

University of Strathclyde

Equality Mainstreaming Report 2019

Contents

Introduction	2
1. Strategic approach	2
2. Equality structure and governance	2
2.1 University equality structure	2
2.2 University Court	3
3. External equality drivers	4
3.1 University Outcome Agreements	4
3.2 Enhancement Led Institutional Review (ELIR)	4
3.3 Research funding	5
4. Setting equality priorities	5
5. Mainstreaming examples	5
5.1 Elimination of discrimination, harassment, victimisation, and other conduct prohibited by the Equality Act	6
5.2 Advance equality of opportunity between people who share a protected characteristic and those who do not	7
5.3 Foster good relations between people who share a protected characteristic and those who do not	11
6. Embedding equality within Faculties and Departments	12
6.1 Embedding Athena SWAN at departmental level	12
6.2 Equality and Diversity Contacts	13
6.3 University networks	13
7. External engagement	14

Introduction

The University of Strathclyde has equality, diversity and inclusion (EDI) embedded within our University Values and Strategic Plan. As a socially progressive University, we are committed to maintaining an environment free from inequality, discrimination, harassment and victimisation. As a provider of employment and education, we value the diversity of our staff and student populations.

This report provides an overview of our efforts and achievements in embedding and mainstreaming equality throughout our functions, particularly since our last report in 2017. It should be read in conjunction with our 2019 Equality Outcomes 2017-21 Progress Report, Staff and Student Equality Monitoring Reports and Gender Pay Report, all of which assist the University in tracking and demonstrating progress towards our priority equality objectives.

1. Strategic approach

The University's commitment to equality and diversity is articulated at the highest level, within 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)

Our equality and diversity strategy, Equality Outcomes and associated action plans reflect the University Values:

- **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.

2. Equality structure and governance

2.1 University equality structure

The University's Vice Principal is Equality Champion for the institution and convenes the Equality, Diversity and Inclusion Committee (EDIC). EDIC oversees the University's

compliance with its equality and diversity obligations, most recently set out within the Equality Act 2010, and is responsible for approval, review and embedding of the University's equality and diversity policies, strategies, action plans and projects.

EDIC meets three times per academic year and membership includes the University Secretary and Compliance Officer, the Director of Student Experience, the Director of Human Resources, Deans or Deans' representatives from all four Faculties, the Equality and Diversity Manager, Head of Disability and Wellbeing and the President and Vice President Inclusion of Strathclyde Students' Union. The Committee reports annually to the Executive Team, Senate and the University Court on the University's compliance with equality and diversity legislation and effectiveness of the equality and diversity strategy.

The University's Equality and Diversity Office (EDO) leads development and implementation of the University's equality and diversity strategy, policies and action plans for both students and staff at an operational level. The EDO supports key stakeholders, committees and networks to help embed equality and diversity in University policy, practices and culture.

The EDO works closely with the University's Disability and Wellbeing Services, Interfaith and Chaplaincy Support and Widening Access teams to develop and implement an integrated, whole University approach to addressing under-representation and advancing equality of opportunity for all students and staff.

2.2 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. Court welcomes 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.

Collection of a range of equality data was introduced in 2017/18 in order to meet HESA reporting requirements. Future actions will seek to develop plans based on this data to promote diversity beyond gender and consider how to attract interest from other protected groups.

As the below table demonstrates, the female percentage of total Court members has risen from 33% to 62.5% since 2015. The current Convener of Court, Dame Sue Bruce, is female (appointed 2017).

University Court membership: 2015-19

Total Membership					
Year	Male	Female	Total	% Male	% Female
2015/16	16	8	24	67%	33%
2016/17	16	8	24	67%	33%
2017/18	10	13	23	43%	57%
2018/19	9	15	24	37.5%	62.5%
Co-opted Members					
Year	Male	Female	Total	% Male	% Female
2015/16	6	6	12	50%	50%
2016/17	6	6	12	50%	50%
2017/18	4	8	12	33%	67%
2018/19	4	9	13	31%	69%

3. External equality drivers

A number of external sector and governmental drivers impact upon how the University mainstreams its equality and diversity objectives and activities.

