Abertay University Athena SWAN Bronze Action Plan 2018-2022

Abbreviations: see the Glossary on p4 of the application form, and the list of SAT members in s3 (iv)

SAT = Accountable SAT member

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria
Institutional Overview							
1	Further mainstream AS principles	AS included in 2015-20 Strategic Plan and Outcome Agreement with SFC; E&D (including AS) required to be covered in School and Service Operational plans	i. Include achievement of an AS Silver award as an aim in the Strategic Plan 2020-2025; ii. Ensure School annual Operational Plans include a mandatory item on Athena Swan and gender equality action and progress; iii. Schools will review staff and student equality data annually and identify action in their Operational Plans to address any issues.	i. Included in approved plan by August 2020; ii. Annually from September 2018; iii. Annually from September 2018.	i. Exec/ Court ii. HoSs/ Director of Planning	EF	School Silver target in Strategic Plan, and achieved by 2022. Gender equality activities and action plans reported by Schools and Services annually.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria
					iii. HoSs, SRO, Registry, HR		
2	Ensure Court and senior management commitment to and engagement with AS	Since 2014: periodic reports to Court and key academic committees, standing item on People, Health & Equality Comm of Court; workshop with SMG	Provide the Exec, Court, Senate and relevant committees and groups, including SMG with at least annual updates on the University's AS activities and progress against the action plan.	Scheduled agenda item on Senate, Court, SMG and other key committees in March/April annually (commencing 2019).	SAT Project Co-ordinator/ SAT Chair as appropriate, and Secretariat	DN	Annual AS reports produced and reported to PHE Committee.
3	Address Gender imbalance in UG and PG student population, implementing action from the Attracting Diversity in Student Recruitment project	Participated in ECU Attracting Diversity in Student Recruitment project in 2015-16. Pilot initiative focused on entry requirements, articulation routes and degree titles and action was identified and taken e.g. reviewing entry requirements and identifying alternative qualifications, reviewing	i. Undertake quantitative review of admissions data (applications, acceptances, enrolments for degree programmes; applications, offers, acceptances related to minimum access levels including intersectionality with contextual factors) to gauge impact of action under the Attracting Diversity project	i. Completion by June 2018 ii. Completion by June 2018	External and Corporate Relations, Academic Registry, Strategic Planning.	KO	Significantly increased applications, acceptances and enrolments from under-represented genders in the identified courses.

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria
		articulation routes and degree titles. Outcome Agreement with SFC includes commitment to eliminating any gender imbalance of over 75% female or male students.	ii. Undertake quantitative analysis of patterns of participation in pre-requisite qualification subjects iii. Work with academic staff and students, as appropriate, to identify options and additional action to support applications for under-represented genders in Computing, Computer Games, Food, Sport and to address differences in PGR and PGT numbers in SDI and DBS, to include consideration of minimum entrance and subject requirements, programme titles and design, marketing material and imagery.	iii. & iv. Work started by August 2018			
4	Develop support for students with caring responsibilities and student parents	[A carer is anyone who cares, unpaid, for a friend of family member who cannot cope without their support.]	i. Adapt registration process to gather information re students' caring/parental responsibilities. ii. Develop targeted support to meet students' needs, through work with Lead Voices.	i. By September 2018 ii. From September 2018	Academic Registrar Director of Student Services	KO	Registration process captures data Protocol and process developed to support student carers by September 2019

	Issue & area for action identified	Action to date	Action	Timescale (start/ complete/ milestones)	Responsibility	SAT	Success criteria
5	Address the gender imbalance of Senate and other committees	We have pro-actively encouraged women to stand for election and nomination by highlighting the committee gender imbalance and nominating female representatives whenever appropriate.	i. Actively encourage women to stand for election to Senate when membership is renewed. ii. Make available opportunities for shadowing, observing and open seats available and advertise these opportunities to all staff, especially for committees with a poor gender balance.	i. Prior to elections in 2019 and beyond ii. Re-publicise from October 2018	Academic Registry/ University Secretary	NW	50% of those standing for election for Senate are female. At least 30% of those taking up shadow/observing positions for University committees are women.
6	Publicise availability of central E&D budget for local and cross-cutting initiatives	Central E&D budget agreed during 2018 planning round.	Publicise to SMG the financial support available for School/Service level initiatives and how to access funding; and monitor the utilisation of the resources	Following completion/approval of departmental and institutional operational plans May 2018.	University Secretary	EF	Services and departments are utilising resources available to support a wide range of E&D activity.

