



University  
of Glasgow

# **PUBLIC SECTOR EQUALITY DUTY MAINSTREAMING REPORT 2021-23**



The University of Glasgow aims to build an inclusive community. In this report the University showcases some of our exemplary practice in relation to mainstreaming equality throughout our functions.

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# STRATEGIC IMPORTANCE OF EQUALITY



The University of Glasgow's World Changers Together strategy sets out our vision, *to be a world-changing university*. The foundations for the strategy are three themes - Community, Connectivity and Challenges.

Since 2018 the University had been consulting widely on our next University strategy for 2020-25. Publishing the strategy was delayed until 2021, due to the impact of the global pandemic. There are a range of strategies which sit beneath the University's, these include Research, Learning and Teaching, Estates, People and Organisational Development (POD) and, in current development, the Student Experience Strategy.

At the heart of the overall strategy are the University's values. These are ambition and excellence, curiosity and discovery, integrity and truth and an inclusive community. The value of inclusive community is defined as:

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

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

# EQUALITY STRUCTURES



## The equality structure at the University ensures responsibility for equality matters lie with the Senior Management Group (SMG).

Structured through [Equality Champions](#), where members of the SMG take responsibility for one or more protected characteristic, with the University's Principal acting as overall Equality Champion. Each of the Equality Champions acts as a direct conduit for student and staff issues, and some host an equality group for individual/groups of protected characteristics. These equality groups have representation from identifying colleagues, students, and relevant University Services, Colleges, academics, and those from appropriate job families. The Students' Representative Council sit on all equality groups.

## Equality and Diversity Strategy Committee (EDSC)

The Equality and Diversity Strategy Committee (EDSC) manages all equality strategy and legal responsibilities for the University.

Chaired by the Principal, membership of EDSC includes:

- All Equality Champions
- Executive Director of People and Organisational Development,
- Executive Director of Student and Academic Services,
- Students' Representative Council (SRC),
- Member of Court
- Trade Union representative.

EDSC reports to the University's People and Organisational Development Committee for staffing matters and both the Education Policy and Strategy Committee and the Student Experience Committee for student matters. The Principal will take matters directly to Senior Management Group, if required.

In 2022, EDSC renamed the Refugees & Asylum Seeker Champion the Sanctuary Champion to reflect the wider work the Champion was doing with the Gypsy, Roma, and Traveller Community.

The equality structures are unchanged from 2021, although there has been a growth in new EDI committees and groups in Colleges and Schools. EDI committees in Colleges of Science and Engineering, an Athena Swan committee in Colleges of Social Science and an Anti-Racism and EDI committee in the College of Arts, have given EDI more

strategic importance across the University. This has prompted further discussion about the structure and whether it meets the University's requirements.

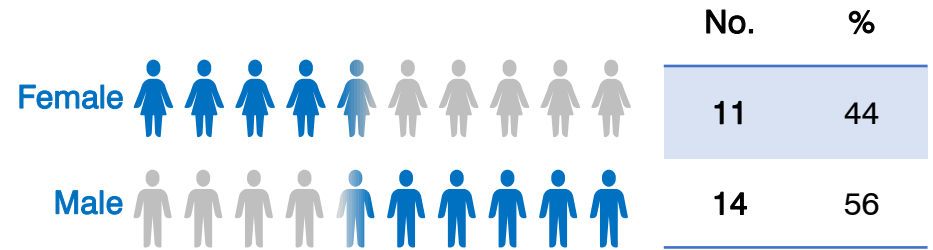
## Staff Equality Monitoring Report

The University produces a Staff Equality Monitoring Report annually, which reflects on the previous academic cycle. This report outlines the overall diversity data for the University, including all protected characteristic data (where collected) for staff. The data is further broken down by age, disability, ethnicity, sex and sexual orientation, by College, Grade 10 staff, Job Family Profiles, all Grades, Full/Part Time, Contract Type, Nationality and for Recruitment – by all applications and successful applicants. The [Staff Equality Monitoring Reports](#) from 2017-2022 are available online, and reports from 2011 can be requested.



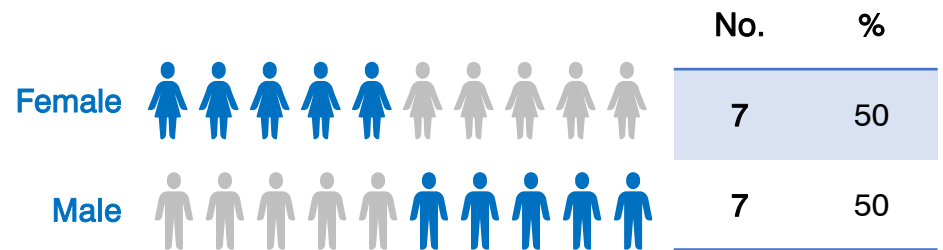
### Court Representation

The University strives to have a diverse representation on its governance body, Court, and is committed to a gender balance of 40:40:20. As of 2023, Court gender balance is: 40% men, 40% women, 20% either.



