

University of Strathclyde

Equality Outcomes Report 2021

Introduction

The Equality Outcomes 2021 Report outlines the University of Strathclyde's institutional equality priorities, presented as results which we aim to achieve from 2021-25. In accordance with the specific duties of the Public Sector Equality Duty¹, the University produces a set of Equality Outcomes every four years, setting out key equality objectives that aim to further the needs of the general equality duty, informed by relevant equalities data, consultations with our student and staff populations and relevant sector evidence.

This report also provides a final update on our Equality Outcomes 2017-2021, following our previous interim progress update in 2019.

This report should be read in conjunction with our 2021 Equality Mainstreaming Report, Staff and Student Equality Monitoring Reports, Gender Pay Gap Report and Equal Pay Statement, all of which assist the University in monitoring and demonstrating progress towards our priority equality objectives.

1. Development of Equality Outcomes 2021-25

1.1. Themed approach and rationale

A themed approach has been taken to developing and articulating the Equality Outcomes 2021-25. This differs slightly from previous iterations, in that in addition to being listed in numerical order, Outcomes are grouped under the following named themes.

- Power (equitable power relations)
- Voice (ensuring all voices are heard)
- Belonging (embracing diversity, advancing inclusion)
- Safety (prevention of and response to discrimination, harassment and victimisation)
- Representation (staff/student recruitment and progression)

The identification of the above themes represents an ambitious and bold approach to developing and communicating the University's equality priorities and vision. The themes represent key facets which must be considered in working towards a University experience that affords equal opportunities for all, regardless of protected characteristic. The framing allows us to communicate that power, voice, belonging, safety and representation are experienced by different groups in different ways and clearly outline our ambitions to

¹ <https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland>

address related inequalities. It also supports an intersectional analysis of inequalities, which takes into account that people may experience multiple disadvantage based on a combination of their protected characteristics.

1.2. Strategic Plan 2020-25: key strategic aims

As outlined in the University's Equality Mainstreaming Report 2021, equality, diversity and inclusion are articulated at the highest level within our [Strategic Plan 2020-2025](#). Strategic aims with particular relevance to the Equality Outcomes 2021-25 include:

- Strategic aim 1.2: our students have a co-created outstanding and distinctive student experience with high-quality student support throughout the learner journey
- Strategic aim 1.5: In embracing our socially progressive ethos, our community of staff and students feel valued and are effective, engaged and values-led

1.3. Evidence and involvement

A range of internal and external evidence was collated and analysed to determine the Equality Outcomes 2021-25. This includes:

- Consultation with staff and students via an Equality Outcomes Survey prior to the finalisation of our 2021-25 priorities (particularly targeted at key stakeholders/EDI groups)
- Race Equality consultations (focus groups and survey) held with staff and students early in 2021
- Internal staff and student data (including demographics, progression, attainment)
- Sector wide equality data and reporting from the last 4 years
- National demographic data and reporting (e.g. Scot Gov/EHRC data and publications) and internal staff/student consultation (EO consultation survey,)

2. Impact of and mitigations against COVID-19

- Our Equality Mainstreaming Report 2021 outlines specific actions the University has undertaken to consider and mitigate the impact of COVID-19 on our students and staff, while considering the varying impact of the pandemic on different groups
- The ongoing impact of the pandemic will be considered as we implement the Equality Outcomes 2021-25

3. Equality Outcomes 2017-21 progress update

The University's Equality, Diversity and Inclusion Committee (EDIC) reviews our Equality Outcomes annually, to monitor progress against our objectives and assess whether the identified Outcomes remain relevant and continue to be framed in a way that best addresses our intended aims. Progress against the Equality Outcomes 2017-21 is shown in Appendix B.

