy landscapes

relating to HE, and Brexit, from increased emphasis on financial sustainability, and from increasing cyber security risks.

AUDIT/2016/29. Implementation of Outstanding Recommendations

Since the September 2016 meeting, 33 new audit actions had arisen; 23 actions against audit reports had been completed; 49 had been partially implemented or were being progressed; and there were 16 recommendations against which action had not yet commenced.

The Committee noted that a number of financial system development actions had passed the original target completion date, but that compensatory controls were in place; these were considered by management to be satisfactory, but were also being checked with the internal auditors. The Committee would receive a paper at a future meeting, proposing that a number of historical development actions now be removed from the reports, because they were superseded by newer systems developments.

AUDIT/2016/30. Any Other Business

There was no other business

AUDIT/2016/31. Date of Next Meeting

Wednesday 24 May 2017 at 1pm in the Melville Room

Prepared by: Deborah Maddern, Clerk to Committee, deborah.maddern@glasgow.ac.uk

Court Context Card - Estates Committee - 12 April 2017

Speaker	Mr Ronnie Mercer
Speaker role	Estates Committee Convenor
Paper Description	Report from Estates Committee (17 March 2017)
Topic last discussed at Court	February 2017
Topic discussed at Committee	Various
Committee members present	Mr A Ibrahim, Professor K Lury, Mr R Mercer (Convenor), Mr D Milloy,
Cost of proposed plan	Various
Major benefit of proposed plan	Teaching, Learning and Research, Student Experience
Revenue from proposed plan	Not Applicable
Urgency	Various
Timing	Short, Medium and Long Term
Red-Amber-Green Rating	Not Applicable
Paper Type	Information
Paper Summary	Update covering Estate Strategy, Capital Plan, Programme and Project progress
Topics to be discussed	None for Court approval. Items to discuss if Court wishes
Action from Court	Court is asked to NOTE the following: 1. Estates Committee's approval of three projects which form part of the £34.2m investment in the Joseph Black Building: Functional Nanomaterials Laboratory Upgrade in the sum of £1.33m (EC/2016/28.1.2 refers); Building Fabric Repairs in the sum of £13.54m (EC/2016/28.1.3 refers); and Fire Upgrade works in the sum of £1.41m (EC/2016/28.1.4 refers). 2. Estates Committee's approval of three CapEx applications: Pixel Sensor Array Fabrications Facility in the sum of £0.58m (EC/2016/29.1.1 refers); James Watt Nanofabrication Centre in the sum of £0.78m (EC/2016/29.1.2); and Western/New Build/Research Hub in the sum of £0.501m EC/2016/29.1.3 refers
Recommendation to Court	Note as above
Relevant Strategic Plan workstream	People, Place and Purpose
Most relevant Primary KPI it will help the university to achieve	All
Most relevant Secondary KPI it will help the university to achieve	Effective use of the Estate
Risk register - university level	Risk 1 - Delivery of Estate Strategy
Risk register - college level	Not Applicable
Demographics	
% of University	100% staff and students
Campus	Entire University Estate (all campuses)
External bodies	Not Applicable
Conflict areas	Not Applicable
Other universities that have done something similar	Swansea
Other universities that will do something similar	
Relevant Legislation	Building and Planning legislation
Equality Impact Assessment	On a building by building basis/by CapEx, where applicable
Suggested next steps	
Any other observations	

UNIVERSITY of GLASGOW
Estates Committee

Minute of the meeting held in the Committee Room 251 on Friday 17 March 2017

Present: Mrs A Allen, Mr R Fraser, Mr A Ibrahim, Professor N Juster, Professor K Lury, Mr R Mercer (Convenor), Mr D Milloy, Mr D Newall, Mr A Seabourne

In Attendance: Mrs L Duncan, Mr P Haggarty, Mr R Smith

Apologies: Mrs N Cameron, Professor A Muscatelli (Principal), Mr D Smith, Professor P Younger

EC/2016/24 Minute of the meeting held on 13 January 2017

The minute was approved as an accurate record.

EC/2016/25 Matters Arising

There were no matters arising.

EC/2016/26 Declarations of Interest

There were no declarations.

EC/2016/27 Capital Programme Governance Board Report

EC/2016/27.1 Update Report

The Committee noted the Terms of Reference for the Capital Programme Governance Board and Workstream progress to date:

Workstream 1a – Masterplanning

The Committee noted that following the pre-determination hearing on 10 January 2017, Planning Permission in Principle had been approved and ratified by Glasgow City Council Planning Committee. Listed Building Consent had also been received for existing building demolitions.

A Cost Plan analysis was ongoing as part of the Capital Plan review and options for phased delivery were being explored.

Workstream 1b – Infrastructure

The Committee noted that the Infrastructure design would be amended to reflect the revised Capital Plan and phasing. Discussions were progressing with Scottish Power for provision of a new primary sub-station at the preferred Thurso Street location and options to purchase the site were being explored.

It noted the Cost Plan and the Infrastructure budget for Phase 1a & 1b totalling £75.5m, a firm target price, plus £22.9m PDP was included in the Capital Plan approved by Court in December 2016. A cash flow would be prepared to align with the Capital Plan delivery.

A revised tender, in two lots, had been received for Western Infirmary and Learning and Teaching Hub enabling works. The Learning and Teaching Hub would be awarded under existing CapEx approval, and subsequently novated to the Preferred Delivery Partner. Western Infirmary works would require further CapEx approval.

Workstream 2 - Key Projects (Design and Construction)

The Contract Notice (OJEU) for the Adam Smith Business School design team was advertised on 3 March 2017 with a return date of 3 April 2017 and the Research Hub Full Business Case would be prepared for presentation at Committees in Autumn 2017.

Workstream 3 - Procurement and Appointment of Lead Contractor (Construction)

Evaluation of tender returns was complete and a Preferred Bidder had been identified and approved by the Programme Governance Board on 6 March 2017.

Workstream 8 - Strategic Investment and Disposal

Significant progress had been made on understanding the portfolio potential. A programme of key activities was being progressed to include: analysis of market interest; review of interdependencies and implications of campus development prioritisation and vacant possession; timescales for delivery and cashflow; investigation of potential alternative structures and strategies, including joint ventures; student accommodation review; delivery structure analysis; and alternative use options.

EC/2016/27.2 Delivery Partner Appointment

The Committee noted the selection of a Preferred Bidder and approved the strategy leading to the staged appointment of the Project Delivery Partner. The Committee conveyed its thanks to the project team for its diligence through the process to date.

EC/2016/28 Capital Projects Governance Board Report

The Committee noted the Terms of Reference for the Capital Projects Governance Board.

It noted that the approved Capital Plan comprised eight major projects which, subject to the approval of full business case, would be funded by the University: Learning and Teaching Hub; Research Hub; Institute of Health and Wellbeing; Adam Smith Business School; College of Arts; Joseph Black Building Refurbishment; Engineering (Teaching and Research); and Social Justice Hub.

The Plan included two further projects which would require full external funding: Research in Chronic Diseases; and Kelvin Hall 2 (relocation of Hunterian Museum and Art Gallery).

EC/2016/28.1 Major Capital Projects Report

EC/2016/28.1.1 Full Business Case Approval (Joseph Black Building)

The Capital Plan, approved by Court in December 2016, identified a proposal to invest in the Joseph Black Building in the sum of £34.2m. Consequently, a programme of projects was prepared to include: fire upgrades; laboratory upgrades; fabric repairs; and Mechanical and Electrical works. Five projects were established, three of which had been approved by the CapEx Committee on 7 March 2017.

EC/2016/28.1.2 Functional Nanomaterials Laboratory Upgrades (CP14/663b)

The Committee noted and approved the laboratory upgrade works in the sum of £1.33m. It noted the project would deliver vital upgrade of a key research laboratory and associated spaces to comply with modern research and safety standards. The committee noted that this sum excludes the previously approved investment of £100k for professional fees.

EC/2016/28.1.3 Fabric Repairs (CP14/633c)

The Committee noted and approved the external envelope fabric repair works package in the sum of £13.54m. It noted that this sum excludes the previously approved investment of £830k for professional fees.

EC/2016/28.1.4 Fire Upgrade Works

The Committee noted and approved the fire upgrade works package in the sum of £1.41m. It noted that this sum excludes the previously approved investment of £100k for professional fees.

EC/2016/29 CapEx Committee Reports

EC/2016/29.1 CapEx Applications

EC/2016/29.1.1 Pixel Sensor Array Fabrications Facility

The Committee noted and approved the CapEx application in the sum of £0.58m.

EC/2016/29.1.2 James Watt Nanofabrication Centre

The Committee noted and approved the CapEx application in the sum of £0.78m

EC/2016/29.1.3 Western/New Build/Research Hub (CP14/629)

The Committee noted and approved the CapEx application in the sum of £0.501m.

EC/2016/30 Control and Monitor Reports

EC/2016/30.1 RAG Report

The Committee noted the status report and that it now reflected the revised Capital Plan.

It noted that since the last meeting: no further projects have completed; there were 0 Red projects; and 11 Amber projects.

EC/2016/30.2 Risk Register

The Committee noted the current Risk Register. It noted that it had been designed specifically to cover the current Estate Strategy and Capital Programme and that the Programme Governance Board had ultimate accountability for its management. The register would be reviewed to remove duplication.

EC/2016/30.3 Programme

The current Master Programme was noted.

EC/2016/30.4 Health and Safety Dashboard

The Committee noted that the workstream status had moved to Amber on 16 March 2017. This was in response to an emergent issue in respect of a boundary wall which had been assessed as unsafe and was scheduled for removal on 18 March 2017.

It also noted matters related to specific work programmes/projects:

Learning and Teaching Hub - early review planned with project team on outline safety plans on planned asbestos works and demolition plans for the existing Mathematics and Statistics building;

Capital Programme (on site) - early review of safety plans underway for Joseph Black Building; and

Western Development - handover plans would be developed in conjunction with project delivery team for the new Mathematics building and an early review of outline safety plans, site setup, mobilisation and demolitions was planned with the project delivery team.

EC/2016/31 Estates Reports

EC/2016/31.1 Rate Revaluations

The Committee noted the report. It noted that current rateable values had been set in 2010 and had recently been reassessed with new values becoming effective on 1 April 2017. Revaluation will result in rates increases of 20% 2017/18 and 35% over five years.

EC/2016/32 Any Other Business

The Committee agreed that a Master Programme, showing costs and funding elements and a full financial forecast, would be provided as a standing report at future meetings.

The Committee extended its thanks to David Newall, Secretary of Court for his commitment to Estates Committee and its work over many years.

EC/2016/33 Schedule of Meetings for 2016/17

Tuesday 9 May (Committee Room 132, Gilbert Scott Building)

Court Context Card - HR Committee - 12 April 2017

Speaker	Ms June Milligan
Speaker role	HR Committee Chair
Paper Description	Draft minute of committee meeting held on 15 March 2017 Attached reports regarding the Public Sector Equality Duty
Topic last discussed at Court	Last HRC report Feb 2017
Topic discussed at Committee	See paper summary section.
Committee members present	AM, DN, JM, MMS, RG & NH
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	
Timing	
Red-Amber-Green Rating	
Paper Type	Information
Paper Summary	Minutes of meeting held on 15 March 2017. The Committee received a presentation from Prof. Frank Coton regarding the People aspects of the University Learning and Teaching Strategy. The Committee then discussed matters relating to Academic Promotion before a full discussion on the updated Gender Pay Strategy and Action Plan. This paper was strongly endorsed by the Committee and is submitted to Court for further discussion as a separate item . The Committee also considered the draft reports prepared to fulfil the University responsibilities under the Public Sector Equality Duty which are attached to these minutes (Annexes 1 and 2) for the information and any feedback from members of Court. Finally Christine Barr spoke to the HR Director's strategic update including briefings on Strategic Recruitment, the Strategy Transformation Programme and the University's response to Brexit
Topics to be discussed	As Court wishes
Action from Court	To note and discuss if desired. Feedback on the PSED reports may be provided to Mhairi Taylor, Equality and Diversity Mgr
Recommendation to Court	To note.
Relevant Strategic Plan workstream	Agility, Focus, Empowering People
Most relevant Primary KPI it will help the university to achieve	Staff Engagement
Most relevant Secondary KPI it will help the university to achieve	Gender Equality/Service Delivery
Risk register - university level	2 Immigration policy/EU staff & students; 6 Organisational culture; 7 Staff development;
Risk register - college level	12 Brexit (staff recruitment)
Demographics	
% of University	100% staff
Operating stats	
% of	
Campus	All
External bodies	
Conflict areas	None Highlighted
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	Employment legislation (UK & European)
Equality Impact Assessment	Positive impacts on Gender equality and Pay. PSED papers set out the progress the University has made regarding embedding Equality and Diversity and sets out proposed Outcomes for future delivery and focussed attention.
Suggested next steps	N/A
Any other observations	

UNIVERSITY OF GLASGOW
Human Resources Committee

Minute of meeting held in the Turnbull Room, Main Building
on Wednesday 15 March 2017

Present: Ms J Milligan (JM) (Chair), Professor A Muscatelli (AM), Mr D Newall (DN), Mrs A Allen (AA), Ms S Ashworth (SA), Mrs C Barr (CB), Mr R Cloughton (RPC), Professor N Hill (NH), Dr M Macdonald Simpson (MMS), Professor R O Maolalaigh (ROM), Mr R Goward (RG)

By Invitation: Professor F Coton (FC) Item 3 (73 below); Ms Lesley Cumming (LC) Items 4 & 5 (74 & 75 below)

Apologies: Professor L Farmer (LF), Ms Susan Campbell (SC), Professor E Cameron (EC)

HR/16/71 **Opening Remarks & Apologies**

JM opened the meeting and noted apologies as above. JM thanked members of the Committee for taking the time to meet with her individually between meetings to discuss the business associated with our work. She indicated that she would produce a summary of the discussions to feed into a future review of the Committee Remit. JM also welcomed any suggestions members may wish to make regarding items for the agenda noting that NH had proposed one for this meeting.

