





The ACU is committed to equity, inclusion, and access, which are critical to the future of higher education.

The ACU's focus on access and inclusion through grants and initiatives helps to drive systemic change and by working with universities to widen access and reduce inequality helps to tackle socioeconomic disparities and level the playing field.

In recognition of its importance to the success of the ACU, inclusion is one of our five core values.

We are committed to ensuring that the people in the ACU reflect the wider community. Bringing together a diverse range of people helps the ACU perform to its best to build a better world through higher education.

The ACU is proud of its inclusive culture and wants to be a place where everyone can be themselves at work. All the ACU's employees are recruited, trained and held to account on the basis that discrimination in any form is unacceptable.

Higher education plays a critical role in advancing gender equity and equality.

For more than 30 years, the ACU has worked to address gender issues – such as championing women in leadership and combating sexual violence on campus – in partnership with our member universities.

In 1985 we initiated the ACU Women's Programme, developed with the Commonwealth Secretariat and UNESCO, to support and enhance the leadership of women in higher education. Workshops for women were run across the Commonwealth and, between 1998 and 2001, the ACU sponsored women from Ghana, Guyana, Kenya, Namibia, Nigeria, South Africa, Sri Lanka and Trinidad to undertake an MA in Women and Management in Higher Education.

In 2015 the ACU partnered with the University Grants Commission (UGC) of Sri Lanka to build capacity in state universities on gender equity and equality. To tackle ragging (abusive initiation rituals), the UGC established a taskforce and created an online complaints portal, emergency safety app, brochures and animations in three languages for new students. The ACU supported the project with workshops for senior management and staff.

The fight for gender equality has evolved over the last 30 years, and we continue to adapt our approach to meet the needs of our members. In 2020, Queen's University, Canada, received an ACU Gender Grant for an

transgender and gender non-conforming, whilst recognising that many LGBTQ+ teacher candidates also face barriers to joining the profession.

The ACU awards Gender Grants annually to member universities to support initiatives that will boost gender equity and equality on campus, including supporting women in leadership, raising awareness of sexual harassment and developing anti-sexual harassment initiatives, and mainstreaming gender equity into the curriculum.

Through The Martha Farrell Memorial Fellowship training is also offered in anti-sexual harassment to staff members of ACU member universities in Africa and Asia.

The ACU's Gender Equality Plan (GEP) supports the ACU's commitment to equity, diversity, and inclusion (EDI) and outlines objectives, measures, indicators and resources that will support the gender equality work at the ACU.

The GEP is fully supported by the ACU's Chief Executive Officer and the ACU's Director of People and Culture is accountable for its delivery. The GEP is a public document available on the ACU's website.

training for all new joiners as part of the onboarding process covers: What is Diversity, Bias and Behaviours, Equality Legislation, An inclusive environment, and Cultural Awareness.

training for managers as part of our management excellence programme.

training to support leadership, people managers, and employees to recognise, challenge, avoid discrimination and promote a culture of diversity in the workplace by reducing unconscious bias.

for all new joiners and employees, which includes the ACU's approach to protecting anyone who we provide services to or who provide those services from harm, including sexual harassment and bullying.

for all people managers and recruiters which includes awareness of equality and diversity and the impact of unconscious bias.

for scholars which raises awareness and improves knowledge of the 2010 UK Equalities Act. It also outlines behavioural expectations for scholars during their time in the UK, including with regard to safeguarding.

The ACU managed Partnerships of Enhanced and Blended Learning (PEBL) in West Africa and East Africa have been both providing training modules to participating academic staff focused on inclusion in blended learning delivery.

The ACU monitors and reports EDI data, including gender diversity, for its employees, our scholarship and fellowship selection panels and people we provide services to, including scholars and recipients of grants.

The annual report provides employee numbers broken down by gender with all employees compared to leadership/ s5.93 TmLs8400550056000300440051\*nB0who we prov0 1 400

Regarding the gender pay gap reporting, the ACU employs fewer than 250 staff and is therefore not required by law to publish an annual gender pay gap report. However, the ACU voluntarily provides this information. Most recently, the ACU mean and median hourly pay gap was 0.2% and 5.4% respectively with females earning more than males on both measures.

The ACU is committed to actions across the five recommended areas:

- work-life balance and organisational culture
- gender balance in leadership and decision-making
- gender equality in recruitment and career progression
- integration of the gender dimension into research and teaching content
- measures against gender-based violence including sexual harassment

Monitoring and reporting on progress and change achieved through these actions will be undertaken as part of the monitoring and evaluation of our EDI strategy.



Complete the development of the new EDI strategy

Improve data collection and reporting for EDI and gender

Continue to offer hybrid working reW:



Create a formal mentoring programme to boost leadership and

