

# **Public Sector Equality Duty - Mainstreaming Report 2019**

**Equality and Diversity Unit – April 2019**

## Introduction

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

1. Strategic Imperative of Equality
2. Equality Architecture
3. External Influencers
4. Challenges and Opportunities
5. Mainstreaming Examples
6. Gender Pay and Equal Pay
7. Procurement
8. Equality Outcomes – 2019 Update

### 1. Strategic Imperative of Equality

The University of Glasgow's [Inspiring People, Changing the World 2015-2020](#)<sup>1</sup> strategy sets out our vision, 'To be a world-class, world-changing university'. The foundations for the strategy are three core values, which bring our community together; these are Passionate, Professional and Progressive. Equality is at the root of the latter two values, which are defined as:

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

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

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

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

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

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<sup>1</sup> [www.gla.ac.uk/about/strategy/](http://www.gla.ac.uk/about/strategy/)

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%.*

The University is currently in the process of engaging and consulting staff and stakeholders to develop our next strategic priorities. The organisation has invested in an expert team, World-Changing Glasgow Transformation, to act as catalyst to pioneer change across the organisation.

## 2. Equality Architecture

**2.1** The equality structure at the University ensures the responsibility for equality matters lie with the Senior Management Group (SMG). Structured through Equality Champions, where members of the SMG take responsibility for one or more protected characteristic, with the University's Principal acting as overall Equality Champion. Details of the Equality Champions [can be found on our website](#).

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 Executive Director of HR, Executive Director of Student and Academic Services, the Vice Principal for External Relations, the Students' Representative Council (SRC), a Court member and Trade Union representation. The Chair is the Principal. EDSC reports to the University's HR Committee for staffing matters and both the Education Policy and Strategy Committee and the Student Experience 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 for that protected characteristic. These equality groups have representation from staff, students, and relevant University Services, Colleges, academic staff and those from appropriate job families. The Students' Representative Council sit on all equality groups. In 2017, the University established a Mental Health Champion, as this area was identified as requiring dedicated Senior Management oversight.

The diagram in Appendix A outlines the structure.

**2.2** The University produces a Staff Equality Monitoring Report annually, 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, sex and from the 2017-18 report onwards by sexual

orientation, by College, Level 10 staff, Job Family Profiles, Grade, Full/Part Time, Contract Type, Nationality and Recruitment – by all applications and successful applicants. The [Staff Equality Monitoring Reports](#) from 2011-2018 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<sup>2</sup>. As of 2019 our Court gender balance is:

Sex	No.	%
Female	11	44
Male	14	56

In support of the recruitment of the University’s Court members, the following statement has been included in all advertisements:

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

The University’s executive is known as the Senior Management Group (SMG). The Senior Management Group advises the Principal as chief executive officer of the University, on matters of policy. It also advises Court and Senate on matters of strategic policy (academic and resource), and acts on a day-to-day basis to implement the policies of Court and Senate. This group consists of the Principal, the Senior Vice-Principal, four functional Vice Principals, the four Vice Principals and Heads of College, the Clerk of Senate, Chief Operating Officer and University Secretary, and the Executive Directors of Finance and Human Resources. As of 2019 the gender balance is outlined below.

Sex	No.	%
Female	7	50
Male	7	50

### 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.

<sup>2</sup> 40% men, 40% women, 20% either

**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 and innovation and capital investment. The SFC continues to prescribe their requirements regarding equality and diversity. This is embedded in the requirement for all HEIs to have a Gender Action Plan, addressing overall student gender imbalance and within specific disciplines. In addition, the Outcome Agreement requires a specific response on Disability, Ethnicity, Gender Based Violence, British Sign Language, Mental Health and Wellbeing, care experienced and estranged students. 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 specific action plan looking at how we attract, recruit and retain students in disciplines where this is a 75:25 or greater differential in gender recruitment of Scottish-domiciled new entrants. The disciplines impacted are:

Male Underrepresentation	Female Underrepresentation
Education: Teaching Training	Computing Science
Nursing	Engineering
Psychology	Physics and Astronomy
Veterinary Science	

The GAP has been in place for 18 months, and the activity has been of a high calibre, including specific mentoring of potential future teachers by current male Education students, circa 100 S3 school pupils attending a ‘Girls in Physics’ event, and a summer school for ‘Girls in Code’. However, evaluating the impact of these activities on recruitment will take longer to establish.

