



University of
St Andrews

FOUNDED
1413

Athena Swan Silver application



Awarded March 2024

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Notes

- We have focused on the intersection of gender and ethnicity in our consideration of intersectional inequalities.
- The prefixes **AP17** and **AP24** refer to our 2017 action plan and 2024 action plan respectively.
- The terminology used in the presentation of staff and student data reflects whether the data is collected by sex (where we use female (F) and male (M)) or gender (where we use woman (W), man (M) and minority gender identities (MGI)).
- The prefixes A1 (survey data) and A2 (data tables) are used to refer to table/chart numbers in Appendix 1 and 2 of the submitted application respectively.
- Appendix 1, 2 and 4 have been removed to avoid identification of individuals.

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

1. Letter of endorsement from the head of the University



Professor Dame Sally Mapstone DBE, FRSE
Principal and Vice-Chancellor

StA/SLM/sjm/advancehe260124

26 January 2024

Ms Dani Glazzard
Advance HE
Napier House
24 High Holborn
London WC1V 6AZ

Dear Ms Glazzard,

As a career long advocate for gender equality, with a track record in establishing initiatives to support women's progression and success, I am delighted to endorse the University's application for an Athena Swan Silver award.

I believe there has been a step change in the University's support for gender equality, and equality more widely, since our Bronze award in 2018. After coming into post in 2016, I led the creation of a University Strategy which identified diversity as a key priority. We have recently reinforced this in our refreshed [Strategy 2022-27](#), setting out an ambitious vision to become "a beacon inclusivity, placing diversity and equality at the centre of everything we do".

We have backed up this commitment to diversity with both action and investment. In 2019, I created the role of Assistant Vice-Principal Diversity within my Office to spearhead the University's EDI work, later upgrading the role to Vice-Principal, People and Diversity, a post still without many parallels in the sector. This has been part of a wider expansion of support for EDI, including secondment of academics to lead specific workstreams, and establishing EDI representatives in all Schools and Units.

As a University we have made considerable progress since 2018:

- All 18 Schools now hold **Athena Swan awards**, up from 3 in 2014 and 10 in 2018, including four Silver awards, and one Gold.

- We have significantly extended our **support for carers**, recognising that care continues to fall disproportionately on women. This includes extending leave provision for a wider range of situations including non-emergencies, enhancing maternity leave and improving policies to better support flexible working resulting in a significant uptick in new arrangements annually from 31 in 2018 to 77 in 2022.
- We have enhanced **support for women's careers** making changes to the promotions process which have contributed to a marked increase in the proportion of women professors (for 21 to 28%) and, introducing the Elizabeth Garrett Mentoring Programme, which I initiated and sponsor, to enhance leadership capability among senior academic women (93 mentees to date).
- We have also undertaken a comprehensive series of measures to **address gender-based violence** – resulting in us becoming the first University in the UK to be awarded the [EmilyTest Charter](#) in November 2023 – alongside actions to better support our trans and non-binary students.

While we are proud of the progress we have made, we are ambitious to do more and have identified a number of key priorities for the coming five years. These include:

- Taking further steps to advance women's careers, in both academic and professional services
- Addressing specific inequalities faced by Black, Asian and Minority Ethnic women around recruitment and promotion
- Continuing to make progress on reducing the gender pay gap

These priorities form part of wider work to enhance equality including actions to advance race equality – as part of our submission for the Race Equality Charter – and to deliver our new People Strategy enabling all our staff to contribute, thrive and perform at their best.

In my inaugural speech as Universities UK President, I drew attention to the continuing under-representation of women at professional level and in Vice-Chancellor roles, and the need for sustained focus and intervention to support delivery across the sector including at leadership level.

Achieving gender equality is central to my ambitions for Diverse St Andrews, and I commend this application for a Silver Athena Swan award.

Yours sincerely,



Professor Dame Sally Mapstone DBE, FRSE
Principal and Vice-Chancellor

2. Description of the University and its context

Established in 1413, the [University of St Andrews](#) is a world-leading institution committed to excellence in teaching and research. The [National Student Survey 2023](#) found St Andrews students the most positive in the UK about their education, continuing a long-term trend, while both [The Guardian and The Sunday Times](#) named St Andrews as the Best University 2024 (Figure 1.2.1).

Figure 1.2.1. Recognition of the University of St Andrews' success



The University is located within St Andrews, a small town (population c18,000) on the east coast of Scotland (Figure 1.2.3). Attracting c10,000 students and c3,000 staff (Figure 1.2.2) from over 130 countries around the world (42% students from overseas; 25% staff non-UK nationality), the University directly enhances the diversity of the local community.

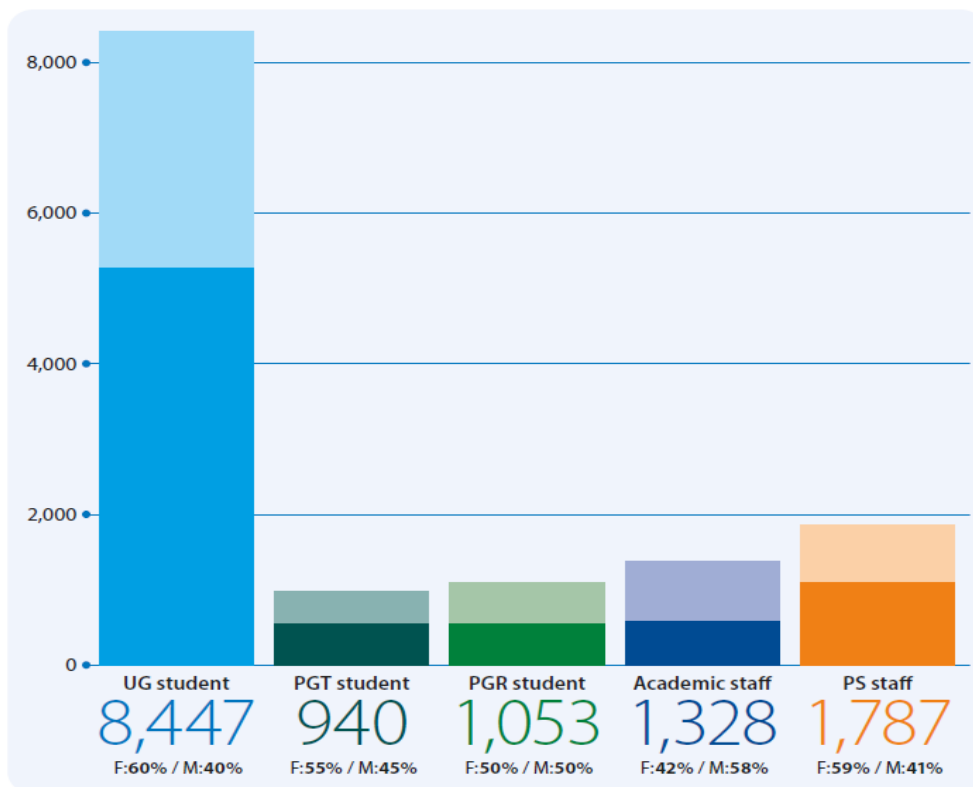


Figure 1.2.2. Staff and student population

A prominent presence in the town, the University is one of the largest regional employers within the region and we retain a strong sense of responsibility toward the local community as part of a wider commitment to social responsibility. The [University Community Fund](#) has provided £200K since 2020 to support >115 local projects including those that support women (e.g. funding for lone parents to access summer activities, providing IT equipment to a local domestic abuse charity and equipment for a women's football team).

All 18 academic schools and many of our 23 service units occupy buildings throughout St Andrews, while Eden Campus, 4 miles from the town, houses 450 Professional Services (PS) staff (Figure 1.2.3).

Our rural location means that facilities often readily available in cities can require a significant commute e.g. main hospital services, places of worship for Hindu, Muslim or Sikh families, and culturally diverse fashion and religious food providers are up to an hours' bus journey away. Over a quarter (28%) of staff live outside of Fife with 11% residing in Dundee and 5% in Edinburgh, while 16% of students live outside the town. In 2022, the University introduced a [bus subsidy scheme](#) in response to the cost of living crisis and to support commuting staff and students.

Over 40% of students reside in University-managed residences with students able to request a single-sex, mixed or, from 2023, gender-neutral residence.

Figure 1.2.3. Location of the University of St Andrews within Fife, Scotland and of University buildings within the town of St Andrews



The University renewed its 2013 Bronze Athena Swan (AS) award in 2018. All Schools have subsequently gained [departmental awards](#) (Figure 1.2.4, Table 1.2.1).

Figure 1.2.4. Number of Athena Swan departmental awards



Table 1.2.1. Departmental Athena Swan awards 2023

Faculties of Science and Medicine

School	Award held	Number of students	Number of staff
Biology	Gold	602	219
Chemistry	Bronze	547	155
Computer Science	Silver	656	76
Earth & Environmental Sciences	Bronze	194	47
Geography & Sustainable Development	Bronze	529	75
Mathematics & Statistics	Bronze	648	91
Medicine	Silver	712	151
Physics & Astronomy	Silver	497	131
Psychology & Neuroscience	Silver	748	85

Faculties of Arts and Divinity

School	Award held	Number of students	Number of staff
Art History	Bronze	292	34
Classics	Bronze	235	35
Divinity	Bronze	165	51
Economics & Finance*	Bronze	604	45
English	Bronze	498	46
History	Bronze	585	84
International Relations	Bronze	832	74
Management*	Bronze	650	63
Modern Languages	Bronze	484	84
Philosophical, Anthropological & Film Studies	Bronze	722	87

* The Schools of Economics and Management merged in August 2023 to form the University's Business School and are in the process of transferring existing awards.

We actively engage with other Charters and initiatives (Figure 1.2.5) as a transparent framework for ongoing self-assessment and improvement.

Figure 1.2.5. Current accreditations and commitments that complement Athena Swan



3. Governance and recognition of equality, diversity and inclusion work

The University has made a significant investment in [EDI personnel](#) over the last five years, expanding the team from 2.0 FTE in 2017 to 7.3 FTE (4.0F:3.3M) in 2023 (Figure 1.3.1). This includes creating senior leadership roles (**AP17-1.3b**) with the appointment of an Assistant Vice-Principal Diversity, later upgrading this role to Vice-Principal People and Diversity. The EDI Team includes three academic secondees: two EDI Faculty Leads (Arts/Divinity and Science/Medicine) and the Race Equality Charter (REC) Chair.

Figure 1.3.1. EDI staff and their FTE

	2017	2018	2019	2020	2021	2022	2023
EDI post (PS staff)	Head of E&D	1.0	1.0	1.0	1.0	1.0	1.0
	EDI Assistant	1.0	0.4	0.8	0.9	0.9	0.9
	E&D Awards Adviser		0.8	0.8	0.8	0.9	0.9
	E&D Awards Adviser		0.6	0.6	0.4	0.8	0.8
	Deputy Head of E&D						1.0
	Equalities Project Manager				1.0	1.0	1.0
	VP People & Diversity						1.0
	People & Diversity Exec. Officer						0.5
	Secondment role (academic staff)	AVP Diversity			1.0	1.0	1.0
EDI Faculty Lead (Arts/Div)					0.3	0.3	0.4
EDI Faculty Leader (Sci/Med)					0.3	0.3	0.4
Athena Swan Chair*						0.4	0.4
Race Equality Charter Chair							0.4

Green colouring indicates the role sits within the Principal's Office

*The Athena Swan Chair demitted their role in 2022 and the Vice-Principal People and Diversity became AS Chair

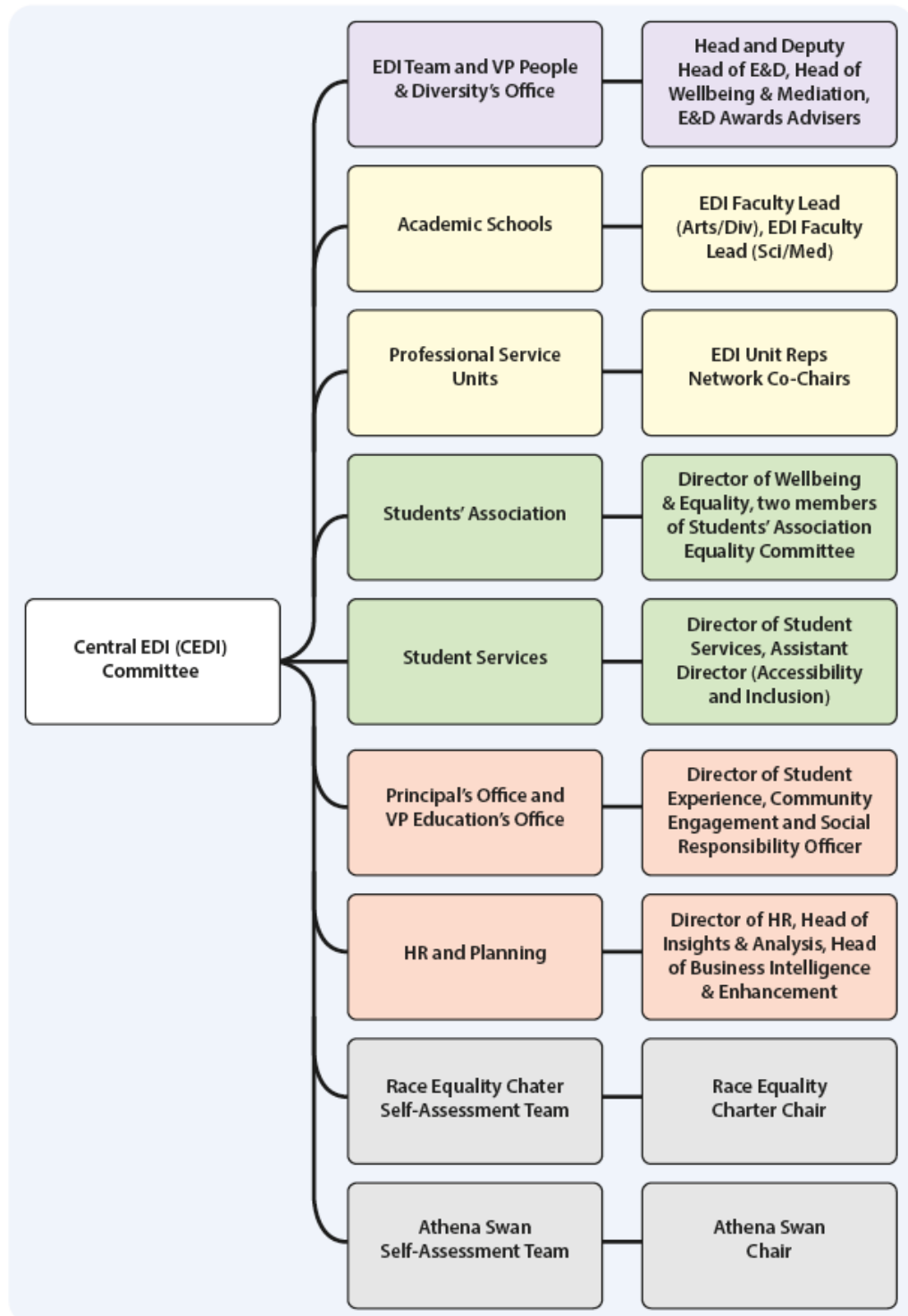
Each School has a Director of EDI (DoEDI) who chairs the School's EDI Committee and leads the School's EDI work. Two DoEDI Networks (one for each Faculty) meet six times per year (chaired by EDI Faculty Leads) and provide a forum for DoEDIs to share EDI-related practice. The Networks, and a similar network for Unit EDI representatives, also generate ideas for University-level actions including those relating to gender equality arising from School-level AS work, e.g. development of a family leave checklist ([AP17-4.5b](#)) and the introduction of [Education Development Leave](#) ([AP17-3.3e](#)).

Embedding EDI in management and governance structures

The [Principal](#), a recognised female role model within the sector, leads a broadly gender-balanced senior leadership team (7F;8M), the [Principal's Office](#) (PO) which is responsible for the overall management of the University.

The Vice-Principal People and Diversity is responsible for delivering the University's commitment to Diversity and chairs the Central EDI Committee (CEDI). Comprising staff from across the University (Figure 1.3.2), CEDI meets quarterly and is responsible for identifying and implementing strategies, actions, and best practice regarding EDI.

Figure 1.3.2. CEDI membership

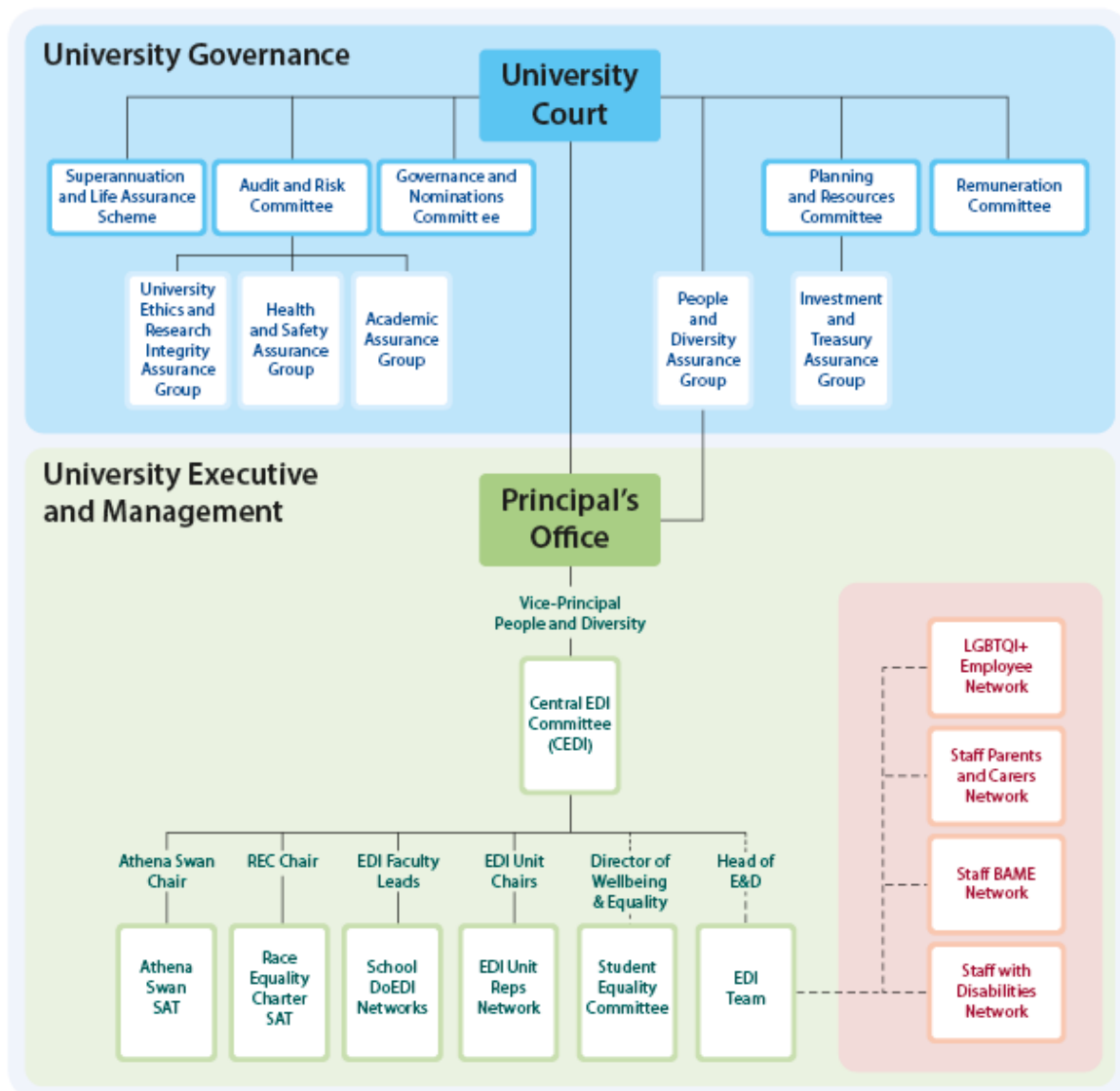


The AS and REC Self-Assessment Teams (SAT) report into CEDI enabling monitoring of progress. The Faculty Leads represent the School DoEDIs at CEDI ensuring information flow between Schools and University leadership, while the Unit Network Chairs represent Unit interests.

