

University of Dundee

Equality and Diversity Mainstreaming Report – April 2013

Contents

Sections

- 1. Introduction**
- 2. Legislative Context**
- 3. Overview of Equality and Diversity Activities:**
 - 3.1 Support Policies and Procedures**
 - 3.2 Training and Development**
 - 3.3 Staff Networks**
 - 3.4 Research Excellence Framework (REF) 2014**
 - 3.5 Athena SWAN Charter**
 - 3.6 Equality Impact Assessments (EIAs)**
 - 3.7 Equality, Diversity and Inclusiveness in the Curriculum**
- 4. Communication, Consultation and Involvement**
- 5. Equality Data Monitoring**
- 6. Equality Outcomes under the PSED**

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1. Introduction

The University of Dundee is committed to strengthening its ongoing commitment to advancing equality, diversity and inclusion through the creation of a positive and supportive environment where all members of staff, students and visitors are valued and respected, as defined in our Vision's core values: valuing people, working together, integrity, making a difference and excellence:

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

The main purpose of the Equality and Diversity Mainstreaming Report is to demonstrate how the University is fulfilling its legal obligations under the Specific Duties in Scotland and to report on the progress of the Equality Outcomes Plan 2013-2017.

This Report provides an overview of some of the key activities undertaken and progressed in relation to implementation of the equality and diversity agenda. The University has developed an Equality Outcomes Plan for the next four years and will demonstrate its commitment through the measurement of its progress against the actions included in the Plan.

2. Legislative Context

The Public Sector Equality Duty (PSED) came into force on 5th April 2011, replacing the previous separate equality duties for race, disability and gender. The PSED consists of a General Duty supported by Specific Duties. In Scotland, these were introduced under The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 on 27th May 2012. All Scottish Universities are covered by the General Duty and the Specific Duties.

For the PSED the relevant protected characteristics are:

- = age
- = disability
- = gender reassignment
- = pregnancy and maternity
- = race
- = religion or belief (including lack of belief)
- = sex
- = sexual orientation

The PSED also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment.

General Duty

The General Duty requires public bodies in the exercise of their functions, to have due regard to the need to:

- = eliminate unlawful discrimination, harassment, victimisation or any other prohibited conduct;
- = advance equality of opportunity between people from different groups, by having due regard to:
 - removing or minimizing disadvantage experienced by people due to their protected characteristics;
 - meeting the needs of particular groups that are different from the needs of others;
 - encouraging 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.

The General Duty is supported by [Specific Duties](#).

Specific Duties

The Specific Duties aim to help Higher Education Institutions (HEIs) to better meet the General Duty. They are designed to help develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland. It is important to note that institutions must meet both the General Duty and the Specific Duties – it is not enough to meet the Specific Duties alone.

To meet the Specific Duties, Scottish HEIs will need to:

- = report on progress on mainstreaming the General Duty into all functions;
- = develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered);
- = assess the impact of policies and practices against the requirements of the General Duty;
- = gather and use information on employees;

- = publish gender pay gap information;
- = publish statements on equal pay for gender, race and disability;
- = have due regard to the General Duty in specified procurement practices;
- = publish information in a manner that is accessible.

The Specific Duties can be found in full at:
www.legislation.gov.uk/ssi/2012/162/contents/made

Specific Duties for Scotland publishing requirements.

All HEIs, by April 30th 2013, should publish:

- A report on mainstreaming the General Duty (which includes employee information if not published elsewhere);
- A set of equality outcomes, prepared using involvement and evidence, and reasons if the equality outcomes do not cover every protected characteristic;
- Gender pay gap information;
- A statement on equal pay and occupational segregation relating to men and women.

