University of Strathclyde

Equality Outcomes Report 2023

Introduction

The Equality Outcomes 2023 Report outlines the University of Strathclyde's progress against our institutional equality priorities, presented as results which we aim to achieve from 2021-25. In accordance with the specific duties of the Public Sector Equality Duty[1], 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 our student and staff populations and relevant sector evidence.

This report should be read in conjunction with our 2023 Equality Mainstreaming Report, Staff and Student Equality Monitoring Reports, Gender Pay Gap Report and Equal Pay Statement, all of which assist the University in monitoring and demonstrating progress towards our priority equality objectives.

1. Development of Equality Outcomes 2021-25

1.1. Themed approach and rationale

A themed approach was taken to developing and articulating the Equality Outcomes 2021-25. Outcomes are grouped under the following named 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/student recruitment and progression)

The identification of the above themes represents an ambitious and bold approach to developing and communicating the University's equality priorities and vision. The themes represent key facets which must be considered in working towards a University experience that affords equal opportunities for all, regardless of protected characteristic. The framing allows us to communicate that power, voice, belonging, safety and representation are experienced by different groups in different ways and clearly outline our ambitions to address related inequalities. It also supports an intersectional analysis of inequalities, which takes into account that people may experience multiple disadvantage based on a combination of their protected characteristics.

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[1] https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland

1.2. Strategic Plan 2020-25: key strategic aims

As outlined in the University's Equality Mainstreaming Report 2023, equality, diversity and inclusion are articulated at the highest level within our [Strategic Plan 2020-2025](#). Strategic aims with particular relevance to the Equality Outcomes 2021-25 include:

- Strategic aim 1.2: our students have a co-created outstanding and distinctive student experience with high-quality student support throughout the learner journey
- Strategic aim 1.5: In embracing our socially progressive ethos, our community of staff and students feel valued and are effective, engaged and values-led

1.3. Evidence and involvement

A range of internal and external evidence was collated and analysed to determine the Equality Outcomes 2021-25. This includes:

- Consultation with staff and students via an Equality Outcomes Survey prior to the finalisation of our 2021-25 priorities (particularly targeted at key stakeholders/EDI groups)
- Race Equality consultations (focus groups and survey) held with staff and students early in 2021
- Internal staff and student data (including demographics, progression, attainment)
- Sector wide equality data and reporting from the last 4 years
- National demographic data and reporting (e.g. Scot Gov/EHRC data and publications) and internal staff/student consultation (EO consultation survey,)

2. National Equality Outcomes

In preparing this progress report, we have considered the [National Equality Outcomes](#) (NEOs) published by the Scottish Funding Council in January 2023. In Appendix A below, indication is given within the first column of the table as to which NEO aligns with each stated aim within our Equality Outcomes, where relevant and appropriate.

Going forward and in the development of our 2025-29 Equality Outcomes, we will ensure our evidence gathering processes and data gathering parameters allow us to interrogate how we can contribute to the achievement of the NEOs, with consideration given to the specific context of our institution and while ensuring that we appropriately and adequately address any Strathclyde inequalities not specified within the NEOs.

3. Equality Outcomes 2021-25 progress update

The University's Equality, Diversity and Inclusion Committee (EDIC) reviews our Equality Outcomes annually, to monitor progress against our objectives and assess whether the identified Outcomes remain relevant and continue to be framed in a way that best addresses our intended aims. Progress against the Equality Outcomes 2021-25 is shown in Appendix A.

