Athena Swan renewal form for universities

Applicant information

Name of university	Abertay University
Date of current application	January 2024
Level of previous award	Bronze
Date of previous award	2018
Contact name	██████████
Contact email	████████████
Contact telephone	████████

Section	Words used
An overview of the university and its approach to gender equality	4046
An evaluation of the university's progress and issues	2169
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	6215

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

Overall word limit: 5500 words + 750 extension in relation to restructuring (see email below) + 500 extension in relation to the Covid pandemic = 6750

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

1. Letter of endorsement from the head of the university

Advance HE Equality Charters Team

To whom it may concern

I am pleased to write in support of Abertay University's application for renewal of our University Bronze Athena Swan (AS) Award.

I have had a life-long personal commitment to gender equality, particularly promoting women in STEM. As well as speaking regularly on the topic, it was a theme of my Presidency of BCS, the Chartered Institute for IT, when I established the STELLAR network for senior women in STEM.

When I joined Abertay, initially as Deputy Principal and Deputy Vice Chancellor, in 2018, it was clear that my values were closely aligned with the University's. Equality, diversity and inclusion (EDI) are integral to Abertay's purpose and ethos and embedded within our roles, structures and practices. Our Strategic Plan Purpose includes:
- To offer transformational opportunities to everyone who has the ability to benefit from Abertay's approach to university education;
- To inspire and enable our students, staff and graduates to achieve their full potential

Of our four sets of Values, articulated in our People Strategy, 'Inclusive and people-centred' is the first.

We recognise that we can fulfil these purposes only by supporting *all* our staff and students in their development. Our participation in both Athena Swan and the Race Equality Charter (REC), for which we have a bronze award, are key to this.

We have established a mainstreamed approach to EDI. All of our Senior Management Team (SMT) members are responsible individually and collectively for gender equality. All our Schools have AS SATs working towards awards.

Abertay's EDI Leadership Group comprises five SMT members. The chair is a member of the Executive Group (Exec) and oversees the EDI strategy and progress

at Abertay. That group includes the chairs of the University's AS and REC SATs and Lead Voices Forum, the Dean leading the Learning Enhancement Strategy and EDI in the Curriculum project, and the Dean leading our Research and Knowledge Exchange (RKE) Strategy and REF submission.

Our People, Health and Equality Committee, which reports to our governing body, Court, has EDI as one of its four annual themes as well as receiving updates on EDI, including AS, at every meeting.

As a result of active encouragement, 50% of our lay Court members are now women. The SMT is over 50% female (7F; 6M) as is the Exec subset of SMT (3F; 2M). When I was appointed as Principal and Vice-Chancellor in 2022, I restructured the Exec to include the Director of People & Organisational Development (DoPOD), putting people – including EDI - at the heart of university leadership. Nevertheless, responsibility is embedded in roles, structures and processes at all levels.

Our gender equality and other EDI work is prominent in everything we do. Our staff Lead Voices (LV) are a key group to ensuring that EDI matters are heard and addressed and considered in all our policies and practices. An LV Forum was established during the Covid pandemic and proved invaluable in understanding staff's lived experience and challenges, resulting in policy changes, e.g. removing the cap on carer's leave, and the LVs continue to be a key part of promoting EDI at Abertay.

With this strong framework, we have made some excellent progress since our last award in 2018. Our gender pay gap has fallen from 22.7% to 7.2% – and this is a University KPI to ensure a continued focus on gender equality. We have supported nine cohorts of female staff through the Aurora programme, and the gender balance in both academic and professional services staff has improved – although there is further to go. We have celebrated and educated through two 'Diversity Fest' weeks involving the whole University community.

Abertay has long been involved in promoting EDI at a national level. Several SMT members and other Abertay staff have presented on EDI topics at Advance HE EDI and Learning and Teaching conferences in recent years. Our DoPOD chaired the first Scottish AS Network, chairs AS Panels and has contributed to the development of the Advance HE charters, and our Dean of Teaching and Learning is a REC panellist.

Our Self-Assessment Team has carried out a truly reflective assessment of our position, informed by the views of staff as well as quantitative analysis, and involving people across the University. We have recognised several challenges and identified seven key priorities for the next five years. Our action plan is challenging, but achievable, and will address these priorities.

We recognise the contribution that our staff give to our EDI and Athena Swan agenda through our workload allocation model and academic promotion criteria, and acknowledgement in University committees and communications. In addition to formal reporting, Court members have met with our LVs, and we have plans for annual LV meetings with SMT.

I have expressed my thanks to all involved in our AS work. I commit to fully supporting the delivery of the new action plan over the next five years.

Yours faithfully

Professor Liz Bacon
Principal and Vice-Chancellor
Advance HE Equality Charters Team

2. Description of the university and its context

Please provide an introduction to the university.

Abertay University is a dynamic, modern university with a strong focus on producing work-ready graduates, offering transformational opportunities for our students, supporting widening access pathways to higher education (HE) and conducting research and knowledge exchange (RKE) focused on real-world impact.

Based in Dundee, all of our undergraduate (UG) and postgraduate (PG) degree programmes are designed for the modern world and have a focus on employability, with the majority of degrees including work placements or professional projects set by businesses.

Our portfolio spans science, tech, art, social sciences and professional disciplines and we facilitate cross-disciplinary learning and engagement to prepare students for real-life work environments.

We are a small, friendly University with around 480 staff and 4,500 students on campus and we view our size as a strength that makes for a close-knit community.

As an international leader in teaching, research and innovation linked to technology-focused industries, we embed digital skills across our programmes and prepare students not just for the jobs they will have after graduation, but to be digital citizens ready to adapt to the jobs of the future.

On a global level, the University is best known as one of the world's leading institutions for computer games design, having launched the first ever degree in the discipline in 1997 and contributing to the city of Dundee becoming an international hub for the games industry.

Around 95% of our graduates go on to work or further study after graduation, we have the second lowest graduate unemployment rate in Scotland, and we regularly rank highly for teaching quality and satisfaction.

At present, Abertay is ranked in the UK top 10 for teaching satisfaction (NSS 2023), in the UK top 10 for student experience (Daily Mail Guide 2024) and Scotland's top modern university for overall satisfaction (NSS 2023). Abertay is in the UK's top 3 modern universities for research intensity (Complete University Guide 2024), submitted 80% of all eligible academic staff, and recorded the biggest Scottish climb (23%) in research judged to be world-leading or internationally excellent (60% of all research submitted) in REF 2021. The REF Institutional-level Environment Panel judged our supporting research environment as "vital and sustainable", and to be "comprehensive and well organised, with a full complement of policies in place". "The provisions outlined in the People section, including staffing support and development, researcher development, research students and EDI, were judged to be consistent with those that might be expected in a larger, more research-intensive institution" and were, "in consequence, highly commended".

Abertay is in a period of rapid change and diversification. Abertay Online is a new venture since 2022, with a growing portfolio of postgraduate degrees taught fully online. This is opening up an Abertay education to a much wider range of people, in the UK and overseas. As a very different model of teaching, it has the potential to substantially affect the shape and size of our workforce.

Transnational education (TNE) is also growing at pace. Although we have had a range of TNE Partnerships over the years, this had been only a small part of our work. In the past 12 months there has been a change in appetite for such work. In 2022-23 we had five active educational partnerships. By the end of 2023 this had increased to 11 with potential for this number to more than double during this session. TNE partnerships allow us to expand our reach, diversify our income and internationalise our curriculum and student experience in a way that is quite unique for Abertay. Research collaborations and Research Degrees have also started to become a feature of this work. An example is a joint project with Al-Maktoum College (Dundee) and British University Egypt looking at developing best practice advice for policy development to ensure equality and diversity in the approaches taken to TNE between the UK and Egypt. The research will look at the impact of different approaches on both the EDI of students and how staff become involved in this area.

Table 1 Overview of Students and Staff (salaried) as at 31 July 2023

Group	Female (n & %)	Male (n & %)	Total (n)
UG	1705 / 46.81%	1918 / 52.66%	3642
PG Taught (PGT)	200 / 55.25%	159 / 43.92%	362
PG Research (PGR)	56 / 46.28%	65 / 53.72%	121
Student total	1961 / 47.54%	2142 / 51.93%	4125
Academic staff	96/ 43.2%	126/ 56.8%	222
Research staff	14/ 48.3%	15/ 51.7%	29
Professional Services staff (PSS)	197/ 54.9%	162/ 45.1%	359

Staff total	307/ 50.3%	303/ 49.7%	610

Abertay's people are the University. Our 2022 staff survey shows that Abertay employees are enthusiastic about their jobs and care passionately about the University. Inclusion and equality are core to Abertay and are woven throughout our Strategic Plan.

Our Purpose is:

- To offer **transformational opportunities to everyone** who has the ability to benefit from Abertay's approach to university education.
- To inspire and **enable our students, staff and graduat** to **achieve their full potential** and to have a positive impact on the world around us.
- To prepare students for the **world of work and a life of learning.**

In 2022, we agreed a new People Strategy aiming to foster the best possible conditions for Abertay staff to develop and thrive and to address the key strategic challenges and opportunities for our people. This included setting out our values, based on extensive feedback from our staff, managers and governors, which put EDI to the fore:

Inclusive and people-centred- equality of opportunity and inclusion are embedded in our ethos. We welcome staff and students from diverse communities and aim to put people at the heart of all we do.

Excellent and Innovative- we strive for excellence in all we do, aiming to provide a high-quality environment for our staff and students to flourish, where innovation is encouraged, and improvement is enabled.

Professional and Collaborative- we collaborate with others, both internally across our teams and externally with partners in order to support our professional practice and our community to thrive. Customer service is key in all of our interactions.

Caring and Respectful- it is important to us that we treat everyone with kindness and mutual respect.

We worked for many years with Scottish Healthy Working Lives (until discontinued in 2022), achieving our gold award in 2016. We are an accredited Real Living Wage Employer since 2018 (and paid the ratRECe since 2015). We offer cycle to work benefits, are a cycle-friendly employer, and enable tax-free childcare. We have an array of family friendly policies which include, flexible working, hybrid working, enhanced maternity/adoption/shared parental/paternity leave, and carers' leave. Our Buying Additional Holidays Scheme allows staff the freedom and flexibility to

add to their annual leave allowance via a pre-tax salary contribution. We have an Armed Forces Employer Recognition Scheme Gold Award, and we also have policies to support Volunteering and Sabbatical Leave.

In 2022 Abertay was recognised as an Outstanding Workplace within the Higher Education Industry by People Insight, having achieved a top quartile score for employee engagement. This award recognises the fantastic work being done across our organisation to make Abertay an engaging place to work.

PeopleInsight
Higher Education
Outstanding
Workplace 2022

Abertay's management and governance/committee structures are shown in Figures 1 and 2 respectively.

