Institution Application

Bronze and Silver Award

ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

=an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

=a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

=the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Application
Word limit	10,000	11,500
UoD Overall Word Count		**11,397**
Recommended word count		
1.Letter of endorsement	500	503
2.Description of the institution	500	927
3. Self-assessment process	1,000	925
4. Picture of the institution	2,000	2,402
5. Supporting and advancing women's careers	5,000	5987
6. Supporting trans people	500	653
7. Further information	500	

Confirmation of allocation of extra words

From:	Athena Swan
To:	Jane Illes (Staff)
Cc:	Athena Swan
Subject:	RE: Increase in word limit for your institutional Athena SWAN application - 500 words CRM:0006008
Date:	03 April 2017 16:07:04

Dear Jane,

████ is currently on annual leave.

I can confirm that the University of Dundee have 1,500 extra words to use; the 1000 for the restructure, and the 500 granted to institutions. You can use these anywhere, because post-May submission word limits are aggregated across sections. Please make it clear where you have used the additional words.

Best regards,

████

Name of institution	University of Dundee	
Date of application	28th April 2017	
Award Level	Bronze	
Date joined Athena SWAN	2012	
Current award	Date: November 2013	Level: Bronze (Pre-May 2015 Charter)
Contact for application	Dr Jane Illes	
Email	j.illes@dundee.ac.uk	
Telephone	01382 384966	

GLOSSARY

AD - Associate Dean

AHSSBL – Arts, Humanities, Social Sciences, Business & Law

AP – Action Point

ARP – Annual Review Procedure

AS - Athena SWAN

ASLWG – Application Short-Life Working Group

ASPC - Athena SWAN Project Coordinator

ASSG – Athena SWAN Steering Group

A&R – Academic and Research

ASSG – Athena SWAN Steering Group

BME - Black or Minority Ethnic

CASE – College of Art, Science & Engineering

CASS – College of Arts & Social Sciences

CLS – College of Life Sciences

CMDN – College of Medicine, Dentistry & Nursing

DaWaS – Dignity at Work and Study

DCP – Dual Career Partnership

DLP – Developing Leaders Programme

DUSA = Dundee University Students Association

EIAs – Equality Impact Assessment

E&D – Equality & Diversity

ECU – Equality Challenge Unit

ECAMS – Early Career Academic Mentoring Scheme

EDI – Equality, Diversity and Inclusion

FPE - Full Person Equivalent

FT – Full-Time

HE – Higher Education

HEFCE – Higher Education Funding Council for England

HEI – Higher Education Institute

HEIDI – Higher Education Information Database for Institutions

HESA – Higher Education Statistics Agency

HROrgDev - Human Resources and Organisational Development

HR – Human Resources

KIT – Keeping In Touch

KPI – Key Performance Indicators

LGBT – Lesbian, Gay, Bisexual & Transgender

L&T = Learning and Teaching

NA/NK – Not Applicable/Unknown

OPD – Organisational and Professional Development

OSaR – Objective Setting and Review

PDRA – Postdoctoral Research Assistant

PG - Postgraduate

PGT - Postgraduate Taught

PGR - Postgraduate Research

PODCo - People and Organisation Development Committee

PS – Professional Services

P&S - Professional & Support

PT – Part-Time

RAE - Research Assessment Exercise

REC – Race Equality Charter

REF – Research Excellence Framework

RO – Research Only

SA&D – School of Art & Design

SAT – Self-Assessment Team/s

SCREDS – Scottish Clinical Research Excellence Development Scheme

SDEN – School of Dentistry

SESW – School of Education & Social Work

SHUM – School of Humanities

SLS – School of Life Sciences

SMED – School of Medicine

SNHS – School of Nursing & Health Sciences

SSEN – School of Science & Engineering

SSS – School of Social Sciences

STEMM – Science, Technology, Engineering, Mathematics & Medicine

T&R – Teaching & Research

T&S – Teaching & Scholarship

UEG – University Executive Group

UG - Undergraduate

UoD – University of Dundee

VP(APP) - Vice Principal (Academic Planning and Performance)

VP(I) – Vice Principal (International)

VP(L&T) – Vice Principal (Learning & Teaching)

VP(R)/VP(RKE&WI) - Vice-Principal (Research, Knowledge Exchange and Wider Impact)

VS – Voluntary Severance

WiSF - Women in Science Festival

WLB -Work Life Balance

WLM - Workload Model

Data Notes:

1. Internally sourced staff numbers –All staff data are based on a snapshot taken on the 31st July each year and are presented as Full Person Equivalent (FPE).

2. Staff Excluded from All-Analysis - All non-salaried, non-graded, non-professor staff members (Associate, Honorary and Temporary).

3. Comparator Higher Education Institute Data - HESA data† extracted from the HEIDI plus database and are comprised of the following Scottish HEIs:

- Abertay University
- Edinburgh Napier University
- Glasgow Caledonian University
- Heriot-Watt University
- Queen Margaret University, Edinburgh
- Robert Gordon University
- The University of Aberdeen
- The University of Edinburgh
- The University of Glasgow
- The University of St Andrews
- The University of Stirling
- The University of Strathclyde
- The University of the West of Scotland

In our comparator charts, we present HESA data extracted from HEIDI plus averaged over a 5-year period from 2010/11 to 2014/15 for:

- University of Dundee
- Institutions above **including** University of Dundee data
- Institutions above **excluding** University of Dundee data

†HESA Staff Record [2010/11 – 2014/15]
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Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

Our internal data extraction and reporting methods are as consistent as possible with HESA protocol. However, there are inevitably differences. Rounding and removal of low numbers data (by HESA) also introduce differences in data reported. Differences are particularly obviously at small %, where a small difference can result in a relatively large difference in values. We believe both internal and external data to be reliable.
HESA reporting period is 2010/11 to 2014/15, whereas internally reported reporting period is 2011/12-2015/2016 (unless otherwise stated).

4. Student numbers – The **HESA standard registration population** has been derived from the HESA Student record, from all registered higher education and further education student instances active at a reporting HE provider in the reporting period 1st August to 31st July, following courses that lead to the award of a qualification or HE provider credit, and ensures that similar activity is counted in a similar way irrespective of when it occurs. Non-credit bearing students in this context are 5 students on the International Summer Programme (Postgraduate Experience) in School Art and Design

5. School Mapping – We have nine academic Schools (five STEMM Schools – School of Dentistry (SDEN), School of Life Sciences (SLS), School of Medicine (SMED), School of Nursing & Health Sciences (SNHS) and School of Science & Engineering (SSEN) and four AHSSBL Schools – School of Art & Design (SA&D), School of Education & Social Work (SESW), School of Humanities (SHUM) and School of Social Sciences (SSS)).

6. Staff Affiliation Mapping – Academic & Research (A&R) and Professional & Support (P&S) Staff are aligned to either a STEMM School (with Clinical and Non-Clinical A&R staff are shown separately where appropriate), an AHSSBL School or one of the Professional Services (PS) Directorates.

7. Staff Grade Mapping - most A&R staff are contracted at a UoD standard numeric grade (for example, Grade 7, Grade 8 etc.). Some staff are not on a standard UoD grade – *for example*, some research fellows or come clinical staff. To allow for simple comparison across UoD, STEMM Schools, (by Clinical and Non-clinical) and AHSSBL Schools, we have mapped staff and reported data according to the following rules and report staff according to their "Athena SWAN (AS)" grade.

- **AS06 -** Research Assistants/Associates/Officers/Nurses, Support Technicians and Counsellors
- **AS07** – Postdoctoral Research Assistants (PDRAs) and Fellows, Lecturers (G7)
- **AS08** – Lecturers (G8) and Senior Research Fellows
- **AS09** - Senior Lecturers and Readers
- **AS10** – Professors

Overall data for UoD, STEMM Schools (Clinical & Non-Clinical) and AHSSBL School level data contains **All** A&R staff, further breakdowns show **AS07-AS10 only**.

84 A&R staff (aggregated over the five-year reporting period) are affiliated with Schools but are in unusual or unique roles which do not lend themselves to mapping and 39 A&R staff (aggregated over the five-year reporting period) who are based in the PS Directorates are not included in by grade and contract type analysis.

Therefore, summing individual component data may not equal the overall totals.

8. Intersectionality Data – Data are presented for A&R staff by ethnicity, gender and grade. Between 24 and 50 of our staff have not declared their ethnicity over the reporting period (they may not have entered their information or selected prefer not to say), these are noted as 'Refused'.
For overall BME data, internal and external data (extracted from HEIDI plus) values may differ. This is due to rounding differences and exclusion of low numbers data in HEIDI plus. This has a disproportionate effect on lower values, hence apparent differences in BME numbers between internal and external sources. We believe both data sets (internal and HEIDI extract) to be accurate.

9. Contract Type Data – The majority of our Academic & Research staff are on Research Only (RO), Teaching & Research (T&R) or Teaching & Scholarship (T&S) contracts. We have a small group of staff noted as "Others". These are staff who although they remain on academic contracts their roles are unique and do not fit the HESA definition of RO, T&R or T&S. There were 31 "Others" over the five-year reporting period.

10. Leavers Data - Leavers data excludes tutors and are recorded annually on 31st July for the previous year.
% turnover is calculated from the leavers data and the snap shot of staff numbers. Snap shot of staff numbers does not account for starters in that year. This could result in over-inflation of (in particular) fixed-term leavers.
Expiry of contract may be recorded as a reason for leaving for both fixed-term and open-ended staff. For open-ended staff this is likely to be due to the ending of an open-ended contract with time limited, external funding.

11. Recruitment Data – These are extracted from our e-recruitment system. Any vacancies which are not managed through this system are not be included. The recruitment year runs from 1st August until 31st July. Appointments may not be recorded until the staff member has taken up post, which may be several months after the recruitment process. "Other" includes transsexual applicants, applicants who have withheld gender information and applicants where gender is unknown.

12. UoD Survey Data – Respondents were 1947 (2013) & 1982 (2015).

13. Shortlisting and Interview Panel Data - Shortlisting and Interview panel data 2015/16 were manually recorded by HR staff from 1st April to 31st July 2015 (incomplete year). 2016/17 data are extracted from online tracking form 1st August 2015 to 31st July 2016. "No Panel Data" reflects vacancies where limited panel information was recorded but no the gender breakdown. "Unknown" indicates instances where "Internal", "External" or "Redeployment" vacancy type was not recorded.

14. Promotions Data - In line with our promotions procedure nomenclature, we present here data disaggregated to show promotions to "Senior Lecturer or Researcher Grade 9" and to "Reader" separately (these are combined elsewhere to "AS09"). Since 2014, it is possible to apply for promotion from any grade to any other. The candidate may be successful at that or any other level or unsuccessful. Success rates of over 100% occur when promotions awarded exceeded application to that level. (For example, a Senior Lecturer could apply for promotion to Personal Chair and be awarded promotion to the lower position of Reader.)

15. Research Excellence Framework Data - As Category B staff were not eligible in RAE2008 and (following the introduction of a more restrictive definition).
UoD only submitted one Category C individual to REF2014 the following commentary and comparisons have been confined to Category A staff.
The definition of Category A staff differed between the two assessments, with teaching only staff eligible for submission in RAE2008 but not in REF2014
[1]https://www.timeshighereducation.com/sites/default/files/Attachments/THE/THE/18_December_2008/attachments/RAE_2008_THE_RESULTS.pdf
[2] Selection of staff for inclusion in the REF2014, HEFCE, August 2015 -
http://www.hefce.ac.uk/pubs/year/2015/201517
[3.]*http://www.rae.ac.uk/pubs/2005/03/*

16. Equality & Diversity Training Data - E&D data are cumulative values and are collected at different snap shot dates to other data sets therefore totals will not match our overall staff numbers. Some non-completion figures will relate to new starts. Our Health Schools (part of the STEMM group) also accept NHS approved training in lieu of the UoD training, meaning that completion rates presented below for STEMM Schools are artificially deflated.

17. Objective Setting & Review (OSaR) Data – Staff with the following job categories (Tutor, Secondment, Temporary, Agency and Manual staff, not in supervisory roles, who operate to specified and understood standards in their roles) will not have annual OSaR meetings but Deans and Directors should ensure that they are aware of the University vision, values and aims.

18. Maternity Leave Data - Only maternity staff records that had a matching record in the Core Staff dataset for that academic year have been included to ensure consistency in reporting.

19. Paternity Leave Data - Only paternity staff records that had a matching record in the Core Staff dataset for that academic year have been included to ensure consistency in reporting.

20. Flexible Working Data - Only flexible working applications that had a matching record in the Core Staff dataset for that academic year have been included to ensure consistency in reporting.

21. Childcare Voucher Scheme Data - Only childcare voucher records that had a matching record in the Core Staff dataset for that academic year have been included to ensure consistency in reporting.

22. Influential Committee Names – Committee data are reported under the current committee name. These may have changed over the reporting period.

23. UoD Athena SWAN Survey Data -Respondents were 644 (2015) & 414 (2016).

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION
Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

*Note: Please insert the endorsement letter **immediately after** this cover page.*

Principal & Vice-Chancellor
Professor Sir Pete Downes OBE FRSE FmedSci FRSB
e: c.p.downes@dundee.ac.uk

Personal Assistant
Valerie Dorward e: v.a.dorward@dundee.ac.uk   t: 01382 385561

Dr Ruth Gilligan
Athena SWAN Manager
Athena SWAN Charter
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
LONDON, SE1 7SP

27 April 2017

Dear Dr Gilligan

'Transforming lives' is central to our vision at the University of Dundee. We aim to be a community which works collectively to maintain and grow excellence, and to achieve this we must ensure that our staff and student bodies are diverse and inclusive.

Gender equality and the consideration of intersectionality of gender with other protected characteristics is at the centre of our thinking and Athena SWAN (AS) has provided an excellent framework for focusing our activity. I am committed to the principles and actions of AS personally.

Since our 2013 award, I have assigned an academic member of staff to coordinate our AS activity, appointed Equality & Diversity (E&D)/AS academic leads in every academic school and an AS data analyst. I appointed the Vice-Principal (Academic Planning and Performance) to champion AS at institution level and AS matters are regularly raised in meetings with the staff body, executive meetings and decision making committees for appointing and promoting staff.

AS and its principles sit at the heart of our E&D portfolio. All of our STEMM schools have current AS awards and we are working towards accreditation in all AHSSBL schools.

In following our core values of, "valuing people, working together, integrity, making a difference and excellence" our coordinated and mainstreamed 'One Dundee' approach to AS ensures that best practice is shared across the university and we can facilitate a systematic annual review of progress at all levels to measure impacts of our actions.

University of Dundee • Dundee, DD1 4HN • Scotland, UK   t: +44 (0)1382 383000   w: dundee.ac.uk
Registered Scottish Charity No: SC015096

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AS is embedded into all levels of administration and has a coordinated and transparent reporting and governance structure. All strategic areas across the university are represented on the AS steering group. Three members of the steering group are also members of UEG, directly facilitating links across all management levels.
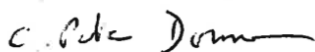
We have made much progress since our bronze award under the pre-May 2015 charter, such as ensuring gender balance on key development programmes, revising our promotions processes and procedures such that self-nomination is now possible and there are clear career paths for all academics, and improving our E&D training completion rates.

Considerable challenges remain, such as increasing the proportion of female professors and addressing gender balance at senior management levels. We are working to strengthen the pipeline and develop our leaders such that we can redress the balance. I am optimistic that our trajectory is upwards – the Associate Dean cohort is gender balanced and we are making significant efforts to ensure their career development is supported.

Our AS teams, the University Executive Group and I believe that our AS work, as described in our action plan, will help to further improve our gender balance and add to the richness and diversity of our culture.

I wish to thank our Athena SWAN teams for their hard work and dedication to bring this agenda to the forefront of our thoughts and practices. I fully and enthusiastically endorse our Athena SWAN award application which I believe to be a fair and true representation of our university.

Yours sincerely

Professor Sir Pete Downes
Principal & Vice-Chancellor

2. DESCRIPTION OF THE INSTITUTION
Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information.

With over 100 years of experience as a university college and 50 years as an independent university, the University of Dundee (UoD) is firmly established with strengths in teaching and research. UoD promotes translational research, develops new approaches to professional education, stimulates new ideas and technologies where disciplines intersect and is focused on meeting the challenges of the 21st century.

UoD became an independent university in 1967 and is internationally renowned for its expertise across a range of STEMM and AHSSBL disciplines.

We have three campuses: Dundee City Campus, Ninewells Hospital & Medical School and Kirkcaldy in Fife, where School of Nursing & Health Sciences (SNHS) is partially based (Figure 2.1).

Figure 2.1   University of Dundee Campuses (clockwise from top left – City Campus, (aerial view); Queen Mother Building; Kirkcaldy Campus and Ninewells Hospital & Medical School)

(i)   information on where the institution is in the Athena SWAN process

"Valuing people" is one of UoD's stated fundamental strategic aims. Equality, diversity and inclusion (EDI) are integral parts of our infrastructure and culture.

Accordingly AS is very important to us. We signed up to the AS charter in 2012 and obtained our institution award in 2013. All of our STEMM Schools are award-holders and all of our AHSSBL Schools are working towards awards (Figure 2.2). We will continue to support this. **(AP 2.1)**
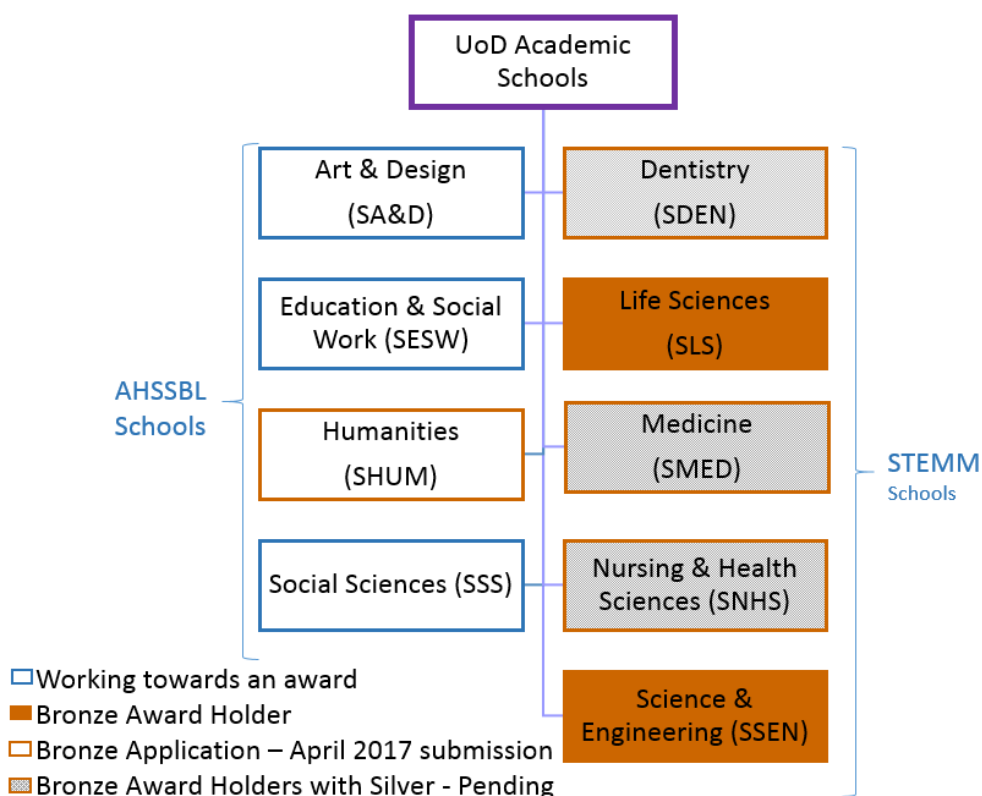

Figure 2.2   University of Dundee Academic Schools and Athena SWAN Award Status

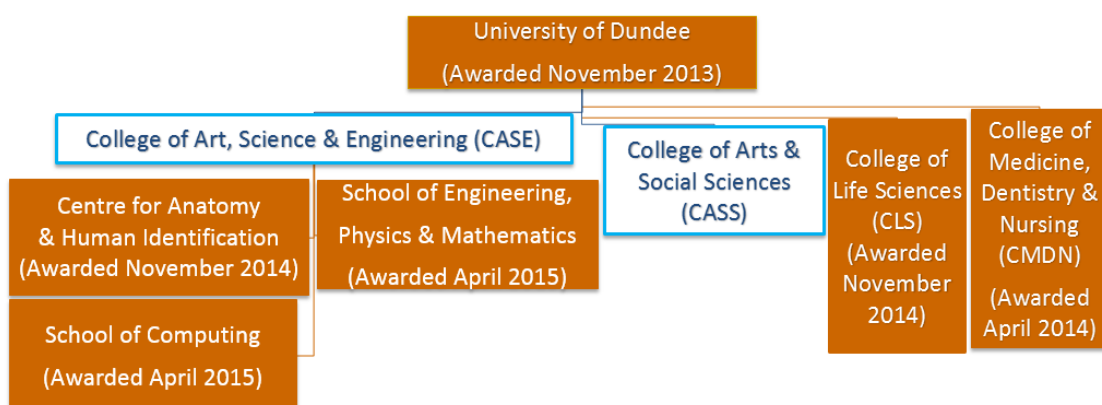In 2013, we operated a college structure (Figure 2.3):

Figure 2.3   University of Dundee Colleges and Athena SWAN Award Holders (with award date) in the pre-2015 College Structure

A university-wide consultation on our organisation and management structures led to establishment of an academic School-based structure in 2015 (Figure 2.4).
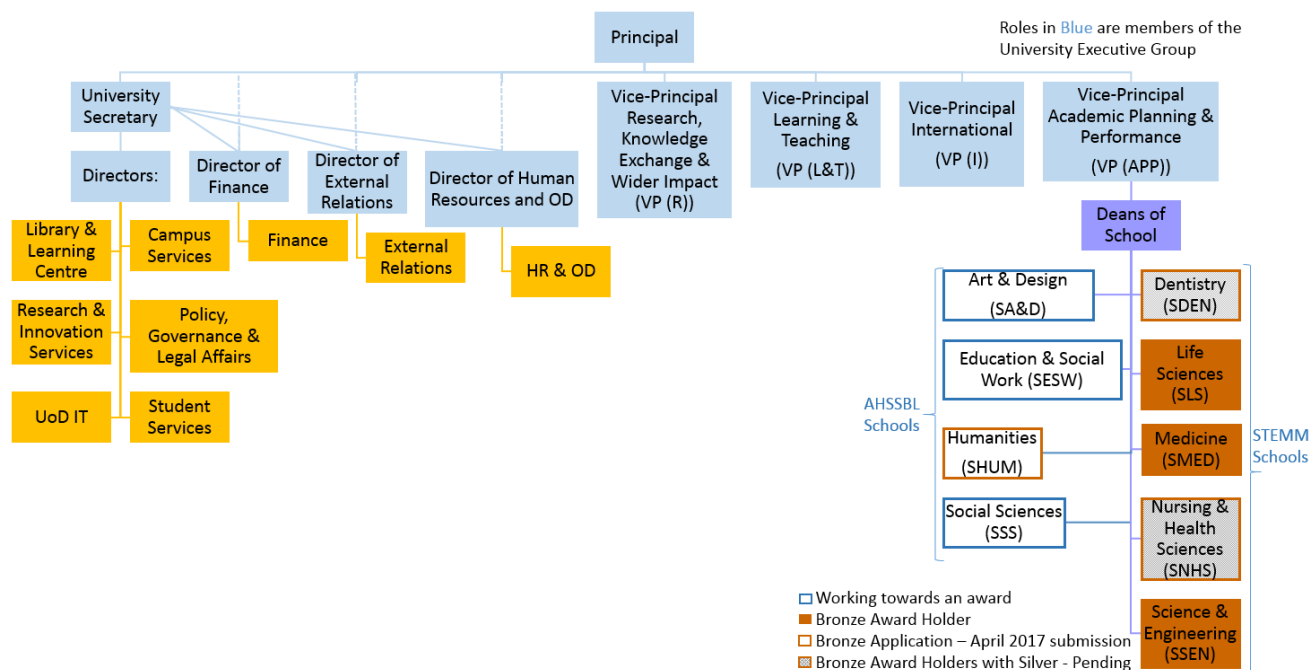

Figure 2.4   University of Dundee School based structure post 2015

The 2015 restructure made AS and EDI more visible (Figure 2.5) and each School now has an academic E&D/AS lead, who chairs the School AS Self-Assessment Team (SAT).

Senior management lead the AS agenda at institutional level:

- Vice-Principal (Academic Planning and Performance) VP(APP) (line-manager of the Deans) is Institutional AS champion
- Director HROrgDev - gives E&D professional leadership
- University Secretary - line-manager of Professional Services Directors and chairs E&D committee
- Three members of UEG and 7 of 9 Deans are members of AS committees and SATs

AS is interwoven into our formal governance structure and is now firmly embedded in our culture and it is:

- a named part of our strategic planning, measurable against our Key Performance Indicators (KPIs)
- represented in our Gender Action Planning agenda which contributes to development of our outcome agreements
- part of the "People" standing item on every Deans Group meeting
- agenda items on E&D committee, People and Organisation Development Committee (PODCo), School Executive Groups and School Boards
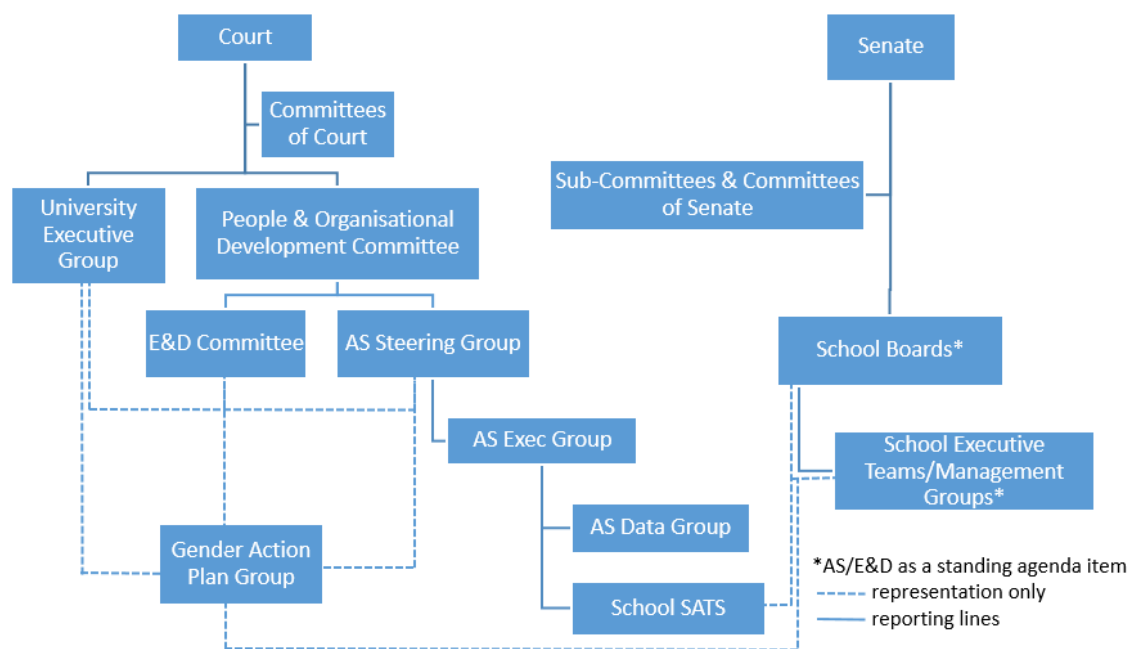- a part of the introduction at all probation, promotion and rewards meetings

Figure 2.5   University of Dundee's Athena SWAN; Equality, Diversity & Inclusion and Management groups

(ii)   information on its teaching and its research focus

UoD is one of the world's top 200 universities and The Times/Sunday Times Scottish University of the Year in 2016 and 2017. We focus on research, teaching and contributions to society and the economy.

UoD offers one of the best student experiences, ranked in the top ten of the National Student Survey. The 2017 International Student Barometer (ISB), the largest annual survey of international students, ranked Dundee 1st in Scotland, 3rd in the UK and 14th globally for overall average student satisfaction. We are also rated in the UK top ten by Times Higher Education for graduate employment, with a record 96.2% of students in employment or further study 6 months after graduation.

We offer a wide range of teaching programmes across our AHSSBL and STEMM Schools at undergraduate (UG), post graduate taught (PGT) and research (PGR) levels.

Research at UoD uses interdisciplinary approaches to major challenges in health, social wellbeing, design and the environment. We have particular strengths in life sciences, translational medicine, art and design, philosophy and English, maths and engineering.

(iii) the number of staff. Present data for academic and professional and support staff separately

See Data Notes 1, 2 & 3

UoD has 1,374 Academic & Research (A&R) (45%F:55% M) and 1,829 Professional and Support (P&S) staff (65%F:35%M). The overall proportions of F:M staff have remained almost constant throughout the reporting period (Figure 2.6; Table 2.1).
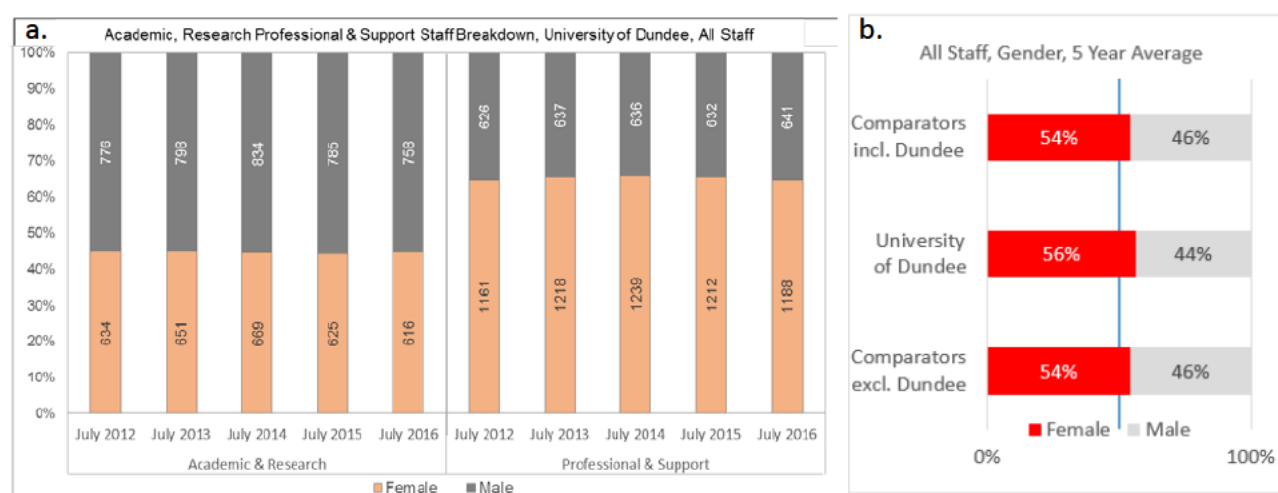

Figure 2.6   a. University of Dundee Academic & Research and Professional & Support staff by year and gender over the five-year reporting period; b. Comparator data for all staff by gender shown as 5 year averages

	July 2012				**July 2013**				**July 2014**				**July 2015**				**July 2016**			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Academic & Research	634	45	776	55	651	45	798	55	669	45	834	55	625	44	785	56	616	45	758	55
Professional & Support	1,161	65	626	35	1,218	66	637	34	1,239	66	636	34	1,212	66	632	34	1,188	65	641	35
Overall UoD Staff Total	1,795	56	1,402	44	1,869	57	1,435	43	1,908	56	1,470	44	1,837	56	1,417	44	1,804	56	1,399	44

Table 2.1   University of Dundee Academic & Research and Professional & Support staff by year and gender over a five-year reporting period

See Data Notes 3, 4 & 5

The majority of our students sit within our nine academic Schools.   We have 14,549 students (63%F:37%M). %F is slightly (4%) higher than our comparator groups (Figure 2.7; Table 2.2).
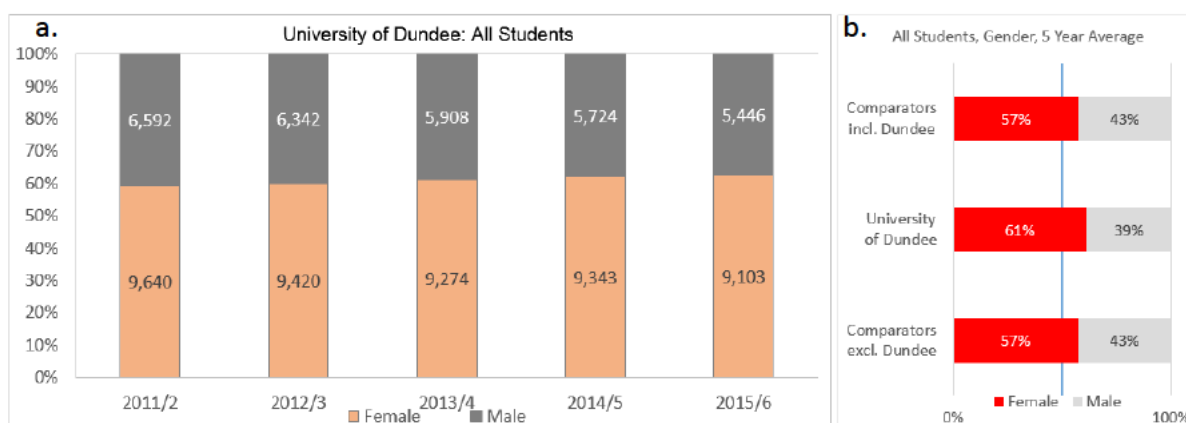

Figure 2.7   a. University of Dundee, All students by year and gender over the five-year reporting period; b. Comparator data for all students by gender shown as five-year averages

	2011/2		2012/3		2013/4		2014/5		2015/6	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	9,640	59%	9,420	60%	9,274	61%	9,343	62%	9,103	63%
Male	6,592	41%	6,342	40%	5,908	39%	5,724	38%	5,446	37%
Total	16,232	100%	15,762	100%	15,182	100%	15,067	100%	14,549	100%

Table 2.2   University of Dundee, All students by year and gender over the five year reporting period

The proportion of male students has reduced over the reporting period (by 4% at UoD and 3% in our comparator groups, Figure 2.7). The number and proportion of males applying also decreased.

There are discipline & level-specific nuances which School SATs monitor (Table 2.3).

		STEMM										AHSSBL											
		SDEN		SMED		SNHS		SLS		SSEN		SA&D		SESW		SHUM		SSS		Directorates		Total	
		Bronze (Silver Pending)						Bronze		Bronze		–		–		Bronze Award Application (April 2017)		–					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Access Courses	Female		-		55		-		-		-		-		-		-		-		61		60
	Male		-		45		-		-		-		-		-		-		-		39		40
Undergraduate	Female		67		60		91		63		31		73		82		61		57		40		66
	Male		33		40		9		37		69		27		18		39		43		60		34
Postgraduate Taught	Female		63		51		82		-		34		73		68		65		56		92		56
	Male		37		49		18		-		66		27		32		35		44		8		44
Postgraduate Research	Female		63		55		62		49		38		54		65		48		44		-		50
	Male		37		45		38		51		63		46		35		52		56		-		50
Non-Credit Bearing	Female		-		-		-		-		-		100		-		-		-		-		100
	Male		-		-		-		-		-		0		-		-		-		-		0
Overall	Female		66		54		90		60		31		73		79		62		57		61		63
	Male		34		46		10		40		69		27		21		38		43		39		37

Table 2.3   University of Dundee, Current student numbers by level, year, School or Directorate and gender

For example, we wish to increase numbers recruited into programmes with significant gender imbalance such as UG Nursing (this has also been identified as a priority in our ECU/HEI collaborative "Attracting Diversity" project objectives and at our Gender Action Plan working group) **(AP 2.2 & 2.3).**

All STEMM and AHSSBL Schools have UG, PGT and PGR students (Table 2.4). The current proportion of female students in STEMM subjects (60%F) is lower than the proportion of females in AHSSBL (65%F). We have 7 to 8% more females in STEMM than comparator groups and equivalent females in AHSSBL (Figure 2.8).

	2011/2		2012/3		2013/4		2014/5		2015/6	
STEMM Schools	Number	%	Number	%	Number	%	Number	%	Number	%
Female		58%		59%		60%		60%		60%
Male		42%		41%		40%		40%		40%
Total		100%		100%		100%		100%		100%
AHSSBL Schools	Number	%	Number	%	Number	%	Number	%	Number	%
Female		61%		61%		63%		64%		65%
Male		39%		39%		37%		36%		35%
Total		100%		100%		100%		100%		100%

Table 2.4   University of Dundee, Current student numbers by year and gender for the STEMM and AHSSBL Schools over the five-year reporting period
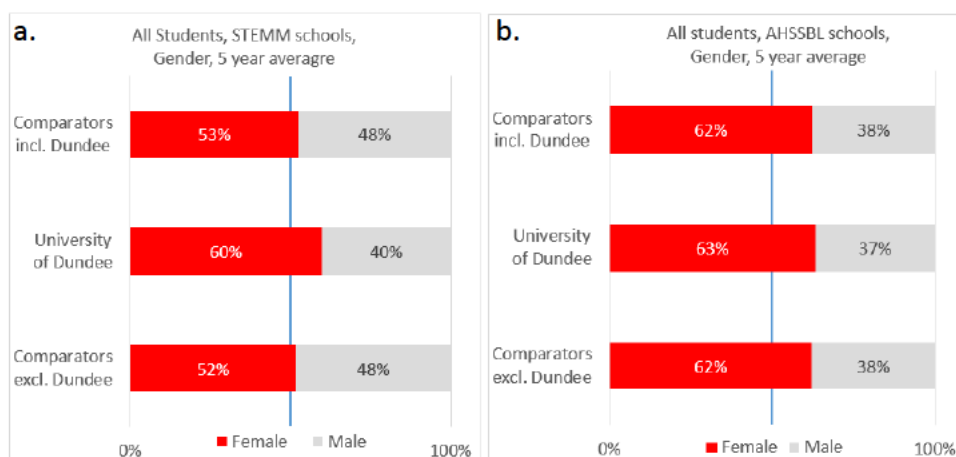
Figure 2.8   a. STEMM Schools and b. AHSSBL Schools Comparator Data for all by gender shown as 5 year averages

We aim to help our students to make informed choices about their careers. We will encourage our students to consider a career in academia as PG study may be the first rung on an academic career ladder; we will take action to encourage this, in particular where there are differences in female and male progression to PG study **(AP 2.4).**

(v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

See Data Notes 1, 2, 3, 5 & 6

UoD has nine Schools (five STEMM and four AHSSBL) and nine central PS Directorates (Figure 2.4). We have 3,203 staff in total, 1,613 of whom are in STEMM Schools, 506 in AHSSBL Schools and 987 in Directorates (Table 2.5).

			STEMM Schools										AHSSBL Schools											
			SDEN		SMED		SNHS		SLS		SSEN		SA&D		SESW		SHUM		SSS		Directorates		Total	
			Bronze (Silver Pending)						Bronze		Bronze		–		–		Bronze Award Application (April 2017)		–					
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Academic & Research	Clinical	Female		50		52		–		33		–		–		–		–		–		0		51
		Male		50		48		–		67		–		–		–		–		–		100		49
		Total																						
	Non-Clinical	Female		78		47		69		39		23		42		77		54		40		40		44
		Male		22		53		31		61		77		58		23		46		60		60		56
		Total																						
	Total	Female		60		49		69		39		23		42		77		54		40		33		45
		Male		40		51		31		61		77		58		23		46		60		67		55
		Total																						
Professional & Support		Female		79		70		76		67		50		43		98		94		80		62		65
		Male		21		30		24		33		50		57		3		6		20		38		35
		Total																						
Overall Staff Total		Female		67		60		72		49		31		42		85		63		48		61		56
		Male		33		40		28		51		69		58		15		37		52		39		44
		Total																						

Table 2.5 University of Dundee, Current Academic & Research and Professional & Support staff by School/Directorate and gender

Overall, female staff comprise 44-51% of A&R staff and 65% P&S staff (Table 2.5). This is in-line with comparator groups (Figure 2.9).

Within each School female representation varies between subjects from 23%F in SSEN to 77%F in SESW, echoing the gender distribution of students in these areas (Table 2.5).

In Schools, the gender distribution in P&S staff mirrors the pattern in the A&R staff, varying from 50%F in SSEN to 98%F in SESW (Table 2.5).

We are concerned about under-representation of males in our Schools' P&S administrative staff. Although this is common in HEIs we will redouble our efforts to recruit into, and support males, in these roles and support all P&S staff **(AP 2.5 & 2.6)**
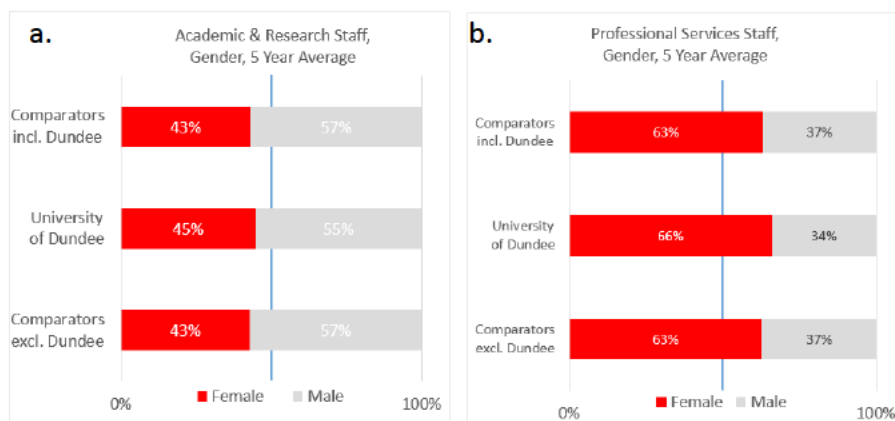
Figure 2.9 University of Dundee, Comparator data for a. Academic & Research and b. Professional & Support staff by gender shown as 5-year averages

2017-2021 Actions

AP 2.1 Continue and develop the work of the UoD and School AS groups, improve gender equality at UoD

AP 2.2 Address local areas of gender imbalance in student population

AP 2.3 Review and update central recruitment processes and procedures to ensure no gender bias in student recruitment

AP 2.4 Develop a co-ordinated approach to offering students at all levels information about careers in academia and encourage them into further study to progress such careers

AP 2.5 Applications from males will be encouraged for Professional and Support staff roles, in particular more junior administrative roles in Schools

AP 2.6 Enhance awareness of career progression pathways for Professional and Support staff and support career development and mobility

PROGRESS/IMPACT (2013- 2017 AS Actions)

- Committed to expanded AS charter in 2015 (1.2)
- All STEMM Schools hold Bronze awards (joint silver application pending for the three Health Schools) (1.2)
- All AHSSBL Schools committed to applying by April 2018 (1.2)
- AS championed in Schools (AS "departments") by self-assessment teams (SATs) led by senior or mid-career academics (including three of our nine Deans). Many have dedicated support from senior administrative leads (1.1, 1.2)
- AS championed by Vice-Principal (Academic Planning and Performance), (VP(APP)) who chairs AS steering group (ASSG), Deans Group, Academic Probation and Promotion Boards, and is a member of E&D committee, University Executive Group (UEG) and Senate (1.1)

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

Our AS Self-Assessment Team (SAT) is called AS Steering Group (ASSG, Figure 2.5, Table 3.1, Table 3.1**).** This gender equality strategic group was formed prior to our 2013 application. The group currently has 28 members from key strategic areas across UoD. We have diversity of gender, role, seniority and work-life balance experience.

Appointments are made usually by role. Within these boundaries, we aim for gender balance. Recently a vacancy was filled via a UoD newsletter advertisement. We will use this approach in future where possible **(AP 3.1).**

All members are AS champions and act as conduits of information to and from their communities. ASSG includes three Deans and three members of UEG which ensures AS matters are communicated at the highest management levels.

ASSG benefits from the experience of two members who are AS assessment panellists and/or chairs and two additional members are registered panellists. We believe involvement in AS award application assessment is crucial to learning best practice.

Several colleagues have attended Scottish AS network meetings **(AP 3.2).**

Title, Name, Gender Identity	Role at UoD	Role in UoD Steering Group	Full-time (FT)/Part-time (PT) at UoD Work – Life Balance Experience
Ms Janice Aitken (F)	Senior Lecturer, Associate Dean (Quality & Academic Standards), SA&D	Member, also member of Senate and Court	
Prof Nicholas Beech*† (M) (Chair)	Vice Principal (Academic Planning & Performance),	Institutional AS Champion	
Dr John Blicharski (M)	Senior Lecturer; Access & Participation Manager	Represents Access, Attracting Diversity Project and External Relations	
Mr Duncan WD Brown (M)	Student Data System Manager and Returns Officer	Oversight of matters relating to student data	
Dr Graham Christie (M)	Programme Lead for SLS Levels 1 & 2	Teaching and Scholarship A&R staff representative	
Prof Janet Clarkson (F)	Professor; SDEN E&D Lead; Chair	SDEN E&D/AS Chair	

Title, Name, Gender Identity	Role at UoD	Role in UoD Steering Group	Full-time (FT)/Part-time (PT) at UoD Work – Life Balance Experience
	Health Schools AS Executive		
Dr Shane Collins (M)	Director of Student Recruitment and Admissions	Member	
Dr Elena del Rio (F)	Destination Survey Coordinator	Graduate Destination data provision	
Mrs Laura Dunkerley (F)	Data analyst	AS data analyst, AS data provision	
Dr Jane Illes † (F)	University Athena SWAN Project Coordinator	Athena SWAN project manager, internal/external liaison	
Dr Gareth Inman† (M)	Reader, SMED E&D Lead	SMED E&D/AS Chair	
Prof Timothy Kelly (M)	Dean SESW	SESW SAT, Co-Chair	
Mrs Pamela Milne† (F)	Director HROrgDev	Oversight of all matters related to HROrgDev	
Prof Inke Nathke† (F)	Research Professor, Associate Dean (Professional Culture), SLS	SLS AS SAT Chair	
Prof Timothy Newman (M)	Vice-Principal (Research, Knowledge Exchange and Wider Impact)	Overview research staff and strategy	
Dr Anna Notaro † (F)	Senior Lecturer SA&D- Staff Council representative on Senate, Chair Principal Question Time	DJCAD E&D/AS Chair	
Dr Dianne Peden† (F)	Academic Support Lead (SMED), Health Schools AS Co-ordinator	ASLWG Admin Lead	
Dr Ramanee Peiris (F)	Internal Communications Manager	Communications Adviser/Professional Services representative	
Miss Thara Packiahrajah (F)	Dundee University Students	Student Representative	

Title, Name, Gender Identity	Role at UoD	Role in UoD Steering Group	Full-time (FT)/Part-time (PT) at UoD Work – Life Balance Experience
	Association Vice-President		
Mr Wesley Rennison (M)	Director of Strategic Planning	Oversight of UoD Strategy as related to AS	▓
Mrs Marianne Reilly (F)	Laboratory Manager SLS	Technical staff representative	▓▓▓▓▓▓
Prof John Rowan (M)	Dean SSS	School SSS AS Chair	▓
Dr Christina Schilde (F)	Senior Research Associate, SLSRSA	Research staff champion	▓▓▓▓▓
Prof Iain Stewart (M)	Dean SSEN	SSEN E&D/AS Chair	▓
Mr Ajit Trivedi (M)	Head of Equality and Diversity	Member	▓▓▓
Dr Martine van Ittersum† (F)	Senior Lecturer (Humanities)	Representative of the School of Humanities	▓▓▓▓▓
Mrs Hannah Whaley (F)	Assistant Director Library & Learning Centre	Professional Services Directorates Rep	▓▓▓▓
Dr Heather Whitford† (F)	SNHS E&D Lead	SNHS E&D/AS Chair	▓▓▓▓

Table 3.1   University of Dundee membership of AS Steering Group - (†) Members of the Application Short-life Working Group- KEY: DCP: Dual Career Partnership)

2017-2021 Actions

AP 3.1 Improve diversity of SAT memberships (in particular gender and race/ethnicity) where necessary

AP 3.2 Increase involvement of UoD staff/SAT members in wider ECU/AS activities

(ii) an account of the self-assessment process

Other groups and individuals also inform our AS agenda, monitoring, self-assessment and application authorship (Table 3.2).

Group/Chair (Gender)	Remit	Established/ Frequency	Membership	Gender Split
UoD AS Exec Group (AS Exec) Chair: ASPC (F)	Operational AS delivery, communication between all AS academic leads	Feb 2015 Face to face approx. every 6-8 weeks	UoD AS Champion (VP(APP)), UoD AS SAT Chairs, ASPC, Health Schools' AS Admin Lead	8F:7M
UoD AS Data Group Chair: ASPC (F)	Extract and deliver coordinated internal AS data and associated external benchmarking data for use by SATs and AS groups	July 2016 Face to face approx. every 5-8 weeks, depending on priorities	Key data analysts for applicant journey, matriculated student, staff and leavers data, strategic planning officer, Head of Information Governance, ASPC	4F:2M
UoD Application Short-Life Working Group (ASLWG)	To author, coordinate, provide feedback on and finalise AS application submission	February 2017 Face to face weekly, emails in between	UoD AS Champion (VP(APP)), Director HROrgDev, ASPC, AS Administrative lead, AS SAT Chairs	6F:2M

Table 3.2   University of Dundee key Athena SWAN groups

Established prior to our 2013 award application, **ASSG** meets at least 3 times per year. Since 2016 we structure meeting and agendas around key points in the AS cycle.

- *Review of progress from departments. Discussing strategic issues affecting multiple Schools leads to agreeing institutional action (March annually)*
- *Annual review of: action plan, AS survey findings, 5-year strategy, group membership (July annually)*
- **Annual r***eview of UoD data** and agree priorities for next 12 months (October annually)*

Students are members on our SATs and ASSG, but data protection issues have temporarily prevented students from participating **(AP 3.3)** and we are currently working with interested students at all levels to establish a student-run AS group **(AP 3.4)**.

AS Executive (AS Exec), is our network of AS institution and School AS leads, and meets approx. every 8-10 weeks. This facilitates communication between all areas of AS and is invaluable in sharing best practice. Following the successful model operating in some departments we wish to encourage participation in our institutional AS activities by holding at least one open AS Exec meeting per year **(AP 3.5)**.

Progress updates/reviews Our ASPC is a key member of all School SATs and communicates at all levels across UoD to facilitate AS engagement. ASPC, VP(APP) and Director HROrgDev review progress against the institutional action plan (typically monthly).
Departmental progress is formally reviewed locally by SATs and at institution-level in ASSG.

AS is woven into the fabric of UoD more widely. We communicate and consult with our community via:

- open SAT meetings **(AP 3.5)**
- biennial UoD staff survey **(AP 3.6)**
- bespoke AS staff and student surveys **(AP 3.6)**
- focus groups (piloted in SHUM which have informed our thinking at UoD level)
- suggestions box on website
- minutes of meetings available via AS webpages **(AP 3.7)**
- "roadshows" and awareness-raising staff and student sessions **(AP 3.8)**
- feedback following events/training/processes
- open door of ASPC and other ASSG and SAT members
- AS face to face "drop-in" sessions on all campuses
- fortnightly AS slot on our internal communications newsletter
- social media

AS Data Group ensure that internal and benchmarking quantitative data are clean, accurate, consistent and appropriately presented.

Application Short-Life Working Group (ASLWG) formed in February 2017 to author and edit the current application. The groups is comprised of individuals from across UoD AS with key expertise. Group members collaborated on the application at regular meetings, up to several times a week, and using a combination of face-to-face, remote and flexible working.

The group interpreted qualitative and quantitative data and consulted widely with AS groups and colleagues across UoD on the interpretation and action plan via face to face meetings, email and input to group documents online. The draft application was also circulated to Trades Unions for comment.

ASLWG will disband following application submission; all members will continue to participate in ASSG and AS Executive.

This application has benefited from feedback from internal and external critical friends and we are particularly grateful to Professor Doreen Cantrell (former UoD Institutional AS Champion), Dr Caroline Wallace (HR Senior Partner (Equality), University of Edinburgh), Ms Jo Lawton (AS Project Manager, Kings College London) for their critical friend feedback and to Mr Philip Smith (retired) for proof-reading drafts.

2017-2021 Actions

AP 3.3 Re-enable full participation of students in AS SATs where data are discussed

AP 3.4 Increase student participation in AS activities

AP 3.5 Encourage and enable participation from all staff in UoD AS activities

AP 3.6 Continue to collect and respond to staff views about working at UoD and equality and diversity issues

AP 3.7 Ensure that web pages portray a vibrant proactive AS/UoD community which is proud of its E&D achievements

AP 3.8 Continue to publicise work of AS across all Schools and wider university

(iii) plans for the future of the self-assessment team

Meetings of the AS groups will continue as outlined above (except for ASLWG, as noted).

Membership of all groups is reviewed as necessary according to staff turnover and will be formally reviewed annually to ensure turn-over and appropriately representative membership. **(AP 3.1)** Where it is not possible for a member to attend in person (or remotely, *for example*, using Skype), we encourage appointing deputies. This broadens our consultation expertise and experience pool and also supports succession planning and distribution of workload.

We will continue to support AS activity via ASPC and with coordinated central provision of data. **(AP 3.9)**

Workload of AS chairs is taken into account in the new institution workload model and the VP(APP) will continue to support implementation by Deans.

Our five-year AS strategy formalises our commitment:
*"**Overall Aim:** To underpin the core values of the University of Dundee ... to support the University's vision of becoming a leading university in Scotland. The award application process & action plan delivery will identify institutional and departmental strengths and weaknesses and will be used to implement best practice for enhancing our working and learning environment".*

Objective measures of success
1. *Each School within UoD (or representative "departments" within each) applies for at least Athena SWAN Bronze Department Award status by November 2018*
2. *At least 3 departments successfully apply for Athena SWAN Silver Department Award status by April 2021*
UoD successfully applies for Athena SWAN Silver Institution Award status by or in November 2021" **(AP 2.1)**

2017-2021 Actions

AP 2.1 Continue and develop the work of the UoD and School AS groups, improve gender equality at UoD

AP 3.1 Improve diversity of SAT memberships (in particular gender and race/ethnicity) where necessary

AP 3.9 Provide AS data. Ensure that data systems are fit for purpose and meet the requirements of AS data provision

PROGRESS/IMPACT (2013- 2017 AS Actions)
- ASSG meetings held regularly, reporting structure established (1.1, 1.4)
- AS embedded in senior management in every School. All Schools have AS/E&D leads who meet regularly at AS Exec Group (1.1, 1.2)
- All STEMM Schools have earned Bronze AS status (1.2)
- AHSSBL Schools have committed to applying for Bronze award in next 3 rounds (1.2)
- AS web pages redesigned and in use. Annual AS reports published (1.1, 1.6)
- Complete AS data set available annually to SATs enabling annual review and supporting applications (1.3)
- Showcasing women's achievements is common at UoD -Women in Science Festival, AS Annual Lecture, School AS Networking, International Women's day event (1.5, 1.6)
- Annual UoD AS survey launched in 2015. Awareness of AS has increased. 98% A&R and 92% P&S staff reported being aware of AS in UoD AS Survey 2016 compared with 93% and 87% respectively the previous year (1.6, 1.7)

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

See Data Notes 1, 2, 3, 5, 6, 7 & 8

We have 1,344 A&R staff at AS07 to AS10 (44%F:56%M). The overall gender balance has remained the same over the reporting period (Figure 4.1.1; Table 4.1.1).

At institution-level, there is little difference in representation of females at AS07 (51%F) compared with AS08 (now 47%). %F AS07 has changed little over reporting period. %F AS08 staff decreased from 52% to 45% in 2014 but the current trend is slightly upwards (currently 47%).

We are pleased to note that the proportion of females at AS09 increased from 33% (2012) to 41% (in 2015 and 2016).

