



**Annual Equality and Diversity
Mainstreaming Report 2015**

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1. Introduction

- 1.1 The use of the word "diversity" is increasing in the public and private sectors, although organisations differ in what exactly the term means. For many organisations it is a means of making a real difference to the performance of key business functions. Diversity is based on the concept of recognition of differences: recognising that everyone is different, and respecting and encouraging those differences for business benefit. People with different backgrounds and attitudes bring fresh ideas and perceptions, and a diverse organisation such as Abertay can draw upon the widest range of experiences so it can listen to, and meet, the needs of its employees, students and the community it serves.
- 1.2 The University Court has agreed to a new strategic plan for the next five year (2015-2020). It is evident from the plan the importance the leadership of the University places on equality and diversity at a strategic level. The expectation from the University Executive is that school and service operational plans will adhere to the aims and purposes contained within it. In particular under the heading 'recognising and realising potential', the strategic plan makes it clear that this means "Valuing diversity and mainstreaming equality and diversity across all of our activities". This signal from the leadership of the University underlines a high level commitment to embedding equality and diversity into policy, procedures and practice as opposed to compliance with legislation.

2. Progress and impact

- 2.1 This annual report sets out the key areas in which the University has progressed over the past two years. Items that have had the most beneficial impact on the University in relation to Equality and Diversity are:
- Gender: the University has submitted its plan for the Athena SWAN Charter and has applied for the bronze award. The bronze award was conferred on 27 April 2015. Appendix 2 set out the University's plan to address employment and development issues relating to women in STEM (Science, Technology, Engineering and Mathematics).
 - Gender : the University hosted and contributed to several events in this festival in March 2015 and 2014, with a view to improving the engagement of women and girls in STEM.
 - Healthy Working Lives: the University has committed to building on its Silver award to apply for a Gold award in 2016. Amongst other activities, the University ran a Health Fair on 19 February with a view to promoting good physical and mental health.
 - Race Equality: the University is participating in the trial of the Equality Challenge Unit's Race Equality Charter Mark and is one of three Universities in Scotland to be selected to be part of the pilot. Submission of the action plan and report is April 2015 (see appendix 3).
 - Disability: Employment of a Mental Health Support Advisor to support students with mental health difficulties, raise awareness and develop policy.
 - Religion and Belief: A Strategic review of Chaplaincy services to provide a modern fit for purpose service that reflects the needs of the University and the community within it sits. A survey among the student population supports the move to a multi-faith space, accessible to all who wish to use its facilities, supported by honorary Chaplains who provide support within the local community on a voluntary basis.

- LGBTQI: Provision and development of web based information for LGBTQI students in 2014/15. This has led to an increase in the number of 'Trans' students seeking support, advice and guidance from support services.
- All Equality strands: A strategic review of the governance arrangements for equality and diversity is being undertaken in 2015 to ensure individual and committee responsibilities are clear and transparent.
- All equality strands: The Student Association successfully worked with the Division of Sport and Health and University Sport on an ATLEF (Abertay Teaching and Learning Enhancement Fund) project to develop a set of resources to be used in a UADSA campaign centred on embracing diversity and promoting tolerance particularly addressing LGBTQI issues.
- Disability: Provision and development of a web based handbook for disabled staff in 2014/15.
- Gender: There has been an improvement in the recruitment of women/men to study in areas of historic gender segregation such as men in nursing and women in computing. In both these areas the University set ambitious targets, increasing applications in both areas by 10 percentage points (from 9% to 19% in computing; and 12% to 22% in nursing). To date applications for women into computing are at 18.8% and for men into Nursing the figure is 21.7%.
- Race Equality: Overall NSS satisfaction rates in 2014 for students from BME (Black and Minority Ethnic) backgrounds have improved and are above sector average scores.
- Race Equality: A higher proportion of BME staff were returned as part of the Research Excellence Framework 2014 compared to their white counterparts.
- All equality strands: Equality and diversity measures are embedded into the University's outcome agreement with the Scottish Funding Council and internally as part of school and service operational planning.
- All Equality Strands: The University has increased the range of equality information it gathers over the last few years to include information on sexual orientation. The University has also substantially extended the range and depth of analysis of equality information. In particular, in-depth quantitative and qualitative analysis has been undertaken on race (including ethnic origin and nationality) in relation to staff and students in connection with our work on the Race Equality Charter Mark; and on gender in relation to academic staff in connection with the Athena SWAN Charter. In all cases, this analysis has underpinned the identification of priorities and specific action to further equality.

3 University staff: data and narrative

- 3.1.1 The University is committed to Equality and Diversity 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.
- 3.1.2 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.
- 3.1.3 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.
- 3.1.4 This new process was implemented as part of a substantial academic staff recruitment campaign. As part of the implementation, all Heads of School, Division Leaders, 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.
- 3.1.5 All staff are required to undertake on-line Diversity in the Workplace 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. It is intended to introduce Unconscious Bias to the e-learning portfolio during 2015 and evaluate/monitor impact.

3.2 University Staff: Age Profile

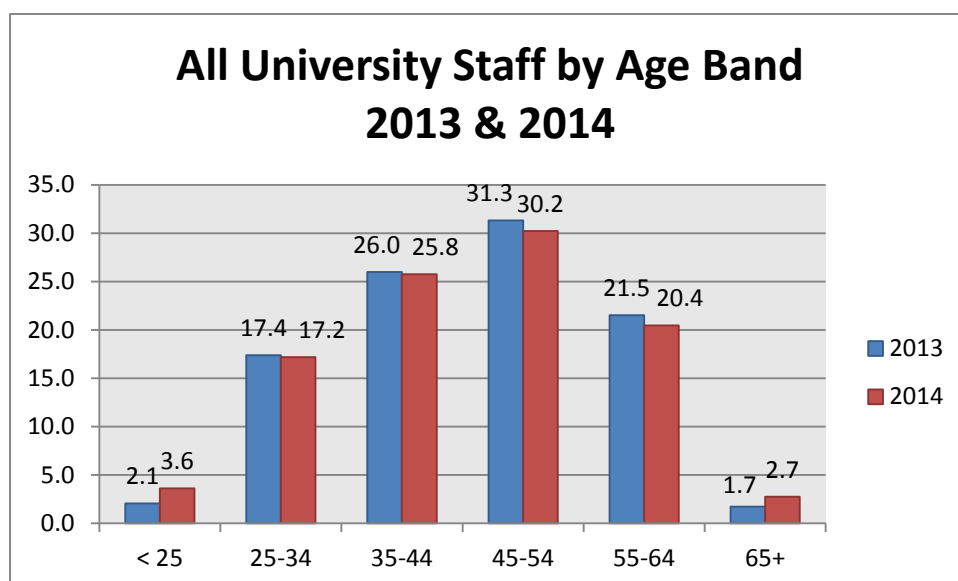


Figure 1: Academic and support staff by age banding

3.2.1 The data in figure 1 shows the university staff profile by age for 2013 and 2014. The data shows a distribution of staff starting off with a small percentage of those under 25, peaking in the age band of 45-54 and declining in the band 65 plus. The age distribution is similar to that of other Universities in Scotland. A comparison of the data between 2013 and 2014 shows a small increase in staff under 25 and over 65; with small decreases in the other four age bands. None of the increases or decreases is significant.

3.3 University Staff: Race and ethnicity profile

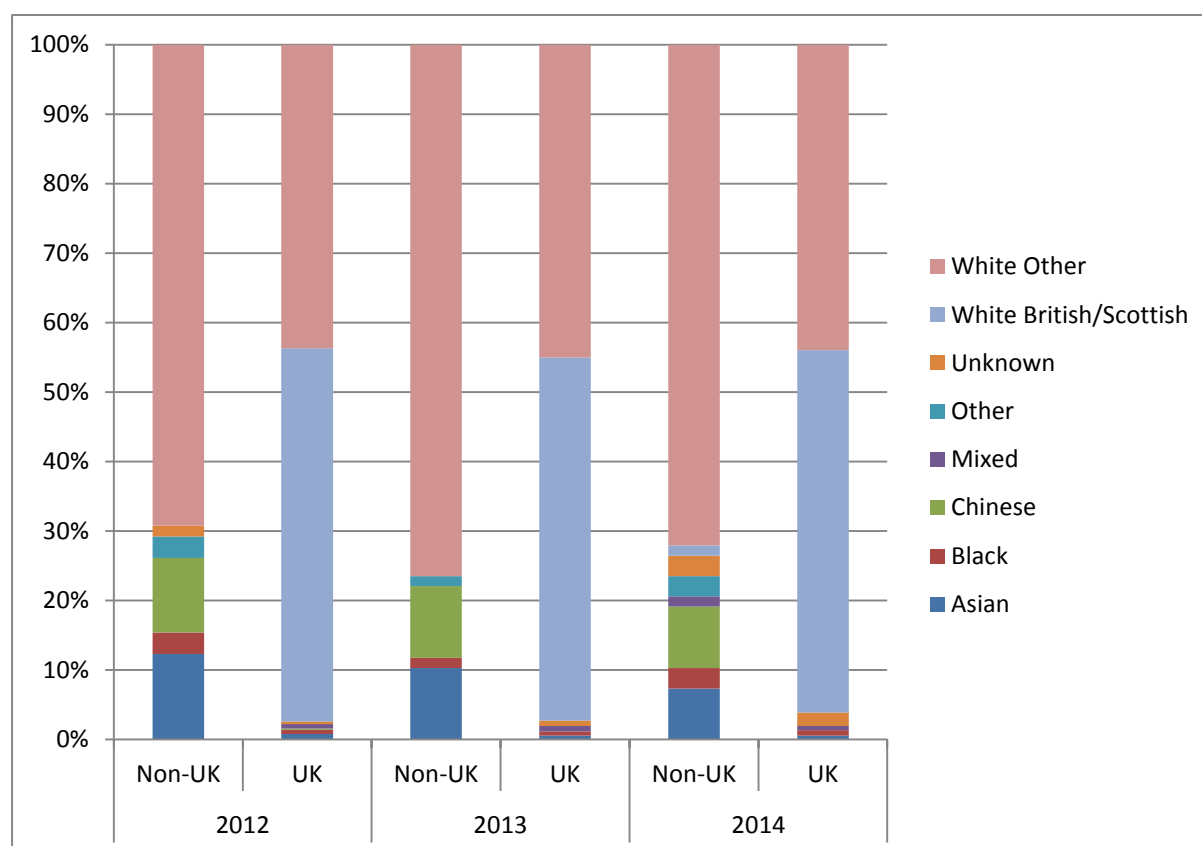


Figure 2: Academic staff ethnic and nationality profile

- 3.3.1 On average across the three years, 9.3% of academic staff are BME and 89.6% are white; 21.5% of academic staff are non-UK nationals and 78.5 are UK nationals. Sub-categories of ethnicity have been grouped together, although the numbers are still small. The largest ethnic minority group is Asian. Although larger numbers of white staff are recorded as ‘other white background’, knowledge of the staff population suggests that this includes British as well as other backgrounds. BME staff are a notably higher proportion of non-UK staff (30.1%) than of UK staff (3.6%).
- 3.3.2 There is no direct benchmark data specifically for academic staff in Scotland. Of *all* HE staff in Scotland, 83.9% are UK nationals and 16.1% are non-UK nationals. BME staff comprise 3.1% of UK nationals and 25.7% of non-UK nationals¹. Of all academic staff in the UK, 74.7% are UK nationals and 25.4% non-UK. 7.9% of UK nationals and 27.2% of non-UK nationals are BME, respectively². The University’s figures sit between these two sets of benchmarks, as might be expected – reflecting both the Scottish context, but also the national/international academic recruitment market.

¹ ECU Equality in HE: statistical report 2014: part 1: staff, Table 3.1

² ECU Equality in HE: statistical report 2014: part 1: staff, Table 3.3

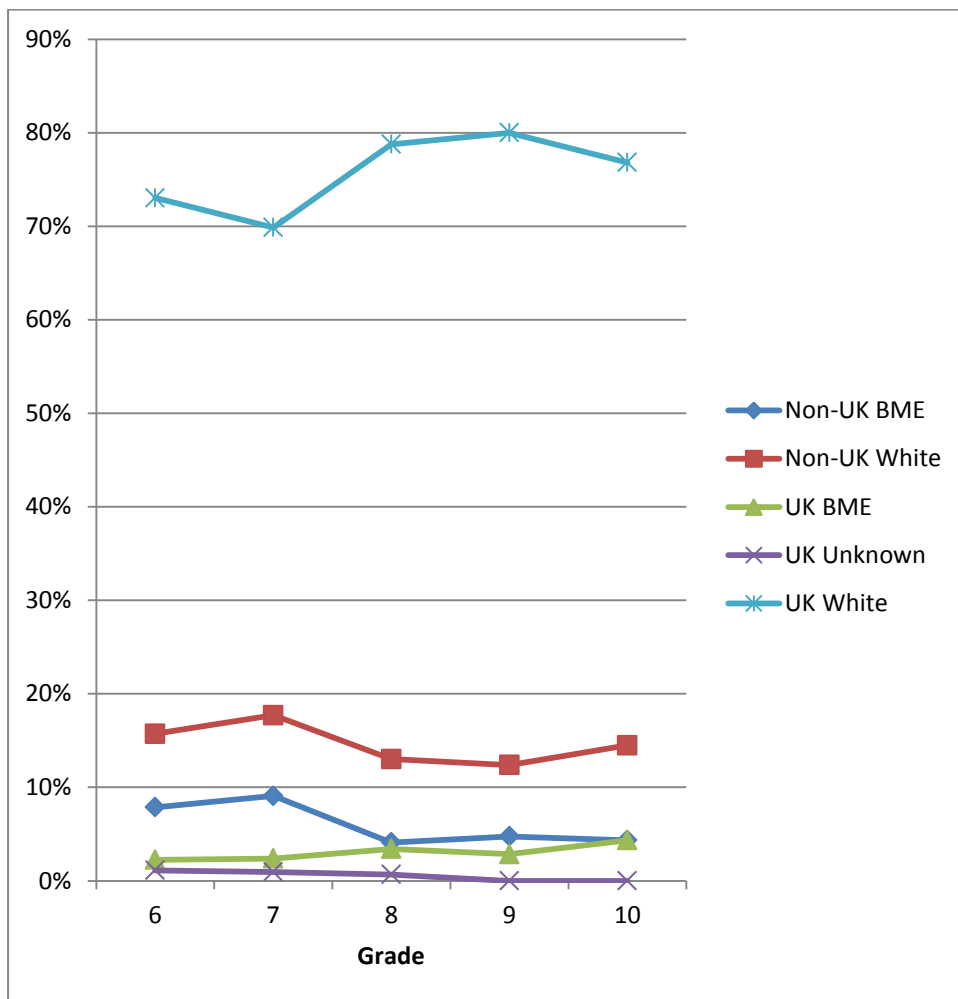


Figure 3: Staff grade by Ethnicity 2012 - 2014

3.3.3 On average across the three years, 2.1% of support staff are BME and 96.8% are white; 5.9% of support staff are non-UK nationals and 94.1% are UK nationals. BME staff are a notably higher proportion of non-UK staff (15.6%) than of UK staff (1.3%). The BME and non-UK figures are below the benchmark figures in Q4a for all HE staff in Scotland, which might be expected when the effect of academic staff is removed.