Appendix A: Equality Outcomes 2021-25

POWER (equitable power relations)				
Aim and relevant equality duty and protected characteristics (PCs)	*Outcome*	*Key activities and responsibilities*	*Measures*	*Progress update April 2023*
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 Duty: eliminate unlawful discrimination, harassment and victimisation PCs: all, particularly race, sex, gender NEO: Staff and students know how to access support about (sex/gender based) violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. NEO: Institutions can evidence approaches that prevent and respond to (sex/gender based) violence, harassment and abuse.	*Rationale and baseline*: sector evidence, including UUK/EHRC reports on racial harassment and violence against women, highlights the impact of power dynamics. Nov 2020 report by C.R.K. Sandison, Q.C. highlights specific recommendations for Strathclyde with regard to staff conduct which are being implemented by a strategic University group, IRIG, and its relevant sib groups *Goal*: Policies and procedures linked to preventing and responding to discrimination and harassment, explicitly recognise and address the impact of power imbalances	*IRIG sub groups to progress specific workstreams on (a) PhD students/ECRS as a vulnerable group and (b) review of Dignity and Respect (D&R) Policy and procedures *Implement the 'Strathclyde Pledge' to ensure zero harm for staff and commit to moving from reacting to allegations of harassment to prevention of harassment in the workplace *Implement an all staff behaviour code and enhanced associated 'Report and Support' mechanisms *Implement Advance HE/SFC tackling racism on campus assets *Ensure recommendations of EHRC report on tackling racial harassment in HE are fully implemented *Ensure appropriate targeting, monitoring and completion of relevant new staff training, including bystander training, bullying and harassment, race equality and micro-behaviours *Leads* *IRIG sub groups/HR/Race Equality Working Group (REWG)/Access, Equality and Inclusion (AEI)	*Staff 'pulse surveys' *Student surveys *Completed Equality Impact Assessments (EIAs) *Report and Support data *EDI and related staff training data *Race Equality Charter (REC)/Athena Swan (AS) action plan progress *Team based 'listen and action' meeting feedback	• The Associate Principal (Diversity and Inclusion) led the workstream exploring power dynamics, particularly as they relate to PhD students and early career researchers. A key output from this group has been the development of the Supervisory Agreement, which sets out minimum expectations of research students and their supervisors. The agreement is in the final stages of drafting, and is expected to be submitted to Senate for approval in academic year 2022-23. The group also worked closely with staff undertaking improvements in relation to the Researcher Development Concordat in relation to ECRs • D&R Policy has been updated. A network of advisers has completed a training programme equipping them with necessary skills. Guidance has been developed to support advisers and online bios to be made available on the Safe 360 website, together with supporting documents including case studies and a referral flow chart. • Recent activity in implementing the Strathclyde Pledge included the introduction of Safe 360 which builds safety into every aspect of University Life. Safe 360 includes: a confidential Report and Support mechanism for those experiencing discrimination or harassment; a

				toolkit to help eradicate gender-based violence and the Strathclyde Community Commitment - a commitment from every staff member to treat others with consideration and kindness and permission to tell others when they themselves are not treated this way.
				• The improved Report & Support system was launched in January 2023, allowing quicker collation of information with better reports and more statistics, which will allow us to notice and flag up any recurring issues more quickly.
				• Final report of the REWG finalised in Dec 2022 and subsequently endorsed by Executive Team. 11 recommendations focus on three areas: **Representation**, **Belonging and Visibility**, and **Challenging Racism.** 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 the Race Equality Charter, management of the Race Equality Steering Group, and implementation of the REWG recommendations.
				• The Equality & Diversity Office deliver interactive training, learning and development opportunities for staff and students on a range of key EDI topics. The addition of two Equality & Diversity Engagement Officer roles (1.2FTE total) in April/May 2022 has enabled the development and delivery of an ever-growing portfolio of both interactive and self-guided EDI training for staff and students.

				Interactive training sessions already developed and delivered to staff include:
				oEDI 101 oMicrobehaviours oAllyship oSupporting trans and non-binary students and staff oLGBTQI+ equality and inclusion oSupporting estranged students
				• Two new MyPlace courses for students have been developed - *#StrathEqual: Equality, diversity and inclusion for students* and *Introduction to Gender-Based Violence* – launched in September 2022 (further information available here: Student Courses | University of Strathclyde). Completion of both to be made mandatory for all students as of AY 2023/24 • Development of a core EDI MyPlace course for Strathclyde staff is underway

| 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

Duty: advance equality of opportunity between people who share a protected characteristic and those who do not

PCs: all, particularly race, sex, gender

NEO: Representation of disabled staff on college boards and university courts

NEO: Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards | *Rationale and baseline*: University Court is currently gender balanced and adverts for vacant roles invite applications from specific underrepresented groups. Membership of strategic committees is listed on website, gender balance is monitored and reported via Athena Swan institutional submissions

Goal: Areas of underrepresentation in committee membership are identified and addressed, with appointment protocols updated as necessary to maintain diverse membership | *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
*Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A2

Leads
*Committee managers/AEI/REWG/Gender Equality Steering Group (GESG) | *Data on strategic committee membership | •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.
•Membership of Leadership Group (which is composed of senior officers, Executive Deans, Vice Deans, Associate Deans, Heads of Department and Professional Services Directors), is currently 45% female, compared to 28% female in 2017
•Further activity is planned from 2023-25 around equality impact assessing appointment processes of additional committees |
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VOICE (ensuring all voices are heard)				
Aim and relevant equality duty and protected characteristics (PCs)	*Outcome*	*Key activities and responsibilities*	*Measures*	*Progress update April 2023*
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

Duty: advance equality of opportunity between people who share a protected characteristic and those who do not.

