



**University
of Dundee**

**Equality, Diversity and Inclusion
Mainstreaming and Equality Outcomes Plan (2017-2021) Progress Report
April 2021**

**Presented by EDI Office
University of Dundee**

Contents

Part 1

Equality Mainstreaming and Equality Outcome Report 2021	1
An update on our equality mainstreaming activity and 2017 – 2021 Equality Outcomes	1
Part 1	4
Executive Summary	3
Introduction	4
Legal and Strategic Context	4
Equality, Diversity and inclusion in the University Strategy	5
Mainstreaming Equality from April 2019 – April 2021	6
Governance and Management Framework.....	6
EDI and Covid 19	8
Training.....	9
Staff Networks.....	111
Disability Services.....	122
Student Services.....	13
School EDI Committees	144
Researchers.....	14
Equality Impact Assessments.....	166
Student and Staff Experiences	166
Policies and Procedures.....	199
Awards and Charters	20
Part 2	21
Introduction	21
Legal context.....	21
Our published 2017 – 2021 Equality Outcomes.....	22
Outcome 1 progress	22
Outcome 2 Progress	24
Outcome 3 Progress	25
Outcome 4 Progress	25
In Summary	277

Executive Summary

This report sets out our progress in mainstreaming equality, diversity and inclusion (EDI) considerations into the University's Strategy and our day to day activities, since our last publication in 2019. It also reports on the progress against our 2017 – 2021 Equality Outcomes and associated actions.

This reporting period has seen the University stepping up to address the challenges of the Covid-19 pandemic, which has cast a different light on equality, diversity and inclusion matters. The Black Lives Matters campaign has also given focus to what we and others have done and continue to do to support our black and minority ethnic staff, students and visitors and to question whether enough has been done.

This report provides information on the significant activities, successes, challenges and our future direction.

Key highlights since 2019

- Equally Safe project progressing with appointment and training of First Contacts
 - Increase in women professors across the University
 - Increase in mandatory EDI Training
 - Increase in staff attending Unconscious Bias training
 - Participation in Dundee Pride in 2019
 - LGBT History Month events in February 2020
 - Black History Month events in October 2019 and 2020
 - EDI in research included in the agenda for Research Excellence
 - EDI a key aspect of the Doctoral Academy
 - Establishment of a Race Charter Self-Assessment Team
 - Equality considerations in all aspects moving to online and blended learning as a result of Covid-19
1. In respect of our published Equality Outcomes for 2017 – 2021, 2 of the 4 Outcomes we believe have been achieved. However, it is important to say that the activities related to these Outcomes must now continue to be embedded in a 'business as usual' approach and will be referenced in our future Mainstreaming Reports. One Outcome has not progressed because of a Business Transformation Project delay, which was out with the control of the University. That work has now started and will be embedded in our mainstreaming and reported as such. Our Outcome 'To improve student experience through promoting inclusive and supportive teaching and learning behaviours', has some way to go to being complete. In particular the aspect of developing and delivering an inclusive curriculum has yet to be fully developed. This will continue into our 2021 – 2025 Outcomes. Further details on our 2017 – 2021 Outcomes can be found on page 21 of this report. Our 2021 – 2025

Part 1 - Mainstreaming

Introduction

The University of Dundee is committed to advancing equality, diversity and inclusion for students, staff and community, through the creation of a positive and supportive environment for all. The embedding of EDI considerations in our Strategy through its high-level aims, will see learning and teaching, employment, research and engagement reflect and deliver on the needs of our diverse community.

This undertaking supports the Public Sector Equality Duty and its aims to eliminate unlawful discrimination because of a protected characteristic, promote equality of opportunity for those with a protected characteristic and foster good relations between those with a relevant protected characteristic and those without.

This draft report is one of several statutory reports and should be read in conjunction with each other:

1. Equality Outcome 2017 – 2021 Update Report
2. Equality Outcomes 2021 – 2025 Report and Action Plan,
3. Gender, Race and Disability Pay Gap Report 2021, including occupational segregation
4. Staff Data Report 2021

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, also known as the General Duty. The General Duty requires that listed public bodies, including the University, must, when carrying out their functions, have due regard to the need to:

- a) Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act, because of a relevant protected characteristic
- 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 General Duty covers the protected characteristics set out in the Equality Act, 2010:

- a) Age
- b) Disability
- c) Gender reassignment
- d) Marriage and Civil Partnership
- e) Pregnancy and Maternity
- f) Race
- g) Religion or belief (including non-belief)
- h) Sex
- i) Sexual Orientation.

In Scotland, the Equality Act 2010 (Specific Duties) (Scotland) Regulations, 2012 and their subsequent amendments, require public bodies to undertake steps to evidence their progress in meeting the General Duty. To comply with these specific duties the University must:

- a) Report on progress to mainstream the General Duty in all functions
- b) Develop and publish a set of Equality Outcomes covering all the Protected Characteristics
- c) Duty to assess and review policies and practices
- d) Gather and publish information on employees (employee monitoring)
- e) Publish pay gap information on gender, race and disability
- f) Publish statements on equal pay and occupational segregation for gender, race and disability
- g) To consider award criteria and conditions in relation to public procurement
- h) Publish information in a manner that is accessible
- i) Publish the gender composition of the Governing body (Court) and provide succession plans to increase diversity.
- j) To consider other matters

The Equality Act 2010 and the Specific Duties can be found here:

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

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

Equality, Diversity and inclusion in the University Strategy

The University Strategy 2017 -2022 is part of a 25-year vision to be recognised as a Scotland's leading University. It 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

Equality, diversity and inclusion are a key aspect of all of these strands and contribute to the University aim of being a high-performance community.

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

Mainstreaming Equality from April 2019 – April 2021

Governance and Management Framework

University Governing Body

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.'

It is the role of the Court to ensure that the University is meeting its duties under the Equality Act 2010 and that the University goes beyond simply avoiding discrimination, but actively promotes equality through all its functions. The Court, through the People and Organisational Development Committee, views, challenges and endorses this and our other statutory reports, as well as any related policies, before publication.

