



University of
Strathclyde
Glasgow



EQUALITY OUTCOMES AND MAINSTREAMING REPORT 2025

University of Strathclyde

Equality Outcomes and Mainstreaming Report 2025

Contents

Introduction.....	2
1. Our Equality, Diversity and Inclusion Commitment	3
2. Evidence and involvement.....	7
3. University Court	8
Appendix 1: Equality Outcomes 2025-29	10
Appendix 2: Equality Outcomes 2021-25 progress report	21
Appendix 3: Equality Mainstreaming Report.....	25

Introduction

This report contains the University of Strathclyde's Equality Outcomes 2025-29, as well as a progress report on our Equality Outcomes 2021-25. It also provides an overview of key efforts and achievements in embedding and mainstreaming equality throughout our functions, particularly since our last mainstreaming report in 2023.

The Equality Outcomes represent our institutional equality priorities, presented as results which we aim to achieve from 2025-29. In accordance with the specific duties of the Public Sector Equality Duty, the University produces a set of Equality Outcomes every four years, setting out key equality objectives that aim to further the needs of the general equality duty, informed by relevant equalities data, consultations with students and staff and relevant sector evidence.

1. Our Equality, Diversity and Inclusion Commitment



Introduction

Founded in 1796 as “a place of useful learning” for all, equality in access to higher education has always been at the heart of Strathclyde’s mission. Today, we are a vibrant and diverse community of students and staff of all backgrounds, characteristics and lived experiences. The depth of our commitment to equality, diversity and inclusion (EDI) is demonstrated by our celebrated socially progressive ethos and the consistent embedding of our values to guide our decision-making and ‘how we do things’ here.

‘People-oriented, innovative, collaborative, ambitious and bold’ – [our values](#) reflect who we are and demonstrate what we believe in and what we stand for. In approaching our strategic priorities, we proudly take a bold approach, not least in creating the supportive and socially progressive culture and environment we understand is so necessary for staff, students and the wider Strathclyde community to thrive. In all we do, Strathclyde is committed to putting our people first – students, staff and partners – and to ensuring that our University is a place of belonging and wellbeing where individual and collective successes are achieved through the support provided for one another, where diverse talent and socially-progressive innovation are provided with the conditions to flourish, and where we recognise as a strength the diversity in perspectives and lived experiences that challenge us to think differently.

Our Commitment

Strathclyde is committed to providing equitable access to a first-class education for all students, and an inclusive and supportive workplace for our staff, in a vibrant University community that recognises and celebrates diversity. As a university, we are subject to legal requirements relating to EDI through the Equality Act 2010 and Public Sector Equality Duty and Scottish Specific Duties. Our commitment is to extend far beyond compliance, however; our ambition is to be the first-choice place of work and study for diverse groups.

As a socially progressive University, we are committed to creating enabling conditions for everyone to thrive and to mainstreaming equality into the fabric of our learning and teaching, administration, people, research and innovation, and technology activity. This includes a

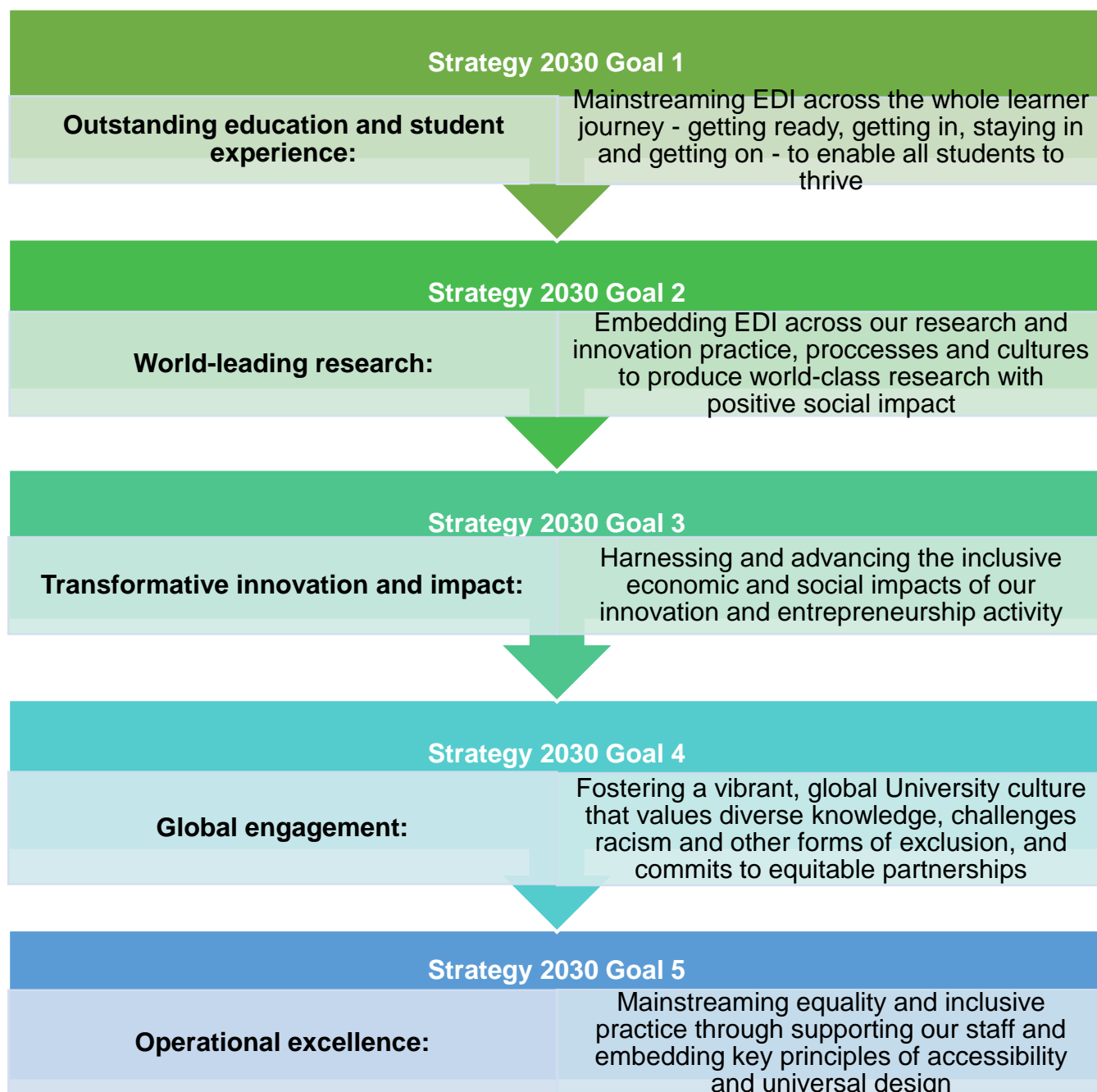
strong and demonstrable commitment to advancing gender equality, race equality and towards anti-racist practice, disability (including neurodiversity) equality and accessibility, LGBTQI+ equality and inclusion, inclusion of all socio-economic backgrounds, advancing equality and inclusion for all protected characteristics, and to providing equitable opportunity for all widening access groups who face additional barriers in accessing higher education. We too are committed to understanding and recognising intersectional identities and the intersecting barriers across characteristics and backgrounds which can compound inequalities, allowing us to adopt a more nuanced approach to this work

At Strathclyde, we organise our EDI and Widening Access activity around our shared vision and definition¹:

- **Equality:** Our shared vision is for everyone at Strathclyde to be equal with one another in terms of status, rights and opportunities. Equality is not about treating everyone the same, but instead it is about recognising that some groups are disadvantaged by existing structures, systems and practices, and taking proactive action to address this on individual and structural levels.
- **Diversity:** Our shared vision is for a vibrant diverse Strathclyde community comprised of people from a wide range of backgrounds and characteristics, where we draw strength and value from the diverse life experiences of our students and staff. Diversity is about ensuring that our University community reflects the world around us and the society we want to create, including by taking action to improve representation of, and outcomes for, underrepresented groups at all stages of the student and staff journey.
- **Inclusion:** Our shared vision is for everyone at Strathclyde to be included in the University community, their courses and their workplace. Inclusion is about identifying and understanding how existing structures, systems and practices may exclude people with certain characteristics and taking proactive steps to ensure all students and staff feel welcome and valued.
- **Accessibility:** Using the social model of disability as our guiding framework, our shared vision is to ensure everyone at Strathclyde has equitable access to the University – including our physical campus and digital functions – by removing barriers and creating enabling conditions to ensure all students and staff can access, participate in and thrive in their learning or work.
- **Widening Access:** Our shared vision is to be sector-leading in our approach to widening access, enabling everyone to have the opportunity to maximise their potential – both in terms of access to university and succeeding while they are here – irrespective of background and economic circumstances. We are committed to the ambitious national targets set by the Commissioner for Fair Access and to providing sector-leading support for care experienced, carer, estranged, and asylum seeker and refugee students.

