Department Application

Bronze Award

School of Education and
Social Work
University of Dundee

GLOSSARY

AD	Associate Dean
ADL&T	Associate Dean (Learning & Teaching)
ADQAS	Associate Dean (Quality & Academic Standards)
ADR	Associate Dean (Research)
AHSSBL	Arts, Humanities, Social Sciences, Business & Law
AP	Action Plan
ARP	Annual Review Procedure
AS	Athena SWAN
ASEG	Athena SWAN Executive Group (University of Dundee)
ASSG	Athena SWAN Steering Group (University of Dundee)
A&R	Academic and Research
BDI	Business Development and Internationalisation
BME	Black and Minority Ethnic
BAME	Black, Asian and Minority Ethnic
CLD	Community Learning and Development
CRP	Contribution Related Point
ECAM	Early Career Academic Mentoring
ECR	Early Career Researcher
ECU	Equality Challenge Unit
ED&I	Equality, Diversity & Inclusion
E&D	Equality & Diversity
EIA	Equality Impact Assessment
FPE	Full Person Equivalent
FE	Further Education
GAP	Gender Action Plan
GDPR	General Data Protection Regulation
GHC	Global Health Challenge
FHEA	Fellow Higher Education Academy
FT	Full-Time
FTE	Full Time Equivalent
HE	Higher Education
HEA	Higher Education Academy
HEI	Higher Education Institute
HEIDI	Higher Education Information Database for Institutions
HESA	Higher Education Statistics Agency
HR	Human Resources
HRO	HR Officer
KIT	Keeping In Touch
LGBT+	Lesbian, Gay, Bisexual & Transgender
LLC	Library and Learning Centre
L&T	Learning and Teaching
NSS	National Student Survey
OPD	Organisational and Professional Development
OSaR	Objective Setting and Review
PAP	Previous Action Point
PD	Programme Director
PDRA	Postdoctoral Research Assistant
PE	Public Engagement
PG	Postgraduate
PGR	Postgraduate Research
PGR PD	Postgraduate Research Programme Director

PGT	Postgraduate Taught
PG CAPHE	PG Certificate in Academic Practice in Higher Education
PS	Professional Services
PT	Part-Time
QAS	Quality and Academic Standards Committee
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RKE	Research and Knowledge Exchange Committee
RO	Research Only
SA&D	School of Art and Design
SAT	Self Assessment Team
SEG	Senior Executive Group
SESW	School of Education and Social Work
SESW SS	School of Education and Social Work Staff Survey
SESW SFG	School of Education and Social Work Staff Focus Group
SFC	Scottish Funding Council
SLS	School of Life Sciences
SM	School Manager
SMG	School Management Group
SMP	Statutory Maternity Pay
SRP	Standard Registration Population
STEMM	Science, Technology, Engineering, Mathematics & Medicine
T&R	Teaching & Research
T&S	Teaching & Scholarship
TQFE	Teaching Qualification in Further Education
TRAM	Teaching, Research and Academic Mentoring
UB	Unconscious Bias
UG	Undergraduate
UoD	University of Dundee
UoD SS	University of Dundee Staff Survey
VS	Voluntary Severance
WLB	Work-Life Balance
WLM	Workload Model

Data Notes:

1. Internally sourced staff numbers – Unless otherwise stated all staff data shown are a snapshot taken annually on the 31st July and are presented as Full Person Equivalent (FPE). In line with statutory requirements we currently record and report sex as 'female' or 'male'. In this application we refer to 'sex' as 'gender'.

2. Staff Excluded from All-Analysis – All non-salaried, non-graded, non-professor staff members (Associate, Honorary and Temporary).

3. Comparator Higher Education Institute Data – Higher Education Statistics Agency (HESA) data extracted from Higher Education Information Database for Institutions (HEIDI) plus and average taken from:
- Queen's University Belfast
- University of Winchester
- University of Sussex
- Birmingham City University
- University of Northumbria

These institutions were chosen as the most suitable comparators to our own School (good subject match).

In our comparator charts, we present rounded HESA data extracted from HEIDI plus averaged over a 5-year period from 2012/13 to 2016/17 for:
- University of Dundee, School of Education and Social Work
- Average of comparator institutions **including** University of Dundee School of Education and Social Work data ("Comparator(s) (Including Dundee)")
- Average of comparator institutions **excluding** University of Dundee School of Education and Social Work data ("Comparator(s) (Excluding Dundee)")

HESA Cost Centre Mapping (Staff):
(34) Education, (41) Continuing Education, (131) Social Work, (135) Education, (136) Continuing Education
HESA JACS Principal Subject (Students, Leavers):
(L5) Social Work, (X1) Training Teachers, (X2) Research and Study Skills in Education, (X3) Academic Studies in Education, (X4) Others in Education

HESA Staff Record [2012/13 – 2016/17]
Copyright Higher Education Statistics Agency Limited
Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

Our internal data extraction and reporting methods are as consistent as possible with HESA protocol. However, there are inevitably differences. Rounding and removal of low numbers data (by HESA) also introduce differences in data reported. Differences are particularly

apparent at small %, where a small difference can result in a relatively large difference in values. We believe both internal and external data to be accurate and reliable.

HESA reporting period is 2012/13 to 2016/17. Internal reporting period is 2012/13-2016/17 (unless otherwise stated).

4. Student numbers
- We use HESA Standard Registration Population (SRP) for the Athena SWAN data set. The HESA SRP has been derived from the reported HESA Student Record and comprises all registered higher education and further education student instances awarded a qualification or HE provider credit in the period 1st August to 31st July. The HESA SRP excludes certain students from its count, such as those who are writing up and any students that have dormant statuses (HESA defines these students as not being taught by providers).
- SESW administer the application process for Postgraduate Research (PGR) students within the School. The data presented for Applications, Offer, Acceptances and Matriculations are derived from the School database.
- In line with data provided by partner bodies such as UCAS and with statutory requirements we currently record and report sex as 'female' or 'male'. Unless otherwise stated, student data presented includes 'all' (full-time, part time and distance learning) students.

5. School Mapping – UoD has nine academic Schools: four Arts, Humanities, Social Sciences, Business & Law (AHSSBL) Schools – School of Education & Social Work, School of Art & Design, School of Humanities and School of Social Sciences, and five Science, Technology, Engineering, Mathematics & Medicine (STEMM) Schools – School of Life Sciences, School of Dentistry, School of Medicine, School of Nursing & Health Sciences and School of Science & Engineering.

6. Staff Affiliation Mapping – Academic & Research (A&R) and Professional Services (PS) Staff are aligned to either a STEMM School or an AHSSBL School or one of the Professional Services Directorates.

7. A&R Staff Grade Mapping used for AS across University of Dundee (UoD)
- **AS06 -** Research Assistants/Associates/Officers/Nurses, Support Technicians and Counsellors (we do not present these staff data)
- **AS07 –** Postdoctoral Research Assistants (PDRAs), Fellows and Lecturers (Grade 7)
- **AS08 –** Lecturers (Grade 8) and Senior Research Fellows
- **AS09 -** Senior Lecturers and Readers (Grade 9)
- **AS10 –** Professors (Grade 10)

We do not present A&R AS06 data as we do not have any A&R AS06 staff in SESW.

8. Contract Type Data – All of the A&R staff in SESW have contracts which are either:

- **Research Only (RO)** e.g., employees who do academic research and publish in their field of expertise, including PDRAs;
- **Teaching & Research (T&R)** e.g., who teach in the University's Undergraduate (UG) and Postgraduate (PG) degree programmes and do academic research in their field of expertise;
- **Teaching & Scholarship (T&S)** e.g., who teach in the University's UG and PG degree programmes and contribute to practice-based research in teaching or in their field of expertise.

9. Leavers Data – Leavers data excludes tutors and is recorded annually on 31st July for the previous year. % turnover is calculated using leavers' data and the snap shot of staff numbers on July 31st the previous year. That means staff who start employment after July 31st and leave before the following July 31st contribute only to the leavers' data but not to the total count and this could result in over-inflation of turnover.

Expiry of contract may be recorded as a reason for leaving for both fixed-term and open-ended staff. For open-ended staff this is likely to be due to the ending of an open-ended contract with time limited, external funding.

10. Recruitment Data –These are extracted from UoD e-recruitment system and always include core funded academic staff. Any vacancies not managed through this system are not included. Occasional exceptions may be PDRA positions associated with research grants. The recruitment year runs from 1st August until 31st July.

Appointments might not be recorded until the staff member has taken up post, which could take several months after completion of the recruitment process.

"Other" includes transgender applicants, applicants who have withheld gender information and applicants where gender is unknown.

11. Promotions Data – In line with UoD promotions procedure nomenclature, we present here data disaggregated to show promotions to "Senior Lecturer or Researcher Grade 9" and to "Reader" separately (these are combined elsewhere to "AS09"). Since 2014, it has been possible to apply for promotion to any grade above current appointment. Therefore, success rates can exceed 100% when promotions awarded exceeded application to that level (e.g. a Senior Lecturer could apply for promotion to Personal Chair but be awarded promotion to the lower position of Reader).

12. Research Excellence Framework (REF) Data – Staff eligible for REF submission had to be on T&R or Research Only (with independent status) contracts.

13. Equality & Diversity (E&D) Training Data - E&D data are cumulative values and are collected at different snap shot dates than data sets therefore totals will not match our overall staff numbers. Some non-completion figures will relate to new starts.

14. Objective Setting & Review (OSaR) Data – Staff with the following job categories (Tutor, Secondment, Temporary, Agency and Manual staff, not in supervisory roles, who operate to specified and understood standards in their roles) will not have annual OSaR meetings but the Dean/School Manager ensures that they are aware of the University vision, values and aims. Honorary and Associate staff are exempt from the OSaR process.

15. Maternity Leave Data - Only maternity staff records that had a matching record in the Core Staff dataset for that academic year were included to ensure consistency in reporting.

16. Paternity Leave Data - Only paternity staff records that had a matching record in the Core Staff dataset for that academic year were included to ensure consistency in reporting.

17. Flexible Working Data - Only flexible working applications that had a matching record in the Core Staff dataset for that academic year were included to ensure consistency in reporting.

18. UoD Staff Survey (UoD SS) Data 2017 – There were 1,873 respondents across UoD. From SESW, there were 75 respondents. For A&R staff, there were 52 respondents: 36F:12M, with ■ gender identity not reported or withheld. For PS staff, there were 23 respondents: number of respondents by gender is unavailable as there were less than 10 respondents identifying with each gender. Staff did not have to report their job category, therefore there is a difference between the total respondents and the sum of the specified job categories (A&R and PS).

19. School of Education and Social Work Staff Survey (SESW SS) Data 2016 and 2018 – In 2016 there were 49 respondents. For A&R staff, there were 35 respondents: 27F:6M, with ■ gender identity not reported or withheld. For PS staff, there were 13 respondents: 13F:0M. In 2018 there were 43 respondents. For A&R staff, there were 34 respondents: 27F:5M, with ■ gender identity not reported or withheld. For PS staff, there were 9 respondents: 8F:0M, with ■ gender identity not reported or withheld.

20. SESW Staff Focus Groups (SESW SFG) Data 2018 – There were 5 focus groups attended by 34 staff. For A&R staff, there were 17 participants: 12F:5M. For PS staff, there were 17 participants: 17F:0M.

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	SESW Application
Word limit	**10,500 + 1,000 extra words**	**11,492**
Recommended word count		
1.Letter of endorsement	500	495
2.Description of the department	500	702
3. Self-assessment process	1,000	860
4. Picture of the department	2,000	2,964
5. Supporting and advancing women's careers	6,000	6,471
6. Case studies	n/a	n/a
7. Further information	500	n/a

Name of institution	University of Dundee	
Department	Education and Social Work	
Focus of department		**AHSSBL**
Date of application	November 2018	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date: May 2017**	**Level: Bronze**
Contact for application Must be based in the department	Dr Susan Levy	
Email	s.levy@dundee.ac.uk	
Telephone	01382 381545	
Departmental website	https://www.dundee.ac.uk/esw/	

Dear ████
Thanks for your email, that's no problem. I can confirm we are happy to allow 1000 additional words for the School of Education and Social Work's submission in the November 2018 submission round.
As mentioned previously, please include a copy of this email in your submission and state where you have used the additional words.
Best wishes,
Annie

Annie Ruddlesden
Equality Charters Adviser

████████████████████████

Please note, I work compressed hours with Wednesday afternoons off

www.advance-he.ac.uk
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3 Albert Embankment, London, SE1 7SP

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The additional 1,000 words have been used in Section 4.1.

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

Section 1: 495 words

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

James Greenwood-Lush
Head of Athena SWAN, Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London, SE1 7SP

Dear James Greenwood-Lush

I am delighted to support this submission by the School of Education and Social Work (SESW) for an Athena SWAN (AS) Bronze Award. As a professional School made up of disciplines having Equality, Diversity and Inclusion (ED&I) and social justice as core values, participating in AS self-assessment provided focus for tackling our own gender inequalities.

Although our disciplines are concerned with removing structural disadvantage in society and promoting social justice, we still have work to do "in our own house". We recognise that gender balance in the School is impacted by larger, external social factors – including stereotypes that caring professions are for females. As such we engage with larger University initiatives to reshape those perceptions and work to recruit a more diverse student body. At the same time, we focus internally on supporting female career development, and working to achieve a gender balance in senior roles that better reflects the gender balance of the School. To this end we are focusing on communication, annual review processes, contract alignment, and reducing workload pressures for better work-life balance.

Our staff have been heavily involved in ED&I activities and leadership roles across the University. Our work with AS began long before the charter's expansion to Arts Humanities, Social Sciences, Business and Law (AHSSBL) subjects and AS is embedded in SESW through committee structures, reporting lines and workload allocation. My School Manager and I are active members of SAT, providing the direct link to the Senior Executive Group (SEG). Completing the AS application is part of SESW's Strategic Plan and AS actions will be incorporated into our overall School plan. Our SAT will continue to monitor progress and steer our AS agenda. The SEG and I commit to facilitating the delivery of the AS Action Plan.

Our AS work has already resulted in changed SESW practice. For example, all recruitment panel members have completed the E&D recruitment training. All recruitment panels must include females and male. We have also made significant changes to our annual review and objective setting process as a direct result of our AS survey. Finally, we have strengthened our communication strategies and transparency mechanisms.
My SEG and I fully endorse this application and I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

I personally have a long history of commitment to equality, diversity, and social justice. In my own life I have personally received and have stood with my sisters (familial and figuratively) as they endured considerable discrimination, othering, aggression, micro-aggression, and prejudice. These experiences led to my commitment to tackling injustices as part of my life's work, my career in social work and working with marginalised peoples. My personal commitment to AS grows from this personal/professional perspective.

In closing, I wish to thank our AS Lead, Dr Susan Levy, and the SAT for their considerable work on the AS agenda.

Kindest regards,

Professor Timothy B Kelly

2. DESCRIPTION OF THE DEPARTMENT

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

See Data Notes: 1, 2, 3, 4, 5, 6, 7, 8

In July 2017, the School of Education and Social Work (SESW) had 108 ■ Academic and Research (A&R), ■ Professional Services (PS)) members of staff (82%F:18%); and 1,761 students (80%F:20%, July 2017) **(Table 2.1, Figure 2.1, Table 2.2)**.

| | July 2017 | | | |
| | Female | | Male | |
	Number	%	Number	%
Academic and Research	■	77%	■	23%
Professional Services	■	90%	■	10%
Total Staff	■	**82%**	■	**18%**
Undergraduate	703	85%	122	15%
Postgraduate Taught	666	75%	220	25%
Postgraduate Research	35	70%	15	30%
Total Students	**1,404**	**80%**	**357**	**20%**

Table 2.1 Summary of All SESW Staff and Students, July 2017

The 5-year average for all staff (84%F:16%M) varied by 16% against our comparators (68%F:32%M) **(Figure 2.2)**. For A&R staff (76%F:24%M) the difference was 10% with comparators (66%F:34%M), and 14% between the 5-year average for PS staff (94%F:6%M) and comparators (80%F:20%M) **(Figure 2.2)**.

Variation in the gender of the staff profile emerged in relation to contract and grade. By contract, the 5-year average for staff on Teaching and Research (T&R) contracts (62%F:28%M) was aligned with comparators (63%F:27%M). In contrast, the 5-year average for staff on Teaching and Scholarship (T&S) contracts (83%F:17%M) varied by 12% with our comparators (71%F:29%M) **(Figure 2.3)**. By grade, the highest %F were AS08:83%F and the highest %M were AS10:40% (2017) **(Figure 4.2.3 Table 4.2.2)**.

The SESW Action Plan (AP) addresses our challenges of the under-representation of males, as well as the under-representation of females in senior roles and on T&R contracts.
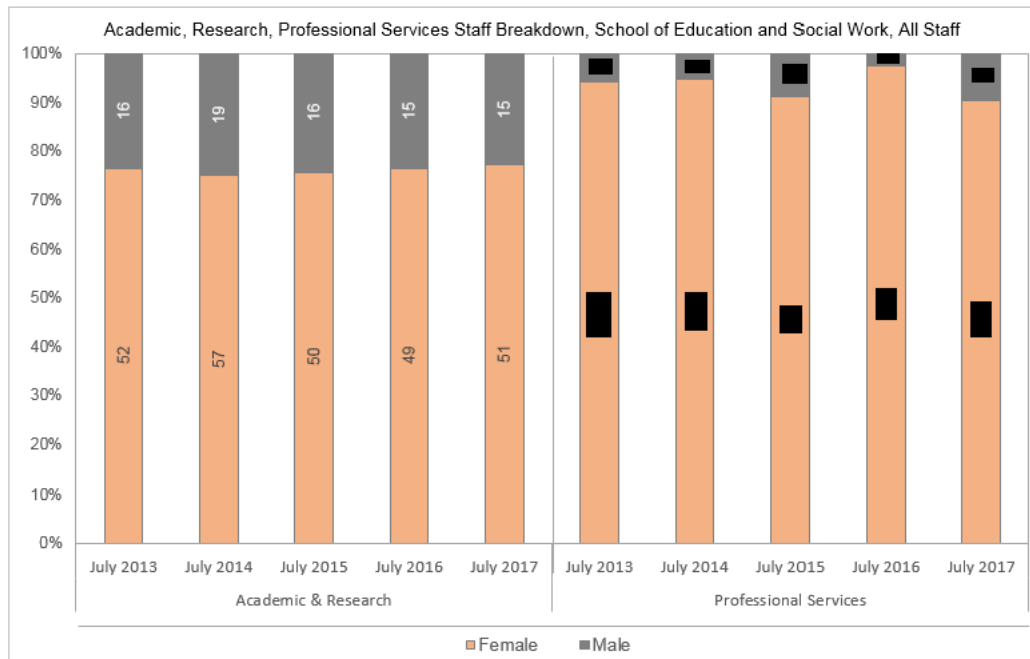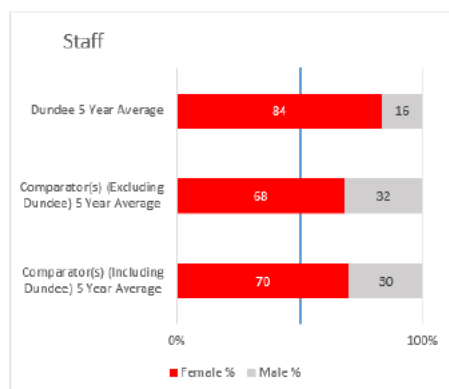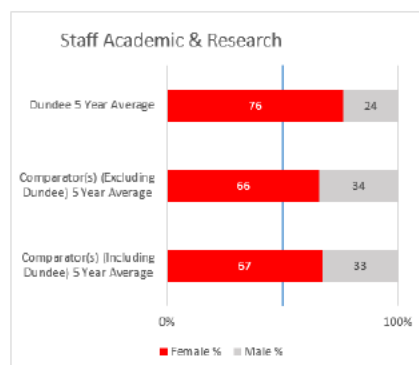
Figure 2.1 SESW All Staff, A&R and PS, by Gender

	July 2013				July 2014				July 2015				July 2016				July 2017			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	52	76		24	57	75		25	50	76		24	49	77		23	51	77		23
Professional Services		94		6		95		5		91		9		96		3		90		10
Overall Staff Total		84		16		84		16		82		18		85		15		82		18

Table 2.2 SESW All Staff, A&R and PS, by Gender

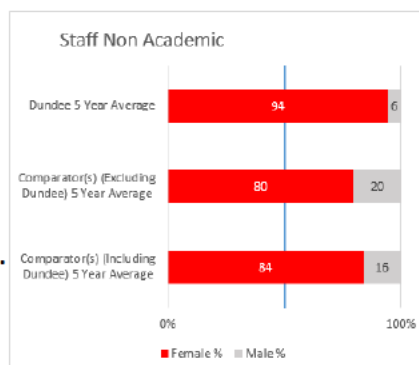**A.**

B.

C.

Figure 2.2 Comparator data:
A: SESW All Staff, 5-year averages,
B: SESW Academic & Research (A&R) Staff, 5-year averages,
C: SESW 'Non academic' Staff (known at UoD as Professional Services (PS) staff), 5-year averages

13

SESW had 1,761 students (80%F:20%M) (July 2017). There was little change in the %F over the reporting period (range 0-2%) (**Figure 2.3, Table 2.3**). All student 5-year average (79%F:21%M) was within 2% of comparators (77%F:24%M) (**Figure 2.4**).

We disaggregate these figures in Section 4.1 by level (Undergraduate (UG), Postgraduate Taught (PGT) and Postgraduate Research (PGR)), mode of study (full-time, part-time and distance learning) and by discipline (Community, Learning and Development (CLD), Education, and Social Work). We introduce actions to address the gender imbalances.
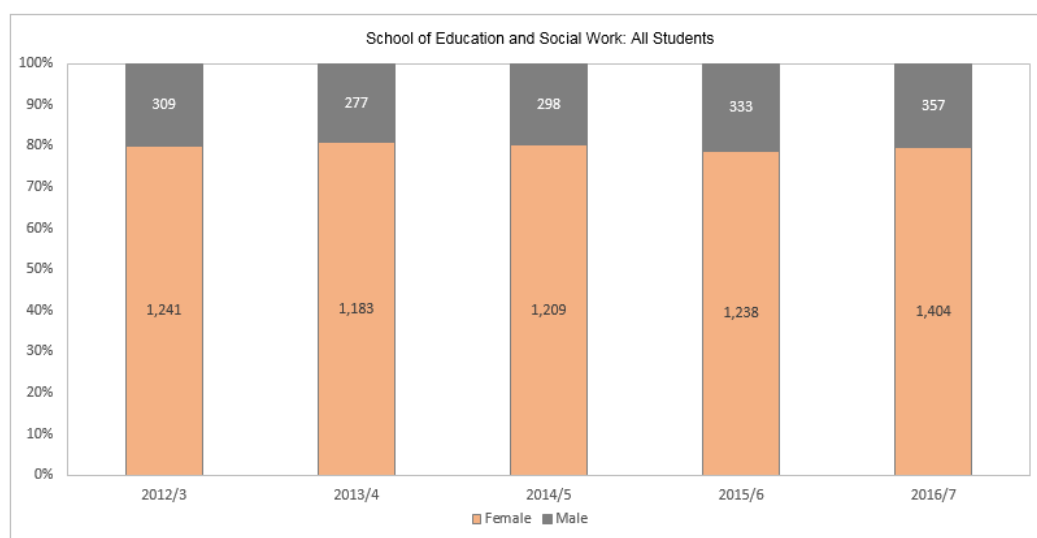

Figure 2.3 SESW All Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	1,241	80%	1,183	81%	1,209	80%	1,238	79%	1,404	80%
Male	309	20%	277	19%	298	20%	333	21%	357	20%
Total	1,550	100%	1,460	100%	1,507	100%	1,571	100%	1,761	100%

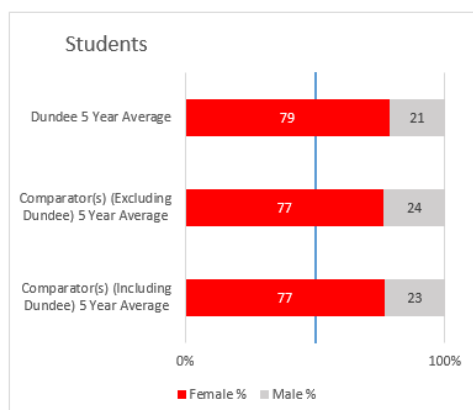**Table 2.3 SESW All Students**

Figure 2.4 Comparator data, SESW All Students, 5-year averages

Prior to 2015 the University of Dundee (UoD) was organised around a College structure. SESW was in the College of Arts and Social Sciences (**Figure 2.5**). Post-2015 the UoD adopted a School structure with 4 AHSSBL (SESW, Art and Design, Humanities, and Social Sciences) and 5 STEMM Schools (Life Sciences, Dentistry, Nursing and Health Sciences, Medicine, and Science and Engineering) (**Figure 2.6**).
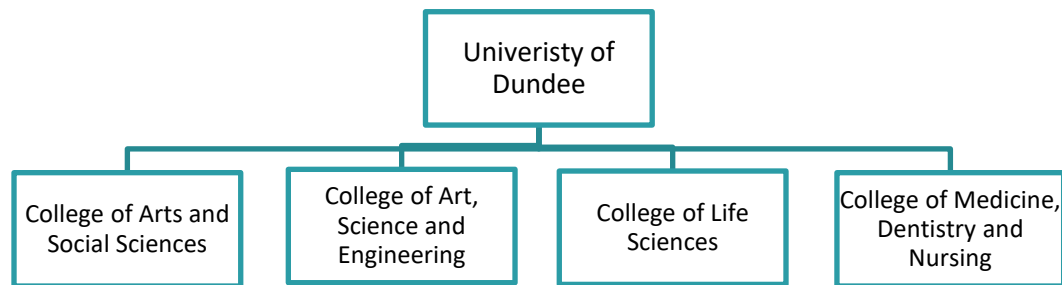

Figure 2.5 University of Dundee Pre-2015 College Structure
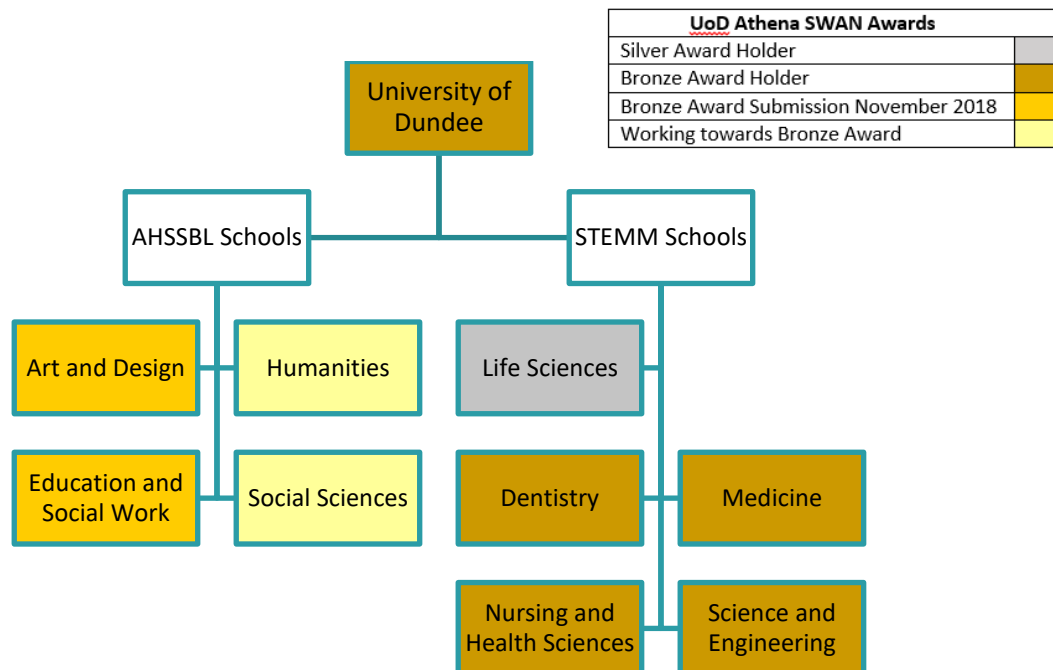

Figure 2.6 University of Dundee Post-2015 Academic Schools Structure and Athena SWAN Award Status

SESW is proud to be a multi-disciplinary professional School. We offer a range of professionally accredited programmes at UG including, Teacher Education, Social Work, Community Learning and Development (CLD), Childhood Practice, Educational Psychology and Teaching Qualification in Further Education (TQFE). These professions have only required a degree for qualification in recent history and not all offer an

honours qualification. We provide PGT qualifying/post-qualifying programmes and doctoral programmes.

In 2017 the UoD was awarded TEF Gold. Programmes in SESW are consistently ranked highly across league tables. In the 2017 National Student Survey (NSS) Childhood Practice was 1st in the UK and Education 7th. The Guardian University Guide 2018 ranked Social Work 4th in the UK. These rankings speak to the strengths of SESW and the value staff place on learning and teaching.

SESW occupies a central location in the Old Medical School, in the heart of the UoD campus (**Figure 2.7**).
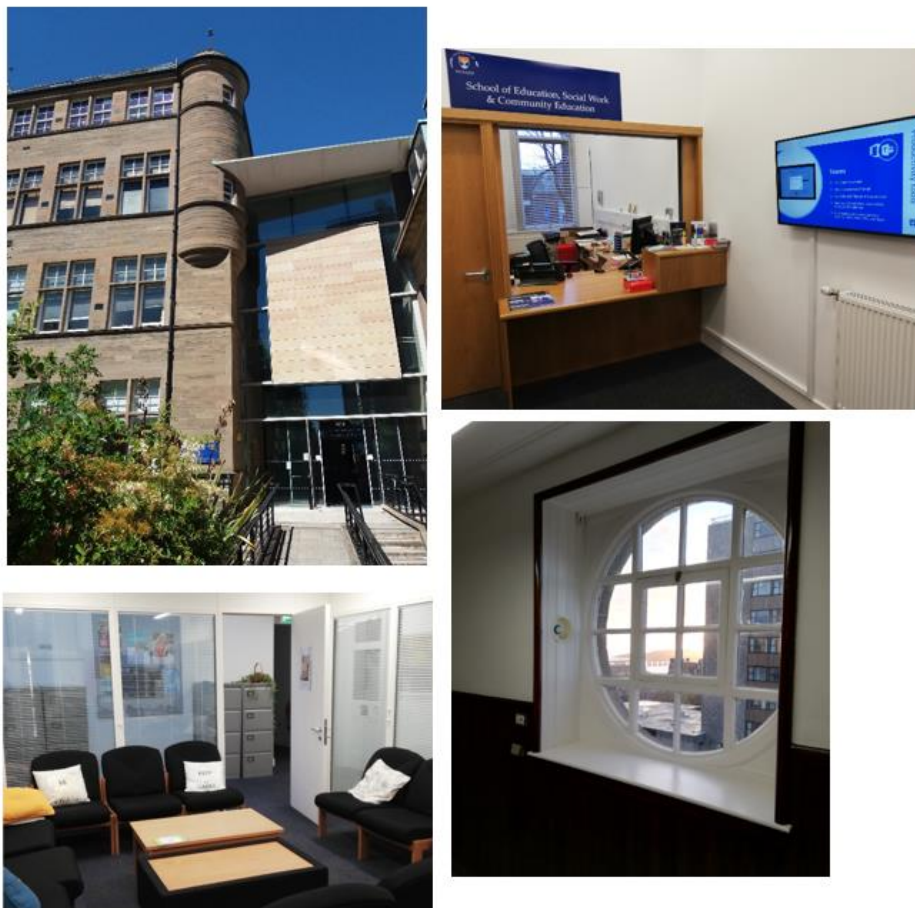

Figure 2.7 School of Education and Social Work, Old Medical School Building, University of Dundee

Our Dean, Professor Tim Kelly is committed to addressing the gender disparities within SESW and removing gender-based barriers to career progression. Equality, Diversity and Inclusion (ED&I) and Athena SWAN (AS) became embedded in the culture (**see**

Section 5.6(i)) and the work of SESW over recent years. SESW now has two academic ED&I Co-ordinators (one for students and one for staff) (0.1 FTE), and an AS lead (0.1 FTE, 0.2FTE in the submission year) who chairs the SESW AS Self-Assessment Team (SAT). SAT members use their 'Valuing People' time (0.1 FTE) in their workload allocation.

AS is now integrated into SESW management and reporting structures (**Figure 2.8**) demonstrating SESW's commitment to AS principles. AS is a standing item on School Board facilitating for the reporting and development of AS work across SESW. Self-Assessment Team (SAT) members are AS Champions and are present on all committees, including three SAT members in the Senior Executive Group (SEG) (**Figure 2.8**).
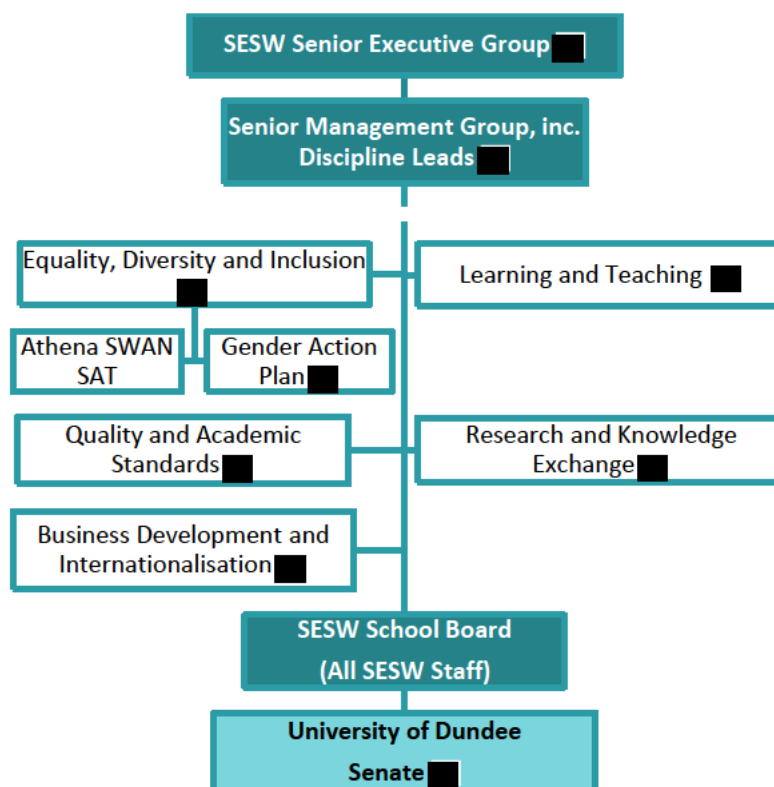
Figure 2.8 SESW Management and Reporting Structures. Numbers in brackets indicate SAT members on the listed SESW committees (October 2018), all staff are members of the SESW Board. For a gender breakdown of all committees, see Figure 5.6.8 and Table 5.6.1 in Section 5.6(iii).

Data from the SESW Staff Survey (SS) (2018) confirmed high levels of awareness of AS activity in SESW (**Figure 3.2**). Through our AP we will work to maintain and enhance levels of awareness and engagement with AS work.

Section 2: 702 words

3. THE SELF-ASSESSMENT PROCESS

(i) a description of the self-assessment team

We had 16 (██/81%F██/19%M) SAT members representing A&R and PS staff from a range of disciplines, grades, roles and work-life balance experience, and our School President (█ student) (**Table 3.1**). SAT included the Dean and School Manager (SM), which ensured commitment and engagement with AS at senior management level. The UoD ED&I Officer (██) and SESW HR Officer (██) provided an advisor role.

There was a SAT member on all SESW committees (**Figure 2.8**). All SAT members are AS Champions and provided invaluable links to and from their respective disciplines/roles inputting to the AS process within their areas of expertise, and promoting and enacting AS principles across SESW.

The SAT is chaired by the SESW AS lead. In line with all SESW committees, an annual open call to join the SAT was made to all SESW staff.

	Title, Name, Gender	Role in SESW (A&R or PS)	Skills/Expertise brought to SAT	FT / PT	Work-Life Balance
████	Grainne Barr ██	School Manager (PS)	Oversight of SESW activity, development of Action Plan, Aurora Alumna	FT	████
	Dr Michael Bartle ██	Lecturer in Education (A&R)	Programme Director TQFE, Admissions lead	FT	██
	Susan Buckman ██	Lecturer in Education (A&R)	Business development, internationalisation and marketing	FT	████

		Name	Role	Responsibilities	FT/PT	
████	████	Dr Fiona Kumari Campbell ■	Senior Lecturer Social Work (A&R)	ED&I Co-ordinator (staff), Chair UoD Disability Staff Network	FT	████
		Lauren Duncan ■	School President (UG Education Student)	Student perspectives	FT	██
		Peter Ferguson ■	Lecturer Education (A&R)	Early Career Lecturer, currently on probation	FT	████
		Kristi Herd ■	Academic Related Co-ordinator (PS)	Public Engagement Champion	FT	████
		Dr Ann Hodson ■	Lecturer Social Work (A&R)	Social Work Practice Placement lead	PT	████
		Prof. Tim Kelly ■	Professor of Social Work & Dean (A&R)	Oversight of School activity, development of Action Plan, Co-Chair UoD LGBT+ Staff Network	FT	████
		Mary Knight ■	Senior Lecturer Education (A&R)	Associate Dean L&T Aurora Alumna	FT	████

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		Dr Susan Levy ▮	Senior Lecturer Social Work (A&R)	SESW AS Lead, SAT Chair, lead author Social Work Admissions lead	FT	
		Jean McEwen-Short ▮	Lecturer CLD (A&R)	Programme Director CLD	FT	
		Paola Sangster ▮	Senior Lecturer Education/ Music (A&R)	Programme Director PGDE, GAP, Aurora Alumna	FT	
		Lorraine Syme-Smith ▮	Lecturer Education (A&R)	ED&I Coordinator (students), GAP Lead	FT	▬
		Dr Ann Swinney ▮	Senior Lecturer CLD (A&R)	President Dundee University and College Union	FT	
		Patricia Thomson ▮	Lecturer Education (A&R)	Yr 1 Convenor MA (Hons) Education, Level 8 Convenor BA Childhood Practice	FT	▬
Left UoD: 2018						
		Dr Jane Illes ▮	UoD AS Coordinator (A&R)	Advising, AP development aligned to UoD AS strategy.	FT	

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	David Law ■	Tutor (A&R)	Social worker, lawyer	PT	■■

Table 3.1 SESW Self Assessment Team (SAT)

(ii)   an account of the self-assessment process

Work towards the SESW AS application started in 2015/16 under the auspices of the SESW Equality, Diversity and Inclusion (ED&I) committee. During 2016/17 UoD clarified its ED&I committee structure and SESW quickly aligned itself with this, revitalising the ED&I committee by appointing two ED&I Coordinators and an AS lead in April 2017. Under the AS lead the SAT was formed as a working group of the ED&I Committee.

Since April 2017 the SAT had regular meetings (every 6 weeks). In the 3 months leading up to submission (November 2018), additional meetings were held. Since January 2018 monthly meetings between the AS lead, Dean and School Manager progressed the application and problem solved.

Internally, SAT reported to the SESW ED&I Committee (every 6 weeks), School Board (every 6 weeks) and SEG meetings (monthly). Externally, SAT reported to UoD institution-level AS via the AS Executive Group (UoD ASEG) and AS Steering Group (UoD ASSG) through minutes and SESW AS lead membership. ASSG (chaired by UoD Vice-Principal (Provost)/AS Institutional Champion) minutes are reported back to SESW via School Board and SAT. ASEG is an operational group of UoD AS leads which meets every 8-10 weeks to facilitate communication, troubleshoot, share and develop best practice.

This application was developed collaboratively by SAT members. Active participation of SAT in meetings facilitated for the breadth of knowledge from across SESW to be shared and integrated into the application through an iterative process. A mix of face-to-face and remote working, using a secure online document management system enabled all SAT members to have constant access to AS documentation and developments for collaborative writing. The Dean and School Manager were involved at all stages of the self-assessment, ensuring a direct link between the SAT and SEG. SEG were proactive in the development of the Action Plan (AP), ensuring that actions would be embedded in SESW strategy and be deliverable.

We consulted widely across SESW on the application draft, including an AS workshop at an All School Away Day (March, 2018) (**Figure 3.1**). Following a presentation on the SESW AS application, an AS workshop focused on an early draft of our AP, and provided an opportunity for staff to discuss and comment (**Figure 3.1**).

