

Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Aberdeen
Name of department	School of Social Science
Date of current application	30 July 2023
Level of previous award	Bronze
Date of previous award	27 April 2017
Contact names	Dr Kathrin Thomas Dr Arnar Arnason
Contact email	kathrin.thomas@abdn.ac.uk arnar.arnason@abdn.ac.uk
Contact telephone	+44 (0) 1224 – 272179 +44 (0) 1224 – 273127

Section	Words used
Section 1: An overview of the department and its approach to gender equality	3,037 excl. Figures and Tables
Section 2: An evaluation of the department's progress and success	1,273 excl. Figures and Tables
Section 3: An assessment of the department's gender equality context	3,378 excl. Figures and Tables
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data*	
Appendix 3: Glossary*	
Overall word count	7,688

*These sections and appendices should not contain any commentary contributing to the overall word limit

Table of Contents

Applicant information	1
Section 1: An overview of the department and its approach to gender equality	4
1. Letters of endorsement from Heads of Schools during reporting period	4
1.1 Letter of endorsement from the outgoing Head of School (2017-2022)	5
1.2 Letter of endorsement from the incoming Head of School (2023-present)	6
2. Description of the department	7
3. Governance and recognition of equality, diversity, and inclusion work	8
4. Development, evaluation, and effectiveness of policies	10
5. Athena Swan self-assessment process	12
Section 2: An evaluation of the department’s progress and success	15
1. Evaluating progress against the previous action plan	15
2. Evaluating success against department’s key priorities	29
2.1 Workload Model	29
2.2 Wellbeing.....	29
Section 3: An assessment of the department’s gender equality context	31
1 Culture, inclusion, and belonging	31
1.1 Values, traditions, and leadership	31
1.2 Staff recruitment	31
1.3 Staff Promotion	32
1.4 Student gender balance and involvement in the School	33
2 Addressing negative practices or behaviours	33
2.1 Wellbeing.....	33
2.2 Intersectional inequalities	33
2.3 Support for staff with caring responsibilities	34
3 Key priorities for future action	35
Section 4: Future action plan	39
Appendices	47
Appendix 1: Culture survey	47
Appendix 2: Administrative Data	55
Appendix 3: Glossary	102

Section 1: An overview of the department and its approach to gender equality

1. Letters of endorsement from Heads of Schools during reporting period

Note given leadership change at the beginning of 2023, we provide letters of endorsement from the outgoing and incoming HOS below.

1.1 Letter of endorsement from the outgoing Head of School (2017-2022)



Aberdeen, 14 June 2023

Dear Athena SWAN Assessment Team,

I write as Head of School of Social Science (HoS) from February 2017 to December 2022. Carrying on the work of my predecessors Professors Debra Gimlin and Marysia Zalewski the School has made significant commitment to the advancement of gender equality the School and in the university community more broadly. This continued despite the difficulties that the COVID-19 pandemic created. Our School has continued family-friendly working practices by supporting flexible schedules, including working from home, and by ensuring that School meetings are held within core working hours.

Recognizing the potential in the Athena Swan process to act as a framework for enhancement across the spectrum of equality and diversity, Drs Kathrin Thomas and Arnar Arnason have co-lead the Self-Assessment Team (SAT) to advance our strategy and action plan. Colleagues across all levels used School-wide meetings to discuss key issues and challenges relating to working conditions, to update colleagues on gender and equality issues, and to address the progress of the Athena SWAN initiative.

As HoS several advances on our successful Bronze Award were made. Including open and transparent appointment processes for all School wide positions. Female colleagues have held/hold senior roles in the School. Including three female colleagues hold/have held the position of Head of Department, the School's Director of Research has consistently been a female colleague and in the autumn of 2022 a female colleague was appointed to the position of Director of Postgraduate Studies. Moreover, in the final semester as HoS I supported two female colleagues' promotion applications to Level 8 (the only successful applications from the School in the 2022/23 promotion exercise). Additionally, the School pays for colleagues to attend the AHE AURORA programme. A Race Equality Champion was appointed and Social Science was the first School in the University to fund paid interns to assist our decolonising our curriculum initiatives. After extensive efforts an updated School wide workload model has been created and once COVID-19 restrictions subsided I initiated a weekly in-person 'drop-in' session for all colleagues to discuss issues in general and aid a return to campus working.

Drs Thomas and Arnason holds seats on the School Executive Committee (SEC), ensuring that AS actions are embedded in the day-to-day management and central to decision-making in the School. We also committed resources for further implementation of the Bronze action plan, to guarantee the success of the initiative, and to continue to improve the work environment in the School.

Yours faithfully,



Professor Mervyn Bain
School of Social Science
Edward Wright Building
University of Aberdeen
Aberdeen AB24 3QY

1.2 Letter of endorsement from the current Head of School (2023-present)



School of Social Science
Edward Wright Building
Dunbar Street
Aberdeen AB24 3QY
Scotland United Kingdom
Tel: +44 (0) 1224 272725
Fax: +44 (0) 1224 272552

Head of School Statement – Ian Greener

I became Head of School of Social Science on 1st January 2023. The School at that point had been through quite a journey in the previous years, including the death of a Head in-service, the COVID pandemic, and a significant period of industrial action which, as I write this, continues.

Many of the challenges this extraordinary period have brought are present in this report. I'm hugely grateful to Mervyn Bain for the progress he made in addressing them and bringing the School through such a difficult time.

It is now my job to manage the School through the next phase. I believe we need to be honest about the challenges we still face, but the opportunity to develop a plan to address some of these challenges with the Athena Swan Team has been a hugely valuable part of the process of moving the School further forward.

The survey data around bullying and harassment is unacceptable, and I have the support of the senior management at Aberdeen in taking a zero-tolerance approach to it. I am grateful for the opportunity that this application gives us to reaffirm that, and to make clearer the means by which concerns in this area can be reported and dealt with. I will be working proactively with the EDI committee to take this work forward, as well as to explain the importance of mutual respect in the workplace towards everyone.

Workload allocation remains a live issue within the School. I am currently revisiting the workload model in the light of concerns revealed by the survey that supports the application and look forward to working with colleagues across the School, including those in the EDI committee, to both better explain the model so that it is more widely understood and accepted, and to deliberate how it might be improved.

We have had some recent success in the promotion of women, but need to do more, and in the current promotions round (July 2023) a large number of women colleagues have presented cases which I am supporting and taking to the University. I am proud to do so. Of the 71 applications made to the University's promotions round in the summer of 2023, 11 have come from the School – far more than any other at Aberdeen.

My aim in the next years is to foster an inclusive and forward-looking culture in which colleagues can be supported in their career aspirations. We still have a great deal more work to do, but the application here has provided us with impetus and data to move forward, and for that I am extremely grateful.

Yours faithfully

Ian Greener (Professor)
Head of School of Social Science

2. Description of the department

The School of Social Science (SSS) at the University of Aberdeen (UA) is home to world-leading research and first-class education. SSS's ambition is to continue to be recognised as an international leader in research, education, and impact of knowledge to benefit global society, while being respectful of and fostering equality, diversity, and inclusion at School level. SSS and its sub-disciplines are committed to the UA's [2040 strategy](#).

SSS comprises three disciplines: Anthropology (AT), Politics and International Relations (PIR), and Sociology (SOC). While SSS applies as a uniform unit, the subdisciplines have observed different developments and challenges since the previous award. For instance, the financial contributions of the three units varies widely across income generated by research grants and educational income. As such, the disciplines have observed different needs and challenges also regarding gender equality. One caveat to our application was a change in the AS central team, which left SSS without central support for almost a year. Furthermore, SSS observed leadership change, which has delayed action during the transitioning period. Inevitably, the Covid-19 pandemic has been one of the biggest challenges and widened some observed gender gaps, as outlined below. The combination of these factors has especially affected working towards finding a joint SSS identity.



Figure 1: Subdiscipline Team Picture: Research Away Day AT

In 2021-22, SSS had a total of 80 staff members -- 72 academic and 7 professional and support staff. Overall, 41 academics identify as female, and 31 academics as male, one identifies as non-binary. All 7 members of professional and support staff identify as women

(Fig. 2.3.1, App. 2). SSS has a large undergraduate community with approximately 900 students in 2021-22 (Fig 2.1.1.1, App. 2) spread across four years of studies. Moreover, SSS offers nineteen one-year Masters' programmes across our three subject areas, 9 led by women and 10 by men, which attract over 100 students each year (Fig. 2.1.2.1, App. 2). SSS has over 60 PhD candidates (Fig 2.1.3.1, App. 2).

SSS is based in the Edward Wright Building on the UA's Old Aberdeen campus. Offices are spread across two floors. Academic staff in AT are based on the ground floor, academic staff in PIR and SOC on the first floor. Most of the admin team are based in the main School Office, which is the central point for staff and student admin needs and can be found on the first floor. A staff coffee room can also be found on the first floor.

Further information about SSS is available on the [webpage](#).

3. Governance and recognition of equality, diversity, and inclusion work

Figure 1 presents an organisational chart of the main structure of SSS. SSS is led by the Head of School of Social Science (HOS), who chairs a governing and a consultative body.

SSS's governing body is the School Executive Committee (SEC), which includes 12 members of staff. Membership is detailed in Figure 1. In 2021-22, 42% of the SEC were women (Fig. 2.11.1.1, App. 2). SEC is attended by a female clerk.

Alongside SEC, HOS chairs and consults with the School Consultative Group (SCG) including the three HODs, and SAM. In 2021-22, two women were part of the SCG (Fig. 2.11.1.2, App. 2).

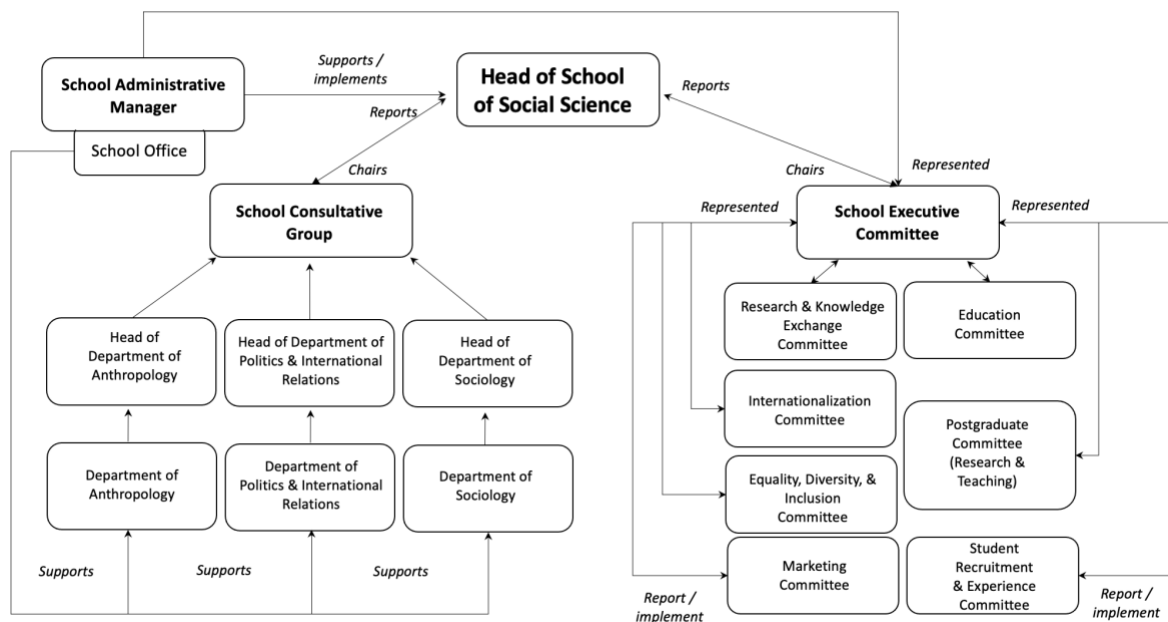


Figure 1: Organisational Structure of SSS

Overall, SSS operates with 7 committees chaired by their directors at SEC:

- The Education Committee (EC, formerly Teaching and Learning Committee, TLC). In 2020-21, the gender ratio was 5:4 in favour of women (Fig. 2.11.1.3, App. 2).
- The Research and Knowledge Exchange Committee (RKEC). In 2020-21, the gender ratio was 6:2 in favour of men, but gender equality was achieved in 2021-22 (Fig. 2.11.4, App. 2).
- The Postgraduate Committee (PGC), including DPGR and DPGT. In 2020-21, the gender ratio was 9:6 in favour of men (Fig. 2.11.1.5, App. 2).
- The Student Recruitment and Experience Committee (SREC). In 2020-21, the gender ratio was 4:5 in favour of men (Fig. 2.11.1.6, App. 2).
- The Internationalisation Committee (IC). In 2020-21, the gender ratio was 5:1 in favour of women (Fig 2.11.1.7, App. 2).
- A Marketing Committee (MC) established in 2020. In 2020-21, the gender ratio was 4:3 in favour of men (Fig 2.11.1.8, App. 2).
- The Equality, Diversity, and Inclusion Committee (EDIC). In 2020-21, the gender ratio was 6:4 in favour of women (Fig. 2.11.1.9, App. 2).

All committee meetings are minuted by a female clerk (excluded from Fig. 2.11.1.9, App. 2).

Athena SWAN (AS) is a vital part of EDIC, which oversees gender equality along with all other equality [protected characteristics at the UA](#), including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

The EDIC structure was updated in 2021 by UA policy. School-level EDICs include the following postholder's:

- School EDI Leads (Chair and Co-chair)
- Representative from School EC
- Representative from School RKEC
- School Athena Swan Lead (if different from chair / co-chair)
- Race Equality Champion
- School Disability Adviser
- LGBTQ+ Network Representative
- HR Representative
- Athena Swan Officer dedicated to the SSS
- School Administration Manager (or nominee)
- Head of School (ex officio)
- Clerk

Furthermore, EDIC includes UG and PG representatives, which may attend on a rotating basis and are invited to bring forward any equality, diversity, and inclusion issues concerning the student community. Currently, the School's EDIC comprises 16 regular members, and additional 16 are invited to drop in, such as HOS and HODs. Two thirds of the committee identify as women (Fig. 2.11.1.9, App. 2).

EDIC meets bi-monthly; EDIC's co-chairs report to SEC about developments regarding gender equality and other protected characteristics in monthly meetings. EDI is a standing item on the SEC agenda. The co-chairs also represent the School in University-wide EDIC. This also includes a regularly held Athena Swan forum, in which the SSS's AS leads, senior UA AS leads, and members of the UA Senior Management Team (SMT) meet to discuss progress and issues regarding gender equality. With recent changes to EDI at University-level, an EDI forum dedicated to discussing all EDI themes now includes gender equality / AS.

EDIC members are also asked to report on EDI issues in regular departmental meetings in each sub-discipline. EDI work is acknowledged in a newly developed workload model, with 10 hours allocated for regular members and 150 hours for each of the co-chairs.

SSS does not currently have a dedicated budget for EDI activities, which are agreed at SEC with HOS confirming financial support.

SSS holds the Athena SWAN Bronze Award since 2017.

4. Development, evaluation, and effectiveness of policies

SSS endorses the [key principles](#) of the new AS charter. It is noteworthy that many policies are centrally organised at UA, but SSS aims to take the lead in developing policies wherever the UA has not regulated and makes proposals at UA level to incentivise policymaking based on good practice within the School.

Policymaking within SSS has a clear procedural protocol. Whenever a committee identifies the need to act, they can develop a policy in the relevant domain in collaboration with the committee members in several readings. Once approved the proposed policy is passed on to SEC, which might decide the policy needs to be passed on to other committees before a decision is made. This could be School or University-level committees. Once all recommended parties involved have signed off on the policy proposal, the policy is passed back to SEC for approval. Relevant SEC members, especially the HODs, are then asked to communicate and implement the policy within their disciplines.

EDIC subscribes to this framework. Given recent restructuring, members from all core committees are part of EDIC, which means that policies developed by EDIC have already had input from other central SSS bodies.

One example for a policy proposal under EDIC lead is a policy framework on (sexual) violence. In July 2021, EDIC hosted a workshop delivered by [Rape Crisis Grampian](#) on (sexual) violence. On the back of the informative workshop, EDIC developed recommendations titled "Tips for colleagues handling disclosure of (sexual) violence by students/ colleagues", which has been shared with SSS. Relevant UA bodies were consulted, the recommendations are in the pipeline for approval.

Further initiatives have been a trans awareness training delivered by [The Scottish Trans Alliance](#) hosted by EDIC in January 2020 funded by SSS.

For International Women’s Day 2023, SSS featured all female research, teaching, and professional staff as well as PG students on its webpage.

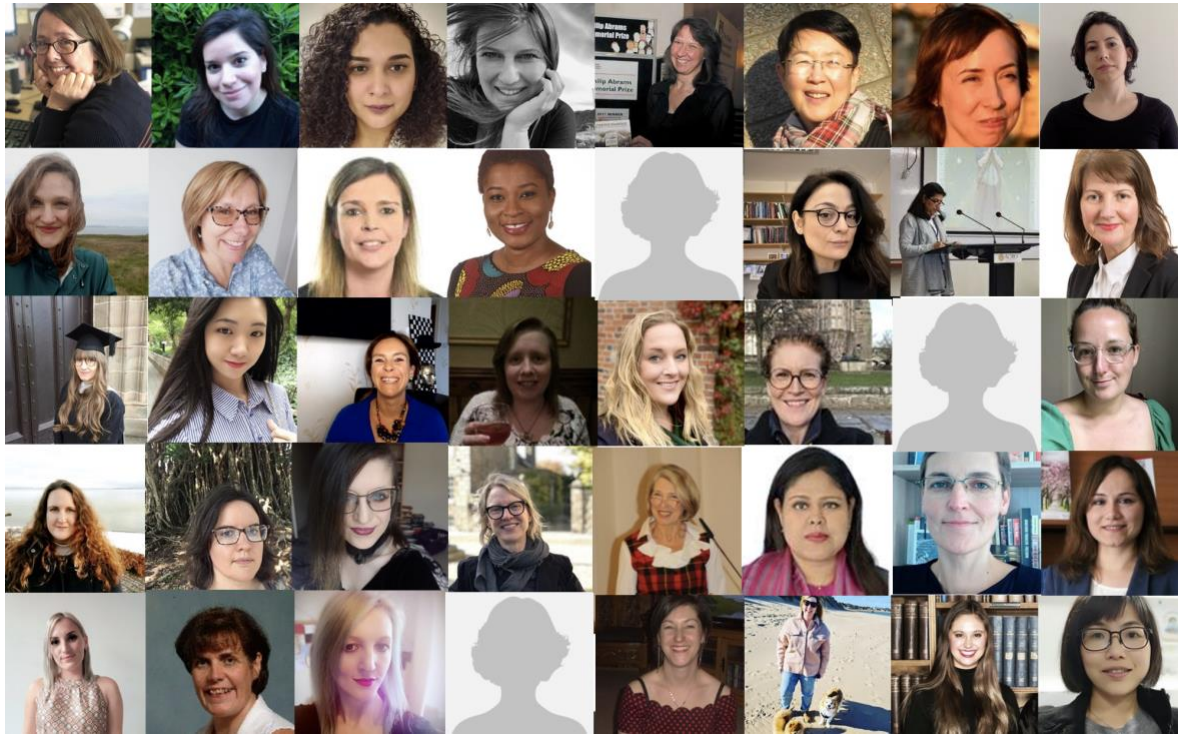


Figure 2: International Women’s Day Landing Page Image featuring women in SSS.

In 2022, SSS successfully hosted a [women’s summer school in quantitative data analysis using Stata](#) with 26 women across all levels (UG / PG students and staff) to boost women’s confidence in quantitative research methods.



Figure 3: Women’s Summer School in Quantitative Data Analysis using Stata

SSS's EDIC also brought forward the idea of integrating EDI statements / questions in the recruitment process at University-level, which has been taken on board by the UA SMT. Similarly, a female senior staff member of SSS has proposed to the Senior Vice Principal to start meetings 5 minutes past the hour during Covid-19, which has since become institutional policy and remains in place to date.

5. Athena Swan self-assessment process

SAT-2023 consisted of all regular members of the reconstituted EDIC:

Surname	First name	Department / Role
Argounova-Low	Tanya	Anthropology / HOD
Àrnason	Arnar	Anthropology / Chair
Bosbach	Christina	Anthropology / PG
Bowers	Ava	Social Science / UG
Corbett	Cameron	Social Science / UG
Danilova	Natasha	PIR / Research
Davis	Jill	School / Professional and Support Staff
Erikainen	Sone	Sociology / LGTBQ+ Rep
Eriksson	Viktoria	Sociology / PG
Fatima Seyda	Bareeha	PIR / PG
Garcia	Gaby	PIR / PG
Kristoffersen	Mia	Social Science / UG
McLean	Mhairi	UoA / HR
McLeod	Gemma	Social Science / UG
Mills	Martin	Anthropology / Education
Mitchell	Susan	School / Clerk
Niazy	Nurah	Social Science / UG
Sahani	Varun	Social Science / UG
Sahraie	Arianna	Social Science / UG
Storey	Lauren	UoA / HR
Teti	Andrea	PIR / Disability Rep
Thomas	Kathrin	PIR / Chair
Cascio	Maria Gracia	UoA / Senior AS lead
Vergunst	Jo	Anthropology / Research
Vij	Ritu	PIR / Race Champion
Virmani	Anasuya	Social Science / UG
Wallace	Claire	Sociology / Research
Xypolia	Ilia	PIR / Senate

Table 1: Members of SAT-2023

As such, SAT-2023 included members of staff from all departments as well as UG and PG students.

SAT-2023 methodology of the self-assessment consisted of the cultural survey including qualitative feedback, administrative data analysis, the plotting of the 2017-action plan

against its success criteria, and informal discussion. Focus groups as originally proposed by SAT-2017 had to be replaced with anonymous qualitative feedback implemented in the cultural survey, given the pandemic environment and advice from the UA central AS advisor. Note that SAT-2023 applies under the revised charter, as such some questions and data have changed shape and are not directly comparable.

SAT-2023 began by drafting, discussing, and implementing the AS cultural survey toward the end of 2021. In addition to the questions provided by Advance HE, SAT-2023 was advised to add their own questions to evaluate the 2017 action plan. Moreover, given that originally focus groups were planned to monitor action, which could not be hosted given the pandemic environment, open-ended qualitative feedback was implemented in the survey. The extended cultural survey was programmed in January 2022 by the central UA AS advisor assigned to SSS. It was checked by SAT-2023 before a final version went live on 21 February 2022. All SSS staff (academic as well as professional and support) were invited to take part in the cultural survey in an email from the EDIC chairs. One follow-up reminder was sent out by the HOS in the subsequent week. The EDIC chairs also circulated the invitation again on 8 March 2022. A final reminder was sent out by HOS on 11 March 2022 before the survey closed at the end of business that day. The overall response rate was 61%. It was marginally higher amongst female staff (60%) compared to male staff (59%). The data were processed by the UA central AS advisor, presented in PDF and Excel format and brought into shape by the EDIC chairs. SAT-2023 opted to present the survey data as graphs to make them more accessible. Qualitative comments feed into Sec. 3.

In addition to this, the UA central AS advisor provided the mandatory staff and student data as well as HESA targets for reporting, which was analysed by the EDIC chairs and shared with SAT-2023 for cross-checking and comments. SAT-2023 decided to present the data in charts to make them more accessible, given the volume of the data provided. The exception are a few tables on recruitment and promotion, which were better suited to a table format.

One core task of the self-assessment was the evaluation of the 2017 action plan. A spreadsheet with the proposed action and success criteria was compiled by the EDIC chairs. The 2017 plan proposed action in 5 core areas and consisted of an ambitious 41 action point plan.

SAT-2023 noticed a slight mismatch between action points and success criteria, i.e., some success criteria set further action points rather than providing a target for success, which increased action point to 82 in 5 areas. SAT-2023 agreed to evaluate the 2017 plan by action points. The evaluation criteria are further discussed in Sec. 2.2.

This process took place as follows: During each of the regular EDIC meetings held on MS Teams, given the ongoing pandemic environment and to ensure all SAT-2023 could participate, each action point on the spreadsheet was discussed. This process took several sittings, given the limited amount of time (50-minutes a meeting). Open discussions about each action point took place amongst the SAT-2023 members and all SAT-2023 members were invited to bring forward all actions that has been conducted in this area, which was recorded in the spreadsheet by one of the chairs.

SAT-2023 also concluded each action point with an evaluation as to whether the 2017 action point was completed (**green**), progress had been made but it was not achieved (**amber**), or neither progress had been made nor had the action been completed (**red**). Given the centralised system at UA, SAT-2023 noticed that some actions were superseded by UA policy or replaced by alternative action (**grey**) as advised by the UA central AS advisor.

Some action points could not be evaluated based on the survey, the administrative data or based on discussion amongst SAT-2023 members. For these items, the SAT-2023 chairs gathered additional data, e.g., workload by gender and citizenship tasks, or reached out to relevant members of SSS to have informal discussion or email conversation, e.g., on the views on support before, during, and after different kinds of leave. SAT-2023 chairs ensured that anonymity was provided in these endeavours to collect additional information.

SAT-2023 developed future action points in EDIC meetings in 2022 / 2023, which provided the basis for the future action plan. HOS in collaboration with the EDIC chairs and UA central AS advisor, finalised a pragmatic action plan aimed to help promoting and consolidating gender equality in SSS (Sec. 4).

Lastly, a draft AS application form was shared with SAT-2023 for approval in June 2023. The approved application was then shared with the current HOS, outgoing HOS, and UA central AS advisor for feedback. Revisions were made according to the feedback received before the application was formally shared with current and outgoing HOS and SEC. The application form was approved for submission June / July 2023. Current and outgoing HOS provided letters of endorsement.

Looking forward, SAT-2028 will overlook the implementation of the new action plan over the coming 5 years. As such, SAT-2028 ensure that AS and EDI topics remain on the agenda of SEC as well as departmental meetings. SAT-2028 will ensure effective functioning of SAT-2028 and successful implementation of the 2023 action plan (Action plan 1.1)

Section 2: An evaluation of the department's progress and success

1. Evaluating progress against the previous action plan

SAT-2023 assessed an ambitious action plan agreed by SAT-2017, proposing 41 actions within 5 core areas. However, SAT-2023 realised that the success criteria outlined in this plan were not throughout consistent and often set further action rather than providing targets for evaluation. SAT-2023 focused on assessment progress on the main action points.

Moreover, several actions were challenged, especially by the emerging Covid-19 pandemic, and were superseded. In addition, the centralised organisational structure of UA superseded actions proposed by SAT-2017.

One core challenge was a change in leadership at School level announced in January 2022. Given that there was no internal candidate and the incoming HOS had to be externally recruited, there was some delay in proposing and agreeing a future action plan. The incoming and current HOS started his post in January 2023 and has since worked with SAT-2023 on future action.

Lastly, one challenge was posed by a change in the central UA AS support team. The senior AS advisor moved into a different post in May 2022 and the successor did not start until February 2023. For SAT-2023, this lack of support challenged the self-assessment process.

Despite the above challenges, SAT-2023 has been able to successfully evaluate the 2017 action plan effectively in various sessions collecting examples by consultation, and by looking at the administrative data as well as the survey data.

Table 2 summarizes the results of the self-assessment using the RAG rating process outlined above.

Overall, SAT-2023 concluded that 21-in-41 actions have been successfully implemented within SSS (green); 15-in-41 are work in progress (amber); none of the actions has been identified as red. Five actions have been superseded by UA policy or by changes in circumstances (grey).

The evaluation by SAT-2023 in the area of **SAT** suggested that 4-in-7 action points were successfully completed (green); 3-in-7 were evaluated as work in progress (amber). In the area of **UG / PG student**, 4 actions were proposed in 2017. Overall, 2 actions were evaluated as successfully completed (green); 1 as work in progress (amber), another one as superseded (grey). Looking at **Training Support**, 4 actions were proposed. Amongst the 4 proposed actions, SAT-2023 found that progress was made for 3 (amber), one action was superseded by UA policy or circumstantial issues (grey). SAT-2017 proposed 16 action points in the area of **Career Progression Support**. Out of the 16 items, 9 actions were evaluated as successfully achieved (green), 6 as work in progress (amber), 1 was superseded by UA policy or changes in circumstances (grey). The final area of action concerned **Work-Life-Balance**. SAT-2017 proposed 10 action points. SAT-2023 concluded that 6-in-10 actions were successfully achieved (green). Two were evaluated as work in progress (amber). Another

one had not been achieved (red). The remaining 2 items were superseded by UA policy or by changes in circumstances (grey).

Table 2 provides detailed evaluation by area and individual action point as proposed by SAT-2017 and supported by the outgoing HOS.