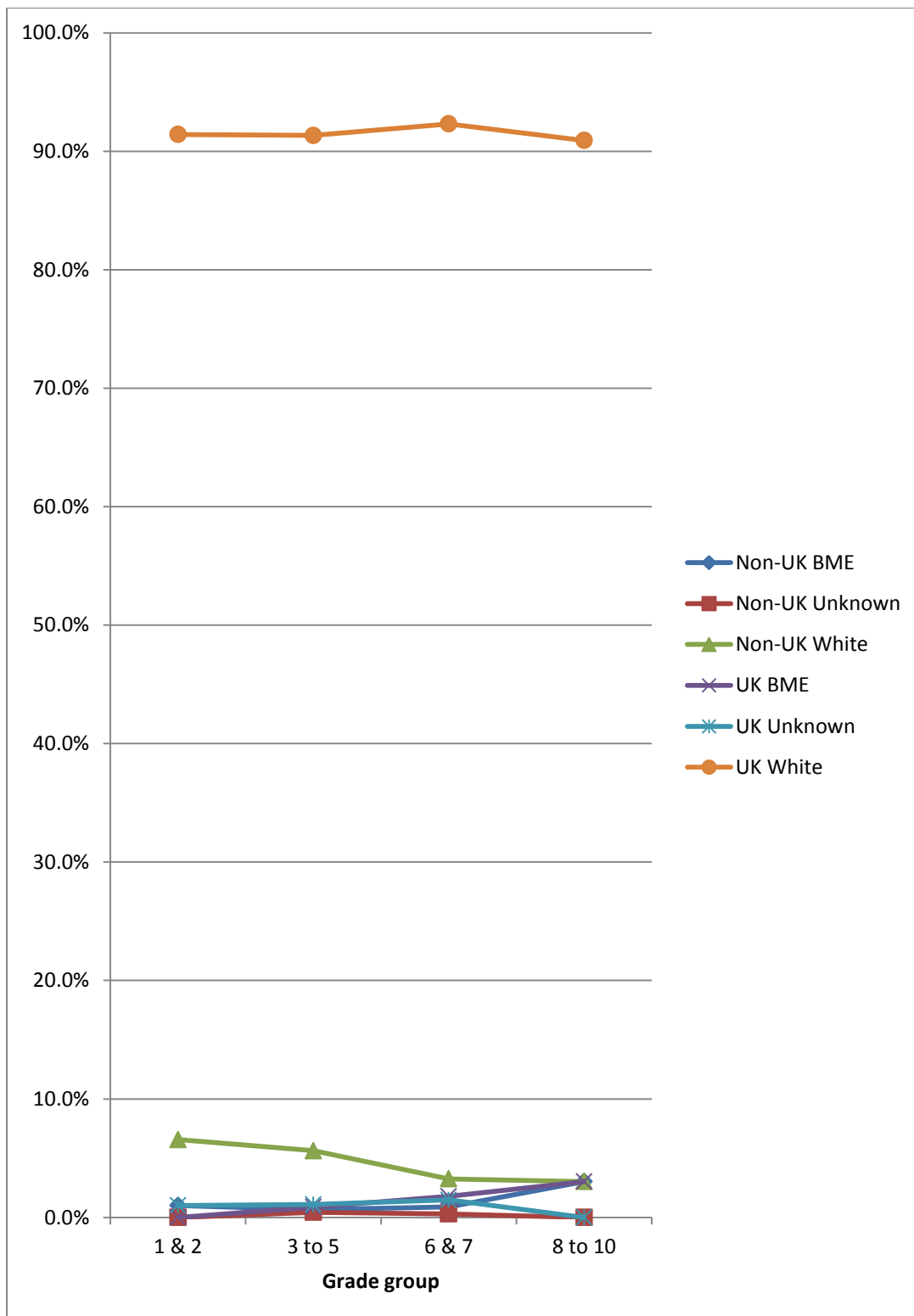


Figure 4: Ethnic profile of support staff by grade group (2012/13/14 data combined)

3.3.4 Figure 4 suggests a declining proportion on non-UK white staff from lower to higher grades. There is a rise in the proportion of BME staff (both UK and non-UK) at the higher grades. However, the numbers are too small to be significant.

Table 1: Summary of ethnicity of staff submitted to REF and RAE

Research Exercise	Ethnicity Group	Staff submitted	% of submitted staff	% of eligible staff submitted	Eligible staff	% of Eligible staff
RAE	BME	6	11.3%	33.3%	18	8.1%
	White	47	88.7%	22.9%	205	91.9%
	Total	53	100.0%	23.8%	223	100
REF	BME	11	15.5%	57.9%	19	10.7%
	White	60	84.5%	38.2%	157	88.7%
	Unknown			0.0%	1	0.6%
	Total	71	100.0%	40.1%	177	100.0%

3.3.5 Table 1 shows that BME staff comprised 8.1% of RAE-eligible staff and 10.7% of REF-eligible staff, and 11.3% and 15.5% of the staff submitted, respectively. A higher proportion of BME staff were, therefore, submitted than White staff. Overall, the submission rate for eligible staff rose from 23.8% for RAE to 40.1% for REF and the rates for BME staff were 33.3% and 57.9% respectively.

Table 2: Summary of ethnicity and nationality group of staff submitted to REF

Nationality group	Ethnicity Group	Submitted	% of submitted staff	% of eligible staff submitted	Eligible staff	% of Eligible staff
UK	BME	2	2.8%	33.3%	6	3.4%
	Unknown		0.0%	0.0%	1	0.6%
	White	44	62.0%	34.4%	128	72.3%
UK total		46	64.8%	34.1%	135	76.3%

Non UK	BME	9	12.7%	69.2%	13	7.3%
	White	16	22.5%	55.2%	29	16.4%
Non UK total		25	35.2%	59.5%	42	23.7%
Total		71	100.0%	40.1%	177	100.0%

3.3.6 Nationality data were not recorded for RAE. Analysis of the REF data (table 2) indicates that a considerably higher proportion of non-UK nationals (59.5%) were submitted than of UK nationals (34.1%). There was no significant difference in the submission rate between BME and White UK nationals [NB very small numbers]. Of non-UK nationals, a higher proportion of BME staff were submitted than White.

3.4 University staff: Sexual Orientation profile

3.4.1 Information on sexual orientation has been gathered at the point of recruitment since 2012 and the University currently holds information on 14% of the staff population. Of those for whom information is recorded: 87% are Heterosexual, 2% Bisexual, 2% Gay Men, 1% 'Other' and 7% withheld the information.

3.4.2 Information is not currently held on gender reassignment. However, the staff 'new starts' process will be reviewed to include gathering this information during 2015.

3.5 University staff: Disability profile

3.5.1 The percentage of staff declaring a disability has remained surprising low. In 2013, 1.7% of staff declared a disability with the figure remaining relatively static at 1.5% in 2014. The Occupational Health service provided by the university, suggest that there are more staff with a disability than have declared 'officially'. There is no clear explanation as to why staff are willing to discuss adjustments to their working environment but are unwilling to be recorded as 'disabled'. Further investigation is required to establish the causes of this situation. Given the success of drawing out information through focus group discussion for Athena Swan and for the Race Equality Charter Mark, a similar approach may prove successful.

4 University Students: data and narrative

4.1.1 The extent to which Equality and Diversity is covered in the core curriculum of Abertay's provision varies depending on the nature of the subject. For example, in both Sociology and Criminology race equality is within the core QAA subject benchmark. Examples of modules where these issues are covered include:

- SCQF Level 7 "Individual in Society", "Race, Media and Crime" (both core)
- SCQF level 9, "The Sociology of Gender" (option)
- SCQF level 10 Human Rights (core)

4.1.2 In sport placement modules for stage 1 and stage 2 students content includes case study work around inclusiveness and explicitly includes a case study on racist language. In HR modules, equality issues are a key strand within recruitment and selection content. In other subjects, particularly, STEM, equality and diversity is not explicitly covered in course content but the delivery of all Abertay provision is done inclusively.

4.1.3 In terms of equality and diversity in the development of new courses, the new Abertay Attributes covers areas such as "professionalism" and "active citizenship" and all Abertay provision is intended to align with and support the development of these attributes in our students. How this manifests itself will vary depending on the subject. Inclusivity in the curriculum and assessment is a prime concern in new programme development. Equality and Diversity issues are considered at School Academic Committees, Programme Executive Committees, School Councils and Assessment Boards.

4.1.4 Inclusive pedagogical practice is an important component of the university's PG Certificate in HE Teaching which is accredited by the Higher Education Academy (HEA) and aligned with Descriptors 1 and 2 of the UK Professional Standards Framework for teaching and supporting learning (UKPSF). It forms part of the core of the module "Teaching, Learning and Assessment in Higher Education" and peer observation of teaching is also a component of the certificate. Inclusive practice can therefore be monitored and supported for all new early career staff and it is a mandatory condition for successful probation that all academic staff successfully complete the Post Graduate Certificate in Higher Education Teaching within two years of starting at Abertay; unless they already hold an equivalent teaching qualification from another institution.

4.1.5 Further, all staff at Abertay (not just those with teaching responsibilities) are required to undertake online training in Equality and Diversity, run by HR. Staff have also had inclusivity CPD e.g. externally facilitated workshops and therefore, ought to be confident in embedding equality and diversity into their pedagogic practice.

4.1.6 In terms of student feedback, the university runs internal module questionnaires and annual programme level surveys and since 2012, has participated in the NSS. All surveys provide a combination of quantitative and qualitative data. We have not done a systematic analysis of minority ethnic student respondents; however, if any issues related to inequality based upon race, gender, sexual orientation etc., did arise in the feedback it would be dealt with through the university's standard mechanisms.

4.2 University Students: Age profile

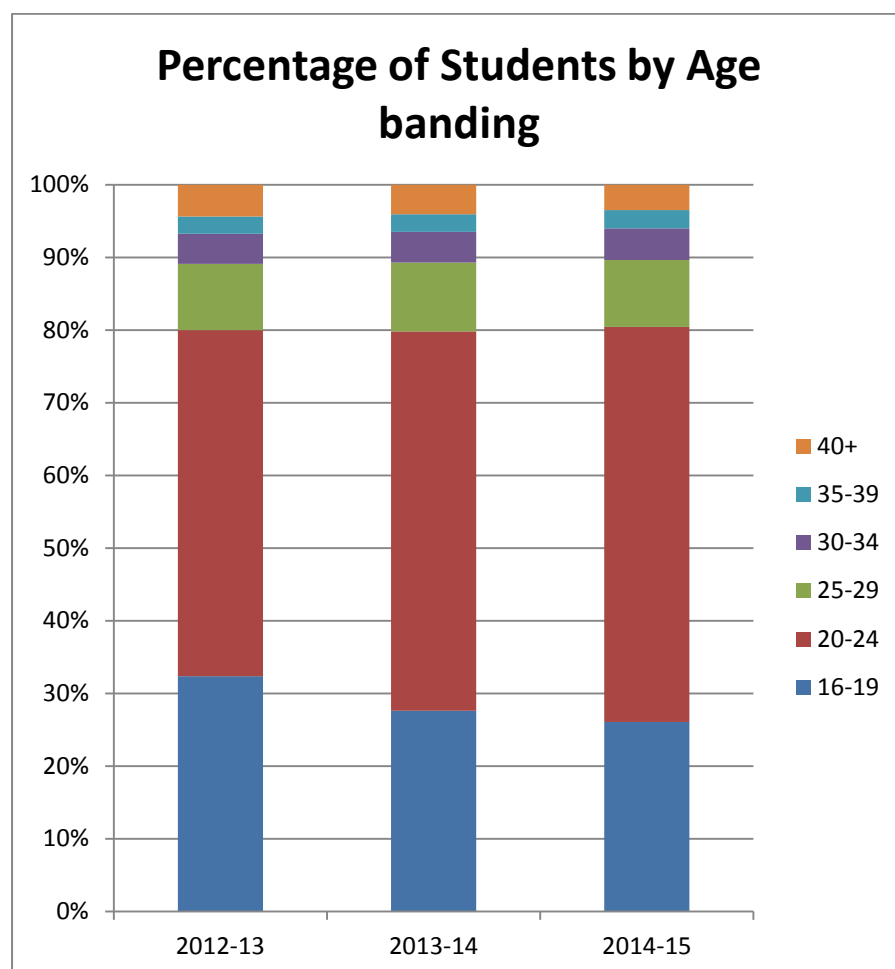


Figure 5: Percentage of students by age banding 2012- 2015

4.2.1 The data suggests that over a three year period the percentage of students between the ages of 16 – 19 has declined with a corresponding increase in those in the age banding 20 – 24. An explanation for the fall and rise in the percentages of these different age banding could be related to the University's outcome agreement with the Scottish Funding Council. In the outcome agreement the University indicates its willingness to increase the percentage of students articulating³ onto Abertay degrees from local colleges. Thus, students entering the University using this route will be older than a traditional year one entrant.

³ Articulation refers to students entering University with advanced standing. Thus, students at local colleges with an HNC can enter directly to the second year of a degree, or those with an HND into year three.

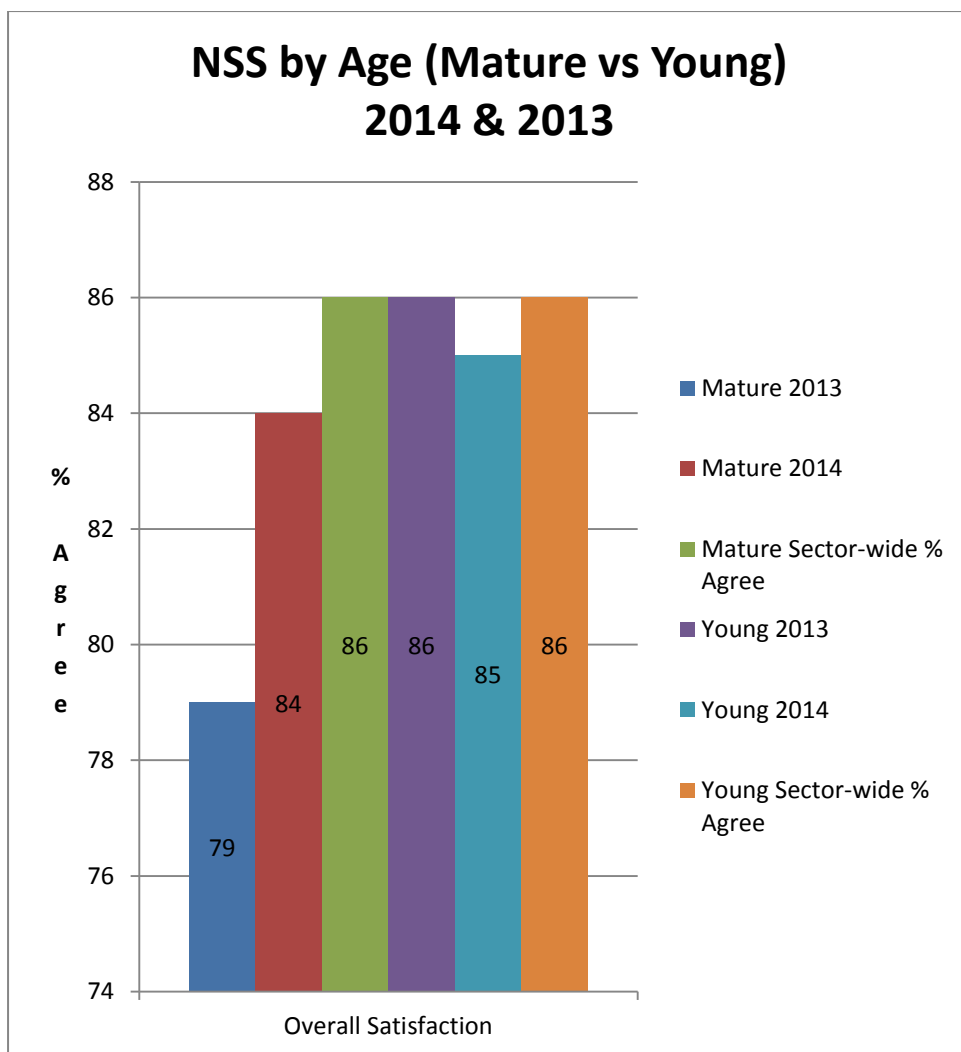


Figure 6: NSS by Age (Mature vs Young) 2014 & 2013

4.2.2 National Student Survey (NSS) data (figure 6) show a significant improvement in 2014 (by 5 percentage points) in the overall satisfaction of ‘Mature⁴’ students their University experience compared to 2013. The improvement in satisfaction is welcome; however, this is still 2 percentage points below the sector wide average. For younger students, overall satisfaction rates are in line with the sector average.

