



Equalities Mainstreaming Report 2017

Introduction

This Equalities Mainstreaming report provides an overview on the University of Strathclyde's work in developing and embedding equality and diversity within the campus community and beyond. The report meets the Scottish Specific Public Sector Equality Duties (2012) of the Equality Act 2010.

Our commitment is to be a socially progressive international University. We are striving towards maintaining an environment free from inequality, discrimination, harassment and victimisation. The University is committed to ensuring the rights of all protected characteristic groups are met and to go beyond compliance to ensuring widening access and providing opportunities for people from low socio-economic and care backgrounds. We are committed to applying values that enhance our strong commitment to equality and diversity. Our values include:

- **People-oriented:** committed to our staff and students, providing opportunities and investing in their development
- **Bold:** confident and challenging about what we do, and supportive of appropriate and managed risk in our decision-making
- **Innovative:** focused on discovering and applying knowledge with impact, and encouraging creative thinking and new ideas
- **Collaborative:** working together, internally and externally, with integrity and in an open, respectful way
- **Ambitious:** for our institution, staff and students as well as supporting the ambitions of our partners.

The University has Equality Outcomes and a range of specific equality policies that outline responsibility of the institution and individuals. The University also provides regular reports to evidence its commitment and progress on equality and diversity.

This Mainstreaming report should be read in conjunction with the Equality Outcomes 2013-2017 report, the Equal Pay report, staff Equality Monitoring Report and the students Equality Monitoring Report.

The Strathclyde Approach

Our approach is to mainstream equality in our day-to-day practices of the University as a provider of higher education and public sector employer. This ensures:

- equality becomes part of our structures, behaviours and culture
- we can demonstrate how we promote equality
- continuous improvement and better performance¹

The approach taken at Strathclyde is to go beyond the compliance obligations and to develop an inclusive ethos within the campus community of students, staff and visitors, based on fairness, equality, cultural diversity, dignity and respect.

We have a dedicated Equality and Diversity Office (EDO) to provide direction and identity to this area of the University's work. The University's Vice-Principal is the institutional Equality Champion and is responsible for ensuring the Executive Team and University Court are kept up to date on equality and diversity developments.

The EDO recognises that equalities is one of many responsibilities that individuals are juggling on a daily basis and aims to influence and provide assistance in changing long-established practices and patterns of interaction and operation at the University.

The EDO has led in developing and assisting with some leading-edge equalities best practice that has attracted interest within and outside of Scotland such as inviting voluntary disclosure by students and staff on all protected characteristics; undertaking innovative projects on the experience of trans applicants, students and staff in Scottish colleges and universities and supporting the Equally Safe project – which addresses gender based violence on university campus.

Strategic commitment

The University's commitment to equality and diversity is articulated at the highest level and integrated in the Strategic Plan 2015-2020:

We will ensure a supportive, people-oriented and rewarding working environment where staff will benefit from opportunities for development, a shared set of common aims, clear lines of communication and a commitment to equality and diversity. This includes our commitment to a new, extended Athena SWAN charter open to humanities, social science, law and business schools and covering wider issues of gender equality including the progression of professional, technical and support staff.

[\(University Strategic Plan 2015 – 2020\)](#)

¹ P9. Mainstreaming the equality duty: A guide for public authorities (Scotland), May 2012

Governance

The Equality and Diversity Strategy Committee (EDSC) operates with delegated authority of Court. It is convened by the Vice-Principal and includes representatives from Faculties, Professional Services Directorates and the Students' Association. The EDSC sets the strategic direction and shapes equality and diversity policy, and ensures that the University is meeting compliance obligations of the Equality Act 2010. The Committee reports to the Executive Team, Staff Committee and the University Court on the University's compliance with legislation and effectiveness of the Equality & Diversity Strategy. The EDSC receives and approves annual staff and student Equality Monitoring reports, which are made publicly available and are used to inform future policy development, planning and enhancement.

The Vice-Principal works closely with the University Athena SWAN Champion and the Gender Equality Steering Group convener in promoting and embedding equality and diversity aspects in our strategy, policy and practices.

