

**Public Sector Equality Duty – Mainstreaming Report 2023 – 2025**

**1. Introduction**

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.

**2. Mainstreaming equality across key strategies**

The University of Glasgow’s World Changers Together[[1]](#footnote-1) strategy sets out our vision, *to be a world-changing university.* The foundations for the strategy are three themes - Community, Connectivity and Challenges.

There are a range of strategies which sit beneath the University’s overarching strategy, these include Research, Learning and Teaching, Student Experience, People & Organisational Development (POD) and Estates strategies.

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 our themed 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 dedicated to inclusion and belonging.

**3. Equality structures and governance**

The equality structure at the University ensures responsibility for equality matters lies with the Senior Management Group (SMG). This is organised through a group of Equality Champions, where individual members of SMG assume responsibility for one or more protected characteristic, with the University’s Principal acting as overall Equality Champion. Details of the Equality Champions [can be found on our website.](http://www.gla.ac.uk/services/humanresources/equalitydiversity/structure/champions/)

The Equality and Diversity Strategy Committee (EDSC) is responsible for the effective management and oversight of the equality strategy and legal responsibilities of the University. Membership of EDSC includes each of the Equality Champions, the Executive Director of People and Organisational Development, Executive Director of Student and Academic Services in addition to the Students’ Representative Council (SRC), a Court member and Trade Union representation. Chaired by the Principal, EDSC effectively reports to our Education Policy and Strategy Committee and the Student Experience Committee for student related matters and to the University’s People and Organisational Development Committee for colleague related matters. The Principal escalates relevant issues to SMG as and when required.

Each Equality Champion acts as a direct conduit with respect to student and colleague related issues, with some responsible for hosting an equality group for individual/groups of protected characteristics. These equality groups have representation from identifying colleagues, students, and relevant University Services, Colleges, academic and professional services colleagues across all job families, along with a member of the Students’ Representative Council.

Following a review of EDI governance mechanisms in 2023, membership of our equality groups, including Equality and Diversity Strategy Committee, has been expanded to include College representation to effectively enhance the level of communication and engagement between our centrally based equality groups and College level committees.

The University produces an annual Staff Equality Monitoring Report which reports on the previous academic cycle. This report outlines overall diversity data across the University, encompassing protected characteristic data (where collected) with respect to staff. Data is categorised by age, disability, ethnicity, sex and sexual orientation by College, by grade including our Grade 10 population, job family profile, full & part time cohorts, contract type and nationality. In addition, applicant and successful applicant data is categorised and described specifically with regards to all colleague recruitment activity for the University. [Staff Equality Monitoring Reports](http://www.gla.ac.uk/services/humanresources/equalitydiversity/monitoring/latest/) from 2017-2024 are available online, and reports from 2011 are available upon request.

The University is committed to ensuring diverse representation on our governing body, Court, and to fulfilling our legislative obligations in accordance with the *Gender Representation on Public Boards (Scotland) Act 2018.* Gender balance on Court effective from April 2024 amongst 9 non-excluded lay members is outlined below:

| **Sex** | **No.** | **%** |
| --- | --- | --- |
| Female | 4 | 44 |
| Male | 5 | 56 |

Additionally, minority ethnic representation with regards to Court membership has improved from the previous reporting cycle from a nil base to at least four members from Minority Ethnic backgrounds.

The Senior Management Group (SMG), the University’s executive team, advises the Principal, in his capacity as Chief Executive Officer, on matters of strategy and policy. It is also responsible for the executive management of the institution and advises Court and Senate on matters of strategic policy (academic and resource) and on the implementation of Court and Senate related policies. This group consists of the Principal, the Senior Vice-Principal, four functional Vice Principals, 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. The current gender balance of SMG is outlined below:

| **Sex** | **No.** | **%** |
| --- | --- | --- |
| Female | 6 | 43 |
| Male | 8 | 57 |

**5. Mainstreaming Examples**

The report primarily highlights and focuses upon new and/or key developments in mainstreaming activity in the period since our previous report in April 2023 in preference to outlining every example of such across the University, which is challenging to contain within a single document. Additional illustrations are continuously added and will be posted in our webpages throughout the forthcoming reporting cycle highlighting best practice accordingly. Illustrative examples are structured in accordance with the three components of the Equality Act General Duty.

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

**5.1.1** The University provides a [suite of training](https://www.gla.ac.uk/myglasgow/pod/all/mandatorytraining/) and development programmes with respect to equality awareness and literacy across our colleague population with a view to ensuring a comprehensive approach to equality awareness and supporting its application in practice. In 2023, SMG agreed a suite of mandatory training provision for colleagues aligned with and to individual remits. Some such courses, fundamental to our strategic equality ambitions and values, have been an obligatory requirement for many years and, are consistent with the realisation of one of our key institutional values - an inclusive UofG community. This mandatory provision has subsequently been augmented with equality related courses to include out ‘Let’s Talk about Race in the Workplace’ Training and ‘Implementing Reasonable Adjustments for Students’. A concerted and collective effort mandating completion of this suite of courses was led by SMG throughout January to September 2024 resulting in a 95%+ completion rate across our substantive staff population. This excluded those with reasonable adjustments or extenuating circumstances in place who were exempted as appropriate.

