Edinburgh Napier University: Gender Action Plan 2019-2020 to 2021-22

Introduction

Inclusion matters.

- We value the diversity of our student and staff community and are committed to the creation of a truly inclusive culture for all.
- We are committed to promoting and implementing equality of opportunity in all that we do.
- We recognise that we need to work together to create an environment where everyone fees welcomed and valued, thereby helping our students and staff to fulfil their ambitions.

There are different strands to this: one being our commitment

- to achieving gender and transgender equality and
- addressing areas of inequality to ensure gender is never a barrier to achievement for our staff and students [1] .

Our Gender Action Plan (GAP) outlines

- key actions we are taking in first identifying and then addressing areas of inequality with respect to gender
- the development of guidelines to support transgender and non-binary students and staff
- our approach to addressing gender-based violence

There is a strong focus on students in our GAP and it complements and intersects with our Athena SWAN Action Plan which has a stronger staff focus.

Further information on Equality and Diversity at Edinburgh Napier can be found under University Governance on the main website[2.]

This includes our Mainstreaming Equality Report 2017, our Equality Outcomes 2017-21 and our Equal Pay statement 2017.

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[1] Equality Outcomes   2017-21 Equality Outcome 4

[2] https://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information

Overview

Inclusion Matters.

In working together to create an inclusive environment where everyone feels welcomed and valued, we are creating an environment where our students and staff can thrive.

In developing our GAP, we have considered each of the five themes identified by the SFC:

- Infrastructure
- Influencing the Influencers
- Raising Awareness and Aspirations
- Encouraging Applications
- Supporting Success

The last three (raising awareness and aspirations, encouraging applications and supporting success) align strongly to work we do to promote a better gender balance amongst entrants (access) and in closing the attainment gap between males and females (success).

This is underpinned through the wider work we are undertaking to create a truly inclusive culture with respect to not only gender but also other protected characteristics.

This includes the foundations we have laid this year through enhancing the infrastructure to support our Gender Action Plan and related workstreams.

In working to create a truly inclusive culture for all, we are influencing our key influencers: our students and staff.

In developing our Gender Action Plan, discussion took place across the institution including Learning, Teaching and Assessment/Student Experience Committee, Inclusion Committee, Gender Equality Steering Group and Student Retention Steering Group with the final report presented to Academic Board. All of these have student representation. In addition, further discussions were held with the Senior Leadership Team and Athena SWAN Champions. Local discussions took place at school and departmental level with local plans developed at school level.

A gender symposium is planned for June 2019 to mark the launch of our new Gender Action Plan.

A picture of the institution is presented below followed by our high-level action plan.

Oversight is provided through a Gender Equality Steering Group which was established in 2019-20 with an annual report considered by Academic Board. Progress will also be reported through our Outcome Agreement.

Picture of the Institution

Creating a Culture of Inclusion

The focus here is on infrastructure and influencing the influencers. Actions here support work to address gender imbalances amongst students, described in more detail below, and amongst staff which will be explored in more detail through engagement with Athena SWAN.

Laying the Foundations

This year we devoted resources to developing the infrastructure needed to support our commitment to gender equality. This has included:

- Strengthening the governance of gender related workstreams through the creation of a Gender Equality Steering Group.
- The development of a Student Gender Dashboard. This provides an overview of student recruitment, retention and attainment by gender at university, school and subject level and as well the intersection between gender and SMID.
- Strengthening our approach to Athena SWAN including better data management, support to Schools and regular Champion meetings.
- Embedding gender in our preparations for REF2021 through including the Institutional Athena SWAN Champion on the REF Management Group.

Plans include the further development of our Student Gender Dashboard to include other aspects of attainment (e.g. degree outcome) and the development of a Staff Gender Dashboard to support Athena SWAN.

In addition, we have made a commitment to embed gender in key routine monitoring reports as well explicitly considering gender and other protected characteristics when analysing performance at school level and service use.

Organisation and Culture

Our key focus here is the work we are doing to create an inclusive environment for our students and staff.

Our students and staff also engage in the wider community and our graduates will go on and influence others, whether that be the workplace, professional bodies and local communities.

We also recognise that through modelling good practice with respect to inclusion we are influencing those who interact with this, whether that be through print, online material or events.

In working to create a truly inclusive culture for all, we are also supporting student success through creating environments where gender is not a barrier to participation and attainment and which support growth and development for students and staff.

