

**University of Strathclyde**  
**Gender Action Plan**  
**August 2017**

**1. Introduction and context**

The University of Strathclyde is committed to achieving and promoting equality of opportunity in its learning, teaching, research and working environments, and to ensuring these environments support positive relations between people, and a culture of respect. As a provider of employment and education, we value the diversity of our staff and students and are committed to encouraging everyone to realise their full potential.

Our commitment to equality of opportunity incorporates gender. Strathclyde's undergraduate student population has consistently reflected an even proportional split by gender, with only minor fluctuations in entrant proportions year to year. At subject level, proportions vary in line with the sector as a whole, and we have taken positive steps, particularly in relation to STEM subjects, to encourage increased participation from the under-represented gender.

The positive progress made by Strathclyde in encouraging more female applicants to STEM subjects was recognised by research commissioned by the SFC<sup>1</sup>. The Higher Education Academy analysed approaches taken by Scottish universities and colleges to tackling gender imbalances at subject level. Strathclyde was highlighted as supporting and encouraging applications through counter-stereotyping. The university's prospectus was the only university example commended for making counter-stereotypical imagery look natural and praised for including counter-stereotypical case studies.

Athena SWAN Charter awards have now been made to 11 individual departments (11 of 13 total STEM departments) and the University as a whole holds a Bronze institutional award. All of our remaining departments, including those within the Faculty of Humanities & Social Sciences and Strathclyde Business School, will have submitted applications by April 2018.

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<sup>1</sup> Whose job is it anyway? Analysis of approaches to tackling gender imbalances at the subject level in Scotland's colleges and universities

In 2015 we established a Gender Equality Steering Group (GESG) to deepen understanding of any underlying gender related inequalities at the University, including any outside the current remit of Athena SWAN. The group developed a set of 25 additional gender equality recommendations which were approved by our Executive Team in January 2016.

In 2016 Professor Becky Lunn, then head of our Department of Civil & Environmental Engineering, led on the development and launch of 'Engineering the Future for Girls', in collaboration with Dr Grainne El Mountassir and Dr Stella Pytharouli. This is a Faculty of Engineering wide summer school programme funded by BP and BAM Nuttall and designed to engage S3 girls in a wide range of engineering challenges to inspire them to become the next generation of engineers. In 2017, we also launched 'Weir WISE', a 2 day event sponsored by the Weir Group, targeted at S2 girls to inspire them to study Engineering

Our Scottish Government funded Equally Safe in Higher Education (ESHE) project launched in 2016 and aims to eradicate gender-based violence against both students and staff across Scotland's university campuses.

Additionally, our SFC funded Trans.Edu Scotland project launched in the same year aims to better understand the barriers and challenges faced by trans applicants and those considering going to college and university as well as students and staff within further and higher education in Scotland.

The Equality Challenge Unit have emphasised the need for widening participation and equality teams to collaborate, and for outreach and access work to consider those who potentially experience multiple barriers through the intersection of, for example, gender and deprivation quintile, as measured using SIMD. Strathclyde's widening participation strategy takes explicit cognisance of these issues. We proactively seek to work with those groups and individuals who are the most disadvantaged and to target any type of under-representation.

This initial iteration of our Gender Action Plan (GAP) outlines actions to ensure an integrated institutional approach to tackling student gender imbalances for those subjects we have identified as 'high priority' (section 3), as we work towards the Scottish Funding Council's target for no subject to have a gender imbalance of greater than 75% of one gender by 2030, noting that the gender balance of our undergraduate entrants very closely corresponds to the gender balance of our undergraduate applicants.

We fully intend for our GAP to be a 'live' document and, as we develop our approach, our aim is to combine all of our current and future student and staff gender equality outcomes and activity, including our institutional Athena SWAN Action Plan, 2016 Gender Equality Steering Group recommendations and intended outcomes of our ESHE and Trans.Edu Scotland projects. The development and implementation of the GAP will be overseen by the Gender Equality Steering Group and linked to wider University strategy via GESG's direct reporting line to our Executive Team and to the Equality & Diversity Strategy Committee.