### SMG Representation

The University's executive is known as the Senior Management Group (SMG). The Senior Management Group advises the Principal as chief executive officer of the University, on matters of strategy and policy. It also advises Court and Senate on matters of strategic policy (academic and resource) and acts on a day-to-day basis to implement the policies of Court and Senate. This group consists of the Principal, the Senior Vice-Principal, four functional Vice Principals, the four Vice Principals and Heads of College, the Clerk of Senate, Chief Operating Officer and University Secretary, and the Executive Directors of Finance and People and Organisational Development. As of 2023 the gender balance is outlined below.



# EXTERNAL INFLUENCERS



**COVID-19**

From 2021, the major influence on the University has been the impact of the COVID-19 pandemic. The focus on teaching methods, returning to campus for students and colleagues has been a challenge to every organisation.

The University returned to full teaching on campus in 2022, however there has been a significant emphasis on safe return and trying to minimise risk to a range of students and colleagues. The organisation has been keen to maximise the benefits of hybrid working, whilst ensuring students have an 'on campus' experience. This is often a difficult balance to achieve and has presented a range of challenges across the organisation.



**SFC Report**

In January 2023, the Scottish Funding Council (SFC) launched their long-awaited report **Tackling Persistent Inequalities Together** into the persistent inequalities across the tertiary education sector.

This report is the outcome of the Memorandum of Understanding signed between SFC and the Equality and Human Rights Commission (EHRC). Scottish HE and FE organisations are now required to address these issues in their PSED Equality Outcomes, or evidence why they are not. The University of Glasgow will therefore revisit our Equality Outcomes and ensure they align with the SFC requirements. This will be planned within the next reporting cycle aiming to publish in advance if possible.



**UUK Reports**

Universities UK has published two reports recent relevant reports one on Islamophobia and the other on Antisemitism. These reports are welcome, and are given due consideration by the relevant Champion, working group or area. Responding appropriately to these reports requires discussion with identified students and colleagues, which are ongoing.

**UUK – Tackling Islamophobia and anti-muslim**

**UUK – Tackling antisemitism – practical guidance**



## The Mazumdar-Shaw Advanced Research Centre (ARC)

The Mazumdar-Shaw Advanced Research Centre (ARC) building was opened on campus in 2022. The ARC will help facilitate collaborations across disciplines, allowing colleagues from different research areas to share space and meet people with new ideas and interests. Professor David MacMillan (BSc 1989), winner of the Nobel Prize in Chemistry 2021, opened the building by sharing his inspirational journey from humble beginnings as a boy in Bellshill to Princeton Professor and Nobel Laureate.

# CHALLENGES AND OPPORTUNITIES

## Independent Investigation into Gender Based Violence

In October 2021, the Principal announced an independent investigation into gender-based violence on campus. Morag Ross KC was instructed to conduct a wide-ranging investigation based on the following scope:

What policies, procedures and support arrangements are in place in the University which address gender-based violence, both in preventing it and in dealing with it when it arises? How effective are the University's policies, procedures, and support arrangements in dealing with complaints and concerns related to gender-based violence?

- What improvements might be made to the University's policies, procedures, and support

arrangements in responding to gender-based violence?

- What improvements might be made with a view to reducing gender-based violence?
- To what extent do students and colleagues have confidence in the University's policies, procedures, and support arrangements in relation to gender-based violence?

Morag Ross KC delivered her report [Independent review of the University's approach to addressing Gender-Based Violence](#) in November 2022, and it was published to the University community in December 2022. This was a significant report for the University and outlines 16 recommendations for improving practice across the organisations, which have been accepted in full.

