

University of Greenwich

Gender Equality Scheme

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GENDER EQUALITY POLICY

A. Introduction

We are committed to gender equality, ending discrimination and promoting fair and equal treatment of staff and students regardless of sexual differences or orientation. We recognise that the physical differences and social expectations and demands made on men and women often mean that 'same' treatment does not result in equality of opportunity. Acknowledging difference, and different needs that may relate to gender and sexuality, is a necessary part of creating equality of opportunity.

We are committed to identifying and challenging inequality and aim to ensure that creating equality of opportunity is a part of all strategic, school and department plans.

We intend to eliminate illegal discrimination and strive towards establishing a working and learning community within which all have a realistic expectation to be treated with respect and valued on merit.

B. The University of Greenwich

1 University of Greenwich Mission

The University of Greenwich nurtures excellence in learning and teaching, research, consultancy and advanced professional practice serving a range of international, national and regional communities.

2 Objectives

Our primary function is to provide education for our students. Staff are employed to work together to achieve our strategic objectives, which are:

- To continue to enhance the quality of learning and teaching, research, consultancy, and advanced professional practice.
- To nurture excellence by ensuring student support this enhances the capabilities of students and assists them to fulfil their potential.
- To offer programmes of study which explicitly link curriculum development and research activity
- To attract and retain students and staff from a wide range of backgrounds and to enhance opportunities for all

- To develop effective local, regional, national and international partnerships with other educational institutions, professional bodies, and public and private enterprises
- To engage with local and regional communities, and to provide services which meet their needs and encourage participation in University activities

C. The law

We have a duty placed on us by the Equality Act 2006 to end discrimination and harassment that is illegal under the Sex Discrimination Act 1975 and the Equal Pay Act 1970; and to promote equality of opportunity between men and women.

The Sex Discrimination Act covers employment and services and includes regulations [1999] relating to transsexuality and gender re-assignment. Further regulations were passed in 2003 dealing with discrimination relating to sexuality.

To meet the requirements of the duty we must:

- publish a written gender equality policy;
- assess the impact of all the university's policies on gender equality;
- monitor the gender of students applying to and attending the university.
- monitor the gender balance in university schools, and the progress of students
- monitor the gender of staff being recruited and promoted;
- publish the results of monitoring and assessment; and
- take action to prevent less favourable treatment due to gender differences for both staff and students

D. Aims

1 Promoting Equality of Opportunity

We are committed to promoting equality of opportunity within the university and in the work we do with others. We aim to make sure that our curriculum meets the needs of a modern society in which diversity and equality are valued.

We recognise that education and raising awareness are a vital part of promoting equal opportunities, and we are committed to developing diversity training (face-to-face and on the intranet) and initiatives and events to raise awareness in our students and staff.

We will continue to extend existing practices to promote equality, not only for our staff and students, but also within local communities.

2 Ending Sex/gender discrimination

Under the Sex Discrimination Act and the subsequent regulations, it is illegal to discriminate on grounds of sex, sexual orientation or transgender status. Less favourable treatment or harassment of a person on the basis of any of these is liable to disciplinary action.

We recognise that discrimination may be carried out by both men and women of any sexuality. We will not accept any kind of sex discrimination

3. Recognising discrimination

There are five main types of sex discrimination - direct, indirect, victimisation, harassment and marital.

Direct discrimination is when someone is treated less-favourably than a person of the opposite sex in the same or a similar situation.

Indirect discrimination is when a rule or condition is applied which serves to exclude, or treat differently with a negative effect, a specific sex, when the rule or condition cannot be justified by the requirements of the job or needs of the situation.

Marital discrimination is discrimination on the basis of marital status and assumptions of how this might impact on a man or woman's performance and priorities and what might be expected of them.

Victimisation is when someone who has made a complaint about discrimination, or has given support to a complaint, is treated less favourably, harassed or excluded.

Harassment or bullying may be openly hostile treatment or a slow erosion of confidence or reputation by subversive activity or systematic criticism. Any behaviour which is intimidating or humiliating, physically aggressive or psychologically threatening or destructive is classed as harassment.