**3.2** The Quality Assurance Agency for Higher Education (QAA) is the independent body entrusted with monitoring and advising on standards and quality in UK higher education. The QAA ensure students working towards a UK qualification get the higher education experience they are entitled to expect. The QAA in Scotland do this through a process known as Enhancement-Led Institutional Review (ELIR). This happens on a cyclical basis, with the University undergoing its fourth ELIR visit in March 2019.

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. Embedding equality within ELIR is beneficial to the University in enhancing our student learning journey and experience in this regard.

**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 UK Research and Innovation (UKRI). The University strives to support the UKRI Principles on Equality, Diversity and Inclusion, and the development by many research charities (Wellcome Trust, CRUK) who have outlined their stance on creating a research culture which respect dignity and diversity. The University renewed the HR Excellence in Research Award in 2018, and outlined our commitment to equality, diversity and inclusion in our research environment.

## 4. Challenges and Opportunities

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

Challenges have included:

- The scale, scope and influence of gender equality continues to impact the University extensively. Keeping abreast with strategic influences, funder requirements, and external requirements in relation to gender is a challenge as it continues to grow. Ranging from Athena SWAN (see 5.2.1) and Gender Pay to also now including Gender Action Plans, Gender Based Violence (see 5.1.1), as examples.
- The strong external focus on gender equality in turn creates challenges for maintaining progress on other protected characteristics.
- The political context is unsettling for all sectors, particularly Higher Education which has a strong emphasis on European and International markets and partnerships.
- There has been a general increase in activity relating to extremist views across the UK, and this has impacted on the campus environment.

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

- The campus re-development will allow the University to re-evaluate and model new process and practices in relation to the delivery of the student experience and our research environment.
- The University's success in relation to Athena SWAN lays grassroots for future equality initiatives, as evidenced through the Institute of Health and Wellbeing Gold Athena SWAN award (see 5.2.1).
- The identification and implementation of the Mental Health Champion role, and associated strategy and action plan, provides an opportunity to address campus mental health and wellbeing from proactive approach (see 5.3.1).
- Positive impacts and case studies are identified from past equality investments; this includes from the Academic Returners Research Fund and the University's support to future female leaders delivered through Aurora (AdvanceHE's development programme for all people who identify as a woman).

## 5. Mainstreaming Examples

This section highlights a number of 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 University established a Gender Based Violence (GBV) Strategy Group with Glasgow Caledonian University in 2015, which included representation from Rape Crisis Scotland and Police Scotland. The strategy considers three work streams addressing different elements; one of which is Prevention, Response and Support.

This stream has implemented a range of activity in the University including training a team of ten staff to act as Sexual Violence and Harassment 'First Responders' to survivors of gender based violence. The staff were trained by Rape Crisis Scotland to provide empathetic, supportive, non-judgemental support, which will be survivor led. In addition, the University is rolling out GBV training for front line staff who can assist student GBV survivors, supporting them to access the First Responders. The Student Representative Council (SRC) continues to rollout the 'Let's Talk about Sexual Violence' workshop aimed at students. This has been running for three academic sessions, and over 1000 students have attended the workshop. The University reviewed and revised the web based information on [sexual violence and harassment](#), to ensure students can locate information and choose an appropriate response for them. This includes emergency information, a definition of sexual violence and consent, and what to do if you have been affected, or you are supporting someone who has been affected.

The University continues to review and develop our support for GBV, in partnership through the strategy group.

**5.1.2** The University identified a gap in its policy provision in relation to personal relationships between staff and students, and between staff colleagues. The potential abuse of power imbalance is a risk for students and staff, and therefore the University wanted to establish agreed protocols in relation to managing these risks. This policy impacted all students and staff, and therefore required extensive consultation and revision. All involved agreed it was a positive development to ensure student and staff understood the University's position, and how any potential conflicts of interest would be managed. Establishing these safeguards for both students and staff is a clear, positive outcome from the development of this policy. The policy came into effect in September 2018, and the University intends to have an early review to ensure effective implementation.

**5.1.3** The University designed and launched an Online Reporting System for students to report any type of bullying and harassment (including sexual violence or harassment) in 2018. This reporting system encourages students to report and seek support through the University systems. This can be the University’s Crisis team, First Responders or Respect Advisers, or signposting to external support services, such as Rape Crisis. The system can allow students to report anonymously, allowing the University to collate informal data. This system is still in the early stages of implementation, however it allows a student to report incidents in their own time.

