

University of Strathclyde

Equality Mainstreaming Report 2023

Contents

Introduction.....	2
1. Strategic approach	2
2. Equality structure and governance.....	3
2.1. University equality structure	3
2.2. University Court	4
3. Setting equality priorities	5
4. Mainstreaming examples	5
4.1. Elimination of discrimination, harassment, victimisation, and other conduct prohibited by the Equality Act.....	6
4.2. Advance equality of opportunity between people who share a protected characteristic and those who do not.....	8
4.3. Foster good relations between people who share a protected characteristic and those who do not.....	13

Introduction

The University of Strathclyde has equality, diversity and inclusion (EDI) embedded within our [University Values](#) and [Strategic Plan](#). As a socially progressive University, we are committed to achieving and promoting equality of opportunity in our learning, teaching, research and working environments.

We support our students and staff to realise their full potential regardless of background. We recognise, respect and value difference and diversity within and across the University community. An environment in which staff, students and visitors feel equally valued and respected is key to the realisation of the University's aims and objectives.

The University does not tolerate and works to prevent and eliminate discrimination, harassment and victimisation as defined under the Equality Act 2010 and to ensure that our students, staff and visitors, as well as those who apply to work or study at the University, are treated fairly.

This report provides an overview of key efforts and achievements in embedding and mainstreaming equality throughout our functions, particularly since our last report in 2021. It should be read in conjunction with our Equality Outcomes 2023 Report (incorporating our Equality Outcomes 2021-25 progress update), Staff and Student Equality Monitoring Reports, Gender Pay Gap Report and Equal Pay Statement, all of which assist the University in tracking and demonstrating progress towards our priority equality objectives.

1. Strategic approach

The University's commitment to equality and diversity is articulated at the highest level, within the [Strategic Plan 2020-2025](#):

“Our values ethos, and our focus on social inclusion, social justice, and community and public engagement influence not just what we do, but how we do it. As a University, we benefit immensely from welcoming diversity from across society and the world at large, and we will always remain open and outward looking. We will continue to focus on improving diversity, enabling inclusion and promoting equality at Strathclyde.

“...we will work to ensure we take into account the potential equality impacts of all of our policies and practices and to deliver on our commitment to ensure our campus is a safe space for all.” (University Strategic Plan 2020 – 2025)

Our equality and diversity strategy, Equality Outcomes and associated action plans reflect the University Values:

- **People-oriented:** committed to our staff and students, providing opportunities and investing in their development.
- **Bold:** confident and challenging about what we do, and supportive of appropriate and managed risk in our decision-making.

- **Innovative:** focused on discovering and applying knowledge with impact, and encouraging creative thinking and new ideas.
- **Collaborative:** working together, internally and externally, with integrity and in an open, respectful way.
- **Ambitious:** for our institution, staff and students as well as supporting the ambitions of our partners.

In 2019-2020, we launched our [People Strategy](#), placing staff at the heart of our plans, recognising that their collective talents, efforts and commitment will deliver our vision for the future. This 'people-first' outlook, and the health, safety and wellbeing of all our students and staff, continue to be at the forefront of our priorities, decisions and actions.

The People Strategy gives a baseline commitment to our staff – *'The Strathclyde Pledge'* - which confirms what every Strathclyder can expect to receive in the workplace. The University will achieve the Pledge by:

- carrying out a review of our use of fixed-term contracts
- ensuring consistent implementation of fair and appropriate rates of payment for our more casual staff
- continuing to ensure within-grade equal pay based on gender and reviewing within-grade pay between other protected characteristics, including race
- introducing and publishing a Remuneration Policy Statement
- introducing an all staff behaviour code and enhancing associated 'Report and Support' mechanisms
- introducing new, team-based, 'listen and action' meetings

2. Equality structure and governance

2.1. University equality structure

The University's Associate Principal for Social Inclusion, Professor Douglas Brodie, is equality champion for the institution and convenes the Equality, Diversity and Inclusion Committee (EDIC). EDIC oversees the University's compliance with its equality and diversity obligations, most recently set out within the Equality Act 2010, and is responsible for approval, review and embedding of the University's equality and diversity policies, strategies, action plans and projects.

