

Edinburgh Napier University Gender Equality Action Plan 2021-2025

Background and purpose

Edinburgh Napier University values our student and staff community and is committed to the creation of a truly inclusive culture for all and to promoting equality of opportunity in all that we do. With respect to gender, we are committed to achieving gender and transgender equality and to addressing areas of inequality to ensure gender is never a barrier to the achievement for our staff and students.

In developing our Gender Action Plan for the period 2021-2025, we have referred to the previous Athena SWAN 2019 Action Plan and the most recent Gender Action Plan 2019-2022. Gender Equality Outcomes have been cross referenced against the University's Equality Outcomes 2021-2025, the Race Equality Action Plan as well as other relevant plans such as the Research & Innovation, Learning & Teaching and Internationalisation strategies. The revised Gender Action Plan is in line with our commitments stated within our Inclusion Statement (see Annex A).

Executive Summary

Gender equality has been a concern in the HE sector for some time and while progress has been made, issues remain. At Edinburgh Napier, we have made considerable progress as highlighted in the table below. However, we also recognise that there is more to do which is why we are committed to continually reviewing and adapting our plan to ensure we focus actions in the right areas.

From a staff perspective the representation of women in senior staff roles is central to creating a culture which supports the needs of women and encourages women to join Edinburgh Napier. Women currently account for 35% of staff at senior manager Grade 8 and above yet make up 59% of all staff. At this stage we don't understand the reason for this difference. This plan will address gaps in our recruitment and progression data (GEO2) so that we can understand how our recruitment and promotions procedures are contributing to this picture. We will also look at academic workload data (GEO9) to see if women have the same access to opportunities which contribute to career progression such as research activity and any evidence which suggests they contribute disproportionately to pastoral or administrative activities which may be perceived to have less value. The pandemic has shown that in UK society women still bear the greater burden when it comes to caring responsibilities; we will look at how well our flexible working arrangements work for staff with caring responsibilities and take steps to encourage more applications for flexible working from men (GEO3). We will also develop improved guidance and support for carers and their line managers (GEO8) More broadly, for staff and students, we will improve the frequency and quality of Equality Impact Assessments to identify any gender issues with respect to significant changes being made to policies or practice (GEO7).

As an institution we have committed to tackle and prevent gender-based violence and all other forms of hate incidents affecting staff and students. To shape our approach to meet this goal we have recently approved a new strategy that builds on our achievements over the last three years. This saw the University invest in training, campaigns and tools designed to increase awareness of gender-based violence and how to report this via our Report and Support tool (GE06).

From a student perspective we aim to continue to tackle recruitment issues where there are gender imbalances in some subjects and programmes within Schools (GE05); additionally, we will continue to analyse the data that informs us if there are gender issues relating to the retention, progression and final outcomes for students. This will inform the actions we take in Schools to address these issues (GE05).

Progress on Tackling Gender Inequalities

Staff:

Gender Pay Gap	Edinburgh Napier GPG figures are significantly lower than the rest of the UK HE Sector. (Mean: 4.1%), (Median: 6.23%).
Governance	The remit and ToR for the Inclusion Committee have been reviewed, with revised senior representation, allowing it to operate more strategically and drive action forward.
SLT Gender Balance	SLT have achieved a 50%F 50%M balance (Currently 14 members).
Academic Promotion	Over the 6-year period under the revised Academic Framework a gender balance in terms of successful applications has been reached (M 48%, F 46%).
Transgender Guidance for Staff and Managers	Guidance has been developed and benchmarked against other HEs provision and promoted to staff and to managers.
Menopause Support	Workshops are available for both staff and managers to help support with both symptoms and to guide managers to better support staff experiencing symptoms. Menopause Guidance is available for staff and managers.
Gender Based Violence	The GBV Strategy was implemented across in both the staff and student community. This approach adopted the recommendations of Equally Safe in Higher Education. A number of

