

## **Athena SWAN Bronze University award renewal application**

**Name of institution: University of Stirling**

**Year: 2016**

**Contact for application: Dr Katharine Reibig**

**Email: [k.m.reibig@stir.ac.uk](mailto:k.m.reibig@stir.ac.uk) Telephone: + 44 (0) 1786 466 691**

**Date of previous award: 2013**



*List of STEMM departments (highlighting those that currently hold Bronze, Silver or Gold department awards):*

- Faculty of Health Sciences and Sport (Bronze in 2014)
- Faculty of Natural Sciences, comprising:
  - Institute of Aquaculture
  - Biological and Environmental Sciences (Bronze in 2014)
  - Computing Science and Mathematics
  - Psychology

*Total number of academic departments:*

5 Faculties:

- Faculty of Arts & Humanities
- Faculty of Health Sciences & Sport
- Faculty of Social Sciences
- Stirling Management School
- Faculty of Natural Sciences (divisions of the Faculty of Natural Sciences have submitted separately):
  - Institute of Aquaculture
  - Biological and Environmental Sciences
  - Computing Science and Mathematics
  - Psychology

*Percentage of STEMM departments as a proportion of all University departments:*

2 of 5 faculties are STEMM.

### **1. Letter of endorsement from a Vice-Chancellor – maximum 500 words**

Under separate cover.



GMcC/SD

30 November 2016

Equality Challenge Unit  
Westminster Tower  
3 Albert Embankment  
London  
SE1 7SP

Dear Sir/Madam

I am delighted to provide you with the University of Stirling's Athena SWAN submission.

In 2016 the University launched its new Strategic Plan. The Plan outlines our vision to be recognised across the world as a University that addresses the needs of society through innovative interdisciplinary research; learning and teaching of the highest quality; and by sharing our knowledge with the world. We recognise that we will do this through our people. This vision affirms and inspires our commitment to Athena SWAN and we have committed to achieving an institutional silver award and a departmental gold award by 2021. I am confident that we are on track to achieve these.

Since our initial award in 2013, we have made clear and positive progress against our original action plan. This progress has been achieved by an all-university commitment to delivering against our actions and embodying the statement in our strategic plan that "Stirling is a place where ability – not background – is valued."

There is evidence of change across the university.

I have actively sought to increase gender balance in our senior management and governance structures and I am proud to lead a Senior Management Team with over 60% women and report to a University Court with over 45% women.

This progress is replicated throughout our academic staffing – we are now firmly sector-leading in the representation of women academics. We have significantly increased the number of women at professorial level - increasing the percentage of professorial staff who are women from 26% to 33% and in STEMM from 17% to 33%. While overall academic numbers have increased by about 10% since 2013, the number of women academics in our STEMM departments has increased by 56%. This progress means that female academic representation at all grades across the institution is above sector averages.

Our work is far from over; our 2016 Action Plan identifies that we want to support early career researchers and reduce the over-representation of female academics on fixed-term contracts. We also recognise that our students are our academics of the future – and more work will be done at key transition points to ensure that students are encouraged and supported to progress from undergraduate to postgraduate study and into academia.

We recognise the value of mentoring and networking and increasing the opportunities for mentoring for staff is one of my personal commitments. To date we have supported 82 female members of staff on Aurora and Stirling has one of the largest cohorts participating in the Aurora programme each year. Through our submission you will see the benefits that this has brought to individuals and to the University.

I am very proud of our achievements and look forward to facing new challenges. Our new Action Plan reflects the ambitions that I have for us as a University and sets stretching goals to ensure that we continue to work at pace. I strongly endorse the reflections and aspirations in this Athena SWAN submission.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Gerry McCormac', written in a cursive style.

**Professor Gerry McCormac**  
Principal & Vice-Chancellor

## Glossary of terms

<b>AAPC</b>	Academic Advancement and Promotions Committee
<b>Academic staff</b>	<p>Staff employed on teaching, research or clinical contracts from the grade of Research Associate to Professor identified as:</p> <p>Grade 6: Research assistant and equivalent  Grade 7: Lecturer (probationary and early career), Research Fellow and equivalent  Grade 8: Lecturer and equivalent  Grade 9: Senior Lecturer, Reader and equivalent  Grade 10: Professor and equivalent  Offscale: a small number of staff are not on the University's grades due to specific requirements of the external bodies who fund their work.</p> <p>In line with trends in the sector, the University has recently taken the opportunity to review current academic titles and to provide a career pathway for teaching fellows that was equivalent to that of lecturers and research fellows. The proposal outlined four titles for Teaching &amp; Research and Teaching &amp; Scholarship staff (with appropriate equivalents for research staff, including a harmonised 'research assistant' title for Grade 6 career entry-level research posts). Given this was implemented in November 2016, when this document was close to being finalised, we have retained descriptions above.</p>
<b>ARMA</b>	Association of Research Managers and Administrators
<b>ASSAP</b>	Athena SWAN Self-assessment Panel
<b>AURIL</b>	Association for University Research and Industry Links. Professional association representing all practitioners involved in knowledge creation, development and exchange.
<b>D E&amp;F</b>	Dean for Equality and Diversity
<b>DP (OS&amp;EA)</b>	Deputy Principal (Operational Strategy and External Affairs)
<b>E&amp;D</b>	Equality and Diversity
<b>EAF</b>	Equality Action Forum. Each academic unit and service area has a member (Equality Champion) on this Forum and their role is to take forward the equality and diversity agenda in their area.
<b>ECU</b>	Equality Challenge Unit
<b>ESG</b>	Equality Steering Group. ESG oversees and monitors the implementation of the University's agreed strategy for equality and diversity and the fulfilment of statutory equality duties. ESG membership is: Deputy Principal (Operational Strategy and External Affairs) as Chair; Dean for Equality & Diversity; University Secretary; Deputy Secretary, Director of Human Resources, a senior academic, Head of Student Support Services, Students' Union President, Deputy Head of Policy and Planning.
<b>STEMM Faculties</b>	<p>The faculties concerned with these disciplines at the University of Stirling are:</p> <ul style="list-style-type: none"> <li>• Faculty of Natural Sciences (<b>FNS</b>), comprising four divisions:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Institute of Aquaculture (<b>IoA</b>)</li> <li>○ Biological &amp; Environmental Sciences (<b>BES</b>)</li> <li>○ Computing Science &amp; Mathematics (<b>CSM</b>)</li> <li>○ Psychology</li> <li>● Faculty of Health Sciences and Sport (<b>FHSS</b>)</li> </ul> <p>We use STEMM (science, technology, engineering, mathematics and medicine) throughout to stand for these faculties as a group.</p>
<b>AHSSBL Faculties</b>	<p>The remainder of our faculties fit into the Arts, Humanities, Social Sciences, Business and Law category:</p> <ul style="list-style-type: none"> <li>● Faculty of Arts &amp; Humanities (<b>FAH</b>)</li> <li>● Faculty of Social Sciences (<b>FoSS</b>)</li> <li>● Stirling Management School (<b>SMS</b>)</li> </ul>
<b>FT</b>	Full time
<b>HR OD</b>	Human Resources Organisational Development
<b>IASG</b>	Institutional Athena SWAN Group
<b>JPPRC</b>	Joint Policy, Planning and Resources Committee
<b>LFHE</b>	Leadership Foundation for Higher Education
<b>MRC</b>	Medical Research Council
<b>PT</b>	Part time
<b>REO</b>	Research and Enterprise Office
<b>SAT</b>	self-assessment team
<b>SMT</b>	Senior Management Team. SMT's role is to provide leadership to faculties, service areas and the University generally. SMT's membership is: Principal, University Secretary, Senior Deputy Principal, Deputy Principals, Deputy Secretary, Deans of Faculty, Head of Stirling Graduate School, Service Area Directors and Institutional Deans.
<b>UB</b>	Unconscious bias
<b>USPG</b>	University Strategy and Policy Group. USPG's role is to lead the development and implementation of the strategic direction and policy of the University. USPG membership is: Principal, University Secretary, Senior Deputy Principal, Deputy Principals, Deputy Secretary, Director of Finance, Director of Human Resources, Director of Communications, Marketing and Public Engagement.
<b>Vitae</b>	The UK organisation championing the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes)

**Notes on the data:**

All data in the submission is based on headcount unless otherwise noted. Percentages are rounded according to the usual convention. Data for each year (2011, 2012, 2013, 2014 and 2015) is taken from a snapshot of the staff body on 1st August of that year. Where data is used in relation to an employment process (such as recruitment and promotions), this applies to the whole academic year 2010-11, 2011-2012, 2012-13, 2013-14 and 2014-2015.

In 2013-14 we implemented a new recruitment system which did not achieve gender data. We now have a process in place for the effective and consistent collection of job application data.

The data in this report refers to the previous academic structure but actions will be taken forward through the new academic structure.

In section 3, Table 6, we have not presented data by grade and STEMM areas: some academic units are small and headcount reduces to individuals in many cases. The academic restructuring may allow for more detailed breakdown of data in future institutional Athena SWAN applications, given the more consolidated structure for STEMM units.

When we refer to an action as '**action 1.x**', this is from our 2013 action plan. Actions which are '**action 2.x**' are from our forward-looking 2016 plan. The issues we highlight as actions are the central priorities but there are other references in the text to next steps which will also be pursued alongside our formal action plan.

## 2. The self-assessment process – maximum 1000 words [actual word count - 950]

### Self-Assessment Team – Institutional Athena SWAN Group

The University's Strategic Plan 2016-2021 was rooted in consultation with our staff and students and commits us to creating institutional and cultural change within all areas of practice in order to be successful in gaining an Athena SWAN Silver Institutional Award and a Gold Departmental Award. This ambition to achieve genuine and substantive change for women's careers in STEM and beyond is clear.

The Institutional Athena SWAN Group (IASG) is responsible for the University of Stirling's Athena SWAN work. In 2013, our Bronze institutional team consisted of representatives from all STEM departments, with expertise from Human Resources, Policy and Planning, and the Research and Enterprise Office. The IASG has maintained representation from each of these areas and has expanded significantly since 2013, augmented by AHSSBL representation, contract researchers and students. This met the 2013 **actions 1.1 and 1.3**, to broaden the representation on the institutional self-assessment group. We are committed to further diversifying the IASG to ensure men with caring responsibilities and men utilising flexible working are represented.

In September 2015 we amalgamated the institutional ASSAP (IASG) and our Departmental Chairs Group with the aim of streamlining processes and facilitating good information flow between institutional and departmental teams. In so doing, the interaction between disciplines to stimulate new approaches to gender equality has proved particularly useful.

The IASG meets four times per year. The main business of the group is to monitor the institutional data and action plan, to closely review departmental Athena SWAN applications and act as critical friends for each other, and to receive relevant updates from the departmental Self-Assessment Teams (SATs). The IASG reports to the Equality Steering Group (ESG), chaired by the DP (OS&EA) who is the senior equality lead in the University. In 2014 a new role of Dean for Equality and Diversity (Dean E&D) was created. In September 2016 the Dean E&D became Chair of the IASG and now leads all Athena SWAN work in the University. Current membership of the IASG is presented in Table 1.

In line with **action 1.2** of the 2013 plan, regular reports on equality activity, including Athena SWAN, are provided to the University Strategy and Policy Group (USPG), the Joint Policy, Planning and Resources Committee (JPPRC), and University Court, given that our work on equalities is integral to our Strategic Plan.

We are active in a range of equality networks including ECU's Scottish Liaison Group, ECU's Regional Network (we are hosting the next Regional Network meeting in December 2016) and the ECU's Race Network. We also contribute to discussions around equality and diversity issues via our membership of a range of professional bodies e.g. Vitae, ARMA and AURIL.

