



University of Strathclyde Equality Outcomes Consultation 2017

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1. Introduction

This report provides results of the consultation carried out by the University in developing the 2017-2021 Equality Outcomes.

We followed the successful consultation process of 2013 for formulating the University's first set of Equality Outcomes. The previous consultation was acknowledged in the sector as leading best practice for engaging and enabling many people to contribute.

During February and April 2017 extensive consultation was carried out with staff, students and relevant stakeholders including external organisations and individuals (**Appendix A**) representing all protected characteristics. We acknowledge the valuable contribution made by all in our gathering of evidence to finalise the University Equality Outcomes.

The Equality Outcomes 2017-2021 build upon the evidence and continuation of excellent progress we have made in recent years on equality and diversity such as promoting gender equality (attaining national Athena SWAN awards), new policies on the Dress Code and LGBT+, and hosting regular events to encourage dialogue. We are proud of our record of social inclusion, widening participation and creating opportunities for all people who can benefit.

Our approach is to go beyond our legal obligations and extend our equalities work to address the national equality and diversity priorities and challenges. The Equality Outcomes provides a framework for the next four years and set the pace, tone and manner in which we will collectively work together in enhancing our demonstrable commitment and continuous progress on equality and diversity.

The Equality Outcomes pay due regard to people with protected characteristics as defined by the Equality Act 2010: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation.

The Public Sector Equality Duty (PSED) requires universities and public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

We will review our Equality Outcomes on a biennial basis and work proactively to monitor progress to further enhance equality of opportunity for all.

2. Key points

The University adopted an inclusive approach in conducting the consultation. All staff and students were invited to five meetings at which review and progress on the 2013-2017 Equality Outcomes was provided.

In addition, an online survey was conducted with all staff and students and external stakeholders. Staff without access to computer facility were provided with hard copies of the survey.

The University Equality and Diversity Strategy Committee and the Disability Service were given opportunity to provide comments also.

A great deal of activity including inviting relevant student groups, personal contacts to encourage individuals and groups as well regular reminder via emails, staff digest, website and social media resulted in a high response. A total of 1584 respondents (Table 1) contributed - of which 80% were students, 19% staff and 1% external stakeholders. This is a significant increase of 67% in the response rate from the 2013 consultation ((949 respondents) for the 2013-2017 Equality Outcomes. The high response rate is remarkable as the consultation on the Equality Outcomes coincided with other University staff and student surveys already in progress.

Table 1: Breakdown of respondents'

	Total	%
Students	1263	80%
Staff	311	19%
External - individual	5	0.5%
External - organisation	5	0.5%
Total	1584	100%

3. The consultation process

The University hosted five workshops and conducted an online survey between February and April 2017 for people with all protected characteristic backgrounds including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The workshops and survey covered 5 Equality Outcomes. Respondents were provided with 3 questions under each Equality Outcome with options for agreement, disagreement and a free text box for comments. The survey also included additional questions on positive and negative experiences based on one's protected characteristic at the University and at department level. Respondents were encouraged to acknowledge intersectionality (of belonging to different protected characteristic) by ticking all protected characteristics that apply.

Hard copies were distributed to staff in Estates Services without access to computer facilities.

Similarly, members of the University Equality and Diversity Strategy Committee, the Equality and Diversity Contacts and Student Experience Managers received hard copies.

In total 1584 respondents participated in the consultation process. Not all participants provided a response to the questions. The number of respondents to each Equality Outcome is provided in the tables below.

The consultation was conducted in line with the Data Protection Act and is anonymous. Respondents were invited to disclose personal protected characteristics on a voluntary basis to allow the University to assess that consultation is fair, transparent and covered all groups.

In general, there was solid agreement with the University’s approach and direction and resounding endorsement of the Equality Outcomes.

We recognise we cannot be complacent in progressing equality and diversity for all. The information in Table 2.1 about the experience of different protected characteristic groups is an opportunity for us to ensure that we fully embrace and implement the intended 2017-2021 Equality Outcomes.

Table 2: Total responses at a glance on Equality Outcomes

Equality Outcome	No of respondents	Yes	No
1.Gender equality for all	1555	97%	3%
2.Retention and progression	1531	90%	10%
3.Equality initiatives to raise awareness	1544	92%	8%
4. Mental health wellbeing	1547	91%	9%
5. Race Equality	1532	96%	4%
Time scales realistic for progressing EO	1488	94%	6%

Table 2.1: Total responses at a glance on experience at the University*

	University experience based on protected characteristics	Positive	Negative
Students	3036	85%	15%
Staff	551	69%	31%

* see tables 10 and 11 for detailed information

4. Response to the consultation by protected characteristic

The information provided in Table 3 and in **Appendix B** provides evidence of people from all protected characteristics participating in the consultation process. The response rate is most encouraging as disclosure of information on personal protected characteristic was provided on a voluntary basis.

Table 3: Breakdown of respondents by protected characteristics

Protected Characteristics	Total respondents	
Gender		
Female	752	49%
Male	746	48%
In another way	11	1%
Disabled	155	10%
Gender-reassignment	14	1%
LGB	156	10%
White	1074	71%
BME	320	20%
Other ethnic group	118	8%
Christians	500	33%
No religion	475	31%
Muslim	143	9%
Agnostic	99	6%
Atheist	129	8%
All other religions	122	8%
Single	579	38%
Married/Civil Partnership	480	31%
Under 20	212	17%
20-40	652	52%
41-60	335	27%
61 plus	24	2%

There were many wide ranging comments received, queries and challenges ranging from one paragraphs to one word. The respondents actual quotes are presented in italics in the report.

Endorsement of University’s commitment to equality and diversity was highlighted by respondents.

- *I think that the equality outcomes included are important and address key concerns*
- *The work undertaken and supported is very positive*
- *The outcomes are relevant and well written, clear and concise*
- *The approach is ambitious but realistic*
- *Generally, the University approach seems to be heading in the right direction. I like that you are taking a data-driven approach to exploring the problems and potential solutions*
- *Clear, comprehensive and ambitious outcomes/actions - very well written*
- *It is important for this scheme to be visible, promoted and integrated into university activity.*

- *I am proud to be associated with an organisation that emphasizes equality in true spirit*
- *All interaction with the University has been positive and professional*
- *As both an employee and student of Strathclyde I have had nothing but positive experiences with regards to appreciation of my identity*
- *happy to see that the University of Strathclyde is addressing the concerns of trans people. The leadership opportunities for women staff members is also to be welcomed*
- *The focus on race equality is welcome*
- *Equality training for HoDs, staff and students is welcomed.*

In general, suggestions were made to:

- *revise the wording of some the Equality Outcomes e.g. Outcome 1 to include *career opportunity and promotion and people of all genders have the same opportunities...*" and Outcome 2 to include students outside of the protected characteristic groups (such as carers, care leavers, looked-after and low socio-economic background)*
- *increased visibility of gender diversity as well for other protected characteristic groups in senior management*
- *clarity on reporting unacceptable behaviour*
- *clear mechanisms for reporting discrimination need to be established that enable the reporter to be protected, and information about such mechanisms to be widely advertised.*
- *Greater visibility of initiatives would be welcomed. Ensure that the various e-modules are mandatory for staff and students.*
- *I think it would be valuable to add 'looked after' as an additional protected characteristic, this would not only ensure that there is a positive bias for this population who typically are at disadvantage but would also support the university in meeting its duties as a corporate parent.*
- *Great progress can be made but given the scope and reach of the plans 4 years may not be enough time to achieve all the objectives in that timeframe*
- *senior staff to be involved in promoting equality*
- *Strong suggestion that equalities training should be compulsory*
- *Suggestions were made for assigning appropriate resources to realistically implement the Equality Outcomes.*

Queries were made over what protected characteristics meant and clarity on the consultation process was sought in some cases. There were a number of challenging comments from some respondents: on the rights of straight men; feeling too much emphasis on minorities was going towards reverse discrimination; that this exercise is about ticking boxes and some Heads paying lip service.

