

# EIA UoD School of Business

**School/ Directorate**

School of Social Sciences

**Person Responsible**

Rebecca Leiper

**Created**

17th April, 2019

**Last Review**

17th April, 2019

**Status**

Complete

**Next Review**

1st April, 2020

## Screening Data

What is the name/title of the policy/activity?

The establishment of an independent University of Dundee School of Business (UDSB)

Describe the aim, objective and intended consequences of the policy/activity.

The aim is to establish a separate School of Business, which would become the 10th School within the University.

Who is responsible for the policy/activity and who implements it?

Vice Principal for Internationalisation is responsible for leading the project that will deliver the new School of Business. Once the School is established the incoming Dean will have responsibility for the implementation of the delivery of the School principles and programme.

Who is effected by this policy?

Currently UDSB is a discipline within the School of Social Sciences. The consequence of establishing a separate School will have implications for the School of Social Sciences staff and students and for the future staff and students of the independent UDSB. The establishment of the new School will also have wider implications for the UoD in its ambition to promote wider internationalisation and engagement and also on the developing relationships the School will have with wider business and industry.

Is there any indication that this policy is relevant to equality and the protected characteristics or that those with any of the protected characteristics will have a different experience in relation to the intended outcomes of the policy?

This change is likely to have implications for a number of the protected groups in relation to employment matters and changes that will come as a result of the separation of the two Schools. It is also likely to have implications relating in particular to race related to its ambition to widen the international student body.

In relation to the separation of the Schools, this will impact on the gender, race and disability diversity within the current School of Social Sciences. In particular the use of interim premises has already been identified as being only partially accessible for disability and this will have implications for users of the premises.

In terms of the student cohort, UDSB is largely international and it is anticipated that the establishment of the new School will widen both staff and student numbers, including international students. This may well have implications for the learning and teaching environment.

In relation to gender UDSB currently has very few women including in senior positions (Professor) where they are currently none.

Evidence to support

## Recommend this EA for Full Analysis?

Yes

## Comments

The proposal for the independent UDSB is likely to have implications for many of the equality groups in both the current School of Social Sciences and the new School of Business. These are likely related to gender, race and disability primarily. Data relating to staff and students will be used to show the breakdown in terms of these protected characteristics across both Schools and suggestions for mitigation will be identified through the ongoing EIA.

## Rate this EA

Low

## Impact Assessment Data

Is this policy relevant to the protected characteristic of Age?

- No

There is no evidence that the creation of the UDSB will have any implications relating to age.

Is this policy relevant to the protected characteristic of Disability?

- Yes

In terms of staff and students that we currently have 9 core members of staff who have disclosed a disability. This increases to 14 when Tutors are included, across the School of Social Sciences. The UDSB staff cohort currently has 2 members of core staff who have disclosed a disability and this increases to 3 when Tutors are taken into account. In the short term the interim premises being used to house UDSB is recognised as having limited accessibility for disability. This is due to the age of the building. However, due to low numbers of staff at this time we are able to meet their requirements. This however may become problematic as new staff are appointed and it is imperative that the limited accessibility should not impact on the recruitment of staff who may or may not have a disability. In relation to students there is currently a work around in place that makes use of the Carnegie building and this has operated successfully for several years now. Again, in the longer term issues may arise should greater numbers of students with disabilities be recruited to the School. It is important that accessibility issues do not impact on opportunities for students to study in the School of Business.

Reasonable adjustment must be considered and implemented, not only through the recruitment process but also when anyone requiring them is employed.

In the long term there is a new bespoke building being planned for UDSB and in line with the University Estates Strategy this building will be fully accessible.

Is this policy relevant to the protected characteristic of Gender Reassignment?

- Yes

This may have relevance currently to trans staff and students, although low numbers prevent the use of data relating to this protected characteristic. One area of concern for Trans staff and students is the availability of gender neutral toilet facilities. This is highlighted in numerous reports on the experience of trans people, notably the paper 'TransEdu Scotland: Researching the experience of trans and gender diverse applicants, students and staff in Scotland's colleges and universities' by Dr Stephanie Mckendry and Dr Matson Lawrence of Strathclyde University.

Currently there are no gender neutral facilities in Perth Road or Carnegie buildings. As part of the University Estate Strategy all new buildings will have gendered and gender neutral facilities. There is potential within Perth Road to have a single use toilet specified as gender neutral and this would have to be arranged through Estates and Campus Services.