The following tables reflect the progress achieved in the gender balance of the Court over the past four reporting periods:

Full Court, including Lay members, staff and student representatives

Gender	2021	2019	2017	2015
Female	13 (54%)	15 (62.5%)	10 (43%)	6 (26%)
Male	11 (46%)	9 (37.5%)	13 (57%)	17 (74%)

Table 1 – Full Court membership by gender from 2015 to 2021

Lay/Independent Court members

Gender	2021	2019	2017	2015
Female	6 (54%)	6 (60%)	4 (40%)	2 (22%)
Male	5 (45%)	4 (40%)	5 (50%)	7 (78%)

Table 2 – Lay/independent Court members by gender from 2015 to 2021

Lay members are members appointed by the Court and exclude members of staff and student bodies and individuals appointed by a third body.

Data relating to the other protected characteristics are provided to Scottish Government, however they are not published by the University, due to the small numbers involved.

The key points to note:

- Court has achieved and exceeded the minimum representation of 40% of either gender.
- There has been an increase in the minority ethnic representation since 2015
- The numbers of members who have disclosed a disability has remained static.

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. Its remit is to support the University Strategy in all matters relating to people. EDI matters come to PODCO from the University EDI Committee, for approval. Updates of employment policies, such as Family Friendly policies and new policies such as Safe Leave Policies, are approved through PODCO and ratified by Court.

University Equality, Diversity and Inclusion Committee

The University EDI Committee is the University-level 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. The EDI committee is chaired by the University Secretary and Chief Operating Officer and membership comprises 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, University Athena SWAN Champion and University Race Charter Lead, 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, the British Sign Language Plan and other plans, such as the Athena SWAN and Race Charter plans are monitored through this committee. They also direct and approve activities to widely promote EDI and provide feedback of plans and policies, before endorsing them for approval to the University Executive Group (UEG), PODCO and the Court.

Matters taken to the EDI Committee in the past two years have included the proposals for a commitment to the Advance HE Race Charter, Athena SWAN applications and updates, British Sign

Language Plan, Trans Inclusion Policy and the quarterly updates on the progress of our Equality Outcomes Action Plan. Staff Networks report directly to the Committee, providing a staff perspective on quality matters to the University.

EDI and Covid-19

The single biggest challenge for the University over the past two year has been the impact of Covid-19 on the University staff, student and community. This has been replicated across the whole education sector, whether schools, HE or FE.

This section sets out the specific challenges faced by the University, the relevance to EDI and how the university has risen to those challenges.

Initial Lockdown

In March 2020, as with other organisations, the University locked down, suspending face to face teaching and moving work and teach to online.

A T20/21 Steering Group was quickly established and the University EDI Office were and remain part of that Steering Group. The reason that EDI was invited to the group was apparent because of the challenges for staff and students working from home, supporting children at home, teaching and learning online and around the world and managing health and wellbeing were all critical aspects of the planning needed for the changes to happen and be effective.

T20/21 Planning

The work required was divided into workstreams:

- Digital
- Education
- Building Readiness and Space Planning
- Communication and Stakeholder Engagement
- Quality and Academic Standards
- Student Experience
- Dundee Students Association (DUSA)

EDI was involved in each of these areas, undertaking impact assessments for the activities and providing guidance on the issues that would likely come about because of the situation.

The key issues that were identified were:

- Increased workload to moving to online and blended teaching, particularly when combined with caring/childcare and home teaching
- The increased anxiety for certain groups about vulnerability to Covid-19 and requiring shielding. This was relevant to those with existing medical conditions or disabilities, and to some ethnic minority groups, who appeared over time to be at greater risk.
- The use of digital platforms for work, teaching and studying. This was relevant to different groups of people; those with financial challenges; those with disabilities; those working internationally, where systems were not compatible or restricted and those working in areas broadband connections are poor.

- International engagement was challenging due to different time zones and cultural norms linked to access to space and education. This affected both learning and teaching and recruitment of students.
- Opportunities that University provides. This related to all students in terms of the opportunities to learn from peers and engage effectively, however it was also identified that students often see University as the place where they can be themselves and many LGBTQ + students come out for the first time at University. The inability to come to campus meant that that was not an option for some.
- Mental health issues related to all the previous points and also linked with isolation, changing workload and dealing with additional challenges as a result of the online experience.
- Use of facemasks and mobility around a restricted campus.

To address these issues as much as possible the University committed to the following:

- Re-assuring staff and students that they could only do as much as they were able to and that would be fully understood. A non-detriment policy relating to students' exams and assessments was developed to ensure that no student would be penalised because of a matter relating to Covid-19.
- Providing additional annual leave days throughout the year to all staff
- Promoting and encouraging the use of the University support services, such as Disability Services and Occupational Health and keeping in contact with colleagues in a less formal way.
- Providing courses for staff to upskill them in the move to digital teaching
- Regular messaging to students about all aspects of recruitment, course timetabling, support mechanisms, digital challenges and resources and up to date Covid-19 guidance from Scottish Government, as well as the University Executive messages.
- Providing funding to students to purchase any necessary IT equipment to overcome accessibility challenges
- Recording lectures and workshops to allow for asynchronous learning, particularly for international students
- Providing guidance to staff on disability accessibility to online content

Staff and student pulse surveys and town hall meetings have been used throughout to understand the challenges faced by both staff and students and to feed into the continuous improvement of services.

The T20/21 Steering and Stakeholder Groups have continued to support staff and students into Semester 2, and this will remain in place for the foreseeable future.

Training

The University has an objective to have a 100% completion rate of its mandatory EDI training modules for staff. Although year on year there has been an improvement, some areas still prove to be challenging. This is especially the case in the clinical arena, where staff also have NHS and other professional requirements for EDI training.

To support the continued improvement, the University Executive Group (UEG) and Deans Group actively encourage completion by staff. Quarterly updates on completion rates are reported to the EDI Committee and onward to individual Deans and Directors.