Aligned to each of the overarching [Strathclyde 2030](#) strategic goals and the University's socially progressive ethos, we are committed to:

¹ We are committed to regular review of the terminology and definitions we use, as we recognise that terminology is contextual, contested and continually evolving.



At the core of working towards these overarching EDI goals are the following five cross-cutting themes:

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

At Strathclyde, we are committed to embedding and advancing the [United Nations Sustainable Development Goals](#) – ‘a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere’ – and we recognise EDI as central tenets of

this, including the goals relating to reducing inequalities, gender equality, quality education, and decent work.

Our Strategies and Plans

Our overarching commitment to EDI will be taken forward through the implementation of the following strategies and action plans.

- [**Strathclyde 2030:**](#) The University's overarching strategy for 2025 to 2030.
- [**People Strategy 2020-2025:**](#) The University's overarching strategy relating to our people including our people vision, our values, and the Strathclyde Pledge.
- [**Equality Outcomes 2025-2029:**](#) The University's Equality Outcomes 2025-2029 set out comprehensive evidence-based actions for advancing EDI at Strathclyde for the following four years, in alignment with the core goals and themes outlined in our EDI Commitment.
- **Athena Swan Action Plan 2023-2028:** Following thorough self-assessment, the University's Athena Swan Action plan sets out comprehensive evidence-based actions for advancing gender equality and related intersectional equalities at Strathclyde.
- **Race Equality Charter Action Plan 2026-2031:** To be published in 2026 following the University's comprehensive self-assessment and submission for the Race Equality Charter, the Race Equality Charter Action Plan will set out evidence-based actions for advancing race equality and relating intersectional equalities at Strathclyde.
- **Disability Inclusion Action Plan:** To be finalised in 2025, the University's Disability Inclusion Action Plan is a comprehensive set of actions to advance equality and inclusion for disabled including neurodivergent Strathclyde applicants, students and staff.
- **Access, Equality & Inclusion Strategy:** To be finalised in 2025, the Access, Equality & Inclusion Strategy approaches EDI and Widening Access intersectionally, supporting a holistic framework through which our work with schools, local communities and the Strathclyde community will be delivered.
- [**Safety, Wellbeing & Resilience "Culture of Care" Strategy:**](#) The University's Safety, Wellbeing & Resilience Strategy sets out overarching plans to embed a 'culture of care' at Strathclyde where everyone feels safe, secure and supported, as well as the development and implementation of a dedicated Wellbeing Strategy.
- [**EU HR Excellence in Research Action Plan 2024-2027:**](#) The University's HR Excellence in Research Action Plan sets out Strathclyde's action for supporting the personal, professional and career development of its researchers throughout their careers, including implementation of the Concordat to Support the Career Development of Researchers.

Monitoring and Evaluation

The implementation of our strategies will be routinely monitored and evaluated. Evidence from evaluation will inform strategic and policy decision-making, to celebrate success and to improve student and staff outcomes.

Reviewing our EDI Commitment

Our EDI Commitment will be subject to annual review by the University's EDI Committee.

2. Evidence and involvement

In developing the Equality Outcomes (EOs) 2025-29, a range of quantitative and qualitative evidence was considered.

Table 1: EOs Evidence and involvement

TYPE	DATA ITEMS
1. Staff quantitative data	<ul style="list-style-type: none">• Staff equality monitoring data• Equal pay data• Report and Support data
2. Student quantitative data	<ul style="list-style-type: none">• Student equality monitoring data• Report and Support data
3. Staff consultation	<ul style="list-style-type: none">• Existing surveys/focus group reports• Targeted EOs engagement
4. Student consultation	<ul style="list-style-type: none">• Existing surveys/focus group reports• Targeted EOs engagement
5. Interrelated institutional action plans/projects	<ul style="list-style-type: none">• Strathclyde Strategy 2030• Athena Swan action plan 2023-28• Researcher Development Concordat Action Plan 2023• RESG action plan/Race Equality Charter• Collaborative Research and Innovation Cultures Project• Safety, Wellbeing and Resilience Strategy• People Strategy• Disability Inclusion Action Plan
6. Sector data/reports	<ul style="list-style-type: none">• Equality in HE stats reports (students and staff)• National Equality Outcomes
7. National demographic data and reporting	<ul style="list-style-type: none">• Scotland's Census• EHRC: Is Scotland Fairer 2023• Equality Evidence Finder Scot. Gov.

Development of the Equality Outcomes progressed in three stages:

- **Stage 1:** Mapping – inclusion of relevant existing action plans within the 2025-29 EOs, reviewing 2021-25 EOs for completion/continuation, adoption of relevant National Equality Outcomes.
- **Stage 2:** Gap analysis - reviewing existing data to determine where equality issues had been identified which, as yet, did not have actions attached to them. Reviewing national and sector data for evidence where a gap in institutional data had been identified.
- **Stage 3:** Consultation – conducting a targeted engagement and consultation with staff and student networks, specifically to collect data on the experiences of specific groups where evidence was missing and to gain insight into potential solutions for identified inequalities impacting specific groups.

3. 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. Diversity is a key consideration in the recruitment process of lay members to Court.

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. Since 2018, there has consistently been a higher percentage of coopted female than male Court members.

University Court membership: 2018-25

Total Membership

Year	Male	Female	Total	% Male	% Female
2018/19	9	15	24	37.5%	62.5%
2019/20	11	13	24	46%	54%
2020/21	11	14	25	44%	56%
2021/22	13	12	25	52%	48%
2022/23	13	11	24	54%	46%
2023/24	12	13	25	48%	52%
2024/25	13	11	24	54%	46%

Co-opted Members

Year	Male	Female	Total	% Male	% Female
2018/19	4	9	13	31%	69%
2019/20	6	7	13	46%	54%
2020/21	6	8	14	43%	57%
2021/22	5	9	14	36%	64%
2022/23	4	9	13	31%	69%
2023/24	6	8	14	43%	57%
2024/25	6	7	13	46%	54%

Appendix 1: Equality Outcomes 2025-29

The below table contains information on the University's key equality priorities and intended outcomes from 2025-29. It is intended that the Equality Outcomes will undergo an interim review by April 2027, in time for the publication of our progress report on the Equality Outcomes 2025-29.

*It should be noted that actions and outputs described below are in no way exhaustive but are examples of key activities we will undertake over the coming 2-4 years to achieve the outcomes described.

