Gender Equality Plan

At the University of Central Lancashire (UCLan), we are committed to moving our University towards a healthy, supportive and fair workplace where everyone is treated equally. Our vision is to transform lives by delivering an outstanding educational experience, creating prosperity and opportunity in the communities we serve. Our Equality, Diversity and Inclusion (EDI) ambitions are set out in the Belonging at UCLan statement from 2021-2028 and these are embedded in the Institutional Strategy and sub-strategies. There is recognition of the organisational benefits of a gender balance workforce, this is evident at the very top of the organisation with the Board of Governors which, since 2015, has comprised of a majority of female members (9). Our values reflect who we are and what we stand for and are defined as follows: Achieving Together, Being Proud, Creating Opportunity and Supporting All. The final value is particularly pertinent in this context demonstrating the value placed upon showing support, respect and compassion for everyone in our institution and community.

Our Gender Equality Plan (GEP) comprises a set of comprehensive institutional actions, and initiatives designed to champion and advance gender equality. Collectively these priorities both align with and meet the Horizon Europe GEP requirements as follows:

Mandatory requirements:

Be a public document

The GEP must be a formal document published on the institution's website, signed by the top management and actively communicated within the institution. It should demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them. Have dedicated resources

This GEP is published on our University website and has been both signed and endorsed by our Vice-Chancellor Professor Graham Baldwin.

UCLan has been a member of Advance HE's Athena Swan Charter since 2005 and currently holds an institutional Athena Swan Bronze award to recognize our commitment to gender equality. Our most recent Bronze institutional Athena Swan submission and associated action plan is publicly available online and has been signed and fully endorsed by senior leaders in the University. The detailed action plan sets out the specific goals and measures of success that we aim to achieve with respect to advancing gender equality within the institution from 2019-2024. Our Engineering School and the Lancashire School of Business and Enterprise also hold Athena Swan Bronze awards. Several of our academic Schools are also working towards achieving their own Athena Swan awards. Our 'Belonging at UCLan' EDI Ambition sets out our key institutional priorities in relation to EDI, ensuring fair treatment and opportunity for all. The ambition aligns with and supports the University's strategic plan and details the long-term EDI goals that we are determined to achieve by 2028, with specific targets for gender equality, including:

- *to achieve a minimum of 50% female professors*

- *to achieve an appropriate gender representation in management contracts*

- *to increase the representation of female learners in our STEM subjects*

Dedicated Resources

A GEP must have dedicated resources and expertise in gender equality to implement the plan. Organisations should consider what type and volume of resources are required to support an ongoing process of sustainable organisational change.