Figure 3.1 Consultation of SESW Action Plan, A: SESW Staff Away Day, March 2018. B: Action Plan Displayed in a Well-used Meeting Room for Staff to Review and Provide Feedback, March 2018

Feedback from the AS workshop contributed to a more focused and achievable AP. Staff valued the opportunity to discuss the AP and asked for additional opportunities to provide input. In response, the AP was displayed prominently in the SESW for a further 10 days (**Figure 3.1**). Staff provided feedback using post-it notes on the AP and email. This form of consultation is being shared with other UoD AS leads, as an example of good practice.

Following the AS workshop, PS staff provided extensive joint feedback, with a request for greater flexi-working. This has already been addressed and new flexi-time arrangements are being piloted (10/18-03/19) (**see Section 5.5(i)**) (**Action 5.5.4**).

Our thanks to the staff who have provided most of our data: ▮▮▮▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ UoD ED&I Officer, for analysis of the SESW SS (2018) data and continued support and advice. Our thanks also go to our

reviewers, who provided constructive and helpful feedback; our internal reviewer
███████████ (School of Social Sciences), external reviewer, ███████████
University of St Andrews and proof-reader ███████████ (retired).

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

The SAT will continue to function as a sub-group of the SESW ED&I Committee and
work closely with the Gender Action Plan (GAP) team. SAT meetings will continue on a 6
week schedule. In line with SESW practice they will be timetabled annually (in advance)
between the hours of 10:00 and 16:00, on a day agreed by SAT (**Action 5.6.6**).
Membership will be reviewed annually:

2018-2022 Actions	
3.1	Review SAT membership annually to ensure turnover, gender balance and diversity of membership.

All SAT members will **complete Unconscious Bias training (Action 5.3.2)**.

The SAT will **report to SEG and School Board on progress of the SESW AS AP. The annual
AS Report currently feeds into UoD reporting structures through the AS Executive
Group (ASEG) and AS Steering Group (ASSG). We wish to:**

2018-2022 Actions	
3.2	Enhance current AS reporting practices to SESW governance framework.

Awareness of AS work in SESW was very high (85%F:100%M) (**Figure 3.2**). We wish to
build on this through enhancing the communication of AS developments within SESW
(**Action 3.3**) to support our evolving School culture; and for SAT to strengthen
connections with external AS Networks (**Action 3.4**).

2018-2022 Actions	
3.3	Maintain high levels of awareness of AS work through development of a Summary Report of the SESW AS Bronze Award application.
3.4	Increase SAT involvement in wider AS activities.

"Prior to receiving this survey, I was aware that my School is involved with Athena SWAN"

SESW
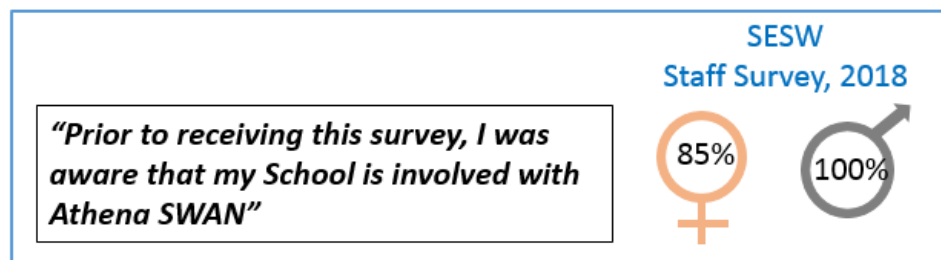Staff Survey, 2018

85%   100%

Figure 3.2 School of Education and Social Work Staff Survey Responses, 2018

The SAT will support SESW to enact and monitor our 2018-22 AP. As actions translate into sustainable change we will begin to prepare our AS Silver Award application.

Section 3: 860 words

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

(i) Numbers of men and women on access or foundation courses

n/a

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

<div style="background-color:teal; color:white; text-align:center; font-weight:bold;">See Data Notes: 3, 4</div>

ALL UNDERGRADUATES (UG)

Over the last 5 years, SESW had 4,370 UG students (**Figure 4.1.1, Table 4.1.1**); the 5-year average (84%F:16%M) was 5% higher than comparators (79%F:21%M) (**Figure 4.1.2**).

By discipline, %F Education UG remained unchanged from the beginning to end of reporting period (88%F:12%M); Social Work achieved a slight reduction (88%F:12%M to 85%F:15%M); Community Learning and Development (CLD) saw an increase of 14%F (69%F:31%M to 83%F:17%M) (**Figures 4.1.4 - 4.1.6, Tables 4.1.3 - 4.1.5**) (**Action 4.1.1**).

The Scottish Funding Council (SFC) has identified five disciplines with severe gender imbalance (defined as more than 75% of one gender) including Education (>75%F). SFC's ambition for 2030 is for no discipline to have more than 75% of any gender. All three SESW disciplines had disproportionally high numbers of females (>75%). The SESW Gender Action Plan (GAP) committee, initially established to address the student gender imbalance in Education, was broadened to address gender disparities across all our disciplines. Six SAT members (including the AS lead) are on the GAP committee, ensuring constructive and action focused dialogue. Actions have already been introduced to address the gender imbalance of undergraduates (**Figure 4.1.3, Table 4.1.2**). We will build on these through our outreach (**see Section 5.6(viii)**) (**Actions 5.6.10, 5.6.11**) and marketing:

4.1.1 Increase male applicants to SESW programmes through continued marketing and outreach activities promoting SESW professions as open to all, irrespective of gender.
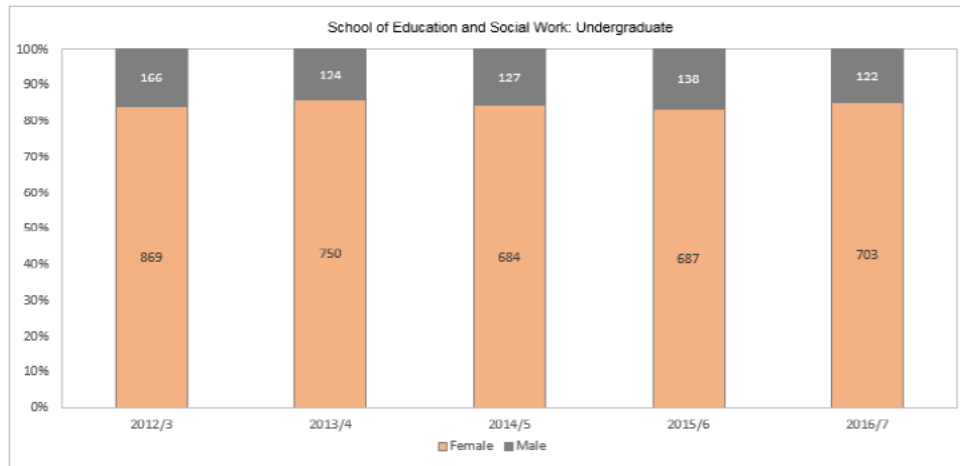

Figure 4.1.1 All Undergraduate SESW Students, 5 Years

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	869	84%	750	86%	684	84%	687	83%	703	85%
Male	166	16%	124	14%	127	16%	138	17%	122	15%
Total	1,035	100%	874	100%	811	100%	825	100%	825	100%

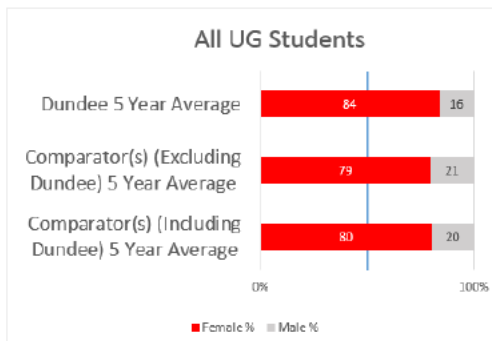**Table 4.1.1 All Undergraduate SESW Students, 5 Years**

Figure 4.1.2 Comparator Data: All SESW Undergraduate Students, by Gender, 5 Year Averages

SESW Actions Introduced to Increase Gender Balance of Undergraduates	
Male involvement in promotional events/open days.	
Guidance teachers invited to presentations: promoting gender balance in SESW professions.	
Outreach in local schools to influence perceptions of gender in SESW professions.	
CLD discussions with Skills Development Scotland and local FE Heads: promoting gender balance in CLD.	
Education recruitment interviews: males not on their own in group interviews.	

Table 4.1.2 Actions Introduced to Increase Gender Balance of SESW Undergraduates

Figure 4.1.3 Social Work Undergraduate Open Day, April 2018

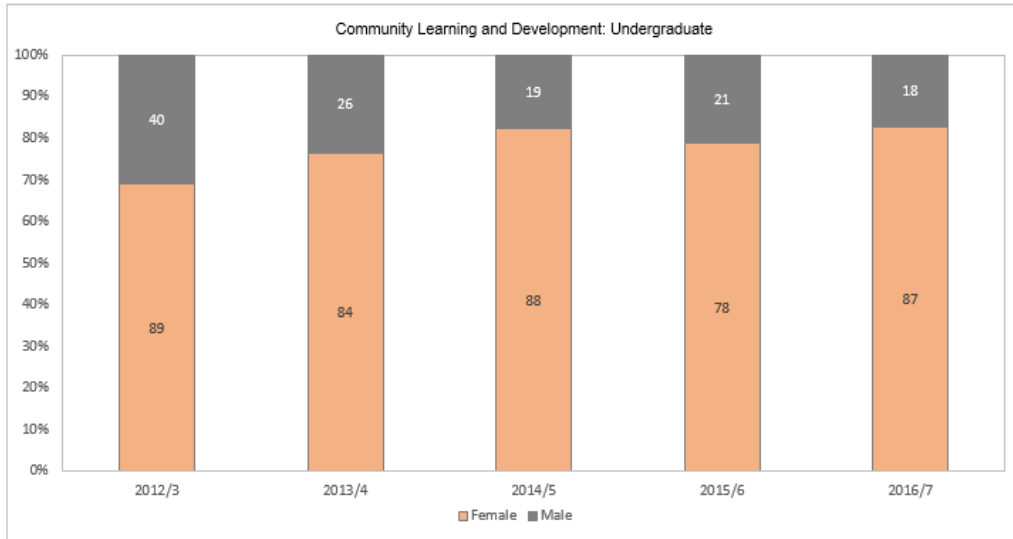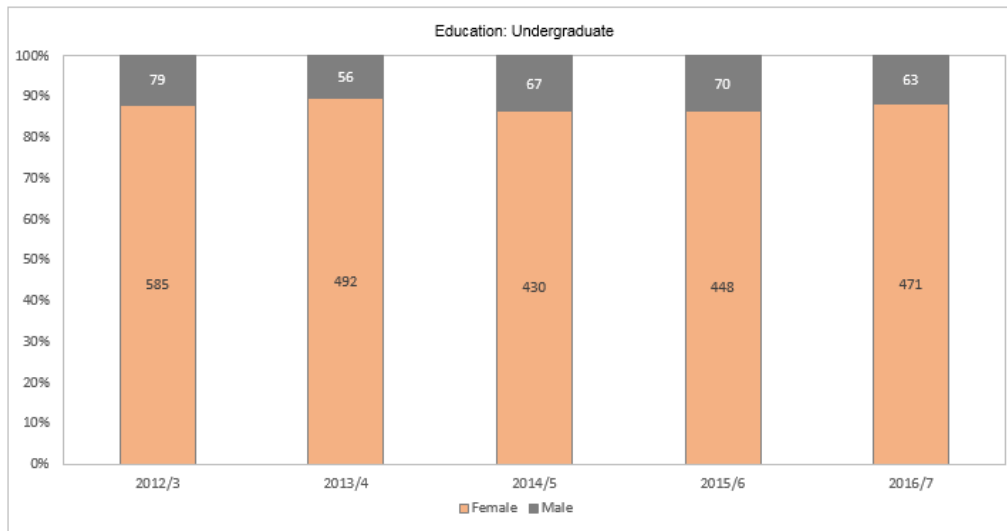**Figure 4.1.4 All UG CLD Students**
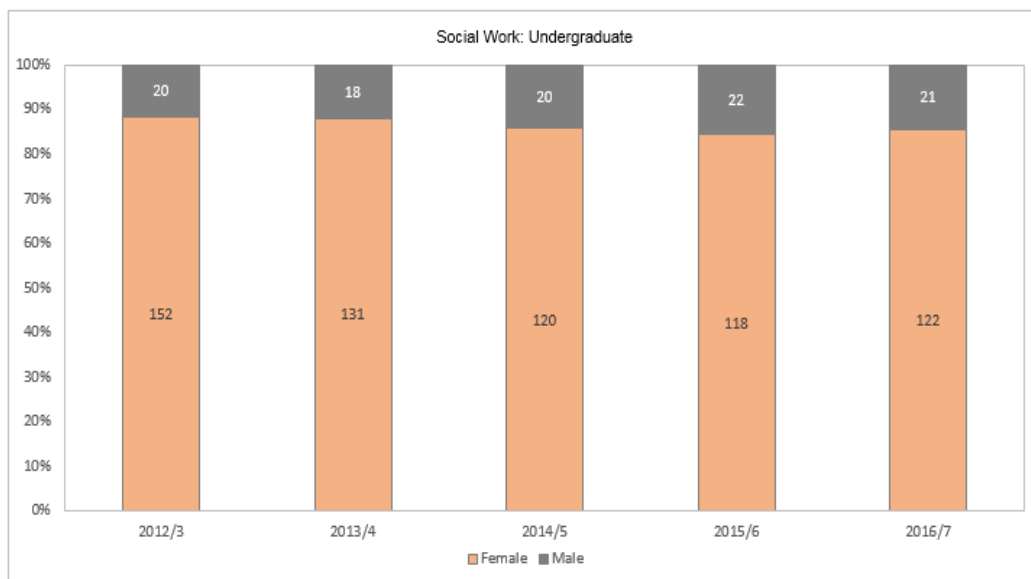

Figure 4.1.5 All UG Education Students

Figure 4.1.6 All UG Social Work Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	89	69%	84	76%	88	82%	78	79%	87	83%
Male	40	31%	26	24%	19	18%	21	21%	18	17%
Total	129	100%	110	100%	107	100%	99	100%	105	100%

Table 4.1.3 All Undergraduate CLD Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	585	88%	492	90%	430	87%	448	86%	471	88%
Male	79	12%	56	10%	67	13%	70	14%	63	12%
Total	664	100%	548	100%	497	100%	518	100%	534	100%

Table 4.1.4 All Undergraduate Education Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	152	88%	131	88%	120	86%	118	84%	122	85%
Male	20	12%	18	12%	20	14%	22	16%	21	15%
Total	172	100%	149	100%	140	100%	140	100%	143	100%

Table 4.1.5 All Undergraduate Social Work Students

UG: FULL-TIME

61% of UG were full-time. Gender imbalance was highest amongst full-time students, peaking at 88%F:12%M (2016/17) (**Figure 4.1.7, Table 4.1.6**). 5-year average (86%F:14%M) was within 3% of our comparators (89%F:11%M) (**Figure 4.1.8**), but still too high (**Action 4.1.1**).

In Social Work, the %F declined over the reporting period 90%F (2012/13) to 85%F (2016/17). The %F increased in CLD, 72%F to 83%F and Education, 87%F to 91%F (**Figure 4.1.9 - 11, Table 4.1.7 - 9**). Our Action Plan (AP) will address the under-representation of males (**See 5.6(viii)**) (**Actions 4.1.1, 5.6.10, 5.6.11**).
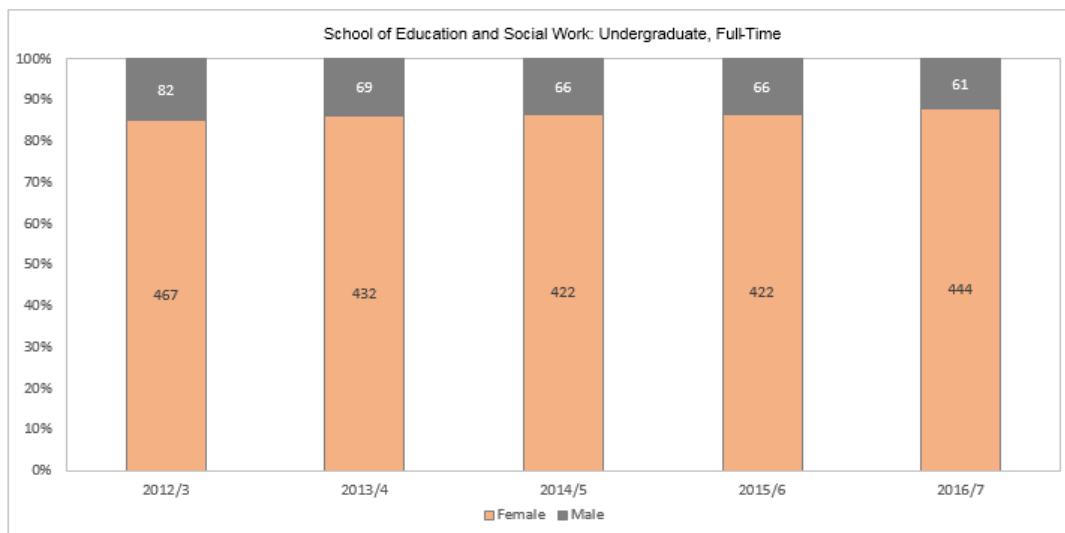
Figure 4.1.7 All Undergraduate Full-time Students, by Gender

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	467	85%	432	86%	422	86%	422	86%	444	88%
Male	82	15%	69	14%	66	14%	66	14%	61	12%
Total	549	100%	501	100%	488	100%	488	100%	505	100%

Table 4.1.6 All Undergraduate Full-time Students, by Gender

Figure 4.1.8 Comparator Data: All Undergraduate Full-Time Students, by Gender, 5 Year Averages

Figure 4.1.9 All Undergraduate Full-time CLD Students

Figure 4.1.10 All Undergraduate Full-time Education Students

Figure 4.1.11 All Undergraduate Full-time Social Work Students

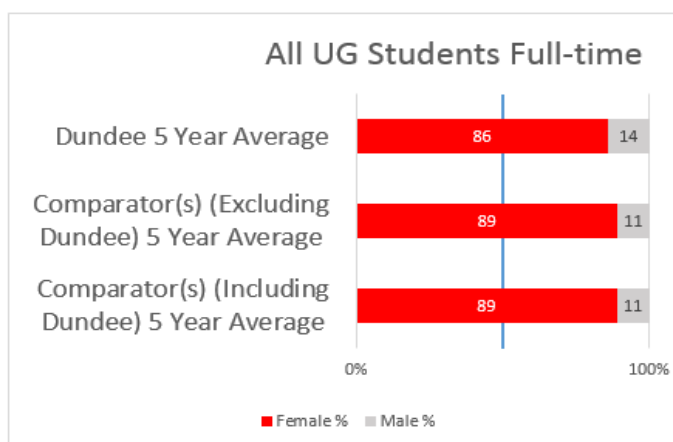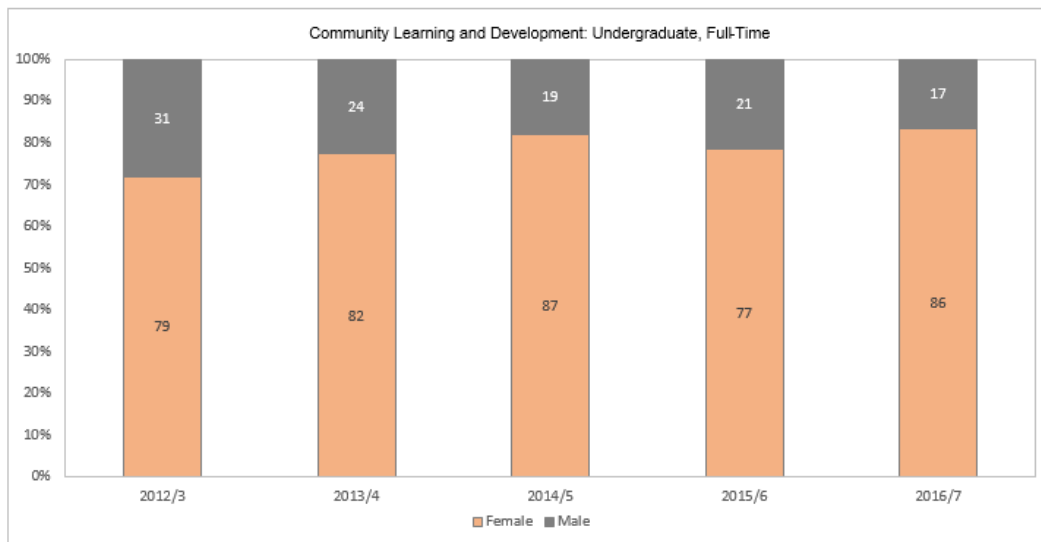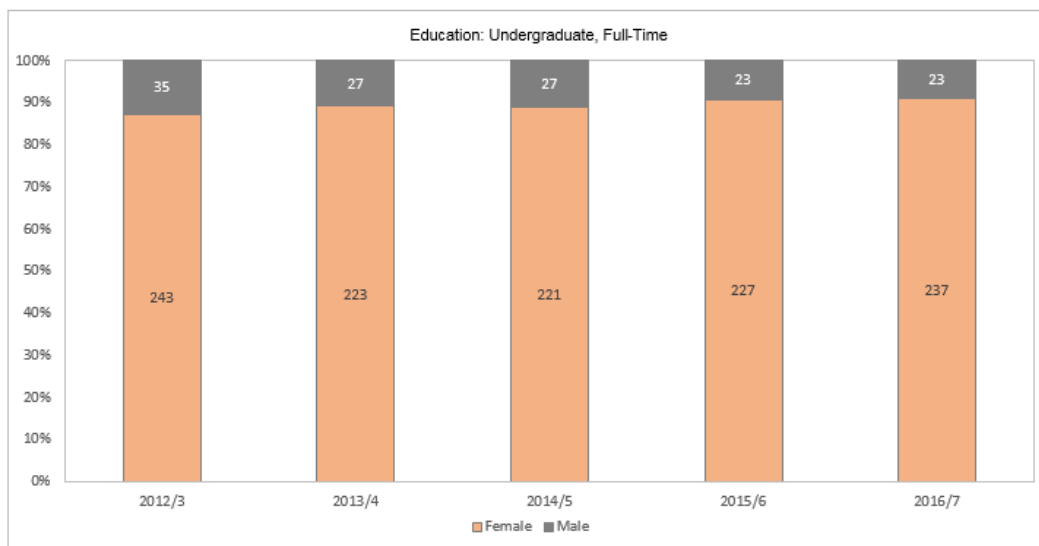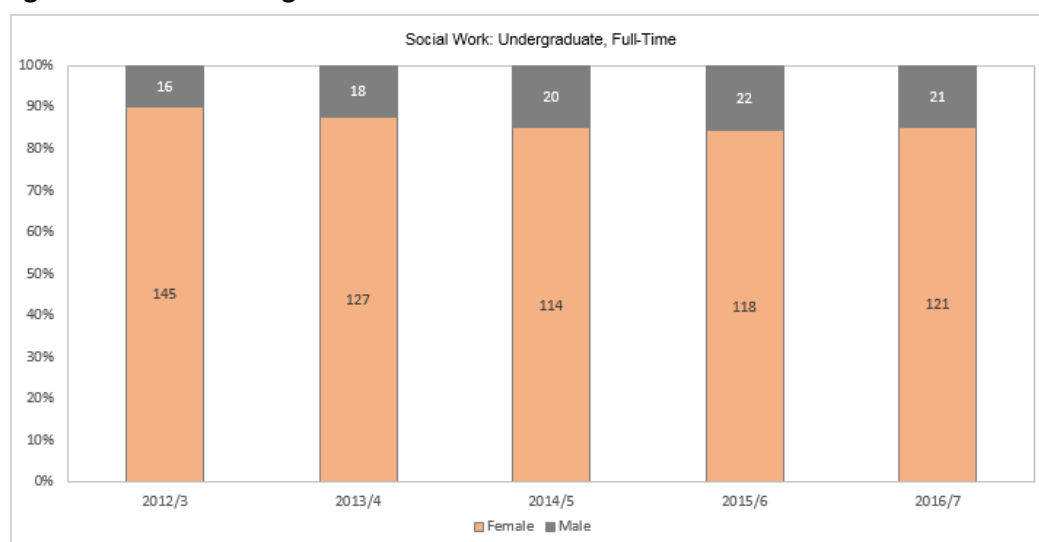|	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	79	72%	82	77%	87	82%	77	79%	86	83%
Male	31	28%	24	23%	19	18%	21	21%	17	17%
Total	110	100%	106	100%	106	100%	98	100%	103	100%

Table 4.1.7 All Undergraduate Full-time CLD Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	243	87%	223	89%	221	89%	227	91%	237	91%
Male	35	13%	27	11%	27	11%	23	9%	23	9%
Total	278	100%	250	100%	248	100%	250	100%	260	100%

Table 4.1.8 All Undergraduate Full-time Education Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	145	90%	127	88%	114	85%	118	84%	121	85%
Male	16	10%	18	12%	20	15%	22	16%	21	15%
Total	161	100%	145	100%	134	100%	140	100%	142	100%

Table 4.1.9 All Undergraduate Full-time Social Work Students

UG: PART-TIME

SESW did not recruit to part-time campus-based UG routes, only distance-learning (**see below**). Part-time figures relate to students re-taking module(s) and/or placement(s). In exceptional circumstances students moved to part-time after requesting time away for personal reasons (e.g., bereavement). We supported student retention and prevented withdrawals through offering part-time study.

There was a higher %M part-time (2012/13: 44%M to 2016/17: 25%M) (data not presented) compared to full-time males (2012/13: 16%M to 2016/17: 15%M) (**Figure 4.1.7, Table 4.1.6**), suggesting that males were more likely to be 'failing' and may require further support to progress their full-time studies (**see 4.1(iii)**).

UG: DISTANCE-LEARNING

In 2016/17 we had 346 undergraduate distance-learning students (83%F:17%M). (Distance-learning data are not presented). Distance-learning students studied part-time on one of four programmes:

- BA Professional Development (BAPD)
- Education:
  - Teaching Qualification in Further Education (TQFE)
  - BA Childhood Practice
  - BA Childhood Studies.

Two programmes had gender balance below the SFC 75%:25%, BAPD (range 53%F:47%M to 69%F:31%M) and TQFE (range 51%F:49%F and 64%F:36%M). This reflected the gender balance in the diversity of students' professions/disciplines. For example, TQFE students were from the FE sector with a gender balance (53%F:47%M in 2014/15 and 2015/16) aligned with our students.

In contrast, Childhood Practice/Studies had very poor gender balance (range 89%F: 11%M to 100%F:0%M). We have worked with the Scottish Government on promotional materials to encourage more males into early childcare and will continue to encourage more males onto these programmes through our outreach work in local schools (**See 5.6(viii)**) (**Actions 5.6.10, 5.6.11**) to challenge and change gendered perceptions of career opportunities through 'influencing the influencers' of the future (**Action 4.1.1**).

UG: APPLICANT JOURNEY

Applicants were overwhelmingly female (ranging from 85 to 88%). Females were slightly likely to receive an offer (range 1-4%). There were no obvious gender based trends at any subsequent stage of the applicant journey, suggesting that our processes were fair (**Figure 4.1.12, Table 4.1.10**) (**Action 4.1.2**).

By discipline, Applications to Matriculations showed little variation. In Education and Social Work (range 0-5% and 0-2% respectively), both disciplines included one year with higher %M. In CLD, 3 of 5 years female applicants were more likely to matriculate (range 7-28%) (**Figure 4.1.13-15, Table 4.1.11-13**). As a precaution we will monitor the recruitment processes to ensure no gender is disadvantaged:

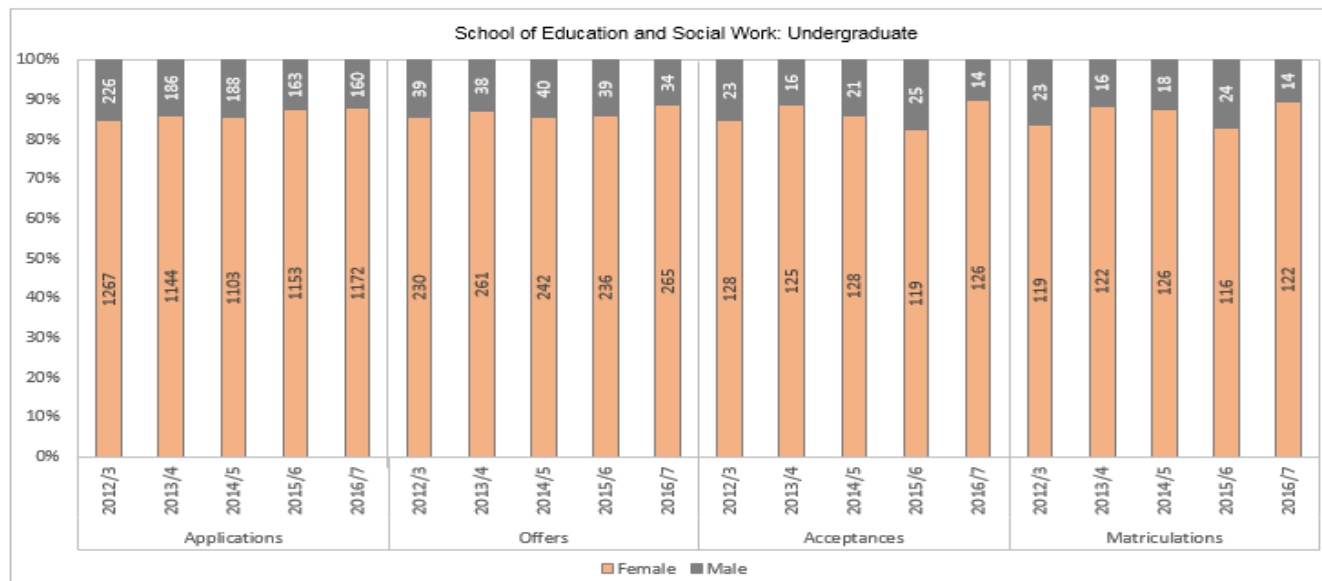| 2018-2022 Actions	
4.1.2	Ensure admissions processes are fair and there is no gender bias at any stage of the process for any programme or level.
5.3.2	Increase availability and uptake of Unconscious Bias training and engagement with Implicit Association Test.

Figure 4.1.12 All Undergraduate Applicant Journey: Offers, Acceptances and Matriculations by Gender

| | 2012/3 | | | | 2013/4 | | | | 2014/5 | | | | 2015/6 | | | | 2016/7 | | | |
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	1,267	85%	226	15%	1,144	86%	186	14%	1,103	85%	188	15%	1,153	88%	163	12%	1,172	88%	160	12%
Offers	230	86%	39	14%	261	87%	38	13%	242	86%	40	14%	236	86%	39	14%	265	89%	34	11%
Acceptances	128	85%	23	15%	125	89%	16	11%	128	86%	21	14%	119	83%	25	17%	126	90%	14	10%
Matriculations	119	84%	23	16%	122	88%	16	12%	126	88%	18	13%	116	83%	24	17%	122	90%	14	10%
Applications > Offers	18%		17%		23%		20%		22%		21%		20%		24%		23%		21%	
Offers > Acceptances	56%		59%		48%		42%		53%		53%		50%		64%		48%		41%	
Acceptances > Matric	93%		100%		98%		100%		98%		86%		97%		96%		97%		100%	

Table 4.1.10 All Undergraduate Applicant Journey: Offers, Acceptances and Matriculations by Gender
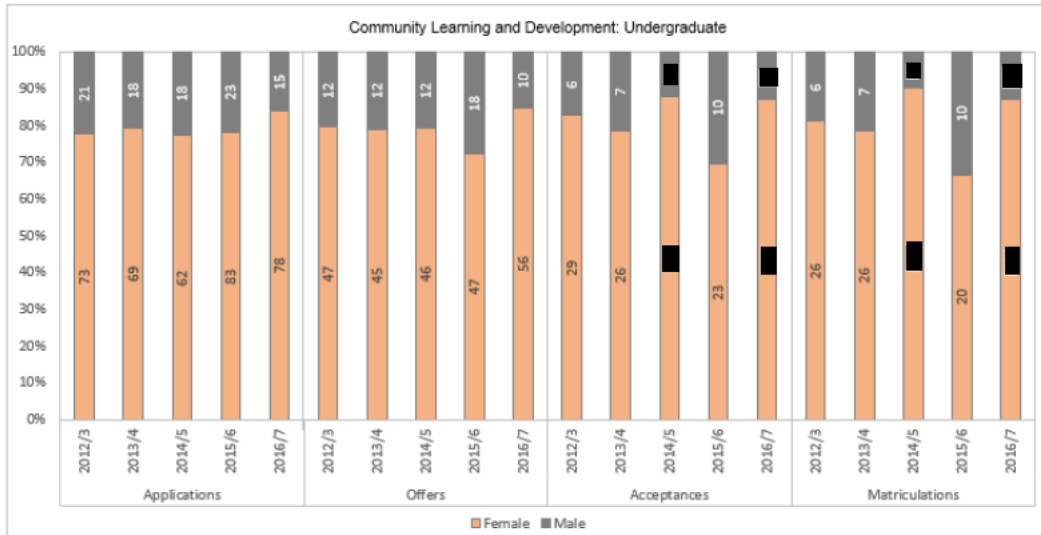
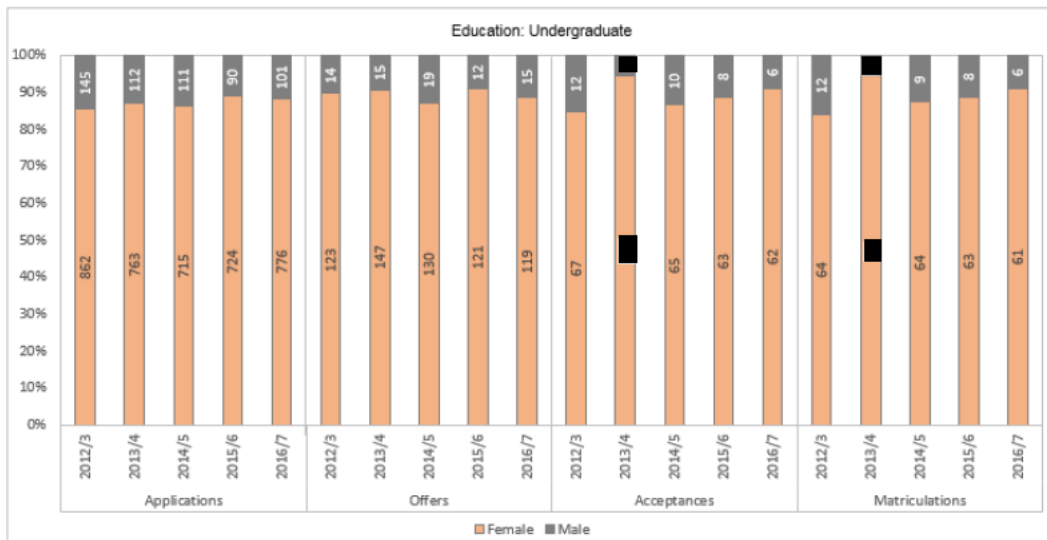34

Figure 4.1.13 CLD Undergraduate Applicant Journey by Gender

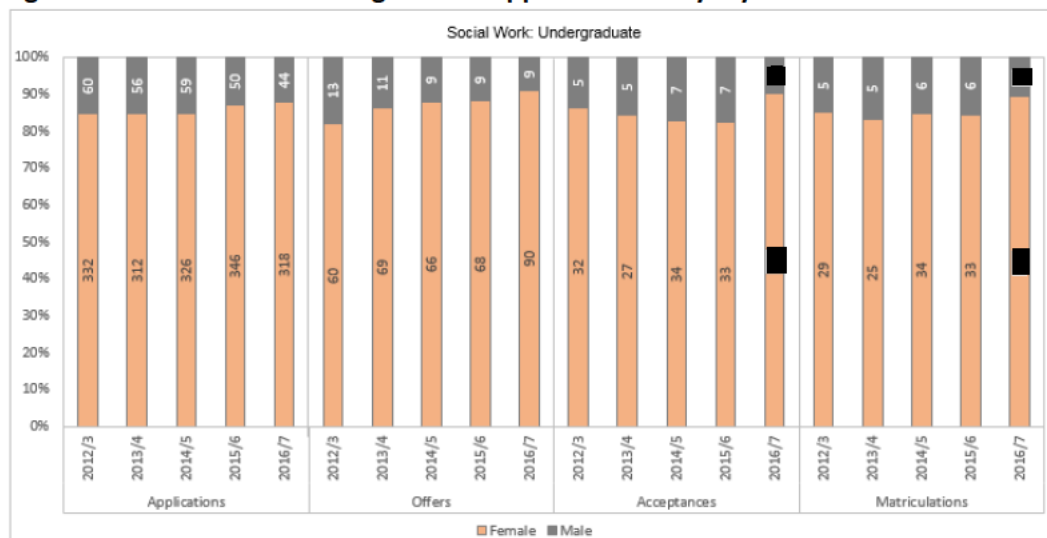**Figure 4.1.14 Education Undergraduate Applicant Journey: by Gender**

Figure 4.1.15 Social Work Undergraduate Applicant Journey: by Gender

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	73	78%	21	22%	69	79%	18	21%	62	76%	18	23%	83	78%	23	22%	78	84%	15	16%
Offers	47	80%	12	20%	45	79%	12	21%	46	79%	12	21%	47	72%	18	28%	56	85%	10	15%
Acceptances	29	83%	6	17%	26	79%	7	21%	[redacted]	88%	[redacted]	12%	23	70%	10	30%	[redacted]	87%	[redacted]	13%
Matriculations	26	81%	6	19%	26	79%	7	21%	[redacted]	90%	[redacted]	10%	20	67%	10	33%	[redacted]	87%	[redacted]	13%
Applications > Offers	64%		57%		65%		67%		74%		67%		57%		78%		72%		67%	
Offers > Acceptances	62%		50%		58%		58%		63%		33%		49%		56%		48%		40%	
Acceptances > Matriculations	90%		100%		100%		100%		97%		75%		87%		100%		100%		100%	
Applications > Matriculations	36%		29%		38%		39%		45%		17%		24%		43%		35%		27%	
Offers > Matriculations	55%		50%		58%		58%		61%		25%		43%		56%		48%		40%	

Table 4.1.11 CLD Undergraduate Applicant Journey: Offers, Acceptances and Matriculations by Gender

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	862	86%	145	14%	763	87%	112	13%	715	87%	111	13%	724	89%	90	11%	776	88%	101	12%
Offers	123	90%	14	10%	147	91%	15	9%	130	87%	19	13%	121	91%	12	9%	119	89%	15	11%
Acceptances	67	85%	12	15%	[redacted]	95%	[redacted]	5%	65	87%	10	13%	63	89%	8	11%	62	91%	6	9%
Matriculations	64	84%	12	16%	[redacted]	95%	[redacted]	5%	64	88%	9	12%	63	89%	8	11%	61	91%	6	9%
Applications > Offers	14%		10%		19%		13%		18%		17%		17%		13%		15%		15%	
Offers > Acceptances	54%		86%		49%		27%		50%		53%		52%		67%		52%		40%	
Acceptances > Matriculations	96%		100%		99%		100%		98%		90%		100%		100%		98%		100%	
Applications > Matriculations	7%		8%		9%		4%		9%		8%		9%		9%		8%		6%	
Offers > Matriculations	52%		86%		48%		27%		49%		47%		52%		67%		51%		40%	

Table 4.1.12 Education Undergraduate Applicant Journey: Offers, Acceptances and Matriculations by Gender

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	332	85%	60	15%	312	85%	56	15%	326	85%	59	15%	346	87%	50	13%	318	88%	44	12%
Offers	60	82%	13	18%	69	86%	11	14%	66	88%	9	12%	68	88%	9	12%	90	91%	9	9%
Acceptances	32	86%	5	14%	27	84%	5	16%	34	83%	7	17%	33	83%	7	18%	[redacted]	90%	[redacted]	10%
Matriculations	29	85%	5	15%	25	83%	5	17%	34	85%	6	15%	33	85%	6	15%	[redacted]	89%	[redacted]	11%
Applications > Offers	18%		22%		22%		20%		20%		15%		20%		18%		28%		20%	
Offers > Acceptances	53%		38%		39%		45%		52%		78%		49%		78%		41%		44%	
Acceptances > Matriculations	91%		100%		93%		100%		100%		86%		100%		86%		92%		100%	
Applications > Matriculations	9%		8%		8%		9%		10%		10%		10%		12%		11%		9%	
Offers > Matriculations	48%		38%		36%		45%		52%		67%		49%		67%		38%		44%	

Table 4.1.13 Social Work Undergraduate Applicant Journey: Offers, Acceptances and Matriculations by Gender

UG: ATTAINMENT

There were no clear gender trends in UG student attainment in the All or Discipline data. In 3 of the 5 reporting years, females were more likely than males to receive a 1st or 2.1 Honours degree (range 1-10%) (**Figure 4.1.16, Table 4.1.14**).