Unacceptable behaviour includes:

- Physical attack or threatening behaviour aimed at students, staff or visitors.
- Staff or students harassing or bullying other students, staff or visitors.
- Distributing or displaying materials, [including electronic media] that contravene this policy, for example, graffiti, badges, insignia, posters, literature.
- Revealing the marital or trans status, or sexuality, of a staff member or student (outing)
- Demeaning or belittling another's gender or sexuality by generalisations, jokes or ridicule
- Action to prevent or dissuade students, staff or visitors from following the policy, or from seeking information or support in applying the policy or being protected by it.

E. Enforcing the policy

We encourage a working and learning environment in which harassment and discrimination are not accepted and where people have the confidence to complain without fear. Behaviour which is unacceptable as defined by the gender equality policy will be taken very seriously and can result in disciplinary action.

Complaints can be made using:

- the harassment and bullying policy
- the staff disciplinary and grievance procedure
- the student complaints procedure

Advice can be sought from:

- The Diversity Manager
- Personnel services
- Trade Union representatives
- Student Advisers
- Head of Examinations & Standards

Although students and staff are encouraged to use the complaints procedures, a complainant may seek advice elsewhere and choose to take alternative action.

Organisations which can help are:

- the Equal Opportunities Commission
- Law centres
- the police;
- Citizens Advice Bureaux

Support for students and staff who experience discrimination or harassment

There are various sources of support for students or staff who experience discrimination or harassment.

1. Students

Personal tutors & Programme Leaders – Offer academic and pastoral support

Student Advisers – The students' union provides advisors to support students on a range of issues. The Student Union also provides advocacy support.

Listening ears – Each school has staff who have chosen to be ‘listening ears’. These are trained staff who can offer help and advice about any issue a student is concerned with.

Harassment advisors – These are specially trained staff who offer support to staff and students who feel they are experiencing any form of harassment

Counselling service - This is confidential service which is available on every campus. Counselling by e-mail or over the phone is also available.

Diversity Manager - The diversity manager can give advice about the detail of policy and procedures.

Chaplaincy - The university chaplains on campus provide confidential, non-judgmental support to those of all religions and those who do not follow a religion. The university chaplains are Christian. We also have details about our partner chaplains of different religions and world faiths.

2. Staff

Harassment advisors – These are specially trained staff who offer support to staff and students who feel they are experiencing any form of harassment

Counselling service

These are confidential ‘drop-in’ services which are available on every campus. Counselling by e-mail or over the phone is also available.

Trade union representatives – union representatives on campus can provide support and advice on a range of issues.

Personnel Advisers – these are highly skilled and trained staff, engaged with casework and with good contextual knowledge.

Manager – these are highly experienced staff who work from the Manual for Managers and liaise closely with Personnel.

F. Our responsibilities

The **University Court**, as the organisation which governs us, has the main responsibility for ending sex discrimination and harassment. The court is responsible for making sure that we carry out our duties under the Sex Discrimination legislation.

The **Vice-Chancellor** is responsible for: showing commitment and leadership in promoting gender equality; making sure that the gender equality policy and action plan are followed; and making managers at all levels aware of their responsibilities in this area.

The **Registrar** and **Secretary** have overall responsibility for co-ordinating the development and assessment of the Gender Equality policy.

The **Deputy Vice-Chancellor**, **Pro-Vice-Chancellors**, and other officers, are also responsible for: showing commitment and leadership in promoting gender equality; and making sure that policies and practices within their areas promote gender equality.

Heads of Schools and Offices are responsible within their school or Office for following the gender equality policy and for contributing to the gender equality action plan. Heads of Schools and Offices also have a responsibility to carry out relevant sections of the plan, and are responsible for the fairness of procedures which deal with complaints of discrimination; harassment and bullying. School boards have an extra responsibility to support their staff in developing study programmes and teaching practices that include everyone.

The **Diversity Manager** is responsible for providing advice, guidance and support on how we carry out this policy, and for developing yearly action plans together with staff, students and other partners. The Diversity Manager is also responsible for co-ordinating how the policy and action plan are carried out and working within Schools and Offices on specific projects.