1) SAT

Item	Objective	Planned action	Timeframe	Success criteria	Action taken	RAG Rating
1.1	Expand SAT in order to include one open seat per meeting, as well as annual rotating membership	<ul style="list-style-type: none"> Establish practice of inviting a member of UA staff to speak on EDI. Review membership and ensure fair rotation. 	2017-2020	<ul style="list-style-type: none"> Practice of inviting additional members established Regular rotation of EDI membership 	<ul style="list-style-type: none"> EDIC aligned with the regulation of its constitution outlined by UA policy Identified drop-in members and visitors are invited to the EDIC meetings Rather than annual rotating membership, EDIC membership has been refreshed on an annual basis; some long-term members are still included to ensure consistent knowledge of previous action 	Green
1.2	Revise the remit and the objectives of the EDC in order to align it with SSS's E&D strategic aims	<ul style="list-style-type: none"> Revise EDI remit and objectives to widen topical scope Make EDI standing item on School meeting agenda Gather feedback from staff members on EDI issues Engage in School and University-wide meetings 	2017-2020	<ul style="list-style-type: none"> Evident in topical scope of regular meeting agendas Evident in minutes of SEC meetings Evident in data trends, such as staff / AS cultural survey Evident by representation of SSS in these forums and initiatives brought in by SSS 	<ul style="list-style-type: none"> With its reconstitution EDIC now has regular standing items including AS, Race, as well as EDI relating to research, teaching, PG and UG communities; EDIC has addressed issues of de-colonising, transgender, (sexual) harassment / assault, but also raised PG concerns about pay for teaching and discussed class differences related to teaching Since 2017, EDI is a standing item at SEC, evident in minuting; EDIC has asked to mirror this structure in subdisciplines Awareness of EDI evident in staff / cultural survey, but dissatisfaction with procedures EDIC chairs regularly participate in the AS and EDI forums at University level; an SSS proposal to observe EDI in job interviews has led to an EDI question asked in interviews A grade 9 female member of staff proposed meeting start 5 minutes past the hour to the UA's Senior Vice Principal, which has become University policy. 	Green
1.3	Increase awareness of AS among staff / students	<ul style="list-style-type: none"> Develop communications such as a school notice board Ascertain awareness of AS among staff and students via survey 	2017-2020	<ul style="list-style-type: none"> Evident in data trends, visibility in School buildings etc. Evident in email traffic of newsletters; EDI topics in School forums 	<ul style="list-style-type: none"> Poster promoting the AS principles and the Bronze award are displayed within the School building; Data trends suggest that staff are aware of AS and its principles but more needs to be done in relation to raising awareness amongst students as even the EDI student reps were not aware of AS A School newsletter was only briefly introduced in 2021, as such there was little opportunity to add to EDI agenda via this channel; during the pandemic School forums were 	Amber

		<ul style="list-style-type: none"> Awareness in School Forums and the School newsletter 			<p>paused little space was available for EDI topics; in 2022-2023 EDIC organized two EDI led sessions on promotion with HR, which had to be cancelled due to clashing commitments of the HR lead, a session on student support for student from diverse background, go cancelled due to low</p>	
1.4	Revise and conduct annual surveys that build and advance on the feedback gained through the self-assessment process.	<ul style="list-style-type: none"> Survey staff on EDI matters annually 	2017-2020	<ul style="list-style-type: none"> Evident in surveys reporting 	<ul style="list-style-type: none"> This action was amended with biennial surveys replacing annual surveys . UA runs a staff survey every other year which mirrors many EDI questions relevant and serve as mood thermometer; the new AS template further allowed running a first cultural survey in 2022 	Green
1.5	Annual revision of committee members	<ul style="list-style-type: none"> Annual revision of EDI members 	2017-2020	<ul style="list-style-type: none"> Evident in new constitutions on annual basis 	<ul style="list-style-type: none"> The latest revision of EDI membership has been conducted after a new UA policy was put into place in 2021, this supersedes School policy. An annual refresh exercise has been a more realistic solution to reconstituting the committee every year, while ensuring ensure consistency of EDI action / knowledge; School policy set out guidance for 3-year committee terms 	Amber
1.6	Create and publish an annual cycle of business, through the School forum.	<ul style="list-style-type: none"> Annual business report 	2017-2020	<ul style="list-style-type: none"> Evident in School Plan 	<ul style="list-style-type: none"> EDIC contributes to the annual School Plan to SMT 	Green
1.7	Establish a set of guidelines for continued membership and responsibilities in the EDC committee	<ul style="list-style-type: none"> Establish a set of guidelines for continued membership and responsibilities in the EDIC committee 	2017-2020	<ul style="list-style-type: none"> Published on the webpage 	<ul style="list-style-type: none"> UA policy regulates duties and responsibilities of EDIC; while a guidebook was drafted by the previous SAT, the change in policy requires amendments in line with policy 	Amber

2) UG / PG Students

Item	Objective	Planned action	Timeframe	Success criteria	Action taken	RAG
2.1	Raise awareness of EDI amongst student communities with help of student reps	<ul style="list-style-type: none"> Class reps will promote awareness of EDC Focus groups with UG, PG and part-time students will be established 	2017-2020	<ul style="list-style-type: none"> Class reps will promote awareness of the EDIC in classes and via Social Media Focus groups with UG / PG student held annually 	<ul style="list-style-type: none"> Class reps meet regularly for staff—student liaison committees, but EDI is not part of this meeting to raise awareness, as such, online presence of AS / EDI initiated by class reps could not be established as common practice Focus groups were planned by SAT but the central UA AS team suggested that these are no effective means, hence, SAT discontinued these plans Future action might include involving class reps and student unions in raising awareness of AS and to promote the AS principles; Inclusion of the AS logo and principles statement in course guides and on course pages as well as email signatures may raise further awareness 	Amber
2.2	Gather data on applications towards UG and PG degrees in the SSS, by gender	<ul style="list-style-type: none"> Collect data at the School level on the timeframe for PGR degree by gender 	2017-2020	<ul style="list-style-type: none"> Evident in the mandatory AS data 	<ul style="list-style-type: none"> Data for admission by gender are available and presented 	Green
2.3	Track the representation of students by gender across the student pipeline within the School from UG to PGT to PGR	<ul style="list-style-type: none"> Collect data on number and gender of students represented within UG, PGT and PGR in SSS 	2017-2020	<ul style="list-style-type: none"> Evident in the mandatory AS data 	<ul style="list-style-type: none"> Action amended to track representation of students by gender at different points in the pipeline, rather than tracking individual students, which was not feasible. 	Superseded
2.4	Monitor numbers of part time students in the SSS	<ul style="list-style-type: none"> Collect data on PT students within SSS 	2017-2020	<ul style="list-style-type: none"> Evident in the mandatory AS data 	<ul style="list-style-type: none"> The data include part time and full-time student numbers – part time student numbers are very small, however. 	Green

3) Training Support

Item	Objective	Planned action	Timeframe	Success criteria	Action taken	RAG Rating
3.1	Ensure that Research Only and Teaching Only staff are given support to improve their careers	<ul style="list-style-type: none"> Ensure that TR and TS staff receive support for career progression 	2017-2020	<ul style="list-style-type: none"> Informal and anonymous session with staff to understand concerns and agree action with concerned staff members School compiles database with support 	<ul style="list-style-type: none"> Monthly / bi-monthly EDIC allow discussion about support for career progression; clinics as proposed in 2017 were initially planned but were not attended well; the pandemic environment led to further meeting fatigue; concerns are that action agreed could not be implemented The School Office has access to a data base of internal workshops, however, informal support and career progression cannot be monitored 	Amber
3.2	Hold promotions surgeries between the Acting HoS, HoS, and / or HoD and all staff	<ul style="list-style-type: none"> Promotions surgeries involving HoS, HoD, and female staff members at grades 7-8 	2017-2020	<ul style="list-style-type: none"> Drop-in surgeries will be held each semester by HOS / HOD Promotion criteria checklist will be provided to all members of staff at the start of the academic year Coaching will be provided to prepare prospective applications 	<ul style="list-style-type: none"> HOS held a surgery for staff in 2021; as promotion is organised centrally, central events were also promoted, e.g., promotion meetings with senior members of the women's development network The centrally organised promotion exercise has changed in 2023. Criteria are circulated by the UA. Circulation of a promotion criteria check list at School level has not been achieved, also given the changing nature of criteria Coaching is centrally provided through various School networks; practice has been established to share experiences about the promotion exercise informally with previously successful staff members 	Amber
3.3	Gather qualitative data to discern why women are more likely to resign than men	<ul style="list-style-type: none"> Collect qualitative data reasons if and why female staff are more likely to resign 	2017-2020	<ul style="list-style-type: none"> Focus groups with those employed on Graded 5-6 	<ul style="list-style-type: none"> While exit interviews are practiced by HR the data are confidential and inaccessible by EDIC or the School; for confidentiality reasons this action had to be given up; staff data obtained from the central UA allow tracking retention rates of staff, however; staff on grade 5-6 have predominantly been employed on fixed-term contracts, as such, resignation did not seem to be an issue. 	Superseded
3.4	Ensure that there is no systematic disadvantage in fixed term contracts	<ul style="list-style-type: none"> Oversee that no systematic disadvantage in fixed-term and zero-hours contracts 	2017-2020	<ul style="list-style-type: none"> Discern between the issues that can be solved at School and institution-wide levels Clarify the rights of staff members on each contract and make this accessible to all members (in liaison with HR) 	<ul style="list-style-type: none"> Only few staff members were on fixed-term contract since 2017; no one was employed on zero-hours contracts; fixed-term members were looked out for regarding continuing their contracts, if possible; however, few translated into permanent positions HR consultation have increased especially since a HR representative has formally joined the EDIC committee, 	Amber

				<ul style="list-style-type: none">• Encourage feedback from staff members on existing/emergent issues relating to contract execution.	<p>which helped in clarifying contractual challenges; EDIC led HR sessions were planned but were not held given cross-pressures by the SSS HR rep</p> <ul style="list-style-type: none">• The only means by which this could be achieved is annual reviews or by representation in the University senate; not clear mechanism has been established to discuss contractual issues in a School forum	
--	--	--	--	---	--	--

4) Career Development Support

Item	Objective	Planned action	Timeframe	Success criteria	Action Taken	RAG Rating
4.1	Facilitate an increase in the staff uptake of Equality and Diversity training	<ul style="list-style-type: none"> Facilitate update in EDI training 	2017-2020	<ul style="list-style-type: none"> A 100% completion rate by Sept. 2017 A 100% completion rate on all subsequent refresher equality and diversity courses. 	<ul style="list-style-type: none"> No general EDI training is currently provided at School level but encouraged centrally; SSS EDIC and HOS encourage staff to participate in organized trainings by the School or the University; we have no numbers on the uptake on relevant offers as EDI training is not mandatory; EDIC organized a several trainings that due to the sensitivity of the topics had limited space, e.g., Rape Crisis Grampian for (sexual) harassment and assault; 100% participation has not been achieved Given the above elaboration, this could also not be achieved 	Amber
4.2	Explore the possibility of a formal policy that would solicit feedback from staff members who have attended open candidate presentations, before making a decision	<ul style="list-style-type: none"> Collect feedback from staff after public job talks 	2017-2020	<ul style="list-style-type: none"> Provide clear guidance regarding the feedback process Notify School staff of forthcoming hiring events Solicit feedback from staff who have attended the candidate presentations. 	<ul style="list-style-type: none"> SSS HR rep has taken the lead for hires; HODs are asked to provided guidance regarding the feedback process The School Office distributes all events to staff including training opportunities and hiring events Practice has been established to have feedback meetings (in-person or online) after public presentations; additionally, HR has assisted in creating the opportunity for anonymous feedback via webform; next steps would be to more transparently communicated how this feedback was considered in decision making 	Green
4.3	Creation of gender balanced recruitment and selection committees, interview panels and candidate pools	<ul style="list-style-type: none"> Create gender balanced selection / recruitment panels and candidate pools 	2017-2020	<ul style="list-style-type: none"> Review gender balance on Committees, annually Ensure balance does not result in quotas that prove disadvantageous to minority gender staff members; Ensure even distribution of gender on committee boards 	<ul style="list-style-type: none"> UA policy regulated gender balanced selection, recruitment panels, and candidate pools Panels / committees were set up according to balances and expertise given the scope of the vacant position; HR advisors take part in the interviewing process to ensure EDI criteria are met Panels / committees were set up according to balances, including gender balance?, and expertise given the scope of the vacant position 	Green
4.4	Ensure that appraisers are familiar with promotions criteria and that readiness for promotion is always	<ul style="list-style-type: none"> Familiarity of ALM with promotion criteria 	2017-2020	<ul style="list-style-type: none"> ALM training within SSS / UA Evident in annual review forms 	<ul style="list-style-type: none"> Promotion is centrally organized at the UA; new UA policy has revised the promotion criteria 2023; UA also developed central ALM training that includes promotion 	Amber

	discussed at annual review	<ul style="list-style-type: none"> • Discussion of promotion at annual review 		<ul style="list-style-type: none"> • Add a concise promotions information document to appraisal files 	<ul style="list-style-type: none"> • SSS's annual review form includes the opportunity to comment on promotion, as such it is part of the review process • whether promotion is discussed has been up to the ALM and staff member in the past; recent practice introduced by • HOS has since xxx encouraged both ALM and staff member to discuss promotion during their annual review • A concise form about promotions has not been developed or added to the annual review documents • Latest survey results suggest that further work is needed to ensure promotions are discussed at annual review 	
4.5	Monitor uptake in staff training, noting gender trends	<ul style="list-style-type: none"> • Observe trend in staff training uptake 	2017-2020	<ul style="list-style-type: none"> • Encourage feedback on training through allocated item on EDIC meeting agenda • Reflect on survey responses in relation to training? • Establish a database that records the training history of staff members • Gauge their needs once a semester • Pass anonymous feedback to HR 	<ul style="list-style-type: none"> • Records are monitored by the School Office for core trainings; non-compulsory training is monitored for individual staff members through UA training pages but records are not publicly available; EDIC has standing items that allow discussion on training • This is held by UA and passed to SSS for mandatory training; non-mandatory training provided by UA is only accessible to the individual; external training is not recorded • SSS Research Officers have started organizing informal session on understanding needs for research support / training; it remains open if this will be established practice moving forward • Not achieved. 	Superseded
4.6	Encourage and monitor uptake of University-wide women's leadership training and networks, such as the Aurora programme	<ul style="list-style-type: none"> • Encourage and monitor update of University-wide women's leadership training and networks 	2017-2020	<ul style="list-style-type: none"> • Promote awareness of the leadership and training networks 	<ul style="list-style-type: none"> • EDIC has regularly contact with the Women's development network, only few female members of SSS? staff are part of the network, even though awareness seems high; SSS funded the participation of two female staff members in AHE Aurora leadership training in 2020-21 and 2021-22, it is open if this will be supported moving forward 	Green
4.7	Open the Annual Review system to reflect on the work/life and equality and diversity issues and facilitate an upward	<ul style="list-style-type: none"> • Open annual review to reflect on work-life balance 	2017-2020	<ul style="list-style-type: none"> • School addition of a work/life balance section in the Annual Review form 	<ul style="list-style-type: none"> • Staff are encouraged to speak and reflect on work-life-balance in their annual reviews; dedicated space on the review form is open to record such conversations, as such the goal has been achieved; feedback from the cultural survey and qualitative comments suggests that comfort of discussing work-life balance is depends on the ALM 	Green

	feedback in terms of responses					
4.8	Collect data on the usefulness of the Annual Review	<ul style="list-style-type: none"> Collect feedback on usefulness of annual review 	2017-2020	<ul style="list-style-type: none"> The Annual Review process will be revisited Staff will be encouraged to submit feedback after each review 	<ul style="list-style-type: none"> This has been completed in cultural survey and qualitative comments;; the results of the feedback are mixed given that annual reviews seem conditional on the respective ALM and how they handle the review; UA has also regulated what? and put new ALM training in place that includes information on annual review 	Green
4.9	Solicit feedback on the effectiveness of the probationary mentor system	<ul style="list-style-type: none"> Collect feedback on effectiveness of probation mentoring 	2017-2020	<ul style="list-style-type: none"> An annual focus group on the mentoring system to gauge the needs of mentees 	<ul style="list-style-type: none"> This has been completed in cultural survey and qualitative comments rather than focus groups;; the results of the feedback are mixed given that annual reviews seem conditional on the respective probation mentor 	Green
4.10	Appoint two Mentoring Champions at School level	<ul style="list-style-type: none"> Appoint mentoring champions 	2017-2020	<ul style="list-style-type: none"> Appoint two further Mentoring Champions at School level Collect data to monitor the uptake levels 	<ul style="list-style-type: none"> Mentoring at School level is up to probationary mentors and ALMs, both are also asked to raise awareness; additional School mentoring champions were not appointed The School Office holds data on UA-wide mentoring scheme participations, however, uptake has been fairly low 	Amber
4.11	Ensure that staff are aware of mentoring opportunities beyond probation	<ul style="list-style-type: none"> Encourage continuing mentoring relationship after probation 	2017-2020	<ul style="list-style-type: none"> Encouraging more staff to engage in the mentoring scheme Encourage awareness of the University-wide mentoring and coaching system 	<ul style="list-style-type: none"> While SSS policy does not regulates ongoing mentoring after probation, but many staff uphold their relationship with their mentors, which is encouraged by ALMs and the School; additionally, announcement of taking part in UA mentoring networks is encouraged; uptake in UA networks seems fairly low amongst specific women groups: only few members of SSS are members of the women's network or their mentoring scheme; 2 female staff members have been taking part in the AHE Aurora leadership course funded by SSS HOS and School Office are to inform about these schemes; EDIC also encourages HODs and staff members to spread the word 	Green
4.12	Work towards a unified, fair and transparent system of workload modelling and allocation both within and between Departments	<ul style="list-style-type: none"> Development of a transparent and fair workload model 	2017-2020	<ul style="list-style-type: none"> SSS will work closely with the University to develop a standardized workload model The workload model will be circulated once a year across the School 	<ul style="list-style-type: none"> The development of SSS workload model has been achieved by the former HOS and has been subject to discussion in SEC; while it is a success that a workload model has been developed, transparency of how it has been developed and how staff can feed back remains open; policies communicated to the HODs on how to fairly apply the model are also outstanding; SSS is also expecting 	Green

				<ul style="list-style-type: none"> Engage staff in the formulation of the workload model 	<p>that UA regulates in this area, so changes to the current practice are on hold</p> <ul style="list-style-type: none"> Anonymised workload for one academic year has been circulated so far, as the workload model was delayed given cross-pressures during the pandemic Individual staff were consulted about how much work they put into their roles, but a wider discussion about this has not taken place in the development of the workload model 	
4.13	Ensure that statistics on gender are part of the current workload audit	<ul style="list-style-type: none"> Ensure gender statistics are part of current workload audit 	2017-2020	<ul style="list-style-type: none"> The School would conduct an audit annually, with a member of the SAT The results would be held centrally 	<ul style="list-style-type: none"> SSS's workload model has been introduced in 2021; gender statistics are not publicly available to staff to monitor gender; however, EDIC has been provided with the workload model by gender; given a lack of understanding of how the model has been derived, what the targets for members of staff on different contract are; the available projection currently represent a rough idea and could be more effectively used in the future Gender statistics are held centrally by the HOS, more transparency would be desirable 	Amber
4.14	Ensure that the best practice approach to out-of-hours emailing introduced in 2017 is familiar to all staff through regular reminders	<ul style="list-style-type: none"> Ensure best practice for out-of-hour emailing 	2017-2020	<ul style="list-style-type: none"> An email-free period will be advised between 15.00 on Fridays and 09.00 on Mondays <i>An Email Best Practice Guidance</i> document will be periodically shared via email with all School members Staff will be advised of the facility for timed-release email 	<ul style="list-style-type: none"> While an email-free period has not been mandated for all, a best practice document has been compiled and is regularly revised in consultation with EDIC' EDIC chairs / HOS / DOE circulate it frequently at least at the beginning of each term Many staff but not all have included a note on out-of-hour email practice, but it remains up to individuals when they read and respond to emails generally; SSS expectation is that staff respond to all emails within 2 working days 	Green
4.15	Monitor gender differences in outreach and public engagement activities	<ul style="list-style-type: none"> Monitor outreach / engagement activities by gender 	2017-2020	<ul style="list-style-type: none"> All staff would be advised to notify the ALM of outreach/engagement Data will be stored centrally and accessible for all School members Data will be used by SAT to gauge gender differences Data will be revisited once a semester 	<ul style="list-style-type: none"> This should be common practice but may depend on ALM / staff relationship too; practice is encouraged by SSS No consistent database has been created, also given the challenging pandemic environment; EDIC has begun monitoring internal seminar series speakers within subdisciplines; SSS coordinated outreach activities have a rota of involvement of all staff members Withdrawn given data access, as rotas are held by the respective officers coordinating outreach / engagement and ALMs must treat staff information confidentially 	Amber

				<ul style="list-style-type: none"> Gender disparities will be highlighted and discussed by the SAT, and measures proposed to address the issue 		
4.16	Track staff participation in committees external to the institution to check for potential gender patterns	<ul style="list-style-type: none"> Monitor staff participation in external committees by gender 	2017-2020	<ul style="list-style-type: none"> Staff will be requested to alert the ALM when they participate in committees external to the School The data will be gathered and stored centrally to the School; the data will highlight gender trends in committee participation 	<ul style="list-style-type: none"> This should be common practice but may depend on ALM / staff relationship too; practice is encouraged by SSS No consistent database has been created, also given the challenging pandemic environment; information on external activities are covered by the annual reviews, agreed with ALMs, and communicated to HOS 	Amber

5) Career Work-Life Balance

Item	Objective	Planned action	Timeframe	Success criteria	Action taken	Rating
5.1	School to appoint a staff member with responsibility for disseminating University policy on maternity leave, paternity leave, parental leave, adoption leave, special leave	<ul style="list-style-type: none"> Staff appointment to disseminate UA policies on leave 	2017-2020	<ul style="list-style-type: none"> Review, update flexi-working policies Post on an accessible area of School website Revisit focus group yearly to ensure implementation 	<ul style="list-style-type: none"> a dedicated HR representative is responsible for SSS to communicate UA policies on leave A link to UA's flexi-working policy has been posted on SSS's EDIC webpage Rather than focus groups questions on PT and flexi-working have been asked in the cultural survey to gather feedback on success of implementations 	Green
5.2	Create database?	<ul style="list-style-type: none"> Creation of database for parental leave 	2017-2020	<ul style="list-style-type: none"> Gather statistics on paternity/parental leave 	<ul style="list-style-type: none"> Statistics on parental leave are not publicly available and should not be publicly available; a database is held by HR / School Office 	Green
5.3	Review and revise arrangements for support prior to, during and after a career break for all forms of parental leave, and promote and monitor participation in University programmes	<ul style="list-style-type: none"> Revise support before / during / after leave 	2017-2020	<ul style="list-style-type: none"> Convene focus groups to determine how those taking leave could be supported in striking a work-family life balance. 	<ul style="list-style-type: none"> UA policy regulates support, which generally includes meetings with the respective ALM; ALMs are asked to work together with HR and School; a consistent School policy on how this is implemented does not exist 	Amber
5.4	Explore the option of a mandatory set of three KIT days to be held between staff members and their ALM	<ul style="list-style-type: none"> Explore option of mandatory KIT days 	2017-2020	<ul style="list-style-type: none"> Hold a focus group to ascertain whether mandatory meetings between returning staff and their ALM would be useful. 	<ul style="list-style-type: none"> The option was explored in SEC / departmental meetings; consensus on the mandatory nature of KIT days could not be reached across the School as some members preferred to be left alone during absence; line managers agree on KIT days with staff. 	Superseded
5.5	Ensure that staff requiring breastfeeding areas are aware of the breastfeeding zones at the university	<ul style="list-style-type: none"> Provision and awareness of breastfeeding zones for staff / students 	2017-2020	<ul style="list-style-type: none"> Designate a breastfeeding/family room that has easy access. 	<ul style="list-style-type: none"> Posters identify breastfeeding areas in the School Building. One designated zone is the staff coffee, to which staff and PGR students have access. Those who may not feel comfortable in this space, can obtain a key to F42 a smaller, more private room next to the staff coffee. This area is open to all students and staff. 	Green
5.6	Raise awareness of KIT days by adding information to the School Athena Swan page.	<ul style="list-style-type: none"> Raise awareness of KIT days on SSS webpage 	2017-2020	<ul style="list-style-type: none"> Revisit the effectiveness of the KIT days 	<ul style="list-style-type: none"> KIT are advertised on SSS's EDI page and are to be arranged with the ALM Information has been posted on SSS's EDIC webpage and members going on leave are made aware by ALMs of the possibility of KIT days 	Amber

		<ul style="list-style-type: none"> SSS reintegration policy upon return from leave 		<ul style="list-style-type: none"> Ensure all staff members are aware of KIT days by posting details on accessible area of the website Revisit survey results with annual staff satisfaction survey SSS leave policy effective 	<ul style="list-style-type: none"> Given small case numbers, additional informal personal or email conversations between the EDIC chairs and respective members who took leave were arranged to gather feedback; it seemed that a one-fit-all solution is not desired as most staff prefer to be left alone during leave; the offer to reach out to ALMs remains A SSS reintegration policy is outstanding; HR support is provided but challenges of reintegration after ill health, parental or care leave remains mostly up to the efforts of the respective ALM 	
5.7	Ensure meetings take place during reasonable working hours	<ul style="list-style-type: none"> Limit meetings to between 10.00 and 16.00. 	2017-2020	<ul style="list-style-type: none"> Satisfaction with meeting times evident through survey 	<ul style="list-style-type: none"> Lack of agreement of reasonable working hours made this action difficult to achieve, so the strict success criteria with a meeting window of 10-4 has been withdrawn; by UA policy meetings were to be avoided early / late and during normal lunch hours during the pandemic, which SSS largely implemented; reasonable start / end times for meetings at 5 past and 5 to the hour are general practice; staff are encouraged to state working hours in their email signatures to manage expectations 	Green
5.8	Gather qualitative data regarding the perceived impediments to part-time and flexi-working	<ul style="list-style-type: none"> Collect qualitative information on perceived impediments to PT and flexi-work 	2017-2020	<ul style="list-style-type: none"> Focus groups will be held annually to gather data pertaining to part-time and flexi-working experiences. 	<ul style="list-style-type: none"> Focus groups were not held however cultural survey including qualitative questions 	Green
5.9	Clarify flexi-working and part-time options and policies in a concise, accessible manner	<ul style="list-style-type: none"> Clarify PT and flexi-work 	2017-2020	<ul style="list-style-type: none"> A breakdown of flexi-working and part-time policies will be posted on the Athena SWAN School page. 	<ul style="list-style-type: none"> UA regulated on clarifying PT and flexi-work, this was not in the merit of SSS; the emerging pandemic reinforced flexi-working arrangements in agreement with ALMs in SSS, however 	Superseded
5.10	Raise awareness and provide information regarding workplace stress, among School members	<ul style="list-style-type: none"> Raise awareness about stress at the workplace and where to find support 	2017-2020	<ul style="list-style-type: none"> A hyperlink titled, 'Combating Stress in the Workplace' will be added to the Athena SWAN School page The page will include further information on workplace stress, as well as the contact details for individuals in the broader institution, who can provide support and further advice. 	<ul style="list-style-type: none"> A link on labelled "stress and wellbeing" was added to SSS EDIC page; additionally, UA superseded by developing a wellbeing toolkit and raising wide awareness about it The pandemic interrupted planning and implementing action; EDIC chairs ran wellbeing session during the pandemic to support SSS staff and students during the challenging time; an academic and a support and professional staff mental health champions have been appointed 	Green

2. Evaluating success against department's key priorities

SAT-2023 identified two key success areas: 1) workload model, and 2) wellbeing of the SSS community. SSS observed positive change during the Covid-19 pandemic, which was sustained afterwards.

2.1 Workload Model

One core achievement and great success is the development and distribution of a School workload model (Action 4.12). While acknowledging that workload models have existed in different forms and shapes at sub-discipline level, this is the first coherent School-wide model. To emphasise the importance of this achievement, SAT-2023 would like to point to results from the cultural survey, which ran *before* the final workload model was communicated to SSS staff in October 2022. It revealed that only 33% of the women and 50% of the men in SSS thought that the School had a transparent and fair way of allocating workloads at that point (Fig. 1.3, App. 1). Moreover, only half of the women and 43% of men in SSS reported that they currently find their workload manageable (Fig. 1.6, App. 1). In addition, 89% of women and 93% of men indicated that the pandemic has substantively added to their workload. These findings highlight the urgent need for a workload model.

The outgoing HOS in collaboration with SAM worked on developing a holistic workload model (see Tab. 2.11.4.1 for general tariffs, Tab. 2.11.4.2 for detailed tariffs) since 2017. Individual SSS staff members were consulted to reflect on the hours they dedicated to specific School roles (see roles as identified in Sec. 1) and to observe the time they dedicated to these roles to provide a realistic projection of their efforts in the developed model. Existing workload models within sub-disciplines, or as implemented by other Schools at UA, were consulted to have a baseline for some core tasks that translate across disciplines. Both SCG and SEC were consulted and discussed the workload model.

A first trial of this workload model was discussed and approved by SEC at the end of 2021. Initially, only the workload of SEC members was calculated according to the new model. After approval by SEC all SSS staff members' workload was projected using the workload model spreadsheet. An anonymised version of the spreadsheet was circulated by email in October 2022 by the outgoing HOS. Subsequently staff workload was projected for different tracks – Research and Teaching (RT) and Teaching and scholarship (TS) – and also made available to SAT-2023 by gender.

Overall, SAT-2023 views the development and release of the workload model as a huge success that should bring more transparency and equality in workload across the School, especially by gender.

2.2 Wellbeing

A priority area in which SAT-2023 observed progress is wellbeing, especially the awareness of stress and importance of mental health amongst SSS members. Following action proposed by SAT- 2017, SSS appointed a female and a male mental health champion, who are a point of contact for SSS members to speak about mental health issues. For emphasis,

one champion's achievement was recently features in a [local paper](#). In addition, and as proposed by SAT-2017, a link to the mental health toolkit has been embedded on the SSS's EDI webpage. The above aspects represent success within Action 5.10.

However, progress has been made beyond this. With the emerging pandemic, virtual small group coffee mornings were initiated by the mental health champions and the EDIC leads. There were designed to encourage staff and postgraduate students to connect and talk about the challenges of the pandemic environment. While monitoring uptake was not a primary concern, informal consultations with the EDI leads suggested that the sessions were well attended by both staff and students. Females seemed to be more eager to take part than males. Moreover, PGR and PGT supervisors were frequently reminded to check in with their supervisees and to support them during this challenging time. For practical reasons, the sessions did not include UGs, who received support centrally from the UA. The personal tutor system was further utilized to support UG students.

A Teaching Café initiated and hosted regularly by a female member of staff, later on with rotation of host, was initiated to liaise on challenges and solutions for teaching during the pandemic.

Coffee mornings organised by SSS post-pandemic sent a positive signal to staff to reconnect with each other. The outgoing HOS also held outdoor drop-in session to discuss staff matters from July 2021 on the benches of Elphinstone Hall on the UA Old Aberdeen Campus. This was done deliberately so that the meetings did not take place inside reducing the possibility of transmission of the Covid-19. Coffee mornings were also organised for the PG community.

Section 3: An assessment of the department's gender equality context

1 Culture, inclusion, and belonging

1.1 Values, traditions, and leadership

SSS's values regarding culture, inclusion and belonging stem from both research and teaching. Many staff work on themes related and relevant to the broader EDI agenda. SSS has strong traditions of feminist and other critical research perspectives, which also translates into the teaching offerings. This is also evident in courses labelled as 'inclusive' in the course catalogue, following the UA's 2040 strategy. SSS aims at gender equality when issuing invitations to external speakers, even though this goal was clearly challenged during the pandemic (Fig. 2.11.3, App 2).

The governance and committee system (Sec. 1.2) assures that information on policy is disseminated and discussed (top-down) but staff discussions feed upwards (bottom-up). Examples are policies around student support (e.g., during the pandemic) and the new workload model. Often other less formal 'good practice'-areas from other Schools are noted and developed in SSS using this governance structure. One example is guidance on email etiquette encouraging staff to use email and other communication tools responsibly.

One positive outcome of the structure for policy development and dissemination is that staff report high awareness of Athena Swan (Women: 94%; Men: 93%). This suggests that staff are aware of the agenda around gender equality and EDI, and the administrative structures that are in place to champion it. However, structures that improve sense of inclusion and belonging could be further improved. For example, two thirds of women (67%) and 7-in-10 men feel they belong to SSS; 56% of women and 64% of men feel SSS cares about them (all Fig. 1.1, App. 1). Few think that EDI work is recognised in workload (Women: 22%, Men: 29%) and for career progression (Women: 17%, Men: 29%). Critical views are voiced regarding leadership promoting gender equality: Only 44% of women but 57% of men think that SSS *actively* supports gender equality. A gap is also perceived about SSS commitment to achieve gender balance in leadership positions (Women: 33%, Men: 57%, all Fig. 1.2, App. 1).

SSS shows mixed progress regarding staff recruitment, staff promotion, as well as student gender balance and involvement.

1.2 Staff recruitment

It is a requirement that gender balance be taken into consideration for interview committees. SSS has recently begun to include equality and diversity awareness and experience as criteria in person specifications. Out of 21 academic appointments made at Grades 5-7 in SSS between 2016-17 and 2021-22, 9 women were appointed. No jobs were offered at Grade 8 or 9. Women were shortlisted for all jobs where appointments were eventually made, apart from one case at Grade 7 where no women were shortlisted. The administrative data (Fig. 2.7, App.2) show that roughly similar proportions of women and

men were shortlisted, although in many cases more men applied for open positions. Recruitment in the reporting period seems to have initially sustained the existing gender imbalance amongst academic staff – also evident in HESA data. However, SSS had 41 women and 31 men across all academic contract types in 2021-22, even though a gap can be observed across pay grades.

Numbers of professional and support staff have remained stable since 2016-17, with only one post advertised. The successor was a woman. All professional and support staff in 2021-22 were female.

The cultural survey suggested some dissatisfaction with appointment decisions: While 61% of women think decisions about appointments are made fairly, only 46% of men hold this view (Fig. 1.5, App. 1). A male staff member voiced that “*[m]ore women should be appointed to senior roles.*”

1.3 Staff Promotion

Little change can be observed in promotion amongst academic staff in SSS. Overall, 17 out of 29 promotion applications have been successful, considering promotions to Grades 7-9. While overall 9 women applied, only 5 women were successful during the reporting period. Promotion has therefore not altered SSS’s gender imbalance at Grades 8 and 9 over recent years. While posts are held about evenly between men and women at Grade 7, but men are in the majority at Grades 8 and 9.

Two promotion applications were made by female professional and support staff. One was successful.

One question is why women do not get promoted? The mechanism might be inequality in tasks that are important for promotion. SSS made attempts to increase information and support for promotion. HOS offered informal discussions and staff were encouraged to raise the topic with their ALMs at annual review. Women promotion sessions are also offered by UA centrally. University policy change has resulted a revised promotion application form in 2022, it has yet to be confirmed whether it simplified the process and what its effect on women promotions might be.

Only 39% of women and 29% of men think that decisions about promotion / progression are made fairly (Fig. 1.5, App. 1). One respondent in the culture survey wrote: “*More conversation about what is required for various levels and not just in meetings for those interested in promotion. There should be wider awareness.*” This is also reflected in another comment: “*[I]t's a lot of work to put together a promotion application. I think there's also a general amount of uncertainty about exactly what is needed to be successful at promotion.*” While acknowledging that not every staff member may be ready for promotion to the next grade when they desire to go for promotion, it seems that additional support at SSS level may be required. For example, a fairer allocation of roles that provide staff with the necessary experiences and opportunities to develop a profile for promotion. One member of staff suggested: “*I don't believe the line manager will support me [for promotion].*” Another indicated that they intend to apply for promotion “*[...] despite the fact that my previous experience was mostly discouraging*”. Only 44% of women and 43% of men believe

that their ALM is supportive of their overall career progression (Fig. 1.5, App. 1). Few voice that they have received useful feedback on their career development through performance review (Women: 25%, Men: 14%, Fig 1.6, App. 1).

