

University of Aberdeen

Interim Equality and Diversity Mainstreaming and Equality Outcomes Report April 2015



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1 Introduction

The University of Aberdeen has invested significantly in mainstreaming equality and diversity since publishing its second Single Equality Scheme which contained a Mainstreaming Equality report and launched the University's five strategic and ambitious Equality Outcomes:

http://www.abdn.ac.uk/staffnet/documents/policy-zone-governance-and-compliance/Update_2_of_FINAL_Equality_Outcomes_Scheme_1_Nov_13.pdf

This interim report on the Single Equality Scheme provides a progress update on the University's programme for mainstreaming equality and in achieving the Equality Outcomes.

The Equality and Diversity agenda is integrated into most aspects of the University, and the University Court, the University's Governing Body, has taken an active role in monitoring progress.

2 Capacity Building

The University approved a proposal in September 2014 to make the existing on-line Equality and Diversity training mandatory. Staff who do not have access to a PC at work have received face-to-face training.

The impact of making the training mandatory has been a 40% increase in uptake since September 2014. The University's Director's Group receives monthly reports on uptake and Heads of School receive information on uptake in their schools. Staff are expected to prove completion of the training through producing the certificate of completion, in particular at their Annual Review.

As well as an increase in uptake, the impact of the mandatory training has been an increased engagement with the University's three Colleges in Equality and Diversity issues.

A number of selected staff from the Professional Services and the College of Life Sciences and Medicine have attended training on Unconscious Bias delivered by Equate Scotland.

The University is in the process of procuring and customising on-line Unconscious Bias training for all staff. This training will be mandatory for staff participating in recruitment and selection and promotion panels.

The University will launch on-line training for students in September 2015. Equality and Diversity is one of three areas (the others being Employability and Health and Safety) which will be covered in the training material. The course will be credit-bearing and, if successfully completed, will appear as an achievement on students' Certificate of Achievement.

3 Organisational Structures

The University Principal, Professor Sir Ian Diamond, has taken a personal interest in the Equality and Diversity agenda, in particular in relation to gender equality in STEMM (Science, Technology, Engineering, Maths and Medicine) areas. Professor Neva Haites continues in her role as Vice Principal for Development and Equality and Diversity. The Advisory Group on Equality and Diversity continues to oversee and monitor the University's progress on Equality and Diversity and provides valuable input to the development of policies and initiatives.

The University has undertaken a full review of its committee structures with the aim of reducing the number of committees and streamlining governance structures. Equality and Diversity was embedded throughout the review. The result of this for Equality and Diversity has been:

- All committee papers must now describe the impact on protected characteristic groups of the proposal within the paper and whether an EQIA has been carried out or is planned

- The formal template, to be completed by committee clerks and approved by the committee, for committee remit, composition and membership must refer to the diversity of the committee and indicate where improvements are required if necessary

The impact of these proposals has been that equality and diversity has been embedded in the governance structure.

Court, the University's governing body, has agreed a Diversity Statement of Intent. The Statement sets out targets for improving the diversity profile of Court, focussing initially on the gender profile while also recognising that positive action will be required to increase representation of the other protected characteristics. This has had a significant impact for instigating positive action. A female Court member was recently appointed following using positive action measures such as advertising with 'Women on Boards' and making links with local and national networks.

The Court's Statement is as follows:

"The Governing Body of the University of Aberdeen (the University Court) is committed to supporting the achievement of excellent practice in embedding the principles of Equality and Diversity across all of the University's activities. In particular, the Court recognises that the increasing diversity of the University staff and student community adds to the University's success and integrity. The Court believes that its own membership should represent the diverse nature of the University community insofar as is possible and practicable. To this end, the Court will seek, without prejudicing the skills and knowledge requirements of the Court, to address the current gender imbalance within its membership and will aim to achieve and maintain female representation of a minimum of 25%, with aspirations to achieve 40%, over the longer term. The Court also recognises that Equality legislation protects nine specific characteristics (gender, race, religion, sexual orientation, age, pregnancy and maternity, transgender status, disability, marriage and civil partnership) and will endeavour to promote inclusivity and equality for all groups through its business and in due course may set goals in relation to these particular aspects of diversity. The University will ensure that the recruitment and selection processes for Court appointments are transparent, fair and objective. All internal or external bodies when electing or appointing members of Court are asked to take this statement and the commitment to greater diversity on Court that it represents, into account."

The three Colleges have made steady progress in mainstreaming equality and diversity. Professor Haite and the Equality and Diversity Adviser have attended College Executive and College Forums on a rolling basis. This has had the effect of the Colleges becoming fully engaged with the Athena SWAN Charter and developing a timetable for School submissions. All three Colleges have appointed Equality Champions and the College of Physical Sciences has also established a College Equality and Diversity Group. The College of Life Sciences and Medicine have appointed a full-time Athena SWAN Co-ordinator whose role includes promoting gender equality in STEMM areas. An institutional Athena SWAN Officer has also been appointed to drive forward gender equality in STEMM at a strategic level.

4 Charter Marks

The University holds a Bronze Athena SWAN award and has submitted an application in April 2015 for a renewal of that award. Three Schools are planning to submit applications for awards in November 2015 with other Schools planning submissions in the future.

Since 2013 the University has become a Stonewall Diversity Champion. The University submitted an application to the Workplace Equality Index in 2014 and 2015 and increased its position in the Index by 66 places.

The University will host Stonewall's Role Models Programme in June 2015. The University's approach to LGBT equality was showcased in Stonewall's publication "Starting Out: Lesbian, Gay and Bisexual Careers Guide 14/15".

Our involvement in the Athena SWAN Charter has certainly increased support and engagement in wider Equality and Diversity issues. This is evidenced by the results of the staff Equality and

Diversity questionnaire conducted in 2015. An increased number of respondents reported that they were aware of Equality and Diversity initiatives and the Athena SWAN Charter.

5 Networks and Events

Establishing and developing networking groups has been a key feature of the progress made in mainstreaming equality since 2013.

This has been of importance as it has assisted the University to make changes which have resulted in a positive impact for individuals.

Members of the Network Groups commented that they would have liked to have been able to discuss joining the Group with a member before attending a meeting. We have, therefore, created specific web pages for each Group and provided the names and details of contacts.

The Network Groups came together to enjoy a picnic in the University gardens in summer 2014. They have also made links with similar Networks across the city and with the student societies.

5.1 Staff LGBT Network

Since April 2013 the University has established a staff LGBT Network. The Network was originally managed through Policy, Planning and Governance, however, it has now become independent. The Network held elections and now has a Chair, Vice Chair, Policy Officer and two Social Conveners.

The Chair comments:

"It is recognised that people often perform at their best when they work in an environment where they can be comfortably open and honest about their personal life, rather than having to devote effort to hide or neutralise their relationships. Some reports suggest employees who are "out" at work are 10% more engaged than those who are not. It is essential for any forward-thinking organisation to ensure they are appropriately supporting their LGBT staff. The creation of the LGBT Network Group at the University of Aberdeen has been a significant step forward in supporting these staff and will also improve the profile of the University when marketing to, and recruiting from, the LGBT community. We are grateful to the Equality & Diversity team for establishing the group, which is now being run by a small committee of volunteers, drawn from across the University. LGBT policy at the University. The committee members are committed to enhancing the opportunities for all LGBT staff & students at the University, as well as so called "straight allies", and as part of this are preparing an action plan to address areas for improvement noted in the Stonewall Workplace Equality Index. We are committed to make this a great place to work for all staff and ensuring the needs of LGBT staff are respected and accommodated."

