Athena SWAN
Bronze Award

Athena SWAN Bronze University Award Application

Name of University:
University of the West of Scotland

Date of application:
November 2015

Contact for application:
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UNIVERSITY OF THE
WEST *of* SCOTLAND
UWS

Glossary of Terms, Data and Abbreviations

<u>Terms</u>

A Action Point
AHSSLB Arts, Humanities, Social Sciences, Business, Law
APG Academic Planning Group
ASC Athena SWAN Champion
B&E School of Business and Enterprise
BCS British Computer Society
bHeard Staff Engagement Survey (Best Companies)
CROS Careers in Research Online Survey
Court University's governing body
E School of Education
EAC Education Advisory Committee
E&C School of Engineering and Computing
ECU Equality Challenge Unit
EIS Educational Institute of Scotland
F Female
FT Full-time
HEA Higher Education Academy
HEI Higher Education Institution
HNM School of Health, Nursing and Midwifery
M Male
MCS School of Media Culture and Society
MOU Memorandum of Understanding
OH Occupational Health
PDP Personal Development Plan
PDR Performance and Development Review
PgCert TLHE Post-graduate Certificate in Teaching & Learning in Higher Education
PGR Post-graduate Research
PGT Post-graduate Taught
PIRLS Principal Investigators and Research Leaders Survey
P&OD People and Organisational Development
PRES Post-graduate Research Experience Survey
PT Part-time
RAE Research Assessment Exercise
RDF Researcher Development Framework
REAC Research Enterprise and Advisory Committee
REF Research Excellence Framework
RSE Royal Society of Edinburgh
SAT Self Assessment Team
SICSA Scottish Informatics and Computer Science Alliance
SL Senior Lecturer
SLT School Leadership Team
SMT Senior Management Team
S&S School of Science and Sport
STEMM Science, Technology, Engineering, Maths, Medicine

UoA Unit of Assessment
UKCGE UK Council for Graduate Education
UWS University of the West of Scotland
WAM Workload Allocation Model
WISE Women into Science and Engineering

Data

UWS headcount is based on staff employed on permanent and fixed term contracts. The data does not include part-time hourly paid staff; we have identified this as an action going forward. Every effort has been made to provide the latest data bearing in mind that UWS has undertaken some major restructuring in recent years (2013/14 and 2014/15). The School of Engineering and Computing was formed as a result of restructuring in 2013/14 merging the previous School of Computing and the School of Engineering; data for the combined Schools is used throughout the submission for ease of reading and data analysis. Data for Psychology includes Health Behaviours and Policy Group. The School of Health Nursing and Midwifery is the largest School (making UWS the largest provider of Nursing education in Scotland), and is predominantly female and so has been removed from some of the analysis to prevent masking genuine issues.

Terminology

UWS restructured from a three Faculty, 8 School model to a 6 School model in 2013/14. For ease of reading the term School is used throughout when describing data and activities in the past three years.

An Athena SWAN Bronze university award recognises that the university overall has a solid foundation (the policies, practices, systems and arrangements) for eliminating gender bias and developing an inclusive culture that values all staff.
At Bronze university level the focus is on:

- The action already taken and planned which demonstrates the university's commitment at a senior level to the six Athena SWAN principles
- The journey to which the university has committed itself in order to achieve a significant improvement in women's representation and career progression in STEMM, with:
  - An identified starting point
  - The resources needed
  - People to lead and support
  - The means to monitor its progress (e.g. the action plan)

Ref: CM/CT/JD/ASwanNov15

30 November 2015

Dr Ruth Gilligan
Athena SWAN Manager
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Dear Dr Gilligan

Principal's Endorsement

I am delighted to provide endorsement to this application. I have an absolute passion for equality and have encouraged colleagues to take this forward wholeheartedly and am confident that my personal energy and enthusiasm is visible - everyone should see that equal recognition for knowledge, skills and abilities is a real priority. Our commitment to Athena SWAN is embedded in our Strategic Plan and been strongly endorsed by our Court, Executive and received external acclaim.

I give very clear leadership on equality to ensure it is fully embedded. When I arrived, it was clear we failed on gender equality and things needed to change. When I saw 24 men and 11 women applying for promotion, 9 men being appointed and only 2 women, this deeply disturbed me and I was determined to change UWS culture so set about improving systems, processes, and providing opportunities for women. I have taken action to address the lack of women in senior posts (eg females attending Executive meetings now outnumber males). We have agreed to adopt other good practices to support outstanding women who are Early Career Researchers transition into permanent posts. Working practices were outdated so I engaged SMT in unconscious bias training, modernised processes for greater transparency and flexibility and given better support for those on, and returning from, maternity leave to ensure they re-establish themselves as high performing academics. We have recognised carer commitments, given better opportunities for all staff to attend University-wide events through IT investment and instigated a fund to support carers to undertake professional development and external academic activity. I was also extremely concerned about the level of staff input into University-wide discussions so engaged a staff engagement survey (bHeard) published in *The Times*. Results were shared across UWS and we are working to ensure that all recommendations are completed with a strong focus on appraisal and workload issues frequently raised by women in STEMM focus groups.

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Paisley PA1 2BE
Scotland UK

Executive Group
Principal and Vice-Chancellor Professor Craig Mahoney

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Ref: CM/CT/JD/ASwanNov15
30 November 2015
Dr Ruth Gilligan

Given my passion for equality, the development of women and my concern about grossly insufficient opportunities available to women at UWS, I introduced an Inspiring Women series of talks/lectures/events delivered by high-profile female role models to encourage female staff and I ensure women are widely nominated to deliver keynote speeches at events. I have also made resources available to female colleagues including leadership development through the Leadership Foundation (strongly supporting Aurora), Common Purpose and individual coaching support.

Despite the low starting point, I am delighted with progress but am constantly pushing improvement and want equality to be embedded long-term. UWS accepts it has not done enough, is wholeheartedly committed to change and will continue to build on and expand this important issue. There is still more to be done but that will give us the energy to continue improvement and aim for higher levels of Athena SWAN recognition.

I am delighted to be able to positively endorse this Bronze Award application and confirm my personal commitment and passion for equality and how it has been taken up by UWS.

Yours sincerely

Professor Craig Mahoney
Principal and Vice-Chancellor
UWS

Enc

UWS Athena Swan Bronze University Application – Data Index

2. The self-assessment process: maximum 1000 words *(total: 986 words)*

Describe the self-assessment process. This should include:

a)   A description of the self-assessment team: members' roles (both within the university and as part of the team) and their experiences of work-life balance.

The UWS self-assessment team (UWS SAT) facilitates development, promotion of best–practice and implementation of policy and culture change to promote opportunities for women in STEMM throughout the university.   Membership of the UWS SAT includes women at all levels, volunteers and by invitation, many of whom have personal experience of work-life balance and career progression in STEMM. Of the 22 representatives, 59% are women. Membership comprises of staff across the university - 11 academic staff (7F,4M), 7 professional and support services staff (3F,4M), 2 students (2F) and 2 union (student and academic staff) representatives (1F,1M). SAT members' experience of work-life balance supports their understanding of issues relevant to career progression in STEMM, including part-time and flexible working, caring responsibilities, dual career families, recent recruitment and/or promotion and career break (see Table 1).

Following the unsuccessful submission in April 2014 and feedback from the Award Panel, UWS recognised that its SAT membership needed to expand and diversify. We increased research representation from 27% to 60% (69%F), included academic staff from all our STEMM Schools and student representatives. Support departments are represented to ensure changes are embedded across the wider institution. In addition, STEMM School SATs have been established to build momentum to raise wider awareness and drive forward submissions from all STEMM Schools.

We have put in place robust communication measures to ensure each member is fully engaged with the work of the team and that their voice is heard, with each member providing feedback on activities to and from their School/dept, and providing updates at every meeting.

Table 1: SAT Members, Role and Relevant Work-life Balance Names marked with an asterisk are research active (12/22, 55%; and 3/22, 14% early career researchers including staff who are undertaking a doctoral qualification)

SAT Member	Work-life experience	Gender	University Role	SAT role
Prof Paul Martin	Dual Career- family and grandchildren	M	Depute Principal	Executive Lead, link between the SAT and University Executive, and University Court
Prof Kate Tedford*	Single career family, recruitment/ promotion experiences, staff work flexibly	F	Head of Graduate School	University ASC, SAT Chair, writing team lead
Mrs Anne Hill*	Dual career family, elder and childcare leave, part-time PhD student	F	Interim Head of Equality & Diversity	Focus group/survey analysis, writing team
Prof Andrew Hursthouse*	Married with one child, sharing childcare, supporting partner's return from maternity leave	M	Assistant Dean (S&S)	S&S SAT lead, writing team.
Dr Fiona Henriquez*	Dual career family, shared eldercare responsibilities, student pastoral care, staff mentorship	F	Reader (S&S)	S&S SAT, ASC, outreach activities
Dr Katherine Sloman*	Recent return from maternity leave, two young children, currently working part-time	F	Senior Lecturer (S&S)	Liaison with S&S
Prof Milan Radosavljevic*	International academic, three young children, extended family outside UK	M	Assistant Dean (E&C)	E&C SLT ASC, social media link to professional/research communities
Dr Stuart Reid*	Dual STEMM career family	M	Reader (E&C)	Member of E&C SAT and ASC group, outreach activities, writing team
Mrs Karen Wilson*	Dual career family, young child, part-time PhD student, recent experience of selection procedure	F	Dean (HNM)	Liaison to HNM
Dr Maria Pollard*	Dual career family and recent experience of promotion	F	Assistant Dean (HNM)	Writing team and HNM SAT joint lead
Mrs Hilary Patrick	Dual career family and mother of three children	F	Lead Midwife for Education (HNM)	HNM SAT joint lead
Prof Derek Carson*	Dual career family, 2 children, shared child care, experience of appointment process	M	Dean (MCS)	Liaison to Psychology/Health Policy groups
Dr Lynn Williams*	Recent experience of new leadership role, dual career couple, planning a family	F	Senior Lecturer (MCS)	Writing team, Psychology SAT lead
Dr Louisa Sheward	Dual career family, recent experience of promotion	F	Senior Lecturer (Learning Innovation)	Writing team, link to HEA Fellowship support
Mr David Kyle	Dual career partnership, experienced recruitment/staff development, staff work flexibly	M	Head of Marketing and Communications	AS-related marketing/communication activities, writing team
Mr Ian Bishop	Child and caring responsibilities, staff work flexibly	M	Head of Research Services	Data analysis, coordinate researcher surveys, staff researcher support
Ms Katie Milliken	Single parent of young child, part-time/flexible worker, on secondment	F	Analyst (Business Intelligence)	Data analysis
Mr Ross McNaughton	Dual career family with shared childcare responsibilities	M	Head of Employee Relations, Performance and Reward	Data analysis, link to P&OD, writing team
Ms Jennifer Reid	Balancing full-time study and part time caring for mother, active Equate/Interconnect representative	F	Undergraduate Student (E&C)	Engineering undergraduate liaison
Ms Debjani Gangopadhhyay*	Dual STEMM career family, married with one young child	F	PhD Student (HNM)	Liaison with postgraduate research student community
Mr Jack Douglas	Head of UWS Student Association	M	Student President	Liaison with student union
Ms Jane Russell	Dual career family and experience of balancing variety of work roles.	F	EIS representative	Liaison with academic staff union

b)   *An account of the self-assessment process: details of the self-assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.*

The University Executive Team initiated the UWS SAT in 2013 to embed Athena SWAN principles into UWS culture. There have been 15 meetings of the UWS SAT between March 2013 and November 2015. Membership was facilitated by invitation and open-call and all requests to join the SAT have been accommodated.