⁴ The term ‘Mature’ refers to the HESA (Higher Education Statistical Agency) definition of people over the age of 21.

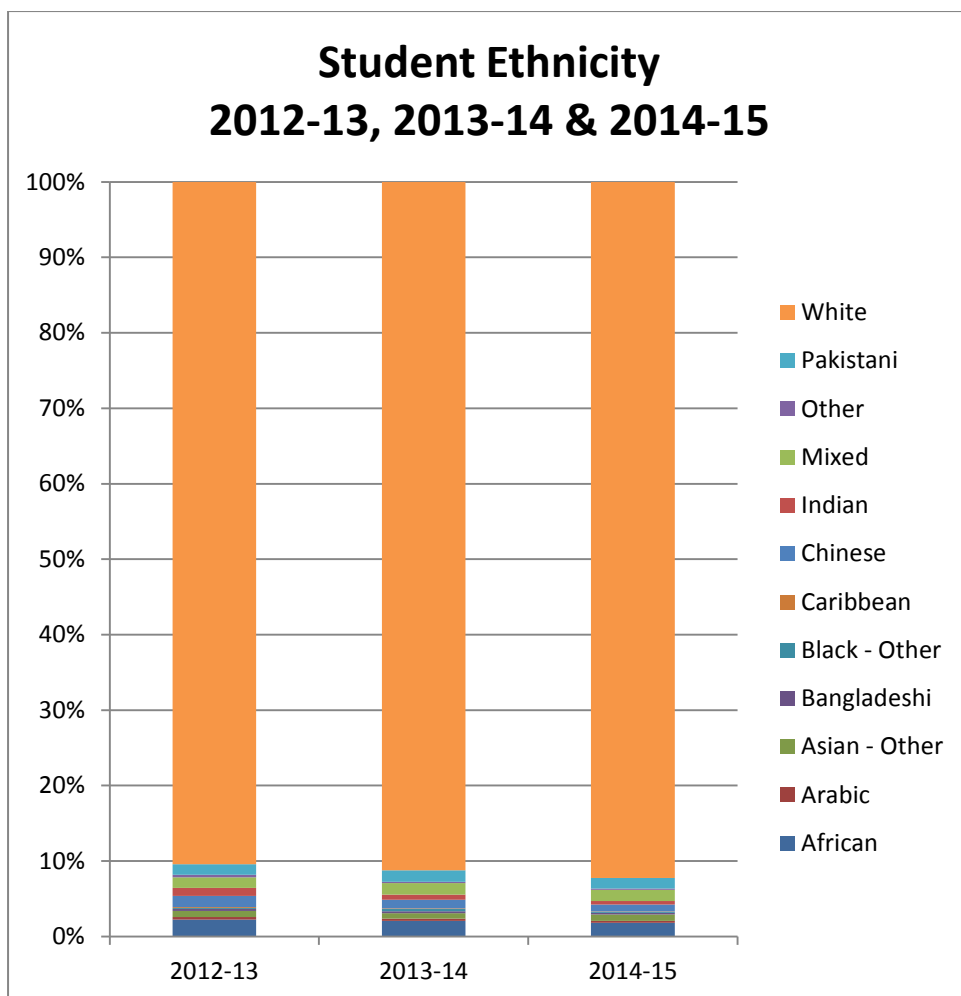


Figure 7: Percentage of students by ethnicity 2012 to 2015

4.2.3 The percentage of students from Black and Minority Ethnic (BME) backgrounds has decreased over the three years 2012 -15. This is mainly due to the decrease in the number of international students from BME backgrounds entering the university over the same period. However, compared to Scottish Government estimates of the BME population⁵ for Dundee (6%), the University compares favourably with around 8% of students from BME backgrounds.

⁵ <http://www.scotlandscensus.gov.uk/documents/censusresults/release2a/StatsBulletin2A.pdf>

4.3 University Students: Race and Ethnicity profile

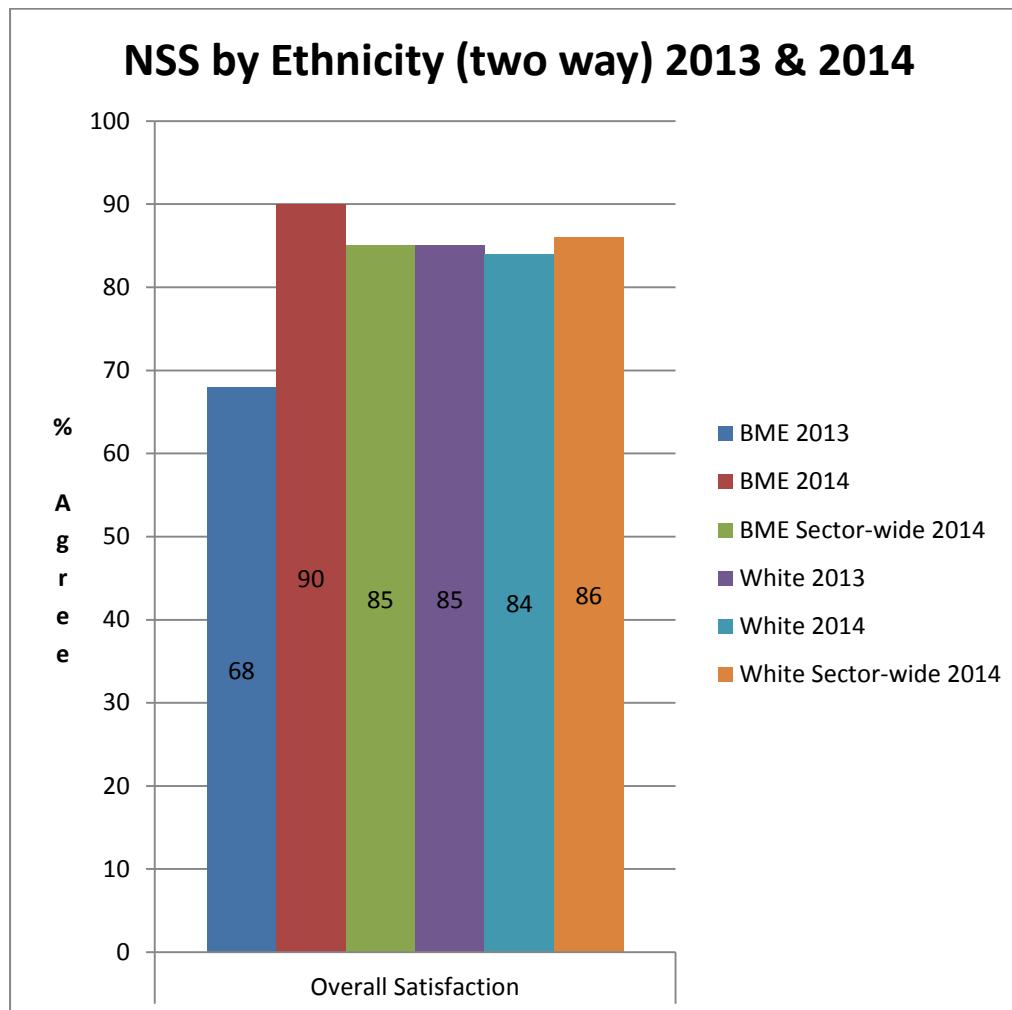


Figure 8: NSS by Ethnicity (two way) 2013 & 2014

4.3.1 Figure 8 shows the overall satisfaction of their University experience for the last two years of those from BME backgrounds compared to their White counterparts. For both groups in 2013, overall satisfaction rates were below the sector average (85%), significantly so for those from BME backgrounds at Abertay (68%). In 2014, there has been a very significant change in overall satisfaction of BME groups compared to 2013 (an increase of 22 percentage points). BME groups at Abertay in 2014 were also significantly more satisfied (90 percent) than the national average (85 percent). Since 2012, when the satisfaction of BME groups at Abertay was 75%, marked improved has occurred. It is not possible to identify key drivers to this change other than the University's willingness to listen to student concerns and address them in a timeous manner. It will be interesting to see if this improvement in overall satisfaction of BME groups can be maintained to at least the sector average for a sustained period.

4.4 University Students: Disability profile

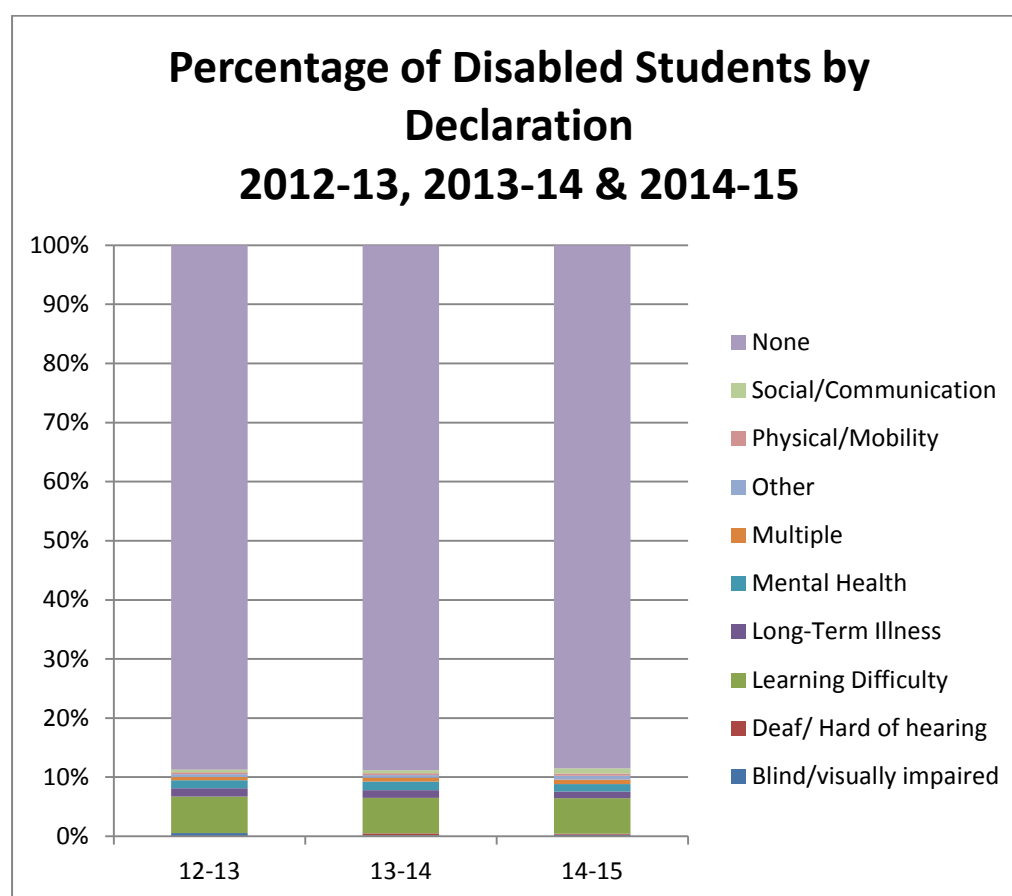


Figure 9: Percentage of disabled students 2012 – 2015

4.4.1 The percentage of students declaring a disability has remained relatively constant over the three year period (12/13 – 12.7%; 13-14 – 12.5%; 14-15 – 12.9%). This compares to around 20% of people nationally who could be considered as having a disability or long term health problem⁶. The University encourages students to declare/disclose disabilities at a variety of times throughout the academic year. The University undertakes needs assessments for some disabilities (Specific Learning Difficulties and mental health in particular) and access to professional support for a range of disabilities as well as ensuring reasonable adjustments are made to assist students their studies.

⁶ <http://www.scotlandscensus.gov.uk/documents/censusresults/release2a/StatsBulletin2A.pdf>

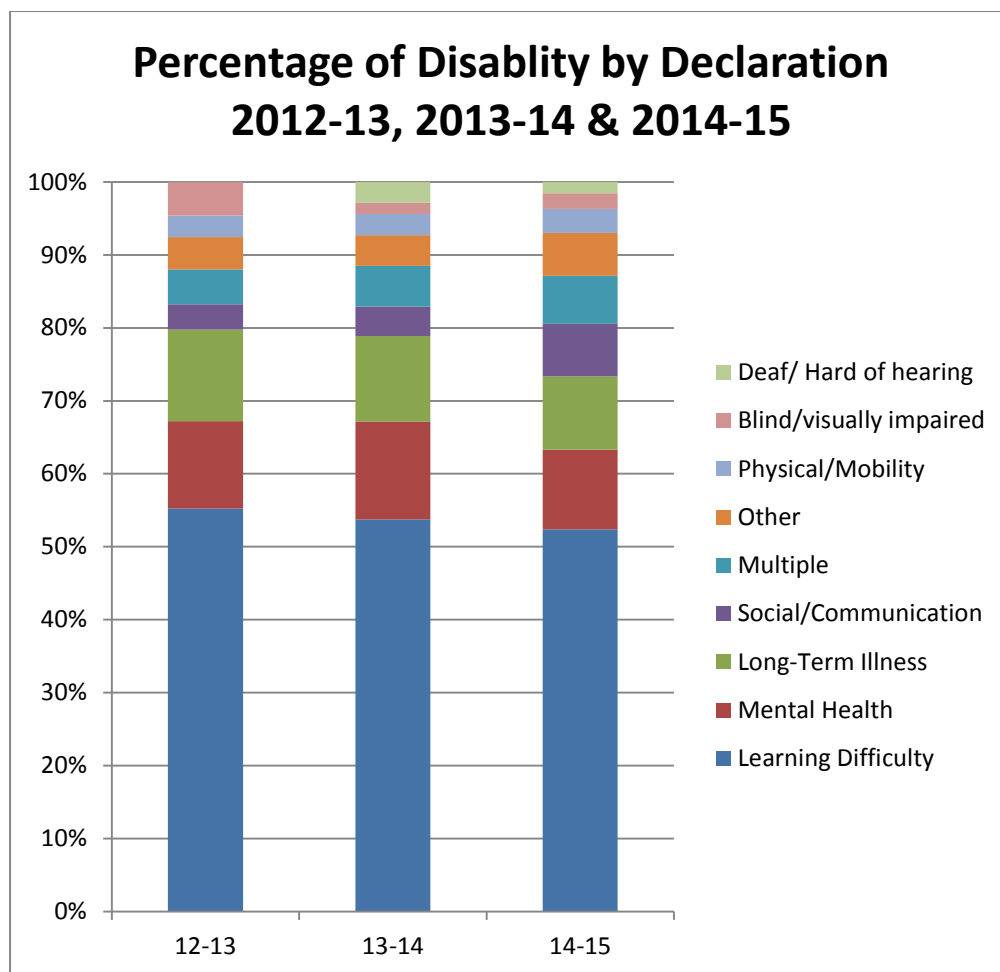


Figure 10: Percentage of disability 2012 – 2015

4.4.2 The previous figure identified that the overall percentage of disabled people within the student population has remain relatively constant. There are differences over the three year period in terms of type of disability declared. During the period 2012- 2015, the largest percentage of students who have declared are those with a learning difficulty such as Dyslexia. In 2012-13, 55.2% of those who declared a disability had a learning difficulty compared to 52.4% in 2014-15; a slight decline. Interestingly, the University has seen an increase in the number of students with a social/communication disability (for example those on the Autistic Spectrum) from 3.5% to 7.2% over the same period. There is a belief that there is still an under reporting (due to societal stigma surrounding the condition) of those with mental health difficulties within the University. The numbers reporting a mental health difficulty remain uneven from year to year (12/13 – 12% [65]; 13/14 – 13.4% [70]; 14/15 – 10.9% [50]).