Figure 1 Abertay University Organisation Chart showing key functions and management roles

Court
(University governing body)

Principal & Vice-Chancellor
Professor Liz Bacon

Deputy Principal &
Deputy Vice-Chancellor
Professor Alastair Irons

Vice-Principal (Strategy & Governance)
and University Secretary
Ms Caroline Summers

School of Business, Law and Social Sciences
Division of Accounting, Business and Management
Division of Law
Division of Sociology
Dean: Professor Mohamed Branine

School of Applied Sciences
Division of Engineering and Food Science
Division of Health Sciences
Division of Psychology and Forensic Science
Division of Sport & Exercise Sciences
Dean: Ms Andrea Cameron

School of Design and Informatics
Division of Cyber Security
Division of Games and Arts
Division of Games Technology and Mathematics
Dean: Professor Gregor White

Graduate School
Postgraduate Study (Research)
Researcher Development
Research & Knowledge Exchange Strategy and Framework
Dean of Research & the Graduate School: Professor Nia White

AbLE Academy
Teaching and Learning Enhancement
Postgraduate Certificate in Academic Practice
Dean of Teaching and Learning: Dr Luke Millard

International and UK Partnerships
Dean of International and UK Partnerships
Ms Claire MacEachen

Finance, Infrastructure & Corporate Services
Estate development, sustainability and maintenance I Residences I Campus Facilities Finance & Payroll I Research & Commercial Contracts I Business Development, Student Enterprise and Fundraising I Procurement, Purchasing & Contract Management I Travel Administration Support I Information Technology Projects & Business Change I Business Continuity I Internal Audit
Director: Mr Gordon Weir

People Services
Human Resources I Organisational Development Staff Learning & Development I Health & Safety Occupational Health
Director: Ms Eilidh Fraser

External and Corporate Relations
Recruitment I Admissions I Marketing I Business Engagement I Widening Access I Internal & External Communications I Event Management
Director: Ms Jackie McKenzie

Student and Academic Services
Student Records I Timetabling I Assessment Academic Appeals I Student Discipline I Student Complaints I Quality Assurance I Support Enquiry Zone I Advisory I Counselling Careers I Library Learner Development I Learning Technology Sports
Director: Mr James Nicholson

Strategic Planning
Strategic & Operational Planning I Management of Risk I Management Information I SFC Liaison

Governance
Corporate Governance Freedom of Information Data Protection I Archives Legal Services*

Members of the Executive Group

Senior Management Team (plus Executive)

*outsourced

Figure 2 Abertay University Governance Structure

Court — Delegation to Senate → **Senate**

Delegation to the Principal and Senior Managers

Principal — **Executive Group**

Delegation to Court Committees

Court Committees:
- Audit & Risk Committee
- Chair's Committee
- Finance & Corporate Performance Committee
- Governance & Nominations Committee
- Remuneration Committee
- People, Health, and Equality Committee
  - Health & Safety Sub-Committee
    - School/Service Health & Safety Committees

Principal:
- Senior Management Team
- Research Executive
- Academic Leadership Group

Senate:
- Teaching & Learning Committee
  - Academic Quality & Standards Committee
  - School Academic Committees
  - Student Voice Fora
- Research & Knowledge Exchange Committee
  - Research Ethics Committee
  - School Research Ethics Committees

Boards/Panels
- Academic Appeals Panel
- Honorary Awards Board
- Module Assessment Board
- Research Degrees Assessment Panel
- Student Progress Panel
- Student Academic Disciplinary Panel

→ Reporting
- - → Line of Delegation

There have been several organisational structure changes since the last award.

In 2018/19, four academic schools restructured into three, as summarised below.

2018	2023
School of Science & Engineering (SET) (3 Divisions)	School of Applied Sciences (SAS) (4 Divisions – all different)
School of Health & Social Sciences (SHS) (4 Divisions)	
Dundee Business School (DBS) (3 Divisions)	School of Business, Law & Social Sciences (BLS) (3 Divisions – one merged, two as before)
School of Design & Informatics (SDI) (2 Divisions)	School of Design & Informatics (SDI) (3 Divisions – one having divided in two)

This involved significant change in terms of structure and culture. There was significant consultation beforehand, and in implementing the change – particularly in SAS where the disciplinary make-up of the Divisions was completely changed.

In February 2020, the Services, SMT and Executive Group (Exec) were restructured with the intention of creating a smaller number of more integrated Services;

facilitating effective working among senior managers and colleagues across the University; and further embedding strategic and operational planning to guide the University's development and ability to respond to opportunities and challenges. The main changes, following full, open consultation were:

- The Vice-Principal (University Services) role was not replaced following retirement, but a new Vice-Principal (Strategy and Planning) role (filled by the previous Director of Strategic Planning) became part of the Exec – joining the VC, DVC and University Secretary.

- Creation of the Finance, Infrastructure and Corporate Services (FICS) directorate, bringing together mainly Finance, Estates and Campus Services, Information Services (other than the Library).

- Creation of the Student & Academic Services (SAcS) directorate bringing together Student Services, the Library/Learner Services and most of Academic Registry, while the Admissions function moved into the existing External and Corporate Relations directorate.

- Health and Safety moved from Estates to People Services.

- Changing the nature of the senior management, from a group which met regularly but had no formal collective remit, to the Senior Management Team (SMT) with a clear remit as the University's leadership team with decision-making responsibility for all areas other than those reserved to the Exec (i.e. accountability to Court for overall University performance and financial sustainability, along with resource allocation among the Schools and Services and ultimate approval of operational pans)

The restructure resulted in a reduction from eight to four Directors, which combined with the earlier reduction by one Dean, meant SMT reduced from 18 to 13.

Further changes took place in Spring 2022 when the VC and the University Secretary left Abertay relatively close together (by sheer coincidence). The then DVC was appointed, in rigorous competition, to the VC role and took the opportunity to restructure the Exec: the formal duties were combined to create a single Vice-Principal (Strategy and Governance) and University Secretary role, and the Directors of FICS and People & OD were brought onto the Exec – based on the principle that staff and finance matters were of equal strategic importance to the University's performance. So, the Exec has expanded from four to five members – all from within the SMT. (The new DVC was appointed in Summer 2023.)

The final, most recent change is the creation of a Dean of International and UK Partnerships in 2023 to lead the University's TNE expansion.

Senior Management's gender balance has changed from 39%F (7F:11M) in 2017 to 54%F (7F:6M) (see Appendix 2 Figure 9). Within that, the Exec has changed from 25%F (1F: 3M) to 60% F (3F:2M).

Careful attention has been paid to EDI in the context of these organisational changes. In particular, with the 2022 changes to the University Secretary role and Exec composition, the University Secretary's EDI responsibilities were transferred to the DoPOD to ensure continuity of the EDI Leadership Group, the Lead Voices initiative and Diversity Fest (which the Secretary chaired), while retaining shared responsibility for EDI by all of SMT and the wider community.
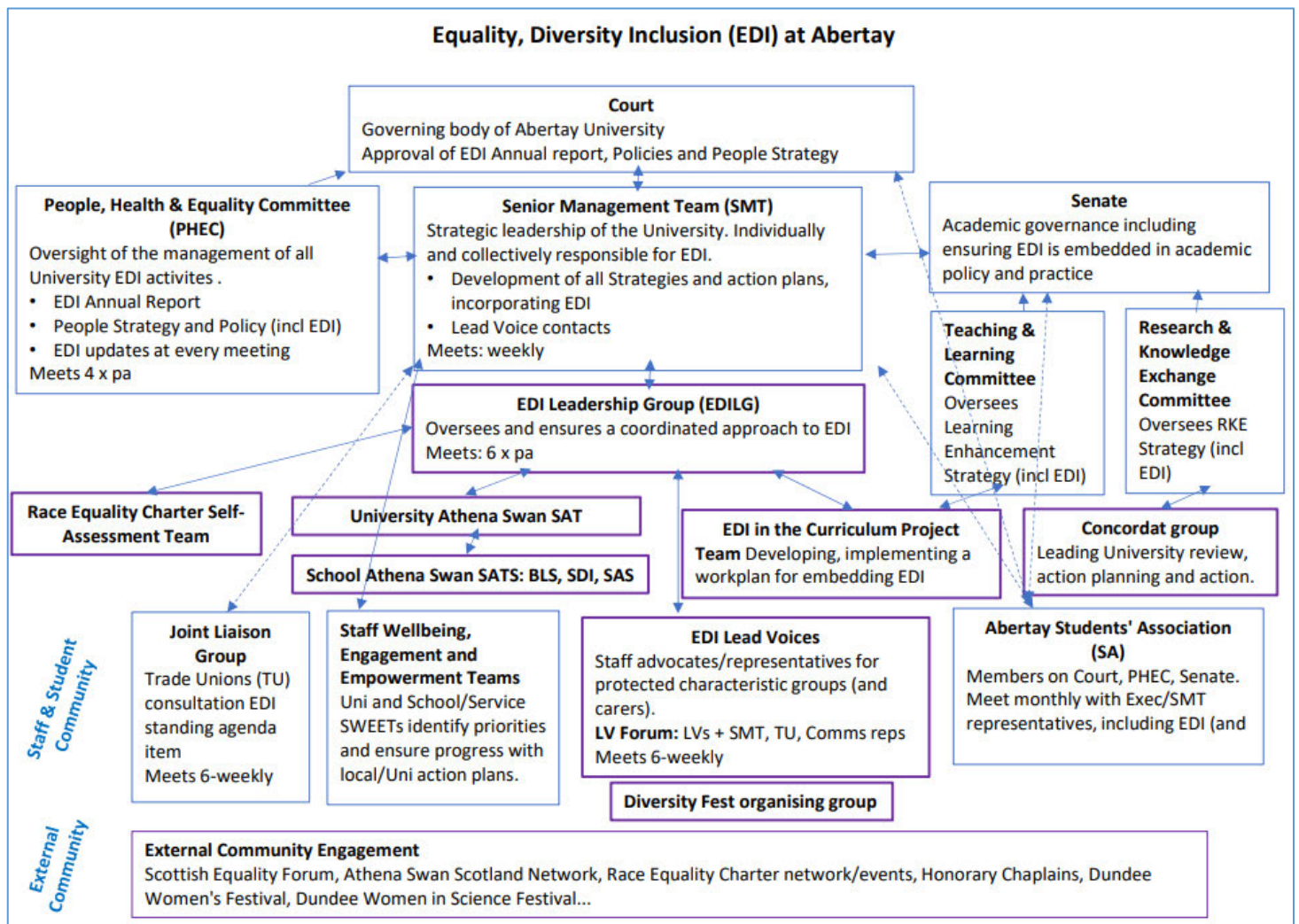
Abertay has a mainstreamed approach to EDI, seeing EDI as the responsibility of everyone in the University community. All University staff have responsibility for EDI in relation to their remit and for upholding the University's values and ethos.

SMT members have both individual responsibility for EDI within the scope of their role, and collective responsibility for leading EDI in the University. Some SMT members have particular EDI responsibilities as a key part of, or going beyond, their role and form the EDI Leadership Group (EDILG), chaired by the DoPOD and including the DoSAcS (REC SAT chair and leads EDI for students), Dean of Research and the Graduate School (DoRGS) (University AS SAT chair and lead on the Concordat for Resarcher Development, University RKE Strategy and REF), Dean of Teaching & Learning (DoT&L) and one Dean of School.

EDI costs are met from the relevant School/Service budget in line with mainstreamed ownership of EDI e.g. AbLE meets costs for the EDI in the Curriculum project (including 0.2 FTE secondment); Student and Academic Services (SAcS) pays for online consent training for students. In addition, resources are allocated from the People Services (PS) budget for university-wide/cross-cutting EDI work, including Lead Voice activities (e.g. catering for network meetings) and Diversity Fest.

Figure 3 illustrates the key groups involved in EDI. EDILG's remit is to oversee and ensure a co-ordinated approach to make certain that the combined efforts of individuals, groups and initiatives continue to advance EDI at Abertay

Figure 3 Mainstreamed EDI roles and responsibilities at Abertay

Equality, Diversity Inclusion (EDI) at Abertay

Court
Governing body of Abertay University
Approval of EDI Annual report, Policies and People Strategy

People, Health & Equality Committee (PHEC)
Oversight of the management of all University EDI activites .
- EDI Annual Report
- People Strategy and Policy (incl EDI)
- EDI updates at every meeting
Meets 4 x pa

Senior Management Team (SMT)
Strategic leadership of the University. Individually and collectively responsible for EDI.
- Development of all Strategies and action plans, incorporating EDI
- Lead Voice contacts
Meets: weekly

Senate
Academic governance including ensuring EDI is embedded in academic policy and practice

Teaching & Learning Committee
Oversees Learning Enhancement Strategy (incl EDI)

Research & Knowledge Exchange Committee
Oversees RKE Strategy (incl EDI)

EDI Leadership Group (EDILG)
Oversees and ensures a coordinated approach to EDI
Meets: 6 x pa

Race Equality Charter Self-Assessment Team

University Athena Swan SAT

School Athena Swan SATS: BLS, SDI, SAS

EDI in the Curriculum Project Team Developing, implementing a workplan for embedding EDI

Concordat group
Leading University review, action planning and action.

