



Institution Application Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

Name of institution	University of Glasgow
Date of application	20 May 2020
Award Level	Silver
Date joined Athena SWAN	November 2011
Current award	April 2016 POST-MAY Bronze
Contact for application	Professor Jill Morrison, VP and Gender Equality Champion; Alternate: Dr Katie Farrell, Gender Equality Officer
Email	Jill.Morrison@glasgow.ac.uk Katie.Farell@glasgow.ac.uk
Telephone	0141 330 1887

Note on Data:

1. Staff data is taken from July census date each year and relates to the academic year (e.g. July 2015: 2014/15). Data are reported in headcount and benchmarked against HESA data provided in *Advance HE's Equality in higher education: staff statistical report 2019*, unless otherwise stated.

2. Turnover: Leavers data is used for anyone leaving each academic year 1 Aug-31 July (as per HESA), compared against last census date in which they would have been included. As such, turnover is currently lower for 2018/19; once 2019/20 leavers reported (July 2020), this will be compared against July 2019 and July 2020 census data to provide more accurate comparison of turnover of these staff in pipeline.

3. Promotion eligibility is calculated from the %F/%M at the grade level below the one being applied for at promotion in the previous year. As such, there are no pool data for 2014/15 as 2013/14 are not included in this review period here.

Word Count: 12,000 words

Excludes Table/Figure legends and references to them and application sections in the text. Bronze and Silver Action Plan descriptions **[BAP]** and **(SAP)** are not counted.

Images have been entered so as to blur most text, save the emboldened text at the top of most images. They are included as if to be read in print. Given the likelihood reviewers will read submissions online without access to institutional printers in lockdown, zooming beyond 100% in Adobe, may make this text more legible.

COVID-19: Statements on the impact of COVID-19 on actions, events and other factors are embedded throughout to a total of 365/500 words.

ABBREVIATIONS:	
%F	Percentage Female
%M	Percentage Male
40:40:20	Gender representation on committees: 40%F;40%M:20%Either
AFRET	Associate Fellow, Recognising Excellent in Teaching
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ALP	Academic Leadership Programme
AP	Action Plan
ARCP	Annual Review of Competence Progression
ARRSS	Academic Returners Research Support Scheme
Arts	College of Arts
AS	Athena SWAN
AV	Audio Visual
B/Mark	Benchmark
BAME	Black, Asian and Minority Ethnic
BAP	Bronze Action Plan
BPA/SWIP	British Philosophical Association and Society for Women in Philosophy
BHM	Black History Month
Bronze2016	University's Institutional Bronze application in 2016
CATAC	Clinical Academic Training and Advisory Committee
Clin	Clinical
CMG	College Management Group
Comp Med	Comparative Medicine
COVID-19	Corona Virus Disease 2019
CPD	Continuing Professional Development
D@W&SP	Dignity at Work and Study Policy
DRI	Director of Research Institute
ECDP	Early Career Development Programme
ECU	Equality Challenge Unit
ECR	Early Career Researcher
EdPSC	Education Policy and Strategy Committee
EDSC	Equality and Diversity Strategy Committee
EDI	Equality, Diversity and Inclusion
EDU	Equality and Diversity Unit
EHRC	Equality and Human Rights Commission
EIA	Equality Impact Assessment
EO	Equality Outcomes
EOD	Employee and Organisational Development
EWP	Extended Workforce Policy
FTE	Full Time Equivalent
GBV	Gender-Based Violence
GDPR	General Data Protection Regulations
GEC	College of MVLS's Gender Equality Committee
GEM	Gender Equality Mark
GEO	Gender Equality Officer
GESG	Gender Equality Steering Group
GIRES	Gender Identity Research and Education Society
GPBF	Glasgow Professional Behavioural Framework
GPGAP	Gender Pay Gap Action Plan
GPWG	Gender Pay Working Group
GR6 or G6	Grade (e.g. Grade 6)

GULGBTQ+	Glasgow University Lesbian, Gay, Bisexual, Transgender and Queer + Students' Association
HE	Higher Education
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoEDI	Head of Equality, Diversity and Inclusion
HoS	Head of School
HR	Human Resources
HR Committee	Human Resources Committee
iGAP (& WG)	Institutional Gender Action Plan (SFC directive) Working Group
IWD	International Women's Day
JSR	Job Seeker's Register
KIT	Keeping In Touch
KPI	Key Performance Indicator
L&TC	Learning and Teaching Committee
LRC	Local Resource Coordinators
LKAS	Lord Kelvin/Adam Smith Fellowships
LTS	Learning, Teaching and Scholarship
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
MOOCS	Massive Open Online Courses
MPA	Management, Professional & Administrative Job Family
MR&IS	Marketing, Recruitment and International Office
MVLS	College of Medical, Veterinary and Life Sciences
NERC	Natural Environment Research Council
NHS	National Health Service
OPS	Operational Staff Job Family
PDR	Performance Development Review
PDRA	Post-Doctoral Research Assistant
PgCAP	Postgraduate Certificate in Academic Practice
PNTS	Prefer Not to Say
PSED	Public Sector Equality Duty
PS	Professional Support
PSS	Professional and Support Staff
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigators
PRP	Personal Relationships Policy
PSED	Public Sector Equality Duty
PSG	Professional Services Group
R&BEG	Religion and Belief Equality Group
R&I	Research and Innovation Services
R&S	Recruitment and Selection
R&T or RT	Research and Teaching
RAE	Research Assessment Exercise
RAN	Respect Advisers Network
REF	Research Excellence Framework
REG	Race Equality Group
Res/Academic/Ac	Research/Academic
Res/Fellow	Research Fellow
RF	Research Fellow
RG	Russell Group
RI	Research Institute(s)
RPSC	Research Planning and Strategy Committee
RR	Redeployment Register

RSIO	Research Strategy and Innovation Office
RT	Research and Teaching
S&E	College of Science and Engineering
SAs	Senate Assessor(s)
SAP	Silver Action Plan
SAT	Self-Assessment Team (Departmental)
SCREDS	Scottish Clinical Research Excellence Development Scheme
SEC	Student Experience Committee
SET	Science, Engineering and Technology (HESA use/definition)
SFC	Scottish Funding Council
SL	Senior Lecturer
SMG	Senior Management Group
SocSci	College of Social Sciences
SOEG	Sexual Orientation Equality Group
SR	Success Rate
SRC	Student Representative Council
SS	College of Social Sciences
SSDC	Student Support Development Committee
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TC	Technicians Commitment
TECH	Technical & Specialist Staff Job Family
UG	Undergraduate
UofG	University of Glasgow
US or UNIS	University Services
USLT	University Services Leadership Team
VP	Vice-Principal
WP	Widening Participation
WIRN	Women in Research Network
WISE	Women in Science and Engineering
WLM	Workload Model
WP	Widening Participation

LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

Note: Please insert the endorsement letter **immediately after** this cover page.

AM/DG

Director - Equality Charters
Athena SWAN Charter
Advance HE
First Floor, Napier House
24 High Holborn
London
WC1V 6AT

18 May 2020

Dear Dr Gilligan,

I have great pleasure in enclosing UofG of Glasgow's Institutional Athena SWAN Silver Award application. We have made concerted and considerable progress since securing our Athena SWAN Bronze Award in 2013 and upgrading to Post-May Charter in April 2016.

UofG is committed to ensuring each member of our world-changing community, irrespective of gender or background, is given the opportunity to realise their full potential and explore the complete range of their talents. This mission formed a key component of our 2015-20 strategy, *Inspiring People Changing the World* and I am delighted that in addition to our progress at institutional level, 23 Schools and Research Institutes now hold Athena SWAN awards, ensuring the AS agenda is firmly embedded University-wide.

Since our last award, we introduced a range of policies to further strengthen gender equality and improve diversity. For example, we have **launched an ambitious Gender Pay Gap Strategy and Action Plan** which has led to a decline in the median pay gap, reduction in the gender pay gap and established a number of key demographic milestones. In addition, we have developed new initiatives to support UofG community, including staff in Professional Services and Support roles, by **increasing maternity/adoption pay and launching a carers policy**.

Our Silver Action Plan builds on these achievements by tackling the gender pay gap amongst the Professoriate and by introducing measures to further increase the female candidate pool, such as improved marketing. Good progress has also been made in strengthening race equality at UofG; and our Silver priorities include adopting an increasingly intersectional approach through joint working between our Gender Equality Steering Group and Race Equality Group.

I am pleased to report UofG is on course to achieve our target of increasing the proportion of women in senior professional and professorial roles to 33%. We have **invested significantly in female leadership** with over 130 Academic and PSS colleagues participating in Advance HE's Aurora Leadership Programme and **enhanced support for promotion** which has seen the number of female candidates presenting for academic promotion more than double. We have made excellent progress in increasing women's representation on our Senate and Court sub-committees, UofG's governing bodies. UofG appointed the first female Clerk of Senate in 2019 – who is also our Gender Equality Champion – and we are thrilled to celebrate the first woman Chancellor in the history of UofG, when Dame Katherine Grainger assumes the role later this year. With three out of four Heads of College female and a record number of female professors we understand both the benefits of female leadership and that further action is required, particularly in the STEMM subjects.

Accordingly, UofG is committed to increasing the pace of change and taking the steps necessary to address remaining challenges and further develop our inclusive culture. As part of this, we will seek to rapidly assess the impact COVID-19 threatens to have on equality, diversity and inclusion and act to ensure that none of the progress we have made in recent years is rowed back.

I can confirm that the information presented throughout is an honest, accurate and true representation of UofG of Glasgow and that I am proud to endorse it in the strongest possible terms.

Yours sincerely,

A handwritten signature in black ink, appearing to read "John Dunshea". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

(529 WORDS)

DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words (ACTUAL 457)

Please provide a brief description of the institution, including any relevant contextual information. This should include:

i) information on where the institution is in the Athena SWAN process

UofG ('UofG') achieved Athena SWAN (AS) Bronze in April 2013, upgrading to Post-May Charter in April 2016. Bronze2016 built on earlier progress, with gender equality becoming a KPI in our 2015-20 strategy, *Inspiring People Changing the World*.

We have supported Schools and Research Institutes ('departments') to embed AS Charter. Currently, 23 departments hold 22 awards: 1 Gold, 6 Silver and 15 Bronze. Embedding the expanded Charter has significantly supported engagement with gender equality and AS across AHSSBL and STEM (Fig.2.1).

Equality Governance

Gender Equality Steering Group (GESG) is responsible for progressing gender equality across UofG and preparing UofG Athena SWAN submission. GESG reports to UofG's Equality and Diversity Strategy Committee (EDSC).

EDSC, chaired by the Principal, meets 3 times/year and reports, through Human Resources (HR) Committee, to University Court (University's governing body), and through Education, Policy and Strategy Committee (EdPSC) and Student Experience Committee (SEC) to Senate.

EDSC includes an Equality Champion for each protected group under the Equality Act 2010. Each Champion is a member of UofG's SMG and many convene a group to consider issues in their equality area. We created two new Equality Champions since Bronze2016 covering Mental Health, Refugees and Asylum Seekers.

(ii) information on its teaching and its research focus

UofG benefits from a highly internationalised community and welcomed students from 147 countries around the world in the most recent academic year.

UofG is research-intensive, with annual research income of more than £179m. Research and Teaching is delivered by Schools and Research Institutes (Schools/RIs) across 4 Colleges: College of Arts (Arts), College of Social Sciences (SocSci), College of Science and Engineering (S&E), and the College of Medical, Veterinary and Life Sciences (MVLS). UofG conducts world-leading research in STEM and AHSSBL and strives towards multidisciplinary, encouraging collaboration across Colleges.

UofG set out an ambitious KPI in its Inspiring People, Changing the World University Strategy 2015-2020 to increase the proportion of women in senior professional and professorial roles to 33% by 2020. We are on track to achieve this target and in 2019/20 32% of our senior staff were women.

(iii) the number of staff. Present data for academic and professional and support staff separately

Women are underrepresented in Academic (Clinical/Non-Clinical) roles and comprise majority amongst PSS (explored further ss.4.1-2).

Table 2.1 University Academic and Professional and Support Staff by Gender as at 2018/19

STAFF TYPE	FEMALE		MALE		TOTAL
	n	%	n	%	n
RESEARCH AND TEACHING	1250	43%	1628	57%	2893
CLINICAL	81	40%	124	60%	205
PROFESSIONAL AND SUPPORT STAFF (PSS)	2399	65%	1293	35%	3692

(iv) the total number of departments and total number of students

UofG's 4 Colleges have 19 constituent Schools (10 STEM;9 AHSSBL) and 8 Research Institutes/Centres (8 STEM). UofG hosts a large student population with 19818 Undergraduate (UG; 59%F); 7185 Postgraduate Taught (PGT; 63%F) and 2557 Postgraduate Research (PGR; 50%F) students in 2018/19:

Table 2.2 UG, PGT, PGR Students by Gender across each School/RI as at 2018/19

COLLEGE	AHSSBL SCHOOLS	UG TOTAL	%F	PGT TOTAL	%F	PGR TOTAL	%F
SOCIAL SCIENCES	ADAM SMITH BUSINESS SCHOOL	1550	49%	2182	61%	164	41%
	SCH. OF EDUCATION	1024	88%	1383	79%	129	67%
	SCH. OF INTERDISCIPLINARY STUDS	298	76%	65	74%	16	63%
	SCH. OF LAW	905	59%	399	66%	59	63%
	SCH. OF SOCIAL & POLITICAL SCIENCES	1542	63%	806	61%	134	56%
ARTS	SCH. OF CRITICAL STUDIES	1162	76%	120	66%	174	62%
	SCH. OF CULTURE & CREATIVE ARTS	816	74%	214	74%	109	60%
	SCH. OF HUMANITIES	1769	61%	247	69%	118	53%
	SCH. OF MODERN LANGUAGES & CULTURES	660	76%	33	76%	30	70%
AHSSBL TOTAL		9726	66%	5449	67%	933	57%
COLLEGE	STEMM SCHOOLS/RESEARCH INSTITUTES	UG TOTAL	%F	PGT TOTAL	%F	PGR TOTAL	%F
MEDICAL, VETERINARY & LIFE SCIENCES	INST. OF BIODIVERSITY ANIMAL HEALTH & COMP MED	-	-	63	65%	44	66%
	INST. OF CANCER SCIENCES	-	-	32	72%	85	59%
	INST. OF CARDIOVASCULAR & MEDICAL SCIENCES	-	-	125	47%	74	65%
	INST. OF HEALTH & WELLBEING	-	-	125	78%	138	78%
	INST. OF INFECTION IMMUNITY & INFLAMMATION	-	-	59	61%	97	56%
	INST. OF MOLECULAR CELL & SYSTEMS BIOLOGY	-	-	78	62%	42	60%
	INST. OF NEUROSCIENCE & PSYCHOLOGY	-	-	14	86%	29	66%
	SCH. OF LIFE SCIENCES	1939	68%	94	56%	20	50%
	SCH. OF MEDICINE DENTISTRY & NURSING	2009	62%	203	72%	88	60%
	SCH. OF VETERINARY MEDICINE	717	81%	5	100%	60	55%
SCIENCE & ENGINEERING	SCH. OF CHEMISTRY	381	54%	10	40%	151	44%
	SCH. OF COMPUTING SCIENCE	768	20%	280	35%	76	25%
	JAMES WATT SCH. OF ENGINEERING	1721	25%	354	24%	362	26%
	SCH. OF GEOGRAPHICAL & EARTH SCIENCES	553	65%	64	47%	65	57%
	SCH. OF MATHEMATICS & STATISTICS	800	43%	113	48%	55	44%
	SCH. OF PHYSICS & ASTRONOMY	587	32%	61	30%	194	25%
	SCH. OF PSYCHOLOGY	617	79%	56	71%	44	75%
STEMM TOTAL		10092	53%	1736	49%	1624	46%

Table 2.3 UofG 2018/19 AHSSBL/STEMM %F Students with Russell Group Benchmark (B/Mark) (HESA 2017/18 data)

	UOFG UG	RG B/MARK UG	UOFG PGT	RG B/MARK PGT	UOFG PGR	RG B/MARK PGR
AHSSBL TOTAL	66%F	59%F	67%F	60%F	57%F	51%F
STEMM TOTAL	53%F	48%F	49%F	55%F	46%F	43%F

UofG compares favourably to Russell Group (RG) re: female representation at UG- and PGR-levels in STEM; with comparatively lower representation at PGT-level. In AHSSBL, UofG is consistently higher than RG at all levels, although in both STEM/AHSSBL we observe slight drop at PGR; the start of so-called 'leaky pipeline'.

Imbalances are addressed through School/RIAS activity, with University- and College-level support (s.5.6(xii)).

*(v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments.
Present data for academic and support staff separately*

See below:



Figure 2.1 List of STEM/AHSSBL 'Departments' w/Academic and PSS presented separately as at 2018/19 (N.B. Sch. Of Psychology/Inst. of Neuroscience & Psychology hold joint Bronze Award;* Denotes Dept. Awaiting outcome of Bronze Case for Appeal

THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words (ACTUAL 937 words)

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

GESG acts as Self-Assessment Team (SAT) for Institutional AS submissions. It is comprised members of staff dedicated to AS principles from all Colleges, University Services, career-levels, work-life balance experiences and includes student representation.

Professor Jill Morrison, Vice-Principal, Clerk of Senate and SMG member assumed role of Gender Equality Champion and GESG Chair in July 2019, following retirement of Professor Anne Anderson, Vice-Principal, Head of College of Social Sciences (Gender Champion, 2013-2019).

GESG membership evolved over the last 4 years, maintaining institution-wide representation and growing to include PSS. Many members joined to represent their area, particularly to reflect the growth of Schools/RI applying for departmental awards, thus ensuring GESG engages with grassroots issues.

GESG expanded its responsibilities in response to Gender-Based Violence (GBV) and the Scottish Funding Council (SFC) Institutional Gender Action Plan (iGAP). UofG's commitment to gender balance on Court of 40:40:20 is almost reflected in GESG, currently:61% female:39% male¹ (SAP 1.3).

GESG's updated remit now includes:

- 1) To support and advise UofG in meeting its obligations under the Equality Act 2010. This group will be responsible for the following Protected Characteristic (PC): Sex and Pregnancy and Maternity.
- 2) Promote cultural change whereby equality for students, staff and visitors is embedded in all University's functions and activities in relation to these PCs.
- 3) Support UofG to achieve Key Performance Indicator (KPI) relating to growing the percentage of female staff in Grade 10 and Professorial positions.
- 4) Support and facilitate the implementation of University's current AS Action Plan in all aspects (review data, facilitate focus groups, workshop action plan ideas) and act as SAT for Silver submission.
- 5) Have sight of future AS 'departmental' applications and action plans prior to submission.
- 6) To receive regular reports from the Gender Based Violence Group (GBV), and support implementation of relevant GBV action plan.
- 7) To receive reports on progress relating to UofG's Scottish Funding Council Institutional Gender Action Plan (SFC iGAP).
- 8) To receive regular reports from Students' Representative Council (SRC) on student activities and concerns in relation to sex and pregnancy and maternity.
- 9) To support an annual International Women's Day events/programme.
- 10) Oversee other gender equality initiatives in line with University's Public Sector Equality Duty and UofG's Equality and Diversity Policy.

Membership, detailed in Table 3.1, GESG includes academic and PSS representation from all 4 Colleges and University Services (PSS), Research Strategy and Innovation, Equality and Diversity Unit, Student Representative Council, and Human Resources. All academic representatives are members or leads/chairs of AHSSBL/STEMM SATs and/or College-level equality groups. AS membership/leadership is recognised in workload allocations, PDR and promotion criteria.

PSS bring personal experience as well as expertise in their specific profession, e.g. Heads of Human Resources, Researcher Development Manager.

¹ This can change annually due to student positions that are *ex officio* and have alternated between male and female roleholders over the last two years; this split excludes clerk of GESG.

Table 3.1: GESG Membership 2019/20; *: contribution to writing submission; (P): AS Assessment Panel experience

SAT Member	M/F	Job title and Department	Experience of Athena SWAN Principles
Dr Elizabeth Adams* (P)	F	Researcher Development Manager (Research Strategy and Innovation)	[Redacted]
Mhairi Taylor* (P)	F	Head of Equality, Diversity and Inclusion	[Redacted]
Prof. Lynn Abrams	F	Professor of Modern History (Centre of Gender History)	[Redacted]
Prof. Michael Brady (P)	M	Professor of Philosophy	[Redacted]
Fergus Brown (P)	M	Head of Human Resources, College of Medical, Veterinary and Life Sciences (STEMM HR)	[Redacted]
Julia Hegele	F	Gender Equality Officer (Student Representative Council)	[Redacted]
Dr Katie Farrell *(P)	F	Gender Equality Officer	[Redacted]
Janell Kelly	F	Equality and Diversity Administrator (Clerk to GESG)	[Redacted]
Professor Cindy Gray (P)	F	Interdisciplinary Professor of Health and Behaviour; Institute of Health and Wellbeing, College of Social Sciences	[Redacted]
Dr Sarah Croke	F	Senior Lecturer (Physics and Astronomy)	[Redacted]
Paul Paterson	M	Chief Technician, Institute of Molecular, Cell and Systems Biology	[Redacted]

			[REDACTED]
Gillian Shaw (P)	F	Head of Human Resources, College of Arts (AHSSBL HR)	[REDACTED]
Dr Paul Welsh (P)	M	Senior Lecturer, Cardiovascular and Medical Sciences	[REDACTED]
Dr Drew Thomson	M	Lecturer (Chemistry)	[REDACTED]
Alan McConnell	M	Financial Aid Manager, Professional Service (Registry, Student and Academic Services)	[REDACTED]
Emma Gilmartin	F	Social Media Manager, Professional Service (Communications and Public Affairs, Strategy and Planning)	[REDACTED]
Tom McFerran	M	Vice Principle Student Support (Student Representative Council)	[REDACTED]
Michelle Bellingham(P)	F	Lecturer (School of Veterinary Medicine)	[REDACTED]
Jill Morrison*	F	VP and Clerk of Senate, Chair of GESG	[REDACTED]

(ii) an account of the self-assessment process

GESG has met 12 times between October 2016-April 2020 to review progress in realising gender equality initiatives and actions, assessing relevant data required in the submission, as well as planning future activities in line with key priorities. Since March 2020, all meetings have been online due to COVID-19, with additional online meetings (n=5) between writing team.

Alongside GESG's annual data analysis and quarterly review of BAP, consultation across the institution, in conjunction with external networking, have informed development of this Silver submission and Action Plan **(SAP)**:

Data from University Staff Survey 2018 disaggregated by gender and job family (68% response rate – 4384 from 6430, [57%F; 42%M; 1%Other]) and analysed to inform the assessment.

BAME staff experience focus group with academic and PSS in May 2019 (pp.61-3).

A specific Carers Survey (Aug.2019) (260 responses, 54%F; 19%M; 27%PNTS),– this explored support requirements, and experience of being a carer at UofG (discussed s.5.5).

Findings from survey of users of Academic Returners Research Support Scheme, Aug.2019 (26/47 responses; 55% response rate (25F; 1 PNTS)).

Each School/RI holding an award undertakes a culture survey on a cyclical basis and themes arising from those surveys and submissions have informed our self-assessment.

Feedback gained through internal events held for individuals participating in Advance HE Aurora programme (informing enhancements to in-house support- ss.5.3; 5.4).

Targeted intelligence gathering during UofG IWD 2020 event, the re-enactment of the Lion and Unicorn staircase photograph (identifying actions for UofG re: networking and advancing gender equality in leadership (s.5.3)).

Discussions and best practice shared at AS Scotland Network (which UofG Chairs).

We also learned from Silver AS HEIs' approach to assessment and response to key Charter Principles. We are grateful to colleagues for sharing submissions, incl. Universities of Edinburgh and Leicester.

(iii) plans for the future of the self-assessment team

GESG will meet at least 3 times/ year to implement the Action Plan and develop further actions to progress gender equality. SFC iGAP WG and GBV Group will continue to report to GESG; a member from GBV Group (Head of EDI and Gender Champion already members) has agreed to join GESG to strengthen joined-up approach

Membership will be reviewed every 3 years to make sure that it remains representative, to maximise contributions from new members and to ensure that members are not overburdened as their Departmental SAT roles evolve. We will improve the gender balance towards $\geq 40\%$ male representation **(SAP 1.3)**.

GESG will oversee and evaluate SAP progress and report this to EDSC at each meeting **(SAP 1.1)**.

The Principal, Gender Equality Champion and GESG will continue to host an annual celebration event, acknowledging achievements of all staff/students involved in Athena SWAN (SAP 1.2, continues BAP 1.3). The Group shall continue to support Departmental SAT activity via critical readership of submissions and best practice sharing embedded as business-as-usual under ToR (listed above, p.10).

SAP 1.1	GESG will report AS progress to EDSC at each meeting, this will be a verbal report unless a detailed proposal/update is required. Lead: Gender Champion; Timeframe: three times a year; Success Measure: Progress in the AS plan is reviewed regularly and EDSC as the strategic group has oversight of progress.
SAP 1.2	An annual AS celebration event will be held for all staff involved in AS across the institution. Lead: EDU Timeframe: annually
SAP 1.3	Improve male representation on GESG to at least 40%

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: | Silver: 3000 words (ACTUAL: 3284 words)

4.1 Academic and research staff data (1758 words)

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Table 4.1(a) University Academic Staff (n and %) by Grade and Gender 2014/15 – 2018/19²

UofG	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	%F	F	M	%F
GRADE 6	167	156	52%	174	175	50%	184	177	51%	200	155	56%	197	197	50%
GRADE 7	383	352	52%	419	383	52%	449	424	51%	470	445	51%	462	461	50.1%
GRADE 8	210	258	45%	208	258	45%	209	276	43%	226	283	44%	250	294	46%
GRADE 9	151	233	39%	150	237	39%	163	236	41%	166	252	40%	178	265	40%
READER	31	73	30%	29	68	30%	29	65	31%	27	55	33%	29	53	35%
PROF	103	319	24%	100	320	24%	102	325	24%	115	342	25%	134	358	27%
TOTAL	1045	1391	43%	1080	1441	43%	1136	1503	43%	1204	1532	44%	1250	1628	43%

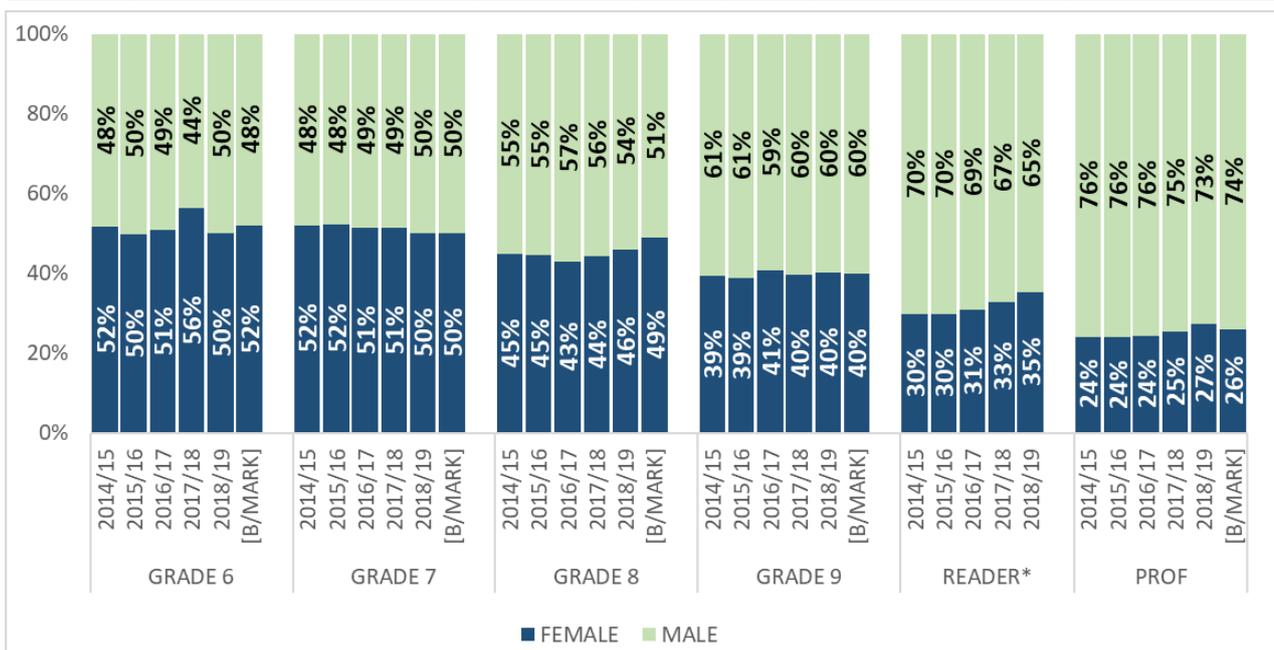


Figure 4.1 UofG Academic Staff (%) 2014/15 – 2018/19, w/National B/Mark³

² N.B. Some staff on 'Academic' pipeline are based in University Services (e.g. Vice-Principals) and so overall UofG may be higher than AHSSBL+STEMM.

³ Based on XpertHR Contract Level (Academic staff) (*No equivalent for UofG Reader, which reflects Professorial Zone 1 Research Criteria and other elements of G9 Criteria), presented in Advance HE Staff in HE Stats Report 2019, p.208.

SENIOR CAREER TRANSITIONS:

Gender disparity notably increases between G9-Reader-Professor.

Since Bronze2016, G9 female numbers and proportions increased (Table 4.1(a)), now reflect national benchmark (Fig.4.1). At Reader, %F increased alongside a decrease in the overall number of female/male Readers.

Data show 22% increase in number of female Professors since 2012/13 (first year baseline in Bronze2016) from n=85-104 for 2018/19 data. %F Professors increased from 24%-27% between 2014/15- 2018/19, slightly higher than 26%F sector average (Table 4.1(a)).

A significant increase in the number and proportion of women applying for Professorial promotion in 2018/19 round (detailed s.5.1(iii)) increased the number and proportion of female Professors even further. This will further improve the pipeline in 2019/20 data (July 2020 census). However, data as at August 2019 (when promotions from 2018/19 round first took effect) show substantial improvement in %F to c.30%F Professors, representing a 45% increase in number since first engagement with AS in 2012/13 (n=85-155) and now above overall (Fig.4.1), AHSSBL (Fig.4.2) and STEMM (Fig.4.3) benchmarks:

Table 4.1(b) AHSSBL/STEMM/Total Female/Male Professors as at August 2019

PROFS AS AT AUGUST 2019	FEMALE	MALE	%F
AHSSBL	90	144	38.5%
STEMM	65	224	22.5%
TOTAL UofG	155	368	29.6%

Improving female progression to senior levels underpinned Bronze2016 AP via substantial leadership training (s.5.3(ii)); enhanced promotion criteria and support, particularly for LTS track (s.5.1(iii)), as well as mainstreaming support for development and promotion through School/RI AS initiatives.

EARLY-MID CAREER TRANSITIONS:

Table 4.1/ Fig. 4.1: %F/M at G6-7 fluctuated since Bronze2016, towards c.50:50 balance in 2018/19, in line with HESA Benchmark.

Female representation at G7-8 transition improved, with gap between %F at each of those Grades at its narrowest in 2018/19 (G7:50%F; G8:46%F; widest in 2016/17, G7:51%F; G8:43%F). Early Career Development Programme (ECDP), launched 2014/15, supported equitable progression across these Grades. Newly appointed academic staff at G7-8 receive structured development towards G9 through ECDP for up to 8 and 5 years, respectively.

ECDP, rolled out to academic all tracks since Bronze2016, shows growth with similar gender pattern at G7 and improving female representation at G8. Overall participation in 2018/19 was gender balanced 50:50.

Table 4.2 Female and Male ECDP Participants in 2014/15 and 2018/19

ECDP	GRADE 7		GRADE 8		TOTAL	
	2014/15	2018/19	2014/15	2018/19	2014/15	2018/19
FEMALE	44 (56%)	99 (56%)	21 (40%)	113 (46%)	65 (49%)	212 (50%)
MALE	35 (44%)	79 (44%)	32 (60%)	133 (54%)	67 (51%)	212 (50%)
TOTAL	79 (100%)	178 (100%)	53 (100%)	246 (100%)	132 (100%)	424 (100%)

AHSSBL ACADEMIC PIPELINE

Table 4.3 AHSSBL Academic Staff by Grade and Gender 2014/15 – 2018/19

AHSSBL	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	%F	F	M	%F	F	M	%F
GRADE 6	20	17	54%	26	21	55%	25	22	53%	33	13	72%	36	13	73%
GRADE 7	88	69	56%	115	81	59%	130	99	57%	160	111	59%	145	118	55%
GRADE 8	89	82	52%	85	79	52%	85	90	49%	93	95	49%	118	101	54%
GRADE 9	80	73	52%	78	78	50%	85	82	51%	91	90	50%	101	98	51%
READER	10	28	26%	11	24	31%	10	22	31%	10	19	34%	10	18	36%
PROF	60	135	31%	58	134	30%	56	131	30%	62	133	32%	75	139	35%
TOTAL	347	404	46%	373	417	47%	391	446	47%	449	461	49%	485	487	50%

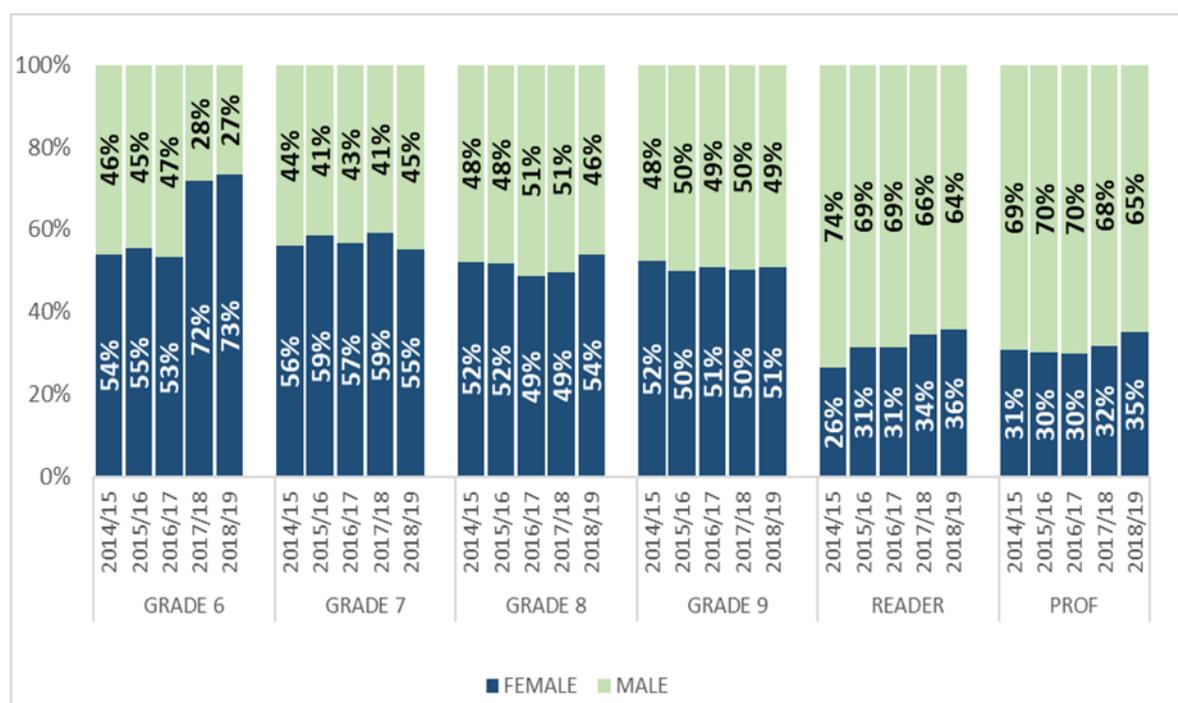


Figure 4.2 Female Percentage of AHSSBL Academic Staff 2014/15 – 2018/19

Women are overrepresented at G6-8; especially at G6, typically, Research Assistant posts, where small numbers mean slight changes in staffing prompt large percentage fluctuations.

%F drops at Reader, with decline between G9→Professor. However, at Professor, %F increased from 31%-35% between 2014/15-2018/19; coinciding with a more pronounced increase in female numbers (n=60 to n=75) compared to males (n=135 to n=139). This reflects concerted workforce planning in AHSSBL to encourage women towards senior promotion, evidenced by promotions data, discussed in depth at s.5.1(iii); and is higher than 32% benchmark (HESA) for 'Non-SET' female Professors.

STEMM ACADEMIC PIPELINE

Table 4.4 STEMM Academic Staff by Grade and Gender 2014/15 – 2018/19

STEMM	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	%F	F	M	%F	F	M	%F
GRADE 6	147	139	51%	148	154	49%	159	155	51%	167	142	54%	161	184	47%
GRADE 7	295	283	51%	304	302	50%	319	325	50%	310	334	48%	317	343	48%
GRADE 8	121	176	41%	123	179	41%	124	186	40%	133	188	41%	132	193	41%
GRADE 9	71	160	31%	72	159	31%	78	154	34%	75	162	32%	77	167	32%
READER	21	45	32%	18	44	29%	19	43	31%	17	36	32%	19	35	35%
PROF	43	183	19%	42	185	19%	46	193	19%	53	208	20%	58	219	21%
TOTAL	698	986	41%	707	1023	41%	745	1056	41%	755	1070	41%	764	1141	40%

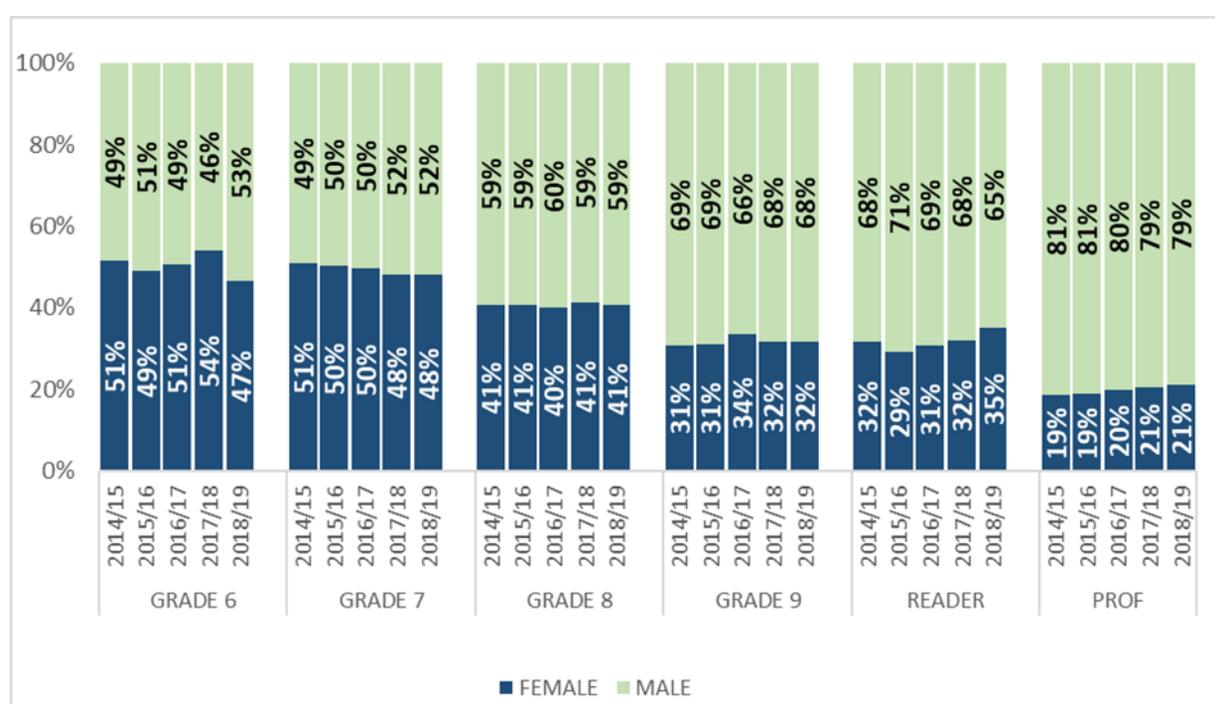


Figure 4.3 Female Percentage of STEMM Academic Staff 2014/15 – 2018/19

G6 shows reasonable, average, gender balance. Female underrepresentation begins at G8, reflecting Postdoctoral Researcher → Lecturer/Independent Researcher transition, worsening at G9/Reader → Professor.

Number and proportion of female Professors grew; improving on Bronze2016 which showed static proportions (19%F between 2012/13-2014/15). This impact, like AHSSBL, reflects notable growth in female promotions (see s.5.1(iii)) and now reflects (HESA) benchmarks of 21% female 'SET'; Professors.

