



University
of Dundee

Equality and Diversity
Equality Outcomes Plan 2017-2021
30 April 2017

Presented by Mr. Ajit Trivedi
Head of Equality and Diversity
University of Dundee

University of Dundee: Equality Outcomes Plan April 2017 -2021

Introduction

The University is committed in its aims to build an inclusive culture where everyone associated with it feels welcome, valued and respected and where lives are transformed to allow all members of the University community to reach their full potential.

The University is now focussed on the development and implementation of its Equality Outcomes Plan 2017-2021. These Equality Outcomes for the next four years will aim to build on the progress we had achieved during the previous set actions during the period of 2013-2017.

Our Equality Outcomes Plan 2017-2021 strategy is determined and shaped by the priority area of concerns we have based on many internal and external factors:

- Requirement of the Public Sector Equality Duty (PSED) in Scotland in compliance with the Equality Act (2010) Scottish Specific Duties (2012);
- Review of the previous Equality Outcomes and progress;
- Alignment with University Strategy, Outcome Agreement;
- Engagement with key stakeholders, including Staff, Students, Equality groups, Trade Unions, E&D Committees, Deans, Directors and Students Association;
- Gathering and Monitoring of staff and student data;
- Staff, Athena SWAN, Gender Projects, Stonewall (LGBT) Workplace Equality Index and related surveys;
- Equality and Diversity training resources and uptake;
- Higher Education Academy Embedding E&D in the Curriculum workshops;
- Equal Pay reviews;
- Scottish Government Race Equality Framework (2016-30);
- Scottish Funding Council's Gender Action Plan;
- Compliance with implementing the British Sign Language (Scotland) Act (2015);
- Support the Carers (Scotland) Act (2016);
- Developments across the University;
- Guidance from EHRC, ECU, CRER, HEA, Close the Gap on developing equality outcomes.

The University believes in taking forward over the next four years this Equality Outcomes Plan 2017-2021 with its four outcomes and its associated actions will help to positively affect a required change in its culture and practice which will help to eliminate discrimination, advance equality of opportunity and foster good relations.

The Equality Outcomes Plan 2017-2021 will be considered for approval by the Equality and Diversity Committee, People and Organisational Development (POD) Committee and for the final approval by the University Court in April 2017.

The four identified key priority areas for focus:

Overarching Equality Outcomes Plan from April 2017 to April 2021

Outcome 1:	Develop and promote a positive, safe and inclusive environment within the University culture and behaviour
Outcome 2:	To improve Student experience through promoting inclusive and supportive teaching and learning environment
Outcome 3:	To widen collection and analysis of robust and reliable data
Outcome 4:	To improve Staff experience through inclusive and supportive environment

Equality Act 2010

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act;
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

Protected Characteristics covered by the Equality Act 2010 include:

Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation

This document is also available in alternative formats if required. Please contact Disability Services: disability@dundee.ac.uk

Outcomes

Outcome 1: Develop and promote a positive, safe and inclusive environment within the University culture

Rationale: In order to have a positive and sustainable impact on our commitment to equality, diversity and inclusion, it is important for us to support our Strategic Plan to effect a real change. Our aim is to embed an inclusive culture into our structures which recognises, reflects and responds to the needs of our diverse groups to inform our behaviour. The University has significantly invested in the equality and diversity agenda, such as training needs of our staff and students, restructuring of equality and diversity governance by establishing E&D Coordinators and committees in all the Academic Schools and Professional Services.

Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristic	Equality Duties
Develop and implement a One Dundee approach to Equality, Diversity and Inclusion	1.1	Raise the profile of the equality agenda, making clear the responsibilities at all levels of the University	A collaborative approach to ensuring E&D is embedded into University practices.	University Executive Group	June 2017 onwards	All	Advance equality of opportunity Foster good relations Eliminate discrimination
	1.2	Review Equality and Diversity Committee structures throughout Schools and Professional Services in line with agreed	Increased representation on E&D Committee from all sections of the University	Chair: E&D Committee	By June 2018	All	
	1.3	Support Schools/Professional Services to develop and implement local equality and diversity action plans		E&D Coordinators Schools / Professional Services	Sep 2017 onwards	All	
	1.4	Ensure Schools/Professional Services have at least one objective in their Plan which supports the University equality agenda	Schools/Professional Services to have embedded one specific and measurable equality and diversity objective	Deans / Directors	Sep 2017 onwards	All	

Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristic	Equality Duties
Ensure University Court comprises diverse membership	1.5	Monitor membership of Court with aim to increase diversity and address any underrepresentation in gender, disability and BME groups	At least 40% gender balance maintained over the next four years Increased representation of BME and Disability members	Academic & Corporate Governance	Annually from April 2017	Sex, Race Disability, and other protected characteristics	Advance equality of opportunity Foster good relations
Raise awareness of E&D amongst Court and University Senior Management teams	1.6	Annual report of progress made on Outcomes Plan provided to University senior management teams	Approval of Annual progress report	Academic & Corporate Governance	Annual reporting from April 2017	All	Eliminate discrimination
Ensure due regard is given in all University activities including policy development, planning, change projects, procurement, and decision making processes through the implementation of robust and systematic processes	1.7	Ensure all new/reviewed policies, key projects/programmes, and strategies developed or undertaken have been informed by a completed Equality Impact Assessment (EIA's) process Embed Equality Impact Assessments (EIA's)	100% of all policies going for approval will need to show a current EIA has been carried out Increase the number of policies/projects which have EIA built into their business case Increase number of policy owners conducting equality impact assessments. Track number of EIAs performed	Deans /Directors	Sep 2017 onwards	All	
	1.8	Inclusion of EIA's in existing and new policies		Head of E&D			

	1.9	Make Guidance available to Managers and policy owners.		Head of E&D	By July 2018 and ongoing		
	1.10	Provide training and support for implementation of EIA process to Managers and relevant staff.		Head of E&D			
	1.11	Provide training and support for implementation of EIA process to Managers and relevant staff.		Head of E&D			
Promote Disability Equality	1.12	Develop a cohesive university mental health strategy.	A whole-university approach to promoting the mental health and wellbeing of staff and students is adopted that enhances resilience and the provision of support.	Head of Disability Services	December 2018 and ongoing	All	Advance equality of opportunity Foster good relations Eliminate discrimination
	1.13	Promote and support the use of British Sign Language (BSL) across all University activities, including through publication and implementation of the University's BSL Plan.	BSL users can access University services, including all aspects of recruitment, admissions, learning and teaching.	BSL Working Group	October 2018 and ongoing	Disability	
	1.14	Establish a Disability Staff Network	Network in place for disabled staff to share their experiences	Head of Equality & Diversity	2017	Disability	

	1.15	Increase accessibility of campus facilities	Ensure that disabled staff, students and visitors can easily access all areas of our estate	Campus Accessibility Group	2017 onwards	Disability Trans	
	1.16	Consider the recommendations of the Scottish Parliament's Equalities and Human Rights Committee's report on Disabilities and Universities https://archive2021.parliament.scot/parliamentarybusiness/currentcommittees/103134.aspx		University Executive Group	2017 onwards		
Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristic	Equality Duties
Promoting Equality, Diversity and Inclusion and communicating what we do internally and externally	1.17	Update E&D webpages	Present and up-to-date relevant information on equality and diversity	Director of External Relations	2017/18	All	Advance equality of opportunity Foster good relations Eliminate discrimination
		Run equality events Annually or to coincide with key national events, e.g. Black History Month, Interfaith Week, LGBT History Month	Members of equality groups engaged with the University community to celebrate diversity	Director of Student Services	2018 onwards	All	
Promote awareness of our Equality, Diversity and Inclusion values and policy	1.18	Update recruitment and selection policy	Ensure that the policy supports E&D both in terms of external recruitment and internal career development	Director of HR	By Aug 2017	All	Advance equality of opportunity Foster good relations