POWER (equitable power relations)				
Equality Outcome and related PCs	Rationale/related action plan	*Actions	*Outputs	Success measures
<p>1. Staff and students are aware of and have confidence in University committee and governance structures to advance EDI</p> <p>PCs: all</p>	<p>Athena Swan institutional action plan 2023-28</p> <ul style="list-style-type: none"> Findings from review of EDI committees and governance structures. Findings from AS culture engagement demonstrated a lack of clarity from staff and students on EDI activity and investment/impact, and transparency of how top-level decisions are made. University-level committees (EDI-related and more broadly) could be more reflective of the university 	<ul style="list-style-type: none"> All faculties, directorates and, where large enough, departments will establish EDI committees or groups. Embed and sustain Faculty roles of Associate Dean EDI (or an Associate Dean role with a remit that encompasses EDI and Athena Swan). Review terms of reference of key EDI Committees (EDIC, GESG, RESG) to consider representation, reporting lines, length of service and time allocations 	<ul style="list-style-type: none"> Guidance and training for faculty, directorate and department EDI committees/groups Faculty, Directorate and departmental EDI committees reporting regularly on key activity (via appropriate reporting lines) Forum established for EDI committees to seek guidance, share best practice and recommend 	<ul style="list-style-type: none"> EDI Committees established in all four Faculties, Professional Services, Directorates and large Departments. Feedback from committee members demonstrates effectively functioning groups Future EDI and related surveys/focus groups provide evidence that staff/students are aware of EDI committees, groups, Associate Dean roles and

	<p>population in terms of job category and grade.</p> <p>2021-25 Equality Outcome continued</p> <p>NEO: Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.</p> <p>NEO: Where representation is not proportionate to the relevant population, increase the racial diversity of Court members</p>	<ul style="list-style-type: none"> • Information about the EDI committee and governance structure across the University will be made available to all staff and students, and a communication plan will be developed • Establish Policy Forum for Student Experience policies (a sibling forum to the existing HR-led staff Policy Forum). • Liaise with strategic committee managers and chairs to identify areas of underrepresentation in membership • Conduct Equality Impact Assessment on committee appointment process, including scrutiny of how composition of committees/groups is decided • Update appointment protocols as necessary 	<p>change at institutional level</p> <ul style="list-style-type: none"> • ADIs ED undertake regular training and liaison with EDO • Impact of AD EDI posts evaluated; key priorities of post-holders identified • Institutional EDI committee and governance structure published on University website, with internal Sharepoint site promoted to encourage use • Communication plan developed and implemented • An audit of all Student Experience policies is completed to determine gaps and review priorities • Policy template and inclusive language guidance developed • Policy forum established including student panel and networks, links to Student Experience EDI Committee • Policy review process and timeframe developed. 	<p>their role in supporting EDI.</p> <ul style="list-style-type: none"> • Membership of key EDI committees is renewed with representation reflective of the institution in terms of sex, ethnicity, other PCs, grade, job role. • Policy forum established with consultation networks and access to relevant data including intersectional data • Policies are regularly reviewed and adhere to accessible templates • Positive movement where under representation by protected characteristic is identified in Court and University committees
2. Students and staff have confidence that the impact of staff-student and staff-staff	2021-25 Equality Outcome continued	<ul style="list-style-type: none"> • Continue to implement the Strathclyde Strategic Alliance Framework (SSAF), a 	<ul style="list-style-type: none"> • SSAF updated annually 	<ul style="list-style-type: none"> • SSAF is reviewed and published regularly

<p>power imbalances is fully understood and addressed in relevant University policies and procedures</p> <p>PCs: all, particularly race, sex</p>	<p>NEO: Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.</p> <p>NEO: Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.</p>	<p>partnership between Strath Union and the University to:</p> <ul style="list-style-type: none"> ➤ deliver a world-class student experience ➤ ensure this experience is fully accessible for all students ➤ empower the thriving and diverse community of Strathclyde students and prepare and equip them for life at our University and beyond <ul style="list-style-type: none"> • Utilise Race Equality Charter (REC) framework to identify and progress actions to tackle racism and racial harassment • Continue to implement and review use of PGR supervisory agreements 	<ul style="list-style-type: none"> • Race Equality Charter award achieved, and action plan implemented • Report and Support reports by demographic • Relevant staff/student training and campaigns take account of power dynamics and their impact 	<ul style="list-style-type: none"> • Staff and students engaging with relevant training and events • Report and Support reports allow identification of any trends with regards to misuse of power • Completed Equality Impact Assessments (EIAs)
VOICE (ensuring all voices are heard)				
Equality Outcome and related PCs	Rationale/related action plan	*Actions	*Outputs	Success measures
<p>3. All students and staff, particularly those from groups whose voices have been traditionally underrepresented, have the opportunity to meaningfully contribute, where relevant, to strategic and operational developments which impact the learning, teaching, research and working environments</p>	<p>2021-25 Equality Outcome continued</p>	<ul style="list-style-type: none"> • Ensure Faculty/Professional Services EDI committees have diverse representation and clear links to strategic committees • Student/staff networks enabled to feed into/back on key developments • Establish recognition and reward for students and staff significantly contributing to strategic and operational developments • Continue employment of Race Equity intern and explore opportunities for additional student internships 	<ul style="list-style-type: none"> • Clear, established links between Faculty/PS EDI committees and strategic committees • Clear, established routes and recognition for staff and students to feed into/back on key developments • Annual EDI related student internships 	<ul style="list-style-type: none"> • Feedback from EDI committees, networks • Feedback via relevant surveys/routes from staff and students re opportunities to contribute

BELONGING (embracing diversity, advancing inclusion)				
Equality Outcome and related PCs	Rationale/related action plan	*Actions	*Outputs	Success measures
<p>4. Disabled students are fully supported at Strathclyde, including with regards to admissions, access and reasonable adjustments</p> <p>PCs: disability</p>	<p>Disability Inclusion Action Plan – Theme 4: Strategic Developments/Investments</p> <p>National Equality Outcome</p> <p>Disability Inclusion Action Plan - Theme 1: Create a Clearly Identified Position & Rationale</p> <p>Disability Inclusion Action Plan – Theme 2: Impacting Institutional Culture and Activity</p> <p>Disability Inclusion Action Plan – Theme 3: Policies/Procedures</p> <p>Disability Inclusion Action Plan – Theme 4: Strategic Developments/Investments</p>	<ul style="list-style-type: none"> • Utilise external sector guidance to develop an inclusive framework, for example Advance HE Inclusive learning and teaching guidance • Implement comprehensive inclusivity training for staff, including specific modules on understanding disability, understanding the Equality Act legal framework, and understanding Competence Standards. • Develop and support proactive staff initiatives, including departmental inclusion self-audits and inclusion champions. • Promote inclusion-focused activities and integrate these with existing and developing strategic University, Faculty, and Departmental plans. • Mainstream core reasonable adjustments, being informed by the Education Strategy of the University and aligned to the requirements of our academic governance framework. • Develop a strategic framework, training and support for developing accessible teaching materials and technologies. 	<ul style="list-style-type: none"> • Inclusive curriculum framework • Training modules • Departmental audits • Accessible teaching resource framework • Updated policies and EIAs • Updated strategies 	<ul style="list-style-type: none"> • Review work of DIAP and update practice. • Suite of disabled student specific careers development opportunities • Based on agreed data metrics, measure impact on student experience, attainment, retention and graduate outcomes. • Disability Inclusion funds available to support development. • Training engagement • Programme and module approval process reviewed • Departmental inclusion awards • Policy on mainstreaming reasonable adjustments implemented • Assistive software tools, equipment and training available • Updated student and staff Disability Policies approved and implemented • EIA toolkit updated