We must review ongoing appointments to ensure drop in female representation at G7 is not a declining trend. Recruitment data demonstrate lower female application rates but higher success rates when applying. Steps to streamline job descriptions and essential criteria along with targeted marketing should grow %F amongst applicants over next 5 years (see SAPs 2.1(i-iii); 2.2 (i-ii); 2.3 at s.5.1(i))

CLINICAL ACADEMIC PIPELINE

Table 4.5 CLINICAL Academic Staff by Role and Gender (n and %) 2014/15 – 2018/19

CLINICAL ACADEMIC	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	%F	F	M	%F	F	M	%F
RES/AC FELLOW	32	26	55%	30	31	49%	31	31	50%	36	29	55%	31	34	48%
LECTURER	24	22	52%	25	18	58%	24	21	53%	22	24	48%	17	23	43%
SNR LECTURER/RF	20	20	50%	19	20	49%	21	20	51%	21	26	45%	21	26	45%
READER			0%			0%			20%			20%			40%
PROFESSOR	13	50	21%	13	47	22%	13	43	23%	12	40	23%	10	38	21%
TOTAL	89	123	42%	87	120	42%	90	119	43%	92	123	43%	81	124	40%

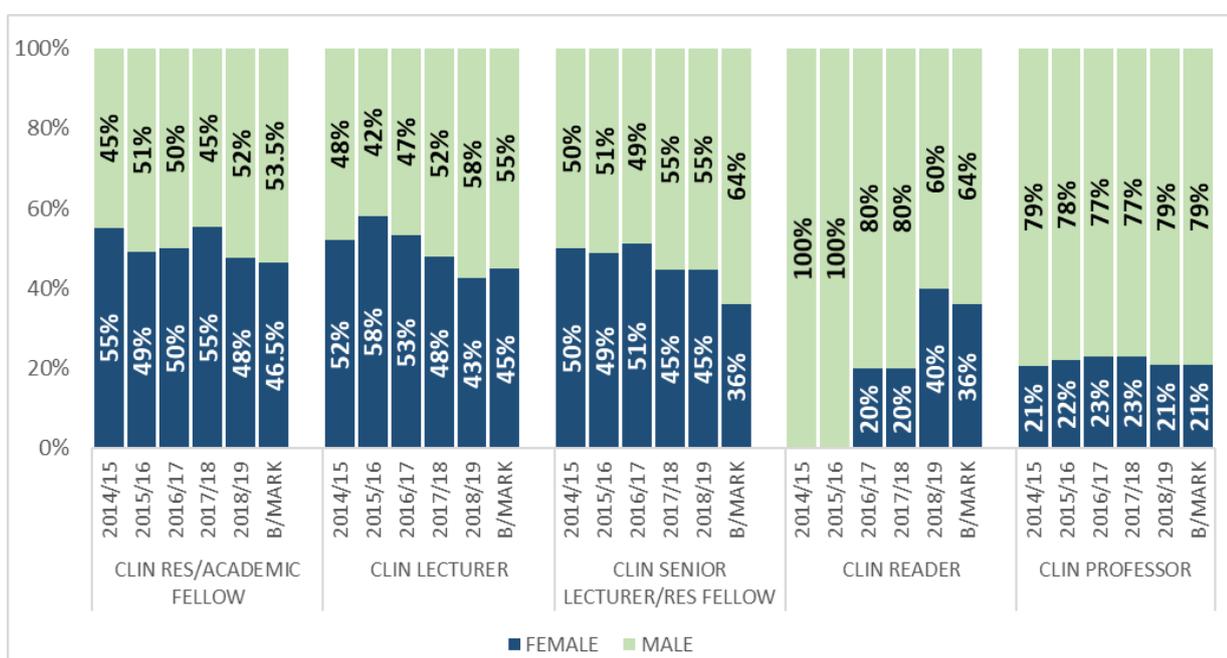


Figure 4.4 CLINICAL Academic Staff by Gender w/National Comparator⁴ 2014/15 – 2018/19

UofG compares favourably to benchmarks (Fig.4.4) but data show variation in %F at Res/Academic Fellow- and Lecturer-levels, with women predominating in 3/5 years. These posts are changeable due to movement between academia (following Research/Academic Fellowship) and NHS (returning to complete clinical training). We saw an increase from 0 to 2 female Clinical Readers through promotion (n=1) and appointment via UofG's Kelvin Adam Smith Fellowship scheme (n=1).

New joint contract arrangements between UofG and Beatson Cancer Centre created an increase of 5 male Senior Lecturers/Res Fellows in 2017/18 reducing women's proportionate representation. Despite this, %F at this level remains c.10% above benchmark.

⁴ Medical Schools Council (2018) *A Survey of Staffing Levels of Medical Clinical Academics in UK Medical Schools*, Available at: <https://www.medschools.ac.uk/clinical-academic-survey>, last accessed: 10 February 2020

ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Table 4.6 UofG Academic Staff by Contract Type 2014/15 – 2018/19

ALL UofG	FIXED TERM			OPEN-ENDED FUNDING END			OPEN ENDED (PERM)		
	F	M	%F	F	M	%F	F	M	%F
2014/15	76	76	50%	450	490	48%	519	824	39%
2015/16	106	97	52%	451	492	48%	523	851	38%
2016/17	105	121	46%	465	508	48%	566	873	39%
2017/18	149	114	57%	464	513	47%	591	904	40%
2018/19	165	168	50%	452	518	47%	632	942	40%

Table 4.7 UofG Academic Staff on Fixed-Term and Open-Ended FED/Open Ended (combined)⁵ 2014/15 – 2018/19 w/National B/Mark

ALL UofG	FIXED TERM			OPEN-ENDED+PERM		
	F	M	%F	F	M	%F
2014/15	76	76	50%	969	1314	42%
2015/16	106	97	52%	974	1343	42%
2016/17	105	121	46%	1031	1381	43%
2017/18	149	114	57%	1055	1417	43%
2018/19	165	168	50%	1084	1460	43%
B/MARK	34560	36370	49%	62635	78375	44%

Table 4.6 shows gender balance amongst Fixed-Term contracts (ave.51%F; 50%F in 2018/19), with women underrepresented on Open-Ended contracts over the period with a slight increase to 40%F in 2017/18-2018/19; comparative data reflects Benchmarks (Table 4.7) of 50%F UofG v. 49%F B/mark; and 43%F UofG v. 44%F B/mark on Fixed-Term and Open-Ended contracts, respectively.

⁵ Returns to HESA by HEIs often classify Open-Ended Funding End Date contracts as ‘Open-Ended’, confirmed with other Russell Group HEIs by UofG’s Head of HR Systems confirmed in Feb. 2020.

Table 4.8 AHSSBL Academic Staff by Contract Type and Gender 2014/15 – 2018/19

AHSSBL	FIXED TERM			OPEN-ENDED FED			OPEN ENDED (PERM)		
	F	M	%F	F	M	%F	F	M	%F
2014/15	23	23	50%	65	53	55%	259	328	44%
2015/16	41	27	60%	66	56	54%	266	334	44%
2016/17	42	42	50%	60	55	52%	289	349	45%
2017/18	75	44	63%	70	60	54%	304	357	46%
2018/19	81	62	57%	68	54	56%	336	371	48%

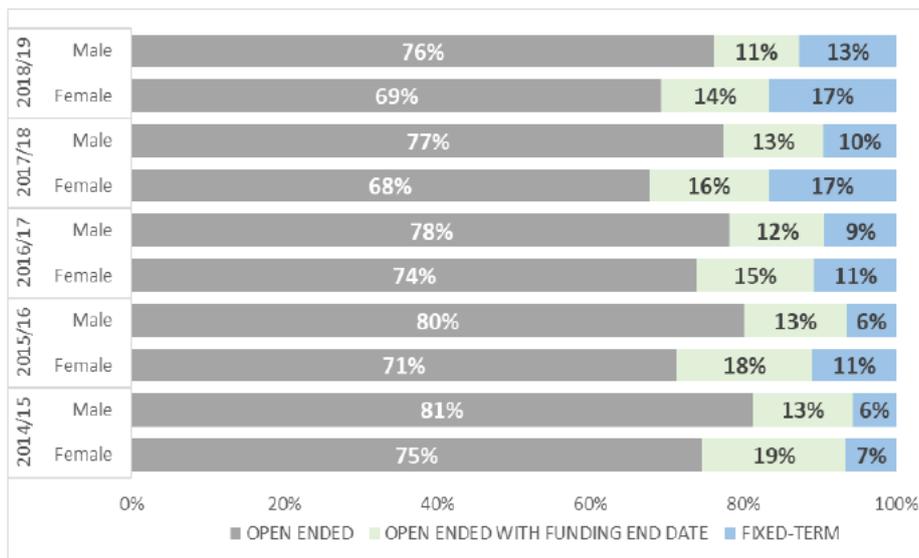


Figure 4.5 Distribution of Contract Types amongst Female and Male AHSSBL Staff 2014/15 – 2018/19

AHSSBL: females comprise 56-57% of staff employed on contracts of fixed-duration in 2018/19, compared to 48%F on Open-Ended. This reflects %F in Research-Only roles (58%F in 2018/19, see Table 4.13) which are fixed duration and %F in R&T, which tend to be permanent (48%F open-ended v. 45% F R&T in 2018/19).

Table 4.9 STEM Academic Staff by Contract Type and Gender 2014/15 – 2018/19

STEMM	FIXED TERM			OPEN-ENDED FED			OPEN ENDED (PERM)		
	F	M	%F	F	M	%F	F	M	%F
2014/15	53	53	50%	385	437	47%	260	496	34%
2015/16	65	70	48%	385	436	47%	257	517	33%
2016/17	63	79	44%	405	453	47%	277	524	35%
2017/18	74	70	51%	394	453	47%	287	547	34%
2018/19	84	106	44%	384	464	45%	296	571	34%

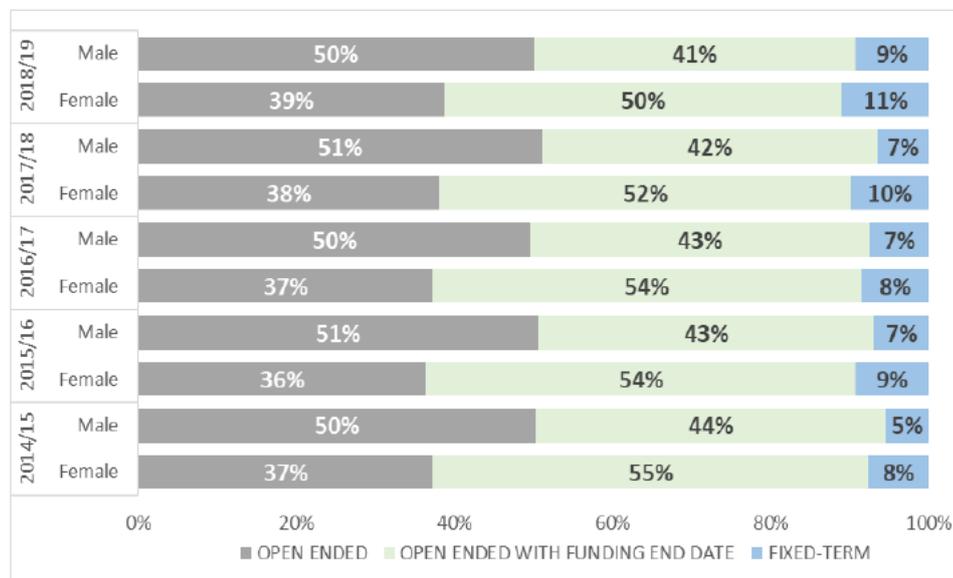


Figure 4.6 Distribution of Contract Types amongst Female and Male STEM Staff 2014/15 – 2018/19

STEMM: females underrepresented on open-ended contracts. Fixed-term and open-ended-funding-end-date contracts are more evenly split, reflecting Research staffing (Table 4.16): 61% of women employed on fixed-duration contracts in 2018/19, mirrors female Research-Only population (n=465/763, Research-Only/Total female STEM =61%, Tables 4.15-17).

Table 4.10 CLINICAL Academic Staff by Contract Status and Gender 2014/15 -2018/19

CLINICAL	FIXED TERM			OPEN-ENDED FED			OPEN ENDED (PERM)		
	F	M	%F	F	M	%F	F	M	%F
2014/15	46	43	52%	5	5	50%	38	75	34%
2015/16	49	48	51%			50%	37	71	34%
2016/17	49	48	51%			20%	40	67	37%
2017/18	52	48	52%	3	6	33%	37	69	35%
2018/19	44	47	48%			18%	35	68	34%

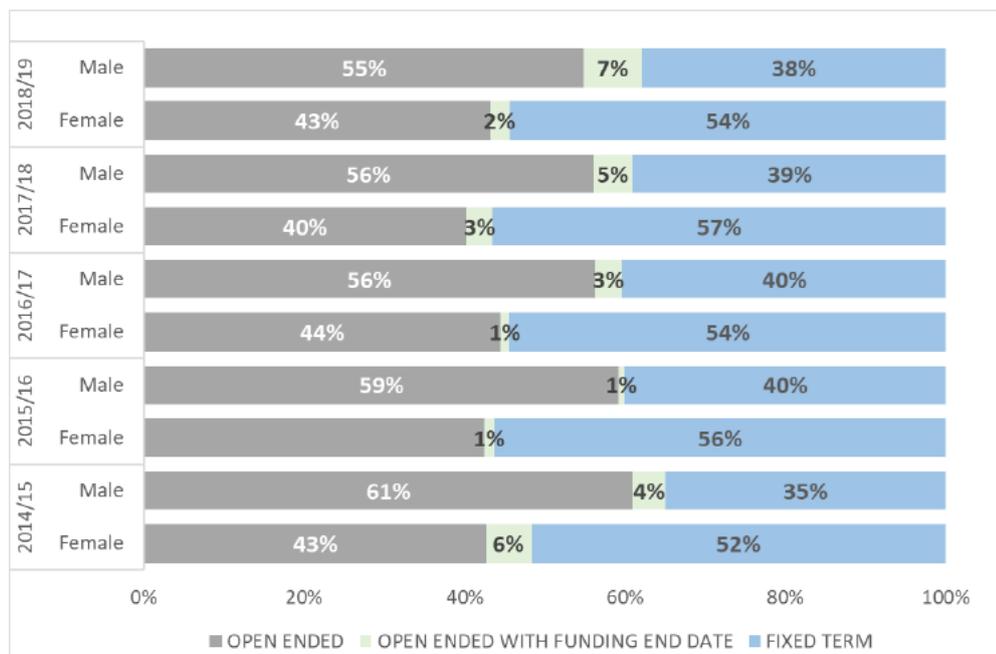


Figure 4.7 Distribution of Contract Types amongst Female and Male CLINICAL Staff 2014/15 – 2018/19

Data are consistent showing Clinical appointments mostly split between Open-Ended and Fixed-Term contracts, with gender balance across each reflecting distribution across Clinical Res/Academic Fellows and Lecturers and other Clinical Academic posts (s.4.1(i)).

Redeployment: To maximise continuity of employment for staff on fixed-term contracts, we provide comprehensive training and support. We strive to redeploy staff through the Redeployment Register. Principal Investigators (PIs) and managers must first consult the RR when recruiting; existing staff on the RR meeting criteria for a post will, ordinarily, be invited to interview.

[COVID-19: VP for Research and Research and Innovation, along with College Research Management Teams are exploring potential redeployment for researchers whose contracts are due to end imminently during the pandemic and are actively engaging with research funders to determine potential impacts on research funding and project end dates possible extensions to current grants. 52/500 words]

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only. Comment on the proportions of men and women on these contracts and by job grade.

University's 3 main career tracks for Research and Teaching (covering Clinical and Non-Clinical Academic Staff):

Research & Teaching (R&T)

Research-Only (Research)

Learning, Teaching and Scholarship (LTS)

Table 4.11 UofG Staff by Contract Function and Gender w/National B/Mark 2014/15 – 2018/19

ALL UofG	RESEARCH			R&T			LTS		
	F	M	%F	F	M	%F	F	M	%F
2014/15	506	540	48%	390	739	35%	149	111	57%
2015/16	515	580	47%	381	741	34%	184	119	61%
2016/17	543	623	47%	392	748	34%	201	131	61%
2017/18	576	613	48%	391	752	34%	237	166	59%
2018/19	559	653	46%	428	791	35%	262	184	59%
B/MARK	23365	26145	47%	41450	58650	41%	31825	29220	52%

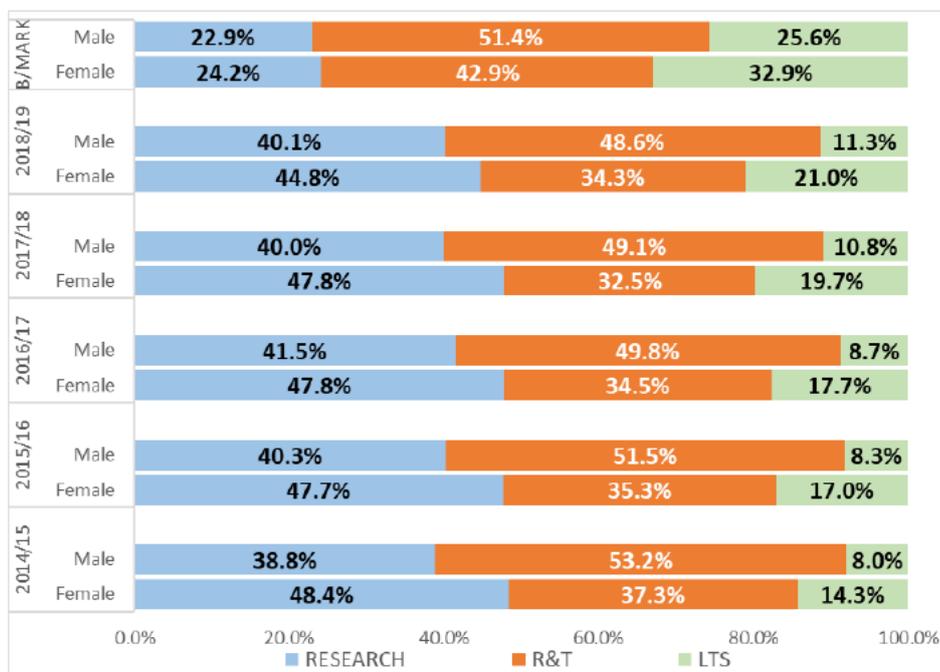


Figure 4.8 UofG Academic Staff by Contract Function and Gender w/National B/Mark 2014/15 – 2018/19

Since 2014/15, both males/females more likely to be on LTS-track, %R&T-track dropped (c.37%-34% of women;c.52%-48% of men).

Men are proportionately more likely to be employed on R&T-track, with women most likely to be on Research-track; higher male/female proportions on Research-track across both populations compared to benchmarks (c.45%Fv.24%F and 40%Mv.23%M in 2018/19) reflects UofG's research-intensive activity.

Table 4.12 AHSSBL Research & Teaching Staff by Grade and Gender 2014-15 – 2018/19

AHSSBL R&T	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE 7	36	32	53%	45	37	55%	53	39	58%	48	40	55%	39	40	49%
GRADE 8	59	59	50%	57	54	51%	57	62	48%	59	61	49%	79	67	54%
GRADE 9	66	68	49%	62	70	47%	68	72	49%	71	78	48%	79	85	48%
READER	10	28	26%	11	24	31%	10	22	31%	10	19	34%	10	18	36%
PROF	59	127	32%	57	126	31%	55	123	31%	59	123	32%	72	129	36%
TOTAL	230	314	42%	232	311	43%	243	318	43%	247	321	43%	279	339	45%

Table 4.12 demonstrates reasonable gender balance at G6-9, with notable %F drop at Reader and Professor (despite positive %F increases at these levels since Bronze2016) mirroring overall pipeline outlined above (Table 4.4).

Table 4.13 AHSSBL Research Staff by Grade and Gender 2014-15 – 2018/19

AHSSBL RESEARCH	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE 6	19	16	54%	22	19	54%	23	20	53%	31	12	72%	31	13	70%
GRADE 7	32	24	57%	35	26	57%	33	33	50%	57	39	59%	52	32	62%
GRADE 8	11	8	58%	9	11	45%	7	11	39%	6	13	32%	8	12	40%
GRADE 9			75%			67%			50%			50%			33%
PROF			14%			14%			17%			13%			11%
TOTAL	66	55	55%	69	63	52%	66	71	48%	97	73	57%	93	67	58%

Female Research staff are overrepresented at G6-7 over last two years, linked to newly-funded research projects. Beyond G7 numbers are small and changeable, with %F dropping between 2014/14-2017/18 but increasing again in 2018/19 at G8. G9 shows drop in females but very small numbers across two Colleges make it difficult to draw firm conclusions. Professor roles tend to be very fractional appointees based elsewhere but contributing to research at UofG via visiting roles and/or in supervision.

Table 4.14 AHSSBL LTS Staff by Grade and Gender 2014-15 – 2018/19

AHSSBL LTS	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE 6 ⁶			50%			67%			50%			67%			100%
GRADE 7	20	13	61%	35	18	66%	44	27	62%	55	32	63%	54	46	54%
GRADE 8	19	15	56%	19	14	58%	21	17	55%	28	21	57%	31	22	58%
GRADE 9			73%	14	7	67%	15	8	65%	18	10	64%	21	11	66%
PROF			0%			0%			0%			40%			50%
TOTAL	51	35	59%	72	43	63%	82	57	59%	105	67	61%	113	81	58%

UG and PGT course expansion created sharp growth in LTS population since 2014/15.

Women form majority on LTS. Noticeably, there are now 2 female LTS Professors (via internal promotion) and 50:50 gender balance at this level.

⁶ Generally, Grade 6 is not used on the LTS track for substantive posts. These positions relate to Native Language Teachers who provide language teaching on Modern Language degree programmes, often they are exchange students.

UofG has worked extensively over >5 years and since Bronze2016, to raise profile of Teaching and Scholarship and ensure it achieves parity of esteem in our research-intensive environment. These steps, for benefit of all staff, have always disproportionately impacted women in AHSSBL and STEMM due their predominance on this track. They include: developing new promotion criteria and support (s.5.1(iii)); roll-out of ECDP to all tracks (s.5.3(iii), **BAP 3.2.2**).

STEMM:

Table 4.15 STEMM Research & Teaching Staff by Grade and Gender 2014/15 – 2018/19

STEMM R&T	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE 7	20	23	47%	17	25	40%	16	26	38%	12	29	29%	15	25	38%
GRADE 8	39	79	33%	32	81	28%	32	86	27%	35	87	29%	31	95	25%
GRADE 9	39	104	27%	42	102	29%	41	96	30%	36	93	28%	35	103	25%
READER	21	45	32%	18	44	29%	18	43	30%	16	35	31%	17	35	33%
PROF	41	174	19%	40	178	18%	42	179	19%	45	187	19%	51	194	21%
TOTAL	160	425	27%	149	430	26%	149	430	26%	144	431	25%	149	452	25%

Table 4.15 shows improved female representation at Reader and Professor. Declining %F at earlier career levels reflects the overall STEMM pipeline trends identified and discussed previously (s.4.1(i), Table 4.4).

Table 4.16 STEMM Research Staff by Grade and Gender 2014/15 – 2018/19

STEMM RESEARCH	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE 6	147	139	51%	148	154	49%	159	155	51%	167	142	54%	161	184	47%
GRADE 7	232	245	49%	238	260	48%	253	283	47%	250	288	46%	242	302	44%
GRADE 8	51	72	41%	51	73	41%	51	76	40%	49	72	40%	50	65	43%
GRADE 9	8	25	24%	7	27	21%	11	31	26%	10	30	25%	10	27	27%
PROF			33%			40%			100%			50%			100%
TOTAL			48%			46%			47%			47%			45%

Table 4.16 shows women become most underrepresented at G8, reflecting the difficult transition from Postdoctoral Researcher → Senior Postdoctoral/Independent Researcher/tenured Lecturer. To support this, Research and Innovation (R&I) and Employee and Organisational Development (EOD) provide high quality opportunities for personal, professional and career development of researchers, discussed extensively at s.5.2(i)-(iii).

Table 4.17 STEMM LTS Staff by Grade and Gender 2014/15 – 2018/19

STEMM LTS	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE 7	43	15	74%	49	17	74%	50	16	76%	48	17	74%	60	16	79%
GRADE 8	31	25	55%	40	25	62%	41	24	63%	49	29	63%	51	33	61%
GRADE 9	24	31	44%	23	30	43%	26	27	49%	29	39	43%	32	37	46%
PROF			0%			0%			22%	6	14	30%	6	17	26%
TOTAL			56%			60%			62%	132	99	57%	149	103	59%

Table 4.17 demonstrates, like AHSSBL, STEMM women comprise majority on LTS track and %F has improved at G9 and Professor since Bronze2016. As outlined above (pp.25-6), changes to the promotion criteria and support as well as ECDP roll-out have supported this pipeline.

Table 4.18 CLINICAL Staff by Contract Function and Gender 2014/15 – 2018/19

CLINICAL	RESEARCH			R&T			LTS		
	F	M	%F	F	M	%F	F	M	%F
2014/15	36	28	56%	38	80	32%	15	15	50%
2015/16	36	33	52%	37	73	34%	14	14	50%
2016/17	35	32	52%	30	59	34%	25	28	47%
2017/18	39	30	57%	21	61	26%	32	32	50%
2018/19	35	35	50%	18	54	25%	28	35	44%

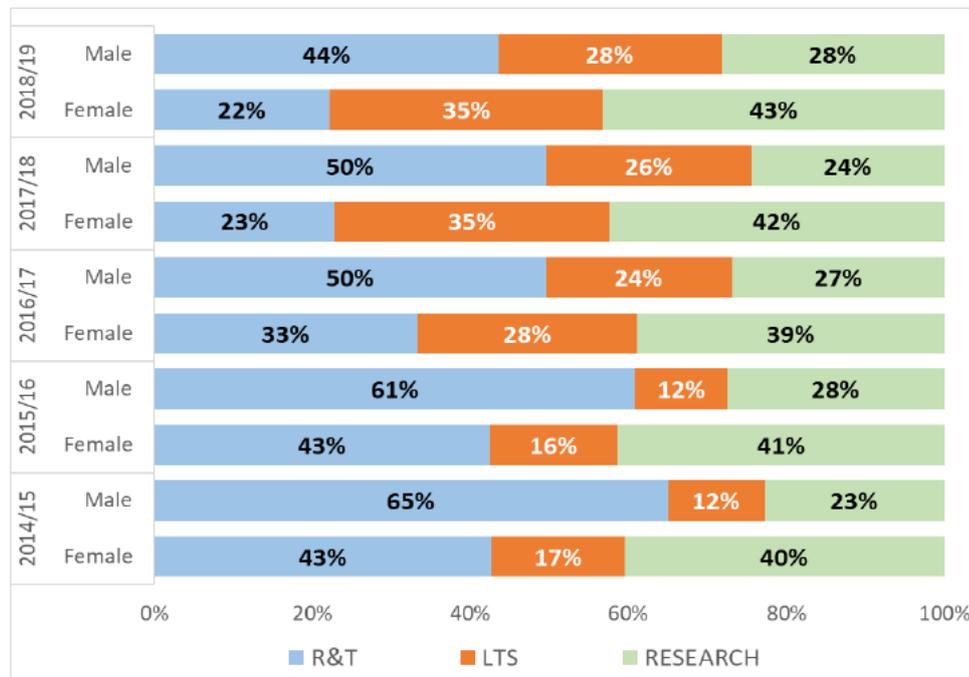


Figure 4.9 CLINICAL Staff by Contract Function and Gender 2014/15 – 2018/19

Both male/female Clinical academics are increasingly likely to be employed on LTS-track, with c.20% decrease in both males/females on R&T-track since 2014/15. Data below show this represents a move to LTS-track for Clinical Lecturers, with R&T aligned with more senior levels:

Table 4.19 CLINICAL Research & Teaching Staff by Role, and Gender 2014/15 – 2018/19

CLINICAL R&T	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
RES/AC FELLOW			50%			0%			0%			-			-
LECTURER	13	16	45%	14	11	56%			60%			0%			-
SNR LECTURER/RF	11	12	48%	10	13	43%	13	12	52%	8	18	31%	6	15	29%
READER			0%			0%			20%			20%			40%
PROFESSOR	13	46	22%	13	43	23%	13	40	25%	12	38	24%	10	36	22%
TOTAL	38	80	32%	37	73	34%	30	59	34%	21	61	26%	18	54	25%

Table 4.20 CLINICAL Research Staff by Role, and Gender 2014/15 – 2018/19

CLINICAL RESEARCH	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
RES/AC FELLOW	31	25	55%	30	29	51%	31	30	51%	36	29	55%	31	34	48%
LECTURER			100%			50%			100%			100%			100%
SNR LECTURER/RF			50%			100%			50%			67%			67%
PROFESSOR			0%			0%			-			-			-
TOTAL	36	28	56%	36	33	52%	35	32	52%	39	30	57%	35	35	50%

Table 4.21 CLINICAL LTS Staff by Role, and Gender 2014/15 – 2018/19

CLINICAL LTS	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
LECTURER	8	6	57%	8	4	67%	19	19	50%	21	23	48%	15	23	39%
SNR LECTURER/RF	7	6	54%	6	7	46%	6	6	50%	11	7	61%	13	10	57%
PROFESSOR			0%			0%			0%			0%			0%
TOTAL			50%			50%			47%			50%			44%

Bronze2016 [BAP 2.2.3] sought to encourage more women to Clinical pipeline via enhanced role modelling and profiling. This was successfully embedded by Schools/RIs with Clinical academic staff, into their AS work (see s.5.6(x)); all Schools/RIs with substantial Clinical Academic representation secured Silver AS status since Bronze2016.

To nurture female leadership in the medical field UofG joined forces with Royal College of Physicians and Surgeons of Glasgow in June 2019, to launch the new *Developing Female Medical and Academic Leaders Scholarship Programme*. In addition to transferrable leadership skills development, the programme includes personal mentoring from, and networking opportunities with, a range of senior female medical and/or academic leaders. The flagship programme runs until June 2020 and evaluation will inform School/RI AS actions linked to the clinical specialisms of participants.

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Table 4.22 AHSSBL Turnover by Grade and Gender 2014/15 – 2017/18

AHSSBL LEAVERS		2014/15			2015/16			2016/17			2017/18		
		H/ COUNT	LEAVER	T/ OVR									
GRADE 6	F	20	11	55%	26	13	50%	25	13	52%	33	19	58%
	M	17	5	29%	21	9	43%	22	15	68%	13	7	54%
GRADE 7	F	88	8	9%	115	18	16%	130	24	18%	160	36	23%
	M	69	11	16%	81	10	12%	99	15	15%	111	15	14%
GRADE 8	F	89	4	4%	85	9	11%	85	9	11%	93	6	6%
	M	82	6	7%	79	5	6%	90	5	6%	95	11	12%
GRADE 9	F	80	5	6%	78	5	6%	85	2	2%	91	1	1%
	M	73	4	5%	78	3	4%	82	6	7%	90	5	6%
READER	F	10	0	0%	11	2	18%	10	0	0%	10	1	10%
	M	28	1	4%	24	2	8%	22	1	5%	19	2	11%
PROF	F	60	4	7%	58	5	9%	56	3	5%	62	2	3%
	M	135	10	7%	134	10	7%	131	4	3%	133	6	5%
TOTAL	F	347	32	9%	373	52	14%	391	51	13%	449	65	14%
	M	404	37	9%	417	39	9%	446	46	10%	461	46	10%

Overall, turnover is low, with female turnover proportionately higher than male turnover in 3/4 years analysed (between 13-14%F v. 9-10%M). Although leaving reason data show women more likely to leave due to contract end period than men, who are more likely to resign. This reflects high proportions of women in research roles and high turnover at early career levels G6-7, associated with postdoctoral research positions.

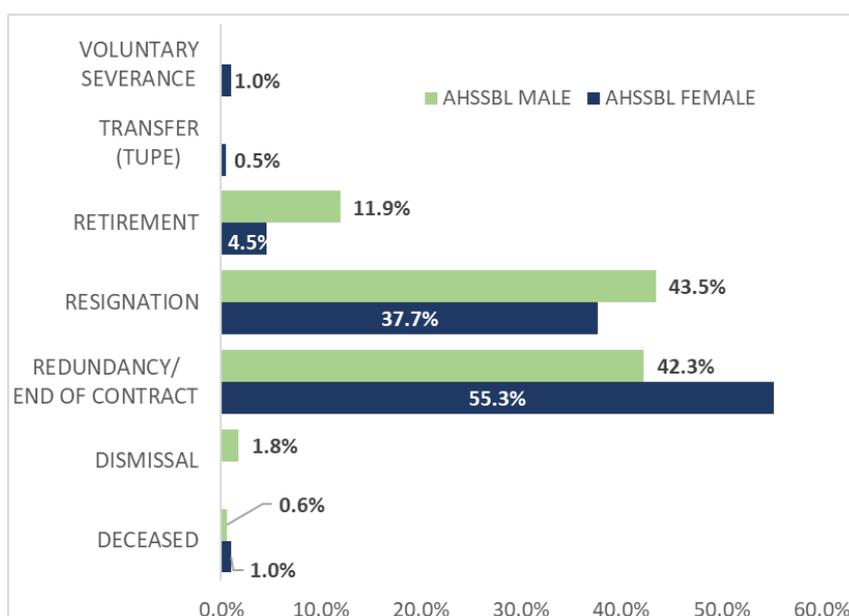


Figure 4.10 Leaving Reasons for AHSSBL Staff by Gender for period 2014/15-2017/18

Table 4.23 STEMM Turnover by Grade and Gender 2014/15 – 2017/18

STEMM LEAVERS	2014/15			2015/16			2016/17			2017/18			
	H/ COUNT	LEAVER	T/ OVR										
GRADE 6	F	147	53	36%	148	42	28%	159	49	31%	167	53	32%
	M	139	42	30%	154	36	23%	155	54	35%	142	51	36%
GRADE 7	F	295	46	16%	304	45	15%	319	56	18%	310	60	19%
	M	283	58	20%	302	49	16%	325	65	20%	334	77	23%
GRADE 8	F	121	15	12%	123	8	7%	124	16	13%	133	11	8%
	M	176	27	15%	179	23	13%	186	19	10%	188	26	14%
GRADE 9	F	71	4	6%	72	4	6%	78	6	8%	75	4	5%
	M	160	10	6%	159	12	8%	154	8	5%	162	10	6%
READER	F	21	2	10%	18	2	11%	19	1	5%	17	0	0%
	M	45	3	7%	44	5	11%	43	4	9%	36	1	3%
PROF	F	43	3	7%	42	2	5%	46	2	4%	53	4	8%
	M	183	13	7%	185	5	3%	193	10	5%	208	10	5%
TOTAL	F	698	123	18%	707	103	15%	745	130	17%	755	132	17%
	M	986	153	16%	1023	130	13%	1056	160	15%	1070	175	16%

Turnover is highest at early career levels G6-7, where fixed-duration contracts linked to research funding are common. At more senior levels, numbers are low but turnover slightly higher for Professorial women than men in 2015/16 and in 2017/18. Amongst the most substantive reasons staff left, females were most likely to leave due to contracts ending (e.g. PDRAs) compared to men who were equally likely to resign as leave due to contracts ending:

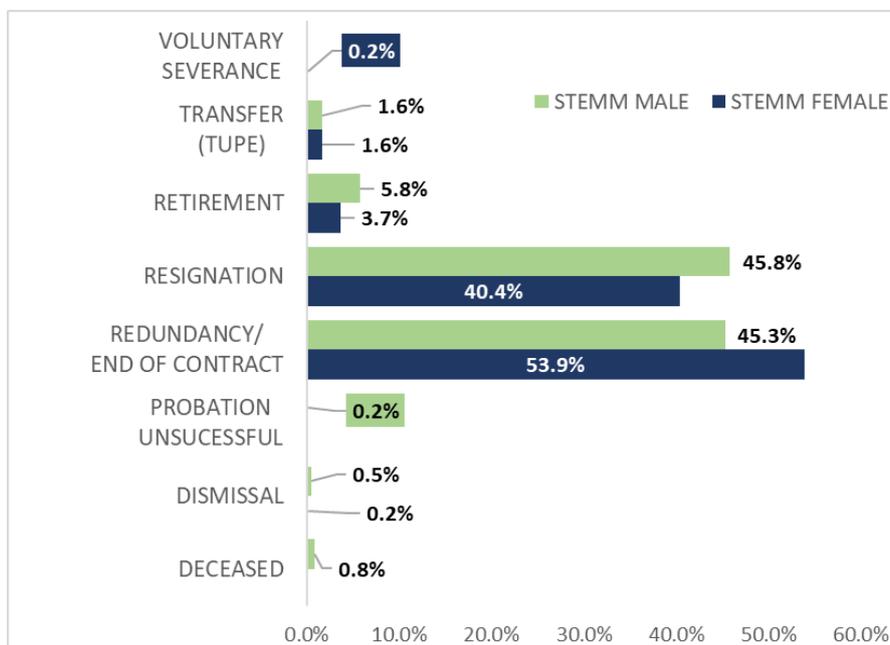


Figure 4.11 Leaving Reasons for STEMM Staff by Gender for period 2014/15-2017/18

Table 4.24 CLINICAL Turnover by Grade and Gender 2014/15 – 2017/18

CLINICAL ACADEMIC		2014/15			2015/16			2016/17			2017/18		
		H/ COUNT	LEAVER	T/ OVR									
RES/AC FELLOW	F	32	10	31%	30	11	37%	31	6	19%	36	11	31%
	M	26	11	42%	31	4	13%	31	14	45%	29	8	28%
LECTURER	F	24	2	8%	25	5	20%	24	5	21%	22	2	9%
	M	22	5	23%	18	3	17%	21	4	19%	24	7	29%
SNR LECTURER/RF	F	20	1	5%	19	1	5%	21	1	5%	21	0	0%
	M	20	2	10%	20	5	25%	20	0	0%	26	0	0%
READER	F	0	-	-	0	-	-	1	0	0%	1	1	100%
	M	5	1	20%	4	0	0%	4	0	0%	4	0	0%
PROFESSOR	F	13	1	8%	13	0	0%	13	1	8%	12	1	8%
	M	50	4	8%	47	5	11%	43	6	14%	40	4	10%
TOTAL	F	89	14	16%	87	17	20%	90	13	14%	92	15	16%
	M	123	23	19%	120	17	14%	119	24	20%	123	19	15%

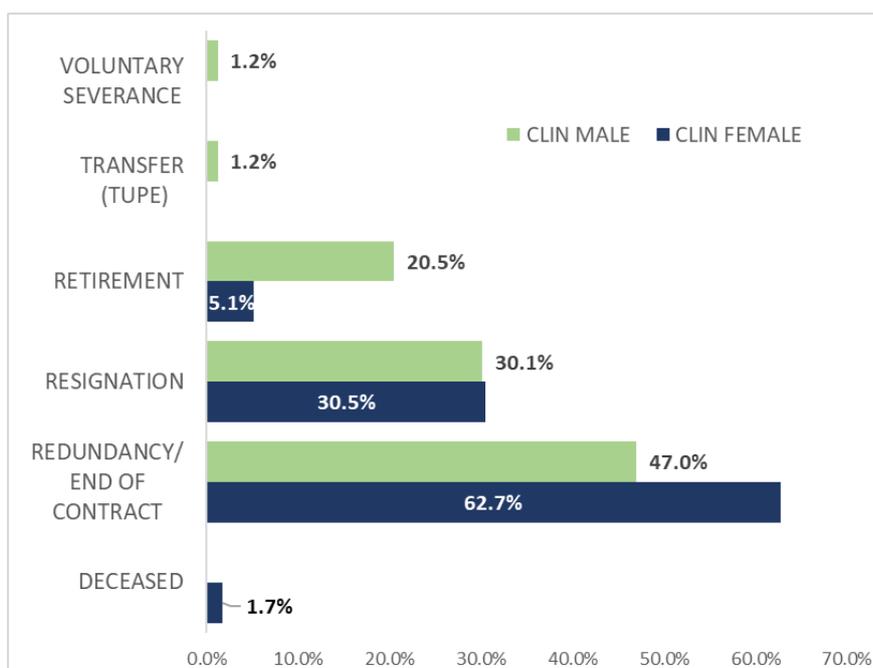


Figure 4.12 Leaving Reasons for CLINICAL Staff by Gender for period 2014/15-2017/18

Turnover beyond Clinical Research/Academic Fellow levels is quite low for women, who are most underrepresented at senior levels. Regular turnover at Res/Ac Fellow level is expected as these clinicians come to the end of their period of research and return to the NHS to complete their clinical training. Resignation rates were equitable by gender (Fig.4.12: 30.5%F v. 30.1%M). Amongst the female Clinical Professor ‘leavers’, 1, sadly, died and 2 retired.

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

Our most recent pay review shows a slight drop in overall average gender pay gap from -18.3% to -17.9% (-16.2% median, slightly lower than Scottish HE median of 18.9%); and in academic pay gap from -13.31% in 2016 to -12% in 2019, slightly above national benchmark of c.11%.

UofG's substantive pay scale across G1-10 (excl. Professoriate) does not demonstrate any statistically significant differences within grades defined by the Equality and Human Rights Commission (EHRC) ($\pm 5\%$) for average salary. However Median pay gap highlights differences in favour of females and males.

Equalised pay analysis shows average gaps largely caused by occupational segregation, with women underrepresented in senior roles, and across Grades 3-4 in PSS (see s.4.2) and overrepresented in Grade 5 PSS.