1.4 Student gender balance and involvement in the School

The administrative data (App. 2.1) show that the gender balance in SSS's student community has remained steady during the reporting period. In 2021-22, our UG students comprised 62% women. PGT students comprised 54% women; PGR students 60% women. Some variation across sub-discipline can be observed, AT and also SOC have a slightly higher success rate for female students, whereas the gender ratio is about half for men and women in PIR. Gender patterns consistent with HESA data and across levels at UA can be observed. Similarly, student recruitment and degree attainment show comparable trends and in proportion with HESA data.

SSS has made efforts to better include students in decision-making processes, especially in EDIC, which now include UG and PG reps contributing students' perspectives and support the committee work. An elected UG representative, i.e., student convenor, is a formal member of SSS's EC.

2 Addressing negative practices or behaviours

2.1 Wellbeing

Wellbeing, especially associated with bullying / harassment, remains one core concern. SSS follows UA grievance, bullying / harassment, and disciplinary procedures. Links to these are available online as appropriate for [students](#) and [staff](#). Staff may raise concerns with ALMs or HOS, who may attempt to resolve the situation informally in line with UA policy. Standard formal processes of investigation and the involvement of HR follow, if required. However, gaps in awareness of the procedures (Women: 67%, Men: 36%) and lack of trust in (Women: 28%, Men: 21%) and satisfaction with these procedures (Women: 28%, Men: 21%) are concerning, given staff experienced (Women: 28%, Men: 21%) or observed bullying / harassment (Women: 39%, Men: 50%, all Fig. 1.4, App. 1). Creating awareness of respective tools and demonstrating that concerns are taken seriously will be essential to reverse this negative trend.

Students may raise concerns with HOS, HODs, a member of the teaching staff, their Personal Tutor, or a range of other University staff. A similar system of informal and formal processes for resolution are in place. Both staff and students can also use the [University's confidential online reporting tool](#) for harassment / bullying, violence and sexual misconduct, where further information and support are also available.

2.2 Intersectional inequalities

SSS acknowledges and aims to improve the situation for people of all genders. SSS now has members of staff and an increasing number of students who identify as non-binary. Specifically, EDIC aims to support non-binary members of staff. The most recent initiative is

the establishment of gender-neutral bathrooms in the School building, which has been achieved in April 2023. One recognized challenge is reporting of attitudes in the cultural survey. Non-binary members of staff are not included in the reporting, given risk of disclosure.

UA has circulated a [policy on transgender equality](#). This sets out the expectations for support and confidentiality for people whose gender identity is not expressed in ways that are typically associated with their assigned sex at birth. SSS was one the first School to run a SSS funded staff workshop on trans awareness led by the Scottish Trans Alliance.

Many staff in SSS choose to publicly identify their preferred pronouns in their profile on the UA IT and encourage students to do so as well. Similar applies to pronunciation of names.

In recent years, SSS has made efforts to address issues around race equality in response to the decolonising the Academy movement and to raise greater awareness of racialised experience in society more widely (e.g., Black Lives Matter). SSS has appointed a Race Equality Champion, who formally joined EDIC and the University's new Race Equality Strategy Group. SSS and its subdisciplines started a process of decolonising the teaching curricula in collaboration with students. Paid student research assistants work with each department. SSS has been the first School at UA to start these conversations involving the student community. The choice of teaching materials and the experience of students of colour in our classes is being considered and this is also feeding into the wider University initiative and addresses intersectional inequalities. Feedback forms include a question that allows students to comment on EDI.

2.3 Support for staff with caring responsibilities

SSS provides support for staff with caring responsibilities primarily through flexible working and home working. School meetings are scheduled during core hours (10am – 4pm). During the pandemic these meetings were online, and a hybrid system has largely remained in place afterwards. A SSS initiative to start and finish 5 mins past / 5 mins to the hour is implemented at UA level. However, amongst the 6 periods of maternity leave and 3 periods of paternity leave taken in the reporting period, no KIT days were used. The opportunity has been controversial amongst staff in general, as informal consultations revealed.

Overall, 56% of women and 71% of men report caring responsibilities. About 4-in-10 women and 6-in-10 men indicated that these responsibilities impacted on their work. Surprisingly, 8-in-10 women and only 6-in-10 men report that caring responsibilities were considered in the workload allocation (all Fig. 1.7.1, App. 1). Both women (33%) and men (50%) indicate that SSS provides staff with support around all types of caring leave. Two thirds of women and 6-in-10 men with caring responsibilities indicate that timing of meetings / events consider those with caring responsibilities (both Fig. 1.3.3, App. 1). This suggests that the types of support that are available could be better, including information but also in establishing mechanisms that support carers actually need.

3 Key priorities for future action

SAT-2023 identified five priority areas for future action, some of them carrying over from this application:

1) *Effectiveness of SAT-2028*

The self-assessment process and engagement from the full team have been somewhat low. The burden seemed to fall on female colleagues, also given the gender imbalance of the overall committee. To ensure more effective implementation of the action plan, a revision of membership and governance will ensure progress towards gender equality and EDI.

→ Action plan 1.1, Sec. 4.

2) *Workload Model*

While the development of a workload model is a success, as nothing similar existed previously, leeway for further improvement and success remains. To provide a snapshot of the workload model, SAT-2023 presents the detailed workloads for women in Tab. 2.11.3a and that for men in Tab. 2.11.3b. Non-binary members of staff were excluded from reporting, given small numbers.

The numbers indicate that workload of men ($\bar{x}=1360.2$) is higher than that of women ($\bar{x}=1212.5$). This is a difference Δ_{M-W} of 147.7 hours. A marginal difference is observed for the area research (Δ_{M-W} of 0.9 hours). The difference in education is highest (Δ_{M-W} of 86.4 hours). For admin, the difference is $\Delta_{M-W} = 60.4$ hours.

SSS has about the same number of female (5) and male (5) PT staff, suggesting that contract type may not drive differences in workload by gender. All staff on RT contracts had 40% of their workload allocated to research, and equivalent of 15% for research on education was allocated to those on TS contracts. It is unclear what causes the higher workload of men regarding teaching. Of the 19 Masters' programmes, 9 are coordinated by women and 10 by men. While SSS aims for gender balance in the coordination of core courses at UG level, an imbalance towards women can be observed: 13 out of 21 core courses were coordinated by women, only 8 by men in 2022-23. All academic staff members run their own honours options, but with varying arrangements on lectures, seminars, tutorials and contact hours. This cannot be disentangled by the workload model.

It is noteworthy that the role of HOS and the role of two HODs in the reporting period were held by male colleagues. These positions naturally involve a higher administrative workload, which may be one factor increasing the mean workload of men. Another admin role, Director of Education, that had very high admin hours, has also been held by a male colleague.

The effective use of the workload model has yet to be confirmed. SAT-2023 observes problems with calibration, given the model seems to suggest that most staff do not meet the target hours and seemingly underwork. This is contrasting the views of academics reporting they frequently overwork, sending the wrong signal and adversely affecting staff

morale. Furthermore, SAT-2023 notes that guidelines on how the model should be applied may not exist or has not been transparently communicated to staff. This also seems to include to a feedback mechanism on individual roles that all staff can use.

Many staff raised that citizenship tasks – traditionally falling on women – remain unquoted. One example of gender inequality is attendance of observers at plagiarism meetings. The meetings are led by one of SSS’s plagiarism officers, a role with allocated workload hours, an academic observer, who does not get workload allocated, and an administrator. The gap between female and male observers has widened: Twice as many meetings were attended by women in 2021-22 (Fig. 2.11.2, App. 2).

→ Action plan 2.1-2.2, Sec. 4

3) Wellbeing and belonging

While achievements have been made to raise awareness of stress and mental health, and roles to report problems confidentially have been created, SSS staff reported concerning levels of estrangement. Overall, both women (67%) and men (71%) have a sense of belonging. Fewer think that people in SSS care about them (Women: 56%; Men: 64%); that their contributions are valued (Women: 61%; Men: 57%); or indicate they feel comfortable speaking up (Women: 61%; Men: 64%, all Fig. 1.1, App. 1). These results hint at bigger problems relating to wellbeing and mental health in SSS.

Staff report that they do know where to seek support for wellbeing at work (Women: 78%; Men: 57%), only half (or less) think their workload is manageable (Women: 50%; Men: 43%). Few reported that they feel confident asking for support (Women: 33%; Men: 43%; all Fig. 1.6, App. 1). Gender discrepancies are also evident in the negative impact of the Covid 19 pandemic: About 9-in-10 women and men report the pandemic added to workload and many (Women: 89%, Men: 57%) say it affected them negatively (both Fig. 1.7.6). Further pressures fell on those with caring responsibilities. One woman suggested that *“I felt that it was very difficult to talk about mental health problems if you happened to have caring responsibilities as well.”*

Moreover, experience (W: 28%; M: 21%) and observation (W: 39%; M: 50%; both Fig. 1.4, App. 1) of bullying / harassment are high. A reverse gender gap about knowledge of how to report can be observed (W: 67%, 36%). Trust in SSS to tackle issues relating to bullying / harassment (W: 28%, M: 21%) or satisfaction with procedural outcomes (W: 28%, M: 21%, all Fig. 1.4, App. 1) are low. Qualitative comments further support these alerting numbers. One male member of staff suggested: *“Abusing emails and regular passive aggressive communication to dissuade participation and debate - but reporting these things will not help anything.”* This sentiment is also voiced by women in SSS regarding personal communication: *“A colleague being spoken to by a superior member of staff in a disrespectful manner in front of other people.”* Furthermore, one woman directly indicates that *“I do not trust Senior Management to deal with bullying and harassment efficiently. My experience is that issues that are raised are mothballed.”*

A male colleague indicated that the bullying / harassment also stretched to the student community, as they had witnessed that despite *“the students reporting this on several*

occasions, and being persistent in their reporting, no action has been taken to prevent this happening again, or to bring the perpetrator to account. University processes simply do not work, and are seen by staff and students not to work.” The views expressed are concerning.

→ Action plan 4.1-4.2, Sec. 4.

4) Career Progression

SAT-2023 identified problems regarding potential career progression gatekeeping. Also depending on sub-discipline, women seem to have less opportunity to take on core roles, for example, as PG supervisors for master’s and PhD dissertations. Directors and contributions to PG teaching is also limited to a few individuals with little change in teams or core roles. This lack of opportunity might be related to poorer performances of women in promotion exercises, given they may lack the evidence to perform well in important roles by lack of access to the roles in first place. Staff reported in the cultural survey that little awareness and clarity is provided around promotion criteria and measurements, but also that it is a lot of work. Furthermore, some staff members pointed out that they found the process *“mostly discouraging”*.

→ Action plan 3.1, Sec. 4.

In addition to a potential lack of opportunity, given many roles rotated between a few people in more senior positions, staff have raised that those returning from parental or other leave are structurally disadvantaged by a lack of return-to-work policy within SSS. This could affect those on RT and TS contracts alike. Teaching and admin relief could be possible mechanisms for those on RT contract to dedicate time to research activity, similarly, TS staff may wish to dedicate time to developing educational innovations, courses, or conduct research on teaching topics. Related a staff with caring responsibilities may be disadvantaged in attending workshops, conference, or be include in teaching abroad, e.g., to deliver courses on the Qatar campus, given their responsibilities.

→ Action plan 3.2, Sec. 4.

5) Inclusion

Inclusion of students at all levels in School matters, such as PGR / PGT researchers within the research culture, needs improvement. While the sub-disciplines invite them to their seminar series, engagement is low.

Given many UA policies require student involvement, mechanisms on how to effectively achieve this need to be developed and SSS could take a lead on that. EDIC requires PG and UG involvement but awareness and willingness to participate, especially among the UG community is low. Greater clarity is needed on student feedback mechanisms.

→ Action plan 5.1-5.3, Sec. 4.

Some inclusion challenges may also stem from an overall lack of identity of SSS research agenda. This will be addressed through all-inclusive research events, such as brown bag sessions, open to all students and staff and features exclusively the achievements, especially regarding research, by SSS staff and students.

→ Action plan 4.4, Sec. 4.

Section 4: Future action plan

Future action is outlined in the table below. It has been proposed by SAT-2023 to HOS. SAT-2023 chairs have closely consulted with HOS to ensure that the actions outlined are supported and achievable in the next reporting period of 5 years. SAT-2023 approved the action in June 2023, SEC and HOS in July 2023.

Priority Area	Objective	Action Details	Responsibility	Time Frame	Success Criteria
Effectiveness of SAT-2028 (EDIC)	1.1 Ensure effective functioning of SAT-2028 (EDIC) and successful implementation of the 2023 action plan	○ Annual revision / refresh of membership and delegate specific responsibilities were applicable, such as monitoring of the action plan	SAT-2028 (EDIC) leads / HOS	By September 2023, annually	RAG rated action plan shows implementation of action, e.g., staff member contribution as recorded by the workload model and , as such trackable; cultural survey questions that allow tracking increase in positivity, such as “School communications are clear and relevant to me and my role” (baseline in 2022 44% W / 36% M) or “School leadership actively supports gender equality” (baseline in 2022 44% W / 57% M)
		○ Inducting new members to ensure continuity	SAT-2028 (EDIC) leads	Quarterly	
		○ Communication SAT-2028 (EDIC) mission and progress, e.g., quarterly EDI email digest or annual EDI School Forum, announcement in core UG / PG courses about EDI at the beginning of term by SAT-2028 (EDIC) member including AS and RE agendas	HOS / SAT-2028 (EDIC) leads / SAM		

Workload Model	2.1 Effective implementation and communication of the workload within SSS to ensure greater transparency and fairness	○ Active line management discussion about workload with staff workload on screen during annual review as well as discussion about workload	HOS / HOD / ALMs	September 2023, annually	Staff survey showing greater positivity towards the workload model and improved transparency and fairness in allocation of workloads Q: "Workloads in my School are allocated fairly" (Baseline in 2022 34%W / 30%M); Qualitative comments in the cultural survey on effectiveness of annual review.
		○ Effective communication of the existing workload model to the staff in SSS	HOS		
		○ SSS feedback ("reality check") on workload allocation	HOS		
	2.2 Address gender disparity within workload allocation	○ Communicate workload allocation for citizenship activities	HOS / SAM	Starting September 2023; annually	Evidence of workload calculations and equality in spreadsheet; disparity in workload allocations by gender reduced; Increased positivity Q: "Equality, diversity, and inclusion work is recognised when workload is allocate" (Baseline in 2022 22%W / 29%M); Q:" "Workloads in my School are allocated fairly"(Baseline 2023 34%W / 30%M); Q: "School has a transparent and fair way of allocating workloads regardless of gender"(Baseline 2022 44%W / 54%M)
○ Communicate recognition of citizenship activities including EDI related activities in School Forum, Departmental Meetings, SEC, annual reviews	HOS / HOD / ALM				
○ Annual monitoring of workload equality by gender (and other protected characteristics)	SAT-2028 (EDIC)				

Priority Area	Objective	Action Details	Responsibility	Time Frame	Success Criteria
Career Progression	3.1 Increase awareness of promotion criteria and confidence in the academic promotions process	<ul style="list-style-type: none"> SEC discussion how to increase transparency and confidence in promotions process 	SEC	March 2024, annually	Increased positivity Q: "The rate people progress in my School is not affected by their gender" (baseline in 2022 28%W / 43%M) / Q: "My line manager supports my career development" (baseline in 2022 44%W / 46%M); Administrative data supporting that more women are going for promotion and get promoted.
		<ul style="list-style-type: none"> Continuation of promotions workshops 	HOS / HODs	March 2024, annually	
<ul style="list-style-type: none"> Mandatory conversation about career development and development opportunities as part of annual review, e.g., CV review during the review and active encouragement to go for promotion or key roles to aim for promotion in the future 	ALM	Annually			
	3.2 Improve experience of staff returning to work from leave	<ul style="list-style-type: none"> Feed into UA institutional policy review of parental leave Ensure line managers are aware of the parental leave guidance / communicate leave policy and guidance within SSS Explore possibility of implementing processing that provide research / education relief upon return to work Implement process and review 	HOS	<p>June - December 2023</p> <p>September 2024, annually</p> <p>September 2024 - March 2025</p>	Use of relevant question in the culture survey as the success measure - Q: "My School provides staff with support around all types of caring leave (Baseline 2022: 80%W / 70%M)

Priority Area	Objective	Action Details	Responsibility	Time Frame	Success Criteria
Wellbeing and belonging	4.1 Increase awareness of bullying and harassment support and reporting mechanisms	○ Communicate the Dignity at Work and Study Toolkit to SEC and School (which includes definitions of bullying / harassment)	HOS / SAT-2028 (EDIC)	September 2023, termly reminders	Increased awareness of report and support mechanisms in UA or SSS surveys, e.g., within culture survey Q: "I know how to report bullying and / or harassment" (baseline in 2022 67% W / 36% M); along with qualitative comments collected along with the cultural survey
		○ Arrange demonstrations of the online report and support tool for SAT-2028 (EDIC) and Departments	SAT-2028 (EDIC) leads	Sept - Dec 2023 / Dec 2023 - Jan 2024	
		○ Continue to raise awareness of informal and formal reporting mechanisms by communicating at School forum and via HODs with assistance from SAT-2028 (EDIC) to ensure consistency	HODs / SAT-2028 (EDIC)		
		○ Communicate mechanisms to students in core courses or as part of student induction via degree programmes	HODs / SAT-2028 (EDIC); Course / Programme Coordinators	September 2023, termly reminders	
	4.2 Increase confidence in bullying and harassment support and reporting mechanisms	○ Recruitment and training of SSS dignity advisors within EDI with appropriate workload acknowledgement	HOS	September 2023- January 2024	Evident in in RAG coding of action plan; also evident in improvement of cultural survey Q: "School management is active in tackling bullying and / or harassment" (Baseline in 2022 28% W / 21% M); Q: "I am satisfied with how bullying and / or harassment are addressed in my School" (Baseline in 2022 28%W / 21%M); also increased positivity and decreased disparity between genders within culture survey: Q: "I feel that people really
		○ Communicate and encourage SEC and ALMs to complete online anti-bullying and harassment training modules	HOS / SEC		
		○ Engage organisational development in roll out of active bystander workshops, initially with SSS SAT-2028 (EDIC) and SEC and then within Departments	HOS / HODs	January - March 2024 March - June 2024 and annually	

				care about me in my School” (baseline in 2022 56% W / 64% M) / “I am satisfied with how bullying and / or harassment are addressed in my School” (Baseline in 2022 28%W / 21%M)
4.3 Provide wellbeing support	<ul style="list-style-type: none"> ○ Communication of wellbeing support ○ Continue meeting-free Fridays and explore possibility of email-free Fridays to encourage undisturbed research 	SAM / HODs HOS / SEC	Bi-annually	Evident in increase rating of cultural survey Q: “I feel confident asking for mental health and /or wellbeing support at work” (Baseline in 2022 W33% / Men 43%)
4.4 Strengthening SSS’s research identity and purpose	<ul style="list-style-type: none"> ○ Explore possibility of holding an annual School Business Forum in form of a coffee morning to encourage belonging, in which all staff are informed about core business in their domains by those holding School roles ○ Explore opportunity of SSS brown bag lunches series for staff and PGR students, alternating talks by female / male / non-binary staff 	All	December 2024, annually September 2024, monthly	Evident in RAG coding of 2023 action plan; evident also in improved ratings of cultural survey Q: “I belong to my School” (Baseline 2022: 67% W / 71% M), “My contributions are valued in my School” (Baseline 2022: 61% W / 57% M), “I feel comfortable speaking up and expressing my opinions” (Baseline 2022: 60% W / 64% M)

Priority Area	Objective	Action Details	Responsibility	Time Frame	Success Criteria
Inclusion	5.1 Develop mechanisms to improve inclusion of PGR students within School	<ul style="list-style-type: none"> Have conversation with PGR reps to better understand barriers of inclusivity and feedback issues via 5.2 	HOS, PGR reps, SAT-2028 (EDIC) leads	September - December 2023, annually	Evident in RAG coding of action plan 2023; evident in PGR cultural survey with possibility to track improvement across years, esp. Q: "I belong to my School", I feel that people really care about me in my School", "My contributions are valued in my School"
		<ul style="list-style-type: none"> Invite PGR students to attend brown bag lunches (Action 4.4), eventually expand brown bags to include PGR presentations (mock vivas) 	HODs, PGRs	September 2024 termly? Biannually?	
<ul style="list-style-type: none"> Continue to invite PGRs to attend and present in subdiscipline research meetings 	HODs / PGRs	September 2024			
<ul style="list-style-type: none"> Run PGR cultural survey to evidence progress 	SAT-2028 (EDIC)	Spring 2024 and Spring 2027			
	5.2 Clarify and foster current SSS governance process	<ul style="list-style-type: none"> Invite PGR rep to dedicated SEC meeting for first-hand PG feedback Explore options for establishing recruitment / feedback mechanism to involve student body in EDI work, taking into account the protected characteristics, especially gender Implement feedback mechanism and review 	HOS / SAM	January - March 2024, termly or annually Jan - March 2024 Sept 2024 and annually	Evident in RAG coding of 2023 action plan and trackable in SEC minutes; possibility to integrate question in cultural survey of awareness of possible feedback mechanisms and how to be part of SSS governance structure

5.3 Raise awareness of AS and RE amongst student community

- Beginning of term elevator pitch presentation of EDI in core course at UG and PG level; integrating AS and RE logos in course guides

Course Coordinators; SAT-2028 (EDIC)

September 2023; beginning of term

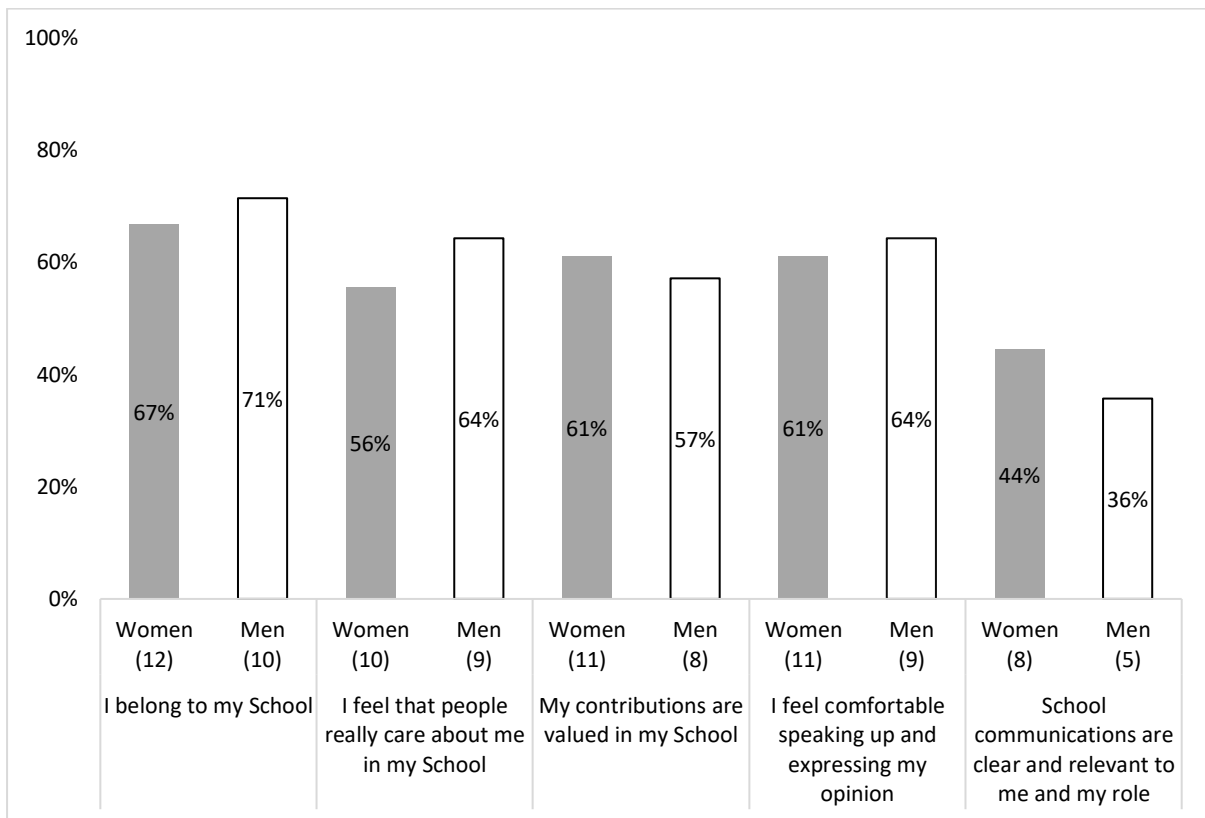
Evident in RAG coding of 2023 action plan; possibility to gather qualitative feedback during staff-student liaison committee meetings and / or student surveys

Appendices

Appendix 1: Culture survey

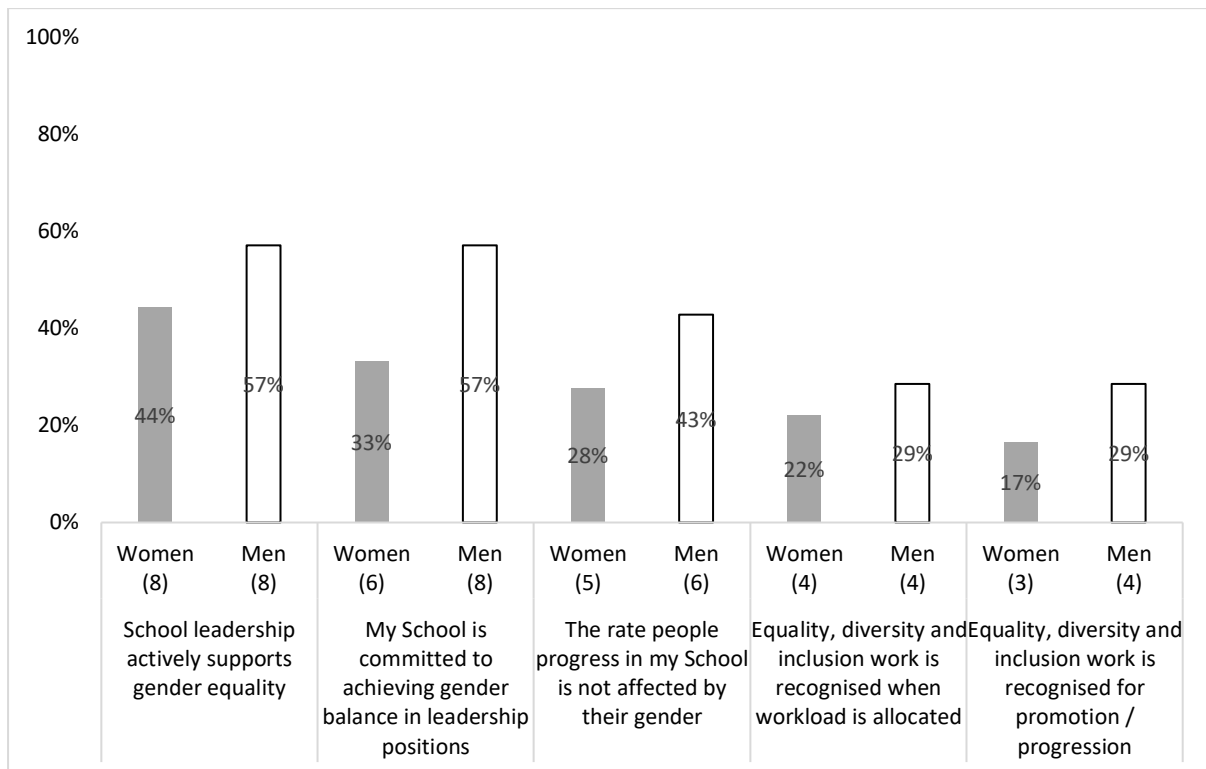
The cultural survey had a response rate of 61% -- 39 of 64 staff members including academic and PTO staff completed the questionnaire, which was fielded between 18 February 2022 and 15 March 2022. Several reminders were sent to the SSS staff to complete the cultural survey by the EDI leads and HOS.

