GCU
Glasgow Caledonian University

University for the Common Good

Equality, Diversity and Inclusion Plan

2024-2030

GLASGOW CALEDONIAN UNIVERSITY (GCU) MISSION
UNIVERSITY FOR THE COMMON GOOD

GCU VISION

To transform lives through excellent education and research that is accessible and impactful for the people of Glasgow and our communities locally, nationally and internationally

GCU EQUALITY, DIVERSITY AND INCLUSION PLAN

VISION

GCU is an inclusive place to work and study, where equality is embedded and diversity is celebrated, so that everyone feels welcomed and supported and has a sense of belonging and wellbeing, in order to flourish and meet their full potential

STRATEGIC OBJECTIVES

- Culture of belonging
- Inclusive place to study
- Inclusive place to work
- Inclusive spaces

Foreword

As Vice-Principal People and Student Wellbeing, I am proud of our commitment to equality, diversity and inclusion, which are at the heart of everything we do at Glasgow Caledonian University.

Our people – students, staff, alumni – are the most important part of Glasgow Caledonian University's success. It is essential for our future that we all continue to support a welcoming and inclusive environment, and celebrate the rich diversity of our GCU community.

This Equality, Diversity and Inclusion (EDI) Enabling Plan brings together the wide range of activities, actions, policies and initiatives, that promote equality, diversity and inclusion at the University. The Plan articulates what EDI means at Glasgow Caledonian and sets out our ambitions to embed equality, celebrate diversity and promote inclusion.

The implementation of this plan directly supports the University Strategy, and will have a key contribution to our continued success as Scotland's leading modern University.

I am personally committed to implementing this plan and creating a fairer and more equal environment for all. I invite you to join me. The plan needs everyone in our community to take responsibility, to embrace the principles of equality, diversity and inclusion, and bring them to life, in our work or study, and most importantly, in our everyday actions.

Fiona Campbell

Vice-Principal People and Student Wellbeing

Glasgow Caledonian University

Glasgow Caledonian University is the University for the Common Good. Our Mission draws on our rich history and founding purpose 'For the Common Weal' as incorporated in our Coat of Arms. Our University's Vision is to transform lives through excellent education and research that is accessible and impactful for the people of Glasgow and our communities locally, nationally and internationally. This enabling plan for Equality, Diversity and Inclusion (EDI) – the EDI Plan – plays a pivotal role in helping us to realise this ambition.

Glasgow Caledonian is the largest and leading modern university in Scotland. The University is a leader in widening participation, connecting reduction of poverty through widening access to highly skilled employment as the leading modern university for graduate employability. As a university focussed on inclusive growth, we consistently exceed our ambitions for intakes from the most deprived areas (SIMD20) and pride ourselves on encouraging widening access across the breadth of our courses.

We take a collaborative approach with education partners to meet skills needs and create education pathways. Our commitment to widening access is combined with successful student outcomes with a strong focus on support for students. Employability is at the heart of our student learning experience, and the University is one of the biggest providers of health, social care and life sciences graduates for the NHS, as well as Scotland's largest provider of graduate apprenticeships.

While the University serves a predominantly Scottish student population at undergraduate level, the University welcomes students from over 110 countries to its courses. We are a vibrant, values-led university with campuses in the heart of Glasgow and London with a strong commitment to high quality education and research which supports the communities we serve.

Equality, Diversity and Inclusion Plan 2024 – 2030

Four strategic objectives provide a framework for the actions we will take to make Glasgow Caledonian University an inclusive place to work and study, where equality is embedded and diversity is celebrated, so that everyone feels welcomed and supported and has a sense of belonging and wellbeing, in order to flourish and meet their full potential.

These objectives are focused on our University being an inclusive place to study, an inclusive place to work, with inclusive spaces, underpinned by a culture of belonging for everyone in our University community.