Table 4.25 Pay Gap by Grade – (-) here denotes a pay gap in favour of males

Pay Gap by Grade	Average	Median
	Base Salary (%)	Base Salary (%)
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Professoriate - All		
Zone 1		
Zone 2		
Zone 3		
Zone 4		

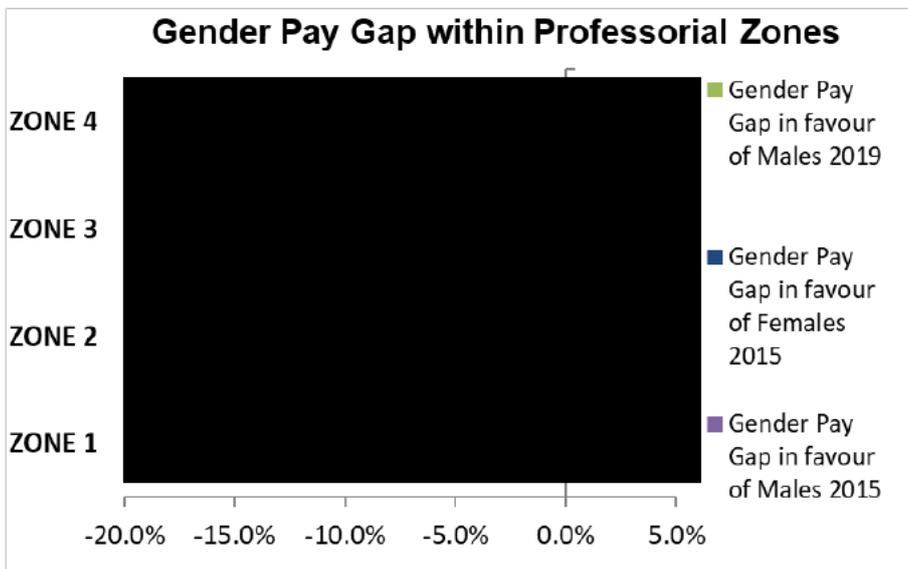


Figure 4.13 Gender Pay Gap within Professorial Zones

Professorial Zoning places Professors into one of four zones (4 being highest) influenced by academic portfolio and performance (over 4-6 year period) against several criteria. Data show Professorial pay within statistically permitted parameters of 3-5% defined by EHRC for Zones 1, 2 and 3 (Fig.4.13). The pronounced gap at Zone 1 is attributable to large proportion of women newly promoted to Zone 1 Professor in 2018/19 (s.5.1(iii)), supported by median gap data (Table 4.25). Zone 4 gap is compounded by vertical segregation and low numbers.

Bronze2016 sought to tackle Zone 2 gap [via BAP 3.2.7: convene working group to explore issues and particularly address Professorial Zone 2: Impact: Reduced pay gap in Zone 2 from -6.2% to -2.9%].

UofG convened a working group throughout 2016/17 and launched Gender Pay Gap Strategy and Action Plan 2017-2030, including key demographic milestones for academic grades which influence overall pay gap (shown below to have been met/exceeded (Table 4.26)).

The approach, framed around three pillars of Leading Transformation; Attracting Talent; and Supporting Development shows good progress:

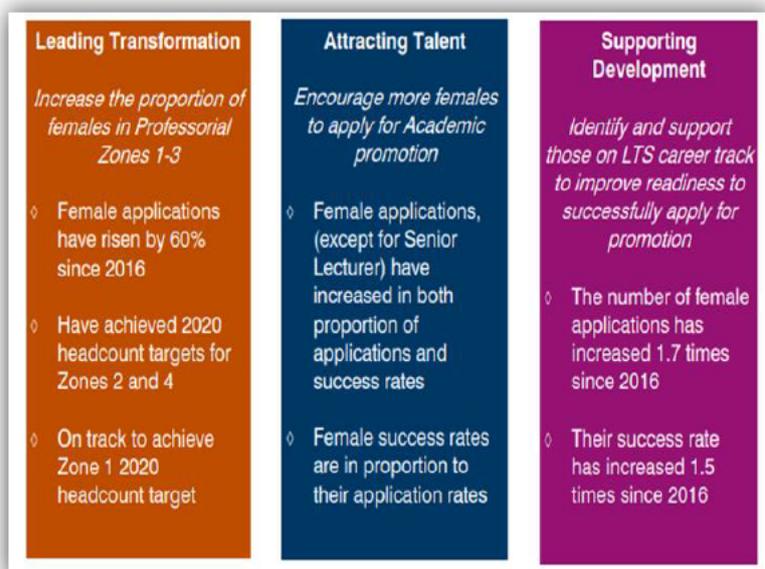


Table 4.26 Gender Pay Strategy Milestones 2017-30

RT	BASELINE (%F)	FEMALE R&T STAFF AS AT DECEMBER 2019 ⁷	TARGET (2020)	TARGET (2025)
GRADE 6	55%	56%	52%	50%
GRADE 7	52%	50%	50%	50%
GRADE 8	45%	52%	48%	50%
GRADE 9	38%	41%	40%	45%
ZONE 1	27%	36%	33%	35%
ZONE 2	26%	32%	30%	35%
ZONE 3	23%	21%	25%	28%
ZONE 4	7%	3%	7%	10%
Overall	45%	48%	45%	47%

Figure 4.14 Gender Pay Gap Strategy Update, 2019

Future priorities are to continue to implement the Gender Pay Action Plan towards key targets (1) and 2 new actions:

SAP 3.1	Revise Gender Pay Gap Action Plan (GPGAP) to address new gaps at Professorial Zone 4, via strategic recruitment and Zone profiling.
SAP 3.2	Address horizontal occupational segregation –particularly amongst PSS across OPS G2-4 through revised job design and recruitment strategy particularly for new James McCune Smith Learning and Teaching Hub.

⁷ N.B. These data may differ from pipeline data above which have a census date of July 2019.

4.2 PROFESSIONAL AND SUPPORT STAFF DATA (882 WORDS)

(i) Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

Table 4.27 PSS Job Family Profiles at University of Glasgow

Function/Job Family	Nature of Roles	Associated Grade Structure
Operational (OPS)	= Roles involve direct or indirect service provision for students/staff, through maintenance, grounds, security, portering, residences, hospitality, cleaning and other site services or sporting activity and related services.	Grades 1 – 7
Technical & Specialist (TECH)	= Roles may offer research support to academic staff/students, e.g. setting up and operating equipment, running analyses and tests, providing technical design services and technical advice.	Grades 2 - 9
Management, Professional & Administrative (MPA)	= Roles may involve administrative support, developing and implementing policy and processing, providing specialist/expert advice and support, or carrying out project management and support. = Higher Grade levels =substantial role in management of functions.	Grades 2 – 10

PSS are employed across Schools/RIs *within* Colleges; central teams *across* College (e.g. College Research Support Teams); and central University Directorates: 'University Services' (UNIS). PSS fall under three overarching 'Job Families': OPS, TECH and MPA.

Table 4.28(a) UofG PSSby Function, Gender and AHSSBL/STEMM/UNIS 2014/15 – 2018/19

PSS STAFF		STEMM			AHSSBL			UNIS			ALL UofG		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
OPS	2014/15	34	26	57%	-	-	-	462	419	52%	496	445	53%
	2015/16	33	26	56%	-	-	-	446	388	53%	479	414	54%
	2016/17	38	28	58%	-	-	-	434	368	54%	472	396	54%
	2017/18	37	29	56%	-	-	-	440	349	56%	477	378	56%
	2018/19	41	33	55%	-	-	-	414	349	54%	455	382	54%
TECH	2014/15	282	214	57%	7	16	30%	19	68	22%	308	298	51%
	2015/16	286	231	55%	7	15	32%	17	75	18%	310	321	49%
	2016/17	301	231	57%	7	14	33%	18	73	20%	326	318	51%
	2017/18	300	230	57%			29%	22	70	24%	326	310	51%
	2018/19	324	256	56%			33%	25	66	27%	353	330	52%
MPA	2014/15	454	98	82%	267	53	83%	699	357	66%	1420	508	74%
	2015/16	490	112	81%	305	54	85%	671	338	67%	1466	504	74%
	2016/17	507	125	80%	297	65	82%	709	358	66%	1513	548	73%
	2017/18	515	131	80%	307	77	80%	712	353	67%	1534	561	73%
	2018/19	524	117	82%	330	82	80%	737	382	66%	1591	581	73%
TOTAL PSS	2014/15	770	338	69%	274	69	80%	1180	844	58%	2224	1251	64%
	2015/16	809	369	69%	313	69	82%	1134	801	59%	2256	1239	65%
	2016/17	846	384	69%	304	79	79%	1161	799	59%	2311	1262	65%
	2017/18	852	390	69%	311	87	78%	1174	772	60%	2337	1249	65%
	2018/19	889	406	69%	334	90	79%	1176	797	60%	2399	1293	65%

Table 4.28(b) UofG Female/Male PSS by SOC Code % distribution across and w/in gender as at 2018/19 w/Benchmark

SOC	FEMALE					MALE				
	UofG (n)	UofG %↓	B/MRK %↓	UofG %→	B/MRK %→	UofG (n)	UofG %↓	B/MRK %↓	UofG %→	B/MRK %→
SOC 1	65	2.7%	4.7%	54%	55%	55	4.3%	6.5%	46%	46%
SOC 2	403	16.8%	18.9%	60%	58%	268	20.7%	23.6%	40%	43%
SOC 3	512	21.3%	19.5%	56%	55%	396	30.6%	27.2%	44%	45%
SOC 4	918	38.3%	41.4%	80%	80%	223	17.2%	17.5%	20%	20%
SOC 5	13	0.5%	1.1%	13%	22%	89	6.9%	6.5%	87%	79%
SOC 6	116	4.8%	2.9%	56%	56%	91	7.0%	3.8%	44%	44%
SOC 7	5	0.2%	1.2%	50%	68%	5	0.4%	1.0%	50%	32%
SOC 8		0.0%	0.2%	4%	18%	24	1.9%	1.5%	96%	83%
SOC 9	366	15.3%	10.2%	72%	58%	142	11.0%	12.5%	28%	42%
TOTAL	2399	100%	100%	65%	63%	1293	100%	100%	35%	37%

KEY: SOC CODES					
SOC 1	Managers, directors & senior officials	SOC 4	Administrative and secretarial	SOC 7	Sales & customer service occupations
SOC 2	Professional occupations	SOC 5	Skilled trades occupations	SOC 8	Process, plant & machine operatives
SOC 3	Associate professional & technical	SOC 6	Caring, leisure & other service	SOC 9	Elementary occupations

Table 4.28(a) shows:

- =Women predominate across all PSS functions (65%F; in line with benchmark of 63%F total PSS) and areas of UofG-except amongst AHSSBL/UNIS TECH staff;
- = Men most underrepresented in MPA and especially in STEMM/AHSSBL areas;
- =No AHSSBL OPS roles due to the nature of research; STEMM OPS are engaged in laboratory work and/or animal maintenance/care.

Table 4.28(b) shows:

=UofG diverges from benchmarks re:activities UofG PSS women are predominantly involved in (SOC3-4) compared to men, predominantly involved in (SOC2-3). Despite the overrepresentation of women (65%F) amongst total PSS, they are less likely to be in Manager/Director/Snr Official roles (SOC1: 2.7% of Female PSS v. 4.3% of male PSS), out of line with benchmark. Our activities to support female leadership and progression (discussed below, 2.4.2(ii)); s.5.4) continue to be important.

Data by job family distributed across overall PSS show (Fig. 4.15):

- =MPA comprise majority PSS across University and vast majority across AHSSBL;
- =TECH constitute 17-18% of overall PSS between 2014/15–2018/19 but comprise c.45% of STEMM PSS during same period;
- =OPS decreased slightly over the period but formed ave.41% of UNIS; and ave.25% overall PS workforce

Disaggregating data by gender (Figs. 4.16-17) shows horizontal occupational segregation across PSS:

- =Majority Female PSS undertake MPA roles (c.64-66%F v. 41-45%M) across all UofG;
- =Male PSS more variably distributed across functions being proportionately more likely than female PSS to hold TECH roles in STEMM (63%M v. 36%F in 2018/19) and OPS roles in UNIS (30%M v. 19%F in 2018/19).

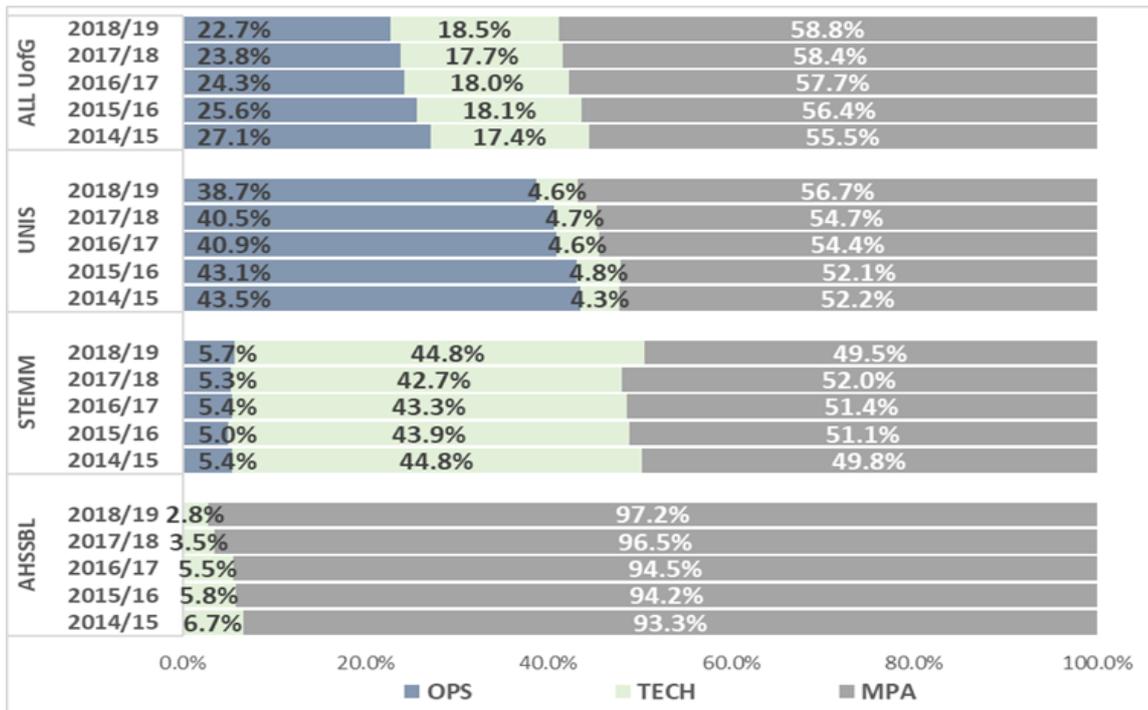


Figure 4.15 Distribution of PSS Job Families Across AHSSBL/STEMM/UNIS/UofG 2014/15 – 2018/19

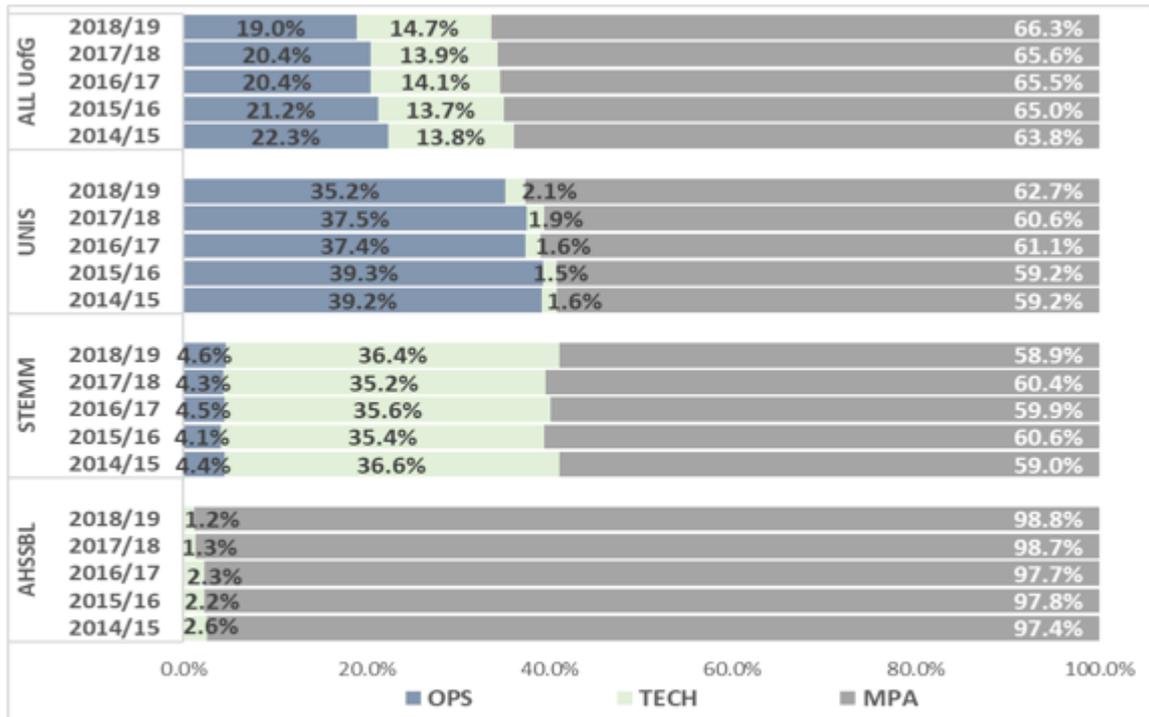


Figure 4.16 Distribution of Female PSS Job Families Across AHSSBL/STEMM/UNIS/UofG 2014/15 – 2018/19

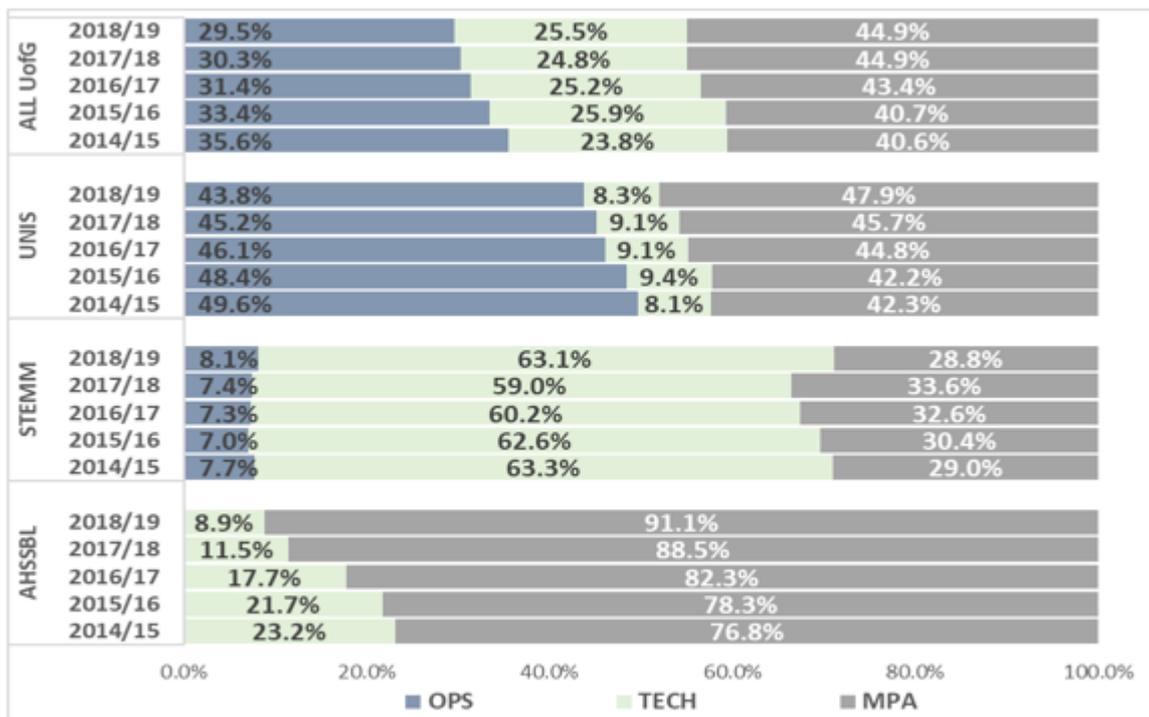


Figure 4.17 Distribution of Male PSS Job Families Across AHSSBL/STEMM/UNIS/UofG 2014/15 – 2018/19

Table 4.29 OPS Staff by Grade and Gender 2014/15 – 2018/19

OPS	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE 1	292	70	81%	306	70	81%	310	65	83%	311	62	83%	298	62	83%
GRADE 2	109	130	46%	86	116	43%	72	104	41%	71	96	43%	62	81	43%
GRADE 3	65	110	37%	57	97	37%	62	99	39%	49	100	33%	52	117	31%
GRADE 4	10	56	15%	11	56	16%	11	57	16%	30	53	36%	27	54	33%
GRADE 5	14	63	18%	13	59	18%	12	59	17%	11	57	16%	11	57	16%
GRADE 6	5	11	31%	5	10	33%			36%			40%			36%
GRADE 7			17%			14%			17%			20%			20%
TOTAL	496	445	53%	479	414	54%	472	396	54%	477	378	56%	455	382	54%

Women are vastly overrepresented at G1 (Table 4.29); most G1 OPS roles are based in Cleaning Services. Whereas male OPS are most notably overrepresented at G5 in each of the 5 years.

We seek to tackle occupational segregation as part of our work on gender pay. Linked to recent Facilities review was the plan to create new teams and roles to run and service the new buildings. These roles would incorporating different facets of roles across OPS G2-4 e.g. cleaning, AV support, security, janitorial; offering chance to move away from traditionally gendered segregation e.g. male security and female cleaning assistants (see SAP 3.2, at s.4.1(iv)).

Table 4.30 TECH Staff by Grade and Gender 2014/15 – 2018/19

TECH	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE 2	10	11	48%	9	13	41%	8	11	42%	11	11	50%	14	19	42%
GRADE 3	6	8	43%	8	14	36%	16	9	64%	16	8	67%	24	7	77%
GRADE 4	49	22	69%	51	28	65%	36	22	62%	33	20	62%	28	21	57%
GRADE 5	97	56	63%	94	66	59%	107	75	59%	97	72	57%	100	69	59%
GRADE 6	108	139	44%	103	139	43%	110	142	44%	114	135	46%	123	135	48%
GRADE 7	38	62	38%	45	61	42%	49	59	45%	51	62	45%	59	66	47%
GRADE 8	-	-	-	-	-	-	-	-	-			50%			20%
GRADE 9	-	-	-	-	-	-	-	-	-			100%			67%
TOTAL	308	298	51%	310	321	49%	326	318	51%	326	310	51%	353	330	52%

Women comprise small majority in TECH; they are overrepresented at G3-5, but data show improved representation at G6-7 (increase from 44-48%F at G6; 38-47%F at G7).

UofG expanded TECH family in 2017 to include G8-9. Previously, TECH transitioned onto MPA family beyond G7, where promoted positions reflected substantial growth in management responsibility.

Women are well represented at G9, however, a sharp drop in %F at G8 from 50% to 20% between 2017/18-2018/19 suggests a need to ensure this is not a trend towards women's underrepresentation. This will be pursued via (SAP 3.7):

SAP 3.7	GESG to work with Technician Commitment Steering Group on key action under the Sustainability strand of UofG Tech Commitment AP: <i>Embed succession planning within technical teams embedding gender analysis and consideration into the implementation of the plan.</i> Chief Technician who sits across both Steering Groups will facilitate collaborative working.
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Table 4.31 MPA Staff by Grade and Gender 2014/15 – 2018/19

MPA	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE 2	26	13	67%	4	2	67%	4	2	67%	0	3	0%	4	5	44%
GRADE 3	83	28	75%	78	22	78%	87	31	74%	78	30	72%	73	36	67%
GRADE 4	257	43	86%	260	50	84%	262	51	84%	242	56	81%	249	44	85%
GRADE 5	367	52	88%	387	59	87%	393	66	86%	410	64	86%	435	65	87%
GRADE 6	211	62	77%	246	64	79%	247	69	78%	258	74	78%	271	80	77%
GRADE 7	240	100	71%	235	100	70%	262	120	69%	276	116	70%	280	122	70%
GRADE 8	167	139	55%	186	134	58%	179	133	57%	191	140	58%	193	150	56%
GRADE 9	50	53	49%	47	51	48%	55	54	50%	53	51	51%	60	51	54%
GRADE 10	19	18	51%	23	22	51%	24	22	52%	26	27	49%	26	28	48%
TOTAL	1420	508	74%	1466	504	74%	1513	548	73%	1534	561	73%	1591	581	73%

Women comprise vast majority of MPA between 2014/15-2018/19 (5-year ave.73%F,Table 4.31) and are overrepresented in G3-6, averaged over the 5 years. Women become proportionately underrepresented at G8-10. However, both number and %F at G8-9 increased between 2014/15-2018/19.

To ensure PSS women’s continued leadership development and progression, since 2014/15, UofG supported 55 PSS women on Advance HE’s Aurora Leadership programme. Of those who completed Aurora, at time of writing, 29% moved into new and/or promoted positions or been regraded (see s.5.3(i)).

(ii) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

PSS contract types=Academic contract types (see s.4.1(ii),for details).

Table 4.32 All PSSby Contract Type and Gender 2014/15 – 2018/19

ALL PSS	FIXED TERM			OPEN-ENDED FUNDING END			OPEN ENDED (PERM)		
	F	M	%F	F	M	%F	F	M	%F
2014/15	157	82	66%	1857	1059	64%	210	110	66%
2015/16	171	89	66%	1855	1040	64%	229	110	68%
2016/17	197	92	68%	1880	1052	64%	238	120	66%
2017/18	186	96	66%	1904	1037	65%	247	117	68%
2018/19	237	133	64%	1909	1039	65%	253	121	68%

Table 4.33 All PSS Fixed-Term and Open-Ended FED/Open Ended⁸ 2014/15 – 2018/19 w/National B/Mark

ALL PSS	FIXED TERM			OPEN-ENDED/PERM		
	F	M	%F	F	M	%F
2014/15	157	82	66%	2067	1169	64%
2015/16	171	89	66%	2084	1150	64%
2016/17	197	92	68%	2118	1172	64%
2017/18	186	96	66%	2151	1154	65%
2018/19	237	133	64%	2162	1160	65%
B/MARK	20590	11205	65%	115760	69970	62%

Female/male proportions of PSS by contract types (Table 4.32) mirror overall PSS picture: 65%F; 35%M (Table 4.28); and compares favourably to national benchmarks (Table 4.33).

⁸ Supra, n.5

Table 4.34 OPS Staff by Contract Type and Gender 2014/15 – 2018/19

OPS	FIXED TERM			OPEN-ENDED FUNDING END			OPEN ENDED (PERM)		
	F	M	%F	F	M	%F	F	M	%F
2014/15	█	█	20%	█	█	40%	493	438	53%
2015/16	7	9	44%	█	█	33%	471	403	54%
2016/17	8	10	44%	█	█	33%	463	384	55%
2017/18	17	14	55%	█	█	50%	458	362	56%
2018/19	25	34	42%	█	█	50%	426	344	55%

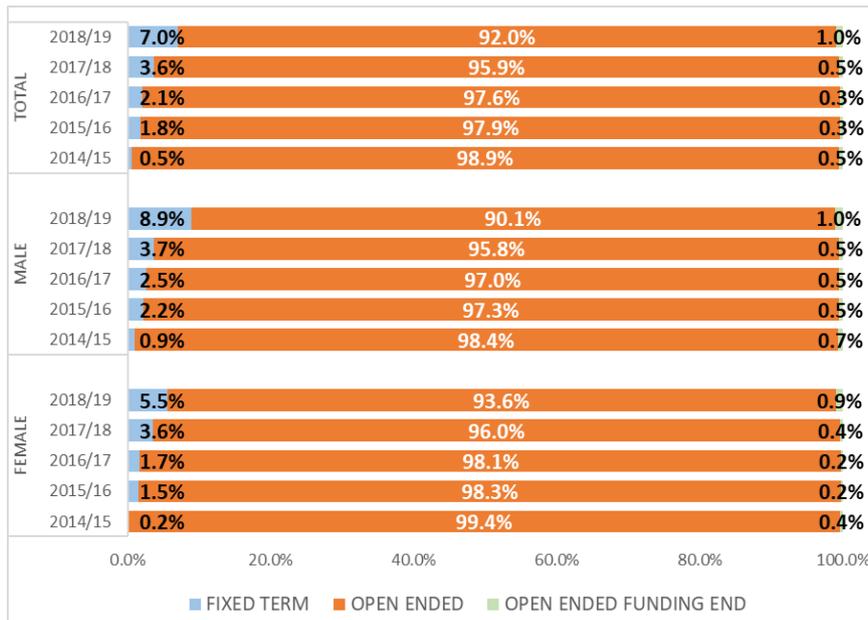


Figure 4.18 Distribution of Contract Types Across OPS Female/Male Staff 2014/15 – 2018/19

Data show most OPS roles are engaged on a permanent basis, with slight but not significant differences by gender. Notably, Fixed-Term positions increased over the period (connected to EWP, s.4.1(ii)) and mostly covered posts in in Campus Services and Commercial Services.

Table 4.35 TECH Staff by Contract Type and Gender 2014/15 – 2018/19

TECH	FIXED TERM			OPEN-ENDED FUNDING END			OPEN ENDED (PERM)		
	F	M	%F	F	M	%F	F	M	%F
2014/15	23	9	72%	81	42	66%	204	247	45%
2015/16	24	19	56%	78	41	66%	208	261	44%
2016/17	32	18	64%	78	45	63%	216	255	46%
2017/18	37	24	61%	72	45	62%	217	241	47%
2018/19	39	26	60%	86	59	59%	228	245	48%

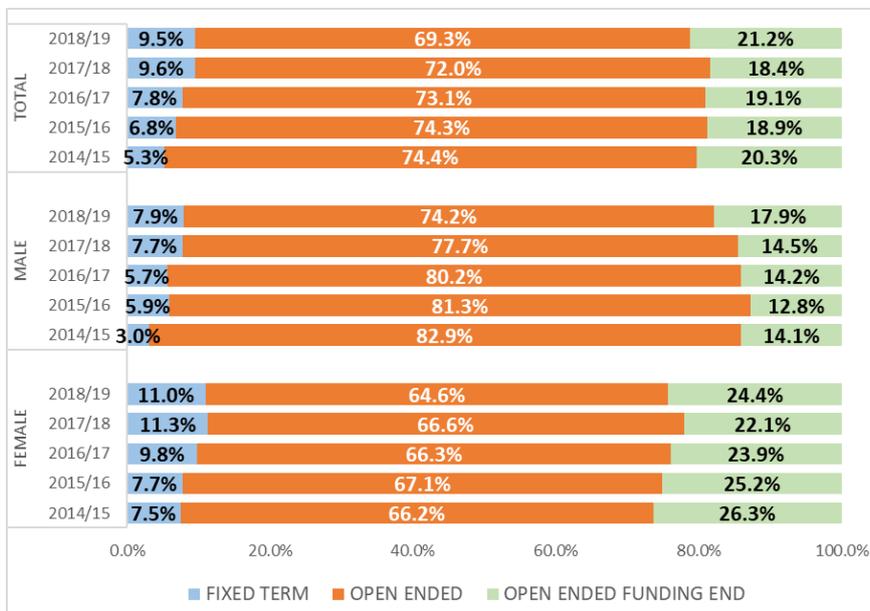


Figure 4.19 Distribution of Contract Types Across TECH Female/Male Staff 2014/15 – 2018/19

TECH staff are more likely to be based on fixed-duration contracts, increasingly tied to grant-funded research projects. The percentage of women on Fixed-Term contracts as a proportion of overall female TECH was higher than equivalent for male TECH (11%F v. c.8%M in 2018/19, Fig. 4.19). Although Table 4.35 shows %F fell across Fixed-Term (72-60%F) and Open-Ended w/FED (66-59%F) and %F increased on Open-Ended (45-48%F) between 2014/15-2018/19,

Table 4.36 MPA Staff by Contract Type and Gender 2014/15 – 2018/19

MPA	FIXED TERM			OPEN-ENDED FUNDING END			OPEN ENDED (PERM)		
	F	M	%F	F	M	%F	F	M	%F
2014/15	133	69	66%	127	65	66%	1160	374	76%
2015/16	140	61	70%	150	67	69%	1176	376	76%
2016/17	153	62	71%	159	73	69%	1201	413	74%
2017/18	132	57	70%	173	70	71%	1229	434	74%
2018/19	173	73	70%	163	58	74%	1255	450	74%

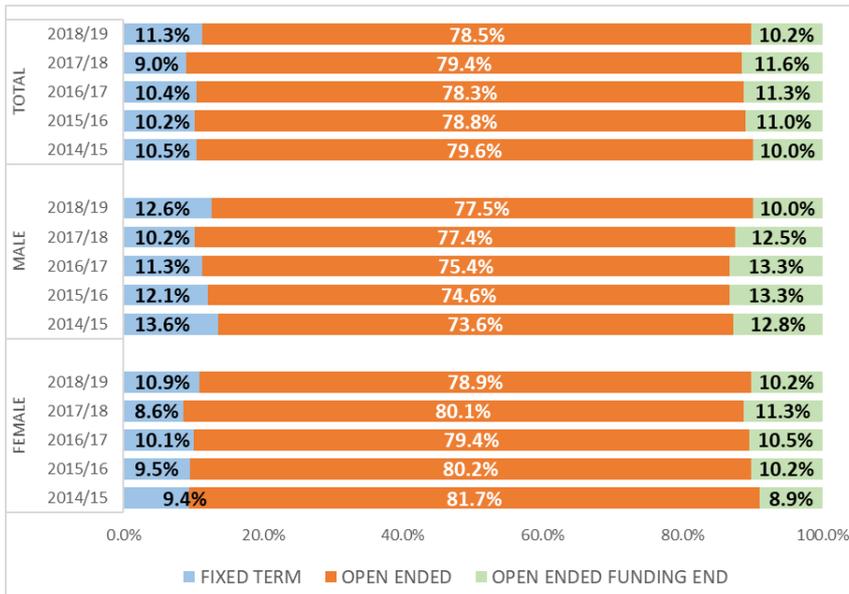


Figure 4.20 Distribution of Contract Types Across MPA Female/Male Staff 2014/15 – 2018/19

Most female/male MPA are employed on Open-Ended contracts (c.79%F; 78%M in 2018/19, Fig 4.20). Proportion of men employed on open-ended contracts increased slightly while female equivalent decreased slightly, although female numbers increased across all contract types over the period (Table 4.36).

(iii) Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Table 4.37 OPS Staff Turnover by Grade and Gender 2014/15 – 2017/18

OPS		2014/15			2015/16			2016/17			2017/18		
		H/ COUNT	LEAVER	T/ OVR									
GRADE 1	F	292	28	10%	306	28	9%	310	29	9%	311	27	9%
	M	70	8	11%	70	7	10%	65	6	9%	62	4	6%
GRADE 2	F	109	33	30%	86	14	16%	72	10	14%	71	9	13%
	M	130	31	24%	116	12	10%	104	19	18%	96	13	14%
GRADE 3	F	65	15	23%	57	6	11%	62	6	10%	49	13	27%
	M	110	13	12%	97	8	8%	99	8	8%	100	5	5%
GRADE 4	F	10	0	0%	11	0	0%	11	2	18%	30	3	10%
	M	56	4	7%	56	2	4%	57	2	4%	53	3	6%
GRADE 5	F	14	0	0%	13	2	15%	12	1	8%	11	0	0%
	M	63	4	6%	59	4	7%	59	5	8%	57	0	0%
GRADE 6	F	5	0	0%	5	0	0%	4	0	0%	4	0	0%
	M	11	1	9%	10	0	0%	7	2	29%	6	1	17%
GRADE 7	F	1	0	0%	1	0	0%	1	0	0%	1	0	0%
	M	5	0	0%	6	0	0%	5	1	20%	4	0	0%
TOTAL	F	496	76	15%	479	50	10%	472	48	10%	477	52	11%
	M	445	61	14%	414	33	8%	396	43	11%	378	26	7%

Overall turnover by gender does not suggest significant differences, with the greatest difference overall in 2018/19 at 11%F v. 7%M. Turnover is highest across G2-3 for females/males and within those amongst Catering Assistants and Residential Assistants; at higher grades, low numbers make it difficult to draw meaningful conclusions. OPS leavers are more likely to resign than leave due to their contract ending:

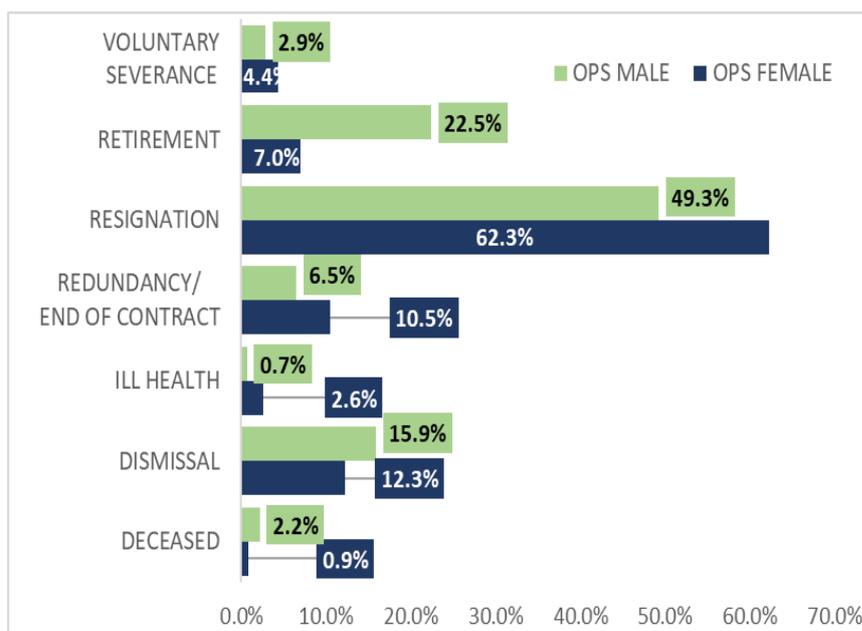


Figure 4.21 OPS Staff Leaving Reasons by Gender over 2014/15- 2017/18

Table 4.38 TECH Staff Turnover by Grade and Gender 2014/15 – 2017/18

TECH		2014/15			2015/16			2016/17			2017/18		
		H/ COUNT	LEAVER	T/ OVR									
GRADE 2	F	10	0	0%	9	3	33%	8	3	38%	11	1	9%
	M	11	1	9%	13	4	31%	11	3	27%	11	3	27%
GRADE 3	F	6	2	33%	8	1	13%	16	4	25%	16	2	13%
	M	8	1	13%	14	5	36%	9	1	11%	8	4	50%
GRADE 4	F	49	11	22%	51	5	10%	36	8	22%	33	6	18%
	M	22	4	18%	28	12	43%	22	4	18%	20	1	5%
GRADE 5	F	97	16	16%	94	18	19%	107	20	19%	97	10	10%
	M	56	0	0%	66	3	5%	75	14	19%	72	14	19%
GRADE 6	F	108	12	11%	103	10	10%	110	10	9%	114	12	11%
	M	139	6	4%	139	7	5%	142	10	7%	135	13	10%
GRADE 7	F	38	0	0%	45	1	2%	49	6	12%	51	4	8%
	M	62	2	3%	61	3	5%	59	8	14%	62	6	10%
GRADE 8	F	0	-	-	0	0	-	0	-	-	2	0	0%
	M	0	-	-	0	0	-	0	-	-	2	0	0%
GRADE 9	F	0	-	-	0	0	-	0	-	-	2	0	0%
	M	0	-	-	0	0	-	0	-	-	0	-	-
TOTAL	F	308	41	13%	310	38	12%	326	51	16%	326	35	11%
	M	298	14	5%	321	35	11%	318	40	13%	310	41	13%

Turnover by grade is variable and inconsistent by gender– however-there is higher female turnover, particularly across G2-5. Small numbers at G2-4 inflate percentages; numbers are higher at G5. Most G5 female leavers were Technicians (n=40) and Veterinary Nurses (n=18); most Technicians left because of contracts ending (linked to projects) but most Veterinary Nurses resigned (n=15). This is not uncommon; overlap between University and commercial veterinary practice creates competitive employment opportunities across Glasgow.