	1.19	Revise Recruitment and Selection Training	Ensure recruitment managers are fully equipped for the role and make good selection decisions	Director of HR	By Aug 2017	All	Eliminate discrimination
E&D Training for staff and students	1.20	Review and update equality and diversity training	Increased take up of training to promote greater awareness of E&D issues Achieve 95% completion rate for staff	Head of E&D	By DEC 2017	All	Advance equality of opportunity Foster good relations Eliminate discrimination
Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristic	Equality Duties
Staff /Student Surveys	1.21	Monitor awareness of equality, diversity and inclusion through staff and student surveys	Review responses to surveys and equality issues addressed	Director: HR	2018	All	Advance equality of opportunity
Tackling Harassment /Bullying	1.22	Update Dignity at Work and Study Policy	Effective use of Harassment Advisors to provide confidential first line support and advice	Head of E&D	By Sep 2017	All	Advance equality of opportunity Foster good relations
	1.23	Review role of Harassment Adviser (HA) and promote more widely	Improved reporting and follow-up	Head of E&D	Sep 2017	All	Eliminate discrimination
	1.24	Organise Harassment Advisors training and set up regular network group	Ensure Harassment Advisors are confident in their role, share good practice and their role is well publicized	Head of E&D	Sep 2017	All	

Promote LGBT	1.25	Support LGBT staff network group & set up Allies function.	Greater engagement of LGBT staff in University affairs and gain feedback on policies and practices - meet at least four times per year.	LGBT Staff Network	Oct 2017 Ongoing	Sexual Orientation Trans	Advance equality of opportunity Foster good relations Eliminate discrimination
	1.26	Promote membership of Stonewall	Demonstrate commitment to LGBT equality	LGBT Staff Network	2017	Sexual Orientation Trans	
Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristic	Equality Duties
	1.27	Aim to be within the Top 100 In Stonewall Index	The university would be a national leader in LGBT equality and the actions required to achieve this would create a more inclusive campus	LGBT Staff Network	2020	Sexual Orientation Trans	
	1.28	To become a Stonewall Global Diversity champion.	The University would become an internationally recognised leader for LGBT equality and create a safer and more inclusive environment for both international students and international campuses and link in with One Dundee ethos	LGBT Staff Network	2020	Sexual Orientation Trans	

	1.29	Increased coordination between student and staff networks to promote a better support system	Increased communication with student group, leading to increased activity and a more supportive and inclusive campus	LGBT staff/student society	2017	Sexual Orientation Trans	
	1.30	To have a permanent student representative on the LGBT staff network group	Increased communication between student and staff opinion leading to more harmonised and effective action towards inclusive campus	LGBT Staff: Chair	2017	Sexual Orientation Trans	
Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristic	Equality Duties
	1.31	Have all University registration forms gender neutral/ gender/s inclusive. This should include a gender option(s) that are non-binary	All students who are applying who do not conform to the gender binary are included	Director: Student Admissions and Recruitment	2018	Sexual Orientation Trans	
	1.32	All new single stall bathrooms to be gender neutral. Where not available consider changing disabled bathrooms to be disabled and gender neutral if supported by outcome of equality impact assessment	All gender non-conforming and Trans individuals have a safe area to go to the bathroom	Director: Campus Services	2018	Sexual Orientation Trans	
	1.33	Have a clear policy for individuals which includes transitioning at work	Increased clarity in these matters leads to increased security and feeling of inclusion in the work place. Making	E&D Office	2017/18	Sexual Orientation Trans	

			it safer and more inclusive				
	1.34	Procurement policy (specific to LGBT+) that ensures that the university is sourcing from LGBT friendly organisations.	This creates a culture of inclusion on procurement level that then leads to a wider campus culture of inclusion and a stance against discrimination	Director of Finance	2017	Sexual Orientation Trans	
	1.35	Work with community outreach opportunities in areas such as : LGBT+ media, sponsoring local groups/ organisations, campaigns, conferences	Firstly, it creates a broader more inclusive environment in campus that makes use of all the resources available to them. Secondly, it demonstrated to the wider community that the University is inclusive.	Director of External Relations	2017/18	Sexual Orientation Trans	
Promote Race Equality	1.36	Conduct Race Equality surveys for staff and students	Successful achievement of Bronze award Improved experience for BME staff and students	BME Staff Network: Chair ongoing	Sep 2017	Race	Advance equality of opportunity Foster good relations Eliminate discrimination
	1.37	Establish Race Steering Group			2017		
	1.38	Conduct Focus Groups			2017/18		
	1.39	Submit application for Race Equality Charter Mark and implement Action Plan			2018		
	1.40	Advance University-wide participation in Athena SWAN by renewing the award	Enhanced commitment to women's career	VP Academic and Corporate Governance	April 2017	Sex Trans	Advance equality of opportunity