3. Overview of Equality and Diversity Activities:

3.1 Support Policies and Procedures

The University is committed to ensuring that in the exercise of its activities and functions it complies with the Equality Duty as introduced by the Equality Act 2010. The Equality Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other prohibited conduct
- Advance equality of opportunity between people from different groups; and
- Foster good relations between people from different groups

The University has already taken pro-active steps to ensure its compliance with the three aims of the general duty in its response to the requirements of the Race, Gender and Disability equality duties. This approach has served the University positively in meeting the legislative requirements previously; therefore it has committed itself to focus on revising and updating the existing suite of policies and procedures to reflect the current legislative requirements. Some of the policies and procedures that will be updated and developed include:

- Equality and Diversity Policy
- Dignity at Work and Study Policy (Harassment and Bullying)
- Procedure for Equality Impact Assessments (EIAs)
- Policy on Academic Adjustments for Disabled Students
- Gender Reassignment Policy for staff and students
- Policy and Guidelines on the Recording of Lectures

The University will ensure that its policies and practices are appropriate and accessible to all and meet the diverse needs of all members of the University community. In addition to development of the policies and procedures, implementation and awareness raising will be carried out to promote and reinforce the positive message of equality and diversity.

3.2 Training and Development

The University firmly believes that embedding and mainstreaming equality and diversity training and awareness is a key area of focus to build a culture of change. This enables the University community to create a positive environment that results in the elimination of discrimination and promotes behaviour that supports positive attitudes and practices.

In 2009, an Equality and Diversity Training Advisory Group was formed as a sub-group of the University Equality and Diversity Working Group to identify the training needs of the University in relation to equality and diversity:

(<http://www.dundee.ac.uk/hr/equality/training/>). The Group took a pro-active approach by recommending that equality and diversity training be mandatory for all staff and initiated its commitment of changing the University's culture by requiring academic staff to undertake five online modules and support staff to undertake four modules. Staff without access to computers were provided with a classroom-based training module.

The mandatory modules include:

- Diversity in the Workplace
- Disability
- Diversity in Learning and Teaching
- Stress for Managers
- Stress in the Workplace

Further training modules were rolled out to staff including, Recruitment and Selection, for those involved in the selection process, and an Equality Impact Assessment online toolkit to enable staff to undertake equality impact assessments as required by the Specific Duties. This is also identified as one of the key actions in the Equality Outcome Plan 2013-2017.

Since the mandatory Equality and Diversity Training programme was rolled out to all staff in 2009, close to 30 percent of staff have completed the required sets of training modules. The University will continue to work towards a 100 percent completion target as identified in the Outcomes Plan.

The University plans to use its probationary and appraisal process to evaluate the effectiveness of the training, with reports provided on an annual basis of the numbers of staff who have successfully completed the training.

In addition to the mandatory online modules, all staff have the opportunity to attend a range of equality and diversity training sessions offered each year by the University's Disability Services (<http://www.dundee.ac.uk/studentservices/disabilityservices/>), Organisational and Professional Development (OPD) (<http://www.dundee.ac.uk/opd/>) and InspirEd programmes

(<http://www.dundee.ac.uk/library/teachingexcellence/supportingcpd/workshops2012/>) This includes specific training on supporting students/staff with a range of disabilities and training on the provision of an inclusive learning and working environment.

The University is also committed to providing students with an appropriate training programme which would develop, enhance and raise their understanding of equality and diversity issues. An online training module is therefore planned to be rolled out to students during Academic Year 2013/14.

3.3 Staff Networks

As part of the University's commitment to advancing equality of opportunity, the University has established a number of formal Staff Networks. These Networks exist to allow staff who identify with those particular Groups to meet, network and discuss issues that matter to them. Staff Networks allow mutual support, raise awareness of equality issues and form an important part of the consultative process across a wide range of workplace issues which help shape the University's equality and diversity policies and contribute towards helping the University create a positive environment.

The University have established three Staff Networks to date:

- Gender Equality Network
- Black and Minority Staff Network
- Lesbian, Gay, Bisexual and Transgender Network

The Chairs of these Staff Networks are represented on the University's Equality and Diversity Working Group where they formally report on issues of interest or concern. All Staff Networks have representation from the Students' Association.

The University acknowledges that the work of engaging with Staff Networks needs to improve further by raising awareness of the existence of these groups and encouraging staff to participate actively.

The LGBT Staff Network has undertaken a survey of attitudes to Sexuality and Gender Identity in the University Community and a summary report on the responses to this survey has been made available. The results will be used to identify priorities for the Network and develop a strategy to promote wider interest and participation in the Network. The group has active representation on the Equality and Diversity Working Group and the Individual Circumstances REF 2014 Group.