**Table 1: Institutional Athena SWAN Group Membership November 2016**

Name	Academic Department or Service Area	Other Information (Athena SWAN role/perspective in bold)
Alenka Jelen-Sanchez	Arts & Humanities	Lecturer in Public Relations Communications, Media & Culture Taught Postgraduate Programmes Director <b>Vice-Chair FAH ASSAP</b>
Carron Shankland*	Natural Sciences, Computing Science and Maths	Chair of BCS Women in Computing Group Professor of Computing Science and Deputy Head of Natural Sciences Previous member of University Court, Academic Council and AAPC <b>Member Divisional CSM ASSAP; Chair IASG 2013-2016</b>
Elena Dimova	Health Sciences & Sport	Second year PhD student Graduate School Officer in FHSS and Teaching Assistant <b>Postgraduate representative</b>
Emma Steel	Health Sciences & Sport	STEMM Research Assistant (breast and prostate cancer) Contract Researcher on two PT fixed-term contracts Previously worked at the Centre for Women's Health, Gender & Society, University of Melbourne <b>Contract researcher representative</b>
Fiona Dobbie	Health Sciences & Sport	Research Fellow <b>Chair Faculty ASSAP (Bronze Award achieved Nov 2015)</b> Undertaking a part-time PhD Parent to one child
Gabriela Ochoa	Natural Sciences, Computing Science and Maths	Senior Lecturer <b>Chair of the CSM Divisional ASSAP</b> Married with two teenage children
Gavin Lee	Policy & Planning	Deputy Head, Policy & Planning Responsible for central coordination of equality & diversity at the University <b>Senior policy lead for Athena SWAN application</b>
Gemma Ryde	Health Sciences & Sport	STEMM Postdoctoral Research Impact Fellow (fixed-term) Member of Health Sciences and Sport Research and Researcher Development Committee On numerous fixed-term contracts since 2013 taking maternity leave during this time with both parents now working FT <b>Postdoctoral representative</b>
Graeme Duff	Policy & Planning	Graduate Policy and Planning Officer Provides support to IASG and Divisional ASSAPs Was on fixed-term contract until Oct 2014 Works FT on a flexible basis whilst studying <b>Data analysis &amp; presentation for Athena SWAN application</b>
Irene Bruce	Social Sciences	Faculty Manager, and member of the University Professional Services Leadership Group. Responsible for Equality and Diversity compliance Extensive governance and compliance experience



		LFHE Aurora Mentor and Role Model <b>Evaluation and review of Athena SWAN application</b>
Jane Smithson	Social Sciences	Teaching Fellow (Primary Education), Early Years Lead <b>Member of FoSS ASSAP</b> Previous experience of returning to work following maternity leave on PT basis Welcomes the opportunity to work flexibility
Jess Logan	VP Communities, Students' Union	Organises student Gender Equality Movement Role focusses on employability Current undergraduate student <b>Student representative</b>
Karen Lawson	Human Resources	Head of HR Services and Systems Responsible for HR service delivery and processes, incl employee life cycle processes, job evaluation, academic probation, recruitment and selection procedures <b>Provides an HR overview</b>
Katharine Reibig*	Researcher Development Policy Officer, Research & Enterprise Office	<b>Secretary to IASG</b> University coordinator for HR Excellence in Research Award Works 0.6 FTE Has three school-aged children and was supported during two periods of maternity leave whilst at Stirling
Kirsty Park	Natural Sciences, Div of Biological & Environmental Sciences	Professor in Conservation Science & Deputy Head of Division Chair of the BES Equality & Diversity committee <b>Led BES' successful Bronze Athena SWAN application; Chair of Divisional BES ASSAP</b>
Lorna Prince	Human Resources & Organisational Development	Organisation Development Partner Currently FT with flexible working hours with previous experience of PT working due to caring responsibilities Mother and a grandmother Previous experience balancing FT study with childcare <b>Provides input re. training and support</b>
Margaret Crumlish*	Natural Sciences, Institute of Aquaculture (IoA)	Senior Lecturer <b>Member of the IoA ASSAP</b> Experience of both FT and PT working whilst at Stirling
Naomi Brooks	Health Sciences & Sport	Senior Lecturer in Health & Exercise Sciences <b>Member of the FHSS ASSAP</b> Currently on maternity leave
Paul Cairney	Arts & Humanities, Div of History & Policy	Professor of Politics and Public Policy Equality Champion for the FAH Father of three in a dual career family <b>Evaluation and review of Athena SWAN application</b>
Peter Hancock	Natural Sciences, Division of Psychology	Professor of Psychology <b>Chair, Psychology division ASSAP</b> Parent of two

Peter Matthews	Social Sciences	Senior Lecturer in Social Policy <b>Co-chair of Faculty ASSAP, Faculty Equality Champion;</b> Carried out research projects for Equality and Human Rights Commission Scotland Conducted internal scholarship on the experience of trans/gender non-binary students in the University
Rachel Norman*	Natural Sciences, Institute of Aquaculture	Professor of Aquatic Food Security <b>Chair of the IoA ASSAP</b> Equality Champion for IoA Chair of the Stirling Branch of Science Grrl Previous experience of working part time Mother of four in dual career family
Robin Iffla	External Equalities consultant: Robin Iffla Training	Equality and Diversity Consultant Mediator and Business Consultant Board Member and Diversity Champion, Scottish Fire and Rescue Service (SFRS) <b>Review and evaluation of Athena SWAN application</b>
Tessa Parkes	Health Sciences & Sport	Senior Lecturer and Dean for Equality and Diversity <b>Chair of IASG and previous Vice Chair FHSS ASSAP</b> Has three children in dual career family and recent (2015) returner from maternity leave
Vikki McCall	Social Sciences	Lecturer, Housing Studies <b>Member of FoSS ASSAP</b> Currently on maternity leave

\*Members marked with an asterisk were also members of the 2013 SAT.

### Self-assessment process 2016

The preparation for award renewal has been led by the Chairs (previous and current) of the IASG and supported by colleagues from Research and Enterprise Office and Policy and Planning. This small group collated staff, student and survey data and led the initial drafting of the application and action plan before circulating to the IASG for comment. Members of the IASG then took responsibility for commenting and redrafting individual sections of the application which allowed for the iterative development of a document informed by both institutional leadership and faculty/departmental experience.

Wider consultation on Athena SWAN identified actions was carried out through our Equality Action Forum (EAF) where all our institutional Equality Champions come together to raise issues and take forward various pieces of planned work, and the departmental SATs. We also ensured that senior leaders were given the opportunity to feed into the final application and action plan including the Principal, the University Secretary, the DP (OS&EA), the Director for Advancement (Aurora Champion for the University of Stirling), the Director of HR, the Director of Research and Enterprise, and the Head of Student Services (centrally involved in the initial application and action plan). We used our November 2016 Researchers' Forum to share Athena SWAN data to help focused discussion on the relevance of gender and research as part of our Athena SWAN renewal work.

Revisions to the self-assessment team and action plan monitoring and review

In light of our desire to achieve an institutional silver award, we will be revising the structures to support Athena SWAN self-assessment from January 2017. The IASG has proved effective in bringing together the knowledge and experience of our different disciplines and services as intended but this also focussed the work of the group on supporting departmental work. The renewal process has allowed us a constructive period of reflection on this and on the structures that we need to ensure that we can take a focussed approach to our institution-level Athena SWAN work in the institution.

IASG will be retained as an effective steering group, practice-sharing opportunity and instigator of change. It will meet bi-monthly rather than quarterly because of the volume of work that will be required to ensure success with our ambitious new action plan, including our Silver departmental applications. IASG will be augmented by an operational group that will meet monthly to keep the action plan objectives under close and constant review. Both groups will be led by the Dean E&D who has overall responsibility for leading the Athena SWAN work in the University. The operational sub-group will include the Deputy Head of Policy and Planning, the Director of HR and the Director of REO; key senior staff to ensure the achievement of ambitious plans. Any slippage on expected timelines will be raised by the Dean of E&D with the IASG, with ESG, and with the DP (OS&EA), for immediate action. Following anticipated renewal of the Bronze Award, we will begin building the dataset to inform a Silver application (**action 2.1**).

### 3. Description of the institution – maximum 1000 words [word count - 947]

#### Overview

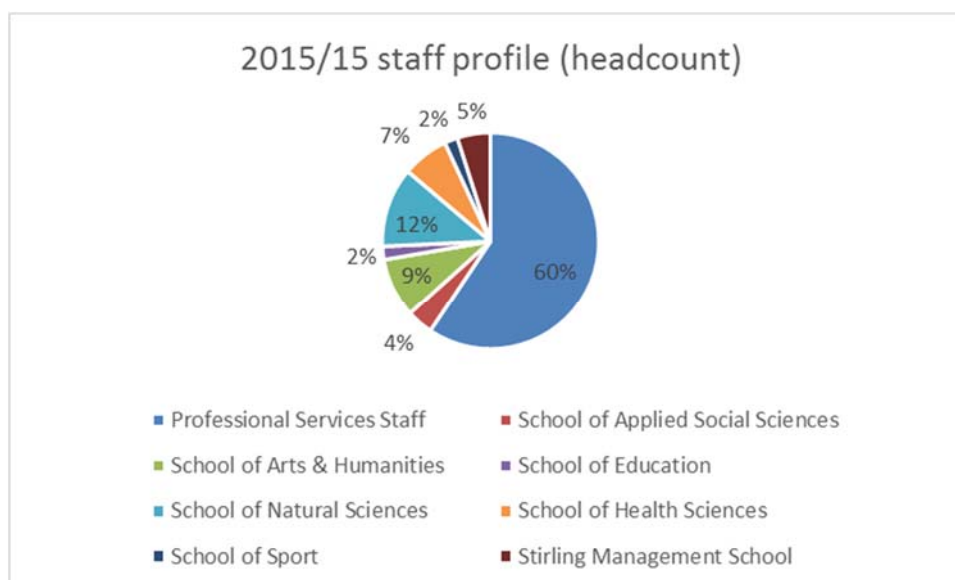
The University of Stirling is an international University with a global reputation for high-quality teaching and research. We are recognised in international league tables: 39<sup>th</sup> in the UK in the Complete University Guide and in the top 150 most international universities (Times HE World University Rankings). In REF2014, we ranked 6<sup>th</sup> in Scotland and 45<sup>th</sup> in the UK, with almost three-quarters of our research activity rated as internationally excellent or world-leading.

The University currently employs 1500+ staff, 40% (714) academic staff and 60% (1065) support staff, and has 12800+ students (9450+ undergraduates and 3390+ postgraduates), representing over 120 countries with 20% of our students from overseas.

In summer 2016 the University restructured into academic faculties.

**Table 2: pre and post summer 2016 academic department / school structure**

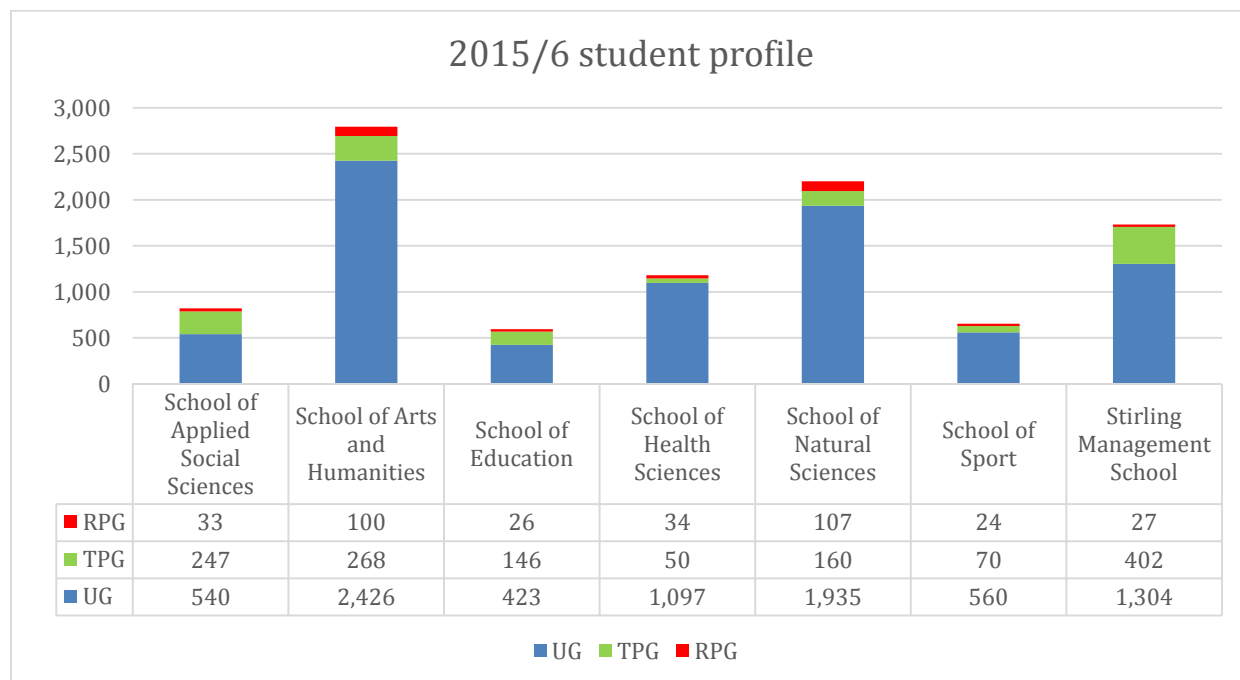
Previous structure	New structure
School of Arts and Humanities	Faculty of Arts and Humanities
School of Natural Sciences	Faculty of Natural Sciences
Stirling Management School	Stirling Management School
School of Health Sciences	Faculty of Health Sciences and Sport
School of Sport	
School of Applied Social Science	Faculty of Social Sciences
School of Education	



**Figure 1: University of Stirling staff profile - 60% are professional services staff and 40% are academic.**

Our student profile has remained relatively consistent over the period from 2012, despite an overall increase in student numbers. From 2012, the student body has grown from around 8000 FTE to 10000 FTE. As shown in Figure 2, c.40% of students are in STEMM Schools. A

higher percentage of RPG students (47%) were in STEMM schools in 2015-16. The student body is 63.5% female, with high numbers of female students in the School of Health Sciences. In 2015-16, the University was funded by the Scottish Funding Council to undertake work to analyse gender imbalance in student intakes to professional subjects.



**Figure 2: Academic department student profile**

The University hosts a cross-disciplinary Centre for Gender and Feminist Studies. Students on the master's programme in gender studies carry out mini research projects and dissertations and are encouraged to pursue projects which support our institutional equality goals.

### Achievements and Success

There have been significant improvements since the previous application aided by various actions from our 2013 plan, including, a focus on training for women in promotion processes ([action 1.10](#)) and leadership, a review of promotions processes ([action 1.8](#)) and the delivery of unconscious bias training for senior staff ([action 1.9](#)). These have, *inter alia*, contributed to the following positive developments:

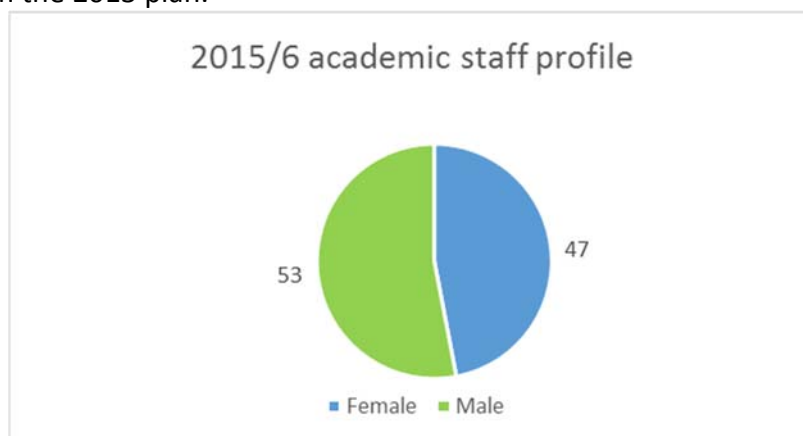
- increase in proportion of women at professorial level (25% to 33%, headcount 23 to 36) since 2011;
- increase in number of women in STEMM departments by 56% (from 92 to 144), with the largest increases in Grades 7/10;
- increase in proportion of women in STEMM departments from 44% to 52%;
- female representation at all grades is above sector averages.

