ECU GENDER CHARTER

Athena SWAN

Institution Application
Bronze and Silver Award

GCU
Glasgow Caledonian
University

University for the Common Good

ECU EQUALITY CHARTERS

ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver
Word limit	**10,000**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the institution	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

Section	Recommended Word Count	Actual Word Count
1. Letter of Endorsement	500	647
2. Description of the institution	500	525
3. Self-assessment process	1,000	1,240
4. Picture of the institution	3,000	3,304
5. Supporting and advancing women's careers	6,000	6,799
6. Supporting trans people	500	330
7. Further Information	500	145
Allowance for post-May	500	-
Allowance for COVID-19 disruption	500	embedded
Total	**13,000**	**12,990**

3

Abbreviations

Abbreviations	Full Term
ADF	Academic Development Framework
AGEG	Advancing Gender Equality Group (at GCU)
AHSSBL	Arts, Humanities, Social Science, Business and Law
AS	Athena SWAN
BME	Black and Minority Ethnic
CATE	Collaborative Award for Teaching Excellence
CEDARS	Culture, Employment and Development in Academic Research Survey
Concordat	Researcher Development Concordat
CPD	Continued Professional Development
CS	Campus Services
DARE	Developing Academic Research Excellence
DVC	Deputy Vice Chancellor
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
GCU	Glasgow Caledonian University
GSBS	Glasgow School for Business and Society
HESA	Higher Education Statistics Agency
HREiR	HR Excellence in Research
HoDs	Heads of Department
JNCHES	Joint Negotiating Committee for Higher Education Staff
KIT	Keep in Touch Days (maternity leave)
L	Lecturer
MSS	Mutual Severance Scheme (at GCU)
NTF	National Teaching Fellowship
PAS	Professional and Administrative Support
PDAR	Performance Development Annual Review
PSS	Professional Support Staff
REF	Research Excellence Framework
SA	Sector Average
SAT	Self-Assessment Team
SBU	Strategic Business Unit
SCEBE	School of Computing Engineering and Built Environment
SDGs	UN Sustainable Development Goals
SHLS	School of Health and Life Sciences
SigRes	Significant Responsibility for Research
SL	Senior Lecturer
SM	Senior Management – Senior Manager
SMG	Senior Management Group
SRF	Senior Research Fellow
STEMM	Science, Technology, Engineering, Mathematics and Medicine
ToR	Terms of Reference
TS	Technical Support
UD	Undisclosed
UoA	Unit of Assessment
WAM	Workload Allocation Model
WES	Women's Engineering Society
WiSE	Women in Scotland's Economy

Gender
Throughout the document, and while recognising gender is not binary, when we refer to staff and students as male or female we use the term 'male' (M) to refer to those who identify as male and the term 'female' (F) to refer to those who identify as female.

BME
With regard to ethnicity, we use the term 'White' to refer to staff and students who identify as Caucasian, and 'BME' to refer to those who identify as Black, Asian and minority ethnic.

UD
This refers to responses from staff who choose not to disclose their gender or ethnicity.

Impact
We use the following symbols and icons to highlight impact and change:

✓ Where we have improved good practice, achieved impact and/or seen measurable change.

 Evidence of impact measured through quantitative change over last 5 years

Contents   Page

Name of institution	Glasgow Caledonian University
Date of application	November 2020
Award Level	**Silver**
Date joined Athena SWAN	2011
Current award	**Date: Sept 2016 Level: Bronze**
Contact for application	**Professor Iain Cameron**
Email	I.Cameron@gcu.ac.uk
Telephone	0141 331 3297

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION
Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

Note: Please insert the endorsement letter **immediately after** this cover page.

Glasgow Caledonian University
University for the Common Good

19 November 2020

Dr Ruth Gilligan
Athena Swan Manager
Athena SWAN Charter
Advance HE
First Floor, Napier House
24 High Holborn
London WC1V 6AT

Dear Ruth,

Glasgow Caledonian University application for an institutional Athena SWAN silver award

During my tenure as Principal and Vice-Chancellor of Glasgow Caledonian University, gender equality has been a personal priority and I have worked with my senior teams to realise the vision of an organisation that recognises and rewards excellence from every individual. I am personally proud of the way in which our mission – the University for the Common Good – underpins all the work that we do. We are a modern, globally-networked University, with a profound commitment to equality, widening participation and the celebration of diversity. Our commitment to gender equality is a key part of our 2030 Strategy, and we have embraced the expanded Athena SWAN Charter which has played a vital role in providing focus and structure to address the challenges we face in embedding equality and diversity throughout the University.

In 2016 we established our Advancing Gender Equality Group (AGEG), led by our DVC for Equality and Diversity, to drive and realise our 4-year Bronze Award Action Plan. This has successfully embedded innovative practice and implemented new and improved policies to ensure that the University's culture supports and enables female staff and students in their education and career aspirations. Significant successes include:

- THE Impact 2019 and 2020 World top 15 – for gender equality and reducing inequality.
- The number of women in senior management contracts has more than doubled from 13 in 2016 to 28 in 2019 (64% of our senior managers are women).
- 11 new female professors appointed through our enhanced promotion scheme (57% of applications were from women).
- An 80% increase, from REF 2014, in the number of women to be returned for REF in 2021.
- An 18% increase in the number of female academic staff in the School of Computing Engineering and Built Environment, through our more inclusive recruitment practices, an area traditionally underrepresented by women.

- Women now comprise over 50% of the membership of the majority of our most influential committees.
- A further reduction in our gender pay-gap from 15.5% to 10.8% (Sector Average 16.7%) through our drive to increase the representation of women in senior roles.
- Strengthening our career pipeline for women through targeted investment in Aurora, Transformational Leadership, Coaching and Mentoring.
- Greater levels of flexible working facilitated by strengthening and relaunching our Flexible Working and Family Leave policies, an area our Senate has been leading on.
- Award winning International Women's Week – 2019 Best Practice Competition.
- Erase the Grey campaign – GCU challenges gender-based violence - Public Sector - Best Equality & Inclusion Cause Campaign.

We know there remain significant challenges to address, including enhancing support for staff carers, improving representation of female BME staff, embedding support for trans people, and continuing to develop and introduce innovations in how all staff are supported to realise their career aspirations and potential. We also recognise that the global pandemic presents us with particular challenges and wish to acknowledge the remarkable response of staff in adapting to new ways of working. I have therefore committed GCU to the Action Plan submitted as part of this report, a commitment that was ratified by our Executive Board earlier this month.

Our commitment to gender equality is longstanding, and has been a central tenet of my tenure here as Vice Chancellor. This commitment recognises the critical importance of extending our Athena Swan award portfolio to all our academic schools and I am confident there is a real drive to achieve this from within the three Schools, guided and supported by the AGEG and firmly articulated in our refreshed Acton Plan. In so doing we will draw on the significant presence and gravitas of our role models from Chancellor Lennox through to our eminent female professors who lead four of our six Research Centres.

In conclusion, I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the University, and commend this application to you.

Kind regards,

Professor Pamela Gillies CBE, FRSE
Principal & Vice-Chancellor

Professor Pamela Gillies CBE BSc, PGCE, MEd, MMedSci, PhD, FRSA, FFPH, FAcSS, Hon FRCPS(Glasg), FRSE, DSc(Hons)
Principal and Vice-Chancellor T: +44(0)141 331 3113 F: +44(0)141 331 3174 E: pamela.gillies@gcu.ac.uk www.gcu.ac.uk

Glasgow Caledonian University, Cowcaddens Road, Glasgow G4 0BA, Scotland, United Kingdom Glasgow Caledonian University is a registered Scottish charity, number SC021474

2. DESCRIPTION OF THE INSTITUTION
Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i)   information on where the institution is in the Athena SWAN process

(ii)   information on its teaching and its research focus

(iii)   the number of staff. Present data for academic and professional and support staff separately

(iv)   the total number of departments and total number of students

(v)   list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

Glasgow Caledonian University (GCU) was originally founded in 1875 and instituted as a University in 1993. The University is aligned to the Million+ group.

Following an extensive consultation with all its stakeholders, GCU's Strategy 2030 will be launched in January of 2021. Our vision is to be a world leader in social innovation through education and research, guided by our values, co-produced with students and staff, of integrity, creativity, responsibility and confidence.

Guided by our mission as the University for the Common Good, in 2017 GCU became the first university to adopt the UN Sustainable Development Goals (SDGs) as the framework for its Research Strategy. Regardless of gender or academic discipline, all researchers address the SDGs via three societal challenges: Inclusive Societies, Healthy Lives and Sustainable Environments. Cross-School and multi-disciplinary working is facilitated by our thematic Research Centres.

Athena SWAN process

GCU gained an Athena SWAN (AS) Bronze Institution award in 2016 and a Bronze Department award in 2017 for the School of Computing, Engineering and Built Environment. Alongside this Silver Institution award submission three Department awards are being progressed by our three academic Schools at GCU: A Silver award submission for the School of Computing, Engineering and Built Environment (November 2020) and Bronze award submissions for the Glasgow School for Business and Society (November 2020) and the School of Health and Life Sciences (April 2021). The University is committed to continue its work in this area, having identified the achievement of AS objectives and awards at Institutional and School-level as a key objective within the People strand of our Strategic Plan.

GCU Structure

GCU has 23 Strategic Business Units (SBUs) including three academic Schools: School of Computing, Engineering and Built Environment (SCEBE); School of Health and Life Sciences (SHLS) and Glasgow School for Business and Society (GSBS). SCEBE and SHLS are STEMM focused and GSBS is AHSSBL focused. Outwith the three Schools there are 20 units organised as: Professional and Support (12 units), Learning, Teaching and Student Experience (3 units), Research (3 units), Campus - London and New York (2 units). The overall structure of the University is illustrated in Figure 2.1.

Figure 2.1: GCU Structure
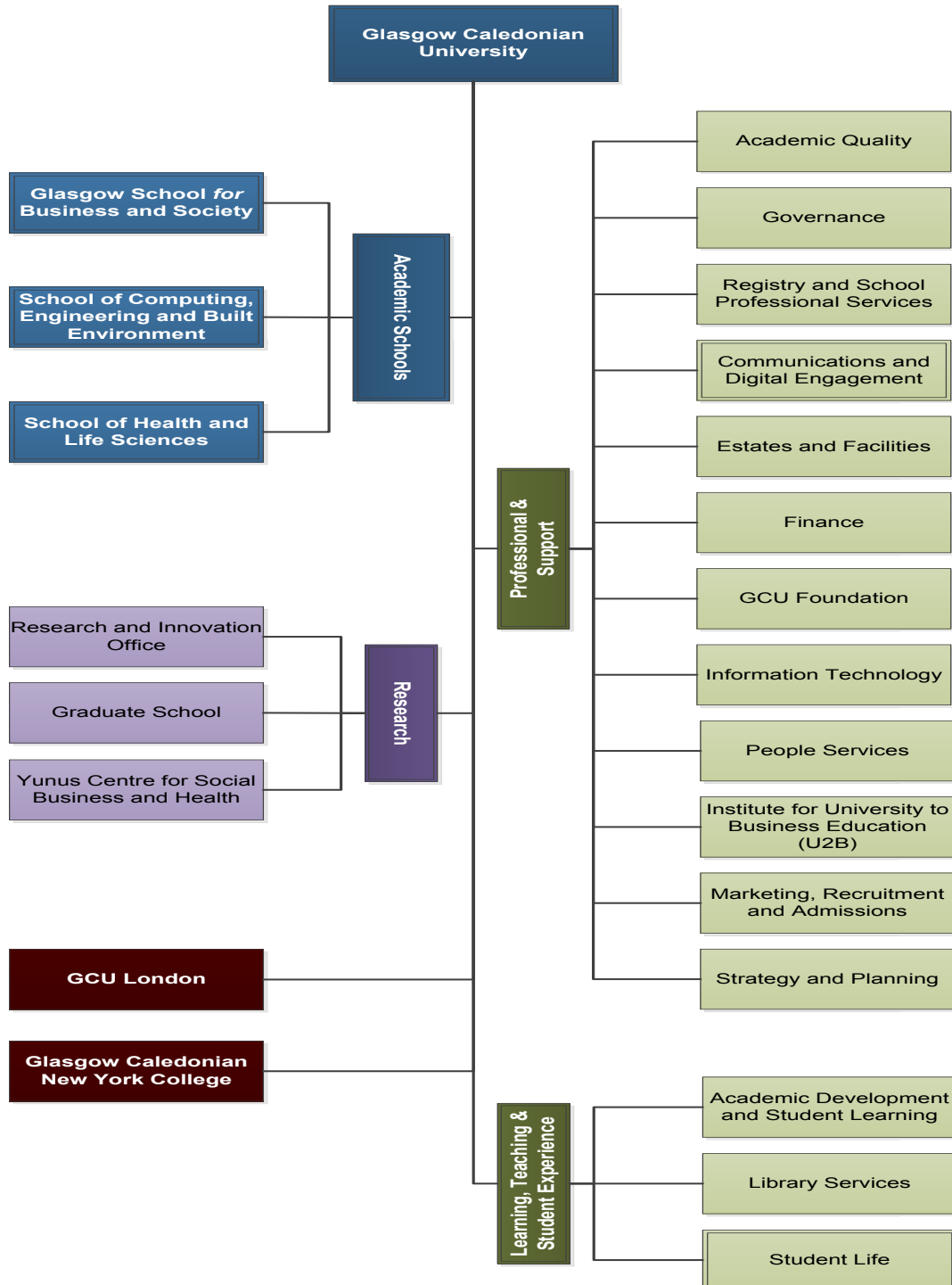
In 2018/19, following extensive University wide consultation, the internal structure of each School was refreshed and organised with stronger discipline focused departments with smaller span of control. This is shown in Figure 2.2, 2.3 and 2.4 respectively for each of the three Schools.

Figure 2.2: Departmental Structure within School of Computing, Engineering and Built Environment (SCEBE) -prior to and from July 2018[1]
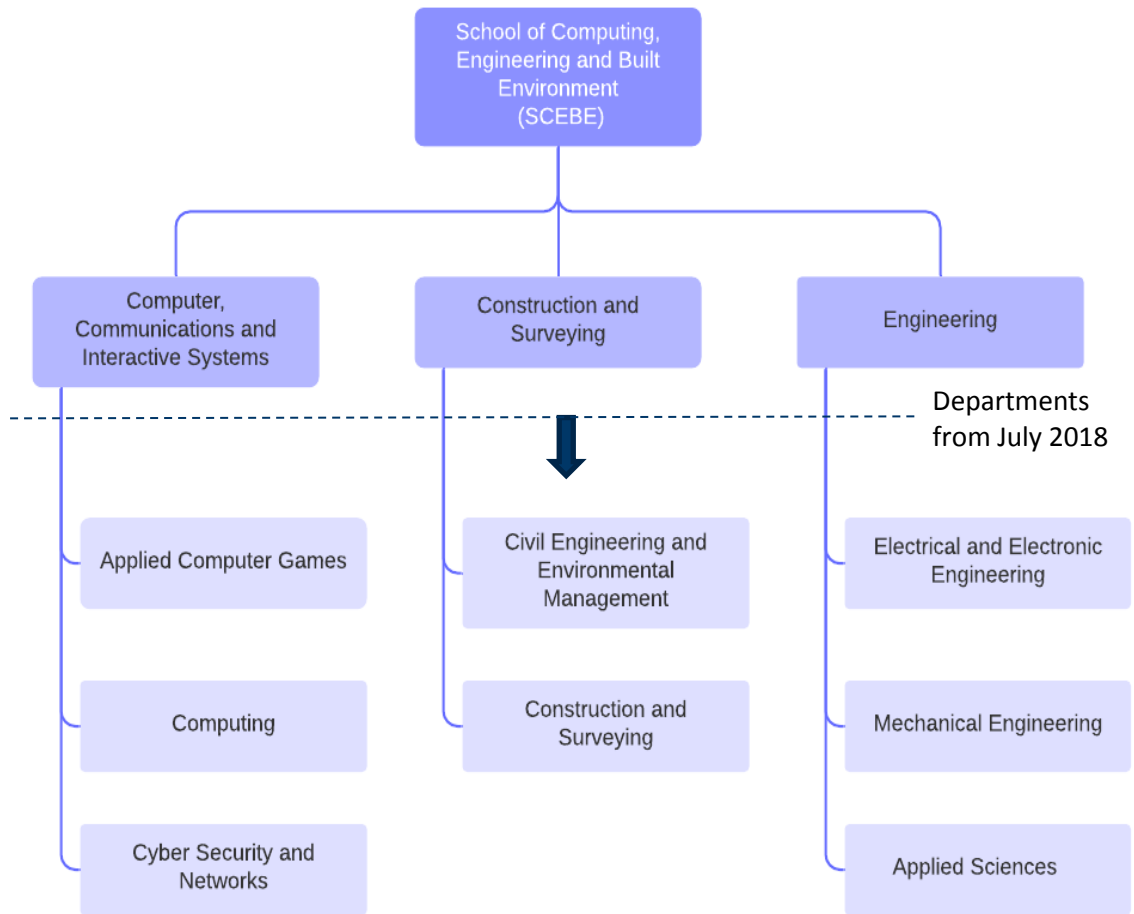
[1] Following School refresh in 2018, SCEBE's three Departments were restructured into eight Departments as shown above.

Figure 2.3: Departmental Structure within School of Health and Life Sciences (SHLS) - prior to and from July 2018[2]
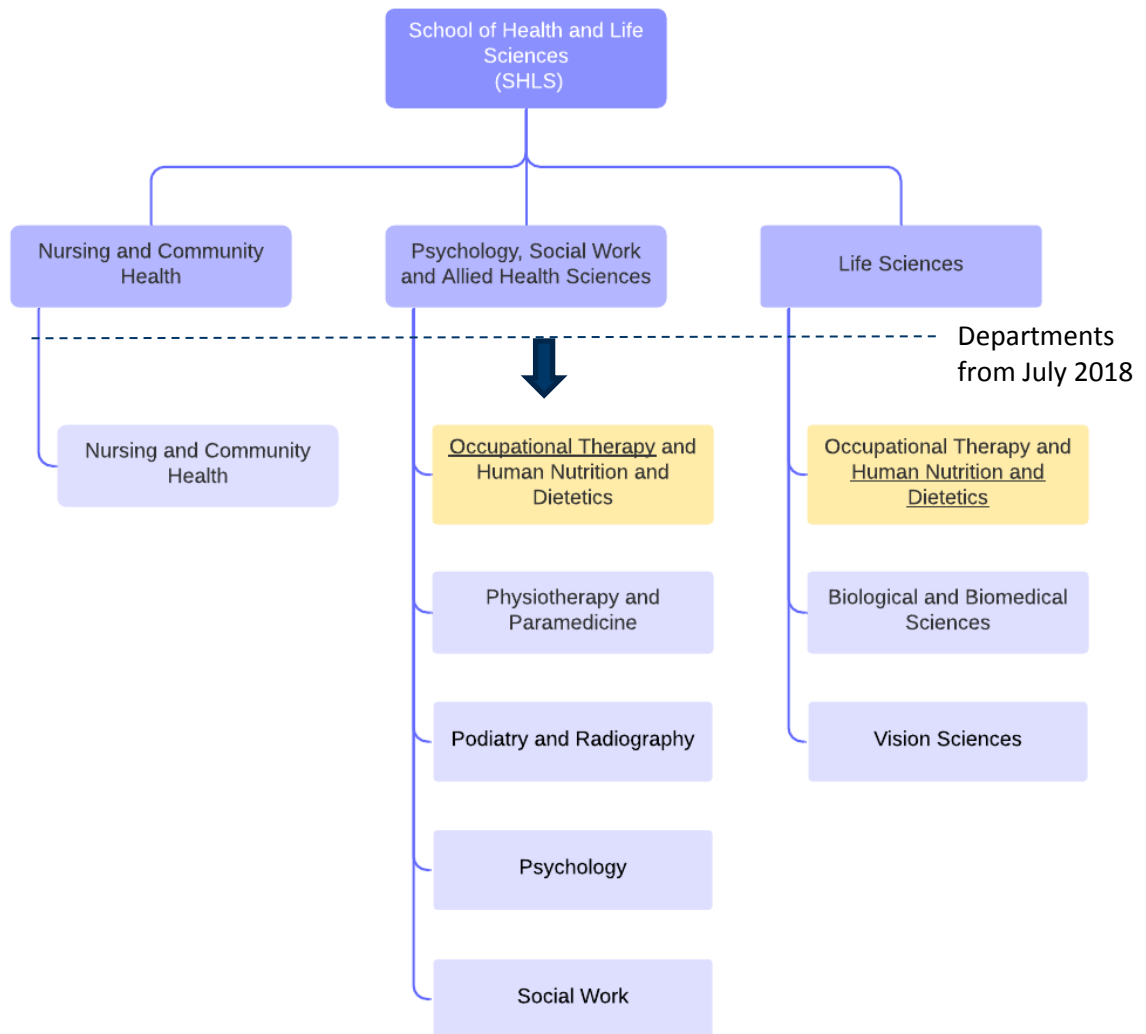
[2] Following School refresh in 2018, SHLS's three Departments were restructured into eight Departments as shown above. The new Department of Occupational Therapy and Human Nutrition and Dietetics drew staff expertise from two former Departments: Life Sciences and Psychology, Social Work and Allied Health Sciences.

Figure 2.4: Departmental Structure within Glasgow School for Business and Society (GSBS) - prior to and from July 2018 [3]

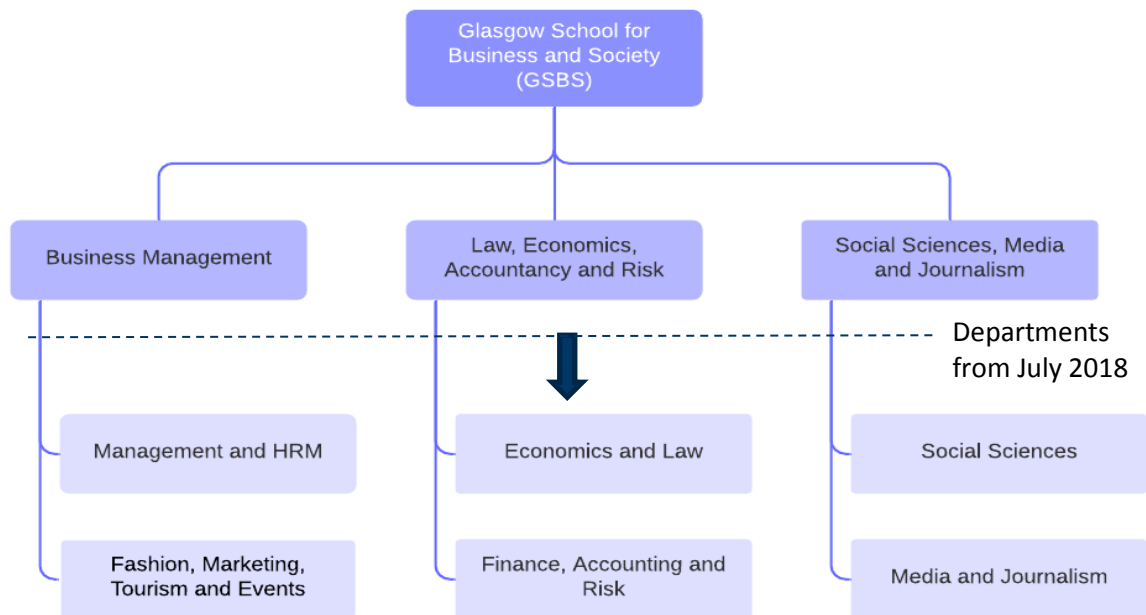In 2019 we had 1,551 staff with the gender and contract type shown in Table 2.1. Over the period 2016 to 2019 the overall % of staff whom are women has remained broadly the same at circa 62%. However, the % of female academic staff has risen by 2% to 56% and the % of female support staff has dropped by 1% to 68%.

Table 2.1: University Staff Numbers by Gender for Academic and Support Contracts – 2016 to 2019

Staff Contract Type	Year	July 2016		July 2017		July 2018		July 2019	
		Staff N	Staff %	Staff N	Staff %	Staff N	Staff %	Staff N	Staff %
Academic	Total	776		770		756		751	
	Female	421	54.3	425	55.2	429	56.7	423	56.3
	Male	355	45.7	345	44.8	327	43.3	328	43.7
Support	Total	854		827		827		800	
	Female	589	69.0	571	69.0	567	68.6	542	67.8
	Male	265	31.0	256	31.0	260	31.4	258	32.2
GCU Total	Total	1630		1597		1583		1551	
	Female	1010	62.0	996	62.4	996	62.9	965	62.2
	Male	620	38.0	601	37.6	587	37.1	586	37.8

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[3] Following School refresh in 2018, GSBS's three Departments were restructured into six Departments as shown above.

The institutional 'picture' for academic and support staff disaggregated into the three Schools and those units outwith the Schools is shown in Table 2.2.

Table 2.2: University Staff (Academic and Support) and Student Numbers by Gender for each School and for those located outwith Schools (July 2019)

SBU	Type	Gender	Academic Staff		Support Staff		Students	
			N	%	N	%	N	%
School of Computing, Engineering and Built Environment (SCEBE)	STEMM	Total	194		5		4593	
		Female	51	26.3	3	60.0	897	19.5
		Male	143	73.7	2	40.0	3696	80.5
School of Health and Life Sciences (SHLS)	STEMM	Total	331		18		6713	
		Female	243	73.4	11	61.1	5314	79.2
		Male	88	26.6	7	38.9	1399	20.8
Glasgow School for Business and Society (GSBS)	AHSSBL	Total	164		9		4522	
		Female	93	56.7	6	66.7	2841	62.8
		Male	71	43.3	3	33.3	1681	37.2
Business Units outwith Schools	STEMM AHSSBL	Total	62		753		245	
		Female	36	58.1	522	68.0	101	41.2
		Male	26	41.9	246	32.0	144	58.8

Note: Included in units outwith Schools are: Professional and Support Units,
Learning, Teaching and Student Experience Units,
Research Units (Refer to Figure 2.1)
GCU London.
Staff in research centres directly attached to Schools are included in the associated School staff numbers. Staff at Glasgow Caledonian New York College are not included in the above.

In 2018/19 we welcomed 16,073 students to the University, 69 % in STEMM subjects and 31% in AHSSBL subjects. Of these STEMM students, 55 % were women and of the AHSSBL students 62 % were women (details in Table 2.2 and Table 2.3).

Table 2.3: Student Numbers by Gender, School and Programme Level (July 2019)

School	UG					TPG					RPG				
	Female		Male			Female		Male			Female		Male		
	N	%	N	%	Total	N	%	N	%	Total	N	%	N	%	Tot
SCEBE	752	19	3266	81	4018	102	23	338	77	440	43	32	92	68	135
SHLS	4235	81	1029	19	5264	985	75	325	25	1310	94	68	45	32	139
GSBS	2364	63	1369	37	3733	405	63	237	37	642	72	49	75	51	147
Outwith Schools	59	33	118	67	177	34	65	18	35	52	8	50	8	50	16
Total for GCU	7410	56	5782	44	13192	1526	62	918	38	2444	217	50	220	50	437

Note: Students at GCU London are included in an associated School at GCU Glasgow.

Word Count: 525

3.   THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

GCU's SAT was constituted in 2013. Following submission of the application for Bronze in 2016 (based on pre-May 2015 criteria), we took forward the commitment in the action plan to recognise the wider focus beyond STEMM and consolidate the SAT as a wider group focusing on all aspects of gender equality, including the co-ordination of Athena SWAN activities.

The SAT was therefore refreshed and transitioned to become the Advancing Gender Equality Group (AGEG), and included new members to reflect the inclusion of a more detailed consideration of professional and support staff across the whole University and to better and more robustly capture the impact of our actions on gender equality at GCU.

Chaired by Professor Valerie Webster, Deputy Vice Chancellor, the AGEG has led the development of this submission, in consultation with the wider University community.

The AGEG comprises 26 members (F 65% : M 35%), drawn from across the University (Table 3.1), representing a wide range of academic, professional support and work- life balance experiences including ex-officio. Membership of the AGEG also embodies our commitment to value diversity in its many forms enabling us to fully reflect upon the cultural and contextual issues facing GCU regarding advancing gender equality.

The membership of the refreshed AGEG, guided by the above principles [4], consists of:

- role holders and others representing key areas of the University, such as Deans of School, Academic Registrar (for PSS area), President Student Association

- those leading specific aspects of self-assessment, such as the School AS Champions, academic development, policy development, communications, and

- those with particular experience and expertise in the area of gender equality, such as gender studies, gender based violence, previous successful submission experience.

Table 3.1: GCU Self-Assessment Team/ Advancing Gender Equality Group (AGEG)
      * Members rotated on 3-year cycle

	Name	Role	AGEG role	Brief Biography
	Dr Ukachukwu Abaraogu (he) *	Postdoctoral Researcher Physiotherapy and Paramedicine	Early Career Researcher	• Husband of a working mum and father of a little girl. • Manages parenting with flexible working.
	Miss Julie Adair (her/she)	Director of Communications and Digital Engagement	To facilitate effective communications across the university	• Tasked with launch of an innovative social impact digital platform, now named Common Good First. • Formerly held senior roles in BBC and Disney.
	Mr Mark Anderson (he/his)	Director of Research and Innovation	Overseeing research and innovation across the university.	• Leading on several social innovation projects across the world where there is a heavy emphasis on inclusivity and the community.
	Ms Louise Barlow (her/she/hers) *	Business Partner Information Services	Promotes and champions gender equality matters in Professional and Support staff with a focus on IT and information Services.	• Information Technology Professional who joined GCU in February 2020. • Enjoying working in an inclusive and supportive environment.

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[4] The members shown as * in Table 3.1 will generally be rotated every 3-years, remaining members are ex-officio

	Name	Role	AGEG role	Brief Biography
	Dr Tuleen Boutaleb (her/she) *	Associate Dean International	STEMM outreach Intersectionality	• Mother of 2 children. • Taken maternity leave twice.
	Professor Iain Cameron (he/his)	Assistant Vice Principal. Professor of Construction & Surveying	Deputy Chair of AGEG reporting to DVC and EB board on gender. He has oversight of work of AGEG.	• Father to two sons age 9 and 16 and as such benefits from flexible working in terms of childcare contribution and commitments. • Over 25 years of service at GCU, 18 of those in senior management roles.
	Ms Kathleen Cleary (her/she)	People Services Operations Manager	Representing People Services on staff related matters including advising on existing staff policies/ guidance and supporting any necessary future changes.	• I support line managers and staff on a range of matters including flexible working, caring responsibilities and family leave. • As a working Mum of two, aged 13 and 6, I personally benefit from working in a supportive flexible working environment.
	Ms Maeve Curtin (her/she) *	PhD Student, Yunus Centre for Social Business and Health	PhD Rep for Input from Postgraduate Research Students	• Second-year PhD Student. • Served on committees relating to positive healthy cultures, violence prevention, and DEI.
	Ms Susan Docherty (her/she)	Student President	Representative of GCU Student Community	• Mother of 2 daughters, returned to GCU as a mature student. • LGBT+ champion at GCU and advocate of equality, diversity and inclusivity.

	Name	Role	AGEG role	Brief Biography
	Ms Diane Donaldson (her/she)	Associate Academic Registrar (SHLS) & School Professional Services Lead for Research Administration	Actively incorporates mainstreaming of Equality and Diversity in day-to-day workings of School Professional Services	• Mother of 2 and Grandmother of 2. • Flexible working allows me to balance work and family commitments.
	Professor Bob Gilmour (he/his)	Professor of Learning and Teaching	Chair SCEBE SAT. Overall coordination. Data analysis, AS Champion	• Husband to working mum. • Took a 4-year career break to support family development
	Professor John Lennon (he/his)	Dean of School Glasgow School for Business and Society	Actively incorporates mainstreaming of Equality and Diversity in day-to-day workings of the School	• Founding Director of Moffat Centre for Travel and Tourism Business Development. • Committed to the Principles of Responsible Management Education and UN Sustainable Development Goals.
	Dr. Nancy Lombard (her/she) *	Reader in Sociology and Social Policy	Mock Panel member for SCEBE. Gender Equality Trainer and Consultant.	• Mother of 5 children. • Taken two periods of maternity leave at GCU. • Works a full time compressed week and makes use of dependent's leave to care for her eldest son who has complex disabilities.
	Mr Adrian Lui (he/him/his)	Equality and Diversity Advisor, People Services	Equality and Diversity policy and advice	• The lead for both staff and student equality and diversity issues, responsible for co-ordinating the implementation of GCU's Equality Outcomes.

	Name	Role	AGEG role	Brief Biography
	Ms Jackie Main (she/her/hers) *	Director of Student Life	Chair of the Gender Based Violence Steering Group	• Aurora mentor and role model. • Trained GBV First Responder. • Lead for student wellbeing support including mental health and disability. • Chair of Fearless Glasgow – West of Scotland regional GBV consortium.
	Professor Mike Mannion (he/him)	Dean of School SCEBE (from July 2020)	Actively incorporates mainstreaming of Equality and Diversity in day-to-day workings of the School	• Ongoing Carer for 90-year old mother who has Alzheimer's. • Member of the University's Equality & Diversity Committee, and a non-exec director of Homeless Action Scotland. • Over 20 years contribution to GCU in senior roles.
	Professor Andrea Nelson (her/she)	Dean – School of Health and Life Sciences	School leadership and integration of equality and diversity across all agendas.	• Nurse (BSc, Hons) and Bioengineer (PhD). • Active researcher - treatments for prevention and treatment of wounds. • Plays active role in caring for frail family members, with partner.
	Miss Zoe Nicholson (she/her)	Vice President School of Computing, Engineering and Built Environment 2020/2021	Interaction with students and students association	• VP Full time Officer at Students' Association
	Professor Caroline Parker (she/they) *	Assistant Vice Principal Values	Role is to celebrate, support and enable the embedding of GCU Values within all areas of GCU process and policy	• Menopausal woman, married to female partner of 20 years, adult son. • Experience of being responsible for parents with dementia (now deceased).

	Name	Role	AGEG role	Brief Biography
	Dr Katy Proctor (she/they) *	Lecturer in Criminology and Policing	Early Career Researcher. Departmental Academic Disability Coordinator and Equality and Diversity Lead, Secretary to the GCU Gender Research Group and First Responder.	• 10-year career in the Violence Against Women sector providing support to people experiencing/fleeing gender based violence (GBV). • Delivering research informed training on GBV within the University and for the voluntary sector.
	Professor Alastair Robertson (he/him)	Director of Academic Development and Student Learning (joined GCU April 2020)	Promoting inclusive curriculum and responsible for helping analyse staff data in engagement, CPD and development.	• Significant senior management experience in developing inclusive curriculum in HE. • Previously Director of Teaching and Learning at Abertay University.
	Professor Bonnie Steves (she/her/ hers)	Director of Graduate School and Professor of Astrodynamics is responsible for the strategic leadership and delivery of the Graduate School	Mentor on the Aurora programme and for GCU female researchers who have become SLs, Readers and Professors at GCU.	• Mother of 1 daughter. • Taken maternity leave once. • Benefited from staff development, mentorship and promotion opportunities over 29 years academic research career at GCU.
	Professor Anita Simmers (she/her/ hers)	Vice Dean – School of Health and Life Sciences	Chair of SHLS SAT. Overall coordination, data analysis. AS Champion.	• Dual career household, mother of 3. • Took a 4-year career break
	Professor Simon Teasdale (he/they) *	Assistant Vice Principal Social Innovation and Professor, Yunus Centre for Social Business and Health	AGEG role is research, represents Yunus Centre for Social Business and Health, analysing institutional data.	• Father of two children, one with special educational needs. • Is supported by the Yunus Centre to work flexibly around childcare.

	Name	Role	AGEG role	Brief Biography
	Professor Oonagh Walsh (she/her/hers)	Chair in Gender Studies, GSBS	GSBS Athena Swan SAT Chair. AS Champion.	• Historian of Irish psychiatry, and mother of 2.
	Professor Valerie Webster (her/she)	Deputy Vice-Chancellor Learning, Teaching and Student Experience	Executive Board Lead. Chair of AGEG.	• Commitment to inclusion and equality has been central to her work throughout her career. • Gender champion and Aurora lead for the University. • Taken 2 periods of maternity leave and worked both full time and part-time to suit personal circumstances. • Mother, grandmother and carer. • For many years has held senior and executive leadership roles where her commitment to equality has had institutional impact.

Staff's time commitment on the AGEG is recognised within our workload model. AGEG members have been supported in accessing relevant equality diversity and inclusion training including those specific to Athena SWAN offered by Advance HE. The AGEG meets quarterly and sits within the University's Equality and Diversity infrastructure as illustrated in Figure 3.1. We have strengthened the reporting lines into and out of the AGEG:

- The AGEG reports directly to Executive Board on points of concern, areas for action and on action plan progress.

- The School SATs report into the AGEG and to their respective SMGs.