AS09 to AS10 represents the largest decrease in female representation between grades. Although female AS10 representation is in line with comparators (Figure 4.1.2), the low numbers of females in our professoriate is concerning **(AP 4.1)**.
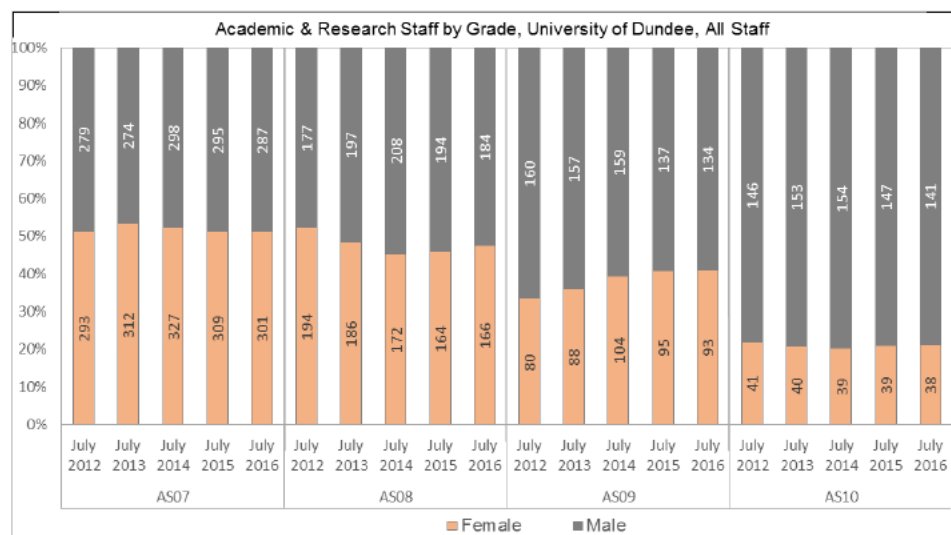

Figure 4.1.1 University of Dundee, All Academic and Research staff by year, gender and grade over the five-year reporting period

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
AS07	293	51	279	49	312	53	274	47	327	52	298	48	309	51	295	49	301	51	287	49
AS08	194	52	177	48	186	49	197	51	172	45	208	55	164	46	194	54	166	47	184	53
AS09	80	33	160	67	88	36	157	64	104	40	159	60	95	41	137	59	93	41	134	59
AS10	41	22	146	78	40	21	153	79	39	20	154	80	39	21	147	79	38	21	141	79
UoD A&R Staff Total	608	44	762	56	626	44	781	56	642	44	819	56	607	44	773	56	598	44	746	56

Table 4.1.1   University of Dundee, All Academic and Research staff by year, gender and grade over the five-year reporting period
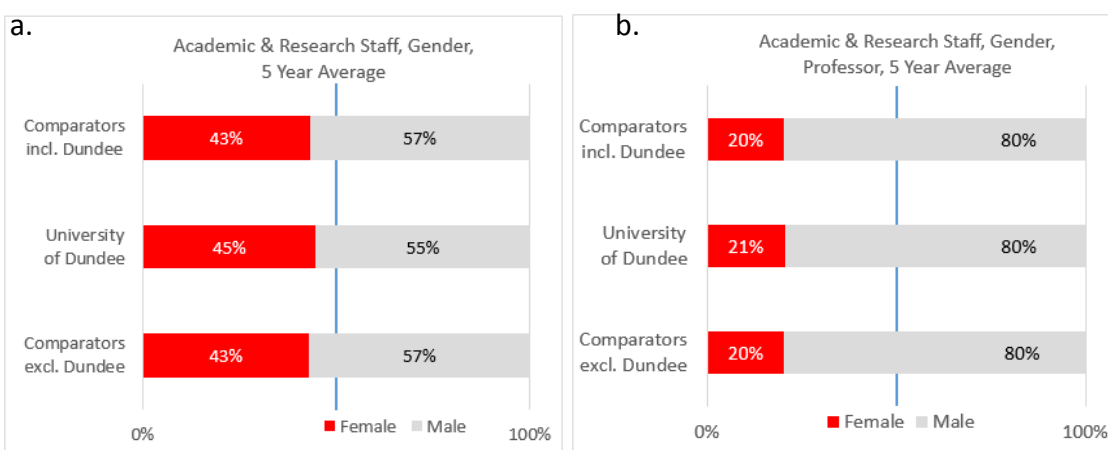
Figure 4.1.2   University of Dundee, Institution-Level Comparator Data by gender; a. All Academic & Research staff; b. Academic & Research Professors - shown as 5 year averages

STEMM and AHSSBL Schools Comparison

There are some pipeline issues in both STEMM and AHSSBL Schools. AHSSBL Schools have a higher proportion of female staff at AS07, AS08 and AS09 than STEMM Schools. In AHSSBL Schools, the pipeline is relatively stable until AS09 to AS10 transition whereas there is also a difference in female representation at AS08 to AS09 in STEMM. Female representation falls most noticeably between AS09 and AS10 in both STEMM (14%F) and AHSSBL (27%F) **(AP 4.1).**

STEMM Schools

The gender/grade pipeline in STEMM Schools (Figure 4.1.3, Table 4.1.2) overall mirrors the pipeline at institution-level. Data are in line with comparator groups **(AP 4.1) (**Figure 4.1.4).

Figure 4.1.3 STEMM Schools, All Academic and Research staff by year, gender and grade over the five-year reporting period

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
AS07	256	53	231	47	270	53	239	47	275	51	263	49	257	50	256	50	249	50	252	50
AS08	118	49	121	51	113	46	134	54	102	41	144	59	103	43	137	57	106	45	131	55
AS09	46	31	103	69	50	34	99	66	53	34	102	66	46	35	86	65	46	35	85	65
AS10	26	20	104	80	26	19	110	81	27	20	105	80	28	22	100	78	26	21	97	79
STEMM Schools A&R Staff Total	**446**	**44**	**559**	**56**	**459**	**44**	**582**	**56**	**457**	**43**	**614**	**57**	**434**	**43**	**579**	**57**	**427**	**43**	**565**	**57**

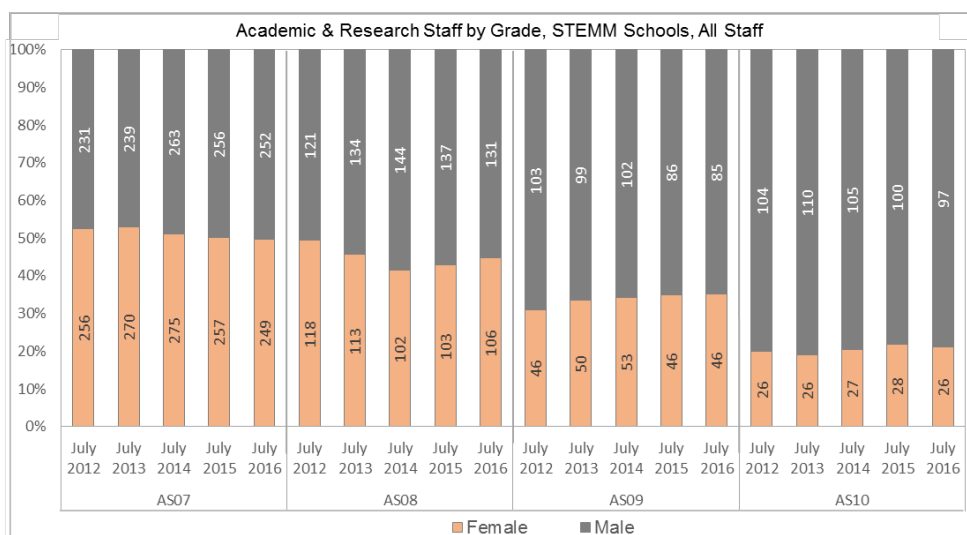**Table 4.1.2** STEMM Schools, All Academic and Research staff by year, gender and grade over the five-year reporting period

Figure 4.1.4 STEMM Schools, Comparator Data by gender; a. All Academic & Research staff; b. Academic & Research Professors– shown as 5 year averages

AHSSBL Schools

Female representation at AS07 (43%F to 60%F) and AS09 (34%F to 47%F) has increased over the reporting period. There is only an 11% decrease in female representation over grades AS07 (60%F) to AS09 (49%F) which suggests a fairly stable pipeline. Although AS10 female representation is in-line with comparators, the dramatic reduction between AS09 and AS10 is an area for action **(AP 4.1)** (Figure 4.1.5, Table 4.1.3, Figure 4.1.6).
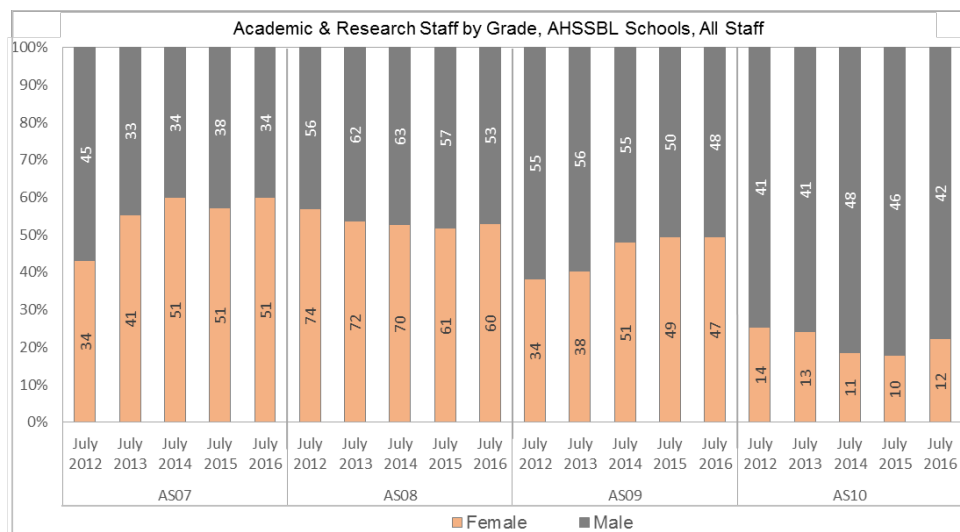
Figure 4.1.5   AHSSBL Schools, All Academic and Research Staff by year, grade and gender over the five-year reporting period

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
AS07	34	43	45	57	41	55	33	45	51	60	34	40	51	57	38	43	51	60	34	40
AS08	74	57	56	43	72	54	62	46	70	53	63	47	61	52	57	48	60	53	53	47
AS09	34	38	55	62	38	40	56	60	51	48	55	52	49	49	50	51	47	49	48	51
AS10	14	25	41	75	13	24	41	76	11	19	48	81	10	18	46	82	12	22	42	78
AHSSBL Schools A&R Staff Total	**156**	**44**	**197**	**56**	**164**	**46**	**192**	**54**	**183**	**48**	**200**	**52**	**171**	**47**	**191**	**53**	**170**	**49**	**177**	**51**

Table 4.1.3   AHSSBL Schools, All Academic and Research Staff by year, grade and gender over the five-year reporting period

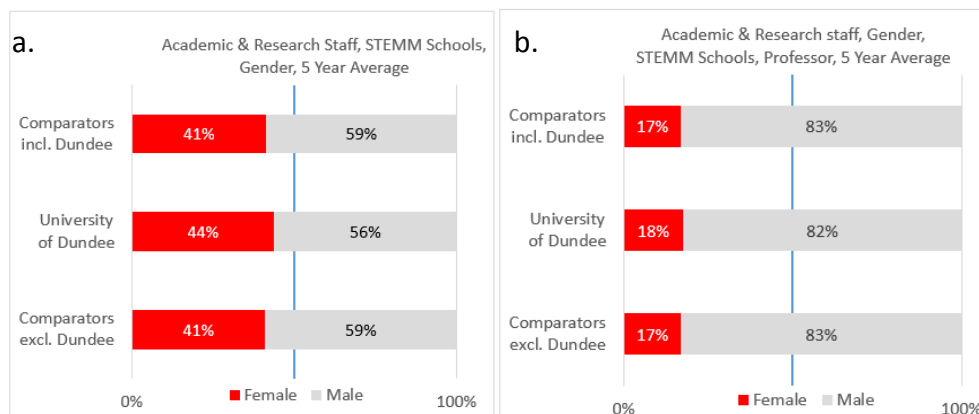Figure 4.1.6   AHSSBL Schools, Comparator Data by gender a. All Academic & Research staff; b. Academic & Research Professors– shown as 5 year averages

STEMM Schools (Clinical and Non-Clinical Staff comparison)

The representation of females decreases as grade increases for both clinical and non-clinical staff. The "leaky pipeline" is most obvious in the clinical staff data (Figure 4.1.7, Table 4.1.4, Figure 4.1.9, Table 4.1.5)

The clinical academic track is complex and differs from non-clinical in that clinicians often undertake defined periods of academic research at various stages of their clinical careers.

The difference in female representation is particularly apparent at lower grades as the proportion of females in clinical roles at AS07 (67%) and AS08 (57%) is higher than the proportion of females in non-clinical roles (48% and 42% respectively).

The high proportion of females at lower grades in clinical roles is likely to be representative of the proportion of students who study UG medicine (*for example*, 60% at Dundee) and therefore of the likely pool of staff - most AS07 staff are research fellows who are registered for a higher degree (PhD/MD).

Although one possibility, AS07 is not the usual clinical academic career entry point. Many AS07 staff elect to return to full-time clinical practice. AS07 is more likely to be a career entry point for non-clinical staff.

The proportions of females at the higher grades are similar between staff groups: AS09 (39%F clinical, 34%F non-clinical) and AS10 (23%F clinical, 20%F non-clinical).

We have slight under-representation of clinical female AS10 staff compared with comparator groups (Dundee 19%, 23 and 24% comparator groups) **(AP 4.1 & AP 4.2)** (Figure 4.1.8).

STEMM Schools (Clinical Staff data)

Figure 4.1.7 STEMM Schools, Clinical Academic and Research Staff by year, gender and grade over the five-year reporting period

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
AS07		76		24		75		25		72		28		71		29		67		33
AS08		49		51		50		50		53		47		51		49		57		43
AS09		35		65		37		63		36		64		34		66		39		61
AS10		21		79		22		78		26		74		26		74		23		77
STEMM Schools Clinical A&R Staff Total		49		51		50		50		50		50		49		51		49		51

Table 4.1.4 STEMM Schools, Clinical Academic and Research Staff by year, gender and grade over the five-year reporting period
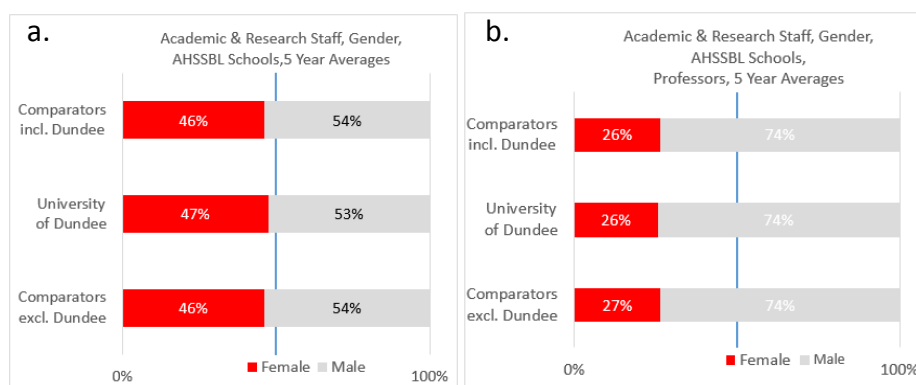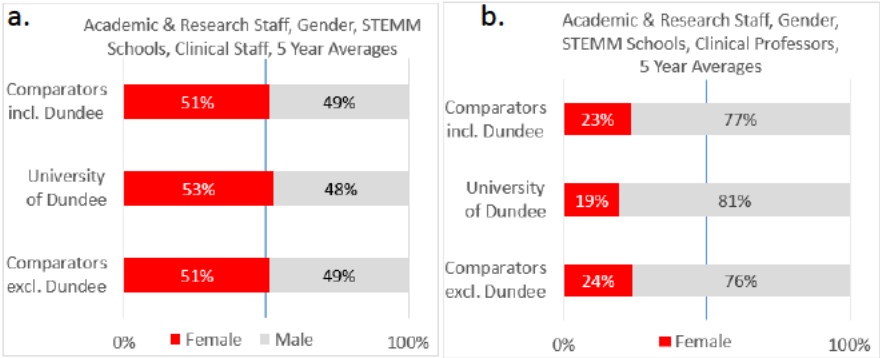

Figure 4.1.8 STEMM Schools, Clinical Staff Comparator Data by gender a. all Academic & Research staff; b. Academic & Research Professors – shown as five year averages
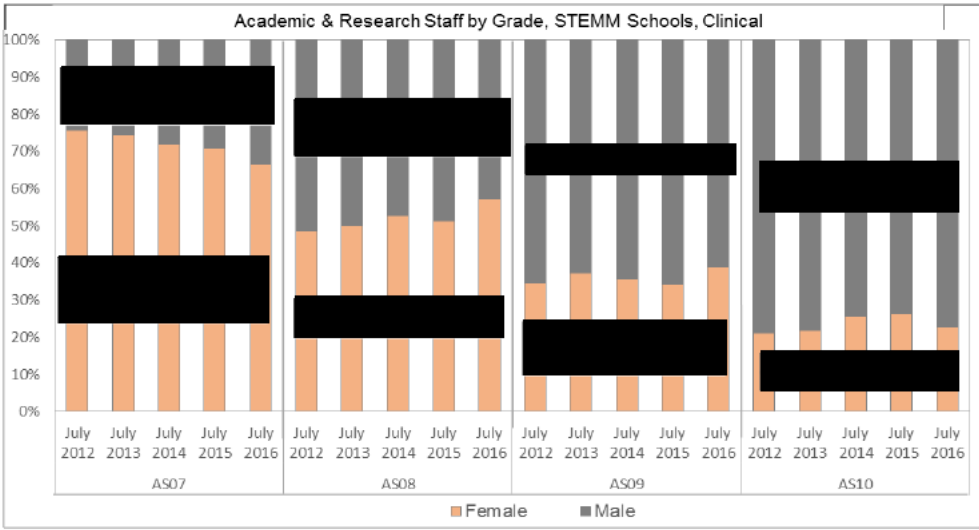
STEMM Schools (Non-Clinical Staff data)
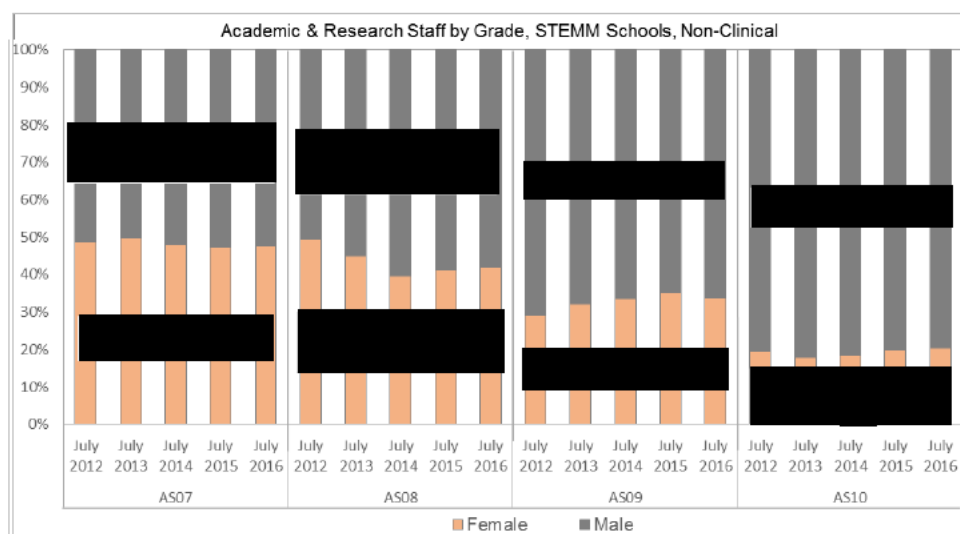
Figure 4.1.9 STEMM Schools, Non-clinical Academic and Research Staff by year, gender and grade over the five-year reporting period

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
AS07		49		51		50		50		48		52		47		53		48		52
AS08		50		50		45		55		40		60		41		59		42		58
AS09		29		71		32		68		34		66		35		65		34		66
AS10		20		80		18		82		18		82		20		80		20		80
STEMM Schools Non- Clinical A&R Staff Total		43		57		43		57		41		59		42		58		42		58

Table 4.1.5 STEMM Schools, Non-clinical Academic and Research Staff by year, gender and grade over the five-year reporting period
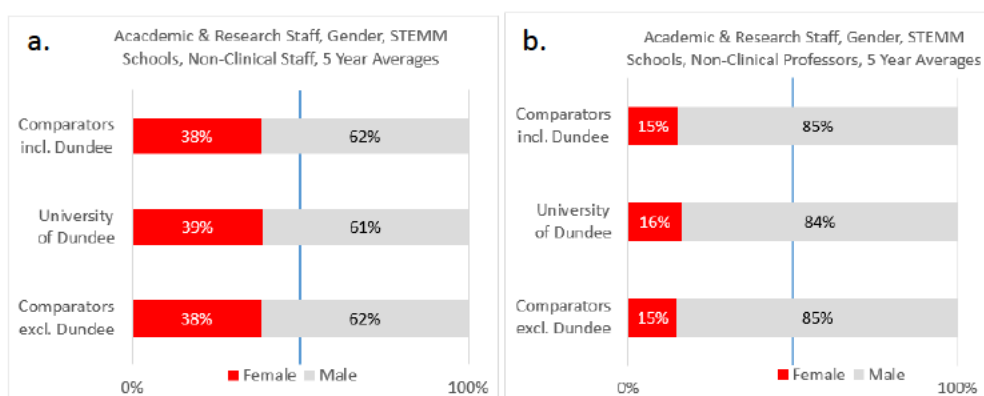
Figure 4.1.10 STEMM Schools, Non-Clinical staff Comparator Data by gender a. all Academic & Research staff; b. Non-Clinical Academic & Research Professors by gender for STEMM Schools – 5 year averages

2017-2021 Actions

AP 4.1 Support female A&R staff career development – in particular the transition between AS08 and AS09 and AS09 and AS10

AP 4.2 Understand the Health School academic track

PROGRESS/IMPACT (2013- 2017 AS Actions)

- Gender balance of senior appointments monitored (2.1, 5.1)
- Associate Dean cohort gender balanced (2.1, 5.1)
- 8 females were promoted to professor in 2015/16 (2.1, 5.1)
- Biennial equal pay audits conducted (3.1)
- Exit questionnaire available (2.5)

Gender and Ethnicity Intersectionality – Institution-level, STEMM Schools & AHSSBL Schools Summary

Overall, in 2016 14% of A&R staff identify as BME (Table 4.1.6).

10% of female A&R staff identify as BME, 18% of male A&R staff identify as BME.

UoD data are in-line with comparator institutions as extracted via HEIDI.

We have a smaller proportion of BME A&R females (32%) than white A&R females (47%).

The proporion of F:M BME and F:M white staff remained constant over the reporting period (Figure 4.1.11).

There is gender balance in the white cohort but not in the BME cohort - approximately 30% of BME staff are female (Figure 4.1.11).

10-11% of females are BME. 15-18% of males are BME (increasing over the reporting period, Figure 4.1.11).

The proportion of BME A&R staff decreases wth increasing grade. Gender difference is reduced at higher grade but this is because there are so few people who are BME in higher grades (AP 4.3) (Figure 4.1.11, Figure 4.1.12, Table 4.1.7.)

Broadly, this picture is replicated in AHSSBL and STEMM Schools. STEMM Schools, clinical staff has particularly poor BME gender balance at AS07 - there are no BME AS07 or AS10 females – and female representation in this cohort is lower than both comparator groups (Dundee – 41%, Comparator Groups 47-48%). UoD non-clinical and AHSSBL BME professors are particularly under-represented compared with comparators (Figure 4.1.13 to Figure 4.1.20; Table 4.1.8 to Table 4.1.11).

AHSSBL Schools have better F:M balance in the BME population (increasing from 35%F to 41%F over the reporting period) than STEMM Schools but BME staff are very few in number (Figure 4.1.13 to Figure 4.1.20; Table 4.1.8 to Table 4.1.11). Under-representation of females and in particular females who are BME is particularly concerning. We will work with the REC teams to understand this better and take appropriate action. (AP 4.3)

The number of staff not declaring their ethnicity has increased in recent years. We aim to increase declarations using our new self-service process and improved E&D monitoring form and will issue annual reminders to complete these. (AP 4.4)

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
BME		34		66		36		64		36		64		32		68		32		68
White		47		53		47		53		46		54		47		53		47		53
Refused		27		73		29		71		21		79		26		74		42		58
UoD A&R Staff Total		45		55		45		55		45		55		44		56		45		55

Table 4.1.6   University of Dundee, All Academic & Research staff by year, gender and ethnicity over the five-year reporting period

a. Academic & Research Staff by Gender & Race, University of Dundee, All Staff

b. Academic & Research Staff by Gender & Race, University of Dundee, All Staff

c. Academic & Research Staff, Gender, BME Identity, 5 Year Average

	Female	Male
Comparators incl. Dundee	34%	66%
Dundee	34%	67%
Comparators excl. Dundee	34%	66%

d. Academic & Research Staff, Gender, White Identity, 5 Year Average

	Female	Male
Comparators incl. Dundee	45%	56%
Dundee	47%	53%
Comparators excl. Dundee	44%	56%

e. Academic & Research Staff, Ethnicity, Female Only

	Female BME	Female White
Comparators incl. Dundee	9%	91%
University of Dundee	10%	90%
Comparators excl. Dundee	9%	91%

f. Academic & Research Staff, Ethnicity, Male Only

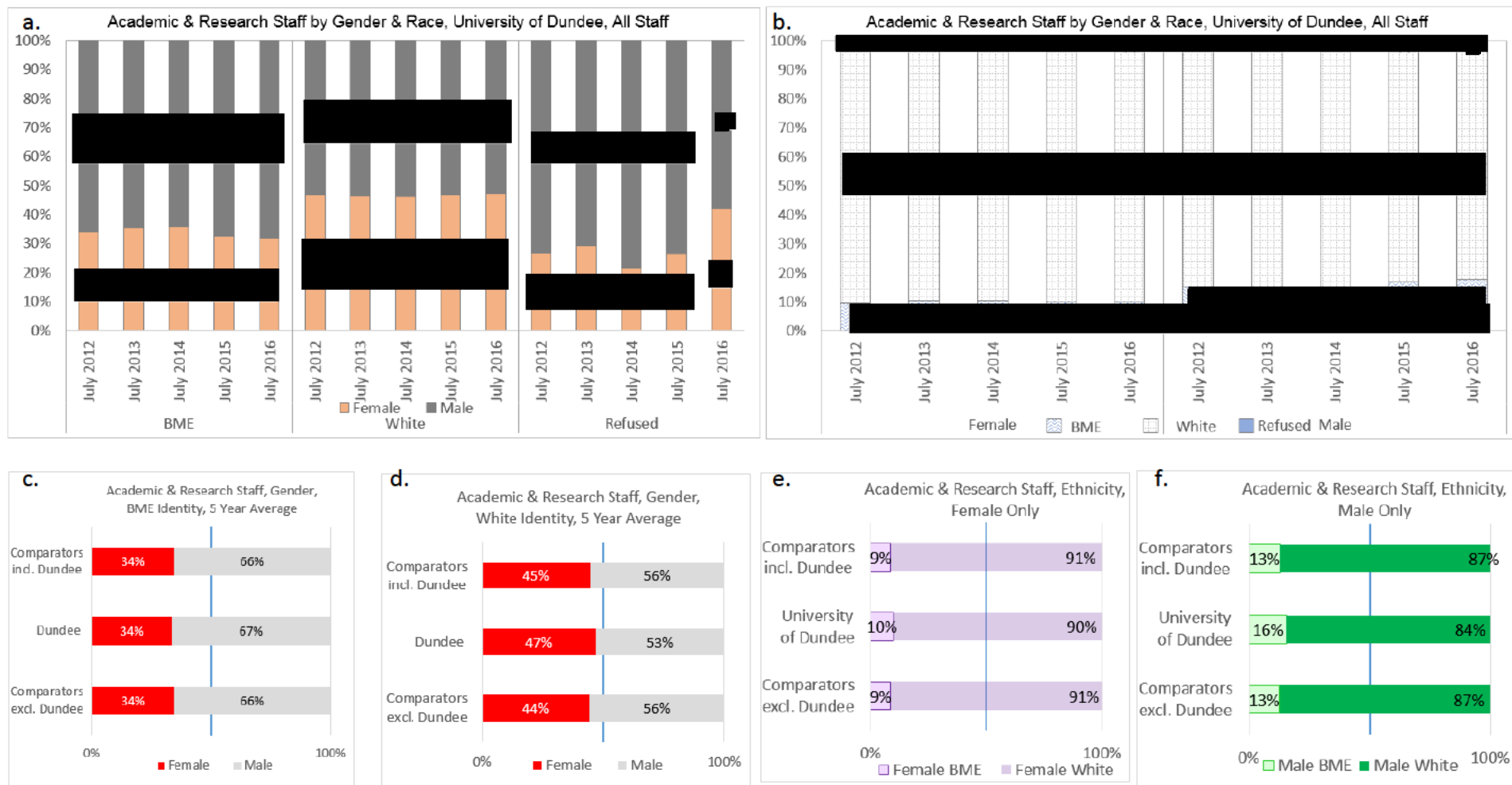|	Male BME	Male White
Comparators incl. Dundee	13%	87%
University of Dundee	16%	84%
Comparators excl. Dundee	13%	87%

Figure 4.1.11 a & b. University of Dundee, All Academic & Research staff by year, gender, grade and ethnicity over the five-year reporting period; c & d. Intersectionality Comparator Data for all Academic & Research staff by gender c. BME Identity and d. white identity; e & f, Intersectionality Comparator data for all Academic & Research staff by ethnicity e. female and f. male

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a. Academic & Research Staff by Grade on 31 July 2016, University of Dundee, All Staff

b. Academic & Research Staff by Grade on 31 July 2016, University of Dundee, All Staff

c. Academic & Research Staff, White, Professors, 5 Year Average

d. Academic & Research Staff, BME, Professors, 5 Year Average

e. Academic & Research Staff, Ethnicity, Professors, Female Only, 5 Year Average

f. Academic & Research Staff, Ethnicity, Professors, Male Only, 5 Year Average

Figure 4.1.12   a. University of Dundee, All Academic & Research staff by grade and ethnicity on 31st July 2016; b. University of Dundee Academic & Research staff by grade, gender and ethnicity on 31st July 2016; c & d. Intersectionality Comparator Data for Academic & Research Professors by gender c. BME Identity and d. white identity; e & f, Intersectionality Comparator data for Academic & Research Professors by ethnicity e. female and f. male
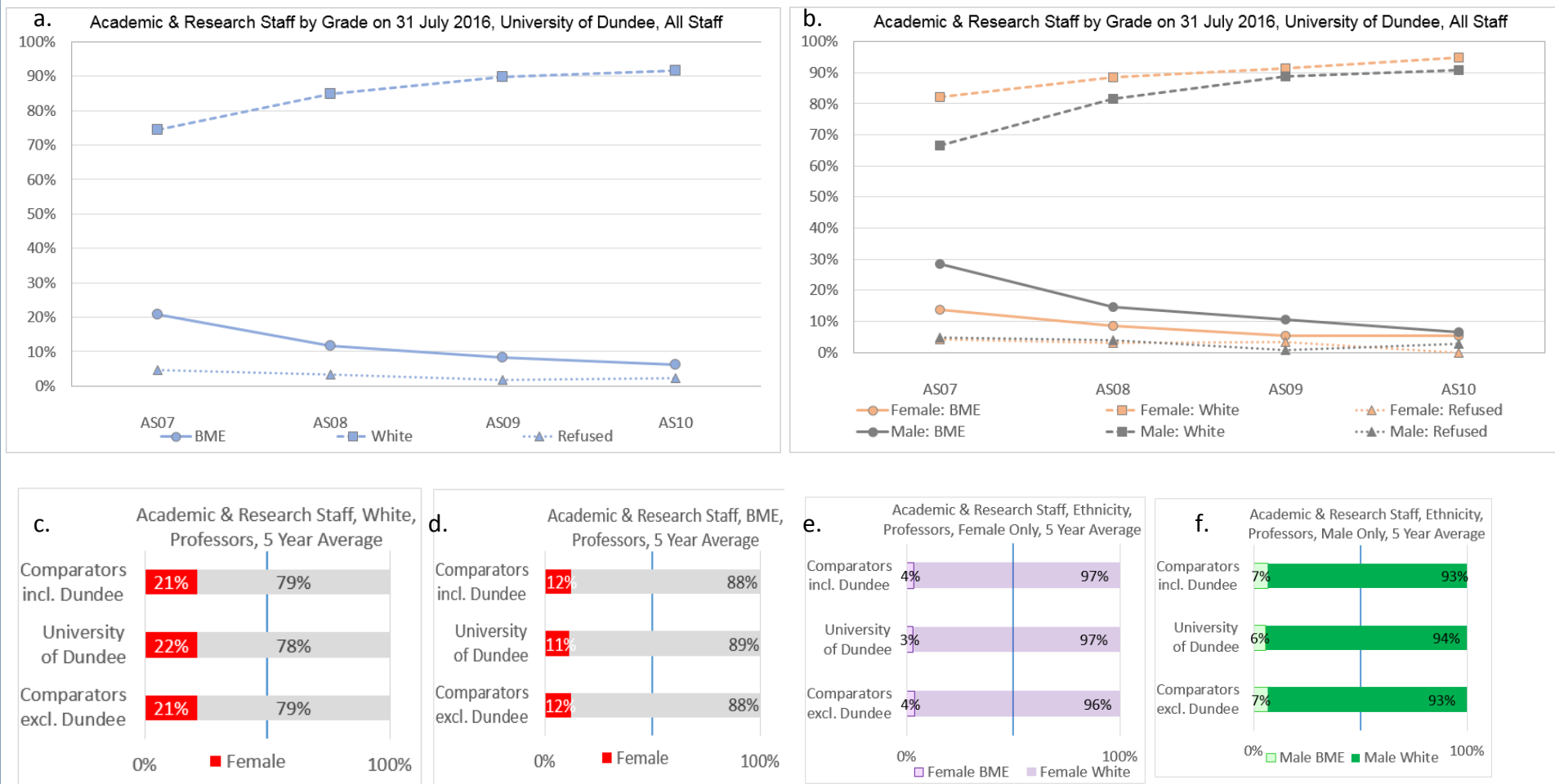
| | | July 2012 | | | | | | July 2013 | | | | | | July 2014 | | | | | | July 2015 | | | | | | July 2016 | | | | | |
| | | Female | | | Male | | | Female | | | Male | | | Female | | | Male | | | Female | | | Male | | | Female | | | Male | | |
		#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^
BME	AS07																														
	AS08																														
	AS09																														
	AS10																														
UoD BME A&R Staff Total		59	34	10	115	66	15	67	36	11	118	64	15	69	36	11	123	64	15	63	33	10	130	67	17	62	32	10	132	68	18
White	AS07																														
	AS08																														
	AS09																														
	AS10																														
UoD White A&R Staff Total		542	46	89	628	54	82	552	46	88	647	54	83	567	46	88	675	54	82	535	46	88	620	54	80	515	47	86	588	53	79
Refused	AS07																														
	AS08																														
	AS09																														
	AS10																														
UoD Refused A&R Staff Total																															
UoD A&R Staff Total		608	44	-	762	56	-	626	44	-	781	56	-	642	44	-	819	56	-	607	44	-	773	56	-	598	44	-	746	56	-

Table 4.1.7   University of Dundee, Academic & Research staff by grade, gender and ethnicity over the five-year reporting period; %* - comparison vertically within gender and %^ - comparison horizontally across the groupings
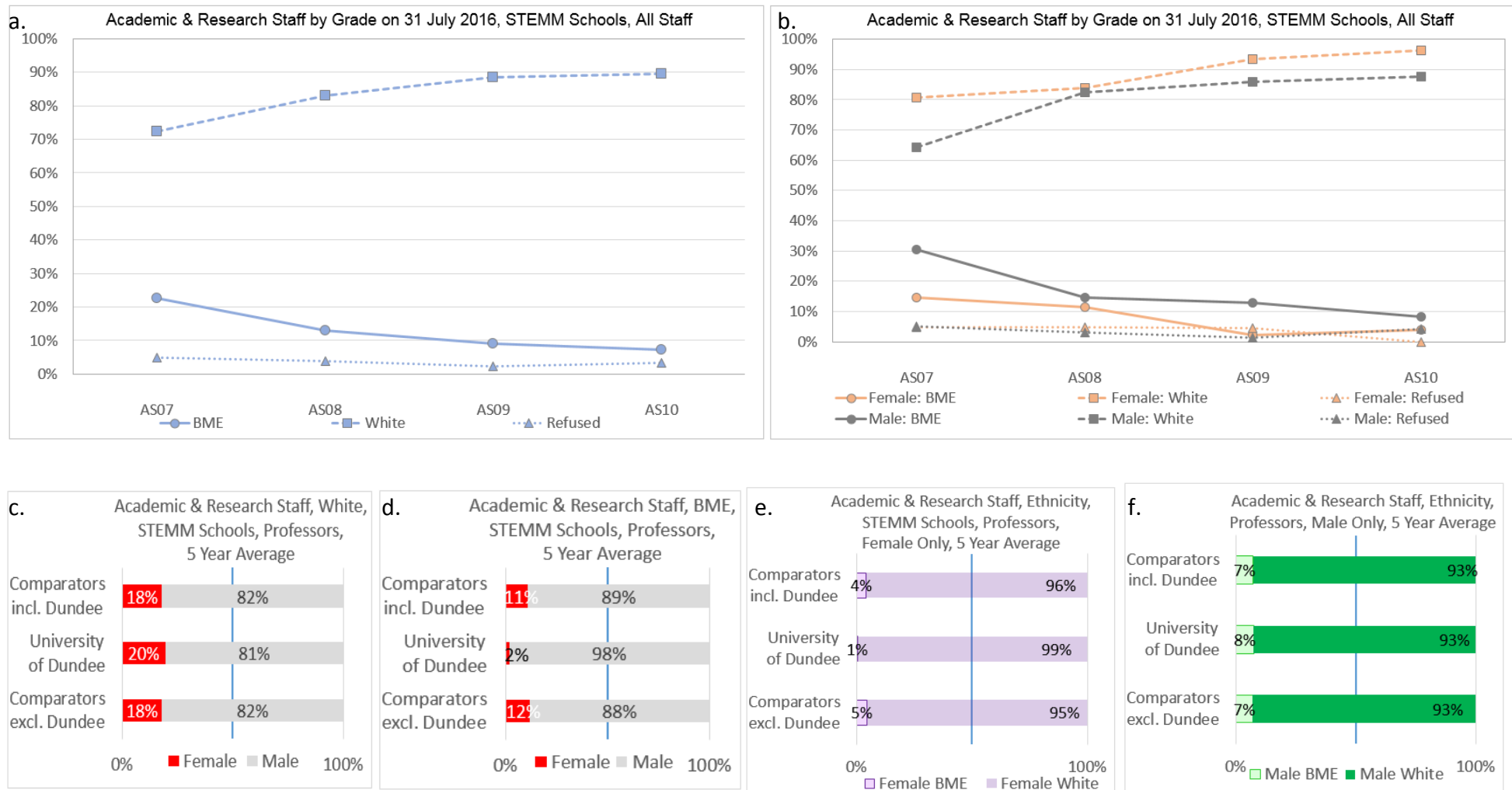
Figure 4.1.13   a. STEMM Schools, All Academic & Research staff by grade and ethnicity on 31st July 2016; b. STEMM Schools, Academic & Research staff by grade, gender and ethnicity on 31st July 2016; c & d. Intersectionality Comparator Data for STEMM Schools Academic & Research Professors by gender c. BME Identity and d. white identity; e & f, Intersectionality Comparator data for STEMM Schools Academic & Research Professors by ethnicity e. female and f. male

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		July 2012						July 2013						July 2014						July 2015						July 2016					
		Female			Male			Female			Male			Female			Male			Female			Male			Female			Male		
		#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^
BME	AS07																																
	AS08																																
	AS09																																
	AS10																																
STEMM Schools BME A&R Staff Total		47	34	11	92	66	16	52	35	11	97	65	17	55	35	12	104	65	17	51	31	12	112	69	19	50	30	12	115	70	20
White	AS07																																
	AS08																																
	AS09																																
	AS10																																
STEMM Schools White A&R Staff Total		394	47	88	451	53	81	402	46	88	472	54	81	397	45	87	493	55	80	375	46	86	447	54	77	358	46	84	428	54	76
Refused	AS07																																
	AS08																																
	AS09																																
	AS10																																
STEMM Schools Refused A&R Staff Total																																
STEMM Schools A&R Staff Total		446	44	-	559	56	-	459	44	-	582	56	-	457	43	-	614	57	-	434	43	-	579	57	-	427	43	-	565	57	-

Table 4.1.8   STEMM Schools, Academic & Research staff by grade, gender and ethnicity over the five-year reporting period; %* - comparison vertically within gender and %^ - comparison horizontally across the groupings
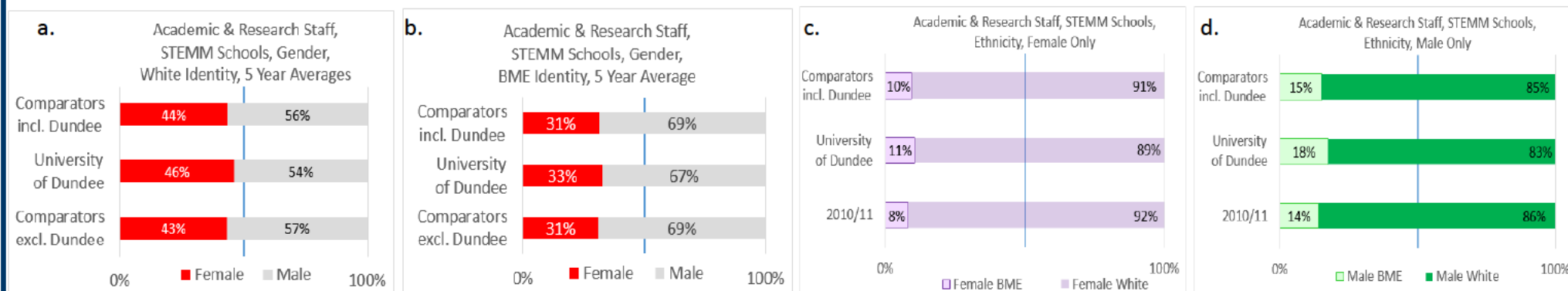

Figure 4.1.14 STEMM Schools Intersectionality Comparator Data for all Academic & Research staff by gender a. BME Identity and b. white identity; c & d, Intersectionality Comparator data for all Academic & Research staff by ethnicity c. female and d. male

Figure 4.1.15   a. AHSSBL Schools, All Academic & Research staff by grade and ethnicity on 31st July 2016; b. AHSSBL Schools, Academic & Research staff by grade, gender and ethnicity on 31st July 2016; c & d. AHSSBL Schools, Intersectionality Comparator Data for Academic & Research Professors by gender c. BME Identity and d. white identity; e & f, AHSSBL Schools, Intersectionality Comparator data for Academic & Research Professors by ethnicity e. female and f. male

		July 2012 Female			July 2012 Male			July 2013 Female			July 2013 Male			July 2014 Female			July 2014 Male			July 2015 Female			July 2015 Male			July 2016 Female			July 2016 Male		
		#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^
BME	AS07																														
	AS08																														
	AS09																														
	AS10																														
AHSSBL Schools BME A&R Staff Total																															
White	AS07																														
	AS08																														
	AS09																														
	AS10																														
AHSSBL Schools White A&R Staff Total																															
Refused	AS07																														
	AS08																														
	AS09																														
	AS10																														
AHSSBBL Schools Refused A&R Staff Total																															
AHSSBL Schools A&R Staff Total		156	44	-	197	56	-	164	46	-	192	54	-	183	48	-	200	52	-	171	47	-	191	53	-	170	49	-	177	51	-

Table 4.1.9   AHSSBL Schools, All Academic & Research staff by grade, gender and ethnicity over the five-year reporting period; %* - comparison vertically within gender and %^- comparison horizontally across the groupings

a. Academic & Research Staff, AHSSBL Schools, Gender, White Identity, 5 Year Average
- Comparators incl. Dundee: Female 46%, Male 54%
- University of Dundee: Female 49%, Male 51%
- Comparators excl. Dundee: Female 46%, Male 54%

b. Academic & Research Staff, AHSSBL Schools, Gender, White Identity, 5 Year Average
- Comparators incl. Dundee: Female 46%, Male 54%
- University of Dundee: Female 49%, Male 51%
- Comparators excl. Dundee: Female 46%, Male 54%

c. Academic & Research Staff, AHSSBL Schools, Ethnicity, Female Only
- Comparators incl. Dundee: Female BME 8%, Female White 92%
- University of Dundee: Female BME 7%, Female White 93%
- Comparators excl. Dundee: Female BME 8%, Female White 92%

d. Academic & Research Staff, AHSSBL Schools, Ethnicity, Male Only
- Comparators incl. Dundee: Male BME 9%, Male White 91%
- University of Dundee: Male BME 9%, Male White 91%
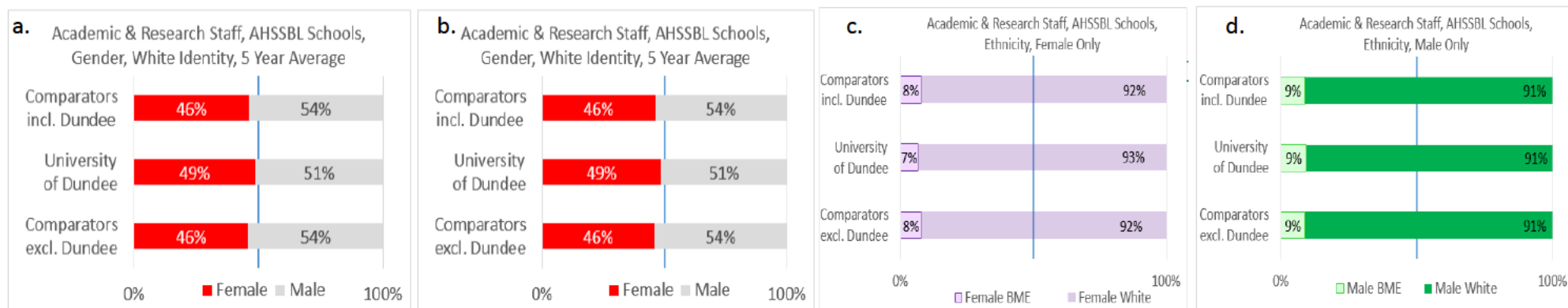- Comparators excl. Dundee: Male BME 9%, Male White 91%

Figure 4.1.16   AHSSBL Schools, Intersectionality Comparator Data for all Academic & Research staff by gender a. BME Identity and b. white identity; c & d, Intersectionality Comparator data for all Academic & Research staff by ethnicity c. female and d. male
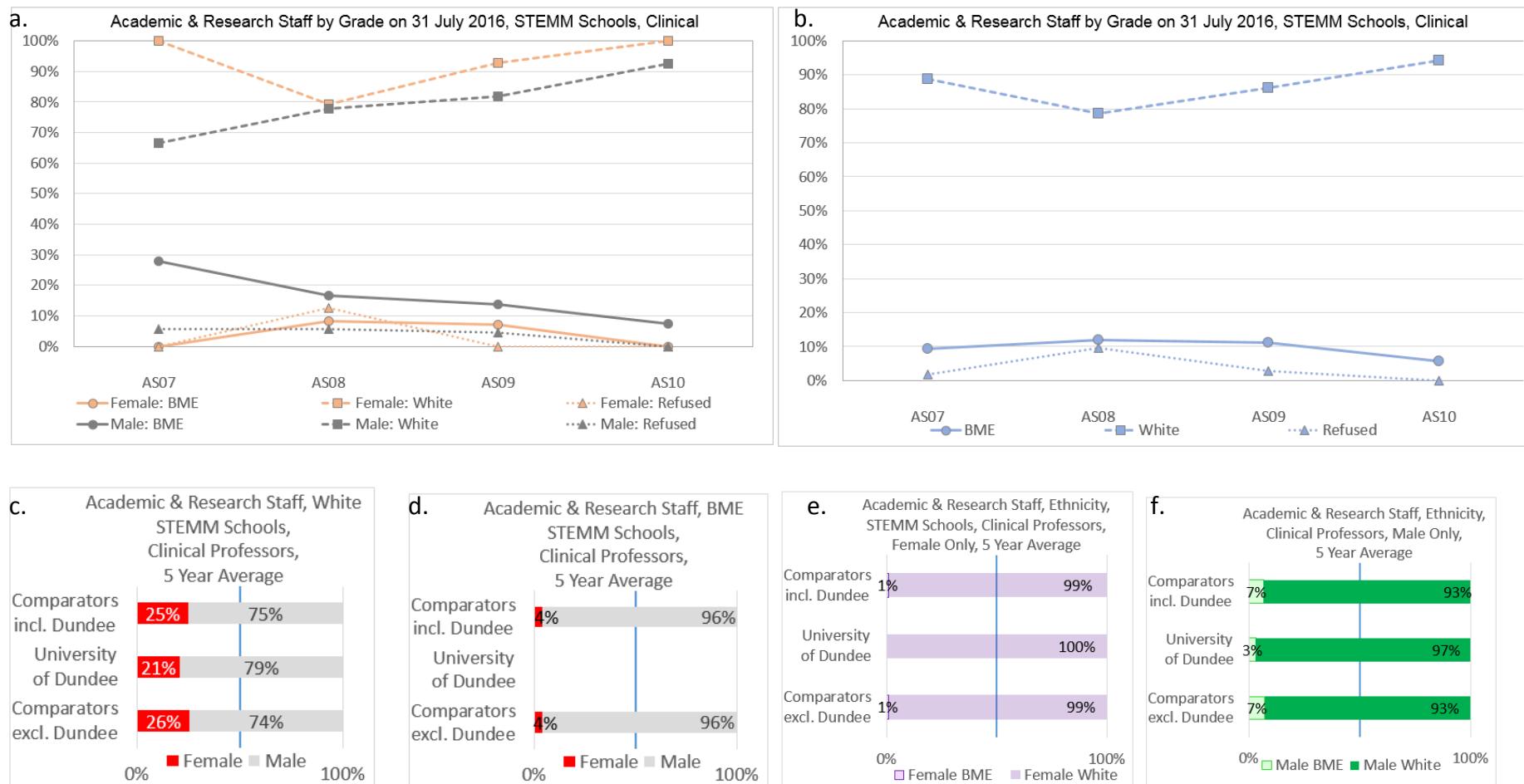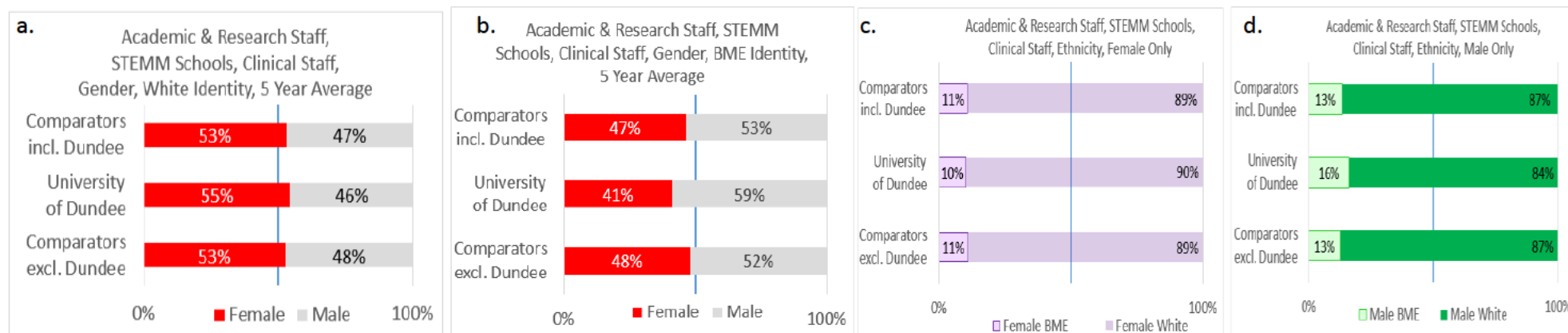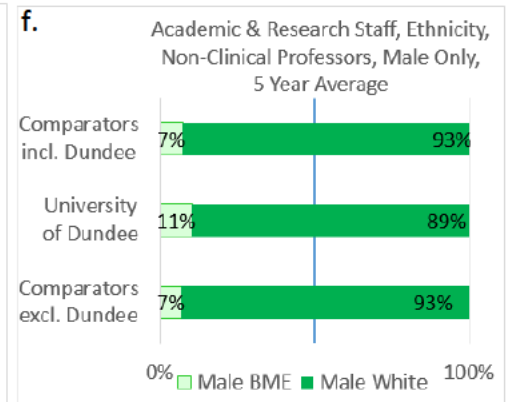
a. Academic & Research Staff by Grade on 31 July 2016, STEMM Schools, Clinical

b. Academic & Research Staff by Grade on 31 July 2016, STEMM Schools, Clinical

c. Academic & Research Staff, White STEMM Schools, Clinical Professors, 5 Year Average

d. Academic & Research Staff, BME STEMM Schools, Clinical Professors, 5 Year Average

e. Academic & Research Staff, Ethnicity, STEMM Schools, Clinical Professors, Female Only, 5 Year Average

f. Academic & Research Staff, Ethnicity, Clinical Professors, Male Only, 5 Year Average

Figure 4.1.17   a. STEMM Schools, Clinical Academic & Research staff by grade and ethnicity on 31st July 2016; b. STEMM Schools, Clinical Academic & Research staff by grade, gender and ethnicity on 31st July 2016; c & d. STEMM Schools, Intersectionality Comparator Data for Academic & Research Clinical Professors by gender c. BME identity and d. white identity; e & f, STEMM Schools, Intersectionality Comparator data for Academic & Research Clinical Professors by ethnicity e. female and f. male

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		July 2012						July 2013						July 2014						July 2015						July 2016					
		Female			Male			Female			Male			Female			Male			Female			Male			Female			Male		
		#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^
BME	AS07																														
	AS08																														
	AS09																														
	AS10																														
STEMM Schools BME Clinical A&R Staff Total																															
White	AS07																														
	AS08																														
	AS09																														
	AS10																														
STEMM Schools White Clinical A&R Staff Total																															
Refused	AS07																														
	AS08																														
	AS09																														
	AS10																														
STEMM Schools Refused Clinical A&R Staff Total																															
STEMM Schools Clinical A&R Staff Total		95	49	-	97	51	-	93	50	-	94	50	-	94	50	-	94	50	-	84	49	-	89	51	-	82	49	-	85	51	-

Table 4.1.10   STEMM Schools, Clinical Academic & Research staff by grade, gender and ethnicity over the five-year reporting period; %* - comparison vertically within gender and %^ - comparison horizontally across the groupings

Figure 4.1.18 STEMM Schools, Intersectionality Comparator Data for Clinical Academic & Research staff by gender a. BME Identity and b. white identity; c & d, Intersectionality Comparator data for Clinical Academic & Research staff by ethnicity c. female and d. male
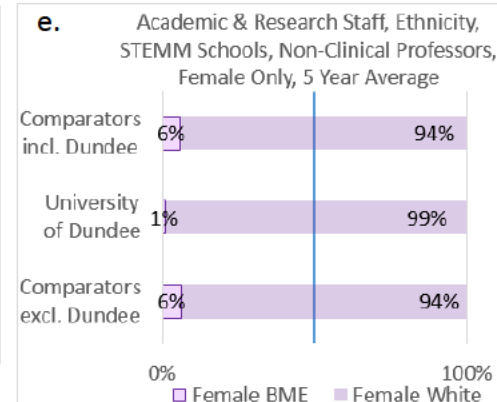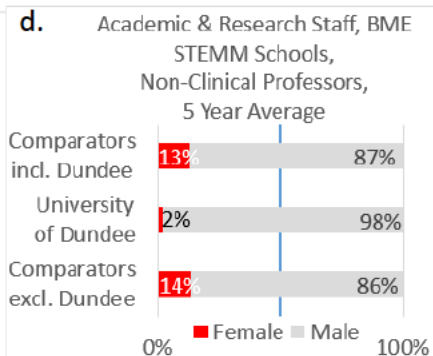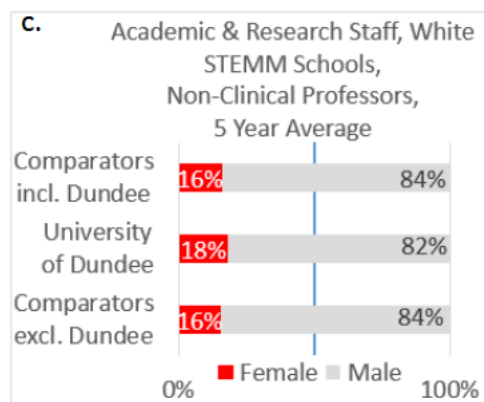
a. Academic & Research Staff by Grade on 31 July 2016, STEMM Schools, Non-Clinical

Legend: Female: BME — Female: White — Female: Refused — Male: BME — Male: White — Male: Refused

b. Academic & Research Staff by Grade on 31 July 2016, STEMM Schools, Non-Clinical

Legend: BME — White — Refused

c. Academic & Research Staff, White STEMM Schools, Non-Clinical Professors, 5 Year Average

	Female	Male
Comparators incl. Dundee	16%	84%
University of Dundee	18%	82%
Comparators excl. Dundee	16%	84%

d. Academic & Research Staff, BME STEMM Schools, Non-Clinical Professors, 5 Year Average

	Female	Male
Comparators incl. Dundee	13%	87%
University of Dundee	2%	98%
Comparators excl. Dundee	14%	86%

e. Academic & Research Staff, Ethnicity, STEMM Schools, Non-Clinical Professors, Female Only, 5 Year Average

	Female BME	Female White
Comparators incl. Dundee	6%	94%
University of Dundee	1%	99%
Comparators excl. Dundee	6%	94%

f. Academic & Research Staff, Ethnicity, Non-Clinical Professors, Male Only, 5 Year Average

	Male BME	Male White
Comparators incl. Dundee	7%	93%
University of Dundee	11%	89%
Comparators excl. Dundee	7%	93%

Figure 4.1.19   a. STEMM Schools, Non-Clinical Academic & Research staff by grade and ethnicity on 31st July 2016; b. STEMM Schools, Non-Clinical Academic & Research staff by grade, gender and ethnicity on 31st July 2016; c & d. STEMM Schools, Intersectionality Comparator Data for Academic & Research Non-Clinical Professors by gender c. BME Identity and d. white identity; e & f, STEMM Schools, Intersectionality Comparator data for Academic & Research Non-Clinical Professors by ethnicity e. female and f. male

		July 2012						July 2013						July 2014						July 2015						July 2016					
		Female			Male			Female			Male			Female			Male			Female			Male			Female			Male		
		#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^	#	%*	%^
BME	AS07																														
	AS08																														
	AS09																														
	AS10																														
STEMM Schools BME Non-Clinical A&R Staff Total																															
White	AS07																														
	AS08																														
	AS09																														
	AS10																														
STEMM Schools White Non-Clinical A&R Staff Total																															
Refused	AS07																														
	AS08																														
	AS09																														
	AS10																														
STEMM Schools Refused Non-Clinical A&R Staff Total																															
STEMM Schools Non-Clinical A&R Staff Total		351	43	-	462	57	-	366	43	-	488	57	-	363	41	-	520	59	-	350	42	-	490	58	-	345	42	-	480	58	-
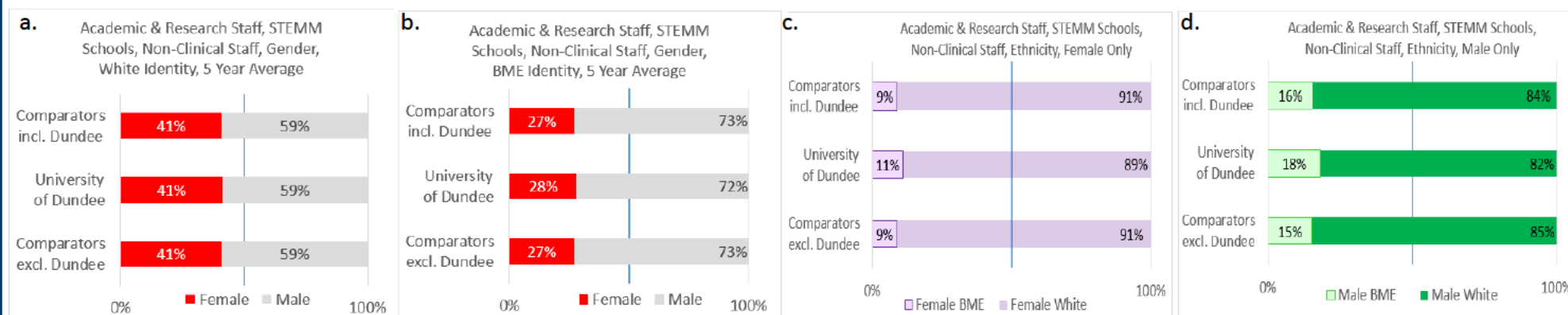
Table 4.1.11   STEMM Schools, Non-Clinical Academic & Research staff by grade, gender and ethnicity over the five-year reporting period; %* - comparison vertically within gender and %^ - comparison horizontally across the groupings

Figure 4.1.20 STEMM Schools, Intersectionality Comparator Data for Non-Clinical Academic & Research staff by gender a. BME Identity and b. white identity; c & d, Intersectionality Comparator data for Non-Clinical Academic & Research staff by ethnicity c. female and d. male

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

See Data Notes 1, 2, 3, 5, 6, 9

Overall, 69% of A&R staff are on open-ended contracts and 31% on fixed-term contracts. Core-funded staff are usually employed on open-ended contracts.