As shown in Table 3, there has been a 15% increase in the number of female academic staff overall but, through a combination of appointments and promotions, there has been a 56% increase in women at professorial level.

**Table 3: % female academic staff 2011-2015**

	STEMM				AHSSBL				Whole University (Academic Staff)				Total
	F	%	M	%	F	%	M	%	F	%	M	%	
2011	92	44%	117	56%	147	47%	164	53%	239	46%	281	54%	520
2012	95	44%	118	56%	142	45%	172	55%	237	45%	290	55%	527
2013	115	47%	132	53%	142	43%	187	57%	257	45%	319	55%	576
2014	133	48%	145	52%	133	43%	177	57%	266	45%	322	55%	588
2015	144	52%	132	48%	130	42%	176	58%	274	47%	308	53%	582

As shown in Table 3, the number of female academics in STEMM departments has increased by 56% (overall academic staff numbers have increased by 12%). This has increased the ratio of female to male staff slightly since 2012; now 47:53 (F:M) for the University as a whole (see Figure 3). The percentage of female academic staff has consistently been above the sector average (44.6%) and has been aided by the monitoring of recruitment and promotions data ([action 1.7](#)) from the 2013 plan.


















**Figure 3: Showing the gender split of the academic staff population as being 47:53 (F:M) in 2015**

The proportion of women in STEMM areas has shown a consistent growth from 44% female in 2011 to 52% in 2015 (Table 3), slightly above the national average of 50% for STEMM (ECU 2015 report). Much of this positive position is due to the School of Health Sciences (high female representation at 85%, accounting for 58% of female STEMM academics). [Action 1.5](#) of the 2013 plan committed to reviewing the reduced number of female academics in STEMM and while these data show our success in this area we continue to undertake further work on numbers *within* specific STEMM areas/disciplines.

Female representation within all academic grades at Stirling is above sector averages: in 2015 it was 64% at Grade 7 (vs. 47% - sector average) and 33% at Grade 10 (vs. 22% - sector average, see Table 3). In STEMM areas (see Table 5) whilst the proportion of female academics is above sector average for non-professorial staff (Stirling 46%, ECU national 44% women), it is almost double at professorial level (Stirling 33%, ECU national 19%). While this success is partly due to the academic subject make-up of the University, actions taken through Athena SWAN to improve recruitment and promotion practices ([actions 1.8, 1.10 and 1.11](#)) have also contributed to this.

**Table 4: Gender split for academic staff by grade in whole University**

		GRADE6	GRADE7	GRADE8	GRADE9	GRADE10	OFFSCALE	Total
2011	F	20	41	94	57	23		
	% F	69%	49%	54%	41%	25%		
	% pop	4%	8%	18%	11%	4%	0%	46%
	M	9	43	80	81	68	0	281
2012	F	20	37	100	56	23	0	236
	% F	69%	56%	50%	40%	26%	0%	45%
	% pop	4%	7%	19%	11%	4%	0%	45%
	M	9	29	100	84	67		
2013	F	21	53	99	54	30	0	257
	% F	55%	60%	48%	40%	28%	0%	45%
	% pop	4%	9%	17%	9%	5%	0%	45%
	M	17	35	107	82	77		
2014	F	23	58	94	56	33		
	% F	55%	59%	48%	40%	31%		45%
	% pop	4%	10%	16%	10%	6%	0%	45%
	M	19	41	103	83	75		
2015	F	22	58	97	57	36		
	% F	56%	64%	49%	41%	33%	100%	47%
	% pop	4%	10%	17%	10%	6%	1%	47%
	M	17	32	102	83	74	0	308

**Table 5: Gender split for academic staff by grade in STEMM departments**

		GRADE6	GRADE7	GRADE8	GRADE9	GRADE10	OFFSCALE	Total
2011	F	11	12	41	22	5		
	% F	69%	38%	55%	40%	17%	100%	44%
	% pop	5%	6%	20%	11%	2%	0%	44%
	M	5	20	34	33	25	0	117
2012	F	13	10	45	21	6	0	95
	% F	68%	50%	52%	40%	19%	0%	45%
	% pop	6%	5%	21%	10%	3%	0%	45%
	M	6	10	42	32	26		
2013	F	16	22	47	20	10	0	115
	% F	62%	56%	52%	37%	27%	0%	47%
	% pop	6%	9%	19%	8%	4%	0%	47%
	M	10	17	43	34	27		
2014	F	17	34	44	24	12		
	% F	52%	61%	51%	41%	29%		48%
	% pop	6%	12%	16%	9%	4%	1%	48%
	M	16	22	43	34	29		
2015	F	16	36	50	24	14		
	% F	52%	69%	57%	40%	33%	100%	52%
	% pop	6%	13%	18%	9%	5%	1%	52%
	M	15	16	37	36	28	0	132

Areas for progress

Progress has been more limited in that despite significant progress, female academics remain under-represented in the higher grades (Grades 9 and 10) on teaching and research contracts. There has been a steady increase in the percentages of women in Grades 9 and 10 on teaching and research contracts (from 32% on 9 and 17% on 10 in 2011 to 40% on 9 and 35% on 10 in 2015) but women are still under-represented in higher grades.

Table 6 shows the breakdown of men/women on the different contract strands within STEMM 2011-2015 through all grades. The relatively small numbers makes identifying trends challenging, particularly in relation to research-only contracts.

There is a predominance of women in more junior staff grades (Grades 6-8) and, as shown in Table 6, more women hold teaching and scholarship (T&S) roles at Grade 8.



**Table 6: Gender split of academics by grade and contract type, STEMM, 2011-2015**

		Research (Grade 6)	Research (Grade 7)	Research (Grade 8)	Research (Grade 9)	Teaching & Research (Grade 7)	Teaching & Research (Grade 8)	Teaching & Research (Grade 9)	Teaching & Research (Grade 10)	Teaching & Scholarship (Grade 7)	Teaching & Scholarship (Grade 8)	Teaching & Scholarship (Grade 9)	Offscale	Grand Total
2011	F	11	10	5	5	17	12	5		19	5			
	% F	69%	40%	63%	71%	40%	32%	17%	0%	76%	50%			
	M	5	15			25	26	25		6	5	0		117
2012	F	13	7	8		20	13	6		17			0	94
	% F	68%	54%	53%		41%	33%	19%		71%			0%	44%
	M	6	6	7		29	26	26		7	5			119
2013	F	16	18	5		27	14	10		15			0	115
	% F	62%	69%	38%		47%	33%	27%		75%			0%	47%
	M	10	8	8		8	30	29	27		5			132
2014	F	17	25	5		8	27	19	13		12		0	133
	% F	52%	66%	36%		50%	47%	40%	31%				0%	48%
	M	16	13	9		8	30	29	29					145
2015	F	18	29	5		7	27	20	15		18		0	144
	% F	55%	73%	42%		58%	51%	40%	35%				0	52%
	M	15	11	7		5	26	30	28	0			0	132

While there are relatively small numbers on these contracts, **action 2.2** on our new plan identifies the issue of women being underrepresented in higher grades as a key area for further investigation/action (continuing **action 1.5** 2013). In **action 2.3** we will provide further support for mid-career academics in Grades 8 and 9 to prepare them to apply for successful promotion. While this action will contain a number of related initiatives, **action 2.4** will investigate the way in which secondments are used in the institution, and generate discussions with a wide range of staff about how such opportunities may support career progression.

**Supporting and advancing women's careers – 4500 words in total [Word count – 4439]**

#### **4. Key career transition points**

##### Overview

Previous action points for key transitions (**action 1.28**) and promotion (**actions 1.8, 1.9, 1.10, 1.20**) focused on: equality impact assessment of promotions procedures/criteria, delivery of unconscious bias training and revised job adverts. Continued challenges lie in the under-representation of women at higher grades and the over-representation of women in T&S roles. Measuring the impact of actions taken in relation to recruitment has been hampered by challenges with our recruitment system which did not retain sufficient application data to allow rigorous analysis. A new process, instigated in 2014, has improved the information available but unfortunately recruitment data from 2013/4 is currently unavailable.

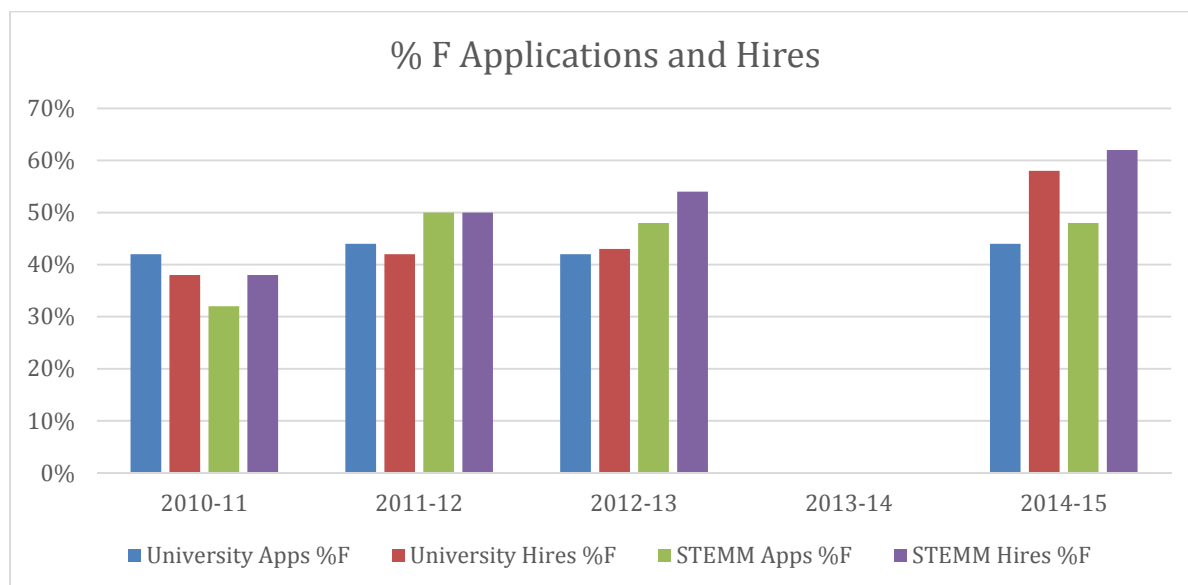
##### Success

The two areas of progress are:

- *Recruitment*: percentage of female hires increased from 42% to 58% across University, from 52% to 62% across STEMM departments (between 2011-12 and 2014-15);
- *Promotions*: across University, parity achieved in success rates for male and female promotions (51% average from 2011-2015).

##### *Recruitment*

The 2013 AP committed us to increased monitoring of recruitment data (**action 1.7**), and delivering unconscious bias (UB) training to staff on appointment panels (**action 1.9**). There has been progress with both and steps towards ensuring gender-balance on selection committees. The standard text for University job adverts was also revised to encourage a wider pool of applicants. Job adverts now include text about equality and diversity highlighting our institutional Athena SWAN Bronze award (with some indication of success). Despite data challenges identified, Figure 4 and Table 7 demonstrate our ability to analyse recruitment data and identify differences between AHSSBL and STEMM.



**Figure 4: % female applicants and hires 2010-11 to 2014-15, for STEMM and whole University**

**Table 7: % female applicants and hires between 2010-11 and 2014-15; \* = prefer not to say/information refused**

			2010 - 2011	2011 - 2012	2012- 2013	2013 - 2014	2014 - 2015
Whole University	Applications	F	499	687	626		819
		M	678	838	817		977
		*	-	-	52		70
		Total	1177	1562	1495		1866
		<b>% F</b>	<b>42%</b>	<b>44%</b>	<b>42%</b>		<b>44%</b>
	Hires	F	32	43	50		49
		M	43	31	66		22
		*	-	-	0		13
		Total	85	74	116		84
		<b>%F</b>	<b>38%</b>	<b>42%</b>	<b>43%</b>		<b>58%</b>
STEMM only	Applications	F	50	378	171		417
		M	105	297	172		423
		*	-	-	11		26
		Total	155	675	354		866
		<b>% F</b>	<b>32%</b>	<b>50%</b>	<b>48%</b>		<b>48%</b>
	Hires	F	12	11	31		28
		M	20	11	26		10
		*	-	-	0		7
		Total	32	22	57		45
		<b>%F</b>	<b>38%</b>	<b>50%</b>	<b>54%</b>		<b>62%</b>

In STEMM 2014-15 we had 48% female applicants and a 62% success rate. For AHSSBL there were 40% female applicants with a 54% success rate.

All interview panel members are required to undertake an online training module on recruitment processes, including a section on UB, and required to pass a test. This increases awareness of UB but **action 2.5** deepens engagement with this.