Figure 3.1 : Equality and Diversity infrastructure at GCU
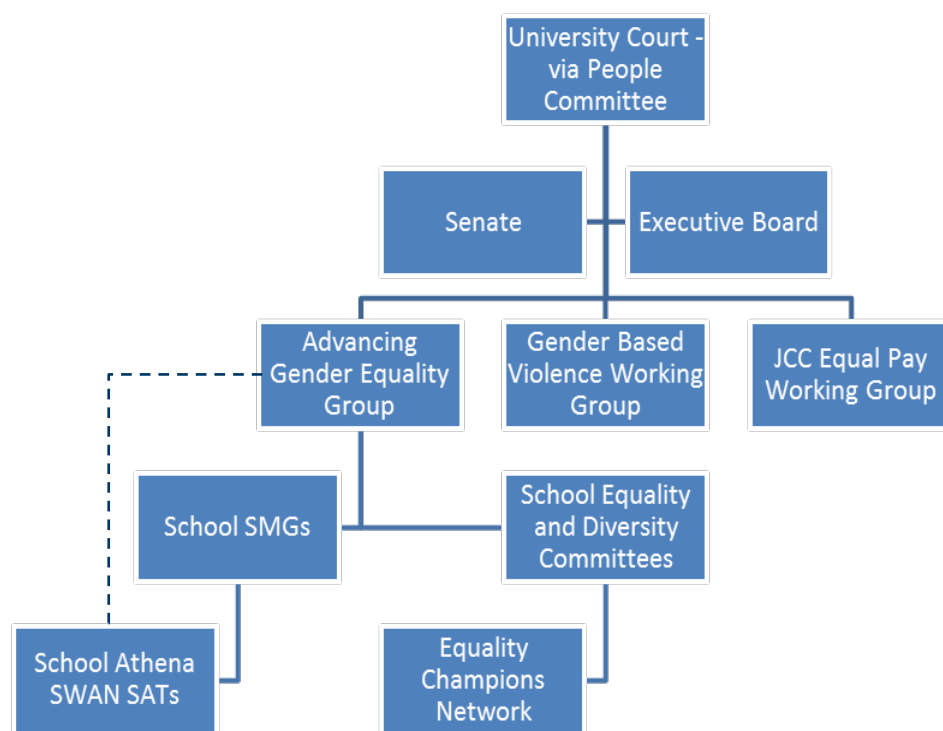
The University's equality and diversity infrastructure covers a broad range of areas beyond Athena SWAN to ensure that the institutional approach to embedding equality and diversity can be effectively operationalised, including:

School Equality and Diversity Committees: supported by the **Equality Champions Network**, take local responsibility for activities to be developed, challenged and reviewed, and for any issues and concerns around equality and diversity to be raised within the School and transmitted effectively for support, advice or action.

JCC Equal Pay Working Group: equal pay audits, making recommendations to the JCC and other University Committees.

Gender Based Violence Working Group: implementation, monitoring and review of our Preventing and Responding to Gender Based Violence Policy and action plan.

(ii)   an account of the self-assessment process

A core self-assessment and report writing team was formed in December 2019, from the AGEG, which met monthly, led on the analysis and the drafting of this report, and drew from the following:

- Feedback on our 2016 Bronze submission

- HR data from 2016 to 2019

- Benchmarking data from Advance HE Statistical Report 2019

- Regular 2016 Bronze Action Plan progress reports

- Staff Surveys (Staff Pulse Survey 2016 and 2019, CEDARS 2020)

- Workshops, consultations and focus groups

The focus of the AGEG from early 2020 was to consider and advise on the progress made by the core team. This also provided the means of disseminating our Athena SWAN activities more widely across the university.

HR data

Overall, we can demonstrate that GCU has made significant progress and compares well against the sector, particularly regarding gender pay gaps, women on senior management contracts, maternity return rates, staff retention and equitable promotion outcomes. While acknowledging this progress, there are particular issues we continue to focus on concerning under-representation of women, at all levels, in the School of Computing, Engineering and Built Environment (SCEBE) **(Action 5.1)**, within Professoriate in the School of Health and Life Sciences (SHLS) and Glasgow School for Business and Society (GSBS) **(Action 4.1),** BME women **(Action 4.2)** and at particular grades across Professional and Support Staff **(Action 4.4)**.

Staff Pulse Survey 2016 and 2019

The Staff Pulse Survey 2019 [5] focused on the three areas of leadership, performance and development annual review (PDAR), and experiences of working at the University with responses available by gender and job family. Overall, the 2019 results for the whole of GCU indicate significant improvements, compared with 2016, (Table 3.2).

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[5] Staff Pulse Survey: organised through CAPITA, 69% of staff responded (1,075/1,547) and 65% of responses from women

Table 3.2: Percentage change in positive responses to each question in the Staff Pulse Survey between 2019 and 2016 (ordered from most to least positive percentage change)

6 Significant improvements, 8 No significant change, 0 Significant deterioration

Question 2019 Survey 69% response rate (1,075/1,547) – F 65% : M 35% 2016 Survey 57% response rate (932/1635) – F 65% : M 35%	2019 Result 'Agree/Tend to Agree	-	+
Q3-4 My School/Department Senior Management Group (SMG) manage and lead the School/Department well	71%		4%
Q1-2 I believe that the GCU value statements are a good guide to the way I should behave	94%		4%
Q4-7 My immediate manager gives me recognition for work done well	75%		3%
Q3-2 I would recommend the University to a friend as a place to work	77%		3%
Q2-1 I feel proud to work for the University	87%		3%
Q1-1 I believe in the University motto "for the common good" and believe it is important	96%		3%
Q4-6 My immediate manager provides me with feedback about my performance	76%		2%
Q4-4 My immediate manager keeps me informed about things I should know about	80%		2%
Q3-3 The University's Senior Management Team (Executive Board) manage and lead the University well	59%		2%
Q3-1 The University is a good place to work	83%		2%
Q2-2 I feel part of the University	77%		2%
Q4-1 My immediate manager helps me find a good work-life balance	76%		1%
Q4-5 My immediate manager involves me in decisions made that affect me in my own area of work	74%	-1%	
Q1-6 I am satisfied with my current level of learning and development	68%	-1%	

Responses to key questions in the Staff Pulse Survey 2019 were analysed by gender (Table 3.3). This indicated female respondents overall have a more positive experience than male respondents with one lower score for 'I feel valued at work' which we explored in our Focus Groups.

Table 3.3: Staff Pulse Survey 2019 – Female and Male respondents; positive responses [6]

3 Significant positive diff, 2 No significant diff, 1 Significant negative diff

Question/statement	Female respondents "Agree/Tend to Agree"		Difference	Male respondents "Agree/Tend to Agree"	
	n	%	%	N	%
"I feel valued at work"	387	67	-4	216	71
"I am satisfied with my current level of learning and development	417	72	+1	317	71
"I feel proud to work for the University"	530	93	+8	260	85
"I feel part of the University"	470	82	+4	239	78
"My immediate manager helps me find a good work-life balance"	454	79	+2	233	77
"Was your PDAR discussion useful for you?"	374 'Yes'	69 Yes'	+5	186 'Yes'	64 Yes

The 2019 survey did not include equality and diversity related questions. We recognise that future staff surveys should cover equality and diversity questions – and going forward, the University has committed to investing in a new staff engagement tool. In addition some data has not previously been routinely collected, as highlighted in this application. **Action 3.1.**

Action 3.1:
Ensure future staff consultation and engagement tools are flexible and accessible, incorporate questions around equality and diversity and to support areas were data gaps have been identified.

---

[6] Staff Pulse Survey: 69% of staff responded (1,075/1,547) and 65% of responses from women.

Staff consultation and engagement – Athena SWAN Workshop and Focus Groups

An Athena SWAN workshop was held in early 2020, attended by academic and

professional support staff, identified by the AGEG, from across the University including a range of roles and grades (14 academic staff (57% female) and 14 PSS (86% female). This explored views and experiences of gender equality in relation to the specific areas of Recruitment, Development, Policies and Communication. This event, facilitated by the AGEG, identified strengths: positive experiences in recruitment and development and powerful communications, which we have detailed in the relevant section of the report, and areas for further consideration: staff experience of induction, promotion, training, maternity leave and flexible working. These areas were followed up through targeted externally facilitated focus group activity (50 staff clustered around Schools and Professional Support – 30F, 20M) and again are reported in the relevant section of the report. **Action 3.2.**

Photo 1 Cross university AS workshop Jan 2020

Action 3.2:

Continue to hold regular staff consultation and engagement events to complement Action 3.1, to further embed awareness of gender equality across the University and help assess the ongoing impact of our refreshed Action Plan (flexible ways of gauging staff opinion and experience).

The self-assessment process has been further informed by feedback on developing drafts of the application document from members of the AGEG, an internal assessment (mock) panel, remote developmental review, supported with expert input from Advance HE and consideration and sign-off by Executive Board.

School self-assessment teams are represented on the AGEG and are fully engaged and supported in the self-assessment process (further details in Section 5.6 (xii) Leadership).

The above self-assessment process allowed us to identify the key impact of our Actions, Policies and Practice over the 4-year reporting period and this is illustrated in Figure 3.2. The wider reach, values and impacts of our whole institutional and mainstreaming approach to Gender Equality Activities is outlined in Section 7 and illustrated in Figure 7.1.

Figure 3.2: Key Impact of our Athena SWAN Actions, Policies and Practice – 2016 to 2019

Main Actions and Activities
(From 2016 onwards)

Advancing Gender Equality Group established
• Review and inform key gender related policies - eg "Supporting Families"
• Inform GCU Gender Action Plan
• Extend and develop AS action plan

Increased engagement and communication (staff and students)
• New and enhanced communication channels - Caledonian Connected
• Media awareness workshops - eg female academics in STEMM
• Profiling our women Role Models - eg apointing first female Chancellor
• Celebrating our "value-focused" successes - (Points of Pride)
• Strategic consultation - Strategy 2030
• Externally facilitated cross university focus groups
• Continue to hold regular consultation

Enhancing Recruitment
• Tailored statements encouraging female applicants
• "Taster days" offered to external applicants
• Unconscious bias training - initially recruiters, then cascaded to all (online)
• Minimum 1 female member on each Panel
• Consistent statements on gender, cultural diversity etc on recruitment materials

Supporting career development and promotions
• Funding 9 new ECR posts
• Introduce promotions briefings for staff
• Improve academics promotion process - criteria, guidance and feedback
• HoDs to further encourage and support females to apply for promotion especially SMG
• Develop new training/workshops eg Imposter syndrome, Menopause cafe networking
• Additional personal and professional development for women eg Aurora
• Promote career development resources linked to VITAE framework and HREiR Actions
• Review and enhance mentoring support - eg Transformational Leadership Programme
• Online career guidance tool developed
• Actively seek female applicants for key committees
• Invested in Strenton Software WAM
• Pilot externally administered exit survey

Enhancing monitoring and review
• Gender balance of fixed term contracts and new approval process introduced
• Annual review of gender pay gap - no equal pay issues
• Gender balance of main committees
• Embed Equality Impact Assessment (EIA) in key decision making
• Provide regular reports on gender balance of job applications and promotions

SA = sector average

Implement Monitor Evaluate Enhance

More women into senior roles

Reducing gender pay gap

supporting recruitment

Encouraging more women to apply for promotion

Dignity at work and study Policy

Embeded Principles of the Researcher Concordat

Supportive, inclusive and value led flexible working policies

Teaching only contracts <5%

International Awards & Rankings supporting Gender Equality

42% → 64% on senior management contracts SA 38%

34% → 39% Professors SA 25%

60% managers in PSS are women SA 48%

Overall pay gap 15.5% → 10.8% SA 16.7%

Zero pay gap for Professoriate

SCEBE Female staff 22%→26% SA 28%

Aurora >100 women funded

116 women (53% success) 87 men (52% success)

Part of TransEdu

Trans awareness Pilot

Female researchers 61 → 77 (26% growth)

Early Career Researcher Group

Women returned REF2014 REF2021 58 105 80% increase

Maternity return rate >90%

Flexible working applications 43 → 80

women staff turnover 13.5% (SA >18%)

T.H.E. IMPACT International Womans Week Erase the Grey

SA 33%

(iii)   plans for the future of the self-assessment team

To reflect the refreshed Action Plan going forward and the enhanced scope of gender equality at the University (Silver application and post-May 2015 criteria) the Terms of Reference (ToR) of the AGEG have been further developed. In addition to its primary responsibility to coordinate University Athena SWAN submissions and implementation and monitoring of the Action Plan, the key enhancements to the ToR are:

- Include intersection of gender with other factors

- Measures to include trans inclusivity

- Strengthen reporting line to University senior committees

- Proactive approach to working with all Schools on self-assessment and supporting action plans **(Action 3.3)**

- Strengthen involvement in the University's plans, strategies, polices and guidance

- Facilitate succession planning through a 3-year rotation of AGEG membership (refer * Table 3.1)

- Aim to develop and highlight 'beacon' activities.

Action 3.3:
Continue to support School Athena SWAN self-assessment, applications and implementation of action plans.

Word Count: 1240

4. A PICTURE OF THE INSTITUTION
Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data
(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Impact Statement: Refer (Figures 4.1 to 4.4, detail in Tables 4.3 to 4.6)

Issue: Low representation of women in SCEBE and on Professoriate in all Schools.

Action:
- To increase recruitment and promotion of women including strategic re-profiling through Mutual Severance Scheme and School Refresh underpinned by investment in career development as detailed in Section 5.1 (i) and (ii), 4.1 (iv) and 5.3 (iii) respectively.

Outcomes:
- ✓ Since 2016 the proportion of academic and research positions held by women has increased from 54% to 56%.

- ✓ We have successfully recruited more female staff than male staff – from 2016, 166 (60%) F v 110 (40%) M.

- ✓ Positive change in proportion of female staff in SCEBE from 22% to 26% (44 to 51) and a relatively strong but static position in SHLS at 73%, the two STEMM subject areas. GSBS, an AHSSBL area, remained relatively constant at 57%.

- ✓ Proportion of Professorial positions held by women has increased from 34% to 39% [7] (from 2016: 11 women promoted with 8 leaving, 14 men promoted with 21 leaving).

- ✓ Proportion of women on Senior Management contracts increased from 42% to 64% (13 to 28) - 16 new SMG posts, created in 2018/19 following strategic School refresh.

- ✓ In all cases the % of academic roles (including research) held by women at GCU is higher than the corresponding UK average for these roles in 2017/18 [8]. This is particularly the case for Professors (41% v 25%) and Senior Managers (43% (64% in 2019) v 38%).

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[7] Professors on Senior Management contracts are not included in the number of Professors.
[8] UK weighted average for combined subject areas applicable to each School – Advance HE Statistical Report 2019, Tables 4.13 and 4.15.

Figure 4.1: GCU Academic Staff by Grade and Gender (number and % Female) – 2016 to 2019
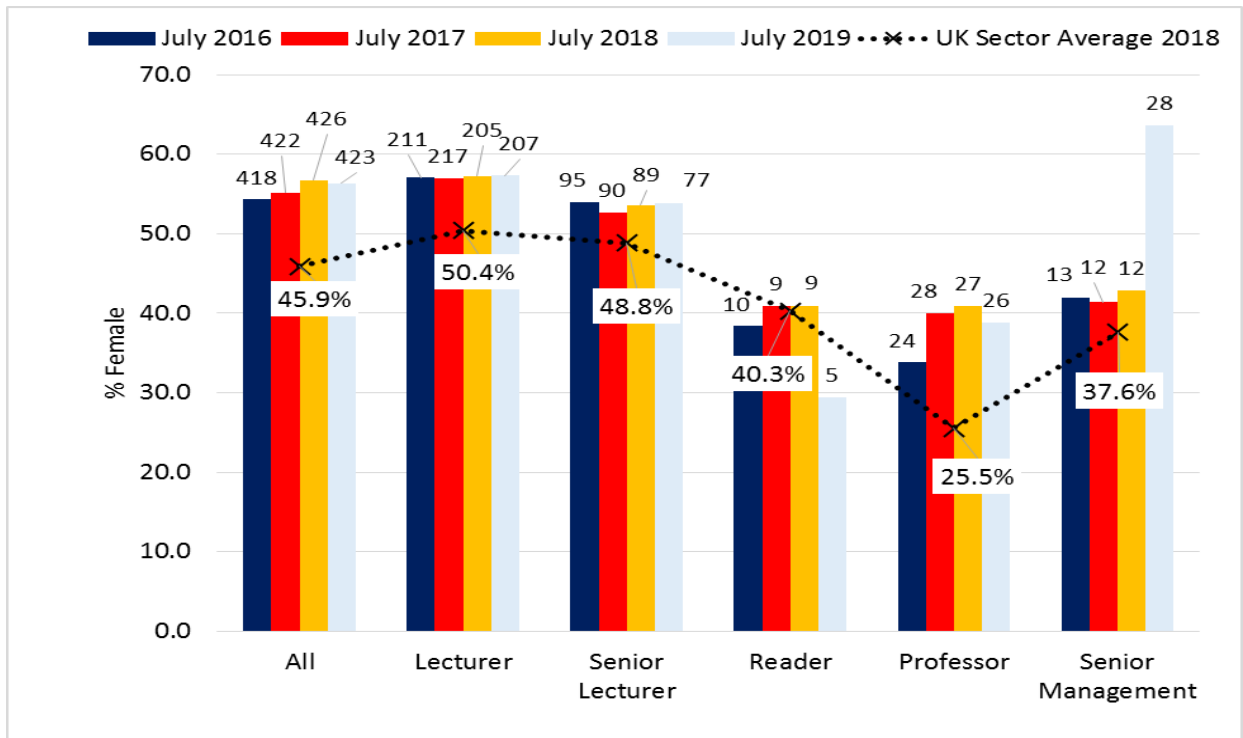
Figure 4.2: SCEBE (STEMM) Academic and Research Staff by Grade and Gender (number and % Female) – 2016 to 2019
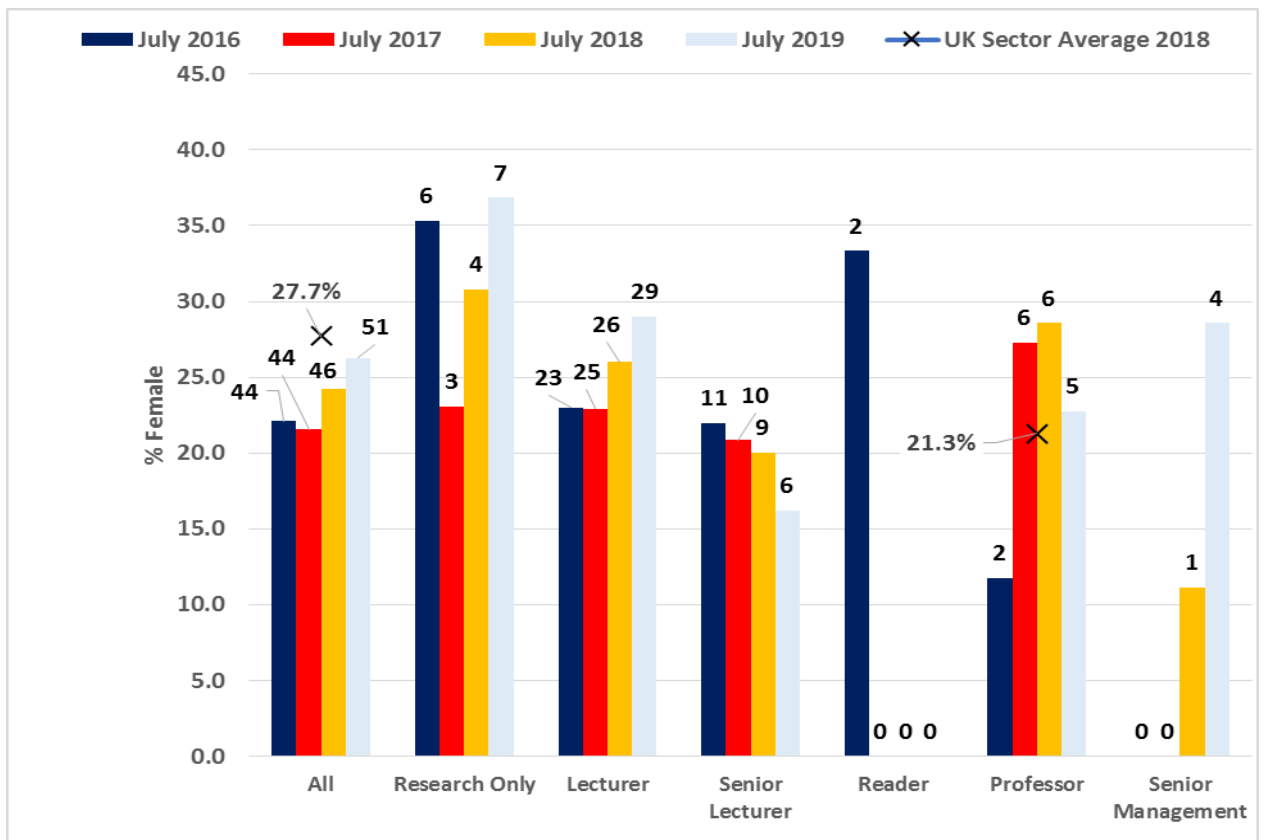
Figure 4.3: SHLS (STEMM) Academic and Research Staff by Grade and Gender (number and % Female) – 2016 to 2019
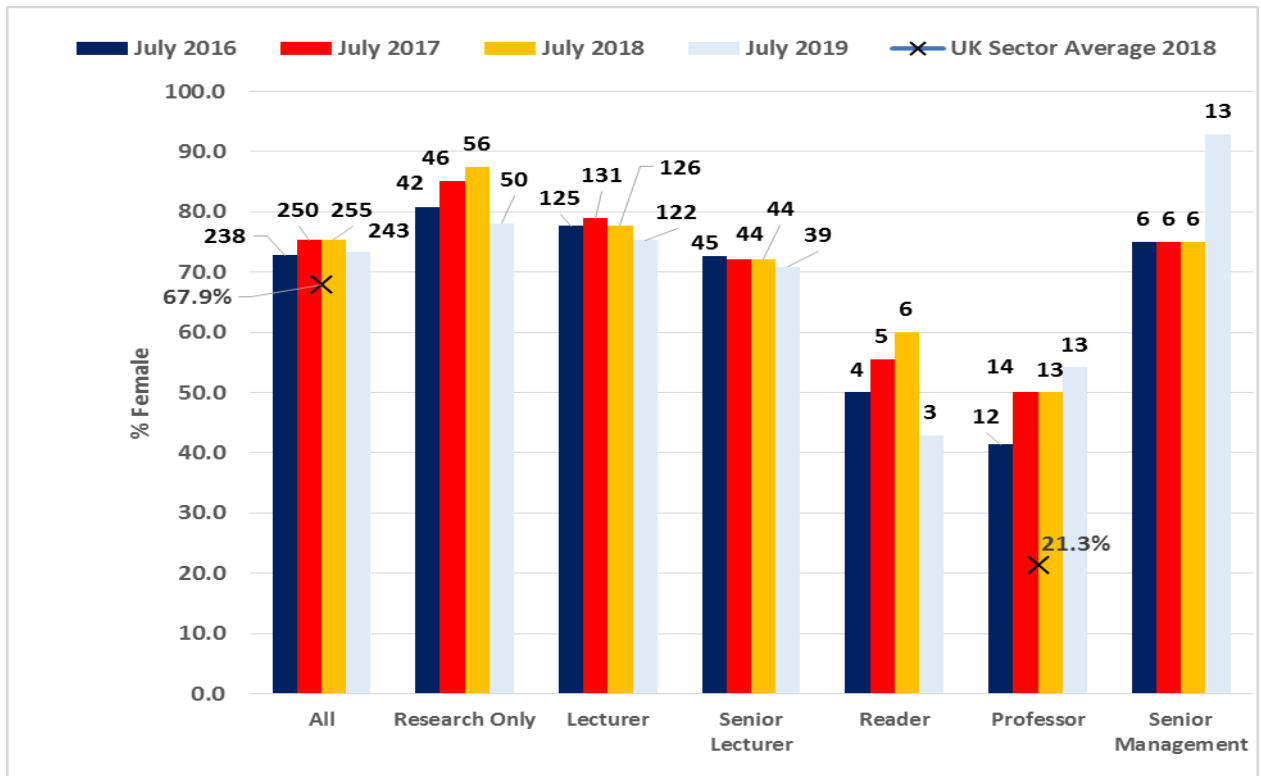
Figure 4.4: GSBS (AHSSBL) Academic and Research Staff by Grade and Gender (number and % Female) – 2016 to 2019
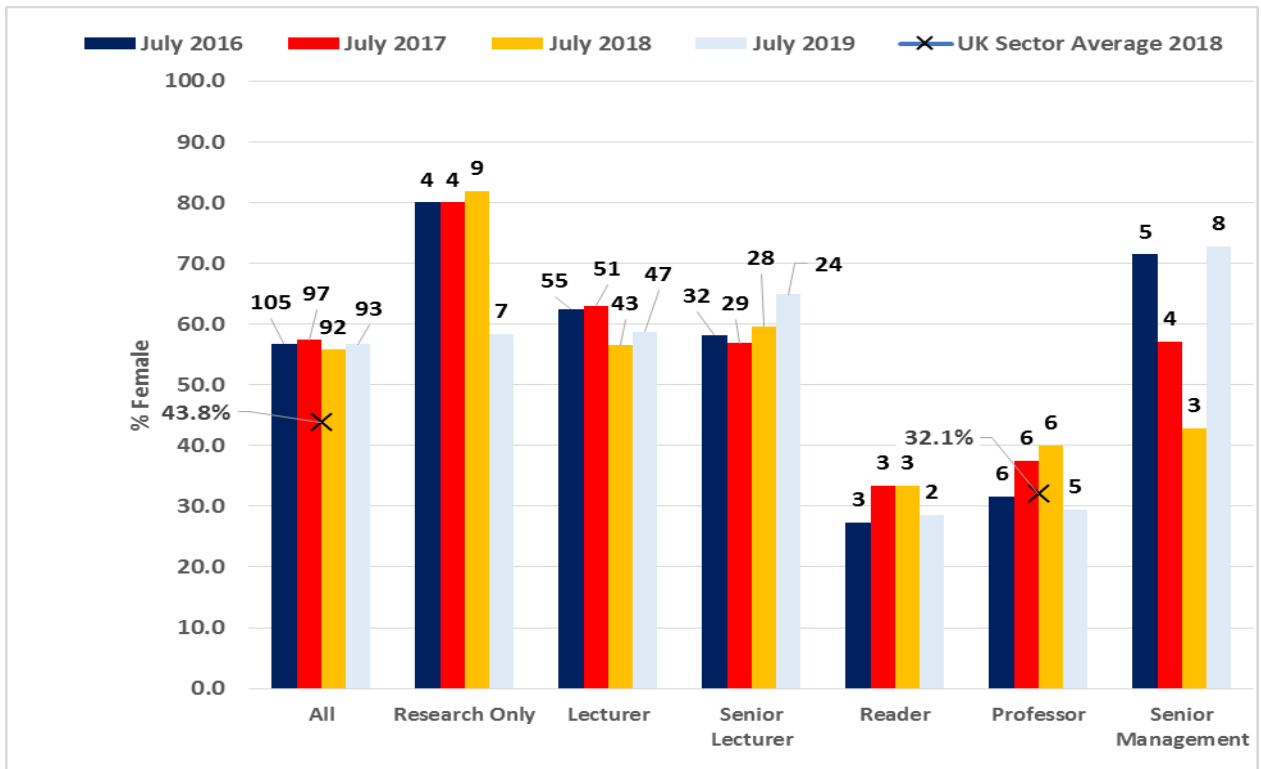
However, the proportion of academic positions held by women in SCEBE remains just below the UK Sector average (26% v 28%), and the number of applications from women is still relatively low (less than 20%). Also men are under-represented in SHLS (27% in 2019) compared with a UK Sector average of 32%. **This is discussed further in Section 5.1 (i) regarding recruitment and Action 5.1 is proposed to address this.**

Photo 2 The Principal and growing female professoriate

Women remain less well represented at professorial level when compared with the position for all academic staff. This is less pronounced in SCEBE but more so in SHLS and GSBS:

- SCEBE: 23% of professors are women : 26% for all academic positions (Figure 4.2).
- SHLS: 54% of professors are women : 73% for all academic positions (Figure 4.3)
- GSBS: 29% of professors are women : 57% for all academic positions (Figure 4.4)

Action 4.1:

Continue to increase the proportion of women in the professoriate across all Schools and in particular in SHLS and GSBS given the relatively high proportion of women in these Schools.

Figure 4.5: GCU Research Staff by Grade and Gender (number and % Female) – 2016 to 2019
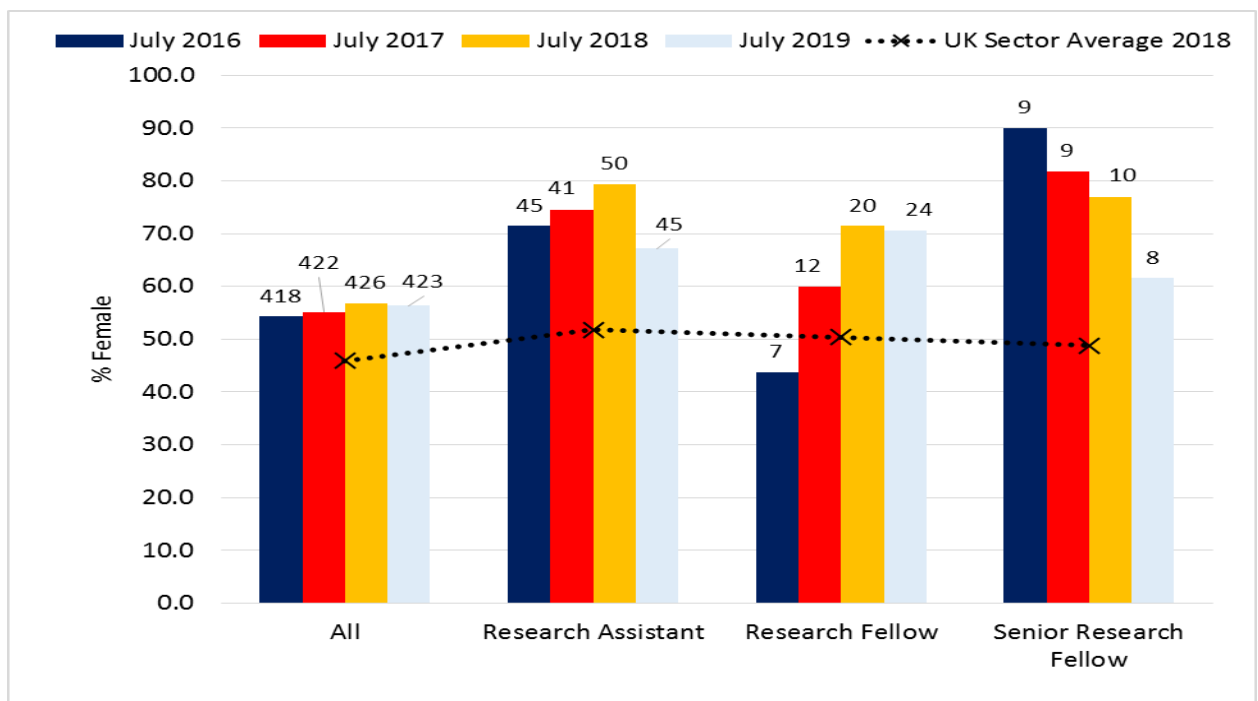
Note: 'All' refers to all academic and research staff

Research Staff (Figure 4.5, Table 4.3)

67% of research positions at GCU were occupied by women in July 2019, which sits above the 56% for all academic positions, is relatively evenly distributed across the three grades and sits above the UK Sector average for each grade. Over the 4-year reporting period the number of researchers has increased from 61 to 77 (26% growth) for women and 28 to 37 (32% growth) for men reflecting a growth in research activity.

Part-time Academic and Research Staff (Figure 4.6, Table 4.7)

In 2019 part-time academic and research staff comprised of 22% of all modes at GCU, lower than the UK sector average of 34% in 2018[9]. The proportion representing part-time women has remained relatively static at 72%, higher than UK sector average of 55%. The low number of part-time female Professors (4 women, 36% in 2019) is reflective of the relatively low number of women in the professoriate for all modes compared with other grades (refer Figure 4.1), which is addressed through **Action 4.1.**

- The sustained higher proportion of part-time women compared with full-time (73% v 52% in 2019) and the relatively even distribution by grade is a positive indicator of the success of our flexible working policy (transition from full-time to part-time) with 70% of applications from women (Table 5:15).

- This is underlined by our Staff Pulse Survey 2019 results with part-time female academic staff responding highly and more positively than full-time staff (Table 4.1).

However, feedback from the SHLS focus group [10], while confirming access to flexible working, pointed to less opportunities for promotion and development, this was also evident in our analysis of promotions (Section 5.1 (iii)) and will be addressed through **Action 5.3 regarding promotion and development for part-time staff.**

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[9] Advance HE Statistical Report 2019, Table 4.3.
[10] SHLS has the largest part-time group (99 staff, 60% of total, 86% F : 24% M)

Figure 4.6: GCU Part-time Academic and Research Staff by Grade and Gender (number and % Female) – 2016 to 2019
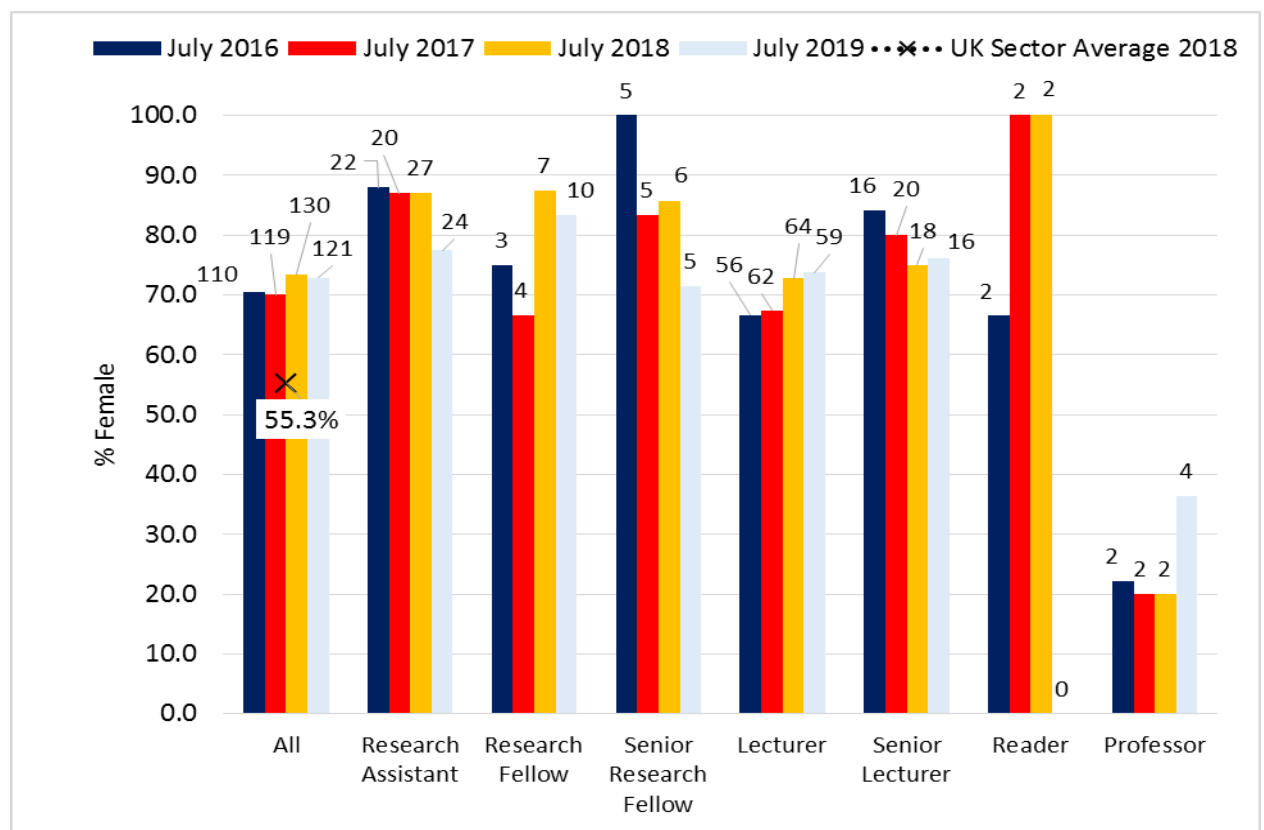
Table 4.1: Staff Pulse Survey 2019 – Part-time and Full-time female academic staff respondents; positive responses[11]

Question/statement	Part-time female respondents "Agree/Tend to Agree"		Diff	Full-time female respondents "Agree/Tend to Agree"	
	N	**%**	**%**	**N**	**%**
"I feel valued at work"	49	77	+19	100	58
"I am satisfied with my current level of learning and development	49	77	+5	124	72
"I feel proud to work for the University"	62	97	+8	154	89
"I feel part of the University"	53	83	+6	130	77
"My immediate manager helps me find a good work-life balance"	51	81	+14	112	67
"Was your PDAR discussion useful for you?"	43 'Yes'	74 'Yes'	+10	107 'Yes'	64 'Yes'

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[11] 63 part-time female respondents (52% of population), 170 full-time female respondents (56% of population).

Academic Staff - Intersectionality between Gender and Ethnicity

- BME women represent a smaller proportion of the total number of staff compared with BME men (3.6% v 7.3% in 2019, Figure 4.7(a)[12]).

- There is a significant gap (circa 10%) between the proportion of female staff that are BME compared with the corresponding figure for male staff (6.4% v 16.8% in 2019) (Figure 4.7(b)).

- The proportion of female staff that are BME also lies well below the corresponding UK Sector Average [13] (5.2% v 14.7% in 2018, Figure 4.7(b)).

- Examining the above by grade/role also points to the relative under representation of BME women across all grades (Figure 4.7(c)).

Although there has been some improvement from 2016 there remains a significant under representation of female BME staff, particularly in SHLS which had less than 2% of its female staff identifying as BME.

We established a Tackling Racism Group in August 2020 to advance race equality at GCU **(refer Action 4.2 and 4.5)** and will increase our efforts to attract more female BME staff and build on our generally good work around recruitment, career development and promotions (Refer to Section 5.1 (iii) Promotions).

Action 4.2:

Increase the number of female BME academic staff as a proportion of the number of female academic staff.