		<ul style="list-style-type: none"> • Revise programme/module approval processes to reflect minimum accessibility standards. • Review and update relevant policies, including the Student Disability Policy and Staff Disability Policy and ensure they incorporate Equality Impact Assessments • Enhance digital and physical inclusion through targeted projects and strategies, including Estates Strategy, building on the work of the Digital Inclusion Project and ensuring appropriate links with Learning Enhancement Committee, and staff development (Education Enhancement and OSDU). 		
<p>5. Student and staff underrepresentation and inequalities are redressed, resulting in an improved experience.</p> <p>PCs: sex, race, sexual orientation, gender reassignment, disability.</p> <p>Additional equality groups: carers, widening access students.</p>	<p>Athena Swan institutional action plan 2023-28</p> <ul style="list-style-type: none"> • The University's overall gender pay gap in April 2023 was 17.3% • Report of the University's Race Equality Working Group published in 2023 provided a range of recommendations based on internal engagement and sector scoping, with intersectionality such as sex and ethnicity as a cross-cutting theme. • AS culture engagement evidenced the positive impact networks had had upon staff members' sense of belonging and safety, and other groups were identified who would also benefit 	<ul style="list-style-type: none"> • Implement Gender Pay Gap action plan • Implement recommendations of REC, with consideration of the impact of intersectionality on the staff and student journey and experience • Update and implement a refreshed Widening Access and Participation Strategy that explicitly considers protected characteristics alongside care experience and socio-economic disadvantage. • Upscale and/or escalate specific actions from departmental/faculty Athena Swan action plans to institutional level 	<ul style="list-style-type: none"> • Annual events/activities programmes for EDI observances • Departmental recruitment Diversity Action Plans • Recruitment and selection training • Aurora programme/talent management and succession development programme • REC action plan • WA strategy • Staff and student network activities 	<ul style="list-style-type: none"> • Continuously closing gender pay gap • Continued provision of institutional support, development and mentoring for Aurora participants. • Collation, analysis and dissemination of BAME student and staff data is broken down by ethnicity and intersectionally • With regards to underrepresentation by protected characteristics, gaps are decreased when recruiting to University talent schemes.

	<ul style="list-style-type: none"> • AS culture engagement identified the need to continue the development and delivery of resources, training and CPD opportunities on a range of EDI topics • With increasing EDI staff capacity, existing work to support success for women and underrepresented and marginalised groups will continue and be expanded upon. <p>Race Equality Charter (REC)</p>	<ul style="list-style-type: none"> • Development, resourcing and growth of Staff Equality Networks • Build confidence and competence of staff in key EDI/support areas where development requirements have been identified • Implement the University and Strath Union partnership approach to developing programmes of events, activities and comms for key EDI observances • Collaborate with Strath Union and Strathclyde Sport to develop and promote specific sports sessions for identified groups • Implement the University of Sanctuary action plan to ensure that members of the Strathclyde Community who are Forced Migrants, have equality within the University's staff and student populations 	<ul style="list-style-type: none"> • EDI training and development 	<ul style="list-style-type: none"> • Data collection and analysis allows enhanced understanding of intersectional issues in widening access • Surveys and focus groups report that staff feel empowered to undertake EDI activity and influence equality • Networks for all groups are developed, launched and operate effectively. • Development and delivery of dynamic and engaging programmes and comms campaigns for key EDI observances
<p>6. The needs of students and staff across PCs are met by tailored support services and networks.</p> <p>PCs: sexual orientation, sex, ethnicity and disability status</p>	<p>2021-25 Equality Outcome continued</p> <p>NEO: Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.</p> <p>NEO: Men (staff and students) know how to access mental health support (recognising intersectionality within that group).</p>	<ul style="list-style-type: none"> • Explore opportunities for specific campus spaces for identified groups • Achieve Gold LGBT Charter award for Student Experience • Empower student and staff networks to develop and extend support for specific groups • Ensure EDI and related training and events programmes consider specific and intersecting needs of specific groups 	<ul style="list-style-type: none"> • Campus spaces and resources for identified groups • LGBT charter Gold award for Student Experience • Student and staff network outputs • Training modules/event programmes 	<ul style="list-style-type: none"> • Future EDI and related surveys/focus groups • Staff and student engagement levels with support services, networks, training and events

	NEO: LGB staff and students report that they feel safe being 'out' at university and college.			
SAFETY (prevention of, and response to, discrimination, harassment and victimisation)				
Equality Outcome and related PCs	Rationale/related action plan	*Actions	*Outputs	Success measures
<p>7. Staff and students feel safe in their work and study environments, regardless of protected characteristics, and believe that the University is concerned for and working to support their wellbeing.</p> <p>PCs: all, in particular sex, ethnicity, religion and belief</p>	<p>Athena Swan institutional action plan 2023-28</p> <ul style="list-style-type: none"> • AS SAT-led scoping on existing workload models in faculties/departments identified perceived inconsistencies in workload allocation and that allocation is sometimes perceived to be gendered • There was uneven awareness of policy and processes regarding bullying and harassment, and perception that processes were not equipped to deal with more insidious forms of bullying • The all-staff Wellbeing Survey (2022) revealed a need for unique and tailored approaches to wellbeing for different departments • Findings from the 2020/21 gap analysis for the Researcher Development Concordat action plan included a lack of staff awareness of resources, policies and support mechanisms in place <p>NEO: Disabled staff and students report feeling safe at Strathclyde</p>	<ul style="list-style-type: none"> • Develop, implement and embed a Safety, Health, Wellbeing and Security (SHAWS) Strategy that enables a "Culture of Care" where everyone feels safe, secure and supported. • Develop, implement and embed a staff Wellbeing Strategy to enable a whole university approach to wellbeing. • Develop, implement and embed a Security strategy for the whole University. • Review and make improvements to staff workload allocation procedures • Fully implement Safe 360°, Strathclyde's unique and tailored safeguarding framework that sets out our commitment to the welfare and wellbeing of our community • Implement the #EmilyTest, action plan • Regular update and review of mandatory student courses <p><i>#StrathEqual: equality, diversity and inclusion for students and Tackling Gender-Based Violence - and</i></p>	<ul style="list-style-type: none"> • Relevant strategies • Workload principles • Report and support publications • EmilyTest action plan implementation • Refresher courses • Inclusive campus spaces • Training, learning and development opportunities • Dept. wellbeing reviews • REC award and action plan 	<ul style="list-style-type: none"> • Strategy implementation • Staff feedback re workloads • Retention of Emily Test and REC awards • Training engagement • Staff/student feedback re accessibility (via relevant surveys, focus groups and alternative feedback routes) • Staff/student network engagement and feedback

	<p>NEO: Trans staff and students report feeling safe to be themselves at Strathclyde</p> <p>NEO: Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress</p> <p>NEO: Concerning incidents related to the protected characteristic of religion and belief, students and staff report that they have confidence in institutional report and support systems because they are fit for purpose</p> <p>Race Equality Charter</p>	<ul style="list-style-type: none"> • Review and implement changes to inclusive campus spaces and associated activities to improve provision and accessibility • Develop and deliver in-house equality, diversity and inclusion learning and development opportunities for staff • Continue to embed wellbeing and mental health support for research staff, with consideration of effective management of workload • Continue to conduct and learn from departmental wellbeing reviews • Implement the Student Mental Health strategy 		
<p>8. Students and staff study and work within an anti-discriminatory culture and have confidence in reporting and support procedures with regard to discrimination, harassment and victimisation.</p> <p>PCs: all, particularly race, sex, sexual orientation</p>	<p>Equality Outcome 2021-25 continued</p> <p>NEO: Disabled staff and students report feeling safe in the tertiary system</p> <p>NEO: Trans staff and students report feeling safe to be themselves in the tertiary system</p> <p>NEO: Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately</p> <p>NEO: Staff and students know how to access support about (sex/gender</p>	<ul style="list-style-type: none"> • Utilise Race Equality Charter (REC) framework to identify and progress actions to tackle racism and racial harassment • Achieve Gold LGBT Charter award for Student Experience • Ensure EDI training and events promote anti-discrimination • Ongoing implementation and development of Safe360 framework 	<ul style="list-style-type: none"> • Achievement of REC award • Gold LGBT charter award • EDI training and events • Safe 360/Report and Support reports 	<ul style="list-style-type: none"> • Staff/student surveys and feedback • Report and Support data • Training and events engagement data • REC/LGBT charter awards and action plan implementation progress