Our commitment is evidenced by our staff inclusion networks launched in 2017. These include a Women's Network, a LGBT+ Network, and a Carers' Network.

We are also proud to host EQUATE Scotland who support women in STEM (science, technology, engineering and maths) across Scotland. This includes Interconnect a forum for female STEM students.
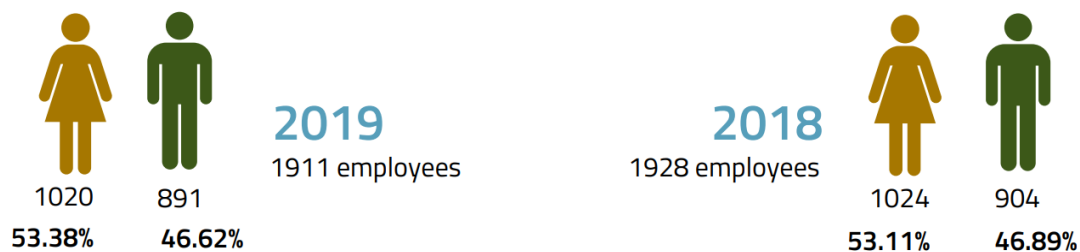
A student-led paper on Guidance for University Staff on Student Pregnancy, Maternity, Paternity and Adoption who approved in May.

Other Gender related workstreams are described below.

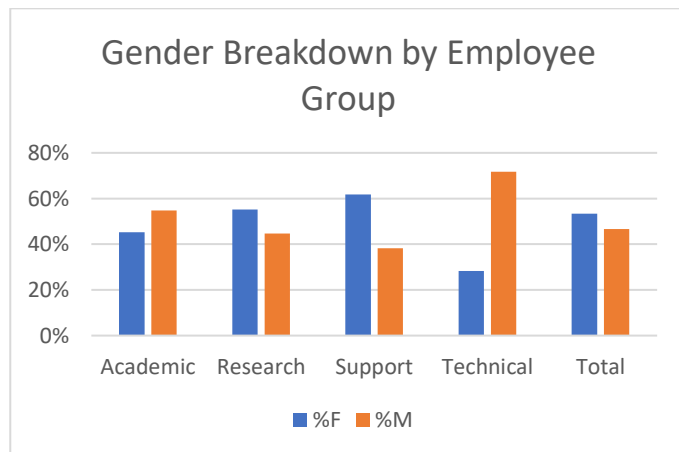## Supporting representation, progression and success for all staff

One strand is our commitment to the principles of the Athena SWAN Charter[3] which has developed from an initial (and needed) focus on advancing the careers of women in STEMM (Science, Technology, Engineering, Maths and Medicine) to include work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

We currently employ more females than males[4]

	2019	2018
	1911 employees	1928 employees
Female	1020 / 53.38%	1024 / 53.11%
Male	891 / 46.62%	904 / 46.89%

The balance varies depending on employee group.

	F	M	Total
Academic	376	455	831
Research	42	34	76
Support	587	364	951
Technical	15	38	53
Total	1020	891	1911

Gender Breakdown by Employee Group

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[3] https://www.ecu.ac.uk/equality-charters/athena-swan/
[4] Edinburgh Napier University Gender Pay Gap Report 2019 https://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information

We currently hold Institutional Bronze and departmental awards in the School of Computing and School of Engineering and the Built Environment.

We will be reapplying for Institutional Bronze in November 2019 and our four schools which do not currently hold an award (School of Arts and Creative Industries, The Business School, School of Applied Sciences and School of Health and Social Care) will also be applying for Bronze in November 2019.

We will publish our submissions once awarded and will integrate our Institutional Action Plan with our Gender Action Plan.

Additional central resource has been identified to support Athena SWAN, including HR Partner Athena Swan lead and a Project Co-ordinator. This will include:

• 	Data Management
• 	Support to schools
• 	Communication and Engagement
• 	Delivery of action plan activity

Analysis is still being undertaken.

Females are well represented in senior governance and in the senior leadership team. However, females are under-represented more generally at senior leadership roles, grades 8 and above with less than 5% of females at grade 8 or above compared to 8% of males as of January 2019. Actions to address this and to strengthen the promotion pipeline for female academics will form a key strand of our Athena SWAN Actions.

Our next bi-annual gender survey will take place in late spring 2019 and outcomes will feed into our Athena SWAN plans.