As a member of the University Leadership Forum, Research Enterprise and Advisory Committee (REAC) and Academic Planning Group (APG), the UWS SAT Chair keeps Athena SWAN principles high on the agenda through regular updates on the SAT's work to these committees and at monthly meetings of the Depute Principal's direct reports (Deans and Directors). The Depute Principal brings SAT recommendations to the University Executive Team and where appropriate, to the University Court for action. In October 2015, to strengthen the impact of the SAT's work, UWS established a formal reporting line to Senate through the Inclusivity Committee (Figure 1) bringing forward areas for action at this highest level of the university's governance (A1.2, A1.5).

A1.2 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.
A1.5 All Schools will review gender equality data annually and identify actions in their operational plans to address issues identified.

Figure 1: UWS Committee Framework from 2015/16

Exception Reporting UKVI Compliance Oversight Group and Incident Management Group

Exception Reporting from School Leadership Teams

EXECUTIVE GROUP

COURT

Inclusivity Committee

UWS Self Assessment Team

Senior Management Team

Academic Planning Group

SENATE

Regulations Committee

University Ethics Committee

Disciplinary Committee (as required)

Leadership Forum

RESEARCH & ENTERPRISE ADVISORY COMMITTEE

INTERNATIONAL ADVISORY COMMITTEE

EDUCATION ADVISORY COMMITTEE

TECHNOLOGY ADVISORY COMMITTEE

SCHOOL BOARDS 6

Graduate School

Collaborative Forum

Assessment Policy & Practice Committee

Academic Quality Committee

Student Experience Committee

School Sub Committees† for each School

Programme Boards

Due Dilligence Group

Appeals Group (as required)

University* Wide Mitigation Panel

Subject Panels

Progression and Awards Boards

Student Staff Liaison Groups

School Plagiarism Panels

Dotted line indicates multiple referral lines

† School Education Forum
  School International Forum
  School Research & Enterprise Forum
  School Ethics Committee

* Outputs from Mitigation Panel into Subject Panels

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We recognise there is much work to be done. An important area of action was to establish our current position and to consult with groups across the university to gather feedback and initiate change. UWS SAT has been engaged in a variety of activities to establish our current position and initiate change, including consulting staff through surveys and focus groups, collecting and analysing key data sets, considering issues and sharing good practice.

Several actions have been initiated and include:

- Established STEMM School SATS to review School data, identify issues and actions. These have informed this application, UWS and School level plans and discussion at School Management Boards.

- Template developed to record STEMM School outreach activities and participants.

- Building on the all-staff 2014 bHeard survey (1104 responses, 73% response rate, 61%F, 39%M), UWS held a focus group (attended by 14F, 1M) and workshop (attended by 12F, 8M) in 2015 to explore areas of particular challenge for women. We are concerned that questions associated with flexible working, work-life balance and career progression had more negative responses by females in all STEMM Schools. These issues had been identified at 2013 focus groups (attended by 12F) but insufficient action had been taken partly due to staff illness. The UWS focus group in 2015 hosted by staff from Equate led to UWS piloting an interactive game-based workshop for Equate Scotland to further explore these issues with STEMM staff, to identify best ways of improving equality.

- UWS engaged for the first time (Spring 2015) with the Vitae CROS and PIRLS surveys. The SAT's initial data analysis has shown that we have a great deal of work to do in key areas identified by women: induction, mentoring, appraisal and career development. These findings have informed this submission and action plan.

- Gap analysis is underway to identify specific barriers to women's career progression in research and explore how we can overcome these. Focus groups will investigate areas where we could support early career researchers more fully. One of the principles of this research focuses on equality and will produce vital data to inform the University's application for the European Commission's HR Excellence in Research Award (2016).

SAT members have engaged in many meetings and consultations within and outwith the institution (see Table 2). They have also been involved in data analysis, surveys and contributing to the UWS Athena SWAN page, videos, UWS e-bulletin and social media including Twitter and blogs.

Table 2: Examples of Key Internal and External Meetings and Consultations

Key Meetings/Events	Participants
Engagement - Equate Scotland; Let's Talk about Sex Conference, individual meetings, focus group, flexibility workshop	Tedford, Hill, Radosavljevic and other staff at UWS
Engagement - ECU, contacts at other universities	Hill, Tedford
Engagement - Scottish Athena SWAN Network; meetings, Workshop on Making a Bronze Award, Athena SWAN 10th anniversary celebration	Tedford, McNaughton Hill,
Engagement – WISE; WISE workshops, consultation with WISE representative	Henriquez, Tedford, Hill
Engagement - Daphne Jackson Trust; conference, individual contact	Radosavljevic, Tedford
Presentations - Executive Group, SMT, Leadership Forum	Hill, Tedford
Presentations - School Boards	Henriquez, Hursthouse, Radosavljevic, Pollard, Williams
Reports and updates - REAC, APG, Senate	Tedford
Reports and updates - Executive Group and Court	Martin

c)   *Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms, and how the team will engage with SET departments to encourage them to apply for awards.*

We are aware that there is still much work to do to advance gender equality in STEMM at UWS. Following bronze submission, the SAT will meet bimonthly and extend membership to include AHSSLB Schools (A1.3). The group will monitor and support the implementation of the action plan, support STEMM School submissions and report to the wider community (A1.6). An Athena SWAN Annual Report will evaluate progress (A1.7). The commitment and enthusiasm shown by the STEMM School SAT members and ASCs during the current submission has led to all 4 STEMM Schools committing to achieve their own award by 2018/19. We will focus on supporting two Schools each year to achieve this. The University, as noted in its Corporate Strategy, aspires to achieve a Silver award by 2019/20. Once Bronze is achieved it will allocate adequate resources and prioritise the activity of the STEMM Schools towards their own award (A1.1, A1.4).

A1.1 Commit dedicated staff time and resource to level required to gain School awards and bronze renewal/silver application.
A1.3 Review and extend UWS SAT membership to include new School SATs.
A1.4 Further develop and implement plan to prioritise School/departmental applications.
A1.6 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.
A1.7 Continue to provide the Executive and Court with at least annual updates on the University's Athena SWAN activities and progress against the action plan.

A number of actions around data collection, analysis and operational planning will support future applications (A2.1-A2.3).

A2.1 Review and revise data collection processes and methods of dissemination.
A2.2 Continue to enhance reporting of gender data for annual analysis to include staff profiles, 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.
A2.3 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.

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3. Description of the University: maximum 1000 words *(total : 1049 words)*

a) Provide a summary of the university, including information on its teaching, and its research focus, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments (academic and support staff separately), and any other relevant contextual information.

    (i) List of SET departments
    (ii) Total number of university departments
    (iii) Percentage of SET departments as a proportion of all university departments

A post-92 University and member of Million[+] Mission Group, UWS is a teaching-led institution, focussing on personalised learning experiences, supported by internationally recognised research. Of all Scottish universities, UWS has the highest levels of widening participation in higher education by recruiting students from some of the most under-represented sections of Scottish society. With 13,300 students (62% F), 590 (39.7%) academic (46% F) and 897 (60.3%) support staff (69% F), and operating over four campuses[1] UWS delivers a coherent range of programmes through the west and south-west of Scotland in Paisley, Ayr, Lanarkshire and Dumfries (Table 3).

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[1] A fifth campus is currently being developed in London and will be operational from 2016.

Table 3: Summary of the University – Staff/Student Breakdown by Gender, Academic Schools and Disciplines *(STEMM in bold)*

Schools	Campus		Female	Male	Female %	Male %
Engineering & Computing	Ayr	Academic Staff	12	107	10%	90%
Engineering & Design	Dumfries	Support Staff	19	27	41%	59%
Physics	Hamilton	Total Staff	31	134	19%	81%
Computing & Informatics	Paisley	Ug Students	303	1767	15%	85%
		PGT Students	24	72	25%	75%
		PGR Students	29	110	21%	79%
		Total Students	356	1949	15%	85%
Health, Nursing & Midwifery	Ayr	Academic Staff	110	40	73%	27%
Adult & Mental Health	Dumfries	Support Staff	42	5	89%	11%
Midwifery	Hamilton	Total Staff	152	45	77%	23%
Child	Paisley	Ug Students	2301	231	91%	9%
Older Person		PGT Students	470	61	89%	11%
Neonatal		PGR Students	60	16	79%	21%
Community		Total Students	2831	308	90%	10%
Science & Sport	Hamilton	Academic Staff	20	47	30%	70%
Life	Paisley	Support Staff	21	8	72%	28%
Environmental Science		Total Staff	41	55	43%	57%
Forensic Science		Ug Students	743	651	53%	47%
Sport & Exercise Science		PGT Students	64	75	46%	54%
		PGR Students	44	37	54%	46%
		Total Students	851	763	53%	47%
Media, Culture & Society	Ayr	Academic Staff	61	61	50%	50%
Psychology	Hamilton	Support Staff	26	11	70%	30%
Creative Industries	Paisley	Total Staff	87	72	55%	45%
Social Science		Ug Students	1384	791	64%	36%
		PGT Students	125	70	64%	36%
		PGR Students	49	26	65%	35%
		Total Students	1558	887	64%	36%
Business & Enterprise	Ayr	Academic Staff	38	59	39%	61%
Accounting	Dumfries	Support Staff	17	3	85%	15%
Management	Hamilton	Total Staff	55	62	47%	53%
	Paisley	Ug Students	1447	823	64%	36%
		PGT Students	93	118	44%	56%
		PGR Students	38	51	43%	57%
		Total Students	1578	992	61%	39%
Education	Ayr	Academic Staff	26	9	74%	26%
	Dumfries	Support Staff	15	0	100%	0%
	Hamilton	Total Staff	41	9	82%	18%
	Paisley	Ug Students	679	53	93%	7%
		PGT Students	350	111	76%	24%
		PGR Students	18	5	78%	22%
		Total Students	1047	169	86%	14%
All UWS		Academic Staff	269	321	46%	54%
		Support Staff	616	281	69%	31%
		Total Staff	885	602	60%	40%
		Ug Students	6860	4319	61%	39%
		PGT Students	1128	509	69%	31%
		PGR Students	238	246	49%	51%
		Total Students	8226	5074	62%	38%
All UWS Academic Schools		Academic Staff	267	319	46%	54%
		Support Staff	135	49	73%	27%
		Total Staff	402	368	52%	48%
		Ug Students	6860	4319	61%	39%
		PGT Students	1128	509	69%	31%
		PGR Students	238	246	49%	51%
		Total Students	8226	5074	62%	38%

- Four STEMM discipline Schools, 60% UWS academic staff.

Table 3a: Academic and Support Staff by Gender and % at UWS 2015

	Female	Male
Academic Staff	46%	54%
Support Staff	69%	31%

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.

(i) Female: male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole university and in SET departments. Comment on the main areas of concern on gender balance and plans to address them. For example, is there evidence that women and men are appropriately represented at all levels of the workforce? Are there differences in SET departments?

