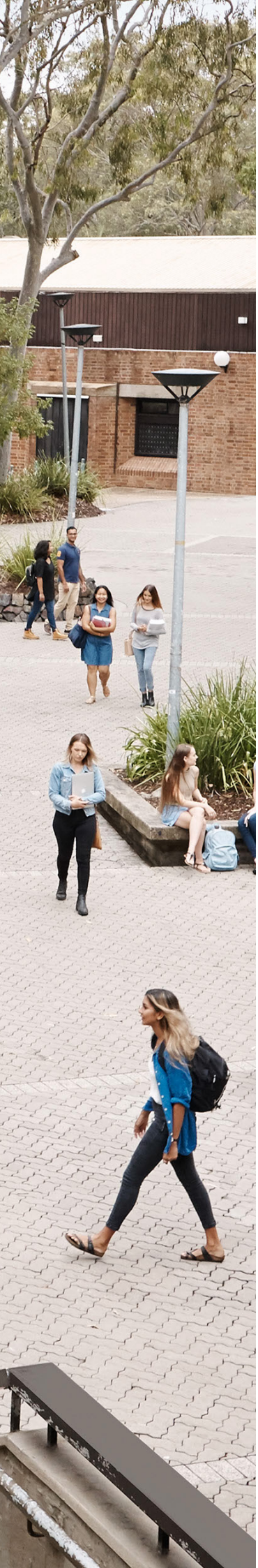
Student Gender Equity Action Plan 2026 - 2030

UNIVERSITY OF NEWCASTLE







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Acknowledgment of Country

The University of Newcastle acknowledges the traditional custodians of the Australian lands on which our campuses are located. We pay our respects to the wisdom of Elders past and present and extend this respect to the homelands of our students, staff and visitors. The University recognises that sovereignty was never ceded. This continent always was and always will be Aboriginal Land.

We especially acknowledge the leadership, strength and wisdom of First Nations women, sistergirls and brotherboys, and the diversity of gender, sexuality and relationships that have always been present within Aboriginal and Torres Strait Islander communities. We are committed to working in partnership with First Nations peoples and communities and learning from Aboriginal and Torres Strait Islander knowledges, cultures and leadership as we work towards a future of genuine gender equality, recognising that we cannot address gender inequality without addressing the ongoing impacts of colonisation.

A message from the Deputy Vice-Chancellor, Engagement & Equity

The University of Newcastle is committed to creating an environment that builds a sense of belonging through inclusion, engagement and equity. Gender equity is an institutional commitment that includes staff, students and visitors to the University where educational, interpersonal and systemic actions are created to address the prevailing disparities women, transgender (trans) and non-binary people face especially alongside intersectional experiences.

Our pursuit of genuine gender equity means we acknowledge that everyone is impacted by gender roles in different ways and to different degrees. When we address systems, structures and cultures that perpetuate gender inequality we ensure everyone is valued and related as equal regardless of gender.

This plan addresses the key drivers to gender inequality while building a university culture that is welcoming, inclusive and celebratory.