Staff & Student Community

Joint Liaison Group
Trade Unions (TU) consultation EDI standing agenda item
Meets 6-weekly

Staff Wellbeing, Engagement and Empowerment Teams
Uni and School/Service SWEETs identify priorities and ensure progress with local/Uni action plans.

EDI Lead Voices
Staff advocates/representatives for protected characteristic groups (and carers).
LV Forum: LVs + SMT, TU, Comms reps
Meets 6-weekly

Abertay Students' Association (SA)
Members on Court, PHEC, Senate. Meet monthly with Exec/SMT representatives, including EDI (and

Diversity Fest organising group

External Community

External Community Engagement
Scottish Equality Forum, Athena Swan Scotland Network, Race Equality Charter network/events, Honorary Chaplains, Dundee Women's Festival, Dundee Women in Science Festival...

Abertay joined the Athena Swan Charter in 2013 and confirmation of our commitment to the AS principles under the transformed charter is published on our AS web pages. We achieved University Bronze in 2015, renewed in 2018. Our SET School gained a bronze award in 2018, which lapsed with the School restructuring.

Abertay was also the first Scottish HEI to achieve (and renew) a Race Equality Charter (REC) Bronze award in 2017 and 2020 and is signed up to The Concordat to Support the Career Development of Researchers.

3. Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university's future gender equality work.

The University's Self-Assessment Team (SAT) was originally established in December 2013. Since our 2018 Bronze award the remit and composition has been reviewed and developed. The SAT reports to SMT and includes two SMT members who are also in the EDILG.

SAT membership (Table 2/3) is drawn from all levels of the academic, support services, and student community and represents a variety of expertise, experience, influence, intersectionality, work-life commitments and work/study-patterns. The SAT composition is reviewed annually to ensure it remains fit for purpose. Current membership has a disproportionate number of women and higher grades. However, this is influenced by role-holders, the wish to ensure senior involvement for both leadership and influence, and by female dominance in some areas, including People Services. Student issues are presented by the SA President and via the School SAT Chairs and Student Services Manager. Members are volunteers and are passionately committed to the AS agenda. We will review this going forward to improve the SAT gender and grade balance wherever appropriate.

Table 2 Summary of University Athena Swan Self-Assessment Team (SAT)

working policies.

SAT membership is acknowledged through our workload allocation model- all SAT leads have time allocated for work dedicated to the University SAT Team. Other staff have time allocated for general citizenship, and AS work is recognised under 'leadership' in our academic promotion criteria and in Development Discussions (staff appraisal) for all staff.

Our workload model is reviewed and adapted annually. We are committed to a reasonable, fair, and equitable allocation of workload for academic staff, recognising the diversity of the University's activities, ensuring that there is a transparent process of workload allocation which supports the strategic objectives and priorities of the University and Schools, whilst also having sensitivity to the development needs and circumstances of staff. All individual workload plans are published on our staff intranet.

The SAT meets around 8 times per year to progress the AS Action Plan (AP) and undertake ongoing self-assessment. The SAT carries out self-assessment through ongoing monitoring of progress with the AS Action Plan, annual review of staff and student data, and review of staff and student feedback e.g. survey results. SAT sub-groups carry out detailed analysis of staff and student data, and of 'culture' data including staff surveys, for further discussion by the SAT as a whole.

Student and staff population, recruitment and attainment/promotion data have been produced and analysed, going beyond the required data sets. The main data are included in Appendix 2, including gender pay gap and intersectional pay gaps and examples of staff Learning and Development data.

In addition to extensive survey data (see below) the SAT hears staff and student views and feedback through several routes. These are summarised in Figure 3 above. Of particular note is the Lead Voices (LV) initiative, established in 2018, whereby staff volunteer as LVs for each of the protected characteristics, representing the views of their constituencies both proactively and when consulted, including contributing to equality impact assessment of new policies etc. E.g. the LVs for Race have established a BAME and International Staff Network, and LGBT LVs have held open meetings. The LVs also meet regularly with SMT contacts and Trade Union (TU) reps in a LV Forum, chaired by the DoPOD, and met with Court during 2023. The SAT includes two LVs and the PS staff involved in the LV Forum enabling direct feedback and a consultation route.

Other consultation and feedback is through the University and local SWEETs, the Joint Liaison Group with the TUs, regular SMT/Abertay SA meetings and crossover of SAT membership with other EDI groups/initiatives including the REC SAT and EDI in the Curriculum Project.

To hear the voices of our staff we run all staff surveys every two years. In addition, we carried out pulse surveys during the pandemic and more recently one on hybrid working during 2023. All surveys are analysed by gender and considered by the SAT and by SMT as well as by Staff Wellbeing, Engagement and Empowerment Teams (SWEETs).

Our staff engagement culture at Abertay is now well established, with a University SWEET having been in place for a year, and most local SWEETs for several years. SWEETs work with action owners to identify priorities, timescales, and resources for action to help create an environment where staff members feel involved, valued and take pride in the University, working together to make Abertay a better place to work. The SWEETs report on progress to SMT, while also holding SMT to account for the institutional action plan. We also communicate the aims and progress of this team with all staff and other stakeholders, ensuring the staff engagement intranet pages are kept relevant and up to date. We embed EDI and employee wellbeing firmly into the work of the SWEET, ensuring ongoing two-way communication to inform future priorities and action.

Our survey results are set out in Appendix 1.

Table 4 Consultations with staff and students

Consultation Type	Dates	AS Engagement Focus
All Staff Engagement Surveys	2013 2015 2017 2019 2022 2024 (planned)	Analysis of all results by gender and other EDI characteristics (every survey) 2022: specific focus on culture survey questions; also consulted on the People Strategy and Values (responses strongly featured Inclusion)
Staff pulse survey (pandemic impact)	June 2020 Nov 2020	Analysis of responses by gender to identify gendered impact of pandemic
Staff pulse survey (Hybrid Working)	Summer 2023	Analysis of response by gender to identify any differences of view on hybrid working. Included question re student impact.
National Student Survey	January/February annually	Reviewed by SAcS for any gendered results or feedback.
Student reporting	Ongoing	Collecting, actioning and sharing data received through the online Tell Us reporting tool, which encourages students to report any experiences or instances of GBV, Hate Crime, or other forms of discrimination they have encountered as a student at Abertay, which can be anonymous. Data collated and discussed at the Equally Safe group meetings (Annually) involving staff and student reps.
Abertay SA	Ongoing	The SAT considers feedback and data via the Students' Association representative, including any Abertay SA survey results, information from the SA Community Reps and updates on campaigns.

In addition to the ongoing consultation noted above, in 2021-22 the University developed a People Strategy in wide consultation with staff at both the formative stage and during drafting, including specific questions in the staff survey on the strategy and values, open meetings, feedback mailbox, trade union consultation, SMT, PHEC and Court discussions. In the 2022 survey, 190 staff responded to open questions about values and the priorities for the People Strategy. 'Inclusive' was, by some way, the most commonly suggested value, with fairness, respect and equality

also featuring. Key themes proposed for the strategy (regardless of gender) were promotion and career opportunities; workload and resourcing.

Plans are in place to ensure we can maintain gender equality work over the next five years.

Groups and meetings: The groups in Figure 3 are well embedded and will continue to meet, with the same frequency, for the next five years (or until the project is complete for the EDI in the Curriculum Project Team). The SAT will continue to meet at least quarterly, guided by the AS principles, and insights will be shared directly with the EDILG Group, SMT and PHEC. The SAT membership profile will continue as detailed above, but we will try to improve the gender and grade balance as members change or by co-opting others where appropriate and valuable.

Action Plan progress and data analysis: AP2024 includes a schedule for reporting on progress to the SAT – with all actions scheduled to report to a SAT meeting during a specified quarter of one or more years across the period of the AP. Annual tracking of gender data, including intersectional data, will continue aligned with the AP and priorities. We will maintain the data sub-group, which will report annually to the full SAT on progress against the AP and any emerging trends.

Staff and student consultation and feedback: Biennial staff surveys will continue to include AS culture questions and responses to all surveys will continue to be analysed by gender, and intersectionally where possible. A report from each survey, with analysis of progress against the AP, will come to the SAT. Consultation will continue through normal routes as noted, e.g. LVs, JLG, SWEETs and specific consultations as required.

The AS AP is aligned with other University APs. We have incorporated relevant actions from the People Strategy, REC, Scottish Funding Council Outcome Agreement, EDI Outcomes (required under Scottish-specific Public Sector Equality Duties) and other APs and in turn will incorporate AS actions into other APs as appropriate. This reflects our mainstreamed approach to EDI: development of all University strategies and policies includes equality impact assessment, and relevant action to ensure and promote EDI is embedded in implementation plans. All actions have clear owners, generally related to the relevant functions or services – as EDI is embedded as part of normal responsibilities.

November 2023 visit of Wendy Chamberlain MP (centre), who proposed the UK Carer's Leave Bill which has now been enacted, led by Michelle Weldon-Johns (left), SL and LV for Pregnancy, Maternity and Carers whose law research is focussed on the intersection of work-life conflict. They met with Abertay law students, LVs and others (including the Vice-Principal and University Secretary (right)) to discuss the Carer's Leave Act and showcase Abertay's EDI work.

Section 2: An evaluation of the university's progress and issues

In Section 2, applicants should evidence how they meet Criterion B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Our current Action Plan 2018-2023 (AP2018) has 49 actions comprising 95 sub-actions. During the period, which included the Covid pandemic, restructuring of Schools, Services and SMT, and recruitment of a new VC and DVC, we have completed 69 sub-actions (73%) and partially completed 20 (21%).

Our RAG-rated AP is in Appendix 4.

The methodology for action implementation was to ensure a clear action owner and also a SAT member owner, if different. In addition, where relevant, actions were

integrated with other University plans – often being of relevance, e.g. to improving staff engagement or meeting University KPIs. Progress with the AP has been reviewed regularly at SAT meetings, and evaluation undertaken as part of that discussion and/or through periodic review of data, surveys and feedback as described in section 1.

The self-assessment process has highlighted the impact of various major challenges since agreeing AP2018. As noted earlier there have been several organisational changes, beginning almost immediately with the schools restructuring in 2018, followed by Services restructuring – both of which involved significant consultation processes before implementation and had a particular impact on People Services (PS) and the senior and middle managers in the areas affected.

The new Services/SMT structure took effect exactly one month before the Covid lockdown, which meant that the planned activity to develop new teams, processes etc were diverted to crisis management and the ongoing impact of the pandemic. Staff and student feedback through surveys, LVs and other communication routes indicates that Abertay handled the pandemic well. The LV Forum was created during the pandemic to facilitate communication and proved invaluable, enabling the University to hear staff concerns and quickly adapt practice to support staff. E.g. LV feedback led directly to removing the cap on Carer's Leave and an open policy of accepting limitations and trusting staff to do the best they could. However, the combination of restructurings and the pandemic inevitably affected capacity for other work, and changed the context and priorities.

An overview of progress, or lack of, in relation to the red and amber-rated actions is included in the action/progress column in AP2018. Reflecting on the six actions that have been red-rated:

AP 1.i The SAT considered the decision to include a different gender equality measure in the Strategic Plan to be reasonable, in view of changing circumstances for School AS activity and other contexts.

AP2018 9.ii While the SAT's gender balance has not improved, it has grown, so more men (and women) are involved. See section 1-2. However, the aim of improving the balance has been carried forward to AP2024.

AP2018 17.iii and 19.iii Responsibility for a number of the incomplete (as well as many of the complete) actions lay with PS, whose capacity was significantly affected by supporting restructuring and the pandemic (noting that H&S moved to PS one month before the lockdown, joining Occupational Health). While these specific actions (to develop a Writing for Recruitment guide and pilot a mock promotions panel) were not taken, both recruitment practice and academic promotions support have developed in other ways. Both areas have been identified as key priorities (KP1 and 2). Similar action on recruitment is being carried forward to AP2024 incorporated into training and templates as part of wider ongoing review and development of recruitment practice, and a range of actions are identified to support academic career progression.