Table 4: Number and Percentage of Female Academic and Research Staff across the University (2013-2015)

		Female	Male	Female	Male
STEMM	2013	157	180	47%	53%
	2014	165	203	45%	55%
	2015	165	202	45%	55%
Non-STEMM	2013	91	118	43%	57%
	2014	102	129	44%	56%
	2015	105	123	46%	54%
University	2013	248	298	45%	55%
	2014	267	332	45%	55%
	2015	270	325	45%	55%

Chart 4: Number and Percentage of Female Academic and Research Staff across the University (2013-2015)
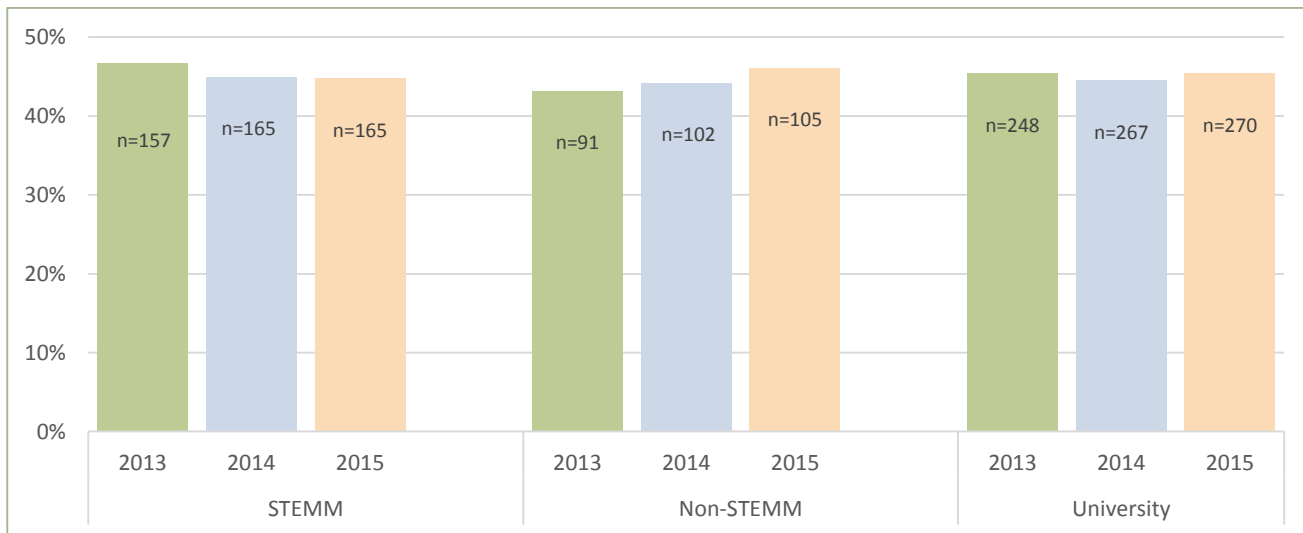
- Gender distribution relatively constant.

Although gender distribution of females in STEMM (45% in 2014 and 2015) is above national average (40.8% STEMM academics)[2], UWS STEMM data reflects size and impact of gender balance in HNM.

Table 5: STEMM Academic and Research Staff by Gender and School (2013-2015)

Subject	Year	n		%	
		Female	Male	Female	Male
Engineering & Computing	2013	13	87	13%	87%
	2014	13	103	11%	89%
	2015	12	107	10%	90%
HNM	2013	107	39	73%	27%
	2014	115	40	74%	26%
	2015	110	40	73%	27%
Psychology	2013	15	5	75%	25%
	2014	18	7	72%	28%
	2015	21	7	75%	25%
Science & Sport	2013	22	48	31%	69%
	2014	20	54	27%	73%
	2015	22	49	31%	69%

Table 5a: Gender Imbalance in STEMM Schools at UWS against National Benchmarking

	UWS % Female	National Average % Female [3]
HNM	73%	75.3%
Psychology	75%	59.6%
S & S	31%	Range 27.6% chemistry – 43.9% bioscience
E & C	10%	Range 17.7% physics – 22.2% computing & IT

- Gender imbalance - all STEMM Schools.
- Of particular concern is the low number of women in E&C and S&S. Both have significantly less women than UWS STEMM average and relevant national averages.
- Percentage of E&C females decreased in three year period due to resignation of a female academic and recruitment of more male staff. Although females applied, none were appointed, due to poor processes and possible unconscious bias that are now being addressed.

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[2] ECU Equality in Higher Education: statistical report 2015 Part 1:staff Table 4.15 p238
[3] ECU Equality in Higher Education: statistical report 2015 Part 1:staff Table 4.16 p238

Table 6: STEMM Academic and Research Staff by Grade and Gender (2013-2015)

	Female	Male	Female	Male
Professor				
2013	8	15	35%	65%
2014	8	19	30%	70%
2015	6	17	26%	74%
Reader/SL				
2013	29	41	41%	59%
2014	27	45	38%	63%
2015	25	43	37%	63%
Lecturer				
2013	105	115	48%	52%
2014	107	125	46%	54%
2015	112	127	47%	53%
Research				
2013	15	9	63%	38%
2014	23	14	62%	38%
2015	22	15	59%	41%

Chart 6: STEMM Academic and Research Staff by Grade and Gender (2013-2015)
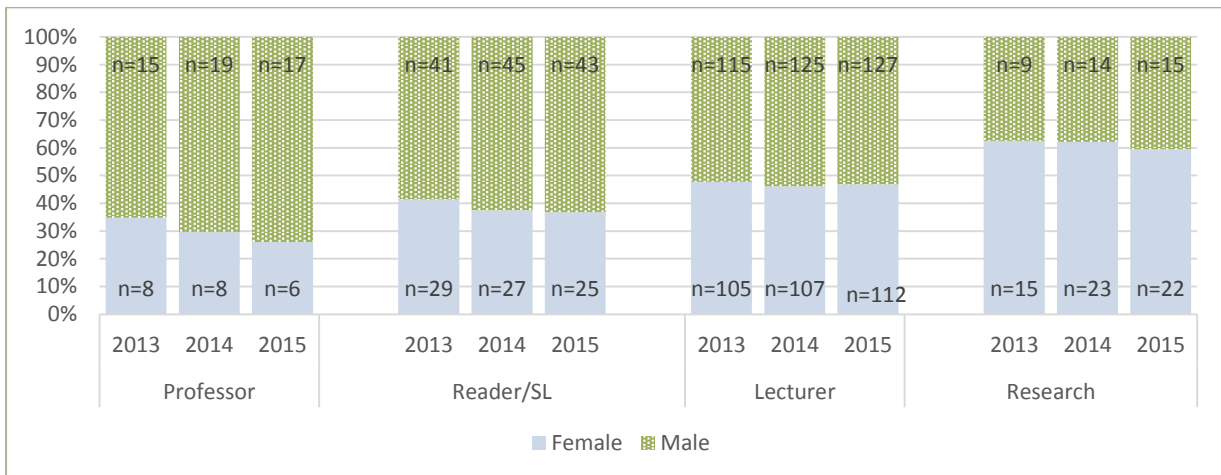
	Female	Male	Female	Male
Professor				
2013	5	12	29%	71%
2014	5	15	25%	75%
2015	5	8	38%	62%
Reader/SL				
2013	20	27	43%	57%
2014	20	31	39%	61%
2015	19	31	38%	62%
Lecturer				
2013	64	76	46%	54%
2014	67	71	49%	51%
2015	69	73	49%	51%
Research				
2013	2	3	40%	60%
2014	10	12	45%	55%
2015	12	11	52%	48%

Chart 7: Non-STEMM Academic and Research Staff by Grade and Gender (2013-2015)
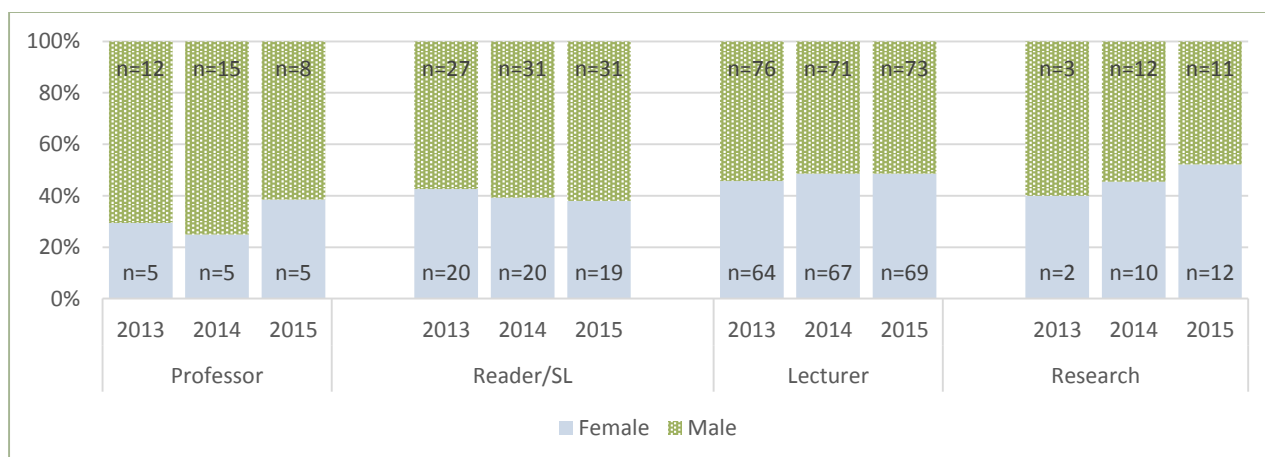
Table 7a: STEMM and Non-STEMM Female Professoriate and Research Staff (2013-2015)

	Professoriate (% Female)	Research (% Female)	Gap (%)
STEMM			
2013	35%	63%	28%
2014	30%	62%	32%
2015	26%	59%	33%
Non-STEMM			
2013	29%	40%	11%
2014	25%	45%	20%
2015	38%	52%	14%

- STEMM and non-STEMM percentage female professoriate significantly lower than percentage female research staff.
- Gap wider in STEMM and increasing. Identified this as key area to achieve greater equality and demonstrate true career development for women in STEMM.
- Factors highlighted in focus groups feedback and addressed in the action plan include:
  - lack of female role models.
  - women's perception that they need to be REFable to achieve promotion.

A more detailed analysis of the STEMM data in the table and charts below suggest different areas for focussing actions.

Table 8: Academic and Research Staff Gender Distribution by Grade in STEMM Schools (2013-2015)

	HNM				S & S				E & C				Psychology			
	Professor	SL/Reader	Lecturer	Research	Professor	SL/Reader	Lecturer	Research	Professor	SL/Reader	Lecturer	Research	Professor	SL/Reader	Lecturer	Research
2013																
Female	6	18	79	4	0	6	12	4	1	3	5	4	1	2	9	3
Male	2	5	30	2	4	12	32	0	8	21	52	6	1	3	1	0
Total	8	23	109	6	4	18	44	4	9	24	57	10	2	5	10	3
% Female	75%	78%	72%	67%	0%	33%	27%	100%	11%	13%	9%	40%	50%	40%	90%	100%
2014																
Female	6	15	79	15	0	6	13	1	1	4	5	3	1	2	10	5
Male	4	5	30	1	5	13	35	1	9	24	58	12	1	4	2	1
Total	10	20	109	16	5	19	48	2	10	28	63	15	2	6	12	6
% Female	60%	75%	72%	94%	0%	32%	27%	50%	10%	14%	8%	20%	50%	33%	83%	83%
2015																
Female	4	14	78	14	1	6	15	1	1	3	4	4	1	2	15	3
Male	4	5	29	2	3	13	32	1	9	22	64	12	1	3	2	1
Total	8	19	107	16	4	19	47	2	10	25	68	16	2	5	17	4
% Female	50%	74%	73%	88%	25%	32%	32%	50%	10%	12%	6%	25%	50%	40%	88%	75%