HR/16/72 **Minute of the Meeting held on 17 January 2017**

The minute of the previous meeting was agreed as drafted.

HR/16/73 **Strategic update from the Vice-Principal (Academic & Educational Innovation)**

FC joined the meeting and gave a presentation on the key impacts of the Learning and Teaching Strategy 2015-2020 on our people across the University. This includes a focus on appropriate recognition and reward of teaching related activities which has recently included supporting the development of new promotion and reward criteria to enable the ongoing development of staff pursuing a Teaching, Learning & Scholarship career track. Additionally he highlighted the work initiated to improve administrative support of teaching and the student experience including the proposed operating model for the future Learning and Teaching Hub. This would be truly student centric with enhanced self-service tools and easy to access support delivered using enhanced IT capability.

FC offered further insight regarding the revision of the Learning Teaching and Scholarship Track providing improved and enhanced career progression as well as aligning job titles with the Research and Teaching Track. The new promotion criteria had been successfully applied in the recent promotion round with staff providing an Account of Professional Practice (APP) informed by the UK Professional Standards Framework. Further work would now be carried out to embed this within PDR, ECDP and other related management activities.

FC also highlighted various initiatives underway to evolve the teaching model. These include maximizing the opportunities of the digital environment (including online delivery) and the development of fully interactive and more flexible teaching spaces. Staff would be supported to embrace these opportunities through the provision of CPD opportunities in the utilisation of pilot spaces and enable the provision of feedback. It is anticipated that the changes to the learning environment will also support the University's goals to develop an accessible and inclusive learning environment and improve the student experience.

FC noted that the new strategy would result in changes for staff both in terms of some delivery roles and organisational structures but this would provide enhanced personal development and career paths as well as the opportunity to offer a sector leading student and staff support model.

Members of the Committee welcomed the presentation and there was discussion regarding the LTS track and the links to career paths and promotion. It was noted that the majority of

staff on the LTS track were female necessitating close monitoring of gender balance and any emerging gender pay issues as the LTS and RT tracks are further developed. There was also further discussion regarding the demographic of the workforce in some support areas and it was noted that such a change would be challenging for some managers and staff as well as providing real opportunities for personal development.

HR/16/74 Promotion Criteria

NH introduced this topic, which related to some key definitions and principles linked to the academic promotions process and his concern that there may be local variations and differing interpretations of these between college management teams. As examples, NH indicated the approach to calculating average PGR numbers and ensuring appropriate allowances were made for absences such as periods of maternity leave. It was acknowledged that there were potentially some differences in part due to the sources of data, some of which is input directly by the promotion applicants themselves and verified within colleges. Whilst it is not practical for a central check of all the data to be carried out, LC agreed to review the guidance and especially that provided to Heads of School who review and provide commentary on each promotion application.

JM thanked NH for raising the question and invited other Committee members to propose agenda items in the future that may be relevant for the Committee to consider.

HR/16/75 Gender Pay Strategy and Action Plan

CB introduced the paper, which followed a previous discussion at the November meeting of the Committee. CB indicated that the focus was on taking action over a reasonable time scale to tackle the key factors contributing to the gender pay gap, namely vertical and horizontal occupational segregation. The vertical segregation is visible in the data for Academic roles as there are fewer, females at Grade 9 and Professorial level; the horizontal segregation is based on a predominance of male or female staff in different operational and professional support roles at the same grade. The strategy clearly articulates the difference between equal pay and gender pay and the need to take action to address the latter whilst remaining vigilant in relation to the former and mindful of the interplay between the two.

Committee members welcomed the paper and commended CB and LC on the strategy and plan. There was support for the timeline horizon of 2030 as an appropriate and realistic strategic goal with the need to track actions and trends regularly to ensure the actions outlined in the plan were delivering the desired change. However the risks of such a long time-scale were also recognised, and in particular the need to demonstrate the relevance of the action plan to existing staff by showing and communicating early progress. There was discussion around the different aspects of the plan as they relate to vertical segregation and career progression with the R&T family and job/role segregation with support functions.

JM thanked CB and LC for the paper and the work that had gone into its development. The need for senior staff to lead and communicate early progress and demystify the plan by developing understanding about how the planned actions enhanced fairness, was strongly emphasised. The Committee agreed that the paper be submitted to Court for further consideration and endorsement.

HR/16/76 Public Service Equality Duty – Draft Submissions – Mainstreaming and Equality Outcomes Reports

RPC introduced the two papers, which had been prepared by Mhairi Taylor, Equality & Diversity Manager following a series of detailed consultations with key stakeholders and interest groups across the University community. The mainstreaming report is retrospective and covers the last two years with the aim of highlighting a range of representative examples of good practice from across the University. The format mirrors the previous report highlighted as an example of good practice in external PSED reviews.

The Equality Outcomes Report sets out the progress made on the 2013-17 outcomes (including challenges and successes) the process of consultation conducted to inform the 2017-21 outcomes and finally proposes the types and range of outcomes that we should

plan to deliver. This includes outcomes that are continued from the previous report as well as new initiatives such as an outcome covering mental health and wellbeing.

The Committee recorded their support for the content of the statutory reports, which will be shared with the University Court prior to final publication by the end of April.

HR/16/77 Strategic Update from the HR Director

CB spoke briefly to her paper, that included commentary on Financial Performance Considerations, the Strategy Transformation Programme, Strategic Recruitment, the University Response to Brexit, the Gender Pay Strategy and Plan (covered above), Legislative Developments arising from the Trade Union Act 2016 and finally the preparations underway ahead of the commencement of the 2017-18 National Pay Negotiations.

AM noted that it was important for the University to prepare financially for the transformation agenda and manage prudently to secure and deliver the opportunities presented to the institution through our ambitious campus development plans. People, both managers and staff, were at the heart of delivering the changes to realise these ambitions and overcome financial constraint. RPC indicated that the need for financial rigor and prudence was discussed with the Unions at the recent JCCN.

In relation to the recruitment review, CB informed the Committee that the timelines had been extended slightly given the identified need to deliver process re-engineering within the local department support arrangements. In relation to Brexit, CB indicated that the University continued to engage with staff regarding their concerns and that legal seminars are being arranged for staff, which would include time for question and answer sessions.

HR/16/78 HR Analytics – Regular update

The paper prompted a discussion regarding the high volumes of recruitment activity, partly driven by natural growth and turnover but also by the annual intake of Graduate Teaching Assistants and Demonstrators who would previously have been engaged on a casual worker basis. It was accepted that this change in contractual arrangements was necessary but caution also needed to be applied to ensure any such change was proportionate and justified.

In discussing absence related data, AA welcomed the newly launched Managing Attendance policy, previously approved by this Committee, and confirmed that the process was now much clearer for managers to work within and support staff to improve their attendance.

HR/16/79 Draft minutes of JCCN meeting held on 22 February 2017 & EDSC meeting held on 28 February 2017.

The Committee noted the minutes.

HR/16/80 Matters Arising from 17 January 2017

The Committee noted that there were no outstanding actions, which were not covered in the HR Director's Report or other agenda items.

HR/16/81 Closing remarks

JM noted that this was DN's last HR Committee Meeting and thanked him for his contribution to the work of the HR Committee, including for a period as Chair, and indeed the University during his successful period in the role of Secretary of Court.

There was no other business raised and the meeting closed.

HR/16/82 Date of Next Meeting

The next meeting will take place on Tuesday 23 May 2017 at 2pm in the Turnbull Room.



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 a previous strategy, Glasgow 2020, to a new strategy *Inspiring People, Changing the World*. Although this has not changed our equality ambition, it has allowed a renewed focus on some aspects of the University's activity.

1. Equality Outcomes 2013-2017

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 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 mark 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 a 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 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 focussed 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 necessarily. However, 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 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, the breakdown of responses to this by protected characteristic, comparing 2014 and 2016 results is outlined in Appendix B. In addition, for the specific equality and diversity questions, the comparison between 2014 and 2016 are also outlined.

The key observations to be 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 Full-Stop campaign, which was part of Equality Outcome five.
- 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 the raised awareness due to the Full-Stop campaign (Equality Outcome five).
- 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 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 both the Welcome and Student Life surveys, compared to their White counterparts – in all areas.
- Male students are less aware of student services, specifically those that provide welfare support.
- Postgraduate Taught (PGT) White students are less satisfied with their experience compared to their BME counterparts, in all areas.
- 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 Surveys 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 the 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 GUSA, QMU and GUU) and the Equality Champions. The Gender Equality Group was extensively consulted as part of the University's Athena SWAN application in 2016, and this 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 percentage of Black and Minority Ethnic (BME) staff has increased in 2015-2016 by 0.3% to 7.1% (up from 5.3% in 2011-12).
- 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%) remains high.
- Staff within the Operational and Clinical job families have lower declaration rates than other roles. For example, for Disability the 'Prefer not to say' rate for Operational is 34% and for Clinical is 20.2%.

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 Outcome Proposals 2017

The University's aim with our Equality Outcomes 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 inform our proposed Equality Outcomes for 2017-2021. 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 Outcome, the outcome then relates to all protected characteristics. The Equality Outcomes are detailed below.

Equality Outcomes 2017	Action	Resources/Timeframe	Success Measures/Intended impact
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 application. Work towards a 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. <i>Court 12 April 2017 Paper 7.4 annex 1</i>
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 that 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/EOD/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. Sources suitable Disability 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 student experience.

<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>	<p>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>	<p>Race Champion EDU/HR PBI EOD From 2017</p>	<p>Review student survey data to identify patterns; Investigate BME recruitment data issues Support BME leadership through succession planning; Plan a REC application. Paper 7.4 annex 1</p>
<p>6. Develop a campus-wide framework on mental health and wellbeing.</p>	<p>Use Health 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 mechanism. 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>	<p>HSW/HR/EDU CAPS/Disability Services From 2018</p>	<p>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.</p>

Appendix A

Equality Outcomes 2013-2017	Processes		Outputs – Updated January 2017
	Action	Resources/Timeframe	
1. Ensure all learning materials for course comply with an agreed inclusion and accessibility standard.	1.1 Develop Lecture Recording Policy and guidance. 1.2 Develop Accessible and Inclusive Learning Policy and Guidance. 1.3 Review Standard Student/Staff desktop.	Senate Office SRC LTC	1.1 Lecture Recording Policy and Guidance approved 2014-15. 1.2 Accessible and Inclusive Learning Policy and Guidance is in the final stages of development.
2. Degree attainment – reduced any disparity for students from different protected characteristic groups.	2.1 Degree Attainment and ethnicity report provided to EDSC. 2.2 Set up Race Equality Group. 2.3 Review Race Equality Charter requirements	EDU PBI Race Equality Champion From 2013	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.
3. Retention – continue to address retention and progression issues based on protected characteristic groups.	3.1 Retention and Success Working group reviewed protected characteristic data.	R&SWG Transitions WG	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.
4. Increase the diversity of the Professoriate and management positions, specifically in gender and ethnicity.	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&T staff. 4.5 Broaden the coverage and offering of leadership programmes.	Gender Champion SMG H o College EDU HR HR – PPR EOD From 2013	4.1 13 Schools/RI 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&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. G10 – an increase from 24.6% - 26.9% for women and from 4% - 5.1% for BME staff from 2012-2016.
5. Foster a supportive culture, which promotes dignity and respect and where all staff feel valued and inappropriate behaviours are challenged.	5.1 develop a campaign to promote the HVN's and the D@W&S policy.	EDU HVN HR From 2014	5.1 Devised and launched the Full-Stop 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&S Policy. Campaign recognised at CIPR Awards.
6. To provide seamless service provision to disabled staff.	6.1 Conduct focus groups with staff. 6.2 Benchmark provision across HEIs. 6.3 Consider good practice models from other sectors/ charters etc.	EDU Disability Champion HR Disability Service OH	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.