Ian J Robotham, LGBT Network Group Chair

The Network has held a number of events such as an evening reception to commemorate LGBT History Month at which one of its members (who is a Professor at the University) provided a talk on "Cultures which recognise more than two genders". This event was attended by the Network members, students, members of the Robert Gordon University LGBT Network, Aberdeen City Council, Aberdeenshire Council and Grampian Regional Equality Network.

The Network has also attended and organised social gatherings with other organisations in the city and has invited speakers to its meetings for example, the University's Staff Development Partner provided a talk on mentoring opportunities at the University.

Representatives from the Network and Policy, Planning and Governance have participated in the North East LGBT Development Group to organise and host events.

5.2 Staff Disability Network

The Staff Disability Network meets regularly to discuss how the University can improve support for disabled staff. Network members have been very open about their own disabilities in order that specific changes can be made. A number of members have also met with Professor Haites on a one-to-one basis and this has resulted in improvements for those individuals.

The Staff Disability Network has fed into policy decisions and also was given a tour of the new Aberdeen Aquatics Centre before it was opened to the public to discuss disability issues. The University of Aberdeen was a partner in the Centre's development.

5.3 Parent's Network

The Parent's Network has been recently established to support the University's Athena SWAN ambitions. The Network comprises colleagues from the College of Life Sciences and Medicine and the College of Physical Sciences. Subsequent Networks will include colleagues from across the University and students.

5.4 Senior Women's Network

Professor Neva Haites chairs a Senior Women's Network, open to women from across the University. The Network discusses particular issues for women as well as inviting guest speakers. The Network meets on a social basis to provide opportunities for informal networking. Additionally, the female Professors in the College of Physical Sciences meet on an informal basis to network and share ideas. It is recognised that these Networks focus on senior women and we will be establishing local STEMM networks for women at key career transition points.

5.5 Harassment Advisers Network

The University's Harassment Adviser Network comprises trained staff volunteers who support staff who wish to discuss bullying and harassment in a confidential setting. The Harassment Advisers provide a 'sign-posting' service and a listening ear. Despite advertising the service widely, the results of the Staff Equality and Diversity questionnaire indicates that awareness of the service has declined slightly. This could be a reflection that staff are more aware of the options open to them. We plan to recruit additional Advisers and to promote the service directly with the three Colleges.

5.6 BME Mentoring Project

The University has participated in the STUC's OneWorkplace Black and Minority Ethnic Mentoring Programme. This created a small network of mentors and mentees within the University and a broader network with colleagues involved in the programme in other Scottish Universities. The programme has been completed, although the University's mentoring relationships continue. A toolkit is being developed and once this is received it will feed in to decisions regarding the University's own Staff Mentoring Scheme.

5.7 International Women's Day

The University's first International Women's Day Conference was held in March 2014 and attracted an audience of 250 delegates. The theme was "Inspiring Women" and speakers included colleagues from the University of Edinburgh (Professor Lesley Yellowlees) and the University of Stellenbosch, the Chief Scientific Adviser at the European Commission, Professor Anne Glover, colleagues from BP and the legal profession, and Dame Evelyn Glennie. The second conference in March 2015 was equally successful. Delegates were invited to complete evaluation forms and the results indicated that the conferences were extremely well received.

"Congratulations to you and all the team as that's the best and most enjoyable meeting I have been to for a long time and I certainly learned a huge amount! It was brilliant."

The University also invited local and National groups to present a Trade Stand at the Conferences, which helped to make links between the protected characteristic groups. The organisations involved included GREC (Grampian Regional Equality Council), NESS (North East Sensory Services), Interfaith Scotland, Stonewall Scotland and Aberdeen Muslim Women's Association.

There is a commitment to an annual University celebration of International Women's Day.

6 Employee Information

Employee information can be found at Appendix 2.

Following the publication of the Second Single Equality Scheme we have improved our data collection mechanisms. This has resulted in the University now being able to report recruitment data, a significant step forward since April 2013. We are working on a mechanism for reporting this annually. We have also established a clear pathway of data collection regarding information required for Athena SWAN submissions and this will support future School and Institutional applications for awards.

We have acted on qualitative and quantitative data gathered through the Staff and Student Equality and Diversity questionnaires and our low disclosure rate for disability.

As partners in the Equality Challenge Unit's Attracting Diversity project, we are actively assessing the diversity and equality of our student populations, and addressing any areas of underrepresentation, as well as assessing the effectiveness of our recruitment and admissions processes. This project is currently on-going, but its outcomes will inform future decision-making.

The University is in the process of implementing a new management information system (OneSource). Equality and Diversity monitoring requirements will be embedded in the specification for the new system.

Although the University did make efforts to gather current staff equality profile data on religion and belief and sexual orientation, this has not been incorporated into the University's HR systems. This is a key priority for the next two years. We do have the equality profile breakdown of the respondents to the Staff Equality and Diversity questionnaire; however, this was undertaken on an anonymous basis and so cannot be transferred to HR records.

7 Equal Pay Information

The University remains committed to undertaking Equal Pay Reviews every two years. The most recent Equal Pay Review was conducted in 2013. The overall (vertical) gender pay gap was 25%, a reduction from 36% in 2010, and 29% in 2007. The gap is heavily influenced by the higher proportion of females in Grades 1-5 and the higher proportion of males in Grades 6-9.

The horizontal gender pay gap at grade level shows acceptable gaps within the recommended 5% threshold, with the exception of the Grade 9 Off Scale group where the gap is 5%.

The table below shows the figures for the University. This information is not available at School level.

Grade	Number of Employees		Mean Salary			Median Salary		
	FEMALE	MALE	FEMALE	MALE	GAP	FEMALE	MALE	GAP
1	146	35	£14,616	£14,328	-2%	£14,905	£14,202	-5%
2	74	49	£16,314	£16,148	-1%	£16,316	£16,091	-1%
3	240	119	£19,417	£19,783	2%	£20,172	£20,172	0%
4	177	74	£23,322	£23,763	2%	£23,352	£24,049	3%

5	250	100	£27,863	£28,034	1%	£28,685	£28,685	0%
6	360	278	£33,607	£33,999	1%	£33,230	£34,223	3%
7	258	239	£42,709	£42,637	0%	£43,312	£43,312	0%
8	119	192	£51,713	£52,442	1%	£53,233	£53,233	0%
9	13	38	£60,323	£61,042	1%	£59,897	£61,690	3%
9 Off	40	145	£80,970	£85,677	5%	£73,121	£79,942	9%
TOTAL	1680	1277	£31,323	£41,962	25%	£28,685	£36,298	21%

8 Equality Outcomes – Making a Difference

The Action Plan which was developed in 2013 to provide a structure to meeting the Equality Outcomes is attached at Appendix 1 and depicts the progress made to date. The information below also shows the actions which have been taken to achieve the Equality Outcomes.

The University's Second Single Equality Scheme provides details regarding how the Equality Outcomes were developed and the evidence used. The Outcomes were intended to cover 2013 – 2017 and we feel that the Outcomes still reflect the Equality and Diversity Vision. We therefore do not propose to introduce new Equality Outcomes or amend the existing Outcomes in 2015.

We have, however, indicated below and in the action plan where further action will be taken over the next two years. Unless stated otherwise, these actions will be managed by Policy, Planning and Governance.

The University proactively sought the views of external auditors to assess the effectiveness of Equality and Diversity practice at the University. The Audit results were generally positive and the recommendations from the report have been implemented.

Outcome 1

The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.

- The University's strategic plan embeds Equality and Diversity. One of the University's values is:

"Equality and diversity

We enjoy a diverse and cosmopolitan community which enriches our university, the City of Aberdeen and the North-East of Scotland. We embrace equality and diversity in all our work and encourage all our students and staff to achieve their full potential."