Nathan Towney
Deputy Vice-Chancellor,
Engagement and Equity



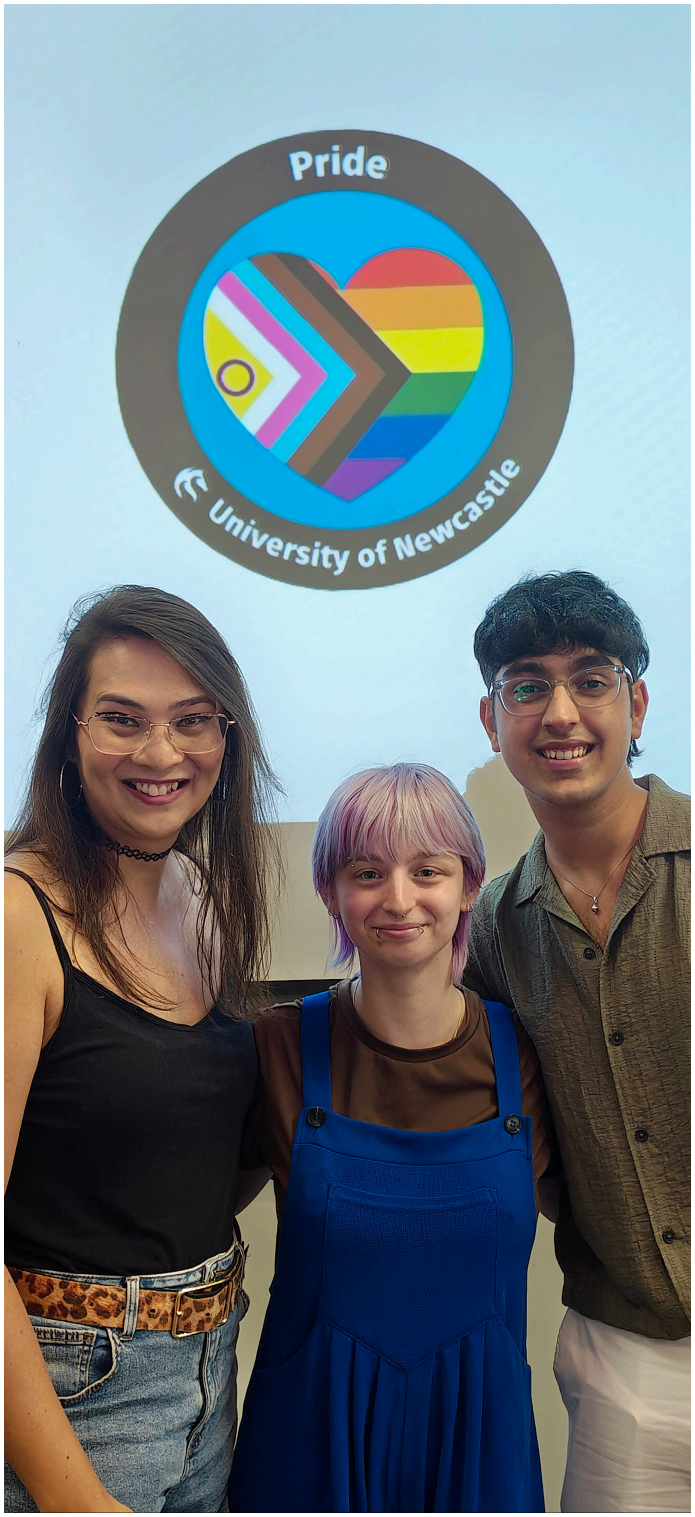
Our Journey

The University of Newcastle's commitment to gender equity is an ongoing journey shaped by continuous learning, meaningful action and a shared responsibility to create an inclusive community. While significant progress has been made, the University recognises that achieving genuine gender equity requires sustained effort and a willingness to address emerging challenges. This Student Gender Equity Action Plan builds on strong foundations to further strengthen equity, inclusion and belonging for all students, ensuring that every person, regardless of their gender identity or expression, and lived experience can thrive in a safe, respectful and supportive environment.

Introduction

The University of Newcastle is committed to fostering an equitable and diverse environment where people of all genders are safe to work, study and visit. The University understands that women, trans and non-binary people are directly impacted by gender inequality, and this affects all aspects of life. This plan goes beyond identifying and addressing key areas of gender inequality, it also builds preventative measures to foster equality for people of all genders.

The University of Newcastle defines gender as part of a person's identity, expression and experience. A person's sex and gender are not the same. For some people, their sex assigned at birth aligns with their gender, for others, their gender does not align. The University understands that gender is expansive and includes a wide variety of non-binary identities that do not identify as male or female. Non-binary identities include (but are not limited to) agender, gender fluid, gender queer, gender non-conforming, bi-gender or gender vague.