EDIC meets three times per academic year and membership includes the University Secretary, the Director of Student Experience, the Deputy Director of Human Resources, Deans or Deans' representatives from all four Faculties, Head of Access, Equality and Inclusion, Head of Disability and Wellbeing, the Equality and Diversity Manager and the CEO, President and Vice President Inclusion of Strathclyde Students' Union. The Committee reports annually to the Executive Team, Senate and the University Court on the University's compliance with equality and diversity legislation and effectiveness of the equality and diversity strategy.

The University's Equality and Diversity Office (EDO) is part of the wider Access, Equality

and Inclusion Service, which brings together our Widening Access and Equality and Diversity teams. The EDO leads the development and implementation of the University's equality and diversity strategy, policies and action plans for both students and staff at an operational level and supports key stakeholders, committees and networks to help embed equality and diversity in University policy, practices and culture.

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:

- EDIC reporting structure reviewed, with EDIC now reporting directly to the Executive Team.
- EDIC SharePoint site developed, enabling all staff to access EDIC agendas and papers.
- 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
- 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.
- Initial review of the Departmental Equality & Diversity Contact initiative, and development of support and practice-sharing opportunities for staff in Departmental EDI roles
- 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.

2.2. University Court

The University Court is committed to a programme of action to enhance equality and diversity amongst its membership and seeks to ensure that a range of protected characteristic groups are represented. Court welcomes the diversity of opinion and experience people can bring irrespective of situation or background. Diversity is a key consideration in the recruitment process of lay members to Court.

In common with most registered charities, there is no remuneration directly associated with membership of Court. However, the University undertakes to meet reasonable expenses incurred in connection with membership or activities on behalf of the University including child and other dependent care costs. This offer is indicated within advertisements for lay members and the diversity of applicants is monitored.

Collection of a range of equality data was introduced in 2017/18 in order to meet HESA reporting requirements.

As the below figures demonstrate, there has consistently been a higher percentage of co-opted female than male Court members since 2018. The current Convener of Court, Dame Sue Bruce, is female (appointed 2017).

University Court membership: 2018-23

Total Membership

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

Co-opted Members

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

3. Setting equality priorities

The University's [Equality Outcomes and Equality policies](#) underpin our equality and diversity strategy and provide a framework for our activities directed at advancing, promoting and embedding equality and eliminating unlawful discrimination, harassment and victimisation.

In accordance with the specific duties of the Public Sector Equality Duty (PSED), the University produces a set of Equality Outcomes every four years, which outline key institutional equality priorities. Our priorities are informed by relevant equalities data, including annual student and staff equality monitoring reports, consultations with our student and staff populations and relevant sector evidence

An annual Equality and Diversity Plan is considered by the Equality, Diversity and Inclusion Committee at the beginning of each academic year, with progress reported at the end of the academic year.

This outlines key planned activities to advance and promote equality and diversity for students and staff throughout the year, incorporating work towards our Equality Outcomes, emerging equality projects and activities that help the University to mainstream its equality work.

4. Mainstreaming examples

Some specific examples below highlight how the University is continuing to advance, promote and embed equality in line with the three general duties of the Equality Act 2010.

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

4.1.1. Gender-Based Violence

The Equally Safe at Strathclyde Group was established in 2018 to take forward and embed the recommendations of the Scottish government funded and sector leading [Equally Safe in Higher Education](#) gender-based violence (GBV) research project. The Equally Safe at Strathclyde Group is led by the Access, Equality & Inclusion (AEI) Service, and meets every 4-6 weeks.

In 2021, the University was selected as one of four universities and colleges to pilot the [EmilyTest](#) charter with the aim of improving gender-based violence prevention, intervention and support among students. The pilot concluded in early 2022. The University developed an EmilyTest Action Plan and the Equally Safe Group oversees implementation of this plan progress against the Plan is shared with the Equally Safe Group at each meeting. The University is preparing its formal submission to the Emily Test Charter in August 2023.

