



**University  
of Dundee**

## **Equality, Diversity and Inclusion**

**Equality, Diversity and Inclusion  
Equality Mainstreaming and Outcome Update Report 2019**

**Presented by Ajit Trivedi  
Head of Equality, Diversity and Inclusion  
University of Dundee**

## Contents

1. Executive Summary .....	3
2. Introduction .....	4
3. Legal and Strategic Context .....	5
4. EDI and the University Strategy .....	6
Part 1: .....	7
1.1 Mainstreaming activity during April 2017 - April 2019 .....	7
1.1.1 Governance and Management Framework .....	7
1.1.2 Training and Development .....	9
1.1.3 Staff Networks .....	10
1.1.4 Disability Services .....	11
1.1.5 Student Services .....	12
1.1.6 School EDI Committees .....	13
1.1.7 Equality Impact Assessment .....	14
1.1.8 Student and Staff Experience .....	15
1.1.9 Policies and Procedures .....	15
1.1.10 Current Awards and Charters .....	16
Part 2: .....	18
2.1 Equality Outcomes progress 2017 – 2019 .....	18
2.1.1 Introduction .....	18
2.1.2 Rationale and Key Achievements .....	18
2.1.3 Challenges .....	21
2.1.4 Future steps .....	21
Appendix 1 .....	22
Outcome 1. Develop and promote a positive, safe and inclusive environment within the University culture and behaviour .....	23
Outcome 2. To improve Student experience through promoting inclusive and supportive learning and teaching environment .....	39
Outcome 3. To widen equality data collection and monitoring of robust and reliable data .....	45
Outcome 4. To improve Staff experience through inclusive and supportive environment .....	47

# 1. Executive Summary

This report sets out our progress made to mainstream equality and activities undertaken to achieve our Equality Outcomes, which we published in 2017.

In 2017 we set out an ambitious programme, with four Equality Outcomes and fifty-six associated actions to not only meet the requirements of the equality duty but also to develop our diverse community of staff and students. Our report highlights all the progress we have achieved and also identifies actions where we have partially met with success and therefore need to further improve. Actions where we have partially achieved will be progressed in our Equality Outcomes Plan 2017- 2021, as they are strategically relevant.

The main body of the report provides key highlights and findings from our work since April 2017. More information that is detailed is included in our Equality Outcomes Plan 2017-2019 (**Appendix 1**).

Highlights of our progress:

- a. Equality, Diversity and Inclusion (EDI) is an integral part of University Strategy 2022
- b. University governing body (Court) gender composition currently reflects 60% (met 40% target set in Dec 2014)
- c. Increased diversity profile within the Court membership
- d. Senate composition of gender currently comprises of 47% women
- e. Increased number of women being promoted to personal chair and senior roles
- f. Increased number of BME staff promoted to personal chair roles
- g. Increase in the uptake of Equality, Diversity and Inclusion mandatory online training modules
- h. Unconscious bias training delivered to University Court appointing committees
- i. Disabled staff network established in April 2018 and contributing towards EDI agenda
- j. British Sign Language Plan published in October 2018
- k. Establishment of an Equality Safe working group to develop mechanisms for reporting gender based violence
- l. EDI Coordinators established in all the schools
- m. Dignity at Work and Study Policy and Procedures revised
- n. Harassment Advisers appointed to support staff and students across the campus
- o. Black History Month events across the University
- p. University formally joined the Race Equality Charter in December 2018
- q. LGBT History Month activities across the University
- r. Improved our ranking by achieving a jump of 132 places in Stonewall Workplace Equality Index 2019
- s. Participation in Dundee Pride

## 2. Introduction

The University of Dundee is committed to advancing equality, diversity and inclusion for its students, staff and the community. Through maintaining a positive and supportive environment for staff, students and visitors alike, we strive to achieve our overarching strategic aim of being a high performance community. <https://www.dundee.ac.uk/strategy/#our-purpose>

This report is one of a number of reports that show how we are fulfilling our obligations under the Specific Duties in Scotland. The other reports include:

- a. Employee equality information
- b. Gender, Race and Disability Pay Gap information including occupation segregation

### 3. Legal and Strategic Context

The University has a requirement under the Equality Act 2010 to promote equality, diversity and inclusion through the Public Sector Equality Duty or General Duty. The General Duty requires that listed public bodies, including the University, must, when carrying out their functions, must have due regard to the need to:

- a. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- b. Advance equality of opportunity between people who share a protected characteristic and those who do not and;
- c. Foster good relations between people who share a protected characteristic and those who do not.

The Equality Duty covers the following protected characteristics that are recognised within the Equality Act:

- d. Age
- e. Disability
- f. Gender reassignment
- g. Marriage and Civil Partnership
- h. Pregnancy and maternity
- i. Race
- j. Religion or belief (including non-belief)
- k. Sex
- l. Sexual orientation

In addition to this, The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, (Specific Duties) and the subsequent amendments require public bodies in Scotland to undertake activities to evidence their progress in meeting the General Duty. To meet the specific duties the University is required to:

- m. Report on progress to mainstreaming the general duty in all functions
- n. Develop and publish a set of equality outcomes covering all the protected characteristics
- o. Gather and publish information on employees (employee monitoring)
- p. Publish pay gap information on gender, race and disability
- q. Publish statements on equal pay and occupational segregation for gender, race and disability
- r. Have due regard to the General Duty in specified procurement practices
- s. Publish information in a manner that is accessible
- t. Publish the gender composition of the Governing body (Court) and provide succession plans to increase diversity

The Equality Act and Specific Duties can be found here:

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

<https://www.legislation.gov.uk/sdsi/2012/9780111016718/contents>

## 4. EDI and the University Strategy

The University's current five-year strategy (to 2022) is part of its 25-year vision to be recognised as Scotland's leading university and focuses on the theme of transformation. The Strategy to 2022 has four interdisciplinary themes: understanding and improving health and wellbeing; life enhancing creativity and design; innovating technological solutions to tomorrow's problems; and promoting social change to enhance diversity, justice and socio-economic prosperity.

The Strategy's eight strands will:

- enable the people in our community to flourish, enhancing their readiness to succeed in a digital world and transforming our approach to individual and team performance through engaged leadership that achieves collaborative advantage
- further advance our commitment to our values, accelerating progress in diversity, inclusion and fairness
- increase our impact and public engagement locally and globally
- extend and embed an interdisciplinary, team based approach across teaching and research, with all members of our community jointly tackling real world problems in key thematic areas
- substantially grow and diversify our student body, ensuring that we remain a uniquely welcoming community
- strengthen our ability to achieve extraordinary things in a financially and environmentally sustainable way
- transform our business systems and our ways of working, further strengthening our one-Dundee approach to partnership working between and across academic Schools and Professional Services
- grow our reputation for excellence nationally and internationally. All these plans can be summed up in our commitment to develop the University as a high performance community, working together and supporting each other to become Scotland's leading University

The University's strategic goals and indicators demonstrate our overarching alignment with the Scottish Government Outcome Agreement and the Public Sector Equality Duty (PSED) requirements. For example, The University's success in expanding the number of undergraduate students coming from SIMD20 and SIMD40 linked to the wide range of initiatives put in place include:

- a contextualised University of Dundee admissions policy;
- the Reach Tayside and ACES Tayside projects;
- the Discovering Degrees for Schools programme;
- the Dundee University Access to Learning (DUAL) Summer Schools providing free accommodation and food for those living more than 40 miles from the city; and articulation programmes with local further education colleges.
- The University intends that its work to increase the availability of qualitative and quantitative data should enable staff leading these initiatives to evaluate the relative effectiveness of the steps they are taking to recruit and retain students from a range of backgrounds.
- The University's Organisational and Professional Development (OPD) team actively engaged in the Teaching, Research and Academic Mentoring Scheme, a cross-institutional mentoring scheme and offer an annual programme of workshops and events to support continuing professional development in staff.

In each of these strands, equality, diversity and inclusion is an integral part, contributing to our overall aim of being a high performance community.

<https://www.dundee.ac.uk/strategy/>

## Part 1:

### 1.1 Mainstreaming activity during April 2017 - April 2019

#### 1.1.1 Governance and Management Framework

##### University Governing Body (Court)

The Scottish Code of Good Higher Education Governance 2017, states that: ‘ The governing body (Court) must provide leadership in equality and diversity across all protected characteristics, assuming responsibility for the Institution’s strategy and policy on equality and diversity. This should not only ensure compliance with all relevant legislative and regulatory requirements but also actively promote and facilitate equality and diversity goals across the whole Institution. In addition, the Court must monitor its own composition, establishing appropriate goals and policies regarding the balance and diversity of the members it appoints and regularly reviewing its performance against these goals and policies.’

The Court must also ensure the University’s governance arrangements are consistent with the Equality Act 2010. As a public body (as defined in the Equality Act 2010), the University is also subject to the Public Sector Equality Duty. This Duty means going further than simply avoiding discrimination, it requires the active promotion of equality, diversity and inclusion in all its functions. The Court must also satisfy itself that agreed EDI action plans consider the Duty in relation to University employees and students, when developing policy and in delivering services including receiving this report biennially.

The University Court, through its People and Organisational Development Committee (PODCO) receives and endorses the University’s PSED reports as evidence of progress and ongoing commitment to advance equality, diversity and inclusion.

The following table reflect the progress achieved in the gender balance in the Court over the last three reporting periods:

Gender	2019 All Court Members	2017 All Court Members	2015 All Court Members	2019 Lay Court Members	2017 Lay Court Members	2015 Lay Court Members
Male	9 (37.5%)	13 (57%)	17 (74%)	4 (40%)	5 (50%)	7 (78%)
Female	15 (62.5%)	10 (43%)	6 (26%)	6 (60%)	4 (40%)	2 (22%)
Unknown/ Information refused					1 (10%)	

For Lay Members, the Universities Scotland definition is used. This categorised Lay Members as those members appointed by the Court, excluding members of staff and student bodies and individuals appointed to the Court by a third body.

Since 2017, the Court has gone through a number of recruitment processes for lay members and more recently for the Chair. It was ensured that the Appointing Committees were balanced and with panel members having to complete an online equality training modules and face-to-face Unconscious

Bias training ahead of the selection process.

The information on the wider Court profile has been collected for the past 4 years and is shown in the 2019 Employee profile report.