3.1 University Outcome Agreements

Our [Outcome Agreement](#) with the Scottish Funding Council (SFC) outlines what the University has committed to doing in return for funding from SFC. The SFC's most recent guidance for universities on developing Outcome Agreements has equality and diversity as a cross cutting theme and outlines specific related commitments which it expects universities to include in their agreements, including:

- Reporting on progress towards institutional [Gender Action Plans](#) (GAPs), which universities have been required to develop and implement since 2017. The main focus of GAPs is on helping the SFC to achieve its objective of significantly reducing gender imbalances in undergraduate student populations by 2030.
- Provide an update on the institution's progress in implementing the Equally Safe in Higher Education Toolkit, developed by the University of Strathclyde to address gender based violence across Scotland's universities.
- Including a link to the University's [British Sign Language \(BSL\) Plan](#), as required by the BSL Scotland Act, which sets out our commitments with regard to supporting Deaf and Deafblind BSL users.

3.2 Enhancement Led Institutional Review (ELIR)

The Enhancement-led Institutional Review (ELIR) is an evidence-based method of peer review, which results in a judgement and a set of commendations and recommendations relating to the way the institution is securing academic standards and improving the student experience. ELIR is managed by the Quality Assurance Agency for Higher Education (QAA), the independent body responsible for checking and advising on standards and quality in UK higher education.

As part of its review process, ELIR considers how effectively each institution manages equality and diversity within its student population. This includes the arrangements for identifying and responding to student needs.

3.3 Research funding

United Kingdom Research and Innovation (UKRI, formerly Research Councils UK) is the UK organisation that directs research and innovation funding to universities. It brings together the seven existing research councils that award funding across a range of academic disciplines. Research Councils UK developed a Statement of Expectations for Equality and Diversity in 2013 and an associated action plan in 2016, which included actions for universities related to fair and transparent recruitment of postdoctoral researchers and monitoring of data to assess this.

Initiatives and mechanisms such as the University's [HR Excellence in Research](#) and [Athena SWAN](#) awards and action plans are important tools which support us in mainstreaming activities to promote and advance equality and diversity in research and for research staff.

4. Setting equality priorities

The University's [Equality Outcomes and Equality policies](#) underpin our equality and diversity strategy and provide a framework for our activities directed at advancing, promoting and embedding equality and eliminating unlawful discrimination, harassment and victimisation.

In accordance with the specific duties of the Public Sector Equality Duty, the University produces a set of Equality Outcomes every four years, which outline key institutional equality priorities. Our priorities are informed by relevant equalities data, including annual student and staff equality monitoring reports, consultations with our student and staff populations and relevant sector evidence

An annual Equality and Diversity Plan is considered by the Equality, Diversity and Inclusion Committee at the beginning of each academic year, with progress reported at the end of the academic year.

This outlines key planned activities to advance and promote equality and diversity for students and staff throughout the year, incorporating work towards our Equality Outcomes, emerging equality projects and activities that help the University to mainstream its equality work.

5. Mainstreaming examples

Some specific examples below highlight how the University is continuing to advance, promote and embed equality in line with the three general duties of the Equality Act 2010.

We increasingly seek to align our equality and diversity and widening access strategies to develop a holistic approach to promoting and advancing equality of opportunity and eliminating discrimination.