Self-Assessment Process							
7	Progress AS aims and action plan across the University and in Schools	Monitoring and highly reflective self-assessment process already in place; actions are followed up by identified roles; School SAT membership crossover ensures exchange of learning and best practice.	Review the remit, membership and arrangements for the SAT, specifically to: i. Oversee and ensure progress with the action plan; ii. Monitor data and progress, and identify any further action; iii. Ensure involvement and awareness by all relevant parts of the University community – including increasing the proportion of men involved (outside of the SAT) iv. Ensure articulation between University-level self-assessment and action and School SATs and other E&D related activity.	New remit and arrangements in place by September 2018. Review remit, membership and arrangements annually	University Secretary/ Vice Principal (Academic)	NW	Established revised SAT with continued active links with other SATs and E&D groups; systematic review demonstrates implementation of action plan and delivery of targets. Regular updates from departmental SATs at each institutional SAT meeting and vice versa. Action Plan progress reported annually through People, Health & Equality Committee to Court.
8	Support all Schools to undertake self-assessment and submit for AS departmental awards	SHS and SET made unsuccessful submissions in November 2016. SET intend to resubmit in May 2018 and SHS in November 2018. DBS will make their first submission in 2018. SDI are working on the	i. Agree timescales and actions with all Schools for self-assessment and submission of departmental applications ii. Support and mentor, through interoperation with the Institutional SAT	i. November 2018 ii. Ongoing iii. Annually in December	HR Partners	NW	Successful Bronze submissions: • SET in May 18. • DBS in November 18 • SHS in November 18

		basis of a late 2019 submission.	iii. Provide data and information from central administration and support services.				• SDI in November 19
9	Ensure appropriate turnover of SAT membership and improve gender balance on SAT	Regular reviews of the representation on the SAT have been carried out with discussions with the relevant HoS to consider representation from the departmental SATs.	i. Review the SAT membership on an ongoing basis to ensure that not only appropriate roles are represented but also a gender mix. ii. Have at least 40% male representation on institutional SAT.	i. Ongoing ii. April 2019	HR	NW	At least 40% male representation on institutional SAT.
10	Repeat staff engagement survey and AS survey	Staff engagement surveys run in 2013, 2015 and 2017 were analysed by gender. STEM/AHSSBL question incorporated in 2017. Bespoke Abertay AS survey completed Summer 2017 and results analysed. Steering and staff representative groups	Repeat and analyse AS survey in 2020/21 and analyse all future Staff Engagement Survey results to review impact of changes initiated as a result of the current action list and to identify further actions to improve practices before renewal/ further applications submitted.	Analyse all Staff Engagement surveys by gender/STEM/AHSSBL and identify appropriate response to the results (via AS action plan and/or other). Review AS survey questionnaire by April	HR/SAT	CC	All staff survey results analysed and impact assessed and considered by SAT, with surveys at least every two years. Any new/emerging issues are addressed through incorporating action into the Athena SWAN action plan.

		established in 2016 and have taken forward a wide range of action to address issues raised by the survey and in local discussions.		2020 and re-run in Summer 2020			
11	Establish and maintain effective liaison with Lead Voices for Gender, Pregnancy & Maternity, Carers and Trans	Staff and Student Lead Voices for Gender recruited in 2017/2018 and provided training. Lead Voices scheme launched in February 2018. One Lead Voice for gender and the SMG contact are on SAT.	i. Lead Voices to be consulted on AS action plan updates and changes moving forward. ii. SAT members to meet with Lead Voices for Gender, Pregnancy & Maternity, Carers and Trans annually to update on activities by all groups, to ensure efficient and congruous activity.	i. First meeting to be arranged by June 2018. ii. Commencing June 2018.	HR/ University Secretary	CC/AC	Lead Voices involved in AS action and action planning – meet at least annually. Review through the Equality and Diversity Strategy Group