CEDI reports into the Principal’s Office via the Vice-Principal People and Diversity (Figure 1.3.3). The People and Diversity Assurance Group convened by a non-Executive Court member, monitors progress on delivery of EDI action plans and activities, including AS. The People and Diversity Assurance Group Convenor provides regular updates to [Court](#), the University’s supreme governing body, with an annual report discussed at Court’s summer meeting. The Principal includes updates on the Diverse theme of the University Strategy in her reports to Court with progress against the [Diverse Action Plan](#) (DAP) reported biannually to Court and Planning and Resources Committee.

Staff networks, overseen by the Head of Equality and Diversity, support community building and engagement with staff on specific EDI issues.

Figure 1.3.3. EDI and University governance structure



Recognising and rewarding EDI work

EDI work is valued and recognised at St Andrews. [Workload guidance](#) recommends DoEDI workload is allocated at 0.2 FTE, in line with other senior School roles; and that School EDI Committee membership and duties which fall disproportionately on minority groups are recognised through a time allocation within workload models.

The EDI Faculty Leads and REC Chair receive 0.4 FTE centrally funded buy-out from their Schools. The same arrangements were in place for the AS Chair until the Vice-Principal People and Diversity assumed the role. Contributions to EDI are recognised within academic promotions where evidence of service/leadership can include making a 'sustained/significant/leading contribution to the development and achievement of the School/University's equality and diversity objectives'.

“Since 2017, I have held successive EDI roles, which was a contributing factor to my successful promotion in 2019 and 2022. My contributions to EDI at St Andrews have been clearly recognised and rewarded, and these roles have created significant opportunities to develop my career.”

[Academic woman, AHSSBL School](#)

For PS staff, substantive contributions to EDI are captured within business objectives and/or annual performance reviews. A competency framework – which will include specific expectations around contributions to EDI – is being developed as part of the [People Strategy 2023-27](#) (PS23) along with a series of EDI awards (**AP24-32**) to further recognise and celebrate staff and student contributions to advancing equality.

Actions in AP24:

32. **Develop a series of EDI Awards** to give visible recognition and celebration of staff and student contributions to advancing equality including gender equality

4. Development, evaluation and effectiveness of policies

The University is committed to embedding EDI within policy processes.

A standardised document format including policy holder and review/expiry date ensures transparency and a systematic approach to regularly reviewing and evaluating policies. The need for earlier review, or a new policy, is triggered internally (e.g. by issues raised through committees) or externally (e.g. in response to legislative changes or good practice guidance). For example, following new Equality and Human Rights Commission recommendations for supporting survivors of domestic abuse and an increase in hate crimes nationally, [safe leave](#) was introduced in 2021 (**AP17-5.4e,6.3c**). This provides victims of violence or hate crime, with up to 10 days paid leave to attend medical or police appointments, counselling, legal advice, or obtain safe housing.

An HR policy approval procedure was introduced in 2021 (Figure 1.4.1) to ensure a consistent and transparent approach to the development and review of HR policies.

Figure 1.4.1. HR policy approval procedure

Before policy development	<ul style="list-style-type: none"> ▶ Seek confirmation from the HR Director on approval ▶ Obtain PO approval where appropriate ▶ Confirm with EDI on EIA requirements ▶ Engage with key stakeholder (Trade Unions, staff networks) set-up working group ▶ Research similar policies to help identify risk and opportunity
After policy development	<ul style="list-style-type: none"> ▶ Share draft with key stakeholders for feedback ▶ Agree implementation date with HR Business Partner ▶ Make changes to policy based on feedback received ▶ Seek agreement on final draft with key stakeholders (e.g. Trade Unions, EDI) ▶ Create a summary of policy changes for staff awareness ▶ Send to the HR approver for final sign-off ▶ Publish the policy online, and convey awareness to all staff

Approval processes for non-HR policies are topic dependent e.g. teaching policies are approved by the Learning and Teaching Committee and postgraduate research policies by the Postgraduate Research Committee. A project register is maintained for education governance groups, to ensure transparency of activities, with expert guidance sought on EDI as required.

University policies are subject to a compliance check against equalities legislation by the EDI Team or more detailed equality impact assessment (EIA). The EIA toolkit and checklist are undergoing improvements to support mainstreaming of equalities and more effective consideration of intersectionalities (**AP24-31**).

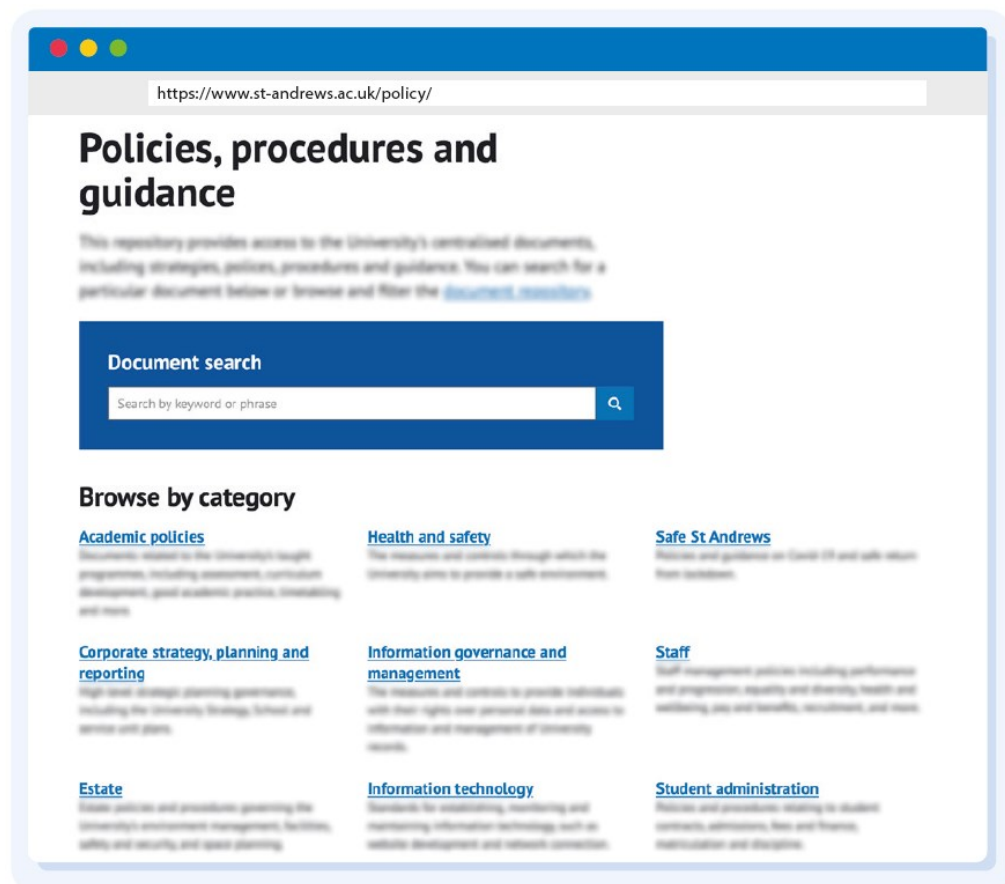
Where policies relate to protected characteristics, relevant staff, student, and EDI groups are engaged (**AP17-5.2c**) e.g. Staff Parents and Carers Network consulted on [neonatal care leave policy](#).

Work remains to ensure people feel they can influence University policy and practice with 40%W:35%M:67%MGI staff in the staff survey 2021 feeling unable to do so (**A1:1.4**). The University has recognised this as a key area for action in the 2023 People Strategy with a commitment to publish a biannual update on HR policies due for review and further enhance engagement in the policy process. This includes establishing a staff panel which we will ensure considers intersectionalities in its composition (**AP24-24**). An anonymous feedback form was added to all HR webpages in June 2022, following work by the AS Policies Working Group, to provide an additional mechanism for feeding back on HR policies and practices.

A suite of actions has been undertaken to support accessibility, awareness and understanding of policy. This includes developing a central [repository of policies](#) (**AP17-6.4e**) in 2019 (Figure 1.4.2), creating new policy-related FAQs and guidance webpages (**AP17-6.4d**) and running bite-size training for line managers on key HR policies (**AP17-6.4b**; 2021-23 21 sessions delivered to 173 attendees, 112F:61M).

This has had demonstrable positive impact e.g. dedicated [FAQs for maternity](#) has led to an increasing proportion of respondents in School AS culture surveys agreeing they know where to find information on parental leave (76% in 2018-20, 89% in 2022-23, **A1:2.13**) and HR staff reporting a decrease in the number of maternity leave applications requiring follow-up.

Figure 1.4.2. Policies webpage



Statutory reporting (e.g. on [gender pay gap](#)), monitoring of key performance indicators for the Diverse theme of the University Strategy, regular scrutiny of staff and student data at relevant committees, together with feedback from Trade Unions, surveys and consultations, allow us to enhance policy and monitor impact. For example, 2020-21 student performance data showing a decrease in undergraduate student attainment gaps (for gender, ethnicity, and disability) led the Academic Monitoring Group to retain COVID-19 changes to policy on use of captured content requiring all lectures to be recorded after teaching returned to in-person.

We will build on current reporting by publishing an annual EDI report of key data for discussion with Schools and Units (**AP24-33**).

Actions in AP24:

24. **Recruit staff with intersectional characteristics to the staff panel being developed as part of the People Strategy** to ensure University policy and practice is informed by a wide diversity of voices
31. **Improve Equality Impact Assessment toolkit and checklist** to support mainstreaming of equalities and more effective consideration of intersectional inequalities
33. **Produce and publish an annual EDI report covering representation, progression and promotion and pay gaps** to raise awareness of significant gender (and other) inequalities and inform decision-making at School, Unit and University level

5. Athena Swan self-assessment process

Athena Swan activity since 2017 application

Time period	Activity
2017-2019	EDI/AS Committee (and SAT for 2017 application), chaired by Head of Equality and Diversity, maintained oversight of AP17 (AP17-1.2b) liaising with action owners on progress.
2019-2021	Assistant Vice-Principal Diversity appointed (AP17-1.3b) and CEDI, chaired by Assistant Vice-Principal Diversity, replaced EDI/AS Committee. EDI Team responsible for monitoring AP17, reporting to Assistant Vice-Principal Diversity, including a review of progress in 2020 (AP17-1.2b).
2021 to submission	Interim report on key data sets and impact of actions since 2017 application reviewed by subgroup of CEDI, resulting in recommendation to the Principal's Office that the University apply for a Silver award. Principal's Office established AS Chair role to lead SAT and development of the application. SAT assumed responsibility for AP17, reporting to CEDI.

The self-assessment process and development of the 2024 application

The SAT was assembled in December 2021 with targeted recruitment of members led by the AS Chair. The team (Table 1.5.1) was constituted to represent staff roles across the University, different working patterns and career pathways, ensuring a variety of lived experiences. It also included personnel, predominantly PS staff, integral to the delivery of actions (e.g. HR Director). We aimed for gender representation broadly in-line with the make-up of the staff community

(52%F:48%M), including non-binary representation. Women were slightly over-represented (varying between 55-58%) but we successfully ensured that men comprised at least 40% of the SAT throughout the process.

Table 1.5.1 SAT members, December 2021 to January 2024 (PS staff highlighted in pale blue)

Current members

Name	SAT role(s)	University role(s)	Role location
S Ashbrook (2021-24)	2017 SAT member	Professor Former DoEDI Senate Assessor on Court	STEMM School
M Augustine (2021-24)		Senior Lecturer Trade Union representative	AHSSBL School
J Awang (2023-24)	Data lead 2017 SAT member	Head of Insights and Analysis	Planning
A Brown (2021-24)	2017 SAT member Progress WG Chair Writing Team	Senior Lecturer EDI Faculty Lead (Arts/Divinity) Former DoEDI	AHSSBL School
M Cockcroft (2023-24)		Technician	STEMM School
M Gettinby (2021-24)	Legal	Chief Legal Officer	Principal's Office
A Hawkins (2021-24)		EDI Unit network co-Chair Elizabeth Garrett Programme Co-ordinator	Organisational and Staff Development Services
S Hooker (2021-24)	2017 SAT member	Professor Former DoEDI SAT Chair Gold and Silver Departmental AS Awards	STEMM School
J Illes (2021-24)	Advance HE AS Charter Advisor and Panel Chair	Senior Lecturer Equally Safe Group (on GBV) Former DoEDI	STEMM School
J Law (2021-24)		EDI Assistant REC SAT	Equality, Diversity and Inclusion
T Matzke (2021-24)		School Manager	AHSSBL School
K McGregor (2021-24)	Co-ordinator Writing Team	Equality & Diversity Awards Adviser Aurora Champion	Equality, Diversity and Inclusion
A Merrill (2021-24)	2017 SAT member AP17 action holder Partnership WG Chair	VP Governance	Principal's Office
L Stewart (2021-24)	Policies	Human Resources Officer	Human Resources
M Stewart (2021-24)	2012 SAT member AP17 action holder	Director of Human Resources	Human Resources
G Turnbull (2021-24)	Data Analysis WG Chair	Professor Former HoS Senate member Promotions Panel member	STEMM School
L Wang (2021-24)	Data	Information Analyst	Planning

R Widdowfield (2022-24)	Chair (from September 2022) Writing Team	VP People & Diversity Diverse St Andrews Lead REC SAT	Principal's Office
R Woodfield (2022-24)	2017 SAT member AP17 action holder Culture WG Chair Writing support	Professor Former HoS Former AVP Diversity People Strategy 2019-23 lead	AHSSBL School

Members who left the SAT prior to submission

Name	SAT role(s)	University role(s)	Role location
S Bains (2021-23)	2017 SAT member AP17 action holder Policies WG Chair	Head of Equality & Diversity REC SAT	Equality, Diversity and Inclusion
A Gutierrez Garza (2021-23)		Lecturer Co-Director St Andrews Institute of Gender Studies	AHSSBL School
J Hinds (2021-22)		Project Manager Inclusive Curriculum Project Lead	Principal's Office
J McDougall-Bagnall (2021-23)	Data Data Requirements WG Chair	Head of Business Intelligence and Enhancement	Planning
D Munday (2021-22)	2017 SAT member	Research Staff Forum Lead HR Excellence in Research and Concordat Lead Teaching, Research and Academic Mentoring Scheme Co-ordinator	Organisational and Staff Development Services
C O'Leary (2021-22)	Chair (to September 2022)	Professor Mental Health Task Force	AHSSBL School
A Pearson (2021-22)		Technician Trade Union representative Technician Commitment Engagement Group	STEMM School
C Wilson (2021-23)	2012 SAT member AP17 action holder	Unit Director	Centre for Educational Enhancement and Development

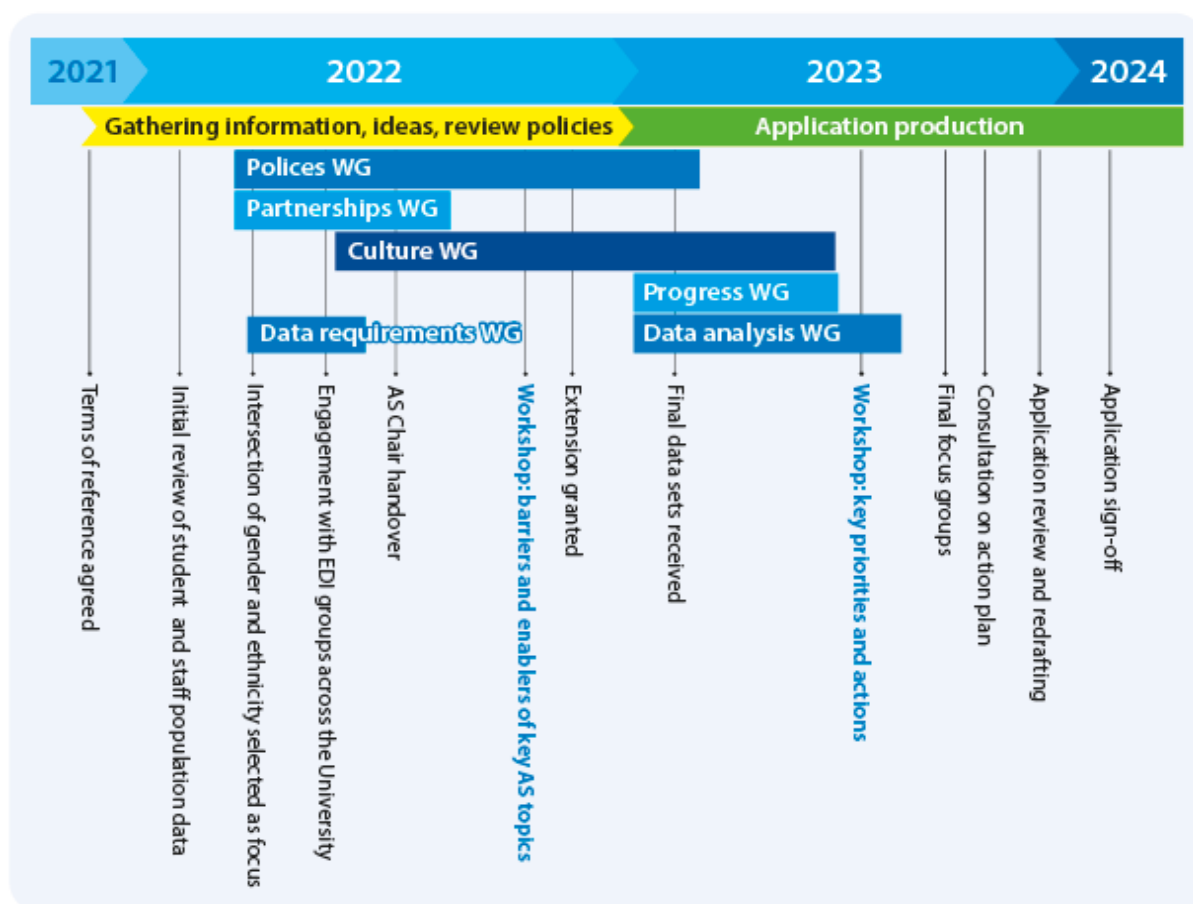
Student representatives

Name	University role(s)	Role location
A Cockerham (2021-22) E Craig (2022-23) C Ridgway (2023-24)	Director of Wellbeing and Equality 3 rd or 4 th Year undergraduate Student	Students' Association
C McWilliams (2021-22)	PG Convenor	Students' Association

A paid 0.4 FTE 7-month postgraduate intern was recruited in 2022 to seek input on gender equality issues from postgraduate students.

