



University for the Common Good

GCU Gender Action Plan

Overview

Glasgow Caledonian University has a strong commitment to actively promoting Equality and Diversity across the University, from the Governing Body and senior management to staff and students. This updated GCU Gender Action Plan draws on the positive work undertaken for the GCU Equality Outcomes and our successful Athena SWAN submissions, as well as actions to address any gaps identified through analysis of the student level data.

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1. Gender equality at GCU

This updated GCU Gender Action Plan builds on the very strong foundations provided by existing equality and diversity activities such as GCU's Equality Outcomes 2017-21, our Public Sector Equality Duty (PSED) Report and Athena SWAN. GCU's strengths and achievements in relation to addressing gender equality issues have been recognised in the Times Higher Education (THE) University Impact Rankings 2019, which placed GCU 12th globally and first in Scotland in the Gender Equality ranking.

1.1 Equality Outcomes

Gender equality is a core part of GCU's Equality Outcomes 2017-21, which sets out our commitment to mainstreaming equality and diversity. Our governance mechanisms have supported the embedding of the Framework through engagement at our People Committee, Executive Board, University Court and Senate. Key activities include enhanced leadership and infrastructure to support equality and diversity, the network of Equality Champions, and consolidation of School and Professional Services action plans through increased engagement with colleagues. Culture change has been supported by improving the awareness of staff and students around a wide range of equality and diversity issues, including unconscious bias.

Our Equality Outcomes for 2017-21 are:

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| Equality Outcome 1 | Our people have strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics. |
| Equality Outcome 2 | Our University is accessible, safe and welcoming to all people from different protected characteristic groups. Tackling gender based violence is a theme under Equality Outcome 2. |
| Equality Outcome 3 | People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences. Promoting gender equality is a theme under Equality Outcome 3. |

1.2 Public Sector Equality Duty (PSED) Report

GCU's Public Sector Equality Duty (PSED) Report, published in April 2017, sets out the progress we have made in mainstreaming equality across University functions and implementing the Equality Outcomes Framework. The overall picture is one of positive progress, with our Common Good mission clearly aligned with the requirements of the general duty – to eliminate discrimination, advance equality of opportunity and to foster good relations. We can demonstrate strong staff and

student engagement through our core activities of teaching and research as well as our support and operational activities. We can also demonstrate good progress across all of our Equality Outcomes.

1.3 Athena Swan

GCU has been formally recognised for its commitment to promoting gender equality by attaining the Equality Challenge Unit's (now Advance HE) Athena SWAN Institutional Bronze Award in 2016. In 2018 our School of Engineering and Built Environment was awarded the ECU's Athena SWAN Bronze Award. Our other academic Schools have also made a commitment to applying for departmental Athena SWAN awards. The process which the University underwent in developing its case for the Athena SWAN Award resulted in a positive and collaborative approach to identifying and addressing gender issues through the Advancing Gender Equality Group, as well as establishing a clear evidence base to inform policy and actions. GCU is an active member of the Athena SWAN Scottish Regional Network.

1.4 SFC Outcome Agreement

Equality and diversity is embedded throughout the University's Outcome Agreements with the SFC reflecting the centrality of equality and diversity at GCU. The University's SFC Outcome Agreement team is fully apprised of GCU's equality and diversity agenda.

1.5 Governance Infrastructure

The University has a clear governance infrastructure in place which includes specific mechanisms such as the GCU People Committee and Advancing Gender Equality Group, and academic School level Equality and Diversity Committees that consider all aspects of equality and diversity including gender equality. In addition, our key University committees such as the Executive Board, Senate and Court regularly receive reports and updates on equality and diversity matters, including gender equality.

2. Gender balance in the Governing Body

The University's Athena SWAN action plan makes a specific commitment to monitor and improve the gender balance of key committees and decision making groups, including the governing body. Court keeps the balance of diversity, skills and experience of its membership under close review and maintains an up to date skills matrix. We will take steps to ensure compliance with the Gender Representation on Public Boards (Scotland) Act. The percentage of female lay governors on Court, as at March 2019, is 50%. Vacancies are widely advertised across different media. This is complemented by the close targeting of relevant organisations which promote the interests of underrepresented groups and individuals with encouragement to apply for governor roles. The Court and its governance and membership committee monitor gender balance and the representation of other protected characteristics routinely in respect of applicants, shortlists and appointments. The Court is exposed to equality training, briefings and reports, while the court membership committee has undertaken unconscious bias training.