Background

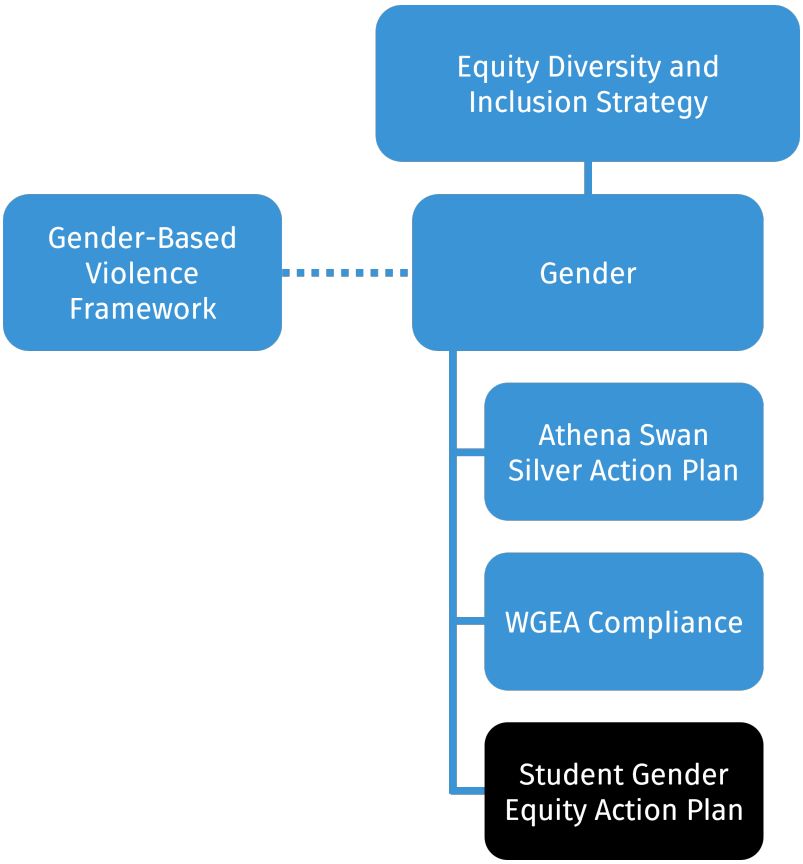
The University has a long history of championing gender equity through varied strategic initiatives that have benefited both students and staff. Examples include gender related research, staff entitlements, events, career progression support, scholarships, mentoring, service support, training/development, dedicated spaces for breastfeeding and play areas for children, all gender toilets and gender inclusive sport initiatives. In addition, the University has developed a number of policies and procedures to address discrimination and/or exclusion and gender-based violence.

The University continues to meet gender-based obligations with government agencies such as its annual compliance with the Workplace Gender Equality Agency as well as engaging in gender-based accreditation programs to go beyond the minimum standards and be seen as a leader in gender equity. One example is the SAGE Athena Swan Silver Accreditation, which the University was equal first in achieving in 2024, recognising the progress made towards eliminating or reducing key barriers related to Gender Equity Diversity and Inclusion. As the Athena Swan and WGEA work however has primarily a staff focus, this Student Gender Equity Action Plan (SGEAP) was developed to ensure improvements to gender equity were tailored to students.

Scope and Connection with EDI Strategy

The SGEAP is a key document within the Equity Diversity and Inclusion Gender Strategy suite which is a key pillar of the overarching EDI Strategy. The SGEAP will be focused specifically on students and implemented across the university by a variety of teams, disciplines, colleges, and campuses embedded in institutional policies, plans, and strategies.

The SGEAP will complement the staff focused Athena Swan Silver Action Plan, Workplace Gender Equality Agency (WGEA) compliance/targets and will support the Whole of Organisation Gender-based Violence Prevention and Response Plan and Outcomes Framework (GBV Framework). The SGEAP aligns through the inclusion of gender equity actions that target root causes and tackle systemic discrimination. The SGEAP includes intersectional actions based on the understanding that EDI work crosses many experiences and identities.



EDI Principles

The following principles underpinned all stages in the development of the SGEAP to ensure core EDI values are embedded in our actions and reflective of broader institutional commitments.

- Equity not just equality
- Non-discrimination
- Inclusion and belonging
- Accessibility
- Lived expertise through valuing and embedding representation in our actions
- Recognition of intersections with gender that may compound experiences of discrimination
- Commitment to accountability and responsibility

Consultation

The University prioritises best practice consultation in the development of its strategies and action plans to ensure the voices of its community are represented and actions are evidence-based. Consultation took place with students and staff stakeholders and from which, insights were used to shape the SGEAP. Examples of insights gleaned from the consultation include, but are not limited to:

- Intersectionality is paramount in gender equity work.
- College specific actions are needed to account for the diversity across the different colleges.
- Students seeking institutional commitment to gender equity (beyond symbolic initiatives) and a desire for a diversity of leadership.
- Students as parents and carers need tailored supports, resources and flexibility.
- Links to GBV Framework actions are needed, especially in relation to reporting and safety on campus.

Feedback related to the responding and prevention of gender-based violence, with a focus on safety on campus and relationships with security and support teams, was shared with the Respectful University Team. Most of this activity is embedded within the University's GBV Framework and core GBV prevention and response work rather than duplicated in the SGEAP. However, the SGEAP recognises the links to this work in the development and implementation of this plan.