The SAT has held 16 online meetings and two in-person workshops, with six working groups (WG) supporting delivery of SAT business (Figure 1.5.1). All SAT members sat on at least one working group.

Figure 1.5.1. Activities undertaken to inform the self-assessment and application process December 2021 to January 2024



Additional working group members were co-opted from outside the SAT to give broader representation, as appropriate, and spread workload.

A writing team (Table 1.5.1) drafted the application, which was reviewed by the SAT, and internal and external critical friends. A developmental review was conducted by Advance HE in September 2023.

The draft action plan underwent consultation with EDI Networks, CEDI, and action holders. Two drop-in sessions were held in November 2023 to gather input from across the University community. The revised application and action plan were approved by CEDI, Principal’s Office and People and Diversity Assurance Group in January 2024.

The University has simultaneously been preparing a REC submission for summer 2024. Overlapping SAT membership and regular meetings between the AS and REC Chairs has supported consideration of intersectionality and areas of shared interest. REC WG Chairs also attended the AS workshops to support connectivity and a diversity of input. This engagement will continue in the delivery phase (**AP24-21**).

Alongside the mandatory staff and student data (Appendix 2), we utilised consultations and surveys conducted in the past 3 years to assess University culture. Out staff survey 2021 (completed by around half the staff body) provided a key

source of staff views. AS focus groups helped enrich understanding of key issues (Table 1.5.2).

Table 1.5.2 Consultations that informed our understanding of staff and student experience

Activity	Year	Number of participants (proportion who identified as woman or man [†])
People Strategy Consultation (PSC) Online survey and 36 focus groups* held examining staff experiences of working at St Andrews	2019-20	720 staff (54%W:32%M)
Working in the context of COVID survey	May 2020	1434 staff (56%W:40%M)
Research culture survey	April 2021	670 staff (54%W:40%M)
Staff survey (SS2021)	December 2021	1601 staff (44%W:30%M 1.5%MGI)
School AS culture surveys (from 13 Schools)	2022-23	996 students (54%W:26%M) 543 staff (35%W:39%M)
Race equality survey	2022-23	892 students (59%W:41%M) 792 staff (52%W:48%M)
Trans and Non-Binary Roundtable (students)	April 2023	13 students
AS focus groups: Women in Leadership, Parental Leave, Intersectionality	September 2023	20 staff (70%W:30%M)
Trans and Non-Binary Roundtable (staff)	October 2023	8 staff

* Characteristics of PSC focus group participants was not recorded. Included focus groups specifically for LGBTIQ+ staff and BAME staff.

† Percentages may not add up to 100 as some respondents gave another gender identity or preferred not to answer the gender question (see Appendix 1)

Revisions to the questions in staff survey 2021 and the introduction of a neutral response option made it difficult to draw comparison with previous surveys. We will ensure comparable perceptions data over the lifetime of the next award (**AP24-37**).

Response to feedback on the 2017 AS application

2017 Feedback

Our response

- | | |
|--|--|
| Improved use of qualitative data to inform analysis | ▶ People Strategy Consultation (2019-20) and AS focus groups (2023) informed analysis |
| Accessible presentation of data | ▶ Appendix 2 presents top level data before giving a more detailed picture |
| Clear prioritisation of action plan with sub-division of actions | ▶ AP17 outcomes revised to make more measurable and achievable; actions sub-divided to clarify responsibility. Similar format adopted for AP24 |

Further consideration of SAT constitution

- ▶ Membership aimed to reflect the gender balance of staff; members invited to participate due to specific expertise or experience; student representation improved, including a paid PG intern

Supporting the University's future gender equality work

Responsibility for delivering AP24 will sit with an Athena Swan Implementation Group (ASIG) reporting to CEDI and replacing the current SAT (**AP24-34**). The Group will meet at least three times a year. In addition to ex-officio members (e.g. HR policy lead), a Chair and members will be appointed through an open recruitment process but with membership selected to ensure a diversity of staff. A Deputy Chair will provide additional capacity and ensure resilience in the event of a change in Chair. The Chair and members will serve for up to three years, with staggered terms to support continuity, and with recognition of workload (**AP24-35**).

Actions in AP24:

21. **Continue to hold regular joint meetings of Athena Swan and REC leads**, further to submission of applications, to support common cause and collaborative working on shared priority areas
34. **Establish an Athena Swan Implementation Group (ASIG) reporting into CEDI** to take forward implementation and monitoring of the action plan
35. **Establish appropriate workload recognition for AS Chair, Deputy Chair, ASIG working group chairs** to ensure staff are compensated for their contributions
37. **Review staff survey** to enable analysis of change in staff perceptions over time

Section 2: An evaluation of the University’s progress and success

1. Evaluating progress against the previous action plan

The EDI team led a progress review in 2020 (**AP17-1.2b**) engaging action holders to assess implementation of AP17 and outcomes and to determine actions to be added or amended. In addition, some outcomes were revised to help evaluate success e.g. a quantifiable increase in applications for promotion was added as a success measure for **AP17-2.3** alongside the existing outcomes (completing a review of process and implementing identified changes).

In 2022-23 AP17 actions were reorganised by the Progress WG into six thematic areas and relevant actions on gender equality from the People Strategy Consultation and EmilyTest incorporated. **Appendix 4** provides a RAG-rating for AP17 with a brief comment on each action.

Overview of progress

AP17 has 40 objectives and 161 associated actions across six themes, RAG-rated for progress and success (Table 2.1.1). 75% of actions (121) are identified as green with a further 13% (21) identified as amber (17 due to needing further time to complete the action or assess impact). Of the 19 red actions (12%), 11 were superseded or partially addressed by other actions (e.g. we subsumed AS focus groups on recruitment, professional development, and behaviours, within the People Strategy Consultation).

Table 2.1.1. RAG rating summary of AP17

Theme	No. (%) of items rated Red	No. (%) of items rated Amber	No. (%) of items rated Green	Total
1: Embedding Athena Swan across the University and progressing the action plan	1 (6%)	2 (12%)	14 (82%)	17
2: Examining and enhancing practices and processes to support women’s careers, particularly progression to the professoriate	6 (15%)	7 (17%)	28 (68%)	41
3. Closing the gender pay gap	0 (0%)	3 (19%)	13 (81%)	16
4: Supporting staff and student carers	7 (23%)	2 (7%)	21 (70%)	30
5: Supporting inclusion and belonging, particularly of our trans and non-binary community	3 (10%)	7 (24%)	19 (66%)	29
6: Supporting positive workplace culture and workload equity	2 (7%)	0 (0%)	26 (93%)	28
All AP17 actions	19 (12%)	21 (13%)	121 (75%)	161

Facilitators of implementation (with example action) included:

- Clear leadership from the Principal and senior team (establishment of Elizabeth Garrett Mentoring Programme for senior women **AP17-2.5c**)
- Central investment, including procurement of new systems (online reporting tool **AP17-6.2c**), and supporting the cost of activities (leadership programme attendance **AP17-2.5a-b**)
- Utilising central systems (monitoring of mandatory diversity training **AP17-1.5a,6.4a**)
- Collaborative working between multiple Units and Schools (establishment of EDI Unit Representatives network **AP17-1.4c**, facilitated setting of core meeting hours **AP17-4.8b**).

Additional personnel, including senior appointments, and improved staff structures (Section 1.3), presented opportunities to enhance strategic oversight and identify new actions that supported gender and wider equality objectives e.g. the appointment of EDI Faculty Leads (**AP17-1.3c**) instigated by Assistant Vice-Principal Diversity, enhanced structures to support School DoEDIs (**AP17-1.5d**). This has been particularly powerful for sharing and embedding good practice across Schools, generating institutional actions from School feedback, and improving recognition of EDI work (**AP17-1.5e**).

Barriers to implementation (with mitigations for AP24) included:

- **The impact of COVID-19** accelerated the need for some actions e.g. around flexible working (**AP17-4.7**) to be prioritised over others e.g. support for return from family leave (**AP17-4.5b,4.6b**)
- **Lack of infrastructure to centrally monitor School-level impacts** e.g. gender balance of promotions (**AP17-2.3c**) and bank workers (**AP17-2.7a**). Without the means to assess delivery, these actions were discontinued. An HR enhancement project is underway which will improve data collection capabilities.
- **Overlap with other emerging strategic priorities.** With over 160 actions, alongside other initiatives aimed at enhancing the staff experience (e.g. the People Strategy Consultation), it was necessary to prioritise some activities e.g. the time-critical REF2021 Equality and Diversity review (**AP17-2.8d**) and roll up others e.g. Recruitment Working Group (**AP17-2.1g**) within the work of the People Strategy Consultation. Delivery of AP24 will be aided by a smarter action plan and clear links to associated plans and initiatives (e.g. People Strategy 2023-27) to support joined-up delivery (**AP24-39**).
- **Scale of ambition** e.g. introducing salary reviews for Grade 9 staff and work to support promotion of Education-focused (EF) staff (**AP17-3.1-3.4**), has helped reduce the mean gender pay gap from 23% (2017) to 18% (2022) (**A2:10.7**). However, eliminating the gap is an ambitious endeavour requiring longer-term action (**AP24-Priority5**).

Actions where implementation was delayed due to COVID-19, or where further time is required to see impact (marked in AP17), have been carried forward into AP24 as appropriate.

Learning for future action plans and delivery

Reflecting on the delivery of AP17, alongside our response to the barriers outlined above, for AP24 we have:

- Sought to make actions SMART with greater clarity around the impacts we are seeking to achieve and their measurement
- Recognised the value of taking a project management approach to facilitate implementation over a sustained period
- Enhanced linkages between the actions being delivered through the Diverse Action Plan, People Strategy and REC with several shared actions and planned joint delivery plan (**AP24-39**).

In addition, we are:

- Strengthening governance arrangements with the creation of an Athena Swan Implementation Group (**AP24-34**)
- Developing a data collection and analysis strategy (**AP24-36**)
- Building on existing links with Schools/Units to support a coordinated approach to advancing gender equality with better sharing of School AS priorities and action plans (**AP24-38**).

Actions in AP24:

34. **Establish an Athena Swan Implementation Group (ASIG) reporting into CEDI** to take forward implementation and monitoring of the action plan
36. **Develop a data collection and analysis strategy** for AP24 to ensure delivery and impact can be measured easily and effectively
38. **Maintain an accessible database of School level AS actions** to better facilitate the sharing of gender equality work and identification of shared issues for institutional attention
39. **Develop a joint delivery plan organised around common themes across Athena Swan, REC, DAP and PS23** to support collaborative working on shared priorities

2. Evaluating success against the University's key priorities

Enhancing flexible working to support those with caring responsibilities

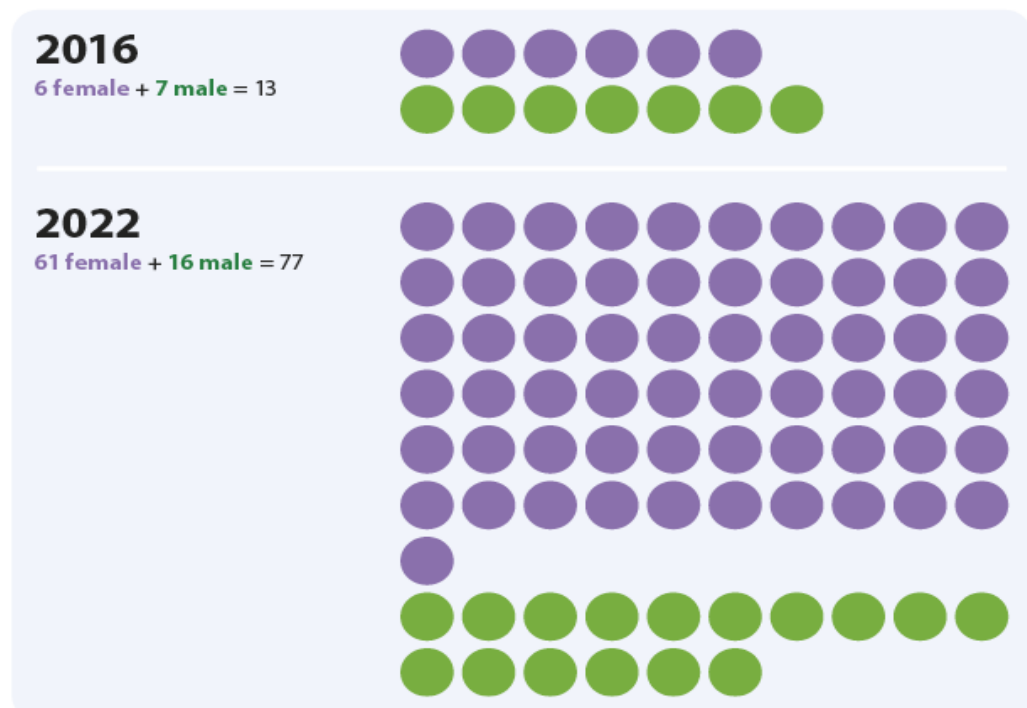
Caring commitments are commonly identified as a major impediment to women's career progression and improving flexible working to support carers was identified as a key priority in AP17.

Information for line managers was expanded and examples of different working arrangements added to the [flexible working policy](#) in 2018 (**AP17-4.7a**). COVID-19 intensified the pressure on women as they took on a larger share of increased childcare and home-schooling, accelerating the need to improve flexible working support. In 2020, an all-staff survey – 'working in the context of COVID' – informed several new actions, including the development of '[flexiquette](#)' guidelines on home working and a revision to the flexible working policy to allow temporary (up to 12 month) requests to be made (**AP17-4.7a**). A hybrid working guide was also developed (**AP17-4.7e**) to preserve the benefits of remote working post-lockdown. In 2022, limits on the number of flexible working requests an individual could make were removed and eligibility became a day-one right (in advance of it becoming a legal requirement).

Evidence of success:

- The number of new formal flexible working arrangements increased from 13 in 2016 (46%F:54%M) to 77 in 2022 (79%F:21%M) (Figure 2.2.1), with a marked increase since the pandemic (**A2:10.10**). In 2022, more than three times as many women as men commenced new agreements, although there has been a rise in men adopting flexible working.

Figure 2.2.1. Number of new flexible working arrangements made by staff in each year



- Both PS and academic women at senior levels have cited flexible working arrangements as a key facilitator to positive whole-life balance and career progression

“As a woman in an important senior role, the family-friendly policies allow me to be there for my children... knowing that if my child is unwell or I have to pick them up at 3:00, it doesn't mean I'm going to get frowned upon and not considered worthy of my role, [that] is huge”

Professional Services woman, Women in Leadership Focus Group

“The ability to reduce my hours to 0.5 FTE was vital to my continuing in academia. The University has provided mentoring, leadership opportunities, and Caring Fund support for conferences. I have had two promotions while working part-time.”

Woman, Professor, STEMM School

- 73% of staff agreed that the University provides them with the flexibility needed in their working arrangements (only 9% disagreed); 78% of those with caring responsibilities provided a positive response (**A1:1.8**)
- School AS culture surveys (2022-23, **A1:2.6**) showed that those with caring responsibilities were more likely to agree that the School enabled flexible working than those without (91% caring responsibilities:86% no caring responsibilities).

Improving the representation of women in the professoriate through promotion processes

In 2017, career progression among academic women was identified as a key priority with only 11 women (34 men) promoted to Professor between 2013 and 2017 (**A2:8.7**). Actions since 2017 include:

- Annually reviewing promotion processes to ensure they are fair and equitable
- Introducing an Education-focused career track (**AP17-3.3**) to recognise a wider range of contributions
- Reducing the number of referees (**AP17-2.3a**) to remove an identified barrier for women
- Holding annual ‘demystifying promotions’ sessions to improve transparency of the process (**AP17-2.3c**)
- Revising the [Academic Review and Development Scheme](#) (annual appraisal for academic staff) process and guidance to explicitly support promotion discussions (**AP17-2.3b**).

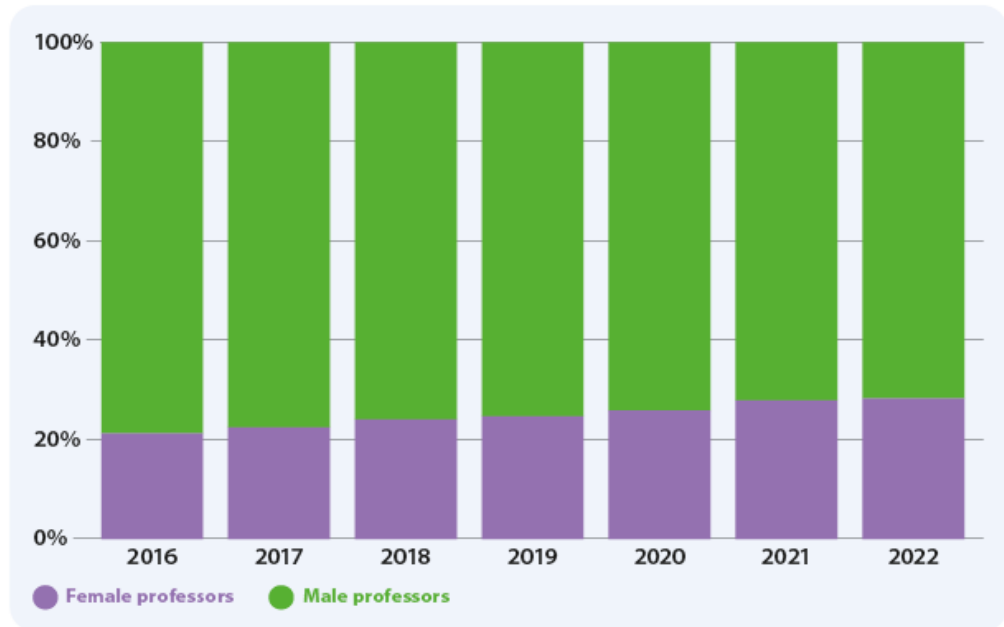
“Since the reforms in the promotions criteria, I think that a wider range of talents/contributions are recognised.”