University Court

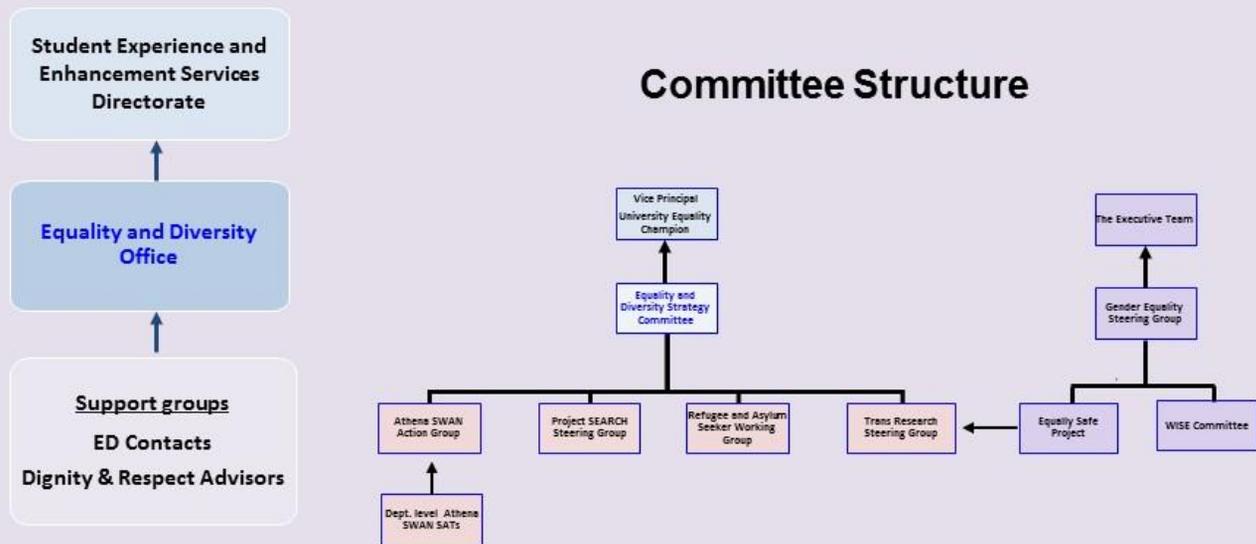
The University Court is committed to a programme of action to enhance equality and diversity amongst its membership and seeks to ensure that a range of protected characteristic groups are represented on the University Court. We welcome the diversity of opinion and experience people can bring irrespective of situation or background. In common with most registered charities, there is no remuneration directly associated with membership of Court. However, the University undertakes to meet reasonable expenses incurred in connection with membership or activities on behalf of the University including child and other dependent care costs. This offer is indicated within advertisements for lay members and the diversity of applicants is monitored. Future actions will seek to promote diversity beyond gender and consider how to attract interest from other protected groups.

Total Membership - 2013-2017					
Year	Male	Female	Total	% Male	% Female
2013/14	14	9	23	61%	39%
2014/15	14	10	24	58%	42%
2015/16	16	8	24	67%	33%
2016/17	16	8	24	67%	33%

Co-opted Members					
Year	Male	Female	Total	% Male	% Female
2013/14	7	4	11	64%	36%
2014/15	6	6	12	50%	50%
2015/16	6	6	12	50%	50%
2016/17	6	6	12	50%	50%

Note: Co-opted members are lay members appointed directly by Court and Court therefore has the ability to influence these appointments. The remaining members of Court are ex-officio or are elected or appointed by other groups.

University Equality and Diversity Structure



Equality Structure

The University has a full-time dedicated team of two specialist equality staff: The Equality and Diversity Manager (appointed 2011) and Gender Equality Officer (2013). The team provides support to the Equality and Diversity Contacts, Dignity and Respect Advisers and Athena SWAN departmental leads.

The ED team is responsible for coordinating strategy and action planning in support of the University's equality and diversity commitments and the work of the Equality and Diversity Strategy Committee and its subcommittees/ sub-groups, including:

- University Athena SWAN Action Group
- Dignity and Respect Advisers Working Group
- Project Search Steering Group
- Trans.Edu.Scotland Steering Group
- Refugee and Asylum Seeker Working Group
- Equally Safe in Higher Education

The ED team also supports the Gender Equality Steering Group, which reports to the University Executive Team.

The ED team participates in extensive internal and external networks of practitioners and provides specialist knowledge across all the equality protected characteristics as well as in cultural diversity.