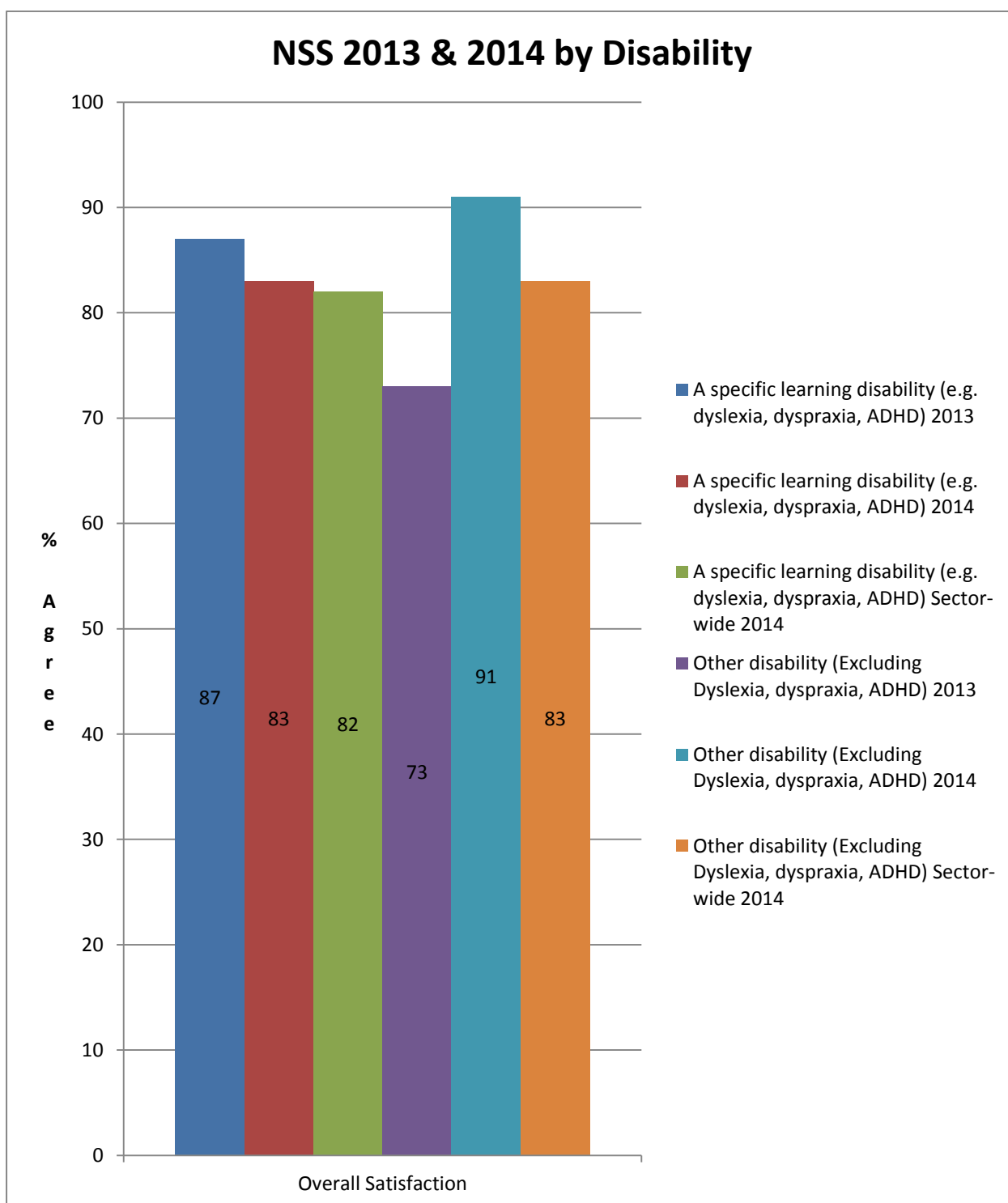


Figure 11: NSS 2013 & 2014 by Disability

4.4.3 Overall satisfaction of disabled students, with a specific learning difficulty (SpLD), with the student experience at Abertay is above the sector average for 2013 and 2014. Although satisfaction levels among this group has seen a 3 percentage point decline between the same periods. For those with ‘other’ disabilities there has been a significant increase in

overall satisfaction from 2013 (73%) to 2014 (91%) of 18 percentage points. The sample size of those with 'other' disabilities is small and as a result this may account for the large variation. Trends will need to be monitored over a longer time frame to draw any conclusions from the data related to 'other disabilities'.

4.5 University Students: Gender Profile

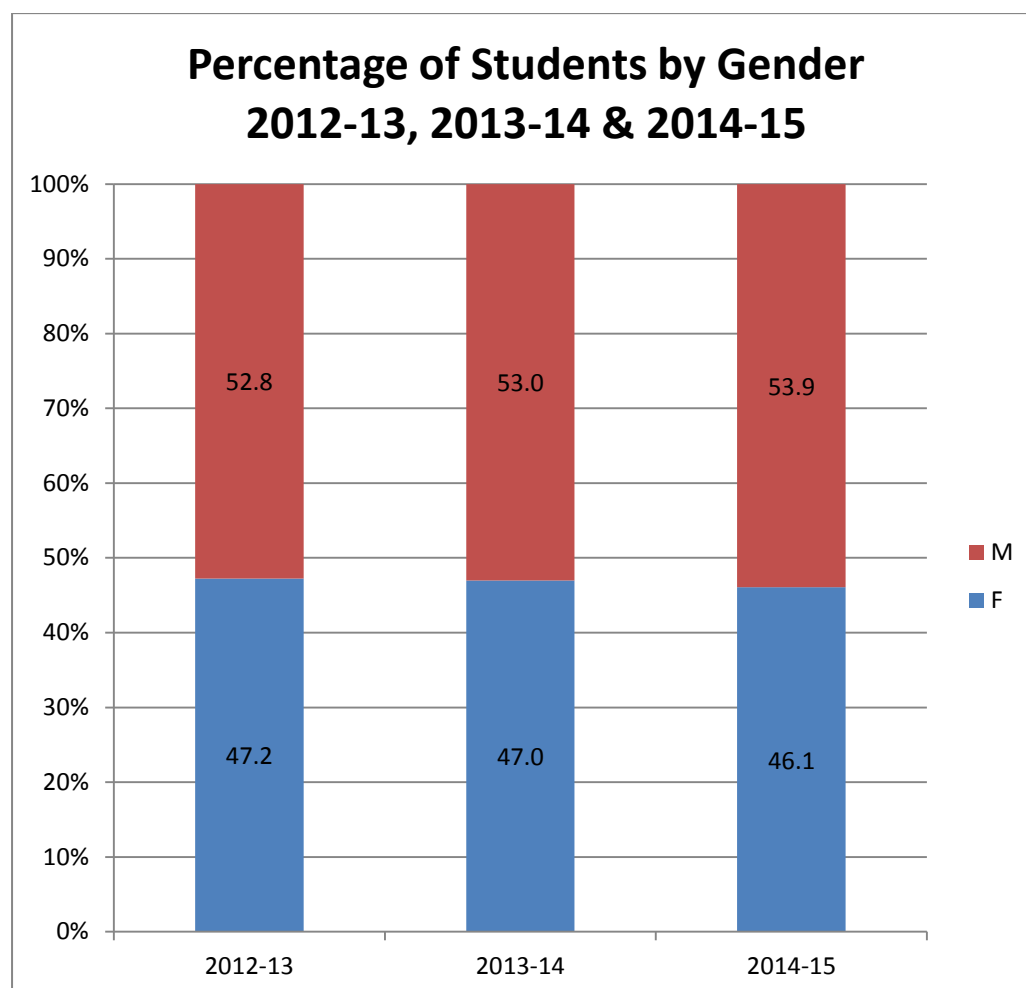


Figure 12: Percentage of the Student Population by Gender 2012 - 2015

- 4.5.1 The gender split for the University over the last three years shows, as a percentage, more men than women students. Abertay is one of two Universities in Scotland to have a gender profile showing a larger number of men than women. This is part due to the mix of programmes the University offers at undergraduate level. In particular around 25% of students enrol on computing related programmes that have 80% men as students. The University also have a large number of programmes in Sport that also have a preponderance to recruit male students. The University is committed, as part of its action plan, to address areas of historic underrepresentation of either gender (from example: to increase the number of men in Nursing or the number of women in computing).

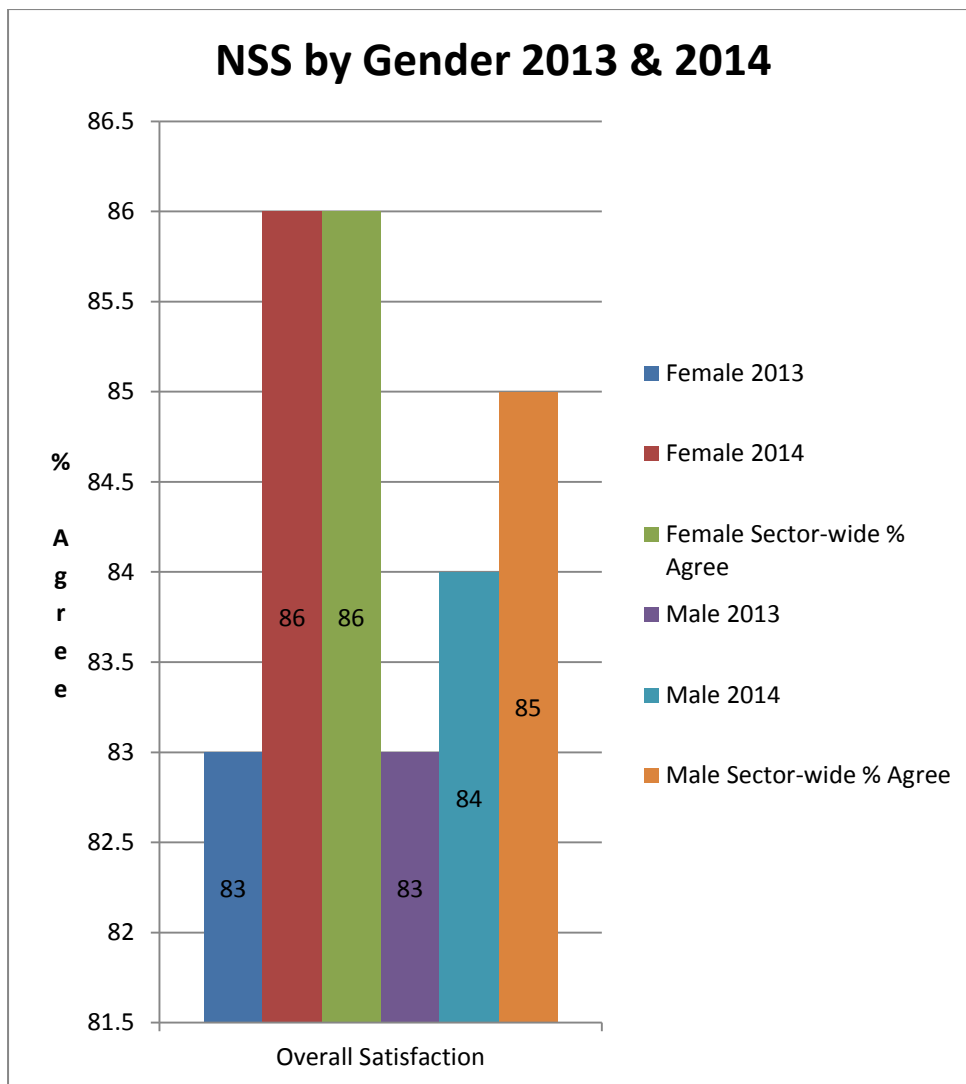


Figure 13: NSS by Gender 2013 & 2014

4.5.2 The overall satisfaction rates based on gender seem to show that men are becoming less satisfied with their Abertay experience compared to the sector average and women. Women at Abertay are now at the sector average in 2014 (86%) in terms of overall satisfaction, compared 2013 (83%); an increase of 3 percentage points.

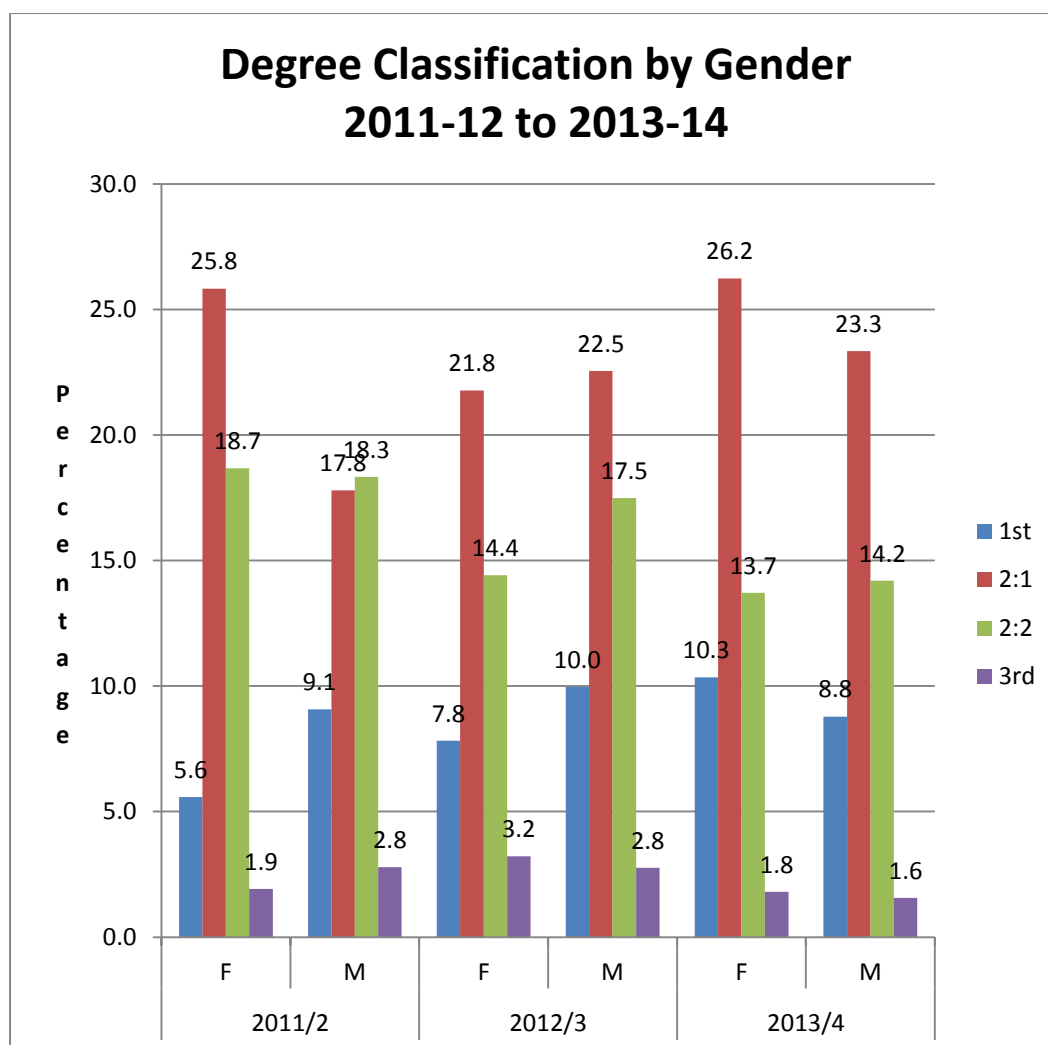


Figure 14: Degree Classification by Gender 2011-12 to 2013-14

4.5.3 The overall trend in degree classifications by gender shows that the percentage of women obtaining a first class degree is increasing; in 2011-12, 5.6% of women obtained a first class degree compared to 10.3% in 2013-14. For men, there seems to be an upward trend in the percentage obtaining an upper second class degree (2:1); 17.8% in 2011-12 compared to 23.3% in 2013-14.

