

University of the West of Scotland Athena SWAN Action Plan (2015 -2018)

Introduction

The action plan sets out the activities UWS will undertake to address the issues identified in the Bronze award self-assessment submission. The implementation of the action plan will be supervised by the UWS Self-Assessment Team.

The action plan will support and underpin UWS' commitment to promoting gender equality as well as complementing the work being undertaken to support the European Commission's Concordat to support the career development of researchers.

Actions

Actions have been listed under the following themes and are prioritised by order of importance within each theme:

1. Actions to establish /formalise processes to support the university's Athena SWAN work and ambition to gain further awards
2. Generating the evidence base
3. Supporting and advancing women's careers at key transition points
4. Actions to support women's careers
5. Developing organisation and culture.
6. Supporting flexibility and managing career breaks

Abbreviations

PM Paul Martin, Depute Principal
 KT Kate Tedford, Head of Graduate School (UWS SAT Lead)
 CM Carolyn Murray, Director of People and Organisational Development
 RMCN Ross McNaughton, Head of Performance and Reward (P&OD)
 AJ Anne Johnston, Head of Services (P&OD)
 DK David Kyle, Head of Corporate Marketing
 AH Anne Hill, Interim Head of Equality and Diversity
 DMcI Derek McIntyre, HR Services Manager (P&OD)
 PG Head of Strategic Planning
 CE Claire Ennis, Talent and Organisational Development Team
 CB Caroline Baynham, Talent and Organisational Development Team
 DK David Kyle, Head of Marketing and Communications
 VO'D Vicki O'Donnell, Director of Learning Innovation
 DMcM Donna McMillan, University Secretary and Registrar
 IB Ian Bishop, Head of Research Services
 EM Ehsan Mesbahi, Vice-Principal Research and Enterprise
 IA Ian Allison Dean of Engineering & Computing (E&C)
 SA Sabbir Ahmed Dean of Science & Sport (S&S)

A	Planned Action/ objectives	Rationale	Timescale (start/finish complete/ milestones)	Accountability	Responsibility	Success Criteria/How we'll know we've achieved
1 Actions to Establish /Formalise Processes to Support the University's Athena SWAN Work and Ambition to Gain Further Awards						
1.1	Commit dedicated staff time and resource to level required to gain School awards and bronze renewal/silver application.	The activities must be adequately resourced in order to meet current and future strategic goals.	By Jan 2016	Depute Principal PM	Deans and HoDs	Approved staff time allocation and resource for institutional and departmental activities. Inclusivity Officer/Support staff appointment. Activity Plans reflect additional

						Athena SWAN activity.
1.2	The UWS SAT will meet on a bimonthly basis and will report and make recommendations to the Inclusivity Committee to ensure and celebrate an integrated approach to equality across the institution.	To monitor the implementation of the action plan, data and progress and generate reports for the Inclusivity Committee.	Quarterly reports begin Mar 2016. Report to Inclusivity Committee	Depute Principal PM	Head of Graduate School as SAT Chair KT	6 meetings per annum Action plan reviewed and refreshed annually and demonstrates implementation of actions and delivery of targets.
1.3	Review and extend UWS SAT membership to include new School SATs.	To support the STEMM School SATS and departmental submissions currently in process and to embed equality by supporting AHSSLB Schools/departments to elect to apply for new award.	By Mar 2016	Depute Principal PM	Head of Graduate School as SAT Chair KT and Deans of AHSSLB	University SAT includes AHSSLB representation. School SATs set up for selected AHSSLB.
1.4	Further develop and implement plan to prioritise School/departmental applications.	To ensure that UWS commits to a systematic process for preparing School/department submissions and securing Silver award by 2019/20.	By Mar 2016 STEMM School awards by 2018/19 (S&S and HNM submit in 2016). Silver award by 2019/20	Depute Principal PM	Deans Head of Graduate School as SAT Chair KT	Plans and actions in place by Mar 2016. All STEMM Schools achieve awards by 2018/19 i.e. S&S, HNM to submit School application in 2016. Silver award by 2019/20.
1.5	All Schools will review gender equality data annually and identify actions in their operational plans to address issues identified.	To mainstream Athena SWAN principles, identify issues and progress actions.	Annually in November	Depute Principal PM	Deans	Gender equality data, activities and action plans discussed at School Boards and embedded in operational plans. Actions and progress monitored annually and reported to Inclusivity Committee.

