

Strathclyde's ongoing commitment to gender equality:

Gender Equality Plan

Introduction

The University of Strathclyde is committed to advancing and achieving 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 supporting everyone to realise their full potential, as woven throughout our [Vision 2025 Strategic Plan](#). Our commitment to equality includes a strong focus on advancing gender equality. Our work in this area aligns with the European Commission's and Horizon Europe's gender equality strategy and plans, and resonates strongly with the Commission's broader '[Union of Equality](#)' vision.

The University of Strathclyde welcomes the [European Commission's requirement for public bodies, research organisations and higher education establishments participating in Horizon Europe to develop a Gender Equality Plan](#). As this document will outline, at the University of Strathclyde there are:



- Published strategies, with clear goals and detailed actions and measures that have been agreed by senior management;
- Institutional leadership and dedicated resources for the design, implementation and monitoring of gender equality activity;
- Embedded arrangements for data collection and monitoring which informs activities and targets, allows for ongoing evaluation and ensures an evidence-led approach;
- Training and capacity building to support the Strathclyde community to understand and work towards our collective goals of gender equality.

This document brings together and summarises the University of Strathclyde's ongoing activity to advance gender equality in the key strategic, operational and thematic areas identified by the European Commission.



Professor Scott MacGregor
Vice Principal and Equality & Diversity Champion

January 2022

THE AWARDS
2019

Times Higher Education University of the Year 2012 & 2019
Times Higher Education Widening Participation Initiative of the Year 2019
The University of Strathclyde is rated a QS 5-star institution

WINNER
UK UNIVERSITY
OF THE YEAR
FOR A SECOND TIME

THE TIMES
THE SUNDAY TIMES
**GOOD
UNIVERSITY
GUIDE
2020**
SCOTTISH
UNIVERSITY
OF THE YEAR


THE QUEEN'S
ANNIVERSARY PRIZES
FOR HIGHER AND FURTHER EDUCATION
2019

About this document

The University of Strathclyde welcomes the European Commission's requirement for all institutions participating in Horizon Europe to develop a Gender Equality Plan (GEP). Given our significant existing work in this area, rather than developing a standalone additional GEP, this document outlines the intersecting strands of our work to advance gender equality in the key strategic, operational and thematic areas identified by the European Commission / Horizon Europe.

Key contents

- 1: Published strategies and action plans
- 2: Leadership and Resource
- 3: Data collection and Monitoring
- 4: Training and Capacity-Building
- 5: Thematic Areas
- 6: Our commitment to reviewing and reporting progress

1: Existing strategies and action plans

Equality Outcomes and Mainstreaming Reports: Producing these reports is a statutory duty under the Equality Act 2010¹ and Public Sector Equality Duties (Scottish Specific Duties). The reports contain significant analysis of equality data, and detailed actions on advancing equality of opportunity at the University, developed in consultation with our staff and students. These reports are [published online](#) and are publicly available.

- [Equality Outcomes report](#) (2021).
- [Equality Mainstreaming Report](#) (2021).

Gender Action Plan: A requirement from the Scottish Funding Council, the University developed a [Gender Action Plan](#) (2017) for advancing gender equality and addressing underrepresentation in key subject areas.

Institutional Athena Swan Action Plan (2017-22): Strathclyde currently holds an institutional [Athena Swan](#) Bronze award (2017-2022). The institution-level Athena Swan action plan is a comprehensive document developed as part of the Athena Swan Charter process with the aim of advancing gender equality at Strathclyde. The University is currently working towards its renewal application which will involve the development of a new action plan in 2022/23.

Equal Pay Action Plan (2021-23): As outlined in our [Equal Pay and Gender Pay Gap Report 2021](#), Strathclyde has developed an ambitious action plan that builds on the successful actions taken to date and sets out bold and innovative actions over the coming years to reduce the gap further.

Departmental Athena Swan Action Plans (various dates, award dependent): Fifteen Departments at Strathclyde currently hold department-level awards (14 Bronzes and 1 Silver). Department-level Athena Swan action plans are developed as part of the Athena Swan Charter process with the aim of identifying local barriers and inequalities and setting actions to advance gender equality at Departmental level.