Other key University services that work directly on accessibility and disability related needs includes the Estates Services Directorate and the Student Disability Service. The University has partnered with [DisabledGo](#) in 2012 to provide students, staff and visitors with detailed information about access to different University buildings. This information is included alongside [campus maps](#).

The University Procurement processes takes into account equality related information and applies transparent and fair practices and in doing so assists the University in meeting its legal responsibility.

The University voluntary network of Dignity and Respect Advisers provide informal support to any student or staff experiencing harassment. The University in liaison with the Students Association launched the [Report and Support](#) initiative to encourage students and staff to report anonymously any inappropriate behaviour, verbal or physical harassment or other actions, for example threatening posters, stickers or graffiti that affects the safety of others.

Similarly, the Equality and Diversity Contacts and the [Dept Disability Contacts](#) provide local department level support to students and staff on equalities related matters.

National benchmarking – the Athena SWAN charter

The University identified the achievement of [Athena SWAN](#) awards at departmental level as a key objective in its [Equality Outcomes 2013-2017](#).

Similar commitment is included in the University's [Outcome Agreement](#) with the Scottish Funding Council (SFC), which sets out what we plan to deliver in return for SFC funding.

Athena SWAN is a national charter mark to advance gender equality, representation and progression. Awards are evidence based and require critical analysis of staff and students data to demonstrate progress made. National assessment panels assess the submission against a set criteria and recommend awards at the Bronze, Silver and Gold level.

As of October 2016 nine Strathclyde departments hold Athena SWAN awards, including a renewed Silver award by Civil and Environmental Engineering.

The Athena SWAN Champion convenes the University Athena SWAN Steering Group, which provides strategic direction for and monitoring of the University's Athena SWAN activities and action plans at institutional and departmental level. Each department has local Athena SWAN leads and working groups to develop and/ or progress the action plans.

The University also holds accreditation for [HR Excellence in Research](#), the [Disability Confident Employer Scheme](#) and [Healthy working lives](#) Gold award.

Inclusive Policies

The University has developed specific policies in relation to mainstreaming equalities. For example, 94% of staff and 71% of students² are aware in general about the following equality [policies](#):

- Dignity and Respect Policy
- Disability Policy
- Equality Assessment Guidelines
- Equality Outcomes 2013-2017
- Estates Services Equality and Diversity Guidance
- Guidance for students and staff on student maternity, maternity/ paternity support and adoption
- Strathclyde University Equality Policy
- Mental Health and Well Being Policy

The University approved in 2016 two further policies on Dress Code and Appearance and Lesbian, Gay, Bisexual, Trans (LGBT+) students and staff.

Supporting our students and staff

The University has over 20000 students and 3000 staff from over 100 countries.

Strathclyde Students	
Female	10539 (49%)
Male	10830 (51%)
Total	20656 (100%)
BME*	1753 (8%)
Disability	1478 (7%)

*Black Minority Ethnic

Strathclyde Staff	
Female	1800 (50%)
Male	1791 (50%)
Total	3591 (100%)
BME*	251 (7%)
Disability	129 (4%)

In order to support this community on equality and diversity the University maintains a dedicated [equalities website](#) which provides information on policies, reports, the Equality Committee structure, Athena SWAN, events, training available at the University as well as links to useful resources and relevant external web sites.

The University hosts [diversity events](#) throughout the year to celebrate key dates such as the Black History Month in October, International Day of Persons with Disabilities in December and International Women's Day in March.

In February 2016 the University hosted its third [Diversity Week](#), which promotes ambitious diversity events to enhance knowledge, awareness and create dialogue among the University students, staff and the wider community and to foster excellent relations between people of different cultures, backgrounds and lifestyles on campus and beyond.

² Survey conducted in 2015 over two thousand staff and students indicated high levels of policy awareness

The University developed a new accessible [Chaplaincy Centre](#) in 2013. The Centre provides social, learning and sacred space for people of all faiths and none. Support is provided by chaplains from wider religions and belief communities, including Roman Catholic, Methodist, Jewish, Humanist, Muslim and Sikh chaplain. Daily Mass service is held each day Monday – Friday. Student societies including the International student families hold regular activities that are widely publicised.

The University has dedicated spaces for the Mature Students Association, student liberation groups and the Muslim students. Reflection rooms are provided across the campus for students and staff for quiet prayer, contemplation and meditation. These are situated in the Curran building, Graham Hills building, the Technology and Innovation Centre and the Wolfson Building. This provision is to be rolled out to other buildings.