Additional information to guide development of actions for the SGEAP occurred through sources such as student data (e.g. SFUN reports), reports produced by the Centre of Excellence for Equity in Higher Education and student feedback via the University's EDI Committee. Student data was also available from the Athena Swan Accreditation process (e.g. student STEM pipeline) which informed some action themes.

Gender diversity across our student community

Figure 1 shows a breakdown of gender data for undergraduate students at the University of Newcastle in 2026.

This table demonstrates important intersections of gender and lived experience for undergraduate domestic students. When data is disaggregated by discipline, the distribution of gender can change, particularly across areas with historical underrepresentation of a gender.

2026 YTD			
Students	Female/ Woman	Male/ Man	Non-binary/ different term/ Prefer not to answer Unknown
% Total	57.9%	41.8%	0.3%
Prior Enabling	60.1%	39.3%	0.7%
Indigenous	66.8%	32.4%	0.8%
Low SES	61.6%	37.9%	0.4%
Disability	66.8%	31.8%	1.4%
First in Family	63.3%	36.3%	0.3%
Regional/Remote	57.2%	42.6%	0.2%
International	54.1%	45.8%	0.1%



Figure 1: *Participation rates of undergraduate domestic & international students, 2026 YTD*

Except for International, all 'Students' are a % of Domestic Enrolments

Prior Enabling includes: Newstep, Open Foundation, Yapug, Nuchance, Foundation Studies, International Foundation, Elite Pathways, Express Preparation

Data source: UON data warehouse, 20 October 2026

Action Plan: Key Themes

From consultation and data insights, a range of evidence-based actions were developed and grouped into five themes which provides the framing for the SGEAP. These themes are reflective of the diversity of work within the student gender equity space.



Access, Participation and Success

Equal opportunity for all genders to access, participate and succeed.



Student Life and Wellbeing

Addresses students' experiences at university in relation to representation, barriers to participation, consultation, and communication.



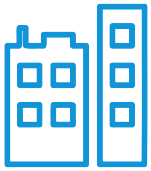
Teaching and Learning

Focused on the participation and success of students in curriculum, placements and within the classroom environment.



Capability and Leadership

Provides visible, resourced, and accountable leadership to effective gender equity work requires.



Physical Environment

Inclusive facilities and services for students of all gender.

Living Document

As a dynamic and interpersonal landscape, the University setting will most likely change across the life of this document. The actions within this plan therefore may need to be flexible and/or evolve over time to reflect the changing university environment and the current needs of students. The University's commitment to continued engagement and adaptability to improvements will be reflected in the evolution of this document.

Accountability and Responsibility

To reinforce the value of a shared model of responsibility for delivering on EDI objectives, actions are distributed across the organisation via a variety of roles and portfolios. This model ensures that EDI is seen as everyone's business and portfolios can embed and operationalise actions that will guide improvements and reduce key barriers to gender equity. Reporting regularly to senior leadership will ensure commitments via the SGEAP remain a priority.

Monitoring, Reporting and Evaluation

The University will monitor and report on the SGEAP quarterly through the University's EDI Committee and Executive Leadership Committee. In addition, the University is committed to the evaluation of the SGEAP to determine not just progress but sustainable impact for students. Impact will be determined using mixed method evaluation sourced via a variety of data collection points e.g. student numbers, student engagement surveys, focus groups and committees.

Actions

Theme 1: Access, participation and success

Focused on equal opportunity for all genders to access, participate and succeed.