Additional key GBV activity includes:

- [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 and training relating to the policies is underway.
 - [Safeguarding Policy](#)
 - [Child Safeguarding and Child Protection Guidance](#)
 - [Gender-based Violence Policy: Staff and Students](#)
- In partnership with Rape Crisis Scotland, an Introduction to Gender-Based Violence course for students launched in September 2022 on MyPlace. This 45-minute interactive module includes information on gender-based violence, consent, active bystander approaches and how to access support. The course will be mandatory for all students to complete from AY 2023/24.
- The Strathclyde SOS personal alarm protection developed with Pick Protection has been launched and is supported by Corporate Communications.
- First Responder Training was introduced to the Leadership Team and a wider roll out commenced in May 2022, led by Glasgow and Clyde Rape Crisis and involving staff from Professional Services, Faculties and Strath Union. First Responder Training courses are offered to staff, with work underway to develop a First Responder Network.
- The University's Active Bystander Training equips participants with the skills to deal with gender-based violence, and other harmful behaviours such as bullying, harassment and intimidation or abuse of power in the workplace.
- Ongoing close partnership work with EmilyTest, and collaboration with university and college partners who participate in monthly Emily Test Charter Surgeries as Strathclyde works towards our Charter submission in August 2023. The University has received assets from Scottish Government promoting GBV support services that are distributed across the campus.
- The University is a Fearless Glasgow partner.
- Development of Guidance and training for Graduate and Degree Apprenticeships for staff and students is being developed with Student Experience and Education

Enhancement teams that responds to the OFSTED Safeguarding requirements and includes awareness and response to gender-based violence within a wider understanding of harm and vulnerability that may impact on learners and the role of the University to ensure support and reporting.

- On-campus service offered by Glasgow and Clyde Rape Crisis via the Disability & Wellbeing Service has been extended to three days per week in response to service demand

4.1.2. Suicide Safer Strathclyde

In 2018, Universities UK recommended that all higher education institutions develop a suicide prevention strategy. In response to the Universities UK recommendations, Strathclyde initiated the [Suicide Safer](#) Strathclyde Working Group and agreed a phased, project-based approach to actioning the UUK recommendations. The Suicide Safer Strathclyde Working Group initially focused on Phase 1 which involved the identification of a framework and the roll out of suicide awareness training. Work is now progressing on Phase 2 – the development and implementation of a suicide prevention strategy and required support and dedicated, specialist resource to advance this critical phase.

A Suicide Prevention Project Coordinator was recruited to oversee the University's suicide prevention initiatives.

4.1.3. Equality and Diversity training

- The Access, Equality and Inclusion Service recruited 1.2FTE E&D Engagement Officers in late April 2022, to develop and deliver a range of learning and development opportunities relevant to equality, diversity and inclusion (EDI).

The E&D Engagement Officers work with colleagues in the Equality and Diversity Office and key partners across the University to develop engaging and evidence-based training and development opportunities for staff and students on EDI topics (such as race, LGBT+, microbehaviours) and related topics of strategic importance (such as gender-based violence).

They deliver synchronous training and development virtually and on-campus (as appropriate), and engage in appropriate monitoring and evaluation, also working with learning technologists to develop and deliver online asynchronous learning and development opportunities.

- Two new MyPlace courses for students were developed and launched in September 2022 - [#StrathEqual: Equality, diversity and inclusion for students and Introduction to Gender-Based Violence](#). Completion of both courses will become mandatory for students as of AY 2023/24.
- Work is underway to develop a core MyPlace EDI course for staff, with the aim to deliver 'Part 1' in Semester 1 2023/24. The longer-term ambition is for this course to form the first part of a series of core MyPlace courses for staff on relevant EDI considerations, developed in-house with content and values specific to the Strathclyde context.
- A suite of interactive sessions has been designed and courses are regularly delivered (including on request). These include:

- EDI 101
- Inclusive Language
- Allyship
- Microbehaviours
- LGBTQI+ equality and inclusion
- Supporting trans and non-binary students and staff.
- Work has begun to develop MicroCPD resources for staff on EDI topics

4.1.4. LGBTQI+ Working Group

The LGBTQI+ Working Group was established in August 2022, chaired by Prof Ian Rivers, Executive Dean of the Faculty of Humanities & Social Sciences. The short-to-medium term aim of the group is to develop an online hub to provide visibility and information, alongside aims to improve functionality for different name and gender options on University systems. Work is underway to develop a pilot LGBTQI+ Profiles Project involving co-produced profiles of LGBTQI+ staff, students and alumni.