Table 1 - Equality and Diversity Questions results

Area	Question	UoG	
		2014	2016
Bullying	Q12-1 Are you aware of the University's Dignity at Work and Study Policy and Procedure?	30	57
	Q12-2 Are you currently being bullied at work?	4	4
Equality and Diversity	Q13-1 I am aware of the University's Equality and Diversity Policy	88	96
	Q13-2 I believe the University is committed to equality of opportunity for all its staff	83	96
	Q13-3 I am satisfied with my level of awareness of equality and diversity issues and how to react appropriately to students and colleague:	94	96
	Q13-4a The University respects people equally regardless of their age	89	96
	Q13-4b The University respects people equally regardless of their disability	95	95
	Q13-4c The University respects people equally regardless of their gender reassignment	97	97
	Q13-4d The University respects people equally regardless of their marriage and civil partnership	98	98
	Q13-4e The University respects people equally regardless of their pregnancy/maternity	92	93
	Q13-4f The University respects people equally regardless of their race	97	97
	Q13-4g The University respects people equally regardless of their religion and belief	97	97
	Q13-4h The University respects people equally regardless of their sex	91	92
	Q13-4i The University respects people equally regardless of their sexual orientation	98	98
	Q13-4j The University respects people equally regardless of their caring responsibilities	n/a	86
	Q13-5a I feel the University acts fairly in relation to the characteristics listed above, in the course of recruitment of staff	91	88
Q13-5b I feel the University acts fairly in relation to the characteristics listed above, in the course of career progression/promotion	77	71	
Q13-6 Have you felt harassed or discriminated at work in the last 12 months?	10	12	

Notes:

Table 2, below, highlights those responses which show either a positive variance (green) or negative variance (red) from the overall University average. Other answers were broadly in line with the university average.

White text in a red box signifies a variance of more than 10 points from that year's University average.

Results for those staff choosing the 'Prefer not to say' option against the relevant characteristic are excluded from the results presented as it is difficult to draw any specific conclusions from this.

Table 1, presents the results for the Equality and Diversity questions for the whole University.

Table 2 - Key Engagement Questions by protected characteristic

Area	Question	UoG		Male		Female		<25 years		26-35 years		46-55 years		66 years +		Disability		BME		White		Other Religion		Christian		Gay Man		LGB		Heterosexual		Other sexuality	
		2014	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016	N/A	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014	2016		
Job satisfaction	Q1-1 The University is good place to work	90	91					97	99	95	96						77								94								
	Q1-7 I feel valued by the University	49	52					69	77	57	58						36	35	58				60		57								
Your role	Q2-13 I feel that too many approvals are needed for routine decisions	56	55					30	47	47																							
Worklife balance	Q3-3 I feel I have a good work-life balance	64	66	58		69	69	89	86	72	74	58	61		80									70	72		57						
PDR	Q4-4 Was your P&DR useful for you?	56	52		47		57	68	61	66							41					67		58									
Culture and Values	Q5-3 I understand the current aims of the University.	79	82	74	78	83	86				77							75					84	87									
Leadership	Q6-1 The University Senior Management Team manage and lead the University well	44	68	39	63	49	74		91		75						27	51			71		51	76				72	18				
	Q6-4 The University Senior Management Team listen to and respond to the views of staff	28	48		44		54		82		57						11	31	61			37		33	55				52				
Your work experience	Q10/11-1 I am satisfied with the support I get from my immediate manager	80	80					93		86	87				92																		
	Q10/11-5 I am unable to handle all the conflicting demands on my time at work	35	34					5	13	27	27	43	39		18									29						9			
Bullying	Q11/12-2 Are you currently being harassed or bullied at work?	4	4							3														0									
Equality and Diversity	Q12/13-6 Have you felt discriminated against at work in the last 12 months?	10	12							7							19	25															
Communication	Q13/14-5 On the whole, communication in the University is effective	55	62			59	67	70	77	64	71	48					38						60	70		38							
Staff Involvement	Q14/15-4 I am personally encouraged to look for ways to improve the way we do things	60	64	56		64			82	66	70							48						69									
Managing Change	Q16/17-5 Generally, change within the University is managed well	46	58			50	63	79	83	61	70	37	52				33	45	58			59	52	65		30							



Public Sector Equality Duty – Mainstreaming Report 2017

Equality and Diversity Unit – April 2017

Introduction

The University of Glasgow has equality embedded within its core values. This report is an opportunity for the University to show case 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 strategy Inspiring People Changing the World 2015-2020¹, 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 strands have underpinning objectives, including:

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

¹ <http://www.gla.ac.uk/about/strategy/>

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;

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

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 and the University's Principal acts as overall Equality Champion. The details of the Equality Champions are available here - <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 Student Representative Council, 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 Student Representative Council sit on all equality groups.

The diagram in Appendix A outlines the structure.

2.2 The University produces an annual 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, 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:

Sex	No.	%
Female	10	40
Male	14	56
Vacancy	1	4

In support of the recruitment of University's Court members, this 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 4.2.1).

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 – 22) 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 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, or ELIR. This happens on a cyclical basis, the most recent University review was in 2014. The outcome of this ELIR was:

The institution has effective arrangements for managing academic standards and the student learning experience. These arrangements are likely to continue to be effective in the future. This is a positive judgement, which means the institution has robust arrangements for securing academic standards and for enhancing the quality of the student experience.²

The ELIR process has equality and diversity embedded within the review. The current ELIR handbook³ 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 Report⁴ 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/provider?UKPRN=10007794#.WKrLOW-LS70>

³ <http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/enhancement-led-institutional-review>

⁴ <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 relating to this 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 Athena SWAN.

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 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 micro-fictions 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 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 Student's 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 who required to change their name and gender on the University system. This was specifically an issue for Transgender students. The Equality and Diversity Unit worked with Registry and the Student Services Enquiry Team (SSET) to develop a form for this process, which is made available to students. This covers all aspects of name changing (marriage/civil partnership, changing by deed poll), but was specially designed to support

Transgender students. The University requires this process as degree certificate are legal documents, and therefore evidence is required for this process.

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 Student Representative Council members, Fresher’s Helpers, Sports Association members.

The University continues to provide specific equality training to Schools/RI/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 STEM⁵), considers intersectionality and at the higher 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.

⁵ STEM 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:

School/ Research Institute	Charter mark Held
University of Glasgow	AS Bronze Institutional Award
School of Physics & Astronomy	AS Silver Departmental Award IoP Juno Champion Status
Institute of Health and Wellbeing	AS Silver Departmental Award
Institute of Biodiversity, Animal Health and Comparative Medicine	AS Silver Departmental Award
School of Geographical and Earth Sciences	AS Bronze Departmental Award
School of Law	AS Bronze Departmental Award
School of Chemistry	AS Bronze Departmental Award
School of Veterinary Medicine	AS Bronze Departmental Award
School of Computing Science	AS Bronze Departmental Award
Institute of Cardiovascular and Medical Sciences	AS Bronze Departmental Award
School of Engineering	AS Bronze Departmental Award
Institute of Infection, Immunity and Inflammation	AS Bronze Departmental Award
School of Medicine, Dentistry and Nursing	AS Bronze Departmental Award
Institute of Neuroscience and Psychology and School of Psychology	AS Bronze Departmental Award

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. Included within this development is a new facility 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, gender neutral facilities, showering and washing)
- 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 communication to students, which allows them to access the information when they need it. Two app 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 Disabled Go information, including the 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 (for example active listening, 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 are not negatively impacted through supporting their contemporaries. This Peer to Peer support system 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 package to these areas, CAPS has noted fewer referrals than anticipated from Schools involved in the Peer to Peer support programme. 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 IDAHO 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, however it now acts as a channel for staff and student views, ideas and experiences to be heard as well as become 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 18.4%.

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 developing the Gender Pay Strategy and Action Plan. This actively demonstrates our commitment to gender equality as set out in our strategy. The strategy is currently processing through the appropriate University committees and will be published 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.

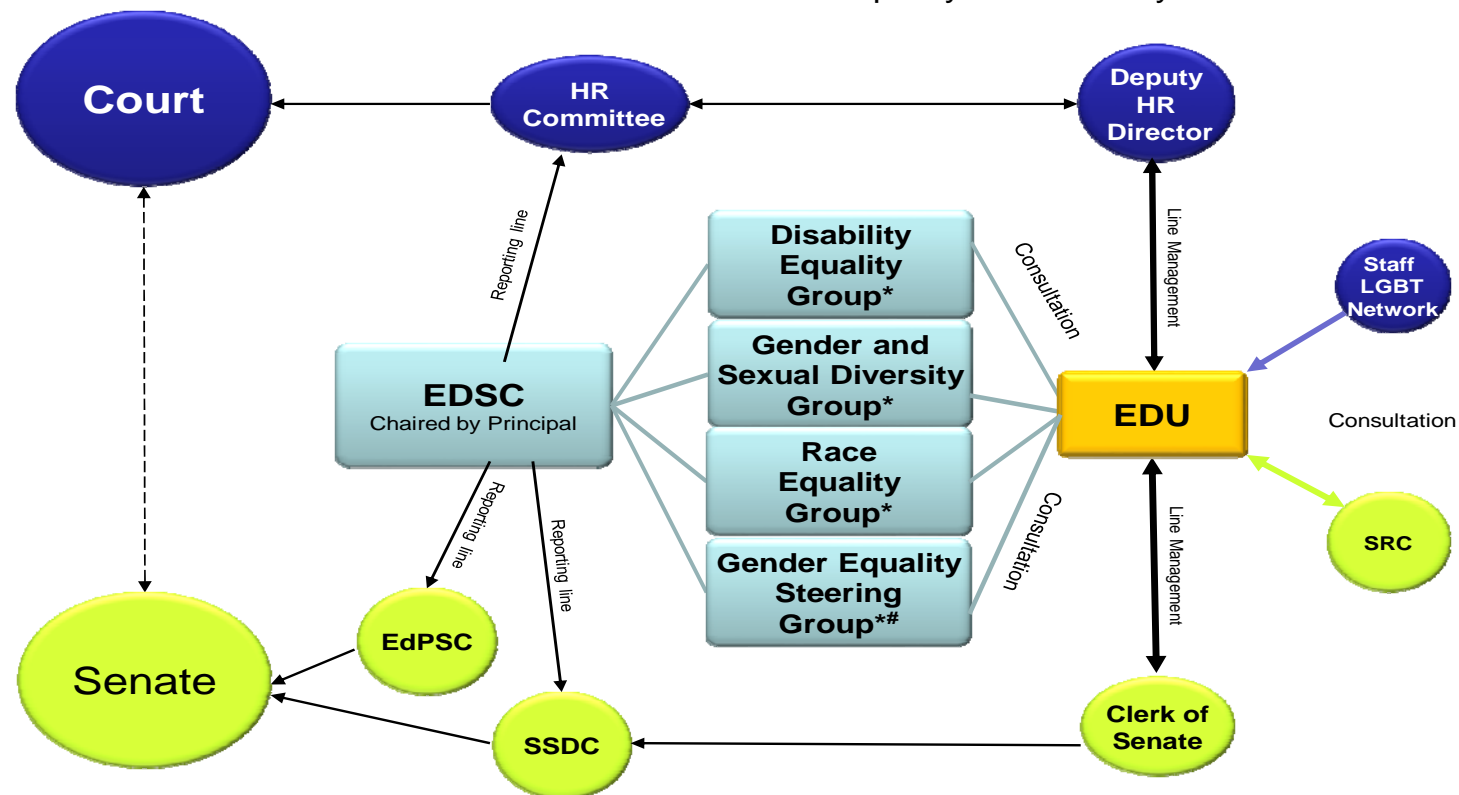
University has adopted the [Supply Chain Code of Conduct](#), which is part of every tender process, which requires suppliers to comply with social, ethical and environmental standards set out in the code. Social compliance section clearly defines *Treating Employees Fairly* as:

- 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.

