Public Sector Equality Duty - Mainstreaming Report 2021

Equality and Diversity Unit – April 2021

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 Structures
3. External Influencers
4. Challenges and Opportunities
5. Mainstreaming Examples
6. Gender Pay and Equal Pay
7. Procurement

1. Strategic Imperative of Equality

The University of Glasgow's Inspiring People, Changing the World 2015-2020 strategy set out our vision out our vision, 'To be a world-class, world-changing university'. The foundations for the strategy were three core values to bring our community together; Passionate, Professional and Progressive. Equality is at the root of the latter two values, which were 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.*

Since 2018 the University had been consulting widely on our next University strategy for 2020-25.

At the heart of the new overall strategy *World Changers Together, World Changing Glasgow 2025*[1] are the University's new values. These are;

> **Ambition and Excellence, Curiosity and Discovery,**
>
> **Integrity and Truth, An Inclusive Community**

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[1] www.gla.ac.uk/about/strategy/

The value of **inclusive community** is defined as:

- We are one Glasgow team, and we care for and respect one another
- We advocate for diversity and believe in variety as a vital part of a healthy university
- We champion education as an engine for social progress
- We practise and advance sustainability

The impact of COVID-19 delayed the launch of the new overall strategy until April 2021. The new People and Organisational Development (POD) Strategy, Learning and Teaching Strategy and Research Strategy are aligned with it.

The articulation of inclusive community is echoed throughout the themed university strategies – with POD strategic themes of living our values, maximising organisational capacity and employee experience; the Learning and Teaching Strategy focusing on accessibility (in the widest sense), widening participation and decolonising the curriculum; and the Research Strategy supporting three priorities of collaboration, creativity and careers.

2. Equality Structure

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 People and Organisational Development, 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 People and Organisational Development 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 Senior Management Group, 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 Equality structures are unchanged from 2019, except for some short life and/or subgroups of the Equality groups considering specific topics. Since 2019, this has included a

re-formed Gender-Based Violence Group, the EHRC Racial Harassment Working Group, the Digital Accessibility Regulations Working Group and Universities of Sanctuary Working Group.

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 sexual orientation, and within those by College, Grade 10 staff, Job Family Profiles, all Grades, Full/Part Time, Contract Type, Nationality and for 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[2]. As of 2021 our Court gender balance is:

Sex	No.	%
Female	10	43
Male	13	57

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, five 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 People and Organisational Development. As of 2021 the gender balance is outlined below.

Sex	No.	%
Female	7	47
Male	8	53

3. External Influencers

There are a range of external influences, which shaped our approach in the last two years.

To outline some of these:

- In 2020, the Scottish Funding Council signed a memorandum of understanding with the Equality and Human Rights Commission (EHRC), with the aim of identifying sector wide persistent inequalities, and set measurements to address these.

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[2] 40% men, 40% women, 20% either

However due to COVID-19, their work on this has not progressed as anticipated, therefore the sector has been requested to progress Public Sector Equality Duty (PSED) requirements as usual.

- The University's research is funded through a range of research funders, including UKRI, Wellcome Trust and CRUK (as examples). All these funders have asked universities to address harassment and bullying and require institutions to inform them if a Principal Investigator has received any complaints of harassment against them which have been upheld.
- The EHRC Inquiry into racial harassment in higher education and the subsequent report Tackling Racial Harassment: Universities Challenged. This report instigated our internal investigation, and significantly influenced the University's work on race equality in 2019-20, and into the future.
- The 2016 UUK Changing the Culture Report and follow up reports, the Scottish Government's Equally Safe work, including the Equally Safe in HE Toolkit have shaped our response to gender-based violence.

4. Challenges and Opportunities

A review of the University Services (US) was conducted in 2017resulted in a reduction in the number of service functions across the University. Most notably, Student and Academic Services (S&AS) have been through a process of organisational change. This has involved significant management change, restructuring, and process reviews. These necessary organisational changes will ensure the focus is on the appropriate student delivery and to identify where there are service gaps, and provides the opportunity to address these. The impact of all these changes has meant that some of the equality outcomes have not progressed at the pace originally anticipated.

A review of the Health, Safety and Wellbeing function resulted in a splitting of the responsibilities, with Health and Safety moving into Estates Directorate and Wellbeing and Occupational Health moving to People and Organisational Development (POD). These moves now allow for further development of services and implementation of Equality Outcomes.