Committees' responsibilities All the university's committees have a responsibility to end discrimination and promote equal opportunities in the daily life of the university. All committees should regularly deal with gender equality issues when they meet.

Individual responsibility Every member of the university community is responsible for keeping to the gender equality policy in their day-to-day work and activities. This includes students, staff, visitors, contractors, suppliers, partners and partner colleges.

All university members are expected to show consideration for others, regardless of gender, background or situation. Any form of discrimination or harassment will not be tolerated. It is important that everyone takes responsibility and does what they can to stop discriminatory behaviour.

G. Teaching, learning and the curriculum

We recognise the importance of a curriculum and learning environment that includes everyone. University schools and departments will continue to develop programmes of study which will avoid gender stereotyping or exclusion by default of either men or women, or students of a particular sexuality.

Academic staff have a personal responsibility to develop and deliver programmes of study which will be accessible and meaningful to students regardless of gender or sexuality. All programme proposals should include a statement explaining how gender equality has been considered. Publicity will be

free of gender and sexuality stereotyping both by the language used and images selected. Support in analysing materials and programme content for possible gender bias or exclusion is available from the Diversity Manager.

The Diversity Manager also supports academic staff in sharing examples of good practice.

H. Putting the policy into practice

The policy will be introduced to staff and students at induction sessions and will be included in induction information packs.

Heads of Schools and departments are responsible for putting the policy into practice in line with the responsibilities, definitions and examples described in the sections above, and for identifying where action needs to be taken.

All staff should be encouraged by line managers to read the equality action plan. Relevant parts of the policy and plan should feature in departmental and personal planning and in performance management.

The Diversity Manager will co-ordinate and support Schools and departments in this work, and will produce a yearly report on progress across the university.

I. Legal responsibilities

1 Consultation

Staff and students have been consulted to identify areas of concern and satisfaction relating to gender within the university's practises, and their experiences as teachers, learners and support staff

All staff and students were invited to contribute to the development of the Gender Equality Scheme, and were asked to express any concerns they may have about gender related issues in the University.

Meetings were held with Students' Union representatives, trade union representatives and with those staff who expressed interest, Written responses and issues raised in meetings were taken into account in the drafting of the scheme. Feedback from those who read early drafts modified the final document.

Consultation will continue to be a part of the process of ongoing monitoring and review of the effects of the policy, and of gender issues in the University.

2 Training

We will provide gender equality training for our governors and for staff. We will give staff information on gender equality and their responsibilities during the induction process, and we plan to develop face-to-face and intranet training on gender equality for all staff.

Accurate information will be provided during training and made available on the diversity website explaining transexuality and gender re-assignment, and the

regulations which relate to this and to different sexualities – heterosexuality, homosexuality, lesbianism and bi-sexuality.

[Gender re-assignment regulations added to SDA1999, Gender Recognition Act 2004, Sexual Orientation regulations 2003]

Students receive equality policy information when they first come to the university during their orientation session. Induction sessions and information packs explain their entitlement to study and participate in University life free from fear of prejudice and any form of unfair treatment. The Code of Conduct is drawn to their attention and they are reminded of their responsibilities. The Harassment and Bullying policy is explained to enable students to understand: what is not acceptable behaviour; behaviour which they must neither tolerate nor perpetrate; how to seek support if they are a victim, the consequences if they are a perpetrator.

3 Planning

Gender equality planning is linked to the strategic planning process for the whole university, and the Gender Equality action plan is linked to each School and Office's Annual Review and Planning Document. (ARPD)

4 Gender Equality action plan

The following functions are all relevant in assessing and promoting gender equality:

- How the university is governed and managed
- Student admissions, access and involvement
- Curriculum, teaching and learning
- Assessment processes
- Student support and guidance, including induction, support and welfare arrangements
- Student behaviour and discipline
- Staff recruitment and progression
- Staff and student complaints, incidents of grievance and discipline
- Provision of facilities and services
- Procurement of goods and services, including relationships with contractors and agencies involved in student work experience placements
- Partnerships and links with the community