Equality and Diversity Governance



* 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.

EDU – Equality and Diversity Unit

EDSC – Equality and Diversity Strategy Committee

EdPSC – Education Policy and Strategy Committee

SRC – Students’ Representative Council

SSDC – Student Support and Development Committee

Senate - Senior academic body of the University

Court - Governing body of the University

Court Context Card - Gender Pay Strategy - 12 April 2017

Speaker	Ms June Milligan/Ms Christine Barr
Speaker role	HR Committee Chair/Director of HR
Paper Description	Strategic Plan to actively reduce the University's Gender Pay Gap over a number of years. Attached reports regarding the Public Sector Equality Duty
Topic last discussed at Court	Last HRC report Feb 2017/Gender Pay Gap discussed December 2016
Topic discussed at Committee	See paper summary section.
Committee members present	AM, DN, JM, MMS, RG & NH
Cost of proposed plan	Not yet fully quantified.
Major benefit of proposed plan	Supports Transformational Change to address current Gender Pay Gap and the various structural issues which are contributing to it. Significant benefit in terms of attracting and retaining talent, employer brand and organisational reputation as well as ongoing management of potential legal risks.
Revenue from proposed plan	
Urgency	
Timing	
Red-Amber-Green Rating	
Paper Type	For discussion and approval.
Paper Summary	Presents a detailed Strategy and Action Plan to address, over time, the Gender Pay Gap. Sets out the key factors contributing to the pay gap and proposes actions to tackle this. The Strategy as presented was positively received by the HR Committee at its March meeting following earlier detailed discussions at its November 2016 meeting.
Topics to be discussed	Gender Pay Strategy and Plan.
Action from Court	To discuss and approve (subject to any proposed refinements)
Recommendation to Court	As above.
Relevant Strategic Plan workstream	Agility, Focus, Empowering People
Most relevant Primary KPI it will help the university to achieve	Staff Engagement
Most relevant Secondary KPI it will help the university to achieve	Gender Equality/Service Delivery
Risk register - university level	6 Organisational culture; 7 Staff development; Strategic Recruitment and Retention
Risk register - college level	
Demographics	
% of University	100% staff
Operating stats	
% of	
Campus	All
External bodies	
Conflict areas	None Highlighted
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	Equal Pay; Public Sector Equality Duty.
Equality Impact Assessment	Range of Diversity topics covered including Gender Pay & Occupational Segregation
Suggested next steps	Continue implementation of proposed Actions. Wider Communication of Strategy.
Any other observations	

University of Glasgow

Gender Pay Strategy 2017 – 2030

Executive Summary

The University's Gender Pay Strategy (GPS) has been developed against a backdrop of legislative change with increased governmental focus on tackling the gender pay gap by all organisations regardless of sector. This is coupled with the University's strategic imperative to tackle inequalities in gender pay to further enhance our brand in attracting and retaining the very best available talent.

The current gender pay gap is 18.24% based on salaries as at January 2017. The GPS has identified the following key factors as contributing to the pay gap:

- Occupational Segregation:
 - Females are under-represented within certain higher paid occupations, for example females only make up 24% of the Professoriate;
- Vertical Segregation:
 - Females dominating in the lower grades and males in the higher grades, for example, 41% of the female population are in grades 1-5 compared to 34% of males;
- Horizontal Segregation:
 - Females and males dominating in specific occupations, for example, females dominate in cleaning roles which are typically part-time compared to males dominating in janitorial roles which are typically full-time.

Taking in to account the Academic and Professional Services contexts, the action plan is underpinned by the key pillars of our People Strategy, with the underlying goals:



Reducing our gender pay gap will largely be dependent on increasing the ratio of female academics in Grades 8 and 9 along with the Professoriate and, furthermore, the GPS articulates our overall aim to reduce the pay gap of those within the Research & Teaching job family by 50% by 2030. For those in Professional Services roles, the Glasgow Professional Competency & Behavioural Framework is currently under development which will deliver a competency and behavioural framework, enabling professional services staff to identify the skills, behaviours and values required for lateral and upward progression within job families, where such opportunities become available.

Both the causes of gender pay inequity and the potential solutions are complex and varied with many arguably outwith the direct control of individual employers. Lower levels of females taking STEM related subjects at school for example, leads to a diminished pool of females entering into academia within these subject disciplines and onwards into the employment pipeline. Similarly there are longstanding societal patterns and perceptions that have led to certain occupations (e.g. trades, nurses) being heavily dominated by one gender.

For the GPS to be successful therefore, a fundamental cultural change will be required with key partnerships between University senior leadership, Head of Schools/Directors of Research Institutes/Services and the role of Human Resources will be pivotal in actualising this vision.

1. Introduction

Our strategic plan, *Inspiring People – Changing the World* sets out our ambitions to be a world class, world-changing University with our staff at its heart. The strategy sets out our commitment to attract world-changing talent and develop, empower and reward our people in line with our values and their contribution to our success. Building on the University's position as one of the world's great, broad-based, research intensive universities can only be achieved through our people and it is vital that we provide a conducive world-class working environment in which our staff can flourish.

This paper sets out the University's commitment to reducing the gender pay gap that currently exists to position the University as a leader in this area and further enhance our employer brand to attract and retain the very best available talent. 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.

At a University level, our gender pay gap has been on a downward trajectory in recent years; this reflects various concerted actions and policy developments including addressing equal pay matters, and currently stands at 18.2%. According to the New JNCHES Higher Education Gender Pay Gap Data Report 2016, this figure is broadly consistent with the UK average of 18.1%, however it is higher than the HE sector average of 14.8%. Unlike the whole economy, gender pay gaps in the HE sector are not significantly exaggerated when bonuses and overtime are included and whilst this reflects an overall positive trend in HE, it does also underline that further work needs to be done particularly at senior levels to narrow the gender pay gaps. Hence, whilst we continue to work upon strengthening our position in this regard, our overall gender pay gap remains unacceptably high and the University has therefore pledged to improve this particular metric through a sustained and systematic approach to monitoring and reviewing our position, leading to targeted actions.

The University continues to enhance and further develop 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. These same processes also underpin the development of our people as they develop their careers at the University. In addressing our Gender Pay Gap we wish the University to be seen as a leader in this area building on the good work which has already been delivered.

It is recognised that the factors resulting in the gender pay gap cannot be resolved quickly, but the **Gender Pay Strategy (GPS)** is the vehicle through which our ambitions will be achieved and the **Gender Pay Action Plan (GPAP)** outlined in **Appendix 1** summarises the actions to be taken across the institution in making this happen over the course of the next decade. The action plan is designed to achieve significant progress towards gender pay parity and to address occupational segregation. This, in turn, will engender an organisational culture that provides equality of opportunity and will create an inspiring working environment for all our people.

2. Defining Equal Pay & Gender Pay

Equal pay and gender pay are quite different legal concepts.

2.1 Equal Pay

Employers must give men and women equal treatment in their terms and conditions of employment where they are performing equal work. Equal pay covers all aspects of pay and benefits and equal work as defined for this purpose falls into three categories:

- 'like work' – work that is the same or broadly equivalent
- work rated as equivalent under an analytical job evaluation scheme
- work found to be of equal value in terms of the demands of a job - effort, skill or decision making.

Equal pay is based on individuals comparing their pay with others who are, broadly speaking, doing similar or 'like' work.

EHRG guidance describes percentage differences that fall outwith 95-105% i.e. +/-5% as constituting a statistically significant difference in pay. Gaps of over 5% require to be investigated and acted upon whilst gaps that exceed 3% may also warrant further investigation where a pattern or a trend emerges, for example, where all or most of the differences are in favour of one gender.

2.2 Gender Pay

The gender pay gap is the average difference between the aggregate hourly earnings of men and women. Factors such as age, educational background, organisational size, the availability of part-time work and occupational segregation contribute to the existence and extent of the gender pay gap within individual organisations and across the UK.

Both the causes and potential solutions are complex and varied with many arguably outwith the direct control of individual employers. Lower levels of females taking STEM related subjects at school for example, leads to a diminished pool of females entering into academia within these subject disciplines and onwards into the employment pipeline¹. Similarly there are longstanding societal patterns and perceptions that have led to certain occupations (e.g. trades, nurses) being heavily dominated by one gender.

3 Business Benefits – Strategic imperative

The University's commitment to tackling inequalities in gender pay and our ambition to be a recognised leader in terms of pay transparency will support our strategic aims to:

- attract and retain the best talent;
- create a mutually beneficial and conducive working environment and gain employee trust;
- maximise of the skills and expertise of our people and increase our competitive advantage;
- be recognised as a beacon of best practice within the Higher Education (HE) sector;
- support our positive employee relations culture and partnership working with the trade unions;
- encourage our staff to contribute to our ambitious agenda and strengthen their engagement with the University.

4 Legislative Landscape

The legislative provisions relating to gender pay applicable to the University is the Public Sector Equality Duty, 2011 which places an obligation on public sector organisations to:

- publish information on the percentage difference between the average hourly pay (excluding overtime) of males and females;
- publish a statement on gender pay gap information; and
- publish policies on equal pay and occupational segregation between males and females, and, from April 2017, for disability and ethnicity.

This underpins the Scottish Government's commitment to work with others to ensure that Scotland is a more successful country where girls and boys, men and women no longer face barriers to subject and career choice at school, college, university and employment. This is borne out by the Scottish Funding Council (SFC) from July 2017 requiring the tertiary education sector to develop a Gender Action Plan to address the gender gap with regards to admissions into particular subject disciplines of 75:25 or greater².

¹ The College of Science & Engineering is the only College/Service in which males represent the majority of its population (31%/69%).

² A short life working group, chaired by the University Gender Equality Champion, has been convened to develop the University's Gender Action Plan in line with SFC requirements.

5 Communication and Engagement Approach

For this plan to be successful it is essential that it is understood and actively supported at all levels of the University. We plan to communicate with the wider population, disseminating and cascading key messages throughout the lifespan of the GPAP with initial messages including, though not limited to, clarifying the difference between Equal Pay and Gender Pay, the impacts of GPAP on University policy and process, whilst providing regular updates and tracking the progress of our success measures. This communications and engagement plan will be augmented as delivery of the GPAP progresses, and the gender pay landscape continues to develop.

Our communications will utilise a range of available channels, such as Campus eNews pieces, workshops and events and multimedia web content, to ensure these messages are delivered and reach our full staff population and other target audiences to effectively engage all the relevant stakeholders. These include SMG, Heads of College HR/ Central HR team members, colleagues involved in recruitment, Athena SWAN Self-Assessment Team Members and participants in relevant programmes, including the Academic Returners and Mentoring Schemes and other interested parties such as Court Members, Scottish Government, etc.

It is anticipated that communications and engagement activity will begin with a positioning 'launch' communication cascaded to all colleagues from the Principal. This will set the scene of our Gender Pay activity, impressing the importance of delivering the associated actions and reinforcing that all colleagues have a key role to play in achieving the University's stated goals.

6 Accountability

Reduction of the gender pay gap will require a fundamental culture change in how we recruit, develop, and reward our people.

The actions outlined in the GPAP provide an effective platform from which to review our processes, attitudes and the behaviours which perpetuate the gender pay gap. Importantly, the GPS and the GPAP define the key partnerships between university senior leadership, Head of Schools/Directors of Research Institutes/Services and Human Resources required to actualise this vision.

Senior leaders, who are identified as members of the Senior Management Group (SMG), are responsible for:

- Championing gender pay equality through both internal and external forums;
- Providing guidance on the management of identified university wide gender pay equality issues;
- Developing and implementing GPS goals in their areas of responsibility;
- Providing context regarding the GPS for Heads of Schools/Directors of Research Institutes/Services.

Heads of Schools/Directors of Research Institutes/Services will:

- Identify and manage local issues related to the achievement of the GPS;
- Encourage career development of women and men through utilising development initiatives;
- Embed flexibility into career management and working patterns.

Human Resources will work in partnership with senior leadership, Heads of Schools/Directors of Research Institutes/Services to:

- Offer strategic support in the development and implementation of GPS actions;
- Provide relevant gender pay data analysis; and
- Develop resources and any relevant training to support knowledge and skills development required to progress GPS goals.