	Action theme	Rationale	Activities	Measurement/Progression	Timeframe	Responsibility
1.1	Inclusive Institutional Marketing campaigns and collateral	Marketing to future students dismantles implicit gender biases and stereotypes, contributing to a more diverse student cohort and reshaping societal and classroom norms.	Annual audit of inclusive marketing prospectus and other collateral that represents diverse genders across disciplines/degrees Auditing Future Student marketing campaigns to ensure diverse gender representation – particularly where underrepresentation of a gender exists, such as; women in STEM or men in Nursing.	When gaps are identified, communications adapt to be more inclusive When gaps are identified, communications adapt to be more inclusive	2027- annually	Director Future Students
1.2	Outreach activities to high school students	Outreach programs encourage underrepresented genders to specific fields such as STEM, IT, Business.	Continue to deliver flagship outreach programs such as HunterWiSE, SMART and the Science & Engineering Challenge that build aspiration for all genders (but particularly women or non-binary) in non-traditional fields.	Greater gender diversity in student enrolments for non-traditional areas.	Annually	HunterWiSE Science & Engineering Challenge SMART program Children's University
1.3	Scholarships	Scholarships address historical imbalances, support underrepresented groups and assist with financial barriers.	Targeted student scholarships for degrees/disciplines with low representation of a gender e.g. women in STEM or LGBTIQ+ students.	Targeted scholarships support access and participation in disciplines with underrepresentation.	Annually	Scholarships Snr Manager, Strategy & Governance, OAP
1.4	Support gender-based student networks.	Networks for underrepresented student groups important for psychological safety and belonging.	Support networks that provide connection for underrepresented gender groups e.g. NUWiE and Queer Space.	Dedicated spaces utilised by a number of different student groups. Retention of students.	Ongoing	Colleges IFS
1.5	Gender distribution across disciplines.	Disaggregated data by gender (men, women and non-binary) assists with understanding enrolment, retention and attainment trends.	Analyse gender data (with an intersectional lens) for students with regards to enrolment, retention and attainment.	Potential gaps/barriers are identified for different study/discipline areas and strategies adapted as required.	Annually	AD EDIs EDI

Outcome

Students of all genders can access, participate in and succeed at university equitably, with reduced barriers to engagement, progression and achievement across all aspects of the student experience.

Actions

Theme 2: Student Life and Wellbeing

Focused on addressing students' experiences at university in relation to representation, barriers to participation, consultation, and communication.

	Action theme	Rationale	Activities	Measurement/Progression	Timeframe	Responsibility
2.1	Inclusive and intersectional feedback collection that captures both quantitative indicators and lived experience stories relevant to gender equity.	Current demographic data limits opportunities to identify the compounding impacts of the student experience e.g. intersection of gender, culture, sexuality, caring responsibilities, disability and other aspects of identity.	Review and enhance existing student feedback collections to support more inclusive demographic reporting. Incorporate opportunities for students to share lived experiences and stories that provide context to survey outcomes. Analyse and report findings through an intersectional lens. Provide evidence and insights to relevant stakeholders to support planning, evaluation and action.	Opportunities for intersectional analysis identified in existing data sets. Student feedback collections enhanced where appropriate. Qualitative insights and storytelling incorporated into Institutional reporting. Evidence provided to stakeholders for use in policy development and improvement activities.	2026 2027 2028 2029	CEEHE Director SPP/Manager Student & Staff Insights EDI User Experience and Service Design Specialist/ Senior Manager Student Systems and Business Enablement
2.2	Strengthen parent and carers inclusion and supports.	Students seeking greater communication around supports for students as parents/carers.	Increase support, activities and communication for parents and carers (parent chat group, communication for parent resources, AskUON knowledge-based article and webpage information). Update MazeMap with details of parenting rooms/ spaces and resources (including images) for parents and carers.	Students as parents/carers express better overall university experience MazeMap updated.	2027 2026	AD EDIs Library, Student Comms AskUON Systems Coordinator IFS
2.3	Safe accountable procedure for discrimination complaints.	Transparent process required for students to feel safe and have institutional trust for reports of gender-based discrimination.	Develop clear, accessible procedure for students if gender-based discrimination occurs.	Documented accessible guide to complaints available for students experiencing gender-based discrimination.	2027	Respectful University Campus Care Student Conduct Legal and Governance
2.4	Visibility and celebration of gender.	Greater visibility (organisation-wide) required to demonstrate commitment to students on gender equity.	Colleges and Divisions host meaningful activities for days of significance such as International Women's Day, PRIDE, IDAHOB White Ribbon Day and Wear it Purple. Investigate/pilot centralised pool of funding to support gender equity activities for days of significance.	Strong representation and engagement of students at university facilitated gender equity-based events and initiatives. Dedicated budget for Colleges and Divisions to access (via EDI) to facilitate events.	2027- annually 2027	Library, Student Living HMRI AD EDIs Student Communication & Engagement

Actions

Theme 2: Student Life and Wellbeing

Focused on addressing students' experiences at university in relation to representation, barriers to participation, consultation, and communication.