The key point to note however are:

- The commitment to achieving a minimum representation of 40% of either gender has been achieved
- There is an increase in the minority ethnic representation overall on the Court

The numbers of Court members who have disclosed a disability has remained static since 2015

### **People and Organisational Development Committee (PODCo)**

PODCo is a committee of the University Court and has delegated responsibility for overseeing Equality Diversity and Inclusion (EDI) in the University within its remit for supporting the University Strategy in all matters relating to people. It also has responsibility to advise Court on statutory and other requirements relating to its responsibilities for equality and diversity. PODCo monitors and evaluates any policies relating to people and this includes the policies directly linked to EDI.

Minutes of the University Equality, Diversity and Inclusion Committee are presented to PODCo. Over the past year the committee has provided comment and advised on structure of the revised [Dignity at Work and Study Policy](#) and the revision and updates for our recruitment and employment policies. PODCo has in the past year closely monitored the development and progress of plans to address issues highlighted through the 2017 Staff Survey.

### **University Equality, Diversity and Inclusion (EDI) Committee**

The EDI Committee is the University-level EDI committee that has the strategic overview on all equality, diversity and inclusion matters. The EDI committee's role is to ensure the University implements its EDI strategy and meets its legal requirements under the Equality Act 2010. EDI committee is chaired by the University Secretary and Chief Operating Officer. The membership consists of: strategic leads for Learning and Teaching, Disability Services, Human Resources and Organisational Development and Equality, Diversity and Inclusion, Trade union representation (UCU, Unison and Unite), Dundee University Students Association, Staff Network Chairs and the University Athena SWAN Champion, all contributing widely to tackling EDI issues across the institution.

The Committee meets on a quarterly basis and is provided with progress reports from the various stakeholders. The EDI Outcome action plan is monitored through this committee, as well as the British Sign Language Plan and other plans related to EDI. They also direct and approve activities to widely promote EDI and provide critical feedback of plans and policies, before endorsing them for approval to the University Executive Group (UEG), PODCOo and the Court.

In the past two years some of the key activities of the Committee have been:

- Providing feedback to the consultation on the Dignity at Work and Study Policy
- Approving the involvement of the University in Dundee Pride
- Contributing and approving the British Sign Language Plan

- Scrutinising and driving plans for improvement of mandatory EDI training completion rates

### 1.1.2 Training and Development

The University believes that embedding equality, diversity and inclusion into training and development and having robust EDI training courses in place is key to creating a culture that is inclusive and an environment that is positive for staff, students and visitors alike.

EDI online training programme is mandatory for all staff and is accessible through a range of modules. All Academic staff are required to complete five modules and Professional Services staff have to undertake four modules. We have a target of achieving 100% completion on all the modules and progress is monitored on a quarterly basis, with reports provided to the University Executive Group, Deans, Directors and School Managers, including the University EDI Committee.

The modules include:

- Diversity in the Workplace (current completion rates)
- Disability
- Diversity in Learning and Teaching Academic staff
- A Manager's guide to Stress
- Stress in the Workplace

Completion rates at January 2017 showed:

- Academic Staff - 60.2%
- Professional services staff - 79.2%
- Overall completion % for the University - 65.4%

Completion rate at April 2019 show:

- Academic Staff ( including tutors) - 58%,
- Academic Staff (excluding tutors) - 81%
- Professional Services staff - 82%
- Overall completion rate for the University including tutors - 74%
- Overall completion rate for the University excluding tutors - 82%

Staff members cannot be considered for any of the following University activities unless the Equality & Diversity modules have been completed:

- Taking part in any aspect of the Research Excellence Framework (REF) assessment process or decision making committee
- Taking part in any University Strategic Project which involves the assessment of staff in any way
- Confirmation of appointment decisions i.e. successful completion of probation
- University Appointing Committees
- Academic Staff Annual Review Committees
- Readership and Personal Chair Committee
- Staff members who sit on any committee of Court

In addition to the online training programmes, we have a comprehensive staff development programme of training which is accessible to all staff. This includes specific workshops for Unconscious Bias, a range of modules

supporting mental health and wellbeing, mentoring for personal development as well as for teaching and academic mentoring, courses for personal effectiveness, presentation and communication and more. Most of these courses are made available to all staff who wish to develop their skills and confidence and managers are encouraged to support requests for development from all their staff, academic or professional services.

### **1.1.3 Staff Networks**

The University currently has three staff networks. These are all formal groups, which provide staff an opportunity to meet and provide peer support, contribute to policy and procedures of the University and respond to University Consultations. Each Network is represented on the University EDI Committee and provide quarterly updates to the committee on their activities.

As well as the formal aspect, the LGBT Network also has a social agenda which supports the bringing together of small informal staff networks for film screenings, presentations etc. Our networks are open to all staff who support equality, diversity and inclusion, as well as those who identify as having a particular protected characteristic.

#### LGBT Staff Network

Over the past two years the network has had a number of successes;

- Student representation on Network
- Submitting applications for Stonewall Workplace Equality Index (improved position by over 100 places over two years)
- Working collaboratively with a School based group to widen the audience
- Chair of Network on Pride Planning Committee
- University stand at Dundee Pride
- Film sessions for network and wider staff and community
- Held events for LGBT History Months in collaboration with DUSA
- Contributed into the revised Dignity at Work and Study Policy

All of these events have helped raise awareness of LGBT issues faced by staff, students community and have been supported by the University, which flew the LGBT Rainbow flag for the two weeks around Dundee Pride and during LGBT History Month.

In 2019 the School of Social Science hosted a talk on transitioning in the University environment as part of February's LGBT History Month, while staff network members held an event to explore and think about masculinity in their 'Drag King Workshop'.

#### BME Network Steering Group

The BME Staff Network Steering Group is the longest standing of our staff networks. Their key work over the last two years has been;

- Survey to identify issues affecting BME staff and students
- Raising awareness of lack of BME staff on University Committees to University Executive
- Commitment to Advance HE Race Charter in 2019
- Events organised for Black History Month
- Contributed into the revised Dignity at Work and Study Policy

During the Black History Month events in 2017 and 2018, external speakers presented their own perspective of their careers in Scotland as members of the BME community and staff members from within the University spoke about their own journeys in academia in the context of current research into career development of BME academics in the wider HE sector in the UK.

## Disabled Staff Network

The Disabled Staff Network is the newest of our staff networks and have 60 members of staff signed up to the group since starting up in January 2018. In the past year they have:

- Established the group and a Steering Group, who run the business of the Network
- Identified priority areas of work
- Set up short term working groups to consider:
  - Communication across Network members
  - Awareness of current services/procedures for disability
  - Developing a Reasonable Adjustment Framework
  - Identifying key events
- Arranging presentations for the network and wider staff
- Raising awareness of fire evacuation
- Challenging Schools on their accessibility for staff and students
- Contributed into the University Campus Accessibility Group
- Contributed to the revised Dignity at Work and Study Policy

One important event for Network members was a presentation by the Director of Estates and Campus Services and the Head of Disability Services to members of the group and wider University on the challenges of accessibility for disability in a campus that is in parts over 100 years old. This provided the group with information on the challenges and steps being taken to improve and an opportunity to provide suggestions and advice. This relationship with the Director of Estates and Campus Services will continue through the University Campus Accessibility Group.

### 1.1.4 Disability Services

Our Disability Services continues to provide support for students and staff with a range of disabilities. They provide not only support for our own staff and students, but also carry out assessments for other Universities and colleges through their Access Centre.

Their policy development over the past two years has focused on mental health issues and the development of two key pieces of strategy/guidance:

- A cohesive mental health strategy in liaison with University Health Services
- Publication and implementation of the University British Sign Language Plan

In relation to the first, a strategy has been developed and is being driven by a University Health and Wellbeing Steering Group. Mental Health matters are increasing across both the student and staff population and currently there is a proposal for funding to support the development of a 'Caring, Compassionate and Connected University Community' that will be the mainstay of provision of support for mental health related issues affecting staff and students.

In relation to the British Sign Language Plan (BSL plan), our Plan was published in October 2018 and was developed in consultation with staff and students across the campus. It was then shared with internal and external stakeholders, including those in the Deaf community, before being approved by the University EDI Committee.

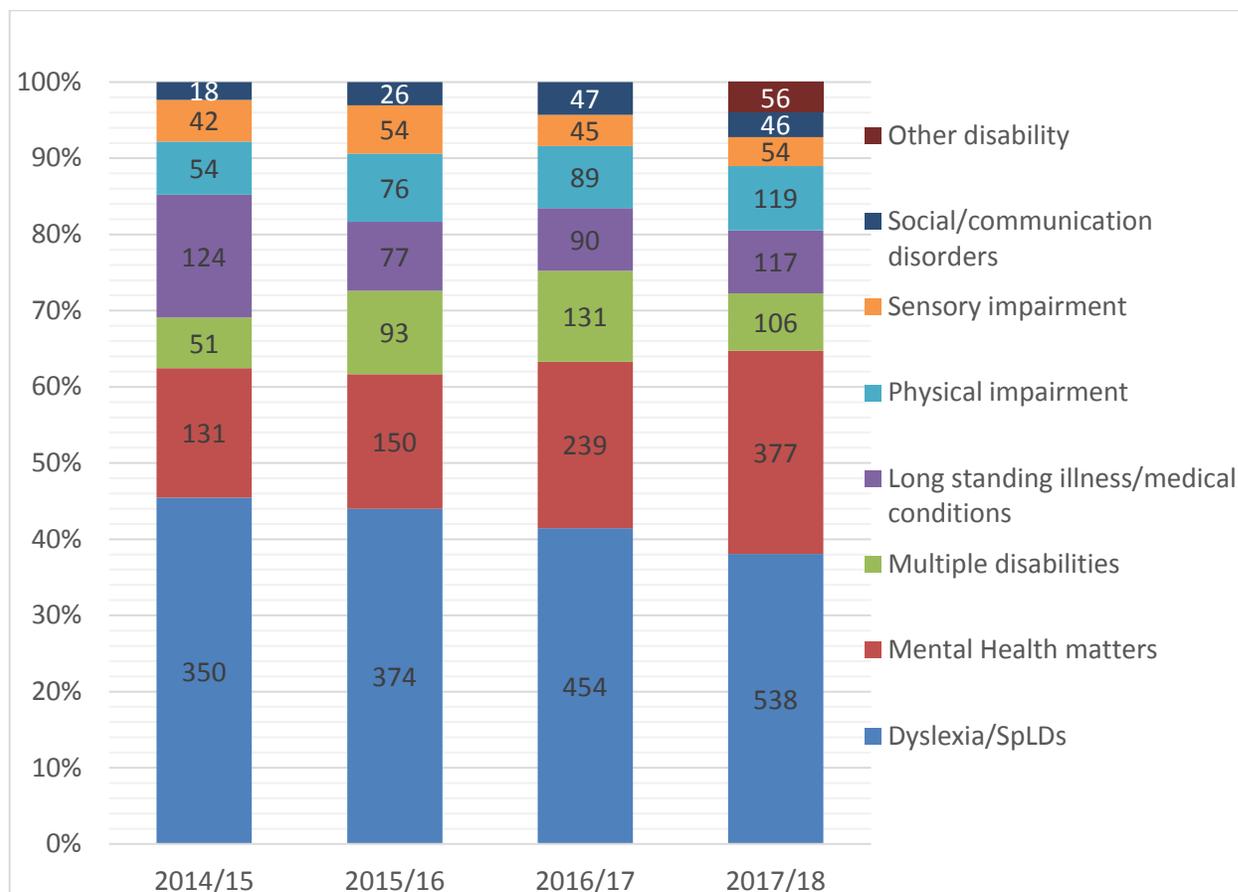
A BSL Working Group has been established to progress the actions developed in the plan.

