Equality Outcomes 2013-2017 progress report

Executive Summary

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 requires the University to pay due regard to people with protected characteristics including: age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage & civil partnership and pregnancy & maternity – specifically to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people from different groups, considering the need to:
    - remove or minimise disadvantages experienced by people due to their protected characteristics
    - meet the needs of people with protected characteristics
    - encourage people with protected characteristics to participate in public life or in other activities where their participation is low
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

Following consultation, in which one thousand people from all protected characteristic backgrounds participated, and consideration by key University Committees, the University adopted its first set of Equality Outcomes in April 2013.

This report provides progress made by the University on the Equality Outcomes 2013-2017.

Extensive consultation was carried in 2015 to assess progress made on the Equality Outcomes.

The Equality Impact Assessment (EIA) guide and procedure were redesigned to ensure they were fit for purpose. The document was reduced, with a focus on user friendliness. The relaunch of EIAs was supported by staff development sessions and the appointment of department Equality and Diversity Contacts.

Equal Pay audits and Gender Pay Gap reports have been published on a regular basis in 2007, 2010, 2013 and 2015 and associated actions on identified pay gaps implemented.

Bullying and harassment cases are continually monitored and reported in the annual staff equality monitoring report. A dedicated website provides advice and guidance to staff and students. A revised job role for Dignity and Respect Advisers was agreed and implemented in 2015.

Awareness raising and building confidence activities and events take place on a regular basis. Over the past two years 90 events were hosted with high attendance by students.

The University invites all staff and students to provide voluntary information on their protected characteristics. The University is ahead of the Higher Education sector for recording disclosure rates for staff in all the nine protected characteristics including age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity.

The University currently holds a Bronze institutional Athena SWAN award and has made excellent progress on gender equality in securing nine departmental awards.

The University's commitment to inclusive communications has been recognised externally for implementing best practice in terms of supporting and encouraging applications through counter-stereotyping.

The University follows higher education sector best practice on procurement and is committed to the Scottish Business pledge practices that achieve fairness, equality, opportunity and innovation.

Excellent progress has been made on improving support for students and staff with disabilities. Various initiatives were developed and delivered. The University continues to improve facilities on and outwith campus.

This progress report should be read in conjunction with relevant University reports, all which demonstrate commitment and progress made in response to our reasonability under the Public Sector Equality Duty.

Our 2017-2021 Equality Outcomes will continue the excellent progress made over the past four years and further demonstrate our approach to extending our equalities work beyond compliance. We remain committed to ensuring that the Strathclyde staff and students community is based on fairness, equality, cultural and faith diversity, dignity and respect. We therefore do not tolerate prejudice, unlawful discrimination or harassment and take opportunity to celebrate and promote diversity.

Equality Outcomes 2013-2017 progress report

Objective 1: Prepare, consult on, and launch Equality Outcomes Scheme and Action Plan by April 2013; and thereafter periodically review progress.

Equality Outcome: University strategy supports and meets the diverse needs of its community (staff and students).

Progress

The University consulted stakeholders widely in 2013 for developing the first set of Equality Outcomes and in 2015 we provided an update. The online surveys for example attracted three thousand responses from staff, students and external stakeholders. In addition, specific focus group meetings were hosted for staff without access to computers.

The Equality Outcomes 2013-2017 were formally endorsed by the Equality and Diversity Committee and the University Court. They were publicly available on line and in hard copies from 30 April 2013.

Relevant publications are available online (and hard copies on request):

- University of Strathclyde Equality Outcomes Consultation
- Equality Outcomes Progress Report 2015
- Equality Outcomes 2013-2017

Objective 2: Fully implement the Equality Impact Assessment (EIA) policy and procedure and monitor effectiveness.

Equality Outcome: The University develops policies and practices based on informed decisions which promote positive impact and improvements for specific Protected Characteristic groups.

Progress

The Equality Impact Assessment (EIA) ensure that University policies, procedures, practices and functions that no person is disadvantaged, discriminated or excluded based on their age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity (defined as protected characteristic groups in the Equality Act 2010).