1.6	Develop an Athena SWAN communication plan to publicise internally and externally UWS Athena SWAN initiatives and activity through a variety of media – web pages, social media, ebulletin.	To generate further internal and external awareness of gender issues in STEMM and demonstrate UWS' commitment to addressing these.	Plan in place and active from Feb 2016	Head of Graduate School as SAT Chair KT	Head Marketing and Communications DK	Communication plan agreed with Corporate Marketing, and in place with regular and varied media activity. High number of hits on Athena SWAN webpages and twitter feeds etc. Surveys and focus groups indicate increased staff awareness across the University of Athena SWAN principles and broader gender equality issues.
1.7	Continue to provide the Executive Group and Court with at least annual updates on the University's Athena SWAN activities and progress against the action plan.	To engage Court and senior management.	Ongoing Annually in November	Depute Principal PM	Head of Graduate School as SAT Chair KT Head of Equality and Diversity AH	Annual Athena SWAN report provided.
2. Generating the Evidence Base						
2.1	Review and revise data collection processes and methods of dissemination.	To support future Athena SWAN submissions and School/dept operational planning process.	By Feb 2016	Director of P&OD CM	Head of HR Services AJ HR Systems Manager DMcl	Creation of useable datasets and methods to disseminate.
2.2	Continue to enhance reporting of gender data for annual analysis to include staff profiles,	To improve and expand datasets available to inform operational and	From June 2016 new data sets	Depute Principal	Director of P&OD CM	Comparable annual quantitative data

	student profiles, recruitment through to appointment (including applications, shortlisting, offers and appointments), composition of panels, career progression, PDR uptake, outreach, esteem indicators, senior roles, salary and reward, turnover, contract (including atypical contracts), equal pay audit (annual), REF indicators – grant income, publications, training etc.	strategic planning, progress of Athena SWAN action plan and future submissions.	added to existing annual institutional reporting schedules.	PM	Head of Strategic Planning PG	benchmarked as appropriate informs our Athena SWAN plans and UWS, School and departmental operational plans. From June 2016 will add and review new data sets identified within report from POD and Business Intelligence.
2.3	Establish a system to record and evaluate the uptake of women’s training and development (including engagement with the new Leadership and Management Training programmes and early career researcher training), mentoring and coaching activity.	To further enhance the current staff development framework to ensure that women in STEMM (as well as all staff) are supported to develop their career.	By June 2016 Review uptake Dec. 2016 Record Annually	Director of P&OD CM	OD & Talent Team CE, CB	All training, mentoring and coaching activities are recorded, uptake evaluated (by gender) and where necessary actions identified for improvement. Review of uptake and actions reported to Inclusivity Committee.
2.4	Formal exit questionnaires and /or interviews implemented for all staff and tracked annually. Areas of concern and actions incorporated into School action plans.	To improve evidence base to identify destinations and reasons for leaving and identify actions to address any areas of concern.	By Jan 2017	Director of P&OD CM	Head of HR Services AJ HR Systems Manager DMcl	All Schools fully understand reasons for departure and address issues on a case-by-case and trend basis. Increased completion rate from 13% to 60%.
3. Supporting and Advancing Women’s Careers at Key Transition Points						

