

Student Engagement in Gender Action Plans

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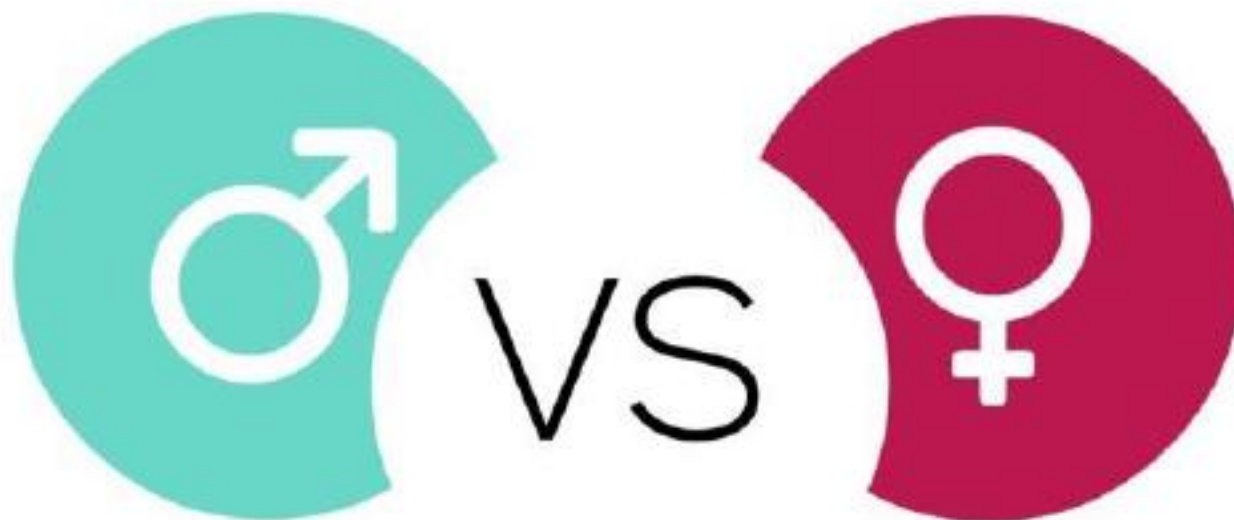


Session overview

- Introduction
- Why gender? Why FE and HE?
- Gender Action Plans
- Student engagement in Gender Action Plans
- Group exercise
- What next?