<https://www.dundee.ac.uk/media/dundeewebsite/equalityanddiversity/documents/british-sign-language-plan-2018-2024.pdf>

<https://youtu.be/Gq1k3KbUNcM>

At present 1413 students and 102 members of University staff are registered with Disability Services for support. Many of these are provided with reasonable adjustments to support their studies/employment and others make use of our dedicated counselling service.

The following table shows the numbers of students registering for support from Disability Services and the disabilities they have disclosed, showing the changing numbers using Disability Services over the past four reporting periods:



### 1.1.5 Student Services

Our Student Services cover a wide range of support and information for students. This includes Careers Services, Disability Services, The Enquiry Centre, The Global Room and more. They have dedicated staff who provide advice and support, including wellbeing, financial, housing and learning support. In the past two years they have developed their web pages to provide clear direction for these services and have included their 'Live Smart' and 'Learn Smart' areas.

For student safety Student Services have partnered with Police Scotland to provide simple guidance on keeping safe and reporting matters. In addition, they have also produced an A-Z Helpful Guide for

Students, which provide information and contacts for the various support services provided. The Equally Safe campaign is being directed within the University through Student Services and a working group that comprises a cross university representation meets to develop and deliver that steps to tackle gender based violence. A dedicated member of staff has been appointed as a Student Support worker focusing on promoting and driving the Equally Safe agenda.

#### **1.1.6 School EDI Committees**

In 2017 we established EDI Committees in the 9 Schools of the University. The purpose of these committees was to mainstream equality across the Schools and also to address issues relevant to their own areas. The Schools were asked to develop local action plans based on their equality related matters and issues identified. The University EDI has representation on each of these committees and provide guidance and updates in relation to EDI.

The Chairs of the School committees are the Deans/Associate Deans and School Managers and this allows a direct link from the committee into the senior management structure of each School. A School EDI Coordinator provides the communication and single point of contact for the committee and also acts as the liaison with the central EDI team.

In the main the Schools have been focusing on how they will promote EDI for their own staff and students and how to widen their committees to have representation across all staff groups. Examples of some of the Schools' activities are given below:

##### School of Dentistry

- EDI introduced as a standing agenda item on school committees
- EDI Committee members formed staff survey working group to understand micro cultures in the school and develop action plan
- School Executive undertook Unconscious Bias training
- EDI Committee minutes circulated to all staff, information provided in undergraduate and postgraduate handbooks

##### School of Nursing and Health Sciences

- Men Do Care campaign developed to increase men into nursing
- All School meetings screened for accessibility and scheduled between 10.00 and 16.00
- Participation in events - Purple Friday 2018 and International Women's Day event March 18
- 94% completion rate for EDI training
- 12 staff members participated in the Aurora mentoring programme
- Led on research into feeding in neonatal units, access to health services for Gypsy Travellers and a review of neonatal services

##### School of Social Sciences

- Dedicated School EDI page created with regular updates
- EDI events promoted through posters and photos on public EDI notice boards
- EDI standing agenda item on School Board agenda
- Active participation in LGBT History Month and Pride Dundee
- Public debate on BAME issues arranged and local BAME members attended
- Guest Speaker series event on Women in the Workplace
- Series of one hour training arranged for staff and students in range of EDI subjects
- Ph.D. research being undertaken on micro behaviours that influence inclusion/exclusion

#### School of Education and Social Work

- Submitted Athena SWAN application for Bronze Award in November 2018
- Review and monitoring of selection panels in the School for greater diversity and transparency
- Information campaigns around the School on each of the protected characteristics
- Reviewing the curriculum for EDI content
- Gender action plan being developed to address gender imbalance of students

#### School of Life Sciences

- Achieved Athena SWAN Silver Award in November 2018
- Targeted academic recruitment resulting in 4 female and 6 male new Principal Investigators (Researchers)
- Increase in the number of women promoted in the School to senior roles
- Screening of adverts for posts to ensure inclusiveness
- Imagery used throughout the School more diverse and inclusive
- School LGBT+ network linking to University LGBT Staff Network
- HerStory series showcasing women in Science
- Increase in numbers of female named lecturers and honorary graduates
- Contribution to School culture recognised in OSaR (personal development and review process)

The central EDI team provides ongoing training for School EDI Coordinators and continues to work with the Schools to develop the effectiveness of their committees and plans.

Over the coming year, we will be developing similar EDI Committees in our Professional Services.

#### **1.1.7 Equality Impact Assessment**

In 2017 we set out a programme for training and also the undertaking of Equality Impact Assessment (EIAs). We have established a document management process for EIAs and online training programme as well as face to face training. Since 2017 we have moved forward considerably with this activity:

- Over 100 members of staff are approved to use the EIA document management system
- Face to face training has been provided to all approved staff
- Papers submitted for approval to University Court, University Executive Group, PODCo and EDI Committee now include equality impact information as standard practice
- Input provided to Schools and Directorates to identify key policies and activities

In the past two years there has been an overall increase in the numbers of EIAs and assessments being completed. In addition the spread of Schools and Directorates undertaking EIAs has increased. In 2017 three EIAs were undertaken; so far in 2019, 39 EIAs have been progressed to various stages, with 12 being fully complete.

Our document management system also allows us to monitor which Schools and Directorates are undertaking EIAs and it is this that will show us gaps in the undertaking of EIAs. This is an area where we still have much work to do but are encouraged by the steps that individual Schools and Directorates are taking to promote and make use of this tool. This includes setting up EIA working groups, reviewing policies and practices to identify priority and relevance to equality, diversity and inclusion and facilitating one to one training sessions with the EDI Office and support for staff

undertaking new projects/ activities to understand the role of EIA in that process.

### **1.1.8 Student and Staff Experience**

In 2017 we carried out our last staff survey. The survey provided us with information on equality, diversity and inclusion across the University which included specific questions relating to equality, diversity and inclusion and also the protected characteristics.

The return for the survey was 53%.

Overall the results of the survey were positive and in many areas improved on the 2015 survey. In particular the rate of awareness of equality, diversity and inclusion was good.

Here are the key points from the staff survey:

- 91% say the University is a good place to work (+7% on 2015 result)
- 95% say they feel safe and secure in their working environment (unchanged since 2015)
- 96% are satisfied with their level of awareness of equality and diversity issues and how to react appropriately to colleagues (unchanged since 2015)
- 97% are aware of the University's policy on equality and diversity (+1% on 2015 result)
- 70% felt they have a good work-life balance (+5% on 2015 result)

The survey also highlighted some challenges for us:

- 6% of staff had experienced bullying (no change since 2015)
- BME staff are less likely to say they are fairly paid by comparison to other staff
- Staff with disabilities are less likely to feel part of a team and valued

Each School and Directorate in the University has developed an action plan to address their specific issues. Those matters raised specific to equality, diversity and inclusion are being considered through the existing Equality Outcome Actions and greater involvement of our staff networks in engagement with the various leading bodies across the University that have a direct influence on change.

In external forum students regularly comment on the positive experience they have from attending Dundee University and this is reflected in our ranking in the top 10 universities for student experience for the past three years (National Student Survey 2015 - 2018). The Student Room publishes reviews from students across the board for courses, accommodation, settling in, location and university and we have received been given the following feedback;

*'The uni itself is a brilliant place, and the course is amazing. There's so many things to do, and the campus is right next to your housing and the town centre. It's really quick and easy to get out into the countryside, or visit somewhere bigger'*

*'Staff and students were friendly, and many events were put on to help integration. City is also a welcoming place, as well as open and non-threatening'*

*'Going to Dundee University was one of the best decisions I ever made in my life, I love my life here and I'm surrounded by others who feel as I do'*

### **1.1.9 Policies and Procedures**

Dignity at Work and Study

Over the past two years, our focus has been in reviewing and revising our Dignity at Work and Study Policy. The review included consultation across a wide group of staff and students and

feedback received from:

- Staff Network groups (BME, Disability and LGBT)
- Dundee University Students Association
- Representative bodies ( Unison, Unite and UCU)
- Disability Services
- University EDI Committee
- HR and EDI Staff
- Stonewall Scotland

The result is a policy that is robust in its clarity about what is bullying and harassment and the various routes open to students and staff when faced by such behaviour. Alongside the policy, the University has appointed Harassment Advisors across the campus. These individuals will be a point of contact for staff and students to identify matters relating to unwanted conduct.

Training for Harassment Advisors and for Investigators carrying out investigations under the Dignity at Work and Study Policy has been delivered and ongoing support will be provided to these groups and managers to ensure the policy is implemented effectively.

