

APPENDIX 1

Name of University

Aberystwyth University

General medicine location

Cardiff

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

In Section 1, applicants should evidence how they meet Criterion A:

- x Structures and processes are in place to underpin and recognise gender equality work

Recommended word count: 2500 words

1. Letter of endorsement from the head of the university

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the university

Advance HE Equality Charters Team

To whom it may concern

I am pleased to write in support of Abertay University's application for renewal of our University Bronze Athena Swan (AS) Award.

I have had a life-long personal commitment to gender equality, particularly promoting women in STEM. As well as speaking regularly on the topic, it was a theme of my Presidency of BCS, the Chartered Institute for IT, when I established the STELLAR network for senior women in STEM.

When I joined Abertay, initially as Deputy Principal and Deputy Vice Chancellor, in 2018, it was clear that my values were closely aligned with the University's. Equality, diversity and inclusion (EDI) are integral to Abertay's purpose and ethos and embedded within our roles, structures and practices. Our Strategic Plan Purpose includes:

- x To offer transformational opportunities to everyone who has the ability to benefit from Abertay's approach to university education;
- x To inspire and enable our students, staff and graduates to achieve their full potential

Of our four sets of Values, articulated in our People Strategy, 'Inclusive and people-centred' is the first.

We recognise that we can fulfil these purposes only by supporting all our staff and students in their development. Our participation in both Athena Swan and the Race Equality Charter (REC), for which we have a bronze award, are key to this.

We have established a mainstreamed approach to EDI. All of our Senior Management Team (SMT) members are responsible individually and collectively for gender equality. All our Schools have AS SATs working towards awards.

Abertay's EDI Leadership Group comprises five SMT members. The chair is a member of the Executive Group (Exec) and oversees the EDI strategy and progress

I have expressed my thanks to all involved in our AS work. I commit to fully supporting the delivery of the new action plan over the next five years.

Yours faithfully

Professor Liz Bacon
Principal and Vice-Chancellor
Advance HE Equality Charters Team

2. Description of the university and its context

[Please provide an introduction to the university.](#)

Abertay University is a dynamic, modern university with a strong focus on producing work-ready graduates, offering transformational opportunities for our students, supporting widening access pathways to higher education (HE) and conducting research and knowledge exchange (RKE) focused on real-world impact.

Based in Dundee, all of our undergraduate (UG) and postgraduate (PG) degree programmes are designed for the modern world and have a focus on employability, with the majority of degrees including work placements or professional projects set by businesses.

Our portfolio spans science, tech, art, social sciences and professional disciplines and we facilitate cross-disciplinary learning and engagement to prepare students for real-life work environments.

We are a small, friendly University

At present, Abertay is ranked in the UK top 10 for teaching satisfaction (NSS 2023), in the UK top 10 for student experience (Daily Mail Guide 2024) and Scotland’s top modern university for overall satisfaction (NSS 2023). Abertay is in the UK’s top 3 modern universities for research intensity (Complete University Guide 2024), submitted 80% of all eligible academic staff, and recorded the biggest Scottish climb (23%) in research judged to be world-leading or internationally excellent (60% of all research submitted) in REF 2021. The REF Institutional-level Environment Panel judged our supporting research environment as “vital and sustainable”, and to be “comprehensive and well organised, with a full complement of policies in place”. “The provisions outlined in the People section, including staffing support and development, researcher development, research students and EDI, were judged to be consistent with those that might be expected in a larger, more research-intensive institution” and were, “in consequence, highly commended”.

Abertay is in a period of rapid change and diversification. Abertay Online is a new venture since 2022, with a growing portfolio of postgraduate degrees taught fully online. This is opening up an Abertay education to a much wider range of people, in the UK and overseas. As a very different model of teaching, it has the potential to substantially affect the shape and size of our workforce.

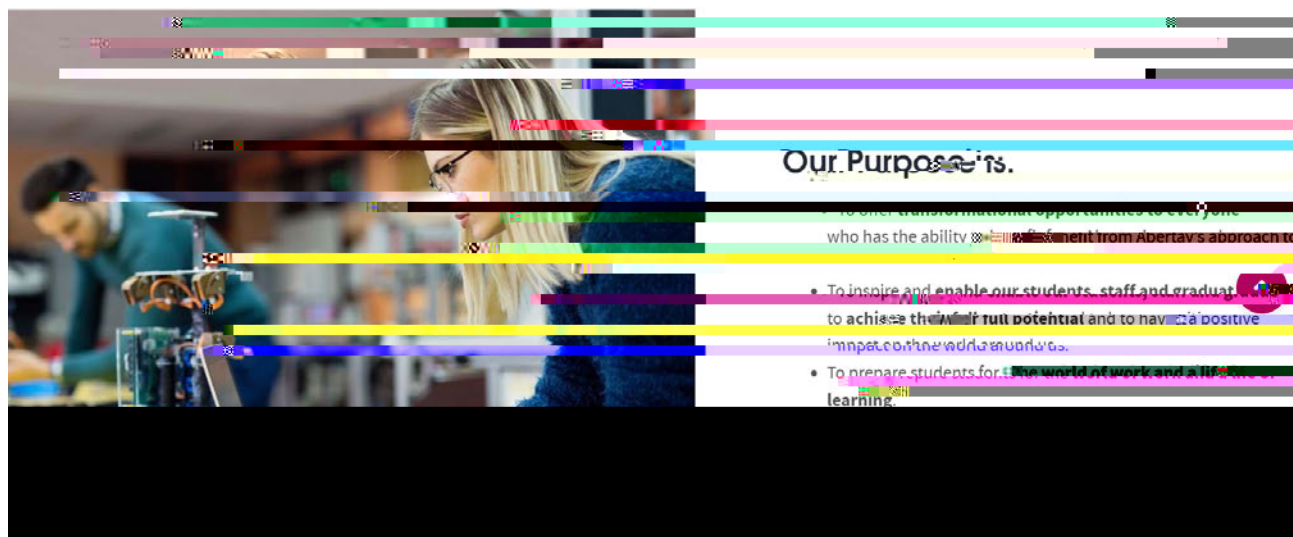
Transnational education (TNE) is also growing at pace. Although we have had a range of TNE Partnerships over the years, this had been only a small part of our work. In the past 12 months there has been a change in appetite for such work. In 2022-23 we had five active educational partnerships. By the end of 2023 this had increased to 11 with potential for this number to more than double during this session. TNE partnerships allow us to expand our reach, diversify our income and internationalise our curriculum and student experience in a way that is quite unique for Abertay. Research collaborations and Research Degrees have also started to become a feature of this work. An example is a joint project with Al-Maktoum College (Dundee) and British University Egypt looking at developing best practice advice for policy development to ensure equality and diversity in the approaches taken to TNE between the UK and Egypt. The research will look at the impact of different approaches on both the EDI of students and how staff become involved in this area.

Table 1 Overview of Students and Staff (salary paid) as at 31 July 2023

Group	Female (n & %)	Male (n & %)	Total (n)
UG	1705 / 46.81%	1918 / 52.66%	3642
PG Taught (PGT)	200 / 55.25%	159 / 43.92%	362
PG Research (PGR)	56 / 46.28%	65 / 53.72%	121
Student total	1961 / 47.54%	2142 / 51.93%	4125
Academic staff	96/ 43.2%	126/ 56.8%	222
Research staff	14/ 48.3%	15/ 51.7%	29
Professional Services staff (PSS)	197/ 54.9%	162/ 45.1%	359

Staff total	307/ 50.3%	303/ 49.7%	610
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Abertay's people are the University. Our 2022 staff survey shows that Abertay employees are enthusiastic about their jobs and care passionately about the University. Inclusion and equality are core to Abertay and are woven throughout our Strategic Plan.



In 2022, we agreed a new People Strategy aiming to foster the best possible conditions for Abertay staff to develop and thrive and to address the key strategic challenges and opportunities for our people. This included setting out our values, based on extensive feedback from our staff, managers and governors, which put EDI to the fore:

Inclusive and people-centred - equality of opportunity and inclusion are embedded in our ethos. We welcome staff and students from diverse communities and aim to put people at the heart of all we do.

Excellent and Innovative - we strive for excellence in all we do, aiming to provide a high-quality environment for our staff and students to flourish, where innovation is encouraged, and improvement is enabled.

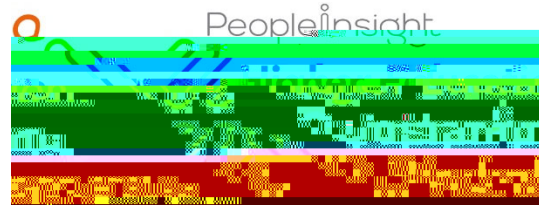
Professional and Collaborative - we collaborate with others, both internally across our teams and externally with partners in order to support our professional practice and our community to thrive. Customer service is key in all of our interactions.

Caring and Respectful - it is important to us that we treat everyone with kindness and mutual respect.

We worked for many years with Scottish Healthy Working Lives (until discontinued in 2022), achieving our gold award in 2016. We are an accredited Real Living Wage Employer since 2018 (and paid the ratRECe since 2015). We offer cycle to work benefits, are a cycle-friendly employer, and enable tax-free childcare. We have an array of family friendly policies which include, flexible working, hybrid working, enhanced maternity/adoption/shared parental/paternity leave, and carers' leave. Our Buying Additional Holidays Scheme allows staff the freedom and flexibility to

add to their annual leave allowance via a pre-tax salary contribution. We have an Armed Forces Employer Recognition Scheme Gold Award, and we also have policies to support Volunteering and Sabbatical Leave.

In 2022 Abertay was recognised as an Outstanding Workplace within the Higher Education Industry by People Insight, having achieved a top quartile score for employee engagement. This award recognises the fantastic work being done across our organisation to make Abertay an engaging place to work.



Abertay’s management and governance/committee structures are shown in Figures 1 and 2 respectively.

Figure 1 Abertay University Organisation Chart showing key functions and management roles