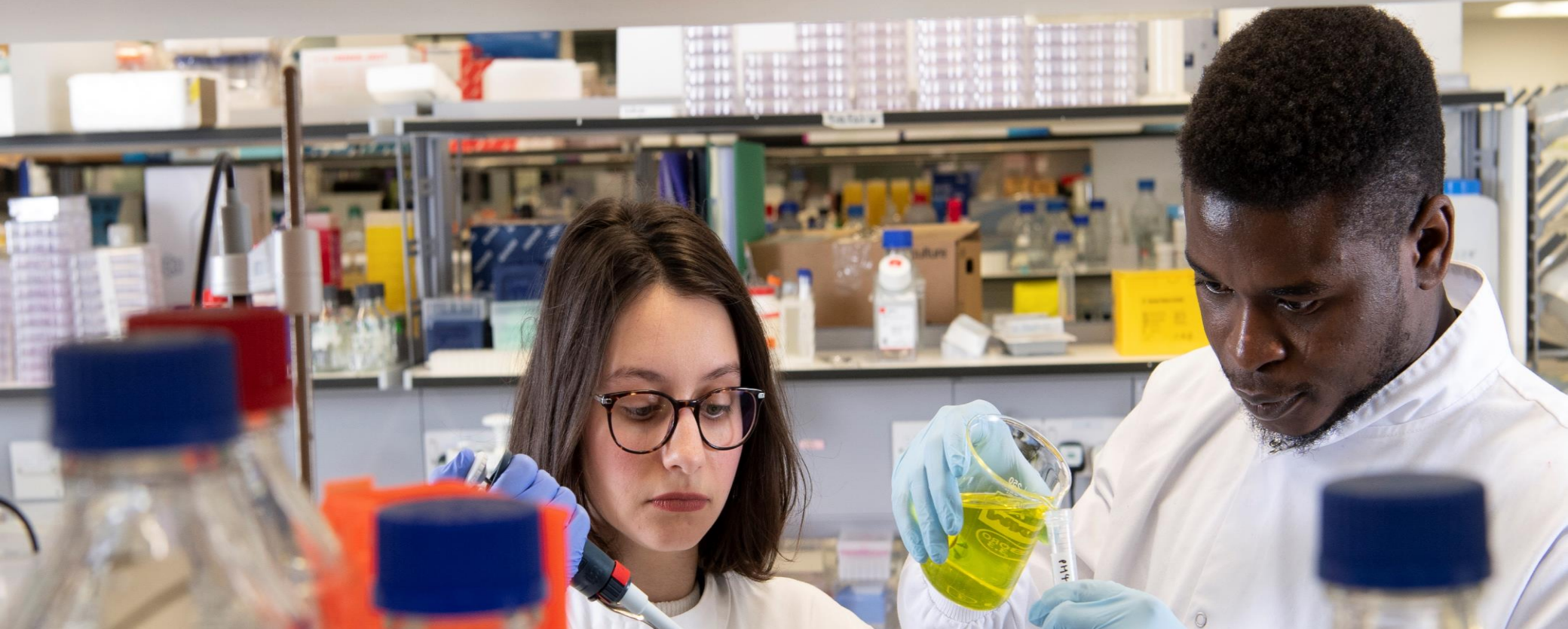
## Organisational Restructures

Whilst there are always ongoing restructuring exercises across large complex organisations, two significant restructures have taken place in the last two years – these have included a restructure of Facilities Services and the College of Medical Veterinary and Life Sciences. Within Facilities Services, the aims were to create new roles which had wider responsibilities and took a zonal approach to covering the campus. This had been in a pilot stage in the new James McCune Smith Learning and Teaching Hub. It was also a key driver in addressing identified occupational segregation within this job role. Further work is currently in planning to take a wider look at the pay and grading structures, with the aim of also address some identified issues from this reorganisation. The restructure of the College of MVLS had the aim of

aligning the research institutes with the teaching schools. This ensured our students have access to the most recent research in their schools and move to the structure from 10 units to eight schools, with no redundancies.

## Growth impacting space

The University has grown its student numbers extensively over several years, and with the return to campus this has compounded a complex concern with the estate and maximising teaching space. Many classes have been hosted outside of the University campus, which has impacted the student experience, but notably for some disabled students. This issue is an urgent priority for the University as we move towards the next academic session and ensure more teaching space is available on campus.



# Mainstreaming Examples

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

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

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.



# Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.



# Together Against Racism.

## #OneTeamUofG

### Understanding Racism Transforming University Culture

In 2021, the University published a report entitled [Understanding Racism Transforming University Culture \(URTUC\)](#), this report considered the impact of race and racism within the University campus. This was in response to the 2019 EHRC Inquiry report [Tackling Racial Harassment: Universities Challenged](#). Widening the scope, the University included systemic, structural, and interpersonal racism. The action plan developed from the report findings has been an integral part of the work completed by the University in the past

two years.

The action plan was based on four principles, which are:

- The University of Glasgow takes an anti-racist approach to race equality work and accept our processes will contain structural inequalities.
- Racial harassment in any form is unacceptable on our campus.
- Our curriculum and learning community will thrive when it is reflective of global perspectives and when race equality is embedded.