Objectives

While many of the above will be directly or indirectly addressed in the action plan the core areas emerging from consultation, to which the objectives relate, are:

- **conditions of employment:** relating to maternity/parental leave and flexible working, currently dependent on local arrangements. Some schools and offices being more open to flexibility than others

- **student behaviour and discipline:** lack of awareness on the part of some students about equalities issues; attitudes regarding gender and sexuality are often unacceptable
- **teaching, learning and the curriculum:** inherent gender bias of some subject areas means constant need to consider how to present and teach to enable the widest possible access; teachers, and sometimes curriculum content, can also have an impact on student attitudes and behaviour

The specific duties require that the objectives include addressing the causes of any gender pay gap. (i) – see below

The Gender equality plan will be reviewed each year after consulting staff and students.

(i) Public bodies are required “ .. to be proactive in taking action to close the gender pay gap within their organisation. Delivering equal pay is not just about complying with the Equal Pay Act, but means taking action across the board, including addressing pregnancy discrimination, tackling levels of occupational segregation, and improving access to flexible working and high quality part-time work. A thorough review of equal pay would examine all the causes of the pay gap within an organisation, and help to identify ways to close the gap.”

Jenny Watson – Chair of EOC

5 Monitoring

Statistics for the recruitment and progression of staff are collated by Personnel; - **Appendix B.** Statistics for the admission and progress of students are the responsibility of Planning and Statistics. The information is collected and processed in line with data-protection laws. Analysis and interpretation of statistics inform adjustments to policy. If necessary additional information will be gathered in order to monitor the following for the purposes of improved gender equality.

Staff

- Applications and appointments
- full-time, part-time, contract and consultancy work
- The male/female balance at all levels of the workforce
- Conditions of service and pay
- Maternity and parental leave
- Training opportunities and take-up
- Promotion
- Grievance and discipline cases

Students

- Applications, offers and take-up of places
- Success rates – including level of degree
- Retention and progression rates [and reasons for withdrawal]
- Work placements

- Equalities case work, including harassment and bullying
- Complaints, appeals and extenuating circumstances
- Student destinations

6 Publishing

We will make sure that all staff and students have access to this Gender Equality policy. It will be available in electronic format from the Diversity web pages, and linked to other sections of the intranet. We will email students and staff about the policy. We will make the policy available in other formats, such as in Braille, in large print and on audio tape, when requested. We will also publish significant patterns which arise from this assessment and monitoring

Our prospectus contains an equal opportunities statement and makes clear our commitment to equality, as do our student handbooks and induction packs. Information on equal opportunities is contained in our yearly reports.

J. Assessing the effect of policies

We will monitor the effect of our policies on students and staff. We will use the information to adapt policies and try to remove any inequalities disclosed.

We are committed to assessing the impact on gender equality of all university policies.

There will be a three year cycle to this process.

See **Appendix A** – Impact Assessment Process

K. Related policies

The issue of gender is relevant to all our work, but to some areas more than others. The following is a list of high priority policies.

- Staff conditions, flexible working, work/life balance
- Student family friendly policy and widening participation
- Students' Code of Conduct
- Harassment and Bullying Policy
- Enhancing the learning experience for students
- Learning and Teaching Strategy
- Equal Opportunities Statement
- Accommodation Regulations
- Policy for good practice in University Publications
- Data Protection Act Code of Practice
- Code of practice on freedom of speech

- Working with the Community
- Student Appeal Regulations
- Complaints Procedure
- Student Disciplinary Regulations and Procedures
- Staff disciplinary procedure

Unwritten and informal policies and common practices will also be identified and subject to impact assessment.

APPENDIX A

Impact Assessment Process

The Impact Assessment Committee, supported by the Diversity Manager will have responsibility for the following

- Collecting information on existing policies and functions.
- Identifying informal/unwritten policies or common practises
- Identifying the aims of policies to see if gender is relevant to a particular policy.
- Ranking policies into high, medium and low risk categories.

The committee reports to the Vice-Chancellor.

The committee will then identify groups of staff and others to be involved in individual assessments.

