



**GENDER ACTION PLAN 2017-2020**

**SABHAL MÒR OSTAIG - JULY 2017**

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## ***Foreword by Principal***

I am pleased to introduce the College's Gender Action Plan 2017-2020. The Plan is an important statement of intent and should be seen in the context of the recently published Sabhal Mòr Ostaig Strategic Plan 2017-2022 and our annual Outcome Agreement with the Scottish Funding Council.

The Action Plan provides data on the gender of staff and students, the recruitment and pay scales of employees and the composition of our Board of Directors. As well as capturing the current situation, it gives a five year overview. The positives include the achievement of an equal balance of men and women on our Board over the past few years and the substantial reduction in the mean gender pay gap since 2013. On the other hand, the gender split in employees is wider this year than in the previous four years and female students continue to outnumber males by almost two to one. These are both matters we are committed to addressing within the framework of our Outcome Agreement. The imbalance in the student body will require considerable collaboration with schools, education authorities and Government agencies.

The measures identified in this Plan will enable the College to monitor and make further progress towards the goal of gender equality amongst staff and students.



Professor Boyd Robertson,

Principal

## ***Background***

Created in 1973, initially as a Gaelic library, Sabhal Mòr Ostaig has grown to become the National Centre for Gaelic Language and Culture and the only Higher Education Institution delivering its courses through the medium of Gaelic. Sabhal Mòr Ostaig is a founding academic partner of the University of the Highland and Islands. The College currently delivers five honours degrees, and a variety of language courses from ab initio level through to Doctorate level. There is a full programme of weekly Short Courses throughout the Easter and Summer months

## ***Our Mission***

Sabhal Mòr Ostaig is committed to being a centre of excellence for the development and enhancement of the Gaelic language, culture and heritage, by providing quality educational, training and research opportunities through the medium of Scottish Gaelic; and by interacting innovatively with individuals, communities and businesses, to contribute to social, cultural and economic development. The College is an all-Gaelic educational institution and business, and the College's prime objective is to defend, support and develop the Gaelic language.

## ***Our Mainstreaming Vision***

Our mainstreaming vision is to be an inclusive community in which everyone, whatever their background, age, nationality or identity is able to participate without constraint.

## *Our workforce and staff data*

The College currently employs 113 members of staff, mostly based at the College but with some working remotely across Scotland, Ireland and Germany, mainly distance-learning lecturers. Our staff are involved in Higher and Further education, research, facilities, management, finance, academic and administrative support and projects. Staff are invited to complete a biennial Equalities survey and data is also collected from HR records as appropriate. Staff do not currently have access to a staff intranet in order to update these periodically but we are looking to put this in place.

We also collect monitoring data from job applicants and this is recorded in a database so that we are able to provide information on the recorded protected characteristics. Protected characteristic statistics are listed further on in this document for 2017. This information is voluntary although we generally have a high completion rate from applicants.

The following section gives an overview of our Staffing profile as at 31 March 2017:

**Gender** - our workforce gender split is 55% male, 45% female.

### *Sabhal Mòr Ostaig Staff Numbers*

Data/Year	2013	2014	2015	2016	2017
Staff in Post (Headcount)	121	122	127	117	113

Numbers have fluctuated during the last four years due mainly to key projects coming to an end or reducing their core staffing, such as Tobar an Dualchais. Staff numbers are expected to rise slightly during the next financial year, including some newly established posts such as *Programme Leader for the new BA (Hons) Gaelic and Education* and an additional member of staff in the College's expanding library facilities. Additional academic staff levels are entirely dependent on student numbers, especially distance-learning where numbers increase significantly year on year. This proves that there are additional needs being met by our flexible, inclusive and accessible distance-learning programme which allows access to Higher education for students who would not otherwise have that opportunity. Facilities staffing levels also increase during the Summer period, where the College manages an extremely busy season of Short Courses and conferences. We do not expect the numbers to grow significantly during the next few years.