In line with comparator groups, overall and in STEMM the proportion of females on either fixed-term or open-ended contracts is the same and is slightly lower than males, reflective of our overall staff profile (Figure 4.1.21, Figure 4.1.22, Table 4.1.12).

The proportion of clinical staff on open-ended contracts has risen over time to 50%, with a concomitant decrease in females on fixed-term contracts (Figure 4.1.21c). This is in part a result of conversion of fixed-term contracts to open-ended contracts after being in post for 4 years.

The proportion of non-clinical females with open-ended contracts is lower than for clinical females (Figure 4.1.21c). This is likely to be related to the very high proportion of staff in non-clinical posts in fixed-term PDRA positions.

In AHSSBL Schools, there is gender parity in open-ended contracts, but a higher proportion of females than males on fixed-term contracts (Figure 4.1.21d). Numbers are small and small changes lead to large fluctuations in percentages making trend analysis difficult. This is monitored through our developing AHSSBL AS activity.

We have a high proportion of research income and consequently many externally funded fixed-term posts. Sometimes it is possible to maintain a series of grants which extend the employment of staff, such as PDRAs, on fixed-term contracts. When this is not possible, we support internal redeployment. Staff are supported through regular career discussions with line-managers. Training, including generic skills training, is encouraged and facilitated to enhance CVs. Our extensive OPD Researcher Development Programme ensures PDRAs have access to a wide range of training to equip them for a new role here or elsewhere.

Fixed-term contracts are also used to cover periods of leave such as maternity leave.

Fixed-term staff who have been employed for more than four years are moved onto open-ended contracts following a transparent and well-established process.
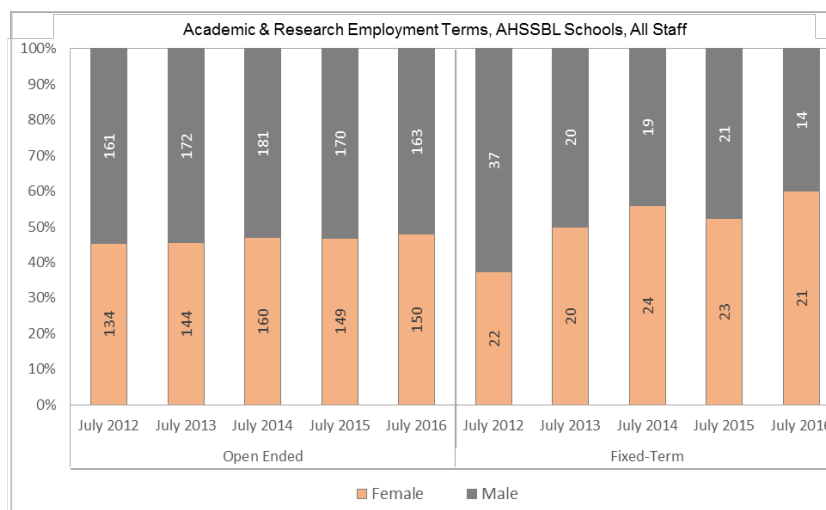
We do not use zero-hours contracts.
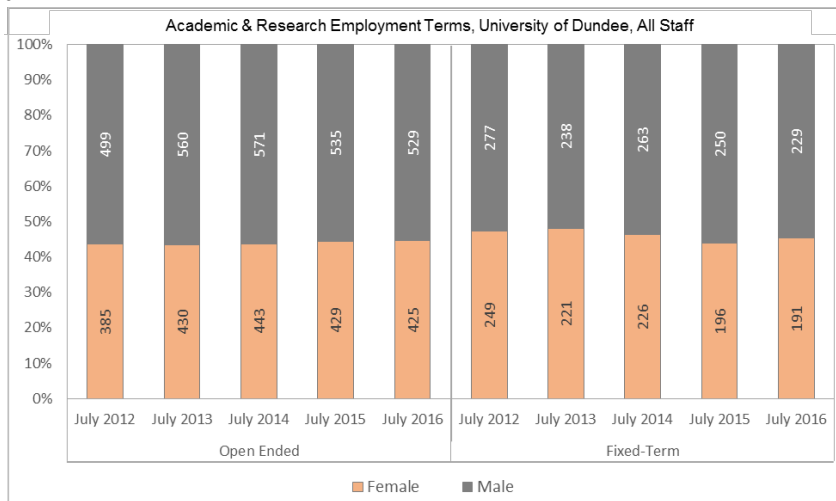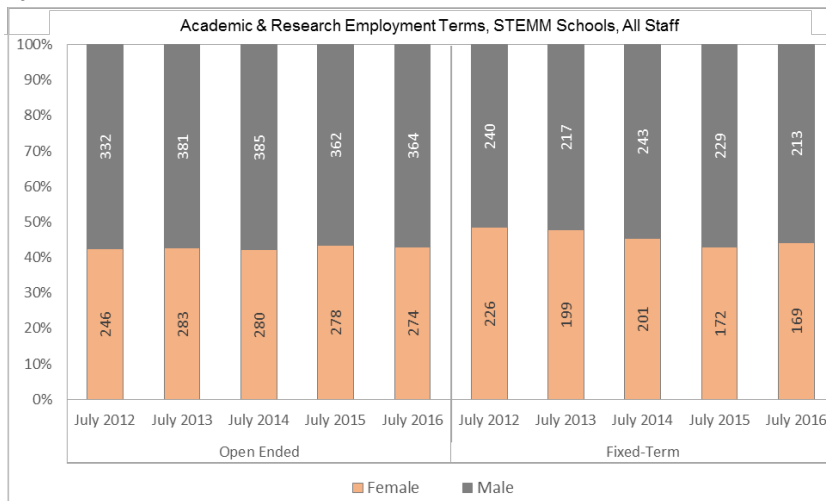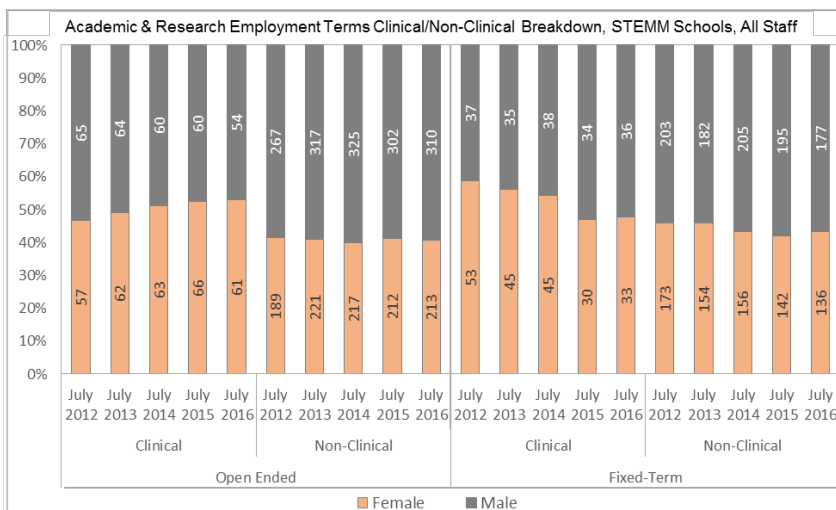
Figure 4.1.21 Academic and Research Staff by Open-Ended, Fixed-Term and Gender in a. University of Dundee b. STEMM Schools c. STEMM Schools, Clinical and Non-Clinical Academic & Research staff and d. AHSSBL Schools, over the five-year reporting period

	July 2012				July 2013				July 2014				July 2015				July 2016			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Open Ended	385	44	499	56	430	43	560	57	443	44	571	56	429	45	535	55	425	45	529	55
Fixed-Term	249	47	277	53	221	48	238	52	226	46	263	54	196	44	250	56	191	45	229	55
Academic & Research Staff Total (UoD)	634	45	776	55	651	45	798	55	669	45	834	55	625	44	785	56	616	45	758	55
Open Ended	246	43	332	57	283	43	381	57	280	42	385	58	278	43	362	57	274	43	364	57
Fixed-Term	226	48	240	52	199	48	217	52	201	45	243	55	172	43	229	57	169	44	213	56
Academic & Research Staff Total (STEMM schools)	472	45	572	55	482	45	598	55	481	43	628	57	450	43	591	57	443	43	577	57
Open Ended	57	47	65	53	62	49	64	51	63	51	60	49	66	52	60	48	61	53	54	47
Fixed-Term	53	59	37	41	45	56	35	44	45	54	38	46	30	47	34	53	33	48	36	52
Academic & Research Staff Total (Clinical Staff - STEMM schools)	110	52	102	48	107	52	99	48	108	52	98	48	96	51	94	49	94	51	90	49
Open Ended	189	41	267	59	221	41	317	59	217	40	325	60	212	41	302	59	213	41	310	59
Fixed-Term	173	46	203	54	154	46	182	54	156	43	205	57	142	42	195	58	136	43	177	57
Academic & Research Staff Total (Non-Clinical staff, STEMM schools)	362	44	470	56	375	43	499	57	373	41	530	59	354	42	497	58	349	42	487	58
Open Ended	134	45	161	55	144	46	172	54	160	47	181	53	149	47	170	53	150	48	163	52
Fixed-Term	22	37	37	63	20	50	20	50	24	56	19	44	23	52	21	48	21	60	14	40
Academic & Research Staff Total (AHSSBL schools)	156	44	198	56	164	46	192	54	184	48	200	52	172	47	191	53	171	49	177	51

Table 4.1.12   University of Dundee, STEMM Schools (All, Clinical & Non-Clinical) and AHSSBL Schools, Academic and Research Staff by Open-Ended, Fixed-Term and Gender
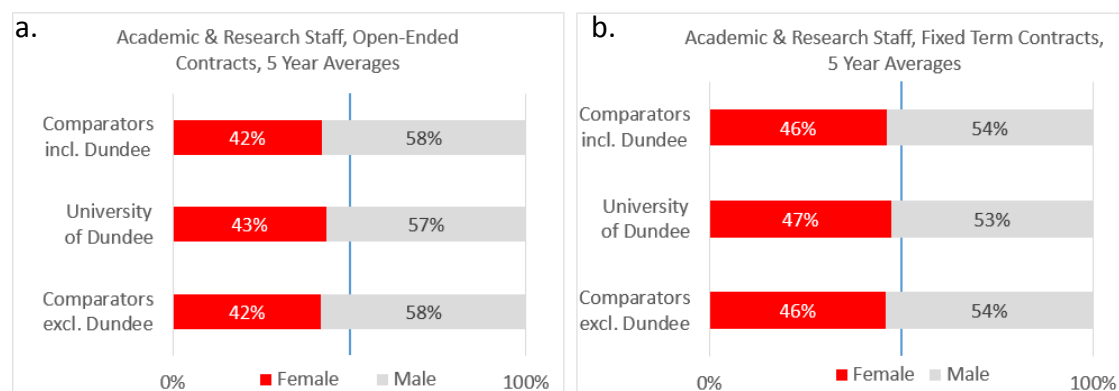

a. Academic & Research Staff, Open-Ended Contracts, 5 Year Averages

	Female	Male
Comparators incl. Dundee	42%	58%
University of Dundee	43%	57%
Comparators excl. Dundee	42%	58%

b. Academic & Research Staff, Fixed Term Contracts, 5 Year Averages

	Female	Male
Comparators incl. Dundee	46%	54%
University of Dundee	47%	53%
Comparators excl. Dundee	46%	54%

Figure 4.1.22   Comparator Data - Academic and Research Staff by gender on a. Open-Ended and b. Fixed-Term contracts – 5 year averages

Part-time and full-time working

Overall, slightly exceeding comparators, and in STEMM Schools more females than males (approximately 60 to 70%F) take advantage of part-time working. Some staff may be moving back to full-time positions – there are many examples of this across UoD. There is less difference in gender balance of part-time and full-time staff in AHSSBL Schools and F:M split approaches parity in both cases (Figure 4.1.23 to Figure 4.1.26; Table 4.1.13 to Table 4.1.15).
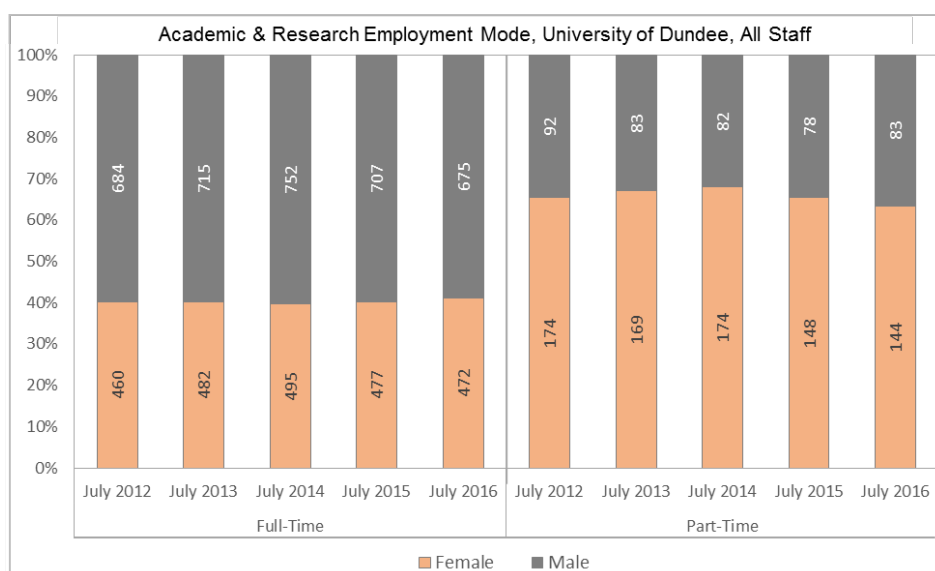

Figure 4.1.23   University of Dundee, Academic & Research staff by gender and employment mode over the five-year reporting period

| | July 2012 | | | | July 2013 | | | | July 2014 | | | | July 2015 | | | | July 2016 | | | |
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Full-Time	460	40	684	60	482	40	715	60	495	40	752	60	477	40	707	60	472	41	675	59
Part-Time	174	65	92	35	169	67	83	33	174	68	82	32	148	65	78	35	144	63	83	37
UoD Academic & Research Staff Total	634	45	776	55	651	45	798	55	669	45	834	55	625	44	785	56	616	45	758	55

Table 4.1.13   University of Dundee, Academic & Research staff by gender and employment mode over the five-year reporting period
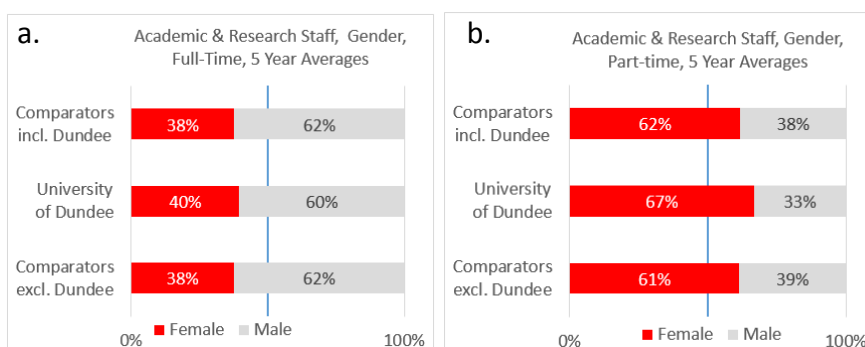
Figure 4.1.24   Comparator Data - Academic and Research Staff – Full-time and Part-time

a.

Academic & Research Employment Mode, STEMM Schools, All Staff

b.

Academic & Research Employment Mode, STEMM Schools, Clinical

c.

Academic & Research Employment Mode, STEMM Schools, Non-Clinical

d.

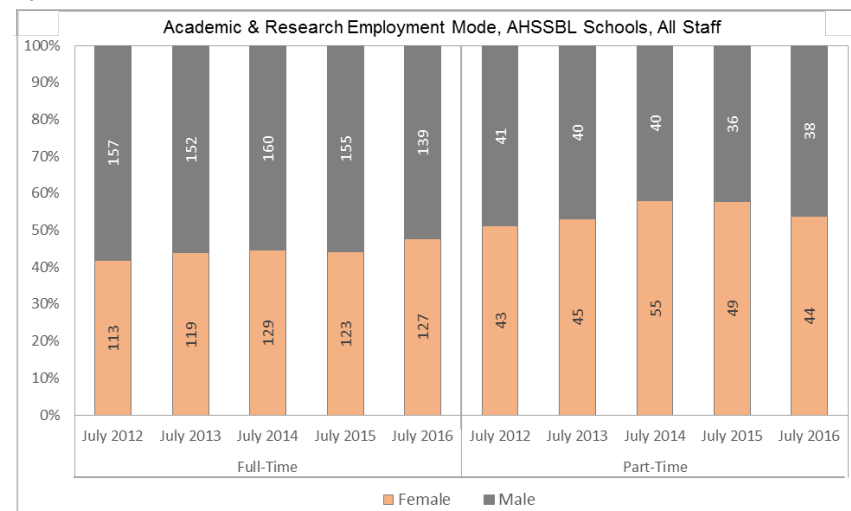Academic & Research Employment Mode, AHSSBL Schools, All Staff
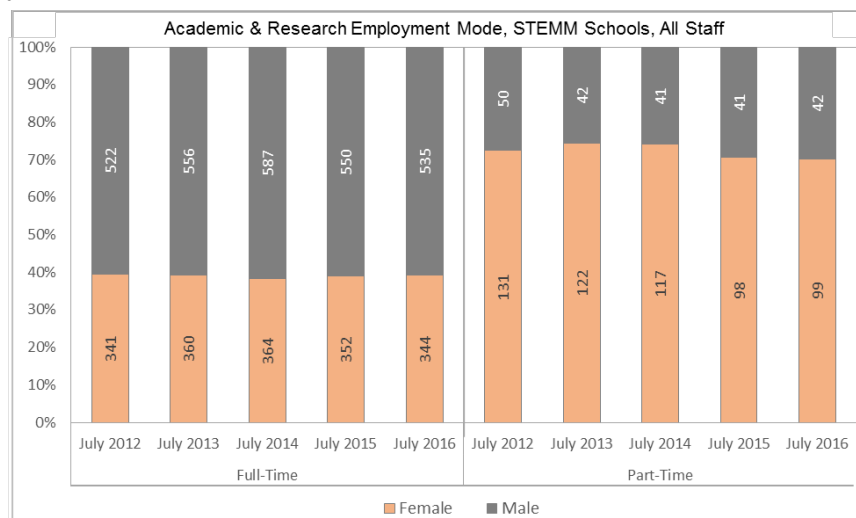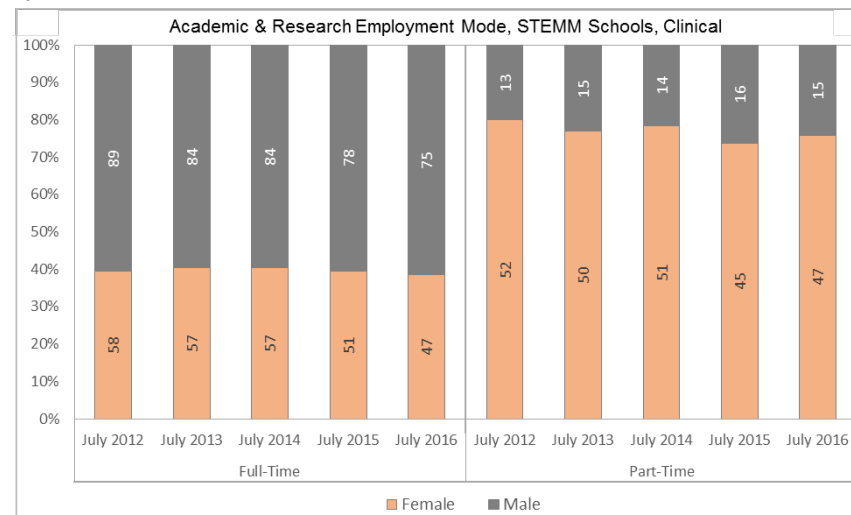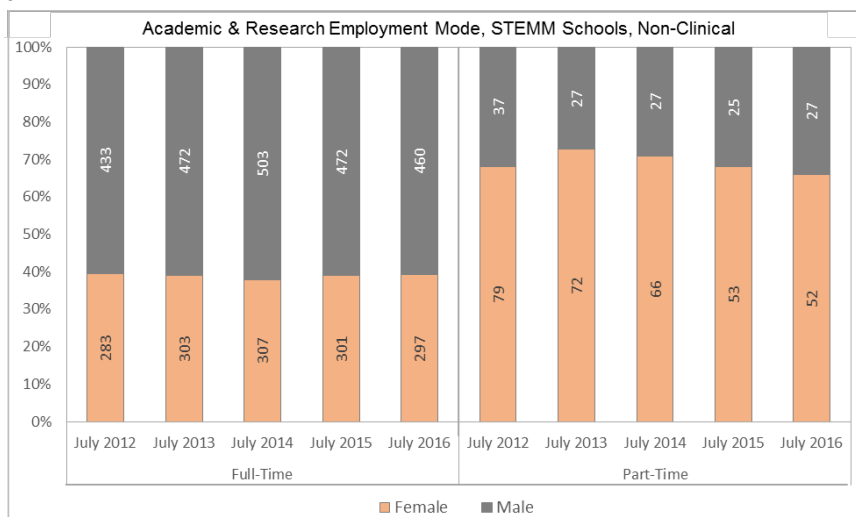
Figure 4.1.25   Academic & Research Staff by employment mode and gender for a. STEMM Schools, b. Clinical staff in the STEMM Schools, c. Non-clinical staff in the STEMM Schools and d. AHSSBL Schools

	July 2012				July 2013				July 2014				July 2015				July 2016			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Full-Time	341	40	522	60	360	39	556	61	364	38	587	62	352	39	550	61	344	39	535	61
Part-Time	131	72	50	28	122	74	42	26	117	74	41	26	98	71	41	29	99	70	42	30
STEMM Schools A&R Staff Total	472	45	572	55	482	45	598	55	481	43	628	57	450	43	591	57	443	43	577	57
Full-Time	58	39	89	61	57	40	84	60	57	40	84	60	51	40	78	60	47	39	75	61
Part-Time	52	80	13	20	50	77	15	23	51	78	14	22	45	74	16	26	47	76	15	24
STEMM Schools Clinical A&R Staff Total	110	52	102	48	107	52	99	48	108	52	98	48	96	51	94	49	94	51	90	49
Full-Time	283	40	433	60	303	39	472	61	307	38	503	62	301	39	472	61	297	39	460	61
Part-Time	79	68	37	32	72	73	27	27	66	71	27	29	53	68	25	32	52	66	27	34
STEMM Schools Non-Clinical A&R Staff Total	362	44	470	56	375	43	499	57	373	41	530	59	354	42	497	58	349	42	487	58
Full-Time	113	42	157	58	119	44	152	56	129	45	160	55	123	44	155	56	127	48	139	52
Part-Time	43	51	41	49	45	53	40	47	55	58	40	42	49	58	36	42	44	54	38	46
AHSSBL Schools A&R Staff Total	156	44	198	56	164	46	192	54	184	48	200	52	172	47	191	53	171	49	177	51

Table 4.1.14   STEMM Schools (All, Clinical & Non-Clinical) and AHSSBL Schools, Academic & Research staff by employment mode and gender over the five the year reporting period
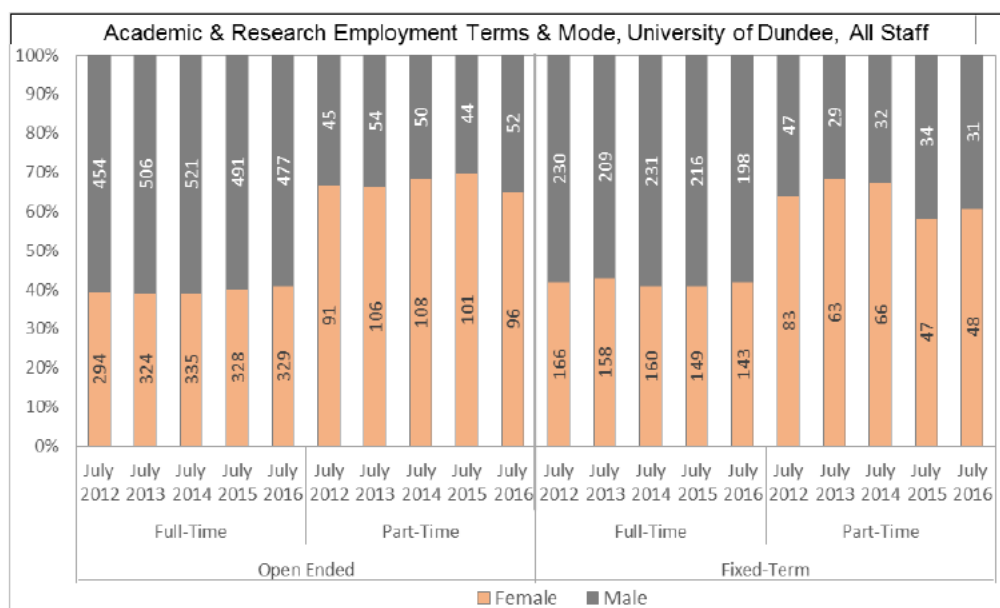
Figure 4.1.26 University of Dundee, Academic and Research Total Staff by Open Ended/Fixed term, Full time/Part Time and Gender over the five-year reporting period

		July 2012				July 2013				July 2014				July 2015				July 2016			
		F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Open Ended	Full-Time	294	39	454	61	324	39	506	61	335	39	521	61	328	40	491	60	329	41	477	59
	Part-Time	91	67	45	33	106	66	54	34	108	68	50	32	101	70	44	30	96	65	52	35
Open Ended UoD A&R Staff Total		385	44	499	56	430	43	560	57	443	44	571	56	429	45	535	55	425	45	529	55
Fixed-Term	Full-Time	166	42	230	58	158	43	209	57	160	41	231	59	149	41	216	59	143	42	198	58
	Part-Time	83	64	47	36	63	68	29	32	66	67	32	33	47	58	34	42	48	61	31	39
Fixed-Term UoD A&R Staff Total		249	47	277	53	221	48	238	52	226	46	263	54	196	44	250	56	191	45	229	55
UoD A&R Staff Total		634	45	776	55	651	45	798	55	669	45	834	55	625	44	785	56	616	45	758	55

Table 4.1.15   University of Dundee, Academic and Research Total Staff by Open Ended/Fixed term, Full time/Part Time and Gender over the five-year reporting period

Tutors

In addition to core staff, we employ approximately 200 tutors who are contracted to work part-time to deliver parts of education programmes across UoD (Figure 4.1.27, Table 4.1.16). Many tutors have substantive employment in the professions and contribute a few professional- or practice-oriented sessions.

We are keen to use open-ended contracts where possible - a small, but increasing number of tutors are on these contracts, the majority female. We approach gender parity in fixed-term tutors.

Tutors gain teaching experience but tutor positions are not part of the academic career structure at UoD.
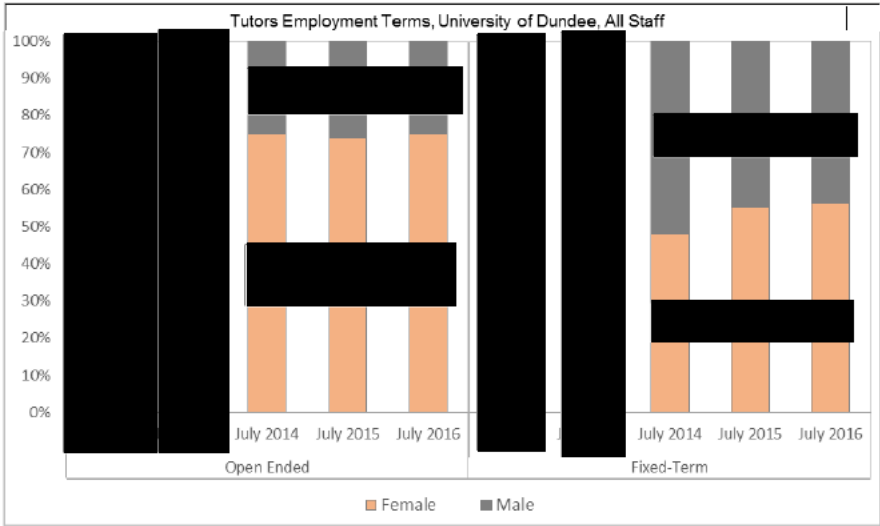
Figure 4.1.27   University of Dundee, Tutors by Open Ended/Fixed Term and Gender over the five-year reporting period

Open Ended																				
Fixed-Term																				
UoD Tutors Total	43	49	44	51	56	54	47	46	77	52	70	48	70	59	49	41	113	59	80	41

Table 4.1.16   University of Dundee, Tutors by Open Ended/Fixed Term and Gender over the five-year reporting period

Comment on the proportions of men and women on these contracts and by job grade.

See Data Notes 1, 2, 3, 5, 6, 7, 9

A&R staff are employed on either Research Only (RO), Teaching & Research (T&R) or
Teaching & Scholarship (T&S) contracts

At institution-level, currently 47% of staff are RO (48%F), 31% are T&R (32%F) and 21% are
T&S (58%F; Figure 4.1.28, Table 4.1.17). Gender balance is in-line with comparators Figure
4.1.29)

Staff on all contracts are equally valued and have the same terms and conditions of
employment.

For all contract types, there is extensive support for staff on probation at AS07 and AS08.
AS07 to AS08 is not necessarily a career transition point but we encourage staff to
forward-plan their careers **(AP 4.5).**

Research Only Staff

79% of RO staff are AS07 (50%F; Figure 4.1.28, Table 4.1.18) and are mostly PDRAs. There
are significantly fewer RO staff at AS08, AS09 and AS10, reflecting the nature of PDRA
positions which are often fixed-term and funding tends to be for more junior roles. When
RO staff stay beyond the end of contract they often move to T&R positions.

T&R Staff

There is now gender parity in T&R staff at AS07 (Figure 4.1.28, Table 4.1.18, Table 4.1.18).
The proportion of females is lower at AS08 but we see improving gender balance at AS09
and the AS08-AS09 transition shows no further decline in female proportion. However,
AS10 T&R staff are predominantly male. This is a major concern for us, particularly as the
T&R group represents the largest number of A&R staff above PDRA level **(AP 4.6).**

T&S staff

T&S staff numbers are increasing (Table 4.1.18). AS07 and AS08 T&S staff are
approximately 60% female. AS09 staff numbers have increased greatly since 2014 and
following a dip, proportion of females increased over the last two years. Importantly T&S
staff are now able to progress to AS10 (currently 6/10 are female). We will continue to
support our AS09 cohort and hope to see the upward trajectory continue **(AP 4.1).**

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only		52		48		52	324	48		50		50		48		52		48		52
Teaching & Research		34		66		33	408	67		32		68		32		68		32		68
Teaching & Scholarship		58		42		59	66	41		59		41		56		44		58		42
Other		50		50		100	0	0		67		33		38		63		45		55
UoD A&R Staff Total																				

Table 4.1.17   University of Dundee, Academic and Research Staff by Research only, Teaching & Research and Teaching & Scholarship by Gender over the five-year reporting period

		July 2012				July 2013				July 2014				July 2015				July 2016			
		F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only	AS07		52		48		54		46		52		48		50		50		50		50
	AS08		44		56		40		60		33		67		34		66		36		64
	AS09		57		43		55		45		58		42		62		38		43		57
	AS10		50		50		50		50		25		75		33		67		40		60
RO UoD A&R Staff Total																					
Teaching & Research	AS07		42		58		47		53		46		54		52		48		53		47
	AS08		51		49		47		53		40		60		36		64		37		63
	AS09		28		72		31		69		36		64		38		62		37		63
	AS10		21		79		20		80		20		80		19		81		19		81
T&R UoD A&R Staff Total			**34**		**66**		**33**		**67**		**32**		**68**		**32**		**68**		**32**		**68**
Teaching & Scholarship	AS07		46		54		51		49		61		39		64		36		63		37
	AS08		63		37		62		38		62		38		64		36		64		36
	AS09		63		38		67		33		50		50		43		57		47		53
	AS10																				
T&S UoD A&R Total																					
UoD A&R Staff Total			**44**		**56**		**44**		**56**		**44**		**56**		**44**		**56**		**45**		**55**

Table 4.1.18   University of Dundee, Research; Teaching & Research; Teaching & Scholarship staff by Gender and Grade over the five-year reporting period

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a. Academic & Research Staff Breakdown, University of Dundee, All Staff

b. Research Only Staff by Grade, University of Dundee, All Staff

c. Teaching and Research Staff by Grade, University of Dundee, All Staff

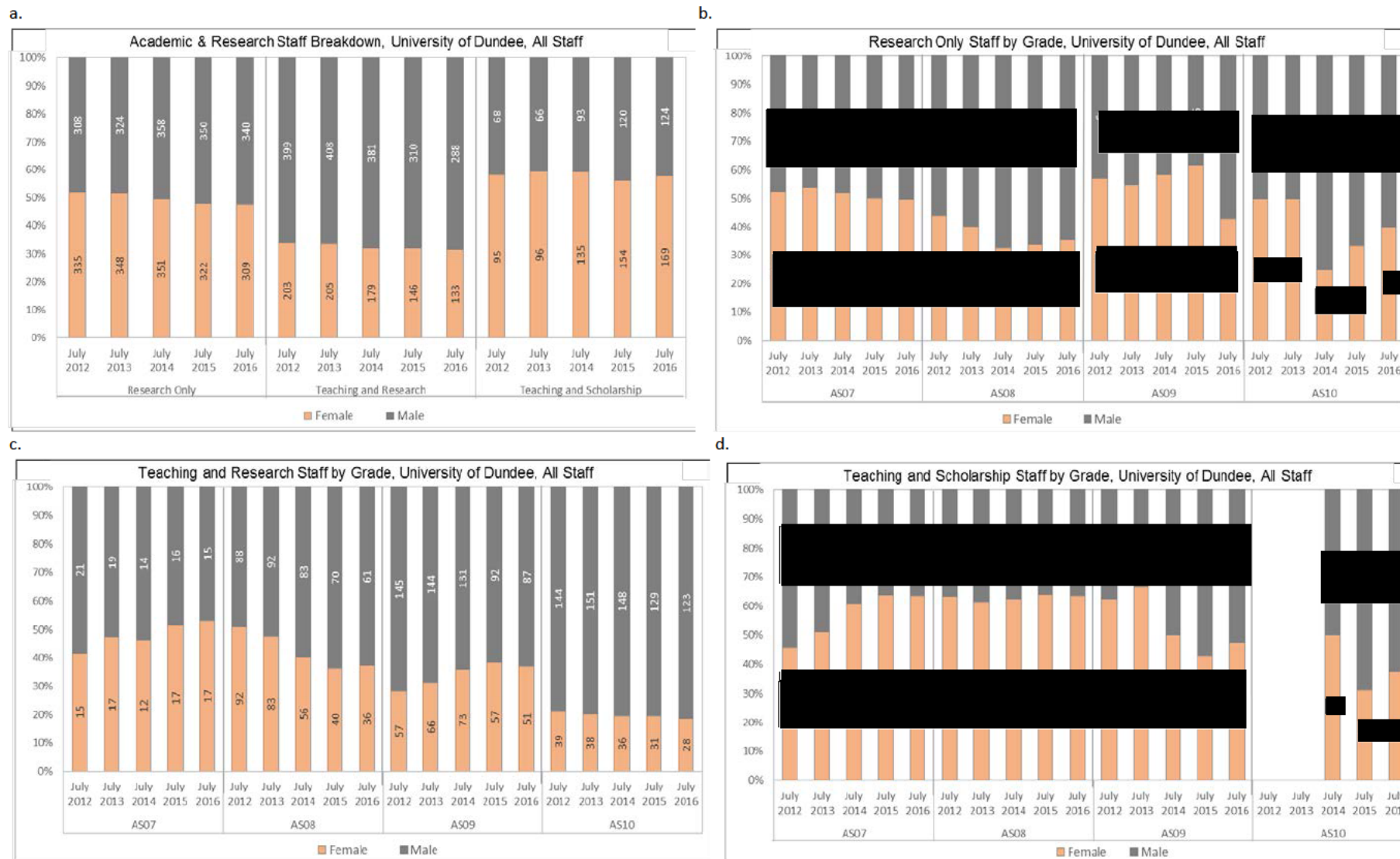d. Teaching and Scholarship Staff by Grade, University of Dundee, All Staff

Figure 4.1.28   University of Dundee a. All University of Dundee Academic & Research staff by contract type (Research only, Teaching & Research and Teaching & Scholarship) by Gender over the five-year reporting period; b-d. All University of Dundee Academic & Research staff over the five-year reporting period b. Research Only, c. Teaching & Research and d. Teaching & Scholarship
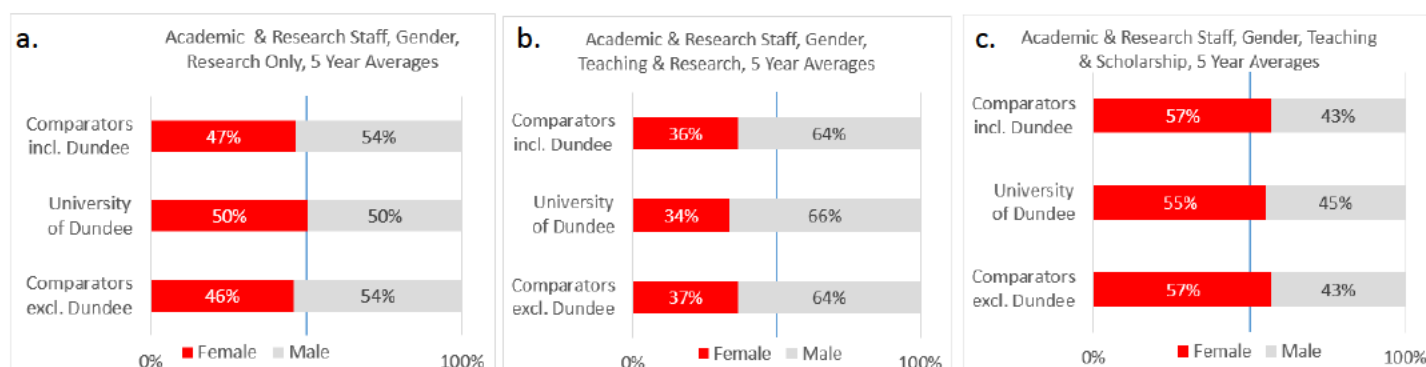
Figure 4.1.29 Comparator data a. All Research Only Academic & Research Staff; b. All Teaching & Research Academic & Research staff and c. All Teaching & Scholarship Academic & Research staff – 5 years averages

STEMM Schools

Gender distribution in STEMM RO and T&S staff is similar to institution-level but the proportion of T&S staff is smaller (and is gender balanced in STEMM; Figure 4.1.30, Table 4.1.19). There is a stepwise decline in the proportion of T&R females at AS08 to AS09 and AS09 to AS10 transitions (Figure 4.1.30, Table 4.1.20) **(AP 4.6)**.

Most RO staff are members of STEMM Schools, so RO by grade mimics the UoD picture.

Although numbers are very small it is particularly encouraging to see an increase in T&S AS10 females (0 in 2012 to ▮ in 2016).

		July 2012			July 2013			July 2014			July 2015			July 2016		
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only		53		47		52		48		49		51		48		52		47		53
Teaching & Research		31		69		31		69		27		73		27		73		27		73
Teaching & Scholarship		49		51		47		53		51		49		48		52		51		49
Other		50		50		100		0		100		0		40		60		50		50
STEMM Schools A&R Staff Total																

Table 4.1.19 STEMM Schools, Staff by Research, Teaching and Research, Teaching and Scholarship, by Gender over the five-year reporting period
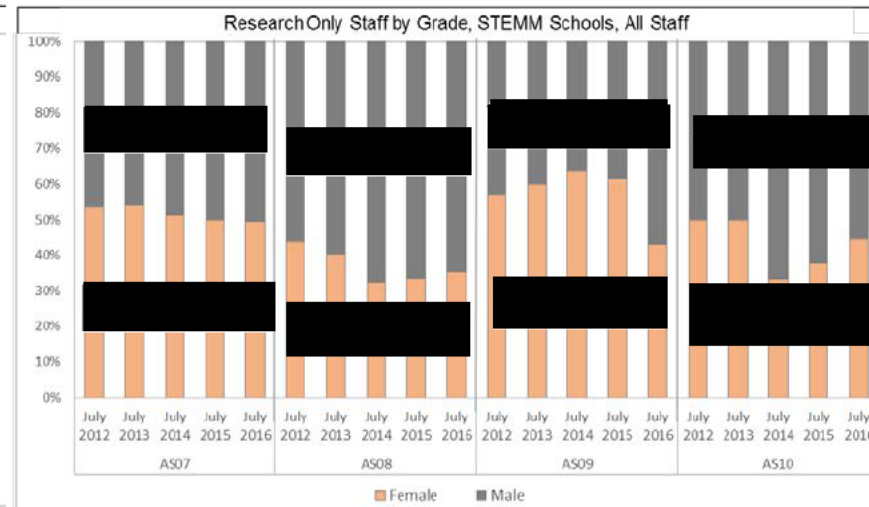
		July 2012			July 2013			July 2014			July 2015			July 2016		
		F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only	AS07		53		47		54		46		51		49		50		50		49		51
	AS08		44		56		40		60		32		68		34		66		35		65
	AS09		57		43		60		40		64		36		62		38		43		57
	AS10		50		50		50		50		33		67		38		63		44		56
RO STEMM Schools A&R Staff Total			52		48		51		49		48		52		47		53		47		53
Teaching & Research	AS07		55		45		40		60		0		100		25		75		40		60
	AS08		51		49		49		51		40		60		38		62		39		61
	AS09		26		74		30		70		30		70		31		69		31		69
	AS10		20		80		19		81		19		81		20		80		18		82
T&R STEMM Schools A&R Staff Total			32		68		31		69		27		73		27		73		27		73
Teaching & Scholarship	AS07		21		79		33		67		50		50		62		38		60		40
	AS08		56		44		53		48		58		42		60		40		60		40
	AS09		50		50		50		50		38		63		33		67		38		62
	AS10		-		-		-		-		50		50		29		71		31		69
T&S STEMM Schools A&R Total			48		52		47		53		51		49		48		52		51		49
STEMM Schools A&R Staff Total																

Table 4.1.20 STEMM Schools, Staff by Research, Teaching and Research, Teaching and Scholarship, Grade and Gender over the five-year reporting period
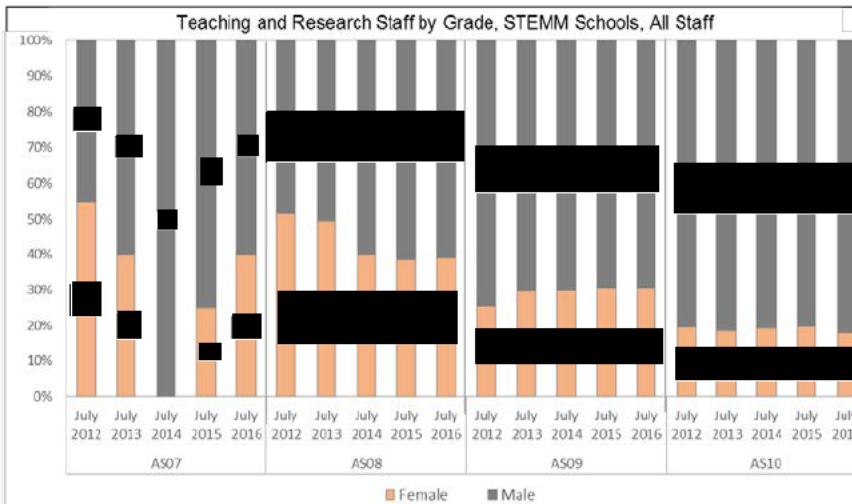
a. Academic & Research Staff Breakdown, STEMM Schools, All Staff

b. Research Only Staff by Grade, STEMM Schools, All Staff

c. Teaching and Research Staff by Grade, STEMM Schools, All Staff

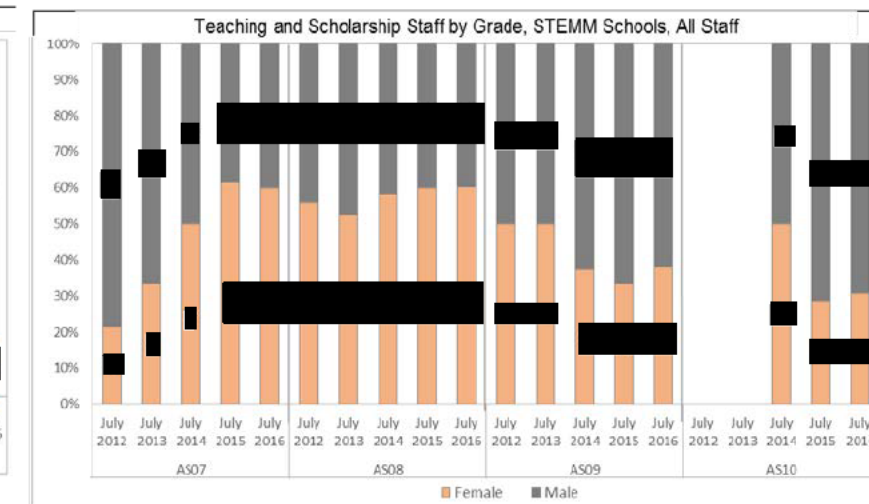**d.** Teaching and Scholarship Staff by Grade, STEMM Schools, All Staff
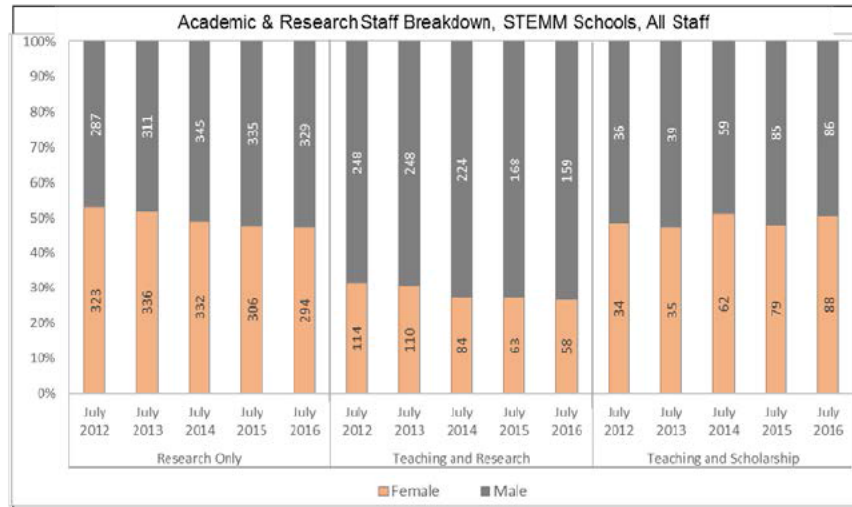
Figure 4.1.30   STEMM Schools a. All Academic and Research staff in the STEMM Schools by contract type (Research only, Teaching & Research and Teaching & Scholarship) by Gender over the five-year reporting period; b-d. All Academic & Research staff in the STEMM Schools over the five-year reporting period; b. Research Only, c. Teaching & Research and d. Teaching & Scholarship

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AHSSBL Schools

Only 7% of staff are RO. 88% of RO staff are AS07 (58%F; Figure 4.1.31, Table 4.1.21). As in STEMM this is due to the usual grade of PDRA. Proportion of females on T&R contracts is in line with UoD as a whole and lower than for STEMM Schools.

The proportion of female T&R staff has declined at AS08 while increasing in AS09. %F AS10 is low, has declined and is concerning (Figure 4.1.31, Table 4.1.22) **(AP 4.6).**

%F on T&S contracts is high in AHSSBL Schools compared to STEMM (approx. 70%) and partially relates to a legacy of a high proportion of T&S contracts in particular subject areas such as languages. The number of females on T&S contracts has increased over the reporting period.

Although numbers are very small, we are encouraged that female representation increases with increasing grade and that we have AS10 T&S staff since 2015 (Figure 4.1.31, Table 4.1.22).

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only		36		64		48		52		59		41		52		48		58		42
Teaching & Research		37		63		38		62		38		62		37		63		37		63
Teaching & Scholarship		66		34		70		30		69		31		69		31		69		31
Other		-		-		-		-		0		100		0		100		50		50
AHSSBL Schools A&R Staff Total																				

Table 4.1.21   AHSSBL Schools, Staff by Research, Teaching and Research, Teaching and Scholarship by Gender over the five-year reporting period

		July 2012				July 2013				July 2014				July 2015				July 2016			
		F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only	AS07		35		65		53		47		63		37		52		48		59		41
	AS08		50		50		33		67		50		50		50		50		50		50
	AS09		-		-		0		100		0		100		-		-		-		-
	AS10		50		50		50		50		0		100		0		100		0		100
RO AHSSBL Schools A&R Staff Total																					
Teaching & Research	AS07		36		64		50		50		50		50		55		45		56		44
	AS08		49		51		45		55		41		59		34		66		35		65
	AS09		33		67		35		65		43		57		44		56		42		58
	AS10		25		75		23		77		19		81		17		83		20		80
T&R AHSSBL Schools A&R Staff Total																					
Teaching & Scholarship	AS07		55		45		64		36		67		33		66		34		66		34
	AS08		69		31		69		31		67		33		69		31		68		32
	AS09		80		20		90		10		85		15		80		20		78		22
	AS10		-		-		-		-		-		-		50		50		67		33
T&S AHSSBL Schools A&R Staff Total			66		34		70		30		69		31		69		31		69		31
AHSSBL Schools A&R Staff Total																					

Table 4.1.22   AHSSBL Schools, Staff by Research, Teaching and Research, Teaching and Scholarship, Grade and Gender over the five-year reporting period
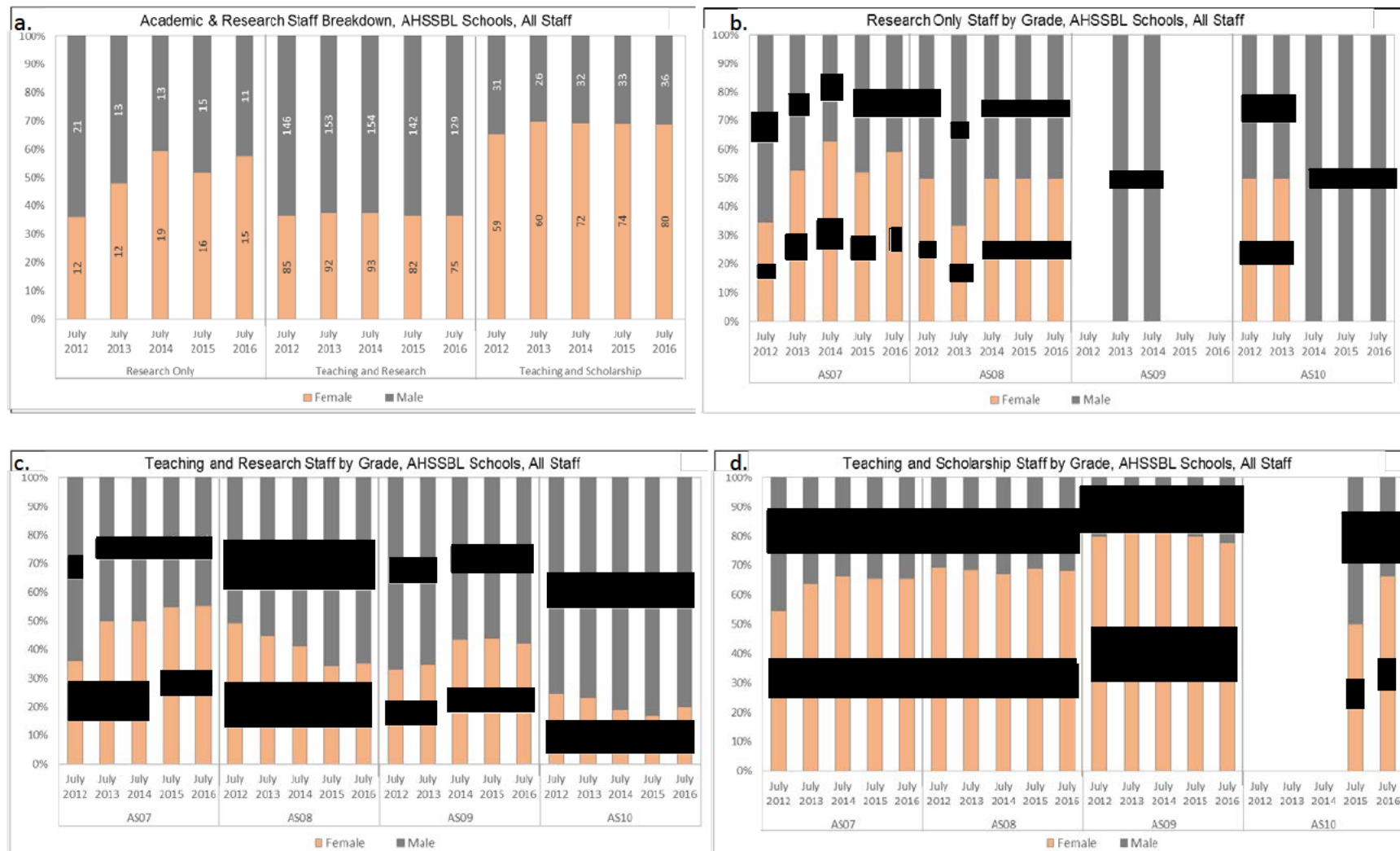
Figure 4.1.31   AHSSBL Schools a. All Academic and Research staff in the AHSSBL Schools by contract type (Research only, Teaching & Research and Teaching & Scholarship) by Gender over the five-year reporting period; b-d. All Academic & Research staff in the AHSSBL Schools over the five-year reporting period; b. Research Only, c. Teaching & Research and d. Teaching & Scholarship

STEMM Schools (Clinical Staff)

AS07 staff are 70-80% female (Figure 4.1.32, Table 4.1.23, Table 4.1.24) – many of these staff are in clinical training positions who would often return to clinical practice after their defined period at UoD. There are few RO clinical contracts at AS08 or above.

The leaky pipeline is particularly noticable in T&R females between AS09 (44%F in 2016) and AS10 (20%F in 2016; Figure 4.1.32, Table 4.1.23, Table 4.1.24).

We note an increase in T&S AS10s (from 0 to 9), demonstrating that A&R staff can progress to professorial T&S contracts. However, we note that the number of females at this grade is lower than number of males (2F, 7M; Figure 4.1.32, Table 4.1.24) **(AP 4.1 & AP 4.2)**.

