



Equality and Diversity

Mainstreaming Report

30 April 2015

This document should be read in conjunction with the following reports: Equality Outcomes Plan Progress Report – April 2013 – April 2015; Equality and Diversity Annual Staff Profile Report – April 2015; and Gender Pay Gap Report – 2014.

All of these can be found at www.dundee.ac.uk/hr/equality

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

During 2013/14 the University has continued to fulfil its commitment to embed equality and diversity practices throughout the organisation. This Report provides an overview on some of the equality and diversity related activities and achievements during 2013-14 and progress in relation to the implementation of the Equality Outcomes Plan. The University adopted the revised Equality Outcomes Plan in November 2014 covering the period 2013-2017.

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 2015, should publish:

- A mainstreaming report
- Annual employee information together with details of the progress made in gathering (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

3. Overview and Progress of Equality and Diversity Activities during 2013-2014:

3.1 Management and Governance

The University's commitment to embedding equality and diversity across all areas of the institution meant that the governing body, the Court, recognised that it should be subjected to the same scrutiny in respect of equality and diversity as the rest of the University community.

The Governing Body, in December 2014, took a significant and positive step in making a policy Statement on Diversity on the University Court (<https://www.dundee.ac.uk/media/dundeewebsite/pgla/documents/court/noticeboardarchive/Statement%20on%20EDI%20on%20Court.pdf>).

The Court declared a commitment to achieving a 40% minimum representation of either gender among its lay appointments as vacancies become available and to also address imbalances in its own committees and those across the institution. It will also promote greater diversity from those groups who elect members to serve on the Court.

A robust process was established for appointing new lay members to the Court, which it believes to be transparent, fair and objective. To support this process the Court will ensure that appointment panels for new Court members, and for senior appointments within the University, do themselves demonstrate principles of good practice in equality and diversity.

In all future lay appointments Court will make use of an evaluation of the range of skills along with equality and diversity information of current Court members to be able to promote inclusivity and equality in terms of all nine protected characteristics (gender, race, religion, sexual orientation, age, pregnancy & maternity, transgender status, disability, marriage & civil partnership) in the selection process.

Equality and Diversity Committee

The Equality and Diversity Working group which was in existence for over a decade was restructured in November 2014 to ensure equality and diversity agenda aligns with the transformation vision of the University.

The Committee is responsible for the overall strategic framework and direction for equality and diversity commitments in the University for both Staff and Students including meeting its legal obligations under the Equality Act 2010. It reports directly to Human Resources Committee and through to the Court and Senate. The University Secretary chairs the Committee, other members of the Committee include two Vice-Principals, Deputy Principal, Director of Human Resource, Director of Student Services, Chief Information Officer and Director of Library and Learning Centre, President of Student Association, Head of Disability, three Trade Union reps, Director of Quality Assurance, Chairs of Staff Networks and staff from the wider section of the University, making it a Committee that reflects a wide range of expertise and commitment to progress equality and diversity.

To underpin the University's commitment in equality and diversity, the Committee has now created an appropriate framework by formally establishing a subgroup the Equality Outcomes Plan Implementation Group, led by the Head of Equality and Diversity to implement, monitor and take scrutiny of the progress in relation to taking forward and embedding equality and diversity activities across the University.

3.2 Equality Office within Directorate of Human Resources and Organisational Development

In order to move forward and make further progress in achieving the goals and outcomes of the equality and diversity agenda across the University, the senior management team advanced its full commitment and support to equality and diversity by appointing two additional part-time staff members in September 2014 to help enhance the work of the team across the institution.

The Equality and Diversity team currently comprises:

- Head of Equality and Diversity (1.0 FTE)
- Equality and Diversity Adviser (0.6 FTE)
- Equality and Diversity Administrator (0.2 FTE)

In addition to the dedicated Equality and Diversity team, advice, information and support on disability work is provided by the Disability Services, located within the Student Support Services. Athena SWAN Co-ordinator deals with the work of promoting women in STEMM areas, located within the College of Life Sciences. The

strategic and operational work of the Equality Office is formally reported to Equality and Diversity Committee which meet four times per year.