5. Summary of responses to the Equality Outcomes

Equality Outcome 1:

The University aims to ensure that women, men and trans people have the same opportunities in employment, access to learning and research

The equality outcome 1 received a solid endorsement from 97% of the respondents - Table 4.

Table 4

1555 respondents	Yes	No
Agree with the equality outcome	97%	3%

There 187 comments made on Equality Outcome 1. The following are some examples:

- *Revised word was suggested to include career opportunity and promotion and people of all genders have the same opportunities..."*
- *"The University aims to ensure that people of all genders have the same opportunities..."*
- *I welcome the University's active approach here since this outcome is unlikely to be achieved passively*
- *I welcome the University's active approach*
- *I am proud to be associated with an organisation that emphasizes equality in true spirit*
- *under-represented groups often don't apply for opportunities because of low self-confidence, a lack of aspiration or not understanding that they are suitable for that kind of post. The ADR process could be utilised better here.*
- *address the gender imbalance in staff and staff roles*
- *'ensuring all gender embodiments (e.g. trans, female, male)'*
- *balancing the rights of women with the rights of trans people*
- *Under-representation of women and minorities in senior management*
- *the university is very pro trans*
- *In order to promote equality - remove all reference to gender in applications*
- *Address opportunities for all staff groups not just the academics*
- *Include actions for trans staff*

Students

- *Female colleagues on temporary research contracts have experienced difficulties securing full maternity leave packages, especially when their contract would otherwise end during the maternity period. This is unacceptable and there should be mechanisms in place to ensure they get the support expected by any permanent member of staff.*
- *I was positively impressed by the welcoming spirit of the Mature Students Association and the fact that you have extra toilets at the student union.*
- *I'm really happy to see that the University of Strathclyde is addressing the concerns of trans people. The leadership opportunities for women staff members is also to be welcomed.*
- *The wording is inadequate: "women, men and trans people". Trans men and women *are* men and women respectively. I appreciate the inclusion of trans people, obviously, but don't like this separation. I would suggest using "women and men, cis or trans", which is better*

but still doesn't acknowledge non-binary genders. Ideally "all genders".

- *If there is maternity leave there should be paternity leave (for male students)...*
- *remove the gender category from application forms and names if need be (to avoid bias).*
- *There is an over emphasis on certain characteristics. Awareness and recognition of invisible disability is poor both in employment and research.*
- *The university doesn't exclude anyone as far as I can tell. Although I have seen posters up talking about women's and trans issues, but I have never seen a poster on campus which explicitly mentioned men's issues (higher suicide rates, mental illnesses etc.)*
- *Mothers are discriminated against and expected to compensate even more than in society at large. Need extra support for mothers. Totally unsupported.*
- *how about publishing statistics on male and female graduates who are employed within x months of graduating. If there is a clear imbalance, then maybe explicitly showing that there is an imbalance would go some way to correcting the imbalance.*
- *Trans identity is a relatively 'new' concept to western culture however there are other civilisations who have acknowledged up to 5 genders. I believe that people should be able to self-determine their gender and have equal access to opportunity ultimately fulfilled through talent, application and appropriate support.*
- *The focus needs to be on equality between all groups. Not giving advantages or special funding/courses to promote one side of the issue. i.e. gender based violence should focus on violence against women AND men; bias studies should also look at bias against women AND men as this occurs as well.*

Equality Outcome 2:

Address any imbalance and improve retention, completion and successful entry in the job market for students from different protected characteristic groups

The equality outcome received solid affirmation – Table 5.

Table 5

1531 respondents	Yes	No
Agree with the equality outcome	90%	10%

158 comments were received.

Staff

- *Suggestion for revising wording of the Equality Outcome 2 to: 'improve retention, *experience*, completion and...'*
- *need to have recruitment at the top of the list or you won't address the imbalance*
- *Should be for students from ALL groups not only protected characteristic groups*
- *to work to continuously review practice to ensure protected characteristic groups are considered...*
- *do more to recruit females into postgraduate programmes such as PhD and CDT*
- *This will require more funding of things like the availability of student support for writing / learning that is currently available. I imagine students who feel themselves to be failing are more likely to drop out than those who are doing ok, and availability of support would catch*

those students and hopefully offer them ways forward.

- *This is a very ambitious outcome with 4 outcomes per PC group, particularly with the level of attention required on the GAP (Gender Action Plan). Could this be prioritised or focused more through data and evidence?*
- *Issues such as off-campus gender based violence likely to impact studies and progression.*
- *Resources required to support students from non-traditional backgrounds.*
- *Hopefully we will also address imbalances among staff.*
- *Gender balance in subject areas may be a challenge but agree we need to work towards this.*
- *class and social background remains largely unaddressed for both staff and students.*

Students

- *I haven't noticed any extra effort of the university doing this.*
- *I am currently about to graduate from postgrad and am disheartened at the prospect of finding a job in my field that fits with my disability, as most have too strenuous requirements.*
- *Focus on subjects where there is an extreme difference in gender and investigate if the drop out rate is higher for a certain gender.*
- *There is no level playing field for ethnic minorities and it makes it so much harder to find the help that is easily available to locals!*
- *No support for intentional students in finding jobs.*
- *I have not seen the university's attempts at this on campus.*
- *Although looked after/care experienced is not a protected characteristic, I feel it would fit well with the University's ambitions to go beyond legislative requirements, to consider including care experience students in this.*
- *Where there is evidence this is required. Also incredibly important not to promote tokenism or culture of grievance which would actually undermine equality. Positive action thought to enhance skills gaps and support equal access to employment is beneficial.*

Equality Outcome 3:

Increase the visibility of equality initiatives (such as providing training, hosting events) to raise students and staff understanding, knowledge and confidence.

The equality outcome received solid affirmation – Table 6.

Table 6

1544 respondents	Yes	No
Agree with the equality outcome	92%	8%

141 comments were made the respondents.

