



Athena SWAN Bronze university award application

Name of university: Abertay University

Date of application: 28th November 2014

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Glossary of terms and abbreviations

AP: Action Point

... indicates that part of the AP text has been excluded. The full AP text is in the Action Plan.

ALG: Academic Leadership Group – VP (Academic), Heads of School and Head of TLE

AS: Athena SWAN

Comm: Committee

Court: the University's governing body

CPD: Continuous professional development

DAP: School Director of Academic Programmes (reports to HoS)

DBS: Dundee Business School

DL: Division Leader (reports to HoS)

E&D: Equality and diversity

EIA: Equality impact assessment

Exec: Executive Group – Principal, VP (Academic), VP (University Services), University Secretary

GS: Graduate School

HoS: Head of School

HEA: Higher Education Academy

HR & OD: Human Resources and Organisational Development

KE: Knowledge Exchange

Pathways: Abertay's performance and development review scheme

PG: Post-graduate

PGCert: PG Certificate in Higher Education Teaching offered by TLE

PGR: PG Research (students)

PT: Part-time

RAE: Research Assessment Exercise

REF: Research Excellence Framework

R-LINCS: Research-Led Innovation Nodes for Contemporary Society, Abertay's RKE Strategy

RKE: Research and Knowledge Exchange

SAMG: School of Arts, Media and Computer Games

SSET: School of Science, Engineering and Technology

SSHS: School of Social and Health Sciences

SME: Small and Medium-sized Enterprises

SMG: Senior Management Group – the Exec plus all Heads of Schools and Services

STEM(M): Science, Technology, Engineering, Maths (Medicine)

TLE: Teaching and Learning Enhancement unit

Yammer: a 'social networking' medium similar to Facebook for Abertay staff, on which the large majority of staff are registered, used to post news and items of interest e.g. external and internal women in science events, research articles on gender equality but for Abertay staff only.

An Athena SWAN Bronze university award recognises that the university overall has a solid foundation (the policies, practices, systems and arrangements) for eliminating gender bias and developing an inclusive culture that values all staff.

At Bronze university level the focus is on:

- The action already taken and planned which demonstrates the university's commitment at a senior level to the six Athena SWAN principles
- The journey to which the university has committed itself in order to achieve a significant improvement in women's representation and career progression in STEMM, with:
 - An identified starting point
 - The resources needed
 - People to lead and support
 - The means to monitor its progress (e.g. the action plan)

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

1. Letter of endorsement from vice-chancellor: maximum 500 words

An accompanying letter of endorsement from the vice-chancellor (or equivalent) should explain how the university's SWAN action plan and activities in SET contribute to the overall university strategy and academic mission.

The letter is an opportunity for the vice-chancellor to confirm their support for the application and to endorse and commend any women and STEMM initiatives that have made a significant contribution to the achievement of the university mission.

Word count: 498

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

- A description of the self assessment team: members' roles (both within the university and as part of the team) and their experiences of work-life balance.
- An account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.
- Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms, and how the team will engage with SET departments to encourage them to apply for awards.

a) The Self-Assessment Team

Abertay's Executive Group (Exec) and Court committed to applying for Athena SWAN (AS) University bronze award in the 2012-13 Outcome Agreement with the Scottish Funding Council, joining the Charter in August 2013.

The Self-Assessment Team (SAT) was formally established on 14 December 2013 to:

"...establish the future direction of the University in respect of female academic staff career development in the STEM subject areas and to oversee the process of applying for the AS Bronze Award in November 2014."

The SAT reports to the VP (Academic) and the Exec. It comprises a variety of expertise, experience, work-life commitments and work-patterns, from all levels of the academic community. It has eight female (72%) and three male members:

Table 1: SAT members

SAT Member	University role, subject area and contribution to the SAT	Personal background
Dr Nia White (NW)	SAT Chair. Head of Graduate School, previously Head of the School of Science, Engineering and Technology (SSET). Environmental microbiologist.	Works full-time and is a single parent.
Diane Norris (DN)	AS Project Co-ordinator. Senior HR Officer.	Recently changed to work part-time (PT) following maternity leave; has one son.
Eilidh Fraser (EF)	Director of HR and Organisational Development (HR & OD); vice-convenor of Abertay's Equality & Diversity (E&D) Committee; Chair of the AS Scottish Network; AS panel chair/member.	Works full-time and has one daughter.
Professor Vera Kempe (VK)	Chair of Psychology of Language Learning. Representing staff research community; expertise in data analysis.	Works full-time and has two children.

Dr Ruth Falconer (RF)	Senior Lecturer in SSET. Member of SAGES and SICSA – Scotland’s environmental and computer science research pools. Experience as local STEM ambassador and BBSRC regional school coordinator. Represents STEM mid-career academics.	Works full-time.
Dr Rebecca Wade (RW)	Senior Lecturer in SSET in civil engineering. Active in public engagement with science. Represents mid-career technology academics.	Works full time and has two children.
Dr Natalie Coull (NC)	Lecturer in computing in SSET. Chair of the local British Computer Society branch. Represents early career technology academics	Works full-time and has three children.
Professor Louis Natanson (LN)	Head of School (HoS) of Arts, Media & Computer Games. Computer scientist. Represents senior management of STEM and non-STEM academic staff.	Works full time and has two daughters.
Robin Ion (RI)	Division Leader (DL) and Senior Lecturer in Mental Health Nursing, School of Social & Health Sciences, represents academic middle-management of health sciences on the SAT.	Has one daughter who is educated at home.
Susan Creighton (SC)	Post Graduate (PG) Researcher in Psychology. Represents PGR students.	In the second year of a PT PhD, following the birth of her first child.
Kevin Coe (KC)	Director of Communications.	Works full-time and has three adult children.

b) The self-assessment process

The SAT has had 16 meetings, approximately monthly, plus special purpose meetings (see Table 11: Timeline in Section 5). The SAT encouraged open, honest and frank discussion of data and experiences, aiming at full institutional self-reflection to establish an action plan, which in turn will develop sustainable structures and processes to ensure an inclusive culture that values all members of staff and addresses gender inequality.

Frequent communication and consultation with the Abertay community at all levels, plus discussion with others with AS experience, informed and challenged the SAT throughout the self-assessment process.

The SAT evaluated existing data-sets and identified information required to fully understand the University’s position and develop priorities for action. It analysed the Staff Engagement Survey, undertaken in June 2013. Table 2 shows the questions which stood out as having substantially different responses by female and male academic staff in the only STEM-only school, Science, Engineering & Technology (SSET).

Table 2: Notable results of the Staff Engagement Survey 2013

Survey statements or questions:	% SSET women agreed (% all academic women agreed)	% SSET men agreed (% all academic men agreed)
<i>SSET academic women responded more negatively to the following statements:</i>		
The University provides good support to help me balance my work and personal commitments	34 (51)	56 (48)
I feel I have a good work-life balance	33 (40)	77 (66)
I feel my job security at the University is good	47 (64)	68 (64)
I often worry about work outside my working hours	88 (81)	68 (77)
Overall, the learning and development I have undertaken has helped me to do my job more effectively	53 (65)	77 (72)
Overall, I feel the University offers a good pay and benefits package	44 (58)	77 (69)
I am unable to handle all the conflicting demands on my time at work	56 (46)	33 (37)
I am required to do unimportant tasks which prevent me completing more important ones	83 (67)	63 (63)
I am able to take regular breaks on most days	23 (48)	51 (55)
I feel stressed at work (Always or Frequently)	55 (51)	35 (33)
I feel able to voice my opinions	41 (52)	61 (66)
<i>SSET academic women responded more positively to the following statements:</i>		
The University's Senior Management Team set out a clear vision of where the organisation is headed	50 (43) (Don't know: 28 (35))	30 (30) (Don't know: 30 (29))
My team leader/line manager ensures I have the skills to be able to do my job well	88 (81)	67 (67)
Was your Pathways [performance & development review] meeting useful for you?	53 (45)	33 (47)
I am unable to handle all the conflicting demands on my time at work	56 (46)	33 (37)

The SAT developed an on-line AS survey adapted from the UKRC/WISE survey and, in May 2014, surveyed all academic, research and technical staff plus PGR students to gauge attitudes and opinions on gender equality issues. The response rate was 46.4% (43.4% men, 40.6% women, 16% gender not disclosed). Key results are summarised in Table 3.

Table 3: Abertay AS Survey - Notable results

Survey statements or questions:	% women agreed	% men agreed
<i>Overall, respondents agreed most with the following statements:</i>		
My line manager/supervisor is supportive of flexible working patterns.	81.0	82.3
I understand why positive action may be required to promote gender equality.	87.9	75.8
My School/University uses women as well as men as visible role models (e.g. in staff inductions, as speakers at conferences, at recruitment events).	72.4	79.0
<i>Respondents agreed least with these statements:</i>		
I understand the promotion process and criteria in my School/University.	24.1	32.3
My School/University provides me with useful mentoring opportunities (as mentor or mentee).	31.0	50.0
I perceive that my School/University values the full range of an individual's skills and experience (e.g. research, pastoral work, outreach work, teaching, administration and technical support), when considering promotions/advancement.	34.5	53.2
<i>There was evidence of statistically significant disagreement between men and women about the following statements (more women disagreed with the following statements):</i>		
My School/University provides me with useful mentoring opportunities (as mentor or mentee).	31.0	50.0
My School/University provides me with useful networking opportunities	37.9	54.8
I perceive that Staff who work part-time or flexibly in my University are offered the same career development opportunities as those who work full-time	31.0	50.0
My School/University makes it clear that unsupportive language and behaviour are not acceptable.	51.7	74.2
<i>There was evidence of statistically significant disagreement between men and women about the following statements (more women agreed with the following statements):</i>		
During my time in the University, I have experienced a situation(s) where I have felt uncomfortable at work because of my gender.	25.9	11.3
<i>Qualitative analysis of the open-ended questions revealed the following topics as being of most concern for respondents:</i>		
<ul style="list-style-type: none"> • lack of clear promotional policy and criteria • lack of mentoring opportunities • reduced opportunities for part-time staff 		

The SAT then held an externally-facilitated workshop in June 2014 open to all academic staff and PGR students, to explore the survey findings, obtain additional qualitative information and help identify priorities for action. This workshop was attended by seven men and 23 women and

considered three broad themes: *the Academic All-Rounder, Mentoring and Implicit Bias*. Discussion produced recommendations on mentoring, training managers in career development and workload-planning, and training to deal with unconscious bias.

Internal consultation and communication:

The SAT has prioritised communication throughout the self-assessment process, using a range of means such as:

- official launch of the AS process during the Dundee 'Women in Science' Festival with external speakers and events;
- statements and blogs by the Principal and the Exec affirming Abertay's commitment to the AS principles;
- postings on the staff Yammer network to enhance understanding, interest and enthusiasm for tackling gender inequality in STEM by sharing research, events and news;
- communication of events, ideas and milestones of the self-reflection process via the staff intranet.

The SAT reported four times to Court, as well as to Senate, SMG and the Teaching & Learning and Research & Knowledge Exchange committees. AS is a standing item for the People, Health & Equality Committee. SMG, relevant committees and finally the Exec approved the Action Plan in October/November 2014.

External communication/networking:

The AS Scottish Network's chair joined Abertay in January 2014 as Director of HR & OD. The HR team coordinated three network meetings in 2014, including hosting and contributing to a workshop day attended by 37 people from 15 institutions.

In April 2014, the University became a partner in an EU-funded project on Gender Equality in Decision Making (GEM) to develop and implement a Best Practice Guide and training for use by employers and HEIs across Europe.

Abertay staff have participated in several AS events during 2014 and the Director of HR & OD has provided informal mentoring to other institutions.

AP1: Contribute to enhancing gender equality within Abertay and in Europe through participating as a partner institution in the EU funded project: Gender Equality in decision Making ...

c) Future development of the Self-Assessment Team

Following the Bronze Award submission, the SAT remit will be reviewed to reflect its role in implementing the Action Plan and delivering the University's aspiration to achieve University and School Silver Awards. It will continue to meet at least three times per year, and to report directly to the Exec, as well as integrating into E&D structures.

AP2: Review the remit, membership and arrangements for the SAT, specifically to:

- i. Oversee and ensure progress with the action plan;
- ii. Monitor data and progress, and identify any further action;
- iii. Ensure involvement and awareness by all relevant parts of the University community – including increasing the proportion of men involved;

- iv. Ensure articulation between University-level self-assessment and action and departmental SATs and other E&D related activity.

AP3: Repeat AS survey in 2016 and analyse 2015 Staff Engagement Survey to review impact of changes initiated as a result of the current action list and to identify further actions to improve practices before renewal/ further applications submitted.

AP4: Mainstream AS principles:

- i. Include achievement of an AS Silver award as an aim in the Strategic Plan 2015-20
- ii. Ensure school annual operational plans include a mandatory item on action on gender equality.
- iii. Schools will review equality data annually and identify action in their operational plans to address issues

AP5: Continue to provide the Exec, Court, Senate and relevant committees and groups, including SMG with at least annual updates on the University's AS activities and progress against the action plan.

AP6: Establish AS self-assessment processes in SSET and SSHS with a view to developing School AS Action Plans and applying for departmental AS awards.

Word count: 1031

3. Description of the university: maximum 1000 words

- a) Provide a summary of the university, including information on its teaching, and its research focus, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments (academic and support staff separately), and any other relevant contextual information.
 - (i) List of SET departments
 - (ii) Total number of university departments
 - (iii) Percentage of SET departments as a proportion of all university departments
- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.
 - (i) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole university and in SET departments. Comment on the main areas of concern on gender balance and plans to address them. For example, is there evidence that women and men are appropriately represented at all levels of the workforce? Are there differences in SET departments?
 - (ii) **Female:male academic staff turnover rates by grade** – across the whole university and in SET departments and any differences between them. What are the issues for the university and how is it planned to address them? For example, are women and men equally likely to leave the university (distinguish between those leaving at the end of a fixed term contract and any other leavers)? Are the reasons for leaving picked up in exit interviews?

- (iii) **Female:male ratio of academic and research staff on fixed-term contracts vs. open-ended (permanent) contracts** – across the whole university and in SET departments. Comment on the implications of the gender balance for the university and for women's career development. For example, is there evidence that women are overrepresented on fixed-term contracts? Are there differences in SET departments?
- (iv) Evidence from **equal pay audits/reviews**. Comment on the findings from the most recent equal pay audit and plans to address any disparities.
- (v) **Female:male ratio of staff in the Research Assessment Exercise (RAE) 2008** – across the whole university and in SET departments. Comment on any implications of this. For example, does the gender balance of staff included in the RAE 2008 broadly reflect the gender balance across the institution? Are there any differences in SET departments?

a) Overview of the University.

Founded in 1888 as Dundee Technical Institute, Abertay gained the title of university in 1994. Abertay is a member of Million+, Universities Scotland and GuildHE. We are a compact, focussed, and strongly interdisciplinary institution with around 5000 students, 200 academic and 370 support staff. Research and Knowledge Exchange (RKE) activity addresses key local, national and international priorities, particularly through working with SMEs. Abertay's teaching prepares students for real-world careers, especially through workplace simulation and engagement with professional practitioners.

The University has recently experienced significant change to its leadership, structure and management, and thus the implementation of new policies which introduce significant amendments to work practices. Our self-assessment recognises on-going changes, some of which are already addressing issues that impact on gender equality.

The academic structure comprises the Graduate School and four Academic Schools supported by central services.

Table 4: Overview of staff numbers at 31 July 2014

	Academic		Research		Support		Total	
School/Services	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Dundee Business School (DBS)	29	27.9			8	7.3	37	35.2
Science, Engineering & Technology (SSET)	61	58.5	11	8.6	40	35.0	112	102.1
Social & Health Sciences (SSHS)	68	65.8		0.0	15	11.2	83	77.0
Arts, Media & Computer Games (SAMG)	26	25.8	1	1.0	8	7.5	35	34.3
Graduate School (GS)	1	1.0		0.0	3	3.0	4	4.0
Central services	16	15.4	1	1.0	296	249.5	313	265.9
Total	201	192.4	13	10.6	370	313.5	584	518.5

SSET is almost entirely STEM; SSHS and SAMG are partially STEM; and DBS is almost entirely non-STEM. Overall 8 of the 13 (62%) academic divisions are STEM.