EDI Mandatory Training Completion Rates

Staff Group	2017 completion %	2019 completion %	2021 completion %
Academic Staff including tutors	60.2%	58%	62%
Academic Staff Excluding tutors	N/A	81%	79%
Professional Services staff	79.2%	82%	92%
Overall University rate	65.4%	74%	82%

Table 3 – Mandatory training completion rates by reporting year

An increasing area for training and development has been Unconscious Bias; the risk and impact.

This is part of the University Development Programme and is also delivered to specific groups as a bespoke request. An example would be the delivery to the School of Health Sciences, where focus was given to the clinical arena, as well as recruitment and development and to External Relations, where the focus was on external communications and challenges.

Mentoring continues to be available to all University staff. There are two mentoring programmes, one, Teaching Research and Academic Mentoring is a collaboration with other Universities and Dundee has 100 participants in the scheme, 60 of whom are being mentored. The second is Professional Development Mentoring and available to all staff at all grades and is delivered by trained mentors within the University, again form all staff groups.

There are currently 42 live mentoring relationships in place.

The University also provides mentoring to the executive team in Dundee Students Association (DUSA) to support them in their role in wider engagement with the University at executive level.

An example of collaborative working with DUSA has been the delivery of EDI training to all DUSA staff, whether permanent or part time. The training has been delivered to over 200 members of their staff and will continue.

Organisational Professional Development has long included training for personal wellbeing and development. During the pandemic and lockdown, Professional Development programmes have been moved online where possible. This has included those courses that promote and support good mental health and wellbeing.

Staff Networks

The University has three staff networks: BME Staff Network, Disabled Staff Network and the LGBTQ + Staff Network. Each Network is a member of the University EDI Committee and provide quarterly updates to the Committee.

BME Staff Network

In the past two years the BME Staff Network have been involved in the annual Black History Month events. In 2020 the Black Lives Matter campaign saw contribution to the discussion about the role of slavery in the University's history. Presentations included colonisation and the personal perspective today for BAME staff and students in the UK. The conversation has continued into the curriculum design project. The Network are involved in the submission of the application for the Advance HE Race Charter and a Self-Assessment Team has been appointed. The Action Plan for the Race Charter will deliver a wide range of actions to support an inclusive environment for BAME staff, students and visitors.

Disabled Staff Network

Similarly, the Network has been instrumental in planning and delivering events for Disability History Month. 2020 saw the events move online and a range of speakers and audience members from around the world saw Dundee host discussions as broad as issues affecting disabled researchers to awareness of autism and support.

The Network also contributes to the Campus Accessibility Group, chaired by the Director of Estates and Campus, where they highlight matters of accessibility and offer ideas to resolve the challenges of the estate.

They are currently working with DUSA to develop Disabled Students Network as well as developing a Reasonable Adjustments Framework with HR, Disability Services and the EDI Office.

LGBT+ Staff Network

The Network has been active in promoting and developing events for LGBT History Month. These have ranged from film nights to discussions on queering the curriculum. They have participated annually in Dundee Pride, with a University stand and participation in the marches, and, in 2020, due to lockdown, produced an online montage of messages for the UK wide Pride agenda and flew the rainbow flag at campus for the wider Dundee community and those few numbers who were still on campus.

They have an active social agenda with games nights, films, music and general chat and have been supporting staff and student wellbeing throughout the pandemic with a weekly coffee and catch up to help each other cope with the mental challenges of lockdown and home working.

Although the Stonewall Equality Index for 2020 was cancelled due to the pandemic, they are looking forward to participating when applications are welcomed again.

Disability Services

1.1.4 Disability Services

Our Disability Services team continue to provide support for students and staff with a range of disabilities. They provide support not only for our own staff and students, but also carry out needs assessments for disabled students at other Universities and Colleges through the Service’s regional Access Centre; this is typically over 100 students annually.

Currently, around 14% of students at the University have declared a disability (over 2250) and, of these, over 1700 students are registered with Disability Services for additional support. In addition, over 120 members of University staff are registered with the Service. Many students and staff are provided with reasonable adjustments to support their studies/employment, as well as a range of other support to meet their disability-related needs. This includes specialist personal help, such as a mental health mentor, training with assistive technology and provision of accessible reading materials through Disability Services’ Alternative Formats Service.

The following table shows the numbers of students who registered for support from Disability Services over the past seven academic years. The figures for AY 20/21 are until the end of Semester 1 (December 2020) and all figures exclude those students who contact the Service for confidential advice and support but do not register. For AY 20/21, this figure is an additional 405 students (up to end December 2020):