The University will continue to support existing Staff Networks and work towards establishing further Networks, such as Disabled Staff and Religion and Belief.

3.4 Research Excellence Framework (REF) 2014

1. The University has developed an Equality and Diversity Code of Practice for the selection of staff for the Research Excellence Framework (REF2014), ensuring it fully complies with the requirements of the Equality Act 2010.
2. The University carried out an initial equality impact assessment on the Code of Practice as per the requirement of the Scottish Funding Council. A further two equality impact assessments will be carried out during the REF2014 exercise as outlined in the Code.
3. All staff involved in the REF2014 have undertaken mandatory REF2014 specific equality and diversity training. To date, almost 190 staff directly involved in the process have successfully completed the training in relation to

equality and diversity issues in REF2014. The staff members were also required to complete the University's online equality and diversity training modules as a condition to be able to engage in the REF2014 decision-making process.

4. An Individual Circumstances Review Group was established to:
 - Determine whether or not the individual circumstances disclosed by a member of staff qualified them for the return to the REF with fewer than four outputs;
 - Advise individual members of staff and the relevant Unit of Assessment Planning Group and Main Panel Coordinating Group of its decisions; and
 - Prepare written statements of clearly defined and complex circumstances for inclusion in the REF submission.
 - Membership of the Group consisted a diverse group which included representatives from the academic staff and those with expertise in equality and diversity issues.
 - Members of the Group received REF Specific training on equality and diversity.

3.5 Athena SWAN Charter

The University of Dundee became an Athena SWAN Charter member in January 2012. The Athena SWAN Charter recognises commitment to advancing women's careers in science, technology, engineering, maths and medicine (STEMM) employment in higher education. The University formed its Athena SWAN Steering Group in 2012 to oversee, develop and embed the six principles of the Charter in the University culture.

The University will be submitting an application for an Athena SWAN bronze award at the University level in November 2013 and it is anticipated that some of its Schools will also make applications at the department level in April 2014.

Bronze awards demonstrate that an institution or a department has a solid foundation of policies and practices to eliminate gender discrimination and is working towards an inclusive culture that values and respects female staff.

The Athena SWAN approach will also provide the University an opportunity to extend the principles of inclusiveness across all equality groups in the institution.

The Athena SWAN Steering Group have conducted many meetings and held seminars and awareness raising sessions to progress this area of work in the University. To further support the commitment to the progression of women in the University and to achieve the Athena SWAN bronze and silver awards, the University is currently in the process of employing a person to enable it to embed fully the Athena SWAN principles across the University.

3.6 Equality Impact Assessments (EIAs)

The University is required to carry out equality impact assessments (EIAs) on all its policies, procedures, provisions, functions and key decisions. The purpose of EIAs is to ensure that policies and practices do not have a differential impact on equality groups.

The University has previously conducted equality impact assessments of its main policies and has also conducted training sessions for relevant staff but embedding this process across all University activities has been slower to progress. The University recognises that it needs to develop this area of work as a priority and has therefore identified the progression of equality impact assessments as a key action in its Outcome Plan.

The University is confident that it will deliver on this requirement effectively; it has already invested in an online training toolkit to enable staff to undertake equality impact assessments of its policies. Staff will be provided with further training sessions and guidance on how to carry out EIAs.

3.7 Equality, Diversity and Inclusiveness in the Curriculum

The University has established a number of initiatives to promote inclusive practice including, the Honorary Graduate's Award for Inclusive Practice (<http://www.dundee.ac.uk/library/teachingexcellence/supportingscholarship/awards-201112/>), the Inclusive Practice Showcase (<http://blog.dundee.ac.uk/inclusivepractice/>) to support sharing of good practice across the University, the Inclusive Practice Checklist and associated guidance for programme approval and review purposes (<http://www.dundee.ac.uk/qaf/equalguidenote.htm>), and the Alternative Formats Service (<http://blog.dundee.ac.uk/altformats/>); the latter to support staff in the provision of accessible information and teaching/marketing materials

The University will continue to support these initiatives and develop others as appropriate to further embed inclusive practice across all its activities.