4.1.5. Updated Dignity & Respect Policy and D&R Advisor Network

The University's Dignity and Respect Policy has been updated and network of Dignity and Respect Advisers has completed a training programme equipping them with necessary skills. Guidance has been developed to support advisers and online bios will be made available on the Safe 360 website, together with supporting documents including case studies and a referral flow chart.

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

4.2.1. Race Equality

- The University's Race Equality Working Group (REWG) was convened between April 2020 and November 2022, with a remit to ensure Strathclyde supports an inclusive environment for Black, Asian and Minority Ethnic (BAME) staff and students, promotes racial diversity across the University and, where required, improves educational and employment outcomes for BAME staff and students. A timeline of activity since April 2021 is below.
 - **May / June 2021:** Reports on the REWG survey and focus groups held with staff and students to gather perspectives and experiences to inform race equality activity were produced and delivered to EDIC
 - **August - November 2021:** The REWG Initial Recommendations and actions were discussed and approved in principle at EDIC.
 - **November 2021:** New suite of e-learning launched, including microbehaviours and bias, and specific courses for staff on race equality (e.g. Race in the Workplace, Disclosure of a Racial Incident by Students).
 - **December 2021 – November 2022:** Work to progress the initial actions arising from the REWG recommendations taken forward, including:

- establishing a permanent University Race Equality Steering Group;
 - setting up a Race Equality Network for Staff;
 - instigating a Race and Migration Research Network for academics;
 - development and delivery of in-house sessions for staff on microbehaviours, allyship, bystander intervention, and anti-racist curriculum development;
 - development of a new core MyPlace course for all students - *#StrathEqual: equality, diversity and inclusion for students*;
 - progressing existing and securing new scholarship opportunities for BAME students from widening access backgrounds (Formula 1 Scholarship and Cowrie Scholarships);
 - Securing QAA Enhancement Themes funding for student internships on anti-racism and decolonisation on topics pertaining to curriculum and student engagement (one in HaSS, and one in E&D Office in partnership with Strath Union);
 - Revising the calendar of EDI observances to better reflect the diversity of the Strathclyde population, and beginning work to establish a rolling calendar of EDI events, activities and training sessions to be led by the Equality & Diversity Office in collaboration with key partners.
- **March 2022:** EDIC approved the proposal to establish a permanent Race Equality Steering Group, to mirror the existing Gender Equality Steering Group and report directly to EDIC. Details of the Steering Group were finalised in the June 2022 meeting.
 - **March - July 2022:** Additional staffing resource formally sought to support race equality activity and drive sustained progress, requested via Student Experience 2022/23 annual planning round.
 - **September 2022:** Launch of a new core equality, diversity and inclusion MyPlace course for students - *#StrathEqual: equality, diversity and inclusion for students* – with specific content on microbehaviours, bullying and harassment, and bystander intervention.
 - **September – December 2022:** Final report of REWG written and recommendations finalised.
- A Senior Race Equality Officer was recruited into the Access, Equality and Inclusion Service 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, which are grouped under three strands: Representation, Belonging and Visibility and Challenging Racism.

4.2.2. Gender Equality

- The University is a member of the [Athena Swan Charter](#) and holds a Bronze institutional award, with our next institutional submission due in July 2023. Strathclyde also holds 15 awards at departmental level including a Faculty level award for Strathclyde Business School, which means that 20 of 25 of our academic departments currently hold Athena Swan accreditation. The department of Civil and Engineering holds a Gold award and

Strathclyde Institute of Pharmacy and Biomedical Sciences and the department of Pure and Applied Chemistry hold Silver.