	staff undertook accredited Sexual Violence and Misconduct Liaison Officer training in preparation of the roll out of the SVMLO support model.
Women's Network	During the pandemic the Women's Network relaunched with co-leads from SLT and SHSC. A survey has been conducted to ascertain key areas for interest for female staff and a programme to support this will be commence in September 2021.
Carer's Network	Carer's Positive Engaged status achieved. New Carer's lead in place who will be working towards Carers Positive Established.
REF 2021	An Equality Impact Assessment was undertaken which showed that the profile of submitted staff is broadly reflective of the eligible pool and there is no evidence of negative impact due to gender when applying the criteria.
Recruitment & Selection	Gender balanced panels introduced for shortlisting and interviews
Diversity Data Project	A joint project with HR and Planning has commenced which will see the development of a staff (and student) Diversity Dashboard to allow for improved, more consistent reporting, including that of gender.
Equate Partnership	Working with Equate, staff can access Cultural Awareness, Diversity and Inclusion workshops. These workshops will be scaled up for the Academic Year 2021/22.
Eskillz EDI module	The EDI module is now mandatory for all staff and should be completed on an annual basis.

Students:

Support for Students	<p>Appointment of a Student Safeguarding and Equality Manager</p> <p>Through the Fearless Edinburgh partnership with the other Edinburgh universities and Edinburgh Rape Crisis Centre appointed a new sexual violence worker and launched the Student Survivors support service</p>
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Report and Support Website	The tool has been successfully introduced and supports the reporting of any form of gender-based violence, hate crime, or bullying/harassment either anonymously or in person
Promotional Campaigns	The Zero Tolerance campaign continues to be promoted to staff and students - https://my.napier.ac.uk/wellbeing-support-and-inclusion/zero-tolerance
Training, information and guidance	Access to information, training and guidance to staff and students on Consent Matters, Active Bystander intervention and on Responding to Disclosures of Sexual Violence is available. Since September 2020 more than 2300 students have engaged with the online Consent Matters module
Policy/Guidance	University guidance for students relating to pregnancy/maternity is now in place University guidance to support transgender people has been in place for the last 18 months

Summary Table of Gender Equality Outcomes for 2021/25.

Note: Aligned with Public Sector Equality Duty Equality Outcomes for period 2021/25

Ref:	Gender Equality Outcome	Rationale	ULT Lead
GE01	We have a 50:50 gender split in leadership roles across Professional Services and Professoriate (grades 8 and above) and in School Leadership roles such as Head of Subject and Heads of Research / L&T / International in School leadership teams.	Visibility and representation of women in senior roles is a key part of attracting and retaining female staff	Director of People and Services
GEO2	We have comprehensive staff data at all stages of the employee journey enabling us to identify, understand and address inclusion issues [including gender] in our staff community. (cross ref EO2)	There is a lack of robust data and statistical analysis to monitor and identify potential barriers to entry, recruitment and progression for those in protected groups [including gender].	Director of People and Services
GEO3	All Flexible Working Policies and Practices have been reviewed to ensure there is no unintended gender bias and we have a dedicated Family Friendly space on the intranet with guidance for both line managers and staff.	Qualitative data gathered from the Athena SWAN self-assessment indicates that these policies should be clearly identified (Family Friendly logo?) and	Director of People and Services

Ref:	Gender Equality Outcome	Rationale	ULT Lead
		easily accessible from a dedicated intranet space.	
GEO4	We have undertaken an Equality Impact Assessment on the selection process for awarding Honorary Graduates to mitigate against gender imbalances.	Data from the last 3 years indicates that there is currently a 60%/40% split in favour of male Honorary Graduates.	Vice Principal Research & Innovation
GEO5	We have addressed and tackled specific gender imbalances within our student body at undergraduate level and adopted a data driven approach to identify new areas for improvement to increase admission and improve performance and retention amongst protected characteristic groups. (cross ref EO5)	We are committed to improving the gender balance in subjects where there is more than 75% of one gender, specifically focusing on Men into Nursing and Women into stem related subjects.	Vice Principal International and Student Recruitment
GEO6	We have a comprehensive and strategic approach to tackling hate crime [including gender-based violence] with well-defined and understood reporting mechanisms, staff and student training and meaningful engagement with key stakeholders. (cross ref EO6)	Data gathered following The Zero Tolerance Campaign indicates that there is increased knowledge in terms of how to report and to seek support. This work will build on the success of the Zero Tolerance Campaign through the launch of the Sexual Violence & Misconduct Liaison Officer model and continued training for staff and students on disclosure, consent and active bystander.	Director of People and Services
GEO7	We routinely undertake robust Equality Impact Assessments to identify any gender related issues in the development of all new Policy and Practices across the University.	Undertaking EIA's will ensure that any proposed changes to service, policy or practice are fair and do not present barriers to participation or disadvantage to any protected groups including gender.	Director of People and Services
GE08	We have attained Carer Positive <i>Established</i> Status as part of the University's commitment to supporting staff with caring responsibilities.	We currently hold Carer Positive Engaged status. With a Carer's Policy in place, we can better demonstrate progress in this area and improved support for staff who have caring roles.	Director of People and Services
GE09	Academic workload is allocated equitably in line with Principle 3 of the Academic Workload Framework ¹ to ensure no gender bias with respect to pastoral, outreach, and administrative activities.	The Athena SWAN self-assessment indicated that the allocation of outreach and administrative duties were disproportionately allocated to female academic staff.	Vice Principal for Research and Innovation and Enterprise (Chair of the AWF Steering Group)