## **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.

At School and Research Institute level, the University has made great strides in relation to Athena SWAN. In addition to the overall Institutional Bronze award, the University currently has 18 departmental awards; one Gold, three at Silver and 14 Bronze. The achievements are outlined below:

<b>School/ Research Institute</b>	<b>Charter Mark Held</b>
University of Glasgow	AS <b>Bronze</b> Institutional Award
Institute of Health and Wellbeing	AS <b>Gold</b> Departmental Award
School of Physics & Astronomy	AS <b>Silver</b> Departmental Award & IoP Juno <b>Champion</b> Status
School of Geographical and Earth Sciences	AS <b>Silver</b> Departmental Award
Institute of Biodiversity, Animal Health and Comparative Medicine	AS <b>Silver</b> Departmental Award
School of Medicine, Dentistry and Nursing	AS <b>Bronze</b> Departmental Award
School of Law	AS <b>Bronze</b> Departmental Award
School of Chemistry	AS <b>Bronze</b> Departmental Award
School of Veterinary Medicine	AS <b>Bronze</b> Departmental Award
School of Computing Science	AS <b>Bronze</b> Departmental Award
Institute of Cardiovascular and Medical Sciences	AS <b>Bronze</b> Departmental Award
School of Engineering	AS <b>Bronze</b> Departmental Award

School/ Research Institute	Charter Mark Held
Institute of Infection, Immunity and Inflammation	AS <b>Bronze</b> Departmental Award
Institute of Cancer Science	AS <b>Bronze</b> Departmental Award
Institute of Molecular Cell and Systems Biology	AS <b>Bronze</b> Departmental Award
School of Interdisciplinary Studies	AS <b>Bronze</b> Departmental Award
School of Humanities	AS <b>Bronze</b> Departmental Award
School of Life Sciences	AS <b>Bronze</b> Departmental Award
Institute of Neuroscience and Psychology & School of Psychology	AS <b>Bronze</b> Departmental Award

The Institute of Health and Wellbeing (IHW) have mainstreamed and embedded their commitment to gender equality through all aspects of their institute culture and organisation. This is evidenced by their Athena SWAN Gold award, and the wider benefits to equality are evident in their work in this regard. Structurally, IHW identified key transition points within the Institute and constituted working groups to consider and make recommendations in relation to these. These nine working groups relate to:

- Professional and support (P&S) staff group
- Gender-sensitive early career researchers' aspirations and development group
- Staff consultation group
- Maternity, paternity, parental, and carer issues group
- Gender-sensitive mentoring arrangements group
- Experiences of undergraduate and post-graduate taught students group
- Experiences of postgraduate research and doctor of clinical psychology students group
- Staff promotions, and reward and recognition group
- 50+ workers group

The benefit of this approach is that it has sparked a real interest in the intersections of gender with other protected characteristics, and how as an employer this nuance can be very informative of individual's experience. This has led to range of new initiatives, including this year an internal mini conference focusing on Hidden Disabilities for staff across the College of Medical, Veterinary and Life Sciences.

**5.2.2** In June 2018, the Postgraduate Research (PGR) Service ran a town hall-style meeting to share ideas and practice on the theme of diversity and inclusion in the PGR experience. Around 60 participants, including research students and supervisors, administrators and student service providers were asked to consider how we create a

vibrant, inclusive and supportive research community which attracts the best students and nurtures the next generation of leaders. The event included talks and films from staff, students (such as PGR students on researching with a disability) and external guests, and included discussion sessions to elicit specific actions that could be taken forward within the University.

As part of the wider project of embedding diversity and inclusion in the PGR experience (undertaken during 2017/18) the following additional outputs are available and have been shared widely across the sector:

- Good practice guides – [Embedding Diversity and Inclusion into Researcher Development](#) Workshops and [Embedding Equality and Diversity into University-funded Conference and Events](#)
- Advice for Doctoral Training Centres
- A PGR-focussed review of the University's [Accessible and Inclusive Learning Policy](#) (see 5.2.3) and the viva policy
- Practical changes to our workshop booking confirmation and venue information
- Presentation at UK Council for Graduate Education conference (June 2018, Bristol) on Accessible and Inclusive PGR Environments: Sharing Policy and Practice
- Input into consultation on new research hub buildings
- Blog posts on the PGR experience [Access Success](#) and [The Disability Service, my experience](#)

The University's commitment to supporting our Postgraduate Researcher community, as it grows, is paramount to ensuring we have a healthy foundation for our future academics.

