



Horizon Europe Gender Equality Plan

Strathclyde's ongoing commitment to gender equality

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 [Strathclyde 2030 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 outlines, 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 Douglas Brodie

Associate Principal for Social Inclusion, and Chair of the University of Strathclyde EDI Committee

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.

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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. [Our equality reports are published online and are publicly available](#). Our most recent [Equality Outcomes and Monitoring Report](#) was published in May 2025.

Equal Pay Action Plan (2023): As outlined in our [Gender Pay and Equal Pay Gap Report 2023](#), 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.

Institutional Athena Swan Action Plan (2023-28): Strathclyde currently holds an institutional [Athena Swan](#) Silver award (2023-2028). 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.



Departmental Athena Swan Action Plans (various dates, award dependent): The University currently holds 16 awards at Departmental-level ranging between Bronze and Gold, and a Faculty-level Silver award for Strathclyde Business School. At Strathclyde, *all* academic Departments either currently hold an Athena Swan award or are actively working towards one. 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 AND SOCIAL INCLUSION CHAMPION

The University’s Associate Principal for Social Inclusion – Professor Douglas Brodie – is the Equality and Diversity Champion. Professor Brodie’s role is to advocate the equality and social inclusion agenda and strategy, and to support core University functions to develop and implement EDI policy and practice on campus. Professor Brodie is the Convener of the University Equality, Diversity and Inclusion Committee (EDIC).

2.2 DEDICATED RESOURCE

The University has dedicated staff time for equality, diversity and inclusion (including gender equality). A number of these staff work within the University’s dedicated [Equality and Diversity Office](#), part of the wider [Access, Equality and Inclusion service](#). The Equality & Diversity Office leads on and supports development and implementation of the University’s EDI strategies, policies and action plans for both students and staff, and supports key stakeholders, committees and networks to embed and mainstream EDI throughout Strathclyde.

Formal EDI roles and remits across the University			
Department / Area	Role	FTE for EDI	Current staff member
University Executive Team			
Executive Team	Associate Principal – Social Inclusion	0.8	Prof. Douglas Brodie
Professional Services			
Equality & Diversity Office (EDO)	Equality & Diversity Manager	0.7	Annie McLaughlin
EDO	Equality & Diversity Manager / Senior Equality & Diversity Officer	1	Dr Matson Lawrence
EDO	Senior Race Equality Officer	1	Jennifer Ba
EDO	Equality & Diversity Coordinator	0.6	Julia Harrison

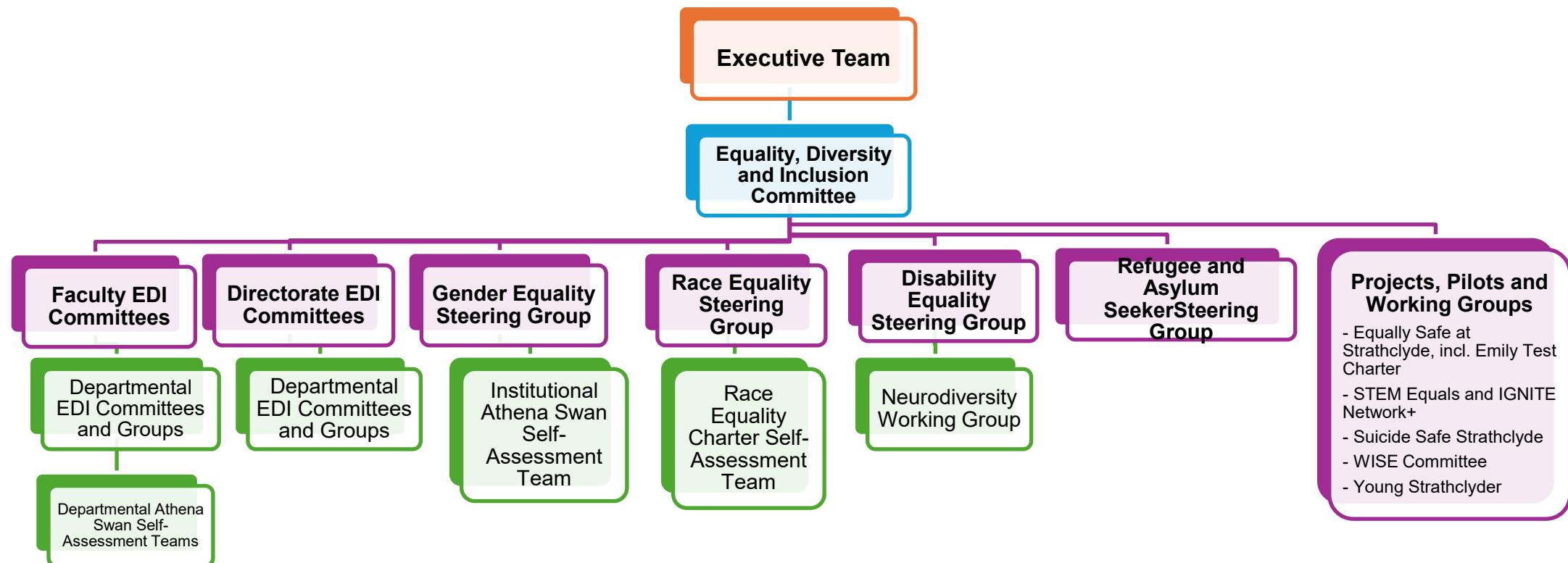
EDO	Equality & Diversity Engagement Officers	1.2	Simran Kaur Sidonie Ecochard
Human Resources (HR)	Deputy Director – Employee Experience	0.4	Verity Watson
HR	HR Advisor – Diversity & Inclusion	1	Graeme Brewster
Student Experience (SE)	Deputy Director – Access, Admissions and Progression	0.1	Dr Stephanie Mckendry
SE	Head of Access, Equality & Inclusion	0.4	Amanda Baldwin