The EIA guide and procedure were redesigned after consultation and relaunched April 2016. The length of the document was reduced, with improved user friendliness ensuring all staff are able to conduct assessments. The EIA guide and the assessment form are available on the University website.

Seven training sessions were held to familiarise staff and build confidence and capacity to conduct EIAs. The SFC's requirement for EIAs to accompany the Outcomes Agreement and funding bids has re-emphasised the importance of conducting EIAs.

Training sessions on an ongoing basis are scheduled to support and assist staff in conducting EIAs.

The cover sheets of committee papers include a section on whether an EIA has been conducted. The ED team and the ED Contacts also provide support to staff in completing EIAs.

The University Equality and Diversity Strategy Committee receives progress report on EIAs.

Objective 3: Complete an Equal Pay review and monitor effectiveness.

Equality Outcome: The University identifies and takes action to reduce the gender-pay gap.

Progress

As part of our Public Sector Equality Duty the University has a duty to publish:

gender pay gap information every two years (which is defined as the percentage difference between men's hourly pay (excluding overtime) and women's hourly pay (excluding overtime); and
an equal pay statement every four years.

The last Gender Pay Report and Equal Pay Statement was contained in our 2015 Equal Pay Statement published in April 2015. Earlier reports were published in 2007, 2010 and 2013. These reports have helped us focus on areas where we can take action on apparent pay gaps (and in particular where there are unjustifiable gaps of 5% or more, or recurring gaps of 3% or more, within grade). The reports are discussed at the Executive Team and received by strategic committees including the Staff Committee, the Equality and Diversity Strategy Committee and University Court.

The University is committed to reducing the pay gap and has refined pay reward procedures based on objective criteria. Action is taken to reduce any significant pay gap for women and men. There was, for example, a reduction of 1.8 percent in the pay gap between men and women at the Professorial level between 2013 and 2015.

Despite there being equal pay within grades, there is still an overall gender pay gap as a result of occupational segregation; within the University there are significantly higher proportions of females than males at junior levels, in particular in Grades 1, 4 and 5, and, conversely, higher proportions of males than females at the more senior Grades 9, 10 and at Professor and Director level. Between 2015 and 2017 there has been a reduction of more than two percentage points in the overall gender pay gap and the University remains committed to taking appropriate action to further reduce this gap.

The Equal Pay report is publicly available on the University website. The next report will be available from 30 April 2017.

Objective 4: Promote and support Dignity and Respect between all individuals, both within and outwith the protected characteristic groups in the University Community.

Equality Outcome: The University monitors and establishes baseline figures on incidents of bullying, harassment and discrimination and challenges these behaviours through the consistent implementation of the Dignity and Respect Policy.

Progress

The University developed a Dignity and Respect Policy in 2013. The policy is supported informally through a network of Dignity and Respect Advisers (a group of staff volunteers). The advisers provide informal support to staff or students alleging harassment.

A revised job role for Dignity and Respect Advisers was agreed and implemented. A dedicated website has been developed and boundaries clarified between the informal and formal processes for providing assistance to students and staff on alleged incidences of bullying and harassment.

The University monitors incidents and includes these in the annual staff equality monitoring report. The report is publicly available on the University website.

Formal Dignity and Respect Complaints

	2010	2011	2012	2013	2014	2015	2016		Total	%
Female	2	4	1	2	2	8	2		21	68%
Male	1	-	1	1	3	1	3		10	32%
Total	3	4	2	3	5	9	5		31	

Objective 5: Develop staff and student awareness and confidence in relation to equality and diversity.

Equality Outcome: The University understands the diverse needs of its stakeholders and the implications of the legal responsibility – ensuring confident engagement with colleagues and the wider community.

Progress

The University provides an online module on Diversity in the Workplace and facilitator led workshops on cultural diversity, disability awareness and unconscious bias. 35% of staff have completed the online module. Staff in departments are prompted to complete the module by departmental ED contacts and reminders are also built into departmental Athena SWAN action plans.

In addition, scheduled diversity events, including a Diversity Week, are hosted throughout the year to create dialogue and raise awareness of staff and students. Between 2015 and 2017 over five thousand participants have attended the events.