4.6 University Students: Sexual Orientation profile

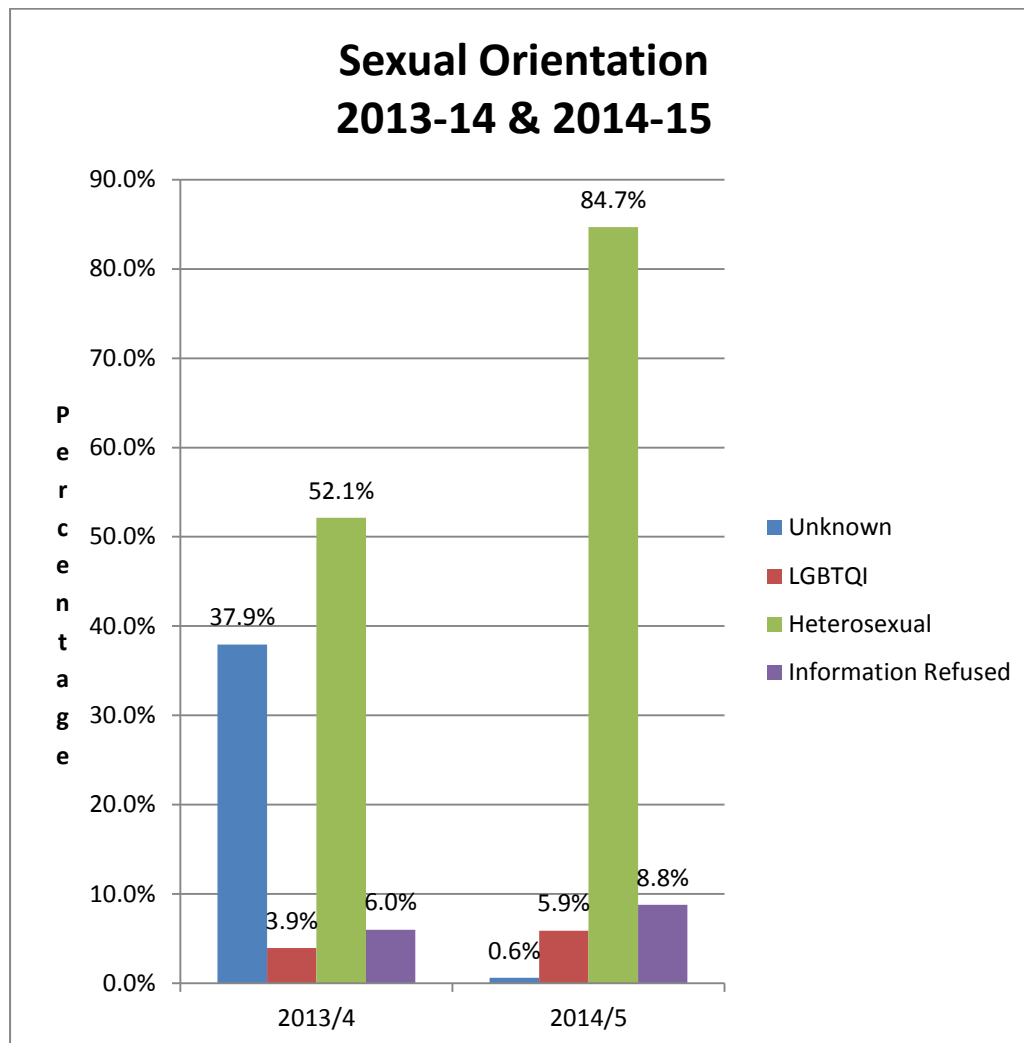


Figure 15: Sexual Orientation 2013-14 & 2014-2015

4.6.1 The university began collecting data on sexual orientation in 2013-14 although the picture was incomplete. As part of the registration process in 2014-15, the collection of sexual orientation data was more robust. As a result the University has a better picture of the student population as defined by sexual orientation. It is interesting to note that the LGBTQI population currently rests at 5.9%. As there is only one year of complete data it is not possible to identify any trends. The university has recently created a web presence (www.abertay.ac.uk/studentlife/support/lgbt) identifying support for LGBTQI students and intends to build upon the information and support made available to these groups of students.

4.7 University Students: Religion and belief profile

- 4.7.1 Robust data collection by the University began in 2014-15. Data (figure 16) shows that by far the large group (61.4%) of students are those with no religion or belief. The next largest group are those who identify their religion as being Church of Scotland (12.4%). Although not a homogenous group, Christians make up around a quarter of the student population at Abertay. In 2014-15, the University funded full time Christian chaplain retired. As a result of a strategic review, the university has decided not to employ another chaplain. Based on the university's city centre location, it was agreed to enhance the role of our honorary Chaplains and the space offered for religious groups to meet or undertake worship. Encouraging students to use the local facilities provided by the many faiths based within a half mile radius of the University was identified as a better way of linking (sometimes very small groups practicing their faith/belief) to a larger local community.

Religion and Belief 2013-14 & 2014-15

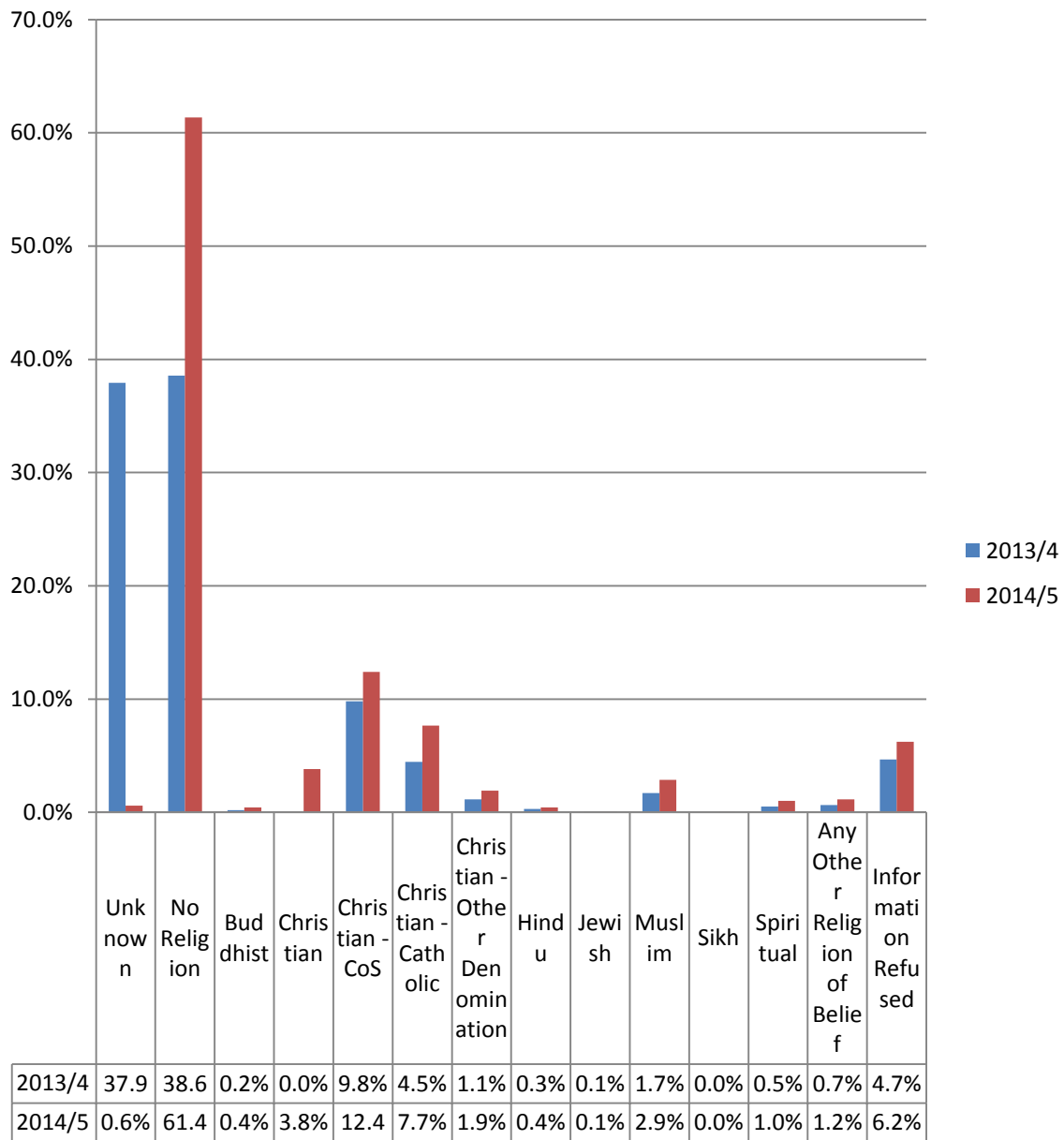


Figure 16: Religion and Belief 2013-14 & 2014-15

5 Recommendations

- 5.1 Further improvements to the quality of our equality data is planned for 2015 and 2016, including a review of the staff 'new starts' process to improve data collection and a project to invite all staff to provide/update the information held on their protected characteristics.'
- 5.2 To integrate the Athena Swan and Race Equality action plans into the main University equality action plan in the academic year 2015/16, removing duplication of actions.
- 5.3 The University Equality Action Plan was first published in 2013. Good practice suggests reviewing and revising plans at least every 5 years to ensure relevance to the prevailing environment. It is recommended the University carry out a review and revise the current Equality Action plan for 2016/17.
- 5.4 As part of the University's Corporate Information Systems and website redesign to ensure that software proposals should conform to accepted industry standards on accessibility for disabled people.
- 5.5 The University has identified an under reporting of staff declaring a disability. It is recommended the University identify the barriers to disclosure and implement a system during 2015/16 to record staff disability for statistical purposes; that provides an opportunity to disclose a disability; and maintains confidentiality, where requested.
- 5.6 The University estate has changed immeasurably since the last access audit that was carried out over 10 years ago. It is recommended that a new accessibility audit be carried out in 2015/16 to assess improvements that could be made to the University estate in improve access for disabled people.
- 5.7 As part of the review of governance structures relating to Equality and Diversity, introduce measures to encourage staff networks and diversity champions.

Appendix 1: Equality Action Plan and Equality Outcomes

Section 1-Corporate Issues

Area/ Function	Action	Progress to date	Evidence/ EO (Equality Outcome)	Protected Characteristics
1.1 Training and guidance	1.1.1 Review current staff training programme and identify specific training requirements needed to integrate equality good practice within the curriculum	<ul style="list-style-type: none"> Inclusive assessment workshop delivered by HEA to support academic staff in the design of assessments Annual review of modules and assessment matrices aims to apply the principles of equality good practice. Ongoing dialogue with Student Disability Service in relation to individual requirements for Reasonable Adjustment. Where staff development is identified as a key element, training is sourced and provided. All staff are required to undertake the E&D training module. It is anticipated that staff will be required to refresh their awareness and understanding on a 3-year cycle. 	<p>E&D annual report</p> <p>EO: Better informed staff will lead to increased NSS satisfaction scores</p>	All

		<ul style="list-style-type: none"> • Staff are provided with appropriate training where identified through student feedback. • All academic schools have E&D as a standing item on their Teaching and Learning Committees (SAC) to identify issues that impact on the student experience. 		
	1.1.2 Identify a programme of training for the specialist areas of equality training	<ul style="list-style-type: none"> • On-line: Diversity and Stress modules available to all; EqIA and stress management available for managers. • On-line training in respect of Unconscious Bias being investigated. • Mental Health First Aid workshop run Nov 2014. • Further training specific to gender equality is included in the Athena SWAN action plan and similar consideration is being given to Race for the ECU Race Equality Charter Mark 	E&D annual report EO: Decrease in complaints related to all protected characteristics	All
	1.1.3 To present and support a positive view of disability within the University, particularly for staff; emphasising the removal of barriers, the support available, and contributing to a change of perceptions both for disabled and	<ul style="list-style-type: none"> • Fuller information added to HR webpages re support for disabled staff and definition of disability: http://www.abertay.ac.uk/about/humanresources/disabilityemployee-support/, in addition to existing OH 	EO: Increase in disclosure/declaration of disability	Disability

	non-disabled constituents.	<p>web information and ongoing OH support and processes in place.</p> <ul style="list-style-type: none"> The University will undertake data checking/updating exercise in 2015 to encourage all staff to disclose disability and other protected characteristics. 		
	1.1.4 Managers must ensure that staff attend all identified equality training programmes	<ul style="list-style-type: none"> All REF champions, Heads of School and members of the REF Steering Group have undertaken appropriate Equality training. All new staff also undertake Equality training as part of university induction. Division Leaders review module evaluations and are able to respond to E&D issues raised and discuss any associated training needs with relevant staff members All staff, as part of their Pathways (personal review), are encouraged to identify with line managers areas of further development and training 	List of staff with training records EO: Ensures all staff are aware of their duties towards general and specific equality duties thus reducing any equality related incidents.	All
1.2 Procurement	1.2.1 Update and maintain the procurement process to ensure that contractors, goods and services providers are aware of and comply with the University Equality & Diversity framework	<ul style="list-style-type: none"> In our tenders, which are published on the website Public Contracts Scotland, the questions are set and there is no opportunity to add any statements. However the standard SPPQ, the standard pre- 	Procurement policy University Intranet EO: Ensures contractors/supplier s fulfil their role in	All

		<p>qualification document does have ethical questions related to issues of Equality and Diversity. The University refers to the Chartered Institute of Purchasing and Supply (CIPS) Ethical Business Practices in Purchasing and Supply.</p> <p>http://www.cips.org/Documents/AboutCIPS/Ethical_Bus_Prac_printed.pdf</p> <p>http://www.scotland.gov.uk/resource/0044/00446913.doc</p>	<p>promoting equality and diversity. Extends the University's role in fostering good relations between people who share a protected characteristic and those who do not</p>	
1.3 Inclusivity	1.3.1 Include disability as an integrated feature of the university business strategy to avoid the possibility of disability issues being treated as a bolt on feature.	<ul style="list-style-type: none"> The University has undertaken a project to 'baseline the student journey' and is in the process of reviewing its processes to streamline and ensure they are 'fit for purpose'. It is expected that a similar project will take place to baseline the staff journey in the future. 	EO: Reduction in disability-specific reports.	Disability
1.4 Accessibility	1.4.1 Facilitate knowledge transfer in producing accessible information in online Word, PDF and web documents.	<ul style="list-style-type: none"> The Technology Enhanced Learning Support (TELS) team is offering hands-on workshops, webinars and guides on creating accessible content. In addition, the team provides access to online resources 	<p>Ongoing and regular schedule of training events.</p> <p>EO: Reduction in non-accessible</p>	Disability

		<p>via the following links.</p> <p>Blackboard Learn Accessibility</p> <p>RNIB Screen reader access to PDF: A User Guide</p> <p>JISC Accessibility Essentials: Complete Series</p> <p>World Wide Web Consortium (W3C) Accessibility</p> <p>UK Association for Accessible Formats</p> <p>DAISY Consortium</p>	documents	
	1.4.2 Introduce a process for supporting visitors; including prior and contemporary disclosure of disability, and collecting feedback.	<ul style="list-style-type: none"> A draft set of guidelines have been produced and are being consulted upon. It is anticipated the guidelines will be published in Spring 2015 	<p>Process defined and initiated.</p> <p>EO: Positive feedback from visitors.</p>	Disability
	1.4.3 Assess the extent and nature of any accessibility issues related to the use of the University's current Virtual Learning Environment (VLE), Blackboard/WebCT.	<ul style="list-style-type: none"> Official Blackboard accessibility statement is: "Blackboard is committed to ensuring that the platform is usable and accessible. The code and user interface design 	<p>Accessibility report on VLE.</p> <p>Accessibility as a non-negotiable requirement in any</p>	Disability