Associate Deans (Faculties)

Engineering	Associate Dean for EDI	0.2	Dr Stuart Beattie
Humanities and Social Sciences	Associate Dean for EDI	0.2	Dr Jane Essex
Science	Associate Dean for EDI	0.2	Dr Elizabeth Dombi
Strathclyde Business School	Associate Dean for EDI	0.2	Dr Marisa Smith



2.3 EQUALITY, DIVERSITY AND INCLUSION COMMITTEE STRUCTURE





The University has a range of committees and working groups to oversee, monitor and take forward EDI work (including gender equality) with a defined governance structure. These committees and groups include:

- **Equality, Diversity and Inclusion Committee (EDIC):** [EDIC](#) is the Committee overseeing Strathclyde's compliance with our Equality Act 2010 and PSED responsibilities, and leads the University EDI strategy including approval, review and embedding of EDI policies, action plans and initiatives. EDIC meets four times annually, reporting to the Executive Team following each meeting, and reports annually to Court. The University's Associate Principal for Social Inclusion is the EDIC convenor.
- **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 meets formally three times a year.
- **Race Equality Steering Group (RESG):** 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 produced [a report and recommendations](#) for the University, published in 2023. The [Race Equality Steering Group](#) oversees the implementation of these recommendations alongside other activity to improve experiences and outcomes for Black, Asian and minority ethnic students and staff across the University. Currently RESG members are working as a Self-Assessment Team, leading work towards the [Advance HE Race Equality Charter](#).
- **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.
- **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.
- **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 6 weeks.
- **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. All reports are publicly available on our Equality Reports webpage. This includes:

- Equality Outcomes (2025-29) – published online every 4 years
- Equality Mainstreaming Report (2023) – published online every 2 years
- Staff Equality Monitoring Report (2025) – published online annually
- Student Equality Monitoring Report (2024) – published online annually
- (2025 under review as part of Race Equality Charter, to follow)
- Gender Pay and Equal Pay Gap Report (2025) – published online every 2 years

4: TRAINING AND CAPACITY-BUILDING

EDI learning and development opportunities: Staff can engage in a range of EDI-related learning and development opportunities, both developed in-house and by external providers. The development opportunities available to staff on a rolling basis include live interactive training sessions on topics such as introductions to EDI, inclusive language, anti-racism, active bystander, gender-based violence, menopause in the workplace, supporting LGBTQI+ students and staff, disability inclusion, and supporting students who are estranged or care-experienced.

e-learning courses on a range of equality, diversity and inclusion topics: The University offers staff and students access to learning on a range of EDI issues and topics. There are identified 'core' courses that staff are expected to undertake as part of induction, and further courses staff are expected to undertake if – for example – engaging in recruitment or line-management responsibilities. All new students are required to undertake two key EDI courses as part of their registration, and continuing students are required to undertake a refresher course:

- #StrathEqual: equality, diversity and inclusion for students
- Tackling gender-based violence
- #StrathEqual Refresher

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. The 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. Aurora is for 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. [Aurora is administered by Advance HE](#) and the University centrally funds 20 places annually. Since 2013, over 140 Strathclyde staff have received central funding to undertake the programme.

Additional training and capacity building: The University provides a range of 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 first responder training, connected to our [Strathclyde Safe360° initiative](#).

