

2017-2021 ACTION NUMBER	Description of Action	Action/Outcomes to date (at time of application April 2017)	Further Plans	Responsibility to report on the action and oversee delivery	Timescale	Success Measure
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Section 2						
2.1	Continue and develop the work of the UoD and School AS groups, improve gender equality at UoD	All Schools are engaged in AS activity.	Support Schools and UoD institution-level to achieve, maintain and improve their AS award status, enabling achievement of our AS 5 year goals.	VP(APP)	April 2021	100% of Schools to hold at least bronze award. Three departments hold silver awards. UoD applies for institution silver status.
2.2	Address local areas of gender imbalance in student population	Each AS SAT conducts annual review of data. Actions already in place in priority areas such as School of Nursing and Health Sciences.	Reason(s) for local imbalance in student population identified by SATs. Analysis by SATs will form part of the annual report to AS Steering Group. In collaboration with External Relations, Schools develop targeted plans to address imbalances. Plans are delivered.	SAT chairs ASPC Deans Director Student Recruitment and Admissions	Annually in October as part of AS annual review Annually March Review annually Annually in recruitment cycle	Areas of local gender imbalance to be minimised. No subject to have less than 15% of one gender.
2.3	Review and update central student recruitment processes and procedures to ensure no gender bias in student recruitment	Student recruitment processes and materials are scrutinised regularly. 25 most viewed UoD webpages for 2014 and 2015 have gender balanced imagery (19F:20M in 2014, 20F:20M in 2015). Overall, we note decline in male applications. Females tend to be	SATs to analyse data. SATs liaise with Associate Deans (L&T) and Director Student Recruitment and Admissions to act on areas of gender-biased attrition (if any).	SAT chairs Deans and Director of External Relations	Annually in October as part of AS annual review Annually following AS annual review	Imbalances identified. Appropriate actions are introduced as necessary.

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		slightly more successful than males at each subsequent application stage.	Review recruitment and admissions materials and webpages to ensure appropriate gender representation. Implement an Equality Impact check-list for recruitment and marketing.	Director of External Relations Director Student Recruitment and Admissions	Annually September 2019	Materials and website are appropriate with appropriate gender balance. Checklist is implemented in Schools.
2.4	Develop a co-ordinated approach to offering students at all levels information about careers in academia and encourage them into further study to progress such careers	We have many separate examples of subject-specific activity in this area across UoD. We do not currently have cross-disciplinary advice sessions.	Careers Service connect with Employability leads in each School to discuss the most appropriate route to promote careers in academia.	Director Student Services	Annually starting October 2020	Careers in academia promoted as a viable option in careers events in all Schools.
2.5	Applications from males will be encouraged for Professional and Support staff roles, in particular more junior administrative roles in Schools	Under-representation of male administrative and clerical staff identified. We use wording in advertisements to highlight our search for applications from people from diverse backgrounds.	Review wording used in advertisements for P&S roles where under-representation is evidenced.	Director HROrgDev, University Secretary	June 2018	Annual monitoring will show increased numbers of male staff at junior administrative grades. Positive action wording used on P&S staff advertisements as necessary.
2.6	Enhance awareness of career progression pathways for Professional and Support staff and support career development and mobility	P&S staff would normally progress their careers through applying for other jobs. Staff can learn new skills through training, secondments, acting up and deputising. Jobs are advertised internally	Introduce briefing workshops about career progression for P&S staff to enhance awareness of career progression opportunities. Create skills profiles for a range of indicative posts, develop case studies of successful moves and produce case studies.	University Secretary School managers	Annually beginning 2018 Sept 2019	Briefing workshops occur annually and are well attended. Case studies are published on AS webpages.

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		before being opened up externally.	As discussed at OSaR, line-managers of P&S staff support and encourage moves, facilitate uptake of training and promote opportunities for mobility across-Schools/Directorates.	Deans/Directors	Annually in OSaR cycle	All P&S staff have annual OSaR.
Section 3						
3.1	Improve diversity of SAT memberships (in particular gender and race/ethnicity) where necessary	Terms of Reference and Membership of all UoD AS groups are in use. We encourage people, irrespective of gender or other protected characteristic to become members of our SATs. However, gender (and other) under-representation persists at times. We encourage succession planning and turnover of membership and the use of vacancies to encourage broader participation.	ASPC and SAT Chairs annually review membership of AS Steering Group and SATs to facilitate diversity, inclusion and succession planning.	VP(APP)	Annually in July starting July 2017	Increase of male representation on SATs until there is no more than 60% of one gender. Increase race/ethnic diversity of members.
3.2	Increase involvement of UoD staff/SAT members in wider ECU/AS activities	Two members of AS Steering Group SG (and UoD AS Executive group) are AS assessment panellists and/or chairs. Two further members are registered. Several members of AS groups have benefitted from attending external meetings and workshops.	Ensure at least one member from each SAT is registered to be an AS panellist. Encourage and advertise membership of external groups/attendance at networking opportunities. Advertise the opportunity to attend the Scottish network meeting via AS network.	SAT chairs ASPC ASPC	Every round after April 2018. Opportunities highlighted as they arise As meetings schedule	At least one member from each SAT is registered. UoD AS has regular participation in key opportunities. Attendees report back via AS Executive group. At least 4 members of staff (subject to space) participate in the

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		UoD will host AS Scottish Network meeting in May 2017 and encourage SAT members to participate at this and subsequent meetings.			becomes available	Scottish AS Network meeting.
3.3	Re-enable full participation of students in AS SATs where data are discussed	Students have been full and important members of our SATs. However, this was temporarily suspended due to data protection considerations. We are working to put appropriate measures in place to protect our data, staff and students.	Guidelines/formal agreement to be produced Director of Legal and Head of Information Governance to enable student inclusion in all aspects of the AS process.	ASPC	June 2017	Full participation of students in all aspects of AS, including discussion of quantitative and qualitative data, is resumed.
3.4	Increase student participation in AS activities	Students are members on our SATs and AS Steering Group and we are currently working with these and other interested students to establish a student-run AS network. However, data protection issues have temporarily excluded students from the SATs	Establish and promote a student-run AS network.	(Dundee University Students' Association) DUSA Vice-President of Student Welfare	September 2019	Student-run AS network in operation.
3.5	Encourage and enable participation from all staff in UoD AS activities	Some departments hold open SAT meetings to encourage participation and inclusivity.	We will hold at least one open AS Executive group meeting per year.	ASPC	September 2017	Annual open AS Executive meeting is attended by staff not usually involved in the group.