3. Promoting gender equality for staff

The University is committed to promoting gender equality for staff and has made significant achievements in recent years in addressing gender imbalances at senior academic level, reducing the gender pay gap, and implementing a range of policies and processes to support gender equality.

Driving gender equality for staff: reducing pay inequality

The University has been working to reduce pay inequality since 2015 through the Joint Consultative Committee with trade union colleagues. A recent review of progress highlighted an overall reduction of the gender pay gap at institution level. Of particular note is significant reduction in the gender pay gap for the Academic job family (which includes Professors). Following the most recent Academic Promotions round, 40% of Professors at GCU are now female. This compares to GCU's average for 2016-17 recently published by HESA of 36%, against the Scottish sector average of just under 24% for the same period. This will contribute to a continued reduction in the gender pay gap. Our latest data show a reduction of our pay gap for female academic staff from 8.2% in favour of men in April 2015 to 4.2% in July 2017. Our overall gender pay gap reduced from 18.3% in 2013 to 14.5% in 2017. This has been consistently lower than the HE sector in Scotland and the UK. Actions to further reduce pay inequalities, across other employment groups, are currently being considered through our Equal Pay Working Group.

The methodology we use is the UK sector's New JNCHES Equal Pay Review Guidance for Higher Education Institutions (November 2013). One of the Working Group members was Co-Chair of the national group which produced an updated version of this guidance. GCU was asked to host the launch of this new guidance for the sector in January 2018, and invited to present a joint case study on our approach to conducting equal pay reviews. UCEA has published a case study on our approach on their website as an example of good practice.

GCU continues to engage in the **Aurora Programme**, which is run by Advance HE, to encourage women in academic and professional roles to think of themselves as leaders, to develop leadership skills, and to help maximise their potential. GCU has supported Aurora, including provision of additional support and mentoring. Feedback from our participants, and growing alumni, continues to be very positive.

GCU promotes **family friendly policies** for staff across the University such as maternity, paternity and shared parental leave, dependents leave and other family benefits. We have reviewed and improved guidance and support for managers to support staff returning from family leave or career breaks, and are monitoring these refreshed policies to support equality of implementation across GCU.

All new staff complete **equality and diversity online training** as part of their induction and existing staff members undertake training as part of their development pathways, for example People Managers and Senior Managers. Other key groups such as recruitment panels and academic promotions panels complete unconscious bias training to support them in discharging their duties. The roll out of unconscious bias training across the University has a direct role in supporting gender

equality. The training helps participants to better understand how to manage the biases that we all have but are unaware of, including those around gender. It provides practical advice on avoiding bias in day to day interactions and decision making, resulting in fairer, more objective and more transparent outcomes.

The GCU communications team give a focus to **raising the profile of gender equality at GCU** through a planned programme of articles and features. The communications team has also taken a proactive approach to **support female academics** to engage with the media through a programme of media training, and in supporting preparation for giving evidence, for example to Scottish Parliament cross party groups and committees.

Senior leadership within the University plays a key role in advocating for gender equality. Our Principal and Vice-Chancellor Professor Pamela Gillies CBE FRESE is recognised for her personal commitment to promoting gender equality. Our Deputy Vice-Chancellor (Academic) is the University’s Gender Champion, leading on Athena SWAN and Aurora activities and driving the mainstreaming of gender equality across the academic community and in the student experience.

4. Encouraging gender balance in the student population

It is recognised that universities alone cannot affect significant shifts in the student gender balance, particularly in subject areas such as nursing and engineering, as there are many wider societal factors which contribute to learner choices at earlier stages in the education system. The University is, nevertheless, committed to ensuring that it identifies and seeks to address any gender related barriers to the participation, progression and performance of students at GCU.

4.1 SFC Outcome Agreement National Measures

GCU has already committed to student outcomes in relation to gender through the National Measure aspirations in our institutional Outcome Agreement for 2017-18 to 2019-20, and has updated those targets to 2020-21 as required in the 2018-19 Outcome Agreement update.