AP2018 17.v Was part of SET's AS AP – but with school restructuring their AS plans and priorities have changed.

AP2018 22.i. Work started but was not completed due to change to School structure and Dean. However, considerable further action has been taken around academic promotions, so this has not been prioritised for the AP2024.

In addition to the points above, reflection on amber-rated actions, and evaluation of factors affecting success, has highlighted:

In a number of cases (e.g. AP2018 5.ii), full completion of action has been hindered by the workload of the pandemic and by changes in staff. The latter will be addressed through improved organisation of AP progress reviews – see AP2024 8.4.

A number of actions have been delayed by restructuring and pandemic impact, these include School AS applications and progress (AP2018 8.1); in-depth analysis of length of time before promotion (AP2018 13). However, all Schools have SATs and are planning applications (AP2024 7.1ii).

2. Key priorities for future action

Please describe the university's key issues relating to gender equality and explain the key priorities for action.

Review of the mandatory data sets and other data (Appendix 2) indicate good progress in relation to a number of measures across the period including:

✓ Reduction in the gender pay gap from 22.7% in 2018 to 7.2% in 2023

✓ Increase in the proportion of female senior managers from 40% to 54%

✓ Increase in the proportion of female T&R staff from 37% to 42%

✓ Upward trend in the proportion of academic women in academic grades 8 (38% to 41%), 9 (29% to 39%) and 10 (27% to 36%)

✓ Increase in female academic staff in BLS from 40% to 48%, and at Grade 9/10 from 21% to 27%

✓ Increase in the proportion of male PSS from 36% to 43%

The data also show remaining challenges, which have informed Key Priorities (KPs) 1-3 and 7, described below.

Review of survey and consultation data highlights the following good progress.

✓ Improvement in staff survey responses overall between 2019 and 2022, reflected in more favourable responses to four of the five questions comprising the University KPI on staff engagement; and generally no significant gender differences.

✓ Improvement in favourable response rate regarding work-life balance between 2020 and 2023 pulse surveys, as a result of the University's approach to flexible and hybrid working reflected in the Hybrid Working Policy introduced in 2021.

We examined responses to questions mapping to the AS Culture Survey from our staff engagement and pulse surveys. We also looked at the responses to all questions in all of our staff surveys over the period by gender. The culture survey analysis and responses to our 2022 survey by gender are in Appendix 1. In most cases, there was no significant difference in responses between men and women (advised as 10 percentage points or more). However, there were significant gendered differences for some questions, which have informed KPs 3, 5 and 6.

Future priorities

Based on our self-assessment, including analysis of data sets, survey data and other quantitative data, reflection on consultation and feedback through the wide range of routes outlined above, and consideration of the University's context and strategic and operational priorities and challenges, we have identified the following University AS key priorities, with associated actions as outlined in the 2024-29 Action Plan.

KP1. Recruitment

The data show that women are still under-represented in academic roles from grade 8-up, with particular imbalances in SDI and at grades 9 and 10 in BLS. In SAS numbers are balanced overall, but with local variations e.g. the Division of Sport and Exercise Sciences is more male dominated although the proportion of women has risen from 29% to 38%.

The data also show imbalances in PSS, with men underrepresented in grade 1 manual roles and junior and mid-level administrative/professional roles across most areas; whereas there are some particularly male-dominated roles such as Security, Trades and some IT/technical roles.

Recruitment data indicate that the challenge in relation to recruiting women to Schools or Services is at the application stage. E.g. BLS averages 31% female applicants, SDI 20% and SAS 42% whereas the proportions rise at shortlist and appointment stages. So, the focus of action in relation to recruiting women where they are under-represented is at the advertising/attraction stage.

Where men are under-represented, there will be tailored action across the recruitment cycle to encourage male applicants and ensure there is no bias at any stage.

KP2. Career Development of Academic Women

This remains a key priority, in conjunction with Recruitment, to address the underrepresentation of women at more senior academic grades. The improvements noted above suggest that our actions have been working, so the priority is to continue/redouble our efforts since the last award, maintaining and continuously improving career development discussions, academic promotion workshops, further review of academic profiles (promotion criteria), mentoring and other support for women's academic advancement. Workload and wellbeing are also a factor – addressed separately as KP5.

KP3. Career Development of PSS Women

Staff survey responses show fewer PSS women (40%) than men (49%) feel their career development aspirations are being met (App1 Fig 1.10) and this has also been raised as an issue through consultation with the trade unions and staff (e.g. through annual Exec open meetings with all staff in each School and Service, and 'Coffee Catch-ups' – informal meetings of randomly selected staff groups with the VC). Data show that in SAcS while over 90% of grades 2-5 staff are women, that drops to around 70% at grade 6 and 54% at grades 7-10. So, this has been identified as a priority area for action.

KP4. Embedding EDI during Change

The SAT recognised that the University is embarking on a period of substantial change due to unprecedented financial challenges and diversification of teaching. Growth in TNE and Abertay Online are likely to substantially change aspects of teaching and learning and the academic staff profile, e.g. with potentially more staff focussed on quality assurance for franchise partnerships, and more tutors for online courses. At the same time, improving efficiency is essential, with associated changes to systems, processes and structures. It is therefore a priority to ensure that EDI considerations are embedded in workforce planning and change management in the context of Abertay's expected growth, development and changing profile over the coming years, and that the focus on EDI is maintained as a University priority and core value.

KP5.   Wellbeing and Workload

Several indicators have highlighted different aspects of wellbeing, including workload, as key issues. These include:
- Staff survey and consultation feedback indicates that women respond less positively than men in relation to how the University supports their wellbeing (App1 Fig 1.11) particularly among PSS and staff in BLS and SDI.
- On the other hand, significantly fewer men than women were satisfied with the flexible working arrangements in place.
- Survey data show significantly fewer female than male academic staff in BLS and SDI feeling they can comfortably cope with their workload, and have an appropriate workload allocation to allow RKE delivery (App1 Fig 1.20 and 1.19) (with the gender difference reversed in SAS)
- The impact of the growth of TNE and Abertay Online on workload – and the need to ensure that the workload model enables and ensures appropriate allocation to this.

The SAT considered workload to be an important aspect of wellbeing, so identified these as a combined KP, albeit encompassing a broad range of issues and actions. It is recognised that workload distribution is also relevant to opportunities for career development i.e. KP2/3.

KP6. Celebrate and Advance EDI at Abertay

The AS evaluation process has highlighted the depth of commitment at all levels and by staff and students. We are committed to publicising our work, our successes, our support for inclusion and equality for all, and our commitment to continuous improvement. The aim is to be known as an excellent and inclusive employer, and to be a beacon to the wider local and HE community. Through a coordinated programme of work around key events such as Black History Month and our award-winning Diversity Fest for staff and students we seek to raise awareness of EDI across the student and staff population. However, we recognise that continuous awareness-raising activities are essential to improving knowledge of Abertay's EDI and wellbeing work and to maintaining the considerable momentum and commitment to further promoting gender equality and EDI as a whole in the context of major financial and leadership challenges. This is seen as important to support the other KPs as well as a priority in its own right.

KP7.   AS in the Schools

The self-assessment has identified a number of issues that relate to particular Schools, including those noted under KP1 and KP5. In SDI there is a particularly intractable gender imbalance (currently 26% of academics are women). While this is less of an issue at the most senior level (40% F at grade 10), there is a pipeline problem meriting particular action by SDI. In a different area, data indicate that while bullying/harassment is low, a higher proportion of staff in SAS report experiencing bullying and harassment (App1 Fig 1.7), but a higher proportion of women in BLS and SDI report concern about reporting bullying/harassment (App1 Fig 1.9).

In recognition of the importance of local ownership of gender equality, the SAT has identified the continuation of SAT work in the three Schools as a priority.

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Please provide an action plan covering the five-year award period.

Appendix 1: Culture survey data

Please present the results of the core culture survey questions for sub-units (e.g. academic department, PTO directorate or equivalent) where available, and if desired, the results of any additional survey questions or consultation.

The Figures below show the responses to Abertay staff survey questions that map to the core culture survey questions, in addition to a sample of other survey results of relevance – either because of gender differences in response, or because of EDI related topics. Where possible results are shown by function/family, and in some

cases analysed at School level. This data is drawn from staff surveys in the years shown in each Figure (see Table 4 in section 1-3 of the application).

Figure 1.1:
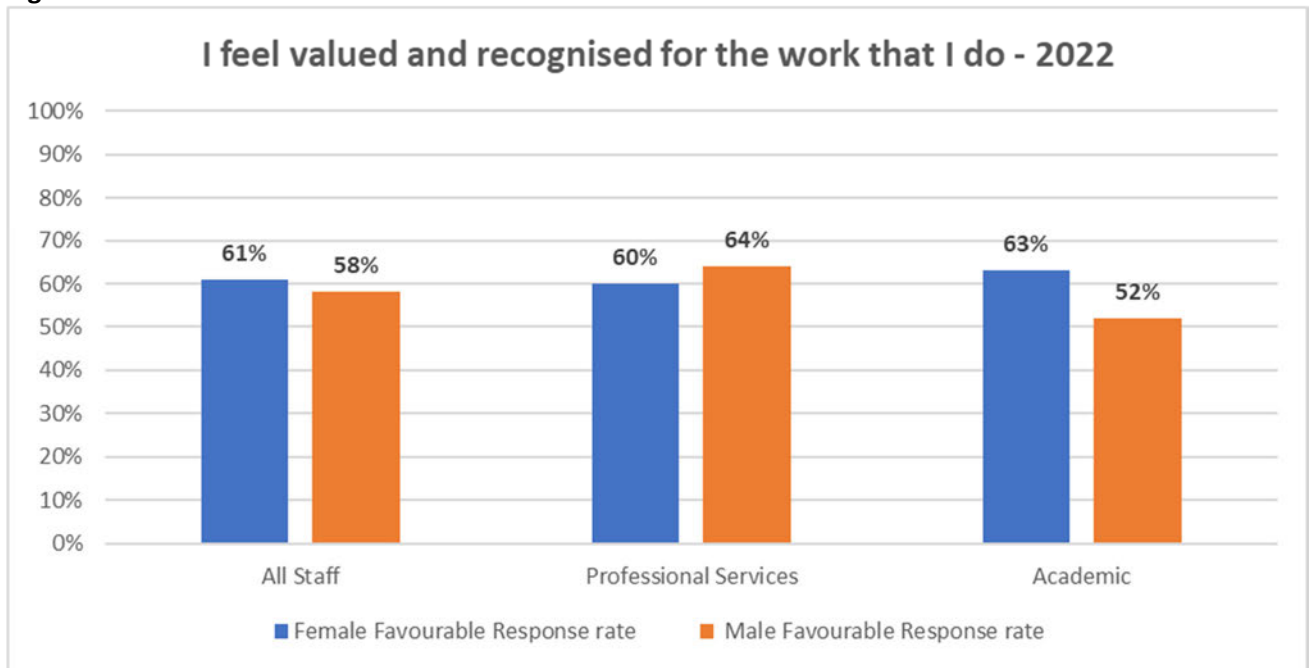

I feel valued and recognised for the work that I do - 2022

Figure 1.2: Staff citing 'I feel trusted to get on with the job' in response to 'What are the best things about Hybrid Working?'