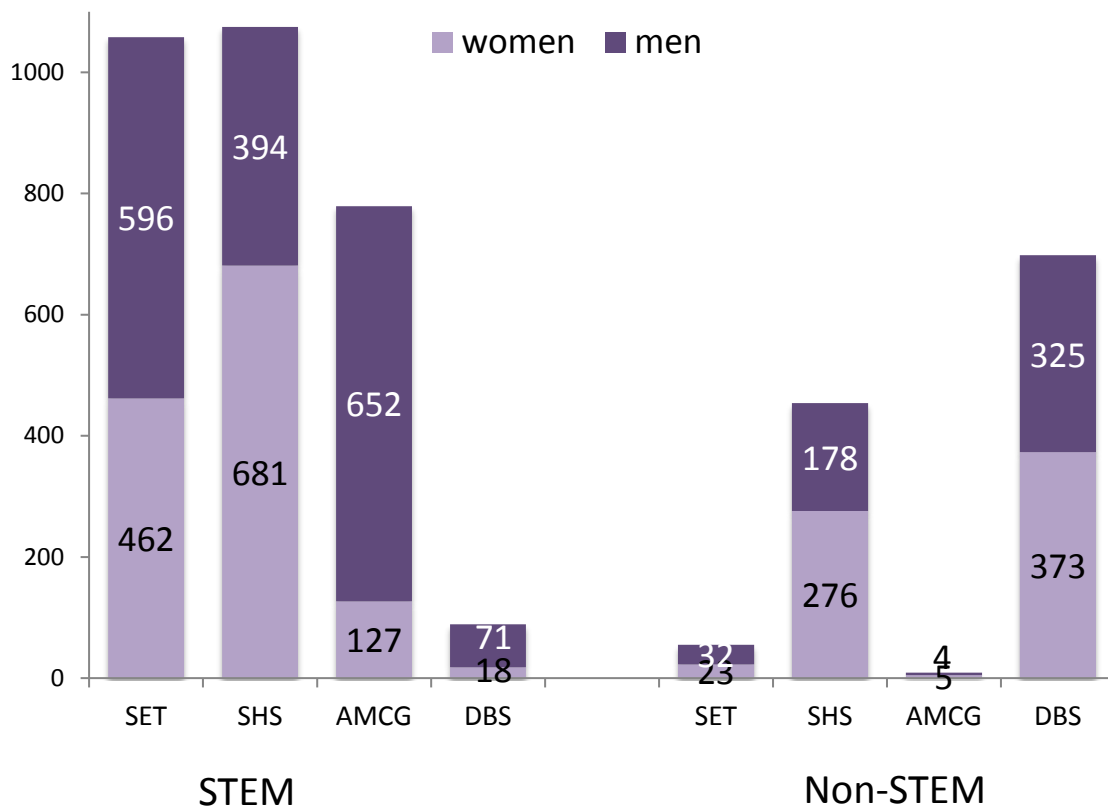
Student Population:

Abertay had 4530 students in 2013/14 (46% are women). The majority (66%) studied STEM subjects, reflecting our industrial heritage (Table 5, Figure 1).

Table 5: Academic Schools and Divisions and Student Numbers (Divisions consisting predominantly of STEM staff are listed in boldface).

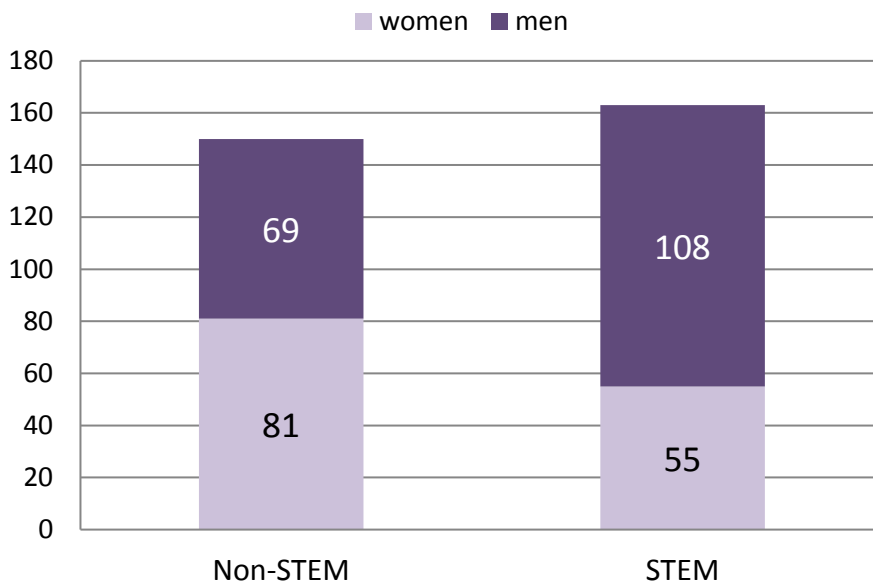
SCHOOL			
Dundee Business School			
Divisions: <ul style="list-style-type: none">• Law• Accounting & Finance• Business & Management		STEM Male: 71	Non-STEM Male: 325
		STEM Female: 18	Non-STEM Female: 373
		STEM Total: 89	Non STEM Total: 698
		TOTAL UG STUDENTS:	787
School of Science, Engineering and Technology			
<ul style="list-style-type: none">• Computing and Forensics• Food and Life Sciences• Environmental Engineering and Systems• SIMBIOS		STEM Male: 596	Non-STEM Male: 32
		STEM Female: 462	Non-STEM Female: 23
		STEM Total: 1058	Non-STEM Total: 55
		TOTAL UG STUDENTS:	1113
School of Social and Health Sciences			
Divisions: <ul style="list-style-type: none">• Psychology• Sociology• Sports & Exercise• Nursing & Counselling		STEM Male: 394	Non-STEM Male: 178
		STEM Female: 681	Non-STEM Female: 276
		STEM Total: 1075	Non-STEM Total: 454
		TOTAL UG STUDENTS:	1529
School of Arts, Media and Computer Games			
Subject areas: <ul style="list-style-type: none">• Mathematics, Computer Science and sound technology• Design, visual communication and computer arts.		STEM Male: 652	Non-STEM Male: 4
		STEM Female: 127	Non-STEM Female: 5
		STEM Total: 779	Non – STEM Total: 9
		TOTAL UG STUDENTS:	788
Graduate School			
STEM: Male: 108 Female: 55 Total: 163	NON-STEM: Male: 69 Female: 81 Total: 150	PostGrad Taught Male: 120 Female: 95 Total: 215	PostGrad Research Male: 57 Female: 41 Total: 98
		TOTAL PG STUDENTS:	313

Figure 1: Number of men and women undergraduate on-campus students (academic session 2013/14) in the four Academic Schools (actual numbers indicated on columns).



Abertay had 313 postgraduate (MSc, MbRes, MPhil and PhD) students in 2013/14, 52% of whom studied STEM subjects (Figure 2). 34% of STEM postgraduate students are women, which may reveal a 'leaky pipeline' of women at the PG level; although we recognise that the number of postgraduates is small and will reflect the portfolio being offered.

Figure 2: Number of postgraduate students in 2013/14, in STEM and non-STEM subjects, by gender (actual numbers indicated on chart).



AP7: Undertake in-depth analysis of PG applications and admissions by subject area, domicile, PG research/taught, to identify priority areas for action to improve gender balance

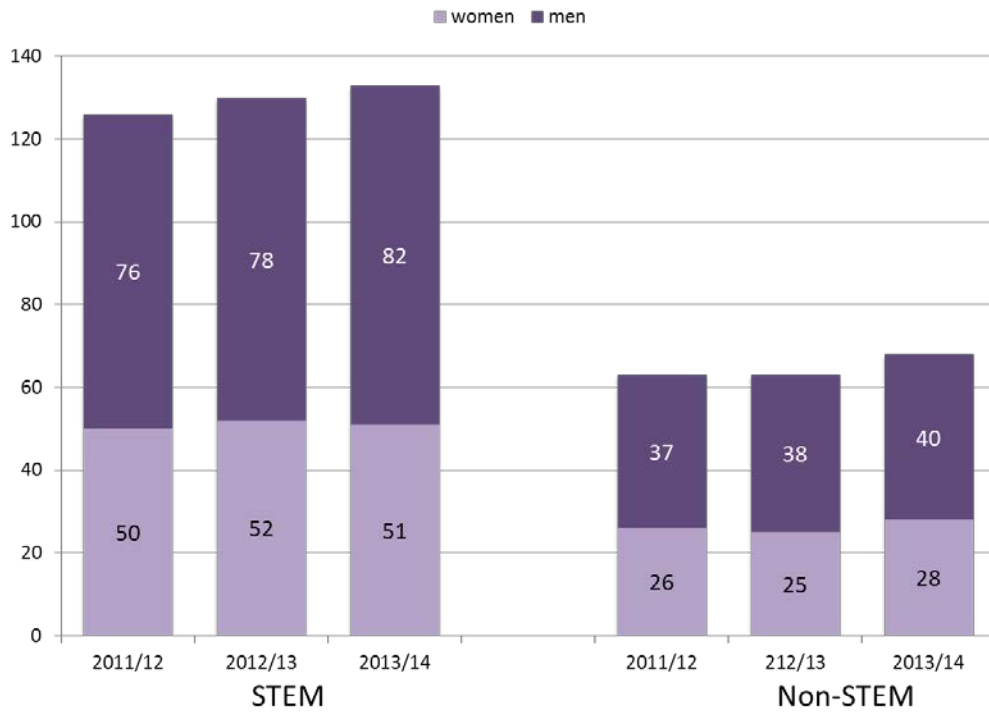
b) Staff population

The information below indicates academic and research staff numbers (excluding hourly-paid) at 31st July for each academic session: 2011/12, 2012/13 and 2013/14. Research staff numbers are too small to report separately

During 2013/14, 67% of Abertay's academic and research staff worked in STEM (Figure 3). The gender distribution of 38% women in STEM and 41% in non-STEM, is not significantly different between the two categories ($\chi^2 = 0.2$, $p = 0.7$), and is below the national average of 40.7% female STEM academics and 44.5% female academic staff¹. The Action Plan aims to address this imbalance.

¹ ECU Equality in higher education: statistical report 2014, Part 1: staff, Tables 4.13 & 4.15

Figure 3: STEM and non-STEM academic staff by gender for the last three academic sessions (actual numbers indicated on columns).



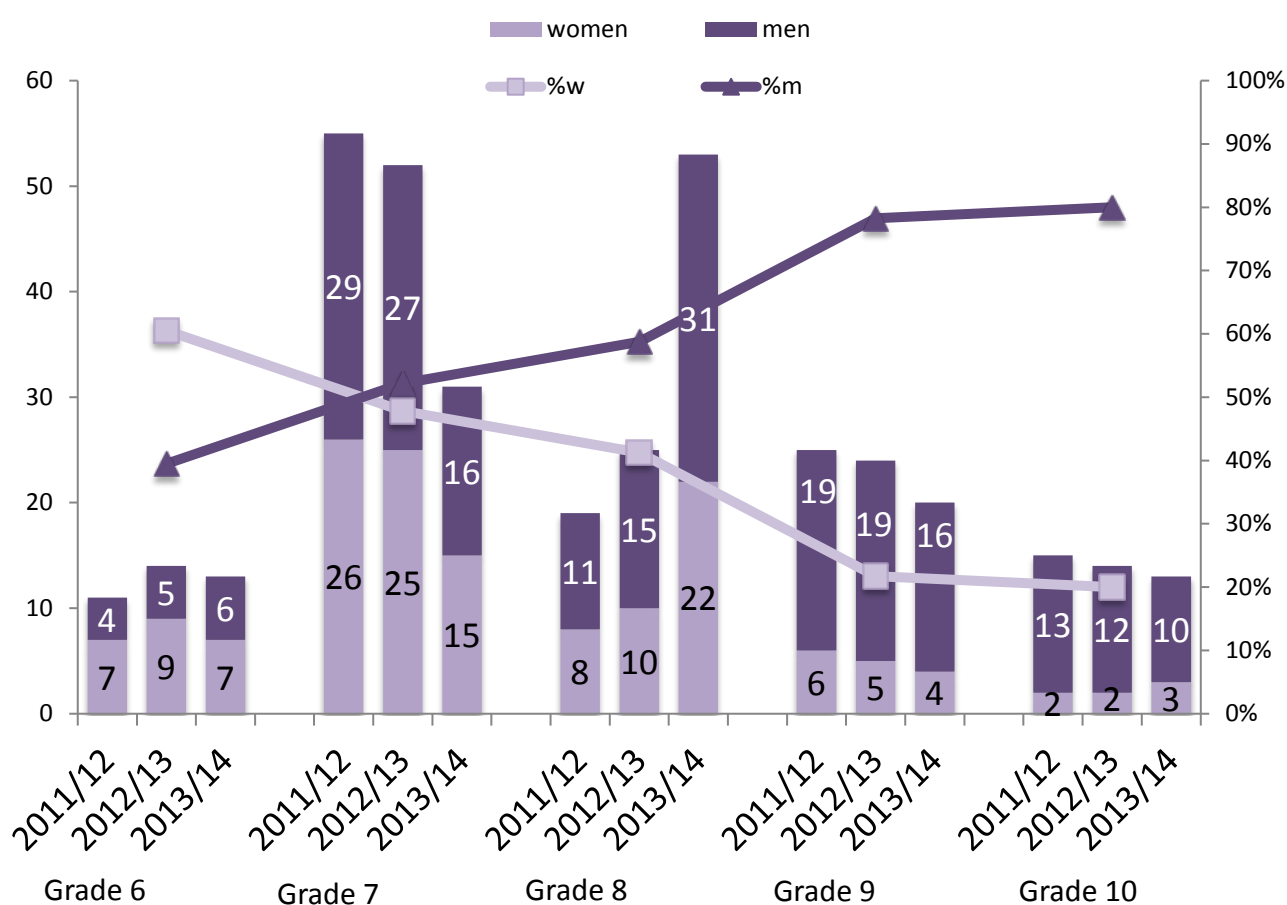
Academic and research staff are placed on the same grade structure:

Table 6: Abertay job titles by grade

Grade	Job Title
6	Teaching Fellow/Research Assistant
7	Lecturer
8	Lecturer
9	Senior Lecturer/Reader/DL/DAP
10	Professor/HoS

The gender distribution of grade for STEM academic staff (Figure 4) suggests a gender imbalance such that at Grade 6, two-thirds of STEM academic staff are women, whereas at Grade 10 one-fifth of STEM staff are women. Note: 2 of the 3 female STEM grade 10 staff are HoS, not Professors.

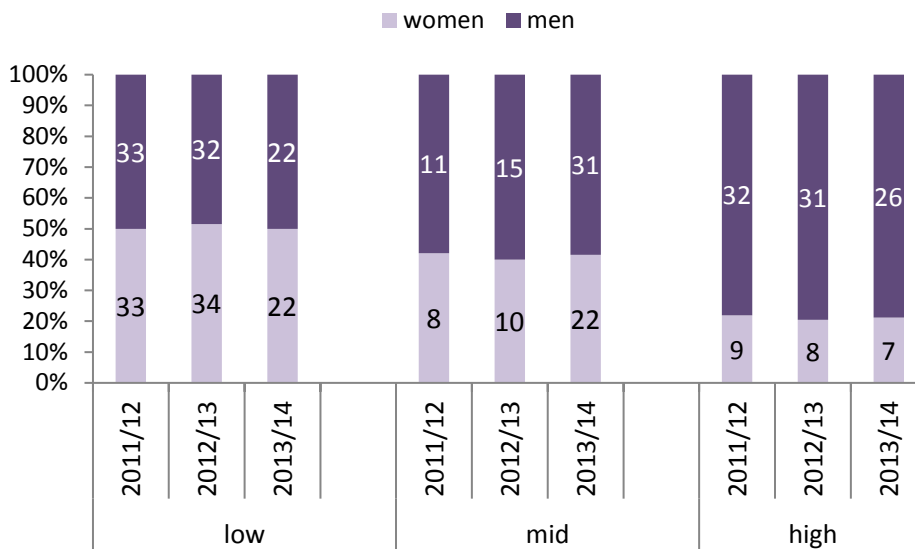
Figure 4: Gender distribution by grade for STEM staff (actual numbers indicated on columns), bar chart shows data for the last three consecutive years. Line graphs show percentage of men and women working at each grade (averaged over three years).