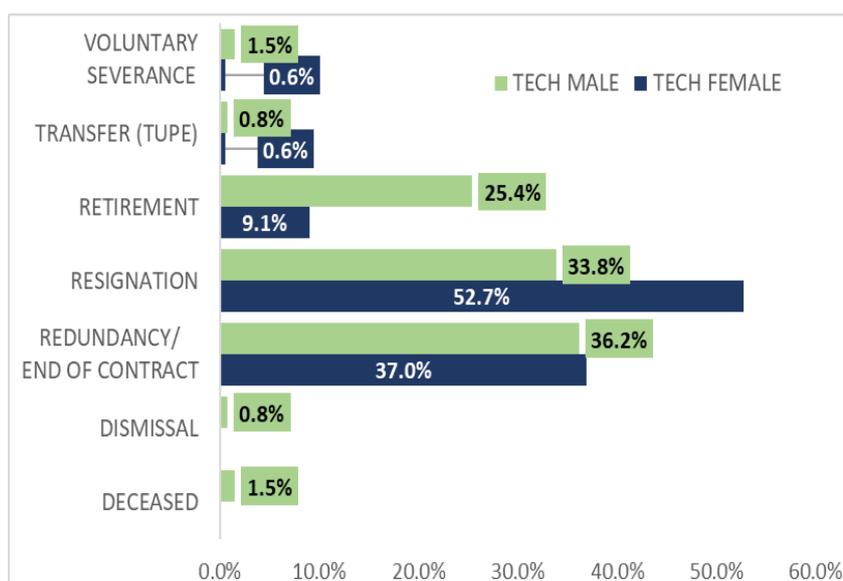


Figure 4.22 Tech Staff Leaving Reasons by Gender over 2014/15- 2017/18

Table 4.39 TECH Staff Turnover by Grade and Gender 2014/15 – 2017/18

MPA		2014/15			2015/16			2016/17			2017/18		
		H/ COUNT	LEAVER	T/ OVR									
GRADE 2	F	26	0	0%	4	0	0%	4	1	25%	0	-	-
	M	13	0	0%	2	0	0%	2	2	100%	3	1	33%
GRADE 3	F	83	33	40%	78	21	27%	87	39	45%	78	21	27%
	M	28	14	50%	22	8	36%	31	23	74%	30	8	27%
GRADE 4	F	257	21	8%	260	37	14%	262	61	23%	242	51	21%
	M	43	8	19%	50	7	14%	51	16	31%	56	22	39%
GRADE 5	F	367	34	9%	387	52	13%	393	51	13%	410	53	13%
	M	52	13	25%	59	6	10%	66	13	20%	64	14	22%
GRADE 6	F	211	10	5%	246	29	12%	247	30	12%	258	20	8%
	M	62	9	15%	64	7	11%	69	8	12%	74	9	12%
GRADE 7	F	240	27	11%	235	17	7%	262	30	11%	276	24	9%
	M	100	17	17%	100	7	7%	120	13	11%	116	9	8%
GRADE 8	F	167	8	5%	186	13	7%	179	19	11%	191	18	9%
	M	139	13	9%	134	15	11%	133	13	10%	140	11	8%
GRADE 9	F	50	8	16%	47	6	13%	55	5	9%	53	5	9%
	M	53	6	11%	51	6	12%	54	7	13%	51	6	12%
GRADE 10	F	19	2	11%	23	1	4%	24	2	8%	26	3	12%
	M	18	5	28%	22	5	23%	22	4	18%	27	6	22%
TOTAL	F	1420	143	10%	1466	176	12%	1513	238	16%	1534	195	13%
	M	508	85	17%	504	61	12%	548	99	18%	561	86	15%

Like all other job families, there is higher turnover at earlier grade levels-here at G3-4. Female leavers are slightly more likely to resign than male leavers; although, male turnover is proportionately higher for the period overall.

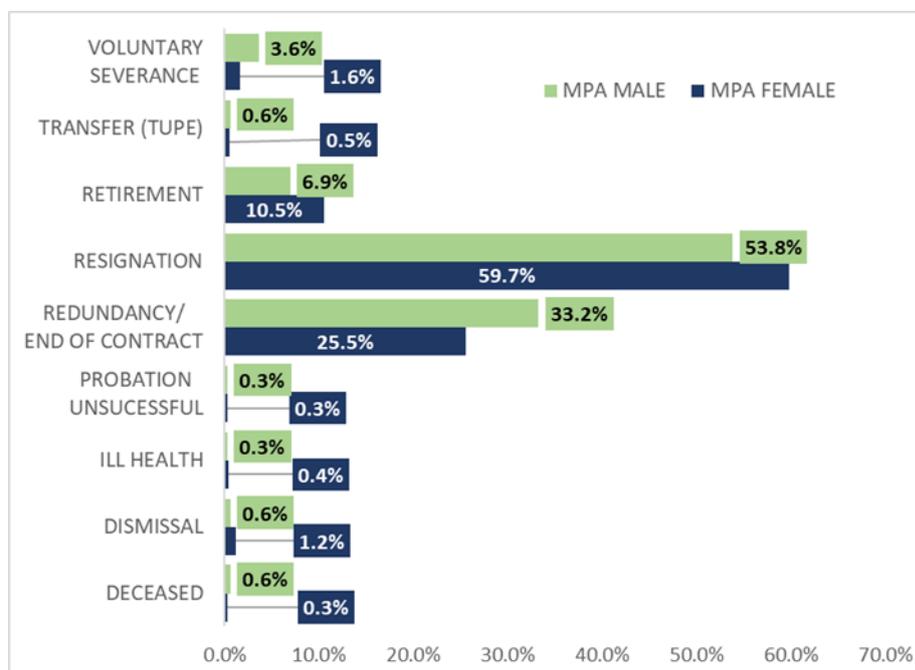


Figure 4.23 MPA Staff Leaving Reasons by Gender over 2014/15- 2017/18

INTERSECTIONALITY (644 WORDS) (USING 500 WORDS FROM 'FURTHER INFO' NOT USED)
DEMOGRAPHIC DATA AND REPORTING: ACADEMIC STAFF

UofG's total BAME staff population is 8%⁹; BAME staff comprise 13% of Academic staff (Table 4.40):

Table 4.40 Total Academic Staff by Gender and Race Group 2014/15 – 2018/19

UofG ACADEMIC		WHITE		BME		UNKNOWN		TOTAL	
2014/15	FEMALE	862	45%	94	36%	89	36%	1045	43%
	MALE	1065	55%	168	64%	157	64%	1390	57%
	TOTAL	1927	100%	262	100%	246	100%	2435	100%
2015/16	FEMALE	860	44%	99	35%	121	41%	1080	43%
	MALE	1076	56%	187	65%	177	59%	1440	57%
	TOTAL	1936	100%	286	100%	298	100%	2520	100%
2016/17	FEMALE	893	45%	118	37%	125	40%	1136	43%
	MALE	1110	55%	205	63%	187	60%	1502	57%
	TOTAL	2003	100%	323	100%	312	100%	2638	100%
2017/18	FEMALE	938	45%	129	40%	137	41%	1204	44%
	MALE	1137	55%	196	60%	198	59%	1531	56%
	TOTAL	2075	100%	325	100%	335	100%	2735	100%
2018/19	FEMALE	977	45%	139	38%	133	37%	1249	43%
	MALE	1176	55%	227	62%	225	63%	1628	57%
	TOTAL	2153	100%	366	100%	358	100%	2877	100%

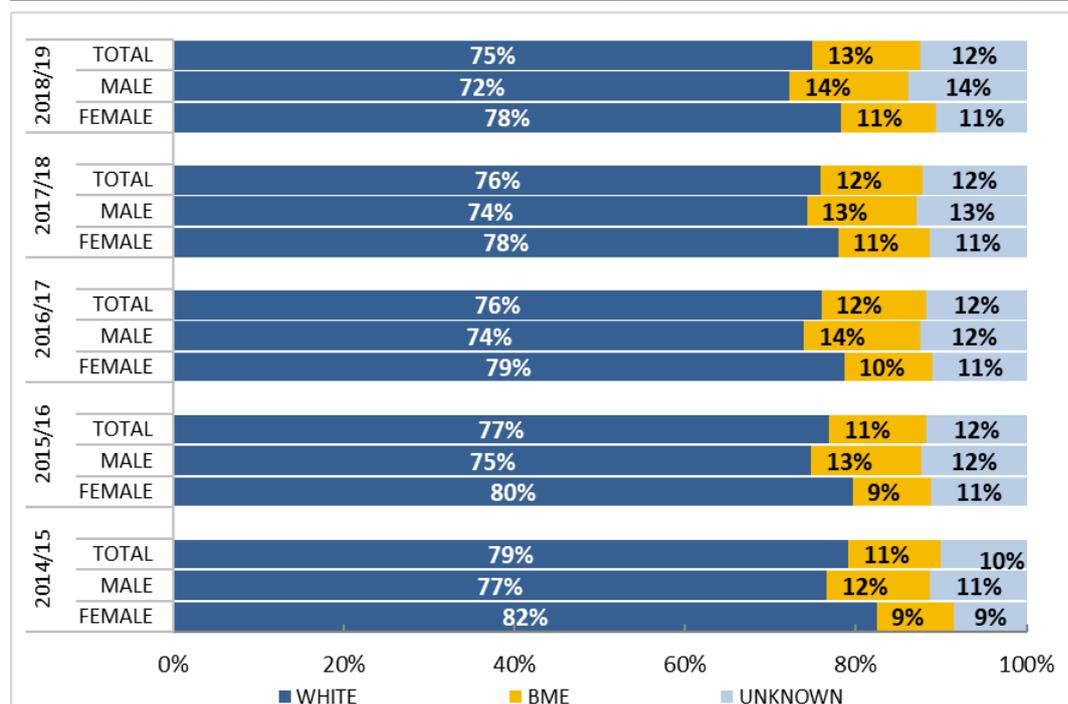


Figure 4.24 Total Academic Staff by Gender and Race Group 2014/15-2018/19

BAME Academic representation increased 11%-13% since Bronze2016; there is greater *underrepresentation* of BAME Academic women (11%female v.14%male), impacted by gender imbalance in STEMM:

⁹ Data drawn from University Equality Monitoring Report, correct as at mid-August each year

Table 4.41 Academic Staff by Race Category and AHSSBL/STEMM 2014/15-2018/19

UofG ACADEMIC		WHITE		BAME		UNKNOWN		TOTAL	
2014/15	AHSSBL	642	33%	58	22%	51	21%	751	31%
	STEMM	1285	67%	204	78%	195	79%	1684	69%
	TOTAL	1927	100%	262	100%	246	100%	2435	100%
2015/16	AHSSBL	645	33%	69	24%	76	26%	790	31%
	STEMM	1291	67%	217	76%	222	74%	1730	69%
	TOTAL	1936	100%	286	100%	298	100%	2520	100%
2016/17	AHSSBL	675	34%	79	24%	83	27%	837	32%
	STEMM	1328	66%	244	76%	229	73%	1801	68%
	TOTAL	2003	100%	323	100%	312	100%	2638	100%
2017/18	AHSSBL	730	35%	89	27%	91	27%	910	33%
	STEMM	1345	65%	236	73%	244	73%	1825	67%
	TOTAL	2075	100%	325	100%	335	100%	2735	100%
2018/19	AHSSBL	766	36%	102	28%	104	29%	972	34%
	STEMM	1387	64%	264	72%	254	71%	1905	66%
	TOTAL	2153	100%	366	100%	358	100%	2877	100%

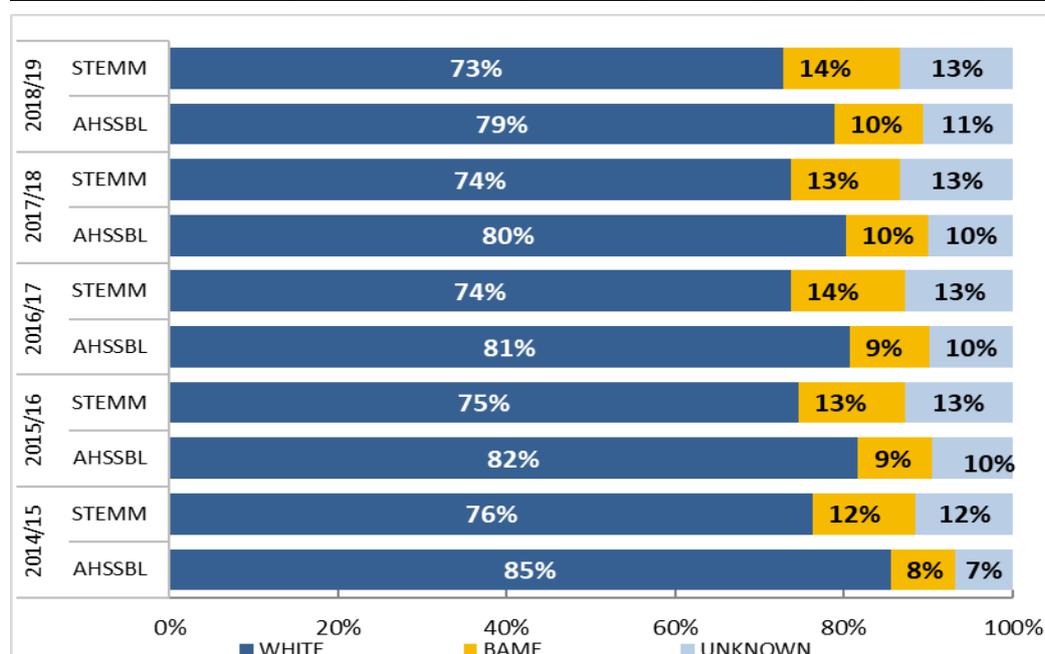


Figure 4.25 Proportion of Staff in each Race Category across STEM/AHSSBL Staff 2014/15 -2018/19

Majority of BAME Academics (c.72-78%) are STEM-based (Table 4.41). BAME staff comprise only 10%AHSSBL v. 14%STEMM; though BAME representation improved since 2014/15 (Fig. 4.25).

Data by Grade show:

=%F BAME staff increases across all Grades except G9 and Professor (Figure 4.26);

=%M BAME staff increase across all Grades except G7 and Reader (Fig. 4.27).

=Rise in female BAME staff numbers across G6-8;9 (Table 4.42) and male BAME staff numbers at all Grades, except Reader (Table 4.43).

Figs. 4.26-7 provide stark visual representation of female/male BAME underrepresentation, worse for women, and sharp declines beyond G7. We discuss previous actions and future priorities to address race equality, below.

Table 4.42 Female Academic Staff by Grade, Race Group 2014/15 – 2018/19

UofG FEMALE ACADEMIC	WHITE	BAME	UNKNOWN	TOTAL	
GRADE 6	2014/15	127	21	19	167
	2015/16	120	24	30	174
	2016/17	126	32	26	184
	2017/18	134	34	32	200
	2018/19	141	30	26	197
	GRADE 7	2014/15	303	45	35
2015/16		319	48	52	419
2016/17		340	56	53	449
2017/18		350	64	56	470
2018/19		331	74	57	462
GRADE 8		2014/15	182	14	14
	2015/16	181	13	14	208
	2016/17	173	16	20	209
	2017/18	186	18	22	226
	2018/19	211	19	20	250
	GRADE 9	2014/15	133	6	12
2015/16		127	6	17	150
2016/17		139	6	18	163
2017/18		143	6	17	166
2018/19		151	8	19	178
READER		2014/15			
	2015/16				
	2016/17				
	2017/18				
	2018/19				
	PROF	2014/15	91	6	6
2015/16		88	6	6	100
2016/17		91	6	5	102
2017/18		102	5	8	115
2018/19		118	6	9	133

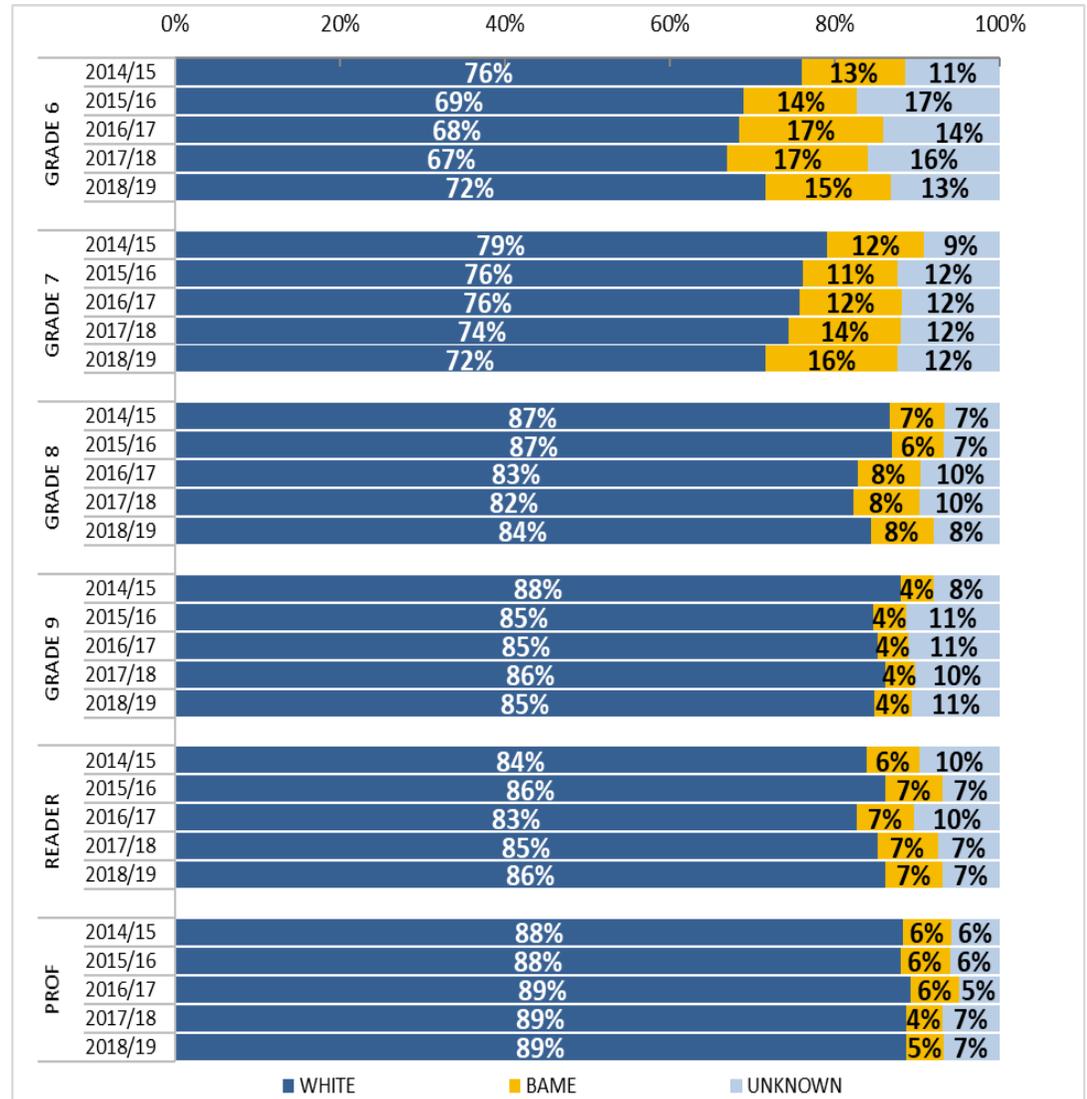


Figure 4.26 Proportion of Female Staff in each Race Category 2014/15 -2018/19

Table 4.43 Male Academic Staff by Grade, Race Group 2014/15 – 2018/19

UofG MALE ACADEMIC		WHITE	BAME	UNKNOWN	TOTAL
GRADE 6	2014/15	105	35	16	156
	2015/16	107	39	29	175
	2016/17	99	47	31	177
	2017/18	88	33	34	155
	2018/19	108	47	42	197
GRADE 7	2014/15	224	79	49	352
	2015/16	247	89	47	383
	2016/17	290	85	49	424
	2017/18	295	90	60	445
	2018/19	290	101	70	461
GRADE 8	2014/15	220	14	24	258
	2015/16	214	17	27	258
	2016/17	218	26	32	276
	2017/18	227	27	29	283
	2018/19	231	31	32	294
GRADE 9	2014/15	190	19	24	233
	2015/16	196	19	22	237
	2016/17	195	22	19	236
	2017/18	210	21	21	252
	2018/19	218	23	24	265
READER	2014/15	61	8	4	73
	2015/16	56	7	5	68
	2016/17	53	6	6	65
	2017/18	48	█	█	55
	2018/19	47	█	█	53
PROF	2014/15	265	13	40	318
	2015/16	256	16	47	319
	2016/17	255	19	50	324
	2017/18	269	20	52	341
	2018/19	282	21	55	358

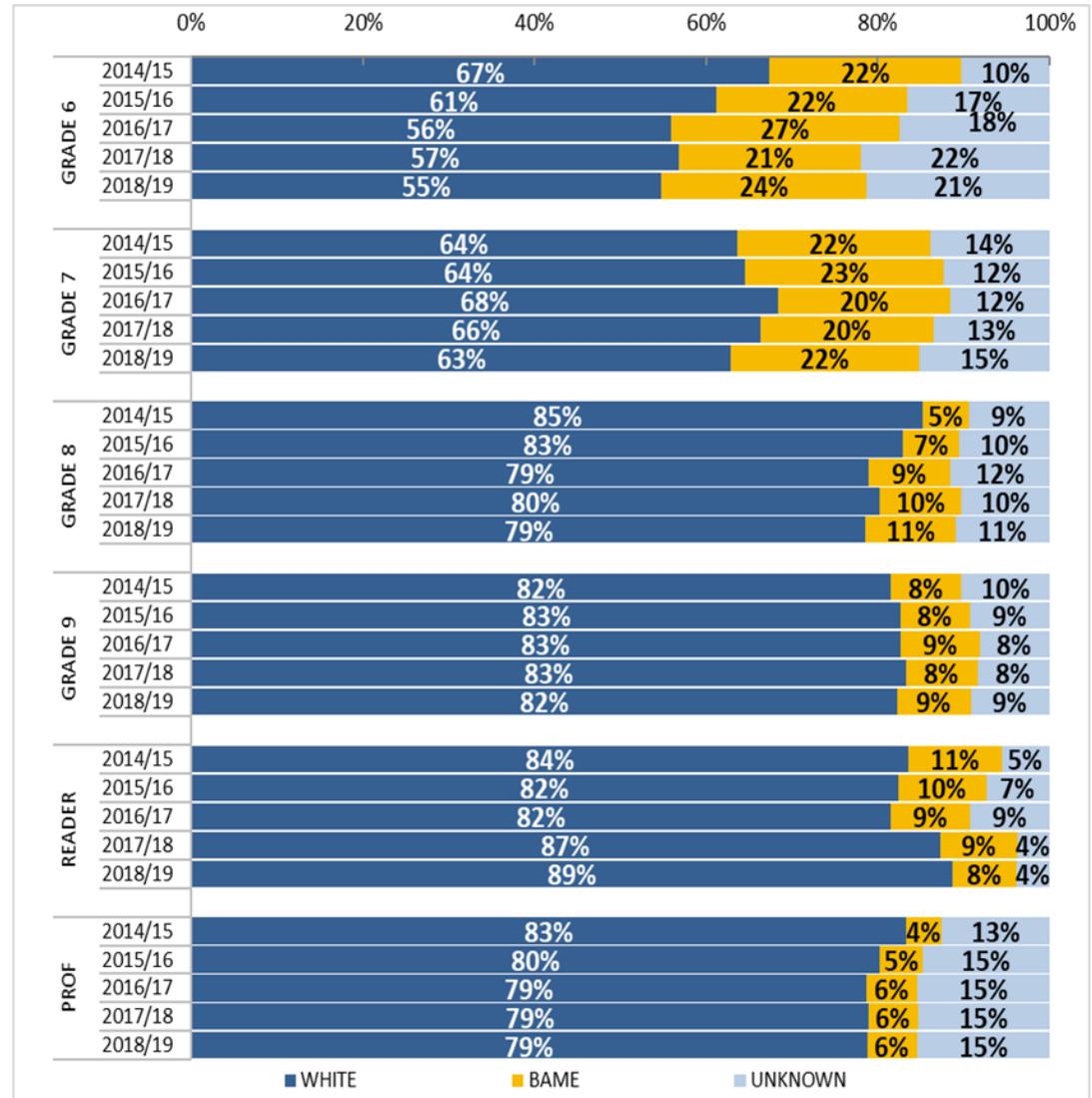


Figure 4.27 Proportion of Male Staff in each Race Category 2014/15 -2018/19

Table 4.44 Clinical Staff by Race and Gender 2014/15 – 2018/19

UofG CLINICAL ACADEMIC		WHITE		BAME		UNKNOWN		TOTAL	
2014/15	FEMALE	65	42%	█	18%	20	57%	█	42%
	MALE	90	58%	18	82%	15	43%	123	58%
	TOTAL	155	100%	22	100%	35	100%	212	100%
2015/16	FEMALE	54	41%	█	24%	29	49%	█	42%
	MALE	77	59%	13	76%	30	51%	120	58%
	TOTAL	131	100%	17	100%	59	100%	207	100%
2016/17	FEMALE	54	43%	█	20%	33	49%	█	43%
	MALE	72	57%	12	80%	35	51%	119	57%
	TOTAL	126	100%	15	100%	68	100%	209	100%
2017/18	FEMALE	51	42%	5	28%	36	48%	92	43%
	MALE	71	58%	13	72%	39	52%	123	57%
	TOTAL	122	100%	18	100%	75	100%	215	100%
2018/19	FEMALE	47	38%	7	27%	27	50%	81	40%
	MALE	78	62%	19	73%	27	50%	124	60%
	TOTAL	125	100%	26	100%	54	100%	205	100%

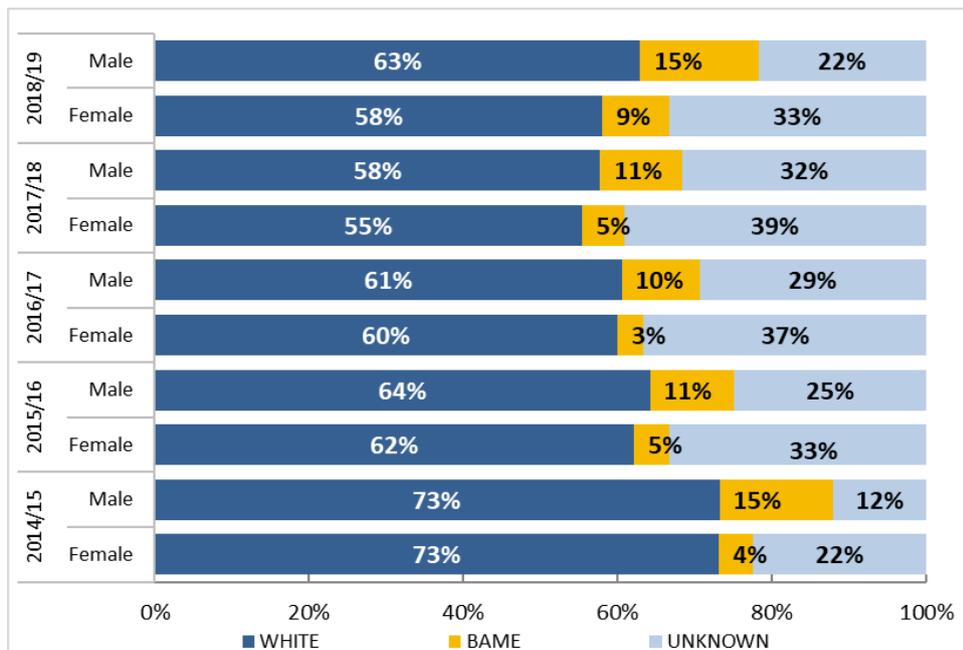


Figure 4.28 Clinical Staff by Race and Gender 2014/15 – 2018/19

Table 4.44/Fig.4.28 show improved female Clinical BAME proportions since Bronze2016. However, small numbers mean only slight growth (n=3) more than doubled female BAME Clinical Academics representation as a proportion of female population.

DEMOGRAPHIC DATA AND REPORTING: PROFESSIONAL & SUPPORT STAFF

Table 4.45 PS Staff by Ethnicity Category and Gender 2014/15 – 2018/19

PS STAFF		WHITE (F)	WHITE (M)	BAME (F)	BAME (M)	UN- KNOWN (F)	UN- KNOWN (M)	TOTAL (F)	TOTAL (M)
OPS	2014/15	323 (50%)	323 (50%)	21 (51%)	20 (49%)	152 (60%)	102 (40%)	496 (53%)	445 (47%)
	2015/16	329 (51%)	315 (49%)	20 (65%)	11 (35%)	130 (60%)	88 (40%)	479 (54%)	414 (46%)
	2016/17	330 (52%)	302 (48%)	24 (67%)	12 (33%)	118 (59%)	82 (41%)	472 (54%)	396 (46%)
	2017/18	340 (54%)	291 (46%)	23 (70%)	10 (30%)	114 (60%)	77 (40%)	477 (56%)	378 (44%)
	2018/19	330 (52%)	306 (48%)	23 (68%)	11 (32%)	102 (61%)	65 (31%)	455 (54%)	382 (46%)
TECH	2014/15	266 (50%)	265 (50%)	10 (50%)	10 (50%)	32 (58%)	23 (42%)	308 (51%)	298 (49%)
	2015/16	265 (48%)	283 (52%)	11 (42%)	15 (58%)	34 (60%)	23 (40%)	310 (49%)	321 (51%)
	2016/17	285 (50%)	284 (50%)	11 (46%)	13 (54%)	30 (59%)	21 (41%)	326 (51%)	318 (49%)
	2017/18	288 (51%)	272 (49%)	13 (45%)	16 (55%)	25 (53%)	22 (47%)	326 (51%)	310 (49%)
	2018/19	313 (52%)	293 (48%)	17 (50%)	17 (50%)	23 (53%)	20 (47%)	353 (52%)	330 (48%)
MPA	2014/15	1270 (75%)	423 (25%)	57 (68%)	27 (32%)	93 (62%)	58 (38%)	1420 (74%)	508 (26%)
	2015/16	1313 (76%)	418 (24%)	56 (67%)	28 (33%)	97 (63%)	58 (37%)	1466 (74%)	504 (26%)
	2016/17	1345 (74%)	462 (26%)	60 (67%)	29 (33%)	108 (65%)	57 (35%)	1513 (73%)	548 (27%)
	2017/18	1357 (74%)	469 (26%)	65 (68%)	31 (32%)	112 (65%)	61 (35%)	1534 (73%)	561 (27%)
	2018/19	1443 (74%)	501 (26%)	64 (66%)	33 (34%)	84 (64%)	47 (36%)	1591 (73%)	581 (27%)
TOTAL PSS	2014/15	1859 (65%)	1011 (35%)	88 (61%)	57 (39%)	277 (60%)	183 (40%)	2224 (64%)	1251 (36%)
	2015/16	1907 (65%)	1016 (35%)	87 (62%)	54 (38%)	261 (61%)	169 (39%)	2255 (65%)	1239 (35%)
	2016/17	1960 (65%)	1048 (35%)	95 (64%)	54 (36%)	256 (62%)	160 (38%)	2311 (65%)	1262 (35%)
	2017/18	1985 (66%)	1032 (34%)	101 (64%)	57 (36%)	251 (61%)	160 (39%)	2337 (65%)	1249 (35%)
	2018/19	2086 (65%)	1100 (35%)	104 (63%)	61 (37%)	209 (61%)	132 (39%)	2399 (65%)	1293 (35%)

Data disaggregated by race/ethnicity and gender are consistent and mirror PSS gendered patterns (e.g. female PSS represent 65% White and 63% of BAME PSS; and 65% of total PSS in 2018/19).

Female BAME MPA are slightly underrepresented compared to overall MPA, but still comprise majority of BAME MPA cohort. As per Figs. 4.29-30., BAME staff comprised between only c.4-5% of female/male PSS over reporting period.

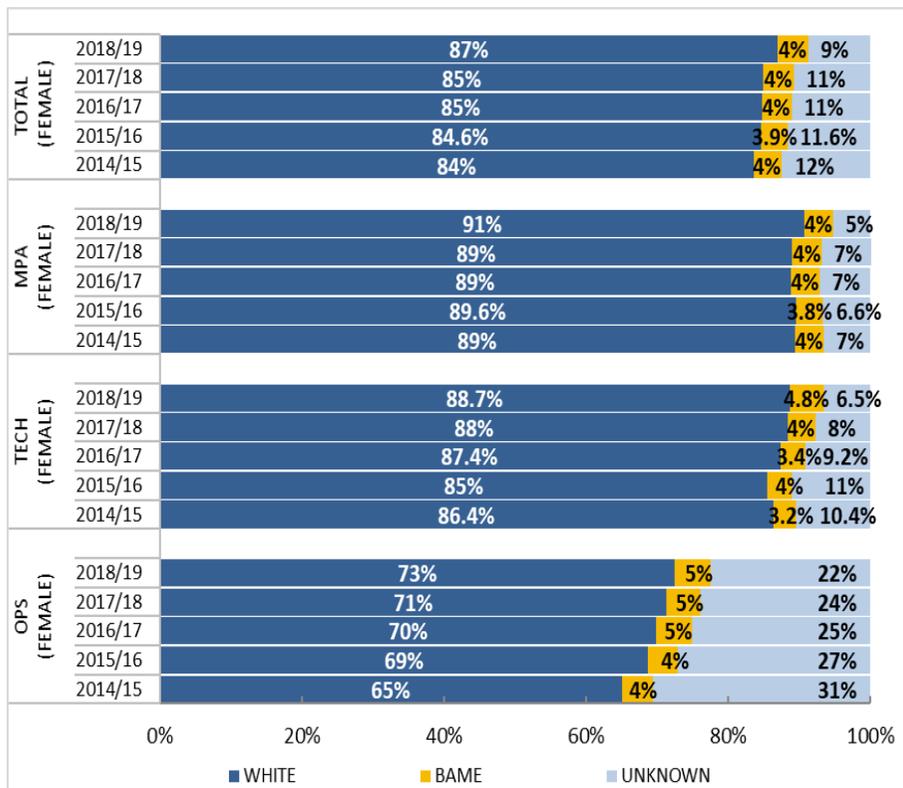


Figure 4.29 Ethnicity Categories Across Female OPS/TECH/MPA PSS 2014/15 – 2018/19

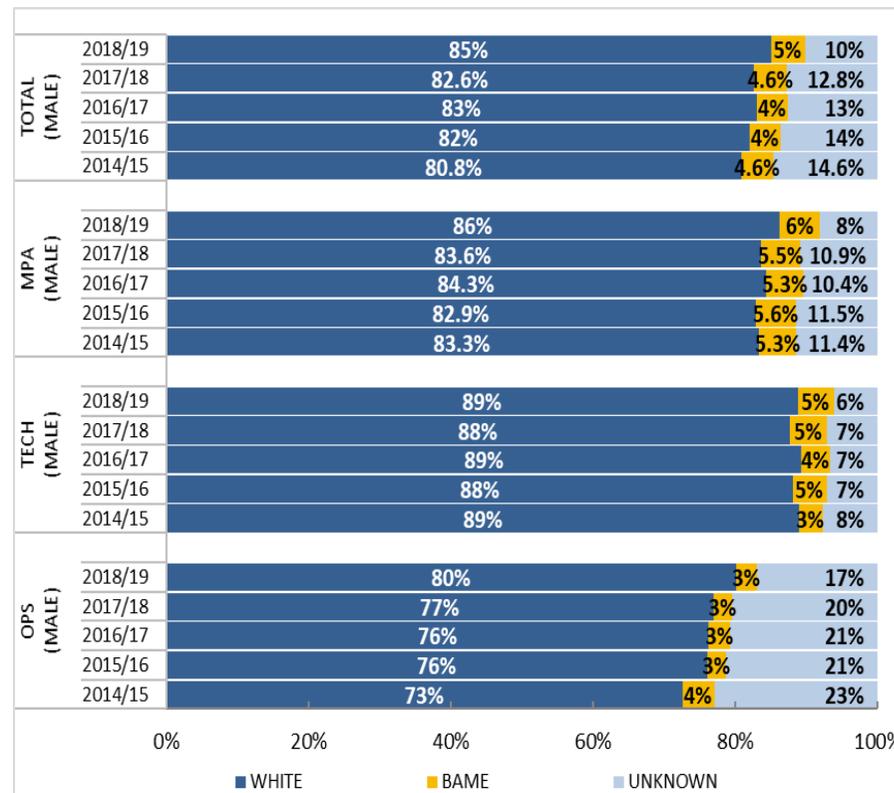


Figure 4.30 Ethnicity Categories Across Male OPS/TECH/MPA PSS 2014/15 – 2018/19

Although numbers are small (Table 4.45), Figs 4.29-30 show:

=Proportionately fewer BAME male OPS (ave.3%) v. BAME female OPS (ave.5%);

=Better male than female BAME representation within MPA and TECH, although differences are minor.

= Although higher when compared to other PSS groups, the proportion of OPS, whose race/ethnicity identity is 'unknown' decreased since Bronze2016.

INTERSECTIONALITY: EMPLOYEE EXPERIENCE (ALL STAFF)

7% of respondents to UofG’s 2018 staff survey, identified as BAME, slightly lower than University benchmark (8%). Benchmarking questions showed BAME respondents more positive than their White contemporaries:

Table 4.46 UofG Staff Engagement Survey 2018: Responses to Benchmarking Questions for Overall; White; and BAME Respondents

UofG Staff Engagement Survey 2018 Internal Benchmark Questions (N.B. %response relates to % ‘affirmative’ response – Green shading denotes difference of >5% on Total response)	2018 Total%	Ethnicity	
		White%	BAME%
I feel that too many approvals are needed for routine decisions	48	49	37
Communications I receive from the University are clear and easy to understand	63	63	71
My PDR was useful to me	49	49	62
In the past year I have experienced bullying at the University	11	11	8
In the last year I have felt discriminated against at the University	8	8	7
I feel I am supported to have a good work life balance	49	49	64
I am able to handle all the conflicting demands on my time at work	51	52	60
My manager encourages me to come up with new or better ways of doing things	61	62	69
The University Senior Management Team provide effective leadership	26	26	35
The University Senior Management Team listen to the views of staff	19	19	28
The University manages change effectively	22	22	37
I would recommend the University as a great place to work	57	58	71
I feel valued by the University	46	47	57

In 2017, UofG revised its PSED Equality Outcomes (EOs), prioritising investigation of BAME staff experience. To support this EO5 implemented [BAP 5.1.2: to adopt Race Equality Charter as a framework to explore student/staff experience].

During self-assessment, we held a focus group with BAME colleagues (May 2019/20). Participation was low (n=5 participants 40%F) but included both male/female and Academic/PSS. Key issues highlighted (i)lack of role models, and (ii)lack of sense of any race equality work at UofG:

(i) We have updated REG Chairing to include a senior BAME academic alongside other profiling and role modelling (s.5.6(x)); UofG also named new Learning and Teaching Hub (flagship building in ambitious Campus Transformation Project) after James McCune Smith, the first African American to achieve a medical degree, graduating from UofG in 1837. This celebrates his legacy alongside esteemed James McCune Smith Lecturer series and scholarship.

(ii) Discussions around race and racism is, admittedly, an underdeveloped equality strand at UofG. The Race Equality Champion and REG are actively pursuing steps to address this, including:

- Revised remit and membership of Race Equality Group (REG), establishing a co-chair role to enable representation from a BAME Professor (Equality Champions, who chair Equality Groups, are normally Vice-Principals), and invigorated membership;

- Investment in Ambitious Futures Graduate post for six-month project (March-September 2020), on BAME staff data analysis, experience at UofG, and implementation of EHRC Inquiry recommendations; project scope includes intersectional analysis.
- Supported female ECR on Advance HE's Diversifying Leadership programme.
- Been the first UK University to investigate historical link to the transatlantic slave trade, publishing *Slavery, Abolition and UofG of Glasgow*, acknowledging UofG's financial made through slave trade. UofG's accompanying programme of reparative justice included development of 30 scholarships for students from British African/Caribbean descent; instillation of a plaque on main UofG building acknowledging the land was gifted by a known slave owner; and establishing a research centre with University of West Indies.
- To improve opportunities for discussion and focus attention on issues of race and racism, UofG established a full Black History Month (BHM) programme each October since 2017, with c.20 events during BHM.

UofG established a short-life working group to implement *EHRC Report: Tackling Racial Harassment: Universities Challenged*, (October 2019) recommendations. An intersectional approach to analysis and action planning will be achieved via **(SAP 6.8)**:

SAP: 6.8	<p>Improve cross-Equality Group working between GESG and REG to inform understanding and action on intersectionality by:</p> <ul style="list-style-type: none"> i. Ambitious Futures Graduate project findings reported to both GESG and REG to ensure intersectional feedback and contribution to outcomes and actions /recommendations. ii. Findings and recommendations from the project will be distilled and presented at an Athena SWAN (AS) Best Practice session to help School/RI SATs to formulate 'Departmental' actions on emerging issues to support their own AS work.
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*[COVID-19: We were due to host our Decolonising the Curriculum Conference in March 2020, with over 150 delegates and invited speakers. This had to be postponed and will now run as part of BHM 2020; it happened on the cusp of social distancing measures being introduced, providing insufficient time to move online **51/500 words.**]*

SUPPORTING AND ADVANCING WOMEN’S CAREERS

Recommended word count: Bronze: | Silver: 6000 words

5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF (1650 WORDS)

Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Progress: Implementing [BAP 2.1.1; 2.1.3; 2.2.1(i-iii)]:

Equality and Diversity Statements in job adverts strengthened; details of AS work included signalling commitment to gender equality;

Mandatory R&S training (1/2 day) for **all members** of appointing panels, essential precursor for which is successful completion of online Equality and Diversity and now Unconscious Bias Training; **1009 staff completed Half-day R&S training since 2014/15: 524 Academic (50%F: 50%M); 485 PSS (62%F: 38%M) and a further 2445 updated their training via e-refresher 1329 Academic (49.8%F: 50.1%M); 1116 PSS (65%F: 35%M)**

Improved data entry and consistent approach improved data reporting- evidenced through new, more detailed, data on e.g. posts advertised across grades (G7/8/9, analysed below);

HR support recruitment panel chairs to apply best practice around panel composition, shortlisting and interview arrangements. Applicants are assessed against standardised Essential/Desirable criteria.