Emily Test Charter: In 2024 we were successfully in passing The [EmilyTest](#) GBV Charter and our internal trainers are now qualified to deliver [Emily Test L.I.S.T.E.N](#) training, an evidence-based risk assessment tool for GBV. External expertise is also brought in for specialist training for students and staff, such as via Rape Crisis Glasgow and Clyde.

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 and menstruation.
10. Inclusive research cultures.

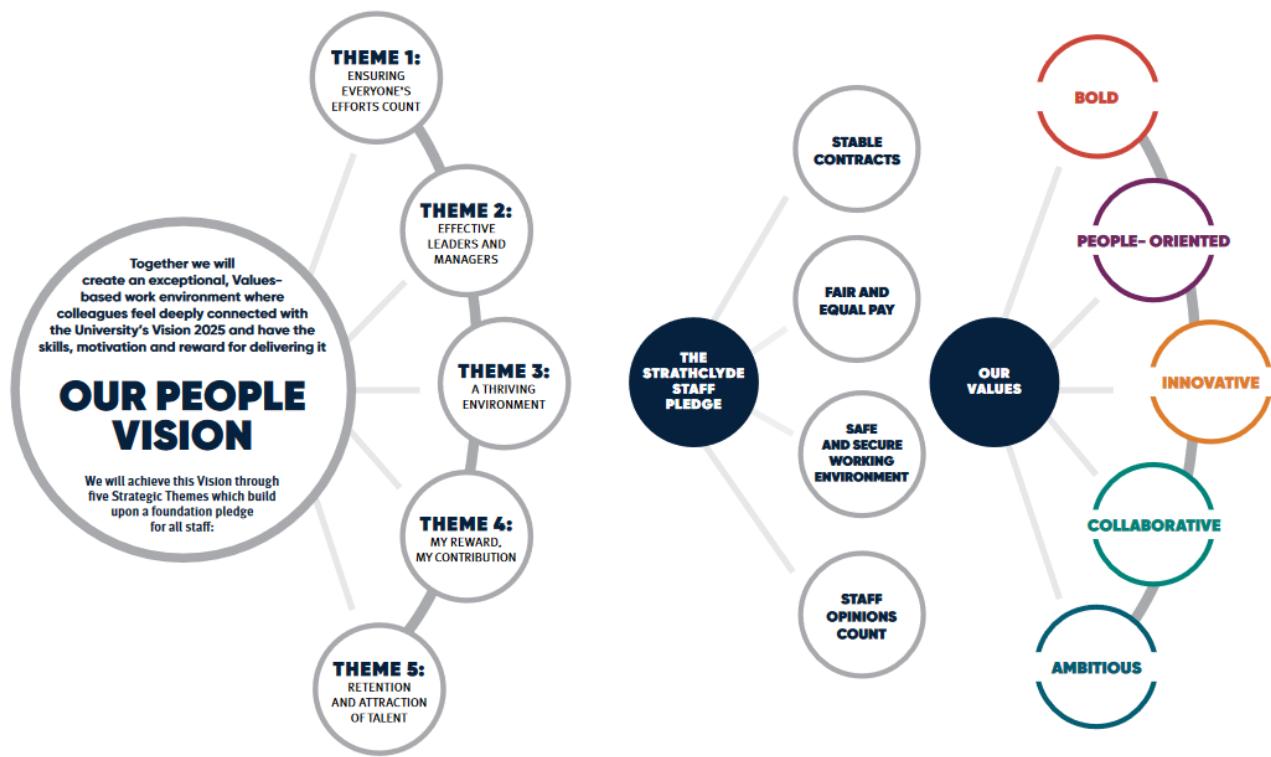
5.1 WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

Key to enabling positive work-life balance and organisational culture is the [Strathclyde 2030 strategy](#) and [People Strategy 2025](#), 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 Covid-19 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 newly launched [Strathclyde People Hub](#), hosted on SharePoint, is our internal one-stop shop for all people related matters. It has been designed to support staff at different stages throughout their employee lifecycle. The Hub provides people-related policies, guidance, and information to support Strathclyde staff and managers. We have also taken the opportunity to review our people policies to ensure that they remain socially progressive and align with our People Strategy and Values. We have revised our current policies into a new conversational tone and style to improve accessibility.

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. Staff can participate in a range of [staff equality networks](#), including the Carers Network, Parents and Families Network, Race Equality Staff Network StrathPride LGBTQI+ Network and the Disabled and Neurodiverse Staff Network, and a Women's Network for staff is currently in development. Strathclyde has a range of [policies and procedures](#) to support dignity, respect and collegiality within our working and learning environments. In 2022 the University launched our innovative '[Safe 360](#)' framework to support the safety and wellbeing of the Strathclyde community.



