

ACTION PLAN

Abbreviations used in Application and Action Plan

CoA	College of Arts
ECDP	Early Career Development Programme
EDI	Equalities, Diversity and Inclusion
EDSC	Equality and Diversity Strategy Committee
E&D	Equality & Diversity
HoS	Head of School
HoSubs	Heads of Subjects
HR	Human Resources
LTS	Learning, Teaching and Scholarship
MPA	Managerial, Professional, and Administrative
PDR	Performance and Development Review
PG	Postgraduate
PGR	Postgraduate research
PGT	Postgraduate taught
R&T	Research and Teaching
SCCA	School of Culture and Creative Arts
SMT	School Management Team
SAT	Self-Assessment Team
UofG	University of Glasgow
UG	Undergraduate

**N.B. Actions follow the submission document order for ease of reference.
Priority is denoted by timelines, with key actions launching throughout 2019/20.**

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
<i>The future of the SAT and creation of an EDI Committee</i>					
3.1	Improve gender balance on SAT to 50:50 from 66:33 (female/male) at time of submission	The SAT team for our 2019 submission shows a gender imbalance	Next Athena SWAN application in 2023/24	EDI Officer as chair of the SAT team	50:50 gender balance of SAT team by 2023 (This will reflect new EDI Committee, as per Action 3.3).
3.2	Run Athena SWAN Staff Culture Survey every two years commencing in August 2020.	To embed Action Plan and help evaluate its impact	Next Athena SWAN Staff Culture Survey will run in Aug 2020, then every two year.	EDI Officer/SAT chair to work with SAT team to revise and disseminate the survey	Survey runs in Aug 2020 and then every two years.
3.3	An EDI Committee will be appointed, responsible for implementing the Athena SWAN Action Plan as well as a broader remit around EDI issues. The EDI Committee will reflect a 50:50 gender balance.	Following submission of our Athena SWAN application and Action Plan, a committee needs to be set up for its implementation.	The committee members will be appointed in January 2020, from existing SAT members as well as a call to all staff in the School.	The EDI Officer will work with the HoS to send out an open call to all staff members in the School, and make the appointments to the committee	A new EDI Committee in place by March 2020, with membership reflecting a 50:50 gender balance
3.4	The interim chair of the SAT team appointed in Jan 2019 was replaced by an EDI Officer in Aug 2019, to oversee the AS application and eventual implementation of the Action Plan	It was decided that an EDI Officer, leading an EDI Committee, will be a more effective way of addressing gender and other	The EDI Officer was appointed in Aug 2019, and the EDI Committee will be in place by March 2020; the current SAT will continue to	EDI Officer	Submission of the AS application and AP by 11 Dec 2019; appointment of the EDI Committee by March 2020.

		intersectional issues in the School. The purpose of the role is to provide effective leadership in developing, implementing and reviewing equality, diversity and inclusion processes in the School.	implement the AP in the intervening period		
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3.5	Disseminate information on progress on implementation of Action Plan to all staff and students in the School in monthly School Newsletter	Keep staff and students informed on progress on implementation of AS Action Plan	Start with monthly updates in Jan 2020 newsletter	Cultural Activities Coordinator, who is responsible for the School Newsletter, to get monthly updates from EDI Officer	School Newsletter to include monthly updates on Athena SWAN Action Plan implementation from Jan 2020 onwards.
3.6	Rotate EDI Committee Members every three years	To present opportunities to all staff members to align their research and teaching interests with the work of the EDI Committee and to	First EDI Committee members to be appointed between Jan-end Feb 2020, followed annual reviews and rotation on a three-year basis HoS and EDI Officer to	EDI Officer and HoS	First EDI Committee members to be in place my March 2020. Membership review at the start of each new academic year.

		contribute to it in various ways	review committee membership at the start of every academic year, HoS to issue open call to all staff members at points of rotation or replacement of (resigning) members		Membership rotation from March 2023.
<i>Diversifying student recruitment</i>					
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
4.1.1	Profile diverse gender identities in our promotional materials and other marketing activities, ensuring men are equitably represented.	To address the gender imbalance in profiling and role modelling of men and women in our student recruitment materials and public presentation of SCCA	Academic year 2019/2020 (AP completed by June 2020)	EDI Officer and CoA Marketing Manager	Promotional and website materials are updated for the start of the 2020/21 academic year show equitable gender representation in imagery.
4.1.2	Ensure equitable participation of men and women at Open Days and Offer-holder visits	As above	Academic year 2019/2020	EDI Officer and HoPS	Equal representation of men and women at open days from 2020 onwards.