Anonymous staff response, People Strategy Consultation

Evidence of success:

- The proportion of female professors has increased from 21% (2016) to 28% (2022) (**A2:2.5**) (Figure 2.2.2).

Figure 2.2.2. Proportion of female and male professors



- Promotion applications from women have increased by 59% (+26% men, **A2:8.1**), largely driven by the introduction of the Education-focused track (**A2:8.4**).
- Women had a higher success rate in securing promotion than men in three of the last five years, with the same success rate in one other year (**A2:8.5**).
- More than three times the number of women have been promoted to Professor in 2018-23 (39 women, there was no promotion process in 2020 due to COVID-19) compared to 2013-17 (11 women) (**A2:8.7**) (Figure 2.2.3).

Figure 2.2.3. Number of women promoted to Professor



- Women made up over two-fifths of those promoted to Professor in 2018-23 (44%, 39 of 88) compared with under a quarter in 2013-17 (24%, 11 of 45) (**A2:8.7**).

While pleased with this progress, we are ambitious to secure equal representation in the professoriate and have identified this as a continuing priority for AP24 (**Priority1**).

Tackling gender-based violence

Gender-based violence (GBV) is a prevalent issue across university campuses with women forming the majority of victims. In 2020, St Andrews Survivors, a student-led online campaign, reported multiple incidents of gender-based violence. This, coupled with a wish for confidential reporting of bullying and harassment of all types (People Strategy Consultation), prompted a priority focus on tackling gender-based violence and improving student safety (Figure 2.2.4).

Figure 2.2.4. Approaches taken to address gender-based violence



Initial data from [Report and Support](#) (launched 2020, **AP17-6.2c**), showed that 'sexual assault and rape' was the most frequent category of incident reported after 'other' (**A2:10.15**) with most reported incidents occurring in University-managed accommodation. An Equally Safe Group, co-chaired by the University and Students' Association (working with survivors, Police Scotland, and Rape Crisis Scotland) was established to lead a programme of work to address and raise awareness of gender-based violence including through development of a gender-based violence policy (**AP17-6.3b**).

St Andrews was one of the first higher education institutions to introduce compulsory Consent and Bystander Intervention training for all students (**AP17-6.3d**) to raise awareness of sexual misconduct, educate students in bystander intervention and support survivors. Healthy Relationships training is also delivered to c.800-1000 students per year, including all Student Union-Affiliated Societies Presidents and wellbeing/social officers (**AP17-6.3f**).

Training has also been provided to staff e.g. for wardennial staff on responding to gender-based violence incidents, for Student Services staff on honour-based abuse and forced marriage (**AP17-6.3g**) and to complaints investigators on survivor-led approaches.

Recognising limited access to services arising from our rural location, we have gone beyond AP17 by extending specialist on-site support to enhance student safety. This includes funding a 0.6 FTE [Fife Rape and Sexual Assault Centre](#) Sexual Violence

Support Worker for students of all genders (**AP17-5.3c**) since 2021 (104 students supported to date) and a dedicated University Community Officer (within Police Scotland) who collaborates with student societies, including on sexual exploitation and domestic abuse, and provides support and guidance to students reporting gender-based violence.

In 2021, as part of our commitment to student safety, we became a pilot institution for the EmilyTest (**AP17-6.3h**), an evidence-based charter which demonstrates commitment to achieving a campus that is responsible in tackling gender-based violence.

Evidence of success:

- In November 2023, we became the first University, and one of only two institutions in the UK, to receive the [EmilyTest Charter award](#).

“ In particular, the Panel want to applaud the University’s trauma-informed accommodation options, as well as their prevention work, which the Panel classed as excellent practice.”

[EmilyTest Panel feedback](#)

- Our innovative ‘Consent and Bystander Intervention’ training has been referenced to other institutions by the EmilyTest as a model of good practice.
- Gender-based violence training is now embedded as part of the student matriculation process and as a requirement for key roles e.g. wardens and student society presidents.
- Feedback on the Fife Rape and Sexual Assault Centre support has highlighted the value of expert advice, including legal advice, high-quality counselling support, a safe, non-judgemental, and comforting environment, and an easy-to-access location on University premises.

Section 3: An assessment of the University’s gender equality context

1. Culture, inclusion and belonging

Facilitating inclusive, welcoming work and study environments

Survey data indicates that most staff are satisfied with their work environment. A large majority of staff survey 2021 respondents would recommend St Andrews as a good place to work (78%W:77%M) with only 9% responding negatively (**A1:1.5**). Most staff thought that the University provided a safe work environment (87%W:88%M, staff survey 2021, **A1:1.6**) and that Schools created a welcoming work/study environment (78%W:87%M, School AS culture surveys 2022-23, **A1:2.2**).

Student matriculation and staff induction processes have been key to developing a welcoming and inclusive culture. We are one of a minority of UK higher education institutions who mandate student diversity training as part of matriculation to embed expectations around inclusivity. All new staff also complete mandatory EDI training (**AP17-1.5a**) conveying our behavioural expectations. Active bystander training (**AP17-6.2f**) to support staff in tackling negative behaviours has been piloted and will be rolled out across Schools (**AP23-25**), while the Mediation Service (**AP17-6.2e**) helps staff and students find constructive ways to navigate conflict.

Report and Support (**AP17-6.2c,d**) was launched in 2020 to enable staff, students, and the wider community to confidentially report a broad range of negative experiences and behaviours. Following communications highlighting the limited ability to act on anonymous reports, named reporting increased from 51% in 2020-21 to 59% in 2021-22 (**A2:10.15**).

In 2021-22, 70% of reporters who provided their gender were women (56% in 2020-21, **A2:10.14**) suggesting women are more likely to experience and/or report negative experiences. This is supported by the Race equality survey 2023 which found that Black, Asian and Minority Ethnic (BAME) women were more likely than BAME men (and women overall) to have witnessed or been the victim of racial discrimination (BAME staff 26%W:11%M, white staff 8%W:9%M, **A1:3.1**).

While feedback from students suggests that trust in reporting could be improved (**AP24-26**), since introducing Report and Support, staff and students are more positive about having clear guidance on where to find support for bullying and harassment (from 64% to 71% staff, 55% to 61% students, School AS culture surveys, **A1:2.12**).

It is important that our partners support inclusivity. An evaluation of partnerships for AS revealed varying due diligence in establishing external partners' commitments to EDI. A checklist was subsequently developed that supports Schools/Units to embed consideration of EDI into activities involving partners and/or partnership arrangements to ensure partnerships align with our values.

Actions in AP24:

25. **Roll out active bystander training across the University** to empower staff and students to challenge inappropriate behaviours
26. **Run a campaign to build trust in Report and Support** as a mechanism for raising concerns about behaviours to support greater use of the system

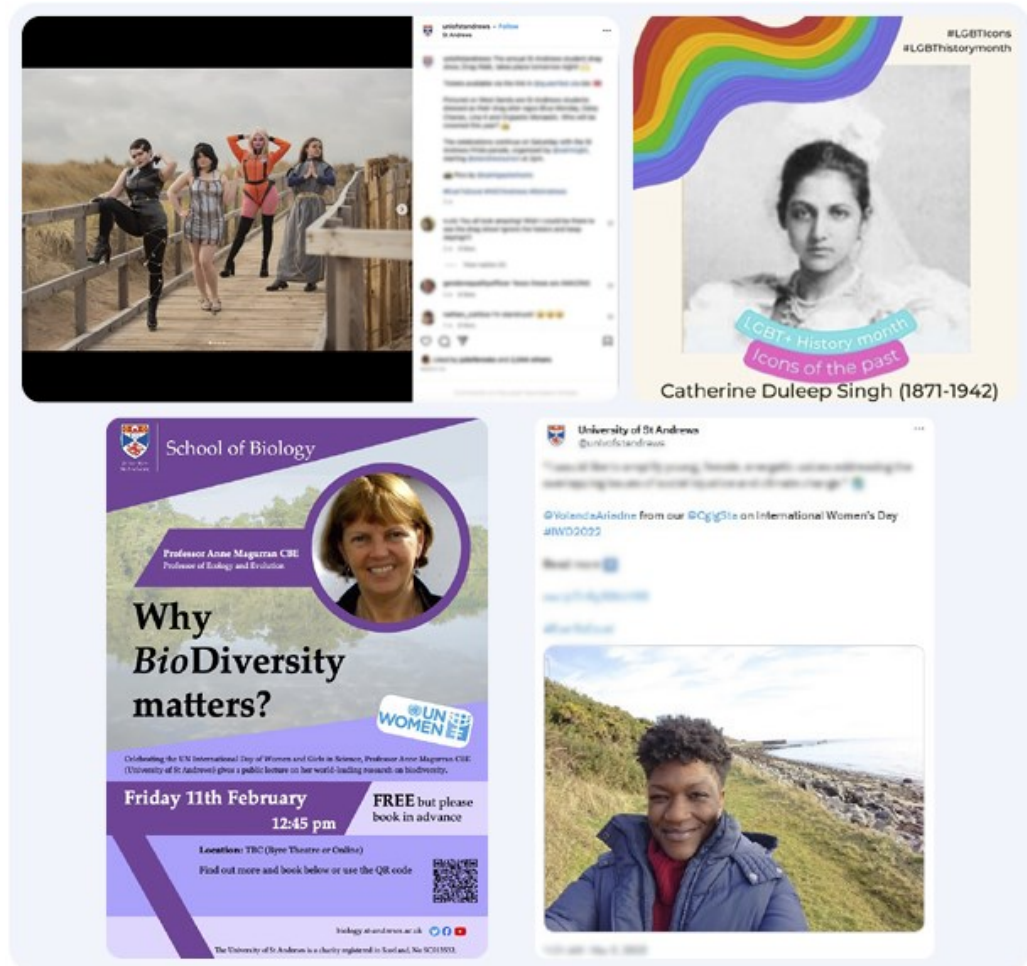
Celebrating gender equality

An annual campaign celebrates International Women's Day and amplifies women's voices. School EDI lectures and seminar series promote under-represented groups and celebrate women's achievements (Figure 3.1.1). [Women in Science St Andrews](#) (WISSA) host regular events to celebrate and support women in science.

Recently developed [Celebrating Diversity webpages](#) highlight different diversity themes and support coordination of activities and events across the University.

Social media channels are used to promote gender-relevant events, e.g. 'Drag Walk', and raise awareness and understanding, e.g. LGBTQ+ History Week (Figure 3.1.1).

Figure 3.1.1. Images from gender equality events, activities, and social media



Clockwise from top left: 'Drag Walk' 2023, School of History LGBT History Month 2023, International Women's Day campaign 2022, International Day of Women and Girls in Science Lecture 2022

The University's [EDI Project Fund](#) has supported EDI-related research and events with >20 projects (>£50K) funded since its launch (2018). In 2023, its remit was extended to support a wider range of activity and student initiatives. The Fund has supported a range of gender-related and intersectional activity e.g. the purchase of equipment for self-defence training for women, a study into gendered differences in how students approach assessment, and a pilot of anti-racism training.

Supporting women to flourish

Women's careers are supported through a suite of training and mentoring initiatives.

Launched in 2018 by the Principal, the [Elizabeth Garrett Mentoring Programme](#) for Grade 8-9 academic women (**AP17-2.5c**) has supported 93 women across **all** academic roles through mentoring partnerships. The Scheme has been described by participants as "excellent and invaluable" (Women in Leadership Focus Group), with

participants particularly positive about the mentor matching process, undertaken by the Principal and Vice-Principal People and Diversity.

Figure 3.1.2. Elizabeth Garrett Mentoring Programme promotional material



In addition, 149 women across Grade 6-8 PS and academic roles have been supported to attend the [Aurora Leadership Programme](#) since the University joined the Programme in 2014 (124 since 2017, **AP17-2.5a**).

A recent in-house evaluation suggests that the programme helped improve confidence and, for some, led to measurable career progression. It also highlighted the importance of completing the programme at earlier career stages (**AP24-9**), as well as opportunities to apply learnings post-programme.

“Aurora gave me the confidence to put myself into the frame for senior leadership positions.”

Anonymous response, Aurora evaluation

Women are represented in the most senior levels of the University, including the Principal’s Office and as Heads of Schools and Units, providing visible female role models (Figure 3.1.3). Women now account for 39% of Grade 9 PS staff (33% 2016, **A2:4.5**), and 28% of Grade 9 academic staff (21% 2016, **A2:2.5**).

“I feel really empowered having a female Principal. Equally seeing [the Master] operate in some of the senior meetings ... was hugely empowering for me, knowing that she was listened to and respected in decisions”

Senior Professional Services woman, Women in Leadership Focus Group

Figure 3.1.3. Women in Science at St Andrews event with three of St Andrews' women Vice-Principals



To help improve representation on institutional committees, and facilitate progression into senior roles, there is an expectation (reinforced through workload principles) that Schools recruit openly to all leadership roles. **AP24-Priority1** sets out further actions including reviewing the scope of the Head of School role and appointment processes to support better gender balance.

The University is a signatory to the [Researcher Development Concordat](#). No substantive gender-related differences in experience of research culture, employment, and development were highlighted among Research-focused (RF) staff during work for the Concordat. Actions are underway through the Concordat to upskill research leaders, enhance induction processes for RF staff and engage them in developing research cultures including through mechanisms such as the refreshed [Research Staff Forum](#) (**AP17-2.6d**). These fora and opportunities are particularly important in giving a voice to women who are overall under-represented in RF roles (particularly in STEMM 39%, **A2:2.2**) and for the 40% of BAME academic women who occupy RF roles (cf. 26% white women) (**A2:2.3**).

In 2017, an EF pathway from Grade 6 to Professor (**AP17-3.3**) was introduced with an EF Staff Forum (Chaired by the Vice-Principal Education) to support career progression for EF staff, the majority of whom are female (56%, **A2:2.2**). Other initiatives, which will be subject to future evaluation (**AP24-4**), include the launch of a [Postgraduate Certificate in Academic Practice](#) (2021), a [Community for Evidence-Led Practice in Education](#) (2022) (**AP17-3.3d**) and the St Andrews Recognition Scheme accredited by Advance HE (2023) to support staff in developing teaching expertise and obtaining HEA Fellowship. In 2023-24 the first cohort of staff (4 EF women) was awarded Education Development Leave (**AP17-3.3e**), a new scheme that introduces leave provision for pedagogical research and scholarship for all academic staff.

Actions in AP24:

4. **Evaluate impact of initiatives introduced since 2021 to support career development of Education-focused academic staff** to identify any further areas for attention
9. **Extend eligibility for Aurora to Grade 5 professional services staff** to support women into higher grades and roles

Supporting work-life balance

The University has several measures to support work-life balance including flexible and hybrid working, with a series of new measures since 2017 to support parents and carers. These include:

- Onsite subsidised [nursery](#) provision for staff and students (opened 2017) (Figure 3.1.4)
- Subsidised [holiday camps](#) (**AP17-4.1c**) run by our Sports Centre during school holidays and closures (257 days provided since 2018)
- [Caring Fund](#) (**AP17-4.10e**) providing support for caring costs associated with external career development opportunities (£37K provided to 53 applicants (89%W) since 2016, **A2:10.11**)
- Launch of a [Staff Parents and Carers Network](#) (**AP17-4.9a**) in 2019
- Provision of a mobile creche at events (**AP17-4.4e**).

Figure 3.1.4. Fresh 'graduates' from the University of St Andrews nursery



To mitigate against the gendered impacts of caring, we have made significant enhancements to family-friendly policies (Figure 3.1.5), instigated partly by a review

of family-friendly policies undertaken for AS, including increasing paid leave for emergency dependant care from 3 to 7 days per year.

Figure 3.1.5. Family-friendly policy enhancements since 2017



Few staff with caring responsibilities disagreed that the University has sound procedures to make reasonable adjustments in the workplace for pregnancy (3%) or for parental leave (6%) (A1:1.14). However, parents, both men and women, reported differential experiences of workload planning when returning from periods of family leave, both positive and negative (Parental Leave Focus Group). AP24-17,27,28 commit to further mitigating the impact of caring with an emphasis on women returning from maternity leave.

The People Strategy Consultation identified transparent academic workload models as a priority for ensuring equal access to work-life balance, opportunity and progression. University workload principles were updated in 2021, building in dedicated research time for all academic staff; stipulating a 10% workload adjustment, where possible, for returners from periods of family-related leave greater than 3 months; introducing provision for recognising committee work that falls disproportionately on marginalised groups, including women; and checking workloads at School level by gender to identify and eliminate disparities.

Notwithstanding the measures above, staff survey 2021 highlighted work-life balance as a key issue of concern for women and men, and particularly for academic women

with caring responsibilities (**A1:1.7**). **AP24-Priority4** addresses this through improved processes and support.

Actions in AP24:

17. **Undertake targeted measures** to better support women with caring responsibilities and improve their experiences of workload
27. **Develop returning from maternity leave guide** (flexible working, childcare, breastfeeding/expressing facilities, key questions to ask etc) to support a successful return to work
28. **Provide bite sized training for line managers** to ensure they have a good understanding of how best to support staff with caring responsibilities and relevant policies

Advancing Racial Equality

An external [Race Review](#) conducted in 2021 identified strong strategic direction and leadership commitment to race equality at the University, as well as areas for improvement including better BAME staff and student involvement in decision-making.

Staff are positive about the [Staff Black, Asian and Minority Ethnic network](#) (**AP17-5.2a**) for fostering a sense of belonging and the network has seen increasing membership since its inception (19 members in 2019 to 35 in 2023). This reflects an overall increase in BAME staff from 6% (149) in 2016 to 9% (280) in 2022 (**A2:2.3,4.3**), including a doubling of the proportion of BAME women from 3% of academic staff (38) to 7% (87) (**A2:2.3**).