The University is currently developing a new Strategic Plan. The consultation process has involved a series of workshops on specific topics and open sessions. Equality and Diversity is fully embedded in the draft document.

- University committees must consider the diversity profile of their membership. All committee papers must state whether an Equality Impact Assessment has been conducted and the results of the assessment.
- The University's Equality Impact Assessment process has been updated and is now available to complete on-line. **Action:** Provide updated training on conducting equality impact assessment to key individuals across the University.
- We conducted the first Equality and Diversity questionnaire of students in 2013. The results indicated that in general, students believed that they had been treated fairly and without discrimination during their time at the University. However, the areas we are looking at include:

- Addressing areas of under-representation in particular subject areas in our student population;
- Improving retention through our new personal tutoring system introduced in 2013/14 and a recently formed Retention Task Force;
- Providing online training to teaching staff to reinforce their role in challenging inappropriate humour and “banter”.

In addition, a new Student Maternity Policy is now in place and the impact of this will be monitored.

Outcome 2

Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality

- Equality and Diversity training is now mandatory for all staff. All staff must complete the ‘Diversity in the Workplace’ module and academic staff must also complete the ‘Diversity in Teaching and Learning’ module. **Action:** Director’s Group and University Management Group to receive updates on uptake once a month and action to be taken in areas where uptake is low.
- All staff involved in recruitment and selection must complete the on-line training module ‘Equality in Recruitment and Selection’.
- Selected staff have attended training on Unconscious Bias. **Action:** Implement on-line Unconscious Bias training by September 2015.
- All new lecturing staff receive an induction which includes a session on Equality and Diversity.
- The Colleges now have Equality and Diversity Champions and/or Athena SWAN Champions whose role includes being a first point of contact for equality issues in the College. The College of Physical Sciences has established an Equality and Diversity Group. **Action:** Hold events/meetings every 3 months to bring the Champions together to share ideas and update on new initiatives.
- In response to a request from the University Committee on Teaching and Learning for support regarding student queries on religion and belief issues, a Working Group was established to produce a policy to support staff and students. This policy has been launched.
- The Aberdeen University Students Association (AUSA) requested that the University review its policy on Student Parents and Students who become pregnant during their studies. A Working Group was established and agreed that the information and guidance available should be refreshed and this updated guidance was approved by the Student Affairs Committee. **Action:** Review the impact of the new guidance through liaising with AUSA every 6 months (Head of Student Support).

Outcome 3

The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies

- A key focus over the last two years has been to increase the profile of Equality and Diversity across the University. Regarding the Equality Act 2010 in 2013, 77.4% of respondents reported that they had some knowledge or were fully familiar with the Act. This had risen to 85.67% of respondents in 2015. In 2013, 29.4% of respondents had some or full knowledge of Athena SWAN Charter. By 2015 this had increased to 61.97% of respondents. This has been achieved through an increased use of the Staff E-zine to publicise equality networks/events and achievements, attendance by Professor Haites and the Equality and Diversity Adviser at College Executive meetings, presentations

delivered to College Forums by Equality and Diversity Adviser and the inclusion of Equality and Diversity in University management development training.

- The 2014-2015 academic year was the second year of implementation of our new personal tutoring system. This offers all students individualised support once they join the University to help smooth the transition into higher education, help them realise their full potential, and to continue to address any barriers to retention or achievement that they may face.
- An Equality Code of Practice for the REF2014 (Research Excellence Framework) submission was developed and an Equality Impact Assessment was undertaken on the selection process. The inclusion rate for males in REF2014 was 79% and for females 65%, an increase on the inclusion rates for RAE 2008 of 73% males and 58% females.

	REF 2014		RAE 2008	
	Male	Female	Male	Female
Gender split				
Eligible population	65%	35%	68%	32%
Selected population	70%	30%	71%	29%
Not selected population	53%	47%	59%	41%

The highest number of women who were not selected were in the School of Medicine and Dentistry and the School of Education. These are the two areas where staff, although eligible under REF rules, are increasingly employed for their teaching and professional development expertise. If both Schools are taken out of the analysis, the gender split in the eligible population is 72% male and 28% female and in the selected population, 73% male and 28% female. The adjusted inclusion rates for this scenario are 83% for male researchers and 78% for female researchers.

Male	79%
Female	65%
34 and under	77%
35-49	79%
50-65	66%
66 and over	77%
Disability declared	65%
Black/minority ethnic backgrounds	87.5%
White backgrounds	72%

The number of eligible staff with a declared disability is small (2% of the population). The apparently low inclusion rate relates to a total of 20 members of staff of whom 13 have been included in the submission.

Across all schools, age group 50-65 which represents 34% of the eligible population, shows a slightly lower inclusion rate than other age groups. It includes almost all eligible staff who are not included because of their roles focus on management and administration.

The eligible population includes 85.7% staff who declare white ethnic origin, 9.3% who declare black or other minority ethnic origin and 4.8% whose ethnic origin is unknown or not disclosed. The selected population includes 83.7% staff of white ethnic origin, 12.5% of black or other minority ethnic origin and 5.1% staff whose ethnic origin is unknown or not disclosed.

An Equality Impact Assessment was undertaken on the selection process. The REF Steering Group agreed that the assessment had flagged up management, rather than selection, issues. The apparent gender imbalance in the selected population could not be addressed by changes to the selection procedure, but was a wider issue being addressed through Athena SWAN and other equality projects. The Colleges have established regular research reviews for all academic members of staff to assess overall workload modelling and the portfolio of activities for each academic.

- The University's Outcome Agreement with the Scottish Funding Council includes specific targets on Equality and Diversity.

- The University has appointed a specialist coach on a consultancy basis to support staff who are preparing to go on or have just returned from maternity/paternity/adoption leave. The coaching has been highly successful, with 47 members of staff accessing the service since 2012. A colleague noted in their feedback:

“The maternity coaching was a very valuable experience, helping me to plan ahead, prepare for parenthood, and think about my work/life balance.”

- The University has participated in Project SEARCH. It is a one year Internship programme, supporting young people with additional needs to gain skills and experience to go on to employment. Project SEARCH Aberdeen commenced in September 2013 and is hosted by the University (on our King’s College campus). It is delivered in partnership with North East Scotland College, Inspire (Partnership Through Life), Aberdeen City Council, Aberdeenshire Council and the Scottish Consortium for Learning Disabilities (SCLD).

Project SEARCH enables twelve Interns per year to receive support to undertake three work placements within the University, whilst studying to attain a vocational qualification. Upon graduation, the Interns receive support to source and sustain paid employment and at the end of the first year of the project, 11 out of 12 graduates gained employment within the Grampian area.

The programme has also enhanced awareness and understanding of the needs of those with learning disabilities across the University, particularly in relation to acceptance of the challenges and barriers these individuals face in an increasingly competitive employment market. Staff employed in areas which have hosted internships have received tailored disability awareness training which has supported their personal development.

Outcome 4

The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued

- The AUSA Priority Campaign in 2014/15 has been Equality and Diversity. This has resulted in a number of actions which have complemented and supported the University’s Equality and Diversity ambitions. For example, a campaign which raises awareness of harassment entitled ‘We Get It’ was launched; the Student President has delivered a series of Women in Leadership workshops (which inspired one delegate to run for election); developing a map of gender-neutral toilets around campus.
- All of the University’s Equality Networks have increased in size over the last two years. This has had the significantly positive impact of increasing networking opportunities and increasing the profile of the Networks. The Networks have been publicised to all staff and demonstrate the University’s commitment to engaging with equality groups. **Action:** Publicise meeting/event dates and promote the Network Groups. **Action:** Deliver an annual Equality Networks event.
- The University Chaplaincy held an event entitled ‘Around the World in Many Faiths’ which brought staff and students of all faiths together.
- The University’s International Women’s Day celebrations have been highly successful with evaluation form responses reporting that the Conference inspired delegates. The University’s Women’s Exhibition has been touring the University, particularly the STEMM Schools. The Exhibition comprises five stunning posters of female graduates or staff who have excelled in their chosen careers. The Sir Duncan Rice Library also hosted a Muslim Women’s Exhibition which depicted the ambitions of Muslim women.
- Mentoring opportunities are available to staff, both through Human Resources and through the Colleges.