Word Count: 805

Figure 4.7(a): Ethnicity Analysis of Academic and Research Staff – Proportions of different intersectional groups– 2016 to 2019

	July 2016	July 2017	July 2018	July 2019
UD M%	0.3%	0.3%	0.3%	0.3%
UD F%	0.4%	0.5%	0.5%	0.7%
White M%	39.1%	38.3%	36.5%	36.1%
White F%	51.4%	52.2%	53.3%	52.1%
BME M%	6.4%	6.3%	6.5%	7.3%
BME F%	2.5%	2.5%	2.9%	3.6%

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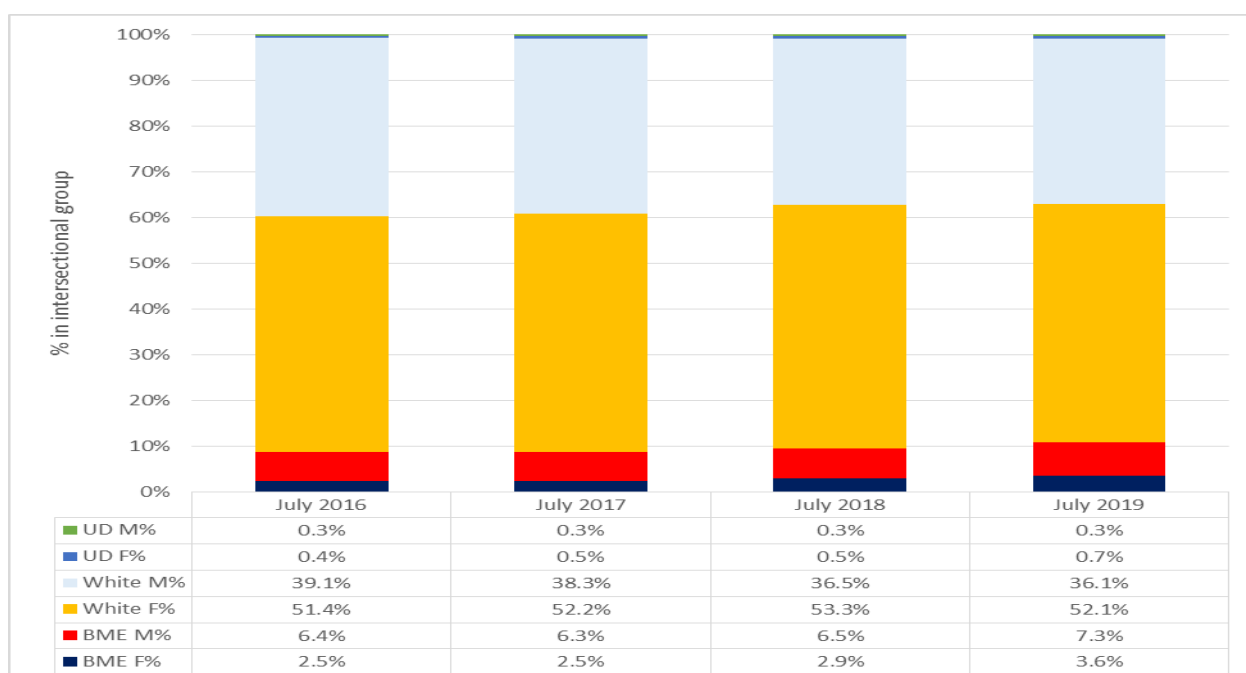
[12] Undisclosed ethnicity by gender is less than 0.7%
[13] Advance HE Statistical Report 2019 – Table 5.7

Figure 4.7(b): Ethnicity Analysis of Academic and Research Staff – Proportion of BME Staff by Gender (Numbers in Table 4.2)
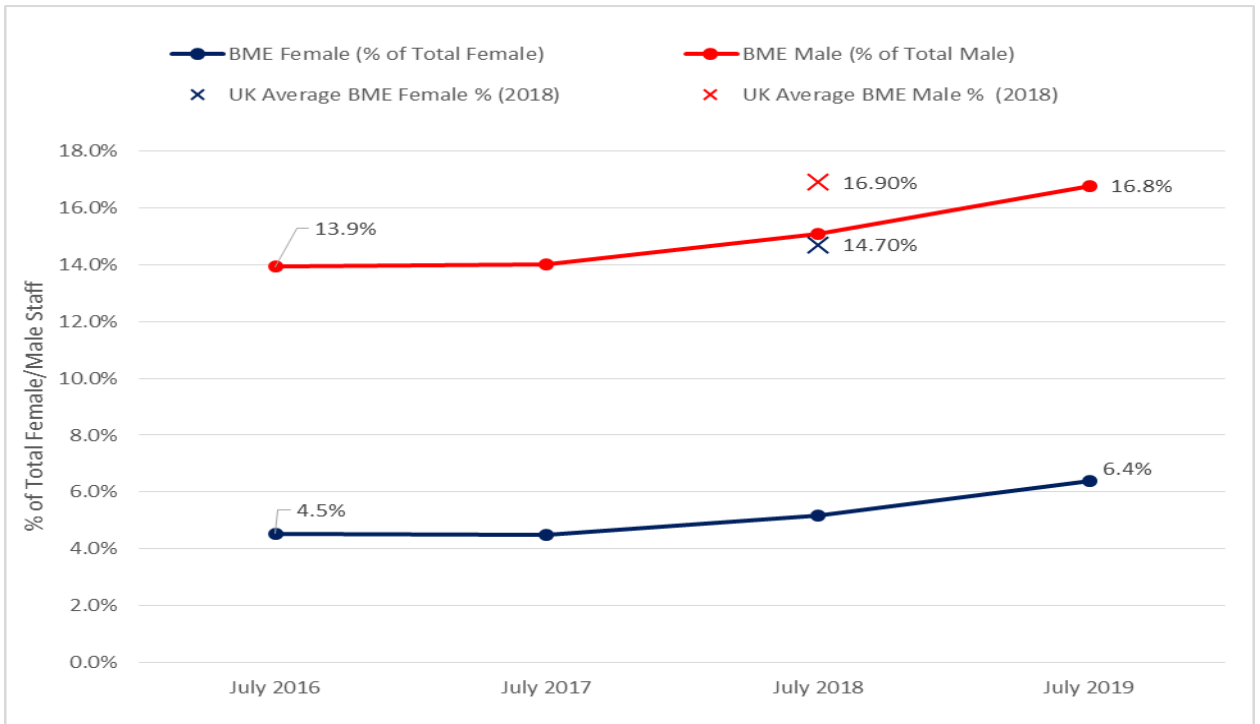
Figure 4.7(c): Ethnicity Analysis of Academic and Research Staff – Proportion and Number of BME Staff by Gender and Grade – July 2019
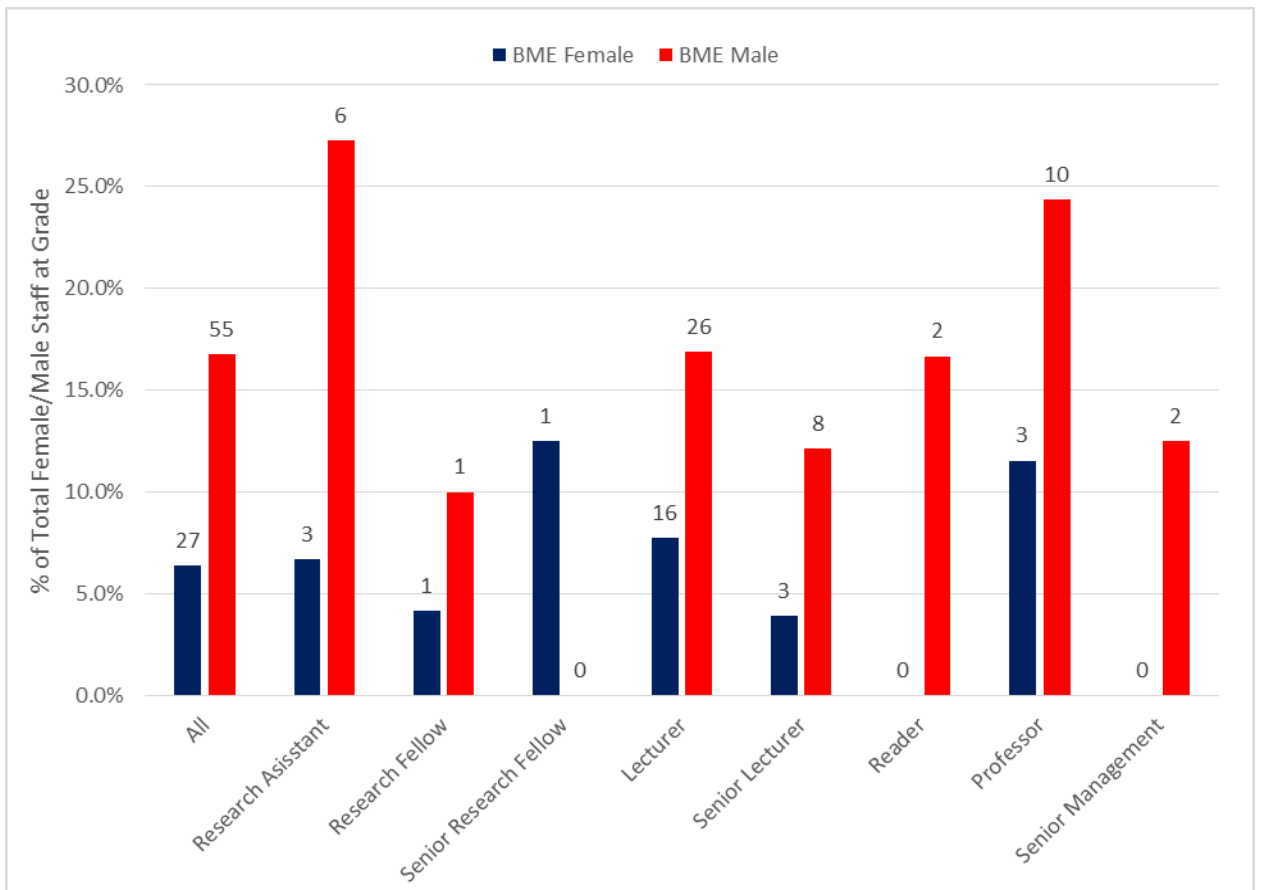
Table 4.2: GCU Academic and Research Staff Numbers by Ethnicity and Gender – 2016 to 2019

Year	BME		White		Undisclosed		Total Female	Total Male	Total
	Female	Male	Female	Male	Female	Male			
2016	19	49	396	301	3	2	418	352	770
2017	19	48	399	293	4	2	422	343	765
2018	22	49	400	274	4	2	426	325	751
2019	27	55	391	271	5	2	423	328	751

Table 4.3: GCU Academic and Research Staff by Grade and Gender – 2016 to 2019

Role	Female		Male			Benchmark
	N	%	N	%	Total	% Female
July 2016						
All	**418**	**54.3**	**352**	**45.7**	**770**	**45.3**
Other	4	57.1	3	42.9	7	
Research Assistant	45	71.4	18	28.6	63	
Research Fellow	7	43.8	9	56.3	16	
Senior Research Fellow	9	90.0	1	10.0	10	
Lecturer	211	57.0	159	43.0	370	
Senior Lecturer	95	54.0	81	46.0	176	
Reader	10	38.5	16	61.5	26	
Professor	24	33.8	47	66.2	71	
Senior Management	13	41.9	18	58.1	31	
July 2017						
All	**422**	**55.2**	**343**	**44.8**	**765**	**45.7**
Other	4	66.7	2	33.3	6	
Research Assistant	41	74.5	14	25.5	55	
Research Fellow	12	60.0	8	40.0	20	
Senior Research Fellow	9	81.8	2	18.2	11	
Lecturer	217	57.0	164	43.0	381	
Senior Lecturer	90	52.6	81	47.4	171	
Reader	9	40.9	13	59.1	22	
Professor	28	40.0	42	60.0	70	
Senior Management	12	41.4	17	58.6	29	
July 2018						
All	**426**	**56.7**	**325**	**43.3**	**751**	**45.9**
Other	4	57.1	3	42.9	7	
Research Assistant	50	79.4	13	20.6	63	51.8
Research Fellow	20	71.4	8	28.6	28	50.4
Senior Research Fellow	10	76.9	3	23.1	13	48.8
Lecturer	205	57.3	153	42.7	358	50.4
Senior Lecturer	89	53.6	77	46.4	166	48.8
Reader	9	40.9	13	59.1	22	40.3
Professor	27	40.9	39	59.1	66	25.5
Senior Management	12	42.9	16	57.1	28	37.6
July 2019						
All	**423**	**56.3**	**328**	**43.7**	**751**	
Other	3	60.0	2	40.0	5	
Research Assistant	45	67.2	22	32.8	67	
Research Fellow	24	70.6	10	29.4	34	
Senior Research Fellow	8	61.5	5	38.5	13	
Lecturer	207	57.3	154	42.7	361	
Senior Lecturer	77	53.8	66	46.2	143	
Reader	5	29.4	12	70.6	17	
Professor	26	38.8	41	61.2	67	
Senior Management	28	63.6	16	36.4	44	

Benchmark: The above are for UK sector, 2017/18, from Table 4.8 (Contract Level) Advance HE Statistical Report 2019. The Benchmark for Senior Management (SM) used is based on the SM grades included at GCU, for all SM grades the benchmark would be 31.3% (Table 4.16).

Table 4.4: SCEBE (STEMM) Academic and Research Staff by Grade and Gender - 2016 to 2019

Role	Female		Male		All
	N	%	N	%	Total
July 2016					
All	**44**	**22.1**	**155**	**77.9**	**199**
Other	0	0.0	0	0.0	0
Research Only	6	35.3	11	64.7	17
Lecturer	23	23.0	77	77.0	100
Senior Lecturer	11	22.0	39	78.0	50
Reader	2	33.3	4	66.7	6
Professor	2	11.8	15	88.2	17
Senior Management	0	0.0	9	100.0	9
July 2017					
All	**44**	**21.6**	**160**	**78.4**	**204**
Other	0	0.0	0	0.0	0
Research Only	3	23.1	10	76.9	13
Lecturer	25	22.9	84	77.1	109
Senior Lecturer	10	20.8	38	79.2	48
Reader	0	0.0	3	100.0	3
Professor	6	27.3	16	72.7	22
Senior Management	0	0.0	9	100.0	9
July 2018					
All	**46**	**24.2**	**144**	**75.8**	**190**
Other	0	0.0	0	0.0	0
Research Only	4	30.8	9	69.2	13
Lecturer	26	26.0	74	74.0	100
Senior Lecturer	9	20.0	36	80.0	45
Reader	0	0.0	2	100.0	2
Professor	6	28.6	15	71.4	21
Senior Management	1	11.1	8	88.9	9
July 2019					
All	**51**	**26.3**	**143**	**73.7**	**194**
Other	0	0.0	0	0.0	0
Research Only	7	36.8	12	63.2	19
Lecturer	29	29.0	71	71.0	100
Senior Lecturer	6	16.2	31	83.8	37
Reader	0	0.0	2	100.0	2
Professor	5	22.7	17	77.3	22
Senior Management	4	28.6	10	71.4	14
Benchmark: Based on School Subject Areas women constitute **27.7%** of all academic and research staff. For all STEMM subjects women constitute 42.2% of all academic and research staff, **21.3%** of all Professors and 44.7% of non-Professors (Table 4.13 and 4.15 Advance HE Statistical Report 2019)					

Table 4.5: SHLS (STEMM) Academic and Research Staff by Grade and Gender – 2016 to 2019

Role	Female		Male		All
	N	%	N	%	Total
July 2016					
All	**238**	**72.8**	**89**	**27.2**	**327**
Other	4	57.1	3	42.9	7
Research Only	42	80.8	10	19.2	52
Lecturer	125	77.6	36	22.4	161
Senior Lecturer	45	72.6	17	27.4	62
Reader	4	50.0	4	50.0	8
Professor	12	41.4	17	58.6	29
Senior Management	6	75.0	2	25.0	8
July 2017					
All	**250**	**75.3**	**82**	**24.7**	**332**
Other	4	66.7	2	33.3	6
Research Only	46	85.2	8	14.8	54
Lecturer	131	78.9	35	21.1	166
Senior Lecturer	44	72.1	17	27.9	61
Reader	5	55.6	4	44.4	9
Professor	14	50.0	14	50.0	28
Senior Management	6	75.0	2	25.0	8
July 2018					
All	**255**	**75.4**	**83**	**24.6**	**338**
Other	4	57.1	3	42.9	7
Research Only	56	87.5	8	12.5	64
Lecturer	126	77.8	36	22.2	162
Senior Lecturer	44	72.1	17	27.9	61
Reader	6	60.0	4	40.0	10
Professor	13	50.0	13	50.0	26
Senior Management	6	75.0	2	25.0	8
July 2019					
All	**243**	**73.4**	**88**	**26.6**	**331**
Other	3	60.0	2	40.0	5
Research Only	50	78.1	14	21.9	64
Lecturer	122	75.3	40	24.7	162
Senior Lecturer	39	70.9	16	29.1	55
Reader	3	42.9	4	57.1	7
Professor	13	54.2	11	45.8	24
Senior Management	13	92.9	1	7.1	14

Benchmark: Based on School Subject Areas women constitute **67.9%** of all academic and research staff. For all STEMM subjects women constitute 42.2% of all academic and research staff, **21.3%** of all Professors and 44.7% of non-Professors (Table 4.13 and 4.15 Advance HE Statistical Report 2019)

Table 4.6: GSBS (AHSSBL) Academic and Research Staff by Grade and Gender – 2016 to 2019

Role	Female N	Female %	Male N	Male %	All Total
July 2016					
All	**105**	**56.8**	**80**	**43.2**	**185**
Other	0	0.0	0	0.0	0
Research Only	4	80.0	1	20.0	5
Lecturer	55	62.5	33	37.5	88
Senior Lecturer	32	58.2	23	41.8	55
Reader	3	27.3	8	72.7	11
Professor	6	31.6	13	68.4	19
Senior Management	5	71.4	2	28.6	7
July 2017					
All	**97**	**57.4**	**72**	**42.6**	**169**
Other	0	0.0	0	0.0	0
Research Only	4	80.0	1	20.0	5
Lecturer	51	63.0	30	37.0	81
Senior Lecturer	29	56.9	22	43.1	51
Reader	3	33.3	6	66.7	9
Professor	6	37.5	10	62.5	16
Senior Management	4	57.1	3	42.9	7
July 2018					
All	**92**	**55.8**	**73**	**44.2**	**165**
Other	0	0.0	0	0.0	0
Research Only	9	81.8	2	18.2	11
Lecturer	43	56.6	33	43.4	76
Senior Lecturer	28	59.6	19	40.4	47
Reader	3	33.3	6	66.7	9
Professor	6	40.0	9	60.0	15
Senior Management	3	42.9	4	57.1	7
July 2019					
All	**93**	**56.7**	**71**	**43.3**	**164**
Other	0	0.0	0	0.0	0
Research Only	7	58.3	5	41.7	12
Lecturer	47	58.8	33	41.3	80
Senior Lecturer	24	64.9	13	35.1	37
Reader	2	28.6	5	71.4	7
Professor	5	29.4	12	70.6	17
Senior Management	8	72.7	3	27.3	11

Benchmark: Based on School Subject Areas women constitute **43.8 %** of all academic and research staff. For all AHSSBL subjects women constitute 50.4% off all academic and research staff, **32.1%** of all Professors and 52.2% of non-Professors (Table 4.14 and 4.15 Advance HE Statistical Report 2019)

Table 4.7: GCU Part-time Academic and Research Staff by Grade and Gender – 2016 to 2019

Role	Female		Male		All
	N	%	N	%	Total
July 2016					
All	**110**	**70.5**	**46**	**29.5**	**156**
Other	4	66.7	2	33.3	6
Research Assistant	22	88.0	3	12.0	25
Research Fellow	3	75.0	1	25.0	4
Senior Research Fellow	5	100.0	0	0.0	5
Lecturer	56	66.7	28	33.3	84
Senior Lecturer	16	84.2	3	15.8	19
Reader	2	66.7	1	33.3	3
Professor	2	22.2	7	77.8	9
Senior Management	0	0.0	1	100.0	1
July 2017					
All	**119**	**70.0**	**51**	**30.0**	**170**
Other	4	80.0	1	20.0	5
Research Assistant	20	87.0	3	13.0	23
Research Fellow	4	66.7	2	33.3	6
Senior Research Fellow	5	83.3	1	16.7	6
Lecturer	62	67.4	30	32.6	92
Senior Lecturer	20	80.0	5	20.0	25
Reader	2	100.0	0	0.0	2
Professor	2	20.0	8	80.0	10
Senior Management	0	0.0	1	100.0	1
July 2018					
All	**130**	**73.4**	**47**	**26.6**	**177**
Other	4	66.7	2	33.3	6
Research Assistant	27	87.1	4	12.9	31
Research Fellow	7	87.5	1	12.5	8
Senior Research Fellow	6	85.7	1	14.3	7
Lecturer	64	72.7	24	27.3	88
Senior Lecturer	18	75.0	6	25.0	24
Reader	2	100.0	0	0.0	2
Professor	2	20.0	8	80.0	10
Senior Management	0	0.0	1	100.0	1
July 2019					
All	**121**	**72.9**	**45**	**27.1**	**166**
Other	3	75.0	1	25.0	4
Research Assistant	24	77.4	7	22.6	31
Research Fellow	10	83.3	2	16.7	12
Senior Research Fellow	5	71.4	2	28.6	7
Lecturer	59	73.8	21	26.3	80
Senior Lecturer	16	76.2	5	23.8	21
Reader	0	0.0	0	0.0	0
Professor	4	36.4	7	63.6	11
Senior Management	0	0.0	0	0.0	0
Benchmark: UK Sector Average for 2018 - 34% of academic staff are part-time of which 55% are women (Table 4.3 - Advance HE Statistical Report 2019)					

Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

GCU does not have any zero-hours contracts.

In 2016 we introduced a revised resourcing approval process to ensure fixed-term contracts were justified as either for maternity/absence cover or less than 2 years funded posts. This has limited the growth in fixed-term contracts, as outlined below, to those meeting the criteria, avoiding arbitrary and inconsistent use of these contracts.

- The number of fixed-term academic positions at GCU, from 2016, increased from 55 (13%) to 75 (18%) for women, whereas for men this decreased from 43 (12%) to 36 (11%), both are well below sector averages (Figure 4.8/Table 4.9).

- The overall rise in the number of women on fixed-term contracts has primarily been driven by an increase of 28% (+25) in Research-Only (externally funded) positions with women securing 60% of these.

- For the Teaching and Research function only 5% of contracts are fixed-term, typically 30 in any one year (Table 4.9). More than 70% of these posts relate to fixed-term absence/maternity cover with the remainder based on short-term funded posts.

Figure 4.8: GCU Academic and Research Staff on Fixed-term and Open-ended Contracts by Gender (number and %) – 2016 to 2019
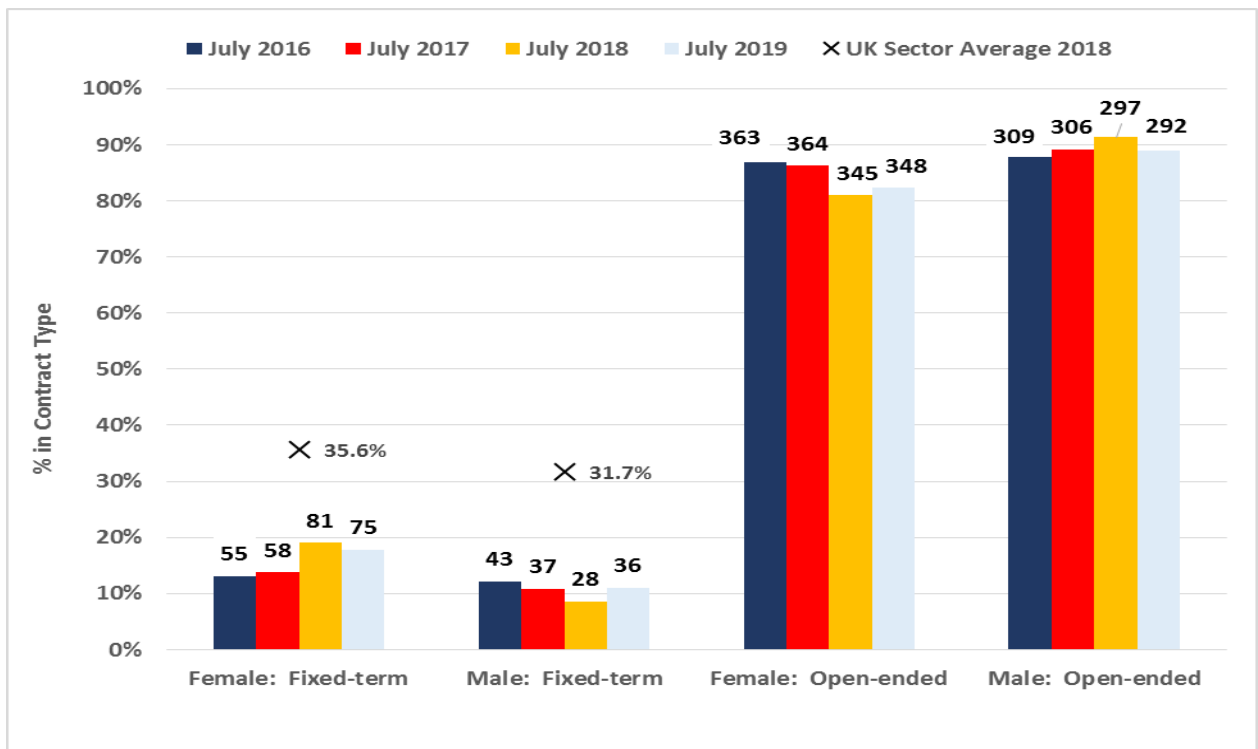
Staff on fixed-term contracts are provided with opportunities to access a full range of training and career support commensurate with their role (refer Section 5.3), including promotion, and are encouraged to apply for open-ended contracts. The generally positive experience of female staff on fixed-term contracts is underlined by our Staff Pulse Survey 2019 results with fixed-term staff responding highly and more positively than open-ended contract staff (Table 4.8).

Table 4.8: Staff Pulse Survey 2019 – Female academic and research staff respondents by fixed-term and open-ended contracts; positive responses [14].

Question/statement	Female respondents on fixed-term contracts "Agree/Tend to Agree"		Diff	Female respondents on open-ended contracts "Agree/Tend to Agree"	
	N	%	%	N	%
"I feel valued at work"	32	78	+18	117	60
"I am satisfied with my current level of learning and development	34	83	+12	139	71
"I feel proud to work for the University"	39	95	+5	177	90
"I feel part of the University"	33	80	+4	150	76
"My immediate manager helps me find a good work-life balance"	38	93	+27	125	66
"Was your PDAR discussion useful for you?"	29 'Yes'	83 'Yes'	+19	121 'Yes'	64 'Yes'

While effective routine monitoring of the gender balance on fixed-term contracts is in place, comprehensive information on the destination of those leaving due to the end of a fixed-term contract is not routinely collected. **We are reviewing and developing our current processes to address this – Action 4.3.**

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[14] 40 fixed-term female respondents (53% of population), 348 open-ended female respondents (56% of population)

Table 4.9: GCU Academic and Research Staff on Fixed-term and Open-ended Contracts by Gender and Contract Function – 2016 to 2019

Contract Terms	July 2016		July 2017		July 2018		July 2019	
	Female	Male	Female	Male	Female	Male	Female	Male
All Academic and Research Staff								
Fixed-term	55	43	58	37	81	28	75	36
Open-ended	363	309	364	306	345	297	348	292
Total	**418**	**352**	**422**	**343**	**426**	**325**	**423**	**328**
% on fixed-term contract	13.2	12.2	13.7	10.8	19.0	8.6	17.7	11.0
Teaching and Research								
Fixed-term	15	19	19	16	20	11	19	9
Open-ended	322	292	323	288	304	276	308	270
Total	**337**	**311**	**342**	**304**	**324**	**287**	**327**	**279**
% on fixed-term contract	4.5	6.1	5.6	5.3	6.2	3.8	5.8	3.2
Research only								
Fixed-term	38	18	38	14	56	13	53	25
Open-ended	23	10	24	10	24	11	24	12
Total	**61**	**28**	**62**	**24**	**80**	**24**	**77**	**37**
% on fixed-term contract	62.3	64.3	61.3	58.3	70.0	54.2	68.8	67.6
Teaching only								
Fixed-term	2	6	1	7	5	4	3	2
Open-ended	17	5	16	7	17	10	16	10
Total	**19**	**11**	**17**	**14**	**22**	**14**	**19**	**12**
% on fixed-term contract	10.5	54.5	5.9	50.0	22.7	28.6	15.8	16.7
Neither Teaching nor Research								
Fixed-term	0	0	0	0	0	0	0	0
Open-ended	1	2	1	1	0	0	0	0
Total	**1**	**2**	**1**	**1**	**0**	**0**	**0**	**0**
% on fixed-term contract	0	0	0	0	0	0	0	0

Benchmark: In 2017/18 for the UK sector 35.6% of female academic staff and 31.7% of male academic staff occupied fixed-term contracts (Table 4.4 Advance HE Statistical Report 2019)

Word Count: 270

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

The majority of staff (81%) are on Teaching and Research contracts with 15% Research-Only and 4% Teaching-Only (Table 4.10). In 2019, 18% of the contracts held by women were Research-Only compared with 11% for men (both lower than sector averages in 2017/18, of 24% for women and 23% for men) – Figure 4.9.

The overall increase and the larger proportion of women on Research-Only contracts (Figure 4.9) reflects success at GCU in obtaining research funding, particularly in SHLS which has 67% of these contracts and a discipline area more likely to attract women. In

addition, there is an equitable distribution by grade (Figure 4.5) and these staff are also provided with opportunities to develop skills around teaching as outlined in Section 5.3 (iii).

Those on Teaching-Only contract functions, 31 staff in 2019, are mainly in junior grades and can and do access training and career development opportunities commensurate with their role and as discussed during PDAR (Refer Section 5.3).

> **Impact Statement: Figure 4.9**
>
> **Issue/Goal:** Limit the number of Teaching-Only contracts to under 10%.
>
> **Action:** 2017 policy update
> - Teaching-Only contract function to be utilised on specific teaching only roles such as visiting clinicians and Academic Development Tutors.
>
> **Outcome:**
> - ✓ We have successfully limited Teaching-Only contract functions held by women to less than 10% and significantly less than that for the UK sector, 4.5% compared with 33%.

Word Count: 227

Figure 4.9: GCU Academic and Research Staff by Contract Function and Gender (number and %) – 2016 to 2019 (Data in Table 4.10)
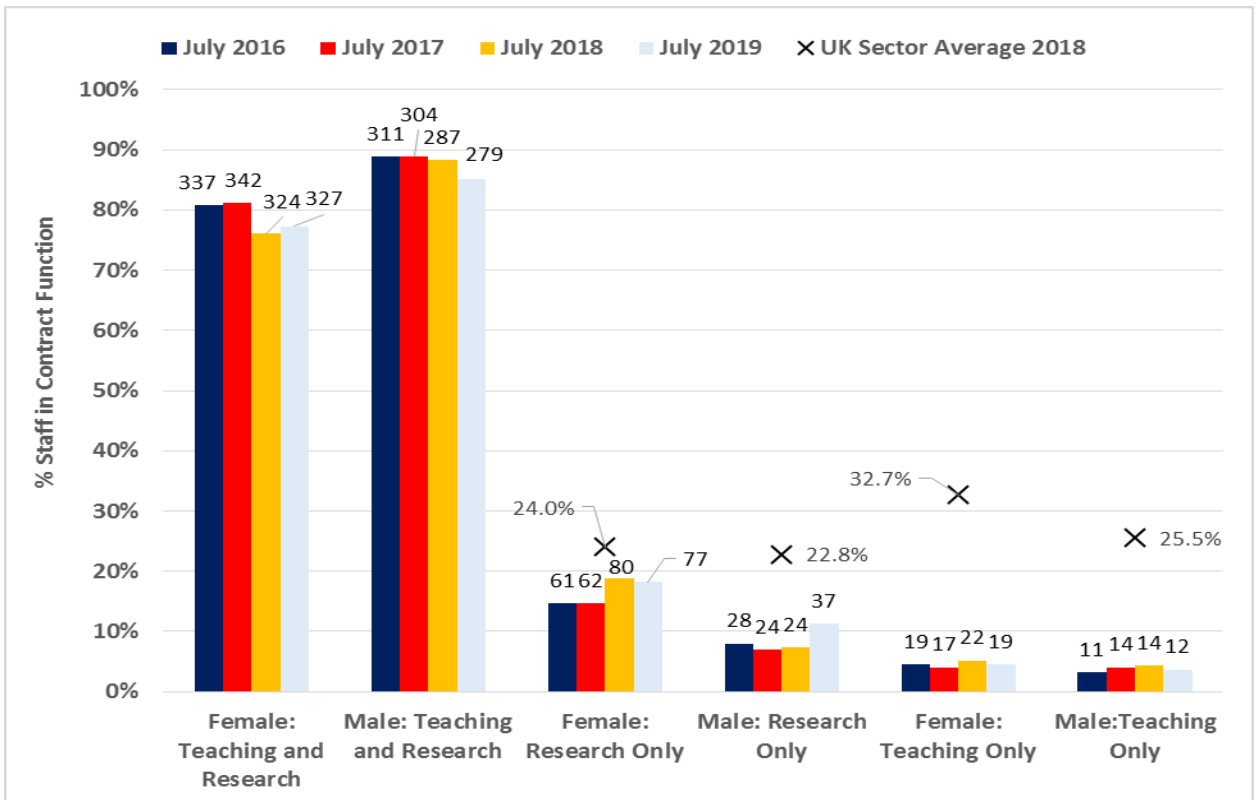
Table 4.10: GCU Academic and Research Staff by Contract Function and Gender – 2016 to 2019

Terms	July 2016		July 2017		July 2018		July 2019		
	F	M	F	M	F	M	F	M	Total
Teaching and Research	337	311	342	304	324	287	327	279	606
Research Only	61	28	62	24	80	24	77	37	114
Teaching Only	19	11	17	14	22	14	19	12	31
Total	417	350	421	342	426	325	423	328	751
% Research Only	14.6	8.0	14.7	7.0	18.8	7.4	18.2	11.3	15.2
% Teaching Only	4.6	3.1	4.0	4.1	5.2	4.3	4.5	3.7	4.1

Benchmark: In 2017/18 for the UK sector 24.0% of contracts held by women were Research-Only and 32.7% were Teaching-Only. (Table 4.11 Advanced HE Statistical Report 2019)

(iv)   Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Staff Turnover – Figures 4.10, 4.11 and Table 4.11

- The average turnover rate for academic staff at GCU is 13.4% for women (UK average 18.8%) and 12.8% for men (UK average 16.9%).

- We have lower turnover rates for women relative to men for Research, SL, Professor and SM.

- There is a typically high turnover rate for Researchers (33%) due to end of fixed-term contracts and this impacts on overall rate for women as 67% of Researchers are women.

The reasons for leaving for academic staff were distributed across the four categories as shown in Figure 4.12 with a broadly similar distribution for female and male leavers with the exception of 'Other'.

In 2017/18 we introduced a Mutual Severance Scheme (MSS), to provide the headroom for strategic investment in areas of strength. This resulted in:

- 52 staff leaving under MSS, 98% of those recorded as 'Other', with less impact on female staff numbers compared with men (F 6% : M 8% reduction) and with four male and no female Senior Managers leaving.