	Action theme	Rationale	Activities	Measurement/Progression	Timeframe	Responsibility
2.5	A clear commitment to LGBTIQA+ students and issues that matter to LGBTIQA+ people.	Deadnaming still occurring i.e. Chosen or preferred names not transferring over to all systems. Limited LGBTIQA+ community or leadership within Student Residence. Micro aggressions reported in classrooms and student residences. New TSCI gender descriptors provide a more accurate reflection of gender diversity and new opportunities. LGBTIQA+ work to be shared across the University. Limited awareness by staff/students of ALLY Network and current ALLY logo hard to identify.	Consistent inclusion for trans and non-binary students across the university including administration systems , Student Living and classrooms to reduce micro-aggressions and dead-naming. Teaching staff complete 'Improving Inclusivity in the Classroom' module and automated printable class lists that default to preferred names. Using new TCSI gender descriptors, review enrolment, retention and attainment data gender to identify any emerging trends. Creation of LGBTIQA+ ALLY champions within Colleges, Divisions, and targeted areas to meet and lead LGBTIQA+ initiatives with support from AD EDIs. LGBTIQA+ Icon to be redesigned to be more identifiable across the University.	Students report University administration systems, student residences and class environments recognise and respect LGBTIQA+ students. Priorities, opportunities and emerging trends identified to support LGBTIQA+ students Quarterly meetings and activations leading to specialised LGBTIQA+ knowledge uplift, increased awareness and promotion of LGBTIQA+ and LGBTIQA+ allies ALLY Icon Updated	2026 2026 2027 2027 2027	EDI Unit ALLY Network Respectful University Student Living College EDI Committees AD EDIs System Managers: CANVAS NUSTAR CAREER HUB SONIA ALLOCATE PLUS+ ORACLE DYNAMICS SERVICE NOW ASKUON
2.6	Inclusive dress/uniform for students in placements, WIL and Internships.	Inclusive uniform policies that provide options for gender diversity e.g. unisex and/or religious dress/modesty standards are required for students to feel secure and respected.	Update student handbooks to provide both culturally and gender inclusive dress options with uniforms for study and placements. Consult and develop a University Hijab available for allied health & healthcare settings.	Culturally appropriate uniforms and accommodations for women in WIL, placements and internships (in line with requirements for each site). Unisex uniforms available for people of all genders.	2027 2027	Branding Reputation and Product CHMW AD EDI CHMW Placement Unit

Actions

Theme 2: Student Life and Wellbeing

Focused on addressing students' experiences at university in relation to representation, barriers to participation, consultation, and communication.

	Action theme	Rationale	Activities	Measurement/Progression	Timeframe	Responsibility
2.7	Ensuring safety for students on study overseas.	Gender and intersections with gender can be challenging when travelling as a student on study tours to some countries - including safety and documentation. Education for all involved ahead of travel can assist with providing a safe experience for students.	Create clear processes for overseas travel to ensure safety and inclusion of students more impacted by gender discrimination in other countries. Study coordinators to be educated and proactive about student safety and inclusion overseas through a pre-travel guide/pack for staff leading outbound global experience programs. Study coordinators to create welcoming safer spaces for students to raise concerns/needs or questions about travel.	Travel processes include case scenarios to assist students and staff to be educated and equipped to ensure a positive travel experience for students regardless of gender. Inclusive travel processes across the university for students. Study Coordinators (project leads) report back on student experience and review process through debrief sessions with project leads.	2027 2027 2027	Management Global Experience Outbound Global Experience Coordinators Supported by: College Associate Deans Education College Associate Deans International AD Engagement and Equity CHMW
2.8	Communication with students.	Communication with students around gender equity shapes an inclusive culture, challenges systemic biases and builds empathy.	Increased awareness of current campaigns supporting gender equity e.g. International Women's Day University PRIDE & LGBTIQA+ days of significance, National Carers Week and 16 Days of Activism and inclusion of new campaigns where appropriate. Develop an inclusive communications tool to support best practice in the design and delivery of new student campaigns and communication assets, ensuring messaging reflects the diversity of our communities and promotes gender equity.	New student campaigns will incorporate intersectional gender equity into their messaging. Views and engagement of messages across student communications channels. Promotion of campaigns, events and activities using the relevant student channels.	Ongoing 2027	Senior Manager Student Information

Outcome

University systems, policies, services and processes are designed to recognise and respond to the diverse needs of students of all genders, resulting in a more inclusive and equitable student experience.

Actions

Theme 3: Teaching and learning

Focused on curriculum, placements and classroom management.