The numbers in Grades 6, 9 and 10 are too low to include separately in statistical analyses. We therefore combined grades to form 'low', 'middle' and 'high' categories (Figure 5). Statistical tests revealed that for 2011/2012 and 2012/2013, gender distribution was significantly different across

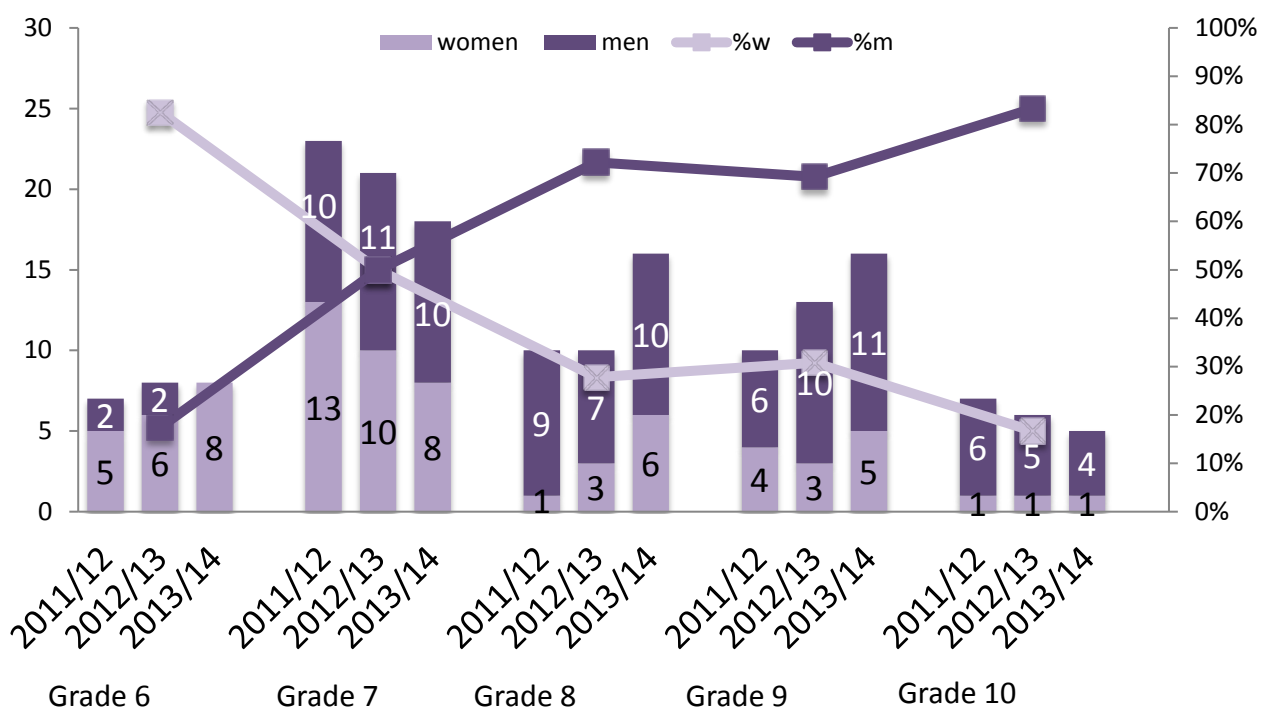
pay grades ($\chi^2 > 8.4$, p 's $< .05$); for 2013/2014 this effect was marginally significant ($\chi^2 = 5.8$, $p = .05$), suggesting that the disproportionate under-representation of women in the higher grades exceeds what would be expected by chance and has persisted.

Figure 5: Gender percentages for STEM staff in grades 6+7 ('low'), grade 8 ('mid') and grades 9+10 ('high' categories) (actual numbers indicated on columns).



Gender distribution data by pay grade for non-STEM academic staff (Figure 6) shows a similar trend (although numbers are too small to conduct equivalent statistical analyses), suggesting that under-representation of women in higher grades is not confined to STEM.

Figure 6: Gender distribution by pay grade for non-STEM staff (actual numbers indicated on column).



The proportion of female academics in Grade 6 (69%) is considerably above the national average: 52.5%². Conversely the proportion in Grade 10 (17%) is below the national average for professors: 21.7%. These data may be echoed in our AS survey responses (Table 3), which revealed a lack of understanding of the promotion process, and inconsistency of approach by line-managers. A new academic promotions policy has been introduced to address this. However, it does not apply to promotion to grade 7, for which there continues to be poor understanding of the policy.

AP8: Produce and publish annual analysis of all data included in the AS University application. Review the data and trends to identify the impact of action to date and any new issues... and agree new/revised actions as appropriate...

AP9i: Investigate why female academics are disproportionately over-represented in the lower pay grades...

See also **AP12 i-v** on promotion opportunities and understanding promotion processes

Turn-over of academic staff by gender and pay grade:

Data for number of voluntary leavers by gender for the past three sessions (Figure 7) were combined into low, mid and high grade categories (Figure 8). Numbers are still too small for meaningful statistical analyses but visual inspection of data does not suggest any marked gender imbalance.

Leavers have been invited to complete a voluntary, on-line exit questionnaire since 2012. Responders to date have been 57% female and 43% male. The main reasons for leaving have been career advancement (30%) and career change (11%). Further analysis by gender and STEM/non-STEM is not currently possible and will be developed.

² ECU Equality in higher education: statistical report 2014, Part 1: staff, Tables 4.8. Grade 6 benchmarked against XpertHR level L

Figure 7: Number of leavers by gender (excluding redundancy, end of fixed-term contract or death in service) for the past three academic sessions.

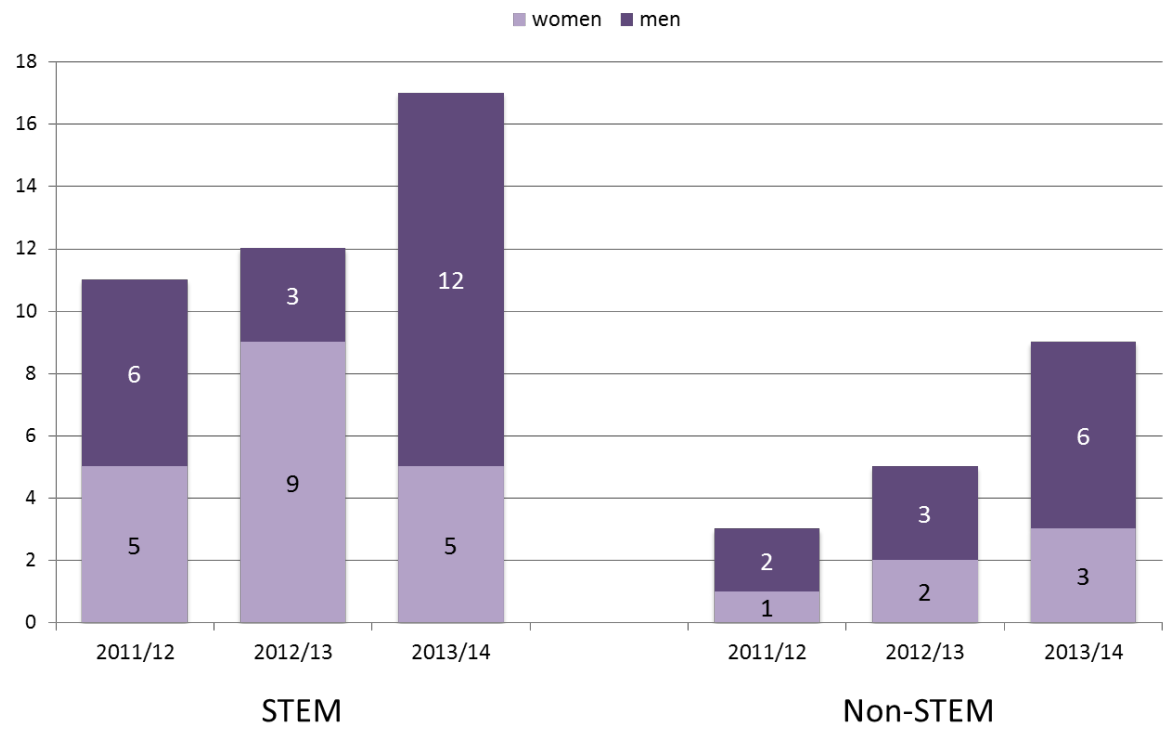
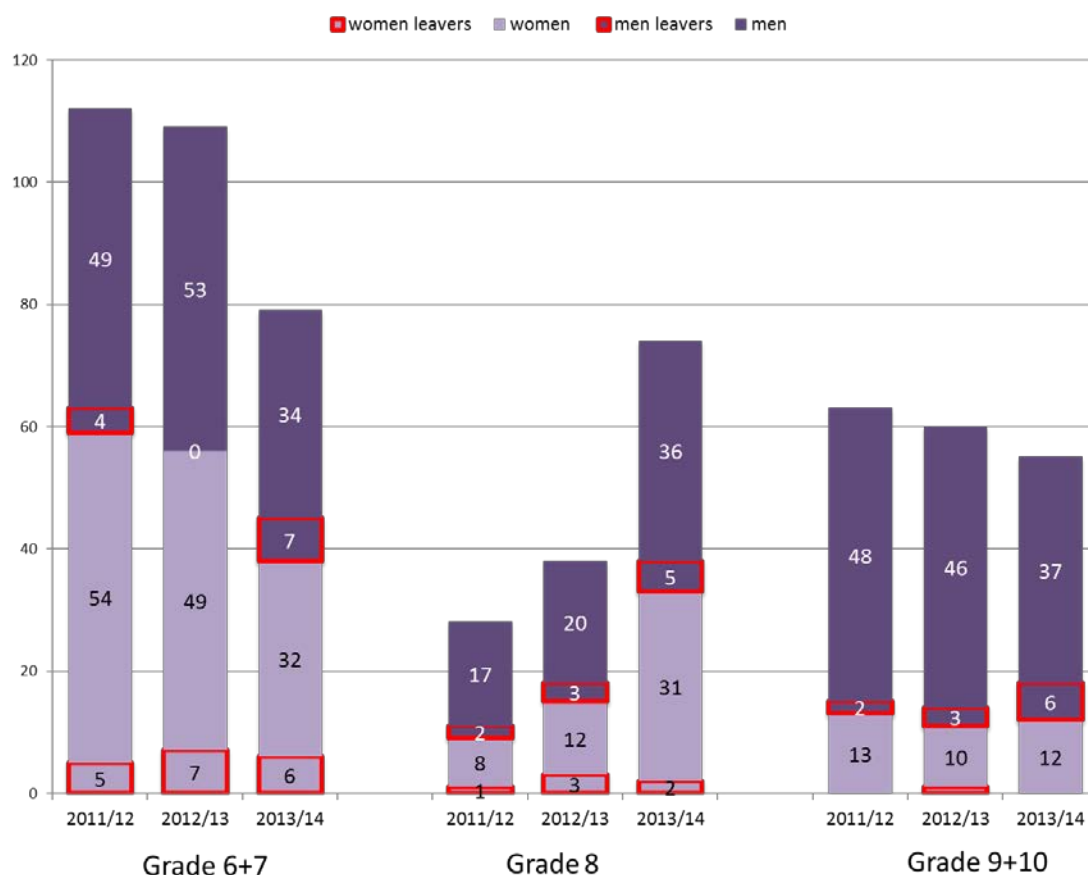


Figure 8: Leavers (marked by red outline) constitute 8.6 % of male and 10.2 % of female academic staff. The proportions are represented here for the lower, middle and higher pay grades for the past three academic sessions.



See AP8: Produce and publish annual analysis of all data... In particular develop/monitor: ... exit survey data - to enable gender & STEM analysis.

Academic staff by contract type:

95% of female STEM academics and 99% of male STEM academics hold permanent employment contracts. These values are considerably higher than the national averages of 62% female and 67% male³ and reflect the limited number of post-doctoral researchers and the regular allocation of contract work to a pool of qualified staff. The SAT will continue to monitor gender-balance in relation to contract type.

Equal pay review

Gender pay gap analysis for academic staff in 2013 indicated that gaps between male and female staff salaries were under 5% in all grades. For most grades the gap was negative (i.e. average women's salaries were greater than men's). However, the overall pay gap for academic staff was 11.8%, reflecting the distribution of staff by gender (Table 7).

³ ECU Equality in higher education: statisticalreport 2014, Part 1: staff, Table 4.5

Table 7 Academic staff gender pay gap, by grade

Grade	Average Salary		% Gender Pay Gap
	Male	Female	
Grade 6	28,303	27,604	2.47
Grade 7	33,327	34,599	-3.82
Grade 8	42,553	42,693	-0.33
Grade 9	51,856	52,585	-1.40
Grade 10	54,825	55,908	-1.98
Total	43,134	38,046	11.80

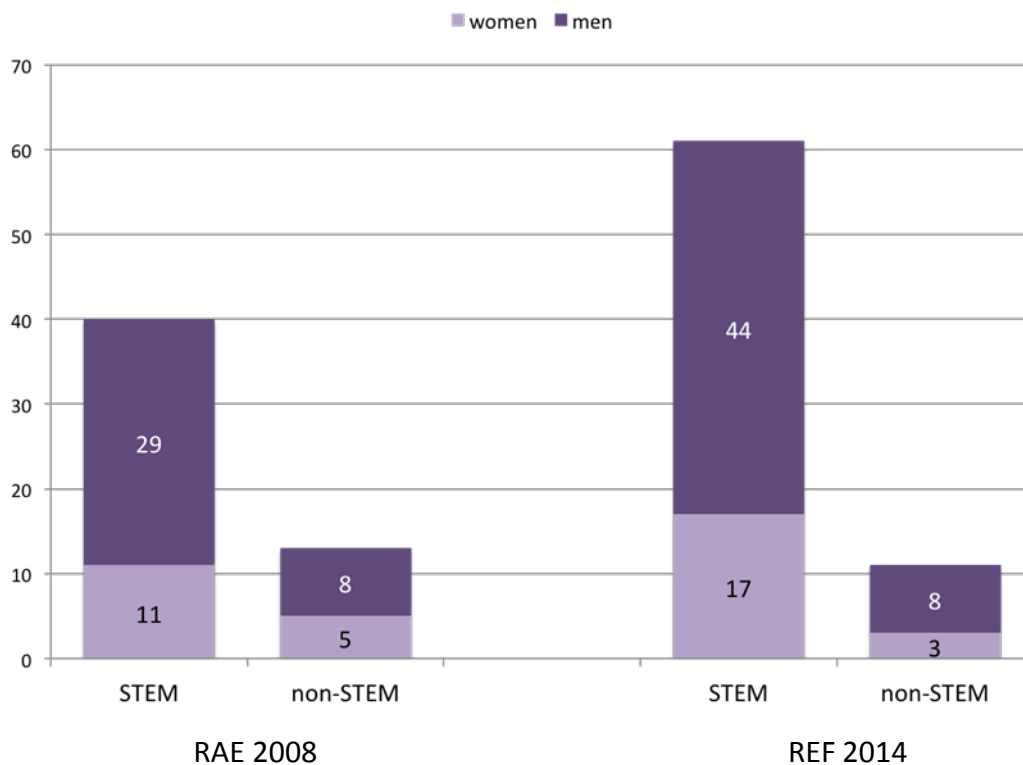
RAE and REF:

The number of men and women in STEM and non-STEM areas entered into the 2008 RAE and the 2014 Research Excellence Framework (REF) indicate that the proportions of STEM staff entered are almost identical; 28% female and 72% male in both exercises (Figure 9). This is below the proportion of female STEM academic staff, and most likely reflects lower representation of women in grades 8-10, at which level fully independent research would be expected. These data provide evidence of lack of progress in advancing STEM women's research careers over the intervening period. (The proportions of female and male non-STEM staff entered to RAE and REF are 38% and 27% respectively, indicating a reduced non-STEM female profile.)

Abertay's 'Code of Practice on Equality and Diversity in the Preparation of Submissions for the REF' expanded the University's E&D policies and set these in the context of REF. It provided a guide for all involved in preparing submissions and selecting staff for inclusion.

All members of the REF Steering Group and the E&D Advisory Group (considering individual circumstances) completed diversity awareness and REF E&D training.

Figure 9: Women and men submitted to RAE and REF in STEM and non-STEM areas.



AP10:

- i. Produce and publicise case studies of successful female researchers in Abertay.
- ii. Monitor women's participation in activities to support researcher development - for example workshops with funders - and identify any action required as a result.
- iii. Monitor use by female staff of the Open Access Publication fund and identify any action required as a result.
- iv. Ensure events/courses to promote researcher development take account of policy/guidance on timing of events and meetings.
- v. Carry out Equality Impact Assessment (EIA) as part of Abertay's "mock REF" in December 2016.

AP18 iii: Develop and implement mentoring arrangements on a trial basis for research/research-active staff and PGR students building on the PGCert/HEA CPD model, focusing on research skills/career development.