- The University provides annual funding and support for female staff to participate in Advance HE's women's leadership development programme, [Aurora](#). Since 2013, over 130 women have been supported through the programme.
- We recently introduced five days paid carers leave for all staff (two thirds of which are female staff) who are registered as a carer
- We measure ourselves against the Working Families benchmark to allow us to ensure that our policies and practices allow colleagues to balance the demands of work and home life, particularly parents and carers
- A further review of our socially progressive [Menopause Policy](#) has been completed to ensure that it continues to be sector-leading and a Menstruation Policy is in development.
- The University's Family Friendly Research & Scholarship (FFR&S) Leave policy has recently been enhanced to cover teaching staff. It is expected that this revision will support gender-based equality, as we have a high number of women who are on the teaching career pathway. It entitles eligible Academic Staff and Teaching Staff to three months' paid leave after returning from relevant family leave. This will help the University to provide further support to staff on their return to work and help them balance the demands of their research and scholarship duties.
- The University recently launched its Women's Network. Over the next two years, we plan to expand this Network and consider the scope of its activities. The University also has a Women in Science and Engineering ("WISE") Committee. The role of the WISE committee is to monitor, analyse and address issues and patterns of gender-related inequality within STEM focused academic professionals, encompassing academic staff within research, teaching and knowledge exchange

4.2.3. Staff recruitment and career development

A number of activities have taken place since 2021 that are targeted at ensuring equality of opportunity in staff recruitment and career development. These have included:

- Introduction of recruitment diversity action plans, requiring each department with a vacancy to encourage a more diverse range of applicants
- Creation of a page on our global talent (recruitment campaign) web pages focusing on gender and diversity
- Development of new branding for recruitment adverts which featured images of women and BME people
- Introduction of a diversity shortlisting check in our recruitment process, to ensure that shortlists were suitably diverse before progressing to interviews
- We are a member of the Association for Black and Minority Ethnic Engineers which is used for advertising all GTAP Engineering vacancies
- Provision of paid sabbaticals for staff whose careers have faltered because of the caring implications of Covid
- Introduction of 'progression coaches' to support promotions
- New talent management strategy launched 2021 is fast tracking the careers of enhanced numbers from minority groups

- Promotion criteria for teaching and learning career pathway have been amended to clarify that applicants should meet most, not all the criteria. Academic Promotion training has been delivered to a number of faculties

4.2.4. Ignite Network

The [EPSRC-funded IGNITE network+](#) (Innovation and Growth Needs Inclusion and engagement of all Talent in Energy) is a four-year project established in September 2022 to increase diversity in the energy sector by critically evaluating the systemic inequalities in policy and practice that prevent researchers from underrepresented backgrounds progressing through stages in their career pathway.

The University of Strathclyde leads the IGNITE Network+ (Professor Becky Lunn is the network Director) with partners Imperial College London, the University of Manchester, the University of Nottingham, the University of Bristol, Queen's University Belfast and Brunel University London.

The network has recently launched its first flexible funding call, which aims to solve EDI Challenges in Energy Research by identifying barriers and designing disruptive initiatives.

4.2.5. Staff equality networks

Since 2020, 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. These include:

- StrathPride: LGBTQI+ Staff and PGR Network (est. 2020)
- Disabled and Neurodiverse Staff Network (est. 2022)
- Women's Network (est. 2022)
- Race Equality Staff Network (est. 2022)

The University also has a Carers Network for staff, and a Parents Network is currently in development.

4.2.6. Ask Alex

The 'Ask Alex' service for trans, non-binary and gender diverse students and staff connects named contacts working across the University who can provide advice, assistance and support in a range of areas. The named contacts act as a friendly first port-of-call who can coordinate support or find out information on behalf of enquirers. This may include

- changing official name, title or gender on student or staff records
- changing e-mail address and student or staff cards
- communicating with a department or colleagues with regards to name, gender and pronouns
- advice and information on aspects University policies and procedures (e.g. sickness absence, time off for gender-affirming healthcare, dignity & respect)
- issues relating to accommodation, wellbeing, or any other concerns

- referral to external and internal sources of support and information
- a friendly person to check in with and have a chat