Appendix A: Equality Outcomes 2021-25

| POWER (equitable power relations) | | | | |
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| <i>Aim</i> | <i>Outcome</i> | <i>Key activities and responsibilities</i> | <i>Measures</i> | <i>Equality duty and protected characteristics (PCs)</i> |
| <p>A1: The impact of staff-student and staff-staff power imbalances, as they affect progression, safeguarding, wellbeing, performance and discipline, is fully understood and addressed in relevant University policies and procedures</p> | <p><i>Rationale and baseline:</i> sector evidence, including UUK/EHRC reports on racial harassment and violence against women, highlights the impact of power dynamics. Nov 2020 report by C.R.K. Sandison, Q.C. highlights specific recommendations for Strathclyde with regard to staff conduct which are being implemented by a strategic University group, IRIG, and its relevant sib groups</p> <p><i>Goal:</i> Policies and procedures linked to preventing and responding to discrimination and harassment, explicitly recognise and address the impact of power imbalances</p> | <p>*IRIG sub groups to progress specific workstreams on (a) PhD students/ECRS as a vulnerable group and (b) review of Dignity and Respect Policy and procedures</p> <p>*Implement the 'Strathclyde Pledge' to ensure zero harm for staff and commit to moving from reacting to allegations of harassment to prevention of harassment in the workplace</p> <p>*Implement an all staff behaviour code and enhanced associated 'Report and Support' mechanisms</p> <p>*Implement Advance HE/SFC tackling racism on campus assets</p> <p>*Ensure recommendations of EHRC report on tackling racial harassment in HE are fully implemented</p> <p>*Ensure appropriate targeting, monitoring and completion of relevant new staff training, including bystander training, bullying and harassment, race equality and micro-behaviours</p> <p><i>Leads</i></p> <p>*IRIG sub groups/HR/Race Equality Working Group (REWG)/Access, Equality and Inclusion (AEI)</p> | <p>*Staff 'pulse surveys'</p> <p>*Student surveys</p> <p>*Completed Equality Impact Assessments (EIAs)</p> <p>*Report and Support data</p> <p>*EDI and related staff training data</p> <p>*Race Equality Charter (REC)/Athena Swan (AS) action plan progress</p> <p>*Team based 'listen and action' meeting feedback</p> | <p>Duty: eliminate unlawful discrimination, harassment and victimisation</p> <p>PCs: all, particularly race, sex, gender</p> |

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| <p>A2: The university identifies and addresses under representation by sex and gender, race and other equality characteristics in senior decision-making roles, strategic committees and working groups</p> | <p><i>Rationale and baseline:</i> University Court is currently gender balanced and adverts for vacant roles invite applications from specific underrepresented groups. Membership of strategic committees is listed on website, gender balance is monitored and reported via Athena Swan institutional submissions</p> <p><i>Goal:</i> Areas of underrepresentation in committee membership are identified and addressed, with appointment protocols updated as necessary to maintain diverse membership</p> | <p>*Liaise with strategic committee managers and chairs to identify areas of underrepresentation in membership *Conduct Equality Impact Assessment on committee appointment process, including scrutiny of how composition of committees/groups is decided *Update appointment protocols as necessary *Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A2</p> <p><i>Leads</i> *Committee managers/AEI/REWG/Gender Equality Steering Group (GESG)</p> | <p>*Data on strategic committee membership</p> | <p>Duty: advance equality of opportunity between people who share a protected characteristic and those who do not</p> <p>PCs: all, particularly race, sex, gender</p> |
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VOICE (ensuring all voices are heard)

| Aim | Outcome | Key activities and responsibilities | Measures | Equality duty and protected characteristics (PCs) |
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| <p>A3: All students and staff, particularly those from groups whose voices have been traditionally underrepresented, have the opportunity to meaningfully contribute, where relevant, to strategic and operational developments which impact the learning, teaching, research and working environments</p> | <p><i>Rationale and baseline:</i> Internal and external evidence (including Advance HE/EHRC reporting on persistent inequalities, NSS results, Equality Outcomes consultation) highlights differing experience, challenges and levels of satisfaction by equality characteristics</p> <p><i>Goal:</i> Mechanisms are established to monitor the range of student and staff voices contributing via consultation routes, with specific groups enabled to provide feedback where engagement is low</p> | <ul style="list-style-type: none"> *Establish Faculty/Executive Professional Services level EDI committees/action plans to facilitate local delivery of institutional EDI objectives *Learn from experience of existing student/staff networks and explore creation of new peer support groups *Provide specific training and support for staff engaged in EDI activity, particularly those with lived experience *Ensure student and staff feedback opportunities, including student surveys, staff 'pulse' surveys, Values Survey, proactively invite diverse input *Seek innovative ways to facilitate the engagement of students and staff from under-represented groups <p><i>Leads</i> *AEI/Exec. Deans/HR/Student Experience/Strath Union</p> | <ul style="list-style-type: none"> *Staff 'pulse surveys' *Student surveys *Equality Outcomes progress consultation *Team based 'listen and action' meeting feedback | <p>Duty: advance equality of opportunity between people who share a protected characteristic and those who do not.</p> <p>Duty: foster good relations between people who share a protected characteristic and those who do not</p> <p>PCs: all</p> |
| <p>A4: Students and staff who contribute to equality, diversity and inclusion activities and initiatives are appropriately recognised and rewarded for their efforts and individuals in leadership and management roles are given responsibility for delivering on EDI objectives</p> | <p><i>Rationale and baseline:</i> As above. Equality Outcomes consultation identifies agreement that increased support/recognition be offered to staff engaging in EDI initiatives.</p> <p><i>Goal:</i> A diverse range of students and staff are actively engaged in EDI issues and initiatives and staff in leadership and management roles are</p> | <ul style="list-style-type: none"> *Establish Faculty/Directorate level EDI committees/action plans to facilitate local delivery of institutional EDI objectives *Develop mechanisms for recognising and rewarding staff and students contributing to EDI activities, e.g. via ADR for staff and equivalent measure for students *Ensure accountability for delivering on EDI objectives is recognised in development reviews of staff in leadership and management roles | <ul style="list-style-type: none"> *Accountability and Development reviews *Student surveys *Equality Outcomes progress consultation | <p>Duty: advance equality of opportunity between people who share a protected characteristic and those who do not</p> <p>PCs: all</p> |