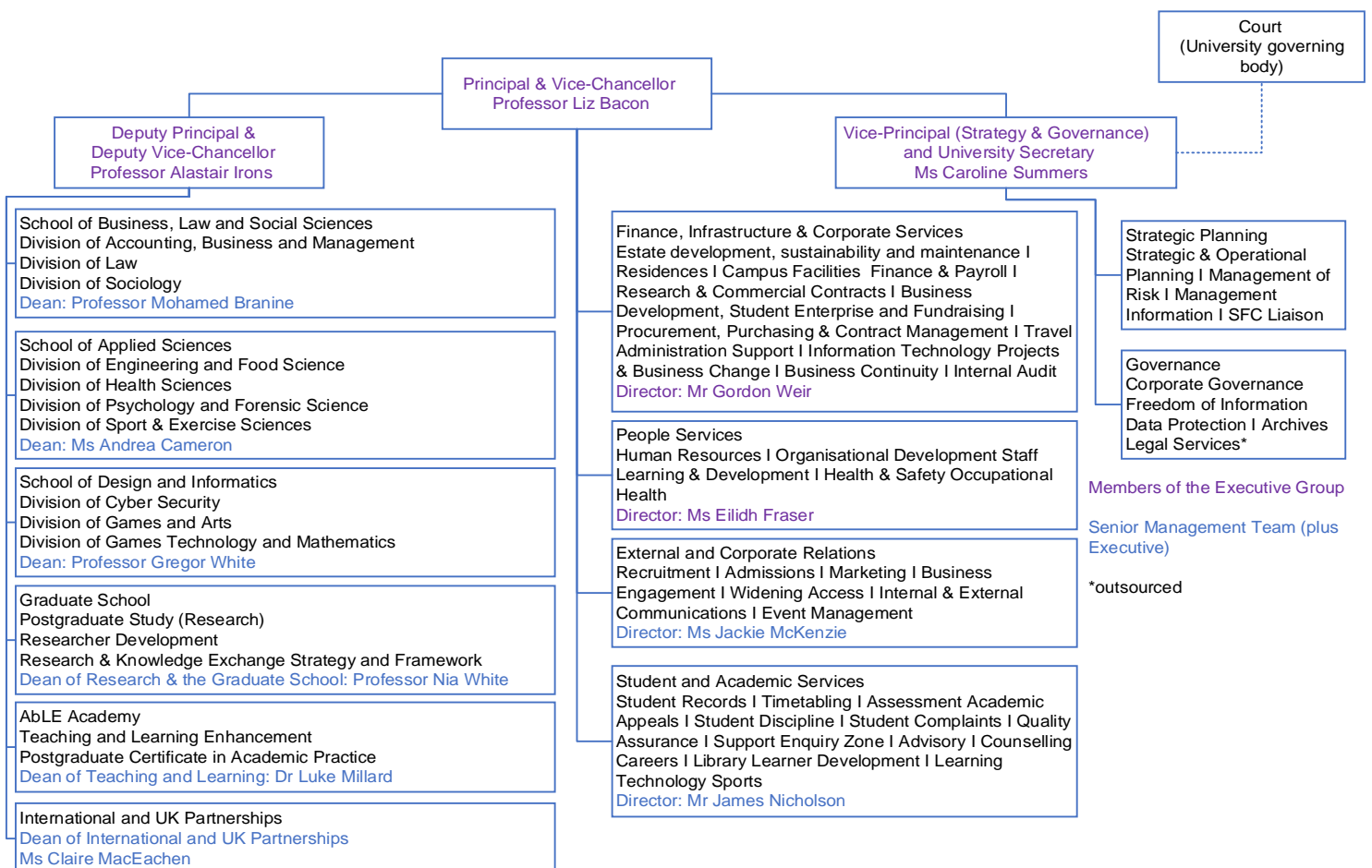


Figure 2 Abertay University Governance Structure

Committee

Delegation to the Principal and Senior Managers

Senate



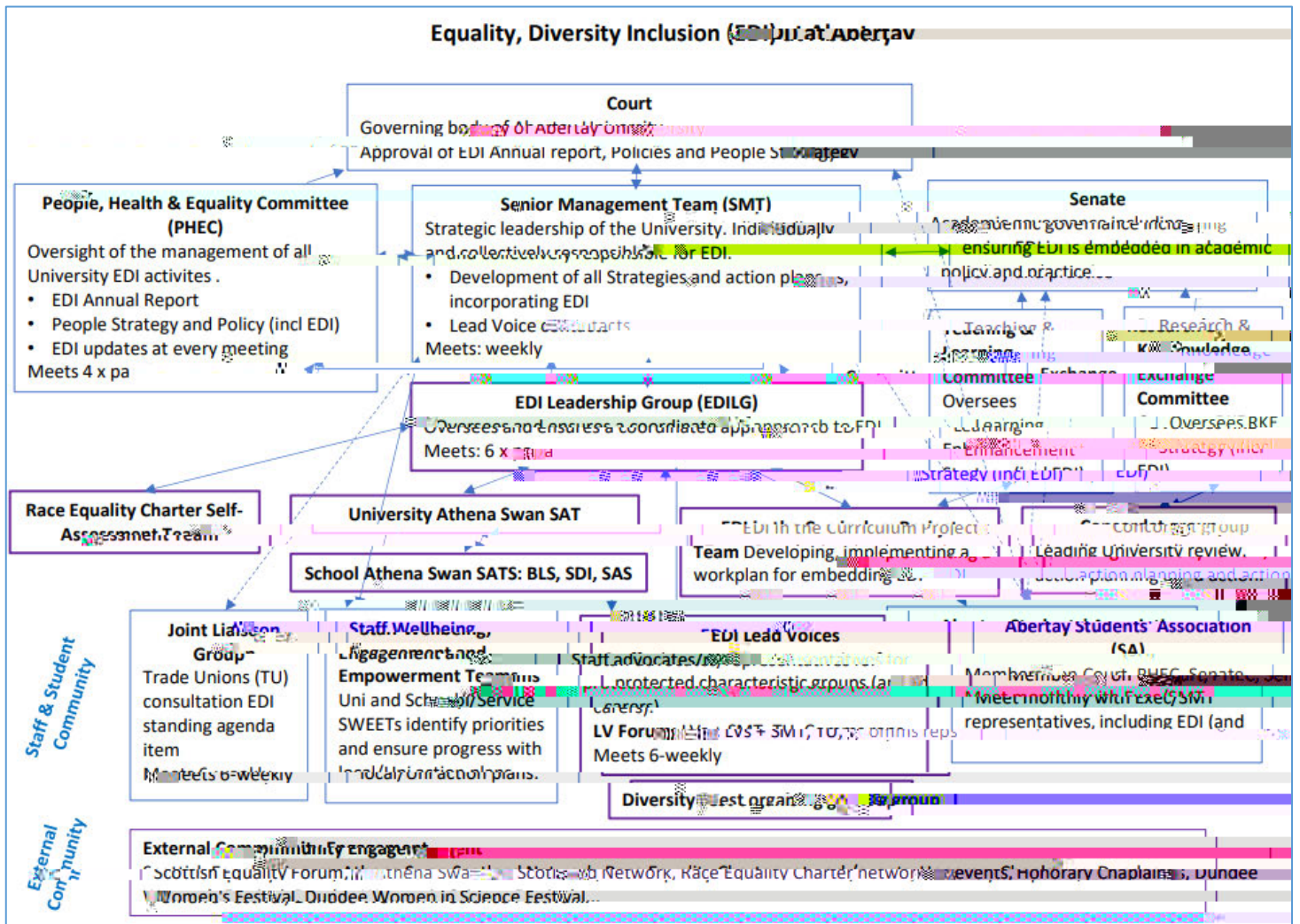
facilitating effective working among senior managers and colleagues across the University; and further embedding strategic

Careful attention has been paid to EDI in the context of these organisational changes. In particular, with the 2022 changes to the University Secretary role and Exec composition, the University Secretary's EDI responsibilities were transferred to the DoPOD to ensure continuity of the EDI Leadership Group, the Lead Voices initiative and Diversity Fest (which the Secretary chaired), while retaining shared responsibility for EDI by all of SMT and the wider community.

Abertay has a mainstreamed approach to EDI, seeing EDI as the responsibility of everyone in the University community. All University staff have responsibility for EDI in relation to their remit and for upholding the University's values and ethos.

SMT members have both individual responsibility for EDI within the scope of their role, and collective responsibility for leading EDI in the University. Some SMT members have particular EDI responsibilities as a key part of, or going beyond, their role and form the EDI Leadership Group (EDILG), chaired by the DoPOD and including the DoSAcS (REC SATrol g 1eir Ueyondtainaole, ac74chC-iiS s EDI respondyond,E

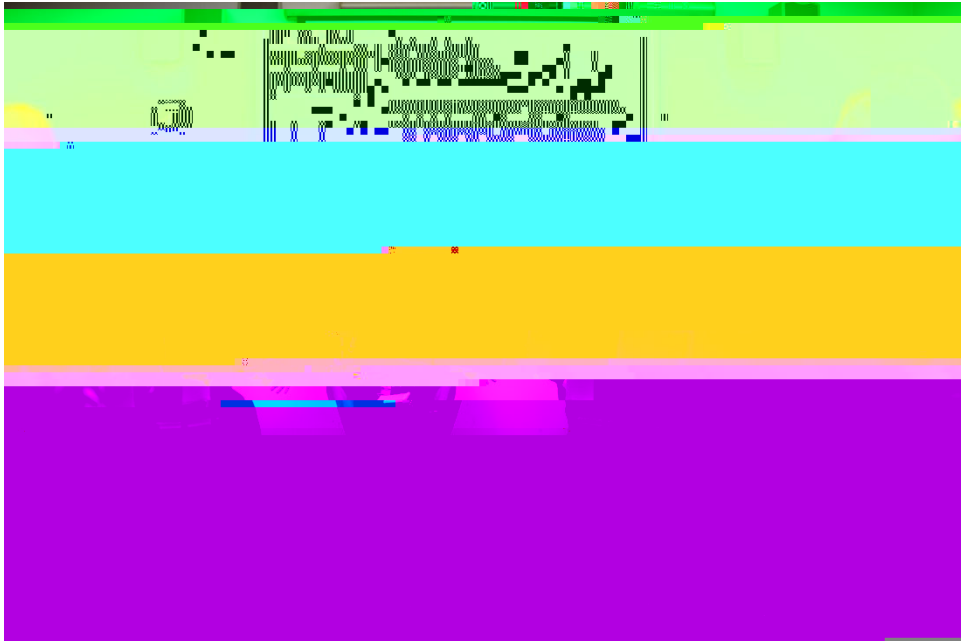
Figure 3 Mainstreamed EDI roles and responsibilities at Abertay



Abertay joined the Athena Swan Charter in 2013 and confirmation of our commitment to the AS principles under the transformed charter is published on our AS web pages. We achieved University Bronze in 2015, renewed in 2018. Our SET School gained a bronze award in 2018, which lapsed with the School restructuring.

Abertay was also the first Scottish HEI to achieve (and renew) a Race Equality Charter (REC) Bronze award in 2017 and 2020 and is signed up to The Concordat to Support the Career Development of Researchers.





3. Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university's future gender equality work.

The University's Self-Assessment Team (SAT) was originally established in December 2013. Since our 2018 Bronze award the remit and composition has been reviewed and developed. The SAT reports to SMT and includes two SMT members who are also in the EDILG.

SAT membership (Table 2/3) is drawn from all levels of the academic, support services, and student community and represents a variety of expertise, experience, influence, intersectionality, work-life commitments and work/study-patterns. The SAT composition is reviewed annually to ensure it remains fit for purpose. Current membership has a disproportionate number of women and higher grades. However, this is influenced by role-holders, the wish to ensure senior involvement for both leadership and influence, and by female dominance in some areas, including People Services. Student issues are presented by the SA President and via the School SAT Chairs and Student Services Manager. Members are volunteers and are passionately committed to the AS agenda. We will review this going forward to improve the SAT gender and grade balance wherever appropriate.