SESW professional qualifying programmes include academic and practice assessments. The SAT, building on the PGDE programme Sangster's work on male attainment at PGT level (see **4.1(iii)**) are working with UG and PGT Programme Directors to explore student attainment (academic and practice) by gender:

2018-2022 Actions	
4.1.3	Ensure there is no gender imbalance in attainment in academic or practice based assessments.
4.1.4	Explore the role of gender on students' experiences through annual student survey.

We only report on UG full-time data as we do not recruit to part-time programmes and distance-learning students attain an Ordinary degree or Certificate in Higher Education, therefore no degree classification.
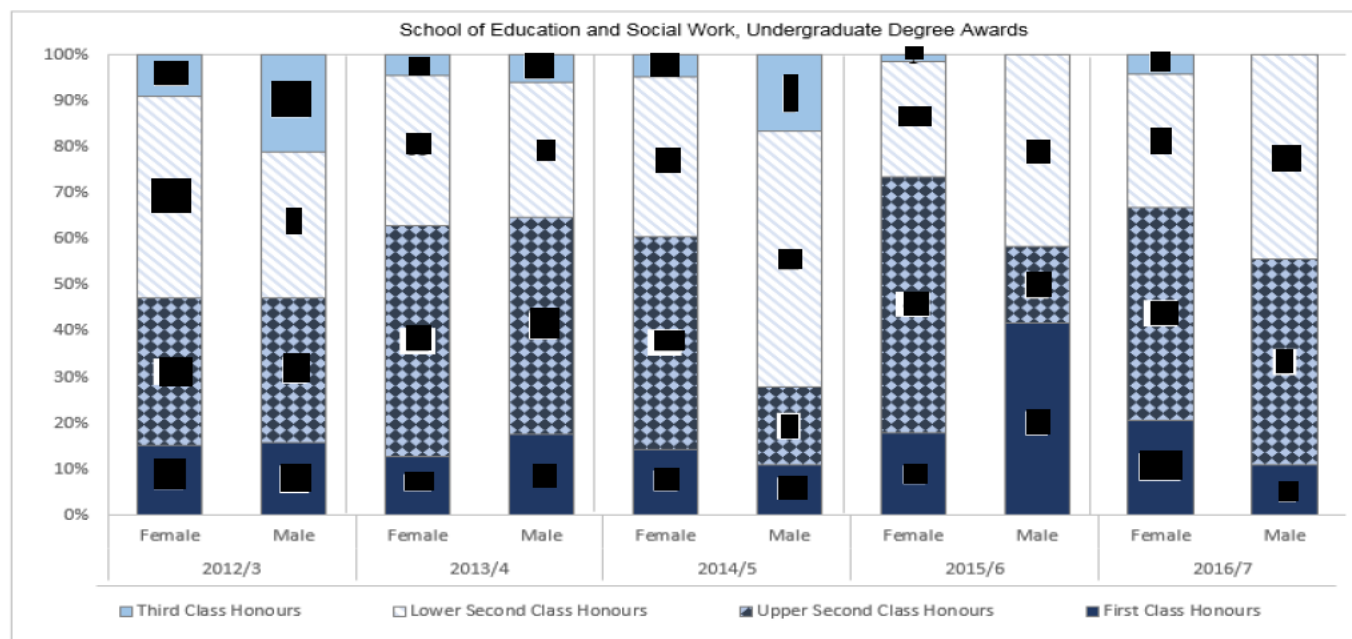
Figure 4.1.16 SESW Undergraduate Degree Classification by Gender and Year

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
First Class Honours		15%		16%		13%		18%		14%		11%		18%		42%		21%		11%
Upper Second Class Honours		32%		32%		50%		47%		46%		17%		56%		17%		46%		44%
Lower Second Class Honours		44%		32%		33%		29%		35%		56%		25%		42%		29%		44%
Third Class Honours		9%		21%		4%		6%		5%		17%		1%		-		4%		-
Total		100%		100%		100%		100%		100%		100%		100%		100%		100%		100%

Table 4.1.14 SESW Undergraduate Degree Classification by Gender and Year

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

ALL POSTGRADUATE TAUGHT (PGT) STUDENTS

Over the last 5 years, SESW had 3,240 PGT students (**Figure 4.1.17, Table 4.1.15**); the 5-year gender balance (73%F:28%M) was within 1% of comparators (72%F:28%M) (**Figure 4.1.18**). These data were within the SFC guide (75%:25%), but we aim to improve on this (**Action 4.1.1**).
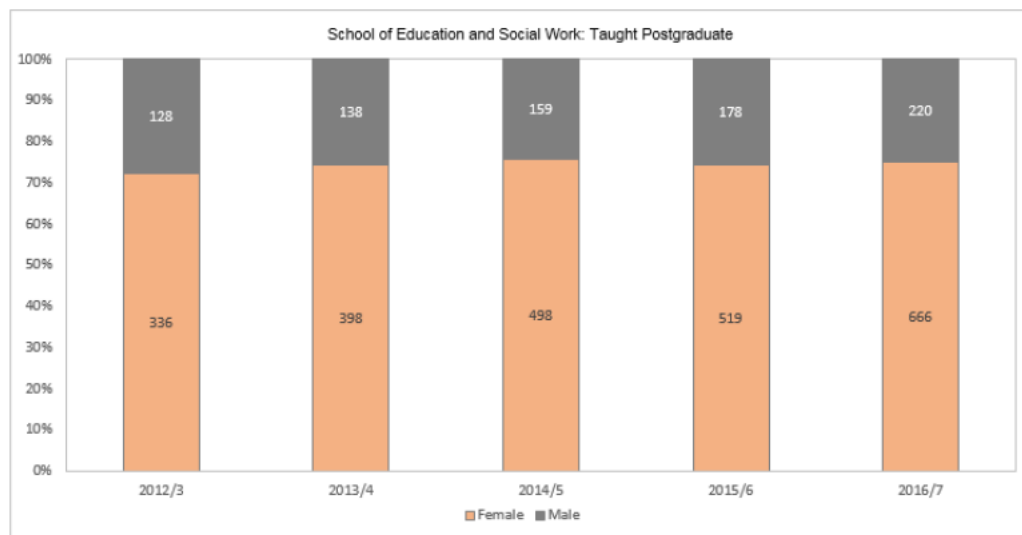
Figure 4.1.17 All PGT Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	336	72%	398	74%	498	76%	519	74%	666	75%
Male	128	28%	138	26%	159	24%	178	26%	220	25%
Total	464	100%	536	100%	657	100%	697	100%	886	100%

Table 4.1.15 All PGT Students
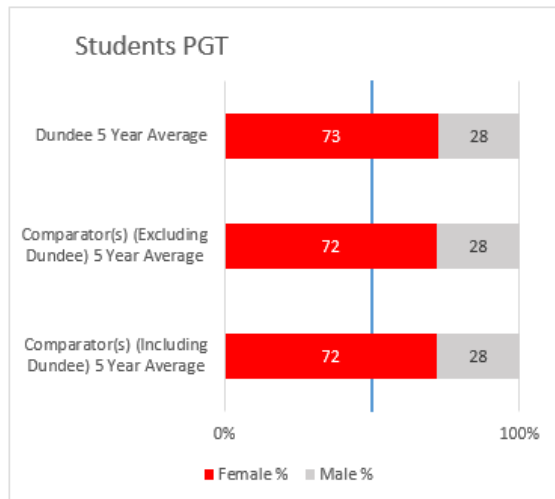
Figure 4.1.18 Comparator Data: All PGT Students, by Gender, 5-Year Average

By Discipline, we note improved gender balance in CLD (2013/14, 68%F:32%M to 2016/17, 63%F:37%M) and Social Work (2012/13, 86%F:14%M to 2016/17, 74%F:26%M) **(Figure 4.1.19-21, Table 4.1.16-18).** Change in CLD reflects a decline in students, particularly females; whereas Social Work increased all students, particularly males. We attribute the latter to targeted recruitment activity to attract males onto the programme, including talks to final year UG at local universities (UoD, St Andrews, Abertay) to promote the professions as being open to all genders and male representation at Open Days (**Figure 4.1.3, Table 4.1.2**) (**Action 4.1.1**).

In Education, additional Scottish Government funding, the *Introduction to Headship* programme and recruitment in Dubai has led to an increase in Education PGTs (226 to 428) but also an increase in %F (2012/13, 69%F:31%M to 2016/17, 76%F:24%M). We will work to ensure gender awareness is visible in all of our promotional materials, including international marketing (**Action 4.1.1**).
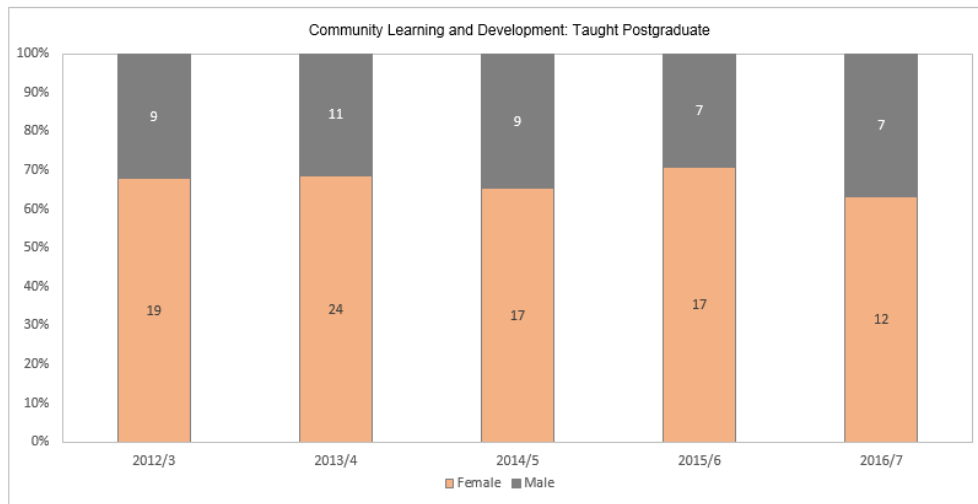
Figure 4.1.19 All PGT CLD Students
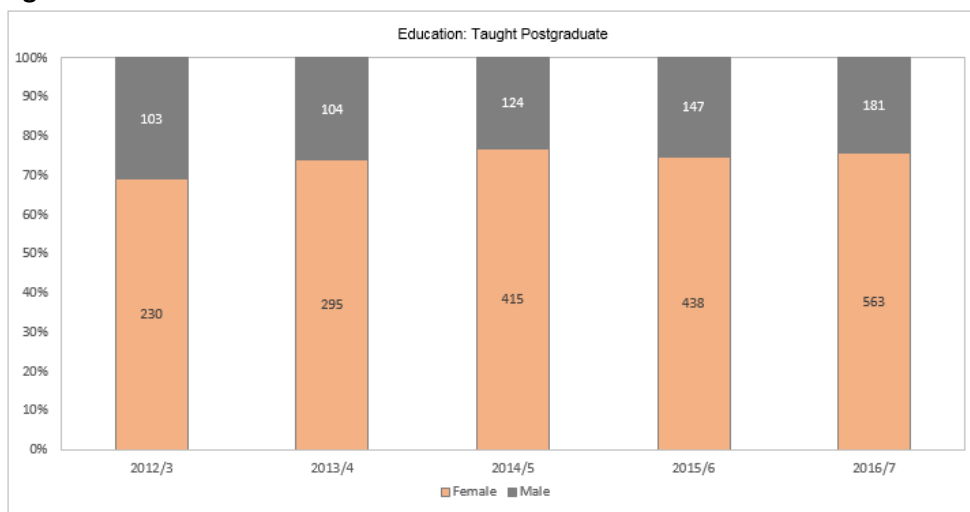
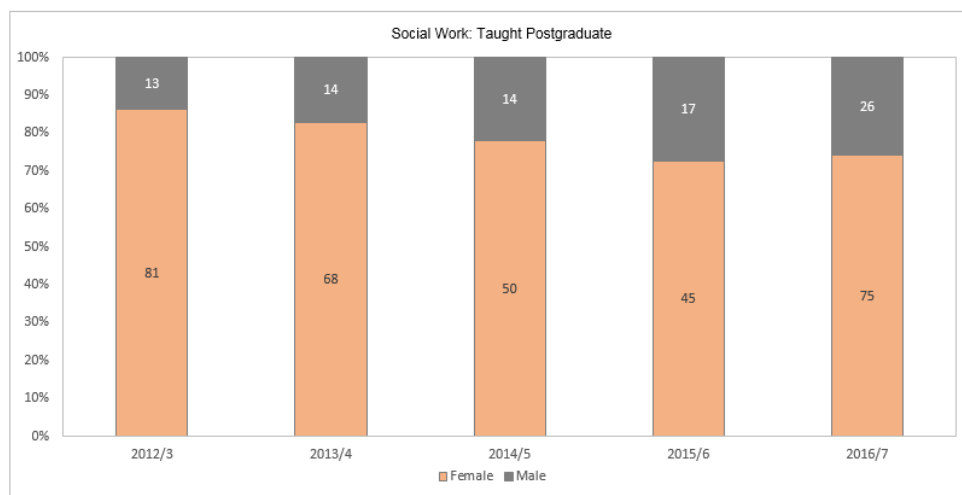**Figure 4.1.20 All PGT Education Students**

Figure 4.1.21 All PGT Social Work Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	19	68%	24	69%	17	65%	17	71%	12	63%
Male	9	32%	11	31%	9	35%	7	29%	7	37%
Total	28	100%	35	100%	26	100%	24	100%	19	100%

Table 4.1.16 All PGT CLD Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	230	69%	295	74%	415	77%	438	75%	563	76%
Male	103	31%	104	26%	124	23%	147	25%	181	24%
Total	333	100%	399	100%	539	100%	585	100%	744	100%

Table 4.1.17 All PGT Education Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	81	86%	68	83%	50	78%	45	73%	75	74%
Male	13	14%	14	17%	14	22%	17	27%	26	26%
Total	94	100%	82	100%	64	100%	62	100%	101	100%

Table 4.1.18 All PGT Social Work Student

PGT: FULL-TIME, PART-TIME AND DISTANCE-LEARNING

In 2016/17, 382 (77%F:23%M) PGT students were full-time (**Figure 4.1.22, Table 4.1.19**). This gender balance has improved over the reporting period from 81%F:19%M (2012/13) (**Figure 4.1.22, Table 4.1.19**). The 5-year average (78%F:22%M) is within 4% of comparators (74%F:26%M) (**Figure 4.1.23**) (**Action 4.1.1**).

In Education numbers of PGT full-time students increased but %F remained little changed (2012/13, 80%F to 2016/17, 79%F) (**Figure 4.1.24, Table 4.1.20**). In Social Work gender balance had improved (2012/13, 84%F to 2016/17, 74%F) (**Figure 4.1.25, Table 4.1.21**).
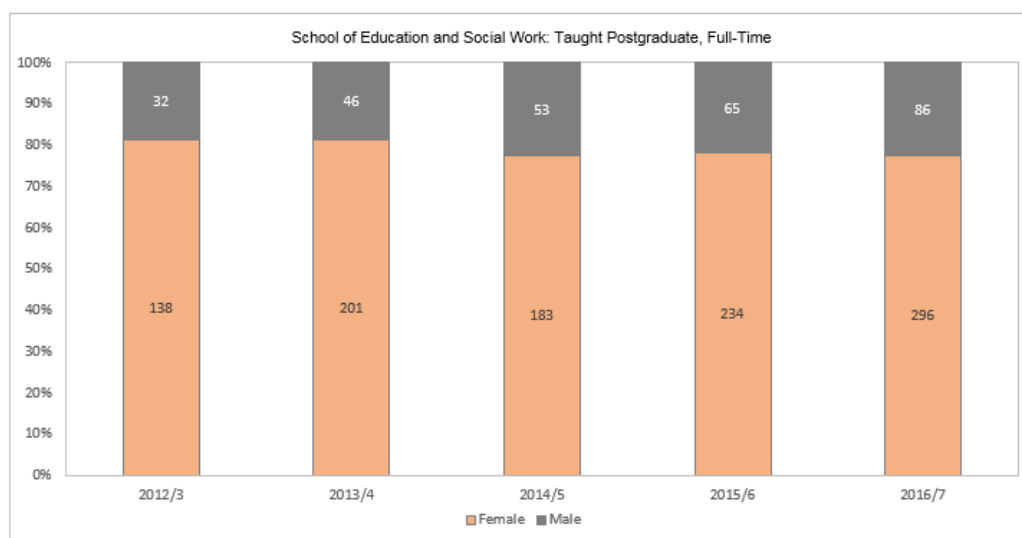
Figure 4.1.22 All PGT SESW Full-time Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	138	81%	201	81%	183	78%	234	78%	296	77%
Male	32	19%	46	19%	53	22%	65	22%	86	23%
Total	170	100%	247	100%	236	100%	299	100%	382	100%

Table 4.1.19 All PGT SESW Full-time Students
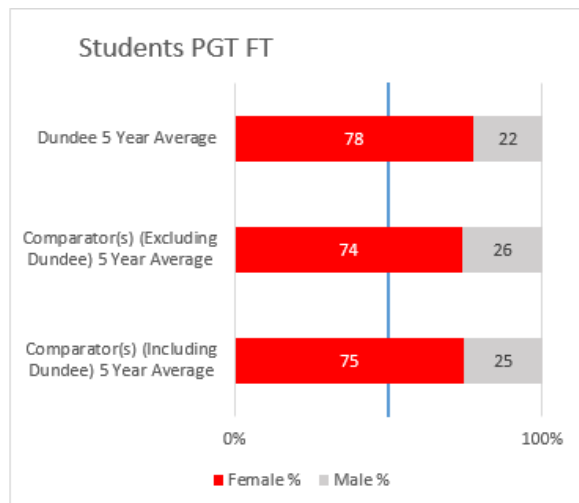
Figure 4.1.23 Comparator Data: All PGT Full-time Students, by Gender, 5 Year Averages
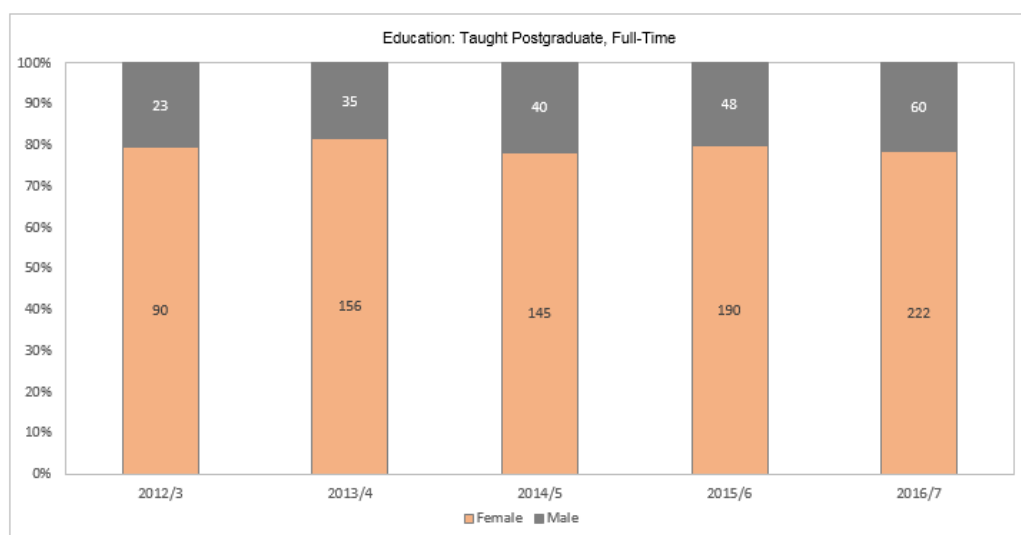
Figure 4.1.24 Education PGT Full-time Students
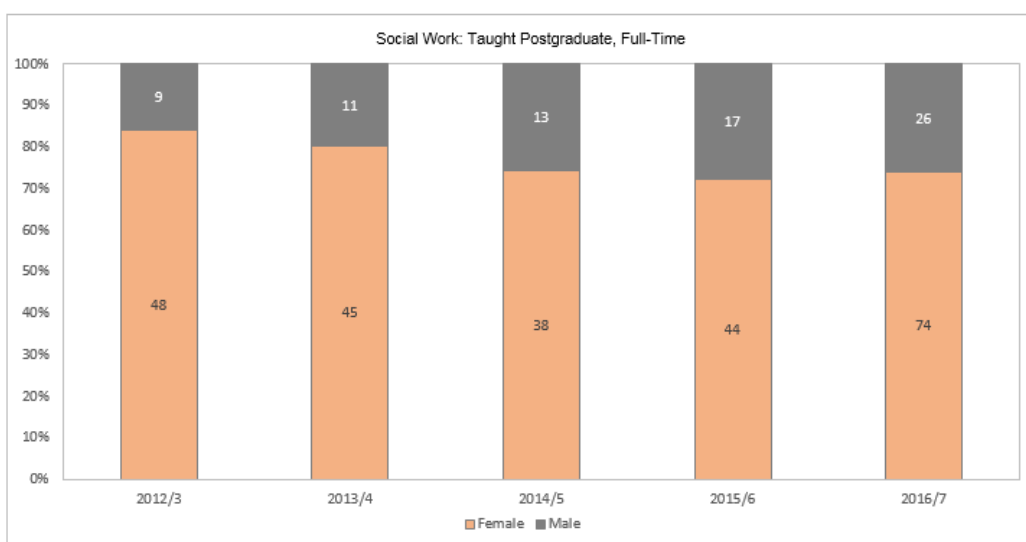
Figure 4.1.25 Social Work PGT Full-time Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	90	80%	156	82%	145	78%	190	80%	222	79%
Male	23	20%	35	18%	40	22%	48	20%	60	21%
Total	113	100%	191	100%	185	100%	238	100%	282	100%

Table 4.1.20 Education PGT Full-time Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	48	84%	45	80%	38	75%	44	72%	74	74%
Male	9	16%	11	20%	13	25%	17	28%	26	26%
Total	57	100%	56	100%	51	100%	61	100%	100	100%

Table 4.1.21 Social Work PGT Full-time Students

We do not recruit part-time campus-based PGT students, only to distance-learning (**see below**). As with UG, students may move to part-time to accommodate repeat modules or practice placements. Non-completion of year was higher amongst males than females on PGDE (2014/15, 17%F:40%M) (**see Attainment below**).

In 2016/17, 465 (53%) of our PGT students were distance-learners: (73%F:27%M) (**Figure 4.1.26, Table 4.1.22**). The higher percentage of males on these programmes reflects the professional make-up of students.
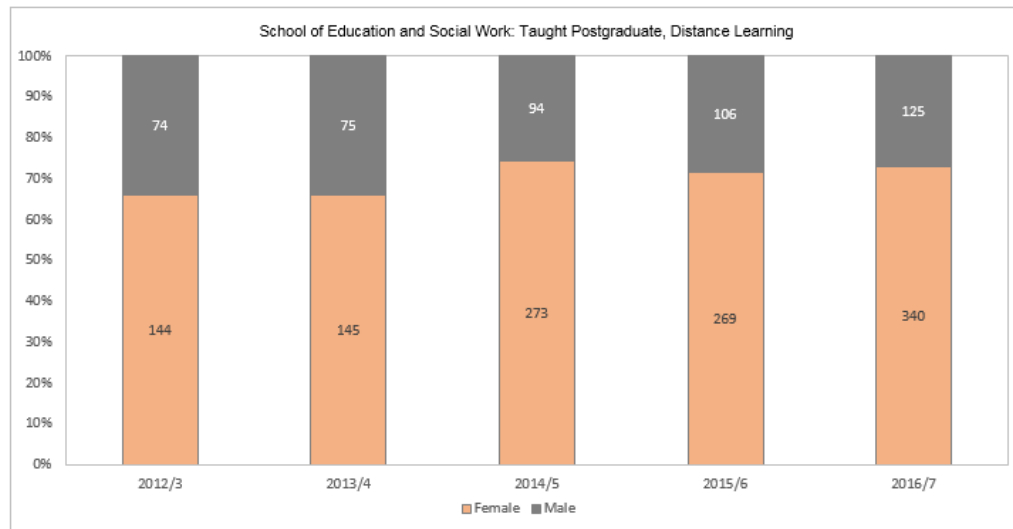
Figure 4.1.26 All PGT Distance Learning Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	144	66%	145	66%	273	74%	269	72%	340	73%
Male	74	34%	75	34%	94	26%	106	28%	125	27%
Total	218	100%	220	100%	367	100%	375	100%	465	100%

Table 4.1.22 All PGT Distance Learning Students

PGT: APPLICANT JOURNEY

There was an increase in the total number of female and male: applications, offers, acceptances and matriculations reflecting positive outcomes from delivering some of our PGT programmes overseas (**Figure 4.1.27, Table 4.1.23**). There was a higher %F applicants (range 75-77%) and female applicants were more likely to receive an offer (range 0-6%, other than 13% in 2014/15). Offers to acceptances were high (range from 69%F:72%M to 81%F:95%M), as were acceptances to matriculations, (96%F:90%M to 97%F:96%M), no clear gender trend in either (**Figure 4.1.27, Table 4.1.23**) (**Action 4.1.2, 5.3.2**).
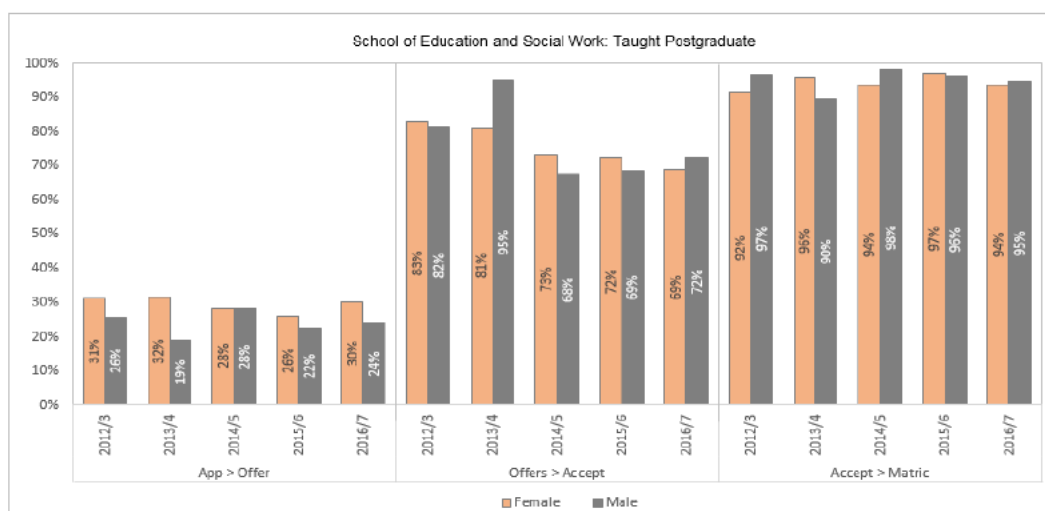
Figure 4.1.27 All PGT Applicant Journey, by Gender

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	503	77%	148	23%	644	75%	213	25%	822	76%	263	24%	1,162	76%	357	24%	1,283	75%	417	25%
Offers	157	81%	38	19%	203	83%	41	17%	233	76%	74	24%	299	79%	80	21%	388	79%	101	21%
Acceptances	130	81%	31	19%	165	81%	39	19%	171	77%	50	23%	216	80%	55	20%	267	79%	73	21%
Matriculations	119	80%	30	20%	158	82%	35	18%	160	77%	49	23%	210	80%	53	20%	250	78%	69	22%
Applications > Offers	31%		26%		32%		19%		28%		28%		26%		22%		30%		24%	
Offers > Acceptances	83%		82%		81%		95%		73%		68%		72%		69%		69%		72%	
Acceptances > Matric	92%		97%		96%		90%		94%		98%		97%		96%		94%		95%	

Table 4.1.23 All PGT Applicant Journey, by Gender

In Education, applications rose resulting in 3% increase in the proportion of male applications (360F:99M to 1,151F:384M, 78%F:22%M to 75%F:25%M). Females were more likely to receive an offer (31%F:27%M to 27%F:21%M) (**Figure 4.1.28, Table 4.1.24**) (**Action 4.1.2**).

In contrast, Social Work, in 2 out of the last 3 years, males were more likely to receive an offer (32%F:43%M, 2014/15 and 62%F:66%M, 2016/17). In all 5 reporting years, males were more likely to move from acceptance to matriculation (100%M for 3 of 5 years) (**Figure 4.1.29, Table 4.1.25**). This evidences positive outcomes for increasing male students, however, analysis of the recent decline in female acceptance to matriculation reveals this to be a particular issue amongst Scottish females and related to changes in Scottish Government bursaries. In response we will:

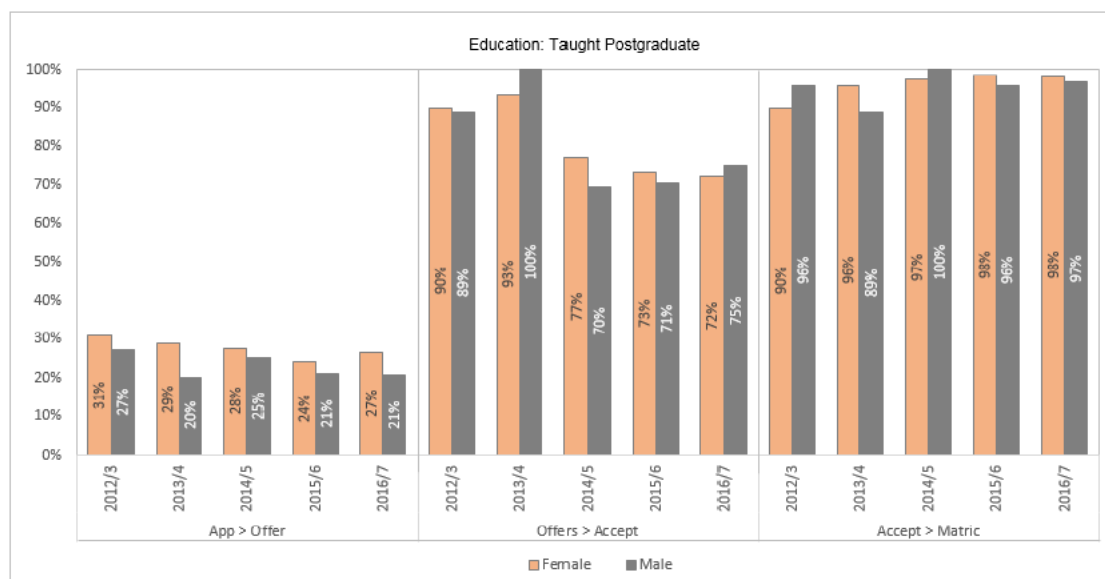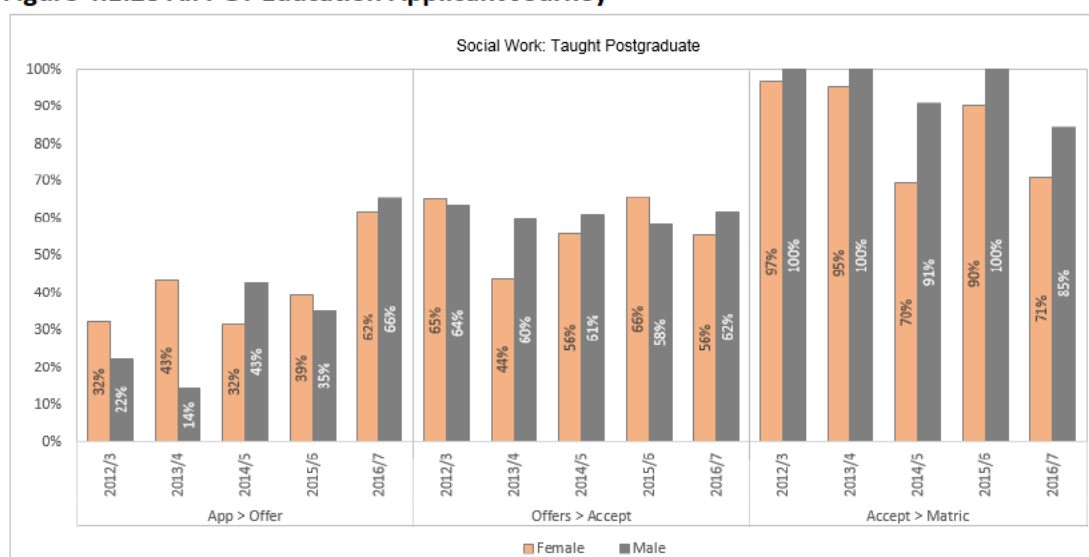| 2018-2022 Actions	
4.1.5	Enhance communication on available funding in marketing materials.

Figure 4.1.28 All PGT Education Applicant Journey

Figure 4.1.29 All PGT Social Work Applicant Journey

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	360	78%	99	22%	529	75%	178	25%	693	76%	221	24%	1,043	76%	323	24%	1,151	75%	384	25%
Offers	111	80%	27	20%	153	81%	36	19%	192	77%	56	23%	252	79%	68	21%	307	79%	80	21%
Acceptances	100	81%	24	19%	143	80%	36	20%	148	79%	39	21%	185	79%	48	21%	222	79%	60	21%
Matriculations	90	80%	23	20%	137	81%	32	19%	144	79%	39	21%	182	80%	46	20%	218	79%	58	21%
Applications > Offers	31%		27%		29%		20%		28%		25%		24%		21%		27%		21%	
Offers > Acceptances	90%		89%		93%		100%		77%		70%		73%		71%		72%		75%	
Acceptances > Matric	90%		96%		96%		89%		97%		100%		98%		96%		98%		97%	

Table 4.1.24 All PGT Education Applicant Journey

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	143	74%	49	26%		77%		23%	129	75%	42	25%	119	78%	34	22%	131	80%	32	20%
Offers	46	81%	11	19%		91%		9%	41	69%	18	31%	47	80%	12	20%	81	79%	21	21%
Acceptances	30	81%	7	19%		88%		12%	23	68%	11	32%	31	82%	7	18%	45	78%	13	22%
Matriculations	29	81%	7	19%		88%		13%	16	62%	10	38%	28	80%	7	20%	32	74%	11	26%
Applications > Offers	32%		22%		43%		14%		32%		43%		39%		35%		62%		66%	
Offers > Acceptances	65%		64%		44%		60%		56%		61%		66%		58%		56%		62%	
Acceptances > Matric	97%		100%		95%		100%		70%		91%		90%		100%		71%		85%	

Table 4.1.25 All PGT Social Work Applicant Journey

PGT: ATTAINMENT

MSc Social Work was the only PGT programme that offered degree classifications over the 5-year period (PGDE since 2016/17). In the last three years an increased %M have achieved distinction (range 15-29%) (**Figure 4.1.30, Table 4.1.26**). We need to ensure all students are supported to achieve their potential (**Action 4.1.3**).
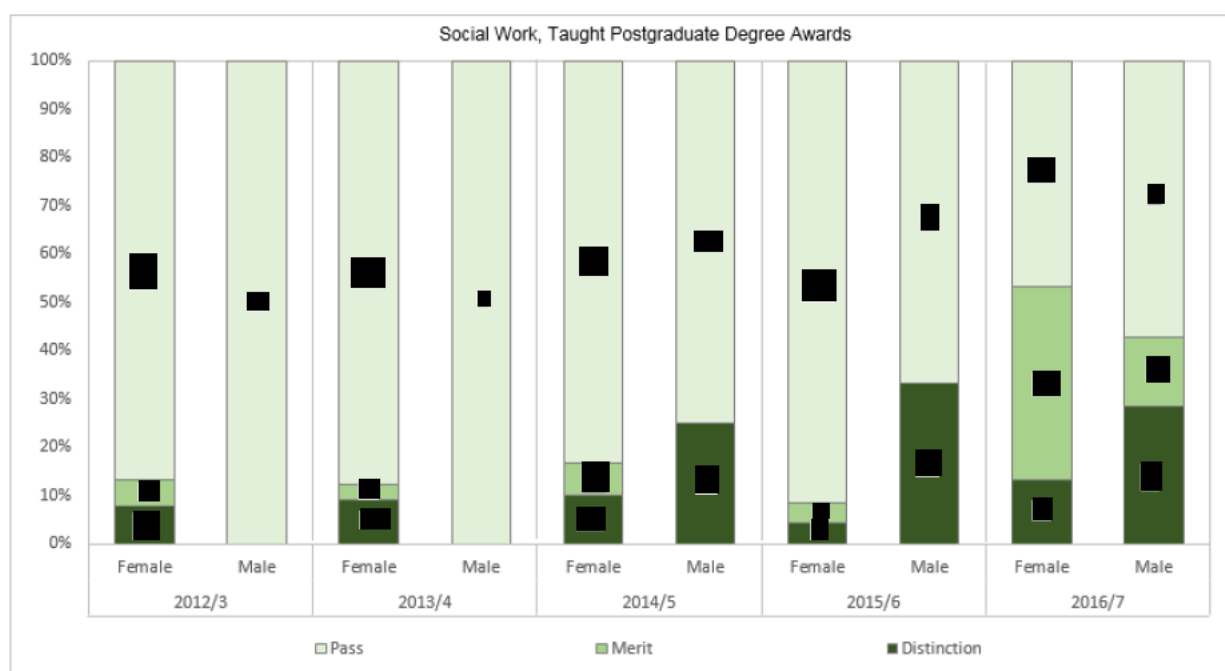

Figure 4.1.30 All PGT Social Work Student Attainment

| | 2012/3 | | | | 2013/4 | | | | 2014/5 | | | | 2015/6 | | | | 2016/7 | | | |
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
Distinction		8%		-		9%		-		10%		25%		4%		33%		13%		29%
Merit		5%		-		3%		-		7%		-		4%		-		40%		14%
Pass		87%		100%		88%		100%		83%		75%		92%		67%		47%		57%
Total		100%		100%		100%		100%		100%		100%		100%		100%		100%		100%

Table 4.1.26 All PGT Social Work Student Attainment

In Education, research by Sangster (Programme Director, PGDE) has highlighted that males were more likely to fail practice-based assessments than academic assessments (17%F:40%M, 2014/15) (**Figure 4.1.31**). Students who did not complete a year were registered as part-time in order to repeat part of their studies. Sangster has shared her findings with colleagues and local authorities, and introduced actions to raise male attainment in PGDE (**Table 4.1.27**).

The total number of 'failing' students, especially males, fell over the reporting period (18-9M), leading to an overall reduction in part-time registration. In 2016/17, there was no

gender difference in the % of part-time PGDE students (5%F:5%M). We attribute these improved outcomes to the introduction of the actions by Sangster. We will explore academic and practice attainment outcomes by gender across all of our qualifying programmes and act on any identified variation. As a precaution we will embed the PGDE actions into all UG and PGT qualifying programmes (**Action 4.1.3**).
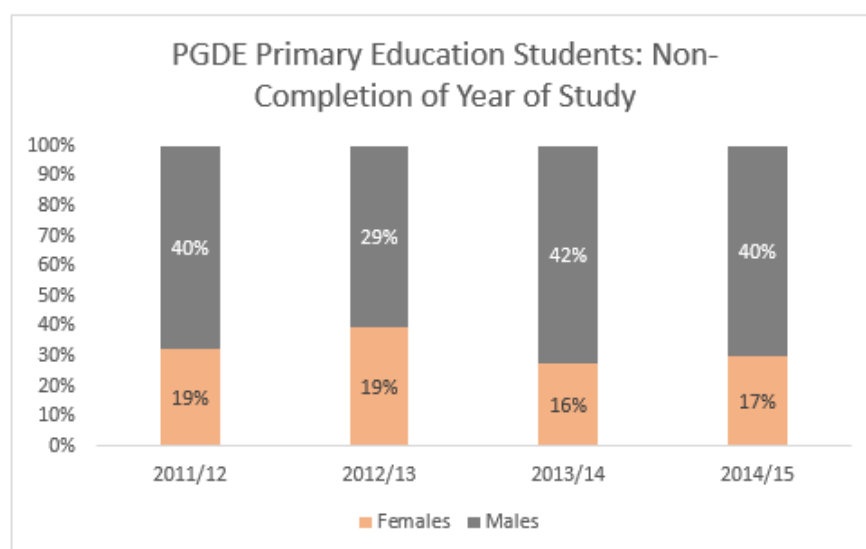

Figure 4.1.31 PGDE Primary Education Students: Non-Completion of a Year, by Gender (Sangster, 2016)

	Actions Introduced in 2016/17 to Support Male Attainment in PGDE
1.	Male tutees grouped together and meet at start of the year networking event.
2.	Male as well as female tutors allocated to male students.
3.	Sharing of Sangster's research findings with students.
4.	Males advised to pro-actively seek advice/support, especially on placements.
5.	Males advised on importance of peer support networks, especially on placements.
6.	Presentations by male probationer teachers act as role models and share experiences of working in female-dominated workplace.