¹ England, Scotland and Wales

2: Leadership and Resource

2.1 Leadership – Strathclyde’s Equality Champion

The University’s Vice-Principal Professor Scott MacGregor is the Equality and Diversity Champion. Professor MacGregor’s role is to advocate the equality agenda and strategy and support the Equality and Diversity Manager in developing and implementing policy and practice on campus. Professor MacGregor is the Convener of the University Equality, Diversity and Inclusion Committee (EDIC).

2.2 Dedicated resource

Equality and Diversity Office: The University has dedicated resource for equality and diversity, including gender equality. The [Equality and Diversity Office](#) works to advance equality and inclusion for both staff and students, and is part of the University’s wider [Access, Equality and Inclusion service](#).

The University’s E&D Office is comprised of the following core members of staff:

- Equality and Diversity Manager (1FTE)
- Senior Equality and Diversity Officer (1FTE)
- Equality and Diversity Co-ordinator (0.6FTE)

In addition, the Office will be joined by two (1.2FTE total) Equality and Diversity Engagement Officers in spring 2022, with a remit for developing and delivering EDI learning and development opportunities to staff and students alongside training on related strategic priorities (such as gender-based violence).

2.3 Equality, diversity and inclusion committees

The University has a range of committees and working groups to oversee, monitor and take forward equality, diversity and inclusion work (including gender equality).

- **Equality, Diversity and Inclusion Committee (EDIC):** [EDIC](#) is the Committee overseeing the University’s compliance with its equality and diversity obligations. The Committee is convened by the Vice-Principal and meets formally three times a year.
- **Gender Equality Steering Group (GESG):** The role of the [Gender Equality Steering Group](#) is to help promote and advance gender equality within the University’s staff and student populations and specifically to oversee progress against the University’s Athena Swan Action Plan and Gender Action Plan. The Committee is convened by the Equality and Diversity Lead and meets formally three times a year.
- **Faculty / Directorate / Departmental Equality, Diversity and Inclusion (EDI) Committees:** These committees work to advance EDI – including gender equality – at a faculty, directorate or departmental level (including professional services). Existing committees include the Gender Equality, Diversity and Inclusion (GEDI) in the Faculty of Humanities and Social Sciences (HaSS), the Research and Knowledge Exchange Services (RKES) EDI Group, and the Chemistry Department EDI Group. In 2021/22, the University is commencing a programme of work to support the development of further Faculty and Directorate-level EDI Committees.
- **Athena Swan self-assessment teams:** Committees convened to oversee and undertake comprehensive self-assessment of gender equality on institutional and departmental level, as part of the Athena Swan charter award submission process. Strathclyde holds an institutional [Athena Swan](#) Bronze award (2017-2022), and 15 of our Departments currently hold department-level awards (14 Bronzes and 1 Silver).
- **Equally Safe at Strathclyde Group:** The Group co-ordinates policies and procedures for prevention of and response to gender-based violence at the University, and oversees the implementation of the #EmilyTest action plan. The Group meets every 4-to-6 weeks.
- **Race Equality Working Group (REWG):** Following Strathclyde’s formal endorsement of [a landmark declaration against racism](#) from Scotland’s universities and colleges, the [Race Equality Working Group](#) was convened to inform the advancement of race equality work. The group works to ensure and promote an inclusive environment for Black, Asian and minority ethnic students

and staff, promote racial diversity across the University and, address educational and employment outcomes for Black, Asian and minority ethnic students and staff.

- **Women in Science and Engineering (WISE):** The [WISE Committee](#) works to progress the University's commitment to attract and support women in STEM areas. The Committee meets every month.

3: Data collection and Monitoring

Routine data collection and monitoring: The University routinely collects, monitors and [publishes](#) equalities data via our equality outcome and monitoring reports. These reports are publicly available on the University's website. Data collection, monitoring and evaluation is also a key element of Athena Swan submissions on institutional and departmental level.