Gender Action Plan Film



CREATED USING
BoWToon

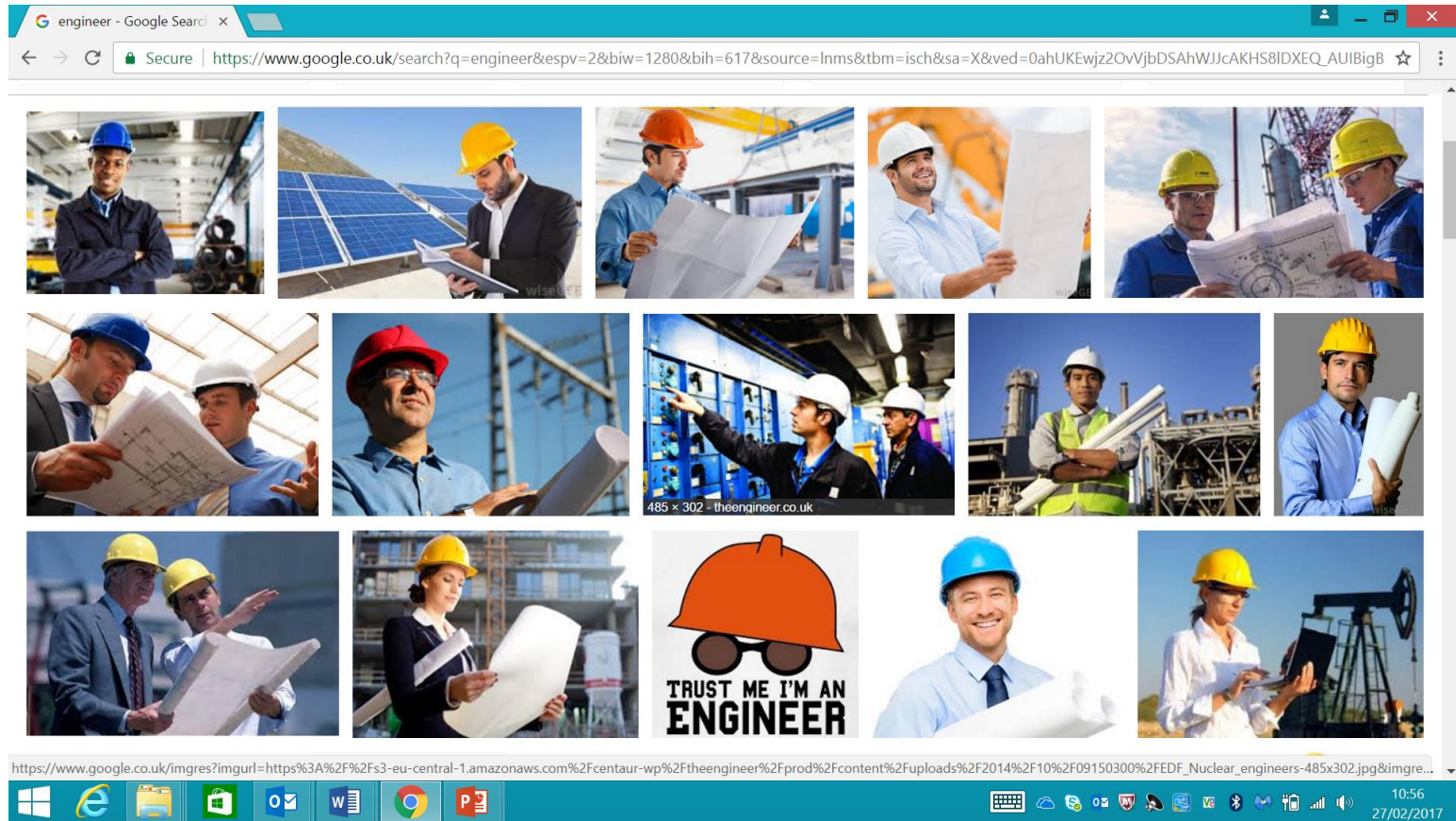


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Why focus on gender?

