University of Aberdeen

Public Sector Equality Duty

Progress on Meeting our Equality Outcomes

8   EQUALITY OUTCOMES

8.1   The University developed a set of equality outcomes in 2013 following extensive consultation with staff and students. These were reviewed in 2015, with progress reported in the 2015 Interim Mainstreaming and Equality Outcomes Report. Our Equality Outcomes, as agreed in 2013 are as follows:

Outcome 1
The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally;

Outcome 2
Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality;

Outcome 3
The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies;

Outcome 4
The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued;

Outcome 5
The University will further gender equality and address the gender balance in STEMM subjects.

8.2   The Outcomes have been reviewed again through a process of additional consultation with:

- Advisory Group on Equality and Diversity
- Senior Women's Network
- Staff and Postgraduate Student LGBT Network
- Wellbeing Coordinators
- Athena SWAN Self-Assessment Team Leads
- Staff Disability Network
- University Management Group
- University Court
- Aberdeen University Student Association
- Human Resources Business Partners
- Campus Trade Unions

8.3   The consultation indicated that there was agreement that the first four Outcomes were strategic/high-level in nature and required to be underpinned with measurable objectives (see attached Action Plan). It was considered inappropriate to change those outcomes themselves, as they have provided overall focus to Equality and Diversity initiatives and were considered to continue to be relevant to our strategic objectives.

8.4   However, it was noted that the fifth Outcome highlighted one protected characteristic, which was appropriate in 2013 and 2015 given the sector and national priorities regarding women's representation in STEMM areas. However, the University's work in this area has identified gender imbalances in other areas, for example the low participation of men in Primary Education or studying for a degree in English and the low participation of women studying

Divinity. We have therefore decided to remove Outcome 5 and integrate actions stemming from it into the other four Outcomes.

8.5   Our Equality Outcomes cover all of the equality protected characteristics and we have developed a detailed action plan for continuing to meet the Equality Outcomes.

8.6   The progress made, in the last two years, in relation to furthering the Equality Outcomes can be found below.

8.7   **Outcome 1**
The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally. Progress since 2015 includes:

Activity	Date
Equality and Diversity is a key pillar of our 2015-20 University Strategic Plan	September 2015
Focus groups were held, involving a range of stakeholders, to develop the University's Strategic Plan	January – September 2015
The University's Outcome Agreement with the Scottish Funding Council includes specific equality objectives and targets which are aligned to the University's Equality Outcomes. See **Action 1.11.**	2015 onwards
All recruitment and selection panels are required to be gender-balanced. If this is not achievable, an explanation must be provided.	Policy developed 2015
All candidates for jobs at the University are required to explain their understanding of equality and diversity and their involvement in promoting equality and diversity in previous roles, during the interview process.	Implemented 2016
Equality and Diversity is prominently displayed on the University's recruitment webpages, with links to further information (see Diagram 6 below).	Implemented 2016
The importance of equality and diversity has been strengthened in our promotion procedure by asking candidates to evidence how they have contributed to the Equality and Diversity agenda in dealing with staffing matters (see Table 5 below).	Implemented 2015

An initial blind review stage has been introduced to promotion procedures to reduce the potential for unconscious bias.	Implemented 2017
Equality implications of new policies and procedures are required to be highlighted to University Management Group/ University committees. For example lower numbers of females in senior roles led to involvement in the Aurora Management Development Programme.	Ongoing Aurora participation 2015/16
Enhancements to the governance of Equality and Diversity. Advisory Group on Equality and Diversity now has a specific remit to consider intersectionality and its membership has been broadened to include Heads of School, representatives from the Equality Network Groups, the University Chaplains and a Staff Wellbeing Coordinator.	Changes implemented from September 2016

Diagram 6 showing the prominence of Equality and Diversity on our external-facing recruitment pages

Table 5: updated promotions requirements which now include Equality and Diversity activities

Promotion form section	Equality and Diversity requirement/ guidance
Managing People	How you have contributed to the Equality and Diversity agenda of the University in respect of how you have managed staff in areas such as recruitment, development/promotion with specific reference to any examples relating to discrimination, harassment and bullying, work-life balance, family friendly policies and reasonable adjustments for staff with disabilities.
Teamwork and motivation	Covers team work and team leadership when working in both internal and external teams. This may include the need to contribute as an active member of the team (including, where applicable, evidence of inter-disciplinary collaboration); motivating others in the team; promoting the Equality and Diversity agenda and providing leadership and direction for the team.