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only		78		22		77		23		76		24		77		23		76		24
Teaching & Research		31		69		32		68		33		67		33		67		31		69
Teaching & Scholarship		55		45		50		50		42		58		38		62		46		54
Other		-		-		-		-		-		-		50		50		50		50
STEMM Schools Clinical A&R Total																				

Table 4.1.23   STEMM Schools, Clinical staff by Research, Teaching and Research, Teaching and Scholarship by gender over the five-year reporting period

		July 2012				July 2013				July 2014				July 2015				July 2016			
		F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only	AS07		78		22		77		23		74		26		75		25		70		30
	AS08		80		20		67		33		60		40		67		33		-		-
	AS09		100		0		100		0		100		0		100		0		100		0
	AS10		-		-		-		-		-		-		100		0		100		0
RO STEMM Schools Clinical A&R Total			79		21		76		24		73		27		75		25		71		29
Teaching & Research	AS07		67		33		50		50		0		100		0		100		0		100
	AS08		42		58		46		54		45		55		47		53		50		50
	AS09		32		68		35		65		39		61		40		60		44		56
	AS10		21		79		22		78		25		75		26		74		20		80
T&R STEMM Schools Clinical A&R Staff Total			31		69		33		67		34		66		33		67		32		68
Teaching & Scholarship	AS07		33		67		50		50		50		50		67		33		67		33
	AS08		50		50		50		50		64		36		56		44		64		36
	AS09		100		0		50		50		23		77		30		70		35		65
	AS10		-		-		-		-		33		67		20		80		22		78
T&S STEMM Schools Clinical A&R Staff Total			50		50		50		50		41		59		38		62		46		54
STEMM Schools Clinical A&R Staff Total			49		51		50		50		50		50		49		51		49		51

Table 4.1.24   STEMM Schools, Clinical staff by Research, Teaching and Research, Teaching and Scholarship, grade and gender over the five-year reporting period
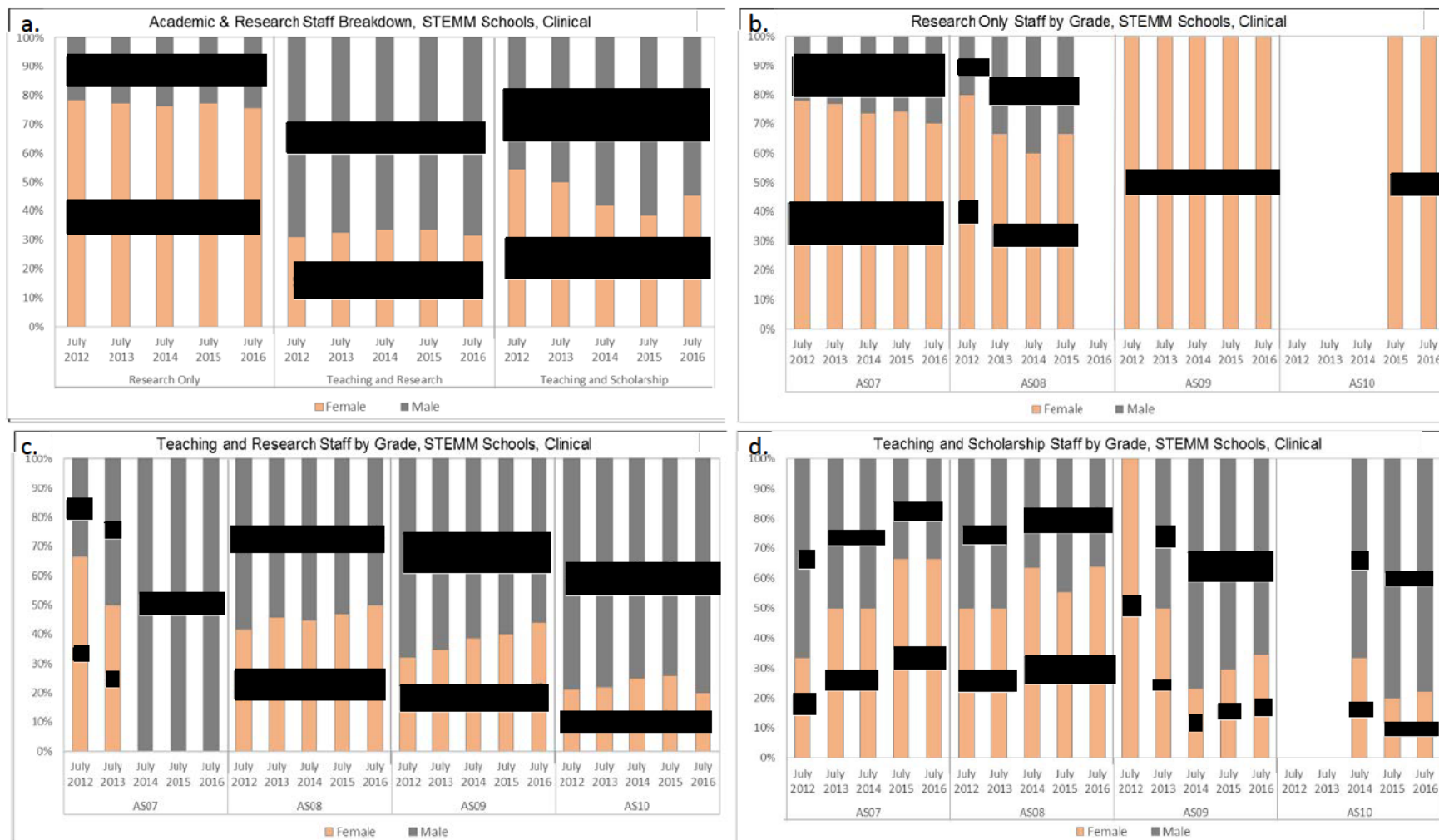
Figure 4.1.32 STEMM Schools a. Clinical Academic and Research staff in the STEMM Schools by contract type (Research only, Teaching & Research and Teaching & Scholarship) by Gender over the five-year reporting period; b-d. Clinical Academic & Research staff in the STEMM Schools over the five-year reporting period; b. Research Only, c. Teaching & Research and d. Teaching & Scholarship

STEMM Schools (Non-Clinical Staff)

Most professors in STEMM Schools have non-clinical T&R contracts (Figure 4.1.33, Table 4.1.25, Table 4.1.26. Promotion criteria apply for each of the contract types but the T&R-type contract has historically been the usual mode of employment at HEIs and the markers for T&R promotion are arguably most obvious and easily measurable. AS09 T&R female representation is increasing (although numbers and % are low). The further drop from AS09 to AS10 (17%F at AS10) is a very major concern for us. We will address this urgently (**AP 4.6**).

	July 2012				July 2013				July 2014				July 2015				July 2016			
	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only		49		51		48		52		45		55		44		56		44		56
Teaching & Research		32		68		30		70		25		75		25		75		25		75
Teaching & Scholarship		47		53		47		53		54		46		55		45		54		46
Other		50		50		100		0		100		0		33		67		50		50
STEMM Schools Non-Clinical A&R Staff Total																				

Table 4.1.25   STEMM Schools, Non-Clinical staff by Research, Teaching and Research, Teaching and Scholarship by Gender over the five-year reporting period

		July 2012				July 2013				July 2014				July 2015				July 2016			
		F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	M	%
Research Only	AS07		49		51		51		49		48		52		47		53		47		53
	AS08		42		58		39		61		31		69		33		67		35		65
	AS09		54		46		56		44		60		40		58		42		38		62
	AS10		50		50		50		50		33		67		29		71		38		63
RO STEMM Schools Non-Clinical A&R Staff Total			48		52		48		52		45		55		44		56		45		55
Teaching & Research	AS07		50		50		33		67		0		100		100		0		100		0
	AS08		55		45		51		49		38		62		34		66		33		67
	AS09		22		78		27		73		26		74		29		71		28		72
	AS10		19		81		17		83		17		83		18		82		17		83
T&R STEMM Schools Non-Clinical A&R Staff Total			32		68		30		70		25		75		25		75		25		75
Teaching & Scholarship	AS07		18		82		29		71		50		50		60		40		58		42
	AS08		57		43		53		47		57		43		61		39		59		41
	AS09		46		54		50		50		47		53		37		63		41		59
	AS10		-		-		-		-		100		0		50		50		50		50
T&S STEMM Schools Non-Clinical A&R Staff Total			47		53		47		53		54		46		54		46		53		47
STEMM Schools Non-Clinical A&R Staff Total																					

Table 4.1.26   STEMM Schools, Non-Clinical staff by Research, Teaching and Research, Teaching and Scholarship, Grade and Gender over the five-year reporting period
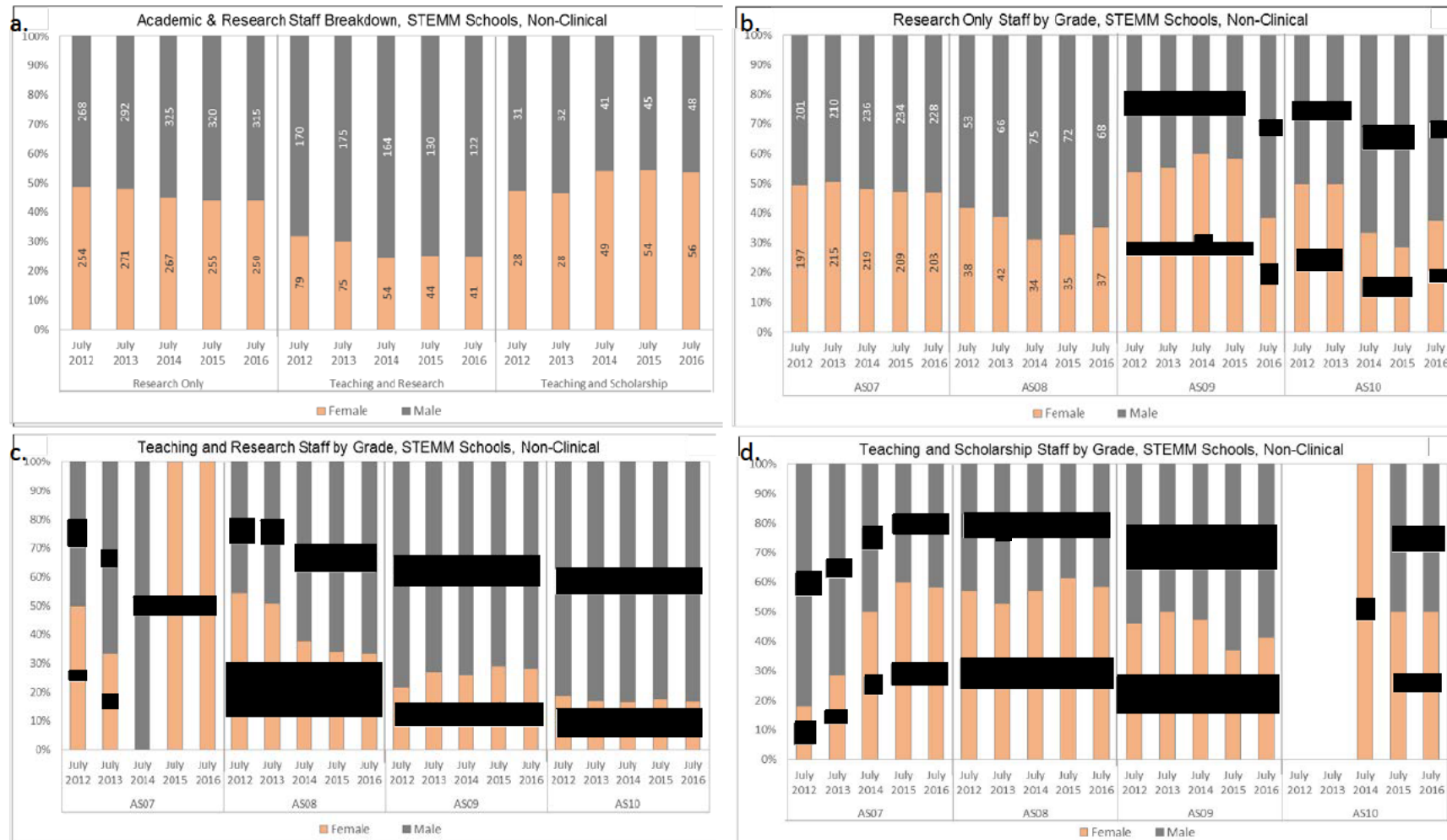
Figure 4.1.33   STEMM Schools, a. Non-Clinical Academic and Research staff in the STEMM Schools by contract type (Research only, Teaching & Research and Teaching & Scholarship) by Gender over the five-year reporting period; b-d. Non-Clinical Academic & Research staff in the STEMM Schools over the five-year reporting period; b. Research Only, c. Teaching & Research and d. Teaching & Scholarship

2017-2021 Actions

AP 4.1 Support female A&R staff development-in particular the transition between AS08 and AS09 and AS09 and AS10.

AP 4.2 Understand the Health School academic track

AP 4.5 Support A&R staff who are in their final year of probation to think beyond probation towards promotion.

AP 4.6 Support female T&R staff career progression, especially at AS08 and AS09

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in Schools or departments.

See Data Notes 1, 2, 5, 6, 7, 10

At institution level, in STEMM and in AHSSBL the main reasons for A&R staff leaving are resignation and expiry of contract. This applies to females and males. Of all other reasons, "retirement" and "severance" were the next highest (Figure 4.1.34, Figure 4.1.35, Table 4.1.27 & Table 4.1.28).

UoD operated a voluntary severance (VS) scheme open to core-funded A&R staff in 2014/2015. Of all leavers, a slightly higher percentage of people who left due to VS were males (9%) compared to females (6%). Staff self-nominated and each person who applied to the scheme was considered on an individual basis. VS was conducted according to a carefully managed and transparent process led by HR in consultation with trades unions. Gender did not influence the decision to approve or decline applications.
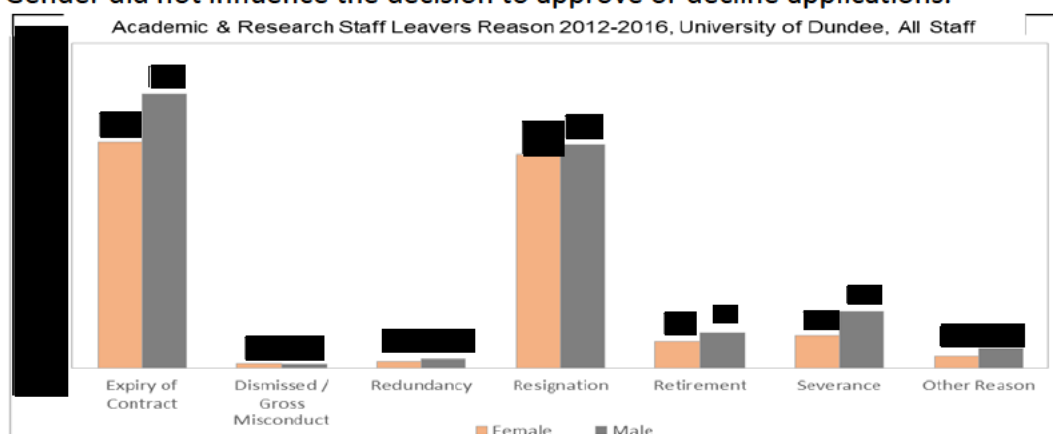

Figure 4.1.34 University of Dundee, Academic & Research Staff Leavers Reason for Leaving, All Staff aggregated over the five-year reporting period

	Aggregate					
	F	% F Total	M	% M Total	Total	% of Total
Expiry of Contract		43		44		44
Dismissed / Gross Misconduct						
Redundancy						
Resignation		41		36		38
Retirement		5		6		5
Severance		6		9		8
Other Reason						
UoD Academic & Research Staff Total		100		100		100

Table 4.1.27   University of Dundee, All Academic and Research Staff Leavers by gender, aggregated over five-year reporting period
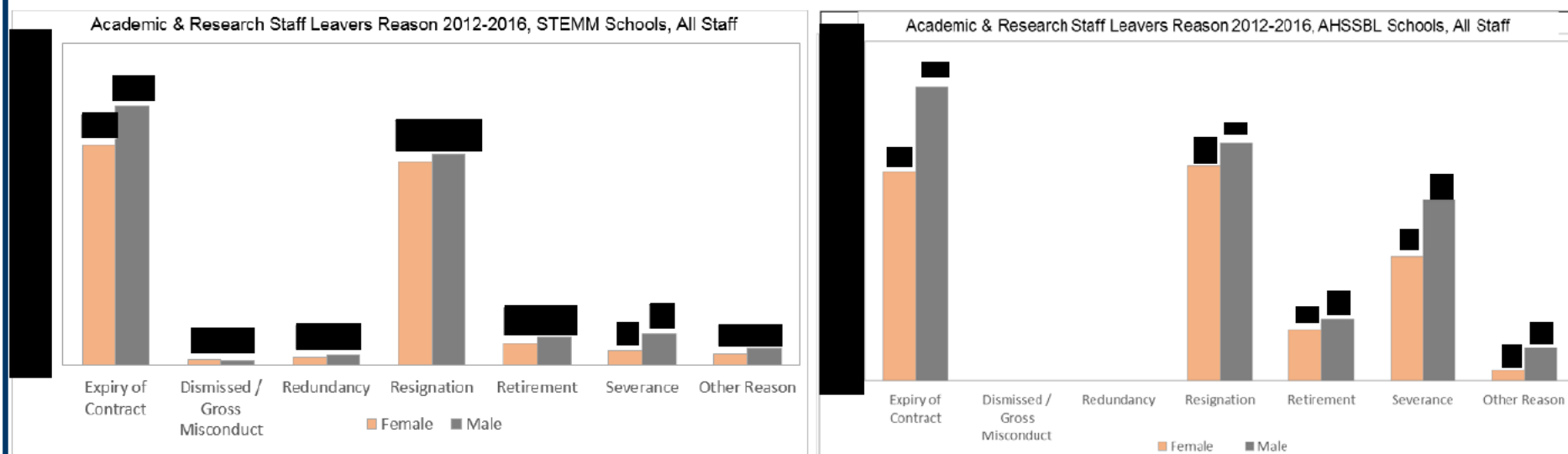
Figure 4.1.35   Academic & Research Staff Leavers Reason for Leaving aggregated over five-year reporting period a. STEMM Schools and b. AHSSBL Schools

a.

| | Aggregate | | | | | |
	F	% F Total	M	% M Total	Total	% of Total
Expiry of Contract		46		46		46
Dismissed / Gross Misconduct						
Redundancy						
Resignation		42		38		40
Retirement				5		5
Severance				6		
Other Reason						
STEMM Schools A&R Staff Total						

b.

| | Aggregate | | | | | |
	F	% F Total	M	% M Total	Total	% of Total
Expiry of Contract		34		36		35
Dismissed / Gross Misconduct		0		0		0
Redundancy		0		0		0
Resignation		35		29		32
Retirement		8		8		8
Severance		20		22		22
Other Reason						
AHSSBL Schools A&R Staff Total						

Table 4.1.28   Academic & Research Staff Leavers Reason for Leaving aggregated over five-year reporting period a. STEMM Schools and b. AHSSBL Schools

At institution-level, by grade aggregated over 4 years, highest turnover is seen in AS07 (24%F:29%M), the majority of whom are in PDRA positions. There is no gender difference at any other grade (variation 1-2%; Figure 4.1.36, Table 4.1.29).

Many of AS07 cohort are fixed term PDRAs so it is to be expected that turnover rates are highest at this grade compared with others (see section 4.1 (ii) for support offered to staff on fixed term contracts).

We implemented a UoD-wide exit survey in 2016 to further understand underlying decisions of individuals to leave. All leavers receive access to the survey but completion rates were low. **(AP 4.7)**
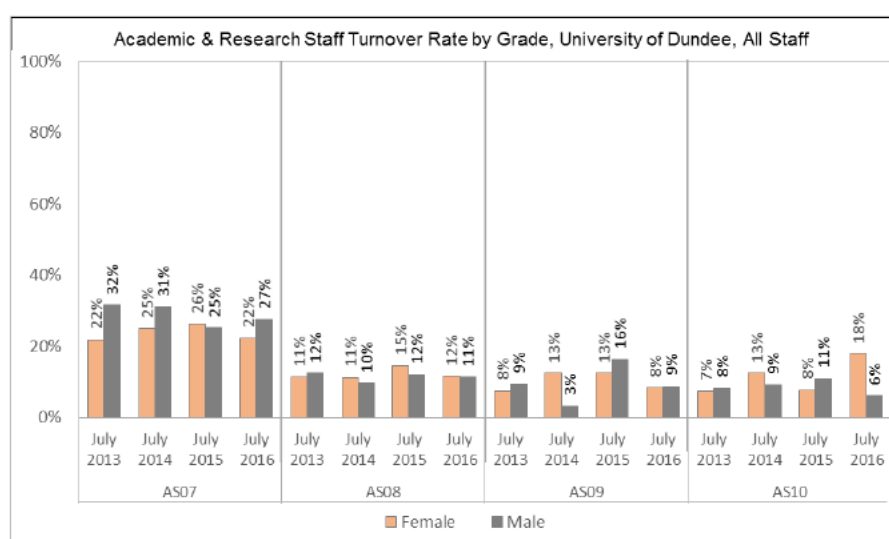

Figure 4.1.36 University of Dundee, Overall Turnover of Academic & Research Staff by year over the five-year reporting period

	July 2013				July 2014				July 2015				July 2016				Aggregate			
	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over
AS07		22		32		25		31		26		25		22		27		24		29
AS08		11		12		11		10		15		12		12		11		12		11
AS09		8		9		13		3		13		16		8		9		10		9
AS10		7		8		13		9		8		11		18		6		11		9
UoD Academic & Research Staff Total		16		18		18		16		20		17		17		16		17		17

Table 4.1.29   University of Dundee, Overall Turnover of Academic & Research Staff by year and aggregated over the four-year reporting period

In STEMM and AHSSBL, aggregated over 4 years, highest turnover is also in AS07 staff (Figure 4.1.37, Table 4.1.30). Occasional spikes in data in individual years (*for example*, in STEMM, 21%F AS10 turnover in 2016) are most often the result of a few people leaving for various reasons in a relatively small cohort (in this example ▮ individuals left, ▮ resignations, ▮ retirements and ▮ severance).

We have analysed our data according to clinical/non-clinical, part-time/full time and fixed term/open ended contract type (data not shown) and where differences in turnover are noted, they are aligned with the distribution of individuals on those contracts types.
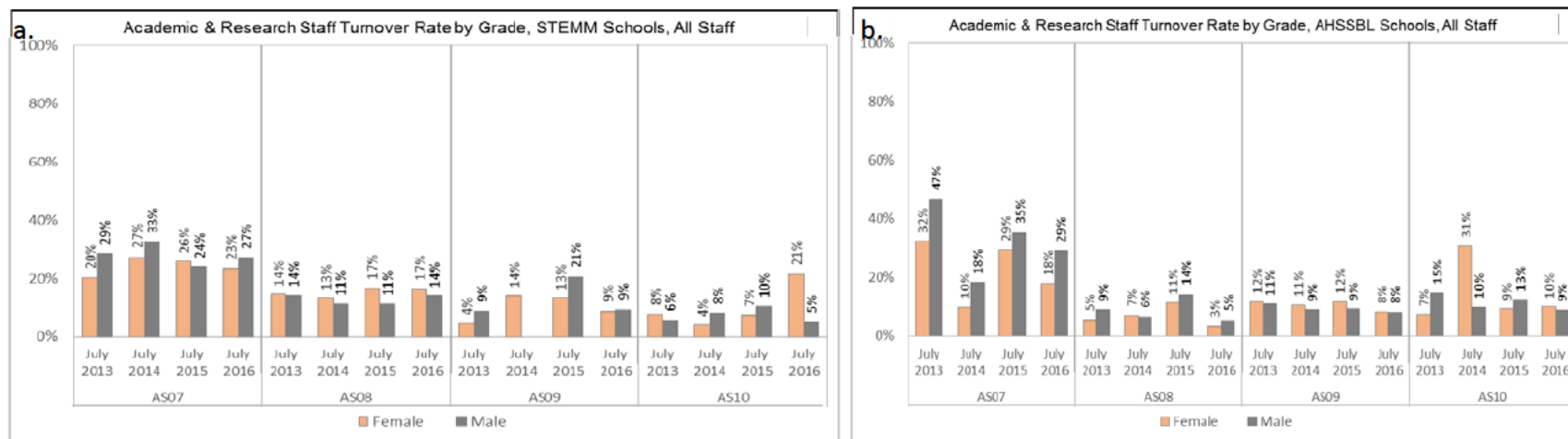
Figure 4.1.37   Turnover of A&R Staff by year and grade aggregated over the five-year reporting period a. STEMM Schools, b. AHSSBL Schools

a.

	July 2013		July 2014		July 2015		July 2016		Aggregate	
	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over
AS07		20		29		27		33		26		24		23		27		24		28
AS08		14		14		13		11		17		11		17		14		15		13
AS09		4		9		14		-		13		21		9		9		10		10
AS10		8		6		4		8		7		10		21		5		9		7
STEMM Schools A&R Staff Total		16		18		21		18		21		18		20		18		19		18

b.

	July 2013		July 2014		July 2015		July 2016		Aggregate	
	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over	F	% Turn over	M	% Turn over
AS07		32		47		10		18		29		35		18		29		21		33
AS08		5		9		7		6		11		14		3		5		7		9
AS09		12		11		11		9		12		9		8		8		10		9
AS10		7		15		31		10		9		13		10		9		12		11
AHSSBL Schools A&R Staff Total		13		19		10		10		16		16		9		12		12		14

Table 4.1.30   Turnover of Academic & Research Staff by year and grade aggregated over the five-year reporting period a. STEMM Schools, b. AHSSBL Schools

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

See Data Notes 7

Most notably, for our AS07-AS10 staff our equal pay audits of 2014 and 2016 highlight a persistent gender pay gap in favour of males at AS10 (mean 7.03%).

We are addressing this:

1   Annual Review Procedure (APR) for AS10 staff was amended enabling individuals to self-nominate for salary review.
2   Remit of Remuneration Committee and Reward Policy were revised to include an Equality Impact Assessment relating to the full group of senior staff, those nominated and not and those successful and unsuccessful.
3   Deans and Directors are reminded in writing of their role in ensuring fairness and transparency around pay and must consider:

- development opportunities undertaken/ available to female AS10 staff
- ensuring females come forward for promotion when appropriate and don't leave it longer than necessary
- analysis of salaries of females compared with males using colour–coded salary information enabling Deans/Directors to see 'at a glance' where their female staff sit in the salary hierarchy and where these salaries are in relation to average and median salaries.

These actions raise awareness of gender in relation to equal pay and ensure that appropriate scrutiny is given so that AS10 females are appropriately and fairly rewarded. We evaluate the impact of our actions regularly. We are currently identifying ways to address the minor imbalance in favour of females at grade 6 (mean -3.14%) **(AP 4.8).**

2017-2021 Actions
AP 4.8 Address AS10 (and any other) gender pay gap

4.2. Professional and support staff data

(i) Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

(ii) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

(iii) Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1.   Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

See Data Notes 1, 2, 5, 6, 7, 11, 12 & 13

At institution level, every year we had a lower proportion of applications from females (35-37%) than males (Figure 5.1.1, Table 5.1.1). Female applicants were more successful in being shortlisted than males and the proportion of females who were appointed compared with those applying increased. In all but 2013/14 (42%F), there was approximate gender parity in appointments made. Therefore, to further increase female representation in staff population, we must first increase the number and proportion of applications from females **(AP 5.1, 5.2 & 5.3).**

Where we have data, we have a reasonable balance in our shortlisting and interview panels (Table 5.1.3) but this could be improved **(AP 5.4).** For lecturer, senior lecturer, reader and professor appointments there are no single gender panels.

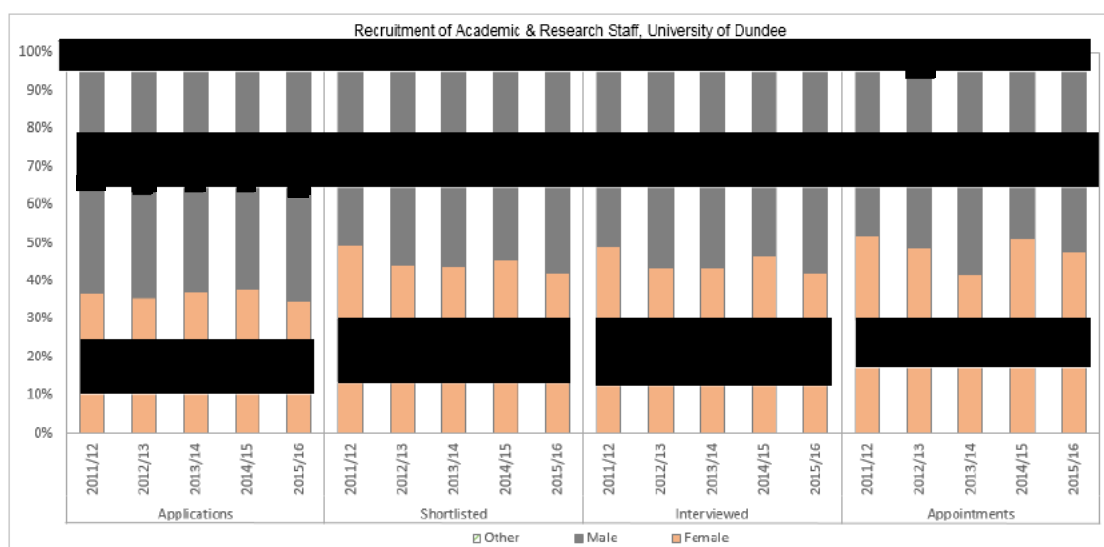**Figure 5.1.1.**   University of Dundee All staff recruitment (includes applications, shortlisting, interviews, and appointments) for all Academic & Research staff over the five-year reporting period
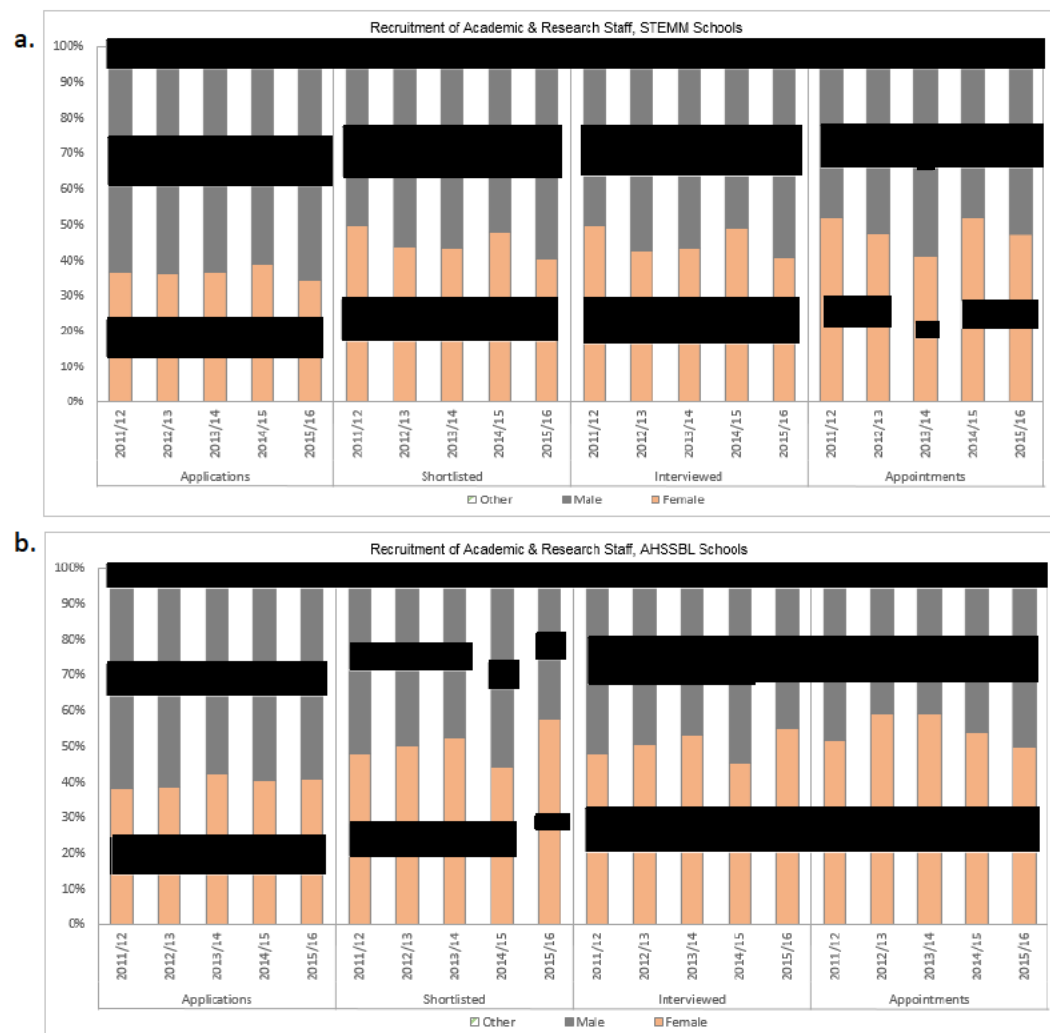
Figure 5.1.2. All Academic & Research staff recruitment (includes applications, shortlisting, interviews, and appointments) for all Academic & Research staff over the five-year reporting period, a. STEMM Schools and b. AHSSBL Schools

By Grade

Aggregated over 5 years, relative to the proportion of applications, females were more or equally likely to be appointed than males at all grades, apart from AS10. Number of AS10 positions advertised was low (█) and the number of female applications was low (█, 21%). ██████████ ██████████. This pattern is replicated in STEMM and AHSSBL Schools and is very concerning (Figure 5.1.4, Table 5.1.2) **(AP 5.2).**

We recruit staff according to their demonstrated or potential for excellence and irrespective of background. Staff believe we recruit fairly (Figure 5.1.3):

2013 UoD Staff Survey
(Overall 92%)
91%   92%

"*I feel that the University acts fairly, regardless of ethnic background, gender, religion, sexual orientation, disability, age, transgender status, martial/civil partnership status, caring responsibilities and/or pregnancy/maternity with regard to recruitment*?*"

2015 UoD Staff Survey
(Overall 91%)
91%   92%
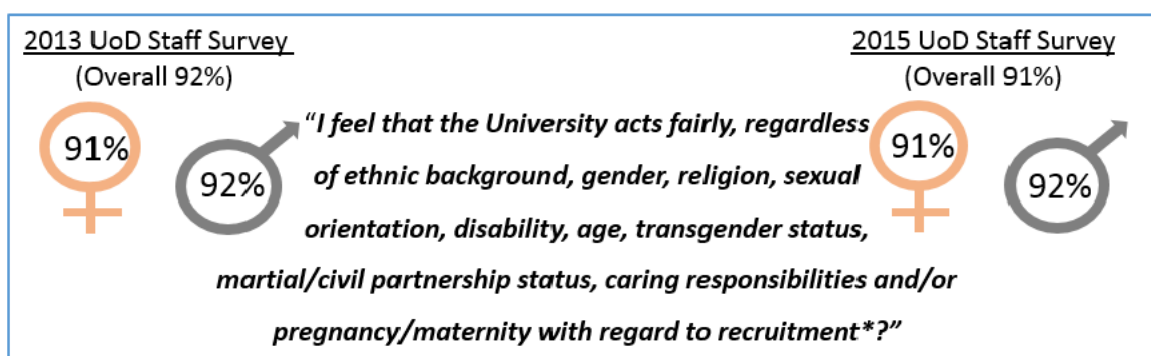
Figure 5.1.3.   In 2013 survey the question was worded as follows - *I feel that the University acts fairly, regardless of protected characteristics with regard to recruitment?

Recruitment policies which include reference to required training and composition of panels are available online. HR partners ensure that Schools implement best practice.

Vacancies, which all carry the AS logo and E&D wording (since 2015), are advertised and managed via our e-recruitment system. We encourage staff to advertise via their networks. For some senior posts, we use appropriately briefed search agencies with proven track records in identifying diverse shortlists.

		2011/12						2012/13						2013/14						2014/15						2015/16						Aggregate					
		F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%
UoD Academic & Research Staff (All Grades)	**Number of Vacancies**																																				
	Applications		37%		62%		1%		36%		63%		2%		37%		61%		1%		38%		61%		2%		35%		64%		1%		36%		62%		1%
	Shortlisted		49%		49%		2%		44%		51%		5%		44%		53%		3%		45%		51%		4%		42%		55%		3%		45%		52%		3%
	Interviewed		49%		49%		2%		43%		52%		5%		44%		53%		3%		47%		50%		3%		42%		55%		3%		45%		52%		3%
	Appointments		52%		47%		1%		49%		45%		6%		42%		53%		5%		51%		45%		5%		48%		50%		3%		48%		48%		4%
	Applications > Shortlisted		17%		10%		20%		17%		11%		44%		17%		12%		34%		18%		13%		39%		16%		12%		25%		17%		11%		34%
	Applications > Interviewed		15%		9%		16%		15%		10%		40%		15%		11%		31%		16%		11%		27%		14%		10%		22%		15%		10%		28%
	Applications > Appointments		7%		4%		6%		7%		4%		21%		6%		5%		19%		7%		4%		16%		4%		2%		5%		6%		4%		14%
STEMM Schools Academic & Research Staff (All Grades)	**Number of Vacancies**																																				
	Applications		37%		62%		1%		36%		63%		1%		36%		62%		1%		39%		59%		1%		34%		64%		1%		36%		62%		1%
	Shortlisted		50%		48%		2%		44%		51%		5%		43%		54%		4%		48%		49%		3%		41%		57%		3%		45%		52%		3%
	Interviewed		50%		48%		2%		43%		52%		5%		42%		54%		4%		49%		48%		3%		41%		56%		3%		44%		52%		3%
	Appointments		52%		46%		2%		48%		46%		6%		40%		54%		6%		53%		43%		4%		47%		49%		3%		47%		48%		4%
	Applications > Shortlisted		16%		9%		23%		17%		12%		51%		17%		13%		37%		19%		13%		38%		15%		11%		26%		17%		12%		36%
	Applications > Interviewed		14%		8%		18%		16%		11%		45%		16%		12%		33%		17%		11%		29%		13%		10%		23%		15%		10%		31%
	Applications > Appointments		7%		4%		8%		7%		4%		23%		6%		5%		21%		8%		4%		18%		3%		2%		6%		6%		4%		15%
AHSSBL Schools Academic & Research Staff (All Grades)	**Number of Vacancies**																																				
	Applications		38%		61%		1%		34%		64%		2%		42%		57%		1%		40%		57%		3%		41%		58%		1%		38%		61%		1%
	Shortlisted		48%		51%		1%		46%		49%		5%		52%		48%		0%		44%		51%		5%		58%		42%		0%		48%		49%		3%
	Interviewed		48%		51%		1%		45%		49%		5%		53%		47%		0%		46%		53%		2%		55%		45%		0%		48%		50%		2%
	Appointments		52%		48%		0%		52%		41%		8%		59%		41%		0%		54%		42%		4%		50%		50%		0%		53%		44%		3%
	Applications > Shortlisted		18%		12%		9%		16%		9%		32%		15%		10%		0%		19%		15%		33%		29%		15%		0%		18%		11%		24%
	Applications > Interviewed		18%		12%		9%		14%		8%		29%		14%		9%		0%		18%		15%		11%		25%		14%		0%		16%		10%		18%
	Applications > Appointments		7%		4%		0%		6%		3%		18%		6%		3%		0%		9%		5%		11%		4%		3%		0%		7%		3%		11%

Table 5.1.1 All staff recruitment (includes applications, shortlisting, interviews, and appointments) for all Academic & Research staff – University of Dundee, STEMM Schools and AHSSBL Schools over the five-year reporting period
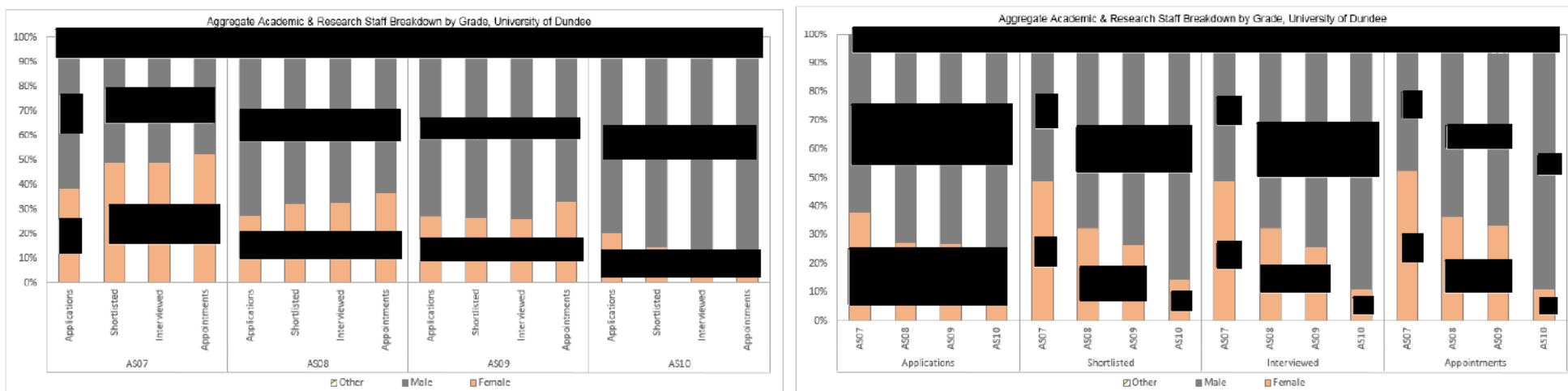

Figure 5.1.4. University of Dundee, All staff recruitment (includes applications, shortlisting, interviews, and appointments) for Academic & Research staff by grade –aggregated over the five-year reporting period

Academic & Research Staff - UoD		2011/12						2012/13						2013/14						2014/15						2015/16						Aggregate					
		F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%
AS07	**Number of Vacancies**																																				
	Applications		40%		59%		1%		39%		60%		1%		38%		61%		1%		39%		60%		1%		34%		64%		1%		38%		61%		1%
	Shortlisted		55%		43%		2%		49%		48%		3%		50%		48%		2%		48%		49%		3%		42%		55%		2%		49%		48%		3%
	Interviewed		55%		43%		2%		48%		49%		3%		50%		48%		2%		49%		49%		2%		42%		56%		2%		49%		49%		2%
	Appointments		57%		42%		1%		54%		43%		3%		51%		46%		3%		50%		46%		4%		46%		52%		3%		52%		45%		3%
	Applications > Shortlisted		16%		9%		26%		16%		10%		45%		16%		9%		29%		16%		10%		33%		15%		10%		26%		16%		10%		32%
	Applications > Interviewed		14%		8%		21%		15%		9%		37%		14%		9%		26%		14%		9%		21%		13%		9%		21%		14%		9%		25%
	Applications > Appointments		7%		3%		6%		6%		3%		16%		6%		3%		14%		6%		3%		15%		3%		2%		5%		6%		3%		11%
AS08	**Number of Vacancies**																																				
	Applications		23%		75%		2%		27%		71%		2%		19%		78%		3%		37%		61%		2%		34%		64%		3%		27%		70%		2%
	Shortlisted		29%		71%		0%		32%		61%		7%		19%		75%		6%		38%		57%		5%		44%		55%		2%		32%		63%		4%
	Interviewed		28%		72%		0%		32%		61%		7%		22%		73%		5%		42%		53%		5%		40%		57%		2%		32%		63%		4%
	Appointments		32%		68%		0%		40%		51%		9%		4%		88%		8%		62%		33%		5%		67%		33%		0%		37%		58%		6%
	Applications > Shortlisted		14%		11%		0%		18%		13%		53%		24%		22%		40%		26%		23%		57%		20%		13%		9%		20%		15%		33%
	Applications > Interviewed		14%		11%		0%		16%		11%		47%		24%		19%		30%		23%		17%		43%		14%		11%		9%		17%		13%		27%
	Applications > Appointments		6%		4%		0%		8%		4%		27%		2%		10%		20%		12%		4%		14%		4%		1%		0%		7%		4%		14%
AS09	**Number of Vacancies**																																				
	Applications		23%		77%		0%		28%		70%		2%		23%		68%		9%		18%		77%		5%		44%		56%		0%		27%		70%		3%
	Shortlisted		33%		67%		0%		44%		56%		0%		22%		70%		9%		20%		60%		20%		0%		100%		0%		27%		67%		6%
	Interviewed		33%		67%		0%		44%		56%		0%		18%		73%		9%		25%		75%		0%		0%		100%		0%		26%		70%		4%
	Appointments		0%		100%		0%		67%		33%		0%		25%		63%		13%		50%		50%		0%		-		-		-		33%		60%		7%
	Applications > Shortlisted		33%		20%		-		14%		7%		0%		50%		53%		50%		25%		18%		100%		0%		20%		-		20%		20%		43%
	Applications > Interviewed		33%		20%		-		14%		7%		0%		40%		53%		50%		25%		18%		0%		0%		13%		-		19%		19%		29%
	Applications > Appointments		0%		7%		-		7%		1%		0%		20%		17%		25%		25%		6%		0%		0%		0%		-		8%		5%		14%
AS10	**Number of Vacancies**																																				
	Applications		26%		74%		0%		22%		75%		3%		10%		90%		0%		-		-		-		7%		87%		7%		21%		77%		3%
	Shortlisted		22%		78%		0%		17%		79%		4%		0%		100%		0%		-		-		-		0%		100%		0%		15%		83%		2%
	Interviewed		22%		78%		0%		11%		84%		5%		0%		100%		0%		-		-		-		0%		100%		0%		11%		86%		3%
	Appointments		0%		100%		0%		17%		83%		0%		0%		100%		0%		-		-		-		0%		100%		0%		11%		89%		0%
	Applications > Shortlisted		25%		30%		-		15%		20%		25%		0%		22%		-		-		-		-		0%		46%		0%		16%		25%		20%
	Applications > Interviewed		25%		30%		-		7%		17%		25%		0%		22%		-		-		-		-		0%		46%		0%		11%		22%		20%
	Applications > Appointments		0%		4%		-		4%		5%		0%		0%		11%		-		-		-		-		0%		8%		0%		3%		6%		0%

Table 5.1.2   University of Dundee, All Academic & Research staff recruitment (includes applications, shortlisting, interviews, and appointments) by grade, over the five-year reporting period

			2014/15					2015/16				
			Total Vacancies	No Panel Data	Panel Data	Average Panel Female	Average Panel Male	Total Vacancies	No Panel Data	Panel Data	Average Panel Female	Average Panel Male
Academic & Research (All Grades)	Shortlisting Panel	Internal Only		■		50%	50%		■		57%	43%
		External		■		36%	64%		■		33%	67%
		Redeployment		■		30%	70%		■		25%	75%
		Unknown		■		0%	100%		■		0%	100%
		No Data		■		-	-		■		-	-
	Total			■		34%	66%		■		33%	67%
	Interview Panel	Internal Only		■		100%	0%		■		57%	43%
		External		■		36%	64%		■		38%	62%
		Redeployment		■		36%	64%		■		43%	57%
		Unknown		■		0%	100%		■		-	-
		No Data		■		-	-		■		-	-
	Total			■		35%	65%		■		39%	61%

Table 5.1.3   University of Dundee, Academic & Research staff shortlisting and interview panels (includes redeployment, internal and external advertised posts) over a two-year reporting period

STEMM Schools

Overall in STEMM, at each selection stage in 4 out of 5 years female applicants were relatively more successful than males (Figure 5.1.5, Table 5.1.4). Female applicants had relatively higher success than males at AS07 and AS08. At AS09 and AS10 success of female applicants decreased at successive stages disproportionately compared with males. ■■■■■■■■■■■■■■■■■■■■■■ ■■■■■■■■■■■■ (AP 5.2). Overall balance in appointments was 47%F:48%M.
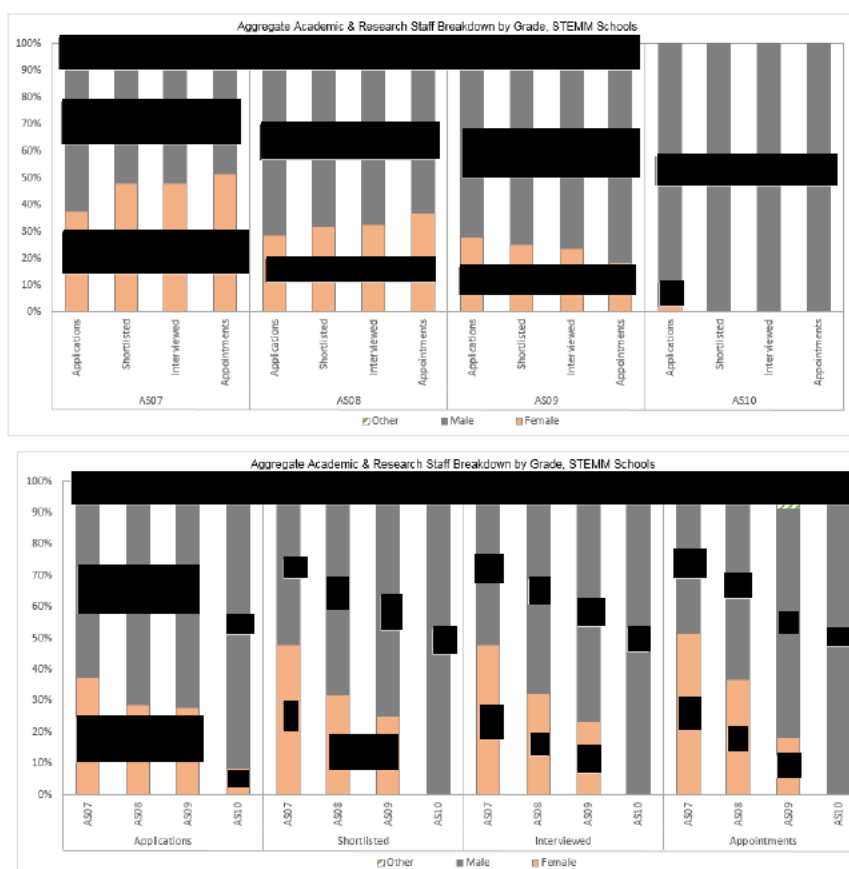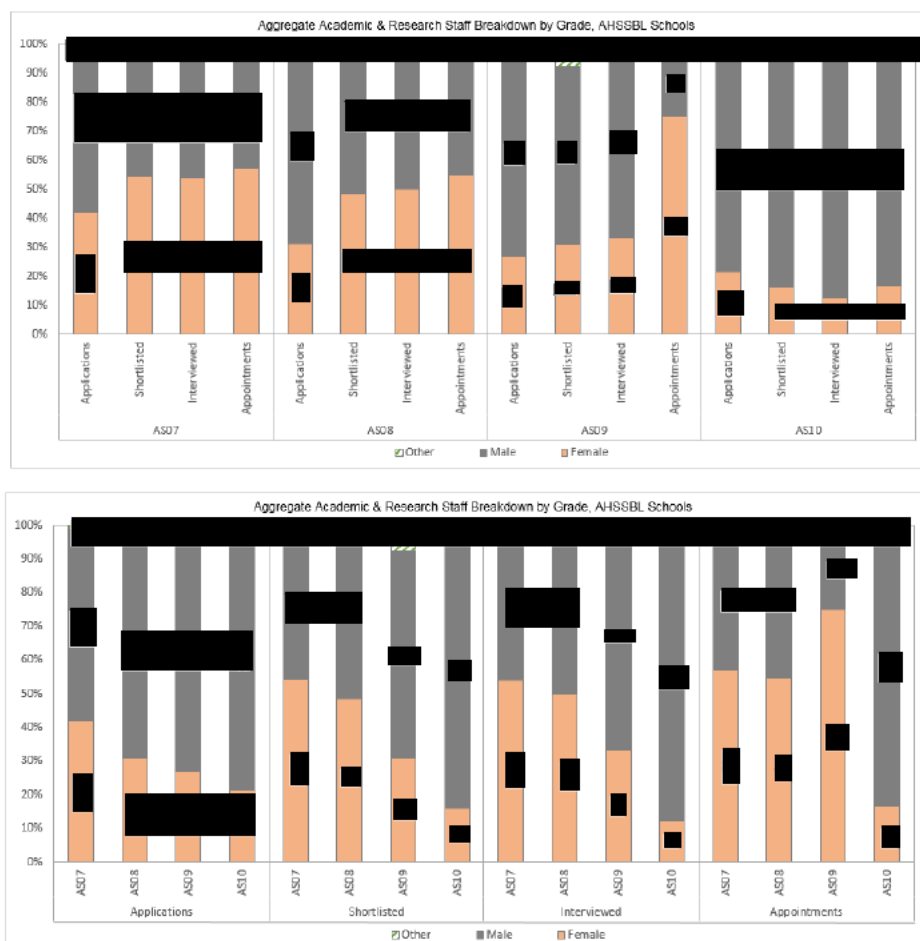

Figure 5.1.5.   STEMM Schools, All staff recruitment (includes applications, shortlisting, interviews, and appointments) for STEMM Schools Academic & Research staff by grade – aggregated over the five-year reporting period

Academic & Research Staff - STEMM Schools	2011/12 F	%	M	%	Other	%	2012/13 F	%	M	%	Other	%	2013/14 F	%	M	%	Other	%	2014/15 F	%	M	%	Other	%	2015/16 F	%	M	%	Other	%	Aggregate F	%	M	%	Other	%
AS07 Number of Vacancies																																				
Applications		40%		59%		1%		38%		61%		1%		38%		61%		1%		39%		59%		1%		34%		65%		1%		38%		61%		1%
Shortlisted		56%		41%		3%		47%		50%		3%		49%		48%		3%		50%		47%		3%		40%		58%		3%		48%		49%		3%
Interviewed		56%		41%		2%		46%		51%		3%		49%		48%		3%		51%		47%		2%		39%		58%		3%		48%		49%		3%
Appointments		57%		41%		2%		52%		45%		4%		50%		47%		4%		52%		43%		5%		45%		52%		3%		52%		45%		3%
Applications > Shortlisted		15%		7%		9%		17%		11%		58%		16%		10%		32%		16%		10%		30%		13%		10%		26%		15%		10%		34%
Applications > Interviewed		13%		6%		1%		15%		10%		50%		14%		9%		29%		15%		9%		22%		12%		9%		21%		14%		9%		28%
Applications > Appointments		6%		3%		7%		6%		3%		21%		6%		3%		16%		6%		3%		17%		3%		2%		5%		5%		3%		13%
AS08 Number of Vacancies																																				
Applications		21%		78%		1%		30%		68%		3%		19%		78%		3%		43%		55%		2%		34%		64%		3%		29%		69%		2%
Shortlisted		25%		75%		0%		29%		65%		6%		19%		75%		6%		42%		53%		5%		44%		55%		2%		32%		64%		4%
Interviewed		24%		76%		0%		30%		65%		5%		22%		73%		5%		49%		47%		4%		40%		57%		2%		32%		64%		3%
Appointments		32%		68%		0%		39%		57%		4%		4%		88%		8%		68%		32%		0%		67%		33%		0%		37%		60%		3%
Applications > Shortlisted		15%		12%		0%		20%		20%		50%		24%		22%		40%		25%		25%		50%		20%		13%		9%		21%		18%		32%
Applications > Interviewed		14%		12%		0%		19%		19%		38%		24%		19%		30%		23%		17%		33%		14%		11%		9%		18%		15%		24%
Applications > Appointments		8%		4%		0%		10%		6%		13%		2%		10%		20%		13%		5%		0%		4%		1%		0%		8%		5%		8%
AS09 Number of Vacancies																																				
Applications		50%		50%		0%		28%		72%		0%		23%		68%		9%		14%		86%		0%		39%		61%		0%		28%		69%		3%
Shortlisted		67%		33%		0%		40%		60%		0%		22%		70%		9%		0%		100%		0%		0%		100%		0%		25%		69%		6%
Interviewed		67%		33%		0%		40%		60%		0%		18%		73%		9%		0%		100%		0%		0%		100%		0%		24%		71%		6%
Appointments		0%		00%		0%		0%		100%		0%		25%		63%		13%		0%		100%		0%		-		-				18%		73%		9%
Applications > Shortlisted		40%		20%		-		12%		7%		-		50%		53%		50%		0%		17%		-		0%		27%		-		22%		25%		50%
Applications > Interviewed		40%		20%		-		12%		7%		-		40%		53%		50%		0%		17%		-		0%		18%		-		20%		24%		50%
Applications > Appointments		0%		20%		-		0%		2%		-		20%		17%		25%		0%		8%		-		0%		0%		-		5%		8%		25%
AS10 Number of Vacancies																																				
Applications		0%		00%		0%		13%		88%		0%		-		-		-		-		-		-		0%		100%		0%		8%		92%		0%
Shortlisted		0%		00%		0%		0%		100%		0%		-		-		-		-		-		-		0%		100%		0%		0%		100%		0%
Interviewed		0%		00%		0%		0%		100%		0%		-		-		-		-		-		-		0%		100%		0%		0%		100%		0%
Appointments		0%		00%		0%		0%		100%		0%		-		-		-		-		-		-		0%		100%		0%		0%		100%		0%
Applications > Shortlisted		-		50%		-		0%		14%		-		-		-		-		-		-		-				100%		-		0%		36%		-
Applications > Interviewed		-		50%		-		0%		14%		-		-		-		-		-		-		-				100%		-		0%		36%		-
Applications > Appointments		-		50%		-		0%		14%		-		-		-		-		-		-		-				50%		-		0%		27%		-

Table 5.1.4   STEMM Schools, All Academic & Research staff recruitment by grade (includes applications, shortlisting, interviews, and appointments) in the STEMM Schools aggregated over the five-year reporting period

AHSSBL Schools

Aggregated over 5 years and all grades appointments were 53%F:44%M. At AS07, AS08 and AS09, female applicants were relatively more successful than males. AS10 vacancies (█) and female applicants were few (█, 21%). ████████████████████████████ as in STEMM, female applicants were less successful than males (Figure 5.1.6, Table 5.1.5) **(AP 5.2).**

Figure 5.1.6. AHSSBL Schools, All staff recruitment (includes applications, shortlisting, interviews, and appointments) for AHSSBL Schools Academic & Research staff by grade – aggregated over the five-year reporting period

Academic & Research Staff - AHSSBL Schools	2011/12						2012/13						2013/14						2014/15						2015/16						Aggregate					
	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%	F	%	M	%	Other	%
AS07 Number of Vacancies																																				
Applications		41%		58%		1%		42%		57%		2%		42%		57%		1%		44%		54%		3%		2%		57%		0%		42%		57%		1%
Shortlisted		52%		47%		1%		58%		39%		3%		54%		46%		0%		43%		52%		5%		3%		38%		0%		54%		44%		2%
Interviewed		53%		47%		1%		57%		40%		2%		56%		44%		0%		43%		55%		3%		0%		40%		0%		54%		45%		1%
Appointments		56%		44%		0%		63%		34%		3%		60%		40%		0%		47%		47%		6%		0%		50%		0%		57%		41%		2%
Applications > Shortlisted		19%		12%		17%		15%		8%		21%		14%		9%		0%		16%		15%		29%		81%		14%		0%		18%		11%		19%
Applications > Interviewed		18%		12%		17%		14%		7%		14%		13%		8%		0%		15%		15%		14%		27%		13%		0%		16%		10%		13%
Applications > Appointments		8%		4%		0%		6%		2%		7%		5%		3%		0%		7%		6%		14%		4%		3%		0%		6%		3%		6%
AS08 Number of Vacancies																																				
Applications		29%		68%		3%		24%		74%		2%		-		-		-		-		-		-		-		-		-		26%		72%		2%
Shortlisted		40%		60%		0%		36%		55%		9%		-		-		-		-		-		-		-		-		-		37%		56%		6%
Interviewed		40%		60%		0%		35%		55%		10%		-		-		-		-		-		-		-		-		-		36%		56%		7%
Appointments		33%		67%		0%		40%		45%		15%		-		-		-		-		-		-		-		-		-		38%		50%		12%
Applications > Shortlisted		13%		8%		0%		16%		8%		57%		-		-		-		-		-		-		-		-		-		15%		8%		33%
Applications > Interviewed		13%		8%		0%		13%		7%		57%		-		-		-		-		-		-		-		-		-		13%		7%		33%
Applications > Appointments		4%		4%		0%		7%		3%		43%		-		-		-		-		-		-		-		-		-		6%		3%		25%
AS09 Number of Vacancies																																				
Applications		14%		86%		0%		27%		68%		5%		-		-		-		25%		63%		13%		6%		44%		0%		26%		71%		3%
Shortlisted		17%		83%		0%		50%		50%		0%		-		-		-		33%		33%		33%		-		-		-		31%		62%		8%
Interviewed		17%		83%		0%		50%		50%		0%		-		-		-		50%		50%		0%		-		-		-		33%		67%		0%
Appointments		0%		100%		0%		100%		0%		0%		-		-		-		####		0%		0%		-		-		-		75%		25%		0%
Applications > Shortlisted		25%		20%		-		17%		7%		0%		-		-		-		50%		20%		100%		0%		0%		-		17%		13%		33%
Applications > Interviewed		25%		20%		-		17%		7%		0%		-		-		-		50%		20%		0%		0%		0%		-		17%		13%		0%
Applications > Appointments		0%		4%		-		17%		0%		0%		-		-		-		50%		0%		0%		0%		0%		-		13%		2%		0%
AS10 Number of Vacancies																																				
Applications		28%		72%		0%		22%		74%		3%		10%		90%		0%		-		-		-		8%		85%		8%		21%		76%		3%
Shortlisted		25%		75%		0%		17%		78%		4%		0%		100%		0%		-		-		-		0%		100%		0%		16%		81%		3%
Interviewed		25%		75%		0%		11%		83%		6%		0%		100%		0%		-		-		-		0%		100%		0%		13%		84%		3%
Appointments		-		-		-		20%		80%		0%		0%		100%		0%		-		-		-		-		-		-		17%		83%		0%
Applications > Shortlisted		25%		29%		-		15%		21%		25%		0%		22%		-		-		-		-		0%		36%		0%		17%		24%		20%
Applications > Interviewed		25%		29%		-		8%		17%		25%		0%		22%		-		-		-		-		0%		36%		0%		11%		21%		20%
Applications > Appointments		0%		0%		-		4%		5%		0%		0%		11%		-		-		-		-		0%		0%		0%		3%		4%		0%

Table 5.1.5   AHSSBL Schools, All Academic & Research staff recruitment by grade (includes applications, shortlisting, interviews, and appointments) in the AHSSBL Schools aggregated over the five-year reporting period

(ii) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Induction:

All new staff receive:

- Comprehensive staff handbook, welcome pack and invitation to "Welcome" event, all containing information about AS.
  - * At "Welcome", the Principal, University Secretary and other key staff give brief presentations and staff can network. Female attendance was higher than male - 288 people (64%F) attended between 2012/13 and 2015/16 inclusive.
- The 'New Employees' webpage links to the staff handbook and signposts to other useful practical information.
  - * All early career academic staff (AS07) are on supportive probation for three years and are assigned a mentor who supports them in their professional development **(AP 4.5)**.
    During probation E&D training must be completed and T&S staff complete PGCert THE.