Staff Recruitment Policy

Our Recruitment policy has recently undergone a review and from that guideline, procedures and training are being revised. The emphasis for this will be in the development of managers to ensure that recruitment is fair and unbiased. In addition to the online recruitment module that recruitment managers must undertake, issues such as the balance of panels, sifting, recruitment processes and unconscious bias are all being considered and reflected in the policy and guidelines.

#### **1.1.10 Current Awards and Charters**

Athena SWAN

The University has a Bronze Award, which it renewed in 2017. The aspiration is for the University to achieve its Silver Award by 2021.

All of our STEM Schools hold awards:

- School of Life Sciences - Silver Award
- School of Medicine - Bronze Award
- School of Dentistry - Bronze Award
- School of Nursing and Health Sciences - Bronze Award
- School of Computing and Engineering - Bronze Award

Later in 2019 the School of Nursing and Health Sciences will submit an application for a Silver Award. Several of our non- STEM Schools have submitted applications for award in 2018;

- School of Education and Social Work
- School of Art and Design

It is anticipated that our other non-STEM Schools, Humanities and Social Sciences will apply for their Bronze Award by 2020.

Stonewall Equality Index

The University has been a member of Stonewall since 2007/8 and since 2016 we have participated in the Stonewall Workplace Equality Index. We have steadily improved our standing, demonstrated by a jump of 132 places in the 2019 Stonewall Workplace Equality Index. We are delighted with this progress and will continue to work to achieve our objective of being in the Top 100 Employers by

2020.

Our LGBT Staff Network has taken the lead in relation to our application for the WEI and further information on their activities is included under Staff Networks.

Advance HE Race Charter

In 2019/2020 the university has committed to participating in the Race Charter for the first time. Our application will be led by the BME Steering Group.

In preparation for this the Steering Group undertook a survey amongst staff in relation to BME matters. The response was very low with very few of our BME staff completing the survey. This in itself has raised a concern about visibility of matters relating to our BME staff and will be further investigated through a series of workshops. The responses and the feedback in our 2017 Staff survey will be the baseline for actions to support our application.

## Part 2:

### 2.1 Equality Outcomes progress 2017 – 2019

#### 2.1.1 Introduction

In 2017 we published our new Equality Outcomes. These were approved through the Equality, Diversity and Inclusion Committee, our People and Organisational Development Committee and the University Court.

We have four Equality Outcomes:

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

Each of these outcomes are ambitious. They work toward a culture within the University that embraces and actively promotes equality, diversity and inclusion. Culture change is difficult to quantify, however the cumulative result of the actions outlined under each, contributes significantly to the aim of each Outcome.

The results of staff and student satisfaction surveys are used to show progress alongside the quantitative measures for changes in promotions, EIAs, training attendance and complaints.

#### 2.1.2 Rationale and Key Achievements

Outcome 1 - 'To develop and promote a safe and inclusive environment within the University culture and behaviour'

We believe that the environment in which an individual works or studies can makes the difference between being empowered or being diminished as a human being. In order therefore to empower our staff and students, the culture in which we work and study each day should provide that safe and inclusive environment.

The key achievements to date that create and promote inclusivity and safety are:

- Revision of the Dignity at Work and Study Policy
- Appointment of Harassment Advisors across the campus
- Training provided to Harassment Advisors and those investigating complaints
- Staff networks developed
- Equally Safe working group and actions developed
- Appointment of Gender Based Violence Support worker for students
  - Training for key staff in dealing with gender based violence to support staff and students

Overall rating - **Amber**

The measure of a safe and inclusive environment is as much qualitative as quantitative. Our staff survey indicates that 95% of staff feel they have a safe and secure work environment, while 94% say they have not been affected by bullying or harassment.

Our 2017 Student Survey indicated that very few of our students were concerned about safety and security on campus (<1%). However some did comment regarding the open access to the campus and the close proximity of the campus to the City Centre. Another expressed concern about the risk of sexual harassment, however added that the concern was no different to any other city centre locations. Although these figures are low, we believe support through the appointment of our Support Worker, the development of a 'Student Safety - What to do' information cards and the progress of the Equally Safe project are also a key factor in creating an environment in which someone feels safe and included.

Whilst we believe that we are making great progress in relation to this outcome, we also believe that by introducing these improved mechanisms, we will encourage an environment for staff and students to challenge, report and feel confident that the appropriate steps will be taken.

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

Our students arrive in Dundee from across the world. They have each achieved an educational standard that sets them apart from many of their peer group and worked hard to be able to come to Dundee. Many are away from home for the first time and experiencing a new learning environment can be challenging. This Outcome was determined in order to support them as they continue to grow and move into a career of their choosing with a positive result from their time in Dundee.

The key achievements are:

- Equality, Diversity and Inclusion considerations established in the curriculum quality assurance check list
- EDI element included in Advisor of Studies Handbook
- EDI Office working with Student services and DUSA in relation to Equally Safe campaign
- DUSA contribution to revision of the Dignity at Work and Study Policy
- Summit on Student Retention and Progression Summit held to identify issues

In relation to this outcome, our student retention and destination data and Sunday Times University Guide placing are used to provide an indicator of success. Our overall student retention measures show that over the past two year our retention has remained fairly level, from 93.5% in 2016/17 and 2017/18, dropping slightly to 92.6 in 2018/2019 (incomplete). This is also broken down by protected characteristic and a retention summit was held in 2018 to examine what if any issues were arising relating to the protected groups.

In relation to destination of students, our 2018 figures reported 96.4% of our students found employment on completion of their studies. Our Times ranking in 2019 has shown a drop from 24 to 27<sup>th</sup> in the UK overall, with our teaching quality down 7 places to 24. However our Student Experience placing has risen by 2 places to 14<sup>th</sup>.

Overall rating: **Amber**

The data will continue to be monitored and feedback gathered to identify areas for improvement

Outcome 3 - 'To widen collection and analysis of robust and reliable data'

The availability of data across all the protected characteristics in relation to staff and students helps us to identify where we may need to intervene to encourage participation or challenge processes and procedures. Although we have a significant amount of data in many areas, we wish to improve

that collection in order that our analysis is as accurate as it can be, allowing us to make the right interventions.

Over the past two years the University has been awaiting the full implementation of a Business Transformation project that will see a better 'joined up' capture of data across several systems. Unfortunately that project is delayed and in the next year we will look at whether we now need to implement changes to our current system to progress this outcome further.

However there have been some improvements in our data capture and presentation:

- For the past 18 months we have captured gender reassignment information
- We capture sexual orientation information
- We have broadened our categories for the protected characteristic of sex
- Current data is presented more clearly, which helps analysis

Overall rating - **Amber**

We have made some progress to achieving this outcome by widening our data collection set as indicated above. However there are still gaps in our data collection and this has been primarily as a result of the delay in Business Transformation. We will continue to review our options relating to this and determine what alternative steps we may need to take.

Outcome 4 - 'To improve Staff experience through inclusive and supportive environment'

Dundee University is one of the largest employers in Dundee. We have over 3000 staff across from around the UK, Europe and the world. Our staff are invaluable to us. Each play a vital part in the developments and successes we make in science, medicine, academia, in the futures of thousands of students and in Dundee as a University and a City. We rightly want to ensure that our staff can be the best they can be, providing them with opportunities to develop and grow in a positive working environment. The key to this Outcome is not only the development and implementation of the right policies and practices, but the nurturing of the right workplace culture and environment. To deliver that we have achieved the following over the past two years:

- Widened our mentoring programmes to include all staff grades
- Increased the opportunities for development through OPD training availability
- Participated in the Athena SWAN charter
- Increased our Staff Networks
- Continued our participation in the Aurora programme

Overall rating - **Green**

We believe that we have achieved and continue to achieve this Outcome.

Since 2017 we have had a total number of 21 people participate on the Aurora programme. A further 17 have been accepted for the current programme. In addition our wider OPD mentoring programme has resulted in over 60 members of staff developed as mentors and over 70 others applying for and being given mentoring. Those being provided with mentoring cross all the job categories, including technical, clerical, research and administrative.

In addition to mentoring, our Staff Survey shows a 6% increase in those accessing training, learning or development from 55% in 2015 to 61% in 2017. We are hopeful that with the widening OPD programmes this figure will continue to rise.

Although we feel that this is achieved, this Outcome is something that is important to our staff in so many ways and so we will continue to develop and encourage our staff to be the best they can be.

### **2.1.3 Challenges**

Along the way to achieving our outcomes we have faced some challenges. These have pushed us to think more widely about what is important and also how we can achieve them in a different way. The delays in the delivery of our Business Transformation project has impacted on our data collection plans and we are considering now how we will adapt our current system to progress that work.

Raising awareness of the equality agenda has been challenging in terms of the resourcing and the development of our School Equality, Diversity and Inclusion Committees and supporting their role within their respective Schools has done much to improve the understanding of EDI. Ongoing resourcing pressures to meet the requirements for various Charter Marks and Frameworks continues. However, the appointment of a dedicated staff member to support this work will help alleviate some of that challenge.

Pressing policy holders to engage with the Equality Impact Assessment process has helped us to refine the templates we use to ensure that those using it feel comfortable and understand the advantages of using the tool and are therefore more aware of how equality, diversity and inclusion relates to their role.

### **2.1.4 Future steps**

We will continue to work to achieving these outcomes and in particular to get the promotion and awareness of equality, diversity and inclusion the norm across our campuses. We will push to have equality impact assessment widened and we believe that this will broaden the understanding of the importance of equality, diversity and inclusion across our University.

Our services for students, particularly in encouraging and promoting ways to challenge inappropriate behaviour, will progress by the appointment of new staff members and the full development of the Mental Health delivery plan. In addition the Equally Safe programme will continue to develop and deliver training for staff and students and collaboration across Schools and Directorates as well as with external third sector organisations.

Our new Business Transformation system should see our data collection systems in place to widen our data collection and help us to better analyse and make informed decisions around staff and student needs and the establishment of our Harassment Advisors and clear guidance for all staff will help to ensure staff feel valued and have a point of contact should they need.

In our drive to increase our international profile and student body, we will also be considering how we ensure that staff and students are fully prepared for the cultural changes/challenges that working internationally brings with it and our EDI Office will continue to work with our International team to progress that.

Draft Equality Outcomes Plan April 2017 to April 2019

**Purpose of document:**

This is to provide a progress report on the actions included in the University’s Equality Outcomes Plan which covers the period from 30 April 2017 to April 2019.