Inclusive place to study

Culture of belonging

Inclusive spaces

Inclusive place to work

Culture of belonging

We will continue to embed equality, diversity and inclusion (EDI) across all aspects of University life so that everyone is valued and has a sense of belonging

We will work together to:

- Develop the understanding of members of the GCU community's role to support EDI through their actions, behaviours and decision making by engaging in EDI learning and development
- Develop leaders with confidence and sensitivity to EDI
- Celebrate the power and value of diversity
- Give equal support and visibility to different EDI strands and workstreams by listening and responding to lived experiences from people from diverse communities and backgrounds
- Recognise the significance of intersectionality or overlapping of intersecting identities that may relate to oppression or discrimination
- Align our EDI charter mark activities and action plans, which include Athena Swan, the Race Equality Charter, Autism Accreditation, the Student Minds Mental Health Charter and the Emily Test, so that we engage with best practice sector frameworks to embed EDI
- Promote connectedness through developing structures that enable a team approach across the University
- Recognise the impact of inequalities relating to mental health and wellbeing and ensure equitable access to support services to challenge stigma and inequality
- Recognise and address the impact of discrimination by creating a culture where students and staff are confident to raise concerns and call out discrimination, and are aware of the different channels to do this
- Cultivate inclusive innovation and ensure EDI is central to our approach to research and engagement, and demonstrating impact through REF (Research Excellence Framework).

Inclusive place to study

We will attract, retain and support a diverse student community so that everyone feels included and has a sense of belonging

We will work together to:

- Build on our strengths in widening access and recruit students from diverse backgrounds, taking positive action informed by our data
- Embed EDI, according to the principles of universal design for learning, and remove barriers in learning, teaching and assessment pedagogies (teaching methods) and educational practice
- Develop pedagogic practices to promote and enhance the mental health and wellbeing and sense of belonging of our students
- Listen to the lived experiences of students and ensure their voices contribute to the design and creation of the student journey
- Ensure we support all students with protected characteristics through developing an inclusive learning environment and supporting reasonable adjustments for disabled students
- Provide tailored and targeted support across the student experience relating to careers and employment
- Ensure student policies are fair and equitable
- Increase opportunities for peer support and building relationships and networking within our student community
- Ensure EDI commitments are central to our Student Partnership Agreement with GCU Students' Association, as well as the ethos of student clubs, societies and networks.

Inclusive place to work

We will attract, retain and support a diverse staff community so that everyone feels included and has a sense of belonging

We will work together to:

- Embed EDI and remove barriers in our staff policies and processes, including Recruitment, Promotions, and Development
- Ensure development and promotion processes are equitable, informed by monitoring and feedback
- Ensure our reward and recognition strategy is fair and inclusive and takes into account the needs and circumstances of all of our staff community
- Ensure an environment in which staff with protected characteristics, feel supported and are encouraged to disclose their needs
- Listen to the lived experiences of staff and ensure their voices contribute to the design and creation of the employee journey
- Increase opportunities for peer support and building relationships and networking within our staff community
- Promote and develop practices that enhance and support the mental health and wellbeing of all staff
- Carry out analysis and evaluation of data and information to ensure we promote the principles of, and effectively implement, equal pay and eliminate pay gaps
- Ensure all staff take responsibility in promoting an inclusive working and learning environment and engage in learning and development to support this.

Inclusive spaces

We will enhance accessibility and inclusivity of spaces and facilities across campus

We will work together to:

- Channel evidence from staff and students with protected characteristics so that the physical environment is accessible and inclusive of their needs so that they can be themselves at work or study
- Ensure visibility of EDI in our Estates Masterplan, informed by the lived experiences of our University community
- Review the physical accessibility of our campuses for disabled users
- Review our provision of faith and belief space, mother and baby rooms, gender-neutral facilities, safe spaces, quiet spaces and social spaces
- Ensure our digital spaces and services are accessible and inclusive
- Welcome external communities to our campuses as part of our commitment to being a civic university that is inclusive of the society that we serve.

Delivering our plan

Creating an inclusive place to work and study, where equality is embedded and diversity is celebrated, so that everyone feels welcomed and supported and has a sense of belonging and wellbeing, in order to flourish and meet their full potential, is the responsibility of all members of the Glasgow Caledonian University community.