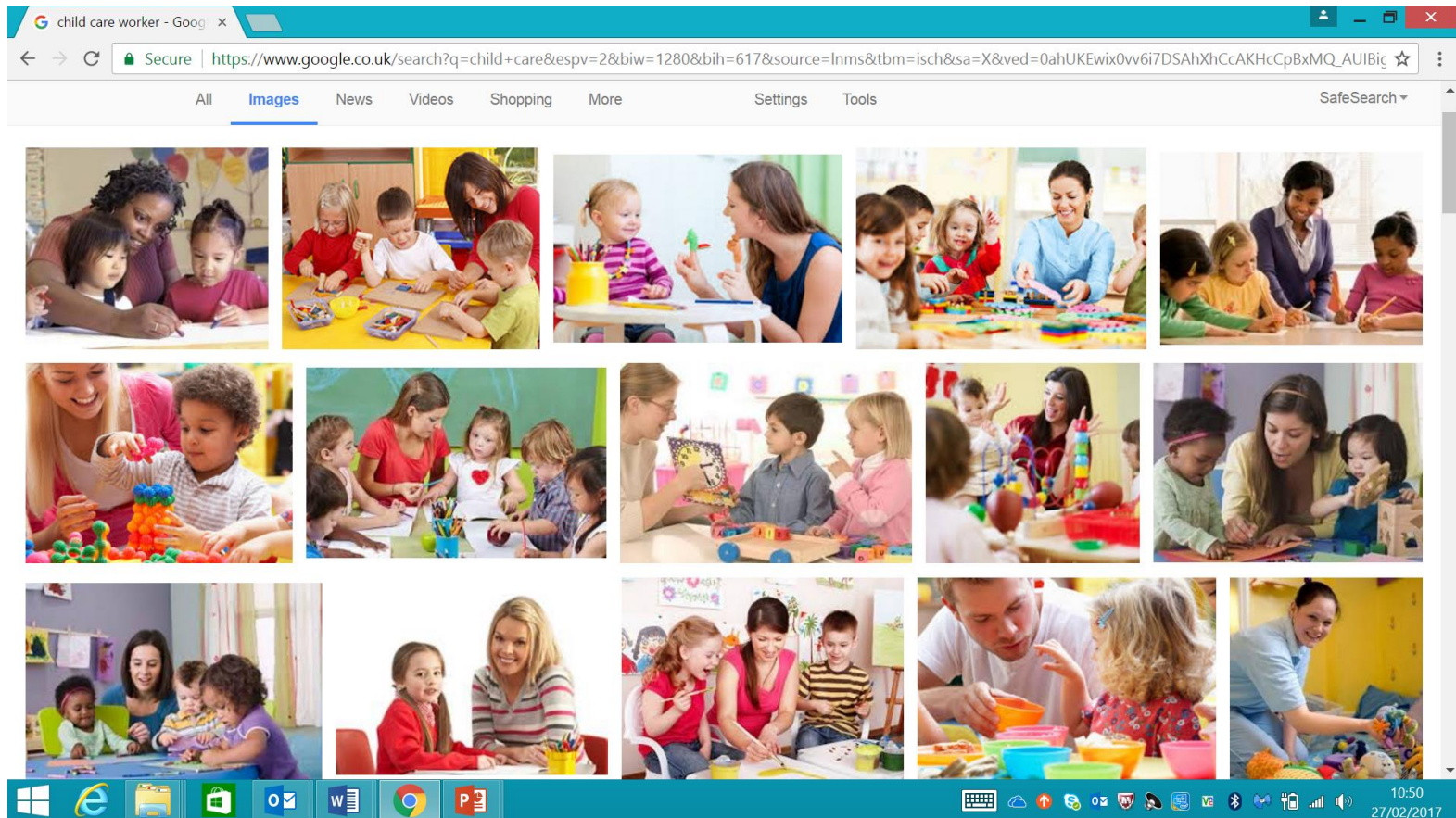


What does an engineer look like?



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...and a childcare worker?