Five BAME women (four BAME men) have been supported to attend Advance HE's Diversifying Leadership since 2018 (**AP17-2.5b**). Women attendees were positive about this programme but highlighted the importance of having opportunities to adopt leadership roles and put new skills into practice (Intersectionality Focus Group), a finding consistent with feedback on the Aurora programme. There is also scope to increase BAME women's participation in Aurora and Elizabeth Garrett which is below that of white women (**AP24-22**).

Intersectional data reveals an under-representation of BAME women at Grade 9 in both academic and PS roles (**A2:2.6,4.6**), driven in part by unequal outcomes from the promotion process (**A2:8.6**), an over-representation of BAME women in EF roles (**A2:2.3**), as well as inequalities in recruitment outcomes across all academic tracks. For students, there is a widening attainment gap for undergraduate UK-domiciled BAME men and women, although more pronounced for men (**A2:10.1**).

The University is developing a [REC submission](#) as part of its commitment to addressing racial inequalities. **AP24-Priority3** outlines targeted actions to improve the representation and progression of BAME women and **AP24-22-24** sets out a number of wider actions around mentoring, belonging and voice. The REC Curriculum Group is developing actions to address the ethnicity attainment gap.

Actions in AP24:

22. **Support participation of BAME women in mentoring and leadership programmes** to support career development and create a diverse pipeline of leaders
23. **Support Staff BAME Network** to develop as a source of peer support and advocacy
24. **Recruit staff with intersectional characteristics to the staff panel being developed as part of the People Strategy** to ensure University policy and practice is informed by a wide diversity of voices

Supporting trans and non-binary students and staff

Regular meetings between senior staff and [Saints LGBT+](#) (**AP17-5.3d**) and an annual Roundtable with the Principal (**AP17-5.3c**) offer opportunities for trans and non-binary students to share their views on all aspects of University life.

This has led to various improvements to support inclusion, such as making it easier for students to indicate their pronouns and change their 'known as' name on University systems (**AP17-5.4d**); a significant expansion of gender-neutral toilets (from 48 to 111, **AP17-5.4f**) and accommodation options; development of a trans staff and student policy (2020); and a suite of pronoun training, including a video within student matriculation materials (**AP17-5.5c**).

The University supports [St Andrews Pride](#) (Figure 3.1.6) annually (**AP17-5.6a**), through promotion (e.g. 2023 video) and funding. These actions have contributed to members of our student community feeling better supported:

“Particularly in the last 2 years, I have felt the significant improvements the University has made for life as a trans person - from the little things like more staff signing off emails with pronouns, to the opportunities I’ve had to speak directly to the Principal about the issues faced by trans people.”

Woman, Undergraduate student

Figure 3.1.6. Staff, students, friends and families participating in St Andrews Pride 2023.



While students are reporting positive experiences, staff survey 2021 showed that – although based on small numbers (24 MGI respondents, 1.4%) – across all questions, MGI staff answered less favourably about their experiences of working at St Andrews than those who identified as men or women e.g. 46% MGI staff feel a strong sense of belonging to the University compared with 66% men and 65% women (**A1:1.1**)

To better understand the drivers of these experiential differences and how they might be addressed, two roundtables were held with trans and non-binary staff in 2023. This has led to targeted actions in AP24 to support inclusion for trans and non-binary staff and address the issues raised, focused on improved policy support (**AP24-30**) and enhanced training (**AP24-29**). As an immediate action from the roundtable, changes are being introduced to support the display of pronouns on Teams and Outlook.

Actions in AP24:

- 29. Improve gender inclusive language and enhance pronoun guidance to support belonging and inclusion**
- 30. Develop transitioning at work guidance for staff and line managers with signposting to external resources and expert advice**

University supportive measures due to Coronavirus

Prompt and sustained support and policy guidance was given in response to COVID-19 with dedicated webpages providing frequently updated FAQs, advice and links to resources supporting diversity, health and wellbeing. Specific measures included:

- Institutional-level rest days for staff
- Occupational Health guidance e.g. Coping in a time of COVID-19, Working well from home, Return to work: Medical vulnerability assessment
- Sunflower lanyards for staff unable to wear a face covering at work.

Figure 3.1.7. Staff wellbeing statement

“The University recognises that working during coronavirus, whether this is at home or as an essential worker, will pose difficulties for everyone, but especially those with additional responsibilities, caring roles, and those with disabilities.

While the University is grateful for the very positive collective effort currently being undertaken by all staff in present circumstances, we also recognise that staff may struggle to manage their workload within normal timescales and to their usual standards. Staff should contact line managers where they are experiencing particular difficulties undertaking aspects of their work or wish to clarify where their priorities should lie.”

Within the context of support for all staff, the University recognised the challenges faced by those with caring responsibilities (Figure 3.1.7). Specific measures included:

- Extended special leave provision for staff with caring responsibilities to support time off to care for dependants for reasons related to the pandemic (e.g. self-isolation)
- COVID-19 webpages signposting support and resources for caregivers/parents
- Support for flexible working (see Section 2.2) including allowing all employees, regardless of length of service or a previous flexible working application, to request a temporary change (up to 12-months) to their working arrangement
- Modification of promotion processes to ensure individual circumstances, including those associated with the impacts of COVID-19, were accounted for (**AP17-2.3a**)
- Free computers with over 100 Chromebooks purchased by the University and given to children of staff home-schooling during lockdown

- Free sports camps in summer 2020 (**AP17-4.1d**).

"As a single parent the camp has been a lifesaver for me ... I wouldn't have been able to do my job without it. It's been great for my son's mental health and my mental health"

Academic woman, August 2020

The University also published a list of organisations around domestic abuse recognising the increased risks during lockdown.

In awarding the University 'Exemplary' status in 2020, Carer Positive noted that the early COVID-19 response had "taken the particular challenges faced by carers into account".

2. Key priorities for future action

The self-assessment has identified five priority areas for action.

PRIORITY 1: Increasing Representation of Women in the Professoriate and Senior Roles

There has been progress in increasing the proportion of women in the professoriate (21 to 28%, **A2:2.5**). However, women remain under-represented, including in comparison with the UK average (29.5%, **A2:10.4**). This is pronounced for STEMM women (21% of professors, 25% UK) and is particularly acute for BAME women (1% of professors, 1.8% Scotland; 3.1% UK).

Women are also under-represented in senior leadership roles. Only 4 (of 18) Heads of School are women and 27% of Directors of Research. This partly reflects the under-representation of women at Grade 9 but focus groups also highlighted job load and clarity of the appointment process as key deterrents to women taking on these roles.

While we have had success in supporting women into the professoriate through promotions (Section 2.2), analysis has identified two further drivers requiring attention.

a) Recruitment

Very few women join the University at Grade 9 (8F:16M since 2016, **A2:6.4**). While women formed a lower proportion of applicants to academic roles than men 2016-22 (37%F;59%M;4%unknown, **A2:6.1**), this was particularly pronounced at Grade 9 (29%F:66%M:6%unknown, **A2:6.4**). Women were more likely to proceed to shortlisting than men at Grade 9 (consistent with the pattern for women overall), and there is no significant difference in those proceeding from shortlisting to offer, highlighting the importance of increasing applications to achieving a gender-balanced professoriate.

b) Career Track

Women are over-represented in Education-focused (EF) roles (56%) but under-represented in Research-focused (RF) (41%) and Education and Research (E&R) (36%) roles (**A2:2.2**). The EF track has a lower entry point (normally Grade 6 Associate Lecturer) than E&R roles (Grade 7 Lecturer) and therefore a longer progression to Grade 9. Additionally, women in EF roles are over-represented at Grades 5-6 (62%) and under-represented at Grades 7-9 (44%), (**A2:2.7**).

The professorial pipeline indicates this disparity is more pronounced in AHSSBL, where 5% (4/88) of EF women are at Grade 8 compared with 20% (14/69) in STEM (**A2:2.7**). EF promotions could have a positive impact on the representation of women in Grade 9, particularly in STEM; however, EF women are less likely to apply for promotion than E&R women and EF staff are less satisfied with the promotions process (54%W:30%M negative response, **A1:2.11**) than staff overall (29%W:23%M School AS culture surveys 2022-3, **A1:2.2**) which may deter them applying.

Actions in AP24:

1. **Enhance recruitment materials and approach** to attract more applications from academic women for Grade 9 roles
2. **Revise recruitment process** to encourage more female applicants for academic roles at all levels
3. **Undertake a review of promotion criteria and process** to ensure the journey to more senior roles is transparent and supports the emergence of a diverse cohort of future leaders across different career tracks
4. **Evaluate impact of initiatives introduced since 2021 to support career development of Education-focused academic staff** to identify any further areas for attention
5. **Develop a diverse set of case studies showing career pathways to Professor** to give greater visibility to different trajectories to promotion
6. **Undertake a review of Head of School and Director of Research role descriptions** to identify and action opportunities to reduce job load and build in flexibility (e.g. for job-share) and support transition into the role
7. **Review the process for appointing Head of School** to provide clarity on who can undertake Head of School roles, and understand how the current approach benefits or hinders women

PRIORITY 2: Supporting Professional Services Staff Career Pathways

While the majority of PS staff (59%) are women (static since 2016), they are over-represented at lower grades (55% of women at Grades 1-4; 46%M) and under-represented at higher grades (12% at Grades 7-9; 19%M) (**A2:4.5**).

In contrast to academics, progression for PS staff requires role regrading or moving post. A lack of parity between academic and PS career paths as well as in the provision of mentoring and coaching support for women in or aspiring to senior roles was a source of notable dissatisfaction in both People Strategy Consultation and AS focus groups.

Women are more likely than men to progress at lower grades and less likely to progress at higher grades (**A2:9.13**) with cohort analysis of PS staff in post since 2016 (**A2:9.13**) revealing the highest amount of progression for women in Grades 2-3 (35% Grade 2 women had progressed to Grade 3, 20% to Grade 4 or higher) but for men at Grade 4 (36% had progressed to Grade 5, 13% to Grade 6 or higher).

In addition, at all grades except 2 and 7, men are more likely than women to apply for regrading (**A2:9.10**), suggesting the regrading process is inadequate for improving women's progression to seniority.

While the proportion of women at Grade 9 has increased since 2016 (33% to 39% in 2022, **A2:4.5**), the Women in Leadership Focus Groups highlighted gendered hierarchies that arose from informal networks and created a barrier to inclusion and progression for PS women. Additionally, PS women are less likely to agree that the University recognises good performance appropriately than PS men (29%W:39%M, **A1:1.9**) and reported mixed experiences of the Review and Development Scheme.

Actions in AP24:

8. **Develop career pathways for professional services staff** to support progression opportunities and recognise excellent performance
9. **Extend eligibility for Aurora programme to Grade 5 professional services staff** to support women into higher grades and roles
10. **Increase mentoring provision for Grade 7 and above professional services women** to support women into more senior grades and enhance peer networks and support
11. **Revise the Review and Development Scheme (RDS) form and guidance** to facilitate a focused and recorded discussion of future career plans and aspirations (including promotion and leadership roles)

PRIORITY 3: Addressing Intersectional Inequalities

BAME women are significantly under-represented at senior levels in both academic and PS roles. 40% of BAME academic women are at Grades 7-9 compared with 60% of white academic women with just 4% of BAME academics and 2% of BAME academic women at Grade 9 (**A2:2.5**). There are no BAME women in PS roles above Grade 7 and less than 5 BAME men (**A2:4.6**).

Analysis has identified two key drivers requiring attention to improve intersectional equality:

a) Recruitment

While the proportion of applications for academic roles from BAME women doubled between 2017-22 (9% to 18%), BAME women were progressively less successful at each stage of the recruitment process in four of the last six years, in stark contrast to women applicants overall who were progressively more successful (**A2:6.3**). These patterns are observable across all academic career tracks. A more pronounced pattern can be observed for PS posts where the proportion of BAME women applicants has increased from 5% to 12%, yet the proportion of applicants progressing to shortlisting and offer has increased only minimally (by less than 3%) widening the recruitment progression gap (**A2:7.2**).

b) Career track and contract type

BAME women are under-represented in E&R roles and over-represented in EF and RF roles. In 2022, 26% of BAME academic women were in E&R, 33% in EF and 40% in RF roles compared with 46%, 28% and 26% of white academic women respectively (**A2:2.3**).

This distribution means that BAME academic women are more likely to be at Grade 6 (52% vs. 31% white academic women, **A2:2.5**). They are also more likely to be on fixed term contracts than white academic women (57% vs 31%, **A2:3.2**) – this is more pronounced at Grade 6 (76%) and particularly in Grade 6 RF roles (83%). The Intersectionality Focus Group highlighted precarity as a key barrier to belonging and inclusion.

This concentration in RF and EF roles and related precarity has implications for promotion, with RF staff having the lowest propensity to apply for promotion between 2017-22 (3%F: 2%M) compared to EF (6%F:7%M) and E&R (18%F:18%M) and eligible BAME RF and EF women particularly unlikely to apply (**A2:8.10**). However, numbers are very small, and further work is required to understand whether this is driven by career track or whether ethnicity has an independent impact.

In addition, while the success rate of BAME academic staff applying for promotion since 2015 mirrors that for white staff (65 and 66% respectively), BAME women have a lower promotions success rate than white women (63% vs 69% applicants 2015-23) (**A2:8.6**).

Actions in AP24:

12. **Evaluate current hiring policies and procedures** to ensure they are fair and fit for purpose and address any areas which may disadvantage BAME women
13. **Investigate initiatives that support the progression of BAME women into standard contracts to reduce precarity**
14. **Undertake a review of promotion support** to facilitate participation and success of BAME women in promotions processes

PRIORITY 4: Ensuring Sustainable Workloads

Addressing gendered issues with workload is key to improving staff experience and career progression. Academic staff, and women in particular, answered less favourably to staff survey 2021 questions relating to workloads and work-life balance, compared to PS staff. Additionally, a lack of work-life balance was felt particularly acutely by academic women with caring responsibilities: over half (51%) disagreed that they were happy with their work-life balance compared with 35% academic men with caring responsibilities, and 34% of academic women without caring responsibilities (**A1:1.7**). Focus groups also highlighted differential experiences of workload across Schools (both positive and negative) relating to maternity, paternity, and shared parental leave.

Some survey results are likely to reflect the impact of COVID-19 restrictions. However, despite updated workload guidance and the introduction of workload allocation models in Schools in 2021, workload continues to be highlighted by academic staff as a key contributor to negative work-life balance, and gender inequalities. School AS culture surveys (2022-23) indicate that academic women are less likely than men to feel that workload models are transparent (43%W:60%M, **A1:2.2**) or recognise their roles appropriately (38%W:60%M, **A1:2.2**). Focus groups also revealed disparities in how workloads and service/leadership roles (which are central to career progression and promotion) are allocated; and a perception that teaching-related and informal pastoral roles, which often fall to women, are under-acknowledged in workload models.

Actions in AP24:

15. **Develop new tools** to support sustainable workloads
16. **Evaluate implementation of academic workload allocation model** to assess how it is working in practice and enhance oversight
17. **Undertake targeted measures** to better support women with caring responsibilities and improve their experiences of workload

PRIORITY 5: Closing the Gender Pay Gap

The gender pay gap (GPG) reinforces the need for action on women's career progression and gender imbalances. It is lower than in 2016-17 with the median falling from 19% to 15% and the mean from 23% to 18%. However, the overall pay gap remains high (UK HE GPG 2020-21 median 9% mean 15%; Scotland 16% and 15% respectively), has widened at Grade 9, and is especially high for PS women (25%) highlighting the need for continued focused effort.

The GPG reflects the workforce structure with a higher proportion of women in lower grades, and a greater proportion of men in higher grades. The impact of changing the staff structure can be seen in PS where average salaries for women increased resulting from a fall in the numbers of women at Grade 1, and a shift towards higher grades – in particular Grade 4 and 6. This has resulted in a fall in the mean GPG for

PS staff from 13 to 7% (**A2:10.7**). In contrast, the academic pay gap has shifted only slightly from 15% to 13% (**A2:10.7**).

The GPG is also driven by the pay gap at Grade 9 which has widened from 7% in 2017 to 12% in 2022 (**A2:10.8**). This partly reflects our success in increasing the number of women promoted to Grade 9 (Section 2.2) tensioned by a policy of starting salaries being set at the bottom of the grade reinforcing current gender imbalances with 60% women occupying the lowest band 9A (vs. 39% men) and just 12% the highest band 9C (16%M). This highlights the importance of optimising the use of pay levers and other mechanisms, such as salary reviews, to close the gap.

Actions in AP24:

- 18. Develop comprehensive report on use of pay levers over last 5 years** to ensure there are no inconsistencies that may contribute to the gender pay gap
- 19. Model impact of different interventions on gender pay gap and associated costs** to identify concrete mechanisms to drive progress and support a business case to the Principal's Office
- 20. Review criteria and provide greater clarity around distinction between banding of Grade 9 roles and purpose of Professorial and Senior Salary Reviews** to support transparency and understanding

Section 4: Future action plan

1. Action plan

Our Silver Action Plan is focussed on the five priority areas identified in our application:

1. Increasing Representation of Women in the Professoriate and Senior Roles
2. Supporting Professional Services Staff Career Pathways
3. Addressing Intersectional Inequalities
4. Ensuring Sustainable Workloads
5. Closing the Gender Pay Gap

A sixth section lists other actions, important in advancing gender equality but not falling within the priorities listed above (e.g. supporting women returning from maternity leave), while a final section focuses on actions which support the delivery of our action plan building on learning from AP17.

Actions are designed to be SMART, however, we also recognise that some actions focus on necessary process or cultural changes which do not have an easily quantifiable outcome. While some actions may not be framed in gender-specific language, all address a gender-specific issue identified in the self-assessment process.

Our Silver Action Plan has been developed to align with and complement other strategic University action plans, including the [People Strategy \(PS23\)](#) and [Diverse Action Plan \(DAP\)](#). Where AS actions contribute towards achieving an action identified in either of these two strategic documents, we have provided a reference to the relevant plan and action in the first column of the table below. This alignment allows us to be ambitious with our actions while also ensuring a holistic, joined-up approach to delivery.

The prefix S (in the AP24 No. column) indicates the section of the application where the action appears.