In addition, work being undertaken to increase the visibility of women through role models, considering gender balance of speakers and panels, and events organised by our inclusion networks (Women's Network, Carers Network and LGBT+) all contribute to culture of inclusivity.

Preventing and Tackling Sexual Violence and Misconduct

The University launched its strategy designed to direct our work to tackle and prevent sexual misconduct and violence in September 2018. It has been produced through a participative process drawing on the skills and experience of staff and students from across the University and the Students Association. It will be delivered by an implementation group convened by a member of the Senior Leadership Team and will report regularly on progress to the Senior Leadership Team and to Court on an annual basis over this period.

We will take all steps within our power to prevent, tackle and respond appropriately and supportively to any and all forms of sexual violence or misconduct affecting our students, staff and those who use our facilities and services.

We will work effectively in support of our aims, we will adopt a multi-agency approach, foster strong internal and external partnerships, and collaborate with local

and national agencies. Of particular importance is our partnership with our Student Association (ENSA).

The strategic outcomes of the approach taken by the University are:

1. Our culture will reflect our zero-tolerance approach to gender-based violence, assault or harassment, and instances of such conduct will be reduced;
2. Our staff and students are clear about their options and receive appropriate support if they are a victim-survivor of sexual violence or misconduct;
3. University staff and Students' Association officers and staff are confident and knowledgeable in responding to and supporting students or colleagues if they are affected by sexual violence or misconduct;
4. Our knowledge and understanding about the prevalence of – and impact of our work to prevent and tackle - sexual violence and misconduct in our community will have significantly increased.

In order to take this work forward tasks groups have been set up to focus on key areas:

- Report and Support Task Group
- Training Task Group
- Sexual Misconduct/Violence Liaison Officer Task Group
- Campaign and Communications Task Group
- Curriculum/Research/Evaluation Task Group

There will be a focus of work that requires an increased awareness and understanding of sexual misconduct, how to report incidents and how to access support. This will require a programme of work that supports this to ensure that the outcomes are embedded in the culture of the University. This work has begun and as a partner in the work led by Universities Scotland, every member of staff has been issued with a gender-based violence leaflet that includes a six-step guide to help your conversation if you do receive a disclosure.

We have adopted all the recommendations with Equally Safe and will be working with the organisation on their research themes.

We are also working in partnership with other Edinburgh-based institutions as part of Fearless Edinburgh.

This work is underpinned by a separate action plan and is overseen by a Steering Group. An overarching action will be included in the Gender Action Plan.

Transgender Policy and Guidelines

We recognise that gender is not binary and are committed to supporting students and staff who identify with non-binary genders including those who identify as transgender.

We have articulated our commitment to transgender equality in its Equality Outcomes for 2017-21 and Inclusion Strategy pledging to 'recognise and support its transgender and non-binary community'. The recently revised Inclusion Statement 2017 also clearly outlines that the University will treat seriously any behaviours which fall short of our values - one of those being 'inclusive'.

An intern was employed to carry our research and look at best in relation to the development of a transgender policy and guidelines. This work was completed in April 2019 and a draft policy/set of guidelines has been developed and will go through due process in terms of engagement with stakeholders, including Trade Unions.

Support for Carers

We recognise the importance ensuring that those with caring responsibilities feel supported.

We set up a Carer's Staff Network in 2017. This was launched by the Principal and has a senior leader as its sponsor. The network has been supported by Voices of Carers Across Lothian (VOCAL), Carers Scotland and Family Friendly Working Scotland and has achieved Carer Positive (Engaged) Accreditation.

The Carers Network is a supportive and engaged group of staff with a diverse range of caring responsibilities or keen interest in care issues. It also provides a valuable platform for discussion of the many issues affecting the balance between work and home. The work of the Carer's Network has informed the development of the Carers' Policy due to launch in summer 2019.

The Carer's network in raising awareness amongst staff will also benefit our students who are carers through developing greater understanding.

A Student Carer Policy is also being developed; a consultative approach is being undertaken involving external organisations, staff and students with caring responsibilities. In developing the policy we have sought to listen to our students with caring responsibilities so that we can understand better how to address any disadvantages associated with having unpaid caring responsibilities with the aim to improve the student experience.

Access and Success

We are committed to addressing gendering imbalances at point of entry and gaps in attainment.