Formal approval of equality policies is carried out by the Equality and Diversity Committee and reported through the Human Resources Committee to the University Court and Senate.

3.3 Policies and Procedures

The University of Dundee is a major employer in the region, attracting staff and students from local, national and international backgrounds. The institution is therefore committed to sustaining a diverse and inclusive environment in which all staff and students are treated fairly, equitably and with respect.

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.

The University has many policies and procedures in place to support its commitment to an institutional Equality and Diversity strategy:

<http://www.dundee.ac.uk/hr/> and

<http://www.dundee.ac.uk/disabilityservices/resources/policy/>

- The University's Equality and Diversity Policy was updated in September 2013 to reflect the requirements of Equality Act 2010.

Work / Life Balance Policies

Our aim in developing and promoting our Work/Life Balance policies is to demonstrate the value the University places on its employees and to recognise the need for flexibility in the relationship between employer and employee within a context that supports our equality and diversity objectives.

A full range of policies designed to support staff to balance work and home life and deal with personal responsibilities, as well as some of life's major events were updated.

Full copies of all these policies, procedures and application forms are available from Human Resources: <http://www.dundee.ac.uk/hr/>

Work/Life Policies updated in March 2015 include:

- Adoption Leave
- Carer's Leave
- Compassionate Leave - Bereavement
- Family Leave - Children and Dependants
- Fertility Treatment Leave
- Flexible Retirement
- Flexible Working
- Foster Care Leave
- Maternity and Adoption Agreement
- Shared Parental Leave
- Unpaid Parental Leave
- Paternity/Partner Support Leave
- Appeals

3.4 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.

University is committed to ensuring its staff are appropriately trained in equality and diversity as part of its wider strategy on equality.

Equality and Diversity training in the University is delivered through the E&D team, Disability Services and also many equality related activities are offered by Organisational and Professional Development team and the CASTLE staff development programme (<http://www.dundee.ac.uk/castle/>).

The University's ongoing mandatory training programme covers academic staff (required to complete 5 modules), support staff (required to complete 4 modules) and staff without access to computers, mainly manual staff (required to undertake classroom based module).

The mandatory modules include:

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

April 2013 report had suggested that close to 30 percent of staff had completed the required set of training modules appropriate to their role.

Since the previous report, the University senior management team, Heads and Deans of respective schools have been regularly reminding staff of their obligation to complete the training. This pro-active approach has resulted positively in more staff completing the training.

- Completion data as of April 2015 shows:
- Academic staff 30.29%, Non-academic staff 35.15% and Classroom staff 35.54%
- Overall completion percentage for the University is 34%. These numbers are based on current staff only, and does not include everyone trained in equality and diversity by the University since 2009, which would highlight a much larger completion rate.

The University is confident that it will achieve its target of completion rate as identified in the Outcomes Plan, as the current trend indicates that staff are actively engaging with this obligation.

- Heads and Deans will now be provided with completion status of their respective Schools every 3 months.
- Equality and Diversity training modules completion is now part of the University's probationary and also objective setting and review (OSAR) processes.
- Equality and Diversity training is now a standing agenda item on University committees.

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. 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.

<http://www.dundee.ac.uk/disabilityservices/staff/staffdevelopment/>)

Disability activities during 2014-15 include:

- Disability equality training for University staff has included training on supporting students with mental health difficulties and those with sensory impairments, inclusive practice training, and mentally healthy workplace training. This has been delivered through the University's Organisational and Professional Development (OPD), Teach@Dundee and InspirED staff development programmes, and directly to Schools and Services on request.
- A new Accessibility Manager module is shortly to be implemented on the University's student management system, SITS, to improve access, efficiency and reporting of data on disabled students.
- A central mental health resource has been developed that collates information on the mental health provision the University makes for students and staff to raise awareness of the range of support available: <http://www.dundee.ac.uk/disabilityservices/resources/mentalhealthresource/>
- The admissions' process for disabled applicants has been reviewed to improve clarity, consistency and efficiency. This includes the establishment of a Disability Panel with representation from Disability Services, Admissions and Student Recruitment and academic staff from Schools offering professional programmes of study.
- The accessibility of the University's online assessments has been reviewed to enable the use of assistive software for disabled students.
- In January 2015 an online training programme for all University students was rolled out for all students on MyDundee.
- The University's Disability Services was ranked 2nd in the whole ISB in the 2014 International Student Barometer (ISB): www.dundee.ac.uk/about/our-rankings/isb-2014/