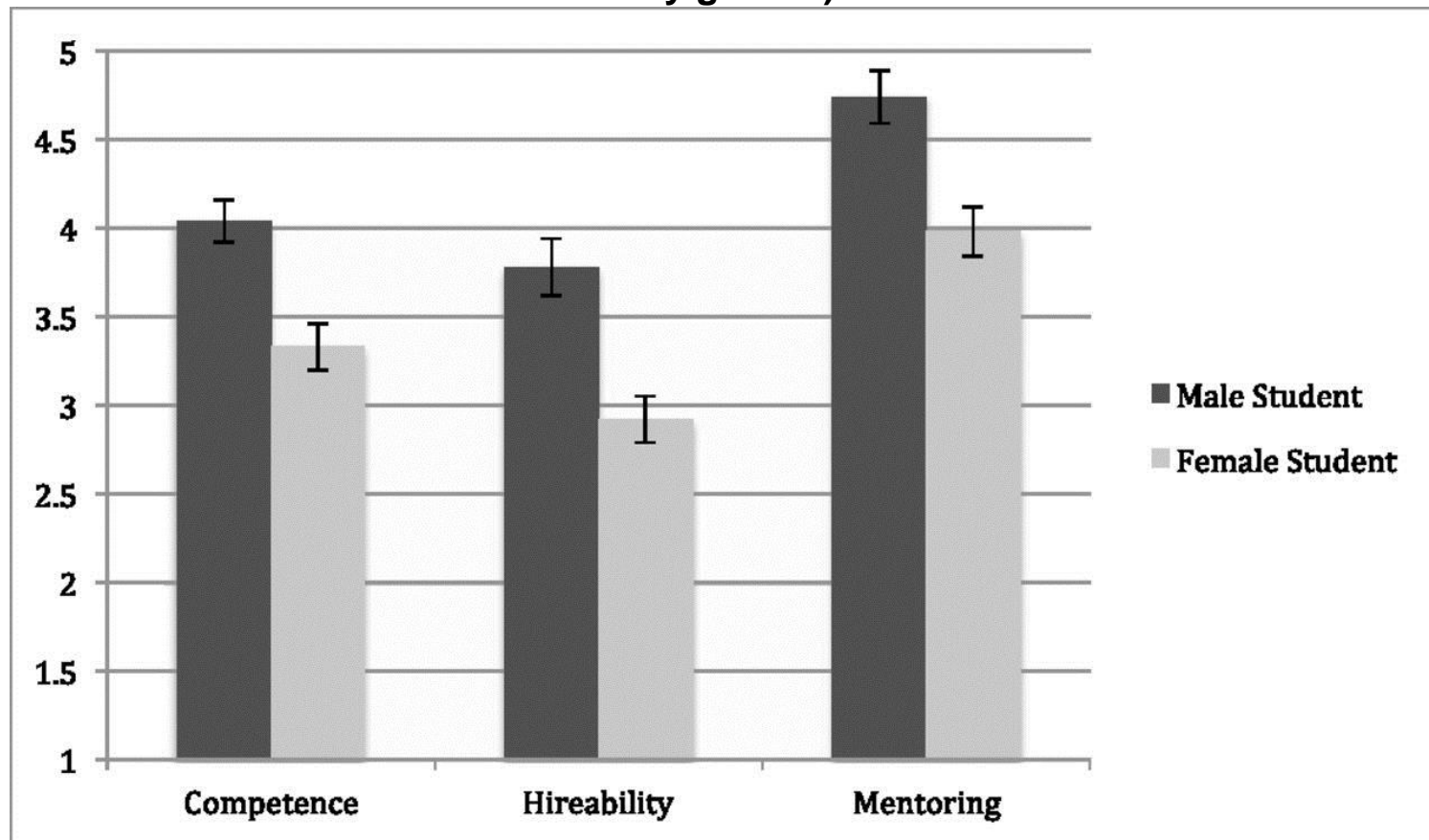
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Jennifer and John – who is:

- Thought to be the most competent?
- More likely to be employed?
- More likely to be offered mentoring?

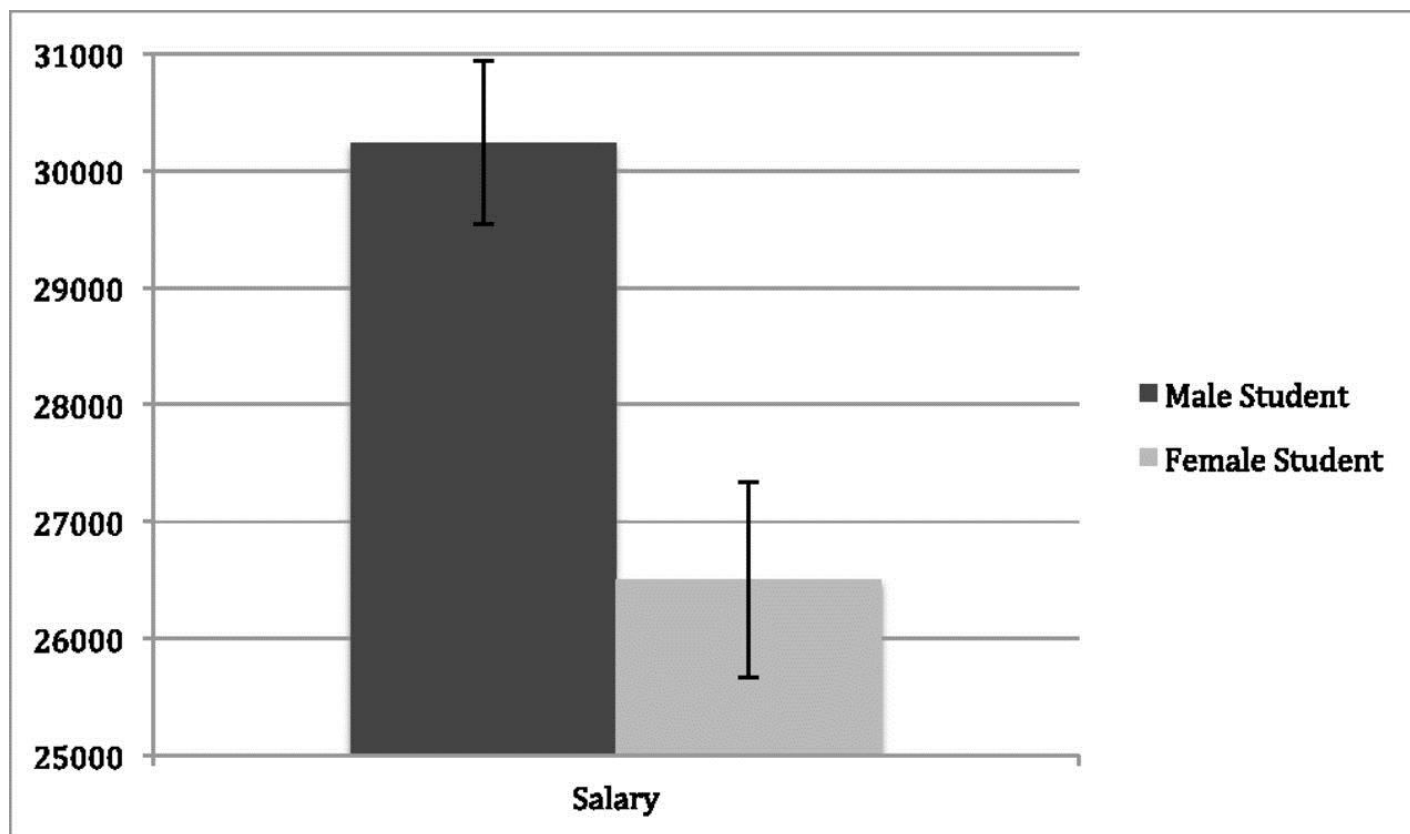


Competence, hireability, and mentoring by student gender condition (collapsed across faculty gender).



Moss-Racusin C A et al. PNAS 2012;109:16474-16479

Salary conferral by student gender condition (collapsed across faculty gender).



Moss-Racusin C A et al. PNAS 2012;109:16474-16479



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“Every time we impose gender on an action or a role - and every time we reinforce that gendering - we are placing limits on people.”

– Kate Clancy, #girlswithtoys



“It is estimated that a doubling of women’s high-level skill to the economy would be worth as much as £170 million per annum to Scotland’s national income.”