I feel trusted to get on with the job - 2023

Figure 1.3:

I feel the University acts fairly (regardless of age, disability, ethnicity, gender, gender identity, marital or civil partnership status, pregnancy or maternity, religion or sexual orientation) withregard to career progression/promotion - 2022

	All Staff	Professional Services	Academic
Female Favourable Response rate	69%	69%	69%
Male Favourable Response rate	69%	78%	60%

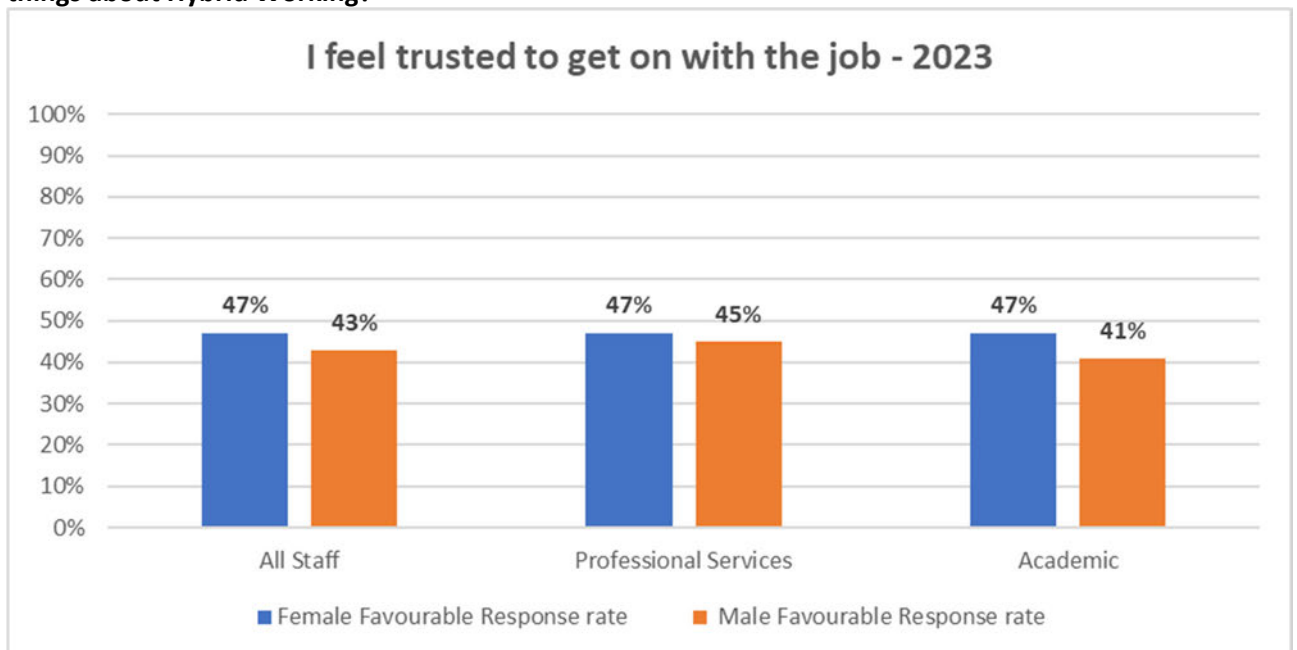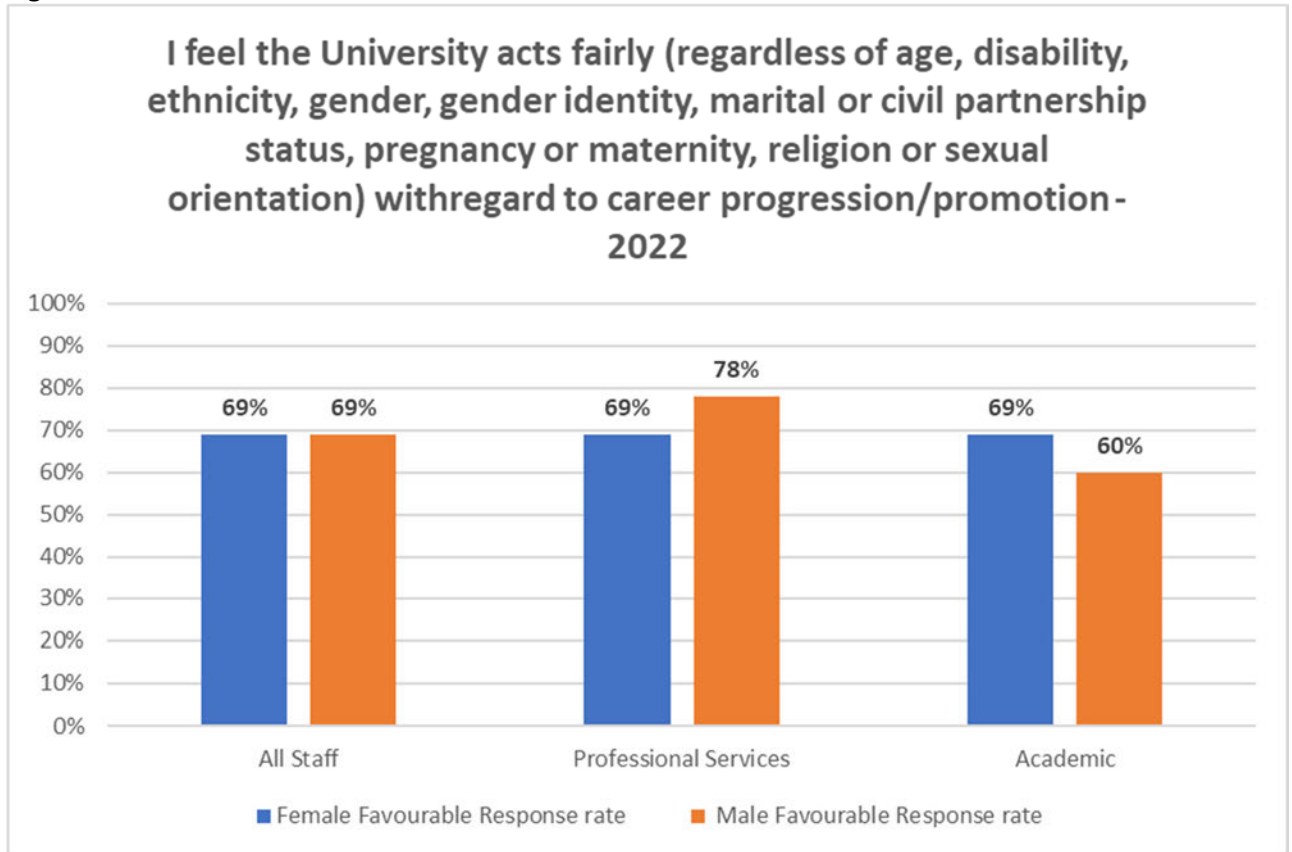■ Female Favourable Response rate   ■ Male Favourable Response rate
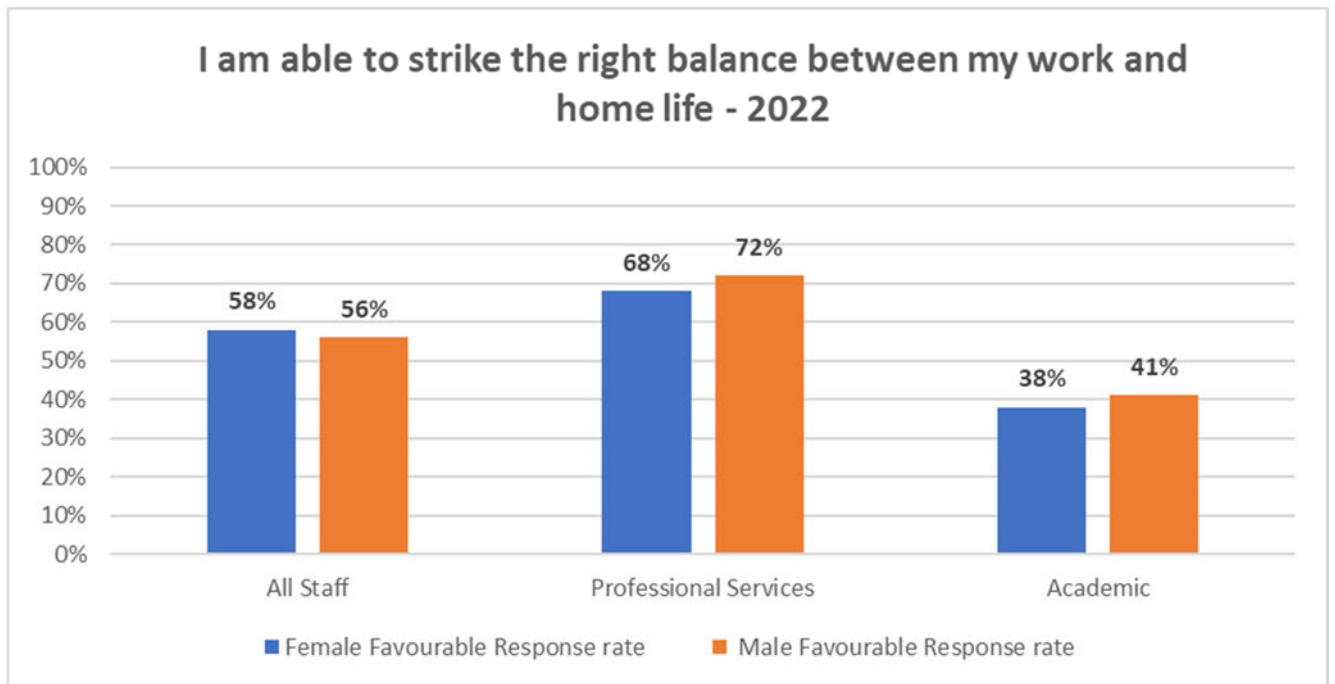
Figure 1.4:

Figure 1.5: Staff citing improved work-life balance in response to 'What are the best things about Hybrid Working?'

Figure 1.6: By staff type

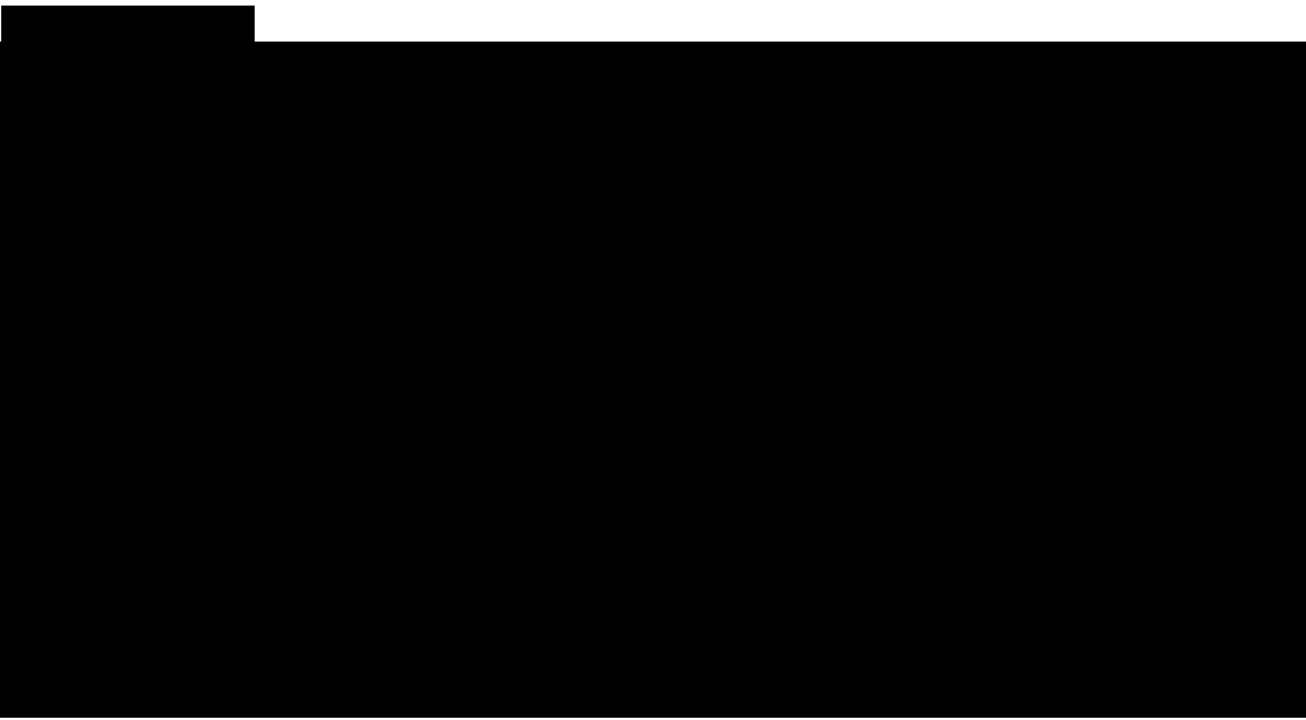I have personally experienced bullying/harassment at work during the last year - 2022