4. Communication, Consultation and Involvement

The University recognises the importance of consulting and involving staff, students and other stakeholders, where relevant, in the development and advancing of equality and diversity initiatives. The University has evidenced previously that it has met its duties in complying with the requirement of consulting and involving people of diverse backgrounds, when it developed its Race, Disability and Gender Equality Schemes and Action Plans. It also implemented the practice of consulting and involving people when it developed the REF2014 Code of Practice on the selection of staff.

The University will continue to consult and involve all groups to ensure our equality and diversity activities are inclusive and achieve appropriate outcomes.

The development of the Equality Outcomes Plan 2013-2017 was widely consulted and involved many groups, including:

- Equality and Diversity Working Group
- University Senior Management
- Disability Services (including feedback from disabled students and staff)
- Lesbian, Gay, Bisexual, and Transgender representatives (LGBT)
- Black and Minority Staff Network representatives (BME)
- Trade Unions
- Student Associations
- Director of Student Services
- Director of Registry
- Human Resources Committee
- Director of Human Resources
- Organisational and Professional Development

The University will publish the full set of reports required under the Public Sector Equality Duty on the University Equality and Diversity webpage (<http://www.dundee.ac.uk/hr/equality/>). The reports will be disseminated throughout the University and to key external stakeholders. Progress against actions identified in the Outcome Plan will be included in the annual equality and diversity report.

5. Equality Data and Monitoring

To meet the requirements of the Scottish Specific Duties, the University will need to demonstrate it is gathering information on the composition of its employees, and on their recruitment, development, and retention. This annual information will be disaggregated by protected characteristic, published in an accessible format, made available to the public and used to inform action on equalities. (see <http://www.dundee.ac.uk/hr/equality/psed/staffdata/>)

The University collects and monitors information on its staff in a range of employment areas. Currently this information includes data by age, disability, ethnicity and sex and this is accessible via the designated employee information page available on the Equality and Diversity section of the Human Resources webpage. The University also collects other relevant information on areas of harassment and bullying, recruitment and selection process, promotions, leavers, disciplinary and grievances.

The University does not currently collect monitoring data for either staff or students for the protected characteristics of sexual orientation, religion and belief, gender reassignment, marriage and civil partnership. Whilst statistics for staff are available for pregnancy and maternity, these are not available for students. The University

acknowledges that this is an area where further work is required. The University will continue to encourage all staff to update their online personal information in order to address the diverse needs of different groups.

The University will also continue to develop its understanding of the impact of its policies and practices on the protected groups by undertaking equality impact assessments. This process will enable the University to promote equality, diversity and inclusion in all areas and activities.

6. Equality Outcomes under the Public Sector Equality Duty (PSED)

The University will continue to work towards its commitment to creating an environment which is inclusive for its community regardless of a person's background or characteristic. The University aims to build a culture where everyone associated with it feels welcome, valued and respected and where lives are transformed to allow all members of the University community to reach their full potential.

The University's Equality Outcome Plan 2013-2017 has been developed with consideration of the current equality and diversity issues in the University. The equality objectives were developed through engagement with staff, students and other stakeholders to demonstrate how the University plans to meet the requirements of the Public Sector Equality Duty (PSED) across all of the protected characteristics.

The University believes that the five identified sets of objectives and associated actions will positively affect a required change in its culture and practices which will help to eliminate discrimination, advance equality of opportunity and foster good relations.

Overarching Equality Objectives:

- Governance, Management, Compliance & Reporting
- Training and Development
- Collection of Equality Data and Monitoring
- Enhancement of the Student experience- Learning and Teaching
- Communication, Awareness and Involvement

The Equality Outcome Plan was approved by the Equality and Diversity Working Group at its meeting held on 25th April 2013, and subsequently by the Senior Management Team.

The requirement under the PSED is to set new equality outcomes every four years and review progress annually. The University will therefore monitor and review progress towards its planned actions and report annually to the Equality and Diversity Working Group and other relevant University committees.