**Progress on Action**

The report provides details of actions progressed within the Plan, shown in the column which indicates status and a section of narrative giving more detailed explanation of the steps taken to progress actions.

The extent of progress is marked:

Green	where a considerable amount has been achieved
Amber	where some progress has been achieved but more work is still required
Red	where work is behind and considerably more needs to be done

Summary of Progress

		Total Actions	Actions Achieved	Partial progress	No progress
<b>Outcome 1:</b>	Develop and promote a positive, safe and inclusive environment within the University culture and behaviour	42	24	16	2
<b>Outcome 2:</b>	To improve Student experience through promoting inclusive and supportive teaching and learning environment	9	3	6	0
<b>Outcome 3:</b>	To widen collection and analysis of robust and reliable data	2	1	1	0
<b>Outcome 4:</b>	To improve Staff experience through inclusive and supportive environment	3	1	2	0

**Outcome 1. Develop and promote a positive, safe and inclusive environment within the University culture and behaviour**

**Rationale:** The University’s Strategy to 2022 has its high performance community at its heart. Developing our community and advancing the University’s values through the promotion of equality, diversity and inclusion is a key plank in how we will deliver transformation. Our aim is to embed an inclusive culture which recognises, reflects and responds to the needs of our diverse groups and informs 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.

**Protected characteristics: all**

Action- Develop and implement a One Dundee approach to EDI	Lead responsibility	Success indicator and timescale	Status
<p><b>1.1</b> Raise the profile of the equality agenda, making clear the responsibilities at all levels of the University</p>	<p>University Executive Group</p> <p>Stakeholders: Deans/Directors/EDI, Office</p>	<p>A collaborative approach to ensuring EDI is embedded in University practices</p> <p><b>From June 17 onward</b></p>	<p><b>Green</b></p>
<p><b>Progress:</b> Since 2017, the equality agenda has become more visible cross the University. The University Executive Group (UEG) and University EDI Committee receives quarterly reports on progress. Deans and Directors at reminded quarterly of their equality actions and required to provide an update for this report. At School level, EDI Committees are active and their coordinators provide updates on their individual actions and plans. This approach will continue for the foreseeable future.</p>			

Action - Develop and implement a One Dundee approach to EDI	Lead responsibility	Success indicator and timescale	Status
<b>1.2</b> Review Equality and Diversity Committee structures throughout Schools and Professional Services in line with agreed proposal	Chair EDI Committee	Increased representation on EDI Committee from all sections of the University  <b>By June 18</b>	<b>Amber</b>
<b>Progress:</b> Schools being provided with advice on structure and activity over the past year. Deans are now taking on the role of Chair in most of the Schools and there have been several staff changes that have resulted in changes to committees. New coordinators have been appointed in the past three months to two of the Schools. The effectiveness of School committees will continue to be reviewed and plans will be developed for an appropriate EDI committee structure for Professional Services Directorates. In 2019 there will be a revision of the training for Coordinators and Chairs of School Committees.			
Action - Develop and implement a One Dundee approach to EDI	Lead responsibility	Success indicator and timescale	Status
<b>1.3</b> Support Schools/Professional Services to develop and implement local equality and diversity action plans	EDI Coordinators	School plans are in place and being delivered  <b>Sept 17 onward</b>	<b>Amber</b>
<b>Progress:</b> Most Schools have now developed Equality Plans and initially these have been focussed on raising awareness of EDI matters across the School. Some Schools have now widened their plans to look at specific cultural issues within their School. One School is developing a programme of training to engage all staff in EDI. Work on the development and implementation of School plans will continue in 2019 along with the development of plans for Directorates.			
Action -Develop and implement a One Dundee approach to EDI	Lead responsibility	Success indicator and timescale	Status
<b>1.4</b> Ensure Schools/Professional Services have at least one objective in their Operational Plan which supports the University equality agenda.	Deans/Directors	Services to have embedded one specific and measurable equality and diversity objective  <b>Sept 17 onward</b>	<b>Amber</b>
<b>Progress:</b> In most Schools their initial objective was to have people identified and trained in undertaking EIA. In the coming year objectives need to be developed further to actively promote the EDI agenda.			

Action - Ensure University Court comprises diverse membership	Lead responsibility	Success indicator and timescale	Status
<p><b>1.5</b> Monitor membership of Court with aim to increase diversity and address any underrepresentation in gender, disability and BME groups</p>	<p>Academic and Corporate Governance</p>	<p>At least 40% gender balance maintained over 4 years Increased representation of BME and Disabled staff <b>Annually from April 17</b></p>	<p><b>Green</b></p>
<p><b>Progress:</b> Over the past two years the membership of Court has attained its objective for gender balance, with female lay membership currently exceeding 50%. In addition there has been a year on year increase in the number of BME members on Court. In the recruitment processes steps like widening the distribution of adverts has resulted in greater numbers of applications for women and BME groups. Unconscious Bias training for Court selection panels has been delivered prior to recruitment exercises to raise awareness of EDI considerations. These approaches will continue to be the 'norm' for selection for Court members. Collection of protected characteristic information for all Court members has improved and monitoring by the protected characteristics will continue to be used to identify gaps and concerns.</p>			
Action - Raise awareness of EDI amongst Court and University Senior Management teams	Lead responsibility	Success indicator and timescale	Status
<p><b>1.6</b> Annual report of progress made on Outcomes Plan provided to University senior management teams</p>	<p>Academic and Corporate Governance</p>	<p>Approval of annual progress report <b>Annually from April 17</b></p>	<p><b>Green</b></p>
<p><b>Progress:</b> The University EDI Committee receives a progress report on the Action Plan. In addition to the statutory biennial reporting, the University Executive Group receive an annual update. For 2019 - 2021 this process will continue to be the principle means of monitoring delivery of the equality agenda in the University.</p>			

Action -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	Lead responsibility	Success indicator and timescale	Status
<p><b>1.7</b> 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</p> <p>Embed Equality Impact Assessments (EIA's)</p>	Deans and Directors	<p>100% of policies going for approval with EIA</p> <p><b>From Sept 17 onward</b></p>	<b>Amber</b>
<p><b>Progress:</b> Whilst this action is marked as Amber, there has been significant progress in this area. Year on year since 2017 there has been an increase in the volume of EIAs being undertaken. From 3 in 2017, to date a total of 39 have gone through various stages of the EIA process. These continue to be undertaken and there is now a need to move to publication and increasing the number of areas within the University that are using EIAs. In 2019 we will widen the use of the document management process and establish a process for publication of all completed EIAs.</p>			
Action -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	Lead responsibility	Success indicator and timescale	Status
<p><b>1.8</b> Inclusion of EIA's in existing and new policies</p>	Head of EDI	<p>Increased numbers of EIAs undertaken year on year</p> <p><b>Sept 17 onward</b></p>	<b>Amber</b>
<p><b>Progress:</b> As per 1.7 whilst this is progressing and much has been achieved , more needs to be done to have EIA used more widely in the University.</p>			

Action -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	Lead responsibility	Success indicator and timescale	Status
<b>1.9</b> Make Guidance available to Managers and policy owners	Head of EDI	Increase the number of policies/projects which have EIA built into their business case <b>Sept 17 onward</b>	<b>Amber</b>
<b>Progress</b> Guidance has been developed in 2017, however a review of the process has superseded that guidance and as a result the guidance will now be revised. Face to face guidance to practitioners and managers continues to be delivered by the EDI Office. Expected completion date for this is June 2019.			
Action -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	Lead responsibility	Success indicator and timescale	Status
<b>1.10</b> Provide training and support for implementation of EIA process to Managers and relevant staff.	Head of EDI	Increase number of policy owners conducting equality impact assessments. Track number of EIAs performed <b>Sept 17 onward</b>	<b>Green</b>
<b>Progress</b> Each School and Directorate has staff fully trained to undertake EIA. This has been both online and face to face training. In total over 120 people have been trained to undertake EIA and the number grows as staff change and new people come into post. The numbers of EIAs being undertaken is increasing year on year: In 2017 3 EIAs had been undertaken, whilst at February 2019 39 EIAs were in various stages of completion, with 12 fully completed.			

Action- Promote Disability Equality	Lead responsibility	Success indicator and timescale	Status
<p><b>1.11</b> Develop a cohesive university mental health strategy.</p>	<p>Head of Disability Services</p>	<p>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 <b>Dec 17 onward</b></p>	<p><b>Green</b></p>
<p><b>Progress</b></p> <p>The University Mental Health Framework has been developed under our Health and Wellbeing Strategy. A Health and Wellbeing Steering Group has been established to plan activities and oversee the delivery of both the Strategy and the Framework. As external assessment was undertaken to identify gaps in our mental health services and this will be used in the development of actions.</p> <p>In the meantime however over the last two years we have undertaken a concerted campaign to raise awareness of mental health issues amongst both students and staff. We have purchased a 'Black Dog' which is moved around campus to show our commitment to supporting those with mental health issues. We have also 3 mental health nurses who provide a range of services to staff and students, from diagnosis to referral and counselling.</p>			
Action - Promote Disability Equality	Lead responsibility	Success indicator and timescale	Status
<p><b>1.12</b> 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.</p>	<p>BSL Working Group</p>	<p>BSL users can access University services, including all aspects of recruitment, admissions, learning and teaching <b>October 17 onward</b></p>	<p><b>Green</b></p>
<p><b>Progress</b></p> <p>The Plan was developed and published in October 2018 and is being progressed by a BSL Working Group. The Plan underwent consultation and participation with BSL user groups ahead of publication. Over the last few years we have provided support for a number of BSL user students, usually in the form of translators.</p> <p>2019 will see progress on the plan being monitored through the University E, D &amp; I Committee.</p>			