Word count: 1041

4. Supporting and advancing women's careers: 4500 words in total

Key career transition points

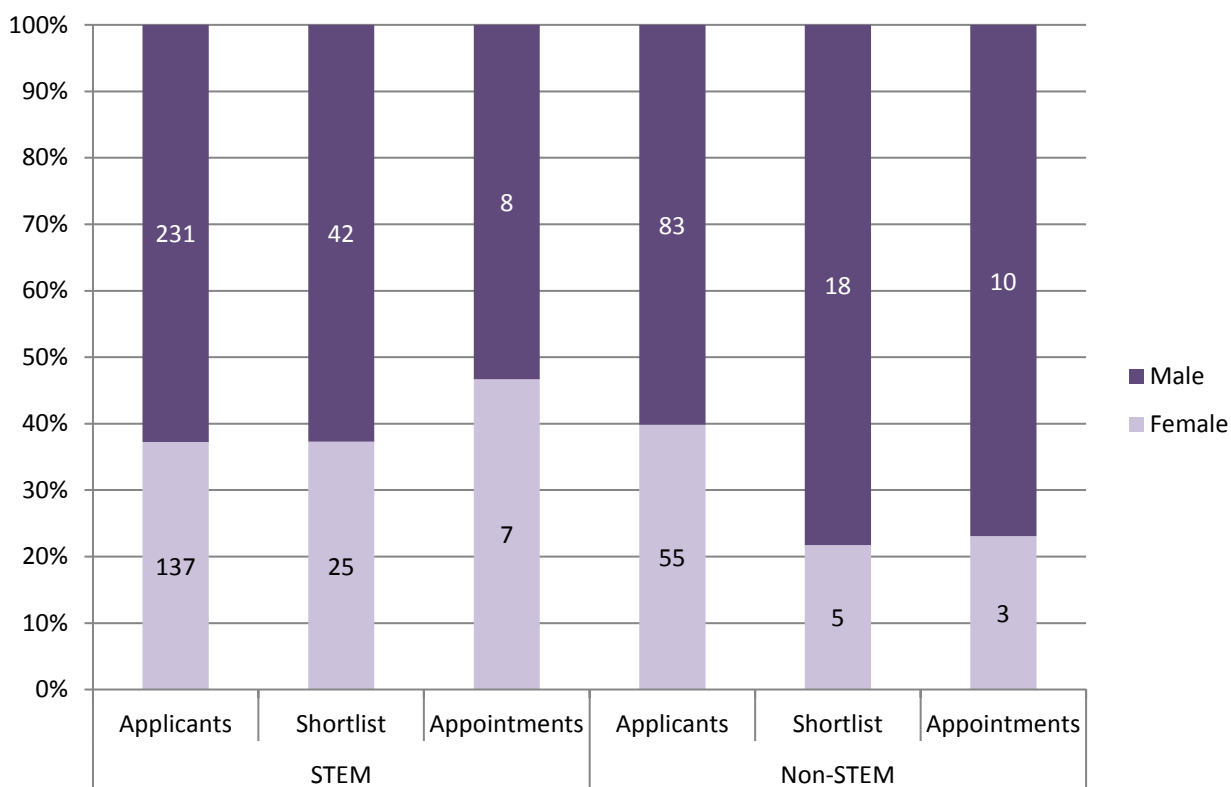
- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.
 - (i) **Female:male ratio of academic staff job application and appointment success rates** – across the whole university and in SET departments. Comment on any implications of this and plans to address any disparities. For example, are women and men equally successful at all stages of the job application process? Are there differences in SET departments?
 - (ii) **Female:male ratio of academic staff promotion rates** – across the university and in SET departments. Comment on any implications of this for the university and plans to address any disparities. For example, are men and women equally likely to be put forward for promotion? Are male and female applicants for promotion equally successful at all levels? Are there differences in SET departments?
- b) Describe the policies and activities at the university that support women's career progression in SET departments in particular at key transition points – describe any additional support given to women at the key career transition points across the university, and in SET departments, such as support for new lecturers or routes for promotion through teaching and learning.

a) Key career transition point data

Academic staff job application and appointment:

Applicant data is not available prior to 2013/14. However appropriate data gathering processes have now been established. Data for 2013/14 recruitment (Figure 10) suggests that applications from women for STEM academic posts (37.2%) are marginally below the proportion of female STEM staff, which is a concern. Women are equally likely to be shortlisted to men, and more likely to be appointed (46.7%). (The data suggest a greater concern about women's success rates in non-STEM recruitment.)

Figure 10: Applicants, shortlist and appointments for academic posts in STEM and non-STEM areas during academic session 2013/14 by gender.



Abertay is committed to E&D and welcomes applications from all areas of society. During 2013/14 the University overhauled its academic recruitment process. As part of this review, literature regarding unconscious bias supported and influenced the decision to alter the interview process.

All roles are now advertised with a full candidate brief containing a comprehensive role profile and person specification, including the knowledge, skills, experience and competencies required. The profiles for all academic roles have been standardised to ensure consistency in the expectations of staff and the criteria applied in recruitment. All interview panel members assess each candidate against the agreed criteria and agree a shortlist for interview.

A structured interview process is used, based on the competencies required. Before interview, the Recruiting manager selects questions from a pre-set list for each competency for that role and all candidates are asked the same questions and scored against each competency.

This new process was implemented as part of a substantial academic staff recruitment campaign. As part of the implementation, all HoSs, DLs and the Principal and VP (Academic) were trained on shortlisting and competency-based interviewing. A full roll out to train all academics involved in recruitment will occur during 2014/2015. Thereafter there will be a mandatory training for any new recruiting managers.

AP11: Academic recruitment policy and practice

- i. Evaluate the implementation of the new recruitment policy and implement action to address issues identified
- ii. Provide mandatory training in the new recruitment practices to all those involved in interview panels ...
- iii. Adapt Recruitment Policy to require the gender balance of applications for academic posts to be reviewed and require significant imbalances to be explained/rectified prior to proceeding.

iv. Gather and review data on recruitment by gender, including applications, shortlists and appointments. Monitor at what stage(s) women are under-represented to prioritise areas for action and identify the impact of action.

See also **AP23ii**: Incorporate information about flexible/family-friendly provisions into recruitment 'candidate briefs'...

Academic staff Promotions:

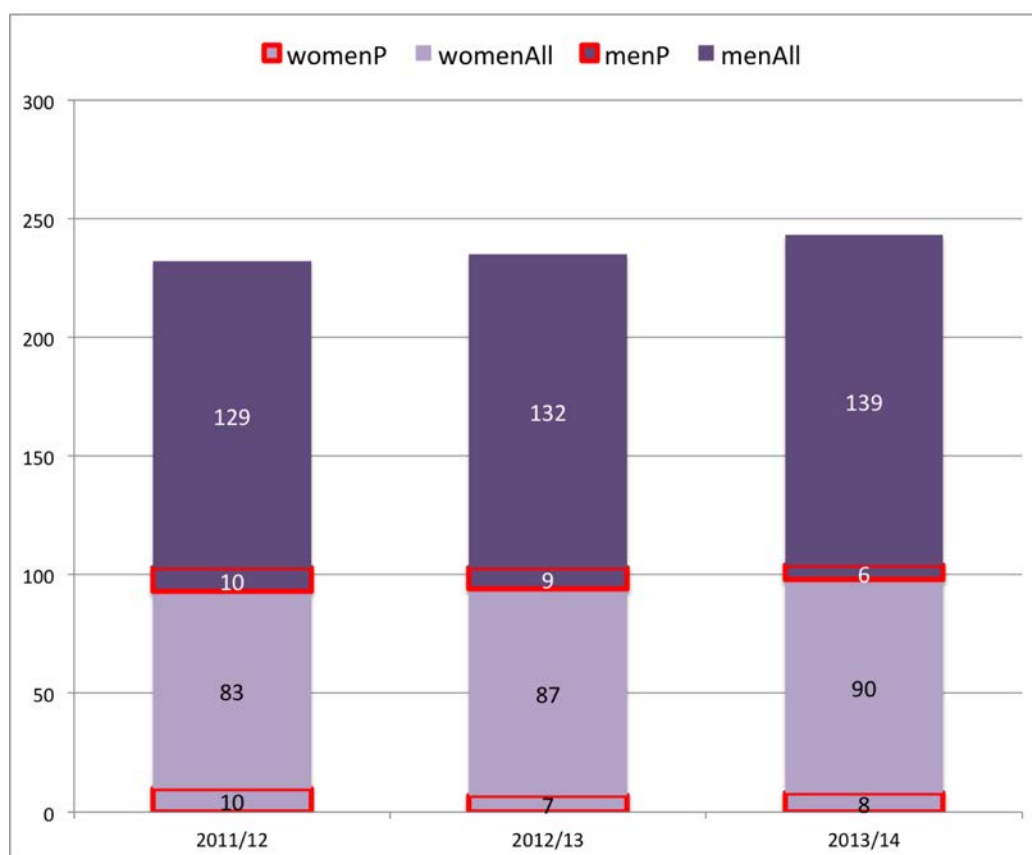
Until a new Academic Promotions Policy was introduced in summer 2014, there was no regular promotions process for academic staff other than the 'Transitions Procedure' for Academic Grade 7 to 8 from 2011 until 2013. Opportunities for promotion to Professor and Senior Lecturer/Reader were announced periodically: the last Professorial appointment process was 2011, and Reader in 2012. Most promotions have been *ad hoc*, as a result of consideration of individual cases raised by either the staff member or their line manager. Consequently, there are no systematic data on unsuccessful applications for promotion before 2014, but data are now being gathered.

Approximately half of academic promotions are of women, which is greater than the proportion of female academic staff (Figures 11 and 12). On average, 9.6% of female academic staff were promoted each year, compared to 6.2% of men. In STEM, the proportion of promotions is in line with the proportion of STEM academic staff. However, the difference in the number of female academics promoted compared to male is not statistically significant (STEM or non-STEM).

Figure 11. The number of promotions amongst STEM and non-STEM over the past three academic sessions (actual numbers indicated on columns).



Figure 12: Proportion of all academic staff promoted (marked by red outline) by gender for the past three academic sessions.



Responses to our AS survey in May 2014 (Table 3) indicated that academic staff did not understand the promotions process and there was a perception that the full range of an individuals' skills and experience is not valued when considering promotions/advancement. The University identified this as a significant issue for academic career development and introduced a new Academic Promotions Policy in June 2014, which enabled academic staff to apply for promotion to Lecturer grade 8, Senior Lecturer (grade 9) and Professor.

The criteria for promotion are set out in comprehensive role profiles, which enable all staff to see what is expected at each career stage. The same profiles are used in recruitment to ensure consistency in the standards applied. The new Promotions Policy was communicated to all eligible academic staff and the first round of promotions took effect from August 2014.

The 2014 promotions came after the data in Figures 11/12. Of 47 applicants (15 women, 32 men) for promotion in 2014, 18 were successful (7 women, 11 men); a success rate of 47% for women and 34% for men. However, there was a gender imbalance in applications. All applicants were given individual feedback on their application by their HoS.

AP12: Promotion opportunities and the understanding of promotion processes

- i. Evaluate the impact of the new Academic Promotions Policy on female STEM academics and review the policy and process and implement action to address any issues identified.
- ii. Review roles and grading of all academic staff on grades 5 and 6 (Teaching and Research

	Fellows) to ensure fair and consistent grading and to better understand the nature of academic roles and career development opportunities at this level.
iii.	Review policy and practice on regrading/promotion to grade 6 (Teaching/Research Fellow) and 7 (Lecturer) to ensure clarity of policy for academic staff and managers and fair and consistent grading.
iv.	Provide training and guidance for all academic managers in the promotion/regrading policies for academic staff, including gender equality awareness, to enhance their ability to provide guidance and support to academic staff.
v.	Develop and publicise guidance for academic staff on promotion/regrading policies and processes, to improve understanding and encourage career development
vi.	Develop and implement 'understanding promotion' sessions for academic staff, paying particular attention to barriers to women applying for promotion.

b) Policies and Activities at the University that support women's career progression

All new members of staff receive a local induction from their School/Division which includes meeting key individuals and statutory requirements such as Health & Safety. New staff also receive an induction programme/checklist including mandatory on-line training in E&D and stress management and highlighting key policies. HR also runs twice-yearly Corporate Induction events with an introduction by the Principal and a networking lunch.

All new academics are required to undertake our PG Certificate in Higher Education Teaching (PGCert) programme unless they hold an equivalent qualification or experience. PGCert registrants are encouraged to form networks and are mentored throughout the programme. All new staff are also allocated a general academic mentor by their line-manager to guide their development. However our AS survey (Table 3) and workshop data suggest that this process is not applied consistently in practice.

Line managers endeavour to allocate reduced teaching loads to new academics registered for the PGCert and/or to permit academics with RKE track-record to establish their work at Abertay.

The University currently has a programme of work aiming to raise the status of teaching in the institution in terms of leadership, professional recognition, reward and development. The University recognises excellent teaching in a variety of ways e.g. through promotions and Pathways and our very successful Student Led Teaching Awards. The University has commenced a drive to increase the number of staff with national professional recognition through the Higher Education Academy (HEA) and currently has 3 Associate Fellows of the HEA (1 woman), 72 Fellows (34 women), 6 Senior Fellows (2 women) and 1 Principal Fellow (a man). Academics are also encouraged to apply for internal funding set aside to develop innovative teaching and learning projects and/or practices.

The substantial development of our promotion policy in 2014 is intended to ensure that staff progress in their careers on the basis of their skills, ability and performance and to reduce the potential for bias. The criteria provide the flexibility to promote staff predominantly on the basis of teaching, research, external impact/partnership or leadership, provided a minimum level is demonstrated across the range of academic competencies.

The published academic role profiles also provide a basis for academic staff and managers to discuss and plan personal and career development. We have identified action to evaluate, monitor and further develop promotion policy and associated training and communication.

See:

- **AP11 i-iv:** Academic recruitment policy and practice, and
- **AP12 i-vi:** Promotion opportunities and the understanding of promotion processes

AP13

- i. Review of the University's PGCert and revise to ensure that gender equality is strengthened within its curriculum.
- ii. Review the two day introduction to HE workshop delivered in partnership with the Graduate School to ensure that issues around gender equality are included in the programme.

AP14: Review induction and probation arrangements and provision for new academic staff to establish a good grounding for academic career development...

Career development

- a) Describe the policies and activities at the university that support women's career development in SET departments.
 - (i) **Researcher career support and training** – describe any additional support provided for researchers at the early stages of their careers, such as networks and training.
 - (ii) **Mentoring and networking** – describe any mentoring programmes, including any SET-specific mentoring programmes, and opportunities for networking. Comment on their uptake and effectiveness. Are women encouraged to participate in networking opportunities?
- b) Describe any activities at the university that raise the profile of women in SET generally and also help female staff to raise their own profile such as:
 - (i) Conferences, seminars, lectures, exhibitions and other events.
 - (ii) Providing spokeswomen for internal and external media opportunities.
 - (iii) Nominations to public bodies, professional bodies and for external prizes.

a) Policies and activities that support STEM women's career development

Under Abertay's Pathways scheme Line-managers hold two performance reviews with staff per year at which staff development and career progression are discussed. All managers receive Pathways training and the scheme is well established, with completion consistently above 85%. However, AS workshop and Staff Engagement survey data suggested that practice is inconsistent and reviews are not always seen as valuable.

All Schools have staff development budgets, which are managed locally. In addition, TLE, the Graduate School and HR provide a range of learning and development and publicise external events and resources. HR provides a range of workshops for managers, and generic skills training (e.g. communication and time management) and on-line courses are available to all staff. In

recognition of the importance of effective leadership for success of the University and its staff, all managers attended a new Abertay Leadership Programme in 2014.

Through Abertay's approach to inter- and multi-disciplinary working, staff are encouraged to work collaboratively and consequently form informal networks. Staff are also encouraged to engage with research Theme Leaders and senior colleagues to develop their research careers through our RKE Strategy.

A number of events of particular benefit to STEM women have been advertised to staff and students on Yammer and/or via HoSs during 2014, including events run by Leadership Foundation for Higher Education, Equate Scotland, Women's Engineering Society and Interconnect.

AP15:

- i. Review the performance management/appraisal scheme (Pathways) ...
- ii. Implement the revised scheme with training and development for academic managers on providing career development guidance and on gender equality and diversity, to improve the quality of development discussions in Pathways meetings... and systematic annual monitoring

AP16i: Consider offering places on the Aurora programme to STEM academics, as part of a range of approaches to learning and development by the University.

Researcher career support and training:

The University is committed to all seven principles of the Concordat to Support the Career Development of Researchers. Implementation is overseen by the Head of the Graduate School (GS) and RKE Committee and reviewed annually. The University recognises the importance of recruiting, supporting and retaining researchers with the greatest potential to carry out excellent research with impact.

To support long-term vitality of the University research culture, in 2013-14 Abertay introduced ambitious plans and investment in a pan-University Graduate School as part of our R-LINCS (Research-Led Innovation Nodes for Contemporary Society) RKE strategy to grow our RKE capacity and excellence. All PG (taught and research) students and research/ academic staff (regardless of their contractual situation or career stage), have access to the GS which provides a comprehensive training programme within a central location of flexible working spaces, open to the entire research community to promote integration and an inter-disciplinary ethos.

Research students and early-career researchers are supported through a range of opportunities to enhance their research and professional skills. The GS provides training and professional development opportunities through seminars, workshops (e.g. statistics, programming, supervisor training, grant writing), intensive courses (e.g. preparing to teach in HEI), retreats, and an on-line *Research Skills Master Programme* (18 modules on research, planning, management and entrepreneurship skills). PG students develop communication skills through presenting at our PG Conference and internal seminar series, and have access to discipline-specific seminars and training via our on-line GS Events Calendar. Personal development planning is supported through the VITAE Researcher Development Framework tool and app.

PGR students and academics can apply to dedicated University funds for: researcher training support (conference/ meeting attendance and specific training needs); support for Open-Access Publication; Pump-Priming to drive enterprise and innovation through small-scale RKE projects (up

to £5K vouchers); R-LINCS studentships (RCUK level stipend, fees plus support fund); and can seek facilities and equipment support via R-LINCS Theme Leaders and the GS.

RKE support is provided to research/academic staff and students alike, thereby promoting integration, mentoring and a vibrant research culture. Given our small size, we make best use of regional and national development opportunities (e.g. courses provided by Dundee and St Andrews Universities, VITAE and the Leadership Foundation).

Our membership of the inter-University Scottish Research Pools (SAGES, SICSA and SIPR) and Scottish Graduate Schools (SGSAH and SGSSS) also supports researcher development and provides opportunities to share research expertise, new discoveries across traditional discipline boundaries, and access to development programmes, networking and facilities.

The R-LINCS RKE strategy aims to bridge conventional boundaries between disciplines to devise innovative approaches to address societal challenges. Building on existing areas of expertise and our industry facing heritage, strategic research activity is focused around themes to address key local, national and international priorities. Our four R-LINCS Themes (Creative Industries, Environment, Security and Society) serve as a focus for interaction and development and are led by experienced research academics committed to fostering and supporting RKE activity and excellence. Staff can align with one or more themes to seek support and advice from experienced colleagues. Abertay women have engaged with over 110 individual KE projects in the last three years.