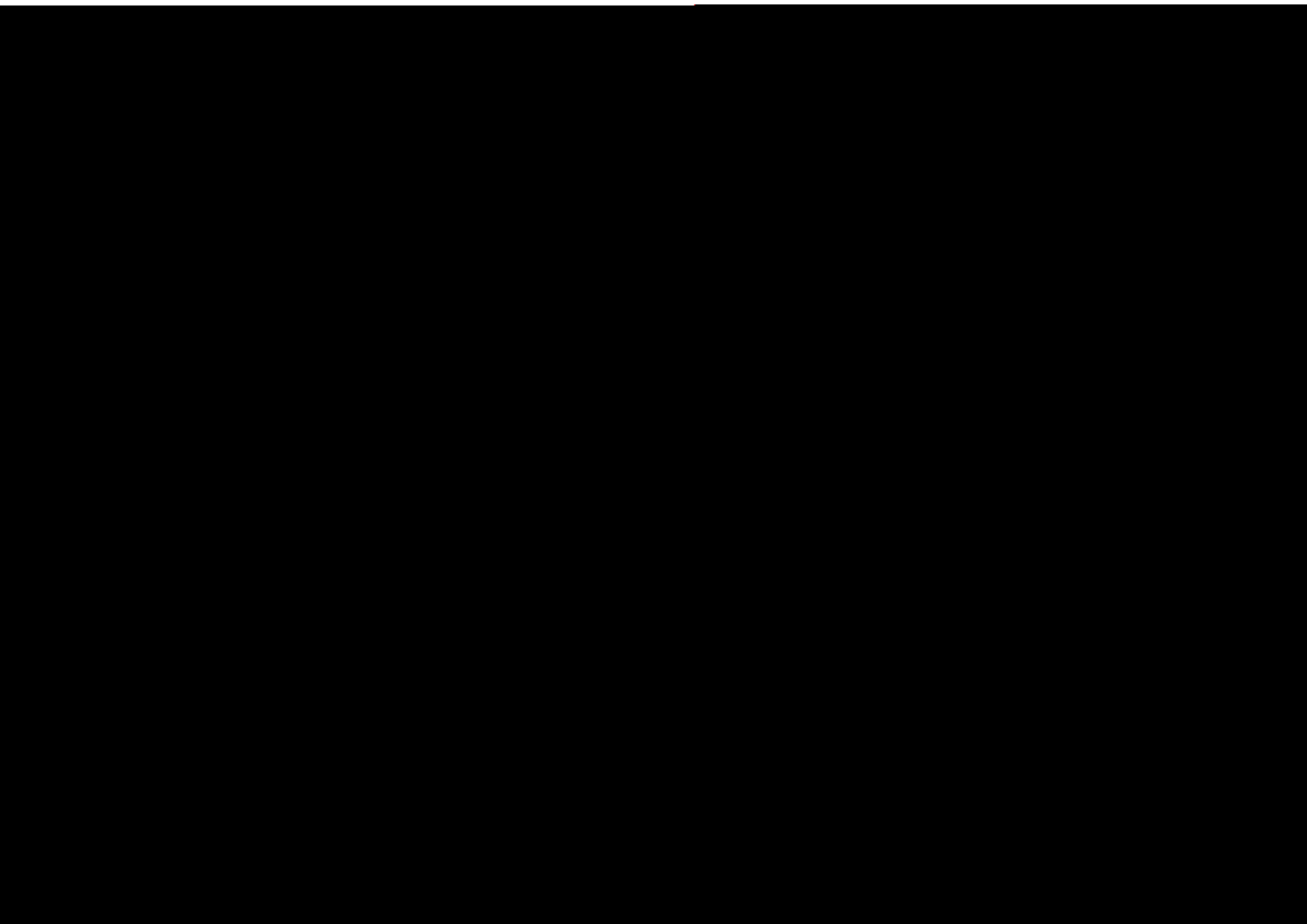
Table 2 Summary of University Athena Swan Self-Assessment Team (SAT)

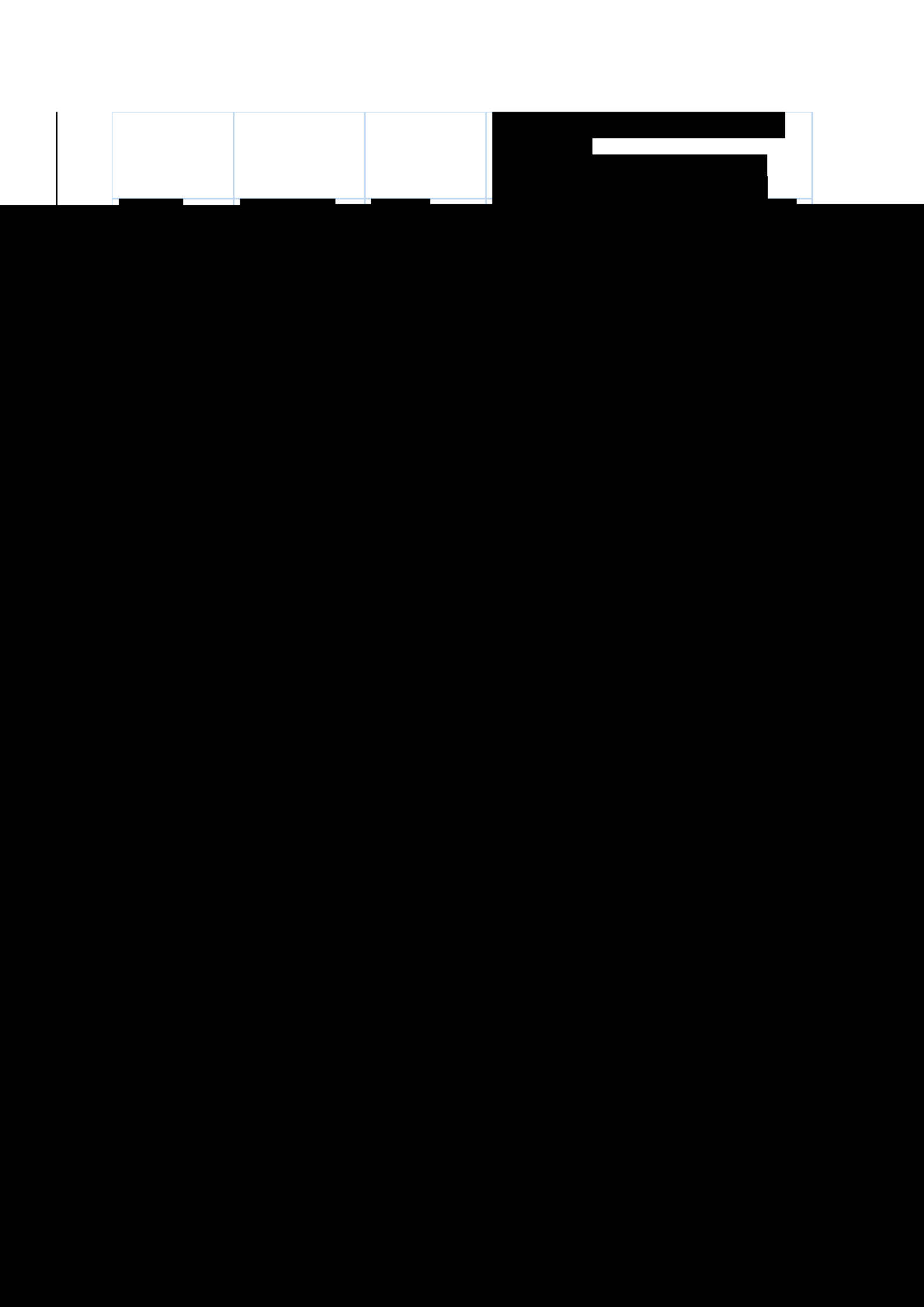
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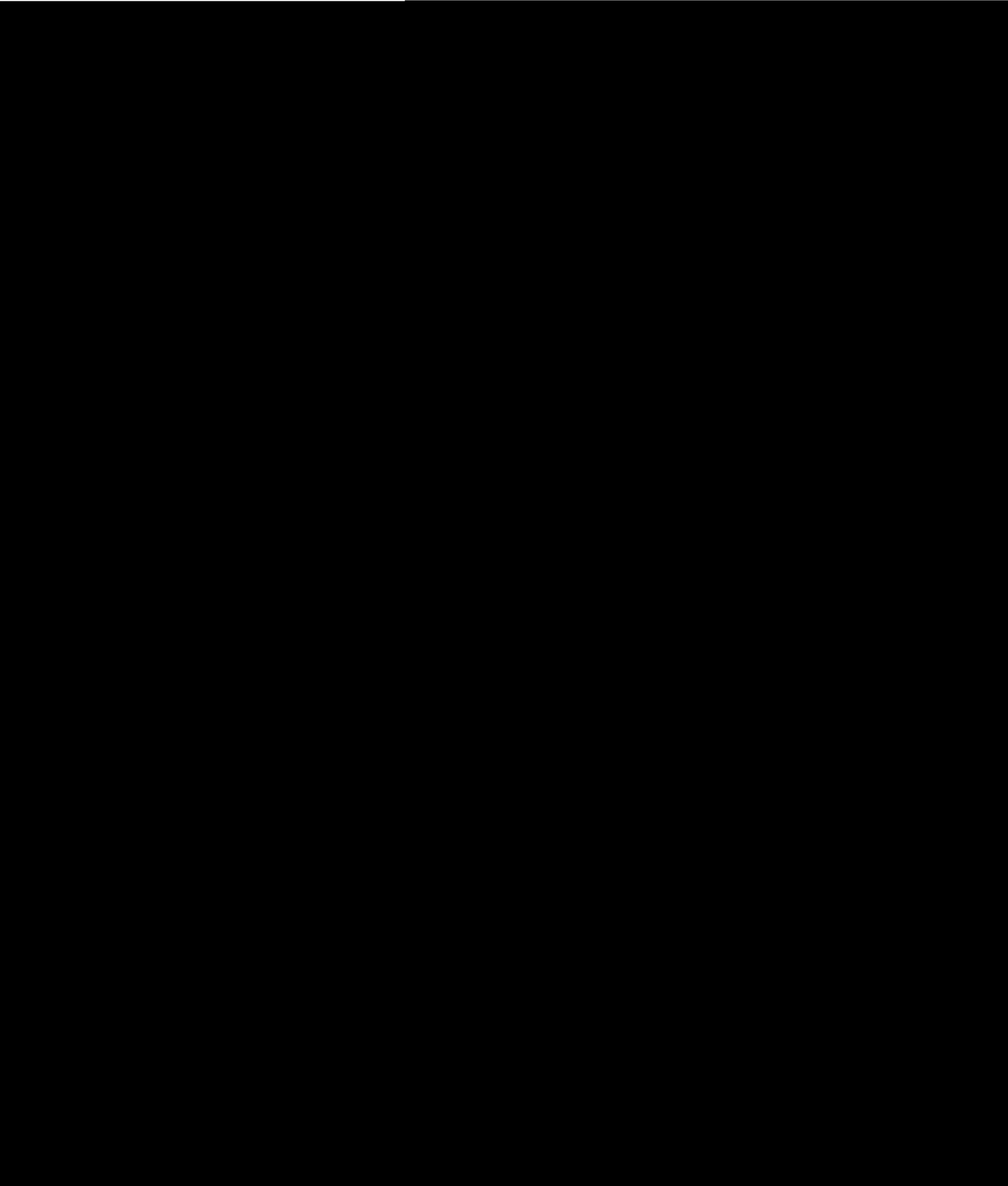
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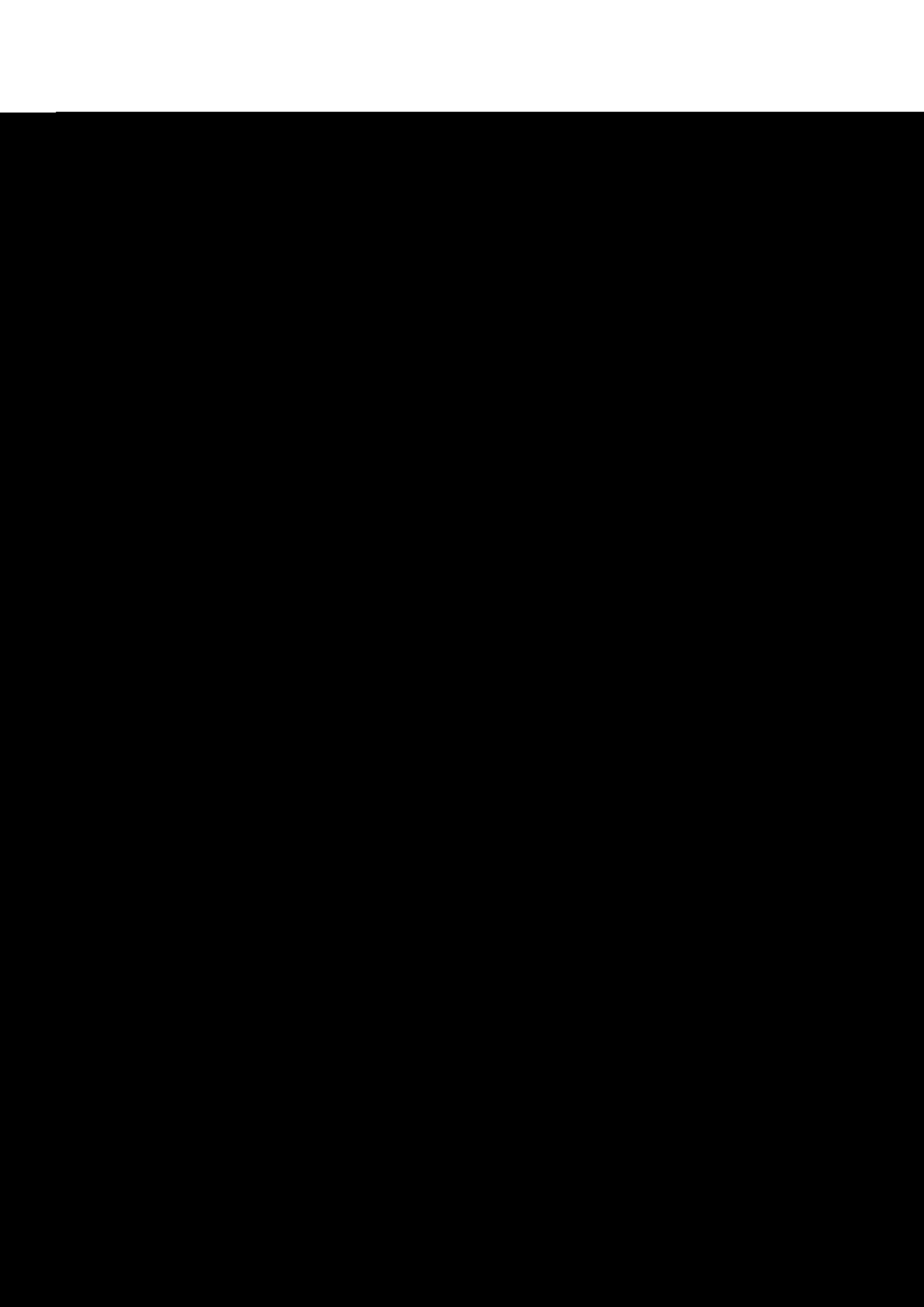
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In addition to extensive survey data (see below) the SAT hears staff and student views and feedback through several routes. These are summarised in Figure 3 above. Of particular note is the Lead Voices (LV) initiative, established in 2018, whereby staff volunteer as LVs for each of the protected characteristics, representing the views of their constituencies both proactively and when consulted, including contributing to equality impact assessment of new policies etc. E.g. the LVs for Race have established a BAME and International Staff Network, and LGBT LVs have held open meetings. The LVs also meet regularly with SMT contacts and Trade Union (TU) reps in a LV Forum, chaired by the DoPOD, and met with Court during 2023. The SAT includes two LVs and the PS staff involved in the LV Forum enabling direct feedback and a consultation route.