- [Equality Outcomes report](#) (2021) – published online every 4 years
- [Equality Mainstreaming Report](#) (2021) – published online every 2 years
- [Staff Equality Monitoring Report](#) (2021) – published online every 2 years
- [Student Equality Monitoring Report](#) (2021) – published online every 2 years
- [Equal Pay and Gender Pay Gap Report](#) (2021) – published online every 2 years

4: Training and Capacity-Building

Courses on a range of equality, diversity and inclusion topics: The University offers staff and students access to [e-learning on a range of EDI issues and topics](#). There are identified 'core' courses that staff and students are expected to undertake as part of induction, and further courses staff are expected to undertake if – for example – engaging in recruitment or taking on line-management responsibilities. The EDI e-learning course list for 2021/22 is:

Core staff courses:

- Diversity in the Workplace
- Insiders and Outsiders: How micro-behaviours affect the workplace
- Unconscious Bias

Courses for staff with specific roles and responsibilities:

- Diversity in the Workplace (for managers)
- Bullying and Harassment (for managers)
- Diversity in Learning and Teaching
- Recruitment and Selection

Staff courses for additional learning and development:

- Bullying and Harassment
- Sexual Harassment
- Disability Awareness
- Race in the Workplace
- Disclosure of a Racial Incident by Students
- Supporting Transgender Staff and Students

Core student courses:

- Diversity for Students

- Unconscious Bias for Students
- Micro-Behaviours

Strathclyde's Organisational and Staff Development Unit (OSDU): [OSDU](#) provides a range of learning and development opportunities for Strathclyde staff at all roles and career stages. Programmes include the Strathclyde Programme in Academic practice, Researcher development and Knowledge Exchange Strathclyde Programme in Research and Leadership, Strathclyde's Teaching Excellence Programme, Research Staff Development, Strathclyde Leadership Development Programme, Professional Services Development, Management Development Series, and the Technical Staff Development Programme. 2021 statistics indicate that over 59% of staff engaging in these opportunities are women.

Aurora Women's Leadership Development Programme: Aurora seeks to support women and their institutions to fulfil their leadership potential through thought-provoking activities, collaborative problem-solving and motivating stories supported by inspirational women role models. Aurora is for women staff (up to senior lecturer level or the professional services equivalent) who would like to develop and explore issues relating to leadership roles and responsibilities. Participation embeds strong networks of early career women across the sector to share best practice, insights and experiences. [Aurora is administered by Advance HE](#) and the University centrally funds 20 places annually. Over 120 Strathclyde staff have now been supported through the programme.

Additional training and capacity building: The University provides a range of additional training and capacity building on topics relating to gender equality, and is constantly reviewing and extending our offerings in this area. More recent relevant additions to our learning and development opportunities include gender-based violence bystander training (Intervention Initiative), gender-based violence first responder training, and menopause awareness sessions.

5: Thematic Areas

In this section, we outline 10 key thematic areas in which we work to address inequalities and advance gender equality. This includes the 5 core thematic areas for advancing gender equality as identified by the European Commission, and 5 further thematic areas in which the University is taking forward innovative work to advance gender equality.

The core thematic areas identified by the European Commission are:

1. Work-life balance and organisational culture
2. Gender balance in leadership and decision-making;
3. Gender equality in recruitment and career progression;
4. Integration of the gender dimension into research and teaching content;
5. Measures against gender-based violence, including sexual harassment.