Through discussion and evidence the University Gender Equality Working Group endorsed the implementation of new modules for staff and students on unconscious bias and equality and diversity. In addition, the heads of departments will receive facilitator led training on unconscious bias.

Objective 6.1 (for Staff): Implement a range of effective monitoring and reporting mechanisms to help inform planning and improve standards such as Athena SWAN.

Equality Outcome: The University will aim to have collected data for 70% of staff by protected characteristics by 2015. We are committed to attempting to achieve a response rate of 100% by 2017.

Progress

The University invites all staff annually to provide voluntary information on their protected characteristics. The University is ahead of the Higher Education sector for recording disclosure rates for all the nine protected characteristics including age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity.

A report on the profile is annually produced and considered by the Executive Team and received by strategic committees including the Staff Committee and the Equality and Diversity Strategy Committee. The report is publicly available on the University website.

Our target on securing 100% completion rate is ambitious and we are confident that the disclosure rates are heading in the right direction, as indicated in the table below. The disclosure rates for the new protected characteristics of Sexual orientation, Religion and belief and Gender reassignment is higher than other UK universities. The disclosure by Strathclyde staff on their Marital/ Civil partnership and Parental responsibilities is encouraging but not bench-marked as no sector comparator exists.

2016 Staff Disclosure rates	Not Known	Prefer not to Say	Strathclyde Staff	Response Rate	Higher Education sector disclosure rate
Gender	0	0	3591	100%	100%
BME	365	51	3591	90%	95%
Disability	692	24	3591	81%	94%
Sexual orientation	1768	203	3591	51%	30%
Religion and belief	1747	208	3591	51%	41%
Gender reassignment	1768	48	3591	51%	41%
Marital/ Civil partnership	895	114	3591	75%	-
Parental	2541	48	3591	29%	-

Objective 6.2 (for Students): Implement a range of effective monitoring and reporting mechanisms to help inform planning, support diverse needs and meet external requirements.

Equality Outcome: The University will collect and record data on protected characteristics of students. We aim to have collection rates of at least 60% by 2015, and at least 80% by 2017 for all protected characteristics.

Progress

The University invited students in 2013 (at registration) to provide information on their protected characteristics, including the new protected characteristics of gender reassignment, religion and belief, sexual orientation and pregnancy.

An annual student equality monitoring report is produced and considered by the Executive Team and the Equality and Diversity Strategy Committee and University Court. The report is publicly available on the University website.

The monitoring collection targets we set for all protected characteristics were ambitious. However, the trends suggest that we remain on track. We will continue to encourage students to disclose the information.

2016 Students Disclosure rates	Not Known	Prefer not to Say	Students	Response Rate
Gender	-	-	21369	100%
Gender reassignment	-	1.53%	21369	97.47%
BME	23%	-	21369	77%
Religion	34%	4%	21369	61%
Sexual orientation	34%	4%	21369	61%

Objective 7: Develop and implement a plan to promote and celebrate cultural diversity.

Equality Outcome: The University affirms the diversity of its community and provides cultural sensitive and accessible services.

Progress

The University hosts regular diversity events which create opportunities, between students, staff and external stakeholders from all protected characteristic backgrounds, for dialogue, raising awareness, providing space for networking and developing mutual respect. On an annual basis key events are celebrated such as the International Day of Persons with Disabilities, International Women's Day, the Black History Month, LGBT Month and the Chinese new year.

Since 2015 the University has hosted a dedicated week of events – *the Diversity Week*. Participation rates for events are high and the feedback is positive. Since 2015 we have also hosted in liaison with the Students Association festive meals (free of cost) for students staying in halls during the Christmas vacations. These have also attracted students from the other Universities. Our interfaith dinners are renowned for attracting students from all faiths and none from Strathclyde and beyond.

Between 2015 and 2017 we hosted 90 diversity events.

Objective 8: Achieve the Athena SWAN Silver Award at departmental level.

Equality Outcome: The University supports the recruitment, retention and development of women, particularly, but not exclusively, in Science, Technology, Engineering and Mathematics (STEM) departments.

