

## Abertay University Athena SWAN Action Plan

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

**SAT:** Accountable SAT member

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Respon- sibility	SAT	Success criteria/ How we'll know we've achieved
<b>Promoting and progressing the Athena SWAN principles and process, internally and externally</b>							
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: <ol style="list-style-type: none"> <li>i. Contributing to the design/development of a Best Practice Guide to Accelerate Progress in Key Decision-Making Processes;</li> <li>ii. Piloting revised processes in Abertay, with a view to mainstreaming changes in 2017;</li> <li>iii. Exploring adoption of a training programme for students (to be developed by partner institution</li> </ol>	Project commences October 2014 <ol style="list-style-type: none"> <li>i. Guide complete by October 2016.</li> <li>ii. Pilot by July 2016; implement by December 2017.</li> <li>iii. Decide on implementation by June 2017.</li> <li>iv. Implement by October 2017.</li> <li>v. Sign up to code by October 2016.</li> </ol>	Director of HR & OD	EF	<ul style="list-style-type: none"> <li>• Project completed to the satisfaction of the funders;</li> <li>• improved gender balance in key decision-making committees following implementation of the guide in Abertay;</li> <li>• training implemented in Abertay, with positive feedback;</li> <li>• awareness of the guide and training programmes among Abertay contacts.</li> </ul>

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			<p>Cranfield School of Management) in Abertay;</p> <p>iv. implementing in Abertay the leadership and management training programme developed by the project;</p> <p>v. Adopting the voluntary code of best practice developed by the project;</p> <p>vi. Contributing to dissemination of the research findings and tools through a Conference and other routes.</p>	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> <p>i. Oversee and ensure progress with the action plan;</p> <p>ii. Monitor data and progress, and identify any further action;</p> <p>iii. Ensure involvement and awareness by all relevant parts of the University community – including increasing the proportion of men involved;</p> <p>iv. Ensure articulation between</p>	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.

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			University-level self-assessment and action and departmental SATs and other E&D related activity.				
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"> <li>i. Include achievement of an AS Silver award by 2018 as an aim in the Strategic Plan 2015-20;</li> <li>ii. Ensure school annual operational plans include a mandatory item on action on gender equality;</li> <li>iii. Schools will review equality data annually and identify action in their operational plans to address issues.</li> </ul>	<ul style="list-style-type: none"> <li>i. Included in approved plan by January 2015;</li> <li>ii. Annually from February 2015;</li> <li>iii. Annually from August 2015.</li> </ul>	<ul style="list-style-type: none"> <li>i. Exec/ Court</li> <li>ii. HoSs/ Director of Planning</li> <li>iii. Academic Leadership Group (ALG), SRO</li> </ul>	<ul style="list-style-type: none"> <li>i. NW</li> <li>ii/iii. LN</li> </ul>	<p>University Silver target in Strategic Plan, and achieved by 2018</p> <p>Gender equality activities and action plans reported by Schools annually.</p>

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

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

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			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; ii. In addition, a lead researcher will seek funding from appropriate sources to explore this as an academic research project.  [Also note Action Point 12 (ii) on Promotions]	i. Complete initial investigation by July 2015; ii. Develop a research proposal by July 2015, with deliverables by July 2017 (if research funding successful).	SAT initially, with SSHS/DBS academic staff.	RI	Research delivered and action identified to improve the position.

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10	Lower proportion of eligible female staff was submitted to REF 2014 than eligible male staff.	EIA for Code of Practice on E&D in the Preparation of Submissions for the Research Excellence Framework, which indicated that a lower proportion of REF-eligible female staff was submitted than of REF-eligible male staff.	<ul style="list-style-type: none"> <li>i. Produce and publicise case studies of successful female researchers in Abertay.</li> <li>ii. Monitor women's participation in activities to support researcher development - for example workshops with funders - and identify any action required as a result.</li> <li>iii. Monitor use by female staff of the Open Access Publication fund and identify any action required as a result.</li> <li>iv. Ensure events/courses to promote researcher development take account of policy/guidance on timing of events and meetings.</li> <li>v. Carry out Equality Impact Assessment (EIA) as part of Abertay's "mock REF" in December 2016.</li> </ul>	<ul style="list-style-type: none"> <li>i. March 2015</li> <li>ii. By August 2015 then annually thereafter</li> <li>iii. By August 2015 then annually thereafter</li> <li>iv. By August 2015 then annually thereafter</li> <li>v. January 2017</li> </ul>	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>
<b>Supporting and advancing women's careers at key transition points</b>							
11	Academic recruitment policy and	New recruitment policy	<ul style="list-style-type: none"> <li>i. Evaluate the implementation of the new recruitment policy and implement action to address</li> </ul>	<ul style="list-style-type: none"> <li>i. New policy evaluated and action identified by December 2014.</li> </ul>	<ul style="list-style-type: none"> <li>i. HR with Principal &amp; VP</li> </ul>	<ul style="list-style-type: none"> <li>i-iii. EF</li> </ul>	Revisions to recruitment process made by May 2015.