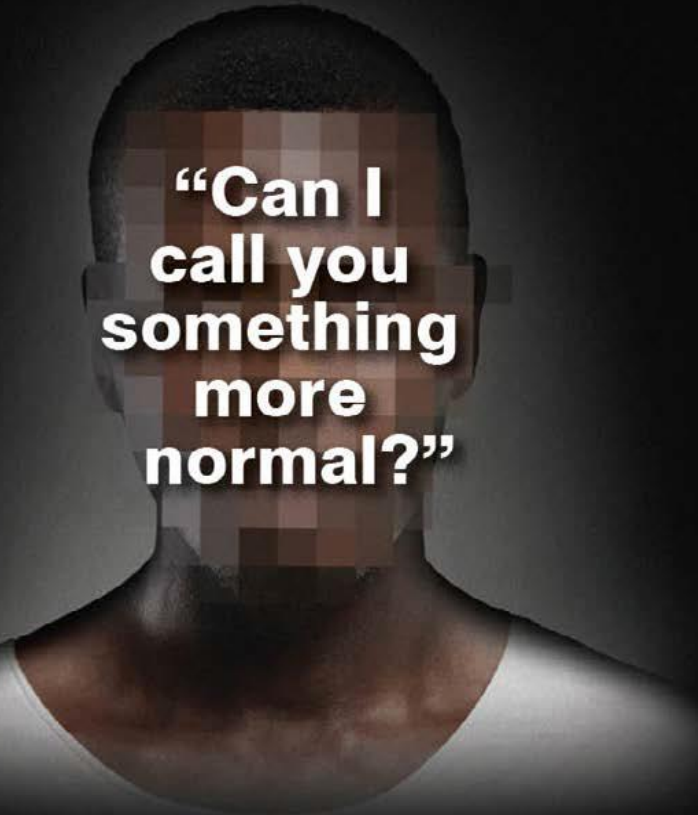
- We want all our staff and students, particularly those from ethnic minorities to achieve their potential through our excellent learning and career development opportunities.

The University has implemented a range of the actions from the URTUC action plan, and many of these have been mainstreamed across the organisation.

### Code of Professional Conduct

The University has developed a [Code of Professional Conduct](#) for colleagues, this aligns with our University values, and emphasises the expected standards of behaviour of our colleagues. The Code has been developed to reflect the expectations of behaviour set out in a range of policies and frameworks, but within a single document. This action has been implemented as part of the University's Gender-Based Violence action plan. It was widely consulted on with College Management Groups and Trade Unions and launched in 2022.

# Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.



**“Can I call you something more normal?”**

## Together Against Racism Campaign

A key outcome from the URTUC report was very few students or colleagues understood how to report racism. From this, the University developed campaign Together Against Racism, this campaign was developed through partnership with students and colleagues. Firstly, an academic in the Adam Smith Business School used the URTUC report and this action to build his Social Marketing programme for students; the University held a range of focus groups with students and colleagues to understand their views on the campaign, what it should address and the methodology to use, prior to final concepts being taken to a range of University groups and committees for final feedback. The campaign was launched on the 31 October 2022 with a whole community email from three members of SMG and a video. The campaign included a detailed website and campaign resource pack for leaders and line managers, these included:

- How to report racial harassment.
- What are microaggressions.
- Allyship and how to be an active bystander.
- Race Literacy Glossary.
- Templates for communications from leaders, managers and supervisors.
- Conversation guides for teams to discuss race and racism.

The response internally and externally has been overall positive, with good interactions on social media (see table 1 below) and the website has received over 5000 unique views since the start of the campaign.

Impact	Twitter	Facebook	Instagram	LinkedIn
Reach	105,000	20,000	52,000	69,600
Engagements	3,300	2,100	2,600	2,300
Video views	12,500 +	4,700	45,000	20,200

Table 1 – Social Media interactions from the 31 October 2022 – 19 January 2023



**Together Against Racism.**

#OneTeamUofG



A man in a checkered shirt is speaking to a group of people in a meeting room. The room has several laptops on tables and multiple monitors in the background. The text 'University of Glasgow' is visible on the man's lanyard.

## Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.

### Anti-Racism Training

The University has developed and procured a range of anti-racism training and tailored this for specific audiences. Knowing that leadership understanding is key, the University prioritised training for the SMG with two dedicated sessions on race, racism and anti-racism. This was followed by training for the senior leaders at College/University Services level (Deans, Heads of School, Executive Directors). The URTUC action plan prioritised training for Operational colleagues – these are in the main colleagues in Estates and Commercial Services with a range of front-line roles including facilities services, hospitality, security, sport, and cleaning colleagues. Operational colleagues were provided with face-to-face sessions on anti-racism with over 1000 spaces available to attend the training. In addition, online training Let's Talk about Race in the Workplace has been made available to all colleagues.