Promote Gender Equality for Staff		Implement the University's Athena SWAN action plan, and provide support for departmental submissions	development in all disciplines				Eliminate discrimination
	1.41	Attain University Athena SWAN Silver under the post-May 2015 scheme			By end 2019		
Objective	Actions		Success indicator		Timescale	Protected Characteristic	Equality Duties
Increase the number of women in senior academic or professional roles	1.42	Analyse gender trends within data on recruitment, retention and progression Offer positive action, sponsorship, networking and development opportunities for women Promote visibility of senior women, role models, male and female gender champions Continue to develop women through positive action initiatives like Aurora and Leadership Development programmes Participation in Mentoring programmes	Increase in the number of women applying for senior roles.		2018 2018 2017 onwards Annually		
Develop aspiring Women Leaders							
	1.43	Implement HR Excellence in Research Action Plan	Improve proportion of women who are REF 2020 returnable	VP of Research, Knowledge Exchange and Wider Impact	2017 onwards	Sex	

Outcome 2: To improve Student experience through promoting inclusive and supportive learning and teaching environment

Rationale: : To insure that the University is an accessible, inspiring and empowering place for our students regardless of background and culture to achieve their full potential.

Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristics	Equality Duties
To have inclusive, fair, transparent and accessible policies and procedures in our student admissions and recruitment	2.0	Complete Equality Impact Assessments to review the University's student admissions and recruitment process to ensure it's fair and inclusive	Admissions and Recruitment policy and procedures are fair, transparent, accessible and inclusive	Director of Student Recruitment and Admissions	2017/18	All	Advance equality of opportunity Foster good relations Eliminate discrimination
Ensure the admissions strategies are informed by equality and diversity data and addresses under-representation where it exists. Develop a comprehensive set of data and analysis of student recruitment, retention and attainment trends by protected characteristics to inform targeted objectives to address any gaps and differences.	2.1	review student recruitment and admissions data by the protected characteristics to identify, understand and address causes of differential application and conversion rates	Improved reporting of data sets and analysis to inform future actions.	Director of Student Recruitment and Admissions	2018 onwards	All	Advance equality of opportunity Foster good relations Eliminate discrimination
	2.2	review and undertake appropriate activity to address any potential differential retention, progression or degree attainment between students by protected characteristic	Student retention, progression and attainment gap is reduced. Identification of specific academic support and interventions to reduce attainment gap Action plan developed to address any gaps	VP Learning and Teaching	2018 onwards		Advance equality of opportunity Foster good relations Eliminate discrimination

			<p>identified for different protected characteristics 2018</p> <p>Annual student progress report produced on enrolment, recruitment retention, progression and attainment to E&D Committee</p> <p>develop flexible and accessible approaches to learning and teaching to embed good equality and inclusion practice</p>				
	2.3	ensure initiatives that complement the academic curriculum are accessible for students from diverse backgrounds	ensure appropriate and accessible facilities support and guidance are available to deliver an exceptional experience for all students				
Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristics	Equality Duties
To enhance the employability of students with protected characteristics by analysing data and trends on Destination	2.4	To investigate, for protected characteristics, the employability outcomes and destinations of graduates, and to create relevant actions, such as career mentoring, to ensure students with protected	Students with protected characteristics are equally successful in achieving graduate level jobs, work placements and are satisfied with the support given as evidenced by DLHE	VP Learning and Teaching	2018 onwards	All	