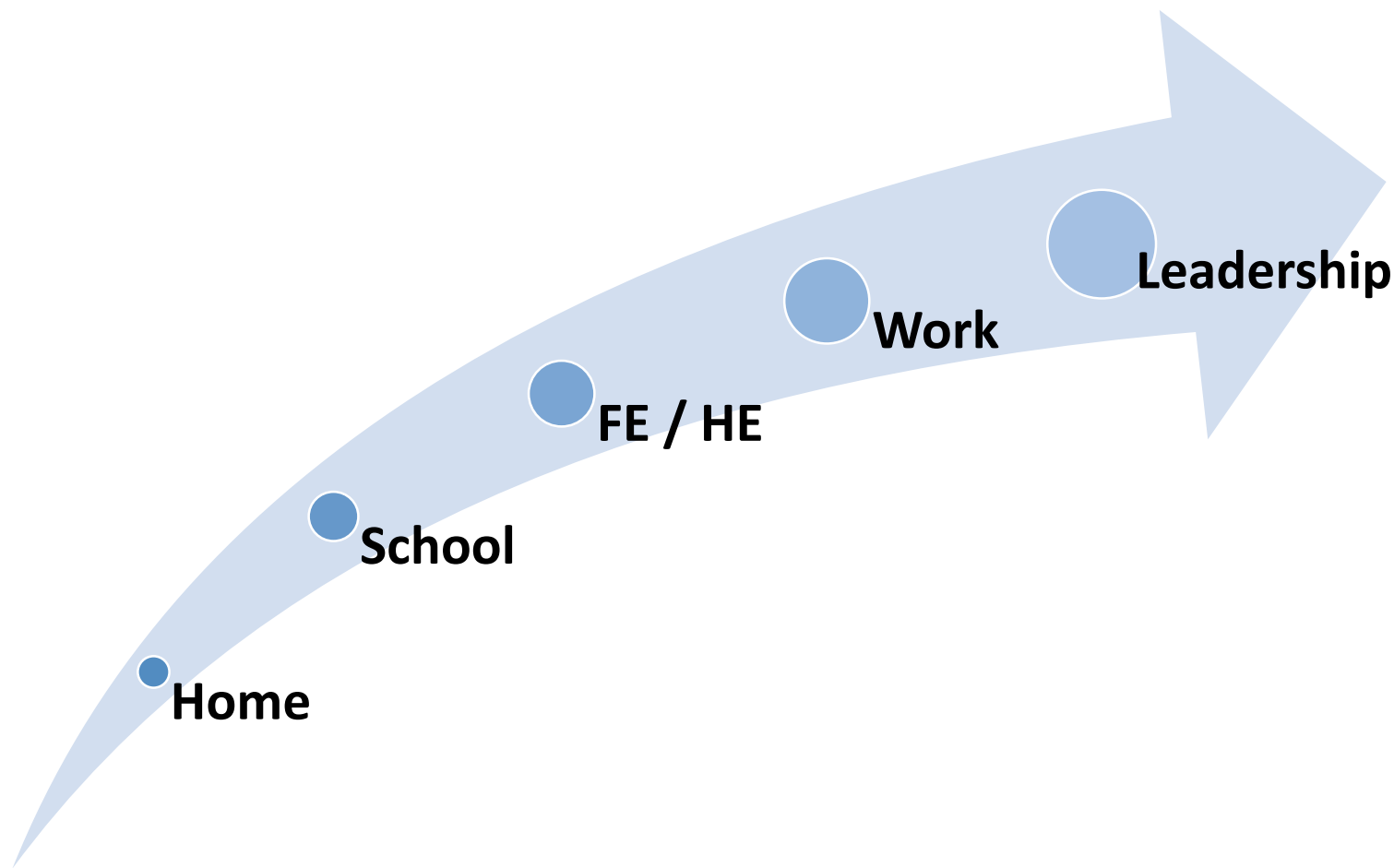
Tapping all our Talents



Why focus on HE and FE?



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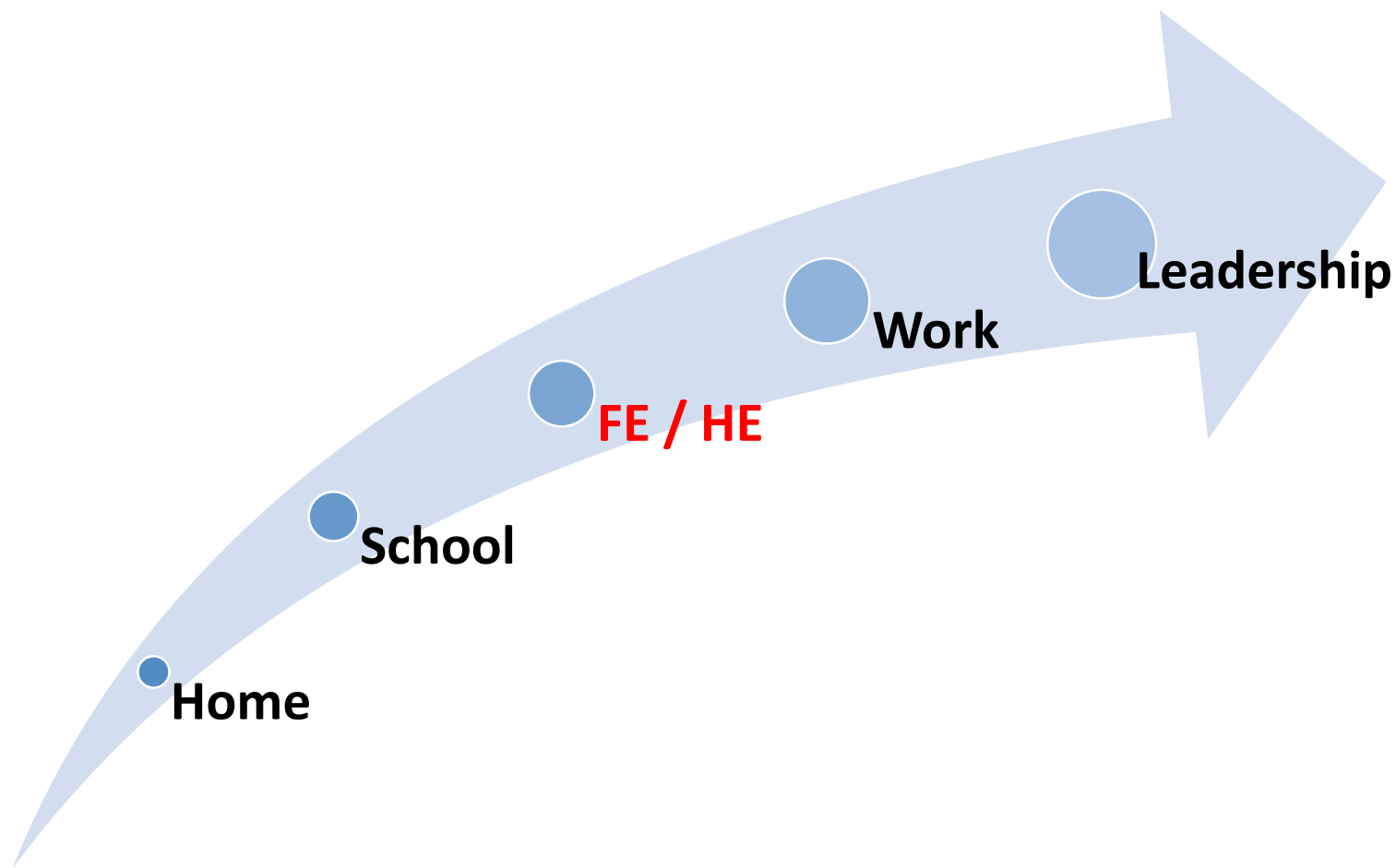
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Current stats