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	practice	implemented in summer 2014, including strict shortlisting by criteria and competency-based interviewing.	<p>issues identified.</p> <p>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.</p> <p>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.</p> <p>iv. Gather and review data on recruitment by gender, including applications, shortlists and appointments. Monitor at what stage(s) women are under-represented to prioritise areas for action and identify the impact of action.</p> <p>[Also see Action Point 14 on</p>	<p>ii. Roll out from Dec 2014, then at least 2 workshops p.a. including input from VP Academic</p> <p>iii. By May 2016</p> <p>iv. Annually</p>	<p>Academic</p> <p>ii. HR with VP Academic</p> <p>iii. HR/ALG</p> <p>iv. HR/SAT</p>	<p>iv. VK</p>	<p>Positive feedback on training workshops.</p> <p>Positive action taken to increase the % of suitable female applicants, where underrepresented.</p> <p>Increase in the % of female applicants for STEM academic posts over 3 years to 31 July 2017.</p>



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			unconscious bias]				
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 (Lecturer) through Grading Procedure.	<ul style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>iii. Review policy and practice on regrading/promotion to grade 6 (Teaching/Research Fellow) and 7 (Lecturer) to ensure clarity of policy for academic staff and managers and fair and consistent grading;</li> <li>iv. Provide training and guidance for all academic managers in the promotion/regrading policies for</li> </ul>	<ul style="list-style-type: none"> <li>i. Evaluate success rates by gender; obtain feedback from staff, managers &amp; unions on 1<sup>st</sup> 'round' of the new policy; &amp; implement revisions by April 2015;</li> <li>ii. Review roles/grading by December 2016;  Review by April 2016</li> <li>iii. By April 2015 (start of next promotions round);</li> <li>iv. By April 2015;</li> <li>v. By April 2016.</li> </ul>	<ul style="list-style-type: none"> <li>i. HR with HoSs, DLs, TUs, SAT</li> <li>ii. HR/DLs</li> <li>iii. HR with ALG</li> <li>iv. HR/VP Academic</li> <li>v. HR/ALG</li> <li>vi. HR/HoSS</li> </ul>	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 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</p>

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			<p>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>				development support/guidance from managers in the surveys above.
13	Carry out review of the PGCert	Review of PGCert has been completed in 2014 and issues around inclusiveness in learning and teaching has been addressed.	<p>i. Review the University's PGCert and revise to ensure that gender equality is strengthened within its curriculum;</p> <p>ii. Review the two day Introduction to HE workshop delivered in partnership with the Graduate School to ensure that issues around gender equality are included in the programme.</p>	<p>i. Programme Lead for PGCert to complete review by end June 2015 for delivery in Sept 2015 onwards</p> <p>ii. Completed September 2015 for immediate implementation.</p>	<p>TLE</p> <p>TLE and Graduate School</p>	LN	PGCert and Introduction to HE workshop have been amended to strengthen/include gender equality content.

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14	Effective induction for academic staff	Induction/ probation includes PGCert, allocation of mentor, range of training, including on-line E&D course	Review induction and probation arrangements and provision for new academic staff to establish a good grounding for academic career development, to include: <ul style="list-style-type: none"> <li>- Mentoring support</li> <li>- E&amp;D and unconscious bias training</li> <li>- Understanding of promotion and Pathways processes</li> <li>- Awareness of range of development available in-house and externally</li> </ul>	By August 2017	HR/TLE/HoSs	NC	New arrangements implemented by September 2017  Improved employee engagement/AS survey ratings on questions on learning & development and understanding of promotion processes
<b>Supporting women's career development</b>							
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"> <li>• Include longer-term career planning/development discussion for academic and research staff</li> <li>• Strengthen discussion of development needs and opportunities</li> <li>• Enable development needs</li> </ul>	i. Review of Pathways by July 2016.  ii. Implementation, with training, by December 2016.  Monitoring, annually from no later than December 2017.	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 staff.