	<p>techniques are continually audited to ensure that the application is usable by everyone, to the greatest extent possible, regardless of age, ability, or situation.”</p> <ul style="list-style-type: none"> • As published by the company on its website, located here, Blackboard has been tested against all WCAG 2.0 AA Success Criteria and pass with one exception. The system fails the Level A success criterion 2.1.1 (Keyboard Access) for some, but not all, of the formatting elements. Blackboard is working with the 3rd party provider of its text editor (TinyMCE) to ensure that the editor will meet Success Criterion 2.1.1 and be upgraded in Blackboard Learn in a future release. • Further information on Blackboard accessibility statement can be found via Blackboard April 2014 Accessibility Information . • In addition to the conformity of the system, staff need to ensure that the content they upload to Blackboard is accessible. Guidance 	<p>new VLE tender.</p> <p>EO: An accessible VLE.</p>	
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		and advice are available to staff on the best way to create contents, see comments in section 1.4.1.		
	1.4.4 Ensure that all new internally developed software systems are accessible and to review existing in-house software and take remedial action where necessary	<ul style="list-style-type: none"> Accessibility requirements were included in all ICT procurement. Working with our 3rd party suppliers, accessibility of existing systems such as Blackboard and OASIS have been improved. However, there are still some applications not fully meeting the WCAG 2.0 AA Success Criteria. It is our intention to ensure that all systems within the scope of the corporate information systems replacement programme fully conform with all the elements of WCAG 2.0 AA. 	EO: All staff can use all internal systems.	Disability
	1.4.5 Ensure that accessibility is a priority functional requirement in any invitation to tender for new or replacement software systems.	<ul style="list-style-type: none"> Accessibility requirements were included in all new ICT related tender procurement. Working with Estates & Campus, an accessibility requirement statement will also be included in the University's 	EO: All staff can use all externally sourced systems.	Disability

		procurement guidance documentation for the Corporate Information Systems replacement projects, by 30 June 2015.		
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Section 2 -Students

Area/ Function	Action	Progress to date	Evidence	Protected Characteristic
2.1 Student Applications and Access	2.1.1 Maintain the process of Equality Impact assessment for admissions policy, statements and procedures	<ul style="list-style-type: none"> A number of issues relating to admissions policy and procedures were highlighted during the mapping to the QAA code in preparation for ELIR (Enhancement Led Institutional Review). In addition, a number of changes to admissions practices are currently being implemented. As a result, all of our documentation is currently being revised, and an EIA will be carried out as part of this exercise. 	<p>EIA progress report</p> <p>EO: Ensures all policies and procedures fulfil the general duties in relation to equality and diversity. Will lead to increased diversity (various protected characteristics) of the student body</p>	All
	2.1.2 All publications contain equality statement	<ul style="list-style-type: none"> The Main recruitment publication for the University is the Prospectus. The 2016 version includes statement on cover. Also contains guidance on Accessible Formats, Flexible Study, Access Courses, Funding, International Support, Coming from Care and our full range of Student Support Services. 	<p>Corporate Website and Prospectus</p> <p>EO: Will lead to increased diversity (various protected characteristics) of the student body</p>	All
	2.1.3 Monitor and analyse applications and intake across all schools and report on an annual basis	<ul style="list-style-type: none"> Monitored annually for alignment with Outcome Agreement Targets, equality good practice and programme 	<p>Schools annual reports</p> <p>EO: To increase applications from female and male students in areas of historic low participation - Women in</p>	All

		<p>enrolments criteria.</p> <ul style="list-style-type: none"> Monitored annually, in the School T&L Report with analysis of student cohorts, and detail progress on specific Outcome Agreement targets. Applications from women into computing for 2014-15 stands at 18.3%; for men into food programmes 18.8%; men into nursing 21.7%; women into computer games 7.5%; women into sport 27%. 	<p>Computing from 9% to 19%; Men in Food programmes from 15% to 25%; Men in Nursing from 12% to 22%; Women in Computer Games from 5% to 15%; Women undertaking Sport courses from 26% to 35%; over the planning period</p>	
	2.1.4 Establish and publicise a clear definition of what is meant by disability with regard to staff and students.	<ul style="list-style-type: none"> The latest HESA figures (2012/13) indicate that the percentage of students at Abertay in receipt of DSA (Disabled Student Allowance) was 6.2% compared to the Scottish average of 4.5%. These figures show there is an increased incidence for students to declare a disability at Abertay. 	<p>Student disability handbooks.</p> <p>EO: Increase in disability disclosure.</p> <p>To increase the percentage of full time disabled students enrolled from 3.1% to 5.0% in line with HESA PI for the University (Table T7)</p>	Disability
2.2 Admissions and Matriculation	2.2.1 Collect equality data from students at enrolment for monitoring requirements	<ul style="list-style-type: none"> The University, since 2014, routinely collects equality data as 	<p>Schools annual reports</p> <p>EO: Will allow the University to</p>	All

		part of the registration task.	identify underrepresented groups and develop appropriate strategies to ensure continued diversification of the student body	
	2.2.2 Maintain the process Equality Impact Assessment for enrolment processes	<ul style="list-style-type: none"> The registration/enrolment process is being redesigned for Sept 2015, and an EIA will be carried out as part of this project. 	EIA progress report	All
2.3 Student Achievement and Assessment	2.3.1 Monitor and analyse student retention by protected characteristic	<ul style="list-style-type: none"> To date monitoring has been ad hoc and not systematic. Having recently made a small investment in Qlikview, we hope to be in a position to put better monitoring arrangements in place in 2015. Percentage of women under 21 retained - 93.7%; for men under 20 retained in STEM subjects - 85.8%; retained women of any age and men under 21 in any subject – 88.4%; retained men over 20 studying at postgraduate level – 88.4%; percentage of students; percentage of students over 20 – 41.9%. 	<p>Schools annual reports</p> <p>EO: To increase the percentage of female students <21yrs retained from 90% from the 2004-09 average of 93%.</p> <p>To increase percentage of male students > = 21yrs retained in STEM subjects from 82% to 85%</p> <p>To at least maintain retention of female (all age groups) and male (<21) at the average for 2003/4 – 2008/9 rates.</p> <p>To increase at 11-12 levels the percentage of male students >=21yrs retained to 85% from the 2004-09 average of 81%.</p> <p>To maintain the percentage of full time 'mature' (over 21 on 1 August) students enrolled at the University at around 33% over the planning period using HESA PI's.</p>	All
	2.3.2 Monitor and analyse student progression rates by protected characteristic	Data not currently available	<p>Schools annual reports</p> <p>EO: to increase the numbers of</p>	All

			students who successfully complete and progress by protected characteristic	
2.4 Teaching and learning	2.4.1 Monitor and analyse profile for teaching staff (break down by teaching category/type)	<ul style="list-style-type: none"> • Equal opportunities are applied in throughout the recruitment and promotion processes. The processes have been subject to EIA. • Regrading/promotions of job adverts to ensure that in areas where there is under-representation of a protected characteristic that best practice is being utilised. • Additional data analysis (being) undertaken as part of self-assessment for Athena SWAN (academic staff with protected characteristic of gender) and historical data to accompany Race Equality Charter Mark (all staff and students, ethnicity and nationality/domicile). 	E&D annual report	All
	2.4.2 Meet the objective of a barrier free teaching and learning environment designed in to new builds and refurbishments.	<ul style="list-style-type: none"> • Incorporated as part of refurbishments – a new accessibility audit will be commission for 2015/16 to identify areas for improvement. 	EO: Minimise accessibility or disability issues raised.	Disability

2.5 Curriculum	2.5.1 Ensure that all teaching and learning is inclusive and materials do not stereotype	<ul style="list-style-type: none"> At the annual review of modules staff are requested to ensure that there is evident inclusivity in module design and delivery. Equality and Diversity is a standing agenda item at SAC and at Programme Executive Committees (PECs, whose minutes come to SAC) thereby ensuring that non-inclusive practices can be raised and actioned. 	<p>Minutes of Schools T & L C</p> <p>EO: Equality, diversity and inclusion is a core element of the postgraduate certificate in higher education teaching</p>	All
2.6 Complaints procedure	2.6.1 Maintain the process of Equality Impact Assessment for the complaints procedure and its effectiveness to deal with equality based complaints.	<ul style="list-style-type: none"> A system of recording has been developed during 2014/15 and will be implemented and monitored for 2015/16 	<p>E&D annual report</p> <p>EO: Possible increase in the number of complaints as students from all protected characteristics feel able to raise concerns.</p>	All
2.7 Discipline Code	2.7.1 Monitor and analyse the proportion of student disciplinary proceedings by protected characteristics	<ul style="list-style-type: none"> Numbers are too low to provide any meaningful data. 	E&D annual report	All
2.8 Widening participation	2.8.1 Review the representation of protected characteristics participating in wider access activities	<ul style="list-style-type: none"> See 2.1.3 	<p>E&D annual report</p> <p>EO: Increase the number of applications from those with protected characteristics in specific areas of underrepresentation</p>	All
	2.8.2 Positively encourage applications to UAD courses from the different equality groups	<ul style="list-style-type: none"> The AHEAD (http://www.abertay.ac.uk/courses/ug/ahead/) programme team 	<p>E&D annual report</p> <p>EO: Increase the number of applications from those with</p>	All

		<p>and Dundee Academy of Sport (http://www.dundeeacademyofsport.com/) staff work with a range of community groups to encourage non-traditional entrants to consider accessing higher education.</p> <ul style="list-style-type: none"> • There is a range of recruitment activities aimed to facilitate opportunities for promotion to different equality groups. For example for disabled applicants there is an opportunity to explore the support available on an individual basis during University information days. • Contextual Data Policy implemented for 2015 entry, and publicised widely. 	protected characteristics in specific areas of underrepresentation	
2.9 Monitoring – student data	2.9.1 Prepare for monitoring data on students with protected characteristics	<ul style="list-style-type: none"> • Published as part of annual report. 	Minutes of E & D subcommittee	All
	2.9.2 Consult internally and externally on monitoring and reporting of protected characteristics	<ul style="list-style-type: none"> • Issues are reported on by exception. To date none have been reported. 	Minutes of E & D subcommittee	All
2.10 Disability Awareness	2.10.1 To introduce an annual process for gathering and evaluating student and staff perceptions, experiences and	<ul style="list-style-type: none"> • The OH Adviser provides disability support for new and current staff and provides feedback on general issues. 	Annual report on data gathered.	Disability

	issues with regard to disability issues.	Information is included in the annual OH report. The 2013 Employee Engagement survey included disability information. The last staff survey specifically on disability was in Dec 2011 and consideration is being given to a further survey in 2015 or 2016.	EO: Increase awareness and understanding of issues relating to disability	
2.11 Student Support	2.11.1 Keep under review mental health support for students	<ul style="list-style-type: none"> The University has employed a Mental Health Advisor to provide appropriate professional support to students with Mental Health difficulties 	<p>Review and plan published.</p> <p>EO: Increase the number of students with declared mental health difficulties</p>	Disability
	2.11.2 Review the processes for initial identification and procurement of student disability support to ensure timely action and robustness.	<ul style="list-style-type: none"> Currently students are seen within two weeks of declaring a disability and appropriate evidence. Initial adjustments are made although it is recognised that these may change over time. 	<p>No students waiting on adjustments or support for more than 2 weeks</p> <p>EO: Increase the satisfaction of disabled students with services provided</p>	Disability
	2.11.13 Review communication streams between support and academic staff in relation to identifying students with additional support requirements and appropriate staff training in these needs (if required).	<ul style="list-style-type: none"> A review of additional support requirements for students is being conducted by colleagues in Student Services. The output of the review will identify the technology requirements that need to be supported by 	<p>Minimise reports of late and inappropriate student support.</p> <p>EO: Decrease the number of complaints relating to failure of</p>	Disability

		Information Services. Working with the Head of Student Services and Director of Human Resources, a business case would be developed and submitted to the University Executive for funding to meet the provision of alternative learning resources for students with additional requirements, during academic session 2014/15.	support implementation	
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Section 3 -Staff

Area/ Function	Action	Progress to date	Evidence	Protected Characteristic
3.1 Management Information	3.1.1 Review the Management Information system needs of the University in relation to E&D data and ensure required information fields are fully included in any new/amended system.	<ul style="list-style-type: none"> There are no immediate plans to replace our current Management Information system. Action has been taken in 2014 to ensure all protected characteristics are gathered and reportable through current system/HESA process. E&D data held for all staff will be checked & updated in 2015 to improve current data quality. The University's management information infrastructure has been reviewed and will be replaced as part of the Corporate Information Systems replacement programme. Working with the Registrar, Director of Human Resources and Organisational Development and the Chair of Equality and 	<p>Agreed Management Information system specification document</p> <p>EO: Increased ability to identify differences in staff profiles that will lead to a possible increase in specific Equality outcomes</p>	All

		<p>Diversity Sub-Committee, the accessibility reporting requirements will be defined and developed within the new management information solution.</p> <ul style="list-style-type: none"> Alternative solution has been provided to meet limitations of current management information infrastructure. 		
3.2 Monitor equality strands	3.2.1 Produce accurate reports to enable effective monitoring of equality strands.	<ul style="list-style-type: none"> Equality and Diversity is a standing item on all school/service management meetings. Minutes and action list provide records of response to matters raised. Further oversight is taking place with the additional monitoring for Athena SWAN & RECM 	<p>History of reports Minutes of E&D Committee</p> <p>EO: Increased oversight of Equality related to all characteristics</p>	All
	3.2.2 Identify areas of under representation within job families and consider positive action measures	<ul style="list-style-type: none"> Actions regarding gender equality at different academic grades have been included in the Athena Swan Action Plan. Colleagues within the School via Pathways and the university CPD scheme are 	<p>Minutes of E&D Committee</p> <p>EO: Positive action in relation to recruitment of staff</p> <p>EO: Double the number</p>	All

		<p>signposting staff to career development opportunities.</p> <ul style="list-style-type: none"> The Academic Schools are working with HR to review job advertisements to ensure the wording exemplifies equality best practice. HoS and School in collaboration to ensure equality good practice in the recruitment process. Athena SWAN Bronze Award application was submitted in November 2014 and the Athena SWAN Action Plan is now part of this University E&D Action Plan (see Appendix) 	<p>of Women professors by 2015</p> <p>EO: Join the Athena SWAN Charter, and produce an action plan to achieve a Bronze Award by 2015</p>	
3.3 Recruitment and Selection	3.3.1 EIA recruitment and selection procedures to ensure that equality is embedded and the procedures are fair and open	<ul style="list-style-type: none"> Academic recruitment policy & process overhauled in 2014 and being rolled out to support staff recruitment in 2014/15. EIA completed for all policies. Review of these EIAs will take place in early 2015. 	<p>Minutes of E&D Committee</p> <p>EO: increase in diversity of applications</p> <p>EO: Increase in the number of professors/senior managers with different protected characteristics</p>	All
	3.3.2 Monitor the application and	<ul style="list-style-type: none"> An action on applications has 	HR Annual Report	All

	success rates of applicants	<p>been included in the Athena SWAN action plan and will form an action for the Race Equality Charter Mark.</p> <ul style="list-style-type: none"> Although specific to gender and race, all equality strands recorded will be monitored. 	EO: Opportunity to identify year on year success rates of recruitment by protected characteristics	
	3.3.3 Identify if staff with protected characteristics are underrepresented in any level/section, consider positive action measure if appropriate	<ul style="list-style-type: none"> Included in Athena SWAN action plan in relation to different grades of academic staff 	<p>Minutes of E&D Committee/HR Annual Report</p> <p>EO: monitoring of staff profile</p>	All
3.4 Staff Promotion	3.4.1 Monitor the number of applicants and the number of staff that are promoted by protected characteristic	<ul style="list-style-type: none"> Ongoing – and additional analysis included in the Athena SWAN and RECM action plans. HR has a system of monitoring staff promotion by protected characteristic. The last set (2014) of academic promotions did not raise any concerns regarding those from protected characteristics. 	<p>Minutes of E&D Committee/HR Annual Report</p> <p>EO: monitoring of staff profile</p>	All
	3.4.2 Identify the proportion of staff by protected characteristic appealing against decisions about promotion	<ul style="list-style-type: none"> There were no appeals for 13/14 	<p>Minutes of E&D Committee/HR Annual Report</p> <p>EO: monitoring of staff profile</p>	All