Duty: foster good relations between people who share a protected characteristic and those who do not

PCs: all | *Rationale and baseline*: Internal and external evidence (including Advance HE/EHRC reporting on persistent inequalities, NSS results, Equality Outcomes consultation) highlights differing experience, challenges and levels of satisfaction by equality characteristics

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 | *Establish Faculty/Executive Professional Services level EDI committees/action plans to facilitate local delivery of institutional EDI objectives
*Learn from experience of existing student/staff networks and explore creation of new peer support groups
*Provide specific training and support for staff engaged in EDI activity, particularly those with lived experience
*Ensure student and staff feedback opportunities, including student surveys, staff 'pulse' surveys, Values Survey, proactively invite diverse input
*Seek innovative ways to facilitate the engagement of students and staff from under-represented groups

Leads
*AEI/Exec. Deans/HR/Student Experience/Strath Union | *Staff 'pulse surveys'
*Student surveys
*Equality Outcomes progress consultation
*Team based 'listen and action' meeting feedback | • In 2022/23, the Equality & Diversity Office conducted a review of EDI committee and governance structures across the University. The following improvements were made during 2022/23 with a further 9 recommendations approved by EDIC in March 2023:
a) EDIC reporting structure reviewed, with EDIC now reporting directly to the Executive Team.
b) EDIC SharePoint site developed, enabling all staff to access EDIC agendas and papers.
c) Introduction of Associate Dean EDI roles in two Faculties – HaSS (2022) and Science (2023) – with a 0.2FTE allocation. Active discussions ongoing with the Faculty of Engineering and with Strathclyde Business School re introducing comparable roles
d) Guidance developed on how to establish a Directorate-level EDI committee and issued to all professional services Directorates in January 2023, forthcoming programme of work from the Equality & Diversity Office to support Directorates in taking this forward.
e) Initial review of the Departmental Equality & Diversity Contact initiative, and development of support and practice-sharing opportunities for staff in Departmental EDI roles
f) Plan to review the EDIC terms of reference (including membership |

| | | | | and length of service) for discussion and approval at the EDIC meeting on 7 June 2023.

• A number of [new staff networks](#) have been established, to promote and advance equality of opportunity and provide support for various groups across the institution, including:

o StrathPride
o Disabled and Neurodiverse staff network
o Women's Network
o Race Equality Staff Network

• Final report of REWG includes action to develop framework of best practice, especially when asking people with lived experience to speak about/work on race

• Also see above re guidance and support for departmental EDI contacts and A1 update re support for D&R Advisers |
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| 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

Duty: advance equality of opportunity between people who share a protected characteristic and those who do not | *Rationale and baseline*: As above. Equality Outcomes consultation identifies agreement that increased support/recognition be offered to staff engaging in EDI initiatives.

Goal: A diverse range of students and staff are actively engaged in EDI issues and initiatives and staff in leadership and management roles are | *Establish Faculty/Directorate level EDI committees/action plans to facilitate local delivery of institutional EDI objectives
*Develop mechanisms for recognising and rewarding staff and students contributing to EDI activities, e.g. via ADR for staff and equivalent measure for students
*Ensure accountability for delivering on EDI objectives is recognised in development reviews of staff in leadership and management roles | *Accountability and Development reviews
*Student surveys
*Equality Outcomes progress consultation | • See A3 update
• Draft revisions to the ADR guidance have been made, to explicitly encourage staff to devise EDI related objectives and better embed EDI within the process. Current ADR guidance states: "In the spirit of owning and embedding good practice staff should be invited to comment on their skills and knowledge on equality and diversity matters. For example, the reviewer may wish to discuss with the reviewee how equality and diversity may be promoted within their role |