Bronze2016 actions (detailed above) show some improvement in average %F amongst applicants at AHSSBL Professor; STEMM G8-9, however, other levels show static proportions (AHSSBL/STEMM G7) or even slight decreases (Fig. 5.1):



Figure 5.1 %F Recruitment Applicants averaged over Bronze2016 baseline and Silver review period

Since Bronze2016, UofG transformed recruitment processes and enhanced support via Resourcing and Onboarding Teams, Immigration Compliance and Local Resource Coordinators (LRCs). LRCs based in Colleges/UNIS offer subject-specific recruitment expertise and support. A new e-recruitment system, implemented December 2019, will facilitate **[BAP 2.1.2: Audit recruitment panel composition through e-recruitment system, delayed; continued as (SAP 2.4)]**. The new Resourcing teams/LRCs generate opportunities to embed gender inclusive practices:

- rolling-out best practice of covering caring costs for interviewees across Science & Engineering;
- embedded WISE Guidance on gendered language in job adverts into 'LRC Checklist' that supports hiring managers through each stage of the recruitment process.
- EDI Champions identified amongst central Recruitment Teams and aim to develop and share best practice across the team and includes a gender/AS Champion.
- Transformation included revision and streamlining of standard job descriptions, reducing number of criteria; this approach was championed by colleagues in Chemistry and responds to issues highlighted in the sector about the gendered approach to criteria, with women less likely to apply if they do not satisfy all criteria.

(SAP) will strengthen EDI capacity amongst LRCs and Champions:

SAP 2.2	Build capacity in Equality, Diversity and Inclusion (EDI), with a focus on gender equality, amongst Recruitment teams.
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And evaluate any impact on %F applicants following steps to streamline job descriptions:

SAP 2.3	Evaluate any gendered impact on female attraction (particularly amongst early-career Grades (G7-8) in STEMM) of revisions to job description criteria.
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Disaggregated data (below) show no inherent bias against females at recruitment but they continue to apply at inequitable rates to men. UofG benefits from award-winning branding and marketing for student recruitment, community building and experience – in combination with SAP actions above we will:

SAP 2.1	Harness this and apply the same approaches to staff, with a gendered focus, to advance our aims to increase proportion of women applying.
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GRADE 7 – AHSSBL and STEMM

Table 5.1 Applications, Shortlist and Appointments AHSSBL G7 posts 2014/15 – 2018/19

AHSSBL GRADE 7	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	384	508	█	43%	63	65	█	48%	27	25	0	52%
2015/16	644	720	█	47%	116	104	█	52%	45	40	0	53%
2016/17	337	431	█	44%	76	66	0	54%	25	26	-	49%
2017/18	534	660	19	44%	116	103	█	53%	53	34	█	60%
2018/19	455	488	14	48%	97	80	█	54%	31	30	█	50%

Table 5.2 Applications, Shortlist and Appointments STEMM G7 posts 2014/15 – 2018/19

STEMM GRADE 7	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	276	448	█	38%	98	131	█	42%	48	47	0	51%
2015/16	304	456	█	40%	106	125	0	46%	48	48	-	50%
2016/17	317	622	█	34%	109	147	█	42%	48	61	0	44%
2017/18	493	970	6	34%	168	195	█	46%	74	69	0	52%
2018/19	378	895	12	29%	98	160	█	38%	42	56	█	42%

Table 5.3 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates AHSSBL/STEMM G7 posts 2014/15 – 2018/19

SUCCESS RATES	AHSSBL						STEMM					
	SH/LIST SR			HIRES SR			SH/LIST SR			HIRES SR		
	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	16%	13%	67%	43%	38%	0%	36%	29%	75%	49%	36%	0%
2015/16	18%	14%	25%	39%	38%	0%	35%	27%	0%	45%	38%	-
2016/17	23%	15%	0%	33%	39%	-	34%	24%	100%	44%	41%	0%
2017/18	22%	16%	5%	46%	33%	100%	34%	20%	33%	44%	35%	0%
2018/19	21%	16%	21%	32%	38%	33%	26%	18%	17%	43%	35%	50%

=Female applicants underrepresented at STEMM (ave.35%F, (Table 5.2)) and AHSSBL (ave.45%F, (Table 5.1)) but more likely across both STEMM/AHSSBL to be shortlisted than males (Table 5.3).

=Female Success Rates (SRs) at appointment stage higher than male equivalents in 3/5 (AHSSBL) and 5/5 (STEMM) years reviewed (Table 5.3).

GRADE 7/8/9 – AHSSBL AND STEMM

Table 5.4 Applications, Shortlist and Appointments AHSSBL G7/8/9 posts 2014/15 – 2018/19

AHSSBL GRADE 7/8/9	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	56	96	0	37%	13	11	n/a	54%	█	█	0	50%
2015/16	26	30	0	46%	█	█	n/a	50%	█	█	0	67%
2016/17	35	93	0	27%	7	15	n/a	32%	█	█	0	33%
2017/18	102	150	█	40%	11	9	█	52%	█	█	0	57%
2018/19	127	141	█	47%	17	12	0	59%	█	█	0	63%

Table 5.5 Applications, Shortlist and Appointments STEMM G7/8/9 posts 2014/15 – 2018/19

STEMM GRADE 7/8/9	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	112	624	█	15%	18	76	0	19%	█	█	-	18%
2015/16	81	537	█	13%	14	52	0	21%	5	13	-	28%
2016/17	57	372	█	13%	11	37	-	23%	5	8	-	38%
2017/18	105	544	█	16%	14	73	█	16%	6	20	0	23%
2018/19	110	619	12	15%	16	84	0	16%	7	14	-	33%

Table 5.6 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates AHSSBL/STEMM G7/8/9 posts 2014/15 – 2018/19

SUCCESS RATES GRADE 7/8/9	AHSSBL						STEMM					
	SH/LIST SR			HIRES SR			SH/LIST SR			HIRES SR		
	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	23%	11%	-	31%	36%	-	16%	12%	0%	22%	24%	-
2015/16	15%	13%	-	50%	25%	-	17%	10%	0%	36%	25%	-
2016/17	20%	16%	-	29%	27%	-	19%	10%	-	45%	22%	-
2017/18	11%	6%	50%	36%	33%	0%	13%	13%	25%	43%	27%	0%
2018/19	13%	9%	0%	29%	25%	-	15%	14%	0%	44%	17%	-

STEMM data show greater female underrepresentation amongst applicants at G7/8/9 (ave.14%F, (Table 5.5)) than posts advertised at G7 (ave.35%F, (Table 5.2)); G8 (ave.31%F, (Table 5.9)) and G9 (ave.36%, (Table 5.15)). However, G7/8/9 used less than individual Grades (G7/8/9: n=100, Table 5.5; G7;8;9, n=789, (Tables 5.2; 5.9; 5.15)). Despite this, female applicants are proportionately more likely to be shortlisted and appointed.

Female AHSSBL applicants are slightly underrepresented (ave.39%F, (Table 5.4)) but more likely to be shortlisted and appointed than males. Data (Table 5.7) do not suggest any significant gender bias in appointment levels:

Table 5.7 Grade candidate appointed at in STEMM/AHSSBL G7/8/9 posts 2014/15 – 2018/19

GRADE APPOINTED AT:	AHSSBL				STEMM			
	F ↓	M ↓	F ↓	M ↓	F ↓	M ↓	F ↓	M ↓
GRADE 7	█	24%	█	13%	7	26%	14	19%
GRADE 8	6	35%	6	40%	13	48%	43	59%
GRADE 9	7	41%	7	47%	7	26%	16	22%
TOTAL	█	100%	█	100%	27	100%	73	100%

GRADE 8 – AHSSBL AND STEM

Table 5.8 Applications, Shortlist and Appointments AHSSBL G8 posts 2014/15 – 2018/19

AHSSBL GRADE 8	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	131	246	█	35%	9	16	0	36%		6	-	0%
2015/16	293	524	0	36%	43	38	-	53%	14	13	-	52%
2016/17	368	475	█	44%	56	59	0	49%	22	15	-	59%
2017/18	213	300	14	40%	34	43	0	44%	13	14	-	48%
2018/19	369	634	23	36%	47	45	█	51%	18	9	0	67%

Table 5.9 Applications, Shortlist and Appointments STEM G8 posts 2014/15 – 2018/19

STEMM GRADE 8	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	49	93	█	34%	17	26	█	39%	8	13	0	38%
2015/16	80	200	█	28%	23	22	█	50%	14	9	█	58%
2016/17	114	345	█	25%	29	58	0	33%	12	17	0	41%
2017/18	114	236	█	32%	31	49	█	38%	11	17	0	39%
2018/19	86	128	11	38%	25	36	█	38%	9	18	0	33%

Table 5.10 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates AHSSBL/STEMM G8 posts 2014/15 – 2018/19

SUCCESS RATES GRADE 8	AHSSBL						STEMM					
	SH/LIST SR			HIRES SR			SH/LIST SR			HIRES SR		
	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	7%	7%	0%	0%	38%	-	35%	28%	50%	47%	50%	0%
2015/16	15%	7%	-	33%	34%	-	29%	11%	100%	61%	41%	100%
2016/17	15%	12%	0%	39%	25%	-	25%	17%	0%	41%	29%	-
2017/18	16%	14%	0%	38%	33%	-	27%	21%	50%	35%	35%	0%
2018/19	13%	7%	4%	38%	20%	0%	29%	28%	36%	36%	50%	0%

Female AHSSBL/STEMM applicants are underrepresented at G8 (ave.38%F, AHSSBL (Table 5.8); ave.31%F STEM, (Table 5.9)). In each year analysed female AHSSBL/STEMM candidates are either equally likely, or more likely, to be shortlisted than men and, on average, more likely to be appointed (Table 5.10).

GRADE 9 AND PROFESSOR – AHSSBL

Table 5.11 Applications, Shortlist and Appointments AHSSBL G9 posts 2014/15 – 2018/19

AHSSBL GRADE 9	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	█	█	0	25%	█	█	-	25%	█	█	-	50%
2015/16	59	111	0	35%	18	17	-	51%	6	8	-	43%
2016/17	26	54	0	33%	7	18	-	28%	█	█	-	43%
2017/18	74	130	█	36%	18	27	0	40%	5	9	0	36%
2018/19	29	39	█	40%	8	9	█	44%	█	█	█	67%

Table 5.12 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates AHSSBL G9 posts 2014/15 – 2018/19

SUCCESS RATES GRADE 9	AHSSBL					
	SH/LIST SR			HIRES SR		
	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	33%	33%	-	100%	33%	-
2015/16	31%	15%	-	33%	47%	-
2016/17	27%	33%	-	43%	22%	-
2017/18	24%	21%	0%	28%	33%	-
2018/19	28%	23%	25%	25%	0%	100%

Table 5.13 Applications, Shortlist and Appointments AHSSBL Professor posts 2014/15 – 2018/19

AHSSBL PROF	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	22	23	█	48%	5	6	0	45%	█	█	0	60%
2015/16	28	73	0	28%	6	15	0	29%	█	█	0	22%
2016/17	35	72	█	32%	10	13	0	43%	█	█	0	60%
2017/18	26	40	█	38%	8	8	0	50%	█	█	0	50%
2018/19	23	61	17	23%	7	11	█	35%	█	█	0	50%

Table 5.14 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates AHSSBL Professor posts 2014/15 – 2018/19

SUCCESS RATES PROF	AHSSBL					
	SH/LIST SR			HIRES SR		
	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	23%	26%	0%	60%	33%	-
2015/16	21%	21%	-	33%	47%	-
2016/17	29%	18%	0%	60%	31%	-
2017/18	31%	20%	0%	50%	50%	-
2018/19	30%	18%	12%	57%	36%	0%

Numbers are small; most G9/Professors are appointed through internal promotion, especially at G9 (G9 promotions: n=92 (Table 5.21) v. G9 recruitment: n=40, (Table 5.11)). Recruitment shows consistently female underrepresentation in applications (Tables 5.11;5.13) and, on average, more likely than male applicants to be shortlisted (G9: ave.29%F v. 25%M, (Table 5.12); Prof: ave. 27%F v. 21%M, (Table 5.14)) and appointed (G9: ave.46%F v. 27%M, (Table 5.12); Prof: ave. 52%F v. 38%M, (Table 5.14)).

GRADE 9 AND PROFESSOR – STEMM

Table 5.15 Applications, Shortlist and Appointments STEMM G9 posts 2014/15 – 2018/19

STEMM	APPLICATIONS				SHORTLISTED				APPOINTED			
	GRADE 9	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER
2014/15	7	49	█	12%	█	█	█	27%	█	█	█	29%
2015/16	17	61	0	22%	5	9	0	36%	█	█	█	20%
2016/17	11	9	0	55%	█	█	█	60%	█	█	█	40%
2017/18	8	14	0	36%	█	█	█	40%	█	█	█	25%
2018/19	18	13	█	56%	9	6	█	56%	█	█	█	80%

Table 5.16 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates STEMM G9 posts 2014/15 – 2018/19

SUCCESS RATES	AHSSBL					
	SH/LIST SR			HIRES SR		
GRADE 9	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	57%	20%	100%	50%	40%	100%
2015/16	29%	15%	-	20%	-	-
2016/17	55%	44%	-	33%	75%	-
2017/18	50%	43%	-	25%	50%	-
2018/19	50%	46%	100%	44%	17%	0%

Table 5.17 Applications, Shortlist and Appointments STEMM Professor posts 2014/15 – 2018/19

STEMM	APPLICATIONS				SHORTLISTED				APPOINTED			
	PROF	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER
2014/15	8	22	0	27%	█	█	0	10%	█	█	0	0%
2015/16	6	37	0	14%	█	█	0	23%	█	█	█	17%
2016/17	6	22	█	20%	█	█	0	29%	█	█	█	33%
2017/18	█	21	█	12%	█	█	█	30%	█	█	█	20%
2018/19	█	23	█	7%	█	█	█	0%	█	█	█	0%

Table 5.18 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates STEMM Professor posts 2014/15 – 2018/19

SUCCESS RATES	STEMM					
	SH/LIST SR			HIRES SR		
PROF	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	13%	41%	-	0%	56%	-
2015/16	50%	27%	-	33%	50%	-
2016/17	33%	23%	0%	50%	40%	-
2017/18	100%	24%	100%	33%	60%	50%
2018/19	0%	35%	67%	-	38%	0%

Like AHSSBL, G9/Prof appointments are small in number at recruitment and pipeline is fed more by internal promotion (G9/Prof recruitments: n=48 (Tables 5.15; 5.17) v. G9/Prof promotions: n=201 (Tables 5.26; 5.28)).

Small numbers create fluctuations, with %F G9 recruitment applicants ranging from 12-56% (Table 5.15) and at Professor from 7-27% (Table 5.17) between 2014/15-2018/19. Average female application/appointment success rates are higher at G9 and more variable at Professor (Table 5.18).

As above, **(SAP)** will:

SAP 2.1	Harness this and apply the same approaches to staff , with a gendered focus, to advance our aims to increase proportion of women applying.
SAP 2.2	Build capacity in Equality, Diversity and Inclusion (EDI), with a focus on gender equality, amongst Recruitment teams.
SAP 2.3	Evaluate any gendered impact on female attraction (particularly amongst early-career Grades (G7-8) in STEMM) of revisions to job description criteria.
SAP 2.4	Audit Appointment Committees to ensure at least one person of each sex represented. Continues [BAP 2.1.2] .

CLINICAL

Early career Clinical recruitment is based on extremely small numbers but shows women are less likely to apply for Res/Ac Fellow and Lecturer posts in 3/5 years (Tables 5.19; 21) and, particularly at Lecturer, less likely to be shortlisted but more likely to be hired (Table 5.22)).

Table 5.19 Applications, Shortlist and Appointments CLIN RES/AC Fellow posts 2014/15 – 2018/19

CLIN	APPLICATIONS				SHORTLISTED				APPOINTED			
	RES/AC FELLOW	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER
2014/15	■	■	0	41%	■	■	0	27%	■	■	0	14%
2015/16	■	■	0	67%	■	■	0	53%	■	■	0	63%
2016/17	■	■	0	59%	■	■	0	59%	■	■	0	56%
2017/18	■	■	0	40%	■	■	0	41%	■	■	0	38%
2018/19	■	■	0	38%	■	■	0	26%	■	■	0	15%

Table 5.20 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates CLIN RES/AC Fellow posts 2014/15 – 2018/19

SUCCESS RATES	STEMM					
	SH/LIST SR			HIRES SR		
RES/AC FELLOW	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	21%	40%	-	33%	75%	-
2015/16	40%	70%	-	63%	43%	-
2016/17	57%	56%	-	38%	44%	-
2017/18	61%	57%	-	65%	75%	-
2018/19	33%	58%	-	40%	79%	-

Table 5.21 Applications, Shortlist and Appointments CLIN Lecturer posts 2014/15 – 2018/19

CLIN	APPLICATIONS				SHORTLISTED				APPOINTED			
	LECTURER	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER
2014/15	■	■	0	25%	■	■	0	20%	■	■	0	0%
2015/16	■	■	0	67%	■	■	0	60%	■	■	0	100%
2016/17	■	■	0	25%	■	■	0	20%	■	■	0	33%
2017/18	■	■	0	31%	■	■	0	25%	■	■	0	33%
2018/19	■	■	0	50%	■	■	0	40%	■	■	0	40%

Table 5.22 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates CLIN Lecturer posts 2014/15 – 2018/19

SUCCESS RATES	STEMM					
	SH/LIST SR			HIRES SR		
LECTURER	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	67%	89%	-	0%	25%	-
2015/16	75%	100%	-	100%	0%	-
2016/17	67%	89%	-	100%	50%	-
2017/18	75%	100%	-	67%	44%	-
2018/19	50%	75%	-	50%	50%	-

Senior Clinical appointments are rare but mirror the pattern of low female application rates and higher SRs at 'Hire' stage (Table 5.23;24). Professorial appointments represent extremely low numbers and reflect the picture in Clinical pipeline with women's underrepresentation.

Table 5.23 Applications, Shortlist and Appointments CLIN Snr Lecturer/Res Fellow posts 2014/15 – 2018/19

CLIN	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	■	■	0	50%	■	■	0	50%	■	■	0	50%
2015/16	■	■	0	60%	■	■	0	50%	■	■	0	50%
2016/17	■	■	0	22%	■	■	0	20%	■	■	0	50%
2017/18	-	-	-	-	-	-	-	-	-	-	-	-
2018/19	■	■	0	0%	■	■	0	0%	■	■	0	0%

Table 5.24 Shortlist (Sh/list/Apps) and Hire (Appoints/Sh/list) Success Rates CLIN Snr Lecturer/Res Fellow posts 2014/15 – 2018/19

SUCCESS RATES	STEMM					
	SH/LIST SR			HIRES SR		
	F	M	PNTS/ OTHER	F	M	PNTS/ OTHER
2014/15	100%	100%	-	100%	100%	-
2015/16	33%	50%	-	100%	100%	-
2016/17	50%	57%	-	100%	25%	-
2017/18	-	-	-	-	-	-
2018/19	-	100%	-	-	100%	-

Table 5.25 Applications, Shortlist and Appointments CLIN Professor posts 2014/15 – 2018/19 (SRs Table not included due to low numbers and obvious SRs)

CLIN	APPLICATIONS				SHORTLISTED				APPOINTED			
	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F	F	M	PNTS/ OTHER	%F
2014/15	-	-	-	-	-	-	-	-	-	-	-	-
2015/16	■	■	■	8%	■	■	■	0%	■	■	■	-
2016/17	-	-	-	-	-	-	-	-	-	-	-	-
2017/18	■	■	■	0%	■	■	■	0%	■	■	■	0%
2018/19	-	-	-	-	-	-	-	-	-	-	-	-

Clinical pipelines are best targeted via the clinical specialisms, and so GEO works with School/RIs with Clinical staff to identify best practice- usually through support and development of Clinical Res/Ac Fellows to enable their return to Clinical Academia via Lecturer/SL posts. All Schools/RIs with a strong Clinical component have achieved Post-May Silver AS awards, recognising, in part, their ongoing efforts to address this pipeline.

(ii) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

UofG-wide Induction includes an Induction Checklist for new staff/managers:

The checklist is accessible via an Induction Portal, and includes assignation of Induction Buddy and mandatory training, including Equality & Diversity; Fire Safety, GDPR, Researcher Integrity (Academics) and Recruitment & Selection.

UofG's Induction Networking Events for new staff (c.3/year) include a presentation from Employee and Organisational Development and stalls hosted by different services, such as, Equality and Diversity Unit, staff networks (e.g. LGBTQ+; MPA Network), and University Sport. Between 2014/15-2018/19, 325 attended (113 Academic (49%F: 51%M); 212 PSS (66%F: 34%M)).

Feedback is positive but staff often miss out depending on their start-date (i.e. it may fall in between sessions).

Prompted by this, and following a wave of recruitment, UNIS HR developed a bespoke digital induction process on key processes, services and organisational culture. This best practice model will be adapted and rolled-out University-wide (**SAP 4.1**):

SAP 4.1	Develop and implement a University-wide digital induction process, based on a successful model developed within University Services.
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[**COVID-19**: Although we anticipate that recruitment for non-essential activity will reduce (as can already be seen across HE sector), this digital induction will become vital for any new staff and is therefore prioritised in our **SAP.35/500** words]

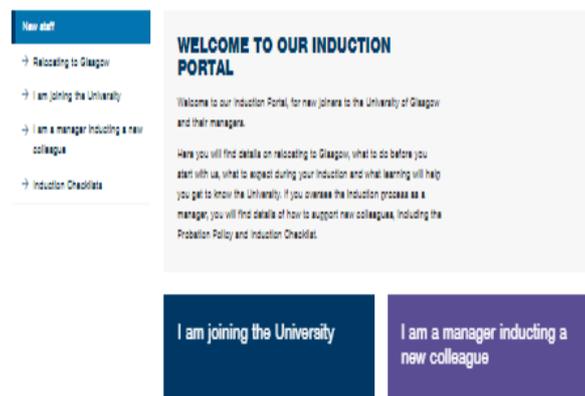


Figure 5.2 Online Induction Portal

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status¹⁰. Comment on any evidence of a gender pay gap in promotions at any grade.

Promotion is an annual, standardised, University-wide process. Applicants can self-nominate and are identified during Performance and Development Review (PDR). Applications are assessed against 5 overarching criteria:

- Research & Scholarship;
- Impact;
- Learning & Teaching Practice;
- Leadership, Management & Engagement (incl. Outreach and Athena SWAN); and
- Esteem

Upon promotion, salaries are matched to first point on a grade's salary-scale. Reference to most recent round points to low numbers being appointed above first point with main difference at G9/Reader. These form part of the Gender Pay Gap Working Group's reviews; any emerging 'trends' are highlighted to GESG (Table 5.26):

Table 5.26 2018/19 Promotions appointed above 1st point on salary scale

GRADE	FEMALE	MALE
GRADE 8	■	■
GRADE 9/READER	■	■
PROF	■	■
OVERALL	■	■

Post-Bronze2016 criteria changes, include:

- Revision and clarification of LTS criteria incorporating wider range of skills and experience; LTS Reader-level and criteria (new for 2019/20);
- New Collegiality assessment-recognising individuals who work collaboratively and support colleagues' careers (especially ECRs) to be evidenced across criteria on all academic tracks.
- Parity of impact with outputs for R&T.

¹⁰ For GDPR considerations, data on individual promotions by FTE Status cannot be provided.

Support for these changes, and promotion, generally, via:

- Toolkit including promotions whiteboard animation application forms, criteria, success case studies and CV template;
- Online LTS resources including webinars outlining criteria, clarifying ‘scholarship’ and demonstrating how to evidence it in applications, created and delivered by VP Learning and Teaching;
- College/School/RI-level promotion workshops embedded as part of organisational development and/or AS APs **[BAP 3.2.3]**;
- Criteria and Guidance updated with examples of how to evidence Collegiality.

New criteria are positive (outlined above) but must be assessed for gendered impact:

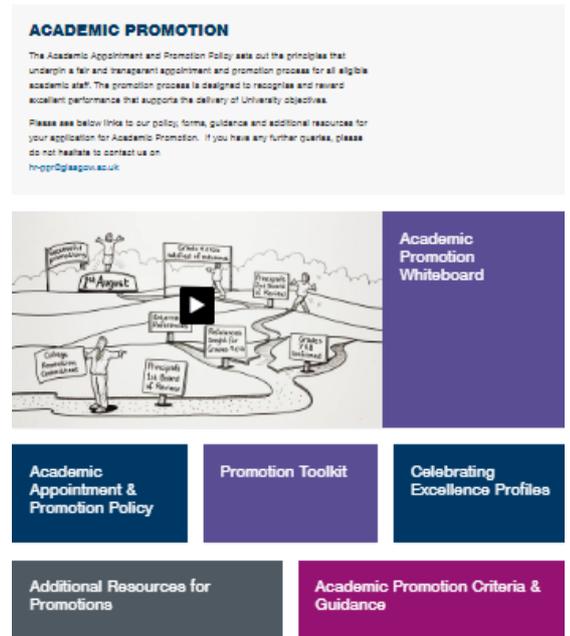


Figure 5.3 Academic Promotion Resources Online

SAP 3.3	Evaluate any gendered impact of new Collegiality and Impact Criteria (RT) and introduction of new Reader grade (LTS) through promotion data over next four years.
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ECDP substantially improved women’s progression rates to G8-9; participants ‘complete’ ECDP on promotion to G9. We must begin to track ECDP-completers’ progress to Professor, to identify differences by gender:

SAP 3.4	Apply gender-based analysis to assess progression rates from G9-Prof of female and male Academic staff on completion of ECDP.
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AHSSBL PROMOTIONS:

Table 5.27 Apps and Promotions to G7AHSSBL by Gender 2014/15 – 2018/19

GRADE 7	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F	M	F	M	F	M	F	M		
2014/15	-	-	█	33%	█	67%	█	33%	█	67%	100%	100%
2015/16	54%	46%	█	100%	█	0%	-	-	-	-	67%	-
2016/17	55%	45%	█	100%	█	0%	-	-	-	-	100%	-
2017/18	53%	47%	█	0%	█	100%	-	-	█	-	-	100%
2018/19	72%	28%	█	50%	█	50%	█	67%	█	33%	100%	50%

Table 5.28 Apps and Promotions to G8 AHSSBL by Gender 2014/15 – 2018/19

GRADE 8	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F	M	F	M	F	M	F	M		
2014/15	-	-	█	60%	█	40%	█	50%	█	50%	67%	100%
2015/16	56%	44%	█	50%	█	50%	█	54%	█	46%	100%	86%
2016/17	59%	41%	█	67%	█	33%	█	76%	█	24%	93%	57%
2017/18	57%	43%	█	57%	█	43%	█	58%	█	42%	95%	93%
2018/19	59%	41%	█	47%	█	53%	█	47%	█	53%	93%	94%

Table 5.29 Apps and Promotions to G9 AHSSBL by Gender 2014/15 – 2018/19

GRADE 9	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F	M	F	M	F	M	F	M		
2014/15	-	-	14	48%	15	52%	10	56%	8	44%	71%	53%
2015/16	52%	48%	15	65%	8	35%	9	60%	6	40%	60%	75%
2016/17	52%	48%	13	48%	14	52%	10	56%	8	44%	77%	57%
2017/18	49%	51%	13	43%	17	57%	11	50%	11	50%	85%	65%
2018/19	49%	51%	12	55%	10	45%	10	53%	9	47%	83%	90%

Table 5.30 Apps and Promotions to READER AHSSBL by Gender 2014/15 – 2018/19

READER ¹¹	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F	M	F	M	F	M	F	M		
2014/15	-	-	█	67%	█	33%	█	0%	█	100%	0%	100%
2015/16	52%	48%	█	0%	█	100%	-	-	█	100%	-	33%
2016/17	51%	49%	█	67%	█	33%	█	0%	█	100%	0%	100%
2017/18	50%	50%	█	50%	█	50%	█	50%	█	50%	100%	100%
2018/19	50%	50%	█	50%	█	50%	█	75%	█	25%	100%	33%

Table 5.31 Apps and Promotions to PROFESSOR AHSSBL by Gender 2014/15 – 2018/19

PROF ¹²	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F	M	F	M	F	M	F	M		
2014/15	-	-	9	50%	9	50%	█	78%	█	22%	78%	22%
2015/16	47%	53%	█	40%	█	60%	█	40%	█	60%	50%	50%
2016/17	47%	53%	6	55%	5	45%	█	57%	█	43%	67%	60%
2017/18	48%	52%	█	75%	█	25%	█	83%	█	17%	83%	50%
2018/19	48%	52%	18	69%	8	31%	13	68%	6	32%	72%	75%

¹¹ Eligible proportion drawn from totals of G8/9 as both can apply to Reader as next step at promotion.

¹² Eligible population drawn from G9/Reader totals as both can apply to Prof as next step at promotion.

Data show:

G7: Small female/male numbers apply for G6-7 promotion; they, generally, enjoy high Success Rates (SRs) (Table 5.27).

G8: female applicants slightly underrepresented in 2015/16;2018/19 with equitable and consistently high female/male SRs, with 2016/17 an outlier year for male SRs at 57%M (Table 5.28).

G9: key point %F drops in AHSSBL pipeline (Table 4.3) Promotions show overall positive representation of women amongst applicants compared to eligible pool and higher average SRs compared to male applicants (75%F v. 56%M (Table 5.29)).

Reader: Although changeable over period reviewed, application rates evened out in last two years (50%F:50%M equal to eligible population, 2017/18-2018/19 (Table 5.30). Female SRs improved substantially between 2014/15 and 2017/18-2018/19 (Table 5.30), coinciding with clarified Reader criteria [see BAP 3.2.8].

Professor: since Bronze2016, number of women applying for promotion to Professor doubled (n=9 to n=18 between 2014/15-2018/19 (Table 5.31)). High application rates compared to eligible pool for women (Table 5.31), coupled with strong SRs contributed to an increase in %F AHSSBL Professors from 31-35% over the same period (Table 4.3).

STEMM PROMOTIONS:

Table 5.32 Apps and Promotions to G7 STEMM by Gender 2014/15 – 2018/19

GRADE 7	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F		M		F		M		F	M
2014/15	-	-	16	64%	9	36%	13	59%	9	41%	81%	100%
2015/16	51%	49%	12	48%	13	52%	9	45%	11	55%	75%	85%
2016/17	49%	51%	7	27%	19	73%	6	27%	16	73%	86%	84%
2017/18	51%	49%	14	47%	16	53%	13	46%	15	54%	93%	94%
2018/19	54%	46%	13	50%	13	50%	12	52%	11	48%	92%	85%

Table 5.33 Apps and Promotions to GRADE 8 STEMM by Gender 2014/15 – 2018/19

GRADE 8	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F		M		F		M		F	M
2014/15	-	-	7	28%	18	72%	6	29%	15	71%	86%	83%
2015/16	51%	49%	6	29%	15	71%	■	24%	■	76%	67%	87%
2016/17	50%	50%	23	61%	15	39%	20	63%	12	38%	87%	80%
2017/18	50%	50%	14	40%	21	60%	13	39%	20	61%	93%	95%
2018/19	48%	52%	13	38%	21	62%	13	45%	16	55%	100%	76%

Table 5.34 Apps and Promotions to GRADE 9 STEMM by Gender 2014/15 – 2018/19

GRADE 9	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F		M		F		M		F	M
2014/15	-	-	5	29%	12	71%	■	27%	■	73%	60%	67%
2015/16	41%	59%	16	57%	12	43%	15	63%	9	38%	94%	75%
2016/17	41%	59%	5	20%	20	80%	5	25%	15	75%	100%	75%
2017/18	40%	60%	11	33%	22	67%	8	30%	19	70%	73%	86%
2018/19	41%	59%	16	44%	20	56%	15	48%	16	52%	94%	80%

Table 5.35 Apps and Promotions to READER STEMM by Gender 2014/15 – 2018/19

READER ¹³	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F		M		F		M		F	M
2014/15	-	-	■	29%	■	71%	■	33%	■	67%	75%	60%
2015/16	36%	64%	5	25%	15	75%	5	33%	10	67%	100%	67%
2016/17	37%	63%	5	45%	6	55%	■	14%	■	86%	20%	100%
2017/18	37%	63%	■	44%	■	56%	■	50%	■	50%	100%	80%
2018/19	37%	63%	■	27%	■	73%	■	30%	■	70%	75%	64%

Table 5.36 Apps and Promotions to PROFESSOR STEMM by Gender 2014/15 – 2018/19

PROF ¹⁴	ELIGIBLE		APPLICATIONS				PROMOTIONS				SUCCESS RATE	
	F	M	F		M		F		M		F	M
2014/15	-	-	■	22%	■	78%	■	30%	■	70%	75%	50%
2015/16	31%	69%	5	36%	9	64%	■	56%	■	44%	100%	44%
2016/17	31%	69%	7	26%	20	74%	5	24%	16	76%	71%	80%
2017/18	33%	67%	7	30%	16	70%	6	30%	14	70%	86%	88%
2018/19	33%	67%	16	48%	17	52%	12	43%	16	57%	75%	94%

¹³ Supra, n.10

¹⁴ Supra, n.11

Data show:

G7: higher applicant numbers in STEMM (n=132, 2014/15-2018/19, (Table 5.32)) compared to AHSSBL (n=12, 2014/15-2018/19, (Table 5.26)), due to higher numbers at G6 (STEMM: (Table 4.4); AHSSBL: (Table 4.3)). Women are well represented compared to eligible pool over the period taken as a whole and SRs do not suggest any bias by gender (Table 5.32).

G8: female applicant numbers and proportions rose across the period since 2014/15, showing variable application rates but slight female underrepresentation in all years except 2016/17; SRs considered overall do not suggest any gendered bias (higher for women in 2014/15; 2016/17; 2018/19, (Table 5.33)).

G9: data fluctuate but number and proportion of female applicants increased over the period with higher female SRs in 2015/16; 2016/17; and 2018/19 (Table 5.34).

Reader: number of female applicants remained steady at c.4-5/year, with poor SRs in 2016/17 (20%F, (Table 5.35)) an outlier year when compared to other years under review (Table 5.35).

Professor: number of women applying for promotion to Professor quadrupled since Bronze2016 (n=4 in 2014/15 to n=16 in 2018/19 (Table 5.36)), with %F applicants increasing from 22-48%, representing substantial representation when compared to the eligible pool (33% in 2018/19). Higher female than male SRs in 2/5 years (75%Fv.50%M, 2014/15; 100%Fv.44%M, 2015/16) and no significant difference in 2017/18 (86%F v. 88%M).

FTE STATUS AND PROMOTION:

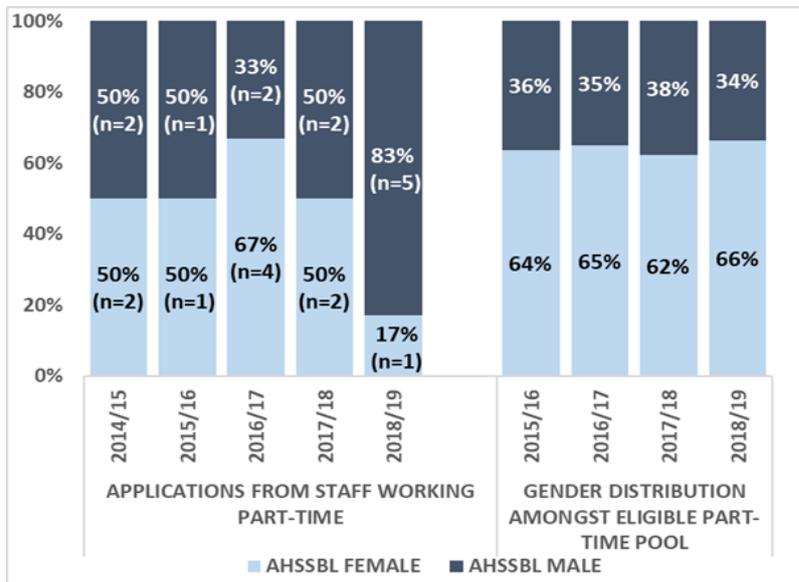


Figure 5.4(a) Promotion Apps (<1 FTE) compared to gender distribution of AHSSBL staff working <1FTE

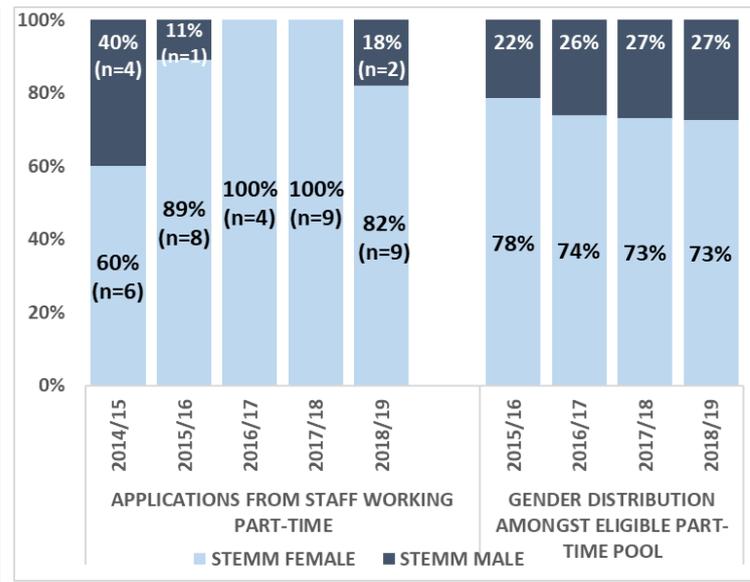


Figure 5.4(b) Promotion Apps (<1 FTE) compared to gender distribution of STEMM staff working <1FTE

Gender distribution amongst applicants working <1FTE shows slight AHSSBL female underrepresentation; and consistently high STEMM female representation compared to eligible pool for 2015/16-2018/19 (Figs.5.4a-b). SRs do not suggest gender bias against women: AHSSBL: 80%F;75%M, STEMM: 89%F;57%M.