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| | accountable for delivering on EDI objectives | <i>Leads</i> *AEI/Exec. Deans/HR/Student Experience Committee | | |
| BELONGING (embracing diversity, advancing inclusion) | | | | |
| <i>Aim</i> | <i>Outcome</i> | <i>Key activities and responsibilities</i> | <i>Measures</i> | <i>Equality duty and protected characteristics (PCs)</i> |
| A5: Student and staff support services and networks are fully cognisant of and actively provide for the specific needs of people with regard to sexual orientation, sex and gender, ethnicity and disability status | <p><i>Rationale and baseline:</i> Internal and external evidence, including Advance HE/EHRC reporting on persistent inequalities, NSS results, Equality Outcomes consultation identifies differing experience, challenges and levels of satisfaction by equality characteristics</p> <p><i>Goal:</i> Students and staff interacting with support services and networks are equally satisfied with their experience, regardless of background/characteristics. Staff understand and feel equipped to consider specific needs based on background/characteristics</p> | <p>*Explore the creation of campus spaces for specific student/staff groups *Learn from experience of existing student/staff networks and explore creation of new peer support groups *Engage departments across the University in applying for LGBT Youth Scotland's LGBT Charter *Ensure staff involved in providing academic, career and wellbeing support to students and staff are trained in specific equality barriers and needs *Implement "Thrive@Strathclyde" workplace health action plan *Enhance work/life balance through agile working *Continue to implement a range of sector leading, socially progressive, People Oriented policies to support staff *Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A5</p> <p><i>Leads</i> Student Experience/HR/AEI/REWG/GESG</p> | <p>*Staff 'pulse surveys' *Student surveys *Equality Outcomes progress consultation *REC/AS action plan progress *Team based 'listen and action' meeting feedback</p> | <p>Duty: advance equality of opportunity between people who share a protected characteristic and those who do not.</p> <p>Duty: foster good relations between people who share a protected characteristic and those who do not</p> <p>PCs: sexual orientation, sex and gender, ethnicity and disability status</p> |

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| <p>A6: The University's curricula reflect the diversity of its population and address issues of equality, diversity and inclusion, including with specific regard to race, disability, sex and gender and sexual orientation</p> | <p><i>Rationale and baseline:</i> Internal and external evidence, including Advance HE/EHRC reporting on persistent inequalities, NSS results, Equality Outcomes consultation, internal research into EDI in the curriculum identifies differing satisfaction with learning and teaching by equality characteristics and the importance of EDI in the curricula to student experience</p> <p><i>Goal:</i> Processes for developing University curricula fully embed consideration of equality, diversity and inclusion and this is reflected in the student experience</p> | <p>*Establish a multi-year plan for embedding EDI considerations in University curriculum development *Pilot methods to embed EDI in curricula in key subject areas, including exploration of a 'We are Strathclyde' module which embraces equality, values, diversity and inclusion *Evaluate and extend methods across institution</p> <p><i>Leads</i> *AEI/Education Strategy Committee</p> | <p>*Student surveys *Equality Outcomes progress consultation</p> | <p>Duty: foster good relations between people who share a protected characteristic and those who do not</p> <p>PCs: all, particularly race, disability, sex and gender and sexual orientation</p> |
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SAFETY (prevention of and response to discrimination, harassment and victimisation)