Table 4.1.27 Supporting Male Attainment: Actions Introduced by Programme Director to PGDE (2016/17)

(iv)   Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

See Data Notes: 3, 4

ALL POSTGRADUATE RESEARCH (PGR) STUDENTS

Over the last 5 years, SESW had 239 PGR students (**Figure 4.1.32, Table 4.1.28**); the 5-year gender balance (65%F:35%M) was within 3% of comparators (68%F:32%M) (**Figure 4.1.33**).
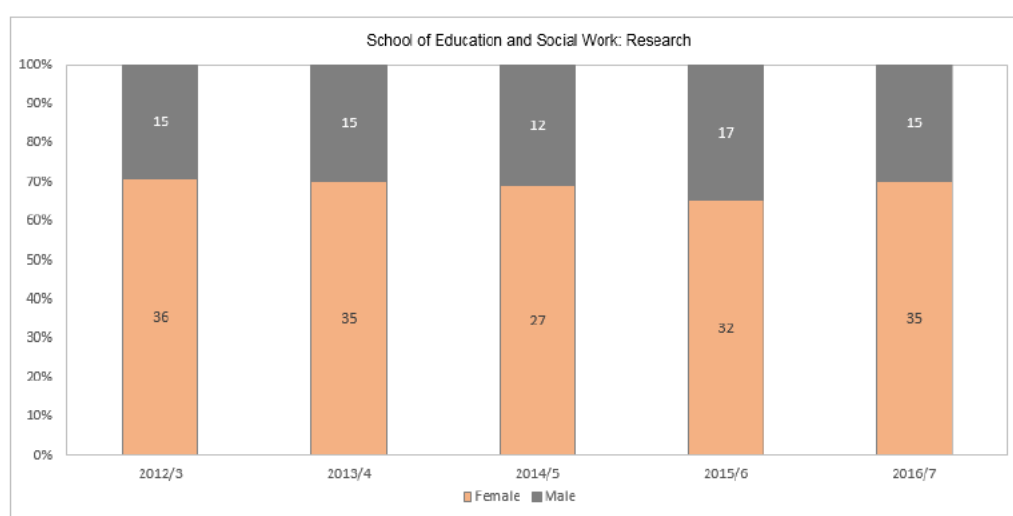
Figure 4.1.32 All PGR Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	36	71%	35	70%	27	69%	32	65%	35	70%
Male	15	29%	15	30%	12	31%	17	35%	15	30%
Total	**51**	**100%**	**50**	**100%**	**39**	**100%**	**49**	**100%**	**50**	**100%**

Table 4.1.28 All PGR Students
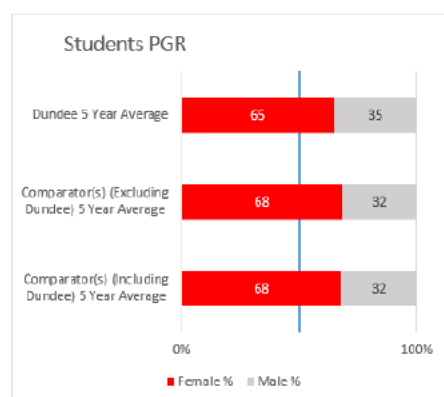
Figure 4.1.33 Comparator Data: All PGR Students, by Gender, 5-Year Averages

SESW had three doctoral programmes: PhD, Professional Doctorate and Doctorate by Publication, and adopted an inter-disciplinary approach to doctoral supervision.

PGR: FULL-TIME AND PART-TIME

We had very few full-time PGR students (5 to 9 per year). Gender balance was 70%F:30%M throughout. (Further data not presented). Numbers were too low for benchmarking.

The majority (88%, 2016/17) of PGR students were part-time. Students typically combined study with full-time employment in the professions or in SESW (**Figure 4.1.34, Table 4.1.29**). 5-year average (65%F:35%M) was within 2% of comparators (67%F:33%M) (**Figure 4.1.35**).
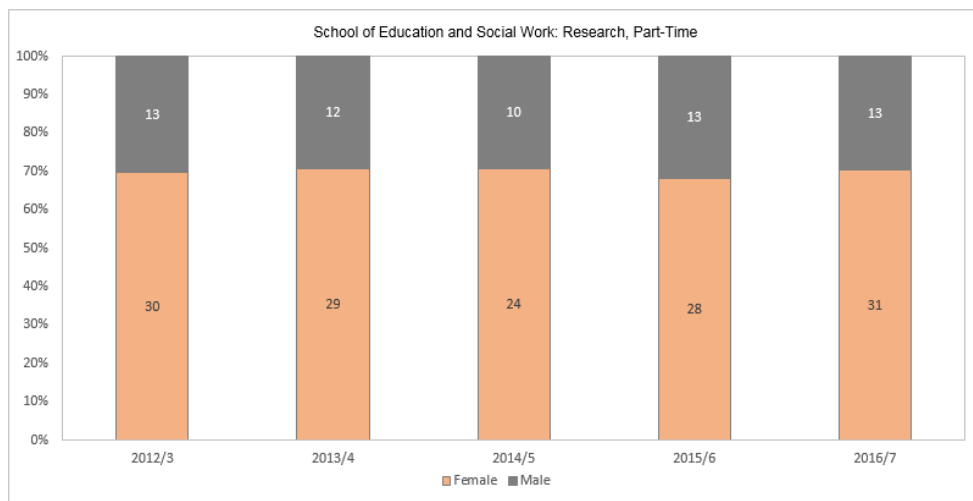
Figure 4.1.34 All PGR Part-time Students

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	30	70%	29	71%	24	71%	28	68%	31	70%
Male	13	30%	12	29%	10	29%	13	32%	13	30%
Total	43	100%	41	100%	34	100%	41	100%	44	100%

Table 4.1.29 All PGR Part-time Students
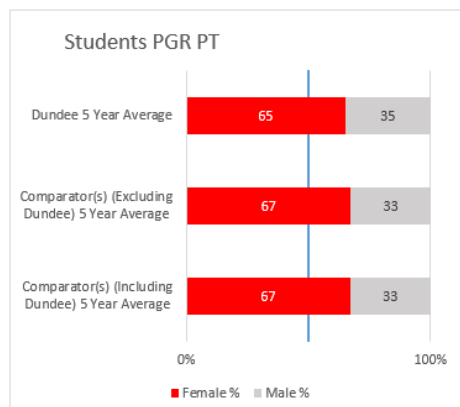
Figure 4.1.35 Comparator Data: All PGR Part-time Students, by Gender and 5 Year Averages

PGR: APPLICANT JOURNEY

Over the 5-year period PGR applications increased, particularly from females (15–37, peak 2015/16) but offers made decreased (67%F:29%M, 2012/13 to 33%F:18%M, 2016/17), and were notably low for males in 2016/17 (18%) (**Figure 4.1.36, Table 4.1.30**). We conclude that this is indicative of greater selection as the quality and quantity of applicants increased. We want to ensure that our recruitment process is not disadvantaging either gender (**Action 4.1.2**).
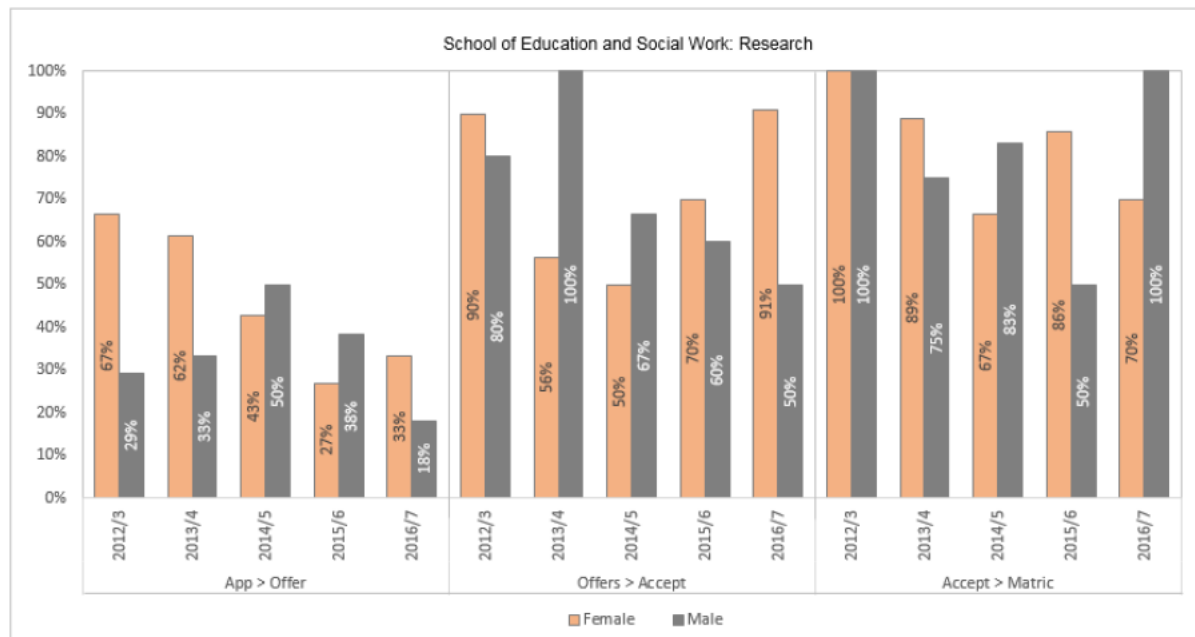
Figure 4.1.36 All PGR SESW Applicant Journey, by Gender

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications		47%		53%		68%		32%		44%		56%		59%		41%		60%		40%
Offers		67%		33%		80%		20%		40%		60%		50%		50%		73%		27%
Acceptances		69%		31%		69%		31%		33%		67%		54%		46%		83%		17%
Matriculations		69%		31%		73%		27%		29%		71%		67%		33%		78%		22%
Applications > Offers	67%		29%		62%		33%		43%		50%		27%		38%		33%		18%	
Offers > Acceptances	90%		80%		56%		100%		50%		67%		70%		60%		91%		50%	
Acceptances > Matric	100%		100%		89%		75%		67%		83%		86%		50%		70%		100%	

Table 4.1.30 All PGR SESW Applicant Journey, by Gender

PGR: ATTAINMENT

During the first 2-years of the reporting period, completions ranged ⬛F and ⬛M; over the final 3-years completions were lower ⬛F and ⬛M (**Figure 4.1.37, Table 4.1.31**). There is no gender trend in completion times that averaged (in years) 6F:7M part-time and 5F:5M

full-time (**Figure 4.1.38**), however, we wish to ensure that all students are completing on time:

	2018-2022 Actions
4.1.6	Ensure doctoral supervisors are supporting PGR students to complete within allocated timeframes.
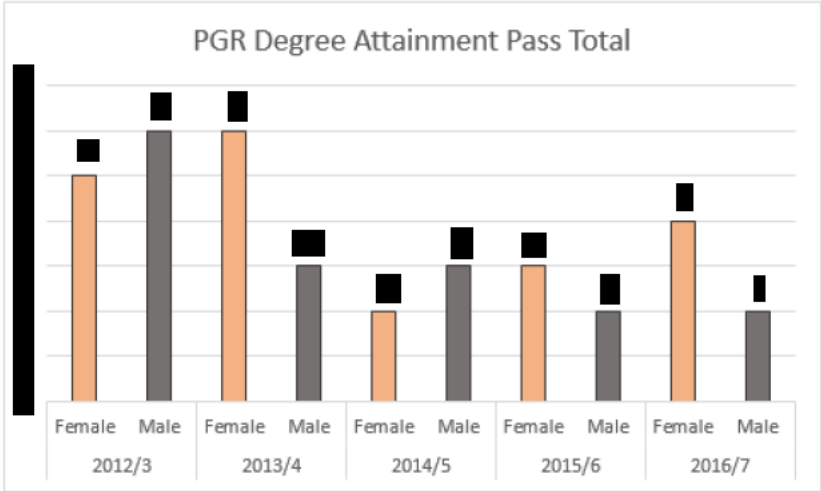
Figure 4.1.37 All PGR Degree Attainment

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Pass Total										

Table 4.1.31 All PGR Degree Attainment

A.   B.
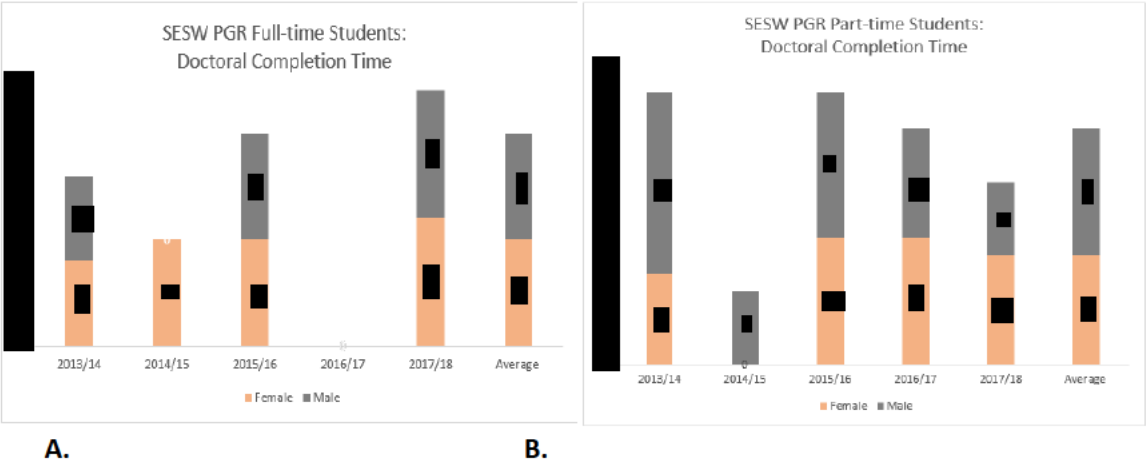
Figure 4.1.38 PGR Students Completion Time, by Gender, A: Full-time, B: Part-time

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

<div style="background:#2a9fb5;color:white;text-align:center;padding:4px;">See Data Notes: 3, 4</div>

SESW specialises in professional qualifying programmes (UG/PGT) and the majority of graduates progress directly into professional practice/employment (UG: range, 64-84%F, 67-78%M; PGT: range, 78-90%F:83-90%M).   Only 0-5%F were recorded as moving onto further study (UG and PGT) (data not presented). There were no gender trends in these data.

We acknowledge we can do more to raise awareness and support students to consider further study and/or an academic career:

2018-2022 Actions
4.1.7   Enhance the SESW postgraduate research culture and identity to support students into further study and/or an academic career.

Return to study for UG to PGT ranged from 0–9 years, with 53%F:56%M returning within 3 years. PGT to PGR return to study was shorter, range 1–5 years, with 89%F:67%M returning within 3 years. These data are being used to inform career planning discussions with final year UG and PGTs (**Action 4.1.7**).

UoD has an Alumni Scholarship offering £1,500 off postgraduate study for graduates and their family. Over the last three years 17 (11F:6M) scholarships have been awarded, 3 ██████ in SESW. We will raise awareness of this scholarship (**Action 4.1.5**).

%F fell between UG to PGT and PGT to PGR. However, our progression pipeline data (whilst numbers were small) reveal the proportion of females progressing to each new level of study was higher than the 5-year average for each new level (**Figure 4.1.39**) (**Action 4.1.7**).

Pipeline Progression UG to PGT: 83%F:17%M • 5-year average PGT: 73%F:28%M	Pipeline Progression PGT to PGR: 75%F:25%M • 5-year average PGR: 65%F:35%M

Figure 4.1.39 Pipeline Progression Data: All Students in SESW, by Gender Undergraduate (UG), Post Graduate Taught (PGT) and Post Graduate Research (PGR), 5-year averages

4.2 Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

<div style="background-color:teal; color:white; text-align:center; font-weight:bold;">See Data Notes: 1, 2, 3, 7, 8</div>

ALL ACADEMIC AND RESEARCH (A&R) STAFF

Over the 5-year period we had an average of 68 A&R staff per year, ranging between 75-77%F (**Figures 4.2.2, Table 4.2.1**). Our 5-year average (76%F:24%M) varied by 10% against our comparators (66%F:34%M) (**Figure 4.2.3**). We will address this gender disparity through our recruitment processes (**see 5.1(i)**) (**Actions 5.1.1, 5.1.2**).

A&R: INTERSECTIONALITY

SESW had low numbers of BAME staff (██████, July 2017) (**Figure 4.2.4, Table 4.2.2**). We wish to increase this and the awareness of intersectionality in SESW (**Action 4.2.1**).

By grade, female BAME staff were well represented at senior level, AS08: ██, AS09 ██ and AS10: ██ (**Figure 4.2.4, Table 4.2.2**), the latter increased to ██ at the start of 2017/18 (**Figure 4.2.1**). Numbers of BAME staff were too low for benchmarking the data.

Figure 4.2.1 SESW Female Professors: A. Professor Teresa Moran, Depute Dean and Discipline Lead Education, B. Professor Samia Khan, Associate Dean Research, Chair of Education, C. Professor Divya Jindal-Snape

2018-2022 Actions	
4.2.1	Increase the representation and awareness of diversity in SESW.

55
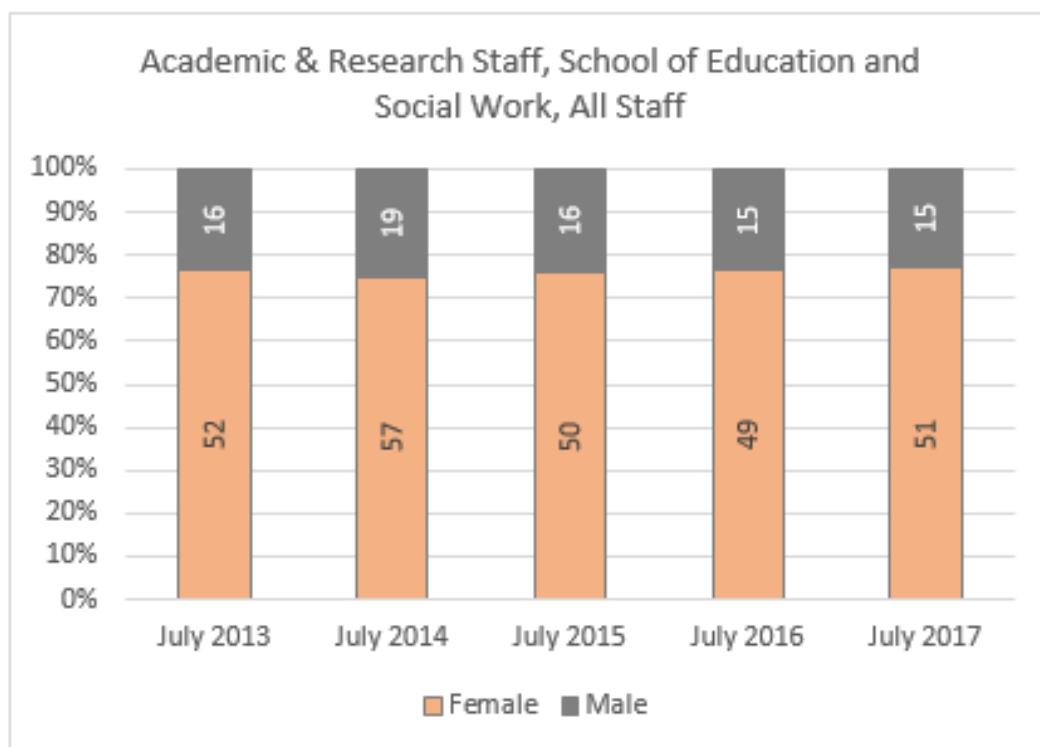
Figure 4.2.2 SESW All A&R Staff

	July 2013				July 2014				July 2015				July 2016				July 2017			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
A&R Total	52	76	16	24	57	75	19	25	50	76	16	24	49	77	15	23	51	77	15	23

Table 4.2.1 SESW All A&R Staff
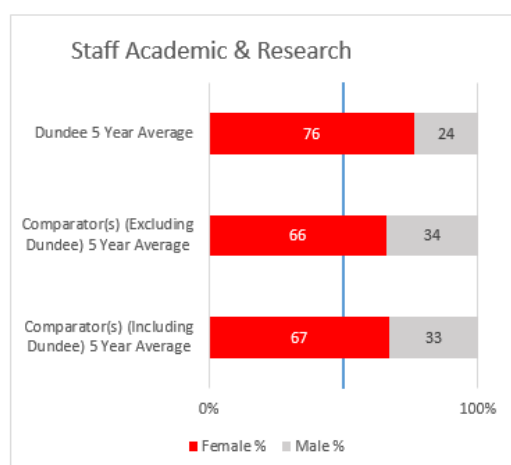
Figure 4.2.3 Comparator Data – All A&R Staff, 5-year averages
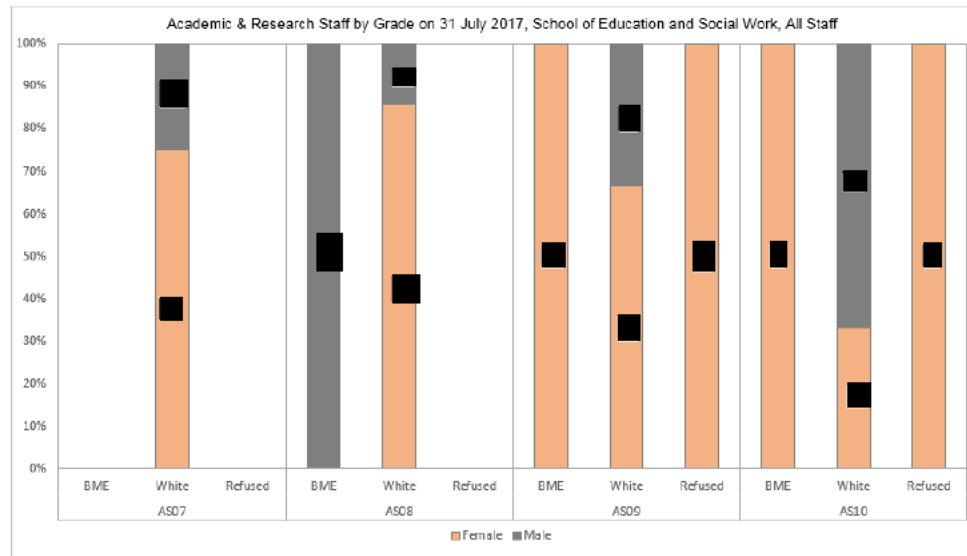
Figure 4.2.4 SESW A&R Staff by Ethnicity and Gender, July 2017

			July 2013				July 2014				July 2015				July 2016				July 2017			
			Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	BME	AS07		-	0	-		-	0	-		-	0	-		-		-		-		-
		AS08		100	0	0		100	0	0		-	0	-		0		100		0		100
		AS09		100	0	0		100	0	0		100	0	0		100		0		100		0
		AS10		100	0	0		100	0	0		100	0	0		100		0		100		0
	BME Total			100	0	0		100	0	0		100	0	0		67		33		75		25
	White	AS07		75		25		82		18		71		29		86		14		75		25
		AS08		86		14		86		14		85		15		85		15		86		14
		AS09		65		35		62		38		64		36		64		36		67		33
		AS10		40		60		0		100		25		75		25		75		33		67
	White Total			75		25		74		26		75		25		77		23		77		23
	Refused	AS07	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-		-	0	-
		AS08	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-		-	0	-
		AS09	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-		-	0	-
		AS10	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-		100	0	0
	Refused Total		0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-		100	0	0
Academic & Research Total			52	76	16	24	57	75	19	25	50	76	16	24	49	77	15	23	51	77	15	23

Table 4.2.2 SESW A&R Staff by Ethnicity and Gender

A&R: GRADE

There was a decline in the proportion of females as grade increased from AS08 to AS10, (**Figure 4.2.5, Table 4.2.3**). Most females were at AS08 (range: AS07 71-86%F; AS08 83-87%F; AS09 64-71%F; AS10 20-60%F) (**Figure 4.2.5, Table 4.2.3**).

Low numbers of AS10 (Professors) (range 5-6) prevents benchmarking with comparators.

Over the reporting period, the average gender balance at each grade was:

AS07: 12%F:11%M

AS08: 62%F:39%M

AS09: 22%F:34%M

AS10: 4%F:18%M

Our action plan targets increased career progression for females, (**Actions 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8**).
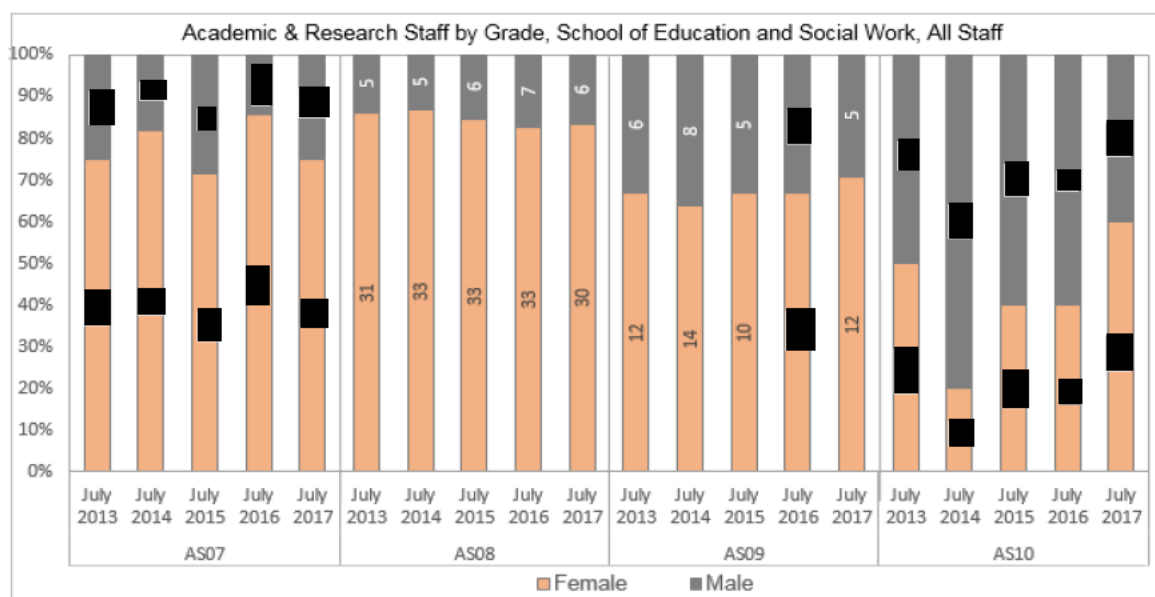
Figure 4.2.5 Academic and Research Staff by Grade, School all Staff

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
A&R	AS07		75		25		82		18		71		29		86		14		75		25
	AS08		86		14		87		13		85		15		83		16		83		17
	AS09		67		33		64		36		67		33		67		33		71		29
	AS10		50		50		20		80		40		60		40		60		60		40
A&R Total			76		24		75		25		76		24		77		23		77		23

Table 4.2.3 Academic and Research Staff by Grade, School all Staff

A&R: FULL-TIME/PART-TIME

%F working full-time (range 72-76%F) (**Figures 4.2.6, Table 4.2.4**) was aligned with %F of all staff (range 75-77%F) (**Figure 4.2.2, Table 4.2.1**). %F working part-time increased year-on-year, from 76%F (2013) to 88%F (2015). The trend has now been reversed (76%F: 2017) (**Figures 4.2.6, Table 4.2.4**).

5-year averages for staff working full-time (74%F:26%M) and part-time (83%F:18%M) varied by at least 10% against our comparators: full-time (64%F: 37%M) and part-time (70%F:31%M) (**Figures 4.2.7**) reflecting the higher %F of SESW staff.

There was no apparent gender bias in part-time working opportunity. Requests for staff to move from full-time to part-time have been supported by SESW, fulfilling work–life balance choices (different from career breaks, (**5.3(vii)**), including transitioning towards retirement.
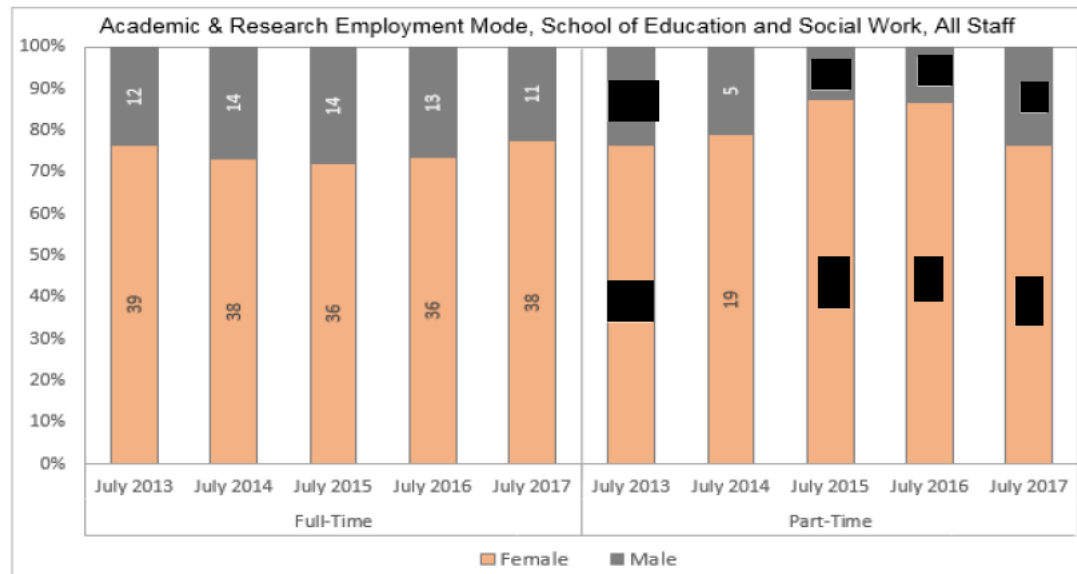
Figure 4.2.6 Academic and Research Staff Full-time/Part-time SESW all Staff

Figure 4.2.7 Comparator Data: A&R Staff,
Full-time and Part-time, by Gender, 5-year average

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	Full-Time		76		24	38	73	14	27		72		28		73		27		78		22
	Part-Time		76		24	19	79	5	21		88		13		87		13		76		24
Academic & Research Total			76		24	57	75	19	25		76		24		77		23		77		23

Table 4.2.4 Academic and Research Staff Full-time/Part-time SESW all Staff

A&R: CONTRACT

A&R staff were employed on: Teaching and Scholarship (T&S), Teaching and Research (T&R) or Research Only (RO) contracts (**Figure 4.2.8, Table 4.2.5**). All contracts were equally valued and had the same terms and conditions of employment.

Our 5-year average for T&S contracts (83%F:17%:M) varied by 12% against our comparators (71%F:29%M), whereas T&R (62%F:38%M) was in line with comparators (63%F:37%M) (**Figure 4.2.9**).

Numbers of staff on RO contracts were very low and in line with UoD policy have decreased over the reporting period (2013:4% to 2017:3%). The very small numbers of RO staff prevent benchmarking the data.

The majority of staff had T&S contracts and this increased over the reporting period from 33F:6M (2013) to 44F:8M (2017) (range 84-85%F). In contrast, staff on T&R contracts decreased from 18F:8M (2013) to 6F:6M (2017) (range 40-69%F) (**Figure 4.2.8, Table 4.2.5**). Over the reporting period, the average gender balance of staff on T&R and T&S contracts was:

T&R: 18%F:44%M

T&S: 79%F:47%M

SESW is working to increase research activity and address the gender imbalance in contracts. In 2017/18 a process was implemented for T&S staff to transition to T&R. 8F applied, 6F were successful and are transitioning to T&R. They are supported by a research mentor, senior T&R staff working on joint publications/funding applications and the AD Research monitoring progress through review meetings.

2018-2022 Actions	
4.2.2	Continue to support the transition of staff from T&S to T&R contracts, especially females, through annual renewal.
4.2.3	Target applicants with a research track record in future recruitment.
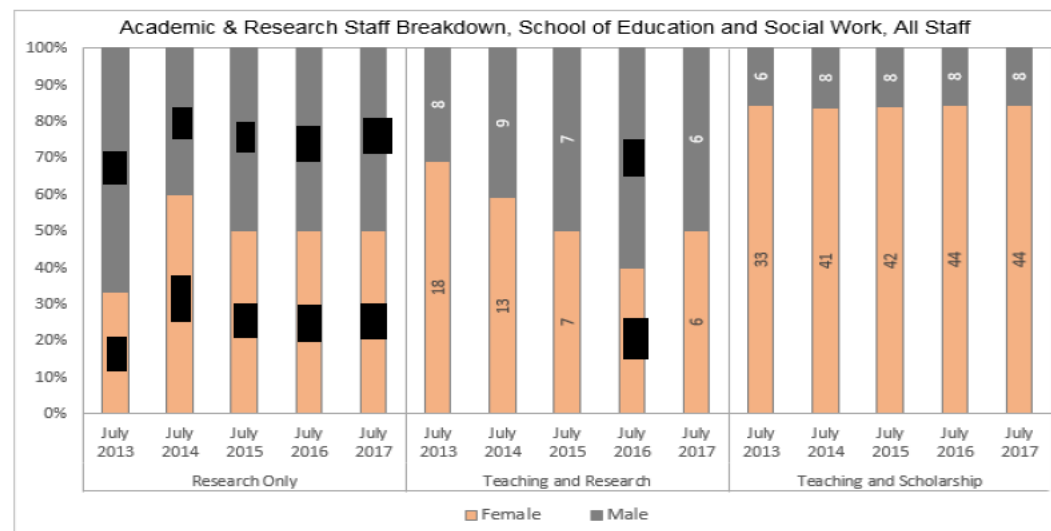
Figure 4.2.8 Academic and Research Staff by contract function - all SESW Staff

**Figure 4.2.9 Comparator Data:
A: T&R and B: T&S**
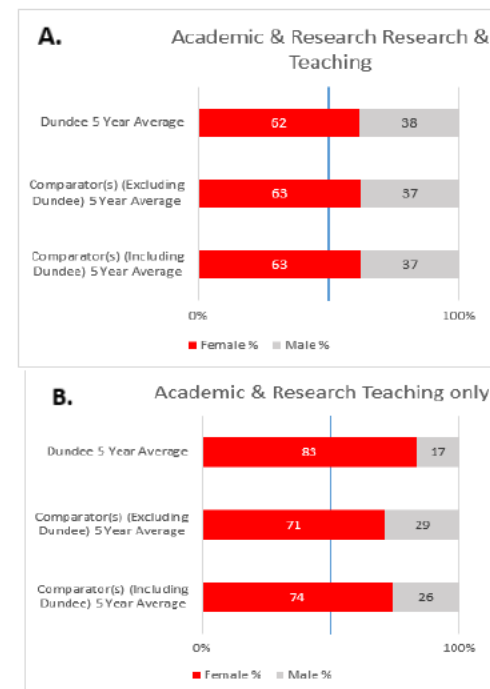
		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	Research Only		33		67		60		40		50		50		50		50		50		50
	Teaching and Research		69		31		59		41		50		50		40		60		50		50
	Teaching and Scholarship		85		15		84		16		84		16		85		15		85		15
	Other		-		-		-		-		-		-		-		-		-		-
Academic & Research Total			76		24		75		25		76		24		77		23		77		23

Table 4.2.5 Academic and Research Staff by contract function - all SESW Staff

A&R: CONTRACT AND GRADE

The majority of all staff were on T&S contracts at AS08, this applied to females throughout the reporting period, and the last 3 years for males. In 2013/14 the highest %M were on T&R contracts at AS09 (**Figure 4.2.10-12, Table 4.2.7**) (**Action 4.2.2, 4.2.3**).

Females remained at the same grade for slightly longer than males. In 2017, the average length of time at AS08 was 5.8 years:F (range from 0–13 years) and 5.2 years:M (range of 0–16 years) (**Table 4.2.6**). (No similar data available for previous years). Our work on supporting more promotions will increase career progression, especially for females (**Actions 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8**).

	AS07			AS08			AS09			AS10		
	Yrs	Range	Avg.	Yrs	Range	Avg.	Yrs	Range	Avg.	Yrs	Range	Avg.
Female	7	0–4.5 yrs	2.4 yrs	30	0–13 yrs	5.8 yrs	11	0–14 yrs	3.6 yrs	3	0–9 yrs	5.3 yrs
Male	2	0–0.5 yrs	0.25 yrs	8	0–16 yrs	5.2 yrs	5	1–4 yrs	3.4 yrs	3	0–9 yrs	3 yrs

Table 4.2.6 Length of Time at Grade, by Gender (2017)
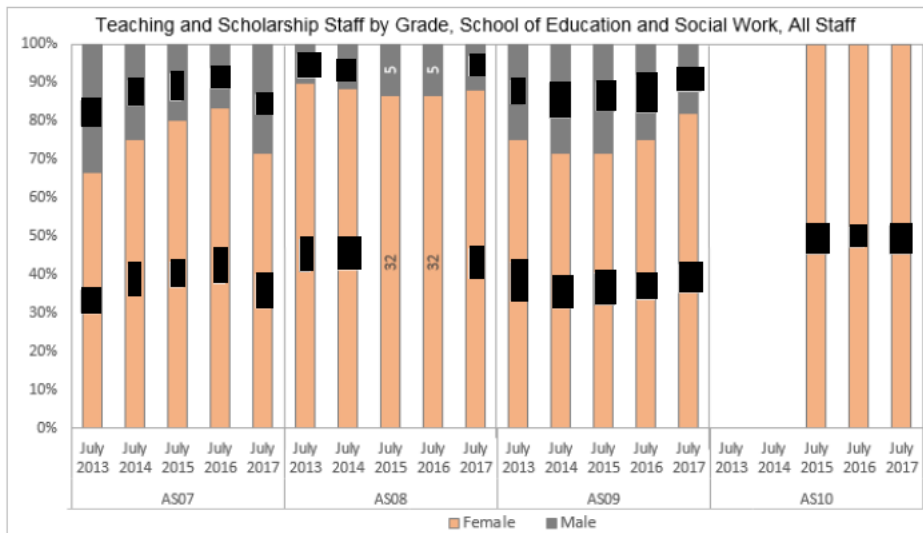
Figure 4.2.10 Teaching and Scholarship (T&S) Staff by Grade
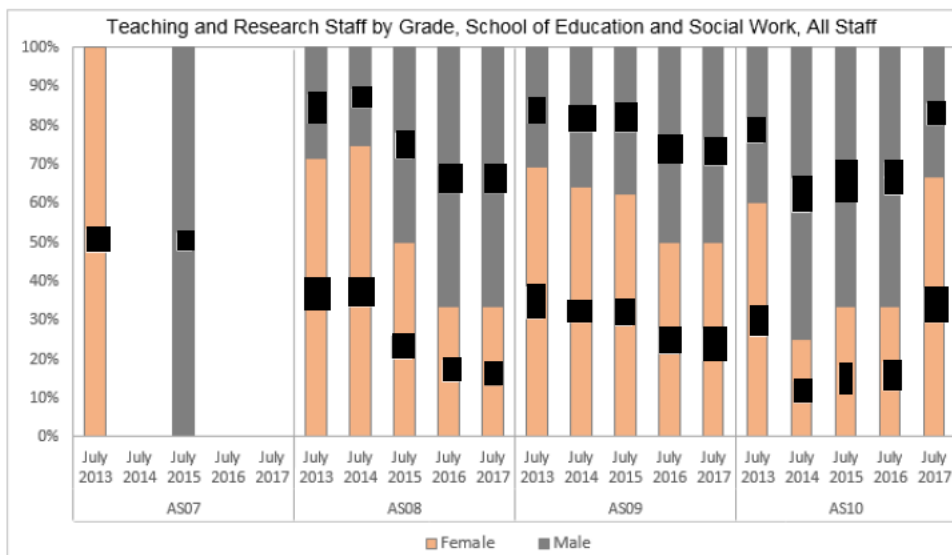
Figure 4.2.11 Teaching and Research (T&R) Staff by Grade
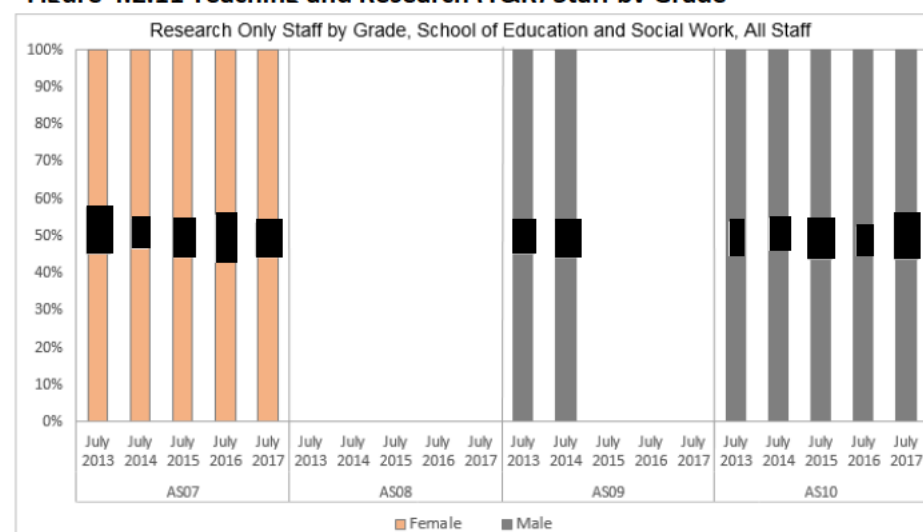
Figure 4.2.12 Research Only (RO) Staff by Grade

*Excludes NSUG & Grades less than AS07		July 2013 Female %	July 2013 Male %	July 2014 Female %	July 2014 Male %	July 2015 Female %	July 2015 Male %	July 2016 Female %	July 2016 Male %	July 2017 Female %	July 2017 Male %
Research Only	AS07	100	0	100	0	00	0	100	0	100	0
	AS08	-	-							-	-
	AS09	0	100	0	100	-		-		-	
	AS10	0	100	0	100	0	100	0	100	0	100
Research Only Total			33		67		60		40		50		50		50		50		50		50

*Excludes NSUG & Grades less than AS07		F%	M%	F%	M%	F%	M%	F%	M%	F%	M%
Research Only	AS07	100	0	100	0	00	0	100	0	100	0
	AS08	-	-							-	-
	AS09	0	100	0	100	-		-		-	
	AS10	0	100	0	100	0	100	0	100	0	100
Research Only Total		33	67	60	40	50	50	50	50	50	50
Teaching and Research	AS07	100	0	-	-	0	100	-		-	
	AS08	71	29	75	25	50	50	33	67	33	67
	AS09	69	31	64	36	63	38	50	50	50	50
	AS10	60	40	25	75	33	67	33	67	67	33
Teaching and Research Total		69	31	59	41	50	50	40	60	50	50
Teaching and Scholarship	AS07	67	33	75	25	80	20	83	17	71	29
	AS08	90	10	88	12	86	14	86	14	88	12
	AS09	75	25	71	29	71	29	75	25	82	18
	AS10	-		-		100	0	100	0	100	0
Teaching and Scholarship Total		85	15	84	16	84	16	85	15	85	15
Academic & Research Total		76	24	75	25	76	24	77	23	77	23

Table 4.2.7 Academic and Research Staff by Contract Function and Grade

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

(ii)   Academic and research staff by grade 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.