Staff can also access other training opportunities through the courses offered by Organisational and Professional Development <http://www.dundee.ac.uk/opd/>, and InspirEd programmes <http://www.dundee.ac.uk/library/teaching/workshops2014/>

3.5. 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 is currently supporting two Staff Networks:

- Black and Minority Staff (BME) Steering Group
- Lesbian, Gay, Bisexual and Transgender Network

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

BME Staff Steering Group

Highlights from BME Staff Steering Group include:

- In March 2015 BME Staff Network is re-established as BME Staff Steering Group
- New remit and terms of reference established.
- Membership widened to include anyone wishing to advance race equality in the University.
- Endorsed the commitment made by the University Equality and Diversity Committee to joining the Race Charter Mark and submitting for an award.
- Race Equality Charter Mark Survey for University staff to be carried out in May 2015 and student survey to be conducted in September 2015.
- At the BME Staff Steering Group in March 2015, one of the University's senior managers Vice Principal Professor Nic Beech had agreed to lead the University's development towards achieving the Race Charter Mark.

During 2014 BME Staff Network supported a pilot project sponsored by the Scottish Trades Union Congress (STUC) One Workplace Equal Rights (OWER) BIG Lottery funded mentoring and work shadowing project for BME staff in Further and Higher Education sector in Scotland. One of the aims of the project was to remove barriers to progression for BME Staff in F/HE through developing a mentoring programme.

The mentoring project run by the Scottish Trades Union Congress has looked at empowering BME workers and tackling under-representation in senior positions in FE and HE. The project, which has run since March 2014, has provided specific training for mentors on mentoring but with specific focus on bias (particularly unconscious bias) and mentoring across difference. The University of Dundee provided the most participants of all of the participating institutions across Scotland with 16 members of staff taking part as mentors or mentees over the course of the year.

Participation in the project involved a total of 38 staff from six F/HE institutions, summarised below:

Institution	Number of Mentees	Number of Mentors
University of Aberdeen	3	3
University of Dundee	8	8
Glasgow Caledonian University	6	2
Glasgow Kelvin College	3	2
University of Strathclyde	0	1
West Lothian College	1	1
TOTALS	21	17

Table 1: Summary of participants in mentoring project.

An evaluation of the project by Centrifuge Consulting found that an overwhelming majority of the participants on the project have found it very helpful in making new contacts and planning their career progression. It is clear that there have been significant positive benefits for the individuals taking part.

Additionally, working with the unions recognised by the University (Unison, Unite and UCU), the One Workplace Equal Rights team have developed legacy materials

focused around an interactive toolkit which will allow institutions to plan their own work on tackling under-representation of BME workers in partnership with the unions and individuals.

The toolkit focuses in particular on how to create mentoring programmes, and other staff development programmes, which are truly inclusive and encourage all staff to succeed which in turn benefits the University as a whole.

LGBT Staff Network

LGBT Staff Network continues to work with and contribute actively to the University's equality and diversity agenda. The group has active representation on the Equality and Diversity Committee and the Individual Circumstances REF 2014 Group. The Network has several mechanisms as a point of contact through an email address, a Facebook page and a Twitter feed.

During 2013, Dundee Gender Sex and Sexuality Research (DGSSR) Hub was spun off as an additional means of engaging the University Community in the issues of LGBT equality.

- Since its formation DGSSR Hub has run 4 events (bi-annual basis). The first event was the introduction event of the group, the subsequent events have resulted in researchers presenting their work and using this as a platform to help develop ideas for research and ideally for grant proposals.
 - Around 10-15 people attending each event
- Over 30 people on the email distribution list
- Website has been built for the group - blog.dundee.ac.uk/dundeessg/
- Advertising the group and events on internal distribution bulletin, HERMES
- Currently building a digital forum for the group for networking

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

3.6 Research Excellence Framework (REF) 2014

The University developed an Equality and Diversity Code of Practice (COP) for the selection of staff for the Research Excellence Framework (REF2014), ensuring it fully complied with the requirements of the Equality Act 2010.