## 2. Scope

- In our 2017-2020 Outcome Agreement, we have identified the following Gender Equality outcomes to promote equality of opportunity for students of all genders:
  - Address gender imbalances ‘in subjects with severe gender imbalances at a national level (75%+ one gender) as well as in any other subjects in which there are severe gender imbalances within the institution’ – our focus will be in attracting more female applicants to STEM subjects in which they are underrepresented, and more male applicants to teaching and other Humanities and Social Science subjects in which they are underrepresented.
  - Increase course outreach/student recruitment/widening access activity to encourage applications in identified subject areas.
  - Address, as required, any identified student retention issues by gender.
  - Submit for Athena SWAN Silver institutional award by July 2020.
  - Ensure all STEM academic departments have submitted for Athena SWAN awards by November 2018.
  - Publish the Equally Safe in Higher Education project outcomes.
  - Publish the Trans.Edu Scotland project outcomes.
  - Identify the most successful gender-based outreach programmes, for wider rollout as applicable, for example Civil & Environmental Engineering’s BP/BAM Nuttall ‘Engineering the Future for Girls’ Summer School.

In line with the SFC’s guidance on developing institutional Gender Action Plans, we have taken steps to identify ‘high priority’ subjects at Strathclyde where gender imbalances within undergraduate populations are most marked and prioritised these for action in this initial version of our GAP (section 3).

We will, however, continue to take action to address imbalances in other subject areas, including via departmental Athena SWAN Action Plans. Many of the initiatives outlined in our GAP may also be utilised to impact imbalances in subject areas outside of those we have identified as ‘high priority’ (section 3).

We believe that partnership work between FE & HE institutions, government, the SFC and other external organisations is crucial in achieving the broader long term and implicit societal, institutional and cultural change necessary to achieve gender balance in undergraduate populations and have indicated within our GAP where we see opportunities for this.

Existing and developing initiatives around career progression for female members of staff and to improve gender balance on strategic committees are currently captured in our institutional and departmental Athena SWAN action plans as well as in our 2016 Gender Equality Steering Group recommendations. As previously outlined, these detailed actions will be brought together as part of the University’s Gender Action Plan as it is developed, particularly in line with our next institutional Athena SWAN submission in November 2017.

### 3. Priority areas for Strathclyde

While concerns about gender imbalances at subject level have often focused on the lower proportion of women in STEM, we recognise that addressing gender imbalances and occupational segregation also requires a focus on male subject choices, attainment and occupational decisions. This includes increasing male participation in, for example, Education and European Languages, Literature and related subjects. Since the extension in scope of the Equality Challenge Unit's Athena SWAN Charter to Arts, Humanities, Social Sciences, Business and Law in 2015, we have engaged schools and departments within our Faculty of Humanities and Social Sciences and our Business School in the scheme, with all departments now on a timeline to submit for awards. This includes the development of actions to increase the proportion of either female or male students where a gender imbalance has been identified.

To help inform the development of the University's Gender Action Plan, we have reviewed the University's undergraduate gender split, against that of the rest of the Scottish sector, by JACS Principal subject and JACS subject area (two levels of granularity). In reviewing the data, we have focused initially on those subjects with the greatest imbalances and with Strathclyde student populations of 100 FTE or more. The most imbalanced subjects were identified as being those with a gender imbalance of >75% of one gender and where Strathclyde is at least 5% more imbalanced than the Scottish sector average in 2015-16. Using this definition, the following five high priority subjects were identified:

- **Others in education<sup>2</sup>**
- **Social Work**
- **Computer Science**
- **Physics**
- **Human Resource Management**

As we develop our Gender Action Plan we intend to analyse the data underpinning each of these JACS subject areas to better understand the gender balance at a more granular level – by programme.

### 4. Action Plan

The following Gender Action Plan (GAP) incorporates ongoing and planned student gender equality actions, grouped across the five themes of Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success.

As our GAP develops, we will continue to work with regional (e.g. schools and other FE/HE institutions) and national (e.g. equality specialists, government and the SFC and internal (e.g. students and staff) partners to develop and implement actions.

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<sup>2</sup> Others in education includes the following UG courses at Strathclyde: BA Education and Social Sciences; BA Hons Childhood Practice; BA Hons Education and Social Services; BA Joint Hons Education and English; BA Joint Hons Education and Politics and International Relations; BA Joint Hons Education and Psychology; BSc Hons Sport and Physical Activity.