1.1 Belonging and Inclusion



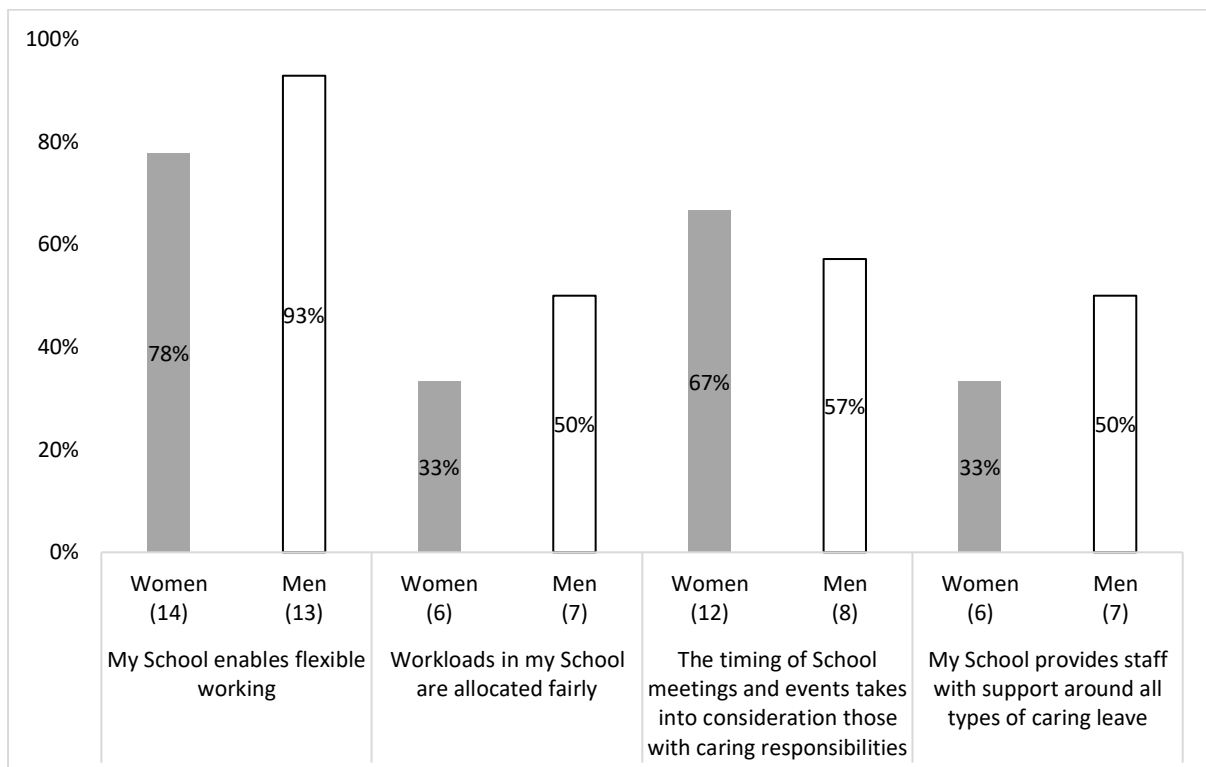
Source: SSS Athena SWAN Cultural Survey

1.2 Gender Equality



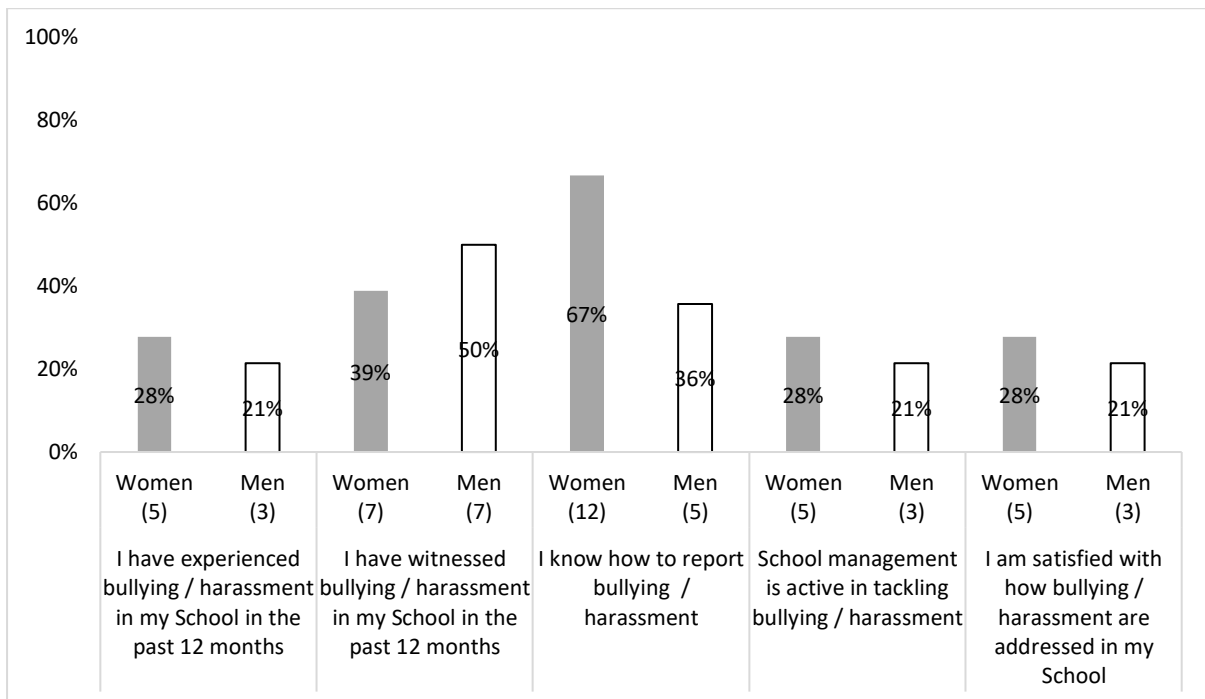
Source: SSS Athena SWAN Cultural Survey

1.3 Work-Life Balance



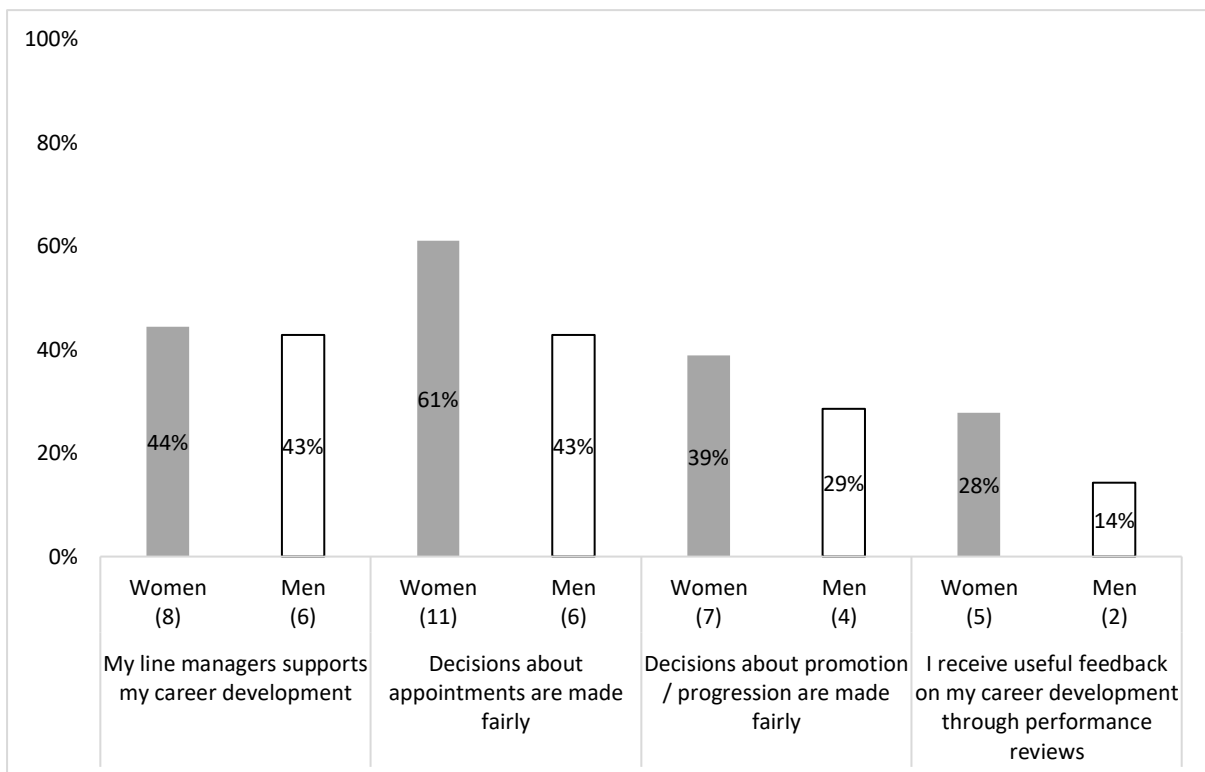
Source: SSS Athena SWAN Cultural Survey

1.4 Bullying and Harassment



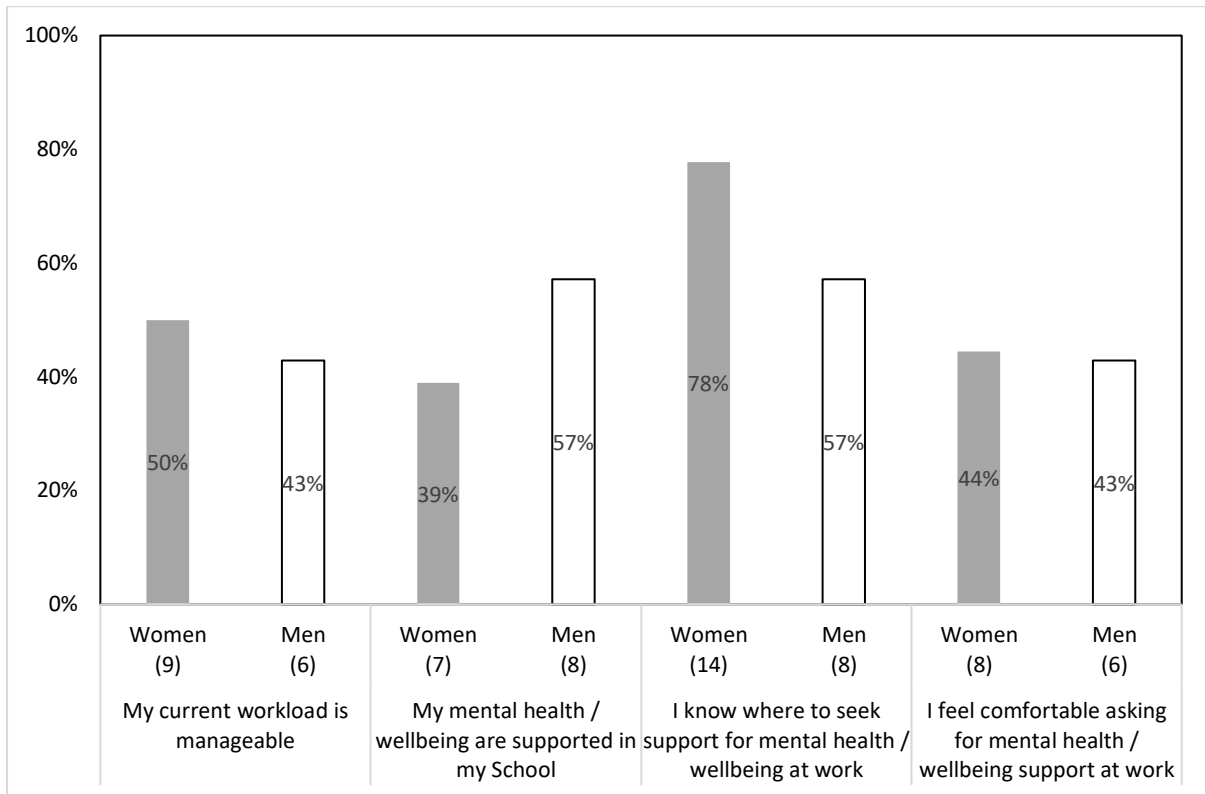
Source: SSS Athena SWAN Cultural Survey

1.5 Career Development



Source: SSS Athena SWAN Cultural Survey

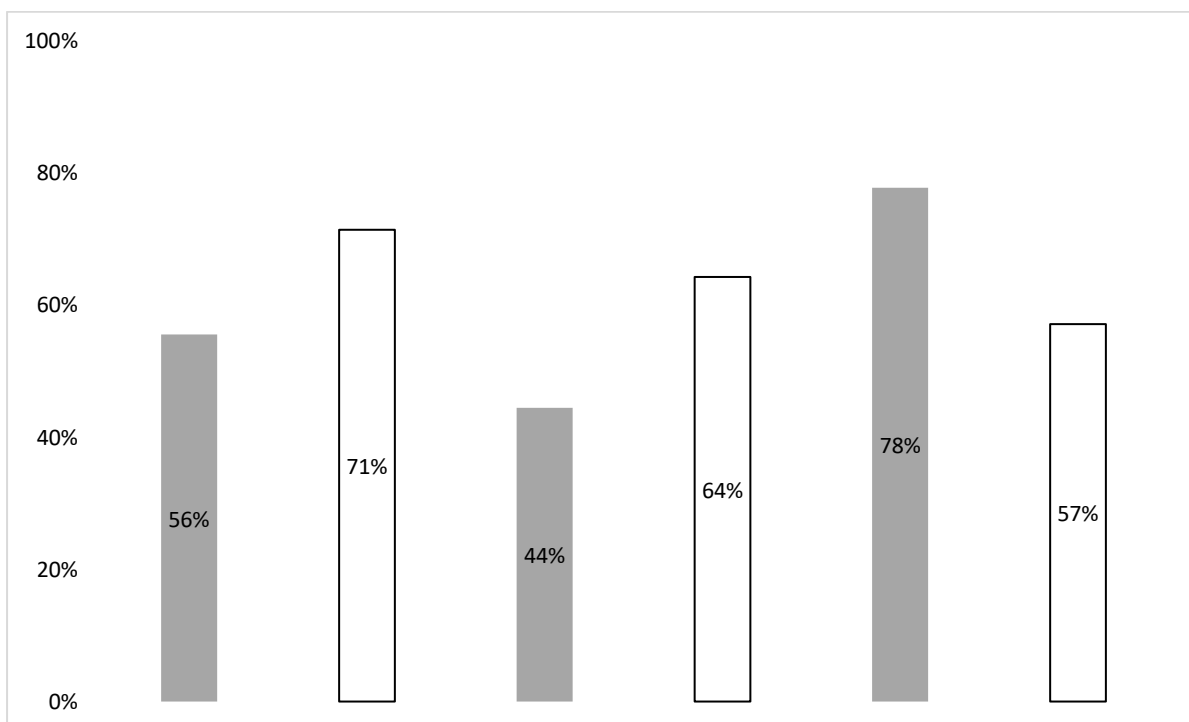
1.6 Wellbeing



Source: SSS Athena SWAN Cultural Survey

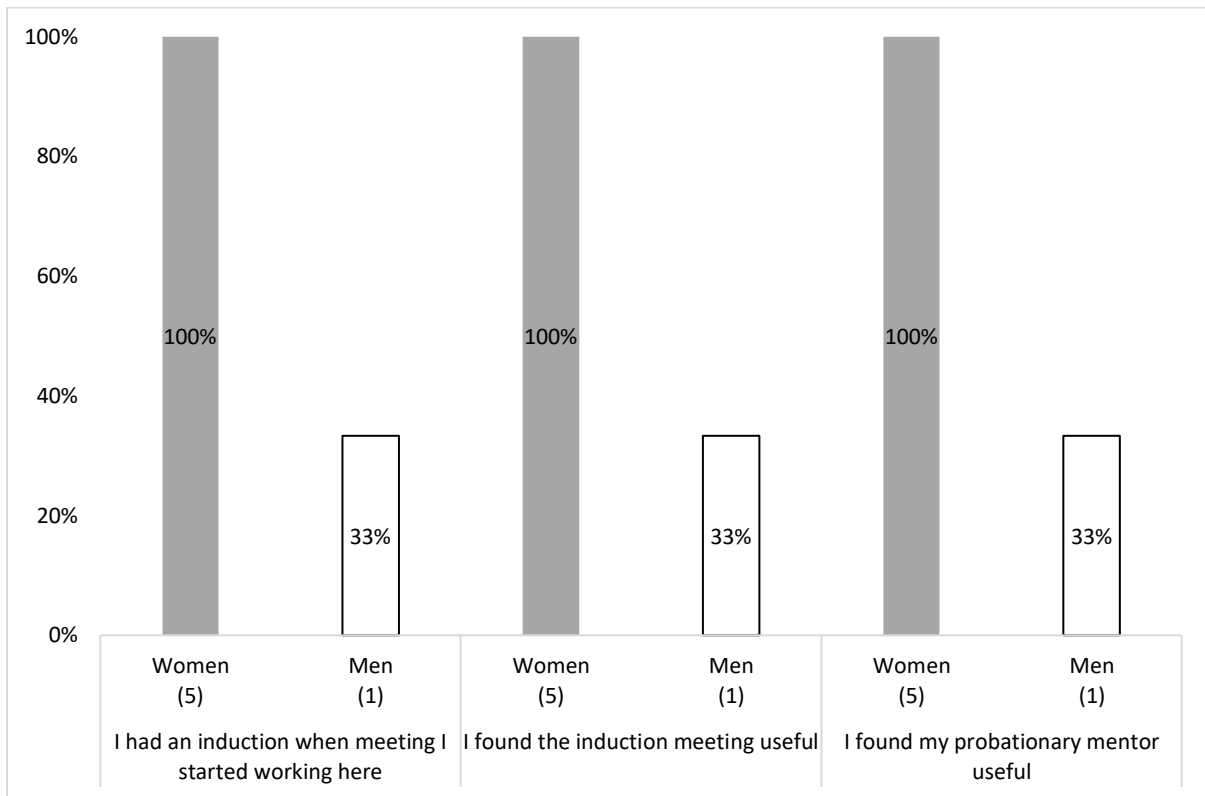
1.7 Additional culture questions

1.7.1 Staff with caring responsibilities



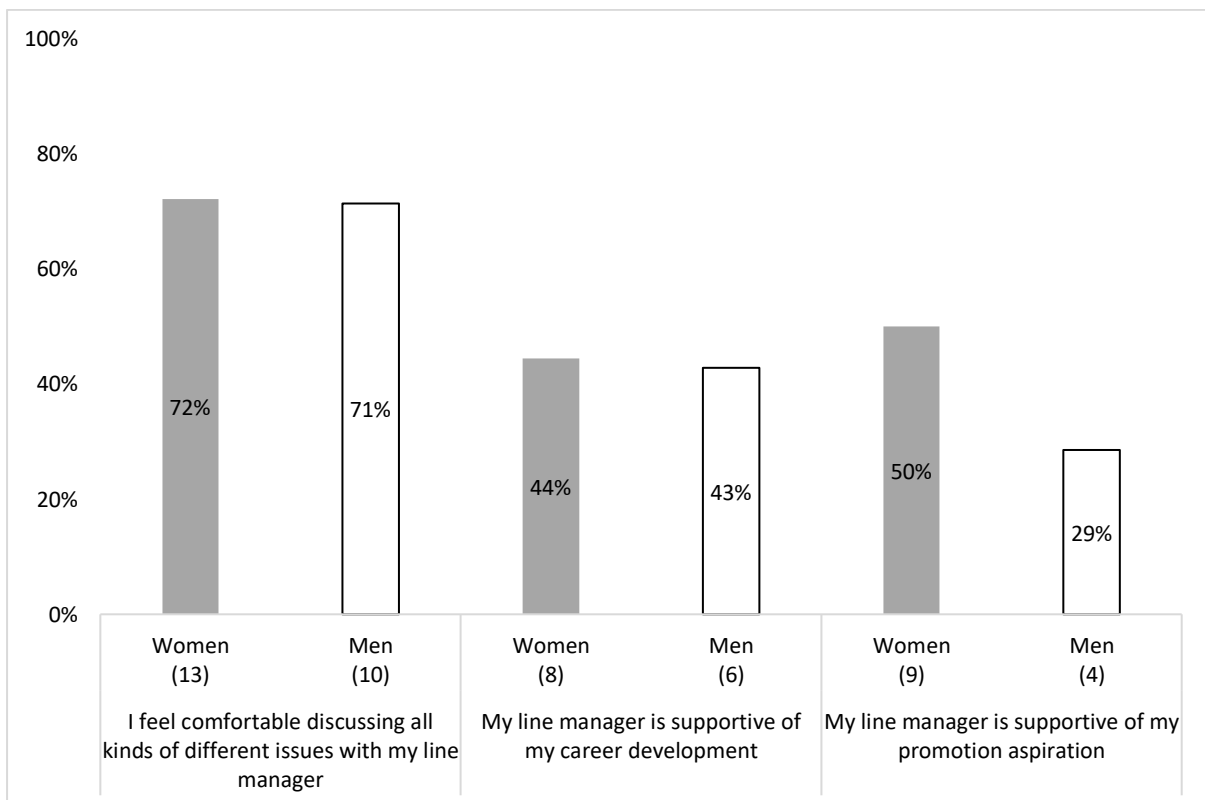
Source: SSS Athena SWAN Cultural Survey

1.7.2 Probationary staff



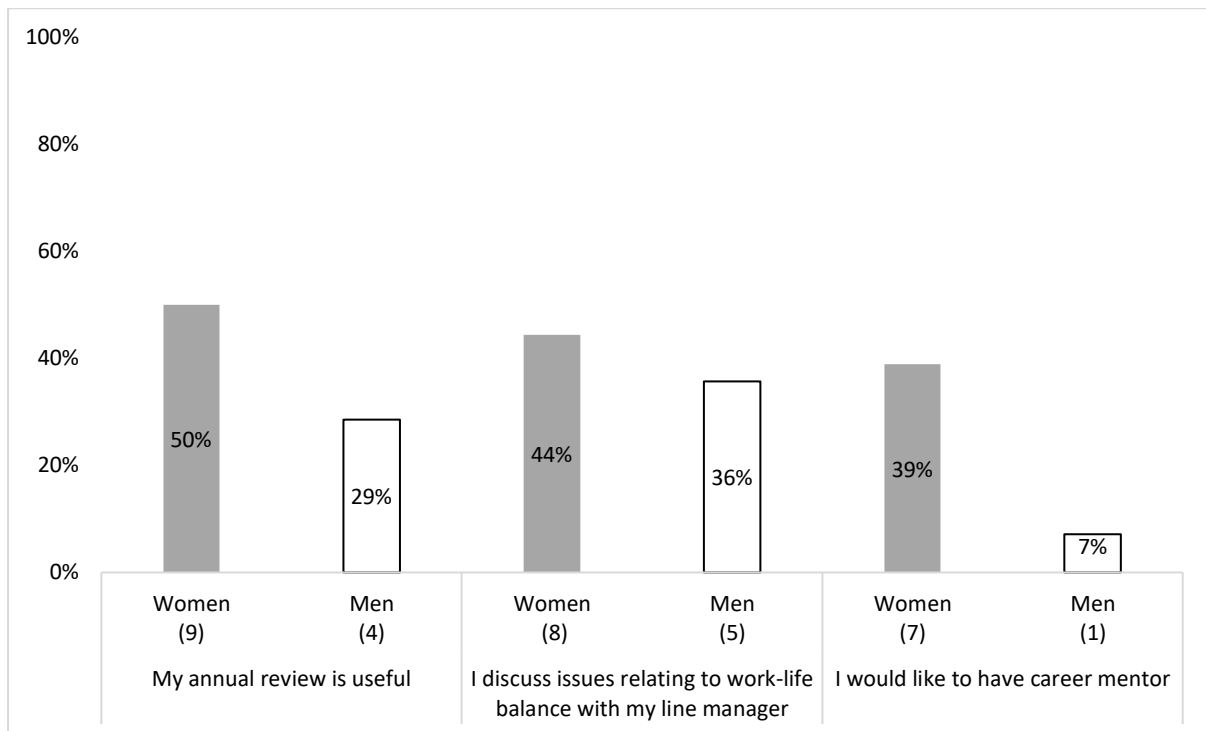
Source: SSS Athena SWAN Cultural Survey

1.7.3 Effectiveness of line management



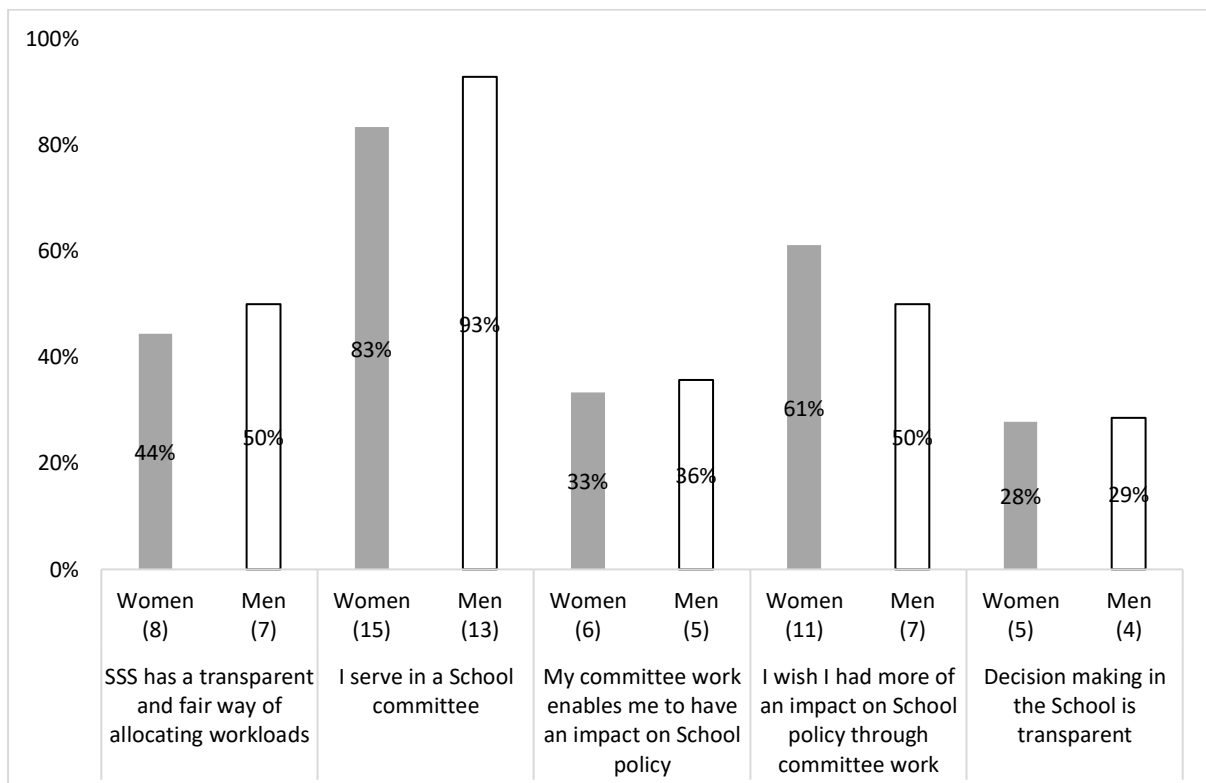
Source: SSS Athena SWAN Cultural Survey

1.7.4 Effectiveness of annual review



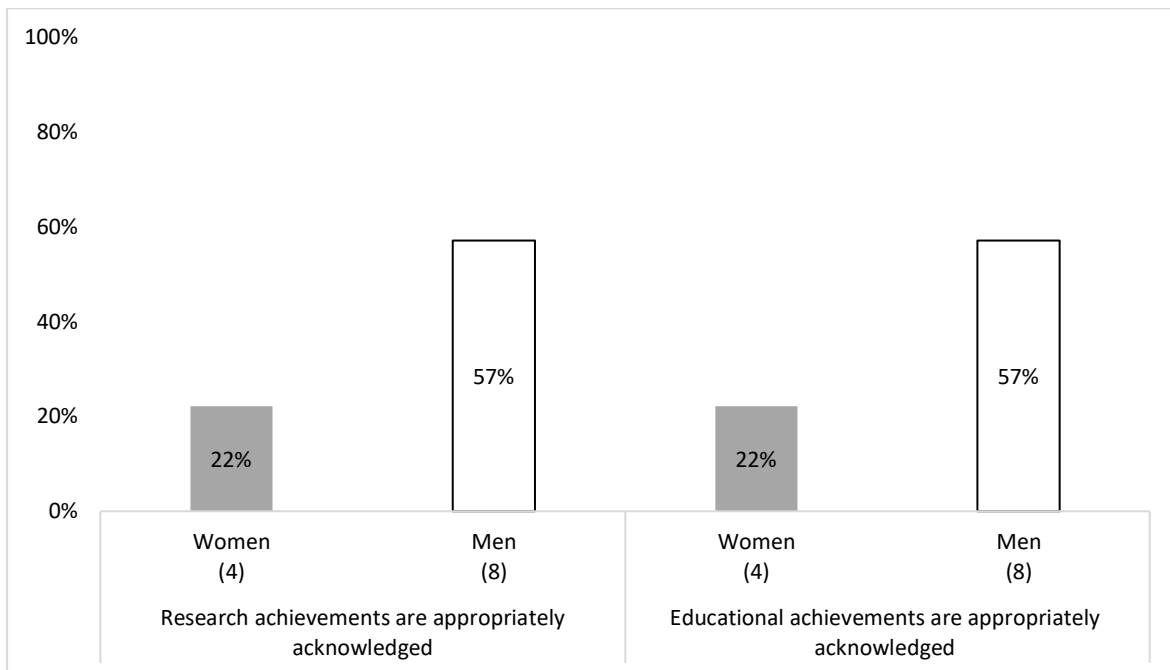
Source: SSS Athena SWAN Cultural Survey

1.7.5 Workload and committee work



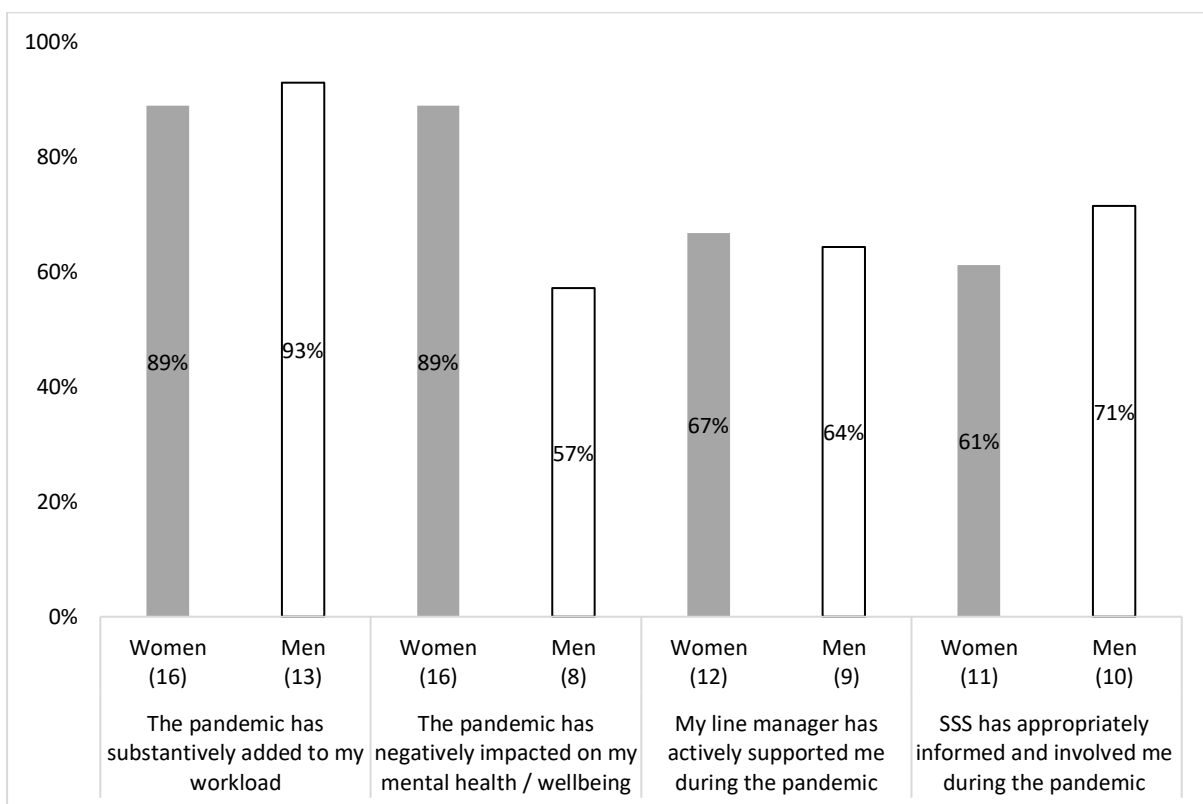
Source: SSS Athena SWAN Cultural Survey

1.7.6 Recognition



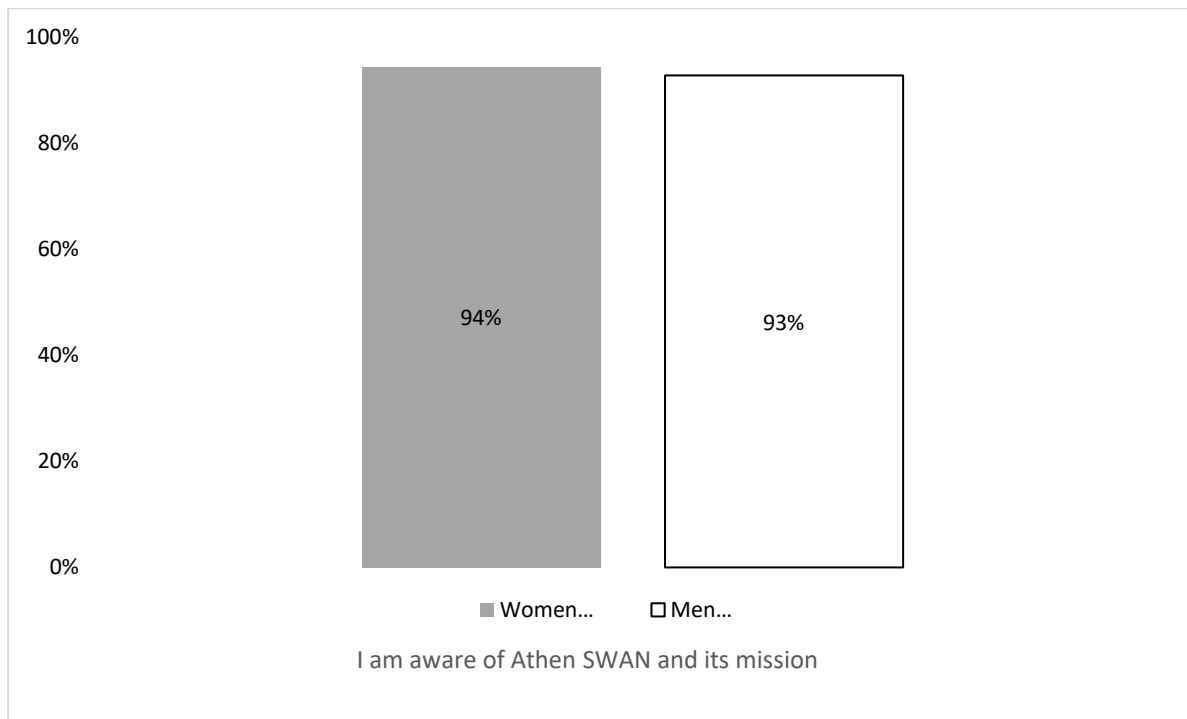
Source: SSS Athena SWAN Cultural Survey

1.7.6 Impact of Covid-19



Source: SSS Athena SWAN Cultural Survey

1.7.7 Awareness of Athena SWAN



Source: SSS Athena SWAN Cultural Survey

Appendix 2: Administrative Data

2.1 Students at UG, PGT and PGR level¹

2.1.1 Students at UG level

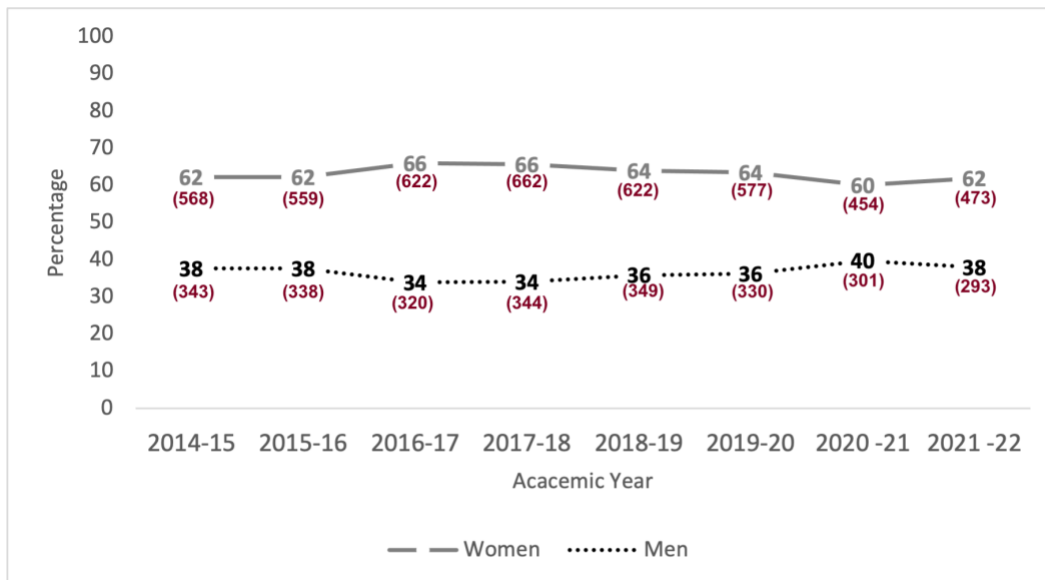


Figure 2.1.1.1: Proportion of all UG students by gender. Baseline is all students. Count in parentheses. Source: University of Aberdeen.