3.1	Review the recruitment and selection policy to ensure that all members of these panels have undertaken appropriate training and guidelines state that panels must include male and female staff.	To ensure consistent recruitment decisions and reduce bias.	Promotion policy review completed Sept 2015. Recruitment and selection policy review to be completed by March 2016.	Director of P&OD CM	Heads of P&OD Services RMcN, AJ, HR Systems Manager DMcl	All staff involved in recruitment and promotion panels have undertaken training (including unconscious bias training) and all panels' compositions comply with gender guidelines.
3.2	Re-develop and implement all staff equality, diversity and inclusivity training and development programme rolled out by School but prioritising new starts and STEMM Schools that have low representation of women, and all members of decision making panels.	To improve understanding of bias and equality and diversity issues.	From Jan 2016 Training completed by Nov 2018	Director of P&OD CM	Head of Equality and Diversity AH	Training available from Jan 2016 and all STEMM staff have attended training by Dec 2016. Mandatory Unconscious Bias training completion records held for all decision making panel members.
3.3	The gender composition of shortlists to be reviewed by Deans of School during the recruitment process to ensure women are represented on shortlists. We aim for a minimum of 40% female candidates on shortlists.	To address the low success rate of female applicants in some STEMM areas.	Ongoing from July 2015	Depute Principal PM	Deans	The improved gender ratio of applicants as a result of gender aware recruitment processes is carried through to gender balanced shortlists and should confirm improved applicants' and recruits gender ratios. Target to achieve 40% women on shortlists.

3.4	Develop further and implement good practice for recruitment of women in areas with low representation. This will include use of recruitment agencies, focussed advertising, positive encouragement to potential female applicants, wording of text in adverts to include reference to family friendly policies, university's commitment to equality and diversity and the principles of Athena SWAN etc.	To address low numbers of female senior staff and female applicants in some STEMM areas.	Ongoing from July 2015	Depute Principal PM	Head of Graduate School as SAT Chair KT Deans of E &C IA, S&S SA Director of P&OD CM	More applications from women from 2015/16 onwards and more recruited into senior positions and key STEMM areas (S&S, E&C) by 2017 with further improvement in figures submitted in bronze renewal/silver award submission in 2019/20.
3.5	Continue to advance Daphne Jackson Fellowship in Engineering & Computing.	To support re-entry to the profession after a career break.	By Sept 2016	Depute Principal PM	Dean of E&C IA	Daphne Jackson Fellow in place.
3.6	Implement a bridging fund for female early career researchers in S&S and E&C to support their transition from a fixed term to open ended academic post.	To address the drop-off in the number of women researchers progressing to academic posts in S&S and E&C.	From Mar 2016	Depute Principal PM	Deans of E&C IA and S&S SA	Process in place enabling female researchers to progress to open ended academic posts. Review effectiveness annually and identify and issues and actions.

3.7	STEMM Schools will actively encourage women staff to apply for promotion where appropriate and mentoring will be available before and after application.	To address the under representation of STEMM females in promoted posts.	Workshops in place from Sept 2015 and mentoring from 2016	Depute Principal PM	Deans STEMM Line Managers. Heads of P&OD Services RMcN, AJ,	The percentage of STEMM academic women applying for promotion and succeeding continues to increase & builds on % applicants in 2015.
3.8	Publish promotion success stories for women and monitor the promotion success rates by gender and primary basis for application.	To highlight successes and investigate any channelling of careers by gender.	From Sept 2016	Head of Graduate School as SAT Chair KT	Head Marketing and Communications DK Director of P&OD CM	Increased staff awareness of the various routes for promotion evident from focus group feedback. Women's success case studies are published & celebrated on Athena SWAN webpages and social media.
3.9	Investigate the concerns regarding lack of career and promotion opportunities for staff on part-time (atypical contracts) and identify and implement strategies to address any issues.	To address concerns raised at the flexible working focus group and workshop and to establish whether or not staff on fractional contracts (many of whom are women) are disadvantaged by the promotional structure.	By Sept 2017	Director of P&OD CM	Head of Performance and Reward RMcN	Review completed and recommendations in place. Improved responses in bHeard survey to how staff are valued and from focus groups on career opportunities.
3.10	Review the induction process to include gender role models and mentors to assist with integration of new staff and early career researchers, equality and diversity and unconscious bias training, awareness raising of the range of research and teaching development opportunities available in-house and externally, and promotion pathways.	To enhance existing induction arrangements to more effectively integrate female staff and early career researchers and smooth the transition to a successful career at UWS.	Ongoing - new process in place from Sept 2016	Director of P&OD CM	Head of HR Services AJ OD & Talent team CE,CB Head of Equality & Diversity AH	New arrangements implemented from Sept 2016. More positive responses to surveys such as bHeard/ CROS/PIRLS relating to induction and training, June 2017, bHeard Dec 2018.