We will build capacity across the University to implement our GAP by providing training and support to staff to recognise and address gender barriers and stereotypes impacting potential and current students as well as ensuring work to promote gender equality is recognised in staff workload allocations.

Progress against the current and future actions within our GAP will be overseen by our Gender Equality Steering Group (GESG), reporting directly to our Executive Team and chaired by our Executive Dean for Humanities & Social Science. GESG meets quarterly and membership comprises representatives from all four Faculties at Strathclyde as well as from central University Professional Services including Student Experience and Enhancement Services, Human Resources and Strategy & Policy.

We collate a range of data on student populations by gender and other protected characteristics annually as part of our established Equality & Diversity and Athena SWAN reporting schedules. We will use this data to assess the ongoing impact of the actions within our GAP and establish new data collection methods and parameters as required, including the use of qualitative research such as surveys and focus groups.

## Annex B

Theme 1				
Infrastructure Systems, Humans, Resources, Relationships				
Objective	Actions already taken	Planned actions	Timeline & success measures	Action leaders
<p>1. Develop a comprehensive single University Gender Action Plan (GAP) incorporating all existing and developing actions and projects to tackle gender inequalities wherever they have been identified within student or staff populations.</p>	<p>Gender Equality Steering Group (GESG) overseeing the development, monitoring and progression of the University's GAP.</p> <p>Dedicated short life Gender Action Plan working group established to develop the first stage of the GAP, focusing on student gender imbalance &amp; subjects identified as "high priority" i.e. those with a gender imbalance of &gt;75% of one gender and where Strathclyde is at least 5% more imbalanced than the Scottish sector average in 2015-16.</p>	<p>1. Review of GESG to ensure membership and reporting lines remain linked to wider University strategies.</p> <p>2. Merge existing gender equality actions &amp; projects into GAP (e.g. University's 2017-21 Athena SWAN Action Plan).</p> <p>3. Review and ensure alignment between the University's Widening Participation Strategy and GAP</p> <p>4. Disseminate &amp; promote GAP among relevant staff &amp; student populations to ensure engagement.</p> <p>5. Monitor progression &amp; development of GAP via GESG (quarterly meetings).</p>	<p>1. June - August 2017.</p> <p>2. June - November 2017 &amp; ongoing.</p> <p>3. June - November 2017 &amp; ongoing.</p> <p>4. November 2017.</p> <p>5. November 2017 &amp; quarterly.</p> <p>Gender Action Plan established as a 'live' document, with new and ongoing actions continually developed and informed by stakeholders.</p> <p>GAP objectives embedded within wider University, Faculty and department / school strategies.</p>	<p>Gender Equality Steering Group; Gender Equality Officer.</p>

<p>2. Strengthen links with key stakeholders (colleges, universities, SFC, schools) to pool resources and join up initiatives that address gender bias for our 'high priority' subject areas.</p>	<p>Continuing collaboration with partners including Equate Scotland &amp; the WISE Campaign on continuing and new initiatives to attract and support the retention &amp; career development of female STEM students.</p> <p>Glasgow Children's University established in 2013. The Children's University, managed by the University of Strathclyde in partnership with Glasgow City School, and for which our Principal acts as Chancellor, was the first local Children's University centre to be established in Scotland. Its aim is to raise aspirations and awareness, boost achievement and encourage a love of learning.</p> <p>Activities incorporated into departmental Athena SWAN (AS) action plans: e.g. Department of Physics - work with schools to increase female participation in activities such as Advanced Higher Days, Open evenings etc.</p>	<ol style="list-style-type: none"> <li>1. Consult with Scottish universities on potential joint initiatives.</li> <li>2. Utilise existing partnerships/outreach &amp; access programmes to influence student gender balance (Engineering Academy, STEM Summer School, Children's University).</li> <li>3. Continue Faculty of Engineering sponsorship of corporate WISE membership.</li> <li>4. Prioritise work with stakeholders in Athena SWAN Action Plans for 'high priority' subject areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic Year (AY) 2017/18 and ongoing</li> <li>2. AY 2017/18 &amp; ongoing.</li> <li>3. March 2017 &amp; ongoing.</li> <li>4. AY 2017/18 &amp; ongoing.</li> </ol> <p>Increased female student recruitment via Engineering Academy &amp; STEM summer school.</p> <p>Move towards sector average undergraduate gender split in 'high priority' subject areas.</p>	<ol style="list-style-type: none"> <li>1. Vice Principals/ Deans of Arts and Social Science</li> <li>2. Respective partner/programme managers;</li> <li>3. Strathclyde WISE Committee Chair;</li> <li>4. Dept. AS Chairs &amp; Heads of Departments (HoDs)</li> </ol>
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**Theme 2**