Chart 8a – School of Health, Nursing & Midwifery - Number and % of Female Academic & Research Staff by Grade Level (2013-2015) - percentage of females decreases researcher to lecturer; Reader/SL to professorial grade (retiral of 2 female professors who were replaced by 2 males)
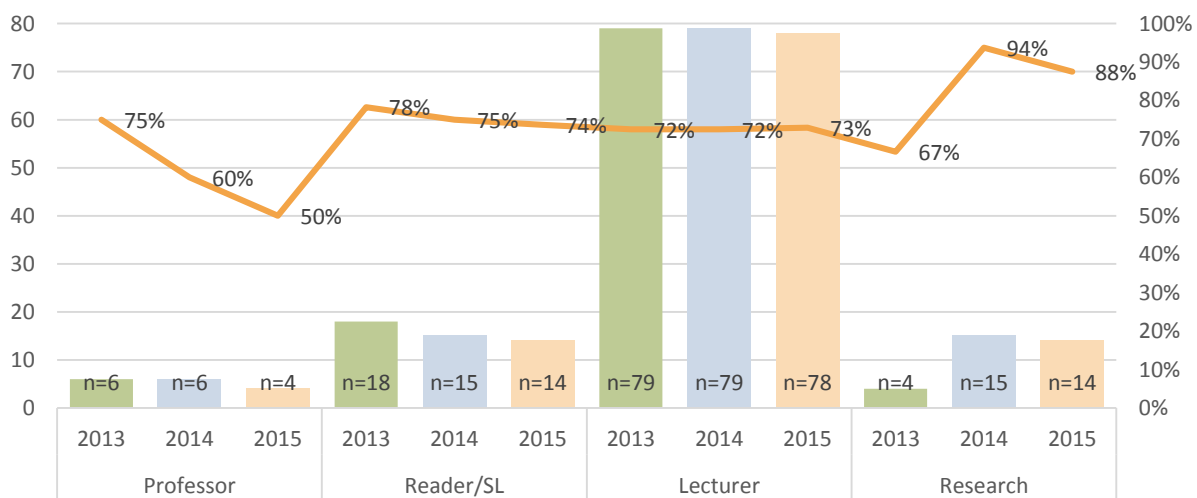
Chart 8b – Psychology - Number and % of Female Academic & Research Staff by Grade Level (2013-2015) - unexpectedly large drop in percentage of women - lecturer to SL/Reader level; static at senior level (no vacancies advertised above lecturer level and no female staff promoted)
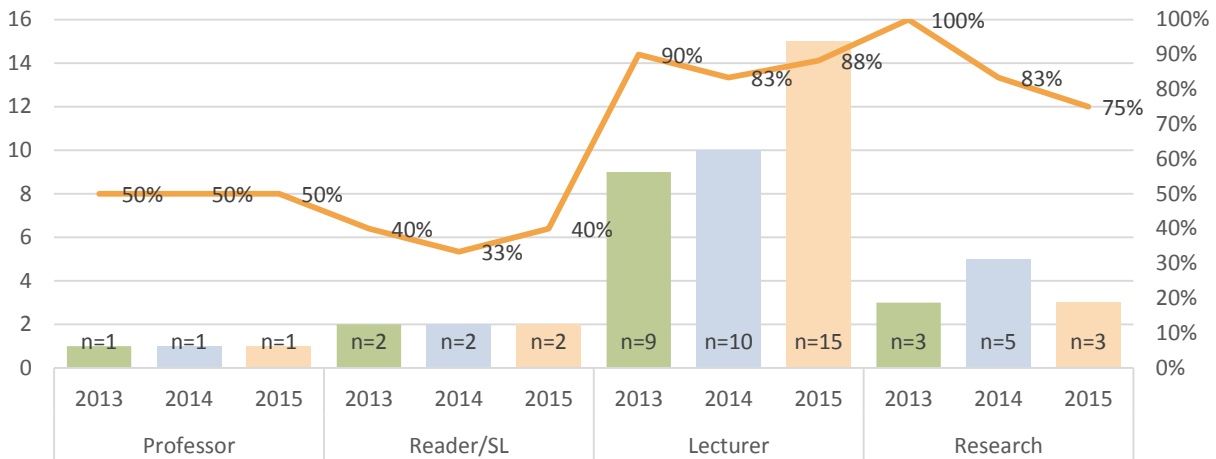
Although data for these STEMM Schools show evidence of a pipeline from lecturer and researcher grade it is clearly not effective, as women are not progressing to higher grades at the same rate as their male counterparts. Current UWS female professors and female participants in the Psychology SAT identified that they would have benefitted from career development support such as mentoring, promotion workshops and the presence and promotion of female role models. The action plan addresses this.

Chart 8c – School of Science & Sport - Number and % of Female Academic & Research Staff by Grade Level (2013-2015)
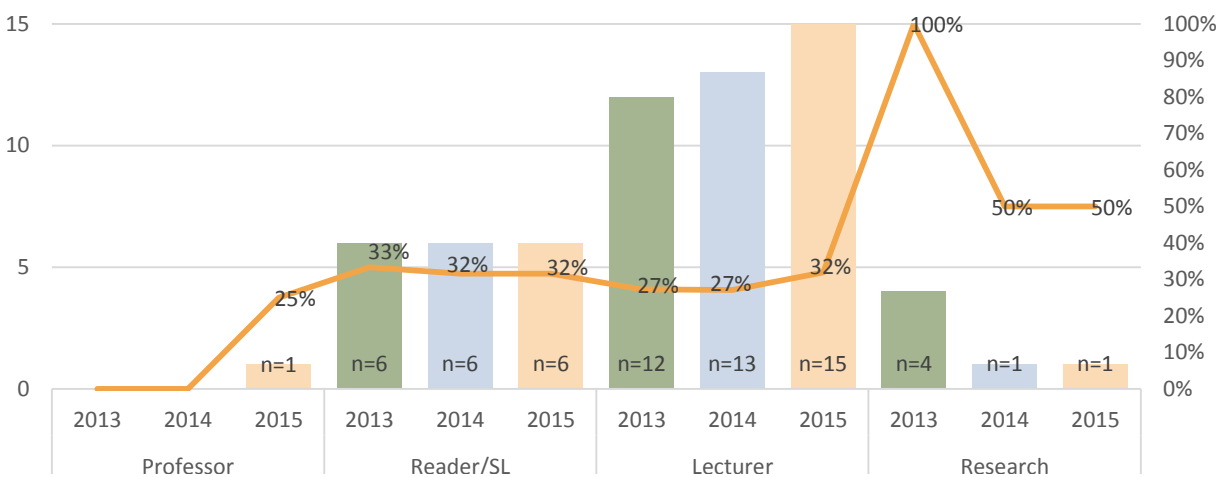
Chart 8d – School of Engineering & Computing - Number and % of Female Academic & Research Staff by Grade Level (2013-2015)
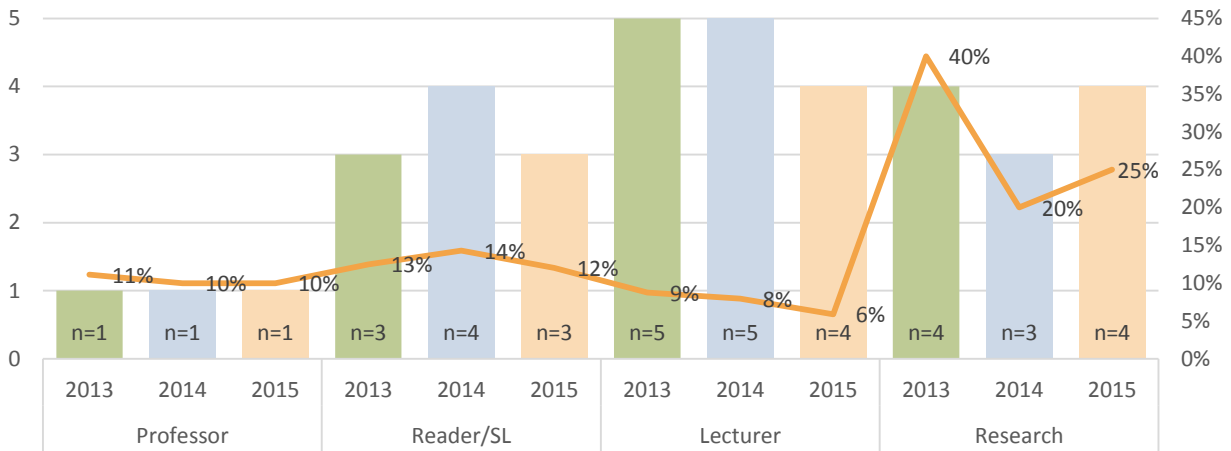
Despite some evidence of a pipeline at early career researcher level in S&S and E&C, further actions are required to retain female researchers. The very low proportions of females at all grades in E&C represent a significant challenge which this School has begun to address in several ways. Funds have been released to support a Daphne Jackson Trust Fellowship and the School is working with the Trust to secure an appointment (A3.5).

Staff are now encouraged to actively promote posts to potential female candidates when posts become available; from April 2015 job adverts for positions in the School have included the Athena SWAN logo, women focussed performance-related phrases and a statement noting that the School is working to improve its gender balance. Furthermore at recruitment the Dean is reviewing shortlisting to ensure that the proportion of women shortlisted is increased. We aim to reach shortlists with 40% women candidates. These actions have already made a direct impact on the gender balance of applications for a recent post in engineering.

A3.5 Continue to advance Daphne Jackson Fellowship in Engineering & Computing.

(ii)   *Female : male academic staff turnover rates by grade – across the whole university and in SET departments and any differences between them. What are the issues for the university and how is it planned to address them? For example, are women and men equally likely to leave the university (distinguish between those leaving at the end of a fixed term contract and any other leavers)? Are the reasons for leaving picked up in exit interviews?*

Table 9 All UWS - Staff Turnover in Academic & Research Posts (2012-2014) - Academic and Research Leavers by number and % (Number of leavers that period/total staff number at that grade and gender at end of that period) *100)

Our data did not allow us to disaggragate STEMM leavers, but this is a future action.

Leavers by Gender & Grade Level	2012	2013	2014	3 year Total	2012 (%)	2013 (%)	2014 (%)	3 year Total (%)
Total Number of Female Professors	9	13	13	35				
Total Number of Female Professors Leaving	1	0	1	2	11%	0%	8%	6%
Total Number of Male Professors	25	27	34	86				
Total Number of MaleProfessors Leaving	3	6	9	18	12%	22%	26%	21%
Total Number of Female Senior Lecturers/Readers	50	49	47	146				
Total Number of Female Senior Lecturers/Readers Leaving	5	5	3	13	10%	10%	6%	9%
Total Number of Male Senior Lecturers/Readers	67	69	76	212				
Total Number of Male Senior Lecturers/Readers Leaving	1	6	7	14	1%	9%	9%	7%
Total Number of Female Lecturers	170	170	174	514				
Total Number of Female Lecturers Leaving	9	15	11	35	5%	9%	6%	7%
Total Number of Male Lecturers	186	190	196	572				
Total Number of Male Lecturers Leaving	7	15	9	31	4%	8%	5%	5%
Total Number of Female Researchers	12	16	33	61				
Total Number of Female Researchers Leaving	1	1	0	2	8%	6%	0%	3%
Total Number of Male Researchers	14	12	26	52				
Total Number of Male Researchers Leaving	1	2	3	6	7%	17%	12%	12%
Total Number of All Female Academic Staff	241	248	267	756				
Total Number of Female Academic Staff Leaving	16	21	15	52	7%	8%	6%	7%
Total Number of All Male Academic Staff	292	298	332	922				
Total Number of Male Academic Staff Leaving	12	29	28	69	4%	10%	8%	7%

In general there is little difference in the percentage of male and female leavers over the three year period. Resignation (41%, 17F, 33M), retirement (26% 15F, 16M) and voluntary severance (22% 14F, 13M) are the main reasons for leaving with 7 staff (3F, 4M) leaving due to the end of a fixed term contract.   Only 13% of exit questionnaires were returned throughout the 3 year period but these provided no information about factors influencing a decision to leave the university. UWS intends to address this as a priority (A2.4).   Exit interviews carried out with recent leavers in E&C revealed that staff often leave to take up a post at a more research intensive institution.

A2.4 Formal exit questionnaires and/or interviews implemented for all staff and tracked annually. Areas of concern and actions incorporated into School action plans.

(iii) *Female: male ratio of academic and research staff on fixed-term contracts vs. open-ended (permanent) contracts – across the whole university and in SET departments. Comment on the implications of the gender balance for the university and for women's career development. For example, is there evidence that women are overrepresented on fixed-term contracts? Are there differences in SET departments?*

At UWS fixed term contracts are used for research projects with specific funding for a fixed time period and covering gaps such as maternity leave, secondment, long-term sickness absence.