**5.2.3** In 2017, the University's Learning and Teaching Committee established a short life working group to draft an Accessible and Inclusive Learning Policy. The aim of the policy was to mainstream universal reasonable adjustments, which would benefit all students. The initial stages of developing the policy related to supporting Disabled students, however it was widely recognised this would have a positive impact with all students – specifically those with English as a second language. The working group included representation from all four Colleges as it was recognised that some standard approaches may not suit discipline-specific teaching methods. Key identified standard approaches agreed in the policy include:

- Course information documents, and/or handbooks, must include method of course delivery, assessment information, including assessment type, indicative marking criteria and prospective assessment dates, and should be available in electronic format.
- Course Convenors must recommend e-books when possible to be available alongside printed copies for all core texts.
- Teaching materials should be provided in an electronic format, where appropriate and possible.
- Audio recording of lectures will be permitted (as per the Lecture Recording Policy)

- The use of lapel or other portable microphones by staff is mandatory where the technology is available.
- For reading lists: available to students four weeks in advance of the start of the course, using the University Library's @readinglists facility.
- For teaching materials that support learning throughout the course: available to students one working day in advance of the teaching event they relate to.
- For follow up or additional teaching material: available to students within three working days after the last delivery of the teaching event.

The [Accessible and Inclusive Learning Policy](#) was approved and rolled out in the academic session 2017/2018. It is recognised there will always be a cohort of Disabled students who require a range of reasonable adjustments beyond this policy, however this is positive step in mainstreaming the University support and has additional benefits for the student community as a whole.

**5.2.4** In 2017 the Student Representative Council (SRC) and the University Library worked together to establish a [Family Study Lounge](#). This initiative was developed as a direct response to a SRC survey of student parents which highlighted there was general confusion about if, and where, children were allowed in the Library. The Library identified a room which could be refurbished as a Family Study Lounge.

The Lounge has children's furniture, toys, puzzles, children's books (including audio books) and comfortable chairs as well as computers for studying. The evaluation has been extremely positive, and it is clear student parents value the provision. The users of the space have also highlighted suggestions for improvement, many of which have been implemented. This development is fairly unique in UK Higher Education, and there has been extensive interest from universities across the UK about how we implemented this space.

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

**5.3.1** In 2017, it was recognised that the University needed to develop a specific focus on mental health and wellbeing for students and staff. The remit for this sat with the Disability Equality Champion, however the Student Support Development Committee, supported by the Principal, recommended that this becomes a Champion role in its own right. Dr David Duncan, the Chief Operating Officer and University Secretary was appointed to the role of Mental Health Champion in June 2017.

The Mental Health Champion, with the SRC, developed a strategy and action plan in relation to supporting student and staff mental health and wellbeing. The Champion established a Mental Health Working Group (MHWG) which reports to the Equality and Diversity Strategy Committee (EDSC). The MHWG has broad range of representation from Counselling and

Psychological Services (CaPS), SRC, Clerk of Senate, Human Resources, Health, Safety and Wellbeing, as well as Clinical staff with relevant expertise.

The group has identified and filled gaps in provision including increasing resources for CaPS, and procuring an online, 24/7, resource through [Big White Wall](#). In addition, we are now considering a proactive approach through the development of a Wellbeing Strategy.

**5.3.2** The University continues to develop our comprehensive and best practice rated provision for students who are care experienced. In 2018-19, the University held a series of focus groups with care experienced and estranged students to sense-check our provision. The University collaborates and shares best practice with partners as an institution, but also as the driving force behind the Care Experienced, Estranged and Student Carers West Forum (CEESCWF). The University has institutional representation on the SFC Care Experienced Governance Group to help drive the national agenda and continue to liaise and work in partnership with third sector organisations as appropriate, e.g. Who Cares? Scotland, Glasgow City Health and Social Care Partnership; Local authority social work and through-care teams, MCR Pathways, CELCIS.

Since 2010, the University has guaranteed offers at our Access Thresholds for care experienced applicants, leading the way for the sector in this regard. These offers are accompanied with an invite to free participation in the University summer school. Moreover, our programmes are multi-exit and run specifically to bring entrants into Higher Education generally, not just to the University of Glasgow. Applicants enter HEIs across Scotland each year via our Widening Participation programmes, widening access for the whole sector – a major contribution to national SFC and Scottish Government Widening Access targets. We have two named points of contact within our central Widening Participation team for applicants or students with care experience. These staff communicate with any learners identifying as care experienced, ensuring they are aware of all provision and support in place at the University, e.g., our Care Leaver Bursaries. As the named points of contact, they can advocate on behalf of care experienced learners, both within and out with the University, e.g., with student support services internally and with organisations such as SAAS externally.