3.11	Continue to monitor feedback on the appropriateness of induction through surveys and focus groups.	To ensure induction programme meets the needs of all new starts.	Annually	Director of P&OD CM	Heads of P&OD Services RMcN, AJ, DMcl	Feedback monitored and actions taken to identify areas for further improvement, Sept 2018.
3.12	Develop and publicise guidelines on a Sabbatical Policy which supports academic career development for all groups and achievement of University goals, and aligns with the planning cycle; and ensure all academic managers are trained and applications approval monitored by gender.	Informal sabbatical practices have operated for many years. This process should be made transparent to avoid gender inequity issues and the policy publicised.	By May 2017 By Sept 2018	Director of P&OD CM	Heads of P&OD Services RMcN, AJ	Guidance to managers issued by May 2017. Sabbatical leave publicised, take-up monitored. 100% of female academic staff provided the opportunity to have sabbatical. By Sept 2018
4 Actions to Support Women's Careers						
4.1	Schools to continue to provide support and time for staff to increase their professional standing through for example completing a doctoral qualification, gaining HEA professional accreditation, presentation at conferences.	To increase the professional standing of UWS staff (recognising the gender take up of the HEA senior fellowship).	Ongoing	Director of P&OD CM	Head of Graduate School KT Director of Learning Innovation VO'D	Increase in the percentage of female staff with HEA accreditation and doctoral qualification. 10% increase per year

4.2	Continue to deliver early career researcher programme with content informed by gap analysis, and monitor by gender and campus participation in research development workshops and writing retreats, and ensure timings and mode of delivery promote attendance by women including (part-time/flexible workers).	To increase research capability of female staff and improve percentage women submitted in next REF.	Gap analysis complete by March 2016 2018 Mid term progress check CROS, PIRLS surveys 2017 and 2019	Vice Principal Research and Enterprise EM	Deans Head of Research Services IB Head of Graduate School KT	Higher proportion of female staff submitted to REF 2020.cf REF 2014. Improved responses to training and career development support by women in CROS/PIRLS surveys.
4.3	All early career research staff to be offered a PDR.	To support their career development and address feedback from females in CROS	From June 2016	Director of P&OD CM Depute Principal PM	Deans	100% engagement in PDR process and all early career researchers have a career development plan. Improved responses to engagement with appraisal and career development by women in CROS survey.

4.4	Strengthen existing academic mentoring schemes to encompass the whole academic role and contribute towards the achievement of professional recognition, academic leadership and researcher development. Partnerships with other institutions to be explored where appropriate. Female professoriate to lead mentoring of female early career researchers.	To strengthen the opportunity for all staff and early career researchers to be supported in the achievement of their ambitions.	Ongoing – 2018 Phased development; On-line mentoring pilot from Nov 2015 Inter HEI Aurora Alumni pilot from February 2016	Director of P&OD CM Depute Principal PM	Head of HR Services, AJ, HR Services Manager DMcl Head of Research Services IB Director of Learning Innovation VO'D Head of Graduate School KT Female Professoriate	Enhanced existing academic mentoring scheme in place with increased uptake amongst female STEM staff and early career researchers (target 75%) with impact of mentoring activity realised by time of bronze renewal/silver submission by 2019/20.. System in place to track & quantify impact of mentoring.
4.5	Carry out equality impact assessment as part of UWS' annual 'mock' REF.	Identify equality issues in advance of REF2020 to enable any issues to be identified and addressed.	Annually	Vice Principal Research and Enterprise EM	Head of Research Services IB	Mock REF confirms Increase in proportion of eligible female STEM staff 10% increase per year
4.6	Graduate School to continue offering coaching to PGR students and investigate opportunities for mentoring with P&OD.	Addresses needs expressed by mainly female PGR students.	Ongoing – sessions in place from Mar 2016	Head of Graduate School KT	Graduate School and OD staff CE,CB	Increased numbers of PGR students 20% pa engaging in coaching and mentoring and positive impact on PGR experience (PRES) by Sept 2017
4.7	Continue to participate fully in the Aurora Leadership Development programme ensuring that female STEM academics are encouraged to apply and are included as participants, supplemented by role models.	To continue to develop STEM academic women.	Ongoing annually	Director of P&OD CM Depute Principal PM	OD staff CE,CB Deans Line Managers	Continued demand and uptake of places. Participants report increased confidence and improved promotion prospects/success are evidenced.