	All Staff	Professional Services	Academic
Female	7%	7%	6%
Male	4%	4%	4%
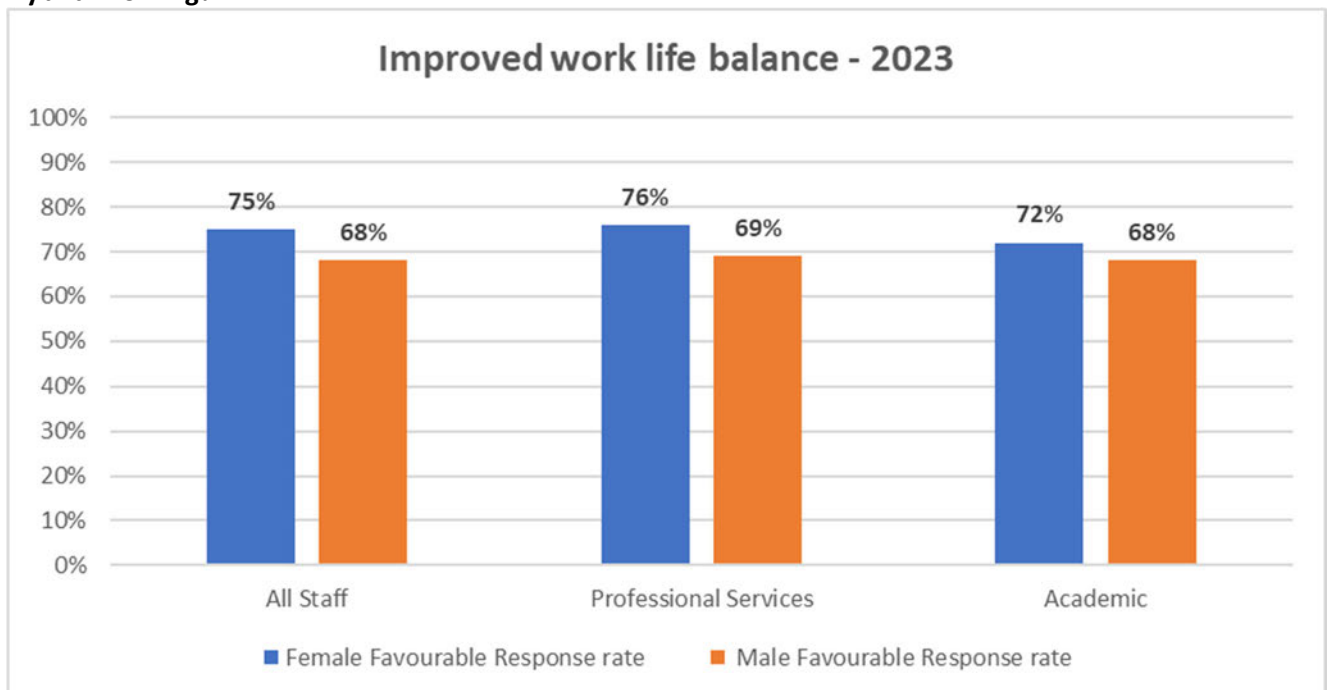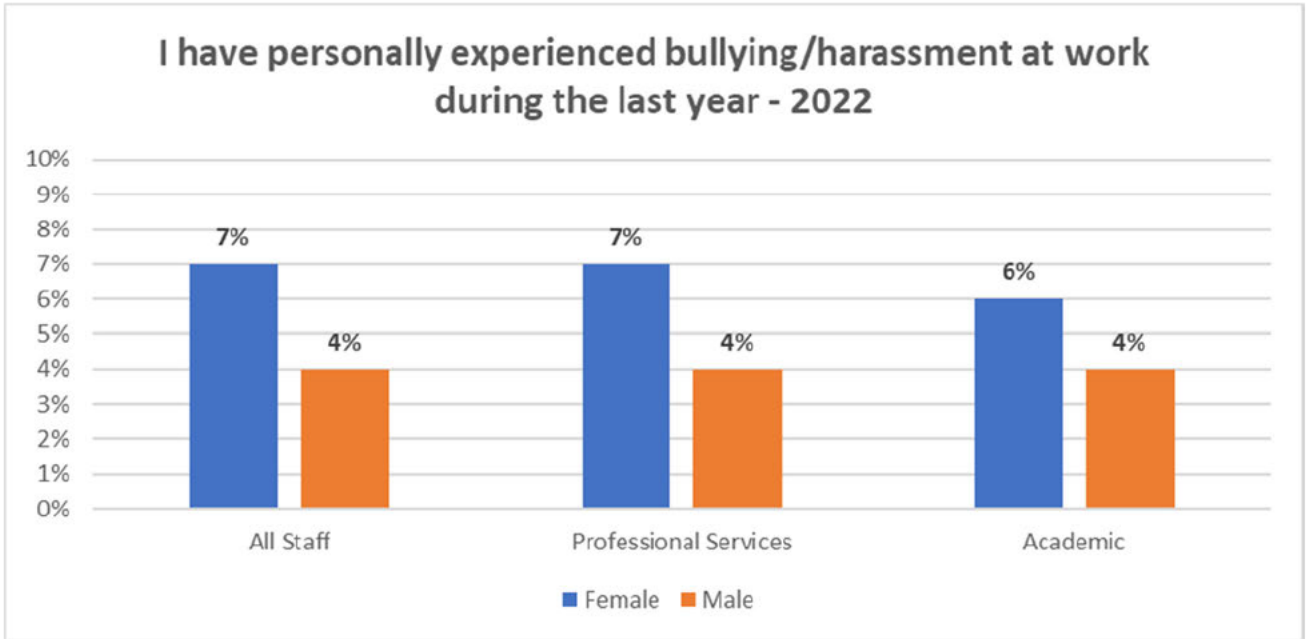
Figure 1.8: By all staff and staff type

If I experienced bullying/harassment while at work here, I would feel able to report this without feeling concerned about any repercussions - 2022

	Female	Male
All Staff	61%	68%
Professional Services	59%	68%
Academic	64%	68%

Figure 1.9: By School

If I experienced bullying/harassment while at work here, I would feel able to report this without feeling concerned about any repercussions - 2022

	Female	Male
School of Applied Sciences	61%	63%
School of Business Law and Social Sciences	75%	54%
School of Design and Informatics	57%	76%

Figure 1.10:

My career development aspirations at the University are being met - 2022

Figure 1.11:

The university does enough to support my health and wellbeing at work - 2022

Figure 1.12: Staff citing improved wellbeing and mental health in response to 'What are the best things about Hybrid Working?'
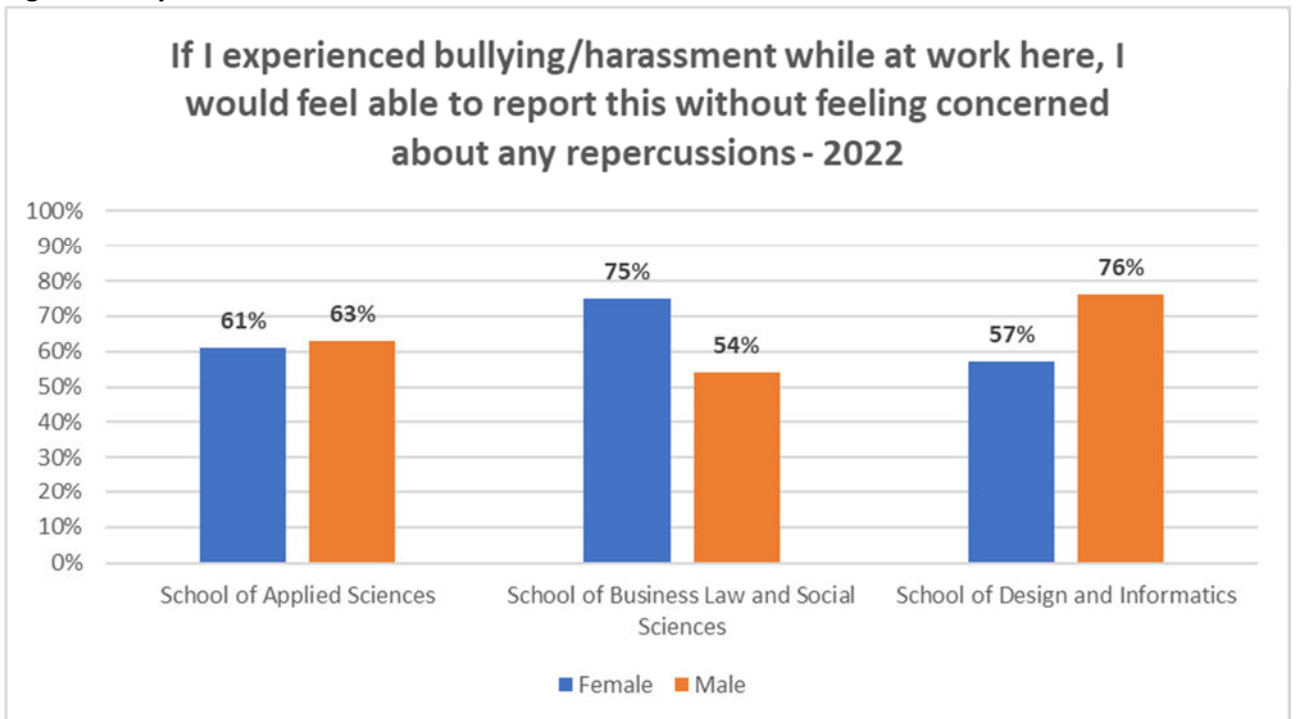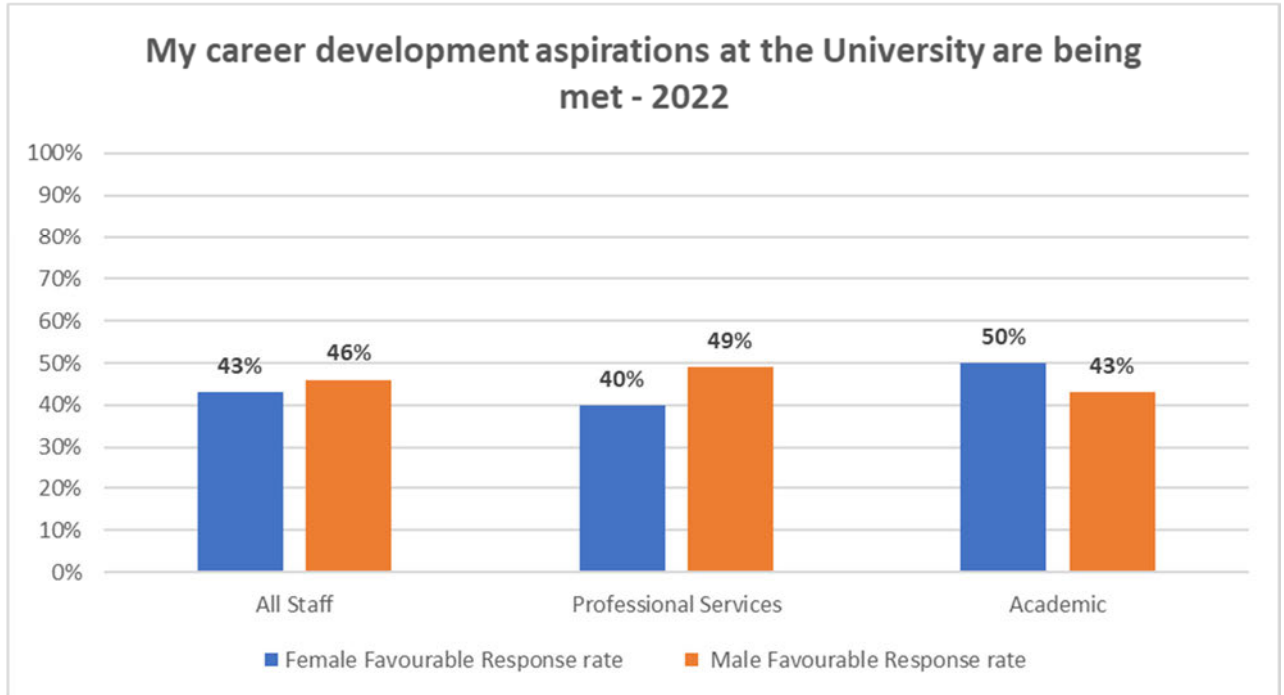