5.1 Elimination of discrimination, harassment, victimisation, and other conduct prohibited by the Equality Act.

5.1.1 Equally Safe @Strathclyde

The Equally Safe @ Strathclyde Steering Group was established in 2018 to take forward and embed the recommendations of the Scottish government funded and sector leading [Equally Safe in Higher Education](#) gender based violence (GBV) research project, based in the School of Social Work and Social Policy at the University. Actions implemented to date include:

- Equally Safe @ Strathclyde Steering Group includes membership from across the University, Strathclyde Student Union and the Joint Trade Union Forum, Police Scotland, Glasgow and Clyde Rape Crisis (G&CRC) and Glasgow Community Safety Services.
- University of Strathclyde and G&CRC have signed a Partnership Agreement.
- The Steering Group has identified three strategic priorities and associated work streams: GBV Prevention; GBV Campus Policy and Response; GBV Support and Intervention. Each work stream will be taken forward by an inter-departmental working group.
- Development of a Gender Based Violence Policy for staff, including information on how to respond to disclosures appropriately and confidentially.
- Provision of three levels of training for staff: What is Gender Based Violence; Responding Effectively to Disclosures of GBV and GBV First Responder – Training for Trainers.
- An online reporting tool 'Report and Support' for those disclosing GBV-related issues/incidents.
- Strathclyde's participation in the Equally Safe in Colleges and Universities National Campus GBV Research Project.
- Dissemination of GBV support cards to help staff support individuals experiencing GBV.
- Implementation of the Intervention Initiative (Bystander) Programme within the BA Social Policy, Postgraduate Diploma in Education, Strathclyde Student Union and among student Residence Assistants in partnership with G&CRC.
- GBV Prevention and Relationship workshops for new student/residents delivered in partnership with G&CRC and Strathclyde Student Union.
- G&CRC campus drop-in service provided within Student Health and Wellbeing Services.

5.1.2 Enhanced Equality and Diversity training

The University launched three new online training modules in 2017/18 to enhance staff and student awareness of equality and diversity issues, build capacity in advancing and promoting equality and increase competence in recognising and addressing discrimination. The new courses complement our existing equality and diversity online module for staff, Diversity in the Workplace, which all staff are required to complete.

- ‘Understanding Bias’ looks at the nature of bias and how it impacts on the workplace. It provides psychological insights into how behaviour might be affected by prejudice and looks at what individuals can do to reduce or eliminate its influence in the decisions that they make.
- ‘Gender Matters’ looks at the benefits of a gender inclusive workplace and what individuals can do to achieve it.
- ‘Equality, Diversity and Inclusion for students’ aims to ensure that students understand: difference and how to respect differences; how inclusive behaviours and practices can translate into enhanced employability; the differences between bullying and harassment and how they relate to the Equality Act 2010.

We continue to build engagement with our enhanced suite of online equality training following its initial launch. ‘Understanding Bias’ and ‘Gender Matters’ are now included in the training checklist that all new staff must complete as part of their induction. Understanding Bias is also a pre-requisite for registration on several staff development courses, including 1st Line Leadership, Leading for Strategic Outcomes, the Professional Services Development Programme and the Technical Staff Development Programme.

The courses are also regularly advertised via the University’s weekly staff newsletter, in a monthly email update to departmental Equality and Diversity Contacts and in an Equality and Diversity Newsletter disseminated to staff and students once per semester. We will continue to monitor engagement with the full suite of equality and diversity courses and carry out further promotion.

In 2018/19, we engaged a fourth year undergraduate student from our BA in Psychology on a placement with the Equality and Diversity Office, to conduct research into potential impacts of unconscious bias in university environments and to explore potential interventions, including those which may go above and beyond standard unconscious bias training. Recommendations from the research will be reported to the Equality, Diversity and Inclusion Committee and any potential interventions implemented as appropriate.

5.1.3 Report and Support

The University’s online reporting tool, [Report and Support](#) , allows students and staff to easily report inappropriate behaviour, verbal or physical harassment, or other actions that make them feel unsafe. Incidents can be reported anonymously if required.

The Report and Support webpage underlines the responsibility of everyone who is part of the University community, staff, students and visitors, to ensure a safe campus and outlines specific action that the University or Students’ Union can take in response to reports.