	Action theme	Rationale	Activities	Measurement/Progression	Timeframe	Responsibility
3.1	Support and flexibility for students who are parents and carers in the classroom.	Reasonable Adjustment Plans do not cover flexibility for parents unless the child has a disability.	Investigate additional teaching and learning support opportunities e.g. review of Adverse Circumstances Policy for flexibility for those students with parenting/caring responsibilities. Support and educate academics on any approved changes to key policies and processes.	Additional flexibility is afforded to students who have caring/parenting responsibilities. Student experience data identifies any changes to the experience of parents and carers.	2027 2027	AD EDIs College EDI Committees AD Education EDI Unit
3.2	Inclusive Placements ensure students who are more likely to experience gender discrimination (and its intersections) are safe and supported.	Students as parents/carers can be challenged with out of area placements and shiftwork. Greater risk for LGBTIQA+ students with religious affiliated organisations. Women who wear cultural dress identified discrimination during placements.	Investigate a centralised EDI targeted support position to support Gender Equity and EDI in placements, WIL and internships for students and colleges/schools to access to make informed and appropriate choices. Institutional Risk Assessments occurring for all students ensures gender discrimination considerations are a focus within the overall assessment and audit process. Provide more agency to students in exercising choice regarding placement.	Targeted student placement position to ensure safe and supported placements regardless of gender. Risk assessments completed that informs most appropriate placements for students. Student feedback reflects a more positive experience e.g. more flexibility for parents/carers, LGBTIQA+ students and women who wear cultural dress	2027 2028	Careers
3.3	Embed the ability to understand and apply concepts of gender equity as a graduate capability.	Students require critical thinking skills to recognise different gender groups and the systemic obstacles they face.	Education development program e.g. ETEHE to build capability of educators and understanding of equity in teaching and learning including gender. Training for educators e.g. 'Improving Inclusivity in the Classroom', 'Respect Matters' Training for students, including targeted training for student leaders e.g. UNSA, Residential Mentors. Target training in hot spots such as Student Residence.	Educators are equipped with skills and knowledge to develop educational programs and create class environments that are safe and inclusive and embed concepts of gender equity. Graduates have understandings of and the ability to apply concepts of gender equity as life ready graduates.	2028	ETEHE Panel LDTI Respectful University

Actions

Theme 3: Teaching and learning

Focused on curriculum, placements and classroom management.

	Action theme	Rationale	Activities	Measurement/Progression	Timeframe	Responsibility
3.4	Inclusive and gender diverse representation in course media, case studies and images.	Unconscious bias and stereotypes may exist as a result of traditional and/or narrow media/case portrayals. Inclusive content is more relatable to a diverse student cohort.	Embed inclusive representation considerations into LDTI /staff consultation and development processes. Promote inclusive and gender-diverse representation in learning media, course content, case studies and visual resources, including content produced from the Learning Media team. Library will strengthen diversity and representation within reading lists and learning resources.	Representation and inclusion incorporated into Learning Media consultations. Library reports on initiatives that support diversity of authorship and perspectives in reading lists.	2027 2027- ongoing 2027- ongoing	LDTI, Library

Outcome

Flexible, safe learning and placement environments foster equitable student success across all genders and lived experiences, whilst equipping all students with the confidence and capabilities to challenge harmful gender stereotypes and foster an inclusive safe, and respectful campus culture.

Actions

Theme 4: Capability and leadership

Focused on building a culture of support and respect where students of all genders can feel a sense of belonging.

	Action theme	Rationale	Activities	Measurement/Progression	Timeframe	Responsibility
4.1	Training for senior leaders on inclusion.	Students want leaders to have in-depth understanding of gender equity – systemic and structural drivers.	Continue to build gender equity capability for senior leadership through tailored training.	Inclusive leadership training/development for Senior Leaders. Evaluation built into program to measure increasing gender equity knowledge and capability.	2026 - ELT 2027 - SLT 2028 – All leaders	Snr Manager Learning & Development AD People Strategy & Development
4.2	Authentic institutional commitment to gender equity is communicated beyond symbolic initiatives.	Students want to see and hear the University and its Leadership are committed to gender equity and engaged (internally and externally) beyond obvious days of significance.	Amplify gender equity and intersectionality messaging through University communication activities. Ensure existing and new partnerships reflect the University's commitment to intersectional gender equity and distributed across all four key target areas. Develop mechanism to track and collate communications related to gender equity. e.g. media monitoring/reporting.	Commitment to intersectional gender equity is reflected in communication activities. Funded Events and activities focused on gender equity. Gender Equity Partnerships and Communication collated.	2027 2027	Communications and Engagement Community Partnerships Committee Senior Manager Student Information
4.3	Commitment to communications between teams working on Student Gender Equity initiatives.	Coordination required across a range of portfolios to reduce siloed approaches across common themes.	Bi-monthly meetings with complementary portfolios e.g. AD EDIs, EDI, Respectful Communities, CEEHE, Student Services (Campus Care, Wellbeing, Student Accommodation).	Six meetings held per year which identify synergies for student engagement relating to Gender Equity initiatives.	2027-ongoing	AD EDIs EDI Respectful University CEEHE Student Services
4.4	Commitment to gender diversity and student voices in decision making.	Inclusive gender perspectives are important for decision making impacting students.	Annual Audit of gender ratio on committees that involve students.	Diverse gender distribution on committees involving students.	2027	AD EDIs EDI Unit