The University has implemented gender neutral washrooms and baby changing facilities across the campus.

Regular meetings are held by management with students and the Students Association to ensure appropriate needs are met and fit for purpose. The student voice is also formally represented on all University Committees by the elected officers of the [Students Association](#).

University staff work proactively with the Students' Association to provide support to all students. Student clubs and societies promote a range of activities to support mutual interests and opportunities for befriending and networking.

Our [widening access team](#) provides support to students from care leaver background, mature students and those from low socio-economic backgrounds.

Any student requiring assistance with their studies can receive additional from [support for study skills](#), [Maths Skills Support Centre](#) and [English language](#).

The University provides counselling services to [students](#) and [staff](#) that require this support.

For staff the University provided 424 centrally managed staff development programmes during 2016-2017. Staff and students are also encouraged to participate in mentoring programmes, including a [family friendly mentoring](#) scheme. All new staff as part of their induction are informed about the University's commitment to equality and diversity. Furthermore, all new academic staff receive 3 days' specific induction which includes a dedicated session on equality and diversity. In addition, all staff are expected to complete an online Diversity in the Workplace module. We also provide facilitator based training on:

- Cultural diversity training
- Disability awareness
- Mental health awareness
- Unconscious bias

Since 2014 the University has supported female staff annually to participate in the [Aurora programme](#) developed by the Leadership Foundation for Higher Education.

The University has a Women in Science and Engineering (WISE) Committee (established in 2014). WISE organises events and provides networking opportunities for women from all Departments and Faculties.

The University library has an [Assistive Technologies room](#) for disabled students and staff. The student [Disability Service](#) provides support to potential applicants and students on campus. Students with disabilities receive an assessment to identify specific accessible needs to ensure appropriate support strategies are provided. Examples of specific disability related initiatives include:

- Support for students experiencing mental health issues

The Disability Service collaborated with the School of Psychological Sciences and Health to deliver a number of programmes aimed at enabling students to deal more effectively with the issues of stress and anxiety.

In 2015-2016, 2 x mindfulness and 2 x Cognitive Behavioural Therapy (CBT) programmes targeted at students experiencing stress and anxiety were delivered with students on the MSc Clinical Psychology researching the effectiveness of these interventions at alleviating stress and anxiety. This approach has been expanded in the current academic session with the School of Psychological Sciences and Health offering a series of Stress Buster programmes facilitated by students on the MSc Clinical Psychology to complement the mindfulness programmes facilitated by the Disability Service.

The [mindfulness programme](#) has also been expanded to include a programme targeted at students experiencing depression.

- Daily meditation programme

The University has rolled out daily meditation drop-in sessions open to staff and students. Ten members of staff have been trained to facilitate the sessions and uptake has been consistent.

- Appointment of Study Support Assistants

In a bid to enhance the quality of ongoing support provision, 4 core study support assistants have been appointed to deliver mentoring and study support to students with disabilities. These posts replace the provision of this support by a pool of staff on worker contracts. The new model has been highly effective in improving student engagement and attendance levels at support sessions. It has also allowed for enhanced monitoring of students at risk of disengagement and improved review processes between disability advisers and study support assistants.

- Pilot of Voice Dream text-to-speech software app, Bookshare and Load2Learn

The University has completed a pilot on the use of Voice Dream, a text-to-speech software app, to determine its usefulness as a study aid for students who are print disabled. The outcome has been the evidencing of the app's effectiveness and Voice Dream is now being recommended as a support tool for students who are print impaired.

- Staff Development Workshops

In order to further increase disability awareness and capacity to support students with disabilities across the University, the following staff development workshops were delivered during the year:

- An Introduction to Inclusive Teaching Practice

- Disability Awareness for Professional Services Staff
- Supporting Students who are d/Deaf or Hearing Impaired
- Supporting Students who are Blind or Visually Impaired
- Supporting Students with Autistic Spectrum Disorders
- Making Documents Accessible
- Supporting Students with Dyslexia and Specific Learning Difficulties

Asylum Seekers and Refugees Scholarships

The University worked closely with the Students' Association and the Scottish Refugee Council to develop [scholarships for asylum seekers](#) and those staying in the UK on humanitarian grounds. The scholarships have been provided since 2014. This is the first asylum seekers' bursary scheme in Scotland.