See Data Notes: 1, 2, 3, 7, 8, 18

92% of staff were on open-ended contracts and 8% on fixed-term contracts (July 2017) (**Figure 4.2.14, Table 4.2.8**). The number of females on fixed-term contracts fell by 50% (███) indicating SESW's commitment to job security. This was reflected in staff, especially females, feeling their job is secure (**Figure 4.2.13**).
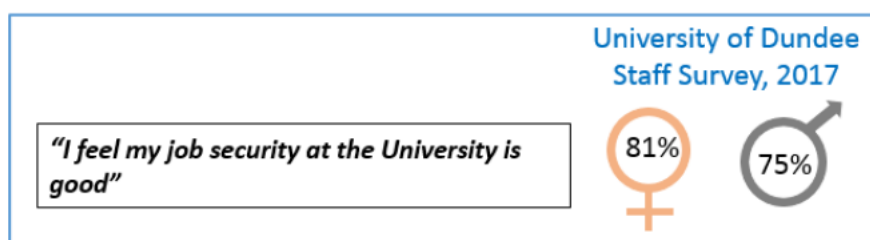
University of Dundee Staff Survey, 2017

"I feel my job security at the University is good"

81%   75%

Figure 4.2.13 University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

5-year average of staff on open-ended contracts (77%F:23%M) varied by 13% against our comparators (64%F:36%M), for staff on fixed-term contracts (75%F:25%M) this was within 1% of comparators (74%F:26%M) (**Figure 4.2.15**).

Fixed term staff are mainly used to cover periods of mid/long term leave such as maternity/paternity/adoption leave and to accommodate changes in student cohorts.

Staff coming to the end of a fixed term contract were supported to find alternative employment at the UoD via access to a redeployment portal. Staff continuously employed for two or more years whose contracts came to an end may have been eligible for a statutory redundancy payment. Staff who had been employed for four or more years continuously would normally have had their contract converted to an open-ended, permanent basis following transparent and well-known processes, guided by HR.

We did not have any PDRA.

UoD does not use zero hours contracts.
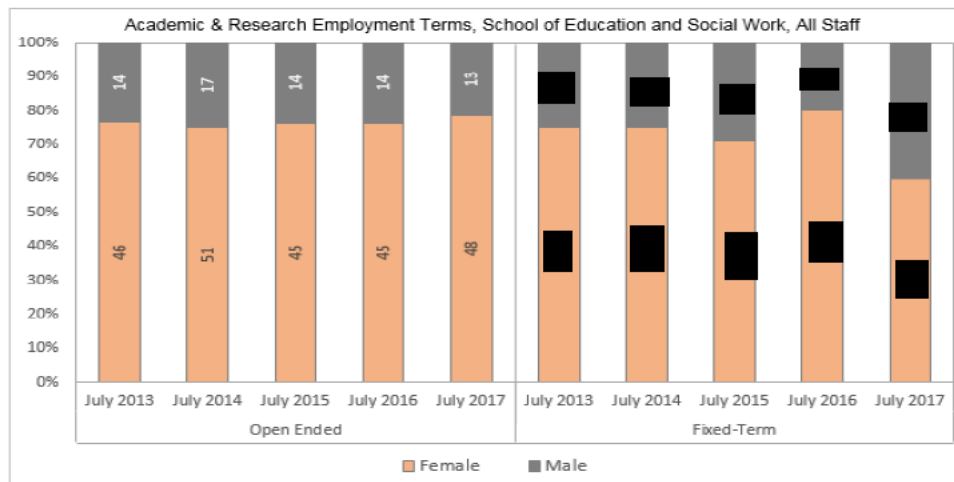
Figure 4.2.14 SESW academic and research staff open ended/fixed term by gender by year
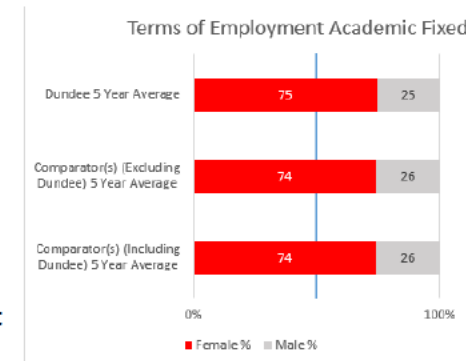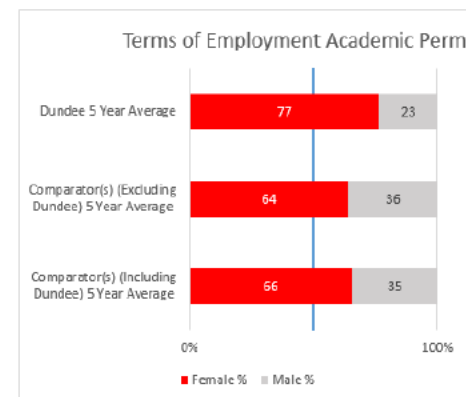
Figure 4.2.15 Comparator Data: Open Ended and Fixed Term Contract

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	Open Ended		77		23		75		25		76		24		76		24		79		21
	Fixed-Term		75		25		75		25		71		29		80		20		60		40
Academic & Research Total			76		24		75		25		76		24		77		23		77		23

Table 4.2.8 SESW academic and research staff open ended/fixed term by gender by year

(iii)   Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Gender of leavers in 2014 (78%F:22%M) and 2015 (83%F:17%M) (**Figure 4.2.16, Table 4.2.9**) was within 3-7% of SESW staff profile (2014, 75%F:25%M and 2015, 77%F:23%M) (**Figure 4.2.2, Table 4.2.1**). In the other 3 years, a higher %M left (50%F:50%M) (**Figure 4.2.16, Table 4.2.9**).

The higher %F leavers in 2014-15 was related to the UoD Voluntary Severance (VS) scheme. The VS scheme was in operation 2014/15 and was open to core-funded A&R staff. The process of VS was conducted according to a carefully managed, transparent process led by HR in consultation with trade unions.

By gender, females were most likely to take VS (recorded as Severance in data), males were most likely to resign (**Figure 4.2.17, Table 4.2.10**).

There was a UoD leavers survey, however completions were low. We want to raise this and understand more about why staff leave.

2018-2022 Actions	
4.2.4	Increase understanding as to why staff leave SESW through encouraging staff to complete the UoD exit questionnaire and introducing exit interviews.

Male turnover overall was higher than for females (9%F:13%M, aggregate). By grade it was highest at AS10 (18%F:18%M, aggregated), followed by AS09 (13%F:17%M, aggregated) (**Figure 4.2.18, Table 4.2.11**). Male turnover was higher than for females in relation to full-time (7%F:12%M) and part-time (16%F:19%F) work (**Figure 4.2.19, Table 4.2.12**).

Academic & Research Staff Leavers Breakdown, School of Education and Social Work, All Staff
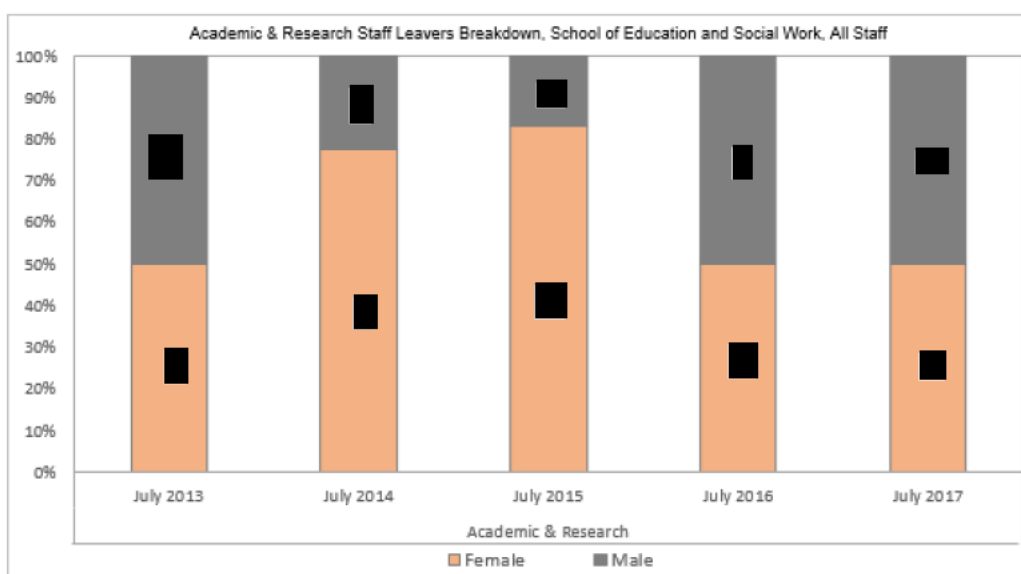
Figure 4.2.16 A&R Leavers by Gender

	July 2013				July 2014				July 2015				July 2016				July 2017			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research		50		50		78		22		83		17		50		50		50		50

Table 4.2.9 A&R Leavers by Gender

Academic & Research Staff Leavers Reason 2013-2017, School of Education and Social
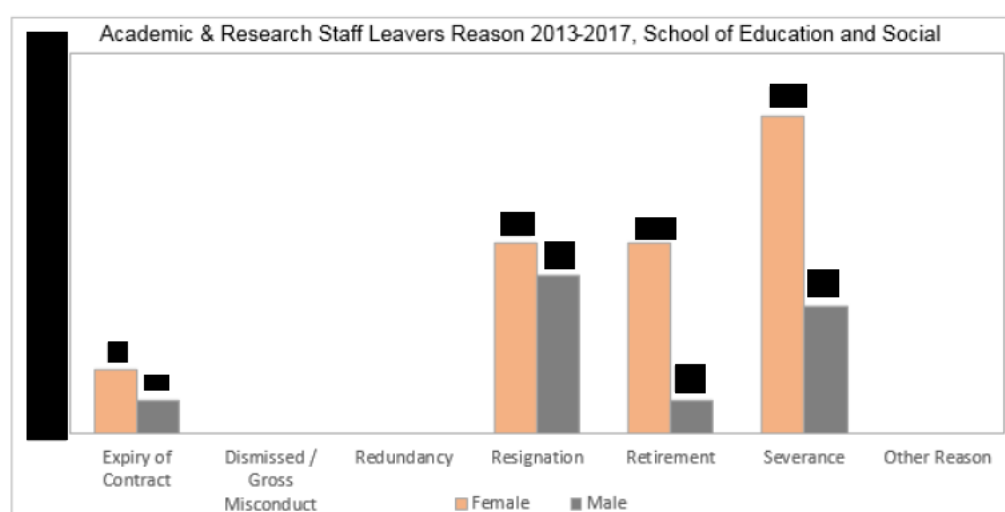
Figure 4.2.17 A&R Leavers by Reason for Leaving and Gender

		Female	%	Male	%
Aggregate Five Years 2013- 2017	Expiry of Contract		67		33
	Dismissed / Gross Misconduct		-		-
	Redundancy		-		-
	Resignation		55		45
	Retirement		86		14
	Severance		71		29
	Other Reason		-		-
Academic & Research Total			69		31

Table 4.2.10 A&R Leavers by Reason for Leaving and Gender
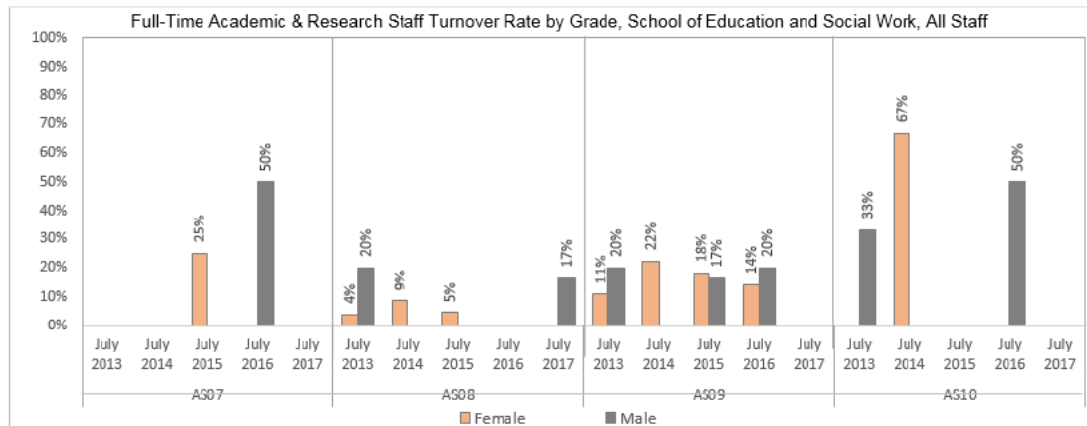
Figure 4.2.18 A&R Turnover by Grade and Gender

		July 2013				July 2014				July 2015				July 2016				July 2017				Aggregate			
		Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over
Academic & Research	AS07		-		-		-				22				20		50		17				13		11
	AS08		6		17		10		-		15				3		-		-		14		7		7
	AS09		9		17		17		33		21		13		10		20		-		-		13		17
	AS10		-		25		67		-		-		25		-		33		-		-		18		18
Academic & Research Total			6		17		13		13		18		11		6		19		2		7		9		13

Table 4.2.11 A&R Turnover by Grade and Gender
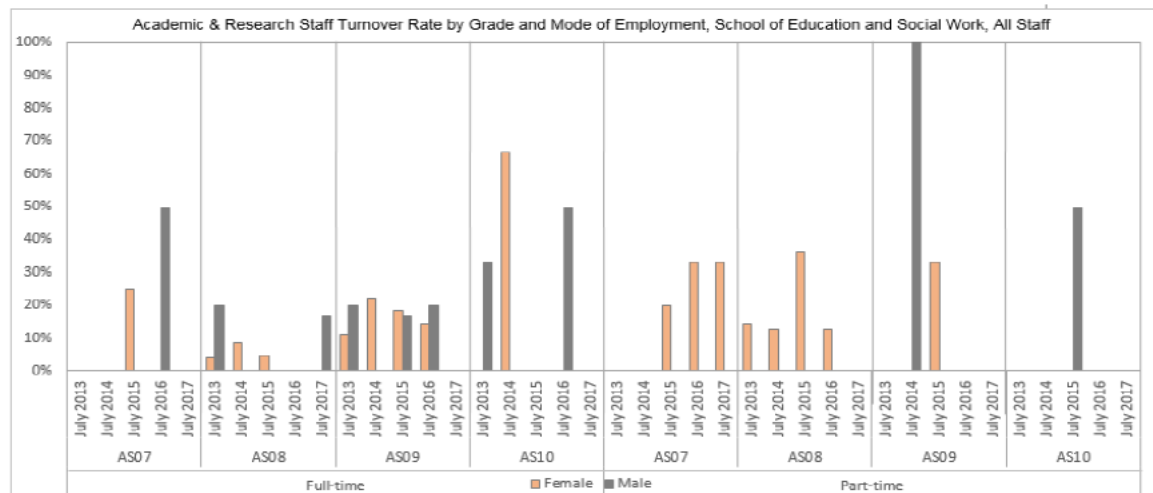
Figure 4.2.19 A&R Turnover by Full-time/Part-time and Gender

	July 2013				July 2014				July 2015				July 2016				July 2017				Aggregate			
	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over
Full-time Total		5		20		15		-		11		7		3		21		-		8		7		12
Part-time Total		9		-		8		50		32		20		14		-		8		-		16		19
Academic & Research		6		17		13		13		18		11		6		19		2		7		9		13

Table 4.2.12 A&R Turnover by Full-time/Part-time and Gender

Section 4: 2,964 words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i)   Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

See Data Notes: 1, 2, 7, 8, 10, 18, 19

SESW implements UoD's recruitment policies including, advertising (consideration to the wording used in adverts); person specifications, short-listing and interviewing (gender balance of panels and Chairs, ensuring all panellists have completed mandatory online ED&I and recruitment modules). Vacancies carry the AS logo, ED&I wording and are advertised via the UoD e-recruitment system. Staff are encouraged to promote vacancies via their networks, including social media, to broaden the pool of applicants.

The recruitment data includes a category of 'Other' (O) (applicants who identify as non-binary or choose to withhold their gender). We welcome this move by the UoD away from binary gender data.   Numbers of 'Other' (O) applicants were low (2%).

Gender balance of applicants (57%F:41%M:2%O, aggregated) **(Figure 5.1.1, Table 5.1.1)** was quite different from the gender balance of staff (77%F:23%M, 2017). Aggregated over the reporting period, females were more likely than males to apply and were more successful than males at each successive stage of the recruitment process, especially at being shortlisted (24%F:15%M) **(Figure 5.1.1, Table 5.1.1)**.

SESW staff, particularly females, reported high levels of agreement that the University acts fairly with regard to recruitment (91%F:83%M) **(Figure 5.5.2)**. If we are to increase the %M, we need to ensure that our recruitment processes are not disadvantaging any gender **(Action 5.3.2)**.

2018-2022 Actions
5.1.1   Ensure recruitment processes are fair and there is no gender bias at any stage of the appointment process, nor in relation to grade or contract.
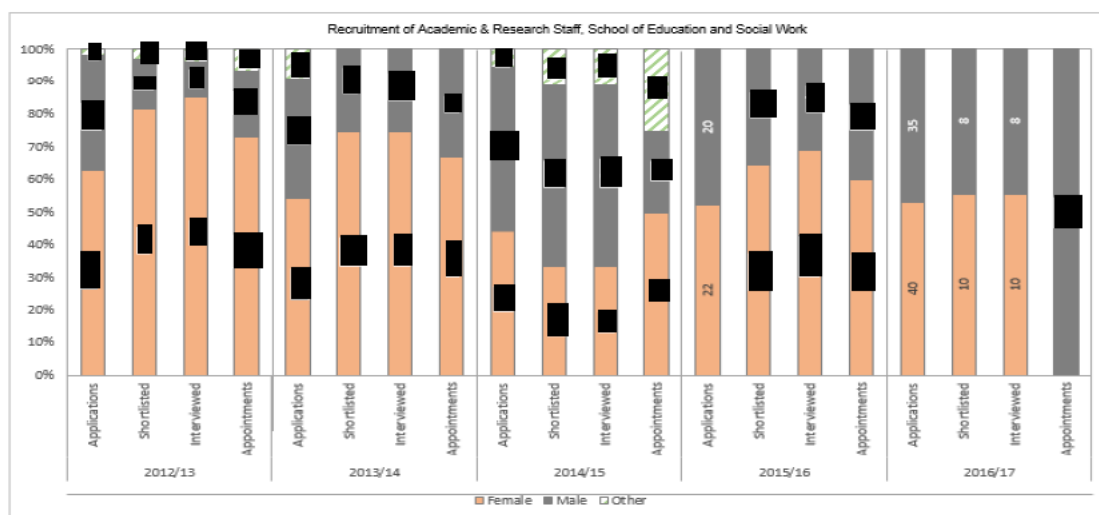
Figure 5.1.1 Recruitment of A&R Staff, by year over 5-year reporting period

Academic & Research (All Grades)	Number of Vacancies	Aggregate					
		Female	%	Male	%	Other	%
		30					
	Applications		57%		41%		2%
	Shortlisted		67%		31%		3%
	Interviewed		68%		30%		3%
	Appointments		62%		31%		7%
	Applications > Shortlisted	24%		15%		25%	
	Applications > Interviewed	22%		13%		25%	
	Applications > Appointments	8%		6%		25%	

Table 5.1.1 Recruitment of A&R Staff by year over 5-year reporting period
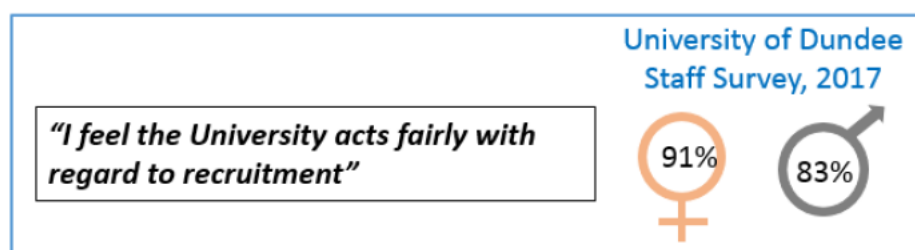
Figure 5.1.2   University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

By grade, appointments were AS07 (13F:7M), AS08 ██ and AS09 (██), and ██ appointment to AS10 (advertised and recorded as 'Other') (**Figure 5.1.3, Table 5.1.2**). 'Other' grades refers to posts that had either a range of grades (e.g., Lecturer/Senior Lecturer) or no specified grade.

Applications to appointments, AS07: 7%F:5%M, AS08: 14%F:0%M and AS09: 33%F:50%M (**Figure 5.1.3, Table 5.1.2**) reveal males were more likely to be appointed to higher grades.
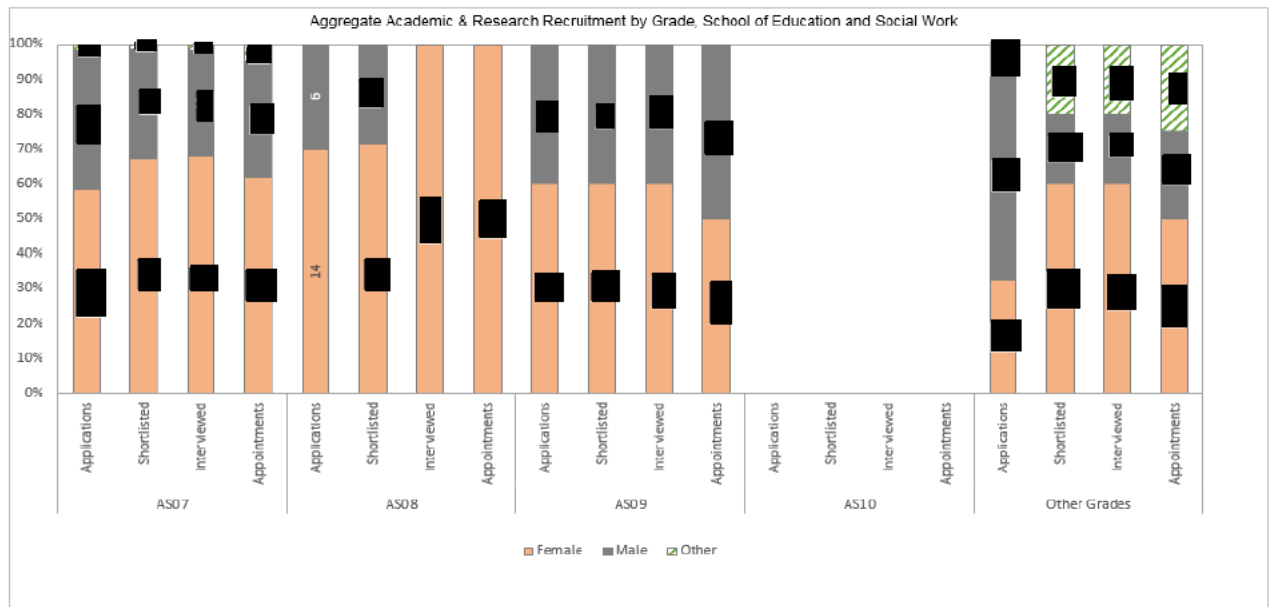
Figure 5.1.3 Recruitment of A&R Staff by grade, aggregated over 5-year reporting period

Academic & Research (Grades 7 & Above)		Aggregate				
		Female	%	Male	%	Other	%
AS07	Number of Vacancies		22				
	Applications		58%		40%		2%
	Shortlisted		67%		31%		2%
	Interviewed		68%		31%		2%
	Appointments		62%		33%		5%
	Applications > Shortlisted		21%		15%		17%
	Applications > Interviewed		21%		14%		17%
	Applications > Appointments		7%		5%		17%
AS08	Number of Vacancies						
	Applications		70%		30%	0	0%
	Shortlisted		71%		29%	0	0%
	Interviewed		100%		0%	0	0%
	Appointments		100%		0%	0	0%
	Applications > Shortlisted		36%		33%		-
	Applications > Interviewed		14%		0%		-
	Applications > Appointments		14%		0%		-
AS09	Number of Vacancies						
	Applications		60%		40%	0	0%
	Shortlisted		60%		40%	0	0%
	Interviewed		60%		40%	0	0%
	Appointments		50%		50%	0	0%
	Applications > Shortlisted		100%		100%		-
	Applications > Interviewed		100%		100%		-
	Applications > Appointments		33%		50%		-
AS10	Number of Vacancies						
	Applications	0	-	0	-	0	-
Other Grades	Number of Vacancies						
	Applications		32%		61%		6%
	Shortlisted		60%		20%		20%
	Interviewed		60%		20%		20%
	Appointments		50%		25%		25%
	Applications > Shortlisted		30%		5%		50%
	Applications > Interviewed		30%		5%		50%
	Applications > Appointments		20%		5%		50%

Table 5.1.2 Recruitment of A&R Staff by grade, aggregated over 5-year reporting period

Recruitment panels comprised the Dean, discipline representative/s, HR officer and a member external to SESW. The %F on recruitment/interview panels has increased over recent years, from averages of 34.5%F:65.5%M (2014/15) to 46%F:54%M (2016/17) (**Table 5.1.3**), however, there is still an over-representation of males (compared to the SESW staff profile). We acknowledge that involvement with recruitment/interview panels exposes staff to the skills and attributes of successful applicants. The gender balance of recruitment panels could be privileging males in their career progression. We will:

2018-2022 Actions	
5.1.2	Ensure gender balance of appointment/interview panels is aligned with the gender balance of SESW staff.

		2014/15		2015/16		2016/17	
		Average Panel Female	Average Panel Male	Average Panel Female	Average Panel Male	Average Panel Female	Average Panel Male
Academic & Research	Shortlisting Panel	34%	66%	33%	67%	45%	55%
(All Grades)	Interview Panel	35%	65%	39%	61%	47%	53%

Table 5.1.3 Recruitment Panels, by Gender and Year (data only available for 3 years)

The gender of applicants is collected for ED&I monitoring, this information is not disclosed to the panel.

(ii) Induction

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

See Data Notes: 1, 2, 7, 8, 19

Information about new staff joining SESW is shared via the School Newsletter and emails, including photos of new staff. In August 2018, we held our first SESW Welcome Event which was well attended by new and existing staff, providing an informal opportunity to meet and socialise. We will make this an annual event (**Action 5.1.3**). The SESW event was in addition to the UoD Welcome Event (see **5.3(i)**), 5 (▮▮▮) staff attended the latter over the last 3 years.

2018-2022 Actions	
5.1.3	Establish the SESW Welcome Event as an annual event in the SESW calendar and gather data on attendance.

All new staff meet with the Depute Dean/Dean, and receive an Induction checklist that outlines the induction process and relevant SESW/UoD information and policies, including the SESW Staff Handbook, Welcome Pack, Welcome Events (SESW and UoD) and information on ED&I and AS. New staff receive an academic line-manager to support identifying and achieving milestones to pass probation and to start career planning (see **5.3(iii)**) (**Action 5.1.5**); and a pastoral mentor to support settling into SESW/UoD. Staff reported this mentoring to have been helpful (**Figure 5.1.4**).

'Academic and pastoral mentors play a significant part in this [induction] process for new staff.'

Figure 5.1.4 School of Education and Social Work Staff Survey, Female Respondent, 2016

All new staff must complete UoD probation requirements within 3 years. Probation includes completion of ED&I modules, and PG Teaching and Learning in HE module (which can be upgraded to PG Certificate Academic Practice in Higher Education to achieve Fellow Higher Education Academy (FHEA) status). Probation is reviewed annually by the UoD Probation Committee. Over the reporting period all new staff passed probation. Data from the SESW SS (2018) point to high satisfaction with induction (87%F, no male responses).

(iii) 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 how staff are encouraged and supported through the process.

A&R staff promotions are achieved through the Annual Review Procedure (ARP). The UoD revised the ARP in 2014, leading to widening eligibility criteria, creating equity in recognition of T&R and T&S, enabling staff to self-nominate as well be nominated by line-managers, and to apply for promotion from any grade to any new grade.

Career aspirations, promotion and support needs are discussed during OSaRs. This is a key area that we are enhancing through our AP (see 5.3(ii)) (**Actions 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8**).

2018-2022 Actions	
5.1.4	Introduce promotions calendar/timeline to be used by all staff.
5.1.5	Support staff to maintain a full and up-to-date PURE profile for career development.

Application rates for promotion were low (3%F:6%M, aggregate), with a lower percentage of the overall eligible females achieving promotion than males (2%F:5%M, aggregate). Aggregated success rates were 75%F:86%M (**Figure 5.1.5, Table 5.1.4**) (**Action 5.3.2**).

The new ARP (post 2014) has resulted in greater gender parity in promotion success (Pre-2014, 78%F:100%M, Post-2014, 71%F:75%M). Success rates decreased for both females and males, but females were still less likely to seek promotion (Pre-2014, 6%F:9%M, Post-2014, 2%F:4%M) (**Table 5.1.4, Table 5.1.5**).

By grade, applications to Senior Lecturer/Grade 9 (████) were the most frequent, followed by Lecturer/Grade 8 (████) and Personal Chair/Grade 10 (████) (**Table 5.1.5**). There were no applications to Reader during the reporting period, and no applications for promotion in 2014/15 (this coincided with UoD restructuring and the introduction of the new ARP). Applications for promotion to Lecturer/Grade 8 and

Chair/Professor/Grade 10 were all successful. Promotions to Senior Lecturer/Grade 9 were not, with females less successful than males (69%F:80%M) (**Table 5.1.5**). We will:

	2018-2022 Actions
5.1.6	Run focus group to gather qualitative data on staff perceptions and experiences of promotion/opportunities for career development.
5.1.7	Record promotion outcomes and review at SAT, ED&I Committee and SEG. Reflect on outcomes in annual AS Report and develop future actions.
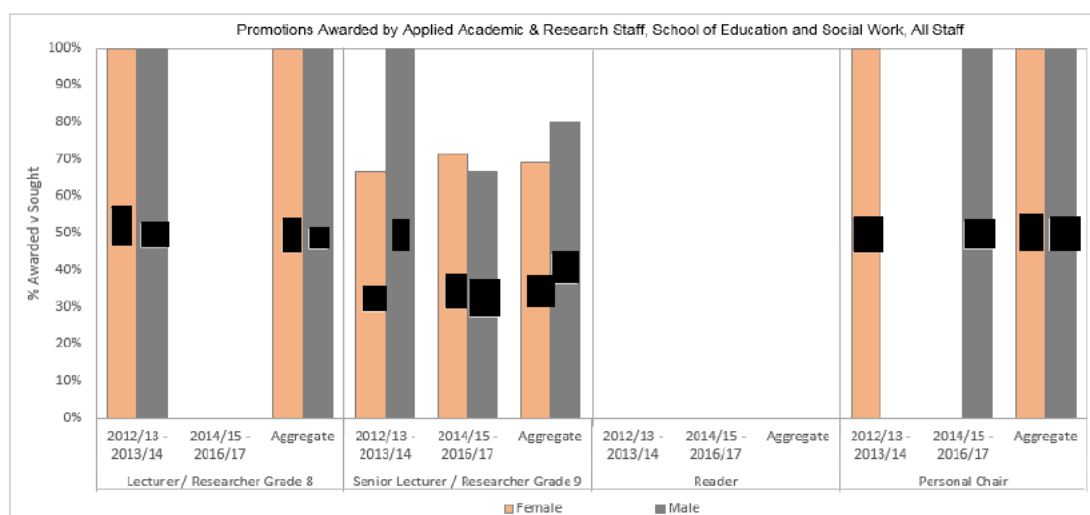
Figure 5.1.5 Promotions Awarded, 'Old' ARP (2012-14), 'Current' ARP (2014-17) and Aggregate, by Grade

		2012/13 – 2013/14 Old Method, Academic Only		2014/15 – 2016/17 Current Method, Academic & Research		Aggregate	
		Female	Male	Female	Male	Female	Male
Promotion to Lecturer or Researcher Grade 8 2014/5 onwards	Sought			0	0		
	Awarded			0	0		
	Eligible			17	5		
	% Sought	200%	–	0%	0%	11%	20%
	% Awarded v Eligible	200%	–	0%	0%	11%	20%
	% Awarded	100%	100%	–	–	100%	100%
Promotion to Senior Lecturer or Researcher Grade 9 2014/5 onwards	Sought						
	Awarded						
	Eligible						
	% Sought	7%	13%	9%	19%	8%	16%
	% Awarded v Eligible	5%	13%	6%	13%	5%	13%
	% Awarded	67%	100%	71%	67%	69%	80%
Promotion to Reader	Sought	0	0	0	0	0	0
	Awarded	0	0	0	0	0	0
	Eligible	25	8	143	32	168	40
	% Sought	0%	0%	0%	0%	0%	0%
	% Awarded v Eligible	0%	0%	0%	0%	0%	0%
	% Awarded	–	–	–	–	–	–
Promotion to Personal Chair	Sought						
	Awarded						
	Eligible						
	% Sought	4%	0%	0%	3%	1%	2%
	% Awarded v Eligible	4%	0%	0%	3%	1%	2%
	% Awarded	100%	–	–	100%	100%	100%
Total	Sought					16	7
	Awarded					12	6
	Eligible					519	125
	% Sought	6%	9%	2%	4%	3%	6%
	% Awarded v Eligible	5%	9%	1%	3%	2%	5%
	% Awarded	78%	100%	71%	75%	75%	86%

Table 5.1.4 Promotions Awarded, 'Old' ARP (2012-14), 'Current' ARP (2014-17) and Aggregate, by Grade (blue numbers indicate promotions under the 'Old' promotions criteria)

		2012/13		2013/14		2014/15		2015/16		2016/17		Aggregate	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Promotion to Lecturer or Researcher Grade 8 2014/5 onwards	Sought	0	0	■	■	■	■	■	■	■	■	■	■
	Awarded	0	0	■	■	■	■	■	■	■	■	■	■
	Eligible	0	0	■	■	■	■	■	■	■	■	■	■
	% Sought	-	-	200%	-	0%	0%	0%	0%	0%	0%	11%	20%
	% Awarded v Eligible	-	-	200%	-	0%	0%	0%	0%	0%	0%	11%	20%
	% Awarded	-	-	100%	100%	-	-	-	-	-	-	100%	100%
Promotion to Senior Lecturer or Researcher Grade 9 2014/5 onwards	Sought	■	■	■	■	0	0	■	■	■	■	■	■
	Awarded	■	■	■	■	0	0	■	■	■	■	■	■
	Eligible	■	■	■	■	39	8	■	■	■	■	■	■
	% Sought	15%	67%	9%	0%	0%	0%	13%	13%	5%	25%	8%	16%
	% Awarded v Eligible	15%	67%	0%	0%	0%	0%	8%	0%	5%	25%	5%	13%
	% Awarded	100%	100%	0%	-	-	-	60%	0%	100%	100%	69%	80%
Promotion to Reader	Sought	0	0	0	0	0	0	0	0	0	0	0	0
	Awarded	0	0	0	0	0	0	0	0	0	0	0	0
	Eligible	11	3	14	5	48	11	47	10	48	11	168	40
	% Sought	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	% Awarded v Eligible	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	% Awarded	-	-	-	-	-	-	-	-	-	-	-	-
Promotion to Personal Chair	Sought	0	0	■	■	0	0	0	0	■	■	■	■
	Awarded	0	0	■	■	0	0	0	0	■	■	■	■
	Eligible	11	4	■	■	48	13	47	12	■	■	■	■
	% Sought	0%	0%	7%	0%	0%	0%	0%	0%	0%	8%	1%	2%
	% Awarded v Eligible	0%	0%	7%	0%	0%	0%	0%	0%	0%	8%	1%	2%
	% Awarded	-	-	100%	-	-	-	-	-	-	100%	100%	100%
Total	Sought	■	■	■	■	0	0	■	■	■	■	16	7
	Awarded	■	■	■	■	0	0	■	■	■	■	12	6
	Eligible	■	■	■	■	140	34	■	■	■	■	519	125
	% Sought	8%	20%	10%	6%	0%	0%	4%	3%	1%	9%	3%	6%
	% Awarded v Eligible	8%	20%	6%	6%	0%	0%	2%	0%	1%	9%	2%	5%
	% Awarded	100%	100%	60%	100%	-	-	60%	0%	100%	100%	75%	86%

Table 5.1.5 Promotion by Grade, Gender and Year (blue numbers indicate promotions under the 'Old' promotions criteria)

Promotion of part-time staff was particularly low over the period, ■ part-timers applied, ■ was successful (**Figure 5.1.6, Table 5.1.6**). Probationary staff have reported that promotion isn't 'relevant to me' (SESW AS SS, 2016). We want to ensure all staff are supported to progress in their careers (**Action 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8**). Conversations on promotion are now integral to OSaRs and probation.
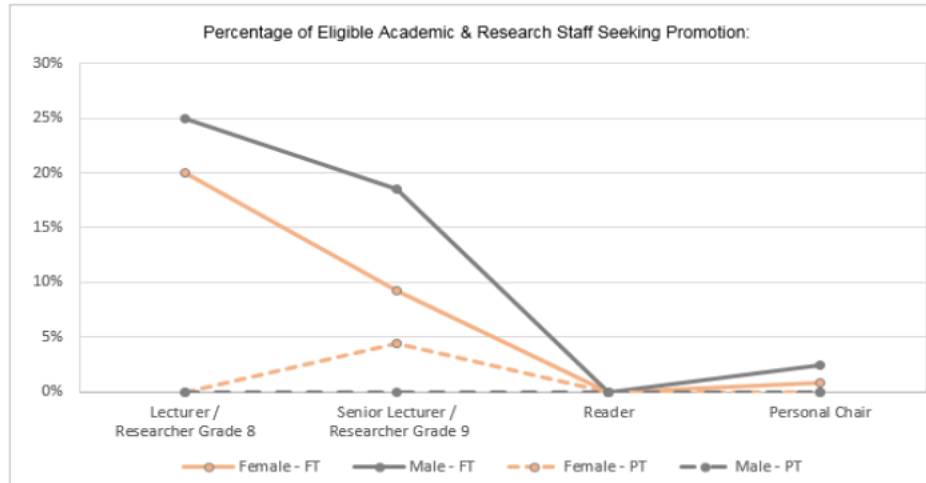
Figure 5.1.6 Percentage of Eligible A&R Staff Seeking Promotion, by Part-time/Full-time status and gender

| | | School Education and Social Work 5-Year Aggregate Data | | | | | |
| | | Overall | | Full-Time | | Part-Time | |
		Female	Male	Female	Male	Female	Male
Promotion to Lecturer	Sought					0	0
or Researcher Grade 8	Awarded					0	0
2014/15 onwards	Eligible					8	1
	% Sought	11%	20%	20%	25%	0%	0%
	% Awarded v Eligible	11%	20%	20%	25%	0%	0%
	% Awarded	100%	100%	100%	100%	-	-
Promotion to Senior Lecturer	Sought						
or Researcher Grade 9	Awarded						
2014/15 onwards	Eligible						
	% Sought	8%	16%	9%	19%	4%	0%
	% Awarded v Eligible	5%	13%	7%	15%	2%	0%
	% Awarded	69%	80%	73%	80%	50%	-
Promotion to Reader	Sought	0	0	0	0	0	0
	Awarded	0	0	0	0	0	0
	Eligible	168	40	121	33	47	7
	% Sought	0%	0%	0%	0%	0%	0%
	% Awarded v Eligible	0%	0%	0%	0%	0%	0%
	% Awarded	-	-	-	-	-	-
Promotion to Personal Chair	Sought					0	0
	Awarded					0	0
	Eligible					47	7
	% Sought	1%	2%	1%	2%	0%	0%
	% Awarded v Eligible	1%	2%	1%	2%	0%	0%
	% Awarded	100%	100%	100%	100%	-	-
Total	**Sought**	16	7	14	7		
	Awarded	12	6	11	6		
	Eligible	519	125	371	106		
	% Sought	3%	6%	4%	7%	1%	0%
	% Awarded v Eligible	2%	5%	3%	6%	1%	0%
	% Awarded	75%	86%	79%	86%	50%	-

Table 5.1.6 Percentage of Eligible A&R Staff Seeking Promotion, by part-time/full-time status and gender

UoD runs promotions workshops in the months leading up to the submission of applications. These are advertised across the UoD and by SESW (newsletters and emails). In the last 3 years, 11 (███████) staff attended the workshops, and there were 10 (███████) applications for promotion (we do not know if the same people who attended the workshops applied for promotion). Data from the SESW SS (2018) reveals only 35%F felt the promotion process was transparent (**Figure 5.1.7**) and further guidance was needed (**Figure 5.1.8**). We will:

2018-2022 Actions	
5.1.8	Enhance communication on promotion criteria and processes, including the UoD Promotions Workshops: through School e-mails, newsletters, staff meetings and ESW Central.