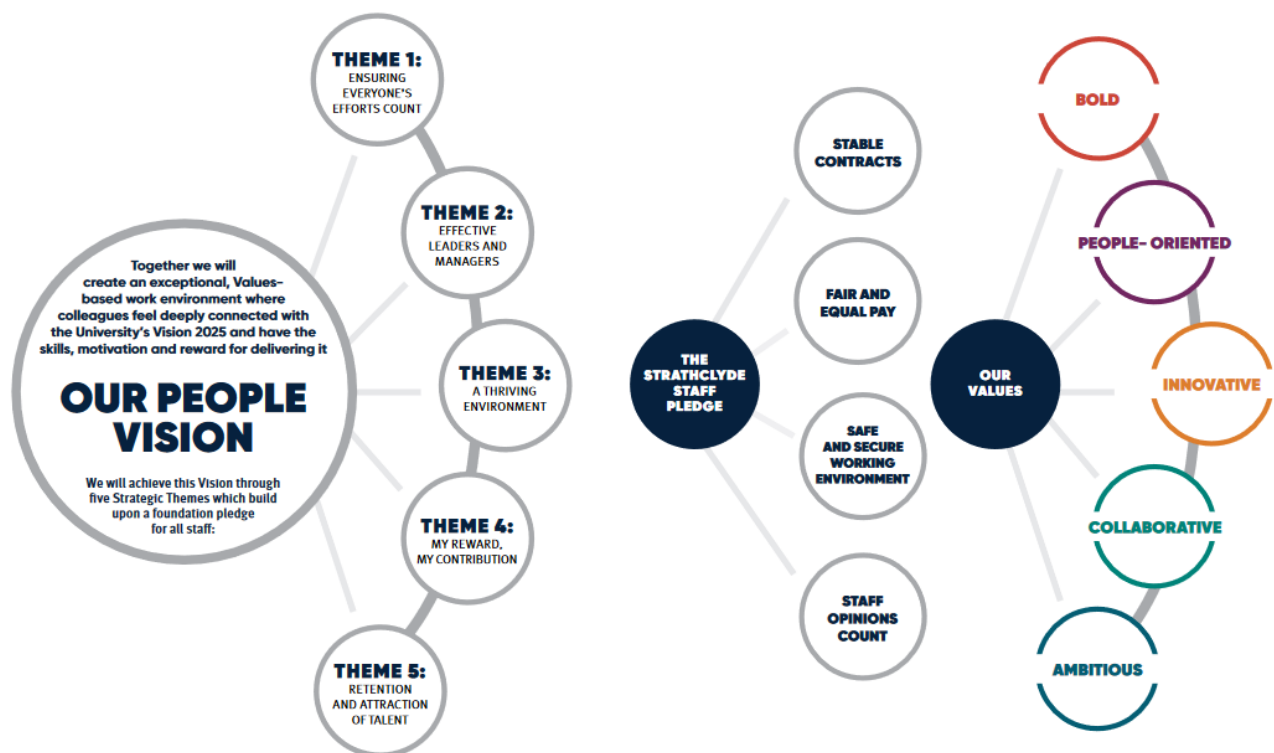
In addition, we will also discuss the following further thematic areas in which we are taking forward gender equality work:

6. Supporting trans, gender diverse and LGBT+ people
7. Women and LGBT+ people in STEM
8. Supporting staff with caring responsibilities
9. Menopause in the workplace
10. Inclusive research cultures

5.1 Work-life balance and organisational culture: Key to this is Strategic Aim 5.1 of our [Vision 2025 Strategic Plan](#) and accompanying [People Strategy](#), where the University commits to embracing our socially progressive ethos, and fostering an environment wherein our community of staff and students feel valued and are effective, engaged and values-led. This includes [The Strathclyde Pledge](#), which pledges that every staff member will have a stable contract, fair and equal pay, a safe and secure working environment, and an opinion that matters.

In response to the pandemic and subsequent shifting ways of working, the University designed and implemented the sector-leading [Agile Working Toolkit](#) to help staff and managers understand what agile working is, what agile working arrangements may be available and how to make agile working successful for both our staff and our University. The University has also introduced Meeting-Free Fridays as a day with dedicated time to allow staff to focus on key priorities. Staff are also encouraged to minimise email traffic on a Friday, further helping colleagues to make the most of their time and ensuring they are able to enjoy a 'work free weekend'.

The University offers a range of [flexible working](#) and [family friendly](#) policies and procedures, and we are members of the '[Happy to Talk Flexible Working](#)' and '[Carer Positive](#)' schemes. Due to the COVID-19 pandemic, the University then developed a sector-leading comprehensive [agile working toolkit](#), outlined further in Section 5.6. Strathclyde has a range of [policies and procedures](#) to support dignity, respect and collegiality within our working and learning environments. In 2021/22, the University will roll out its innovative '[Safe 360](#)' framework to support the safety and wellbeing of the Strathclyde community.