Action - Promote Disability Equality	Lead responsibility	Success indicator and timescale	Status
<b>1.13</b> Establish a Disability Staff Network	Head of EDI	Network in place for disabled staff to share their experiences <b>By Dec 17</b>	Green
<p><b>Progress</b></p> <p>The Network was established in January 2018 and has a membership of around 50 people. It is led by a steering group and they have met three times now. They have set up short term working groups to focus on key areas; 1. Communication and identity; 2. Reasonable Adjustments Framework and 3. Events. The Network, like our other staff Networks reports quarterly to the University EDI Committee and is supported by the EDI Office. As a result of an engagement session with the Head of Estates and Campus, a further working group will be established to identify the main issues affecting staff with disabilities in their daily day at the University and contributing back to the university Campus Accessibility Group.</p>			
Action - Promote Disability Equality	Lead responsibility	Success indicator and timescale	Status
<b>1.14</b> Increase accessibility of campus facilities	Campus Accessibility Group	Disabled Staff and Students can easily access all areas of the estate <b>2017 onward</b>	Green
<p><b>Progress</b></p> <p>The estate and campus at Dundee comprises many older buildings that over time will require upgrading and renovation. The Estates and Campus Directorate has developed a planning strategy that will see changes made incrementally with each refurbishment. Funding is key to this and the plan allows for long terms budget planning to ensure improvements are being introduced. The steps required to be taken are informed by an annual DisabledGo access audit and students and staff are also encouraged to report issues of accessibility, either directly to Estates and Campus, or through the Disabled Staff Network who report on. Our Disabled Staff Network have been asked have representation on the Group and will provide input on the main issues affecting disabled staff on campus. 2019 will see this work continuing in alignment with the Plan.</p>			

Action - Promote Disability Equality	Lead responsibility	Success indicator and timescale	Status
Consider the recommendations of the Scottish Parliament’s Equalities and Human Rights Committee’s report on Disabilities and Universities <a href="http://www.parliament.scot/parliamentarybusiness/CurrentCommittees/103134.aspx">http://www.parliament.scot/parliamentarybusiness/CurrentCommittees/103134.aspx</a>	University Executive Group	Recommendations considered by University E, D & I Committee  <b>Sept 2017</b>	<b>Green</b>
<b>Progress</b> There are no steps to embrace the recommendations at this time as the University feels that their current steps through the Equality Outcome Action Plan, Mental Health Strategy, Disability Services and University Accessibility Group works effectively to meet the requirements of staff, students and visitors. The University will however be mindful of the recommendations in their future planning.			
Action - Promoting Equality, Diversity and Inclusion and communicating what we do internally and externally	Lead responsibility	Success indicator and timescale	Status
<b>1.16</b> Update E&D webpages Run equality events Annually or to coincide with key national events, e.g. Black History Month, Interfaith Week, LGBT History Month	Head of EDI	Staff, students and visitors will have access to relevant and up to date information  <b>December 2017 onward</b>	<b>Green</b>
<b>Progress</b> This webpages update has been achieved, with content updated and relevant. The pages are accessible and visible on the main pages for both staff and students. Updates will continue as necessary. In relation to events, over the past two years the University has held events for Black History Month and LGBT History Month with external speakers and staff speaking about personal experiences. In addition through the Athena SWAN plans, presentations have been delivered in relation to gender, again with several external speakers presenting input. In 2019 to 2021 will continue this with more events being planned to support EDI.			

Action - Promote awareness of our Equality, Diversity and Inclusion values and policy	Lead responsibility	Success indicator and timescale	Status
<b>1.17</b> Update recruitment and selection policy	Director of HR	The policy will support EDI in terms of external recruitment and internal career development  <b>Timescale by end 2017</b>	<b>Green</b>
<b>Progress</b> The policy has been updated and is now in place with steps being taken to produce guidance for recruiting managers and updating training as referenced in 1.18			
Action - Promote awareness of our Equality, Diversity and Inclusion values and policy	Lead responsibility	Success indicator and timescale	Status
<b>1.18</b> Revise Recruitment and Selection Training	Director of HR	Managers will be fully equipped for the role and make good selection decisions  <b>Timescale August 2017</b>	<b>Amber</b>
<b>Progress</b> OPD provide 2 training courses per year on the use of the e recruitment system. As well as these, the team have been asked to provide specific training sessions to 5 of our Schools and Directorates. The programme is being revised to include a workshop that will cover the whole recruitment and selection process from start to finish (developing job descriptions and person specifications to selection panels) The first of this programme will run in March 2019. The programme will include Unconscious Bias training. This is currently delivered separately by OPD and in 2016/2016 there were 62 attendees. In 2017/2018 108 staff members attended this training.			

Action - E&D Training for staff and students	Lead responsibility	Success indicator and timescale	Status
<p><b>1.19</b> Review and update equality and diversity training</p>	Head of EDI	Increased uptake will result in greater awareness. Achieve 95% completion for staff <b>By December 2017</b>	<b>Amber</b>
<p><b>Progress</b> Training continues to be delivered through the EDI modules. Completion rate for the modules currently sits at 70% across all University staff when including tutors and 78% when excluding tutors. The training is updated as new case studies and legislation are introduced.</p>			
Action - Staff /Student Surveys	Lead responsibility	Success indicator and timescale	Status
<p><b>1.20</b> Monitor awareness of equality, diversity and inclusion through staff and student surveys</p>	Director of HR	Review of survey will highlight equality matters which can then be addresses <b>Delivery by end 2018</b>	<b>Green</b>
<p><b>Progress</b> Our last staff survey was in 2017, with results published in 2018. The results for specific EDI questions were improved in 2017 and our external survey partner identified EDI as an area of strength with 97% identifying that they were aware of the University EDI Policy, a slight improvement on 96% in 2015 and 96.5% overall feeling the University respects people equally because of their individual protected characteristic. Again this was a slight improvement from 2015 at 96.4%.</p> <p>Some concerns were raised by individual protected groups:</p> <ul style="list-style-type: none"> <li>• Staff with disabilities felt that they were not considered part of the ‘team’</li> <li>• Our minority ethnic staff feel that they are less well paid for their work than others</li> <li>• 6% of our staff had been affected by bullying</li> </ul> <p>Over the past two surveys 95% of our staff have stated they ‘feel safe and secure in their working environment’.</p> <p>The results of our survey are widely shared across the University and analysis is provided for each School and Directorate. Schools and Directorates develop and implement action plans informed by their results and progress is driven and monitored by a Staff Survey Steering Group. Progress is monitored regularly by UEG and the People and Organisational Development Committee.</p> <p>Our Student Survey in 2017 indicated that students had little concern around security and safety (&lt;1%). In addition there was little to show any differentiation between the different protected groups.</p>			

Action - Tackling Harassment /Bullying	Lead responsibility	Success indicator and timescale	Status
<b>1.21</b> Update Dignity at Work and Study Policy	Head of EDI	Effective use of Harassment Advisors to provide confidential first line support <b>September 2017</b>	<b>Green</b>
<p><b>Progress</b></p> <p>The Dignity at Work and Study Policy has been renewed following extensive consultation across the University. The consultation process resulted in greater detail of examples of unacceptably behaviour relating to the protected characteristics. The policy was approved by the People and Organisational Development Committee in November 2018.</p> <p>Promotion of the new policy has been through School EDI Committees, to Deans and Directors and on the EDI web pages and a number of individual School inputs have been delivered in relation to awareness of this policy. New Harassment advisors have been appointed and their role defined in the policy. Training for Harassment Advisors and those involved in complaints raised under this policy was delivered in February 2019 with further training planned later in the year.</p>			
Action - Tackling Harassment /Bullying	Lead responsibility	Success indicator and timescale	Status
<b>1.22</b> Review role of Harassment Adviser (HA) and promote more widely	Head of EDI	Improved reporting of matters and improved follow up <b>September 2017</b>	<b>Green</b>
<p><b>Progress</b></p> <p>This was undertaken as part of the development of the policy and new Harassment Advisors were appointed through an open recruitment process. Their role is to be a point of contact and support for any employee or student in the University who thinks that they are being harassed or bullied or who has had a complaint made against them. Harassment Advisors are situated across the campus and their details will be advertised and promoted as part of the policy.</p>			
Action - Tackling Harassment /Bullying	Lead responsibility	Success indicator and timescale	Status
<b>1.23</b> Organise Harassment Advisors training and set up regular network group	Head of EDI	Ensure Harassment Advisors are confident in their role <b>September 2017</b>	<b>Green</b>
<p><b>Progress</b></p> <p>All Harassment Advisors have attended initial training in February 2019 and refresher training will be developed. In addition there will be regular development meeting which all will be required to attend.</p>			

<b>Action - Promote LGBT</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<b>1.24</b> Support LGBT staff network group & set up “Allies” function.	LGBT Staff Network	Greater engagement of LGBT staff in University affairs to feed into policy and practices. Group meeting quarterly <b>October 2017</b>	<b>Green</b>
<p><b>Progress</b></p> <p>The Staff network meets on a quarterly basis and engages with local School LGBT groups, as well as students. It is looking to revise its membership and leadership in the coming months.</p> <p>The Network is represented on the University Equality, Diversity and Inclusion Committee where it reports on various matters, such as the Stonewall Equality Index, events and issues affecting LGBT staff. The Network is supported by the central EDI team and has a number of members as allies.</p>			
<b>Action - Promote LGBT</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<b>1.25</b> Promote membership of Stonewall	LGBT Staff Network	Demonstrate commitment to LGBT equality <b>Timescale 2017</b>	<b>Green</b>
<p><b>Progress</b></p> <p>The Network has worked with Stonewall to invite a speaker to the University to speak on Trans matters to all staff. This event was attended by EDI Coordinators from Schools and HR professionals from within the University, as well as members of the Network. Stonewall membership is promoted on the EDI webpages and the specific pages for the Network.</p>			
<b>Action - Promote LGBT</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<b>1.26</b> Aim to be within the Top 100 In Stonewall Index	LGBT Staff Network	The University will be a national leader in LGBT Equality and the actions required to achieve this will support greater inclusion  <b>Timescale 2020</b>	<b>Amber</b>
<p><b>Progress</b></p> <p>The Network has submitted applications over the past three years for the Equality Index. In our last application, we improved our position by over 100 places, however we have yet to attain a top 100 position. We will continue to develop our activity and specifically develop a policy for transgender staff and students in the first half of 2019. We will participate once again in Pride Dundee, as we did in 2018. Whilst this action has a timescale of 2020, we wish to show progress year on year in the Equality Index.</p>			

Action - Promote LGBT	Lead responsibility	Success indicator and timescale	Status
<b>1.27</b> To become a Stonewall Global Diversity Champion	LGBT Staff Network	The University will become an international leader in LGBT equality <b>Timescale 2020</b>	<b>Amber</b>
<b>Progress</b> This is an ambitious action, however we believe that with the work started in promoting LGBT equality, we are capable of achieving progress incrementally. In 2019 our focus will be improving our placing in the Stonewall Top 100.			
Action - Promote LGBT	Lead responsibility	Success indicator and timescale	Status
<b>1.28</b> Increased coordination between student and staff networks to promote a better support system	LGBT Staff Network Chair/ DUSA	There will be greater coordinated activity that will reach both students and staff, creating a more supportive and inclusive environment <b>From 2017</b>	<b>Green</b>
<b>Progress</b> This is in place and a student representatives attend the Network meetings. In addition the Chair of the Network collaborates on LGBT events, particularly at the time of LGBT History Month.			
Action - Promote LGBT	Lead responsibility	Success indicator and timescale	Status
<b>1.29</b> To have a permanent student representative on the LGBT staff network group	LGBT Staff Network Chair/ DUSA	Increased communication between student and staff opinion will result in a more harmonised and effective approach to an inclusive campus <b>From 2017</b>	<b>Green</b>
<b>Progress</b> As above.			