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			<p>analysis for women in STEM</p> <ul style="list-style-type: none"> <li>• Enable monitoring of the nature/quality of Pathways objectives and development discussions for women in STEM relative to others.</li> </ul> <p>ii. Implement the revised scheme with</p> <ul style="list-style-type: none"> <li>- Training and development for academic managers on providing career development guidance and on gender equality and diversity, to improve the quality of development discussions in Pathways meetings and gender equality awareness in relation to performance and development review</li> <li>- systematic annual monitoring.</li> </ul>				<p>Increase in Employee Engagement and AS survey ratings in relation to career development and line management support.</p>

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16	Developing STEM academic women	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.	<ul style="list-style-type: none"> <li>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.;</li> <li>ii. Continue to contribute to Aurora through senior female staff offering to participate as 'role models'.</li> </ul>	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>
17	Enhance sabbatical opportunities	Existing Sabbatical Policy, but is used infrequently and practice is not consistent across the	<ul style="list-style-type: none"> <li>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;</li> <li>ii. Develop management guidelines on the implementation of the</li> </ul>	<ul style="list-style-type: none"> <li>i. By June 2015</li> <li>ii. By September 2015</li> <li>iii. By September 2015</li> </ul>	<ul style="list-style-type: none"> <li>i. VP Academic/ RKE Comm with HR</li> <li>ii-iii ALG/ DLs/ HR</li> </ul>	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</p>

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		University	<p>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;</p> <p>iii. Establish systematic monitoring of sabbatical applications and granting by gender, school and career stage.</p>				sabbaticals taken by women exceeding the proportion of women in the academic staff population.
18	Improve mentoring opportunities	Mentors allocated for new lecturers and some ad hoc mentoring	<p>Substantially develop and systematise mentoring opportunities, training and support for academic staff, with a strong focus on supporting women's academic careers. Specifically:</p> <p>i. Implement new mentoring scheme for academic staff undertaking Abertay's PGCert and/or participating in Abertay's pilot academic CPD scheme to achieve HEA levels (HEA CPD) (seeking HEA accreditation during 2014/15);</p> <p>ii. PGCert and HEA CPD mentors</p>	<p>i. Implemented on pilot basis October 2014 - June 2015.</p> <p>ii. By October 2014.</p> <p>iii. Implement trial covering at least 6 staff and 2 PGR students by January 2016.</p> <p>iv. Decide by June 2015 and action (as appropriate) by Dec</p>	<p>i. TLE/ HR</p> <p>ii. TLE/HR</p> <p>iii. Grad School/TLE /HR ALG</p> <p>iv. TLE/ Grad School/HR/ ALG</p>	NW	<p>i-v Actions implemented as specified</p> <p>i/iii Positive feedback from a substantial majority of mentees and mentors re value of mentoring for women in STEM.</p> <p>i-iii,v. Establish clear programme for mentoring which can be replicated in other areas, e.g. research, support</p>

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			<p>recruited, and mentors and mentees to complete 2 half days of training workshops designed to ensure both parties understand the scope of the role;</p> <p>iii. Develop and implement mentoring arrangements on a trial basis for research/research-active staff and PGR students building on the PGCert/HEA CPD model, focusing on research skills/career development;</p> <p>iv. Explore the possibility of identifying a small number of academic mentors specifically to help mentor around women's careers in relation to career breaks for maternity and caring responsibilities;</p> <p>v. Evaluate and undertake EIA on new mentoring arrangements and identify plans, including resourcing, to extend mentoring to other groups with a view to particularly focusing on priority</p>	<p>2015.</p> <p>v. By Sept 2015.</p>			<p>staff and associated plans for continuing and extending mentoring for female staff and PGR students in STEM.</p>

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			areas identified by AS and the Race Equality Charter Mark SATs.				
19	Improving networking opportunities for women	Informal networking events have been established within SSET	<p>Extend the 'STEM Women's Networking Event' concept to include more participants across STEM-related subjects and within the Graduate School, and run informal networking events for women across the University to enable researchers at different career stages to share their experiences, guidance and advice with others outside the reporting relationship.</p> <p>i. Establish a group to lead and co-ordinate arrangements for networking events;</p> <p>ii. Arrange a networking event for Abertay female academic staff in Spring 2015;</p> <p>iii. Agree a timetable of 3 events for the academic year 2015/2016.</p>	<p>i. By March 2015.</p> <p>ii. Networking lunch to be arranged during March 2015.</p> <p>iii. To be agreed by September 2015.</p>	Head of Graduate School/ Academic Leads	RW	<p>3 networking events scheduled and appropriately publicised</p> <p>Increased participation for the networking lunch</p>