SESW
Staff Survey, 2018

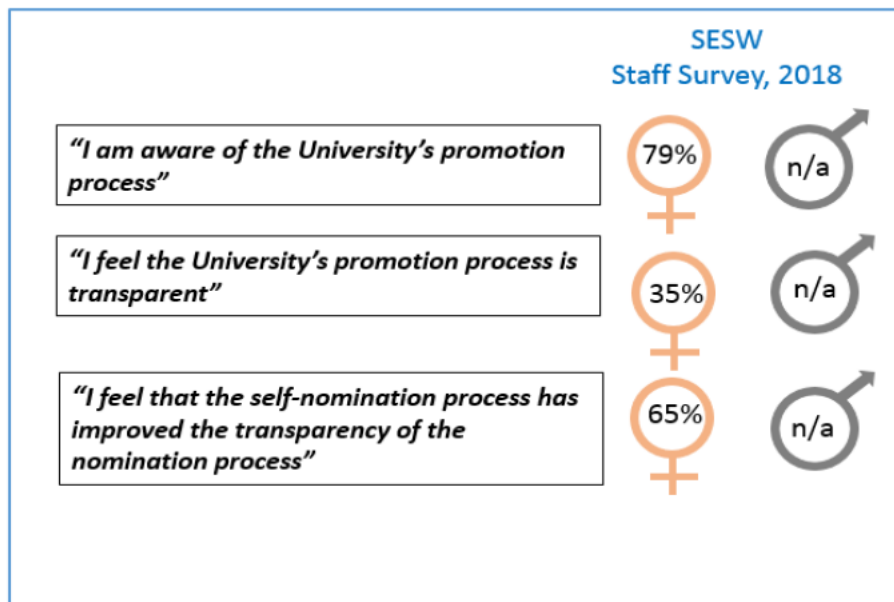|	Female	Male
"I am aware of the University's promotion process"	79%	n/a
"I feel the University's promotion process is transparent"	35%	n/a
"I feel that the self-nomination process has improved the transparency of the nomination process"	65%	n/a

Figure 5.1.7 School of Education and Social Work Staff Survey Responses, 2018

'Promotions workshop was helpful but there needs to be more written guidance.'

Figure 5.1.8 School of Education and Social Work Staff Survey, Female Respondent, 2018

The Dean or Depute Dean meets with unsuccessful promotion applicants to plan and support a second application. To date, all second applications 5 (██████) were successful.

SESW provides a wide range of leadership roles to enable staff to acquire and evidence activities required for promotion. Most leadership roles are rotated to enable staff to develop skills required for promotion, (for example, Programme Directors are appointed for 3 years).

In 2016/17, 26 (65%F:35%M) staff had leadership roles, we note the higher %M compared to the staff profile (77%F:23%M, 2017). Data from the UoD SS (2017) reveal that females were less likely than males to agree that they receive the same opportunities to develop as other staff (64%F:75%M) and that the UoD acts fairly with regard progression/promotion (74%F:83%M) (**Figure 5.1.9**). This is an area we will explore with staff.

These are issues that we will discuss with staff in a focus group to explore the gender imbalance in OSaR experiences (**Action 5.1.6**).
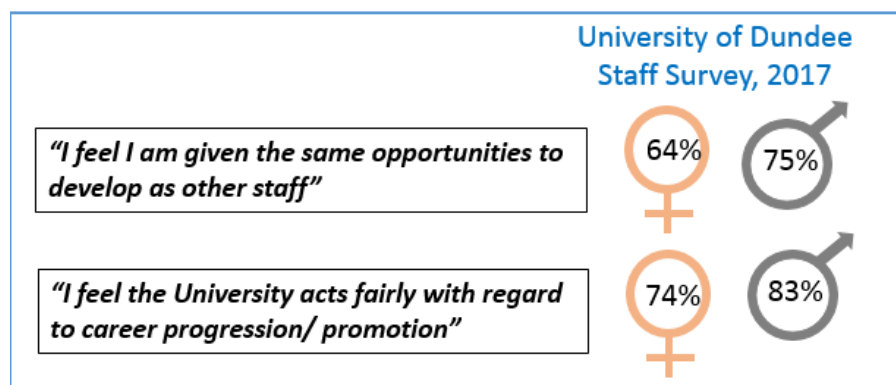
Figure 5.1.9 University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

The AS process has focused SESW attention on promotions highlighting the need for us to be more proactive in raising awareness of promotion criteria, processes and in supporting staff, especially females. In response, during 2017/18 additional support was introduced to enable and encourage more females to apply for promotion. Applications increased, with ██ (██/77%F ██/23%M) across all grades, (gender balance in line with the SESW staff profile, 77%F:23%M, 2017). This was in contrast to low numbers of applications 23 (16/69%F:7/31%M) over the previous 5-years (**Table 5.1.5**).

We will build on these recent developments through our planned actions (**Action 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8**) to increase promotions for all staff, particularly females.

(iv)   Department submissions to the Research Excellence Framework (REF)

Provide data on the 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>
<tr><td>See Data Notes: 1, 2, 7, 8, 12</td></tr>
</table>

Gender balance of submissions changed little from RAE2008 (56%F:44%M) to REF2014 (54%F:46%M) (although the number of staff submitting declined (RAE 14F:11M, REF 7F:6M) (**Table 5.1.7**). The over-representation of males (in relation to the SESW staff profile, 75%F:25%M, 2014) (**Figure 4.2.2, Table 4.2.1**) can be explained by the higher proportion of males on T&R contracts (**Figure 4.2.8, Table 4.2.5**). We wish to increase the number of staff submitting to REF and the proportion of females (**Action 5.1.9**).

There is also a higher percentage of eligible males than females who were submitted to REF2014, (eligibility data are not available for RAE2008). Along with increasing staff on T&R contracts (**see Section 4.2**) (**Action 4.2.2, 4.2.3**) we need to ensure higher levels of submission to REF. As the percentage of staff eligible for REF increases, attention will be paid to ensuring gender balance.

	2018-2022 Actions	
5.1.9	Increase the overall number of staff eligible and contributing to REF, ensure gender balance is aligned with SESW staff profile.	

	RAE 2008		REF 2014	
	Female	Male	Female	Male
Eligible (#)	n/a	n/a	10	8
Submitted (#)	14	11	7	6
Submitted (%)	n/a	n/a	70%	75%
Submitted (%F:%M)	56%	44%	54%	46%

Table 5.1.7 Eligibility and Submissions to RAE 2008 and REF 2014, by Gender

For REF2014 UoD worked within the REF Code of Practice. All involved with the selection and appeals process were required to complete mandatory ED&I training including REF-specific ED&I training. The REF process accounted for periods of maternity/ paternity/adoption leave, part-time working and other circumstances such as illness or disability. All outputs were reviewed on an individual basis. There were two

REF Review panels, one for Education (█████and █external) and one for Social Work (█████ and █external). We will:

	2018-2022 Actions
5.1.10	Develop REF panels aligned with gender of SESW staff profile.

SILVER APPLICATIONS ONLY

5.2.   Key career transition points: professional and support staff

(i)   Induction

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

(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 how staff are encouraged and supported through the process.

5.3   Career development: academic staff

(i)   Training

Describe the training available to staff at all levels in the department. 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?

See Data Notes: 13, 18, 19

SESW staff benefit from training opportunities provided at University, School and national level. The UoD's central training unit is 'Organisational and Professional Development' (OPD). Training and career development needs are identified during annual Objective Setting and Reviews (OSaR) and probation reviews.   Most of the training delivered by OPD and SESW, staff can self-nominate to participate. A few programmes require nominations by the Dean/Depute Dean (e.g., Aurora Leadership Programme).

UoD OPD TRAINING

Organisational and Professional Development (OPD) provide free training for all UoD staff and PGRs. OPD courses are communicated widely across the UoD via: annual programme (hard and e-copy) (**Figure 5.3.1**); 'What's On' e-mails; OPD website; along with focussed communications in SESW via e-mails/newsletters, targeting of individuals/groups of staff.
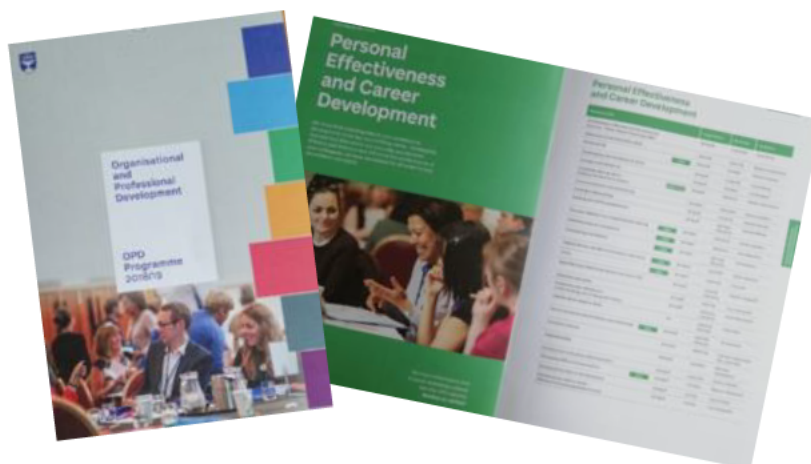

Figure 5.3.1 OPD Training Programme 2018/19

SESW staff reported finding training to be very useful (88%F:100%M) (SESW SS, 2018). Drawing on UoD SS data, high levels of training were identified in OSaRs (see 5.3(ii)) (74%F:86%M) (**Figure 5.3.2**), but completion was very low for both genders (35%F:33%M) as was the perceived support from line-mangers to complete training (40%F:33%M) (**Figure 5.3.2**). These data can partly be explained by the timing of the UoD SS (Semester 1) and OSaRs (Semester 2). However, OPD data confirm low uptake of training. School level data were only available for 2015/16 and 2019/17 (earlier data were reported under the previous College structure (**Figure 2.5**). During the 2 reporting years only ████ attended OPD training (note: these data refer to instances of training attended not headcount) (**Table 5.3.1**).

	2018-2022 Actions
5.3.1	Increase uptake of training through raising awareness and relevance of training to career development in OSaR and SESW communication.
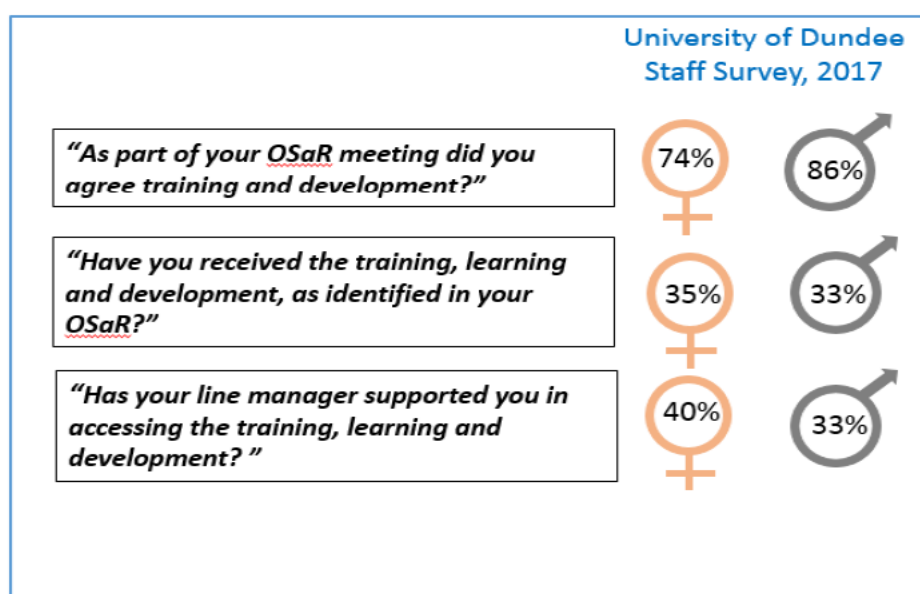
Figure 5.3.2 University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

	2015/16		2016/17	
	No.	%	No.	%
Female	██	100%	██	83%
Male		0%		17%
Total		**100%**		**100%**

Table 5.3.1 SESW Completion of OPD Training, by Gender, 2015/16 – 2016/17 (previous years data unavailable at School level)

Unconscious Bias (UB) had the highest uptake of any course (███████), but remains very low (it should be noted that UB is included in mandatory online ED&I modules (**see below**) and Recruitment module). We have started introducing UB into SESW AS activities. An UB session was included in our 2018 AS event: *Achieving Gender Balance in ESW: Challenges and Strategies*, and the link to the Harvard University, Implicit Association Test has been introduced to all staff within the context of UB. We will work to increase the availability and uptake of Unconscious Bias training:

2018-2022 Actions	
5.3.2	Increase availability and uptake of Unconscious Bias training and engagement with Implicit Association Test.

Staff have individual responsibility for their career development, however, we see an enhanced role for line managers to be supporting staff to complete relevant training. This is already being addressed through the introduction in 2018/19, of a mid-point OSaR review meeting, and will be supported through our AP (**Action 5.3.1**).

Since 2014, ██████████ have completed the Aurora Leadership (AL) programme. OPD asks Deans for nominations which are made for specific strategic and career development needs including, widening professional networks to support female career development and leadership roles in SESW and the UoD. Feedback on the AL programme has been positive, highlighting the benefits for self-development and career progression. All Aurora Alumni are in new leadership roles. The availability of places on the Aurora programme was determined by the UoD. We will raise awareness of the programme and arrange for alumni to share their learning.

2018-2022 Actions	
5.3.3	Develop annual SESW leadership workshop, led by Alumni of the Aurora Leadership programme and other leadership development programmes.

Online ED&I training is mandatory for all staff and consists of 5 modules. Completion of the ED&I (still currently referred to as E&D) modules rose from 57% (05/2015) to 72% (12/2017), peaking in January 2017 (77%), but remains low and needs to be raised (**Action 5.3.4**). Females were more likely than males to complete the training (76%F:57%M, 12/2017) (**Figure 5.3.3, Table 5.3.2**). Completion rates were higher amongst A&R staff (89%F:58%M) than PS staff (59%F:50%M) (**Figure 5.3.4, Table 5.3.3**).

Compliance with completion is required during probation; required before taking on decision-making roles; through a checklist on Module and Programme Approvals to ensure completion by all staff involved with delivering modules/programmes; and by the Dean analysing quarterly completion reports and contacting staff who have not completed modules.

2018-2022 Actions	
5.3.4	Achieve 90% or above completion rates of all 5 ED&I modules by all staff.

Figure 5.3.3 All Staff Completion of E&D Training, by Gender

	Female				Male				Overall			
	Completed	%	Not Completed	%	Completed	%	Not Completed	%	Completed	%	Not Completed	%
May 15	57	60	38	40	9	45	11	55	66	57	49	43
Jul 15	56	61	36	39	11	55	9	45	67	60	45	40
Oct 15	60	65	33	35	11	65	6	35	71	65	39	35
Jan 16	64	69	29	31	10	63	6	38	74	68	35	32
Apr 16	66	71	27	29	10	63	6	38	76	70	33	30
Jul 16	63	72	25	28	9	56	7	44	72	69	32	31
Oct 16	68	76	21	24	9	60	6	40	77	74	27	26
Jan 17	69	78	19	22	11	69	5	31	80	77	24	23
Apr 17	74	80	19	20	12	67	6	33	86	77	25	23
Jul 17	74	79	20	21	14	64	8	36	88	76	28	24
Dec 17	70	76	22	24	13	57	10	43	83	72	32	28

Table 5.3.2 All Staff Completion of E&D Training, by Gender

E&D Completion by Academic & Research and Professional Services Staff, School of Education and Social Work, All Staff

Figure 5.3.4 All Staff (A&D and PS) Completion of E&D Training, by Gender

| | Academic & Research | | | | | | | | Professional Services | | | | | | | |
| | Female | | | | Male | | | | Female | | | | Male | | | |
	Completed	%	Not Completed	%	Completed	%	Not Completed	%	Completed	%	Not Completed	%	Completed	%	Not Completed	%
May 15	35	69	16	31	8	50	8	50	22	50	22	50		25		75
Jul 15	36	72	14	28	9	56	7	44	20	48	22	52		50		50
Oct 15	41	85	7	15	11	69	5	31	19	42	26	58		-		100
Jan 16	45	90	5	10	10	67	5	33	19	44	24	56		-		100
Apr 16		94		6	10	67	5	33	19	44	24	56		-		100
Jul 16		94		6	9	60	6	40	17	44	22	56		-		100
Oct 16		94		6	8	62	5	38	21	54	18	46		50		50
Jan 17		92		8		71		29	22	59	15	41		50		50
Apr 17		94		6		69		31	27	63	16	37		60		40
Jul 17	47	90	5	10	10	63	6	38	27	64	15	36		67		33
Dec 17	47	89	6	11	11	58	8	42	23	59	16	41		50		50

Table 5.3.3 All Staff (A&D and PS) Completion of E&D Training, by Gender

Overall awareness of UoD policy on E&D is very high (97%F:100%M) (**Figure 5.3.5**).
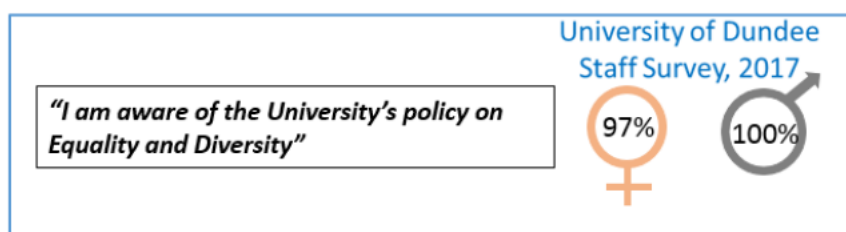

Figure 5.3.5 University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

In response to specific duties in Scotland to undertake Equality Impact Assessments (EIA) on new and revised HE policies ███████ staff (including ██SAT members) have completed EIA training. The number of trained staff will increase over the coming years as SESW is committed to completing 2/3 EIAs annually and will require trained staff for this. The EIAs will support and further embed AS principles into the culture of SESW.

SESW TRAINING

Most new appointees to SESW came directly from practice (**4.2(i)**) bringing considerable professional knowledge, leadership and practice experience, this is rarely combined with a doctorate (**Action 4.2.2, 4.2.3**). Through the use of fee waivers, 6 (▇/83%F:▇/17%M) staff have completed doctorates (▇have been promoted/taken on more senior roles and ▇retired). Currently, ▇▇/80%F▇/20%M) staff are benefitting from the fee waiver which is operated via a waiting list (▇/83%F▇/17%M). Females in particular are benefitting from this significant investment in career development which helps prepare for promotion.

SESW Learning Technologist supports the School's strategic focus on technology enhanced learning, providing training in e-learning packages for teams or individuals. Analysis of 2018 training revealed 71%F:29%M uptake.

In 2017/18 to increase completion of OSaR reviewer training, SESW introduced its own training. This was attended by all OSaR reviewers (**see 5.3.ii**).

We do not currently collect data on SESW training:

2018-2022 Actions
5.3.5 Collect data on SESW training, act on any identified gender trends in uptake.

(ii)   Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

See Data Notes: 14, 19, 20

All staff were entitled to an annual Objective Setting and Review (OSaR), including PDRAs (no PDRAs in SESW during reporting period). The OSaR process is reviewed regularly at UoD level; recent additions have incorporated a checklist of activities (ED&I online modules, OPD OSaR reviewer training). Staff complete details of personal achievements and future objectives prior to meeting their reviewer. OSaR aims to: review annual performance; recognise successes and challenges; agree training and

development activities; and support achievement of objectives and agreed career aspirations.

Completion of OSaRs has been consistently high (at or approaching 100%) (other than 83%, 2015/16). There is no clear difference in completion by gender or grade. Non-completion was associated with exemption from OSaR for probationary staff who have a different appraisal/development process (see 5.1(ii)) (**Figure 5.3.6, Table 5.3.4**).

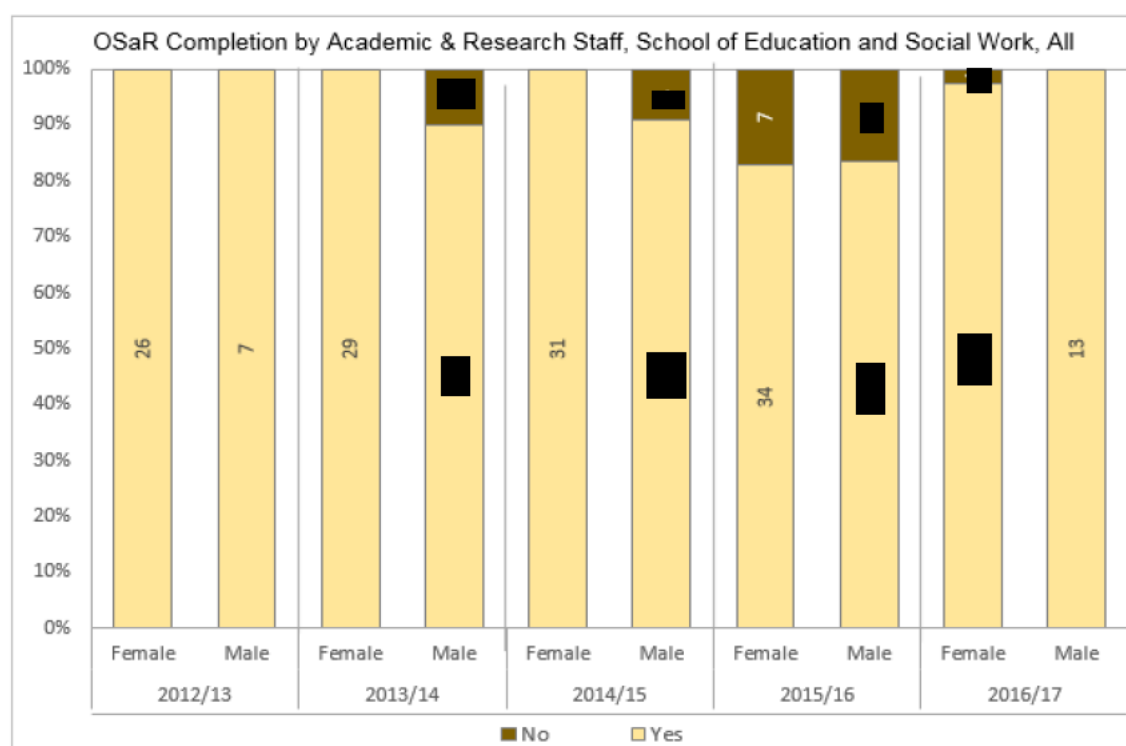| 2018-2022 Actions |
| --- |
| **5.3.6** Maintain OSaR completion at or above 99%. |

Figure 5.3.6 A&R OSaR Completion, by Gender

		2012/13				2013/14				2014/15				2015/16				2016/17			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
Academic & Research	Yes	26	100	7	100	29	100		90	31	100		91	34	83		83		97	13	100
	No	0	0	0	0	0	0		10	0	0		9	7	17		17		3	0	0
Academic & Research Total		26	100	7	100	29	100		100	31	100		100	41	100		100		100	13	100

Table 5.3.4 A&R OSaR Completion, by Gender

In 2016/17 the OSaR reviewer role became part of the senior leadership role comprising: Dean, Depute Dean, Associate Deans, Discipline Leads and Professors. This change reduced the number of reviewers from 20 to ▮▮▮▮ and created a gender balance (56%F:44%M) that is not aligned to SESW staff (77%F:23%M, 2017).

Training for OSaR reviewers is available through OPD. Over the last three years only ▌F completed it. In response to AS work, in 2017/18, OSaR reviewer training was made mandatory, and SESW provided its own training (all reviewers attended). We will enhance this training and the guidance for OSaR reviewers:

2018-2022 Actions
5.3.7 Develop and use additional OSaR guidance to increase levels of reported effectiveness of OSaR process.

There were wide gender differences in staff perceptions of the usefulness of their OSaR (52%F:75%M), and in OSaR covering discussion of leadership roles (45%F:100%M) (**Figure 5.3.7**). These findings are supported by qualitative data (**Figure 5.3.8**) which provide a valuable insight for OSaR enhancement. We will use these data to increase the effectiveness of OSaRs for all staff, particularly females (**Action 5.3.7**).
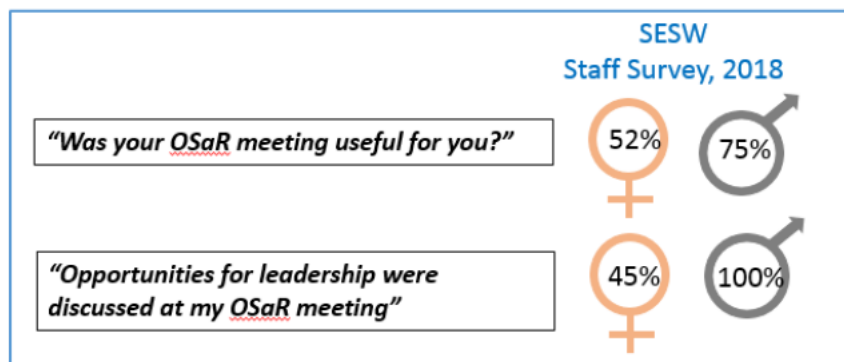

Figure 5.3.7 School of Education and Social Work Staff Survey Responses, 2018

Females:
"OSaR is a useful place to discuss and reflect. I don't think it has any impact on career development currently."
"Seems bit like a paper exercise."
"... inconsistency of approach and expertise."

Males:
"Great experience."
"My reviewer suggested they would help me with my promotion."
"It seems a bit detached from reality, once a year activity doesn't mean much."

Figure 5.3.8 School of Education and Social Work Staff Focus Groups, 2018 and School of Education and Social Work Staff Survey Responses, 2016

We have started to address the effectiveness of OSaR through the introduction of a mid-cycle OSaR for 2018/19.

(iii)   Support given to academic staff for career progression

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

SESW is committed to supporting and developing the careers of all staff. There was only 1-2% difference between females and males agreeing that the UoD is committed to equality of opportunity for all (81%F:83%M) (**Figure 5.3.9**).
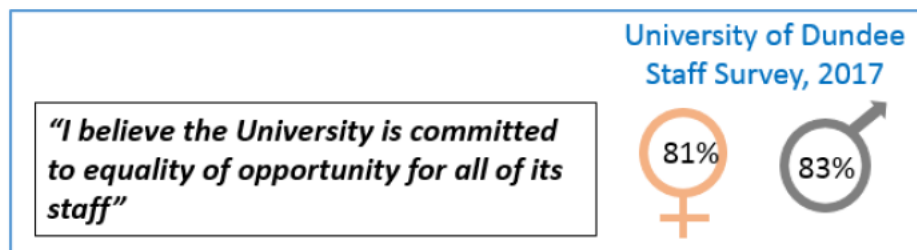

University of Dundee Staff Survey, 2017

"I believe the University is committed to equality of opportunity for all of its staff"

81%   83%

Figure 5.3.9 University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

Along with higher uptake of training (**Action 5.3.1**) and increasing the effectiveness of OSaRs (**Action 5.3.7**), the AS process has highlighted the need for us to focus more on mentoring to support career progression and opportunities for career development (**Action 5.3.8**). SESW Mentoring Champions ▮▮▮▮▮ will help to raise awareness of mentoring, especially for females (65%F:100%M) (**Figure 5.3.10**); and the engagement of staff in mentoring:

2018-2022 Actions	
5.3.8	Raise levels of awareness and engagement in mentoring opportunities in SESW and UoD.
5.3.9	Collect and analyse data on staff involved with mentoring schemes in SESW and UoD, address any identified gender imbalance.

SESW Staff Survey, 2018

"I am aware that the University offers a mentoring scheme for academic staff"
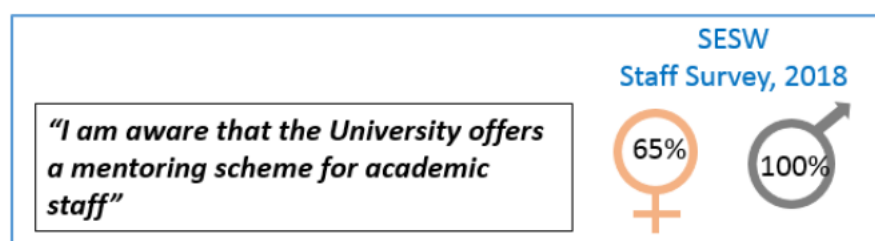
65%   100%

Figure 5.3.10 School of Education and Social Work Staff Survey Responses, 2018

Mentoring is available for staff transitioning from T&S and T&R contracts (**see 4.2**), REF preparation, probationary staff (**see 5.1.(ii)**) and for staff completing Aurora leadership training (**see 5.3(i)**). In 2017/18, UoD launched the Professional Development Mentoring (PDM) scheme for all staff (PS and A&R), with the appointment of Mentoring Champions. SESW has ███████ Mentoring Champions, the highest representation of Mentoring Champions of any School. Participation data are not yet available (**Action 5.3.9**).

UoD in collaboration with the universities of St Andrews, Abertay, Glasgow School of Art and the James Hutton Institute operates the Teaching, Research and Academic Mentoring (TRAM) scheme (formerly Early Career Academic Mentoring (ECAM)), pairing experienced academics (mentors) with earlier stage academics (mentees). In 2017/18, TRAM had 35F:37M mentors ███████ and 26F:28M mentees (SESW ██F) (**Action 5.3.9**).

(iv)   Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

As a professional School most UG and PGT students aspire to moving into/remaining in professional practice, rather than progressing directly into an academic career. Return to study to complete a higher degree or single modules which we offered as CPD, generally occurred after a period in professional practice (**see 4.1v**). We have close working partnerships with a range of professions which provide practice placements and collaboratively we support and advice students on transition into a sustainable professional career.

At UG and PGT, programme specific activities draw on expertise within SESW, UoD and externally to prepare students for future careers. Examples include; *Learning from Life* an UG Education work-based placement module that requires students, supported by UoD careers service, to source their own placement, write their CV and prepare for interviews. The module develops transferable skills and insight into varied non-school-based work-settings. In Social Work, UG students established peer mentoring, with Honours students supporting 1st years. This student-led initiative was supported by SESW staff and the UoD student mentoring scheme.

All PGR students have Thesis Monitoring Committee (TMCs) meetings (full-time: bi-annually, part-time: annually) with two academics (not their own supervisors). TMCs provide an informal setting to review progress, and to raise and action any concerns.

The majority of PGR students completed a doctorate for professional practice rather than a future academic career (see **4.1iv**). We supported students on their chosen career paths by listening, encouraging and enabling their career ambitions; sharing knowledge, skills and networks, and supporting them to make informed choices.

We acknowledge that further work could be done to support students (at all levels) to consider an academic career (**Action 4.1.7**).

(v)   Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

See Data Notes: 19

Staff applying for funding are supported through:

- Information: updated research news on the SESW website, immediate email of time sensitive calls, monthly notification of relevant funding opportunities from ResearchConnect, online research flowcharts and checklists available to all staff, information available specifically for doctorate students.

- Collaboration: creation of teams to apply for funding.

- Peer Review: critical and supportive review process.

- UoD Research and Innovation Services (RIS): available for financial advice and support.

- Grant Workshops: include topics such as targeting specific funding calls, how to write a compelling grant, writing your first grant, and an overview of the UK and European grant landscape.

- AD Research: available to discuss and support funding applications/research ideas.

- Successful Applications: are made available to staff and were featured in Grant Workshops. Successful grant awardees shared what made their grant successful.

- Unsuccessful Applications: ADR liaises with staff after an unsuccessful application to discuss feedback and provide guidance for future applications.

Data are now being collated centrally on funding applications (successful/unsuccessful) by gender. We will build on this new development:

2018-2022 Actions	
5.3.10	Collect and analyse data on grant applications and successes, address any identified gender imbalance.

Only 40%F (no male responses) said they felt supported when applying for funding and 38%F that support was available after an unsuccessful grant application (SESW SS, 2018). As research is strengthened in SESW (**Action 4.2.2, 4.2.3**), we acknowledge work is needed to support staff with achieving funding to enable them to progress with their research career. We will:

2018-2022 Actions	
5.3.11	Improve funding support and advice available to staff preparing grant applications and after an unsuccessful application, especially for ECRs.

5.3. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i) Training

Describe the training available to staff at all levels in the department. 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?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) 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.

5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

UoD has a number of institutional policies to support maternity/paternity/adoption leave. Guidance for before, during and after leave is available via 'Maternity and Adoption: Manager's Checklist' (**Table 5.5.1**).

SESW follows UoD policy and the Managers' Checklist (**Table 5.5.1**), ensuring equitable treatment and enabling personalised support. We adopt a flexible approach in supporting staff to ensure that maternity/adoption leave is integrated into careers.

Before Leave	Returning to Work
Finalise arrangements for KIT days and arrange payments.	Arrange re-orientation back into the workplace.
Keep in contact with staff member during leave, notify staff member of the ARP round.	Discuss and agree workload allocation and any changes to the role.
Explain arrangements for requesting flexible working.	Follow up on any changes to hours/working patterns.
Advice on requests for Shared Parental Leave require at least 8 weeks' notice.	Update Health and Safety Risk Assessment, make necessary arrangements in relation to breastfeeding/expressing.
Agree how accrued annual leave will be taken.	Discuss development activities and support to minimise disruption to career.
	Encourage and offer support in relation to promotion.

Table 5.5.1 University of Dundee Maternity and Adoption: Managers' Checklist

Meetings are arranged with the Depute Dean then line-manager to discuss and plan support for staff wanting to take maternity/adoption leave. For pregnant staff this includes: re-evaluating current workload to make necessary adjustments, encouraging breaks throughout the day, particularly during intensive teaching, making staff aware of flexible working and facilitating time off for appointments.

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

Explain what support the department offers to staff during maternity and adoption leave.

In accordance with UoD policy, staff with 12 months employment at the expected week of childbirth/adoption placement were entitled to the following support during maternity and adoption leave (**Table 5.5.2**):

Full Pay	Variable Pay	Keeping In Touch (KIT) days
8 weeks	16 weeks half pay	Up to 10 KIT days (separate or in a block)
	15 weeks Statutory Maternity Pay	KIT days taken without losing entitlement to maternity/adoption leave or pay
	Up to 13 weeks on unpaid leave thereafter	

Table 5.5.2 University of Dundee Maternity/Adoption Pay

The SESW budget is used to backfill staff during maternity/adoption leave. Cover has included, fixed-term contracts, partner tutors or SESW staff. Planning processes allow for workloads to be allocated appropriately and with as much notice as possible.

SESW's flexible approach to KIT days met individual staff needs including, using KIT days to complete funded research, and for the days to be spread over 10 months. Staff reported finding KIT days helpful.

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

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

See Data Notes: 19

SESW emphasises the importance of continued dialogue between line managers and staff whilst staff were on leave to ensure a sense of connection is maintained to their place of work. The Managers' Checklist (**Table 5.5.1**) guides transitioning back to work. Discussion with the Depute Dean covers agreeing arrangements for phased returns, carrying annual leave into new annual leave cycle and the returning part-time.

Findings from the UoD SS (2017) highlight low levels of awareness, especially amongst males, of many existing facilities and policies designed to support

maternity/paternity/adoption leave and childcare, including KIT days (43%F:25%M), childcare voucher scheme (55%F:25%M) and breastfeeding facilities (47%F:25%M) (Figure 5.5.1).
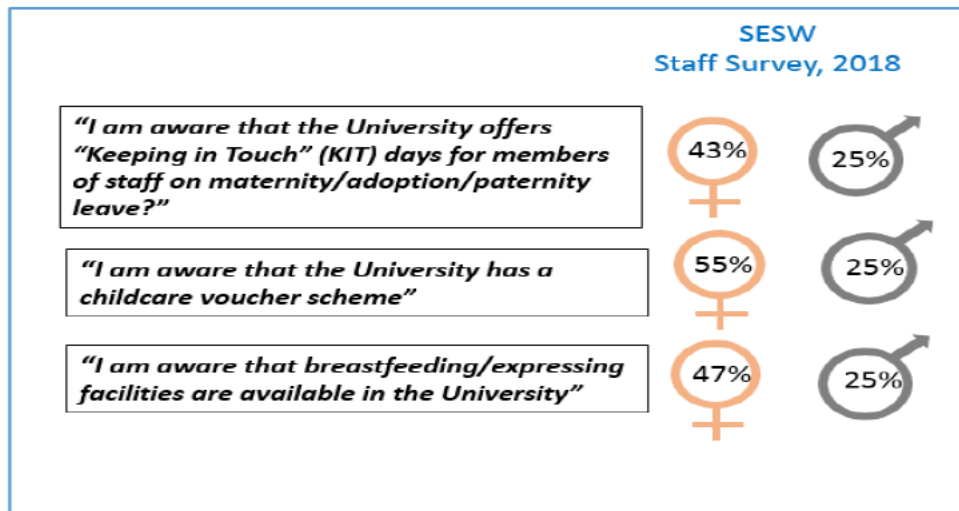

Figure 5.5.1 School of Education and Social Work Staff Survey Responses, 2018

Awareness of work-life policies was particularly low amongst females (52%F:75%M) (Figure 5.5.2) (Action 5.5.1). We are raising awareness of SESW/UoD policies and procedures through displaying policy posters around the School. We started with Work-Life Balance policies (Figure 5.5.3), and have plans for more policy posters:

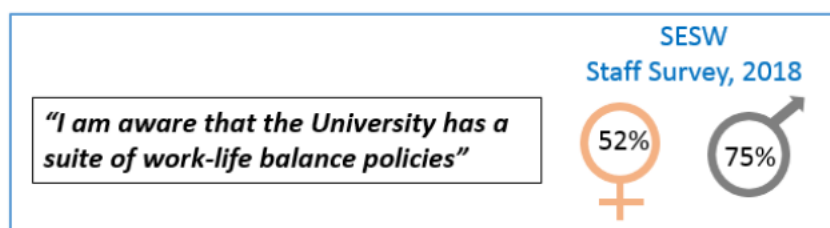|	2018-2022 Actions
5.5.1	Raise awareness of UoD and SESW policies through developing and displaying policy posters in SESW.