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3.6	Continue to collect and respond to staff views about working at UoD and E&D issues	<p>UoD staff survey has been carried out every 2 years (2013, 2015).</p> <p>UoD AS survey has been carried out annually since 2015.</p> <p>We use responses as one way to indicate impact and progress of our Athena SWAN activity and of UoD policies and practices. Results inform future activity.</p>	<p>Continue biennial Staff Survey – next survey planned for 2017.</p> <p>Continue annual AS survey.</p> <p>SAT Chairs and ASPC oversee systematic analysis of AS-related questions and discuss at SG. Appropriate action taken at department and institution level.</p>	<p>Director HROrgDev</p> <p>ASPC</p> <p>VP(APP)</p>	<p>2017, 2019</p> <p>Annually in May</p> <p>2017 and 2019 following release of survey data</p>	<p>Surveys are carried out, data collected, interpreted and appropriate actions taken.</p> <p>Positive impact of AS actions can be observed.</p>
3.7	Ensure that web pages portray a vibrant proactive AS/UoD community which is proud of its E&D achievements	AS web pages were developed in 2015 and updated in 2016 but are not now regularly updated due lack of central AS resource.	Schools' AS administrative leads to take over updating their Schools' AS pages.	ASPC	September 2017	AS web pages are kept up-to-date.
3.8	Continue to publicise work of AS across all Schools and wider university	<p>Awareness of AS is currently very high and we want to maintain this.</p> <p>Awareness raising includes:</p> <p>Regular drop in sessions</p> <p>AS annual lecture</p> <p>School's AS Road shows</p> <p>Student AS awareness sessions</p> <p>Publicity materials and presence at Staff Welcome and other events</p> <p>Regular items on meeting agendas.</p>	<p>SAT chairs to ensure all Schools have AS representatives and promotional materials at relevant institution and School events.</p> <p>Continue to hold AS awareness raising events at institution and School level, for example, Principal, ASPC and SAT chairs to hold road shows/events following AS annual review or award submission.</p> <p>Roadshows and events to be cross-promoted across Schools/Directorates to allow for inter-discipline working.</p>	<p>SAT Chairs</p> <p>VP(APP)</p> <p>VP(APP)</p>	<p>According to schedule of events</p> <p>Annually</p> <p>Annually</p>	<p>Increased awareness of AS in all staff categories to at least 98%.</p> <p>Each School/institution holds or hosts an annual roadshow or awareness raising event.</p>

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3.9	Provide AS data. Ensure that data systems are fit for purpose and meet the requirements of AS data provision	<p>AS dashboards have been refined and now provide comprehensive data sets.</p> <p>Filters on dashboards can now provide rounded data to meet data protection requirements and allow wide communication of our data in order to raise awareness.</p> <p>New data management system has been commissioned and due to be implemented in a rolling programme commencing 2017. Business Transformation team is aware of requirement for AS data.</p>	<p>Liaise with Business Transformation team to ensure that new data management system meets AS data provision needs.</p> <p>For example we require:</p> <p>data reporting on 6, 12 and 18 month post-return data on maternity return, paternity and adoption leave (see action 5.24) and gender balance of recruitment panels (see action 5.2).</p> <p>ability to choose appropriate title by self-service.</p>	Director HROrgDev, Business Transformation Manager	Phased roll out begins October 2017	Data provision of all relevant data sets is possible, facilitating (at least) annual review and monitoring of progress and impact at department and institution level.
Section 4						
4.1	Support female A&R staff career development – in particular the transition between AS08 and AS09 and AS09 and AS10	<p>Female A&R staff continue to be underrepresented at the most senior levels.</p> <p>Our professoriate – and our uppermost management levels - are particularly male dominated. We have put much</p>	<p>Deans ensure that training related to personal development needs is identified in OSaR and completed in particular for female A&R staff at these grades.</p> <p>Promotion and leadership opportunities to be discussed at OSaR and as opportunities arise.</p>	VP(APP) Deans	<p>Annually in OSaR cycle, starting 2017 and follow up mid-cycle</p> <p>Annually in OSaR cycle, starting 2017 and as</p>	<p>Training is identified and undertaken as reported at OSaR and in staff survey.</p> <p>Opportunities for promotion and leadership are discussed at OSaR.</p>

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		support in place but more is to be done.	<p>In-School mentoring/peer support is available for all A&R staff.</p> <p>Remind Deans that support and advice should be given in particular to females at AS08 and AS09 to enable their career progression.</p>	<p>AP(APP)Deans</p> <p>Director HROrgDev</p>	<p>opportunities arise</p> <p>In-School mentoring to be in place starting September 2019</p> <p>January annually</p>	<p>Female AS08 and AS09 A&R staff are participating in in-School peer-mentoring.</p> <p>Proportion of female AS09 and AS10 staff increases incrementally as indicated in 2021 application.</p>
4.2	Understand the Health School academic track	<p>The Health School academic track is complex and differs from non-clinical in that clinicians often undertake defined periods of academic research or work at various stages of their clinical careers and may or may not subsequently follow an academic pathway.</p> <p>Females are overrepresented in AS07 Clinical staff. Reduction in female representation as grade increases is most pronounced in this group of staff. We wish to understand this better and support our existing</p>	<p>Health Schools have a suite of actions in place to support clinical and non-clinical staff and to further understand the Health School academic track. For example, Health Schools AS SATs will conduct focus groups to identify the barriers to women pursuing clinical academic careers and the reasons for turnover. Actions required will be incorporated into the Health Schools AS action plan.</p> <p>Findings of the Health Schools will be reported at AS annual review.</p> <p>Impact will be monitored annually at UoD AS Steering group.</p>	<p>Health Schools SAT Chairs</p> <p>Health Schools SAT Chairs</p> <p>VP(APP)</p>	<p>Focus groups held by November 2018</p> <p>March 2019</p> <p>March annually commencing 2019</p>	<p>We better understand the Health School academic track and where appropriate put actions in place to ensure barriers to progression are minimised.</p> <p>Findings are reported.</p> <p>Actions are developed and implemented as required.</p>

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		staff in the most appropriate way.				
4.3	Increase representation of BME staff in our university at all levels	In many areas we match benchmark in BME staff numbers but there are notable exceptions, for example in female BME AS10 staff and AS07 clinical staff where numbers fall short of benchmark.	Work with our Race Equality Charter Team to raise awareness of the under-representation and put in place actions to redress the imbalance.	Director HROrgDev	April 2021	BME people are represented in all areas and there is no difference between the progression of BME staff compared with white staff.
4.4	Improve recording of staff ethnicity and other protected characteristics	<p>Some staff have not declared their ethnicity. This number has increased in recent years.</p> <p>Improved E&D monitoring form has been approved.</p> <p>Self-service process is being introduced as part of new data management system.</p>	<p>Implement and evaluate the new E&D monitoring form.</p> <p>In collaboration with Business Transformation Manager, ensure data management system will meet requirements for self-service data entry and reporting.</p> <p>Staff to be encouraged to complete the monitoring data by:</p> <ul style="list-style-type: none"> -Annual reminder email Awareness raising at equality and diversity training and Staff Welcome event. -SAT chairs at AS roadshows. -People and Organisation Development Committee to monitor gender/ethnicity intersectionality data to inform Race Equality Charter and AS teams and assess impact of our actions. 	<p>Director HROrgDev</p> <p>Director HROrgDev</p> <p>Director HROrgDev</p> <p>ASPC</p> <p>Director of HR/OD</p>	<p>December 2017</p> <p>Roll out begins October 2017</p> <p>Annual update of activities in March, starting 2020</p> <p>Annual reminder in September, starting 2017</p> <p>Annually starting October 2017</p>	<p>E&D monitoring form captures necessary information</p> <p>% of reported "unknowns" decreases incrementally over the award period.</p> <p>Self-service is in use and data are reported by 2021.</p> <p>Actions are taken to raise awareness.</p> <p>Impact is reported as part of annual AS reviews at department and institution levels. Actions are impactful.</p>