PCs: all	accountable for delivering on EDI objectives	*Leads* *AEI/Exec. Deans/HR/Student Experience Committee		and what support may be required to keep up to date on equality and diversity issues. Please note that discussion on equality and diversity issues should not be confined to the ADR process alone. Staff should be encouraged to raise issues as and when they arise and also referred to appropriate source of help where required."
BELONGING (embracing diversity, advancing inclusion)				
Aim and relevant equality duty and protected characteristics (PCs)	*Outcome*	*Key activities and responsibilities*	*Measures*	*Progress update April 2023*
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 Duty: advance equality of opportunity between people who share a protected characteristic and those who do not. Duty: foster good relations between people who share a protected characteristic and those who do not PCs: sexual orientation, sex and gender, ethnicity and disability status NEO: Student satisfaction with support, reasonable adjustments with regards to disability NEO: Men (staff and students) know how to access mental health support	*Rationale and baseline*: Internal and external evidence, including Advance HE/EHRC reporting on persistent inequalities, NSS results, Equality Outcomes consultation identifies differing experience, challenges and levels of satisfaction by equality characteristics *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	*Explore the creation of campus spaces for specific student/staff groups *Learn from experience of existing student/staff networks and explore creation of new peer support groups *Engage departments across the University in applying for LGBT Youth Scotland's LGBT Charter *Ensure staff involved in providing academic, career and wellbeing support to students and staff are trained in specific equality barriers and needs *Implement "Thrive@Strathclyde" workplace health action plan *Enhance work/life balance through agile working *Continue to implement a range of sector leading, socially progressive, People Oriented policies to support staff *Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A5	*Staff 'pulse surveys' *Student surveys *Equality Outcomes progress consultation *REC/AS action plan progress *Team based 'listen and action' meeting feedback	• See A3 updates re student/staff networks • See A1 update re EDI training • "Thrive@Strathclyde" has developed and progressed and is now known as "Wellbeing Matters". Our Workplace Health and Wellbeing Manager is dedicated to ensuring the wellbeing of our colleagues and our Staff with Disabilities Adviser provides individual support to colleagues with disabilities. We have also recently recruited a Suicide Safer Project Manager overseeing the University's suicide prevention initiatives. • We have established an Agile Working Toolkit which provides staff with agile ways of working, offering more flexibility and improved work/family life balance. We also have a Flexible Working Policy which was updated in July 2022 to make flexible working for staff a right from day one of employment. 'Meeting Free Fridays' allow staff one day a week day to focus on key

		Leads Student Experience/HR/AEI/REWG/GESG		priorities. Staff are also encouraged to minimise email traffic on Fridays
(recognising intersectionality within that group). NEO: LGB staff and students report that they feel safe being 'out' at university and college.				
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 Duty: foster good relations between people who share a protected characteristic and those who do not PCs: all, particularly race, disability, sex and gender and sexual orientation NEO: Institutions should have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.	*Rationale and baseline*: Internal and external evidence, including Advance HE/EHRC reporting on persistent inequalities, NSS results, Equality Outcomes consultation, internal research into EDI in the curriculum identifies differing satisfaction with learning and teaching by equality characteristics and the importance of EDI in the curricula to student experience *Goal*: Processes for developing University curricula fully embed consideration of equality, diversity and inclusion and this is reflected in the student experience	*Establish a multi-year plan for embedding EDI considerations in University curriculum development *Pilot methods to embed EDI in curricula in key subject areas, including exploration of a 'We are Strathclyde' module which embraces equality, values, diversity and inclusion *Evaluate and extend methods across institution *Leads* *AEI/Education Strategy Committee	*Student surveys *Equality Outcomes progress consultation	• Specific work to enhance EDI in the curriculum is being progressed by individual Departments, course leaders and teaching staff. Enhancement Themes funding on 'resilient learning communities' funded internal projects, including projects examining aspects of equality in the curriculum and student engagement. Faculty of HaSS has engaged in specific intensive training around EDI and anti-racism in the curriculum. •A new MyPlace course, *#StrathEqual: Equality, diversity and inclusion for students* will be mandatory for all students as of AY 2023/24