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4.1.3	Request to join UofG SFC iGAP Working Group	This will help align SCCA gender equality activity with UofG-wide work, particularly for its subject areas that fall below SFC GAP benchmarks (History of Art, at time of writing, also out most popular subject area amongst UG students.)	Request to WG to be sent by end December 2019 with a view to join by end January 2020	EDI Officer; Chair of UofG SFC iGAP WG	EDI Officer to represent SCCA of UofG SFC iGAP WG by January 2020 SCCA to meet projected benchmarks for at least 25% Male UG across programmes by 2030 (SFC's timelines).
4.1.4	Staff who mark honours coursework to complete unconscious bias training.	To mitigate against implicit or unconscious bias in essay/exam marking	Academic year 2019/2020	HoS: to inform all HoSubs of new requirement at first SMT meeting of January 2020; Head of the Learning and Teaching Committee: to cascade action to Subject Areas and Heads of Subjects to make staff	All staff marking honours work to complete the online unconscious bias training course by the start of the 2020/21 academic year.

				<p>aware of new requirement.</p> <p>Progress will be assessed by staff being asked to send screenshot of completion to relevant Heads of Subject.</p>	
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
4.1.5	Enhance recruitment activities so that male students are encouraged to apply for these subjects (History of Art, Film and Television Studies, Theatre Studies), via male staff representing these subjects at Open Days and other outreach activities.	To address the gender imbalance in UG applicants to the School	2019/2020 academic year	HoS to put this on the SMT agenda, encouraging HoSubs to delegate open day duties to male staff; Chair of School Learning and Teaching Committee to devise an outreach agenda, including school visits.	Equal male/female staff to represent subject areas at Open Days during 2020 and onwards; outreach agenda to be implemented from 2020/21.

4.1.6	<p>PGT convenors to identify UG male students in underrepresented subjects (History of Art, Film and Television Studies, Theatre Studies) to highlight progression onto PGT study, encouraging and supporting those who wish to continue at Glasgow, via promotion of funding opportunities and guidance on how to apply.</p> <p>Students (all) will be invited to attend a short School-wide session and this will be flagged to male UG students who will be encouraged to attend.</p>	To better promote PGT study amongst male UG students.	2020/2021 academic year	PG Committee Chair; PGT convenors.	<p>Members of School PG Committee to report back on these actions at start of 2020/21 academic year</p> <p>2020/21 cohort – students identified and first event held by end March 2021</p> <p>At least 30 students to attend; with 40% male participants.</p>
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
4.1.7	Ask final year UG students to complete a short survey re: progression to PGT, with a view to clarifying current understandings of barriers to PGT progression.	To better understand male UG students' aspirations/next steps	2019/2020 academic year	PG Committee Chair; PGT convenors; UG Convenors; SAT	<p>Survey to be co-designed by UG/PGT Convenors and Student Data WG by March 2020.</p> <p>Issued to Students in April/May 2020.</p> <p>Anticipate a 60% female/male response rate.</p>

4.1.8	Initiate series of talks from current male PGT to UG students about taking steps towards PGT study and their experiences of their programmes.	To better promote PGT study amongst male UG students.	2020/2021 academic year	Chair of School PG Committee to cascade this action down to individual subject areas	At least 2 talks per year. At least 50 students attending, with 40% male participants.
4.1.9	Ensure part-time study options for PGT are prominent in course documentation, online information, and at Open Days.	Raise awareness of part-time study option.	2019/2020 academic year	Chair of School PG Committee to cascade this action down to individual subject areas	Part-time study option clearly signposted in student recruitment materials.
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
4.1.10	Enhance our recruitment activities so that female students are encouraged to apply for these subjects, with female staff present at PG Open Days and involved in outreach activities.	To address the gender imbalance in PG applicants to the School	2019/2020 academic year	HoS to put this on the SMT agenda, encouraging HoSubs to delegate PG Open Day duties to female staff; Chair of School PG Committee to devise an outreach agenda, including school visits.	Equal male/female staff to represent subject areas at Open Days during 2020 and onwards; outreach agenda to be implemented from 2020/21