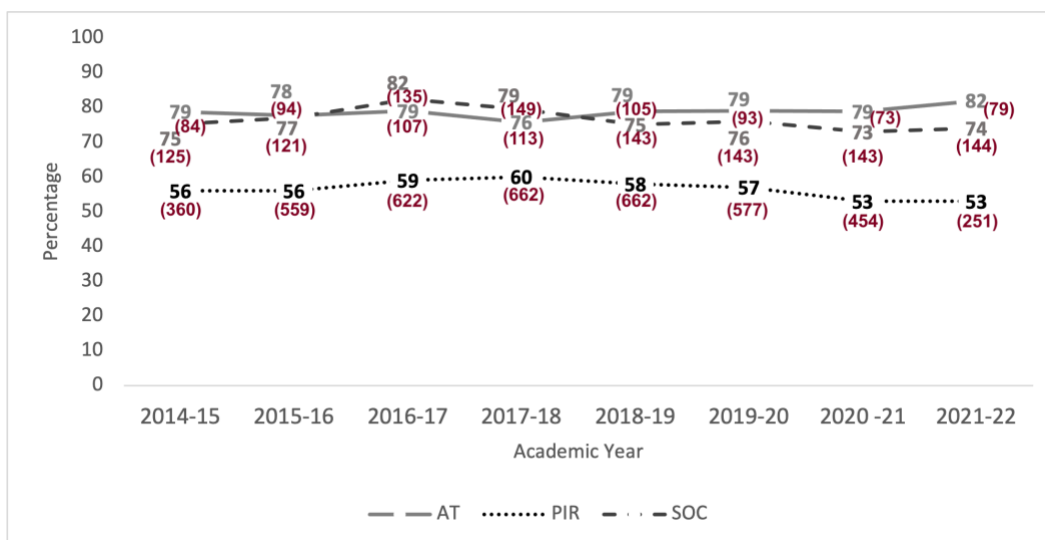


Figure 2.1.1.2: Proportion of female UG students by sub-discipline (AT, PIR, SOC). Baseline is all students in the respective sub-discipline. Count in parentheses. Source: University of Aberdeen.

¹ The UA currently does not offer foundational degrees in any Social Science discipline..

AY	FT				PT				Total
	Women		Men		Women		Men		
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
2014-15	99.6%	341	99.4%	341	0.4%	2.5	0.6%	2	686
2015-16	99.5%	556	99.0%	335	0.5%	3	1.0%	3.5	897
2016-17	99.7%	620	99.1%	317	0.3%	2	0.9%	3	942
2017-18	99.7%	660	99.1%	341	0.3%	2	0.9%	3	1005
2018-19	99.8%	621	99.9%	349	0.2%	1	0.1%	0.5	971
2019-20	100.0%	577	100.0%	330	0.0%	0	0.0%	0	906
2020 -21	99.8%	453	100.0%	301	0.2%	1	0.0%	0	755
2021-22	99.8%	472	99.7%	292	0.2%	1	0.3%	1.0	766

Table 2.1.1.3: FT and PT UG students. Baseline for women is the number of women; baseline for men the number of men.

Source: University of Aberdeen.

2.1.2 Students at PGT level

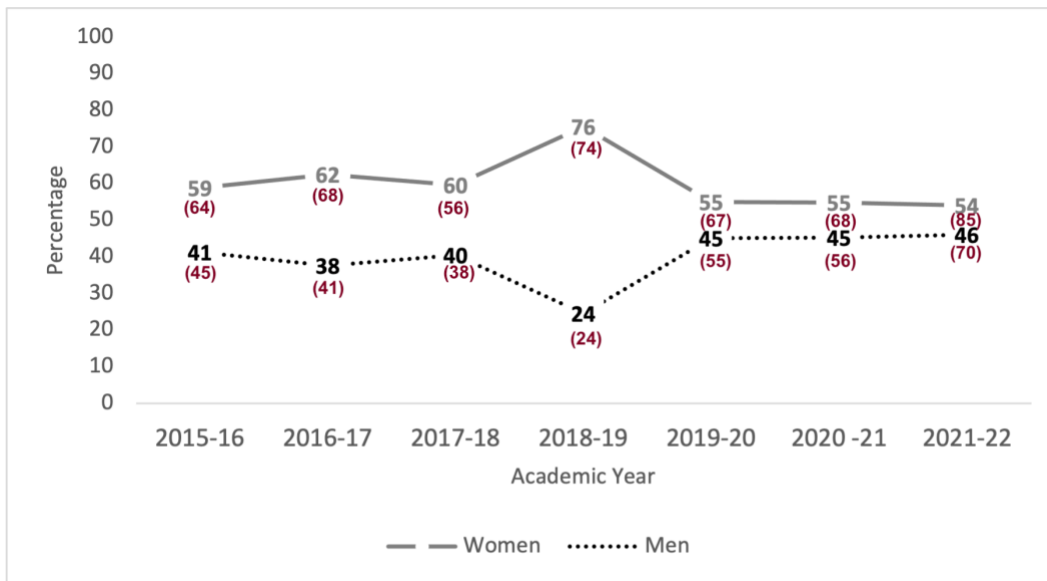


Figure 2.1.2.1: Proportion of PGT students by gender. Baseline is all students. Count in parentheses. Source: University of Aberdeen.

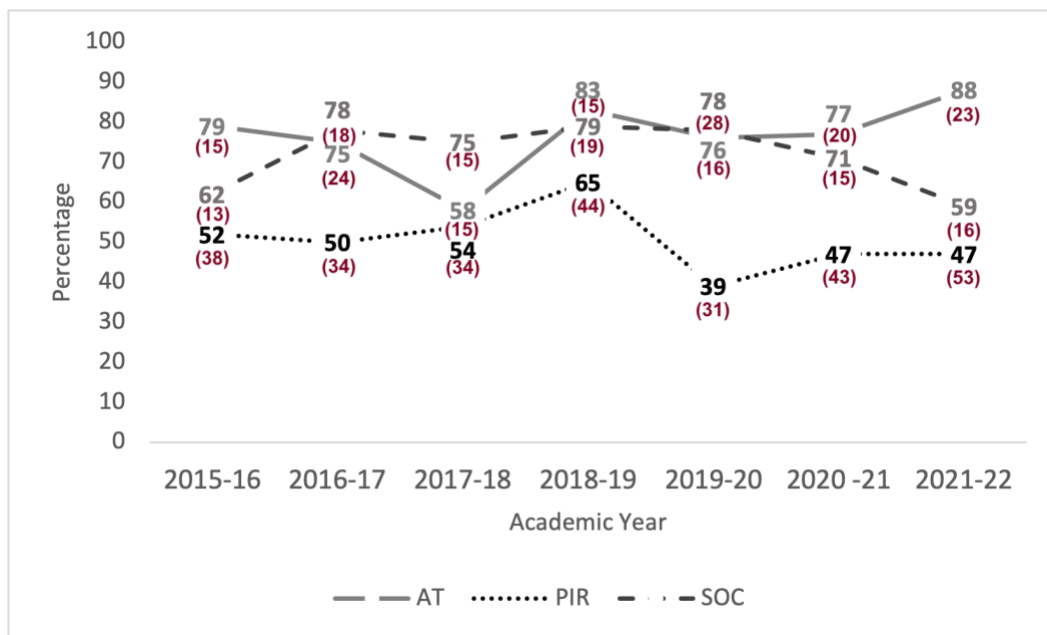


Figure 2.1.2.2: Proportion of female PGT students by sub-discipline. Baseline is all students in the respective discipline. Count in parentheses. Source: University of Aberdeen.

AY	FT				PT				WU				Total
	Women		Men		Women		Men		Women		Men		
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
2015-16	97%	64	96%	45	3%	2	4%	2	0%	0	0%	0	113
2016-17	89%	68	87%	41	11%	8	13%	6	0%	0	0%	0	123
2017-18	88%	56	84%	38	13%	8	16%	7	0%	0	0%	0	109
2018-19	95%	74	75%	24	5%	4	22%	7	0%	0	3%	1	110
2019-20	89%	67	90%	55	11%	8	10%	6	0%	0	0%	0	136
2020-21	87%	68	92%	56	13%	10	8%	5	0%	0	0%	0	139
2021-22	92%	85	96%	70	8%	7	4%	3	0%	0	0%	0	165

Table 2.1.2.3: FT and PT PGT students. Baseline for women is the number of women; baseline for men the number of men.

Source: University of Aberdeen.

2.1.3 Students at PGR level

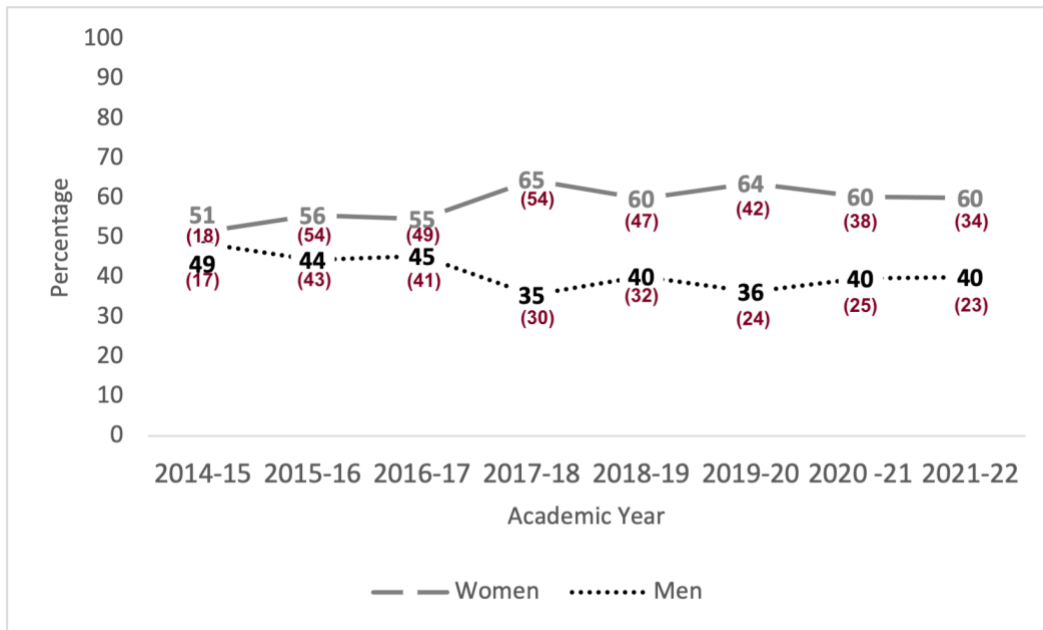


Figure 2.1.3.1: Proportion of all PGR students. Baseline is all students. Count in parentheses.
Source: University of Aberdeen.

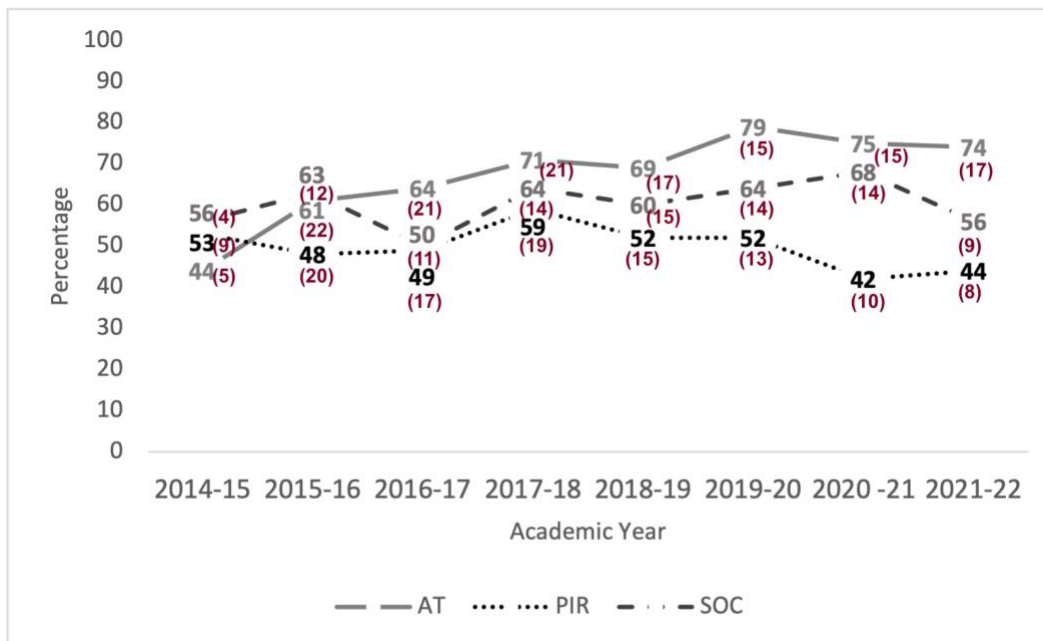


Figure 2.1.3.2: Proportion of female PGR students by sub-discipline. Baseline is all students in the respective sub-discipline. Count in parentheses.
Source: University of Aberdeen.

AY	FT				PT				WU				Total
	Women		Men		Women		Men		Women		Men		
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
2014-15	33%	6	24%	4	17%	3	35%	6	50%	9	41%	7	35
2015-16	57%	31	43%	19	9%	5	12%	5	33%	18	45%	19	97
2016-17	53%	26	41%	17	14%	7	10%	4	33%	16	49%	20	90
2017-18	54%	29	39%	12	13%	7	7%	2	33%	18	54%	16	84
2018-19	38%	18	54%	17	11%	5	0%	0	51%	24	46%	15	79
2019-20	48%	20	50%	12	5%	2	0%	0	48%	20	50%	12	66
2020-21	42%	16	52%	13	3%	1	0%	0	55%	21	48%	12	63
2021-22	56%	19	43%	10	3%	1	4%	1	41%	14	52%	12	57

Table 2.1.3.3: FT and PT PGR students. Baseline for women is the number of women; baseline for men the number of men.

Source: University of Aberdeen.

2.2 Completion rates and degree attainment for students at UG, PGT and PGR level²

2.2.1 UG completion rates and degree attainment

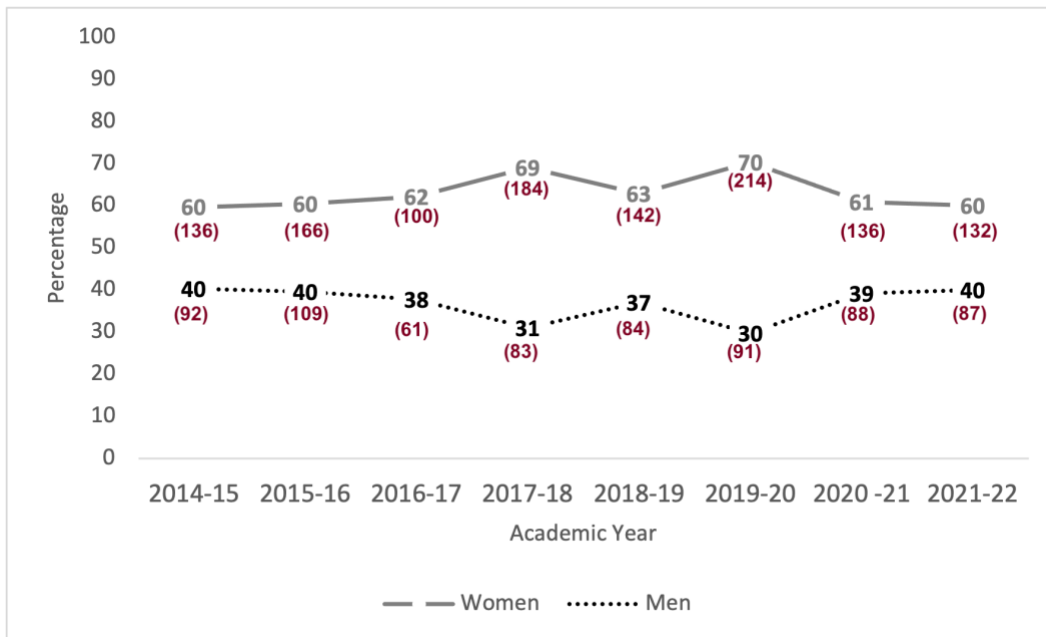


Figure 2.2.1.1: Completion rates of UG students by gender. Baseline is all students. Count in parentheses. Source: University of Aberdeen.

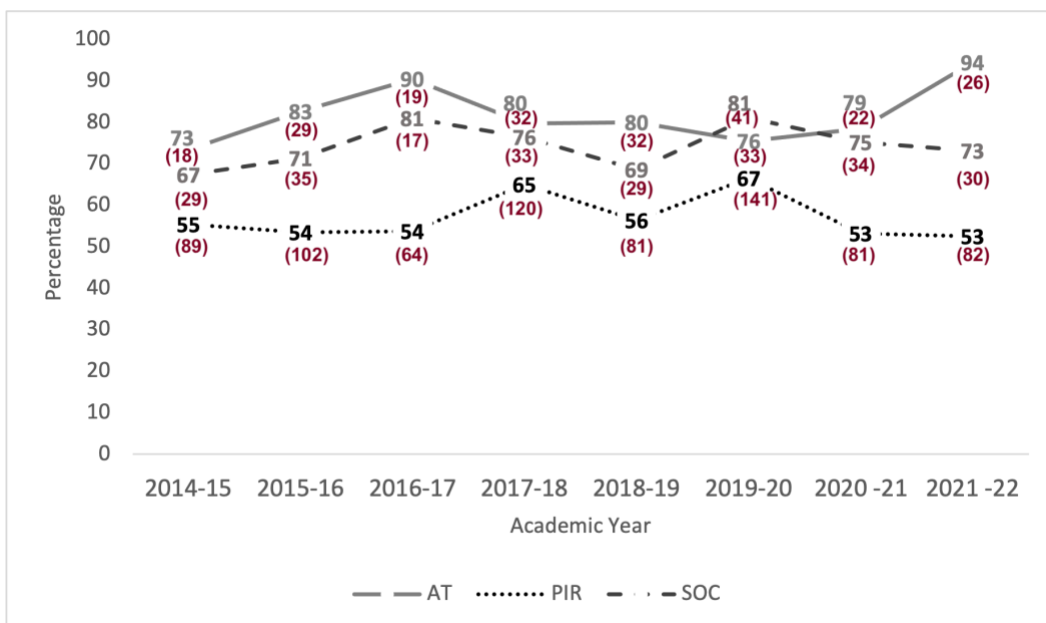


Figure 2.2.1.2: Completion rates of female UG students by sub-discipline (AT, PIR, SOC). Baseline is all students in the respective sub-discipline. Count in parentheses. Source: University of Aberdeen.

² The University of Aberdeen currently does not offer foundational degrees in Social Science.

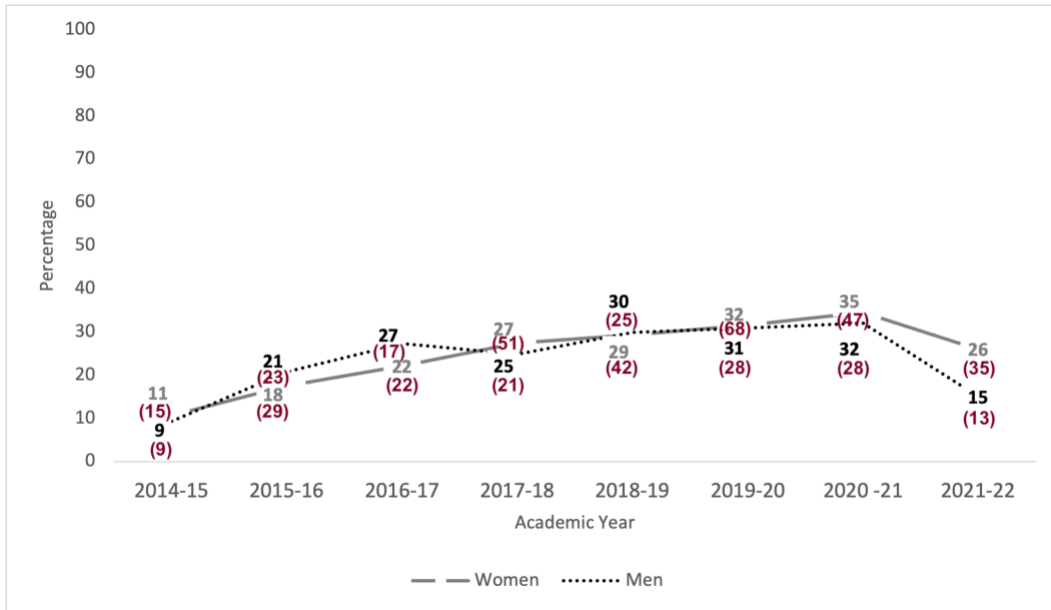


Figure 2.2.1.3: Proportion of first-class UG degrees by gender. Baseline for women is the number of women; baseline for men the number of men. Counts in parentheses.

Source: University of Aberdeen

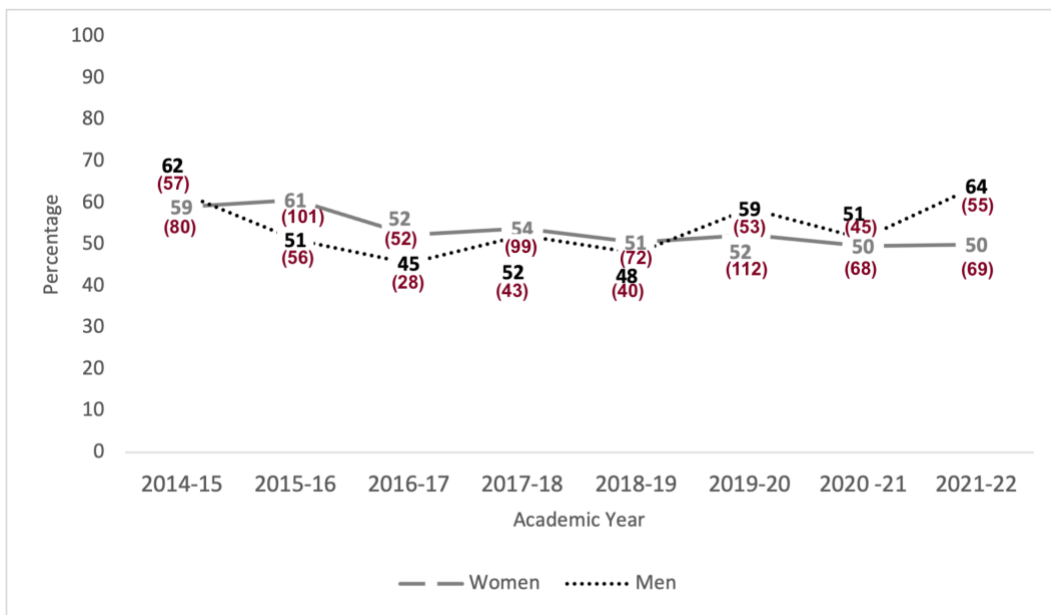


Figure 2.2.1.4: Proportion of upper second-class UG degrees by gender. Baseline for women is all women; baseline for men all men. Counts in parentheses.

Source: University of Aberdeen.

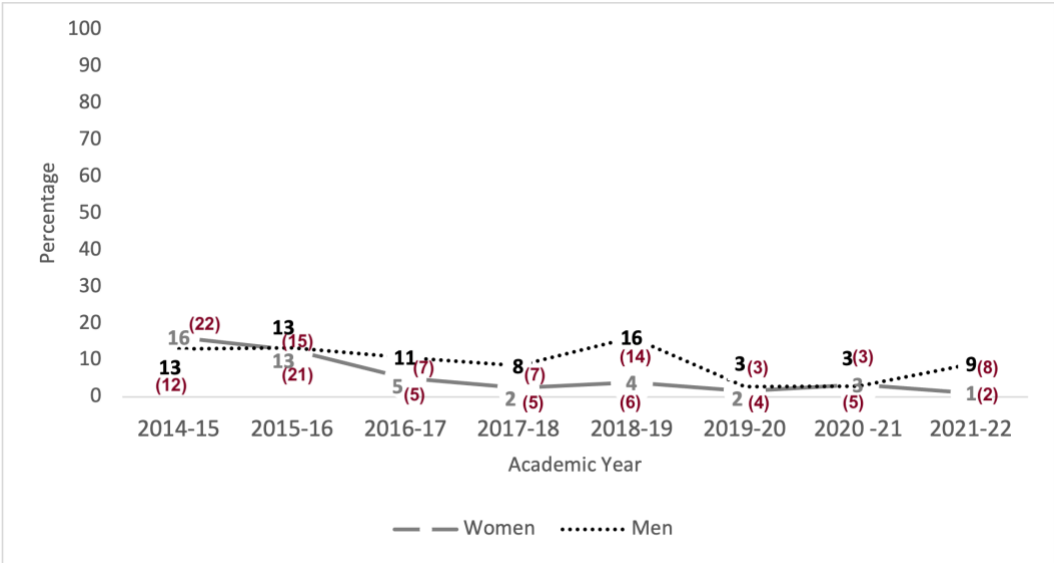


Figure 2.2.1.5: Proportion of lower second-class UG degrees by gender. Baseline for women is all women; baseline for men all men. Counts in parentheses.
 Source: University of Aberdeen.

No more than a single student received a **third-class** degree in any one year in the reporting period. This concerned one woman in 2015-16 and 2020-21 as well as one man in 2014-15.

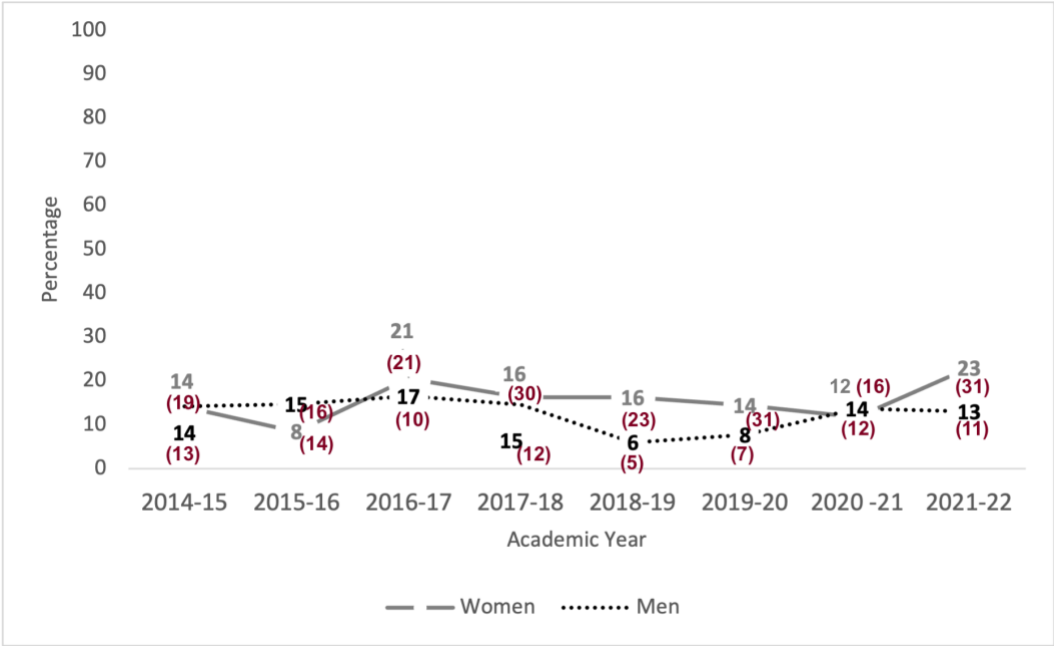


Figure 2.2.1.6: Proportion of sub-honours UG degrees by gender. Baseline for women is all women; baseline for men all men. Counts in parentheses.
 Source: University of Aberdeen.

2.2.2 PGT completion rates and degree attainment

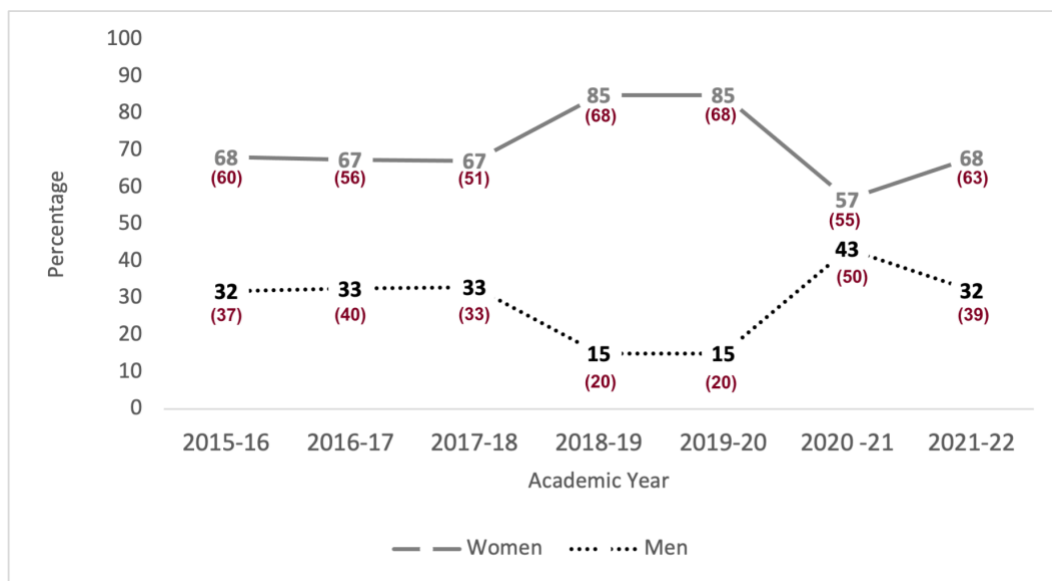


Figure 2.2.2.1: Completion rates of PGT student by gender. Baseline is all students. Counts in parentheses. Source: University of Aberdeen.

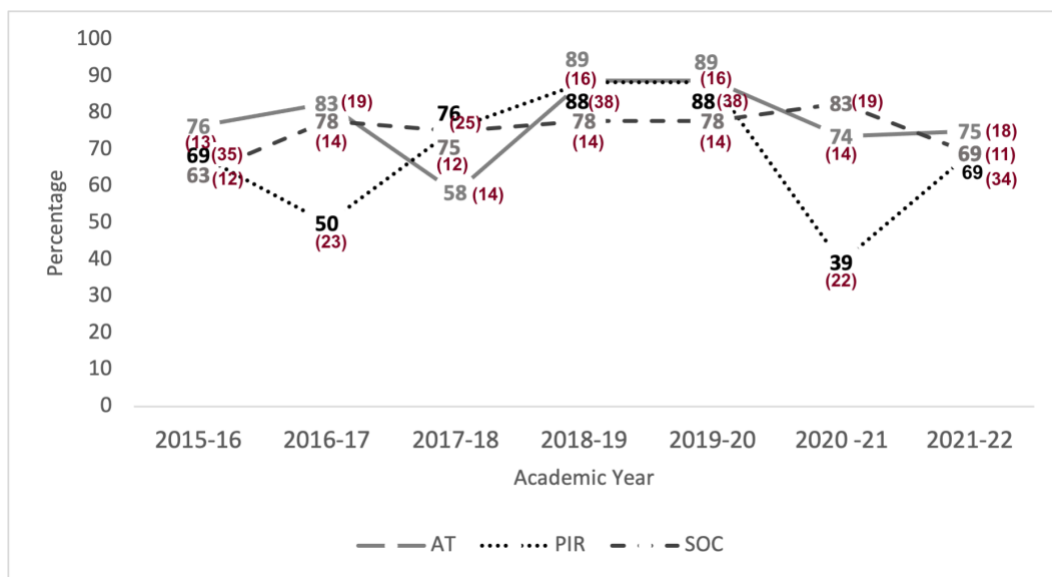


Figure 2.2.2.2: Completion rates of female PGT student by sub-discipline (AT, PIR, SOC). Baseline is all students in the respective sub-discipline. Counts in parentheses. Source: University of Aberdeen.