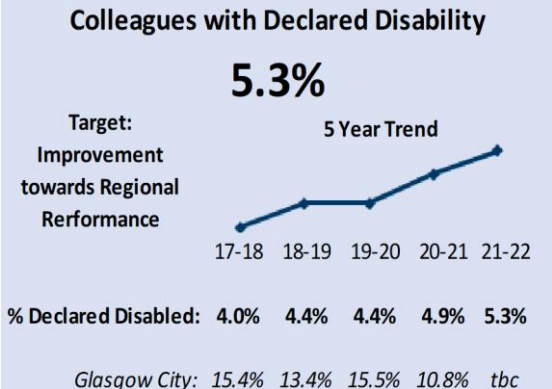
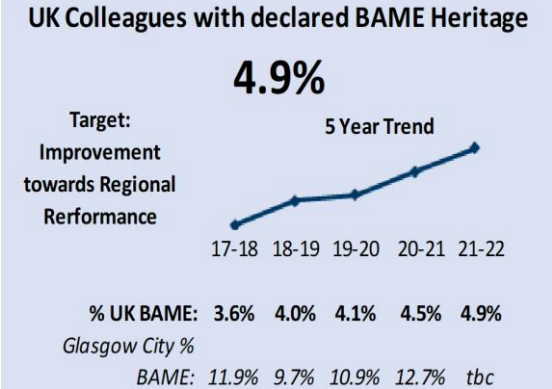
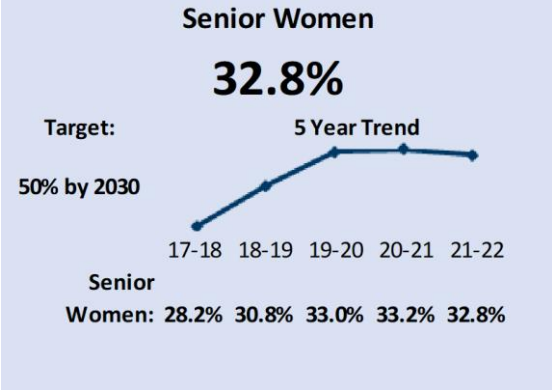
### Antisemitism Training

In 2022, the University requested training from the National Union of Jewish Students on antisemitism. This was offered by the student union and was prioritised with the growing concern of the Jewish student community about a growth of anti-Semitic events across campuses in the UK. This was delivered to a wide-ranging audience, including senior leaders, POD colleagues, Student and Academic Services (including Student Services, Conduct and Complaints) colleagues, Security colleagues and the Equality and Diversity Unit. The training included the difference between antisemitism and legitimate criticism of Israeli Government policy, historic antisemitism, and definitions such as blood libel.

# Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

## Key Performance Indicators

The University has devised and agreed a set of key performance indicators (KPIs) to ensure progress with our strategy. In previous strategies there was a single KPI on growing the percentage of senior women at grade 10. In this strategic round this has been expanded to include growing the percentage of UK Black, Asian and Minority Ethnic (BAME\*) colleagues and to increase the percentage of colleagues who declare a disability. The three elements of the KPI have ambitious benchmarks – for sex with an aim of 50% by 2030, and the other KPIs aim to align with the local labour market travel to work areas data. The KPIs are cascaded to schools, where each management team are required to indicated how they are addressing these KPIs in their annual strategic review process. The charts below show the progress.



\*We have used the acronym 'BAME', (Black, Asian and Minority Ethnic) to denote those social groups who have been subject to historic and contemporaneous forms of racism and exclusion. We are attentive to the fact that such aggregate forms of conceptualisation are not ideal and can sometimes mask important differences between groups. However, gaps in the declared data currently prohibit further breakdown into separate ethnic groupings.

# Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

## Science Travels Programme

Since 2021, a technician from the College of MVLS has been running Science Travels, a programme to support promotion of STEM to people from Gypsy, Roma, Traveller, Showman and Boater (GRTSB) communities. The programme involves a range of activities, including:

- Presentations in schools with traditionally higher populations of GRTSB populations.
- Hosting summer studentships for students from GRTSB communities, examples include designing a marine biology game for school pupils, a lesson using the ADInstruments biosensors aimed at underpinning the physiology of exercise in primary school PE teaching.
- Attending policy influencing events in Westminster and Holyrood promoting the importance of GRTSB community engagement and the potential in STEM careers.
- Developing lessons with Medicine and Nursing colleagues in MVLS to further understanding of GRTSB healthcare inequalities for students.