| Aim | Outcome | Key activities and responsibilities | Measures | Equality duty and protected characteristics (PCs) |
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| <p>A7: The University is successful in creating and maintaining an actively anti-discriminatory culture, including with regards to anti-racism, sexism, homophobia and transphobia</p> | <p><i>Rationale and baseline:</i> Internal and external evidence, including UUK/EHRC reports on racial harassment and violence against women, Advance HE/EHRC reporting on persistent inequalities, Equality Outcomes consultation, SFC Outcome Agreement Guidance 2020/21 - 2022/23, identifies discrimination and harassment by equality characteristics as significant area of concern</p> <p><i>Goal:</i> Staff and students recognise the University as an anti-discriminatory institution and report confidence in policies, procedures and initiatives to prevent and tackle discrimination and harassment</p> | <ul style="list-style-type: none"> *Fully implement Safe 360, Strathclyde's unique and tailored safeguarding framework that sets out our commitment to the welfare and wellbeing of our community *Implement specific recommendations of Sandison report re complaints handling procedures *IRIG sub groups to progress specific workstream on review of Dignity and Respect Policy and procedures *Implement Advance HE/SFC tackling racism on campus assets *Ensure recommendations of EHRC report on tackling racial harassment in HE are fully implemented *Implement the 'Strathclyde Pledge' *Implement an all staff behaviour code and enhancing associated 'Report and Support' mechanisms *Ensure appropriate targeting, monitoring and completion of relevant new staff training, including bystander training, bullying and harassment, race equality and micro-behaviours *Visible recognition of educational/scientific/societal contributors from under represented community on campus, e.g. including in naming of buildings and spaces *Explore the articulation of the UN Convention on the Rights of the Child within the University context *Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A7 | <ul style="list-style-type: none"> *Staff 'pulse surveys' *Student surveys *Equality Outcomes progress consultation *REC/AS action plan progress *Team based 'listen and action' meeting feedback | <p>Duty: eliminate unlawful discrimination, harassment and victimisation</p> <p>PCs: all, particularly race, sex, sexual orientation, gender</p> |

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| | | <i>Leads</i> *USCO/IRIG sub groups/REWG/HR/GESG | | |
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| <p>A8: Students and staff have confidence in reporting and support procedures for students and staff experiencing discrimination, harassment and victimisation</p> | <p>Rationale and baseline: Internal and external evidence, including UUK/EHRC reports on racial harassment and violence against women, Advance HE/EHRC reporting on persistent inequalities, Equality Outcomes consultation, SFC Outcome Agreement Guidance 2020/21 - 2022/23, identifies confidence in reporting discrimination and harassment by equality characteristics as significant area of concern</p> <p>Goal: Students and staff report high levels of awareness of and confidence in University procedures for reporting discrimination, harassment and victimisation and in support available for reporters</p> | <p>*Fully implement Safe 360, Strathclyde's unique and tailored safeguarding framework that sets out our commitment to the welfare and wellbeing of our community</p> <p>*Implement specific recommendations of Sandison report re complaints handling procedures</p> <p>*IRIG sub groups to progress specific workstream on review of Dignity and Respect Policy and procedures</p> <p>*Implement Advance HE/SFC tackling racism on campus assets</p> <p>*Ensure recommendations of EHRC report on tackling racial harassment in HE are fully implemented</p> <p>*Implement the 'Strathclyde Pledge'</p> <p>*Implement an all staff behaviour code and enhancing associated 'Report and Support' mechanisms</p> <p>*Ensure appropriate targeting, monitoring and completion of relevant new staff training, including bystander training, bullying and harassment, race equality and micro-behaviours</p> <p><i>Leads</i></p> <p>*USCO/IRIG sub groups/REWG/HR/</p> | <p>*Staff 'pulse surveys'</p> <p>*Student surveys</p> <p>*Equality Outcomes progress consultation</p> <p>*Report and Support data</p> <p>*Team based 'listen and action' meeting feedback</p> | <p>Duty: eliminate unlawful discrimination, harassment and victimisation</p> <p>PCs: all</p> |
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REPRESENTATION (student/staff recruitment and progression)

| Aim | Outcome | Key activities and responsibilities | Measures | Equality duty and protected characteristics (PCs) |
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| A9: Identified attainment/awarding gaps between student groups, including with regards to differences by ethnicity and disability, are reduced | <p><i>Rationale and baseline:</i> Internal and external evidence, including UUK/NUS BAME attainment gap reporting, Equality Outcomes consultation, internal student attainment data, identifies gaps in attainment/degree awarding by equality characteristics</p> <p><i>Goal:</i> attainment/awarding gaps between student groups are monitored and activity implemented to address them, resulting in reduction in identified disparities</p> | <p>*Aim A6: EDI in the curriculum *Ensure recommendations of UUK/NUS BAME attainment gap report are fully implemented *Work with Strathclyde Students' Union to learn from experience of existing student networks and explore creation of new peer support groups *Promote academic and wellbeing support to specific student groups where uptake is low *Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A9</p> <p><i>Leads</i> *AEI/Education Strategy Committee/Strath Union/Student Experience/REWG/GESG</p> | <p>*Internal student data on attainment/awarding gaps *External sector data on attainment/awarding gaps *REC/AS action plan progress</p> | <p>Duty: advance equality of opportunity between people who share a protected characteristic and those who do not.</p> <p>PCs: all, particularly race and disability</p> |