Other consultation and feedback is through the University and local SWEETs, the Joint Liaison Group with the TUs, regular SMT/Abertay SA meetings and crossover of SAT membership with other EDI groups/initiatives including the REC SAT and EDI in the Curriculum Project.

To hear the voices of our staff we run all staff surveys every two years. In addition, we carried out pulse surveys during the pandemic and more recently one on hybrid working during 2023. All surveys are analysed by gender and considered by the SAT and by SMT as well as by Staff Wellbeing, Engagement and Empowerment Teams (SWEETs).

Our staff engagement culture at Abertay is now well established, with a University SWEET having been in place for a year, and most local SWEETs for several years. SWEETs work with action owners to identify priorities, timescales, and resources for action to help create an environment where staff members feel involved, valued and take pride in the University, working together to make Abertay a better place to work. The SWEETs report on progress to SMT, while also holding SMT to account for the institutional action plan. We also communicate the aims and progress of this team with all staff and other stakeholders, ensuring the staff engagement intranet pages are kept relevant and up to date. We embed EDI and employee wellbeing firmly into the work of the SWEET, ensuring ongoing two-way communication to inform future priorities and action.

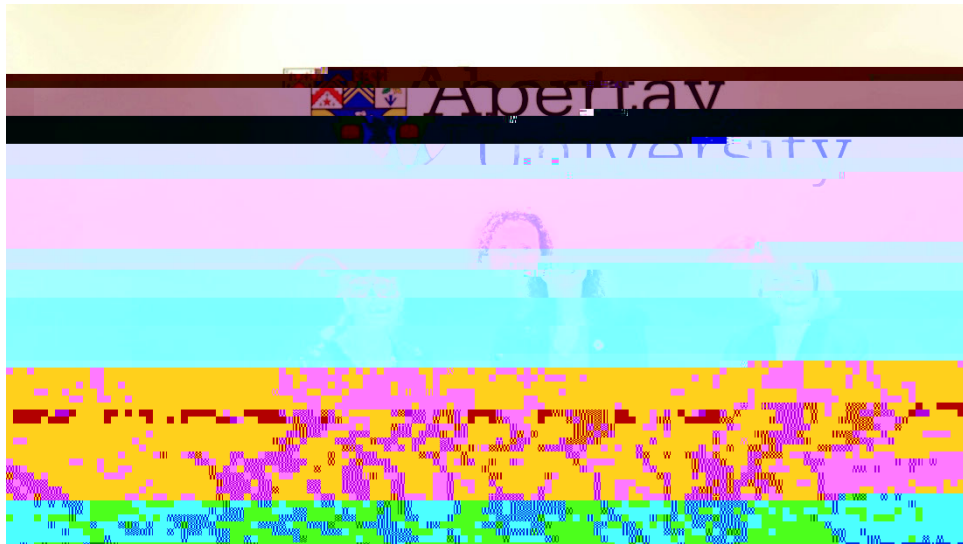
Our survey results are set out in Appendix 1.

Table 4 Consultations with staff and students

Consultation
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also featuring. Key themes proposed for the strategy (regardless of gender) were promotion and career opportunities; workload and resourcing.

Plans are in place to ensure we can maintain gender equality work over the next five years.



November 2023 visit of Wendy Chamberlain MP (centre), who proposed the UK Carer's Leave Bill which has now been enacted, led by Michelle Weldon-Johns (left), SL and LV for Pregnancy, Maternity and Carers whose research is focussed on the intersection of work-life conflict. They met with Abertay law students, LVs and others (including the Vice-Principal and University Secretary (right)) to discuss the Carer's Leave Act and showcase Abertay's EDI work.

Section 2: An evaluation of the university's progress and issues

In Section 2, applicants should evidence how they meet Criterion B and D:

- x Progress against the applicant's previously identified priorities has been demonstrated
- x Evidence-based recognition has been demonstrated of the key issues facing the applicant

Recommended word count: 3000 words

1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Our current Action Plan 2018-2023 (AP2018) has 49 actions comprising 95 sub-actions. During the period, which included the Covid pandemic, restructuring of Schools, Services and SMT, and recruitment of a new VC and DVC, we have completed 69 sub-actions (73%) and partially completed 20 (21%).

Our RAG-rated AP is in Appendix 4.

The methodology for action implementation was to ensure a clear action owner and also a SAT member owner, if different. In addition, where relevant, actions were

integrated with other University plans – often being of relevance, e.g. to improving staff engagement or meeting University KPIs. Progress with the AP has been reviewed regularly at SAT meetings, and evaluation undertaken as part of that discussion and/or through periodic review of data, surveys and feedback as described in section 1.

The self-assessment process has highlighted the impact of various major challenges since agreeing AP2018. As noted earlier there have been several organisational changes, beginning almost immediately with the schools restructuring in 2018, followed by Services restructuring – both of which involved significant consultation processes before implementation and had a particular impact on People Services (PS) and the senior and middle managers in the areas affected.

The new Services/SMT structure took effect exactly one month before the Covid lockdown, which meant that the planned activity to develop new teams, processes etc were diverted to crisis management and the ongoing impact of the pandemic. Staff and student feedback through surveys, LVs and other communication routes indicates that Abertay handled the pandemic well. The LV Forum was created during the pandemic to facilitate communication and proved invaluable, enabling the University to hear staff concerns and quickly adapt practice to support staff. E.g. LV feedback led directly to removing the cap on Carer's Leave and an open policy of accepting limitations and trusting staff to do the best they could. However, the combination of restructurings and the pandemic inevitably affected capacity for other work, and changed the context and priorities.

An overview of progress, or lack of, in relation to the red and amber-rated actions is included in the action/progress column in AP2018. Reflecting on the six actions that have been red-rated:

AP 1.i The SAT considered the decision to include a different gender equality measure in the Strategic Plan to be reasonable, in view of changing circumstances for School AS activity and other contexts.

AP2018 9.ii While the SAT's gender balance has not improved, it has grown, so more men (and women) are involved. See section 1-2. However, the aim of improving the balance has been carried forward to AP2024.

AP2018 17.iii and 19.iii Responsibility for a number of the incomplete (as well as many of the complete) actions lay with PS, whose capacity was significantly affected by supporting restructuring and the pandemic (noting that H&S moved to PS one month before the lockdown, joining Occupational Health). While these specific actions (to develop a Writing for Recruitment guide and pilot a mock promotions panel) were not taken, both recruitment practice and academic promotions support have developed in other ways. Both areas have been identified as key priorities (KP1 and 2). Similar action on recruitment is being carried forward to AP2024 incorporated into training and templates as part of wider ongoing review and development of recruitment practice, and a range of actions are identified to support academic career progression.

AP2018 17.v Was part of SET's AS AP – but with school restructuring their AS plans and priorities have changed.

AP2018 22.i. Work started but was not completed due to change to School structure and Dean. However, considerable further action has been taken around academic promotions, so this has not been prioritised for the AP2024.

In addition to the points above, reflection on amber-rated actions, and evaluation of factors affecting success, has highlighted:

In a number of cases (e.g. AP2018 5.ii), full completion of action has been hindered by the workload of the pandemic and by changes in staff. The latter will be addressed through improved organisation of AP progress reviews – see AP2024 8.4.

A number of actions have been delayed by restructuring and pandemic impact, these include School AS applications and progress (AP2018 8.1); in-depth analysis of length of time before promotion (AP2018 13). However, all Schools have SATs and are planning applications (AP2024 7.1ii).

2. Key priorities for future action

We examined responses to questions mapping to the AS Culture Survey from our staff engagement and pulse surveys. We also looked at the responses to all questions in all of our staff surveys over the period by gender. The culture survey analysis and responses to our 2022 survey by gender are in Appendix 1. In most cases, there was no significant difference in responses between men and women (advised as 10 percentage points or more). However, there were significant gendered differences for some questions, which have informed KPs 3, 5 and 6.

Future priorities

Based on our self-assessment, including analysis of data sets, survey data and other quantitative data, reflection on consultation and feedback through the wide range of routes outlined above, and consideration of the University's context and strategic and operational priorities and challenges, we have identified the following University AS key priorities, with associated actions as outlined in the 2024-29 Action Plan.

KP1. Recruitment

The data show that women are still under-represented in academic roles from grade 8-up, with particular imbalances in SDI and at grades 9 and 10 in BLS. In SAS numbers are balanced overall, but with local variations e.g. the Division of Sport and Exercise Sciences is more male dominated although the proportion of women has risen from 29% to 38%.

The data also show imbalances in PSS, with men underrepresented in grade 1 manual roles and junior and mid-level administrative/professional roles across most areas; whereas there are some particularly male-dominated roles such as Security, Trades and some IT/technical roles.