	<p>based) violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.</p> <p>NEO: Institutions can evidence approaches that prevent and respond to (sex/gender based) violence, harassment and abuse.</p> <p>NEO: Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.</p>			
REPRESENTATION (student/staff recruitment and progression)				
Equality Outcome and related PCs	Rationale/related action plan	*Actions	*Outputs	Success measures
<p>9. Identified attainment/awarding gaps between student groups, including with regards to differences by ethnicity and disability, are reduced</p> <p>PCs: all, particularly race and disability</p>	<p>Equality Outcome 2021-25</p> <p>Race Equality Charter (REC)</p> <p>NEO: Retention outcomes and rates with regards to age and disability</p> <p>NEO: Institutions should have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist</p> <p>NEO: The success and retention rates of students who declare a mental health condition will improve.</p>	<ul style="list-style-type: none"> • Utilise REC framework to identify and address issues related to attainment by ethnicity • Disability Action plan actions <ul style="list-style-type: none"> ○ Establish and understand the data lineage for disabled students, generating data around attainment, retention and trends. ○ Expand data-informed initiatives to monitor and enhance inclusivity through analysis of student and staff experiences. Understand the impact of provision 	<ul style="list-style-type: none"> • Achievement of REC award and action plan implementation • Disability data reporting • Working Class Boys research findings 	<ul style="list-style-type: none"> • REC award and action plan implementation progress (attainment actions) • DAP: Based on agreed data metrics, measure impact on student experience, attainment, retention and graduate outcomes. • Recommendations from Working-Class Boys research implemented

		<p>on recruitment, retention and graduate outcomes.</p> <ul style="list-style-type: none"> • Complete the Working-Class Boys: Glasgow and the West research project to investigate working class boys' attainment and engagement with widening access outreach programmes in the West of Scotland 		
<p>10. Identified imbalances in the staff population, overall and by salary, level, job category and department, and particularly with regards to sex, ethnicity and disability, are reduced</p> <p>PCs: all, particularly sex, race and disability</p>	<p>Equality Outcome 2021-25 continued</p> <p>NEO: Representation of disabled staff in the workforce</p> <p>NEO: Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.</p> <p>Athena Swan institutional action plan 2023-28</p> <ul style="list-style-type: none"> ○ Staff population and recruitment data indicated decreases in academic women percentage at Grade 8 and decreases in women's applications to academic professional posts overall. ○ Data indicates persistent occupational segregation within AcProf roles and between AcProf and APS ○ Between 2017-22, men had a 92% success rate for applications for promotion submitted to the Academic Professional Appointments Panel, women 86%. 	<ul style="list-style-type: none"> • Review and make improvements to Professional Services promotion/regrading process • Improve academic promotions process through implementation of new Pre-APAP Guiding Principles • Provide access to Professional Careers Advice for all Researchers • Improve recruitment policies and procedures to positively impact underrepresentation • Review and make necessary improvements to flexible and agile working policies and procedures • Review and make necessary improvements to ADR guidance and process, to support career progression specifically where there is underrepresentation • Embed 10 days development time per year for researchers. Develop supporting guidance and resources for Researchers and their Managers 	<ul style="list-style-type: none"> • Reviewed promotion/regrading policies • APAP principles • Mentoring • Career Advisor for researchers • Recruitment policies and procedures • Flexible/agile working policies and procedures • Reviewed ADR guidance • Researcher career development review • REC award and action plan implementation with regard to underrepresentation 	<ul style="list-style-type: none"> • Staff data by demographics (representation, career development, promotion) • Staff experiences of recruitment, promotion, regrading, development, ADR by demographics, as reported in relevant surveys, focus groups and via relevant feedback mechanisms

	<ul style="list-style-type: none"> ○ AS culture engagement indicated staff criticisms of ADR form and process, link between the ADR and promotion/regrade process. ○ Staff perceived fewer opportunities to progress in APS roles compared to AcProf roles ○ Flexible/agile working experiences were perceived to be dependent on the local institutional culture ○ Evidence from Researcher Development Concordat gap analysis indicated need for specific careers support for researchers <p>Race Equality Charter (REC)</p>	<ul style="list-style-type: none"> ● Implement a Career Development Review process for all Researchers ● Seek to improve job security for Researchers 		
<p>11. Identified imbalances in the student population, overall and by level and subject area and particularly with regards to sex, disability and ethnicity, are reduced</p> <p>PCs: all, particularly sex, race and disability</p>	<p>Equality Outcome 2021-25 continued</p> <p>Athena Swan institutional action plan 2023-28</p> <p>Race Equality Charter (REC)</p> <p>NEO: Institutions will have regard to significant imbalances on courses, with regards to sex, and take action to address it</p>	<ul style="list-style-type: none"> ● Identify significant imbalances in student population ● Explore and agree activities to address imbalances at key stages of student outreach and recruitment process 	<ul style="list-style-type: none"> ● Data on significant imbalances in student population ● Agreed activities to address imbalances ● Data on any impact of activities 	<ul style="list-style-type: none"> ● Student data ● Student feedback regarding experiences of recruitment, registration, student experience, learning and teaching

Appendix 2: Equality Outcomes 2021-25 progress report

POWER (equitable power relations)	
Aim	Progress update April 2025
<p>A1: The impact of staff-student and staff-staff power imbalances, as they affect progression, safeguarding, wellbeing, performance and discipline, is fully understood and addressed in relevant University policies and procedures</p> <p>GOAL: Policies and procedures linked to preventing and responding to discrimination and harassment, explicitly recognise and address the impact of power imbalances</p>	<ul style="list-style-type: none"> • PhD Supervisory Agreement implemented, which sets out minimum expectations of research students and their supervisors. • Dignity and Respect Policy updated and new network of trained advisers recruited. Guidance developed to support advisers and bios made available on the Safe 360 website, with supporting documents including case studies and a referral flow chart. • Safe 360 includes: a confidential Report and Support mechanism for those experiencing discrimination or harassment; a toolkit to help eradicate gender-based violence and information on safeguarding. • Senior Race Equality Officer recruited in April 2023 to lead and progress the development and delivery of a comprehensive programme of race equality work, including implementation of the Race Equality Working Group recommendations. • The Equality & Diversity Office deliver interactive training, learning and development opportunities for staff and students on a range of key EDI topics. Interactive training sessions for staff include: <ul style="list-style-type: none"> ○ EDI 101 ○ Microbehaviours ○ Allyship ○ Anti-racism training ○ LGBTQI+ equality and inclusion ○ Supporting estranged students ○ Introduction to disability • Two mandatory MyPlace courses for students have been developed - <i>#StrathEqual: Equality, diversity and inclusion for students</i> and <i>Introduction to Gender-Based Violence</i> • Core EDI MyPlace course for Strathclyde staff being finalised
<p>A2: The university identifies and addresses under representation by sex and gender, race and other equality characteristics in senior decision-making roles, strategic committees and working groups</p> <p>GOAL: Areas of underrepresentation in committee membership are identified and addressed, with appointment protocols updated as necessary to maintain diverse membership</p>	<ul style="list-style-type: none"> • 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. Since at least 2017/18, membership has been gender balanced. Both the current Convener and co-Convener are female. • Further activity is planned around equality impact assessing appointment processes of additional committees