Table 1: Agreed National Performance Measures, Outcome Agreement 2019-20 to 2020-21

National Performance Measure		2017-18 actual	2019-20 aspiration	2020-2021 aspiration
4 (i)	The proportion of male Scottish undergraduate entrants	45.2%	45.2%	45.4%
5 (ii)	Retention by protected characteristic – male full-time Scottish undergraduate entrants returning to study in year two	91.5%	Over 90%	Over 90%
5 (iii)	Retention by protected characteristic – female full-time Scottish undergraduate entrants returning to study in year two	94.9%	Over 90%	Over 90%

4.2 Subject area focus

Whilst the University endeavours to ensure that gender is not a barrier to any student participating in any programme across the University, the Gender Action Plan focuses on six key subject areas: Nursing, Social Studies, Psychology, Engineering, Computer Sciences, and Building and Construction. These subject areas were selected as GCU has a recognised gender imbalance in these areas and are subjects that the SFC has focused on in its Gender Action Plan. The actions included in the GCU Gender Action Plan in relation to student gender balance will focus primarily on these subject areas.

These key subject focussed actions are set out in the table in Section 7. In summary:

Analysis of enrolled student data by gender, mode of attendance and subject area to identify and inform future actions is undertaken annually. Although female students make up the majority of first year entrants, males make up the majority of articulating and graduate apprenticeship entrants. In the key subjects, enrolments remain heavily weighted towards one gender. However data over three years to 2018-19 entry shows a narrowing of the gender gap in entrants to Building and Construction, Engineering, and Computer Sciences. We will continue to monitor retention rates of males and females in the key subject areas, identifying any disparities for further exploration. Based on the Higher Education Statistics Agency (HESA) continuation measure in 2015-16 and 2016-17, males and females achieved our target for at least 90% retention overall. We recognise however that retention of females has been better than of males, as is common to the sector as a whole. We have undertaken more detailed analysis of retention differences at programme level. It is quite challenging to draw clear conclusions about gender differences in retention when the numbers of one or other gender on the programme are very small, but we are considering further exploration and action that may address these imbalances.

Analysis of applicant and enrolment data is undertaken annually to assess if there are areas where the gender balance between applicants and enrolments does not align. The data over the past three years does not indicate an issue in this regard for the key subject areas, although fluctuations in one subject area (Social Studies) will require further monitoring to understand whether a gap that can be seen in 2018-19 data is specific to that year.

Identification of successful gender minority **Alumni and Honorary Graduate role models** has been undertaken and profiles included on our website. Work on positive promotion to students and applicants will continue to be undertaken.

Communicating examples of current students who are in the gender minority, through news stories and through further development of **case studies** relating to students of both genders achieving success in key subject areas.

In developing **marketing materials**, consideration is given to supporting gender equality and promotion of a better gender balance in subject areas.

Encouraging male applicants to nursing

Increasing male interest in Nursing as a career is recognised across the sector as challenging, and one which requires a cross-sectoral and multi-body approach. The work of SFC in engaging with other parts of the sector on this and other issues of increasing gender balance will be welcome. Annual analysis of the percentage of male entrants at GCU compared to the percentage of male applicants does not indicate any concerning differences in conversion. However, male applicants as a percentage of the whole were lower in 2018-19 than the previous year. GCU is committed to encouraging more applications to nursing from males. Current and continuing actions include:

- Attendance at the Scottish national meetings working group to improve gender balance - this group now has funding to undertake projects to explore avenues to increase males into nursing;
- The Admission lead in nursing is a male lecturer;
- Overall, 25% of nurses on our staff are male (as at April 2019);
- Male lecturers and students are at all admissions events;
- Males are included on all marketing materials;
- We are increasing our discussions and talks with guidance teachers in schools;
- Our Outreach work – School Connect and Caledonian Club - seeks to encourage more males into nursing as part of its wider work.

Overall, there is heightened awareness of this requirement and we use every opportunity at external events to promote males into nursing. It is hoped that this range of activity, supported by wider cross-sectoral initiatives, will increase male entrants to Nursing. Achieving a 1% increase in males entrants year on year as proposed, at the same time as overall nursing intake targets increase, will however be extremely challenging.