Guidance on the membership of appointing panels was amended in 2012 to introduce the requirement for appointing committees to be gender-balanced and, as far as possible, reflective of the University population (previously only constrained not to be single gender). However, as the composition of interview panels is not monitored centrally it is not clear this has been achieved. **Action 2.6** will monitor the composition of all University staff interview panels and proactively address imbalances.

#### *Promotions*

The previous AP had a significant focus on promotions (**action 1.7**), equality impact assessing promotions procedures (**action 1.8**), and coaching for female academics (**actions 1.10, 1.11**). In addition there were a range of actions around promoting (**action 1.15**) and supporting women in academic careers (**actions 1.12, 1.13**).

The promotions process follows a path: a call for applications, including transparent criteria, is distributed to academic staff annually. Schools filter the applications and forward them, with an evaluative report, to the Academic Advancements and Promotions Committee (AAPC) to take the final decision.

The process was equality impact assessed (EQIA) in 2012. Following this, the application form and CV templates were updated and process streamlined. Table 8 below shows the monitoring of promotions data year-on-year over a five year period. The average across all years shows parity between male and female applicants at each stage, except in the final success rate for male applicants in STEMM (66% male to 50% female success). The number of promotion applications are small, particularly once broken down to STEMM departments, which makes identification of trends challenging.

**Table 8: Promotions data, showing headcount of eligible academic population by gender, and numbers of applications made, and percentage of applications and success (as per eligible population) for 2011 - 2015 (whole University and STEMM)**

WHOLE UNIVERSITY							
		Total Eligible population	Applicants	Not Supported by Faculty	% Not Supported	Successful Applicants	% Successful
2011	F	239	10	█	█	█	█
	M	281	23	8	35%	5	22%
2012	F	236	9	█	█	5	56%
	M	291	25	0	0%	14	56%
2013	F	237	25	█	█	13	52%
	M	290	26	█	█	16	62%
2014	F	266	15	6	40%	7	47%
	M	322	31	9	29%	16	52%
2015	F	274	13	█	█	8	62%
	M	308	28	█	█	17	61%
TOTAL	F	1,252	72	13	18%	█	51%
	M	1,492	133	24	18%	68	51%
STEMM							
		Total Eligible population	Applicants	Not supported by Faculty	% Not Supported	Successful Applicants	% Successful
2011	F	92	8	█	█	█	█
	M	117	12	█	█	5	42%
2012	F	95	█	0	0%	█	█
	M	118	7	0	0%	█	█
2013	F	115	12	█	█	█	█
	M	132	14	█	█	7	50%
2014	F	133	7	0	0%	6	86%
	M	145	13	█	█	11	85%
2015	F	144	█	0	0%	█	█
	M	132	12	0	0%	11	92%
TOTAL	F	579	32	█	█	16	50%
	M	644	58	8	14%	38	66%

Although the EQIA of promotions processes did not raise significant issues, we recognise that women are more likely to work part-time/take career breaks so **action 2.7** will undertake a routine review of promotions data to ensure that positive progress continues and that part-time working/career breaks do not disproportionately disadvantage female applicants.

#### Areas for progress

##### *Promotions*

AAPC comprises nine members: the Principal, two Deputy Principals, one lay member of Court, two members of Academic Council, and two Deans of Faculty). AAPC is required to be of

mixed gender and currently approximately 20% of the committee are women (Table 9). Since 2013 when Unconscious Bias training was introduced, 4 of the 12 AAPC members (33%) have participated in Unconscious Bias training.

**Table 9: AAPC gender composition and Unconscious Bias training participation, since 2013**

Gender	Number	Participated in UB training
Male	7	2
Female	5	2

This is below expectations and **action 2.5** will increase this to 100% of AAPC members in 2016-17. As an immediate action, the Dean E&D and DP (OS&EA), will request all current members of AAPC undertake this training. We will also increase the proportion of women on AAPC to 40/40/20 by Jan 2018.

The data in Table 8 point to a sectoral concern: fewer women are putting themselves forward for promotion. **Action 2.8** will therefore review/investigate how career breaks/part-time working (see section 7) impact women seeking promotion and explore other relevant factors, such as possible workload inequities, by speaking with women in focus groups across faculties.

We will drive further progress by reinforcing areas of work we developed over the previous period. As stated above, **action 2.3** involves a range of support for mid-career female academics in preparing for successful promotion and aims, by the 2019 round in order to facilitate equal proportions of women and men applying.

*Supporting career transitions for doctoral/postdoctoral researchers*

**Action 2.9** will introduce enhanced support for career transitions, most specifically transitions between postgraduate/postdoctoral research and substantive academic posts, by offering a programme: 'Women in the academy: focusing on Early Career Researchers (ECR)'. Developed and previously run nationally for the Scottish Graduate School of Social Science by the Dean E&D, it utilises the LFHE Aurora open-access resources, and will include development days, a mentoring relationship, and substantial networking opportunities. It will run through 2017/2018 with a group of 15 ECR with a view to mainstreaming it if it evaluates successfully.

*Retention*

As part of growing the evidence base, **action 2.10** builds on **action 1.16** to analyse the exit interview data which is now routinely collected by HR.

*Fixed-term contracts*

The percentage of women on fixed-term contracts has been relatively stable over the past five years. In 2015, 63% of staff on fixed-term contracts were women, in contrast to 48% across the sector. Women in STEMM are also more likely to be on fixed-term contracts than the University average (70% of fixed-term contract staff in STEMM are women). Within STEMM the number of women on these contracts has almost doubled between 2011-2015, compared to a 30% increase across the University (Table 11).

**Table 10: Staff by contract type (whole University, headcount data)**

	Fixed-term					Open-ended					All Staff				
	Female		Male		Total	Female		Male		Total	Female		Male		Total
		%		%			%		%			%		%	
2011	63	64%	36	36%	99	176	42%	245	58%	421	239	46%	281	54%	520
2012	53	60%	36	40%	89	183	42%	255	58%	438	236	45%	291	55%	527
2013	75	57%	56	43%	131	182	41%	263	59%	445	257	45%	319	55%	576
2014	81	58%	59	42%	140	185	41%	263	59%	448	266	45%	322	55%	588
2015	83	63%	48	37%	131	191	42%	260	58%	451	274	47%	308	53%	582

**Table 11: Staff by contract type in STEMM departments (headcount data)**

	Fixed Term					Open Ended					All Staff				
	Female		Male		Total	Female		Male		Total	Female		Male		Total
		%		%			%		%			%		%	
2011	29	69%	13	31%	42	63	38%	104	62%	167	92	44%	117	56%	209
2012	26	67%	13	33%	39	69	40%	105	60%	174	95	45%	118	55%	213
2013	43	62%	26	38%	69	72	40%	106	60%	178	115	47%	132	53%	247
2014	53	60%	36	40%	89	80	42%	109	58%	189	133	48%	145	52%	278
2015	58	70%	25	30%	83	86	45%	107	55%	193	144	52%	132	48%	276

We completed [action 1.7](#) to monitor demographic differences in fixed-term appointments. Some element of fixed-term contracts may be connected to women choosing such contracts to provide them the flexibility they need as mothers. We need to better understand these issues and further monitor this area so have developed a focused mini-action plan ([action 2.11](#)).

## 5. Career development

### Overview

Career development at Stirling is supported in three main ways:

- Achieving Success annual performance process;
- targeted personal/leadership development opportunities;
- specific suite of researcher development opportunities especially targeted at ECRs.

A significant number of previous actions aimed at supporting career development through training, support and mentoring ([1.10](#), [1.11](#), [1.12](#), [1.13](#), [1.14](#), [1.17](#), [1.18](#)) and our success is demonstrated below.

We fully engage with the Researchers' Concordat and successfully retained the HR Excellence in Research Award in 2016, following our 2013 award. We have close links with Vitae and promote their activities. Key to the support of research staff is our Researcher Development Programme which maps on to the Vitae Research Development Framework.

### Success

Positive progress in relation to career development includes:

- Achieving Success interviews are increasingly effective in identifying requirements for support/planning career development;
- number of female academics engaged in developmental leadership programmes is increasing with courses now well-embedded and actively built upon;
- proactively involving our female professional services colleagues in many leadership courses.

### *Achieving success*

Achieving Success allows the identification of short, medium and longer-term development/training/support needs, and the setting of SMART targets. As per [action 2.3](#), Achieving Success is the vehicle for the active encouragement of women to consider promotion. [Action 2.12](#) will link to this by focusing specifically on the process of research leave examining whether the scheme is effectively supporting early/mid-career academic women (all disciplines) to generate high-quality and impactful grant submissions/publications.

### *Leadership and development*

Underpinning the broad support structure of annual review/academic development are a range of successful programmes of support for academic and professional services colleagues:

- LFHE Aurora Programme for women in academic and professional services;
- in-house Stepping Stones programme for women as above;
- Leadership and Development Programmes (ILM, for women and men in academic and professional services, ILM accredited);
- Taking Control of your Career workshops (for women as above);
- Personal Effectiveness Programme (all staff); and



- Stirling Crucible (for ECR, all genders).

137 women have participated in Stepping Stones or Aurora since 2013 (£73,200 investment since 2012). As one of the strongest supporters of Aurora in the UK, we consistently send the highest number of delegates each year (20 pa, 82 since 2012). Those who do not get a place can re-apply and attend the Stepping Stones programme.

The Aurora Programme includes an important mentoring component and, with Stepping Stones, provides the largest network for female staff in academic and professional services roles. Stirling is unique in asking Aurora participants to undertake an institutional project, for example, in running a conference on everyday sexism, and research projects on gendered research performance, facilitating re-entry to academic work after long-term leave, and the perceptions of women postgraduates in science. Regarding the effectiveness of these programmes a survey of participants (2013-2015 both programmes) showed an increase in women's perceptions of their leadership capability.

We offer additional Leadership and Development Programmes which are open to men and women from academic units and professional services (accredited by ILM at up to level 5). Since 2014-15, 71 people have participated (F:M of 56:15) (investment £116,000).

We are piloting a new career planning/development workshop Taking Control of your Career (**action 2.13**) which addresses feedback from promotions workshops for women. Sessions take a broad approach to helping women plan their career development in a proactive way. Two workshops will run in late 2016 targeting academic women and a workshop run in February 2017 for professional services women.

Our in-house Personal Effectiveness Programme responded to feedback from Stepping Stones participants and provides protected time for staff to invest in themselves. The programme can be taken by men and women, through attendance at individual events or by signing up to all six half-day events (see Table 12 for uptake by gender).

**Table 12: Stirling's in-house Personal Effectiveness programme attendees**

Year	Split		Total
	Female	Male	
<b>2014/2015</b>	24 (88%)	3 (12%)	27
<b>2015/2016</b>	17 (89%)	2 (11%)	19

In 2014 we launched the Stirling Crucible, a local version of the successful Scottish Crucible, a leadership programme for ECRs across disciplines. Staff attend three 2-day workshops on impact, interdisciplinary working, and innovation and leadership. To date, two cohorts have run with 36 participants (21F).

The Women in Leadership Development (WILD) programme developed from feedback received from Aurora/Stepping Stones alumni and provides a 'next step' to complement other initiatives with opportunities for shared learning, networking, and building relationships across the University. The development of this peer network achieved **action 1.17** but beyond Aurora,

there has been limited progress in relation to facilitating engagement for female academics in sector-wide networks ([action 1.18](#)) so [action 2.14](#) will ensure attention is paid to the development of a women’s network.

Areas for progress

While there has been positive progress in the area of career development we will create a renewed focus on:

- enhanced induction processes;
- increased monitoring of uptake/effectiveness of our Researcher Development Programme;
- broadening/deepening opportunities for mentoring and coaching;
- media training;
- better recognition and celebrating of the achievements of Stirling women.

*Induction*

Our induction processes are structured at three levels: sector, institution and local (faculty/division). A new one-day event, Higher Education (Scotland) Today, was created between the Universities of Stirling and Dundee and aims to address current sector issues/challenges. It meets the needs of staff new to the sector and those (e.g., returning from a period of parental leave) who wish a ‘refresher’

Institutional level induction takes place in a number of formats including online induction materials. An induction day is also held annually for new staff engaged in research and our Academic Development team are in the process of re-designing the learning and teaching induction. Local induction is organised by faculties/divisions, bespoke to their needs.

While there is value in induction being within the academic area or service department, we have identified the opportunity to do more for staff at an institutional level to ensure a consistent introduction to University culture, policies and practices. From 2017, HR&OD will introduce a University-wide in-person induction ([action 2.15](#) and continue [action 1.25](#) on raising awareness of flexible working/family friendly policies).

*Researcher Development Programme (RDP)*

The University has a well-established RDP open to members of staff engaged in research (Table 13).

**Table 13: Provision/uptake by academic staff of RDP sessions, 2012-13 to 2015-16**

Year	No. of RDP sessions available	No. of staff participating
2012-13	15	Data not recorded by name, total number of attendances = 116
2013-14	33	124
2014-15	37	158
2015-16	27	169

The post of Researcher Development Policy Officer, based in the REO, was created in 2012 to create significant focus on development activities for researchers. The RDP includes a range of sessions to enhance career skills and facilitate networking between researchers. A Researchers' Forum is held once per semester to facilitate research staff networking with senior colleagues. The Forum recently discussed our Athena SWAN application to ensure it addressed the needs of this group and suggestions included mechanisms to better support staff transitions from fixed-term to open-ended contracts (**action 2.9**).

#### *Mentoring*

The University has ambitions to further build further on its mentoring provision. Currently, all probationary staff are offered a senior colleague to act as a mentor. The University mentoring programme was first introduced as a pilot in 2013 and after successful reviews in 2014/2016 has become a central development activity (**action 1.12**). We will take forward three main review recommendations to enhance current provision; greater recognition for mentors, greater promotion of mentoring across the University, and greater support for mentors through training and a peer network (**action 2.16**).