Table 10a: All UWS Academic and Research Fixed Term Contracts (2013-2015) Female to Male ratios by number and percentage 2013-2015 (No. of fixed term staff /total staff number at that grade and gender) *100)

All UWS - Fixed Term Contract Ratios	2013		2014		2015		3 Yrs Combined	
	F	M	F	M	F	M	F	M
F:M Ratio Fixed Term Professor	1	1	1	4	1	3	3	8
F:M Ratio Fixed Term Senior Lecturer/Reader	1	1	0	1	1	1	2	3
F:M Ratio Fixed Term Lecturer	1	4	0	0	1	2	2	6
F:M Ratio Fixed Term Researcher	11	6	26	18	26	17	63	41
Totals	**14**	**12**	**27**	**23**	**29**	**23**	**70**	**58**
All UWS - Fixed Term Contract Ratios	2013		2014		2015		3 Yrs Combined	
	F	M	F	M	F	M	F	M
F:M Ratio Fixed Term Professor	8%	4%	8%	12%	9%	12%	8%	9%
F:M Ratio Fixed Term Senior Lecturer/Reader	2%	1%	0%	1%	2%	1%	1%	1%
F:M Ratio Fixed Term Lecturer	1%	2%	0%	0%	1%	1%	0%	1%
F:M Ratio Fixed Term Researcher	69%	50%	79%	69%	74%	65%	75%	64%
Totals	**6%**	**4%**	**10%**	**7%**	**10%**	**7%**	**9%**	**6%**

Table 10b: All STEMM Academic and Research Fixed Term Contracts (2013-2015) Female to Male ratios by number and percentage 2013-2015 (No. of fixed term staff /total staff number at that grade and gender) *100)

All STEMM - Fixed Term Contract Ratios	2013		2014		2015		3 Yrs Combined	
	F	M	F	M	F	M	F	M
F:M Ratio Fixed Term Professor	1	1	1	2	1	2	3	5
F:M Ratio Fixed Term Senior Lecturer/Reader	2	0	0	1	0	1	1	2
F:M Ratio Fixed Term Lecturer	1	1	0	0	1	0	2	1
F:M Ratio Fixed Term Researcher	9	6	18	10	17	11	44	27
Totals	**12**	**8**	**19**	**13**	**19**	**14**	**50**	**35**
All STEMM - Fixed Term Contract Ratios	2013		2014		2015		3 Yrs Combined	
	F	M	F	M	F	M	F	M
F:M Ratio Fixed Term Professor	13%	7%	13%	11%	17%	12%	14%	10%
F:M Ratio Fixed Term Senior Lecturer/Reader	3%	0%	0%	2%	0%	2%	1%	2%
F:M Ratio Fixed Term Lecturer	1%	1%	0%	0%	1%	0%	1%	0%
F:M Ratio Fixed Term Researcher	60%	67%	78%	71%	77%	73%	73%	71%
Totals	**8%**	**4%**	**12%**	**6%**	**12%**	**7%**	**10%**	**6%**

- By grade over three year period, percentage of female and male academic staff fixed term contracts is similar at most grades apart from researcher (higher ratio of fixed term contract female researchers in both all UWS and STEMM).

Following focus group feedback, we have identified actions to encourage and support female researchers to progress into permanent positions (A3.6) and will continue to monitor gender balance in relation to contract type and grade to evaluate success.

A3.6 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.

(iv)   Evidence from equal pay audits/reviews. Comment on the findings from the most recent equal pay audit and plans to address any disparities

Table 11: Academic and Research Staff Gender Pay Gap by Grade (2013-2015) Full UWS equal pay review in 2012; further full review to be undertaken in 2016. From 1 March 2014 to 28 Feb 2015 the University undertook a checkpoint review using methodology derived from the resource material provided by ECU specifically for use in Higher Education. Grade by grade pay gap figures produced for academic staff each year 2013 to 2015.

	2013			2014			2015		
	Average Salary		% Gender Pay Gap	Average Salary		% Gender Pay Gap	Average Salary		% Gender Pay Gap
Grade	Female	Male		Female	Male		Female	Male	
AC 1 Researcher	£28,554	£27,047	-5.57%	£28,092	£27,318	-2.83%	£29,747	£28,998	-2.58%
AC 2 Researcher	£36,784	£38,139	3.55%	£35,032	£35,985	2.65%	£37,429	£37,175	-0.68%
Lecturer	£44,190	£43,939	-0.57%	£44,189	£44,066	-0.28%	£45,122	£45,234	0.25%
Reader/SL	£51,676	£51,857	0.35%	£52,083	£51,843	-0.46%	£53,075	£52,574	-0.95%
Professorial Grade	£63,449	£66,756	4.95%	£65,649	£65,995	0.52%	£67,735	£69,838	3.01%
Total of all Academic Grades	£46,064	£46,934	1.86%	£44,988	£47,027	4.34%	£46,345	£48,152	3.75%

Gender pay gaps between male and female staff salaries were under 5% in all grades. For most grades the gap was negative (females' salaries greater than males') however a pay gap of 3.01% was found in favour of men at Professorial grade, due to reward for long service: 82% of professors with more than 10 years' service are male. This remains a matter of concern and is being addressed through actions to promote women's career progression. To ensure women are paid equally at UWS, an equal pay audit will be carried out annually to consider whether there are any unjustifiable gaps in pay by gender and identify actions to address any issues (A2.2). Analysis of the AC1 researcher grade revealed that the negative gap is because women are on this grade for longer.

A2.2 Continue to enhance reporting of gender data for annual analysis to include staff profiles, 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,

(v)   Female: male ratio of staff in the Research Assessment Exercise (RAE) 2008 – across the whole university and in SET departments. Comment on any implications of this. For example, does the gender balance of staff included in the RAE 2008 broadly reflect the gender balance across the institution? Are there any differences in SET departments?

UWS submitted 75 staff to the RAE2008 and 122 to the REF2014. The gender imbalance in RAE and REF submissions was greater than across the institution. In STEMM UoA the gender imbalance was greater still with 17% women in REF2014 compared to 45% of women academics in STEMM. This is due to E&C and S&S contributing the majority of academic staff to STEMM UoA in REF2014 (93%); Schools where the percentage of women academics is much lower (21%).

Table 12: Males and Females Submitted to RAE and REF in Predominantly STEMM and Non-STEMM Unit of Assessment

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Assessment exercise	RAE2008 returned		RAE 2008 Pool		REF2014 returned		REF2014 Pool	
	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)
STEMM	26 (81%)	6 (19%)	187 (57%)	143 (43%)	48 (83%)	10 (17%)	203 (55%)	165 (45%)
Non STEMM	29 (67%)	14 (33%)	136 (55%)	111 (45%)	39 (61%)	25 (39%)	129 (56%)	102 (44%)
All UWS	55 (73%)	20 (27%)	323 (57%)	254 (43%)	87 (71%)	35 (29%)	332 (55%)	267 (45%)

To address the male-dominated RAE and REF submissions, a set of actions has been developed specifically to increase the number of women academics submitted to REF2020 or its equivalent to levels across STEMM Schools (A3.6, A3.12, A4.2, A4.4, A4.5).

A3.6 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.

A3.12 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.

A4.2 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 (ring-fenced for women), and ensure timings and mode of delivery promote attendance by women including (part-time/flexible workers).

A4.4 Strengthen existing academic mentoring schemes to encompass the whole academic role and contribute towards the achievement of professional recognition, academic leadership and researcher development. Female professoriate to lead mentoring of female early career researchers.

A4.5 Carry out equality impact assessment as part of UWS' annual 'mock' REF.

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4.   Supporting and advancing women's careers: 4500 words in total *(Total : 4447 words)*

<u>**Key Career Transition points**</u>
a)   Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.

(i)   Female: male ratio of academic staff job application and appointment success rates – across the whole university and in SET departments. Comment on any implications of this and plans to address any disparities. For example, are women and men equally successful at all stages of the job application process? Are there differences in SET departments?

Table 13: Number of Applications received by Gender, Number Shortlisted for Interview and Appointments made to Academic Posts at UWS and in STEMM Schools (2011/12- 2014/15) - in this period 283 appointments were made from 3483 applications

	2011/12			2012/13			2013/14			2014/15		
	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed	Applied	Shortlisted	Appointed
All UWS	617	196	57	1179	263	74	1079	254	94	608	158	58
Female	199	88	26	426	126	33	429	138	53	253	85	35
Male	418	108	31	753	137	41	650	116	41	355	73	23
%Female	**32%**	**45%**	**46%**	**36%**	**48%**	**45%**	**40%**	**54%**	**56%**	**42%**	**54%**	**60%**
All STEMM	420	135	41	599	151	42	321	105	46	215	87	30
Female	125	54	16	227	72	20	140	63	31	86	50	18
Male	295	81	25	372	79	22	181	42	15	129	37	12
%Female	**30%**	**40%**	**39%**	**38%**	**48%**	**48%**	**44%**	**60%**	**67%**	**40%**	**57%**	**60%**
All STEMM (excl. HNM)	321	81	23	408	77	21	220	42	16	189	53	20
Female	62	14	4	86	19	5	62	12	6	65	20	9
Male	259	67	19	322	58	16	158	30	10	124	33	11
%Female	**19%**	**17%**	**17%**	**21%**	**25%**	**24%**	**28%**	**29%**	**38%**	**34%**	**38%**	**45%**

Although across the university and in STEMM during 2011/12-2014/15 there are more male applicants than female, the percentage of women applying shows a slight increase over this period. Females in STEMM and across UWS are generally outperforming males in terms of conversion from application to shortlisting and appointment. The figures suggest that the main area for concern is attracting female applicants, since women do well once they have applied.

In STEMM, the percentage female applications, shortlisting and appointments is comparable with UWS but when HNM is excluded is consistently lower. Actions identified include A3.4 (Table 14):

Images of female role models in advertisements	Use of positive wording in advertisements, with a particular focus on E&C advertisements.
Images of female role models in recruitment microsites	Use of female friendly head hunters i.e. employ female researchers
Advertising in female oriented media	Use of prominent Family Friendly Scotland logo
Promote Athena SWAN as an integral part of staff recruitment.	Athena SWAN member logo on: UWS web landing page, recruitment page, relevant job vacancy advertisements, publicity material including pull-up displays and pop-ups.

Table 15: Applications and Appointments by Grade and Gender in STEMM Schools (2011/12-2014/15, combined)

Position Advertised	Gender	E & C Applied	E & C Shortlisted	E & C Appointed	HNM Applied	HNM Shortlisted	HNM Appointed	Psychology Applied	Psychology Shortlisted	Psychology Appointed	S & S Applied	S & S Shortlisted	S & S Appointed
Professor	Female	5	0	0	15	9	3	0	0	0	0	0	0
	Male	49	17	6	8	6	4	0	0	0	3	2	1
	% Female	9%	0%	0%	65%	60%	43%	0%	0%	0%	0%	0%	0%
Senior Lecturer/Reader	Female	2	1	1	25	13	4	0	0	0	5	2	0
	Male	31	8	0	11	6	2	0	0	0	28	9	2
	% Female	6%	11%	100%	69%	68%	67%	0%	0%	0%	15%	18%	0%
Lecturer	Female	47	6	0	147	107	42	39	16	5	124	34	9
	Male	339	63	23	58	28	9	27	5	1	259	64	16
	% Female	12%	9%	0%	72%	79%	82%	59%	76%	83%	32%	35%	36%
Research	Female	18	2	1	148	54	18	0	0	0	25	3	2
	Male	108	16	9	49	14	3	0	0	0	36	1	0
	% Female	14%	11%	10%	75%	79%	86%	0%	0%	0%	41%	75%	100%
Total	Female	72	9	2	335	183	67	39	16	5	154	39	11
	Male	527	104	38	126	54	18	27	5	1	326	76	19
	% Female	12%	8%	5%	73%	77%	79%	59%	76%	83%	32%	34%	37%

The SAT carried out recruitment analysis by grade and School that revealed concerns at STEMM School level. In HNM the percentage of females appointed at professorial level was less than expected from the percentage of female applicants and no female professors were appointed in the remaining STEMM areas. Only 5 female applications (9%) were received in E&C, 0 in S&S and no professorial posts were advertised in Psychology.