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4.5	Support A&R staff who are in their final year of probation to think beyond probation towards promotion.	Currently we support new staff to complete probation and want to encourage forward thinking beyond probation at the appropriate time.	University to run 'preparing for promotion workshop' for attendance by probationary staff at the appropriate time. Named, in-School mentor supports staff beyond probation if helpful.	VP(APP) Deans	December 2018 December 2018	'Preparing for promotion workshop' is positively evaluated. All staff have option of local mentoring beyond probation
4.6	Support female T&R staff career progression, especially at AS08 and AS09	Women T&R staff in particular continue to be under-represented at AS09 and AS10.	Deans ensure that training related to personal development needs is identified in OSaR and completed. Promotion and leadership opportunities to be discussed at OSaR and as opportunities arise. Develop university and in-School peer-mentoring, particularly for T&R staff. Remind Deans that support and advice should be given in particular to females on the T&R pathway about how to progress their careers.	VP(APP) Deans VP (APP), Director HR/OD, Deans VP(APP)	Annually in OSaR cycle, starting 2017 and follow up mid-cycle Annually in OSaR cycle, starting 2017 and as opportunities arise University mentoring to be in place starting September 2019 January annually	Training is identified and undertaken as reported at OSaR. Proportion of female T&R AS08 and AS09 staff increases incrementally. Staff are participating in university peer-mentoring. Reminders distributed to Deans annually.
4.7	Increase our understanding of reasons for staff leaving UoD	We monitor the genders of leavers and have introduced a UoD-wide exit questionnaire. However, uptake is low. We will continue to promote this, but will	Encourage and monitor use of exit questionnaire, analyse questionnaire data and take action if issues identified. Implement alternative ways to collect exit information.	Deputy Director HROrgDev Deputy Director HROrgDev	December 2019 December 2018	No gender-difference in turnover. Information is obtained from at least 50% of staff leavers by 2021.

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		also implement other methods, such as exit interviews, to collect further information.				
4.8	Address AS10 (and any other) gender pay gap	AS10 pay gap in favour of males has persisted. Actions have been taken to counter this and raise awareness with Deans/Directors. We are currently identifying appropriate actions (if necessary) to address the minor pay gap in favour of females at grade 6.	Continue to undertake equal pay audit every 2 years. Equal pay working group monitors pay differentials on an annual basis. Impact of actions is evaluated and actions are adjusted accordingly.	Director HROrgDev Director HROrgDev	2018, 2020 Annually	No pay imbalances at any grade.
Section 5						
5.1	Improve gender balance of applicants	AS/E&D wording is now used in all job adverts. We use recruitment agencies with published and proven track record in recruiting diverse applicants. We advise that we require as diverse a pool as possible. AS analysis identified the under-representation of females in the application pool for some academic and research (A&R) posts,	Record the gender balance of candidates who were identified by search agencies and compare with gender balance and outcome where search agencies are not used (A&R and P&S posts). Increase the use of "flexible grade" A&R posts to expand the potential applicant pool in order to increase applications from members of under-represented groups. Ensure that information about family friendly policies is visible to candidates. Prepare a flyer describing the UoD's support for families. Link to appear in advert text, electronic copy to be sent to	Director HROrgDev Deans Director HROrgDev	September 2019 Implement from Sept 2018 Implement from Sept 2017	We see improved gender balance in our applicant pools (in particular those where search committees were used). Proportion of gender of applicants is equal to, or better than, the source population. Information sent to applicants and shortlisted candidates.

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		<p>especially at more senior grades. Many of the actions are equally applicable to Professional and Support staff (P&S) posts.</p>	<p>shortlisted candidates (A&R and P&S posts).</p> <p>Review text to further encourage applications from specific, identified underrepresented groups as identified by AS SATs and Deans/Directors (A&R and P&S roles).</p> <p>Where there is an imbalance and we believe this would enhance the applicant pool, we will consider use of recruitment agencies to encourage applicants from individuals who may not engage via open advertisements (A&R and P&S roles).</p> <p>SAT chairs to profile successful female A&R appointments to better understand how to encourage further applications from females.</p> <p>HR partners to advertise appointments on specialist websites, as identified by line-managers, to attract a greater diversity in applicant pool (A&R and P&S staff).</p>	<p>Director HROrgDev</p> <p>Deans</p> <p>SAT Chairs</p> <p>Deans/Directors</p>	<p>Text available by April 2018</p> <p>May 2017</p> <p>Sept 2019</p> <p>May 2017</p>	<p>Increase in applications from females to AS09 and AS10 posts.</p> <p>Use of recruitment agencies as appropriate. Longlisted applicant pool has gender diversity.</p> <p>Findings discussed at UoD Athena SWAN Exec used to inform appropriate actions at local and institution level.</p> <p>Increase in applications from females to AS09 and AS10 posts</p>
5.2	<p>Ensure recruitment processes are fair and there is no gender bias at any stage of appointment process or at any grade.</p>	<p>We have a lower proportion of applications from females than from males every year in the reporting period. Relative to the proportion of applications, females were more likely to be</p>	<p>All HR material related to recruitment processes to include reference to unconscious bias awareness.</p> <p>Ensure unconscious bias training is undertaken by panel chairs (see also action 5.3).</p>	<p>Director HROrgDev</p> <p>Director HROrgDev</p>	<p>2020</p> <p>September 2019</p>	<p>Material updated.</p> <p>All panel chairs have undertaken unconscious bias training.</p>

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		<p>appointed at all grades than males apart from grade AS10 where numbers of both genders are very small.</p> <p>We regularly review our recruitment processes to ensure fairness and we encourage applications from all.</p> <p>Recruitment policies are available online and HR partners ensure that Schools implement best practice.</p>	<p>As a minimum ensure that there is always at least one male and one female on any shortlisting /interview panel. Where staff profile does not permit this, the gender of the external representative can address the imbalance.</p>	Deans/Directors	2020	<p>No panel comprises 100% one gender.</p> <p>Result is gender balance of appointments reflects applicant pool gender balance.</p>
5.3	Increase availability and uptake of unconscious bias training and engagement with implicit association tests.	<p>Unconscious bias training is now available via OPD. Online training has been trialed. We encourage uptake of unconscious bias training in particular for those in decision-making roles such as chairing recruitment panels. School of Life Sciences provide training for Post-Doctoral Researchers via Challenge Consultancy and there is an annual lecture open following this.</p> <p>AS champions frequently highlight implicit association tests as a</p>	<p>Online resource to be implemented if approved following trial.</p> <p>Consider how unconscious bias training can be incorporated into the mandatory online E&D modules and action as appropriate.</p> <p>All chairs of recruitment panels and promotion panels to undertake unconscious bias training or have attended the Challenge Consultancy Unconscious bias lecture.</p> <p>Implicit association tests to be discussed at SAT/AS Executive group.....</p>	<p>Director HROrgDev</p> <p>Director HROrgDev</p> <p>VP(APP)</p> <p>ASPC, SAT Chairs</p>	<p>September 2019</p> <p>September 2019</p> <p>April 2021</p> <p>December 2017</p>	<p>Online resource available to all.</p> <p>Unconscious bias training incorporated into mandatory E&D training, if possible.</p> <p>Number of individuals receiving training increases incrementally year on year. All staff chairing recruitment and promotion panels have completed the training or have attended the annual lecture.</p> <p>SAT members have engaged with the</p>