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| <p>A10: Identified imbalances in the staff population, overall and by salary, level, job category and department, and particularly with regards to sex and gender, ethnicity and disability, are reduced</p> | <p><i>Rationale and baseline:</i> Internal and external evidence, including Advance HE/EHRC reporting on persistent inequalities, Equality Outcomes consultation, internal staff data, identifies persistent imbalances in staff population and progression by equality characteristics</p> <p><i>Goal:</i> imbalances within staff population are monitored and activity implemented to address them, resulting in reduction in identified disparities</p> | <ul style="list-style-type: none"> *Review and implement relevant activity from Scot Gov Ethnic Minority staff recruitment plan *Implement Gender Pay Gap action plan *Consider and implement targeted recruitment campaigns/activity to address disparities *Implement activity, beyond training, to address potential impact of unconscious bias in recruitment *Consider and implement targeted career development and promotion activity to address disparities *Simplify promotion, regrading and contribution pay procedures to reward job growth and exceptional contribution *Review job families to ensure that career progression opportunities are available to all eligible staff, regardless of job type *Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A10 <p><i>Leads</i> *REWG/HR/GESG</p> | <ul style="list-style-type: none"> *Internal staff data *REC/AS action plan progress | <p>Duty: advance equality of opportunity between people who share a protected characteristic and those who do not.</p> <p>PCs: all, particularly sex and gender, race and disability</p> |
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| <p>A11: Identified imbalances in the student population, overall and by level and subject area and particularly with regards to sex and gender, disability and ethnicity, are reduced</p> | <p><i>Rationale and baseline:</i> Internal and external evidence, including Advance HE/EHRC reporting on persistent inequalities, Equality Outcomes consultation, internal staff data, identifies persistent imbalances in student population by equality characteristics</p> <p><i>Goal:</i> imbalances within student population are monitored and activity implemented to address them, resulting in reduction in identified disparities</p> | <p>*Develop specific Equality Impact Assessment guidance/resources for conducting EIAs on student outreach and recruitment activity *Explore, and establish as appropriate, targeted scholarships to attract and retain underrepresented groups *Report on activity to reduce student gender imbalances via Outcome Agreements *Ensure future institutional Race Equality and Athena Swan Charter submissions and student gender action plans take full account of Aim A11</p> <p><i>Leads</i> *AEI/REWG/GESG</p> | <p>*Internal student data *REC/AS action plan progress</p> | <p>Duty: advance equality of opportunity between people who share a protected characteristic and those who do not.</p> <p>PCs: all, particularly sex and gender, race and disability</p> |
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Appendix B: Equality Outcomes 2017-21 progress update

| Equality Outcome | Actions | Measurement and monitoring | Relevant Protected Characteristics/Equality Duty | Progress April 2021 |
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| <p>1. Identified gender imbalances and barriers in student and staff populations with regard to access to learning, attainment, employment, career development and promotions are addressed</p> <p>Rationale 2017 Staff and student equality monitoring data, including that which informs our institutional Athena SWAN Action Plan 2017-21 and our student Gender Action Plan, demonstrates imbalances in specific subject areas and career pipeline points.</p> <p>Research data from the University's Equally Safe in Higher Education and TransEDU projects demonstrates specific issues and barriers with regard to gender based violence and support for trans students and staff across the HE/FE sectors</p> | <p>1.1 Develop a single University Gender Action Plan (UGAP) which encompasses staff and student gender equality actions and initiatives, taking into account the intersection of other protected characteristics</p> | <p>Measurements</p> <ul style="list-style-type: none"> • Staff and student equality monitoring data and reports: 2017 and annually • Athena SWAN application submissions and awards: 2017 and annually • Staff and student consultation results by demographic/protected characteristics: report by 2021 • Annual reporting on student focussed Gender Action Plan via SFC Outcome Agreement <p>Monitoring</p> <p>1.1 – 1.6 Gender Equality Steering Group 1.7: Equality and Diversity Office, Widening Access Manager, LGBT Champions Group 1.8: Equally Safe in Higher Education research team; Equally Safe Strathclyde Steering Group</p> | <p>PCs: Sex, gender reassignment</p> <p>General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not</p> <p>General Duty: Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act</p> | <ul style="list-style-type: none"> • University Gender Action Plan established in 2017/18. Progress is overseen by the Gender Equality Steering Group (GESG), reporting to the Equality, Diversity and Inclusion Committee (EDIC) |
| | <p>1.2 Renew institutional Bronze Athena SWAN award and implement 2017-21 action plan</p> | | | <ul style="list-style-type: none"> • Bronze institutional Athena SWAN award renewed in November 2017. Action plan overseen by GESG, as above. Next institutional submission due in November 2022 |
| | <p>1.3 Support all academic departments to make submissions for Athena SWAN departmental level awards and renew existing awards</p> | | | <ul style="list-style-type: none"> • All departments now hold or are in the process of applying for Athena SWAN awards. 20/25 potential departments have achieved awards to date (taking into account the departments covered by the Business School's Faculty award). First non-STEM awards were achieved in 2018. |
| | <p>1.4 Consider and implement methods of addressing gender barriers and stereotypes for students through course marketing, recruitment and outreach</p> | | | <ul style="list-style-type: none"> • Student focussed Gender Action Plan established in 2017, including themed actions on Outreach and Recruitment, Marketing and Course packaging. • Most recent report to SFC showed decreased gender imbalances in priority areas of Computer Science, Physics, Social Work, Electronic and Electrical Engineering, English Studies, Mechanical Engineering and Spanish Studies |