Improved wellbeing and mental health - 2023

Female Favourable Response rate / Male Favourable Response rate

All Staff: 45% / 39%
Professional Services: 44% / 36%
Academic: 47% / 41%
School of Applied Sciences: 49% / 28%
School of Business Law and Social Sciences: 58% / 44%
School of Design and Informatics: 58% / 52%

Figure 1.13

I feel safe and secure in my working environment - 2022

Female Favourable Response rate / Male Favourable Response rate

All Staff: 75% / 81%
Professional Services: 74% / 82%
Academic: 77% / 80%

Figure 1.14: Responses to 2020 Pulse Survey

I am satisfied with the flexible working arrangements in place - 2020

Academic / Teaching — Favourable response rate: Female 50.00%, Male 50.00%

Professional / Supp — Favourable response rate: Female 69.72%, Male 30.28%

Figure 1.15: Responses to 2020 Pulse Survey

I know where to go for support regarding my health (mental and physical), safety and wellbeing - 2020

Academic / Teaching — Favourable response rate: Female 56.92%, Male 43.08%

Professional / Supp — Favourable response rate: Female 71.68%, Male 28.32%

Figure 1.16: Responses to 2020 Pulse Survey
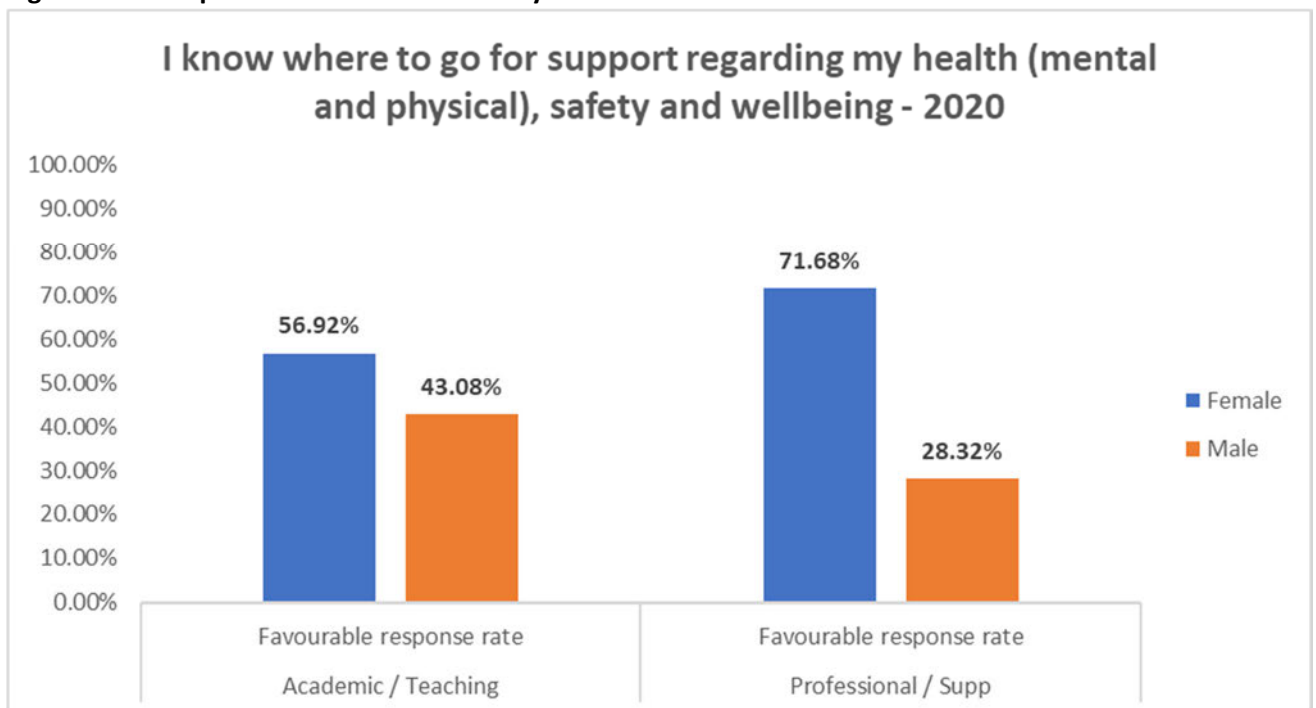Numbers responding either 'NA – I am not involved in research' or on a range from Strongly Agree to Strongly Disagree.

The COVID-19 pandemic has impacted my ability to do and publish my research - 2020

Academic / Teaching — Favourable response rate: Female 51.79%, Male 48.21%
Professional / Supp — Favourable response rate: Female 33.33%, Male 66.67%

Figure 1.17:

I have the equipment and resources I need to do my work properly - 2022

Category	Female Favourable Response rate	Male Favourable Response rate
All Staff	70%	63%
Professional Services	80%	67%
Academic	52%	47%
School of Applied Sciences	50%	44%
School of Business Law and Social Sciences	83%	54%
School of Design and Informatics	36%	49%

Figure 1.18:

Abertay University has adequate technology and infrastructure in place to support me wherever I am working - 2023

Female Favourable Response rate | Male Favourable Response rate

All Staff: 77% / 73%
Professional Services: 86% / 77%
Academic: 61% / 69%
School of Applied Sciences: 63% / 61%
School of Business Law and Social Sciences: 67% / 75%
School of Design and Informatics: 50% / 84%

Figure 1.19:

I have an appropriate workload allocation that allows me to deliver on Research and Knowledge Exchange priorities (question to academic staff only) - 2022

Female Favourable Response rate | Male Favourable Response rate

All Staff: 20% / 29%
School of Applied Sciences: 24% / 19%
School of Business Law and Social Sciences: 27% / 46%
School of Design and Informatics: 9% / 30%

Figure 1.20:

I can comfortably cope with my workload - 2022

	All Staff	Professional Services	Academic	School of Applied Sciences	School of Business Law and Social Sciences	School of Design and Informatics
Female Favourable Response rate	49%	58%	30%	39%	42%	7%
Male Favourable Response rate	44%	57%	33%	25%	54%	32%

Figure 1.21:

The University does enough to support my health and wellbeing at work - 2022

	All Staff	Professional Services	Academic	School of Applied Sciences	School of Business Law and Social Sciences	School of Design and Informatics
Female Favourable Response rate	51%	53%	47%	59%	42%	21%
Male Favourable Response rate	60%	72%	49%	47%	62%	49%

Figure 1.22:

I would still like to be working at the University in two years' time - 2022

Category	Female Favourable Response rate	Male Favourable Response rate
All Staff	64%	74%
Professional Services	63%	78%
Academic	66%	69%
School of Applied Sciences	63%	75%
School of Business Law and Social Sciences	83%	62%
School of Design and Informatics	50%	73%

Figure 1.23: Responses to Staff Survey questions used to measure Abertay University's KPI (Key Performance Indicator) on staff engagement, which is reported on annually to Court
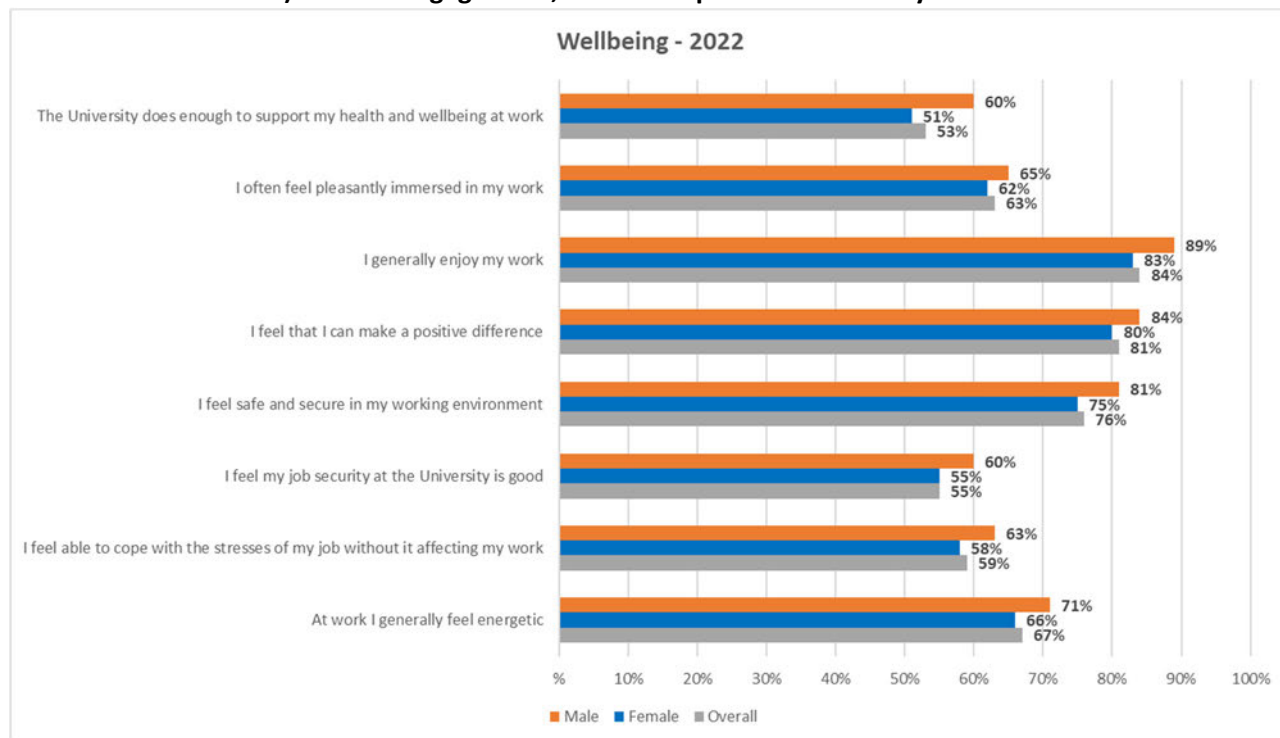

Table 1.1: 2022 Staff Engagement Survey - % favourable response by gender, both by theme, and for all survey questions

Favourable responses by Theme:	Female (193)	Male (144)	%age point difference
Purpose	69%	69%	0
People Development	65%	64%	-1
Enablement	53%	51%	-2
Autonomy	64%	62%	-2
Reward	66%	64%	-2
Line Management	78%	80%	2
Leadership	48%	52%	4
Communication	69%	69%	0
Change	36%	39%	3
Wellbeing	66%	72%	6
Bullying or Harassment	83%	86%	3
Inclusion	71%	71%	0
Engagement	76%	79%	3
All questions - grouped by Theme			
Purpose			
I am clear about what I am expected to achieve in my job	83%	79%	-4
I could explain to someone who didn't work here what the University is trying to achieve	54%	59%	5