12	Ensure SAT membership is acknowledged consistently through workload allocation and appraisal	Workload model refined in Jan 2018 to enable substantial organisational duties to be specified separately. Initial discussions with HoS and HoD regarding how this is allocated currently.	i. Agree consistent process with HoS/HoD for new academic year. ii. Evaluate allocation of time given to School SAT Chairs.	i. September 2018. ii. January 2019	HoSs	CS/HR	Consistent allocation given to all staff members and acknowledgement of their contribution.
Core Data Findings							
13	Explore career progression patterns to support removal of barriers	Focus groups feedback suggested that women are reluctant to apply for promotions.	Analyse time spent at each academic level/Grade by gender, ethnicity and STEM/AHSSBL to identify any issues and associated action.	By December 2018.	HR	AC/NW	Analysis complete and action identified to address the findings by April 2019.
14	Work with the E&D Strategy Group and Race Equality Charter Mark SAT and Lead Voices for Race to raise awareness and promote a supportive and inclusive working environment to help attract and	Crossover in membership between Race Equality and Athena SWAN SATs. Analysis of gender/ethnicity data.	Present data findings to E&D Strategy Group and Race Equality SAT and agree a University approach to addressing intersectionality issues and promote a supportive and inclusive working environment to help attract and retain BME women.	Present by October 2018; agree approach by Spring 2019.	Chairs of SATs	NW	A University approach has been developed and next steps identified.

	retain BME women						
15	Provide promotion and development opportunities for Teaching Fellows	Focus groups identified concerns by Grade 6 TFs re lack of opportunities. Review undertaken in consultation with TFs, UCU and ALG, and action agreed.	i. Extend academic promotions process to consider cases for promotion from Grade 6 to 7 (previously only through regrading/job analysis process) ii. All TFs to have opportunity of long-term development plan to enable promotion – including potential for undertaking PhD, with support and time allocated.	i. From 2018 ii. Agreed development plans in place by September 2018	Director of HoDs in partnership with HR Partner	EF	All TFs have agreed their career development approach, and all those wishing to seek promotion have a development plan.
16	Enhance data gathered on reasons for leaving for both academic and support staff	Systematic exit interview process established in 2017, combined with online questionnaire.	Report annually to PHE Committee and the Executive on reasons for leaving, including analysis of exit interview/survey data by gender and academic/support (and by School/Service if numbers allow), and agree action to address any issues identified.	Annually in September/October from 2018.	HR	DN	Annual report produced, including gender and academic/support analysis, with SMART actions identified to address findings.

Supporting and Advancing Women's Careers							
17	Improve the proportion of applications from women for academic posts, especially more senior academic positions such as Professor and HoD	Initial data analysis. Discussion with External and Corporate Relations team to produce a new 'Working at Abertay' video for our external recruitment site.	i. Ensure our family friendly and flexible working policies are more visible on the recruitment pages. ii. Update 'Working at Abertay' video for recruitment pages showcasing our diverse workforce. iii. Develop and publicise Writing for Recruitment guidance for recruiters and HR, to raise awareness of gender differences in perceptions of wording in adverts and criteria. iv. Review the wording on our candidate briefs to ensure that the language is not deterring women from applying. v. Establish working group (led by SET) to develop further initiatives to encourage more women to apply for academic roles at Abertay.	i. May 2018. ii. September 2018 iii. December 2018 iv. December 2018 v. August 2018	HR ECR HR HR SET	RW/ DJ	Increase number of women applying for senior academic roles at Abertay to 35% (currently 20%).
18	Develop improved	Introduced Academic Staff Induction event	Holistic review of induction at individual, local (School/Service) and University	Review completed by August 2018	Director of HR	EF	Systematic induction processes in place,

	induction processes at local and University level	with TLE and Grad School in 2016. Revised University induction event in 2017; incorporates E&D session, referencing Athena SWAN.	level, resulting in clear responsibilities (with key management role), processes, supporting resources and monitoring; includes completion of Diversity at Work and Unconscious Bias online training.				with recording mechanism. 100% completion of local and self-directed induction in 2018-19 and ongoing. 100% completion of mandatory on-line training by July 2019.
19	Improve understanding of Academic Promotions criteria and process	Promotions workshops held for HoDs in 2016, and for academic staff annually since 2016. Further guidance identified as a requirement following AS survey and focus group feedback and subsequent workshop with HoDs.	i. Training to be provided to HoDs as part of their development programme in 2018, plus one-to-one support from HR/OD Partner during promotion cycle. ii. Extend Academic Promotions Workshops for staff to include additional Q&A session with the Principal and HoS and promote attendance in notification of the promotions 'round' (by email to all academic staff)	i. By June 2018. ii. Spring 2018 and annually iii. By Spring 2020	HR Partners HR with Principal and HoS	CS	> 20 staff attend workshops annually Improved responses to AS survey question 'I am actively encouraged to take up career development opportunities' from 52% to 60%