Our GAP focuses on the actions we will take across the institution to address

- o gender imbalances in programmes, specifically those subject areas with severe imbalances (i.e. >75%)
- o the overall underrepresentation of undergraduate students who are male
- o the overall attainment gap between male and female students

including

- o differences by SMID category

It is also recognised that the intersection of gender and social economic background with race, disability and other protected characteristics should also be considered.

Whilst many datasets and actions focus on gender in terms of "male" and "female", we acknowledge that gender is non-binary. Guidelines to underpin our work in

recognising and supporting our transgender and non-binary community are being developed.

We will work towards producing datasets which are non-binary.

We recognise the importance of outreach work in raising awareness and aspirations and that this can be strengthened through partnership working. In addition, we believe that the success of students from particular backgrounds, for example females in STEM or men in nursing, can serve as inspiration for others.

We will focus on encouraging applications from under-represented groups and we will work to ensure that all students regardless of gender have the same chance of success.

Our work in supporting access and success will be evidenced-based and supported by robust data sets.

In addition, the actions we are taking to create a culture of inclusion will underpin this work.

Entry
We recruit more female students than male students:
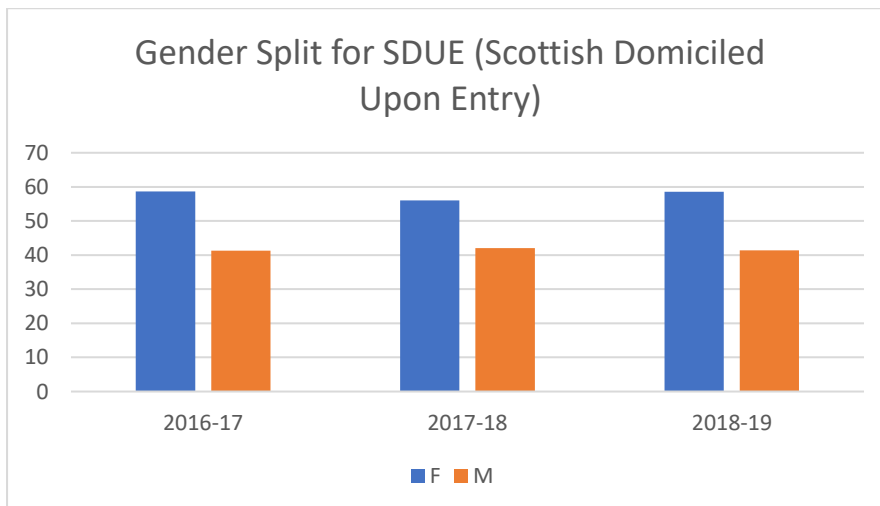
The split varies when we look at the intersection between gender and SIMD (Scottish Index of Multiple Deprivation) group (with MD0 to MD20 being the most deprived).

SDUE by gender and SIMD
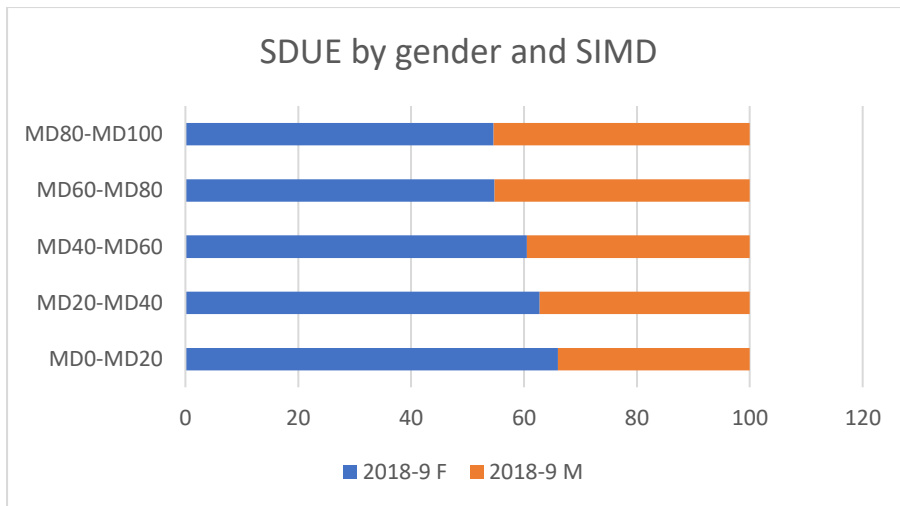
We saw an increase in female MD20 and male MD20 students in 18-19 (F 157 to 223; M 116 to 117).