Information and guidance is available through our GS intranet pages and all staff and PGR students receive a Graduate School RKE information pack which identifies sources of support. Informal communication with and between the Abertay Research Community (staff and students) is aided via a social media tool (ARC Yammer) to encourage discussion, awareness and to promote inter-disciplinarity.

The University has a Sabbatical Policy which enables staff to apply for sabbatical leave. However, this is relatively uncommon and the application of the policy varies across the University. Consequently, a revised sabbatical policy is being developed that allows more flexibility and provides development opportunities rather than simply 'rewarding' established researchers. In addition, in recognition of the gender imbalance in senior academic staff, it is intended that positive action will be taken through the application of the new policy to particularly encourage development of women's research careers.

AP17: Enhance sabbatical opportunities:

- i. Develop a revised Sabbatical Policy with a particular eye to enhancing research and career development opportunities for women and staff from minority/disadvantaged groups.
- ii. Develop management guidelines on the implementation of the policy... and ensure all academic managers are trained.
- iii. Establish systematic monitoring of sabbatical applications and granting by gender, school and career stage.

AP32 ii: Include the needs of maternity/adoption/parental leave returners in the Sabbatical Leave Policy ...

Mentoring and networking:

There is a formal process for mentoring early career lecturers enrolled on our PGCert: HoSs nominate mentors from their School. However, there has been limited support for those involved. Feedback from mentors and mentees at the AS workshop indicates that practice and the value for those involved varies. A new mentoring process has been implemented since September 2014 involving PGCert mentors and mentees completing two half-day training workshops designed to ensure both parties understand the scope of the role. 12 mentors are currently enrolled; 8 women and 4 men. The gender balance of mentors will be reviewed and addressed as part of evaluating the new process.

Other mentoring is informal and arranged by staff/managers to suit particular needs. However, our AS survey indicated that staff and PG students, particularly female respondents, did not consider that the School/University provided useful mentoring opportunities (Table 3).

To support and recognise the value of mentoring, the new academic role profiles specifically include mentoring as an example of academic leadership which may be recognised as part of a promotion case. Mentoring development is a substantial action area in our plan.

AP18 i-v: Substantially develop and systematise mentoring opportunities, training and support for academic staff, with a strong focus on supporting women's academic careers...

Also see AP27 iii: Review the University workload allocation model, and the way it is implemented in practice...in terms of recognising activity to support/promote women's STEM careers (e.g. mentoring, involvement in AS...

In the last two years female staff have met informally for STEM networking lunches (participation approx. 15 people per occasion). Discussion topics included teaching and research activities as well as wider University issues. This seemed to be particularly useful to new staff. However, we recognise that more systematic encouragement for networking may be required, as our AS survey revealed that significantly fewer women than men agreed that 'my School/University provides me with useful networking opportunities' (Table 3).

External networking opportunities exist through normal academic links and our membership of inter-University Scottish Research Pools and Scottish Graduate Schools. Some are developing AS networking groups within these.

AP19: Extend the 'STEM Women's Networking Lunch' concept to include more participants across STEM-related subjects and within the Graduate School, and run informal networking events for women across the University to enable researchers at different career stages to share their experiences, guidance and advice with others outside the reporting relationship...

b) Raising the profile of women in STEM

STEM Schools and the Outreach and Public Engagement Network Office have supported public engagement by academic staff and PG students through initiatives such as: Café Science Dundee, Dundee Science Festival, Dare to be Digital, and Dundee Women in Science festival with financial and in-kind support for several years. Female academics are frequent and enthusiastic contributors to these activities which are undertaken in collaboration with neighbouring educational institutions, local authorities, Dundee Science Centre and others. The University hosts

a 'Space School' for Primary school children and participates in Science roadshows for Secondary school groups (Figure 13). They also support engagement with local secondary schools via the Scottish Science Baccalaureate and Nuffield Research summer placements, and less formally through careers talks, taster days and work shadowing. Staff also contribute to public engagement events such as Eggheads, Bright Club, Rotary Club talks etc.

Figure 13: Tayside Space School with NASA astronaut and space educator



Abertay has been actively involved in organising, hosting and contributing to Dundee Women in Science Festival and has had committee membership of Café Science Dundee, for at least three years. Abertay supports student champions for 'Interconnect' - a network enabling women studying STEM subjects to meet each other and to meet successful women in industry. Female civil engineers (staff and students) have taken part in the 'Race for Life' for 3 years, raising awareness for cancer research and women in STEM. Activities which raise the profile of women in STEM are strongly encouraged by managers and fellow academics and often supported by the Communications Department (examples cited below: Table 8).

Table 8: Examples of internal and external events, media coverage and achievements of Abertay STEM women.

March 2012	Dr Nia White: featured positive role model for Women in Science, in Dundee & Fife Women in Science festival.
November 2013	Dr Rebecca Wade: BBC Radio Scotland Drive Time interview from a Sustainable Urban Drainage Systems research dissemination event at Scottish Government
January 2014 – 2016	Dr Ruth Falconer: Invited Associate Editor for Soil Science Society of America Journal: Soil Physics
January 2014	Dr Ruth Falconer: Research coverage on BBC news and newspaper 'Model helps reveal soil's secrets'.

February 2014	Dr Natalie Coull: local radio and STV news coverage on unconscious bias in the computing industry
19 February 2014	Abertay hosted British Computer Society Women/local branch event
March 2014	Mrs Jennifer Smith: Set-up 3 Prince's Trust awards xl clubs for pupils at risk of underachieving at schools.
19 March 2014	Dr Sheila Cunningham: Café Science talk – Pink for Girls, Blue for Boys. This also led to comments in a Courier feature entitled 'The wonder of playtime':
10-21 March 2014	Dundee Women in Science festival Abertay events: <ul style="list-style-type: none"> • Prof Neva Haites, University of Aberdeen: "A Woman in STEM: never a dull moment" • Sharon Moore, IBM: "What is the millennial virtuous cycle?" • Fiona Logan, CEO, Loch Lomond and the Trossachs National Park "a woman's career in science".
April 2014	Dr Joanna Fraser: Tayside Space School, featured in The Courier.
June 2014	Dr Elena Rusconi & Dr Janet McLean: Research to understand why so many people find it difficult to learn maths featured in The Courier.
22 June 2014	Abertay's Most Civil Engineers run Race for Life (Figure 14)
29 September 2014	Dr Siobhan MacAndrew: Café Science talk on 'Ageing Brains and Ageing Minds'.
September 2014	Abertay University hosts Women's History Scotland Conference.
September 2014	Prof Vera Kempe: Work on whether bilingualism improves cognitive control reported in Daily Mail and Financial Times.
November 2014	Patsy Dello Sterpaio: Manages the Children's University in Dundee, offering children aged 5-14 a 'Passport to Learning. Joint project with University of Dundee and Dundee & Angus College.

Figure 14: Abertay's Most Civil Engineers run Race for Life "to raise awareness for Cancer Research and ... for Women working and studying in Science and Engineering"



AP20: Extend outreach activities by the University and ensure appropriate female representation on University outreach activities...

- i. Maintain, and increase in areas where women are underrepresented, the range of University outreach initiatives (e.g. Café Science etc)
- ii. Explore innovative ways of exploiting social media to engage female academics
- iii. Provide media training to increase media interaction
- iv. Develop a public engagement communications strategy

AP16 ii: Continue to contribute to Aurora through senior female staff offering to participate as 'role models'

Also see AP27 iii: Review the University workload allocation model, and the way it is implemented in practice...both in terms of recognising activity to support/promote women's STEM careers (e.g. ...involvement in AS, public engagement with science) and recognising all significant areas of academic work by STEM academics, particularly those undertaken more often by women (e.g. outreach...)

AP21: Embed gender equality in the curriculum

- i. Undertake systematic analysis of all STEM module descriptors to identify how gender equality features.
- ii. ... hold a follow up workshop with programme leaders ...with a view to identifying good

practice to share and promote, and areas to develop/gaps.

- iii. Consider gender equality and the promotion of women's careers in STEM in relation to both content and inclusive delivery through EIA of all new programmes and programme reviews

Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.
- (i) **Female:male ratio of Heads of School/Faculty/Department** – across the whole institution and in SET departments. Comment on the main concerns and achievements and how the action plan will address them. For example, are women and men appropriately represented at this level? Are there any differences in SET departments?
 - (ii) **Gender balance on the senior management team** at university level. Comment on the numbers of men and women on the SMT and plans to address any disparity.
 - (iii) **Gender balance on influential committees** at university level. Comment on the main areas of concern and plans to address them. For example, are women and men appropriately represented on senior decision-making committees? How do you avoid committee overload where numbers of women are small? How are vacancies filled and women encouraged onto committees, especially where turnover is low? Are the positions advertised?
- b) Describe the policies and activities at the university that show a supportive organisation and culture in university SET departments.
- (i) **Transparent workload models** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.
 - (ii) **Publicity materials**, including the university's website and images used.

a) Management and Governance:

The Executive Group (Exec) comprises:

- Principal & Vice-Chancellor
- Vice-Principal (Academic)
- Vice-Principal (University Services)
- University Secretary.

The gender balance of the Exec is 25% female; 75% male.

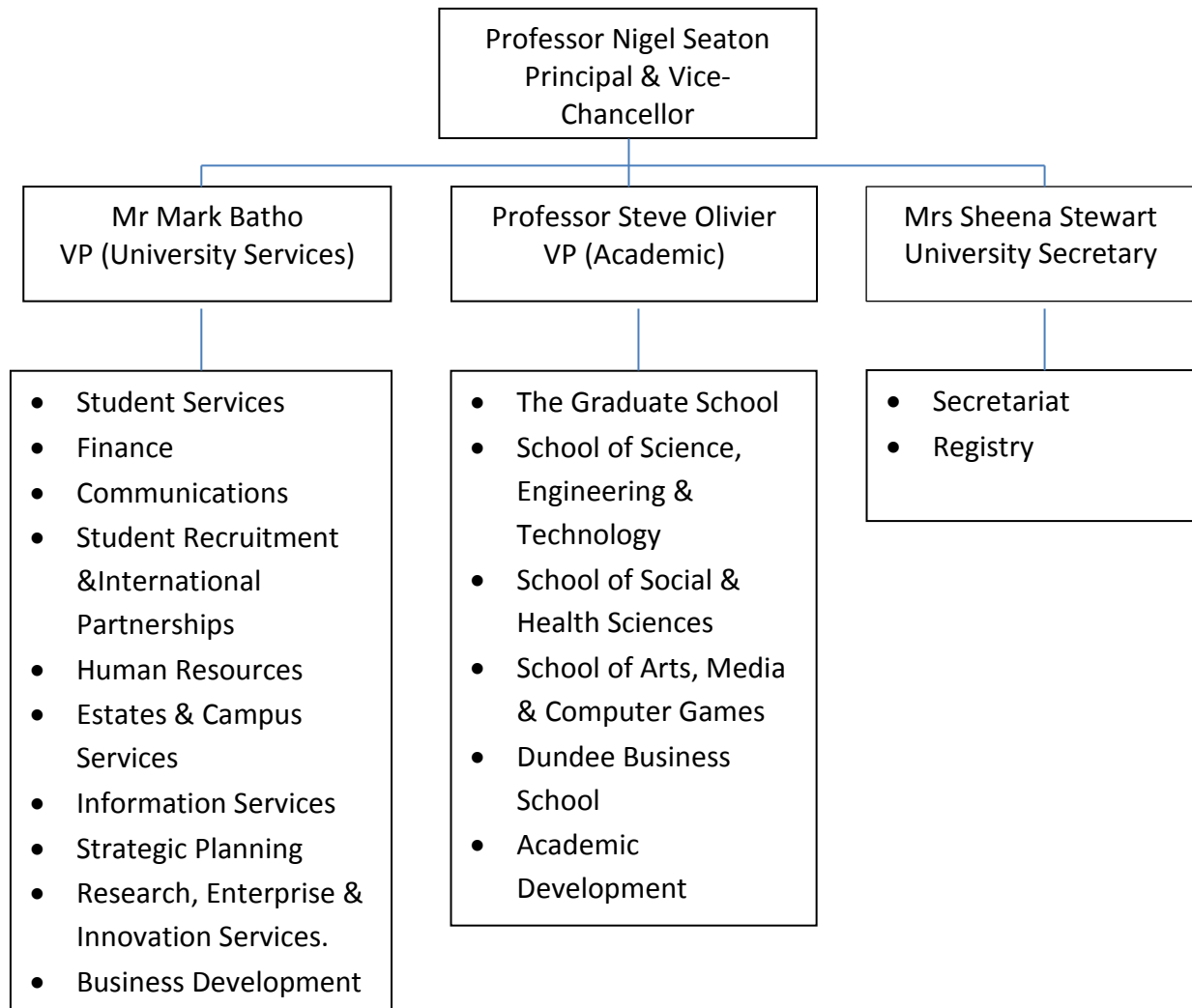
The Senior Management Group comprises the Exec, the five HoS and the Heads of the Support Services. 38% of SMG are women: 40% of HoS (in line with the proportion of female academic staff (Figure 3)), 42% of Heads of Support Service and 25% of the Exec (Table 9).

Across the Schools, in addition to HoSs there are 12 Division Leaders and three Directors of Academic Programmes (DAPs). Three are women (20%). Nine (60%) are in STEM subjects, of which two (22%). The under-representation of women at this level reflects the low proportion at Grade 9, and is a concern.

Table 9: Management

	2011-12		2012-13		2013-14	
<u>Group</u>	Male	Female	Male	Female	Male	Female
Executive Group	3	0	2	1	3	1
SMG	12	6	13	5	13	8
Heads of School	3	2	3	1	3	2
DLs/ DAPs	13	5	13	4	12	3

University Management Structure



University Committee Structure:

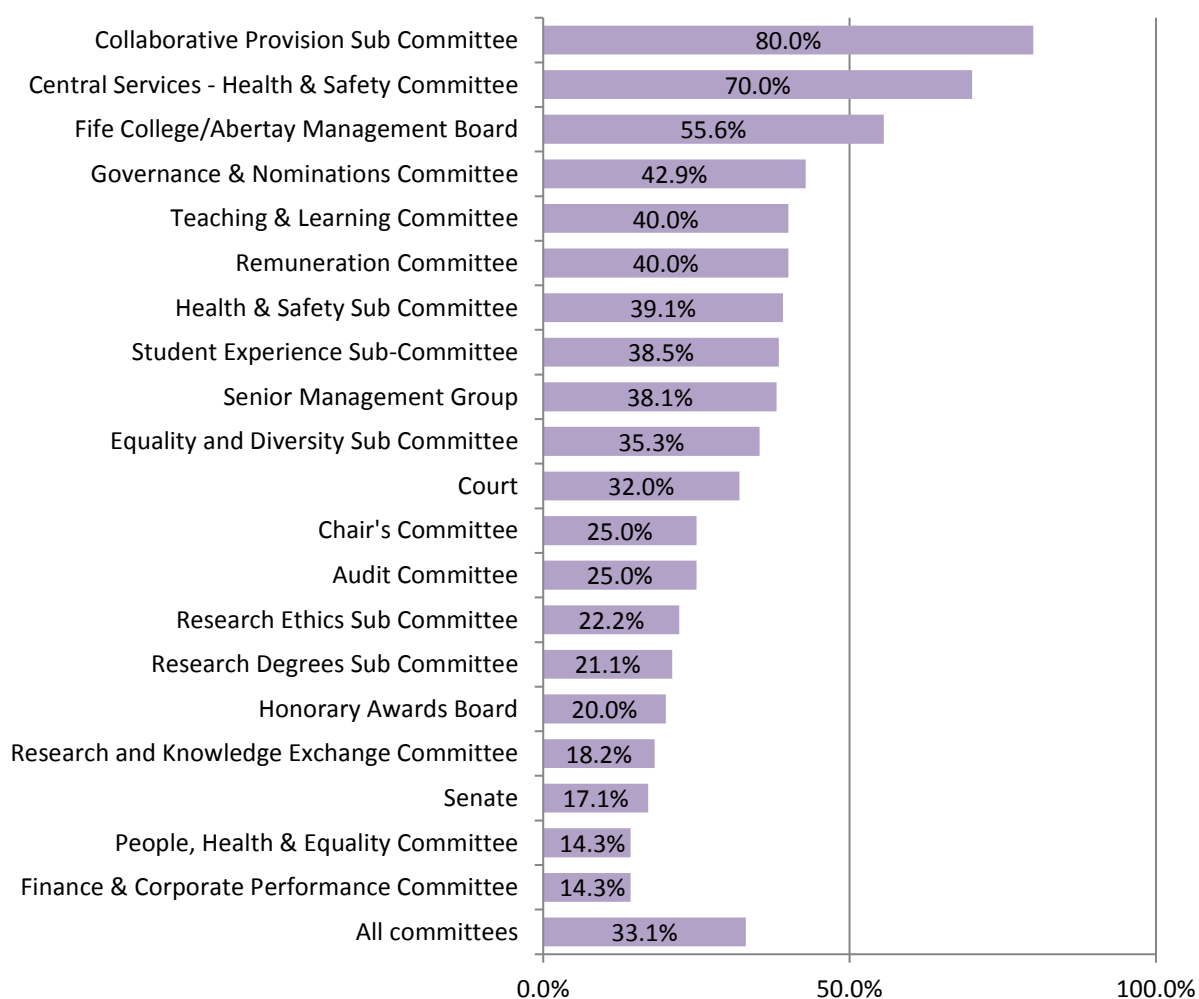
The principal committees of the University are Court and Senate, which are linked to a number of supporting committees and sub-committees. Gender distribution on each committee is shown in Table 10 and Figure 15. Most committees are predominantly men, most notably Court, Senate and RKE Committee.