Action - Promote LGBT	Lead responsibility	Success indicator and timescale	Status
<b>1.30</b> Have all University registration forms gender neutral/gender/s inclusive. This should include a gender option(s) that are non-binary	Director of Admissions	All students not conforming to the binary gender assumption are included, resulting in greater inclusion <b>From 2018</b>	<b>Red</b>
<b>Progress</b> This action is dependent on the delivery of the new Student System administration system. Implementation of the system is delayed, but planning for new formats and processes is progressing.			
Action - Promote LGBT	Lead responsibility	Success indicator and timescale	Status
<b>1.31</b> 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	Director of Estates and Campus	All non-binary and Trans individuals have a safe toilet space for use <b>From 2018</b>	<b>Amber</b>
<b>Progress</b> This action is being progressed through the Estates Strategy where refurbishment will result in gender neutral facilities being introduced. There are a number of areas within the University where gender neutral facilities are already in place and this includes the Library and Learning Centre. Schools are also identifying facilities that are suitable for gender neutral toilets and these are being supported by Estates and Campus.			
Action - Promote LGBT	Lead responsibility	Success indicator and timescale	Status
<b>1.32</b> Have a clear policy for individuals which includes transitioning at work	Head of EDI	Trans staff and students will have clarity and an increased feeling of security and inclusion <b>In 2018</b>	<b>Amber</b>
<b>Progress</b> Information is being gathered to develop this policy, with case studies and best practice being captured to inform the final policy. This policy will be completed by June 2019			

<b>Action - Promote LGBT</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<b>1.33</b> Procurement policy (specific to LGBT+) that ensures that the university is sourcing from LGBT friendly organisations	Director of Finance	Procurement process will influence greater inclusion within the University and beyond. <b>By end 2017</b>	<b>Amber</b>
<p><b>Progress</b></p> <p>Currently all suppliers for public procurement contracts must comply with the APUC Supply Chain Code of Conduct, which includes reference to compliance with the Equality Act 2010 and makes reference to the protected characteristic. However it is not specific about any one protected characteristic, including LGB or T matters.</p> <p>The University Procurement Policy is being developed and will undergo an Equality Impact assessment that will be specific about each of the protected characteristics. This will direct activity in relation to procurement.</p>			
<b>Action - Promote LGBT</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<b>1.34</b> Work with community outreach opportunities in areas such as : LGBT+ media, sponsoring local groups/ organisations, campaigns, conferences	Director of External Relations	A broader and more inclusive environment on campus. Demonstration to wider community of inclusiveness <b>2017/2018</b>	<b>Green</b>
<p><b>Progress</b></p> <p>The Director of External Relations provides ongoing support, both staff and financial to ensure the Universities involvement in a range of equality related activities within the community. This includes LGBT History Month events which are open to the public and the Universities participation in the first Dundee Pride event in 2018. This will continue but will always be across all the protected groups.</p> <p>In 2019 the University will once again take part in the Dundee Pride event, as well as host other LGBT events throughout the year.</p>			
<b>Action - Promote Race Equality</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<b>1.35</b> Conduct Race Equality surveys for staff and students	Chair BME Staff Network	Will show improved experience for BME staff and students <b>September 2017</b>	<b>Green</b>
<p><b>Progress</b></p> <p>A race survey was carried out in early 2018. However the response for the survey was poor and didn't reflect the BME staff numbers. The conclusion from the exercise was that the timing of the survey alongside others and the lack of effective promotion of the survey resulted in the poor response rate.</p> <p>In 2019 these points will be taken into account for a further survey to inform our Race Charter application.</p>			

<b>Action - Promote Race Equality</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<b>1.36</b> Establish Race Steering Group	Chair BME Staff Network	Will show improved experience for BME staff and students  <b>By September 2017</b>	<b>Green</b>
<b>Progress</b> A Race Steering Group is in place and meets quarterly. They will lead on our Race Charter application in 2019 and have representation on the University Equality, Diversity and Inclusion Committee			
<b>Action - Promote Race Equality</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<b>1.37</b> Conduct Focus Groups	Chair BME Staff Network	Will show improved experience for BME staff and students  <b>By September 2018</b>	<b>Red</b>
<b>Progress</b> This will be progressed as part of the commitment to the Race Charter over the coming year.			
<b>Action - Promote Race Equality</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<b>1.38</b> Submit application for Race Equality Charter Mark and implement Action Plan	BME Steering Group	Successful achievement of Bronze Award in Advance HE Race Charter <b>September 2018</b>	<b>Amber</b>
<b>Progress</b> The University has submitted the letter of intent for the application and the BME Steering Group will take the lead on the application.			

Action - Promote Gender and Trans Equality	Lead responsibility	Success indicator and timescale	Status
<p><b>1.39</b> Advance University-wide participation in Athena SWAN by renewing the award</p> <p>Implement the University's Athena SWAN action plan, and provide support for departmental submissions</p>	VP Academic Planning and Performance	<p>Enhanced commitment to women's career development in all disciplines</p> <p><b>Timescale April 2017</b></p>	<b>Green</b>
<p><b>Progress</b> The University retained its Bronze Award and is now in a position to apply for a silver award by the end of 2019. A new permanent post has been advertised to coordinate the work for Athena SWAN and other charter applications and is expected to start by May 2019.</p>			
Action - Promote Gender and Trans Equality	Lead responsibility	Success indicator and timescale	Status
<p><b>1.40</b> Attain University Athena SWAN Silver under the post-May 2015 scheme</p>	VP Academic Planning and Performance	<p>Enhanced commitment to women's career development in all disciplines</p> <p><b>End 2019</b></p>	<b>Amber</b>
<p><b>Progress</b> The School of Life Sciences attained a silver award in their 2018 application. This allows the University to progress an application this year. This will be taken forward by the Athena SWAN working group.</p>			

Action - Increase the number of women in senior academic or professional roles /Develop aspiring leaders	Lead responsibility	Success indicator and timescale	Status
<p><b>1.41</b> 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 programs Participation in Mentoring programs</p>	VP Academic Planning and Performance	<p>Increase in the number of women applying for senior roles</p> <p><b>Timescales from September 2017</b></p>	Green
<p><b>Progress</b> There has been a significant increase in the numbers of both men and women applying for senior roles: 17 women applied in 2015; 33 in 2016 and 31 in 2017. A similar increase is seen in male applicants. However the success rate of women has dropped consistently over the same period: 88% in 2015; 76% in 2016 and 65% in 2017. Mentoring programmes have continued to develop women and the numbers of women participating in the Aurora programme continues to exceed our annual commitment of 5 per year; 2015/16 - 17; 2016/17 - 9 and 2017/18 - 11. In addition to this, TRAMS has seen 27 men and 26 women take up mentoring roles, with 28 men and 30 women being provided with mentoring. In 2018 a new mentoring programme was introduced through OPD for all staff groups. To date 66 women and 25 men have undertaken mentoring through this programme. Further steps including a review of the interview panels and the introduction of Unconscious Bias training have also been taken. We will continue to monitor this information and consider what further steps may be needed.</p>			
Action - Increase the number of women in senior academic or professional roles /Develop aspiring leaders	Lead responsibility	Success indicator and timescale	Status
<p><b>1.42</b> Implement HR Excellence in Research</p>	VP Research , Knowledge Exchange and Wider Impact	Improve proportion of women who are REF 2020 returnable	Amber
<p><b>Progress</b></p>			

**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.

**Protected characteristics: all**

<b>Action - To have inclusive, fair, transparent and accessible policies and procedures in our student admissions and recruitment</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<p>2.1 Complete Equality Impact Assessments to review the University's student admissions and recruitment process to ensure it's fair and inclusive</p>	<p>Director of Admissions and Student Recruitment</p>	<p>Admissions and Recruitment policy and procedures are fair, transparent, accessible and inclusive  <b>2018</b></p>	<p><b>Green</b></p>
<p><b>Progress:</b> An Equality Impact Assessment has been completed on the policy. The impact of the policy is neutral, however guidance and procedures for the delivery of the policy are key and training need has also been identified to ensure this is met. Although this element is complete, this will be monitored through feedback, delivery of training and guidance.</p>			
<b>Action - Ensure the admissions strategies are informed by equality and diversity data and addresses under-representation where it exists.</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<p>2.2 Review student recruitment and admissions data by the protected characteristics to identify, understand and address causes of differential application and conversion rates</p>	<p>Director of Admissions and Student Recruitment</p>	<p>Improved reporting of data sets and analysis to inform future actions  <b>February 2019</b></p>	<p>Amber</p>
<p><b>Progress:</b> The review of this data will be undertaken by the Gender Action Plan group initially and widened to other protected groups.</p>			