Is this policy relevant to the protected characteristic of Marriage and Civil Partnership?

- No

At this point in time there are no implications related to Marriage and Civil Partnership.

Is this policy relevant to the protected characteristic of Pregnancy and Maternity?

- Yes

There is a potential for impact that is relevant to the recruitment process for new staff. The School of Social Sciences will engage with the University policies on recruitment to ensure that selection processes are equitable and non-discriminatory in relation to Pregnancy and Maternity. The University has a full range of family friendly policies that support childcare, maternity leave, paternity leave and breastfeeding in the workplace. In relation to students the University has a mitigating circumstances policy which can be applied to students who take time out for pregnancy and maternity reasons. It is currently developing a specific policy relating to student pregnancy and this is expected to be completed by September 2019.

See: <https://www.dundee.ac.uk/hr/policiesprocedures/worklife/>

Is this policy relevant to the protected characteristic of Race?

- yes

The School of Social Sciences currently has a total of 23 core members of staff who identify as BME and a further 5 who have not disclosed. This increases to 39 when Tutors are included. UDSB currently has 9 members of core staff who are BME, increasing to 15 with Tutors included. The removal of UDSB staff to the new School will have an impact on the overall diversity of the School of Social Sciences resulting in 14 core members of staff from BME and 24 when Tutors are considered. UDSB will be actively recruiting staff into academic roles and those adverts for posts have been advertised internationally. In terms of professional services staff there is currently a very small number of BME staff and recruitment to enhance the numbers within UDSB is likely to be carried out through the University Redeployment process. Although there is potential to increase the diversity of the UDSB through these processes there is less likely to be significant changes to the professional services team within the School. This is because Professional Services staff have very few BME staff members and, should the roles be advertised externally, they are more likely to be responded to from the local Dundee area, which has a small number of BME residents (6.1% mixed, Asian and other groups). The School of Social Sciences does currently have some vacancies which are all advertised internationally and are about supporting existing provision and accommodating some growth in areas such as Law.

In relation to the student body the vast majority of postgraduate students in UDSB are international students, while the undergraduates tend to be Home/EU. The development of UDSB as an independent School has ambitions to develop a wider international audience.

To ensure a positive learning experience for students, the School and indeed the University, should be aware of different cultural norms that may have an impact on the overall learning and teaching environment for both staff and students. This will include non verbal communication barriers, cultural expectations around gender, disability and sexuality and also the translation of language to ensure a wide understanding.

Is this policy relevant to the protected characteristic of Religion and Belief?

- Yes

In relation to taught subjects, there are different business styles that are linked to different faith groups. For instance Sharia Law has implications for business dealings. This is the case within other faith groups to a lesser extent. The UDSB includes Islamic finance in its curriculum. In addition cultural issues that relate to religion and belief can impact on the relationships that are vital to a good learning environment. Matters such as equality of opportunity, respect and dignity for others is reflected in the University values and Strategy. In relation to religious practice for staff and students, the University and Dundee City have a variety of faith groups and facilities to support religious adherence, including our own Chaplaincy Service.

See: <https://www.dundee.ac.uk/study/pg/islamic-finance/>

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

Is this policy relevant to the protected characteristic of Sex?

- Yes

This is relevant mainly as a result of the gender imbalance across both the Schools of Social Sciences and Business, which is mainly linked to gender segregation matters. Academic staff in both Schools is balanced on gender. Professional services staff are mainly women in both Schools.

In terms of students within the School of Social Sciences 56% are female and 44% male. Within UDSB the balance changes slightly to 46% female and 54% male.

However there are no women in senior academic roles within the UDSB at this point.

In relation to the ongoing recruitment processes, steps can be taken to widen out the applications for academic posts through scrutinising language in adverts and having a gender balanced screening and selection panel. These should be drawn from across the University to limit the influence of any unconscious bias.

Is this policy relevant to the protected characteristic of Sexual Orientation?

- Yes

The potential for impact relating to this is in relation to the bringing together of an international body where there are a variety of views and values relating to sexual orientation. The University has openly gay staff and students and has an LGBT staff network, as well as LGBT Student support through DUSA. It openly supports Dundee Pride and has as the core of its values and Strategy, Valuing Diversity. Where cultural differences arise the Schools should be aware of the protection the Equality Act 2010 offers to people on the basis of their sexual orientation. University is often a 'safe environment' for people to be open about their sexuality for the first time.