Figure 4.10: GCU Academic and Research Staff Leavers as Proportion of those in Grade (Turnover) by Gender for 2015 to 2019 (Data in Table 4.11)
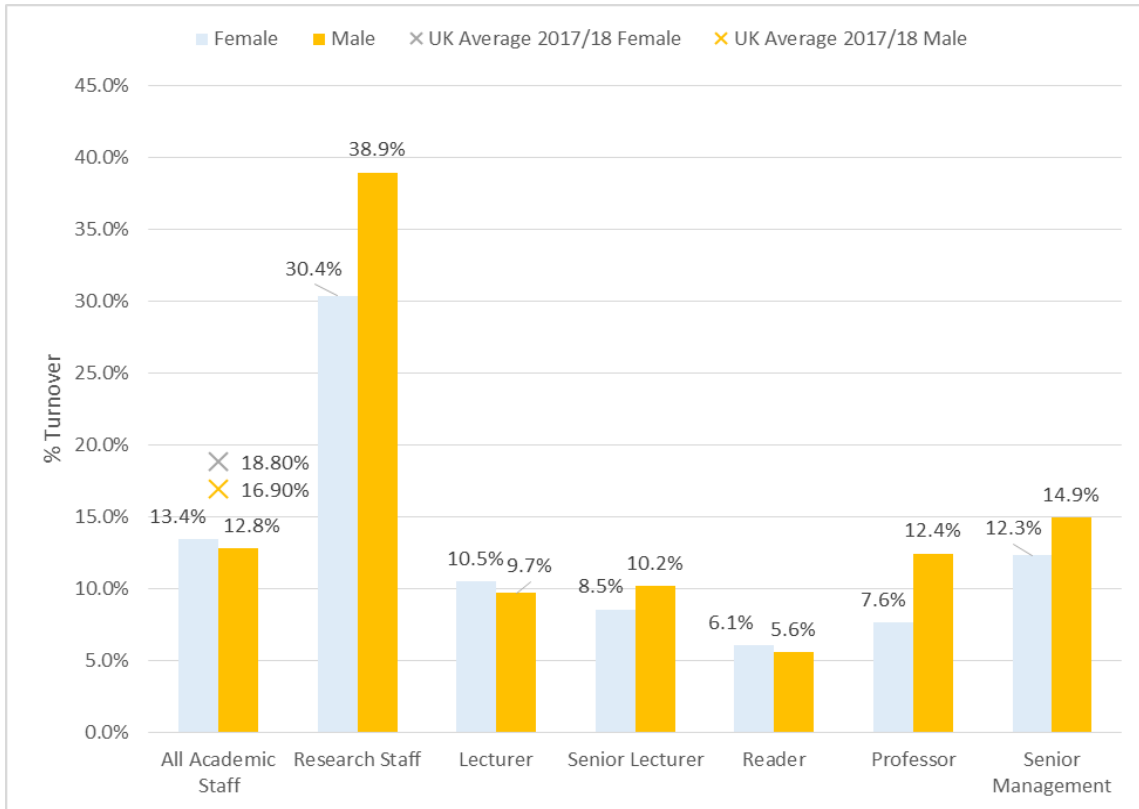
Figure 4.11: GCU Academic and Research Staff Leavers by Grade and Gender for 2015 to 2019

	Research Staff	Lecturer	Senior Lecturer	Reader	Professor	Senior Management
Female	85	88	30	2	8	8
Male	44	61	31	3	21	10
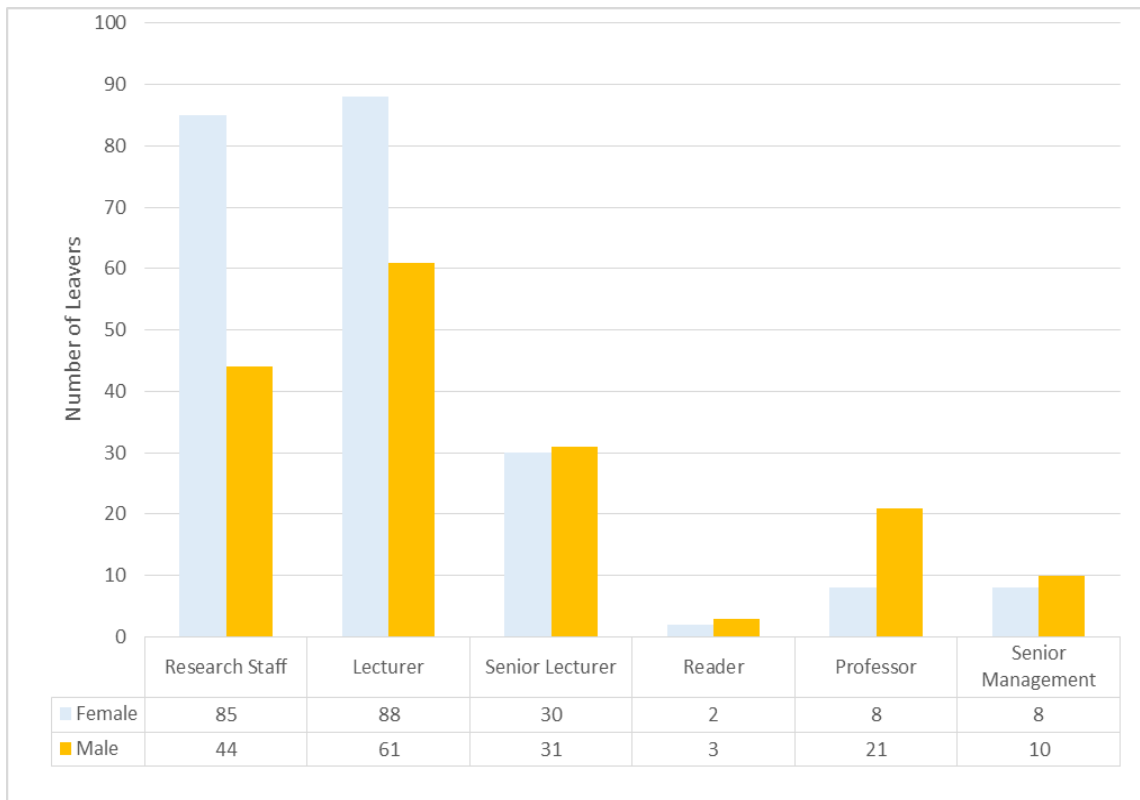
Figure 4.12: Academic and Research Staff Leavers – Reasons for Leaving – 2015 to 2019

	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Total
	2015/16		2016/17		2017/18		2018/19		4-year avg.		
Retirement	6	6	1	5	2	1	6	6	4	5	8
Resignation	27	10	12	11	17	12	18	15	19	12	31
End of FT	25	16	18	15	17	14	27	11	22	14	36
Other	8	6	12	12	27	26	4	6	13	13	25
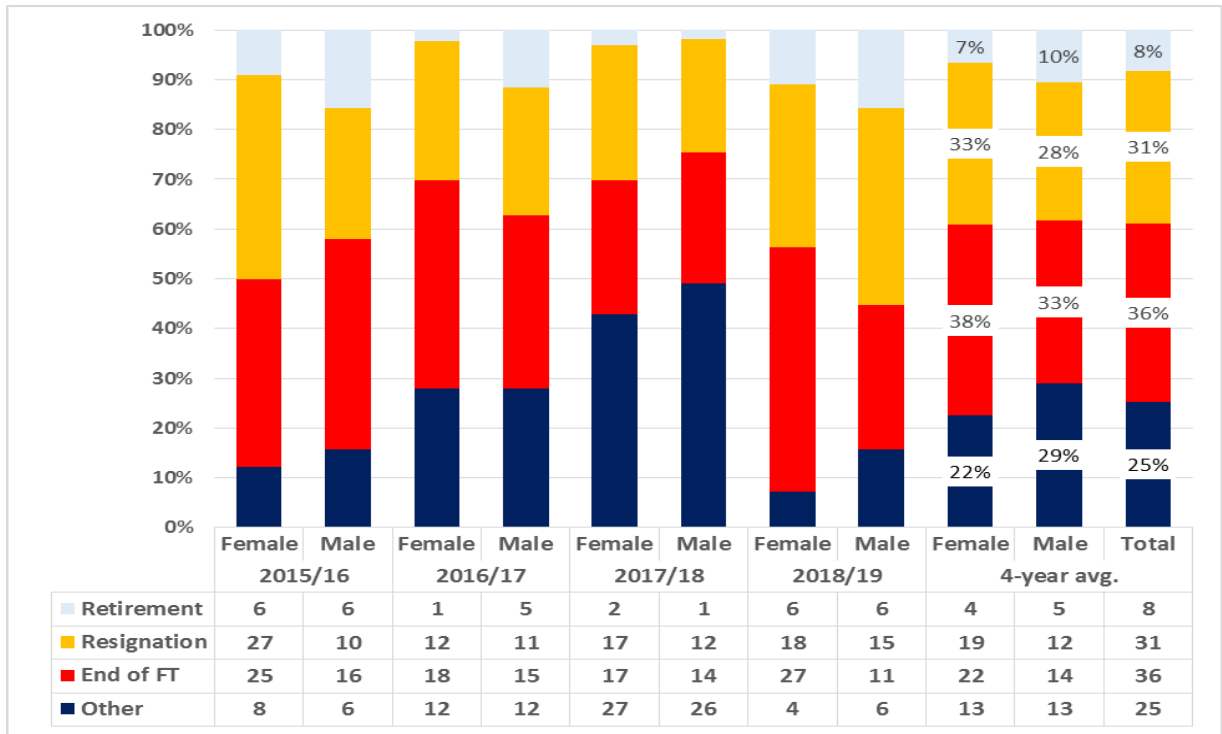
Leavers by School

There are only small differences in the turnover rate of academic staff, by gender, between the Schools, this was found to be about the same or lower for women compared to men - Figure 4.13. However, the turnover rate for female academic staff located outwith Schools, consisting of 60 staff, was much higher at 27% for women and 19% for men. This is due to the high proportion of fixed-term researchers located outwith Schools in the Yunus Research Centre.

Figure 4.13: Academic and Research Staff Turnover (%) and number of leavers (4-year average) by School and Gender
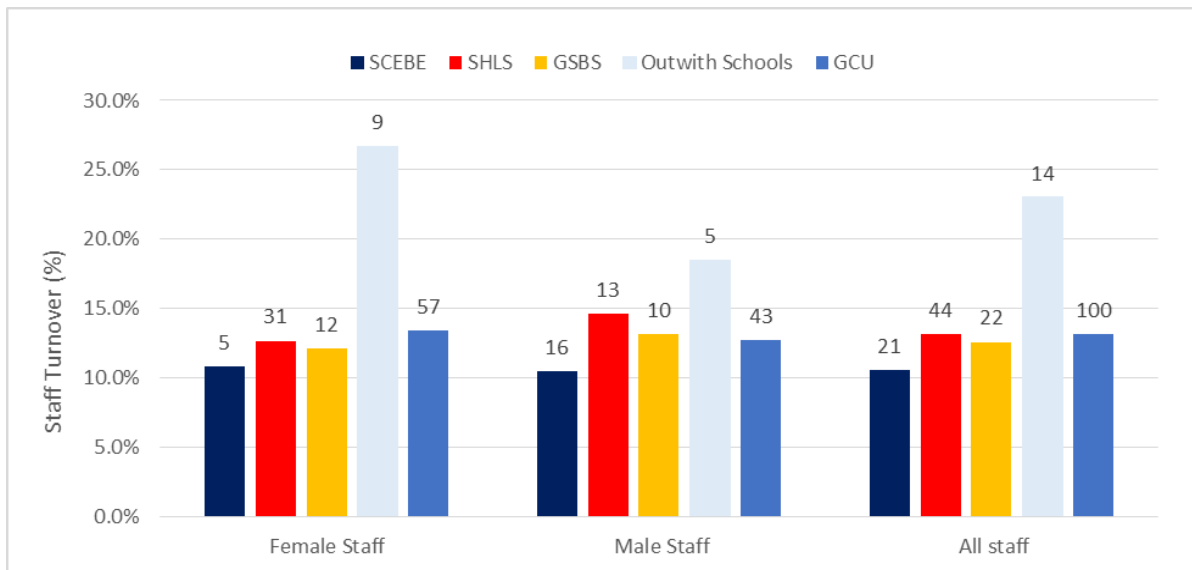
Impact Statement: Figure 4.10

Issues/Goal: Lower turnover rates for women in senior roles relative to men.

Action:

- The provision of a supportive and value led work environment (81% of female and 81% of male respondents said they felt valued at work [15]), confirmed by focus groups.
- A strategically aligned and equality impact assessed Mutual Severance Scheme (2017/18) which has contributed to the relatively lower turnover rates of women in senior roles compared with men.

Outcome:

- ✓ Turnover rate for women in senior roles lower than for men.

Our analysis also highlighted the need to obtain more comprehensive and systematic feedback on reasons for leaving including destination. In 2016 we invested in an externally administered exit survey for all staff aimed at addressing this and setting a target of a 75% completion rate. Due to relatively low completion rates (39% in 2019) and difficulties in systematically interrogating the information we are reviewing current arrangements and are introducing a more effective process to provide a comprehensive picture.

Action 4.3 :

Consistently obtain comprehensive feedback on reasons for leaving for academic and professional support staff.

Word Count: 328

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[15] 2019 Staff Pulse Survey – Academic and Research Staff

Table 4.11: Academic Staff Leavers by Grade and Gender – 2015 to 2019

Role	Female		Male		Total	
	N	%	N	%	Numbers	%
2015-2016						
All Academic Staff	**66**	**63.5**	**38**	**36.5**	**104**	**100.0**
Other	5	100.0	0	0.0	5	4.8
Research Staff	25	67.6	12	32.4	37	35.6
Lecturer	22	68.8	10	31.3	32	30.8
Senior Lecturer	7	41.2	10	58.8	17	16.3
Reader	0	0.0	0	0.0	0	0.0
Professor	5	55.6	4	44.4	9	8.7
Senior Management	2	50.0	2	50.0	4	3.8
2016-2017						
All Academic Staff	**43**	**50.0**	**43**	**50.0**	**86**	**100.0**
Other	0	0.0	1	100.0	1	1.2
Research Staff	18	58.1	13	41.9	31	36.0
Lecturer	15	51.7	14	48.3	29	33.7
Senior Lecturer	8	66.7	4	33.3	12	14.0
Reader	0	0.0	1	100.0	1	1.2
Professor	0	0.0	8	100.0	8	9.3
Senior Management	2	50.0	2	50.0	4	4.7
2017-2018						
All Academic Staff	**63**	**54.3**	**53**	**45.7**	**116**	**100.0**
Other	0	0.0	0	0.0	0	0.0
Research Staff	14	53.8	12	46.2	26	22.4
Lecturer	33	62.3	20	37.7	53	45.7
Senior Lecturer	9	45.0	11	55.0	20	17.2
Reader	2	66.7	1	33.3	3	2.6
Professor	3	42.9	4	57.1	7	6.0
Senior Management	2	28.6	5	71.4	7	6.0
2018-2019						
All Academic Staff	**55**	**59.1**	**38**	**40.9**	**93**	**100.0**
Other	1	50.0	1	50.0	2	2.2
Research Staff	28	80.0	7	20.0	35	37.6
Lecturer	18	51.4	17	48.6	35	37.6
Senior Lecturer	6	50.0	6	50.0	12	12.9
Reader	0	0.0	1	100.0	1	1.1
Professor	0	0.0	5	100.0	5	5.4
Senior Management	2	66.7	1	33.3	3	3.2
Leavers 4-year average	**57**	**56.9**	**43**	**43.1**	**100**	
Academic Staff 4-year avg	**422**	**55.6**	**337**	**44.4**	**759**	
Average Turnover (%)	**13.4%**		**12.8%**		**13.1%**	

Benchmark: In 2017/18 for the UK sector the turnover rate for women was 18.8% and 16.9% for men. (Table 4.22 Advance HE Statistical Report 2019)

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

We take a proactive approach to equal pay, as outlined in our Equal Pay statement, and recognise that achieving equal pay for staff doing equal work requires a transparent pay system based on objective criteria.

Analysis of Basic Pay

Basic pay data for male and female staff has been analysed by job family, grade and spinal point, as well as by contract type[16]. Close examination of the data at spinal point level of the grades within each job family, we can see that jobs are not remunerated unjustly. The difference at the higher level, however, indicates that there is vertical occupational segregation. This is illustrated in Figure 4.14 which shows the difference (Delta) between the proportion of staff in senior roles by gender (+ve indicates larger proportion of men in these roles). This difference has decreased, over the 4-year period from 10% to 5% for senior academic staff (Professors and SM) and from 8% to 7% for senior PSS (Grades 7-8 and SM) indicating there has been a relative increase in the number of women in senior roles, with the largest change in the academic staff job family. This has resulted in a reduction in the overall gender pay-gap from 15.5% in 2016 to 10.8% in 2019.

Figure 4.14: GCU Gender Pay Gap and difference (Delta) in proportion of staff in senior roles by gender

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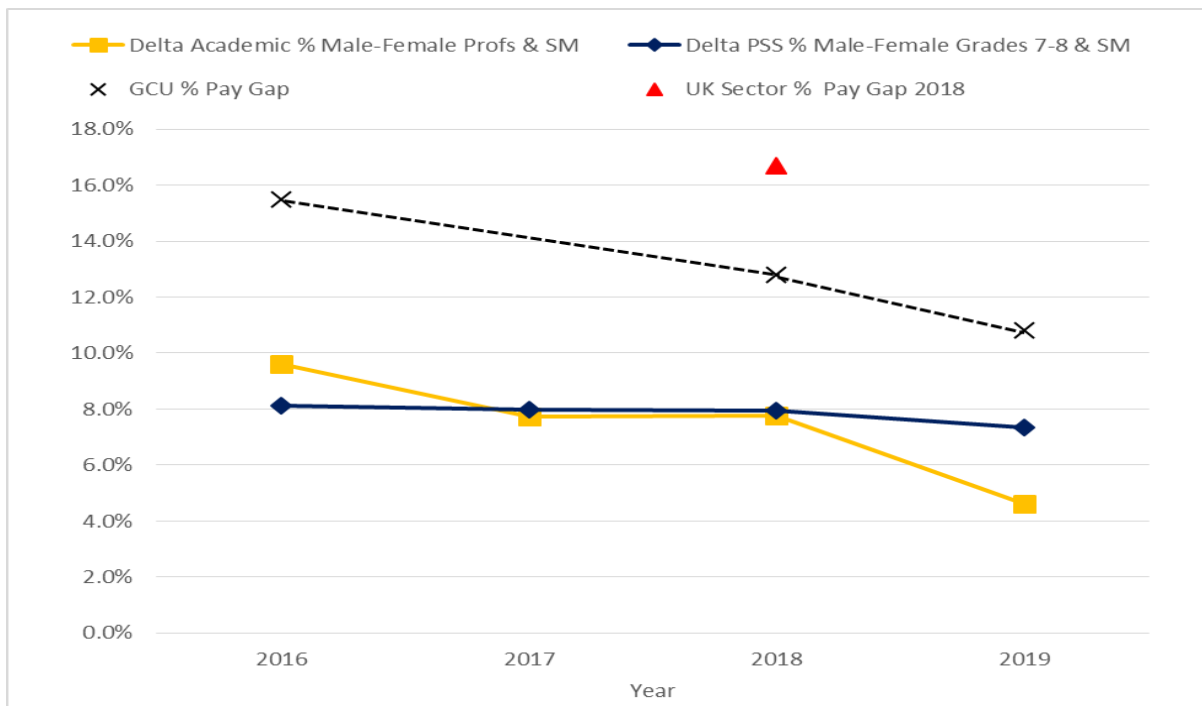
[16] Following sector guidance published by the Joint Negotiating Committee for Higher Education Staff (JNCHES).

Recruitment and Promotion

The policy for setting salaries on recruitment was reviewed to identify any potential gender bias in determining starting salaries. The agreed approach is to appoint to the bottom spinal point of each grade. Any exceptions to this must be justified.

Data on all starting salaries for 2016 were reviewed. Overall, there was a 9.2% pay gap. This is lower than the overall pay-gap in 2016 of 15.5% demonstrating that our recruitment grade and gender profile is also driving a reduction in the overall pay-gap, with work continuing in this area.

Following promotion, both men and women are placed on the starting point on the corresponding pay-spine with a few exceptions such as to ensure fair uplift from previous salary. On examining the pay gap for promotion to Professor this was found to be zero or a small % (2%) in favour of women. At GCU the promotion success rate for women into senior roles has generally been higher than for men and we are seeing an encouraging trend of more women applying for these roles (for example in July 2019, 47 women applied for promotion to SL, Reader, Professor, compared to 26 men – Table 5.2).

Impact Statement: Figure 4.14

Issue/Goal: To continue to reduce the gender pay-gap from 15.5% in 2016

Action:
- A focus on achieving a more equitable distribution of staff by grade and gender through our actions on recruitment, promotion, and leavers underpinned by School Refresh and MSS.

Outcome:

- ✓ The pay-gap dropped from 15.5% in 2016 to 10.8% in 2019 and sits well below the corresponding sector average for 2018 of 16.7% for UK institutions (the corresponding figure for Scotland is 17.8%) [17].
- ✓ Showcasing our proactive approach to equal pay, has been featured as a case study at the UK launch of equal pay and gender pay gap guidance for the HEI sector.

We will continue to be drive this forward through further actions around recruitment and promotion and to monitor through annual reporting– **Refer to Actions 4.1 (Promotion), 4.4 (Recruitment) and 5.1 (Recruitment).**

Word Count: 534

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[17] Table 4.19 Advance HE Statistical Report 2019

4.2. Professional and support staff data

(i) Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

Professional and Support Staff (PSS) at GCU comprise of three job families with associated grades as shown in Table 4.12.

Table 4.12: Professional and Support Staff by Job Family and Grade (Staff numbers by Gender for 2019)

Grade	Senior Management (SM) 29 (18 F : 11 M) 62% F : 38% M		
8	Professional and Administrative Support (PAS) 584 (411 F : 173 M) 70% F : 30% M	Technical Support (TS) 56 (24 F : 32 M) 43% F : 57% M	
7			
6			
5			Campus Services (CS) 131 (89 F : 42 M) 68% F : 32% M
4			
3			
2			
1			

- Over the reporting period the % of GCU PSS who are women has remained relatively constant at circa 68 % (542 out of 800 staff in 2019) and is above the UK average in 2017/18 of 63% - Figure 4.15.

- The distribution of women across the range of grades is relatively even and close to the overall average of 68% other than Grades 1-2 (87% in 2019) and Grades 7-8 (57% in 2019). Grades 1-2 comprise mainly of Domestic Assistants (89 out of 131) in Campus Services, a role which traditionally attracts women (88 out 89).

- The relatively high representation of women on Senior Management grades when compared to the UK sector (67% vs 48% - 2018) confirms that effective and fair policies and processes are in place at GCU to facilitate this.

Overall, women are well represented in PSS at GCU across all levels with the exception of Grades 7-8 (which is 10% lower than for all PSS). Men are under-represented at Grades 1-2.

> **Action 4.4:**
> **Improve the gender balance of Professional and Support Staff with respect to Grades 1-2 and Grades 7-8.**

Figure 4.15: GCU Professional and Support Staff by Grade and Gender (number and % Female)– 2016 to 2019 [18]

Legend: July 2016 | July 2017 | July 2018 | July 2019 | UK Sector Average 2018

Data labels (numbers above bars):
- All: 592, 574, 570, 542 — 62.7%
- Grades 1-2: 125, 114, 106, 88 — 56.1%
- Grades 3-4: 138, 137, 124, 123 — 68.5%
- Grades 5-6: 248, 242, 257, 250 — 63.8%
- Grades 7-8: 59, 58, 63, 62 — 57.5%
- Senior Management: 21, 23, 20, 18 — 47.6%
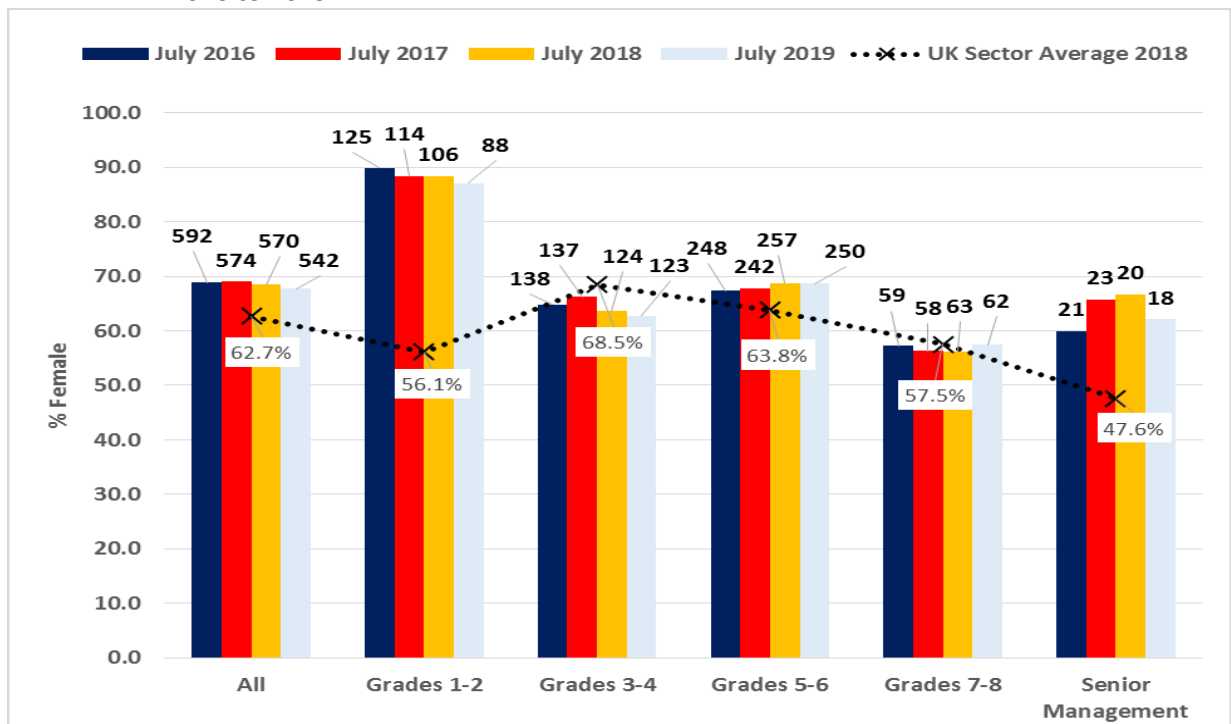
Part-time Professional and Support Staff (PSS)

- Overall 35% of our PSS work part-time (UK sector average 31% in 2018[19]) and 83% are women, comparably with the UK sector average of 80% in 2018 (Figure 4.16).

- There is strong representation of part-time female PSS at all grades, ranging from 72% to 100% in 2019**.**

- The higher overall proportion of part-time women compared with full-time women (83% v 59% in 2019) is mainly due to the significant number of part-time contracts available at Grades 1-2 for Campus Services work which attracts more applications from women.

- Part-time contracts at the higher grades are a positive indicator of the success of our flexible working policy (transition from full-time to part-time).

- Part-time staff responded highly but slightly less positively than full-time staff in the Staff Pulse Survey 2019 and we will explore this further in future surveys given only 42% of part-time staff responded (Table 4.13).

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[18] The UK average for the sector is extracted from Advance HE Staff Statistical Report Data Tables 2019 – Table 4.2: % Female PSS July 2016 to July 2018, Table 4.8: % Female Grades PSS July 2018.
[19] Advance HE Statistical Report 2019, Table 4.3.

Figure 4.16: GCU Part-time Professional and Support Staff by Grade and Gender (number and % Female) – 2016 to 2019 [20]
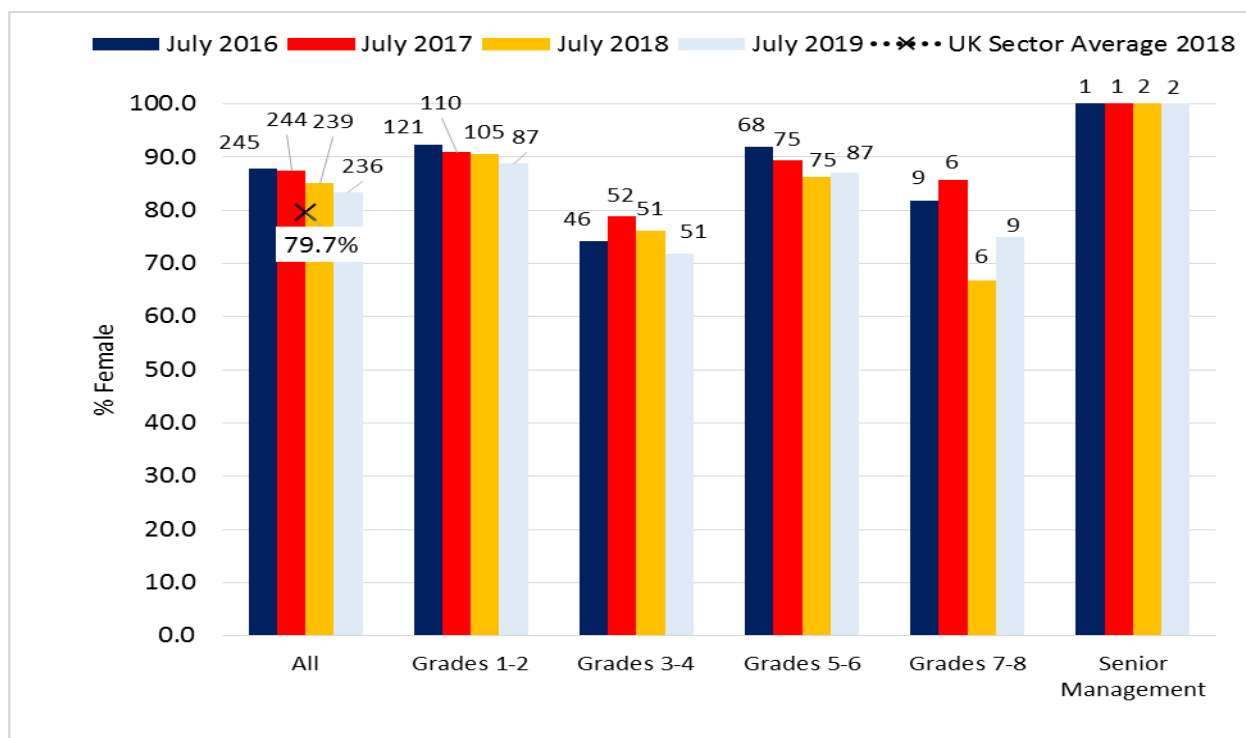
Table 4.13: Staff Pulse Survey 2019 – Part-time and Full-time female professional support staff respondents; positive responses [21]

1 Significant positive diff, 3 No significant diff, 2 Significant negative diff

Question/statement	Part-time female respondents (PSS) "Agree/Tend to Agree"		Diff	Full-time female respondents (PSS) "Agree/Tend to Agree"	
	N	**%**		**N**	**%**
"I feel valued at work"	69	66	-4	160	70
"I am satisfied with my current level of learning and development	76	74	+5	157	69
"I feel proud to work for the University"	91	92	-2	211	94
"I feel part of the University"	82	82	-4	195	86
"My immediate manager helps me find a good work-life balance"	87	88	+2	193	86
"Was your PDAR discussion useful for you?"	62 'Yes'	70 'Yes'	0	155 'Yes'	70 'Yes'

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[20] The UK sector average for the % of female part-time professional and support staff in 2018 is extracted from Advance HE Staff Statistical Report Data Tables 2019 – Table 4.3.

[21] 99 part-term female respondents (42% of population), 225 full-time female respondents (73% of population)

Location of Professional and Support Staff – Central, STEMM & AHSSBL Schools

At GCU the majority (96%) of PSS are located in centrally organised units (Figure 2.1). In 2018, we reorganised our PSS to improve quality of service and flexibility and for more opportunities to work across all three schools. One of the outcomes was the formation of a new central unit (School Professional Services), providing professional services for the three Schools with most staff transferring from Schools to the new unit. The balance therefore shifted from 637 (74%) to 768 (96%) of PSS located centrally with 32 (4%) remaining within the School structure. Therefore, very few PSS have any clear alignment with STEMM or AHSSBL – Tables 4.15 to 4.17.

> **Impact Statement:**
> **Issue/Goal:** To improve possibilities for flexible working and increase potential for both horizontal and vertical movement.
> **Action:** Restructuring of PSS and formation of School Professional Services in 2018.
> **Outcome**:
> ✓ Feedback from the PSS focus groups confirmed restructuring has provided more opportunities for flexible working and increased the potential for both horizontal and vertical movement.

Professional Support Staff – Intersectionality by Gender and Ethnicity

- Both BME women and BME men represent a relatively small proportion of the total number of staff (BME F:2.9%, BME M:0.9% in 2019, Figure 4.17(a)[22]).
- The proportion of female staff that are BME is slightly higher than the corresponding figure for male staff (4.2% v 2.7% in 2019, Figure 4.17(b)).
- The proportion of both female and male staff that are BME lies well below the corresponding UK Sector Average [23] (BME F: 4.4% v 11.7%, BME M: 3.1% v 11.7% in 2018, Figure 4.17(b) [24]).
- Examining the above by grade/role also points to a slightly higher representation of BME women across all grades with the exception of Grades 1-2 (Figure 4.17(c)).

Given the above and the statistically low numbers of BME staff (BME F:23, BME M: 7, in 2019, Table 4.14) there is no evidence of an intersectionality issue impacting on women. However, BME staff are significantly underrepresented at GCU when compared with the UK Sector.

We established a Tackling Racism Group in August 2020 to advance race equality at GCU – **refer Action 4.2 and 4.5**.

> **Action 4.5:**
> **Increase the number of BME Professional Support Staff at GCU and ensure an equitable distribution across Gender and Grades.**

Word Count: 664

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[22] Undisclosed ethnicity by gender is less than 0.9%
[23] Advance HE Statistical Report 2019 – Table 5.8a
[24] BME people represent 11% of local population, GCU Public Sector Equality Duty Report 2019

Figure 4.17 (a): Ethnicity Analysis of Professional and Support Staff – Proportions of different intersectional groups– 2016 to 2019 (Data in Table 4.14)

	July 2016	July 2017	July 2018	July 2019
■ UD M%	0.5%	0.4%	0.2%	0.3%
■ UD F%	0.7%	0.7%	0.7%	0.9%
■ White M%	30.2%	29.9%	30.3%	31.1%
■ White F%	65.7%	65.0%	64.8%	64.0%
■ BME M%	0.5%	0.7%	1.0%	0.9%
■ BME F%	2.4%	3.2%	3.0%	2.9%
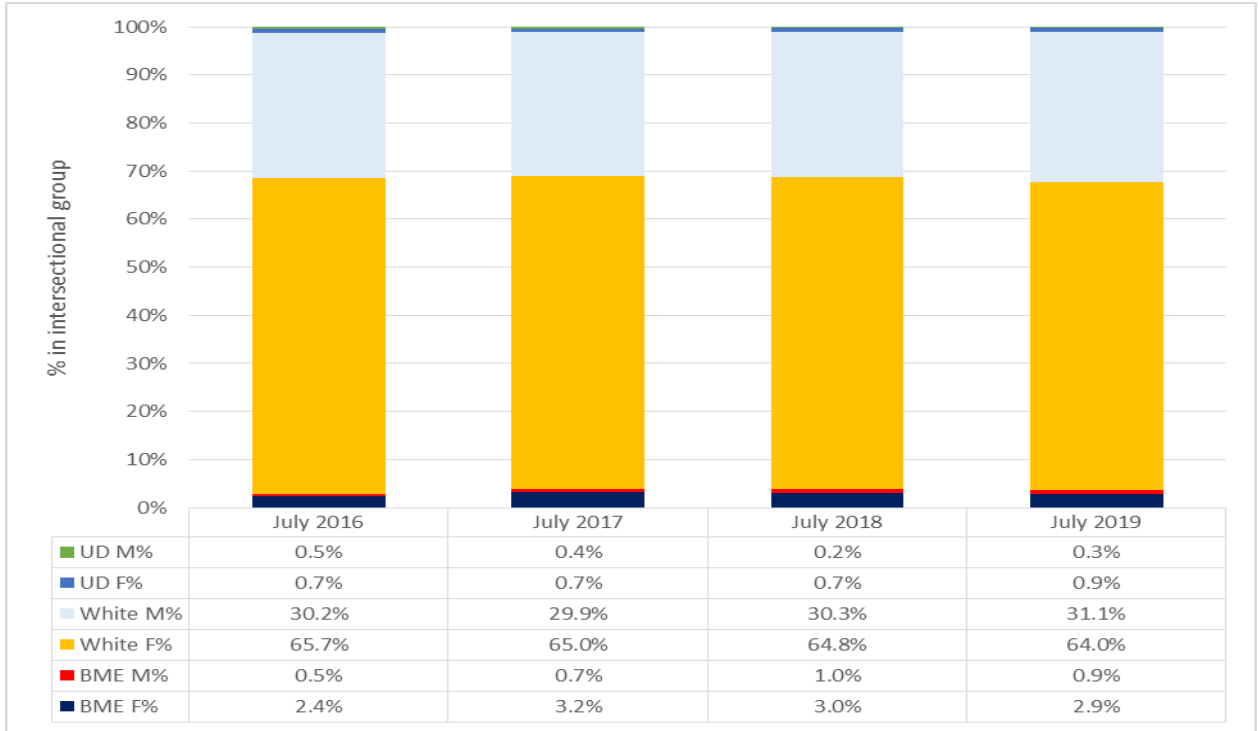
Figure 4.17(b): Ethnicity Analysis of Professional and Support Staff – Proportion of BME Staff by Gender
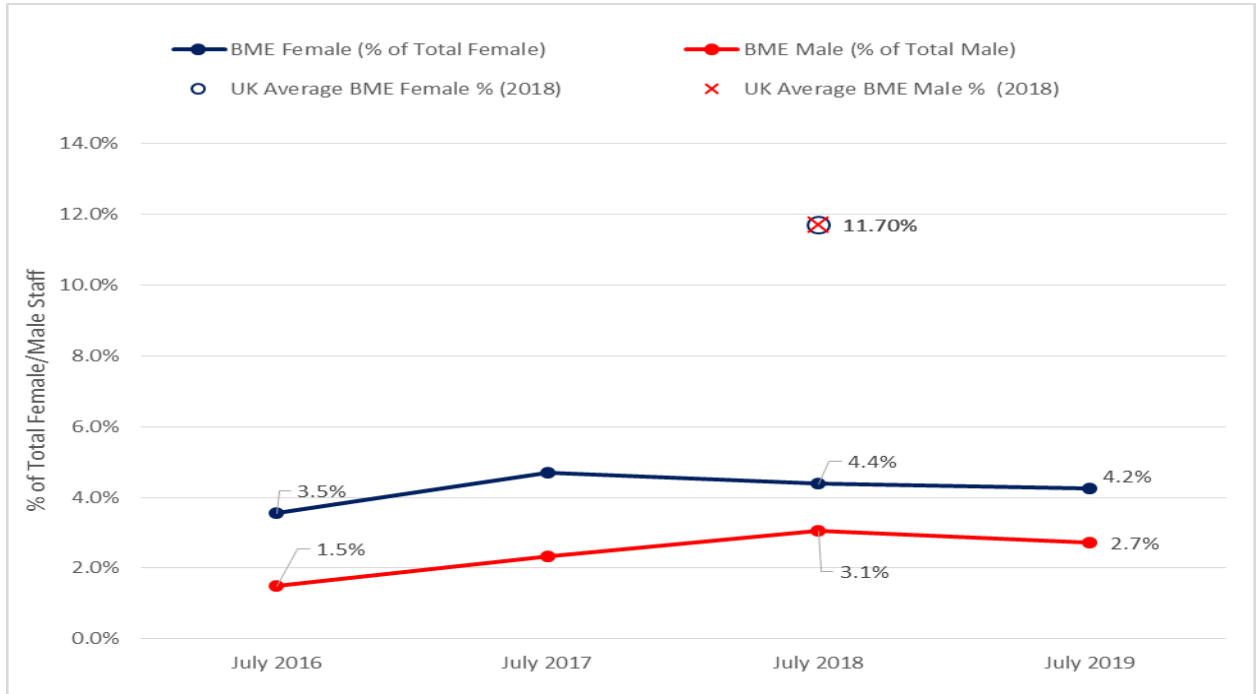
Figure 4.17(c): Ethnicity Analysis of Professional and Support Staff – Proportion and Number of BME Staff by Gender and Grade – July 2019
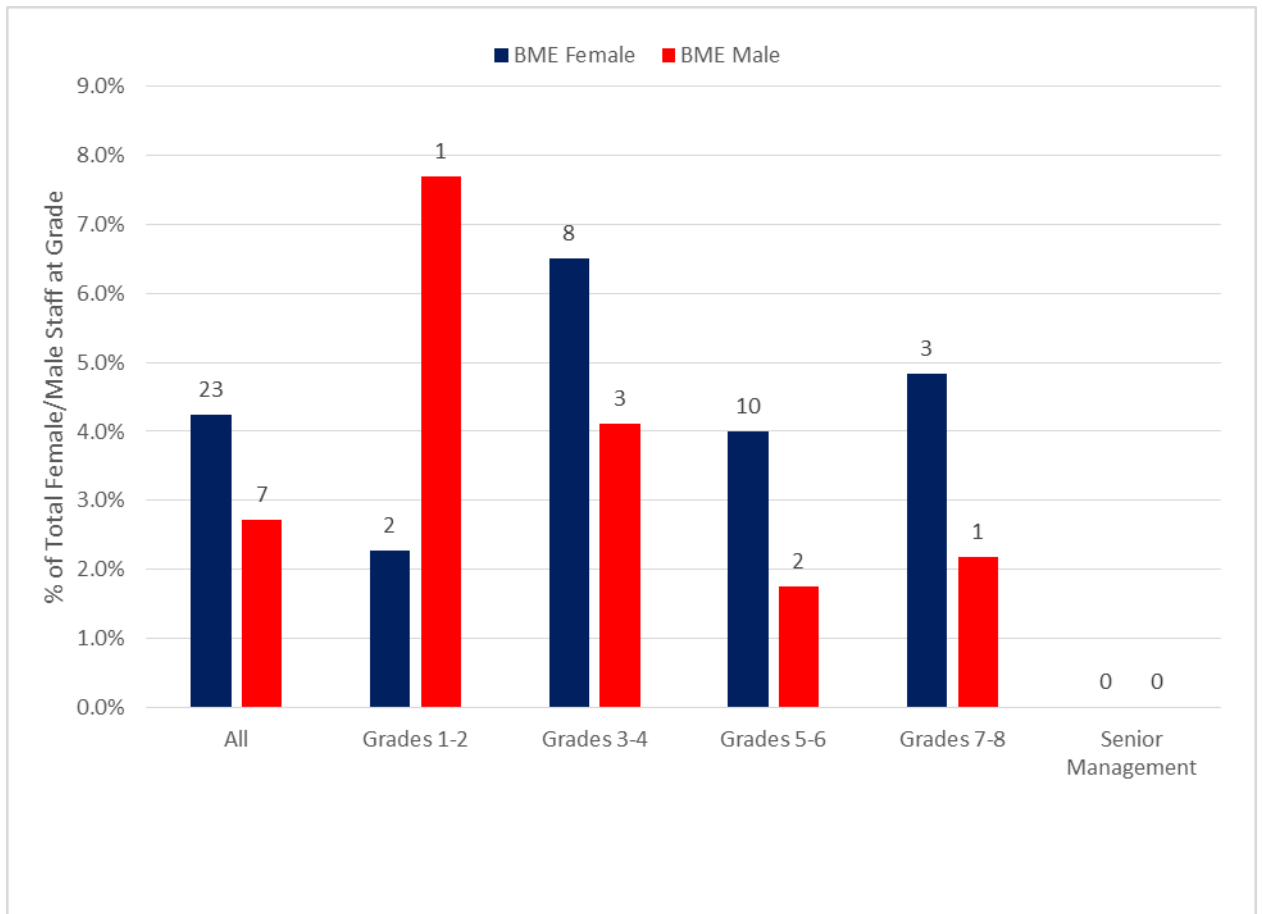
Table 4.14: GCU Professional and Support Staff Numbers by Ethnicity and Gender – 2016 to 2019

Year	BME		White		Undisclosed		Total Female	Total Male	Total
	Female	Male	Female	Male	Female	Male			
2016	21	4	565	260	6	4	592	268	860
2017	27	6	541	249	6	3	574	258	832
2018	25	8	539	252	6	2	570	262	832
2019	23	7	512	249	7	2	542	258	800

Table 4.15: Centrally Located - Central Support and School Professional Services Staff by Grade and Gender (STEMM and AHSSBL) – 2016 to 2019

Central Support and School Professional Services - STEMM and AHSSBL					
Grade Group	**Female**		**Male**		**Total**
	N	**%**	**N**	**%**	
July 2016					
All	**448**	**67.9**	**212**	**32.1**	**660**
Other	1	100.0	0	0.0	1
Grades 1-2	122	89.7	14	10.3	136
Grades 3-4	106	61.3	67	38.7	173
Grades 5-6	151	65.9	78	34.1	229
Grades 7-8	49	55.1	40	44.9	89
Senior Management	19	59.4	13	40.6	32
July 2017					
All	**435**	**68.3**	**202**	**31.7**	**637**
Other	0	0.0	0	0.0	0
Grades 1-2	111	88.1	15	11.9	126
Grades 3-4	106	62.7	63	37.3	169
Grades 5-6	150	67.6	72	32.4	222
Grades 7-8	47	53.4	41	46.6	88
Senior Management	21	65.6	11	34.4	32
July 2018					
All	**527**	**70.5**	**220**	**29.5**	**747**
Other	0	0.0	1	0.0	1
Grades 1-2	104	88.9	13	11.1	117
Grades 3-4	111	63.1	65	36.9	176
Grades 5-6	236	73.3	86	26.7	322
Grades 7-8	56	55.4	45	44.6	101
Senior Management	20	66.7	10	33.3	30
July 2019					
All	**522**	**68.0**	**246**	**32.0**	**768**
Other	1	0.0	1	0.0	2
Grades 1-2	88	87.1	13	12.9	101
Grades 3-4	116	61.7	72	38.3	188
Grades 5-6	242	69.9	104	30.1	346
Grades 7-8	57	55.9	45	44.1	102
Senior Management	18	62.1	11	37.9	29
Benchmark: For benchmark information refer to Figure 4.15.					