5.2 Gender balance in leadership and decision-making: Several key senior office holders at the University are women, including the University Secretary and Compliance Officer, the Chief Digital and Information Officer, and several Associate Principals and Deputy Associate Principals. The University Court (the overall governing body of the University of Strathclyde) continues to meet the gender representation objective in terms of the Gender Representation on Public Boards (Scotland) Act 2018. There are 14 non-executive co-opted members of University Court – 9 of which are women (64%), and 5 of which are men (36%). The Convenor of Court – Dame Sue Bruce – is a woman, and the total majority of all Court members are women.

5.3 Gender equality in recruitment and career progression: The University's Equality Outcomes, Equality Mainstreaming, and Equal Pay reports provide regular updates and appraisals on these areas. Strathclyde also holds an institutional [Athena Swan](#) Bronze award (2017-2022), and 15 of our Departments currently hold department-level awards (14 Bronzes and 1 Silver). The University continues to implement targeted initiatives and interventions to advance equality of opportunity in staff recruitment, particularly with regards to recruitment of women staff to academic professional roles and categories where women are represented. This includes:

- Use of a 'gender decoder' tool in the drafting of recruitment adverts, to avoid wording which may inadvertently discourage women from applying.
- Explicit wording in job advertisements inviting women to apply.
- Specific e-learning courses on equality and diversity, unconscious bias and microbehaviours for staff engaging in recruitment and selection panels
- Social media recruitment campaigns which specifically target women.
- In our recent recruitment round for Strathclyde's [Global Talent Programme](#) (recruiting to early career and senior academic posts), recruiting departments were required to provide an action plan specific to their vacancies outlining actions to recruit a diverse range of candidates
- As part of its current People Strategy, Strathclyde has committed to the introduction of 'blind shortlisting' and a trial is currently underway.

Recent data demonstrates a decrease in the gender pay gap of almost 2% since 2019/20, and an 18% increase in women Professors since 2019/20.

5.3 Integration of the gender dimension into research and teaching content: The University provides a taught Masters course in [Applied Gender Studies](#), combining interdisciplinary core courses on gender theory, feminist research and the history of feminist thought, with optional classes within a range of disciplinary traditions. Founded in 2016, the [Strathclyde Feminist Research Network](#) brings together staff and students from across the University, developing a stronger feminist research presence along with increased visibility and connectedness. The Network runs a popular seminar series hosting visiting academics from across the UK and beyond, lunchtime research-in-progress workshops, and a feminist reading group. Commencing in 2021/22, the University's Research and Knowledge Exchange Services (RKES) will begin development of gender equality and broader EDI guidance for research design, proposals and bids. As part of the University's Equality Outcomes and recommendations arising from the University's Race Equality Working Group, a multi-year programme of work will commence in 2021/22 to enhance equality, diversity and inclusion in the curriculum.

5.5 Measures against gender-based violence, including sexual harassment: Collectively, the University takes a zero-tolerance approach to all forms of gender-based violence (GBV) and works to ensure a safe learning and working environment which embraces equality, consent and mutual respect. Informed by Strathclyde's [Equally Safe in Higher Education \(ESHE\)](#) and [TransEDU](#) research and [STEM Equals](#) recommendations, our Equally Safe at Strathclyde Group brings together academic, professional services and frontline staff to operationalise and ensure effective governance in prevention and response to GBV at the University. Currently in development, [Strathclyde Safe360°](#) is the University's holistic safeguarding framework for the University community, underpinned by forthcoming new and revised policies GBV and safeguarding policies for students, staff and beneficiaries.

Strathclyde is an [#EmilyTest GBV Charter](#) pilot institution, and a member of the [Fearless Glasgow](#) consortium of colleges and Universities working in partnership to understand and tackle GBV within the educational environment. [Report and Support](#) is the University's primary tool for reports of harm and safeguarding concerns. The University hosts a [Rape Crisis Student Support Service](#) within the Disability & Wellbeing Service, and the University is working to pilot a "Strathclyde SOS" app powered by [Pick Protection](#). Our network of First Responders are trained to support a sensitive, robust and effective response to reported cases of GBV with discretion, and without judgement. Strathclyde's GBV training package is under ongoing review and currently includes: First Responder; Bystander; Unconscious Bias; e-Learning module on GBV and consent; Strath Union module on consent.