To ensure that equality and diversity was mainstreamed into REF 2014, University took the following positive steps to prepare for REF 2014.

- Set up a diverse and representative REF Equality and Diversity Working Group, which included, Head of Equality and Diversity.
- Head of Equality and Diversity sat on all internal decision making committees and involved in all stages of decision-making.
- Equality groups were consulted widely to develop the COP.
- Delivered REF Specific Equality and Diversity training to all staff involved in REF (190 staff)
- Individual Circumstances Review Group (ICRG) was established consisting diverse members with an expertise in equality and diversity issues, which, included Heads of Equality and Disability Services.
- ICRG met on several occasions to consider and review over 200 cases.
- Equality Impact Assessments were conducted three times during the REF 2014 process to analyse if differential impact had occurred to any of the equality groups.

Highlights of impact include:

- University submitted 131 (31%) staff with a reduction in outputs due to individual circumstances, of which 118 were for clearly defined circumstances (e.g. early career researchers) and 13 for complex circumstances (e.g. disability, ill health).
- No Formal appeals were made about the process and a couple informal appeals were resolved satisfactorily.

EIA Key Data:

The profile of the selected staff was compared with the overall profile of the academic staff who wished to be considered for submission to REF 2014. The objective of the EIA was to identify any disproportionately by equality groups between those who were selected and those who were not selected for final submission to REF 2014.

The data compared staff selected for submission and not selected for submission during May 2013 and October 2013, by the protected characteristics of age, disability, ethnicity, gender and according to whether staff were employed on a full or part-time contract.

The number of academic staff who wished to be considered for selection and who were eligible for inclusion as Category A staff in the submission on the census date of 31 October 2013 was 572. From this total, 420 staff (73.4%) were selected for inclusion and 152 (26.6%) were not selected.

Overall, there was no evidence to suggest (in either the preliminary or final analysis) that the internal REF selection process had an adverse impact on any of the equality groups or staff employed on part-time contracts, as summarised below:

- Age: Staff were selected from all age brackets with no disproportionate exclusion of staff within any particular age group. The analysis highlights an 84% selection rate for staff in the 30-39 age bracket, reflecting the positive action taken to promote the inclusion of early career researchers.
- Disability: No disproportionate exclusion of staff with a disability was evident with 82% of staff who had disclosed a disability selected against 73% who had not disclosed a disability. The data suggest possible under-disclosure, given that only 2% of staff had declared a disability.
- Ethnicity: No disproportionate exclusion of staff on the grounds of ethnicity was evident with 72% of BME staff selected against 73% of white staff.
- Gender: No disproportionate exclusion of staff on the grounds of gender was evident with 72% of female staff selected against 74% of male staff. However, the proportion of female staff (33%) who wished to be considered for selection and who were eligible for inclusion as Category A staff was considerably lower than the proportion of male staff (67%), reflecting the gender imbalance in academia and highlighting the need for initiatives such as Athena Swan to advance the careers of women in STEMM subjects.
- Full/Part-Time: No disproportionate exclusion of part-time staff was evident with 84% of part-time staff selected against 72% of full-time staff. This reflects the positive action taken to promote the inclusion of part-time researchers.

3.7 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 has made considerable progress towards effecting cultural change since joining the Athena Swan Charter.

- To support the commitment to the progression of women in the University and to achieve the Athena SWAN bronze and silver awards, the University appointed a person to undertake the role of Athena SWAN Co-ordinator during early 2014.
- The University was successful in achieving the Institutional Athena SWAN bronze award in April 2014.
- Since that success the University during 2014/15 has also been successful in achieving the Departmental Bronze awards for the College of Medicine, Dentistry and Nursing and Midwifery, College of Life Sciences and The Centre for Anatomy and Human Identification.
- School of Computing and the School of Engineering, Physics & Mathematics will be submitting their applications for Silver and Bronze awards respectively in April 2015.