8.8   **Outcome 2**

Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality. Progress since 2015 includes:

Activity	Date
Staff are required to complete Equality and Diversity on-line training and specific mandatory training for those staff involved in recruitment and selection. Human Resources checks that this training has been undertaken by recruitment panel members.	Implemented since 2014 with interventions ongoing to increase uptake
70% of staff have completed the mandatory training (a significant increase since the report in 2015)	Data captured March 2017
Key Performance Indicators regarding equality and diversity on-line training have been developed and have produced positive engagement resulting in an increased uptake in the training	Developed 2014/15
Heads of Schools now receive quarterly data reports regarding the uptake of the mandatory training in their area in order for them to take appropriate action to ensure that all staff complete the training	Since Sept 2015
Staff undertaking internal management development programmes are required to have completed the on-line Equality and Diversity training prior to commencing the programme	Since 2015
Unconscious bias training has been delivered to approximately 70 staff. Feedback indicates that staff recognised the need to monitor and evaluate their own thoughts and behaviours in relation to decision-making at all levels in the University	2015 - 2017
Staff equality and diversity questionnaire results indicate an increase in knowledge of equality initiatives.	2015 results

8.9 **Outcome 3**

The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies. Progress since 2015 includes:

Activity	Date
Aurora Leadership Development Programme	15 female delegates attended in 2015/16
Due to high demand (70 applicants) and limited spaces for Aurora, we offered internal support for unsuccessful applicants. This included hosting workshops on 'Academic Leadership for Women' and an 'Interviewing for an Academic Job' workshop, both led by Professor Karen Kelsky (founder and President of The Professor Is In, which provides advice and consulting services on the academic job search and all elements of the academic and post-academic career).	2015/16
Staff Wellbeing Coordinators will be available to staff by June 2017. They will replace the existing Harassment Advisers and will have a wider remit to encompass a range of wellbeing concerns.	June 2017
A Personal Tutor system introduced, which ensures that students always have a point of contact for academic or non-academic concerns	2016
An Academic Line Management structure has been introduced. All managers have received comprehensive training, including training on equality and diversity	2016
Student support website been revised to be more accessible and provide an enhanced level of guidance to students	2017
A University-wide fund for covering maternity leave is proposed	
The Aberdeen University Students Association launched their Body Positive campaign	September 2016
Equality monitoring in relation to attendance at internal management training has been introduced. Positive action measures have been implemented to encourage more males to participate in middle management programmes	Since 2015
Internal leadership roles are not open for nomination; expressions of interest must be invited offering the opportunity to highlight to underrepresented groups	
The University expanded its on-site nursery, which is open to staff and students, to accommodate 76 children in an award-winning Passivhaus building. We have also asked the Nursery Trust to consider an extension of their opening hours. Additional nursery spaces have also been secured for staff on the Foresterhill site to have access to the on-site nursery.	Nursery opened 2012
Guidance on childcare provision is available to all staff through the HR Handbook, HR Partners and through discussions with line managers	Since 2015
Student Support have proposed a policy on Mainstreaming Reasonable Adjustments, which would ensure that the most commonly requested adjustments would be routinely undertaken, to the benefit of all students	Currently being considered by University Management

8.10 Outcome 4

The diversity of the University community will be celebrated and recognised so that all staff and students are respected and valued. Progress since 2015 includes:

| Activity	Date
Successful annual International Women's Day (IWD) conferences held, including opportunities for networking. Inspirational speakers have presented at the annual IWD Conference since 2014 which has been consistently over-subscribed. In 2016, 96% of participants rated the overall experience/quality of the event as good/very good. A live web-link to the Conference is provided to encourage wider participation with a Twitter feed throughout. See Diagram 7 below	Conferences held annually since 2014
In 2016 we exhibited female artists' work as part of the conference experience, and included speed mentoring for participants. We will use IWD to raise the profile of our staff and students by including internal speakers at future events.	IWD 2016
Black History Month events held Holocaust Memorial Day events held	Annually
Three successful Wellbeing Days have been held, with feedback indicating that there is an appetite for more events and that participants had gained knowledge about the support mechanisms open to them in relation to mental health and wellbeing concerns. Approximately 300 staff attended each Wellbeing Day.	2016/17
The Chaplaincy has been re-branded to reflect the wide-ranging work which it undertakes. It is now called the Inter-Faith Centre.	2015
In summer 2016, we launched new branding guidelines which provide clarity to all users and audiences. The development of the brand and supporting documentation followed wide consultation. The brand portal provides information on our messages, visual identity, a branding toolkit, guidelines, advice and support. We are committed to ensuring we promote and celebrate the diverse nature of our community in all publications. In July 2016, an audit highlighted that 56% of images on our website were represented by females. The University is undertaking a review of its website and marketing materials and we will ensure that diversity is a key part of our new website, student prospectus and job adverts.	2016
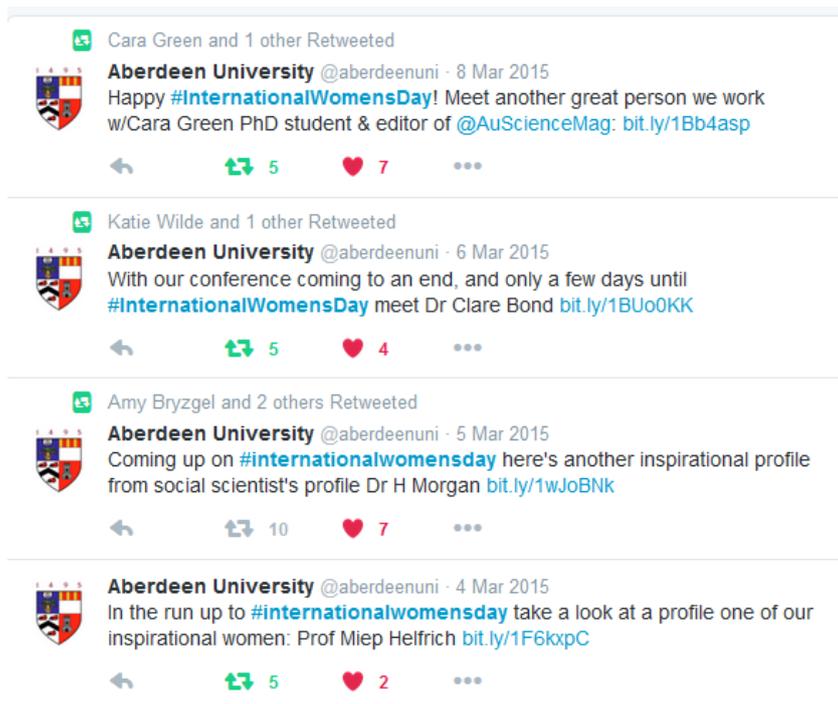
Diagram 7 showing the social media campaign regarding International Women's Day 2016 at the University of Aberdeen