- 17% of students qualifying in computer science at undergrad level are women (HESA, 2015)
- 17% of students qualifying in engineering and tech at undergrad level are women (HESA, 2015)
- 2% of construction MAs are women (SDS, 2016)
- 5% of engineering MAs are women (SDS, 2016)
- 5% of child care students are men (SFC, 2011-15)
- 4% of hair/personal care services students are men (SFC, 2011-15)





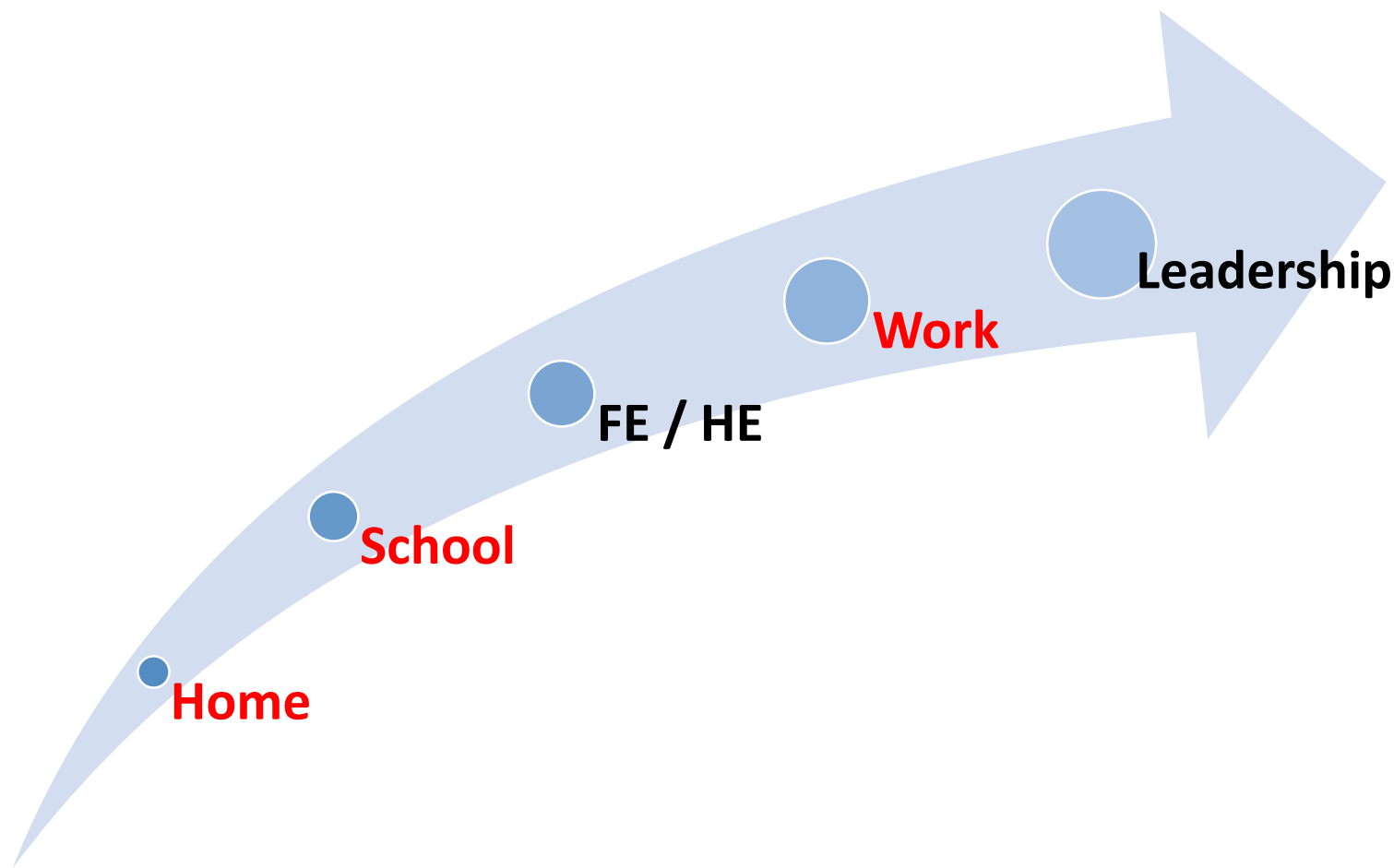
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Internal activity...