In growing the overall numbers of students from MD20 and other widening participation backgrounds we will also focus on addressing the gender imbalance through initiatives aimed at specifically recruiting males from MD20. This in turn will enhance the overall gender balance.

There are also variations in gender balance at subject level.
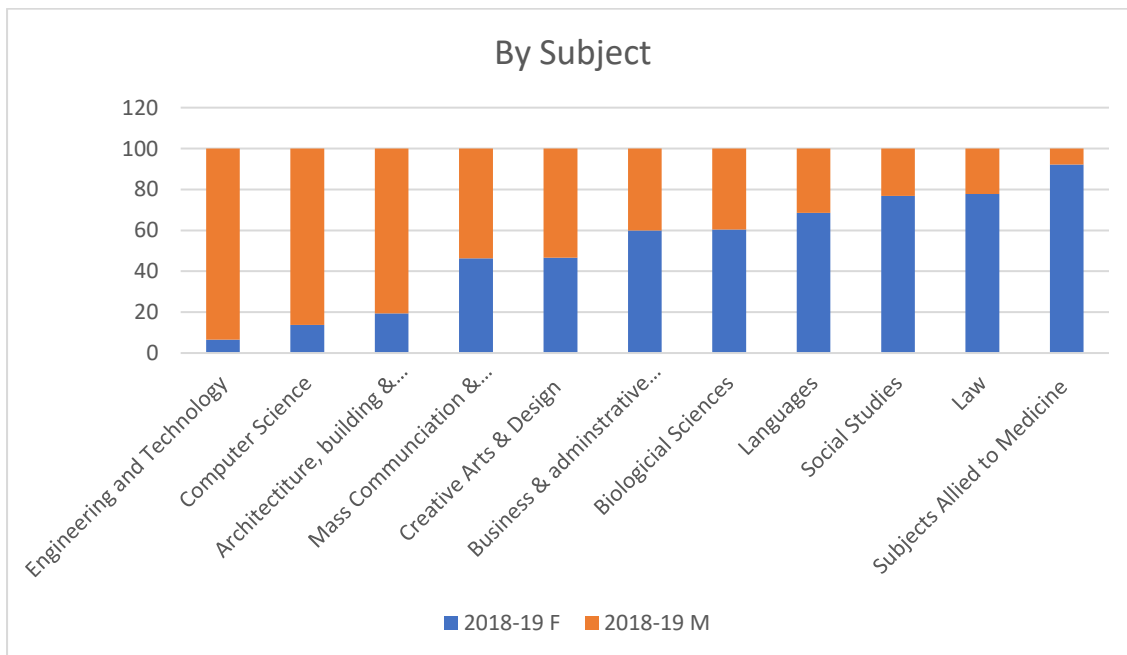
By Subject

We are committed to improving the gender imbalance in subjects where there is more than 75% of one gender so that there is no more than 75% by 2030 with an emphasis on:

- o Architecture, building & planning
- o Computer Science
- o Engineering and technology
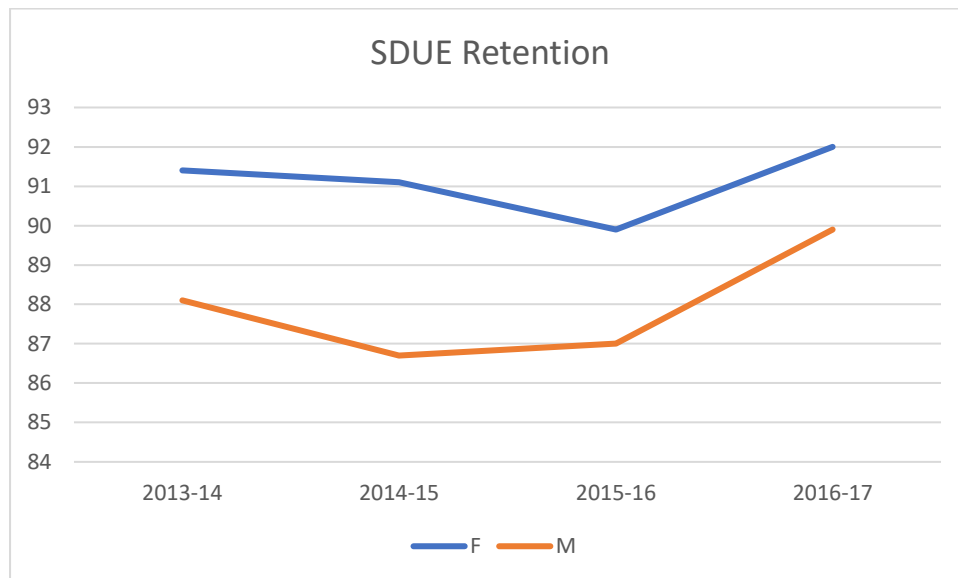- o Subjects allied to medicine (nursing)