Promotion application includes a section taking personal or exceptional circumstances into account and can be used to incorporate periods of part-time working, parental or other forms of leave. **[BAP 3.2.1** sought to profile success stories including those with periods of less than full-time working]; this is ongoing and requires prioritised action via **(SAP)**:

SAP 3.8	Curate case studies highlighting those who work part-time that have successfully applied for promotion as part of Celebrating Excellence Profiles
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(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Table 5.37 RAE 2008 Submission by Gender and STEM/AHSSBL Marker and Institution

RAE 2008	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
STEMM									
Submitted	166	66%	23%	552	81%	77%	718	77%	100%
Not submitted	86	34%	39%	132	19%	61%	218	23%	100%
Total eligible for submission	252	100%	27%	684	100%	73%	936	100%	100%
AHSSBL									
Submitted	200	75%	39%	312	84%	61%	512	81%	100%
Not submitted	65	25%	53%	58	16%	47%	123	19%	100%
Total eligible for submission	265	100%	42%	370	100%	58%	635	100%	100%
UNIVERSITY									
Submitted	366	71%	30%	864	82%	70%	1230	78%	100%
Not submitted	151	29%	44%	190	18%	56%	341	22%	100%
Total eligible for submission	517	100%	33%	1054	100%	67%	1571	100%	100%

Table 5.38 REF 2014 Submission by Gender and STEM/AHSSBL Marker and Institution

REF 2014	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
STEMM									
Submitted	174	77%	26%	497	87%	74%	671	84%	100%
Not submitted	51	23%	40%	77	13%	60%	128	16%	100%
Total eligible for submission	225	100%	28%	574	100%	72%	799	100%	100%
AHSSBL									
Submitted	189	79%	40%	285	84%	60%	474	82%	100%
Not submitted	49	21%	48%	53	16%	52%	102	18%	100%
Total eligible for submission	238	100%	41%	338	100%	59%	576	100%	100%
UNIVERSITY									
Submitted	363	78%	32%	782	86%	68%	1145	83%	100%
Not submitted	100	22%	43%	130	14%	57%	230	17%	100%
Total eligible for submission	463	100%	34%	912	100%	66%	1375	100%	100%

%* compare vertically within gender

%^ compare horizontally across total population

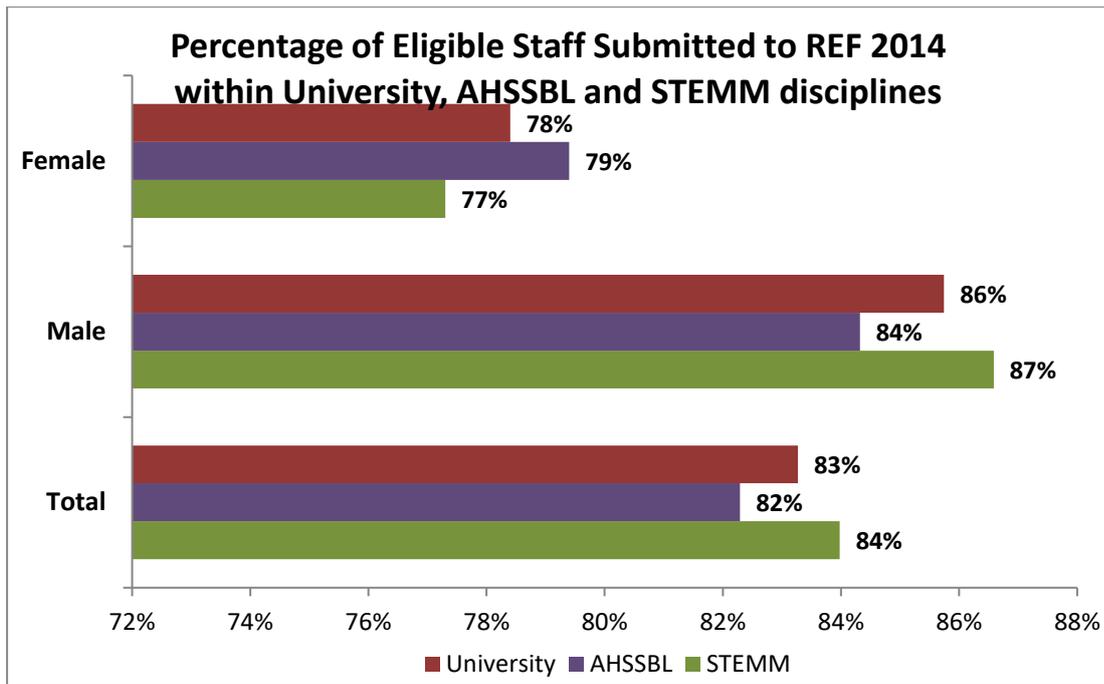


Figure 5.5 Percentage of Eligible Staff submitted to REF2014 by Gender

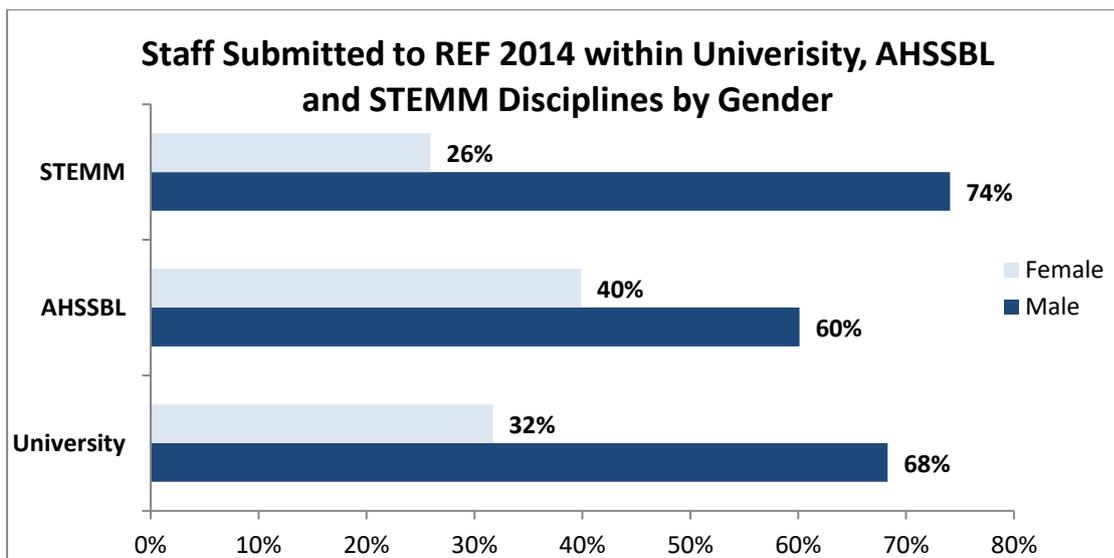


Figure 5.6 Percentage of Staff Submitted to REF2014 by Gender

Data show:

- Across all marker's female proportions of eligible staff pool < proportions of submitted staff that were female in REF2014 and RAE2008. However, differences extremely low in REF2014 and an improvement on RAE2008.
- Proportion (within gender) of all eligible male/female staff submitted in REF2014 was \geq RAE2008.
- Statistically significant difference between selection rates for male and female staff; female staff less likely to be selected for REF.

REF2021 requires everyone on R&T contracts to be submitted. UofG will conduct EIA's of the process to determine any gendered variations between:

- Research-only staff selected as independent researchers;
- Selection of outputs for submission (based the principles used, scores given and any variance between eligible pool, potential outputs and selected outputs by protected characteristic);
- Staff w/zero outputs (data permitting);
- Analyses of staff generating Impact Case Studies selected for submission.

The outcome of these EIA stages will impact our next researchers support strategy, to ensure fair and equal access.

SAP 6.1	Complete REF 20201 EIA as outlined in UofG Code of Practice by sex with any differential informing future actions/support for research active staff.
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5.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF (179 WORDS)

(i) Induction (n/a)

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

[As per section 5.1 (ii)]

(ii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

As is common across HE, PSS progression is via application to promoted post/new role, when advertised. Under the Regrading Policy, PSS whose role has substantially 'grown' or changed can apply to have it regraded, usually to grade above. Regrading data show:

women comprise majority of applicants across all job families and years, except amongst TECH staff in 2018/19;

year-on-year variations in success rates within job families, but higher male success rates overall.

Table 5.39 PSS Apps/Successful Apps/Success Rates by Job Family and Gender 2014/15 – 2018/19

PSS		MPA		OPS		TECH		TOTAL	
		F	M	F	M	F	M	F	M
2014/15	APPS	34	9	█	█	9	8	45	17
	SUCCESS	14	5	█	█	6	8	22	13
	%SRs	41%	56%	100%	-	67%	100%	49%	76%
2015/16	APPS	30	7	█	█	█	█	38	13
	SUCCESS	24	6	█	█	█	█	30	12
	%SRs	80%	86%	-	100%	75%	100%	79%	92%
2016/17	APPS	35	8	█	█	13	10	66	19
	SUCCESS	20	8	█	█	10	10	48	18
	%SRs	57%	100%	100%	0%	77%	100%	73%	95%
2017/18	APPS	█	█	█	█	11	10	28	13
	SUCCESS	█	█	█	█	9	8	19	11
	%SRs	56%	100%	100%	-	82%	80%	68%	85%
2018/19	APPS	█	█	█	█	10	15	50	22
	SUCCESS	█	█	█	█	10	14	36	21
	%SRs	70%	100%	0%	100%	100%	93%	72%	95%
TOTAL	APPS	152	31	24	6	51	47	227	84
	SUCCESS	93	26	21	5	41	44	155	75
	%SRs	61%	84%	88%	83%	80%	94%	68%	89%

Data disaggregated by grade and gender within each PSS job family repeat the pattern outlined above. Men are underrepresented amongst PSS and less likely to apply but more successful when they do apply. Numbers are comparatively very small to overall cohorts, making clear trends difficult. This is due to Regrading not serving the same purpose as academic promotion and is not the norm for advancement of PSS.

As a matter of good practice, however, we will ensure:

SAP 3.6	All Regrading panels are trained in Unconscious Bias.
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Table 5.40 MPA Apps/Successful Apps/Success Rates by Grade and Gender 2014/15 – 2018/19

MPA		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8		GRADE 9	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M
2014/15	APPS	[REDACTED]													
	SUCCESS	[REDACTED]													
	%SRs	100%	-	50%	100%	50%	-	18%	-	50%	0%	50%	50%	-	100%
2015/16	APPS	[REDACTED]													
	SUCCESS	[REDACTED]													
	%SRs	-	100%	100%	100%	92%	-	63%	-	67%	100%	80%	67%	-	100%
2016/17	APPS	[REDACTED]													
	SUCCESS	[REDACTED]													
	%SRs	-	-	100%	-	62%	100%	100%	100%	29%	100%	0%	100%	50%	-
2017/18	APPS	[REDACTED]													
	SUCCESS	[REDACTED]													
	%SRs	-	-	100%	-	50%	100%	75%	-	60%	100%	25%	-	-	-
2018/19*	APPS	[REDACTED]													
	SUCCESS	[REDACTED]													
	%SRs	-	-	57%	-	100%	-	67%	-	56%	-	60%	100%	100%	-

* In 2018/19 1M successfully regraded to Grade 10

Table 5.41 TECH Apps/Successful Apps/Success Rates by Grade and Gender 2014/15 – 2018/19

TECH		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8	
		F	M	F	M	F	M	F	M	F	M	F	M
2014/15	APPS	[REDACTED]											
	SUCCESS	[REDACTED]											
	%SRs	-	-	-	-	100%	100%	75%	100%	50%	100%	-	-
2015/16	APPS	[REDACTED]											
	SUCCESS	[REDACTED]											
	%SRs	-	-	-	100%	100%	100%	75%	100%	0%	-	-	100%
2016/17	APPS	[REDACTED]											
	SUCCESS	[REDACTED]											
	%SRs	100%	-	100%	100%	100%	-	57%	100%	100%	100%	-	-
2017/18*	APPS	[REDACTED]											
	SUCCESS	[REDACTED]											
	%SRs	-	-	100%	100%	-	100%	100%	-	67%	71%	100%	100%
2018/19	APPS	[REDACTED]											
	SUCCESS	[REDACTED]											
	%SRs	-	-	100%	100%	100%	100%	100%	83%	100%	100%	-	100%

*In 2017/18 1F successfully regraded to Grade 9

Table 5.42 OPS Apps/Successful Apps/Success Rates by Grade and Gender 2014/15 – 2018/19

OPS		GRADE 3		GRADE 4	
		F	M	F	M
2014/15	APPS	█	█	█	█
	SUCCESS	█	█	█	█
	%SRs	100%	-	-	-
2015/16	APPS	█	█	█	█
	SUCCESS	█	█	█	█
	%SRs	-	0%	-	-
2016/17	APPS	█	█	18	0
	SUCCESS	█	█	18	-
	%SRs	-	0%	100%	-
2017/18	APPS	█	█	0	0
	SUCCESS	█	█	-	-
	%SRs	100%	-	-	-
2018/19*	APPS	█	█	█	█
	SUCCESS	█	█	█	█
	%SRs	-	100%	-	100%

*In 2018/19 3F were unsuccessful in application to regrade to Grade 6; 18 women in Cleaning Services were successfully regraded from Grade 3 – 4 following a restructure of the operating model in that service.

The main route to advancement for PSS remains transitioning to promoted/new roles; our actions are therefore to ensure all PSS are supported in their personal and professional development, as outlined in s.5.4.

5.3 CAREER DEVELOPMENT: ACADEMIC STAFF (968 WORDS)

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Building Effective Research Collaborations	Managing Successful Research Projects	Publishing Papers in Refereed Journals	Job Interview Techniques
Building Relationships with Business	Presenting on Camera: Improving Your Personal Impact	Research Integrity	Job Seeking Strategies
Career Planning		Speaking Up Effectively at Meetings for Researchers	Knowledge Exchange, Public Engagement and Impact
Impact Statements in Grant Applications			Making Presentations at Conferences
			Understanding Supervision
			Winning Research Income (Grant Applications)

EMPLOYEE AND ORGANISATIONAL DEVELOPMENT¹⁵ (EOD) -

EOD provides a wide-range of training opportunities for staff at all levels. EOD meets quarterly to review evaluation from the previous three months and agree any required changes to courses or programmes.

Table 5.43 Instances of Training, Number Attending Amongst Female/Male AHSSBL RT Staff 2014/15-2018/19

RT - AHSSBL	INSTANCES TRAINING/YEAR			NUMBER ATTENDING TRAINING/YEAR			AV. COURSES PER PERSON		
	F	M	%F	F	M	%F	F	M	TOTAL
2014/15	160	87	65%	87	51	63%	1.8	1.7	1.8
2015/16	165	118	58%	93	62	60%	1.8	1.9	1.8
2016/17	125	99	56%	86	69	55%	1.5	1.4	1.4
2017/18	80	60	57%	56	47	54%	1.4	1.3	1.4
2018/19	69	58	54%	47	40	54%	1.5	1.5	1.5

Table 5.44 Instances of Training, Number Attending Amongst Female/Male STEMM RT Staff 2014/15-2018/19

RT - STEMM	INSTANCES TRAINING/YEAR			NUMBER ATTENDING TRAINING/YEAR			AV. COURSES PER PERSON		
	F	M	%F	F	M	%F	F	M	TOTAL
2014/15	353	290	55%	172	158	52%	2.1	1.8	1.9
2015/16	325	342	49%	155	175	47%	2.1	2.0	2.0
2016/17	248	271	48%	154	175	47%	1.6	1.5	1.6
2017/18	158	140	53%	116	102	53%	1.4	1.4	1.4
2018/19	168	123	58%	100	80	56%	1.7	1.5	1.6

Women comprise majority on courses in AHSSBL and STEMM and engage slightly more than men in terms of number of courses completed (i.e. 54%F AHSSBL attending training v. 50%F AHSSBL RT, 2018/19; 56%F STEMM attending training v. 40%F STEMM RT 2018/19).

¹⁵ Data exclude Recruitment and Selection Training, discussed above at 5.1, because large numbers participating has potential to skew data here.

Table 5.45 Instances of Training and Number Attending Amongst Female/Male Clinical Staff 2014/15-2018/19

CLIN	INSTANCES TRAINING/YEAR			NUMBER ATTENDING TRAINING/YEAR			AV. COURSES PER PERSON		
	F	M	%F	F	M	%F	F	M	TOTAL
2014/15	■	■	76%	■	■	69%	1.4	1.0	1.3
2015/16	5	11	31%	■	■	44%	1.3	2.2	1.8
2016/17	5	11	31%	5	7	42%	1.0	1.6	1.3
2017/18	■	■	100%	■	■	100%	1.0	0.0	1.0
2018/19	■	■	100%	■	■	100%	1.0	0.0	1.0

Clinical Academic participation in EOD programmes dropped in 2017/18-2018/19, with no male clinical engagement. Most clinical academic training is delivered via Scottish Clinical Research Excellence Development Scheme (SCREDS) overseen by Clinical Academic Training and Advisory Committee (CATAC).

LEADERSHIP TRAINING:

Bronze2016, aimed for ≥45%F participation in leadership programmes, with starting point across AHSSBL and STEMM of 26%F in 2014/15. **We achieved between 43-52%F participation 2015/16-2018/19.**

This indicates strong female representation compared to ave.%F amongst pool of AHSSBL/STEMM academic staff eligible to participate (G8-Prof) (5-year ave.:43%F AHSSBL; 32%F STEMM).

Table 5.46 AHSSBL/STEMM RT Staff on UofG Leadership Programmes 2014/15 – 2018/19

RT	AHSSBL			STEMM			CLIN			TOTAL		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2014/15	6	7	46%	■	■	14%	■	■	67%	11	26	30%
2015/16	12	7	63%	■	■	33%	■	■	0%	15	14	52%
2016/17	9	12	43%	8	10	44%	■	■	100%	18	22	45%
2017/18	■	■	40%	6	6	50%	■	■	0%	10	13	43%
2018/19	8	8	50%	6	9	40%	■	■	100%	16	17	48%

We increased overall engagement with Advance HE's Aurora Leadership programme, supporting 65 academic women to participate 2014/15-2018/19; 1 woman in STEMM who identifies as BAME also completed Advance HE's Diversifying Leadership programme in 2017/18.

Since 2014/15, 49% RT/Clin completing Aurora have successfully promoted

Table 5.47 AHSSBL/STEMM RT Staff on Aurora 2014/15 – 2018/19

AURORA	RT		CLINICAL	TOTAL
	AHSSBL	STEMM		
2014/15	■	■	■	8
2015/16	■	■	■	8
2016/17	■	■	■	10
2017/18	■	■	■	13
2018/19	■	■	■	26
TOTAL	26	37	2	65

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Annual Performance and Development Review (PDR) is compulsory for all staff, including Postdoctoral Researchers and those on fixed-term contracts; Clinical Academics participate in NHS appraisal- Annual Review of Competence Progression (ARCP). These reviews track progression in both academic and clinical competencies.

PDR provides opportunity to discuss progress, achievements, training needs and longer-term objectives. Criteria reflect promotion criteria and include requirement to record promotion discussions.

Staff Survey 2014/15-2018/19 results (Table 5.48) show improvement in PDR engagement but similar, or greater, issues with academic staff's (both male/female) experience of the usefulness of PDR:

Table 5.48 2014/15 v. 2018/19 Staff Engagement Survey Responses to PDR-Related Questions

Staff Engagement Survey- Staff in Agreement with Questions:	R-Only 2018/19		LTS 2018/19		RT 2018/19		ACADEMIC 2014/15 ¹⁶	
	F	M	F	M	F	M	F	M
<i>Have you had a Performance and Development Review (PD&R) in the last 12 months?</i>	88%	88%	94%	93%	91%	95%	80%	85%
<i>My PDR was useful to me</i>	60%	53%	56%	58%	57%	48%	60%	56%

[BAP 3.2.10] sought to improve academic staff's sense of value, linked to positive feedback and recognition of good performance. Staff Engagement Survey 2018 suggests some improvement but scope to improve further, especially for (female) LTS:

Table 5.49 2014/15 Staff Engagement Survey- Staff in Agreement with the Question:

Did your P&DR leave you feeling your work is valued by UofG?

ACADEMIC (ALL)	FEMALE	MALE
	42%	41%

Table 5.50 2018/19 Staff Engagement Survey- Staff in Agreement with the Statement:

I feel valued by UofG

ACADEMIC ¹⁷ FUNCTION	FEMALE	MALE
LTS	38%	42%
RT	47%	46%

SMG reviewed the PDR process this academic year 2019/20. In recognition of the need to improve, amongst other factors, its usefulness and resonance with staff it supported the revision and roll-out of the PDR process and an in-house system for administering PDR. The latter was to be linked to other HR systems thus reducing the burdensome nature of the process and enhancing workforce planning capabilities and piloted in the upcoming round (July-September 2020).

¹⁶ **N.B.** 2014/15 Staff Engagement Survey provider did not supply Academic Staff Data disaggregated by Function (LT/RT/R-Only)

¹⁷ There was insufficient response from staff identifying as 'Clinical Academics' to the survey to enable the survey provider to disaggregate responses by gender and retain anonymity provisions.

As part of this, we devised SAP to improve PDR based on School/RI SATs' experience (in particular, learning from experience of IHW Gold Award holder who pushed this approach at PDR, clear guidance and strong understanding of promotion criteria, to great success) and GESG feedback:

SAP 3.5	Improve Academic staff experience of PDR, specifically enhancing career development and planning discussions. Involving, revised PDR Guidance for academic reviewers, enhancing advice on supporting reviewee understanding of promotion criteria and requirements in working towards them.
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[...]

COVID-19: *Given current circumstances, in recognition of the changing demands upon colleagues, UofG has cancelled PDR process for 2019/20. Staff and line managers have been encouraged to engage in development discussions on a more informal basis. We recognise the exceptional work that many have undertaken under difficult circumstances and we will ensure that their work is acknowledged and rewarded on resumption of normal working. [65/500 words]*

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

Early Career Development Programme (ECDP) provides structured development to newly appointed academic staff at G7 and G8 towards G9 for a period of up to 8 and 5 years, respectively. ECDP includes allocation of a mentor; creation of a Personal Development Plan (PDP); and annual objective setting towards meeting promotion criteria. Exemplar PDP and objective templates are provided online and learning modules aligned to promotion criteria around: (1) Research, Knowledge Exchange and Impact; (2) Learning, Teaching and Scholarship; (3) Management, Leadership and Personal Effectiveness.

At Bronze 2016, ECDP had 65F;67M participants and aimed to support female/male career progression *at equitable rates* towards G8-9.

At 2018/19: **ECDP rolled out across all academic tracks; 254F and 257M on ECDP.** Analysis demonstrates **high SRs for progression on career track with 100% SR for female ECDP promotion applicants.**

Women progress at same rate or, in some cases, quicker than male counterparts on ECDP; 27F and 32M successfully completed ECDP.

SAP 3.4, will review post-ECDP trajectories to ensure equitable advancement to Professor:

SAP 3.4	Apply gender-based analysis to assess progression rates from G9-Prof of female and male Academic staff on completion of ECDP.
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Mentoring: UofG revised its approach to mentoring- diverting from one generic University-wide scheme for academic staff [**envisaged BAP 3.1.1**], opting instead for tailored and specific mentoring support across development programmes. School/RI schemes are planned or underway across AS APs and included in Technician Commitment AP. A new digital support for mentoring launched by EOD (March 2020) provides information, development resources, and good practice videos featuring UofG mentors and mentees.

Networking: We supplement Aurora with internal programme of networking and learning events covering: Training in Action Learning Sets; Demystifying Finance; and Women on Boards. This offers Aurora participants, mentors and role models networking opportunities; attendance is usually c.40% of each cohort. We want to improve and expand on this offering (**SAP 4.3**):

SAP 4.3	We will expand these networking activities and provide opportunities to engage with aspects of them to academic and PSS (not solely those registered on Aurora)
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Research Culture and Career Development of (Postdoctoral) Researchers, support includes:

- MOOCs and shared across HE:
 - *Career Management for Early-Career Academics* (collaboration with Edinburgh; Sheffield)
 - *Research Impact- Making a Difference*
- Glasgow Crucible: for staff with research as a substantive component of their role;
- Postdoctoral Researcher Forum: providing PDRAs a voice in consultation and decision-making;
- Postdoc Skills Lunches: Open sessions run monthly to share skills and cover topics relevant to PDRA careers;
- Annual Research Staff Conference.

Table 5.51 Postdoc Skills Lunch Session Topic Examples from 2019

Alli Jackson, Head of Research Operations, UofG	<i>What is REF 2021 and why should postdocs care?</i>
Joy Farnaby, Lecturer, School of Chemistry, UofG	<i>Lectureship How-tos</i>
Robin Henderson, My Consultants	<i>Making the most of your postdoc: shared strategies for developing and demonstrating your research leadership capacity.</i>
Jim Caryl, REF Impact Officer, UofG	<i>Science writing and knowledge brokerage</i>

UofG’s Research Culture Statement, coordinated by R&IS, advances Concordat to Support Researchers, signed by UofG in April 2020 alongside new Concordat AP 2020-23. Researcher Development Manager sits on GESG to align AS with these developments.

Excellence through culture: valuing how research is done.

Research thrives when researchers feel that they are part of a stimulating, fair, and inclusive environment in which colleagues help each other to succeed

This statement describes initiatives we have undertaken to promote and support a positive research culture. It is addressed to all staff and students involved in research at Glasgow, our funders and collaborators. It is an expression of how we expect our research to be done.

By publishing this statement – our first – we are being open about our plans, so others can challenge, query or enhance them.

INITIATIVES TO PROMOTE AND SUPPORT A POSITIVE RESEARCH CULTURE

- + Collegiality
- + Career development
- + Research recognition
- + Open research
- + Research integrity

Download the full Statement on Research Culture 2019 (PDF)

IMPLEMENTATION

- + Reporting frameworks and key contacts
- + Coordination and leadership

If you have a question on research culture in the University please contact researchculture@glasgow.ac.uk or your College representative on the Research Culture and Careers Group.

For more information please see our Research culture webpages, Research policies, and our Reimagining research culture blog.

This statement was approved by the University of Glasgow Senior Management Group (18 December 2019)

Figure 5.7 UofG’s Research Culture Homepage listing initiatives, training and links to Research Culture Statement and Action Plan

R&IS embed EDI through:

- Good practice Guide on embedding EDI principles into workshop procurement, design and delivery;
- New training on fieldwork in complex or hostile environments includes gendered considerations relating to lone-working/travel and considerations for maintaining good mental health;
- Ingenious Women Scotland- empowering women in STEMM to take control of their professional development and careers, focusing on industrial research. 17 women at UofG participated when it ran for the first time, nationally, in 2018, delivered by Universities of Glasgow and Edinburgh;
- New (mandatory) online PGR supervisor training has EDI considerations embedded throughout.

5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF (WORDS 567)

(i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Standard courses and approach to evaluation outlined above are same. PSS-relevant training includes a range of online toolkits (including, Change Management; Lean Management; Mentoring; Project Management; Meetings Toolkit) and self-directed resources alongside face-to-face programmes. Course details are shared online, via e-news updates and are linked CoreHR supporting identification and planning during PDR.

Table 5.52 Instances of Training, Number Attending Amongst Female/Male PSS 2014/15-2018/19

PSS	INSTANCES TRAINING/YEAR			NUMBER ATTENDING TRAINING/YEAR			AV.COURSES PER PERSON		
	F	M	%F	F	M	%F	F	M	TOTAL
2014/15	946	336	74%	522	197	73%	1.8	1.7	1.8
2015/16	505	137	79%	306	102	75%	1.7	1.3	1.6
2016/17	468	132	78%	275	96	74%	1.7	1.4	1.6
2017/18	521	140	79%	285	94	75%	1.8	1.5	1.7
2018/19	556	185	75%	305	107	74%	1.8	1.7	1.8

Female PSS female predominate on training (ave.77%F on courses (Table 5.52) v. c.65%F PSS (Table 4.28(a)) and attended more courses than males. The high women in MPA roles (ave.73%F, (Table 4.28(a)) and the management/administrative nature of many courses may contribute to this pattern.

LEADERSHIP PROGRAMMES

Table 5.53(i) PSS on UofG Leadership Programmes 2014/15 – 2018/19

PSS	LEADERSHIP PROGRAMMES		
	F	M	%F
2014/15	15	7	68%
2015/16	■	■	77%
2016/17	25	15	63%
2017/18	16	12	57%
2018/19	21	9	70%

Table 5.53(ii) PSS on Aurora 2014/15 – 2018/19

AURORA	
PSS	F
2014/15	■
2015/16	8
2016/17	■
2017/18	12
2018/19	14

Female/male PSS on leadership programmes, on average, reflects %F/%M across PSS.. We supplement this with increased engagement with Aurora since 2014/15; 29%PSS 'Aurorans' achieved promoted posts at UofG.

(ii) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

PSS all have an annual PDR in line with process for Academic staff outlined above (s.5.3(ii)). It focuses on progress in relation to previous year's objectives, personal and career development planning over the next year and identification of training or development needs.

Staff can access online resources for PDR support via EOD and intranet (Moodle), without a completion marker (i.e. quiz or test), 'uptake' cannot be 'recorded':

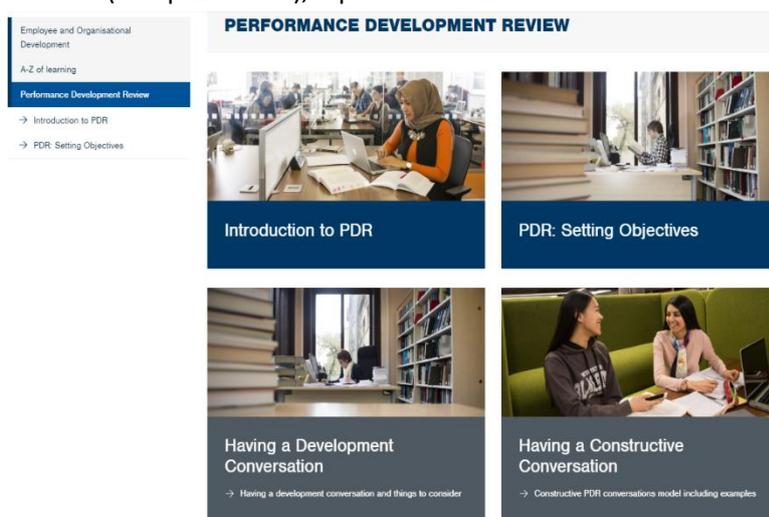


Figure 5.8 PDR Support Online Support Resources

Staff engagement survey shows strong PSS participation in PDR but low perceived usefulness, particularly amongst female/male OPS and male TECH:

Table 5.54 2018/19 Staff Engagement PSS Survey Responses to PDR-Related Questions

Staff Engagement Survey- Staff in Agreement with Questions:	MPA 2018/19		OPS 2018/19		TECH 2018/19	
	F	M	F	M	F	M
<i>Have you had a Performance and Development Review (PD&R) in the last 12 months?</i>	87%	92%	90%	92%	95%	91%
<i>My PDR was useful to me</i>	50%	45%	39%	30%	45%	34%

Majority OPS staff are based in Estates and Commercial Services (E&CS) (407/455Female; 347/382Male in 2018/19). E&CS introduced new Supervisory-level programme for first-stage line managers in August 2019, including training for developing staff and managing performance. This should improve OPS PDR experience over time.

New initiatives (s.5.4(iii)) should facilitate more useful PDR for MPA and TECH through enhanced development planning.

(iii) Support given to professional and support staff for career progression
Comment and reflect on support given to professional and support staff to assist in their career progression.

Two initiatives additional to training and development outlined above, enhance support for PSS:

GLASGOW PROFESSIONAL BEHAVIOURAL FRAMEWORK (GPBF):

UofG’s GPBF, launched January 2020, details skills, knowledge and behaviours for successful organisational and individual performance, including details of what is expected of managers and senior leaders. GPBF was developed in consultation with PSS, through 150 interviews with a stratified sample of PSS:



Figure 5.9 GPBF’s Eight Behaviour Clusters

GPBF was launched at inaugural PS Conference (10 January, 2020) on *Collaborating to Deliver Excellence in Professional Services* (350 attendees,c.60%F).



Figure 5.10 Glasgow Professional Framework Overview and Opening Plenary at Inaugural Professional Services Conference, 10 January 2020

The conference featured internal and external speakers and an exhibition area showcasing UofG PSS Teams. Post-conference webpages provide access to presentations, handouts and all Q&A from the conference.

Feedback was excellent, 81% of attendees rated the event good/very good and it was fully subscribed. We will build on this via **SAP**:

SAP 4.5	Deliver a second Professional Services Staff Conference.
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UofG will embed GPBF into all aspects of PSS employment journey – supporting development and career progression:

SAP 4.4	Embed Glasgow Professional Behavioural Framework (GPBF) into HR processes for PSS roles.
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[COVID-19:...To support this, UofG hosted a senior HR Professional on secondment from Glasgow School of Art with expertise and experience of implementing similar approaches. The placement commenced in February, but unfortunately, has had to be postponed due to COVID-19 and the secondee returning to provide leadership support to her team in early March. PDR 2020 is also cancelled due to COVID-19, however action to embed GPBF across our processes will continue when business returns to normal and the secondment can resume or alternative arrangements be made 86/500].

TECHNICIAN COMMITMENT:

UofG joined Technician Commitment (TC) in 2018, recognising Technicians’ vital contribution to academic and educational excellence. UofG’s TC Steering Group is chaired by a VP and includes technical staff from across UofG (including Technical Apprentices), HR, academic staff and trade union representation. The Group launched their Action Plan 2018-20 (AP) on TC themes: Visibility;Recognition;Career Development and Sustainability at TC Launch event (20 May, 2019), featuring keynote from Kelly Vere, UofNottingham and HE & Technician Commitment Lead, Science Council:



Figure 5.11 Technician Commitment Launch Event, featuring Kelly Vere (middle) and UofG TC Champions (far left)

First Technical Conference scheduled 27 May, 2020 (**postponed:COVID-19**), was to include keynotes, workshops and updates on AP progress and future plans. TC follows UofG changes to TECH-track, discussed above s.4.2(ii), expanding it to G9 and is enacted at UofG through, amongst other actions:

Tale 5.47 Actions Implemented under TC AP 2018-20 Relevant to TECH Career Development and Progression

CAREER DEVELOPMENT	Technical staff are supporting the supervision of PhD students and have access to the Supervisor training.
	Development and promotion of AFRET (Associate Fellow, Recognising Excellence in Teaching) and UofG PgCAP (Postgraduate Certificate in Academic Practice) for Technicians.
VISIBILITY	Technicians News and 'Spotlight On' features on UofG website.
	Enabling web profiles for Tech staff, similar to Academic staff listing current and previous projects, publications, teaching and research interests and career bios.
SUSTAINABILITY	Appointment of 0.2FTE Secondment (TECH staff member) to support TC implementation and success.
	Skills and development sharing between the STEMM Colleges, ensuring staff can access career enhancing opportunities and supporting succession planning.

The screenshot displays a grid of website content for technicians. On the left, a 'SPOTLIGHT - WHAT DO TECHNICIANS DO?' section features a collage of images showing technicians in various lab settings. The main content area includes several articles and sections:

- What is The Technician's Commitment?**: A section explaining the commitment to the university.
- Who sits on the Steering Group?**: A list of steering group members.
- What future actions are planned?**: A list of planned future actions.
- News**: A section for the latest news and updates.
- Technician Champions**: A section highlighting outstanding technicians.
- Modern Apprenticeship**: A section detailing modern apprenticeship opportunities.
- Technical Modern Apprenticeships at the University of Glasgow**: A detailed article about these programs.
- @UofG_Technicians on Twitter**: A section featuring tweets from technicians.
- Spotlight - What do Technicians do?**: A section for showcasing technician work.
- Recognition - UoG Technicians**: A section for recognizing technician achievements.
- AFRET & PgCAP for Technicians**: A section about these specific programs.
- Technician News**: A section for news specifically for technicians.
- RESEARCH CULTURE SURVEY**: A section about a survey on research culture.
- Outstanding Technician of the Year**: A section about the annual award.

Figure 5.12 Example communications and features improving TECH visibility and recognition of achievements on UofG website

Female inclusion and profiling runs throughout TC; 10/22 TC Champions are women. A Chief Technician who leads on aspects of TC (and sits on GESG and his RI SAT) has presented to AS SAT Leads (n=9) to help embed TC in School/RI AS. This is important for equitable TECH pipeline. As discussed above s.4.2(ii), Table 4.30) we must ensure gender equality across TC:

<p>SAP 3.7</p>	<p>GESG to work with Technician Commitment Steering Group on key action under the Sustainability strand of UofG Tech Commitment AP: <i>Embed succession planning within technical teams</i> embedding gender analysis and consideration into the implementation of the plan. Chief Technician who sits across both Steering Groups will facilitate collaborative working.</p>
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5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS (1129 WORDS)

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Maternity/Adoption Policies are available online, with accompanying FAQs. Following Bronze2016, we developed Maternity Checklist into a **Maternity Toolkit**, highlighting information before/during/returning from leave. The toolkit makes pregnant staff aware of their rights and managers of their responsibilities.

The section before maternity leave links to:

- Notification procedure;
- Risk Assessment;
- Eligibility (leave and pay);
- Checklist for planning leave (including discussion on cover/handover [BAP 4.1.2]);
- Academic Returners Research Support Scheme;
- Starting maternity leave;
- Accrual of annual leave.

The Toolkit model, rolled out for Adoption Leave [BAP 4.1.3] is 'localised' by School/RIs through AS to implement School/RI branding and support/contacts, thus, improving engagement.

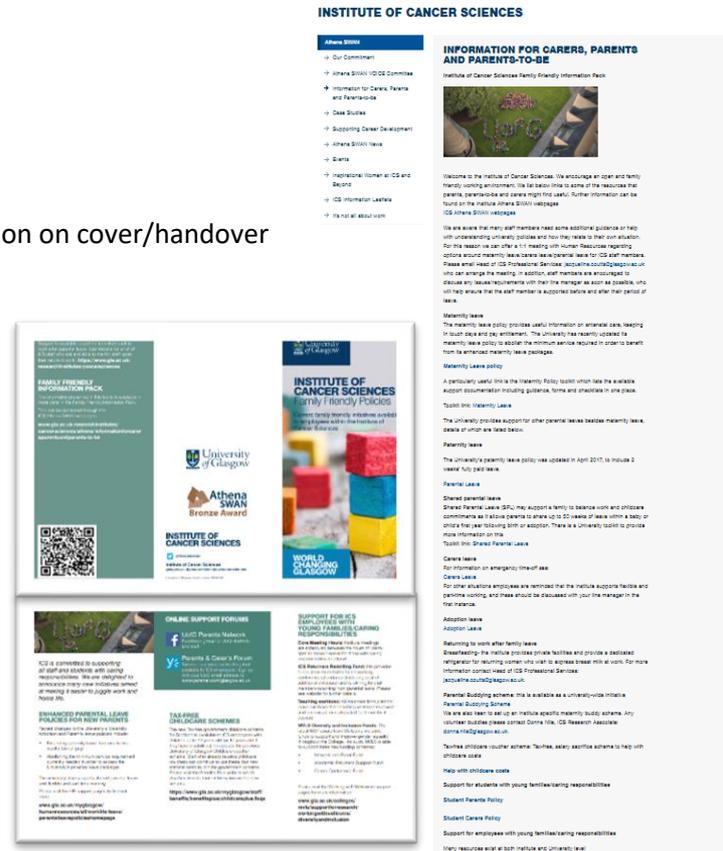


Figure 13. RI Cancer Sciences Family Friendly Pack (leaflet and online resources) modified from UofG Toolkit detail; commended by AS panel in recent successful Silver submission

(ii) *Cover and support for maternity and adoption leave: during leave*

Pay and Entitlements:

Following Bronze2016, UofG enhanced Maternity/Adoption Pay from 16–18 weeks’ full pay and removed length-of-service eligibility requirements for enhanced pay. Maternity leave cover/backfill is paid by College budgets for staff paid through general funds. College Research Management teams support grant-funded leavers by liaising with funders and determining pay arrangements and project extensions etc. This is a more focused approach to [BAP 4.1.7- which aimed to collate general information for all funders.]

Keeping in Touch:

Following Bronze2016, the Maternity Leave policy was updated to clarify when using KIT days would attract full pay; some staff reported having not realised that a KIT day during a period of fully paid maternity leave would not result in double-pay. Having this additional detail in the policy empowers those on maternity leave to better plan usage of their 10 paid KIT days.

Wellbeing Support:

UofG Sport offers several Parent and Baby classes, incredibly popular with staff during maternity or shared parental leave:

The image displays three promotional cards for UofG Sport classes. Each card features a photograph at the top and a text box below. The first card, 'Buggy FunFit', shows a woman in a pink shirt and blue leggings pushing a stroller. The second card, 'Parent & Baby Yoga', shows a woman on a mat with a baby on her back. The third card, 'Parent & Child PT Session', shows a woman smiling and holding a baby. Each card includes a brief description, a 'Find out more' link, and a 'Book online' link.

Class Name	Description	Find out more	Book online
Buggy FunFit	A fun way to ease your body back into shape after pregnancy while still showing it some much-needed TLC.	→ Find out more	→ Book online
Parent & Baby Yoga	A class full of gentle movement for both parent and baby, this course will provide a safe space to enjoy some fun guided movement with your baby.	→ Find out more	→ Book online
Parent & Child PT Session	Becoming a parent often means there is no time to focus on yourself, and we all know that being active can improve how we feel physically and mentally. We have the solution...	→ Find out more	

Figure 5.14 UofG Sport Classes for New Parents and Babies

(iii) *Cover and support for maternity and adoption leave: returning to work*

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Parent Buddy Network, aimed to provide peer support to parents, and especially upon returning to work. **[BAP 4.1.4: to evaluate uptake]** showed low uptake and support moved to online Yammer UofG Parents and Carers Forum (168 members) .

Since Bronze2016, UofG improved *Emergency Time Off to Care for Dependents Policy* from three days *unpaid* leave to three *paid* leave. Under UofG’s Academic Returners Research Support Scheme (ARRSS) (established 2015/16), anyone taking maternity, adoption or SPL of ≥four months can apply to their College for up to £10K to support resumption of their research during first year of return. Funding can support teaching buyout, research assistance, laboratory equipment, conference attendance etc.

ARRSS made awards (of £381k) to 47 staff between 2015/16-2018/19. A survey of recipients (August 2019; 26 responded (55% response rate)) **showed positive experiences on research and return to work, with 50% of respondents having been promoted since returning:**



Figure 5.15 Responses to ARRSS Survey (August 2019) Questions 15-17

Qualitative comments, summarised/paraphrased below highlight impact of ARRSS on research:

Table 5.56 Selection of summarised responses re:impact on research from ARRSS survey data August 2019

What impact, if any, do you feel the funding has had on your research?	Enabled recipient to resume research with a Central Bank leading to publication in 4* journal.
	Completion of publications - potentially considered 3* in REF
	Production of manuscript in first year back from leave
	Supported research that served as springboard for two NERC innovation grants and one NERC Public Engagement Grant
	Enabled start of new collaborations and to host researchers from abroad with whom collaboration continues to this date.

Feedback suggested scope to improve awareness and clarification on the scheme:

SAP 5.1	Collate information; increase prominence of the scheme with materials included in one place (currently sit across 4- College sites) and clarify usage and provide reports from previous funding recipients.
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UofG expanded the number of Expressing Rooms (n=c.8), with many Schools/ RI's locating one as part of AS APs. Facilities in main University building and designated space in UofG Library Family Study Lounge ensure universal access and are published online **[BAP 4.1.8]**.