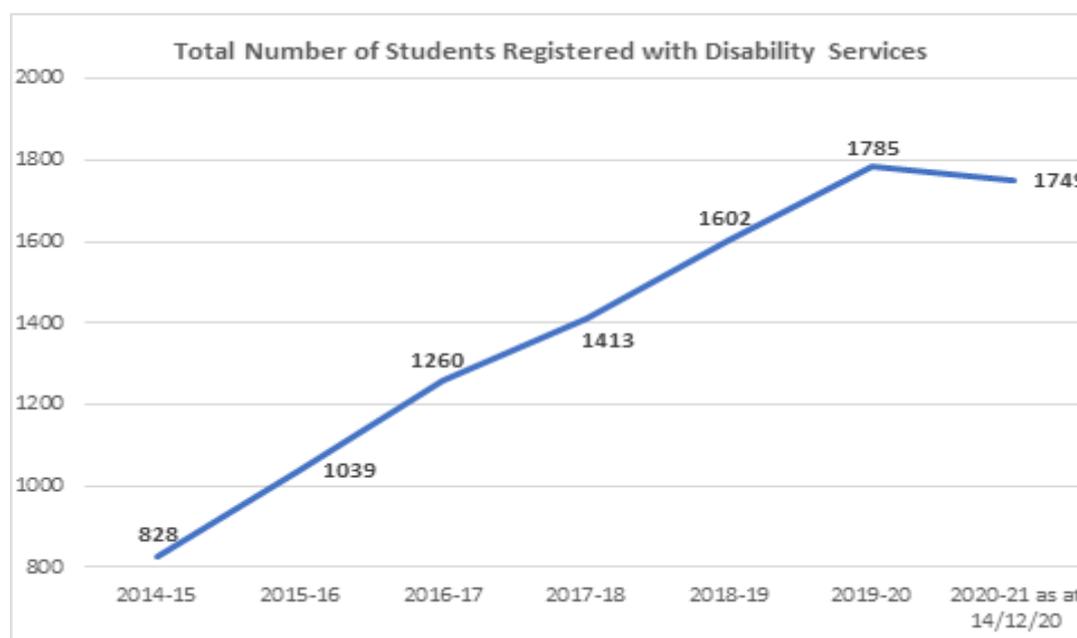


Table 4 – students registered with Disability Services year on year

There has been an increase in the number of students disclosing multiple disabilities and mental health difficulties over the past five years; an increase of 190% and 160% respectively.

From the end of March 2020, Disability Services moved to the provision of online support due to the Covid-19 restrictions. Confidential advice, needs assessment, 1-1 specialist support and training have

all been successfully delivered remotely. Dyslexia screening and diagnostic assessments were not possible initially, but the tests needed for this purpose have now been adapted for use remotely, in line with national standards. The Disability Services' team have also provided a range of online events to support the wellbeing of staff and students whilst studying and working remotely. These have been well received and will continue to be offered as time allows.

Excellent feedback has been received from students accessing Disability Services during the Covid-19 restrictions. Some students reported that they experienced difficulties with studying remotely, such as feelings of isolation and lack of motivation, but others found the increased flexibility of online study was better suited to their disability-related needs.

Disability Services' policy and guidance development over the past two years has predominantly focused on supporting the delivery of teaching online, including the provision of guidance on creating inclusive learning material and using captioning for online lectures. In addition, the Disability Services' team continues to be involved in a number of policy developments in liaison with colleagues across the University and the University's students' association, DUSA. This includes:

- Development of a mental health charter for the University
- Protocol and guidance for students with recurring or enduring circumstances
- Campaign to raise awareness of hidden disabilities
- Enhancements to the University's proof-reading policy and guidance
- Progression of the University's BSL plan (e.g. BSL videos introducing Disability Services)
- Progress with achieving Epilepsy Friendly accreditation for the University

Student Services

Student Services is structured into four Hubs: Support, Skills, Enquiry and Registry. It also has oversight of Nursery provision at the University. Services are provided to students and staff over several areas, including mental health and wellbeing, general student pastoral support, disability, careers and enterprise, finance, English language and dedicated support for international students. All services encourage and promote equality of access.

One benefit of our services being provided online throughout the Covid-19 pandemic, has meant more people have ready access to them regardless of location and ability to be on campus.

Easy access to services is provided by the Enquiry Centre, a first stop shop, for students and staff who are unsure on where to get the support they need, or who need some support in triaging complex issues and identifying all available support. We have qualified and trained staff who can provide dedicated support for many issues, including gender-based violence, suicide prevention, mental health support, housing, financial difficulties, life events and transitions. Support is provided to many widening participation students through Summer Schools and throughout their degrees. Staff play leading roles in developing policies and procedures to ensure fair access to services for all students. Currently there is a particular focus on students who are carers and those who are care experienced. Staff from Student Services have key responsibilities in operating the University's Safeguarding Protocol that is in place to handle serious issues raised by students, staff and members of the public around areas such as sexual harassment, gender-based violence, radicalisation and child and adult protection. The Directorate has its own Equality, Diversity and Inclusion Committee and has appointed an EDI Officer to work with students and staff.

School EDI Committees

The University has 10 academic Schools and 10 Professional Services Directorates. In Order to mainstream equality activity across the University, local EDI Committees have been established in all the academic Schools and will be developed for the professional services. Whilst the School EDI Committees are School specific, the Professional Services may be slightly different in structure, due to the different sizes and nature of the Professional Services Directorates. The role of the School EDI Committees has been to support the EDI agenda as relevant to their own School. They are supported by EDI Coordinators in their School and by the EDI Office, who provide University updates and take on board broader University matters e.g. policy development. A Terms of Reference for the Committees and a Role Description for the EDI Coordinator in Schools was approved by the University EDI Committee. EDI Committees report to the EDI Office on a quarterly basis on their main activities.

In the past two years several the Schools have aligned their Athena SWAN work to their EDI Committee and so the contribution of the EDI Committee is broad. Examples of activity across the Schools EDI Committees are:

- Planning of training for staff- Unconscious Bias/Equality Impact Assessment/Trans Awareness
- Hosting focus groups to determine staff concerns/ gender imbalance
- Contributing to consultations on University policy
- Highlighting EDI concerns in strategic plans
- Establishing working groups for Athena SWAN activity and action planning
- Organising School event related to EDI and History Months
- Highlighting specific issues to University EDI Team – disability accessibility/ culture
- Raising awareness of Dignity at Work and Study Policy
- Promoting Gender Based Violence work and support
- Promoting the roles of Harassment Advisors and First Contact Advisors

The Committees will continue to operate and to be supported by the EDI Office. Quarterly development meetings of EDI Coordinators, facilitated by the EDI Office, allows sharing of challenges and practice, as well as providing an opportunity for development of the Coordinators.

Researchers

The role of the researcher is of vital importance to the University, allowing the University to meet its strategic objective of being a high-performance community. The University is in the top 100 universities in the world for its research quality. We participate in the Research Excellence Framework and in our 2014 application, 76% of our research output was determined to be ‘world leading’ and ‘internationally renowned’. The following sets out the current activities we are undertaking in relation to our researchers.

Research Excellence Framework (REF2021)

University of Dundee are committed to supporting EDI for REF2021 and ensuring that all our practices for REF2021 aligned with the funding bodies’ principles of transparency, consistency, accountability and inclusivity. This includes ensuring that all committees and groups of individuals

contributing to the decision-making processes also maintain building an inclusive REF2021 submission.