#### *Media training*

The University provides spokespeople for external media opportunities through its media directory. **Action 2.17** commits to providing media training for female academics as part of our 2017 programme of International Women's Day events. If successful we will mainstream this to ensure that women academics are provided with appropriate support to enable them to externally represent their disciplines, University, and promote their academic work.

#### *Recognising and celebrating women's achievements*

Senior staff in STEMM subjects have been encouraged to nominate individual women for awards. In 2016 the former Chair of IASG, Professor Carron Shankland, was awarded the MRC Suffrage Science Award. In 2014 the University was recognised at the Times Higher Education Awards for Outstanding Contribution to Leadership Development for our Gender Equality Initiative. Going forward we will create a new internal award that recognises and celebrates women in the institution, in academic, technical and professional services, for their contribution and service (**Action 2.18**). We will also review the optimal ownership and process for institutional award applications/support provided to faculties to increase the prominence of award opportunities.

## 6. Organisation and culture

### Overview

An all-staff survey is carried out approximately every two years by an external agency to allow for progress monitoring across key areas. The most recent survey was carried out in 2014-15 and the next will take place in Spring 2017. **Action 1.4** committed to analysing survey data by schools and gender. The 2014-15 survey data is available as whole University, split by schools/services, or gender, but not both. The analysis below compares and contrasts the experiences of male and female staff but does not allow for analysis of results by female academic staff. **Action 2.19** will ensure that the 2017 survey can be analysed both by faculty/area and gender.

The 2014-15 staff survey reported that:

- women were, marginally, more positive about their work-life balance and workload than men;
- 78% of staff (80% women) said they are able to work their regular working hours without difficulties;
- 77% (79% women) reported being happy with their current pattern of work;
- 80% of staff (81% women) reported that they could approach their manager to talk openly about flexible working; and
- 71% (74% women) felt that they had a good work-life balance.

### Areas of success

#### *Senior management*

Advances have been made in improving the gender ratio of Heads of Schools (now Faculty Deans), on the Senior Management Team (SMT), Institutional Deans, and on senior committees. At the end of 2015/16:

- 3/8 (38%) of USPG (senior executive team) were women;
- 3/5 (60%) of Faculty Deans were women;
- 16/25 (64%) of SMT were women.

**Action 2.20** will monitor the composition of Faculty Executive (most senior) Groups for gender balance to ensure that this success is replicated across our faculties and continue to monitor institutional committees/SMT to ensure progress is maintained.

#### *Governance*

We have also made progress within key decision-making committees of the University: University Court (governing body of the University) and Academic Council (highest level academic committee). In 2015-16:

- 11/23 members of Court were women;
- 14/29 members of Academic Council were women.

In 2015 the University signed a pledge to deliver a 40:40:20 gender balance<sup>1</sup> amongst members of University Court. There was particular progress in 2015-16 through a concerted focus on improving gender balance through applications. Applications for vacant lay-member positions on Court during 2015 resulted in 19 applications from women and 17 from men. With two women appointed we progressed from 24% of Court being women in 2011 to 45% in summer 2016.

**Table 14: University Court membership 2015 and 2016 (snapshot data at start and end of academic year; percentages in brackets)**

Academic members	Female academic members	Male academic members	Female lay member	Male lay members	Total membership	Vacancies
end 2014-15					37	1
start 2015-16					35	2
end 2015-16					35	2
start 2016-17					35	2

While the University seeks to achieve gender balance across committees, a number of positions on these committees are elected or ex-officio which limits the direct input the University can have. Members of Academic Council are elected from two main constituencies: professorial staff (7), and non-professorial staff and non-academic staff (7), plus the Principal, Deputy Principals (4), Deans of Faculty (5), and two student representatives. Gender balance is therefore constrained by the gender balance of the SMT and female representation amongst the professoriate. As shown in Table 15, there has been significant gender rebalancing regarding members of Academic Council.

**Table 15: Academic Council gender split (headcount, percentages in brackets)**

Academic Year	Male	Female
2012-13	21 (70%)	9 (30%)
2015-16	15 (52%)	14 (48%)

#### *Gender pay gap*

Within grades there is little difference between men and women's remuneration (at most 1.5% in either direction), the exception being academic staff at Grade 10 (4.4%)<sup>2</sup> which has increased from -0.2% in 2012. This is primarily a consequence of the institution's success in promoting more women into Grade 10, as detailed in Section 4, where promotions typically come in at grade entry point. **Action 2.21** involves an audit of professorial pay and commits to reaching a pay gap of +/-2% by the end of 2018.

<sup>1</sup> 'Gender-balanced' is defined as having at least 40% of each gender among those members who are appointed by the governing body. Progress towards this will be measured in 2018 by Universities Scotland as per the Scottish Code of Good HE Governance 2013.

<sup>2</sup> This Grade 10 cohort does not contain Professorial Fellows (PF's) who are high profile, senior academic engagements (Grade 10 equivalent) that are not normally core/standard academic appointments. These engagements are not the same as substantive, open-ended Professional or Professorial (Teaching) Fellow appointments. Typically they will be in the order of 0.2 FTE honorary or professorial.

### Publicity

We have adopted a number of ways to raise the profile of women and inspire conversation about gender roles including running a number of successful International Women’s Day events in 2015/2016. Stirling ensures gender balance in publicity materials and imagery. The most significant recent communication exercise, the launch of our new Strategic Plan, included a high-profile poster campaign featuring staff from across the University (see Figure 5). Female staff were well-represented in this campaign (22F:14M), including senior female academic and members of SMT.

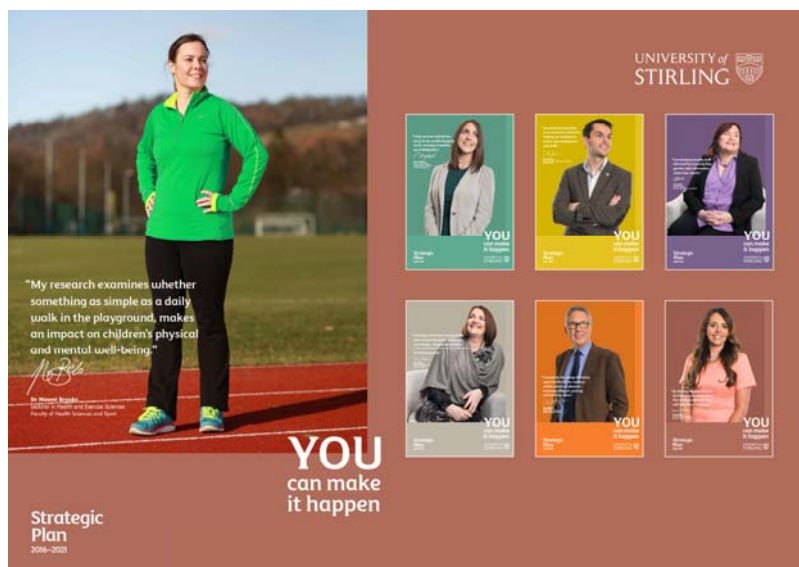


Figure 5 – Example of role models used for the marketing of the University’s Strategic Plan 2016-2021

### Areas for progress

Areas for further development include ensuring equality and diversity continue to underpin preparations for REF and review of the effectiveness of the new workload allocation model.

Equality and diversity was fundamental to preparations for the REF2014 assessment process. A Code of Practice set out procedures to ensure that the selection of eligible staff was fair and transparent including training for decision-makers and demographic monitoring at key intervals, and a panel to identify equality issues impacting on the production of the requisite four publications/suitable adjustments. USPG maintained oversight and discussed equality/diversity considerations on a number of occasions prior to REF2014 submission, including a final review of data in October 2013. 67.5% of eligible female academics and 79.7% of eligible male academics were submitted. This institutional average belies significant differences in inclusion in each Unit of Assessment (UoA). In 5 of the 16 UoA submitted female academics were more likely to be submitted and in 11 of the 16 units female academics were less likely to be submitted. Two UoAs in which women were more likely to be submitted were Computing Science and Psychology, STEMM areas with a traditional under-representation of women.

**Table 16: REF 2014 submissions by gender as a percentage of eligible population by Unit of Assessment**

UoA	UoA Name	Female Total FTE	Male Total FTE	Total FTE	Total FTE submitted	Eligible men submitted (%)	Eligible women submitted (%)	Difference in likelihood of selection (%)
3	Allied health professions, dentistry, nursing & pharmacy	35.8	11.2	47.0	24.4	71.4	45.8	-25.6
4	Psychology, psychiatry & Neuroscience	■	13.0	■	14.0	76.9	100.0	23.1
6	Agriculture, Veterinary & Food Science	5.0	28.0	33.0	28.0	85.7	80.0	-5.7
7	Earth systems and Environmental sciences	■	15.0	■	14.6	86.7	63.6	-23.1
11	Computer science & informatics	■	17.2	■	14.4	65.1	76.2	11.1
17	Geography, environmental studies and archaeology	7.3	16.6	23.9	21.3	94.0	78.1	-15.9
19	Business & management studies	18.7	51.1	69.8	42.8	63.6	55.1	-8.5
20	Law	■	6.7	■	7.9	85.1	52.5	-32.6
22	Social work and social policy	17.8	20.6	38.4	33.0	82.5	89.9	7.3
25	Education	9.6	11.6	21.2	14.0	77.6	52.1	-25.5
26	Sport and exercise sciences, leisure & tourism	5.4	19.0	24.4	22.4	100.0	63.0	-37.0
29	English language & literature	14.1	13.9	28.0	24.0	85.6	85.8	0.2
30	History	■	12.0	■	13.0	83.3	65.2	-18.1
32	Philosophy	■	11.9	■	12.4	74.8	100.0	25.2
36	Communication, cultural & media studies, library & information management	8.4	7.3	15.7	14.7	100.0	88.1	-11.9
Grand Total		145.4	255.9	401.3	300.9	79.7	67.5	-12.2

**Action 2.22** will utilise preparations for REF2021 to critically review practices across the institution to ensure that they are free from gender bias. Our mock REF being conducted through 2016-2017 provides an opportunity to start this early. While we recognise that there may be significant changes to the rules governing the next REF, we aim to ensure that female academics are equally likely to be selected.

#### *Workload allocation model*

The 2014-15 staff survey provided valuable feedback on the work-life balance of staff and the importance of a transparent workload allocation model (WAM). 71% of staff that completed the survey agreed that they received good support to help them balance their work-life balance (76%:F). However, 72% of respondents (67%:F) agreed that they had had to put in a lot of extra time in the last 12 months to cope with their workload. Overall, 41% of respondents felt they were struggling to cope with their workload (36% in 2012). Twenty-nine per cent of staff felt they were always or frequently stressed at work (29% in 2012). These reports are concerning and are being addressed through comprehensive action plans developed at faculty/service level, through the Safety and Health Committee of the University, and also via the work group tasked to develop ideas to improve the working environment led by the DP (OS&EA). **Action 2.23** will evaluate these actions for impact.

In 2015/16, the University approved a revised WAM, developed in consultation with faculties/staff including trade unions, with an emphasis on ensuring fairness and equity across the institution. In recognition of differing pressures/requirements across the University, the WAM sets out principles and commitments but is not prescriptive upon faculties. To investigate whether the aim of ensuring fairness and equity is working in practice, we will undertake a comparative audit of each faculty WAM (**action 2.24**).

#### *Transnational Education across the institution*

Our new Strategic Plan commits to increasing our transnational education (TE). **Action 2.25** will scope views of current staff who have responsibility for international delivery of teaching and equality implications and deliver actions in this regard.



## 7. Flexibility and managing career breaks

### Overview

Our previous action plan had a focus on

- minimum standards for managing maternity/return to work/development of resources to support staff with caring responsibilities, as well as centralising provision for maternity cover ([actions 1.22-24](#));
- raising awareness/monitoring uptake of flexible working arrangements and pursuing opportunities to increase part-time/flexible working arrangements for senior roles ([actions 1.25-29](#)).

### Success

Two significant policies to support flexibility in careers have been introduced; Shared Parental Leave and Supporting Staff Returning from Long-Term Leave, aimed at making a step-change in career flexibility and providing support to those who take career breaks. In addition, there is a Parent Mentoring Scheme available to all staff to provide support in the transition to being a working parent.

[Action 1.22](#) committed to develop policy to support staff returning from maternity/paternal/adoption leave to allow a reduced teaching and administrative load. This was put in place in 2016. [Action 1.24](#) committed to invest in a central budget to cover costs for replacement members of staff across faculties/service directorates. Academic staff funding is now available to support the teaching load of the member of staff on leave at 40% FTE (Grade 7), including an additional six months support at the same rate after the return to work to allow staff to focus on research (in line with approach taken in our Bronze-level Division of BES as part of their Athena SWAN AP). We need to ensure these developments are well-publicised ([action 2.26](#)) and that rates of uptake are monitored.

### Areas for progress

Areas for continued progress are:

- support for childcare;
- implementation and embedding of shared parental leave and maternity support;
- review of part-time working.

### *Childcare*

In line with established practice, the University offers childcare vouchers, a salary sacrifice scheme to support childcare costs for children under 16 with carers registered with Education

Scotland. Information on this is communicated at staff induction and available on the HR website. Currently 8.5% staff use vouchers. There is a private nursery on a site adjacent to the University for children three months to five years old, open from 8am to 6pm, all year. Special rates are offered to University of Stirling students/staff.