This is a rarely heard community, and therefore extending these potential educational opportunities is an imperative.



## James McCune Smith PhD Scholarship

In 2021, and as a response to the URTUC report, the College of Science and Engineering (CoSE) proposed a PhD Scholarship for ethnic minority students. After conducting an equality impact assessment, it was identified that across the University and the sector, the most underrepresented group was UK Black PhD students. CoSE proposed this model to the other College Graduate Schools and the James McCune Smith PhD Scholarship was developed. This scholarship runs for three years and is open to UK Black students, it includes an industry placement, mentoring and specially designed training for the Supervisors. In the first intake (October 2022), there were 10 scholarships available. The University received 700+ notes of interest, 200+ applications and the University extended the awards – appointing 17 scholars in total. Recruitment has started for the 2023 intake.

# Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

## Menopause Support

Since 2021, the University has been running menopause cafes for colleagues, on an average of four a year. These have been enhanced with seven specialist webinars on various aspects of menopause including, nutrition, HRT, building resilience, self-care and menopause and the workplace. Out of these sessions, the University identified the need for a dedicated [Menopause and Hormonal Changes Policy](#) to raise awareness, address stigma and support our colleagues. The policy was developed with our trade unions and in collaboration with academics who conduct research in this area. The policy was launched in October 2022, with a range of additional guidance and support materials, including on conversations with managers/supervisors and GP's. The [Menopause and Hormonal Changes Policy launch video](#) features our academic colleagues who research in this space and those who have benefited from the cafes.



# Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

## Support for Disabled & Neurodivergent Colleagues

The University has reviewed its support for Disabled colleagues when implementing reasonable adjustments. This was motivated by improving the experience of Disabled colleagues, removing the requirements for the Disability Service to see employees (due to the increase in Disabled student numbers) and with the aim of maximising the automation available through new systems. This has resulted in a [Support of Disabled and Neurodiverse Colleagues](#) Portal – this outlines the following:

- How to discuss adjustments and support
- Systems guidance
- Process flow charts
- Information on Access to Work
- Reasonable adjustment passport
- Training on implementing reasonable adjustments.
- Neurodiversity Resource Hub

The portal was launched in June 2022, and the University will conduct an evaluation of the process after 12 months.

Discussing Adjustments & Support	Systems Guidance	Process Flow
Access to Work Information	Reasonable Adjustment Passport	Training - Implementing Reasonable Adjustments
FAQs - Disability Support	Toolkit View	Neurodiversity Resource Hub



## Disability Service Review

The Disability Service conducted a significant review in the period prior to 2021, and implementation has been ongoing since that period. The programme of work is significant, and progress is ongoing, however since 2021 the following has been mainstreamed:

- Investment of £300k in the service to support additional operational manager, increase the Disability Advisors from 4FTE to 6.5FTE, 1 FTE Mental Health Disability Adviser and 3 FTE Assistant Disability Advisers.
- Revised online feedback mechanism for student to communicate with the service; this is aligned with support Disabled students' representation on the Disability Equality Group, and making sure new students are aware of this resource for seeking assistance/reporting concerns.
- Established an Accessible and Inclusive Learning Policy (AILP) review group to consider upgrades and amendments to the policy and supporting guidance. This was chaired by a Dean of L&T and had representation across all four colleges. These changes were agreed by Senate in February 2023.
- The University has supported additional resourcing in Student Learning Development to increase the capacity for internal study skills and mentoring support for Disabled students. Part of this is provided by external providers, but with a view to grow internal resources.

## Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### Health and Wellbeing

The University launched a Health and Wellbeing Portal for colleagues in 2022. The Colleague Engagement survey had highlighted this as a growing concern as it was indicated that colleagues found wellbeing and balance a challenge. The model was designed and developed internally with extensive consultation with trade unions and College Management Groups and wider groups including the Mental Health and Disability Equality Groups. The Health and Wellbeing wheel has five elements – social, physical, mental, financial, and spiritual wellbeing, which are based on the premises that wellbeing can be built on five types of interactions – be active, connect, give, learn and take notice. The portal provides advice and guidance under each of the element, including benefits colleagues can access in relation to these areas. There is also a manager's zone, which supports them to understand their role in creating a mentally healthy workplace, understanding stress in the workplace policies, and tools to support them across a range of health matters for their team.





# Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.