3.5 Staff Training and Development	3.5.1 Monitor staff attending training by protected characteristic	<ul style="list-style-type: none"> As part of the review and purchase of MIS and corporate systems, a requirement to be built in is the development of a database which will enable systematic monitoring for all in-house staff development. 	<p>Minutes of E&D Committee/HR Annual Report</p> <p>EO: monitoring of staff profile and put in place action plan if required</p>	All
3.6 Grievance / Discipline	3.6.1 Monitor all recorded formal complaints and those raised formally under a grievance procedure	<ul style="list-style-type: none"> Ongoing. The RECM self-assessment process requires monitoring formal complaints/grievances/discipline cases. To date no issues have arisen, as the numbers are in low single figures. A longitudinal approach will be required. 	<p>Minutes of E&D Committee/HR Annual Report</p> <p>EO: monitoring of staff profile and put in place action plan if required</p>	All
	3.6.2 Monitor by equality strands disciplinary outcomes	<ul style="list-style-type: none"> To date no issues have arisen, as the numbers are in low single figures. A longitudinal approach will be required. 	<p>Minutes of E&D Committee/HR Annual Report</p> <p>EO: monitoring of staff profile and put in place action plan if required</p>	All
	3.6.3 EIA the grievance procedure to ensure that the process is fair to all staff	<ul style="list-style-type: none"> EIA has been completed for all HR policies. 	<p>Minutes of E&D Committee/HR Annual Report</p> <p>EO: a transparent procedure for all characteristics</p>	All

3.7 Harassment	3.7.1 Review the harassment policy and procedures	<ul style="list-style-type: none"> The Harassment Policy was reviewed and the revised policy (approved in June 2103) and has been published on the HR webpages . 	Minutes of E&D Committee/HR Annual Report EO: a transparent procedure for all characteristics	All
	3.7.2 Monitor all harassment cases by equality strands	Ongoing. (see 3.6.1)	Minutes of E&D Committee/HR Annual Report	All
3.8 Leavers	3.8.1 Monitor by protected characteristic the reasons for staff leaving UAD, to assess equality issues	Ongoing.	Minutes of E&D Committee/HR Annual Report	All
3.9 Staff Support	3.9.1 Introduce a clear mechanism for supporting disabled staff; integrating HR, Health & Safety, Occupational Health, Estates.	<ul style="list-style-type: none"> Additional information has been added to the HR webpages (see 1.1.3). There are clear mechanisms in place with regards to OH support and risk assessments. See 1.1.3 	Staff disability handbook. EO: Establishment of the mechanism.	Disability
	3.9.2 Keep under review mental health support for staff	<ul style="list-style-type: none"> Mental Health identified as a priority as part of the work to achieve Healthy Working Lives Gold by 2016, and maintain our Mental Health Commendation. On-line Stress modules available to all staff, and stress management for managers. 	Review and plan published.	

		Mental Health First Aid workshop run Nov 2014 and plan to re-run Mental Health workshops for managers during 2015. Review being undertaken of governance, management and review of stress in the University during 2014/15.		
3.10 Teaching & Learning	3.10.1 Meet the objective of a barrier free teaching and learning environment designed in to new builds and refurbishments.	See 2.4.2	EO: Minimise accessibility or disability issues raised.	

Appendix A : Glossary of Acronyms

E&D	Equality and Diversity Sub-Committee
HoS	Head of Schools/Services
HofHR	Head of Human Resources
HofIS	Head of Information Services
HR	Human Resources
OD	Organisational Development Sub-Committee
SRO	Student Recruitment Office
T & L C	Teaching and Learning Committee

Appendix 2: Athena SWAN Action Plan

	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 developed by partner institution Cranfield School of Management) in 	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>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>			

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
				vi. During 2016/17.			
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; 	<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)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
				iii. Annually from August 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	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-SSHHS	AS Bronze Awards obtained by SSET and SSHS by October 2016.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
		Equate AS workshop Nov 2014					
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	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. In particular develop/monitor:	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
			<ul style="list-style-type: none"> - recruitment data, including application, shortlist and appointment data - promotion applications & success rates - PG student recruitment data, including application and admissions - 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;	i. Complete initial investigation by July 2015; ii. Develop a research proposal by July 2015, with deliverables by July 2017 (if research	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)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			<p>ii. In addition, a lead researcher will seek funding from appropriate sources to explore this as an academic research project.</p> <p>[Also note Action Point 12 (ii) on Promotions]</p>	funding successful).			
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	<p>i. Produce and publicise case studies of successful female researchers in Abertay.</p> <p>ii. Monitor women's participation in activities to support researcher development - for example workshops with funders - and identify any action required as a result.</p> <p>iii. Monitor use by female staff of the Open Access Publication fund and identify any action required as a</p>	<p>i. March 2015</p> <p>ii. By August 2015 then annually thereafter</p>	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)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
		REF-eligible male staff.	<p>result.</p> <p>iv. Ensure events/courses to promote researcher development take account of policy/guidance on timing of events and meetings.</p> <p>v. Carry out Equality Impact Assessment (EIA) as part of Abertay's "mock REF" in December 2016.</p>	<p>iii. By August 2015 then annually thereafter</p> <p>iv. By August 2015 then annually thereafter</p> <p>v. January 2017</p>			
Supporting and advancing women's careers at key transition points							

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
11	Academic recruitment policy and practice	New recruitment policy implemented in summer 2014, including strict shortlisting by criteria and competency-based interviewing.	<ul style="list-style-type: none"> 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 to ensure that they apply the policy effectively and understand the underlying purpose, i.e. to ensure consistent, high quality recruitment decisions and reduce bias. 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 	<ul style="list-style-type: none"> i. New policy evaluated and action identified by December 2014. ii. Roll out from Dec 2014, then at least 2 workshops p.a. including input from VP Academic iii. By May 2016 	<ul style="list-style-type: none"> i. HR with Principal & VP Academic ii. HR with VP Academic iii. HR/ALG 	<ul style="list-style-type: none"> i-iii. EF iv. VK 	<ul style="list-style-type: none"> 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 STEM academic posts over 3 years to 31 July 2017.

	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>action.</p> <p>[Also see Action Point 14 on unconscious bias]</p>	iv. Annually	iv. HR/SAT		
12	Promotion opportunities and understanding of promotion processes	New promotions policy and academic role profiles/ criteria 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	<p>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.</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</p>	<p>i. Evaluate success rates by gender; obtain feedback from staff, managers & unions on 1st 'round' of the new policy; & implement revisions by April 2015;</p> <p>ii. Review roles/grading by</p>	<p>i. HR with HoSs, DLs, TUs, SAT</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>	EF	<p>Across the 3 years from August 2014, female STEM staff promotions reflect or exceed the % of women in the grade below.</p> <p>5% increase in the proportion of female SLs and Professors by August 2017;</p> <p>STEM academic women</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
		(Lecturer) through Grading Procedure.	<p>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 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>December 2016;</p> <p>Review by April 2016</p> <p>iii. By April 2015 (start of next promotions round);</p> <p>iv. By April 2015;</p>			<p>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)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
				v. By April 2016.			
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.	i. Review 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.	i. Programme Lead for PGCert to complete review by end June 2015 for delivery in Sept 2015 onwards ii. Completed September 2015 for immediate implementation.	TLE TLE and Graduate School	LN	PGCert and Introduction to HE workshop have been amended to strengthen/include gender equality content.
14	Effective induction for academic staff	Induction/ probation includes PGCert, allocation of mentor, range of training, including	Review induction and probation arrangements and provision for new academic staff to establish a good grounding for academic career development, to include:	By August 2017	HR/TLE/HoSs	NC	New arrangements implemented by September 2017 Improved employee

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
		on-line E&D course	<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 				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/development review system in place since 2009, involving annual and mid-year reviews. Undertaken for 85% of staff in 2013.	i. Review the performance management/appraisal scheme (Pathways) to: <ul style="list-style-type: none"> • Include longer-term career planning/development discussion for academic and research staff 	i. Review of Pathways by July 2016. ii. Implementation, with training, by December	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 over 90% of

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			<ul style="list-style-type: none"> 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>ii. Implement the revised scheme with</p> <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 	<p>2016.</p> <p>Monitoring, annually from no later than December 2017.</p>			<p>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)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			<p>meetings and gender equality awareness in relation to performance and development review</p> <ul style="list-style-type: none"> - systematic annual monitoring. 				
16	Developing STEM academic women	<p>Range of teaching, research and leadership development opportunities provided for staff & PG students. External opportunities publicised, including women-only courses. Head of GS role model in Aurora 2014.</p>	<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 the University.; ii. Continue to contribute to Aurora through senior female staff offering to participate as 'role models'. 	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
17	Enhance sabbatical opportunities	Existing Sabbatical Policy, but is used infrequently and practice is not consistent across the University	<ul style="list-style-type: none"> 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 to ensure consistent application, which supports academic career development and achievement of University goals, and aligns with the planning cycle; and ensure all academic managers are trained; iii. Establish systematic monitoring of sabbatical applications and granting by gender, school and career stage. 	<ul style="list-style-type: none"> i. By June 2015 ii. By September 2015 iii. By September 2015 	<ul style="list-style-type: none"> i. VP Academic/ RKE Comm with HR ii-iii ALG/ DLs/ HR 	LN	<p>Sabbatical leave agreed under new policy by April 2016.</p> <p>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.</p>
18	Improve mentoring opportunities	Mentors allocated for new lecturers and some ad hoc	Substantially develop and systematise mentoring opportunities, training and support for academic staff, with a strong focus on supporting women's academic	<ul style="list-style-type: none"> i. Implemented on pilot basis October 2014 - 	<ul style="list-style-type: none"> i. TLE/ HR ii. TLE/HR iii. Grad 	NW	<p>i-vActions implemented as specified</p> <p>i/iii Positive feedback from</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
		mentoring	<p>careers. Specifically:</p> <ul style="list-style-type: none"> 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); ii. PGCert and HEA CPD mentors recruited, and mentors and mentees to complete 2 half days of training workshops designed to ensure both parties understand the scope of the role; 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; 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 	<p>June 2015.</p> <p>ii. By October 2014.</p> <p>iii. Implement trial covering at least 6 staff and 2 PGR students by January 2016.</p> <p>iv. Decide by June 2015 and action (as appropriate) by Dec</p>	<p>School/TLE/ HR</p> <p>ALG</p> <p>iv. TLE/ Grad School/HR/ ALG</p>		<p>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 students in STEM.</p>

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			<p>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 SATs.</p>	<p>2015.</p> <p>v. By Sept 2015.</p>			
19	Improving networking opportunities for women	Informal networking events have been established within SSET	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>i. By March 2015.</p> <p>ii. Networking lunch to be arranged during March 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>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 Spring 2015;</p> <p>iii. Agree a timetable of 3 events for the academic year 2015/2016.</p>	<p>iii. To be agreed by September 2015.</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
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 communications strategy.</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
21	Embed gender equality in the curriculum	Gender features in a number of courses and research areas	<p>i. Undertake systematic analysis of all STEM module descriptors to identify how gender equality features;</p> <p>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;</p> <p>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.</p> <p>[See also action 10 on training on EIA]</p>	<p>i. Analysis of all STEM programmes and report with recommendations completed by April 2015;</p> <p>ii. Workshop held by June 2016;</p> <p>iii. Include in all EIAs from 2016/17 and ongoing.</p>	<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	Mapping of gender equality featured in STEM programmes produced which identifies good practice and gaps and addresses any issues.

[illegible]

	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"> i. 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; 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. 	<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 	<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

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				Privy Council) by 2016			
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 	<ul style="list-style-type: none"> i. By February 2015. ii. By February 2015. iii. Annually from March 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

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
			STEM students and staff.	iv. Unconscious bias training available from September 2015			academic managers have undertaken unconscious bias training
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 	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>

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				iii. Ongoing			
26	Ensuring a supportive culture	Revised Bullying & Harassment Policy approved 2013.	i. Identify, train and maintain a network of Harassment Advisers to enable full, supported implementation of the Bullying & Harassment Policy; 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.	i. By December 2015. ii. By February 2016.	i. HR ii. HR & Secretariat	EF EF	Harassment Advisers and coordination in place and Policy live on web page and publicised. Awareness of policies incorporated into induction and management training. Reduction in % of staff reporting harassment at work in Staff Engagement survey 2015

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
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.	<ul style="list-style-type: none"> 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; 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 	<ul style="list-style-type: none"> i. HoSs/DLs submit current workload data by January 2015; analysis complete by June 2015. ii. Publication by July 2015. iii. Interim guidance for DLs produced by May 2016. 	VP Academic with HoSs, DLs, HR, Finance	LN	<p>SMART actions identified to address any workload disparities</p> <p>All academic staff can view school workload allocation information</p> <p>All HoSs and DLs briefed on equality in relation to workload allocation.</p> <p>Outcome of review and changes to workload model publicized to academic staff.</p> <p>Positive feedback on new workload model by DLs and staff through staff survey</p>

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			significant areas of academic work by STEM academics, particularly those undertaken more often by women (e.g. outreach, pastoral support, 'administration').	iv. Full review of workload model by October 2017.			and focus group responses.
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	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, including: Abertay and external events; web and intranet; social media; direct staff communications; external networking; ii. 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,	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	i. SAT/ Communications/ IS/ Heads of School/Service ii/iii HR/ Student Services/SAT/IS	KC	Diverse types of communication on AS, gender equality and women in STEM feature in a range of media each year. Informative web pages in place, providing clear and inspiring message of Abertay's work towards the Action Plan.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
		reports, Action Plan and stats	<p>and to provide information and guidance on promoting gender equality and reducing discrimination/bias. Publish AS Action Plan (and Bronze application, if awarded);</p> <p>iii. Identify good practice examples and publish on web page and via Yammer/intranet;</p> <p>iv. Redesign new staff induction process to include information on how women in STEMM is promoted through internal communications and outreach.</p>	<p>on web page by June 2015 and updated on ongoing basis.</p> <p>iv. HR/Comms/SAT</p> <p>iv. Redesign complete by February 2015</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>
Supporting flexibility and managing career breaks							
29	Low rates of PT working	Identified issue relating to low rates of part time workers at Abertay	Investigate why the proportion of academic staff working PT is low relative to other HEIs and identify any barriers/perceived barriers to PT	Develop a research proposal by July 2016;	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
		compared to the sector average.	<p>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>	Deliver research by July 2018			
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"> 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 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>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
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.	Create monitoring process established by December 2014 Reports produced September 2015 and annually	HR/ Divisional Leaders	DN	SAT considers reports and identifies relevant action.

[illegible]

	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)	Responsibility	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.

Appendix 3: Race Equality Charter Mark Action Plan

Race Equality Action Plan 2015-18

	Issues and areas for action identified	Action to date	Actions	Timeframe	Person(s) responsible	Success criteria and outcome
Promoting and progressing race equality principles and process, internally and externally						
Rationale for actions 1-4		<i>We believe that the RECM guiding principles are a way to realise the University's objective of offering transformational opportunities to everyone who has the ability to benefit and that that equality can only be promoted if these principles are thoroughly embedded in the normal operation of the University.</i>				
1	Continue to embed RECM guiding principles across the University.	Monitoring and highly reflective self-assessment process by SAT; actions and responsibilities identified.	<div>Review remit, membership and arrangements of SAT</div> <div>Identify further actions through the monitoring of staff and student data, focus group outcomes and progress of the existing action plan</div> <div>Align RECM self-assessment and action plan and all other E&D related activities, through incorporating into University E&D Action Plan and Outcomes</div>	Operational by 1 August 2015	Exec EDSC ASA SAT	Established revised SAT with active links with other E&D groups; systematic review demonstrates implementation of action plan and delivery of targets.