In the last year, the SRC hosted an informal care experienced students' lunch, allowing students to socialise together at the University. The University's support of students with care experienced backgrounds is highlighted through our Future World Changers; [Jamie Dalgoutte](#) is featured on his vision and ambition to reform the care system to ensure love is recognised and implemented in the policies and procedures that affect those who live in the system.

**5.3.3** In 2016, the University commissioned research into the University's historical links with slavery, and whether the University benefitted from the proceeds of slavery. In 2018, the researchers published a report into [Slavery, Abolition and the University of Glasgow](#). The

study acknowledges that whilst it played a leading role in the abolitionist movement, the University also received significant financial support from people whose wealth, at least in part, derived from slavery in the 18th and 19th centuries.

The University has now agreed a proactive programme of reparative justice which identifies a range of activities including:

- Creating an interdisciplinary centre for studying historical slavery and their legacies
- Inaugurate a named Professorship
- Publically commemorate James McCune Smith, the first African American to receive a medical degree at the University in 1837
- Develop a Memorandum of Understanding with the University of West Indies
- Increase racial diversity in our staff and student population

The University is the first Higher Education institution in the UK to research these historical connections.

**5.3.4** In the last two years the University has taken a more proactive approach to recognising and marking equality events and celebrations. This has included co-ordinated approaches to International Women's Day, Black History Month and LGBT History Month. The range of events has been fairly significant, in part as they relate to the interest of the organiser, however these have included:

- Film screening and discussions (Hidden Figures and Black Panther)
- Talks and discussions (such as Celebrating Diversity in Academia: Black History Month Panel and the University of Glasgow and Colonial Slavery)
- Lectures and research discussions (Queer research, the James McCune Smith Lecture)
- Invited speakers (a conversation with Professor Mary McAleese)

The promotional activity has also spawned a Diversity Book Group for the University community. Led by the Library, texts are identified by students and staff who lead discussions on them. Books reviewed have included *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, *Trumpet* by Jackie Kay, *The Curious Incident of the Dog in the Night-time* by Mark Haddon and *Why I'm no Longer Talking to White People About Race* by Reni Eddo-Lodge.

## 6. Gender Pay Gap and Equal Pay Statement

In 2015 the University Gender Pay Gap was 20.9%, in 2017 it was 18.2% and in 2019 it is 17.9%.

The University recognises that whilst its average pay gap continues to decrease, and indeed the median pay gap is in alignment with other HEIs, additional work continues to be required in order to further reduce these.

The Gender Pay Strategy and Action Plan which was implemented in 2017 will be reviewed and refreshed as appropriate and as a result of this audit, in order to continue to work towards the strategic plan and achieve this ambitious aim.

A full Gender and Equal Pay Audit will be published by the PSED deadline date.

## 7. Procurement

The Procurement 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
- Bribery Act 2010
- Health & Safety at Work Act 1974
- Modern Slavery Act 2015

As part of this commitment and policy, all procurement is carried out on principles of open, fair and transparent procedures, which relates to the Equality Act 2010. 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.

The University has an internal codes of conduct and external codes of conduct for all suppliers going through a tender process, this is known as the Sustainable Procurement Programme – Code of Conduct. Embedded in this Code, under Social Compliance this requires the following:

- Treat employees fairly
- 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.

## 8. Equality Outcomes – 2019 Update

Equality Outcomes 2017-2021	Action	Resources/ Timeframe	Success Measures/Intended Impact March 2019 Progress
1. Gender equality - grow the percentage of senior women, with overt consideration on addressing occupational segregation.	<ul style="list-style-type: none"> <li>Athena SWAN – continue to support the extended Charter and School/RI applications. Work towards an Institutional (University) Silver application.</li> <li>Support implementation of the Gender Pay Strategy and Action Plan.</li> <li>Use campus redevelopment to address horizontal segregation through job design.</li> </ul>	SMG/ Gender Champion EDU/ HR AS SATs CMGs  From 2017 - ongoing	<ul style="list-style-type: none"> <li>School/RIs hold 14 Bronze, 4 Silver and 1 Gold award.</li> <li>University AS Silver. Submission is planned for November 2019.</li> <li>Over 60 staff participated in Aurora programme.</li> <li>Implementation of GPSAP continues.</li> <li>Job role review is happening as part of the JMSLH.</li> <li>28.2% of Grade 10 staff are women.</li> </ul>
2. To support progress to embed equality throughout the curriculum.	<ul style="list-style-type: none"> <li>Ensure equality is a strand of the Curriculum Conversation project on curriculum development.</li> <li>Amend Learning and Teaching Development Fund (LTDF) guidance to indicate projects should demonstrate equality considerations.</li> <li>Embed EIA process within academic programme approvals and review guidance for academics.</li> <li>Ensure the equality implications are fully considered in the design of new teaching models and methodologies.</li> </ul>	VP A&EI/ AsVP L&T Senate Office LEADS From L&T conference 2017	<ul style="list-style-type: none"> <li>Revised LTDF guidelines.</li> <li>Equality Impact Assessment embedded in programme approval process.</li> <li>Equality issues embedded in the development of new teaching models.</li> <li>Successful LTDF bids – Embedding LGBT equality in the curriculum and Implementing Inclusive Active Learning Spaces.</li> <li>A range of equality related CPD sessions delivered through LEADS.</li> </ul>