VOICE (ensuring all voices are heard)	
Aim	Progress update April 2025
<p>A3: All students and staff, particularly those from groups whose voices have been traditionally underrepresented, have the opportunity to meaningfully contribute, where relevant, to strategic and operational developments which impact the learning, teaching, research and working environments</p> <p>GOAL: Mechanisms are established to monitor the range of student and staff voices contributing via consultation routes, with specific groups enabled to provide feedback where engagement is low</p>	<ul style="list-style-type: none"> • Introduction of Associate Dean EDI roles in all four Faculties –with a 0.2FTE allocation • All faculties and most directorates now have EDI committees, as do many departments • Further work planned to develop Associate Dean equivalent roles for PS directorates and further develop work of faculty, directorate and department EDI committees, including further guidance and training • Growing number of staff networks in place, including: <ul style="list-style-type: none"> - StrathPride LGBTQI+ Staff and PGR Network - Race Equality Staff Network - Disabled and Neurodiverse Staff Network - Women's Network - Carers Network - Parents' and Families Staff Network
<p>A4: Students and staff who contribute to equality, diversity and inclusion activities and initiatives are appropriately recognised and rewarded for their efforts and individuals in leadership and management roles are given responsibility for delivering on EDI objectives</p> <p>GOAL: A diverse range of students and staff are actively engaged in EDI issues and initiatives and staff in leadership and management roles are accountable for delivering on EDI objectives</p>	<ul style="list-style-type: none"> • See A3 update • Draft revisions to the ADR guidance were made, to explicitly encourage staff to devise EDI related objectives and better embed EDI within the process. • Further work on ADR guidance to be explored.
BELONGING (embracing diversity, advancing inclusion)	
Aim	Progress update April 2025
<p>A5: Student and staff support services and networks are fully cognisant of and actively provide for the specific needs of people with regard to sexual orientation, sex and gender, ethnicity and disability status</p> <p>GOAL: Students and staff interacting with support services and networks are equally satisfied with their experience, regardless of background/characteristics. Staff understand and feel equipped to consider specific needs based on background/characteristics</p>	<ul style="list-style-type: none"> • See A3 updates re student/staff networks • See A1 update re EDI training • Workplace Health and Wellbeing Manager dedicated to ensuring the wellbeing of our colleagues and our Staff with Disabilities Adviser provides individual support to colleagues with disabilities. Colleague Wellbeing Hub launched to provide information and support, including on emotional/mental, physical and financial wellbeing as well as wellbeing related events. • Suicide Safer webpage provides information on support and training in relation to suicide, including for affected staff and students • New staff People Hub launched, a one-stop shop for all people-related policies, information and guidance, including agile working and various forms of leave and support.

<p>A6: The University's curricula reflect the diversity of its population and address issues of equality, diversity and inclusion, including with specific regard to race, disability, sex and gender and sexual orientation</p> <p>GOAL: Processes for developing University curricula fully embed consideration of equality, diversity and inclusion and this is reflected in the student experience</p>	<ul style="list-style-type: none"> • Specific work to enhance EDI in the curriculum is being progressed by individual Departments, course leaders and teaching staff. Faculty of HaSS has engaged in specific intensive training around EDI and anti-racism in the curriculum. • Decolonising the Curriculum” Workshops for Staff & PGR Students launched, showcasing the range of work happening at Strathclyde, particularly within the faculties of Science, HaSS, and SBS and highlighting the Strath Union led Strath Decolonial Academy. Workshops explore how staff and students can collaborate, share best practices, and support one another in embedding decolonial and anti-racist approaches in teaching and research. • MyPlace course, <i>#StrathEqual: Equality, diversity and inclusion for students</i> mandatory for all students as of AY 2023/24 • Further work on embedding EDI in curriculum development and approval processes planned
<i>SAFETY (prevention of, and response to, discrimination, harassment and victimisation)</i>	
<i>Aim</i>	<i>Progress update April 2025</i>
<p>A7: The University is successful in creating and maintaining an actively anti-discriminatory culture, including with regards to anti-racism, sexism, homophobia and transphobia</p> <p>GOAL: Staff and students recognise the University as an anti-discriminatory institution and report confidence in policies, procedures and initiatives to prevent and tackle discrimination and harassment</p>	<ul style="list-style-type: none"> • Safe360°™ launched on the University website and positions a shared statement and linked information for a safe and respectful University community. • Three new joint policies for staff and students were developed and launched: Safeguarding Policy, Child Safeguarding and Child Protection Guidance, Gender-based Violence Policy: Staff and Students • Although SPSO recommend a six-month limit for complaints, the University has specified in its CHP that this limit will be waived for complaints in cases of sexual harassment. The University also provided updated guidance for investigators to identify and understand power dynamics inherent in many complaints, and any possible threats made relating to that power dynamic. • New Learning and Teaching Building opened in 2021, with both wings and the events space named after three inspirational women: Mary Dunn, Jocelyn Bell-Burnell, Jackie Kay • Murals developed for LTB and University Centre with Black history theme and care-experience students theme
<p>A8: Students and staff have confidence in reporting and support procedures for students and staff experiencing discrimination, harassment and victimisation</p> <p>GOAL: Students and staff report high levels of awareness of and confidence in University procedures for reporting discrimination, harassment and victimisation and in support available for reporters</p>	<ul style="list-style-type: none"> • See A1 and A7 updates

REPRESENTATION (student/staff recruitment and progression)	
Aim	Progress update April 2025
<p>A9: Identified attainment/awarding gaps between student groups, including with regards to differences by ethnicity and disability, are reduced</p> <p>GOAL: attainment/awarding gaps between student groups are monitored and activity implemented to address them, resulting in reduction in identified disparities</p>	<ul style="list-style-type: none"> • Work on attainment gap being progressed via Race Equality Charter • See A6 update re EDI in the curriculum
<p>A10: Identified imbalances in the staff population, overall and by salary, level, job category and department, and particularly with regards to sex and gender, ethnicity and disability, are reduced</p> <p>GOAL: imbalances within staff population are monitored and activity implemented to address them, resulting in reduction in identified disparities</p>	<ul style="list-style-type: none"> • Introduced recruitment diversity action plans, requiring each department with a vacancy to encourage a more diverse range of applicants • Created a page on our global talent (recruitment campaign) web pages focusing on gender and diversity • Created new branding for recruitment adverts which featured images of women and BME people • Introduced a diversity shortlisting check in our process, to ensure that shortlists were suitably diverse before progressing to interviews. • We are a member of the Association for Black and Minority Ethnic Engineers which is used for advertising all GTAP Engineering vacancies • Provided paid sabbaticals for staff whose careers have faltered because of the caring implications of Covid • Introduction of 'progressions coaches' to support promotions • New talent management strategy launched fast tracking the careers of enhanced numbers from minority groups • Promotion criteria for teaching and learning career pathway have been amended to clarify that applicants should meet most, not all the criteria. Academic Promotion training has been delivered to a number of faculties.
<p>A11: Identified imbalances in the student population, overall and by level and subject area and particularly with regards to sex and gender, disability and ethnicity, are reduced</p> <p>GOAL: imbalances within student population are monitored and activity implemented to address them, resulting in reduction in identified disparities</p>	<ul style="list-style-type: none"> • EIA Working Group is being established to manage ongoing improvements to and embedding of EIA process • Existing and new scholarship opportunities for BAME students from widening access backgrounds have been progressed (Formula 1 Scholarship and Cowrie Scholarships) • Further exploration of scholarships planned



Appendix 3: Equality Mainstreaming Report

This appendix provides an overview of key efforts and achievements in embedding and mainstreaming equality throughout our functions, particularly since our last report in 2023. It should be read in conjunction with our Equality Outcomes 2025-29. Staff and Student Equality Monitoring Reports, Gender Pay Gap Report and Equal Pay Statement, all of which assist the University in tracking and demonstrating progress towards our priority equality objectives.

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

1.1. Gender-Based Violence

The Equally Safe at Strathclyde 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. The Equally Safe at Strathclyde Group is led by Student Experience, meets four times per year and reports to Safeguarding Committee and EDIC.