### *Gender*

SMO Comparative Staffing Totals (by gender)					
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>M</b>	46%	46%	50%	52%	55%
<b>F</b>	54%	54%	50%	48%	45%

The percentage of male staff has increased by 3% on 2015-16. This is largely due to an increase in the number of males working within our Facilities Department (including Hospitality and Estates), which has historically had a much higher rate of female staff. As can be seen in the Table below, this has changed quite dramatically during the last 4 years.

Facilities Staff (by gender)	2013	2015	2017
M	24%	31%	50%
F	76%	69%	50%

### ***Equalities Information gathered on Applicants, Interviewees and Job Appointments***

The tables below give information about staff applications between 2015-2017. This is the first year we have reported on this information and although voluntary, the level of engagement has been fairly high. Although a full analysis has not been carried out, there are no concerns about any bias in appointments being made relative to applications.

<b>Gender</b>	<b>Applicants</b>	<b>Interviewed</b>	<b>Appointments</b>
Female	57%	60%	52%
Male	34%	31%	40%
Prefer not to say	5%	4%	0%
No information	5%	4%	8%

### ***Sabhal Mòr Ostaig Gender Pay Gap Information***

<b>SMO Mean Gender Pay Gap</b>	
<b>2013</b>	28.85%
<b>2015</b>	18.61%
<b>2017</b>	16.27%

<b>SMO Mean Hourly Rate (by Gender)</b>		
	M	F
<b>2013</b>	£20.38	£14.50
<b>2015</b>	£20.31	£16.53
<b>2017</b>	£20.74	£17.23

<b>SMO Median Hourly Rate (by Gender)</b>		
	M	F
<b>2017</b>	£19.71	£16.27

The Gender Pay Gap continues to fall from a high point of 28.85% in April 2013 and the College is committed to ensuring that the Pay Gap is reduced further.

There has not been a formal analysis of the reasons for the Pay Gap but it has been recognised that the majority of the most senior positions are held by male staff who have accumulated close to 35 years' service at the College and this has had a significant impact on the Gender Pay Gap.

The College introduced the Living Wage during 2015 and this had a very positive impact on the hourly rate for women. However, although historically there was a higher number of women in the catering departments, there has since been a marked increase in males working within these departments which has also impacted on the reduction of the Gender Pay Gap. In addition, College

management, mindful of the need to reduce disparity between the lower and higher salaries, introduced a flat-rate pay increase to all staff in 2017.

It is expected that the Senior Management will change significantly within the next 5 years due to expected retirements, which will possibly result in a changing demographic. The Senior Management Team is currently made up of 5 males and 2 females. The broader College Management Team is a larger group with 13 males and 5 females. It is encouraging to have additional female representation although the percentage remains low.

### ***The Board of Directors***

The Board of Directors is committed to promoting equality within the College and recently appointed as its Staff Board Member, the Chair of the Equalities Committee, thereby creating a direct reporting line between staff and students and the Board itself. The Board incorporated equalities as part of its core values and has made this clear in its newly published Strategic Plan 2017-22. Full training is being undertaken by all Board members as part of our Board Development Plan and equalities remains a standing item in all committees from Board level down. We have identified a skills gap in equalities among our Board Members themselves and would be interested in identifying potential candidates with expertise in this field for appointment during 2017-18, when we are due to lose three members.

### ***Gender Composition of Board of Directors***

	<b>2012</b>		<b>2015</b>		<b>2017</b>	
<b>Gender</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>
<b>Members</b>	7	5	6	6	7	7
<b>Percentage</b>	58%	42%	50%	50%	50%	50%

The Gender composition of the Board of Directors remains at 50:50 and the Board has had a female Chair since October 2015. We have also signed up the Government’s 50:50 pledge campaign although we have already met this criteria. With regard to succession planning, we are mindful of the need to maintain the gender balance of the Board. The Board has currently been asked to consider potential candidates and we will consider them in accordance with our skills gaps priorities and gender respectively.