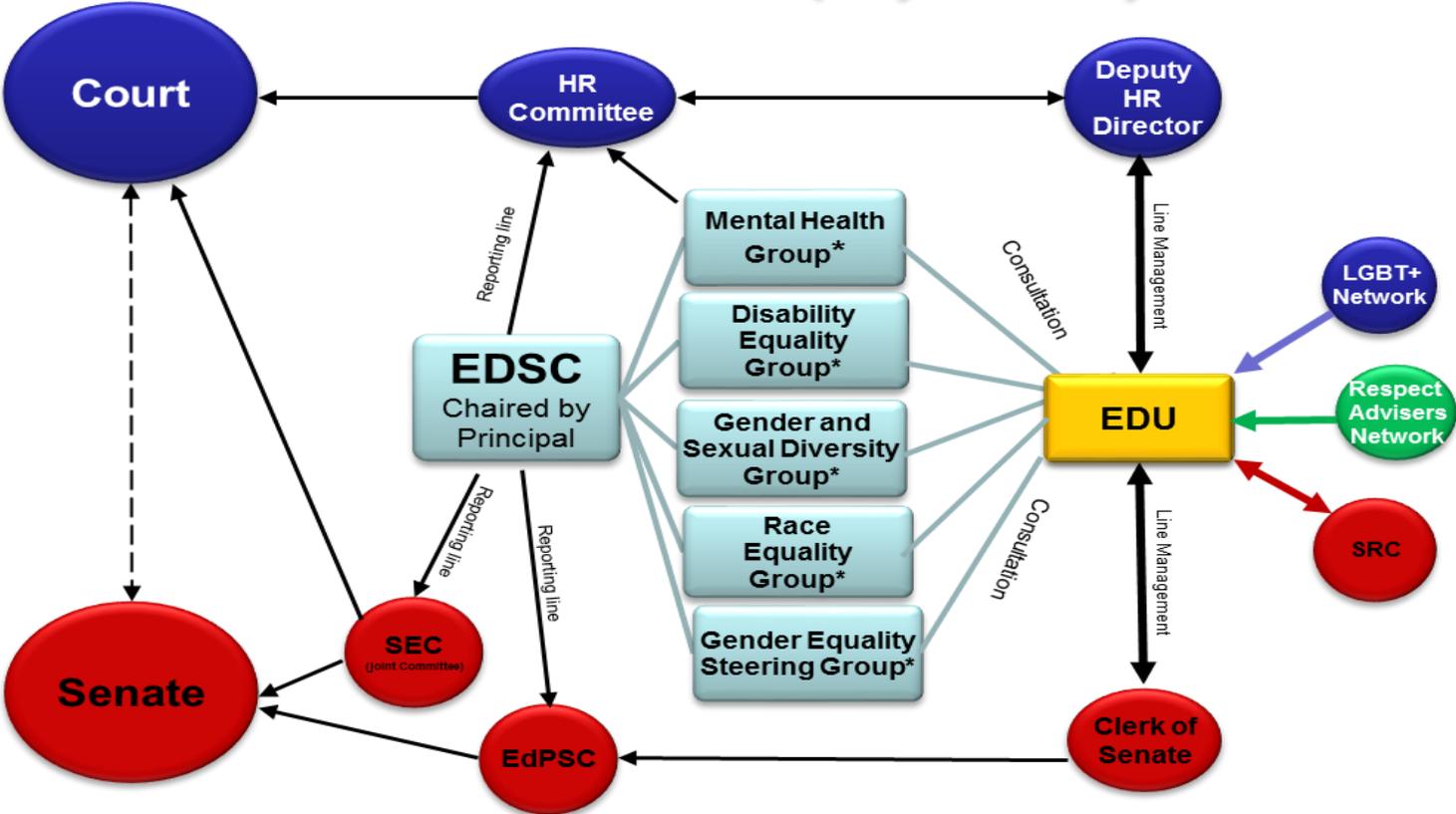
<p>3. Foster a supportive culture, which promotes dignity and respect and where all staff feel valued and inappropriate behaviours are challenged.</p>	<ul style="list-style-type: none"> <li>• Address bullying and harassment as raised in the staff survey.</li> <li>• Develop line managers' skills to adequately address issues.</li> <li>• Develop a behavioural code for the classroom setting.</li> <li>• Develop an unacceptable behaviours code for a workplace setting.</li> <li>• Embed within all staff training/induction (specifically GTA).</li> <li>• Review of Dignity at Work and Study Policy.</li> <li>• Ongoing support for the prevention of sexual violence work streams.</li> </ul>	<p>HR/EOD/EDU Senate Office/SRC Gender Champion Student Services</p> <p>From October 2017</p>	<ul style="list-style-type: none"> <li>• Rollout of Investigations Training for Discipline and Grievance.</li> <li>• D@W&amp;S Policy reviewed.</li> <li>• Rollout of <i>Where do you draw the line training?</i> and other respect training.</li> <li>• GBV tiered training (First Responders/Front line).</li> <li>• Online reporting system for students.</li> <li>• 88% completion rate of online E&amp;D training.</li> </ul>
<p>4. To provide seamless service provision to disabled staff and students</p>	<ul style="list-style-type: none"> <li>• Review current disabled staff support process, and implement improvements.</li> <li>• Source suitable Disability Awareness Training for general staff and managers.</li> <li>• Raise the profile of support provisions for Disabled staff across the campus.</li> <li>• Review and mainstream disabled student provision wherever possible.</li> <li>• Review Disability Co-ordinator role and function.</li> </ul>	<p>HR/EDU Disability Service OH Disability Champion Disability Co-ordinators</p> <p>From 2017</p>	<ul style="list-style-type: none"> <li>• Reasonable adjustment process reviewed and implemented.</li> <li>• Training for line managers and staff supporting students procured.</li> <li>• Disability Confident Level 2 implemented.</li> <li>• Implement agreed recommendations from West report.