Where do we start? Equality of ?

'*Traditional approaches – based on equality of outcomes, opportunities, process and respect – have either resulted in a focus on income, or wealth, rather than on all the aspects of life that are important to people in leading a fulfilling life, or have not taken serious consideration of the economic, political, legal, social and physical conditions that constrain people's achievements and opportunities.*'

Equalities Review (2007) *Fairness and freedom: The final report of the Equalities Review*, London: Equalities Review Panel.

Dignity at Work and Study Policy

'*Our inclusiveness embraces diversity by valuing and respecting the perspectives and contributions of all our colleagues and students.*'

''The University of Glasgow is committed to fostering a working, learning and research environment where mutual respect and dignity is experienced by and between employees and students.

The University aims to promote a culture where differences are welcomed, harassment and bullying are known to be unacceptable and where allegations are dealt with in fair and timely fashion, and without fear of victimisation.'

https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/policy/dignityatwork/

Diversity

'The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.'

http://www.qcc.cuny.edu/diversity/definition.html

Office for Students
Strategy 2018 to 2021

We aim to ensure that...

every student, whatever their background,	has a fulfilling experience of higher education	that enriches their lives and careers.
Participation	**Experience**	**Outcomes**
Objective 1 All students, from all backgrounds, with the ability and desire to undertake higher education, are supported to access, succeed in, and progress from higher education.	**Objective 2** All students, from all backgrounds, receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.	**Objective 3** All students, from all backgrounds, are able to progress into employment, further study, and fulfilling lives, and their qualifications hold their value over time.

Value for money

Objective 4
All students, from all backgrounds, receive value for money.

Overview

Today – opportunity to discuss and share our experiences and ideas, issues or concerns –
- where are we now;
- how do improve, change and/or sustain the culture;
- how do we build the future community we want to see.

Relates to the work we've already done on understanding research communities (for QAA) and on wellbeing.

Building a research community for PGRs

We conducted a project on what 'research community' means and how we can best provide a sense of community to our PGRs to enhance their experience of postgraduate study. This project was led by colleagues at the University of Glasgow.

The team were asked to address questions such as:

- Is there a *consensus* around what constitutes a 'research community'? Do students and staff from different countries have different views?
- What does a *successful* research community look like? Does it have 'core' characteristics that postgraduate researchers are likely to expect?
- What is the *purpose* of a research community? Is its primary function the promotion of student success, the enhancement of research quality, raising an institution's profile, some combination of these, or something else?
- Where do/should the *boundaries* of the research community lie? How does a successful research community integrate with the world outside of academe, and how does this affect the student experience?
- What are the benefits and drawbacks of a more *centralised* research community (institutional), as opposed to a more localised one (school, faculty, college)?
- What are the benefits and drawbacks of using *virtual*, rather than physical, spaces to develop the research community?

As part of this project we produced 3 resources for you to use:

- **Building a Research Community - Examples of Policy and Practice**
  Desk-based examination of ELIR reports and REF environment submissions relating to 18 Scottish higher education institutions.

- **Building a Research Community - Student and Staff Views**
  Builds on this work, reporting the findings of telephone interviews and focus groups with staff and PGR students from 10 institutions, including one from rUK, one from the USA, one from Sweden and one from Chile.

- **Building a Research Community - Key Issues for Discussion**
  Intended to help you generate conversations within your institution about how you might go about developing research communities.

http://www.enhancementthemes.ac.uk/focus-on/the-postgraduate-research-student-experience/building-a-research-community-for-pgrs

PGR / Research Communities

- Key to the student experience: ***Supervisors***

- Physical and/or virtual spaces

- Building academic / research identities

- Cohort groups – or others groups with which they identify

- Training and development experiences

https://www.gla.ac.uk/research/ourresearchenvironment/prs/pgrwellbeing/

https://uofgpgrblog.com/

Student Numbers – Institution Overview

- 2,594 PGRs (plus 951 thesis pending)
- 2,143 FT (83%) / 451 PT(17%)
- 1,862 Home/EU (72%) / 732 International (28%)
- 1,317 F (50.8%) / 1,271 M (49%) / 5 'unknown' (.2%)
- PGR students registered with a disability: 149 (5.7%)
- 'Age on entry': 20 – 75
  - 1,769 in their 20s (68%)   75 in their 50s
  - 545 in their 30s   21 in their 60s
  - 163 in their 40s   5 in their 70s

Student Numbers – College Overview

	Total*	Full Time	% FT	Part Time	% PT
Arts	409	280	68.5%	129	31.5%
MVLS	774	691	89%	83	11%
COSE	822	791	96%	31	4%
COSS	573	372	65%	201	35%

*small number of students registered against 'services'

Student Numbers – College Overview

	Total	Home / EU	Home/EU %	Int'l	Int'l %
Arts	409	299	73%	110	27%
MVLS	774	613	79%	161	21%
COSE	822	619	75%	203	25%
COSS	573	317	55%	256	45%

Student Numbers – College Overview

	Total	Male	Male %	Female	Female %	Unknown	Unknown %
Arts	409	170	41.8%	238	58%	1	.2%
MVLS	774	294	38%	480	62%	0	0%
COSE	822	530	64.5%	290	35.3%	2	.2%
COSS	573	265	46.2%	305	53.3%	3	.5%

Student Numbers – College Overview

	Total	Registered with a Disability	%
Arts	409	39	9.5%
MVLS	774	43	5.6%
COSE	822	37	4.5%
COSS	573	30	5.2%

Student Numbers – College Overview
Age on Entry

	Total	20s	20s %	30s	30s %	40s	40s %	50s	50s %	60s	60s %	70s	70s %
Arts	409	241	59%	73	17.8%	48	11.7%	32	7.8%	11	2.7%	4	1%
MVLS	774	538	69.5%	207	26.7%	23	3%	3	.4%	2	.3%	1	.1%
COSE	822	720	88%	85	10%	14	1.7%	2	.2%	1	.1%	0	0%
COSS	573	270	47%	180	31%	78	14%	38	7%	7	1%	0	0%

PRES Results:

Overall, I am satisfied with my research degree programme

- General: 83.79% / non-EU: 86%
  - Disability: 80.52%
  - FT: 83.75% / PT 84.06%
  - Female: 83.3% / Male: 86.39%
  - Age 26-30: 81.47%
    - Age 31-35: 87.3%
    - Age 36-40: 91.67%

PRES Results:

- My institution values and responds to feedback from research degree students
  - General 60.5%
  - FT 61.67%
  - PT 52.67%
  - Female 59.96%
  - Male 62.53%
  - Disability: 52.7%

Food for Thought

'Reconsidering my notion of the 'good student' has improved my pedagogy and my well-being. I spend more time getting to know my students and less time being frustrated. My courses are rigorous and I have created a space for young adults with complicated lives. In this space, a diversity of perspectives and experiences allows us to learn together and from one another'

Savini, C. (2016) 'Are you being rigourous or just intolerant?', *Mental Health Issues in Students*, The Chronicle of Higher Education, October.

Some things to think about today

- What are our individual roles in supporting equality, diversity and inclusiveness?
- What tools or support do you need? How can we help you? How can we help each other?
- What kind of culture change is required?
- How do we create a vibrant, inclusive and supportive research community(ies) which attracts the best students and nurtures the next generation of leaders?

University of Glasgow

Thank you!

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