Outcome

Senior leaders demonstrate capability and uphold institutional accountability required to drive gender equity, ensuring student voices of all genders are equitably represented in leadership, governance, and decision-making to influence policies, programs, and services that affect them.

Actions

Theme 5: Physical environment

Focused on safe inclusive spaces across campus and inclusive management of our campuses

	Action theme	Rationale	Activities	Measurement/Progression	Timeframe	Responsibility
5.1	Build spaces that are safe and inclusive.	Inclusive infrastructure such as well-lit pathways, gender neutral bathrooms, parent friendly spaces provides a sense of belonging and safety for students.	Ensure provision of: Toilets for all genders. Breast/chest feeding spaces. Access for wheelchairs and prams. Well-lit building access. Lighting of pathways across campus.	Audit of spaces and business case to amend the built environment with these inclusions.	2027	Snr Manager Design and Space Strategy Director IFS
5.2	Embed future planning commitments to Student Gender Equity.	Proactively designing safety, accessibility and inclusivity into the physical environment is best practice rather than retrospective fixes or work arounds that may be costly.	Require a gender impact assessment in options appraisals and outline business cases for capital and space proposals. 5.1 to be included into capital project briefs as a minimum requirement.	Gender Impact Assessment incorporated into all Outline Business Cases.	2027-ongoing	AD Estate Strategy & Planning
5.3	Strengthen relationships with students and Security.	Improved relationships between students and security staff creates an inclusive environment that recognizes how gender influences perception of safety and improved reporting rates.	Diversify security team and culture through targeted security roles recruitment. Inclusion training for security teams to build awareness and capability to enhance gender equity. Focus groups for students to identify gaps that affect the consistency and reach of security support.	Higher numbers of diverse communities are represented in security staff team. Relationships with security staff are strengthened - evident through confidence in reaching out/disclosures and positive feedback. Student voices and feedback is incorporated into security service delivery and operational plans.	2027 - ongoing	Team Leader Security Operations COO Director IFS

Outcome

Safe, accessible, and inclusive physical and residential environments foster student wellbeing and gender equity, supported by proactive campus design and positive student-security relationships.

Appendix

Key Terms

Women: Includes all those who have a lived experience as a woman. This is inclusive of trans and cis women. This plan will identify and address systems, structures, and perceptions that disadvantage, discriminate and limit women. It will include initiatives to support women today, while working toward systemic change in the future.

Men: Includes all those who have a lived experience as a man, including both trans and cis men.

Non-Binary: Non-binary is an umbrella term describing gender identities that are not exclusively male or female.

Cis: A term used to describe people who identify their gender as the same as what was presumed for them at birth (male or female). Cis is a Latin term meaning ‘on the same side as '.

Trans or transgender: Is an inclusive umbrella term that describes people whose gender is different to what was presumed for them at birth. Trans people may position ‘being trans’ as a history or experience, rather than an identity, and consider their gender identity as simply being female, male or a non-binary identity.

Intersectionality: Recognises that people have multiple identities and lived experiences that interact and shape how they experience inclusion, belonging, privilege, discrimination, and inequality. These experiences cannot be understood through a single aspect of identity or background alone. Intersectionality acknowledges that social systems, structures, and barriers can intersect and create unique experiences of advantage and disadvantage. This plan recognises that factors such as gender, race, disability, sexuality, culture, age, faith, caring responsibilities, and socioeconomic background may combine to influence people's experiences, opportunities, and outcomes.



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