¹ Principle 3: The application of the AWF should be equitable in terms of load, challenge and opportunity (Academic Workload Framework 2016).

Proposed Gender Equality Outcomes (GEO) including indicators of success, baseline and targets for forthcoming 4-year period (21/25)

Outcome	Actions	Indicators of Success	Baseline	Target	Responsible
<p>GEO1 We have a 50:50 gender split in leadership roles across Professional Services and Professoriate (grades 8 and above) and in School Leadership roles such as Head of Subject and Heads of Research / L&T / International in School leadership teams.</p>	<p>Review recruitment practices</p> <p>Review Academic Promotion Process</p> <p>Improve promotion of public profile as inclusive employer</p> <p>Improve retention of women leaders</p> <p>Develop/improve flexible working practices to support women moving into senior leadership roles</p>	<p>Increased number of women applying for leadership roles at Grade 8 and above School SLT</p>	<p>At G8 current gender split is: M65% F35%</p>	<p>At least 50% of leadership roles held by women</p>	<p>Heads of HR</p>
<p>GEO2 We have comprehensive staff data at all stages of the employee journey enabling us to identify, understand and address inclusion issues in our staff community. <i>(Aligned to EO2)</i></p>	<p>Undertake an annual campaign to encourage staff to disclose personal details and update within HR Connect</p> <p>Conduct complete review of EDI data capture and reporting to enable effective analysis and identification of EDI issues at ENU. Identify and implement system enhancements to improve data collection including an applicant tracking system.</p>	<p>Increased levels of self-disclosure of inclusion data across all protected characteristics</p> <p>EDI comparisons at each point on the employee journey are analysed and recommendations made.</p>	<p>EDI data pre-employment is not available.</p> <p>Comparisons on progression between employee groups are not available</p>	<p>Improvement actions have been identified based on thorough and accurate analysis of EDI data for all stages of employee lifecycle enabled by system enhancements</p>	<p>Head of HR Capability & Engagement</p> <p>Head of HR Operations</p>

Outcome	Actions	Indicators of Success	Baseline	Target	Responsible
<p>GEO3 All Flexible Working Policies and Practices have been reviewed to ensure there is no unintended gender bias and we have a dedicated Family Friendly space on the intranet with guidance for both line managers and staff.</p>	<p>Increase awareness amongst male staff of flexible working options.</p> <p>All Family Friendly policies to be reviewed</p> <p>“Family Friendly” webpage to be developed and promoted to staff on the staff</p>	<p>Proportionate balance of applications for flexible working is received and accepted for both men and women</p> <p>No evidence of gender bias in any Family Friendly policies</p> <p>Accessible Family Friendly intranet page available and promoted to all staff and managers</p>	<p>Applications: 18/19 33F 5M 19/20 24F 11M 22/21 22F 6M</p> <p>A number of HR Policies are currently under review</p> <p>No dedicated “Family Friendly” page available</p>	<p>Proportionate balance of applications received and accepted by August 2025</p> <p>All Family Friendly policies reviewed and identified as “Family Friendly” by June 2022</p> <p>Intranet page set up, populated and communicated to staff</p>	<p>Head of HR Operations</p> <p>Head of Capability and Engagement</p>
<p>GEO4 Honorary Graduates: Undertake an Equality Impact Assessment on the selection process for awarding Honorary Graduates to mitigate against gender imbalances</p>	<p>Undertake an annual Equality Impact Assessment</p> <p>Raise awareness of revised process for nominating honorary graduates</p>	<p>Annual Equality Impact Assessment undertaken</p> <p>Increase in number of women awarded Honorary Graduates</p>	<p>Current data for last 3 years indicates a 60%/40% favour in terms of male honorary graduates</p>	<p>50%F/ 50% M to be achieved by 2025</p>	<p>Vice Principal Research & Innovation</p>
<p>GEO5 We have addressed and tackled specific gender imbalances within our student body at undergraduate level and</p>	<p>Improve retention and success of young male (under 21) undergraduate students using appropriate measures.</p>	<p>Meet our Outcome Agreement targets including widening access and improving retention.</p>	<p>Continuation of UK domiciled UG students 87.8% in 2019/20</p>	<p>Continuation of UK domiciled UG students 94% by 2023/24</p>	<p>Deans of School</p> <p>Widening Participation Lead</p>