Progress

The University renewed its Bronze Athena SWAN award in April 2014 (first awarded in 2011). We have made significant progress in achieving Athena SWAN awards. Athena SWAN is a national charter mark to advance gender equality, representation and progression. Awards are evidence based and require critical analysis of staff and student data to demonstrate progress made. National assessment panels assess the submission against the application criteria and recommend awards at the Bronze, Silver and Gold level.

As of October 2016 nine departments hold Athena SWAN awards, including a renewed Silver award by Civil and Environmental Engineering. Since May 2015 the Athena SWAN charter has been extended to embrace arts, humanities, social sciences, business and law (AHSSBL) departments.

The University remains on schedule for working towards Athena SWAN awards for all departments and applying for the silver institutional award by 2020.

The University Athena SWAN Action Group oversees the progress of the institutional Bronze award action plan. Local departments Self-Assessment Teams (SATs) and Equality Committees oversee development and implementation of the Athena SWAN action plans.

Strathclyde (1 October 2016)	Athena SWAN status
University (2011 – renewed in 2014)	Bronze award
Architecture	Bronze award
Civil and Environmental Engineering (renewed)	Silver award
Chemical & Process Engineering	Bronze award
Design, Manufacture and Engineering Management	Bronze award
Electronic and Electrical Engineering	Bronze award
Mathematics and Statistics	Bronze award
Mechanical and Aerospace Engineering	Bronze award
Physics	Bronze award
Strathclyde Institute of Pharmacy and Biomedical Sciences	Bronze award

Objective 9: Develop and implement a strategy to consistently promote and celebrate diversity within all University and corporate communications and literature.

Equality Outcome: The University adheres to inclusive communication practice as far as practicable.

Progress

The University Marketing and Development Services (DMS) continue to provide inclusive communications and implementing best practice. The University revamped website was developed to ensure issues of accessibility and inclusion formed an integral part. A gender champion and Equality & Diversity Contact was appointed in DMS in 2016.

Proposed policy on the (inclusive) Naming of Buildings, Facilities and Designs and a guide on ensuring Diversity in Events have been drafted and ready for approval by the Gender Equality Steering Group. These will be implemented during 2017 onwards.

We actively promote events and news that celebrate diversity, including our annual Diversity Week, International Women's Day and LGBT events
at our Students' Association. We encourage a wide range of student and staff voices throughout our webpages and social media.

The [Higher Education Academy report](#) carried out for the Scottish Funding Council highlighted specific examples of good practice from Strathclyde in terms of supporting and encouraging applications through counter-stereotyping.

The Strathclyde prospectus was the only university example praised for making counter-stereotypical imagery look natural (p.35), and was recognised for including counter-stereotypical case studies (p.36)

The addition of an explanation to help users understand the meaning of the Athena SWAN charter was also cited as good practice (p.36). The principle behind this is to raise awareness and attract potential applicants, particularly female applicants to areas where they are currently under-represented.

Objective 10: Reflecting the University's commitment on equality and diversity in Procurement practices.

Equality Outcome: The University encourages and promotes best equality practice in its procurement activities.

Progress

The University follows higher education sector best practice on procurement and is committed to the Scottish Business pledge practices that achieve fairness, equality, opportunity and innovation. The procurement staff are aware of the responsibility placed upon them by legislation and participate in relevant external training events. During 2016-2017 the procurement team appointed a new Head of Procurement, Procurement Manager and Category Manager.

The new team is committed to embedding equality and diversity requirements in procurement processes.

Currently the University Pre-Qualifies bidders in regulated procurements by using the European Single Procurement Document (ESPD) this includes the questions and requirements like the following, which are considered in the overall assessment of each supplier.

– Provide details on your organisation's policy in terms of Diversity & Equality in relation to your employees, and the general public.
– In the past five years, has any finding of unlawful discrimination in ANY field been made against your organisation by the Employment Tribunal, The Employment Appeal Tribunal or any court or in comparable proceedings in any jurisdictions, or has your organisation been the subject of formal investigation (which had a negative finding) by relevant Authorities (such as the Human Rights Commission or its predecessors) on the grounds of alleged unlawful discrimination? If yes, please provide details.