Figure 5.16 Family Study Lounge in UofG Library and positive feedback from user on social media

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

Table 5.57 Academic and PSS Maternity Leaves and Return Rates 2014/15 – 2018/19

YEAR LEAVE COMMENCED*	PSS			RT			CLIN		
	MAT LEAVES	RETURNS	RETURN RATE	MAT LEAVES	RETURNS	RETURN RATE	MAT LEAVES	RETURNS	RETURN RATE
2014/15	45	44	98%	43	41	95%	12	11	92%
2015/16	51	50	98%	45	41	91%	7	7	100%
2016/17	65	61	94%	52	43	83%	6	6	100%
2017/18	45	43	96%	42	36	86%	█	█	100%
2018/19	51	50	98%	56	50	89%	█	█	100%

*Excludes those currently on Mat Leave

Data show generally high return rates across all staff categories (Table 5.57). These are slightly lower amongst RT staff. Data below (Table 5.58) show 78% of RT non-returners were on contracts of fixed-duration on research projects that ended during maternity leave:

Table 5.58 Non-Returners whose Contracts Ended During Maternity Leave 2014/15 -2018/19 (aggregated)

NON-RETURNERS ACROSS 5-YR PER&ISD	FIXED DURATION CONTRACT ENDED ON LEAVE	% OF NON-RETURNERS
PSS █	█	22%
RT █	█	78%
CLIN █	█	100%
TOTAL	37	24

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave:

Table 5.59 Maternity Returners Remaining in Post 6,12 and 18 Months After Return 2014/15 – 2018/19 (aggregated)

SILVER APPLICATIONS ONLY		REMAINING IN POST AFTER:		
CATEGORY	RETURNERS*	6 MONTHS	12 MONTHS	18 MONTHS
PSS	182	166 (91%)	164 (90%)	157 (86%)
RT	153	144 (94%)	139 (91%)	132 (86%)
CLIN	27	27 (100%)	22 (81%)	20 (74%)

*Excludes those who remain in post following their return from Mat. Leave but who returned from mat leave in the last 17 months (calculated as at 9 April 2020).

High proportions of returners remain in post. Clinical Academics are less likely to remain up to 18months (74%CLIN v. 86% RT/PSS returners); majority of those (n=4/7) were Clinical Research Fellows, who completed research and returned to NHS clinical training between 6-18 months post-return).

(v) *Paternity, shared parental, adoption, and parental leave uptake*

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Table. 5.60 Academic and PSS Paternity Leave 2014/15 – 2018/19

PATERNITY	PSS			RT			CLIN		
	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL
2014/15	█	█	22	█	█	28	█	█	█
2015/16	█	█	24	█	█	29	█	█	█
2016/17	█	█	23	█	█	41	█	█	█
2017/18	█	█	28	█	█	39	█	█	█
2018/19	█	█	26	█	█	48	█	█	█

Data show high levels of paternity leave amongst PSS and RT (Table 5.60).

Table. 5.61 Academic and PSS Adoption Leave 2014/15 – 2018/19

ADOPTION	PSS			RT		
	F	M	TOTAL	F	M	TOTAL
2014/15	█	█	█	█	█	█
2015/16	█	█	█	█	█	█
2016/17	█	█	█	█	█	█
2017/18	█	█	█	█	█	█
2018/19	█	█	█	█	█	█

Adoption leave is rarely taken over the period; arrangements for Adoption match those for Maternity Leave.

Table. 5.62 Academic and PSS Shared Parental Leave (SPL) 2014/15 – 2018/19

SHARED PARENTAL	PSS			RT			CLIN		
	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL
2014/15	█	█	█	█	█	█	█	█	█
2015/16	█	█	█	█	█	█	█	█	█
2016/17	█	█	█	█	█	█	█	█	█
2017/18	█	█	█	█	█	█	█	█	█
2018/19	█	█	█	█	█	█	█	█	█

Shared Parental Pay is offered at statutory provision, and uptake amongst PSS and RT males gradually increased (Table 5.62).

Data disaggregated by grade show Paternity leave is more frequently taken by staff at G6 and above (Table 5.63); this may, historically, be attributable to affordability, caused by lack of enhanced pay. Since Bronze2016, UofG increased Paternity Pay from one-week full pay/one-week statutory pay to *two weeks* full pay.

Table. 5.63 Adoption, Paternity and Shared Parental Leave by Grade 2014/15 – 2018/19

GRADE	PATERNITY	ADOPTION	SHARED PARENTAL	ORDINARY PARENTAL
GRADE 1	█	█	█	█
GRADE 2	█	█	█	█
GRADE 3	█	█	█	█
GRADE 4	█	█	█	█
GRADE 5	█	█	█	█
GRADE 6	█	█	█	█
GRADE 7	█	█	█	█
GRADE 8	█	█	█	█
GRADE 9	█	█	█	█
PROFESSOR	█	█	█	█
CLIN RES FELLOW	█	█	█	█
CLIN LECTURER	█	█	█	█
CLIN SNR LECTURER	█	█	█	█

Table. 5.64 Academic and PSS Ordinary Parental Leave 2014/15 – 2018/19

ORD. PARENTAL	PSS			RT			CLIN		
	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL
2014/15	█	█	9	█	█	█	█	█	█
2015/16	█	█	11	█	█	█	█	█	█
2016/17	█	█	13	█	█	█	█	█	█
2017/18	█	█	15	█	█	█	█	█	█
2018/19	█	█	14	█	█	█	█	█	█

Parental Leave is overwhelmingly taken by PSS, potentially, due to lack of built-in flexibility into many frontline PSS roles compared to RT roles more amenable to home-working. Enhanced paid support for both parenting and caring responsibilities and new Flexible Working Policy (5.5(vi)), should reduce any over-reliance unpaid parental leave (s.5.5(iii)).

(vi) Flexible working

Provide information on the flexible working arrangements available.

Staff benefit from formal and informal flexible working. Formal arrangements generally involve changes to contracted working hours (reducing or compressing these), locations, and term-time working or job-share etc.

Table. 5.65 RT Flex Work Reqs and Success Rates (SR) by Gender 2014/15 – 2018/19

RT	APPS			SUCCESSFUL APPS			SR%	
	F	M	%F	F	M	%F	F	M
2014/15	■	■	63%	■	■	67%	94%	80%
2015/16	■	■	82%	■	■	82%	100%	100%
2016/17	■	■	80%	■	■	80%	100%	100%
2017/18	■	■	75%	■	■	75%	100%	100%
2018/19	■	■	77%	■	■	76%	96%	100%

Table. 5.66 CLIN Flex Work Reqs and Success Rates (SR) by Gender 2014/15 – 2018/19

CLIN	APPS			SUCCESSFUL APPS			SR%	
	F	M	%F	F	M	%F	F	M
2014/15	■	■	100%	■	■	-	67%	-
2015/16	■	■	-	-	-	-	-	-
2016/17	■	■	-	-	-	-	-	-
2017/18	■	■	100%	■	■	100%	100%	-
2018/19	■	■	0%	■	■	-	-	100%

Table. 5.67 PSS Flex Work Reqs and Success Rates (SR) by Gender 2014/15 – 2018/19

PSS	APPS			SUCCESSFUL APPS			SR%	
	F	M	%F	F	M	%F	F	M
2014/15	25	14	64%	18	11	62%	72%	79%
2015/16	34	5	87%	■	■	92%	100%	60%
2016/17	58	15	79%	55	15	79%	95%	100%
2017/18	59	9	87%	57	9	86%	97%	100%
2018/19	75	14	84%	70	14	83%	93%	100%

More women across all functions apply; SRs are high and by gender over whole period do not suggest any significant difference. PSS most likely to apply; potentially due to greater informal flexibility built into Academic (RT) roles compared to PSS.

In response to the 2018 Staff Survey finding that only 49% of staff felt supported to have a good work life balance (45%M: 54%F) and in enhancing Carer support, HR undertook a full-scale review of the Flexible Working Policy. The policy, approved March 2020, has a principle-led approach and focuses on:

Valuing *output over presence* and devising solutions utilising technology;

Distinguishing between flexible arrangements which change terms and conditions, to those which don't and only requiring formal requests for the former.

Applying the policy from first day of employment and encouraging hiring managers to consider roles to be flexible by default (**SAP 2.1(iii)** (s.5.1(i))).

Given the gendered aspect of flexible working, we will review the equality impact on the progress and implementation of this policy.

<p>SAP 2.1(iii)</p>	<p>Harness #TeamUofG branding in ‘talent attraction’ strategies and other marketing activity to improve female applications: (iii) Default offering of Flexible working at attraction stage, using ‘Happy to Talk Flexible Working’ branding.</p>
<p>SAP 5.2</p>	<p>Review implementation of Flexible Working Policy for any gendered impact.</p>

COVID-19: *Recent circumstances have resulted in immediate changes to the way we work, teach and research. These have expedited steps towards flexible and home working arrangements envisaged under the new policy approach to Flexible Working. We will learn from this experience once we return to more ‘normal’ working patterns and when there are less pressures on staff in their home and personal lives via action outlined above. (66/500 words)*

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

All academic and PSS who work reduced hours can request to increase their hours back to 1FTE, generally, budget permitting this will be supported. [BAP 4.2.2 aimed to produce support materials around phased return] and prioritised in (SAP 5.5):

SAP 5.5	Develop guidance on returning to (full-time) work following a career break or period of part-time working.
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(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

There are >70 nurseries within 2 miles of UofG. We offer childcare vouchers on a salary-sacrifice scheme and promote the government's new tax-free childcare scheme via Maternity Toolkit. Our on-site nursery, run by an external provider, offers 74 places for under 5's, and opens weekdays (8am-6pm). Priority is given to students and subsidies are available.

As we develop our campus, we hope to resource a new fit-for-purpose nursery. This was included in planning permission granted for the UofG Campus Transformation project and is under discussion with E&CS. UofG Sport is coordinating the first Easter 2020 school holiday club; if successful, it will be rollout out for future holiday provision.

COVID-19: *The potential impact of covid-19 on our future Campus Transformation plans is unknown. We therefore are unable to commit to building works, in this case on a new nursery, over the life of the 5-year life of the AS Action Plan. The commitment to address this remains ongoing as we seek to enhance on site provision.*

Lockdown measures led to cancellation of the first holiday Sports club, however, we hope to re-run this offering at the same time in the next school year and will assess this in due course and update the SAP. (96/500 words)

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

2018 Staff Survey distinguished between staff ‘carers’ and ‘parents’; with the former reporting a more negative experience. UofG took action to address this through consultation and subsequent policy change. A specific Carers Survey run August 2019, returned 260 responses (54%F; 19%M; 27%PNTS).

Mechanisms identified to be most supportive were:

- Ability to work more flexibly (e.g. flexible hours, homeworking etc) – 76%
- Paid Carers Leave (e.g. to deal with short-term emergencies) – 74%
- Short Term Carers Leave - 33%
- Carers Guidance (for Managers) to build awareness and understanding – 31%
- Ability to ‘keep in contact’ with dependants throughout the working day – 30%

In response, UofG’s new policy includes:

- A change to Emergency Time off for Dependents policy of three days paid (previously unpaid) leave;
- New Short-Term Carers Leave – five days paid
- New Extended Carers Leave – four weeks unpaid.

The New *Support for Staff with Caring Responsibilities Policy*, accompanied by a Toolkit and Manager Guidance, launched January 2020.

It was communicated via weekly e-news bulletin, all-staff email, and on UofG’s social media. It is available online at a Carers Support Portal that includes information and internal/external sources of support for Carers.

UofG secured ‘Level 1: Engaged’ Carer Positive status in 2019/20 in recognition of these measures.

We will assess impact via (SAP):

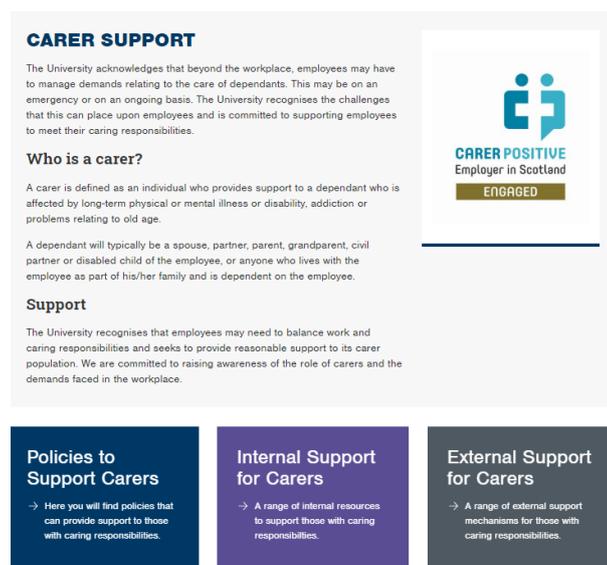


Figure 5.16 UofG Carer Support Portal

SAP 5.3	Review uptake of Carers Leave
SAP 5.4	Re-survey all staff to assess the impact on staff carers’ experience, and any differential impact by gender and/or job family

5.6 ORGANISATION AND CULTURE (1814 WORDS)

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

We embed our commitment to equality and inclusivity through our comprehensive Equality Governance structure and approach, which also facilitates identification and dissemination of good practice between equality groups, staff/student networks and AS SATs (discussed s.2(i)).

- We believe we must create a safe and inclusive environment for our staff and students to thrive. Notable developments in our efforts to do this since Bronze2016, include:
- New Refugee Champion progressing actions to secure University of Sanctuary status;
- New Mental Health Champion and development of Mental Health Working Group and Action Plan; roll-out of mental health first aid training;
- Development of popular EDI Calendar (digital and print), which highlights PSS Teams, projects and staff/student networks, alongside identification of key dates of cultural and faith celebrations;
- EDI Book Group run by UofG Library organically took on an intersectional theme and creating space for discourse about gender, racism and sexuality;
- Research Culture Awards recognising positive contributions to research culture (UofG shortlisted by THE for work on Research Culture in 2020);
- A range of measures and steps related to Gender-Based Violence (GBV) (s.5.6(ii)).

Future plans relate to:

- Menopause workshops (1 UofG-wide and held by 4 Schools/RIs) and policy development work- with internal funding secured (c.£6k) from MVLS Wellcome Trust ISSF towards evidence-based guidelines for different settings (e.g. lab-based) in support of **(SAP 6.4)**;
- Developing Fertility/IVF policy; issues often overlooked in AS processes that focus on impacts of maternity leave but SAT feedback highlights the significant impact of fertility treatment **(SAP 6.5)**.

SAP 6.4	Develop <i>Menopause Policy</i> and Guidelines
SAP 6.5	Develop <i>Fertility/IVF Policy</i> and Guidelines and Establish Network of Support

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

UofG makes staff aware of policy changes, updates and developments through multiple channels including e-newsletters and HR Bitesize cascades. We monitor operation of HR policies via our biennial staff survey and annual staff diversity reports. SMG, HR, Heads of School/DRI, US Executive Directors, EDSC and Equality Champions act upon identified disparities.

UofG’s Respect Advisers Network (RAN) – volunteer members of staff- support staff and students experiencing harassment and/or bullying, dealt with in Dignity at Work and Study Policy (D@W&SP). EDSC receives annual reports from RAN, and two dedicated questions in 2018 staff survey related to bullying/harassment- no gendered differential was highlighted, and responses seem to be static between surveys (Table 5.68)).

Table 5.68 Dignity and Diversity Questions 2016; 2018 Staff Surveys by Gender

Staff Engagement Survey 2018- Staff in Agreement with Questions:	UofG	F	M
<i>Individual differences (e.g. Cultures, backgrounds, ideas) are respected at UofG *(new question for 2018)*</i>	82%	84%	81%
<i>In the last year, I have experienced bullying at UofG</i>	11%	11%	10%
<i>In the last year, I have felt discriminated against at UofG</i>	8%	8%	8%
Staff Engagement Survey 2016 Asked Bullying/Harassment Question Differently - Staff in Agreement with Questions:	UofG	F	M
<i>Have you felt harassed or discriminated against at work in the last 12 months?</i>	12%	11%	11%

EDU and RAN deliver specific training on harassment and bullying by Schools/RIs, including *Where Do You Draw the Line Training* (supported by University College London (UCL) with bespoke sessions and Train the Trainer from UCL HoEDI); 4 Schools/RIs have completed the training. EDU has additionally just purchased online Bystander Interventions training, supporting staff to tackle poor behaviours.

UofG’s Personal Relationships Policy (PRP), developed to specifically support GBV, outlines the parameters of student/staff relationships and how/when these should be declared.

Alongside our anonymous reporting tool and First Responders (trained by Rape Crisis Scotland) we will run investigators training with Rape Crisis Scotland to ensure lead managers in sexual harassment cases/misconduct are appropriately trained in questioning techniques and impact on survivors (**SAP 6.2**):

SAP 6.2	Provide Investigator Training to those involved in sexual harassment cases co-delivered with Rape Crisis Scotland (RCS).
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(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Table 5.69 Heads of College by Gender 2014/15 – 2018/19

	AHSSBL			STEMM			TOTAL		
	F	M	%F	F	M	%F	F	M	%F
2014/15	█	█	50%	█	█	100%	█	█	75%
2015/16	█	█	50%	█	█	100%	█	█	75%
2016/17	█	█	50%	█	█	100%	█	█	75%
2017/18	█	█	50%	█	█	100%	█	█	75%
2018/19	█	█	50%	█	█	100%	█	█	75%

Table 5.70 Heads of School/Directors of Research Institutes by Gender 2014/15 – 2018/19

	AHSSBL			STEMM			TOTAL		
	F	M	%F	F	M	%F	F	M	%F
2014/15	█	█	22%	█	█	12%	█	█	15%
2015/16	█	█	44%	█	█	12%	█	█	23%
2016/17	█	█	33%	█	█	12%	█	█	19%
2017/18	█	█	44%	█	█	12%	█	█	23%
2018/19	█	█	67%	█	█	12%	█	█	31%

We maintained strong female representation amongst Heads of College (Table 5.69). Heads of School (HoS) and Directors of Research Institute (DRIs) are appointed by Court on recommendation of the Principal and Head of College. Roles are advertised with defined job descriptions/person specifications.

Due to lack of turnover, women's underrepresentation in STEMM remained static at 12%. Greater turnover in AHSSBL improved female representation at 67%F in 2018/19. This follows long-term commitment to enact change via workforce planning and leadership development which was underway and reflected in **[BAP:3.1.2]**.

Greater underrepresentation of senior women (G9/Professor) in STEMM means action will take longer to yield impact. We continue this commitment in **(SAP):**

SAP 4.2	Ensure at least 40%F (STEMM) across UofG Leadership Programmes between 2020 – 2025, leading to ≥4 HoS/DRIs in STEMM by 2025.
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(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

The SMG, comprising a small group of senior academic and PS staff, shows positive increase over the last 5 years (Table 5.71) in number and %women towards >50% as at start of current academic session (Table 5.72):

Table 5.71 Senior Management Group Membership by Staff Type, Grade and Gender 2014/15 – 2018/19

SMG		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	PROF	█	█	18%	█	█	20%	█	█	20%	█	█	20%	█	█	20%
CLIN	PROF	█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
PSS	10	█	█	0%	█	█	0%	█	█	0%	█	█	0%	█	█	50%
TOTAL		█	█	21%	█	█	23%	█	█	23%	█	█	23%	█	█	33%

Table 5.72 Senior Management Group Membership by Staff Type, Grade and Gender 2019/20

SMG		2019-20		
Cat	Grade	F	M	%F
R&T	PROF	█	█	38%
CLIN	PROF	█	█	100%
PSS	10	█	█	60%
TOTAL		8	7	53%

CMGs and UofG Services Leadership Team (USLT), now the 'Professional Services Group' (PSG), provide strategic direction for each area. Female representation ranges from 24% to 73% reflecting gender ratios at higher grades. In S&E CMG, although percentages are low, there has been an increase from 17%F to 24%F.

Table 5.73 University Services (Senior) Leadership Team/PSG by Staff Type, Grade and Gender – 2014/15; 2017/18 – 2018/19

USLT/PSG*		2014-15			2015-16			2016-17			2017-18*			2018-19		
Cat	Grade	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
PSS	9	█	█	0%	-	-	-	-	-	-	█	█	0%	█	█	0%
	10	█	█	60%	-	-	-	-	-	-	7	7	50%	7	8	47%
TOTAL		6	5	55%	-	-	-	-	-	-	7	8	47%	7	9	44%

* USLT became Professional Services Group (PSG) in 2017-18 following restructuring throughout the previous 2 sessions.

CMG and PSG membership is role-specific – particular changes to Social Sciences CMG, for example, are due to rotations of Head of School positions and the appointment of a Female Deputy Head of College.

Table 5.74 Social Sciences College Management Group by Staff Type, Grade and Gender 2014/15 2018/19

SOC SCI CMG		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	9	█	█	100%	█	█	100%	█	█	67%	█	█	50%	█	█	50%
	PROF	█	█	50%	█	█	40%	█	█	56%	█	█	67%	█	█	70%
Total R&T		█	█	60%	█	█	50%	█	█	58%	█	█	64%	█	█	67%
PSS	8	█	█	-	█	█	-	█	█	0%	█	█	-	█	█	-
	9	█	█	50%	█	█	50%	█	█	50%	█	█	100%	█	█	100%
	10	█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
Total PSS		█	█	75%	█	█	67%	█	█	60%	█	█	100%	█	█	100%
TOTAL (ALL)		9	5	64%	8	7	53%	10	7	59%	█	█	75%	█	█	73%

Table 5.75 College of Arts College Management Group by Staff Type, Grade and Gender 2014/15 – 2018/19

ARTS CMG		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	9	█	█	50%	█	█	40%	█	█	50%	█	█	33%	█	█	-
	PROF	█	█	43%	█	█	50%	█	█	45%	█	█	33%	█	█	42%
Total R&T		█	█	45%	█	█	46%	█	█	47%	█	█	33%	█	█	42%
PSS	8	█	█	50%	█	█	0%	█	█	-	█	█	-	█	█	-
	9	█	█	100%	█	█	100%	█	█	50%	█	█	0%	█	█	50%
	10	█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
Total PSS		█	█	80%	█	█	75%	█	█	67%	█	█	50%	█	█	67%
TOTAL (ALL)		9	7	56%	9	8	53%	9	9	50%	5	9	36%	7	8	47%

Table 5.76 MVLS College Management Group by Staff Type, Grade and Gender 2014/15 – 2018/19

MVLS CMG		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
R&T	9	█	█	-	█	█	-	█	█	-	█	█	-	█	█	-
	PROF	█	█	0%	█	█	0%	█	█	0%	█	█	11%	█	█	10%
Total R&T		█	█	0%	█	█	0%	█	█	0%	█	█	11%	█	█	10%
CLIN	PROF	█	█	100%	█	█	44%	█	█	44%	█	█	50%	█	█	60%
Total CLIN		█	█	100%	█	█	44%	█	█	44%	█	█	50%	█	█	60%
PSS	9	█	█	100%	█	█	0%	█	█	-	█	█	-	█	█	-
	10	█	█	50%	█	█	67%	█	█	50%	█	█	50%	█	█	50%
Total PSS		█	█	67%	█	█	50%	█	█	50%	█	█	50%	█	█	50%
TOTAL (ALL)		6	12	33%	6	16	27%	6	15	29%	7	14	33%	6	13	32%

Table 5.77 Science and Engineering College Management Group by Staff Type, Grade and Gender 2014/15 – 2018/19

S&E CMG		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	9	█	█	-	█	█	-	█	█	0%	█	█	0%	█	█	0%
	PROF	█	█	14%	█	█	21%	█	█	25%	█	█	18%	█	█	17%
Total R&T		█	█	14%	█	█	21%	█	█	23%	█	█	17%	█	█	15%
PSS	9	█	█	50%	█	█	50%	█	█	50%	█	█	67%	█	█	50%
	10	█	█	0%	█	█	0%	█	█	0%	█	█	0%	█	█	50%
Total PSS		█	█	25%	█	█	25%	█	█	20%	█	█	40%	█	█	50%
TOTAL (ALL)		█	█	17%	█	█	22%	█	█	22%	█	█	24%	█	█	24%

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Tables 5.78-9 demonstrate increasing female representation on Court (Governing Body) and Council of Senate (Senior Academic Body) **meeting [BAP 5.3.1 of 40:40:20]**. We benefit from strong female leadership via a female Convenor of Court. Council of Senate shows increases in n/%F members across all categories and overall membership from 33%F-45%F (Table 5.79).

Table 5.78 Court (Governing Body) by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

COURT		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	9	█	█	0%	█	█	0%	█	█	0%	█	█	50%	█	█	50%
	PROF	█	█	40%	█	█	17%	█	█	17%	█	█	20%	█	█	20%
Total R&T		█	█	25%	█	█	14%	█	█	14%	█	█	29%	█	█	29%
PSS	6	█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
	7	█	█	0%	0	0	-	█	█	-	█	█	-	█	█	-
	10	█	█	-	0	0	-	█	█	-	█	█	-	█	█	-
Total PSS		█	█	50%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
Total Staff		█	█	30%	█	█	25%	█	█	25%	█	█	38%	█	█	38%
LAY/SRC		6	9	40%	7	10	41%	9	8	53%	8	9	47%	8	9	47%
TOTAL (ALL)		9	16	36%	9	16	36%	11	14	44%	11	14	44%	11	14	44%

Table 5.79 Council of Senate by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

COUNCIL OF SENATE		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
R&T	7	█	█	100%	█	█	-	█	█	100%	█	█	100%	█	█	100%
	8	█	█	67%	█	█	50%	█	█	67%	█	█	67%	█	█	71%
	9	█	█	41%	16	21	43%	15	21	42%	12	22	35%	19	19	50%
	PROF	█	█	19%	15	46	25%	15	46	25%	17	43	28%	17	44	28%
Total R&T		27	71	28%	33	69	32%	33	68	33%	34	67	34%	42	65	39%
CLIN	PROF	█	█	50%	█	█	56%	█	█	63%	█	█	63%	█	█	78%
Total CLIN		█	█	50%	█	█	56%	█	█	63%	█	█	63%	█	█	78%
PSS	8	█	█	100%	█	█	-	█	█	-	█	█	-	█	█	-
	10	█	█	0%	█	█	0%	█	█	0%	█	█	0%	█	█	67%
Total PSS		█	█	50%	█	█	0%	█	█	0%	█	█	0%	█	█	67%
Total Staff		33	77	30%	38	74	34%	38	72	35%	39	71	35%	51	68	43%
LAY/SRC		7	5	58%	█	█	36%	█	█	63%	█	█	69%	█	█	67%
TOTAL (ALL)		40	82	33%	42	81	34%	43	75	36%	48	75	39%	59	72	45%

MAIN SENATE SUB-COMMITTEES

Table 5.80 Senate Assessor Composition by Grade and Gender 2014/15 – 2018/19

SENATE ASSESSORS		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	9	█	█	0%	█	█	0%	█	█	0%	█	█	50%	█	█	50%
	PROF	█	█	50%	█	█	20%	█	█	20%	█	█	25%	█	█	25%
TOTAL (ALL)		█	█	29%	█	█	17%	█	█	17%	█	█	33%	█	█	33%

Table 5.81 EdPSC Composition by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

EdPSC		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	8	█	█	0	█	█	0%	█	█	0%	█	█	0%	█	█	-
	9	█	█	40%	█	█	50%	█	█	33%	█	█	50%	█	█	50%
	PROF	█	█	22%	█	█	33%	█	█	44%	█	█	38%	█	█	46%
Total R&T		█	█	29%	█	█	36%	█	█	38%	█	█	38%	█	█	47%
CLIN	PROF	█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
Total CLIN		█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
PSS	8	█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
	9	█	█	0%	█	█	0%	█	█	-	█	█	-	█	█	-
	10	█	█	57%	█	█	50%	█	█	56%	█	█	60%	█	█	50%
Total PSS		█	█	56%	█	█	50%	█	█	60%	█	█	64%	█	█	57%
Total Staff		█	█	44%	█	█	46%	█	█	52%	█	█	54%	█	█	54%
LAY/SRC		█	█	50%	█	█	50%	█	█	50%	█	█	67%	█	█	100%
TOTAL (ALL)		12	15	44%	13	15	46%	14	13	52%	16	13	55%	16	12	57%

Table 5.82 L&TC Composition by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

L&T COMMITTEE		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	8	█	█	33%	█	█	0%	█	█	0%	█	█	0%	█	█	0%
	9	█	█	44%	█	█	71%	█	█	67%	█	█	89%	█	█	70%
	PROF	█	█	17%	█	█	38%	█	█	0%	█	█	20%	█	█	63%
Total R&T		█	█	33%	█	█	44%	█	█	40%	█	█	56%	█	█	63%
CLIN	PROF	█	█	50%	█	█	100%	█	█	100%	█	█	100%	█	█	-
Total CLIN		█	█	50%	█	█	100%	█	█	100%	█	█	100%	█	█	-
PSS	8	█	█	100%	█	█	100%	█	█	100%	█	█	-	█	█	-
	9	█	█	0%	█	█	50%	█	█	100%	█	█	100%	█	█	100%
	10	█	█	100%	█	█	50%	█	█	0%	█	█	0%	█	█	0%
Total PSS		█	█	67%	█	█	60%	█	█	80%	█	█	75%	█	█	80%
Total Staff		█	█	39%	█	█	50%	█	█	52%	█	█	62%	█	█	67%
LAY/SRC		█	█	60%	█	█	100%	█	█	80%	█	█	60%	█	█	60%
TOTAL (ALL)		12	16	50%	17	12	59%	15	11	58%	16	10	62%	19	10	66%

Table 5.83 RPSC Composition by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

RPSC		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
R&T	7	■	■	100%	■	■	-	■	■	-	■	■	-	■	■	-
	8	■	■	50%	■	■	100%	■	■	100%	■	■	50%	■	■	0%
	9	■	■	-	■	■	100%	■	■	100%	■	■	67%	■	■	-
	PROF	■	■	21%	■	■	23%	■	■	29%	■	■	31%	■	■	44%
Total R&T		■	■	29%	■	■	38%	■	■	38%	■	■	39%	■	■	41%
CLIN	PROF	■	■	100%	■	■	100%	■	■	100%	■	■	-	■	■	-
Total CLINICAL		■	■	100%	■	■	100%	■	■	100%	■	■	-	■	■	-
PSS	8	■	■	100%	■	■	-	■	■	-	■	■	-	■	■	-
	9	■	■	50%	■	■	33%	■	■	33%	■	■	50%	■	■	50%
	10	■	■	100%	■	■	100%	■	■	100%	■	■	100%	■	■	50%
Total PSS		■	■	75%	■	■	50%	■	■	50%	■	■	67%	■	■	50%
Total Staff		■	■	41%	■	■	43%	■	■	43%	■	■	43%	■	■	43%
LAY/SRC		■	■	100%	■	■	0%	■	■	0%	■	■	100%	■	■	100%
TOTAL (ALL)		■	■	43%	9	13	41%	9	13	41%	10	12	45%	10	12	45%

Membership of Senate sub-committees is predominantly *ex-officio*. **All Senate sub-committees show improved female representation over the reporting period.** L&T Committee female membership (Table 5.82) reflects successful appointment of a woman VP Learning and Teaching and increases in LTS female promotions.

MAIN COURT SUB-COMMITTEES

Table 5.84 HR Committee Composition by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

HR COMMITTEE		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F	F	M	%F									
R&T	9	█	█	0%	█	█	█	█	█	█	█	█	█	█	█	█
	PROF	█	█	17%	█	█	0%	█	█	0%	█	█	25%	█	█	50%
Total R&T		█	█	14%	█	█	0%	█	█	0%	█	█	25%	█	█	50%
PSS	6	█	█	-	█	█	-	█	█	-	█	█	100%	█	█	100%
	10	█	█	60%	█	█	60%	█	█	60%	█	█	50%	█	█	75%
Total PSS		█	█	60%	█	█	60%	█	█	60%	█	█	60%	█	█	80%
Total Staff		█	█	33%	█	█	27%	█	█	30%	█	█	44%	█	█	67%
LAY/SRC		█	█	67%	█	█	75%	█	█	75%	█	█	75%	█	█	60%
TOTAL (ALL)		6	9	40%	6	9	40%	6	8	43%	7	6	54%	9	5	64%

Table 5.85 EDSC Composition by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

EDSC		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	9	█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
	PROF	█	█	17%	█	█	17%	█	█	17%	█	█	14%	█	█	33%
Total R&T		█	█	29%	█	█	29%	█	█	29%	█	█	25%	█	█	43%
PSS	6	█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
	7	█	█	-	-	-	-	-	-	-	-	-	-	-	-	-
	8	█	█	100%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
	9	█	█	-	-	-	-	-	-	-	-	-	-	-	-	-
	10	█	█	75%	█	█	75%	█	█	75%	█	█	50%	█	█	67%
Total PSS		█	█	83%	█	█	83%	█	█	83%	█	█	67%	█	█	75%
Total Staff		█	█	54%	█	█	54%	█	█	54%	█	█	43%	█	█	60%
LAY/SRC		█	█	50%	█	█	67%	█	█	67%	█	█	100%	█	█	100%
TOTAL (ALL)		8	7	53%	9	7	56%	9	7	56%	9	8	53%	12	6	67%

Table 5.86 Remuneration Committee by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

RENUMERATION		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	PROF	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Total R&T		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
PSS	10	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Total PSS		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Total Staff		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
LAY/SRC		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
TOTAL (ALL)		1	6	14%	1	7	13%	3	5	38%	4	6	40%	5	5	50%

Table 5.87 Finance Committee by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

FINANCE		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	9	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	PROF	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Total R&T		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
PSS	10	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Total PSS		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Total Staff		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
LAY/SRC		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
TOTAL (ALL)		■	■	22%	■	■	10%	■	■	20%	■	■	30%	■	■	30%

Table 5.88 Board of Review Composition by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

BOARD OF REVIEW		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
R&T	PROF	■	■	11%	■	■	33%	■	■	22%	■	■	29%	■	■	43%
CLIN	PROF	■	■	100%	■	■	-	■	■	100%	■	■	100%	■	■	100%
PSS	10	■	■	50%	■	■	50%	■	■	50%	■	■	50%	■	■	50%
MAIN MEMBERS		■	■	25%	■	■	38%	■	■	33%	■	■	40%	■	■	50%
R&T	9	■	■	0%	■	■	0%	■	■	■	■	■	■	■	■	■
	PROF	■	■	-	■	■	0%	■	■	■	■	■	■	■	■	■
LAY/SRC		■	■	0%	■	■	■	■	■	■	■	■	■	■	■	■
FINAL MEETING		■	■	21%	■	■	36%	■	■	36%	■	■	33%	■	■	38%

Table 5.89 Nominations Committee by Staff Type, Grade (where applicable) and Gender 2014/15 – 2018/19

NOMINATIONS		2014-15			2015-16			2016-17			2017-18			2018-19		
Cat	Grade	F	M	%F												
R&T	9	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	PROF	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Total R&T		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
PSS	6	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	10	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Total PSS		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Total Staff		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
LAY/SRC		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
TOTAL (ALL)		■	■	25%	■	■	13%	■	■	38%	■	■	56%	■	■	56%

Court sub-committees are comprised Court members, SMG, Senate Assessors (SAs) and Heads of Services. SAs are senior academics, appointed via nomination (In 2018/19 there were 4 male/2female).

When Court appoints new members, and where they have control, posts are advertised and appointed through standard recruitment processes, with underrepresented groups encouraged to apply. **Analysis highlights impact on the ambition of 40:40:20 across substantive membership of all Court sub-committees; noting HR Committee and EDSC with high %F from outset.**

(vi) Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

All committees are asked to aim for the 40:40:20 (F:M:Either) membership split. We ask all committees to track and audit their gender balance on the Terms of References, reviewed annually.

We are mindful not to overburden women in parallel with recognition of committee participation as significant for career progression. University-level committees outlined above contribute towards cases for academic promotion. Individual committee duties are, therefore, reviewed annually with staff at PDR.

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

University committee cover sheets require reflection on, and a statement about, equality implications and Equality Impact Assessment. HoEDI delivers training to staff who support the completion of these sections/EIAs, sits on strategic committees and reviews their policies, practices and procedures. Gender equality is considered within UofG's EIA process.

EDU supports staff to use EIAs to anticipate negative impact of future policies, suggesting appropriate amendments, and establishes mechanisms for monitoring/review.

(viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

UofG WLM system, introduced 2016/17, covers the full range of teaching, clinical, administration, and research responsibilities, including outreach, mentoring and AS activity. UofG allowed each College to create their own multipliers/drivers within their own framework reflecting specialised areas and associated roles.

[BAP 5.3.2 sought to assess whether women are disproportionately tasked with heavy administrative roles]. However, local variation and lack of uniform engagement in WLM's first two years of roll-out prevented meaningful data for comparison. School/RI AS activity reveals mixed views on WLM's suitability and shows local models are in development or use. Adapting our approach to this issue we will:

SAP 6.7	Map work allocation practices and assess the distribution of administrative roles and duties by gender. By (i) Work with School/RI SATs (on College-basis) to map work allocation models and distribution of administrative functions and duties across the model by gender.
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(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

Social gatherings are often arranged out of core hours so those with teaching commitments can attend. The majority of University-led social events are family-friendly and children are welcome to attend.

Through School/RI SAT activity, >17 Schools/RIs introduced core hours for core business: 10:00-16:00. Guidance for each area is provided by GEO during AS planning including core hours, rotation of days and avoidance of main primary school holidays. Start times for core UofG Committees- Court and Council of Senate were moved to 14:00, enabling 16:00 finish **[Implemented: BAP 5.3.3]**.

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution’s website and images used.

UofG role models women through our website and publications. Female staff and students feature throughout *Inspiring People* strategy (17/30 case studies); in outreach and marketing campaigns, and in *(Future) World Changers* series. The latter supports students to achieve their world changing ideas through support and mentorship:

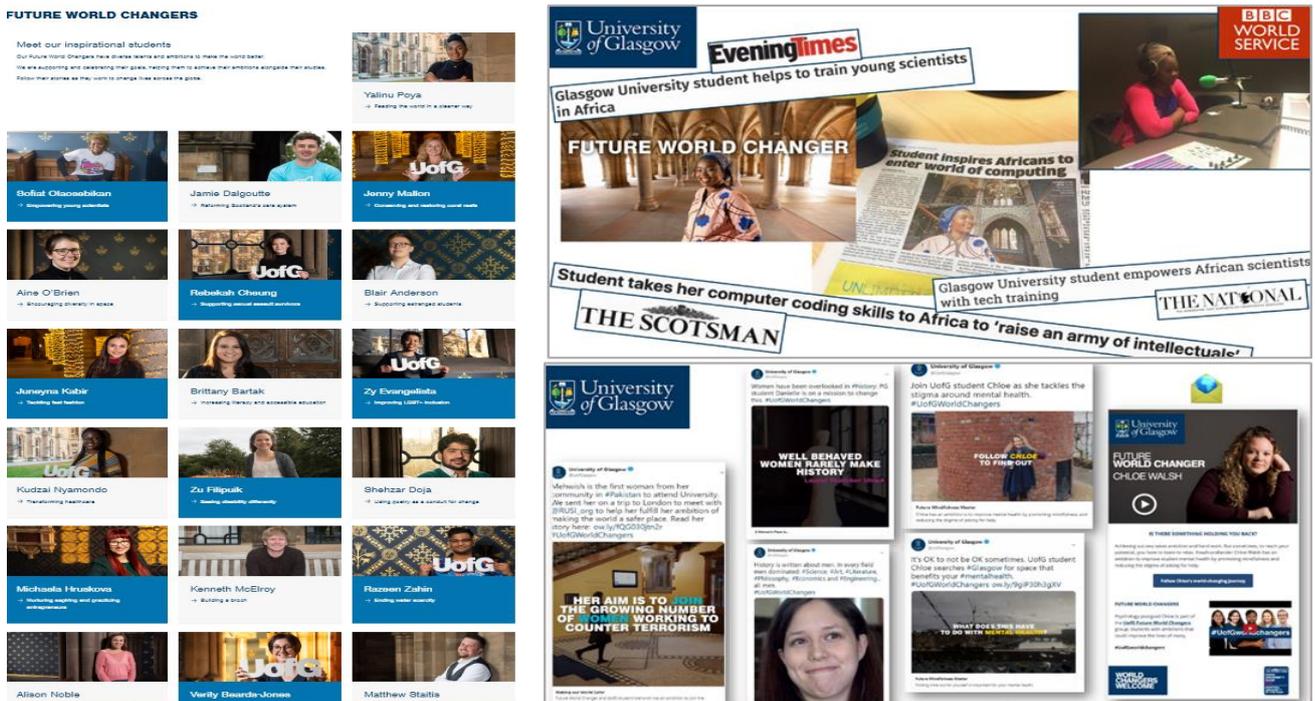


Figure 5.17. World Changers Profiles UofG Website (Left) w/associated Press and Social Media Postings

(Right) We are growing our buildings/venues named after prominent females, including:

- (Marion) Gilchrist Postgraduate Club;
- Isabella Elder Building;
- Mary Stewart Building;
- Lady Cosgrove Seminar Room, (Law);
- New Claris Pears Building to house AS Gold RI of Health and Well-Being.