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		way of starting a discussion around unconscious bias/implicit association.	and with colleagues as a part of AS roadshows as a way of raising further awareness or implicit association/unconscious bias.	ASPC, SAT Chairs	April 2019	implicit association methodology. Discussion of unconscious bias/implicit association tests forms part of AS roadshow (which occur in Schools at least twice per award cycle).
5.4	Improve compliance with recording of gender composition of recruitment panels	We have a manual system in place to record gender of shortlisting and interview panels but compliance is low for Post-Doctoral Researcher positions - we have data for approximately a fifth of shortlisting panels and approximately a sixth of interview panels.	In short term, SAT chairs to raise awareness via roadshows and by email to ensure staff understand what these data are used for and are aware of the requirement to record this information. In medium term, liaise with Business Transformation Manager to ensure new data management system is able to capture and report this data (see action 3.9).	ASPC Director HROrgDev, Business Transformation Manager	Annually, starting 2017 Phased roll out begins 2017	There is an observed incremental increase in compliance. Automated system for recording and reporting of recruitment panel data leads to improved reporting of gender of recruitment and interview panellists' data. Minimum 75% of panel information is recorded by 2021. Action to address imbalance taken as necessary.
5.5	Monitor impact of promotion workshops	Promotion workshops were introduced when new promotion process introduced in 2014. We collect gender and grade data on attendees but cannot directly correlate attendance at	Evaluate usefulness of promotions workshops by asking staff immediately after attendance whether they found it useful. Deans to ensure discussions following workshops are included in OSaRs where relevant.	Director HROrgDev VP(APP)	Annually after workshop sessions Annually during OSaR cycle	Positive feedback from attendees at promotion workshop. Attendance at promotion workshop has a positive

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		workshops with promotions success as we do not record identity of attendees.	Attendance at workshops and career decisions to be recorded in subsequent OSaRs.	VP(APP)	Annually during OSaR cycle	correlation with career decisions. (As above).
5.6	Ensure promotion panels are gender balanced and as a minimum no panel has greater than 75% one gender	We have taken action to increase diversity in panels.	Record gender balance of academic and reader/chair promotion panels.	Chair of Annual Review Process committee (VP(APP))	2018	No panel has greater than 75% one gender.
5.7	Understand differences in promotion application and success in STEMM and AHSSBL Schools	Staff in AHSSBL Schools have a higher rate of application for promotion than staff in STEMM Schools. AHSSBL staff are particularly successful in obtaining promotion ("new" ARP). The largest gender gap within STEMM and AHSSBL Schools by at any grade is observed at promotion to reader	VP(APP) to work with Deans to understand how these differences arise and take appropriate action.	VP(APP)	December 2017	Differences in rates are understood and are not related to gender.
5.8	Support for staff who were unsuccessful in applying for promotion	We support staff to apply for promotion and provide feedback for unsuccessful candidates.	Deans to introduce extra feedback and, where appropriate, mentoring for staff who were unsuccessful in promotion application. Where appropriate, action plan for unsuccessful members of staff put in place to enable a stronger application at the next available round.	VP(APP)	Begins immediately after promotions cycle	Staff who were unsuccessful in promotion are supported to make appropriate career choices and potential applications for promotion.
5.9	Support career progression of female A&R staff in AHSSBL Schools	Few AHSSBL females applied for promotion to reader or chair compared with the	Introduce women-only promotion-support workshops.	Deans of AHSSBL Schools	Annually in OSaR cycle	There is a greater proportion of females applying for promotion to senior grades. Males

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		number of males applying.	Ensure AHSSBL Deans, through the OSaR process, provide appropriate career development advice and opportunities.			and females are equally successful.
5.10	Encourage and support part-time staff to apply for promotion	The same promotions processes apply for part-time and full-time staff. Proportion of part-time staff, in particular females in STEM subjects is very low.	Line-managers in particular in STEM Schools to encourage and support part-time staff to work on achievements that would enable them to successfully apply for promotion. Discussions to be held at OSaR and followed up as necessary.	VP(APP) Deans of STEM Schools	December 2017 Discussed at least annually at OSaR and as necessary mid-cycle	Part time staff are aware of the criteria and are encouraged to apply for promotion. Applications for promotions sought are proportional to the source populations.
5.11	Investigate whether there are differences between success rate of self- and line-manager- nominated promotions applications	We introduced a new promotions process which enabled self-nomination. We do not currently know whether self-nomination is enabling more promotions, and the mode of application is deliberately not known by the Annual Review panel.	Collect and report data on number/gender of staff self-nominating for promotion and success rates.	Deputy Director HROrgDev	Annually as part of Annual Review Procedure	We understand the promotion success rates for line-manager and self-nomination. We take appropriate action relating to publicity around promotion criteria. Feedback is given to applicants and Deans.
5.12	Ensure promotions process does not disadvantage any group of staff.	A disproportionately low proportion of male T&S staff in STEM Schools were successful in their promotion application.	Annual Review Procedure group to review the promotions criteria in particular for T&S staff.	VP(APP)	December 2017	Criteria are amended (if necessary) and in place in time for 2018 Annual review Procedure. Success rates between females and males in RO, T&S and T&R staff are equivalent in STEM and AHSSBL Schools.

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			Deans to ensure staff and in particular T&S males are well-advised and, where appropriate, mentored and supported before promotions application. Ensure career guidance and constructive feedback is given and supportive mentoring is received following unsuccessful applications (for all staff).	VP(APP) VP(APP)	Feedback given and further support offered at time of notification of outcome	Feedback and support are in place.
5.13	Ensure our REF processes are fair and transparent.	The overall selection rate for the REF2014 submission was similar for males and females.	Ensure our processes are fair and work within parameters of REF (or its replacement) to ensure no one is disadvantaged on the basis of their gender. Monitor REF eligibility and submission rate by gender. Ensure an Equality Impact Assessment is conducted.	VP(RKE&WI)	2021	REF submissions reflect the quality of the outputs from individuals and are not affected by gender.
5.14	Further increase completion rates of E&D training	Completion rates by gender available to AS SATs and detailed completion rates available to Deans allowing follow up of those who have not undertaken the training. Providing evidence of completed E&D training is now part of Schools' OSaR process. Deans are supporting VP(APP) in targeting staff by grade (starting with professoriate). Non-completion of E&D modules precludes staff from involvement in	SATs include annual evaluation of E&D completion data in AS annual review. Deans carry out targeted action as necessary to ensure completion by professoriate. Evidence of completion to be presented at OSaR.	ASPC VP(APP) Deans/Directors	Data reviewed in October annually Last quarter report 2017 Annually in OSaR cycle	There is an incremental increase in completion 95% of staff to have completed training at any time by 2021. 100% of professoriate to have completed training. All staff having OSaR present evidence of completion.