We will work together to:

- Embed EDI into our functions and services
- Refresh and simplify our EDI infrastructure to ensure lived experiences and voices are channelled into mainstream University platforms to inform policy and affect change
- Foster a culture of collaboration between those with an expertise in EDI – whether professional, academic or research – to inform internal and external policy and practice
- Ensure our staff and students engage in appropriate learning and development so that their individual actions and behaviours are guided by the principles of equality, diversity and inclusion, supported by our GCU Values.
  - o All staff will be required to undertake basic introductory learning and development. Further learning and development on specific themes will be required for staff performing particular roles. This is supplemented with a range of optional, recommended development options
  - o All students will be required to undertake EDI learning and development as part of their registration and induction process. Students in particular roles are required to engage in further

learning and development, and this is supplemented with a range of optional, recommended development options.
- o The resourcing, design, delivery and monitoring of EDI learning and development will be scoped and developed over the first year of this EDI Plan, following a wider scoping exercise which will map out all staff and student learning and development.
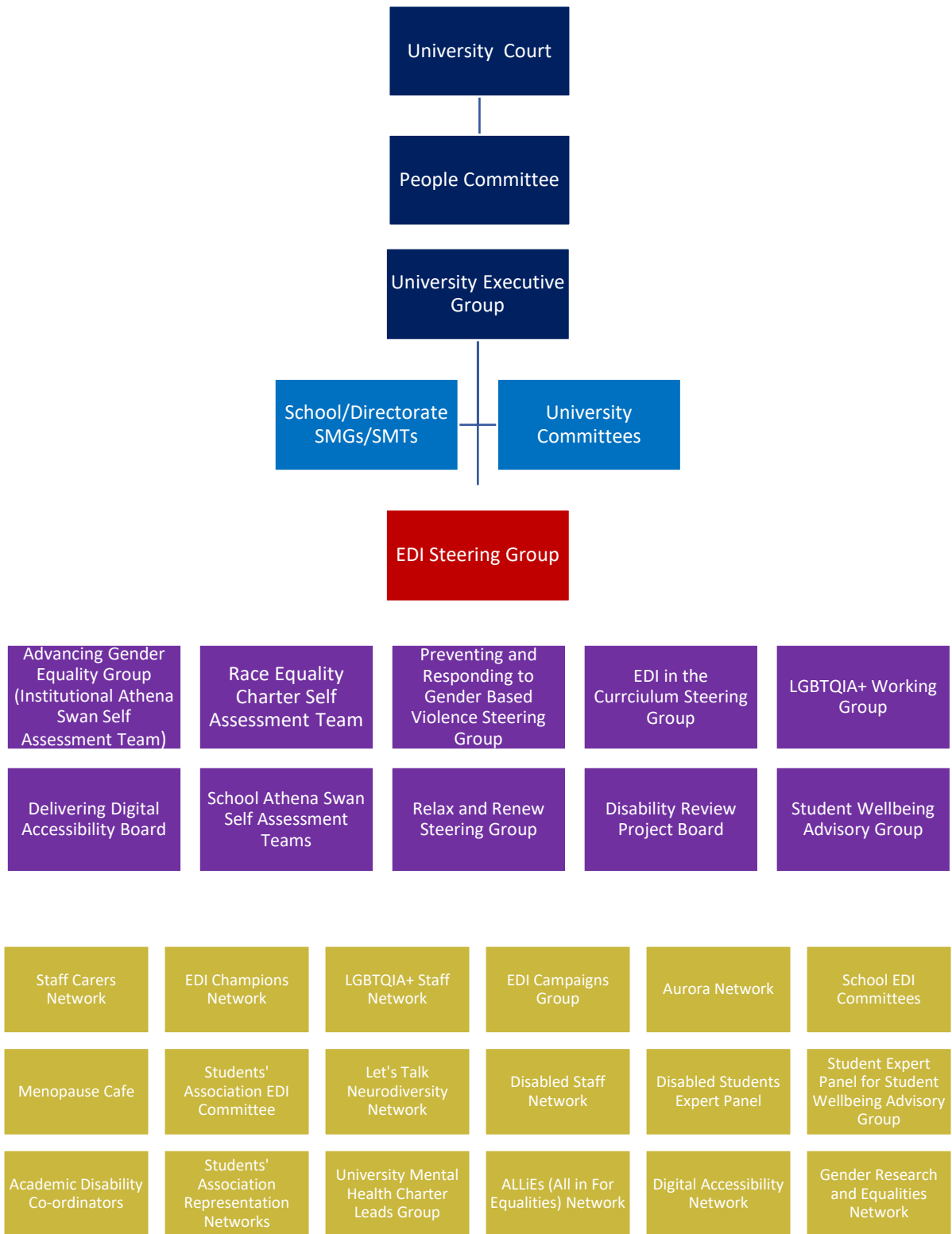
EDI infrastructure