Table 4.16: School Located - STEMM Professional and Support Staff by Grade and Gender – 2016 to 2019

Grade Group	Female		Male		Total
	N	%	N	%	
STEMM – SCEBE and SHLS					
July 2016					
All	**104**	**68.9**	**47**	**31.1**	**151**
Other	0	0.0	1	100.0	1
Grades 1-2	3	100.0	0	0.0	3
Grades 3-4	25	80.6	6	19.4	31
Grades 5-6	69	65.7	36	34.3	105
Grades 7-8	6	66.7	3	33.3	9
Senior Management	1	50.0	1	50.0	2
July 2017					
All	**102**	**68.5**	**47**	**31.5**	**149**
Other	0	0.0	1	100.0	1
Grades 1-2	3	100.0	0	0.0	3
Grades 3-4	26	83.9	5	16.1	31
Grades 5-6	65	63.7	37	36.3	102
Grades 7-8	7	70.0	3	30.0	10
Senior Management	1	50.0	1	50.0	2
July 2018					
All	**36**	**49.3**	**37**	**50.7**	**73**
Other	0	0.0	0	0.0	0
Grades 1-2	2	66.7	1	33.3	3
Grades 3-4	12	70.6	5	29.4	17
Grades 5-6	17	37.8	28	62.2	45
Grades 7-8	5	62.5	3	37.5	8
Senior Management	0	0.0	0	0.0	0
July 2019					
All	**14**	**60.9**	**9**	**39.1**	**23**
Other	0	0.0	0	0.0	0
Grades 1-2	0	0.0	0	0.0	0
Grades 3-4	5	100.0	0	0.0	5
Grades 5-6	5	35.7	9	64.3	14
Grades 7-8	4	100.0	0	0.0	4
Senior Management	0	0.0	0	0.0	0

Note: The Benchmark used is the UK average for the sector extracted from Advance HE Staff Statistical Report Data Tables 2019 – 68% for STEMM in July 2018.

Table 4.17: School Located - AHSSBL Professional and Support Staff by Grade and Gender – 2016 to 2019

Grade Group	Female		Male		Total
	N	%	N	%	
AHSSBL – GSBS					
July 2016					
All	**40**	**81.6**	**9**	**18.4**	**49**
Other	0	0.0	0	0.0	0
Grades 1-2	0	0.0	0	0.0	0
Grades 3-4	7	77.8	2	22.2	9
Grades 5-6	28	82.4	6	17.6	34
Grades 7-8	4	80.0	1	20.0	5
Senior Management	1	100.0	0	0.0	1
July 2017					
All	**37**	**80.4**	**9**	**19.6**	**46**
Other	0	0.0	0	0.0	0
Grades 1-2	0	0.0	0	0.0	0
Grades 3-4	5	71.4	2	28.6	7
Grades 5-6	27	81.8	6	18.2	33
Grades 7-8	4	80.0	1	20.0	5
Senior Management	1	100.0	0	0.0	1
July 2018					
All	**7**	**58.3**	**5**	**41.7**	**12**
Other	0	0.0	0	0.0	0
Grades 1-2	0	0.0	0	0.0	0
Grades 3-4	1	50.0	1	50.0	2
Grades 5-6	4	57.1	3	42.9	7
Grades 7-8	2	66.7	1	33.3	3
Senior Management	0	0.0	0	0.0	0
July 2019					
All	**6**	**66.7**	**3**	**33.3**	**9**
Other	0	0.0	0	0.0	0
Grades 1-2	0	0.0	0	0.0	0
Grades 3-4	2	66.7	1	33.3	3
Grades 5-6	3	75.0	1	25.0	4
Grades 7-8	1	50.0	1	50.0	2
Senior Management	0	0.0	0	0.0	0

Note: The Benchmark used is the UK average for the sector extracted from Advance HE Staff Statistical Report Data Tables 2019 – 62% for AHSSBL in July 2018.

(ii)   Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

PSS are employed on fixed-term appointments typically to:
•   fulfil specific short-term activity
•   fill vacancies pending recruitment or other absence
•   cover maternity.

There are no staff at GCU on zero-hours contracts.

Only 34 (6%) female and 18 male (7%) PSS are employed on fixed-term contracts, well below sector averages of 15% and 14% respectively [25] (Figure 4.18 and Table 4.18). This is consistent with GCU's aim of minimising, as far possible, the number of fixed-term contracts following the introduction, in 2015, of an updated resourcing approval process requiring clear justification.

Respondents on fixed-term contracts to the Staff Pulse Survey 2019 gave slightly less positive responses to those on opened-ended contracts, this will be explored further through future focus group activity (Table 4.19).

Figure 4.18: Professional and Support Staff (number and %) on Fixed-term and Open-ended Contracts by Gender and Contract Type

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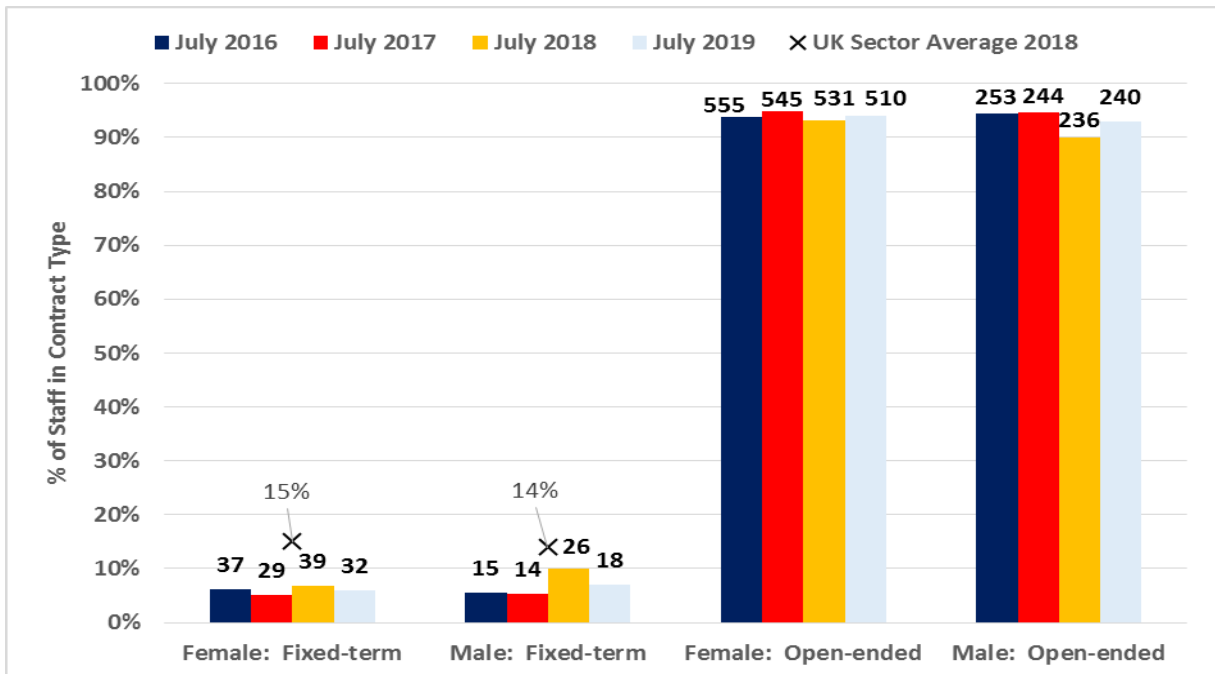
[25] Benchmark: In 2017/18 for the UK sector 15.1% of female academic staff and 13.8% of male academic staff occupied fixed-term contracts (Table 4.6 Advance HE Statistical Report 2019)

Table 4.18: Professional and Support Staff on Fixed-term and Open-ended Contracts by Gender and Contract Type

Terms	July 2016		July 2017		July 2018		July 2019	
	Female	Male	Female	Male	Female	Male	Female	Male
Fixed-term	37	15	29	14	39	26	32	18
Open-ended	555	253	545	244	531	236	510	240
Total	592	268	574	258	570	262	542	258
% Fixed-term	6.3	5.6	5.1	5.4	6.8	9.9	5.9	7.0

Word Count: 120

Table 4.19: Staff Pulse Survey 2019 – Female PSS respondents by fixed-term and open-ended contracts; positive responses [26]

2 Significant positive diff, 1 No significant diff, 3 Significant negative diff

Question/statement	Female respondents on fixed-term contracts (PSS) "Agree/Tend to Agree"		Diff	Female respondents on open-ended contracts (PSS) "Agree/Tend to Agree"	
	N	%	%	N	%
"I feel valued at work"	18	63	-7	205	70
"I am satisfied with my current level of learning and development	20	67	-4	199	71
"I feel proud to work for the University"	29	97	+4	269	93
"I feel part of the University"	24	78	-8	249	86
"My immediate manager helps me find a good work-life balance"	24	83	-3	251	86
"Was your PDAR discussion useful for you?"	18 'Yes'	78 'Yes'	+8	198 'Yes'	70 'Yes'

[26] 30 fixed-term female respondents (91% of population), 288 open-ended female respondents (56% of population)

(iii)   Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Staff turnover – Figure 4.19 and Table 4.20

- The overall turnover rate for PSS for women and for men is similar, 12.8% and 13.2% respectively.

- The turnover rate by grade is significantly higher for men at Grades 1-2 and this is an area we are aiming to attract more men to **(Action 4.4)**.

- The higher turnover rate for women in Senior Management is due to six women leaving in 2015-16 which then reduced to two thereafter.

- Overall PSS turnover rate is low and is comparable with academic staff and its benchmark.

Figure 4.19: Professional and Support Staff Leavers as Proportion of those in Grade (Turnover) by Gender for 2015 to 2019 (Data in Table 4.20)
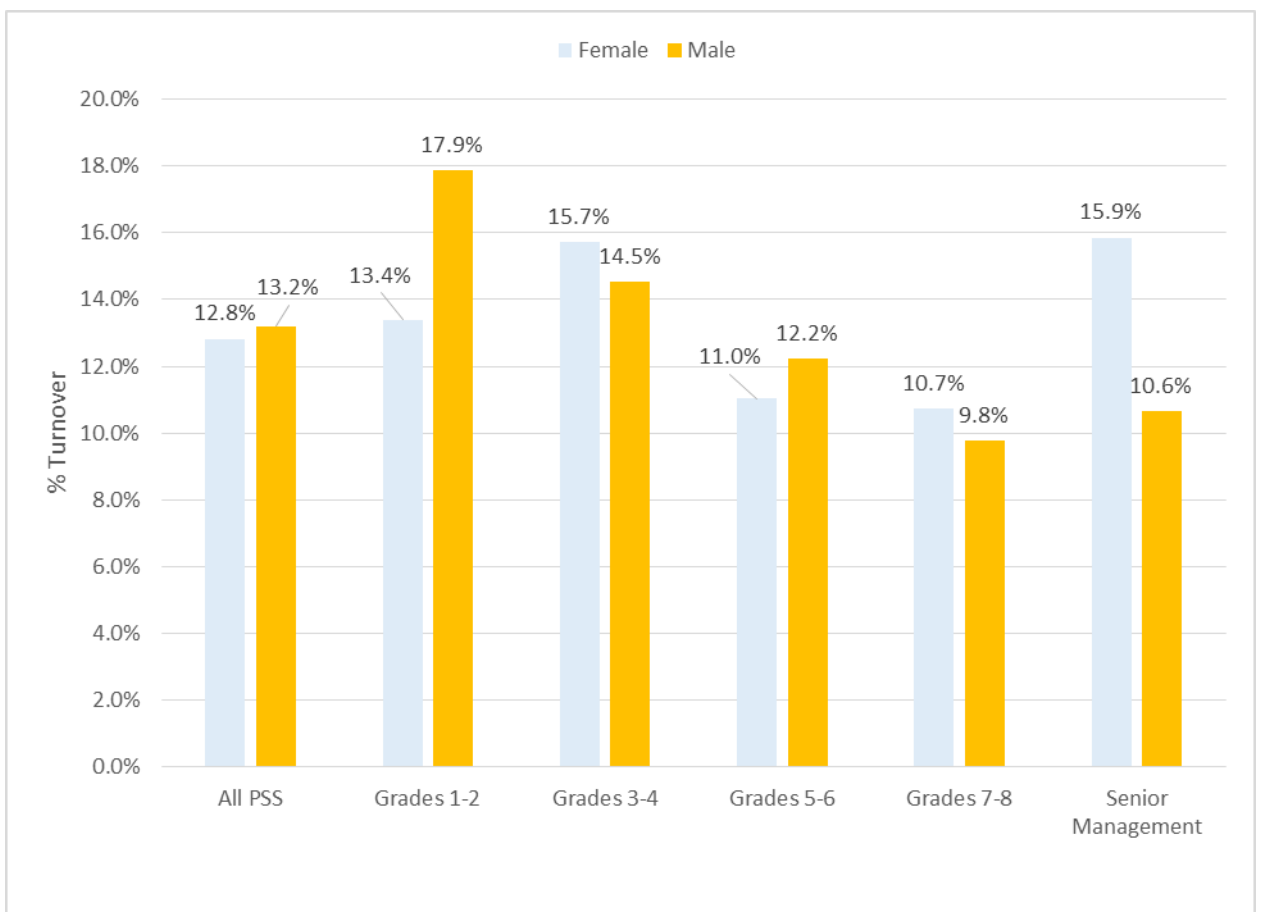
Over the 4-year period the total number of leavers by grade is shown in Figure 4.20 and the reasons for leaving is shown in Figure 4.21.

- The distribution of reasons for leaving by gender is broadly similar to within 4%, with exception of 'Other' which has a higher proportion of women (36% v 28%).

- On further investigation it was clear this related to the introduction of a Mutual Severance Scheme (MSS) in 2017/18 with 70 PSS leaving under this scheme (79% female, 21% male), 97% of those recorded as 'Other'.

- On examining the turnover rate by grade of those leaving through MSS the highest rate was at Grades 1-2 for both women and men, 20% and 14% respectively. The higher grades (7-8 and SM) were not adversely affected and had lower rates, 8% for women and 5% for men.

Figure 4.20: Professional Support Staff Leavers by Grade and Gender for 2015 to 2019

	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Senior Management
Female	58	82	110	26	13
Male	10	42	57	18	5
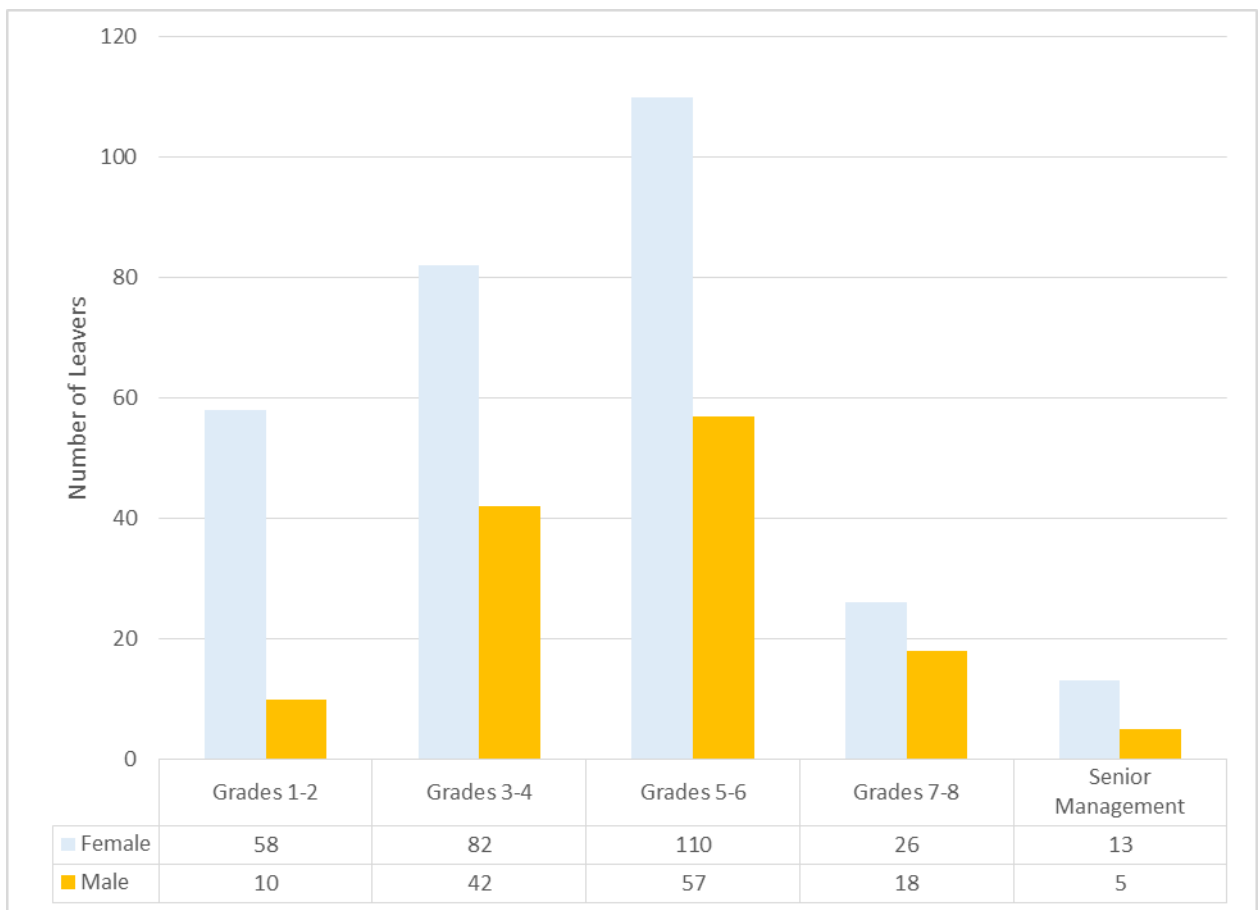
Figure 4.21: Professional and Support Staff Leavers – Reasons for Leaving – 2016 to 2019

	Female 2015/16	Male 2015/16	Female 2016/17	Male 2016/17	Female 2017/18	Male 2017/18	Female 2018/19	Male 2018/19	Female 4-year Avg	Male 4-year Avg	All 4-year Avg
Retirement	3	2	6	2	2	2	3	1	4	2	5
Resignation	33	13	21	13	26	16	39	20	30	16	45
End of FT	16	7	15	5	7	5	16	14	14	8	21
Other	14	3	25	9	57	17	9	9	26	10	36
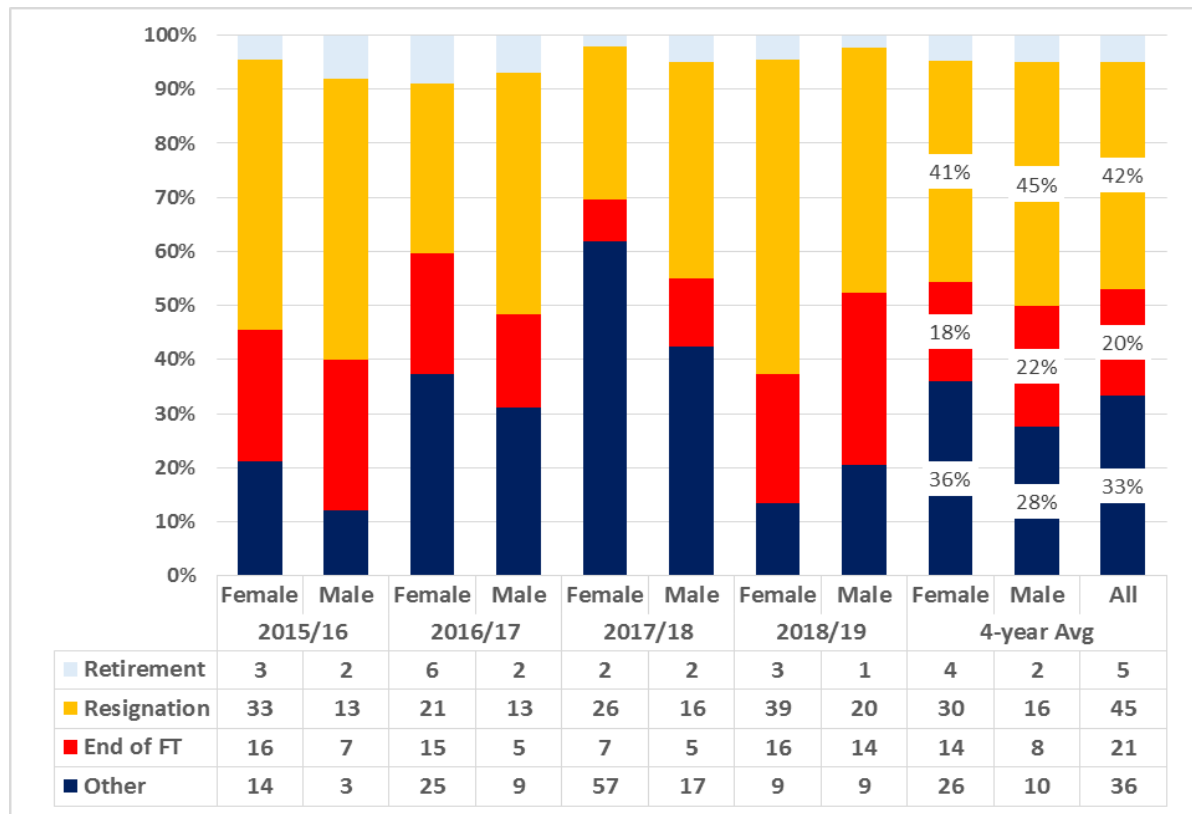
Impact Statement:

Issues/Goal: Maintain low turnover rates.

Action:

- The provision of a supportive and value led work environment (77% of female and 69% of male respondents said they felt valued at work [27]), confirmed by the PSS focus groups.
- New resourcing approval process introduced in 2015 to limit number of staff on fixed-term contracts.
- An equality impact assessed Mutual Severance Scheme (2017/18).

Outcome:

- ✓ Less than 10% of staff on fixed-term contracts (UK Sector 15%)
- ✓ A low overall turnover rate for both men and women (less than 14%)
- ✓ Strong representation of women in Senior Management has been maintained at in excess of 60% (UK Sector 48%).

Although the turnover rate for PSS at GCU is relatively low, processes for obtaining more comprehensive information on reasons for leaving, particularly relating to resignations, are being enhanced - **Refer to Action 4.3.**

Word Count: 356

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[27] 2019 Staff Pulse Survey for PSS

Table 4.20: Professional and Support Staff Leavers by Grade and Gender – 2016 to 2019

Grade Group	Female		Male		Total	
	N	%	N	%	Numbers	%
2015 - 2016						
All	66	72.5	25	27.5	91	100.0
Other	0	0.0	2	100.0	2	2.2
Grades 1-2	8	88.9	1	11.1	9	9.9
Grades 3-4	20	69.0	9	31.0	29	31.9
Grades 5-6	24	77.4	7	22.6	31	34.1
Grades 7-8	8	61.5	5	38.5	13	14.3
Senior Management	6	85.7	1	14.3	7	7.7
2016 - 2017						
All	67	69.8	29	30.2	96	100.0
Other	2	50.0	2	50.0	4	4.2
Grades 1-2	15	100.0	0	0.0	15	15.6
Grades 3-4	19	67.9	9	32.1	28	29.2
Grades 5-6	23	67.6	11	32.4	34	35.4
Grades 7-8	6	54.5	5	45.5	11	11.5
Senior Management	2	50.0	2	50.0	4	4.2
2017 - 2018						
All	92	69.7	40	30.3	132	100.0
Other	1	50.0	1	50.0	2	1.5
Grades 1-2	25	89.3	3	10.7	28	21.2
Grades 3-4	22	66.7	11	33.3	33	25.0
Grades 5-6	35	66.0	18	34.0	53	40.2
Grades 7-8	7	58.3	5	41.7	12	9.1
Senior Management	2	50.0	2	50.0	4	3.0
2018 - 2019						
All	67	60.4	44	39.6	111	100.0
Other	0	0.0	1	100.0	1	0.9
Grades 1-2	10	62.5	6	37.5	16	14.4
Grades 3-4	21	61.8	13	38.2	34	30.6
Grades 5-6	28	57.1	21	42.9	49	44.1
Grades 7-8	5	62.5	3	37.5	8	7.2
Senior Management	3	100.0	0	0.0	3	2.7
Leavers 4-year average	73	67.9	35	32.1	108	
Professional and Support Staff 4-year average	570	68.5	262	31.5	831	
Average Turnover (%)	12.8%		13.2%		12.9%	

Benchmark: No data was available for this from the Advance HE Statistical Report 2019.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

> Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

We take positive action to ensure our workforce is gender diverse by embedding gender equality principles in recruitment processes as outlined below.
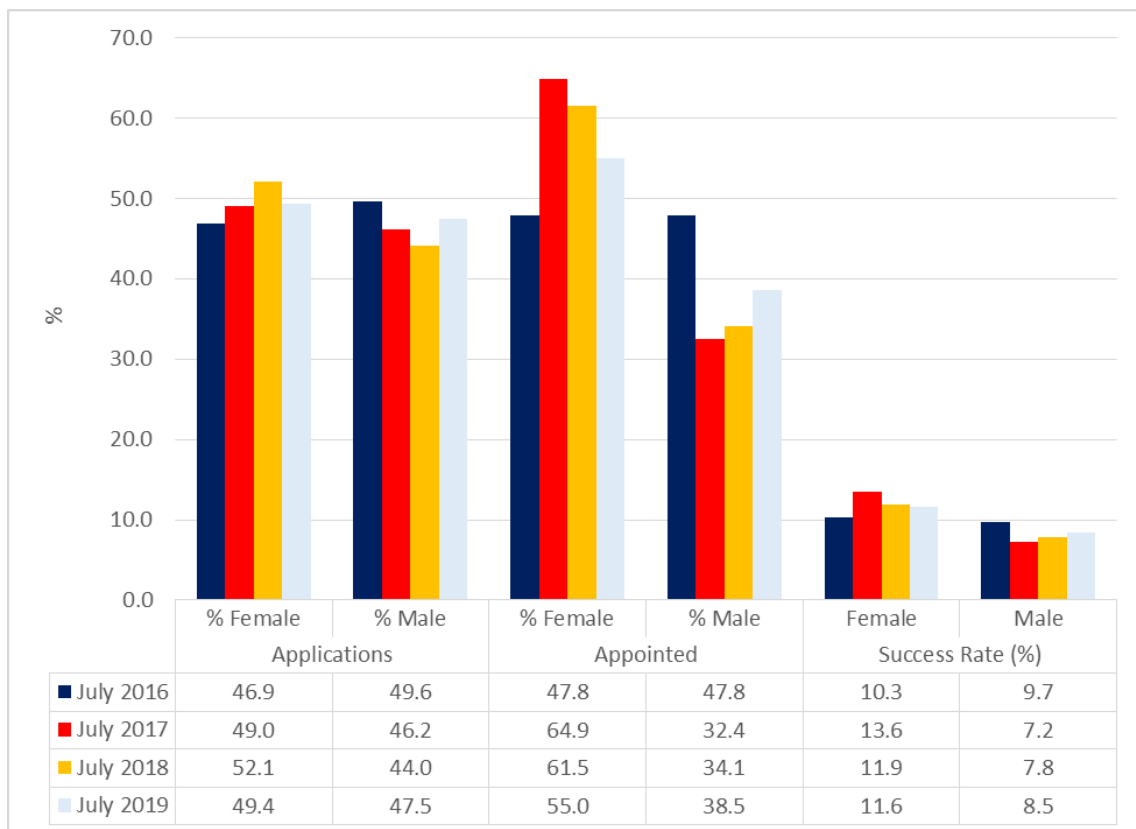
We have a Recruitment and Selection Policy supported by detailed guidance to ensure that recruiting managers make the best appointment.

Our job advertisements, specifications and recruitment materials are informed by good practice guidance from the Equality and Human Rights Commission and are routinely checked by the University's Equality and Diversity Advisor. This includes statements on gender equality, cultural diversity and flexible working and inclusive photographs, to reflect our social mission, University ethos, and organisational Values. Interview and selection techniques are standardised based on good practice guidance to reduce bias, e.g. both genders always represented. A new applicant tracking system was introduced in 2017 which has allowed the AGEG to monitor trends in applications by area and gender.

The impact of the above is also reflected positively in our recruitment data:

- Women generally comprise a slightly higher percentage than men of those applying for an academic post at GCU (Figure 5.1) and from 2017 the % of women then shortlisted exceeding that for men by circa 7% (Table 5.1).

- In appointments the % of women appointed (success rate) has consistently exceeded that of men particularly from 2017 (Figure 5.1).

- This position is also generally reflected by grade for Research, Lecturer and Senior Management posts with the opposite the case for Senior Lecturer and Professor although these tend to account for relatively few posts (as mainly filled through promotion).

Figure 5.1: Recruitment Data for Academic and Research Staff by Gender – 2016 to 2019

	% Female	% Male	% Female	% Male	Female	Male
	Applications		Appointed		Success Rate (%)	
■ July 2016	46.9	49.6	47.8	47.8	10.3	9.7
■ July 2017	49.0	46.2	64.9	32.4	13.6	7.2
■ July 2018	52.1	44.0	61.5	34.1	11.9	7.8
■ July 2019	49.4	47.5	55.0	38.5	11.6	8.5

Impact Statement: Recruitment SCEBE – Figure 5.2, Figure 5.3

Issue: Women are under-represented in SCEBE – in 2016 22% of staff were women, below sector average of 28% for 2018.

Actions: from 2016

- Job advertisements and specifications further tailored and scrutinised at local level to reflect the need to attract more applications from women.
- All staff involved in recruitment received unconscious bias training.
- Interview panels comprised of at least one woman.
- Applicants offered and participated in taster days in the School.
- Promotion through local networks such as female alumni and Women's Engineering Society (WES).

Outcome:

- ✓ Over the 4-year period the % of women increased at all stages from application through to appointment (for appointment from 21% to 38%)[28].
- ✓ The overall success rate for women is double that of men (18% v 9%).
- ✓ The % of female staff increased from 22% (44) to 26% (51), close to sector average of 28% (Figure 4.2).

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[28] Over the 4-year period 4.6% of applicants and 3.9% of appointees did not disclose gender.

Figure 5.2: SCEBE - Recruitment Data for Academic and Research Staff by Gender – 2016 to 2019

	% Female Applications	% Male Applications	% Female Shortlisted	% Male Shortlisted	% Female Appointed	% Male Appointed
July 2016	12%	84%	14%	81%	21%	74%
July 2017	12%	82%	13%	76%	24%	65%
July 2018	29%	65%	32%	66%	42%	58%
July 2019	18%	80%	28%	70%	38%	62%
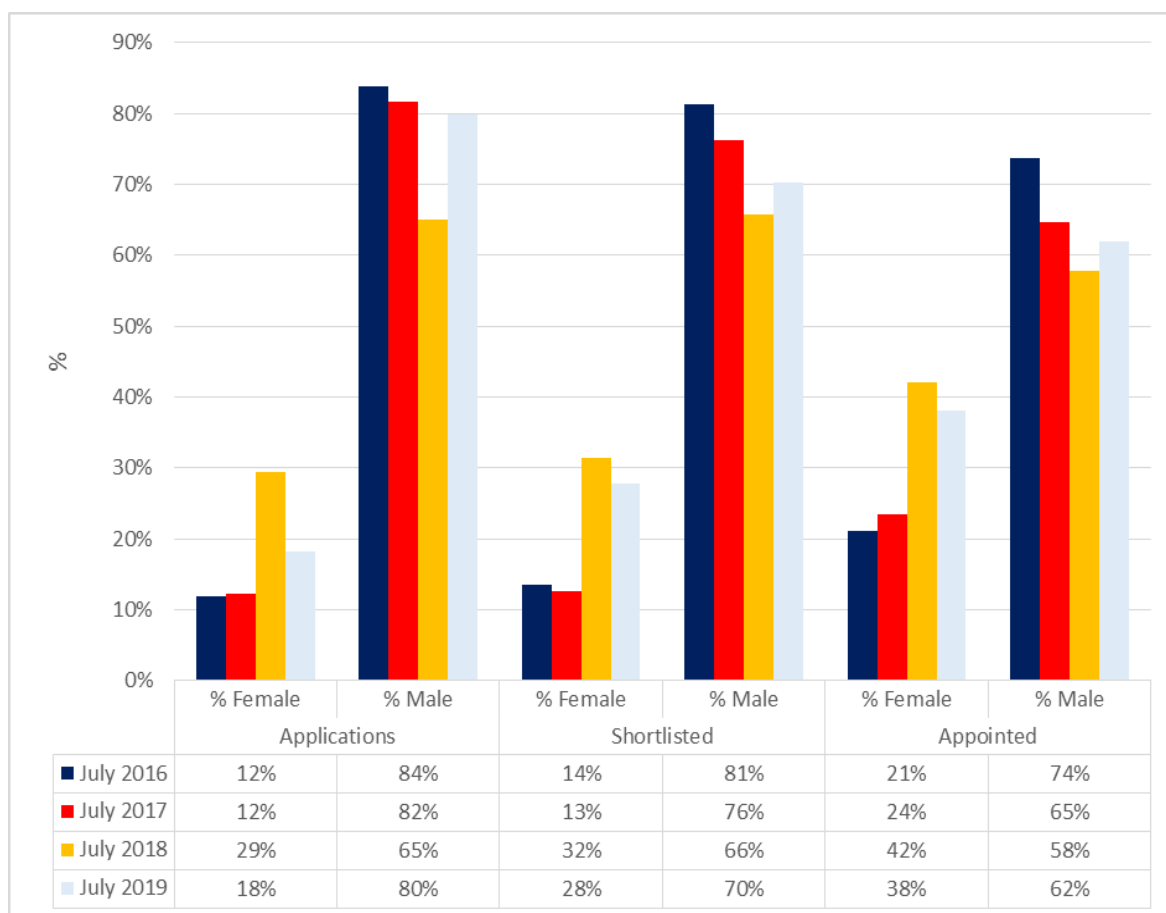
While noting that signiifcant progress has been made in SCEBE it is recognised that there are still relatively few women applying (less than 20%) and we aim to develop this further.