SAFETY (prevention of and response to discrimination, harassment and victimisation)				
Aim and relevant equality duty and protected characteristics (PCs)	**Outcome**	**Key activities and responsibilities**	**Measures**	**Progress update April 2023**
A7: The University is successful in creating and maintaining an actively anti-discriminatory culture, including with regards to anti-racism, sexism, homophobia and transphobia Duty: eliminate unlawful discrimination, harassment and victimisation PCs: all, particularly race, sex, sexual orientation, gender NEO: Disabled staff and students report feeling safe in the tertiary system NEO: Trans staff and students report feeling safe to be themselves in the tertiary system 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 NEO: Staff and students know how to access support about (sex/gender based) violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. NEO: Institutions can evidence approaches that prevent and	*Rationale and baseline*: Internal and external evidence, including UUK/EHRC reports on racial harassment and violence against women, Advance HE/EHRC reporting on persistent inequalities, Equality Outcomes consultation, SFC Outcome Agreement Guidance 2020/21 - 2022/23, identifies discrimination and harassment by equality characteristics as significant area of concern *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	*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 specific recommendations of Sandison report re complaints handling procedures *IRIG sub groups to progress specific workstream on review of Dignity and Respect Policy and procedures *Implement Advance HE/SFC tackling racism on campus assets *Ensure recommendations of EHRC report on tackling racial harassment in HE are fully implemented *Implement the 'Strathclyde Pledge' *Implement an all staff behaviour code and enhancing associated 'Report and Support' mechanisms *Ensure appropriate targeting, monitoring and completion of relevant new staff training, including bystander training, bullying and harassment, race equality and micro-behaviours *Visible recognition of educational/scientific/societal contributors from under represented community on campus, e.g. including in naming of buildings and spaces *Explore the articulation of the UN Convention on the Rights of the Child within the University context *Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A7	*Staff 'pulse surveys' *Student surveys *Equality Outcomes progress consultation *REC/AS action plan progress *Team based 'listen and action' meeting feedback	• 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 (see below) and a schedule of work to develop tailored guidance relating to the policies is underway. • Safeguarding Policy • Child Safeguarding and Child Protection Guidance • Gender-based Violence Policy: Staff and Students • QC Sandison made a number of recommendations in his report relating to the Complaints Handling Procedure (CHP). The University adopted the revised Model Complaints Handling Procedure (CHP) provided by the Scottish Public Sector Ombudsman (SPSO) from 1 April 2021. 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.

respond to (sex/gender based) violence, harassment and abuse. NEO: Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.		*Leads* *USCO/IRIG sub groups/REWG/HR/GESG		•See A1 update re Dignity & Respect, REWG, Pledge, behaviour code, Report and Support, training •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 •A large-scale mural / artwork is in development (aim to mount in LTB in late 2023) with a Black history theme •A large-scale mural / artwork is in development for the University Centre external with a care-experienced students theme •The Child Safeguarding Policy and Child Protection Guidance introduces 'Strathclyde's Children and Young People's Charter' to deliver the United Convention on the Rights of the Child. The University is committed to upholding children and young people's fundamental human rights to be safe and live free from harm and the Charter communicates how rights are supported by the University when anyone, under the age of 18, participates in activity with the University of Strathclyde including how to report safeguarding incident or concern
A8: Students and staff have confidence in reporting and support procedures for students and staff experiencing discrimination, harassment and victimisation Duty: eliminate unlawful discrimination, harassment and victimisation	Rationale and baseline: Internal and external evidence, including UUK/EHRC reports on racial harassment and violence against women, Advance HE/EHRC reporting on persistent inequalities, Equality	*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 specific recommendations of Sandison report re complaints handling procedures	*Staff 'pulse surveys' *Student surveys *Equality Outcomes progress consultation *Report and Support data *Team based 'listen and action' meeting feedback	•See A1 update re Dignity & Respect, REWG, Pledge, behaviour code, Report and Support, training •See A1/A7 update re Safe360 •See A7 update re Sandison report

PCs: all NEO: Disabled staff and students report feeling safe in the tertiary system NEO: Trans staff and students report feeling safe to be themselves in the tertiary system 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 NEO: Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose, with regards to religion and belief NEO: Staff and students know how to access support about (sex/gender based) violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. NEO: Institutions can evidence approaches that prevent and respond to (sex/gender based) violence, harassment and abuse.	Outcomes consultation, SFC Outcome Agreement Guidance 2020/21 - 2022/23, identifies confidence in reporting discrimination and harassment by equality characteristics as significant area of concern 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	*IRIG sub groups to progress specific workstream on review of Dignity and Respect Policy and procedures *Implement Advance HE/SFC tackling racism on campus assets *Ensure recommendations of EHRC report on tackling racial harassment in HE are fully implemented *Implement the 'Strathclyde Pledge' *Implement an all staff behaviour code and enhancing associated 'Report and Support' mechanisms *Ensure appropriate targeting, monitoring and completion of relevant new staff training, including bystander training, bullying and harassment, race equality and micro-behaviours *Leads* *USCO/IRIG sub groups/REWG/HR/		