University of Dundee's commitment to supporting and promoting EDI in research careers has culminated in a series of significant measures to acknowledge the effect that individual circumstances may have on research productivity during the assessment period (1 January 2014 to 31 July 2020). The University of Dundee is taking account of the circumstances of individual researchers in its output process – offering appropriate support and adjusting expectations of the individual's contribution to the output pool. To facilitate this, a confidential, safe and robust process has been established that invites all REF-eligible staff to voluntarily declare their equality-related circumstances and to make known, in confidence, any such circumstances that have affected their ability to research.

The University of Dundee has delivered bespoke online REF specific EDI training to all staff members involved with the REF 2021 exercise including external assessors. The University takes seriously its duty as a public body to ensure that our REF procedures do not discriminate unlawfully against, or otherwise have the effect of harassing, victimising or otherwise disadvantaging individuals because of their protected characteristics.

Our EDI office along with the HROD has actively contributed to the development of our REF Code of Practice and ensuring continuation of this throughout preparation of our REF submission. Equality Impact Assessments (EIAs) have been conducted during the development of our REF2021 Code of Practice and have informed our processes and procedures to enable us to support the development of more inclusive research communities and to fulfil our legal obligations. We are required to submit a final EIA as part of our REF submission in March 2021.

Doctoral Academy

In 2020, the University established a Doctoral Academy to provide a platform for post graduate researchers (PGRs) to be recruited, supported and developed in the University Environment. The first key steps of the Academy has been to try and identify the challenges of PGR recruitment and their development needs, including EDI related development.

The Academy is working alongside Student Recruitment to identify the skills required for PGR specific recruitment and this will include an aspect on Unconscious Bias training and awareness. In addition, work with the EDI Office has identified the need for Equality Impact Assessment training to support funding applications and ensure research integrity, as well as widening diversity in the research arena.

HR Excellence in Research

In 2011, the University was awarded its HR Excellence in Research award. That was awarded again in 2018. The award shows the University commitment to the research community by ensuring equitable approaches to recruitment probation and contract arrangements. HR and EDI contribute to the University CDRS group (Career Development in Researchers) to support researchers in their employment and development.

Research Development

This year the University has signed their commitment to the Concordat for Researcher Development. Activity such as identifying EDI training and development needs, the use of equality impact assessment in development of researcher activity and the widening of opportunities for professional

development are all elements of that Concordat. As part of that work, the development of post-doctoral associations and researcher get-togethers, has allowed the research community to make important connections with other parts of the University, helping wider knowledge to contribute into the overall benefit of the researcher experience and research integrity. This integrates and continues the work of the HR Excellence in Research arena.

Equality Impact Assessments

Equality Impact Assessments continue to be developed and used across the wider university. An initial cohort of 120 people were trained in the use of the tool. However, over time those numbers have expanded. The main challenge has been that staff do not build up a familiarity with the process and so continued support is required.

In 2017, the University recognised the need to develop understanding of the process and train staff accordingly. Year on year since then we have undertaken increasing numbers of EIAs.

In 2019 we reported that 39 EIAs had been progressed. In 2021, that number stands at 76, with 47 completed assessments.

This is an area which will continue to develop and operate as a means of mainstreaming EDI into our research, policies, practices and more

Student and Staff Experiences

The University carries out a Staff Survey every two years. This is used to gauge the staff feelings about the University as an employer and their role. The survey is developed, hosted and analysed by Capita, before the findings are fed back to the University. The responses are broken down by Schools and Directorates, including the University Executive Group. Each School and Directorate is then tasked with identifying areas for improvement and putting in place a set of actions to deliver that improvement.

In relation to student experience, the NSS and the various Awards and League tables are used as an indicator of our student satisfaction. Dundee Students Association sit on all key University committees, including the EDI Committee, University Court and the Equally Safe Working Group. Their contribution is invaluable in shaping decisions to take account of the student voice.

Staff Survey Findings

In relation to our Staff Survey, the following questions relate specifically to safety, respect and EDI:

Question	Response of all staff 2017 in %	Response of all staff 2019 in %	% difference + or –
The University is a good place to work	90	91	+1
I feel safe and secure in my employment	95	93	-2
I am aware of the EDI policy	97	97	=

I feel that the University acts fairly, irrespective of protected characteristic in recruitment	91	91	=
I feel the University acts fairly, irrespective of protected characteristic in career progression/promotion	79	76	-3

Table 5 – Staff Survey responses to EDI question in 2017 and 2019

The results were further broken down and the following are some of the key challenges relating to our EDI agenda:

- Those under 29 years of age are less likely to be aware of the Dignity at Work and Study Policy
- Staff over 65 are less likely to have agreed a training or development plan or attended training
- Staff with disabilities are less likely to say that the University is committed to equality of opportunity for all its staff
- Staff with disabilities are less likely to say they are satisfied with the services and facilities to support their mental health and wellbeing
- Disabled staff are more likely to say they have been discriminated against in the past 12 months
- Asian or British Asian staff are less likely to say that the University respects people equally, irrespective of nationality or ethnicity
- Asian or British Asian staff are less likely to be satisfied with their current training and development
- Muslim members of staff are less likely to say the University respects people equally irrespective of nationality, ethnicity or religion or belief.

Clearly these are matters that need to be addressed and the overall findings have been used to inform the 2021 – 2025 Equality Outcomes and Action Plan.

Student Satisfaction

A positive student experience supports individuals to achieve their academic aims and supports the University to thrive and attract students to Dundee. That in turn supports the University and local economy.

The main measures of student satisfaction come from the National Student Survey, however our positions and awards for student experience are also indicators of a positive student's experience.

In this exceptional year, we have also taken pulse surveys of students to gauge how well the online learning experience has fared.

In the past two years, the University has achieved the following awards and accolades for various aspects of student experience and outcomes:

- International Student Barometer 2019 – 89.1% satisfaction rating amongst international students
- National Student Survey – 11 in UK for overall student experience
- Times and Sunday Times – University of the Year for Student Experience 2020
- Graduate Outcomes – 1st in Scotland and 14 in UK
- International Student Barometer 2019 – 89.1% satisfaction rating amongst international students
- Times Higher Education Golden Age Ranking 2019 – 1st in Scotland, 8th in the UK and 30th in the world

These accolades consistently show our commitment to our students and the success in their learning outcomes and experience.