STEMAspire

Female computing students at GCU can take part in an initiative aimed at attracting and retaining women within the IT sector. Global technology group Dell provides mentors to third and fourth-year students studying Software Development for Business and IT Management for Business.

Known as STEMAspire, the scheme pairs 29 students from GCU, City of Glasgow College and the University of the West of Scotland as part of Dell's first-ever mentoring initiative in Scotland. The scheme aims to encourage more women to pursue careers in science, technology, engineering, and mathematics-related fields after graduation. In addition to the on-to-one mentoring, Dell hosts four on-site events during the year for STEMAspire participants.

4.3 Promoting gender balance through outreach

The University is committed to ensuring that gender is not a barrier to students pursuing the programmes of their choice and this is a focus in the delivery of our range of outreach activities.

School Connect

Our School Connect work engages S2/3 pupils and senior pupils in twelve secondary schools. All GCU programmes are targeted and we ensure pupils have access to a broad spectrum of mentors from across GCU's academic schools. School Connect employs current undergraduate students to work as Student Mentors in partner schools. Where possible we utilise male students from the School of Health and Life Sciences, and female students from the School of Computing, Engineering and Built Environment to encourage more female students to consider STEM subjects and more male students to consider health and social care professions. For example, in the speed networking events for S2/3 project or the S5/6 project we try to promote gender balanced participation by using female SCEBE and male SHLS student mentors where possible. We undertake outreach activities on campus, for example taster days at the request of secondary schools, one exclusively for girls and others mixed events. The girls in STEM events we have run with external partners led by the School of Computing, Engineering and Built Environment have been hugely popular and very positively received. Schools have also requested female academics to support in-school workshops throughout the year and also during Women into Engineering Day.

College Connect

Our successful college outreach activities promote an increased awareness of courses and opportunities for students thinking of applying to GCU from college either through well-established articulation routes or the Scottish Wider Access Programme (SWAP). College Connect brings students on to campus as much as possible and works with academic schools to provide subject specific content and experiences to support student transition and success. Through College Connect, GCU continues to engage with College partners to share our plans so we can work more effectively together, to capitalise best practice and avoid duplication of effort, in support of Gender Action Plans.

Caledonian Club

The Caledonian Club delivers activities that introduce pupils from partner nurseries and schools, regardless of gender, to the courses and careers available at GCU as well as providing learning experiences and engagement with Student Mentors. Caledonian Club activities that seek to combat gender bias include: pre-school nursery visits to GCU to understand their own educational journeys and take part in university-related activities designed for their age and stage, including in Construction, Science, Dietetics, Fashion and Computing; the S2 & S3 'Think Ahead' Project with pupils prior to them making their subject choices for National Qualifications; and the S5 Taster Project, developed to give pupils insight and experience into the different university courses available, to support informed decisions on post school destinations. One of our Readers works with Education Scotland and Glasgow primary schools to deliver training to teachers on gender equality.

Advanced Higher Hub

Established in 2013, the Advanced Higher Hub is a pioneering partnership between Glasgow Caledonian University, Glasgow City Council and the Scottish Funding Council that provides a genuine bridging experience between school and university studies. The Hub provides greater access of opportunity to Senior Phase personalisation, choice and academic progression, particularly in STEM related subjects thus supporting narrowing the gender gap in these curricular areas. Since its development, the Hub has supported all genders with over 750 SQA presentations across eight subject areas. Of these presentations, 54% were STEM in related subjects.

Science, Technology, Engineering and Mathematics (STEM) Outreach

SmartSTEMS

In June 2018, for the fourth year running, GCU demonstrated its commitment to inspiring more young women to get involved in STEM through a partnership with the charitable organisation SmartSTEMs and, for the first time, EDF Energy, to offer girls across the city of Glasgow the chance to learn about STEM study and career paths. During each session the school pupils, aged between 10 and 14 years old, heard from women who work in STEM about their journeys, before taking part in a series of hands-on workshops delivered by academic staff, undergraduate, postgraduate and PhD students, and members of the University's Engineering Industrial Advisory Board. A total of 450 pupils from 23 schools attended the 2018 SmartSTEMs event, and feedback was extremely positive.