Outcome 5

The University will further gender equality and address the gender balance in STEMM subjects

- The University achieved an Athena SWAN Bronze award in April 2012. A Bronze renewal submission was submitted in April 2015.
- The Athena SWAN Action Plan 2015 – 2018 can be found at Appendix 3.
- Key achievements in relation to gender equality have included:
 - Timetable for School Athena SWAN submissions established for 2015
 - Data collection mechanisms agreed for Athena SWAN submissions
 - Diversity Statement of Intent agreed by University Court
 - Recruitment and selection and promotion panels are required to consider their gender balance
 - Unconscious Bias training sessions delivered
 - Parent's Network established
 - Senior Women's Network established
 - Athena SWAN focus groups held, facilitated by Equate Scotland
 - Specialist maternity/paternity/adoption coaching is available to staff
 - Enhanced Shared Parental Leave Policy agreed
 - Appointment of an Institutional Athena SWAN Officer and an Athena SWAN Co-ordinator in Life Sciences and Medicine
- The University has increased female representation at Senior Management level and there has been some steady progress in female representation at senior academic levels in the College of Physical Sciences and the College of Life Sciences and Medicine.

9 Conclusion

Since the launch of the University's Second Single Equality and Diversity Scheme, Mainstreaming Equality and Diversity has been a strategic aim. The Equality Outcomes have assisted the University by providing a focus on activities which will make a real difference to the University's culture and also to individuals.

If you would like to comment on this Interim Report or contribute to Equality and Diversity consultations please e-mail diversity@abdn.ac.uk

UNIVERSITY OF ABERDEEN

SINGLE EQUALITY AND DIVERSITY SCHEME ACTION PLAN 2013-2017

Objective	Outcomes	Actions	Lead	Protected characteristics	Equality Act 2010	Progress
1 Establish and Communicate an Equality and Diversity Vision	The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.	Review current Vision and revise if appropriate Promote the vision on websites/newsletters Update Equality and Diversity Policy and Code for Staff and Students	PPG PPG PPG/Human Resources/AUSA	All	Foster good relations between diverse groups Eliminate discrimination, harassment and victimisation Advance equality of opportunity between all people with protected characteristics.	New vision created and promoted E&D Policy reviewed
2 Increase uptake of Equality and Diversity training opportunities to support the vision and its implementation through attitudes and behaviours	Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality	Provide reports to UMG on uptake of the E-training modules Promote the training wherever possible Design specialised training where required and proactively identify staff groups who should receive specific training	PPG PPG PPG/Human Resources	All	Foster good relations between diverse groups Eliminate discrimination, harassment and victimisation Advance equality of opportunity between all people with protected characteristics.	Equality and Diversity training became mandatory for all staff in October 2014. Uptake is being monitored and the training is being promoted. Face-to-face training is being provided to colleagues who do not have access to a PC. Unconscious Bias training is in the process of being procured.

Objective	Outcomes	Actions	Lead	Protected characteristics	Equality Act 2010	Progress
		<p>Re-issue the information about the training to Directors/Heads of College/Heads of School indicating that it is their responsibility to encourage their staff to complete the training</p> <p>If, after 6 months, the uptake has not increased so that at least 50% of staff have completed it, consider making the training mandatory, particularly for new members of staff.</p>	<p>PPG</p> <p>UMG/SMT</p>			<p>Completed</p> <p>Specialised training delivered to groups of staff including the Volunteer Patients, the Harassment Advisers, the Law School, REF Appeals Panel, Students4Students Peer Mentoring Programme</p>
3 Use management systems to embed Equality	Staff will have greater understanding of their responsibilities in Equality and Diversity and apply this in their practice to positively advance equality	Advise Heads of School to include Equality and Diversity as a Probationary Objective e.g. asking whether colleagues have completed the E-training	PPG/Human Resources	All	Eliminate discrimination, harassment and victimisation	UMG paper re mandatory training discussed the use of appraisals and probationary meetings to achieve compliance with the policy of mandatory training

Objective	Outcomes	Actions	Lead	Protected characteristics	Equality Act 2010	Progress
4 Collect and analyse staff and student equality data	<p>The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.</p> <p>The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued</p>	<p>Produce employee and student data by 30 April 2013</p> <p>Use the data to develop Equality Outcomes as required by legislation</p> <p>Use the data to inform decision-making</p> <p>Produce an Equality and Diversity report and data every two years</p> <p>Collect data on all protected characteristics</p>	<p>PPG/Human Resources/ Registry</p> <p>PPG</p> <p>PPG/UMG/ SMT</p> <p>PPG/Human Resources/ Registry</p> <p>Human Resources/ Registry</p>	All	Eliminate discrimination, harassment and victimisation	<p>Completed</p> <p>Completed</p> <p>On-going</p> <p>Next report due April 2015</p> <p>HR commenced the process of monitoring on all protected characteristics</p>
5 Raise knowledge level and awareness of Equality and Diversity with Senior Managers	<p>The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.</p> <p>The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued</p>	<p>Develop and present staff and student case studies to Senior Managers</p> <p>Engage College Executives</p> <p>Provide regular updates to UMG/SMT</p>	<p>PPG/Human Resources/ AUSA</p> <p>PPG</p> <p>PPG</p>	All	<p>Foster good relations between diverse groups</p> <p>Eliminate discrimination, harassment and victimisation</p> <p>Advance equality of opportunity between all people with protected characteristics</p>	<p>Following the analysis of the staff and student questionnaire results, case studies will be compiled and presented</p> <p>Equality and Diversity now regular agenda items on College Executive committees and VP for E&D and E&D Adviser attend when appropriate</p> <p>Updates on key initiatives presented to UMG/SMT</p>

Objective	Outcomes	Actions	Lead	Protected characteristics	Equality Act 2010	Progress
6 Review Equality Impact Assessment and promote	The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.	Launch on-line EQIA system Provide guidance to policy makers on Equality Impact Assessment	PPG PPG	All	Eliminate discrimination, harassment and victimisation	On-line toolkit being piloted with a plan to fully launch by Sept 2015
7 Equality and Diversity becomes a standing item on University Committee agendas	The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.	Encourage Committees to consider Equality and Diversity issues when decision-making and provide guidance on how to do this	PPG	All	Eliminate discrimination, harassment and victimisation	Equality and Diversity is required to be considered within all papers which are presented to University Committees Committees review undertaken and recommended all Committees review their diversity profile. 'Statement of Intent' developed by Court on increasing diversity within its own membership and Court members have been asked to complete an Equality Monitoring form. Gender balance of College Committees been reviewed as part of Athena SWAN activities
8 Develop and implement an Equality and Diversity Communications Strategy	The principles of Equality and Diversity will be a day-to-day consideration within all of the University's activities, both strategically and operationally.	Establish a routine for Equality and Diversity items to be featured in Staff News Develop University Equality Network Groups and encourage local	PPG/ Communications PPG/Human Resources	All	Foster good relations between diverse groups Eliminate discrimination, harassment and victimisation	Increased use of Staff e-zine to promote equality initiatives, e.g. to launch and publicise Network Groups, to seek participants for BME Mentoring Programme, to promote IWD