The first Student Pulse Survey carried out to identify the challenges related to the blended an online learning model, adapted as a result of Covid-19 and the restrictions placed on the University, was carried out before the end of the first teaching semester in 2020/2021. The results have been encouraging:

- Overall course satisfaction – 64%
- Overall experience – 70% positive
- Quality of online teaching – 66% satisfaction
- Quality of face to face teaching – 71% satisfaction
- Academic support – 61% satisfaction
- Access to learning resources – 61% satisfaction

There was an opportunity to comment overall on the experience and the following are a snapshot of the positive and less positive:

Positive comments:

- Recorded lectures
- Good communication
- Chat in live teaching sessions
- In person classes
- Online learning provided freedom to study
- Workshops captivation

Less positive:

- Overcrowding of information and content
- Organisation of time schedules need to be improved
- There needs to be more clarity on assessment tasks
- A clear task checklist is needed
- Poor connectivity needs more teaching sessions to be recorded
- More interaction in sessions
- Greater check in by staff with student wellbeing concerns
- Better information on situation relating to placements

Each of these points have been fed back and staff asked to record all teaching sessions and make direct contact with their students to check on their overall wellbeing.

A second Pulse Survey for students will be carried out in mid Semester 2.

Policies and Procedures

In the past two years, there have been several new policies created, as well as revisions for others.

Toward the end of 2019, our LGBT Staff Network worked with HR to review the Universities 'family Friendly' policies. This was with a view to making the policies inclusive to reflect the nuclear family. The policies were changed to include gender neutral language.

Several policies have been updated as a direct result of the Covid-19 pandemic. These have included our Sickness Absence policy, Flexible Working policy and Carers Policy. These have been adapted to take account of the need for shielding, caring responsibilities, making temporary adjustments to the rule of trigger points for absence related to Covid-19, removing the length of service restrictions for applying for home and flexible working and seeking additional leave. These are temporary changes and can be found at: [2020 - Human Resources - The University of Dundee](#)

The University has developed a Trans Inclusion Policy which has undergone significant consultation in its development. Contributions from the LGBT Staff Network, Dundee Students Association, Equality Network and Stonewall Scotland, have been considered. It reflects on legal requirements and best practice in relation to the support for Trans staff, students and visitors and is in its final approval phase.

The Gender Based Violence Working Group have been instrumental in the development of two key policies. The first is a Safe Leave Policy, which provides an opportunity for leave for any staff or students in the University to take time out to recover from any incident of gender based or other violent situation, if required. The policy has recently been approved and is now a live policy.

The second is a Close Personal Relationships policy. This policy has been developed to protect individuals in circumstances where a relationship develops between University staff, students or staff and students. It sets in place guidelines and processes for anyone who may feel that a relationship has developed into something that is damaging or dangerous for either party. The policy is in final stages of development and consultation.

The Dignity at Work and Study Policy underwent minor updates in August 2020. This was to clarify some point regarding reporting matters. The University Policy Review Group, which includes EDI representation, as well as union representatives, HR and Student Services, will carry out a further review of the Policy in 2021.

No Detriment Policy – This policy was developed specifically to ensure that students would not experience detriment because of the unique circumstances created by the Covid-19 pandemic. The University is committed to ensuring that where a student experiences challenges in accessing online teaching for any reason, they should not experience any detriment. That has been applied successfully now for the December 2020 exams, when student results were in line with the expected results. An appeals process was used for anyone who felt that they did not achieve their expected outcome.

The Safe Leave, Close Personal Relationships, Dignity at Work and Study and Trans Inclusion Policy have been discussed and contributed to by Dundee Students Association (DUSA).

Awards and Charters

The University continues to be successful, nationally and internationally. The following are the awards and positions achieved by the University since the last reporting period:

University Awards/Achievements

- Gold Engagement Watermark 2020
- Guardian University Guide 2021 – Top 20 in UK
- Complete University Guide 2021 – 31 in UK for third successive year
- National Student Survey – 11 in UK for overall student experience
- Graduate Outcomes – 1st in Scotland and 14 in UK
- Times Higher Education University Impact Rankings – Top 50 in the world
- Times and Sunday Times – University of the Year for Student Experience 2020
- Leiden Ranking – 15th in the world for the highest proportion of highly cited publications
- Times Higher Education Golden Age Ranking 2019 – 1st in Scotland, 8th in the UK and 30th in the world
- International Student Barometer 2019 – 89.1% satisfaction rating amongst international students
- Gold Award in the Teaching Excellence Framework
- Research Excellence Framework – 76% of research world leading or internationally renowned.

These achievements reflect a learning, teaching and research environment that nurtures individuals and allows them to achieve their best, and supports our strategic commitment to be Scotland's leading university.

Athena SWAN Charter Mark

The University has been part of Athena SWAN for several years, committing to initially gender equality in the STEM subject and now looking beyond those to all our academic Schools and across gender and where gender intersects with the other protected characteristics, particularly or race, disability, age, sexual orientation and gender re-assignment.

The following are our Athena SWAN awards:

- University of Dundee - Bronze Award
- School of Life Sciences – Silver Award
- School of Science and Engineering – Bronze Award
- School of Education and Social Work – Bronze Award
- School of Social Sciences – Bronze Award
- Clinical/Health Schools (Schools of Medicine, Dentistry and Health Sciences) – Bronze Award

In relation to the Clinical and Health Sciences Schools, the three Schools are submitting separate applications, although the original award can be applied to each of the three Schools currently.

Our School of Business is a new School and was previously part of the School of Social Science when the Bronze Award was made. They are implementing the Athena SWAN actions as applicable to their individual position and will be submitting a separate application within the next reporting period.

