

## **Gender Action Plan – University of Edinburgh**

This action plan sets out institutional priorities addressing gender imbalance on course and identifies actions already in place and plans to monitor those. Equality of opportunity is core to our institutional mission and we see gender balance and equity a critical component of everything we do to ensure fair access, support and equity of opportunity for all students.

### **Gender imbalance on course**

Over the past year through the remit of the ECU Attracting Diversity project, we have begun to undertake research and analysis of our applicant and student populations to understand what imbalances if any exist and to understand at what stage in the student lifecycle this is most critical or extreme. Through this project, we have been able to identify a number of courses where we can see a gender imbalance in the student population. This has been critical for us in understanding which priority areas we need to focus on within our Gender Action Plan.

As this relates to the sector imbalances identified within the SFC Gender Action plan 2016-2030, we have refined our focus in order to support sector initiatives to reduce the imbalance, and as such, the target subject areas for the University of Edinburgh include:

- Architecture
- Engineering
- Nursing
- Computer Sciences

In the first few years of this plan, we will prioritize our focus on those identified in both the Attracting Diversity project and the Gender Action Plan sector priorities. We will bring Education and teacher training into this plan in the coming years, as we are aware of a strong gender bias towards females within primary education in particular. Our teacher training provision has recently changed significantly and we require additional time to identify specific actions in this regard. Our decision to move towards Masters level teacher training, supported by the Scottish government as an initiative to drive up standards in teacher training, also has the potential to be a more attractive option for male students as well as those from ethnic minority backgrounds and we hope to monitor and understand this more in the next few years.

### **What are we going to do about the imbalances?**

We have begun to undertake initial work to understand and analyse the imbalances. Quantitative research has been carried out initially to better understand the pattern of applications, offers and acceptances across a number of the target programmes. This data will be used to inform further qualitative research.

Data provided by UCAS on applications made during the five-year period 2010-2014 has been analysed. Where possible, all six years have been included in the research.

Some further research has been carried out looking at the subjects taken at SQA Higher and Advanced Higher by male and female candidates and which were achieved at grades, which would meet minimum entry requirements for the University of Edinburgh, to identify the scale of gendered choices in S4 and S5.

### **Intersectionality: widening access and the gender action plan**

We have been able to do some initial analysis of some of our cohorts to identify where gender intersects with other characteristics, in particular widening access criteria such as the Scottish Index of Multiple Deprivation (SIMD). In most subject areas, the numbers are too small to draw conclusions, but it is our agenda to ensure that we connect these areas of work where appropriate and where connections can be made. For example in the SFC-funded accessing the high demand professions programme gender imbalance connects very closely with underrepresentation around socio-economically disadvantaged groups: in particular veterinary science in the REACH programme and Art and Design within ACES.

Within our current student body, we wish to explore the intersection between gender and widening access within courses such as our teacher-training programme, in particular offer rates to male students from widening access backgrounds and this is something we will monitor over the course of this plan.

### **Leadership and policy**

The Gender Action Plan is embedded within the work of the senior leaders of the University of Edinburgh; the Principal, Vice Principal (People & Culture), the University Secretary, the Deputy Secretary (Strategic Planning) and the Director of Student Experience, as well as Heads of Colleges and Schools.

The work of the Gender Action Plan will complement and interact with a number of University policies principally the Strategic Plan 2016, but also the Student Recruitment Strategy, the emerging Widening Participation Strategy, the Outcome Agreement, Equality Outcomes Action Plan, as well as the Mental Health strategy. It will particularly connect to the Widening Participation Strategy and the Outcome Agreement within its intersectionality agenda.

### **Actions**

We wish to lay out our institutional plans to address our own specific gender imbalances within the five themes identified within the Gender Action Plan; Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; Supporting Success. As outlined in our 2017-18 Outcome Agreement, we will build on the initial findings from the ECU Attracting Diversity project to improve upon gender imbalances within specific programme areas. We are also committed to working in collaboration with ACES and REACH partnership to take the work of their programmes to the next step by incorporating the GAP agenda within the programmes as well as beginning tracking of the first graduate cohorts to identify outcomes.

As well as addressing gender imbalances for students, we are committed to addressing gender equality across the whole of the University, by promoting a positive culture, which celebrates differences, challenges prejudice and ensures fairness. Since January 2016, we have had a generous shared parental leave policy, encouraging an environment in which male and female researchers feel supported in their work-life balance, to sit alongside our generous maternity policy and flexible working policy. We also perform a biennial Equal Pay Audit that involves a comparison of pay of employees doing equal work, and the identification of any equal pay gaps. Our Equal Pay Audit is published biennially and the next audit covering all staff will be published in 2019.

<b>Gender Action Plan theme</b>	<b>Specific action</b>	<b>Timescale</b>	<b>Lead</b>
<b>Infrastructure</b>	Embedding the GAP actions within other relevant strategies and committees such as the Widening Participation Steering Group and the Race Equality Steering Group	2017-19	WP strategy group VP People & Culture
	It will be embedded within future strategic plans for the University.	2018 onwards	Governance & Strategic Planning
	Review school/service E&D plans and incorporate into College/Support Group and University strategic/action plans as part of the annual planning cycle, in order to mainstream equality into planning at all levels.	2018 onwards	People Committee