The scholarships are available to prospective undergraduate and taught postgraduate students of the University of Strathclyde. The tuition fees and an allowance for essential study-related expenditure is provided.

Through the duration of studies, the students from asylum seeker and refugee backgrounds are provided with a staff mentor to support transition into and through the University.

Innovative Equality Projects, Knowledge Exchange and Outreach

Equally Safe in Higher Education

The [Equally Safe in Higher Education](#) (ESHE) project aims to eradicate gender-based violence (GBV) in Higher Education (HE). Based in the School of Social Work & Social Policy at the University and funded by the Scottish Government, the project team will develop a toolkit using Strathclyde as a pilot site, to challenge gender-based violence. ESHE will also develop awareness raising campaigns and GBV prevention education and training programmes for staff and students in the HE sector.

Trans.Edu Scotland

The [Trans.Edu Scotland research project](#) aims to better understand the barriers and challenges faced by trans applicants and those considering going to college and university as well as students and staff within further and higher education in Scotland.

The project is funded by the Scottish Funding Council and delivered by the Widening Access and Equality & Diversity teams.

Engineering the Future for Girls

[Engineering the Future for Girls](#), hosted by the Faculty of Engineering is a summer school designed to engage girls in a wide range of engineering challenges that will inspire them to become the next generation of engineers.

The 2017 summer school provides 100 fully-funded places sponsored by BP and BAM Nuttall.

Project Search

Launched in 2014 [Project Search](#) is a one-year transition program which provides training and education leading to employment for individuals with disabilities.

Project Search has excellent synergy with the University's Strategy, aims and objectives starting with its foundation as *the place of useful learning* by providing an integrated classroom and practical work experience development programme.

The University of Strathclyde in partnership with the City of Glasgow College, Glasgow City Council, Autism Network Scotland and the Scottish Consortium for Learning Disability provides 10 work internship placements in different departments at the University. The roles range from catering services to administration.

Feminist Research Network

The Strathclyde University Feminist Research Network brings together staff across the University, developing stronger feminist research presence, visibility and connectedness.

The Network was founded at the start of 2016-2017 academic year and has held a series of seminars, leading up to Strathclyde's hosting of the Feminist and Women's Studies Association (FWSA) conference, 'Making Space for Feminism in the Neo-liberal Academy' from 6th-8th September 2017.

Embedding equality and diversity at University department level

The University appointed ED contacts in 2016 with a remit to:

- raise awareness locally on the University equality and diversity developments
- assist with Equality Impact Assessments
- provide two-way communications between local area and the ED office
- contribute to equality events/ projects and the university annual report

Examples of local equality activities and initiatives include:

- presentations made on University ED developments
- work on Athena SWAN applications and/ or implementation of action plans
- hosting project search interns
- raising awareness and support of family and caring responsibilities through the provision of flexible working
- assisting staff with temporary disabilities by conducting Personal Emergency Evacuation Plans (PEEPs)
- and making adjustments to workstations and organisation of temporary car parking arrangements
- protected characteristic demographics included in University student surveys
- policies prioritised for conducting Equality Impact Assessments
- hosted annual departmental International Food Night
- launch of departmental postgraduate student peer-peer support/mentoring scheme
- launch of departmental staff mentoring scheme
- Equality Impact Assessment considered for temporary relocation of accommodation
- assisting with and participation at diversity events

Engagement with external equality stakeholders

Strathclyde has acquired over recent years' a strong reputation for its progressive work on equalities' with stakeholders in Scotland and the UK.

The University maintains pro-active informal and formal links with individuals and a wide range of organisations representing the different protected characteristic groups. The Equality and Diversity Team represents the University at the [Equality Challenge Unit](#) Scotland Liaison Group, Athena SWAN Scotland Group, Glasgow Diversity Employers Forum and the Scottish Parliament Cross-party Race Equality Group.

The team attends relevant events and represents the University at key equality conferences. University staff have contributed as national assessors on the Athena SWAN charter awards.

The shared learning and knowledge exchange through networking with various stakeholders inform the enhancement of equality practices and developments at the University and ensures momentum goes beyond compliance requirements.

Further Information

To find out more about range of information and resources on equality and diversity please visit the University website at <http://www.strath.ac.uk/equalitydiversity/>

Alternatively, please contact the Equality and Diversity Office:

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April 2017