			Hold 6-monthly staff and student BME focus groups facilitated by an established local network to enhance understanding of issues and experiences and gather views and ideas for improvement			
2	Administer Race Equality survey in 2017/18 and analyse 2015 Staff Engagement Survey	University RE Survey completed Jan 2015 and results analysed	Analyse 2015 Staff Engagement Survey results by race	By December 2015	SAT HR to take lead	Survey results analysed and impact assessed and further actions identified
			Review Race Equality survey, amend as necessary and re-run in 2017/18	By 2017/18	IS to take lead	
3	Mainstream Race Equality principles across the University	E&D has been incorporated into the University's Strategic Plan and School & Service Operational Plans	Ensure all School/Service Operational Plans include mandatory E&D actions	Annually from February 2015	Exec Director of Strategic Planning All HoS	Progress on E&D activities and actions reported by Schools and Services annually
			Review race data annually and identify action in RE action plan and/or School or Service Operational Plans to address any issues	Annually by March	SAT SMG	

4	Engage University Court and senior management with Race Equality	Annual E&D report to PHEC and Court, and published; reports and discussion of RECM and the self-assessment process at all key committees during 2014/15	Court, Exec, Senate and key committees including SMG are given annual updates on the University's Race Equality activities and progress against the action plan	November/December annually	Secretariat	Race Equality features regularly on the agenda of key committees and decision-making groups
Monitoring staff and student populations and addressing issues						
Rationale for actions 5 - 7		<i>By monitoring whether staff and students are fulfilling their full potential we will identify and understand any barriers that might exist and establish whether or not we have actually given opportunities to everyone who has the ability to benefit from our approach to university education</i>				
5	Understand and address progression and undergraduate degree awarding rates	Production of initial data; issue identified through data analysis by SAT	Undertake in-depth analysis of BME postgraduate withdrawal rates Investigate the low proportion of BME undergraduate students achieving first class awards Identify a way to capture undergraduate withdrawal information to assist in detailed investigation into non-progression of BME students	Complete & produce recommendations for action by September 2015 for implementation during the 2015/16 academic year	Registry	Annual report produced and results analysed; actions identified and agreed by Exec. BME progression figures and the proportion of BME students achieving first class awards will increase.

6	Understand and address potential barriers to career advancement	Analysis of staff data identifying areas of concern	<p>Undertake in-depth analysis to understand the reason(s) for the following:</p> <ul style="list-style-type: none"> the drop in non-UK academic staff between grade 7 and 8 the higher proportion of BME academic staff on FTCs the higher proportion of Non-UK support staff on FTCs the UK/non-UK staff pay gap within grades the BME/White and Non-UK/UK staff pay gap for academic staff at grade 7 <p>and produce recommendations for action</p>	Complete analysis and produce recommendations by January 2016	HR HoS	<p>SMART actions identified to improve the position of BME and non-UK staff</p> <p>Equity in use of FTCs between BME/White and UK/non-UK staff</p>
			Review all FTCs to ensure valid reasons and consistency of practice, without racial bias, for use of FTCs, and revise contracts (to make permanent) where appropriate	Complete review and implement any contract changes by August 2016		

7	Monitor staff & student indicators for race equality leading to the identification of areas for action	Production of data and analysis by SAT; identification of key issues and data gaps and actions to address both	Produce and publish annual analysis of all data included in the RECM application and additional data identified for the University	September/October annually	Registry (student data) HR (staff data) SAT	Reports provided and discussed at SAT meetings	
			Review data and trends to identify the impact of action to date, any new issues and any further action required				Actions agreed by Exec and action plan updated
			Report regularly to the Exec and to PHE Committee to agree any new/revised actions as appropriate				Data published.
Supporting and advancing staff and career development							
Rationale for actions 8 - 14		We aspire to have transparent and fair systems for recruitment and promotion and to inspire and enable our staff to achieve their full potential					
8	Recruitment policy and practice	New recruitment policy implemented in Summer 2014	Extend new recruitment policy to support/professional staff recruitment	New policy applies to all recruitment by December 2015	HR with Exec	Competency-based recruitment process applies to all recruitment by December 2015	
			Provide mandatory training in the new recruitment practices to all Service managers and others involved in interview panels to ensure that they apply the policy effectively and understand the underlying purpose, i.e. to ensure consistent, high quality recruitment decisions and to reduce bias	At least two workshops per annum	HR with SAT	Positive feedback received on training workshops Significant reduction in the gap between the rates at which BME and White applicants are shortlisted for both academic	

			<p>Gather and review data on recruitment by ethnicity and nationality, including applications, shortlists and appointments. In particular, monitor the % of BME applicants shortlisted and investigate further if this continues to be substantially lower than white applicants and identify appropriate action.</p> <p>[Also see Action Point 16 on unconscious bias]</p>	Annually	HR with HoS, VP (Academic) and SAT	and support jobs
9	Academic promotions opportunities and understanding of promotion processes	New academic promotions policy and role profiles/criteria for promotion to grades 8 (Lecturer) to 10 (Professor) implemented Summer 2014 and to be annual.	Monitor the impact of the new Academic Promotions Policy on RE and review the policy and process and implement action to address any issues identified	Evaluate feedback received on new policy in 2015 and implement revisions by 2016	HR with HoS, HoD, TU & SAT	Between August 2014 and August 2017 BME staff promotions reflect the % of BME staff in the grade below;
			Review policy and practice on re-grading/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	Review by April 2016	HR with ALG	BME academic staff report improved understanding of/ satisfaction with Promotions policy in employee engagement survey (2015) and RE survey (2017/18);
			Provide ongoing training and guidance for all academic managers in promotion/re-grading policies for academic staff, including E&D awareness, to enhance their ability to provide guidance and support to	By May 2015 (or the next promotions round)	HR with VP (Academic)	BME academic staff report improved satisfaction with career development support/ guidance from managers.

			academic staff			
			Develop and implement 'understanding promotion' sessions for academic staff, paying particular attention to barriers to minority ethnic staff applying for promotion	By April 2016	HR with HoS	
10	Review practices for hourly-paid staff	EIA undertaken; commitment to Harmonisation project	<p>Review practices in relation to hourly-paid staff, including:</p> <ul style="list-style-type: none"> enhancing processes to ensure that the most appropriate contractual arrangement is used, e.g. move staff to part-time rather than hourly-paid contracts if there is regular work ensuring appropriate induction, training and management support is provided establish systematic E&D monitoring of hourly paid staff 	Implement revised practices from August 2016	HR Exec All HoS	<p>Implementation of clearer policies on hourly-paid staff</p> <p>Hourly-paid staff included in annual E&D monitoring and review</p>

11	Carry out a review of the PGCert	Review of PGCert has been completed in 2014 and issues around inclusiveness in learning and teaching have been addressed	Review the University's PGCert and revise to ensure that race equality is strengthened within its curriculum	Programme Lead for PGCert to complete review by end of June 2015 for delivery in Sept 2015 onwards	TLE	PGCert and Introduction to HE workshop have been amended to strengthen/ include race equality content
			Review the two day Introduction to HE workshop delivered in partnership with the Graduate School to ensure that issues around race equality are included in the programme	Completed September 2015 for immediate implementation	TLE with Graduate School	
12	Effective induction for academic & support staff	Induction/ probation for all staff includes University event, local induction, a range of training including on-line E&D course. New Academic staff undertake PGCert and are	Review induction and probation arrangements for new staff, emphasising the importance of E&D to University values and life	Full review by August 2017	HR TLE All HoS	New arrangements implemented by September 2017 Clear inclusion of E&D in all key aspects of induction and probation Information on raising E&D/harassment issues provided
			Provide information on raising E&D, discrimination and harassment concerns in staff induction	From August 2015		

		allocated a mentor	Develop mentoring support and academic induction to Teaching, Learning & Research at the University, including inclusive teaching practices, for academic staff	Complete academic mentoring trial by and implement academic induction from September 2015		to all new staff Academic induction implemented, including inclusive teaching element.
13	Effective performance and career development supported through 'Pathways'	<i>Pathways</i> performance/development review system in place since 2009, involving annual and mid-year reviews. Undertaken for 85% of staff in 2013/14	Review the performance management/appraisal scheme (<i>Pathways</i>) to: <ul style="list-style-type: none"> • Include longer-term career planning/ development discussion. • Strengthen discussion of development needs and opportunities • Enable development needs analysis for BME staff 	Review of <i>Pathways</i> by July 2016.	HR SMG TU Staff	Implementation of revised <i>Pathways</i> Training rolled out to all reviewers and updated guidance published Reviews under new scheme completed for over 90% of staff.
			Implement the revised scheme with: <ul style="list-style-type: none"> • Training and development for managers on providing career development guidance and on equality and diversity, to improve the quality of development discussions in <i>Pathways</i> meetings and race 	Implementation with training, by December 2016 Monitoring, annually from no later than December 2017		Increase in Employee Engagement and RE survey ratings in relation to career development and line management support, and the value of the <i>Pathways</i> process

			<p>equality awareness in relation to performance and development review</p> <ul style="list-style-type: none"> • Systematic annual monitoring 			
14	Improve mentoring and sponsorship opportunities	<p>New mentoring scheme implemented on pilot basis October 2014 – June 2015. PGCert and HEA CPD mentors recruited, and mentors and mentees completed 2 half days of training workshops.</p>	<p>Substantially develop and systematise mentoring and sponsorship opportunities, training and support for academic staff, with a strong focus on supporting academic careers. Specifically:</p> <p>vi. Complete pilot of new mentoring scheme for academic staff undertaking PGCert and/or participating in the University's pilot academic CPD scheme to achieve HEA fellowship (HEA CPD) (seeking HEA accreditation during 2014/15);</p> <p>vii. Offer every early career BME member of academic staff the opportunity of a sponsor to support career aspirations;</p>	<p>Complete pilot of new scheme by June 2015</p> <p>January 2016</p>	<p>TLE with HR</p> <p>Grad School TLE</p>	<p>All actions implemented as specified; 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 BME/non-UK staff and PGR students</p> <p>Positive feedback via focus groups/survey from BME/non-UK staff re the value of mentoring and sponsors</p>

			viii. 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 the Race Equality Charter Mark and Athena SWAN SATs.	By Sept 2015	HR ALG TLE Grad School HR ALG	
Developing an inclusive and supportive environment for students						
Rationale for actions		<i>We aim to provide a responsive and relevant curriculum to prepare students with knowledge and skills to be successful and to develop and sustain an inclusive and supportive culture, welcoming and retaining students from a diverse range of backgrounds</i>				
15	Embed race equality in the curriculum	Criteria to embed inclusivity in electives sent to all academic staff in May 2014	Hold a workshop with programme leaders to clarify how race equality features in the curriculum/content of programmes with a view to identifying good practice to share and promote, and areas to develop/gaps	Workshop held by December 2015	TLE HoD ACM AG	EIA mainstreamed into programme development/ review processes

			<p>Consider race equality in relation to both content and inclusive delivery through EIA of all new programmes and programme reviews</p> <p>[See also action 19 on training on EIA]</p>	<p>Include in all programme EIAs from January 2016 onwards</p>	<p>TLE HoD ACM PL</p>	
16	<p>Develop further ways to create a more inclusive environment for BME students</p>	<p>SS aware of cultural events in our area and direct interested students to these;</p> <p>links established with local BME groups</p>	<p>Investigate and develop better links with community groups that support BME communities locally</p> <p>Support and encourage the Students' Association to set up/develop more student societies that cater for the social and cultural needs of BME groups</p>	<p>Commencing April 2015</p> <p>Reviewed April 2016</p>	<p>ASA SS EDSC</p>	<p>Become a known venue for regular BME community events.</p> <p>Increase in cultural awareness events driven by student societies</p>

			Identify support staff skills/knowledge gaps on specific BME communities cultural and social norms and expectations, prevalent at the University, to support and build cross-cultural understanding			
Developing the organisation and culture						
Rationale for actions		<i>We aspire to mainstream E&D work in all its aspects so as to have a positive impact on our world and the world around us</i>				
17	Develop E&D governance and management in the University, including EIA	EDSC reports to Court via PHEC. EIA included in all committee cover papers	Review the remit and constitution of University committees and Task Groups to further mainstream E&D through governance and management, ensuring that the RECM and race equality are embedded in the structures and processes and identify actions to improve racial balance	New remit of EDSC and action groups implemented by September 2015	University Secretary Chair of EDSC HR	Revised structures implemented and action plan progressing
		Race data on committee membership produced	Review EIA practices and develop new policy/guidance, incorporating guidance on race equality	New policy implemented by December 2015		EIA guidance published and review of EIA database demonstrates that EIA is being undertaken on projects and practices, in addition to formal policies

			Mainstream RECM objectives into operational plans and <i>Pathways</i> objectives	In 2015/16 Operational Plans for all Schools and Services	Exec Director of Strategic Planning HoS	All Operational Plans include E&D objectives
18	Improving understanding of bias, and E&D	On-line E&D training compulsory for all new staff. Re-publicised periodically and easily accessed via HR L&D webpage	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	Annually from June 2015	HR	All managers and academic staff have completed E&D training
		Director of HR attended ECU Unconscious Bias 'Train the trainer'	Develop unconscious bias training and development provision; prioritise training for those managing staff and/or supporting/teaching students	Unconscious bias training available from January 2016		All managers, student support staff, academic staff and all other student-facing staff have undertaken unconscious bias training
19	Engage leaders/managers with	RECM discussions with SMG and	Launch training and events for leaders including;		Exec Secretariat ASA	Court, all managers and Student Association officers have EIA training

	race equality	PHEC	<ul style="list-style-type: none"> • Training for all governors, managers and Student Association officers in EIA • Use the survey/workshop responses to raise awareness: use survey statistics and selective quotes in briefing, training courses and publicity materials. 	<p>Training on EIA by December 2015</p> <p>Ongoing</p>		
20	Further develop communication on race equality	<p>Exec blogs</p> <p>E&D webpages publish E&D annual reports, Action Plan and stats</p>	<p>Embed race equality principles within existing and future University communication strategies and plans, to ensure the University's race equality work and BME and international students and staff more generally feature in internal and external communications, including: University-run and external events; web and intranet; social media; direct staff/student communications; external networking</p>	<p>Review/update existing plans by September 2015</p>	<p>SAT</p> <p>Comms</p> <p>ASA</p> <p>IS</p>	<p>Analysis of tone/content of material generated and disseminated via the various channels post September 2015.</p> <p>Informative web pages in place, providing clear and inspiring message of the University'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>Develop and publicise E&D web pages to promote the RE Charter and the University's RE plans and progress, and to provide information and guidance on promoting race equality and reducing discrimination/bias. Publish RE Action Plan (and Bronze</p>	<p>Web pages expanded and featuring RE by September 2015</p>	<p>HR</p> <p>SS</p> <p>IS</p> <p>ASA</p>	

			application, if awarded)			
			Identify good practice examples and publish on web page and via Yammer/intranet/ASA	Some good practice examples and research links on web page by June 2015 and updated on ongoing basis	HR SS IS ASA	
			Publicise to staff and students how to raise race-related incidents and where to find support	All SEZ staff trained in handling potential race-related complaints and harassment during Summer 2015	HR SS SEZ	

Abbreviations:

ACM	Academic Curriculum Manager	IS	Information Services
AG	Academic Governance	PHEC	People, Health & Equality Committee
ALG	Academic Leadership Group	PL	Programme Leader
ASA	Students' Association	SEZ	Support Enquiry Zone
Comms	Communications Department	SMG	Senior Management Group
EDSC	Equality & Diversity Sub-Committee	SS	Student Services
Exec	Executive Group	TLE	Teaching & Learning Enhancement
HoS	Head of School and/or Head of Service	TU	Trade Unions
HoD	Head of Division	VP	Vice-Principal