</li> <li>• Rollout of the Accessible and Inclusive Learning Policy.</li> <li>• Working Group is reviewing the University Calendar guidance on Alternative Assessments for Disabled Students.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>• Investigate the experience of BME students and staff, based on survey and focus group results.</li> <li>• Review BME staff recruitment.</li> <li>• Support BME leaders within the organisation, ensuring procedures are fair.</li> <li>• Race Equality Charter - consider an application in due course.</li> </ul>	<p>Race Champion EDU/HR PBI EOD</p> <p>From 2017</p>	<ul style="list-style-type: none"> <li>• SRC have planned focus groups.</li> <li>• Co-Chair system for REG and revised membership.</li> <li>• Reviewed staff survey data results for BAME staff.</li> <li>• Supported staff member on Diversifying Leadership programme.</li> <li>• Specific CPD session for academic staff on <i>Decolonising the curriculum</i>.</li> </ul>
<p>6. Develop a campus-wide framework on mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Use Healthy Working Lives accreditation framework as a benchmark for progress.</li> <li>• Create an anti-stigma campaign for staff and students.</li> <li>• Review relevant staff and student policies and support mechanisms.</li> <li>• Educated and train managers to assist them to identify mental wellbeing concerns and appropriately support/signpost employees.</li> <li>• Develop a campus-wide Mental Health Strategic Framework.</li> </ul>	<p>HSW/HR/EDU CAPS/Disability Services</p> <p>From 2018</p>	<ul style="list-style-type: none"> <li>• Appointment of a Mental Health Champion from SMG, who chairs a relevant Working Group.</li> <li>• Launched our Mental Health Strategy and Action Plan, incorporating recommendations from PWC Audit.</li> <li>• Increased resources for CaPS and procured online 24/7 service through Big White Wall.</li> <li>• Trained 200+ Mental Health First Aiders.</li> <li>• Completed an analysis of student and staff provision.</li> <li>• Embedded mental health and wellbeing questions in staff survey.</li> </ul>