5.2 Advance equality of opportunity between people who share a protected characteristic and those who do not.

5.2.1 Gender Equality

The University successfully renewed its Bronze institutional Athena SWAN award in November 2017 under the post 2015, extended Charter criteria.

The Athena SWAN framework, implementation of our institutional Athena SWAN action plans since 2014 and further recommendations of the University's Gender Equality Steering Group, have led to a range of mainstreamed gender equality initiatives, including:

- The introduction of Family Friendly Research Leave, enabling eligible academic staff to take up to three months paid leave to re-engage with their research on return from maternity/shared parental/relevant family leave.
- The provision of central University funding to enable 15 women per year to participate in Advance HE's Aurora women's leadership development programme (the maximum number permitted per institution).
- Review of promotion policy/documentation to ensure specific circumstances, such as career breaks, are appropriately considered by panels so that women in particular are not disadvantaged as a result of maternity leave.
- Review of recruitment marketing, particularly to assist in recruiting women to academic and research posts/areas where they are under represented.
- Establishment of a Carers Policy, staff Carers Group and website and achievement of the Carer Positive 'Established' award.

In August 2017, the University published its student focussed [Gender Action Plan](#), in line with Scottish Funding Council (SFC) guidance, to outline ongoing and planned activities to address subject specific gender imbalances in student populations, spread across the five themed areas of Infrastructure, Influencing the influencers, Raising awareness and aspirations, Encouraging applications and Supporting success.

Updates on the ongoing implementation of the Gender Action Plan are provided to SFC and published via the University's Outcome Agreement progress reporting mechanisms.

Gender is also a sub theme of the University's Society and Policy strategic research theme. Researchers across the University conduct internationally leading work in the field of gender studies, and related interdisciplinary fields of feminist, women's, LGBT+ and queer studies. The theme encompasses a wide range of research interests and has a strong policy, community, and media orientation, aiming to generate new understandings of, and tools for addressing, gendered inequalities across different contexts.

5.2.2 Disability and Wellbeing Services

In September 2017, the University's Disability, Counselling and Health services were amalgamated into one Disability and Wellbeing team. The creation of and significant University investment in the new team has allowed for the implementation of a range of enhanced support services for students and ongoing delivery of our student Mental Health Action plan, including:

- The appointment of a Wellbeing Manager and Mental Health Adviser in January 2018.
- The launch of the pilot of a new single shared assessment process for students presenting with mental health issues
- Launch of a specialist on-campus Rape Crisis provision to support students experiencing issues of gender based violence
- The set up and delivery of a Student Minds peer support programme

- The launch of a twilight counselling provision (Monday to Thursday 5pm to 8pm)
- The appointment of 9 x 0.4 FTE new counsellors in September 2018
- The implementation of Silvercloud, an On-line CBT support programme in September 2018
- The appointment of a Mental Health Adviser (Suicide Prevention) in November 2018
- The launch of “Mind Gym” a menu of preventative wellbeing programmes for students to refer to directly in January 2019

5.2.3 Staff Counselling and Employee Assistance Programme (EAP)

The EAP service (provided by PAM Assist) is designed to help staff acquire the skills to deal with life challenges and problems which impact upon an individual’s ability to lead a balanced and productive life both at their home and workplace.

The service offers confidential independent help, information, and guidance, accessed by telephone. The Helpline is available 24 hours a day, 365 days a year to employees. It also allows for up to 6 face-to-face counselling sessions, offered at a Glasgow clinic or at a more convenient location. Staff also have access to an online resource where they can seek information and advice on a wide range of topics concerning work-life, personal support and health and wellbeing.

Professionals are available to answer queries on a wide range of practical and more sensitive issues. All calls are treated in the strictest confidence.

5.2.4 Widening Access

[Strathclyde Cares](#), a suite of support developed for care experienced applicants and students, won the Retention, Support and Student Outcomes category at the Guardian University Awards in 2018 and was shortlisted in the Outstanding Student Support category at the Times Higher Education Awards. The University also won in the Widening Access category at the Herald Higher Education Awards.