Recruitment data indicate that the challenge in relation to recruiting women to Schools or Services is at the application stage. E.g. BLS averages 31% female applicants, SDI 20% and SAS 42% whereas the proportions rise at shortlist and appointment stages. So, the focus of action in relation to recruiting women where they are under-represented is at the advertising/attraction stage.

Where men are under-represented, there will be tailored action across the recruitment cycle to encourage male applicants and ensure there is no bias at any stage.

KP2. Career Development of Academic Women

This remains a key priority, in conjunction with Recruitment, to address the underrepresentation of women at more senior academic grades. The improvements noted above suggest that our actions have been working, so the priority is to continue/redouble our efforts since the last award, maintaining and continuously improving career development discussions, academic promotion workshops, further review of academic profiles (promotion criteria), mentoring and other support for women's academic advancement. Workload and wellbeing are also a factor – addressed separately as KP5.

KP3. Career Development of PSS Women

Staff survey responses show fewer PSS women (40%) than men (49%) feel their career development aspirations are being met (App1 Fig 1.10) and this has also been raised as an issue through consultati

The AS evaluation process has highlighted the depth of commitment at all levels and by staff and students. We are committed to publicising our work, our successes, our support for inclusion and equality for all, and our commitment to continuous improvement. The aim is to be known as an excellent and inclusive employer, and to be a beacon to the wider local and HE community. Through a coordinated programme of work around key events such as Black History Month and our award-winning Diversity Fest for staff and students we seek to raise awareness of EDI across the student and staff population. However, we recognise that continuous awareness-raising activities are essential to improving knowledge of Abertay's EDI and wellbeing work and to maintaining the considerable momentum and commitment to further promoting gender equality and EDI as a whole in the context of major financial and leadership challenges. This is seen as important to support the other KPs as well as a priority in its own right.

KP7. AS in the Schools

The self-assessment has identified a number of issues that relate to particular Schools, including those noted under KP1 and KP5. In SDI there is a particularly intractable gender imbalance (currently 26% of academics are women). While this is less of an issue at the most senior level (40% F at grade 10), there is a pipeline problem meriting particular action by SDI. In a different area, data indicate that while bullying/harassment is low, a higher proportion of staff in SAS report experiencing bullying and harassment (App1 Fig 1.7), but a higher proportion of women in BLS and SDI report concern about reporting bullying/harassment (App1 Fig 1.9).

In recognition of the importance of local ownership of gender equality, the SAT has identified the continuation of SAT work in the three Schools as a priority.

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- x An action plan is in place to address identified key issues

1. Action plan

cases analysed at School level. This data is

Figure 1.3:

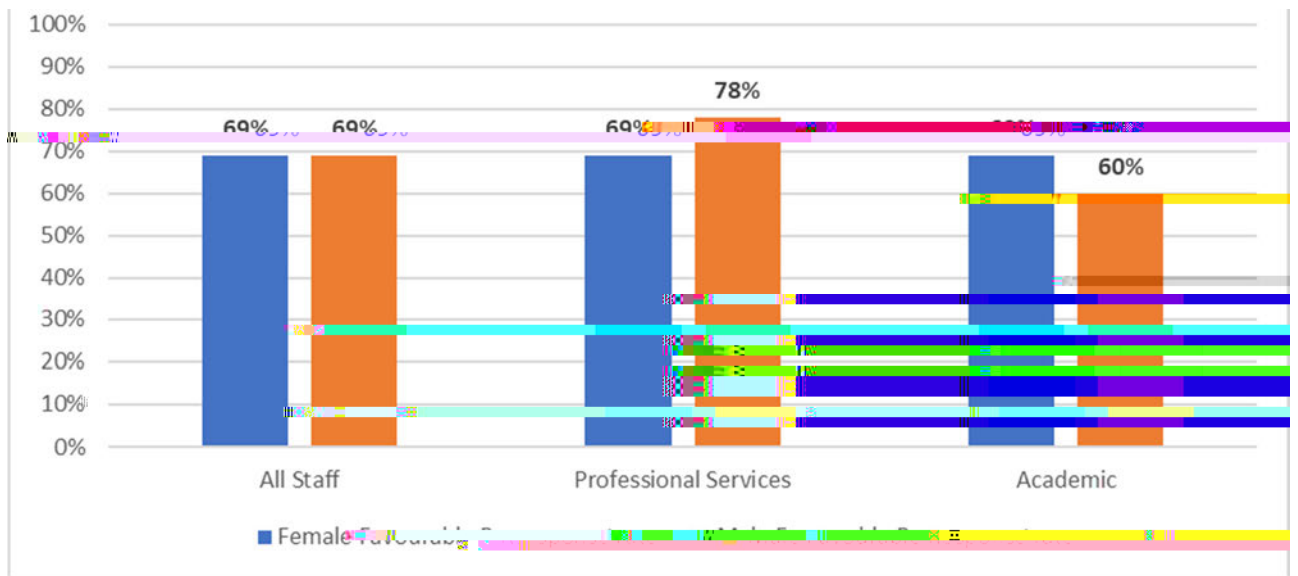


Figure 1.4:

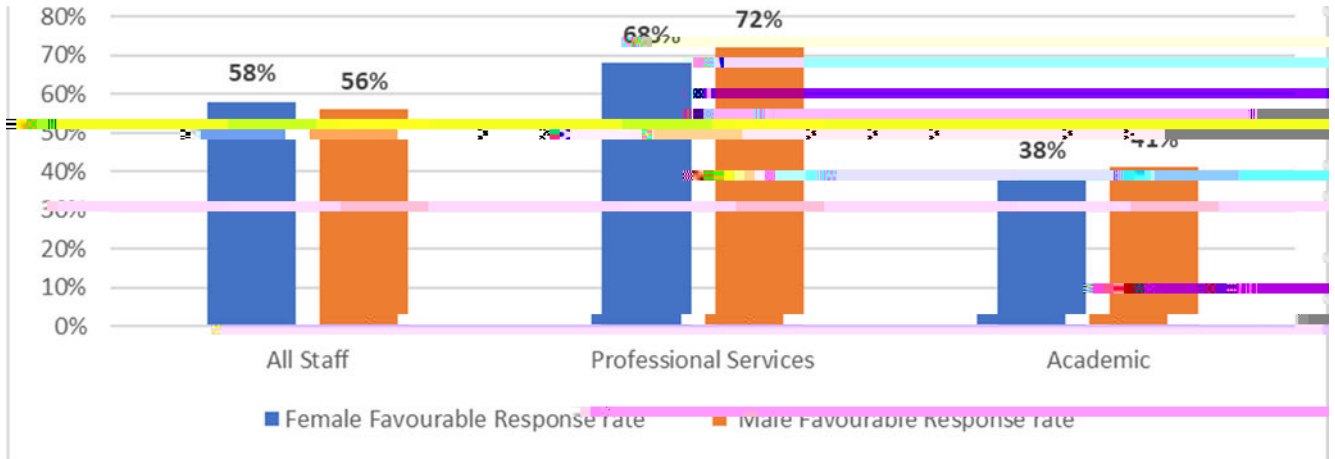


Figure 1.5: Staff citing improved work-life balance in response to 'What are the best things about Hybrid Working?'