REPRESENTATION (student/staff recruitment and progression)				
Aim and relevant equality duty and protected characteristics (PCs)	*Outcome*	*Key activities and responsibilities*	*Measures*	*Progress update April 2023*
A9: Identified attainment/awarding gaps between student groups, including with regards to differences by ethnicity and disability, are reduced Duty: advance equality of opportunity between people who share a protected characteristic and those who do not. PCs: all, particularly race and disability NEO: Retention outcomes and rates with regards to age and disability NEO: Institutions should have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.	*Rationale and baseline*: Internal and external evidence, including UUK/NUS BAME attainment gap reporting, Equality Outcomes consultation, internal student attainment data, identifies gaps in attainment/degree awarding by equality characteristics *Goal*: attainment/awarding gaps between student groups are monitored and activity implemented to address them, resulting in reduction in identified disparities	*Aim A6: EDI in the curriculum *Ensure recommendations of UUK/NUS BAME attainment gap report are fully implemented *Work with Strathclyde Students' Union to learn from experience of existing student networks and explore creation of new peer support groups *Promote academic and wellbeing support to specific student groups where uptake is low *Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A9 *Leads* *AEI/Education Strategy Committee/Strath Union/Student Experience/REWG/GESG	*Internal student data on attainment/awarding gaps *External sector data on attainment/awarding gaps *REC/AS action plan progress	•Final report of the REWG includes recommendations to (a) Monitor the lifecycle of BAME students (through recruitment, retention, and awarding gaps) and address areas of under-representation, inequalities and bias (b) Increase the representation of global majority thinkers, practitioners, and lives in learning through supporting initiatives to diversify and "decolonise the curriculum". •See A6 update re EDI in the curriculum
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 Duty: advance equality of opportunity between people who share a protected characteristic and those who do not. PCs: all, particularly sex and gender, race and disability NEO: Representation of disabled staff in the workforce	*Rationale and baseline*: Internal and external evidence, including Advance HE/EHRC reporting on persistent inequalities, Equality Outcomes consultation, internal staff data, identifies persistent imbalances in staff population and progression by equality characteristics *Goal*: imbalances within staff population are monitored and activity implemented to address	*Review and implement relevant activity from Scot Gov Ethnic Minority staff recruitment plan *Implement Gender Pay Gap action plan *Consider and implement targeted recruitment campaigns/activity to address disparities *Implement activity, beyond training, to address potential impact of unconscious bias in recruitment *Consider and implement targeted career development and promotion activity to address disparities *Simplify promotion, regrading and contribution pay procedures to reward job growth and exceptional	*Internal staff data *REC/AS action plan progress	•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

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.	them, resulting in reduction in identified disparities	contribution *Review job families to ensure that career progression opportunities are available to all eligible staff, regardless of job type *Ensure future institutional Race Equality and Athena Swan Charter submissions take full account of Aim A10 *Leads* *REWG/HR/GESG		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 2021 is fast tracking the careers of enhanced numbers from minority groups •Strathclyde Women's week activities –continued to run a series of events and workshops aimed at women and their career progression, over the past two years. 2023 sessions included: talks on Women in Leadership; discussion panel on the University's Family Friendly policies and workshops for women on selling themselves in their CV. Hosted the the "CelebrateHER" Awards Night on 9 March 2023 following the "NominateHER" campaign by the Strathclyde Women+ in Leadership Networks run in early 2023 •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. A review of regrading is imminent •Initial scoping exercise completed for review of job families

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 Duty: advance equality of opportunity between people who share a protected characteristic and those who do not. PCs: all, particularly sex and gender, race and disability NEO: Institutions will have regard to significant imbalances on courses, with regards to sex, and take action to address it.	*Rationale and baseline*: Internal and external evidence, including Advance HE/EHRC reporting on persistent inequalities, Equality Outcomes consultation, internal staff data, identifies persistent imbalances in student population by equality characteristics *Goal*: imbalances within student population are monitored and activity implemented to address them, resulting in reduction in identified disparities	*Develop specific Equality Impact Assessment guidance/resources for conducting EIAs on student outreach and recruitment activity *Explore, and establish as appropriate, targeted scholarships to attract and retain underrepresented groups *Report on activity to reduce student gender imbalances via Outcome Agreements *Ensure future institutional Race Equality and Athena Swan Charter submissions and student gender action plans take full account of Aim A11 *Leads* *AEI/REWG/GESG	*Internal student data *REC/AS action plan progress	•Development of EIA guidance/resources scheduled for 2023-25 •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 scheduled for 2023-25