Priority 1: Increasing Representation of Women in the Professoriate and Senior Roles

Rationale: While progress has been made (Section 2.2), a minority of the professoriate are women (28.3%). This gender imbalance is particularly pronounced for BAME women who make up just 0.9% of Professors (Scotland 1.8%; UK 3.1%). There are few women Heads of School (4 of 18 Schools) – partly reflecting the lack of Grade 9 women – and in other senior roles such as Director of Research (27%) and no female (or male) BAME Heads of School.

Overall Success Measures:

By 2028 we will have:

- increased the proportion of women professors to 35% (Baseline 28.3% 2022) or the UK average (Baseline 29.5% 2022) (whichever is higher)
- increased the proportion of professors who are BAME women to 3% (Baseline 0.3% 2022) or the UK (currently 3.1%) or Scottish (currently 1.8%) figure (whichever is higher)
- increased the number of women undertaking the Head of School role at any one time to no fewer than 7 of 18 (Baseline 4 of 18 2023)
- increased the proportion of women Directors of Research to 40% (Baseline 27% 2023)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
1 (S3.2)	Enhance recruitment materials and approach to attract more applications from academic women for Grade 9 roles	<ul style="list-style-type: none"> ▪ Women form a low proportion of applicants to G9 academic roles (28.8%F:65.7%M:5.5%unknown) resulting in fewer women than men being externally appointed to the Professoriate (8F:16M since 2016) ▪ Women are more successful than men in the recruitment process overall and at shortlisting stage for G9 posts (equal progression from shortlist to offer) ▪ Improving recruitment processes to encourage applications from women for G9 posts and remove any barriers is therefore central to increasing the proportion of women in the Professoriate 	<ul style="list-style-type: none"> ▪ Interview / survey G8 and G9 academic women to identify what they would see as the key facilitators and barriers to applying to St Andrews and how we can best promote the University ▪ Use these insights to create bespoke recruitment and application materials for G9 roles addressing key considerations for women applicants <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Survey report ➤ New recruitment material targeted at G9 applicants 	July 2024 - December 2025	Director of HR	<ul style="list-style-type: none"> ○ Increase proportion of women applicants for G9 roles to 40% (Baseline 28.8% 2016-22)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
2 [PS23: 1,2,3, 5] (S3.2)	Revise recruitment process to encourage more female applicants for academic roles at all levels	<ul style="list-style-type: none"> ▪ The promotions process is proving a successful route to increasing the proportion of women in the Professoriate (Section 2.2) ▪ This highlights the importance of recruiting women at G7-8 to provide a pipeline of talent ▪ However, women form a lower proportion of applicants for academic roles than men (37.3%F 58.7%M; 4.1%unknown) particularly at G8 (23.4%F; 71.4%M; 5.2%unknown) and women are under-represented in G7 (45.6%F) and 8 (37.2%) academic roles 	<ul style="list-style-type: none"> ▪ Interview / survey G6 and G7 academic women to identify what they would see as the key facilitators and barriers to applying to St Andrews and how we can best promote the University ▪ Use these insights to revise online recruitment and application materials including our staff offer and how we articulate it ▪ Develop talking head videos of academic women working at the University including those with caring responsibilities ▪ Extend mandatory mixed gender shortlists for G9 roles to include G7 and G8 academic and PS roles ▪ Deliver actions in PS23 to modernise and streamline recruitment processes <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Survey report ➤ Revised recruitment material ➤ Talking head videos 	April 2024 – December 2027	Director of HR	<ul style="list-style-type: none"> ○ Increase the proportion of women applicants for academic roles to 45% (Baseline 37.3% 2016-22) ○ Increase proportion of women applicants at G8 to 40% (Baseline 23.4% 2016-22) ○ Increase representation of women at G7 to 50% (Baseline 45.6% 2022) and at G8 to at least 45% (Baseline 37.2% 2022)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
3 [PS23: 11] (S3.2)	Undertake a review of promotion criteria and process to ensure the journey to more senior roles is transparent and supports the emergence of a diverse cohort of future leaders across different career tracks	<ul style="list-style-type: none"> • EF and RF women are less likely to apply for promotion than E&R women (in 2022, 2.1% of eligible RF women and 9.1% eligible EF women vs. 16.6% eligible E&R women) • While the same pattern is seen for men, with a higher proportion of women in EF and RF roles (56.7% women compared with 44.7% men) this has gendered implications • EF staff are less satisfied with the promotions process (54%W:30%M negative response) than academic staff overall (29%W:23%M School Surveys 2022-3) although there is no statistically significant difference in success rates across career tracks • BAME women have lower promotion success rates than white women (63% vs 69% applicants 2015-2023) 	<ul style="list-style-type: none"> ▪ Review requirements for G7, G8, and G9 academic staff at to ensure clarity and parity between different career tracks ▪ Clarify and publicise pathways for moving between career tracks ▪ Run annual workshop on preparing for promotion, targeted at EF and RF women, including what makes for a strong application ▪ Develop bite-sized training for line managers on effective career development conversations across all career tracks ▪ Audit current School promotion support processes and map out good practice to inform guidance for Schools ▪ Report outcomes of each promotion round by a broader set of criteria including career track and gender/ethnicity intersectionality <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Revised promotion process ➤ Annual workshop ➤ Good practice guidance for Schools ➤ Annual report to CEDI on promotion outcomes 	July 2024 – June 2025	Master of the United College	<ul style="list-style-type: none"> ○ Decrease gap in applications across career tracks to no more than +/- 3 percentage points over period 2024/5-2028/9 (Baseline 14 percentage points 2022) ○ Eliminate gap in satisfaction with promotion processes between EF and academic staff to no more than +/- 5 percentage points by 2028/9 (Baseline 25 percentage points) ○ Decrease promotions gap between BAME and white women to no more than +/- 2 percentage points over period 2024/5-2028/9 (Baseline 6 percentage points 2015-23)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
4 (S3.1, 3.2)	Evaluate impact of initiatives introduced since 2021 to support career development of Education-focused academic staff to identify any further areas for attention	<ul style="list-style-type: none"> Women form 56.3% of EF staff and are over-represented in these roles (28.2% academic women are in EF roles vs 15.6% academic men) which have a lower entry point (G6) than E&R roles (G7) and therefore a longer progression to G9 A significant investment has been made in initiatives to support EF career development (Section 3.1) We need to understand the impact of these new initiatives to determine whether further action is required to facilitate progression of EF staff 	<ul style="list-style-type: none"> Develop project specification Survey EF staff on key development needs / barriers to development as part of work <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Evaluation report including recommendations for further action 	April 2025 – June 2026	Vice-Principal Education (Proctor)	<ul style="list-style-type: none"> Recommendations from evaluation are acted upon
5 (S3.2)	Develop a diverse set of case studies showing career pathways to Professor to give greater visibility to different trajectories to promotion	<ul style="list-style-type: none"> Staff consultation on the action plan highlighted a desire for real life examples of different pathways to promotion This is particularly important in the sciences where just 21.5% of Professors are women (UK 25.3%) 	<ul style="list-style-type: none"> Work with staff to put together profiles which show the diversity of routes into the Professoriate with a particular focus on women working in the sciences Publicise profiles on University web pages and promote among EDI networks <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Set of staff profiles 	April 2024 – December 2024	Vice-Principal People and Diversity	<ul style="list-style-type: none"> Understanding of the range of pathways to the Professoriate (tested via focus groups for next self-assessment) Increase the proportion of female professors in the Faculty of Science to 28% (Baseline 21.5% 2022) or the UK figure (Baseline 25.3% 2022) whichever is higher

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
6 (S3.2)	<p>Undertake a review of Head of School (HoS) and Director of Research (DoR) role descriptions to identify and action opportunities to reduce job load and build in flexibility (e.g. for job-share) and to support transition into the role</p>	<ul style="list-style-type: none"> Women are underrepresented in senior academic leadership roles (4/18 HoSs are women, and 27% of DoRs) Women taking part in the Academic Leadership focus group perceived the HoS role to be larger than 1FTE, making the role difficult or undesirable particularly for those with caring responsibilities. Participants also noted a lack of understanding about what the HoS roles involve Senior academic women also highlighted the negative impact of large leadership roles on research 	<ul style="list-style-type: none"> Interview G9 women who have declined to put themselves forward for HoS to further understand the deterrents Survey current and former role holders on challenges to job-load, flexibility etc. and identify where positive changes could be made to make roles more accessible Run workshops on demystifying the HoS role (to include opportunities of the role and support available) Trial different flexible working arrangements and assess impact on role holders and staff within Schools Ensure all HoS receive a minimum level of research leave on demitting the role <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Revised role descriptions for HoS and DoR roles ➤ Evaluation report to PO on different working arrangements 	October 2024 – September 2025	Master of the United College	<ul style="list-style-type: none"> ○ Increase the number of women undertaking HoS to no fewer than 7 of 18 by 2028 (Baseline 4 of 18 2023) ○ Increase the proportion of women DoRs to 40% by 2028 (Baseline 27% 2023)
7 (S3.2)	<p>Review the process for appointing Head of School (HoS) to provide clarity on who can undertake Head of School roles, and understand how the current approach benefits or hinders women</p>	<ul style="list-style-type: none"> Women are underrepresented in HoS roles (4W; 14M) Academic Leadership focus group highlighted a need to make the appointment process clearer Reviewing the process for appointing HoS is important to understanding how the process might be changed to support greater gender balance 	<ul style="list-style-type: none"> Investigate different approaches to HoS recruitment in other Universities including processes aimed at increasing women role-holders Pilot different approaches to appointment and evaluate impact on gender diversity of candidates Pilot appointment of Deputy HoS position of a different gender and /or ethnicity to support a diverse pipeline and succession planning <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Report on practice elsewhere ➤ Revised process(es) for appointing HoS 	January 2025 – December 2025	Master of the United College	<ul style="list-style-type: none"> ○ Increase the number of women undertaking HoS to no fewer than 7 of 18 by 2028 (Baseline 4 of 18 2023) ○ Increase the number of women expressing interest in the role (Baseline data to be gathered from 2024/5)

Priority 2: Supporting Professional Services Staff Career Pathways

Rationale: Professional Services (PS) women are over-represented in lower grades (55% of women at Grades 1-4, 46%M) and under-represented at higher grades (12% of women at Grades 7-9, 19%M).

Success Measure:

By 2028 we will have:

- Increased the proportion of women occupying PS roles at Grades 7-9 to match men (Baseline 12%F, 19%M)
- reduced the gender imbalance in applications for re-grading at each grade to no more than +/- 5% (Baseline +/- 12%)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
8 [PS23: 9, 10, 23] (S3.2)	Develop career pathways for professional services staff to support progression opportunities and recognise excellent performance	<ul style="list-style-type: none"> • In contrast to academics, progression for PS staff requires role regrading or moving post (Section 3.2) • This was a source of notable dissatisfaction in both PSC and AS focus groups both in terms of the disparity between academic and PS roles and the ability to reward high performance • Women are more likely than men to progress at lower grades and less likely to progress at higher grades and all grades except 2 and 7, men are more likely than women to apply for regrading • PS women are less likely to agree that the University recognises good performance appropriately than PS men (29%W:39%M) 	<ul style="list-style-type: none"> ▪ Establish a working group to look at career pathways for PS staff and ways in which progression might be better supported (e.g. more opportunities for secondments and job swaps) ▪ Develop a competency framework detailing the skills required at different levels in different roles ▪ Explore different ways in which excellent performance can be recognised ▪ Establish a PS Forum to provide opportunities to network and provide a voice for PS staff within the University ▪ Develop a set of FAQs on the regrading process <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Competency framework ➤ PS Forum ➤ Mechanisms to recognise excellent performance ➤ FAQs on regrading process 	April 2026 – May 2027	Director of HR	<ul style="list-style-type: none"> ○ Increase the percentage of PS women occupying G7-9 roles to 16% (Baseline 12% 2022) ○ Increase in PS women agreeing that the University recognises good performance appropriately (Baseline 29%) with no more than 2 percentage point difference between PS men and women.

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
9 (S3.1, 3.2)	Extend eligibility for Aurora programme to Grade 5 professional services staff to support women into higher grades and roles	<ul style="list-style-type: none"> An in-house evaluation highlighted the value of Aurora in building confidence and supporting career progression It also highlighted the value of completing the programme at earlier career stages Extending participation in Aurora to G5 women aspiring to G6 and above will help develop a pipeline of diverse leaders 	<ul style="list-style-type: none"> Reserve 20% of places for PS G5 staff Hold annual 'Introduction to Aurora' session to promote benefits of participation to G5 staff <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Annual Introduction to Aurora event 	April 2025 – June 2025	Head of OSDS	<ul style="list-style-type: none"> At least 20% of places on the Aurora programme offered to PS G5 staff over period 2024/5-2028/9 Enhanced development opportunities for G5 staff
10 (S3.2)	Increase mentoring provision for Grade 7 and above professional services women to support women into more senior grades and enhance peer networks and support	<ul style="list-style-type: none"> An in-house evaluation of Aurora indicated that some participants felt they were too advanced for the programme content In addition, the PS Leadership focus group highlighted the lack of an equivalent scheme to the Elizabeth Garrett mentoring scheme for senior academic women for PS women While the proportion of PS women at G9 have increased (from 33.3% in 2016 to 39.4% in 2022), focus groups highlighted a perceived gender hierarchy arising from informal networks that created barriers to inclusion and progression for women The increase in women in the professoriate points to the effectiveness of mentoring and networks in supporting women's career development 	<ul style="list-style-type: none"> Review current mentoring provision for G7 and above PS staff to identify gaps Explore scope to extend Elizabeth Garrett to PS staff and the pros and cons of doing so Create and promote new / extended provision to support G7 and above PS staff <p><i>Outputs:</i></p> <ul style="list-style-type: none"> New / extended mentoring scheme 	April 2025 – June 2026	Head of OSDS	<ul style="list-style-type: none"> Increase the percentage of PS women occupying G7-9 roles to 16% (Baseline 12.2% 2022) At least 30% of PS G7-9 staff have participated in a mentoring scheme by 2028 (baseline data to be gathered)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
11 (S3.2)	Revise the Review and Development Scheme (RDS) form and guidance to facilitate a focused and recorded discussion of future career plans and aspirations (including progression and leadership roles)	<ul style="list-style-type: none"> The RDS (annual appraisal for PS staff) provides a mechanism for a focused discussion on career plans and aspirations allowing line managers to both encourage and be aware of staff career ambitions AS focus groups have revealed differential experiences of the RDS and completion Reviewing the process and guidance along with training for line managers will help raise awareness of its importance among line managers Central monitoring of completion rates will encourage uptake 	<ul style="list-style-type: none"> Establish short-life working group to determine how form and guidance might be improved Develop bite sized training for line managers on effective career development conversations Monitor RDS completion rates centrally <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Revised form and guidance ➤ Bite size training provision 	September 2025 – December 2026	Director of HR	<ul style="list-style-type: none"> ○ 95% RDS completion by 2028 (baseline data to be gathered for 2024/25)

Priority 3: Addressing Intersectional Inequalities

Rationale: BAME women are under-represented in senior roles, over-represented in lower grades, and do less well in both recruitment and promotion processes than white women.

Success Measure:

By 2028 we will have:

- increased the proportion of BAME academic women at G7-9 to 50% (Baseline 40% 2022)
- increased the number of PS BAME women at G8-9 to at least 3 people (Baseline 0 2022)
- closed the recruitment progression gap with BAME women progressing to shortlisting and offer in line with their proportion of applicants
- closed the promotion success rate gap between BAME women and white women (Baseline 6 percentage points)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
12 [PS23: 3] (S3.2)	Evaluate current hiring policies and procedures to ensure they are fair and fit for purpose and address any areas which may disadvantage BAME women	<ul style="list-style-type: none"> • There has been an increase in the proportion of female BAME applicants for both academic (from 8.8% to 17.5%) and PS (5.2% to 12.4%) roles between 2017-22 • However, BAME women were progressively less successful at each stage of the recruitment process for academic roles in four of the last six years and the proportion of BAME women progressing to shortlisting and offer for PS roles has increased only minimally (by less than 3%) widening the recruitment progression gap • Addressing any barriers or disadvantages in the application process is important to ensuring equality of outcomes 	<ul style="list-style-type: none"> ▪ Revise mandatory training for recruitment panels to specifically address unconscious bias in relation to ethnicity ▪ Pilot mixed ethnicity shortlists for a number of roles at G7-9 and evaluate implementation and impact ▪ Develop a pool of BAME staff willing to sit on recruitment panels with appropriate compensation for their time ▪ Convene a meeting of senior University leaders in Scotland to discuss and identify best practice to diversify recruitment and make progress as a sector ▪ Develop online recorded materials for potential applicants that explain how to apply and what to expect at interview <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Revised recruitment panel training ➤ Pool of BAME panellists for recruitment exercises ➤ Additional material and guidance around recruitment process 	July 2026 – December 2027	Director of HR	<ul style="list-style-type: none"> ○ Close the recruitment progression gap with BAME women progressing to shortlisting and offer in line with their proportion at applicant stage ○ Better understanding of how BAME women (and men) may be disadvantaged in the recruitment process (tested via post training evaluation)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
13 (S3.2)	<p>Investigate initiatives that support the progression of BAME women into standard contracts to reduce precarity</p>	<ul style="list-style-type: none"> • 57.5% of BAME academic women in 2022 are on fixed term (FT) contracts compared to 31.2% of white academic women • This precarity is more pronounced at G6, and particularly in G6 RF roles, where BAME women are more likely to be FT than all other groups (83% vs 76% BAME men, 73% white women) • Initial analysis suggests that BAME academic women may be less likely to transition into standard contracts than white academic women (numbers are too small to draw firm conclusions) • The intersectionality focus group highlighted precarity as a key barrier to inclusion and belonging for BAME women 	<ul style="list-style-type: none"> ▪ Run focus groups with BAME women to better understand barriers to obtaining permanent positions at the University ▪ Investigate best practice across the sector for supporting RF staff, particularly BAME women (e.g., bridging funding, support for fellowship) ▪ Evaluate effectiveness of bridging funding policy and process in supporting transition to more secure employment ▪ Monitor progression from fixed term roles to standard contracts to allow robust analysis ▪ Work with RF staff to put together profiles which show the diversity of RF career trajectories, including crossing tracks, with a particular focus on BAME women <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Best practice report ➤ Revised transition policies and support ➤ Set of RF staff profiles 	July 2025 – December 2026	Director of HR; Vice-Principal Education (Proctor); Vice Principal Research, Collections & Innovation	<ul style="list-style-type: none"> ○ Increase the proportion of BAME women on standard contracts to 69% to be in line with white women (Baseline 43% 2022) ○ Increase the proportion of BAME women progressing from fixed term to standard contracts (Baseline data to be gathered)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
14 (S3.2)	<p>Undertake a review of promotion support to facilitate participation and success of BAME women in promotions process.</p>	<ul style="list-style-type: none"> • 19.6% of white academic staff are employed at G9, compared with 4.4% of BAME staff and just 2.3% of BAME women • 39.8% of BAME academic women are at G7-9 compared with 60.0% white academic women • 73.6% BAME academic women are in RF or EF roles (compared 53.9% white women). While women in these career tracks are less likely to apply for promotion than those in E&R roles, application rates among BAME women in these roles is lower than for white women • While the success rate of BAME academic staff applying for promotion since 2015 mirrors that for white staff (at 65 and 66% respectively), BAME women have a slightly lower promotions success rate than white women (63% vs 69% applicants 2015-2023) 	<ul style="list-style-type: none"> ▪ Run focus groups with RF and EF BAME women across contract types to better understand experiences of promotions and barriers to applying ▪ Offer a senior academic buddy to support BAME women navigate the promotions process ▪ Run workshops on preparing for promotion including what makes for a strong application, targeted at BAME women ▪ Ensure School promotion review panels include diverse membership <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Annual promotions workshop ➤ Network of academic buddies 	January 2025 – December 2025	Master of the United College	<ul style="list-style-type: none"> ○ Increase the proportion of eligible RF and EF BAME women applying for promotions to be in line with white women over period 2024/5-2028/9 ○ Increase the proportion of academic BAME women at G7-9 to 50% (Baseline 40% 2022) ○ Close the promotion success rate gap between BAME women and white women (Baseline -6 percentage points 2015-23)

Priority 4: Ensuring Sustainable Workloads

Rationale: Addressing concerns around workload is key to improving staff experience, work-life balances, and wellbeing. Our staff survey 2021 indicated that academic women felt less favourably than men about demands placed on them in their employment and that women with caring responsibilities were particularly unhappy with the work-life balance.