Staff

- *Revise wording to... increasing and embedding understanding and knowledge*
- *Make equality & diversity training part of 'professional studies' modules in taught courses*
- *funding should be available for local as well as university-wide initiatives*
- *positive experience by female students in engineering acknowledged*

- *the initiative to train HoDs is welcome, but should be rolled out to include all senior managers of the university and professional services as well as academic HoDs*
- *there is no mention of the University being or wish to be a 3rd Party reporting centre for hate crimes*
- *In areas where there are currently few colleagues from particular groups such initiatives can increase the workload pressure on these people - this needs to be appropriately managed*
- *Care will have to be taken not to alienate 'unprotected groups' in this process*
- *embedding them in development activities of staff, audits of activities*
- *We need champions (particularly among the older, white, cis men in leadership) to promote, participate, and lead by example*
- *Raising staff's knowledge and understanding of what is acceptable and what is not through training is key*
- *the events should reflect the range of protected characteristics*
- *Will the e-modules be credit bearing for students? How would they be motivated to take this?*
- *better website information which does not require calls to E&D staff*
- *needs to be more compulsory staff training on equality and diversity.*

Students

- *Consider making some of these events available online so that distance students can take part.*
- *I understand the (students) Union is the hub for all of this but there is a complete absence of any promotions of these events.*
- *Relatively limited actions to address issues of LGBT+ and race - staff training on trans issues desperately needed for example. Setting up staff networks is essential but people need to feel safe enough to join, and consideration should be given to people who may not be out to colleagues or even family, i.e. traffic light system in relation to visibility within staff groups as used by Lloyds Rainbow Network.*
- *Lots of great things to attend. More at the weekend would be good as I work and study.*
- *There are many good equality events, but believe they could be better promoted/more awareness.*
- *the e-modules sound like a good addition, but there is a very real risk that these are completed as a box ticking exercise and no learning or growth is accomplished... need to think around how to get people to actively engage and meaningfully address behaviours.*

Equality Outcome 4:

Increase awareness of mental health wellbeing and provide appropriate support to improve the experience of students and staff.

The equality outcome received solid affirmation – Table 7.

Table 7

1547 respondents	Yes	No
Agree with the equality outcome	91%	9%

210 comments were made.

Staff

- Revise wording suggest replace improve 'the experience' with "to improve" the mental health
- *This is generally a taboo subject and I am glad that the university is working to support this outcome*
- *Greater promotion on well-being in general would be of benefit*
- Clarity on who to contact at the university for support
- *Monitor mental health and stress-related staff sick leave*
- Could do with increased awareness
- *Access for disabled students and staff needs to include better provision for deaf and hard of hearing people, not just physical access ramps etc*
- *There is definitely gains to be had in terms of forming better linkages (between staff support) with student wellbeing services going forward.*
- *this is an area where Universities should be taking a lead to demonstrate to society the importance of mental health/wellbeing and work life balance*
- increased funding in order to establish a specific mental health team to meet the complex needs of students with mental health conditions.
- *important that any staff members whose role is directly dealing with students should be aware of the support services available, and courses should be compulsory to ensure our students are receiving equal support across the University*
- *this is an increasingly important area that requires resources*
- *wider approach should be considered with relation to sustainability. Various examples from other institutions have shown that a link between sustainability or environmental matters on a wider scale, and wellbeing has proved to be a success.*
- *add mindfulness and de-stressing techniques and fitness into our daily working routines.*

Students

- *A lot more could be done for mental health to alleviate stress and anxiety.*
- *Definitely a good idea.*
- *Maybe more training on eating disorders*
- *There should be greater considerations for students with autism, such as a quiet space or a place to regulate.*
- *With the mental health effects of the social media culture still unknown (but there clearly being effects), this is the most under provided for issue I see at university.*
- *I have no idea who I would speak to at university if I was having mental health problems.*
- *More should be done to highlight the importance of mental health wellbeing and make services more open and available - it's difficult to know where to turn when in need, and what services the university provide as it seems to be a taboo'd subject.*
- *I sincerely hope you raise awareness for ALL people.*
- *Mental health undervalued in academia, particularly in PhD studentships.*
- *Around a third of all PhD students are at risk of developing metal health issues - far higher than their peers in the workplace. You can't just look to increase awareness of support, it's*

a health and safety issue. Mentors/line managers/supervisors should be trained to see signs and it should be a core part of doctoral training.

- *Raise awareness of sexual violence and provide staff with training on how to deal with it if a student discloses this.*
- *There could be an increased promotion of services available, I was unsure of how to access these services until I notified the university of my dad's death and they responded with a list of services, there also was not a follow up to check whether I had use any services or not.*
- *I know a number of students who suffer from mental health issues and haven't been supported by Strathclyde and one of them has actually dropped out as a result. I am also aware that there was a suicide on campus which was not addressed by the university and no effort was made to investigate if other students has these feelings.*
- *The levels of mental health issues in higher education is too high. Employers are looking for transferable skills before technical skills. I believe wellbeing and allied subjects are vital to transforming school leavers into valuable employees.*
- *Many resources already exist but are poorly executed and under used. E.g. in the 1st year of my course, students are assigned a member of staff as a point of contact for personal and academic issues but the staff either have insufficient training or interest because this resource is very under utilised. It would be worth investigating what similar schemes exist across campus and assessing why they do or do not currently work rather than duplicating effort and reinventing the wheel.*

Equality Outcome 5:

The University aims to ensure that Black and Minority Ethnic people have the same opportunities in employment, access to learning and research and applies for the Race Equality Charter Mark (similar to Athena SWAN for gender equality).

The equality outcome received solid affirmation – Table 8.

Table 8

1532 respondents	Yes	No
Agree with the equality outcome	96%	4%

133 comments were received.

Staff

- The focus on race equality is welcome
- current race profile for professional services needs to be addressed
- this should be supported with a reporting mechanism that can protect staff experiencing discrimination
- add promotion prospects and targets for representation at management levels
- The outcome of applying for the Race Charter is a nice and clear, yet still ambitious outcome for the institution to achieve.

Students

- *The university should also address the low numbers of BME staff, particularly in higher positions.*
- *Employ a more diverse group of staff, especially lecturers. On a 4 years' science course I've mostly came across middle-aged white men.*
- *We don't have the same opportunities as job offers are usually prioritised to Europeans of UK nationals.*
- *Does this outcome get a dedicated officer to see its achievement like Athena SWAN? If not, is gender more important than BME?*
- *I do not feel that the university offers sufficient support to international students in the initial period of their studies, particularly in English support. This makes the learning experience difficult and less accessible for these students. Their equal access to employment is also hindered if they are not able to develop these skills by the end of their degree.*
- *Out of 160 there are maybe 4 people of colour in my department. Rather suspicious selection process.*
- *I understand this is a big issue where black and minority people face difficulties in getting a job after graduating.*
- *Unable to comment, no knowledge in this area.*
- *The University especially the economics department do not treat equally. In the last three years, the economics department downgraded PhD students (including me) to MPhil because we were Muslims. There are a lot of home and European students, they are working on their PhDs for more than six years and they never downgraded to MPhil. They just downgraded Muslims. I am sure you will find who in the economics department downgraded these Muslims students. They spent in thousands pounds and made hard effort, and at the end the department took all the money and send them with MPhil.*

6. Are there any additional Equality Outcomes that should be included?

174 comments made. Suggestions include:

Staff

- *Increased awareness of religious beliefs from different religions and opportunities for people of faith to meet and discuss areas of inequality.*
- *LGBTQI*
- *Greater focus on getting young people from SIMD20 areas interested and excited about university.*
- *Develop opportunities for those who may not have considered university education as being within their reach.*
- *Other protected characteristics (such as age, sexuality and religion) are not covered, and this seems like a significant omission*
- *there is not clarity of outcomes for people who might have other caring responsibilities (e.g. elderly parents).*
- *Outcomes should also be about equality of respect, not just opportunity and employment. I have no idea how this is measurable, but it is about creating a culture where everyone is valued for what they bring.*

- Having 6 Outcomes is far too much.
- *Parents/ carers/ age/ sexuality should be covered.*
- *Outcome 5 should be Outcome 1 or 2. Improving racial diversity at a university in Scotland is hard for a number of cultural and geographical reasons but the benefits of putting the work into it will extend to all staff. Parking it as Outcome 5 suggests lower priority for how big a deal it is.*

Students

- I believe that groups such as asylum seekers or refugees should have a specific policy. (I may have not read of its existence, apologies if that is the case).
- Include equality based upon social class.
- I think that the equality outcomes included are important and address key concerns.
- Religious issues are still VERY big issues and fear related to Islam linked to terrorism (as well as other types of terrorism) need to be addressed.
- Women are looked upon but mothers are not, especially single parents (mums/dads) who need more support when attending university. Carers are not acknowledged when studying. Acknowledgement of Mature students and ensuring equal opportunities in employment, companies are very focused on the younger students making it very difficult for the mature students.
- Better understanding of Autism and its impact and how to be more inclusive and supportive. I have been studying this at PG and have been slightly dismayed to see basic issues such as timetables and semester dates not available to students with ASD and them being unaware of the support they may be entitled to. I have been amazed at the dis-organisation etc on a course which is promoting better understanding of Autism.
- Protecting from faith based discrimination.
- A commitment to protecting and assisting international students and those claiming refuge and asylum.
- Is there a missing outcome for early careers professionals and the characteristic of age, currently there is an outcome for students but not for professionals.
- Outcomes around age and pregnancy/maternity and return to work/retraining may be appropriate
- developing inclusive teaching is essential but many staff are completely unaware how to even begin with this, many don't understand why this is important. Also a need to address structural inequalities that push women, BME and trans people into positions with lower pay, e.g. being given responsibilities that are more teaching/administrative/pastoral care focused, as well as discrimination that is not 'overt' e.g. gender based sexual harassment, unconscious bias in terms of gender and race etc.
- Veganism is still badly misunderstood around the campus catering venues and for function catering. it should be addressed.
- Gender neutral toilets and the provision of disabled toilets throughout the uni has been a reassuring sight.
- Allowing a pro-life students society to form for example
- I'm not sure if home-schooled (or 'educated otherwise') students are included.
- Care leavers and carers should be treated similarly and where are disabled students and staff in this?
- I cannot think of any additional because Strathclyde university already does A LOT and I see that much more is planned. Well done!

7 - Are the time scales realistic in progressing these Equality Outcomes?

Table 9

1488 respondents	Yes	No
Agree with the equality outcome	94%	6%

7.1 - If you answered NO to the previous question, please give reasons.

84 comments were made.

Staff

- *We know from research that full implementation of any change initiative takes 2 to 4 years if. Although the timescale for the action plan is over a 4-year period, my concern is that there are a significant number of diverse and complex initiatives and policies included within this timescale and in order to actually embed these new (and important) aspects into practice, a longer timescale would be more realistic.*
- *Great progress can be made but given the scope and reach of the plans 4 years may not be enough time to achieve all the objectives in that timeframe.*
- *The timescales are proportionate for outcomes 3, 4 and 5. Outcomes 1 and 2 will likely take longer than 4 years to achieve, though significant progress could be made in that time.*
- *There won't be an end point, in all likelihood - this is attempting cultural change so is more of a continuous improvement project, not a one off.*
- *This needs to be worked down through University level support activities, then through faculty level policies before integration in teaching practices as courses are reviewed.*
- *Its more the target of 90% for completion of courses that seems too high than the timescale. Given the turnover of staff and other issues a near-complete response would be nearer 80%.*

Students

- *The timeframe is too long for disability and race equality objectives to be implemented.*
- *The University has structured the procedure of reporting any issues in a way that is discouraging for students to come forward. Doesn't need time, needs new structure and positive reinforcement for students to report any issues.*
- *My answer would be 'I don't know' - it seems like a lot of achieve in the time scale but it depends on how committed the university is to reaching these milestones.*
- *Time scales are realistic progressing these Equality Outcomes but should not be confused with implementing them.*
- *Four years to tackle all these systemic issues seem overly optimistic. There will be some form resistance from people who won't benefit from these outcomes.*
- *(Over time) further gaps will be identified. Do not be overwhelmed in searching for silver bullet solutions. Accept it as a collective challenge and remove the burden of unattainable outcomes. That is not to say that no progress can't and shouldn't be made.*
- *I feel many of the issues are society-wide and it may then take longer to influence the perception of so many people in only 4/5 years when they've spent 16 years outside of your*

system. Most students don't take the extra-curricular very seriously either.

- *Achieving Racial and Gender equality is not a 4-5 year commitment by a body of higher education but a task for all levels of education/society.*

8 - Do you have any other comments or suggestions on the University's approach to equality and diversity?

204 comments were made.

Staff

- *Gender diversity within the Executive Team would provide a better example to the rest of the institution.*
- *A challenge is to obtain engagement from staff in the proposed activities. Many staff may not be available to attend workshops or may choose to priorities other work and not attend. The eTraining modules may help ensure all staff receive the required training and information.*
- *I feel that the current system that allocates more annual leave to members of staff on higher grades is discriminatory and needs to be reevaluated in order to be fair.*
- *emergency parental leave policy should be developed.*
- *I do not agree with the university's approach to create a safe space as an action for well-being and inclusivity. Safe spaces segregate students and is therefore not inclusive.*
- *Building structured, development pathways into the current ADR process, rather than leaving it to the individual to find their own career pathway.*
- *More resources should be allocated to the E&D team, to support departments and faculties to meet these targets - e.g. for running events, producing information leaflets and a modern up-to-date website.*
- *Consider nationality in the context of the Brexit developments.*

Students

- *Make it very clear who will be able to see any information regarding gender/race/sexuality/religion. There is a reluctance to select certain demographic information e.g. religion/sexual orientation because it is not clear who will be able to view this information and why. I do believe the information will be kept secure and confidential, however there is always a reluctance to divulge this information out of fear it may have a negative impact if viewed by people who harbour certain prejudices.*
- *Parental leave for PhD students, there is no specific guideline and it should consider that a PhD student cannot get any maternity/paternity allowance from the government as he/she is a student, so the rules should take into account also particular cases in which for example the student is at the end of the studentship and allow maternity pay.*
- *Would be interesting to investigate if students who use the disability support services are more or less likely to be employed in the months following their degrees. I feel the way in which many employers recruit actively penalises dyslexic candidates. I understand that this is out of the universities hands but this data might be interesting.*
- *Consider part-time students needs more, most choose to study part time because of money or caring responsibilities.*

- *I applaud the university's decision to increase non-gendered bathroom facilities.*
- *Pregnant women are not supported the way they should be and life is made harder for them than necessary.*
- *The university has shown a real commitment to supporting students from financially disadvantaged backgrounds or those with care experience in accessing and sustaining university life. I would welcome this continuing commitment.*
- *I would like to see a greater emphasis on educating students on equality and diversity as they are the people who will be going out into industry and if we can start educating them now about these aspects then Strathclyde will produce a more fair and equality conscious workforce. And I think it has an obligation to do that, rather than leaving that burden to industry.*

9 - Have you ever felt that you have been treated differently at Strathclyde because of any of the following reasons? (Please tick any that apply.)