**Influencing the influencers  
Educators and careers advisors, Parents, Current students**

<b>Objective</b>	<b>Actions already taken</b>	<b>Planned actions</b>	<b>Timeline &amp; success measures</b>	<b>Action leaders</b>
3. Further deepen our understanding of the challenges involved in tackling gender imbalances at subject level which present at University but which are often rooted in subject choices made in secondary education.	Initial discussions/scoping via short life Gender Action Plan working group.  Activities incorporated into departmental AS action plans: e.g. School of Humanities - survey feeder schools/FE colleges/access course students to understand perceptions of humanities subjects by gender.	1. Join up with SFC, Scottish Government, Universities Scotland to further broaden our understanding of the challenges involved in tackling gender imbalances at subject level which present at University but which are often rooted in subject choices made in secondary education.  2. Conduct further research into methods of removing gender barriers and attracting applications from female or male applicants to subjects where they are underrepresented, involving young people, influencers and other stakeholders.	1. AY 2017/18 and ongoing  2. AY 2017/18.  Further actions established to influence subject choices in female and male secondary school pupils.	1. Scottish Government; Scottish Funding Council; Universities Scotland  2. Gender Equality Steering Group.
4. Assist schools to increase participation of female or male pupils in recruitment events for our 'high priority' subjects.	Activities incorporated into departmental AS action plans: e.g. Department of Physics - ensuring female role models highly visible in Advance Higher Days & other school/public events e.g. David Elder lecture.	1. Investigate the overlap between socio-economic and gender barriers and its impact on participation of female or male students in recruitment events  2. Provide resources and advice to schools to increase female or male participation in subject specific recruitment events (such as open evenings & public events) and to	Semester 2 of 2017/18 & ongoing.  Participation by female or male students in recruitment events for 'high priority' subjects reflects sector average subject gender balance.	Recruitment and International Office; Widening Access; teams responsible for school recruitment / liaison/ outreach.



		address gender stereotyping around subject and career choices.		
5. Support our female STEM students to progress into STEM careers.	<p>Hosting CV/interview workshops with Equate Scotland for women with STEM qualifications.</p> <p>Activities incorporated into departmental AS action plans: e.g. Department of Physics - career workshops highlighting female graduate success; Department of Chemical Engineering - Increase engagement of UG and PGT students with research carried out in the Department.</p>	<p>1. Review Careers Service provision &amp; tailor activities to support female students to progress onto careers in STEM.</p> <p>2. Implement new activities.</p>	<p>1. Semester 2 of 2017/18.</p> <p>2. From Semester 1 of 2018/19. Graduate destinations data shows no gender difference/improved gender balance in STEM students progressing to STEM careers.</p>	Faculties of Science & Engineering Careers Advisers.