*Implementation and embedding of shared parental leave and maternity support*

The University's maternity/paternal/adoption arrangements are in line with sector norms. As noted above, since 2015, staff can take advantage of shared parental leave (after first two weeks the remaining 50 weeks of leave, 37 of which are paid, can be shared between parents). Uptake of this has been low so far. Data for maternity/paternity leave is below in Tables 17, 18.

**Table 17: Maternity leave by start date for academic staff (STEMM/AHSSBL). All staff represented in the data either returned from maternity leave, or are still on maternity leave. No academic staff have (to date) taken advantage of shared parental leave**

	2011	2012	2013	2014	2015	2016	Total
AHSSBL		█	█	9	█	█	22
STEMM	█		█		█	█	13
Grand Total	█	█	6	9	10	6	35

**Table 18: Paternity leave (of two-weeks) by start date for academic staff (STEMM/AHSSBL)**

		2011	2012	2013	2014	2015	2016	Total
AHSSBL	F	█		█	█	█	█	█
	M	█	█	█	█	9		20
STEMM	F	█	█	█	█	█	█	█
	M	█	█	█	6	█	█	14
Grand Total	F	█	█	█	█	█	█	█
	M	█	█	6	9	10	█	34

**Action 2.27** will raise the profile of the shared-parental scheme.

*Flexible working*

The University has a range of approaches to support flexible working. Managers may consult with their HR partner on policy details and application for formal flexible working arrangements but many flexible arrangements are locally agreed for flexible working arrangements where there is no adjustment to salary e.g. compressed hours. The only formal flexible working arrangements which are recorded are for those working part-time (discussed below). In terms of informal flexible working, there is very little centrally-held data although the 2014 staff survey included questions about work-life balance and flexible working. Responses indicate that policies are well-known and routinely used. Eighty per cent of respondents (81% women) agreed or strongly agreed with the question "I can approach my manager to talk about flexible working" and 57% of respondents (58% women) reported taking flexible working arrangements of some kind, slightly down from 2012 (61% overall). It has not proven possible to monitor

informal flexible working (by its nature); however the survey showed that 78% can work their regular hours (80% women), and 77% of staff are happy with their work patterns (79% women). The 2017 survey will be analysed to identify if the decreased percentage of those reporting to take flexible work arrangement is part of a trend.

Because **actions 1.25-29** (2013 AP) on flexible working had limited progress, **action 2.28** will continue and intensify work in this area. We will gather views from staff members who have used the formal flexible working policy to reduce or change their hours and recommendations will be made to ensure that this policy is supportive of women's careers and the need to make short term/temporary changes to working hours and patterns.

#### *Part-time working*

Table 19 shows that part-time working has increased as a percentage of the STEMM academic population from 15% in 2011 to 19% in 2015. During the same period the percentage of part-time female academic staff in STEMM departments has steadily increased from 22.8% to 29.2%. The number and percentage of male, part-time academics in STEMM has remained relatively stable and relatively low during the period. Table 20 indicates that whole university levels of part-time working are similar to the STEMM population.

**Table 19: Contract type for STEMM staff 2011 – 2015 (number and %)**

		2011			2012			2013			2014			2015		
		F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
<b>Part Time</b>	Total	21	11	32	23	6	29	30	6	36	34	9	43	42	11	53
<b>Full Time</b>	Total	71	106	117	72	112	184	85	126	211	99	136	235	102	121	223
<b>All staff</b>	Total	92	117	209	95	118	213	115	132	247	133	145	278	144	132	276
	% part time	23%	9%	15%	24%	5%	14%	26%	5%	15%	26%	6%	15%	29%	8%	19%

**Table 20: Contract type for whole university 2011-2015 (number and %)**

		2011			2012			2013			2014			2015		
		F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
<b>Part Time</b>	Total	58	26	84	61	22	83	75	27	102	75	23	98	76	29	105
<b>Full Time</b>	Total	182	253	435	169	259	428	182	292	474	190	300	490	197	280	477
<b>All Staff</b>	Total	240	279	519	230	281	511	257	319	576	265	323	588	273	309	582
	% part time	24%	9%	16%	27%	8%	16%	29%	8%	18%	28%	7%	17%	29%	9%	18%

## **8. Any other comments – maximum 500 words [actual words 260]**

Our commitment to Athena SWAN is supported by major two developments since the 2013 submission which were not included in the 2013 Action Plan:

- OneStirling – we developed a common brand for our equality work which has been used across our Athena SWAN and broader equality and diversity activity. The brand is becoming increasingly well-known and provides a unifying theme to the breadth of work.
- Equality Champions – to engender equality and diversity actions across the university, we appointed ‘champions’ in each academic unit and service area. These ‘champions’ form our Equality Action Forum and play a key role in delivering local action, and in informing institution-wide policy and practice.

We are developing our ambitions for a Silver institutional award and Gold departmental award and have already taken a number of steps which broaden our Athena SWAN commitments to increasing support to students and to transgender persons:

- Transgender Policy and Guidelines – in August 2016 we introduced a Transgender Policy which set out the University’s commitment to supporting transgender persons in the staff and student community. This policy will be augmented by practical guidelines and clear support for transpersons during 2016-17.
- Preventing and Tackling Sexual Violence and Misconduct – In November 2016, the University approved the Preventing and Tackling Sexual Violence and Misconduct Strategy which had been developed in partnership between the University and the Students’ Union. The Strategy and associated action plan focus on the delivery of training, publicity, new reporting and monitoring arrangements, stronger links with external expert partners, and the development of campus wide initiatives in partnership with the Students’ Union.

University of Stirling – Athena SWAN Bronze Action Plan 2013

Action Ref	Planned action	Outcome	Timeframe	Outputs/success measures	Responsible	Progress	2016 Action Plan action ref
<b>Governance</b>							
1.1	Identified schools/divisions begin to work towards departmental bronze or silver awards	Silver departmental awards achieved by end 2015	Departmental submissions April/ November 2015	<ul style="list-style-type: none"> <li>Divisions/Schools identified and agreed with ECU</li> <li>Work towards application initiated</li> <li>Submission of applications in 2015</li> </ul>	Schools (with support from ASSAP, HR&OD and REO)	Partial <ul style="list-style-type: none"> <li>4 departmental award submissions</li> <li>2 successful bronze departmental awards</li> </ul>	2.1
1.2	Report progress to deliver action plan and work towards departmental awards to ESG and USPG	Increased knowledge of progress & institution continue to engage senior managers in process	Ongoing	<ul style="list-style-type: none"> <li>AS standing item on ESG agenda twice per year and progress reported to USPG at least once per academic year</li> </ul>	ASSAP	Good <ul style="list-style-type: none"> <li>Actions achieved</li> <li>Reporting to ESG and USPG will increase from 2016</li> </ul>	
1.3	ASSAP membership extended to include UG, PGR, and PDR, and potentially non-SET representatives	Gender initiatives and good HR practice expanded across disciplines	October 2013	<ul style="list-style-type: none"> <li>Wider memberships with respect to subject and experience base</li> </ul>	ASSAP	Complete <ul style="list-style-type: none"> <li>Structures revised – which increased membership</li> <li>UG, PGR, PDR and contract researchers added</li> <li>Non SET disciplines all now included</li> </ul>	

University of Stirling – Athena SWAN Bronze Action Plan 2013

1.4	Generate gender-based data from staff survey results, and subsequently report to ASSAP & ESG	Increased understanding of evidence available	2014-15 survey	<ul style="list-style-type: none"> <li>Gender-based data report produced and analysed</li> </ul>	HR&OD	Good <ul style="list-style-type: none"> <li>2014-15 survey analysed by gender across institution</li> <li>Ongoing action to permit review by gender, faculty and contract type</li> </ul>	2.19
1.19	Equality and Athena SWAN included as standing items on relevant committee agendas and/or incorporated as a standing section in committee papers	AS activities embedded in school and University-level committees	Ongoing from Spring 2013	<ul style="list-style-type: none"> <li>Equality/Athena SWAN issues evident in committee agendas, papers, minutes</li> </ul>	Senior management, school managers, Policy & Planning	Good <ul style="list-style-type: none"> <li>Equality added as standard item on cover sheets for all committees</li> <li>Regular reporting on equality and diversity to senior governance committees (Academic Council and Court)</li> </ul>	
1.30	Employ positive action to seek to improve gender balance on University committees	Increased diversity on University Court and Academic Council	From 2013-14 as vacancies arise	<ul style="list-style-type: none"> <li>Increasing number of women on University committees from 2015-16</li> </ul>	Court Appointments Committee, Student, Academic/ Corporate Services	Good <ul style="list-style-type: none"> <li>In 2016, Court = 45% female</li> <li>In 2016, Academic Council = 50% female</li> </ul>	2.5, 2.20

University of Stirling – Athena SWAN Bronze Action Plan 2013

Developing our evidence base							
1.5	Investigate/report on concerns identified in data: (i) Drop in female academics in SET divisions (ii) Dip in female research fellows /probationary lecturers (grade 7) (iii) Higher % of females amongst teaching fellows (iv) Higher % of female resignations	Increased understanding of causes behind these figures	Spring 2014	<ul style="list-style-type: none"> <li>Data produced and analysed</li> <li>Causes identified behind disparities between female and male statistics in these categories</li> <li>Appropriate actions identified to redress problems</li> </ul>	ASSAP, HR&OD	Partial <ul style="list-style-type: none"> <li>Progress with some areas – e.g. increase in female academics in STEMM departments</li> <li>Ongoing analysis and review required</li> </ul>	2.2
1.6	Investigate female representation in REF 2014 submission	Better understanding of the profile of the University's REF submission	Results available to senior management prior to REF submission October 2013	<ul style="list-style-type: none"> <li>Identify any disparities and underlying reasons</li> <li>Appropriate actions to redress any issues identified</li> </ul>	REO	Complete <ul style="list-style-type: none"> <li>USPG analysed gender balance in REF submission in summer 2013 and considered equality and diversity prior to approval of the submission in October 2013</li> </ul>	2.22
1.7	Monitor (i) job applications and success rates and (ii) applications for promotion and success rates by gender in SET departments, and report findings to ESG	Increased understanding of potential gender bias in application and recruitment processes	(i) Ongoing and report produced each year (ii) Annually from 2013-14 promotion round each July	<ul style="list-style-type: none"> <li>Data collected and analysed</li> <li>HR&amp;OD report findings to ESG</li> </ul>	HR&OD Schools	Good <ul style="list-style-type: none"> <li>Data has been collected and analysed</li> <li>Data from 2013-14 not available due to system change</li> </ul>	

University of Stirling – Athena SWAN Bronze Action Plan 2013

Policy and support							
1.22	Explore the introduction of mechanisms to support the re-integration of female academics into research activity after maternity, including the possibility of a 'research-only' semester	Female staff better supported to enhance their research performance following maternity leave	Potential mechanism(s) scoped out by December 2013	<ul style="list-style-type: none"> <li>Reduced teaching and admin load of those returning from maternity leave</li> <li>Increased volume of research outputs</li> </ul>	HR&OD ESG	Complete <ul style="list-style-type: none"> <li>Policy approved and implemented in 2016</li> </ul>	2.26, 2.27
1.23	Raise awareness of the benefits of 'Keeping in Touch' days' to maintain integration with the workplace prior to return to work from maternity leave.	Female staff better informed about developments and able to access opportunities during maternity leave	Ongoing from summer 2013	<ul style="list-style-type: none"> <li>Information disseminated to staff going on maternity leave</li> <li>KIT uptake rates monitored</li> </ul>	HR&OD Schools	Not progressed	2.26
1.24	Explore centralised provision for maternity leave cover	Uniform, corporate approach to maternity cover	2013-14 planning round	<ul style="list-style-type: none"> <li>Establishment of corporate budget line</li> </ul>	USPG	Complete <ul style="list-style-type: none"> <li>This policy was approved from implementation from 2016</li> </ul>	2.26
1.25	Raise awareness of flexible working and family friendly policies to new and existing staff, and job applicants	Greater awareness of flexible working arrangements and family friendly policies at the university	Ongoing from summer 2013	<ul style="list-style-type: none"> <li>Link with other planned events to publicise existence and content of this policy</li> <li>Improved staff survey results relating to awareness of flexible working, and satisfaction with work-life balance</li> </ul>	HR&OD Service Directors School Managers	Partial <ul style="list-style-type: none"> <li>Maintained staff survey satisfaction regarding awareness and use of flexible working</li> <li>Improved staff induction from 2017 will enhance</li> </ul>	2.26, 2.27, 2.28



University of Stirling – Athena SWAN Bronze Action Plan 2013

1.26	Monitor uptake of flexible working arrangements and gender patterns in different parts of the institution	Increased understanding of take up of flexible working across institution	2013-14 Academic Year	<ul style="list-style-type: none"> <li>Data produced, analysed and reported to ESG</li> </ul>	HR&OD Schools	Complete <ul style="list-style-type: none"> <li>Most flexible working arrangements are informal so cannot be routinely monitored but formal flexible working requests have been monitored</li> </ul>	2.28
1.27	Pursue the development of institutional norms/good practice regarding the scheduling of meetings	Improved work life balance  De-stigmatisation of the need to balance work with family commitments	End 2013	<ul style="list-style-type: none"> <li>Decrease in number of meetings taking place before 0930 and finishing after 1600</li> </ul>	USPG Heads of Schools/Service Directors HR&OD	Partial <ul style="list-style-type: none"> <li>Governance committees not routinely scheduled out with these hours</li> <li>However, limited oversight of faculty/services meetings</li> </ul>	
1.28	Explore the introduction of a policy to ease the transition back to full time working following a period of part time working	Increased support to manage career development with family commitments  De-stigmatisation of part time working arrangements	Academic year 2014-15	<ul style="list-style-type: none"> <li>Policy developed and publicised</li> </ul>	USPG HR&OD	Not progressed	2.8