## Chaplaincy Support

In the last two years, the University Chaplains and Honorary members of the Chaplaincy team have intentionally supported students in the Jewish Society, one of the smallest student societies, and the Muslim Students Association, one of the largest. Members and individuals in both communities have experienced inequality in different ways, and each have experienced victimisation or antagonism due to their faith/religious identity. The Chaplaincy recognises that their expression and freedom of religious practice, meaning and identity, has value and challenges, which can be overlooked in general discourse on discrimination. These can also be misunderstood in relation to the University as a 'secular' institution. In particular, the Chaplaincy has:

- Advocated for provision and improvement of prayer spaces throughout campus and the continued provision of Jumu'ah (Muslim) Friday Prayer facilities near the main campus (attended by more than 100 students each week).
- Publicise/communicate the inclusion of Prayer space locations on the UofG Life App.
- Supported Jewish students in their organisation of special commemorative events on campus, helping smooth the way to engaging with complex facilities and security operations.
- Provision and organisation of a regular room for Jewish students' social gathering.

## British Sign Language

Since April 2021, as part of the University's British Sign Language (BSL) Action Plan, the Equality and Diversity Unit has worked with the University's Lifelong Learning/ Short Courses team to provide over 60 fully funded places on discreet 10-week BSL courses for university colleagues and students. So far, with over 30 learners starting at beginner level, approximately half of each cohort have progressed through each level.

Some staff have sought out the courses to better communicate with their team members who are BSL users. Feedback from those learners and their colleagues has been overwhelming positive.

It has been so positive an experience being able to say a simple "hello" and

"how are you" to our profoundly deaf team members, and they express such joy that we are making the effort to communicate with them in this manner. This has reverberated throughout the team and is making others keen to be able to offer this across the wider campus and within their own social circles.

During 2022 and 2023 over 70 External Relations colleagues have also attended 'Deaf Awareness and introduction to BSL' sessions.

# PROCUREMENT

The Procurement Policy highlights the code of ethics required in all purchases for the University such as:

- Effectiveness & Efficiency (value for money)
- Open, fair and transparent procedures
- Effective competition
- Sustainable procurement principles
- Bribery Act 2010
- Health & Safety at Work Act 1974
- Modern Slavery Act 2015
- Equality, Diversity and Inclusion

As part of this commitment and policy, all procurement is carried out on principles of open, fair and transparent procedures, which relates to the Equality Act 2010. Where tendering activity is carried out, an award criterion is based on 'most economically advantageous tender' and not on lowest price. The University holds the Living Wage accreditation, and therefore this is embedded within our procurement procedures.

The University has an internal code of conduct and external codes of conduct for all suppliers going through a tender process, this is known as the Sustainable Procurement Programme – Supply Chain Code of Conduct.

## Social Compliance Requirements





# Equality Outcomes – 2021-25 Progress Update

Equality Outcomes 2021-2025	Action	March 2023 Update	Success Measures/Intended Impact
<p>1. Improve our engaging and enabling culture for women through continued focus on increasing the percentage of senior women, growing the talent pipeline, and creating a positive campus culture.</p>	<ul style="list-style-type: none"> <li>• Senior women – KPI 50% by 2030</li> <li>• Continued support for School/RI Athena Swan applications and success.</li> <li>• Review the policy framework and address identified policy gaps.</li> <li>• Implementation of the GBV framework and associated action plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Menopause and Hormonal Changes Policy launched.</li> <li>• Continued support for Schools completing AS applications.</li> <li>• GBV action plan – Code of Professional Conduct; Sexual Harassment Investigators Training; First Responders training; review of web materials; promotion of reporting tools.</li> <li>• Ross Report Recommendations AP will address highlighted concerns relating to systemic GBV issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior women KPI – 50% by 2030</li> <li>• All Schools/RIs hold AS awards</li> <li>• Policy development/review – Menopause, Fertility, Student Maternity</li> </ul>
<p>2. By embracing diversity and respecting difference we take an anti-racist approach to race equality work and aim to address structural inequalities.</p>	<ul style="list-style-type: none"> <li>• Implementation of the <a href="#">URTUC Action Plan</a>.</li> </ul>	<p>URTUC implementation includes:</p> <ul style="list-style-type: none"> <li>• Setting KPI on growing the % of UK BAME staff.</li> <li>• Established a UofG Global majority network.</li> <li>• Launched of the JMS PhD Scholarships for UK Black students.</li> <li>• Together Against Racism campaign and resources.</li> <li>• Data analysis for degree attainment and recruitment for BAME students/staff completed.</li> <li>• Focus groups with academic BAME staff completed.</li> <li>• Training of SMG/Senior leaders/Operational staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased UK BAME recruitment - aiming for 'travel to work area' benchmark.</li> <li>• Success measures detailed in the URTUC action plan.</li> </ul>