Objective	Outcomes	Actions	Lead	Protected characteristics	Equality Act 2010	Progress
	The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued	<p>networks within Schools/Colleges</p> <p>Work with College Registrars to identify most effective routes for mainstreaming within the Colleges</p> <p>Use 'Many Voices. One University' branding on Equality and Diversity communications</p> <p>Athena Swan logo to be added to job adverts and University communications</p>	<p>PPG/College Registrars</p> <p>PPG/Communications</p> <p>PPG/Human Resources/Communications</p>		Advance equality of opportunity between all people with protected characteristics	<p>Conference, to promote 'Inspiring Women' exhibition, to communicate Diversity Stonewall Champion status</p> <p>Disability Network Group, LGBT Network Group, Senior Women's Network, Harassment Advisers Network all fully established and a new Parents' Network been established.. Gender-based networks in Colleges beginning to be established as part of Athena SWAN activities</p> <p>Equality Networks web page developed with key contact names for each Protected Characteristic.</p> <p>College Registrars involved in University's participation in ECU Mainstreaming Equality through Governance and Management Programme</p> <p>Athena SWAN and Stonewall Diversity Champions logos on recruitment webpages.</p>

Objective	Outcomes	Actions	Lead	Protected characteristics	Equality Act 2010	Progress
						Athena SWAN Communications Strategy developed.
9 Improve diversity representation on University Court and other University Committees	<p>The University will be an inclusive community where staff and students are able to fulfil their full potential in their work or studies</p> <p>The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued</p>	<p>Identify what the University wishes to achieve regarding diversity on Court and Committees</p> <p>Identify the barriers and how to overcome them</p>	<p>PPG</p> <p>PPG</p>	All	<p>Foster good relations between diverse groups</p> <p>Eliminate discrimination, harassment and victimisation</p>	<p>Statement of Intent on diversity of the University court developed and approved by Court. Commitment to working to achieve 40% female representation. Commitment to take measures to increase diversity across all of the Protected Characteristics. EQIA being undertaken on Court member recruitment process. Court members have been asked to complete an equality monitoring form. Used 'Women on Boards' for recent Court recruitment campaign.</p>
10 Achieve Athena Silver Award and support Schools to submit award applications	<p>The University will further gender equality and address the gender balance in STEMM subjects</p> <p>The diversity of the University community will be celebrated and recognised so that all staff and students feel respected and valued</p>	<p>Monitor progress on Athena Action Plan</p> <p>Participate in Scottish Athena Network</p>	<p>PPG/Human Resources</p> <p>PPG/Human Resources</p>	Gender	Eliminate discrimination, harassment and victimisation	<p>CLSM submitted an application for College Bronze, but were unsuccessful. Using feedback from that process to inform future work. School of Medicine and Medical Sciences aiming to achieve Silver by 2015. Institutional Bronze renewal to be submitted April 2015.</p> <p>Examples of key Athena</p>

Objective	Outcomes	Actions	Lead	Protected characteristics	Equality Act 2010	Progress
						Activities already undertaken: Senior Women's Network established Speed Mentoring Sessions Maternity/Paternity coaching offered Successful International Women's Day 2014 Conference and 2015 Conference planned Inspiring Women Exhibition displayed across the University Core meetings to be held between 10am-4pm

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Mainstreaming Report Update: Staff Statistics

Data for 2013

Table 1: Staff age by College

Age	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
16-24	6	1.2	22	1.9	4	1.0	70	6.2	102	3.2
25-34	92	18.1	276	23.7	109	27.5	241	21.3	718	22.5
35-44	139	27.4	339	29.1	118	29.8	290	25.6	886	27.7
45-54	137	27.0	333	28.6	98	24.7	268	23.7	836	26.1
55-64	105	20.7	175	15.0	51	12.9	233	20.6	564	17.6
65 and over	28	5.5	18	1.5	16	4.0	30	2.7	92	2.9
Total	507	100	1,163	100	396	100	1,132	100	3,198	100

Table 2: Staff gender by College

Gender	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Female	264	52.1	711	61.1	109	27.5	699	61.7	1,783	55.8
Male	243	47.9	452	38.9	287	72.5	433	38.3	1,415	44.2
Total	507	100	1,163	100	396	100	1,132	100	3,198	100

Table 3: Staff disability by College

Disability	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Yes	15	3.0	25	2.1	7	1.8	55	4.9	102	3.2
No	414	81.7	944	81.2	337	85.1	887	78.4	2,582	80.7
Unknown	58	11.4	162	13.9	28	7.1	148	13.1	396	12.4
Refused	20	3.9	32	2.8	24	6.1	42	3.7	118	3.7
Total	507	100	1,163	100	396	100	1,132	100	3,198	100

Table 4: Staff working hours by College

FT/PT	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
FT	393	77.5	877	75.4	350	88.4	731	64.6	2,351	73.5
PT	114	22.5	286	24.6	46	11.6	401	35.4	847	26.5
Total	507	100	1,163	100	396	100	1,132	100	3,198	100

Table 5: Staff ethnicity by College

Ethnicity	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Asian	3	0.6	37	3.2	17	4.3	11	1.0	68	2.1

Black	7	1.4	8	0.7	2	0.5	9	0.8	26	0.8
Chinese	7	1.4	19	1.6	21	5.3	7	0.6	54	1.7
Mixed	3	0.6	4	0.3	1	0.3	8	0.7	16	0.5
Other	147	29.0	226	19.4	138	34.8	114	10.1	625	19.5
White	320	63.1	826	71.0	191	48.2	956	84.5	2,292	71.7
Information refused/unknown	20	3.9	43	3.7	26	6.6	27	2.4	117	3.7
Total	507	100	1,163	100	396	100	1,132	100	3,198	100

Table 6: Characteristics of staff who left the University by College

	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Male	65	51.6	72	41.1	39	67.2	98	42.4	274	46.4
Female	61	48.4	103	58.9	19	32.8	133	57.6	316	53.6
Total	126	100	175	100	58	100	231	100	590	100
	No	%	No	%	No	%	No	%	No	%
Disabled	0	0	4	2.3	1	1.7	9	3.9	14	2.4
Not Disabled	103	81.7	138	78.9	47	81.0	181	78.4	469	79.5
Unknown	23	18.3	33	18.9	10	17.2	41	17.7	107	18.1
Total	126	100	175	100	58	100	231	100	590	100
	No	%	No	%	No	%	No	%	No	%
Asian	1	0.8	8	4.6	3	5.2	5	2.2	17	2.9
Black	1	0.8	3	1.7	2	3.4	3	1.3	9	1.5
Chinese	1	0.8	5	2.9	5	8.6	3	1.3	14	2.4
Mixed	0	0.0	1	0.6	0	0.0	2	0.9	3	0.5
Other	29	23.0	48	27.4	23	39.7	37	16.0	137	23.2
White	91	72.2	106	60.6	24	41.4	180	77.9	401	68.0
Refused/Unknown	3	2.4	4	2.3	1	1.7	1	0.4	9	1.5
Total	126	100	175	100	58	100	231	100	590	100
	No	%	No	%	No	%	No	%	No	%
16-24	2	1.6	16	9.1	5	8.6	80	34.6	103	17.5
25-34	39	31.0	68	38.9	31	53.4	75	32.5	213	36.1
35-44	32	25.4	54	30.9	11	19.0	26	11.3	123	20.8
45-54	25	19.8	19	10.9	5	8.6	20	8.7	69	11.7
55-64	21	16.7	11	6.3	4	6.9	24	10.4	60	10.2
65 and over	7	5.6	7	4.0	2	3.4	6	2.6	22	3.7
Total	126	100	175	100	58	100	231	100	590	100