Other Charters and Awards

Stonewall

The University has applied to the Stonewall Equality Index on three past occasions. The 2020 invite for applications was cancelled due to the Covid-19 pandemic. We will continue our membership of Stonewall and submit our next application when that is next available to us.

Advance HE Race Charter

The University committed to the Advance HE Race Charter in 2019. Since then they have established a Self-Assessment Team and carried out a survey of our BAME staff and students to inform that action plan for the application. Reporting on progress against that plan will be through the EDI Committee and will feed into the University EDI Outcome Action Plan. The application for the Race Charter will be submitted later in 2021.

Part 2 – 2017 to 2021 Equality Outcomes

Introduction

This part of the report details the final progress made against our 2017 – 2021 Equality Outcomes. It reports on the activity undertaken to achieve the Outcomes, where the challenges are and what should happen next.

Legal 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:

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

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. There are number of Specific Duties, however one key duty is the requirement to:

- Develop and publish a set of equality outcomes covering all the protected characteristics

There is a requirement to publish progress against these outcomes and publish in a manner that is accessible.

Our published 2017 – 2021 Equality Outcomes

In 2017, in accordance with the legislation, we published a set of 4 equality outcomes and developed action plans to progress and deliver them. Quarterly reports to the University EDI Committee provided oversight to these ambitious Outcomes.

The Outcomes are as follows:

1. To develop and promote a safe and inclusive environment within the University culture and behaviour
2. To improve student experience through promoting inclusive and supportive teaching and learning behaviours
3. To widen collection and analysis of robust and reliable data
4. To improve staff experience through inclusive and supportive environment

These were developed from evidence of the challenges the University needed to address in relation to equality, diversity and inclusion.

Outcome 1 Progress

‘To develop and promote a safe and inclusive environment within the University culture and behaviour’

This Outcome had 43 actions in place and 25 actions have been completed and 17 in progress and continuing. Most of the activity is embedded in day to day business, such as having functioning staff networks and EDI Committees in each School.

What is clear is that the following developments have contributed to an overall advancement in having an environment where behaviours that may contribute to exclusion can be challenged and addressed. The key achievements are:

- The development of EDI Committees in each School to take forward the EDI agenda locally and challenge cultures that diminish the confidence and contribution of staff and students
- A revised Dignity at Work and Study Policy, covering staff, students and visitors that is clear about and highlights examples of inappropriate behaviours, bullying, harassment and victimisation, with clear reporting mechanisms
- A cohort of Harassment Advisors across the University, who have been trained in their role of supporting, signposting and identifying matters which give concern.
- The development of a Gender Based Violence working group that is taking forward an agenda to address sexual harassment and violence toward students and staff. The Group have developed a Safe Leave policy, established a cohort of trained first contacts, working with Dundee Women’s Aid and Rape Crisis Scotland to provide training, and developed policy on Close Personal Relationships.
- Increasing use of Equality Impact Assessment across the University, most recently in the decisions taken around the Covid-19 planning.

Success Measures

The success measures for this Outcome have been taken from the Staff Surveys since 2017, the increasing use of Equality Impact Assessment and changes in staff diversity.

The following are results from the Staff Survey, which was run in 2017 and again in 2019. The questions shown relate specifically to safety and inclusion.

Question	Response of all staff 2017 in %	Response of all staff 2019 in %	% difference + or –
The University is a good place to work	90	91	+1
I feel safe and secure in my employment	95	93	-2
I am aware of the EDI policy	97	97	=
I feel that the University acts fairly, irrespective of protected characteristic in recruitment	91	91	=
I feel the University acts fairly, irrespective of protected characteristic in career progression/promotion	79	76	-3

Table 6 – key staff survey responses by year

The 2019 Staff Survey highlighted several concerns that will be taken forward in the development of 2021 – 2025 Equality Outcomes and in action plans to deliver our Race Charter commitment and Athena SWAN.

- Staff over 65 are less likely to have agreed a training or development plan or attended training
- Staff with disabilities are less likely to say that the University is committed to equality of opportunity for all its staff
- Disabled staff are more likely to say they have been discriminated against in the past 12 months
- Asian or British Asian staff are less likely to say that the University respects people equally, irrespective of nationality or ethnicity
- Asian or British Asian staff are less likely to be satisfied with their current training and development
- Muslim members of staff are less likely to say the University respects people equally irrespective of nationality, ethnicity or religion or belief.

The use of Equality impact Assessments (EIAs) has increased year on year and this is a clear indicator that EDI is being considered in an increasing number of University plans and activities. The EDI Office is now actively approached to provide guidance on EDI in planning across the University e.g. the activity to move teaching to students into a blended online model; the application for funding for a Tay Cities project to increase biomedical research in Tayside; the development of an Academic Excellence model to secure the standard and financial security of the University.

In 2017, few EIAs had been undertaken, in 2019 the number of EIAs undertaken was 39 and in January 2020, that number had reached 78.

Continuing Work

Overall, we would consider that much of the work to deliver this Outcome is complete. However, the continuing need for a single reporting mechanism for matters relating to Dignity at Work and Study, bullying and harassment and unacceptable behaviour, and having the ability to monitor those reports across all parts of the University, is an example of one area that would support a need for a new Equality Outcome relating to wider culture and awareness.

Outcome 2 Progress

‘To improve student experience through promoting inclusive and supportive teaching and learning behaviours.’

This Outcome has three key elements of the student experience: student recruitment, learning and teaching and student health and wellbeing. The Outcome has a total of 9 actions associated with it, of which 4 are complete. The activity that has not been delivered relates to the development of an Inclusive Curriculum.

Success Measures

The following are the key achievements from the Outcome activity.