- Data, data, data!
- Staffing gender splits
- Unconscious bias training
- Gender-proofing materials
- Training and recognition
- Positive action
- Peer-to-peer support networks





External activity...

- Influencing the influencers
- Working with local schools
- Working with local employers



Gender Action Plans



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Infrastructure

- Systems:** incorporating into policies, processes, strategies, leadership and current reporting mechanisms
- Humans:** embedding in staff CPD, and reward and recognition processes
- Resources:** research and understanding, time, finance and physical support
- Relationships:** internal and external networks for collaboration

Influencing the influencers

- Educators and careers advisors:** training, CPD and resource creation
- Parents:** awareness raising and support
- Current students:** embedding in the curriculum and co-curricular activities; awareness raising and training

Raising awareness and aspirations

- Outreach:** workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits et al aiming to raise awareness and understanding of and interest in subjects and careers so as to influence the educational and career choice process. Use of role models, single-sex activities, thematic foci and media campaigns.

Encouraging applications

- Recruitment:** ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities
- Marketing:** embedding gender equality and counter-stereotyping within prospectuses, websites and open day activities
- Course packaging:** designing courses to attract non-traditional students and utilising access programmes

Supporting success

- Creating gender inclusive environments:** auditing for and tackling environmental and structural barriers and developing gender inclusive environments
- Enhancing the student experience:** student mentoring, student networks, awareness raising and support for progression into counter-stereotypical careers



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GAP: Key ambitions

By 2030

- No subject has an extreme gender imbalance (75: 25)
- The gap between male and female participation in undergraduate study is reduced from 15.4% to 5%



Student Engagement in Gender Action Plans



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Why involve students in the GAP?

- The GAP is about future students!
- Students have lived experience of the barriers they face in accessing education
- Colleges and universities set more aspiring targets when students are involved



University of Aberdeen

“It is of paramount importance to work with student unions... when looking at equality and diversity in student recruitment. Numbers and data can show where there are gaps and inequality, but won’t identify barriers to entry for specific groups. Working with the students association and speaking to students directly about their experiences is absolutely essential – especially so when trying to gather qualitative data and information that can be used in planning to help applicants overcome these barriers.”

- *Attracting Diversity, Equality Challenge Unit*



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Students have the opportunity to engage

- Student representation at all levels
 - class representatives, departmental representatives, sabbatical officers
- Involving student groups e.g. Interconnect, course-related societies
- Student consultation and involvement in delivery of those on gender-imbalanced courses
- Promotion of work around the GAP
- Culture where student engagement is encouraged



Students are equipped to engage

- Data collection and sharing
- Support for the Students' Association
- Training
- Supporting continuity
- Student-led and -delivered initiatives
- Resources



This Ayrshire Girl Can

- Under-representation of women in STEM
- Cycle of under-representation where women were being lost at every stage of the pipeline
- Featured case studies of women
- Strong social media presence, involved local organisations and attended employers network
- Created a video - launched at event for women at the college and girls from local schools which First Minister attended
- Won Herald Diversity Award



Perth College Students' Association

- Developed a Student Ambassador Scheme to tackle gender inequality
- Six trained Student Ambassadors - five of these are women in STEM and one is a man studying a care subject.
- Representing the college the scheme gives students the opportunity to represent the minority gender within gender-imbalanced courses
- Breaking down barriers and allowing future students to envision themselves studying those courses, regardless of gender.



Student engagement in Gender Action Plans

- Develop and share your evidence base ensuring transparency
- Make sure students have the opportunity and are equipped to engage
- Work in partnership
- Support the Students' Association in delivering activities
- Use the checklist as a starting point



Group Exercise:

**Work as a group on your table
to complete the grid on student
engagement in GAPs**



What Next?



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