of Leavers in Higher Education (DLHE) Develop actions to address gaps		characteristics are attaining employability skills and progressing into suitable jobs and careers. In increasing access to work placements for all students, ensure equality of access for students with protected characteristics					
Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristics	Equality Duties
Develop a framework for reviewing learning programmes to ensure that curriculum design and delivery are shaped by the diversity of the student population.	2.5	Embed equality and diversity in the curriculum through engaging with the Higher Education Academy's sector-led standard (EEDC) framework piloted with a number of local programme teams Continue to embed the principles of the inclusive curriculum in the programme approval, programme management and quality and standards processes of the University. Ensuring that curriculum design expertise is drawn upon in the development of new programmes;	Allows benchmarking against best practice standards Capacity developed to embed E&D in learning, teaching and assessment Will enhance the embedding of E&D in learning, teaching and assessment, working towards narrowing participation and attainment gaps. Support on curriculum design accessed by those developing new programmes	VP Learning and Teaching	June 2017 onwards 2017 onwards		

		<p>All Schools undertaking Periodic Programme Review will be expected, with support and guidance, to review their curricula in terms of inclusivity</p> <p>Ensure that timetabling is inclusive of the needs of all students including those with a protected characteristics</p> <p>To support the University's learning and teaching strategy by responding to the equality and diversity monitoring requirements the Teaching Excellence Framework (TEF)</p>	<p>All Schools to have completed inclusive curriculum reviews as part of the Review cycle From 2017, Annual Quality report to identify good practice in relation to equality and diversity.</p> <p>Equality impact assess timetabling procedures and processes to ensure there is no unjustifiable adverse impact on particular groups of students</p> <p>Equality measures implemented TEF</p>				
Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristics	Equality Duties
Develop policy/guidance on student-related pregnancy	2.6	Improve processes relating to student-related pregnancy in the University and in work placements.	Consistent, fair and clear approach implemented ensuring that pregnant students and/or those who have become mothers can complete their courses	Head of Equality and Diversity			

To develop mechanisms for supporting students with mental health issues	2.7	To action specific support within the student support services for Disabled, BME and LGBT students and students with mental health difficulties	Increase in engagement of students with Student Support and Wellbeing	Director of Student Services	Oct 2017 onwards	All Focus on Race, Disability Sexual Orientation Trans	Advance equality of opportunity Foster good relations Eliminate discrimination
Develop Gender Action Plan (GAP) as required by the Scottish Funding Council (SFC) to address gender imbalances	2.8	To tackle gender imbalances in subject areas To identify and address the gaps between male and female participants in undergraduate study	To achieve long-term target set by SFC to have no subject gender imbalance (within student population) of greater than 75% of one gender by 2030	VP Learning and Teaching	July 2017	Sex	Advance equality of opportunity Eliminate discrimination

Outcome 3: To widen equality data collection and monitoring of robust and reliable data

Rationale: Effective data gathering and analysis is essential to support all aspects of University's equality and diversity policies, practices and activities on staff and students from all protected groups. Our staff and student data is collected effectively to support the University's progress in advancing equality and diversity for staff and students. It is vital evidence for undertaking EIAs and to meet the requirements of the Public Sector Equality Duty. The University currently monitors data on a range of areas for staff and students, this includes, age, disability, race and sex but recognises, as it is working towards achieving Race / Athena SWAN Charters and Stonewall Workplace Equality Index significance of the need to further extend collection of additional protected characteristics to identify gaps and address their needs.

Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristics	Equality Duties
To capture comprehensive Equality and diversity data for both staff and students across the University.	3.1	In line with the requirements of the Public Sector Equality Duty (PSED) , aim to gather quantitative and qualitative data for all protected characteristics including religion or belief, sexual orientation, gender identity and pregnancy and maternity	There is a wide range of equality data available to inform decision-making. This data informs University's equality reports and helps to address any issues Staff and student reports produced by all the protected characteristics Schools and Professional Services data to inform local action planning.	Staff related: Director of HR Student related: Director of Student Services	2018	All Emphasis on Gender Identity, Sexual Orientation, Religion or Belief, Pregnancy and Maternity for students	Advance equality of opportunity Foster good relations Eliminate discrimination
					2018 onwards		
To improve the information, process and messaging around equality data collection and how it is used	3.2	Put in place measures to ensure we are capturing equality data as staff and students are recruited to the university	Improved disclosure and uptake.		Dec 2017 onwards		