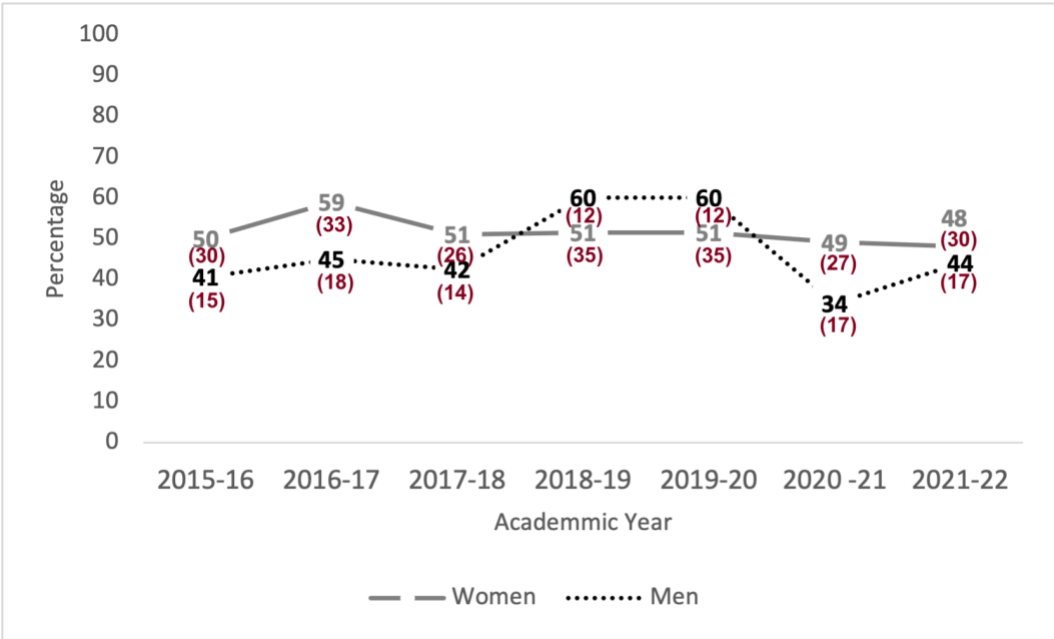


Figure 2.2.2.3: Proportion of PGT degrees achieved with commendation by gender. Baseline for women is women, baseline for men is men. Count in parentheses.
 Source: University of Aberdeen.

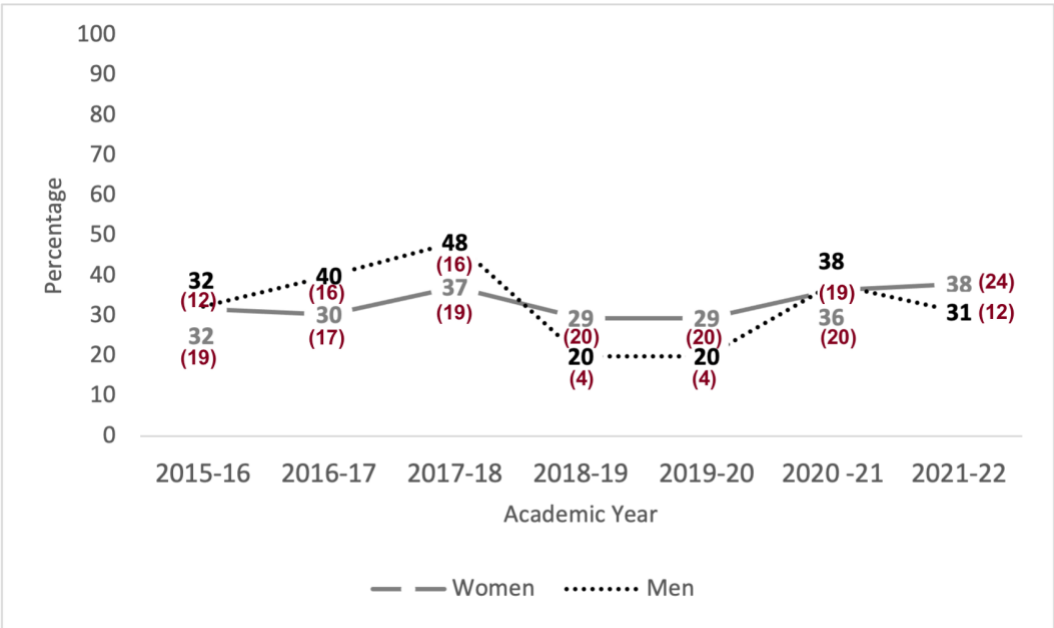


Figure 2.2.2.: Proportion of PGT degrees achieved with distinction by gender. Baseline for women is women, baseline for men is men. Count in parentheses.
 Source: University of Aberdeen.

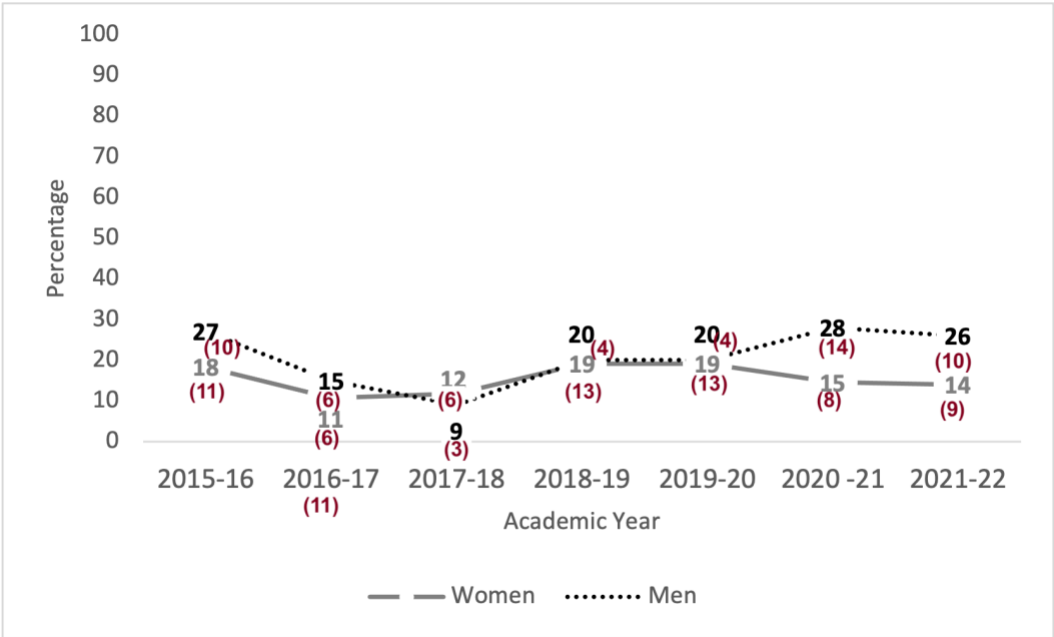


Figure 2.2.2.5: Proportion of PGT degrees passed by gender. Baseline for women is women, baseline for men is men. Count in parentheses.
 Source: University of Aberdeen.

2.2.3 PGR completion rates and degree attainment

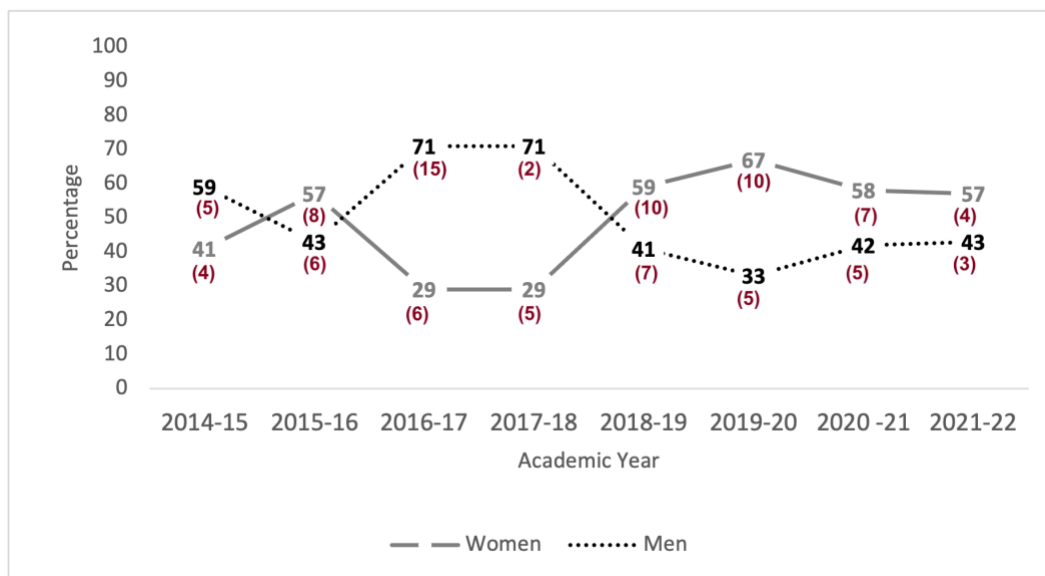


Figure 2.2.3.1: Completion rates of PGR students by gender. Baseline is all students. Counts in parentheses. Source: University of Aberdeen.

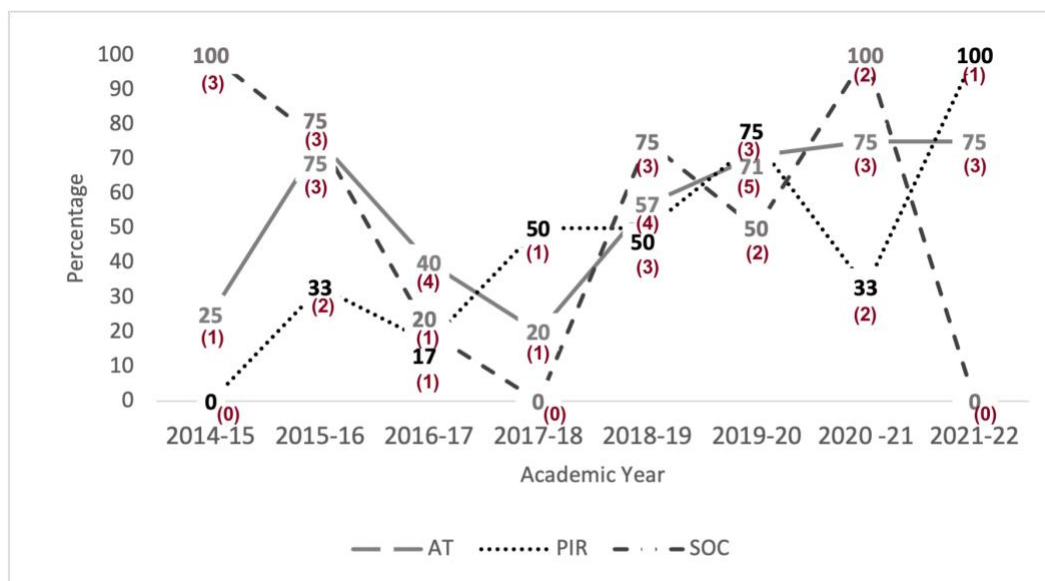


Figure 2.2.3.2: Completion rates of female PGR students by sub-discipline (AT, PIR, SOC). Baseline is all students in the respective sub-discipline. Counts in parentheses. Source: University of Aberdeen.

2.3 Academic staff by pay grade and contract function

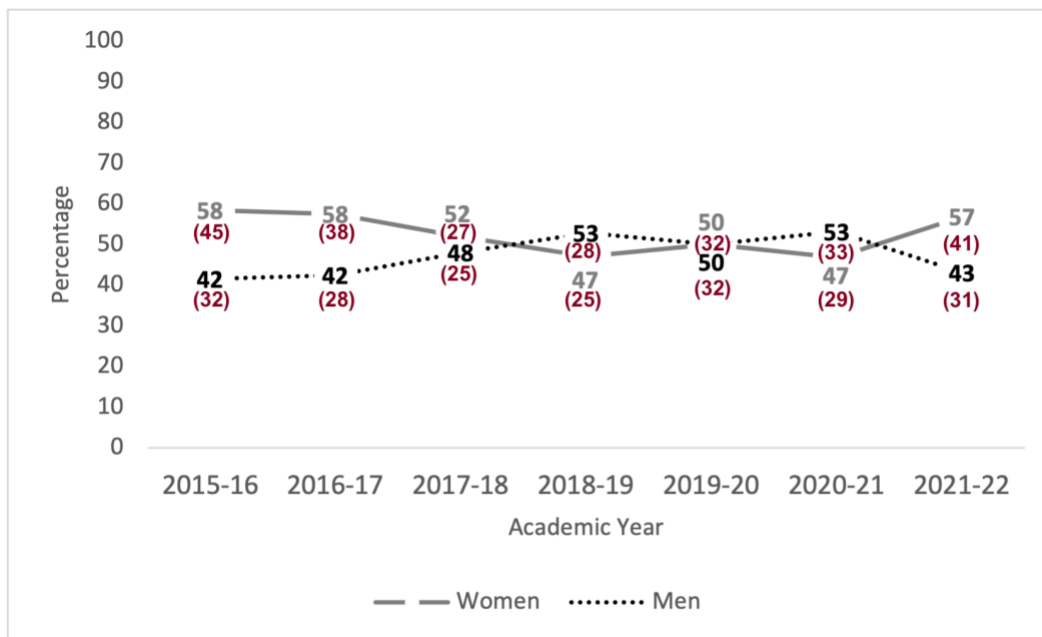


Figure 2.3.1.1: Proportion of academic staff by gender. Baseline is all academic staff. Count in parentheses. Source: University of Aberdeen.

2.3.1 Academic staff by pay grade

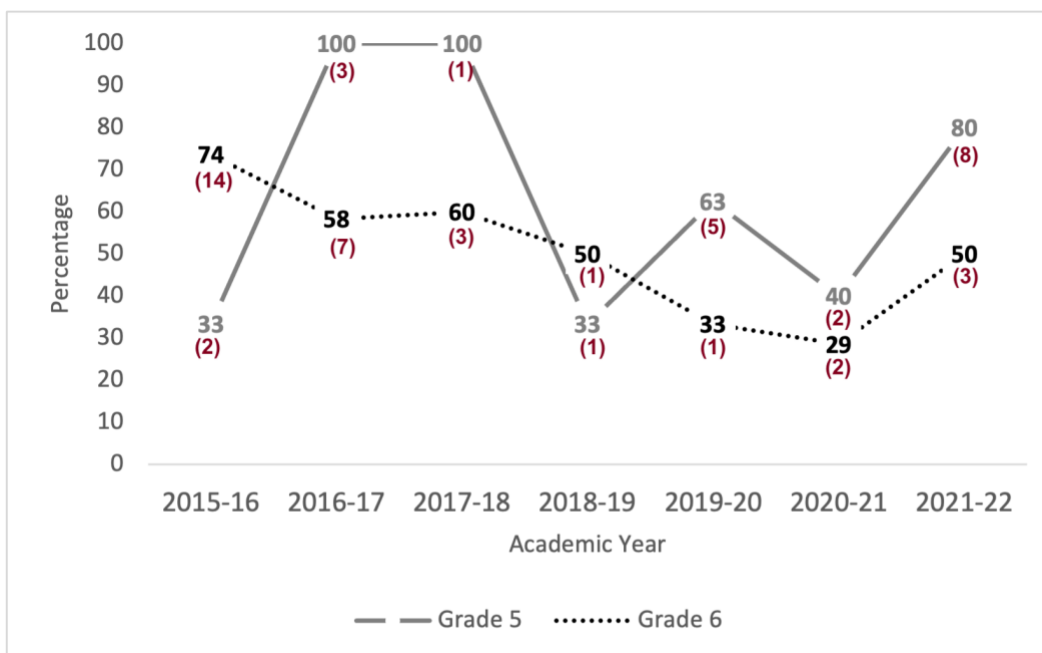


Figure 2.3.1.2: Proportion of female academic staff at pay grade 5 and 6. Baseline is the number of all staff at respective pay grade. Count of women in parentheses. Source: University of Aberdeen.

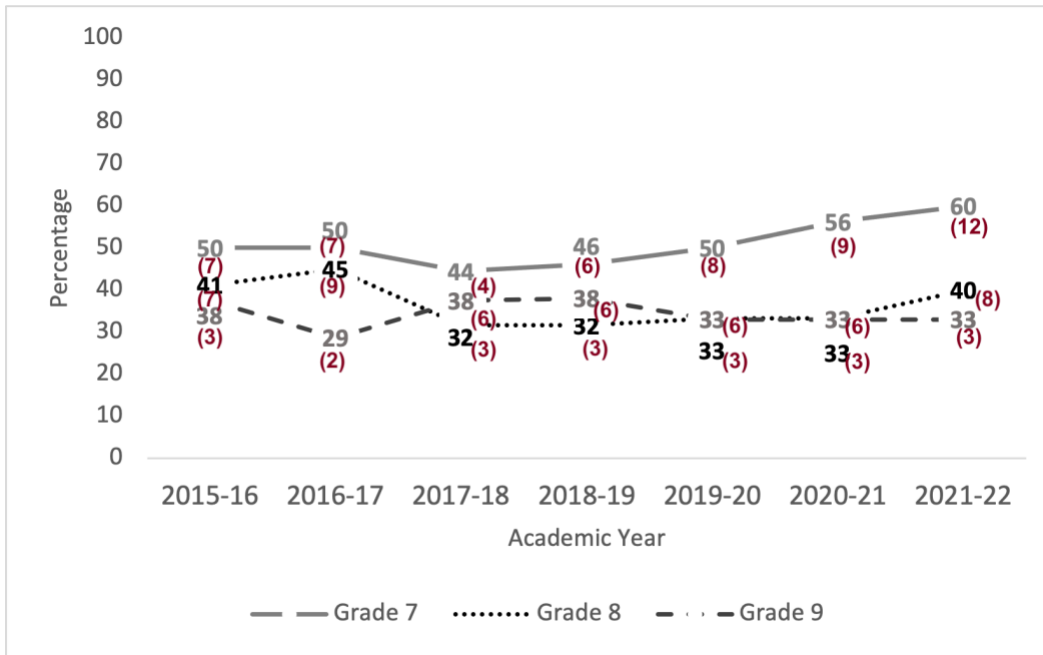


Figure 2.3.1.3: Proportion of female academic staff at pay grade 7, 8 and 9. Baseline is the number of all staff at respective pay grade. Count of women in parentheses.

Source: University of Aberdeen.

2.3.2 Academic staff by contract function

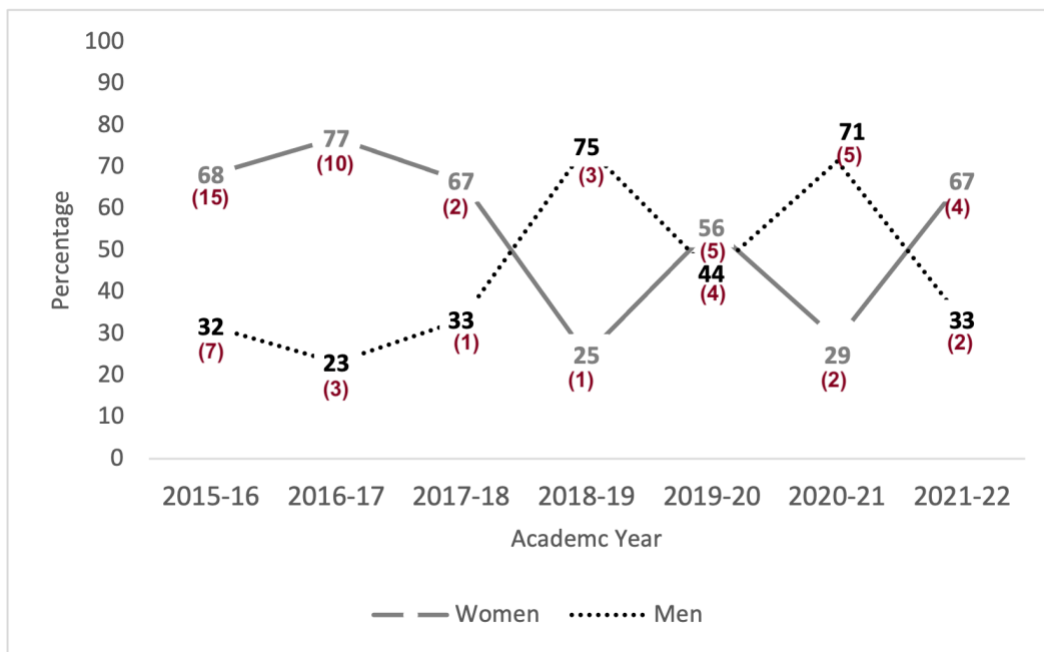


Figure 2.3.2.1: Proportion of research staff by gender. Baseline is the number of all research staff. Count in parentheses. Source: University of Aberdeen.

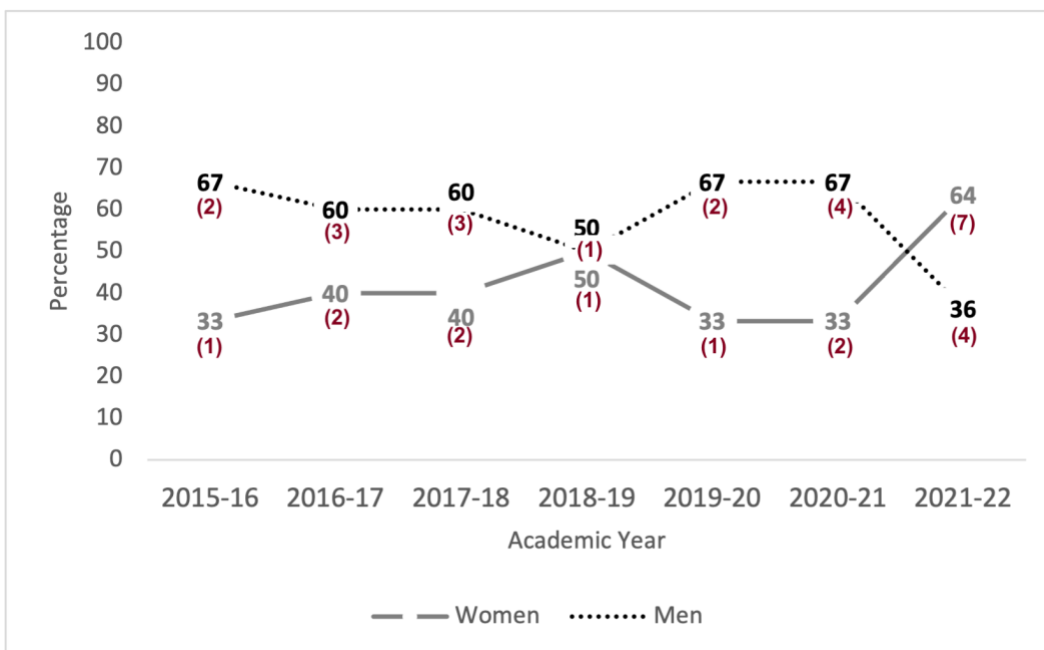


Figure 2.3.2.2: Proportion of teaching and scholarship staff by gender. Baseline is the number of all research staff. Count in parentheses. Source: University of Aberdeen.

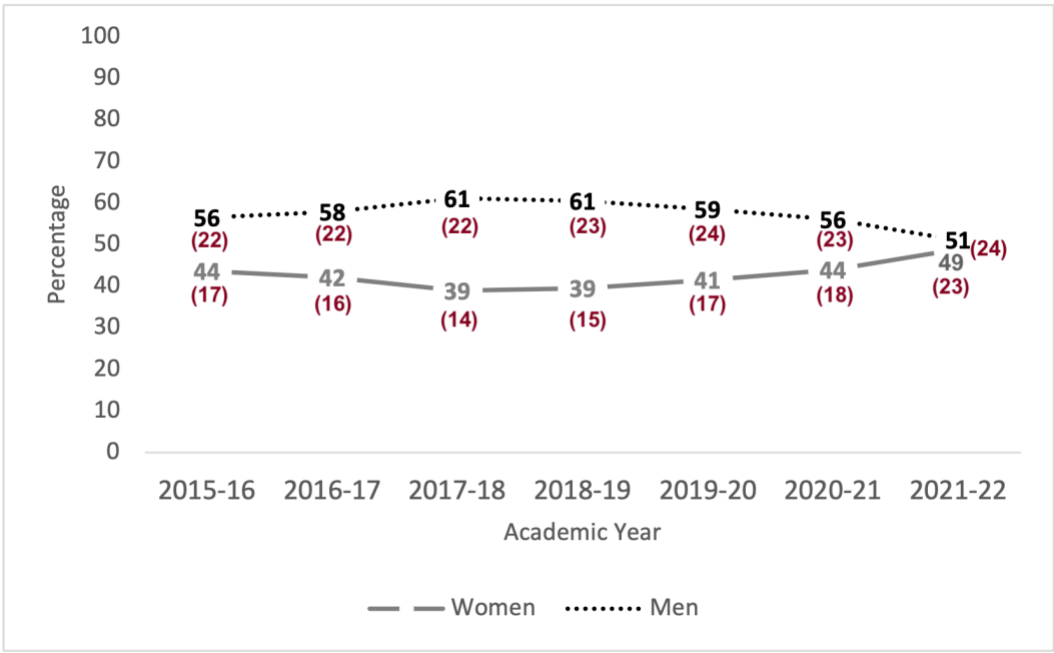


Figure 2.3.2.3: Proportion of research and scholarship staff by gender. Baseline is the number of all research staff. Count in parentheses.

Source: University of Aberdeen.

2.3.3 Academic staff by contract function and pay grade

	AY	Percent	Women		Men		Total
			Count	Percent	Count		
Grade 5	2015-16	33%	2	67%	4		6
	2016-17	100%	3	0%	0		3
	2017-18	100%	1	0%	0		1
	2018-19	33%	1	67%	2		3
	2019-20	63%	5	38%	3		8
	2020-21	25%	1	75%	3		4
	2021-22	75%	3	25%	1		4
Grade 6	2015-16	81%	13	19%	3		16
	2016-17	63%	5	37%	3		8
	2017-18	50%	1	50%	1		2
	2018-19	0%	0	100%	1		1
	2019-20	0%	0	100%	1		1
	2020-21	33%	1	67%	2		3
	2021-22	50%	1	50%	1		2

Table 2.3.3.1: Research only staff by pay grade. Baseline is all academic research staff. Count in parentheses.
Source: University of Aberdeen.

Note only two female members of staff at Grade 7 had research-only contracts in 2017-18. No research only contracts have been issues at Grade 8 or 9 during the reporting period.

	Women			Men		Total
	AY	Percent	Count	Percent	Count	
Grade 5	2015-16	0%	0	0%	0	0
	2016-17	0%	0	0%	0	0
	2017-18	0%	0	0%	0	0
	2018-19	0%	0	0%	0	0
	2019-20	0%	0	0%	0	0
	2020-21	100%	1	0%	0	1
	2021-22	100%	1	0%	0	1
Grade 6	2015-16	33%	1	67%	2	3
	2016-17	50%	2	50%	2	4
	2017-18	67%	2	33%	1	3
	2018-19	100%	1	0%	0	1
	2019-20	50%	1	50%	1	2
	2020-21	25%	1	75%	3	4
	2021-22	25%	1	75%	3	4
Grade 7	2015-16	0%	0	0%	0	0
	2016-17	0%	0	100%	1	1
	2017-18	0%	0	100%	1	1
	2018-19	0%	0	100%	1	1
	2019-20	0%	0	100%	1	1
	2020-21	0%	0	0%	0	0

Figure 2.3.3.2: Proportion of teaching and scholarship staff by pay grade. Baseline is all academic research staff. Count of in parentheses. Note that only one male Grade 8 member of staff was employed on a TS contract in 2020-21. No Grade 9 member of staff has been employed on a TS contract during the reporting period. Source: University of Aberdeen.

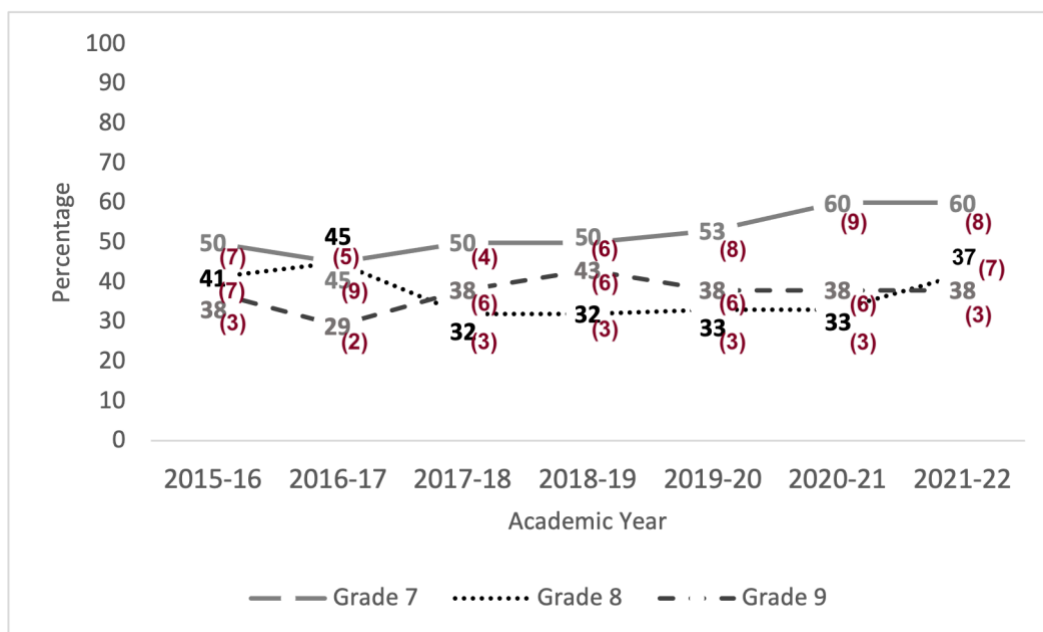


Figure 2.3.3.3: Proportion of female teaching and research staff by pay grade. Baseline is all academic research staff. Count of women in parentheses. Source: University of Aberdeen.