Induction appropriate to role, following a standard checklist, is conducted by Schools/Directorates.

Central and local inductions are regularly reviewed and modified to ensure needs are met.

Support
Line-managers regularly meet with new staff at all grades.
Formal OSaR meetings arranged within 3 months of taking up post.
Training requirements identified.
New staff workloads adjusted to allow a period of "settling in".

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

See Data Notes 1, 2, 5, 6, 7, 9 & 14

Aggregated over 5 years, at institution level, percentage of eligible population seeking promotion was similar for females and males (2.6%F:2.3%M) and there was no difference in success rates of female (79%) and male (78%) applicants (Table 5.1.6). Eight BME staff applied in 2016 ▮▮▮▮ were successful.

Comparison of "old" and "new" ARP

		2011/12 - 2013/14 Old Method, Academic Only		2014/15 - 2015/16 Current Method,		Aggregate	
		F	M	F	M	F	M
Promotion to Lecturer or Researcher Grade 8	Sought						
	Awarded						
	Eligible						
	% Sought					2.5%	2.7%
	% Awarded v Eligible					2.4%	2.6%
	% Awarded					95.0%	95.5%
Promotion to Senior Lecturer or Researcher Grade 9	Sought						
	Awarded						
	Eligible						
	% Sought					4.8%	3.5%
	% Awarded v Eligible					3.7%	2.5%
	% Awarded					76.2%	72.7%
Promotion to Reader	Sought						
	Awarded						
	Eligible						
	% Sought					1.3%	1.4%
	% Awarded v Eligible					0.9%	1.0%
	% Awarded					70.6%	72.7%
Promotion to Personal Chair	Sought						
	Awarded						
	Eligible						
	% Sought					1.7%	2.1%
	% Awarded v Eligible					1.4%	1.7%
	% Awarded					79.2%	77.8%
UoD A&R Staff Total	**Sought**						
	Awarded						
	Eligible						
	% Sought					2.6%	2.3%
	% Awarded v Eligible					2.0%	1.8%
	% Awarded					79.0%	78.2%

Table 5.1.6   University of Dundee, Overall "old" ARP method compared with "new' ARP

Annual review procedure (ARP) for A&R staff was revised in 2014. ARP aims to facilitate timely recognition and reward. Staff are now able to self-nominate as well as be nominated by line-manager. The eligibility criteria were widened and all A&R staff (RO, T&S and T&R) are able to apply from any grade (AS07 and above) to any other.

Key considerations of ARP are:
- E&D
- Transparency
- New transparent criteria for promotion to all grades
- Promotion criteria aligned with UoD's Transformation Vision and Core Values
- No binary divide between teaching and research (and incorporates wider impact)
- Indicators of excellence (including those relating to recruitment, admissions and conversion)

VP(L&T) presents open briefings to guide staff through ARP and provide practical advice on preparing applications. Briefing attendance was gender balanced in 2016/17, an improvement on 2015/16 when females were underrepresented. Staff at various grades attended (Table 5.1.7) **(AP 5.5)**.

Academic & Research Staff	2015/16				2016/17			
	Female	%	Male	%	Female	%	Male	%
UoD		41%		59%		50%		50%
STEMM Schools		41%		59%		45%		55%
AHSSBL Schools		43%		57%		52%		48%
Other/Not Known		33%		67%		50%		50%

Table 5.1.7   University of Dundee, STEMM Schools and AHSSBL Schools, Attendance at promotion briefing sessions held in 2016

ARP committees, chaired by VP(APP), consider promotions. ARP panel membership has been widened enabling improved gender balance **(AP 5.6)**.

Readership and personal chair applications are subsequently considered at the Readership and Personal Chair Committee (chaired by the Principal).

E&D training is a pre-requisite of ARP committee membership **(AP 5.3)**.

		STEMM Schools						AHSSBL Schools					
		2011/12 - 2013/14 Old Method, Academic Only		2014/15 - 2015/16 Current Method, Academic & Research		Aggregate		2011/12 - 2013/14 Old Method, Academic Only		2014/15 - 2015/16 Current Method, Academic & Research		Aggregate	
		F	M	F	M	F	M	F	M	F	M	F	M
Promotion to Lecturer or Researcher Grade 8	Sought												
	Awarded												
	Eligible												
	% Sought												
	% Awarded v Eligible												
	% Awarded												
Promotion to Senior Lecturer or Researcher Grade 9	Sought												
	Awarded												
	Eligible												
	% Sought												
	% Awarded v Eligible												
	% Awarded												
Promotion to Reader	Sought												
	Awarded												
	Eligible												
	% Sought												
	% Awarded v Eligible												
	% Awarded												
Promotion to Personal Chair	Sought												
	Awarded												
	Eligible												
	% Sought												
	% Awarded v Eligible												
	% Awarded												
A&R Staff Total	**Sought**												
	Awarded												
	Eligible												
	% Sought												
	% Awarded v Eligible												
	% Awarded												

Table 5.1.8   STEMM and AHSSBL Schools, "Old" ARP method compared with "new' ARP

	UoD Overall		STEMM Schools		AHSSBL Schools	
	Female	Male	Female	Male	Female	Male
"OLD" APR Method						
% eligible population applying	9.6%	6.9%	8.5%	6.6%	10.0%	7.6%
% success rate of the applications received	78.0%	80.0%	80.0%	67.0%	76.0%	93.0%
"NEW" APR Method						
% eligible population applying	1.2%	1.2%	0.8%	0.9%	2.2%	2.1%
% success rate of the applications received	81.0%	76.0%	77.0%	73.0%	90.0%	88.0%

Table 5.1.9   STEMM Schools and AHSSBL Schools, Summary: "Old" and "new" ARP methods – UoD institution-level

Data suggest applications as a proportion of eligible population have fallen between old and new system and are lower in STEMM than in AHSSBL (Table 5.1.8, Table 5.1.9).

The new eligibility criteria now include all PDRAs so the eligible populations are now much larger and include all PDRAs, who are typically AS07. We have many more PDRAs in STEMM than in AHSSBL. Typically, PDRAs are appointed at the appropriate grade for a fixed-term and these staff do not usually apply for promotion. However, we are now able to support and promote all staff where appropriate. The high number PDRAs in the eligible population under the new system therefore artificially depresses the reported % of eligible population applying. We continue to review the impact of our new ARP **(AP 5.7)**.

Most AS07 staff are on RO contracts. Opening up APR eligibility criteria has meant, for example that many more RO staff are eligible to apply (only ▮ eligible males in the old system). Under the new system, ▮ F and ▮ M (over two years) were eligible. ▮females (0.3% of eligible population) and ▮ males (0.4% of eligible population) applied and were successful. This gives us encouragement that our new APR is supporting career progression of this cohort. (Table 5.1.10, Table 5.1.11)

		2011/12		2012/13		2013/14		2014/15		2015/16		Aggregate	
		F	M	F	M	F	M	F	M	F	M	F	M
UoD Total Promotions	Sought												
	Awarded												
	Eligible												
	% Sought	8.7%	4.9%	9.8%	9.1%	10.3%	6.8%	0.8%	0.7%	1.5%	1.6%	2.6%	2.3%
	% Awarded v Eligible	7.1%	4.9%	8.7%	7.1%	6.6%	4.7%	0.7%	0.6%	1.2%	1.2%	2.0%	1.8%
	% Awarded	81.8%	100.0%	88.5%	78.1%	64.3%	68.0%	88.2%	81.3%	77.4%	72.7%	79.0%	78.2%
STEMM Schools Total Promotions	Sought												
	Awarded												
	Eligible												
	% Sought	7.8%	3.4%	6.5%	8.7%	11.3%	7.8%	0.6%	0.8%	1.0%	0.9%	1.6%	1.7%
	% Awarded v Eligible	6.9%	3.4%	5.6%	5.6%	7.8%	4.4%	0.5%	0.6%	0.8%	0.7%	1.3%	1.2%
	% Awarded	88.9%	100.0%	87.5%	64.7%	69.2%	56.3%	80.0%	78.6%	75.0%	68.8%	78.6%	70.0%
AHSSBL Schools Total Promotions	Sought												
	Awarded												
	Eligible												
	% Sought	9.6%	7.1%	12.9%	9.9%	9.6%	5.8%	1.5%	0.5%	2.9%	3.9%	4.8%	4.1%
	% Awarded v Eligible	7.4%	7.1%	11.5%	9.3%	5.7%	5.1%	1.5%	0.5%	2.5%	3.4%	3.9%	3.8%
	% Awarded	76.9%	100.0%	88.9%	93.3%	60.0%	88.9%	100.0%	100.0%	85.7%	86.7%	80.6%	92.3%

Table 5.1.10   University of Dundee, STEMM Schools and AHSSBL Schools, Academic & Research Staff Total Promotions by year over the five-year reporting period

		Research Only						Teaching & Research						Teaching & Scholarship					
		2011/12 - 2013/14 Old Method, Academic Only		2014/15 - 2015/16 Current Method, Academic & Research		Aggregate		2011/12 - 2013/14 Old Method, Academic Only		2014/15 - 2015/16 Current Method, Academic & Research		Aggregate		2011/12 - 2013/14 Old Method, Academic Only		2014/15 - 2015/16 Current Method, Academic & Research		Aggregate	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Promotion to Lecturer or Researcher Grade 8	Sought																		
	Awarded																		
	Eligible																		
	% Sought																		
	% Awarded v Eligible																		
	% Awarded																		
Promotion to Senior Lecturer or Researcher Grade 9	Sought																		
	Awarded																		
	Eligible																		
	% Sought																		
	% Awarded v Eligible																		
	% Awarded																		
Promotion to Reader	Sought																		
	Awarded																		
	Eligible																		
	% Sought																		
	% Awarded v Eligible																		
	% Awarded																		
Promotion to Personal Chair	Sought																		
	Awarded																		
	Eligible																		
	% Sought																		
	% Awarded v Eligible																		
	% Awarded																		
Total	Sought																		
	Awarded																		
	Eligible																		
	% Sought																		
	% Awarded v Eligible																		
	% Awarded																		

Table 5.1.11   University of Dundee, Academic & Research Staff Promotions data by contract type (Research Only, Teaching & Research and Teaching & Scholarship) aggregated over the five-year reporting period

Over the five years, promotion application success rates were equal at institutional level at all grades except for a slight increase in female promotions to reader (Figure 5.1.7, Table 5.1.12).

In STEMM Schools, female applicants were more successful in obtaining promotion compared with males at all grades.

In AHSSBL Schools, where male applicants were more likely to receive promotion, this is most noticeable at reader and chair. The proportion of applications compared with the eligible population was lower for females (1.6%) than for males (3%) over the reporting period **(AP 5.7, 5.8 & 5.9).**

In STEMM and AHSSBL Schools, the greatest gender gap was in promotions to reader. It should be noted that unsuccessful applicants to chair (*for example*, from a senior lecturer) may be awarded readership.

		UoD All A&R Staff 2011/12-2015/16		STEMM Schools All A&R Staff 2011/12-2015/16		AHSSBL Schools All A&R Staff 2011/12-2015/16	
		F	M	F	M	F	M
Promotion to Lecturer or Researcher Grade 8	Sought						
	Awarded						
	Eligible						
	% Sought						
	% Awarded v Eligible						
	% Awarded						
Promotion to Senior Lecturer or Researcher Grade 9	Sought						
	Awarded						
	Eligible						
	% Sought						
	% Awarded v Eligible						
	% Awarded						
Promotion to Reader	Sought						
	Awarded						
	Eligible						
	% Sought						
	% Awarded v Eligible						
	% Awarded						
Promotion to Personal Chair	Sought						
	Awarded						
	Eligible						
	% Sought						
	% Awarded v Eligible						
	% Awarded						
Total	Sought						
	Awarded						
	Eligible						
	% Sought	2.6%	2.3%	1.6%	1.7%	4.8%	4.1%
	% Awarded v Eligible	2.0%	1.8%	1.3%	1.2%	3.9%	3.8%
	% Awarded	79.0%	78.2%	78.6%	70.0%	80.6%	92.3%

Table 5.1.12   University of Dundee, STEMM Schools and AHSSBL Schools, Academic & Research Staff Promotions data aggregated over the five-year reporting period

Institution-level full-time and part-time promotion applications

Aggregated over the reporting period institution-level success rates for full-time females and males applying for promotion were equal (79%). Success rates of part-time applicants were different with 80% female success, 60% male. (The number of applications was very low - ▮ in total; Figure 5.1.7, Table 5.1.13, Table 5.1.14) **(AP 5.10).**
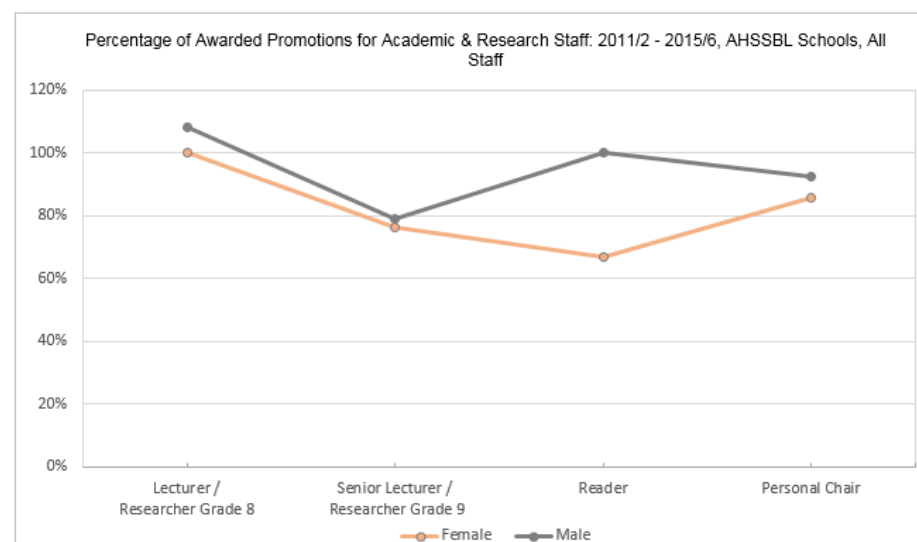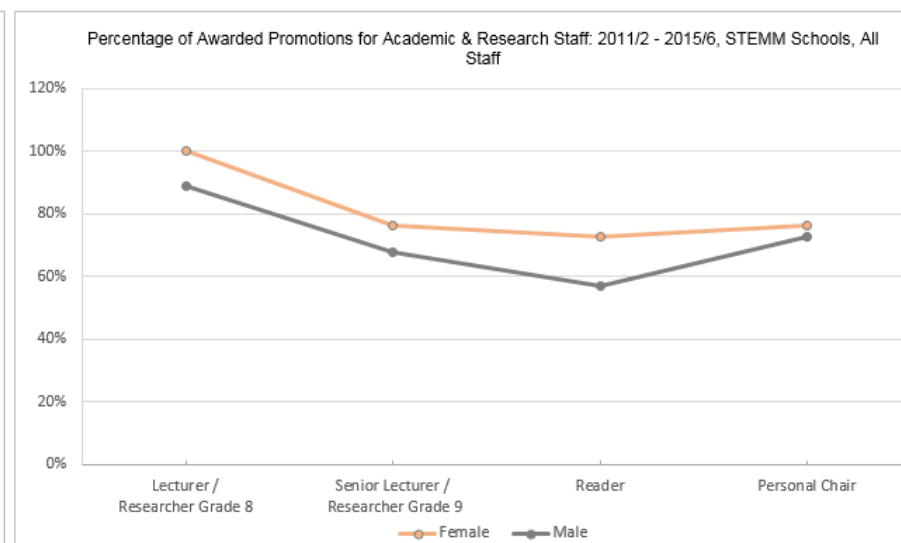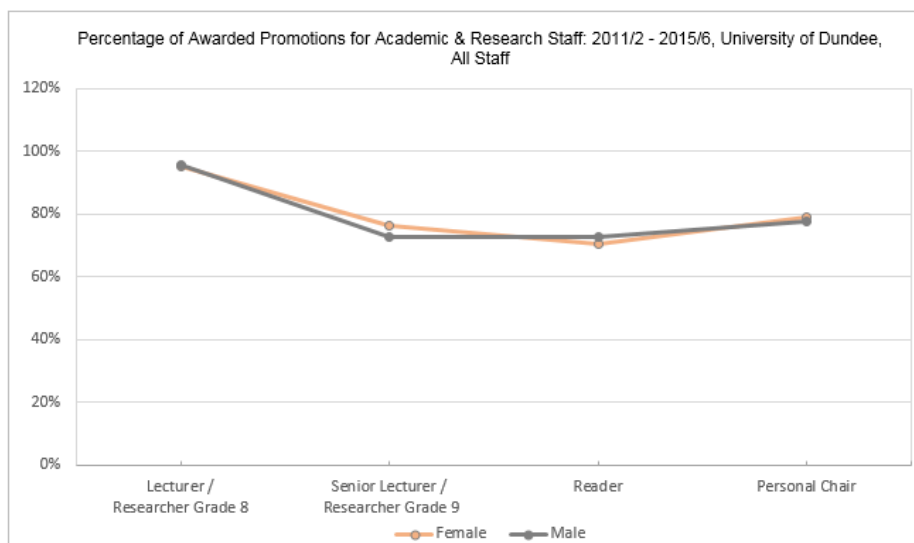
Figure 5.1.7.   University of Dundee, STEMM Schools and AHSSBL Schools, Percentage of awarded promotions from Academic & Research staff applying for promotion to all grades over the five-year reporting period
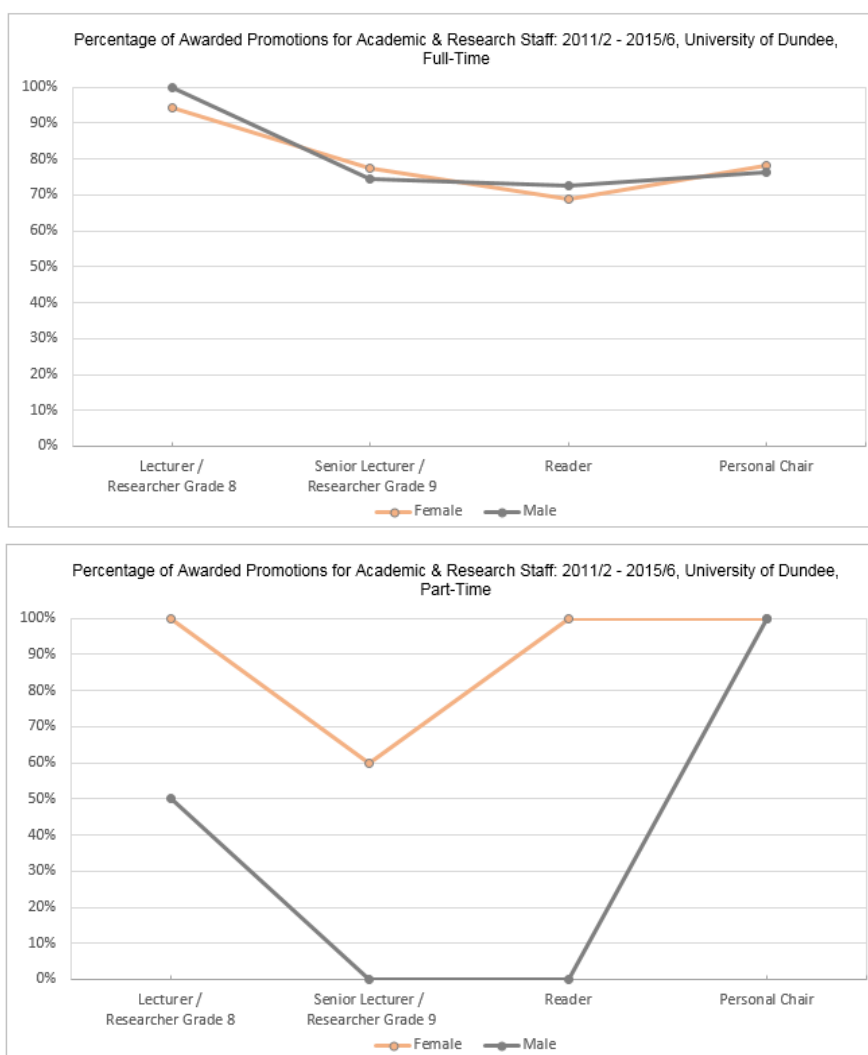
Figure 5.1.8. University of Dundee, Academic & Research Staff Promotions data for full-time and part-time staff aggregated over the five-year reporting period

STEMM Schools full-time and part-time promotion applications

Female full-time applicants were more successful than males (80%F, 70%M). With only█ applicants (approx. 0.3% (F) and 0.4% (M) of eligible part-time population) we cannot draw robust conclusion about success rate of part-timers. █ out of █ applications were successful (Table 5.1.13, Table 5.1.14**) (AP 5.10).**

AHSSBL Schools full-time and part-time promotion applications

Full-time female applicants were less successful than full-time male applicants (80%F 94%M) (Table 5.1.13, Table 5.1.14**) (AP 5.7).**

█ out of █ applications from part-timers were successful, giving a higher female percentage (based on small numbers percentages are of limited reliability).

		2011/12		2012/13		2013/14		2014/15		2015/16		Aggregate	
Full-Time A&R Staff		F	M	F	M	F	M	F	M	F	M	F	M
UoD Total Promotions	Sought												
	Awarded												
	Eligible												
	% Sought	9.0%	5.6%	11.8%	9.9%	11.9%	7.3%	1.0%	0.8%	2.0%	1.6%	3.1%	2.5%
	% Awarded v Eligible	7.0%	5.6%	10.4%	8.0%	8.3%	4.9%	0.9%	0.7%	1.5%	1.2%	2.5%	2.0%
	% Awarded	77.8%	100.0%	88.0%	80.6%	69.2%	66.7%	86.7%	81.3%	76.7%	73.3%	78.9%	79.0%
STEMM Schools Total Promotions	Sought												
	Awarded												
	Eligible												
	% Sought	8.9%	3.7%	7.8%	9.3%	12.1%	8.3%	0.8%	0.9%	1.4%	1.0%	2.0%	1.8%
	% Awarded v Eligible	7.8%	3.7%	6.9%	6.0%	9.1%	4.7%	0.7%	0.7%	1.0%	0.6%	1.6%	1.3%
	% Awarded	87.5%	100.0%	87.5%	64.7%	75.0%	56.3%	80.0%	78.6%	75.0%	66.7%	79.6%	69.6%
AHSSBL Schools Total Promotions	Sought												
	Awarded												
	Eligible												
	% Sought	9.3%	8.5%	15.7%	11.2%	11.9%	6.1%	1.5%	0.6%	4.0%	5.2%	6.0%	5.1%
	% Awarded v Eligible	6.5%	8.5%	13.9%	11.2%	7.6%	5.3%	1.5%	0.6%	3.4%	4.5%	4.8%	4.8%
	% Awarded	70.0%	100.0%	88.2%	100.0%	64.3%	87.5%	100.0%	100.0%	84.6%	85.7%	79.7%	93.9%
Part-Time A&R Staff		F	M	F	M	F	M	F	M	F	M	F	M
UoD Total Promotions	Sought												
	Awarded												
	Eligible												
	% Sought	7.5%	0.0%	1.9%	2.6%	3.6%	2.6%	0.4%	0.0%	0.2%	1.3%	0.8%	0.8%
	% Awarded v Eligible	7.5%	0.0%	1.9%	0.0%	0.0%	2.6%	0.4%	0.0%	0.2%	0.9%	0.7%	0.5%
	% Awarded	100.0%	-	100.0%	0.0%	0.0%	100.0%	100.0%	-	100.0%	66.7%	80.0%	60.0%
STEMM Schools Total Promotions	Sought												
	Awarded												
	Eligible												
	% Sought	3.8%	0.0%	0.0%	0.0%	6.3%	0.0%	0.0%	0.0%	0.0%	0.8%	0.3%	0.3%
	% Awarded v Eligible	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.1%	0.3%
	% Awarded	100.0%	-	-	-	0.0%	-	-	-	-	100.0%	50.0%	100.0%
AHSSBL Schools Total Promotions	Sought												
	Awarded												
	Eligible												
	% Sought	11.1%	0.0%	3.2%	3.8%	2.6%	4.0%	1.3%	0.0%	0.7%	0.9%	2.0%	1.0%
	% Awarded v Eligible	11.1%	0.0%	3.2%	0.0%	0.0%	4.0%	1.3%	0.0%	0.7%	0.9%	1.8%	0.7%
	% Awarded	100.0%	-	100.0%	0.0%	0.0%	100.0%	100.0%	-	100.0%	100.0%	87.5%	66.7%

Table 5.1.13   University of Dundee, STEMM Schools and AHSSBL Schools, Total Promotions for Academic & Research Staff by year and employment terms (Full-time and part-time) over the five-year reporting period

		UoD						STEMM Schools						AHSSBL Schools					
		All A&R Staff		F/T Staff		P/T Staff		All A&R Staff		F/T Staff		P/T Staff		All A&R Staff		F/T Staff		P/T Staff	
		2011/12-2015/16		2011/12-2015/16		2011/12-2015/16		2011/12-2015/16		2011/12-2015/16		2011/12-2015/16		2011/12-2015/16		2011/12-2015/16		2011/12-2015/16	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Promotion to Lecturer or Researcher Grade 8	Sought																		
	Awarded																		
	Eligible																		
	% Sought	2.5%	2.7%	3.0%	2.8%	1.4%	2.1%	1.1%	1.3%	1.4%	1.4%	0.0%	0.0%	9.0%	11.1%	11.7%	15.3%	5.4%	2.8%
	% Awarded v Eligible	2.4%	2.6%	2.8%	2.8%	1.4%	1.0%	1.1%	1.1%	1.4%	1.2%	0.0%	0.0%	9.0%	12.0%	11.7%	16.7%	5.4%	2.8%
	% Awarded	95.0%	95.5%	94.1%	100.0%	100.0%	50.0%	100.0%	88.9%	100.0%	88.9%	-	-	100.0%	108.3%	100.0%	109.1%	100.0%	100.0%
Promotion to Senior Lecturer or Researcher Garde 9	Sought																		
	Awarded																		
	Eligible																		
	% Sought	4.8%	3.5%	6.0%	4.0%	1.4%	0.6%	2.3%	2.7%	2.7%	2.9%	1.0%	0.0%	10.4%	6.0%	14.7%	8.3%	2.2%	1.0%
	% Awarded v Eligible	3.7%	2.5%	4.7%	2.9%	0.9%	0.0%	1.8%	1.8%	2.2%	2.0%	0.5%	0.0%	7.9%	4.7%	11.3%	6.9%	1.5%	0.0%
	% Awarded	76.2%	72.7%	77.6%	74.4%	60.0%	0.0%	76.2%	68.0%	78.9%	68.0%	50.0%	-	76.2%	78.9%	76.9%	83.3%	66.7%	0.0%
Promotion to Reader	Sought																		
	Awarded																		
	Eligible																		
	% Sought	1.3%	1.4%	1.6%	1.6%	0.3%	0.0%	1.2%	1.2%	1.6%	1.3%	0.0%	0.0%	1.5%	2.0%	1.6%	2.5%	1.0%	0.0%
	% Awarded v Eligible	0.9%	1.0%	1.1%	1.2%	0.3%	0.0%	0.9%	0.7%	1.1%	0.8%	0.0%	0.0%	1.0%	2.0%	1.0%	2.5%	1.0%	0.0%
	% Awarded	70.6%	72.7%	68.8%	72.7%	100.0%	-	72.7%	57.1%	72.7%	57.1%	-	-	66.7%	100.0%	60.0%	100.0%	100.0%	-
Promotion to Personal Chair	Sought																		
	Awarded																		
	Eligible																		
	% Sought	1.7%	2.1%	2.1%	2.2%	0.3%	1.2%	1.8%	1.8%	2.3%	1.8%	0.0%	1.2%	1.6%	3.0%	1.8%	3.3%	0.9%	1.3%
	% Awarded v Eligible	1.4%	1.7%	1.7%	1.7%	0.3%	1.2%	1.4%	1.3%	1.7%	1.3%	0.0%	1.2%	1.4%	2.7%	1.5%	3.1%	0.9%	1.3%
	% Awarded	79.2%	77.8%	78.3%	76.5%	100.0%	100.0%	76.5%	72.7%	76.5%	71.4%	-	100.0%	85.7%	92.3%	83.3%	91.7%	100.0%	100.0%
Total	Sought																		
	Awarded																		
	Eligible																		
	% Sought	2.6%	2.3%	3.1%	2.5%	0.8%	0.8%	1.6%	1.7%	2.0%	1.8%	0.3%	0.3%	4.8%	4.1%	6.0%	5.1%	2.0%	1.0%
	% Awarded v Eligible	2.0%	1.8%	2.5%	2.0%	0.7%	0.5%	1.3%	1.2%	1.6%	1.3%	0.1%	0.3%	3.9%	3.8%	4.8%	4.8%	1.8%	0.7%
	% Awarded	79.0%	78.2%	78.9%	79.0%	80.0%	60.0%	78.6%	70.0%	79.6%	69.6%	50.0%	100.0%	80.6%	92.3%	79.7%	93.9%	87.5%	66.7%

Table 5.1.14   University of Dundee, STEMM Schools and AHSSBL Schools, Academic & Research Staff Promotions data by employment terms (All Staff, Full-time and Part-time staff) aggregated over the five-year reporting period

Promotions by contract type and grade

New APR aims to ensure that T&S roles are given due recognition and staff in these roles are given the same opportunity for career development as staff on T&R contracts.

At institution level, split by contract type, aggregated over the reporting period, total promotions success rate of female and male applicants was between 73 and 83% in all cases except for T&S males where success was only 55% (Table 5.1.11).

T&S males success rate in STEMM Schools was 46% but much higher in AHSSBL Schools (86%) (Table 5.1.15).

T&S females were more successful at all grades in promotion than T&S males but overall success rates for T&S staff have fallen under the "new" ARP –apart from promotion to chair where ███ females were successful (Table 5.1.11)

The "new" ARP enables self-nomination and it may be that a disproportionate amount of STEMM T&S males self-nominated prematurely (**AP 5.11 & 5.12**). Our new promotions process is enabling both females and males to become T&S professors.

RO promotions eligible population has increased and T&R promotion success rates are equal or have improved in all cases except T&R male promotions to senior lecturer.

| | | Research Only | | | | | | Teaching & Research | | | | | | Teaching & Scholarship | | | | | |
| | | UoD | | STEMM Schools | | AHSSBL Schools | | UoD | | STEMM Schools | | AHSSBL Schools | | UoD | | STEMM Schools | | AHSSBL Schools | |
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Promotion to Lecturer or Researcher Grade 8 2014/5 onwards	Sought																		
	Awarded																		
	Eligible																		
	% Sought	0.3%	0.4%	0.3%	0.5%	0.0%	0.0%	10.2%	18.8%	14.3%	21.4%	9.8%	18.8%	11.7%	10.0%	8.9%	9.1%	13.1%	9.4%
	% Awarded v Eligible	0.3%	0.4%	0.3%	0.5%	0.0%	0.0%	10.2%	18.8%	14.3%	14.3%	9.8%	20.8%	10.8%	8.6%	8.9%	9.1%	13.1%	9.4%
	% Awarded	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	66.7%	100.0%	111.1%	92.3%	85.7%	100.0%	100.0%	100.0%	100.0%
Promotion to Senior Lecturer or Researcher Grade 9 2014/5 onwards	Sought																		
	Awarded																		
	Eligible																		
	% Sought	0.2%	0.4%	0.2%	0.5%	0.0%	0.0%	13.5%	8.9%	8.5%	10.4%	17.6%	7.7%	5.8%	4.8%	5.0%	5.4%	6.6%	4.0%
	% Awarded v Eligible	0.2%	0.3%	0.2%	0.3%	0.0%	0.0%	11.5%	7.1%	7.8%	8.3%	14.5%	6.2%	3.6%	2.6%	2.8%	2.3%	4.2%	3.0%
	% Awarded	100.0%	66.7%	100.0%	66.7%	-	-	84.6%	80.0%	90.9%	80.0%	82.1%	80.0%	60.9%	54.5%	55.6%	42.9%	64.3%	75.0%
Promotion to Reader	Sought																		
	Awarded																		
	Eligible																		
	% Sought	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	4.1%	3.4%	5.9%	4.2%	3.0%	2.7%	0.3%	0.8%	0.6%	1.1%	0.0%	0.0%
	% Awarded v Eligible	0.2%	0.0%	0.2%	0.0%	0.0%	0.0%	2.9%	2.7%	4.4%	2.8%	2.0%	2.7%	0.3%	0.0%	0.6%	0.0%	0.0%	0.0%
	% Awarded	50.0%	-	50.0%	-	-	-	71.4%	80.0%	75.0%	66.7%	66.7%	100.0%	100.0%	0.0%	100.0%	0.0%	-	-
Promotion to Personal Chair	Sought																		
	Awarded																		
	Eligible																		
	% Sought	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.2%	4.5%	8.1%	5.2%	3.0%	3.8%	0.8%	0.8%	1.6%	0.5%	0.0%	0.0%
	% Awarded v Eligible	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.2%	3.7%	6.4%	4.0%	2.6%	3.5%	0.6%	0.0%	1.1%	0.0%	0.0%	0.0%
	% Awarded	-	-	-	-	-	-	81.0%	82.4%	78.6%	76.2%	85.7%	92.3%	66.7%	0.0%	66.7%	0.0%	-	-
Total	Sought																		
	Awarded																		
	Eligible																		
	% Sought	0.2%	0.2%	0.2%	0.2%	0.0%	0.0%	7.3%	5.5%	7.6%	6.0%	7.1%	5.1%	3.3%	2.7%	2.9%	2.5%	3.5%	2.6%
	% Awarded v Eligible	0.2%	0.2%	0.2%	0.2%	0.0%	0.0%	6.0%	4.6%	6.3%	4.5%	5.8%	4.8%	2.4%	1.5%	2.0%	1.1%	2.7%	2.2%
	% Awarded	80.0%	83.3%	80.0%	83.3%	-	-	82.3%	83.3%	82.4%	74.5%	82.2%	93.3%	72.5%	54.5%	70.6%	46.2%	77.3%	85.7%

Table 5.1.15   University of Dundee overall, STEMM Schools and AHSSBL Schools, Promotions by Contract Type (Research Only, Teaching & Research and Teaching & Scholarship) and grade. Aggregated over the 5 year reporting period.

2017-2021 Actions

AP 5.3 Increase availability and uptake of unconscious bias training and engagement with implicit association tests

AP 5.5 Monitor impact of promotion workshops

AP 5.6 Ensure promotion panels are gender balanced and as a minimum no panel has greater than 75% one gender

AP 5.7 Understand differences in promotion application and success in STEMM and AHSSBL Schools

AP 5.8 Support for staff who were unsuccessful in applying for promotion

AP 5.9 Support career progression of female A&R staff in AHSSBL Schools

AP 5.10 Encourage and support part-time staff to apply for promotion

AP 5.11 Investigate whether there are differences between success rate of self- and line-manager- nominated promotions applications

AP 5.12 Ensure promotions process does not disadvantage any group of staff

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

See Data Notes 5 & 15

We submitted 76%[1] of the total eligible staff to RAE2008 (eligibility breakdown by gender not available) and 73% to REF2014. Overall selection rate for REF2014 was similar for females and males (72%F; 74%M). This compares very favourably with the UK average[2] (51%F:67%M; Table 5.1.16, Table 5.1.17).

The number of females in our REF2014 eligible population was approximately a third of the total ▇▇▇▇▇▇. This was lower in STEMM (30%) than AHSSBL (38%). Females and males in STEMM had comparable representation as a proportion of eligible population submitted (70%F:71%M). In AHSSBL, females were slightly under-represented compared with males as a proportion of the eligible population submitted (74%F:80%M). We do not have the equivalent figures for RAE2008.

In REF2014, we operated within UoD's REF Code of Practice developed by our REF E&D Working Group in consultation with LGBT and BME groups and Disability Services. In addition to mandatory E&D training, all staff involved with the selection and appeals process completed REF-specific E&D training.

In REF2014, of those submitted 32% were female, which was similar to representation of females in RAE2008 (30%F). In STEMM of those submitted 29% were female, representing increased female percentage compared with RAE2008 (25%F).

There was a higher representation of females in the AHSSBL component of the submission than the STEMM component in both exercises where 36% of those submitted were female.

	Category A		Category B		Category C		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
STEMM	25%	75%	22%	78%	29%	71%	25%	75%
AHSSBL	36%	64%	42%	58%	0%	100%	37%	63%
Total	30%	70%	29%	71%	24%	76%	30%	70%

Table 5.1.16   University of Dundee, STEMM Schools and AHSSBL Schools, RAE2008 Submission by Gender - data is shown as Category A, Category B and Category C[3].

		Female			Male			Total	
REF2014		%*	%^		%*	%^		%*	%^
STEMM									
Submitted		70%	29%		71%	71%		71%	100%
Not Submitted		30%	30%		29%	70%		29%	100%
Total Eligible for Submission		100%	30%		100%	70%		100%	100%
AHSSBL									
Submitted		74%	36%		80%	64%		77%	100%
Not Submitted		26%	44%		20%	56%		23%	100%
Total Eligible for Submission		100%	38%		100%	62%		100%	100%
University									
Submitted		72%	32%		74%	68%		73%	100%
Not Submitted		28%	35%		26%	65%		27%	100%
Total Eligible for Submission		100%	33%		100%	67%		100%	100%

Table 5.1.17   University of Dundee, STEMM Schools and AHSSBL Schools, REF2014 Submission by Gender. %* - comparison vertically within gender and %^- comparison horizontally across the groupings

Decisions on submission to REF2014 were based on internal assessment of output quality. Allowances were made for periods of maternity/paternity leave and other individual circumstances, according to REF2014 guidance.

Reviews were held across Schools following REF results. A number of actions including improved mentoring of research active staff and introduction of Annual Research Review were implemented **(AP 5.13)**.

2017-2021 Actions
AP 5.13 Ensure our REF processes are fair and transparent

PROGRESS/IMPACT (2013- 2017 AS Actions)

- Processes in place for collecting and reporting recruitment data by gender (3.3)
- Recruitment adverts include E&D statement and carry AS award logo (2.4)
- All recruitment processes now include E&D appropriate wording and acknowledgement of UoD AS award (3.5)
- Where recruitment agencies are used, a diverse pool of candidates is always requested
- E&D training is mandatory for all members of recruitment panels and appointing committees. Gender balance is sought on these panels (2.4, 3.5)
- Processes in place to record gender balance of shortlisting and interview panels (3.5)
- Unconscious bias training is now available via OPD (3.5)
- Systems are now in place to routinely record staff gender balance, promotion rates by grades, career progression, including number of years in post. Data is collected, reported annually, reviewed and action taken where necessary (3.6)
- Revised promotion process in place since 2014 (goal to increase transparency and opportunity for promotion). Promotions workshops are held annually (3.7)

SILVER APPLICATIONS ONLY

5.2.   Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

See Data Notes 1, 5, 6, 12 & 16

We provide many training opportunities for staff at all levels. Training is discussed with line-managers at OSaR. Uptake of some key training is detailed below:

E&D on-line training modules

E&D training is mandatory and consists of four or five online modules, depending on role.

Since our 2013 award, staff cannot be considered for participation in any of the following activities without E&D training completion:

- Strategic projects which involve staff assessment
- UoD appointing committees
- Any aspect of REF assessment process or governance committees
- Appointment confirmation i.e. successful completion of probation
- Academic Staff Annual Review Committees
- Readership and Personal Chair Committee
- Membership of Court Committees

Historically completion of training was low. However, VP(APP) now works with Deans to target individuals directly and completion rates have increased from 33% (May 2015) to 67% (January 2017; Figure 5.3.1, Table 5.3.1).

Exclusion from important decision making committees unless E&D modules are completed are one means to encourage change. Completion rates are slightly higher in AHSSBL Schools than STEMM Schools. Clinical staff completion rates are artificially low due to completion of NHS modules in lieu of UoD modules. Females are more likely than males to complete training **(AP 5.14)**.
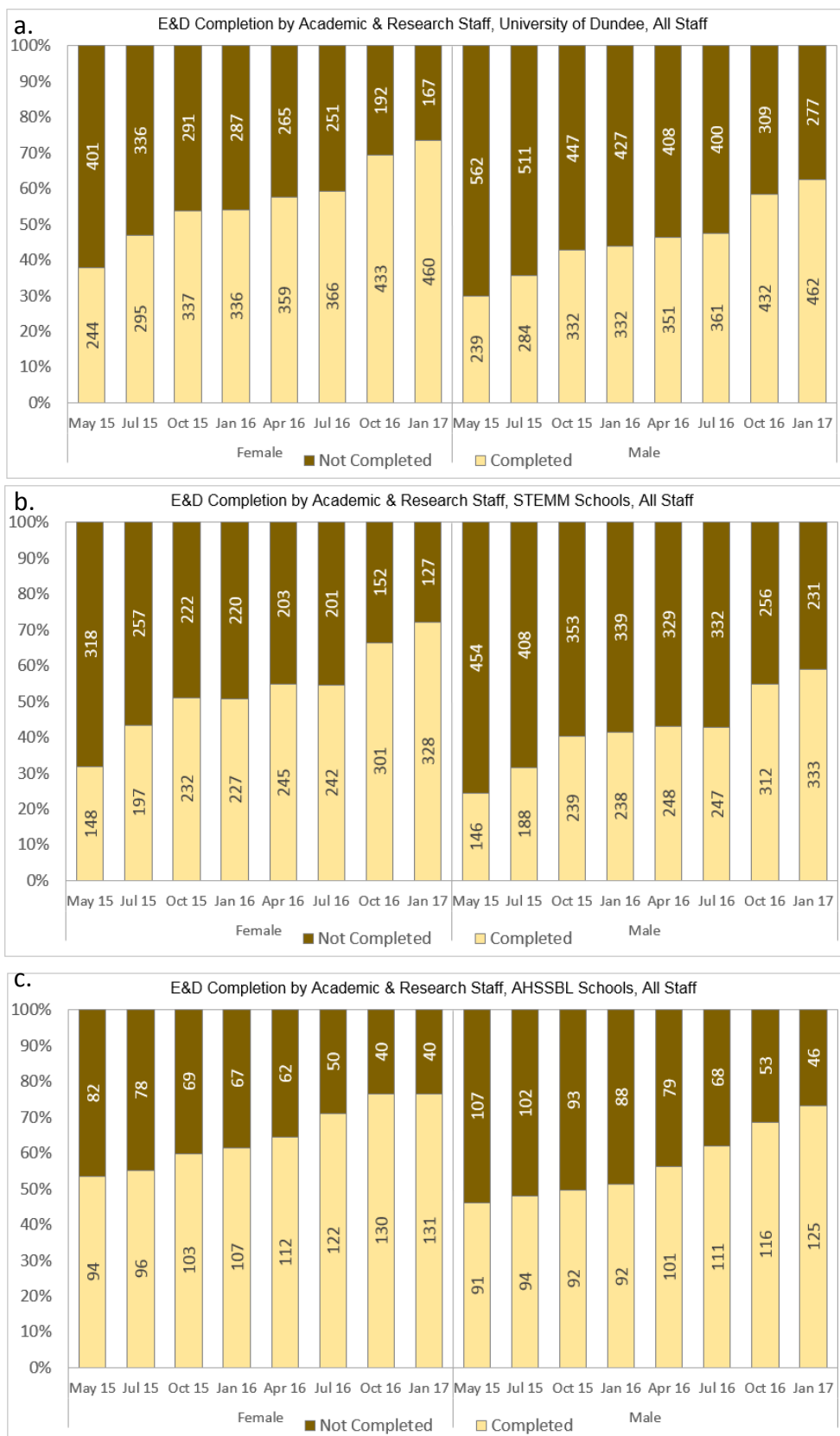
Figure 5.3.1.   E&D training completion by gender for Academic & Research staff in a. University of Dundee, b. STEMM Schools and c. AHSSBL Schools

		Female				Male				Overall			
		Completed	%	Not Completed	%	Completed	%	Not Completed	%	Completed	%	Not Completed	%
UoD, Academic & Research Staff (All Grades)	May 15	244	38	401	62	239	30	562	70	483	33%	963	67%
	Jul 15	295	47	336	53	284	36	511	64	579	41%	847	59%
	Oct 15	337	54	291	46	332	43	447	57	669	48%	738	52%
	Jan 16	336	54	287	46	332	44	427	56	668	48%	714	52%
	Apr 16	359	58	265	42	351	46	408	54	710	51%	673	49%
	Jul 16	366	59	251	41	361	47	400	53	727	53%	651	47%
	Oct 16	433	69	192	31	432	58	309	42	865	63%	501	37%
	Jan 17	460	73	167	27	462	63	277	37	922	67%	444	33%
STEMM Schools, Academic & Research Staff (All Grades)	May 15	148	32	318	68	146	24	454	76	294	28%	772	72%
	Jul 15	197	43	257	57	188	32	408	68	385	37%	665	63%
	Oct 15	232	51	222	49	239	40	353	60	471	45%	575	55%
	Jan 16	227	51	220	49	238	41	339	59	465	45%	559	55%
	Apr 16	245	55	203	45	248	43	329	57	493	48%	532	52%
	Jul 16	242	55	201	45	247	43	332	57	489	48%	533	52%
	Oct 16	301	66	152	34	312	55	256	45	613	60%	408	40%
	Jan 17	328	72	127	28	333	59	231	41	661	65%	358	35%
AHSSBL Schools, Academic & Research Staff (All Grades)	May 15	94	53	82	47	91	46	107	54	185	49%	189	51%
	Jul 15	96	55	78	45	94	48	102	52	190	51%	180	49%
	Oct 15	103	60	69	40	92	50	93	50	195	55%	162	45%
	Jan 16	107	61	67	39	92	51	88	49	199	56%	155	44%
	Apr 16	112	64	62	36	101	56	79	44	213	60%	141	40%
	Jul 16	122	71	50	29	111	62	68	38	233	66%	118	34%
	Oct 16	130	76	40	24	116	69	53	31	246	73%	93	27%
	Jan 17	131	77	40	23	125	73	46	27	256	75%	86	25%

Table 5.3.1   University of Dundee, STEMM Schools and AHSSBL Schools, Equality & Diversity online training completion for Academic & Research Staff (all grades)

Developing Leaders Programme (DLP)

This internal leadership programme is now in its 3rd year. A&R and P&S staff are nominated by Deans and Directors and selected by a panel of OPD and HR representatives, VP(APP) and University Secretary. Particular attention is given to gender balance of each cohort.

Nineteen delegates ▮▮▮▮▮▮) from established academic and professional roles participated in the 2016/17 programme consisting of workshops, leadership dialogue/Insights sessions, self-evaluation team profiling, 360 degree feedback, action learning and matching with a mentor. Overall 26 females and 21 males have participated.

Many alumni have now progressed into more senior roles. *For example,* ▮▮▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮▮▮▮ and ▮▮▮▮ new School managers participated prior to gaining these posts. Further impact is evidenced by the positive feedback from participants and creation of internal networks.

"Attending the DLP allowed me the opportunity to develop my understanding of the inner workings of the University of Dundee.......It was my hope I could then leverage that understanding to better align my service team to the needs of the University." (Anon)

Figure 5.3.2.   Quote from a Developing Leaders programme participant (anonymous)

Aurora

We continue to support approximately 5 places per year on the Aurora programme (via nomination). Feedback from the programme is positive **(AP 5.15).**

OPD programme

OPD is our centralised training and development unit. In 2015/16 OPD ran 258 workshops of comprehensive professional development training for all (A&R and P&S) staff at all levels.

Uptake of OPD training

In 2016 of 787 core staff participants 545 were female (31% of eligible population) and 242 were male (18% of eligible population), with 344 PGRs (genders not recorded). The final total of 2,663 places on 258 workshops consisted of 1,613 bookings made by core staff and 1,050 by PGRs.

All workshops are free for individuals to attend. Some sessions are available for all staff and some for a targeted sub-section of staff. Certain specialist training requires nomination by line managers.

OPD also supports cohorts of staff in their development – *for example*, probationers, early career researchers, the deans' group and associate deans' group programmes.

Training opportunities are heavily advertised across UoD to all staff. External development opportunities e.g. Scottish Crucible, LFHE Research Team Leadership are also promoted. Workshops of particular relevance to our AS agenda (such as unconscious bias training **(AP 5.3)** and coaching opportunities) are also advertised via AS networks.

Some examples of training for more junior researchers introduced since our 2013 AS award are:

- Research Integrity Resource: online resource to fulfil our commitment to training specified in the principles of The Concordat to Support Research Integrity. All new PhD students must complete the research integrity training prior to their update review
- Dundee Thesis Bootcamp: Intensive workshops for PGRs working towards thesis completion
- Leadership and Team Working for PGRs
- Vitae's Preparing for Leadership programme for Research Staff
- Eastbio doctoral training partnership– workshop on Leadership for PGRs

Monitoring effectiveness

OPD gathers feedback following each workshop, to inform subsequent OPD provision. All sessions are monitored to ensure they meet participants' needs. The OPD programme is further informed by requests and feedback from individuals, teams and line managers and the OPD Academic Researcher Steering group and by requirements of other drivers such as Vitae, research staff associations and research concordats.

Uptake of all training

Despite extensive training opportunities only 40% (36%F:44%M) of respondents in 2015 indicated receiving identified training, a reduction since 2013 (Figure 5.3.3).
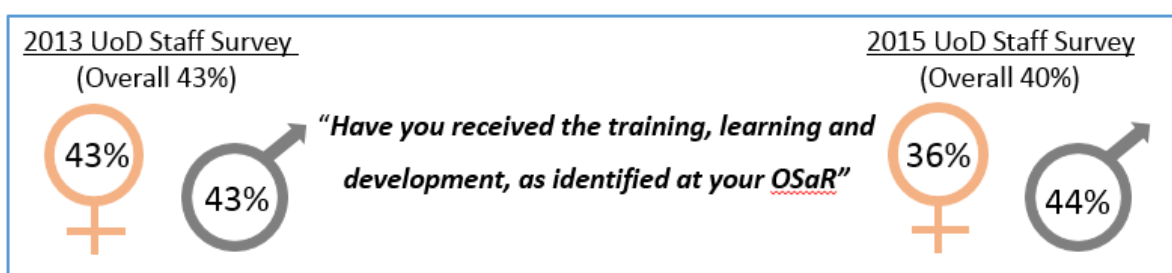
Figure 5.3.3.   University of Dundee Staff Survey responses 2013 and 2015; survey run by Capita Surveys and Research

The survey occurs mid-OPD and OSaR cycle. Some planned training would not yet have been delivered. However, staff may not be obtaining training agreed in OSaR. Line-managers and staff must follow up on all planned training at OSaR, ensure that training documentation is submitted to OPD staff to allow planning of adequate provision. Line-managers must ensure that staff are enabled to undertake training **(AP 5.16)**.