7 Gender Pay Strategy and Action Plan

The **Gender Pay Strategy (GPS)** outlined in **Appendix 2** will support the University of Glasgow in achieving its ambitions. The agenda needs to be driven by the whole University, with a common vision and shared responsibility, conducive to the cultural transformation to which we aspire and to which everyone within and across the institution must embrace and support. Its overarching themes cascade directly from the key pillars of our People Strategy, specifically articulating our gender pay goals. They are:



The University employs staff across four job families and, whilst some elements of the plan relate to specific areas, each job family falls within the scope of the action plan.

The plan addresses the three key factors of Occupational, Horizontal and Vertical segregation, each of which is contributing to the overall gender pay gap.

7.1 Occupational Segregation

Occupational segregation is the distribution of people across and within occupations and jobs, based upon demographic characteristics, most often gender. While some occupations have become increasingly integrated over time, occupational gender segregation has resulted in other occupations remaining highly dominated by either men or women, and remains a prevalent feature in parts of academia i.e. women tend to be under-represented in executive leadership, professorial and high-paying professional occupations and are often over-represented in support and some operational roles.

Table 1 below shows the gender distribution across the grading structure, the pay gap associated with each and the overall average position for the University.

Grade	Headcount			Ratio		Proportion (%)		Pay Gap: Average (%)*	Pay Gap: Median (%)**
	Female	Male	Total	Female	Male	Female	Male		
Grade 1	329	78	407	4.2	1	81	19	0.00	0.00
Grade 2	203	203	406	1.0	1	50	50	-0.33	0.00
Grade 3	165	145	310	1.1	1	53	47	-2.39	-7.88
Grade 4	347	182	529	1.9	1	66	34	1.41	5.85
Grade 5	689	448	1,137	1.5	1	61	39	3.48	9.16
Grade 6	959	642	1,601	1.5	1	60	40	-0.28	-2.90
Grade 7	750	613	1,363	1.2	1	55	45	0.13	0.00
Grade 8	430	424	854	1.0	1	50	50	-0.11	0.00
Grade 9	256	369	625	0.7	1	41	59	-0.57	0.00
Grade 10 (Professional)	23	30	53	0.8	1	43	57	3.45	4.20
Professorial	104	324	428	0.3	1	24	76	-9.61	-8.68
Zone 1	43	115	158	0.4	1	27	73	-1.69	0.27
Zone 2	43	129	172	0.3	1	25	75	-7.61	-8.32
Zone 3	16	55	71	0.3	1	23	77	-1.66	-2.82
Zone 4	2	25	27	0.1	1	7	93	-13.36	-6.94
SMG	3	10	13	0.3	1	23	76	-17.25	-15.32
Total	4,257	3,470	7,727	1.2	1	55	45	-18.24	-16.18

Table 1. Headcount, Gender Distribution and Pay Gap across all Grades within the University

* Figures based on Average Salary as at January 2017

** Figures based on Median Salary as at January 2017

N.B Percentages denoted with a minus (-) indicate a pay gap in favour of males, as at January 2017.

Structural inequalities arising from occupational segregation largely account for the overall difference in average pay between men and women.

The University has an overall gender split of 55% female and 45% male staff. Tackling occupational segregation is a priority across all sectors in the UK³ and addressing differences in the distribution of men and women across different job families and roles is essential to achieving gender equality. Occupational segregation is represented in two ways – ‘vertical’ segregation, where there is clustering of men and women at different levels of the organisation and ‘horizontal’ segregation, where there is clustering of men and women into different types of work.

7.2 Vertical Segregation

Despite a majority of female staff across the University, Figure 1 below demonstrates this is not reflected at senior levels above Grade 8.

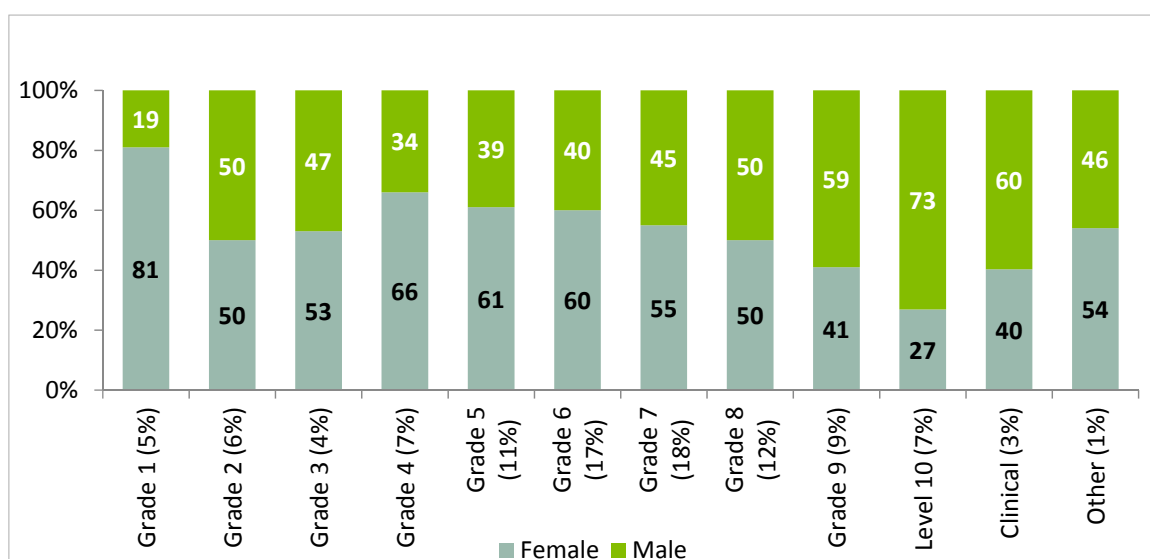


Figure 1. University of Glasgow Staff by Gender and Grade (All Job Families). Figure in parenthesis refers to percentage of that Grade within the whole staff population.

Figure 1 shows there are more women than men in all Grades (save Grade 2) up to Grade 8 (where they are equal) and then there are more men than women from Grades 9 and 10 (the Professoriate and Senior Professional Services Staff).

7.3 Horizontal Segregation

When considering the University's horizontal segregation Figure 1 hides many of the issues. Grades 2 and 3 show almost equal percentages of women and men. The majority of job roles in these Grades are Operational, and in the main support Cleaning, Hospitality, Janitorial and Security Services.

The diverse functions contained within Campus Services, as illustrated by Figures 2 and 3 below currently offer a range of employment propositions in which those (predominantly female) employed in Cleaning and Hospitality roles are engaged on a part-time basis, and those (predominantly male) employed in Janitorial and Security roles are engaged on a full-time basis. Moreover, additional features of the employment proposition in Janitorial and Security roles include shift allowances, weekend payment premia and attractive overtime payment opportunities that inevitably impact upon the total remuneration package.

³ <https://www.publications.parliament.uk/pa/cm201516/cmselect/cmwomeq/584/584.pdf>

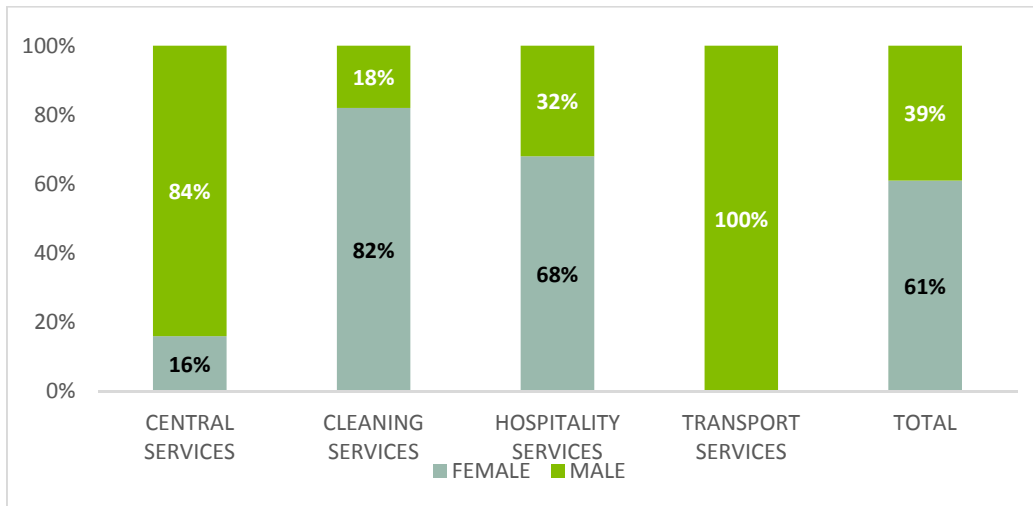


Figure 2. Gender Distribution within Operational Roles in Campus Services Functions

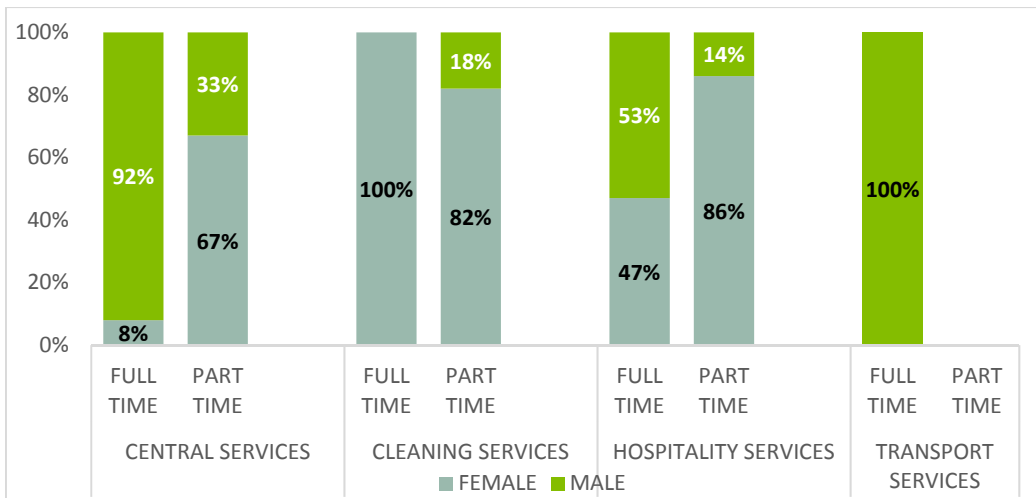


Figure 3. Gender Distribution and FTE Status within Operational Roles in Campus Services Functions

7.4 The Academic Context

The Research & Teaching job family provides a defined career pathway and structure for our academic staff to which targeted intervention can be applied. Furthermore, the gender pay gap within the Research & Teaching job family has the most statistically significant impact on the overall organisational gender pay gap.