Table 10

	Students	Positive experience		Negative experience		Total
1	Age	87%	512	13%	79	591
2	Disability	81%	164	19%	39	203
3	Gender	83%	478	17%	95	573
4	Gender reassignment/ Trans identity	92%	114	8%	10	124
5	Race/ethnicity/nationality	79%	395	21%	103	498
6	Religion or belief	89%	308	11%	40	348
7	Sexual orientation	91%	286	9%	29	315
8	Marriage or civil partnership	91%	197	9%	20	217
9	Pregnancy/ Parental status/ adoption and surrogacy	82%	137	18%	30	167
	Total		2591		445	
			85%		15%	

Table 11

	Staff	Positive experience		Negative experience		Total
1	Age	68%	80	32%	38	118
2	Disability	60%	21	40%	14	35
3	Gender	60%	77	40%	52	129
4	Gender reassignment/ Trans identity	77%	10	23%	3	13
5	Race/ethnicity/nationality	76%	52	24%	16	68
6	Religion or belief	71%	39	29%	16	55
7	Sexual orientation	98%	39	3%	1	40
8	Marriage or civil partnership	87%	27	13%	4	31
9	Pregnancy/ Parental status/ adoption and surrogacy	58%	36	42%	26	62
	Total		381		170	
			69%		31%	

10 - Please share any examples of positive experiences

270 comments were made.

Staff

- Great relationships with different nationalities people.
- I have experienced a high degree of investment in my skills and career development due to my young age.
- great number of programmes for Women in STEM subjects.
- Time to look after sick partner.
- There are women in senior roles which I find motivating.
- Many staff cited positive experience flexible working arrangements.
- *Very good provision of adoption leave.*
- *I have recently become disabled and have found a lot of support from colleagues and the University in general*
- *I am an EU citizen and have always felt very welcomed here at Strathclyde.*
- *As an openly gay female member of staff I can honestly say I have been able to "be myself" at work without feeling judged or having my technical expertise questioned due to my sexuality. This was something I experienced in a previous place of work and in comparison, I am much happier in myself at The University of Strathclyde both professionally and personally.*

- Older staff respondents cited positive support particularly respect from students.
- Recently I've got a great support from Chaplaincy (personally from Naseem Anwar) in organisation of a cultural event (Easter Workshop) for Eastern European community and international students.

Students

- *Women in Engineering Society and the 2017 trip to Exxon Mobil (for female Engineering students) are just 2 of the positive experiences I have had as a female Engineering undergraduate.*
- *Ability to continue study in pregnancy and endurance of continued study in the postnatal period.*
- *They put homosexual people in the same flat in Halls! Amazing.*
- *All interaction with the University has been positive and professional.*
- *Due to the nature of our course, we had a very varied group with different nationalities, it was a very enriching experience.*
- *the MSA, mature students, Gerry McDonnell, mentors and staff who have taken my disability into account and acknowledged my dedicated attendance to the university lectures-which should be compulsory for all students.*
- *Being an international student, I was concerned about my language during initial stages. To my surprise, all lecturers were encouraging towards international student and motivating us on how to improve presentation skills. The same goes to cohort.*
- *My age has generally been accepted positively by staff and fellow students. I would say there have been some issues with course material presuming all students remember their school learning, specifically targetting those who have just left school. This has meant additional pressure has been put on older students to relearn those materials without support from academic staff, on top of the course content. Sexual orientation has also been accepted by all without issue thus far.*
- *I have found Strathclyde to be a much more welcoming and unassuming environment than previous educational, performance and professional environments that I have encountered in the past. I have yet to experience any gender, sexual or racial harassment towards myself or others.*
- *I am pregnant. Although I find some difficulties to finish the laboratory works before giving birth, the Laboratory Team is helping me to finish my research and always look after me to avoid cause any damage to me or my baby.*
- *I am disabled but I feel I have been treated as no different at the moment.*
- *As a more mature student, I have found the experience more positive than I had expected to as there is a wide range of ages within the student population.*
- *Disability service has been very supportive and has made available loan equipment which has transformed my studying.*
- *My depression has been treated as the debilitating disorder that it is, and taken into account when my attendance has dropped. Also, when I've had to correct someone on my pronouns they've always just been like "oh okay!" and tried their best to change it, no fuss. It's been really sweet and I don't feel unsafe at all around campus.*
- *I have always been asked by lecturers'/seminar leaders to share perspectives on topics from a religious/female perspective to allow for more breadth of discussion.*
- *The DMEM department technicians and lecturers always treat both genders equally in both their actions and the language they use. I know this isn't always the case for technical*

courses too so I appreciate the steps they take to make an inclusive environment for everyone.

- I have never been felt uncomfortable about my religious beliefs, probably because it's not exercised by a minority. The student union has been amazing in making me feel welcome regardless of my ethnicity, age, gender or sexual orientation and this has had a big impact on my student experience.*
- As international student, I received financial support when facing hardship.*
- Recently, the Islamophobia issue is spread out worldwide. However, I feel safe in the university, and I am glad, the university is welcoming me as a Muslim because there are faith and belief room provided as the place for praying. I appreciate that.*
- On the basis of "race/ethnicity/nationality" I feel I experience a slight privilege, being from a White Scottish background, and as such whilst that may be a positive for me it highlights that there still has to be work done to address the needs of students from any other background.*
- As an openly gay man who is in a civil partnership, I have not felt I am treated any differently from anyone else on my MSc and have always been treated fairly and as an equal.*
- I can wear my scarf and have a prayer place.*
- there is mature student association that really is a positive thing for me as i felt i might feel out of place attending university with young people of my daughters age but that is not a problem anymore.*
- As a Christian, it has often worried me sharing my faith with other people but everyone I've encountered at Strathclyde is open, understanding, and tolerant.*
- I felt honoured when the Principal visited the SUMSA prayer room. Positive also is the presence of prayer spaces all over the campus for all faiths.*
- Despite being a student who is a carer and aged over 50 years I was accepted to take part in an outward bound leadership course last year, which I found both useful and enjoyable.*

11 - Please share any examples of negative experiences

243 comments were made.