**Theme 3**

**Raising awareness and aspirations  
Outreach**

<b>Objective</b>	<b>Actions already taken</b>	<b>Planned actions</b>	<b>Timeline &amp; success measures</b>	<b>Action leaders</b>
6. Build capacity among staff involved in outreach to positively impact student gender imbalances in 'high priority' subjects.	<p>Gender Equality Steering Group (GESG) overseeing the development, monitoring and progression of the University's GAP.</p> <p>Dedicated short life Gender Action Plan working group established to develop the first stage of the GAP, focusing on student gender imbalance &amp; subjects identified as "high priority" i.e. those with a gender imbalance of &gt;75% of one gender and where Strathclyde is at least 5% more imbalanced than the Scottish sector average in 2015-16.</p>	<p>1. Prioritise training of staff involved in outreach in Athena SWAN Action Plans for 'high priority' subject areas.</p> <p>2. Review outreach activities &amp; participants to determine strategies to tackle gendered barriers/ stereotypes surrounding subject choices &amp; provide gender balanced role models. Consider overlap between socio-economic and gender barriers and its impact on participation of female or male students in recruitment events.</p>	<p>1. Ongoing.</p> <p>2. Semester 2 of 2017/18 &amp; ongoing.</p> <p>Staff involved in outreach are equipped to tackle subject specific gender barriers &amp; stereotypes.</p> <p>Move towards sector average undergraduate gender split in 'high priority' subject areas.</p>	<p>1. Depts AS Chairs &amp; HoDs;</p> <p>2. Recruitment and International Office; Widening Access; teams responsible for school recruitment/liaison/outreach.</p>
7. Develop female and male staff role models to positively impact gender imbalances in their subject areas by addressing any barriers to staff participating in outreach work.	<p>The University sponsors female staff to attend the Aurora women-only leadership development initiative run by the Leadership Foundation for Higher Education.</p> <p>Mentoring@Strathclyde &amp; Strathclyde Leadership programmes focus on female</p>	<p>1. Investigate potential barriers to staff participating in outreach &amp; any gender differences in participation within 'high priority' subject areas.</p> <p>2. Implement any actions to address barriers.</p>	<p>1. AY 2017/18.</p> <p>2. Semester 2 of 2017/18 &amp; ongoing.</p> <p>Gender balanced staff participation in outreach in 'high priority' subject areas is achieved.</p>	<p>Dept. AS Chairs &amp; HoDs; Gender Equality Officer.</p>

	<p>role model development.</p> <p>Activities incorporated into departmental AS action plans: e.g. Computer Science - increased promotion of female role models in outreach.</p> <p>Departmental Athena SWAN submissions require Athena SWAN activities to be recognised in staff workload allocation.</p>			
<p>8. Continue to engage with industry to run and develop programmes and initiatives aimed at addressing gender inequality in engineering and consider how these programmes can be rolled out to subjects identified as 'high priority'.</p>	<p>Partnered with BP and BAM Nuttall in 2016 to launch the 'Engineering the Future for Girls' summer school, targeting girls in the year before they select Higher subjects to inspire them to study Engineering.</p> <p>Launched 'Weir WISE' in 2017, a 2 day event sponsored by the Weir Group, targeted at S2 girls to inspire them to study Engineering.</p>	<p>1. Continue to develop our Engineering partnerships.</p> <p>2. Explore potential to establish similar programmes in other 'high priority' subject areas.</p>	<p>1. Ongoing.</p> <p>2. AY 2017/18 and ongoing.</p> <p>Move towards sector average undergraduate gender split in 'high priority' subject areas</p>	<p>1. WISE Committee/Faculty of Engineering management.</p> <p>2. Faculties of Humanities and Social Sciences/Strathclyde Business School supported by HoDs/AS Chairs in 'high priority' subjects</p>

**Theme 4**

**Encouraging applications  
Recruitment, Marketing, Course packaging**

<b>Objective</b>	<b>Actions already taken</b>	<b>Planned actions</b>	<b>Timeline &amp; success measures</b>	<b>Action leaders</b>
9. Embed consideration of student gender imbalances and gender specific barriers within course recruitment, design and delivery for 'high priority' subjects.	<p>Equality Impact Assessments (EIAs) ensure that new or updated policies and practice with regard to the recruitment to, delivery of or content of courses is not likely to negatively impact or discourage a particular gender.</p> <p>Activities incorporated into departmental AS action plans: e.g. School of Humanities - annual course review includes question on representing diversity in the curriculum; Department of Naval Architecture, Ocean &amp; Marine Engineering - review dept. marketing material/websites to ensure gender balance &amp; promotion of the Dept. as gender inclusive.</p>	<p>1. Prioritise course recruitment &amp; design in Athena SWAN Action Plans for 'high priority' subject areas (e.g. promotion of gender diversity in marketing materials, course content etc).</p> <p>2. Continue to provide training &amp; guidance on conducting EIAs.</p>	<p>1. November 2017 &amp; ongoing.</p> <p>2. Ongoing.</p> <p>Consideration of gender specific barriers &amp; imbalances becomes standard in course reviews &amp; recruitment for 'high priority' subjects.</p>	<p>1. Dept. AS Chairs &amp; HoDs</p> <p>2. Equality and Diversity Manager.</p>