The University is committed to improving committees' gender balance. Since September 2014, RKE committee has increased the number of women to 5 by expanding membership to include early- and mid-career researchers and PG students to encourage broader input into the development of strategic frameworks to support RKE activity and career development.

Table 10: Number of women and men on each University committee and sub-committees for the last three sessions.

	2013/14			2012/13			2011/12		
Committee	M	F	Total	M	F	Total	M	F	Total
Audit Committee	3	1	4	3	2	5	2	1	3
Central Services - Health & Safety Committee	3	7	10	3	6	9	3	7	10
Chair's Committee	6	2	8	5	1	6	5	0	5
Collaborative Provision Sub Committee	2	8	10	3	7	10	3	7	10
Court	17	8	25	17	8	25	18	6	24
Equality and Diversity Sub Committee	11	6	17	9	6	15	9	5	14
Adam Smith /Fife Abertay Management Board	4	5	9	2	6	8	5	3	8
Finance /Finance & Corporate Performance Committee	6	1	7	7	4	11	8	4	12
Governance/Governance & Nominations Committee	4	3	7	3	2	5	5	0	5
Health and Safety Sub Committee	14	9	23	21	6	27	17	7	27
Honorary Awards Board	4	1	5	5	0	5	5	0	5
Finance, People & General Purposes Committee /People, Health & Equality Committee	6	1	7	10	4	14	9	1	10
Remuneration Committee	3	2	5	4	1	5	4	1	5
Research and Knowledge Exchange Committee	9	2	11	11	3	14	14	2	16
Research Degrees Sub Committee	15	4	19	13	2	15	11	2	13
Research Ethics Sub Committee	7	2	9	8	4	12	6	5	11
Senate	29	6	35	29	3	32	30	3	33
Senior Management Group	13	8	21	11	5	16	16	6	21
Student Experience Sub-Committee	8	5	13	9	4	13	9	4	13
Teaching and Learning Committee	12	8	20	New Committee for 2013/2014 session					
Total	176	89	265	173	74	247	179	64	246

Figure 15: Percentage of women on 2013/2014 university committees & sub-committees.



AP22: Gender balance in committees:

- i. Include a statement encouraging applications from women in recruitment for lay members of Court or other committees where women are under-represented
- ii. Report University committees membership gender data annually to Court and Senate for discussion...

See also **AP1:** Contribute to enhancing gender equality within Abertay and in Europe through participating as a partner institution in the EU funded project: Gender Equality in decision Making ...

b) Organisation and Culture

There is strong support for gender equality from the top of the organisation and throughout. The Principal was recently chosen as a case study in the ECU commissioned report, "The rationale for equality and diversity: How vice-chancellors and principals are leading change," and E&D topics often feature in periodic 'blogs' by the Exec, which are published on the intranet and via Yammer.

The University endeavours to provide a supportive environment for all staff and students. There are Staff Counselling and Occupational Health services and the University holds a Scottish Healthy

Working Lives Silver Award, including a Mental Health Commendation. A periodic assessment gathers staff views on health needs. Women identify difficulties in finding time to exercise, so a programme of lunchtime and after work classes is offered. There are several health promotion events annually, e.g. a recent breast cancer prevention talk.

All staff are required to undertake on-line E&D and stress management training as part of their induction programme. Those responsible for policy development are required to undertake online Equality Impact Assessment (EIA) training, which will be extended more widely in 2015. Managers are required to undertake appropriate recruitment and managers' stress awareness training. It is intended to introduce Unconscious Bias to the e-learning portfolio during 2015 and evaluate/monitor impact.

Abertay endeavours to use women as visible role models, e.g. in staff inductions, as speakers at conferences, at recruitment events and in public engagement and knowledge exchange (see Table 8). This was positively acknowledged in AS survey responses (Table 3).

Feedback from the survey (Table 3) and workshop suggest that it is not always made clear that unsupportive language and behaviour are unacceptable, and a quarter of women have felt uncomfortable because of their gender. Sub-conscious biases are also a concern. Actions have been identified to address this at all levels.

AP23: Develop E&D governance and management in the University...

- i. Review the remit and constitution of the University's E&D Sub-Committee and Task Groups ... ensuring that AS and gender equality are embedded in the structures and processes
- ii. Review EIA practices and develop new policy/ guidance, incorporating guidance on gender equality and promoting women's academic careers
- iii. Revise University practice and statutes to enable PT staff to participate in elections rather than just full-time staff. Amendment of statute is via the Scottish Government and Privy Council

AP24: Improve understanding of bias, and E&D

- i. Create HR Learning & Development webpages to improve ease of access to training and development opportunities for staff, including a range of on-line courses
- ii. Re-publicise on-line E&D courses and ask all staff to re-take the course to refresh and update knowledge of E&D
- iii. Monitor completion of E&D training, and provide reports to Heads of School and Service on uptake and gaps, to identify E&D development needs for staff, particularly those with line management and student-facing roles in STEM
- iv. Develop unconscious bias training and development provision; prioritise training for those managing/supporting/teaching STEM students and staff

AP25: Launch training and events for academic leaders including

- Hold a seminar for senior and mid-level academic managers by a prominent external proponent of gender equality
- Training for all governors and managers in EIA
- Use the survey/workshop responses to raise awareness: use survey statistics and selective quotes in briefing, training courses and publicity materials.

AP26: Ensure a supportive culture:

- i. Identify, train and maintain a network of Harassment Advisers...
- ii. Increase prominence of University's Bullying & Harassment and 'Whistleblowing' policies and procedures and communicate contact points....

Transparent workload models:

A workload allocation model is used in all schools, which aims to ensure equity, opportunity and transparency. Managers hold one-to-one discussions with all academic staff regarding actual and agreed workload hours for all activities, e.g. teaching, research, committees, union activities. Personal circumstances and development aspirations are taken into account when workloads are allocated.

Feedback from the AS survey and workshop and from SMG has identified the following areas for improvement: ensuring full transparency of workload allocation to all academic staff; a more proactive approach to development from management; analysis of workload allocation by gender to identify and raise awareness of patterns/bias; training middle-managers to ensure parity of approach; deeper consideration of personal circumstances (e.g. return from maternity); and facilitating more opportunities for sabbaticals for female academics.

AP27: Recognise important roles/work in workload model

- i. Analyse academic work allocation/distribution by gender using current workload model data... and identify action to address any gender equality issues
- ii. Improve transparency of workload distribution through publication of workload model information in all schools
- iii. Review the University workload allocation model, and the way it is implemented in practice, from the perspective of supporting women's academic careers in STEM...

See also **AP17i, AP24iv, AP25, AP32ii**

Publicity materials:

In its marketing and promotional materials, both printed and digital, Abertay wherever possible uses imagery that demonstrates a supportive and inclusive culture in terms of gender representation. For example, the main image headlining the 'Courses available' page features only female science students, while the headline images on those pages describing our main STEM Schools feature a majority of female students in both laboratory and social settings. Abertay applies a similar editorial policy in its video production: for example, half the students featured in a video about the SSET poster produced earlier this year were women. Abertay has also produced and promoted videos about its female ethical hacking students, as well as a series about its first female Forensic Artist in Residence.

AP28: Further develop communication on AS and gender equality

- i. Refine AS communication plan annually to address how Abertay's AS work and women in STEM more generally feature in internal and external communications...
- ii. Develop and publicise AS web pages... to promote the AS Charter and Abertay's AS plans and progress, and to provide information and guidance on promoting gender equality and reducing discrimination/bias...
- iii. Identify good practice examples and publish on web page and via Yammer/intranet

Flexibility and managing career breaks

- a) Describe the policies and activities at the university that support flexibility and managing career breaks in SET departments.
 - (i) **Flexible working** – describe how eligibility for flexible and part-time working is advertised to staff and the overall uptake across the university. What training is provided for managers? How is the policy monitored and how successful it has been?
 - (ii) **Parental leave** (including maternity, paternity, and adoption leave) – how many women have returned full-time and part-time? How is teaching and research covered during parental leave? What support is given after returning from parental leave or a career break? What funding is provided to departments to support returning staff?
 - (iii) **Childcare** – describe the university's provision to support childcare and how it is communicated to staff. What is the take up? How will any shortfalls in provision be addressed?
 - (iv) **Work-life balance** – describe the measures taken by the university to ensure that meetings and other events are held during core hours and to discourage a long hours culture.

Flexible Working:

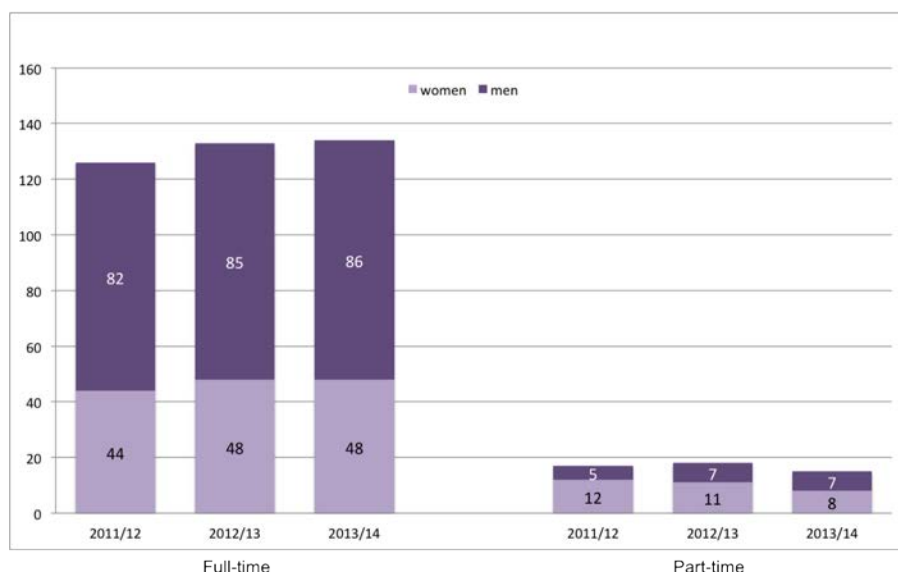
The University has a flexible working policy, through which all staff can apply for flexible working, including PT working. It is visible to existing employees and potential job applicants through the HR website.

A range of flexible working arrangements are in place for academic staff, such as PT contracts, flexible working times, and partial working from home. Applications for flexible working have not been monitored systematically to date, other than in relation to requests to work PT. In the past three years one academic (a STEM woman) requested a change to PT hours, which was granted. Our AS survey indicated that managers were viewed as being supportive of flexible working patterns (Table 3)

The 86% of STEM female academic staff who are employed on a full-time basis constitute a higher percentage than the national average of 66% (Figure 16). A higher proportion of women than men work PT and statistical analyses indicate that the gender imbalance is significant for 2011/12 ($\chi^2 = 8.0$, $p < .01$), marginally significant for 2012/13 ($\chi^2 = 4.2$, $p = .05$), and not significant for 2013/14. Thus, the trend for disproportionately more women in PT STEM positions may be diminishing.

It is not known why the University has a lower than average proportion of PT staff. It may reflect the supportive approach to other forms of flexible working reported in the AS survey. However, the survey also indicated that significantly more women than men felt that PT staff are not offered the same career development opportunities as those that work full-time (Table 3), which may be a barrier. Action has been identified to investigate this further.

Figure 16: Gender distribution for full-time and part-time STEM academic staff (actual numbers on graph).



AP29: Investigate why the proportion of academic staff working PT is low relative to other HEIs and identify any barriers/perceived barriers to PT working for academic staff.

AP30: Raise awareness of flexible/family-friendly policies

- i. Improve and publicise our HR webpages to better signpost staff/potential staff to policies and benefits, such as flexible working, maternity benefits and support, childcare vouchers, breast-feeding/expressing room.
- ii. Incorporate information about these provisions into recruitment 'candidate briefs' and communications to new/expectant parents

AP31: Introduce systematic monitoring of both formal and informal flexible working requests and changes in working hours by gender and staff group... and identify any action required.

Parental Leave:

The University has maternity, adoption, paternity and parental leave policies which are published openly on our HR website and provide for pay above the statutory requirements. Three academic staff (one STEM) took maternity leave across the three academic sessions; all have returned full-time.

During periods of leave, HoSs arrange reallocation of duties to staff employed on a temporary basis and/or existing staff as appropriate. PGR students can request temporary suspension of studies during such periods. Staff returning from leave are supported informally and according to need by their DL, HoS and colleagues. Action has been identified to develop guidance and improve support before, during and after maternity leave.

AP32: Supporting maternity returners

- i. Develop management guidance on supporting academic staff before, during and after maternity/adoption/parental leave, with a view to minimising the impact on their careers
- ii. Include the needs of maternity/adoption/parental leave returners in the Sabbatical Leave Policy and the review of mentoring provision

- iii. Explore the potential for creating a fund to support maternity/adoption/parental leave returners. Look at enabling fast-track back into the academic role.

Childcare:

The University has a tax-efficient Childcare Vouchers scheme available for all staff. There is a room set aside specifically for breast-feeding/expressing, including a fridge (but no sink).

In April 2014, it was agreed, for the first time, that staff could participate in 'Take your sons and daughters to work day'. A few local schools were participating, and one parent organised a successful day for two children in the University.

There is no nursery or out of school provision, which was highlighted as an issue by the AS Workshop. The possibility of in-house nursery provision was investigated a number of years ago, and there was insufficient demand to justify it. The University also negotiated preferential rates for staff and students with a local nursery, but this lapsed when there was no uptake. Our action plan includes a commitment to revisit this.

AP33: Supporting staff with caring responsibilities

- i. As part of reviewing car parking facilities, carry out EIA and, in particular, consider taking caring responsibilities involving fetching and carrying into consideration in the allocation of parking spaces
- ii. Assess usage of the room made available for nursing mothers and identify any improvements needed to the facilities
- iii. Revisit childcare/out of school facilities following next survey
- iv. Encourage further participation in 'Take your son or daughter to work day'

Work-life balance:

Formal University meetings are not normally held outside of 9am-5pm. The University has a flexi-time scheme for support staff which defines core hours as 10-12 and 2-4pm. However, this does not apply to academic staff, and there is no formal policy on the timing of meetings and events. This has been identified as an action.

The University has committed Wednesday afternoons as teaching-free, to allow for focussed professional development activity to take place.

The workshop highlighted a wish for parking facilities for those with caring responsibilities, such as taking children to and from school or care, which is included as an action.

The new Academic Promotion application includes a section on individual circumstances, where applicants can include any periods of PT working, significant periods of leave (e.g. maternity) and any other circumstances (e.g. caring responsibilities). These are then taken into account in relation to the range and volume of work and 'outputs' when considering applications.

AP34: Develop University policy/guidance on the timing of meetings and events, to ensure inclusivity for part-time/flexible workers.

Also see **AP33i**

Word count: 4290

5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

“Abertay’s process for self-assessment and developing our Action Plan has been a highly energetic, communicative and empowering one, involving all senior managers and a wide range of staff. There have been extensive communications and many opportunities for input. It has generated a high level of interest, and enthusiasm for continuing change and improvement in the opportunities for and career development of women in academia. The timing has been perfect for us - we have already started on our fast-paced journey of institutional transformation, influenced and guided by the Athena SWAN principles”

Nia White, Head of Graduate School, SAT Chair

Table 11 Timeline of main events and activities in the self-assessment process.

Date	Action
August 2013	Abertay joined AS Charter; designated an AS Coordinator.
Aug-Sept 2013	AS coordinator visited three Scottish universities to discuss their self-assessment experiences.
November 2013	Exec discussed AS; SAT Chair and membership identified.
14/12/2013	SAT formally established. AS introduced.
23/1/2014	SAT meeting: discussed team membership, roles, project plan and budget. Set a launch plan. Discussed with ALG and SMG.
20/2/2014	SAT meeting: established a communication plan and discussed the staff survey process.
5/3/2014	SAT meeting: discussed communication; early analysis of existing data sets.
10/3/2014	Launch of Abertay AS to the University community during Dundee Women in Science Festival
13/3/2014	Principal’s blog on AS and ‘Women in Science’ events.
20/3/2014	SAT meeting: update on Scottish Network meeting and Women in Science Festival; agreed on-line AS survey questions; analysis of existing data sets.
10/4/2014	SAT meeting: implementation planning for AS survey.
23/4/2014	SAT meeting: AS survey finalised and launch date set. Agreed responsibilities for preparation of the draft application.
22/5/2014	SAT meeting: roles for analysis of the AS survey data established with timeline. Planned follow-up workshop for 11 June. Agreed external (neutral) facilitator. Invitations issued for staff participation.
5/6/2014	SAT meeting: AS Workshop planning
11/6/2014	AS Workshop: further explored issues raised by AS survey around the ‘Academic All-Rounder’, Mentoring and Implicit Bias.
12/6/2014	SAT meeting: discussed outputs from Workshop and progress with the application form. Discussion of available data sets.