Data for 2014

Table 7: Staff age by College

Age	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
16-24	4	0.8	23	1.9	11	2.6	83	7.2	121	3.7
25-34	92	18.2	297	24.7	112	26.9	247	21.3	748	22.8
35-44	135	26.7	323	26.9	130	31.2	280	24.2	868	26.5
45-54	148	29.2	342	28.5	92	22.1	288	24.9	870	26.5
55-64	101	20.0	193	16.1	57	13.7	221	19.1	572	17.4
65 and over	26	5.1	23	1.9	15	3.6	38	3.3	101	3.1
Total	506	100	1,201	100	417	100	1,157	100	3,281	100

Table 8: Staff gender by College

Gender	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Female	264	52.2	738	61.4	125	30.0	708	61.2	1,835	55.9
Male	242	47.8	463	38.6	292	70.0	449	38.8	1,446	44.1
Total	506	100	1,201	100	417	100	1,157	100	3,281	100

Table 9: Staff disability by College

Disability	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Yes	14	2.8	23	1.9	8	1.9	60	5.2	105	3.2
No	421	83.2	1,003	83.5	361	86.6	922	79.7	2,707	82.5
Unknown	53	10.5	145	12.1	28	6.7	139	12.0	365	11.1
Refused	18	3.6	30	2.5	20	4.8	36	3.1	104	3.2
Total	506	100	1201	100	417	100	1,157	100	3,281	100

Table 10: Staff working hours by College

FT/PT	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
FT	396	78.3	920	76.6	366	87.8	753	65.1	2,435	74.2
PT	110	21.7	281	23.4	51	12.2	404	34.9	846	25.8
Total	506	100	1,201	100	417	100	1157	100	3,281	100

Table 11: Staff ethnicity by College

Ethnicity	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Asian	4	0.8	41	3.4	18	4.3	10	0.9	73	2.2
Black	7	1.4	9	0.7	6	1.4	10	0.9	32	1.0
Chinese	8	1.6	20	1.7	19	4.6	7	0.6	54	1.6
Mixed	3	0.6	6	0.5	2	0.5	6	0.5	17	0.5

Other	145	28.7	248	20.6	147	35.3	121	10.5	661	20.1
White	313	61.9	835	69.5	198	47.5	967	83.6	2,313	70.5
Information refused/unknown	26	5.1	42	3.5	27	6.5	36	3.1	131	4.0
Total	506	100	1,201	100	417	100	1,157	100	3,281	100

Table 12: Characteristics of staff who left the University by College

	CASS		CLSM		COPS		ADMIN		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Male	30	32.3	66	36.1	62	64.6	99	37.6	257	40.5
Female	63	67.7	117	63.9	34	35.4	164	62.4	378	59.5
Total	93	100	183	100	96	100	263	100	635	100
	No	%	No	%	No	%	No	%	No	%
Disabled	3	3.2	6	3.3	3	3.1	11	4.2	23	3.6
Not Disabled	82	88.2	164	89.6	86	89.6	225	85.6	557	87.7
Unknown	8	8.6	13	7.1	7	7.3	27	10.3	55	8.7
Total	93	100	183	100	96	100	263	100	635	100
	No	%	No	%	No	%	No	%	No	%
Asian	0	0.0	9	4.9	8	8.3	2	0.8	19	3.0
Black	1	1.1	2	1.1	4	4.2	4	1.5	11	1.7
Chinese	2	2.2	5	2.7	5	5.2	0	0.0	12	1.9
Mixed	0	0.0	1	0.5	1	1.0	3	1.1	5	0.8
Other	23	24.7	44	24.0	32	33.3	59	22.4	158	24.9
White	61	65.6	118	64.5	40	41.7	185	70.3	404	63.6
Refused/Unknown	6	6.5	4	2.2	6	6.3	10	3.8	26	4.1
Total	93	100	183	100	96	100	263	100	635	100
	No	%	No	%	No	%	No	%	No	%
16-24	8	8.6	18	9.8	9	9.4	85	32.3	120	18.9
25-34	29	31.2	78	42.6	43	44.8	74	28.1	224	35.3
35-44	18	19.4	52	28.4	20	20.8	39	14.8	129	20.3
45-54	14	15.1	16	8.7	12	12.5	24	9.1	66	10.4
55-64	13	14.0	12	6.6	9	9.4	23	8.7	57	9.0
65 and over	11	11.8	7	3.8	3	3.1	18	6.8	39	6.1
Total	93	100	183	100	96	100	263	100	635	100

Table 13: Numbers of applicants, interviewees, offers and job acceptances across the University 2011/12 to 2013/14

	Total	Female	Male	Unknown	% female
Applicants	17,066	8,506	8,324	236	50.5%
Interviewees	2,959	1,615	1,263	81	56.1%
Offers	781	399	336	46	54.3%
Acceptances	709	366	303	40	54.7%

**UNIVERSITY OF ABERDEEN
ATHENA SWAN ACTION PLAN 2015-2018**

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
1 Strategic Commitment				
<p>1.1 Maintain Athena SWAN Bronze award and work towards achieving an Institutional Silver award.</p> <p>The key strategic priority is to fully embed diversity and inclusion across the University.</p>	<p>Since the University's 2012 submission for an Athena SWAN Bronze award, progress has been made in laying strong foundations for the next 3 years and our journey to a Silver Institutional award. Additional staffing resources will deliver real change and impact over the next 3 years. A key focus for the forthcoming period will be to support Schools in their submissions, as well as measuring impact on the activities at Institutional level.</p>	<p>Vice Principal, Equality and Diversity Athena SWAN Officer CLSM Athena Swan Co-ordinator Equality and Diversity Adviser Champions from School SATs</p>	<p>Submission - 2018</p>	<ul style="list-style-type: none"> • Athena SWAN Institutional Bronze award maintained and actions in this Action Plan achieved and impact measured in preparation for an Institutional Athena SWAN Silver award submission • Prepared for Silver award submission • Achieved and maintained equality charter marks e.g. Gender Equality Charter Mark, Race Equality Charter Mark, Stonewall Diversity Champions – continued improvement in Workplace Equality Index
<p>1.2 Maintain a dynamic and informed Self-Assessment Team</p>	<p>a) Review the SAT membership every 6 months</p> <p>b) Use external benchmarking tools</p> <p>c) Capacity-build to maintain informed approach to Athena SWAN good practice</p> <p>d) Identify Champions from SAT to support/mentor School SATs</p>	<p>Vice Principal, Equality and Diversity Athena SWAN Officer CLSM Athena SWAN Co-ordinator Equality and Diversity Adviser</p>	<p>Submission-2018</p> <p>2015 -2018</p> <p>2015 -2018</p> <p>November 2015</p>	<ul style="list-style-type: none"> • SAT proactive in supporting the University to achieve an Institutional Silver award • SAT proactive in supporting Schools to achieve awards • SAT comprises appropriate colleagues, and includes representatives from School SATS • Notes of meetings and information on events publicised on Athena SWAN