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# Appendix A – Equality and Diversity Governance

## Equality and Diversity Governance



\*Chairs for 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

Explanation of Governance Abbreviations			
<b>EDU</b>	Equality and Diversity Unit	<b>SEC</b>	Student Experience Committee
<b>EDSC</b>	Equality and Diversity Strategy Committee	<b>Senate</b>	Senior academic body of the University
<b>EdPSC</b>	Education Policy and Strategy Committee	<b>Court</b>	Governing body of the University
<b>SRC</b>	Students' Representative Council		

## Appendix B – Glossary

<b>40:20:20</b>	40% men, 40% women, 20% either
<b>AS SATs</b>	Athena SWAN Self-Assessment Team
<b>AsVP</b>	Assistant Vice Principal
<b>Athena SWAN</b>	A charter established and managed by the UK Equality Challenge Unit that recognises and celebrates good practices in higher education and research institutions towards the advancement of gender equality: representation, progression and success for all.
<b>Aurora</b>	AdvanceHE's development programme for all people who identify as a woman
<b>BAME</b>	Black, Asian and Minority Ethnic
<b>CaPS</b>	Counselling and Psychological Services
<b>CEESCWF</b>	Care Experienced, Estranged and Student Carers West Forum
<b>Clerk of Senate</b>	The Clerk of Senate has responsibility for the governance of academic policy and practice right across the University and is sometimes referred to as the senior academic of the University.
<b>CMG</b>	College Management Group
<b>Court</b>	Governing body of the University
<b>CPD</b>	Continuing Professional Development
<b>CRUK</b>	Cancer Research UK
<b>D@W&amp;S</b>	Dignity at Work and Study
<b>EdPSC</b>	Education Policy and Strategy Committee
<b>EDU</b>	Equality and Diversity Unit
<b>EDSC</b>	Equality and Diversity Strategy Committee
<b>EIA</b>	Equality Impact Assessment
<b>ELIR</b>	Enhancement-Led Institutional Review
<b>EOD</b>	Employee and Organisational Development
<b>Equality Champions</b>	Members of the SMG who have taken responsibility for one or more protected characteristic.
<b>FE</b>	Further Education
<b>First Responders</b>	A group of staff, trained by Rape Crisis, as Sexual Violence and Harassment First Responders.
<b>GAP</b>	Gender Action Plan
<b>GBV</b>	Gender Based Violence
<b>GTA</b>	Graduate Teaching Assistant
<b>GPSAP</b>	Gender Pay Strategy and Action Plan
<b>HE</b>	Higher Education
<b>HEI</b>	Higher Education Institution
<b>HR Committee</b>	To oversee, on behalf of Court, the ongoing development, implementation and delivery of the University's People Strategy and related plans and procedures, ensuring these are aligned with the key aims and objectives of University Strategy and its realisation. More information can be found at <a href="http://www.gla.ac.uk/media/media_627336_en.pdf">www.gla.ac.uk/media/media_627336_en.pdf</a>
<b>HSW</b>	Health Safety and Wellbeing
<b>IHW</b>	Institute of Health and Wellbeing
<b>IoP</b>	Institute of Physics
<b>JMSLH</b>	James McCune Smith Learning Hub
<b>L&amp;T</b>	Learning and Teaching

<b>LEADS</b>	Learning Enhancement and Academic Development Service
<b>Level 10 staff</b>	Professors, Senior Administrative Group, and Senior Management Group (SMG) staff
<b>LGBT</b>	Lesbian, Gay, Bisexual and Transgender
<b>LTDF</b>	Learning and Teaching Development Fund
<b>MHWG</b>	Mental Health Working Group
<b>MRC</b>	Medical Research Council
<b>OH</b>	Occupational Health
<b>PBI</b>	Planning and Business Intelligence
<b>PGR</b>	Postgraduate Researcher
<b>Protected Characteristic</b>	Nine characteristics that are protected under the Equality Act 2010, namely; age, disability, gender reassignment, marriage/ civil partnership, pregnancy and maternity, race, religion/ belief, sex and sexual orientation.
<b>PSED</b>	Public Sector Equality Duty
<b>QAA</b>	Quality Assurance Agency
<b>REG</b>	Race Equality Group
<b>Respect Advisers</b>	Volunteer members of staff who have been trained to offer confidential, impartial, one-to-one advice and support to people having issues with harassment or bullying. They will help staff and students feel supported, gain a better understanding of their rights and options.
<b>RI</b>	Research Institute
<b>SEC</b>	Student Experience Committee
<b>Senate</b>	Senior academic body of the University
<b>SFC</b>	Scottish Funding Council
<b>SMG</b>	Senior Management Group
<b>SRC</b>	Students' Representative Council
<b>Staff Equality Monitoring Report</b>	Reflects on the previous academic cycle, outlining the overall diversity data for the University, including all protected characteristic data (where collected) for staff.
<b>UKRI</b>	UK Research and Innovation
<b>VP A&amp;EI</b>	Vice-Principal (Academic & Educational Innovation)