			iii. Pilot a mock promotions panel to provide insight to participants/ observers (including HoDs and academic staff) on the promotions process and feedback on applications.				
20	Introduce a process to provide peer support for academic staff (especially women) in the promotion process	Initial discussions with local Hub partners to consider introducing a framework for cross institutional review of promotions applications.	Develop a framework to allow academic staff to receive external review of their potential promotion prospects. This will include processes aligned with the promotions cycle for: • identifying staff at the relevant career stage (e.g. 3 years since last promotion) • encouraging uptake • identifying suitable external reviewers (promoted academics) • arranging reviews and feedback.	By December 2019.	Director of HR	NW/ CC	Cross institutional procedure in place.
21	Improve feedback (in writing) on unsuccessful applications from the	Identified as a requirement following Focus Group response workshop with AS SAT and HoDs. Agreed as part of the 2018	i. Detailed feedback to be written and agreed by the Promotions Panel to be provided to applicants.	i. From 2018 round	Principal (Chairs of Promotions Panel) HR Partners	CS/A K	Improvement reported through future focus groups (i.e. feedback is not raised as a concern).

	Promotions Panel	exercise that fuller feedback will be provided to unsuccessful candidates.	ii. Training to Heads of School and Division on providing feedback.	ii. As part of HoD programme			
22	Address lower percentages of promotion applications and success rates for staff in AHSSBL	Initial data analysis undertaken	i. Undertake Academic Staff Profile Review, including review of all individual staff in relation to their academic development and readiness for promotion and including specific review of reasons for unsuccessful promotion applications in 2016, 17 and 18. ii. Encourage and support promotion applications, for those who are ready, and discuss career development with all AHSSBL academic staff.	i. By September 2018 ii. By Spring 2019 and ongoing	HoSs and HoDs with HR HR Partners	AK/DJ	Reasons for unsuccessful promotions gathered and categorised, and action identified. HoDs aware of career position of all staff; development plans in place to progress to promotion where appropriate.
23	Improve the representation of female academic staff in REF2021	All REF Steering Group and Code of Practice Working Group members required to complete on-line Diversity at Work and Unconscious Bias training	i. Carry out analysis into male & female workload allocation for research v scholarship and identify action for HoDs to address any disparities.	i. Complete July 2018. ii. September 2018 iii. Ongoing iv. December 2018.	Head of Research and the Graduate School/ HR	NW	Achieve an equivalent REF submission rate for female/ male compared to the % female /male academic staff (Grade 8-10).

			ii. Promote research development and support opportunities to female academic staff. iii. Hold unconscious bias workshops for all involved in identifying staff and outputs to include in REF 2021. iv. Embed equality considerations into the Code of Practice for REF2021 through EIA. v. Monitor the impact of the new rules during preparation for REF2021 and in the final submission.	v. Ongoing from September 2018 to October 2020.			
24	Introduce a more effective means of evaluating training for all staff by gender	Feedback gathered following all HR-facilitated staff development events	i. Undertake a comprehensive review of the approach to feedback and evaluation of staff development and training provided by HR/TLE/Graduate School, developing a systematic approach to evaluating the effectiveness and impact of staff development that incorporates equality impact assessment ii. Respond to feedback by improving provision or establishing new training.	i. By August 2019 ii. Ongoing	HR Partners with TLE and Grad School	EF	New, systematic evaluation process implemented enabling assessment of impact and by gender.