At UCLan we have introduced the EDI governance and operating structure below, to ensure that our EDI ambitions are delivered and that we take a whole institution approach to embedding EDI and organisational change.
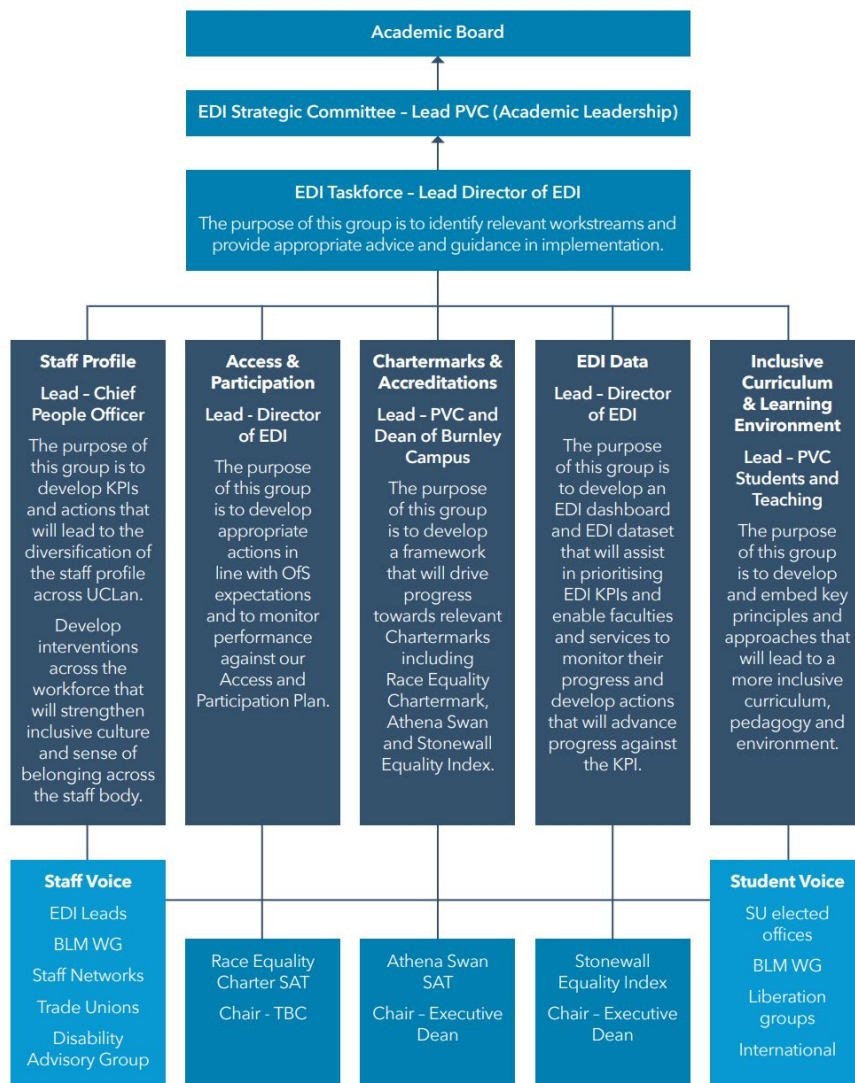
Picture 1 - EDI Governance and operating framework 2021-22

The Senior managers lead each of the EDI workstreams, who's aims are to develop interventions and to progress the comprehensive action plans to support the achievement of our EDI goals. These workstreams report into the University EDI Committee, which is responsible for setting the direction of our EDI priorities. This Committee is chaired by our Pro-Vice Chancellor (Academic Leadership) Professor Ebrahim Adia who is the Executive Lead for EDI. Our institutional Athena Swan Self-Assessment Team, which is chaired by Janette Grey, the Executive Dean for the Faculty of

Health and Care, is the workstream dedicated to overseeing the implementation and monitoring of our Bronze Athena Swan Gender Equality action plan.

Most members of the Vice-Chancellor's Group (VCG) have agreed to take on the role of Ally and champion for EDI. Our Chief Finance Officer, George Charles is the VCG Ally for gender equality.

At University level, UCLan also has an experienced EDI Team to oversee and implement our Gender Equality Plan, actions, projects, and priorities. This Team is led by the Director of EDI, Pradeep Passi, and comprises of a Head of EDI, and three EDI Officers with specific focuses on EDI Staff Development, Inclusive Culture and EDI Chartermarks and accreditations. As well as having oversight and day-to-day management of the Athena Swan Institutional gender equality action plan, the Team is also responsible for advising and supporting Schools with their Athena Swan submissions.

The University has also established an effective network of EDI Leads across academic schools and services who play a fundamental role in leading and implementing gender equality and broader EDI work in their areas in line with our institutional EDI goals. Each EDI Lead receives 100 workload hours per academic year to prioritise EDI work within their area.

Data collection and monitoring

Organisations must collect sex/ gender disaggregated data on personnel (and students, for the establishments concerned) with annual reporting based on indicators. Organisations should consider how to select the most relevant indicators, how to collect and analyse the data, including resources to do so, and should ensure that data is published and monitored on an annual basis. This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress

In 2021 the University developed a comprehensive EDI dashboard housing staff and student EDI data which can be accessed by staff, to identify and ensure a data-informed approach to all EDI work. The dashboard includes data on gender in relation to both the staff and student profile, recruitment, and progression.