University of Stirling – Athena SWAN Bronze Action Plan 2013

1.29	Pursue opportunities to increase part-time and flexible working arrangements for senior roles	Improved opportunities for career development for talented staff with caring responsibilities	From 2013-14	<ul style="list-style-type: none"> <li>An increase in senior roles which publicise opportunities for part time or flexible working arrangements</li> </ul>	Senior management team  HR&OD	Partial <ul style="list-style-type: none"> <li>Job adverts routinely advertise flexible working opportunities</li> <li>A number of senior staff have informal flexible working arrangement</li> </ul>	2.13
<b>Career development and transition</b>							
1.10	Provide training/coaching in self-promotion and professional skills to female academics	Women in science better equipped with skills to promote their successes	End 2013 and repeated in 2015, as required	<ul style="list-style-type: none"> <li>Events publicised and held, with good participation rates</li> <li>Evaluation carried out at point of delivery and 3-6 months post-event</li> <li>Longitudinal evaluation findings produced and analysed</li> </ul>	HR&OD, potential for involvement of external resource with expertise	Good <ul style="list-style-type: none"> <li>Numbers of women accessing the Aurora programme which specifically addresses self-promotion and professional skills</li> <li>Other related programmes of Stepping Stones, ILM, Taking Control of your Career, Personal Effectiveness, Women in Leadership Development and the Stirling Crucible all contribute to this action.</li> </ul>	2.3

University of Stirling – Athena SWAN Bronze Action Plan 2013

1.11	Deliver training sessions for female academics on promotion processes and preparing for promotion, and provide information on academic progression	Increased understanding of requirements for promotion and transition to permanent positions	HR&OD ASSAP  Potential for involvement of external resource with expertise	<ul style="list-style-type: none"> <li>• Sessions held regularly and embedded into standard training provision</li> <li>• Involvement of senior academic staff in training</li> <li>• Evaluation carried out at point of delivery and 6-12 months post-event</li> <li>• Increase participants year on year</li> <li>• Information produced and disseminated</li> <li>• Increase in applications by females for promotion</li> <li>• Increase in applications by females for permanent positions</li> </ul>	First sessions to be held in academic year 2013-14, reviewed and repeated in 2014-15, 2015-16  Information on AS webpages by December 2013	Good <ul style="list-style-type: none"> <li>• Training sessions delivered each year</li> <li>• Seeking to increase training, and ensure timely, from 2016</li> </ul>	2.3
1.12	Review and evaluate pilot staff mentoring programme	Improved support for women seeking to progress their careers	Annual report to ESG/ASSAP	<ul style="list-style-type: none"> <li>• Continued high levels of uptake by female researchers in SET areas, and achievement of mentees' goals</li> <li>• Evaluation carried out at point of delivery and 3-6 months post-event</li> </ul>	HR&OD	Complete <ul style="list-style-type: none"> <li>• Review of pilot undertaken confirming value</li> <li>• 2016 Action Plan outlines intention to expand mentoring</li> </ul>	2.16
1.13	Launch second cohort of mentor-mentee partnerships, with a specific focus on attracting females to participate in the programme	Improved support for women seeking to progress their careers	End 2013	<ul style="list-style-type: none"> <li>• Second phase launched</li> <li>• Increased numbers involved in programme, including increase in female academics</li> </ul>	HR&OD	Complete <ul style="list-style-type: none"> <li>• 2016 Action Plan notes aspiration to increase mentoring</li> </ul>	2.16

University of Stirling – Athena SWAN Bronze Action Plan 2013

1.14	Deliver media training for female academics	Increased confidence in interacting with media and promoting achievements	During 2014 and repeated in 2015/16 as required	<ul style="list-style-type: none"> <li>• Training delivered and uptake reported to ASSAP</li> </ul>	Development and External Affairs  Schools	Not progressed	2.17
1.16	Increase number of exit interviews and report relevant findings to senior managers	Improved understanding of any equality issues contributing to resignations/ end of contracts	From Summer 2013	<ul style="list-style-type: none"> <li>• Increase in number of interviews carried out</li> <li>• Reports produced and considered on annual basis by relevant committee (ESG, USPG, ASSAP)</li> </ul>	HR&OD	Partial <ul style="list-style-type: none"> <li>• Exit interview data is now routinely collected but is not analysed by senior committees</li> </ul>	2.10
1.17	Initiate and facilitate networking by female scientists within the University	Improved peer support and sharing of information and good practice  Identification of issues or barriers facing women at the University  Raised profile of women in science at Stirling	First sessions to be held in academic year 2013-14, publicity to be on-going from April 2013	<ul style="list-style-type: none"> <li>• Network established and regular networking events held</li> <li>• Senior female SET academics involved in the network</li> <li>• Initial evaluation of impact of network complete 12 months after set up</li> <li>• Specific events evaluated following delivery</li> </ul>	ASSAP Schools	Partial <ul style="list-style-type: none"> <li>• Networking within the University has improved through the engagement with Aurora and the Women in Leadership and Development Group but are not specifically for women in science</li> </ul>	2.14

University of Stirling – Athena SWAN Bronze Action Plan 2013

1.18	Enhance participation in sectoral networks for women in science disciplines	<p>Raised profile of women in science in Stirling</p> <p>Improved peer support and sharing of information and good practice</p>	Ongoing from Spring 2013	<ul style="list-style-type: none"> <li>• Events publicised and held.</li> <li>• Creation of mailing list of female academics/ researchers at institution</li> <li>• Links made with ECU, AS regional group, Scottish Resource Centre</li> <li>• Feedback from external events gathered and shared</li> </ul>	<p>ASSAP</p> <p>Schools</p> <p>Academic staff</p>	Not progressed	2.14
<b>Embedding an equality culture</b>							
1.8	Equality impact assess promotions procedures and criteria	Equitable and transparent promotions processes	In advance of next AAPC round 2013-14	<ul style="list-style-type: none"> <li>• EIA complete and considered by AAPC and ESG</li> <li>• Equitable and transparent process in place</li> </ul>	AAPC	<p>Complete</p> <ul style="list-style-type: none"> <li>• EQIA completed 2013</li> </ul>	
1.9	Deliver training on unconscious bias to staff eligible to serve on appointment panels, and provide guidance on issues affecting women such as career breaks.	Elimination of subjective means of assessing such issues, and removal of unconscious bias in recruitment process	During 2013 and repeated in 2014 and 2015 as required	<ul style="list-style-type: none"> <li>• Guidance developed and widely circulated</li> <li>• Training on unconscious bias delivered</li> <li>• Uptake of training reported to ASSAP</li> </ul>	HR&OD	<p>Good</p> <ul style="list-style-type: none"> <li>• Unconscious bias included in mandatory training for all appointment panels</li> <li>• However, more limited uptake from members of AAPC</li> </ul>	2.5

University of Stirling – Athena SWAN Bronze Action Plan 2013

1.15	Develop strategy to promote careers for women in science at Stirling, through the use of promotional materials, profiling events, role models, and outreach work with schools	<p>Increased profile of women in science and increased awareness of science as a potential career for women</p> <p>More women applying to study and work in science disciplines</p>	Incremental, with strategy established end 2013 and events beginning 2014	<ul style="list-style-type: none"> <li>• Strategy in place</li> <li>• Promotional materials published</li> <li>• Promotional events held</li> <li>• Profiles of successful female scientists publicised through website and University communications/literature</li> <li>• Poster campaign to highlight work of female researchers &amp; PGRs in science subjects</li> <li>• Outreach activities (such as Science Days for school children) delivered with involvement of female scientists</li> <li>• Lectures delivered by prominent Stirling and external female scientists</li> <li>• Increased proportion of female applications to study and work in SET disciplines</li> <li>• Increased applications/nominations for awards/honours for female SET staff.</li> </ul>	<p>ASSAP</p> <p>HR&amp;OD</p> <p>Career Development Centre</p> <p>Development &amp; External Affairs</p> <p>Schools</p>	<p>Partial</p> <ul style="list-style-type: none"> <li>• There has been increased activity in profiling role models, International Women’s Day and outreach activity – but not had a measurable impact on ‘culture’</li> </ul>	2.3, 2.4, 2.11
------	---	---	---	---	---	---	----------------

**University of Stirling – Athena SWAN Bronze Action Plan 2013**

1.20	Initiatives and events badged with AS logo where appropriate, including job adverts and recruitment literature (staff and students).	Increased awareness of the University's commitment to developing and supporting the careers of women in science	Ongoing from Spring 2013	<ul style="list-style-type: none"> <li>• Logo visible on range of corporate and School publications/media</li> </ul>	HR&OD  Schools  Development & External Affairs	Good <ul style="list-style-type: none"> <li>• The logo is now included on job adverts, on main website</li> </ul>	2.18
1.21	Publicise progress in relation to Athena SWAN/gender equality initiatives to staff and students	Increased awareness of Athena Swan/gender equality initiatives	Ongoing from Spring 2013	<ul style="list-style-type: none"> <li>• Athena SWAN web page regularly updated</li> <li>• Athena SWAN progress promoted in University communications e.g. Weekly Bulletin, Annual Review</li> </ul>	ASSAP	Good <ul style="list-style-type: none"> <li>• Webpages are routinely updated</li> <li>• Success stories communicated through all-staff bulletin</li> <li>• Communicate is an ongoing priority</li> </ul>	

University of Stirling – Athena SWAN Bronze Action Plan 2016

Action Ref	Planned action	Outcome	Timeframe	Outputs/success measures	Responsible
2.1	Creation of silver Athena SWAN application data set	Full data set available to use for analysis and planning	By March 2018	Full dataset ready for analysis to support Silver activity and application	Policy and Planning
2.2	Increased interrogation of data regarding women under-represented in higher grades	Identification of underlying issues relating to grade and particular STEM disciplines	By Dec 2017	Underlying issues clear to enable planning/action moving forward. Able to influence the action points below on promotions and leadership opportunities	Policy and Planning Principal (as Chair of AAPC)
2.3	<p>Supporting mid-career women academics to prepare for successful promotion;</p> <p>Roll out successful model in BES where line managers help identify/actively support staff to put themselves forward for promotion to other divisions/faculties through discussion with Departmental SATs/Faculty Deans</p> <p>A promotions peer-mentoring/buddy scheme for those staff who want it across the University between successfully promoted colleagues who wish to support others and those looking for specific promotions support</p> <p>Continue and expand the number of University-run (HROD) workshops on the formal promotions process (AAPC) including one women-only workshop</p>	<p>Active encouragement for promotions of women through line management structures across all faculties / divisions</p> <p>A vibrant promotions peer support process in place for those staff who wish to access it to supplement the line management support within faculties</p> <p>Well-attended workshops on the formal AAPC process</p>	<p>By July 2018</p> <p>By Dec 2017</p> <p>Ongoing – run at least twice a year</p>	<p>20% more women (from 2016 presented figures) put themselves forward for promotions round early 2017</p> <p>40% more women (from 2016 presented figures) put themselves forward for promotions round early 2018</p> <p>Equal proportions of women and men putting themselves forward for promotion in 2019 round</p> <p>Success maintained in terms of equal proportions of women and men being successful in gaining promotion</p>	<p>IASG Divisional/Faculty SATs HROD</p> <p>Academic Line Managers Peer Mentors</p> <p>HROD Dean E&amp;D</p>



University of Stirling – Athena SWAN Bronze Action Plan 2016

<p><b>2.4</b></p>	<p>Investigate how secondments have been/are used across the institution, and how this may support career progression and development of leadership skills</p> <p>Run and evaluate pilot secondment scheme</p> <p>Dissemination of impact</p>	<p>Scope and map secondments across the University over the past 5 years</p> <p>Create pilot secondment scheme</p> <p>Event to profile scheme and impact</p>	<p>By June 2017</p> <p>By Dec 2017</p> <p>By March 2019</p> <p>By May 2019</p>	<p>Clear understanding of the added value of secondments for academic and professional services colleagues</p> <p>10 new secondments for academic women on Grades 7-9</p> <p>Evaluation of benefits for those in scheme</p> <p>University event held to present findings from secondment scheme and share impact on staff</p> <p>Views gathered at event from wider body of staff on value of secondments in supporting leadership development</p> <p>Decision about mainstreaming pilot and rolling out to professional services women as well as academics</p>	<p>Operational sub-group of IASG Divisional/Faculty SATs HROD</p>
<p><b>2.5</b></p>	<p>Improved engagement with Unconscious Bias (UB) training for AAPC</p> <p>All AAPC members taken UB training</p> <p>Increasing the representation of women on AAPC</p>	<p>All members of AAPC attend training before they serve on Committee</p>	<p>By August 2017</p> <p>By August 2017</p> <p>By promotions process 2018</p>	<p>All new AAPC members have undertaken UB training before serving on the Committee</p> <p>Existing members have attended UB training</p> <p>Increasing representation of women to 40% of the AAPC membership</p>	<p>Deputy Principal (Operational Strategy and External Affairs) Dean E&amp;D AAPC members</p>