25	Improve monitoring of attendance at training and development courses	Training database developed for recording of training during 2017. This also allows individuals to record their own CPD activity.	i. Increase visibility of the existence and functionality of the training database. ii. Record attendance at HR, TLE and Graduate School training and development events.	i. by August 2018 ii. by August 2018	HR/TLE/Grad School	DN	Attendance at staff development courses run by HR, TLE and the Graduate School is recorded in the database from August 2018. EIA carried out by October 2019
26	Continue to support women attending Aurora programme	12 women (9 academic, 3 support) supported through Aurora programme since 2016.	i. Continue to hold Aurora celebration events with current and past delegates and Abertay role models to build on the value of the programme for participants and develop an influential network. ii. Market and publicise the Aurora programme widely throughout the University, including creating web profiles of Abertay participants and specifically targeting women in the relevant grades and BME women, who are under-represented in the population. iii. Continue to hold open sessions for prospective Aurorans and their	i. In April/May each year following the conclusion of the Scottish cohort. ii. & iii. In Summer each year ahead of the deadline for applications	HR/ External and Corporate Relations	DN/LJ	Information on Aurora, Abertay participants and their journeys is available on the intranet/external website. Continue to have at least 3 Abertay participants per year (academic and support), and support the programme with Abertay role models. Support at least one BME

			managers in advance of the application process commencing.				participant by 2021.
27	Ensure staff undertake the E&D training relevant to their role	On-line Diversity in the Workplace and Unconscious Bias training provided, and required for all staff. Online Recruitment and Selection training required for all involved in recruitment decisions.	i. Highlight training courses to new starts as part of induction ii. Ensure line managers have checked staff on probation have completed all required e-learning courses iii. Ensure that all staff have taken the required e-learning modules i.e. Unconscious Bias and Diversity in the Workplace for all staff and Recruitment and Selection for those involved in recruitment decisions. iv. Introduce unconscious bias workshops aimed at staff with line management and/or student supervision responsibilities	i. Introduce systematic process by August 2018 ii. As above iii. Report on completion to Heads of School/Service twice per year and escalate as necessary iv. Run two workshops by Spring 2019	HR Partners (with Equate Scotland for workshops)	EF	100% completion of mandatory training. At least 20 staff complete unconscious bias workshops
28	Introduce a new development-focused appraisal scheme to replace the current	A working group has been set up and a new scheme policy and guidance documents developed.	i. Final approval of policy and guidance with strong endorsement from Executive	i. May 2018; ii. May-June 2018; iii. July-August 2018.	Director of HR	DN	Successful implementation of the new scheme with 100% completion rate.

	Pathways scheme		ii. Launch, publicise to all staff and Roll-out training for all staff with reviewer responsibility. iii. First reviews held.				Increase in % of female academic staff finding their appraisal meeting useful from 52% to 75%.
29	Carry out an impact survey following the implementation of the new appraisal scheme		i. Carry out an evaluation of the training post event ii. Conduct a survey following implementation of the scheme and after the completion deadline.	i. Following training sessions in June/July 2018. ii. Aug/Sept 2018	HR Partners	DN	Positive evaluation of training. Survey shows that both staff and managers value the scheme.
30	Improve career development support for women in AHSSBL	Focus groups following the AS survey identified some key issues. Further analysis and investigation is required.	i. Ensure all academic managers undertake Development Review training (incorporating diversity and inclusion) and hold specific workshop with AHSSBL HoSs and HoDs to address the survey findings ii. Monitor completion of Development Reviews by gender	i. Investigation completed by December 2018 ii. Focus groups in early 2019 ahead of 2019 survey	HR Partners	AK/ MWJ	Clearer understanding of the reasons for differences between experiences of women in STEM and AHSSBL. Increase in positive responses from AHSSBL women re support for

			and AHSSBL/STEM and undertake specific evaluation of the impact of the new process with AHSSBL staff through a focused survey/interviews.				development from 45% to 60% (University average in 2017 Survey- 65%).
31	Increase participation in cross-institutional academic mentoring scheme	Scheme introduced in Abertay in 2016. 15 Abertay staff matched with a mentor; 22 mentors registered	i. Improve visibility of mentoring scheme on the intranet through review of HR pages. ii. Publicise mentoring scheme from May/ June ahead of recruitment opening for next academic year iii. Encourage HoD/HoS to discuss mentoring scheme during development review discussions through DR training iv. Set up mentoring awareness sessions with talks from previous participants.	i. By August 2018 ii. May/June each year iii. Provide information during training sessions for the Development Review in April and May 2018 and ongoing for new starts. iv. By June 2019	HR Partners	DN/ DJ	Increased registration from Abertay from both mentors and mentees by 20%. Increase in accepted partnerships from Abertay participants.