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20	Public engagement	Established activities carried out by Outreach team within the University.  University Outreach Co-ordinator positions in place since September 2012	Extend outreach activities by the University and ensure appropriate female representation on University outreach activities. i. Maintain, and increase in areas where women are underrepresented, the range of University outreach initiatives (e.g. Café Science etc); ii. Explore innovative ways of exploiting social media to engage female academics; iii. Provide media training to increase media interaction; iv. Develop a public engagement communications strategy.	i. By February 2016. ii. Develop AS social media plan by March 2015. iii. By February 2016. iv. By March 2015.	Heads of SSET/SSHS/SA MSG and/or names individual academic lead (s).  Outreach team	KC - external relations  NW-outreach	Increased number of outreach activities undertaken.  AS social media plan agreed and in place.  Media training provided for academic staff.  Public engagement communications strategy agreed and in place.
21	Embed gender equality in the curriculum	Gender features in a number of courses and research areas	i. Undertake systematic analysis of all STEM module descriptors to identify how gender equality features; ii. Following the desk based analysis, hold a follow up workshop with programme leaders to clarify how gender	i. Analysis of all STEM programmes and report with recommendations completed by April 2015; ii. Workshop held by	TLE & DLs/ DAPs  TLE to facilitate, with DLs, DAPs & Programme Leaders	RI	Mapping of gender equality featured in STEM programmes produced which identifies good practice and gaps and addresses any issues.

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			<p>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>June 2016;</p> <p>iii. Include in all EIAs from 2016/17 and ongoing.</p>	TLE to facilitate, with DLs, DAPs & Programme Leaders		EIA
<b>Developing the organisation and culture</b>							
22	Gender balance in committees	Gender data produced; statement encouraging applications from women for Court vacancies in October 2014	<p>i. Include a statement encouraging applications from women in recruitment for lay members of Court or other committees where women are under-represented;</p> <p>ii. Report University committees' membership gender data annually to Court and Senate for discussion to determine whether there are any barriers to female</p>	<p>i. Ongoing from October 2014.</p> <p>ii. Annually in November/ December.</p>	<p>University Secretary</p> <p>Secretariat</p>	LN	<p>Number of women on Court and Senate increased by 5% by November 2017</p> <p>Monitoring reports provided and any further actions identified and taken.</p>

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			representation and identify action to improve gender balance.				
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"> <li>i. Review the remit and constitution of the University's E&amp;D Sub-Comm and Task Groups to further mainstream E&amp;D through governance and management, ensuring that AS and gender equality are embedded in the structures and processes;</li> <li>ii. Review EIA practices and develop new policy/guidance, incorporating guidance on gender equality and promoting women's academic careers;</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>i. New remit of E&amp;D committee and action groups implemented by September 2015.</li> <li>ii. New policy implemented by December 2015</li> <li>iii. PT staff included from November 2014. Statute amended (via Privy Council) by 2016</li> </ul>	<ul style="list-style-type: none"> <li>i. &amp; ii. Uni Secretary/ Head of Student Services/ Director of HR &amp; OD</li> <li>iii. Uni Secretary</li> </ul>	EF	<ul style="list-style-type: none"> <li>i. Revised structures implemented and action plan progressing</li> <li>ii. EIA guidance published and review of EIA database demonstrates that EIA is being undertaken on projects and practices, in addition to formal policies.</li> <li>iii. Statute revised</li> </ul>

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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"> <li>i. Create HR Learning &amp; Development webpages to improve ease of access to training and development opportunities for staff, including a range of on-line courses;</li> <li>ii. Re-publicise on-line E&amp;D courses and ask all staff to re-take the course to refresh and update knowledge of E&amp;D;</li> <li>iii. Monitor completion of E&amp;D training, and provide reports to Heads of School and Service on uptake and gaps, to identify E&amp;D development needs for staff, particularly those with line management and student-facing roles in STEM;</li> <li>iv. Develop unconscious bias training and development provision; prioritise training for those managing/supporting/teaching STEM students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>i. By February 2015.</li> <li>ii. By February 2015.</li> <li>iii. Annually from March 2015.</li> <li>iv. Unconscious bias training available from September 2015</li> </ul>	HR	DN	<ul style="list-style-type: none"> <li>i. Learning &amp; development webpages are live and include/link to academic and research development opportunities and E&amp;D-related guidance and development.</li> <li>ii/iii. 100% of STEM academic managers and 70% of STEM academic staff have completed E&amp;D training</li> <li>iv. Majority of STEM academic managers have undertaken unconscious bias training</li> </ul>