The global pandemic, and subsequent lockdowns, has had a significant impact on our whole community. A wholesale change of delivery methods for all, and most notably the subsequent impact on the pedagogy, with students learning remotely. The majority of our staff having to work from home, often with family commitments, impacted on their ability to deliver usual workloads and patterns. The resulting impact on staff and student's wellbeing, feelings of isolation, and the wider impacts for society has been a challenge unknown within this generation. This impact has shaped our ability to deliver all aspects of our work, including progress of the Equality Outcomes.

The University has mitigated for this impact in a range of ways – for students the move to online teaching and assessment and the use of the no detriment policy for exams in May 2020, as an example. For staff, the University instigated the People First project – which considered a wide range of potential impact including equality and reducing differential impact, balancing workloads and productivity, supporting mental health and wellbeing, and enabling development and career progression as examples. Subsequent decisions and policy position have been influenced by this project, and as we continue in these circumstances, this will be at the fore of decision making.

5. Mainstreaming Examples

This report is unable to highlight all examples of mainstreaming across the University, so this report focusses on new and/or key developments in mainstreaming activity.

These examples are structured under the three components of the Equality Act General Duty.

5.1 Elimination of discrimination, harassment, victimisation, and other conduct prohibited by the Act

5.1.1 Following on from the previously launched student version, the University has developed an online reporting tool for staff. This tool allows staff to report harassment or bullying and either request support (both formal and informal), or to report anonymously. The tool will make it easier for staff to report and access support and ensures the same reporting mechanisms for students and staff.

5.1.2 The University has also identified and implemented a range of training for staff, these include:
- Effective Bystander Intervention training, which is online and available to all staff.
- Implementing Reasonable Adjustments training – one aimed at staff supporting students, and the other is mandatory for line managers.
- Specific training for staff who support and/or lead sexual harassment investigations, this training has been delivered by Rape Crisis Scotland, and aims to ensure investigators for student or staff cases understand Gender Based Violence (GBV) in all its forms, have a trauma informed approach to the investigation and understand appropriate questioning techniques.

5.2 Advance equality of opportunity between people who share a protected characteristic and those who do not share it

5.2.1 The University set an ambitious Key Performance Indicator (KPI) in the 2015-20 University Strategy, Inspiring People and Changing the World:

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

This target could only be achieved by mainstreaming appropriate policy, process and procedural drivers to address underrepresentation of women throughout the pipeline. Policy and practice which has supported achieving this is:

- The embracing and implementation of the Athena Swan Charter. Across the University, Schools and Research Institutes (RI) hold 12 Bronze, 10 Silver and one Gold award. The detailed self-assessment process required by Athena Swan ensures the School/RI focus on the leaky pipeline points to address these. In addition, the process can support the full pipeline – from undergraduates through to Professors.
- Implementation and fruition of the Early Career Development Programme (ECDP), which provides learning and development opportunities in all aspects of the academic role. This involves allocation of a mentor to provide support and advice, the creation of a Personal Development Plan and the setting of annual objectives to enable academics to develop the abilities to meet the criteria for promotion to Grade 9 within a defined timescale.
- Strategic recruitment – including at senior leadership level, support hiring staff to consider the content of job descriptions, the ability to work flexibly, marketing materials as well as diversifying recruitment methods.
- Detailed review and improvement of the policy position across the University. Examples include increased maternity and paternity pay, the development of carers policy, which includes paid carers leave.

These actions, and the detailed support embedded throughout them, such as promotion workshops, local mentoring, supporting attendance on the Advance HE Aurora programme, has resulted in the progress shown in the following table.

% Female	2013	2014	2015	2016	2017	2018	2019	2020
Grade 10 (Senior managerial, professional and Professors)	24.6	25.7	26.3	26.9	27.1	28.2	32	33
Professors Only	20.5	23	24	24	25	27	30	31

5.2.2 The University's 2018 [Slavery, Abolition and the University of Glasgow](#), and the programme of Reparative Justice continues to be mainstreamed through University provision. Since 2019, the University has:

- Launched 30 [James McCune Smith](#) scholarships for UK students from Black Asian and Minority Ethnic backgrounds to support undergraduate study;
- Signed a Memorandum of Understanding with the University of the West Indies (UWI) to strengthen partnership, including a fellowship for a UWI academic, student scholarships and developing research partnerships;
- Unveiled a plaque in the Cloisters of the Gilbert Scott Building explaining the land that the building sits on was once owned by Robert Boyle, a wealthy West India merchant who owned a great many enslaved people.
- The launch of the Beniba Centre for Slavery Studies; this research centre aims to focus attention on slavery and its legacies in Scotland and globally, through academic research, public events, and engagement with ongoing anti-racist activism and reparative justice. The name was chosen for the centre because Beniba was a woman, a mother, who was held in slavery by Robert Cunningham Graham, former Rector of the University of Glasgow (1785-1787). Little is known about the life of Beniba, but her name indicates that she was born on a Tuesday and was perhaps, of Akan origin.