We will take a whole institution approach to embedding EDI, informed by lived experiences and expert voices, with mainstream groups taking responsibility and accountability for developing and implementing actions.

The EDI infrastructure diagram (Figure 1), maps out the relationships between different parts of the University. It is not intended to be an organisational chart, but it aims to show that upholding our EDI commitments requires a collective responsibility and all the stakeholders have an equally important role.

A new EDI Steering Group, chaired by a member of the Executive will be formed to:

- Receive evidence from stakeholders
- Develop a 6-year implementation plan, ensuring alignment between University strategies, enabling plans, and EDI specific charter mark action plans
- Oversee the actions from stakeholder groups
- Make recommendations for action to University Executive Group
- Report on progress to People Committee and through the Committee, make recommendations for action to Court, ensuring there is commitment at all levels across the University.

Figure 1: EDI infrastructure diagram

University Court

People Committee

University Executive Group

School/Directorate SMGs/SMTs

University Committees

EDI Steering Group

Advancing Gender Equality Group (Institutional Athena Swan Self Assessment Team)

Race Equality Charter Self Assessment Team

Preventing and Responding to Gender Based Violence Steering Group

EDI in the Currciulum Steering Group

LGBTQIA+ Working Group

Delivering Digital Accessibility Board

School Athena Swan Self Assessment Teams

Relax and Renew Steering Group

Disability Review Project Board

Student Wellbeing Advisory Group

Staff Carers Network

EDI Champions Network

LGBTQIA+ Staff Network

EDI Campaigns Group

Aurora Network

School EDI Committees

Menopause Cafe

Students' Association EDI Committee

Let's Talk Neurodiversity Network

Disabled Staff Network

Disabled Students Expert Panel

Student Expert Panel for Student Wellbeing Advisory Group

Academic Disability Co-ordinators

Students' Association Representation Networks

University Mental Health Charter Leads Group

ALLiEs (All in For Equalities) Network

Digital Accessibility Network

Gender Research and Equalities Network

Colour code:

Governance: Setting strategic direction and being accountable

Responsibility: Implementing actions

Self-assessment: Developing actions

Lived experience and expert voices: Informing actions

Monitoring progress and impact

Progress indicators

Our commitments in existing action plans and EDI projects have specific measures and will be embedded in both the Education and Research strategies that will be used to monitor our progress and impact. Numeric ambitions and outcomes will be considered against the measures as appropriate. The high-level progress indicators include:

Culture of belonging

- Increase in positive scores in staff engagement survey on responses to 'belonging' and 'inclusion' and 'wellbeing' related questions from staff with protected characteristics
- Increase in belonging, inclusion and wellbeing related scores in student surveys
- Improved processes for reporting and responding to discrimination

Inclusive place to study

- Improving application, participation, progression, award and employment outcomes by protected characteristics
- Improving outcomes and the student experience for students with protected characteristics
- Progression towards more inclusive provision for students with protected characteristics, including disabled students

Inclusive place to work

- Increase in diversity of staff with protected characteristics at different levels in senior roles across the University
- Increase in proportion of staff disclosing their protected characteristics
- Decrease in pay gaps by protected characteristic

Inclusive spaces

- Evidence from staff and students with protected characteristics that the physical environment is accessible and inclusive of their needs so that they can be themselves at work or study
- Improved accessibility of our online and digital assets and platforms
- Increased presence and engagement on our campuses from external communities