In 2021/22, the University was selected as one of four universities and colleges to pilot the [EmilyTest](#) charter with the aim of improving gender-based violence prevention, intervention and support among students. Led by the Equally Safe Group and Student Experience, Strathclyde completed its submission for the full Charter, which was awarded to the University in summer 2024.

The Emily Test has developed [LISTEN risk assessment training](#), which equips people with the skills to respond safely and sensitively to disclosures of GBV. Four members of Strathclyde staff were trained in delivery of LISTEN training to allow in-house rollout in 2024/25.

Strathclyde's partnership with Glasgow and Clyde Rape Crisis has strengthened.

- The [On-campus service offered by Glasgow and Clyde Rape Crisis](#) (GCRC) via the Disability & Wellbeing Service continues to be well used by students.
- A new [partnership agreement](#) has been put in place to enable GCRC to deliver a rolling programme of in-person and remote training sessions for students and staff as well as consultative expertise related to policies and case management. Training includes GBV First Responder, Consent and Healthy Relationships, Gender Socialisation and Culture.

A new [webpage about Gender-based Violence](#) has been developed, linked to the Strathclyde Safe 360° pages. It explains what GBV is, details the support available and provides information on how to report.

1.2. Suicide Safer Strathclyde

The Suicide Safer Strathclyde Project Board provides overall direction and management of the University of Strathclyde's suicide prevention strategy. The Project Board and External Advisory Group separately meet once every two months.

The University's Suicide Prevention Strategy will be published in 2025.

Several workstreams have been undertaken by the Suicide Safer Strathclyde Project Board and suicide safer working groups, including:

- A University Postvention Response Plan has been drafted with input from the project board, suicide safer working groups and external advisory group.
- Work is progressing to finalise a knowledge and skills training framework around wellbeing, mental health and suicide prevention training. This is part of a collaborative working group involving Student Experience, SHaW, OSDU and Occupational Health.
- Established a strong partnership with NHS Education Scotland (NES) to host their mental health and suicide prevention training on MyPlace. Strathclyde is the first University in Scotland to take this resource onto our internal training.

1.3. EDI Learning and Development

The Equality & Diversity Office has continued to develop and deliver sessions for staff on in-demand EDI topics. This includes new sessions such as Introduction to Disability @ Strathclyde, Intersectionality Workshop, Anti-Racism Workshop, and LGBTQI+ Equality and Inclusion. EDI learning and development sessions for staff run on a rolling basis throughout the year and are bookable via the DAT booking system. These sessions are also directly bookable by individual Departments and teams, including the option to provide more bespoke content specific to their operational areas.

A broader range of staff learning and development opportunities on gender-based violence and bystander intervention, supporting estranged students, and supporting care-experienced students have been delivered by the wider Access, Equality & Inclusion Service.

The Equality & Diversity Office has continued to partner with OSDU to produce MicroCPD content on key EDI topics, which has included new MicroCPD resources produced about International Women's Day, supporting estranged students, Black History Month, the social model of disability and a three-part series on race and racism.

From August 2023, completion of two student MyPlace courses on *EDI for students* and *Tackling Gender-Based Violence* became a mandatory aspect of registration for new undergraduate students and in 2024, these became mandatory for all new students registering for the 2024/25 academic year. A short 15-minute 'refresher' MyPlace course has been developed for continuing students who completed the full modules in their first year of study.

The Equality & Diversity Office is also currently finalising a core EDI MyPlace course for staff, which will introduce staff members to the University values and ethos as well as key

considerations, legal frameworks, policies, resources and support relating to equality, diversity and inclusion.

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

2.1. Race Equality

In order to provide operational capacity and subject expertise to take forward the University's race equality work, a new Senior Race Equality Officer role was developed within the Equality & Diversity Office. The postholder commenced in June 2023, for an initial period of two years. The role has now been made permanent.

The Race Equality Steering Group (RESG) convened its inaugural meeting in September 2023. The role of RESG is to advocate for and work to ensure an inclusive, welcoming and equitable working and learning environment for Black, Asian, and minority ethnic (BAME) students and staff. RESG membership is drawn from across the University, with representation from every Faculty and Directorate as well as Strath Union. The Steering Group meets formally three times each academic year.

RESG oversaw implementation of the recommendations set out in the [2022 report from the University's short-life Race Equality Working Group](#) (REWG).

In October 2023, the University published [a report investigating its historical links to the transatlantic slave trade](#). The Equality, Diversity and Inclusion Committee (EDIC), RESG and the Equality & Diversity Office have been working closely with the Historical Links to Slavery Steering Group to progress its work.

In addition to the above, key activities have included:

- Continued development and growth of the Race Equality Staff Network.
- Partnership working with the Association for Black Engineers AFBE-UK to provide employability training sessions to Engineering students (alongside corporate partner Balfour Beatty).
- Sponsorship of the #IamBlack conference hosted by Black Professionals UK, held at the TIC on 29 April 2024. This event engaged with Black professionals looking to develop career opportunities.
- A funded Race Equity Internship, delivered by the University and Strath Union, to enhance student participation and coproduction in Black History Month 2023.
- Delivery of the Black History Month 2023 and 2024 programmes.
- Development of a new [Race Equality section on the University website](#).

The University is a member of the [Race Equality Charter \(REC\) administered by Advance HE](#). The Equality & Diversity Office is coordinating the University's accreditation under the Charter, with the aim to achieve the Bronze award. The REC Self-Assessment Team (SAT) was assembled in July 2024 to take this work forward. The SAT is assessing a range of aspects of race equality at the University and developing a 5-year action plan, which provides a framework for action and improvement.

2.2. Gender Equality

The University's Gender Equality Steering Group (GESG) promotes and advances gender equality within the University's staff and student populations and specifically oversees progress against the University's Athena Swan Action Plan. Membership is comprised of staff from across the University as well as Strath Union representatives.

GESG meetings were temporarily paused during 2022/23 while the institutional Athena Swan self-assessment team was convened to prepare the submission for the University's Silver Athena Swan award. GESG reconvened in 2023/24

In July 2023, the University was awarded a Silver level award (2023-2028) under the transformed Athena Swan charter. The feedback received from the panel was very positive and the University scored highly against all measures.

The institutional Athena Swan Action Plan 2023-28 is organised into five areas of strategic importance (priorities), which broadly align with the key themes underpinning our EDI work overall, including the University's Equality Outcomes.

2.3. Disability Inclusion Steering Group

The Disability Inclusion Steering Group (DISG) first formally met in January 2024 and currently meets three times per academic year, with membership drawn from academic and professional service staff.

In order to develop, promote and deliver a whole institution approach to accessibility and inclusive practice this Steering Group has strategic and operational oversight of developments and projects, providing support and expertise and ensuring that best practice is correctly identified and shared appropriately.

The Steering Group aims to:

- Lead and oversee the development and impact of a whole-university approach to inclusive practice, including promoting and sponsoring project work, policy development and identifying long term strategic targets.
- Adopt a whole campus approach that ensures inclusivity in all aspects of university campus life, including teaching, learning, events, and infrastructure.
- Provide strategic oversight to the University's policies, procedures and projects pertaining to disability inclusion and accessibility.
- Provide critical scrutiny of the University and sector activity and practice relating to disability inclusion and accessibility.
- Consider new strategic initiatives/projects relating to disability inclusion and accessibility.
- Establish regular feedback mechanisms, such as surveys and focus groups, to assess the effectiveness of any inclusive campus strategy and identify areas for improvement.

2.4. Neurodiversity Working Group

The Neurodiversity Working Group aims to ensure the University is recognised as a place of excellence for neurodiverse students to study and for neurodiverse staff to develop their careers. The remit of the group is to work to ensure that the University has appropriate policies and processes in place to address the needs of neurodiverse (including autistic) staff and

students, learning from sector best practice, and relying on the voice of our neurodiverse community.