4.1.11	PGT convenors to identify female students in these subjects (History of Art, Film and Television Studies, Theatre Studies) to discuss progression into PGR study, encouraging those who wish to continue at Glasgow, and highlight funding opportunities.	To address the gender imbalance in PGR applicants to the School	2019/2020 academic year	Chair of School PG Committee to cascade this action down to individual PGT convenors.	Members of School PG Committee to report back on these actions at start of 2020/21 academic year
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
4.1.12	Initiate series of talks from current female PGR to PGT and UG students about taking steps towards PGR study.	To address the gender imbalance in PGR applicants to the School	2019/2020 academic year	Chair of School PG Committee to cascade this action down to individual subject areas	Members of School PG Committee to report back on these actions at start of 2020/21 academic year
4.1.13	Ask final year UG students and PGTs to complete a short survey re: progression to PGR, with a view to clarifying current understandings of barriers to PGR progression. This action adopts a similar approach to PGR progression as 4.1.7 does to PGT.	To address the gender imbalance in PGR applicants to the School	2019/2020 academic year	PG Committee Chair; PGT convenors; UG Convenors	Survey to be co-designed by PGR Convenors and Student Data WG by March 2020. Issued to Students in April/May 2020. Anticipate a 60% female/male response rate.
4.1.14	Ensure that PGR students are made aware of Wellbeing resources, both through emails from supervisors and through the creation of an Information Sheet to be shared at Annual Progress Reviews	To address PGR student wellbeing	2019/2020 academic year	Chair of School PG Committee to cascade this action down to individual PGR	Members of School PG Committee to report back on these actions at start of

				convenors. School PG Committee to design Information Sheet.	2020/21 academic year.
<i>Diversifying staff recruitment and enhancing staff support</i>					
4.2.1	Line managers should discuss future possibilities/ redeployment with staff members on Open Ended with Funding End Date and Fixed-Term contracts nearing their contract end	To address the gender imbalances in staff	2020/21 academic year	HoS to discuss this at SMT and encourage HoSubs to instruct all line managers to complete this action. Action to be overseen by Staff Data WG.	Action implemented by 2021/22 academic year 75% positive response in next survey 2021 to question about redeployment discussion by female/male respondents on contracts of fixed duration.
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
4.2.2	We will augment the next Athena SWAN Staff Survey to include (a) question(s) to gauge attitudes and aspirations of current staff on fixed-term contracts/approaching funding-end-dates.	Better understand aspirations of staff on these contract types so that support towards these can be provided.	To be included in next Staff Survey, disseminated in Aug 2020	EDI Officer as head of SAT	Questions to be included in Aug 2020 Staff Survey, with 65% response rate from staff on fixed- term/funding-end contracts.
4.2.3	HR and SCCA management to actively encourage the completion of the leavers checklist.	To find out why staff leave the UofG	2019/2020 academic year	Head of College HR; HoS; HoPS	Rise in completion of leavers checklist by at

					least 60% of all leavers to be achieved by start of 2020/21 academic year
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5.1.1	Audit recruitment panels to ensure they adhere to the policy of including at least one member of each sex.	To ensure diverse representation on panels and that members of underrepresented staff groups are not overburdened with this task.	Review undertaken from June 2019- June 2020	HoS; HoSubs (via SMT)	Report on gender distribution on academic appointment committees and any remedial action taken to address any imbalance identified will be delivered at SMT at start of 2020/21 academic session, and then annually.
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5.1.2	Update SCCA Staff Handbook with key information about family-friendly and flexible working policies, and relevant benefits. As well as flagging key information about aspects of the promotion (see Action 5.1.6) and PDR (see Action 5.3.1) policies/processes. This will improve induction to the School.	AS survey showed 23%F and 17%M respondents did not agree that induction had met their needs. This included a large proportion of ineligible staff responding n/a- so the proportion of	2019/2020 academic year	Head of Professional Services to update School Staff Handbook	Updated Staff Handbook to be ready for dissemination by start of 2020/2021 academic year. Increase to 60% new female/male staff agreeing that induction met their