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		certain activities and confirmation of probation.				
5.15	Maintain involvement with Aurora programme	Leadership development of female staff is supported through the Aurora programme.	Continue to support involvement in Aurora programme.	Director HROrgDev	Annually	Minimum 5 staff per year participate in the programme.
5.16	Improve completion of training	UoD staff survey identified that some staff are not receiving the training identified at OSaR	Liaise with Deans/Directors to identify reasons that training is not carried out. Deans/Directors ensure that participation in training courses is encouraged and facilitated by line managers, followed up at OSaR . This will be monitored regularly by Director HROrgDev.	VP(APP) & University Secretary Director HROrgDev, VP(APP) & University Secretary	Reviewed annually Annually in OSaR cycle	We identify the most common reason(s) staff do not complete training. Increased proportion of staff report having received agreed training in 2017 and 2019 staff survey.
5.17	Encourage and facilitate more equal participation in training, learning or development	Staff survey data indicate that fewer males than females report participation in training, learning or development [paid for by the university]. These data are not broken down by staff type and include all staff (A&R and P&S).	Identify reasons for apparent lower male participation. Line-managers to encourage and facilitate more equal participation in training as discussed and followed up at OSaR. Follow up mid-OSaR cycle.	Deans/Directors Deans/Directors	December 2018 Annually in OSaR cycle and follow up mid-cycle	Reported female and male participation in training, learning or development are equivalent relative to representation within the population. Training that was agreed at OSaR is undertaken by all staff.
5.18	Improve OSaR completion rate	OSaR completion rates are improving but rates remain too low.	Ensure all eligible staff have had OSaR and that the follow up documentation is completed and recorded.	Deans/Directors	2021	Completion rates increase incrementally until at least 90% of

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			Any Dean or Director who has not ensured that at least 90% of their staff have competed OSaR (unless there are extenuating circumstances) will not be considered for a salary review.	VP(APP) & University Secretary	Evaluated during Senior Staff Salary Review commencing 2018 cycle	eligible staff overall have had OSaR each cycle. Ensuring the completion of the School/Directorate's OSaRs is a prerequisite of salary review eligibility.
5.19	Improve reported usefulness of OSaR process	59% of both male and female respondents to UoD staff survey 2015 indicated that OSaR review was useful.	Ensure all line-managers who hold OSaRs have undertaken relevant training. Review and improve OSaR process.	Deans, Directors Director HROrgDev & VP(APP)	2019 Review December 2017, changes implemented 2018 cycle	Improved evaluation of OSaR process by 10% in 2019 staff survey. OSaR changes implemented.
5.20	Maximise reach of mentorship	Well-established cross-institution mentoring scheme in place for early career academics (ECAMs) (run jointly with University of St Andrews) which we will continue to promote and champion. Mentorship is also embedded in some other internal development activities, for example, Developing Leaders Programme.	Continue ECAMs with University of St Andrews, and using best practice, scope and develop a parallel professional and support staff mentoring scheme. Include record of discussion about mentoring options in OSaR. Evaluate/measure impact of mentorship programmes by tracking the number of active mentoring partnerships once new scheme is established.	Director HROrgDev & VP(APP) Deans/Directors Director HROrgDev	December 2018 OSaR cycle 2017/18 September 2018	Options for mentoring scheme for P&S staff have been explored. All staff have discussion about mentoring options included in their OSaR meeting. All staff have access to a mentoring scheme for their own personal development.
5.21	Coordinate careers talks and events	There are many local careers events in place but these are not	UoD AS Exec to coordinate communication about events through internal communications.	ASPC	First communication about	Talks and events well attended by students and staff (as

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		coordinated and staff and students are not aware of these in different disciplines. Events may be applicable across different disciplines.	2 schedules released per year - one in each semester.		forthcoming events in September, (semester 1) 2018/2019	appropriate) from Schools and Directorates across UoD as measured by feedback after the session.
5.22	Leadership shadowing	Staff may not always be aware of the skills required to fulfil a leadership role associated with career progression. This may relate to a more senior role or one in a different field.	Increase awareness of the skills required to carry out a leadership role through leadership shadowing opportunities. Opportunities open to academic and research and Professional and Support staff.	VP(APP)	Introduced by start of 2018/19	There is uptake of shadowing and feedback indicates that the experience increased awareness of the requirements of a leadership role.
5.23	Formally evaluate usefulness of maternity checklist	Maternity checklist was introduced in 2015. Anecdotally we find it to be useful but we have not formally evaluated this.	We will survey maternity returners and line-managers to evaluate the usefulness of the checklist and make modifications if necessary.	Director HROrgDev	Implement survey September 2019	Feedback is received. Revisions to the checklist are made if necessary.
5.24	Increase support for staff before, during and after maternity/paternity/adoption leave	HR for Management training for managers is in place but does not reach all staff. Managers receive the maternity checklist as a reminder of their responsibilities as soon as notification of pregnancy/adoption is received by HR staff.	Increase number of managers having training about best practice regarding maternity/paternity/adoption leave. Continue to ensure managers receive maternity checklist. Hold networking/support events to bring together staff members and their families who are on maternity/paternity/adoption leave.	Deans/Directors Director HRDevOrg HROrgDev	2021 Ongoing Dec 2017	Participation in HR for Management training increases incrementally over award period. All manager receive checklist. Event has been held and event was successful.

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		Line-managers and colleagues support staff but they may not have any or recent experience of maternity/paternity/adoption leave and some staff have reported they would value the support of other parents/expectant parents.	Introduce informal parent and expectant parent buddying support. Ensure use of "Return to Work" plan before leaving for maternity/paternity/adoption leave.	ASPC VP(APP)/University Secretary	2020 2019	Parent and expectant parent buddying support advertised widely and new/expectant parents informed about buddying support as part of maternity check-list. All staff planning parental leave routinely complete Return to Work plan with line-managers.
5.25	Increase awareness of breastfeeding facilities	Private breastfeeding /expressing/rest facilities are available in various Schools and centrally including in Tower Building (main administrative centre on City Campus), Chaplaincy Centre and Library and Learning Centre. Other facilities have been made available on request. Awareness of availability is variable. It is important that all staff are aware of these facilities even if they are not likely to use the facilities themselves so they can signpost others to the facilities as required.	Liaise with estates and buildings to finalise plans for further central feeding/expressing facilities. SAT chairs to liaise with School managers to ensure that each School has a bespoke room or can make appropriate facilities available as necessary. Ensure all maternity leavers/returners are aware of facilities by adding to maternity checklist. Information about breastfeeding/expressing facilities to be part of the on-boarding process for new staff and promoted by: - including details in staff handbook and within information packs used at Welcome events,	Deputy Director HROrgDev SAT chairs Director HROrgDev Director HROrgDev	April 2018 April 2018 December 2017 September 2018	All central areas in main parts of the City Campus have facilities. Each School has facility available. All maternity leavers/returners are aware of the facilities. Awareness of breastfeeding/ expressing facilities is improved as assessed

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			<p>- advertising using social media and internal communications.</p> <p>- liaising with Estates and Buildings to ensure signage is more visible.</p>	<p>ASPC</p> <p>Deputy Director HROrgDev</p>	<p>Annually in September, starting 2017</p> <p>November 2018</p>	<p>in AS survey (we do not have baseline data).</p> <p>Signage is more visible.</p> <p>Rooms are used as indicated by booking data.</p>
5.26	Minimise disruption to career following break for maternity/paternity/adoption leave	School of Humanities focus groups indicates that maternity returners required extra support to minimise disruption to their careers.	<p>Deans to work with A&R staff to identify priorities for returner's contribution and career progression in their work load.</p> <p>Directors/School Managers to work with P&S staff to provide space so that individuals can develop new skills and attributes that will enable them to succeed in applying for promoted roles internally as and when they become available.</p>	<p>VP(APP)</p> <p>University Secretary</p>	<p>Implemented when workload model is fully rolled out in 2018</p> <p>With immediate effect</p>	<p>Maternity/paternity/adoption returners feel supported to progress their careers as indicated in AS annual survey.</p> <p>As above.</p>
5.27	Track the "typical academic career journey" by gender	We developed a method to track the "average" progression of A&R staff but this was very complex and the protocol was flawed. We are currently developing a more robust method to track academic staff.	<p>Review the number of years on average female and male academics spend at each career stage before being promoted or leaving.</p> <p>SATs and Deans to identify the possible reasons for any differences between female and male progression.</p> <p>If differences are found, put in place appropriate action(s).</p>	<p>Director HROrgDev</p> <p>VP(APP)</p> <p>VP(APP)</p>	<p>September 2017</p> <p>Reported to AS Steering Group March 2018</p> <p>September 2018</p>	<p>Data are robust.</p> <p>Analyses have been conducted.</p> <p>Appropriate action(s) to address causes of imbalances (if any) taken.</p>