Action - 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	Lead responsibility	Success indicator and timescale	Status
<p>2.3 Review and undertake appropriate activity to address any potential differential retention, progression or degree attainment between students by protected characteristic</p>	VP Learning and Teaching	<p>Student retention, progression and attainment gap is reduced Annual Report provided to E, D &amp; I Committee</p> <p><b>From 2018</b></p>	Amber
<p><b>Progress:</b> Progression and retention has been relatively stable in the past two years. In relation to protected characteristics, the retention of BME students has increased from 89% in 2015 to 94% in 2017/2018. In relation to disability, there has been a drop in retention for students with disabilities from 93.64% in 2015/2016 to 92.87 in 2017/2018 For gender, our female student retention has remained at just over 94% for three years, while our male student retention has remained stable at just under 92% for three years. These figures do not take account of 2018/2019 period.</p>			
Action - To have inclusive, fair, transparent and accessible policies and procedures in our student admissions and recruitment	Lead responsibility	Success indicator and timescale	Status
<p>2.4 Ensure initiatives that complement the academic curriculum are accessible for students from diverse backgrounds</p>	VP Learning and Teaching	<p>Appropriate and accessible facilities support and guidance are available to deliver an exceptional experience for all students</p> <p><b>From 2018</b></p>	Green
<p><b>Progress:</b> This has been progressed since December 2018. To date the Global Health Challenge has been identified as one that promotes equality with students participating in a number of areas. One include the awareness of Women’s Aid services as being a service for younger people. The team worked with Women’s Aid Dundee to undertake a survey and develop a communication plan. The group were supported by the University EDI Office. This type of work will continue across this and other initiatives.</p>			

<b>Action - To enhance the employability of students with protected characteristics by analysing data and trends on Destination of Leavers in Higher Education (DLHE). Develop actions to address gaps</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<p><b>2.5</b> 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 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</p>	VP Learning and Teaching	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	<b>Amber</b>
<p><b>Progress :</b> Although data is captured there is no resource available to analyse the information. Analysis is being undertaken as part of the Athena SWAN award in relation to gender, however other protected groups have yet to be progressed.</p>			

Action - Develop a framework for reviewing learning programs to ensure that curriculum design and delivery are shaped by the diversity of the student population	Lead responsibility	Success indicator and timescale	Status
<p><b>2.6</b> 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</p> <p>Continue to embed the principles of the inclusive curriculum in the program approval, program management and quality and standards processes of the University.</p> <p>Ensuring that curriculum design expertise is drawn upon in the development of new programs</p> <p>All Schools undertaking Periodic Program 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 for the Teaching Excellence Framework (TEF)</p>	VP Learning and Teaching	<p>Allows benchmarking against best practice standards</p> <p>Capacity developed to embed E&amp;D in learning, teaching and assessment Will enhance the embedding of E&amp;D in learning, teaching and assessment, working towards narrowing participation and attainment gaps.</p> <p>Support on curriculum design accessed by those developing new programs</p> <p>All Schools to have completed inclusive curriculum reviews as part of the Review cycle</p> <p>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 in TEF</p> <p><b>June 2017 onward</b></p>	<b>Amber</b>
<p><b>Progress:</b> This has not been progressed as hoped, however there is a quality assurance check for curriculum design that includes equality and diversity factors and it is in use widely, however we acknowledge that more has to be done to progress this action.</p>			

Action - Develop policy/guidance on student-related pregnancy	Lead responsibility	Success indicator and timescale	Status
<p><b>2.7</b> Improve processes relating to student related pregnancy in the University and Work Placements</p>	Head of EDI	Consistent, fair and clear approach implemented ensuring that pregnant students and/or those who have become mothers can complete their courses <b>Timescale 2017/2018</b>	<b>Amber</b>
<p><b>Progress</b> Information gathered to inform policy. Policy development delayed and now expected for September 2019</p>			
Action - To develop mechanisms for supporting students with mental health issues	Lead responsibility	Success indicator and timescale	Status
<p><b>2.8</b> To action specific support within the student support services for Disabled, BME and LGBT students and students with mental health difficulties</p>	Director of Student Services	Increase in engagement of students with Student Support and Wellbeing	<b>Amber</b>
<p><b>Progress</b> Being progressed in conjunction with the University Mental Health Strategy. A Framework has been developed and a Health and Wellbeing Steering Group has been established to take forward the work of the strategy. Mental Health mentoring is in place for students and a total of 786 sessions were delivered to 100 students with mental health difficulties in 2018. This represents a 368% increase in the number of mentoring sessions in 2017. These sessions are available to all students and not specific to protected groups. In 2019 we will discuss what gaps there are in relation to our services, including specific support relating to the protected groups</p>			

<b>Action - Develop Gender Action Plan (GAP) as required by the Scottish Funding Council (SFC) to address gender imbalances</b>	<b>Lead responsibility</b>	<b>Success Indicator and timescale</b>	<b>Status</b>
<p><b>2.9</b> To tackle gender imbalances in subject areas To identify and address the gaps between male and female participants in undergraduate study</p>	<p><b>VP Learning and Teaching</b></p>	<p>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</p>	<p><b>Green</b></p>
<p><b>Progress</b> The Gender Action Plan (GAP) is in place and a steering group monitors progress. The Steering Group will meet in March 2019 to identify whether progress has been made in the areas of known gender imbalance (Nursing and Health Science, Education and Social Work and Science and Engineering). These areas have undertaken targeted work to encourage greater participation in the underrepresented gender and this will continue as per the GAP.</p>			

**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.

**Protected characteristics: all**

Action - To capture comprehensive equality and diversity data for both staff and students across the University.	Lead responsibility	Success indicator and timescale	Status
<p><b>3.1</b> 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</p>	<p>Director of HR and OD Director of Student Services</p>	<p>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.</p>	<p style="text-align: center;"><b>Amber</b></p>
<p><b>Progress:</b> This action has been partially dependent on the delivery of our new Business Transformation programme. Delays in the delivery of the programme have meant that we have not fully achieved this action. However we have increased our data capture to include gender reassignment and sexual orientation. We have also extended the groups for gender identity. In 2019 we will make a decision whether to develop our current data capture system further or wait for the final delivery of our new system which is anticipated by the end of 2019.</p>			

Action - To improve the information, process and messaging around equality data collection and how it is used	Lead responsibility	Success indicator and timescale	Status
<p>3.2 Put in place measures to ensure we are capturing equality data as staff and students are recruited to the university Launch a campaign to encourage staff to update their equality information Raise awareness of rationale for equality data collection through the use of internal communications and webpages</p>	<p>Director of HR &amp; OD Director of Student Services</p>	<p>Improved disclosure and uptake.  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>	<p><b>Green</b></p>
<p><b>Progress:</b></p> <p>Monitoring data is captured at recruitment stage for both staff and students. Although we have some areas of data yet to be captured, we have available to us a wide range of data for staff and students that allows us to make informed decisions about our staff and student bodies. This data is provided to inform our PSED, our Athena SWAN applications, our Gender Action Plan and our Research Excellence Framework. Whilst we have aimed to reduce our 'Prefer not to say' responses, these have actually increased in our category for ethnicity. However we anticipate that when we introduce our new data capture system, where individuals self-record their data, we will see a reduction in that response. The launch of that system will be accompanied by a wide marketing and information campaign.</p> <p>We regularly issue information on data requests and invite and encourage people to complete their data as thoroughly as possible. We have also added information on data collection, the why's and what's, to our EDI web pages.</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.

**Protected characteristics: all**

<b>Action - 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</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
<p>4.1 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>Director of HR</p>	<p>To improve the diversity of our staff members</p> <p>Transparent, fair recruitment, compliant with legislation.</p> <p>Increase diversity of staff members</p> <p><b>Timescale 2017 onward</b></p>	<p style="text-align: center;"><b>Amber</b></p>
<p><b>Progress:</b> The revised Recruitment and Selection policy has been developed and is going through the approval process. Training has been revised and agreement to use an online module which is provided by our current EDI training provider.</p>			

Action - 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	Lead responsibility	Success indicator and timescale	Status
<p>4.2            Ensure the recruitment strategy is informed by equality and diversity data            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.            Raise awareness of the Dignity at Work and Study Policy and type of support available through induction events, training and annual events</p> <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 better inform policy and guidance.</p>	<p>Director of HR and OD</p> <p>Head of EDI</p> <p>Director of HR and OD</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 and complaints dealt with appropriately, fairly and in a timely manner.</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.            Improved experience of staff working abroad in relation to equality and diversity issues.</p> <p><b>From September 2017</b></p>	<p><b>Amber</b></p>

**Progress:**

In the past two staff surveys (2015 and 2017) 6% of staff have identified as being bullied at work. This is an area we will continue to work at and it is hoped that the revision of the Dignity at Work and Study policy and the reintroduction of Harassment Advisors will support staff to be able to challenge this unacceptable behaviour and provide them with clear guidance on how to report. Our next staff survey is at the end of 2019 when we will again monitor to see whether progress has been made.

In relation to flexible working, we have introduced the same pay levels for men and women for occupational shared parental leave and recognised Parental Bereavement leave in our policies.

We have clear links to our Family Friendly Policies, including flexible working, on our EDI web pages.

In relation to our strategic leadership groups, we have increased diversity on our Court (see Action 1.5) and on our University Executive Group, with two female Vice- Principals and two new female Directors.

In 2019 we will review and revise if necessary our policy for staff working internationally.

<b>Action - To foster good relations amongst the University community</b>	<b>Lead responsibility</b>	<b>Success indicator and timescale</b>	<b>Status</b>
4.3 Participation in Charter Marks, such as Athena SWAN, The Race Charter Mark, HR Excellence in Research and Stonewall Diversity Champions program to ensure that policies, processes and procedures are fair, transparent and that best practice is replicated across the whole institution	University EDI Committee	To increase year on year the number of departments holding Athena awards. Recruitment and retention of a diverse staff body Successfully achieve the Race Equality Charter Mark To feature in the top 100 of the Stonewall Workplace Equality Index <b>2017 onwards</b>	<b>Green</b>

**Progress:**

All of our STEM subject Schools are holders of Athena SWAN Awards, including our School of Life Sciences which was awarded its Silver Award in 2018. Also in 2018 two of our non-STEM Schools applied for the award and are awaiting their results.

Since 2016 we have submitted an entry to the Stonewall Employers Equality Index and have improved our position over those application, moving up the Index by over 100 places, although we are not in the top 100 as yet. We are preparing our 2020 application for submission in August 2019.

We have submitted our letter of intent in relation to the Advance HE Race Charter, which we hope to apply for in late 2019.

We will continue to encourage and support our Schools to submit to Athena SWAN and as a University we will commit continued involvement in the Race Charter and Stonewall Workplace Equality Index.