## *Student Information*

While this report does not focus on HE provision as this is covered by UHI, the HE Gender stats are summarised in the following table. It is quite evident though that all our courses attract more female students, other than the PDA in Gaelic Media, in 2014/15.

Our PDA, which is out-with our HE Scheme of Certificate, Diploma and Degree Programmes, is a two-year award with only 5 places available each year. This means that its gender balance can fluctuate from year to year and that it is less likely to follow the trend of the other courses.

<b>Academic Year</b>	<b>2014/15</b>		<b>2015/16</b>		<b>2016/17</b>	
<b>Course</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
<b>An Cùrsa Adhartais</b>	65%	35%	64%	36%	50%	50%
<b>An Cùrsa Comais</b>	65%	35%	62%	38%	53%	47%
<b>Gaelic and Communication</b>	62%	38%	60%	40%	86%	14%
<b>Gaelic and Related Studies</b>	66%	34%	66%	34%	61%	39%
<b>Gaelic and Development</b>	71%	29%	71%	29%	73%	27%
<b>Gaelic Language and Culture</b>	50%	50%	59%	41%	55%	45%
<b>Gaelic and Traditional Music</b>	50%	50%	58%	42%	63%	37%
<b>Gaelic and Media Studies</b>	75%	25%	73%	27%	75%	25%
<b>PDA in Gaelic Media</b>	43%	53%	69%	31%	78%	22%

Our FE provision is the focus of the second part of our Action Plan. While neither of our courses have a gender disparity of 75%/25%, they do attract a significantly greater number of female students and we will take the actions listed to reduce this imbalance.

<b>Academic Year</b>	<b>2014/15</b>		<b>2015/16</b>		<b>2016/17</b>	
<b>Course</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
<b>An Cùrsa Inntigidh</b>	63%	37%	63%	37%	71%	29%
<b>Short courses</b>	62%	38%	64%	36%	60%	40%

## ***Introduction to Gender Action Plan***

The following section shows Sabhal Mòr Ostaig's Gender Action Plan for 2017-21.

As our Gender stats, as a whole, show a disparity of 65/35 in favour of female students, our focus will be on attracting more male students to all our courses. This is identified as a Planned Outcome in our Outcome Agreement for 2017-20. Our course provision can be broadly categorised as follows.

- HE courses, both full-time college-based and part-time distance learning.
- Part-time distance learning FE Course An Cùrsa Inntigidh.
- Short course Provision.

We also recognise that the gender disparity on our courses reflects that of secondary schools where there are more female pupils than male pupils selecting Gaelic as a subject. While we expect this trend to continue for the foreseeable future, we hope that, by implementing the actions listed, the gender disparity will be reduced.

The first section deals with the college as whole while the second section deals with specific actions regarding FE provision.



## Sabhal Mòr Ostaig – Gender Action Plan 2017-2020

Key themes	Projected Outcomes	Actions	Owner (Job role)	Timescale	Progress
<b>1 Infrastructure Systems</b>	Equality and diversity, including Gender Equality, are embedded in and delivered through the college's leadership, governance and management structures and processes.	Online Equalities Training completed by all Board members. Additional training delivered by Equality Challenge Unit. Progress on Gender Action Plan and Equalities Action Plan reviewed at all Board meetings.	Board Chair	2018/19	
		Progress on Gender Action Plan and Equalities Action Plan reviewed at Management Team meetings and at Committee level.	Principal	2018/19	
		Embed Gender Awareness and Planning in staff recruitment, retention and development opportunities. Mandatory online equalities training for all staff :- Diversity in the workplace Equality Impact Assessment	Director of Corporate Affairs	2017/18	
		Equalities training, including gender awareness, for students at induction. Further equalities training for	Equalities Chair	2017/18	
Humans;					