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			SATs to review impact in AS annual review.	SAT Chairs	October annually, starting 2018	Impact of actions is assessed, actions modified as necessary.
5.28	Assess maternity return rate beyond immediate period	Since our 2013 award, we now collect data on immediate maternity returners.	HR systems officers to extract follow-up data on maternity returners remaining in post for 6, 12 and 18 months after return. Data will become part of the suite of AS data released September annually.	Director HR OrgDev	Data available annually in September from 2017	Maternity returners remain in post for at least 18 months - or if leaving before do so for reasons not related to their maternity leave.
5.29	Increase accuracy of recording and reporting of paternity and parental leave.	Since our 2013 award, we now record data but we are aware that leave may not always be reported to HR or recorded. Accurate recording and reporting of these data is an AS requirement of the new data management system.	Liaise with Business Transformation Manager to ensure this requirement can be met (see action 3.9).	Director HROrgDev, Business Transformation Manager	Phased roll-out begins October 2017	Accurate data collection and reporting of all types of leave as indicated during sense-checking processes.
5.30	Embed shared parental leave in UoD culture.	We have a handful of examples of staff taking shared parental leave. Currently approximately a third of staff are aware of our suite of work-life balance policies.	Line-managers to support uptake of shared parental leave. AS SATs to provide case studies of shared parental leave-takers for AS web pages.	Deans/Directors ASPC	Annually September 2019	Improve awareness of work-life balance policies in AS survey. Case studies uploaded onto AS webpages.

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			<p>Initiate New and Expectants Parents workshop to explain policies and opportunities.</p> <p>Promote parent and expectant parent buddying support via AS networks and widely across UoD.</p>	<p>Director HROrgDev</p> <p>ASPC</p>	<p>September 2020</p> <p>September 2020</p>	<p>Workshop is available to staff.</p> <p>Parent and expectant parent buddying support is publicised and available to all staff.</p>
5.31	Increase awareness of work-life balance policies.	Currently approximately 1/3 of staff are aware of our work-life balance (flexible working) policies. This proportion has not changed despite advertising and promotion.	<p>Promote work-life balance policies via:</p> <ul style="list-style-type: none"> -UoD internal comms staff newsletter, -Welcome for new staff, Work-life balance policy booklet, staff handbook, -School/Directorate inductions, -Discussion at OSaR, -HR partners to provide training on work-life balance policies to all SAT members – coordinate via AS Exec Group. 	<p>ASPC</p> <p>Director HROrgDev</p> <p>Deans/Directors</p> <p>Deans/Directors</p> <p>SAT chairs</p>	<p>Annually, commencing May 2017</p> <p>September 2017</p> <p>Introduced by December 2018</p> <p>Annually in OSaR cycle, starting 2017/2018</p> <p>By December 2019</p>	<p>Increased % of staff are aware of the policies as suggested by 2017 UoD AS survey response. Target: 10 % increase year on year.</p> <p>All SATs have members trained as work-life balance champions, following the Health Schools model.</p>
5.32	Improve staff experience of work-life balance	UoD staff survey in 2015 found that 65% of people felt they had a	Line-managers to have discussion about work-life balance at OSaR.	Deans/Directors	Annually in OSaR cycle	Increased % of staff report they have a good work-life balance as indicated in 2017

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		good work-life balance, down from 71% in 2013.	Using the new workload model data and in conversation with staff, ensure no individual has an excessive workload.	Deans/Directors	Data reviewed annually and discussed at OSaR	UoD AS survey response. Target: 5 % increase in each survey.
5.33	Support flexible/emergency out-of-hours childcare needs	Many academic staff have no extended family living locally and many staff report that working or travelling out of office hours results in problems accessing appropriate childcare. Discussions on how to support this are happening at School level e.g. School dependent care grants operate. 4 Schools currently operate dependent care grants.	We will consider how we can support this at University level: Consider (for example): Financial contribution for short-term care needs possibly through UoD-wide dependent care grant, Partnerships with other emergency care schemes such as My Family Care https://www.myfamilycare.co.uk .	VP(APP), Director HROrgDev	Consideration by 2019	Schemes are evaluated. Appropriate provision in place.
5.34	Increase awareness of childcare vouchers	We now report data on uptake of childcare vouchers annually. Conversations with staff have revealed that not all members knew about the vouchers or fully understood the potential benefits before taking maternity leave.	Include information on childcare vouchers in the staff induction pack. Liaise with internal communications and SAT chairs to advertise widely to ensure that all who might benefit are aware. Highlight scheme in managers' maternity checklist.	Director HROrgDev ASPC Director HROrgDev	2018 Annually December, starting 2017 December 2017	All new staff receive the information. The scheme (or its replacement) is advertised widely. Information is included in the checklist.
5.35	Understand our gender/age intersection as it relates to career progression	We believe that our females progress up the academic career ladder at a greater age than males. We wish to perform a thorough evaluation of this	HR systems officers to extract and AS groups to analyse data on age and length of service at grade intersection. Data form part of the AS data suite provided in September annually.	ASPC	Data available annually from September 2017, annual analysis reported to AS	If there are differences in the average age of female and male length of service or promotion, reason(s) identified and

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		<p>intersection and take action as appropriate. The first step is to extract and analyse the data. Career breaks (such as maternity leave) may impact this.</p>	<p>Review promotions data with respect to determining age at promotion and length of service in grade at time of promotion.</p>	<p>Director HROrgDev</p>	<p>SG in March annually from March 2018 Promotions data available March annually</p>	<p>appropriate action(s) taken. Impact to be reported in our 2021 AS application.</p>
<p>5.36</p>	<p>Increase the reported perception of fairness of career progression/promotion in light of new initiatives and embedded new promotion process</p>	<p>Promotions procedures were updated, workshops to explain the process and give examples of evidence that can be used in promotions applications were introduced. We have increased support available for career development and review and revise our OPD programme annually.</p> <p>80% of staff in 2015 (82% 2013) report via staff survey they believe UoD is committed to equality of opportunity. 77% in 2015 (down from 80% 2013) report they perceive fairness regarding career progression/promotion.</p> <p>Although this value is still largely positive, we wish</p>	<p>With Deans, Directors and equality groups including AS we will review response to this question in our 2017 survey – to establish whether there is any further decline in positive response. We will take action as necessary locally and at institution level.</p>	<p>Director HROrgDev</p>	<p>Following release of 2017 staff survey data Reviewed again following release of 2019 data</p>	<p>Reponses to survey indicate there is greater perception of fairness.</p>