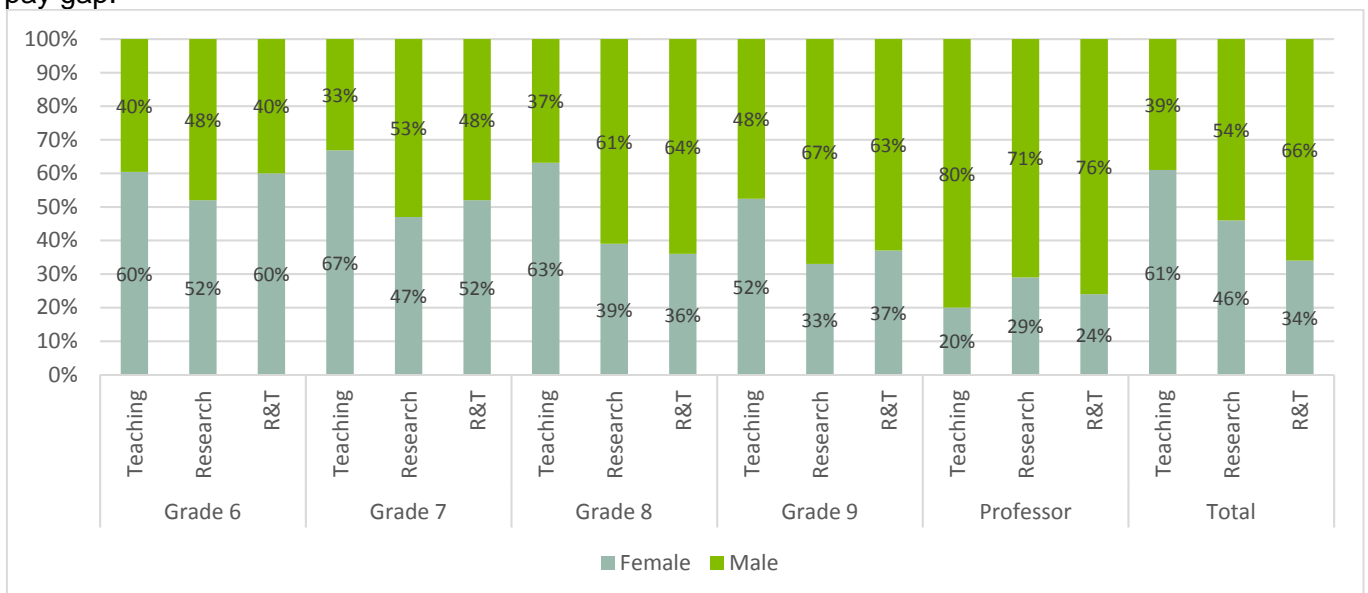


Figure 4: Gender split by Academic Career Track and Grade

For ease of forecasting coupled with the need to comply with our legislative obligations, the University will adopt an adjusted pay gap approach with effect from 1 April 2017. This approach places employees within each Grade/Zone on the same salary thus demonstrating the impact of occupational segregation in gender pay gap considerations (as outlined in Table 1 above at p.4). The University currently has a significant **adjusted pay gap** of 15.88% across all Research & Teaching staff and 6.57% across the professoriate. It is widely recognised that the 2014 Research Excellence Framework exercise, and previous exercises, has led to a “transfer market” for academic staff which is likely to have favoured male colleagues who dominate at senior levels and are generally more mobile. Therefore, as we approach REF 2021, we must remain alert to potential gender pay risks.

Recent changes to our approach to Performance and Development Review (PDR) and associated pay progression mechanisms lay foundations for improving this metric. At the professorial level the introduction of a matrix approach, (where performance rating, position in the salary zone/band and affordability will inform future pay decisions) will provide an improved structure to ensure that pay is systematically reviewed to facilitate progression for those at the lower end of the each pay scale, whilst continuing to reward the highest performers.

Additionally, careful attention must be applied to our recruitment practices at senior level and in particular, salary determination on appointment, to ensure the University balances the need to attract the best staff with the need to deliver gender pay equality.

The strategic objective identified in our Gender Pay Action Plan (GPAP) is to reduce the Research & Teaching Adjusted pay gap by up to 50% by 2030 (see Table 2 below). Reducing our gender pay gap will largely be dependent on increasing the ratio of female academics in Grades 8 and 9 and within the professoriate. Further developments with respect to our other job families are outlined in Section 7.2, these are intended to positively impact upon the gender pay gap, and full analysis of this will be considered in the future.

R&T: Female Headcount	2016		2020		2025		2030	
Grade	Status Quo (%)	Targeted Intervention (%)	Status Quo (%)	Targeted Intervention (%)	Status Quo (%)	Targeted Intervention (%)	Status Quo (%)	Targeted Intervention (%)
Grade 6	55	55	52	52	50	50	49	50
Grade 7	52	52	52	50	53	50	53	50
Grade 8	45	45	45	48	44	50	44	50
Grade 9	38	38	39	40	40	45	41	50
Zone 1	27	27	28	33	30	35	31	38
Zone 2	26	26	28	30	30	35	32	38
Zone 3	23	23	21	25	20	28	19	33
Zone 4	7	7	7	7	7	10	7	14
Overall	45	45	45	45	46	47	46	48
Adjusted Pay Gap (R&T)	15.85	15.85	14.75	13.13	13.64	10.37	12.74	8.35
Adjusted Pay Gap (All)	20.93	20.93	19.99	19.42	19.87	17.47	18.27	15.88

Table 2. R&T Gender Pay Gap Forecasting 2016-2030 based on Adjusted Pay Approach

Current Status: Assumes that the R&T headcount continues to rise in proportion to the last 3 years (2013 – 2016) in the absence of any kind of targeted intervention. Under this option, the R&T pay gap would decrease by c.3% and the overall pay gap would decrease by 2.6%.

Future Strategy: Assumes targeted intervention, as detailed in the GPAP, in order to level the ratio of females to males at each Grade/Zone. Under this option, the R&T pay gap would decrease by 7.5% and the overall gap by c.5%.

Potential Challenges/Risks

- REF2021: The recommendations of the Stern Report, if adopted in full, could lead to an increased focus on research leaders who can contribute a maximum number of outputs at a unit level. This may further intensify the competitiveness of recruitment processes at Professorial level in advance of REF2021, similar to the recruitment activity which took place in advance of REF2014.
- The desire of the University to recruit 4* Professors to boost our REF submission is likely to impact our gender pay gap, and our ambitions in terms of our Gender Pay Strategy.
- Potential attrition of Senior Females: Small number fluctuations in senior female academics can significantly affect the pay gap figures at this level - this was demonstrated early in academic session 2016/17 with the departure of a senior female at zone 4 level, highlighting the ongoing need to manage equal pay at this level.
- We have put mechanisms in place to minimise the risk of significant exposure to claims of equal pay from an equal value perspective, however we must continue to maintain/enhance this position especially at Grade 10 professorial level.
- The risk that we fail to drive diversity and enhance our organisational culture, while mitigating the reputational risks if progress in reducing the gender pay gap cannot be demonstrated. Failure to deliver progress is likely to negatively impact on the reputation of the University and result in negative publicity.
- Brexit – The ongoing uncertainties associated with the UK's exit from the EU make it difficult to anticipate its impact on student and staff recruitment, the research funding landscape and on retention.

7.5 The Professional Context

Whilst the University has defined promotion criteria and alternative career tracks for R&T staff, there are various professional and career development structures for professional services staff, which are occupationally and/or locally derived rather than stated in University policy or framework given the extreme diversity of roles and occupations across our three other job families: Management, Professional and Administrative (MPA), Technical & Specialist and the Operational job family. The University is therefore in the early stages of developing a bespoke competency and behavioural framework that will define the skills, knowledge and behaviours across grades and job family boundaries, underpinned by performance metrics, which will provide a framework for clear career development articulation routes for our professional services staff across the institution.

7.5.1 The Glasgow Professional

The Glasgow Professional provides the vehicle through which professional services staff demonstrate our core values and shapes the contribution of our inspiring people into our strategic ambitions and collective success. The aim of Glasgow Professional is to:

- Ensure all staff have credible long term career development pathways;
- Identify progression routes and commit to succession planning for professional services staff across the organisation;
- Provide comprehensive leadership and professional development opportunities;

The Glasgow Professional Competency & Behavioural Framework is currently under development and will deliver a competency and behavioural framework that will enable professional services staff to identify the skills, behaviours and values required to enable lateral and upward progression within job families, where such opportunities become available. The framework will effectively reflect the erosion of Grade 1 as a consequence of Living Wage developments in the fullness of time, and permit blending of competencies and behaviours as appropriate across Grades 2-4, 5-7 and 8-10.

7.5.2 Future Operating Model

The University's Campus Redevelopment programme provides the impetus and platform for the introduction of a new operating model, which will significantly reduce occupational segregation within the lower Grades of our pay structures.

This will require changes to the way in which we structure support services roles such as cleaning, catering, janitorial, security, audio-visual and other associated roles, which have, until now, tended to operate in a very structured and siloed fashion. This will over time deliver a workforce that is multi-tasked and multi-skilled with an ability to operate flexibly, across a series of job functions in a smart campus operation potentially running 24 hours a day 7 days per week.

As a fully accredited Living Wage Employer committed to the Scottish Business Pledge, we have implemented the 'new' Living Wage rate of £8.45 announced on 1 November 2016. This represents an increase of just over 2.4% on the previous rate. This uplift positively impacts on low paid, predominately female roles in Grade 1 and effectively removes scale points 2 and 3 (in addition SCP1 as reported above) from the substantive pay scale and takes the University closer towards the government's desired state of a national living wage rate of over £9.00 (60% of median earnings) by 2020. Separately, we are reviewing our approach to the application of various allowances and premium payments highlighted in section 6.3 to ensure these are fit for purpose in terms of supporting a more flexible workforce and to ensure any potential inequality based on their current application is eliminated.

Separately the University is reviewing and revising our Recruitment processes and methods, and under the Future Operating Model we will trial blind recruitment for all job families, except Research and Teaching. It is anticipated that this will benefit occupational segregation for gender and other protected characteristics through tackling unconscious bias.

8. Current Contextual Analysis and Complementary Developments

8.1 Annual Reporting

We will collate data in September each year and analyse it in line with reporting requirements. This ensures the full implementation of promotion rounds in year and concentrated recruitment activity that tends to occur at the beginning of a new academic session.

8.2 Complementary Developments – Athena SWAN

The Athena SWAN Charter has been in existence since 2005, and was initially designed to support the promotion and progression of academic women in STEMM. In 2015, the Charter expanded to cover all academic areas, and at higher award levels considers the development of Professional Service staff and examines broader issues of gender diversity.

The University joined the Athena SWAN (AS) Charter in 2012 and gained Bronze Award in April 2013. In 2016, the University successfully renewed our Bronze award under new Charter, more stretching rules, covering all academic disciplines.

Schools and Research Institutes have been encouraged and supported to apply for the AS Charter, and currently 13 units hold either a Bronze or a Silver award. This level of accreditation remains current for 3-4 years, at which time it is subject to re-accreditation and/or application for recognition at higher award level.

The application encompasses a self-assessment process, where each School/RI is required to analyse their requisite data (for example the gender split by UG/PGT/PGR/Staff/Recruitment/Promotion success) to identify where female/male staff/students tend to haemorrhage within the local discipline.

Furthermore, Schools/RIs are required to conduct a staff survey to gain an understanding of the culture within the respective unit. This provides information on the extent to which there is a family friendly culture in place, awareness of relevant support mechanisms, understanding of career progression

processes and criteria. This evidence is duly evaluated and a three-year action plan is developed and submitted with each application.

The University has made important progress in supporting female career progression through the AS action plan, including implementation of:

- Academic Returners Support Scheme, allowing those with extended parental leave to apply for funds to support their research time on return;
- Dedicated promotion workshops at School/RI and College level;
- The establishment of a Carers' Conference Fund, to ensure parents can attend career enhancing conferences by supports associated childcare costs;
- Providing Unconscious Bias training to all who sit on Promotions Panels;
- Bespoke mentoring which has successfully supported female R&T staff through the University's Early Career Development Programme over the past three years.

In addition, Athena SWAN offers us an opportunity to reflect on our policies, practices and behaviour that may impact on our organisational culture and which can, ultimately, serve as barriers to the equitable progression of our academic women. These include explicit procedures such as academic promotion criteria but also extend to more subtle and nuanced practices such as a culture of presenteeism. The long-working hours culture that tends to be associated with the HE sector is potentially damaging to employee health and well-being and can perpetuate myths around workload management, commitment to academia and success that often negatively impacts on those, disproportionately female, staff, who are through necessity required to take career breaks, and may work part-time and/or flexibly.

The expanded AS Charter specifically requires HEIs to comment on their most recent equal pay audit and the means by which we intend to address the associated outcomes. The Gender Pay Strategy and Gender Pay Action Plan will further embed the University's commitment to gender equality, and support our aims to be a leading institution within the sector in relation to gender equality as well as enhancing our Athena SWAN success.