Actions already in place to address gender imbalances will continue, including:
- o Men into Nursing
- o Connect Forum (to support female STEM students and address leaky pipeline)
- o Events targeted at encouraging female applicants into STEM e.g. Ada Lovelace Technology Event for female pupils

In working together to achieve these ambitions, we recognise that success in one may temporally impact on progress with another. For example, increasing women on STEM courses could mean that the percentage of MD20 Males falls back, even where more MD20 Males have been recruited.

Success

Progress has been made in reducing the attainment gap between males and females as measured by retention from year of entry to second year after entry.

SDUE Retention

Gendered differences vary when we look at the intersection of gender and SMID.

Retention by Gender and SDUE

Chart: Retention by Gender and SDUE. Y-axis 0–350. Categories: MD0-MD20, MD20-MD40, MD40-MD60, MD60-MD80, MD80-MD100. Legend: 2016-17 F (blue), 2016-17 M (orange).

% Retention by Gender and SIMD

Chart: % Retention by Gender and SIMD. Y-axis 74–96. Categories: MD0-MD20, MD20-MD40, MD40-MD60, MD60-MD80, MD80-MD100, All. Legend: F (blue), M (orange).
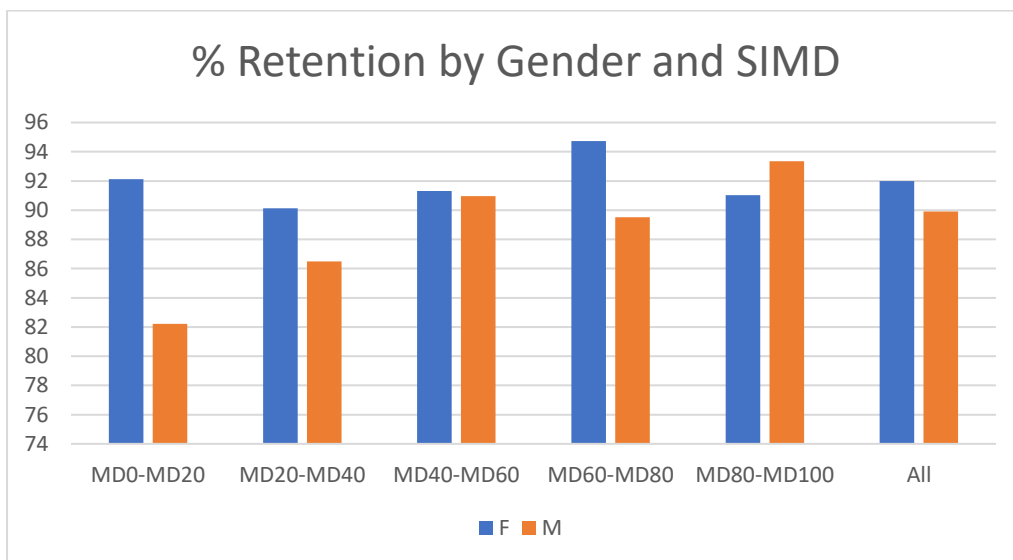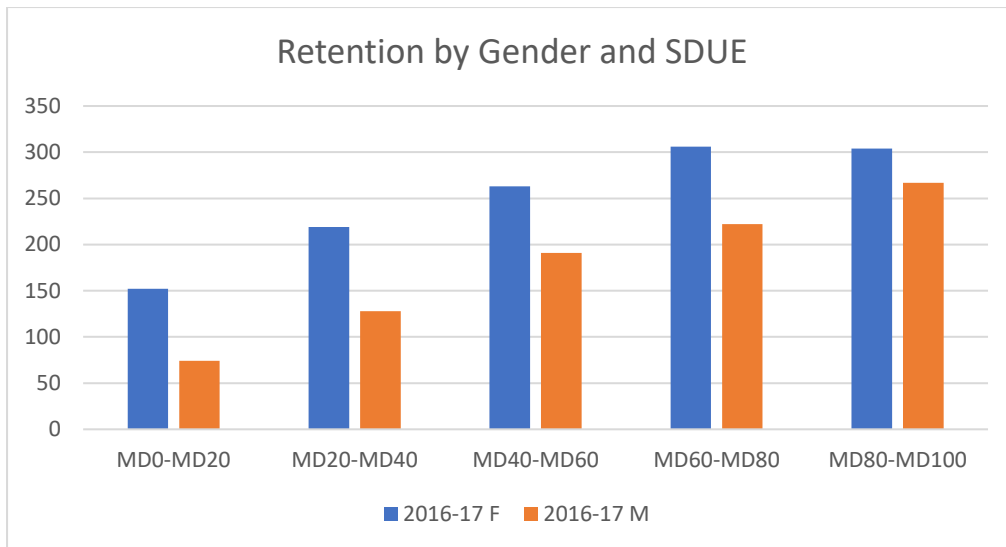
In working to enhance the overall retention of our students to achieve our target of 91% overall with no difference for different SIMD groups, we focus on under-attainment of male students.