The SFC have identified categories of ‘at risk’ groups who they believe require additional support or may be under-represented within higher education: carers; young carers; mental health, veterans/children and partners of military families; estranged students, young people who have gone through the Children’s Panel system, asylum seekers/refugees, those with criminal convictions, trans and non-binary students, Gypsy, Roma and Traveller communities.

The Widening Access Team is exploring these groups to improve understanding of potential barriers and identify support needs from an institutional perspective. Over the course of 2018/19 academic year, a series of institutional events are being carried out to bring together experts, those with an interest and those with lived experience for groups where little research, policy or practice has been undertaken up to this point. It is envisaged these events will be the launch point for the development of an action plan identifying institutional support and monitoring for each group.

The University continues to review and ensure alignment between the University’s Widening Access Strategy and the student Gender Action Plan. The Widening Access team and the

EDO delivered a workshop at SFC's National Gender Conference in 2018 exploring how institutions can align their widening access and student gender equality activities.

5.2.5 LGBT inclusion

Between 2016 and 2018, the University's Dr Stephanie Mckendry and Dr Matson Lawrence conducted research, funded by SFC, on the experiences of and current provision for, trans and gender diverse applicants, students and staff in colleges and universities across Scotland.

The project developed a set of recommendations for the sector, open-access resources, guidance and training materials and the [TransEDU website](#) to provide a central resource for information on supporting trans applicants, students and staff. The development of further resources and leadership models was supported by funding from the Leadership Foundation for Higher Education (now part of Advance HE).

In 2018, TransEDU won a Guardian University award for advancing staff equality and a Diversity through Education Award at the Herald and Gen Analytics Diversity Awards. The SFC asked universities to implement the TransEDU recommendations within its guidance for the development of University Outcome Agreements published in October 2018.

Strathclyde has included the implementation of the TransEDU recommendations as an action within our student Gender Action Plan, our 2017-21 Athena SWAN Action Plan and Equality Outcomes 2017-21. Implementation is overseen by the University's Equality, Diversity and Inclusion Committee, Gender Equality Steering Group and the Student Experience and Enhancement Services (SEES) LGBT+ Champions Group.

Both SEES and the University's School of Education are in the process of preparing applications for LGBT Youth Scotland's LGBT Charter Mark, with the aim of achieving awards by 2019/20. The Charter programme aims to support organisations to be LGBT+ inclusive for staff and students and requires applicants to meet specific standards with regard to Training, Policy, Practice, Promotional Material and Resources and Monitoring and Evaluation.

5.2.6 Project SEARCH

Project SEARCH is a one-year transition programme which provides employability, training and education opportunities for young people on the autistic spectrum, or with learning disabilities. The University first joined the scheme in 2014.

The programme is a partnership between Strathclyde, as the host business, and:

- Supported Employment Service, Glasgow City Health and Social Care Partnership as provider of job coach
- City of Glasgow College as provider of lecturer
- Autism Network Scotland – signposting and training on autism.

Around 10 interns take part in three 10-week placements over a full academic year, to help them gain experience for work. They are supported by a qualified instructor and one, or sometimes two, job coaches to meet their educational and training needs.

The students gain competitive, marketable and transferable skills to enable them to apply for a related post. They also build competency in communication, teamwork, and problem-solving, all of which are important to their overall development as a young worker.

Since Project SEARCH began in 2014, 35 graduates (two thirds of participants) have secured paid jobs - five at Strathclyde.

5.27 Breaking Barriers

Breaking Barriers is an innovative partnership between ENABLE Scotland, Strathclyde Business School and Scottish Power. The pioneering programme, unique in the UK, enables young people with learning disabilities to attend university, achieve an accredited qualification and gain real work experience with one of Scotland's largest employers.