| Equality Outcome | Actions | Measurement and monitoring | Relevant Protected Characteristics/Equality Duty | Progress April 2021 |
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| | 1.5 Implement practical 'positive action' initiatives to recruit female staff to academic & research posts where they are under represented | | | <p>Positive action initiatives undertaken to date include:</p> <ul style="list-style-type: none"> • HR review of recruitment marketing undertaken • Positive representation of senior females in high profile recruitment campaigns • Instructing search consultants for senior roles to provide appropriately gender mixed shortlists • University's family friendly benefits, Happy to Talk Flexible Working logo, Athena SWAN award, Carer Positive award advertised via recruitment website • Use of 'gender decoder' tool in the drafting of recruitment adverts, to avoid wording which may discourage women • Explicit wording in job advertisements inviting women to apply • Social media recruitment campaigns which specifically target women • Strathclyde's Global Talent recruitment programme (SGTP): departments required to provide an action plan specific to their vacancies outlining actions to recruit a diverse range of candidates. Latest data demonstrates a 5% rise in female applications. • Recruitment site for SGTP had a page dedicated to equality, diversity and inclusion at the University |

| Equality Outcome | Actions | Measurement and monitoring | Relevant Protected Characteristics/Equality Duty | Progress April 2021 |
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| | | | | <ul style="list-style-type: none"> •Strathclyde has committed to the introduction of 'blind shortlisting' as one of a range of measures to remove the possibility of unconscious bias from our recruitment process. •Recent staff data shows a positive trajectory in our bid to appoint and promote female Academics to Professorial posts •There has been an 18% increase in female professors since 2019/20 |
| | <p>1.6 Implement career development, progression and staff retention initiatives to address vertical and horizontal occupational segregation for female staff</p> | | | <p>Activities undertaken include:</p> <ul style="list-style-type: none"> •Introduction of professorial zoning, giving a framework for pay which reduced gender bias in recruitment and promotion •Reviewing imagery/profiles/recruitment methods used in Modern Apprentice programme to impact gender balance • Unconscious Bias training module incorporated as pre-requisite for specific staff development programmes • Senior Academic Promotion Seminars •Over 100 Strathclyde women have now been supported through Advance HE's Aurora women's leadership development programme •Latest data shows 59% participants in staff development programmes were female |

| Equality Outcome | Actions | Measurement and monitoring | Relevant Protected Characteristics/Equality Duty | Progress April 2021 |
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| | 1.7 Investigate and address barriers and support needs of trans applicants, students and staff in further and higher education | | | <ul style="list-style-type: none"> • TransEDU research report and recommendations for HE/FE sector published. • Institutional implementation of recommendations overseen by GESG and Student Experience and Enhancement Services (SEES) LGBT Champions Group • Strathclyde continues to engage with TransEDU Community of Practice |
| | 1.8 Investigate gender-based violence across Scotland's university campuses and develop recommendations for the HE/FE sector | | | <ul style="list-style-type: none"> • Equally Safe in Higher Education Toolkit for HE/FE sector published and being implemented via SFC Outcome Agreements. • Institutional implementation of Toolkit overseen by Equally Safe@Strathclyde Steering Group |
| <p>2. Awareness of and support for mental health and other aspects of wellbeing among students and staff are increased</p> <p>Rationale (Sector evidence indicates an increasing demand for relevant support services and a need to embed mental health and wellbeing actions across institutions)</p> | 2.1 Develop and implement the University's Student Mental Health Action Plan | <p>Measurements</p> <ul style="list-style-type: none"> • Student and staff wellbeing/support services uptake and disclosure data: report by 2021 • Progress against Mental Health Action Plan: report by 2021 <p>Monitoring Wellbeing Manager; Disability Services Manager; Occupational Health, Safety and Wellbeing</p> | <p>PCs: Disability</p> <p>General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not</p> <p>General Duty: Foster good relations between people who share a protected characteristic and those who do not</p> | <ul style="list-style-type: none"> • Appointment of: Wellbeing Manager, Mental Health Adviser, 9 x 0.4 FTE new counsellors, Mental Health Adviser (Suicide Prevention) • New single shared assessment process for students presenting with mental health issues • Specialist on-campus Rape Crisis provision to support students experiencing issues of gender-based violence • Set up and delivery of a Student Minds peer support programme • Implementation of Silvercloud, an On-line CBT support programme |
| | 2.2 Monitor, evaluate and report on student and staff uptake of relevant wellbeing support services; disclosure rates of mental health conditions | | | |