4.2.7. Disability, Health and Wellbeing

- The University's Safety, Health and Wellbeing directorate are currently carrying out two pilot Wellbeing Reviews in University departments. The fundamental aim of a Wellbeing Review is to ensure that all members of a faculty/department/service are safe (physically and otherwise), fairly treated and able to flourish. It will also make, where appropriate, recommendations should any concerns emerge during the review. The reviews focus on Five Key Drivers of Wellbeing – Health, Relationships, Security, Environment and Purpose.
- The University's Staff Disability Advisor role was re-recruited in 2021, to provide ongoing guidance and advice for staff with disabilities as well as managers and colleagues implementing reasonable adjustments
- The University's Colleague Wellbeing Hub has been established to enhance the emotional, financial and physical wellbeing of staff by providing a range of resources and details on how to access practical support
- Presentations have been delivered to the University's Leadership Network and IT Services Department on supporting neurodivergent staff.
- A series of Wellbeing Conversations have been developed and are being delivered on an ongoing basis, designed to support managers and covering topics such as resilience, belonging, stress etc
- A working group has been formed to look at mental health support across the university, focussing on managers being competent, confident, and able to support staff
- A series of Menopause events for staff have taken place, with a Menopause Network to be established in 2023
- The University launched the Digital Accessibility Project in 2022 to oversee compliance with digital accessibility, including reviewing digital consent and providing comprehensive training to staff.

4.2.8. Supporting students from GTRSB (Gypsy, Traveller, Roma, Showman and Boater) communities

The University is committed to supporting students and staff from GTRSB (Gypsy, Traveller, Roma, Showman and Boater) communities, and signed the GTRSB into Higher Education pledge in 2021 to demonstrate our commitment. To date, AEI have:

- Established a named contact who is leading activity to support applicants, students and staff.
- Added the option for students to self-identify within the online registration form, thereby improving our data collection.

In addition to this, Access, Equality & Inclusion service is working towards the following commitments:

- Promoting and celebrating GTRSB cultures through an online and social media presence during GTRSB History Month in June.
- Supporting our incoming and existing GTRSB students with a welcome and transition event in September.
- Exploring the possibility of employing current GTRSB students to help inform our support offering and develop dedicated outreach activities.
- Investigation and delivery of outreach opportunities in the local community

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

4.3.1. Events and communications

The University uses events and communications channels to mark a range of nationally and internationally recognised days, weeks and months of observance of relevance to equality, diversity and inclusion.

Media and Corporate Communications work closely with the EDO and departments across the University to ensure a coordinated approach to marking relevant dates that helps to promote and advance understanding of issues relevant to protected characteristic groups amongst our students, staff and wider University community.

Some examples from 2021-23 include:

- **Black History Month (BHM):** dedicated University BHM webpage, featuring University and city-wide events, external resources, information on and profiles of the University Race Equality Working Group and information on relevant academic research at Strathclyde. Promotion of webpage via internal staff and student communications channels and social media
- **LGBT History Month (LGBTHM):** Events and activity included:
 - Film screenings and discussions of 'Moonlight' and 'Pride'
 - Face to face and online meetups of the University's StrathPride network
 - Training and presentations on LGBT+ awareness, pronouns, identities and intersections, trans and non-binary student support
 - Women and non-binary swim sessions, trans and non-binary swim sessions
 - Raising of the Pride flag on campus
 - Lighting up a number of University buildings purple to celebrate Purple Friday
 - Dedicated University LGBTHM webpage featuring events, information on LGBT+ inclusion and support services at Strathclyde, relevant academic research. Promotion of webpage via internal staff and student communications channels and social media
- **International Women's Day and Strathclyde Women's Week:** International Women's Day is on 8 March and to celebrate this the University hosted Strathclyde Women's Week in 2022 and 2023. This week of events was an opportunity to celebrate the

achievements of colleagues who are women across the university in teaching, research, professional services and operational roles. Events and seminars included:

- Journeys to Leadership in Learning and Teaching
 - Research Funding Peer Network
 - Circle of Change and Influence
 - Influence and Presence
 - Strathclyde Women's Network scoping session
 - Microbehaviours
 - Aurora & Homeward Bound: Developing Influential, Impactful Female Leaders session
 - Confidence Lab
 - Embracing Female Leadership
 - Women in Leadership Experiences and Insights
- **Glasgow's Pride 'Mardi Gla'**: Hosted in the Learning & Teaching Building on Glasgow Fair weekend in July 2022 (2 days), across University and Strath Union premises. Attended by over 1,000 people.