In addition to events and seminars organised by the University Athena SWAN groups, further support and contribution towards the commitment of advancing Gender equality in the University is provided on an ongoing basis through Human Resources Organisational and Professional Development (OPD) office.

Since 2013, a programme of events, workshops and activities were provided or introduced by OPD to further the success of embedding gender equality in the University.

Highlights include:

- Leadership Foundation Aurora programme - women's leadership development programme: in both 13/14 and 14/15 Organisational and Professional Development team supported the new Leadership Foundation women-only leadership development programme.
- University supported five members of staff to attend the programme, experiencing a combination of development days, self-directed on-line learning, action learning and in-house mentoring
- Developing Leaders Programme: This is a new leadership development programme for individuals who are in established academic and professional service leadership roles. It follows on from the Senior Leaders Development Programme (SLDP) and the programme for Senior Management Team which ran during 2014. There are two cohorts of 16 (18 female and 14 male). This programme is running from November 2014 to June 2015 combines 5 workshops, action learning groups, in-house mentoring, 360 feedback and coaching.
- Dundee's Women in Science Festival: A well-attended workshop, Being Resilient in Academia was run by OPD in 13/14 as part of the annual festival
- Cross Institutional mentoring scheme (see attached document for 13/14 data)

Cross-Institutional Mentoring Scheme

The relaunch/rebranding of this scheme, alongside the new online administration system (SUMAC), saw renewed engagement with this scheme with an unprecedented 47 partnerships being formed. Tables 2 and 3 show the statistics from the 13/14 Scheme.

This collaborative project between the University of Dundee and St Andrews has recently been shortlisted in the 2014 Times Higher Award category for, 'Outstanding support for Early Career Researchers'.

	Dundee			St Andrews			Total		
	M	F	Total	M	F	Total	M	F	Total
All participants	32	33	65	31	39	70	63	72	135
Mentors	14	10	24	17	12	29	31	22	53
Mentees	16	25	41	14	27	41	32	50	82
Unmatched mentors	4	2	6	2	3	5	6	5	11
Unmatched mentees	6	11	17	5	13	18	11	24	35
Live partnerships by mentor	11	9	20	17	10	27	28	19	47
Live partnerships by mentee	12	12	24	9	14	23	21	26	47

Table 2: Breakdown of all participants by institution, gender and type

	Mentor			Mentee			
	College	Male	Female	Total	Male	Female	Total
CASE		2	5	7	4	6	10
CASS		4	1	5	4	4	8
CLS		2	3	5	6	5	11
CMDN		4	1	5	2	8	10
SDHI		2	0	2	0	2	2
Total		14	10	24	16	25	41

Table 3: Breakdown of Dundee participants by College

- Equality and Diversity is now mainstreamed into the staff development programmes provided by OPD. Many of the workshops cover target groups like, early career researches, all research staff, postgraduate researchers, postdoctoral researchers and PhD students.
- During 2014/15, two workshops on Unconscious Bias were facilitated by OPD to raise awareness and profile of gender equality in the University. These sessions attracted a total of 32 staff, which included 14 male and 18 female.

3.8 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.

- During 2014, University completed three EIAs on REF 2014 process
- During 2014/15 EIAs were carried out by HR on the current Voluntary Severance project

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 challenging therefore this area of work has been identified as a key priority to develop during 2015.

The University is confident that it will deliver on this requirement effectively; it has invested in an online training module and equality impact assessment toolkit to enable staff to undertake equality impact assessments of its policies.

During 2015 Staff will be provided with guidance on how to carry out EIAs, along with EIA workshops and other support material to fulfil this requirement. The University recognises that embedding EIA process fully is not only a legal requirement but will also enable the institution to promote equality, diversity and inclusion in all areas and activities.

3.9 Student Experience/Journey

The University's Retention and Progression Strategy highlights the importance of fostering belonging and engagement through learning and teaching practices and also stresses the importance of inclusiveness. The University's Learning and Teaching Committee have established a Retention and Progression Sub-Committee, mainly tasked with the purpose of ensuring that students in general, and from specific groups of students from less privileged backgrounds, have the best possible support to progress.

This strategy is underpinned by the belief that all parts of the University must work together to maximise student progression and retention. This message is reinforced through the University's Transformation Vision, valuing people, working together and making a difference.