8.11   **Outcome 5**
The University will further gender equality and address the gender balance in STEMM subjects. Progress since 2015 includes:

Activity	Date
Proportion of female academics at Grades 8 and 9 are in an upwards trend	2012-2017
All Academic Schools will have submitted an application to Athena SWAN Charter by April 2017	April 2017
Two Academic Schools have achieved an Athena SWAN Bronze award since 2015 which indicated significant progress	2016
The University submitted an application to have its Institutional Bronze Award renewed in November 2016	November 2016
The University has appointed two Institutional Athena SWAN Officers to drive the gender equality agenda forward	2014/15

In 2016 no significant gender pay gap was reported, including at Professorial grades	2016 Equal Pay Review to be published April 2017
New flexible working policies have been introduced, including a nine-day-fortnight	Implemented 2016
Interview coaching is offered to all internal job candidates	Implemented 2016
The Aberdeen University Students Association has revised and launched new maternity and paternity guidelines for students.	Implemented 2016
The University is developing a Gender Action Plan to support its Outcome Agreement with the Scottish Funding Council.	To be completed by July 2017

9 Staff and Student Information

9.1 Appendix 2 of this report provides staff and student data.

9.2 Since 2015 we have reviewed our data collection practices and undertaken a data cleansing exercise. This has yielded positive results and another such exercise is planned to take place in 2017.

9.3 Since 2015, we can now report on sexual orientation of staff and students, as a direct result of collating information for the Stonewall Workplace Equality Index. We can now also report on the religion/belief of staff, although we recognise that approximately a quarter of our staff have not provided information in relation to this or sexual orientation. The forthcoming data cleansing exercise will support our endeavours to gain information for all staff.

9.4 We are delighted to be able to report that the previous data cleansing exercise undertaken since 2015 has resulted in more appropriate declaration statements in response to the question regarding disability – the 'unknown' reported figure has dropped by 10%, from 12.4% in 2013 to 1.6% in 2016, which indicates that increased numbers of staff have completed equality monitoring forms. However, we recognise that the number of staff declaring a disability remains relatively low in comparison to the general working population, although this continues to be a sector-wide issue. We have also recently incorporated a question regarding carers status into the recruitment equality monitoring form. We will be monitoring the outcome of doing this.

9.5 Overall, our gender figures remain stable. However, we continue to see significant gender imbalances at subject level and already have plans in place to address these. In relation to our goal to increase female representation at senior levels, we have implemented positive action measures, such as requiring recruitment search consultants to be mindful of our equality outcomes when presenting candidates.

9.6 Our data indicates that we have recruited increasing numbers of younger staff (up to age 25 years). This is a positive indication of the University's appeal to younger candidates.

9.7 We collect data on intersectionality for staff and student e.g. (i) age and gender or (ii) race and gender and utilise the analysis to enable a greater understanding of our community, tailor our services and support appropriately and limit the possibility of unconscious bias and discrimination.

Action: Undertake data cleansing exercise to increase participation in equality monitoring across the University (Action 4.13)