In SHLS, and in contrast to SCEBE, where women comprise of 73% of staff (Table 4.5), 66% of those applying and 75% of those appointed, men are under-represented (Figure 5.3). We therefore aim to increase the number of men applying to SHLS while recognising that this is sector typical (men represent 27% for SHLS, 32% for UK Sector). In GSBS women represent 46% of those applying and 50% of those appointed representing an equitable gender balance.

> **Action 5.1:**
> **Increase the number of women applying for academic posts in SCEBE and the number of men applying for academic posts in SHLS, extending the good practice developed in SCEBE from 2016.**

Word Count: 500 words

Figure 5.3: Recruitment Data for Academic and Research Staff by School and Gender – 4-year average

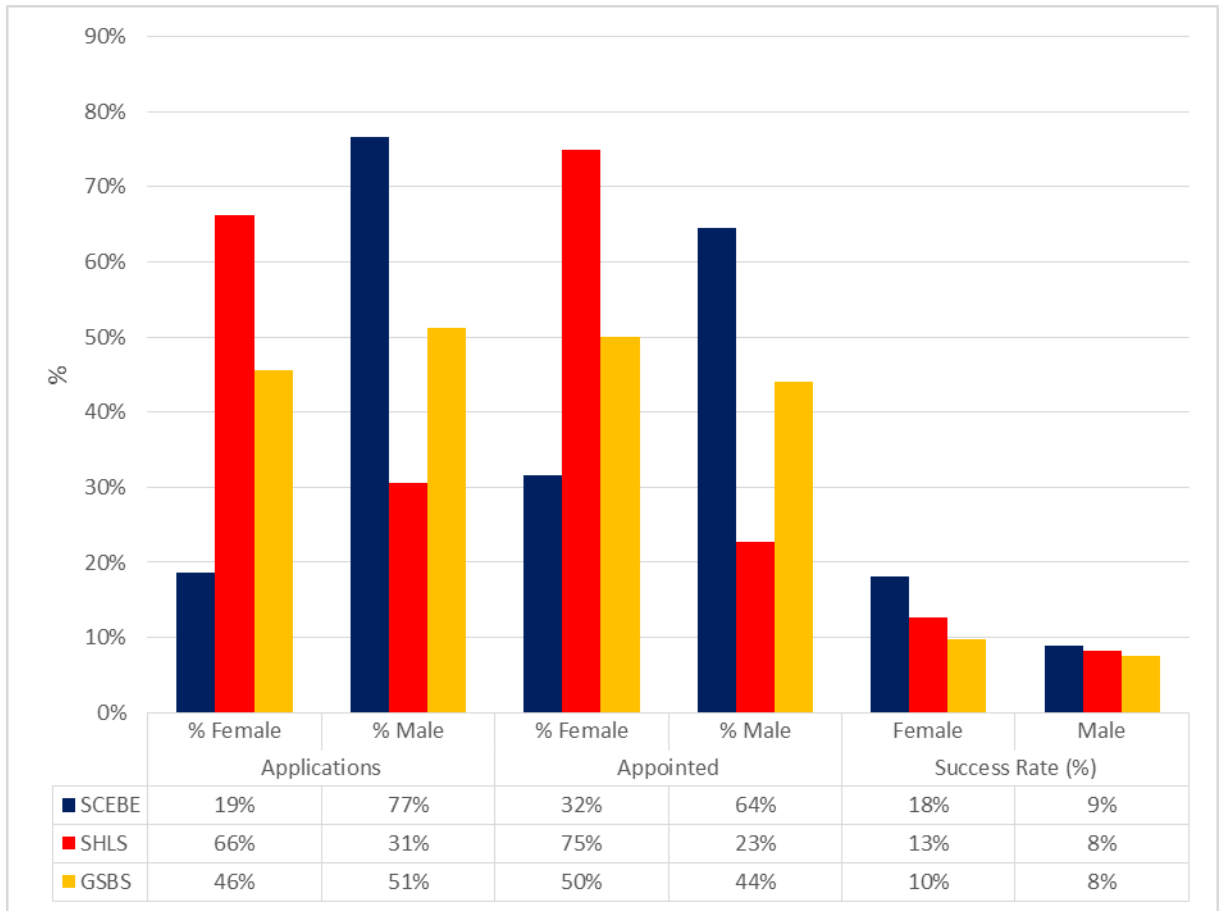|	Applications		Appointed		Success Rate (%)	
	% Female	% Male	% Female	% Male	Female	Male
SCEBE	19%	77%	32%	64%	18%	9%
SHLS	66%	31%	75%	23%	13%	8%
GSBS	46%	51%	50%	44%	10%	8%

Table 5.1: Academic and Research Staff Recruitment by Gender and Post – 2016 to 2019

Post Applied for	Female			Male			% Shortlisted		% Appointed	
	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Female	Male	Female	Male
July 2016										
All	214	69	22	226	73	22	**32.2**	**32.3**	**10.3**	**9.7**
Research Assistant	124	31	10	90	22	6	25.0	24.4	8.1	6.7
Research Fellow	12	5	2	1	0	0	41.7	0.0	16.7	0.0
Senior Research Fellow	0	0	0	0	0	0				
Lecturer	52	23	8	105	46	14	44.2	43.8	15.4	13.3
Senior Lecturer	18	7	1	9	3	2	38.9	33.3	5.6	22.2
Professor	0	0	0	0	0	0				
Senior Management	8	3	1	21	2	0	37.5	9.5	12.5	0.0
July 2017										
All	354	120	48	334	91	24	**33.9**	**27.2**	**13.6**	**7.2**
Research Assistant	129	32	17	51	12	2	24.8	23.5	13.2	3.9
Research Fellow	36	10	3	18	0	0	27.8	0.0	8.3	0.0
Senior Research Fellow	0	0	0	0	0	0				
Lecturer	174	71	26	245	67	17	40.8	27.3	14.9	6.9
Senior Lecturer	10	4	1	15	9	3	40.0	60.0	10.0	20.0
Professor	5	3	1	4	2	1	60.0	50.0	20.0	25.0
Senior Management	0	0	0	1	1	1		100.0		100.0
July 2018										
All	472	192	56	399	125	31	**40.7**	**31.3**	**11.9**	**7.8**
Research Assistant	205	81	19	111	31	11	39.5	27.9	9.3	9.9
Research Fellow	37	20	6	15	6	0	54.1	40.0	16.2	0.0
Senior Research Fellow	11	3	2	8	1	0	27.3	12.5	18.2	0.0
Lecturer	206	85	27	222	77	17	41.3	34.7	13.1	7.7
Senior Lecturer	3	1	1	6	3	1	33.3	50.0	33.3	16.7
Professor	0	0	0	0	0	0				
Senior Management	10	2	1	37	7	2	20.0	18.9	10.0	5.4
July 2019										
All	516	194	60	496	150	42	**37.6**	**30.2**	**11.6**	**8.5**
Research Assistant	267	76	19	181	40	11	28.5	22.1	7.1	6.1
Research Fellow	12	6	2	13	6	3	50.0	46.2	16.7	23.1
Senior Research Fellow	0	0	0	3	2	1		66.7		33.3
Lecturer	215	103	37	284	96	24	47.9	33.8	17.2	8.5
Senior Lecturer	15	7	1	9	3	2	46.7	33.3	6.7	22.2
Professor	4	1	0	6	3	1	25.0	50.0	0.0	16.7
Senior Management [29]	3	1	1	0	0	0	33.3		33.3	

[29] Appointments to Senior Management posts following School Refresh in 2017/18 followed a separate process from Recruitment and Promotion with outcomes reported in Section 4.1 (i).

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

An Executive team member leads a half day core induction session to welcome new staff to GCU. This introduction highlights the importance of our commitment to equality and diversity, underpinned by our Common Good mission. Athena SWAN is specifically covered as a key strategic priority for the university.

New staff at all levels are also signposted to key policies and information relating to equality and diversity, career development and promotion, wellbeing support and staff benefits. This is complemented with further support including:

- A specific Staff Orientation session for academic staff (all new staff engaged, comprising 60% women:40% men)

- Essential training, information and policies, including those related to employment policies such as flexible working

- Local induction – department focused checklist for new staff and their managers to work through in the first week, and in the longer term in the first 90 days.

Feedback on the core staff induction is collected, and is consistently positive across all aspects of the session, although it is not broken down by gender. Staff feedback on the induction process from the consultation event and follow up focus groups indicated that local induction procedures could be implemented more consistently across the University.

Action 5.2:
Ensure managers are fully briefed/trained on the requirements for local induction, and establish a more robust monitoring process.

Word Count: 195

(iii)   Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Our academic promotion scheme sets out the key principles which underpin a fair and transparent process for all eligible academic staff. The criteria include: Learning and Teaching, Research, Knowledge Transfer and Income Generation, Administration and Management and Community Engagement and Outreach providing an inclusive range of areas for an applicant to demonstrate excellence in. In addition, staff on fixed-term contracts are eligible to apply.

Impact Statement : Promotion

Issue: Women under-represented in our professoriate – in 2016 34% of professors were women compared with 54% of academic staff (Table 4.3).

Actions:

- Deputy Vice Chancellor (our institutional Gender Equality Champion) hosted academic promotion briefings for managers (tailored) and staff to raise awareness and ensure clarity of criteria and processes.
- Female academic staff in under-represented areas supported and encouraged by line managers to apply, underpinned through Professional Development Annual Review (PDAR).
- Strengthened mentoring networks for female staff facilitated through the Aurora programme.
- Process updated to clarify role of referees and assessors (independent).
- Annual review of process for equality impact.
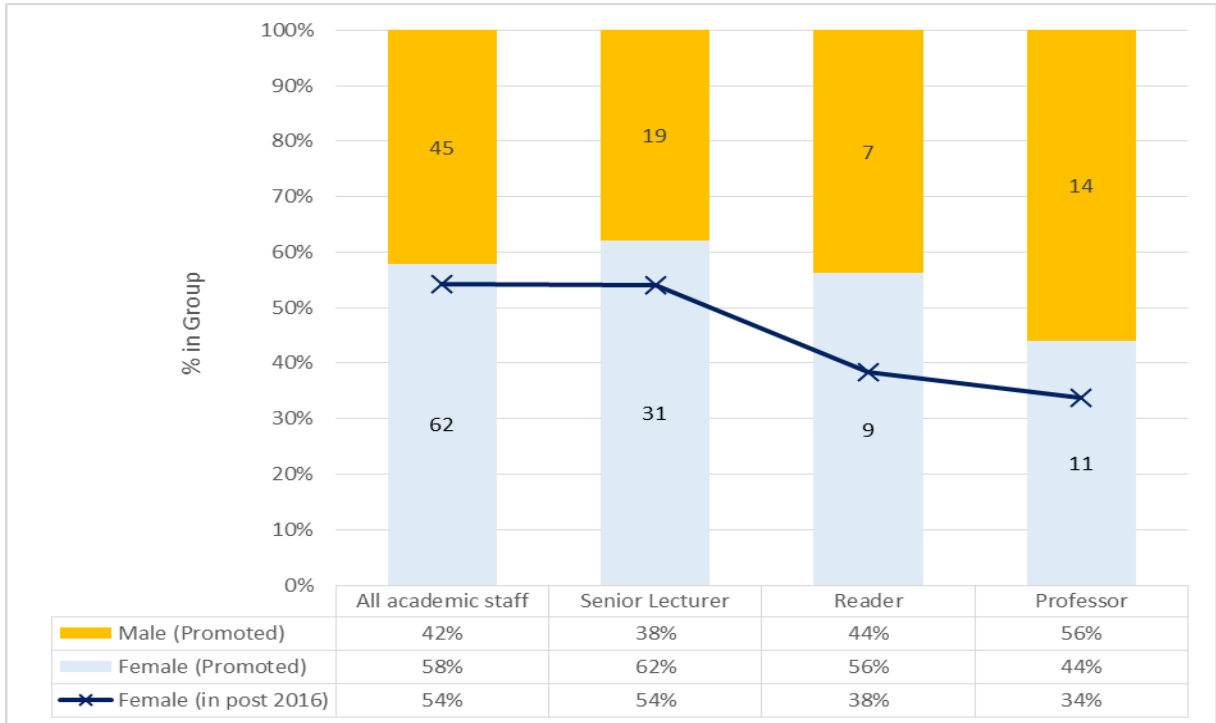- Increased visibility of role models.

Outcome:

- ✓ Over the 4-year period the proportion of women promoted overall and to SL, Reader and Professor exceeds the proportion of women in the 2016 staffing baseline (Figure 5.4).
- ✓ 11 new female professors appointed, 2019: 39% of professoriate are women.
- ✓ The number of applications from women, expressed as a % of those eligible, more than doubled from 6% (22) in 2016 to 14% (51) in 2019, and for men there was a 50% increase from 18 to 27 applications (Table 5.2).
- ✓ An overall promotion success rate of 53% for women and 52% for men, with a higher/equal success rate for women across RF, SL, Reader and Professor roles, (Figure 5.5).

Participants at the staff consultation event and in the SCEBE focus group shared positive observations and experiences of the academic promotions process. However, there was mixed feedback from the GSBS and SHLS focus groups which are addressed in **Action 4.1, 5.3 (part-time staff) and 5.4 (female BME staff).**

Building on this success, our aim is to continue to increase the representation of women in these senior roles, further closing the gap, which will be driven by **Action 4.1 – Professorial promotions in SHLS and GSBS**.

Figure 5.4 : GCU Academic Staff Promoted by Role and Gender-
(4-year totals: number and % split by gender) - detail by year in Table 5.2
(% female academic staff in post in 2016) – detail in Table 4.3

	All academic staff	Senior Lecturer	Reader	Professor
Male (Promoted)	42%	38%	44%	56%
Female (Promoted)	58%	62%	56%	44%
Female (in post 2016)	54%	54%	38%	34%

Figure 5.5 : GCU Academic Promotions by Role and Gender: 4-year totals-
(% successful and number applied) – detail by year in Table 5.2

	All academic staff	Researcher 1A	Research Fellow	Senior Research Fellow	Lecturer	Senior Lecturer	Reader	Professor
Female	53.4	0.0	100.0	50.0	100.0	40.8	90.0	64.7
Male	51.7	100.0	66.7	100.0	0.0	40.4	58.3	63.6
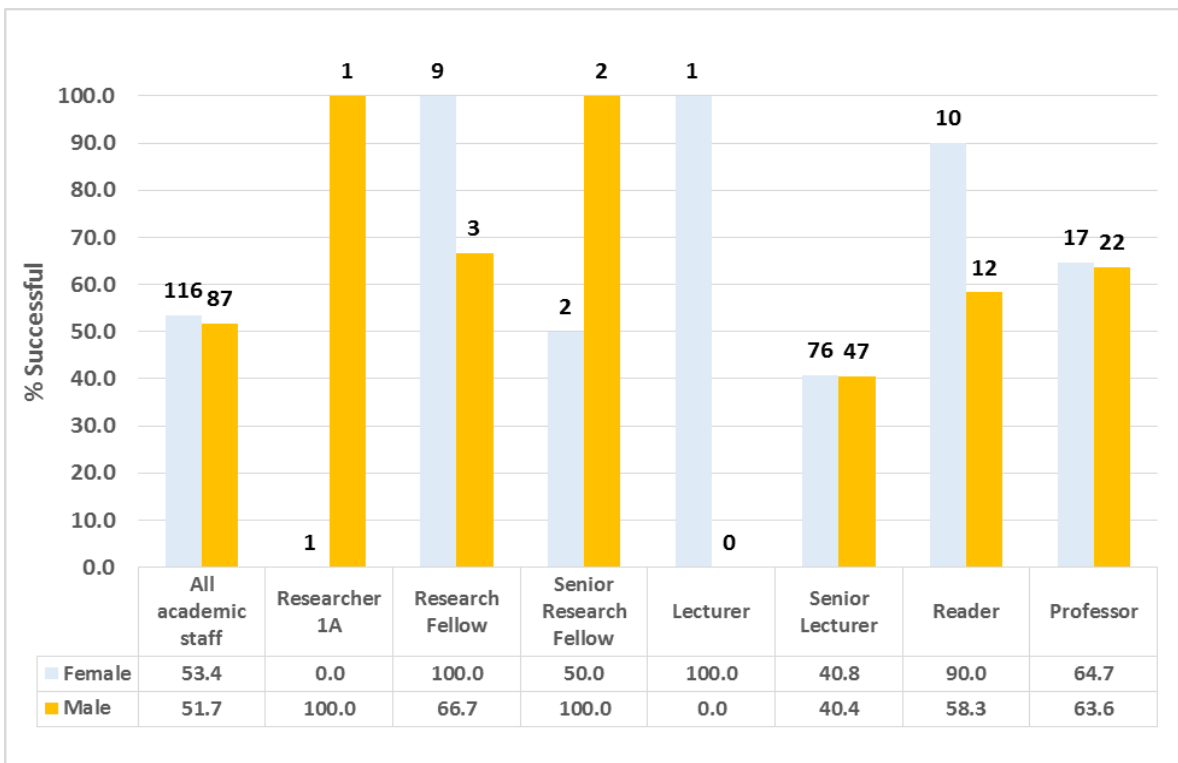
Table 5.2 : GCU Academic Promotions by Gender and Grade : 2016 to 2019

Role Applied For	Female		Male		Female	Male
	Total Applications	Successful Applications	Total Applications	Successful Applications	% Success	% Success
July 2016						
All academic staff	22 (55%)	10	18 (45%)	7	**45.5**	**38.9**
Researcher 1A	1	0	0	0	0.0	0.0
Research Fellow	1	1	1	1	100.0	100.0
Senior RF	1	1	0	0	100.0	0.0
Lecturer	1	1	0	0	100.0	0.0
Senior Lecturer	12	2	10	4	16.7	40.0
Reader	1	1	1	0	100.0	0.0
Professor	5	4	6	2	80.0	33.3
July 2017						
All academic staff	20 (54%)	14	17 (46%)	10	**70.0**	**58.8**
Researcher 1A	0	0	1	1	0.0	100.0
Research Fellow	1	1	0	0	100.0	0.0
Senior RF	0	0	1	1	0.0	100.0
Lecturer	0	0	0	0	0.0	0.0
Senior Lecturer	16	10	10	5	62.5	50.0
Reader	2	2	3	2	100.0	66.7
Professor	1	1	2	1	100.0	50.0
July 2018						
All academic staff	23 (48%)	13	25 (52%)	16	**56.5**	**64.0**
Researcher 1A	0	0	0	0	0.0	0.0
Research Fellow	4	4	1	0	100.0	0.0
Senior RF	0	0	1	1	0.0	100.0
Lecturer	0	0	0	0	0.0	0.0
Senior Lecturer	15	6	12	6	40.0	50.0
Reader	1	1	3	2	100.0	0.0
Professor	3	2	8	7	66.7	87.5
July 2019						
All academic staff	51 (65%)	25	27 (35%)	12	**49.0**	**44.4**
Researcher 1A	0	0	0	0	0.0	0.0
Research Fellow	3	3	1	1	100.0	100.0
Senior RF	1	0	0	0	0.0	0.0
Lecturer	0	0	0	0	0.0	0.0
Senior Lecturer	33	13	15	4	39.4	26.7
Reader	6	5	5	3	83.3	60.0
Professor	8	4	6	4	50.0	66.7
4-year totals						
All academic staff	**116 (57%)**	**62 (58%)**	**87 (43%)**	**45 (42%)**	**53.4**	**51.7**

Part-time staff

Only 15% of female applications and 5% of male applications were from part-timers while 29% of female staff and 14% of male staff are part-time. The corresponding success rate was 47% for women and 25% for men, lower than for full-time (Table 5.3). Feedback from our focus groups pointed [30] towards the need for more targeted support for part-time staff regarding career progression and promotions.

Action 5.3 :
To increase the promotion application and success rate for part-time staff.

Table 5.3: GCU Academic Promotions by Gender and Mode: 4-year totals

	Mode	Staff	Number of Applications		Number Successful	Successful
		%	N	%	n	%
Female	Full-time	71	99	85	54	54.5
	Part-time	29	17	15	8	47.1
	Total	100	116	100	62	53.4
Male	Full-Time	86	83	95	44	53.0
	Part-time	14	4	5	1	25.0
	Total	100	87	100	45	51.7

Promotion and Intersectionality – Gender and Ethnicity

- Over the 4-year period 6.9% of promotion applications from female staff were BME compared with an eligible population of 4.5% (Figure 5.6).

- In contrast, 27.6% of promotion applications from male staff were BME compared with an eligible population of 13.9% (Figure 5.7).

- Success rates for female BME and male BME staff were 38% and 58% respectively.

The above points to a negative intersectional impact with regard to promotions.

Action 5.4 :
To increase the promotion application and success rate for female BME academic staff.

Also refer to **Action 4.2** regarding increasing number of female BME staff in general and in particular in SHLS.

Word Count: 495

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[30] This was a theme emerging primarily from SHLS focus group – 30% of academic staff contracts in SHLS are part-time (GSBS – 17%, SCEBE - 10%)

Figure 5.6 : Female Promotions – Ethnicity Analysis (% Split and 4-Years totals)
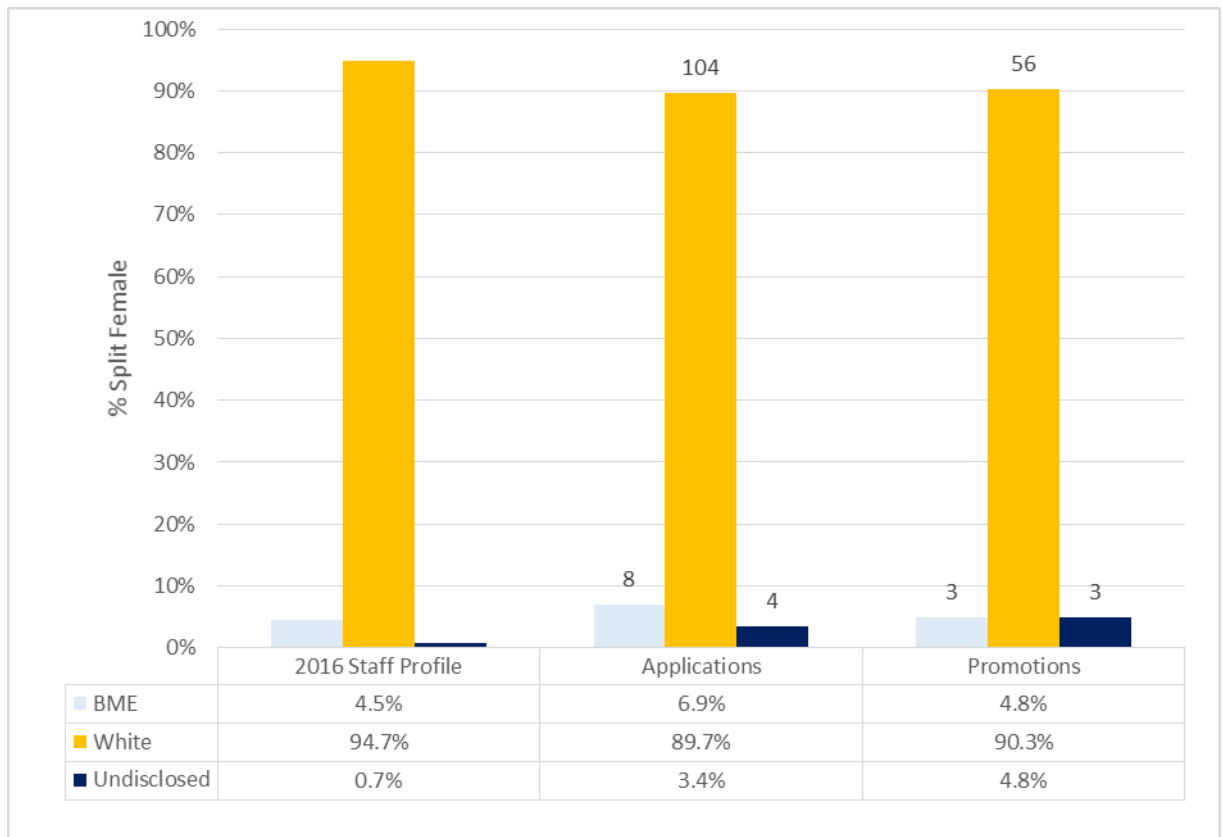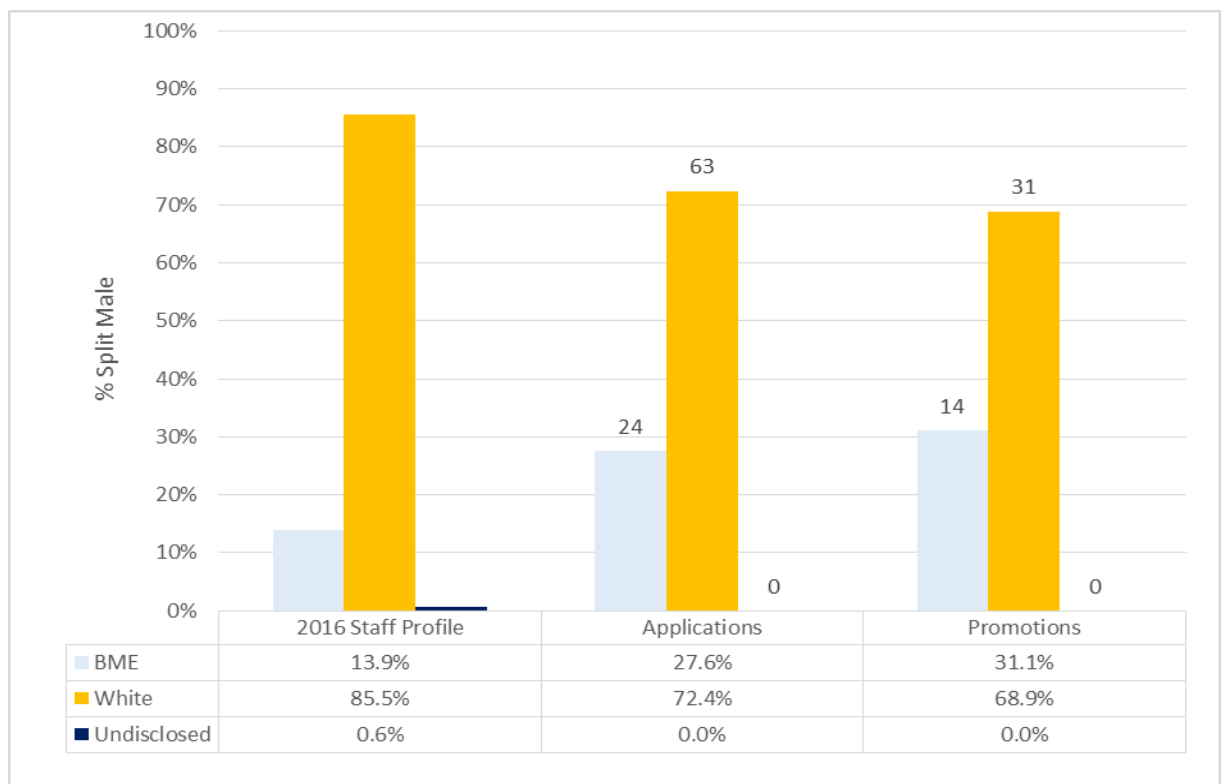

	2016 Staff Profile	Applications	Promotions
BME	4.5%	6.9%	4.8%
White	94.7%	89.7%	90.3%
Undisclosed	0.7%	3.4%	4.8%

Figure 5.7 : Male Promotions – Ethnicity Analysis (%Split and 4-year totals)

	2016 Staff Profile	Applications	Promotions
BME	13.9%	27.6%	31.1%
White	85.5%	72.4%	68.9%
Undisclosed	0.6%	0.0%	0.0%

80

(iv)   Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

The REF process is guided by the principles of transparency, consistency, accountability and inclusivity, underpinned by the University's Code of Practice for REF. The mock process and the actual process are equality impact assessed and include analysis by gender.

Impact Statement: Figure 5.8, Table 5.4

Issue: For REF 2014 we identified that women were under represented (36%) in those returned compared with the proportion in our academic and research staff group (56% - 2014).

Actions: (from 2016)

- A refreshed and more inclusive research strategy – framed around UN Sustainable Development Goals

- Principles of Researcher Development Concordat embedded

- Cross university ECR group established, 94 staff (51 % F : 49 % M)

- A 28% increase in the number of contract researchers (67% F : 33% M)

- University-wide post-doc competition (2018) appointed 9 successful candidates (67% F : 33% M) from a field of 120 applicants

- An increase in the proportion of women in our professoriate (34% to 39%)

- New REF2021 Code of Practice for Equality and Diversity implemented

- Female Role Models – four out of five Research Centres and Graduate School directed by female Professors.

Outcome:

- ✓ An 80% overall increase in the number of women to be returned in REF2021

- ✓ Reflected in all 3 Schools : numbers doubled in SHLS, 50% increase in SCEBE and GSBS

- ✓ The proportion of women in the returning group increased from 36% to 46%

- ✓ Provides a sustainable basis for future growth.

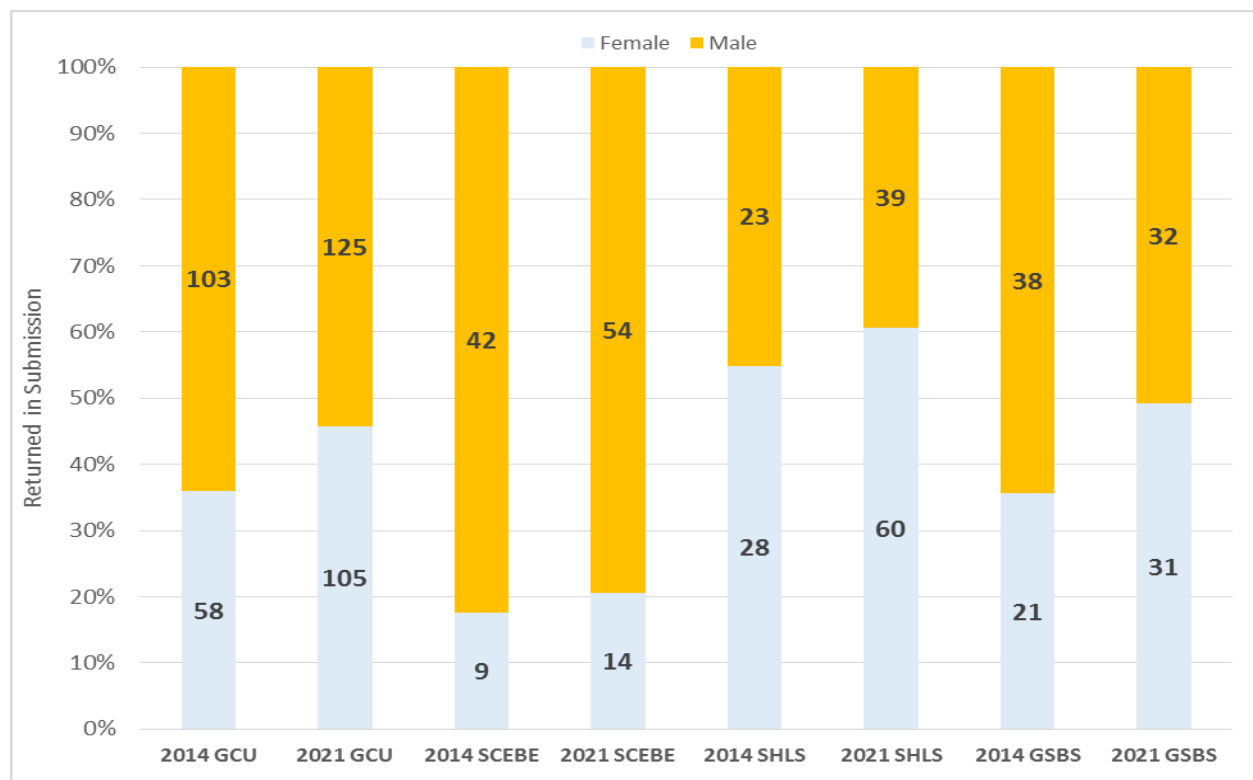**Figure 5.8 : GCU REF 2014 and REF 2021 returned staff by Gender and School**

Table 5.4: GCU REF 2014 and REF 2021 (predicted) eligible and returned staff by Gender and School

Area	Gender	REF 2014				REF 2021 (predicted)			
		Eligible for Submission		Returned in Submission		Eligible for Submission		Returned in Submission	
		N	%	N	%	N	%	N	%
GCU (Total)	Female	105	41	58	36	357	54	105	46
	Male	149	59	103	64	302	46	125	54
SCEBE	Female	15	19	9	18	43	24	14	21
	Male	63	81	42	82	136	76	54	79
SHLS	Female	52	57	28	55	202	72	60	61
	Male	39	43	23	45	77	28	39	39
GSBS	Female	38	45	21	35	112	56	31	49
	Male	47	55	38	64	89	44	32	51

Word Count: 229

5.2. Key career transition points: professional and support staff (PSS)

(i) Induction

> Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Induction

Professional Support Staff (PSS) are provided with core induction as described for Academic Staff (Section 5.1 (ii)). This is to ensure an inclusive induction experience and a shared commitment to equality and diversity, underpinned by our Common Good mission. Feedback from PSS focus groups highlighted partnership working with academic staff as a positive experience with shared induction underlining this.

Central induction is consolidated with local induction - department focused checklist for new staff and their managers to work through in the first week, and in the longer term in the first 90 days.

Staff feedback on the induction process from the consultation event and PSS focus groups indicated that local induction procedures could be implemented more consistently across the University. **Refer Action 5.2 on review of induction procedures, manager briefings/training and monitoring.**

Word Count: 120

(ii) Promotion

> Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

There is no formal promotion process for PSS. Section 5.4(iii) outlines the support given to PSS to assist in their career progression. Staff can access promotion through our recruitment process facilitated by the GCU Career Pathways tool. This is underpinned by the more flexible structure introduced for PSS in 2018 as outlined in Section 4.2 (i) with the PSS focus groups confirming the increased opportunities. This will be supported by **Action 4.4 (recruitment strategies to improve gender balance by grade)** and the overall impact on promotion monitored through **Action 5.5**.

Action 5.5 :
To establish a formal monitoring scheme to track promotions resulting from internal recruitment.

Word Count: 79

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

We offer a range of training and development to staff. These include:
- Essential Training (e.g. Health Safety, Data Protection, Equality and Diversity)
- Leadership and Management (e.g. TLP)
- Personal Effectiveness
- Health, Wellbeing and Diversity
- Organisational Effectiveness
- Networking, Volunteering and Experience
- Academic Development (see below)
- Researcher training and development.

Academic Development

Key priority areas here include supporting the digital capabilities of all staff and enhancing academic leadership across all our discipline communities. This is complemented by a range of technical training delivered by the IT Learning and Development team. Additionally, Schools provide bespoke training supported by their Learning Development units.

Although general uptake and satisfaction with training was captured in our 2019 Staff Pulse Survey (Table 5.5) we have not systematically captured this for all elements of training and development, this will be addressed through Actions 3.1 and 3.2.

For researcher training and development refer to Section 5.3 (iii).

Line managers and senior managers

All line managers play a pivotal role in ensuring that our commitment to advancing gender equality is operationalised. They must complete a 4-day 'People Passport' development programme which introduces People Management and Leadership Accountabilities, and provides specific training on equality and diversity, recruitment, and career development. Over the period 2015 to 2019, 124 line managers (62% women) completed the programme.

However, our People Passport programme is primarily transactional rather than transformative and in 2019 we developed and introduced our Transformational Leadership Programme (TLP) to supplement People Passport. This programme, based on GCU's Values[31] and Behaviours, is initially targeting SMGs and currently 38 out of 39 School Senior Managers are on the programme (79% are women) and are supported by 21 mentors (57% women)[32].

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[31] GCU values: integrity, creativity, responsibility and confidence
[32] The TLP was put on hold in 2020 due to Covid and participants surveyed to determine future direction.

Key Strength

Participants at the staff consultation event and focus groups identified a number of strengths under the theme of training and development with programmes such as Aurora, People Passport and the recently introduced TLP cited as being both effective and inclusive. **(Refer Section 5.3(iii))**

Word Count: 280

(ii)   Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Performance Development Annual Review (PDAR)

The main mechanism for discussions around career development is the mandatory PDAR. This process is linked to an online Career Guide tool that helps staff to understand career options and to facilitate a personal and professional development conversation with their line manager. All line managers are trained in the use of the Career Guide tool.

Training is delivered to PDAR Reviewers and Reviewees.