Overall, satisfaction with equality of opportunities (74%) and level of training provided is high (72%). There are gender differences in reported participation in training, learning or development: in 2015 60% of females, but only 50% of males report participation (data include A&R and P&S staff; Figure 5.3.4) **(AP 5.17).**
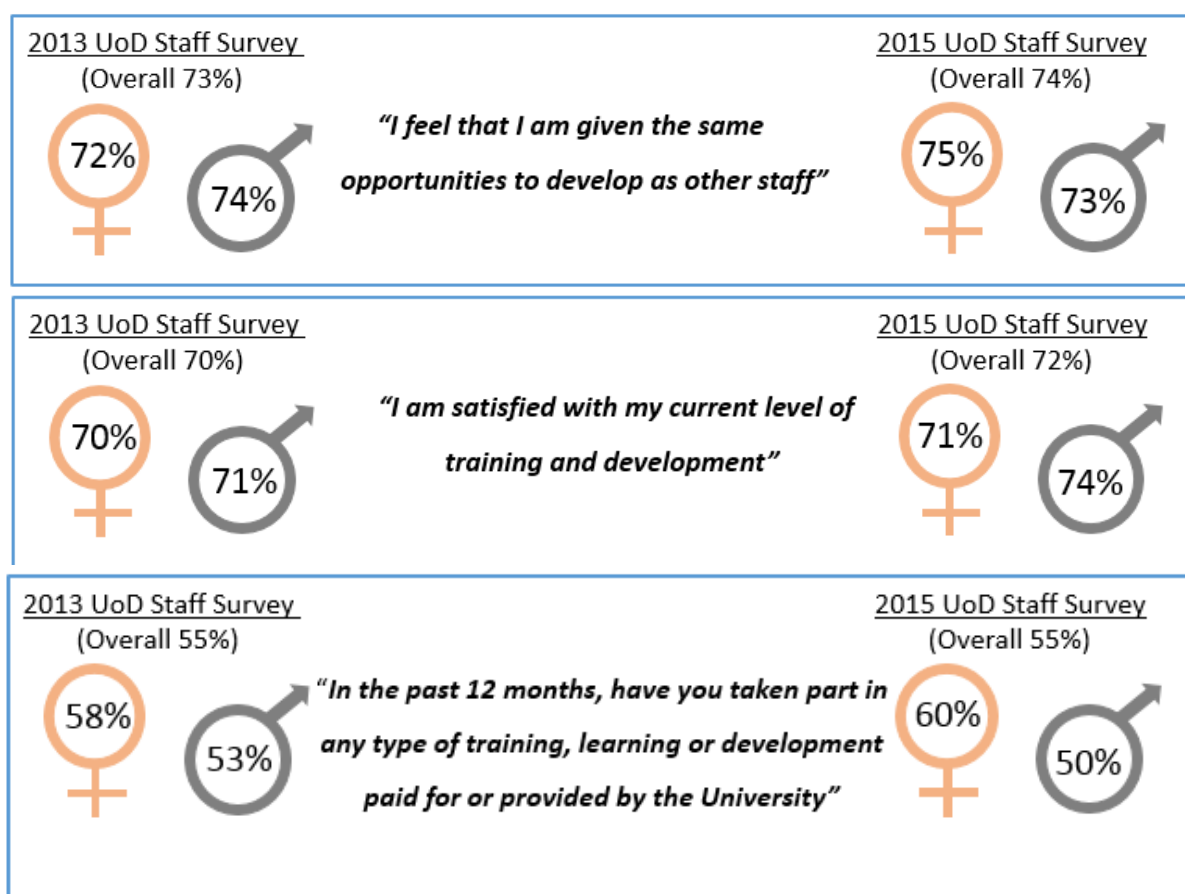
Figure 5.3.4.   University of Dundee Staff Survey responses 2013 and 2015; survey run by Capita Surveys and Research

2017-2021 Actions

AP 5.3 Increase availability and uptake of unconscious bias training and engagement with implicit association tests

AP 5.14 Further increase completion rates of E&D training

AP 5.15 Maintain involvement with Aurora programme

AP 5.16 Improve completion of training

AP 5.17 Encourage and facilitate more equal participation in training, learning or development

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

See Data Notes 1, 5, 6, 12 & 16

OSaR is a face-to-face annual review between line-manager and A&R and P&S staff members. In terms of career development, it aims to:

- review annual performance
- agree objectives, measures and target dates for the next year
- recognise successes and challenges
- discuss factors that may be obstructing performance or achievement of objectives
- agree training and development activities to support achievement of future objectives and agreed career aspirations

Participation is the norm in all categories apart from PDRAs, who have more regular reviews with their PIs.

Additional OSaRs can be arranged as required.

A revised OSaR introduced in 2012/3 was met with enthusiasm by staff. Non-completion that year was at its lowest level (Figure 5.3.5, Table 5.3.2) Subsequently, completion declined but a high-profile campaign ensured completion rose in 2015/16. There is little difference in completion rates according to grade (Figure 5.3.6, Figure 5.3.7, Table 5.3.3, Table 5.3.4, Table 5.3.5). Participation by females in AHSSBL Schools was lower than for males in 2015. We aim for 90% completion **(AP 5.18)**.
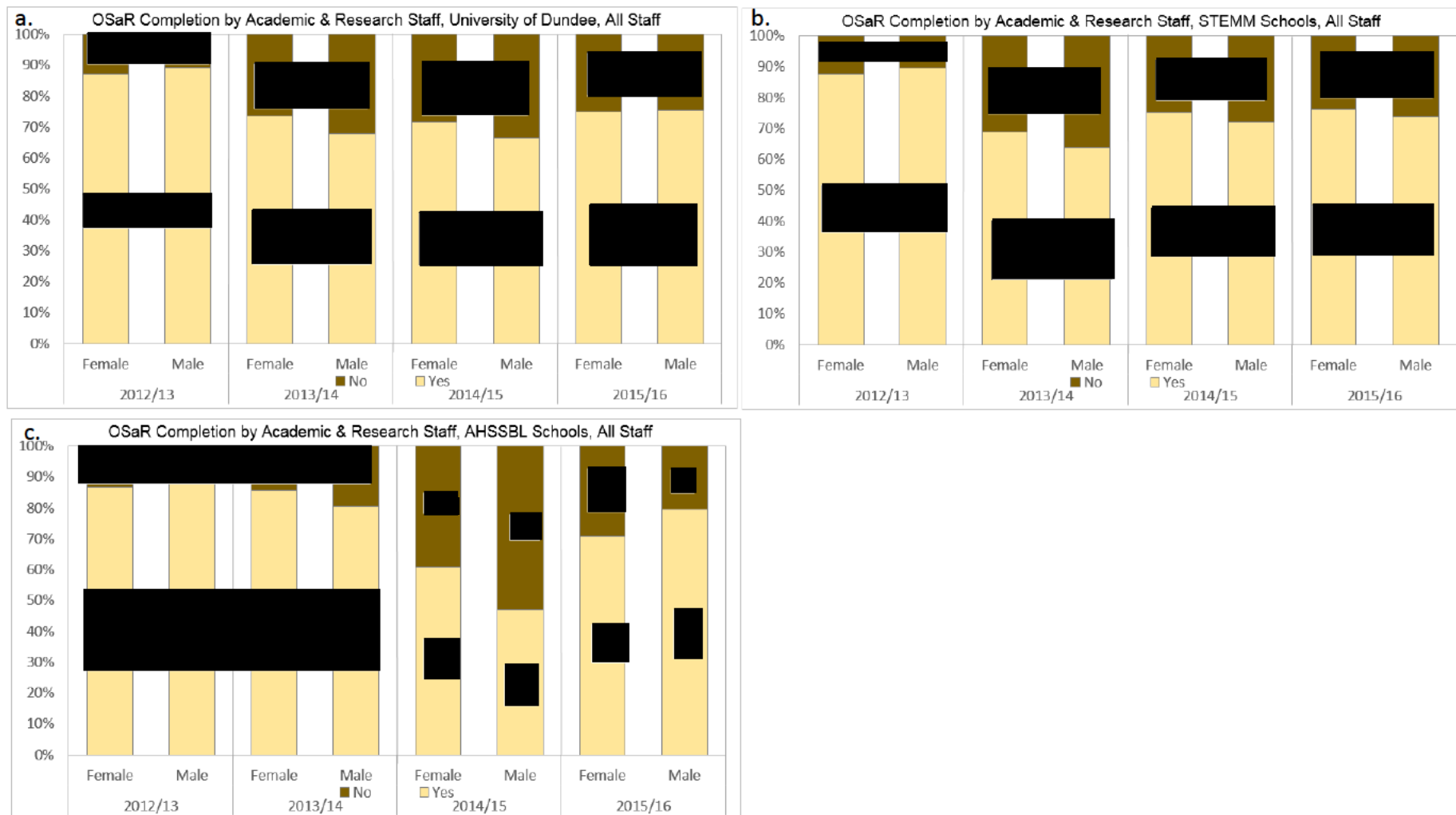
Figure 5.3.5. OSaR completion by gender for a. University of Dundee, b. STEMM Schools and c. AHSSBL Schools Academic & Research staff (all grades) over a four-year reporting period

		2012/13				2013/14				2014/15				2015/16			
		F	% of Total	M	% of Total	F	% of Total	M	% of Total	F	% of Total	M	% of Total	F	% of Total	M	% of Total
UoD Academic & Research Staff All Grades	Yes		87		89		73		68		71		66		75		75
	No		13		11		27		32		29		34		25		25
Total (UoD A&R Sta																	
STEMM Schools A&R Staff, All Grades	Yes		88		90		69		64		75		72		76		74
	No		12		10		31		36		25		28		24		26
Total (STEMM Schools A&R Sta																	
AHSSBL Schools A&R Staff, All Grades	Yes		87		89		86		80		61		47		71		80
	No		13		11		14		20		39		53		29		20
Total (AHSSBL Schools A&R Sta																	

Table 5.3.2   University of Dundee, STEMM Schools and AHSSBL Schools, Completion of OSaR meetings by Academic & Research staff over a four-year period
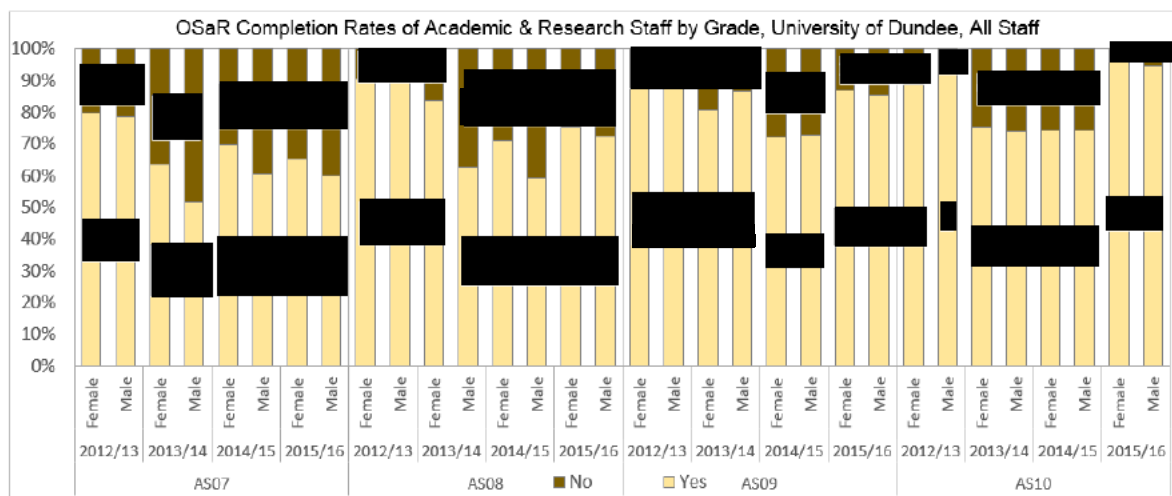
Figure 5.3.6.   University of Dundee, OSaR completion rates by gender for Academic & Research Staff by grade over the four-year reporting period

		2012/13				2013/14				2014/15				2015/16			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
AS07	Yes		80		78		64		52		70		60		65		60
	No		20		22		36		48		30		40		35		40
Grade AS07 Total			100		100		100		100		100		100		100		100
AS08	Yes		91		93		84		63		71		59		75		72
	No		9		7		16		37		29		41		25		28
Grade AS08 Total			100		100		100		100		100		100		100		100
AS09	Yes		96		91		81		86		72		73		87		85
	No		4		9		19		14		28		27		13		15
Grade AS09 Total			100		100		100		100		100		100		100		100
AS10	Yes		88		94		75		74		74		74		97		95
	No		12		6		25		26		26		26		3		5
Grade AS10 Total			100		100		100		100		100		100		100		100
Academic & Research Total			100		100		100		100		100		100		100		100

Table 5.3.3   University of Dundee, OSaR completion rates by gender for Academic & Research Staff by grade over the four-year reporting period
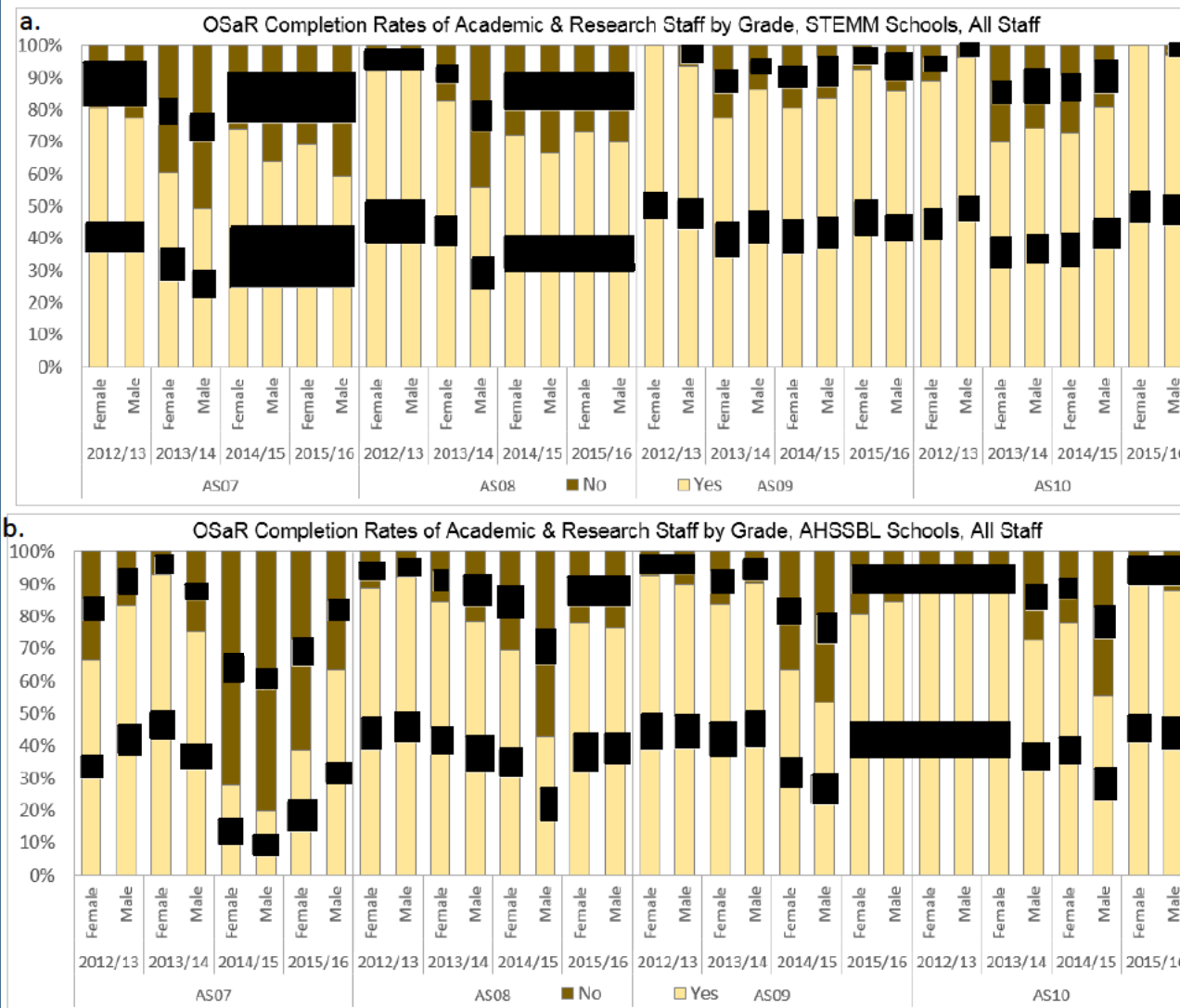
Figure 5.3.7. OSaR completion rates by gender for Academic & Research Staff by grade over the four-year reporting period a. STEMM Schools and b. AHSSBL Schools

		2012/13				2013/14				2014/15				2015/16			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
AS07	Yes		81		78		61		49		74		64		69		59
	No		19		22		39		51		26		36		31		41
Grade AS07 Total			100		100		100		100		100		100		100		100
AS08	Yes		92		93		83		56		72		67		73		70
	No		8		7		17		44		28		33		27		30
Grade AS08 Total			100		100		100		100		100		100		100		100
AS09	Yes		100		93		78		86		80		84		93		86
	No		0		7		23		14		20		16		7		14
Grade AS09 Total			100		100		100		100		100		100		100		100
AS10	Yes		89		96		70		74		73		81		100		97
	No		11		4		30		26		27		19		0		3
Grade AS10 Total			100		100		100		100		100		100		100		100
Academic & Research Total			100		100		100		100		100		100		100		100

Table 5.3.4   STEMM Schools, OSaR completion rates by gender for Academic & Research Staff by grade over the four-year reporting period

		2012/13				2013/14				2014/15				2015/16			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
AS07	Yes		67		83		93		75		28		20		39		64
	No		33		17		7		25		72		80		61		36
Grade AS07 Total			100		100		100		100		100		100		100		100
AS08	Yes		89		92		84		78		70		43		78		77
	No		11		8		16		22		30		57		22		23
Grade AS08 Total			100		100		100		100		100		100		100		100
AS09	Yes		93		90		84		90		63		53		80		84
	No		7		10		16		10		37		47		20		16
Grade AS09 Total			100		100		100		100		100		100		100		100
AS10	Yes		88		88		88		73		78		56		91		88
	No		13		13		13		27		22		44		9		12
Grade AS10 Total			100		100		100		100		100		100		100		100
Academic & Research Total			100		100		100		100		100		100		100		100

Table 5.3.5   AHSSBL Schools, OSaR completion rates by gender for Academic & Research Staff by grade over the four-year reporting period

Effectiveness of OSaR

58% of respondents (Figure 5.3.8) indicated OSaR was useful. We review OSaR regularly to try to ensure it remains relevant and easy to use. For example, OSaR paperwork now includes a checklist of activities all staff should complete such as E&D training. OPD provide training for conducting OSaR meetings. We wish to continue to improve OSaR effectiveness **(AP 5.19).**

2013 UoD Staff Survey (Overall 58%)

53% (Female)   61% (Male)

"Was your OSaR meeting useful for you?"

2015 UoD Staff Survey (Overall 58%)

59% (Female)   59% (Male)
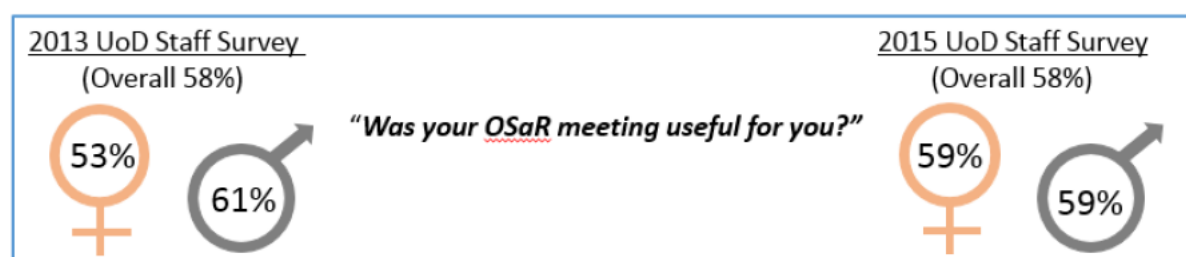
Figure 5.3.8.   University of Dundee Staff Survey responses 2013 and 2015; survey run by Capita Surveys and Research

2017-2021 Actions

AP 5.18 Improve OSaR completion rate

AP 5.19 Improve reported usefulness of OSaR process
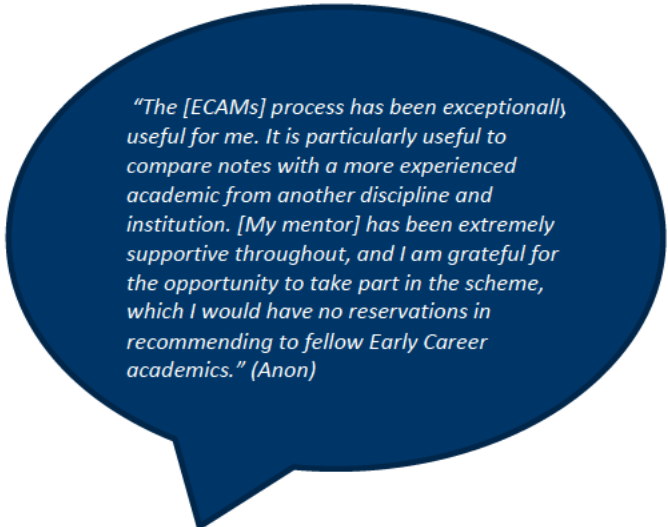
(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

We are committed to supporting and developing the careers of our research community. In recognition of this, in 2011, we were granted, and have maintained, the HR Excellence in Research Award.

There are many training opportunities for researchers available via OPD (Section 5.3 (i)) plus:

- Early career academic mentoring scheme (ECAMs) with approximately 60-75 partnerships per cycle (2016/17 – 63 mentees (35F:28M) and 54 mentors (26F:28M)), operated jointly by UoD and University of St. Andrews **(AP 5.20)**

- Each probationary member of staff is assigned a mentor. This partnership usually lasts until the staff member passes probation. Additionally, many Schools offer bespoke training, seminar series and internal formal and informal support

"The [ECAMs] process has been exceptionally useful for me. It is particularly useful to compare notes with a more experienced academic from another discipline and institution. [My mentor] has been extremely supportive throughout, and I am grateful for the opportunity to take part in the scheme, which I would have no reservations in recommending to fellow Early Career academics." (Anon)

Figure 5.3.9.   Quote from ECAMs participant

In March 2017 we introduced 'Blazing the Trail'. This event gave professionals, early-career researchers and graduates an opportunity to listen to talks by and network with prominent women in science from across Scotland.

Schools offer subject-specific support (AP 5.21) including:

- pre-submission reviews of funding applications
- mock interview panels
- research paper peer review
- seminar programmes
- workshops
- formal and informal peer review used to proactively develop teaching skills
- academics are encouraged to complete PGCert THE accredited by HEA to earn FHEA status

To increase awareness of skills required in leadership roles, we will introduce leadership shadowing (AP 5.22).

2017-2021 Actions

AP 5.20 Maximise reach of mentorship

AP 5.21 Coordinate careers talks and events

AP 5.22 Leadership shadowing

PROGRESS/IMPACT (2013- 2017 AS Actions)

- Programme of training including DLP and Aurora to promote leadership skills available (2.3)
- Career planning and training requirements are included in annual OSaR review (3.7)
- Manager training on OSaR review is available in OPD (3.7)

5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi)Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5. Flexible working and managing career breaks
Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the institution offers to staff before they go on maternity and adoption leave.

Discussion begins as soon as a member of staff announces their plans for child(ren), on how best support the staff member, *for example,* by adjusting work requirements where necessary.

Support for pregnant staff is formalised in our maternity leave policy which covers:

- ante-natal care
- health and safety
- applying for maternity leave
- shared parental leave
- maternity pay
- returning to work
- Keeping in Touch (KIT) days
- facilities for breast feeding

We recognise that staff who adopt a child require sufficient time for bonding, building trust and developing a family unit. Our adoption policy covers:

- shared parental leave
- right to attend adoption appointments
- applying for adoption leave
- overseas adoption
- adoption pay
- returning to work
- KIT days

Policies are implemented in Schools and Directorates. To ensure uniformity, in 2015 we introduced a 'Maternity and Adoption – Manager's Checklist' **(AP 5.23).** This ensures managers with pregnant/adopting staff are fully aware staff rights, interim arrangements, support during leave, and arrangements for return. Training for managers is in place but does not reach all managers. In particular, in units where maternity leave is uncommon staff may require extra informal peer support **(AP 5.24).**

2017-2021 Actions
AP 5.23 Formally evaluate usefulness of maternity checklist
AP 5.24 Increase support for staff before, during and after maternity/paternity/adoption leave

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the institution offers to staff during maternity and adoption leave.

Employees with 12 months employment at the expected week of childbirth (maternity) or placement (adoption) are entitled to:

- 8 weeks on full pay
- plus 16 weeks on half pay
- plus 15 weeks SMP
- plus up to 13 weeks on unpaid leave thereafter
- up to 10 KIT days (separate or in a block) without losing entitlement to maternity/adoption leave or pay.

Maternity leave cover is managed in Schools/Directorates according to requirements.

During maternity leave the managers checklist reminds managers to:
- Finalise arrangements for KIT days and arrange payment
- Keep in contact with staff member during leave as agreed
- Notify staff member of the ARP round
- Ask staff member to request flexible working in good time so it can be carefully considered
- Advise that any request for Shared Parental Leave needs to be notified at least 8 weeks in advance
- Agree how any accrued annual leave will be taken

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Our policies and managers' checklist remind staff and managers for the need to plan for a return to work in a managed and supportive way **(AP 5.24).** This includes:

- arranging for a re-orientation back into the workplace
- consideration of workload and balancing of duties during the settling in period and beyond
- discussing and agreeing workload allocation and any changes in emphasis to the role
- following up on any agreed changes to hours/working patterns
- updating the Health & Safety Risk Assessment and making any necessary arrangements in relation to breastfeeding/expressing (**AP 5.25)**
- consideration of development activities and support to minimise disruption to career
- encouragement and support in relation to the academic promotions round.

Accrued annual leave can be taken flexibly as agreed with line-manager. We accommodate requests wherever possible. It may be used to facilitate phased re-entry after maternity

leave. If helpful to the returner, accrued leave can be carried over to the next annual leave cycle to allow the returner as much benefit from paid leave as possible.

Since our 2013 award we have installed two designated parent/infant rooms on City Campus and have negotiated access to shared facilities at Ninewells and Kirkcaldy. There are many instances of private facilities in Schools and Directorates being made available for breast feeding and/or expressing. Usage of designated rooms varies from zero to over 100 uses. Awareness of facilities and our ability to accommodate requests is low **(AP 5.25)**.

Despite this support, maternity leave and other parental leave can disrupt career progression **(AP 5.26 & 5.27).**

2017-2021 Actions

AP 5.24 Increase support for staff before, during and after maternity/paternity/adoption leave

AP 5.25 Increase awareness of breastfeeding facilities

AP 5.26 Minimise disruption to career following break for maternity/paternity/adoption leave

AP 5.27 Track the "typical academic career journey" by gender

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(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

See Data Notes 1, 2, 5, 6, 7 & 18

Return to work rate is 100%. Maternity leave-takers are present at all A&R grades, except AS10 (Figure 5.5.1 to Figure 5.5.6; Table 5.5.1 to Table 5.5.6) **(AP 5.28).**

Many research contracts are fixed-term. Members of staff will take maternity leave at different points in their term. Extensions of contract depend on the funder. Line-managers provide support locally for making arrangements with the funder via return to work plan **(AP 5.24).**
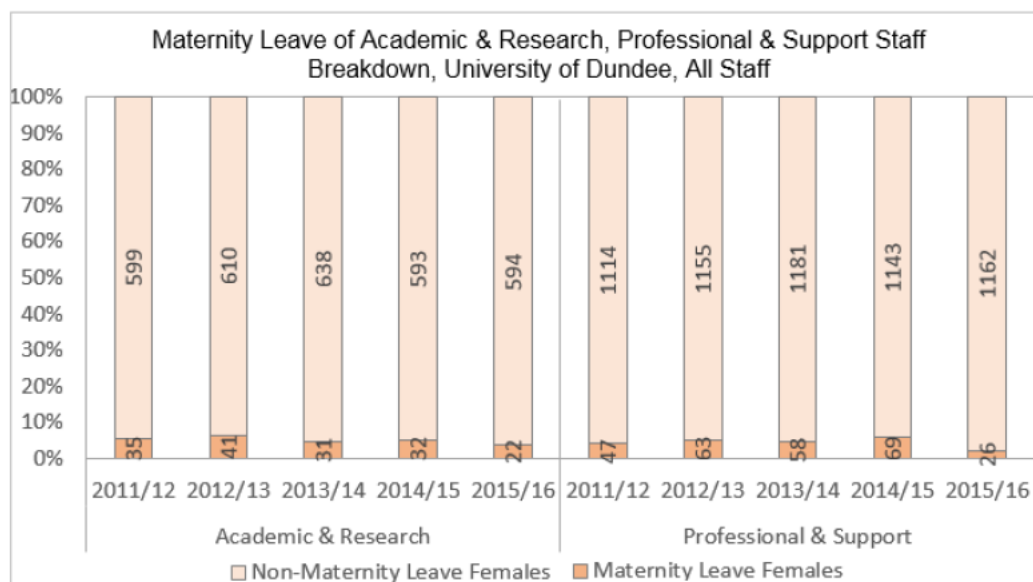
Figure 5.5.1 University of Dundee, Maternity leave of Academic & Research staff and Professional & Support staff

	2011/12			2012/13			2013/14			2014/15			2015/16		
	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total
Academic & Research Staff	35	634	6%	41	651	6%	31	669	5%	32	625	5%	22	616	4%
Professional & Support Staff	47	1,162	4%	63	1,219	5%	58	1,240	5%	69	1,213	6%	26	1,188	2%
UoD Overall Staff Total	82	1,796	5%	104	1,870	6%	89	1,909	5%	101	1,838	5%	48	1,804	3%

Table 5.5.1. University of Dundee, Maternity leave of Academic & Research Staff and Professional & Support staff

Figure 5.5.2   University of Dundee, Maternity leave of Academic & Research staff by grade over the five-year reporting period
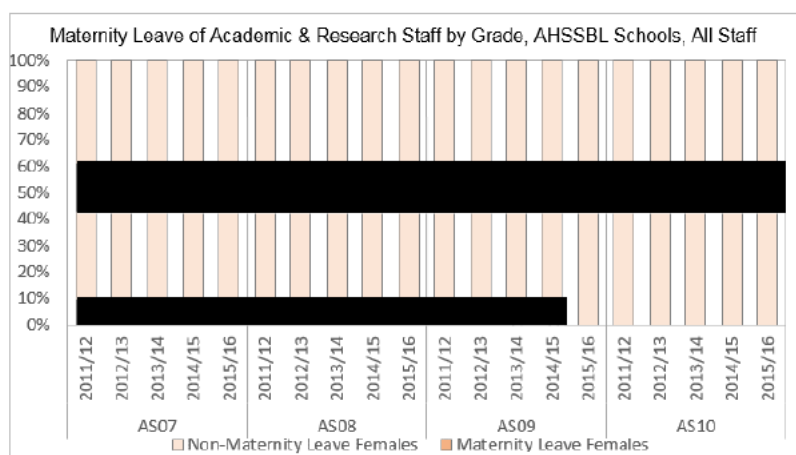
	2011/12			2012/13			2013/14			2014/15			2015/16		
	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total
AS07															
AS08															
AS09															
AS10															
Academic & Research Total															

Table 5.5.2.   University of Dundee, Maternity leave of Academic & Research staff by grade over the five-year reporting period
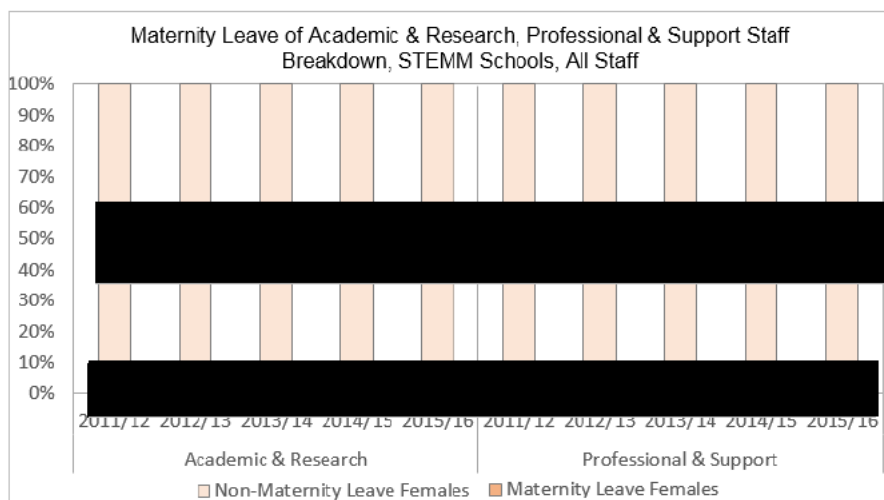
STEMM Schools

Figure 5.5.3   STEMM Schools, Maternity leave of Academic & Research staff and Professional & Support staff over the five-year reporting period

	2011/12			2012/13			2013/14			2014/15			2015/16		
	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total
Academic & Research Staff															
Professional & Support Staff															
STEMM Schools Overall Staff Total															

Table 5.5.3.
& Support staff over the five-year reporting period

Figure 5.5.4 STEMM Schools, Maternity leave of Academic & Research staff by grade over the five-year reporting period

Table 5.5.4. STEMM Schools, Maternity leave of Academic & Research staff by grade within the STEMM Schools over the five-year reporting period

AHSSBL Schools

Figure 5.5.5 AHSSBL Schools, Maternity leave of Academic & Research staff and Professional & Support staff over the five-year reporting period

Table 5.5.5. AHSSBL Schools, Maternity leave of Academic & Research staff and Professional & Support staff within the AHSSBL Schools over the five-year reporting period

Figure 5.5.6   AHSSBL Schools, Maternity leave of Academic & Research staff by grade over the five-year reporting period

	2011/12			2012/13			2013/14			2014/15			2015/16		
	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total
AS07															
AS08															
AS09															
AS10															
Academic & Research Total															

Table 5.5.6.   AHSSBL Schools, Maternity leave of Academic & Research staff by grade over the five-year reporting period

2017-2021 Actions

AP 5.24 Increase support for staff before, during and after maternity/paternity/adoption leave

AP 5.28 Assess maternity return rate beyond immediate period

SILVER APPLICATIONS ONLY
Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

See Data Notes 1, 2, 5, 6, 7 & 19

Since our 2013 award, we now capture this data (Figure 5.5.7 to Figure 5.5.11; Table 5.5.7 to Table 5.5.11).

Staff are entitled to 2 weeks' paid paternity leave. Recorded uptake is very low. Notifying, recording and reporting is currently a multi-stage manual process and we may be "losing" data at some stage. It may also be that, due to the inherent flexibility of A&R and more senior P&S contracts and having no effect on pay, not all staff feel it is necessary to make formal notification of this leave **(AP 3.9 & 5.29)**.

A handful of staff have taken shared parental leave. We wish to embed this in our culture and support parents **(AP 5.30)**.

Figure 5.5.7 University of Dundee, Paternity leave uptake for Academic & Research staff and Professional & Support Staff for the two year reporting period

Table 5.5.7. University of Dundee, Paternity leave uptake for Academic & Research staff and Professional & Support Staff for the two-year reporting period
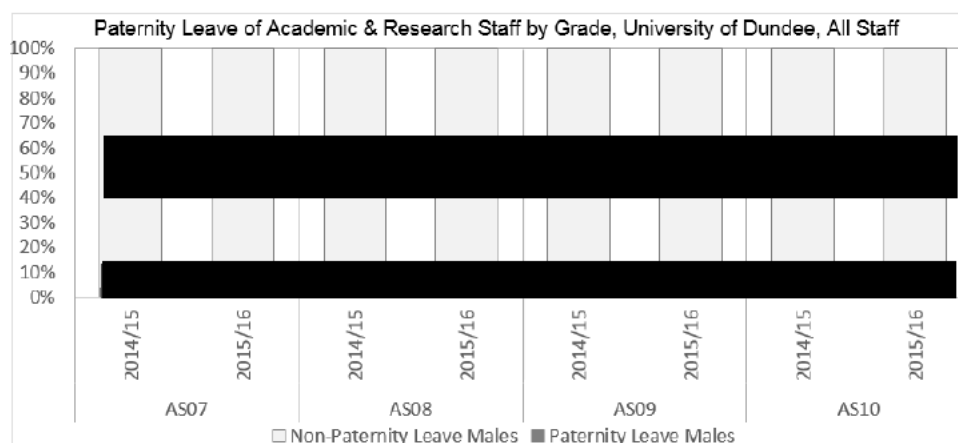
Figure 5.5.8 University of Dundee, Paternity leave uptake for Academic & Research staff by grade for the two-year reporting period

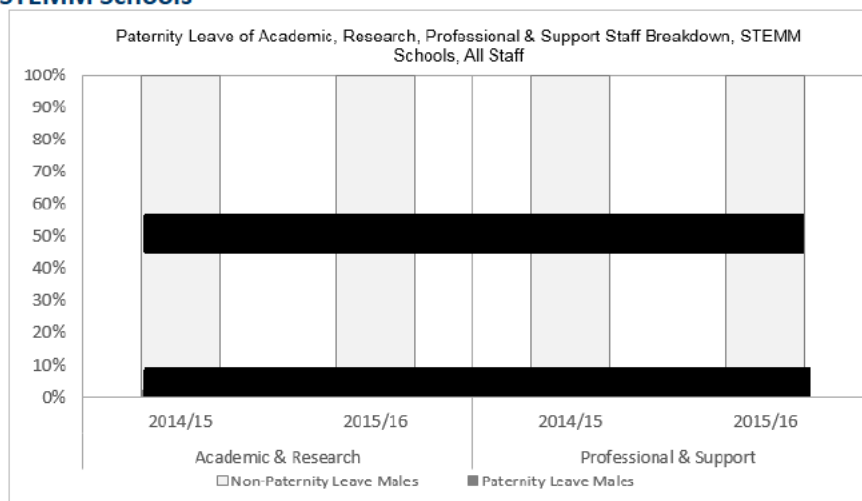|	2014/15			2015/16		
	Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total
AS07						
AS08						
AS09						
AS10						
UoD A&R Staff Total						

Table 5.5.8. University of Dundee, Paternity leave uptake for Academic & Research staff by grade for the two-year reporting period

STEMM Schools

Figure 5.5.9 STEMM Schools, Paternity leave uptake for Academic & Research staff and Professional & Support Staff for the two-year reporting period

	2014/15			2015/16		
	Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total
Academic & Research						
Professional & Support						
STEMM Schools Overall Staff Total						

Table 5.5.9. STEMM Schools, Paternity leave uptake for Academic & Research staff and Professional & Support Staff for the two-year reporting period
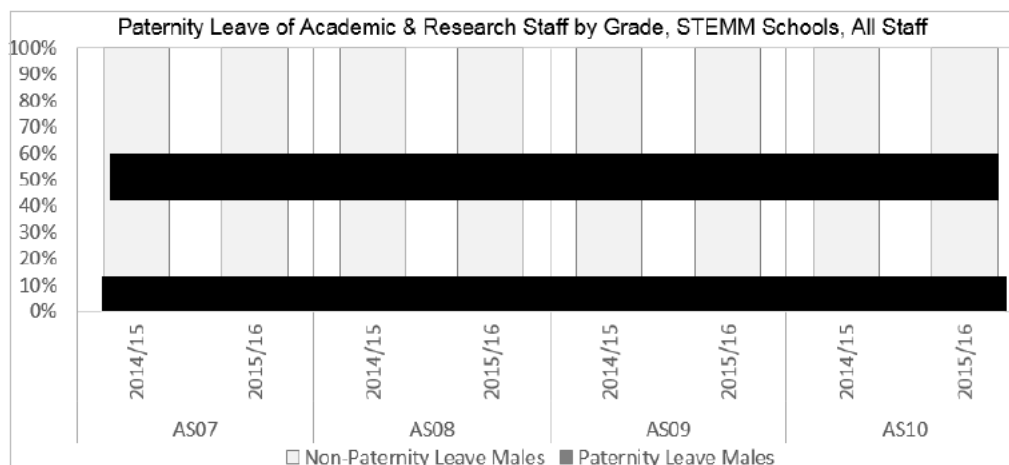
Figure 5.5.10   STEMM Schools, Paternity leave uptake for Academic & Research staff by grade for the two-year reporting period

	2014/15			2015/16		
	Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total
AS07						
AS08						
AS09						
AS10						
STEMM Schools A&R Staff Total						

Table 5.5.10.   STEMM Schools, Paternity leave uptake for Academic & Research staff by grade for the two-year reporting period
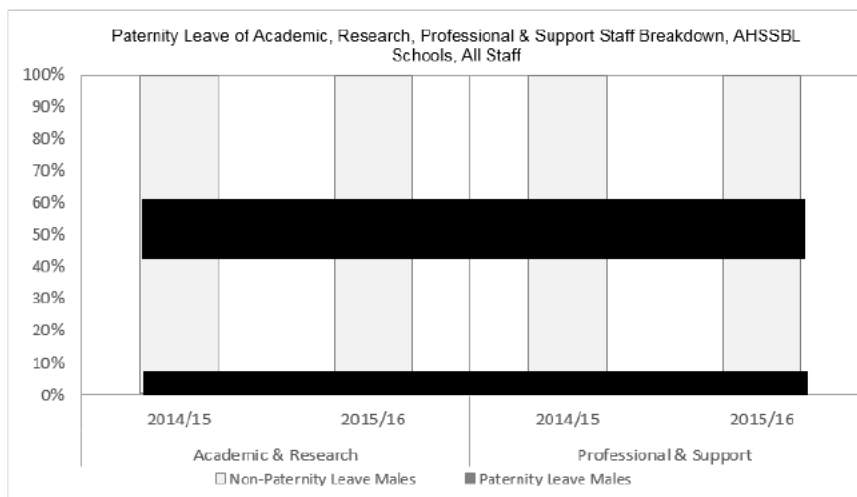
AHSSBL Schools

Figure 5.5.11   AHSSBL Schools, Paternity leave uptake for Academic & Research staff and Professional & Support Staff for the two year reporting period

	2014/15			2015/16		
	Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total
Academic & Research						
Professional & Support						
AHSSBL Schools Overall Staff Total						

Table 5.5.11.   AHSSBL Schools, Paternity leave uptake for Academic & Research staff and Professional & Support Staff for the two-year reporting period

2017-2021 Actions

AP 3.9 Provide AS data. Ensure that data systems are fit for purpose and meet the requirements of AS data provision

AP 5.29 Increase accuracy of recording and reporting of maternity, paternity and parental leave

AP 5.30 Embed shared parental leave in UoD culture

(vi) Flexible working

Provide information on the flexible working arrangements available.

See Data Notes 1, 2, 5, 6, 7, 12 & 20

Our suite of policies allows great flexibility (Table 5.5.12). We accommodate requests wherever possible.

Flexible working hours	Employees have, within set limits, flexible start and finish times
Part Time Working	Employee is contracted to work a proportion of normal full-time working and is paid pro-rata and receives contractual benefits over a 52 week period
Job Sharing	Two or more individuals, with separate contracts of employment, share the responsibilities of a full-time job
Semester Time Working	Work may be full or part-time and salaries may be paid pro-rata during the whole year or the period between semesters may be treated as unpaid leave.
Voluntary Reduced Working Time	Full-time working hours reduced by agreed percentage for a specified period with the possibility then of either returning to full-time work or extending the reduced work time arrangement.
Annual Hours	Employee has contract for a total number of working hours over a 12-month period allowing matching of peaks and troughs in workload with hours worked.
Remote Working / Home Working / Flexi-Place / Tele-Working	Arrangements which create flexibility in a work place rather than work time.
Career Break / Employment Break	Extended period of unpaid leave from work
Leave of Absence	Includes: Periodic leave / Sabbatical, Special Leave with Pay /Special Leave without Pay or with Partial Pay

Table 5.5.12.   Types of flexible working available at University of Dundee

Flexible working such as remote working or flexible working hours to enable school drop-offs and pick-ups is very common. This is undertaken by staff at all levels, including members of UEG where meeting timings are adjusted to accommodate this.

Flexibility is an inherent benefit of A&R and senior P&S contracts, which give no set weekly hours. For staff with fixed hours we operate either paid overtime or time-off-in-lieu arrangements.

Policies are listed prominently on our webpages and heavily advertised but still only approximately 1/3 of staff reported awareness of policies (AS survey 2015 and 2016). We will monitor the impact of further promotion via the 2017 AS survey **(AP 5.31).**

Formal training for managers is via "HR for Managers" workshops. HR partners ensure fair implementation across UoD.

In practical terms, we have readily available technology to enable Skyping in to meetings and teleconferencing. Our annual or pay and display parking permit system accommodates flexible on-site working patterns.

2013 UoD Staff Survey (Overall 71%) — 72% / 70%
"I feel I have a good work-life balance"
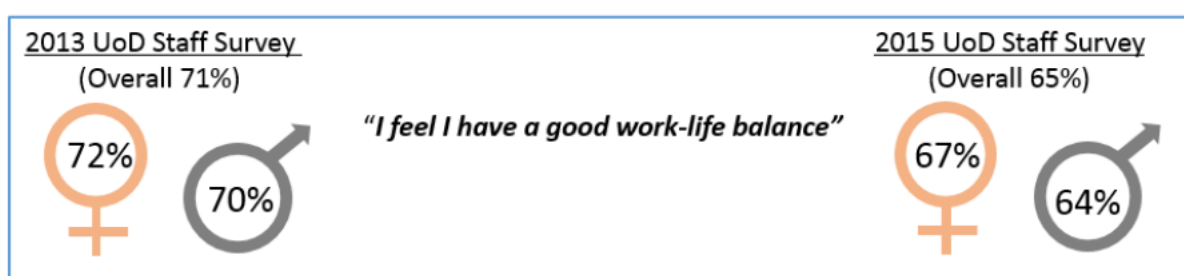2015 UoD Staff Survey (Overall 65%) — 67% / 64%

Figure 5.5.12   University of Dundee Staff Survey responses 2013 and 2015; survey run by Capita Surveys and Research

65% of respondents felt they had a good work-life balance in 2015, down from 71% in 2013 (Figure 5.5.12). The university-wide restructuring in 2015 is likely to have influenced responses **(AP 5.32).**

We now collect data on new, formal flexible working requests (Table 5.5.13 to Table 5.5.15). We do not capture informal requests or flexible working which is ongoing.

Applications were made across Schools and Directorates and by A&R staff at all grades. Most requests were made by females. ██████████████████████

		2014/15				2015/16			
		Female	%	Male	%	Female	%	Male	%
STEMM Schools	All Staff	██	100	██	0	██	71	██	29
AHSSBL Schools	All Staff	██	100	██	0	██	100	██	0
PS Staff	All Staff	██	93	██	7	██	91	██	9
Overall UoD Staff Total		██	95	██	5	██	89	██	11

Table 5.5.13.   Flexible working applications for All Staff in STEMM Schools, AHSSBL Schools, and the Professional Services (PS) Directorates over the two-year reporting period

		2014/15				2015/16			
		Female	%	Male	%	Female	%	Male	%
UoD Academic & Research Staff	Total Applications								
	Accepted								
	Rejected								
	Unrecorded								
UoD Professional & Support Staff	Total Applications								
	Accepted								
	Rejected								
	Unrecorded								

Table 5.5.14.   University of Dundee, Flexible working applications for Academic & Research staff and Professional & Support Staff by decision over the two-year reporting period

		2014/15				2015/16			
		Female	%	Male	%	Female	%	Male	%
Accepted	AS07								
	AS08								
	AS09								
	AS10								
Accepted Total									
Rejected	AS07								
	AS08								
	AS09								
	AS10								
Rejected Total									
Unrecorded	AS07								
	AS08								
	AS09								
	AS10								
Unrecorded Total									
Academic & Research Total									

Table 5.5.15.   University of Dundee, Flexible working applications by type and grade for Academic & Research staff by decision over the two-year reporting period

2017-2021 Actions

AP 5.31 Increase awareness of work-life balance policies

AP 5.32 Improve staff experience of work-life balance

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Our Flexible Working Policy allows provision for all staff to request changes to their working hours. There are many examples of such changes across UoD at all levels.

Working hours or patterns are frequently altered temporarily at a time of need and original working hours reinstated afterwards in agreement between line-manager, staff member and HR.

Phased return is common following long term leave. Following sickness leave we frequently offer a period of restricted hours work on full pay. This may last for several months. Many people use accrued holiday as a way of phasing return following maternity leave.

HR provide guidance to staff and line managers during these periods.

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

See Data Notes 1, 2, 5, 6, & 210

UoD on-site nursery expanded in Jan 2016 to accommodate infants and pre-school children. Capacity increased from 40 to 129 full-time places. Preferential rates and first priority on spaces are given to students. Students are able to take their child(ren) out of nursery free of charge over summer and Easter vacation periods. A discretionary fund for home students may be awarded to help with childcare costs.

Out of hours child- and other dependant-care can be problematic for people attending courses away from home. AS initiatives have resulted in dependant-care grants being offered by four Schools and these cover childcare (and other caring) costs associated with training or career development away from home or outside usual working patterns. Notably SLS has recently broadened the eligible pool of staff to post docs (as well as academics) and SNHS offers the grants to all P&S as well as A&R staff. We do not currently have a central fund but we are considering how best to take this forward **(AP 5.33)**.

Our Institute of Sport and Exercise hosts day-long school holiday sports activities for school-aged children.

We offer a salary sacrifice childcare voucher scheme. We record uptake but have no way of knowing the eligible pool or who could potentially benefit (Figure 5.5.13, Table 5.5.16).

Feedback at AS events suggests that there is inconsistent awareness of the scheme. Proportions of females and males participating in the scheme are roughly equivalent to the proportions across UoD. Fewer AS10 staff participate compared with other grades **(AP 5.34)**.
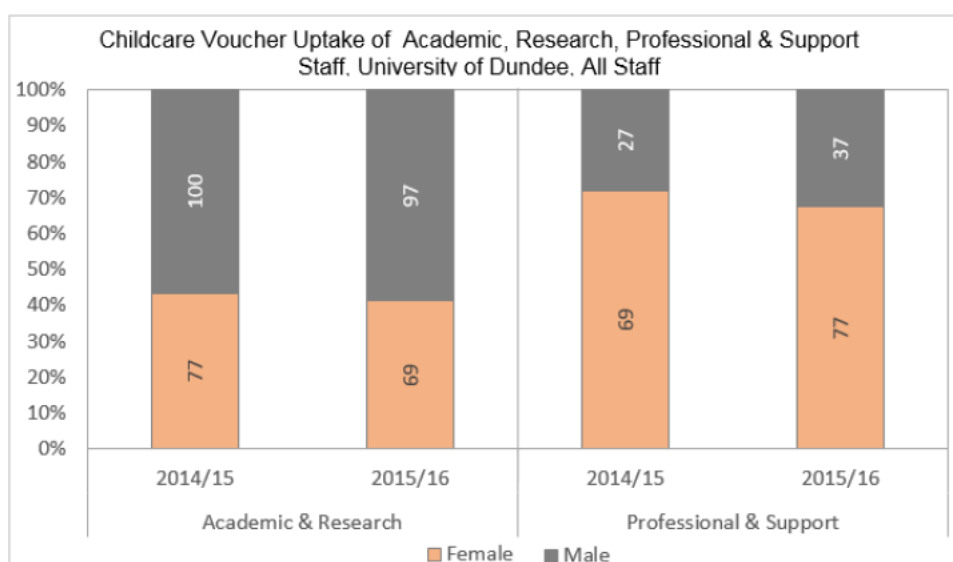
Figure 5.5.13   University of Dundee, Childcare voucher uptake of Academic & Research staff and Professional & Support staff over the two year reporting period

	2014/15				2015/16			
	Female	%	Male	%	Female	%	Male	%
Academic & Research Staff	77	44	100	56	69	42	97	58
Professional & Support Staff	69	72	27	28	77	68	37	32
UoD Overall Staff Total	**146**	**53**	**127**	**47**	**146**	**52**	**134**	**48**

Table 5.5.16.   University of Dundee, Childcare voucher uptake of Academic & Research staff and Professional & Support staff over the two-year reporting period

2017-2021 Actions

AP 5.33 Support flexible/emergency out-of-hours childcare needs

AP 5.34 Increase awareness of childcare vouchers

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

Time off to support dependants at times of emergency or medical need is widely accommodated for staff in all grades and roles. Our "Family Leave – children and dependants" – policy formalises this. Time off is normally limited to up to three days without loss of pay and subsequent days, paid or unpaid, may be granted, depending on the circumstance.

For parents, further unpaid "Parental Leave" is available. Entitlement is to up to 18 weeks unpaid leave to care for a child (maximum of 4 weeks leave in one year) up until the child's 18th birthday **(AP 5.31).**

2017-2021 Actions

AP 5.31 Increase awareness of work-life balance policies.

PROGRESS/IMPACT (2013- 2017 AS Actions)

- Data on parental leave, flexible working and career breaks is now collected and reviewed annually (5.7)
- Work-life balance policies are reviewed annually, updated and are widely publicised (5.9). Awareness monitored through UoD AS survey (5.10)
- Workshop on flexible working run by Equate Scotland and attended by School Managers (5.10)
- Training of work-life balance champions has been undertaken in Health Schools (5.10)
- On-site nursery expanded in 2016 with capacity and age range of children increased (5.8)
- Childcare voucher salary sacrifice scheme is offered (5.8)

5.6.   Organisation and culture

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

See Data Notes 12

UoD's culture is shaped by our core values:

Figure 5.6.1.   University of Dundee core values, released as part of the University's Transformation Vision in 2012

Awareness of and overcoming unconscious biases, making time to support others, recognising and respecting differences, promoting inclusion, encouraging and enabling professional development are all encouraged. Senior leadership in our E&D and AS groups drives this forward (**see section 2**). Staff are aware of and committed to our core values (Figure 5.6.1 & Figure 5.6.2).

2013 UoD Staff Survey (Overall 83%) — 84% / 82% — *"I am aware of the University's Vision and Values?"* — 2015 UoD Staff Survey (Overall 84%) — 85% / 83%

2013 UoD Staff Survey (Overall 89%) — 90% / 87% — *"I am committed to the University's Values?"* — 2015 UoD Staff Survey (Overall 88%) — 89% / 87%

Figure 5.6.2.   University of Dundee Staff Survey responses 2013 and 2015; survey run by Capita Surveys and Research

Inclusivity is crucial. We involve staff and students in decision making, *for example* though:

- Court, Senate and School boards
- Staff-student liaison meetings
- Listening to diversity groups and engagement with the Race Equality Charter, Stonewall and AS

We promote health and well-being through (Figure 5.6.3):

- Counselling service
- First Call counselling volunteers
- Medical centre
- Chaplaincy Centre Support
- Sports centre and swimming pool with special membership rates for staff, family members and students
- Cafes
- Green spaces and communal areas

And training such as:

- Stress management (part of mandatory E&D training)
- Introduction to managing staff with mental health difficulties
- Raising awareness of mental health issues
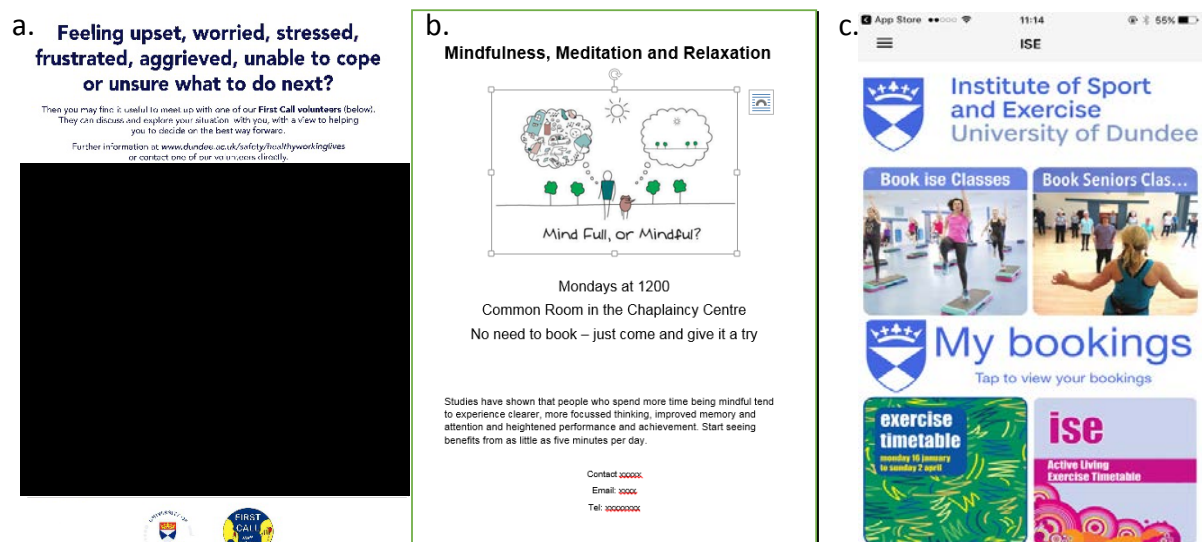- Resilience in academia

Figure 5.6.3.   Examples of support and wellbeing initiatives - a. First Call volunteers poster and b. Poster for Mindfulness, Meditation and Relaxation sessions in the Chaplaincy Centre and c. the Institute of Sport and Exercise App

Most staff (89-98% (2013) and 89-99% (2015)) reported that UoD respects people equally, irrespective of protected characteristic and only slightly less positive responses were received relating to age, gender and caring responsibilities **(AP 5.35).**

80% of staff believe UoD is committed to equality of opportunities (Figure 5.6.4). There is room for improvement regarding perception of fairness of career progression/promotion (Figure 5.6.5) **(AP 5.36).**
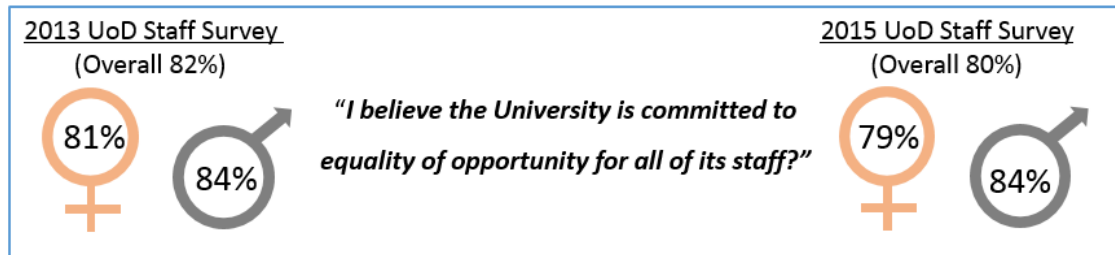

2013 UoD Staff Survey (Overall 82%)	"I believe the University is committed to equality of opportunity for all of its staff?"	2015 UoD Staff Survey (Overall 80%)
♀ 81% ♂ 84%		♀ 79% ♂ 84%

Figure 5.6.4.   University of Dundee Staff Survey responses 2013 and 2015; survey run by Capita Surveys and Research

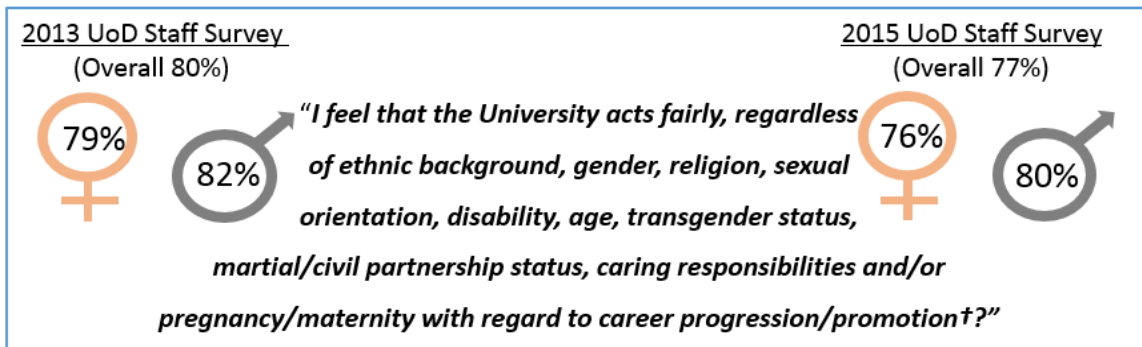| 2013 UoD Staff Survey (Overall 80%)	"I feel that the University acts fairly, regardless of ethnic background, gender, religion, sexual orientation, disability, age, transgender status, martial/civil partnership status, caring responsibilities and/or pregnancy/maternity with regard to career progression/promotion†?"	2015 UoD Staff Survey (Overall 77%)
♀ 79% ♂ 82%		♀ 76% ♂ 80%

Figure 5.6.5.   University of Dundee Staff Survey responses 2013 and 2015; survey run by Capita Surveys and Research (In 2013 survey the question was worded as follows *†I feel that the University acts fairly, regardless of protected characteristics with regard to career progression/promotion?*

All teaching provision at UoD is guided by policies, procedures and guidance set out in our Quality Framework. Oversight is provided by Quality and Academic Standards Committee.