		<p>Launch a campaign to encourage staff to update their equality information</p> <p>Raise awareness of rationale for equality data collection through the use of internal communications and webpages</p>	<p>A reduction in the number of staff with 'Prefer Not to Say' equality data and ensuring all staff have a better understanding of what happens to data collected</p>				
--	--	---	---	--	--	--	--

Outcome 4: To improve Staff experience through inclusive and supportive environment

Rationale: The University is an inclusive campus but we want to continue to build on the work to promote greater inclusion across all of the protected characteristics of age, disability, gender identity, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Our aim is to embed an inclusive learning and working culture, which reflects and responds to the needs of our equal and diverse community.

Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristics	Equality Duties
To ensure that policies and procedures are fair, transparent and effective and mechanisms are in place to deliver support to all staff so that they can develop and reach their full potential	4.0	<p>Embed updated Recruitment and selection procedures and training</p> <p>Expand Recruitment and Selection training, specifically discrimination legislation to all panel members with specialised training for panel chairs</p>	<p>To improve the diversity of our staff members</p> <p>Transparent, fair recruitment, compliant with legislation. Increase diversity of staff members</p>	Director of HR	2017 Onwards	All	Advance equality of opportunity
To ensure that policies and procedures are fair, transparent and effective and mechanisms are in place to deliver support to all staff so that they can develop and reach their full potential	4.1	<p>Ensure the recruitment strategy is informed by equality and diversity data</p> <p>Embed updated Dignity at Work and Study policy and procedures, to ensure that the University is a welcoming work and study environment in which people find their voice and are encouraged to develop their ideas.</p>	<p>Reduction of bullying and harassment complaints which can be measured using the biennial staff survey, and in the number of formal investigations.</p> <p>Increased awareness of the Dignity at Work and Study Policy Complaints dealt with appropriately, fairly and in a timely manner.</p>	Head of E&D	Sep 2017 Onwards	All	<p>Foster good relations</p> <p>Eliminate discrimination</p>

		Raise awareness of the Dignity at Work and Study Policy and type of support available through induction events, training and annual events					
Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristics	Equality Duties
		<p>Review our current staff flexible working and family-friendly initiatives and identifying and implementing improvements</p> <p>Promote flexible working opportunities Increase the representation of staff identified with certain protected characteristics such as BME, disabled, female and LGBT+ staff (with particular reference to recruitment, retention, progression and representation on Boards and Committees).</p> <p>To address and improve the experiences of staff with protected characteristics working Internationally to</p>	<p>Increase in flexible-working and family-friendly initiatives Staff feel supported to achieve their career objectives and manage their caring responsibilities Uptake of such initiatives</p> <p>Improved diversity amongst the staff profile More diverse membership on University strategic committees. Policy and guidance in place.</p> <p>Clearer expectations for staff going abroad on assignments.</p>	Director of HR	Sept 2017		

		better inform policy and guidance.	Improved experience of staff working abroad in relation to equality and diversity issues.				
Objective	Actions		Success indicator	Lead Responsibility	Timescale	Protected Characteristics	Equality Duties
To foster good relations amongst the University community	4.2	Participation in Charter Marks, such as Athena SWAN, The Race Charter Mark, HR Excellence in Research and Stonewall Diversity Champions programme to ensure that policies, processes and procedures are fair, transparent and that best practice is replicated across the whole institution	<p>To increase year on year the number of departments holding Athena awards.</p> <p>Recruitment and retention of a diverse staff body</p> <p>Successfully achieve the Race Equality Charter Mark</p> <p>To feature in the top 100 of the Stonewall Workplace Equality Index</p>	University Executive Group	2017 onwards	All	<p>Advance equality of opportunity</p> <p>Foster good relations</p> <p>Eliminate discrimination</p>