The programme won the Youth Employment Award at The Herald and Gen Analytics Diversity Awards in 2018.

5.2.8 Age Friendly Academy

The [Age-Friendly Academy](#) was launched at the University of Strathclyde in 2017 as part of the University's commitment to being an Age-Friendly University - part of a growing international network of universities that encourage positive ageing through research and provision. For Strathclyde, this underpins our founding principle of providing "a place of useful learning, open to all". We have a unique, life-course approach to learning and opportunity and aim to offer something of interest to anyone, regardless of age

As part of a consortium of Age Friendly Universities, led by Dublin City University, we are committed to 10 principles that aim to enhance the lives of older adults through offering renowned learning opportunities, undertaking innovative research, intergenerational work, promoting career development and enterprise for older adults and forming partnerships to enhance community engagement.

5.3 Foster good relations between people who share a protected characteristic and those who do not.

The University uses events and communications channels to mark a range of nationally and internationally recognised days, weeks and months of observance of relevance to equality, diversity and inclusion.

Media and Corporate Communications work closely with the EDO and departments across the University to ensure a coordinated approach to marking relevant dates that helps to promote and advance understanding of issues relevant to protected characteristic groups amongst our students, staff and wider University community.

Some examples from 2017-19 include:

- Establishment of 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, dialogue and respect between student groups and communities within the wider University setting.
- Establishment of an internal Equality and Diversity Calendar, which displays relevant days/weeks/months of observance and celebration. Departments are invited to inform the EDO of any relevant events organised around these dates so that details can be added to the calendar.
- Establishment of an Equality and Diversity Newsletter for students and staff, published once per semester.
- University presence at Pride Glasgow 2018 and the flying of the rainbow flag on campus during Pride Weekend.
- Organisation and wide promotion of University LGBT History month events. The University also lit up several of its buildings in purple for Purple Friday 2019 and flew the rainbow flag throughout February, to show our support for LGBT equality and our stand against homophobia, biphobia and transphobia.
- Equally Safe @ Strathclyde hosting the Encompass Network's 'Inside Outside' exhibition at the University, based on and featuring the voices and stories of women involved in prostitution in Scotland.
- Promotion of Hate Crime Awareness week across the campus, to raise awareness of hate crime and how to respond to it.
- A wide variety of University events taking place throughout March, in celebration of International Women's Day and Women's History Month. In 2019, this included the University hosting Zero Tolerance's Violence Unseen exhibition, alongside a related workshop and panel discussion, in collaboration with Gender Equal Media Scotland and Strathclyde Students' Union.
- University Mental Health day event focusing on experiences with mental ill-health and addiction, and highlighting the wellbeing benefits of physical activity.
- Ongoing provision of social, learning and sacred space for people of all faiths and none via the University Chaplaincy Centre. Support is provided by chaplains from wider religions and belief communities.

6. Embedding equality within Faculties and Departments

6.1 Embedding Athena SWAN at departmental level

Departmental engagement with the Athena SWAN Charter and awards process has expanded significantly since 2017. All departments now hold or are in the process of applying for Athena SWAN awards, with twenty of twenty six potential departments having achieved awards to date (taking into account the departments covered by the Business School's Faculty award). Our first departmental awards outwith STEM departments were achieved in 2018 (Strathclyde Business School and the School of Psychological Sciences and Health).

Many departments have chosen to expand the remit of the self assessment teams set up to develop Athena SWAN award submissions and now have general equality and diversity committees which examine a range of issues relating to protected characteristic groups. It is standard for the majority of these committees to report regularly to departmental management teams.

6.2 Equality and Diversity Contacts

The University appointed departmental Equality and Diversity Contacts in 2016 with a remit to: raise awareness locally on University equality and diversity developments; assist with Equality Impact Assessments; provide two-way communication between local areas and the EDO and contribute to equality events/ projects.