Leading Transformation

Goal 1: Achieve greater equality in reward outcomes

Goal 2: Address occupational segregation through strategic job family review

Action	Rationale	Responsibility & Timescale	Success Measure
<p>Review all female Professorial profiles to identify those who are eligible to apply for re-zoning over next 3 years.</p> <p><i>Targeted through:</i></p> <ul style="list-style-type: none"> • Review of and positive action on individual profiles by HoC/VP and HR • Identification of Champions on each academic career track to support and mentor female colleagues 	<p>Analysis of the average of the last 3 years re-zoning rounds show women are proportionately less likely to apply for re-zoning to higher levels with 4% of the eligible female population compared to 8% of the eligible male population applying to zone 3</p>	<ul style="list-style-type: none"> = SMG/HR Director = HR PPR = Heads of College HR = HoS/DRI <p>Initiate: PDR (2016/17) Academic Promotion/Professorial Zoning (2017/18)</p>	<p>Increase proportion of females in zones 1-3 by 2030 to:</p> <ul style="list-style-type: none"> • Zone 1 - 33% • Zone 2 - 30% • Zone 3 - 25%
<p>Apply a matrix approach to professorial and senior professional services staff reward which will intrinsically link performance rating, position in the salary zone/band and affordability</p> <p><i>Targeted through:</i></p> <ul style="list-style-type: none"> • Development and application of a transparent methodology to determine salary based on overall professorial/professorial 	<p>A matrix salary model will facilitate accelerated progression for those at the lower end of each zone i.e. below the zone median, whilst continuing to reward the highest performers and should help to address gender pay gap issues.</p>	<ul style="list-style-type: none"> = SMG/HR Director = HR PPR = Heads of College HR = HoS/DRI <p>Initiate: PDR (2016/17)</p>	<p>Reduce pay gaps within each zone/band to:</p> <ul style="list-style-type: none"> • +/- 5% by 2020 • +/-3% by 2025. <p>Greater transparency across Professorial and Professional Services staff relative to remuneration and job size.</p>

Appendix One

<p><i>services profile</i></p> <ul style="list-style-type: none"> • <i>Development and implementation of a framework to support the reward process, to ensure consistency across the organisation.</i> 			
<p>Review total remuneration and overall terms and conditions of employment for those employed in the Operational Job Family.</p> <p><i>Targeted through:</i></p> <ul style="list-style-type: none"> • <i>Development of generic job descriptions for Central Services staff to enable cross-functional fluidity</i> • <i>Design and development of Additional Pay Allowances Policy</i> • <i>Introduction of blind and values based recruitment activity aligned with revised operating model to embed soft skills and contribute to addressing occupational segregation.</i> • <i>Harmonisation of terms and conditions within revised operational model to reflect total reward concept</i> 			

Attracting Talent

Goal 1: Positively promote the University to improve successful female application rates

Goal 2: Standard principles in determination of appointing salary

Action	Rationale	Responsibility & Timescale	Success Measure
<p>Create policy to enable the University to use positive action in recruitment, where a significant gender imbalance in the subject area can be demonstrated.</p> <p><i>Targeted through:</i></p> <ul style="list-style-type: none"> • Continue to review and amend recruitment policy and practice to determine to reduce any unintended gendered practice . • Review language used in recruitment literature & encourage female applicants in under-represented occupations/grades. • Mandate Unconscious Bias training for those on recruitment panels • Devise a policy approach for use of the positive action provisions within the Equality Act 2010 • Review 'Named Appointment' policy and practice to ensure a fair and transparent process. 	<p>Data show that despite similar numbers at Professorial application and shortlisting stage a higher number of male appointments are made.</p>	<ul style="list-style-type: none"> = SMG = HR Recruitment Manager = Heads of College HR = HoS/DRI <p>Initiate: Policy implemented (2018)</p>	<p>90 % of staff trained in Unconscious Bias by 2030, who sit on G10 recruitment panels. 10% increase in female applicants to Research and Teaching at G9/10, by 2025 (from approx. 20% in 2014-15). Positive action policy/framework in place.</p>

<p>Increase the number of women applying and successfully appointed to professorial roles through targeted advertising and open discussions of flexible working options.</p> <p><i>Targeted through:</i></p> <ul style="list-style-type: none"> • <i>Openly advertise and actively encourage women to apply for Professorial roles.</i> • <i>Actively support flexible working considerations at appointment.</i> 	<p><i>“Increase the proportion of women in senior in professional and professorial roles and aim for at least 33%” – Inspiring People Changing the World</i></p>	<ul style="list-style-type: none"> = SMG = HR Recruitment Manager = Heads of College HR = HoS/DRI <p>Initiate: Ongoing</p>	<p>At least 33% of Zone 1 Professors are female by 2020.</p>
<p>Ensure parity of pay in Professorial salaries at senior level based on market and internal benchmarking data, particularly at appointment stage.</p> <p><i>Targeted through:</i></p> <ul style="list-style-type: none"> • <i>Development of transparent methodology to determine salary based on overall professorial profile</i> • <i>Continue to strengthen the link to pay for performance through the PDR policy.</i> 	<p>Review of professorial salaries against market data demonstrates that 34% of all female professors' salaries sit in the upper quartile of the market, compared to 42% of male professors.</p>	<ul style="list-style-type: none"> = SMG/HR Director = HR PPR = Heads of College HR = HoS/DRI <p>Initiate: PDR (2016/17)</p>	<p>Reduce pay gaps within each zone to:</p> <ul style="list-style-type: none"> • +/- 5% by 2020 • +/-3% by 2025.

Supporting Development

Goal 1: Improve career development opportunities for female academics.

Goal 2: Equitable, fair and transparent policies and processes that support career development.

Action	Rationale	Responsibility & Timescale	Success Measure
<p>Devise, develop and fund female only fellowships that support independent research in any discipline where females are underrepresented.</p> <ul style="list-style-type: none"> Using successful LKAS model, devise a female fellowship programme, working with disciplines where women are underrepresented. 	<p>Females in the R&T job family start to become underrepresented from grade 8 onwards.</p>	<ul style="list-style-type: none"> SMG VP of Research RSIO HoS/DRI <p>Initiate: August 2017 Call for applications in January 2018 Launch of the scheme for the 2018/19 academic year.</p>	<p>Females in the R&T job family to make up 50% and 45% in grades 8 and 9 respectively by 2025.</p>
<p>Identify and support those on TLS career track to improve readiness to successfully apply for promotion.</p> <p><i>Targeted through:</i></p> <ul style="list-style-type: none"> Succession planning and talent management through the ECDP and the PDR process Provision of career development workshops to all staff considering promotion Local positioning and 	<p>There is a perception that it is difficult to progress through the TLS track to Professoriate.</p> <p>This action is targeted at all of those in the TLS track but will disproportionately impact females who predominate in this area.</p>	<ul style="list-style-type: none"> SMG/HR Director VP Academic and Educational Innovation HR PPR Heads of College HR HoS/DRI <p>Initiate: PDR (2016/17) Academic Promotion/Professorial Zoning (2017/18)</p>	<p>Increase in female TLS Professors by 2020 to no less than 33% of the total TLS professorial population, in line with University Gender KPI</p>

<p><i>development of case studies to highlight career progression and promotion opportunities</i></p>			
<p>To conduct a gender audit of all career development and progression processes to ensure the policies and processes are fair in their application.</p> <p><i>Targeted through:</i></p> <p><i>Target high hitting policies and procedures:</i></p> <ul style="list-style-type: none"> • <i>Promotion policy and tools;</i> • <i>Name appointments process</i> • <i>Performance-related reward</i> • <i>Demonstrate positive outcomes as reflected in gender related data arising in progress to date from targeted interventions to date from ECDP and Pormotion workshop initiatives</i> 	<p>Individual staff have highlighted perceived and actually concerns about some of the intrinsic processes relating to progression.</p>	<p>= SMG = HR PPR = EDU = CMG</p> <p>From 2017 and when policies are reviewed.</p>	<p>Evidenced, in part, through staff consultation with no significant gender differences in the responses to the next Staff Survey questions on equal treatment.</p>

People Strategy 2016 - 2020

Gender Pay Action Plan 2017 – 2030

Leading Transformation

We will articulate and embrace leadership and staff behaviours which support our values and promote a diverse inclusive and enabling culture

Goal 1	Goal 2
Achieve greater equality in reward outcomes	Address occupational segregation through strategic job family review

Actions	Success Measures
Review all female Professorial profiles to identify those who are eligible to apply for re-zoning over next 3 years.	Increase proportion of females in zones 1-3 by 2030 to: <ul style="list-style-type: none"> Zone 1 - 33% Zone 2 - 30% Zone 3 - 25%
Apply a matrix approach to professorial/Grade 10 professional services staff reward which will intrinsically link performance rating, position in the salary zone/band and affordability	Reduce pay gaps within each zone/band to: <ul style="list-style-type: none"> +/- 5% by 2020 +/-3% by 2025. <p>Greater transparency across Professorial and Professional Services staff relative to remuneration and job size.</p>
Review total remuneration and overall job design and terms and conditions of employment for those employed in the Operational Job Family	Redress the balance between males and females within Campus Service functions

Attracting Talent

We will build our brand as a global employer of choice and develop creative approaches to secure the best talent.

Goal 1	Goal 2
Positively promote the University to improve successful female application rates	Standard principles in determination of appointing salary

Actions	Success Measures
Create policy to enable the University to use positive action in recruitment, where a significant gender imbalance in the subject area can be demonstrated.	90 % of staff trained in Unconscious Bias by 2030. 10% increase in female applicants to Research and Teaching. Positive action policy/ framework in place.
Increase the number of female applicants and ensuing success rates of females to professorial roles through externally advertised roles through targeted advertising and clearer display of flexible working options	At least 33% of Zone 1 Professors are female by 2020
Ensure parity of pay in Professorial salaries at senior level based on market and internal benchmarking data, particularly at appointment stage	Reduce pay gaps within each zone to +/- 5% by 2020 and by +/-3% by 2025

Supporting Development

We will develop career pathways to enable long-term development, progression and succession planning

Goal 1	Goal 2
Improve career development opportunities for female academics	Equitable, fair and transparent policies and processes that support career development.

Actions	Success Measures
Devise, develop and fund female only fellowships which support independent research in any discipline where females are underrepresented	Females in the R&T job family to make up 50% and 45% in grades 8 and 9 respectively by 2025
Identify and support those on TLS career track to improve readiness to successfully apply for promotion	Increase in female TLS Professors by 2020 to no less than 33% of the total professorial population, in line with University Gender KPI
To conduct a gender audit of all career development and progression processes to ensure the policies and processes are fair in their application	Equitable, fair and transparent policies and processes. No significant gender differences in responses to 2018 Staff Survey questions on equal treatment

Court Context Card - Health Safety & Wellbeing Committee - 12 April 2017

Speaker	Mr David Newall
Speaker role	Convenor of HSWC
Paper Description	Minutes of meeting of HSWC 8 March 2017; and Annual Health, Safety & Wellbeing Report - executive summary (Annex 1)
Topic last discussed at Court	February 2017
Topic discussed at Committee	See paper summary section
Committee members present	None
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	For Information only
Timing	Immediate
Red-Amber-Green Rating	Green
Paper Type	For Information only
Paper Summary	At its meeting on 8 March 2017, the Committee received: an update on the pilot of central recording of overseas travel; an update from the Business Continuity Officer; an update on the stress survey action plan; an update on the HSE visit to CVR; the HSW annual report. The Committee covered its usual range of business in reviewing standard reports on Occupational Health activities, Audit updates, Accident reporting, Employee counselling and Minutes from the US H&S Committee.
Topics to be discussed	None highlighted
Action from Court	For information/discussion if desired
Recommendation to Court	None
Relevant Strategic Plan workstream	
Most relevant Primary KPI it will help the university to achieve	
Most relevant Secondary KPI it will help the university to achieve	
Risk register - university level	
Risk register - college level	
Demographics	
% of University	100% All staff and students, relevant to all
Operating stats	
% of	
Campus	All locations
External bodies	HSE
Conflict areas	
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	
Equality Impact Assessment	Good
Suggested next steps	
Any other observations	

University of Glasgow

Health Safety and Wellbeing Committee

Minute of Meeting held on Wednesday 8 March 2017 at 10:00 AM in the Melville Room

Present: Ms Louise Bowden, Mr Richard Claughton, Mr Peter Haggarty, Mr Christopher Kennedy, Ms Paula McKerrow, Mr David McLean, Mr David Newall, Mr Deric Robinson, Ms Gillian Shaw, Mrs Kathleen Simmonds, Ms Aileen Stewart, Ms Julie Summers, Mr Graham Tobasnick, Ms Selina Woolcott, Dr Jane Townson, Ms Jessica Brown

In Attendance: Ms Debbie Beales, Dr Alice Gallagher, Mr Colin Montgomery

Apologies: Mr James Gray, Dr Craig Daly, Ms Erin Ross, Mr David Somerville

HSWC/2016/1 Convenors Business

The Convenor welcomed Jane Townson, the new HSWC rep for MVLS, and Julie Summers, the new HSWC rep for UCUG, to the Committee.

HSWC/2016/2 Minutes of the Meeting held on Tuesday 13 December 2016

The Minute from the meeting on 13 December 2016 was approved.

HSWC/2016/3 Matters arising

HSWC/2016/3.1 Safety for overseas workers (verbal update SW)

Ms Woolcott informed the Committee that the current pilot for using CORE to register and authorise overseas travel is progressing well with issues being addressed as they arise such as IT, templates etc. Ms Woolcott agreed to update the Committee on the outcome of the pilot at the May meeting.