Staff

- Have been treated as too old to be considered for promoted posts - have seen discriminatory practice towards those in parental caring role and this is predominantly towards APS female staff.
- Following a job interview, was advised by HR, that although I had equal qualifications, skills and experience to the successful candidate - they were slightly older so the Panel felt they would be more appropriate for the position.
- I have experienced certain expectations of my behaviour due to my Christian belief.
- Expectation to provide cover for maternity leave when female members of staff are on maternity leave and no alternative cross-cover is factored in.
- Some members of staff can display negative bias towards women.
- The lack of an ethnic/nationality mix in professional services.
- I get the impression that some senior managers would like certain people to retire promptly, and that male senior managers can 'gang up' against female staff quite easily.
- Some everyday experiences of being interrupted/ignored by male colleagues in meetings;

leadership roles allocated on basis of 'experience' (often understood as older age or length of service); everyday racism- comments made on ethnicity or nationality by colleagues, casually.

- It is against my religion to drink coffee or tea. Often this is the only thing offered. I am pretty shocked at the gender profile in support services. Most of the junior/operational roles are women.
- Apart from my personal experience of being given work that was undermining my personal development and was rendering me to just a secretary instead of an active researcher because of gender, I was also present in a very demeaning behaviour from the head of the department to a student that uses an electric mobility vehicle. The student was asked to park his vehicle far away from his desk so that visitors to the office will not be offended by the presence of the vehicle. This is not only demeaning but also made the student's life difficult as he has to put more effort to walk a longer distance.
- I believe at times colleagues can be a little dismissive of me as I am a woman sitting in one of the lower grade jobs here in the university. I also feel that I am sometimes overlooked when it comes to the opportunity to attend outside courses, conferences and events whilst others on higher grades have the opportunity and freedom to do so.
- the estates dept. as recently as this year assigned door access codes in the Curren building with a date known and used to celebrate religious division 1690 (battle of the Boyne).
- Male dominated management. When I was pregnant I was told by my then line manager, that this gave a signal on the commitment to my career.
- I do feel discriminated against because I do not have children. People in my department who have children seem to be able to have more flexibility in the starting and finishing hours whereas there seems that the expectation is that I have to be available at any time because I do not have children to drop or pick at school.
- sexual discrimination from a male colleague; sexual innuendo in a group context from male line manager.
- Inappropriate comments in the workplace by a number of male colleagues. Missed out on promotion opportunities to more 'confident' men.
- staff with the same job title, doing the same job on different salary scales due to location. In terms of 'equality' it is not acceptable that these salaries are paid from different budgets.
- Since becoming pregnant I have felt less valued by the university, my department and my senior colleagues. Before my pregnancy I was also made aware by senior colleagues that pregnancy would not be looked on favourably, and felt that it was likely I would be offered fewer opportunities due to being a woman of child bearing age and therefore seen as a pregnancy risk.
- I have felt discriminated against for having caring responsibilities for elderly parents rather than for children, as well as for not being Scottish.
- I have on occasion been referred to as "young" or "inexperienced" which is a view which is only taken by more long-standing members of staff. I feel that although I am relatively young to be assuming my current role, I was hired based on my experience and expertise and this should be recognized regardless of age.
- I have a chronic [daily; invisible] illness. My manager has told me that I shouldn't let on that I'm ill as other staff find that information upsetting.
- Anti-English comments still appear to be acceptable.
- Staff whom are older and have worked for the University treat younger staff and in particular modern apprentices different to how they treat each other.

- Some academics have passed negative comments about religious people being stupid. This doesn't bother me as I'm not very religious, but it could impact on others.
- I have counselled disabled students who have faced discrimination in this university. The disability services team, on more than one occasion, have been difficult, defensive and uncooperative to me as a member of staff, and to that of my students.
- Colleagues saying not worth older people attending training. Lack of consideration for a mobility problem I have. Complete change of role on returning from maternity leave and little support from HR.

Students

- Some students are stereotyping/racists against some nationalities.
- *No one cared or took responsibility for actioning my adoption leave. I was on a P/T RA contract, and I never received any time off or adoption leave/pay.*
- *In labs can feel technicians favour men, this then rubs off and makes the men feel they are leader of the group and don't let women contribute as much.*
- *the Strathclyde business school front desk staff treat the students with so much disrespect even though the building is for them.*
- *Condescending attitude upon realization of my nationality.*
- *My experiences as a student with disability. Access in labs was sometimes difficult; I was told the benches could be readjusted to my height as a wheelchair user but although it was said lots, it was only on the last day of the module that they told me they'd worked out how to do it! I also haven't yet received any word about my DSA application and equipment, and my course is almost over. I'm hoping to have it put into place for my research project this summer but it would have been useful throughout the course.*
- *Other students assuming that Christians are narrow-minded fools and attributing bad qualities to my person.*
- *The university does not provide accommodation to students who are 35 and above. I had a difficult time in getting an accommodation in Glasgow. The university did not even support in providing a guarantor's letter. If you encourage all age group to study, then there should be some provisions that for people who fall in that bracket.*
- *The University never offered support or concern about the difficulties my spouse (EEA family member) faced during our six first months in Glasgow.*
- *The re-entry process for students taking time off for health reasons is a bit abrupt. A formal back-to-work interview might be just as awkward, but there should be guidance.*
- *Poor understanding of access requirements at a conference - disability access is about more than wheelchair accessibility and just because a building is wheelchair accessible it doesn't mean its accessible for people with mobility issues or mental health issues.*
- *I think the term "maternity support leave" in place of paternity leave undermines the role and importance of being a father and a husband. While it is right and proper we should give equal status to same sex couples and future parents, we should not weaken the importance and role of being a father. The policy should as a minimum be renamed "parenting leave" for example.*
- *I applied for a couple jobs on campus and was asked about my pregnancy status. That should never be asked, in my opinion.*
- *Various incidents of mild homophobia, inconsistent and what I consider to be due to*

people's personal views. Comments from a teaching assistant that I couldn't really be gay because I looked "too much like a girl" and "a lot of young women experiment in their youth but they usually realise what they actually want in their 20s".

- Surprisingly, I have been discriminated against for being a non-native Brit. Though I had secured British Citizenship, my accent is decidedly North American, and I am often 'distinguished' as a foreigner or 'not understanding' British things. Coming from a multicultural society, I find this prejudice surprising and, to be honest, comical. The second negative experience I have had is regarding my choice not to have children. I have been openly told I could not join in conversations regarding parenthood and also told I could 'not understand' aspects of children's lives and child-rearing. Having taken care of foster children myself, I find this infuriating, but I know there's little point to expressing my opinion when it is unwelcome.
- Religious holidays counting as absences. Just because they are not public holidays, does not mean they should not be recognised and followers entitled to celebrate without detriment.
- There is still a lot of homophobic chat and 'banter' in classes.
- I am not Scottish (Canadian) it's much harder for me to access resources, go on trips, and earn scholarships.
- Academic staff that are not licensed to practice medicine are the ones to evaluate medical conditions and grant special arrangements for each module, for each year, for 4-5 years...
- lecturers complaining about lectures being recorded, being misgendered, being told to "speak English" even before a tutorial had started.
- In English lecture a lecturer said a Christian rite whereupon the relative believers answered back in unison. I and others who were non-Christians were made to feel like outsiders and as if we didn't belong and that we were an aside to those that could respond to that rite.
- My mother has been sick which meant I had to collect my youngest brother from school. This conflicted with my timetable so I missed 2 lectures. I have been made to complete the group assignment myself, treated in a derogatory manner with little empathy.
- On the basis of "Gender" and "Trans Identity" I have felt that more needs to be done to accommodate transgender or gender non-conforming students. The (students) union has went a way towards rectifying this, however facilities run by the CSR and the university itself are lagging behind. My prime example would be the recent renovation of the John Anderson bathrooms, which were recently renovated. This in itself is a good thing, since the old ones needed some work, however this struck me as the perfect opportunity to outfit the building with some gender-neutral bathrooms. This would alleviate the discomfort and confusion felt by myself, a pre-public transition Male-to-Female individual, and allow more inclusivity of non-binary students. Often times it isn't convenient or socially comfortable to have to go find the nearest disabled bathroom, and gender-neutral bathrooms would remedy this.
- I have experienced one colleague making comments with regards to my age (i.e. that I was young) in relation to my ability to do my job but also using this to distinguish me from the rest of the team and embarrass me publicly. This was about power and authority and was addressed effectively by my department.
- I don't appreciate being called a "damsel in distress" when I go to a workshop with a fully annotated drawing of what I want them to cut for me. They might have been kidding around but I know the guys on my course don't experience stuff like this. It's tiring, all the small things building up.