Feedback on the PDAR process through our 2019 Staff Pulse Survey showed that there was little difference between responses from female and male respondents (Table 5.5). However, less than 40% of respondents participated in a mid-year review and less than 60% of women progressed training, learning and development. Feedback from focus groups was mixed in this regard with some reflecting survey results and others pointing to more positive experiences of support for training, learning and development.

Action 5.6:
Review and develop PDAR process for academic and research staff to achieve higher levels of engagement in mid-year review, support for and progress with training, learning and development.

Table 5.5: Staff Pulse Survey 2019 – Academic and Research Staff responses to PDAR related questions by Gender

Question/statement	Female respondents " Yes"		Male respondents "Yes"	
69% overall response rate **59% of responses from women.**	**N**	**%**	**N**	**%**
"I had a PDAR in the last 12 months"	193	81	129	81
"Was your PDAR discussion useful for you?"	150	67	104	68
"Have you participated in a mid-year and/or career development discussion?"	89	39	55	35
"Did you agree clear objectives as part of your PDAR discussion?"	190	85	136	87
"As part of your PDAR discussion, did you agree a personal development plan?"	163	74	112	73
"Have you taken forward the training, learning and development identified in the plan?"	122	57	92	61
"Has your line manager supported you in accessing the training, learning and development?"	137	64	101	66

Word Count: 138

(iii)   Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

Academic Development

In 2017, to strengthen academic development, we introduced an Academic Development Framework (ADF). This defines a range of pathways for CPD to support staff throughout their academic career, targeted as follows:

- New to GCU
- New to Teaching
- Experienced Teacher.

Both new and experienced teachers are supported to achieve fellowship through the UK Professional Standards Framework (UKPSF). Currently 60% of our female teaching staff and 48% of our male teaching staff hold professional recognition, comparable with the UK sector (2019: 57% - F, 48% - M). We have also been successful with our first CATE award in 2019, a second in 2020 (3F, 2M) and a NTF award (1F). In 2020 we are further strengthening the above through the introduction of a bespoke mentoring scheme for new academic and research staff (see Mentoring below).

Researcher Development

The University holds the HR Excellence in Research Award (HREiR), which has a wide range of commitments that implement the Principles of the Researcher Development Concordat[33]. Our professional development framework, for all researchers, include actions around Researcher Recognition and Value, Researcher Support, and Personal and Career Development.

Our delivery comprises[34]:

- Research Excellence Workshops
- Graduate School Research Staff Development Programme (Vitae Researcher Development Framework)
- Research Mentoring Scheme
- Research Clinics
- Research Leadership workshops series
- Career development and PDAR
- External opportunities.

In 2018, to enhance the support for our ECRs, we established an ECR group across the university (51% F : 49% M), created local ECR groups in Schools, Research Centres and identified and responded to the specific developmental requirements of this cohort of staff.

We have developed and implemented a new Code of Practice for Equality and Diversity based on the new REF2021 guidance and created the DARE (Developing Academic Researcher Excellence) Steering Group.

We conducted a survey of researchers' experience, CEDARS[35], in September 2020. An initial analysis of responses, by gender, under the theme of support for career progressions is presented in Table 5.6. There are three areas with scores less than 60% as highlighted below which point to potential issues around the sufficiency and clarity of support for career development and promotion - **Action 5.7**.

Action 5.7:
To review and strengthen the support and development in place for the career development and progression of Researchers.

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[33] https://www.vitae.ac.uk/policy/concordat
[34] For 2020/21 we are continuing to provide development support through an online programme of events, workshops and clinics.
[35] CEDARS - Biennial survey run by institutions and aggregated into UK results

Table 5.6: CEDARS – Responses to CEDARS survey – support for career progression by gender

CEDARS **Question/statement** **60% of 189 staff responded (58% F : 42% M)**	**Female respondents "Agree/Tend to Agree"**		**Male respondents "Agree/Tend to Agree"**	
	N	**%**	**N**	**%**
"Access to training and development opportunities?"	49	74	38	80
"The promotion pathways and processes at my institution are clear to me"	36	54	30	64
"Supports me in working towards promotion opportunities"	26	44	11	55
"Your manager / supervisor encourages you to engage in personal and career development activities?"	58	89	30	79
"You are aware of the support your institution provides for your career and professional development?"	35	53	25	66

Aurora

We have supported the development of over 100 female staff (51 academic and 54 professional support, cohorts of 16) through the Aurora programme and complemented this with an internally designed and delivered CPD programme, elements of which are available to all staff. As well as these formal activities that focus on progression, staff are encouraged to develop leadership and citizenship skills

through internal and external opportunities.–Unsuccessful Aurora applicants are encouraged to access other development resources including 1:1 career coaching sessions, mentoring, and other tools and workshops through our Development Library.

Photo 3 Aurorans 2019

We complete an annual review of Aurora including a survey and focus group discussion, with feedback on the value of the scheme overwhelmingly positive (2018 – 85% of participants rated the programme good/excellent, 88% said the programme met their learning goals). Comments

highlighted the importance and impact of GCU led activity such as mentoring, preparation for Advance HE days and Action Learning Sets.

Evaluation of the programme led to the development, from 2016, of a series of professional development workshops specifically for women, including titles such as 'Communicating with Confidence' and 'After Aurora – Next Steps'.

Based on our Aurora experience we have also developed a new bespoke leadership development programme (GAL – Grow, Aspire, Lead), led by an Auroran, for female students, piloted in 2018 and established from 2019.

Mentoring

The University supports mentoring and coaching, and a framework is provided consisting of a career coaching and career development planning service, career development tools, alongside guidance, information, and face to face training for potential mentors and mentees. Following positive feedback, especially from Aurora participants, we aim to further strengthen our career pipeline by extending our mentoring provision as shown in Table 5.7 below.

Table 5.7: Centralised mentoring initiatives

Initiative	Eligible group	Mentor Pool			Mentees		
		F	%F	M	F	%F	M
Aurora (since 2013)	Women (Academic and PSS)	34	94	2	105	100	0
New Initiatives							
Transformational Leadership Programme (TLP) (launched 2019)	Senior Managers	12	57	9	23	59	16
Academic and research staff (Piloted 2019, launching 2020)	New academic and research staff	51	73	19	20	67	10
Research supervisor mentor scheme (2019)	Experienced Supervisors	6	67	3	-	-	-
	Total	103	76	33	148	85	26

Analysis of feedback overwhelmingly highlights the extended benefits of such schemes for both mentees and mentors. Whilst more women tend to benefit from being mentored (85%), equally they make up a much larger proportion of the mentors (76%).

Word Count: 668

5.4. Career development: professional and support staff

(i)   Training

    Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

We offer a range of training and development to staff at all levels through our People Services Development team. These include:

- Essential Training (e.g. Health Safety, Data Protection, Equality and Diversity)
- Leadership and Management
- Personal Effectiveness
- Health, Wellbeing and Diversity
- Organisational Effectiveness
- Networking, Volunteering and Experience.

Training opportunities are regularly communicated through our staff intranet, weekly Caledonian Connected all staff email and local reminders. Under the current Covid-19 pandemic we have moved training across to digital platforms and there has been good engagement with this – Developing People Webinars (27 staff, F 55% : M 45%). Although feedback from our PSS focus groups indicated general satisfaction with training opportunities we do not systematically record uptake and effectiveness and this will be progressed through **Actions 3.1 and 3.2**. **Also refer to Action 5.8 regarding underpinning engagement with training through effective PDAR.**
Word Count: 122

(ii)   Appraisal/development review

    Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

See Section 5.3 (ii) on our Performance Development Annual Review (PDAR) process. We seek feedback on the PDAR process formally through our Staff Pulse Survey. The results showed that generally there were more positive responses from women than from men particularly with regard to the perceived usefulness of PDAR discussion (70% v 55%) (Table 5.8). However, less than 50% of respondents participated in a mid-year review and only 60% of women have taken forward training identified in the plan. Focus Group feedback confirmed the variability of the effectiveness of PDAR in underpinning training and development.

Action 5.8:
Review and develop PDAR process across all job families within PSS to achieve higher levels of engagement in mid-year review and in taking forward training, learning and development.

Table 5.8: Staff Pulse Survey 2019 – Professional and Support Staff responses to PDAR related questions by Gender [36]

Question/statement	Female respondents "Yes"		Male respondents "Yes"	
	N	%	N	%
"I had a PDAR in the last 12 months"	246	77	116	69
"Was your PDAR discussion useful for you?"	211	70	87	55
"Have you participated in a mid-year and/or career development discussion?"	146	48	64	39
"Did you agree clear objectives as part of your PDAR discussion?"	240	80	125	78
"As part of your PDAR discussion, did you agree a personal development plan?"	200	67	117	73
"Have you taken forward the training, learning and development identified in the plan?"	176	60	83	53
"Has your line manager supported you in accessing the training, learning and development?"	220	74	108	67

Word Count: 94

(iii)   Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

Although there is no formal promotion process for professional and support staff, the GCU Career Pathways tool was established in 2017 to provide a way for staff to understand the levels of progression involved in a career at GCU. Developed by external consultants in partnership with staff, the Professional and Support Pathway identifies three broad types of work group – Service Delivery, Business Support and Technical Support – and for each group outlines the skills, knowledge and experience, along with expected behaviours required for the different levels of role. These pathways, and the development required to support the journey through them, can form the basis of the annual PDAR conversation between a reviewee and their reviewer with 70% of female staff indicating they found the PDAR discussion useful to them

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[36] Overall 69% response rate, 65% of responses were from women and 68% of professional and support staff are women.

(Table 5.8). Although feedback from staff (PSS focus groups) indicates a low level of engagement with this tool and concerns over the effectiveness of PDAR in underpinning staff development, there are emerging signs of improvement in levels of both horizontal and vertical movement following the restructuring of School Professional Services with some excellent examples facilitated through secondments.

There is strong engagement by PSS in the Aurora programme with consistently more than half of participants from PSS (refer Section 5.3 (iii)) who also benefit from associated mentoring, and staff feedback has been very positive, a typical comment from 2019-20 cohort:

'I have gained more confidence and felt empowered to take things forward as a result of the programme'.

Staff feedback recognised that while the above facilities are in place there was a consensus that career progression requires improved clarity and increased range. This will be explored further as part of **Action 4.4 (Gender balance by grade), and Action 5.8 (PDAR impact)** underpinned by the relaunch of the Career Pathway tool and enhanced opportunities to benefit from targeted mentoring.

Word Count: 294

5.5.   Flexible working and managing career breaks
Note: Present professional and support staff and academic staff data separately

(i)   Cover and support for maternity and adoption leave: before leave

Explain what support the institution offers to staff before they go on maternity and adoption leave.

Our Supporting Families Policy aims to ensure that the University adopts a fair, consistent and transparent approach to dealing with family-related matters including maternity, adoption, paternity and parental leave, time off to care for dependants and arrangements to cater for nursing mothers. The Policy has a number of accessible quick guides and the Casework Team within People Services provide support and guidance to staff members and managers on any aspects related to these policies. The team regularly have confidential face to face meetings with staff members to discuss related policy questions including KIT days and how to make a flexible working request to support their return and transition back to work. Staff are issued with supporting documentation prior to their leave and prior to their return.

Word Count: 126

(ii)   Cover and support for maternity and adoption leave: during leave

> Explain what support the institution offers to staff during maternity and adoption leave.

The University recognises the importance of maintaining contact during leave and advises that there is agreement about communication between the line manager and employee prior to maternity or adoption leave. We detail KIT days on the maternity letter issued to Staff Members and generally 1 in 4 people use these, mostly academic staff. The Line Manager is responsible for keeping the member of staff up to date with new developments within their department and wider communications such as University information.

The University ensures cover is provided for continuity and this is normally achieved through fixed-term contract staff and sometimes through temporary secondment.

Word Count : 102

(iii)   Cover and support for maternity and adoption leave: returning to work

> Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

A member of staff can alter their working arrangements on return from maternity or adoption leave by submitting a flexible working application to their line manager. On average 39% of academic staff and 56% of professional support staff returners submit an application for flexible working (within six months of return), to date all have been approved, except for one application, (Table 5.9), demonstrating success in supporting returners.

Table 5.9 : Flexible working applications and outcomes for returning staff

Year	Academic Staff			Professional Support Staff		
	Returners	Applications Made	% Applications Made	Returners	Applications Made	% Applications Made
2015/16	15	6	40	19	8	42
2016/17	12	5	42	10	7	70
2017/18	14	4	29	15	8	53
2018/19	13	6 *	46	18	12	67
Total	**54**	**21**	**39**	**62**	**35**	**56**

Note: * One application declined, all other applications made were approved.

The University recognises the health benefits to a mother and baby of breastfeeding, and provides support to mothers who wish to continue breastfeeding when they return to work. Support includes the provision of a facility exclusively for nursing mothers, and flexibility in working arrangements to allow the facility to be used.

Wider institutional conversations at Executive Board and departmental level, confirmed through academic staff focus groups, identified a gap in support for academic staff returning from maternity leave such as additional time to catch up on research and opportunities to take up sabbaticals – **Action 5.9.**

Word Count : 160

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

The maternity return rate at GCU is relatively high, overall in excess of 90% (Table 5.10) with a slightly lower return rate for PSS. Of the six non-returners over the 4-year period one was due to the end of a fixed-term contract (Table 5.11).

Table 5.10: Maternity Return Rate – 2016 to 2019

Census Date	Academic Staff			PSS			Overall
	Returned from Maternity		Return Rate	Returned from Maternity		Return Rate	Return Rate
	No	Yes	%	No	Yes	%	%
July 2016	0	15	100.0	1	19	95.0	97.1
July 2017	0	12	100.0	0	10	100.0	100.0
July 2018	0	14	100.0	2	15	88.2	93.5
July 2019	1	13	92.9	2	18	90.0	91.1

Table 5.11: Reasons for leaving (not returning) after maternity leave – 2016 to 2019

Leaving Category	Leaver Type	Census Date			
		July 2016	July 2017	July 2018	July 2019
Involuntary	End of Fixed-term Contract†	0	0	0	1
Voluntary	Other	0	0	2	0
	Resignation	1	0	0	2
	Total (Leavers)	**1**	**0**	**2**	**3**
† Externally funded fixed-term post					

The retention rate for those returning from maternity leave is relatively high with this averaging 85% for up to 18 months after returning, 17 leavers over the 4-year period with only one involuntary (Table 5.12/5.13). The majority of those leaving resigned (11 out of 17) although further information is unavailable due to incomplete exit interview information – **Refer to Action 4.3 – more comprehensive information on reasons for leaving.**

Word Count: 102

Table 5.12: Maternity Returners in post up to 18 months after returning – 2016 to 2019

Period after return	July 2016		July 2017		July 2018		July 2019	
	Number	%	Number	%	Number	%	Number	%
0 mths	34	100.0	22	100.0	29	100.0	31	100.0
< 6 mths	32	94.1	20	90.9	24	82.8	30	96.8
< 12 mths	31	91.2	19	86.4	22	75.9	29	93.5
< 18 mths	31	91.2	19	86.4	21	72.4	28	90.3

Table 5.13: Reasons for leaving post-return after maternity leave – 2016 to 2019

Leaving Category	Leaver Type	Census Date			
		July 2016	July 2017	July 2018	July 2019
Involuntary	Other	0	0	1	0
Voluntary	Other	1	2	2	0
	Resignation	2	1	5	3
	Total (Leavers)	**3**	**3**	**8**	**3**

(v)   Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Following review in 2016 we introduced enhanced pay entitlements to staff becoming parents which includes a significant period at full-pay and up to 10 KIT days at full-pay. The options and rights regarding maternity, adoption, paternity and shared parental leave are clearly outlined on the 'Childbirth/Adoption Leave' section of the staff intranet. The University's Adoption Leave and Pay provision mirrors the Maternity Leave & Pay entitlement. Staff interested in Shared Parental leave are provided with additional support from People Services given its complexity and reliance on other employers offering similar terms.

The majority of leaves were for Paternity (92%, 48 out of 52) and the adoption leave was for an individual woman with the remaining three leaves, Shared Parental, for men (Table 5.14). All grades accessed opportunities for leave with the exception of Senior Managers. There is equity of access between the academic and PSS groups with circa 3% of staff accessing paternity and shared paternal leave.

Word Count: 157

**Table 5.14: GCU Adoption, Paternity and Shared Paternal Leave by Role and Grade –
4-year Totals**

Roles and Grades	Adoption Leave	Paternity Leave	Shared Paternal Leave
Total: Academic Roles	**1**	**21**	**2**
Research Assistant	0	2	0
Research Fellow	0	1	0
Senior Research Fellow	0	1	0
Lecturer	0	15	2
Senior Lecturer	1	1	0
Professor	0	1	0
Total: Professional and Support Roles	**0**	**27**	**1**
Grades 3-4	0	2	0
Grades 5-6	0	16	0
Grades 7-8	0	9	1
Senior Management	0	0	0
Totals (All Roles)	**1**	**48**	**3**

(vi)   Flexible working

Provide information on the flexible working arrangements available.

Our People Strategy's 'Working Well' commitments recognise our duty to create the right climate and culture where our staff can perform at their best. We recognise the positive impact flexible working can have on staff engagement and motivation, and the role it plays in improving the health and wellbeing of our staff.

Any member of staff may request a change to working arrangements.

Impact Statement: Flexible working

Issue: In 2016 we recognised that there were inconsistencies in formal and informal arrangements for flexible working and no clear definition of the types of arrangements available.

Action: In 2017 we developed -

- clearer guidance on flexible working, informed by a pilot study in SHLS, and published this on the People Services intranet for both staff and managers,
- and introduced a formal and more robust monitoring and tracking process which allows support to be targeted and decisions monitored for fairness and consistency.

Outcome: (Tables 5.15/5.16)

- ✓ The number of formal applications recorded almost doubled between 2017 and 2018 – 43 to 80.
- ✓ A high percentage of applications for flexible working are from women (70% for academic staff, 89% for PSS) with only one application declined to date.
- ✓ More than 50% of applications from women cite childcare and caring responsibilities as the primary reason for the application confirming our commitment to offer and support flexible working to facilitate this (Figure 5.9).
- ✓ Feedback from the consultation event and focus groups highlighted the strong and clear message of support for work-life balance articulated in the updated policy and guidance.

Feedback also indicated that line managers should be supported to consider a fuller range of options.

Action 5.10 :

To support managers to increase their knowledge of and confidence in applying a full range of flexible working options.

Table 5.15 : Flexible working applications and outcomes for academic staff by gender

| Year	Female		Male		Total
	Applications	%	Applications	%	
2015/16	13	76	4	24	17
2016/17	8	62	5	38	13
2017/18	14	64	8	36	22
2018/19	13 *	76	4	24	17
Total	**48**	**70**	**21**	**30**	**69**

Note: * one application declined, all others approved.

Table 5.16 : Flexible working applications and outcomes for PSS by gender

Year	Female		Male		Total
	Applications	%	Applications	%	
2015/16	10	77	3	23	13
2016/17	27	90	3	10	30
2017/18	55	95	3	5	58
2018/19	33	85	6	15	39
Total	**125**	**89**	**15**	**11**	**140**

Note: All applications approved to date

Figure 5.9 : Reasons for applying for flexible working, female staff (2018/19 sample)
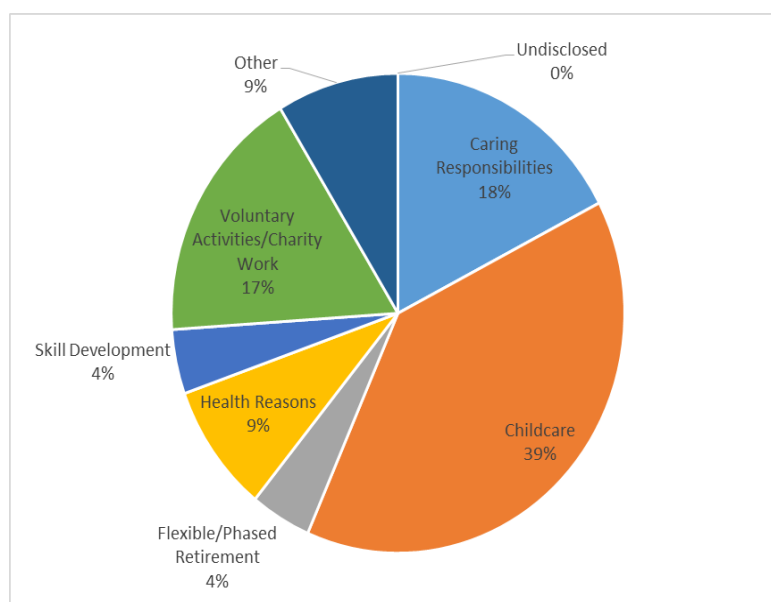
Word Count: 262

(vii)   Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Our flexible-working policy provides for staff wishing to transition back to full-time following a period of up to two years working part-time. The workload change would be agreed between the individual and manager. This appears to be working well, with high levels of satisfaction as highlighted in (vi) above subject to further developing the knowledge base of managers as **Action 5.10**.

Word Count: 59

(viii)   Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

Our campus nursery offers staff and students full and part-time childcare, taking children from six weeks to five years old – spaces are allocated on first come first-served basis. Details are provided on our website, and staff are supported with other information on finding childcare and other childcare providers in the event of demand exceeding places.

In relation to support for childcare costs, staff can access the Government's Tax-Free Childcare scheme, which has replaced GCU's childcare voucher scheme for any new joiners. The scheme is promoted at induction for new staff and information on the scheme is communicated via the staff intranet.

Word Count: 101

(ix)   Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

This has been a particular focus during the Covid-19 pandemic. While the proportion of staff affected directly by the coronavirus has been very small, a larger proportion of staff have had to deal with the challenges of balancing work with caring responsibilities, and communications by the Principal, as well as guidance for senior managers, recognised these difficulties and the importance of achieving this balance.

We were the first Scottish university to be awarded 'The Going Higher for Student Carers: Recognition Award' in acknowledgement of the work supporting student carers, and we have used this progress to attain Carer Positive 'Engaged' status for supporting staff carers.

A 'Staff with caring responsibilities' intranet page outlines our commitment and references relevant policies (Flexible Working, Family Leave) and external resources and

organisations. A Staff Carers Working Group informs our work further, which will include the development of a new Policy and a staff network.

We mark relevant events such as Carers Rights Day and Carers Week with articles on our intranet to raise awareness. These are complemented with information stalls throughout campus, and we invite organisations such as Carers Trust Scotland and Carer Positive to share their knowledge and expertise with staff and students.

We explored the support for carers theme in our five focus groups and feedback overwhelmingly praised the University for the effectiveness of its policy and implementation. The following quote exemplifies:

'GCU's policy (Flexible Working, Family Leave) has allowed me to continue to work and even be promoted despite being a carer. I was able to take career breaks. The University was very understanding throughout Covid. I know very few parents in my position who have been as well supported as I have.'

> **Action 5.11 :**
> **To further develop support mechanisms for staff carers by creating a Carers policy, a staff network and improving monitoring and disclosure mechanisms.**

Word Count: 281

5.6.   Organisation and culture

(i)   Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

We take a whole institution approach to advancing gender equality and inclusivity. Gender equality is part of our identity and this flows through our Common Good mission and strategy, and supporting activities, and is reflected in our culture around campus [37]. Feedback from our 5 focus groups spoke positively of our culture – "*collegiate, friendly, respectful, supportive, family friendly and welcoming*".

We can demonstrate positive impact on gender equality locally, nationally and internationally through our teaching, research and partnerships. This is outlined and illustrated in Figure 3.2 and in Section 7 (Figure 7.1).

The embedment of the Values and Behaviours Framework through the establishment of the Values Forum, and our capturing a 'Great Day' workshops, guide and reflect our day-to-day interactions. This is evidenced in the Staff Pulse Survey 2019 results, where 97% female respondents (and 93% male respondents) answered 'Agree/Tend To Agree' to the statement "I believe that the GCU value statements are a good guide to the way I should behave".

More operationally, we embed messaging around gender equality into our operational and business as usual activities. As described in Sections 5.1 (ii) and 5.2 (i), our

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[37] Commended for this in Enhancement-led Institutional Review (ELIR) 2020

commitment to gender equality and the Athena SWAN charter principles are outlined to all new staff as part of the core staff induction.

The equality impact, including gender equality impact, of policies and decisions is routinely considered as part of committee deliberations and governance process.

Considerations of gender are a regular feature of our People Committee discussions (e.g. as part of workforce profile reporting), and Senate (e.g. equal pay).

Word Count: 254

(ii)   HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

We take a multi-layered approach to monitoring the consistency of our HR policies. People Services, who own the HR policies, are constantly monitoring the use of the policies that they support and implement, specifically the Staff Conflict and Complaints Policy and the Staff Conduct and Capability Policy. As they handle cases under these two policies they are well placed to reflect on how previous and similar cases have been handled to ensure a consistent approach in the application of the policy and supporting procedure. Where there are any concerning issues, then appropriate action would be considered. At a wider institutional level, the People Committee has a role to play in considering and reporting to University Court on the development, implementation and monitoring of the People Strategy and staff policies, and this commitment is built into its Terms of Reference. Specifically, the People Committee monitors the effectiveness of our central policy on equality and diversity, the Dignity at Work and Study Policy. This is done through receiving progress reports on the implementation of our Equality Outcomes, which contain actions that implement the commitments in the Dignity at Work and Study Policy. The People Committee also monitors the effectiveness of associated activities, such as our Athena SWAN Action Plan, the staff mental health at work action plan, and the emerging work on race equality.

Photo 4 GCUs highly successful campaign Erase the Grey (against gender based violence)

The staff consultation event included a specific discussion theme on policies and feedback has informed actions throughout this application.

The Annual Policy and Guidelines Review conducted by the Governance department aims to ensure that policies are up to date, compliant with legislation and regulations, and are fit for purpose. The output from this review is scrutinised by the Executive Board and the Audit Committee on behalf of the Court for the purposes of assurance and public accountability.

Staff with management responsibilities are kept up to date on policies and developments through the People Passport training programme and the Senior Managers Forum.

Word Count: 322

(iii)   Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

We took a strategic decision in 2017 to undertake School Refresh, recognising this would facilitate a refresh of School Senior Management Roles. The new school senior management consists of the Dean, Vice-Dean, Associate Deans and Heads of Department.

Impact Statement: Figure 5.10, Table 5.17

Issue: 2016 - Low overall proportion of women in senior management (academic) contracts (42%) compared with the proportion (54%) for all academic staff, particularly in SCEBE which had no female senior managers.

Actions:
- University wide decision and consultation to 'Refresh' Schools in 2017/18 to enhance academic focus.
- Process assessed for Equality Impact.
- School senior management strengthened increasing number of posts from 31 to 44.
- Internal appointment panels E&D trained and included at least one women.
- Targeted development, pre and post-appointment – Mentoring, Aurora, People Passport, and Transformational Leadership Programme.

Outcome: School Refresh implemented in 2018/19
- ✓ Number of women in senior management roles increased from 13 to 28.
- ✓ The proportion of senior management contracts held by women increased from 42% to 64% (UK Sector Average 38%).
- ✓ SCEBE has four female senior managers, previously none.
- ✓ Sustainable position with all roles other than Dean now rotating on 5-year cycle.
- ✓ Feeds through to better gender balance on School/University committees.

Figure 5.10: Proportion and Number of Senior Management (SM) Roles by School and Gender – 2016 to 2019 (Academic Staff by School and Gender shown for reference)
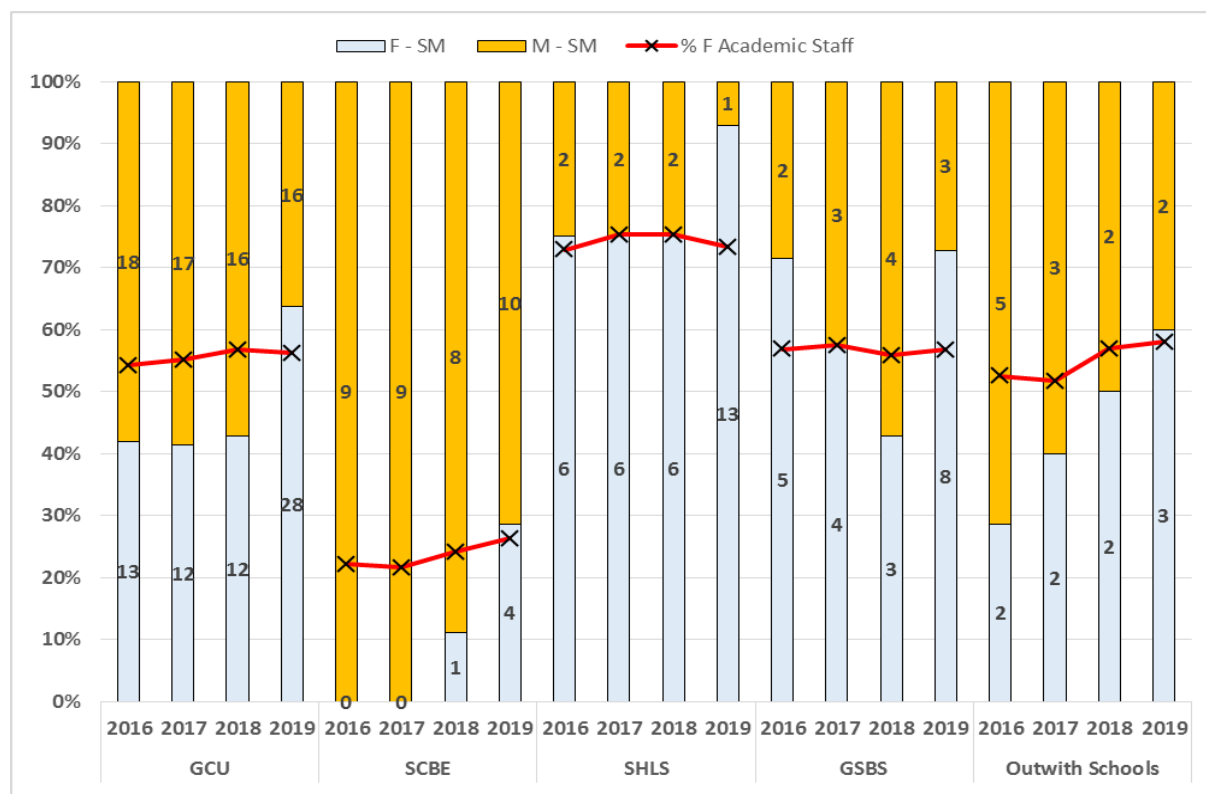

Table 5.17 : Proportion of Senior Management Roles by Gender - 2019

Location	Role	Female		Male		Total
		N	%	N	%	
GCU (total)	**Senior Management**	**28**	**63.6**	**16**	**36.4**	**44**
	Academic Staff	423	56.3	328	43.7	751
SCEBE	**Senior Management**	**4**	**28.6**	**10**	**71.4**	**14**
	Academic Staff	51	26.3	143	75.8	194
SHLS	**Senior Management**	**13**	**92.9**	**1**	**7.1**	**14**
	Academic Staff	243	73.4	88	26.6	331
GSBS	**Senior Management**	**8**	**72.7**	**3**	**27.3**	**11**
	Academic Staff	93	56.7	71	43.3	164
Business Units outwith Schools	**Senior Management**	**3**	**60.0**	**2**	**40.0**	**5**
	Academic Staff	36	58.1	26	41.9	62
Note: The % of Senior Management (SM) roles held by women for the UK sector in 2017/18 was 37.6% based on SM grades included at GCU and extracted from Table 4.16 of Advance HE Statistical Report 2019.						

All three Schools have a higher proportion of Senior Managers who are women compared with proportion for all academic staff. In SHLS this also highlights the significant under representation of men in SM roles.

Action 5.12 :
To increase the proportion of Senior Management roles held by men in SHLS.

Word Count: 227

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

The gender balance of our Executive Board has consistently reflected that of the University as a whole (Table 5.18).

School Senior Management Groups (SMG) comprise of the senior managers shown in Figure 5.10 with the addition of 3 senior PSS roles (HR, Finance, Programmes). SMGs, other than SCEBE, have consistently reflected an equitable gender balance (Table 5.18). Through the actions highlighted above (Section 5.6 (iii)) we now also have a more equitable position in SCEBE.

This supports our strong leadership, organisation and culture in respect of gender equality (see Section 5.6 (i)).

Word Count:92

Table 5.18 : GCU Executive Board and School SMGs by Gender

Senior Management Committee	2016			2017			2018			2019		
	F		M	F		M	F		M	F		M
	N	%	N	N	%	N	N	%	N	N	%	N
Executive Board	5	62	3	5	62	3	4	67	2	4	67	2
SMG - SCEBE	1	8	11	1	8	11	2	17	10	6	35	11
SMG - SHLS	7	64	4	7	64	4	7	64	4	14	82	3
SMG - GSBS	7	70	3	6	60	4	5	50	5	9	64	5
Total	20	49	21	19	46	22	19	48	21	33	61	21

(v)   Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

The membership of Court, the University's governing body, comprises: lay members drawn from business, industry and the professions who retain an overall majority; Ex-Officio members: the Principal and the President of the Students' Association; two elected members, one from academic staff and one from non-academic staff; and one member appointed by the University Senate.

The gender balance of Court has significantly improved since our 2016 application, which showed that women were consistently underrepresented during 2012-2015 (circa 30%). Table 5.19 presents a more balanced picture, and this reflects, from 2016, a particular focus on diversifying the governing body. Our recruitment campaign encourages applications from women and those from underrepresented groups.

Opportunities for staff to join Court as staff governors are advertised internally and external advertisements are placed across diverse media. Equality monitoring was introduced as part of the application process.

Similarly, the gender balance of Senate, following a review in 2017, has improved over time (Table 5.19) and has been primarily driven by a more balanced representation of ex-officios, which comprise 55% of the membership, drawn mainly from senior management which has also seen improving trends regarding gender balance (Figure 5.10).

Table 5.19: GCU University Court and Senate Membership by Gender – 2016 to 2019

Committee	2016			2017			2018			2019		
	F		M	F		M	F		M	F		M
	N	%	N	N	%	N	N	%	N	N	%	N
University Court	9	41	13	10	53	9	10	43	13	12	52	11
University Senate	18	45	22	18	51	17	17	47	19	18	49	19

Other influential committees have a gender balance that reflects the proportion of female staff overall, with the exception of the Research Committee (Table 5.20). We will address the latter through increasing the number of female academics in senior and key research roles through:

- **Action 4.1 – Increase proportion of women in the professoriate (non-ex officio places)**

- Rotation of school senior management roles (Associate Dean Research) – ex-officio members.

  Word Count: 244

Table 5.20: GCU Influential University Committees by Gender – 2016 to 2019

Committee	2016			2017			2018			2019		
	F		M	F		M	F		M	F		M
	N	%	N	N	%	N	N	%	N	N	%	N
Academic Policy and Practice Committee	11	58	8	13	57	10	12	60	8	14	70	6
University Research Committee	8	36	14	8	36	14	2	14	12	4	27	11
International Committee	5	45	6	6	55	5	6	60	4	6	60	4
People Committee [38]	-		-	-		-	4	44	5	5	62	3
Total	24	46	28	27	48	29	24	45	29	29	55	24

[38] People Committee was formed in academic year 2018/19

(vi)   Committee workload

> Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

Committee membership is normally determined by position held at the University with an appropriate balance between ex-officio and elected. There is no formal policy in place to mitigate against committee overload. However, we recognise that this can be an issue in areas where women are under-represented and we are working to address this across a range of actions.

Word Count: 58

(vii)   Institutional policies, practices and procedures

> Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

In 2016 our Equality Impact Assessment (EIA) process was reviewed and redeveloped resulting in EIA embedded in committee cover papers. Authors of policies, proposals and decisions being presented to committees are required to consider the equality impact as part of the submission. The types of issues considered range from changes to academic programmes, to new policies, and issues related to post-lockdown safe return to campus. The receiving committee is expected to discuss and address any negative impact on equality, including gender equality, of the paper. Guidance is provided by the Equality and Diversity Advisor with training provided to underpin this. Feedback from the staff consultation event indicated that general policies related to equality and diversity, including Dignity at Work and Study are viewed as strengths.

Word Count: 124

(viii) Workload model

> Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The Workload Allocation Model (WAM) is currently used at GCU to plan academic staff activity and ensure a fair and equitable workload for academic staff. The current WAM allocates a Units tariff for identified activities:
- Learning and Teaching
- Dissertation Supervision
- Programme Management
- School / Department Management
- Research Allocation
- Other Activities (includes staff CPD, citizenship and outreach).

The introduction of the current model was assessed for equality impact using the new enhanced process introduced in 2016 (refer to Section 5.6 (vii) above).

There is currently a working group convened to look at the WAM with the aim of more accurately reflecting the time spent on various activities, particularly learning and teaching and research and to ensure a more consistent application across the University. Feedback from our School focus groups was particularly critical of the inconsistent implementation and the need for a complete review of tariff arrangements. This work has been started with various proposed approaches, derived from best practice at other Post-92 HEIs, being tested and evaluated for fairness, equity and effectiveness aiming for implementation in 2021/22.

Heads of Department, as part of PDAR, will have a conversation with staff regarding career aspirations (development and promotion) and Departmental / School / University targets and this is factored into PDAR objectives and WAM allowance. **Also Refer to Action 5.6 on PDAR.**

Action 5.13 :
To monitor and evaluate the impact of the updated WAM on gender equality.

Word Count: 214

(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

We continue to ensure that meetings are held during core hours (9am – 5pm), including senior management forum meetings, committees and University Court. University social gatherings are rotated between winter and summer dates, and take place within core hours. During the Covid pandemic we have been particularly mindful of those with caring responsibilities and have supported staff and managers with strategies for agile working and thinking about new boundaries whilst working from home.

Word Count: 72

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

We have taken a proactive approach to continuing to ensure the visibility of role models across all of our activities, from the very top to all levels of the institution. Our first ever female Chancellor, Dr Annie Lennox, provides inspirational leadership as she is regularly featured in our internal and external communications, ranging from advocating global feminism (through her leadership of The Circle), to supporting International Women's Day campaigns, and presiding at graduation ceremonies.