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
	e) Review and action feedback from Athena SWAN panels		November 2015	web page <ul style="list-style-type: none"> • 100% of STEMM Schools hold an award by 2018 • School of Social Sciences submitted an application by 2016 • 50% of CASS Schools hold an award by 2018
2 Engagement with Schools				
2.1 Increase number of individual Schools which hold Athena SWAN or Gender Equality Mark awards	Work with Schools to encourage and support them to achieve Athena SWAN awards by: <ul style="list-style-type: none"> a) Supporting data collection b) Feeding back key points from internal or external networking meetings c) Supporting local networking opportunities d) Organising events for sharing of information between Schools who are preparing to submit and/or have already submitted e) Establish timetable for School submissions 	Athena SWAN Officer CLSM Athena SWAN Co-ordinator Equality and Diversity Adviser School SATs and academic champions	Planned submissions: School of Medicine and Dentistry – Nov 2015 School of Psychology – Nov 2015 School of Engineering – Nov 2015	<ul style="list-style-type: none"> • Schools submitting and achieving awards • At least 6 Schools achieve an award by 2018 • Clear system established for data collection • School of Social Sciences submitted under new Athena SWAN/GEM Charter
3 Career Development				
3.1 Fully embed the new Annual Review process across the University	a) Provide further guidance to line managers on how to conduct Annual Review	Human Resources Section	By end 2016	<ul style="list-style-type: none"> • Future feedback consultation exercises, undertaken every two years, demonstrate increased engagement and

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
	b) Review the feedback received on the Annual Review process and implement improvements where appropriate			satisfaction with the new Annual Review process <ul style="list-style-type: none"> All staff receive an annual review by 2017
3.2 Ensure women have access to appropriate researcher career development opportunities	a) Implement equality monitoring on Researcher Development activities to measure their impact and uptake by gender and other protected characteristics b) Use the data collected to inform improvements in the opportunities available	Policy, Planning and Governance Centre for Academic Development (Researcher Development Team) Heads of Schools	Introduce monitoring by September 2015	<ul style="list-style-type: none"> Data is collected and analysed and sent to Heads of Schools to inform further actions Data shows that women are proportionately represented in accessing researcher career development activities
3.3 Proactively engage with external leadership development programmes by promoting opportunities to women	a) Establish rolling budget for women to attend external leadership development programmes e.g. Aurora b) Track the careers of women attending internal and external leadership development programmes (participants on ILDP (International Leadership Development Programme) currently engaging in follow-up workshops designed to track their progress since completing the Programme) c) Ensure information captured through follow-up interventions are used for sustainable benefit	Human Resources Section (Training and Development)	Annual basis	<ul style="list-style-type: none"> Increased and proportionate number of women attending external leadership development programmes Funding is ring-fenced for women's leadership development opportunities Monitoring of the careers of women who attend leadership development programmes is undertaken On-going mentoring is provided

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
	<p>of the University</p> <p>d) Provide ongoing support to women attending the programmes and seek their involvement in mentoring programmes/acting as role models</p>			
<p>3.4 Ensure significant statistical gender differences and trends in the outcomes of the promotions process are investigated</p>	<p>a) Establish a 'flagging system' by reviewing all new data and highlighting unusual trends in the promotions statistics, and have an independent panel available to re-assess applications if appropriate</p> <p>b) All staff involved in promotion panels undertake unconscious bias training</p>	<p>Human Resources Section Policy, Planning and Governance</p>	<p>Commence after promotion process completed in 2015, and thereafter on an annual basis</p>	<ul style="list-style-type: none"> • Flagging system implemented and a clear reporting/action system established • 100% uptake of Unconscious Bias training for staff involved in promotions panels
<p>3.5 Proactively encourage women to apply for promotion</p>	<p>a) Require Heads of School to proactively identify female candidates for promotion</p> <p>b) Deliver specific promotions workshops for women</p>	<p>Vice Principal for Equality and Diversity, Heads of School and Sections, Human Resources,</p>	<p>December annually</p>	<ul style="list-style-type: none"> • Increase the % of females applying for a promotion from 7.3% to 8.1 % or better to align with male applications
<p>3.6 Increase mentoring opportunities for all staff</p>	<p>a) Promote mentoring scheme to all staff</p> <p>b) Procure on-line mentor/mentee matching system</p> <p>c) Deliver 'speed mentoring' opportunities annually and support the Colleges to deliver</p>	<p>Human Resources Section (Training and Development)</p>	<p>2015</p> <p>2015</p> <p>2015 – 2018</p>	<ul style="list-style-type: none"> • Increased visibility of mentoring opportunities – assess through Equality and Diversity questionnaire/Staff Survey • Successful speed mentoring events on an annual basis • Evaluate effectiveness of speed mentoring through a

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
	<p>speed mentoring opportunities</p> <p>d) Maintain monitoring records of the uptake of mentoring and its impact</p> <p>e) Monitor uptake by protected characteristics</p>		<p>2015-2018</p> <p>2015-2018</p>	<p>follow-up with participants at 3 months and 12 months after the event</p> <ul style="list-style-type: none"> Equality and Diversity questionnaire results show increased awareness of mentoring opportunities
3.7 Increase networking opportunities for women in STEMM areas	<p>a) Support the members of the Senior Women's Network to establish local networking groups in their own Schools</p> <p>b) Host an annual 'Women in STEMM' event</p> <p>c) Promote the Parent's Network and other Equality Networks</p>	<p>Policy, Planning and Governance</p> <p>Human Resources</p> <p>Heads of School</p> <p>PERU and Festival & Events Teams</p>	<p>September 2016</p> <p>Annually from 2016</p> <p>Ongoing from 2015</p>	<ul style="list-style-type: none"> Network groups established in every STEMM School and for all levels of staff, with a particular focus on supporting staff at key transition points Effectiveness of events measured through Equality and Diversity survey Equality and Diversity survey results show an increased awareness of Equality Network Groups
4 Organisation and Culture				
4.1 Increase awareness of gender equality and Athena SWAN across the University	<p>Implement the Athena SWAN Communications Plan:</p> <p>a) Regular updates in Staff E-Zine</p> <p>b) Link in to wide Equality and Diversity promotional activities</p> <p>c) Ensure Athena SWAN website is updated regularly</p>	<p>Communications Team</p> <p>Athena SWAN Officer</p> <p>Athena SWAN Co-ordinator (CLSM)</p> <p>Athena SWAN Officer</p> <p>Athena SWAN Co-ordinator (CLSM)</p>	Ongoing 2015 - 2018	<ul style="list-style-type: none"> Equality and Diversity questionnaire results demonstrate an increase in awareness of Athena SWAN Equality and Diversity questionnaire results demonstrate staff feel confident to report gender imbalance issues and/or act on these Greater gender balance in seminar series and other events organised internally.

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
	d) Ensure Athena SWAN messages pervade the institution's wider spectrum of activities that bring internal and external audiences together	PERU		
4.2 Implement Equality and Diversity training across the University	a) Monitor uptake of the mandatory Equality and Diversity on-line training b) Continue to promote the training through presentations and committee meetings c) Continue to provide face-to-face training for staff who do not have access to a PC d) Implement Unconscious Bias training for all staff e) Introduce mandatory Unconscious Bias training for staff involved in recruitment, selection and promotion committees	Equality and Diversity Adviser	2015 to 2017 2015 to 2018 2015 to 2018 2016 2016	<ul style="list-style-type: none"> • 100% completion rate of the on-line Equality and Diversity training, with all new-starts completing the training within 3 months of commencing employment • Unconscious Bias training available for all staff • 100% completion rate of Unconscious Bias training for staff involved in recruitment, selection and promotion panels
4.3 Collect qualitative and quantitative data to monitor impact of gender equality initiatives and identify trends	a) Staff Equality and Diversity questionnaire was completed in 2015, next due in 2017 b) Conduct Athena SWAN Focus Groups annually c) Student Equality and Diversity questionnaire completed in 2013,	Policy, Planning and Governance Human Resources School Athena SWAN Self-Assessment Teams	2017 Annually from 2015 2015	<ul style="list-style-type: none"> • Data-gathering exercises undertaken and results used to set targets and identify priorities for action