Additional thematic areas

5.6 Supporting trans, gender diverse and LGBT+ people: The University holds two [LGBT+ Charter Mark](#) awards for advancing LGBT+ equality – Student Services holds a Silver award (2020) and the School of Education hold a Bronze (2019) – and the University received two national awards for the [TransEDU project](#). The Equality and Diversity Office oversee the [‘Ask Alex’ named contact service](#) for trans, non-binary and gender diverse students and staff, which acts as a first point of contact for colleagues and students seeking advice, support and information. In 2016-2018, the University was proud to host the [TransEDU action research project](#) and is committed to the ongoing implementation of the recommendations from this project. [StrathPride – the LGBTQI+ Staff and PGR Network](#) – was founded in 2020 to provides an opportunity to build a more diverse and inclusive university community, and enhance support for and visibility of LGBTQI+ people at Strathclyde. The Network has over 120 members from across the University, and meets regularly for Network meetings, conversation cafés, and events.



5.7 STEM Equals - Women and LGBT+ people in STEM: STEM Equals (2018-2022) is the University of Strathclyde’s four-year EPSRC-funded Inclusion Matters research and impact project focused on creating more inclusive STEM communities for women and LGBT+ people in both academia and in industry. The project team have undertaken a wide range of research, policy and knowledge exchange activity within the University and across the sector to improve the experiences of women and LGBT+ people working in STEM subject areas in higher education and industry. See the [STEM Equals website](#) for further information on this innovative and impactful project



5.8 Supporting staff with caring responsibilities: Strathclyde is a [‘Carer Positive’ employer](#), and is the first University have achieved Carer Positive Exemplary Status, demonstrating our ongoing support for staff who provide unpaid care for disabled, elderly and ill family members and friends. The University has a dedicated [Carer Policy](#) and a [Carers’ Network](#).

5.9 Menopause at work: The University is advancing work to improve understanding of and support for menopause in the workplace. In 2021, Strathclyde relaunched its [Menopause Policy](#) to help ensure that all staff affected by menopause are empowered to ask for support or necessary adjustments, are able to manage their symptoms at work and are supported through this transitional stage in their lives. Through the updated policy and the ongoing provision of webinars and info sessions by external specialists, the University is working to ensure that staff and managers are provided with the tools to enable colleagues to meet their full potential at work.

5.10 Inclusive research cultures: The University is a [signatory of the Researcher Development Concordat](#) to uphold the Principles of the Concordat to Support the Career Development of Researchers, administered by Vitae. Led by Strathclyde’s designated ‘Concordat Champion’ and in partnership with the University Researchers Group, the University undertook research on the views and experiences of researchers at Strathclyde (via focus groups and [CEDARS survey](#)) and a gap analysis of current policy, procedure and provision. In order to implement recommendations from this research, a working group on Research Culture has been established, comprised of key stakeholders from across the University, to advance inclusive research cultures and examine issues relating to equality, diversity and inclusion, discrimination, bullying and harassment, research integrity, and mental health and wellbeing.



The University has held the EU HR Excellence in Research Award since 2011 in recognition of its commitment to supporting the personal, professional and career development of its researchers. This award also acknowledges the University’s alignment with the principles of the European Charter for Researchers and Code for their recruitment

6: Our commitment to reviewing and reporting progress

The Gender Equality Plan document will be reviewed annually via existing University committee structures, and updated as needed. Given the gender equality focus of this plan, the GEP will be considered by the University's Gender Equality Steering Group. Progress towards key aims and indicators will continue to be monitored via the existing procedures and reporting mechanisms outlined throughout this plan including our Equality Outcomes and Athena Swan self-assessment.

7: Contact

For questions about the content of this document, contact **Dr Matson Lawrence** (Equality and Diversity Manager, matson.lawrence@strath.ac.uk). For questions about Horizon Europe at Strathclyde, contact **Katie Robinson** (European Programmes Manager, katie.robinson@strath.ac.uk).

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