32	Evaluate the impact of the cross-institutional academic mentoring scheme	Initial data has been gathered with an increase in registration by both mentors and mentees on the system.	i. Review status (i.e. active or concluded) of partnerships from academic year 17/18 scheme ii. Conduct participant survey to assess impact of mentoring scheme	i. September 2018. ii. September/October 2018 and 2020	HR/ Head of Research and the Graduate School	DN	Evaluation report produced, with recommendations.
33	Ensure Sabbatical Leave is effective in promoting women's academic careers	Revised policy implemented in 2017	Evaluate the use of sabbatical leave and its impact on academic careers (including gender analysis and maternity returners) and identify any action.	After 3 years – October 2020	HR Partners with HoS	AC	Evaluation completed and shows at least proportionate uptake by female academics.
34	Support staff before, during and after maternity/adoption/parental leave.	Well established maternity and flexible working policy; Lead Voice appointed for Pregnancy and Maternity.	Develop management guidance on supporting academic staff before, during and after maternity/adoption/parental leave, with a view to minimising the impact on their careers	By October 2019	HR Partner	SP	Publish good practice guidance on supporting staff back into the workplace following periods of family leave.
35	Understand and share good practice on the extent and nature of informal flexible	Initial discussion within School SATs as part of local AS self-assessment. In staff survey 87% of female/88% of male	i. Conduct review discussion within Schools/Services to understand acceptable arrangements.	i. By Summer 2019. ii. By December 2018	HR Partners	AK	Practices in Schools have been shared, improving consistency of treatment and good practice.

	working arrangements	academic staff agreed/tended to agree that their working time can be flexible.	ii. Initiate a recording and monitoring arrangement. iii. Hold a workshop with academic managers to share results and good practice.	iii. By June 2019			
36	Enable reporting on staff with caring responsibilities	Included commitment in Outcome Agreement with Scottish Funding Council	i. Adapt HR system and gather information from staff about caring responsibilities (for children and adults), taking the opportunity to promote policies and support for carers. ii. Analyse information to inform review of policies and support.	i. By July 2018 ii. By January 2019	HR	DN	70% of staff declare whether or not they have caring responsibilities.
37	Support for (staff) carers	Carers' leave of up to 5 days per year. Promotion of advice and support available from Dundee Carers Centre	i. Develop dedicated Carers Policy outlining leave and support, and publicise.	i. By September 2018 ii. Proposal made by June 2020 iii. From 2018-19	i. HR Partner ii. SAT chair iii. External & Corporate Relations	JW	New policy in place. Options identified and considered. Crèche provided at least one University event per year.

			ii. Explore the potential for providing on-site activities for school-aged children on local school in-service training days. iii. Provide pop-up crèche for staff and students to utilize to enable participation in university events (e.g. Christmas party).				
38	Address gendered issues in local staff engagement discussions and action planning	Following both 2015 and 2017 Staff Engagement Surveys, all Schools and Services held discussions with their staff re their local results and issues and developed local action plans. Plans are being made for ongoing local dialogue and regular reporting to ensure continuous progress.	All schools and services will be asked to report to the Executive on local discussion of all staff engagement results showing significant gender differences, the action identified to address the issues and progress.	Report by September 2018 and on an ongoing basis, at least twice per year.	HoS	EF	For future Staff Engagement Surveys: 50% reduction in the proportion of questions where the % of positive responses from female academic staff is > 10% lower than from male, combined with improvement in positive responses overall.