		eligible staff disagreeing was higher (p.52-3).			needs in next Athena SWAN staff survey.
5.1.3	Devise new question(s) in next Athena SWAN Staff Survey re: effectiveness of updated Staff Handbook.	To evaluate impact of updates to handbook.	2020/2021 academic year	EDI Officer	Questions included in 2021 Athena SWAN staff survey, shows 85% positive response from female/male respondents regarding usefulness of updated Staff Handbook.
5.1.4	Include a note about the annual promotion workshop in new induction materials (AP 5.5.4) and specifically flag that the workshop will cover the special considerations section of the promotion application form that provides opportunity to account for impact of working less than full-time on the case for promotion.	To address low staff awareness of annual promotion workshop	2019/2020 academic year	HoS to cascade this action down to HoSubs, action overseen by Staff Data WG	Details about annual promotion workshop to be included in staff induction materials by start of 2020/2021 academic year. AS Staff Survey 2021 free text comments show staff awareness of the fact promotion takes these aspects into account.
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
5.1.5	Establish an LT&S Forum to provide opportunities for peer mentoring amongst staff on this track.	A College of Arts LTS forum was	School LTS forum up and running by	CoA LTS Forum, with a	A School LTS forum up and running by start

	The Forum will also allow staff to build capacity around <i>scholarship</i> and pedagogy (key aspects of LT&S career pathway criteria).	<p>established in Nov 2019, intended to provide peer-support for colleagues on the LTS pathway, as well as to forge a community of Scholarship of Teaching and Learning (SoTL) in the College.</p> <p>The SCS forum will further enhance professional development and support networks for staff on LT&S tracks specifically in Culture and Creative Arts. And can feed into the wider College of Arts Forum</p>	start of 2020/2021 academic year	subforum formed within the School	<p>of 2020/2021 academic year.</p> <p>Forum to meet at least every two months throughout 2020/21</p> <p>Athena SWAN staff survey in Aug 2022 to show high positive response (at least 75% Strongly/Agreeing) from female and male LTS respondents on questions about (1) support for career development (2) opportunities for networking across the School and the College.</p>
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
5.1.6	Following initial HoS meeting, HoSubs will be matched with promotion applicants to review and comment on applications to help strengthen case for support.	To improve the help and support for staff preparing promotion applications	2020/2021 promotion round	HoS to cascade this action down to HoSubs, overseen by Staff Data WG	HoSubs to support promotion applicants in this capacity by start of 2020/2021 promotion round.

		Athena SWAN staff survey showed 59%Female and 70%Male respondents agreed appropriate support is provided at every stage of the promotion process.			AS Staff Survey 2021 to show an improvement to 75% Female and 75% Male respondents agreed appropriate support is provided at every stage of the promotion process.
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5.3.1	All Academic staff to complete E&D training before P&DR forms will be signed off.	86% Female and 81% Male staff have completed mandatory Equality and Diversity Training. We are aware that this approach has been successfully adopted elsewhere in UofG.	Next P&DR round- June-October 2020	HoS; HoPS; P&DR Reviewers	Increase to 100% Academic staff completion of E&D online training.
5.3.2	Make staff aware that all requests for alternative PDR reviewer will be given due consideration and communicate the option to discuss it confidentially with HoS.	AS Staff Survey indicated women were not clear that they could, or did not feel able to, request an alternate reviewer: c.44% answered no when asked compared to	2020/2021 PDR round	HoS: Raise awareness amongst HoSubs at SMT meeting. HoS to include this in all staff email at the launch of PDR	At least 90% Female and Male staff report awareness of this option in next AS Staff Survey 2021.

		17% men answering no.		Round (June 2020) A flag to this aspect of the PDR Policy will be highlighted in the updated Staff Handbook (As per Action 5.1.4)	
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5.3.3	Map of the courses provided by ArtsLab onto the promotion and P&DR criteria to highlight skills developed if attended previously and help reviewers talk through the relevant training where needs are identified.	To ensure colleagues' skills and abilities within and outwith the PDR process are values and acknowledged.	2020/2021 academic year	HoS to put on SMT, and HoSubs to implement with ArtsLab Director.	Improve responses in next AS Staff Survey 2021 to 60% Female and Male respondents agreeing P&DR recognises their skills and abilities- an increase from c.42% Female and c.35% Male agreeing to equivalent question during self-assessment.
5.3.4	Invite UofG Researcher Development Manager to co-present with SCCA PGR Convenor to SCCA PGR cohort at annual PG Welcome event in Nov each year.	To ensure female PGRs are adequately supported by	From November 2020 and annually thereafter	Chair of School PG Committee and UofG	Action implemented by start of 2020/2021 academic year.