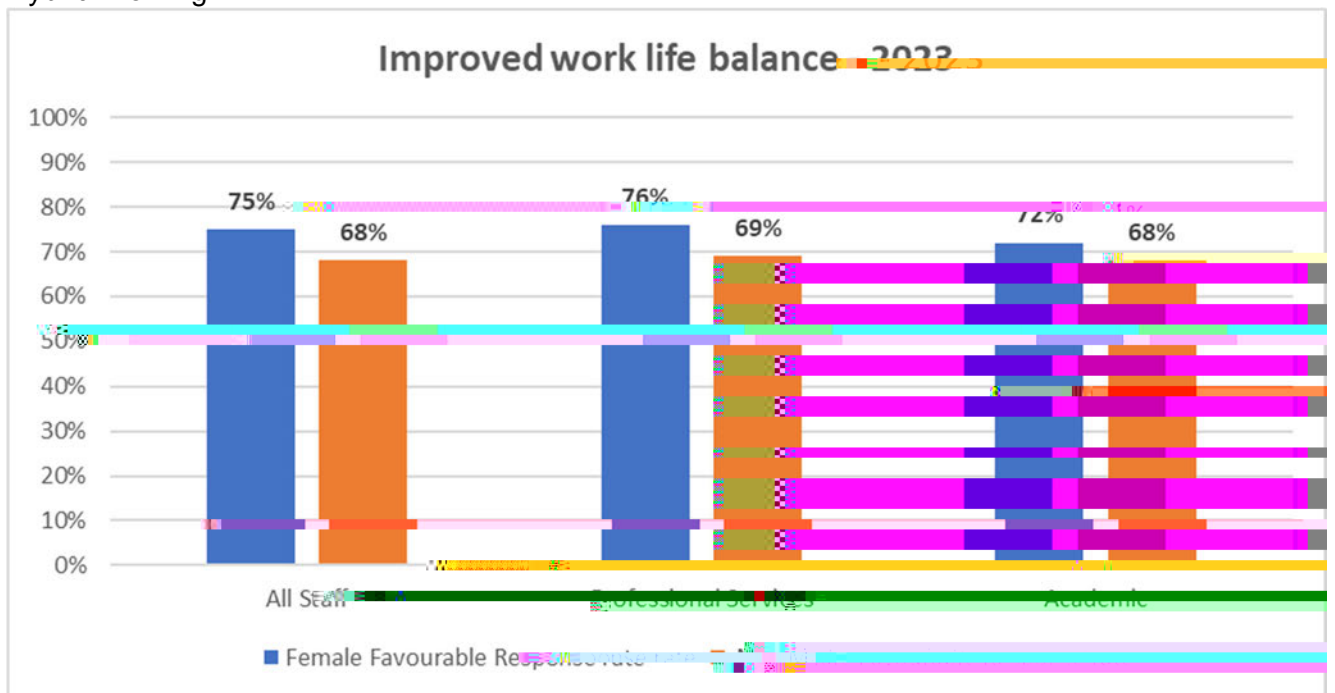


Figure 1.6: By staff type



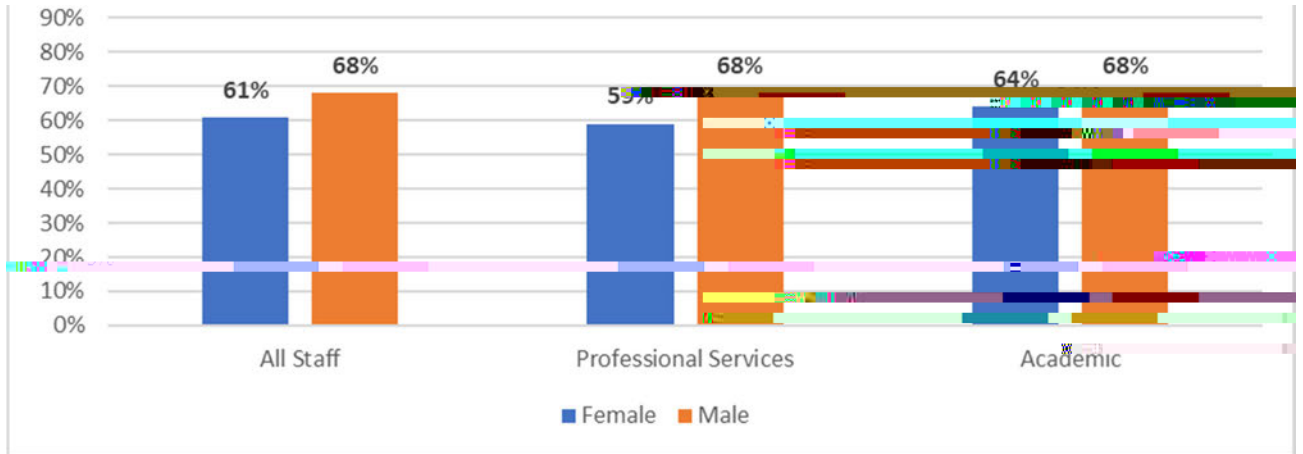


Figure 1.9: By School

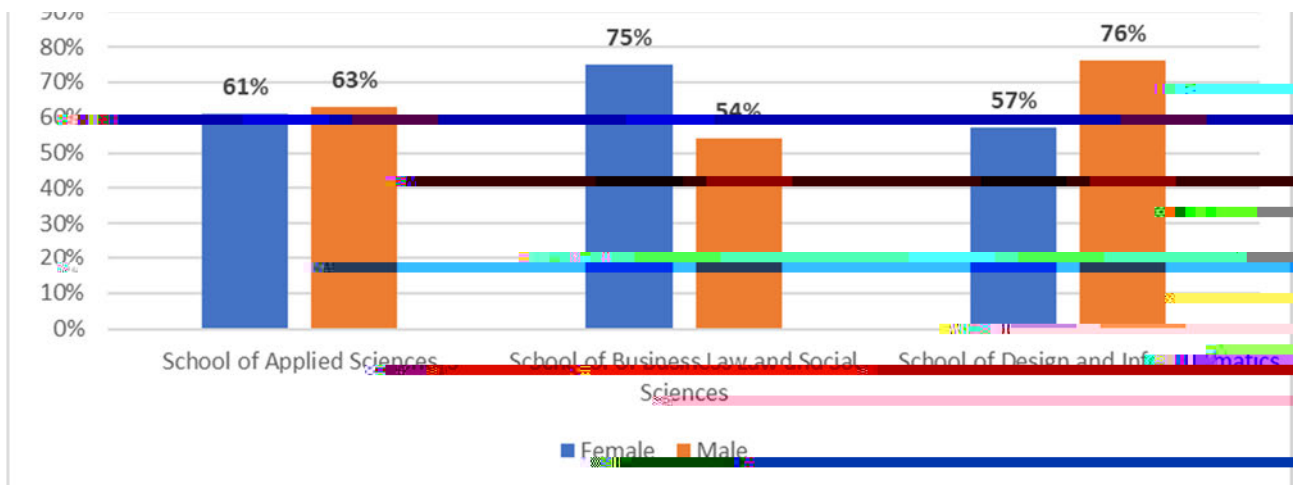


Figure 1.10:

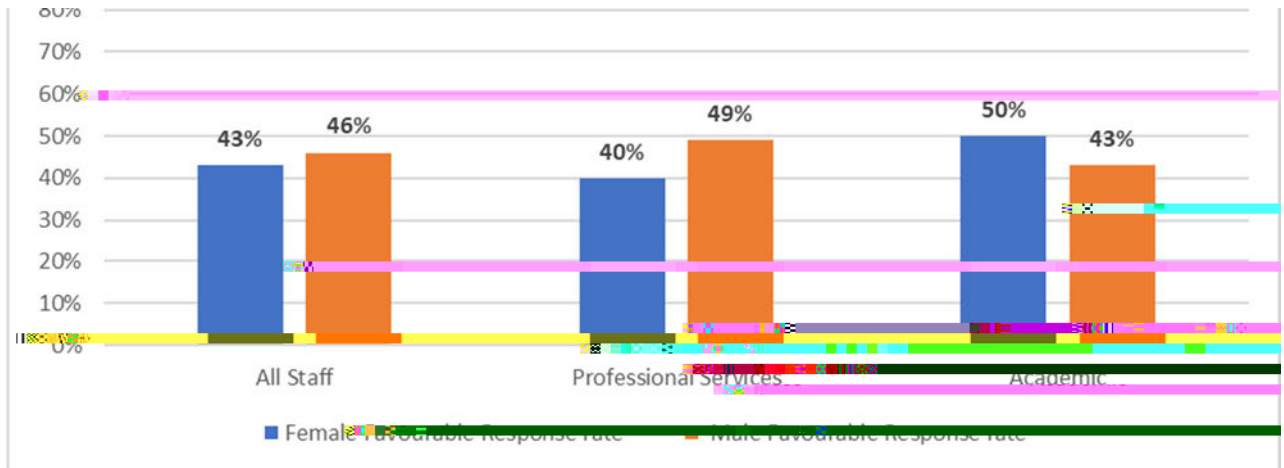


Figure 1.11:

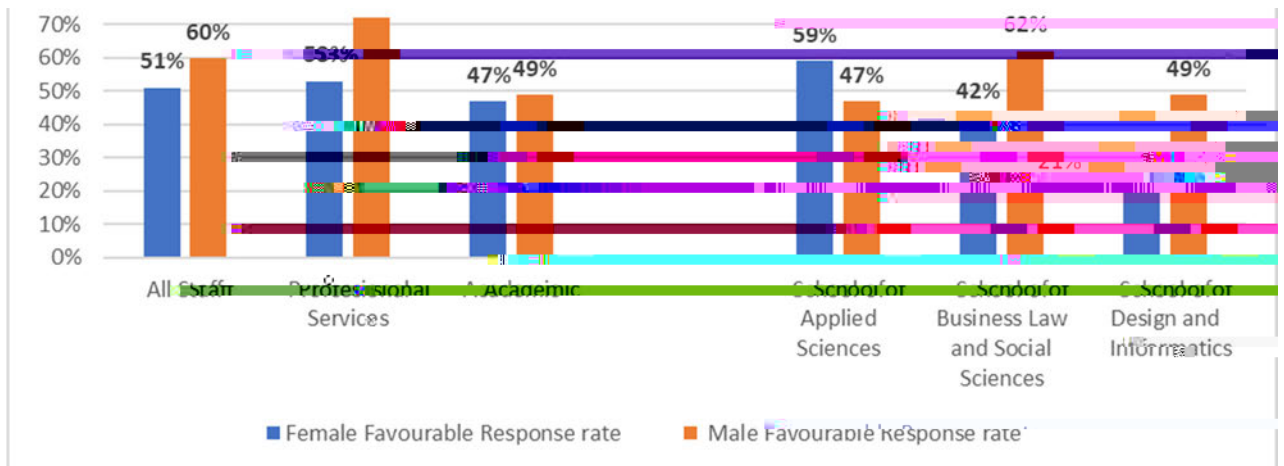


Figure 1.12: Staff citing improved wellbeing and mental health in response to 'What are the best things about Hybrid Working?'