5.2 GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING

Almost of the University Senior Officers are women, including the University Compliance Officer, the Chief Digital and Information Officer, the Chief Commercial Officer, the Chief Financial Officer, and the Convenor of Court, and over half of Deputy Associate Principals are women.

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 13 non-executive co-opted members of University Court – 7 of which are women (54%) and 6 of which are men (46%). The Convenor of Court 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](#) Silver award (2023-2028) and is implementing the accompanying 5-year action plan to advance and embed gender equality across the University. 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 micro-behaviours for staff engaging in recruitment and selection panels
- Social media recruitment campaigns which specifically target women.
- In Strathclyde's [Global Talent Programme](#) recruitment (recruiting to early career and senior academic posts), recruiting departments are required to provide an action plan specific to their vacancies outlining actions to attract a diverse range of candidates

5.4 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.

5.5 MEASURES AGAINST GENDER-BASED VIOLENCE, INCLUDING SEXUAL HARASSMENT

[Strathclyde Safe360°](#) is the University's safeguarding framework for the Strathclyde community, underpinned by gender-based violence (GBV) and safeguarding policies for students, staff and beneficiaries. Collectively, the University takes a zero-tolerance approach to all forms of GBV and works to ensure a safe learning and working environment which embraces equality, consent and mutual respect.

Our Safeguarding Committee and Equally Safe at Strathclyde Group bring together academic, professional services and frontline staff to operationalise and ensure effective governance in prevention and response to GBV at the University.

Strathclyde holds an [#EmilyTest GBV Charter](#) mark, and is 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 to report and get support for problematic behaviours such as harassment, GBV, stalking, discrimination, or to raise concerns about safety, and issues that undermine our inclusive University.

The University hosts a [Rape Crisis Student Support Service](#) within the Disability & Wellbeing Service.

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.

ADDITIONAL RELATED THEMATIC AREAS

5.6 SUPPORTING TRANS, GENDER DIVERSE AND LGBT+ PEOPLE

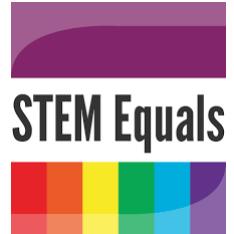
Our [LGBTQI+ at Strathclyde Hub](#) brings together key information on support, advice, opportunities, and activity, Strathclyde provides the ['Ask Alex' named contact service](#) for trans, non-binary and gender diverse students and staff, which acts as a first point of contact for colleagues and students seeking advice, support and information. The University's Student Experience Directorate holds a silver LGBT+ Charter Mark for advancing LGBTQI+ equality.

[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 200 members from across the University and meets regularly.



5.7 STEM EQUALS - WOMEN AND LGBT+ PEOPLE IN STEM

[STEM Equals](#) is the University of Strathclyde's 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.



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 provision for staff who are carers, including a [Carer's Leave Policy](#) and a [Carers' Network](#).

5.9 MENOPAUSE AND MENSTRUATION

The University is advancing work to improve understanding of and support for menopause and menstruation in the workplace. 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 policy and the ongoing provision of webinars and info sessions by external specialists, the University is working to ensure that staff are provided with the tools to enable colleagues to meet their full potential at work.

In 2023, Strathclyde launched the new [Staff Menstruation \(Periods\) Policy](#) and accompanying [Staff Menstruation \(Periods\) Guidance](#) to provide support and guidance for all staff who are menstruating and to empower line managers to support colleagues who are menstruating, including those who experience menstruation-related health conditions that may impact upon health, wellbeing and work.

5.10 INCLUSIVE RESEARCH CULTURES

The University is a [signatory of the Researcher Development Concordat](#), a UK-wide agreement for supporting the career and professional development of researchers in Higher Education. Led by Strathclyde's Institutional and Senior Academic Concordat Champions, overseen by the Research Development & Culture Sub-Committee and carried out in partnership with the University Researchers' Group along with many other institutional teams, the University is implementing a multi-year action plan to enhance the culture, employment support and development opportunities for Strathclyde researchers, informed by regular review of existing mechanisms and inputs from researchers via surveys, focus groups and other activities.

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 Horizon Europe at Strathclyde, contact Katie Robinson (European Programmes Manager, katie.robinson@strath.ac.uk) and the Rkes International Team (rkes-international@strath.ac.uk). For questions about the content of this document, contact the Equality and Diversity Office (equality@strath.ac.uk).

University of Strathclyde, January 2026