		student association office-bearers.			
<b>2 Influencing the Influencers</b>	Influencers are made aware of under-representation of male students and the need for action to address this.	Mandatory online equalities training for all staff such as Diversity in the workplace and Equality Impact Assessment.	Director of Studies	2017/18	
Educators					
Careers advisors		Ensure that activities planned for school visits to the college and visits to schools by Recruitment officer, appeal to both male and female pupils.	Marketing Manager	2017/18	
Parents					
Current students		Equalities training, including gender awareness, for students at induction. Further equalities training for student association office-bearers.	Equalities Chair	2017/18	
	Continue to survey current student on ways to attract more male students. Analyse results of survey and agree actions.	Student Services Co-ordinator	2017/18		
Public Body		Continue dialogue on gender disparity among secondary	Principal	2018/19	

		schools pupils selecting Gaelic which has been raised with Bòrd na Gàidhlig (the executive non-departmental public body of the Scottish Government with responsibility for Gaelic).			
<b>3 Raising awareness and aspiration</b> Outreach	Our outreach activities emphasise the relevance of Gaelic-medium Further and Higher Education for male as well as female students.	Further engagement with schools including delivery of NPA Gaelic Media and taster sessions.  Commitment to ensure that activities are likely to appeal to male students as well as female students.	Depute Director of Studies  Depute Director of Studies	2017/18  2018/19	
<b>4 Encouraging applications</b> Recruitment  Marketing	Course marketing and recruitment process is focussed on attracting more male students.	Equality Impact Recruitment Process.  Ensure that gender equality is embedded in new prospectus, website and all publicity materials. Use positive role-models in case studies. Ensure that Recruitment officer is accompanied by male staff or students when visiting schools and attending events.	Equalities Chair  Marketing Manager	2017/18  2017/18	

Course packaging		We believe that all our courses are gender-inclusive; we will however continue to consult with our students regarding this and implement actions identified.	Director of Studies/Student Services Co-ordinator		
<b>5 Supporting success</b> Gender inclusive environments	All aspects of the student experience appeal to male as well as female students.	Audit college facilities, including classrooms, residential accommodation and leisure facilities to ensure that they are gender-inclusive.	Hospitality Manager	2018/19.	
Enhancing the student experience		Continue to publicise gym and proposed sporting facilities.	Director of Estates	2018/19	

**Sabhal Mòr Ostaig – Gender Action Plan 2017-2020**  
**FE Provision**

Subject areas	Baseline	Projected Outcomes	Action	Owner	Timescale	Progress
An Cùrsa Inntrigidh  (Part-time FE Distance Learning 'Introduction to Gaelic' course.)	71% Female 29% Male in 2016/17	Gender Disparity increased in 2016/17 from the usual pattern of 65%/35%.  Aim is to reduce this disparity to below 65%/35%.	1.Ensure that marketing materials, both online and print-form show positive images of male students as well as female students.	Marketing Manager	2018/19	
			2.Use case-studies of male students in publicity materials.	Depute Director of Studies	2018/19	
			3. Gather and analyse completion rate data among male and female students.		2017/18	
			4. Continue to gather and analyse student feedback.		2017/18	
			5. Identify and Implement appropriate actions based on statistical evidence and student feedback.		2019/20	
Short Courses (College-based)	60% Female 40% Male in	Gender Disparity reduced in 2016/17	1.Ensure that marketing materials, both online	Marketing Manager.	2017/18	

week-long courses; mostly Gaelic language and music held during the Easter and Summer breaks.)	2016/17.	based on data available to date.	and print-form show positive images of male students as well as female students.			
	The disparity was higher in previous years,	Aim to maintain Gender Disparity below 65%/35%	2. Ensure that potential students are made aware of the gym facilities and other proposed developments.	Short Course Development Officer	2017/18	
			3. Continue to gather and analyse student statistics and feedback, including recommendations for attracting more male students.	Short Course Development Officer	2017/18	
			4. Identify and Implement appropriate actions based on statistical information and student feedback.		2018/19	
			5. Gather and analyse separate statistics on Gaelic short courses and other to identify gender-related patterns which will inform future action.		2019/20	