University of Stirling – Athena SWAN Bronze Action Plan 2016

2.6	Monitor the composition of all University staff interview panels, and address any imbalances	Data collected for 2016/2017 interview panels and analysis of any problem areas  Action taken to address any problem areas	By August 2017  Through 2017/2018 academic year	Composition of all University (and divisional / faculty) interview panels are gender-balanced by September 2018	HR Faculty Managers Directors of Professional Services
2.7	Routine review of promotions data to ensure continuing positive progress and maintenance of equal success in promotions (closely tied to the Action 2.3 on supporting applications for promotion for women academics)	Data collected after 2017 promotions round on a faculty / divisional basis and used to identify any continuing actions needed at local or institutional level to ensure equality for women in applying for promotion	Data collected and analysed by September 2017 to inform next rounds in 2018 and 2019	As per action 2.3, data shows increased numbers of women applying for promotion in Spring 2018 and Spring 2019  Equal proportions of women and men applying successfully for promotion  Part-time working and career breaks have no disadvantage in the promotions process	HR Faculty Deans Policy and Planning
2.8	Investigate if career breaks/part-time work impact on women seeking promotion (connected to other action points on promotions)	Focus groups to explore other relevant factors, e.g. workload inequalities  Event held in University on the subject of career-breaks and part-time work and impact on promotions/career progression  Actions identified to support this group of staff and rolled out	Data collected and analysed by February 2018  Event in Spring 2018  By Dec 2018	Clear understanding of the way that career breaks and part-time working affect academic women's careers at Stirling  Staff have had the opportunity to dialogue about these issues and enhanced ways to support this group of staff  Actions have been rolled out that come directly from this staff dialogue	IASG Dean E&D HR

University of Stirling – Athena SWAN Bronze Action Plan 2016

<p><b>2.9</b></p>	<p>Enhanced support for career transitions including Postgraduate to Postdoctoral, and postdoctoral to substantive academic post (links to action 2.11 on fixed-term contracts below)</p>	<p><i>Women in the Academy: Focus on ECR</i> programme for women PhD students, postdoctoral and ECR researchers: including mentoring, networking opportunities and personal development days</p>	<p>Programme planned in Spring 2017 and run through 2017/2018</p> <p>Evaluated August 2018</p>	<p>Postgraduate researchers, postdoctoral researchers state that they feel better supported with their career transitions at Stirling</p> <p>Researchers' Forum is supported by the REO to identify and lead work to address job security and career transition for ECR</p> <p>Communication with staff on fixed-term contracts is improved through a bespoke email list and opportunities to raise issues by and for this group are scheduled through the year</p> <p>Annual event held on the issue of support for career transitions for ECR. Chaired by Dean E&amp;D and actions identified for the coming year fed into the IASG</p>	<p>REO Graduate School Dean E&amp;D HROD Faculty Research PG Directors</p>
<p><b>2.10</b></p>	<p>Analysis of exit interview data</p>	<p>Institution is able to learn from data collected regarding staff leaving and create changes if and where necessary in response</p>	<p>First analysis of data presented to ESG by March 2017</p> <p>May 2017</p>	<p>Better institutional knowledge concerning the reasons why staff members leave Stirling</p> <p>Actions identified if/where changes are needed and IASG take forward with HR / ESG into AS Action Plan</p>	<p>HR ESG IASG</p>

University of Stirling – Athena SWAN Bronze Action Plan 2016

<p><b>2.11</b></p>	<p>Stirling figures are higher than sector-wide figures of 48% females on fixed-term academic contracts (ECU, Equality in Higher Education, Statistical Report 2014)</p> <p>Development of better understanding of why women are more likely to be on fixed-term contracts (both teaching and research) at Stirling and across the sector. How much is this women's choice?</p> <p>Through Researchers' Forum, and parallel conversations in faculties and with HR, process for redeployment of staff on fixed-term contracts to open-ended contracts assessed</p>	<p>Review sector-wide trends on fixed term contract use to provide benchmarking statistics and to ensure Stirling is learning from best practice in this area.</p> <p>Develop a robust ongoing dialogue on job security issues between the Researchers' Forum and University departments of REO and HR facilitated by Dean E&amp;D</p> <p>Numbers of women on fixed-term contracts reduce because they have been successful in securing open-ended contracts at Stirling</p>	<p>By September 2017</p> <p>By November 2017</p> <p>By August 2019</p>	<p>Report the comparative analysis between Stirling and the rest of the sector in relation to fixed-term contracts to IASG and ESG</p> <p>Clear on what proportion of women are on these types of contracts by choice</p> <p>Identification of mini-action plan based on this comparative analysis and dialogues with Researchers' Forum</p> <p>Equal proportions of women and men on fixed-term contracts by August 2019</p>	<p>HR Faculty Deans Faculty Managers Researcher's Forum REO</p>
<p><b>2.12</b></p>	<p>Examination of research leave scheme to ensure the revised scheme meets objectives to effectively support early and mid-career academic women</p>	<p>All women who have applied for research leave in the last three years asked to contribute to a brief survey on their experiences</p> <p>Analysis of data fed into Deputy Principal (Research) review of the Research Leave Scheme</p>	<p>By end 2017</p>	<p>Research leave scheme assessed for its ability to effectively support women's research careers</p> <p>Any improvements suggested through this examination put into place</p>	<p>REO Deputy Principal (DP) (Research)</p>
<p><b>2.13</b></p>	<p>New career planning/ development workshop run to support women in academic and professional services to proactively consider leadership opportunities</p>	<p><i>Taking Control of Your Career</i> workshops run for academic and professional services women across Stirling and evaluated as to impact</p>	<p>By Dec 2017</p> <p>By July 2018</p>	<p><i>Taking Control of your Career</i> to run and evaluation carried out</p> <p>Further roll out /mainstreaming of provision of these workshops if successful</p>	<p>HROD Dean E&amp;D</p>

University of Stirling – Athena SWAN Bronze Action Plan 2016

<b>2.14</b>	Ensure an ongoing and effective Gender Forum, or Women's Network	Network established and well-attended by women academics	By Dec 2017	Vibrant network established and well-attended by women academics across Stirling	IASG and SATs Divisional/Faculty Equality Champions
<b>2.15</b>	Introduction of university-wide in-person induction programme	University-wide in-person induction programme available to all new staff	By Dec 2017	New staff better prepared to take on their roles at Stirling and aware of the range of support for careers and equality initiatives in the University	HROD
<b>2.16</b>	Current levels of mentoring provision will be extended in line with recent evaluations <ul style="list-style-type: none"> <li>• greater recognition for mentors</li> <li>• greater promotion of mentoring</li> <li>• greater support for mentors – training and peer-to-peer network</li> </ul>	All faculties will have mentoring opportunities available to staff in addition to the mentoring available through the University scheme and Aurora	By Spring 2018	A variety of options available to staff across the institution, academics and professional services, for supportive and constructive mentoring	Aurora Champion (Director for Advancement) HR
<b>2.17</b>	Media training for academics	Media training workshops run twice per year for women academics	By Dec 2017 two will have run and this will be continued	2017 International Women's Day events to include media training  Subsequent mainstreaming of provision so these workshops are part of the REO provision to researchers	Communications, Marketing and Public Engagement International Women's Day Steering Group REO
<b>2.18</b>	Create internal award to celebrate and recognise women in the institution	Well-known and popular award scheme running that celebrates and recognises the achievements of women at Stirling. This will be for all women academics and professional services staff.	By Dec 2017	Good awareness of award scheme and more than 70 staff making recommendations each year. Women recognised for the diversity of their contributions across teaching, research, administration, leadership, influence on their fields or on their staff groups  Women more effectively recognised for their achievements - both academic and professional services colleagues	IASG Directorate for Advancement Equality Champions

University of Stirling – Athena SWAN Bronze Action Plan 2016

<b>2.19</b>	Staff survey – ensure future staff surveys can be analysed by Faculty/area and gender	Enhanced breakdown of staff survey data to allow better planning and action regarding inequalities	Next staff survey - March 2017	Staff survey data broken down by faculty/area and gender to allow enhanced analysis	HROD
<b>2.20</b>	Monitor composition of Faculty Executive Groups regarding gender balance  Continue to monitor institutional committees/SMT to ensure progress made is maintained	Institutional awareness of extent to which all Faculty Executive Groups are gender-balanced and reported to ESG  Protocol on best practice in this area developed with Faculty Deans and Managers and reported to ESG  Good gender balance maintained at University level committee governance	By June 2017  By Dec 2017	All Faculty Executive Groups are 40/40/20 by December 2018  Any faculties not able to do this need to report to ESG on why	ESG Faculty Deans Faculty Managers Dean E&D
<b>2.21</b>	To conduct a pay audit of professorial pay	To reach a pay gap of +/- 2% by end of 2018	Following promotions cycle 2017-18	Pay gap in professorial posts reduced from 4.4% to within +/- 2%  Increased women in senior posts so overall pay gap reduces from 21%	HR&OD Deans of Faculty AAPC
<b>2.22</b>	Ensure that preparations for REF2021 are free from gender bias  The mock REF that is being undertaken through 2016-2017 will actively consider the issue of gender and analyse this early data to investigate any gender bias.  Where proportions of women and men are unbalanced clear actions will be taken forward.	Ensuring that processes are free from bias ensures that the University is able to select the most capable researchers, regardless of gender, and enhance institutional research performance and ranking  Action plan developed and presented to the Research Committee if the mock REF shows problems regarding gender balance of academics with required papers.	Internal Mock REF – Spring 2017 REF preparations – by Dec 2018	Women academics at Stirling are equally likely to be selected for REF2021 as men	REO DP (Research) Dean E&D ESG University Research Committee

University of Stirling – Athena SWAN Bronze Action Plan 2016

<p><b>2.23</b></p>	<p>Collect feedback from staff on satisfaction with workload and analyse the impact of actions taken to improve satisfaction with workload following Staff Survey 2014-15</p>	<p>Collate actions from school and service action plans from staff survey 2014-15 on supporting staff workload</p> <p>Survey 2017 includes questions on workload, permits analysis by gender, contract type, academic role etc. to enable faculty-by-faculty analysis of female academic staff perceptions</p>	<p>Agree survey – by Jan 2017</p> <p>Analyse staff survey results - Summer 2017</p>	<p>Staff from across faculties and services reporting higher levels of satisfaction with workload, support from line managers and work-life balance</p> <p>If trend continues to require improvement then IASG will take this forward as a priority</p>	<p>HR&amp;OD Deans of Faculty Directors of Professional Services IASG</p>
<p><b>2.24</b></p>	<p>Audit of faculty / divisional workload models to ensure fairness and equity across the institution in models used following a completion of a full academic year of implementation</p>	<p>Confidence in workload allocations from academic staff across the University and in senior officers/ governance committees that the policy is being implemented fairly</p> <p>Equity in workload allocations enables fairness to be achieved in other processes e.g. research development, promotion opportunities</p>	<p>By Dec 2017</p>	<p>Audit identifies fairness and equity OR audit identifies inequity and revisions are made to the process to improve it in advance for Academic Year 2018-19</p>	<p>ESG Faculty Deans Faculty Managers Dean E&amp;D</p>

University of Stirling – Athena SWAN Bronze Action Plan 2016

<p><b>2.25</b></p>	<p>Scoping exercise to identify equality implications of increasing Transnational Education (TNE)</p>	<p>Consultation with current staff involved in such developments on equality implications of TNE</p> <p>Faculty/divisional SATs liaise with IASG on developing best practice in NTE via national benchmarking and HR</p> <p>Best practice guidance finalised and published on the HR website regarding appointments to such TNE programmes</p> <p>Faculty/divisional SATs to feedback the impact of the guidance on their faculties and any issues arising that need to be further considered.</p>	<p>By June 2017</p> <p>By June 2017</p> <p>By Sept 2017</p> <p>Ongoing</p>	<p>All appointments to teaching programmes that involve TNE provision have been made following best practice guidance developed between faculties, IASG and HR by the end of 2017</p>	<p>Deputy Principal (Internationalisation and Graduate Studies) Policy and Planning HR</p>
<p><b>2.26</b></p>	<p>Publicity regarding new scheme to support staff on/returning from maternity/parental leave</p>	<p>Create an FAQ, put on website and disseminate actively through online staff newsletter and through Faculty Managers and line managers</p> <p>Question asked in staff survey about staff awareness of scheme in 2017 and again in following survey</p>	<p>By March 2017</p> <p>By March 2017</p>	<p>Staff report knowing about the support after leave scheme in the staff survey</p> <p>Funds directly support women to maintain their research activities despite taking career breaks and have a positive impact on the number of applications for promotions from women who have career breaks</p> <p>Uptake of scheme in line with national benchmarks</p>	<p>Internal Communication Manager HR Faculty Managers</p>



University of Stirling – Athena SWAN Bronze Action Plan 2016

<p><b>2.27</b></p>	<p>Raise profile of new shared parental leave option</p>	<p>Create an FAQ, place on website and disseminate actively through online staff newsletter and through Faculty Managers and line managers</p> <p>Investigate best practice in wider sector and create ongoing actions to enhance awareness of the scheme</p> <p>Question asked in staff survey about staff awareness of scheme in 2017 and again in following survey</p>	<p>By March 2017</p> <p>By March 2017</p> <p>By March 2017</p>	<p>Staff report knowing about the shared parental leave scheme in the staff survey</p> <p>Enhanced uptake of the scheme in line with national benchmarks</p>	<p>HR Faculty Managers Internal Communications Manager</p>
<p><b>2.28</b></p>	<p>Review flexible working practices to ensure that formal/informal processes are mutually beneficial to individual and institutions</p>	<p>Gather views from staff who have used formal flexible working policy</p> <p>Work with line managers to assess impact of flexible working and support effective team-planning to support flexibility</p>	<p>By June 2017</p> <p>By June 2017</p>	<p>If necessary, make amendments to the flexible working policies to improve satisfaction</p> <p>Consider need for cultural change, rather than policy change, to enable flexible working culture</p>	<p>HR Faculty Managers Directors of Professional Services</p>