4.8	Implement the Leadership Development programme targeting female STEM staff in first cohort.	To address the under-representation of STEM women in senior roles.	Ongoing	Director of P&OD CM	Deans	All STEM female staff who have registered intent are offered a place within 12 months.
4.9	Promote opportunities for role shadowing in areas where there are low numbers of women in senior roles.	To support succession planning and address under-representation of women in senior roles.	From June 2016 but currently ongoing in HNM	Depute Principal PM Director of P&OD CM	Deans	Annual audit of work allocation/PDR reveals growing percentage of female staff engaging in role shadowing.
4.10	Continue to promote opportunities for female STEM academics and researchers to undertake media training and promote opportunities to engage with the media or the public through outreach and other activities. Monitor engagement annually including gender of UWS participants through rolling out the School of Science and Sport's engagement template.	To continue to raise the profile of women in STEM and to help maintain a pipeline.	Ongoing	Deans HoDs	Line Managers	Training activities offered annually. Gender profile of UWS STEM outreach participants monitored annually. Increased outreach activities across all STEM areas. By Sept 2017
4.11	Continue to promote opportunities for awards and prizes to female STEM staff and students, and to encourage the nomination of women in STEM areas to public or professional bodies.	To raise the profile of women in STEM.	Ongoing	Depute Principal PM	Deans Line Managers	Increased numbers of female STEM staff and students nominated and secure awards/ membership of professional bodies and public boards. By Sept 2018

5 Developing Organisation and Culture						
5.1	Review the PDR/ workload allocation process and the way it is implemented in practice to enhance focus on development and provide opportunities for career development, promotion, role shadowing and role rotation, coaching etc.	To support succession planning and career development.	By April 2017	Director of P&OD CM Depute Principal PM	B Heads of P&OD Services RMcN, AJ	Publish outcome of review and amend work allocation/PDR process and guidelines by April 2017 Workshops provided across all staff groups at all locations and at various times to maximise the opportunity to attend.
5.2	Analyse academic work allocation by gender using current workload model data, to include activities (e.g. teaching, administration, public engagement, research) and volume of workload, and identify action to address any gender equality issues.	To identify any gender equality issues in work load allocation and determine actions to address these.	Ongoing Annual Review	Director of P&OD CM Depute Principal PM	Deans Heads of P&OD Services RMcN, AJ, DMcl	Actions identified and progress monitored through annual review.
5.3	Improve transparency of workload allocation through recording at School level and publication of workload model information in all Schools with annual reporting to Executive via Inclusivity Committee.	To improve transparency, share good practice and identify any disparities in gender workload between Schools.	From Dec 2016	Depute Principal PM	Deans	All workload allocations published by Dec 2016 and improved perception of workload model by staff, particularly females.
5.4	Continue to publicise female role models through a variety of activities including Inspiring Women events, keynote speakers at UWS led conferences, seminars, annual WISE event etc and monitor annually.	To inspire all colleagues and encourage female staff to further develop their careers.	Ongoing	Depute Principal PM Director of P&OD CM	Head of Marketing and Communications DK Deans	Increased networking opportunities. Good attendance at events by all staff and increased numbers of women applying for promoted posts.
5.5	Report University committees' membership	To identify and address any gender	From Sept 2016	Secretary to	Court and	Reports provided