<p>10. Facilitate access to female &amp; male role models during course recruitment events for potential applicants to 'high priority' subject areas.</p>	<p>Activities incorporated into departmental AS action plans: e.g. Department of Design, Manufacture and Engineering Management recruit current female students to network with female applicants during student visits, open days and applicant interview sessions.</p>	<p>Ensure gender balanced representation of staff, current students and external role models (including industry professionals) during student visits, open days and applicant interview sessions.</p>	<p>Ongoing.  Move towards sector average undergraduate gender split in 'high priority' subject areas.</p>	<p>Recruitment and International Office; Widening Access; teams responsible for school recruitment/liaison/outreach</p>
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**Theme 5**

**Supporting success  
Creating gender inclusive environments, Enhancing the student experience**

<b>Objective</b>	<b>Actions already taken</b>	<b>Planned actions</b>	<b>Timeline &amp; success measures</b>	<b>Action leaders</b>
<p>11. Understand and address:</p> <ul style="list-style-type: none"> <li>▪ issues of gender based-violence across Scottish institutions and ensure a gender inclusive environment for students to support their retention and progression;</li> <li>▪ issues affecting trans students and staff across Scottish institutions and ensure a gender inclusive environment for students to support their retention and progression.</li> </ul>	<p>Established Equally Safe in Higher Education project and Trans.Edu Scotland project.</p>	<p>1. ESHE: Develop &amp; implement a toolkit to challenge gender-based violence (GBV) at Strathclyde and across Scotland's university campuses.</p> <p>2. Trans.Edu: Develop toolkits and case studies to empower institutions to develop their policies and activities, alongside a peer support Community of Practice. Implement recommendations of Trans.Edu Scotland research project report.</p>	<p>1. Ongoing.</p> <p>2. Ongoing.</p> <p>Toolkits developed &amp; implemented.</p>	<p>1. ESHE team</p> <p>2. Trans.Edu Scotland team.</p>
<p>12. Protect against unconscious biases and perpetration of stereotypes which may negatively influence recruitment or retention of female or male students to subjects where they are underrepresented.</p>	<p>Equality &amp; Diversity training included in induction training for all new staff &amp; further promoted by Heads of Departments/departmental Equality and Diversity (ED) contacts &amp; departmental AS Chairs to encourage existing staff to keep ED training up to date.</p>	<p>Introduce enhanced &amp; specialist ED training for staff &amp; students, focusing initially on 'high priority' subject areas.</p>	<p>AY 2017/18 &amp; ongoing.</p> <p>All staff &amp; students complete basic ED training, with staff updating every 3 years. HoDs &amp; senior management to complete enhanced training.</p> <p>Retention of students in 'high priority' subject</p>	<p>Equality and Diversity Manager.</p>

			areas reflects sector average.	
<p>13. Support the retention and career progression of our:</p> <ul style="list-style-type: none"> <li>▪ female / male students in 'high priority' subjects and</li> <li>▪ female STEM students contributing towards increasing the national % of female students who enter STEM careers</li> </ul>	<p>Supporting networking and peer mentoring opportunities for female STEM students, including the Undergraduate Women's Engineering Society and promotion of Equate Scotland's Interconnect Student Network.</p> <p>Activities incorporated into departmental AS action plans: e.g. School of Humanities annual course review includes question on representing diversity in the curriculum.</p>	<ol style="list-style-type: none"> <li>1. Prioritise networking &amp; mentoring activities in Athena SWAN Action Plans for 'high priority' subject areas.</li> <li>2. Further our understanding of existing gendered assumptions and stereotypes among student populations.</li> <li>3. Prioritise gender counter stereotyping in Athena SWAN Action Plans for 'high priority' subject areas.</li> </ol>	<p>November 2017 &amp; ongoing.</p> <p>Move towards sector average undergraduate gender split in 'high priority' subject areas.</p>	Dept. AS Chairs & HoDs.