| Equality Outcome | Actions | Measurement and monitoring | Relevant Protected Characteristics/Equality Duty | Progress April 2021 |
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| | | | | <ul style="list-style-type: none"> • Launch of “Mind Gym” a menu of preventative wellbeing programmes for students to refer to directly •Launch of a new Employee Assistance Programme for Staff •Regular Staff Wellbeing Events •For the 2020/21 academic year, drop in mental health support is available to all students •Early Intervention Counselling Team offering same day triage appointments to all students presenting with mental health and wellbeing issues •A programme of wellbeing themed workshops •A series of mental health training courses are on offer to staff •A new Mental Health and Disability Adviser has been appointed to conduct specialist disability needs assessments and manage complex casework for students presenting with mental health issues and/or other disabilities |
| <p>3. Any barriers for minority ethnic students and staff with regard to access to learning, attainment, employment, career development and promotions are identified and an institutional plan to address these is developed</p> | <p>3.1 Collate, disaggregate and analyse ethnicity data with relation to potential and current students and staff, using appropriate parameters (e.g. review datasets used by Advance HE’s Race Equality Charter)</p> | <p>Measurements</p> <ul style="list-style-type: none"> • Staff and student equality monitoring data and reports: 2017 and annually • Race Equality Charter Mark membership and/or award submission | <p>PCs: Race</p> <p>General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not</p> | <ul style="list-style-type: none"> • Ethnicity data for current staff/students reported on annually via Staff and Student Equality Monitoring Reports with further ongoing disaggregation of data by Race Equality Working Group • Equal pay monitoring shows a pay gap in favour of BME staff |

| Equality Outcome | Actions | Measurement and monitoring | Relevant Protected Characteristics/Equality Duty | Progress April 2021 |
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| <p>Rationale Equality monitoring data demonstrates: (a) University BME staff population in line with UK average and significantly above Scottish average (b) University BME student population in line with Scottish average and significantly below UK average.</p> <p>Principles and evidence underpinning Advance HE's Race Equality Charter identify specific racial inequalities impacting the higher education sector</p> | | <p>Monitoring 3.1 Equality and Diversity Office; Strategy and Policy; Human Resources Office 3.2-3.3 Equality, Diversity and Inclusion Committee</p> | | <ul style="list-style-type: none"> • BME staff population has risen from 7% to 9% since 2019/20 • Latest data demonstrates that 13% of staff undertaking staff development programmes were BME, increase of 4% since 2019/20 |
| | <p>3.2 If appropriate, work towards an institutional Race Equality Charter Mark award</p> | | | <ul style="list-style-type: none"> • Race Equality Working Group (REWG) formed in 2020, to ensure an inclusive environment for Black, Asian and Minority Ethnic (BAME) students and staff, promote racial diversity and improve educational and employment outcomes for BAME students and staff • University membership of Advance HE's Race Equality Charter confirmed in 2020, with award application planned for 2022/23 |
| | <p>3.3 Develop an action plan to address any barriers for minority ethnic students and staff, taking into account the intersection of other protected characteristics</p> | | | <ul style="list-style-type: none"> • REWG is preparing a set of initial race equality recommendations for the University for submission in 2021 • REWG will then use the framework of the REC to undertake a full evaluation of race equality across the institution and develop a SMART University Race Equality Action Plan |
| <p>4. The University environment is fully inclusive of British Sign Language (BSL) users and any barriers to participation in study,</p> | <p>4.1 Develop and publish a University BSL Plan by October 2018 (in line with the BSL Act), to support and improve the participation and</p> | <p>Measurements • Progress against actions in the University BSL Plan: 2018/19 onwards</p> | <p>PCs: Disability General Duty: Advance equality of opportunity between people who</p> | <ul style="list-style-type: none"> • BSL Plan developed and published in October 2018 • Progress report submitted to Deaf Action for collation and |