2.4 Academic staff by grade and contract type

2.4.1 All academic staff by contract type

	AY	Women		Men		Total
		Percent	Count	Percent	Count	
Open-Ended	2015-16	55%	18	77%	24	43
	2016-17	64%	18	89%	25	43
	2017-18	40%	16	60%	24	40
	2018-19	39%	16	61%	25	41
	2019-20	41%	18	59%	26	44
	2020-21	42%	19	58%	26	45
	2021-22	49%	24	51%	25	49
Funding Limited	2015-16	42%	14	13%	4	18
	2016-17	64%	7	11%	3	10
	2017-18	50%	2	50%	2	4
	2018-19	0%	0	100%	3	3
	2019-20	43%	3	57%	4	7
	2020-21	43%	3	57%	4	7
	2021-22	43%	3	57%	4	7
Fixed Term	2015-16	3%	1	10%	3	4
	2016-17	7%	2	0%	0	2
	2017-18	0%	0	0%	0	0
	2018-19	100%	1	0%	0	1
	2019-20	0%	0	100%	1	1
	2020-21	0%	0	100%	3	3
	2021-22	0%	0	100%	1	1
GMH	2015-16	0%	0	0%	0	0
	2016-17	0%	0	0%	0	0
	2017-18	0%	0	0%	0	0
	2018-19	0%	0	0%	0	0
	2019-20	100%	2	0%	0	2
	2020-21	0%	0	0%	0	0
	2021-22	88%	7	13%	1	8

2.4.2 Academic staff by grade and contract type

2.4.2.1 Grade 5 and 6 academic staff

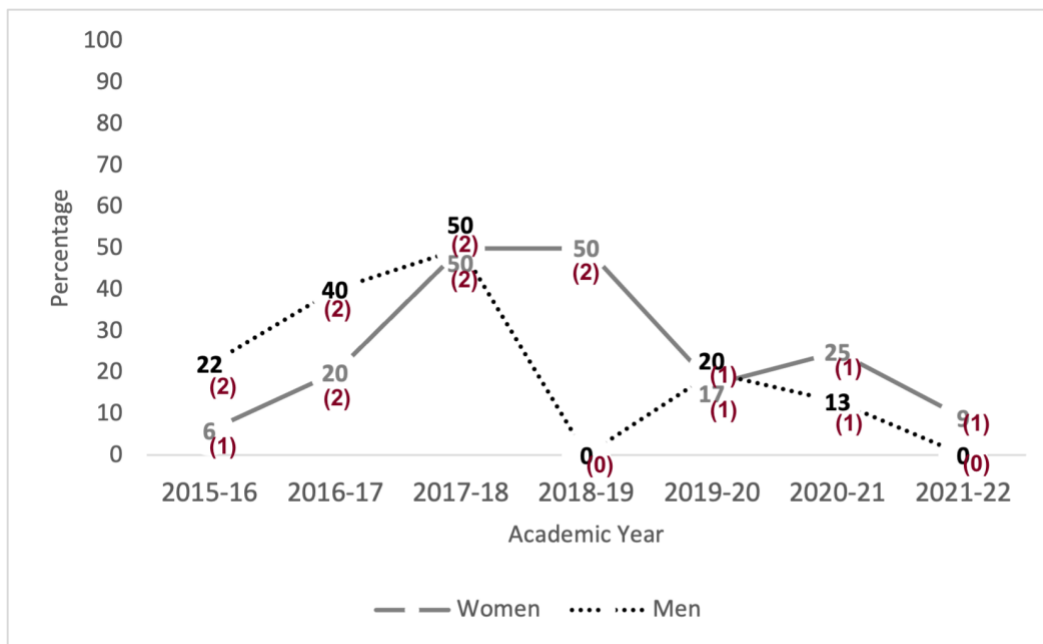


Figure 2.4.2.1: Proportion of Grade 5 and 6 academic staff on open-ended contracts. Baseline for women is all women; for men all men. Count in parentheses.
Source: University of Aberdeen.

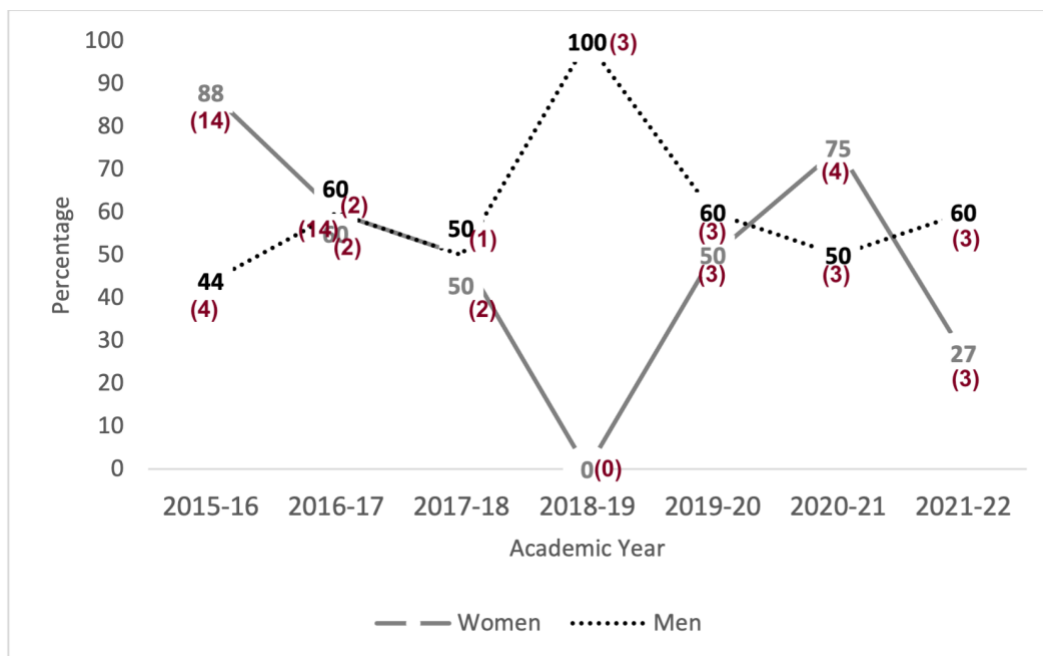


Figure 2.4.2.2: Proportion of Grade 5 and 6 academic staff on limited-funding contracts. Baseline for women is all women; for men all men. Count in parentheses.
Source: University of Aberdeen

SSS never had more than 4 members of staff on fixed-term contract in any one year at Grade 5 or 6.

2.4.2.2 Grade 7 and 8 academic staff

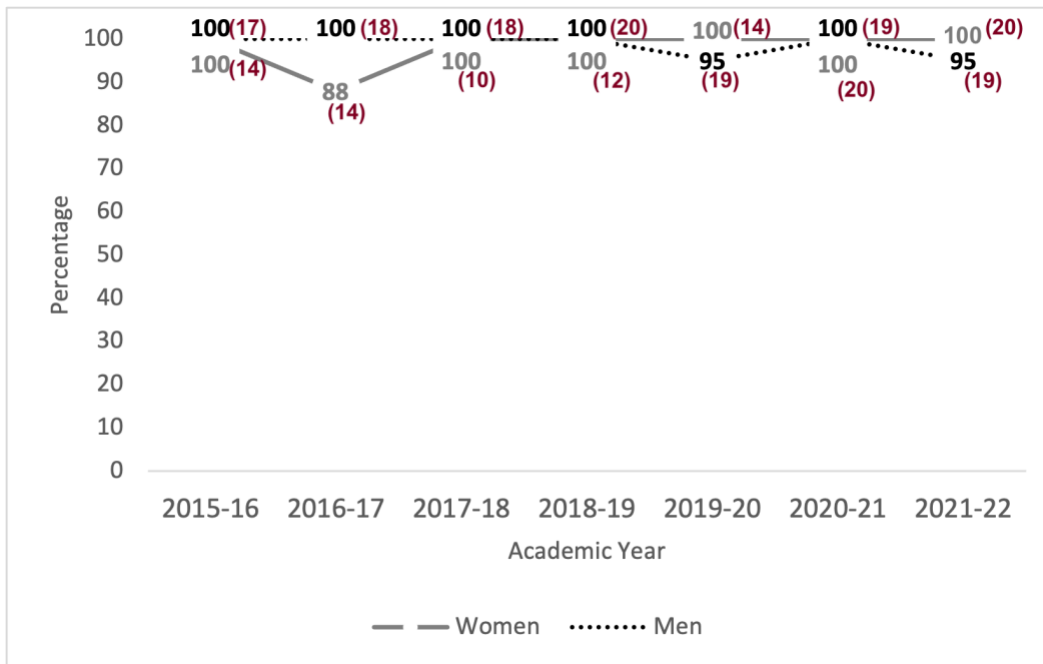


Figure 2.4.3.1: Proportion of Grade 7 and 8 academic staff on open-ended contracts. Baseline for women is all women; for men all men. Count in parentheses.
Source: University of Aberdeen.

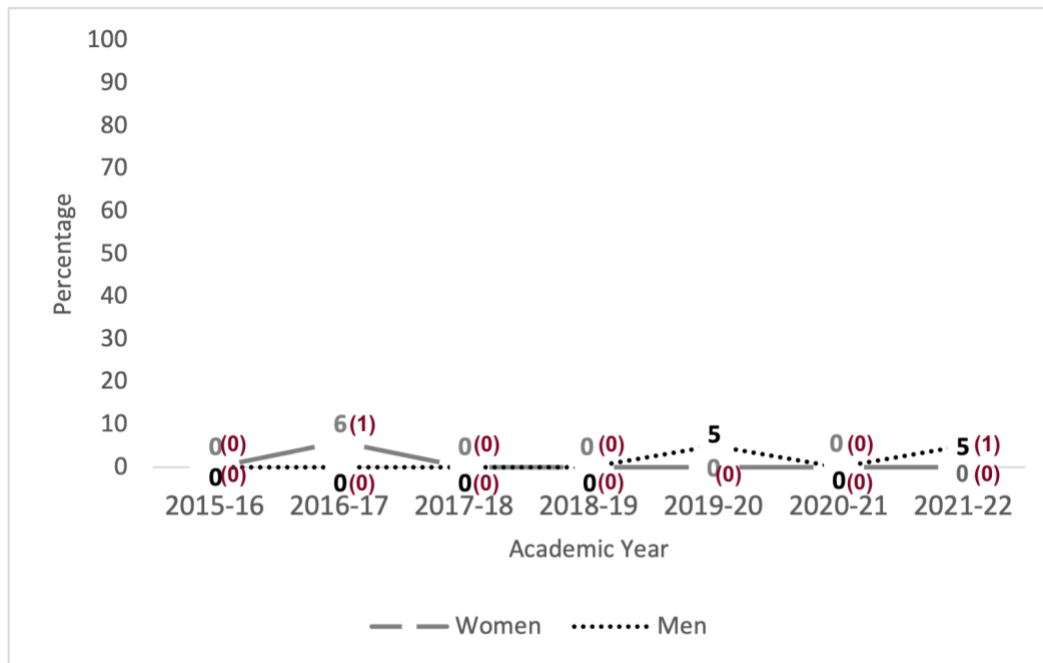


Figure 2.4.3.2: Proportion of Grade 7 and 8 academic staff on limited-funding contracts. Baseline for women is all women; for men all men. Count in parentheses.
Source: University of Aberdeen.

SSS only had more than 1 member of staff on fixed-term contract at Grade 7 during the reporting period (AY 2017-18).

2.4.2.3 Grade 9 academic staff

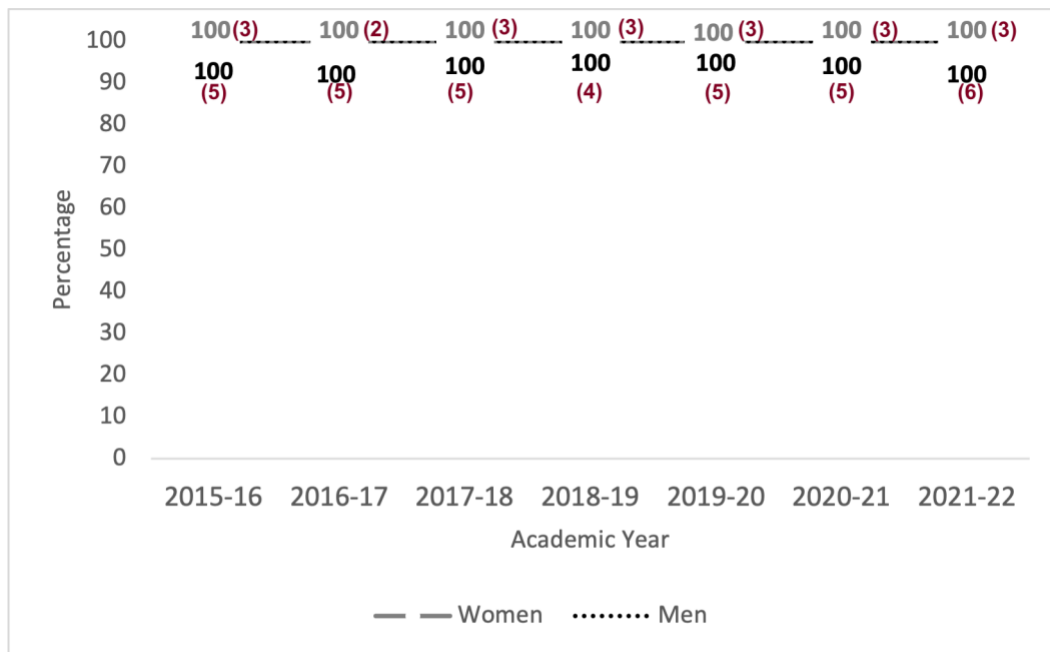


Figure 2.4.1.1: Proportion of Grade 9 academic staff on open-ended contracts. Baseline for women is all women; for men all men. Count in parentheses.

Source: University of Aberdeen.

None of the Grade 9 academic staff worked on a limited-funding or fixed-term contract.

2.5 Professional, technical, and operational (PTO) staff

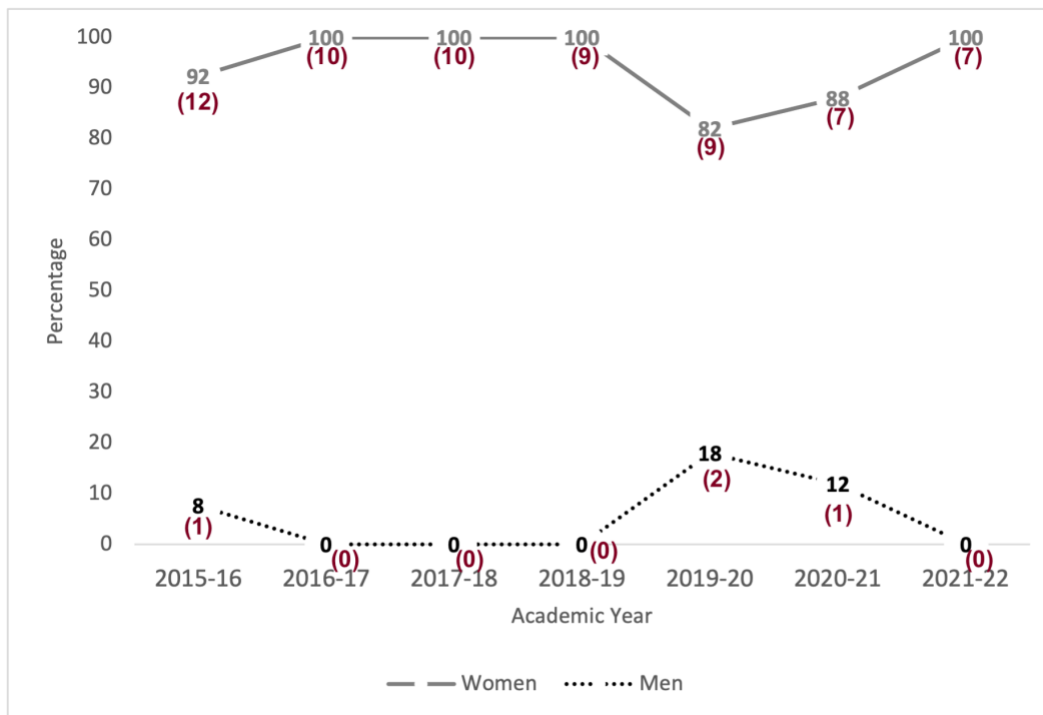


Figure 2.5.1: Proportion of female support, professional and technical staff. Count of in parentheses.
Source: University of Aberdeen.

2.5.1 PTO staff by job family

Due to small case numbers, we are unable to provide these data while limiting the risk of disclosure.

2.5.2 PTO staff by contract type

Due to small case numbers, we are unable to provide these data while limiting the risk of disclosure.

2.7 Applications, shortlist and appointments made in recruitment to academic posts

2.7.1 Applications, shortlist and appointments made in recruitment to academic posts

	Total Count: Positions	Total Count Applications	Total Count: Shortlisted	Total Count: Offers	Total Count: Hired
2016-17	5	139	21	4	5
2017-18	6	77	11	4	4
2018-19	4	100	18	5	5
2019-20	6	197	30	4	4
2020-21	5	129	12	4	3

Table 2.7.1: Total number of open academic positions, applications, shortlistings, offers, and hires.
Source: University of Aberdeen.

	Percentage Women: Applications	Count Women: Applications	Percentage Women: Shortlisted	Count Women: Shortlisted	Percentage Women: Offered	Count Women: Offered	Percentage Women: Hired	Count Women: Hired
2016-17	36%	50	22%	11	50%	2	60%	3
2017-18	27%	21	55%	6	50%	2	50%	2
2018-19	30%	30	44%	8	60%	3	60%	3
2019-20	27%	54	30%	9	25%	1	25%	1
2020-21	39%	50	17%	2	50%	2	33%	1

Table 2.7.2: Proportion of female applications, shortlistings, offers, and hires. Baseline is the number of all applications, shortlisting, offers, and hires.
Source: University of Aberdeen.

2.7.2 Applications, shortlist and appointments made in recruitment to academic posts by pay grade

2.7.2.1 Grade 5

	Total Count: Positions	Total Count Applications	Total Count: Shortlisted	Total Count: Offers	Total Count: Hired
2016-17	1	2	2	1	1
2017-18	1	2	2	1	1
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	1	37	2	0	0

Table 2.7.2.1: Total number of open academic positions, applications, shortlistings, offers, and hires at Grade 5.
Source: University of Aberdeen.

	Percentage Women: Applications	Count Women: Applications	Percentage Women: Shortlisted	Count Women: Shortlisted	Percentage Women: Offered	Count Women: Offered	Percentage Women: Hired	Count Women: Hired
2016-17	100%	2	100%	2	100%	1	100%	1
2017-18	100%	2	100%	2	100%	1	100%	1
2018-19	0%	0	0%	0	0%	0	0%	0
2019-20	0%	0	0%	0	0%	0	0%	0
2020-21	76%	28	100%	0	0%	0	0%	0

Table 2.7.2.2: Proportion of female applications, shortlistings, offers, and hires. Baseline is the number of all applications, shortlisting, offers, and hires at Grade 5.
Source: University of Aberdeen.

2.7.2.2 Grade 6

	Total Count: Positions	Total Count Applications	Total Count: Shortlisted	Total Count: Offers	Total Count: Hired
2016-17	4	137	19	3	4
2017-18	2	22	0	0	0
2018-19	2	64	10	3	3
2019-20	2	21	7	2	2
2020-21	2	26	7	3	2

Table 2.7.2.1: Total number of open academic positions, applications, shortlistings, offers, and hires at Grade 6.

Source: University of Aberdeen.

	Percentage Women: Applications	Count Women: Applications	Percentage Women: Shortlisted	Count Women: Shortlisted	Percentage Women: Offered	Count Women: Offered	Percentage Women: Hired	Count Women: Hired
2016-17	35%	48	47%	9	33%	1	50%	2
2017-18	23%	5	0%	0	0%	0	0%	0
2018-19	22%	14	30%	3	33%	1	33%	1
2019-20	48%	10	29%	2	50%	1	50%	1
2020-21	38%	10	29%	2	67%	2	50%	1

Table 2.7.2.2: Proportion of female applications, shortlistings, offers, and hires. Baseline is the number of all applications, shortlisting, offers, and hires at Grade 6.

Source: University of Aberdeen.

2.7.2.3 Grade 7

	Total Count: Positions	Total Count Applications	Total Count: Shortlisted	Total Count: Offers	Total Count: Hired
2016-17	0	0	0	0	0
2017-18	3	53	9	3	3
2018-19	2	36	8	2	2
2019-20	4	176	23	2	2
2020-21	2	66	3	1	1

Table 2.7.2.1: Total number of open academic positions, applications, shortlistings, offers, and hires at Grade 7.

Source: University of Aberdeen.

	Percentage Women: Applications	Count Women: Applications	Percentage Women: Shortlisted	Count Women: Shortlisted	Percentage Women: Offered	Count Women: Offered	Percentage Women: Hired	Count Women: Hired
2016-17	0%	0	0%	0	0%	0	0%	0
2017-18	26%	14	44%	4	33%	1	33%	0
2018-19	44%	16	63%	5	100%	2	100%	2
2019-20	25%	44	30%	7	0%	0	0%	0
2020-21	18%	12	0%	0	0%	0	0%	0

Table 2.7.2.2: Proportion of female applications, shortlistings, offers, and hires. Baseline is the number of all applications, shortlisting, offers, and hires at Grade 7.

Source: University of Aberdeen.

2.7.2.4 Grade 8

No positions at Grade 8 were offered in Social Science during the reporting period.

2.7.2.5 Grade 9

No positions at Grade 9 were offered in Social Science during the reporting period.

2.8 Applications, shortlist and appointments made in recruitment to PTO posts

	Total Count: Positions	Total Count Applications	Total Count: Shortlisted	Total Count: Offers	Total Count: Hired
2016-17	1	4	1	1	1
2017-18	0	0	0	0	0
2018-19	0	0	0	0	0
2019-20	0	0	0	0	0
2020-21	0	0	0	0	0

Table 2.7.2.1: Overview of total number of open PTO positions, applications, shortlistings, offers, and hires.

Source: University of Aberdeen.

	Percentage Women: Applications	Count Women: Applications	Percentage Women: Shortlisted	Count Women: Shortlisted	Percentage Women: Offered	Count Women: Offered	Percentage Women: Hired	Count Women: Hired
2016-17	50%	2	100%	1	100%	1	100%	50
2017-18	0%	0	0%	0	0%	0	0%	0
2018-19	0%	0	0%	0	0%	0	0%	0
2019-20	0%	0	0%	0	0%	0	0%	0
2020-21	0%	0	0%	0	0%	0	0%	0

Table 2.7.2.2: Proportion of female PTO applications, shortlistings, offers, and hires. Baseline is the number of all applications, shortlisting, offers, and hires.

Source: University of Aberdeen.

2.9.2 Application and success rates by pay grade

2.9.2.1 Application and success rates at Grade 6 applying for Grade 7

	Total Count: Staff	Total Count: Applications	Total Count: Success
2015-16	19	1	1
2016-17	12	1	1
2017-18	5	2	2
2018-19	2	0	0
2019-20	3	0	0
2020-21	7	1	1

Table 2.9.2.1.1: Total number of academic staff, promotion applications, and promotion success at Grade 6 applying for Grade 7.

Source: University of Aberdeen.

	Percentage Women: Staff	Count Women: Staff	Percentage Women: Application	Count Women: Application	Percentage Women: Success	Count Women: Success
2015-16	74%	14	0%	0	0%	0
2016-17	58%	7	0%	0	0%	0
2017-18	60%	3	33%	1	100%	1
2018-19	50%	1	0%	0	0%	0
2019-20	33%	1	0%	0	0%	0
2020-21	29%	0	0%	0	0%	0

Table 2.9.2.1.2: Proportion and total number of female academic staff, female promotion applications, and female promotion success at Grade 6 applying for Grade 7.

Source: University of Aberdeen.

2.9.2.2 Application and success rates at Grade 7 applying for Grade 8

	Total Count: Staff	Total Count: Applications	Total Count: Success
2015-16	14	4	3
2016-17	14	4	2
2017-18	9	2	0
2018-19	13	5	1
2019-20	16	2	2
2020-21	16	2	2

Table 2.9.2.2.1: Total number of academic staff, promotion applications, and promotion success at Grade 7 applying for Grade 8.

Source: University of Aberdeen.

	Percentage Women: Staff	Count Women: Staff	Percentage Women: Application	Count Women: Application	Percentage Women: Success	Count Women: Success
2015-16	50%	7	29%	2	100%	2
2016-17	50%	7	29%	2	0%	0
2017-18	44%	4	0%	0	0%	0
2018-19	46%	6	17%	1	0%	0
2019-20	50%	8	13%	1	100%	1
2020-21	56%	9	11%	1	100%	1

Table 2.9.2.2.2: Proportion and total number of female academic staff, female promotion applications, and female promotion success at Grade 7 applying for Grade 8.

Source: University of Aberdeen.

2.9.2.3 Application and success rates at Grade 8 applying for Grade 9

	Total Count: Staff	Total Count: Applications	Total Count: Success
2015-16	17	0	0
2016-17	20	1	1
2017-18	19	0	0
2018-19	19	1	1
2019-20	18	1	0
2020-21	18	2	0

Table 2.9.2.3.1: Total number of academic staff, promotion applications, and promotion success at Grade 8 applying for Grade 9.

Source: University of Aberdeen.

	Percentage Women: Staff	Count Women: Staff	Percentage Women: Application	Count Women: Application	Percentage Women: Success	Count Women: Success
2015-16	41%	7	0%	0	0%	0
2016-17	45%	9	0%	0	0%	0
2017-18	32%	6	0%	0	0%	0
2018-19	32%	6	0%	0	0%	0
2019-20	33%	6	0%	0	0%	0
2020-21	33%	6	0%	0	0%	0

Table 2.9.2.3.2: Proportion and total number of female academic staff, female promotion applications, and female promotion success at Grade 8 applying for Grade 9.

Source: University of Aberdeen.

2.10 Applications and success rates for PTO progression

No career progression data available for PTO staff.

2.11 Additional Data

2.11.1 Committee Membership

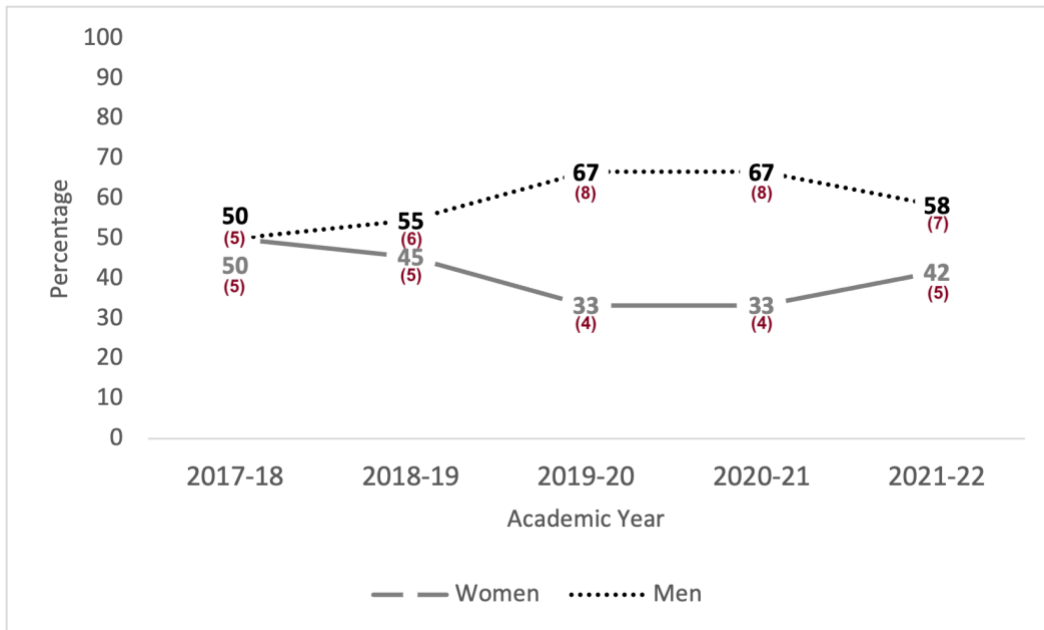


Figure 2.11.1.1: Proportion of SEC membership by gender. Count in parentheses.
Source: University of Aberdeen.

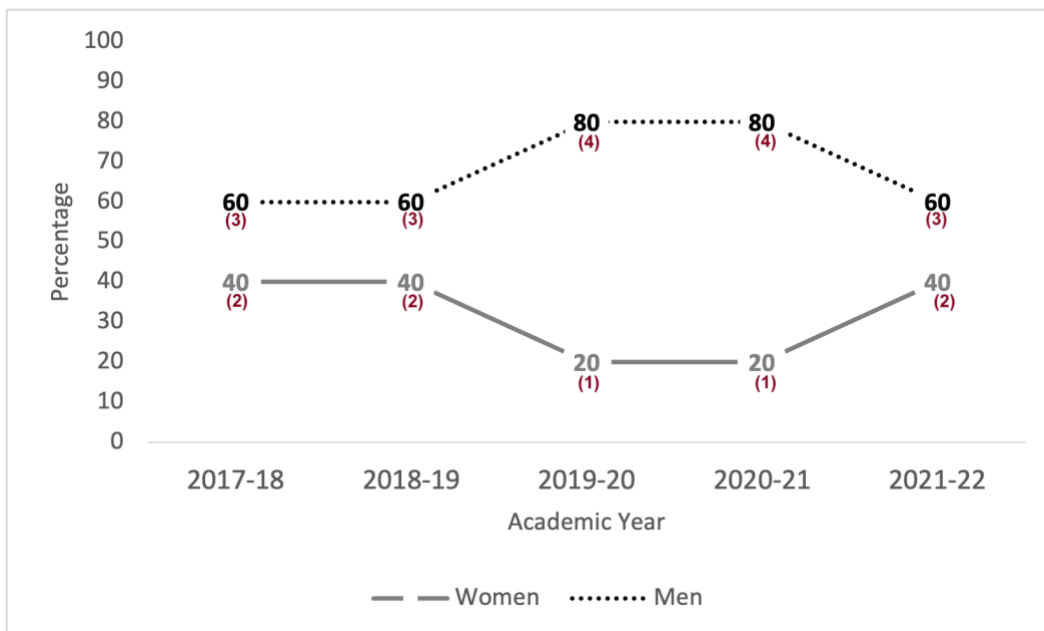


Figure 2.11.1.2: Proportion of SCG membership by gender. Count in parentheses.
Source: University of Aberdeen.

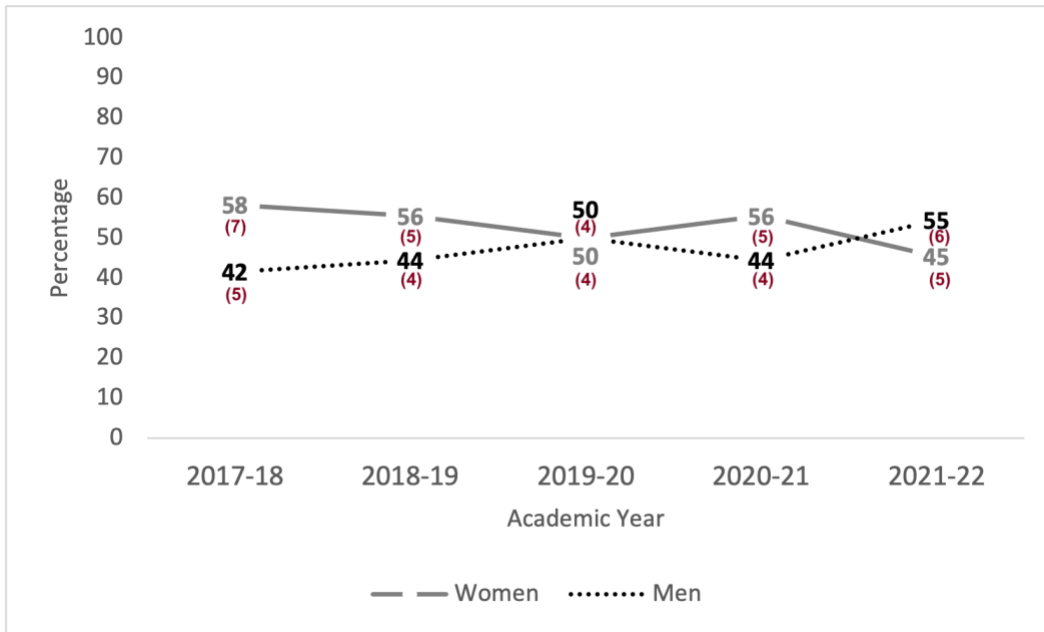


Figure 2.11.1.3: Proportion of EC membership by gender. Count in parentheses.
 Source: University of Aberdeen.