Figure 5.5.2 School of Education and Social Work Staff Survey Responses, 2018
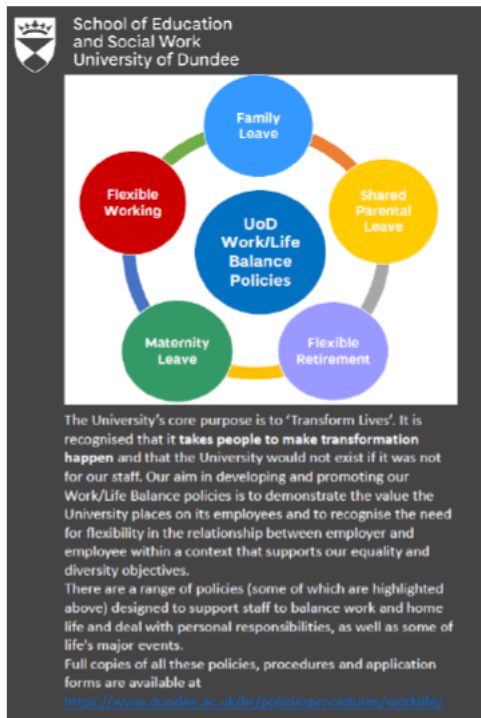
Figure 5.5.3 Work-Life Balance Poster Displayed in SESW

(iv)   Maternity return rate

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

<div style="background-color:teal;color:white;text-align:center;">See Data Notes: 15</div>

Over the reporting period 24F (5:A&R, 19:PS) took maternity leave (**Figure 5.5.4, Table 5.5.3**). A&R staff were on T&S and T&R contracts, all 5:A&R staff were AS08. We consistently achieved 100% return rate for 6 months, with average retention of 91%:12months and 86%:18 months (**Figure 5.5.5, Table 5.5.4**).

We want to understand staff experiences of a career break and will do this:

2018-2022 Actions	
5.5.2	Focus group to explore staff experiences of a career break and act on any gender related issues to support minimising disruption to careers.
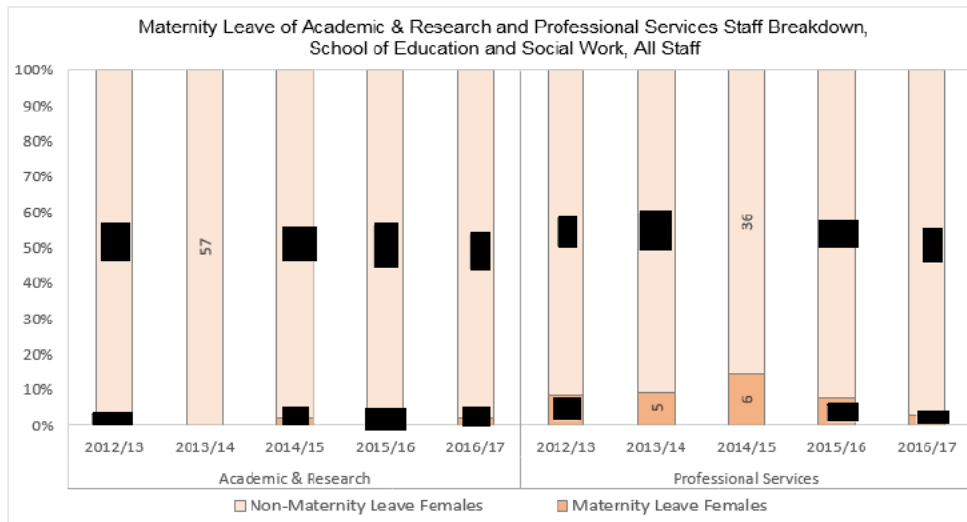
Figure 5.5.4 Maternity Leave

Table 5.5.3 Maternity Leave

	2012/13			2013/14			2014/15			2015/16			2016/17		
	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total
Academic & Research		52	2%	0	57	0%		50	2%		49	4%		51	2%
Professional Services		48	8%	5	55	9%		42	14%		39	8%		38	3%
Overall Staff Total		100	5%	5	112	4%		92	8%		88	6%		89	2%

Figure 5.5.5 Maternity Leave Returner Rates

	Individuals returning from Maternity Leave	Proportion of returners still employed at							
	Instances	3 months		6 months		12 months		18 months	
2011/12			100%		100%		100%		50%
2012/13	5	5	100%	5	100%	5	100%		80%
2013/14	5	5	100%	5	100%	5	100%	5	100%
2014/15	7	7	100%	7	100%	6	86%	6	86%
2015/16	5	5	100%	5	100%		80%		80%
Total			100%		100%		91%		86%

Table 5.5.4 Maternity Leave Retention Rates

(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. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Males are entitled to 2 weeks' paid paternity leave. Shared Parental Leave, as of 2018, is given on an occupational level (previously only statutory basis), similar to Occupational Maternity Leave, ensuring equivalent support to both parents.

There was no take up of this in SESW during the reporting period, we want to ensure that all staff of aware of their rights to leave (**Figure 5.5.3**) (**Action 5.5.1**).

(vi) Flexible working

Provide information on the flexible working arrangements available.

See Data Notes: 17, 19

UoD Timetabling Policy (revised 2018) supports flexible working. Timetabling assumes staff are available for teaching between 9-6pm, Monday-Friday. Staff can apply for an exception to this, for example, requesting a non-teaching day or no teaching before 10am.

SESW supports flexible working wherever possible. Many A&R staff work flexibly on an informal basis (as set out in Staff Handbook), whereas PS staff have less opportunity to work flexibly unless arrangements are formalised. Flexible working policies offer different types of flexible working including; part-time working, job share, semester time working, Voluntary Reduced Working Time (VRWT) and working from home.

In response to UoD's institutional AS activity, data on flexible working applications and outcomes has been routinely recorded since 2014/15. In SESW only females have formalised flexible working arrangements, with equal numbers of 8:A&R and 8:PS staff (**Figure 5.5.6, Table 5.5.5**).

Staff have formalised flexible working to achieve a better work–life balance, including flexibility in carrying out parental responsibilities (school drop off and pick up of children from school/nursery), and working from home (both A&R and PS staff).

All applications for flexible working were accepted, with 94% (7:A&R and 8:PS) requesting to reduce their hours (VRWT) (**Figure 5.5.7, Table 5.5.6**). All A&R staff were on T&S contracts across grades AS08:5 and AS09:3.
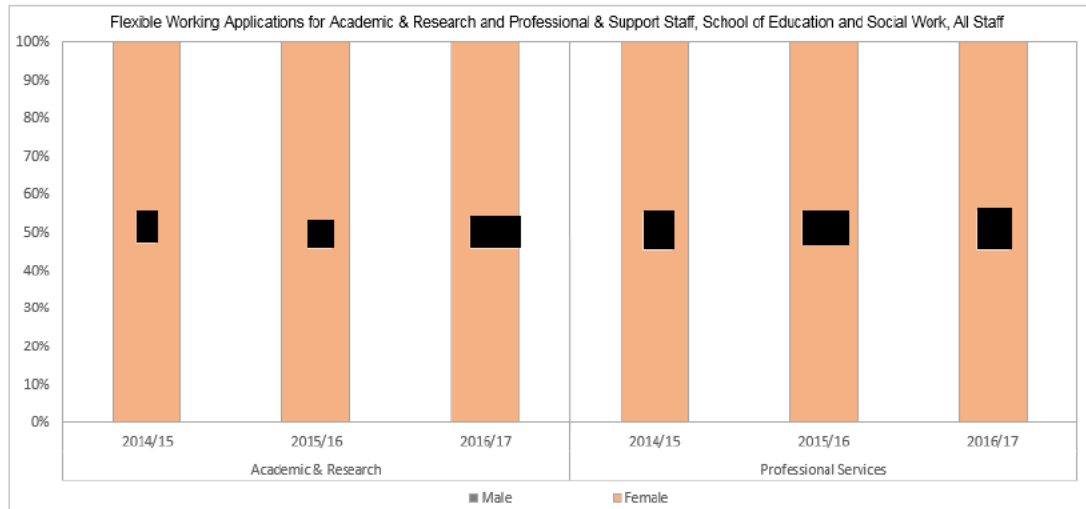
Figure 5.5.6 All Staff Flexible Working Applications, by Gender

	2012/13				2013/14				2014/15				2015/16				2016/17			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	0	-	0	-	0	-	0	-	■	100	0	0	■	100	0	0	■	100	0	0
Professional Services	0	-	0	-	0	-	0	-	■	100	0	0	■	100	0	0	■	100	0	0
Overall Staff Total	0	-	0	-	0	-	0	-	■	100	0	0	■	100	0	0	■	100	0	0

Table 5.5.5 All Staff Flexible Working Applications, by Gender
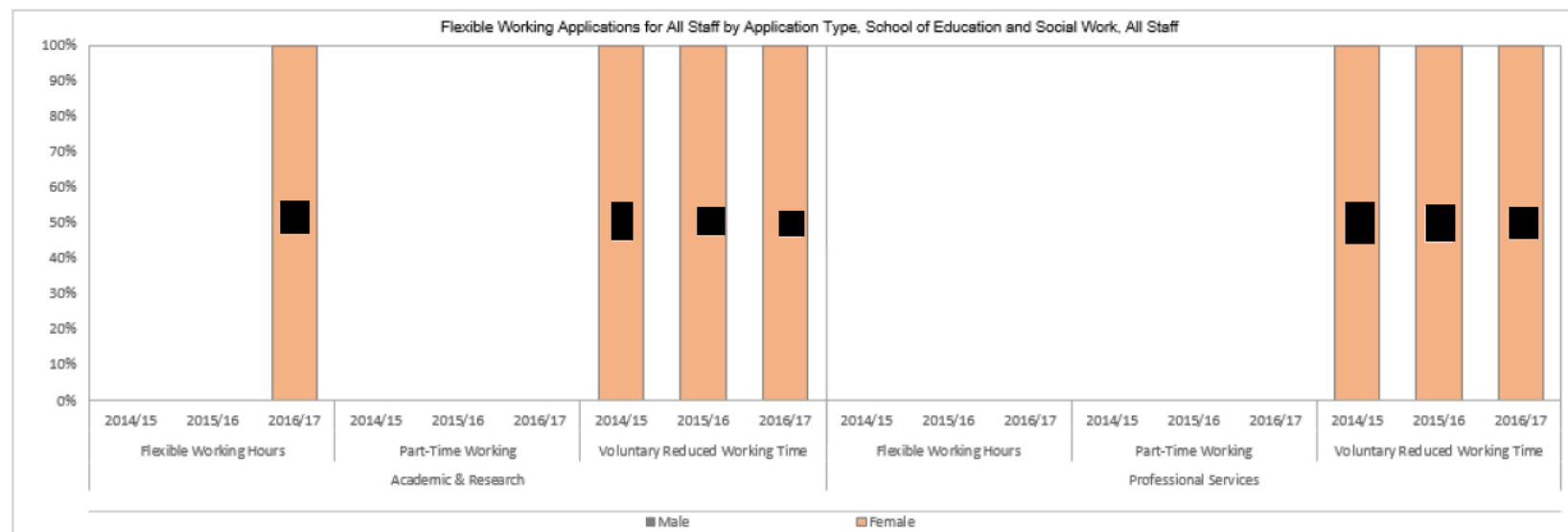
Figure 5.5.7 All Staff Flexible Working Applications by Application Type, by Gender

		2012/13				2013/14				2014/15				2015/16				2016/17			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	Flexible Working Hours	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-		100	0	0
	Part-Time Working	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-		-	0	-
	Voluntary Reduced Worki	0	-	0	-	0	-	0	-		100	0	0		100	0	0		100	0	0
Academic & Research Total		**0**	**-**	**0**	**-**	**0**	**-**	**0**	**-**		**100**	**0**	**0**		**100**	**0**	**0**		**100**	**0**	**0**
Professional Services	Flexible Working Hours	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
	Part-Time Working	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
	Voluntary Reduced Worki	0	-	0	-	0	-	0	-		100	0	0		100	0	0		100	0	0
Professional & Support Total		**0**	**-**	**0**	**-**	**0**	**-**	**0**	**-**		**100**	**0**	**0**		**100**	**0**	**0**		**100**	**0**	**0**
Overall Staff Total		**0**	**-**	**0**	**-**	**0**	**-**	**0**	**-**		**100**	**0**	**0**		**100**	**0**	**0**		**100**	**0**	**0**

Table 5.5.6 All Staff Flexible Working Applications by Application Type, by Gender

The 2018 SESW SS revealed low levels of Work-Life Balance (WLB) amongst females (36%F:80%M) and in feeling supported to achieve a better WLB (48%F:60%M) (**Figure 5.5.8**) (**Action 5.5.3**). Examples of how we are addressing this include, piloting new flexi-working established in response to feedback from PS staff after AS AP consultation (**see Section 3**). We wish to explore other ways to support higher levels of WLB:

	2018-2022 Actions
5.5.3	Focus group to identify how SESW could support staff to achieve a better work-life balance.
5.5.4	Monitor pilot flexi-working and work with HR to establish permanent arrangements if warranted by pilot.

SESW Staff Survey, 2018

"*I feel I have a good work-life balance*"   36%   80%

"*My School provides good support to help me balance my work and personal commitments*"   48%   60%
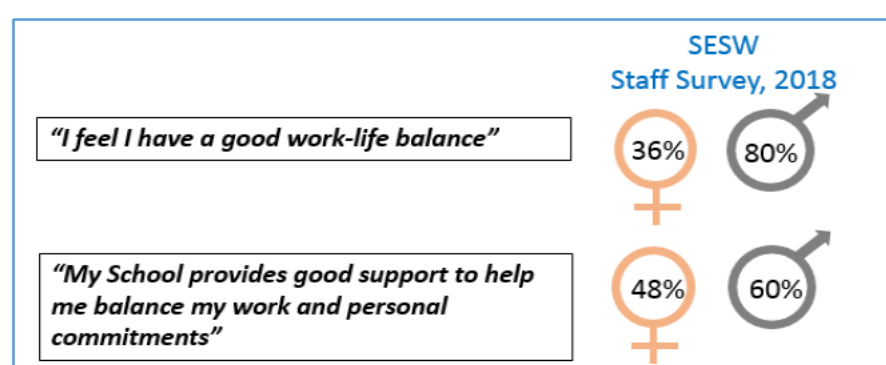
Figure 5.5.8 School of Education and Social Work Staff Survey Responses, 2018

(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 after a career break to transition back to full-time roles.

SESW provides support for all staff to return to full-time work. Where staff have been on long term sickness leave there is provision for phased return to work. Staff are supported by their line-manager and through flexible working which is gradually increased over a period of time. Each member of staff receives individually tailored support.

5.6 Organisation and culture

(i)   Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Following UoD restructuring in 2014/15 and the establishment of academic Schools, SESW has worked to create a unified School culture. This has been achieved through SESW Board being opened to all staff (A&R and PS) and student representatives (**Figure 5.6.1**), the use of generic SESW emails and regular newsletters (including; School, research, L&T, internationalisation, with plans for a ED&I newsletter); sports/social activities and fundraising. We have enhanced the sharing and celebration of success through newsletters and now open each SESW Board with the Standing Item: 'Good News Stories'. Biennial All Staff Away Days enable discussion amongst staff (A&R and PS), which included an AS workshop in March 2018 (**Figure 3.1**). An Annual SESW Research Conference fosters an inclusive academic culture, facilitating for staff and PGR students to come together to share their work and socialise.

Figure 5.6.1 SESW School Board, Open to All Staff (A&R and PS) and Student Representatives, November 2018

AS principles are embedded in the SESW School Plan that aims for a diverse and inclusive academic community that supports fulfilling careers, irrespective of gender and other protected characteristics. SESW commitments, deliverable by SEG and ratified through SESW Board include, achieving AS Bronze Award, and embedding the AS Action Plan within the SESW Operating Plan.

Social justice is central to the ethos of the SESW professions and to UoD values (**Figure 5.6.2**). The UoD Staff Survey (2017) evidenced, from both genders, high awareness (94%F:100%M) and commitment (97%F:100%M) to UoD values (**Figure 5.6.3**).

Figure 5.6.2 University of Dundee Core Values: Transformation Vision Strategy 2017-22
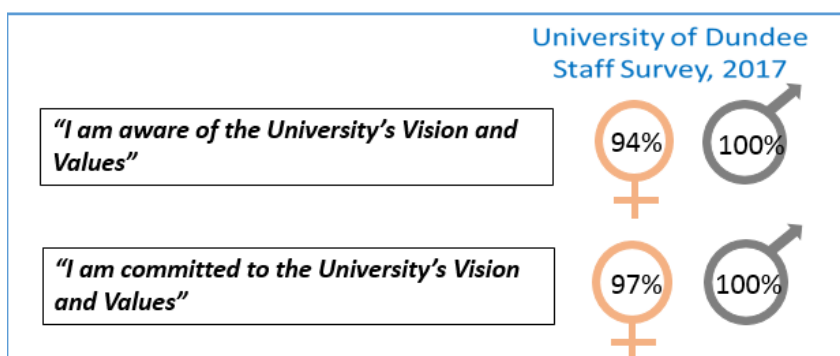

Figure 5.6.3 University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

SESW staff have a powerful and influential role to 'influence the influencers' of the future which is evident in our outreach activities (**see 5.6(viii)**) and in our teaching. Interdisciplinary modules engage students, across the professions, with issues of social justice, equality and diversity. All full-time CLD, Education and Social Work UG study two modules together: *Working Together to Achieve Social Justice,* and *Values - Self, Society and the Professions* (*Values* module).

The *Values* module is a core interdisciplinary first-year module. It challenges students to confront behaviours, attitudes, values and discrimination founded on or influenced by gender and/or other protected characteristics. Students are introduced to Unconscious Bias through the Harvard University Implicit Association Test. The module themes are revisited throughout the UG programmes.

The UoD AS AP identified the *Values* module as relevant to students across the UoD and planning is underway for all first-year UG to have access to the module.

	2018-2022 Actions
5.6.1	Implement the *Values – Self, Society and the Professions* module across the UoD for all 1st year undergraduates: starting with a pilot in School of Life Sciences.

Communication is one of the UoD's six core values (**Figure 5.6.2**), yet has emerged from our AS work as a key area for SESW to address. Data from the UoD SS revealed females were less likely to feel that they were listened to by senior management (60%F:92%M) and that communication with senior management was effective (59%F:83%M) (**Figure 5.6.4**).

University of Dundee Staff Survey, 2017

"To what extent do you agree your School Senior Management listen to and respond to the views of staff?" — 60% / 92%

"Communication between senior management and staff is effective" — 59% / 83%
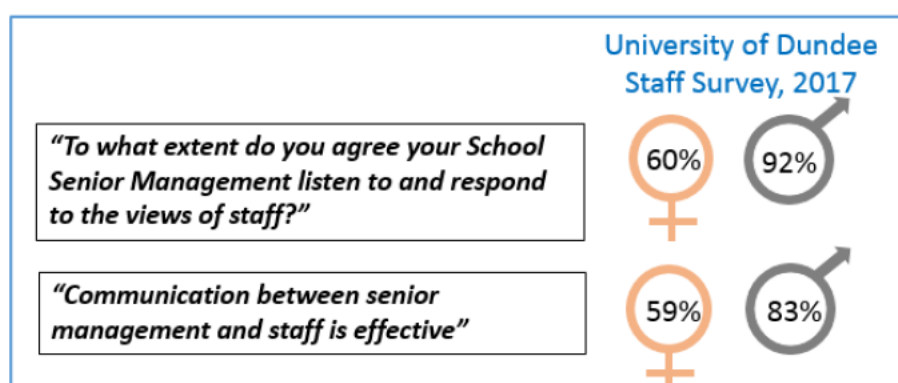
Figure 5.6.4 University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

SESW sees communication as critical to enhancing an inclusive and supportive culture that shares and celebrates successes and SESW developments. We are building on recent developments to enhance communication through regular newsletters, development of our online site ESW Central (**Figure 5.6.5**), monthly Dean Q&A sessions, opening SESW Board to all staff (A&R/PS) (**Figure 5.6.1**) and through our planned actions, especially focus groups (**Actions 5.1.6, 5.5.2, 5.5.3, 5.6.6**).
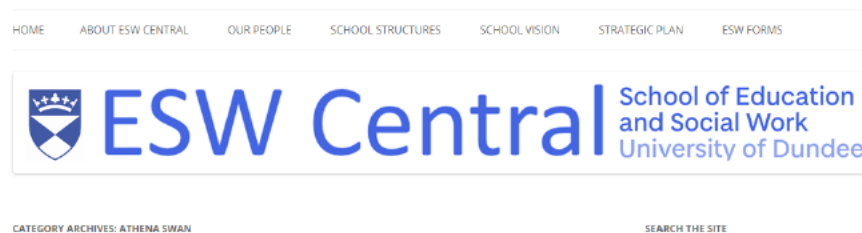

Figure 5.6.5 ESW Central

SAT members are leading UoD ED&I activities and groups, including Chair: Disabled Staff Network, and Co-Chair: LGBT+ Staff Network and Stonewall activities. These SAT members are ED&I Champions, reporting SESW activities at UoD level and bringing information and developments back to inform SESW strategies and practice.

(ii) HR policies

Describe how the department monitors the consistency in application of 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. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

See Data Notes: 18

UoD has a suite of policies related to equality, dignity at work, bullying, harassment, grievance and disciplinary processes. SESW Dean and School Manager (SM) have overall responsibility for ensuring the appropriate application of policies and procedures. The SESW dedicated HR Officer is involved in HR practices and procedures and advises on updates which the Dean and SM communicate to staff. The SESW HR Officer provides an advisory role for SAT.

The AS process has highlighted the need to raise awareness of and communicate HR policies more effectively to staff (**Figure 5.5.3**) (**Action 5.5.1**).

Data from the UoD SS revealed no gender difference in the percentage of staff reporting they had been harassed or bullied (8%F:8%M) (**Figure 5.6.6**), but this figure is too high. Any harassment or bullying is unacceptable. SESW is working to create an atmosphere where everyone experiences dignity at work:

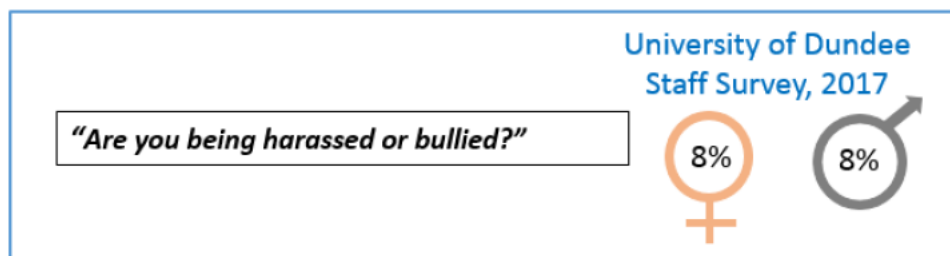| 2018-2022 Actions	
5.6.2	Ensure culture of dignity at work and develop guidance to support staff in addressing harassment and bullying at work.

Figure 5.6.6 University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

SESW engages with DUSA's Zero Tolerance policy (anti-harassment or bullying). The UoD will soon launch a new Dignity at Work and Study (DAWS) policy which will serve as the cornerstone for discussion and dialogue within SESW. In 2019 an external facilitator will deliver a SESW workshop on dignity at work. We will develop guidance for supporting staff to address harassment and bullying at work and values statement for the School.

(iii)   Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Decision making in SESW occurs through committee structures which align with leadership roles and UoD structures and roles (**Figure 5.6.7**). UoD has Vice Principles (VP) for L&T, Research, Internationalisation, and Academic Performance & Planning (APP), each area has a Senate Committee that VPs chair. Our ADs work with the appropriate VP and relevant School committee to foster and ensure two-way communication. Other committees including, AS and ED&I align with other senior UoD staff and committees. All of these committees report to UoD Senate (SESW representation: ▮▮▮▮) and SESW School Board.
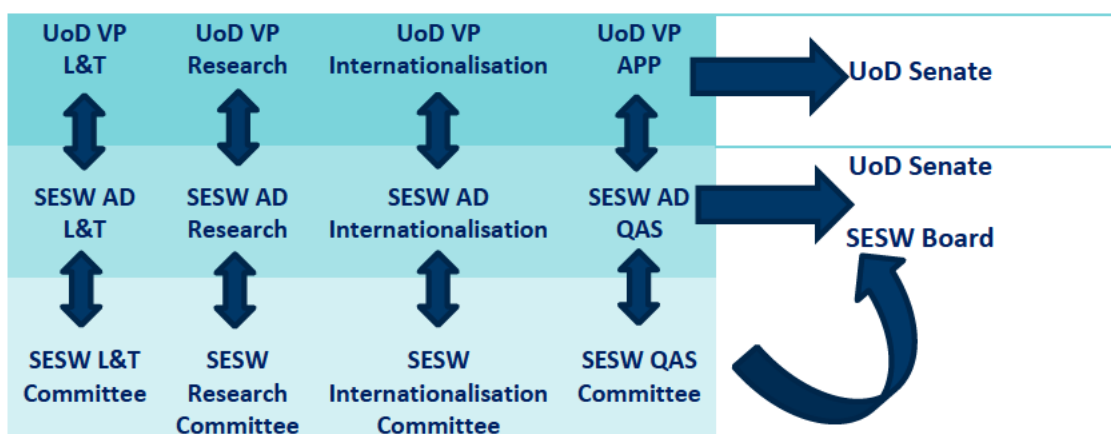

Figure 5.6.7 University of Dundee and School of Education and Social Work Committee Reporting Structures

SESW has an inclusive approach to decision making which is evidenced through School Board being open to all staff (A&R/PS) and the Student President (▮▮▮▮) (**Figure 5.6.1**).

There is variation in the gender balance of SESW committees and the chairs of committees. There is an over-representation of males in committee Chairs (43%F:57%M), SEG and SMG (57%F:43%M). In contrast, the ED&I committee had an over-representation of females (87%F:13%M). Other committees had gender balance

more aligned with the SESW staff profile (77%F:23%M, July 2017) **(Figure 5.6.8, Table 5.6.1)**. We wish to:

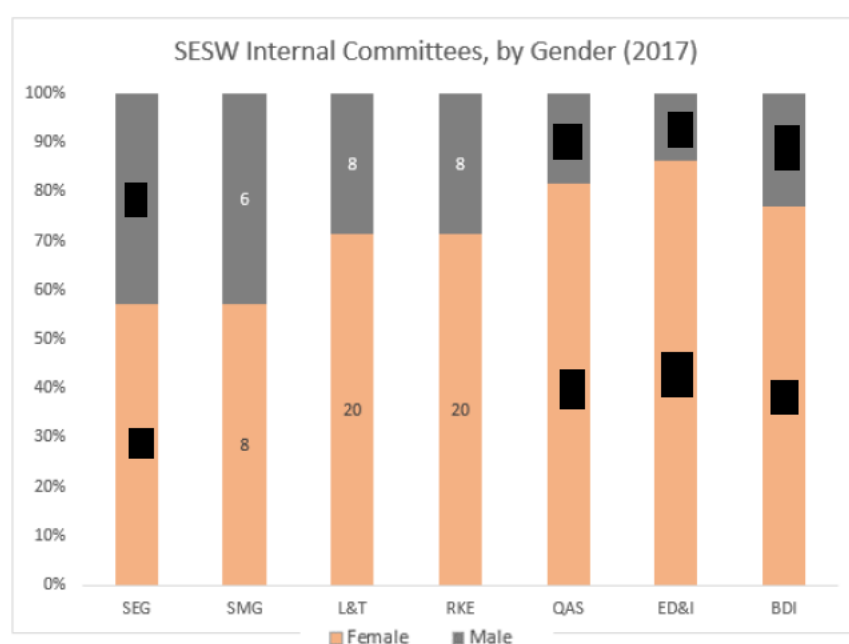|	2018-2022 Actions
5.6.3	Achieve greater proportional gender balance in all SESW committees and the Chairs of SESW committees.

Figure 5.6.8 SESW A&R Committee Membership (December, 2017)

SESW Committees, 2017	Females		Males		Chair
School Executive Group (SEG)		57%		43%	M
School Management Group (SMG)	8	57%	6	43%	M
Learning and Teaching (L&T)	20	71%	8	29%	F
Research and Knowledge Exchange (RKE)	20	71%	8	29%	F
Quality and Academic Standards (QAS)		82%		18%	M
Equality, Diversity and Inclusion (ED&I)		87%		13%	F
Business Development and Internalisation (BDI)		77%		23%	M
Total		73%		27%	F:M 43%F:57%M

Table 5.6.1 SESW A&R Committee Membership (December, 2017)

All staff are allocated time in their workload (0.1FTE) for internal and external committee work under the category of Valuing People. To support staff to take on additional committee roles and involvement in short term working groups, staff may request additional workload allocation. We want to encourage all staff, especially females, to value committee membership and to develop skills for career progression (Action 5.6.3).

Student–Staff liaison meetings and Programme Boards allow for representatives from all programmes to raise issues, provide feedback and engage in consultation.

(iv)   Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

As a professional School it is important that staff are engaged with relevant professional communities. Discipline Leads ▮ (Education, Social Work, CLD) (0.3FTE) have primary responsibility for engagement at national level in their relevant disciplines. They have represented SESW on national professional bodies and chaired these groups, including Heads of Social Work, Heads of Community Education and Council of Education Deans. Through these connections Discipline Leads have supported and/or facilitated membership for other SESW staff onto discipline specific working groups and committees with professional and regulatory bodies, Scottish Government and Board of Directors. However, we do not systematically collect data on the involvement in these professional activities. We wish to:

2018-2022 Actions	
5.6.4	Develop a better understanding of staff involvement in external committee work, including implications for workload.

(v)   Workload Model (WLM)

Describe any workload allocation model in place and what it includes. Comment on ways in which 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.

See Data Notes: 18

SESW WLM is aligned with the UoD WLM which includes: Teaching, Valuing People, Research/Scholarship, Leadership roles and Committees (all School meetings and SESW Board). This WLM model is reflected in UoD's new promotion criteria which recognises parity of esteem between scholarship and research (**5.3(iii)**). Workloads are discussed at OSaRs (**5.3(ii)**).

Changes introduced in to the WLM in 2017/18 for ED&I and AS work: AS Lead and ED&I Co-ordinators: 0.1FTE workload (AS lead an extra 0.1FTE for AS submission year), SAT members use Valuing People allocation (0.1FTE). Scholarship/Research Allocation: T&S staff increased from 0.1FTE to 0.2TE for scholarship, and 0.3FTE for T&S staff transitioning to T&R.

The annual workload is accessible and transparent to all staff in a shared folder. Analysis of SESW workloads revealed no gender imbalance with regard to staff being over their allocated workload, nor in relation to staff feeling overloaded (44%F:42%M) UoD SS, 2017) **(Figure 5.6.9)**. These figures are too high. We want to analyse the workload data further to explore if there is any gender imbalance in relation role or grade and reduces levels of staff feeling overloaded.

	2018-2022 Actions
5.6.5	Ensure there is no gender imbalance in workload according to Workload Model data.

The culture within SESW is collegial and we are pleased to report that there was a willingness to support colleagues, even when this means taking on additional work (86%F:92%M) **(Figure 5.6.9)**.
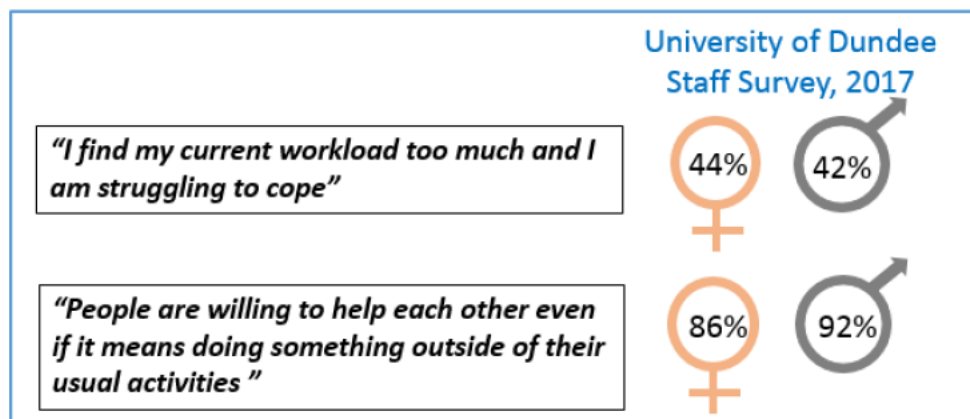

Figure 5.6.9 University of Dundee Staff Survey Respondents, 2017. Survey run by Capita Surveys and Research

(vi) Timing of departmental meetings and social gatherings

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

Committee meetings are aligned with the UoD Calendar and scheduled in advance for the full academic year enabling staff to plan ahead and accommodate caring responsibilities and other commitments. The main academic decision-making committees (SEG, L&T, RKE, QAS) are currently timetabled on Wednesdays (due to reduced teaching) between 10.00-16.00, with School Board at 14.00-16.00 on a Wednesday. We will explore introducing greater flexibility into the day for meetings.

	2018-2022 Actions
5.6.6	Focus group with staff to explore introducing greater flexibility into the scheduling of SESW meetings.

SESW staff come together for various social events throughout the year, including annual choir concert, lunchtime sports activities, morning coffee/cake to mark lifecycle and other events (start of maternity leave/birthdays), and fundraising activities. Many events are organised by our social committee. SESW has limited physical space for social activities, nor a convenient space for lunch. A space utilisation consultation is currently being undertaken that includes exploring ways to create additional social spaces.

(vii) Visibility of Role Models

Describe how the department 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 department's website and images used.

The Business Development and Internationalisation (BDI) team, along with external relations, now ensure all marketing materials, including SESW website, have images of females and males that are promoting the SESW disciplines as accessible to both genders (**Action 4.1.1**). We believe we can do more to promote and celebrate female role models within SESW and more widely.

Analysis of seminar presenters during 2018 highlighted that we have had more female speakers, and at the last two annual SESW research conferences our keynote speakers were female. We do not currently collect data on the gender of seminar speakers/guest lecturers. The SAT have developed a template for recording this data and we will start to use this and:

2018-2022 Actions	
5.6.7	Aim for mix of genders of speakers at seminars and events.

Since 2017, all UoD publicity materials have used a custom font - Baxter Sans Serif - named after UoD's founder and equality pioneer, Mary Ann Baxter (1801-1884). We want to celebrate another leading female role model associated with the UoD through establishing an annual public lecture in memory of Professor Elisabeth Mapstone, OBE. Mapstone was one of Scotland's leading figures in social work and in 1974, the first female Professor appointed at UoD (**Figure 5.6.10**).

2018-2022 Actions	
5.6.8	Establish Annual Elisabeth Mapstone Public Lecture.

A.

Elisabeth Mapstone, first woman professor at Dundee University

The Courier & Advertiser (Fife Edition) 14 Dec 2013

ONE OF Scotland's leading figures in social work and the first woman professor at Dundee University, Elisabeth Mapstone OBE, has died at the age of 88.

The University
Dundee· DD1 4HN

Information Officer
H E George

Telephone
23181 Ext. 518

Secretary
R Seaton MA LLB ·

Ref: 36/74-5

8th November 1974

University Appointment

Mrs. Elisabeth Mapstone has been appointed by the University Court to the newly created Chair of Social Administration and Social Work at Dundee University.
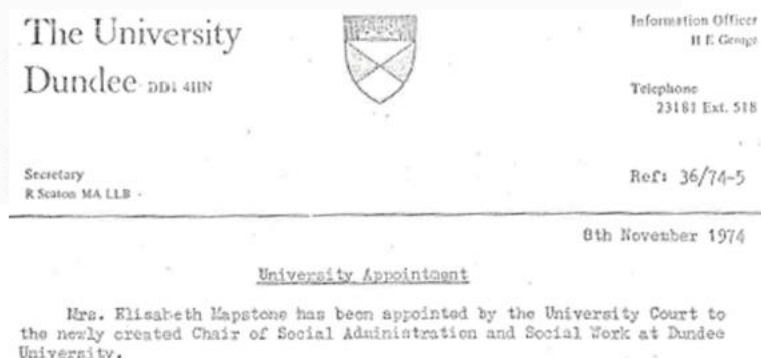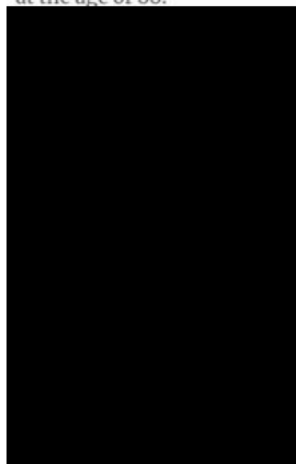
B.

Figure 5.6.10
A. The Courier Newspaper, 14 December 2013
B. Minute of Senate Meeting, 8 November 1974 appointment of Professor Elisabeth Mapstone, University of Dundee Archives

In addition, to raising the profile of external role models, we want to celebrate and share the career pathways of the many senior females in SESW. We will develop posters to display in SESW charting the diverse career journeys of our senior female staff (Figure 5.6.11):

2018-2022 Actions	
5.6.9	Develop and display posters in SESW to share and celebrate diverse SESW career pathways, especially females as role models.

Figure 5.6.11 SESW Females: Senior Lecturer, Reader, Professor, November 2018

(viii)   Outreach Activities

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

<div style="background-color:teal; color:white; text-align:center; font-weight:bold; padding:8px;">See Data Notes: 19</div>

As a professional School we engage in a wide range of outreach/public engagement activities in a range of settings including nurseries, schools, universities, voluntary, community and government organisations; and have established and extensive partnerships locally, nationally and internationally. Staff use their Valuing People allocation (0.1 FTE) for outreach activities and may request additional time if they are fully allocated. SESW level data indicates 75%F:25%M involvement in outreach, suggesting that workload is aligned with the gender profile of SESW.

Staff and students are actively involved with local schools, local authorities and voluntary organisations through practice placements (**Figure 5.6.12**). Internationally, staff (█F:█M) deliver biennial workshops to distance-learning students in Dubai (**Figure 5.6.12**).

Figure 5.6.12 SESW Female and Male Education Students with Primary School Pupils in Scotland, 2018 (A and B), Female and Male Staff with Education Distance Learning Students in Dubai, 2018 (C and D)

GAP members working collaboratively with SAT and the SESW Business Development team are involved in outreach activities (in local primary and secondary schools) aimed at challenging and changing stereotypical gender roles, 'influencing the influencers' of the future. Using our established networks, we are beginning to support and collaborate with other UoD Schools. Initial work with School of Art and Design (SA&D) is leading to workshops/school visits/open sessions and resources for outreach activities. We will continue to develop this important work to challenge and shape children's future career ambitions:

2018-2022 Actions	
5.6.10	Increase and record outreach work to local primary and secondary schools to promote the SESW professions as being open to all, irrespective of gender.

Additional work to address gender balance of applicants to SESW includes ensuring female and male staff and students represent SESW at UoD Open Days. (**Figure 4.1.3, Table 4.1.2**) (**Action 4.1.1**).

In 2018, two ▮▮▮▮▮▮▮▮▮) SESW Public Engagement (PE) Champions were appointed for sharing of expertise and communicating PE opportunities with staff. The PE Champions will help address a need for more support in engaging in outreach activities identified in the SESW SS (2018) (**Figure 5.6.13**). The PE Champions are taking on new roles and are raising awareness of this and the available support.

'I would have appreciated knowing who and what support is available'.

Figure 5.6.13 School of Education and Social Work Staff Survey, Female Respondent, 2018

We do not currently record centrally outreach activities we could be doing more of these outreach activities:

2018-2022 Actions	
5.6.11	Achieve better understanding of outreach and public engagement activities and the impact of this work.