- *Some staff - especially old male lecturers can still say sexist comments - although this may be a joke, I do not believe as a lecturer they should be setting this example? Also being English - despite the common jokes which I accept, sometimes I feel lecturers go out of their way to make a comment.*
- *A tutor once referred to a trans character in a television show as "a gay man who decides to pretend to be a woman."*
- *Being a mum therefore means I have had to miss tutorials due to sickness and my children being sick. The university were not accommodating.*
- *Professor stating "jokingly" in class that Caucasian females are useless in math and can't even count. Other professor stating that we live in a man's world and female entrepreneurs might not be taken seriously by investors due to their gender.*
- *Carried out postgraduate research training called "Research Integrity" on 12/12/16. Video material was sexist, making explicit references to young female sleeping with an older male in superior position, the young female was belittled and the scenario was normalised. This was not commented upon by the trainers when I raised the issue in the training session.*
- *I have felt some discrimination and mocking of my sexuality as Bisexual, some academics have felt this does not even exist, and laughed at it. I am 42, I am and always will be bisexual, it isn't a choice. In my disability, autism, I have had discrimination towards how I think, in some cases I have been restricted in my ability to teach students, the implication I feel is that people do not think students should be exposed to my type of approach, this is discrimination towards autistic thinking. It also further isolates me.*
- *So many: being called a dumb blonde by a professor (even though I am a brunette, oddly). Being told homosexuality was a topic that shouldn't be discussed in a seminar on equality and diversity issues. Being screamed at by a lecturer who got the wrong room but then decided it was the 300 students sitting in the correct room that were at fault. Being told that international students are valued and wanted but having no evidence to support this. Being asked to provide feedback on a course, doing so professionally, but then being shouted at by lecturer hosting the feedback session (of which only two students showed up) for not giving him the feedback he wanted to hear.*
- *Islamophobia, looking at any Muslim as extremist and terrorist.*
- *General misogyny within the department.*

12 - If you had a negative experience, did you approach anyone about this?

226 comments were made.

Staff

- *Raised issue with HR, who were helpful and supportive - but ultimately they were simply advising of the decision and had no direct involvement in the interview.*
- *Shared with other colleagues my experiences.*
- *No. Was not serious to warrant escalation.*
- *Nothing specific really, just a feeling that my views are not taken as seriously as a woman.*
- *Trying to contribute to change through Athena SWAN activities and initiatives.*
- *Approached my line manager, head of institute and HR. I do not feel my grievances were taken seriously.*

- *Yes. Approached multiple individuals but nothing changed.*
- *HR and the Head of Department.*
- *I have tried discussing it with my supervisor and have been ignored.*
- *I point out this discrimination every time it occurs. Everyone just says "oh, it's him making a fuss again".*
- *I have gone to both my line manager and the person in question's line manager and was told to deal with it.*
- *I addressed the sexual discrimination directly with the male colleague and also informed my line manager of the scenario. I also addressed the sexual innuendo directly with the same line manager. While I am disappointed that I have had to deal with these situations at all in the workplace, both individuals have taken my comments on board and their behaviour has improved.*
- *I have mentioned it to my supervisor but no further than that.*
- *Have attempted to discuss this with HR to no avail and have now seen Occupational Health due to stress.*
- *No point... if you approach anyone then that lays down a marker that you carry forward, i.e. into future promotion bids etc.*
- *No. I didn't have to. I am capable of dealing with experiences like this. At least when someone says something inappropriate, you know they think like that. There are people who would never say anything inappropriate whose thoughts are even worse and this impacts on the decisions they make. It is also very difficult to identify bias in oneself or to address issues that arise because of the values we hold that we don't even realise are impacting on our actions.*
- *Mentioned it to the Manager at the time with no outcome. Told constantly within department that you should be here a certain time length in service before you can go for promotion. Not true and ability does not matter its all about the length of service.*
- *I sometimes complain to the person who is being condescending or unreasonable, but have never raised any of these things officially.*
- *Line manager, who was equally astonished and baffled at the behavior, however as they are our colleagues and we want a harmonious working relationship with them, no further action was taken.*

Students

- *We approached our course director as a class.*
- *(Approached) admin staff.*
- *the Head of my previous department and my second supervisor. But there was bias towards the academics involved, encouraging me to give up my studies essentially.*
- *I spoke with student Union and the international student office.*
- *my supervisors and my department. But everyone ignored the issue.*
- *No one to approach. Both times it was on an application.*
- *Views (concerns) taken to staff student meeting nothing done and no acknowledgement or solution offered.*
- *causing disruption to your department/lecturer is the last thing you want to do.*
- *No, wouldn't be much point. Less likely to be taken seriously, and even if it was it was one occasion.*
- *Yes, the procedure was uncomfortable and unpleasant and I would rather haven't done it.*

Although promised to deal with the issue the outcome suggests that the issue "got buried under the carpet"....

- I should have approached but I was not sure who to approach and what is the criteria for the complaint to be heard.*
- No as I was in a minority and made to feel unwelcome so didn't approach or felt I could have uttered it to anyone.*
- I did talk to my course director at once and made sure it was dealt in the right way.*
- I brought it to the faculty rep who brought it to the head of department. Little was done.*
- i did not approach anyone in fear of having a problem with my degree.*
- Just discussion with Group Supervisor at the time.*
- Told directly the person. They tried to be more subtle about it.*
- No. I hid this and pretended nothing happened.*
- I approached the people who said thinks to me, and called them out on their behaviour, but all too often those around defend them, and not I, therefore I am further marginalised.*

13 - Thinking about my experience at the institution as a whole, I am satisfied that the University meets my specific needs based on my background of:

Table 12: Students

	Students	Definitely disagree		Mostly disagree		Neither agree nor disagree		Mostly agree		Definitely agree		Not applicable		Total
1	Age	7%	83	6%	66	10%	113	24%	270	43%	487	11%	124	1143
2	Disability	3%	29	3%	29	5%	61	8%	85	13%	143	69%	774	1121
3	Gender	6%	72	5%	54	10%	112	22%	247	40%	455	17%	192	1132
4	Gender reassignment/ Trans identity	2%	18	1%	16	6%	62	6%	62	10%	110	76%	849	1117
5	Race/ethnicity/nationality	6%	70	5%	55	12%	133	18%	200	33%	375	26%	295	1128
6	Religion or belief	5%	52	4%	44	10%	114	14%	158	28%	310	40%	443	1121
7	Sexual orientation	5%	60	2%	24	11%	127	12%	136	26%	290	43%	477	1114
8	Marriage or civil partnership	3%	29	2%	20	8%	86	8%	90	18%	198	62%	698	1121
9	Pregnancy/ Parental status/ adoption and surrogacy	3%	28	2%	27	7%	74	6%	71	12%	130	70%	787	1117

Table 13: Staff

	Staff	Definitely disagree		Mostly disagree		Neither agree nor disagree		Mostly agree		Definitely agree		Not applicable		Total
1	Age	6%	21	3%	12	24%	84	26%	92	31%	108	10%	36	353
2	Disability	2%	7	3%	11	10%	36	7%	25	7%	25	70%	245	349
3	Gender	4%	14	8%	27	24%	84	23%	80	26%	91	15%	54	350
4	Gender reassignment/ Trans identity	1%	4	1%	4	13%	45	3%	9	3%	12	78%	270	344
5	Race/ethnicity/nationality	4%	15	3%	9	20%	70	16%	54	23%	78	35%	120	346
6	Religion or belief	3%	9	3%	11	21%	73	10%	35	17%	60	46%	157	345
7	Sexual orientation	3%	9	2%	7	17%	60	11%	36	21%	71	47%	160	343
8	Marriage or civil partnership	3%	9	2%	6	17%	60	10%	36	16%	55	52%	178	344
9	Pregnancy/ Parental status/ adoption and surrogacy	3%	9	2%	8	16%	54	10%	34	13%	45	57%	196	346

14 - Thinking about my experience in your academic department, I am satisfied that my Department meets my specific needs based on my background of

Table 14: Students

	Students	Definitely disagree		Mostly disagree		Neither agree nor disagree		Mostly agree		Definitely agree		Not applicable		Total
1	Age	7%	74	6%	63	10%	115	21%	240	44%	497	12%	141	1130
2	Disability	3%	33	3%	31	6%	68	7%	76	13%	141	69%	759	1108
3	Gender	6%	71	4%	50	11%	120	18%	202	42%	466	19%	210	1119
4	Gender reassignment/ Trans identity	2%	20	1%	15	6%	67	5%	56	10%	115	75%	830	1103
5	Race/ethnicity/nationality	6%	65	4%	47	12%	130	14%	159	36%	395	28%	314	1110
6	Religion or belief	5%	50	2%	24	10%	116	12%	132	29%	317	42%	469	1108
7	Sexual orientation	4%	46	3%	30	11%	119	10%	110	28%	304	45%	492	1101
8	Marriage or civil partnership	2%	27	1%	14	8%	83	7%	74	18%	203	64%	703	1104
9	Pregnancy/ Parental status/ adoption and surrogacy	2%	23	2%	22	6%	68	5%	56	13%	145	72%	790	1104

Table 15: Staff

	Staff	Definitely disagree		Mostly disagree		Neither agree nor disagree		Mostly agree		Definitely agree		Not applicable		Total
1	Age	5%	19	3%	10	21%	73	23%	79	31%	108	17%	60	349
2	Disability	2%	7	2%	7	10%	33	5%	18	8%	27	73%	252	344
3	Gender	6%	20	3%	12	22%	77	18%	63	28%	97	22%	77	346
4	Gender reassignment/ Trans identity	1%	5	0%	1	12%	39	2%	8	4%	14	80%	271	338
5	Race/ethnicity/nationality	4%	14	2%	7	19%	63	12%	41	20%	69	43%	144	338
6	Religion or belief	3%	9	2%	8	20%	67	8%	28	17%	57	50%	172	341
7	Sexual orientation	3%	9	2%	6	17%	56	10%	33	19%	65	50%	169	338
8	Marriage or civil partnership	3%	9	1%	4	16%	54	8%	26	16%	56	56%	191	340
9	Pregnancy/ Parental status/ adoption and surrogacy	2%	8	2%	8	12%	42	8%	28	14%	46	61%	207	339

Appendix A: Consultation with external stakeholders

External organisations invited to contribute

Action on Hearing Loss Scotland
Age Scotland
Black and Ethnic Minority Infrastructure in Scotland
Coalition of Race Equality and Rights
Dyslexia Scotland
Equate Scotland
Equality Challenge Unit
Equality Network
Glasgow City Council
Glasgow Disability Alliance
Interfaith Glasgow
LGBT Youth Scotland
Royal National Institute for the Blind
Scottish Association for Mental Health
Scottish Trans Alliance
Stonewall Scotland
West of Scotland Regional Equality Council

Individuals invited to contribute

ECU Scotland Liaison Group (Equality Practitioners)
Scotland Colleges
Equality Practitioners in UK Higher Education
Glasgow Diversity Employers Forum
Glasgow Equality Forum

Appendix B: Respondents data by protected characteristics

Table A: Respondents by gender

Female	752	49%
Male	746	48%
In another way	11	1%
Prefer not to say	30	2%
Total	1539	100%

Table B: Respondents by Gender-reassignment

Yes	14	1%
No	1490	97%
Prefer not to say	32	2%
Total	1536	100%

Table C: Respondents by Age

Under 20	212	17%
21-30	42	3%
31-40	610	49%
41-50	215	17%
51-60	120	10%
61+	24	2%
Prefer not to say	20	2%
Total	1243	100%

Table D: Respondents by Sexual orientation

Bisexual	67	4%
Gay	69	5%
Heterosexual/ Straight	1239	81%
Lesbian	20	1%
Other	31	2%
Prefer not to say	105	7%
Total	1511	100%

Table E: Respondents by relationship status

Single	579	38%
Married	466	30%
Civil partnership	14	1%
Divorced	14	1%
Separated	9	1%
Widowed	<5	0%
In a relationship or living with	380	25%
Prefer not to say	73	5%
Total	1538	100%

Table F: Respondents by Disability or impairment

Yes	155	10%
No	1320	86%
Prefer not to say	63	4%
Total	1538	100%

Table G: Respondents by Ethnicity

White	1074	71%
Mixed or multiple ethnic group	39	3%
Asian, Asian Scottish, or Asian	245	16%
African	68	4%
Caribbean or Black	7	0%
Other Ethnic Group	79	5%
Total	1512	100%

Table H: Respondents by Religion or belief

No religion	475	31%
Agnostic	99	6%
Atheist	129	8%
Buddhist	34	2%
Christian - Church of	121	8%
Christian - Roman Catholic	208	14%
Christian - Other	171	11%
Hindu	24	2%
Jewish	7	0%
Muslim	143	9%
Sikh	<5	0%
Spiritual	14	1%
Humanist	18	1%
Pagan	7	0%
Another religion, please	15	1%
Prefer not to say	69	4%
Total	1537	100%