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria/ How we'll know we've achieved
25	Engage academic leaders/ managers with gender equality	AS workshop with SMG; several HoS/DLs involved in Uni &/or school SATs	<p>Launch training and events for academic leaders including;</p> <ul style="list-style-type: none"> <li>i. Hold a seminar for senior and mid-level academic managers by a prominent external proponent of gender equality.</li> <li>ii. Training for all governors and managers in EIA</li> <li>iii. Use the survey/workshop responses to raise awareness: use survey statistics and selective quotes in briefing, training courses and publicity materials.</li> </ul>	<ul style="list-style-type: none"> <li>i. December 2015</li> <li>ii. Training on EIA by October 2015</li> <li>iii. Ongoing</li> </ul>	Exec/ Secretariat	NW/ DN	<p>Majority of Exec, HoSs and DLs have attended seminar by guest speaker</p> <p>Court &amp; all managers have EIA training</p>
26	Ensuring a supportive culture	Revised Bullying & Harassment Policy approved 2013.	<ul style="list-style-type: none"> <li>i. Identify, train and maintain a network of Harassment Advisers to enable full, supported implementation of the Bullying &amp; Harassment Policy;</li> <li>ii. Increase prominence of University's Bullying &amp; Harassment and 'Whistleblowing' policies and procedures and communicate contact points through staff intranet, Yammer, induction, management training and annual reporting to People,</li> </ul>	<ul style="list-style-type: none"> <li>i. By December 2015.</li> <li>ii. By February 2016.</li> </ul>	<ul style="list-style-type: none"> <li>i. HR</li> <li>ii. HR &amp; Secretariat</li> </ul>	EF EF	<p>Harassment Advisers and coordination in place and Policy live on web page and publicised.</p> <p>Awareness of policies incorporated into induction and management training.</p> <p>Reduction in % of staff reporting harassment at work in Staff Engagement</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
			Health & Equality Comm.				survey 2015
27	Recognise important roles/work in workload model	University-wide workload model in place – standard format intended to reflect allocation of full range of significant duties.	<ul style="list-style-type: none"> <li>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;</li> <li>ii. Improve transparency of workload distribution through publication of workload model information in all schools;</li> <li>iii. Review the University workload allocation model, and the way it is implemented in practice, from the perspective of supporting women's academic careers in STEM – both in terms of recognising activity to support/promote women's STEM careers (e.g. mentoring, involvement in AS, public engagement with science) and recognising all significant areas of</li> </ul>	<ul style="list-style-type: none"> <li>i. HoSs/DLs submit current workload data by January 2015; analysis complete by June 2015.</li> <li>ii. Publication by July 2015.</li> <li>iii. Interim guidance for DLs produced by May 2016.</li> <li>iv. Full review of workload model by October 2017.</li> </ul>	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 and focus group responses.</p>

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

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			iii. Identify good practice examples and publish on web page and via Yammer/intranet; iv. Redesign new staff induction process to include information on how women in STEMM is promoted through internal communications and outreach.				Abertay Yammer group.
<b>Supporting flexibility and managing career breaks</b>							
29	Low rates of PT working	Identified issue relating to low rates of part time workers at Abertay compared to the sector average.	Investigate why the proportion of academic staff working PT is low relative to other HEIs and identify any barriers/perceived barriers to PT working for academic staff.  See Action Point 31 Monitor formal flexible working requests, considerations and decisions with a view to whether there are any general issues at Abertay	Develop a research proposal by July 2016;  Deliver research by July 2018	SAT initially, with SSHS academic staff	RI	Research delivered and SMARTactions identified as appropriate.



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



	<b>Issue &amp; area for action identified</b>	<b>Action to date</b>	<b>Action</b>	<b>Timescale (start/complete/ milestones)</b>	<b>Responsibility</b>	<b>SAT</b>	<b>Success criteria/ How we'll know we've achieved</b>
		room; Spring break scheduled to coincide with School Easter holidays.	<p>identify any improvements needed to the facilities.</p> <p>iii. Revisit childcare/out of school facilities following next survey</p> <p>iv. Encourage further participation in 'Take your son or daughter to work day'</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>
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.