<b>Influencing the Influencers</b>	Teachers: use outreach projects and CPD sessions to engage teachers with the issues around gender imbalance in specific subject areas	This action has begun to take place via the Student Recruitment & Admissions teachers conferences in April & May 2017 where we held discussion sessions around gender imbalance, but further is planned in 2018	SRA – short term and for specific actions
	We will deliver on the Learning and Teaching Strategy commitment to promote equality diversity and inclusion in the curriculum.	Strategy approved, implementation taking place from 2017 onwards with annual review	Senate Learning and Teaching Committee
	Pilot the Higher Education Academy’s standard for Embedding Equality and Diversity in the Curriculum (EEDC) in a small number of programme areas in 2017-18	2017-18	Senate Learning and Teaching Committee
	Equality, diversity and inclusion principles are embedded into our governance and Strategic Planning. We will implement a succession plan to improve the diversity of University Court, including compiling the gender and ethnic composition of Court and use this to inform recruitment of new co-opted members.	Ongoing – Court gender and ethnic composition compiled in 2016-17 and will be updated as and when the membership changes.	University Court

	<p>We widely advertise Court vacancies, including using the Women on Boards platform, and encourage applications from under-represented groups.</p> <p>We encourage and fund new Court members to attend relevant training courses, including those with equality and diversity content (e.g. Leadership Foundation for Higher Education New Governor courses)</p> <p>Responded to the consultation for the Gender Representation on Public Boards (Scotland) Bill, introduced to the Scottish Parliament in June 2016 and will be prepared for implementation if enacted.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
<p><b>Raising Awareness and aspiration</b></p>	<p>'Crack the Code' coding outreach programme running in collaboration with the School of Informatics and Student Recruitment and Admissions. This programme works with female cohorts in secondary schools to create video content to then use to encourage wider cohorts of young women to engage with computer science.</p>	<p>Pilot took place in June 2017 with two state schools in Edinburgh. Plans to develop and expand the programme are in place for 2017-2018.</p>	<p>School of Informatics Student Recruitment and Admissions</p>

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	Create an evidence base regarding the factors affecting gender imbalances in HE, specifically re. male participation in caring professions and art and design, and female participation in STEM, to inform policy development.	Complete by end of 2018	Student Recruitment and Admissions in partnership with relevant University Colleges and Schools
	Promote a culture of respect by raising awareness of the University's Dignity and Respect Policy, and providing guidance to staff and students from AY 2017-18.	From academic year 2017-18	University HR Services – Equality, Diversity and Inclusion; Deputy Secretary – Student Experience
	All members of promotion and recruitment panels complete Equality & Diversity training, including unconscious bias	In progress	University HR Services – Equality, Diversity and Inclusion
	The University's Equality and Diversity Monitoring and Research Committee (EDMARC) will continue to publish comprehensive annual reports of student and staff data by protected characteristics,  Heads of School will formally respond to their data and implement actions to address areas of concern, from April 2017	April 2017 onwards	EDMARC

	<p>Reduce the gender pay gap at grade 10. We will implement recommendations from the Gender Pay Gap Task group, including reference to internal and external comparators for staff newly appointed or promoted to Grade 10, and the through the increased use of Performance data in Grade 10 contribution review process</p>	<p>Ongoing</p>	<p>Remuneration Committee; Heads of College/Support Groups</p>
	<p>We will provide training for admissions and student practitioners including sessions on Equality and Diversity in Admissions, and the Risk of Unconscious Bias in Admissions</p>	<p>2017 onwards</p>	<p>Student Recruitment and Admissions; relevant programme staff</p>
<p><b>Encouraging applications</b></p>	<p>We aim to attract a diverse workforce and student body. We aspire to attract the world's most talented students and staff through the implementation of the Edinburgh Global Engagement Plan 2017-2020:</p> <ul style="list-style-type: none"> <li>• Continuing to design and pilot global access recruitment and support programmes such as the MasterCard Foundation Scholars Program</li> <li>• Attracting students from a wider range of socio-economic backgrounds around the world through new scholarships and financial assistance;</li> </ul>	<p>By 2020</p>	<p>Edinburgh Global; University HR Services</p>

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	<ul style="list-style-type: none"> <li>• Providing dedicated support and guidance for international staff</li> </ul>		
	Within our recruitment and widening participation activity, we are ensuring that we embed gender diversity into our targeting in terms of secondary schools.	By July 2018	Student Recruitment and Admissions
	As part of the ACES – we are enhancing the work we doing around gender imbalance. Specifically we are developing outreach projects to counteract female underrepresentation in areas such as Architecture.	By end 2018	Student Recruitment and Admissions, Edinburgh College of Art
<b>Supporting Success</b>	Actively celebrate the diversity of our staff and student community through an ongoing programme of events such as the Gather Festival, and strengthen international and intercultural competencies on our campuses	Ongoing	Edinburgh Global, Vice Principal People and Culture, Edinburgh University Student’s Association
	We use data to inform reward management, policy and practice. We continue to conduct and publish biennial Equal Pay Audits, and report on the pay gap by gender, race and disability	Ongoing	Remuneration Committee; Human Resources - Reward

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	<p>We will continue to participate in the Equality Challenge Unit's Athena SWAN award scheme, maintain our Institutional Silver award, implement the University's Athena SWAN action plan, and provide support for departmental submissions.</p>	<p>Annual review</p>	<p>Advancing Gender Equality Steering Group; University Human Resources Services – Equality, Diversity and Inclusion</p>
	<p>We will provide a supportive culture where all can progress and succeed. We will further develop and implement the University's Race Equality Action Plan to remove barriers to progression and drive systemic change</p>	<p>2018 onwards</p>	<p>Race Equality Steering Group: University HR Services – Equality, Diversity and Inclusion</p>