8/7/2014	SAT meeting: agreed to hold an action plan workshop for SAT. Discussed work in progress on the application form.
27/8/2014	Half-day SAT 'workshop' to develop the Action Plan. Subsequently held several informal meetings to collaborate on developing the Action Plan.
22/9/2014	SAT meeting: discussed draft application and agreed schedule for all SAT members to contribute to the document.
29/9/2014	SMG workshop on AS Action Plan
30/9/2014	SSET – meeting with HoS to discuss departmental AS self-assessment process
13/10/2014	SAT meeting to discuss feedback from SMG Workshop.
3/11/2014	SSHS - meeting with HoS to discuss departmental AS self-assessment process
5/11/2014	SAT members attended (and chaired) AS Scottish Network meeting in University of Edinburgh.
10/11/2014	SMG discussed final draft Action Plan.
10/11/2014	SAT meeting: discussed Action Plan, documentation and timescales for submission.
20/11/2014	SAT meeting: discussed final draft application and Action Plan.
26/11/2014	VP(Academic)'s blog on AS application.
27/11/2014	Exec approval of AS application and action plan.

Word count: 497

Total word count: 7357 (of 7500)

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. Also include in the Plan how the university will encourage SET departments to apply for awards.

The Plan should cover current initiatives and the university's aspirations **for the next three years**.

Abertay University Athena SWAN Action Plan

Abbreviations: see the Glossary on p1 of the application form, and the list of SAT members on p4

SAT: Accountable SAT member

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
Promoting and progressing the Athena SWAN principles and process, internally and externally							
1	Contribute to advancing gender equality locally and in Europe through an EU-funded project on Gender Equality in decision Making (GEM).	EU PROGRESS Grant awarded to University of Limerick and Abertay signed up as partner institution in April 2014; Project kick-off meeting with other partners (Dell, Cranfield University and IBEC October 2014; project plan and meeting schedule agreed.	Contribute to enhancing gender equality within Abertay and in Europe through participating as a partner institution in the EU funded project: Gender Equality in decision Making (led by the University of Limerick). Actions for Abertay include: <ul style="list-style-type: none"> i. Contributing to the design/development of a Best Practice Guide to Accelerate Progress in Key Decision-Making Processes; ii. Piloting revised processes in Abertay, with a view to mainstreaming changes in 2017; iii. Exploring adoption of a training programme for students (to be 	Project commences October 2014 <ul style="list-style-type: none"> i. Guide complete by October 2016. ii. Pilot by July 2016; implement by December 2017. 	Director of HR & OD	EF	<ul style="list-style-type: none"> • Project completed to the satisfaction of the funders; • improved gender balance in key decision-making committees following implementation of the guide in Abertay; • training implemented in Abertay, with positive feedback; • awareness of the guide and training programmes among Abertay contacts.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			<p>developed by partner institution Cranfield School of Management) in Abertay;</p> <p>iv. implementing in Abertay the leadership and management training programme developed by the project;</p> <p>v. Adopting the voluntary code of best practice developed by the project;</p> <p>vi. Contributing to dissemination of the research findings and tools through a Conference and other routes.</p>	<p>iii. Decide on implementation by June 2017.</p> <p>iv. Implement by October 2017.</p> <p>v. Sign up to code by October 2016.</p> <p>vi. During 2016/17.</p>			

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
2	Continuing progress with AS aims across the University.	Monitoring and highly reflective self-assessment process by SAT during 2014; actions and responsibilities identified .	<p>Review the remit, membership and arrangements for the SAT, specifically to:</p> <ul style="list-style-type: none"> i. Oversee and ensure progress with the action plan; ii. Monitor data and progress, and identify any further action; iii. Ensure involvement and awareness by all relevant parts of the University community – including increasing the proportion of men involved; iv. Ensure articulation between University-level self-assessment and action and departmental SATs and other E&D related activity. 	New remit and arrangements in place by Jan 2015.	VP Academic/ Exec	NW	Established revised SAT with active links with other SATs and E&D groups; systematic review demonstrates implementation of action plan and delivery of targets.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
3	Assessing impact	2013 Staff Engagement Survey analysed on gender/ STEM; Abertay AS Survey completed May 2014 and results analysed	Repeat AS survey in 2016 and analyse 2015 Staff Engagement Survey to review impact of changes initiated as a result of the current action list and to identify further actions to improve practices before renewal/ further applications submitted.	Analyse 2015 Staff Engagement survey by gender/STEM by November 2015. Review AS survey questionnaire by April 2016 and re-run in Summer 2016	SAT	VK	Survey results analysed and impact assessed.
4	Mainstream AS principles	AS included in Outcome Agreement with SFC; E&D features in University Strategy and school plans	<ul style="list-style-type: none"> i. Include achievement of an AS Silver award by 2018 as an aim in the Strategic Plan 2015-20; ii. Ensure school annual operational plans include a mandatory item on action on gender equality; iii. Schools will review equality data annually and identify action in their operational plans to address issues. 	<ul style="list-style-type: none"> i. Included in approved plan by January 2015; ii. Annually from February 2015; iii. Annually from August 	<ul style="list-style-type: none"> i. Exec/ Court ii. HoSs/ Director of Planning iii. Academic Leadership Group (ALG), SRO 	<ul style="list-style-type: none"> i. NW ii/iii. LN 	<p>University Silver target in Strategic Plan, and achieved by 2018</p> <p>Gender equality activities and action plans reported by Schools annually.</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
				2015.			
5	Court and senior management engaged with AS	During 2014: periodic reports to Court and key academic committees, standing item on People, Health & Equality Comm of Court; workshop with SMG	Continue to provide the Exec, Court, Senate and relevant committees and groups, including SMG with at least annual updates on the University's AS activities and progress against the action plan.	Scheduled agenda item on Senate, Court, SMG and other key committees in November/December annually.	SAT Project Co-ordinator/ SAT Chair as appropriate, and Secretariat	DN	Annual AS reports produced.
6	Extend School-level engagement with AS aims	Heads of SSET and SSHS committed to going for AS awards. SSET SAT member & Head of SSHS attended Equate AS workshop Nov 2014	Establish AS self-assessment processes in SSET and SSHS with a view to developing School AS Action Plans and applying for departmental AS awards.	SSET and SSHS departmental AS award application submitted by April 2016.	Heads of schools of SSET and SSHS	RW- SSET RI- SSHS	AS Bronze Awards obtained by SSET and SSHS by October 2016.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
Monitoring staff and student populations and addressing issues							
7	Understand and address the fall in the proportion of women from UG to PG	Production of initial data	Undertake in-depth analysis of PG applications and admissions by subject area, domicile, PG research/taught, to identify priority areas for action to improve gender balance.	Complete & produce recommendations for action by August 2015	Registrar, Head of Student Recruitment, Head of GS	NW	SMART action identified to improve the gender balance of PG students
8	Monitor staff indicators for women in STEM and identify areas for action	Production of data and analysis by SAT; identification of key issues and data gaps and actions to address both	<p>Produce and publish annual analysis of all data included in the AS University application and additional data identified for Abertay. Review the data and trends to identify the impact of action to date and any new issues. Report to the Exec and People, Health & Equality Comm and agree any new/revised actions as appropriate.</p> <p>In particular develop/monitor:</p> <ul style="list-style-type: none"> - recruitment data, including application, shortlist and appointment data - promotion applications & success rates - PG student recruitment data, 	September/October annually	HR/SAT	VK	Reports provided and discussed at SAT; actions agreed by Exec and action plan updated; data published.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			including application and admissions <ul style="list-style-type: none"> - Research output by gender and grade/role - exit survey data - to enable gender & STEM analysis. 				
9	Over-representation of women at lower grades	Issue identified through data analysis	i. Investigate why female academics are disproportionately over-represented in the lower pay grades, and less well represented in REF (noting that these may be related) – and identify recommendations for action to redress the balance; ii. In addition, a lead researcher will seek funding from appropriate sources to explore this as an	i. Complete initial investigation by July 2015; ii. Develop a research proposal by July 2015, with deliverables by July 2017 (if research funding successful).	SAT initially, with SSHS/DBSacademic staff.	RI	Research delivered and action identified to improve the position.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
			academic research project. [Also note Action Point 12 (ii) on Promotions]				
10	Lower proportion of eligible female staff was submitted to REF 2014 than eligible male staff.	EIA for Code of Practice on E&D in the Preparation of Submissions for the Research Excellence Framework, which indicated that a lower proportion of REF-eligible female staff was submitted than of REF-eligible male staff.	<ul style="list-style-type: none"> i. Produce and publicise case studies of successful female researchers in Abertay. ii. Monitor women's participation in activities to support researcher development - for example workshops with funders - and identify any action required as a result. iii. Monitor use by female staff of the Open Access Publication fund and identify any action required as a result. iv. Ensure events/courses to promote researcher development take account of policy/guidance on timing of events and meetings. v. Carry out Equality Impact Assessment (EIA) as part of 	<ul style="list-style-type: none"> i. March 2015 ii. By August 2015 then annually thereafter iii. By August 2015 then annually thereafter 	Head of REIS	RW	<p>Mock REF indicates an increase in the proportion of eligible female staff likely to be submitted to REF, and identifies action to remedy any issues.</p> <p>Higher proportion of eligible staff female submitted for any future REF assessment.</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
			Abertay's "mock REF" in December 2016.	iv. By August 2015 then annually thereafter v. January 2017			
Supporting and advancing women's careers at key transition points							
11	Academic recruitment policy and practice	New recruitment policy implemented in summer 2014, including strict shortlisting by criteria and competency-based interviewing.	v. Evaluate the implementation of the new recruitment policy and implement action to address issues identified. vi. Provide mandatory training in the new recruitment practices to all those involved in interview panels to ensure that they apply the policy effectively and understand the underlying purpose, i.e. to ensure consistent,	i. New policy evaluated and action identified by December 2014. ii. Roll out from Dec 2014, then at least 2 workshops p.a.	i. HR with Principal & VP Academic ii. HR with VP	i-iii. EF iv. VK	Revisions to recruitment process made by May 2015. Positive feedback on training workshops. Positive action taken to increase the % of suitable female applicants, where underrepresented. Increase in the % of female applicants for

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
			<p>high quality recruitment decisions and reduce bias.</p> <p>vii. Adapt Recruitment Policy to require the gender balance of applications for academic posts to be reviewed and require significant imbalances to be explained/rectified prior to proceeding.</p> <p>viii. Gather and review data on recruitment by gender, including applications, shortlists and appointments. Monitor at what stage(s) women are under-represented to prioritise areas for action and identify the impact of action.</p> <p>[Also see Action Point 14 on unconscious bias]</p>	<p>including input from VP Academic</p> <p>iii. By May 2016</p> <p>iv. Annually</p>	<p>Academic</p> <p>iii. HR/ALG</p> <p>iv. HR/SAT</p>		STEM academic posts over 3 years to 31 July 2017.
12	Promotion opportunities and understanding of promotion processes	New promotions policy and academic role profiles/ criteria	i. Evaluate the impact of the new Academic Promotions Policy on female STEM academics and	i. Evaluate success rates by gender; obtain feedback from	i. HR with HoSs, DLs, TUs, SAT	EF	Across the 3 years from August 2014, female STEM staff promotions reflect or exceed the % of women in the grade

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
		for promotion to grades 8 (Lecturer) to 10 (Professor) implemented Summer 2014 and to be annual. Possibility of regrading to grade 6 (Teaching Fellow) or grade 7 (Lecturer) through Grading Procedure.	<p>review the policy and process and implement action to address any issues identified.</p> <p>ii. Review roles and grading of all academic staff on grades 5 and 6 (Teaching and Research Fellows) to ensure fair and consistent grading and to better understand the nature of academic roles and career development opportunities at this level;</p> <p>iii. Review policy and practice on regrading/promotion to grade 6 (Teaching/Research Fellow) and 7 (Lecturer) to ensure clarity of policy for academic staff and managers and fair and consistent grading;</p> <p>iv. Provide training and guidance for all academic managers in the promotion/regrading policies for academic staff, including gender equality awareness, to enhance their ability to provide guidance and support to academic staff;</p> <p>v. Develop and publicise guidance for academic staff on promotion/regrading policies and</p>	<p>staff, managers & unions on 1st 'round' of the new policy; & implement revisions by April 2015;</p> <p>ii. Review roles/grading by December 2016;</p> <p>Review by April 2016</p> <p>iii. By April 2015 (start of next promotions round);</p>	<p>ii. HR/DLs</p> <p>iii. HR with ALG</p> <p>iv. HR/VP Academic</p> <p>v. HR/ALG</p> <p>vi. HR/HoSs</p>		<p>below.</p> <p>5% increase in the proportion of female SLs and Professors by August 2017;</p> <p>STEM academic women report improved understanding of /satisfaction with promotion policy in employee engagement survey (2015) and AS survey (2016);</p> <p>STEM academic women report improved satisfaction with career development support/guidance from managers in the surveys above.</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
			<p>processes, to improve understanding and encourage career development;</p> <p>vi. Develop and implement 'understanding promotion' sessions for academic staff, paying particular attention to barriers to women applying for promotion.</p>	<p>iv. By April 2015;</p> <p>v. By April 2016.</p>			
13	Carry out review of the PGCert	Review of PGCert has been completed in 2014 and issues around inclusiveness in learning and teaching has been addressed.	<p>i. Review the University's PGCert and revise to ensure that gender equality is strengthened within its curriculum;</p> <p>ii. Review the two day Introduction to HE workshop delivered in partnership with the Graduate School to ensure that issues around gender equality are included in the programme.</p>	<p>i. Programme Lead for PGCert to complete review by end June 2015 for delivery in Sept 2015 onwards</p> <p>ii. Completed September 2015 for immediate implementation.</p>	<p>TLE</p> <p>TLE and Graduate School</p>	LN	PGCert and Introduction to HE workshop have been amended to strengthen/include gender equality content.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
14	Effective induction for academic staff	Induction/ probation includes PGCert, allocation of mentor, range of training, including on-line E&D course	Review induction and probation arrangements and provision for new academic staff to establish a good grounding for academic career development, to include: <ul style="list-style-type: none"> - Mentoring support - E&D and unconscious bias training - Understanding of promotion and Pathways processes - Awareness of range of development available in-house and externally 	By August 2017	HR/TLE/HoSs	NC	New arrangements implemented by September 2017 Improved employee engagement/AS survey ratings on questions on learning & development and understanding of promotion processes
Supporting women's career development							
15	Effective performance and career development support through 'Pathways'	'Pathways' performance/de velopment review system in place since 2009, involving annual and mid-year reviews. Undertaken for	iii. Review the performance management/appraisal scheme (Pathways) to:	i. Review of Pathways by July 2016.	HR with SMG, TUs & staff	EF	Completion of the review of Pathways. Training rolled out to all reviewers and updated guidance published. Reviews under new scheme completed for