2.5. LGBTQI+ Equality

A short-life LGBTQI+ Working Group was convened in July 2022, comprised of staff and student representatives from the University and Strath Union.

The primary focus of the LGBTQI+ Working Group was to create a [central online hub](#) to provide a 'one stop shop' for information, signposting, support and visibility to LGBTQI+ students and staff at Strathclyde.

The Working Group organised an event as part of the University's Diamond Jubilee celebrations, which took place on 20 November 2024. Drawing upon archival research and lived experiences, the event considered the past, present and future of LGBTQI+ lives at Strathclyde and the local Glasgow area.

Activity has also included:

- **LGBT Charter – Student Experience Directorate:** Administered by LGBT Youth Scotland, the LGBT Charter is a programme that enables organisations to proactively include LGBTQI+ people in every aspect of their work, supporting staff and providing a high-quality service to students. The Student Experience Directorate were awarded a Silver level award in 2020 and are currently working towards the Gold level award.
- **LGBT History Month:** A programme of events, activity and training was developed for LGBT History Month in 2023 and 2024.

2.6. Aurora and Diversifying Leadership Programmes

The University provides annual funding and support for women staff to participate in the Advance HE women's leadership development programme, [Aurora](#). Since 2013, over 160 women have been supported through the programme.

In 2024/25, the University also funded 10 members of staff to participate in [Diversifying Leadership](#), Advance HE's leadership development programme for Black, Asian and minority ethnic staff.

2.7. Staff Equality Networks

Work has continued to support, develop and expand provision of [equality networks for staff](#).

- **StrathPride LGBTQI+ Staff and PGR Network:** StrathPride continues to host regular meet-ups online and on campus, alongside specific events and activities throughout the year including film screenings and workshops. The Network continues to grow, and currently has over 200 members.
- **Race Equality Staff Network:** The Race Equality Staff Network (RESN) is a space open to people of all ethnicities to share, learn and collaborate on cross-cultural understanding and anti-racism. RESN sessions have covered a broad range of topics from Black History Month, a Q&A session with the author of the Historical Links to Slavery Report, discussions of race equality initiatives taking place at the university, consultation on the new People Strategy, and event planning. The RESN Teams site has over 60 members and provides a

space for members to share opportunities, resources and ideas. The network holds monthly hybrid meetings.

- **Disabled and Neurodiverse Staff Network:** The network meets every 6 to 8 weeks. Membership is comprised of staff from across the University and now has over 70 staff members. Members have developed a guide to Understanding and Supporting Neurodivergent Staff and Colleagues that has since been adopted widely. Network members have used their personal and professional experiences of disability, long-term health conditions, mental health, and neurodivergence to help inform and improve policies, practices and awareness at Strathclyde.
- **Women's Network:** The network was re-launched during Strathclyde Women's Week in March 2024 and continues to meet and develop activities and events.
- **Carers Network:** Supported by HR colleagues, the Carers Network engages with all (approx. 410 currently) staff and students registered as a carer. The network meets monthly and continues to hold sessions that vary between online informal meet-ups to share experiences and in-person sessions designed to offer support on particular topics that may be of relevance to different carer groups.
- **Parents' and Families Staff Network:** Facilitated by HR, the network supports expectant parents and parents with children – or grandchildren – of any age to have a good work-life balance and excel at work, whilst enjoying being a parent at home. Launched in June 2023, the network has almost 40 members and meets up online at least once every two months.

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

3.1. EDI Observances

Between the University and Strath Union, there is a shared ambition to increase the visibility of and activity around key EDI observances. A proposal setting out the shared vision of the University and Strath Union for equality observances including a set of five key annual observances and the proposal of a pilot programme (Black History Month 2023) to trial implementation of this approach in practice was approved by the Executive Team in February 2023. Academic year 2023/24 marked the first full year to trial this new approach.

The following five annual observances were identified as the key areas to which the University and Strath Union would initially direct its focus in partnership.

- Black History Month (October).
- 16 Days of Action against Gender-Based Violence (25 Nov – 10 Dec).
- Disability History Month (Nov – Dec, dates vary).
- LGBT+ History Month (February).
- International Women's Day and Strathclyde Women's Week (8 March, plus additional dates in March).

In October 2023 and 2024, the University and Strath Union worked in partnership to deliver month-long programmes of events celebrating Black History Month (BHM). The vibrant and engaging programmes included arts workshops and exhibitions, a book display, employability sessions, film screenings, anti-racist training, lectures and workshops. Highlights included:

The BHM 2023 flagship event was the official opening of the Jackie Kay Plaza. Professor Jackie Kay CBE – a world-renowned Scottish poet, playwright and author – inaugurated the

Plaza named in her honour at an event in the Learning & Teaching Building on 25 October 2023.

Student engagement in the BHM programme was supported by paid student Race Equity Interns.

Between November and December 2023 and 2024, the University and Strath Union worked in partnership to deliver a programme of activity to celebrating Disability History Month. Activity included archival and cultural exhibitions, Disabled and Neurodiverse Staff Network meet and greet sessions, research showcases, careers events, BSL and deaf awareness workshops and film screenings.

Between 25 November and 10 December 2023 and 2024, the University and Strath Union worked in partnership to deliver a programme of activity to mark 16 Days of Action against Gender-Based Violence (GBV). Activity included information campaigns about GBV, the Strath Union-led 'Fight for the Night' march, Emily Test LISTEN training for staff, self-defence sessions and preventing GBV training.

In February 2024 and 2025, the University and Strath Union worked in partnership to deliver a programme of activity to mark LGBT+ History Month. Activity included roll out of new LGBTQI+ training for staff, archives displays, StrathPride network meet ups, book displays and film screenings.

In March 2024, the University developed a programme of events and activity to mark International Women's Day (8 March) and Strathclyde Women's Week (11-15 March). In 2025, the University observed Women's History Month. Activity included the relaunch of the Women's Network for staff, networking event for women in technical job roles, a feminist book celebration with the Strathclyde Feminist Research Network, Women's Wellbeing events and Strathclyde Sports Sessions.

The International Women's Day 2024 flagship activity was the Inspiring Inclusion event on Friday 8 March 2024 featuring special guest Professor Dame Jocelyn Bell Burnell, who has decades of experience in addressing the barriers to women's advancement in science. The event consisted of a conversation with Professor Bell Burnell, followed by a panel discussion with Strathclyde women staff and students. This was followed by a ceremony to officially open the Jocelyn Bell Burnell Wing of the Learning & Teaching Building, with the unveiling of a large-scale artwork featuring Dame Jocelyn which is intended to inspire students passing through the Learning Village.

4. EDI Governance

In 2022/23, EDIC and the Equality & Diversity Office conducted a comprehensive mapping exercise and review of EDI committees, governance structures and activity across the institution. The review examined EDI committees and groups at departmental, directorate and faculty level, alongside EDI roles and resourcing. The recommendations arising from this review were approved by EDIC and the Athena Swan Self-Assessment Team and subsequently incorporated into the University's Athena Swan Action Plan 2023-2028. The review was and continues to be a dynamic and iterative process, and regular reports are provided to EDIC.

Recommendations included:

- **All Faculties and Directorates will establish EDI committees or groups:** all faculties and most directorates now have committees.
- **All Departments will establish EDI committees or groups. The Chair (or appropriate nominee) of each Departmental EDI committee or group will sit on the Faculty or Directorate EDI committee:** increasing number of departments have established committees.
- **Each Faculty will appoint an Associate Dean EDI (or an Associate Dean role with a remit that encompasses EDI). The Associate Dean EDI for each of the four Faculties will Chair the Faculty-level EDI Committee:** all Associate Deans EDI have now been appointed.



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