	Attendance will be mandated to ensure that all students attend (unless on fieldwork or working remotely).	supervisors and through APRs to identify training needs. 66% Female compared to 81% Male PGRs agreed that their supervisor helped them to identify training and development needs as a researcher in PRES 2018/19		Researcher Development Manager	Improvement in next PRES to 85% Female and 85% Male PGRs agreeing their supervisor helped them to identify training and development needs as a researcher.
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5.5.1	Rebrand Athena SWAN' webpage to 'Equality, Diversion and Inclusion' page on School webpage.	Reflecting creation of EDI Officer and Committee.	Rebrand by March 2020, in line with EDI Committee launch.	EDI Officer	Webpage rebranded and includes useful resources as per Actions 5.5.2 below.
5.5.2	Create Information tile for Parents - and Carers-to-Be on School 'Equality, Diversion and Inclusion' webpage, modelling it on best practice from Institute of Cancer Sciences.	Provide ease of access to important information for Parents and Carers	2019/2020 academic year, by March 2020	EDI Officer and School Operations and Finance Officer	New question in next AS Staff Survey 2021 shows at least 70% of respondents declaring parenting/caring responsibilities report awareness and usefulness of information provided by the School on relevant policies,
5.5.3	Incorporate UofG Maternity Leave Checklist into new webpage/tile (AP 5.5.1, 5.5.2) and update it with School-specific processes and points of contact.				
5.5.4	Update Induction materials in Staff Handbook with a Family-friendly section and include the information and checklist that will be featured in new 'Information for Carers, Parents and Parents-to-be' webpage.				

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					processes and support.
5.5.5	Create news item in the School Newsletter on Equality, Diversity and Inclusion and publicise new School information etc. (as per Aps 5.5.1 – 4) and particularly highlight recent policy changes around paid maternity/paternity leave entitlements. Update induction materials with links to University policies and highlight entitlements.	To make staff aware of recent policy changes	Start with monthly updates in Jan 2020 newsletter	Cultural Activities Coordinator, who is responsible for the School Newsletter	School Newsletter to include regular updates on policy changes from Jan 2020 onwards. At least 75% positive response from female/male staff in next AS Staff Survey about awareness of EDI information and School activities.
5.5.6	In line with AP 5.5.3 add actual examples of previous KIT Day usage to help inform future discussions and maternity leave planning between staff and line managers.	To make staff aware of KIT Day usage	Materials to be updated by start of 2020/2021 academic year	EDI Officer; Head of College HR	Information for Parents- and Carers-to-be to be updated with at least 2 case studies, aiming for 5 case studies across the Action Plan.
5.5.7	(i) Invite successful applicants to the Academic Returners Research Support Scheme to participate in the creation of a case study on their experience in applying, how the funding has helped them and what they used it for, and their 'top tips' for those applying in future.	In order to publicise support available at the School-level and to highlighted other sources of support across the University	Case Study Produced and live on webpage by June 2021.	HoS to cascade this action down to HoSubs, overseen by Staff Data WG. Webpage	At least 70% of all academic staff report awareness of Scheme in AS Staff Survey Aug 2022.

	(ii) Feature case study under the relevant item on the Schools new webpage (AP 5.5.2); (iii) Link to case study in the 'localised' School Maternity Leave Checklist (AP 5.5.3).	for staff returning to work		changes to be overseen by EDI Officer.	
<i>Enhancing the School's organisation and culture</i>					
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
5.6.1	Create a standing agenda item to discuss and share good management practice at SMT meetings, including reporting on the Athena SWAN Action Plan implementation	To address negative attitudes towards work/life balance as revealed by staff survey	Immediately	HoS and SMT	Sharing of good practice to become a standing agenda item at SMT meetings, in particular as it relates to work/life balance
5.6.2	Establish a School forum to provide peer support on workload management and work/life balance.	To address negative attitudes towards work/life balance as revealed by staff survey	2019/2020 ongoing	HoSubs via subject area meetings	School forum to be implemented in 2020 via HoSubs.
5.6.3	Mental health training to be made available to all managers and staff. Music's approach of hosting a mindfulness session for all staff and students just before the start of the exam season to be highlighted as an example of good practice that could be adopted by other subject areas.	To address negative attitudes towards work/life balance as revealed by staff survey	2019/2020 ongoing	EDI officer	EDI officer to implement mental health training available to all staff via the Embrace Resilience pilot project. Participation of at least 50% of Academic and PS Staff.
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome

5.6.4	Workload management guidelines to be formalised in School Handbook	Current good practice on workload management and curriculum planning is managed at a subject level or on an informal basis	Throughout remainder of 2019/2020 academic year; to be ready by start of 2020/21 academic year	HoS with the support of HoSubs	As per Action 5.6.16 below.
5.6.5	Write a formal statement to clearly communicate the School's policy on unsupportive language and behaviour and include School Guidelines in the induction process via the Staff Handbook. (See also the Action on student feedback in HR policies section below.)	To address the staff survey data that revealed that female staff often feel unsupported	Statement and guidelines to be implemented into Staff Handbook by start of 2020 academic year	EDI officer via HoSubs	
Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
5.6.6	Ensure access to gender neutral toilets in School buildings and sites.	To support gender diversity among the School's staff and students	2020/2021 academic year	EDI officer via HoSubs and Estates and Buildings	All School buildings and sites to have gender neutral toilets by start of 2021/22 academic year.
5.6.7	Encourage all staff to attend awareness-raising training from Scottish Transgender Alliance.	To support gender diversity among the School's staff and students. 2 Sessions have already been run in College of Arts.	Throughout 2020/21 academic year	HoSubs	Over 60% of staff to have completed gender awareness training by start of 2021/22 academic year.

5.6.8	Raise awareness of support plans for students who may be transitioning contained within the UofG Equality and Diversity Policy; this is particularly important for Advisors of Study.	To enhance support for trans staff and students	2019/2020 academic year ongoing	Advisors of Study	Awareness of support materials demonstrated in the next AS Staff Survey through 70% Academic and PS staff confirming knowledge/awareness.
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5.6.9	EDI officer to provide a PowerPoint slide and Moodle information for use in all UG and PG student inductions from 2020/21 academic year onwards .	To support principles of Equality, Diversity and Inclusion in the School and embed these across student inductions at all levels of study.	2019/2020 academic year	EDI officer	PowerPoint delivered to at least 3 student induction events per annum.
5.6.10	Dedicated an item per month in the School Newsletter to the work of the Respect Advisers Network and issues relating to dignity at work and study, e.g.: (i) inclusive approach to participation in meetings (ii) bystander intervention; (iii) seeking support for bullying/harassment via Respect Advisers Network.	To increase awareness of Respect Advisers Network, and address survey data which showed that only 58% of women and 48% of men are aware of the 'Dignity at Work and Study' policy	Semester 1 in 2020/21	School Engagement Lead and HoSubs	HR policies to be accessible and visible to all staff by start of 2020/21 academic year. Improvement in next AS Staff Survey to at least 75% Female and Male respondents indicating awareness of Dignity at Work and Study Policy.

5.6.11	In addition to 5.6.10 (above), Head of Professional Services will specifically email all P&S staff with information on the Dignity at Work and Study Policy, the School's commitment to EDI principles and links to information on, and contact details for, the Respect Advisers Network/	As per Action 5.6.10	2019/2020 academic year	Head of Professional Services	Information to be disseminated by start of 2020/2021 academic year.
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5.6.12	Update HR Policy section in the Staff Handbook so that it fully incorporates revised School EDI Guidelines, highlights the Dignity at Work and Study Policy and include these in School staff inductions.	To increase awareness of Respect Advisers Network, and address survey data which showed that only 58% of women and 48% of men are aware of the 'Dignity at Work and Study' policy	2019/2020 academic year	Head of HR, CoA and EDI Officer	As per Action 5.6.10
5.6.13	Update the course evaluation form with a reminder to students of its purpose, advocating productive ways to complete them. Provide supplementary guidance alongside the evaluation form that raises awareness of potential bias related to gender and race.	To address the issue of School feedback being disproportionately critical towards female teaching staff	2019/2020 – 2021/22 academic year	Chairs of Learning and Teaching Committee and School PG Committee via School administrators	All evaluation forms to include this information by start of 2020/21 academic year. Audit of evaluation forms by gender of teaching staff in 2021/22 session shows negligible bias towards