E&C data reveal that in addition to low numbers of female applicants, the percentage of women appointed (5%) is lower than the percentage of female applicants (12%) and only 2 appointments

made over the 3 year period. We must address worryingly low numbers of female staff converted and appointed in E&C and have identified a trend of poor practice and unconscious bias in E&C.

The recruitment and selection policy is under review to ensure we hold mixed gender recruitment panels, include qualified females on shortlists, and that recruiting managers have the essential skills and knowledge surrounding their obligations under equality and diversity (A3.1, A3.2, A3.3). Unconscious bias training has been undertaken by all staff on the Executive Committee and Senior Management Team and workshops held for line managers with priority given to staff in STEMM disciplines.

The fundamental changes to the University's appointments process, recruitment and advertising strategies, outlined earlier, should begin to effect improvements.   To track progress, P&OD will provide School Boards with analysis of applications, shortlisting, offers and appointments by gender (A1.5).

A1.5 All Schools will review gender equality data annually and identify actions in their operational plans to address issues identified.

A3.1 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.

A3.2 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.

A3.3 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.

(ii)   Female: male ratio of academic staff promotion rates – across the university and in SET departments. Comment on any implications of this for the university and plans to address any disparities. For example, are men and women equally likely to be put forward for promotion? Are male and female applicants for promotion equally successful at all levels? Are there differences in SET departments?

An annual round of promotions is operated and applicants apply for promotion to Senior Lecturer, Reader or Personal Professor by demonstrating excellence against benchmarks in learning & teaching, research & knowledge transfer, wider mission of the University (e.g. administrative management, leadership, strategic development, etc). Although applicants select the primary basis for their application, they should also demonstrate contribution across the breadth of the University's mission.

The criteria for promotion are set out in comprehensive profiles on the Intranet with guidance for assessing applications. All participants in the process must ensure objective and relevant criteria are used and that there is no discrimination on the grounds of any of the protected characteristics including gender. When considering an application for promotion from a part-time member of staff, care is taken to account for the fact that reduced hours are worked. The reasons for any discontinuity in service and achievement, for example owing to maternity leave or family-related career breaks, is taken into consideration, and this is specified in guidance to managers.

The promotion success in the annual rounds 2012/13-2014/15 are shown in Table 16. Women were not as successful as males in 2012/13-2013/14, however there was a change in 2014/15, when female applicants were more successful than their male colleagues.

Table 16: Proportion of all Academic Staff Promoted by Gender across UWS and In STEMM Areas (2012/13 and 2013/14 combined – 2014/15)

| Applicant Gender | 2012/13 and 2013/14 combined | | | | | | | | 2014/2015 | | | | | | | |
| | UWS | | | | STEMM | | | | UWS | | | | STEMM | | | |
	Applicants	% pool	Successful applicants	% Success	Applicants	% pool	Successful applicants	% Success	Applicants	% pool	Successful applicants	% Success	Applicants	% pool	Successful applicants	% Success
F	14	3%	3	21%	4	1%	2	50%	14	6%	6	43%	6	4%	3	50%
M	46	9%	21	46%	21	6%	11	52%	29	11%	6	21%	18	10%	3	17%

Table 17: Academic Staff Promotions across UWS and STEMM Areas (2012/13 – 2014/15)

| | | 2012/13 | | | | 2013/14 | | | | 2014/15 | | | |
| | | UWS | | STEMM | | UWS | | STEMM | | UWS | | STEMM | |
		Applied	Appointed	Applied	Appointed	Applied	Appointed	Applied	Appointed	Applied	Appointed	Applied	Appointed
Professor													
	Female	1	0	0	0	0	0	0	0	4	2	3	2
	Male	5	1	1	0	4	1	2	0	3	2	2	1
	% Female	17%	0%	0%	0%	0%	0%	0%	0%	57%	50%	60%	67%
	% Male	83%	100%	100%	0%	100%	100%	100%	0%	43%	50%	40%	33%
Senior Lecturer/Reader													
	Female	10	2	1	1	3	1	3	1	10	4	3	1
	Male	19	8	8	5	18	11	10	6	26	4	16	2
	% Female	34%	20%	11%	17%	14%	8%	23%	14%	28%	50%	16%	33%
	% Male	66%	80%	89%	83%	86%	92%	77%	86%	72%	50%	84%	67%

The number of women applying for promotion to any grade prior to 2014/15 was disproportionately small and the success rate was generally lower. There was only one female applicant from STEMM areas in 2012/13 and three in 2013/14 (Table 17). Feedback from a focus group shows that female applicants often delay applying till they are certain of their case.

Acknowledging that women are often less likely to put themselves forward, UWS will introduce a mentoring scheme for STEMM women (A3.7); promotion workshops to support applicants through the application process are now in place.

In 2013 the University responded to concerns raised by its new Vice-Chancellor about the low number of female applicants and poor success rate by initiating a review of the promotion process and providing opportunities for staff to engage with the Aurora Leadership programme and coaching sessions. In 2014/15 14 females applied (33% of applicants) across UWS with 6 of these

in STEMM (25% of STEMM applicants). This is still short of the gender split in UWS and in STEMM but is a marked improvement on previous years' data and the success rate reflects the general success of female job applicants from application to appointment. Two STEMM females secured promotion to professorial grade. Staff who participated in the Aurora programme, coaching and mentoring sessions confirmed that this gave them confidence to apply for promotion and/or promoted posts. These activities will be further developed along with other actions identified through the review of the promotion process and as part of the self-assessment process (A3.8).

Female staff attending focus groups discussed their perception that part-time status was linked to the lower likelihood of promotion, which we will investigate (A3.9).

A3.7 STEMM Schools will actively encourage women staff to apply for promotion where appropriate and mentoring will be available before and after application.
A3.8 Publish promotion success stories for women and monitor the promotion success rates by gender and primary basis for application.
A3.9 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.

(b)   Describe the policies and activities at the university that support women's career progression in SET departments in particular at key transition points – describe any additional support given to women at the key career transition points across the university, and in SET departments, such as support for new lecturers or routes for promotion through teaching and learning.

The University has a range of policies and activities that support staff at key transition points, and we have identified some initial actions to tailor these to supporting women. In STEMM areas, we will ensure that new female staff are introduced to female colleagues as part of the induction process. All new staff are allocated a mentor – STEMM females will be linked with a female mentor to smooth their transition to a new working environment (A3.10, A3.11).

New academics are required to undertake a PgCert TLHE unless they hold an equivalent qualification or experience (24F,15M completed: 2013-2015). Staff are mentored throughout this programme and line managers endeavour to balance a new academic's teaching load in order to allow the academic to establish their work at the University.

In our Corporate Strategy (2014/20) the University committed to raising the status of teaching and learning and has allocated funding to support a range of initiatives, including 100% academic staff having HEA Fellowship by 2019/20. As indicated in Table 18, to date 297 staff have fellowship status; this represents 50% academic staff. The majority are female (55%) with noticeably more females (approx. 80%) having achieved senior and principal fellowship status.

| Table 18: Gender Distribution of Staff achieving HEA Professional Recognition (July 2015) |

HEA Fellowship Category	F	M	%F	%M
Associate Fellow	18	8	69	31
Fellow	132	120	52	48
Senior Fellow	14	4	78	22
Principal Fellow	1	0	100	0
Total	165	132	55	45

Excellence in teaching and learning is a primary basis for promotion. We have identified actions to further develop communication and training associated with the fellowship programme, benefitting the larger proportion of women involved in the programme (A3.10, A4.1).

The University's PDR scheme provides an opportunity for staff to discuss and agree their development annually in relation to the University's priorities. Uptake is monitored by Deans of School with almost 100% uptake reported across both male and female staff. The CROS survey data, (12F, 14M) however, revealed that only 27% (6F; 1M) of researchers who responded had had an appraisal but all who had found it useful. The PIRLS survey (20F, 32M) revealed that 50% respondents (9F; 17M) wanted training in staff appraisal. Following on from the bHeard survey a 'Leadership & Management' steering group has been established with a key workstream to review the PDR process and develop improved guidance, training and monitoring (A5.1). We will investigate any inequities according to gender in the activity planning and PDR process such as the balance of administration, pastoral support and teaching workload (A5.2). Additionally we will ensure that all early career researchers will have a PDR that will highlight any support and development needed to progress with their career (A4.3).

A3.10 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.

A3.11 Continue to monitor feedback on the appropriateness of induction through surveys and focus groups.

A4.1 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.

A4.3 All early career research staff to be offered a PDR.

A5.1 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.

A5.2 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.

Career Development

(a)   Describe the policies and activities at the university that support women's career development in SET departments.

The University actively promotes staff development and provides a dedicated budget for any activities that demonstrably deliver staff development, including doctoral (22F, 13M currently enrolled) and other qualifications which are included in activity planning.   The Graduate School provides learning and development opportunities as do P&OD, for example Interpersonal Communication Skills and Introduction to Line Management.   Leadership Development training was offered to senior staff during session 2014/15 (15F, 20M) and a modified programme will be available from March 2016 targeting STEMM staff in the first instance (A4.8). Similarly a Management Training programme will be rolled out to line managers to support them to address gender equality issues.

To support women's career development, the University has championed the Aurora programme since 2013 through the provision of 25 participants and 11 role models. The opportunity to engage has been made available to all female staff at senior lecturer level or below (including research assistants) and uptake has been very positive with UWS increasing its number of participants from 10 to 15 per annum. A panel selects participants based on the merits of their application. To date 60% (9 of 15) academics participating were from STEMM areas.   Of the participants to date 5 staff (20%) have secured promoted posts, 3 of these are STEMM academics including a researcher who now has secured a permanent post. Feedback has been overwhelmingly positive - the programme is extremely popular and has been oversubscribed. UWS is committed to supporting the programme through the provision of role models and 15 participants per annum (A4.7).

UWS funds have been released to support a Daphne Jackson Fellowship in E&C and an MOU with the Daphne Jackson Trust is being established.

A4.7 Continue to participate fully in the Aurora Leadership Development programme ensuring that female STEMM academics are encouraged to apply and are included as participants, supplemented by role models.
A4.8 Implement the Leadership Development programme targeting female STEMM staff in first cohort.

(i)   Researcher career support and training – describe any additional support provided for researchers at the early stages of their careers, such as networks and training.

At UWS the Graduate School and Research Services provide training provision aligned to the Vitae RDF that will help women advance their careers in research. A bespoke programme of events focussed on grant writing, knowledge exchange, IP, etc and primarily aimed at early career research staff was delivered in 2013 and 2014 with 50% participants female (30/60), 33% (10/30 females) from STEMM areas. Action associated with addressing the gender imbalance in REF has already been identified to encourage more STEMM females to engage with these activities (A4.2).

UWS invested in a pan-University Graduate School in 2013 with working spaces and drop-in sessions at all campuses. In 2015 there are 484 PGR students (49% F). The Head of Graduate School has reviewed activities and joined with colleagues at other Scottish institutions to provide networking opportunities for students and staff, eg supervisor training sessions, research integrity workshops and Glasgow Institutions Grad School (3 days event for PhD students). UWS is a

member of Vitae and research students can access resources. Students and early career research staff can develop their communication skills through a range of activities including 3M thesis competition, Voice of Young Science Programme (UWS is a workshop sponsor), research student conference and School seminar series (A4.10). In 2014/15 58% of attendees at Graduate School events were female.

Staff engaged in research can apply to Research Institutes and/or Schools for dedicated research funds to support their research and training needs. Funding is available from The Graduate School to support PhD studentships (stipend and fees) and approx 20 studentships are awarded annually through a competitive process. Over the past 3 years, 29 (50%) of these studentships have been awarded to women. A UWS funded studentship has been allocated to investigate equality issues in STEMM disciplines but has not yet commenced. Funding for projects is allocated according to UWS strategic priorities and includes supporting early career academics. UWS has recognised the benefits of having dedicated funds to restart research after a career break and is now moving to make this a formal process. This has been an informal process and we are aware of at least one woman in STEMM returning from maternity leave who has been supported in this way.