In relation to the teaching environment and business relationships the School establishes, it should be conscious of the obligations of the Equality Act 2010 in relation to organisations and individuals, providing services on behalf of the University, to comply with that legislation. For instance associations with individuals and organisations that promote strong views against any of the protected groups, including sexual orientation, may impact on staff, students and on the University reputation.

Where students or staff are engaged in overseas work or on placement, it is important that they do so with full awareness of any cultural or political values that may place them at any risk because of their sexual orientation. It is equally important that the School have a support mechanism in place for any such situation.

Taking account of the findings so far, is there a possibility that the implementation of this policy would result in a different experience or a detriment for those with protected characteristics?

- Yes

The development of the UDSB is relevant to Equality, Diversity and Inclusion and has relevance to a number of the protected characteristics.

The main characteristics implicated in the EIA are disability, gender re-assignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

There are four key areas to consider; the first is in relation to staff and student numbers; the second in relation to the accommodation for UDSB; the third is the general culture and environment and the fourth is in relation to the learning and teaching environment.

In relation to disability there are a few members of staff registered as having a disability. However the current temporary accommodation is limited in its accessibility. It is a concern that as a consequence of this limited flexibility with the temporary home of the UDSB, applicants for any of the new posts will be deterred in applying or accepting posts. It is imperative that arrangements for reasonable adjustments are made for current and future staff where they meet the requirements for posts. A similar issues affects current students in relation to disability accessibility. That limitation should not prevent a future student the opportunity to study in Dundee.

In relation to gender re-assignment, while we are unable to disclose the numbers of staff and students in UDSB, there remains the potential for new staff and students to join the School, who either have, are or intending to reassign. The temporary accommodation does not have gender neutral facilities which would support those who re-assign and those who identify as non binary.

In relation to pregnancy and maternity, the University has a suite of family friendly policies for staff and students, including inclusive pregnancy and maternity policies. A new policy is in development that is specific to student pregnancy. There are also breast feeding facilities for nursing mothers, although neither of these are within the School of Social Science or the temporary UDSB.

In relation to race, the main potential impact is related to culture and the learning and teaching environment. In

bringing together a truly international audience with different cultural norms and values. In addition language and communication styles may differ and it is important that these are taken cognisance of when designing and delivering courses. The impact of different cultures may impact on individual staff members as well as students and also have a relevance to other protected groups, particularly in relation to sex and sexuality.

In terms of Religion and Belief, there may be staff and student whose faith requires them to maintain particular disciplines around their faith. Dundee has a wide range of faith groups and the University Chaplaincy provide opportunities to pursue religious adherence.

In relation to the cultural beliefs within some faith groups, these may impact of staff and students where there is a cultural 'clash'. often related to either gender or sexual orientation.

In terms of sex, the main issues are in relation to the gender balance in senior roles within UDSB. The current opportunities to recruit should be used as an exemplar in positive action, widening applicants from under representative groups, using gender neutral language in adverts, having balance in shortlisting and interview panels. In addition to this, the increasing nationalisation, where men and women are regarded differently by different cultures, may give rise to issues that could affect the working and learning environment for all staff.

In relation to sexual orientation, the issue which may impact of either staff or students are related to culture and different views relating to this subject. In some countries of the world, those in same sex relationships may face imprisonment or worse. In an inclusive environment like the University, which actively supports LGBT staff and students, this may present some issues, although there is no evidence at this time to support that. It is important for the School to ensure that all staff and students are valued and any issues relating to cultural differences and values are dealt with appropriately and promptly and full support given to the individual. This includes where students or staff are working on placement or overseas.

Based on your findings so far, what recommendations or changes (if any) would you make in relation to the policy and how it is implemented?

As previously identified there are four areas where there is a potential for impact; staffing, accommodation, culture and learning and teaching environment.

In relation to staffing, there are reasonable numbers of women in both the Schools at this time. However there are currently no senior women academics in UDSB. The recruitment process for new posts should be implemented in a way that is free from bias and training for panel members be a requirement.

In relation to staffing again, the culture which develops as a consequence of bringing together a diverse group of people, may result in differing opinions and views being expressed. The Dignity at Work and Study Policy should be made available to all staff and students. Cultural barriers may well have an impact on gender, trans matters, race, pregnancy and maternity and religion and belief.

In relation to the accommodation that is the temporary home for UDSB, there are issues around accessibility for disabled staff and students, gender neutral facilities and breast feeding facilities. Whilst these will be addressed when the new building is in place, it is important to monitor whether the lack of such facilities impact on current staff and students for the foreseeable future. The lack of facilities at present should not influence decision about staff or student appointments.