Success Measure:

By 2028 we will have:

- decreased the proportion of academic women who consider that their workload is not sustainable (Baseline 44%)
- reduced dissatisfaction with work-life balance among academic women to no more than 20% across all career tracks (Baseline E&R=44; EF=36%, RF=38%)
- decreased the proportion of women with caring responsibilities expressing dissatisfaction with work-life balance from 51% to 30%

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
15 (S3.2)	Develop new tools to support sustainable workloads	<ul style="list-style-type: none"> • Academic staff, and academic women in particular, expressed least satisfaction in staff survey 2021 on workloads and work-life balance • Seeking ways to streamline delivery of administration and teaching activities, without negatively impacting quality is central to maintaining student experience whilst ensuring realistic workloads for academic women, particularly those with caring responsibilities 	<ul style="list-style-type: none"> ▪ Undertake a survey of staff in Schools to identify opportunities to streamline the delivery and administration of teaching (combined with survey in Action 16) ▪ Pilot a workload impact assessment (WIA) for substantive education policy changes and new service leadership roles to better understand the resource implications ▪ Develop a workload reduction toolkit for Schools to identify opportunities to streamline working practices and free up academics' time ▪ Review and update flexiquette guidance to include email etiquette, office hours, core working hours and uninterrupted time <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ WIA toolkit ➤ Workload reduction toolkit ➤ Revised flexiquette guidance 	July 2026 – June 2027	Vice-Principal Education (Proctor); Vice-Principal People and Diversity	○ Increase the percentage of academic women who view their workload as sustainable to at least 55% (Baseline 43% 2021), with men and women equally satisfied (+/-2 percentage points, baseline - 11 percentage points)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
16 [PS23: 31] (S3.2)	Evaluate implementation of academic workload allocation model to assess how it is working in practice and enhance oversight	<ul style="list-style-type: none"> Women are significantly less likely than men to feel that the workload allocation model is transparent (42.9%W:60.4%M) or that their roles are appropriately recognised in the model (37.5%W:59.5%M (overall 48.7%)) Workload models were introduced across all Schools in 2021, and while all Schools log their finalised models centrally on an annual basis there is currently no formal monitoring of how workload guidance is applied 	<ul style="list-style-type: none"> Undertake a survey of staff on workload models and their application to identify opportunities for enhancement (combined with survey in Action 15) Develop revised / refreshed model or guidance (depending on outcomes of survey) Produce annual report to Academic Monitoring Group and CEDI on Schools' workload allocations broken down by gender and ethnicity Follow up with Schools as required to address any disparities within schools to ensure workloads can be redistributed fairly <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Refreshed workload allocation model / guidance ➤ Annual report on workload allocations 	July 2024 – June 2025	Master of the United College	<ul style="list-style-type: none"> ○ Increase the percentage of women expressing agreement that the workload allocation model appropriately recognises their role to 60% (Baseline 37.5%) ○ Men and women are equally satisfied that the workload allocation model appropriately recognises their roles (+/- 2 percentage points) (Baseline -22 percentage points) ○ Increase the percentage of women expressing agreement that the workload allocation model is transparent to 60% (Baseline 42.9%) ○ Men and women are equally satisfied that the workload allocation model is transparent (+/- 2 percentage points) (Baseline -17.5 percentage points)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
17 (S3.1, 3.2)	Undertake targeted measures to better support women with caring responsibilities and improve their experiences of workload	<ul style="list-style-type: none"> • Workload pressures were felt particularly acutely by academic women with caring responsibilities: over half (51%) disagreed that they were happy with their work-life balance compared with 35% academic men with caring responsibilities, and 34% of academic women without caring responsibilities • Focus groups highlighted differential experiences of workload across Schools (both positive and negative) relating to maternity, paternity, and shared parental leave • Clarifying workload expectations for those returning from periods of leave will support parity of experience across Schools and support positive work-life balance 	<ul style="list-style-type: none"> ▪ Hold focus groups with women with caring responsibilities to examine particular issues with regard to workload and mitigating actions ▪ Revise workload allocation guidance around supporting staff returning from family leave ▪ Revise policy wording on family leave, in consultation with Staff Parents and Carers Network, to minimise line manager discretion and be clearer about norms and expectations <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Amended workload allocation guidance and policy wording on family leave ➤ Recommendations paper to PO setting out actions to support women with caring responsibilities 	January 2025 – December 2025	Head of EDI	<ul style="list-style-type: none"> ○ Academic women with caring responsibilities are more positive about work life balance (Baseline 51% negative, 34% positive vs M50%) ○ Reduce the percentage of women with caring responsibilities who feel that their workload is not sustainable to no more than 25% (Baseline 49%) ○ The University has a better understanding of the barriers and challenges faced by women with caring responsibilities

Priority 5: Closing the Gender Pay Gap

Rationale: The gender pay gap is lower than in 2017 with the median falling to 15% in 2022 (from 19%) and the mean to 18%. (from 23%) However, the overall pay gap remains high (Scottish HE GPG median 16.2%, mean 15.2%*) and the pay gap at Grade 9 has widened from 6.7% to 12.2%

* Noting that different methodologies for calculating the gender pay gap along with different operating models (e.g. the extent to which services are contracted out) means comparisons of gender pay gaps need treated with caution.

Success Measure:

By 2028 we will have:

- reduced the mean and median GPG to no more than 10% for the University as a whole (Baseline 17.6% 2022) and no more than +/-2% for G1-8.
- reduced the mean GPG at G9 to 7% (Baseline 12.2% 2022)
- reduced the mean GPG for PS staff to 15% (Baseline 24.6% 2022)
- increased women's engagement in the professorial salary review process to 66% (Baseline 53%F 2022) and in the senior (PS) salary review process to 90% (Baseline 83% 2022)
- increased the proportion of women at G9B and 9C from 33% to 40% (in line with proportion of men in these Bands)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
18 (S3.2)	Develop comprehensive report on use of pay levers over last 5 years to ensure there are no inconsistencies that may contribute to the GPG	<ul style="list-style-type: none"> • Under University policy, staff new to a grade start at the bottom pay point. However, there are a number of circumstances in which a higher salary can be granted • At the same time, pay policy allows for the awarding of discretionary points • While there have been one-off reviews of these pay levers in the past, a comprehensive analysis has not been undertaken to assess equality impacts or impact on GPG • Understanding any gender (and other imbalances) and potential policy implications will enable us to identify and address any ways in which these levers are contributing to the GPG 	<ul style="list-style-type: none"> ▪ Analysis of starting salaries and discretionary points by grade, gender and gender/race intersection and production of report outlining key findings ▪ Discussion of findings at GPG working group and development of recommendations to PO of actions required to address any inequalities identified ▪ Annual equality analysis and report to CEDI on discretionary points and starting salaries <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Report on starting salaries and discretionary points ➤ Recommendations for action to PO 	January 2025 – June 2025	Vice-Principal People and Diversity	○ Fair approach to starting salaries and awarding of discretionary points with any significant gender differences investigated and acted upon

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
19 (S3.2)	Model impact of different interventions on gender pay gap and associated costs to identify concrete mechanisms to drive progress and support a business case to the Principal's Office	<ul style="list-style-type: none"> The GPG is lower than in 2017 but the overall pay gap remains high, highlighting the need for continued focused effort and targeted interventions to reduce the gap At the same time, we need to avoid undertaking measures which reduce the gap but have negative (and often gendered) implications for lower paid staff (e.g. contracting out cleaning services) While different interventions have been modelled periodically in the past this has not been translated into costed proposals to reduce the GPG. This is particularly important in a context of financial pressures on the sector 	<ul style="list-style-type: none"> Research key levers for addressing the GPG and model impact of different interventions and associated costs Convene meeting of senior University leaders in Scotland to discuss effective mechanisms for reducing GPG and making progress as a sector Develop recommendations and supporting business case to put to PO (with Action 18 above) <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Evidenced business case for effective interventions to address the GPG 	July 2025 – December 2026	Vice-Principal People and Diversity	<ul style="list-style-type: none"> Mean G9 pay gap reduced to 7% (Baseline 12.2% 2022) Costed proposal developed to address GPG

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
20 (S3.2)	<p>Review criteria and provide greater clarity around distinction between banding of Grade 9 roles and purpose of Professorial and Senior Salary Reviews to support transparency and understanding</p>	<ul style="list-style-type: none"> While the GPG is lower than in 2017, the mean GPG at G9 has widened from 6.7% in 2017 to 12.2% in 2022 and is a major driver of the overall pay gap Analysis also shows that women are concentrated in the lower pay band at G9 partly reflecting the success in promoting more women into the Professoriate One of the main levers for addressing pay at this level for existing staff is through Professorial and Senior Salary Reviews While academic women are more likely to put in for a review than men (53% of eligible women, 49% eligible men) and there is no significant difference in participation between PS women and men, given this is the main lever for varying pay for individuals at G9 participation needs to be maximised and outcomes assessed for equality impacts including on the GPG PS Leadership focus groups also revealed that the process is not well understood 	<ul style="list-style-type: none"> Develop competency framework setting out expectation at each band for G9 academic and PS staff Review requirements for salary reviews and develop guidance on process including assessment criteria Run workshops for G9 women in advance of the reviews to improve understanding of the process and provide access to peer support Review outcomes of reviews after each round to identify any gender (or other) inequalities for reporting to CEDI <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Competency framework for G9 staff New / revised guidance on salary review processes Annual report to CEDI on equality outcomes of salary reviews 	January 2026 – December 2026	Director of HR	<ul style="list-style-type: none"> Mean G9 pay gap reduced to 7% (Baseline 12.2% 2022) Mean G9 academic pay gap reduced to 6% (Baseline 10.0% 2022) Mean G9 PS pay gap reduced to 18% (Baseline 24.6% 2022) by 2028 and to 8% by 2033 Increase women’s engagement in the professorial salary review process to 66% (Baseline 53% 2022) Increase women’s engagement in senior salary review process to 90% (Baseline 83% 2022)

Actions to address gender equality which fall outside the priority areas 1-5 outlined above

Shared activity with the REC

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
21 (S1.5)	<p>Continue to hold regular joint meetings of Athena Swan and REC leads, further to submission of applications, to support common cause and collaborative working on shared priority areas</p>	<ul style="list-style-type: none"> AS and the REC have identified a number of shared areas for attention including around recruitment, promotion and belonging Continued dialogue and joint working allow common cause to be built across the University and the same drivers of inequalities to be tackled simultaneously benefiting both women and BAME staff and making best use of resources (including staff time) 	<ul style="list-style-type: none"> Map AS and REC action plans against each other to highlight areas for collaborative working Monthly meetings ASIG Chair and REC Chair and at least annual joint meeting of respective implementation groups <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Agreed approach to collaboration including schedule of future meetings 	April 2024 – June 2024	Vice-Principal People and Diversity	<ul style="list-style-type: none"> ○ Joint delivery of actions ○ Intersectionality is a key consideration when monitoring and evaluating progress

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
22 (S3.1)	Support participation of BAME women in mentoring and leadership programmes to support career development and create a diverse pipeline of leaders	<ul style="list-style-type: none"> BAME women are less likely to participate in Aurora and Elizabeth Garrett than would be expected from staff numbers Of the 149 staff taking Aurora between 2014 and 2022, 7 identified as 'BAME' (c 8% of BAME women in G6-8) and 133 as white (c 20% of white G6-8 women) The participation rates for Elizabeth Garrett are high but, similarly BAME women participate at a lower rate (37%) than white women (55%) Leadership programmes and mentoring support have proved successful in supporting women into more senior roles Encouraging and improving participation in these schemes can support progress of BAME women into senior roles and help create a diverse pipeline of leaders 	<ul style="list-style-type: none"> Gather feedback from BAME participants in Aurora and Diversifying Leadership programmes on engagement in these schemes and any perceived challenges to participating Establish a list of eligible candidates for Aurora, Diversifying leadership, and Elizabeth Garrett, and actively reach out to individuals to encourage applications Research other leadership programmes aimed at BAME women / BAME staff and fund opportunities to attend and provide feedback Set up a BAME leadership fund to support attendance on leadership courses Develop feedback form to support utilisation of skills post-leadership training <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Summary of relevant mentoring and leadership programmes and target audience on University website 	July 2025 – June 2026	Head of OSDS	<ul style="list-style-type: none"> ○ Increase the proportion of eligible BAME women participating in Aurora to be in line with white women ○ Increase the proportion of eligible BAME women participating in Elizabeth Garrett be in line with white women ○ All G7-8 BAME staff offered an opportunity to take part in a leadership programme over the period of the award with an initial focus in the first two years on BAME women
23 [DAP 12] (S3.1)	Support BAME Staff Network to develop as a source of peer support and advocacy	<ul style="list-style-type: none"> The AS intersectionality focus group highlighted the important role of the Staff BAME Network in fostering inclusion and belonging for BAME women While network membership has increased since its inception (19 members in 2019 to 35 in 2023 – the majority of whom are women) this represents only 13% of BAME staff An in-house evaluation of staff networks revealed that improving network leadership and momentum may help improve engagement 	<ul style="list-style-type: none"> Develop staff network policy including outline terms of reference for staff networks detailing central support available Work with network members to help build the network Relaunch BAME Staff Network and publicise widely <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Staff network policy 	October 2024 – September 2025	Head of EDI	<ul style="list-style-type: none"> ○ Increase membership of staff network to 30% of total BAME headcount (Baseline 13% 2023)

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
24 [PS23:18] (S1.4, 3.1)	Recruit staff with intersectional characteristics to the staff panel being developed as part of the People Strategy to ensure University policy and practice is informed by a wide diversity of voices	<ul style="list-style-type: none"> The AS intersectionality focus group highlighted a need to develop fora that gave voice to BAME staff, where concerns could be raised and, importantly, acted upon A roundtable with MGI staff highlighted the need for improved policy support to improve feelings of belonging among Trans and non-binary staff 	<ul style="list-style-type: none"> Develop a recruitment strategy for the staff panel with particular attention to how intersectionality will be represented <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Recruitment strategy for staff panel developed 	April 2025 – June 2025	Head of OSDS	<ul style="list-style-type: none"> ○ Increase the percentage of staff who feel able to influence University policy and practice. (Baseline 27%W:32%M BAME Women 42% 2021) ○ Increase percentage of MGI staff who feel able to influence University policy and practice to minimum 50% (Baseline 17% 2021) ○ University decision making, policies and practice is informed by a diversity of voices
25 [DAP 1 & 4] (S3.1)	Roll out active bystander training across the University to empower staff and students to challenge inappropriate behaviours	<ul style="list-style-type: none"> The Race Equality Survey 2023 identified that BAME women were more likely than BAME men and women overall to have witnessed or been the victim of racial discrimination (BAME staff 26%W:11%M, White staff 8%W:9%M) Active bystander training provides staff with a framework for addressing sub-optimal behaviours, and also helps articulate behavioural expectations at St Andrews. This can help empower staff to speak out against racial discrimination 	<ul style="list-style-type: none"> Develop plan for systematic rollout of staff active bystander training in Schools and Units with associated central financial support Include core tenets of active bystander training within revised mandatory EDI training for staff (mandatory EDI training for students revised 2023 and covers this) <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Revised mandatory EDI training for staff 	July 2024 – June 2025	Heads of OSDS; Head of EDI	<ul style="list-style-type: none"> ○ All Schools / Units offered training session by 2028 (Baseline 4 2023) ○ Greater understanding of how to challenge inappropriate behaviours (assessed via post-training evaluation)
26 [DAP 4]	Run a campaign to build trust in Report and Support as a mechanism for raising concerns about	<ul style="list-style-type: none"> Feedback from students suggests that trust in reporting could be improved In addition, anecdotal evidence suggests that some staff, and 	<ul style="list-style-type: none"> Develop anonymised case studies showing how reports have been responded to ('you said, we did') to feed into campaign Set up a group of student champions to promote use of R&S 	January 2024 – June 2025	Head of Wellbeing and Mediation	<ul style="list-style-type: none"> ○ Staff and students report greater trust in Report and Support (assessed at annual R&S Forum and in focus

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
(S3.1)	behaviours to support greater use of the system	particularly those on fixed term contracts, are concerned about repercussions from speaking out	<ul style="list-style-type: none"> ▪ Develop system to systematically gather feedback on individuals' engagement and satisfaction with the R&S tool ▪ Develop promotional materials that clearly outline reporting routes and the implications of reporting anonymously or not <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Campaign material ➤ Network of student champions recruited and trained 			<p>groups for 2029 AS application)</p> <ul style="list-style-type: none"> ○ Increase in named reporting to 66% (Baseline 59% 2021-22)