5.2.3 The University has committed funding to support staff to deliver high-quality knowledge exchange activity and impact generations through the [Glasgow Knowledge Exchange Fund](#) (GKE). This fund has a range of broad themes including supporting collaborative approaches, building sustained strategic relationships with partners, and early-stage investment in technology; the funds range from £2-£30K. From 2020, the application form has a question on Equality, Diversity and Inclusion (EDI) asking applicants to describe relevant EDI measures, activities, impacts and/or challenges. It also requires all applicants to use the EDI checklist if they are hosting an event, and if the applicant has completed their EDI training.

From the assessment board feedback, this has been a successful development with many applicants giving serious consideration to this, with others being asked to clarify this as a contingent of the award.

5.2.4 In 2018-19, the University reviewed the Academic Promotions criteria. One of the changes was to ensure a greater emphasis on collaborative work across all areas – Research, Outputs, Learning and Teaching and Impact. This has been mainstreamed through all the promotions criteria from Grade 7 to Professor and in the Professorial Zones. This was in recognition of the wider range of work that ensures a successful organisation, and to encourage a supportive culture for junior colleagues and overall research culture. For example, an applicant is asked to detail not only the prizes they have won, but also the

prizes for which they have nominated others. This embedding of collegiality into our promotion criteria has been recognised by the sector.

5.2.5 In response to an issue raised by the Students' Representative Council, and after panel discussion at a joint Learning and Teaching and Student Experience Committee, a working group was drawn together to discuss implementation of Content Advice Guidance for academic staff. This had a wide range of representation, including academic staff who already issued content advise for course content. There was clear understanding that this was not about altering or 'dumbing down' academic content, rather the aim was to prepare students so they knew when challenging or potentially traumatic subject matter might arise. It was to also ensure if the content was extreme, the academic staff where able to direct students to appropriate support resources. The [Content Advice guidance](#) was approved in 2019-20, for implementation in 2020-21.

5.3 Foster good relations between people who share a protected characteristic and those who do not share it

5.3.1 In 2019, the University launched the Research Culture Awards to recognise and celebrate activity that promotes collegiality and promotes a positive research culture. Collegiality is defined in a range of ways, but includes:

- Supporting others to succeed through support mock and/or peer review panels, contributing to career development activities, support Co-authorship/Co-investigator status.
- Sharing good practice examples through supporting best practice and/or delivering support beyond your immediate group.
- Supporting the collegiality academic promotion criteria by sharing expertise across all research dimensions.

Examples of winners from 2019/20 include:

- Staff who support a network for Early Career Researcher Development, with 250 members.
- A Professor establishing and running an informal grant-writing group where early career and established colleagues meet to peer-review grant applications.
- A Senior Lecturer who successful received EPSRC funding to establish a virtual networking project which aims to reinvent the rules of international collaborations, with the purpose of reducing gender inequality.

5.3.2 The University defines 'research culture' as comprising the way in which we evaluate, support, and reward quality, how we recognise contributions to a research activity, and how we support careers and build an environment in which individuals collaborate in an

atmosphere of openness and trust. To identify the most urgent priorities, the University embarked on a systematic information-gathering exercise across our 3,000 research and technical staff. This project comprised a research culture survey in 2019, including a consultation with each of our 26 academic units, and an externally facing event in late 2019, involving action-oriented conversations with academics, administrators, funders, societies, and publishers. The information gathered in this exercise resulted in an action plan in December 2019, covering five themes:

- Collegiality: Creating an environment in which colleagues support each other to succeed.
- Career development: Supporting colleagues to succeed in their chosen careers.
- Research recognition: Implementing fair approaches to evaluating research quality, and recognising the different contributions made to research.
- Open research: Supporting and rewarding transparency, rigour, and reproducibility by facilitating early sharing of e.g., research methods and findings.
- Research integrity: Supporting the highest standards of academic rigour.

5.3.3 Funded by the University's Learning and Teaching Development Fund (LTDF), the Embedding LGBT Equality in the Curriculum and the Classroom project seeks to address the lack of representation of LGBT+ identities in the curriculum, which has been shown to adversely affect attainment, student experience and retention. With the outcomes of our findings, we aim to improve the University experience for students and staff in the teaching of an inclusive and diverse education. Research was undertaken with staff and students via survey and focus groups across 2018-2019.

Presentations of preliminary findings were made at the Learning and Teaching Conference, University of Glasgow 2019 and at the 50 Years After Stonewall Conference, University of Edinburgh 2019. An outcome of the project is a workshop to increase awareness of and enhance learning around LGBT+ inclusive education, which has been delivered to colleagues in the University and in an adapted version, to NHS Trusts.