Schools/RIs audit seminars/events via AS APs. In 2018/19, R&IS launched Guidance on *Embedding EDI into Conferences and Events*, and included that events receiving specific UofG funding must demonstrate evidence of panel diversification. To support this, an approved supplier for temporary/pop-up childcare at conferences and events on campus was identified with Procurement. We will promote and review uptake via (SAP 6.6):

SAP 6.6	Review take up of the childcare supplier as part of embedding EDI in Conference and Events. All conference organisers to be prompted to consider providing childcare service.
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[BAP 2.2.3: sought to improve female Clinical Academic visibility], achieved through School/RI AS APs to create case studies:

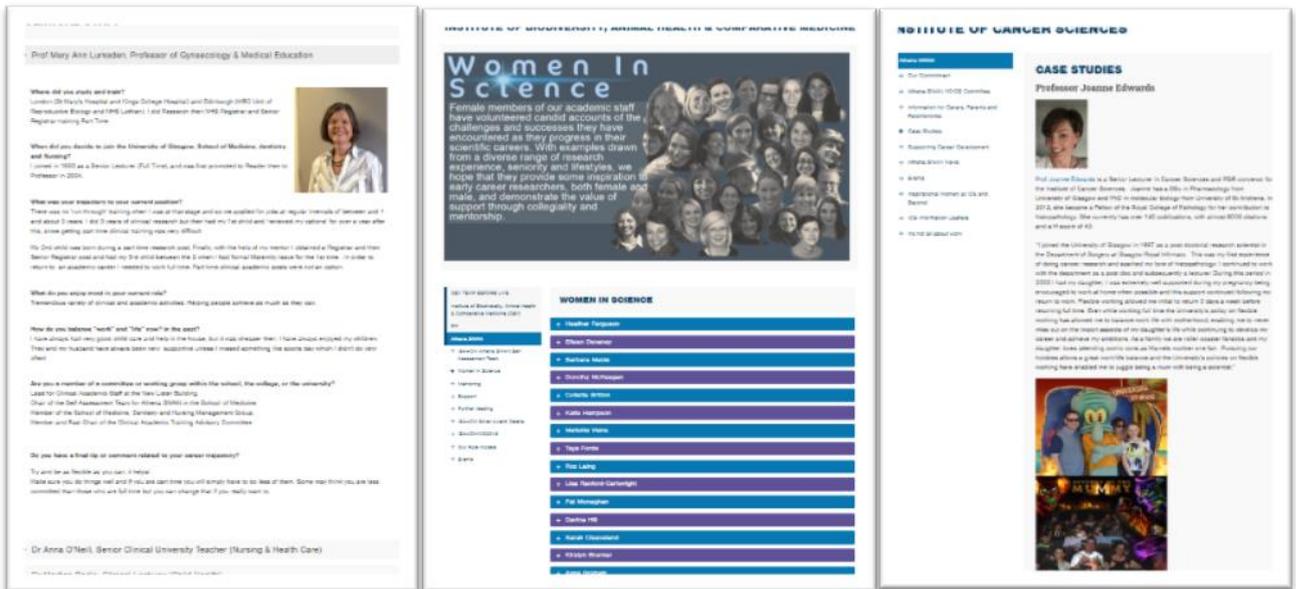


Figure 5.18 Examples of profiling /case studies of Women in Science STEM careers

Marking International Women’s Day 2020, UofG updated a famous ‘Lion and Unicorn’ image depicting the (all male) Professoriate upon UofG’s relocation from City Centre to West of Glasgow in 1871. Recreated photograph and accompanying video were launched on IWD, featuring a cross section of UofG’s more than 200-woman professors and senior PSS, all of whom were invited to participate.

We will install the new image in one of UofG’s most prominent and frequently used committee rooms alongside existing portraits of former (male) VCs (SAP 6.9).

SAP 6.9 Frame and display 2020 IWD Senior Women photograph in prominent area of UofG.

Figure 5.19 The Exodus from the Old College or Lion and Unicorn image, 1871 alongside updated 21st Century Lion



and Unicorn Staircase image featuring senior academic and PSS women.

(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

Outreach is formally recognised in PDR and Promotion. SATs gather this data through AS surveys and all UofG AS award holders have actions to ensure balanced representation at Open Days, without overburdening underrepresented groups (e.g. women in life sciences or men in nursing).

UofG's extensive Widening Participation (WP) Programme works with 113 West of Scotland schools and partners with colleges, local authorities and other organisations. Our WP initiatives were shortlisted in THE awards and won Herald Diversity Award for Outreach/Widening Participation in 2019.

UofG's iGAP, launched 2017, sets out our plans to meet Scottish Government's target of no course >75:25 imbalance in favour of either gender by 2030.

iGAP WG, chaired by Gender Equality Champion, considers activity connected to AS, Widening Participation and Tackling GBV. Membership includes STEMM/AHSSBL representation, WP, and Student and Academic Services.

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Internal Capacity Building and Support:

UofG encourages Schools/RIs to apply for AS Awards. 17/18 STEM and 6/9 AHSSBL hold awards¹⁸- an improvement from Bronze2016, when 9/18 STEM; 1/9 AHSSBL held awards.

GESG supports AS activity through critical readership of applications, identification and sharing of best practice with SATs. Our goal is for all STEM/AHSSBL areas to hold awards (60% Silver in STEM and 50% Silver in AHSSBL) by 2025 (**SAP 1.4**).

UofG's Gender Equality Officer (GEO) supports SATs and provides advice on Charter principles, submission process, and best practice. All AS student data is available on central data dashboards, 'Qlikview'. The largest STEM College, MVLS, employs dedicated AS Data Officer who prepares staff and student data for self-assessment. All other Colleges are provided staff data from central services collated, cleaned and prepared by GEO [**BAP 1.5**].

Responding to [**BAP 1.4**], AS Best Practice events were launched June 2019 on UofG gender equality work and initiatives linked to AS. MVLS convenes CEIDC to support gender equality across the College; it is chaired by a senior Professor and includes SAT Chairs and others who discuss common challenges, share best practice and review draft applications. Other Colleges will be encouraged and supported to implement similar models (**SAP 1.5**).

Recognising Achievement and Celebrating Success:

UofG publicly celebrates the achievements of SATs to encourage culture change. AS is recognised in PDR, and Promotion criteria. We were proud to host AS Awards Ceremony (December 2017).

External Networking- AS Outreach and Best Practice Sharing:

UofG strives to be truly collegiate via AS-related outreach. The GEO, HoEDI, HoHRs and other GESG members serve on AS Assessment Panels and provide critical readership for submissions has hosted ERASMUS MUNDUS visit from GEO, University College Cork and enthusiastically chairs AS Scotland Regional Network.

¹⁸ 1 AHSSBL Award Appeal pending at time of writing.

6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words ACTUAL 486 words| Silver: 500 words

(iii) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

The Equality and Diversity Policy Appendix E provides a comprehensive framework covering: confidentiality, name and gender changes, time-off for medical reasons, provision of gender-neutral facilities, accommodation and managing transition (including optional action plan templates). D@W&SP sets out our values and expectations for appropriate behaviour.

Our policies were developed in consultation with trans people. The LGBT+ Equality Group (LGBT+ EG), chaired by our LGBT+ Equality Champion (a Vice-Principal), and responsible for gender reassignment and all issues relating to transgender, includes representation from LGBT+ staff network, SRC and their elected Trans Officer and Glasgow University Lesbian Gay Bisexual Transgender and Queer + Students' Association (GULGBTQ+). Potential negative/positive impact for trans people are identified via EIAs. A range of policies (e.g. absence and workload model) include provisions for trans people, such as adjustments for leave for reasons relating to gender reassignment.

UofG has supported several staff through transition and updates manager guidance to ensure we are aware of any issues identified. Staff and Students can select Mx as a prefix and choose between male/female/other for sex/gender.

UofG E&CS' design manual requires a mix of toilet facilities across campus including accessible, female, male and gender-neutral. A list of these (across 14 buildings) is published online with embedded links to campus map.

UofG makes the Gender Identity Research and Education Society e-learning course available to all staff and students. We work with Scottish Transgender Alliance (STA), who've run several trans awareness workshops with c.6 Schools/RIs/Services over last four years [BAP 5.2.2]. Stonewall Scotland has also delivered LGBT Allies training for staff (3 sessions), which includes specific focus on Trans Awareness.

UofG funded a research project entitled *Embedding LGBT Equality in the Curriculum and Classroom* this reviewed how LGBT+ identities were reflected in the curriculum design and the experience of LGBT+ students in the classroom. An academic CPD session was developed as part of the programme and is currently being rolled out across UofG.

(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

Positive and/or negative impact is evaluated via liaison with staff and student networks and representatives who feed back through LGBT+ EG and EDU. Over the last five years we have worked hard to address several issues relating, largely, to name changes on systems.

In 2020, we entered the Stonewall Workplace Equality Index for the first time since 2011, allowing UofG to benchmark against other organisations and plan for future developments. We ranked 148th/503. Stonewall ranked our Trans inclusion score at 73%, this compared with the top 100 organisations average score of 60%.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

A report in UofG's Glasgow Guardian highlighted the Catholic Chaplain's membership of Courage International. Considering this, LGBTQ+ students felt the challenges of sexuality and faith required specific consideration. LGBTQ+ Equality Champion and EDU, thus, proposed to EDSC that UofG appoint a LGBTQ+ Chaplain – an individual sympathetic to LGBT+ community who could support students and staff with issues relating to sexuality and faith. This University appointed the first HEI LGBTQ+ Chaplain in the UK in January 2020.

SILVER ACTION PLAN (SAP): 2020-25

SAP APs are noted in Red Font where they signal immediate priorities

1. INSTITUTIONAL SUPPORT AND ENGAGEMENT WITH ATHENA SWAN CHARTER						
Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
1.1	GESG will report AS progress to EDSC at each meeting. Ensuring strategic oversight and support for AS work.	Gender Equality Champion provides a report to EDSC on AS, quarterly.	Gender Champion report on AP progress to EDSC as standing item at each meeting.	Three times a year, as per EDSC scheduling.	Gender Champion, GESG	AS Action Plan reviewed regularly; EDSC has strategic oversight of progress.
1.2	Hold AS celebration event for all staff involved in AS across UofG	Principal's Annual Athena SWAN reception introduced in Bronze 2016 submission and held 3 times [BAP 1.3] Participation has been positive but slightly low – timing of the celebration (normally in December) will be varied each year to maximise attendance. AS work is recognised in Promotion and P&DR criteria.	Principal and Gender Champion to host annual Athena SWAN reception for staff involved in AS across the institution.	Annually, with rotation on month held each year. Host: Feb 2020/21 Aug. 2021/22 May 2022/23 Dec. 2023/24 Jun. 2024/25	Principal, Gender Champion, EDU.	An annual event held to recognise staff contribution to AS. At least 50 people attending (≥2 representatives from each School/RI SAT), with at least 40% female/male attendance.

1.3	Improve male representation on GESG back to at least 40% in line with 40:40:20 approach for committees.	Gender balance existed previously, however role rotations and new additions has created an imbalance.	Support Colleges towards gender-balanced representation amongst GESG members. Co-opt additional male representation, where necessary.	GESG reviews membership and ToR, annually.	Gender Champion, EDU.	Male representation on GESG to at least 40%. Representation from all Colleges and University Services including student representation and from all staff job families.
1.4	Support all Schools/Research Institutes to hold an Athena SWAN Award.	Current position, 17/18 STEMM, and 7/9 AHSSBL holding/submitted an award.	Support STEMM (60%) and AHSSBL (50%) to achieve Athena SWAN Silver	60% STEMM and 50% AHSSBL to achieve Silver Awards between Nov. 2020-Nov. 2025 Athena SWAN Assessment Rounds	Gender Champion, GESG, EDU, HoC, SAT Chairs.	STEMM (60%) and AHSSBL (50%) to achieve Athena SWAN Silver by 2025.

1.5	Colleges S&E, Social Sciences, Arts to consider a similar model to MVLS CEIDC.	Arts and CoSS have started to meet using a joint model, facilitated by College HR Teams. CoSE has an informal model comprised of Departmental SAT leads and facilitated by College HR.	Agree format for the three Colleges via GESG discussions with College representatives to replicate the MVLS model, increasing capacity and support for Departmental SATs through participation in AS panels; reviewing action plans to identify areas of commonality and pool resources etc.	Discussions to take place and approach agreed during first GESG meeting of 2020/21 Format and approach agreed and implemented by end of academic session 2020/21.	HoC: CoSE, CoSS, Arts	Established Gender Equality Committees to fit College requirements, this will reflect the 40:40:20 model of committee membership. Increased support will also yield success in AS Awards, as per Success Measure in AP 1.4 above.
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2 IMPROVING STRATEGIES TO ATTRACT DIVERSE TALENT- ACCELERATING PROGRESS TO ACHIEVE IMPACT

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
2.1	Harness #TeamUofG branding in 'talent attraction' strategies and other marketing activity to improve female applications.	#TeamUofG is a well-established and highly successful brand for student experience and student recruitment. Plans are underway to modify and use this approach for employee engagement and attraction. HR are starting to use multiple channels for recruitment, inclusive of, but additional to, traditional channels (THE; jobs.ac.uk, etc.).	i. Develop #TeamUofG branding to support staff recruitment. ii. Co-ordinate multi-channel (LinkedIn, Radio, Open Days, Social Media, networks, Recruitment Consultants, Print Media) approach to attraction. iii. Default offering of Flexible working at attraction stage, using 'Happy to Talk Flexible Working' branding. iv. Profile diverse range of success stories, including successful female recruits (n=6) in R&T and PSS roles	i. Start Sept. 2020, completed end Dec. 2021. ii. Underway – ongoing until 2025. iii. Developments to Recruitment Process under discussion, to be implemented by Dec. 2020. iv. Case Study subjects identified	HR Recruitment, HR Marketing and Communications Officer, External Relations.	A Staff #TeamUofG branding in place and used across all recruitment for R&T and PSS roles. Profiles of at least 6 female staff who have recently joined and used as part of the attraction offering alongside other case studies. 65% of roles advertised as open to flexible working. Increase female applications to 50% in AHSSBL [2018/19 48%] and to 38% in STEMM [2018/19 29%], by 2025.

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
			on UofG recruitment site.	and interviewed between Jun. 2020 -Dec.2020 Case studies produced and launched not later than end Jan. 2021.		
2.2	Build capacity in Equality, Diversity and Inclusion (EDI), with a focus on gender equality, amongst Recruitment teams.	EDU and HR Comms have provided training on gender neutral language to the HR Recruitment team, particularly to the resourcing Team and Local Resource Coordinators (LRCs). LRCs support UofG units during resourcing of new posts. This includes, job design and descriptions, advertising, interview panel arrangements and candidate communications. In response to an HR Strategy Day on EDI, HR Recruitment members undertook roles to Champion a specific protected group in the recruitment process.	i. Update and build capacity on the Recruitment Checklist (used by LRCs with teams/individuals when they are recruiting) that feature considerations around gendered language, specific advertising, flexible working options for vacancies and any bespoke equality statements (i.e. with data and information to inform the development of positive action statements specific to disciplines and occupations being recruited to). ii. Provide support and guidance on EDI best practice to the Recruitment Champions within the team, using their roles to identify specialised recruitment channels and to deepen existing expertise within HR Recruitment on specific protected groups. i-ii above to be discussed and delivered via Lunch and Learn style	From Sept. 2020, and ongoing.	HR Recruitment, Head of EDI, EDU.	At least 2 Lunch and Learn sessions held each year between HR Recruitment and EDU. following each session will demonstrate at least 75% agree the sessions were useful and applicable to their daily role and/or Champion role.

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
			session with usefulness and next steps identified via short evaluation immediately following each session (using Microsoft Forms alongside verbal feedback).			
2.3	Evaluate any gendered impact on female attraction (particularly PDRA in STEMM (G6-7) of revisions to job description criteria.	HR has streamlined job descriptions linked to standard role profiles, reducing the number of criteria. This action was informed by similar steps taken by School of Chemistry, which yielded impact across 3 positions when approach was piloted; commended in their Bronze Nov.2018 submission.	Specific analysis of female applications to STEMM posts (PDRA (G6-7), in particular) to evaluate streamlined job descriptions. Data analysis (of previous academic year) conducted between July 31 and 1 September and reported at first GESG meeting of each academic session.	Review annually, at first GESG meeting of each academic session. First report due Sept./Oct. 2020.	HR Recruitment, Gender Equality Officer, GESG.	A 5% increase in application from female applicants, across the Silver application period.
2.4 Cont' BAP 2.1.2	Audit Appointment Committees to ensure at least one person of each sex represented. Continues [BAP 2.1.2].	Planned in BAP but delayed due to Recruitment Transformation Project. New e-recruitment system launched December 2019.	Regular auditing of recruitment panel composition to assess effectiveness of R&S policy of at least one member of each sex.	Jun.2020: first audit and conducted every 6 months (Dec./Jan.), thereafter.	HR Recruitment, EDU, GESG.	All recruitment panels shown to include at least one member of each sex. Action plans to address any issues in adhering to the policy identified as part of Departmental self-assessment and/or biannual review by GESG.

3. PROGRESSION, RECOGNITION AND REWARD

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
3.1	Revise Gender Pay Gap Action Plan (GPGAP) to address new gaps at Professorial Zone 4	<p>Following Bronze 2016, GPG WG convened and GPG Strategy and Action Plan launched in 2017.</p> <p>In line with BAP 3.2.7 GPGAP addressed inequality at Zone 2, in 2015 this was 6.2% in favour of males reduced to 2.9% in 2019.</p> <p>Extremely small numbers meant departure of senior female Professor increased gender pay gap at Zone 4 from 0.4% in favour of females in 2015 to 14.8% in favour of males in 2019.</p>	<p>Revise GPGAP, targeting Zone 4 gap, to include:</p> <p>i. Strategic recruitment for exceptional talent (Zone3/4) to mandate females on the shortlist.</p> <p>ii. Review Zone Profiles of females at Zones 2 and 3, to identify those who should be encouraged to apply for re-zoning.</p>	<p>Review GPGAP – end Sept. 2020.</p> <p>i. Strategic recruitment – from Oct. 2020, onwards.</p> <p>ii. Review profiles and approach those identified between Jan – Sept, annually, from Jan. 2022.</p>	HR PPR, HR Recruitment, SMG, HoS/DRI's.	Reduced the Gender Pay Gap in Zone 4 to within ±5% by 2025.
Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
3.2	Address horizontal occupational segregation – particularly amongst PSS across OPS G2-4.	<p>Facilities Review identified diversification of traditionally gendered roles as key aim vis-a-vis new roles linked to revised service delivery.</p>	<p>Future job descriptions for new roles in JMS L&T Hub will promote less traditionally gender segregated roles and terminology (i.e. with not use the language of 'janitor' etc. but instead recruit on the basis of skills and duties associated with multifaceted roles).</p>	<p>Recruitment process over Oct. 2020-Oct. 2022.</p>	<p>Director of Facilities Services (ECS), US HR, HR Recruitment</p>	<p>Staff recruited to JMS L&T Hub are c.50/50 F/M.</p> <p>An increase of women in G2-4 OPS roles: From ave.43% to 50%, G2 From ave.35% to 45%, G3 From ave.23% to 40%, G4</p>

		Recruitment plan for JMS L&T Hub provides opportunity to diversify via attraction strategy.				
3.3	Evaluate any gendered impact of new promotion criteria over next four years	<p>New criteria of Collegiality and Impact introduced into promotion criteria.</p> <p>New Reader (LTS) level introduced into LTS track, offering a bridge between Reader and Professor.</p> <p>An EIA was conducted of these changes, with ongoing review and evaluation built into the EIA.</p>	<p>Evaluate promotions application rates and success rates by gender each round over the next 4 years to apply gender-based analysis to the recent changes.</p> <p>Findings will be reported and discussed at the first GESG meeting of each academic session (usually Sept/Oct.).</p> <p>Where any discrepancies arise i.e. women proportionately less likely to apply (compared to eligible pool) or are significantly less likely to be successful, further examination of the reasons behind this will be taken and will inform future iterations of SAP actions based on findings.</p>	<p>Evaluation following each promotion round 31 Aug 2020 – 31 Aug 2024 (promotions effective as at 1 Aug, meaning data can assessed at this time).</p> <p>GESG discussion Sept/Oct. each year from 2020 onwards; where action is needed these will be explored and devised over the subsequent academic session (e.g. by end Jul. 2021 for Aug. 2020 promotion results).</p>	HR PPR, EDU, GESG.	<p>Overall Success will be no gender inequities in the application of the new criteria, with equitable application/success rates at promotion by gender.</p> <p>Successful evaluation will enable informed decision-making about the impact of the criteria on the gender 'pipeline' with timely reviews by end of Oct. each year, with any subsequent action devised and implemented as per timelines.</p>

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
3.4	Apply gender-based analysis to assess progression rates from G9-Prof of female and male Academic staff on completion of ECDP.	ECDP has successfully supported female progression from G7-9, which addressed the 'leaky pipeline' at G8. The next stage is to consider progression rates of female and male staff from G9 to Professor once completing ECDP and moving out of that structured programme context.	Introduce a mechanism and process for tracking those at Grade 9 post-ECDP over next 4-8 years – to gauge any gendered difference in progression towards Reader or Professor. Once mechanism in place, analyse and report data at each promotions round to GESG and determine if any inequity arises. Where it does, action plans will be devised to address these in consultation with ECDP completers.	First cohort of ECDP completions was 2017/18; start tracking from promotion round 2022 onwards, with first report in 2024.	HR PPR Gender Equality Officer Head of HR Systems	Gendered analysis of outcome of ECDP participants once at G9 – noting any differentials in success of promotion to Reader/Professor.
3.5	Improve Academic staff experience of PDR, specifically enhancing career development and planning discussions.	The PDR system will be revised for 2021, and therefore there is an opportunity to enhance this element of the process. Dept. SATs add a PDR reviewer checklist to the process to prompt promotions discussions	Review PDR Guidance for academic reviewers, enhancing advice on supporting reviewee understanding of promotion criteria and requirements in working towards them. N.B. Include specific guidance on part-time working and promotion process as per SAP 3.8 .	Guidance developed in time for next PDR round, Jun. – Sept. 2021/22. [PDR 2020/21 cancelled due to ongoing pressures on employees from Covid-19].	HR PPR, GESG HoS/DRI, PDR Reviewers	Improved experience of PDR from Academic staff in next Staff Survey by at least 10% with no significant differences by gender% [In response to 'My PDR was useful to me' 2018/19 results: R-only F60%/M53%, LTS F56%/M58%, RT F57%/48%
3.6	All Regrading panels to be trained in Unconscious Bias.	Unconscious bias training is used for recruitment panels and was delivered for promotion panels previously.	Require aEII members of regrading panels to complete the online Unconscious Bias course. Panels are convened routinely, w/different members each time.	Jun. 2021 onwards	HR PPR, EDU.	100% of staff on Regrading panels have completed Unconscious Bias training.

			Completion will be checked by HR PPR Team that convene Regrading panels, by requesting report from EDU.			
3.7	GESG to work with Technician Commitment Steering Group embedding gender analysis and consideration into implementation of the TC Action Plan.	Chief Technician sits across TC Steering Group and GESG to ensure collaborative working. Sustainability strand of UofG Tech Commitment AP exists to: <i>Embed succession planning within technical teams.</i>	Present data identified here in s.4.2(ii) to TC Steering Group and identify other data sources required to conduct gendered analysis of the TC AP. Prepare report on outcome of analysis to contribute to review of TC AP at end 2020 to factor into subsequent TC AP.	Sept. 2020 – Jun. 2021 TC AP runs 2018-2020; will be reviewed end of calendar year and consulted on next iteration by summer 2021	GESG, TC Steering Group.	Completed report identifying gendered impact of TC AP and embedded across future plans to ensure sustained and equitable distribution of women across TECH G8-9, at no less than 45%.
3.8 Cont' BAP 3.2.1	Curate case studies highlighting those who work part-time that have successfully applied for promotion as part of Celebrating Excellence Profiles	Section on additional considerations included in promotion application. Celebrating Excellence Profiles curated and presented in Promotions Toolkit.	i. Develop case studies to highlight career progression and promotion of staff who work part-time, including male and female staff from both AHSSBL and STEMM disciplines. ii. Additionally, include discussion of promotion when working part-time in PDR Guidance under SAP 3.5.	Jun. 2020 – Dec. 2020 (in line w/launch of promotion round)	HR PPR, HR Marketing and Communications Officer.	Increase in female/male proportions applying for promotion to within ±5% of male/female proportions in eligible candidate pool.

4. SUPPORTING KEY CAREER TRANSITIONS AND DEVELOPMENT OPPORTUNITIES

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
4.1	Develop and implement University-wide digital induction process.	US HR developed a successful, US specific, digital induction process.	i. A cross College/US HR Working Group to devise and implement UofG-wide model (already convened at time of writing).	i. Completed by March 2021.	US HoHR, Cross-College/US HR Working Group	New digital induction in place with positive evaluation by gender and job family to at least 70% female/male

		New UofG-wide model to be based on that in US.	ii. Working Group to evaluate staff experience (including disaggregation by job role and gender) of the online induction, via pulse survey with new staff recruited and inducted between Sept.2021-Dec.2021. (Sept. is a busy month for new starts aligned to start of academic year).	ii. Evaluation started in Sept. 2021, completed by Dec. 2021.		respondents agreeing that it is useful and met their needs.
4.2	Increase the percentage of STEM females participating in UofG Leadership Programmes.	BAP 3.1.2 to ensure at least 45% female participation in UofG leadership programmes. AHSSBL target met over review period; STEM average <40%F participation.	Develop succession plans for STEM areas, with active support to females within these plans.	Oct. 2021-Oct. 2025 (following PDR (closes Sept.) to inform workforce planning and via identification of leadership skills requirements during development discussions at PDR.	HoCollege MVLS/S&E, College HoHR,	Ensure at least 40%F (STEMM) across UofG Leadership Programmes between 2020 – 2025, leading to ≥4 female HoS/DRIs in STEMM by 2025.

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
4.3	<p>Expand Aurora-related networking activities and provide opportunities to engage with them to all academic and PSS women at UofG.</p> <p>Events will be open to all male and female staff but messaging will highlight their relevance to the themes of Aurora as a bespoke female leadership programme.</p>	<p>We have a suite of additional learning and networking sessions we provide to Aurora participants. These are modelled on topics highlighted by Advance HE in their own offering but provide UofG specific context and opportunities for internal networking with senior leaders and others across the organization.</p> <p>These will be more widely be made more widely available to those not registered on Aurora but who are interested in professional development and networking.</p>	<p>i. Run three annual events on – -Demystifying Finance, -Diversity on Boards, -Imposter Syndrome with 25% of attendees at sessions not being directly engaged on Aurora programme.</p> <p>ii. Evaluate the experience of attendees and invite suggestions for future activities.</p>	<p>Sept.- Jun each year, with quarterly sessions in line with Aurora scheduling. Start Sept.2020</p>	<p>EDU, Gender Equality Officer, EOD.</p>	<p>At least n=40 attendees at the sessions with ≥25% of participants from pool of staff not engaged on Aurora.</p> <p>Event evaluation to show a 70% positive response from the attendees regarding relevance of sessions and opportunities to network.</p>
4.4	<p>Embed Glasgow Professional Behavioural Framework (GPBF) into HR processes for PSS roles.</p>	<p>GPBF has been designed with eight competencies, after extensive consultation. GPBF was launched at inaugural Professional Services Staff Conference in January 2020. External Senior HR</p>	<p>GPBF competencies to be designed into all recruitment processes and developed as integral mechanism for understanding personal competencies and areas for development during PDR.</p>	<p>Project started in January 2020, however stopped due to COVID-19. Complete by December 2023.</p>	<p>HR PPR</p>	<p>PSS know and understand the eight competencies and use them as a measure towards personal and professional progression at UofG. This will be measured through a staff pulse survey with PSS. Success will show 85% of female/male PSS respondents</p>

		professional seconded from Glasgow School of Art I to lead on the design for implementation of GPBF into HR processes.				understand the GPBF and how it can support their personal and professional development at UofG.
4.5	Deliver a second Professional Services Staff Conference.	Inaugural PSS Conference was successfully delivered to over 300 people (65%F) in January 2020. 81% of attendees rated the event as 'good' or 'very good'.	Deliver second PSS Conference, developing the themes from the first conference.	Planning between Oct.2020-May 2021 Event to be held between Jun.- Aug.2021	Director/Deputy Director of Professional Services	85% of female/male attendees at the conference rate the event good or very good].

5. SUPPORT FOR MANAGING CAREER BREAKS, CARING RESPONSIBILITIES AND FLEXIBLE WORKING

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
5.1	Improve information and support on the Academic Returners Research Support Scheme.	50% of recipients have been promoted since receiving the fund. 80% agreed that the fund supported their transition back to work. Qualitative comments suggested easier access to information about the scheme and examples of how it could be used would have simplified their experience of the	i. Ensure the College-specific information is on the relevant HR pages. ii. Collate all information into one central site (hosted on EDU webpages and linked to via College HR pages and the Maternity Leave Policy and Toolkit) iii. Update central page with survey results and collate case studies (n=4) to promote the benefits from the staff who have received the fund	i.-iii. Sept. 2020-2021 iv. Sept. 2024	HR Policy & Comms, HoHR (Colleges), EDU.	By 2025 65% of recipients applying for promotion since receiving the fund, and 90% of participants agreed scheme was easy to use and that it supported their transition back to work.

		scheme.	and to provide detail on how they used the funding. iv. Re-survey next tranche of those receiving funding over next 2-4 years to assess ease of access to apply to fund and usefulness of funding to research resumption and career development.			
5.2	Review implementation of revised <i>Flexible Working Policy</i> for any gendered impact.	The revised <i>Flexible Working Policy</i> was agreed in February 2020; a standard policy launch process was delayed because of COVID-19 but the policy was implemented to facilitate the UofG response.	There will be a review of the policy in light of learning from the COVID-19 experience. Uptake, engagement with, and experience of the policy will include a gendered analysis.	Q1 2020 – Policy launch via internal comms channels. Between Jan– March 2021 – Policy review with employees, line managers and HR teams.	HR Policy & Comms, Head of EDI, College and US HoHR.	Staff Survey 2018, highlighted a gendered imbalance in work life balance [M45%/F54%]. The new Flexible Working Policy will increase the positive experience of work life balance by at least 5%. Policy review will show positive <i>qualitative</i> experience re: policy approach.
Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
5.3	Review uptake of <i>Supporting those with Caring Responsibilities Policy</i> .	Staff engagement survey 2018 showed female/male carers (44% positive) were less satisfied with work-life balance than parents (53%)	Evaluate engagement with policy, including: Emergency time off; Short term Carers Leave; Extended Carers Leave.	Jan.-March 2022	HR Policy & Comms, Head of EDI, Head of HR Systems.	Increased satisfaction of staff who are Carers (2018: 44%), compared to parents (2018: 53%) in relation to work-life balance questions in next Staff

		<p>positive).</p> <p>Policy and support for staff with caring responsibilities, including paid leave, developed in consultation with staff and trade unions (as are all UofG HR policies).</p> <p>Resultant <i>Supporting those with Caring Responsibilities Policy</i> launched in Jan. 2020.</p>				Survey, to 60%.
Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
5.4	Re-survey staff to assess the impact on staff carers' experience	Second survey run with Carers in Aug.-Sept. 2019, to understand their experience and develop evidence to inform the new policy.	Conduct an evaluation of the survey to understand any differential impacts based on gender/grade/job family etc. Re-survey carers to assess any impact of new policy and support.	Re-survey Jun. 2022	HR Policy and Comms, EDU, Head of HR Systems.	Survey results to show positive impact of new policy and supports, including ≥15% reduction in responses to statements about worry connected to impact of caring

		<p>In the 2019 Carers Survey, when asked what has been the impact of caring on your capacity to work - 55% of respondents (n=144/260) stated that they 'worry that my job is, or may be, negatively affected by caring' (57%F; 61%M; 47%PNTS).</p>	<p>Include consideration of gender and job family to identify any differential experience based on this.</p> <p>N.B. Although proportionately higher as a response for men (61% (30/49)) than women (57% (81/141), women comprised majority of respondents to carers' survey at 54% (141/260).</p>			<p>on employee experience for female/male respondents.</p>
<p>5.5 Cont' BAP 4.2.2</p>	<p>Develop guidance on returning to (full-time) work following a career break or period of part- time working</p>	<p>Continued from BAP 4.2.2, Prioritised in SAP.</p>	<p>Develop guidance on returning to (full-time) work following a career break or period of part- time working and update include it in Flexible Working Guidance provided alongside the new Flexible Working Policy</p>	<p>Aug. 2020- Dec.2020</p>	<p>HR Policy and Comms, GEO.</p>	<p>Comprehensive resources produced to support career transitions and returners. (Mirroring SM in BAP 4.2.2)</p>

6. STRENGTHENING OUR INCLUSIVE CULTURE						
Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
6.1	Complete REF 2021 EIA, as outlined in UofG REF Code of Practice (Part 7), by sex.	REF EIA for those selected as Independent Researchers already completed; no gender differentials were identified.	The complete EIA has a timeframe scheduled, as outlined in UofG's REF Code of Practice (Part 7) and is dependent on other processes.	March 2021 (depending on REF census changes due to COVID-19)	R&I, Head of EDI, Head of HR Systems.	EIA completed and published online; any outcomes relating to potentially inequities incorporated into future strategic support mechanisms for research active staff.
6.2	Provide Investigator Training to those involved in sexual harassment cases co-delivered with Rape Crisis Scotland (RCS).	UofG Survivor-Centred approach to GBV support developed in collaboration with Rape Crisis Scotland and Student Representative Council. First Responders (n = 7 staff) trained by Rape Crisis Scotland in supporting students (or staff) who disclose experience of GBV.	New training for those involved investigating sexual harassment cases at UofG to be delivered. Learning objectives have been agreed and RCS have developed a programme. HR, Senate Office and Complaints identify investigation managers who require the training. Roll-out of training between Nov.-Dec.2020.	By December 2020	Gender Champion, Head of EDI, HR Director, Director of SAS, Deputy COO (Governance).	A cohort of 10-15 staff completed the RCS training, representative of different functions involved in investigations, with at least 3 participants from each Service identified.
6.3	Review the <i>Personal Relationships Policy</i> (PRP)	The PRP was launched in 2018 as part of UofG's response to the UUK Report, <i>Changing the Culture</i> .	Review the use and administration of PRP, ensure it is fit for purpose given the growing requirements in relation to GBV.	Complete review December 2020, Report to GESG at first meeting of 2021 (Feb.)	HR Policy & Comms, EDU, Director of Student and Academic Services (SAS), GESG.	Policy evaluated and any revisions suggested and approved by GESG and HR Committee.

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
6.4	Develop <i>Menopause Policy</i> and Guidelines	<p>UofG held successful Menopause Workshop in 2018/19.</p> <p>UofG Schools and RIs have hosted menopause cafes and workshops as part of IWD 2020 celebrations and local Athena SWAN work (School of Medicine, Dentistry and Nursing; Adam Smith Business School; Institute of Health and Well-Being; School of Veterinary Medicine).</p> <p>School of Life Sciences have created designated Menopause Rest Space for colleagues and students across MVLS.</p> <p>Wellcome Trust ISSF (UofG MVLS pot) funding (£6k) secured to support an evidence gathering process to inform evidence-based policy and guidelines with relevant</p>	<p>UofG Policy Development is next phase of Menopause support and guidance.</p> <p>Develop Menopause Policy and Guidelines to enhance understanding of employers, managers and support for employees.</p>	<p>June 2021, approved and launched.</p> <p>[Evidence Gathering Project to develop context-specific guidance delayed post-COVID-19 to enable focus groups and contributions from staff on job retention scheme.]</p>	HR Policy & Comms, Gender Equality Officer.	Approved Menopause Policy. Evaluate the staff experience of the policy, two years post launch.

		issues and guidance for different work contexts, e.g. lab-based work, learning and teaching and PSS experiences.				
Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
6.5	Develop <i>Fertility/IVF Policy and Guidelines</i>	<p>SAT discussions highlighted the emotional and work impact of undergoing IVF or fertility treatment.</p> <p>Head of EDI has been approached, informally, about supporting a network of staff who have experience baby-loss/miscarriage or are going through IVF.</p>	<p>i. Develop a Fertility/IVF Policy and Guidelines.</p> <p>ii. Establish and support (finance and admin) a network of staff who have experience baby-loss/miscarriage or are going through IVF.</p>	<p>i. Develop policy and launch: Sept. 2021-March 2022</p> <p>ii. Establish and support network between March 2022-March 2025.</p>	HR Policy & Comms, EDU.	<p>Approved Fertility/IVF Policy.</p> <p>Evaluate the staff experience of the policy, qualitatively, two years post launch amongst the newly established network.</p> <p>Network to meet at least twice a year.</p>
6.6	Review take up of the childcare supplier as part of embedding EDI in Conference and Events.	<p>Approved supplier of onsite and temporary childcare identified by UofG Procurement and details included in Conferences and Events offering.</p> <p>Work undertaken by Researcher Development Manager using insights gained from providing onsite childcare during</p>	All conference organisers to be prompted to consider providing childcare service.	Evaluated every 6 months between Jun.2021 – Jun. 2025	EDU, Conferences and Events, Researcher Development Manager.	Evaluation shows 25% uptake in childcare provider by internal and external conference organisers hosting events at UofG.

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
6.7	Map work allocation practices and assess the distribution of administrative roles and duties by gender.	<p>annual Research Staff Conference.</p> <p>WLM at UofG level being piloted at Bronze 2016.</p> <p>BAP 5.3.2 sought to evaluate data from the model by gender to ensure women were not overburdened with large admin/low impact roles following roll out of WLM.</p> <p>College variations were enabled but after trial implementation it has become clear that an overarching model does not suit the specificities of Schools/RIs and many have created local allocation models which are consulted on an evaluated via Departmental Athena SWAN work.</p> <p>Whilst model can be used to assess teaching and research- to assess the distribution of administrative duties, we</p>	<p>i. Work with School/RI SATs (on College-basis) to map work allocation models and distribution of administrative functions and duties across the model by gender.</p> <p>ii. Collate list of roles and agree method of plotting them on 9-box grid on basis of high/medium/low esteem and volume/load (e.g. to determine whether high volume/low impact roles are inequitably distributed by gender).</p> <p>ii. Report and discuss findings with School/RI SAT leads initially and also to GESG. Where sustained, structural, inequities are identified based on gender – report to College CMGs and devise action plans to address.</p>	<p>i. Aug. 2020 – May 2021</p> <p>ii. May 2021 – Aug. 2021</p> <p>iii. Sept. 2021 – Jan. 2022; actions, where needed, devised and implemented Jan.2022 – Jan. 2024</p>	<p>EDU, HoHR (Colleges,) School/RI SAT Leads, GESG.</p>	<p>Successful mapping and assessment of roles by gender to provide robust data set for analysis and reporting.</p> <p>Where analysis identifies any structural inequities by gender, SMART Actions are devised to address these towards reducing imbalances towards equitable allocation by 2024.</p>

Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
6.8	Improve cross-Equality Group working between GESG and REG to inform understanding and action on intersectionality.	<p>need to adopt a new approach.</p> <p>A number of actions taken to improve awareness and momentum around race equality strand at UofG.</p> <p>Ambitious Futures Graduate recruited to work on race equality project to develop baseline data on staff and student experience through student survey and semi-structured interviews with staff.</p> <p>Positive profiling of BAME female student role models and staff via IWD and Glasgow Science Festival events and UofG marketing.</p> <p>Focus group with BAME staff as part of AS self-assessment.</p> <p>Reinvigoration of REG, with expanded membership and broad representation across staff groups and students.</p>	<p>i. Ambitious Futures Graduate project findings reported to both GESG and REG to ensure intersectional feedback and contribution to project outcomes and actions /recommendations.</p> <p>ii. Findings and recommendations from the project will be distilled and presented at an Athena SWAN (AS) Best Practice session to help School/RI SATs to formulate 'Departmental' actions on emerging issues to support their own AS work.</p>	<p>i. March 2020-Sept.2020.</p> <p>ii. Session to be held in Jan. 2021</p>	<p>Ambitious Futures Graduate REG, GESG, EDU, Gender Equality Officer.</p>	<p>Outcomes and recommendations from race equality project informed by both GESG and REG, with clear actions relating to Athena SWAN developed and rolled out across School/RI Action Plans.</p>

		Short-Life Working Group established March 2020 to address findings and recommendations of <i>EHRC Inquiry Tackling Racial Harassment</i> (Reports to REG).				
Ref.	Action: Description	Action already taken	Actions Planned	Timescale	Responsibility	Success Measure
6.9	Frame and display 2020 IWD Senior Women photograph in prominent area of UofG.	<p>Portrait taken as part of IWD Lion and Unicorn project to profile senior women at UofG.</p> <p>Photography portrait printed on canvas for display at IWD celebrations.</p> <p>Approval secured to display the portrait in UofG Melville Room- a prominent Committee Room in the Main Building that features portraits of past UofG Vice-Chancellors (all male, all white).</p>	Portrait to be hung in Melville Room and unveiled as part of annual Athena SWAN reception when allowed to host events again following covid-19 limitations (see SAP 1.3 , above)	<p>Feb. 2020/21 at next AS Reception</p> <p>[Proceeding on assumption that large gatherings permitted with appropriate social distancing].</p>	Gender Champion, Principal.	Photograph displayed in a prominent position, increasing number of female portraits in Melville Room from 2 to 3 (out of total of 7).