Actions to support return from maternity leave

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
27 (S3.1)	Develop returning from maternity leave guide (flexible working, childcare, breastfeeding/expressing facilities, key questions to ask etc) to support a successful return to work	<ul style="list-style-type: none"> In AS focus groups, parents, both men and women, reported differential experiences of workload planning when returning from periods of maternity/paternity/shared parental leave, both positive and negative In addition, the Parental Leave focus groups highlighted the return to work following maternity leave as a stressful period for women Augmenting support for return from leave will help women (and parents more broadly) to understand their entitlements and to feel more supported upon their return 	<ul style="list-style-type: none"> Use insights from AS focus group on key concerns or barriers faced by women returning from maternity leave to inform the guide and associated manager training Send the guide to women returning from maternity / other family leave, and their line manager, when they confirm their return to work Pilot three month return to work pulse survey to identify any concerns/issues <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Return from leave guide Return to work pulse survey 	January 2025 – June 2025	Director of HR	<ul style="list-style-type: none"> Women feel supported and well informed on transitioning back to work (assessed via return-to-work survey) Women are aware of the support available to them and are informed about issues they may wish to discuss with their line manager (assessed via return-to-work survey)
28 (S3.1)	Provide bite sized training for line managers to ensure they have a good understanding of how best to support staff with caring responsibilities and relevant policies	<ul style="list-style-type: none"> AS focus groups highlighted that line manager support for various types of parental leave and working arrangements differed across Schools and Units Equipping line managers with knowledge of key policies and how they can be implemented is key to fostering a positive experience for parents and carers The format of bite-sized training on specific HR policies has been well-received as a time efficient mechanism for upskilling line managers 	<ul style="list-style-type: none"> Develop bite-sized training on supporting staff in preparing for, during and, returning from family leave Develop bite-sized training on part-time working, flexible working, job shares and hybrid working Gather case studies of staff working flexibly in different ways for publicising on web and sharing with line managers Develop FAQs for line managers on support for staff with caring responsibilities <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Suite of case studies Enhanced training and FAQs 	July 2025 – June 2026	Director of HR	<ul style="list-style-type: none"> Managers have greater clarity on their role and the expectations on them as line managers (assessed via post-training evaluation) Enhanced visibility of different working patterns and arrangements

Actions to support Trans and Non-Binary Staff

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
29 [DAP 1] (S3.1)	Improve gender inclusive language and enhance pronoun guidance to support belonging and inclusion.	<ul style="list-style-type: none"> A roundtable with trans and MGI staff in 2023 highlighted that feelings of belonging were hindered by incorrect use of pronouns and challenges in using University systems to record names changes / pronouns 	<ul style="list-style-type: none"> Promote existing training on gender inclusive language and work with LGBTQIA+ staff network to enhance mandatory EDI training for staff Provide mechanisms for optional inclusion of pronouns in corporate templates (e.g. for email signatures, business cards) Identify a named contact within IT who MGI staff can approach to help navigate the staff personal record systems <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Clear mechanism and support for name changes ➤ Updated training and guidance 	October 2024 – March 2025	Head of OSDS	<ul style="list-style-type: none"> ○ Increase percentage of MGI staff expressing a strong sense of belonging to the University to 60% (Baseline 45.8% compared with 66.0%W:64.9%M 2021) ○ Increased hits on pronoun guidance (accessed >600 times in 2022)
30 (S3.1)	Develop transitioning at work guidance for staff and line managers with signposting to external resources and expert advice	<ul style="list-style-type: none"> A roundtable with trans and MGI staff in 2023 highlighted that University policy and processes to support transitioning was more comprehensive for students than for staff Improving guidance and processes for staff transitioning at work is one way that staff identified that could improve feelings of belonging and inclusion 	<ul style="list-style-type: none"> Work with LGBTQIA+ Staff Network on developing the guidance Identify named contact within HR for staff who transitioning staff can contact for HR advice <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Transitioning at work guidance 	July 2025 – December 2025	Head of EDI	<ul style="list-style-type: none"> ○ Improved feelings of belonging among trans staff (assessed in focus groups for next award)

Actions to support mainstreaming of EDI

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
31 (S1.4)	Improve Equality Impact Assessment toolkit and checklist to support mainstreaming of equalities and more effective consideration of intersectional inequalities	<ul style="list-style-type: none"> Staff (outside of those with direct EDI responsibility) have reported challenges navigating the current EIA toolkit and how to go about identifying areas of impact At the same time, the process currently looks at impacts through a singular lens of individual protected characteristics As we work to take a more holistic approach to EDI and embed EDI across all aspects of university business, it is important we have user-friendly toolkit and a clear process for recording and reporting EIAs 	<ul style="list-style-type: none"> Establish a working group to review current approach, research practice elsewhere and develop a revised process and toolkit Make EIA training mandatory for all policy owners Develop portal for submission and storage of EIAs Provide annual report to CEDI on EIAs completed, any cross-cutting issues identified, and how EIAs have informed policy / practice <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Revised toolkit and associated guidance available for use ➤ Annual report published and available on internal webpages 	September 2024 – September 2025	Head of EDI	<ul style="list-style-type: none"> ○ Enhanced mainstreaming of EDI across the University ○ Enhanced capability in undertaking EIAs (assessed via post-training evaluation)
32 [DAP 11] (S1.3)	Develop a series of EDI Awards to give visible recognition and celebration of staff and student contributions to advancing equality including gender equality	<ul style="list-style-type: none"> While we have embedded recognising individual's EDI activity into various processes (Section 1.3), establishing awards for EDI, as we do for other areas of excellence, will further raise the profile of EDI work, both on the part of individuals and of teams, and ensure that staff not in formal EDI roles in Schools and Units can be recognised in other ways for their contributions 	<ul style="list-style-type: none"> Determine the different categories, the nomination and selection process, and the administration of a series of awards Plan an annual ceremony highlighting contributions and progress in advancing EDI <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Suite of EDI awards ➤ Annual awards ceremony 	April 2024 – September 2025	Vice-Principal People and Diversity	<ul style="list-style-type: none"> ○ Engagement in awards including year on year increase in nominations

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
33 (S1.4)	<p>Produce and publish an annual EDI report covering representation, progression and promotion and pay gaps to raise awareness of significant gender (and other) inequalities and inform decision-making at School, Unit and University level</p>	<ul style="list-style-type: none"> As part of our journey in engaging with the Athena Swan Charter since 2013 and more latterly the REC, we have seen the power of providing data on the make-up of our staff and student populations (and showing where the equality gaps are) as a driver for engaging our community in EDI work While >80% of women and men consider EDI is a priority within their School, fewer think it is a priority within the University with a difference between men (79.8%) and women (71.7%) It is also important that there is accountability and transparency in showing the progress made and where we have more to do 	<ul style="list-style-type: none"> Scope out content of report, level of disaggregation and associated data requirements Ensure processes are in place to allow effective and efficient data collection Develop a communication and engagement plan to support use of report to raise visibility and drive change in Units and Schools (e.g. report discussed at School Council meetings) <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Annual report ➤ School and Unit core EDI data sets 	July 2025 – June 2026	Head of EDI; Director of Planning	<ul style="list-style-type: none"> ○ Increase proportion of staff who view EDI as a priority within the University to at least 80%

Actions to support implementation of the Action Plan

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
34 (S1.5, 2.1)	Establish an Athena Swan Implementation Group (ASIG) reporting into CEDI to take forward implementation and monitoring of the action plan	<ul style="list-style-type: none"> A key learning from delivery of AP17 was the importance of having clear governance structures and the benefit of taking a project management approach over the lifetime of the award Setting up an ASIG will provide a vehicle to support delivery of the action plan over the lifetime of the award Appointing a Chair and Deputy Chair will mean that Athena Swan is well resourced, as well as building in resilience should staff changes occur 	<ul style="list-style-type: none"> Recruit a Chair and Deputy Chair to drive the work of the ASIG forward and lead development of 2029 AS Application SAT Develop terms of reference including ways of working and reporting arrangements Appoint a project manager to support delivery of the plan Create an action plan dashboard visible to ASIG members Produce an annual report which reviews progress against the previous year and sets out plans for the next year of delivery <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ ASIG with ToR ➤ Annual report ➤ Action plan dashboard 	April 2024 – October 2024	Vice-Principal People and Diversity	<ul style="list-style-type: none"> ○ ASIG established with clear ToR and full membership by Sept 2024
35 (S1.5)	Establish appropriate workload recognition for AS Chair, Deputy Chair, and ASIG working group chairs to ensure staff are compensated for their contributions	<ul style="list-style-type: none"> While we have embedded recognition of EDI roles into various processes (Section 1.3), wider EDI work often falls to women, and is often done on a voluntary basis Ensuring that AS work is appropriately recognised across all PS and academic roles is key to addressing this issue and ensuring staff have the time to contribute 	<ul style="list-style-type: none"> Agree buy-out arrangements for Chair and Deputy Develop role descriptions for SAT members and key roles such as working group chair Estimate time commitments and identify how that workload should be recognised <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Agreed buy out arrangements 	April 2024 – Sept 2024	Vice-Principal People and Diversity	<ul style="list-style-type: none"> ○ Contributions to AS formally recognised ○ ASIG members have time to contribute and feel supported to do so

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsibility	Outcomes
36 (S2.1)	Develop a data collection and analysis strategy for AP24 to ensure delivery and impact can be measured easily and effectively	<ul style="list-style-type: none"> A key learning from delivery of AP17 was the importance of ensuring the necessary infrastructure and processes were in place from commencement of the award to gather the required data to monitor delivery of all AS actions and their impact 	<ul style="list-style-type: none"> Audit data needs for AP24, with particular focus on what data is required to assess impact Develop a data and analysis strategy setting out what data will be collected and how <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Data strategy 	July 2024 – December 2024	ASIG Chair; Director of Planning	<ul style="list-style-type: none"> Clear arrangements for gathering data and analysing impact Comprehensive and comparable data across the lifetime of the AS award
37 (S1.5)	Review staff survey to enable analysis of change in staff perceptions over time	<ul style="list-style-type: none"> Revisions to the questions in staff survey 2021 and the introduction of a neutral response option made it difficult to draw comparison with previous surveys Reviewing the survey provides an opportunity to insert additional questions that will help monitor impact of AP24 and ensure consistent and comparable data across the lifetime of the AS award 	<ul style="list-style-type: none"> Collate existing School and Unit surveys and other relevant surveys (e.g. Advance HE REC and AS culture surveys) and use data audit (Action 36) to inform survey development Consult on revised survey and pilot with a group of staff Run culture survey at University level to provide baseline data for the application and allow Schools to see how they compare with the University <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Revised staff survey run biennially 	October 2024 – June 2025	Head of OSDS	<ul style="list-style-type: none"> Comprehensive and comparable data on staff perceptions across the lifetime of the AS award
38 (S2.1)	Maintain an accessible database of School level AS actions to better facilitate the sharing of gender equality work and identification of shared issues for institutional attention	<ul style="list-style-type: none"> All Schools have an Athena Swan award at Bronze level or higher There is scope to build on existing links with Schools / Units and information-sharing to make better use of this collective knowledge and understanding and support a more coordinated approach to advancing gender equality across the University 	<ul style="list-style-type: none"> Formalise process for collation of AS material across Schools Analyse material at least annually to identify areas for University-level action Hold an annual School AS leads and DoEDI away day to share experiences and best practice in gender-equality work <p><i>Outputs:</i></p> <ul style="list-style-type: none"> Up-to-date database of School AS priorities and actions Annual away day for AS leads and DoEDIs 	July 2024 – June 2025	EDI Faculty Leads	<ul style="list-style-type: none"> Greater visibility of AS priorities and actions across Schools and scope for joined up approach

AP24 No.	Action & Objective	Rationale	Activities & Output	Timescale	Responsi- bility	Outcomes
39 (S2.1)	Develop a joint delivery plan organised around common themes across Athena Swan, REC, DAP and PS23 to support collaborative working on shared priorities	<ul style="list-style-type: none"> AP24 identifies a number of actions in areas also variously addressed through the DAP, People Strategy and REC with several shared or connected actions A joint delivery plan will ensure that shared actions can be implemented effectively and efficiently making best use of people’s time and supporting a holistic approach to EDI 	<ul style="list-style-type: none"> Develop combined delivery plan and monitoring arrangements <p><i>Outputs:</i></p> <ul style="list-style-type: none"> ➤ Combined plan 	July 2024 to December 2024	People and Diversity Executive Officer	<ul style="list-style-type: none"> ○ Joint delivery of actions where appropriate ○ Holistic approach to EDI

Table 4.1: Strategic alignment of AP24 actions with Diverse Action Plan (DAP) and People Strategy (PS) themes

Theme	DAP: Community Approach	DAP: Visibility	DAP: Institutional Commitment & Leadership	DAP: Data & Analytical Capability	DAP: People Enabling
PS: Attracting our People			12		1, 2
PS: Developing our People	29, 30	5	13, 14, 22		3, 4, 6, 7, 8, 9, 10, 11, 20
PS: Valuing our People		23, 32	24		
PS: Supporting our People	25, 26, 28				15, 16, 17, 27
PS: Leading & Planning for our People			21, 34, 35, 39	18, 19, 31, 33, 36, 37, 38	

Table 4.2: AP24 delivery timeframe over the 5 years of the award (2024-2028)

			2024				2025				2026				2027				2028
Action			Jan - Mar	Apr - June	July - Sept	Oct - Dec	Jan - Mar	Apr - June	July - Sept	Oct - Dec	Jan - Mar	Apr - June	July - Sept	Oct - Dec	Jan - Mar	Apr - June	July - Sept	Oct - Dec	Self Assessment
Priority 1: Increasing Representation of Women in the Professoriate and Senior Roles	1. Enhance recruitment materials and approach	Dir. of HR																	
	2. Revise recruitment process	Dir. of HR																	
	3. Undertake a review of promotion criteria and process	Master																	
	4. Evaluate impact of initiatives introduced since 2021	Proctor																	
	5. Develop a diverse set of case studies showing career pathways to Professor	VPP&D																	
	6. Undertake a review of HoS and DoR role descriptions	Master																	
	7. Review the process for appointing HoS	Master																	
Priority 2: Supporting Professional Services Staff Career Pathways	8. Develop career pathways for professional service staff	Dir. of HR																	
	9. Extend eligibility for Aurora to Grade 5 professional services staff	Head of OSDS																	
	10. Increase mentoring provision for Grade 7 and above Professional Services women	Head of OSDS																	
	11. Revise the Review and Development Scheme (RDS) form and guidance	Dir. Of HR																	
Priority 3: Addressing Intersectional Inequalities	12. Evaluate current hiring policies and procedures	Dir of HR																	
	13. Investigate initiatives that support the progression of BAME women into standard contracts	Dir. of HR /Proctor/																	
	14. Undertake a review of promotion support	Master																	
Priority 4: Ensuring Sustainable Workloads	15. Develop new tools to support sustainable workloads	Proctor / VPP&D																	
	16. Evaluate implementation of academic workload allocation model to assess how it is working in practice and enhance oversight.	Master																	
	17. Undertake targeted measures to better support women with caring responsibilities	Head of EDI																	
Priority 5: Closing the Gender Pay Gap	18. Develop comprehensive report on use of pay levers over last 5 years	VPP&D																	
	19. Model impact of different interventions on gender pay gap and associated costs	Dir. of Planning																	
	20. Review criteria and provide greater clarity around distinction between banding of Grade 9 roles and purpose of Salary Reviews	Dir. of HR																	

Shared activity with the REC			
21. Continue to hold regular joint meetings of Athena Swan and REC leads, further to submission of applications	VPP&D		
22. Support participation of BAME women in mentoring and leadership programmes	Head of OSDS		
23. Support BAME Staff Network to develop as a source of peer support and advocacy	Head of EDI		
24. Recruit staff with intersectional characteristics to the Staff Panel being developed as part of the People Strategy	Head of OSDS		
25. Roll out active bystander training across the University	Heads of OSDS &		
26. Run a campaign to build trust in Report and Support as a mechanism for raising concerns about behaviours	Head of Wellbein		
Actions to support return from Maternity Leave			
27. Develop returning from maternity leave guide	Dir. of HR		
28. Provide bite sized training for line managers	Dir. of HR		
Actions to support Trans and Non-Binary Staff			
29. Improve gender inclusive language and provide pronoun guidance	Head of OSDS		
30. Develop transitioning at work guidance for staff and line managers	Head of EDI		
Actions to support mainstreaming EDI			
31. Improve Equality Impact Assessment toolkit and checklist	Head of EDI		
32. Develop a series of EDI Awards	VP P&D		
33. Produce and publish an annual EDI report covering representation, progression and promotion and pay gaps	Head of EDI / Dir.		
Actions to support the implementation of the plan			
34. Establish an Athena Swan Implementation Group (ASIG) reporting into CEDi	VPP&D		
35. Establish appropriate workload recognition for AS Chair, Deputy Chair, ASIG working group chairs	VPP&D		
36. Develop a data collection and analysis strategy for AP24	ASIG Chair/Dir.		
37. Review staff survey	Head of OSDS		
38. Maintain an accessible database of School level AS actions	EDI Faculty		
39. Develop a joint delivery plan organised around common themes across Athena Swan, REC, DAP and PS	P&D Exec Officer		

Glossary

A1	Appendix 1
A2	Appendix 2
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AP17	Action Plan 2017-23 (from previous application)
AP24	Action Plan 2024-29 (future action plan)
AS	Athena Swan
ASIG	Athena Swan Implementation Group
BAME	Black, Asian, and Minority Ethnic
CEDI	Central Equality, Diversity and Inclusion Committee
DAP	Diverse Action Plan
DoEDI	Director of Equality, Diversity and Inclusion
DoR	Director of Research
E&D	Equality and diversity
EDI	Equality, diversity and inclusion
EF	Education-focused (academic staff contract function)
EIA	Equality Impact Assessment
E&R	Education and Research (academic staff contract function)
FTE	Full time equivalent
G	Grade (G1 for Grade 1, G2 for Grade 2 and so on)
GBV	Gender-based violence
GPG	Gender pay gap
HoS	Head of School
HR	Human Resources
MGI	Minority gender identity
OSDS	Organisational and Staff Development Services
PGR	Postgraduate Research
PGT	Postgraduate Taught
PO	Principal's Office
PS	Professional Services
PS23	People Strategy 2023-27
PSC	People Strategy Consultation
R&S	Report and Support (online reporting tool)
RAG	Red, amber, green (rating)
RDS	Review and Development Scheme (annual appraisal for PS staff)
REC	Race Equality Charter
REF	Research Excellence Framework
RF	Research-focused (academic staff contract function)
SAT	Self-Assessment Team
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UG	Undergraduate
VP	Vice-Principal
VPP&D	Vice-Principal People and Diversity
WG	Working Group