- The University retained Gold Award in the Teaching Excellence Framework.
- The Recruitment Policy was reviewed and revised in 2017 and informed by an Equality Impact Assessment. It has since been reviewed as a direct result of the Covid-19 pandemic.
- Data relating to recruitment is shared with Students Recruitment and Admissions Committee and the Doctoral Academy. This enables Schools to see at first hand their recruitment trends.
- Engagement work to encourage the use of the data for Schools to take a proactive approach to their recruitment, where needed
- The development of a University mental Health Strategy
- Increased use of mental health services provided by Disability Services
- Positive feedback year on year to from students regarding the provision by Disability Services
- Successful move to online counselling and health services for students as a result of Covid-19 pandemic
- Upskilling of staff to ensure the move to online and blended teaching has been provided, with guidance including developing modules for online delivery and accessibility techniques
- Curriculum Design Principles Working Group established to inform an inclusive curriculum, which has EDI representation and will be informed by equality impact assessment

Continuing Work

To support the Outcome, the main areas of activity that need to continue and report are related to the Inclusive Curriculum Design. This includes setting out a robust Quality in Academic Standards framework and guidance that includes specific criteria for introducing diversity into module content and teaching methods. Employability is also a key element of the design principles, ensuring our students have a greater chance of employment, as a result of their educational attainment. The

work is also informed by the Covid-19 experience and the Black Lives Matter agenda. Actions relating to reporting of student enrolment, recruitment, retention and progression, needs to embed in order to measure success of this Outcome.

This Outcome has not been fully achieved and will continue into our 2021 – 2025 Equality Outcomes.

Outcome 3 Progress

‘To widen collection of robust data’

The availability of good data for EDI helps to identify where positive and negative issues from applications, recruitment, retention, complaints, compliments, employment and attainment and more. This Outcome has 3 actions, none of which are complete. At present, the data captured is limited and the University has invested in Business Transformation to improve data capture across those and other areas.

The project has seen significant delays and, as a result, the expected improvements in data gathering have not yet come to fruition. The latest update is that the project to improve HR data, including the protected characteristics, is now in progress and there is a potential that this Outcome will be completed within the next year.

Success Measures

The success measures will be the availability of staff and student data by all protected characteristics, in order that we can fully understand the demographics of the organisation to fully inform decision making. Alongside this measure is a commitment to increase disclosure and uptake, reducing the number of people who use the ‘Prefer not to say’ option.

Continuing Work

Overall, this Outcome has not been achieved. It will remain in place as an activity within the University Equality Action Plan.

Outcome 4 Progress

‘To improve staff experience through inclusive and supportive environment’

The staff experience starts from the point of application for a post, to employment practices, cultures, and opportunities for development. This Outcome has 9 actions associated with it and 7 are complete, with 2 sitting at Amber.

Success Measures

Success in this Outcome can be reflected in increasing diversity in our staff profile, revision and development of policies that are inclusive of the protected characteristics, feedback to the Staff Survey and increase in flexible working.

The following table shows the key high-level data compared across three reporting periods:

Equality measure	2016/17 by %	2018/19 by %	2020/21 by %
Women in University staff	55.6	57	58
Women in professoriate	22.6	24	28
BME staff	8.9	9.4	9
BME in professoriate	5.8	8	10
Disability disclosed	4.1	3.9	4
Disabled in professoriate	3.2	4	6
% 30 -59 age profile	78	81	79
Under 29 years	11	11	10

Table 7- key areas of measurement of diversity relating to age, gender, disability and race

The following activity that has progressed in relation to policies development and revision, which contributes to an inclusive and supportive working environment:

- Family friendly policies revised to reflect gender neutral terminology. This supports the increasing diversity of staff and students and was supported by the LGBT Staff Network
- Menopause Policy developed and approved to support those experiencing challenging menopausal symptoms
- Safe Leave Policy created to acknowledge the levels of gender-based violence that exists and can impact on staff
- Dignity at Work and Study Policy reviewed and revised
- Employment contract and flexible working policies adapted to support new working arrangements that respond to the Covid-19 pandemic

The Covid-19 requirements has resulted in a much broader range of working arrangements in place. These have been implemented on the premise that staff will mainly be working from home. The recognition of the challenges that home working presents, such as caring and home schooling, inspired the University to ask staff to do what they can, within their capacity, given the extra pressures. The likelihood will be that long term, flexible working and home working will be approached in way that is more diverse and flexible.

Detailed information on current staff data can be found at [Equality, diversity, and inclusion publications and policies | University of Dundee](#)

Information on University Policies can be found at [Human Resources - Human Resources - The University of Dundee](#)

The Staff Surveys in 2017 and 2019 have been used to show where staff are in relation to the sense of being included and supported in the University.

Survey Question	2017 response %	2019 Response %	% change
The University is a good place to work	91	92	+1
I feel part of the University	73	73	=
I feel valued by the University	57	57	=
I feel proud to work for the University	90	89	+1
My immediate manager helps me find a good work-life balance	71	73	+2
I believe the University is committed to its values	77	75	-2
I am happy with the support from my immediate	83	84	+1

Table 8 – reflecting results from staff surveys in 2017 and 2019

Continuing Work

Whilst overall this Outcome is complete, the Staff Surveys and staff diversity data have also shown the need for this valuable work to continue through our mainstreaming approach. Staff Surveys result in actions plans for individual Schools and Directorates to address the areas in which they are weakest. On a University wide basis these include:

- Increasing disclosure of staff in relation to protected characteristics
- Addressing an increase in those who state they feel stressed at work
- Addressing the impact of pace of change on staff
- Challenging demands of workload

This will continue to be reported on, with previous reports as comparators.

In Summary

In 2017, we published our four Equality Outcomes, with robust action plants to support delivery of those Outcomes. Two of these Outcomes, Outcomes 1 and 4, can be determined as being achieved. However, the activity to deliver the Outcomes will continue through our Mainstreaming approach, with reporting through the University EDI Committee.

Outcome 3 has not been achieved, however the Business Transformation work to improve data capture is now underway and should be completed by the end of 2021. The Outcome will continue as activity under our Mainstreaming approach and will be reported quarterly through the EDI Committee.

Outcome 2 has not been achieved and is of vital importance to the learning outcomes and career options for students, as well as the reputation of the University and the University ability to attract a diverse staff and student body. This Outcome will continue into our 2021 -2025 Equality Outcomes, with clear activity and success measures set out.