Outcome	Actions	Indicators of Success	Baseline	Target	Responsible
<p>adopted a data driven approach to identify new areas for improvement to increase admission, improve performance and retention amongst protected characteristic groups. <i>(cross ref EO5 and SFC Outcome Agreement)</i></p>	<p>Increase applications and matriculation of Men into Nursing and Midwifery programmes.</p> <p>Increase applications and matriculation of women into Computing and Engineering programmes</p> <p>Identify trends in admission, progression and retention by protected characteristic groups (including those from areas of deprivation and care-experienced backgrounds where they interact) to inform actions to increase admission, improve performance and retention.</p> <p>Review effectiveness of guidance for Students on Pregnancy, Maternity, Paternity and Adoption instituted in 2019</p>	<p>No subject area has less than 25% male or female students</p> <p>Data analysis process established to inform future actions.</p> <p>Revised guidance in place and learning identified.</p>	<p>Continuation of Male, UK domiciled UG students 85% in 2019/20</p> <p>Proportion of male entrants to UG FT nursing and midwifery programmes 10% in 2019/20</p> <p>Proportion of male entrants to UG FT Computing programmes 18% in 2019/20</p> <p>Proportion of female entrants to UG FT engineering programmes 10% in 2019/20</p> <p>Proportion of SIMD20 entrants 14.3% in 2019/20</p>	<p><i>(University KPI's)</i></p> <p>Continuation of Male, UK domiciled UG students 94% by 2023/24</p> <p>Proportion of male entrants to UG FT nursing and midwifery programmes 25% by 2030, increasing 1% per year. <i>(University KPI's)</i></p> <p>Proportion of female entrants to UG FT engineering programmes 25% by 2030, increasing 1% per year. <i>(University KPI's)</i></p> <p>Proportion of SIMD20 entrants is 16%</p>	<p>Head of Planning & Business Intelligence</p>

Outcome	Actions	Indicators of Success	Baseline	Target	Responsible
			<p>Care-experienced (new) student intake 22 in 2019/20, total cohort 64</p> <p>Feedback on guidance not available</p>	<p>by 2024 (University KPI's)</p> <p>Care-experienced: Continuation of UK domiciled UG care-experienced students 94% by 2023/24 (University KPI's)</p> <p>Review will be reported to LTASEC in Sept 2021</p>	
<p>GEO6</p> <p>We have a comprehensive and strategic approach to tackling hate crime including well defined and understood reporting mechanisms, staff and student training and meaningful engagement with key stakeholders. (cross ref to EO6)</p>	<p>Deliver the Zero Tolerance communication campaign for staff and students and capture data on all reports for GBV and hate crimes</p> <p>Deliver “Responding to Disclosure” training programme for staff with specific training for staff in student facing roles. Disclosure training to be included in Induction plans for staff.</p>	<p>Feedback from staff and students shows increased levels of knowledge about where to seek support and increased confidence to report hate crimes.</p>	<p>36 reports have been made to the Report and Support system (May2020 –May 2021)</p> <p>Consent training completed by 2,400 new students in 2019/20</p> <p>All SVMLO's have been</p>	<p>Annual increases in number of reported incidents reflecting the convergence of actual and reported incidents.</p> <p>All new staff in student facing roles have completed</p>	<p>Head of Student Wellbeing & Inclusion</p> <p>Head of HR Capability & Engagement</p>