| Equality Outcome | Actions | Measurement and monitoring | Relevant Protected Characteristics/Equality Duty | Progress April 2021 |
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| <p>work or use of facilities are addressed</p> <p>Rationale Barriers to BSL users accessing public services, employment and education identified and addressed nationally via the BSL (Scotland) Act and National Plan.</p> | <p>experience of University students, staff and visitors</p> | <p>Monitoring</p> <ul style="list-style-type: none"> Disability Services Manager; Equality and Diversity Office; Equality, Diversity and Inclusion Committee | <p>share a protected characteristic and those who do not</p> | <p>submission to Scottish Government in 2020</p> |
| <p>5. The University environment is fully inclusive of LGBT students and staff and any barriers to participation in study, work or use of facilities are addressed</p> <p>Rationale External evidence, such as that contained within LGBT Youth Scotland surveys, highlight specific issues and areas for improvement with regard to LGBT inclusivity for young people.</p> <p>Research data from the University's TransEDU project.</p> | <p>5.2 Apply for LGBT Youth Scotland's LGBT Charter Mark for SEES, to support proactive inclusion of LGBT students and staff</p> <p>5.3 Implement the recommendations of the TransEDU research project</p> | <p>Measurements</p> <ul style="list-style-type: none"> Achievement of LGBT Charter Mark and progress against associated actions identified: 2019 onwards Staff and student consultation results by demographic/protected characteristics: report by 2021 <p>Monitoring LGBT Champions Group; Equality, Diversity and Inclusion Committee</p> | <p>PCs: Sexual orientation</p> <p>General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not</p> <p>General Duty: Foster good relations between people who share a protected characteristic and those who do not</p> <p>General Duty: Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act</p> | <ul style="list-style-type: none"> Institutional implementation of TransEDU overseen by GESG and SEES LGBT Champions Group. The University's Student Experience directorate and the School of Education both hold LGBT Charter awards (Silver and Bronze respectively) |
| <p>6. Equality and inclusion are embedded in the student curriculum and in staff learning and development</p> <p>Rationale Sector evidence, such as the Higher Education Academy's report into Equality and diversity in learning and teaching in Scottish universities, identifies an absence of holistic approaches to embedding</p> | <p>6.1 Research methods of consistently embedding equality, diversity and inclusion (EDI) in the curricula and staff development programmes</p> <p>6.2 Develop university wide recommendations for approaches to embedding EDI across curricula and staff development programmes</p> | <p>Measurements</p> <ul style="list-style-type: none"> Development of recommendations for approaches to embedding EDI across curricula and staff development programmes Staff and student consultation results by demographic/protected characteristics: report by 2021 <p>Monitoring</p> | <p>PCs: All</p> <p>General Duty: Foster good relations between people who share a protected characteristic and those who do not</p> <p>General Duty: Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act</p> | <ul style="list-style-type: none"> PG student interns engaged to conduct research into methods of implementing a consistent approach to building EDI into curricula in 2019 and 2020 Consultation undertaken with key staff and student stakeholders on EDI in the curriculum priorities and practicalities Sample 5-year plan of implementation produced |

| Equality Outcome | Actions | Measurement and monitoring | Relevant Protected Characteristics/Equality Duty | Progress April 2021 |
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| equality across the curriculum across the sector. | | Equality and Diversity Office; Organisational and Staff Development Unit; Equality, Diversity and Inclusion Committee | | |
| <p>7: Facilities and support for students or staff who identify with a religious faith or other belief system are enhanced.</p> <p>Rationale Equality monitoring data demonstrates that a significant percentage of students identify with a particular religious faith, but also that 45% do not identify with any religion.</p> | <p>7.1 Develop a Faith, Belief and Culture Fund, providing University funding to student societies to support activities that celebrate the diversity of the University community and further understanding between groups and communities</p> <p>7.2 Identify opportunities to increase use of the Chaplaincy Centre space by student and staff groups and identify need for further faith-based provision</p> | <p>Measurements</p> <ul style="list-style-type: none"> • Staff and student consultation results by demographic/protected characteristics: report by 2021 • Evidence/data on student and staff uptake of and engagement with Interfaith and Chaplaincy services and activities <p>Monitoring Student Support and Wellbeing Manager; Equality, Diversity and Inclusion Committee</p> | <p>PCs: Religion and Belief</p> <p>General Duty: Advance equality of opportunity between people who share a protected characteristic and those who do not</p> | <ul style="list-style-type: none"> • Faith, Belief and Culture Fund provided in 2019 • Ongoing provision of social, learning and sacred space for people of all faiths and none via the University Chaplaincy Centre. Support provided by chaplains from wider religion and belief communities |