Equality Outcomes 2021-2025	Action	March 2023 Update	Success Measures/Intended Impact
<p>3. Implement a whole university approach to ensure disabled people can engage and thrive in campus opportunities.</p>	<ul style="list-style-type: none"> <li>• Implementation of the <b><u>Review of Provision for Students with Disabilities</u></b></li> <li>• Improve declarations rates for Disabled staff.</li> <li>• Revision of the support mechanisms for Disabled staff to ensure a seamless service.</li> <li>• Use internal communications to devise and create positive narratives relating to disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled colleague declaration rates continue to rise.</li> <li>• A review of the process supporting Reasonable Adjustments complete and Disability and Neurodiversity Portal launched.</li> <li>• Continued implementation of the Disability review for students; progress includes – procurement of a CRM system; review of the DC role; increase in DS resourcing across a range of roles; AILP review complete and approved; Inclusive Assessment Working Group review complete; additional resources provided to SLD for study skills support.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Disability declaration rates – increase year on year from 2021.</li> <li>• Student satisfaction for the Disability process – see details in report.</li> <li>• Staff evaluation and feedback.</li> </ul>
<p>4. Articulate and embed a values-led culture which establishes the expected behaviours of students and staff. Work towards an inclusive and respectful culture, which is free from violence, harassment, and bullying.</p>	<ul style="list-style-type: none"> <li>• Mainstream the Glasgow Professional Behavioural Framework, and rollout and embed the University values.</li> <li>• Devise a pre-enrolment material for students which outlines expected behaviours.</li> <li>• Review and promote harassment reporting systems for students and staff; devise a case management system to support swift addressing of issues.</li> <li>• Engender an inclusive culture where all types of harassment are unacceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• Code of Professional Conduct developed and launched.</li> <li>• Guidance for staff provided when receiving a report of harassment from a student.</li> <li>• 38 new Respect Advisers recruited and trained.</li> <li>• Case management system for staff in place and for students in development.</li> <li>• Roll out of training – bystander interventions, racism.</li> <li>• Together Against Racism campaign and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Rollout of pre-enrolment material for students.</li> <li>• Revised harassment reporting systems are promoted and known.</li> <li>• Behaviours and values are embedded.</li> <li>• Revise D@W&amp;S Policy, to support an inclusive culture.</li> </ul>

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<p>5. Learning and teaching is fully inclusive, accessible and promotes a global curriculum which is reflective of our community.</p>	<ul style="list-style-type: none"> <li>• Support inclusion, through co-creation with our student community.</li> <li>• Maximise the data analytics from QlikSense Student Equality Monitoring Tool.</li> <li>• Develop staff to implement decolonising the curriculum ambitions in URTUC action plan.</li> <li>• Mainstream accessibility through continuous review and expansion of the ALIP.</li> <li>• Maximise the opportunity for inclusive assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• QlikSense tool rolled out to Schools/Services.</li> <li>• Decolonising the Curriculum (DtC) Community of Practice established.</li> <li>• DtC internships available.</li> <li>• AILP review completed.</li> <li>• Inclusive assessment framework agreed.</li> </ul>	<ul style="list-style-type: none"> <li>• QlikSense tool is used to support strategic decision making.</li> <li>• Implementation of <u>URTUC action plan</u> in relation to L&amp;T.</li> <li>• Implementation of the <u>L&amp;T strategy</u></li> <li>• Continuous review of the AILP.</li> </ul>
<p>6. To engender a campus environment where wellbeing is integral, valued and strategically significant.</p>	<ul style="list-style-type: none"> <li>• Develop and promote holistic student and staff wellbeing strategies.</li> <li>• Ensure reactive mental health services are adequately available to the campus community.</li> <li>• Revise and update the policy framework for students and staff.</li> <li>• Devise a wellbeing campaign linked to the strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Colleague Wellbeing Strategy articulated through the Health and Wellbeing Portal; Student Wellbeing Strategy under review.</li> <li>• New EAP – Health Assured.</li> <li>• 24hr service for students available.</li> <li>• Wellbeing services embedded in CAPS.</li> <li>• Waiting times reduced to 15 days.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing strategies devised and implemented.</li> <li>• Mental health support is available at point of need or within agreed timeframe.</li> <li>• Policy position is current and relevant.</li> <li>• Wellbeing campaign launched.</li> </ul>