UWS has recently established an early career researchers' support scheme, focussing on women in STEMM. It will ensure bridging funding for female early career researchers, enabling continuity of contract between funded projects. Schools are now tasked with planning for long term contracts for early career researchers.

Academic writing retreats to support staff and research students develop their academic writing skills have been available at UWS for 3 years. Since 2013, 117 participants (81% F) have worked on writing their thesis, journal publication, grant application etc. The retreats are run by a leading female professor who is planning to research the impact of this support on completion of PhDs. A number of staff have been trained and now deliver workshops on all campuses and at other locations opening up this service to more UWS staff and students. Retreats are particularly popular with women who generally make up approximately 80% of each cohort. Feedback from women has highlighted the value of enabling participants to focus on their writing, away from the daily responsibilities of family life or other responsibilities. STEMM Schools recognise the benefits of writing clubs and retreats to women researchers and are actively organising their own activities.

UWS does not have a formal sabbatical policy however informal sabbatical arrangements have been agreed. We are aware of 1 female who has benefitted in this way. An action has been identified to develop a sabbatical policy and to establish clear data on who is taking up these opportunities (A3.12).

A3.12 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.
A4.2 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)
A4.10 Continue to promote opportunities for female STEMM 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.

Mentoring and networking – describe any mentoring programmes, including any SET-specific mentoring programmes, and opportunities for networking. Comment on their uptake and effectiveness. Are women encouraged to participate in networking opportunities?

All female staff who engage in the Aurora programme are allocated a mentor to ensure that they get the most from the programme in relation to their personal career development. Responses to the CROS survey and focus groups revealed that many female early career research staff would welcome opportunities to engage with mentoring and work is underway to develop and implement a mentoring scheme that would encompass researcher development, academic leadership and professional development (A4.4). Although open to all, we will take steps to promote this opportunity to women in particular and the female professoriate have offered to lead this for early career researchers. Mentoring opportunities for research students are being taken forward by the Graduate School in conjunction with P&OD (A4.6) and we aim to encourage uptake among women for a women's specific mentoring programme.

Since 2013 approx. 8 staff per annum have applied for and received coaching; more than 80% of participants are female and feedback received verbally and through survey monkey is overwhelmingly positive. Engagement in coaching and mentoring is promoted on the P&OD site, by Occupational Health, line managers and periodic email but it would also be beneficial to promote these opportunities through the PDR process (A5.1).

The Graduate School piloted the provision of coaching sessions for research students in 2015. Although the uptake was small the feedback from all participants (5 students, 80% female) reinforced the need to continue to offer coaching opportunities (A4.6).

Research interest groups, writing groups, seminars and conferences held on campus provide opportunities for networking. Most events are held in the middle of the day to facilitate attendance and video conferencing facilities ensure staff are not disadvantaged when they are unable to travel between campuses. The UWS Inspiring Women series launched in 2014/15 and has proved a focal point for networking for women this year with 5 events and 40% of speakers from STEMM areas.

We have identified strategic external networking opportunities for senior women academics in STEMM and actively encourage them to become involved. STEMM women are members of professional groups such as WISE, BCS, SICSA , Vitae and UKCGE as well as Scottish Research Pools. Examples include Henriquez contributing to WISE events and Tedford attending Vitae and UKGCE events.

A4.4 Strengthen existing academic mentoring schemes to encompass the whole academic role and contributes towards the achievement of professional recognition, academic leadership and researcher development. Female professoriate to lead mentoring of female early career researchers.
A4.6 Graduate School to continue offering coaching to pgr students and investigate opportunities for mentoring with P&OD.
A5.1 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.

Describe any activities at the university that raise the profile of women in SET generally and also help female staff to raise their own profile such as:
   (i)   Conferences, seminars, lectures, exhibitions and other events.
   (ii)   Providing spokeswomen for internal and external media opportunities.
   (iii)   Nominations to public bodies, professional bodies and for external prizes.

Aiming to address the lack of promotion of successful female role models, the Vice Chancellor established an Inspiring Women series of events in 2014. The SAT has fed in priorities for speakers ensuring that those with STEMM backgrounds are well represented (40% to date). So far these events have attracted 293 audience members (94% female), with very positive feedback from attendees that UWS is highlighting successful women (A5.4).

A WISE annual event will be launched in December, celebrating the 200th anniversary of Ada Lovelace's birth. Two prominent women with STEMM backgrounds will speak and we expect more than 100 female school pupils to attend. Staff and research students in all STEMM Schools have been active in organising and hosting outreach and public engagement activities. Female academics and research students are frequent and enthusiastic contributors to these activities (A4.10).

Events include:

Table 19: Examples of Outreach and Public Engagement Events

Café Scientifique	Co-hosting NASA Mission Discovery events
Employability Skills Fair	Glasgow Science Festival activities
Nursing simulation workshops	STEM Fortnight
RSE Young Academy of Scotland workshops	Clyde Gateway Get into Engineering Project

Many of these activities are run on an annual basis with new activities incorporated as appropriate. Support is also given to local schools through practical activities, researcher in residence, support for Science Baccalaureate etc.

UWS supports its STEMM undergraduate students engaging in profile raising activities. It supports Interconnect – a network enabling women studying STEMM subjects to meet each other and engage with industry - and nominates students for awards that raise the personal profile of the students involved and highlight achievements of women in STEMM areas (A4.11).

Table 20: Examples of Student Success in 2015

Jenni Reid, BEng Engineering Management student UWS Interconnect champion and SAT member	Nominated for the 'Herald HE Outstanding Contribution from a Student' award
Hannah Simpson, BEng Civil Engineering student	Nominated for and reached the final of 'Women in Property' National Student Awards
Kerri Milne, BSc Environmental Health student	Won 'International Federation of Environmental Health Roy Emmerson' award
Samantha Yuille – Life science PhD student	RSE Schools Speaker

Table 21: Examples of Individual Success of Female Staff (2013-2015) - * 4 of 6 STEMM staff (60%F) sit on Scottish/UK Government Strategy/Advisory Groups	

Dr Fiona Henriquez and Dr Fiona Menzies (S&S)	Nominated for WISE awards
Dr Katherine Sloman (S&S)	Awarded the Fisheries Society of the British Isles Medal
Professor Debbie Tolson (HNM)	Director of the Alzheimer Scotland Centre for Policy and Practice
Professor Ruth Deery* and Ms Hilary Patrick* (HNM)	Supervision of Midwifery, Scottish Government Taskforce
Professor Anthea Innes* (HNM)	Prime Ministers Dementia Challenge Task & Finish Group
Professor Avril Taylor* (Psychology - Health Behaviours and Policy Group)	Member of the Scottish Government's Drug Research Strategy Group
Dr Fiona Henriquez (S&S)	Fellow of the Leadership Foundation

Activities which raise the profile of women in STEMM are supported by the Communications department through ebulletin, Athena SWAN web pages, media coverage, intranet, twitter, video etc

A4.10 Continue to promote opportunities for female STEMM 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.
A4.11 Continue to promote opportunities for awards and prizes to female STEMM staff and students, and to encourage the nomination of women in STEMM areas to public or professional bodies.
A5.4 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.

Organisation and Culture
a)   Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.
   (i)   Female: male ratio of Heads of School/Faculty/Department – across the whole institution and in SET departments. Comment on the main concerns and achievements and how the action plan will address them. For example, are women and men appropriately represented at this level? Are there any differences in SET departments?
   (ii)   Gender balance on the senior management team at university level. Comment on the numbers of men and women on the SMT and plans to address any disparity Gender balance on the University Executive and Influential Committees
   (iii) Gender balance on influential committees at university level. Comment on the main areas of concern and plans to address them. For example, are women and men appropriately represented on senior decision-making committees? How do you avoid committee overload where numbers of women are small? How are vacancies filled and women encouraged onto committees, especially where turnover is low? Are the positions advertised?

Table 22: Gender Balance of Senior Posts across Schools 2014/15 - Gender data represent 1 year as the 6 School structure has only been in place since Aug. 2014

| | SCHOOLS | | | | | | | | | | | | ALL | |
| | HNM | | S&S | | E&C | | MCS | | B&E | | E | | UWS | |
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Dean	0	1	1		1	0	1	0	1	0	1	0	5	1
Assistant Dean	1	2	3	0	3	0	2	1	2	1	2	0	13	4
% in Senior Post	25	75	100	0	100	0	75	25	75	25	100	0	78	22

- Each School has 1 Dean and 3 Assistant Deans – research and enterprise, international, education (note Education has 2 Assistant Deans as it is a small School).

In HNM the gender balance at senior level reflects the gender distribution of staff in this School but women are under-represented in all the other Schools. In fact, in S&S, E&C and also in E, there are no women Deans or Assistant Deans at all. This reflects the low proportion of women at higher grades. To address this the University is working with head-hunters, and through P&OD and corporate marketing to improve its job descriptions, job vacancy site material including benefits of working at UWS, and promotion materials. To achieve success in recruiting women to senior posts, we will be more rigorous in demanding that qualified female candidates form part of the recruitment pool. For the recent post of Vice-Principal R&E, the shortlist was much more balanced, with 60% female, although the eventual appointee was male.

The gender balances on the University's Court, Executive and influential committees are shown for the past three years in Table 23:

Table 23: Gender Balance of Staff on Influential Committees (2012/13 – 2014/15)

| | 2012/13 | | | | 2013/14 | | | | 2014/15 | | | |
	M	F	%M	%F	M	F	%M	%F	M	F	%M	%F
Court	16	7	70	30	13	4	76	24	13	9	59	41
Executive Group	6	2	75	25	5	3	63	37	4	3	57	43
Senate	23	9	72	28	24	8	75	25	17	13	57	43
Research & Enterprise Advisory Committee (REAC)	14	7	67	33	19	9	68	32	10	7	59	41
Education Advisory Committee (EAC)	15	14	52	48	16	14	53	47	14	17	45	55

In 2012/13, the proportion of women on most committees was low. UWS has achieved at least 40% of each sex on its Court through taking a proactive approach to recruiting women when filling external and internal vacancies to Court. The recently appointed Chair of Court is female, as is the Vice-Chair. By 2014/15 the proportion of women had increased on each committee and exceeds 40% on all influential committees. We will continue to take a positive approach to recruiting women on key decision making committees and monitor gender data to track success (A5.5, A5.6).

EAC shows an imbalance in favour of women reflecting the participation of women in academic support roles and this has impacted on the composition of Senate. The increased percentage of women on REAC reflects recent female appointments to senior research roles. Of the 7 roles in the Executive Group, four are held by men, three by women.

> A5.5 Report University committees' membership 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.
> A5.6 Maintain and increase diversity of membership of University bodies, particularly lay membership (eg to Court) through positive recruitment initiatives.

b)   Describe the policies and activities at the university that show a supportive organisation and culture in university SET departments.
    (i)   Transparent workload models – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

UWS has had a standardised workload allocation model (WAM) for academic staff since 2009 that forms part of the PDR process. The WAM was designed, with trade union input, to capture all activities of the academic role and operate in a fair and equitable manner. Members of staff meet on a 1:1 basis with their line manager and agree a forward looking annual record of all activities. A tariff ensures that tasks which carry a larger work load are recognised as such. In a move particularly beneficial to women, allowance is made at School level for those new to academia as well as those on fractional contracts, early career researchers, sabbaticals, returners from maternity leave etc. The Dean of the School has oversight of all activity plans and all staff can appeal their activity plan through the defined process. (Since 2009, 2 individuals (2M) have appealed, 1 successfully.) Activity plans are not widely shared amongst colleagues although one School (MCS) is creating an overall awareness. This is an area for development (A5.3).