Highlights include:

- During March 2015 a workshop titled Teaching for Belonging and Inclusivity: Embedding Equality and Diversity in the Curriculum was facilitated by the Higher Education Academy in Dundee. The workshop was well attended by the Academic community and the feedback response was very positive.
- Follow-up to this success the University is planning to introduce further sessions in this area of work where staff and students can contribute together.

Dundee University Student Association (DUSA) for the fifth year have organised Student-Led Teaching Awards.

- Students nominate a staff member for their contribution to the student experience. There are 8 award categories
- DUSA is actively represented on Equality and Diversity Committee and also on many of the Equality Staff Networks

The University's Admissions and Student Recruitment is currently participating in the Equality Challenge Unit's project Attracting diversity: equality in student recruitment to Scottish HEIs.

This project will help the four participating Scottish Universities to develop their current student recruitment activity, to be inclusive of groups sharing a protected characteristic and better target any group that is underrepresented.

Highlights include:

- 3 Cross-institutional meetings took place in Dundee
- Dundee Project team have developed action plan and progressed quantitative work which identified possible under representation or disadvantage among specific groups (gender, ethnicity and disability) as well as qualitative work to better understand and/or influence student recruitment.
- Dundee project team following project timescale deadline of May 2015 will now focus on the protected characteristic of gender.
- DUSA will facilitate four separate focus groups with Scottish domiciled students
- Dissemination events are planned for April and May, including a workshop at the SFC's Learning for All and a Social Mobility Conference at Strathclyde.

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/teaching/awards>) and the Inclusive Practice Showcase (<http://blog.dundee.ac.uk/inclusivepractice/>) to recognise and support sharing of inclusive practice across the University, the Inclusive Practice Checklist and associated guidance for programme approval and review purposes (<http://www.dundee.ac.uk/qf/equalitydiversity/>), and the Alternative Formats Service (<http://blog.dundee.ac.uk/altformats/>) to support staff in the provision of accessible information, including 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.

It implemented the practice of consulting and involving people when it developed the University Equality and Diversity Policy, the REF 2014 Code of Practice on the selection of staff and when carrying out equality impact assessments during the REF 2014 process and for many HR policies, e.g. Work/Life Balance, Promotion policy and procedures.

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

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 revised Equality Outcomes 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.

The University currently reports and monitors information on its staff in a range of employment areas on the following protected characteristics:

Age, Disability, Ethnicity, Sex, Pregnancy and Maternity and this is accessible via the designated employee information page available on the Equality and Diversity section of the Human Resources webpage

(<http://www.dundee.ac.uk/hr/equality/pseud/staffdata/>).

The University also collects other relevant information on areas of harassment and bullying, recruitment and selection process, promotions, leavers, disciplinary, grievances, composition of decision making committees and staff training programmes.

The University during 2015/16 will begin collecting and reporting on the protected characteristics: Gender Identity, Religion or Belief, and Sexual Orientation.

The University will continue to encourage all staff to update and disclose personal information as it remains a priority. It is anticipated that, regular positive communications, will encourage staff to provide personal information on a range of protected characteristics, including as part of a data collection exercise during 2015 with a newly designed equality and diversity monitoring form; the latter is currently going through a consultation process.

6. Revised Equality Outcomes Plan April 2013-2017- Interim Progress Report 30 April 2015

Introduction

The University will continue to work towards its commitment to creating a positive 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 believes this revised Equality Outcomes Plan 2013-2017 with its seven outcomes and its 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 Outcomes:

- 1: Equality and diversity is embedded across all of the university's activities
- 2: Decision-making committees are reflective of the demographics of the wider community
- 3: All staff and students, through training and development activities are able to work towards eliminating discrimination, advancing equality of opportunity and fostering good relations
- 4: The University promotes gender equality
- 5: The University creates supportive environments and minimizes disadvantage
- 6: The University promotes good relations between equality strands and an inclusive environment
- 7: The University attracts and retains students from under-represented groups and groups more likely to withdraw

The revised Equality Outcomes Plan was approved by the Equality and Diversity Committee and the Human Resources Committee in December 2014.