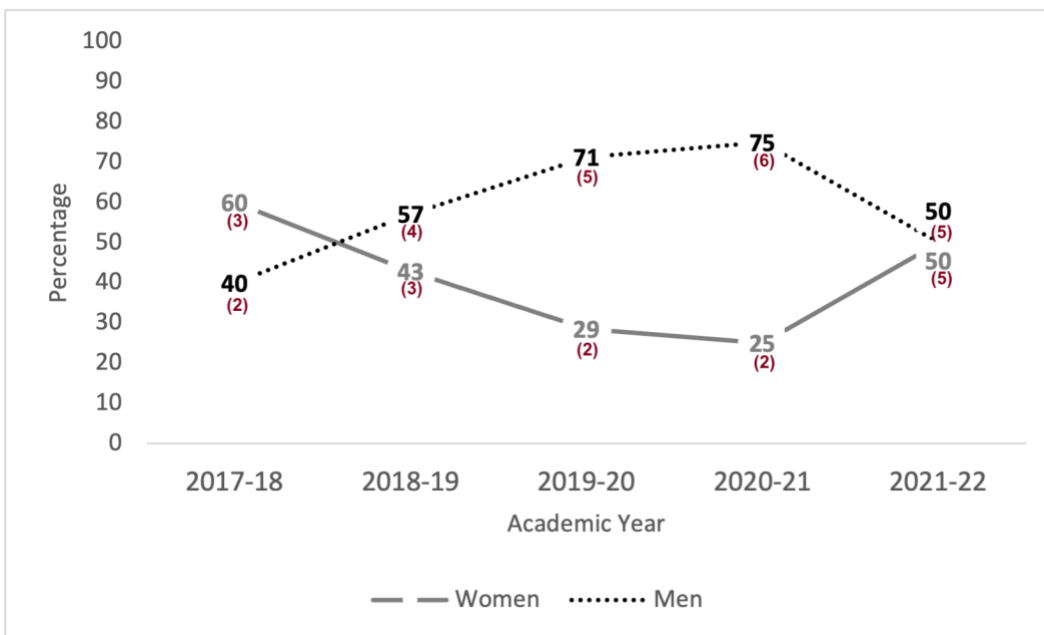


Figure 2.11.1.4: Proportion of RKEC membership by gender. Count in parentheses.
 Source: University of Aberdeen.

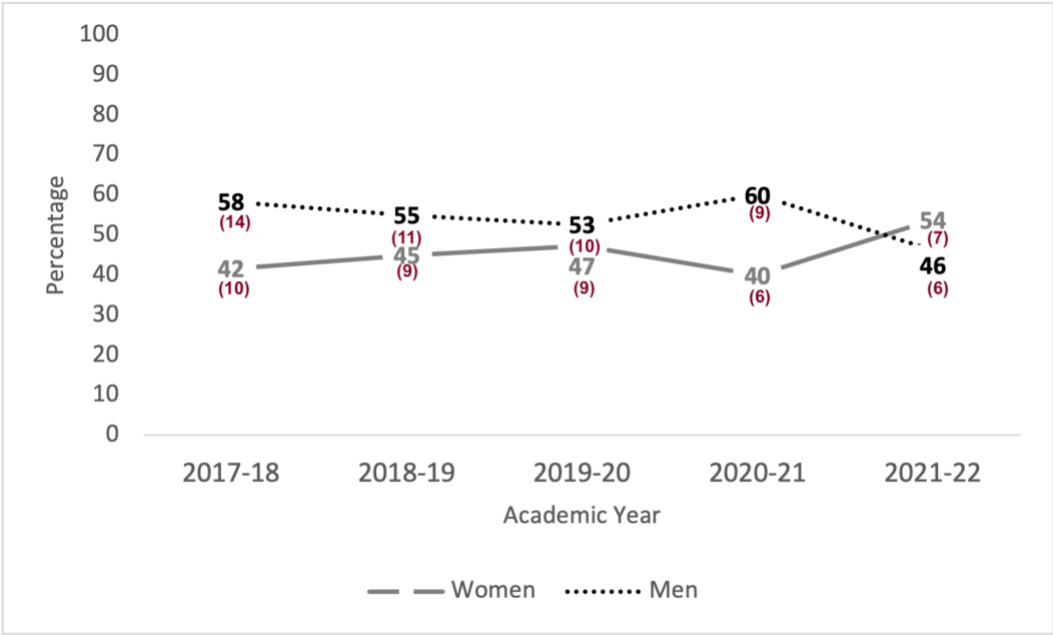


Figure 2.11.1.5: Proportion of PGC membership by gender. Count in parentheses.
 Source: University of Aberdeen.

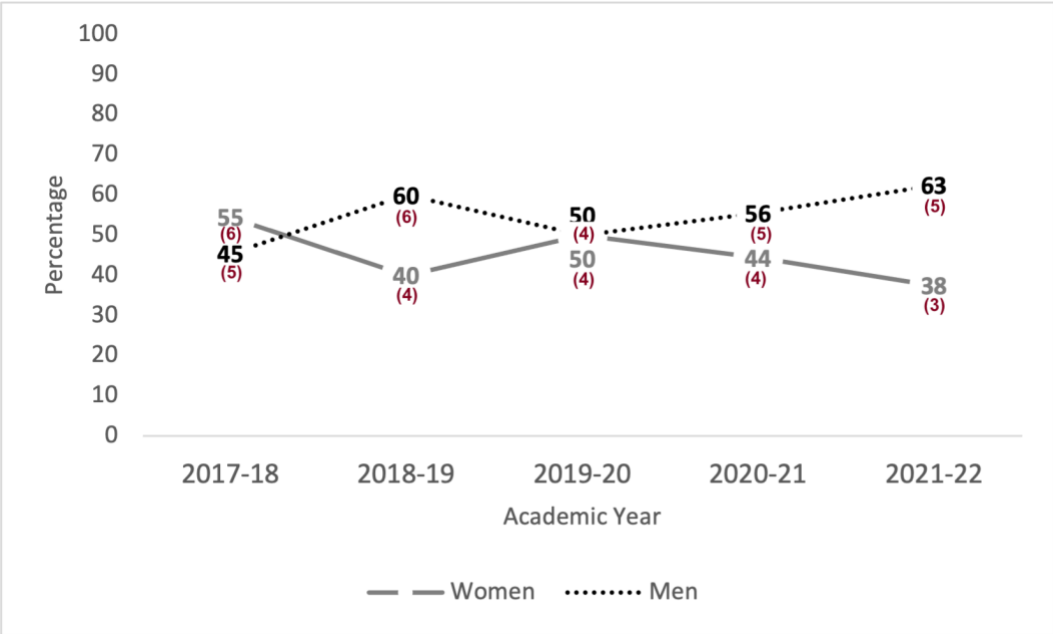


Figure 2.11.1.6: Proportion of SREC membership by gender. Count in parentheses.
 Source: University of Aberdeen.

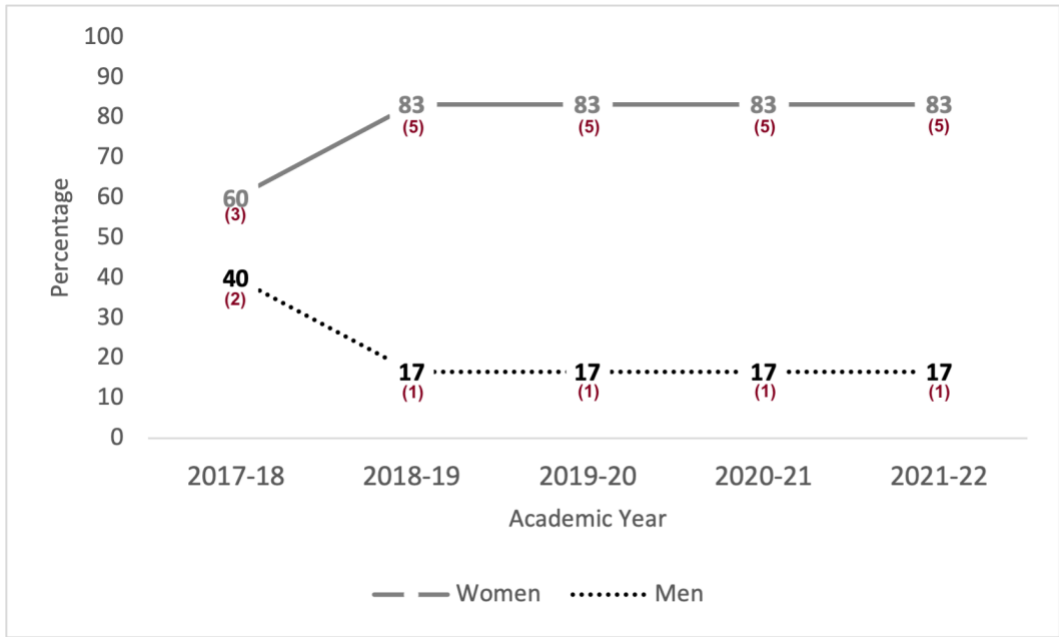


Figure 2.11.1.7: Proportion of IC membership by gender. Count in parentheses.
 Source: University of Aberdeen.

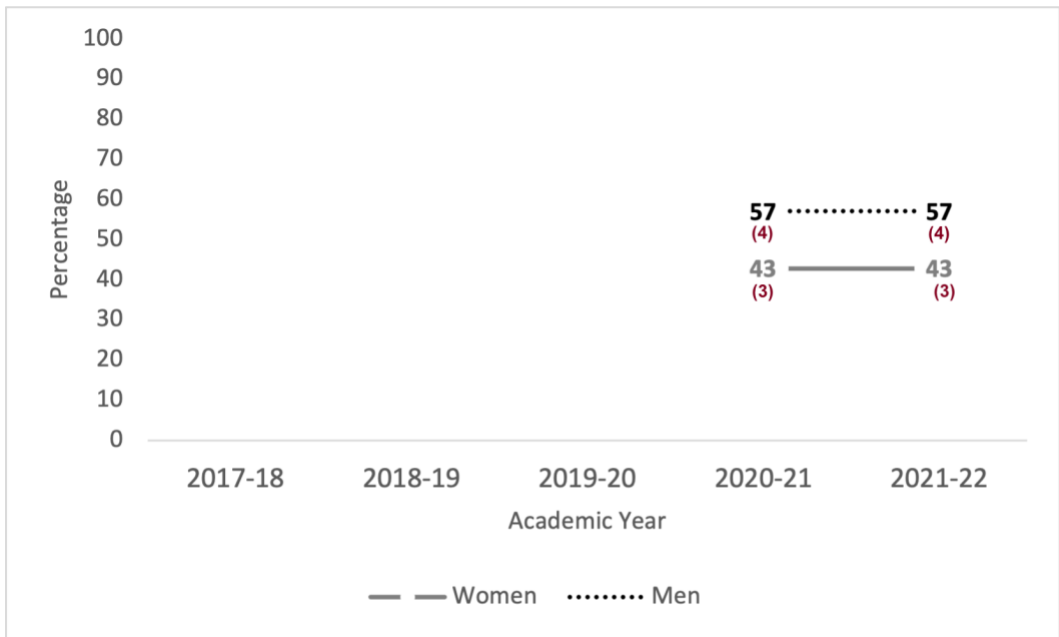


Figure 2.11.1.8: Proportion of MC membership by gender. Count in parentheses.
 Source: University of Aberdeen.

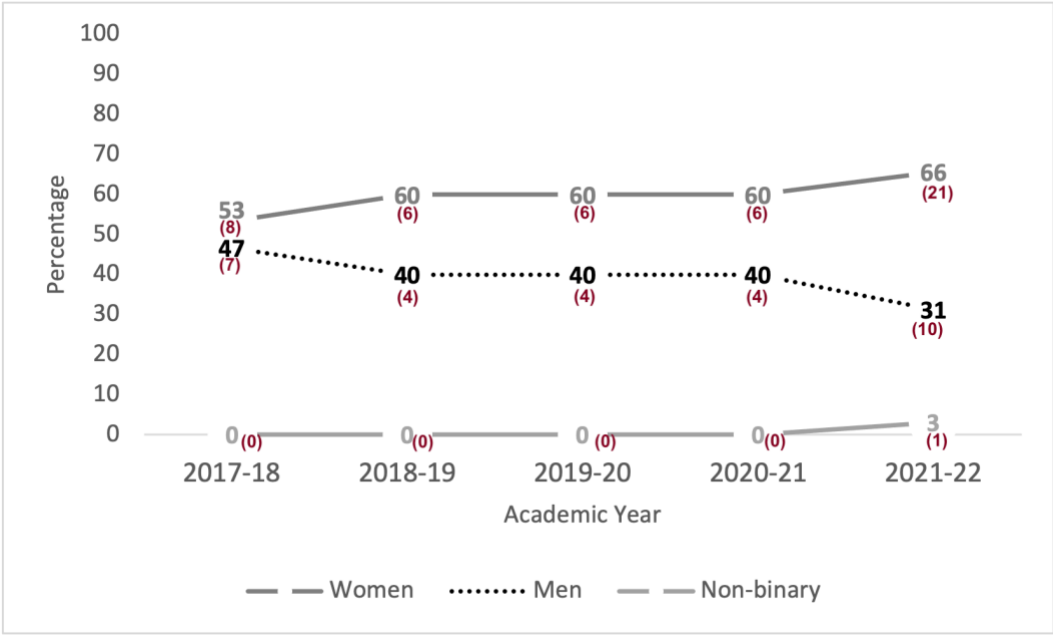


Figure 2.11.1.9: Proportion of EDIC membership by gender. Count in parentheses.
Source: University of Aberdeen.

2.11.2 Citizenship tasks

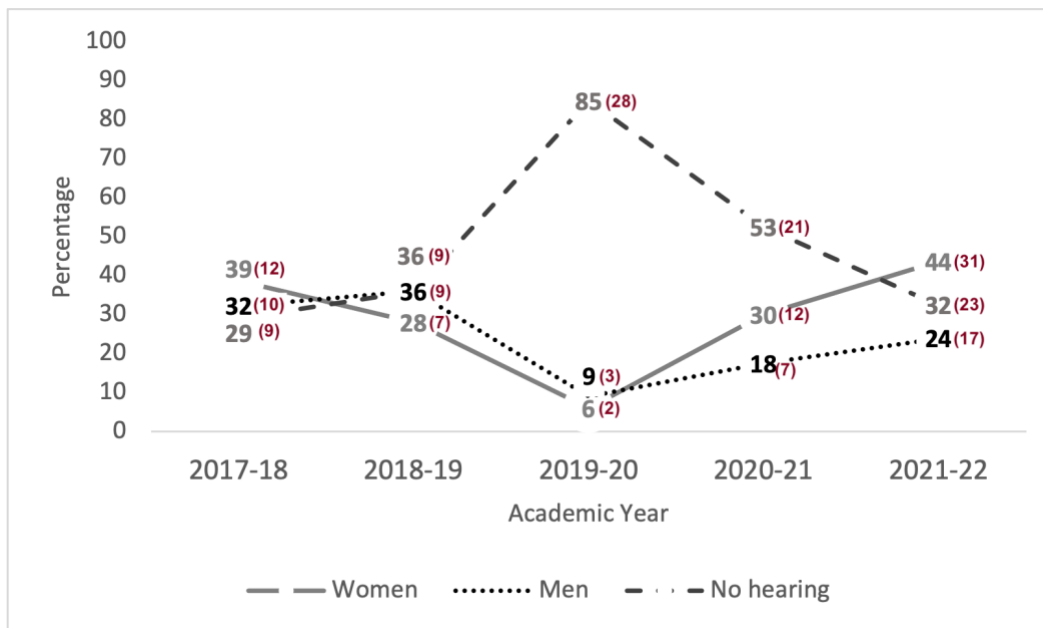


Figure 2.11.2.1: Proportion of academic staff at plagiarism meetings. Count in parentheses.
Source: School of Social Science, University of Aberdeen.

2.11.3 External speakers at seminars

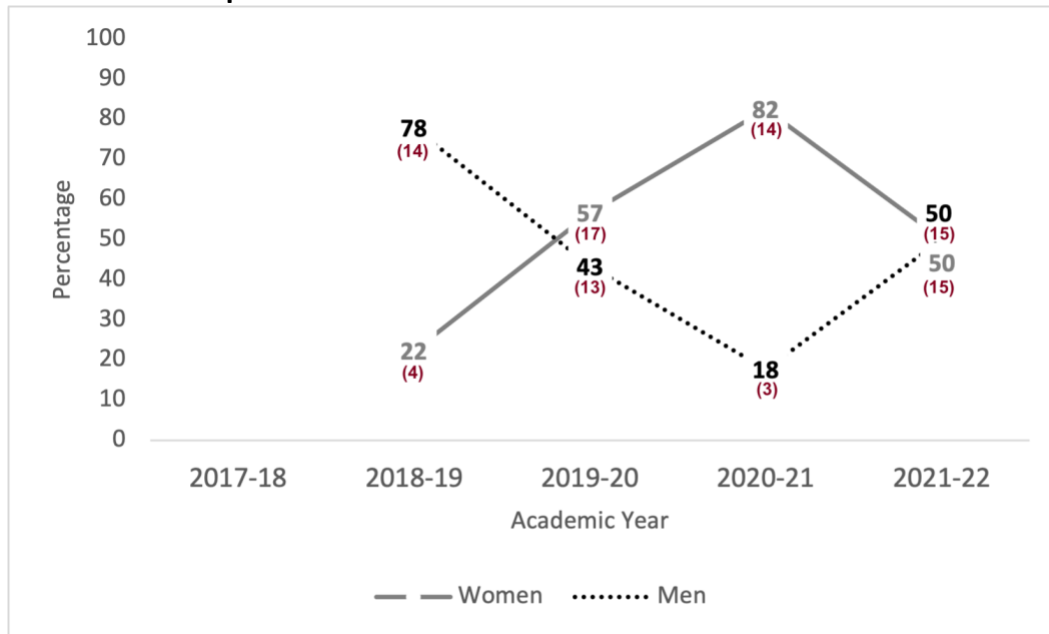


Figure 2.11.3.1: Proportion of speakers in seminar series. Count in parentheses.
Source: School of Social Science, University of Aberdeen.

2.11.4 Workload Model: Tariffs

Table 2.11.4.1: General workload tariffs

Source: Head of School, School of Social Science, University of Aberdeen

	Teaching (40%)	Research (40%)	Admin (20%)	Teaching & Admin (85%)	Research (15%)	CPD	Total
Teaching & Research	630 hours	630 hours	290 hours			100 hours	1650 hours
Teaching & Scholarship				1314 hours	236 hours	100 hours	1650 hours

Table 2.11.4.2: Detailed workload tariffs

Source: Head of School, School of Social Science, University of Aberdeen.

Role	Suggested tariff	Rational	Data Source
Head of School	1400	Based on 32 hours per week (leaving 5/6 hours per week for research)	
Heads of Discipline (with Academic Line Manager responsibilities)	250 plus 20 hours per FTE staff within discipline	250 hours is equivalent to 15% of FTE which is approx. 5/6 hours per week	Head count from staff list (PT)
Academic Line Manager	5 hours per FTE line managed by ALM	Annual Review (2 hours; 1+1 prep/execution) plus 3 arbitrary hours for day-to-day matters	ALM list shared with HR (PT)
Athena SWAN Lead/EDI (halved if role shared)	300 (150 each to co-leads)	Equivalent of one day per week	
Director of Education (pro rata reduction if Deputy used)	400	Director of Education x 40% of FTE = 650 hrs. For Social Science the role is divided between UG and PG i.e. 400 + 250 hours (DoTL, DoPGT and DoPGR) Agreed DoPGT & DoPGR receiving same number of hours	
Director of Research (pro rata reduction if Deputy used)	400	Director of Research x approx. 25% of FTE	
Director of Postgraduate Studies (PGT and PGR)	250 each i.e. PGT and PGR	See above DoE role	
Director of Student Recruitment & Experience	250	Equivalent to Director of PG Studies	
Internationalisation Co-ordinator	92	Based on 1-2 hours per week x 46 weeks i.e. 52 weeks minus 6 weeks annual leave	
Teaching-related:			
AW1006 marking	5	No allocation for course co-ordination which is undertaken by DoE (part of role)	HoD
Contact teaching hours i.e., lecture, tutorial, seminar, etc.	Multiplier of 4	Each contact hour to be multiplied by 4	HoD

Course co-ordinator for course (class total x 0.1)	Class total x 0.1	UG and PGT courses	List of courses running and Student Records System (SRS) for class totals (PT)
MRes Programme Director	20 hours plus 3.5 hours per registered student per programme	Agreed 20 hours plus 3.5 hours per registered student per programme (approximately 45 minutes per week)	HoD
PGR supervision	30 pro-rata according to supervision percentage	Agreed 30 hours split according to supervision percentage (report now received from SRS to facilitate calculations) (approximately 2.5 hours per month)	Kerry to create report for individuals to verify
PGT dissertation/project supervision	10	Less supervision required than a UG dissertation.	HoD to advise PT
PGT Programme Co-ordinator	20 hours plus 3.5 hours per registered student per programme	Agreed 20 hours plus 3.5 hours per registered student per programme. <i>September and January start programmes to be counted as one programme in respect of the 20 hours, however, as data collection is anticipated to be in February annually January starts multiplier will be 1.75 hours per registered student (plus 20 hours).</i>	SRS for programme totals
PhD Programme Director	92	Triage-type role different to Programme Director role Based on 1-2 hours per week x 46 weeks i.e. 52 weeks minus 6 weeks annual leave	HoD
UG dissertation/project supervision	15	Supervision meetings plus first and second marking, and moderation	HoD
Discipline-related:			
Discipline Library rep	10	Equivalent of an hour per month (i.e. 52 weeks minus 6 weeks annual leave)	
Exams Officer	Total of class totals x 0.6	Calculation based on Honours student numbers by 0.6 multiplier i.e. total of 39xx + 39yy + 49xx + 49yy	SRS totals of level 3 and 4 XX and YY course codes
Go-Aboard/Erasmus Co-ordinator incoming/outgoing	3 hours/student per semester	Role descriptor provided by GoAbroad team.	GoAbroad team to confirm loads
Open Day/Recruitment Co-ordinator	10.5	Number of Open Days x 3.5	

SSLC Convenor	14	Number of meetings (mid term/end of term x 2) x 3.5	
Website Co-ordinator	10	Equivalent of an hour per month (i.e. 52 weeks minus 6 weeks annual leave)	
Research-related:			
Discipline Research Officer	46	Differs from UoA REF lead and/or Impact Case lead Based on 1 hour per week x 46 weeks i.e. 52 weeks minus 6 weeks annual leave	
School Impact Case Champion Agreed at SCG (21 October 2021)	20	Equivalent to 10 hours per half session, 20 hours per AY	
UoA REF Impact Case lead	40	Applied same allowance as other Schools	
UoA REF lead	130	Director role (400) divided by 3 disciplines	
Other:			
Communications Champion	5	Each edition (x 2) 2.5 hours to request, collate and publish	
CPD Champion	5	Equivalent of 30 minutes per month (i.e. 52 weeks minus 6 weeks annual leave)	
Disabilities Officer	10	Equivalent of an hour per month (i.e. 52 weeks minus 6 weeks annual leave)	
Elected Senate member	25	Elected role, applied same allowance as other Schools	
Health & Wellbeing/Mental Health lead	5	Half Disabilities Officer role	
HEI Pathway Representative (SGSSS)	85	The Path Rep position within the SGSSS (which is Scotland's DTC within the ESRC, job description supplied)	
Information Champion (dealing with issues of data protection and email/IT security)	10	Equivalent of an hour per month (i.e. 52 weeks minus 6 weeks annual leave)	
Institutional representative on Council Collaboration Strategy Committee	10	Equivalent of an hour per month (i.e. 52 weeks minus 6 weeks annual leave)	
Institutional SGSAH representative	92	Equivalent to 2 hours per week p.a. (i.e. 52 weeks minus 6 weeks annual leave) University requirement (post)	
ISC Link Tutor	12	1 hour per month (i.e 52 weeks as applications received during summer vacation)	
Personal Tutor	1 hour per student per AY	1 hour per student allocated per academic year	Allocation list received from InfoHub
Plagiarism Officer	Multiplier of 4	Number of cases per PO multiplied by 4 (uplift from 3.5 hours to account for cases referred but	Plagiarism database

		not taken forward), Data from previous year to be used for workload.	
PGT Admissions Reviewer (role shared 60/40% in School)	46	Equivalent to 1 hour per week p.a. (i.e. 52 weeks minus 6 weeks annual leave)	
Race Equality Champion (Race Equality Steering Group)	70	Equivalent to 1.5 hours per week p.a. (i.e. 52 weeks minus 6 weeks annual leave)	
Recruitment Officer	70	Equivalent to 1.5 hours per week p.a. (i.e. 52 weeks minus 6 weeks annual leave)	
Research Ethics Officer	92	Equivalent to 2 hours per week p.a. (i.e. 52 weeks minus 6 weeks annual leave)	
Research Seminar co-ordinator	10	Equivalent of an hour per month (i.e. 52 weeks minus 6 weeks annual leave)	
School or Institutional Working Group lead	15**	Based on 5 meetings p.a. x 3 hours each (i.e. 1.5 hours for papers + 1.5 hours for meeting)	
School or Institutional Working Group representative	10**	Based on 5 meetings p.a. x 2 hours each (i.e. 1 hour for papers + 1 hour for meeting)	
School or Institutional Committee member (when not included in School Director role)	10**	Based on 5 meetings p.a. x 2 hours each (i.e. 1 hour for papers+ 1 hour for meeting)	
School Quality Assurance Committee representative	130	Confirmed by UoA Director of Studies	
Senior Personal Tutor	1 hour per week for SPT role plus 1 hour per student	1 hour per week (46 weeks i.e. 52 weeks minus 6 weeks annual leave) for SPT role plus 1 hour per student (his/her own load) allocated per academic year	Allocation list received from InfoHub
STAR 1 Co-ordinator	10	Equivalent of an hour per month (i.e. 52 weeks minus 6 weeks annual leave)	
STAR 2 Co-ordinator	10	Equivalent of an hour per month (i.e. 52 weeks minus 6 weeks annual leave)	
Students for Students Co-ordinator	5	Equivalent of 30 minutes per month (i.e. 52 weeks minus 6 weeks annual leave)	

Table 2.11.4.3a: Workload, Female Staff. Note non-binary staff members were excluded due to increased risk of disclosure.

Source: Head of School, School of Social Science, University of Aberdeen.

FTE	Teaching	Admin	Research	Total_{Actual}	Total_{Target}	Δ_{Actual-Target}
1	556.3	169.3	630	1355.6	1650	-294.4
1	769.6	290	630	1689.6	1650	+39.6
0.3	90.3	0	189	279.3	495	-215.7
0.6	295.2	0	378	673.2	990	-316.8
1	326.2	673.75	630	1629.95	1650	-20.05
1	511.9	353	630	1494.9	1650	-155.1
1	517.2	71	630	1218.2	1650	-431.8
1*	612.1	581.5	630	1823.6	1650	+173.6
1	705.4	22	236	963.4	1650	-686.6
1	810.8	77.5	630	1518.3	1650	-131.7
1	752.7	99	630	1481.7	1650	-168.3
0.2	85	10	126	221	330	-109
1	762.9	65	630	1457.9	1650	-192.1
1	538.3	61	630	1229.3	1650	-420.7
0.6	362.5	81.2	378	821.7	990	-168.3
1	514.9	32	630	1176.9	1650	-473.1
1	423.4	116	630	1169.4	1650	-480.6
0.75	521.8	98.25	315	935.05	1237.5	-302.45
1	731.5	456	630	1817.5	1650	+167.5
1	590.8	209.95	630	1430.75	1650	-219.25
1	393.6	170	630	1193.6	1650	-456.4
1	751.8	107	236	1094.8	1650	-555.2
\bar{x}Women	528.4	170.2	514.0	1212.5		

Table 2.11.4.3b: Workload, Male Staff. Note non-binary staff members were excluded due to increased risk of disclosure.

Source: Head of School, School of Social Science, University of Aberdeen.

FTE	Teaching	Admin	Research	Total_{Actual}	Total_{Target}	$\Delta_{Actual-Target}$
1	704.05	32	630	1366.05	1650	-283.95
0.8	1106.7	0	188.8	1295.5	1320	-24.5
1	534.2	199.5	630	1363.7	1650	-286.3
1	657.5	239	630	1526.5	1650	-123.5
1	725.4	71.6	630	1427	1650	-223
1	704.3	50	236	990.3	1650	-659.7
1	538.6	340.6	630	1509.2	1650	-140.8
1	562.8	102.75	630	1295.55	1650	-354.45
1	646.1	433	236	1315.1	1650	-334.9
0.5	380.1	14.75	126	520.85	825	-304.15
1*	844.8	668	630	2142.8	1650	492.8
1	765.2	99	630	1494.2	1650	-155.8
0.5	295.9	37	315	647.9	825	-177.1
1	594.5	152.25	630	1376.75	1650	-273.25
1	610	88	630	1328	1650	-322
1	556.4	311	630	1497.4	1650	-152.6
1*	501.1	633.25	630	1764.35	1650	114.35
0.2	136.9	0	0	136.9	330	-193.1
1	886.2	95	630	1611.2	1650	-38.8
1	646	60	630	1336	1650	-314
1*	245.5	1476.5	630	2352	1650	702
0.5	370.1	44	315	729.1	825	-95.9
1	759.35	202.6	630	1591.95	1650	-58.05
1	899	118	630	1647	1650	-3
1	665.7	327	630	1622.7	1650	-27.3
1	647.5	200	630	1477.5	1650	-172.5
\bar{x}_{Men}	614.8	230.6	514.9	1360.2		

2.11.5 SSS Athena SWAN Action Plan 2017

Table 2.11.5.1: SSS Athena SWAN Action Plan 2017

Source: School of Social Science, University of Aberdeen.

SAT	<ul style="list-style-type: none"> a. Rotating membership b. Revision of EDI objectives in light of School plan c. Increase awareness of AS d. Run annual surveys e. Annual revision of EDIC members f. Annual School forum to discuss EDI business g. Publish membership guidelines and responsibilities
Student Support	<ul style="list-style-type: none"> a. Increase awareness of AS among UG / PG student community b. Gather further data on UG / PG community by gender c. Track UG / PG student numbers by gender d. Monitor PT students by gender e. Length of study by gender f. Review marketing images, as disciplines disproportionately popular amongst females
ALM training	<ul style="list-style-type: none"> a. Ensure all academic staff are given support for training b. Hold promotion surgeries c. Gather qualitative data investigating resignation by gender d. Ensure equality in fixed term contracts
Career progression	<ul style="list-style-type: none"> a. Facilitate EDI training b. Explore possibility for a formal feedback policy on prospective candidates c. Support gender balanced selection committees d. Ensure appropriate knowledge training of appraisers e. Monitor update in staff training by sex f. Monitor update in University-wide offering on EDI training g. Open AR to talk about work-life-balance h. Collect data on usefulness of AR i. Gather feedback on effectiveness on ALM / Probationer j. Appoint mentoring champions k. Raise awareness of mentoring opportunities l. Work towards a fair workload model m. Ensure workload is audited with regard to gender equality n. Propose best practice to out-of-hours emails o. Monitor gender equality with regard to impact / outreach activities p. Track external engagement by gender q. Track staff's participation in senior women's networks
Work-Life Balance	<ul style="list-style-type: none"> a. Appoint member to support in maternity / paternity matters b. Revise support with staff members before / during / after maternity / paternity leave

	<ul style="list-style-type: none">c. Reintegration of those on maternity / paternity leaved. Establish three KIT days with ALMe. Raise awareness of KIT daysf. Awareness of breastfeeding areasg. Ensure meetings take place at reasonable working hoursh. Gather data on part-time / flexi worki. Clarify flexi workj. Raise awareness of mental healthk. Aim to create a data base of invited speakers by sexl. Collaborate with University and external networks
--	--

Appendix 3: Glossary

ALM	Academic Line Manager
AP	Action Plan
AR	Annual Review
AS	Athena Swan
AT	Anthropology
AY	Academic Year
CPD	Continuous Professional Development
EC	Education Committee
ECR	Early Career Researcher
EDI	Equality, Diversity, and Inclusion
EDIC	Equality, Diversity, and Inclusion Committee
FT	Full-time
GMH	Guaranteed Minimum Hours
HE	Higher Education
HEI	Higher Education Institution
HR	Human Resources
IC	Internationalisation Committee
ISC	International Students Coordinator
IT	Information Technology
KIT	Keeping in touch
LTC	Learning and Teaching Committee
PG	Postgraduate
PGC	Postgraduate Committee
PGR	Postgraduate Research
PGT	Postgraduate Taught
PIR	Politics and International Relations
PO	Plagiarism Officer
PT	Part-time
RA	Research Assistant
REF	Research Excellence Framework
RKTC	Research and Knowledge Transfer Committee
SA	Student Association
SAT	Self-Assessment Team
SCG	School Consultative Group
SEC	Senior Executive Committee
SGSAH	Scottish Graduate School for Arts and Humanities
SGSSS	Scottish Graduate School for the Social Sciences
SL	Senior Lecturer
SSLC	Staff Student Liaison Committee
SOC	Sociology
SPT	Senior Personal Tutor
SREC	Student Recruitment and Exchange Committee
SRS	Student Records System
SS	Social Science
SSS	School of Social Science
STAR	Students Taking Active Roles
TA	Teaching Assistant
TLC	Teaching and Learning Committee
UG	Undergraduate
UA	University of Aberdeen
WU	Write-up