Outcome	Actions	Indicators of Success	Baseline	Target	Responsible
	<p>Deliver active by-stander and Consent training to students</p> <p>Launch the SVMLO (Sexual Violence & Misconduct Liaison Officer) support model, providing clear access to internal and external channels of support for victims of GBV and all hate crimes</p> <p>Develop robust risk assessment processes for disclosures of GBV and hate crime, including establishment of a ENU Risk Management Panel</p>		<p>trained by Lime Culture</p> <p>Risk assessment process not yet in place</p>	<p>responding to disclosure training. 10% of current staff complete training annually.</p> <p>Numbers of students completing Consent Matters grows year on year by 10%; and new training on hate crimes introduced and reaches comparable numbers.</p> <p>Model for supporting disclosures of gbv/hate crime in place for academic year 20/21 and staff trained.</p> <p>New Risk assessment process and mechanism in</p>	

Outcome	Actions	Indicators of Success	Baseline	Target	Responsible
				place in academic year 21/22	
GEO7 To undertake robust Equality Impact Assessments in the development of all Policy and Practices across the University	<p>Review current Equality Impact Assessment template and guidance documentation</p> <p>Develop an awareness campaign to highlight the need and benefit for conducting EIAs</p> <p>Provide support and training to complete an EIA for those responsible for service change or improvements</p>	<p>EIA documentation is reviewed and updated where necessary</p> <p>A targeted campaign to highlight the need to conduct EIAs has been delivered</p> <p>Support and training are readily available from the HR team to support staff undertaking service, policy or practice changes or improvements</p>	<p>Current EIA documentation last reviewed in 2019</p> <p>Training and support are available on an ad hoc basis</p>	<p>EIA template and supporting guidance benchmarked and updated by Nov 2021</p> <p>A comprehensive roll out of the new guidance has taken place by Feb 2022</p> <p>Support and training are available via the Capability and Engagement team from Feb 2022</p>	Head of Capability and Engagement
GEO8 Attain Carer Positive Established Status as part of the University's commitment to supporting staff with caring responsibilities	<p>Ensure that the lead for the Carers Network has sufficient support and resource to progress the application</p> <p>Develop specific Carers guidance and support for staff and managers</p>	<p>Launch Carers Guidance for Staff and Managers</p> <p>Submit application by early 2022</p>	<p>Application is in progress but cannot proceed without evidence of guidance for managers and staff for Carers</p>	<p>Carers Guidance for Managers and Staff signed off and launched by early 2022</p> <p>Application for Carer Positive Established status</p>	Head of Capability and Engagement

Outcome	Actions	Indicators of Success	Baseline	Target	Responsible
				approved by June 2022	
<p>GEO9 Academic workload is allocated equitably in line with Principle 3 of the Academic Workload Framework to ensure no gender bias with respect to pastoral, outreach, and administrative activities (as these could be at expense of career progressing activities such as research)</p>	<p>Develop a reporting tool which can interrogate the data relating to workload allocation from the WAM model to allow analysis based on gender</p>	<p>Workload allocations and allowances for outreach work and administrative duties are transparent across all Schools with no apparent gender bias</p>	<p>Reporting tool currently under development</p>	<p>Data will be available April 2022</p>	<p>Deans of Schools</p>

Annex A: Edinburgh Napier University Vision Statement on Inclusion

Edinburgh Napier University is enriched by the diversity of perspectives, cultures and backgrounds brought by all within our global community. We are committed to a positive environment where diversity and inclusiveness is celebrated and everyone is treated fairly regardless of sex, sexual orientation, gender reassignment, disability, age, ethnic origin, religion or belief, marital or civil partnership status or whether pregnant or on maternity leave. We commit ourselves to providing a learning, working and social environment that is free from discrimination, prejudice, intimidation, stigmatisation and all forms of harassment and bullying.

We understand that it is because of our diversity that our community becomes smarter thinkers, better decision makers and braver innovators. We strive to ensure every member of our staff and student communities feel valued, supported and enabled to bring their whole selves to each and every endeavour without feeling a need to conceal elements of their identity to avoid unfair treatment.

Our vision is to build a community where all of our members are empowered to fulfil their full potential and find their own unique place in the world. We don't just accept difference; we promote and celebrate it.