Our Principal and Vice-Chancellor, Professor Pamela Gillies embodies a very visible commitment to gender equality, reflected in her personal involvement in our equal pay work, her presence on Scotland's First Minister's National Advisory Council on Women and Girls, and presentations to high profile conferences.

Professor Pamela Gillies, Principal and Vice-Chancellor of GCU, with Chancellor Dr Annie Lennox OBE, and Student President Eilidh Fulton

Photo 5 Female role models - Principal, Chancellor and Student President

Four out of our six Research Centres are led by female Professors, as is our Graduate School and we make positive use of this when promoting our areas of research strength. Our action to improve the gender balance of our Honorary Graduates has successfully realised a more representative balance (Table 5.21) and this is also reflected in our professorial lectures (11 female academic staff promoted to professor).

Table 5.21 : GCU Honorary Graduates by gender

Year	Female		Male
	n	(%)	N
2016	3	33	6
2017	4	36	7
2018	5	56	4
2019	9	53	8

Photo 6 Two of our Honorary Graduates in 2018 Anne-Marie Imafidon and Dr Susan Scurlock MBE – honoured for their STEM related work

Our brand guidelines state that in photographs for campaigns, materials, "Groups are diverse and gender-balanced, where possible" and as a result, our website and publications feature a high proportion of our female staff and students from all areas of our GCU community to reflect the breadth of role models and the activities they are leading.

The staff consultation event found that participants viewed the University's communications and campaigns as a strength - particularly the visibly high number of senior female role models, 'Erase the Grey' campaign on preventing gender based violence, and well-coordinated and wide ranging annual events to support International Women's Day.

Photo 7 International Women's Day 2019 - Equal for Equal

Word Count: 289

(xi)   Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by School type and gender.

We work in the areas of Outreach & Transition Support, and this consists of six multi award winning teams – **School Connect, Care Experienced, College Connect, the Caledonian Club, Routes for All and the Advanced Higher Hub** engaging over 11,500 young people and 3,000 parents each year.

The outreach team comprise 31 dedicated (core) staff (a mix of academic and PSS – 71% female with a range of grades).

All GCU staff are provided with opportunities to engage with outreach and this is recognised both in our workload model, in PDAR discussions and in criteria for promotion (updated promotion criteria introduced in 2017).

In 2019 academic staff involved in outreach by school and gender was broadly representative of the gender balance in each school with the exception of SCEBE where we aimed for a higher proportion of female academics to attract more female students into the school (Table 5.22).

Table 5.22: Academic staff involved in outreach by school and gender – 2019

School	Female			Male
	n	(%)	Staff in School (%)	N
SCEBE	16	59	26	11
SHLS	46	71	73	19
GSBS	20	65	57	11
Total	82	67	56	41

Outreach is supported through the training and appointment of paid student mentors and there is a strong representation from female students across the three schools (Table 5.23). We have deliberately increased the % of female mentors in SCEBE (female engineers) and Male mentors in SHLS (male nurses) over the last four years.

Photo 8 Staff and potential students at one of our STEM taster days

Table 5.23: Student mentors by school and gender

Academic Year	Mentors Employed	Total % Female	SCEBE % Female	SHLS % Female	GSBS % Female
2016/17	236	71	29	84	72
2017/18	179	73	36	77	80
2018/19	164	70	42	77	71
2019/20	164	69	45	73	77

Word Count: 199

(xii)   Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Our commitment to achieving and enhancing Athena SWAN accreditation is built into our University Strategy and reflected in our Equality Outcomes and People Strategy. Each of our three Schools is applying for Athena SWAN and will be supported by the Dean's Group and University AGEG. Our AGEG members includes the three School leads for Athena SWAN which ensures connectivity and facilitates School SAT access to the dedicated resources of the AGEG. On a practical level, there is support for gathering data from People Services and Strategy and Planning as a well as a financial resource to engage external consultants in survey and focus group work. Schools SATs have been provided with access to and utilised mock panels, remote review, networks, key resources at Advance HE and EDI training and development opportunities to underpin the University's commitment to Athena SWAN principles.

Word Count: 140

6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words | Silver: 500 words

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

Our Dignity at Work and Study Policy is the guiding policy to support people with different protected characteristics, including trans people.

The Policy makes a commitment to providing an inclusive and supportive environment that values dignity at work and study and recognises staff and student diversity, and promotes good relations between different groups. Both our equality and diversity training and unconscious bias training support this by highlighting the importance of avoiding negative attitudes and behaviours across all equality issues, including trans.

Our Trans Student Support Policy sets a wider institutional approach to supporting trans students to transition, and contains advice and guidance for staff supporting students as well. This will be strengthened with the development of a trans policy for staff, supported by specific trans awareness training for staff and wider university communications on guidance and events as part of our future activities (to be incorporated in our new Equality Outcomes in 2021). **(Refer Actions 6.2 and 6.3)**.

Word Count: 153

(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

We monitor the impact of our policies and procedures through equality and diversity monitoring of our recruitment process and also use the monitoring question 'Gender Assigned at Birth' as part of our new start employee monitoring form. We do not currently report on 'Gender Assigned at Birth' as part of our routine reports. Going forward we are reviewing our wider monitoring process to improve how we capture and report on trans and other data relating to disability, sex and carer status and care-experienced backgrounds.

> **Action 6.1 :**
> **To include trans in the wider review and development of our monitoring processes across the University to ensure relevant data is captured and reported on trans.**

Word Count: 84

(iii)   Further work

Provide details of further initiatives that have been identified as necessary
to ensure trans people do not experience unfair treatment at the institution.

We have piloted a trans awareness session for staff and plan to have a wider roll out
during academic year 2020-2021. We plan to include more visible actions in our new
Equality Outcomes, due to be published in April 2021. GCU is part of the TransEdu
community of practice, which brings together staff from colleges and universities across
Scotland to share expertise, develop practice, and gain peer support in advancing trans
equality. We plan to use this partnership to inform improvements in policy and practice
in monitoring and supporting trans applicants and staff.

Action 6.2 :
To include more visible actions on supporting trans people in GCU's Equality Outcomes from April 2021.

Action 6.3 :
To improve policy and practice in monitoring and supporting trans applicants and staff.

Word Count: 93

7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

GCU's Mainstreaming Approach to Gender and Equality

In addition to the local impact of our policies, actions and practices (Figure 3.2), our "mainstreaming approach" to Gender and Equality has significant reach, value and impact (Figure 7.1).

Awards and Recognition

Independent, external verification through attaining awards confirms we are on a positive journey. In the latest THE University Impact Rankings, based on the United Nations' Sustainable Development Goals (SDGs), we are ranked 43rd in the World overall out of 766 universities. For the second year running, we are in the top 15 Universities in the world (1st in Scotland and 3rd in UK) for <u>gender equality and reducing inequalities</u>.
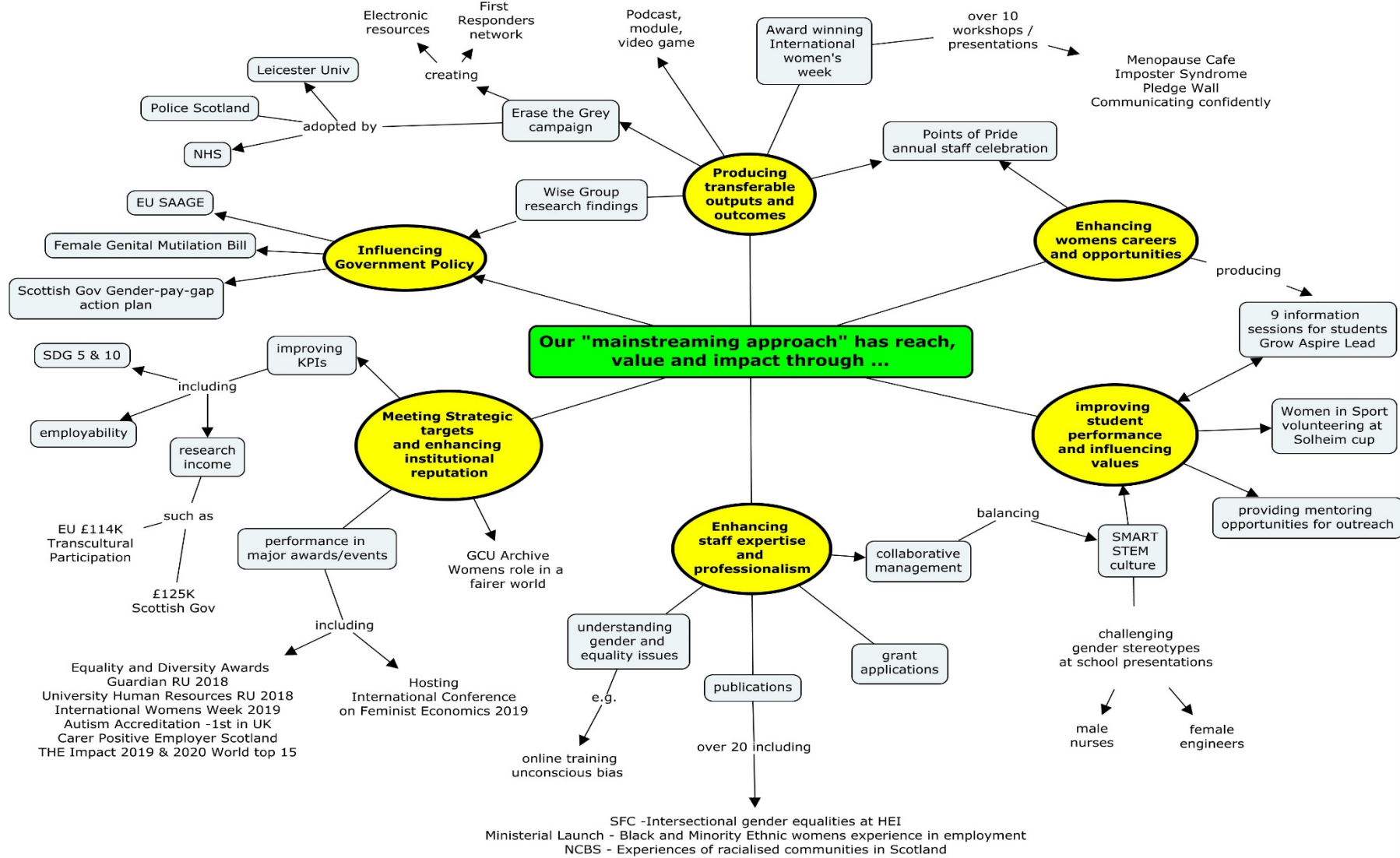
GCU's commitment to promoting gender equality across our campuses has been recognised by the International Women's Day 2019 Best Practice Competition. GCU was one of just eight institutions worldwide to be recognised in the Education and Academia category.

Word Count: 145

Photo 9 Award winning International Women's Day 2019

Figure 7.1: GCU's mainstreaming approach has reach, value and impact

Electronic resources

First Responders network

creating

Leicester Univ

Police Scotland

adopted by

NHS

Erase the Grey campaign

Wise Group research findings

EU SAAGE

Female Genital Mutilation Bill

Scottish Gov Gender-pay-gap action plan

Influencing Government Policy

Podcast, module, video game

Award winning International women's week

over 10 workshops / presentations

Menopause Cafe
Imposter Syndrome
Pledge Wall
Communicating confidently

Points of Pride annual staff celebration

Producing transferable outputs and outcomes

Enhancing womens careers and opportunities

producing

9 information sessions for students
Grow Aspire Lead

Our "mainstreaming approach" has reach, value and impact through ...

SDG 5 & 10

improving KPIs

including

employability

research income

EU £114K Transcultural Participation

such as

£125K Scottish Gov

Meeting Strategic targets and enhancing institutional reputation

performance in major awards/events

GCU Archive Womens role in a fairer world

improving student performance and influencing values

Women in Sport volunteering at Solheim cup

providing mentoring opportunities for outreach

balancing

SMART STEM culture

Equality and Diversity Awards
Guardian RU 2018
University Human Resources RU 2018
International Womens Week 2019
Autism Accreditation -1st in UK
Carer Positive Employer Scotland
THE Impact 2019 & 2020 World top 15

including

Hosting International Conference on Feminist Economics 2019

Enhancing staff expertise and professionalism

collaborative management

understanding gender and equality issues

grant applications

e.g.

publications

challenging gender stereotypes at school presentations

male nurses

female engineers

online training unconscious bias

over 20 including

SFC -Intersectional gender equalities at HEI
Ministerial Launch - Black and Minority Ethnic womens experience in employment
NCBS - Experiences of racialised communities in Scotland

8. ACTION PLAN

1	High Priority Action	2	Mid Priority Action

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline Start date	Timeline End date	Person(s) responsible	Success criteria and outcome
					Timeline			
					Start date	End date		
		Section 3: The Self-Assessment Process						
1	3.1	Ensure future staff consultation and engagement tools are flexible and accessible, incorporate questions around equality and diversity and to support areas were data gaps have been identified.	The 2019 Staff Pulse Survey did not include questions on equality and diversity and we have some gaps in the routine collection of data on staff participation and satisfaction in some areas. To address this we are purchasing a new staff engagement tool that will allow for more regular, flexible and creative ways to measure staff experience. This will include the facility to target certain groups of staff and to conduct surveys on specific topics and areas.	Procurement of new staff engagement tool Embed gender equality into future surveys. Implement new staff engagement tool. Deploy as highlighted in Action Plan as noted in **Action 3.2** below. Deploy to support with the routine collection of data on staff participation/ satisfaction: • Induction • Training • Career and Researcher development programmes • Mentoring	Jan 2021 As reqd	May 2021 Nov 2025	Director of People Deans, Heads and Directors	Staff engagement tool purchased Integration of gender equality into future surveys. Tool deployed in identified areas **(see Action 3.2)** Qualitative and quantitative data for local stakeholders and AGEG used to monitor action plan progress and inform future actions.

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline Start date	End date	Person(s) responsible	Success criteria and outcome
		Section 3: The Self-Assessment Process						
1	3.2	Continue to hold regular staff consultation and engagement events (including surveys) to complement Action 3.1, to further embed awareness of gender equality across the University and help assess the ongoing impact of our refreshed Action Plan (flexible ways of gauging staff opinion and experience).	We need to ensure that staff experiences are captured regularly in different ways, so that we have an overview of current issues and priorities that we can address or integrate into future action plans. The staff engagement tool cited in **Action 3.1** will also be utilised to support this.	Set annual calendar of consultation and engagement events to inform actions/ developments and assess progress: Promotion (4.1, 5.3, 5.4, 5.5) Induction (5.2) PDAR (5.6, 5.8) Career Support (5.7) Mat Returners (5.9) Flexible Working (5.10) Carers (5.11) WAM (5.13) Equality Outcomes (4.2, 4.5, 6.2) Trans (6.2) To supplement current provision of E&D training and further embed awareness of current E&D issues and challenges. Underpin with aligned communications.	Aug 2020 Aug 2021	Nov 2025 Nov 2025	Chair AGEG with input from AGEG facilitated by Director of People Equality and Diversity advisor supported by input from AGEG	Qualitative data for the AGEG to use to monitor action plan progress and inform future actions Extended E&D training in place with at least 50% of staff completing by 2025 with more than 75% rating it good/excellent. High level (70%) of staff awareness of gender equality issues and initiatives.

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline Start date	Timeline End date	Person(s) responsible	Success criteria and outcome
		Section 3: The Self-Assessment Process						
1	3.3	Continue to support School Athena SWAN self-assessment, applications and implementation of action plans.	The University level award must be complemented by recognition of good practice and areas for development across all of our academic Schools.	Supporting School applications through access to AGEG resources • Coordination • Expertise • Gathering data • Staff consultation/ engagement • Mock/remote review • E&D training • Alignment of Action Plans • Approving School applications	Nov 2019	April 2021	Chair AGEG	Departmental awards achieved as follows: SCEBE Silver by November 2020 GSBS Bronze by November 2020 SHLS Bronze by April 2021
				Supporting and monitoring School Action Plans • Distribution of resources • Coordination of linked actions • Informs progress of University Action Plan	Nov 2020	Nov 2025	Chair AGEG, School SAT Chairs	Annual reports from Schools indicate good progress against success criteria.

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
							Section 4: Picture of Institution						
2	4.1	Continue to increase the proportion of women in the professoriate across all Schools and in particular in SHLS and GSBS given the relatively high proportion of women in these Schools.	Data shows that women are under-represented in the professoriate compared with the position for all academic staff across GCU (39% v 56% in 2019), and this is particularly pronounced within SHLS and GSBS.

Significant improvements have been made regarding the transparency, engagement and fairness of the promotions process resulting in the representation of women in the professoriate improving from 34% to 39% over the 4-year period. Further improvements in targeted career development and support will raise levels of representation of women at senior level. | Review, quantify and extend career support arrangements stemming from PDAR to ensure that these strengthen career profiles and stimulate applications for promotion. **(Also refer Action 5.6 on PDAR)** | January 2021 | January 2022 | Deans, facilitated by Director of People | By 2023 Increased range of effective career support and level of participation. |
| | | | | Heads of Department to actively encourage and support academics with potential for promotion to Senior Lecturer/ Reader/ Professor level to apply (to stimulate career pipeline to Professor) | Aug 2021 | Ongoing | HoDs | By 2023 56% of promotion applications will be from women (building on this gender balance for all academic staff at GCU)

By 2025 the representation of women in the professoriate will be at least:
SHLS – 60%
GSBS – 40%
SCEBE – 30% |
| | | | | Continue to monitor promotion process for transparency, fairness and effectiveness. | April 2022 | Ongoing | Executive Board supported by People Services Operations Manager | Feedback from staff continues to reflect a fair and transparent process with promotion success rates for women continuing to be on a par with those for men. **(Refer to Action 3.2 for staff consultation.)** |

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
			Section 4: Picture of Institution					
2	4.2	Increase the number of female BME academic staff as a proportion of the number of female academic staff. **Also refer to Action 4.5 for PSS**	There is a significant gap (circa 10%) between the proportion of female staff that are BME compared with the corresponding figure for male staff (6.4% v 16.8% in 2019) although both have increased over the 4-year period. The proportion of female staff that are BME also lies well below the corresponding UK Sector Average (5.2% v 14.7% in 2018).	Establish a university wide group with a remit to tackle racism and advance race equality at GCU.	Aug 2020	March 2021	Group Chair supported by Equality and Diversity Advisor	Group established and action plan submitted and approved by Executive Board.
					March 2021	Ongoing		Workstreams on race equality embedded into People Services operational plan and reflected in Equality Outcomes 2021.
				Group to provide annual reports to AGEG on progress.				
				Review and develop GCU's recruitment strategy for inclusiveness with respect to female BME staff.	March 2021	Dec 2021	Deans and HoDs facilitated by Director of People	Recruitment strategy to advance race equality for academic staff developed and in place.
				Mixed gender/race panels and extend refreshed UB training (enhanced with stronger reference to Gender, Race, Privilege and Positive action) to all recruitment panels.	March 2021	Ongoing		The proportion of female academic staff that are BME at GCU will be at least 8 % by 2023 and 15% by 2025.
1	4.3	Consistently obtain comprehensive feedback on reasons for leaving for academic and professional support staff.	The turnover rate for academic staff at GCU for both women and men is lower than the corresponding rate for the UK sector (F 13% v 19% and M 13% v 17%). Similarly the turnover rate for PSS at GCU is also circa 13% for both women and men. However, despite this low overall rate it has proved difficult to establish if there are staff satisfaction issues driving this when there are particular peaks in turnover rate.	To review current and develop new sustainable processes and tools to provide comprehensive information on reasons for leaving and destination.	Jan 2021	Aug 2022	Director of People, Academic Registrar	New processes and tools in place and comprehensive information obtained for at least 75% of all leavers by 2022, sustained to 2025.
				Report findings to AGEG	Aug 2022	Six-monthly	Director of People	Information used to monitor Action Plan progress and to make recommendations to Executive Board and People Committee.

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
		Section 4: Picture of Institution						
1	4.4	Improve the gender balance of Professional Support Staff with respect to Grades 1-2 and Grades 7-8.	While 68% of Senior Managers in PSS are women there is some gender imbalance at other grade levels. In particular, 16% of women and only 5% of men are at Grades 1-2 (CS) and in contrast 11% of women and 18% of men are at Grades 7-8 (PAS and TS). This has a negative impact on the gender pay gap. The restructuring of Professional and Support Staff at GCU in 2018/19 has the potential to improve both horizontal and vertical movement of staff within the organisation. There is no formal promotion process in place for PSS with promotion generally secured through recruitment and limited by our high retention rates.	To promote the flexibility within the new structure for PSS to facilitate career development and internal transitions. Relaunch Career Pathway tool and underpin with extended opportuntities for mentoring beyond Aurora. To develop recruitment strategy to address gender imbalance by grade within PSS. Continue with mixed gender panels and extend refreshed UB training (enhanced with stronger reference to Gender, Race, Privilege, Positive action) to all PSS recruitment panels.	Nov 2020 June 2021 Aug 2021	Ongoing June 2022 Ongoing	Heads and Directors of Professional Support Depts, facilitated by Director of People	Staff surveys continue to reflect high level of satisfaction with opportunities for career enhancement experience within PSS, sustained to 2025, (monitoring established by **Action 3.2**). Extended PSS mentoring scheme in place (2022) with at least 50% participation by women and > 80% satisfaction by 2024. New recruitment strategy in place. By 2025 the gender gap at Grades 1-2 is reduced from 11% to 6% and for Grades 7-8 from 7% to 2%, (distribution of staff by grade more representative of general gender balance within PSS overall). **Success of internal recruitment monitored through Action 5.5**

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
		Section 4: Picture of Institution						
2	4.5	Increase the number of BME Professional Support Staff (PSS) at GCU and ensure an equitable distribution across Grades. **(Also refer to Action 4.2 for Academic Staff).**	BME staff are significantly underrepresented in both genders at GCU when compared with the UK Sector (BME F: 4.4% v 11.7%, BME M: 3.1% v 11.75% in 2018).	Establish a university wide group with a remit to tackle racism and advance race equality at GCU.	Aug 2020	March 2021	Group Chair supported by Equality and Diversity Advisor	Group established and action plan submitted and approved by Executive Board. Workstreams on race equality embedded into People Services operational plan and reflected in Equality Outcomes 2021.
				Group to provide annual reports to AGEG on progress.	March 2021	Ongoing		
				Review and develop GCU's recruitment strategy for inclusiveness with respect to BME professional and support staff.	March 2021	Dec 2021	Heads and Directors of Professional Support Depts. facilitated by Director of People	Recruitment strategy to advance race equality for academic staff developed and in place. The proportion of BME PSS at GCU will be at least 7% by 2023 and 10% by 2025, with an equitable distribution across Grades
				Mixed gender/race panels and extend refreshed UB training (enhanced with stronger reference to Gender, Race, Privilege and Positive action) to all recruitment panels.	March 2021	Ongoing		

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
		Section 5 : Supporting and Advancing Women's Careers						
1	5.1	Increase the number of women applying for academic posts in SCEBE and the number of men applying for academic posts in SHLS, extending good practice developed in SCEBE from 2016.	The proportion of academic staff in SCEBE that are women has increased over the 4-year period although still below the corresponding % for the UK sector (26% v 28%). However typically only 17% of applications for academic posts in SCEBE are from women. Men are under-represented in SHLS with 27% of academic posts held by men compared with 32% for the UK sector. Only 26% of applications were from men and men had a lower appointment success rate than women.	Continue to ensure tailored statements included to encourage female applicants in recruitment materials for specific SCEBE lecturer positions and likewise for male applicants to SHLS	June 2021	Ongoing	Deans, HoDs	All recruitment material reviewed prior to publication
				Promote inclusive environment at GCU through key messaging in externally facing media	Nov 2020	Ongoing	Chair AGEG, Head of Comms	Key messaging reflects University Values and commitment to equality and diversity.
				Extend successful pilot of offering external applicants to academic roles in SCEBE and SHLS a 'taster day' in the School prior to interview, to appreciate the positive working environment.	Nov 2021	Ongoing	Deans, HoDs	By 2023 the proportion of applicants to SCEBE who are women to be at least 25% and the proportion of applicants to SHLS who are men to be at least 35%.
				Continue with mixed gender panels and ensure all members of recruitment panels complete recruitment training including refreshed UB training (enhanced with stronger reference to Gender, Race and Privilege, Positive action)	Nov 2021	Ongoing	Deans with support of People Services Business Partners	By 2025 the proportion of academic staff that are women in SCEBE to be at least 30% and the proportion of academic staff that are men in SHLS to be at least 32%.

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Section 5 : Supporting and Advancing Women's Careers				
2	5.2	Ensure managers are fully briefed/trained on requirements for local induction, and establish a more robust monitoring process.	Feedback from staff indicates that induction procedures are fine on paper, but there is an inconsistency in application at local level.	Review induction process to ensure clarity regarding requirements of local induction and the interface with central induction.	Nov 2020	April 2021	Deans, HoDs and Directors, facilitated by People Services	Review conducted, policy and guidelines refreshed and reissued.
				Engage with managers via brief at Senior Managers Forum and ongoing People Passport training.	April 2021	Nov 2025		Requirements cascaded to Senior Managers
				Introduce a monitoring system to track participation, impact and effectiveness.	Nov 2021	Nov 2025		Monitoring system for participation, effectiveness and impact in place.

By 2023 feedback from staff indicate consistency in procedures and new monitoring system shows a trend to 2025 of increased levels of participation, effectiveness and impact.
(refer to Action 3.1 and 3.2 for monitoring and consultation). |

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
		Section 5 : Supporting and Advancing Women's Careers						
2	5.3	To increase the promotion application and success rate for part-time academic staff.	Only 15% of female applications and 5% of male applications were from part-timers while 29% of female staff and 14% of male staff are part-time. The corresponding success rate was 47% for women and 25% for men, lower than for full-time . Feedback from our focus groups pointed towards the need for more targeted support for part-time staff regarding career progression and promotions.	Review promotion process and criteria for equality impact wrt part-time academic staff. Update process and criteria based on this.	Aug 2021	Ongoing	Director of People	Equality Impact complete and promotion process and criteria updated as appropriate.
				Inclusive promotion launch event(s)	May 2022	Annual	DVC – Learning & Teaching	Representative participation (> 20% female academic staff participating are part-time)
				Particular career development needs of part-time academic and research staff identified and a programme of accessible career development and support opportunities provided.	Aug 2021	Ongoing	Director Academic Development, Director Graduate School	Career development opportunities in place and with at least 60 % participation from part-time academic staff by 2023.

By 2023 Increase in scores in future staff survey questions around PDAR. In particular: |
| | | | | Ensure all part-time staff complete a PDAR and an agreed development plan is put in place, supported and reviewed at mid-term, to strengthen career profiles and to stimulate applications for promotion. **(Also refer Action 5.6 on PDAR)** | April 2021 | Ongoing | Directors, and HoDs | Mid-year / Career Development review – 39% to 70%

Support for Training, Learning and Development – 66% to 80%

By 2022 20% of promotion applications from women are part time.
By 2025 25% of promotion applications from women are part-time. Success rate greater than 50%. |

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Section 5 : Supporting and Advancing Women's Careers				
2	5.4	To increase the promotion application and success rate for female BME academic staff. **Also refer to Action 4.1 and 4.2.**	In 2016 4.5% of female staff were BME and over the 4-year period 6.9% of promotion applications from female staff were BME. In contrast, in 2016 13.9% of male staff were BME and 27.6% of promotion applications from male staff were BME. Success rates for female BME and male BME staff were 38% and 58% respectively. The above points to a negative intersectional impact with regard to promotions.	Review promotion process and criteria for equality impact wrt female BME academic staff. Update process and criteria based on this.	Aug 2021	Ongoing	Director of People	Equality Impact complete and promotion process and criteria updated as appropriate.
				Inclusive promotion launch event(s)	May 2022	June 2022	DVC Academic	Representative participation (> 7% female academic staff participating are BME).
				Review, quantify and extend career support arrangements stemming from PDAR to ensure that these are inclusive, strengthen career profiles and stimulate applications for promotion. **(Refer Action 4.1 and 5.6)**	Jan 2021	Jan 2022	Deans facilitated by Director People Services	By 2023 Increased range of effective career support and level of participation.
				Heads of Department to actively encourage and support academics with potential for promotion to Senior Lecturer/ Reader/ Professor level to apply (to stimulate career pipeline to Professor)	Aug 2021	Ongoing	HoDs	By 2025 10% of promotion applications from female staff will be BME with a success rate greater than 50%.
				Continue to monitor promotion process for transparency, fairness and effectiveness.	April 2022	Ongoing	Executive Board supported by People Services Operations Manager	Feedback from staff to reflect a fair and transparent process, embedded by 2025. **(Refer to Action 3.1 and Action 3.2 for monitoring and staff consultation.)**

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
			Section 5 : Supporting and Advancing Women's Careers					
2	5.5	To establish a formal monitoring scheme to track promotions resulting from internal recruitment. **(Also refer enhancing recruitment process through Action 4.4)**	We currently are unable to routinely monitor the promotion of PSS through our recruitment processes. This data would enable us to better monitor the effectiveness of our career support and development strategies to underpin promotion as well as associated E&D aspects.	To establish a routine process, including system upgrade as applicable, to better enable monitoring of the promotion of PSS through internal recruitment. To provide routine annual reports on PSS promoted through recruitment by gender and ethnicity for consideration and action by AGEG	Aug 2021 June 2022	Dec 2021 ongoing	Director of People Workforce Systems Manager	New process established Annual report provided to establish baseline and to monitor progress including E&D aspects.
1	5.6	Review and develop PDAR process for academic and research staff to achieve higher levels of engagement in mid-year review, support for and progress with training, learning and development. **Also see Action 5.8 for PSS**	Feedback from staff (Staff Pulse Survey 2019) indicated that there is generally low levels of participation in mid-year/ career development reviews (39%) and less than two thirds of responses indicated support for/progress with training, learning and development. However, responses did not highlight any gender specific equality issues.	Review current PDAR process, explore issues identified from feedback and develop strategies to: • improve engagement with mid-year review • improve follow up support to facilitate access and participation in identified training, learning and development	Jan 2021	Jan 2022	Director of People supported by People Services Operations Manager	PDAR process reviewed for impact on Academic Staff development By 2023 Increase in scores in future staff survey questions around PDAR. In particular: Mid-year / Career Development review – 39% to 70% Support for Training, Learning and Development – 66% to 80% High scores maintained to 2025.

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
		Section 5 : Supporting and Advancing Women's Careers						
2	5.7	To review and strengthen the support and development in place for the career development and progression of Researchers.	We are seeing strong signs of success regarding REF with higher levels of female staff to be returned for REF 2021 (an increase of 80% from 58 to 105 female staff returned)

However, initial analysis of CEDARS (September 2020) highlighted scores of less than 60% for responses from female researchers to 3 questions relating to support for career development and progression. | Review and evaluate the support and staff development in place for Researchers, through full analysis of CEDARS survey 2020, including gender equality aspects and benchmarking.

Implement recommendations from above review. | Nov 2020

Mar 2021 | Feb 2021

Mar 2022 | PVC Research, Director Graduate School

PVC Research, Assoc. Deans Research | Review complete

Feedback from researchers (CEDARS 2022) indicates improved levels of satisfaction with support and development (scores above 60%). By 2025 surveys demonstrate this is embedded. |
| 1 | 5.8 | Review and develop PDAR process across all job families within PSS to achieve higher levels of engagement in mid-year review and in taking forward training, learning and development.
Also see Action 5.6 for Academic Staff. | Feedback from staff (Staff Pulse Survey 2019) indicated that less than half of respondents participated in mid-year/ career development reviews and less than two thirds had progressed training, learning and development. However, responses did not highlight any gender specific equality issues. | Review current PDAR process, explore issues identified from feedback and develop strategies to:
• improve engagement with mid-year review
• improve level of participation in identified training, learning and development. | Jan 2021 | Jan 2022 | Director of People supported by People Services Operations Manager | PDAR process reviewed for impact on PSS development

By 2023 Increase in scores in future staff survey questions around PDAR. In particular:

Mid-year / Career Development review – 48% to 70%

Participation in identified Training, Learning and Development – 60% to 80%
High scores maintained to 2025. |

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
			Section 5 : Supporting and Advancing Women's Careers					
1	5.9	To review and improve the support in place for academic staff returning from maternity leave.	Wider institutional conversations at Executive Board and departmental level have identified a gap in support for staff returning from maternity leave, and in particular those returning to a portfolio which includes research. This is supported by feedback from our Sept 2020 focus groups which also highlighted this for staff returning to part-time mode following successful application for flexible working. **Also refer to Action 5.3 part-time staff promotions.**	Scope practice across the sector and consolidate with feedback from staff, from Sept 2020 focus group work. Routinely capture staff experience of returning to work, through interview and provide AGEG with annual report. AGEG to continue to engage with Executive Board on this issue to consider policy and human and financial impact	Nov 2020 Nov 2020 Nov 2021	Nov 2021 Ongoing Nov 2022	Director of People Director of People Chair of AGEG	Evidence established and business case developed for introduction of a range of further options for support. Improving level of satisfaction from baseline established in 2020/21, sustained trend to 2025.
1	5.10	To support managers to increase their knowledge of and confidence in applying a full range of flexible working options.	Feedback from staff indicates that flexible working options could be made more visible, and line managers should be supported to consider different options as a norm, rather than view arrangements such as job share and condensed hours as 'lesser' or more difficult options.	Promote awareness and understanding of the benefits of flexible working to individuals and the University, to managers via roadshows and support with training	Nov 2020	Nov 2022	Deans, HoDs and Directors, facilitated by Director of People	Maintain high level of approval of applications for flexible working applications at, in excess of 90%. By 2022 staff feedback indicates improved level of satisfaction with visibility and application of full range of flexible working options (baseline established in 2020). Sustained improvement to 2025.

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Section 5 : Supporting and Advancing Women's Careers				
1	5.11	To further develop support mechanisms for staff carers by creating a carers policy, a staff network and improving monitoring and disclosure mechanisms.	We plan to build on successful initiatives to support student carers through a range of actions to further support our staff carers.	Establish a staff network for staff carers. Ensure staff carers are considered in the technical review and development of monitoring processes, and also of disclosure mechanisms.	Nov 2020	Nov 2021	Director of People, Equality and Diversity Advisor	Staff network established by 2021. Workstream on staff carers embedded into People Services review of monitoring processes. Policy developed, approved and in place by 2022.
				Develop and implement specific policy on supporting staff carers, building on our experience and staff feedback during the COVID pandemic	Nov 2021	Nov 2022		Carers experience improving, evidence from consultation and evaluation **(Action 3.2).** By 2022 to be recognised as 'Established' and by 2025 'Exemplary' by Carers Positive.
2	5.12	To increase the proportion of Senior Management roles held by men in SHLS.	At GCU 64% of Senior Management roles are held by women compared with 56% for all academic roles and 38% for the UK sector. In SHLS only 7% of Senior Management roles are held by men compared with 27% for all academic staff in SHLS.	Establish the profile, by grade/role, of men in SHLS and identify through PDAR specific career support arrangements to ensure that these strengthen career profiles and stimulate applications for promotion from male academics which position for future SM roles. Underpinned by **Action 5.1** regarding recruitment of more men into SHLS.	Nov 2021	April 2023	Dean SHLS, HoDs	Profile established and more targeted career support in place. By 2025 at least 20% of Senior Management roles in SHLS to be held by men (SM roles rotational on 5-year cycle)

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
		Section 5 : Supporting and Advancing Women's Careers						
2	5.13	To monitor and evaluate the impact of the updated WAM on gender equality.	The current Workload Allocation Model is under review. This is to address the applicability of current tariff arrangements and inconsistencies in implementation. The aim is to develop a revised model based on best practice across the sector that is more transparent, applicable and consistently implemented across GCU.	Revised model developed and equality impact assessed. Managers trained in revised model Implementation and evaluation of revised model. Monitored for gender equality	Aug 2020 Mar 2021 Aug 2021	Mar 2021 June 2021 ongoing	Chair WAM Review Group Deans facilitated by People Services Development Team Managers, Chair WAM Review Group	Increasing levels of satisfaction from baseline established in 2021/22 from staff consultation. Consistent implementation across GCU, sustained to 2025. Gender equality issues highlighted and addressed

Priority	Ref.	Planned action/objective	Rationale	Key Outputs and Milestones	Timeline		Person(s) responsible	Success criteria and outcome
		Section 6: Supporting Trans People						
1	6.1	To include trans in the wider review and development of our monitoring processes across the University to ensure relevant data is captured and reported on trans.	This action supports a gap that has been highlighted in relation to trans reporting in our Public Sector Equality Duty reports and will help to ensure that we have quantitative data to inform our actions	Ensure trans is considered in the technical review and development of monitoring processes, and also within future communications and initiatives to encourage disclosure of protected characteristic information.	Nov 2020	April 2021	Equality and Diversity Advisor supported by Workforce Systems Manager	Workstream on trans data embedded into People Services review of monitoring processes. Future equality and diversity reports routinely include trans data.
1	6.2	Include more visible actions on supporting trans people in GCU's Equality Outcomes from April 2021.	The self-assessment process has highlighted that trans awareness, along with monitoring processes, could be improved.	Ensure trans equality has a visibility in new Equality Outcomes and supporting action plan to be published in April 2021.	Nov 2020	April 2021	Equality and Diversity Advisor supported by People Services	Workstream on trans equality embedded into People Services operational plan. Consultation on, and publication of, Equality Outcomes.
1	6.3	To improve policy and practice in supporting trans applicants and staff.	This action builds upon the progress made in supporting trans students so that we have a whole institution approach to supporting trans people. It also develops the initial commitment outlined in our Dignity at Work and Study Policy to more specific and tangible impact to support trans applicants and staff.	Increase trans awareness of staff through training, communications and provision of information, guidance and advice informed by TransEdu community of practice.	May 2021	May 2023	Equality and Diversity Advisor supported by People Services, and those identified in Equality Outcomes Action Plan	Outputs and outcomes achieved as per action plan that will be developed to implement new Equality Outcomes **(refer Action 6.2)**. Evidence of embedded best practice by 2025.