███ of our █████ staff █████████ have fibromyalgia. To help raise awareness and understanding of the condition and impact on daily life, including managing an academic career, Professor Jindal-Snape (SESW) has led the development of *Fibromyalgia and Us* (2017) **(Figure 5.6.14)**. Over the last year the comic has been downloaded in over 40 countries by 11,500 people, reported by 25 national/international newspapers, led to numerous radio/TV interviews, presented at international conferences, and it will be available in GP surgeries/pain clinic across NHS Tayside, all leading to Professor Jindal-Snape being included in list of people who changed the perception of chronic illness in 2017.
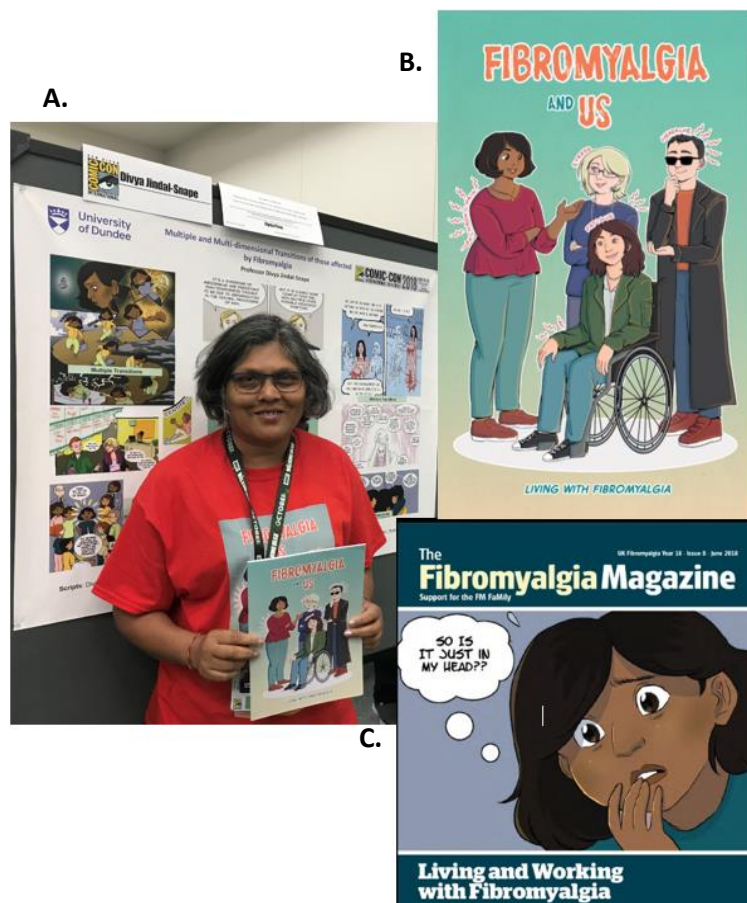

Figure 5.6.14 A. Prof. Divya Jindal-Snape at San Diego Comic Conference, 2018, B. Fibromyalgia and Us Comic, C. The Fibromyalgia Magazine: focus on the Fibromyalgia and Us comic

The Global Health Challenge (GHC) is an annual UoD-wide collaboration, bringing local/global organisations into UoD to work with inter-disciplinary teams of students on

a 5-week project (**Figure 5.6.15**). The GHC connects with the UoD vision of transforming lives locally and globally through addressing a wide range of issues, including gender (local organisations included: Women's Aid and the Dundee International Women's Centre). The SESW AS lead is on the GHC steering committee involved in connecting and collaborating with local organisations.

A.   **B.**

Figure 5.6.15 Global Health Challenge:
A. Students, staff and local organisations collaborating on challenges.
B. SESW AS lead with students from across UoD and partner organisation, Women's Aid, with winning certificate:
'Best Team Work, 2018'

Section 5: 6,471 words

6.CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7. FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application.

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	3						
Ensure diversity of SAT membership	3.1	Review SAT membership annually to ensure turnover, gender balance and diversity of membership.	There are currently 16 (█/81%F:█/19%M) SAT members. We wish to achieve a SAT that better reflects the gender profile of SESW staff (77%F:23%M, July 2017), and ensure diversity of membership and succession planning.	The annual review and renewal of SESW committee membership is an established practice in the SESW calendar. We will hold an annual open SAT meeting in March each year to raise awareness of AS work and for staff interested in joining the SAT.	AS lead	June 2020 March 2019, annually	AS SAT membership reflects gender representation within SESW. Open SAT meeting. SAT membership renewal takes place prior to completion of workload to ensure all SAT members have time allocated which acknowledges the role of AS activities as central to enhanced SESW equitable practice.
Enhance communication of AS work	3.2	Enhance current AS reporting practices to SESW governance framework.	Currently the SESW Board and ED&I Committee receive AS updates, but not the SESW AS Annual Report. The annual report feeds into the UoD AS reporting structures (ASEG and ASSG). We want to ensure that the AS Annual Report is also presented to the SESW Board and ED&I Committee, and is communicated widely throughout SESW.	AS is a standing item on SESW Board and ED&I Committee. The Board and ED&I Committee receive updates on SESW AS developments. SESW AS Annual Report currently feeds into UoD AS reporting structures (ASEG, ASSG).	AS lead	March 2019, annually	Annual AS Report presented to SESW Board and ED&I Committee.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	3						
Enhance communication of AS work	3.3	Maintain high levels of awareness of AS work through development of a Summary Report of the SESW AS Bronze Award application.	Awareness of AS is very high in SESW (85%F:100%M, SESW SS, 2018). We wish to ensure this is maintained by introducing new ways to communicate, share and engage staff and students with AS work.	AS is now an established standing item on the SESW Board. The Board receives regular updates on SESW and UoD AS developments. AS updates are shared with staff on ESW Central SESW All Staff Away Days have included, and will continue to include, an AS presentation/workshop twice during the award cycle.	AS lead	June 2019 June 2020 June 2020	Summary Report of SESW AS Bronze Award published and available as a PDF on the SESW website and ESW Central. A section of the booklet to be the focus of AS session at SESW All Staff Away Day (which occurs at least twice during award cycle). At least 95% of staff will report awareness of AS activity in SESW. Measured by SESW staff surveys.
Broaden external AS involvement and networks	3.4	Increase SAT involvement in wider AS activities.	We want to support SAT members to become AS assessment panellists and/or chairs; and to engage in the AS Scottish Network. We wish to host an AS event at UoD that is open to the AS Scottish Network at least once during the award cycle.	In August 2018 we held the first SESW AS event that was open to, and promoted by, the AS Scottish Network: *Achieving Gender Balance in Education, Social Work and Community Learning & Development: Challenges and Strategies.*	AS lead	Opportunities highlighted as they arise 2022	SAT has regular participation in AS opportunities. Attendees report back to SAT. At least one SAT is registered as AS panellist. SESW hosted at least one AS event open to the AS Scottish Network.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	4						
	4.1						
Achieve greater gender balance of students	4.1.1	Increase male applicants to SESW programmes through continued marketing and outreach activities promoting SESW professions as open to all, irrespective of gender.	We wish to address the gender imbalance of SESW students by increasing male applicants. An increase in the number of male applicants will increase the gender balance in SESW programmes, and consequently the SESW professions. We wish to promote SESW programmes/professions as open to all. We will improve marketing materials (including internationally) to ensure that gender diversity is depicted across materials. Applicants were overwhelmingly female. There was no gender imbalance at any subsequent stage of the applicant journey, suggesting that our selection processes are fair. The SESW 5-year average gender balance for all undergraduates was not in line with our comparators: SESW: 84%F:16%M Comparators: 79%F:21%M.	The Business Development and Internalisation (BDI) team are transforming SESW marketing to ensure positive images of females and males in the SESW professions. We aim to have female and male involvement at open days. CLD staff have had discussions with Skills Development Scotland and local FE Heads to promote gender balance in CLD. Applicant interviews for Education, now ensure that males are partnered with at least one other male for group interviews. At PGT, we organise talks to final year undergraduates at local universities (UoD, St Andrews, Abertay) and promote the professions as being open to all genders.	BDI lead & Admissions leads	Annual increase measured in July each year. June 2020 Ongoing	Year on year 10% increase in male undergraduate applications. The 5-year average gender balance for all SESW undergraduates is in line with our comparators and we will make progress towards the SFC 75:25% balance. All marketing materials, including for international recruitment, contain images of females and males, and go beyond traditional gendered images, i.e. males teaching science.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	4.1						
Achieve greater gender balance of students	4.1.2	Ensure admissions processes are fair and there is no gender bias at any stage of the process for any programme or level.	There was little gender imbalance in our selection processes. Females applying to undergraduate programmes were slightly more likely to receive an offer (range 1-4%). As a precaution will monitor selection processes at all levels, and take action to address any gender disparity.	New data analysis system for admissions is being rolled out which will support enhanced data collection and analysis of recruitment processes.	SM	July 2020	No gender bias reported in the recruitment data.
Ensure there are no gender based barriers to student attainment	4.1.3	Ensure there is no gender imbalance in attainment in academic or practice based assessments.	We want to explore if the PGDE programme findings on male attainment (that males were more likely than females to fail a practice placement, than an academic assignment) apply to other SESW professional qualifying programmes. The PGDE actions to address male attainment will be rolled out as a pre-emptive measure to ensure we are using best practice across all disciplines/ programmes.	PDs of UG and PGT qualifying programmes are starting to explore attainment in practice and academic assessment, by gender. The introduction of the following actions (introduced to PGDE programme, 2016) have led to an increase in male attainment: 1. Male tutees grouped together and meet at start of the year. 2. Male and female tutors allocated to male students. 3. PD's research shared with students. 4. Males advised to pro-actively seek support. 5. Males advised on the importance of peer support. 6. Newly qualified/probationer male teachers: role models.	AD L&T	Academic year 2019/20 Aug. 2020 July 2021	Actions introduced across all professional qualifying programmes. Evaluation of attainment (academic and practice) by gender completed for all professional qualifying programmes. Actions introduced to address any identified gender based barriers to student attainment. No gender differences in rates of progression for academic and placement assessments.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	4.1						
Understand impact of gender on student experience	4.1.4	Explore the role of gender on students' experiences through annual student survey.	We are keen to explore the role of gender on experiences of being a student at SESW. Annual student survey will gather data on students' experiences to be used to inform student recruitment, attainment and teaching.	Student survey has been developed by the GAP team and ready for use in March 2019.	GAP lead	March 2019, annually	Completion of annual SESW Student Survey. SESW Student Survey findings used to identify areas to address in relation to gender and student recruitment, attainment and teaching.
Enhance communication on postgraduate funding	4.1.5	Enhance communication on available funding in PG marketing materials.	We want to support students to return to study, and this includes financial support. The recent decline in female acceptance to matriculation (PGT Social Work) appears to be a particular issue amongst Scottish females and related to changes in Scottish Government bursaries. Uptake of the UoD Alumni Scholarship fund was low: 3F:2M. We acknowledge we could do more to promote the scholarship.	The UoD Alumni Scholarship offers UoD graduates (and their family) £1,500 off course fees for further study. SESW is working to influence UoD Fees and Scholarship Setting Committee.	BDI lead	Sept. 2021	Increased uptake of UoD Alumni Scholarship at least 1 per year

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	4.1						
Enhance research culture	**4.1.6**	Ensure doctoral supervisors are supporting PGR students to complete within allocated timeframes.	We need to support PGR students to complete on time. Completion of doctorates averaged in years: 5F:5M full-time, 6F:7M part-time. There is no gender imbalance in these data, however we wish to ensure that all students are supported to complete their doctorates on time. We wish to address the workload implication on staff when doctoral students take longer to complete than the allocated time.	The PGR Programme Director has initiated a review/update of the doctoral research journey and associated paperwork, including reviewing outcomes of Thesis Monitoring Committees to ensure students are supported to complete their studies on time.	PGR PD	June 2021	PGR completion rates in line with standardised times (Full-time: 3 yrs, Part-time: 5 yrs)
Enhance research culture	**4.1.7**	Enhance the SESW postgraduate research culture and identity to support students into further study and/or an academic career.	We want to encourage our students to consider studying for a higher degree and/or aspiring to follow an academic career path. As a School specialising in professional programmes, very few graduates move directly into further study (range from 0-6% of undergraduates and 0-3% of postgraduates).	The PGR PD is working with PGR student reps to create a greater sense of PG identity. To date this has involved social gatherings and research fora. Currently PGR students are not involved in teaching on SESW programmes. The PGR PD, at the request of PGR students, has initiated discussion on teaching opportunities. This will provide PGR students with teaching experience and make them …	PGR PD PGR PD	July 2021 July 2022	An Increase in the number of SESW graduates returning to study. At least one doctoral student is funded through ESRC funding.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	4.1						
	4.1.7 cont'd			... more visible as role models for UG and PGT students. The PGR PD is currently supporting two former PGT students to apply for ESRC studentships.			
	4.2						
Valuing and Enhancing Diversity	**4.2.1**	Increase the representation and awareness of diversity in SESW	We had low numbers of BAME staff (■ ■F:■M). We wish to increase this, and raise awareness and visibility of diversity in SESW. HR will be rolling out a self-reporting module on protected characteristics in 2019/20. We want ensure that staff feel SESW is a safe place to self-identify as having a protected characteristic.	The SESW ED&I committee are raising awareness of diversity and inclusion in SESW and celebrating intersectionality across all protected characteristics. ED&I committee work has included the development of a calendar of events including seminars, and films aligned with the UN International Days calendar.	ED&I Co-chairs	2021 Ongoing	Self-reporting on membership in a protected characteristic group will be above national baseline once the new UoD wide HR self-service module is rolled out. ED&I committee maintain regular ED&I events through the use of Calendar of Events.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	4.2						
Enhance Research Culture	**4.2.2**	Continue to support the transition of staff from T&S to T&R contracts, especially females through annual renewal.	The strengths of SESW are currently L&T, we need to increase our research activity to match our excellence in L&T. This will require an increase in critical mass of staff on T&R contracts. The majority of staff have T&S contracts, this increased over the reporting period from 57% (2013) to 79% (2017). Staff on T&R contracts decreased from 38% (2013) to 18% (2017). The percentage of females compared to males on T&R contracts was very low 12%F:40%M (2017). Our 5-year average for staff on T&R contracts is not aligned with our comparators: 83%F:17%M (SESW) 71%F:29%M (comparators).	The first round of applications for transition from T&S to T&R occurred in 2016/17. All 8 applicants were female, 6 met the criteria to begin the process to move to a T&R contract. Each member of staff transitioning to a T&R contract is being supported by a research mentor. The SESW staffing strategy sets a 50:50, T&S:T&R, target by 2023.	ADR	Sept. 2023	Year on year increase in T&R staff reaching 50:50 balance between staff on T&S and T&R contracts by 2023.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	4.2						
Enhance Research Culture	**4.2.3**	Target applicants with a research track record in future recruitment.	The strengths of SESW are currently L&T, we need to increase our research activity to match our excellence in L&T. This will require an increase in critical mass of staff on T&R contracts. The majority of staff have T&S contracts, this increased over the reporting period from 57% (2013) to 79% (2017). Staff on T&R contracts decreased from 38% (2013) to 18% (2017). The %F compared to %M on T&R contracts was very low 12%F:40%M (2017).	In line with new UoD policy, SESW is now recruiting T&R staff as the default position.	Dean	Sept. 2023	Year on year increase in T&R staff, reaching 50:50 balance between staff on T&S and T&R contracts by 2023.
Understand why staff leave SESW	**4.2.4**	Increase understanding as to why staff leave SESW through encouraging staff to complete the UoD exit questionnaire and introducing exit interviews.	We wish to know more about the push and pull factors underpinning decisions to leave SESW. Completion of UoD Leavers questionnaire is very low. We wish to increase completion rates and gather qualitative data on staff decisions to leave via an exit interview.	The UoD uses the Leavers Questionnaire to formally collect data on leavers' decision making.	Dean & Depute Dean	Annually from June 2020 June 2020, annually	Establish data on staff decisions to leave, and the role of gender. Actions introduced to address any gender related issues. Leavers data used for annual report on leavers reviewed by SESW Management Group.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5						
	5.1						
Achieve greater gender balance of SESW staff	**5.1.1**	Ensure recruitment processes are fair and there is no bias in relation to gender (or any other protected characteristic) at any stage of the appointment process, nor in relation to grade or contract.	We want to understand why applicants were/were not shortlisted for interview, especially males. The gender balance of applicants (57%F:41%M, aggregate), was markedly different from the gender balance of the overall staff profile (77%F:23%M, July 2017). Males were less likely than females to be shortlisted (24%F:15%M). Gender profile of staff was not aligned with comparators: SESW: 76%F:24%M Comparators: 66%F:34%M.	Discussions with HR have identified the data needed to analyse why applicants were/were not selected for interview.	SESW HR Officer	June 2020 Sept. 2021	Explored reasons for applicants not being shortlisted, acted on any identified gender bias. Increase in percentage of male staff to be in line with our comparators: SESW: 76%F:24%M Comparators: 66%F:34%M. Gender balance of appointments reflects gender balance of applicants.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.1						
Achieve greater gender balance of SESW staff	5.1.2	Ensure gender balance of appointment/interview panels is aligned with the gender balance of SESW staff.	The gender balance of recruitment panels (46%F:54%M, 2016/17) had a higher proportion of males than the SESW staff profile (77%F:23%M, 2017). The higher proportion of males on interview panels is potentially privileging male career progression through exposing interview panellists to the skills and attributes of successful applicants. This knowledge can then be applied to personal career progression.	Gender balance of recruitment panels has improved from averaging 34.5%F:65.5%M in 2014/15 to 46%F:54%M in 2016/17. All A&R staff are invited to attend candidate presentations. Staff feedback is communicated to the interview panels, and is integral to appointment decisions. Completion of online ED&I modules and a recruitment module (both cover introduction to Unconscious Bias) are mandatory for all recruitment panellists.	Dean	Jan. 2020	Gender balance of recruitment panels is in line with the SESW gender profile.
Enhance Culture of SESW	5.1.3	Establish the SESW Welcome Event as an annual event in the SESW calendar and gather data on attendance.	SESW want to build on the UoD Welcome Event and offer new staff a School welcome and opportunity for new and existing staff to meet and socialise.	August 2018 was the first SESW Welcome Event. The event was well attended and feedback from staff has been positive.	Dean	Sept. annually	Annual SESW Welcome Event at the start of the new academic year. Collect annual attendance data.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.1						
Promote career progression, especially females	**5.1.4**	Introduce promotions calendar/timeline to be used by all staff.	Embed promotions cycle into the SESW calendar to support conversations on career progression for all staff, including part-time and those on probation; and the planning for promotion applications. Females were less likely than males (to seek promotion (3%F:6%M). Females were less likely than males to agree that the UoD acts fairly with regard to career progression/ promotion: 74%F:83%M (2017). Awareness of promotion processes was low (35%F, 2018). ███ part-time member of staff ███ achieved promotion in the reporting period.	In 2017/18, during Semester 1, Dean and Depute Dean started encouraging staff to start planning their applications for promotions (applications are due in March, Semester 2). They offered to review drafts of applications and provide guidance. As set out in the SESW Operating Plan 2018-2023, standardised promotion discussions/career development planning are now integrated into OSaR. In 2018/19, mid-year (November) voluntary OSaRs were introduced to discuss promotion process/timelines. In recent years we have seen a 50% increase in promotions of females to AS09 and we attribute this to enhanced support activity.	Dean	Introduced start of academic year 2019/20 Sept. 2020	Promotions calendar developed and in use, particularly in OSaR. Increase in promotion applications, across all grades and contracts, especially amongst females. Increase in successful promotions each year, especially amongst females. At least 75% of staff agree they are aware of promotion criteria. Measured by SESW staff survey.

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Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.1						
Promote career progression, especially females	5.1.5	Support staff to maintain a full and update-to-date PURE profile for career development.	We wish to ensure that staff are aware of the full capacity offered by PURE - to support staff to plan and evidence their activities across a range of measures, to identify strengths and weakness/gaps in profile/areas needed for promotion. Females were less likely than males (to seek promotion (3%F:6%M). PURE profile should be reviewed in OSaR.	The UoD Library and Learning Centre (LLC) offers PURE workshops to support staff to develop their PURE profile.	LLC & OSaR Reviewers	Aug. 2020	All SESW staff have PURE profiles are that are up-to-date. PURE profiles reviewed in OSaR. Measured through OSaR paperwork.
Promote career progression, especially females	5.1.6	Run focus group to gather qualitative data on staff perceptions and experiences of promotion/ opportunities for career development.	The AS process has highlighted gender imbalance in promotion applications, success and perceptions of promotion. Females were less likely than males (to seek promotion (3%F:6%M), and in achieving promotion (75%F:86%M). Females were less likely to agree that the UoD acts fairly regarding career progression/promotion (74%F:83%M, UoD SS, 2017).	In 2018 we started a series of focus groups to gather qualitative data on staff experiences.	SM	June 2021 Sept. 2021	Data gathered and analysed from staff focus groups, relevant actions introduced to address any identified gender related barriers to career progression/promotion. At least 90% of all staff agree that the UoD acts fairly with regard to promotion.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.1						
Promote career progression, especially females	5.1.7	Record promotion outcomes and review trends at SAT, ED&I Committee and SEG. Reflect on outcomes in Annual AS Report and develop future actions.	Prior to engagement in the AS process, promotions data were not reviewed by SESW.	AS work has led to additional support for promotions in 2018/19.	Dean	2019 annually	Promotions data reviewed annually by SAT, ED&I and SEG, and actions introduced to address any identified gender imbalances.
Promote career progression, especially females	5.1.8	Enhance communication on promotion criteria and processes, including the UoD Promotions Workshops: through School e-mails, newsletters, staff meetings and ESW Central.	Only 35% of females (no male respondents) (SESW SS, 2018) said they felt the UoD's promotion process was transparent. Staff who attended UoD Promotion Workshops highlighted, that the 'workshop was helpful but there needs to be more written guidance available' (SESW SS, 2018).	In Semester 1, 2018/19, planning for promotion was introduced via SESW newsletter to encourage staff to start thinking about and planning for promotion submission in March 2019. In 2018/19 mid-year OSaRs have given staff the opportunity to discuss the promotion process/timelines.	Dean	Sept. 2020	At least 70% of staff are aware of promotion processes and positive feedback received on promotions workshops. Measured by SESW SS. Increase in promotion applications/ successes.
Enhance research culture	5.1.9	Increase the overall number of staff eligible and contributing to REF, ensure gender balance is aligned with SESW staff profile.	The gender balance of staff submitted to RAE/REF changed little from RAE2008 (56%F:44%M) to REF2014 (54%F:46%M). Both submissions had an over-representation of males in relation to SESW staff (75%F:25%M, July 2014).	Initiatives introduced for 2018/19 include, research mentors supporting REF submissions; research theme meetings to support collaborative activities for REF; objective setting to facilitate the development of REF impact pathways for T&R staff.	ADR	2021	There is an overall increase in staff contributing to REF 2021, in particular, an increase in the proportion of females.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.1						
Enhance research culture	**5.1.10**	Develop REF panels aligned with gender of SESW staff profile.	REF panels in 2014 had a disproportionate number of males: Education ▮F:▮M, and Social Work, ▮F:▮M, overall ▮F:▮M, 44%F:56%M. For 2021 the overall gender balance of REF panels is 67%F:33%M. We wish to continue to build on this and achieve a gender balance more aligned to the SESW staff profile.	Our REF panels for 2021 have greater gender balance than in 2014 (44%F:56%M). Education REF panel ▮F:▮M Social Work REF panel ▮F:▮M Overall ▮F:▮M, 67%F:33%M.	ADR	2022	Gender of REF panels are aligned with SESW staff profile.
	5.3						
Increase completion of staff training	**5.3.1**	Increase uptake of training through raising awareness and relevance of training to career development in OSaR and SESW communication.	Completion of training identified in OSaR was very low (35%F:33%M, 2017: UoD SS). There is no gender imbalance in these data, however, we wish to increase training uptake and the sharing of learning from training, for all staff in recognition of its contribution to career development. Gathering qualitative data through a focus group on training will provide insight into why staff do not complete training.	Introduction in 2018/19 of mid-year OSaR will support training uptake, along with enhanced advertising and promotion of training opportunities via posters around SESW and emails.	Dean	Jan. 2021 Dec. 2019	At least 70% completion of training identified in OSaR. Measured by UoD SS. Learning from training shared with SESW staff at All School Away Days to demonstrate benefits for career development. Qualitative data gathered from focus group on reasons why staff do not complete training.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.3						
Increase completion of staff training	**5.3.2**	Increase availability and uptake of Unconscious Bias training and engagement with Implicit Association test.	Unconscious Bias training is available via OPD. Uptake by SESW staff has been low over the last two years (█F:█M). Unconscious Bias is included in several of the online E&D modules. We wish to develop SESW Unconscious Bias training.	AS Champions have highlighted the Implicit Association Test (Harvard University) to start conversations with staff and students on Unconscious Bias/implicit association. The 2018 AS event: *Achieving Gender Balance in Education, Social Work and Community Learning & Development: Challenges and Strategies*, included a presentation on Unconscious Bias (Aug. 2018).	AS lead	June, 2019, annually June 2019 June 2019	SESW Unconscious Bias training developed and offered annually. All SAT members completed Unconscious Bias training. All members of recruitment and promotion panels completed Unconscious Bias training.
Increase completion of staff training	**5.3.3**	Develop annual SESW leadership workshop, led by Alumni of Aurora Leadership programme and other leadership development programmes.	Building leadership knowledge, confidence and experience is central to career progression. Many staff enter SESW with extensive professional experience in senior management and leadership roles. We wish to make the existing leadership skills in SESW more visible. █████ females (█A&R, █PS) have completed the Aurora Leadership programme. Awareness of leadership programmes was very low.	We recruit staff with leadership experience from professional practice and previous leadership training. Over recent years we have introduced new leadership PGT programmes: *Into Headship* (Education), MSc *Leadership and Innovation,* and PG Diploma *Chief Social Work Officer* (in partnership with another Scottish HEI). Our Professional Doctorate has a leadership dimension.	Depute Dean/AS lead	Feb. 2020 Annually	Annual SESW leadership workshop. Learning from training/leadership experience shared with SESW staff to support career development. Minimum 1 female (A&R/PS) per year to complete Aurora Leadership training.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.3						
Increase completion of staff training	5.3.4	Achieve 90% or above completion rates of all 5 ED&I modules by all staff	We wish to ensure that SESW completion levels of ED&I modules is above the 80% completion rate set by the UoD. Completion of ED&I modules rose from 57% (05/2015) to 72% (12/2017), peaking in January 2017 (77%). Females were more likely than males to complete the training (12/2017, 76%F:57%M). Use UoD performance management procedures if necessary to increase completion rates for all staff.	Compliance with completion of ED&I modules is supported by: - Checklist on Module and Programme Approvals to ensure completion by all staff involved with delivering modules/ programmes. - Completion during probation. - Completion before taking on decision-making roles. Dean analyses quarterly completion reports and contacts staff who have not completed modules. Evidence of completion is included in OSaR.	Dean	Jan. 2022	At least 90% completion rates of ED&I modules, by all staff. Evidence of completion of ED&I modules in OSaR.
Increase completion of staff training	5.3.5	Collect data on SESW training, act on any identified gender imbalance in uptake.	Attendance data for SESW training is not currently collated centrally in SESW.	Data gathered and analysed for AS Bronze application.	SM	March 2020	SESW data collected and analysed. Actions developed to address any gender variation in uptake of training.
Enhance Annual Review (OSaR) and Staff Feedback	5.3.6	Maintain OSaR completion at or above 99%.	We see the value of OSaRs for career progression and wish to support maintaining the very high completion rates of OSaRs (at or around 100%) for both females and males.	The Dean monitors OSaR completion and arranges to meet with reviewee and reviewer if OSaR meetings are not scheduled within a month of the deadline.	Dean	Ongoing	OSaR completion at or above 99% as set by the UoD.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.3						
Enhance Annual Review (OSaR) and Staff Feedback	5.3.7	Develop and use additional OSaR guidance to increase levels of reported effectiveness of OSaR process.	OSaR completion rates were high (around 100%) with no gender imbalance. Females were less likely than males to say their OSaR had been useful (52%F:75%M, 2018); and less likely to have discussed leadership roles in their OSaR (45%F:100%M, 2018). Many staff would benefit from more guidance and support from their OSaR Reviewer. Training needs are identified in OSaRs (74%F:86%M). However, completion of training is very low (35%F:33%M), as is support from line-mangers to complete training (40%F:33%M) (2017). OPD offer OSaR reviewer training, only ▉Fcompleted this training over the last three years.	As set out in SESW Operating Plan 2018-2022, changes to OSaR processes have been introduced to more clearly focus on career development and promotion. In 2017/18 OSaR reviewer training was made mandatory, and SESW introduced School level training at a time that was convenient for all reviewers. A mid-cycle OSaR has been introduced for 2018/19 to encourage and support more staff to engage with training and career development.	Dean	May 2019 Sept. 2020 July 2019 Jan. 2021	OSaR guidance developed and used by all OSaR reviewers. At least 80% of all staff agree that their OSaR had been useful. Measured through SESW SS. All OSaR reviewers to have completed SESW and/or OPD OSaR reviewer training. Measured through collection of SESW training data/OPD data. At least 70% completion of training identified in OSaR. Measured by UoD SS.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.3						
Maximise reach and impact of mentoring	5.3.8	Raise levels of awareness of mentoring opportunities available in SESW and UoD.	We value the role of mentoring in career progression and wish to support staff to engage with available mentoring programmes and see this as a role for our Mentoring Champions. Females are less likely than males (65%F:100%M, SESW SS, 2018) to be aware of the mentoring schemes available in SESW/UoD.	Mentoring skills are integral to many of our programmes, this knowledge, experience and skill in mentoring is being shared through the UoD Professional Development Mentoring Scheme. SESW has the highest representation of Mentoring Champions of any School on the UoD Professional Development Mentoring Scheme, 5 (█F:█M).	Mentoring Champions	Aug. 2019, annually Sept. 2020 May 2019	Annual mentoring workshop led by SESW Mentoring Champions. At least 80% of staff are aware of mentoring schemes. Measured by SESW SS. Discussion of mentoring included in revised guidance for OSaR. All staff have mentoring discussion in their OSaR.
Maximise reach and impact of mentoring	5.3.9	Collect and analyse data on staff involved with mentoring schemes in SESW and UoD, address any identified gender imbalance.	We do not currently collect data on staff on mentoring schemes.	Staff engage with mentoring schemes at School, University and Inter-University level.	OPD	July 2020	Levels of staff engaged in mentoring recorded on OSaR. Actions introduced to address any gender imbalance.
Enhance research culture	5.3.10	Collect and analyse data on grant applications and successes, address any identified gender imbalance.	Data not currently collected in a systematic manner so trends not available.	New UoD system is being developed for the recording of research funding applications. AD Research and PGR PD are enhancing internal recording systems of grant applications.	ADR	June 2020	Data collected, analysed on grant applications and feeding into SESW Research Strategy.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.3						
Enhance research in SESW	**5.3.11**	Improve funding support and advice available to staff preparing grant applications and after an unsuccessful application, especially for ECRs.	Only 40% of females (SESW, 2018) said they felt supported when applying for funding, and 38% of females that support was available after an unsuccessful application.	AD Research is introducing initiatives to support staff and share learning around funding applications, including workshops on writing grant applications and research mentoring. SESW has joined the Institute for Social Science Research, working collaboratively with the School of Social Sciences, to enhance the SESW research culture.	ADR	Ongoing Sept. 2020 Sept. 2020 Ongoing	New initiatives on supporting grant applications embedded. New initiatives leading to increase in funding applications. At least 60% of staff feel advice is available and they are supported in applying for research funding. Measured by SESW SS. Research Committee sharing lessons learnt from grant applications.
	5.5						
Support Positive Work-Life Balance	**5.5.1**	Raise awareness of UoD and SESW policies through developing and displaying policy posters in SESW.	Awareness of Work-Life Balance policies was particularly low amongst females. We wish to raise awareness of these policies and others amongst staff through developing a range of policy posters to be displayed and rotated in SESW.	Poster providing information on UoD Work-Life Balance policies produced and displayed around SESW, located in areas that are frequently used by staff: kitchens, social area and beside photocopiers for maximum impact.	BDI	Ongoing Sept. 2020	Policy posters developed and displayed in SESW, rotated on 6 month basis. Raised levels of awareness of UoD and SESW policies. Measured in SESW staff survey.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.5						
Enhance Work-Life Balance	5.5.2	Focus group to explore staff experiences of a career break and act on any gender related issues to support minimising disruption to careers.	We don't currently collect data on staff experiences of a career break or the uptake of our child-care/family facilities to support work-life balance.	In 2018 a series of focus groups were run in SESW to gather qualitative data on staff experiences, and enhance communication around key issues.	SM	March 2020	Focus group with staff on experiences of career breaks and the use of work-life balance facilities. Actions developed to address any identified gender related issues.
Enhance Work-Life Balance	5.5.3	Focus group to identify how SESW could support staff to achieve a better work-life balance.	SESW has low reported levels of work-life balance amongst females (36%F:80%M, SESW, 2018), and low levels of staff, especially females, reporting they feel supported to achieve a better work-life balance (48%F:60%M, SESW, 2018).	In 2018 a series of focus groups were run in SESW to gather qualitative data on staff experiences, and enhance communication around key issues.	SM	Sept. 2020	At least 65% of all staff report feeling supported to achieve a better work-life balance. Measured by SESW SS.
Enhance Work-Life Balance	5.5.4	Monitor pilot flexi-working and work with HR to establish permanent arrangements if warranted by pilot.	We will be responsive to the feedback from PS staff to determine future arrangements for permanent flexi-working.	During AS workshop at SESW All School Away Day (March 2018) PS staff made a strong case for the need for flexi-working. This has been addressed through the introduction of flexi-working being piloted: Oct. 2018- March 2019.	SM	June 2020	Pilot complete and (if appropriate) permanent approach is agreed with HR.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.6						
Valuing and Enhancing Diversity	**5.6.1**	Implement the *Values – Self, Society and the Professions* module across the UoD for all 1st year undergraduates: starting with a pilot in School of Life Sciences.	The *Values – Self, Society and the Professions* module has been recognised as relevant to all undergraduates. The UoD AS AP commits the UoD AS Steering Group to rolling this module out across the UoD.	Meetings have started to develop the module for a pilot in Life Sciences, UoD.	Module Lead & ASSG	Sept. 2020 Sept. 2022	Pilot module developed and implemented in Life Sciences. Module developed, approved and implemented across the UoD.
Ensure dignity at Work	**5.6.2**	Ensure culture of dignity at work and develop guidance to support staff in addressing harassment and bullying at work.	Any harassment and bullying is unacceptable. The percentage of staff reporting harassment and bullying was 8%F:8%M (UoD SS, 2017). We need to address this. We will organise a SESW workshop on Dignity at Work, focusing on addressing harassment and bullying at work and leading to the development of guidance to support staff address these issues.	We engage with DUSA's Zero Tolerance policy (anti-harassment or bullying). The UoD will soon launch a new Dignity at Work and Study (DAWS) policy which will serve as the cornerstone for discussion and dialogue within SESW.	Dean	June 2019 June 2020 Jan. 2021	Workshop on Dignity at Work, with focus on harassment and bullying. Workshop delivered by an external facilitator. Guidance developed to support staff address harassment and bullying and achieve dignity at work. No harassment and bullying recorded in SESW. Measured by UoD SS.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.6						
Increase gender balance of committees	5.6.3	Achieve greater proportional gender balance in all SESW committees and the Chairs of SESW committees	We wish to provide good development opportunities through committee work, particularly for female staff, to ensure there is a strong pool of candidates when roles become vacant. There is variation in the gender balance of SESW committees and the chairs of committees. The gender balance of committee chairs (43%F:57%M) and the gender balance of the SEG and SMG (57%F:43%M) had an over-representation of males compared to the SESW staff profile. In contrast, the ED&I committee had an over-representation of females (87%F:13%M).	In line with SESW strategy, all committees are reviewed on an annual basis. Future committee reviews will encourage staff to join from the under-represented gender. New OSaR guidance will include discussing committee membership during OSaR to raise awareness that involvement on internal and external committees benefits career progression.	Dean/ Depute Dean	Academic Year 2021/22 May 2019	All SESW committees will have a representative gender balance aligned to the SESW staff profile. Committee work included in OSaR discussions.
Valuing committee work	5.6.4	Develop a better understanding of staff involvement in external committee, including implications for workload.	No systematic collection of data currently occurs.	New OSaR review processes for T&S staff have begun to capture some of this data and Annual Research Review processes are capturing for T&R staff.	Dean/ Depute Dean	June 2021	Data on external engagement collected and included in WLM.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.6						
Ensure no gender balance in Workload Model	5.6.5	Ensure there is no gender imbalance in workload according to Workload Model data.	We wish to undertake more detailed analysis of the workload data to explore if there is gender imbalance in relation to roles, contracts and tasks (e.g., teaching, research, administrative roles). We wish to reduce the % of staff struggling to cope with their workload (44%F:42%M).	Broad analysis of the workload data conducted for AS Bronze Award revealed no gender imbalance in staff workload.	SM	Dec. 2020 Sept. 2020	Analysis completed and staffing strategy in place to address any identified gender related workload implications. Reduction in staff reporting they are struggling to cope with their workload. Measured by SESW SS.
Valuing committee work	5.6.6	Focus group with staff to explore introducing greater flexibility into the scheduling of SESW meetings	We wish to consult with staff to explore if current arrangements of scheduling committee meetings on a Wednesday could be adapted, ie to accommodate part-time staff, or those with caring responsibilities that are preventing them from attending meetings.	Consultation with staff indicated that having meetings scheduled in advance and within the hours of 10.00 – 16.00 is helpful to those with caring responsibilities and allows for wide participation. This is also in line with UoD AS guidance.	SM	March 2020 Aug. each year	Focus group held, data collected and analysed and findings integrated into planning of committee meetings. Meetings published in advance for the full year in the SESW calendar.
Celebrate and raise visibility of role models	5.6.7	Aim for mix of genders of speakers at seminars and events.	We are committed to ensuring appropriate visible role models for students and staff within SESW. We will introduce the template developed for recording the gender of speakers at seminars and events.	SAT have developed a template for data collection on gender of speakers coming into SESW. A system for recording data has been developed that is compliant with GDPR.	AS lead	March 2019, ongoing	Gender of guest speakers/lectures recorded. Documented spread of gender of visible role models. Where possible all seminars/events have a mix of genders of speakers.

Objective	Action No.	Planned Action/s	Rationale	Actions/ Outcomes to Date	Action Lead	Date Complete	Success Measure/s
	5.6						
Celebrate and raise visibility of role models	**5.6.8**	Establish Annual Professor Mapstone Public Lecture.	SESW does not currently have an annual lecture.\n\nThe Annual Professor Mapstone Public Lecture will prioritise speakers that are female role models within the context of the SESW disciplines/professions.\n\nThe Annual Professor Mapstone Public Lecture will be open to the public as part of our outreach work to challenge and change perceptions of gender representation in the SESW professions.	SESW hosts various seminars, workshops and conferences throughout the year.	AS lead	2020, annually	Establishment of Annual Elisabeth Mapstone Public Lecture\n\nThe annual lecture will raise the visibility of female role models.
Celebrate and raise visibility of role models	**5.6.9**	Develop and display posters in SESW to share and celebrate diverse SESW career pathways, especially females as role models	SESW comprises staff with an academic and/or practice-based career, both offer varied and multiple pathways to senior roles in SESW. We don't share or celebrate our successes enough.\n\nCollecting and publishing case studies will increase awareness of the varied routes to career progression within our disciplines.	One of the SESW ED&I co-ordinators, along with a group of SESW female staff (including AS lead), and PGR students have organised an event for the Dundee Women's International Festival, March 2019: 'The Road Less Well Travelled: research journeys'.	AS lead	May 2020	Case studies/career pathways gathered and posters developed.\n\nPosters displayed in SESW.

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	5.6						
Enhance outreach activities	5.6.10	Increase and record outreach work to local primary and secondary schools to promote the SESW professions as being open to all, irrespective of gender.	The recording of outreach activities, including, the number of school visits and gender of staff involved will support our understanding of the role modelling of SESW professions and 'influencing the influencers' of the future. We wish to work in partnership with local schools to evaluate the impact of AS/GAP focused outreach work on pupil attitudes to gender and the professions.	Existing outreach work places emphasis on gender neutral professions. In 2017/18 guidance teachers from secondary schools across the UK were invited to presentations on the SESW undergraduate programmes. The presentations highlighted the role of challenging gender within the SESW professions. Male and female staff were involved with the presentations. SESW SAT and GAP staff have begun discussions with SATs from other UoD Schools on working collaboratively to address gender imbalances of students.	GAP lead	Ongoing June 2021 June 2021	Collaborative working with SATs from other UoD Schools. School visits and gender of staff presenting, recorded. Reported change in attitudes of school children towards gender and the professions.
Enhance outreach activities	5.6.11	Achieve better understanding of outreach and public engagement activities and the impact of this work.	Outreach and public engagement activities are of strategic importance to SESW in addition to being important for individual career development. Most staff are engaged in outreach activity but we do not routinely collect data.	In 2017/18 the UoD appointed Public Engagement Champions in each School. SESW has two Public Engagement Champions: ▉female PS (SAT),▉male A&R. Outreach activities are recognised in promotions criteria.	PE Champions	June 2020	Staff outreach data analysed in relation to gender. Actions introduced to address any gender imbalance.

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LANDSCAPE PAGE

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