5.3.4 The University continues to grow our celebration activities relating to LGBT History Month, International Women's Day (IWD) and Black History Month. As the celebration activities grow, they diversify and are delivered through a wider range of interest groups, mainstreaming activity across the University. This is supported centrally through the Equality and Diversity Unit by co-ordination and sourcing funding. Activities in 2019-21 include:

- LGBT History Month – with an extensive programme of events each year, 2021 saw an alumni panel discussion led by LGBT+ Network Chair, Eleanor Capaldi with Jordan Daly (CEO TIE Campaign), Colin MacFarlane (Stonewall Scotland CEO) and Mhairi Black (MP); a *Power Hour* discussion with Kezia Dugdale (Director of John

Smith Centre) with Senator Sarah McBride (first transgender state senator in the United States).

- International Women's Day – a reimagining of a photo from 1870 of all the professors marking the move to the new Gilmorehill building. The original photo featured 26 men, as there were only male professors at the time. In 2020, the University revised the photo with a new digital version and a video of 60 of the more than 200 women professors and senior professional services staff.

- Black History Month – the programme of events for BHM has grown considerably and includes delivery of the James McCune Smith lecture by Professor David Blight (Sterling Professor of History, of African American Studies, and of American Studies, and Director of the Gilder Lehrman Centre for the Study of Slavery, Resistance, and Abolition at Yale University) on his Pulitzer Prize winning biography of Frederick Douglass; a Creative Conversation discussion with Booker Prize winner Bernadine Evaristo, and a discussion with Martin Plaut (BBC Correspondent) on his book about Dr Abdurahman, a University alumnus.

6. Gender Pay Gap and Equal Pay Statement

The Gender and Equal Pay report will be available on 30 April on the University website. The report this year includes equal pay reporting on sex, disability and ethnicity.

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
- Equality, Diversity and Inclusion

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 code of conduct and external codes of conduct for all suppliers going through a tender process, this is known as the Sustainable Procurement Programme – Supply Chain 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 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.

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Appendix B – Glossary

40:20:20	40% men, 40% women, 20% either
Athena Swan Charter	A charter established and managed by the Advance HE that recognises and celebrates good practices in higher education and research institutions towards the advancement of gender equality: representation, progression and success for all.
Aurora	Advance HE's development programme for all people who identify as a woman
CEO	Chief Executive Officer
Clerk of Senate	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.
Court	The governing body of the University, and is sometimes compared to the Board of Directors of a company.
COVID-19	Infectious respiratory disease caused by a new strain of coronavirus. The World Health Organization declared a pandemic on 11 March 2020.
CRUK	Cancer Research UK
ECDP	Early Career Development Programme - provides the mechanism by which newly appointed early career academic staff at Grade 7 and 8 are supported in developing their academic skills and in progressing their career.
EDI	Equality, Diversity and Inclusion
EDSC	Equality and Diversity Strategy Committee
EHRC	Equality and Human Rights Commission
EPRSC	Engineering and Physical Sciences Research Council
Equality Champions	Members of the SMG who have taken responsibility for one or more protected characteristic.
GBV	Gender Based Violence
GKE	Glasgow Knowledge Exchange Fund
IWD	International Women's Day
KPI	Key Performance Indicator
Grade 10 staff	Professors, Senior Administrative Group, and Senior Management Group (SMG) staff
LGBT and LGBT+	Lesbian, Gay, Bisexual and Transgender. The '+' represents people who identify as non-binary, questioning, queer, intersex, asexual, and other identities.
LTDF	Learning and Teaching Development Fund
MP	Member of Parliament
POD	People and Organisational Development (previously known as Human Resources)
POD Committee	Oversees, on behalf of Court, the ongoing development, implementation and delivery of the University's People & Organisational Development Strategy and related plans and procedures, ensuring these are aligned with the key aims and objectives of University Strategy.
Protected Characteristic	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.
PSED	Public Sector Equality Duty
RI	Research Institute
S&AS	Student and Academic Services
SEC	Student Experience Committee

Senate	Senior academic body of the University
SFC	Scottish Funding Council
SMG	Senior Management Group
SRC	Students' Representative Council
Staff Equality Monitoring Report	Reflects on the previous academic cycle, outlining the overall diversity data for the University, including all protected characteristic data (where collected) for staff.
TIE	Time for Inclusive Education
US	University Services Division within the University of Glasgow
UKRI	UK Research and Innovation
UUK	[Universities UK](#)
UWI	University of the West Indies