The Equality and Diversity Contacts remit and role is being reviewed during 2018/19. This includes refreshing the role description to further support embedding of equality and diversity within departments, connecting Equality and Diversity Contacts with one another to share ideas and best practice and developing a repository of tools that contacts can use to improve their own and colleagues' understanding of specific equality and diversity themes.

The Contacts currently receive an email update once per month, which contains details of equality, diversity and inclusion news and events within and outwith the University, which they are asked to circulate amongst students and staff as relevant.

6.3 University networks

A number of University networks have been established which work to promote and advance equality of opportunity for various groups across the institution and externally. These include:

- WISE (Women in Science and Engineering) Group. WISE supports female STEM staff in their career progression. The Committee was first initiated by the Faculty of Engineering (Prof Becky Lunn) in 2014 and membership was formally extended to the Faculty of Science during 2017/18. WISE organises a range of events and activities, which has included a research funding call to encourage female research networking and to pump-prime future substantial external research bids with female PIs.
- The [Feminist Research Network](#) brings together staff across the University, developing stronger feminist research presence, visibility and connectedness. The Network was founded in 2016 and seminar series have run at Strathclyde each year on a wide variety of relevant topics.
- WASP (Women @ Strathclyde in Physics) aims to support and provide information to women students and staff involved in Physics at Strathclyde. The group held a well received event in March 2019 which included inspiring research talks by renowned physicists, followed by a panel discussion with academics to raise awareness of the importance of equality & diversity efforts in physics, and across all STEM subjects.
- Strathclyde Carers Group is a support group for staff members who have, intend to have, or have had caring responsibilities. The support group encompasses staff members who care for someone who is ill, old and/or frail, disabled or requiring significant assistance; care may be substantial or ad-hoc.

- Beyond Aurora was established in 2018, to connect Strathclyde women who have participated in Advance HE's Aurora women's leadership development programme and explore the development of potential further women's leadership initiatives at the University

7. External engagement

Some key examples below demonstrate how we are embedding equality, diversity and inclusion within our external engagement and outreach work with key University stakeholders and external organisations.

- ['Engineering the Future for Girls'](#) is a summer school hosted by the Faculty of Engineering, designed to engage girls in a wide range of engineering challenges that will inspire them to become the next generation of engineers. The programme is in its fourth year and The Faculty of Engineering, in partnership with the Weir Group, have now launched [Young WEIR-WISE: Discovering Engineering with S2 Girls](#).
- During 2017/18, the EDO and Strathclyde Students' Union participated in an NUS/Sparqs pilot project to explore methods of engaging students in Gender Action Plans (GAPs). Outcomes are being incorporated into the ongoing delivery of the University GAP.
- The EDO supported an Equate Student Champion to develop and deliver on campus initiatives to support and connect the University's female STEM students during 2018/19. The [Equate Student Champion](#) programme is a joint initiative between Equate Scotland and participating universities.
- Since the completion of the TransEDU research project, the TransEDU team have continued to deliver training and guidance internally and during sessions and workshops hosted by SFC, University and College Union (UCU) and the Educational Institute of Scotland (EIS). The team also delivered a workshop at Advance HE's Equality Challenge Unit Scotland Conference in 2018.
- The University participated in a roundtable discussion held by the Royal Society of Edinburgh in 2018, as part of the Society's consultation on its 'Tapping All Our Talents' review looking at progress towards equality in the Scottish STEM workplace since 2012.
- The EDO and Widening Access team participated in an evidence session roundtable organised by Universities UK and the National Union of Students, as part of a project to improve the attainment and experience of black and minority ethnic students across the UK.
- The University's [Engineering Academy](#) is a pioneering programme that offers an alternative route into university and employment as a Strathclyde student. The Academy has undertaken various activities designed to address barriers to entry for female applicants, including female only outreach activities, focus groups with female and male students to compare experiences and Unconscious Bias training for academy students. The Engineering Academy is also represented on Equate Scotland's Steering Committee.