HSWC/2016/3.2 Business Continuity (verbal update CM)

Mr Montgomery informed the Committee that he is still gathering nominations for US/College business continuity management teams. Two training events have taken place so far within DAO and the Museum with others to follow. Colleges still have to finalise nominations but progress so far is good. Mr Montgomery agreed to update the Committee at the September meeting.

HSWC/2016/3.3 Audit programme (Paper 1)

The Committee noted the Paper that was circulated. Mr McLean informed the Committee that any outstanding action follow ups are in hand and a further 4 audits are planned for 2017 in the College of Arts, SUERC, SRS and Biological Services. Portia Lamb, Safety Adviser for SEPS, has been the lead auditor but is leaving the University and the Committee thanked her for all the work that she had done during her time in SEPS.

HSWC/2016/3.4 Stress survey action plan (verbal update SW)

Ms Woolcott informed the Committee that the draft Plan is still being amended with the two main areas of focus being the new Managing Attendance Policy (with improved integration

with the OH referral process and Managing Stress in the Workplace Policy) and a wellbeing initiative around mental health. The Plan will be emailed to the Committee as soon as it is finished. Ms Woolcott informed the Committee that she is part of a group looking at Healthy Working Lives (HWL). This is an award based initiative that would normally require a lengthy questionnaire for staff. The group have discussed whether the last staff survey will be sufficient together with input from focus groups.

HSWC/2016/4 OH Report (Paper 2)

The Committee noted the Paper that was circulated. Ms Stewart informed the Committee that management referrals were down by around 20% compared to the same period last year with referrals for mental health reasons almost halved. Health surveillance continued to increase by around 40% and vaccinations had increased by around 20% compared to the same period last year. Changes have been made to the way OH stats are collected in an attempt to capture the work involved for both clinical and administrative staff. Ms Stewart informed the Committee that the new Managing Attendance Policy was helping to reduce returned management referral request forms as they now came via HR.

HSWC/2016/5 SEPS Report (Paper 3)

The Committee noted the Paper that was circulated for information only. Mr McLean informed the Committee that there were no unusual anomalies or trends to report.

HSWC/2016/6 HSE inspection at CVR containment suite (verbal report AG)

Dr Gallagher informed the Committee that the CVR unit had received a two day visit from HSE in January. The primary reason for the visit was to consider whether the containment suite met the relevant legal requirements for renewal (and amendment if appropriate) of the SAPO, Specified Animal Pathogens Order, license. The inspector was extremely thorough and made verbal suggestions for improvement followed by a formal letter listing two more recommendations regarding maintenance arrangements and health & safety monitoring. However, he was happy that current arrangements were sufficient to renew the order. The University had until 17th March 2017 to reply to the formal letter showing suitable evidence that steps had been taken to ensure the required standards were met.

HSWC/2016/7 EAP Report (Paper 4)

The Committee noted the Paper that was circulated for information only.

HSWC/2016/8 EAP Annual Report (Paper 5)

The Committee noted the Paper that was circulated. Ms Woolcott informed the Committee that overall use of the service had increased by 42% compared to the previous year with the largest proportional increase being face to face counselling at 59%. The main employment related issue raised by staff using the service was work related stress (84%) and the biggest proportion of this was attributed to demands (27%). The current contract with the EAP provider Optum is due to end in June 2017 and the Committee agreed that a small working group should look at how the current provider compares to the APUC framework to see whether the University needs to go out to tender. The group, comprising of Ms Woolcott, Ms Stewart, Ms Bowden and an HR rep, will meet in the next few weeks. Ms Woolcott informed the Committee that the drop in service provided by CaPS will stop at the end of March as there has been very little uptake. Of the 37 staff members who used the drop in service last year, 27 of them were then referred to Optum. The drop in has been run parallel to the

Optum service to see if staff would prefer an in house service but lack of uptake suggests that this is not the case.

HSWC/2016/9 HSW Annual Report (Paper 6)

The Committee noted the Paper that was circulated. Ms Woolcott informed the Committee that in 2016:

- HSW had lost the services of Phil Walsh and Andy MacKay and of David Harty who had moved to E&B. Alice Gallagher was appointed as the new Biological Safety Adviser, Billy Russell was promoted to Fire Safety Manager and Colin Montgomery was seconded to HSW for 18 months to the post of Business Continuity Officer.
- USHA, Universities Safety and Health Association, had published guidance for Leadership and Management of Health and Safety in HEI's. SEPS then carried out a desktop review to benchmark UoG governance processes against the documents recommendations and the findings were largely positive. The internal auditing process will continue to monitor this.
- Training and development delivered by HSW continued with 981 employees receiving face to face training through 72 courses across 18 subjects. 1937 completed on line training in fire safety awareness and H&S induction. External training included a H&S briefing for senior execs and an online display screen equipment safety training module for all staff was purchased and implemented.
- Fire safety activity was a key focus in 2016. This included increasing the frequency and accuracy of weekly alarm testing as well as working with all parts of the University to reduce unwanted fire activations.
- SEPS conducted 8 audits, 4 of which were in large and complex units. This would have been higher had it not been for staff vacancies within SEPS.
- Efforts to raise awareness of the Health Surveillance Policy led to a 40% increase in employees requiring Health Surveillance at OH.

The Committee agreed that an amended executive summary should go to Court with the next HSWC draft Minute and thanked the staff of HSW for their work over the last 12 months.

HSWC/2016/10 Any Other Business

The Convenor informed the Committee that Richard Cloughton is now formally the HSWC rep for University Services as well as Vice Chair in the Convenor's absence. He informed the Committee that this would be his last meeting as Convenor with the role passing to his successor Dr David Duncan. The Committee thanked Mr Newall for all his work over the years as Convenor stating that his help and support would be missed by all on the Committee.

HSWC/2016/11 Date of Next Meeting

The next meeting of the HSWC will take place on Tuesday 23 May 2017 at 10am in the Melville Room.

DRAFT

University of Glasgow Annual Health, Safety & Wellbeing Report - Executive Summary

2016 was another year of movement within HS&W. We said goodbye to Andy Mackay, Fire Safety Manager and Phil Walsh, Biological Safety Adviser, who both took up posts at the University of Edinburgh, within much easier travel distance for both of them. We were delighted to appoint Billy Russell into Andy's post, and to welcome Alice Gallagher from the Institute of Infection, Immunity and Inflammation as a replacement for Phil.

We also bid adieu, but not goodbye, to David Harty who moved to Estates and Buildings, after a successful secondment, as Compliance and Safety Manager, and welcomed Colin Montgomery who came from Central Services on an 18-month secondment to the post of Business Continuity Officer.

In response to the publication by USHA, Universities Safety & Health Association, of its sector guidance Leadership and Management of Health and Safety in Higher Education Institutions, SEPS carried out a desktop review to benchmark UoG governance processes against the document's recommendations. The findings were largely positive, and the internal auditing programme will continue to monitor this, along with the effectiveness of those measures.

Training and development was a strong focus this year. A well-received health and safety briefing session was organised for Senior Execs and delivered by Clyde & Co Solicitors. A wider reaching initiative was the introduction of on-line safety training system developed by Posturite. The display screen equipment safety module was piloted, with the potential to introduce additional modules in future, through a media that could reach the whole University workforce far more quickly and conveniently than classroom training could achieve, or be resourced to deliver.

In total, 981 employees received face-to-face training through 72 courses across 18 subjects. In addition, 1937 completed on-line training in Fire Awareness and Health and Safety Induction.

Delivering occupational health and safety services across a research-intensive University such as Glasgow leads to a large number and wide range of often complex requests for responsive advice and support. This year saw the Service offer safety advice and/ or technical support on subjects as diverse as; safety at public events; noise assessments in the mortuary as well as for cleaning equipment; COSHH advice in textile preservation; pregnancy risk assessment in nanotechnology; decommissioning of plant, equipment and spaces used for radiation work on the Western Infirmary site; and improving resilience and minimizing stress for staff across teaching, research and administrative teams.

Environmental and waste management support activities ranged from overseeing re-tendering of the contracts for all the University's waste streams; taking on the retired Energy Manager's role in monitoring and recording data for the EU Energy Trading Scheme, including liaising with SEPA over expanding the scheme to cover the new District Heating Scheme (DHS) envelope and advising Estates & Buildings on the application of the Pollution Prevention and Control Regulations, as they apply to the increased thermal capacity resulting from the DHS.

Fire Safety activity had a number of key focuses this year. These included increasing frequency, and accuracy of recording of weekly fire alarm tests, as well as strengthening efforts to instill in local Area Fire Officers the statutory nature of rigorous testing regimes. Efforts continue to work with all parts of the University to reduce unwanted fire activations, through education, improved monitoring of contracts involving hot work and advice on improved fire detection technology. The fire safety team continue to work with E&B on implementing the action plan developed after the 2015 Heritage review of the fire safety and protection in the University's historic buildings. 28

reviews were conducted as part of the Fire Risk Assessment Review programme. Fire safety personnel supported and advised E&B in building surveys associated with identifying the priorities for implementation of the second phase of the Evacuation Voice Communication System (EVC) for facilitating assisted evacuations in our premises.

HSW staff have contributed over the year to the progress of the University's campus development programme. In particular, SEPS staff participated in a series of consultant-led sessions commissioned by E&B to help develop University design specifications for a number of areas including environmental management, fire safety security and business continuity.

SEPS fire safety adviser and various safety staff have also been involved in building specific consultations about various elements of design, most recently in relation to the Learning and Teaching Hub. The architectural ambition involved in many of the new buildings pushes conventional fire safety building design beyond standard practice and demands well considered fire strategies

The audit programme was scaled down slightly on account of staff vacancies, but 8 audits, 4 in large complex units, were conducted, highlighting activities requiring additional advisory support input – the sourcing and handling of primary human tissue materials, fieldwork training and authorisations being two such examples. In consideration of field work and other work involving travel, the end of the year saw the development, through a collaboration involving HSW, HR, Risk and Insurance and IT, of a CORE module to accommodate logging, authorization and risk assessment, risk assessment submission and travel insurance booking for international work travel. This will be piloted for a three- month period starting in February 2017.

Investigation of accidents and significant near-misses is an important aspect of any safety management and monitoring system. Our number of work-related accidents involving actual injury or ill health remain extremely low. However, they are always excellent learning opportunities, particularly near-misses where there may be a chance to prevent injury in the future. One significant example, covered in more detail later in the report, involved significant emergency service attendance and some over-blown media coverage, the latter being rapidly counteracted by an early and accurate press release. The subsequent investigation identified a number of opportunities to improve safety monitoring, training and communications. Analysis of accident data also highlights high frequency events worthy of greater investigation – such as the ongoing focus by the Biological Safety Adviser on incidents involving clinical, teaching and research-related sharps materials.

Efforts to raise awareness of the Health Surveillance Policy resulted in Occupational Health seeing a 40% increase in employees identified by their managers as requiring health surveillance. Another area of focus was mental health of students. Collaborative efforts with College colleagues is enabling earlier identification of vocational students struggling with their mental health, earlier intervention and support towards fewer deferred courses or uncompleted courses. We were delighted that client surveys conducted during the year indicated satisfaction levels of over 94% for both patients and managers

The staff survey stress analysis indicated that, whilst we have sustained previous improvements in manager and peer support for staff, no significant improvement has been seen in our scores for the factors relating to Control and Demands, and these still give employees the most cause for concern. The Control question focused on too many approvals being required for routine decisions, and the score of 2.74 out of 5 was, as in 2014 (2.71), the lowest of all scores in the stress analysis, across the University and consistently in all Colleges as well as University Services. The question on Demands which asked employees if they struggled to meet the demands of their current

workload, was consistently the next lowest score – 2.99 for UoG compared to 2.92 in 2014 – across all areas. Recognising the challenges posed by workplace stress in the sector, the Scottish Regional Engagement and Wellbeing Forum has recently completed its draft Framework for Stress Management in Higher Education, which UCEA is now considering as the replacement for its existing document on the subject. In another example of collaborative networking, the Higher Education Occupational Physicians and Clinicians (HEOPS) group published their guidance – Occupational Health in Higher Education, with endorsement from UCEA and USHA.

Business Continuity at the University took decisive steps forward with the appointment of a temporary Business Continuity Officer. The BCO made good progress in taking forward the actions drawn up to implement the recommendations of the Internal Audit on the subject.