I feel the University delivers a good quality service to students	77%	76%	-1
I know how the work I do helps the University to succeed	87%	90%	3
I know how well the University is doing	58%	56%	-2
The University has a good record on environmental issues and sustainability	43%	42%	-1
The University has a good reputation generally	72%	74%	2
The University has a positive impact on society	74%	76%	2
People Development			
Have you had a Development Discussion meeting?	83%	85%	2
I can get the training and development I need to do my job	69%	62%	-7
I have the right opportunities to learn and grow at work	57%	59%	2
My career development aspirations at the University are being met	43%	46%	3
My Development Discussion meeting enabled me to reflect on and identify opportunities that support my development	73%	70%	-3
Enablement			
At the University, we make decisions in a timely and efficient way	36%	33%	-3
I am satisfied with my physical work environment	56%	55%	-1
I have the equipment and resources I need to do my work properly	70%	56%	-14
Our approach to digital technology enables people to be more effective	59%	54%	-5
People communicate openly here regardless of position or level	45%	53%	8
People help and support each other here	72%	67%	-5
There is good communication and collaboration between different parts of the University	32%	37%	5
Autonomy			
I am able to strike the right balance between my work and home life	58%	56%	-2
I can comfortably cope with my workload	49%	44%	-5
I feel able to speak up and challenge the way things are done here	55%	54%	-1
I have an appropriate workload allocation that allows me to deliver on Research and Knowledge Exchange priorities (question to academic staff only)	20%	29%	9
I have the freedom I need to get on with my job	84%	81%	-3
My job makes the best use of the skills and abilities that I have	81%	82%	1
My opinion is sought on decisions that affect my work	60%	60%	0
Our approach to hybrid working works well for me	78%	70%	-8
Reward			
I feel fairly paid for the work I do	54%	49%	-5
I feel valued and recognised for the work that I do	61%	58%	-3
I find my work interesting and challenging	84%	87%	3
Line Management			

My Line Manager takes the time to talk/meet with me regularly to develop my skills	68%	72%	4
My manager gives me sufficient feedback on how I am doing	71%	72%	1
My manager is approachable	86%	91%	5
My manager keeps me informed about things I should know about	78%	80%	2
My manager treats me fairly and with respect	84%	88%	4
Leadership			
Senior leaders make the effort to listen to staff	50%	57%	7
Senior leaders manage and lead the University well	45%	49%	4
Senior leaders provide a clear vision of the overall direction of the University	50%	52%	2
Communication			
On the whole, I think communication from my line manager is effective	80%	85%	5
On the whole, I think communication from the Executive (Principal, Deputy Principal, Vice-Principal and University Secretary) is effective	55%	52%	-3
On the whole, I think the University-wide communications from the Communications Team are effective (i.e. Community Update/MyAbertay and all staff emails)	72%	70%	-2
Change			
I believe action will be taken as a result of this survey	36%	37%	1
In my opinion recent changes have been well explained	33%	38%	5
In my opinion recent changes have been well planned	31%	32%	1
The current pace of change here is about right	44%	49%	5
Wellbeing			
At work I generally feel energetic	66%	71%	5
I feel able to cope with the stresses of my job without it affecting my work	58%	63%	5
I feel my job security at the University is good	55%	60%	5
I feel safe and secure in my working environment	75%	81%	6
I feel that I can make a positive difference	80%	84%	4
I generally enjoy my work	83%	89%	6
I often feel pleasantly immersed in my work	62%	65%	3
The University does enough to support my health and wellbeing at work	51%	60%	9
Bullying or Harassment			
I have been discriminated against at work during the last year ('No' is the favourable response)	94%	96%	2
I have personally experienced bullying/harassment at work during the last year ('No' is the favourable response)	93%	96%	3
If I experienced bullying/harassment while at work here, I would feel able to report this without feeling concerned about any repercussions	61%	68%	7
Inclusion			
I feel a strong sense of belonging at the University	62%	61%	-1
I feel I can be my true self at work	75%	76%	1

I feel the University acts fairly (regardless of age, disability, ethnicity, gender, gender identity, marital or civil partnership status, pregnancy or maternity, religion or sexual orientation) with regard to career progression/promotion	69%	69%	0
People with backgrounds like mine can succeed here	77%	78%	1
Engagement			
I am enthusiastic about my job	85%	86%	1
I am proud to say I work for the University	79%	81%	2
I care about the future of the University	93%	96%	3
I would recommend the University as a good place to be a student	75%	76%	1
I would recommend to friends and family that the University is a good place to work	64%	72%	8
I would still like to be working at the University in two years' time	64%	74%	10
Working here inspires me to do the best work I can	70%	66%	-4

Table 1.2: All staff survey 2022 % favourable responses to six KPI questions (part of the University KPIs), with comparison to the 2019 staff survey results

Note: not all respondents provided gender information and the overall figure includes those responses – so can be lower (as in some cases) than both women's and men's responses.

	2022	2019
I am enthusiastic about my job	83% (85% F, 86% M)	78% (78% F, 80% M)
I often feel pleasantly immersed in my work	63% (62% F, 65% M)	72% (76% F, 70% M)
At work I generally feel energetic	67% (66% F, 71% M)	My job makes me come alive and feel invigorated 53% (56% F, 55% M)
This organisation has a good reputation generally	71% (72% F, 74% M)	52% (56% F, 61% M)
I know how well the University is doing	56% (58% F, 56% M)	Things this organisation does turn out well 44% (48% F, 54% M)
I would recommend this organisation to family/ friends who are looking for employment within the HE sector	66% (64% F, 72% M)	50% (56% F, 57% M)

Table 1.3: 2023 Hybrid Working Pulse Survey - % favourable response by gender, both by theme, and for all survey questions

	Female (174)	Male (152)	% point difference
Favourable responses by Theme:			
Hybrid working environments	79%	73%	-6%
Perceptions of hybrid working	80%	69%	-11%
Hybrid Working Index	74%	66%	-8%
All questions grouped by Theme			
Hybrid working environments			
Abertay University has adequate technology and infrastructure in place to support me wherever I am working	77%	73%	-4%
I am satisfied the physical work environment on campus supports hybrid working	72%	70%	-2%
People in my team work well together regardless of where they are based	87%	75%	-12%
Perceptions of hybrid working			
I am satisfied with Abertay University's approach to hybrid working	80%	70%	-10%
I believe that our approach to hybrid working works well for collaboration between teams	73%	57%	-16%
I believe that our approach to hybrid working works well for service delivery	73%	62%	-11%
I believe that our approach to hybrid working works well for teamwork	79%	62%	-17%
I feel I am trusted to work effectively from home	94%	85%	-9%
I feel that Abertay's managers, in general, actively support hybrid working	87%	80%	-7%
I have sufficient opportunity to meet colleagues informally and socially at work	64%	54%	-10%
In my experience, we manage internal meetings effectively in a hybrid way	78%	73%	-5%
My manager actively supports hybrid working	93%	83%	-10%
Hybrid Working Index			
I believe that our approach to hybrid working works well for me personally	87%	74%	-13%
I believe that our approach to hybrid working works well for our students	57%	53%	-4%
I believe that our approach to hybrid working works well for the university	79%	70%	-9%

Appendix 2: Data tables

See separate document.

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Abertay Online	Abertay's developing range of 100% online programmes in partnership with HEP (Higher Education Partnership)
Abertay SA	Abertay Students' Association
AbLE	Abertay Learning Enhancement (AbLE) Academy – led by the Dean of Teaching and Learning
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ABM	See Divisions
ALG	Academic Leadership Group
AP	Action Plan: AP2018 refers to the previous Action Plan covering 2018-23; AP2024 refers to the future Action Plan covering 2024-29
App	Appendix
APYYYY n.n	Action Point from the relevant action plan
AS	Athena Swan
BAME	Black, Asian and Minority Ethnic (the preferred term of our BAME and International (BAMEI) Staff Network)
BLS	School of Business, Law and Social Sciences
Court	Abertay University's governing body
CPD	Continuous Professional Development
CYB	See Divisions
DBS	Dundee Business School
DD(s)	Development Discussions – Abertay's annual appraisal/ development and performance review process
Divisions	The following abbreviations for the Divisions are used in the student data in Appendix 2. The Division is in the School shown in brackets: ABM – Accounting, Business and Management (BLS) CYB – Cyber Security (SDI) EFS – Engineering and Food Science (SAS) GAA – Games and Arts (SDI) GTM – Games Technology and Mathematics (SDI) HSC – Health Sciences (SAS) LAW – Law (BLS) PFS – Psychology and Forensic Science (SAS) SES – Sport and Exercise Sciences (SAS) SOC – Sociology (BLS)
Do…	Director of…
DoPOD	Director of People and Organisational Development
DORA	The San Francisco Declaration of Research Assessment
DoRGS	Dean of Research and the Graduate School
DVC	Deputy Principal and Deputy Vice-Chancellor
ECR	External and Corporate Relations (Service)
EDI	Equality, Diversity and Inclusion
EDILG	EDI Leadership Group: Director of People & OD (DoPOD) (chair), Director of Student and Academic Services (DoSAcS), Deans of

	AbLE, Research and the Graduate School, and School of Applied Sciences, reports to SMT and responsible for overseeing and coordinating
EFS	See Divisions
Exec	Executive Group (VC, DVC, VP, DoPOD, DoFICS): the subset of SMT accountable to Court for the overall performance of the University, financial sustainability, resource allocation and approval of operational plans.
FICS	Finance, Infrastructure and Corporate Services
FTC	Fixed-term Contract
GAA	See Divisions
GS	Graduate School
Gr or G	Grade – see Academic Staff Job Titles and Grades table below
GTM	See Divisions
HE	Higher Education
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Division
Hourly-paid	Staff with no fixed/regular hours of work, as opposed to salaried.
HSC LAW	See Divisions
Lecturer	See Academic staff job titles table below
LV	Lead Voices – staff representatives/advocates for the different protected characteristic groups
n	number (used in charts, tables and commentary on figures)
MyAbertay	Interface to Abertay's intranet, which is tailored for staff and students enabling different information links, banners, news items, etc.
NSS	National Student Survey
PFS	See Divisions
PG	Postgraduate
PG Cert	PG Certificate in Higher Education Teaching offered by AbLE
PGT	Postgraduate Taught (students)
PGR	Postgraduate Research (students)
PHEC	People, Health and Equality Committee
PS	People Services
PSS	Professional Services Staff, referred to as PTO in AS guidance. Previously known as Support staff at Abertay – until the term was changed in response to consultation on the recent People Strategy (2022). The HR system still refers to Support for PSS, and also as a sub-category of PSS for administrative and professional staff that are not manual, technical or senior management.
PT	Part-time
PTO	Professional, technical and operational (staff) used in AS form, but referred to as PSS or Support at Abertay (see PSS)
Q	Quarter of the specified year during which the item will be on a SAT agenda to review progress. Q1=Jan-March, Q2 = April-June etc.
REF	Research Excellence Framework

Research Fellow	See Academic staff job titles table below
R-LINCS	Research-Led Innovation Nodes for Contemporary Society, Abertay's RKE Strategy
RKE	Research and Knowledge Exchange
salaried	Staff paid a regular salary, as opposed to hourly-paid.
SA	Abertay Students' Association
SAcS	Student and Academic Services
SAS	School of Applied Sciences
SAT	Self-Assessment Team
SDI	School of Design and Informatics
SES	See Divisions
SET	School of Science, Engineering and Technology
SHS	School of Social and Health Sciences
SL	Senior Lecturer, see Academic staff job titles table below
SMT	Senior Management Team (6 Deans, 4 Directors, VP, DVC & VC): the University's leadership team
SOC	See Divisions
Support staff	See PSS.
T&L	Teaching and Learning
TLC	Teaching and Learning Committee – reports to Senate
Teaching Fellow	See Academic staff job titles table below
TNE	Trans-National Education, mostly involving franchising Abertay degrees for delivery by partners overseas, with Abertay staff involved in course development and quality assurance. May include some partnerships involving direct teaching by Abertay staff overseas; and some accreditation-only partnerships.
TQLE	Teaching Quality and Learning Enhancement Lead
TRAMS	Teaching, Research and Academic Staff Mentoring Scheme – cross-institutional scheme coordinated by University of St Andrews.
UG	Undergraduate
VC	Principal and Vice-Chancellor (head of the University)
VP	Vice-Principal (Strategy and Governance) and University Secretary
Yammer	A 'social networking' medium similar to Facebook for Abertay staff, used to post news and items of interest

Academic staff Job Titles and Grades

Grade	Job Title
6	Research Fellow, Teaching Fellow
7	Lecturer, Research Fellow
8	Lecturer
9	Senior Lecturer
10	Professor, Head of Division, Teaching Quality and Learning Enhancement Lead, Dean of School