Future work will examine other aspects of attainment including degree classifications.

The above data sets report on difference between males and females. We recognise that gender is non-binary and will work towards producing non-binary data sets.

We will also examine the intersection of gender and other protected characteristics.

Work undertaken to address gender imbalances complements wider work being undertaken across the university to promote inclusion, including our Widening Participation Strategy, our Corporate Parenting Strategy as well on-going work to develop a more inclusive curriculum.

Edinburgh Napier University Gender Action Plan

High Level Actions for 2019-20 to 2021-22

High Level Actions are underpinned by local actions in Schools and Professional Services.

Oversight is provided through a Gender Equality Steering Group which was established in 2019-20 with an annual report considered by Academic Board. Progress will also be reported through our Outcome Agreement.

Legend

Infrastructure	I
Influencing the Influencers	ItI
Raising Awareness and Aspirations	RA&A
Encouraging Applications	EA
Supporting Success	SS

	Objective	Impact	Responsibility	Timescale	IS	II	RAA	EA	SS
#1	We will embed a strategic approach to promoting gender equality and adopt an integrated approach to monitoring progress through:								
1.1	embedding a strategic approach to promoting gender equality through Gender Equality Steering Group thereby providing oversight of all gender related workstreams.	This will lay the foundations for our wider ambitions to promote gender equality, through ensuring that an integrated approach is taken across all gender related workstreams and that consideration of gender is embedded in monitoring. Awareness will be raised and good practice dissemination thereby contributing to a culture of inclusion.			x				
1.2	enabling a gendered analysis of key data through embedding in routine reports building on work already undertaken with retention and in progress with recruitment and REF; develop a schedule to extend to other areas, taking an inter-sectional approach where appropriate, extending data-sets to include transgender and non-binary, and including benchmarking information with consideration given by University Committees and School Boards				x			x	x
1.3	developing a communications strategy to raise awareness of work being undertaken to promote gender equality including on-line presence, inclusion stalls on each campus annual symposium, calendar of events and annual report					x	x		

		Objective	Impact	Responsibility	Timescale	IS	II	RAA	EA	SS
#2		We will support representation, progression and success for all staff, regardless of gender through:								
2.1		maintaining Institutional Bronze Award through successful submissions in Nov 19 and develop a plan of work to secure Institutional Silver by 2024 S	In line with our commitment to supporting gender equality, we will have identified areas which there are inequalities and have taken actions to address these. This will lead to better gender balances at all levels and in our REF submission and provide a platform to work towards Athena SWAN Silver			x	x			
2.1		securing Bronze Award at Institutional Level and for Schools not currently holding an award (TBS,SACI,SAS & SHSC); successful resubmissions at Bronze level or above for schools currently holding an award (SoC & SEBE); build on success school submissions through developing plans for achieving Silver Awards for all Schools				x	x			
2.3		underpinning Athena SWAN submissions through bi-annual gender survey followed by focus groups with staff and actions plans to address issues raised				x				
2.4		addressing gender imbalances amongst Academics at Level 7 and above through developing an action plan aligned to Athena SWAN, including support and training for line managers				x				
2.5		in preparation for REF 2021 and in line with our Code of Practice, continuing to monitor equality and diversity data, including that on gender, taking action if needed, in to ensure that the gender balance of staff deemed to have significant responsibility for research reflects academic population.					x	x		