To ensure inclusivity and minimise barriers to success we use an inclusive practice checklist as part of programme approval and review to ensure we are applying best practice. Programme design, approval and review processes ensure we reflect thoroughly on our approach to inclusive practice. We periodically review our curricula with respect to: retention and progression, student achievement and employability for specific groups of students according to entry route or protected characteristics. The periodic programme review process also asks for an evaluation of progress towards the aims of the SFC's Gender Action Plan.

Some examples of teaching with content particularly relevant to AS are:

- AS content in MSc modules in SSS
- Focus on user diversity in social computing design in SSEN
- Equality Act in content in modules in SSEN, SMED and SDEN
- SESW-wide coverage of AS matters in Teacher Education programme

We have offered E&D training to all UG students since 2015 **(AP 5.37)**. We currently have UG AS awareness sessions in three Schools.

We plan further/ongoing activities **(AP 3.8)**.

2017-2021 Actions

AP 3.8 Continue to publicise work of AS across all Schools and wider university

AP 5.35 Understand our gender/age intersection as it relates to career progression

AP 5.36 Increase the reported perception of fairness of career progression/promotion in light of new initiatives and embedded new promotion process

AP 5.37 Roll out student E&D training to students across all Schools

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(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

See Data Notes 12

Consistency of application of policies is monitored via our biennial staff survey and via the People Metric Reports. We work closely with trade unions to ensure that staff are treated fairly and that policies are designed and implemented appropriately.

6% of staff in 2015 reported being bullied or harassed (Figure 5.6.6), a decrease from 2013. We will continue to monitor **(AP 5.38)**. We now engage with DUSA's Zero Tolerance policy (anti-harassment or bullying).

2013 UoD Staff Survey
(Overall 9%)

9% 8%

"Are you being harassed or bullied at work*?"
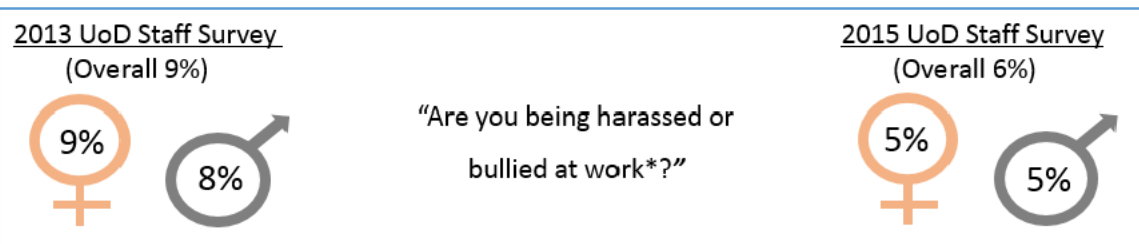
2015 UoD Staff Survey
(Overall 6%)

5% 5%

Figure 5.6.6.   University of Dundee Staff Survey responses 2013 and 2015; survey run by Capita Surveys and Research (*in 2013 survey, the question was worded as follows –*Do you currently feel you are harassed or bullied at work*?)

Policy training does not reach all managers. We continue to promote training and remind managers of their responsibility to be familiar with policies.

All Schools are supported by dedicated HR partners who support all staff and who are made aware of changes in/new policy at regular briefings. Health Schools' SAT members have received training on work-life balance policies and act as champions within those Schools **(AP 5.31).**

2017-2021 Actions

AP 5.31 Increase awareness of work-life balance policies

AP 5.38 Ensure bullying and harassment as reported in staff survey continues to fall

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

See Data Notes 5 & 6

Following UoD's 2015 restructure, Deanships (fixed term, renewable) **(AP 5.39)** were advertised internally and, where internal appointments were not made, externally. Few females applied. One female and eight males were appointed. Two Schools have Deputy Deans (both female).

Each School has 4-6 Associate Deans (AD). There is a gender balance of 20F:19M in that level of management (Table 5.6.1). This cohort is supported through focussed training and development **(AP 5.40).**

Fixed-term, renewable AD positions are stepping-stones to career progression (if desired). When natural turnover occurs, AD positions will be openly advertised. We aim to improve gender balance in our Deans' group as the AD cohort develops. However, we anticipate little change over the next award period.

	Female		Male	
	No.	%	No.	%
UoD Total	20	51%	19	49%
STEMM Schools	13	57%	10	43%
AHSSBL Schools	7	44%	9	56%

Table 5.6.1   University of Dundee, STEMM Schools and AHSSBL Schools, Gender split amongst the current Associate Deans

2017-2021 Actions

AP 5.39 Ensure there is equality of opportunity in applications for leadership roles

AP 5.40 Facilitate development of the Associate Dean cohort

(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

See Data Notes 1 & 22

Membership of UEG, our most senior management committee, is determined by role (2F:7M; Table 5.6.2).

Role	Gender
PRINCIPAL & Vice-Chancellor (Chair)	M
Vice-Principal (International)	F
Vice-Principal (Academic Planning and Performance)	M
Vice-Principal (Learning & Teaching)	M
Vice-Principal (Research, Knowledge Exchange and Wider Impact)	M
Secretary of the University	M
Director of Finance	M
Director of Human Resources and Organisational Development	F
Director of External Relations	M

Table 5.6.2   University of Dundee, Membership of the University Executive Group with the gender of the current role holder noted

Gender balance of Court (our governing body) approaches parity and Senate (our primary academic regulatory and superintendence committee) is now gender balanced (Table 5.6.3).

	2012/13						2013/14						2014/15				2015/16			
	Female		Male		Unknown		Female		Male		Unknown		Female		Male		Female		Male	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Court	10	43%	13	57%	0	–	5	33%	10	67%	0	–	7	30%	16	70%	24	44%	31	56%
Senate	26	31%	52	63%	5	6%	24	32%	52	68%	0	–	26	33%	54	68%	26	50%	26	50%

Table 5.6.3   University of Dundee, Membership of the University Court and Senate committees over a four-year reporting period

New eligibility rules were introduced in 2015/16 to make Senate more inclusive and representative. Composition changed dramatically. Each School elects three representatives of academic staff, only one of whom should be a professor. Previously, only professors were entitled to attend. Senators serve three-year terms.

Court and Court Committee memberships are reviewed annually. In December 2014, Court published a policy commitment/statement on E&D, also applicable to its subgroups and committees, highlighting Court's commitment to gender balance in its membership. Pending final approval, a new Ordinance will regulate the nomination of Trades Union and student members, which will further diversify membership.

We do not yet have a blanket policy on E&D covering all committees **(AP 5.41).**

2017-2021 Actions

AP 5.41 Develop a policy statement and guidelines to encourage better diversity on all UoD committees

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

See Data Notes 1 & 22

Established in its current form following UoD restructure, People and Organisational Development Committee (PODCo) is the highest-level committee dealing with matters of UoD policy (Table 5.6.4).

	2015/16				2016/17			
	Female		Male		Female		Male	
	No.	%	No.	%	No.	%	No.	%
People & Organisation Development Committee		44		56		50		50

Table 5.6.4   University of Dundee; Membership of People and Organisational Development Committee over a two-year reporting period

Other influential committees are:

	2012/3						2013/4						2014/5				2015/6			
	Female		Male		Unknown		Female		Male		Unknown		Female		Male		Female		Male	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Enterprise and Entrepreneurship Committee		7		29		64		13		60		27		41		59		41		59
Learning and Teaching Committee		38		58		4		38		62		-		38		63		40		60
Research and Knowledge Exchange Committee		10		90		-		27		73		-		30		70		19		81
Equality and Diversity Committee		43		57		-		43		57		-		40		60		43		57
Quality and Academic Standards Committee		50		41		9		50		41		9		50		50		60		40
Equality & Diversity Committee		43		57		-		40		60		-		43		57		43		57
UoD Influential Committees Total		**32**		**52**		**16**		**37**		**57**		**6**		**40**		**60**		**41**		**59**

Table 5.6.5   University of Dundee; Membership of influential committees over a four-year reporting period

Membership is largely according to role. Frequently, gender balance is skewed towards males, reflecting the balance of senior role-holders (Table 5.6.5). UoD actively encourages that where possible gender balance is considered in nominations **(AP 5.41)**. For example, nominations of 1 female and 1 male are invited. Schools find it difficult to nominate and appoint staff to committees with unpredictable workload, such as appeal committees. The new workload model is designed to address these issues **(AP 5.42)**.

2017-2021 Actions

AP 5.41 Develop a policy statement and guidelines to encourage better diversity on all UoD committees

AP 5.42 Ensure there is no gender imbalance overall in workload according to the workload model data

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(vi) Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

Membership is regularly reviewed. The workload model accommodates membership. Attendance of deputies is often encouraged giving colleagues the opportunity to gain experience and helping to spread workload. Overload, particularly of senior female staff, can be an issue. Until the underlying gender balance is corrected at the most senior level, this remains a concern. Deans and VP(APP) are responsible for the appropriate allocation of A&R workloads **(AP 5.41 & 5.43).**

2017-2021 Actions

AP 5.41 Develop a policy statement and guidelines to encourage better diversity on all UoD committees

AP 5.43 Ensure senior female staff are not overloaded with committee membership

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(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

Policies are developed in consultation with appropriate bodies, including Trades Unions and diversity groups such as AS. Our E&D manager scrutinises policies according to lawfulness and fairness. EIAs are carried out and appropriate amendments made.

Implementation and impact of policies are formally assessed via the biennial staff survey. We regularly review and update policies.

(viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Workload models have been used widely for many years. In 2015 a consultation (with input from AS) on a new, UoD-wide academic workload model began. The model is currently being rolling out. It includes a set of standard roles, including E&D and AS leads, and facilitates adjustments for staff returning from extended periods of leave. Membership of AS groups is included as part of the 'valuing people and working together' category. We will monitor for gender differences **(AP 5.42).**

> **2017-2021 Actions**
> **AP 5.42** Ensure there is no gender imbalance overall in workload according to the workload model data

(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

AS seminar guidelines recommend times for seminars is 1000-1600 inclusive. Organisers are encouraged to consult colleagues on appropriate timings **(AP 5.44).**

We apply the guidelines more generally and timings of many meetings, seminars, annual lectures and a School research symposium have been altered to make the sessions more accessible and family friendly. Generally central events are organised well in advance and are widely promoted.

> **2017-2021 Actions**
> **AP 5.44** Aim to schedule events, meetings and seminars to enable full participation

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

AS seminar guidelines highlight consideration of gender balance of speakers. Attention to gender balance is increasing and organisers are taking measures to increase (typically) female representation, often (but not always) resulting in improved gender balance. Some, but not all Schools now routinely monitor gender data on seminar speakers **(AP 5.45).**

We are careful to use appropriately gendered images in published material, including webpages, prospectus and merchandise. We increase the visibility of women's achievements via press releases and internal communications **(AP 5.46 & 5.47).**

Since our 2013 award we have:

- designed a new inclusive font named Baxter Sans Serif, after UoD's founder and equality pioneer, Mary Ann Baxter (Figure 5.6.7)
- developed a new library of images
- proactively considered gender balance at seminars and other events
- collated and displayed (on 2-metre-high boards) photographs of all of UoD's female professors
- introduced two named lectures (Margaret Fairley and Rebecca Strong) as part of departmental AS activity

Figure 5.6.7.   a. Picture of Mary Ann Baxter (1801 – 1884). At the age of 80, Miss Baxter founded University College, the forerunner of the University of Dundee, to promote the education of both sexes and b. Snap shot from our website relating to our new "Baxter Sans" font.

2017-2021 Actions

AP 5.45 Aim for a mix of genders of speakers at seminars and events

AP 5.46 Promote media training opportunities for staff (including social media)

AP 5.47 Celebrate and raise the profile of the many successes of our females. Increase profile of males where under-represented e.g. in nursing

(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

See Data Notes 23

Involvement in outreach is recognised in our workload and promotions criteria.

We offer extensive outreach/engagement activities (Figure 5.6.8) **(AP 5.48).** A snap-shot of participation from the 2016 AS survey indicates 32% of female and 42% of male respondents from a wide range of roles across UoD participated in delivery, suggesting the workload is not falling disproportionately to females.

Women in Science Festival (WiSF), scheduled annually around International women's day is a high-profile celebration of female achievements in STEMM **(AP 5.49).** Since our 2013 award, we encourage hosts to record attendance by gender. There is a good, and improving, gender balance between attendees (increasing from 35%M to 44%M between 2015 and 2016). Average participation numbers increased from 85 to 139 over the period.

UoD's Saturday Evening Lecture series is the longest continually running lecture series aimed at the general public in the UK and attracts a very diverse audience. High profile female speakers have included: Professor Dame Jocelyn Bell Burnell and Professor Dame Sally Davies.

Figure 5.6.8. Examples of University of Dundee Public Engagement/Outreach Activities a. Poster advertising the University of Dundee's Annual Women in Science Festival (WiSF) and b. Professor Sally Davies presenting *"The risks to society of unrestricted antibiotic use" as part of our* Saturday night lecture series

This year the WiSF opened with the "*Her*story of Science" exhibition, celebrating UoD's female pioneers past and present (Figure 5.6.9).

Figure 5.6.9.   Launch of the "*Her*story of Science" exhibition.

Another particularly active engagement/outreach programme is delivered by **Museum Services** which has delivered over 200 events in the last 5 years, with over 6200 participants in the main programme, and over 3000 visits per year to the **D'Arcy Thompson Zoology Museum** (Figure 5.6.10, Table 5.6.6).

Museum Service's collection has many hundreds of exhibits from females (as well as males) and the majority of exhibitions are based around general themes rather than individuals and are not gender specific.

The **Lamb Gallery** has average annual footfall of 30,700+ (2012/13 to 2015/16). Over the reporting period 62% of exhibitions have been gender neutral or mixed. 25% of the remainder have been by/about males and 13% by/about females **(AP 5.50).**

	2012		2013		2014		2015		2016		Aggregate	
	Number	%	Number	%	Number	%	Number	%	Number	%	Total	%
Number of Exhibitions by or about Females	2	13%	3	19%	2	17%	2	17%	0	0%	9	13%
Number of Exhibitions by or about Males	4	27%	2	13%	3	25%	5	42%	3	23%	17	25%
Number of Exhibitions Mixed or Gender Neutral	9	60%	11	69%	7	58%	5	42%	10	77%	42	62%
Total	15	100%	16	100%	12	100%	12	100%	13	100%	68	100%

Table 5.6.6   University of Dundee, Events in Museum Services Public Engagement/Outreach Programme Over five-year reporting period and aggregated

a. b.

Figure 5.6.10. University of Dundee, Examples of outreach/engagement activities – a. Blue Skies festival event in D'Arcy Thomson Zoology Museum and b. Student curator's tour of Bodies in Motion Exhibition, Lamb Gallery

Annual Stephen Fry Awards are conferred for communicating UoD's research and practice to a wider audience (Figure 5.6.11). Some Schools have their own public engagement awards, *for example*, the **Ian Stevenson Award** conferred by SMED

Figure 5.6.11. Presentation of the Stephen Fry Public Engagement Award by the University Principal & Vice-Chancellor, Professor Sir Pete Downes to the 2017 winners (L-R, Prof Sir Pete Downes, Prof Lorraine van Blerk and Janine Hunter.)

2017-2021 Actions

AP 5.48 Collect information on our programmes of engagement and outreach centrally

AP 5.49 Continue support for Women in Science Festival and to offer events as part of department AS initiatives

AP 5.50 Increase visibility of females in Lamb Gallery exhibitions

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

We support Schools via our institutional ASPC and central data provision. Schools are increasingly identifying AS administrative leads.

The AS Exec is a strong internal network where AS leads exchange good practice and act as critical friends. Meetings include unminuted action learning/trouble shooting, meaning confidential support can be provided.

Participation in external AS events (*for example*, training by Equate or ECU, AS assessment panels) and supporting external colleagues (*for example*, critical friend feedback, mock panels) is encouraged. A local external AS hub of AS leads at UoD, Abertay and St Andrews universities shares good practice **(AP 5.51).**

A number of non-academic units (not eligible for awards) have expressed interest in engaging with AS. We will support them to apply the AS principles.

2017-2021 Actions
AP 5.51 Expand our local Athena SWAN "hub"

PROGRESS/IMPACT (2013- 2017 AS Actions)
- Numerous examples of publicity opportunities, improved awareness and mainstreaming of AS and E&D throughout UoD (1.5, 1.6, 1.7)
- Web pages are used to promote AS (4.8)
- Gender balance in senior positions is monitored and is improving (2.1, 5.1)
- Representation on decision making and appeals committees now monitored and gender balance is improved on both Court and Senate (5.2)
- A gender balance statement on diversity in Court membership and across the institution has been published (5.3)
- Workload model has been revised with input from AS and is currently being implemented (5.4)
- Seminar guidelines have been developed and disseminated (4.5)
- Seminars are usually held in 'core' hours, but occasionally at other times to provide a range of opportunities (4.5)
- Women in Science Festival is unique, well established and events are well attended (with attendance increasing in 2016 compared with 2015) by a wide range of staff, students and members of the public. (4.6)
- Media training has been undertaken with UEG (4.7)
- AS Web pages promote public engagement training opportunities and also via Revealing Research public engagement office (4.7)
- Monitoring of gender balance of publicity materials is underway and efforts are made to ensure that publicity material use non-gender stereotypical image (5.5)

6. SUPPORTING TRANS PEOPLE
Recommended word count: Bronze: 500 words | Silver: 500 words

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

Policy

E&D and Dignity at Work and Study (DaWaS) policies, developed in consultation with E&D groups and trades unions, formalise our commitment to upholding individuals' rights to be treated with dignity and respect and to fostering an environment free from harassment, bullying, intimidation and victimisation.

Harassment and bullying can be grounds for disciplinary action including dismissal.

We do not have a separate policy for trans people as we are committed to making all of our policies inclusive. We review policies regularly and will work with our LGBT+ group to ensure these policies are appropriate to the needs of our trans people. DaWaS is currently being reviewed **(AP 6.1).**

Practice

In consultation with individuals we provide bespoke support for people who are transitioning. This commonly includes:

- paid leave for psychological support, surgical procedures and other treatment
- personal record amendments
- advice around legal issues
- agreeing how colleagues will be informed about an individual's transition
- advising and informing colleagues how the person who is transitioning wishes to be known and treated

We are raising awareness of trans issues via:

- Mandatory E&D training containing content about trans people
- Engagement with Stonewall Diversity Champions Programme **(AP 6.2)**.
- Communication between AS and LGBT+ groups via overlapping membership.
- Training developed by the Scottish Trans Alliance
- Our student LGBT+ group chair presented a paper at AS executive group on support for trans people. Recommendations from this paper have been taken forward informally by individuals but have not yet been mainstreamed **(AP 6.1 & 6.3)**
- "Influencing the Influencers" via our curricula: A number of our Schools are in powerful positions to do this. Many aspects of our curricula are developed with equality, diversity and inclusion in mind. Examples include:

- "Values: Self, Society and the Professions" module for all Social Work, Community Learning & Development and Teacher Education undergraduates. Students are exposed to and challenged to confront behaviours such as gender bias, racism, homophobia, ableism and structural oppression **(AP 6.4)**
- Teacher Education programmes develop awareness of LGBT+ issues
- Social Work programmes have content on gender and child protection
- Community Learning & Development examine community based actions to overcome oppression

UoD's prestigious Wimberley medal was awarded in 2016 to computing student, Robyn Davies, for her work in raising awareness of trans issues.

Our AS work has highlighted that we have a lot of support for trans people but that this may not be well known **(AP 6.5).**

2017-2021 Actions

AP 6.1 Ensure that our environment and policies are inclusive to all and meets the needs of everyone, including those who are trans

AP 6.2 Support and implement recommendations of Stonewall Diversity Champions Programme

AP 6.3 Raise awareness of trans issues

AP 6.4 Further raise awareness of E&D issues through the undergraduate curricula

AP 6.5 Signpost staff and students to the support available for trans people

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(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

See Data Notes 12

We monitor all policies via People Metric Reports and our biennial staff survey and actively listen to feedback from staff and students.

UoD staff survey (2015) results indicated 98% of staff (98%F and 97%M; Figure 6.1) agreed that "The University respects people equally irrespective of their transgender status". This suggests our policies have a positive impact. We do not know the transgender status of respondents.
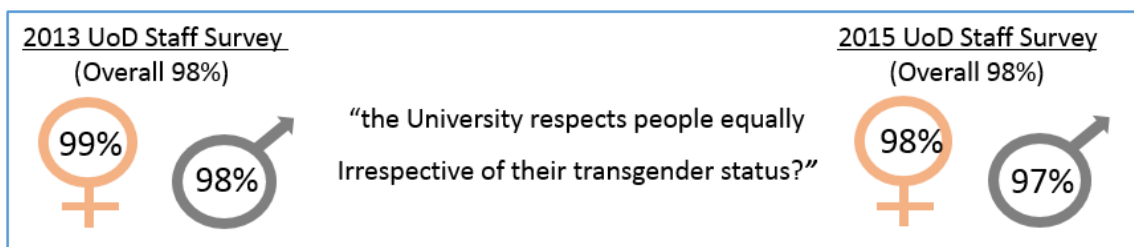
2013 UoD Staff Survey
(Overall 98%)

99%   98%

"the University respects people equally Irrespective of their transgender status?"

2015 UoD Staff Survey
(Overall 98%)

98%   97%

Figure 6.1   University of Dundee, Staff Survey responses 2013 and 2015; survey run by Capita Surveys and Research

(iii)   Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

We have addressed the following:

- changing gender identity on official university records to match gender identity while individuals are transitioning
- revised wording on the E&D monitoring form to ensure trans inclusive language and sensitivity to trans issues
- establishing gender neutral toilets – in many of our main buildings. Further provision is planned
- Inclusion of LGBT+ issues in UoD's Public Sector Duty Equality Outcome Plan

Our new data management system will enable staff to select their gender (as well as other selected personal information) through self-service without requiring manual input by HR staff **(AP 3.9).**

Support for trans students

Our E&D and DaWaS policies apply equally to students. Schools provide pastoral support, via advisors of studies, and practical support, such as enabling students to participate in presentations when they have been concerned about their voice during gender reassignment. Centrally, personal, bespoke support is provided via our Student Services Enquiry Centre and a suite of information for trans students is available online.

Information is provided on internal support such as our student-student mentoring service, Peer Connections, and on external support such as LGBT health contacts, coming out as transgender and where to meet other LGBT people.

DUSA and the student LGBT+ group hold a bi-weekly social event. A range of events were promoted during LGBT History Month (Table 6.1)

Event	Where
Film Screening of Milk	Abertay University
Trip to QUEERFEST	Glasgow
DULGBT+ Valentine's weekend special arts and crafts workshop	UoD
DULGBT+ Society Queer Book/Film Club	UoD
Trans Coffee Morning	UoD
"A Date with History" fancy dress party	UoD
Dundee Rainbows" photo competition	UoD, SMED
"Grand Rounds" seminar talk by Dr Stenton McKenzie, "A study of facial changes with testosterone treatment in female to male transsexual people".	UoD, SMED

Table 6.1   University of Dundee, Recent events organised as part of LGBT history month

2017-2021 Actions

AP 3.9 Provide AS data. Ensure that data systems are fit for purpose and meet the requirements of AS data provision

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

ACTION PLAN

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
Section 2						
2.1	Continue and develop the work of the UoD and School AS groups, improve gender equality at UoD	All Schools are engaged in AS activity.	Support Schools and UoD institution-level to achieve, maintain and improve their AS award status, enabling achievement of our AS 5 year goals.	VP(APP)	April 2021	100% of Schools to hold at least bronze award. Three departments hold silver awards. UoD applies for institution silver status.
2.2	Address local areas of gender imbalance in student population	Each AS SAT conducts annual review of data. Actions already in place in priority areas such as School of Nursing and Health Sciences.	Reason(s) for local imbalance in student population identified by SATs. Analysis by SATs will form part of the annual report to AS Steering Group. In collaboration with External Relations, Schools develop targeted plans to address imbalances. Plans are delivered.	SAT chairs ASPC Deans Director Student Recruitment and Admissions	Annually in October as part of AS annual review Annually March Review annually Annually in recruitment cycle	Areas of local gender imbalance to be minimised. No subject to have less than 15% of one gender.
2.3	Review and update central student recruitment processes and procedures to ensure no gender bias in student recruitment	Student recruitment processes and materials are scrutinised regularly. 25 most viewed UoD webpages for 2014 and 2015 have gender balanced imagery (19F:20M in 2014, 20F:20M in 2015). Overall, we note decline in male applications. Females tend to be	SATs to analyse data. SATS liaise with Associate Deans (L&T) and Director Student Recruitment and Admissions to act on areas of gender-biased attrition (if any).	SAT chairs Deans and Director of External Relations	Annually in October as part of AS annual review Annually following AS annual review	Imbalances identified. Appropriate actions are introduced as necessary.

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2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		slightly more successful than males at each subsequent application stage.	Review recruitment and admissions materials and webpages to ensure appropriate gender representation. Implement an Equality Impact check-list for recruitment and marketing.	Director of External Relations Director Student Recruitment and Admissions	Annually September 2019	Materials and website are appropriate with appropriate gender balance. Checklist is implemented in Schools.
2.4	Develop a co-ordinated approach to offering students at all levels information about careers in academia and encourage them into further study to progress such careers	We have many separate examples of subject-specific activity in this area across UoD. We do not currently have cross-disciplinary advice sessions.	Careers Service connect with Employability leads in each School to discuss the most appropriate route to promote careers in academia.	Director Student Services	Annually starting October 2020	Careers in academia promoted as a viable option in careers events in all Schools.
2.5	Applications from males will be encouraged for Professional and Support staff roles, in particular more junior administrative roles in Schools	Under-representation of male administrative and clerical staff identified. We use wording in advertisements to highlight our search for applications from people from diverse backgrounds.	Review wording used in advertisements for P&S roles where under-representation is evidenced.	Director HROrgDev, University Secretary	June 2018	Annual monitoring will show increased numbers of male staff at junior administrative grades. Positive action wording used on P&S staff advertisements as necessary.
2.6	Enhance awareness of career progression pathways for Professional and Support staff and support career development and mobility	P&S staff would normally progress their careers through applying for other jobs. Staff can learn new skills through training, secondments, acting up and deputising. Jobs are advertised internally	Introduce briefing workshops about career progression for P&S staff to enhance awareness of career progression opportunities. Create skills profiles for a range of indicative posts, develop case studies of successful moves and produce case studies.	University Secretary School managers	Annually beginning 2018 Sept 2019	Briefing workshops occur annually and are well attended. Case studies are published on AS webpages.

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		before being opened up externally.	As discussed at OSaR, line-managers of P&S staff support and encourage moves, facilitate uptake of training and promote opportunities for mobility across-Schools/Directorates.	Deans/Directors	Annually in OSaR cycle	All P&S staff have annual OSaR.
Section 3						
3.1	Improve diversity of SAT memberships (in particular gender and race/ethnicity) where necessary	Terms of Reference and Membership of all UoD AS groups are in use. We encourage people, irrespective of gender or other protected characteristic to become members of our SATs. However, gender (and other) under-representation persists at times. We encourage succession planning and turnover of membership and the use of vacancies to encourage broader participation.	ASPC and SAT Chairs annually review membership of AS Steering Group and SATs to facilitate diversity, inclusion and succession planning.	VP(APP)	Annually in July starting July 2017	Increase of male representation on SATs until there is no more than 60% of one gender. Increase race/ethnic diversity of members.
3.2	Increase involvement of UoD staff/SAT members in wider ECU/AS activities	Two members of AS Steering Group SG (and UoD AS Executive group) are AS assessment panellists and/or chairs. Two further members are registered. Several members of AS groups have benefitted from attending external meetings and workshops.	Ensure at least one member from each SAT is registered to be an AS panellist. Encourage and advertise membership of external groups/attendance at networking opportunities. Advertise the opportunity to attend the Scottish network meeting via AS network.	SAT chairs ASPC ASPC	Every round after April 2018. Opportunities highlighted as they arise As meetings schedule	At least one member from each SAT is registered. UoD AS has regular participation in key opportunities. Attendees report back via AS Executive group. At least 4 members of staff (subject to space) participate in the

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		UoD will host AS Scottish Network meeting in May 2017 and encourage SAT members to participate at this and subsequent meetings.			becomes available	Scottish AS Network meeting.
3.3	Re-enable full participation of students in AS SATs where data are discussed	Students have been full and important members of our SATs. However, this was temporarily suspended due to data protection considerations. We are working to put appropriate measures in place to protect our data, staff and students.	Guidelines/formal agreement to be produced Director of Legal and Head of Information Governance to enable student inclusion in all aspects of the AS process.	ASPC	June 2017	Full participation of students in all aspects of AS, including discussion of quantitative and qualitative data, is resumed.
3.4	Increase student participation in AS activities	Students are members on our SATs and AS Steering Group and we are currently working with these and other interested students to establish a student-run AS network. However, data protection issues have temporarily .excluded students from the SATs	Establish and promote a student-run AS network.	(Dundee University Students' Association) DUSA Vice-President of Student Welfare	September 2019	Student-run AS network in operation.
3.5	Encourage and enable participation from all staff in UoD AS activities	Some departments hold open SAT meetings to encourage participation and inclusivity.	We will hold at least one open AS Executive group meeting per year.	ASPC	September 2017	Annual open AS Executive meeting is attended by staff not usually involved in the group.

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
3.6	Continue to collect and respond to staff views about working at UoD and E&D issues	UoD staff survey has been carried out every 2 years (2013, 2015). UoD AS survey has been carried out annually since 2015. We use responses as one way to indicate impact and progress of our Athena SWAN activity and of UoD policies and practices. Results inform future activity.	Continue biennial Staff Survey – next survey planned for 2017. Continue annual AS survey. SAT Chairs and ASPC oversee systematic analysis of AS-related questions and discuss at SG. Appropriate action taken at department and institution level.	Director HROrgDev ASPC VP(APP)	2017, 2019 Annually in May 2017 and 2019 following release of survey data	Surveys are carried out, data collected, interpreted and appropriate actions taken. Positive impact of AS actions can be observed.
3.7	Ensure that web pages portray a vibrant proactive AS/UoD community which is proud of its E&D achievements	AS web pages were developed in 2015 and updated in 2016 but are not now regularly updated due lack of central AS resource.	Schools' AS administrative leads to take over updating their Schools' AS pages.	ASPC	September 2017	AS web pages are kept up-to-date.
3.8	Continue to publicise work of AS across all Schools and wider university	Awareness of AS is currently very high and we want to maintain this. Awareness raising includes: Regular drop in sessions AS annual lecture School's AS Road shows Student AS awareness sessions Publicity materials and presence at Staff Welcome and other events Regular items on meeting agendas.	SAT chairs to ensure all Schools have AS representatives and promotional materials at relevant institution and School events. Continue to hold AS awareness raising events at institution and School level, for example, Principal, ASPC and SAT chairs to hold road shows/events following AS annual review or award submission. Roadshows and events to be cross-promoted across Schools/Directorates to allow for inter-discipline working.	SAT Chairs VP(APP) VP(APP)	According to schedule of events Annually Annually	Increased awareness of AS in all staff categories to at least 98%. Each School/institution holds or hosts an annual roadshow or awareness raising event.

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
3.9	Provide AS data. Ensure that data systems are fit for purpose and meet the requirements of AS data provision	AS dashboards have been refined and now provide comprehensive data sets. Filters on dashboards can now provide rounded data to meet data protection requirements and allow wide communication of our data in order to raise awareness. New data management system has been commissioned and due to be implemented in a rolling programme commencing 2017. Business Transformation team is aware of requirement for AS data.	Liaise with Business Transformation team to ensure that new data management system meets AS data provision needs. For example we require: data reporting on 6, 12 and 18 month post-return data on maternity return, paternity and adoption leave (see action 5.24) and gender balance of recruitment panels (see action 5.2). ability to choose appropriate title by self-service.	Director HROrgDev, Business Transformation Manager	Phased roll out begins October 2017	Data provision of all relevant data sets is possible, facilitating (at least) annual review and monitoring of progress and impact at department and institution level.
Section 4						
4.1	Support female A&R staff career development – in particular the transition between AS08 and AS09 and AS09 and AS10	Female A&R staff continue to be underrepresented at the most senior levels. Our professoriate – and our uppermost management levels - are particularly male dominated. We have put much	Deans ensure that training related to personal development needs is identified in OSaR and completed in particular for female A&R staff at these grades. Promotion and leadership opportunities to be discussed at OSaR and as opportunities arise.	VP(APP) Deans	Annually in OSaR cycle, starting 2017 and follow up mid-cycle Annually in OSaR cycle, starting 2017 and as	Training is identified and undertaken as reported at OSaR and in staff survey. Opportunities for promotion and leadership are discussed at OSaR.

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		support in place but more is to be done.			opportunities arise	
			In-School mentoring/peer support is available for all A&R staff.	AP(APP)Deans	In-School mentoring to be in place starting September 2019	Female AS08 and AS09 A&R staff are participating in in-School peer-mentoring.
			Remind Deans that support and advice should be given in particular to females at AS08 and AS09 to enable their career progression.	Director HROrgDev	January annually	Proportion of female AS09 and AS10 staff increases incrementally as indicated in 2021 application.
4.2	Understand the Health School academic track	The Health School academic track is complex and differs from non-clinical in that clinicians often undertake defined periods of academic research or work at various stages of their clinical careers and may or may not subsequently follow an academic pathway. Females are overrepresented in AS07 Clinical staff. Reduction in female representation as grade increases is most pronounced in this group of staff. We wish to understand this better and support our existing	Health Schools have a suite of actions in place to support clinical and non-clinical staff and to further understand the Health School academic track. For example, Health Schools AS SATs will conduct focus groups to identify the barriers to women pursuing clinical academic careers and the reasons for turnover. Actions required will be incorporated into the Health Schools AS action plan. Findings of the Health Schools will be reported at AS annual review. Impact will be monitored annually at UoD AS Steering group.	Health Schools SAT Chairs Health Schools SAT Chairs VP(APP)	Focus groups held by November 2018 March 2019 March annually commencing 2019	We better understand the Health School academic track and where appropriate put actions in place to ensure barriers to progression are minimised. Findings are reported. Actions are developed and implemented as required.

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		staff in the most appropriate way.				
4.3	Increase representation of BME staff in our university at all levels	In many areas we match benchmark in BME staff numbers but there are notable exceptions, for example in female BME AS10 staff and AS07 clinical staff where numbers fall short of benchmark.	Work with our Race Equality Charter Team to raise awareness of the under-representation and put in place actions to redress the imbalance.	Director HROrgDev	April 2021	BME people are represented in all areas and there is no difference between the progression of BME staff compared with white staff.
4.4	Improve recording of staff ethnicity and other protected characteristics	Some staff have not declared their ethnicity. This number has increased in recent years.

Improved E&D monitoring form has been approved.

Self-service process is being introduced as part of new data management system. | Implement and evaluate the new E&D monitoring form.

In collaboration with Business Transformation Manager, ensure data management system will meet requirements for self-service data entry and reporting.

Staff to be encouraged to complete the monitoring data by:

-Annual reminder email Awareness raising at equality and diversity training and Staff Welcome event.

-SAT chairs at AS roadshows.

-People and Organisation Development Committee to monitor gender/ethnicity intersectionality data to inform Race Equality Charter and AS teams and assess impact of our actions. | Director HROrgDev

Director HROrgDev

Director HROrgDev

ASPC

Director of HR/OD | December 2017

Roll out begins October 2017

Annual update of activities in March, starting 2020

Annual reminder in September, starting 2017

Annually starting October 2017 | E&D monitoring form captures necessary information
% of reported "unknowns" decreases incrementally over the award period.

Self-service is in use and data are reported by 2021.

Actions are taken to raise awareness.

Impact is reported as part of annual AS reviews at department and institution levels. Actions are impactful. |

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
4.5	Support A&R staff who are in their final year of probation to think beyond probation towards promotion.	Currently we support new staff to complete probation and want to encourage forward thinking beyond probation at the appropriate time.	University to run 'preparing for promotion workshop' for attendance by probationary staff at the appropriate time. Named, in-School mentor supports staff beyond probation if helpful.	VP(APP) Deans	December 2018 December 2018	'Preparing for promotion workshop' is positively evaluated. All staff have option of local mentoring beyond probation
4.6	Support female T&R staff career progression, especially at AS08 and AS09	Women T&R staff in particular continue to be under-represented at AS09 and AS10.	Deans ensure that training related to personal development needs is identified in OSaR and completed. Promotion and leadership opportunities to be discussed at OSaR and as opportunities arise. Develop university and in-School peer-mentoring, particularly for T&R staff. Remind Deans that support and advice should be given in particular to females on the T&R pathway about how to progress their careers.	VP(APP) Deans VP (APP), Director HR/OD, Deans VP(APP)	Annually in OSaR cycle, starting 2017 and follow up mid-cycle Annually in OsaR cycle, starting 2017 and as opportunities arise University mentoring to be in place starting September 2019 January annually	Training is identified and undertaken as reported at OsaR. Proportion of female T&R AS08 and AS09 staff increases incrementally. Staff are participating in university peer-mentoring. Reminders distributed to Deans annually.
4.7	Increase our understanding of reasons for staff leaving UoD	We monitor the genders of leavers and have introduced a UoD-wide exit questionnaire. However, uptake is low. We will continue to promote this, but will	Encourage and monitor use of exit questionnaire, analyse questionnaire data and take action if issues identified. Implement alternative ways to collect exit information.	Deputy Director HROrgDev Deputy Director HROrgDev	December 2019 December 2018	No gender-difference in turnover. Information is obtained from at least 50% of staff leavers by 2021.

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		also implement other methods, such as exit interviews, to collect further information.				
4.8	Address AS10 (and any other) gender pay gap	AS10 pay gap in favour of males has persisted. Actions have been taken to counter this and raise awareness with Deans/Directors. We are currently identifying appropriate actions (if necessary) to address the minor pay gap in favour of females at grade 6.	Continue to undertake equal pay audit every 2 years. Equal pay working group monitors pay differentials on an annual basis. Impact of actions is evaluated and actions are adjusted accordingly.	Director HROrgDev Director HROrgDev	2018, 2020 Annually	No pay imbalances at any grade.
Section 5						
5.1	Improve gender balance of applicants	AS/E&D wording is now used in all job adverts. We use recruitment agencies with published and proven track record in recruiting diverse applicants. We advise that we require as diverse a pool as possible. AS analysis identified the under-representation of females in the application pool for some academic and research (A&R) posts,	Record the gender balance of candidates who were identified by search agencies and compare with gender balance and outcome where search agencies are not used (A&R and P&S posts). Increase the use of "flexible grade" A&R posts to expand the potential applicant pool in order to increase applications from members of under-represented groups. Ensure that information about family friendly policies is visible to candidates. Prepare a flyer describing the UoD's support for families. Link to appear in advert text, electronic copy to be sent to	Director HROrgDev Deans Director HROrgDev	September 2019 Implement from Sept 2018 Implement from Sept 2017	We see improved gender balance in our applicant pools (in particular those where search committees were used). Proportion of gender of applicants is equal to, or better than, the source population. Information sent to applicants and shortlisted candidates.

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		especially at more senior grades. Many of the actions are equally applicable to Professional and Support staff (P&S) posts.	shortlisted candidates (A&R and P&S posts).			
			Review text to further encourage applications from specific, identified underrepresented groups as identified by AS SATs and Deans/Directors (A&R and P&S roles).	Director HROrgDev	Text available by April 2018	Increase in applications from females to AS09 and AS10 posts.
			Where there is an imbalance and we believe this would enhance the applicant pool, we will consider use of recruitment agencies to encourage applicants from individuals who may not engage via open advertisements (A&R and P&S roles).	Deans	May 2017	Use of recruitment agencies as appropriate. Longlisted applicant pool has gender diversity.
			SAT chairs to profile successful female A&R appointments to better understand how to encourage further applications from females.	SAT Chairs	Sept 2019	Findings discussed at UoD Athena SWAN Exec used to inform appropriate actions at local and institution level.
			HR partners to advertise appointments on specialist websites, as identified by line-managers, to attract a greater diversity in applicant pool (A&R and P&S staff).	Deans/Directors	May 2017	Increase in applications from females to AS09 and AS10 posts
5.2	Ensure recruitment processes are fair and there is no gender bias at any stage of appointment process or at any grade.	We have a lower proportion of applications from females than from males every year in the reporting period. Relative to the proportion of applications, females were more likely to be	All HR material related to recruitment processes to include reference to unconscious bias awareness. Ensure unconscious bias training is undertaken by panel chairs (see also action 5.3).	Director HROrgDev Director HROrgDev	2020 September 2019	Material updated. All panel chairs have undertaken unconscious bias training.

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		appointed at all grades than males apart from grade AS10 where numbers of both genders are very small. We regularly review our recruitment processes to ensure fairness and we encourage applications from all. Recruitment policies are available online and HR partners ensure that Schools implement best practice.	As a minimum ensure that there is always at least one male and one female on any shortlisting /interview panel. Where staff profile does not permit this, the gender of the external representative can address the imbalance.	Deans/Directors	2020	No panel comprises 100% one gender. Result is gender balance of appointments reflects applicant pool gender balance.
5.3	Increase availability and uptake of unconscious bias training and engagement with implicit association tests.	Unconscious bias training is now available via OPD. Online training has been trialed. We encourage uptake of unconscious bias training in particular for those in decision-making roles such as chairing recruitment panels. School of Life Sciences provide training for Post-Doctoral Researchers via Challenge Consultancy and there is an annual lecture open following this. AS champions frequently highlight implicit association tests as a	Online resource to be implemented if approved following trial. Consider how unconscious bias training can be incorporated into the mandatory online E&D modules and action as appropriate. All chairs of recruitment panels and promotion panels to undertake unconscious bias training or have attended the Challenge Consultancy Unconscious bias lecture. Implicit association tests to be discussed at SAT/AS Executive group……	Director HROrgDev Director HROrgDev VP(APP) ASPC, SAT Chairs	September 2019 September 2019 April 2021 December 2017	Online resource available to all. Unconscious bias training incorporated into mandatory E&D training, if possible. Number of individuals receiving training increases incrementally year on year. All staff chairing recruitment and promotion panels have completed the training or have attended the annual lecture. SAT members have engaged with the

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		way of starting a discussion around unconscious bias/implicit association.	and with colleagues as a part of AS roadshows as a way of raising further awareness or implicit association/unconscious bias.	ASPC, SAT Chairs	April 2019	implicit association methodology.

Discussion of unconscious bias/implicit association tests forms part of AS roadshow (which occur in Schools at least twice per award cycle). |
| 5.4 | Improve compliance with recording of gender composition of recruitment panels | We have a manual system in place to record gender of shortlisting and interview panels but compliance is low for Post-Doctoral Researcher positions - we have data for approximately a fifth of shortlisting panels and approximately a sixth of interview panels. | In short term, SAT chairs to raise awareness via roadshows and by email to ensure staff understand what these data are used for and are aware of the requirement to record this information.

In medium term, liaise with Business Transformation Manager to ensure new data management system is able to capture and report this data (see action 3.9). | ASPC

Director HROrgDev, Business Transformation Manager | Annually, starting 2017

Phased roll out begins 2017 | There is an observed incremental increase in compliance.

Automated system for recording and reporting of recruitment panel data leads to improved reporting of gender of recruitment and interview panellists' data. Minimum 75% of panel information is recorded by 2021. Action to address imbalance taken as necessary. |
| 5.5 | Monitor impact of promotion workshops | Promotion workshops were introduced when new promotion process introduced in 2014.

We collect gender and grade data on attendees but cannot directly correlate attendance at | Evaluate usefulness of promotions workshops by asking staff immediately after attendance whether they found it useful.

Deans to ensure discussions following workshops are included in OSaRs where relevant. | Director HROrgDev

VP(APP) | Annually after workshop sessions

Annually during OSaR cycle | Positive feedback from attendees at promotion workshop.

Attendance at promotion workshop has a positive |

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		workshops with promotions success as we do not record identity of attendees.	Attendance at workshops and career decisions to be recorded in subsequent OSaRs.	VP(APP)	Annually during OSaR cycle	correlation with career decisions. (As above).
5.6	Ensure promotion panels are gender balanced and as a minimum no panel has greater than 75% one gender	We have taken action to increase diversity in panels.	Record gender balance of academic and reader/chair promotion panels.	Chair of Annual Review Process committee (VP(APP)	2018	No panel has greater than 75% one gender.
5.7	Understand differences in promotion application and success in STEMM and AHSSBL Schools	Staff in AHSSBL Schools have a higher rate of application for promotion than staff in STEMM Schools. AHSSBL staff are particularly successful in obtaining promotion ("new" ARP). The largest gender gap within STEMM and AHSSBL Schools by at any grade is observed at promotion to reader	VP(APP) to work with Deans to understand how these differences arise and take appropriate action.	VP(APP)	December 2017	Differences in rates are understood and are not related to gender.
5.8	Support for staff who were unsuccessful in applying for promotion	We support staff to apply for promotion and provide feedback for unsuccessful candidates.	Deans to introduce extra feedback and, where appropriate, mentoring for staff who were unsuccessful in promotion application. Where appropriate, action plan for unsuccessful members of staff put in place to enable a stronger application at the next available round.	VP(APP)	Begins immediately after promotions cycle	Staff who were unsuccessful in promotion are supported to make appropriate career choices and potential applications for promotion.
5.9	Support career progression of female A&R staff in AHSSBL Schools	Few AHSSBL females applied for promotion to reader or chair compared with the	Introduce women-only promotion-support workshops.	Deans of AHSSBL Schools	Annually in OSaR cycle	There is a greater proportion of females applying for promotion to senior grades. Males

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		number of males applying.	Ensure AHSSBL Deans, through the OSaR process, provide appropriate career development advice and opportunities.			and females are equally successful.
5.10	Encourage and support part-time staff to apply for promotion	The same promotions processes apply for part-time and full-time staff. Proportion of part-time staff, in particular females in STEMM subjects is very low.	Line-managers in particular in STEMM Schools to encourage and support part-time staff to work on achievements that would enable them to successfully apply for promotion. Discussions to be held at OSaR and followed up as necessary.	VP(APP) Deans of STEMM Schools	December 2017 Discussed at least annually at OSaR and as necessary mid-cycle	Part time staff are aware of the criteria and are encouraged to apply for promotion. Applications for promotions sought are proportional to the source populations.
5.11	Investigate whether there are differences between success rate of self- and line-manager- nominated promotions applications	We introduced a new promotions process which enabled self-nomination. We do not currently know whether self-nomination is enabling more promotions, and the mode of application is deliberately not known by the Annual Review panel.	Collect and report data on number/gender of staff self-nominating for promotion and success rates.	Deputy Director HROrgDev	Annually as part of Annual Review Procedure	We understand the promotion success rates for line-manager and self-nomination. We take appropriate action relating to publicity around promotion criteria. Feedback is given to applicants and Deans.
5.12	Ensure promotions process does not disadvantage any group of staff.	A disproportionately low proportion of male T&S staff in STEMM Schools were successful in their promotion application.	Annual Review Procedure group to review the promotions criteria in particular for T&S staff.	VP(APP)	December 2017	Criteria are amended (if necessary) and in place in time for 2018 Annual review Procedure. Success rates between females and males in RO, T&S and T&R staff are equivalent in STEMM and AHSSBL Schools.

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			Deans to ensure staff and in particular T&S males are well-advised and, where appropriate, mentored and supported before promotions application.	VP(APP)	Feedback given and further support offered at time of notification of outcome	Feedback and support are in place.
			Ensure career guidance and constructive feedback is given and supportive mentoring is received following unsuccessful applications (for all staff).	VP(APP)		
5.13	Ensure our REF processes are fair and transparent.	The overall selection rate for the REF2014 submission was similar for males and females.	Ensure our processes are fair and work within parameters of REF (or its replacement) to ensure no one is disadvantaged on the basis of their gender.	VP(RKE&WI)	2021	REF submissions reflect the quality of the outputs from individuals and are not affected by gender.
			Monitor REF eligibility and submission rate by gender.			
			Ensure an Equality Impact Assessment is conducted.			
5.14	Further increase completion rates of E&D training	Completion rates by gender available to AS SATs and detailed completion rates available to Deans allowing follow up of those who have not undertaken the training. Providing evidence of completed E&D training is now part of Schools' OSaR process. Deans are supporting VP(APP) in targeting staff by grade (starting with professoriate). Non-completion of E&D modules precludes staff from involvement in	SATs include annual evaluation of E&D completion data in AS annual review.	ASPC	Data reviewed in October annually	There is an incremental increase in completion 95% of staff to have completed training at any time by 2021.
			Deans carry out targeted action as necessary to ensure completion by professoriate.	VP(APP)	Last quarter report 2017	100% of professoriate to have completed training.
			Evidence of completion to be presented at OSaR.	Deans/Directors	Annually in OSaR cycle	All staff having OSaR present evidence of completion.

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		certain activities and confirmation of probation.				
5.15	Maintain involvement with Aurora programme	Leadership development of female staff is supported through the Aurora programme.	Continue to support involvement in Aurora programme.	Director HROrgDev	Annually	Minimum 5 staff per year participate in the programme.
5.16	Improve completion of training	UoD staff survey identified that some staff are not receiving the training identified at OSaR	Liaise with Deans/Directors to identify reasons that training is not carried out. Deans/Directors ensure that participation in training courses is encouraged and facilitated by line mangers, followed up at OSaR . This will be monitored regularly by Director HROrgDev.	VP(APP) & University Secretary Director HROrgDev, VP(APP) & University Secretary	Reviewed annually Annually in OSaR cycle	We identify the most common reason(s) staff do not complete training. Increased proportion of staff report having received agreed training in 2017 and 2019 staff survey.
5.17	Encourage and facilitate more equal participation in training, learning or development	Staff survey data indicate that fewer males than females report participation in training, learning or development [paid for by the university]. These data are not broken down by staff type and include all staff (A&R and P&S).	Identify reasons for apparent lower male participation. Line-managers to encourage and facilitate more equal participation in training as discussed and followed up at OSaR. Follow up mid-OSaR cycle.	Deans/Directors Deans/Directors	December 2018 Annually in OSaR cycle and follow up mid-cycle	Reported female and male participation in training, learning or development are equivalent relative to representation within the population. Training that was agreed at OSaR is undertaken by all staff.
5.18	Improve OSaR completion rate	OSaR completion rates are improving but rates remain too low.	Ensure all eligible staff have had OSaR and that the follow up documentation is completed and recorded.	Deans/Directors	2021	Completion rates increase incrementally until at least 90% of

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						eligible staff overall have had OSaR each cycle.
			Any Dean or Director who has not ensured that at least 90% of their staff have competed OSaR (unless there are extenuating circumstances) will not be considered for a salary review.	VP(APP) & University Secretary	Evaluated during Senior Staff Salary Review commencing 2018 cycle	Ensuring the completion of the School/Directorate's OSaRs is a prerequisite of salary review eligibility.
5.19	Improve reported usefulness of OSaR process	59% of both male and female respondents to UoD staff survey 2015 indicated that OSaR review was useful.	Ensure all line-managers who hold OSaRs have undertaken relevant training. Review and improve OSaR process.	Deans, Directors Director HROrgDev & VP(APP)	2019 Review December 2017, changes implemented 2018 cycle	Improved evaluation of OSaR process by 10% in 2019 staff survey. OSaR changes implemented.
5.20	Maximise reach of mentorship	Well-established cross-institution mentoring scheme in place for early career academics (ECAMs) (run jointly with University of St Andrews) which we will continue to promote and champion. Mentorship is also embedded in some other internal development activities, for example, Developing Leaders Programme.	Continue ECAMs with University of St Andrews, and using best practice, scope and develop a parallel professional and support staff mentoring scheme. Include record of discussion about mentoring options in OSaR. Evaluate/measure impact of mentorship programmes by tracking the number of active mentoring partnerships once new scheme is established.	Director HROrgDev & VP(APP) Deans/Directors Director HROrgDev	December 2018 OSaR cycle 2017/18 September 2018	Options for mentoring scheme for P&S staff have been explored. All staff have discussion about mentoring options included in their OSaR meeting. All staff have access to a mentoring scheme for their own personal development.
5.21	Coordinate careers talks and events	There are many local careers events in place but these are not	UoD AS Exec to coordinate communication about events through internal communications.	ASPC	First communication about	Talks and events well attended by students and staff (as

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		coordinated and staff and students are not aware of these in different disciplines. Events may be applicable across different disciplines.	2 schedules released per year - one in each semester.		forthcoming events in September, (semester 1) 2018/2019	appropriate) from Schools and Directorates across UoD as measured by feedback after the session.
5.22	Leadership shadowing	Staff may not always be aware of the skills required to fulfil a leadership role associated with career progression. This may relate to a more senior role or one in a different field.	Increase awareness of the skills required to carry out a leadership role through leadership shadowing opportunities. Opportunities open to academic and research and Professional and Support staff.	VP(APP)	Introduced by start of 2018/19	There is uptake of shadowing and feedback indicates that the experience increased awareness of the requirements of a leadership role.
5.23	Formally evaluate usefulness of maternity checklist	Maternity checklist was introduced in 2015. Anecdotally we find it to be useful but we have not formally evaluated this.	We will survey maternity returners and line-managers to evaluate the usefulness of the checklist and make modifications if necessary.	Director HROrgDev	Implement survey September 2019	Feedback is received. Revisions to the checklist are made if necessary.
5.24	Increase support for staff before, during and after maternity/paternity/adoption leave	HR for Management training for managers is in place but does not reach all staff.

Managers receive the maternity checklist as a reminder of their responsibilities as soon as notification of pregnancy/adoption is received by HR staff. | Increase number of managers having training about best practice regarding maternity/paternity/adoption leave.

Continue to ensure managers receive maternity checklist.

Hold networking/support events to bring together staff members and their families who are on maternity/paternity/adoption leave. | Deans/Directors

Director HRDevOrg

HROrgDev | 2021

Ongoing

Dec 2017 | Participation in HR for Management training increases incrementally over award period.

All manager receive checklist.

Event has been held and event was successful. |

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		Line-managers and colleagues support staff but they may not have any or recent experience of maternity/paternity/adoption leave and some staff have reported they would value the support of other parents/expectant parents.	Introduce informal parent and expectant parent buddying support.	ASPC	2020	Parent and expectant parent buddying support advertised widely and new/expectant parents informed about buddying support as part of maternity check-list.
			Ensure use of "Return to Work" plan before leaving for maternity/paternity/adoption leave.	VP(APP)/University Secretary	2019	All staff planning parental leave routinely complete Return to Work plan with line-managers.
5.25	Increase awareness of breastfeeding facilities	Private breastfeeding /expressing/rest facilities are available in various Schools and centrally including in Tower Building (main administrative centre on City Campus), Chaplaincy Centre and Library and Learning Centre. Other facilities have been made available on request. Awareness of availability is variable.