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		to increase the perception of fairness.				
5.37	Roll out student E&D training to students across all Schools	Student E&D training is available and mandating the training has been piloted in School of Education and Social Work.	Deans ensure online student E&D training is available to all entrant students across all Schools as part of matriculation process. Liaise with Business Transformation Manager to ensure that new student management system can incorporate online E&D training as part of matriculation and deliver and report on online E&D training for students.	VP(L&T), Director of Registry	Functionality introduced for new entrants as of September 2019	In the first year of implementation at least 80% of new entrants complete online E&D component at point of matriculation.
5.38	Ensure bullying and harassment as reported in staff survey continues to fall.	The UoD staff survey in 2015 suggested that a small proportion (6% overall) of staff felt bullied or harassed and pleasingly this figure is lower than in 2013 (9% overall).	Deans/Directors and AS groups will continue to monitor this important parameter and take immediate action if necessary.	VP(APP), University Secretary	2017 survey and 2019	Number of staff reporting feeling bullied or harassed continues to decrease at each survey time point.
5.39	Ensure there is equality of opportunity in applications for leadership roles	Ensure advertising of leadership roles.	Director of HROrgDev to ensure the policy of appointment following competitive application is implemented.	Director HROrgDev, VP(APP)	Implemented September 2017	Protocol is in place to ensure open application for leadership roles.
5.40	Facilitate development of the Associate Dean cohort	An Associate Dean network has been formed.	Support Associate Deans' career development via a combination of peer support and a training programme including leadership training.	Director HROrgDev	Training programme to be developed and implemented by start of 2017/2018 academic year	Associate Deans' training programme is in place.

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			Track the development of Associate Dean group to ensure that the members are able (should they wish) to successfully apply for other leadership positions and Deanships as they arise.	VP(APP)	Monitor applications to Deanships in 2020 (or before, if they arise)	Associate Deans are represented in the applications for Deanships when current term of Deanships lapse in around 2020.
5.41	Develop a policy statement and guidelines to encourage better diversity on all UoD committees	<p>We have published a statement on E&D covering membership of all Court committees and there is an undertaking to encourage better diversity across UoD. However, this has not been rolled out across UoD committees and is not well known.</p> <p>It should be noted that we have no control over the Trades Union and student members of Court who have their own election process, the outcome of which can impact on the balance of committees.</p>	<p>In the Review of Senate Effectiveness in 2017, gender equality issues will be included in its terms of reference so that clear policy guidelines on Committee Memberships can be agreed and published.</p> <p>Members of the University's AS Steering Group have agreed to serve on the Review Group. The guidelines will be applied to all committees and groups (see action 5.43)</p> <p>In relation to the bodies who have the ability to elect members to committees, their guidelines will also include reference to E&D.</p> <p>We will develop a method of monitoring the diversity of committee membership.</p>	<p>Director (Academic and Corporate Governance)</p>	<p>Policy and procedure developed and implemented by September 2019</p> <p>September 2019</p> <p>September 2019</p> <p>September 2020</p>	<p>All UoD committees abide by the terms of the policy, resulting in greater diversity of membership as measured at the time of the 2021 AS institutional award application.</p> <p>All bodies are mindful of diversifying their membership.</p> <p>Increased diversity on all UoD committees.</p> <p>Increased diversity on all UoD committees.</p>
5.42	Ensure there is no gender imbalance overall in workload according to the workload model data	New workload model being implemented across UoD in 2017-18. AS fed into the consultation process in	Deans analyse local workload model data to monitor the workloads of female compared with male staff. Resultant data are analysed to ensure there are no overall gender differences.	VP(APP)	Annually, beginning 2018	No difference in workload of females compared with males in equivalent role.

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		the development of the workload model.				
5.43	Ensure senior female staff are not overloaded with committee membership	We remain acutely aware that overload of committee work, particularly of our more senior female staff can be an issue. Until the underlying gender balance is corrected this remains a concern for us.	Deans/Directors to monitor workloads of senior female staff via workload model to ensure those staff are not disproportionately loaded with committee responsibilities. Overload will be addressed.	VP(APP) & University Secretary	Annually in OSaR cycle, beginning 2017	Workload model data indicates that senior female staff are not overloaded with committee membership.
5.44	Aim to schedule events, meetings and seminars to enable full participation	<p>UoD AS seminar guidelines have been developed, implemented and disseminated. These recommend timing of seminars to occur between 1000 and 1600.</p> <p>Scheduling of some meetings and events in a number of Schools has now also moved to between 1000 and 1600 in line with seminar guidelines.</p>	<p>Deans/Directors should aim to ensure that events, meetings and seminars are scheduled in a way that enables full attendance, in particular taking account of the needs of staff who have authorised flexible working arrangements for example in relation to childcare or other caring responsibilities.</p> <p>Gather data on timings of events, meetings and seminars from across the Schools and Directorates.</p> <p>Evaluate impact of timings of meetings via the AS survey.</p>	<p>Director Academic Governance, VP(APP) & University Secretary</p> <p>School/ Directorate managers</p> <p>ASPC</p>	<p>May 2017</p> <p>September - Start of academic year 2019/20</p> <p>2021</p>	Feedback on timings of events, meetings and seminars as gathered in AS survey is positive and at least 75% of people report that meetings are held at suitable times.
5.45	Aim for a mix of genders of speakers at seminars and events	Awareness of need for gender balance of speakers has been raised via the Athena SWAN seminar guidance. Many organisers are working towards gender balance in speaker programmes. However, some	<p>All Schools to collect data of gender balance of speakers.</p> <p>Data are reported to AS SG as part of SATs' annual review.</p>	<p>VP(APP)</p> <p>SAT Chairs</p>	<p>Beginning academic year 2017/2018</p> <p>March annually, beginning 2018</p>	Where possible all seminar series and events have a mix of genders of speakers.

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		<p>programmes are not gender balanced.</p> <p>Some Schools now routinely collect data on gender balance of speakers and take action to redress imbalance as necessary.</p>				
5.46	Promote media training opportunities for staff (including social media)	Following our 2013 action plan we have increased provision of training opportunities. We have piloted media training from external providers. Feedback from this has been positive. We wish to expand this provision.	A three-day development programme of Science Communication is being funded by UoD's Leverhulme Research Centre for Forensic Science in association with the Alan Alda Center for Science Communication. Applications are open to academic and research and professional and support staff. We will promote this and other opportunities via our AS networks.	ASPC	April 2017 and as opportunities arise	Media training opportunities are available and promoted to staff via AS networks.
5.47	Celebrate and raise the profile of the many successes of our females. Increase profile of males where under-represented e.g. in SNHS	<p>We have a brief section on Athena SWAN role models on our AS website.</p> <p>We celebrate successes via the AS webpages, newsletter and press releases.</p> <p>Successes of our staff are advertised locally within Schools.</p> <p>Some Schools are actively increasing the female images displayed</p>	<p>Local AS champions to canvass Schools to identify role models and expand the profiles available on the AS webpages.</p> <p>Continue to share good news stories via various media and networks.</p> <p>Ensure successes are given prominence within Schools.</p> <p>By coordinating via AS Executive group we will ensure that there is at least one prominent display or event per year showcasing the achievements of a member of the UoD community who is</p>	<p>SAT Chairs</p> <p>ASPC</p> <p>SAT chairs</p> <p>ASPC</p>	<p>2021</p> <p>As stories arise</p> <p>As events occur</p> <p>Annually beginning 2018</p>	<p>Number of role models increases incrementally; profiles of at least 5 people from each School are available on webpages.</p> <p>News is celebrated.</p> <p>Profile of people who are of an under-represented gender is increased.</p>