Primary Engineer

Many of our academics and students are STEM Ambassadors and volunteer with Primary Engineer. STEM Ambassadors is a national scheme where STEM professionals and students act as role models to encourage young people into the STEM disciplines. Primary Engineer is also a national programme that links schools with Engineers, it has a series of activities that schools can participate in, and one of the key aims is to empower teachers to teach STEM with more confidence.

Headstart, Inspire for Girls, Inspire for Boys

GCU's School of Computing, Engineering and the Built Environment runs the Engineering Development Trust Inspire for Girls, Inspire for Boys, and HeadStart for Girls. These courses last for three days and incorporate hands-on activities for school pupils which include development of soft skills, experience of lab time, and academic staff and student sessions. GCU, taking cognisance of low male participation rates in the higher education sector more widely, was the first University to run an Inspire course for boys.

5. Student support and wellbeing

GCU's Student Wellbeing Service provides a multi-disciplinary approach which aims to ensure that students get the targeted support they need and at the same time support student retention. The team provides advice, information and services to students and applicants with disabilities and / or wellbeing concerns, ensuring they have meaningful face to face contact in a timely manner to receive appropriate support and signposting. GCU has introduced an additional mental health support which has been very well received by students. The team is also the main point of contact for student carers and trans students and assists with the creation and delivery of health promotion initiatives. The recent review of our student wellbeing policy framework and the production of new policies included specific consideration of gender.

Examples of gender supporting student wellbeing policies include:

- The **Student Pregnancy and Maternity Policy** which applies to students who are pregnant during their studies at GCU, and is also for staff that may be supporting or advising students on issues related to pregnancy and maternity to ensure that students receive appropriate support, guidance and advice.
- The University has developed a **Trans Student Policy** with the aim of raising awareness of this aspect of gender equality and seeking to ensure that trans students do not suffer discrimination, harassment or victimisation. The University recognises that there can be differences between physical/anatomical sex and gender identity/expression and, therefore, undertakes not to discriminate against transgender, transsexual, transvestite or non-binary students. Members of the Student Wellbeing Team are 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 in their institutions.
- The University has in place a **Student Carers Policy** to support students who are carers. We recognise the challenges associated with caring responsibilities, and offer flexibility in delivery as well as providing bespoke support for students who declare that they are carers or seek additional support. Our website and Student Wellbeing Adviser also signposts students to funding support and external sources of support for carers in Scotland. To encourage higher levels of declaration, we have included a question on caring responsibilities at student registration. As a result of our ongoing commitment to supporting student carers, we were awarded the 2018 *Going Higher for Student Carers: Recognition Award* by Carers Trust Scotland. The award aims to encourage universities to adopt a sustainable, whole institution approach to student carers. GCU was the first Scottish institution to be recognised in this way by Carers Trust Scotland.

Consideration of gender issues will continue to form part of normal policy development, implementation and review processes.

Preventing and responding to gender based violence

The University continues to engage in focussed work on preventing and responding to sexual and gender based violence. This is a priority development area for GCU and an important aspect of our overall approach to safeguarding the wellbeing of our students. Our definition of gender based violence accords fully with that of the Scottish Government.

Our Preventing and Responding To Gender Based Violence Working Group, chaired by the Director of Student Life and reporting to the People Committee, advises on and develops work in this area, which includes the following elements:

- Implementation, monitoring and review of our Preventing and Responding to Gender Based Violence Policy¹, which applies to both students and staff, and review of other relevant GCU policies.
- Roll out of a detailed Preventing and Responding to Gender Based Violence action plan which ensures that our approach aligns with the policies and procedures outlined in the Equally Safe in Higher Education Toolkit.
- Development and launch of Student webpages including links to relevant internal and external sources of support and advice.
- Student Peer to Peer Intervention Programme – a partnership approach between the GCU Students' Association and the Students Representative Council at the University of Glasgow, with support from Rape Crisis, to deliver a pilot student peer intervention programme.
- First Responder Scheme – a network of GCU staff who are trained as First Responders and support members of the GCU community (staff and students) who wish to disclose and discuss issues relating to gender based violence.
- Delivery of a range of awareness raising and training activities to equip staff so they can provide basic information and refer to external agencies or First Responders
- Distribution of the GBV information leaflet and embedded lanyard cards to all staff
- Scoping of an online reporting tool for students which will enable anonymous reporting
- GCU/University of Glasgow Strategy Group – a joint project to develop HEI sector approaches through a collaborative approach. Sub groups with cross University representation are focusing on the specific themes of perceptions and experiences, delivery, intervention, evaluation, response, support and enforcement.
- Students and staff worked together to create a digital poster campaign, entitled #GCUerasethegrey, which reiterates GCU's zero-tolerance policy towards gender-based violence. The campaign was launched in May 2018 (and repeated during the academic year) and highlights the important work the University does to combat sexual and gender-based violence via a series of posters which challenge stereotypical views.