					underrepresented groups.
5.6.14	Formalise committee membership processes and selection criteria and ensure they are fully transparent across the School from induction onwards, in order to address statistical discrepancy, taking the balance of individual committees into account as well as top line statistics.	To address the statistical discrepancy in the staff survey that showed that only 49% of women actively agree with the proposition that committee roles are allocated on a fair basis irrespective of gender	2019/2020 academic year HoSubs to have a transparent system in place by start of 2020/21 academic year	HoSubs	Improvement from 49% of women actively agreeing that committee roles are allocated on a fair basis irrespective of gender to at least 75% of both female and male staff agreeing in next AS Staff Survey.
5.6.15	Create shadow opportunities for committees for Early Career Staff, introducing them to committee/governance work.	To support Early Career Staff	2019/2020 academic year	EDI officer and Engagement Lead	Shadowing to be implemented by 2020 onwards in at least 75% of SCCS committees.
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5.6.16	Address the discrepancy between perception and reality regarding fair workload allocation by making the allocation of workloads visible and transparent.	To address the discrepancy between perception and reality regarding fair workload allocation	2019/2020 academic year	HoSubs to make workload allocation decisions transparent through subject area meetings and staff models	Workload allocation principles to be visible and transparent to all staff by start of 2020/21 academic year. Measured in next AS Staff Survey 2021 with

					no less than 65% of female and male staff agreeing workload is allocated fairly and transparently.
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5.6.17	<p>Subject areas should be required to take a flexible and alternating approach to scheduling departmental meetings and social gatherings, so that all staff could be accommodated, including part-time staff and staff in different job families.</p> <p>Guidance to support this will be developed in Action 5.6.18</p>	To accommodate all staff to attend meetings and social events	2019/2020 academic year	HoSubs to cascade this information down to staff via subject area meetings	All departmental meetings to take place during the working day, and social gatherings to be organised on a flexible basis from 2020 onwards, with events being duplicated during daytime and evenings where feasible.
5.6.18	Develop guidance around flexible meeting times, consulting with staff to identify challenges and devise solutions.	To ensure inclusive timing of meetings and social events to enable more staff to attend	Guidance notes to be available by start of 2020/21 academic year	School Engagement Lead via HoSubs	As per Action 5.6.18
5.6.19	<p>We will make a policy recommendation to SMT that all major events such as large conferences should be child-friendly and include the provision of temporary childcare.</p> <p>UofG are in the process of identifying an approved supplier for this service.</p>	To accommodate all staff to attend events	By 2022	EDI officer via SMT. EDI office to apply to Ferguson Bequest for childcare provision	Funding available for childcare arrangements at large events by 2022.

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
5.6.20	Complete development of administrative and monitoring & evaluation systems to capture full programme details for all School events, including participant profiling and benchmarking.	To develop a data-driven approach towards embedding diversity into all School events i.e. enabling assessment of diversity amongst contributors and participants etc.	2019/2020 academic year System devised and in place by Month, 2020 First data-set on semester 1 events for 2020/21 to be analysed by Cultural Activities Coordinator and Committee by Month, Year Findings and recommendations for change (e.g. more male participants/invited speakers) to be reported to SAT and SMT and put in place throughout 2021	Cultural Activities Coordinator	Robust and useable data sets in place by 2020. Cultural Activities show equitable participation by female/male staff/contributors by 2021/22.
5.6.21	Establish and incorporate a clear equalities policy in the Service Level Agreement for all official external partners, within and beyond the purview of the new Schoolwide undergraduate programme.	To embed principles of EDI into the School's work with external partners	2019/2020 academic year	EDI officer via HoSubs, with input from HoS	EDI policy for external partners to be implemented by start

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
5.6.22	<p>Create an Audience Development Plan for School events towards increased audience diversity.</p> <p>An initial task in the ADP creation will be to gather baseline diversity data.</p>	To embed EDI principles into all School events	Audience development plan for School events to be implemented by start of 2020/21 academic year	Cultural Activities Coordinator	<p>of 2021/21 academic year.</p> <p>Baseline data on diversity information of audience members at SCCS events by end 2020/21.</p> <p>Actions based on data will be devised and reported to the SAT so that the ADP can be incorporated into future iteration of Athena SWAN Action Plan.</p>