39	Review the process for allocation of committee roles	Analysis of data on current University committee membership by gender.	Undertake EIA on the process for allocation/nomination for committee roles to identify any areas for improvement, to ensure gender balance and diverse membership.	By August 2019	University Secretary	NW/ KO	EIA undertaken and action identified to promote gender equality and diversity, as needed.
40	Examine allocation of career-enhancing opportunities as part of the workload model review in AHSSBL areas	New workload model trialed for academic year 2017-18. Model requires that "all staff must be given the opportunity to work in all areas (unless they are teaching or research only staff) to ensure that everyone has equal opportunity for promotion".	Identify specific opportunities that improve promotion prospects for academic staff, e.g. PhD supervision, Programme Leadership, in consultation with local SATs and UCU, and carry out detailed analysis of allocation of those opportunities by gender in AHSSBL areas. Agree action to address any gender differences with the relevant HoS and HoD.	By December 2018	Relevant HoDs	EF	Identification of any gender differences in allocation of career-enhancing work and specific action to address them.
41	Optimise timing of meetings and events to enable attendance by all staff	University guidance is to hold key events/meetings between 10am and 4pm.	i. Analyse patterns of contracted working hours to identify most common working times (and times when fewer staff are working) to inform the timing of meetings and events to maximize accessibility. ii. Review timing of key University meetings and events to identify and remove any barriers to inclusion.	i. By September 2018 ii. By July 2019 iii. By July 2019	HR/ECR/Governance	AC/AK	Increase academic staff agreeing that meetings are at times enabling those with caring responsibilities to attend from 73% to 90% (of non-neutral responses) in AS survey. Those responsible for meetings and events have information on staff working

			iii. Revise and publicise guidance to reflect above.				patterns and revised guidance to inform their plans.
42	Promote women's careers in STEM externally	Committed to hosting at least two Equate Scotland events per year, promoting successful careers for women in STEM. (Four hosted since 2016: Women on Boards event, Leadership workshop, employers event, unconscious bias workshop)	Host and publicise at least two Equate Scotland events per year	Annual	HR as contact point	EF	Equate Scotland report good attendance at events, including participants from Abertay and the wider community
43	Support Interconnect network for women studying science, engineering, technology and built environment in Scotland	Four Abertay students appointed as Interconnect Champions in last three years; featured in news articles.	Provide financial, event management and communications support for cross-institutional Interconnect networking and promotion events/activities, including an event in Spring/Summer 2018 covering Abertay, Dundee, Stirling and St Andrews universities and Perth College.	Ongoing	Interconnect Champion	LJ/RW	Successful event held in 2018 with over 50 participants. At least two Interconnect related news items per year.
44	Develop a repository for Outreach and Public	Outreach activity included in academic staff role profiles/ promotion criteria	Pilot a self-reporting repository for logging Outreach and Public Engagement activity (staff and audience by gender and race) to help raise the	Commence September 2019; complete pilot by September 2020	Director of HR/ Vice Principal (Academic) through ALG	EF	Academic staff self-report engagement within the pilot repository.

	Engagement activity		profile and status of the activity, and carry out equality impact assessment.				
Supporting Trans People							
45	Implementation of guidance for supporting trans and gender diverse staff and students	Attended launch of TransEDU Scotland.	Launch guidance for supporting trans and gender diverse staff and students, using resources from TransEDU and ECU.	By December 2018	HR, Student Services	DN/JW	Policy approved and publicised
Actions in preparation for a Silver Award submission							
46	Review the balance of support staff	Data produced as part of Equality Mainstreaming Report and Action Plan and initial review as part of AS	Analyse recruitment data by grade and gender to identify any patterns, e.g. any differences between applications, shortlist and appointment.	By April 2019	HR	DN	Analysis undertaken and recommendations made for action
47	Introduce a systematic process of recording grading applications for professional and support staff	Method for recording grading applications agreed in March 2018	Provide annual reports by gender of outcomes of applications and highlight any issues	From December 2018 and annually	HR	EF	Easy to use reporting method is in place. Clear management information provided on a yearly basis.

48	Introduce a formal mentoring scheme for support staff	Mentors allocated for Aurora participants and through informal arrangements.	Introduce mentoring scheme for support staff, potentially through extending the cross-institutional academic mentoring scheme with partners Universities of St Andrews and Dundee, to further enhance development opportunities for women and give them more effective access to role models in senior positions.	Summer 2019 with a view to pilot starting academic year 2019/2020	HR Partner	DN	Mentoring scheme developed and piloted
49	Monitor longer-term retention following maternity return	Initial data on maternity leave and return produced	Develop and implement system for tracking maternity returners remaining in post 6, 12 and 18 months after return and analyse data.	System in place and analysis carried out by April 2020 and ongoing.	HR	DN	Analysis of retention following maternity leave, after time, has been produced and any action identified