Our gender violence work builds on the existing scholarship of academics at GCU who are experts in the field of sexual violence, including rape and sexual assault, institutional responses, stalking, domestic abuse and victimisation of university students. GCU is also represented in an EU-funded project 'It Stops Now', to tackle and prevent sexual violence in the HE sector, and supervision of a PhD studentship on 'Preventing and Responding to Gender Based Violence in Higher Education

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Institutions'. This PhD studentship will be allied to, and support, this ongoing comprehensive programme of work at GCU.

Careers Service

In delivering advice and guidance for students, GCU's Careers Service is cognisant of the fact that gender pay gaps still exist for graduates in certain industries, as evidenced by recently published national data on graduate salaries. Work has also been undertaken to analyse the male/female split in Careers Service usage and the difference in graduate outcomes by gender. A series of **gender focussed careers activities** in partnership between the Careers Services and the GCU Students' Association have been developed, through engaging speakers from external organisations and internal departments, and working with the Students Association to develop shared contacts. A 10-week career management programme for women has been developed and first delivered in 2018-19.

6. Informing gender equality through research

GCU draws on the expertise of its research and academic staff on issues around gender equality, both internally and externally. There are several strands of relevant work:

- Using the work of GCU researchers to inform gender violence policy;
- Communicating research to inform wider gender issues – notably in relation to gender equality and inclusive growth issues in Scotland, and internationally, through the WiSE research centre;
- Addressing gender issues in research grant development;
- Communicating gender research within the university, in public policy domains, and in the press;
- Supporting female academics to communicate and disseminate their research.

WiSE Research Centre

WiSE has continued to build on its influencing work with the Scottish Government and policy stakeholders. WiSE researchers have given oral and written evidence to the Economy, Finance, and Equality and Human Rights Committees of the Scottish Parliament on productivity, Scottish National Investment Bank, Gender Pay Gap, and Draft Budget. WiSE researchers have been engaged in a number of advisory and expert groups on budgetary processes, carers and disability benefits, gender data and gender equality index, and economic development. The centre has influenced the Scottish Government's strategy on economic and gender data, time use, participatory budgeting, and social security as well as the review of the budget process.

In its national and international work, WiSE research papers and conference presentations to academic and policy audiences have included a focus on gender equality and inclusive growth emphasising the centrality of the care economy in an inclusive growth economic strategy. WiSE researchers have presented analysis on gender and inclusive growth in Ireland, USA, Spain, France, Canada, Czech Republic, and Norway through academic, trade union, civil society and policy networks.

WiSE continues to maintain positive links with the Office of the Chief Economic Adviser to the Scottish Government, including annual lectures by the CEA who is a Visiting Professor to the Department of Law, Economics, Accountancy and Risk. WiSE will continue to build on these external relationships as well as our research outputs, including with an expanded number of PhD studentships.

7. Gender Action Plan: Key actions 2019-20

This section sets out specific actions which the University will undertake to support the GCU Gender Action Plan. In line with the SFC Gender Action Plan guidance, the actions are grouped under the headings of infrastructure, influencing the influencers, raising awareness and aspirations, encouraging applications and supporting success.

We have reviewed actions and intend to keep building on these: regular data analysis and identification of any issues for which further action is required; developing more student and alumni case studies and communicating these; identifying opportunities to further develop outreach activities particularly in relation to addressing under-participation of males; ensuring that gender is a central consideration to the further development of student support services, university policies and outreach work; informing wider issues of gender imbalance through our research and consultation work, particularly the work of the WiSE centre; supporting female researchers in communicating their research and addressing barriers to this.

The table of actions also includes actions that have been previously published through the University's Athena SWAN action plan and Equality Outcomes 2017-21 in order to provide a more comprehensive account of institutional commitments in this key area.