	gender data annually to Court and Senate for discussion to determine whether there are any barriers to female representation and identify action to improve gender balance.	imbalance on key decision making committees at School and University level (taking care not to overburden women with committee work).		Univ DMcM	Senate Office	annually and actions identified and progressed. Committees adopt recommendations in Scottish Code of Good Higher Education Governance.
5.6	Maintain and increase diversity of membership of University bodies, particularly lay membership (eg to Court) through positive recruitment initiatives.	To ensure diverse membership.	Ongoing	Secretary to Univ DMcM	Court and Senate Office	Gender composition of lay membership of key committees is maintained above 40% and US/SFC diversity targets achieved annually.
5.7	Review annually University publicity materials, press releases, website and images used in promotions for gender balance.	To counter any gender stereotyping and ensure UWS is committed to equal opportunities across all disciplines.	Ongoing Annual review	Director of Strategic Planning MR	Head of e Marketing and Communications DK Deans	Equal representation of men and women in images that represent the University.
6. Supporting Flexibility and Managing Career Breaks						
6.1	Develop a joint communication plan with the trade unions to raise awareness of all flexible working/family friendly policies, carers fund and maternity fund.	Continues UWS' supportive working relationship with trade unions.	By Feb 2016	Director of P&OD CM Depute Principal PM	P&OD Performance and Reward RMcN,	Communication plan agreed with trade unions by Feb 2016.
6.2	Promote flexible working/ family-friendly policies and facilities: (a) through variety of media including P&OD	To draw attention to flexible working/family friendly policies and facilities and further demonstrate the	Ongoing	Director of P&OD CM	Heads of P&OD Services RMcN, AJ	All staff aware of current family friendly policies and facilities.

	roadshows, improved P&OD webpages, signposting in ebulletin, distribution of family friendly policies booklet (online or hard copy) (b) Incorporate information about flexible/family friendly provisions into recruitment website and 'candidate briefs'.	University's commitment to being a family friendly institution.				Internal and external users report that web pages are useful and information is easy to find by June 2016 Information included in recruitment packs and on recruitment website by Feb 2016.
6.3	Develop and incorporate into the Management Development Programme for line managers, training and guidance on flexible/part-time working and other employment policies including career break and parental leave.	To strengthen the training and support for line managers so that they are adequately prepared to support staff who want to engage with career break and family friendly policies.	From Mar 2016	Director of P&OD CM	OD & Talent Team CB, CE	All line managers have undergone training as measured by monitoring participation rates by Dec 2017. Staff satisfaction survey and focus groups indicate increase in staff satisfaction and feeling valued and supported by Oct 2018.
6.4	Develop and implement a systematic procedure for centrally recording flexible/part-time working/career break/parental leave requests and uptake by gender and department. Include retention rates of maternity returners and uptake of maternity and carers fund.	To ensure accurate information is available and allow for more detailed analysis of statistical data, and to provide evidence upon which any necessary actions can be taken.	Ongoing – Feb 2017	Director of P&OD CM	HR Services Manager DMcl	Generation of useable and accurate datasets that are accessed and monitored and inform future submissions, policy changes and actions by Feb 2017.
6.5	Implement the maternity fund to ensure that vacancies are staffed and returners have a smooth transition back into their academic career.	To ensure women academic returners have a supported experience and a smooth transition back into their academic career.	Fund approved and to be implemented from Jan 2016	Director of P&OD CM Depute Principal PM	Heads of P&OD Services RMcN, AJ Deans	Focus group or 1:1 feedback reveals maternity returners have experienced a supported and smooth

			Monitor uptake and feedback from returners annually.			return.
6.6	Implement the carers fund for carers who incur additional costs through conference/essential work attendance outwith their normal work pattern.	To address the barriers to carers participating in key activities such as conference attendance outwith their normal work pattern.	Fund approved and to be implemented from Mar 2016	Director of P&OD CM Depute Principal PM	Heads of P&OD Services RMcN, AJ,	Focus group or 1:1 feedback reveals the benefits of the fund to academic's career development.