Using feedback from focus groups and the bHeard survey, the Executive Group has identified other areas for improvement: analysis of workload by gender enabling UWS to monitor and ensure fair workload for women, line manager training, more proactive approach by line managers to development, rotation of responsibilities so that staff can develop a range of skills, inclusion of shadowing opportunities.   The HNM SAT identified role shadowing as key to supporting succession planning and is progressing this. These are actions to be implemented for the next planning cycle (A4.9, A5.1, A5.2).

> A4.9 Promote opportunities for role shadowing in areas where there are low numbers of women in senior roles.
> A5.1 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.
> A5.2 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.
> A5.3 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.

The University's department of Marketing and Communications works closely with Schools and Service departments to ensure that all groups including women are represented equally in marketing material. Channels include promotional and marketing materials, display, advertising, website and digital channels. The University web pages have a good balance of female and male staff, as well as female and male student profiles and roles. Great care is taken to ensure equitable representation of positive role models using imagery that demonstrates a supportive and inclusive culture.   This includes raising the profile of women in STEMM.

For example in our 2015 entry prospectus – and for the first time in the Scottish HE sector – UWS incorporated the use of an Aurasma app which enables video coding embedded in images to be activated to allow readers to lift video material from the prospectus to view on their mobile phone or tablet device. Using this technology we included a bio and profile of a female BEng Civil Engineering student, also incorporated on the UWS Vimeo channel, into presentations to secondary school pupils, into our new 32-screen graphics wall in the University's Paisley Campus reception area and in a UWS promotional film shown at the Scottish Parliament as part of a UWS strategy event. We have identified an action to promote more female case studies in this way. Throughout the 2015 prospectus, care was taken to promote women in STEMM and feature female role models in engineering. The science sections of the publication feature an equitable number of female students and HNM section featured an equitable number of male students to encourage males to enter careers in Nursing. Action has been identified to counter any gender stereotyping (A5.7).

A5.7 Review annually University publicity materials, press releases, website and images used in promotions for gender balance.

Flexibility and Managing Career Breaks
a) Describe the policies and activities at the university that support flexibility and managing career breaks in SET departments.

The University encourages broader attitudes and approaches to flexible working to support caring responsibilities and a work-life balance. All family friendly policies were reviewed and updated in June 2015, jointly with our trade union representatives.   Staff are made aware of these policies and practices through various means including P&OD website, promotional literature, corporate induction, weekly ebulletin and all-staff email alerts, further embedded through local discussions between line managers and P&OD. Feedback from focus groups shows we must promote these policies more effectively and a communication plan will be developed (A6.1, A6.2).

(i)   Flexible Working
Describe how eligibility for flexible and part-time working is advertised to staff and the overall update across the university. What training is provided for managers? How is the policy monitored and how successful has it been.

The aim of the flexible working policy is to support employees to achieve the best balance between their work and personal responsibilities. During the recent policy review the statutory

qualifying length of service of 26 weeks to apply for flexible working was removed affording all employees the opportunity to apply for flexible working, including part-time working from day one of employment.

Awareness of work-life issues is high and work-life balance was identified as a particular concern by female staff in STEMM areas during the bHeard survey. This was followed up by a focus group and workshop to better inform staff and line managers in STEMM disciplines. There is currently no specific training provided to managers on flexible working policy, however, this has been identified as a gap and will be incorporated into our management development programme for line managers launched early in 2016 (A6.3).

Applications for flexible working are not centrally monitored however the focus group revealed that many staff enjoy access to informal flexible working arrangements. Actions going forward will capture this on an annual basis (A6.4).

Part-time working in STEMM and all UWS is spread across all levels – currently 9% STEMM females work part-time and 6% males.

(ii)   Parental Leave
        (including maternity, paternity, and adoption leave) – how many women have returned full-time and part-time? How is teaching and research covered during parental leave? What support is given after returning from parental leave or a career break? What funding is provided to departments to support returning staff?

The University has policies for maternity, paternity, parental and adoption leave which provide for pay above the statutory requirements. Manager's guidance has also been developed to support the implementation of the policies and provides practical guidance on supporting employees before, during and on return to work from leave. It specifies that line managers discuss work-life balance options to ensure employee needs are being met and to facilitate a supported return to the academic role. Action has also been identified to further promote the revised policies and associated manager's guidance packs.

A maternity fund has recently been established to ensure that vacancies due to maternity leave are staffed; this includes up to £10,000 per person to ensure there is ongoing support and handover to facilitate a gradual return to work, normally over a 6 month period (A6.5).

The university provides support to breastfeeding mothers through the provision of breastfeeding/parenting facilities which are available at all campuses and highlighted in the maternity leave and pay policy.

From January to December 2014 three STEMM academics took maternity leave, one returned to work on reduced hours and two returned full time. In the same period 2 academics took paternity leave.

The University introduced a Career Break Policy in June 2015, currently being rolled-out via management meetings and informal roadshows for employees. The uptake of employees applying

for a career break will be recorded centrally and monitored annually to ensure consistency of application and no disadvantage to the protected characteristics within the equality groups (A6.4).

(iii)   <u>Childcare</u>
         (describe the university's provision to support childcare and how it is communicated to staff. What is the take up? How will any shortfalls in provision be addressed?)

To support all employees with the cost of childcare, the University offers a childcare voucher scheme which operates on a salary sacrifice basis. The scheme is managed by an external provider Sodexo. The uptake is shown in Table 24. The University will continue to offer this benefit and will review its position on this when the Government launches its own tax free childcare arrangements in 2017.

Table 24: Uptake of Childcare Voucher Scheme (2012/13 – 2014/15)

	2012/13		2013/14		2014/15	
	M	F	M	F	M	F
STEMM Academic Full Time	14	8	12	14	13	12
STEMM Academic Part Time	1	2	0	1	0	1
Total STEMM	15	10	12	15	13	13
Non-STEMM Academic Full-Time	5	4	4	4	5	4
Non-STEMM Academic Part-Time	0	0	0	0	0	1
Total Non-STEMM	5	4	4	4	5	5
Support Services Full-time	9	16	11	16	10	16
Support Services Part-time	1	9	0	8	0	12
Total Support Services	10	25	11	24	10	28
Overall Total	30	39	27	43	28	46

UWS has now approved provision of a carer fund for carers who incur additional costs when they are required to attend work and/or conference outwith their normal work pattern. We expect this to benefit predominantly female staff (A6.6).

(iv)   <u>Work-life Balance</u>
         (describe the measures taken by the university to ensure that meetings and other events are held during core hours and to discourage a long hours culture.)

Within the review of the suite of family friendly policies, the University makes a commitment to supporting work-life balance. The University holds a Gold Healthy Working Lives Award and awareness-raising events on mental health, diabetes, healthy eating etc are held at all campuses. Staff have access to a counselling service, occupational health, health assessment and a health assurance scheme was recently added to the suite of provision.   The University also supports a cycle to work scheme, and events such as the Global Corporate Challenge and Race for Life.

Within the context of UWS operating as a 24/7 organisation, core meeting hours of 10am to 4pm are about to be implemented across the university to ensure the inclusivity of part-time/flexible workers. This has already been operating at School level in HNM. Staff are encouraged to video-conference meetings wherever possible to reduce the requirement for inter-campus travel. The University has committed Wednesday afternoons as teaching free to allow for focussed professional development activity to take place. All staff events including our Summer BBQ and Christmas celebrations held on each campus take place during the day (typically 12pm-4pm).

A6.1 Develop a joint communication plan with the trade unions to raise awareness of all flexible working/family friendly policies, carers fund and maternity fund.
A6.2 Promote flexible working/ family-friendly policies and facilities.
A6.3 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.
A6.4 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.
A6.5 Implement the maternity fund to ensure that vacancies are staffed and returners have a smooth transition back into their academic career.
A6.6 Implement the carers fund for carers who incur additional costs through conference/essential work attendance outwith their normal work pattern.

5. Any other comments: maximum 500 words *(Total : 449 words)*

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Organisational Change
Following the arrival of the Vice Chancellor in 2013, fundamental organisational change began, leading to a university-wide shift in culture. New senior staff have driven improved perspectives on equality, leading to a high level of dedication towards achieving a Silver Athena SWAN award, a target embedded in the corporate strategy.

This direction from the top has encouraged strong engagement through School SATs who are driving forward the Athena SWAN agenda in Schools. This has already extended to Schools outwith STEMM. For example, staff and students in MCS have engaged through Gender in Art activities, with a year 4 Digital Art student producing striking images of 'Girls in STEMM'; students on MA Songwriting and Performance are composing music with the theme – Inspiring Women. The music will be played at the start and end of the June 2016 Inspiring Women event.

Outreach and Engagement

We aim to encourage our female staff and ensure they are widely nominated to deliver keynote speeches at external and internal events. S&S has identified outreach champions and records all outreach and public engagement activities as well as contributors. To support these activities staff and research students are encouraged to engage with media and public engagement training provided by staff in MCS and external provision such as Sense about Science, Voice of Young

Science workshops. An action going forward is to roll out the S&S template to other Schools and to formally record and monitor staff and student engagement with outreach and training activities, so that we can track engagement of women.

Coaching

Raised awareness of Athena SWAN has led to the development of a pilot coaching programme for female PGR students, mentioned briefly in the submission. The programme has generated much positive feedback from participants.

"Coaching should be offered regardless of what year the student is. I felt that the coaching really helped to relieve stress and anxiety I was experiencing even in my first year of the PhD"

"If coaching was available at UWS during my undergrad I would have participated in them a lot earlier"

"I would most certainly recommend coaching to other students, my experience has been invaluable. The opportunity to focus on the present and future in terms of goal setting/achievement has many benefits: sense of control; improved mental well-being; increased sense of competence. Hopefully ultimately this will have a positive impact on ability/likely to complete."

Role Models

To promote successful women role models in STEMM, the Athena SWAN section on the UWS website has been enhanced to include talking heads and highlights of key activities featuring females in STEMM. We will continue to develop these pages and drive page views through our communications with staff, students and potential students.

Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website. The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. Also include in the Plan how the university will encourage SET departments to apply for awards.
The Plan should cover current initiatives and the university's aspirations **for the next three years**.

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.

<u>Actions</u>

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 generate further internal and	Plan in place and	Head of	Head	Communication plan

	to publicise internally and externally UWS Athena SWAN initiatives and activity through a variety of media – web pages, social media, ebulletin.	external awareness of gender issues in STEMM and demonstrate UWS' commitment to addressing these.	active from Feb 2016	Graduate School as SAT Chair KT	Marketing and Communications DK	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 DMcI	Creation of useable datasets and methods to disseminate.
2.2	Continue to enhance reporting of gender data for annual analysis to include staff profiles, student profiles, recruitment through to	To improve and expand datasets available to inform operational and strategic planning, progress of Athena	From June 2016 new data sets added to	Depute Principal PM	Director of P&OD CM Head of	Comparable annual quantitative data benchmarked as

	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.	SWAN action plan and future submissions.	existing annual institutional reporting schedules.		Strategic Planning PG	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 DMcI	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 DMcI	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, DMcI	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 DMcI 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 STEMM 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 STEMM 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 STEMM academics are encouraged to apply and are included as participants, supplemented by role models.	To continue to develop STEMM 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 STEMM staff in first cohort.	To address the under-representation of STEMM women in senior roles.	Ongoing	Director of P&OD CM	Deans	All STEMM 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 STEMM 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 STEMM and to help maintain a pipeline.	Ongoing	Deans HoDs	Line Managers	Training activities offered annually. Gender profile of UWS STEMM outreach participants monitored annually. Increased outreach activities across all STEMM areas. By Sept 2017
4.11	Continue to promote opportunities for awards and prizes to female STEMM staff and students, and to encourage the nomination of women in STEMM areas to public or professional bodies.	To raise the profile of women in STEMM.	Ongoing	Depute Principal PM	Deans Line Managers	Increased numbers of female STEMM 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, DMcI	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 Communicatio ns 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 DMcI	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.