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
		85% of staff in 2013.	<ul style="list-style-type: none"> • Include longer-term career planning/development discussion for academic and research staff • Strengthen discussion of development needs and opportunities • Enable development needs analysis for women in STEM • Enable monitoring of the nature/quality of Pathways objectives and development discussions for women in STEM relative to others. <p>iv. Implement the revised scheme with</p>	<p>ii. Implementation, with training, by December 2016.</p> <p>Monitoring, annually from no later than December 2017.</p>			<p>over 90% of staff.</p> <p>Increase in Employee Engagement and AS survey ratings in relation to career development and line management support.</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
			<ul style="list-style-type: none"> - Training and development for academic managers on providing career development guidance and on gender equality and diversity, to improve the quality of development discussions in Pathways meetings and gender equality awareness in relation to performance and development review - systematic annual monitoring. 				
16	Developing STEM academic women	Range of teaching, research and leadership development opportunities provided for staff & PG students.	<ul style="list-style-type: none"> i. Offer places on the Aurora programme, or equivalent, to STEM academics, as part of a range of approaches to learning and development by 	Decide on participation in next cohort by July 2015	Exec/SMG/HR	RF	<p>Clear rationale for involvement in Aurora or alternative approach.</p> <p>Contribution of senior Abertay women in 2015, 2016 and 2017 Aurora programmes</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
		External opportunities publicised, including women-only courses. Head of GS role model in Aurora 2014.	the University.; ii. Continue to contribute to Aurora through senior female staff offering to participate as 'role models'.				
17	Enhance sabbatical opportunities	Existing Sabbatical Policy, but is used infrequently and practice is not consistent across the University	iv. Develop a revised Sabbatical Policy with a particular eye to enhancing research and career development opportunities for women and staff from minority/disadvantaged groups; v. Develop management guidelines on the implementation of the policy to ensure consistent application, which supports academic career development and achievement of University goals, and aligns with the	i. By June 2015 ii. By September 2015	i. VP Academic/ RKE Comm with HR ii-iii ALG/ DLs/ HR	LN	Sabbatical leave agreed under new policy by April 2016. Over first 3 years of operation, positive action will be demonstrated by the proportion of sabbaticals taken by women exceeding the proportion of women in the academic staff population.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			<p>planning cycle; and ensure all academic managers are trained;</p> <p>vi. Establish systematic monitoring of sabbatical applications and granting by gender, school and career stage.</p>	iii. By September 2015			
18	Improve mentoring opportunities	Mentors allocated for new lecturers and some ad hoc mentoring	<p>Substantially develop and systematise mentoring opportunities, training and support for academic staff, with a strong focus on supporting women's academic careers. Specifically:</p> <p>i. Implement new mentoring scheme for academic staff undertaking Abertay's PGCert and/or participating in Abertay's pilot academic CPD scheme to achieve HEA levels (HEA CPD) (seeking HEA accreditation during 2014/15);</p> <p>ii. PGCert and HEA CPD mentors recruited, and mentors and mentees to complete 2 half</p>	<p>i. Implemented on pilot basis October 2014 - June 2015.</p> <p>ii. By October 2014.</p> <p>iii. Implement trial covering at least 6</p>	<p>i. TLE/ HR</p> <p>ii. TLE/HR</p> <p>iii. Grad School/TLE/HR</p> <p>ALG</p> <p>iv. TLE/ Grad School/HR/ALG</p>	NW	<p>i-vActions implemented as specified</p> <p>i/iii Positive feedback from a substantial majority of mentees and mentors re value of mentoring for women in STEM.</p> <p>i-iii,v. Establish clear programme for mentoring which can be replicated in other areas, e.g. research, support staff and associated plans for continuing and extending mentoring for female staff and PGR</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
			<p>days of training workshops designed to ensure both parties understand the scope of the role;</p> <p>iii. Develop and implement mentoring arrangements on a trial basis for research/research-active staff and PGR students building on the PGCert/HEA CPD model, focusing on research skills/career development;</p> <p>iv. Explore the possibility of identifying a small number of academic mentors specifically to help mentor around women's careers in relation to career breaks for maternity and caring responsibilities;</p> <p>v. Evaluate and undertake EIA on new mentoring arrangements and identify plans, including resourcing, to extend mentoring to other groups with a view to particularly focusing on priority areas identified by AS and the Race Equality Charter Mark</p>	<p>staff and 2 PGR students by January 2016.</p> <p>iv. Decide by June 2015 and action (as appropriate) by Dec 2015.</p> <p>v. By Sept 2015.</p>			students in STEM.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
			SATs.				
19	Improving networking opportunities for women	Informal networking events have been established within SSET	<p>Extend the 'STEM Women's Networking Event' concept to include more participants across STEM-related subjects and within the Graduate School, and run informal networking events for women across the University to enable researchers at different career stages to share their experiences, guidance and advice with others outside the reporting relationship.</p> <p>i. Establish a group to lead and co-ordinate arrangements for networking events;</p> <p>ii. Arrange a networking event for Abertay female academic staff in</p>	<p>i. By March 2015.</p> <p>ii. Networking lunch to be arranged during March 2015.</p> <p>iii. To be agreed by September 2015.</p>	Head of Graduate School/ Academic Leads	RW	<p>3 networking events scheduled and appropriately publicised</p> <p>Increased participation for the networking lunch</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			<p>Spring 2015;</p> <p>iii. Agree a timetable of 3 events for the academic year 2015/2016.</p>				
20	Public engagement	<p>Established activities carried out by Outreach team within the University.</p> <p>University Outreach Co-ordinator positions in place since September 2012</p>	<p>Extend outreach activities by the University and ensure appropriate female representation on University outreach activities.</p> <p>i. Maintain, and increase in areas where women are underrepresented, the range of University outreach initiatives (e.g. Café Science etc);</p> <p>ii. Explore innovative ways of exploiting social media to engage female academics;</p> <p>iii. Provide media training to increase media interaction;</p> <p>iv. Develop a public engagement</p>	<p>i. By February 2016.</p> <p>ii. Develop AS social media plan by March 2015.</p> <p>iii. By February 2016.</p> <p>iv. By March 2015.</p>	<p>Heads of SSET/SSHS/SA MSG and/or names individual academic lead (s).</p> <p>Outreach team</p>	<p>KC - external relations</p> <p>NW-outreach</p>	<p>Increased number of outreach activities undertaken.</p> <p>AS social media plan agreed and in place.</p> <p>Media training provided for academic staff.</p> <p>Public engagement communications strategy agreed and in place.</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			communications strategy.				
21	Embed gender equality in the curriculum	Gender features in a number of courses and research areas	<ul style="list-style-type: none"> i. Undertake systematic analysis of all STEM module descriptors to identify how gender equality features; ii. Following the desk based analysis, hold a follow up workshop with programme leaders to clarify how gender equality features in the STEM curriculum/content of STEM programmes with a view to identifying good practice to share and promote, and areas to develop/gaps; iii. Consider gender equality and the promotion of women's careers in STEM in relation to both content and inclusive delivery through EIA of all new programmes and 	<ul style="list-style-type: none"> i. Analysis of all STEM programmes and report with recommendations completed by April 2015; ii. Workshop held by June 2016; iii. Include in all EIAs 	<p>TLE & DLs/ DAPs</p> <p>TLE to facilitate, with DLs, DAPs & Programme Leaders</p> <p>TLE to facilitate, with DLs, DAPs & Programme Leaders</p>	RI	<p>Mapping of gender equality featured in STEM programmes produced which identifies good practice and gaps and addresses any issues.</p> <p>EIA</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
			<p>programme reviews.</p> <p>[See also action 10 on training on EIA]</p>	from 2016/17 and ongoing.			
Developing the organisation and culture							
22	Gender balance in committees	Gender data produced; statement encouraging applications from women for Court vacancies in October 2014	<p>i. Include a statement encouraging applications from women in recruitment for lay members of Court or other committees where women are under-represented;</p> <p>ii. Report University committees' membership gender data annually to Court and Senate for discussion to determine whether there are any barriers to female representation and identify action to improve gender balance.</p>	<p>i. Ongoing from October 2014.</p> <p>ii. Annually in November/December.</p>	<p>University Secretary</p> <p>Secretariat</p>	LN	<p>Number of women on Court and Senate increased by 5% by November 2017</p> <p>Monitoring reports provided and any further actions identified and taken.</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
23	Develop E&D governance and management in the University, including EIA and AS SAT	E&D comm reports to Court via People, Health & Equality Comm. EIA included in all committee cover papers. Revision of statute to include part-time (PT) staff in elections initiated with Scottish Government & Privy Council	<ul style="list-style-type: none"> iv. Review the remit and constitution of the University's E&D Sub-Comm and Task Groups to further mainstream E&D through governance and management, ensuring that AS and gender equality are embedded in the structures and processes; v. Review EIA practices and develop new policy/guidance, incorporating guidance on gender equality and promoting women's academic careers; vi. Revise University practice and statutes to enable PT staff to participate in elections rather than just full-time staff. Amendment of statute is via the Scottish Government and Privy Council. 	<ul style="list-style-type: none"> i. New remit of E&D committee and action groups implemented by September 2015. ii. New policy implemented by December 2015 iii. PT staff included from November 2014. Statute amended (via Privy Council) by 2016 	<ul style="list-style-type: none"> i. & ii. Uni Secretary/Head of Student Services/Director of HR & OD iii. Uni Secretary 	EF	<ul style="list-style-type: none"> i. Revised structures implemented and action plan progressing ii. EIA guidance published and review of EIA database demonstrates that EIA is being undertaken on projects and practices, in addition to formal policies. iii. Statute revised

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
24	Improving understanding of bias, and E&D	On-line E&D and EIA training provided. Included in induction for all new staff Director of HR attended ECU Unconscious Bias 'Train the trainer'	<ul style="list-style-type: none"> i. Create HR Learning & Development webpages to improve ease of access to training and development opportunities for staff, including a range of on-line courses; ii. Re-publicise on-line E&D courses and ask all staff to re-take the course to refresh and update knowledge of E&D; iii. Monitor completion of E&D training, and provide reports to Heads of School and Service on uptake and gaps, to identify E&D development needs for staff, particularly those with line management and student-facing roles in STEM; iv. Develop unconscious bias training and development provision; prioritise training for those managing/supporting/teaching STEM students and staff. 	<ul style="list-style-type: none"> i. By February 2015. ii. By February 2015. iii. Annually from March 2015. iv. Unconscious bias training available from September 2015 	HR	DN	<ul style="list-style-type: none"> i. Learning & development webpages are live and include/link to academic and research development opportunities and E&D-related guidance and development. ii/iii. 100% of STEM academic managers and 70% of STEM academic staff have completed E&D training iv. Majority of STEM academic managers have undertaken unconscious bias training

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
25	Engage academic leaders/ managers with gender equality	AS workshop with SMG; several HoS/DLs involved in Uni &/or school SATs	<p>Launch training and events for academic leaders including;</p> <ul style="list-style-type: none"> i. Hold a seminar for senior and mid-level academic managers by a prominent external proponent of gender equality. ii. Training for all governors and managers in EIA iii. Use the survey/workshop responses to raise awareness: use survey statistics and selective quotes in briefing, training courses and publicity materials. 	<ul style="list-style-type: none"> i. December 2015 ii. Training on EIA by October 2015 iii. Ongoing 	Exec/ Secretariat	NW/ DN	<p>Majority of Exec, HoSs and DLs have attended seminar by guest speaker</p> <p>Court & all managers have EIA training</p>
26	Ensuring a supportive culture	Revised Bullying & Harassment Policy approved 2013.	<ul style="list-style-type: none"> i. Identify, train and maintain a network of Harassment Advisers to enable full, supported implementation of the Bullying & Harassment Policy; 	<ul style="list-style-type: none"> i. By December 2015. 	<ul style="list-style-type: none"> i. HR 	EF EF	<p>Harassment Advisers and coordination in place and Policy live on web page and publicised.</p> <p>Awareness of policies incorporated into</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			ii. Increase prominence of University's Bullying & Harassment and 'Whistleblowing' policies and procedures and communicate contact points through staff intranet, Yammer, induction, management training and annual reporting to People, Health & Equality Comm.	ii. By February 2016.	ii. HR & Secretariat		induction and management training. Reduction in % of staff reporting harassment at work in Staff Engagement survey 2015
27	Recognise important roles/work in workload model	University-wide workload model in place – standard format intended to reflect allocation of full range of significant duties.	i. Analyse academic work allocation/distribution by gender using current workload model data, to include nature (e.g. teaching, 'administration', public engagement, research) and volume of workload, and identify action to address any gender equality issues; ii. Improve transparency of workload distribution through publication of workload model information in all schools;	i. HoSs/DLs submit current workload data by January 2015; analysis complete by June 2015. ii. Publication by July	VP Academic with HoSs, DLs, HR, Finance	LN	SMART actions identified to address any workload disparities All academic staff can view school workload allocation information All HoSs and DLs briefed on equality in relation to workload allocation. Outcome of review and changes to workload model publicized to academic staff.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			<p>iii. Review the University workload allocation model, and the way it is implemented in practice, from the perspective of supporting women's academic careers in STEM – both in terms of recognising activity to support/promote women's STEM careers (e.g. mentoring, involvement in AS, public engagement with science) and recognising all significant areas of academic work by STEM academics, particularly those undertaken more often by women (e.g. outreach, pastoral support, 'administration').</p>	<p>2015.</p> <p>iii. Interim guidance for DLs produced by May 2016.</p> <p>iv. Full review of workload model by October 2017.</p>			<p>Positive feedback on new workload model by DLs and staff through staff survey and focus group responses.</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
28	Further develop communication on AS and gender equality	Yammer group created March 2014 – used to share events, AS progress and external research shared; Exec blogs; periodic items on intranet news and Uni website; E&D webpages publish E&D annual reports, Action Plan and stats	<ul style="list-style-type: none"> iv. Refine AS communication plan annually to address how Abertay's AS work and women in STEM more generally feature in internal and external communications, including: Abertay and external events; web and intranet; social media; direct staff communications; external networking; v. Develop and publicise AS web pages, linked from GS, HR and E&D web pages to promote the AS Charter and Abertay's AS plans and progress, and to provide information and guidance on promoting gender equality and reducing discrimination/bias. Publish AS Action Plan (and Bronze application, if awarded); vi. Identify good practice examples and publish on web page and via 	<ul style="list-style-type: none"> i. Revised communication plan produced annually in January. ii. Web page with Action Plan live and linked to other pages by January 2015 iii. Some good practice examples and research links on web page by June 2015 and updated on ongoing basis. iv. HR/Comms/SAT 	<ul style="list-style-type: none"> i. SAT/ Communications/ IS/ Heads of School/Service ii/iii HR/ Student Services/SAT/ IS 	KC	<p>Diverse types of communication on AS, gender equality and women in STEM feature in a range of media each year.</p> <p>Informative web pages in place, providing clear and inspiring message of Abertay's work towards the Action Plan.</p> <p>Users report that web pages are useful and informative, and information is easy to find.</p> <p>Increase number of contributors of the Abertay Yammer group.</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
			<p>Yammer/intranet;</p> <p>vii.Redesign new staff induction process to include information on how women in STEMM is promoted through internal communications and outreach.</p>				
Supporting flexibility and managing career breaks							
29	Low rates of PT working	Identified issue relating to low rates of part time workers at Abertay compared to the sector average.	<p>Investigate why the proportion of academic staff working PT is low relative to other HEIs and identify any barriers/perceived barriers to PT working for academic staff.</p> <p>See Action Point 31 Monitor formal flexible working requests, considerations and decisions with a view to whether there are any general issues at Abertay</p>	<p>Develop a research proposal by July 2016;</p> <p>Deliver research by July 2018</p>	SAT initially, with SSHS academic staff	RI	Research delivered and SMARTactions identified as appropriate.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
30	Raise awareness of flexible/family-friendly policies and facilities	HR webpages give open access to Abertay HR policies	<ul style="list-style-type: none"> iii. Improve and publicise our HR webpages to better signpost staff/potential staff to policies and benefits, such as flexible working, maternity benefits and support, childcare vouchers, breast-feeding/expressing room; iv. Incorporate information about flexible/family friendly provisions into recruitment 'candidate briefs' and communications to new/expectant parents. 	<ul style="list-style-type: none"> i. By February 2015. ii. By November 2015. 	<ul style="list-style-type: none"> i. HR/ IS ii. HR/Finance 	DN	<p>Users report that web pages are useful and information is easy to find.</p> <p>Information is included in recruitment and parent communications as standard</p>
31	Monitor and review use of Flexible Working policy and general flexible working arrangements	Existing Flexible Working Policy revised in October 2014 to incorporate legislative changes.	Introduce systematic monitoring of both formal and informal flexible working requests and changes in working hours by gender and staff group. Report to SAT and identify any action required.	<p>Create monitoring process established by December 2014</p> <p>Reports produced September 2015 and annually</p>	HR/ Divisional Leaders	DN	SAT considers reports and identifies relevant action.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
32	Supporting maternity returners	Various facilities/flexible working practices already in place.	i. Develop management guidance on supporting academic staff before, during and after maternity/adoption/parental leave, with a view to minimising the impact on their careers; ii. Include the needs of maternity/adoption/parental leave returners in the Sabbatical Leave Policy and the review of mentoring provision; iii. Explore the potential for creating a fund to support maternity/adoption/parental leave returners. Look at enabling fast-track back into the academic role.	i. By November 2015 ii. See AP 17 & 30 iii. By March 2015	HR/SAT VP Academic/De velopment Office	NC RF RF	Publish good practice guidance on supporting staff back into the workplace following periods of family leave.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
33	Supporting staff and students with caring responsibilities	Various facilities/flexible practices: Childcare Vouchers, flexi-time, breast-feeding/ expressing room; Spring break scheduled to coincide with School Easter holidays.	<ul style="list-style-type: none"> i. As part of reviewing car parking facilities, carry out EIA and, in particular, consider taking caring responsibilities involving fetching and carrying into consideration in the allocation of parking spaces. ii. Assess usage of the room made available for nursing mothers and identify any improvements needed to the facilities. iii. Revisit childcare/out of school facilities following next survey iv. Encourage further participation in 'Take your son or daughter to work day' 	<ul style="list-style-type: none"> i. By August 2015 ii. By April 2015 iii. By January 2017 iv. April, annually 	<ul style="list-style-type: none"> i. Estates & Campus Services ii. Estates & Campus Services iii. SAT iv. SAT 	<ul style="list-style-type: none"> i. SC ii. SC iii. DN iv. NC 	<p>Caring responsibilities taken into consideration in allocation of parking spaces</p> <p>Data available on use of breast-feeding room</p> <p>Communication of benefits and facilities is embedded in 'new parent' processes.</p> <p>Increase in the number of participants in 'Take your son or daughter to work day' year on year, and positive feedback from parents.</p>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
34	Supporting PT and flexible working	Local arrangements for PT staff	Develop University policy/guidance on the timing of meetings and events, to ensure inclusivity for part time/flexible workers.	June 2015	Secretariat/ Exec	NC	Implemented policy/procedure on timing of University meetings and all staff events.