The University monitors and publishes equality and diversity data (including sex and gender) for both staff and students, via our [EDI annual reports](#), to assess, report on and evaluate the progress we have made, in relation to our EDI objectives. Through our Athena Swan action plans, applications, and renewals, we frequently analyse data on gender to establish our goals and track progress against our ambitions. Each year, the University also conducts and publishes a Gender Pay Gap report with relevant gender pay data analysis and key work priorities to close the gap. UCLan's Gender Pay Gap Reports can be accessed here: [Gender Pay Gap Reports](#)

Training

The GEP must also include awareness-raising and training actions on gender equality. These activities should engage the whole organisation and be an evidence-based, ongoing and long-term process. Activities should cover unconscious gender biases training aimed at staff and decision-makers and can also include communication activities and gender equality training that focuses on specific topics or addresses specific groups

All UCLan staff are required to undertake mandatory EDI Training, (Diversity in the Workplace) when they join the University and colleagues are expected to renew the training every two years. Additionally, Unconscious Bias Training related to gender and other identities is expected to be completed as it relates to certain roles. There are also EDI components embedded into the Recruitment and Selection Training, Induction for new staff and the Leadership Development Programmes.

Our EDI staff development plan aims to deliver a range of development initiatives to support the Belonging at UCLan strategic plan and to help embed the new UCLan values. This plan will be underpinned by the training needs identified by schools and services and based on the four pillars of the EDI strategy.

The Key principles for EDI staff development:
- EDI staff development should support the achievement of the institutional EDI goals.
- EDI staff development should support the development of a positive culture change and sense of belonging for all.
- All activity should be delivered in a range of modes and times to maximise accessibility.
- Every member of staff should have the opportunity to consider EDI at UCLan, the relevance to their roles and actions they can personally take.
- Wherever possible, EDI training should be tailored to different staff gender groups

UCLan will ensure that staff are aware of and appropriately informed about the core principles of EDI. However, knowledge and awareness are not enough in and of themselves, if the principles of EDI are to become embedded in the ethos and activities of the University. The principles need to become part of everyday practice, and all development initiatives should be designed and delivered to enable this to happen.

Some initiatives will need to be delivered across the institution and the resource needs to deliver this are currently under consideration. These will need to be prioritized and will be delivered in the first two years. Other provision may need to be targeted at specific groups, and topics will need to be prioritised to ensure that overarching principles are embedded. This will be done through dedicated Learning Pathways.

The new awareness-raising and training plan includes the following gender related training:

Compulsory Training for all Staff including the Vice-Chancellor's Group (VCG):
- Equality Act/Discrimination and the Law (EDI@UCLan)
- Understanding the Gender Pay Gap report
- The new EDI Strategy and the 4 Pillars - Belonging series

Compulsory Training for Academic Staff:
- Inclusive Curriculum (Curriculum for all)
- Learning Pathways – Belonging series

Compulsory Training for Management/People Teams:
- EDI in Staff Recruitment and Management
- Staff and Students Complaints
- Learning Pathways - Belonging series

Other relevant topics (as requested by individuals and groups):
- LGBT+ Awareness – including Trans; non-binary; bisexual; gender neutral language
- Complaints procedures with focus on gender-based incidents – staff/students
- Understanding People Policies and procedures e.g. Dignity at work; Menopause Guidance, Sexual Harassment, Report and Support (reporting incidents)
- Equality impact assessment training on gender and other relevant characteristics
- Menopause Awareness training for managers/ Menopause Public Lecture series
- Gender related training to support key dates e.g., International Women's Day

All UCLan staff also have access to online LinkedIn Learning provision, with specific modules on gender including Perception Bias/Unconscious Bias, Fighting Gender Bias at Work, Using Gender Inclusive Language, Talking About Gender and Leadership Strategies for women.

Professor Graham Baldwin
Vice-Chancellor