The University will ensure that progress against each action is monitored through the relevant processes and committees, and will report on the Gender Action Plan as appropriate through the SFC Outcome Agreement process.

Gender Action Plan: Key actions 2019-20

Please note that the actions highlighted in blue are present in action plans other than the Gender Action Plan.

Ref.	Planned Action/ Objective	Outputs	Responsible lead
1. Infrastructure			
1.1	Continue to ensure that gender equality and reporting is embedded in core fora such as the GCU People Committee as well as key committees including Executive Board, Deans Group	Report on gender equality as part of the Equality Outcomes reporting and the annual Outcome Agreement process	University Executive Director of Strategy and Planning
1.2	Analysis of applicant and enrolment data to assess if there are areas where the gender balance between applicants and enrolments does not align	Annual analysis of applicant and enrolment data to identify issues and inform future actions	Director of Strategy and Planning Head of Admissions Deans of Schools
1.3	Analysis of enrolled students by gender, mode of attendance and subject area	Annual analysis of student data to identify issues and inform future actions	Director of Strategy and Planning Deans of Schools
Infrastructure - Selected actions from the Athena Swan Action Plan			
	<i>Continue the work of the cross-School Advancing Gender Equality Group (AGEG), with representation from men and women and all levels of the organisation</i>	<i>Advancing Gender Equality Group constituted</i>	<i>Deputy Vice-Chancellor (Academic)</i>
	<i>Highlight the importance of gender equality for the University's Strategy 2020 and values, showcasing achievements, and engage staff at all levels through activities and communications.</i>	<i>Publicise GCU's Athena Swan activities via external and internal communications channels for staff, students and stakeholders</i>	<i>Director of Marketing, Director of Communications and Public Affairs, Athena Swan champions, Students Association</i>
	<i>Ensure the public face of the organisation reflects the gender balance of academic staff</i>	<i>Review how experts are identified, trained and communicated to the media, Work with School Athena Swan champions to include female academics</i>	<i>Director of Marketing and Director of Communications and Public Affairs</i>
	<i>Continue to improve recruitment and promotion by ensuring staff involved in recruitment, appointment and promotion have appropriate</i>	<i>Aim for at least one member of all recruiting panels to have received face to</i>	<i>Director of People, Chairs of Recruitment & Promotion Panels</i>

<i>training and awareness; and where possible that panels are appropriately diverse</i>	<i>face training, including unconscious bias</i>	
<i>Continue to improve representation of women at professorial level across GCU by setting and pursuing targets to increase the proportion of female applicants for Senior Lecturer/ Reader/ Professor positions, and for academic promotions process</i>	<i>Continue the revised academic promotions process, and roll out guidance with tailored briefings for line managers</i>	<i>DVC (Academic), Director of People, PVC Research</i>
<i>Improve the gender balance of key University and School level committees and decision making groups</i>	<i>Actively seek female applicants for Court Membership Committee lay positions including Chair. Provide unconscious bias training and introduce equality monitoring</i>	<i>University Secretary</i>
<i>Continue to monitor gender pay gap and conduct regular equal pay reviews</i>	<i>Continue to work jointly with trade unions to conduct Equal Pay Audit which covers all elements of pay</i>	<i>Director of People, Trade Unions</i>
Infrastructure – Selected actions from the GCU Equality Outcomes 2017-21 (longer term outcomes)		
<i>Continue to provide staff with specific training and development on equality and protected characteristics in the context of their roles</i>	<i>Timetable of training established: numbers of staff attending sessions; Staff training KPIs achieved as detailed in Equality and Diversity Staff Training Plan</i>	<i>Director of People</i>
<i>Embed equality and diversity, dignity and respect and GCU Values into information that is provided to students pre-arrival and at induction stages</i>	<i>Presence in the Enhancing the Student Experience 2020 Action Plan; Production of accessible materials</i>	<i>Director of Student Life</i>
<i>Implement the Athena SWAN Action Plan</i>	<i>Progress in implementing action plan SEBE achievement of Department Award Bronze reaccreditation by November 2019; Achievement of University Silver award</i>	<i>DVC Academic</i>
2. Influencing the influencers		
2.1 Raise awareness of gender issues research currently	Agreed information dissemination	PVC Research