The University require all Tenderers to confirm compliance to our supply chain code of conduct requirements. This covers various elements including treating employees fairly. All Tenderers confirm compliance with this approach prior to contract award.
Our approach would be to work with Contractors who fall below the University's compliance requirements. To date there has been no award withdrawn due to non-compliance.

The procurement team received training on equality and diversity including the Public Sector Equality Duty. The Procurement strategy has been updated to include confirmation that Equality Impact Assessments have being undertaken. Future Procurement Training across the Campus will emphasis equality and diversity aspects and compliance.

Objective 11: Improving accessibility and support for people with disabilities on campus.

Equality Outcome: The University implements good practice on inclusive provision and accessibility in meeting the needs of people with disabilities from all protected characteristic backgrounds.

Progress

The University has 129 (4%) staff that have disclosed a disability and 1478 (7%) students with disabilities.

A Staff with Disabilities working group has been reviewing the support provision available to staff with disabilities on campus. Support is provided to staff by a range of teams including Occupational Health, Human Resources, Estates Services and Disability Service. The working group after reviewing existing arrangements and provision came to a recommendation for the University to consider appointing a dedicated member of staff to coordinate and provide one focal point for supporting staff with disabilities.

The Disability Service has collaborated with the School of Psychological Sciences and Health to deliver a number of programmes aimed at enabling students to deal more effectively with the issues of stress and anxiety. In 2015-2016, 2 x mindfulness and 2 x Cognitive Behavioural Therapy (CBT) programmes targeted at students experiencing stress and anxiety were delivered. A series of Stress Buster programmes were facilitated by students on the MSc Clinical Psychology to complement the mindfulness programmes provided by the Disability Service.

The University has rolled out daily meditation drop-in sessions open to staff and students. Ten members of staff have been trained to facilitate the sessions and uptake has been consistent.

In a bid to enhance the quality of ongoing support provision, 4 core study support assistants have been appointed to deliver mentoring and study support to students with disabilities. These posts replace the provision of this support by a pool of staff on worker contracts. The new model has been highly effective in improving student engagement and attendance levels at support sessions. It has also allowed for enhanced monitoring of students at risk of disengagement and improved review processes between disability advisers and study support assistants.
The University has completed a pilot on the use of Voice Dream, a text-to-speech software app, to determine its usefulness as a study aid for students who are print disabled. The outcome has been the evidencing of the app's effectiveness and Voice Dream is now being recommended as a support tool for students who are print impaired.

Objective 11: Improving accessibility and support for people with disabilities on campus.

Equality Outcome: The University implements good practice on inclusive provision and accessibility in meeting the needs of people with disabilities from all protected characteristic backgrounds.

Disability awareness courses on specific disabilities are provided to staff throughout the year to inform and raise awareness.

– An Introduction to Inclusive Teaching Practice
– Disability Awareness for Professional Services Staff
– Supporting Students who are d/Deaf or Hearing Impaired
– Supporting Students who are Blind or Visually Impaired
– Supporting Students with Autistic Spectrum Disorders
– Making Documents Accessible
– Supporting Students with Dyslexia and Specific Learning Difficulties

The University during 2017 became a members of the new Disability Confident Employer scheme (which has replaced the "Positive about Disabled People" scheme) to remove barriers to disabled people and those with long term health conditions in employment; and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations.

The Estates Directorate has an annual dedicated equalities budget for a rolling programme of works which is dedicated to improving access and facilities on campus to meet the appropriate needs of our students and staff.

During 2016-2017 new facilities were installed or being progressed including:
– an accessible washroom and gender neutral facilities in the Graham Hills building (staff development unit)
– the automation of access doors within the Lord Hope and the Curran Buildings
– modification of accessible washroom in Lord Hope
– installation of height adjustable desks
– installation of handrails within the Graham Hills building carpark
– installation of accessible access doors within the John Anderson Building
– DisabledGo information is now included alongside the campus maps
– work on identifying drop kerbs across the campus was undertaken by the Students Association and is being progressed by Estates Services with Glasgow City Council.

April 2017