It is important that all staff are aware of these facilities even if they are not likely to use the facilities themselves so they can signpost others to the facilities as required. | Liaise with estates and buildings to finalise plans for further central feeding/expressing facilities.

SAT chairs to liaise with School managers to ensure that each School has a bespoke room or can make appropriate facilities available as necessary.

Ensure all maternity leavers/returners are aware of facilities by adding to maternity checklist.

Information about breastfeeding/expressing facilities to be part of the on-boarding process for new staff and promoted by:

- including details in staff handbook and within information packs used at Welcome events, | Deputy Director HROrgDev

SAT chairs

Director HROrgDev

Director HROrgDev | April 2018

April 2018

December 2017

September 2018 | All central areas in main parts of the City Campus have facilities.

Each School has facility available.

All maternity leavers/returners are aware of the facilities.

Awareness of breastfeeding/ expressing facilities is improved as assessed |

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			- advertising using social media and internal communications.	ASPC	Annually in September, starting 2017	in AS survey (we do not have baseline data). Signage is more visible.
			- liaising with Estates and Buildings to ensure signage is more visible.	Deputy Director HROrgDev	November 2018	Rooms are used as indicated by booking data.
5.26	Minimise disruption to career following break for maternity/paternity/adoption leave	School of Humanities focus groups indicates that maternity returners required extra support to minimise disruption to their careers.	Deans to work with A&R staff to identify priorities for returner's contribution and career progression in their work load.	VP(APP)	Implemented when workload model is fully rolled out in 2018	Maternity/paternity/ad option returners feel supported to progress their careers as indicated in AS annual survey.
			Directors/School Managers to work with P&S staff to provide space so that individuals can develop new skills and attributes that will enable them to succeed in applying for promoted roles internally as and when they become available.	University Secretary	With immediate effect	As above.
5.27	Track the "typical academic career journey" by gender	We developed a method to track the "average" progression of A&R staff but this was very complex and the protocol was flawed. We are currently developing a more robust method to track academic staff.	Review the number of years on average female and male academics spend at each career stage before being promoted or leaving.	Director HROrgDev	September 2017	Data are robust.
			SATs and Deans to identify the possible reasons for any differences between female and male progression.	VP(APP)	Reported to AS Steering Group March 2018	Analyses have been conducted.
			If differences are found, put in place appropriate action(s).	VP(APP)	September 2018	Appropriate action(s) to address causes of imbalances (if any) taken.

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			SATs to review impact in AS annual review.	SAT Chairs	October annually, starting 2018	Impact of actions is assessed, actions modified as necessary.
5.28	Assess maternity return rate beyond immediate period	Since our 2013 award, we now collect data on immediate maternity returners.	HR systems officers to extract follow-up data on maternity returners remaining in post for 6, 12 and 18 months after return. Data will become part of the suite of AS data released September annually.	Director HR OrgDev	Data available annually in September from 2017	Maternity returners remain in post for at least 18 months - or if leaving before do so for reasons not related to their maternity leave.
5.29	Increase accuracy of recording and reporting of paternity and parental leave.	Since our 2013 award, we now record data but we are aware that leave may not always be reported to HR or recorded. Accurate recording and reporting of these data is an AS requirement of the new data management system.	Liaise with Business Transformation Manager to ensure this requirement can be met (see action 3.9).	Director HROrgDev, Business Transformation Manager	Phased roll-out begins October 2017	Accurate data collection and reporting of all types of leave as indicated during sense-checking processes.
5.30	Embed shared parental leave in UoD culture.	We have a handful of examples of staff taking shared parental leave. Currently approximately a third of staff are aware of our suite of work-life balance policies.	Line-managers to support uptake of shared parental leave. AS SATs to provide case studies of shared parental leave-takers for AS web pages.	Deans/Directors ASPC	Annually September 2019	Improve awareness of work-life balance policies in AS survey. Case studies uploaded onto AS webpages.

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			Initiate New and Expectants Parents workshop to explain policies and opportunities.	Director HROrgDev	September 2020	Workshop is available to staff.
			Promote parent and expectant parent buddying support via AS networks and widely across UoD.	ASPC	September 2020	Parent and expectant parent buddying support is publicised and available to all staff.
5.31	Increase awareness of work-life balance policies.	Currently approximately 1/3 of staff are aware of our work-life balance (flexible working) policies. This proportion has not changed despite advertising and promotion.	Promote work-life balance policies via: -UoD internal comms staff newsletter,	ASPC	Annually, commencing May 2017	Increased % of staff are aware of the policies as suggested by 2017 UoD AS survey response. Target: 10 % increase year on year.
			-Welcome for new staff, Work-life balance policy booklet, staff handbook,	Director HROrgDev	September 2017	
			-School/Directorate inductions,	Deans/Directors	Introduced by December 2018	
			-Discussion at OSaR,	Deans/Directors	Annually in OSaR cycle, starting 2017/2018	All SATs have members trained as work-life balance champions, following the Health Schools model.
			-HR partners to provide training on work-life balance policies to all SAT members – coordinate via AS Exec Group.	SAT chairs	By December 2019	
5.32	Improve staff experience of work-life balance	UoD staff survey in 2015 found that 65% of people felt they had a	Line-managers to have discussion about work-life balance at OSaR.	Deans/Directors	Annually in OSaR cycle	Increased % of staff report they have a good work-life balance as indicated in 2017

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		good work-life balance, down from 71% in 2013.	Using the new workload model data and in conversation with staff, ensure no individual has an excessive workload.	Deans/Directors	Data reviewed annually and discussed at OSaR	UoD AS survey response. Target: 5 % increase in each survey.
5.33	Support flexible/emergency out-of-hours childcare needs	Many academic staff have no extended family living locally and many staff report that working or travelling out of office hours results in problems accessing appropriate childcare. Discussions on how to support this are happening at School level e.g. School dependent care grants operate. 4 Schools currently operate dependent care grants.	We will consider how we can support this at University level: Consider (for example): Financial contribution for short-term care needs possibly through UoD-wide dependent care grant, Partnerships with other emergency care schemes such as My Family Care https://www.myfamilycare.co.uk.	VP(APP), Director HROrgDev	Consideration by 2019	Schemes are evaluated. Appropriate provision in place.
5.34	Increase awareness of childcare vouchers	We now report data on uptake of childcare vouchers annually. Conversations with staff have revealed that not all members knew about the vouchers or fully understood the potential benefits before taking maternity leave.	Include information on childcare vouchers in the staff induction pack. Liaise with internal communications and SAT chairs to advertise widely to ensure that all who might benefit are aware. Highlight scheme in managers' maternity checklist.	Director HROrgDev ASPC Director HROrgDev	2018 Annually December, starting 2017 December 2017	All new staff receive the information. The scheme (or its replacement) is advertised widely. Information is included in the checklist.
5.35	Understand our gender/age intersection as it relates to career progression	We believe that our females progress up the academic career ladder at a greater age than males. We wish to perform a thorough evaluation of this	HR systems officers to extract and AS groups to analyse data on age and length of service at grade intersection. Data form part of the AS data suite provided in September annually.	ASPC	Data available annually from September 2017, annual analysis reported to AS	If there are differences in the average age of female and male length of service or promotion, reason(s) identified and

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		intersection and take action as appropriate. The first step is to extract and analyse the data. Career breaks (such as maternity leave) may impact this.	Review promotions data with respect to determining age at promotion and length of service in grade at time of promotion.	Director HROrgDev	SG in March annually from March 2018 Promotions data available March annually	appropriate action(s) taken. Impact to be reported in our 2021 AS application.
5.36	Increase the reported perception of fairness of career progression/promotion in light of new initiatives and embedded new promotion process	Promotions procedures were updated, workshops to explain the process and give examples of evidence that can be used in promotions applications were introduced. We have increased support available for career development and review and revise our OPD programme annually. 80% of staff in 2015 (82% 2013) report via staff survey they believe UoD is committed to equality of opportunity. 77% in 2015 (down from 80% 2013) report they perceive fairness regarding career progression/promotion. Although this value is still largely positive, we wish	With Deans, Directors and equality groups including AS we will review response to this question in our 2017 survey – to establish whether there is any further decline in positive response. We will take action as necessary locally and at institution level.	Director HROrgDev	Following release of 2017 staff survey data Reviewed again following release of 2019 data	Reponses to survey indicate there is greater perception of fairness.

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		to increase the perception of fairness.				
5.37	Roll out student E&D training to students across all Schools	Student E&D training is available and mandating the training has been piloted in School of Education and Social Work.	Deans ensure online student E&D training is available to all entrant students across all Schools as part of matriculation process. Liaise with Business Transformation Manager to ensure that new student management system can incorporate online E&D training as part of matriculation and deliver and report on online E&D training for students.	VP(L&T), Director of Registry	Functionality introduced for new entrants as of September 2019	In the first year of implementation at least 80% of new entrants complete online E&D component at point of matriculation.
5.38	Ensure bullying and harassment as reported in staff survey continues to fall.	The UoD staff survey in 2015 suggested that a small proportion (6% overall) of staff felt bullied or harassed and pleasingly this figure is lower than in 2013 (9% overall).	Deans/Directors and AS groups will continue to monitor this important parameter and take immediate action if necessary.	VP(APP), University Secretary	2017 survey and 2019	Number of staff reporting feeling bullied or harassed continues to decrease at each survey time point.
5.39	Ensure there is equality of opportunity in applications for leadership roles	Ensure advertising of leadership roles.	Director of HROrgDev to ensure the policy of appointment following competitive application is implemented.	Director HROrgDev, VP(APP)	Implemented September 2017	Protocol is in place to ensure open application for leadership roles.
5.40	Facilitate development of the Associate Dean cohort	An Associate Dean network has been formed.	Support Associate Deans' career development via a combination of peer support and a training programme including leadership training.	Director HROrgDev	Training programme to be developed and implemented by start of 2017/2018 academic year	Associate Deans' training programme is in place.

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			Track the development of Associate Dean group to ensure that the members are able (should they wish) to successfully apply for other leadership positions and Deanships as they arise.	VP(APP)	Monitor applications to Deanships in 2020 (or before, if they arise)	Associate Deans are represented in the applications for Deanships when current term of Deanships lapse in around 2020.
5.41	Develop a policy statement and guidelines to encourage better diversity on all UoD committees	We have published a statement on E&D covering membership of all Court committees and there is an undertaking to encourage better diversity across UoD. However, this has not been rolled out across UoD committees and is not well known. It should be noted that we have no control over the Trades Union and student members of Court who have their own election process, the outcome of which can impact on the balance of committees.	In the Review of Senate Effectiveness in 2017, gender equality issues will be included in its terms of reference so that clear policy guidelines on Committee Memberships can be agreed and published. Members of the University's AS Steering Group have agreed to serve on the Review Group. The guidelines will be applied to all committees and groups (see action 5.43) In relation to the bodies who have the ability to elect members to committees, their guidelines will also include reference to E&D. We will develop a method of monitoring the diversity of committee membership.	Director (Academic and Corporate Governance) Director (Academic and Corporate Governance) Director (Academic and Corporate Governance) Director (Academic and Corporate Governance)	Policy and procedure developed and implemented by September 2019 September 2019 September 2019 September 2020	All UoD committees abide by the terms of the policy, resulting in greater diversity of membership as measured at the time of the 2021 AS institutional award application. All bodies are mindful of diversifying their membership. Increased diversity on all UoD committees. Increased diversity on all UoD committees.
5.42	Ensure there is no gender imbalance overall in workload according to the workload model data	New workload model being implemented across UoD in 2017-18. AS fed into the consultation process in	Deans analyse local workload model data to monitor the workloads of female compared with male staff. Resultant data are analysed to ensure there are no overall gender differences.	VP(APP)	Annually, beginning 2018	No difference in workload of females compared with males in equivalent role.

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		the development of the workload model.				
5.43	Ensure senior female staff are not overloaded with committee membership	We remain acutely aware that overload of committee work, particularly of our more senior female staff can be an issue. Until the underlying gender balance is corrected this remains a concern for us.	Deans/Directors to monitor workloads of senior female staff via workload model to ensure those staff are not disproportionately loaded with committee responsibilities. Overload will be addressed.	VP(APP) & University Secretary	Annually in OSaR cycle, beginning 2017	Workload model data indicates that senior female staff are not overloaded with committee membership.
5.44	Aim to schedule events, meetings and seminars to enable full participation	UoD AS seminar guidelines have been developed, implemented and disseminated. These recommend timing of seminars to occur between 1000 and 1600. Scheduling of some meetings and events in a number of Schools has now also moved to between 1000 and 1600 in line with seminar guidelines.	Deans/Directors should aim to ensure that events, meetings and seminars are scheduled in a way that enables full attendance, in particular taking account of the needs of staff who have authorised flexible working arrangements for example in relation to childcare or other caring responsibilities. Gather data on timings of events, meetings and seminars from across the Schools and Directorates. Evaluate impact of timings of meetings via the AS survey.	Director Academic Governance, VP(APP) & University Secretary School/ Directorate managers ASPC	May 2017 September - Start of academic year 2019/20 2021	Feedback on timings of events, meetings and seminars as gathered in AS survey is positive and at least 75% of people report that meetings are held at suitable times.
5.45	Aim for a mix of genders of speakers at seminars and events	Awareness of need for gender balance of speakers has been raised via the Athena SWAN seminar guidance. Many organisers are working towards gender balance in speaker programmes. However, some	All Schools to collect data of gender balance of speakers. Data are reported to AS SG as part of SATs' annual review.	VP(APP) SAT Chairs	Beginning academic year 2017/2018 March annually, beginning 2018	Where possible all seminar series and events have a mix of genders of speakers.

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
		programmes are not gender balanced. Some Schools now routinely collect data on gender balance of speakers and take action to redress imbalance as necessary.				
5.46	Promote media training opportunities for staff (including social media)	Following our 2013 action plan we have increased provision of training opportunities. We have piloted media training from external providers. Feedback from this has been positive. We wish to expand this provision.	A three-day development programme of Science Communication is being funded by UoD's Leverhulme Research Centre for Forensic Science in association with the Alan Alda Center for Science Communication. Applications are open to academic and research and professional and support staff. We will promote this and other opportunities via our AS networks.	ASPC	April 2017 and as opportunities arise	Media training opportunities are available and promoted to staff via AS networks.
5.47	Celebrate and raise the profile of the many successes of our females. Increase profile of males where under-represented e.g. in SNHS	We have a brief section on Athena SWAN role models on our AS website. We celebrate successes via the AS webpages, newsletter and press releases. Successes of our staff are advertised locally within Schools. Some Schools are actively increasing the female images displayed	Local AS champions to canvass Schools to identify role models and expand the profiles available on the AS webpages. Continue to share good news stories via various media and networks. Ensure successes are given prominence within Schools. By coordinating via AS Executive group we will ensure that there is at least one prominent display or event per year showcasing the achievements of a member of the UoD community who is	SAT Chairs ASPC SAT chairs ASPC	2021 As stories arise As events occur Annually beginning 2018	Number of role models increases incrementally; profiles of at least 5 people from each School are available on webpages. News is celebrated. Profile of people who are of an under-represented gender is increased.

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		in and around their buildings (in particular School of Life Sciences). This year School of Life Sciences AS initiative, "Herstory of Science" ran for the first time and images of all School of Life Sciences professors are displayed on poster boards.	of an under-represented gender in their field.			
5.48	Collect information on our programmes of engagement and outreach centrally	We offer extensive engagement and outreach activities. Some, but not all are recorded centrally. We work with Schools to encourage academic staff to record their public engagement activity in our "PURE" database.	Further encourage all staff to record their engagement and outreach activities in the PURE database. Liaise with Business Transformation Manager to ensure that the new data management system can capture and report the necessary information (see action 3.9).	UoD Public Engagement Co-ordinator and School Public Engagement Champions Director HROrgDev, Director Library and Learning Centre	Sept-19 Phased roll out begins October 2017	Engagement and outreach data are collected and reported. Gender balance of those delivering engagement and outreach is representative of staff within each of the Schools.
5.49	Continue support for Women in Science Festival and to offer events as part of department AS initiatives	Women in Science Festival is well established and widely publicised. We have AS presence at many Women in Science Festival events and offer AS named lectures.	AS and Public Engagement office will continue to collaborate on cross-promotion of gender equality including through our Women in Science Festival and other festival activity and through our departmental SATs.	ASPC	Annually March	We hold at least one public-facing AS event per year.
5.50	Increase visibility of females in Lamb Gallery exhibitions	Museum services provides an extensive programme of high	Ensure that female artists are better represented in Lamb Gallery exhibitions.	Curator of Museum Services	Annual programme	Each year there is at least one Lamb Gallery exhibition per year by or about females.

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		profile and high foot-fall exhibitions and events. Museum curator ensures gender balance or gender natural programing of all events where possible but resources limit the ability acquire more exhibits or proactively pursue individuals (of a particular gender) who wish to exhibit. In our AS analysis we identified that in 2016 there were no Lamb Gallery exhibitions about or by females.				
5.51	Expand our local Athena SWAN "hub"	AS leads at Dundee and neighbouring institutions meet approximately 3 times per year. We invite external colleagues to some of our internal events and training and share good practice informally. We wish to expand the networking meetings to all of the subject leads within the institutions and wish to embark on joint activities.	Invite key members of staff at neighbouring institutions to the next AS Hub meeting, further develop our mutual support network and develop joint AS initiatives.	ASPC	Jun-17	At least two expanded meetings per year with one joint initiative or event every year, beginning 2018.
	Section 6					
6.1	Ensure that our environment and policies are inclusive to all and meets	We have robust policies in place, which are	Continue to review our policies to formalise our approach to supporting	Director HROrgDev	Review and implementatio	Policy updated as necessary and

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
	the needs of everyone, including those who are trans	designed to support all members of our community irrespective of protected characteristic. We review our policies regularly to ensure they are providing appropriate support. Review of E&D and Dignity at Work & Study policy is underway at the time of writing.	the needs of trans people. This will ensure that the needs of our growing trans community are met and will make the working and studying environment as inclusive as possible. Work with our LGBT+ group and the Stonewall initiative to ensure that AS activities support trans people in the appropriate ways. Formalise recommendations of best practice with LGBT+ staff and student groups and implement recommendations across UoD. In collaboration with LGBT+ groups, produce a guidance document for line-managers who are supporting staff who are trans.	 VP(APP) VP(APP) Director HRDevOrg	n of revised policy complete by Jan 2018 Formally review and revise our AS action plan in July annually Adopt recommendations and review annually in July September 2019	implemented. Trans staff and students, as reported via LGBT groups, feel supported. AS staff survey indicates that staff do not feel discriminated against on the basis of trans status. Guidance document is in use and useful as reported by line-managers and staff.
6.2	Support and implement recommendations of Stonewall Diversity Champions Programme	We have recently engaged with Stonewall and will support the recommended actions wherever possible.	Support and implement recommendations of Stonewall Diversity Champions Programme. UoD Athena SWAN Steering Group to update the AS institution action plan when Stonewall action plan becomes available.	ASPC	By April 2018	AS community supports Stonewall Diversity Champions in delivering actions.
6.3	Raise awareness of trans issues	Trans awareness training is available through our LGBT+ student network. The training is not well publicised although has been undertaken in a few areas of UoD.	In consultation with LGBT+ staff and student groups, source and roll out alternative, sustainable and far-reaching trans-awareness training. Ensure AS groups have undertaken trans awareness training and AS champions	Director HROrgDev VP(APP)	September 2018 September 2019	Training is available across UoD and awareness of trans issues improves (we do not have baseline data). All AS SAT members have received training.

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		Long term provision of this training is uncertain.	can promote best practice in their School/Directorate. Liaise with LGBT+ Staff group to hold AS/LGBT trans-awareness event annually in trans-awareness month.	ASPC	Feb 2019 and annually thereafter	Annual event well attended and feedback is positive.
6.4	Further raise awareness of E&D issues through the undergraduate curricula	"Values: Self, Society and the Professions" module is run by School of Education and Social Work for all Social Work, Community Learning & Development and Teacher Education undergraduates. Students are exposed to and challenged to confront behaviours such as gender bias, racism, homophobia, ableism and structural oppression. Students in other Schools may also benefit from availability of this module.	Work with School of Education and Social Work Dean to develop a version of the undergraduate module "Values: Self, Society and the Professions" which can be made available to students from other Schools.	ASPC	September 2020	Module available to students outside of School of Education and Social Work.
6.5	Signpost staff and students to the support available for trans people	A great deal of support is available for staff who are trans or are transitioning but we have not advertised this well. Much central support is available for students –	Provide information on HR webpages which details the support we can provide for members of staff who are transitioning. Ensure equivalent support for students is available in all Schools for students who are transitioning.	Director HROrgDev VP(APP)	September 2018 September 2020	Link to information accessible in a prominent place on HR webpages and link embedded in AS webpages. All Schools provide equivalent support for

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		this is better signposted via the Enquiry Centre. There is a lot of support available in Schools but this may be variable. We will try to ensure all students receive the same support and make the information available widely.	Ensure links to information are also provided on AS webpages.	ASPC	September 2017	students who are trans or are transitioning. Information on support offered is easy to find.

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
1.1	The self assessment group will continue to meet and monitor the action plan. The University Athena SWAN Steering Group will meet six times each year at bi-monthly intervals. Minutes placed on Athena SWAN webpage. A representative of each College and staff grade, as well as HR and Equality and Diversity present at each meeting.	Six meetings held with representatives from HR and each College - Progress made within action plan	Group has continued to meet regularly, approximately every 2 months. UoD AS Exec group set up Jan 2015 to feed into this group. Group membership has evolved considerably over the award period - membership noted in application section 3 and includes key stakeholders at UoD including Head of HR & Org Dev, E&D/Athena SWAN leads from all Schools, VP Research, Chaired by VP Academic Planning and Performance. Activity mainstreamed via papers passed via HR committees to Senate and via membership on UEG. Webpages redesigned and developed to host minutes of UoD and departmental meetings. Updated annually due to limited resource. AS Exec Group (see section 3 for details) set up Jan 2015 - chairs of AS/E&D groups in each School and/or awards group and chair of UoD AS Steering Group and UoD ASPC. Each School SAT has wide-reaching membership, including academic lead, members of support staff, student reps, School HR lead etc. and feeds into Steering Group and Exec via the chair. Composition of groups ensures representation of all staff types and grades. Attendance at meetings generally good.	Excellent - exceeded initial action Good Excellent - exceeded initial action Excellent - exceeded initial action	

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
1.2	**Support SET units to apply for and achieve individual Athena SWAN awards.** **Representative from each College to update at monthly self-assessment group meetings - Provide support through central Athena SWAN coordinator.**	**Each College/ School has an Athena SWAN team which meets 4 times or more per year** **Relevant Schools/ Units have applied for at least Bronze award**	All eligible SET (STEMM) departments have active SATs and received Bronze award status by April 2015 submission round. UoD restructured in August 2015 meaning all 5 STEMM Schools have Athena SWAN awards. Only STEMM areas with no awards were Physical Geography and Psychology, which were very small non-autonomous units and part of AHSSBL Schools. UoD formally signed up to Post-May 2015 charter in September 2015. All 4 AHSSBL Schools have committed to applying for AS awards by or in April 2018. School Humanities is applying for Bronze award in April 2017. All 9 Schools have active academic AS/E&D lead roles who engage with UoD-level Athena SWAN meetings and liaise with their Schools. Reps from several support services Directorates sit on the AS Steering Group.	Excellent - exceeded initial action Excellent Excellent Good Excellent - exceeded initial action	Continue to support Schools in their Athena SWAN activity in order to achieve UoD 5 year AS strategy and work towards silver at institution level. AP 2.1

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
1.3	Annual evaluation of staff gender balance data at the University. Annual data analysis of proportion of women by staff grade, turnover data, applications and appointments, and promotion data - Colleges to evaluate data as it relates to their SET departments.	Further trends identified, Measuring accurately how women progress to Professor through promotion or recruitment	Data sets were complex to extract and considerable progress has been made in refining the data available. Data sets for STEMM departments were produced Sept annually from 2014, ad hoc for AHSSBL from 2015 and routinely for all Schools from 2016. Analysis of data sets within AS SATs or UoD level groups has not been systematic in all cases. Promotion and recruitment data are reviewed routinely by HR and UEG and action is take where necessary. We have improved how we use the Steering Group meetings and now review the annual data in the autumn meeting immediately following data release. AS departments perform annual reviews and report outcomes to AS Steering Group in March annually.	Good Fair Excellent Excellent - exceeded initial action	Improve data systems to meet AP data requirements AP 3.9
1.4	Produce an annual progress report on Athena SWAN activities at the University. Twice per year the steering group will	Six reports made to court, and three annual reports produced and placed on website prominently	Reporting structure of Athena SWAN did not support direct reporting to court. However reports go to Court via scrutiny of HR (now People and Organisation Development) Committee. 2015 and 2016 annual reports were produced and published on the UoD AS webpages.	Good but does not match initial action Excellent	

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	produce updates for University Court. The steering group will produce an annual report on the progress of the action plan, available on the Athena SWAN webpages.		During the reporting period, AS was mainstreamed beyond this action. Athena SWAN institutional champions feed directly into UoD SMT/UEG and Athena SWAN and/or E&D is a standing item on all School Boards.	Good - exceeded initial action	
1.5	**Plan further events to disseminate information to staff and encourage feedback.** Athena SWAN related events take place during Women in Science Festival including networking activities for staff. Athena SWAN talks and posters at college retreat days.	**Events are well attended**	High profile talks and named lectures have been given in the festival as part AS actions from Schools (such as Prof Dame Sally Davies (Chief Scientific Adviser, UK), Dame Jocelyn Bell-Burnell (President of Royal Society of Edinburgh) and Anne Glover during her time as Chief Scientific Advisor to the President of the EU, Prof Sheila Rowan - Chief Scientific Advisor for Scotland, Prof Dame Sue Black). Many members of AS teams have presented at the festival. UoD supported the festival by increasing funding. AS has added branding to many talks and has supported the festival by promoting on website, via networks and on social media. AS department named lectures Margaret Fairlie and Rebecca Strong are planned to alternate biannually as part of the festival.	Excellent	Ensure that Athena SWAN presence is mainstreamed by encouraging Schools to have their own AS rep and promotional material at events - this work has begun. AP 3.8 Coordinate a systematic approach to events in the Schools. AP 3.8

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
		Feedback received from a wide range of staff and students **Increased awareness of Athena SWAN**	Athena SWAN has featured at many events: posters and talks have featured at several college, School retreats, and WiSF events	Excellent	Continue to host AS drop-in sessions. AP 3.8
			Athena SWAN talk featured at ASRS teachers' open day. Athena SWAN material is now present at staff induction. Athena SWAN banners were displayed prominently at Discovery days in 2016.	Excellent - exceeded initial action.	
			We have also introduced annual international womens' day networking events including Athena SWAN talks, networking lunches, pastry morning, alumni talks, Athena SWAN info sessions which were carried out in three of the four colleges (CMDN, CLS and CASE) in 2015. Events continued into 2016 but were fewer. ASPC spoke at most events.	Excellent - exceeded initial action	
			To encourage feedback ASPS hosts drop-in sessions approximately 4-6 per semester at venues across campus at different times.	Excellent	
			Annual UoD AS survey launched in 2015 to encourage feedback and shows awareness has increased. See Action 1.6.	Excellent	

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
1.6	**Publicise Athena SWAN activities at the University of Dundee. Continue to update website with submissions, progress reports and other relevant information. Continue to publicise website through other College and University homepages. Survey and focus groups with target staff to measure awareness.**	**High number of visits to Athena SWAN website (at least 1000 each year). Improved awareness of Athena SWAN across University (as measured in survey and focus groups)**	Athena SWAN webpages have been redeveloped. Now at a higher, more visible level within the website structure. Website contains a wide range of info and content is invited from across UoD Athena SWAN groups.

Hits for month preceding 14 April 2016 numbered 790 with 651 unique page views and for Sept 2016 numbered 837 with 711 unique page views. This upward trajectory is well above the target of 1000 hits each year.

There are links to the Athena SWAN webpages from the main menu under "about" on all UoD webpages.

Focus groups not needed. We have several surveys which indicate high level of awareness of Athena SWAN and gender-related issues. Athena SWAN Surveys in 2015 revealed (of those who responded) 93% academic and 87% support staff were aware of Athena SWAN and 2016 data showed 98% academic and 92% professional services staff were aware of Athena SWAN. F:M awareness was 91:89% 2015 and 96:95% in 2016 showing | Excellent - exceeded initial action - though now resource limited

Excellent - exceeded initial action

Excellent - exceeded initial action

Excellent - although strategy to use focus groups was not required | Secure resource for further improving and updating webpages via Schools AS admin leads. Increase awareness of Athena SWAN amongst all staff categories to at least 98%.
AP 3.7, 3.8 |

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
			in both years a very slightly higher awareness in females compared to females though this is probably within the noise of the data.		
1.7	**Continue to raise awareness of gender equality issues in all areas of the University.** **Use Athena SWAN events and activities to highlight areas of gender inequality and its importance across the University.**	**Increased awareness of gender equality issues (found by survey)**	Awareness has increased, as measured by responses from AS staff survey. See Action 1.6. Various Athena SWAN events have been held, including School Board talks, seminars, staff workshops, student workshops, staff road show, undergraduate awareness sessions.	Excellent Excellent	**Continue to promote gender equality issues and increase awareness of Athena SWAN amongst all staff categories to at least 98%.** AP 3.8
2.1	**Annual analysis of data relating to number of women in senior roles at the University.** **Continue to monitor proportion of women**	**Annual report includes evaluation of women in senior and leadership positions**	We did not include this analysis in the AS annual report although we have generated the data annually since 2015 and we routinely evaluate our proportions of females in senior and leadership positions. We are aware of low number of women at Dean and UEG level but gender balance in next tier of management is 50:50 F:M. Systematic evaluation of Athena SWAN data occurs annually in autumn at institution and department level in addition to ongoing systematic evaluation by HR.	Good	**Try and increase the number of women in senior leadership positions and to ensure that a range of opportunities are provided to women through senior leadership**

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
	in leadership positions and professors.		Detailed analysis appears in section 5.1. 8 females were promoted to professor in the 2015/16 round- this is a very encouraging sign.	Good	development programmes and also by nurturing talented female staff as leaders for the future through our Developing Leaders programme. AP 4.1, 4.6, 5.22 We will ensure that females are encouraged to apply for senior and leadership positions. AP 5.39
2.2	**Encourage Female academics to consider leadership roles within and without the University.** Inspirational talks by female academic leaders to provide role models.	**An increased proportion of women feel they can aspire to leadership positions**	In 2015 41.6% of females said they could aspire to a leadership position (either in UoD or elsewhere). This had increased to 45.9% in 2016. This small increase is encouraging. We have introduced Institution, department and WiSF AS events. (See Actions 4.4 and 4.6)	Good Excellent	**Continue to host UoD Annual Lecture and local events in Schools - coordinate a programme of events, facilitating cross-discipline interactions.** AP 3.8, 5.49

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
					Increased number of women in leadership positions. AP 4.1
2.3	**Design and develop training to develop leadership skills in female academics.** Provide leadership training e.g., by supporting Aurora (programme to develop leadership skills in higher education). Survey staff to assess attitudes of female staff to assuming leadership roles.	**An increased proportion of women feel they can aspire to leadership positions**	OPD has an extensive programme of training activities to promote leadership skills. We currently do not have in-house female specific leadership programmes. We continue to fund approximately 5 places per year on the Aurora programme. In November 2015 we ran our first internal Aurora networking session for new Aurora delegates. We have also created an Aurora alumni group (14 alumni, first meeting in 2015). Our first session discussed the delegates' journeys post-Aurora, peer coaching and networking and next steps and was facilitated by Associate Director Scotland Leadership Foundation, followed by a networking lunch. See Action 2.2 for assessment of female attitudes towards leadership.	Good Excellent - exceeded initial action Good	Continue to support involvement in Aurora programme. We will track the progression of our Aurora alumni as well as those on our Developing Leaders programme to evaluate impact of the programmes. AP 5.15, 5.22
2.4	**Review recruitment processes to increase the proportion of female applicants to SET areas with**	**Increased proportion of applications from women to academic positions**	Wording of advertisements has been reviewed formally twice (2015 and 2016) to take into account Athena SWAN award status and commitment to gender equality and to wider E&D commitment. Wording is now included on all advertised posts. "The University of Dundee is a diverse	Excellent	

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
	traditionally low levels of early career female academics. Review best practice for wording of advertisements for academic staff recruitment.	in SET departments	community and is committed to equality of opportunity for all by providing a supportive, flexible and inclusive working environment. We have family friendly policies (including flexible working and childcare vouchers), staff groups for LGBT and BME; and prayer room facilities. The University of Dundee has received the Athena SWAN Bronze Award which recognises the promotion of gender equality and has made further commitment to advancing inclusive culture which supports and encourages all under-represented groups." We have produced guidance for panellists and chairs who must all have completed mandatory E&D training. We also encourage all chairs to complete unconscious bias training and have introduced this into our OPD programme, in part to address this. Our guidance reminds chairs that they should seek gender balance and this could be aided by recruiting colleagues from other Schools/Directorates.	Excellent Excellent Excellent	
2.5	Survey staff leaving the organisation for destination and to	Turnover reasons for leaving identified and	A UoD-wide online exit survey pilot was run 1 March to 31 May 2016. However, uptake was low so it has not been possible to draw any conclusions from this which	Excellent - survey was developed	Implement alternative way to collect exit data

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
	monitor reasons for leaving. Develop and implement exit questionnaires to determine detailed reasons for leaving and gender data. Increase and monitor the number of exit interviews.	actions implemented to address these **Production of annual report on reasons for staff leaving the University**	would be considered statistically valid. Although the questionnaire remains online to complete, other mechanisms are now being considered as to a more effective way to collect exit information (including data required for HESA) from staff leaving the institution. Ensuring that this information is captured will be an integral part of our new data management system.	and implemented. Poor uptake of survey. No progress on annual report.	AP 4.7
3.1	**Undertake equal pay audits every 2 years to consider whether there are any unjustifiable gaps in pay by gender.** Monitor trends in pay gaps with particular attention to grade 10 pay gap identified in 2012.	**Monitoring grade 10 pay gap, No other significant pay gaps identified**	Equal pay audits have been carried out. The gender pay gap at Grade 10 (AS10) persists (in favour of males). Minor gaps in favour of females were identified at grade 6 (mean 3.07%) and grade 3 (mean 3.14%). These roles are predominantly clerical and secretarial and are female dominated.	Mixed – audits did take place although Grade 10 (AS10) pay gap persists. Several measures have been taken to address this.	Actions have been taken to address the AS10 paygap. We will monitor impact of these (and any further measures) formally at the biennial equal pay audits and annually by the Equal Pay Working Group. AP 4.8

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
3.2	Investigate the gender balance of our REF 2014 submissions compared with academics on teaching and research contracts. Review submission for Research Excellence Framework (REF) 2014 highlighting the percentage of female staff submitted in each School and College.	Any differences between proportion of female academics on teaching and research contracts and female academics submitted to REF identified	We submitted 76% of the total eligible staff to RAE2008 (eligibility breakdown by gender not available) and 73% to REF2014. The overall selection rate for REF2014 was similar for females and males (72%F; 74%M, Table 5.28), and, compares favourably with the UK average (HEFCE data: 51%F, 67%M). We detected no gender bias in our selection processes.	Good	
3.3	Ensure that the position, grade and gender of applicants and appointed staff are accurately recorded. Ensure systems are in place and well communicated to staff responsible for data	All applicant's equality data is correct on e-recruitment system	Systems and processes are in place to collect these data. However, some rely on manual input of data - not all are "automatically" collected. In the near future data should be "automatically" recorded using our new data management system.	Good – although compliance is low	Ensure that data requirements are communicated to new data management system. AP 3.9

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
	entry, to accurately record equality and diversity data from job applicants. Collect application and appointment data by both gender and grade.				
3.4	**Encourage more women to apply for academic positions, prioritising areas where no women are employed.** Review best practice for wording of advertisements for academic staff	**Increased proportion of applications from women** **Increased proportion of appointments for academic staff positions made to women, particularly in areas where no women are employed in senior roles**	Despite our work on this action, we continue to receive fewer applications from females than males. We will monitor this carefully. We encourage staff to use their contacts to increase awareness of opportunities for females, especially where they are under-represented. Some senior staff are recruited with additional support of recruitment agencies. These are always briefed on the requirement for a diverse pool. The proportion of females appointed to academic positions varies year on year and no trends are apparent. However, applications from females continue to have better success rates than male applications.	Poor Limited	Monitor the gender balance of applicant pools generated by advertising alone compared with using recruitment agency. AP 5.1

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
	recruitment to encourage female applicants.		Wording for advertisements has been updated twice to reflect commitment to Athena SWAN and other E&D issues.	Excellent	
3.5	**Continue to monitor and improve equality and diversity training for all staff on appointment and recruitment and promotion panels. Continue to deliver programme of training for all staff in management positions *that recognising and understanding unconscious bias*unclear wording in action plan - assumed to be "to ensure recognition and understanding of...."Unconscious bias training is now**	**Training delivered to 100% of staff on appointment and promotion panels, Monitoring report on uptake of training, and monitoring of gender balance of academic recruitment and appointment committees**	We do not have data on this as names of individuals on appointing panels are not collated centrally. However, training is mandatory for all staff and completion rates have risen. We are now able to monitor completion rates quarterly and Deans are provided with a list of individuals who have not yet completed all E&D training modules. Deans are then able to follow up with staff. Chairs or panels must have completed training and are expected to ensure that panellists have also. Completion of E&D training is a point now on OSaR documentation.

Equal opportunities wording on appointing committee procedure includes reference to aim for gender balance and advises the out-of-School representative should be considered to achieve the best possible balance.

It is an expectation that all panel members have completed their Marshalls Equality and Diversity training modules. In particular, it is mandatory that the Convener of the Committee must have completed these. | Good

Good

Good | Ensure 100% staff have completed their mandatory E&D training. AP 5.14

Encourage participation in unconscious bias training. AP 5.3 |

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
	available via OPD - first sessions in 2014. Monitor the gender balance in the make-up of academic recruitment and promotion panels.		Unconscious bias training is available via OPD. This was firstly made available to senior management and those in particularly influential positions, as nominated by Deans. Gender balance in recruitment panels is now routinely recorded although this is currently a manual process which may result in some panels not being recorded. We do not yet have uniform gender balance.	Good Good	
3.6	Develop systems for accurately recording promotion data by gender and grade. Ensure systems are in place to record accurate promotion data to Human Resources.	Accurate promotion data produced including gender and promotion rates by grade	Systems and processes now in place to record these data. Data is now released annually (starting 2015) and are available routinely at UoD and department level.	Excellent	
3.7	Provide information to staff on key career transition points. Provide workshops on key career transition points for academic	Increased positive perception of career trajectory by female staff, as appropriate for their area	Revised promotion procedure was agreed and rolled out in 2014. Main driver was to increase transparency and opportunity for promotion. VP L&T and Head of HR and Organisational Development hold information sessions annually for prospective applicants. Data on attendees were collected in 2016 and indicated that 41% of	We have made progress but it has not been possible to measure the	Continue to collect data on gender of attendees at promotion workshops - analyse promotions success data to see if

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
	staff to promote transparency of procedures and expectations. Managers to review key career transition points at annual review meetings with their staff.		attendees were female and 59% of attendees were male. It is too early to tell if there is correlation between attendance and success. Indeed we will not be able to map directly as we do not collect information about the identity of those attending the workshops. OPD host a probationary mentoring workshop jointly facilitated by our VP L&T (covers the HR process) and an external facilitator (covers the mentoring aspect). This started in 2014/15 to coincide with the launch of the new process. Each member of staff is entitled to an annual OSaR where training and career planning are discussed.	impact of this action according to the success measure in our 2013 action plan Good Good	any correlation can be extrapolated. AP5.5
3.8	**Monitor the number of years that male and female academic staff remain in post before promotion or leaving.** **Ensure data management systems**	**Staff career trajectories and number of years in post data are collected and analysed**	This data is now produced annually. It was produced for the first time in 2015. There is little observable difference between the progression of females and males. Females tend to progress sooner than males but data are not highly granular and it is not possible to interpret fully. Currently the data are produced manually but will be integrated into our new data management system.	Good	Data aspects will be integrated into new data management system for late summer 2017 launch AP 3.9

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	are in place to record staff career trajectories.				
4.1	**Review career development activities for female academics.** **Provide appropriate training and support for female academics.** **Gather feedback from Ph.D. students, research and academic staff on their awareness of**	**Appropriate leadership courses running** **Increased proportion of women expecting to progress career in academia**	OPD provide a comprehensive suite of transferable skills training for all research postgraduates and staff and as such we don't focus on or have a remit specifically for female academics. We continue to actively recruit to the Aurora programme. Feedback is gathered following each OPD workshop and we use this and any other feedback such as via OSaR, ad hoc requests, current strategy/University and/or national drivers throughout the year when planning the following year's training provision. Information on staff requirements are also gathered from each member of staff during OSaR and passed on to OPD to shape the programme of training available. We do not have information on the proportion of women expecting to progress their career in academia, and do not have a feasible way of measuring.	Good-comprehensive programme available to people of all genders. Good Good Did not proceed	

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	career development opportunities available, and what they would like to see in the future.				
4.2	Identify and develop appropriate courses on the University's Organisation and Professional Development programme to develop appropriate leadership skills for female academics. Review of current courses provided by Organisational and Professional Development and Colleges. Introduce new courses if needed from external sources.	Programme of courses available for women in SET to develop leadership skills and knowledge	As above, OPD provide a comprehensive suite of transferable skills training for all research postgraduates and staff and as such we don't focus on or have a remit specifically for female academics. We continue to actively recruit to the Aurora programme.	Excellent	
			Feedback is gathered following each OPD workshop and we use this and any other feedback such as via OSaR, ad hoc requests, current strategy/University and/or national drivers throughout the year when planning the following year's training provision.	Excellent	
			Information on staff requirements are also gathered from each member of staff during OSaR and passed on to OPD to shape the programme of training available.	Excellent	
			OPD programme is delivered by a combination of in-house and external providers, where appropriate. Workshops on Unconscious Bias have been introduced (first piloted in 2014 and rolled out 2015) (external providers) and a new in-house course on	Excellent	

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			communications has been piloted by School of Humanities Athena SWAN and will be timetabled as part of OPD programme in 2017.

Colleges (Schools) may also offer local training, where necessary and these are administered locally. We do not collect data on these centrally.

Athena SWAN workshops have also been facilitated by Equate Scotland (Flexible Working and Unconscious Bias) and we are working towards further partnerships in the future (Sept 2016). Members of Athena SWAN teams are also encouraged to participate in workshops and events delivered by ECU (for example, clinical Schools' advice workshops). | Not known

Good | |
| 4.3 | **Further develop mentoring scheme for academic staff.**

Review of mentoring at the University, Advise Human Resources to any changes which could be made to support women. | **Feedback showing that mentoring for women is valued and fit for purpose** | Audit of mentoring at UoD showed that there were a number of successful School- level mentoring and UoD-wide mentoring schemes in operation and available to academic staff at all career stages. UoD and St Andrews operate a very successful Early Career Academics mentoring programme. Feedback from mentoring is largely positive.

Each probationary member of academic staff has a mentor. | Excellent

Excellent | Support OPD by promoting opportunities available to be both mentor and mentee

OPD Training and Development Officer will review and facilitate the development of |

Action number	Description of 2013 - 2017 Action	Success measure as stated in 2013 Bronze award application	Update note on 2013-2017 action	2013-2017 Action Progress	2017 - 2021 Action: see 2017 - 2021 Action Plan for full details
			Developing leaders programme available to more senior staff. This includes 360 degree feedback and career mentoring. We continue to support approximately 5 women per year through the Aurora programmes and this includes mentoring. OPD have appointed (Jan 2017) a new Training and Development Officer who will be reviewing and facilitating the development of mentoring across the institution.	Excellent – beyond initial action Excellent - beyond initial action	mentoring across the institution with a view to providing a more robust and comprehensive framework through which individuals may seek and receive mentoring for professional development. AP 4.5, 4.6, 5.20
4.4	**The University will hold an annual networking event for women in SET subjects, and promote existing women in SET networking events.** **Start-up an annual networking event for all female academic staff and research students in SET areas.**	**Evidence that the event is well attended by academic staff at all grades**	We have introduced UoD Annual lecture given by inspirational, motivational role models on thought-provoking topics. Speakers to date: Prof Doreen Cantrell, Ms Femi Otitoju, Ms Jenny Marra MSP and Ms Jenny Garrett (scheduled 2017). Attendance has been around 100 at each event with a mix of gender, staff role and seniority. We have had various talks and events at School level, where the role models who present are directly relevant to the Schools' activities. These events have been well received and most positive feedback was obtained when the event incorporated a large proportion of time for informal networking.	Excellent - though deliberately not women or "SET" only Excellent	

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	Review networking opportunities available for women in SET areas and promote these through Athena SWAN and Women in Science Festival channels.		To be as inclusive as possible and to use as opportunities to speak to a broad audience about Athena SWAN-related issues almost all events have been open to all, irrespective of gender. Feedback from events is very positive. The Women in Science Festival continues to be very successful and is also promoted via Athena SWAN. Several Athena SWAN colleagues within the Schools have run events through the Festival, including regular named lectures, stand-up shows and an exhibition.	Excellent Excellent	
4.5	Produce guidelines on best practice for seminar series organisers. Develop set of guidelines outlining actions seminar organisers can take to be more inclusive for women.	Seminar guidelines produced and disseminated to colleges	Athena SWAN seminar guidelines were produced in 2015 and revised 2016 (indicating "usual" times for seminars should be within 1000 and 1600 inclusive). Guidelines have been posted on Athena SWAN webpages and have been disseminated via Athena SWAN leads and SATs in Schools and Steering Group Athena SWAN champions. Several requests have been made from teams wishing to ensure that they comply with the guidelines. Awareness and implementation of the guidelines is variable but arranging meetings according to the needs of the group members is common.	Good	Increase awareness of the seminar guidelines. Gather data on timings of meetings and seminars from across the Schools and professional services Directorates. AP 5.44
4.6	Continue to host annual Women in	Wider participation of all	UoD has continued to support and host this unique event. WiSF has included Athena SWAN events.	Excellent	Continue to monitor success of the WiSF

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	Science Festival. Continue to support and promote the Women in Science Festival, and use the Festival to highlight Athena SWAN and women in SET.	age groups **Increased awareness of women's contribution to STEM** **Increased visibility and profile raising of women in SET**	2016 data show attendees from 2 to 80+ years old. In 2016 the average attendance at events was 164% that in 2015 (85 vs 139 people per event). More significantly the median attendance more than doubled from 35 to 83, demonstrating a shift to even more popular and well attended events throughout the programme. This indicates that the festival is reaching more people than ever and is ensuring that the profile and visibility of women in STEMM is increased.	Excellent Excellent	and ensure that activity reflects gender equality more broadly, including access and barriers across the range of subjects now covered by the 2015 Athena SWAN Charter. Review and reflect on the effectiveness after the 2017 Festival. Continue to promote WiSF through AS network. AP 5.49
4.7	Promote opportunities for female academics and researchers to undertake media training and promote opportunities to engage with the media or the public.	The University of Dundee Athena SWAN website up to date with information about opportunities for public engagement training	The website has been developed and is updated with any suitable opportunities. Public engagement training is also cross-promoted via our Revealing Research public engagement office. Opportunities were not common and we identified a need for in-house training. This has now being developed: We offer "brightclub training" via OPD which helps increase confidence in public speaking and public	Good	Promote media training opportunities for staff (including social media) AP 5.46

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	Develop the University of Dundee Athena SWAN website to advertise opportunities for public engagement training.		engagement. Those who been trained have opportunity to perform live at Bright Club Dundee, and around Scotland.

In 2016 a media training session with University Executive Group with an external provider was held.

In Summer 2017 Leverhulme Research Centre for Forensic Science is hosting a fully funded 3 day development programme in the Communication of Science in association with Alan Alda Center for Science Communication. Workshop is open to academic and research and Professional Services staff. | | |
| 4.8 | **Continue to promote opportunities for awards and prizes, and to encourage the nomination of women in SET areas to public or professional bodies.**

Develop the University of Dundee Athena SWAN website to advertise | **The University of Dundee Athena SWAN website up to date with information about opportunities for nominations of women academics for prizes or for positions with public or professional bodies** | The website has been developed and is occasionally updated with any suitable opportunities but this has not been a priority and this action relies on information being forwarded to the web master, this does not happen routinely. Information is also disseminated via email and local communications networks. This action has not been particularly successful.

We use the website to celebrate the successes of women such as the awards of Professor Dame Sue Black (DBE) and Professor Annalu Waller (OBE). | Mixed | Web pages to be updated by Schools AS admin leads.
AP 3.7 |

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	opportunities for nominations of women academics for prizes or for positions with public or professional bodies.				
5.1	**Examine the percentages of female senior academics and women in senior management and leadership roles.** The percentages of women senior academics and women in senior management and leadership roles will be monitored.	**Produce an annual audit of women's representation in leadership roles, the University**	First full report generated in June 2015 and annually thereafter. At very top level (SMT and then UEG) pre-restructure there was 1 VP (out of 4) who was female. Post-restructure one VP (out of 4) is female, with 2 out of 9 members of UEG being female. One out of 9 Deans is female. This gender balance is poor but is a function of those appointed to the most senior roles. Female applications for Dean positions were few. However, at Associate Dean level we have 51% females (20/39 are female) indicating that there are females coming through in the pipeline. We are putting initiatives in place to support this cohort of staff to progress.	Good- reports generated - although the data do not indicate gender balance at most senior level	Continue to monitor to ensure that females do ultimately gain promotion into the most senior roles and that gender balance at UEG improves. If there is turnover, we will ensure that future recruitment activities promote applications from all staff and in particular females, where under-represented. AP 4.1. 4.2, 4.5, 4.6, 5.1, 5.2
5.2	**Ensure diverse representation on all**	**Improvement in the proportion of**	We now have data to monitor this. This action covers a wide variety of committees.	Mixed	Roll out guidance for increasing gender (and

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	decision making committees. Review of committee memberships to ensure gender representation.	women on important and decision making committees	For appointment committees we now collect data and have guidance on working towards gender balance. On many of the committees there is not gender balance. Most often there are more males than females on the committee. This is for a variety of reasons but is often due to the gender of the role-holder. Gender balance on both court and senate are improving (senate now at parity). Schools are now asked to provide one female and one male nomination to the Appeal Committees. This means that for any particular student appeal we can ensure gender balance by selecting from a pool of available nominated academic staff.		other) diversity on committees. (Success measure - see gender balance on all committees improve at each stage of membership renewal, and as documented at the time of next award submission.) AP 5.41
5.3	Ensure that there are clear policy statements regarding the make-up of committees at all levels to enforce the point regarding gender representation.	All policy statements regarding the make-up of University committees includes a statement	A Statement on diversity on the University Court was published in December 2014 with a particular focus on gender balance. The statement details that Court is particularly concerned to address the issue of gender balance in its own membership as well as membership of its own committees and across the institution and committed to achieving a 40% minimum representation in its lay membership. Committee terms of	Limited	There will be a Review of Senate Effectiveness in 2017 and gender equality issues will be included in its terms of reference so that clear policy guidelines on Committee

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	Review policy statements regarding the make-up of committees and revise as appropriate to include a statement regarding gender representation.	regarding gender representation	reference/membership guidance do not routinely refer to consideration of gender balance.		Memberships can be agreed and published. Members of the University's Athena SWAN Steering Group have agreed to serve on the Review Group. AP 5.41
5.4	**Review workload models used across the University.** A group is set up to review workload models across university.	**More consistent workload models used**	Work began in 2014 - though was temporarily halted due to restructuring - and report was approved by UEG in December 2015. Athena SWAN fed into consultation and efforts were made to incorporate progressive elements with regard to returning from maternity and other leaves, and to recognise the importance of capturing the leadership of E&D/Athena SWAN activity appropriately. A pilot standard modelling tool for use by all Schools in the University was rolled out to all Schools during early summer 2016, feedback was taken on board and an updated model was then rolled out to Schools for implementation.	Excellent	Review the workload data to identify any gender imbalances. AP 5.42
5.5	**Review University publicity materials, website and images used in promotions for gender balance.**	**Report from the External Relations team of the gender balance of**	Snap shots in Nov 2014 and Nov 2015 of images on 10 most popular UoD webpages were analysed for gender balance. There was no gender imbalance. External Relations seeks to ensure gender balance as much as possible in University publicity materials and also use of	Good	

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	Review of the gender balance of images used on the University website.

Monitor press releases for gender balance. | University publicity materials | non-gender stereotypical imagery. This is subject to availability of imagery. Photography team considers gender balance on all photo shoots.

This action was impractical so did not progress. Press releases are dependent on External Relations being provided with relevant, newsworthy information. However, External Relations works with Schools to flag up opportunities to engage with the press and media, irrespective of gender. | Did not progress | |
| 5.6 | Develop and promote a positive working environment to counter any long-hours culture.

Develop a compulsory programme of training for all staff in management positions (particularly at a very senior level) that covers how to support and supervise staff with family commitments. | Training is in place

All staff in management positions have undergone training (measurable by monitoring participation rates)

Staff satisfaction survey indicates increase in staff feeling valued, feeling that they are not | We have not developed a compulsory programme of training for managers but many OPD training opportunities for managers exist. For example, HR for Managers I and II uptake shows that 25 and 29 individuals have attended these courses over the last 5 years. As details of OPD training is confidential, it is not possible to know which managers have undertaken training but numbers indicate that not all managers have undertaken this particular course. This course is not compulsory.

UoD AS survey data (although low response rate and variations in wording of the question) indicate that there is a reduction in people feeling there is a long hours culture at UoD. | Limited | Use AS networks to promote manager training courses and raise awareness at all levels of the need to promote and facilitate a healthy work-life balance. AP 5.32

Roll out work-life balance champion training to managers and across UoD if Health Schools' Athena SWAN SATs |

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		discriminated against	Work-life balance champion training has taken place for AS teams in all three Hea Schools. Impact of this has not yet been established. Athena SWAN hosted a "Flexible Working" workshop facilitated by Equate Scotland which was attended by senior staff across UoD. It has not been possible to determine impact of this but feedback was good although most indicated that we are already using recommended thinking at UoD. UoD Staff survey 2013 and 2015 indicate that 10% of staff indicated they have felt discriminated against in the 12 months before the survey.		deem the action to be impactful. AP 5.31
5.7	Collect data regarding the uptake and awareness of flexible working options including parental leave. Data collected on all flexible working policies including career breaks, part-time working	Accurate data collected on parental leave, flexible working and career breaks	Data are now being collected (processes in place by April 2015) and include some historic collection although it was not possible to extract a full historic set. Some data rely on manual input (procedures were reviewed and improved in 2016) but it is hoped that this will become more "automated" with the introduction of the new data management system.	Excellent	Liaise with business transformation team to ensure that new data management system can meet the requirements of Athena SWAN data provision. AP 3.9

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	applications and flexible hours as well as maternity/parental leave.				
5.8	Increase the capacity, and introduce provision of care of infants under 2 years old, of the University nursery.	**Increase the provision of Nursery by expanding to a new site on the University campus** **Identify and promote other childcare opportunities for staff** **Continue child care vouchers scheme**	On site nursery expanded in Jan 2016 and can now accommodate infants from birth as well as pre-school children up to 5 years, increasing capacity from around 40 full time places to 100+ over two sites. Nursery places are available to the children of both staff and students with preferential rates and first priority on spaces given to students. Students are also able to take their children out of nursery (free of charge) over vacation periods. Details of local childcare providers can be found on the UoD website. We continue to offer the childcare voucher salary sacrifice scheme.	Excellent Excellent	
5.9	**Review of suite of work-life balance policies.** Athena SWAN	**Updated/revised suite of work-life balance policies implemented and supported via**	Work-life balance policies were reviewed by HR in consultation with Athena SWAN and the unions in the 2014/2015 academic year. Updated policies were released in April 2015. Policies were further updated and new policies added in June 2016 and there followed a	Excellent	Further work to promote availability of work-life balance policies. AP 5.31

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	representation on the University-wide working party to review the suite of work-life balance policies.	awareness raising/staff development programmes targeted to SET staff	further press release from Director of HR. Flexible working policies have been publicised widely but data from AS survey suggest that we need to do more still to publicise the policies. (See Action 5.10)	Good	
5.10	**Increase staff awareness of work-life balance policies.** Monitor staff awareness of work-life balance policies through survey and focus groups. Review of welcome information and support for new SET staff. Athena SWAN representation input [in]to review of current provision.	**An increase in awareness of the Universities work-life balance policies**	Focus groups were not necessary - UoD Athena SWAN surveys conducted in 2015 and 2016 suggest that awareness of work-life balance policies remains low overall (and fairly static) despite actions to increase awareness including advertising via website, internal communications networks, Athena SWAN newsletter item. Several School Managers and senior members of HR Org Dev (and others) attended a workshop by Equate Scotland on Flexible Working which explored some of the potential consequences of accepting or declining flexible working requests. The workshop was useful but the School managers and HR Org Dev staff reported that they were already aware of this type of issue. As part of local departmental AS agendas, work-life balance champions have been trained in all three Health Schools. Champions can be contacted by staff requiring informal advice before being directed to HR.	Limited Excellent, above expectation of 2013 action plan Excellent	Continue to promote awareness of policies. AP 5.31

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			Athena SWAN was consulted during the 2014/2015 policy review. Athena SWAN banners and book marks now available at staff induction (started 2015). ASPC presented at staff induction (for all new staff) September 2016.	Excellent Excellent	