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		in and around their buildings (in particular School of Life Sciences). This year School of Life Sciences AS initiative, "Herstory of Science" ran for the first time and images of all School of Life Sciences professors are displayed on poster boards.	of an under-represented gender in their field.			
5.48	Collect information on our programmes of engagement and outreach centrally	<p>We offer extensive engagement and outreach activities. Some, but not all are recorded centrally.</p> <p>We work with Schools to encourage academic staff to record their public engagement activity in our "PURE" database.</p>	<p>Further encourage all staff to record their engagement and outreach activities in the PURE database.</p> <p>Liaise with Business Transformation Manager to ensure that the new data management system can capture and report the necessary information (see action 3.9).</p>	<p>UoD Public Engagement Co-ordinator and School Public Engagement Champions</p> <p>Director HROrgDev, Director Library and Learning Centre</p>	<p>Sept-19</p> <p>Phased roll out begins October 2017</p>	<p>Engagement and outreach data are collected and reported.</p> <p>Gender balance of those delivering engagement and outreach is representative of staff within each of the Schools.</p>
5.49	Continue support for Women in Science Festival and to offer events as part of department AS initiatives	Women in Science Festival is well established and widely publicised. We have AS presence at many Women in Science Festival events and offer AS named lectures.	AS and Public Engagement office will continue to collaborate on cross-promotion of gender equality including through our Women in Science Festival and other festival activity and through our departmental SATs.	ASPC	Annually March	We hold at least one public-facing AS event per year.
5.50	Increase visibility of females in Lamb Gallery exhibitions	Museum services provides an extensive programme of high	Ensure that female artists are better represented in Lamb Gallery exhibitions.	Curator of Museum Services	Annual programme	Each year there is at least one Lamb Gallery exhibition per year by or about females.

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		<p>profile and high foot-fall exhibitions and events.</p> <p>Museum curator ensures gender balance or gender natural programing of all events where possible but resources limit the ability acquire more exhibits or proactively pursue individuals (of a particular gender) who wish to exhibit. In our AS analysis we identified that in 2016 there were no Lamb Gallery exhibitions about or by females.</p>				
5.51	Expand our local Athena SWAN "hub"	AS leads at Dundee and neighbouring institutions meet approximately 3 times per year. We invite external colleagues to some of our internal events and training and share good practice informally. We wish to expand the networking meetings to all of the subject leads within the institutions and wish to embark on joint activities.	Invite key members of staff at neighbouring institutions to the next AS Hub meeting, further develop our mutual support network and develop joint AS initiatives.	ASPC	Jun-17	At least two expanded meetings per year with one joint initiative or event every year, beginning 2018.
	Section 6					
6.1	Ensure that our environment and policies are inclusive to all and meets	We have robust policies in place, which are	Continue to review our policies to formalise our approach to supporting	Director HROrgDev	Review and implementatio	Policy updated as necessary and

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	the needs of everyone, including those who are trans	<p>designed to support all members of our community irrespective of protected characteristic.</p> <p>We review our policies regularly to ensure they are providing appropriate support.</p> <p>Review of E&D and Dignity at Work & Study policy is underway at the time of writing.</p>	<p>the needs of trans people. This will ensure that the needs of our growing trans community are met and will make the working and studying environment as inclusive as possible.</p> <p>Work with our LGBT+ group and the Stonewall initiative to ensure that AS activities support trans people in the appropriate ways.</p> <p>Formalise recommendations of best practice with LGBT+ staff and student groups and implement recommendations across UoD.</p> <p>In collaboration with LGBT+ groups, produce a guidance document for line-managers who are supporting staff who are trans.</p>	<p>VP(APP)</p> <p>VP(APP)</p> <p>Director HRDevOrg</p>	<p>n of revised policy complete by Jan 2018</p> <p>Formally review and revise our AS action plan in July annually</p> <p>Adopt recommendations and review annually in July</p> <p>September 2019</p>	<p>implemented.</p> <p>Trans staff and students, as reported via LGBT groups, feel supported.</p> <p>AS staff survey indicates that staff do not feel discriminated against on the basis of trans status.</p> <p>Guidance document is in use and useful as reported by line-managers and staff.</p>
6.2	Support and implement recommendations of Stonewall Diversity Champions Programme	We have recently engaged with Stonewall and will support the recommended actions wherever possible.	Support and implement recommendations of Stonewall Diversity Champions Programme. UoD Athena SWAN Steering Group to update the AS institution action plan when Stonewall action plan becomes available.	ASPC	By April 2018	AS community supports Stonewall Diversity Champions in delivering actions.
6.3	Raise awareness of trans issues	<p>Trans awareness training is available through our LGBT+ student network.</p> <p>The training is not well publicised although has been undertaken in a few areas of UoD.</p>	<p>In consultation with LGBT+ staff and student groups, source and roll out alternative, sustainable and far-reaching trans-awareness training.</p> <p>Ensure AS groups have undertaken trans awareness training and AS champions</p>	<p>Director HROrgDev</p> <p>VP(APP)</p>	<p>September 2018</p> <p>September 2019</p>	<p>Training is available across UoD and awareness of trans issues improves (we do not have baseline data).</p> <p>All AS SAT members have received training.</p>

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		Long term provision of this training is uncertain.	can promote best practice in their School/Directorate. Liaise with LGBT+ Staff group to hold AS/LGBT trans-awareness event annually in trans-awareness month.	ASPC	Feb 2019 and annually thereafter	Annual event well attended and feedback is positive.
6.4	Further raise awareness of E&D issues through the undergraduate curricula	“Values: Self, Society and the Professions” module is run by School of Education and Social Work for all Social Work, Community Learning & Development and Teacher Education undergraduates. Students are exposed to and challenged to confront behaviours such as gender bias, racism, homophobia, ableism and structural oppression. Students in other Schools may also benefit from availability of this module.	Work with School of Education and Social Work Dean to develop a version of the undergraduate module “Values: Self, Society and the Professions” which can be made available to students from other Schools.	ASPC	September 2020	Module available to students outside of School of Education and Social Work.
6.5	Signpost staff and students to the support available for trans people	A great deal of support is available for staff who are trans or are transitioning but we have not advertised this well. Much central support is available for students –	Provide information on HR webpages which details the support we can provide for members of staff who are transitioning. Ensure equivalent support for students is available in all Schools for students who are transitioning.	Director HROrgDev VP(APP)	September 2018 September 2020	Link to information accessible in a prominent place on HR webpages and link embedded in AS webpages. All Schools provide equivalent support for

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		<p>this is better signposted via the Enquiry Centre.</p> <p>There is a lot of support available in Schools but this may be variable. We will try to ensure all students receive the same support and make the information available widely.</p>	<p>Ensure links to information are also provided on AS webpages.</p>	<p>ASPC</p>	<p>September 2017</p>	<p>students who are trans or are transitioning.</p> <p>Information on support offered is easy to find.</p>