On joining the institution, newly appointed individuals are required to complete the requisite training as a priority while existing colleagues receive regular prompts via our people based ERP system to refresh their learning every 1-3 years. Line Managers have the ability to access completion records with for their respective teams in order to inform probationary and annual development review discussions.

This training provision sits alongside initiatives that seek to improve understanding of EDI issues amongst our leaders and line managers in support of enhancing inclusiveness and diversity in our decision-making and people management related practices. Examples include: Hidden Disabilities training and information sessions working with senior leaders led by colleagues with lived experiences to highlight often invisible disabilities and long-term health conditions which colleagues live with and effectively manage at work with the support of the institution. Two such events were run between in AY 2022-23 and 2023-24. This lived experience element continued through a university-wide expansion of an ‘[Experts by Experience’](https://www.gla.ac.uk/myglasgow/equalitydiversity/experts/) poster initiative launched by the School of Health and Wellbeing. The initiative seeks to improve education and awareness raising by providing vignettes of lived experiences from a disability perspective for both colleagues and students working and learning at the University.

**5.1.2** In December 2022, the University launched the outcome and recommendations derived from the KC Report commissioned by the University into Gender Based Violence. This marked the culmination of Morag Ross KC’s year-long review of UofG‘s handling of Gender Based Violence (GBV). The comprehensive report included 16 recommendations for action, all of which were adopted in full by SMG on behalf of the University. One of the key recommendations involved the University working closely with the Students’ Representative Council (SRC) to:

*Develop a University-wide campaign to communicate the different forms of GBV and how our community could access advice and support*.

The development of the [‘Together Against GBV’](https://www.gla.ac.uk/myglasgow/sexual-violence-harassment-support/) campaign was shaped by a University-wide student and colleague partnership to develop the concepts, content and narrative, including a powerful art installation by Glasgow-based artist and illustrator, Molly Hankinson.

This collaborative effort involving People and Organisational Development, External Relations and SRC resulted in a series of student and colleague focus groups over the course of 2023 covering a range of key themes to be considered and taken forward as part of this campaign. These focus groups gave the campaign team a strong sense of direction, on issues experienced by both students and colleagues, with an emphasis on the importance of ensuring the success and impactful nature of the campaign. It was imperative that the campaign was able to demonstrate progress and the positive outcomes for the University in the management, oversight and effective handling of GBV cases.

The Campaign team took forward the ideas from the focus groups to update the University’s support and reporting webpages, develop the creative and narrative for the campaign and work with the artist Molly Hankinson to inspire her art installation.

The first phase of the campaign was launched to coincide with the UN’s 16 Days of Activism against GBV (25 November – 10 December 2023), with a focus on a rolling programme and evolving cycle of communications aligned to key periods/events, such as Fresher’s Week, International Women’s Day and related commemorations.

The exhibition travelled across our campuses e.g. Garscube, Dumfries, etc. throughout the 2024 calendar year, thereby maximising opportunities for colleague and student engagement.

Phase two of the initiative involved a poster campaign developed through consultation, effectively trialling and pilot testing messages with colleagues. Posters included depictions of workplace based sexual harassment to ensure that poster messaging reflected our UofG community of staff and student experiences of GBV.

Awareness raising with respect to resource availability and support and for reporting GBV formed the underlying aim of each phase of the campaign. Online reporting data beyond the campaign demonstrated an increase in both staff and student reporting relating to GBV and sexual harassment, with the number of staff submitting reports effectively doubling and the number of student reports tripling. The campaign was deemed a success in having achieved its aim of increasing GBV awareness and the support mechanisms through which resources are available and the routes through which issues can be reported and addressed.

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

**5.2.1** The Disability Service has been implementing the outcomes from a review and University response conducted in 2020-21. The significant programme of work throughout the past two-year reporting period, has resulted in a series of mainstreaming actions as outlined below:

* A review group was established to revise the Accessible and Inclusive Learning Policy (AILP). Proposed changes from the groups were approved by Senate in 2023. The revised AILP contains expanded appendices with guidance and practical examples for staff. Accessibility and Universal Design are now covered in training for new teaching staff members via the Postgraduate Certificate in Academic Practice (PGCAP). Further online CPD training will be developed from the PGCAP materials to be rolled out to colleagues during the 2024/25 academic session. To support the ongoing implementation of the policy, new guidance for staff on exam paper accessibility has been added to the University's Learning and Teaching web pages. Additionally, changes have been made to External Examiner guidance and forms emphasising accessibility considerations. The Annual Quality & Enhancement Review Report (AQ&ER) and Periodic Subject Review (PSR) related documentation have been updated to specifically request information on monitoring accessibility developments, thus improving mainstreaming of these considerations with regards to the quality assurance processes associated with our Learning and Teaching provision.
* An ‘Alternative Formats Team’ was established within the Information Services Directorate in July 2024, working in partnership with Schools and the Disability Service to ensure the provision of resources and learning materials in alternative formats. As the service further embeds in AY 2024-2025 a mechanism will be developed to allow students to directly request materials to be sourced and prepared within an agreed turnaround time. This will be coupled with the creation and management of a digital repository for accessible material to minimise duplication and make best use of reformatting resource.
* Three Specialist Mentor roles have been introduced within to the Disability Service to provide support to students with neurodiverse and mental health conditions. These roles complement the services provided by contractors, the National Autistic Society and Clear Links in delivering specialist study support and mentoring to disabled students.

Additionally, through the Disability Equality Group, an Estates Accessibility Working Group has been established to monitor progress on enhancing the estate beyond basic levels of compliance, to improve the colleague and student campus experience.

**5.2.2** In November 2022, the University was awarded University of Sanctuary status in recognition of our commitment to supporting forced migrants from across the world. This testifies to our commitment to promoting fairness and equity of opportunity for all, acknowledging that many of the issues that force people to flee from their native country relate to the Protected Characteristics under the Equality Act 2010.

A dedicated post was created to support the University’s Sanctuary Action Plan. Initiatives carried out under the plan include, amongst other things, support and commitment to the Council for at Risk Academics; introduction of travel bursaries for PGT asylum seeking applicants; continued support for the University’s UK-Ukraine ‘Twin for Hope Initiative’ as well as a range of scholarships as outlined below:

* 30 Sanctuary Scholarships for Undergraduate and Postgraduate Taught applicants who are seeking sanctuary in the UK.
* The Dima Alhaj Scholarship was set up in 2024 in memory of a University of Glasgow alumna. After graduating, [Dima worked in Gaza with the World Health Organization](https://www.who.int/news/item/21-11-2023-who-staff-member-killed-in-gaza) as a patient administrator at the limb reconstruction centre, as part of the trauma and emergency team and was tragically killed in Gaza in November 2023.  The Scholarship is open to any Palestinian National who is living in or has been forced to leave the State of Palestine for humanitarian reasons. The chosen applicant may be domiciled in any country but must be a Palestinian national. The scholarship is open to any prospective undergraduate and postgraduate taught applicants to the University of Glasgow applying for entry in AY 2025/26.

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

**5.3.1** Two key initiatives have been launched as part of the Understanding Racism, Transforming University Cultures (URTUC) Report and Action Plan and are now embedded across our UofG community:

* The Global Majority Network was established in AY 2022-23 and has grown to include over 150 members. It holds monthly meetings as standard and has hosted an additional 12 thematic events since its launch. This includes an initiative to improve intersectional engagement with equality issues with the LGBTQ+ Staff Network benefitting from leadership and support from the Race Equality Champion, LGTBT+ Champion and Religion & Belief Champion.
* A further action in the URTUC plan involved the creation of a public Racial Justice lecture series. The University hosted Professor Patricia Hill Collins from the University of Maryland who gave our inaugural Racial Justice Lecture on 14 October 2024. This event attracted 500 registrations. Plans are now underway towards for next event in the Lecture Series for 2025.

**6. Procurement**

The [Procurement Policy](https://www.gla.ac.uk/media/Media_771396_smxx.pdf) highlights the code of ethics required for the purchases of goods and services 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

In addition to the [Procurement Strategy 2024 – 2027](https://www.gla.ac.uk/media/Media_773060_smxx.pdf), this policy commits to any form of procurement within the University being carried out in accordance with the principles of open, fair and transparent procedures as these relate 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 is a Living Wage accredited employer which is equally 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](https://www.gla.ac.uk/media/Media_725430_smxx.pdf) Social Compliance is similarly embedded in this Code and provides for the following:

* Treat employees fairly
* Allow employees the freedom of association to join (but not be forced to join), or be represented by, a trade union or similar organisation of their choice, and be free to leave such organisations.
* Not discriminate or unfairly treat any employee for any reason including education, social class / caste, nationality, trade union membership and/or any of the protected characteristics of the Equality Act 2010.
* Provide a workplace free from discrimination, harassment or victimisation.
* Treat all employees with respect and dignity and not accept inequality as justifiable on a basis of culture.
* Remunerate all employees equally at the same employment grade, regardless of any characteristics listed above, unless statutory conditions require otherwise.

1. <https://www.gla.ac.uk/explore/strategy/> [↑](#footnote-ref-1)