All members of staff will be required to undertake the University E, D & I online training modules.

The implications of the change for the School of Social Sciences will be a reduction in their overall BME staff and students and a depletion of the membership of their E, D & I Committee.

Recommendation 1 - In the short term we monitor the impact of the workaround for disability accessibility for both staff and students and review arrangements as appointments are made. We ensure that the plans for the new build include full accessibility and usability.

Recommendation 2 - Being mindful of the gender imbalances a) within professional services and b) within academic staff at senior level, we ensure that recruitment and selection processes are equitable and in line with the University policies.

Recommendation 3 - We will take the opportunity to introduce where possible positive action work to encourage applications from men into professional services and women into senior roles. This will help tackle the gender imbalance in the Schools.

Recommendation 4 - selection panels are diverse and must undertake Unconscious Bias training. As per recommendation 3.

Recommendation 5 - all staff are provided with the Dignity at Work and Study Policy to be aware of rights and steps to support those affected by any cultural issues that arise

Recommendation 6 - a UDSB Equality, Diversity and Inclusion Committee is established, made up of staff and students and chaired by the Dean. This will place the School in the same position as other Schools, with E, D and I at

the heart of their business. In line with this the School of Social Sciences will have to recruit new membership onto their current committee.

Recommendation 7 - approach made to Estates and Campus Services to provide gender neutral toilet facilities in 1-3 Perth Road. This will support those who identify as non binary or trans.

Recommendation 8 - learning and teaching environments and styles are reviewed through the lens of equality and diversity to ensure wider engagement and good learning outcomes for all

Recommendation 9 - ongoing liaison with Estates and Campus Services to ensure the new build is built with usability and accessibility for disability, gender and trans matters in mind

Where you have recommended actions/changes to the policy, what are the timescales for completion of these

01-06-2020

What monitoring arrangements do you have in place to identify changes in any impact or relevance?

In relation to the completion date some of these actions can be completed sooner while some such as the new build will be longer. In terms of monitoring initially monitoring will be carried out over the coming months in relation to the recruitment processes, the selection panel diversity and the protected characteristics of applicants through to appointments. This will reflect the equity of our processes or otherwise. In terms of the gender neutral facilities we will monitor the timescale. In relation to additional training in Unconscious Bias and Equality & Diversity mandatory modules we will monitor completion rates.

Ongoing monitoring by staff and the School E, D & I committee in terms of cultures being established in the School will identify any negative tendencies that may impact of staff and students.

Monitoring of student outcomes and destinations will help identify whether the learning environment might need to change in any area and feedback from staff and students working internationally will be used to direct any changes in policy and preparation for future involvement.

## Comments

The development of UDSB has implications for the protected characteristics of disability, gender re-assignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation. These are in relation to the recruitment, appointment and employment of a diverse staff body and increasing the international student base, culture and usability of space for staff and students with disabilities and the provision of facilities for non binary and trans staff and students and breastfeeding facilities.

The recommendations made include monitoring the use of the current home of UDSB to ensure no detriment to disabled staff and students, ensuring accessibility and facilities are inclusive in the new building, working to address potential cultural differences associated with bringing together an increasing diverse audience and ensuring teaching and learning environments take account of that diverse audience. Recruitment, selection and employment matters are also addressed in recommendations that include training and diversity in recruitment and selection panels.

Some of these steps can be introduced immediately, while others will take time to implement, in particular ensuring the new building proposed for UDSB is accessible and inclusive of all groups.

## Organisation Sign-off Data

Having read the EIA, do you approve its findings and recommendations?

- Yes

What are your reasons for approving/not approving the EIA?

The EIA addresses all the relevant issues for the UoD School of Business.

If you have approved the EIA, do you agree with the monitoring arrangements in place?

- Yes

The monitoring arrangements are appropriate for the School of Business.

Where you have not approved the monitoring process, what other steps do you require to be taken?

The School Manager will assume responsibility for taking any actions forward.

## **Comments**

The recommendations are clear, concise and we are confident we can take these forward.

## **Next Review Date**

2020-04-01

## **Outstanding Actions**

**Name** Update on actions

**Description** Rebecca,

can you provide an update on each of the actions identified in the EIA and if no progress has been made, can you advise what will be happening in relation to these?

**Due Date** 31/05/2020