The process for impact assessments:

1. identify individuals who should be involved in the impact assessment process.
2. consider the information available
3. collect other information if necessary
4. analyse information to identify implications for gender issues
5. consult everyone involved
6. assess the effect of the policy on gender equality
7. identify any justification for differential effects

When impact assessments have been carried out the findings will be presented to the Impact Assessment Committee. They will be responsible for :

- removing negative effects
- producing an impact assessment report.
- publishing the report and findings.

The Impact Assessment Committee will report to the Academic Council and to other Committees as appropriate.

Results will be published through the Diversity web pages and in other ways as appropriate.

Appendix B

General workforce data presented regularly to the Equal Opportunities Employment Working Group:

Quarterly snapshot of staff headcount and % broken down by staff group and gender.

Quarterly snapshot of staff headcount and %, broken down by staff group and grouped ethnicity (white, BME, not recorded).

Quarterly snapshot of professors headcount, and %, broken down by a) gender, b) grouped ethnicity (white, BME, not recorded) and by c) gender/ethnicity

Quarterly snapshot of staff headcount, and %, broken down by campus and grouped ethnicity (white, BME, not recorded). Track of changes from the last quarter.

Quarterly snapshot of staff headcount and % broken down by ungrouped ethnicity

Annual tracking at 31 July for each of these reports identifying trends back to 2003

Pay gap analysis by gender/ethnicity, staff category and contract type is under development has been reviewed at the last two meetings. Will be a standard item once the format is agreed.

Newly agreed report: quarterly snapshot of staff headcount, and %, by staff group/grade and gender.

Applicant Analysis presented at EOEWG:

Track of applications received by volume, and %, during the previous six month period, analysed by recruitment stage, staff group and gender.

Track of applications received by volume, and %, during the previous six month period, analysed by recruitment stage, staff group and grouped ethnicity (white, BME, not recorded).

Annual tracking of the above as at 31 July

Data included annually in ARPD staff data for Heads of School/Office:

School staff headcount at a snapshot date, 1/11/yyyy, by grade and gender, by grade and grouped ethnicity and by grade and age band plus charts visually displaying the age profile

UoG wide comparator data is included for Schools and Offices

- a) all Office and all School staff snapshot by grade and gender
- b) all Office and all School staff snapshot data by grade and ethnicity
- c) all Office and all School staff snapshot data by grade and age band.

Appendix C - Transgender

The terms transgender and transsexual tend to be used interchangeably to describe someone who completely identifies with, and wishes to be identified as, the opposite sex.

Gender Recognition Act

The Gender Recognition Act allows for legal recognition of change of gender, including a new birth certificate, for those who :

- have experienced 'gender dysphoria' (i.e. are not comfortable with their assigned sex/gender), attested by a medical practitioner
- have lived in their new identity for at least two years and
- intend to do so for the rest of their lives.

Recognition of gender re-assignment is not contingent on intervention by surgery or hormone treatment.

Intersex

The term intersex refers to someone born with both male and female sexual characteristics. This is not usually detected at birth and a gender is assigned according to what is visual. Later, if this status becomes apparent, medical and psychological intervention will support a choice of gender. Some may choose to remain 'intersex'.

While 'gender dysphoria' will be expected for someone who is intersex, this is not necessarily the cause. Dysphoria may be experienced without physical ambiguity being a feature.

Transvestite

Transvestism is the wearing of clothes normally identifying the opposite sex. This may or may not be an indication of the intention or desire to gender re-assign; and though it is assumed to be an expression of gender dysphoria, this may not be the case.

Gender Re-assignment Regulations

The Gender Re-assignment Regulations were added to the Sex Discrimination Act in 1999. They were introduced to prevent discrimination and to provide equal entitlement for transsexuals within employment and vocational training. They bring discrimination against transsexuals in line with any other form of sex discrimination, and therefore contrary to the Act (SDA 1975).

The Regulations explain the re-assignment process and provide information for employers and organisations about the issues which will be raised. They give guidance about enabling transition, supporting those undergoing re-assignment, negotiating the balance of inevitable disclosure with, whenever possible, privacy and confidentiality.