	Objective	Impact	Responsibility	Timescale	IS	II	RAA	EA	SS
#3	We will work collaboratively in preventing and tackling sexual violence and misconduct through:								
3.1	implementing our institutional strategy to tackling and preventing sexual violence and misconduct on our campuses, taking a Gender Based Violence approach and adopting the recommendations of Equally Safe in Higher Education	We will have created a safe environment for students and staff through adopting a zero-tolerance approach to gender-based violence and raising awareness of what consent is and isn't, supporting students and staff in reporting gender-based violence.				x	x		x
3.2	building on training provided to students and staff on addressing gender-based violence through embedding in curriculum in all programmes					x	x		x
#4	We will create an inclusive environment for transgender staff and students through:								
4.1	creating a progressive Transgender Policy and Guidelines for staff subject to regular review to ensure needs are met	We will have created a safe environment for students and staff through proactively supporting trans inclusion, addressing transphobia and provide support.			x	x	x		
4.2	creating a progressive Transgender Policy and Guidelines for students' subject to regular review to ensure needs are met				x		x	x	x
#5	We will support staff and students with caring responsibilities through:								
5.1	launching and implementing our Carers' Policy and promote to staff and monitoring engagement	We will be providing better support to students and staff who are carers in balancing their caring responsibilities with study and work commitments.				x			
5.2	developing, launching and implementing our Carers' Policy and promote to students and staff and monitoring engagement				x		x	x	x

		Objective	Impact	Responsibility	Timescale	IS	II	RAA	EA	SS
#6		We will promote inclusion through:								
6.1		ensuring that school outreach work is designed inclusively	We will have raised aspirations and encouraged applications through demonstrating that gender is not a barrier to study on any of our programmes				x	x		
6.2		ensuring marketing and promotional materials, and events targeting potential applicants (and more generally) are designed inclusively– focussing on programmes with known gender imbalance and ensuring there are images and content relevant to under-represented genders.					x	x		
#7		We will address gender imbalances at subject level through:								
7.1		increasing applications, matriculation and retention of women in into Computing and Engineering programmes through involvement in sector-wide initiatives accompanied by local actions, recognising that new approaches are needed to bring about change.	We will have pro-actively addressed gender imbalances in areas where there are more than 75% of any one gender, focusing on Computing, Engineering and the Built Environment and Nursing, and gained recognition for our innovative and collaborative approach.				x	x	x	x
7.2		relaunching Connect Forum to support female STEM students to increase visibility and include Connect Champion in School Self-Assessment Teams					x		x	x
7.3		increasing applications, matriculation and retention of men in into Nursing and Midwifery programmes through involvement in sector-wide initiatives accompanied by local actions including Men into Nursing.					x	x	x	x
7.4		establishing a male student/staff network to design and lead a small, specific programme of recruitment activity					x		x	x

		Objective	Impact	Responsibility	Timescale	IS	II	RAA	EA	SS
#8		We will enhance male attainment through:								
	8.1	incorporating a gendered perspective to general widening participation work including schools' outreach and community engagement partnership working with LEAPs and HUB for Success (care experienced learners) being mindful of importance increasing numbers of all genders from a widening participation backgrounds; explore feasibility of specific initiatives aimed at male	We will have pro-actively addressed the under-representation of males through focusing on increasing the number of males we recruit from less advantaged backgrounds and provide targeted and tailored support to address under-attainment, thereby ensuring that males from less advantages backgrounds are as likely as their peers to matriculate and graduate.					x	x	
	8.2	developing specific initiatives aimed at male or widening participation groups with higher proportions of males (current and former service personal, people who are or have been in prison)						x	x	
	8.3	having identified that retention of males from SIMD postcodes is lower than other males and female peers, undertake further analysis to identify contributing factors including exploring engagement with support services, Establish (peer support network for widening participation students) and extra-curricular activities and take action to address issues identified						x		x
	8.4	informing actions plans through undertaking research into under-attainment by males including identifying good practice and focus groups with students, drawing upon research already undertaken by colleagues into college entrants.						x	x	x