	undertaken within the University e.g. WiSE, Yunus	processes in place	
3. Raising awareness and aspirations			
3.1	Identify successful gender minority Alumni and Honorary Graduate role models and positively promote to students and applicants	Testimonials, students engagement, online case studies	Director of GCU Foundation Deputy Director of Communications and Public Affairs
3.2	Develop and promote case studies relating to students of both genders achieving success in key subject areas including STEM and nursing	Case studies published and promoted	Deputy Director of Communications and Public Affairs Head of Brand Management and Multi Media Deans of Schools
3.3	Develop case studies relating to the positive impact of the Caledonian Club on all genders	Case studies published and promoted	Deputy Director of Communications and Public Affairs Caledonian Club
4. Encouraging applications			
4.1	Audit of marketing materials to identify if our marketing materials could be enhanced to support gender equality and promotion of a better gender balance in subject areas	Audit complete and actions taken to ensure there is no gender bias in marketing materials	Head of Brand Management and Multi Media Deans of Schools
4.2	Continue to engage in STEM outreach activities with schools and industry partners	Successful participation in events such as SmartSTEMs and Inspire	Dean of SCEBE
4.3	Continue to promote gender balanced participation through school and college outreach activities	Outreach activities demonstrating engagement with institutional agenda	DVC Academic Head of Outreach
5. Supporting Success			
5.1	Continue to review student policies and ensure they are relevant to our student population	Improved student experience metrics and retention	DVC Academic Director of Student Life

5.2	Undertake a series of gender focussed careers activities undertaken in the Careers Services with the support of the GCU Students' Association	New careers activities successfully engaging with academic staff and relevant student groups	Head of Careers
5.3	Continue to support the work of the Preventing and Responding To Gender Based Violence Working Group; assess policies and practices against the Equally Safe in Higher Education Toolkit	Support for victims of gender based violence and reduction in levels of gender based violence	Director of Student Life
Supporting Success – Selected actions from the Athena Swan Action Plan			
	<i>Review and improve guidance and support for managers to support staff returning from family leave or career breaks</i>	<i>Guidance on support for returning staff, improved guidance on flexible working</i>	<i>Director of People</i>
Supporting Success – Selected actions from the GCU Equality Outcomes 2017-21 (longer term outcomes)			
	<i>Use case studies of good E&D practice to communicate to showcase how we embed E&D in our core functions, including learning and teaching, research and professional support</i>	<i>Numbers of Schools and Departments featured, Involvement of people from different protected characteristic groups</i>	<i>Equality and Diversity Advisor</i>
	<i>Maintain focus on Dignity at Work and Study by using campaigns to give clear guidance on everyday language and behaviours that may have the unintended consequence of discrimination</i>	<i>Campaign materials developed, produced and communicated Positive feedback from staff and students</i>	<i>Equality and Diversity Advisor</i>
	<i>Awareness and celebration of significant dates and events</i>	<i>Maintain calendar of events Numbers of students engaging with activities and events</i>	<i>Equality and Diversity Advisor, Director of Student Life</i>
	<i>Participate in internal and external projects that tackle and prevent sexual violence – implement a policy, a First Responders Network, and collaborate with Students' Association and external partners</i>	<i>No incidences of sexual violence</i>	<i>Director of Student Life</i>
	<i>Support the Harassment Contacts in having a proactive presence and role at local School/Department level</i>	<i>Improved staff survey results Reduction in informal/formal complaints</i>	<i>Equality and Diversity Advisor</i>
	<i>Firmly embed the Integrity value to promote equality and diversity as part of the roll out of GCU Values for staff and students</i>	<i>Staff and student awareness and of integrity as a GCU Value and its association with equality and diversity</i>	<i>Director of People</i>

<i>Maintain and grow student and staff networks and communities of interest related to specific protected characteristics</i>	<i>Establish demand for specific staff networks</i>	<i>Equality and Diversity Advisor</i>
<i>Set up mechanisms to channel the views and experiences of students and staff with protected characteristics into informing core activities such as training, policies and processes, equality impact assessment</i>	<i>Existing societies, networks and groups mapped out and contacted, evidence of feedback being sought and used to inform policies and decision making</i>	<i>Equality and Diversity Advisor</i>