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
	<p>next due in 2015</p> <p>d) Improve collection of recruitment data to show annual figures and by grade</p> <p>e) Build gender and equality monitoring data requirements into the specification for the new Information Management System (Onesource)</p>		<p>2018</p> <p>2016</p>	
4.4 Reduce bullying and harassment	<p>a) Promote University Harassment Adviser Service to all staff</p> <p>b) Implement monitoring by protected characteristic and issue of cases dealt with by the Harassment Advisers</p>	Equality and Diversity Adviser Human Resources Section Heads of School and Sections,	<p>Every 6 months</p> <p>Dec 2015</p>	<ul style="list-style-type: none"> • Results of Equality and Diversity questionnaire indicate decreasing levels of bullying and harassment • Results of monitoring of Harassment Adviser cases indicate trends or areas where action is required • 'Zero tolerance' approach promoted
4.5 Account is taken of Equality and Diversity in the membership profile of University and College committees	<p>a) Review profile of University and College committees</p> <p>b) Issue a reminder-note to Chairs regarding committee membership profile</p> <p>c) Consider the development of a 'committee role shadowing initiative'</p>	Chairs of Committees Policy, Planning and Governance Heads of College	December 2016	<ul style="list-style-type: none"> • Proportionate gender balance on University and College committees is achieved

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
4.6 University Court achieves increased diversity in its membership, particularly gender balance	a) Monitor the impact of Court's 'Diversity Statement of Intent' b) Undertake Equality Impact Assessment of Court's recruitment procedures c) Increase links with women's business networks e.g. Women on Boards, Business Women Scotland	Policy, Planning and Governance	December 2015 and ongoing	<ul style="list-style-type: none"> • Targets set in Statement of Intent achieved • EQIA of recruitment process indicates where action could be taken
5 Flexible Working				
5.1 Promote the University's flexible working policies internally and externally	a) Continue to deliver Flexible Working Roadshows across the University b) Disseminate guidance to managers on dealing with flexible working requests c) Discuss flexible working issues with the Parent's Network and feed suggestions back to Human Resources/Senior Management Team d) All jobs offered for consideration on a part-time or flexible working basis and objective justifications provided where this is not possible	Human Resources Section Heads of College Equality and Diversity Adviser	December 2015 2015-2018 Ongoing	<ul style="list-style-type: none"> • Staff questionnaire results and focus group results, together with directly questioning managers and staff will indicate changes in number of flexible working requests • Suggestions from Network Groups actively considered and where changes are made, these should be promoted

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
5.2 Ensure the new nursery meets the needs of staff and students	a) Present a business case to extend the Rocking Horse Nursery hours	Policy, Planning and Governance	2016	<ul style="list-style-type: none"> Feedback on nursery provision is positive
5.3 Support female academics returning from maternity/adoption leave	a) Provide guidance to managers on how to support female academics returning from maternity leave b) Consider a policy regarding a 'protected period' on return from maternity leave c) Promote the maternity/paternity coaching service d) Provide guidance to course co-ordinators regarding how to support parents and carers in terms of their teaching responsibilities i.e. where possible, accommodate school/nursery drop-off times	Human Resources Section College Registrars	December 2015 June 2016 2015-2018 September 2015	<ul style="list-style-type: none"> Female academics report positive experiences regarding return from maternity/adoption leave through focus groups and questionnaires Increased uptake of the maternity/paternity coaching service
5.4 All appropriate staff have the opportunity to participate in the governance and decision-making bodies of the University	a) Monitor the University's policy of holding core committee meetings between the hours of 10am – 4pm b) Increase number of female conveners of committees	Policy, Planning and Governance Vice Principal, Teaching and Learning	April 2016 2018	<ul style="list-style-type: none"> 100% of all University core meetings held between 10am – 4pm Increased number of female conveners

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
5.5 Parents and carers supported to attend conferences	a) Establish a fund which colleagues can apply for to support them with childcare costs while they attend conferences and monitor uptake	Vice Principal for Equality and Diversity Policy, Planning and Governance	2016	<ul style="list-style-type: none"> Fund used to support staff and feedback positive
5.6 Develop an accurate picture of staff flexible working arrangements	a) Colleges and Professional Services Sections to record flexible working arrangements and provide information to Human Resources Section	Heads of School Heads of Section Human Resources Section	September 2015	<ul style="list-style-type: none"> Data been recorded on staff flexible working patterns Opportunities for identifying and sharing good practice are identified Assess consistency of approach across the Colleges and Professional Services
6 Key Career Transition Points				
6.1 Support women to progress from postdoc to Lecturer and increase female representation at Grades 8 and 9	a) Review development opportunities for postdoc level and make recommendations for improvements b) Implement new process for exit interviews and monitor outputs and make improvements for support for post-docs where necessary c) Promote and continuously improve Principal Investigators Programme d) Create a pool of specialist female mentors to support post-docs in the transition to ECR	Policy, Planning and Governance IT Services Human Resources Centre for Academic Development	September 2016 2016 Ongoing 2016	<ul style="list-style-type: none"> Increase of % of women progressing to lecturer Women's mentoring scheme established

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
	e) Monitor the number of fixed term contracts and investigate reasons for any increases			
6.2 Attract more women to apply for positions in College of Physical Sciences	a) Review recruitment material in the Colleges b) Link Athena SWAN website to recruitment websites c) Review where adverts for positions in College of Physical Sciences are placed d) Increase work placements for female school pupils in STEMM areas e.g. CareerWise programme	Heads of School in College of Physical Sciences Human Resources Section Policy, Planning and Governance	June 2016 Sept 2015 2015 2015 -2017	<ul style="list-style-type: none"> Increase in numbers of women applying for positions in College of Physical Sciences from 26% of applications to 40% in 2018
6.3 All staff participating in recruitment and selection and promotion panels receive appropriate training	a) Ensure panel members have completed 'Equality and Diversity in Recruitment and Selection' training and Unconscious Bias training	Human Resources Policy, Planning and Governance	Monitor uptake on an ongoing basis; Introduce Unconscious Bias training by September 2015	<ul style="list-style-type: none"> 100% uptake of training by selection panels
6.4 Gender balance is a key consideration in establishing recruitment and selection and promotions panels	a) Require all recruitment and promotion panels to report the gender balance of their panel to Human Resources	Human Resources	September 2015	<ul style="list-style-type: none"> All panels have an appropriate gender balance

Objective	Action	Individual/ Section/School/College Responsible	Timescale	Success Indicators
7 Promoting women's careers and raising the profile of women in STEMM areas				
7.1 Showcase women's achievements	a) Increase the complement of banners within the 'Inspiring Women' exhibition b) Increase the number of portraits of female staff and graduates c) Use case studies to promote the success of individual women in STEMM areas and use these on websites and Staff E-Zine, particularly women who have worked flexibly/work part-time d) Include case studies in appropriate publications e.g. AU Science magazine e) Include profiles on University Twitter account and Facebook page	Human Resources Section Policy, Planning and Governance Communications Team Festival & Events and Public Engagement with Research Unit	2015-2018	<ul style="list-style-type: none"> • Increased level of activity to promote women's achievements • Case studies sought from across the University e.g speakers at the Senior Women's Network/Esslemont Group • Case studies presented on Athena SWAN website and promoted
7.2 Celebrate International Women's Day	a) Host International Women's Day events b) Promote the success of the two conferences held to date	Policy, Planning and Governance Human Resources Festival & Events and Public Engagement with Research Unit	Annual events	<ul style="list-style-type: none"> • Successful events achieved • Events held at School level • Evidence that both men and women have been inspired by the events, collated through evaluation forms, Equality and Diversity questionnaire, number of enquiries and suggestions regarding future events