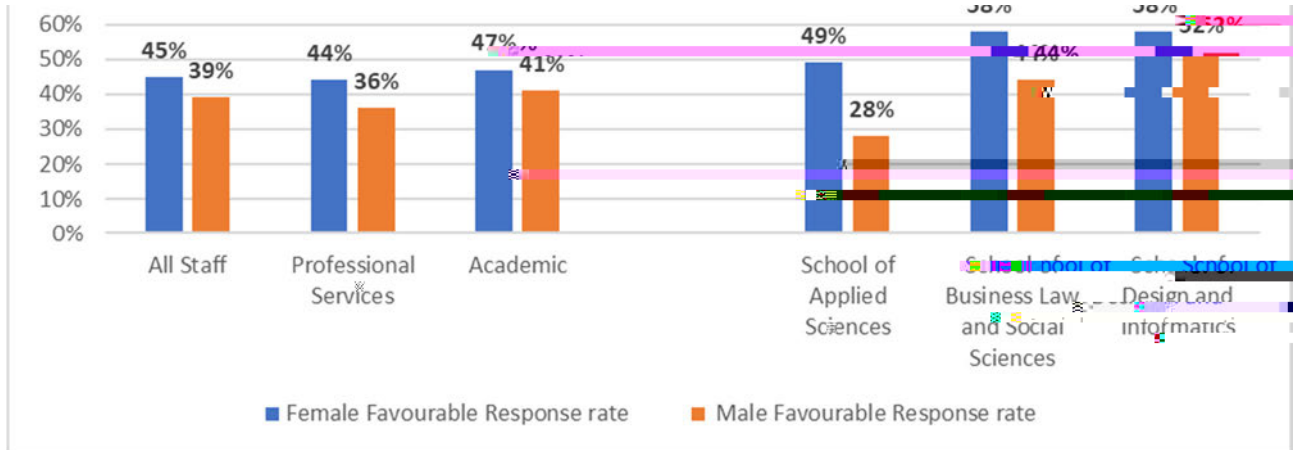


Figure 1.13

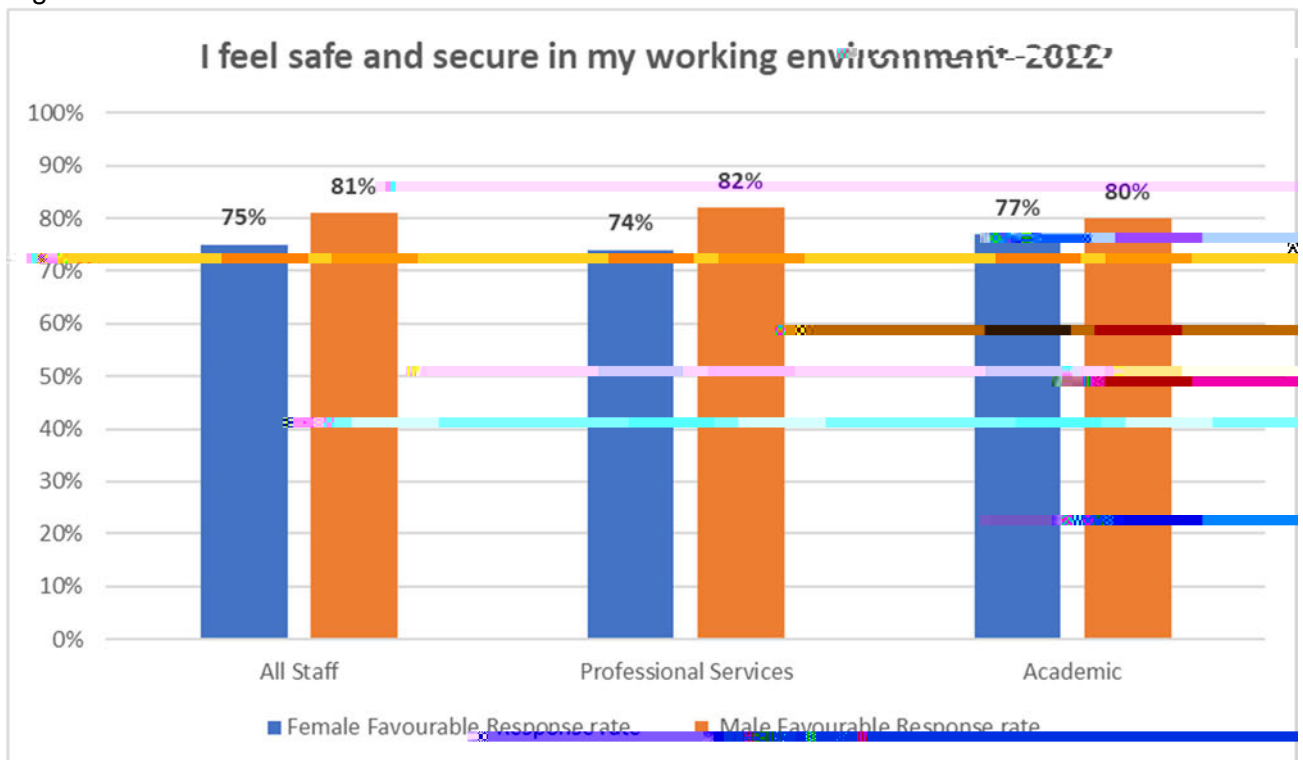


Figure 1.14: Responses to 2020 Pulse Survey

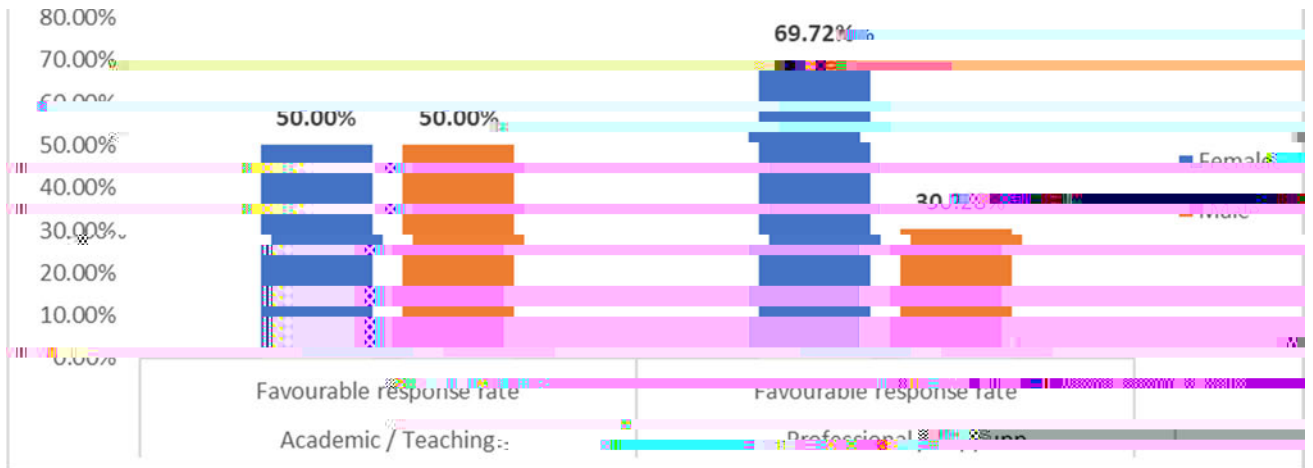


Figure 1.15: Responses to 2020 Pulse Survey

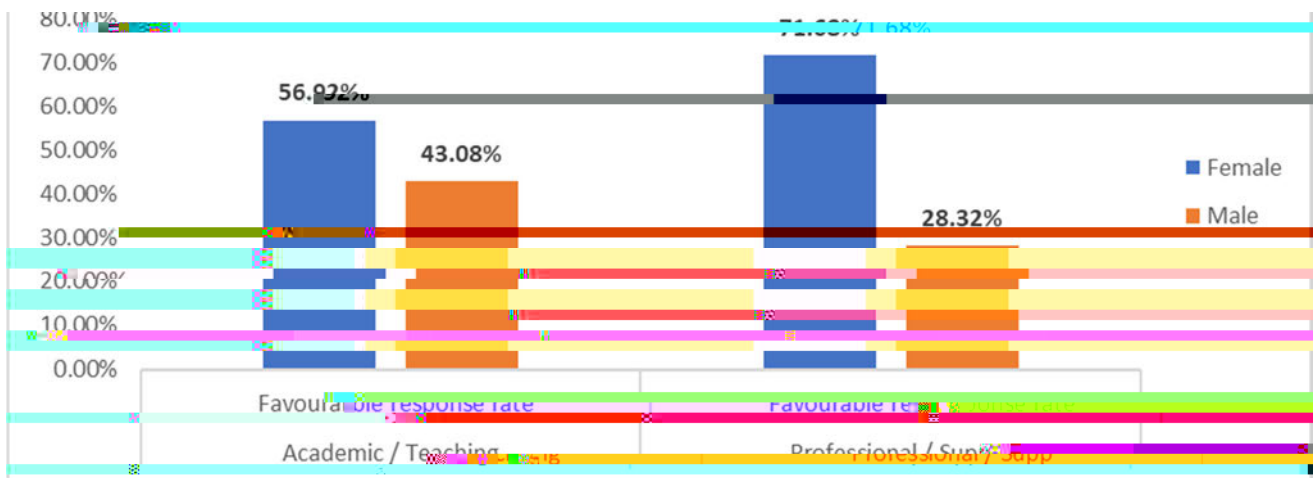


Figure 1.16: Responses to 2020 Pulse Survey
 Numbers responding either 'NA – I am not involved in research' or on a range from Strongly Agree to Strongly Disagree.

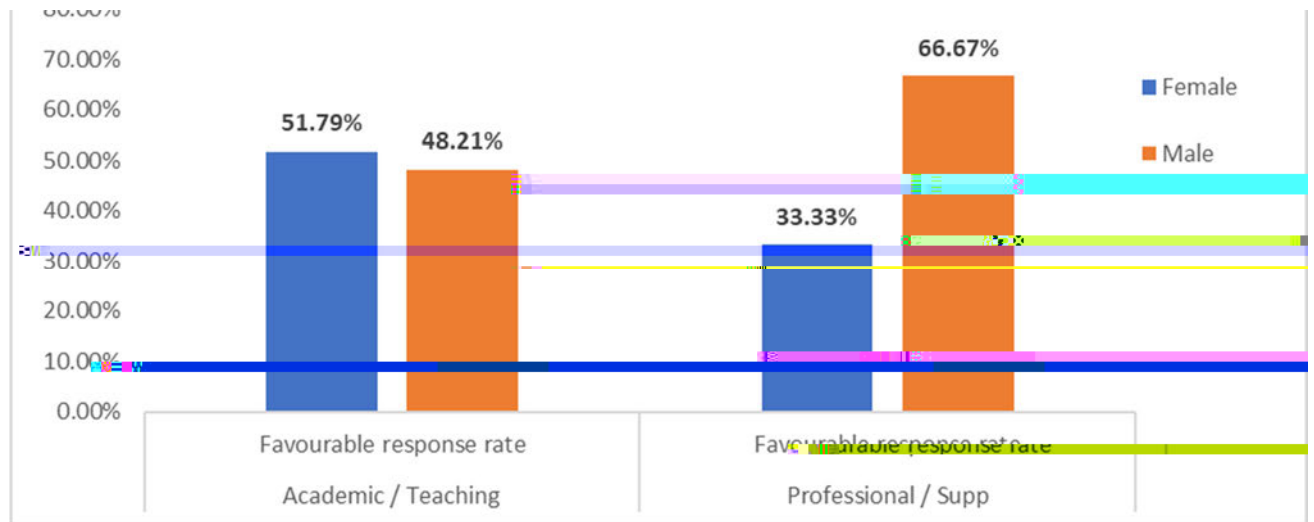


Figure 1.17:

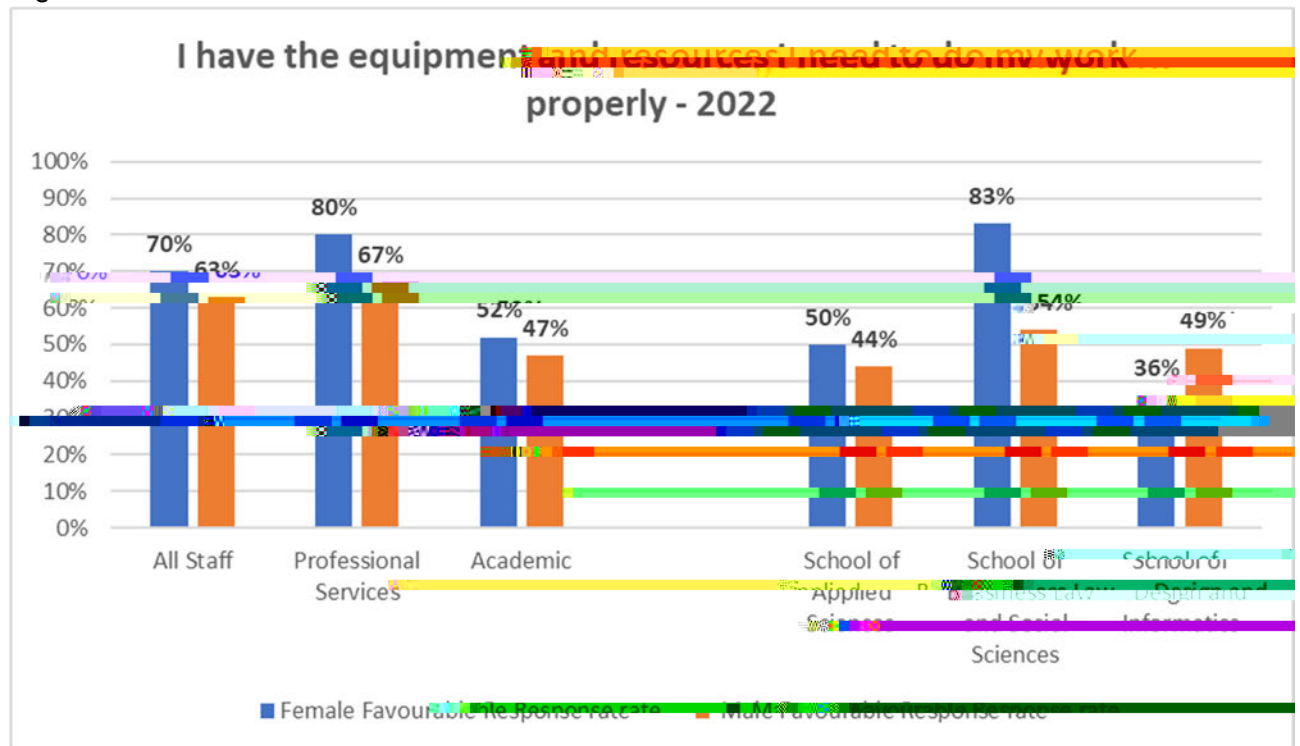


Figure 1.18:

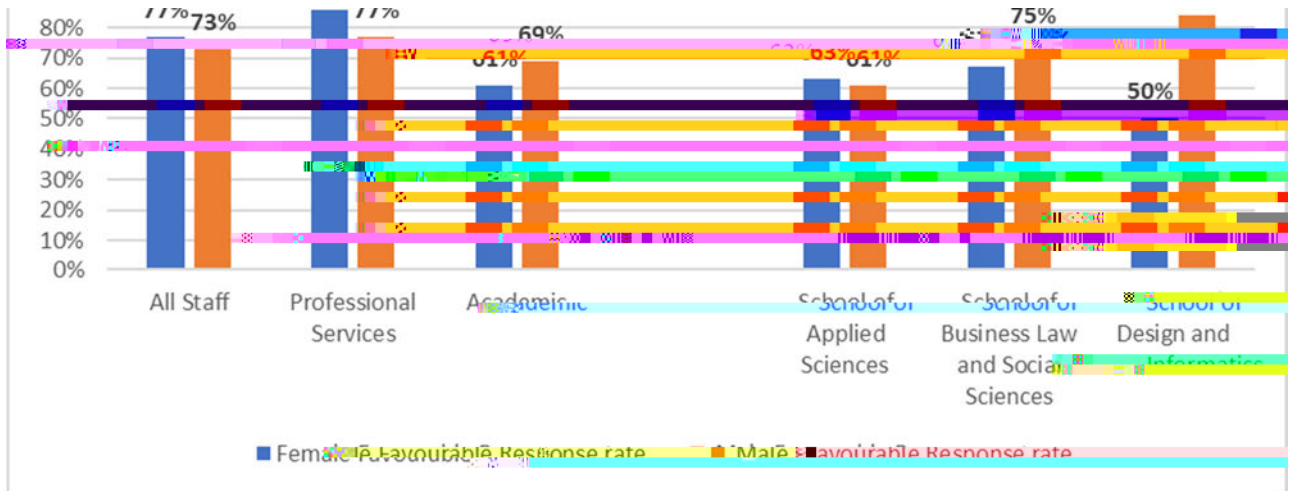


Figure 1.19:

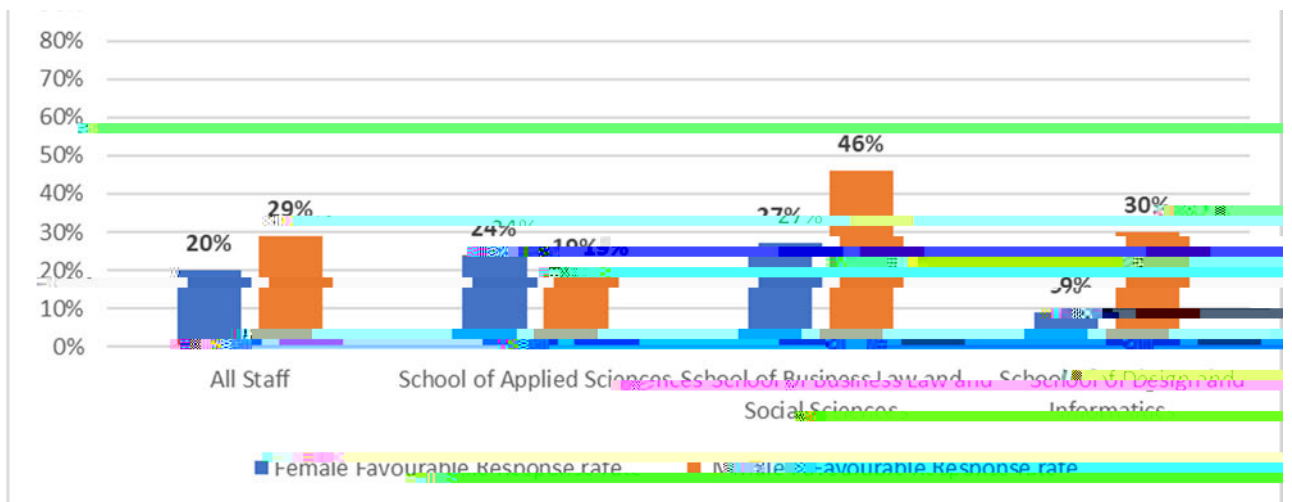


Figure 1.20:

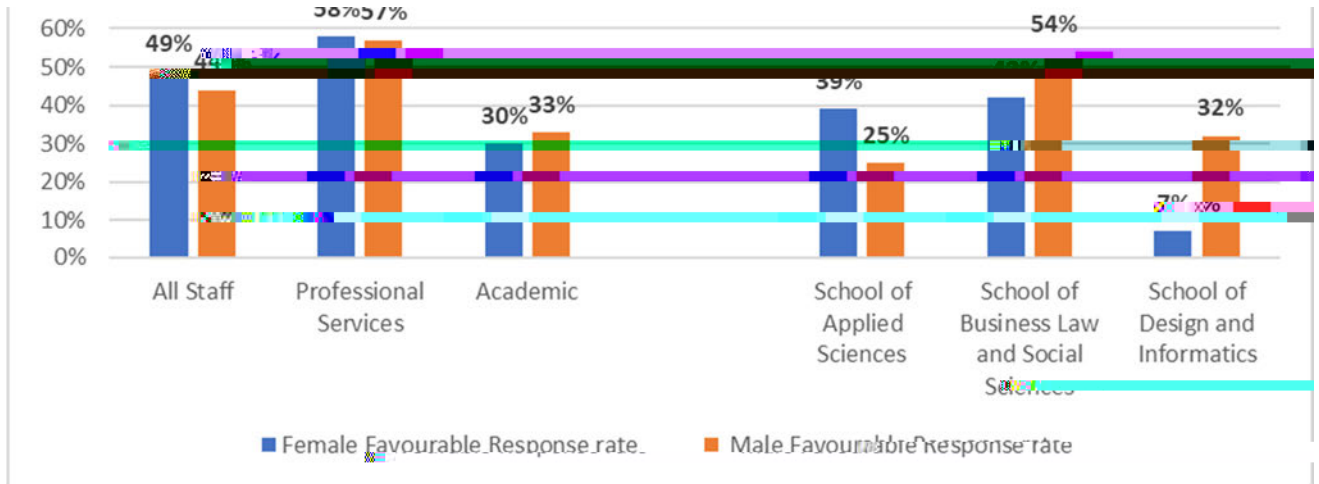


Figure 1.21:

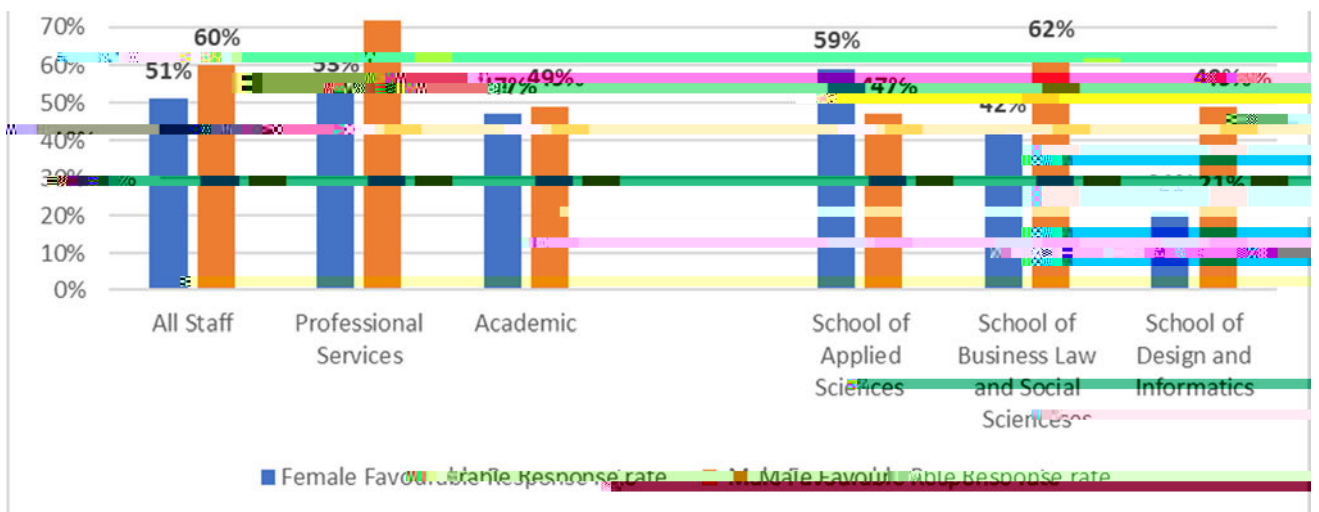


Figure 1.22:

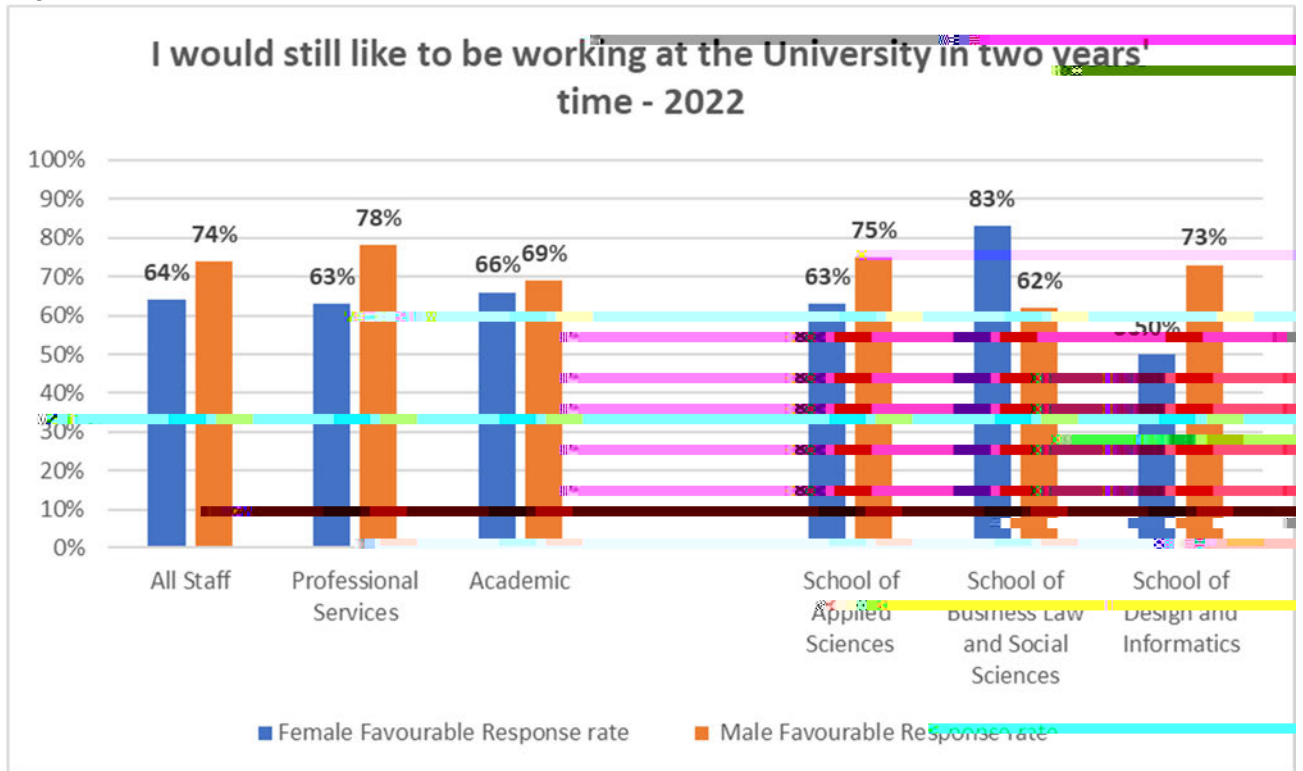


Figure 1.23: Responses to Staff Survey questions used to measure Abertay University's KPI (Key Performance Indicator) on staff engagement which is reported on annually to Court



Table 1.1: 2022 Staff Engagement Survey - % favourable response by gender, both by theme, and for all survey questions

Favourable responses by Theme:	Female (193)	Male (144)	%age point difference
Purpose	69%	69%	0
People Development	65%	64%	-1
Enablement	53%	51%	-2
Autonomy	64%	62%	-2
Reward	66%	64%	-2
Line Management	78%	80%	2
Leadership	48%	52%	4
Communication	69%	69%	0
Change	36%	39%	3
Wellbeing	66%	72%	6
Bullying or Harassment	83%	86%	3
Inclusion	71%	71%	0
Engagement	76%	79%	3
All questions - grouped by Theme			
Purpose			
I am clear about what I am expected to achieve in my job	83%	79%	-4
I could explain to someone who didn't work here what the University is trying to achieve	54%	59%	5

I feel the University delivers a good quality service to students	77%	76%	-1
I know how the work I do helps the University to succeed	87%	90%	3
I know how well the University is doing	58%	56%	-2
The University has a good record on environmental issues and sustainability	43%	42%	-1
The University has a good reputation generally	72%	74%	2
The University has a positive impact on society	74%	76%	2
People Development			

My Line Manager takes the time to talk/meet with me regularly to develop my skills	68%	72%	4
My manager gives me sufficient feedback on how I am doing	71%	72%	1
My manager is approachable	86%	91%	5
My manager keeps me informed about things I should know about	78%	80%	2
My manager treats me fairly and with respect	84%	88%	4
Leadership			
Senior leaders make the effort to listen to staff	50%	57%	7
Senior leaders manage and lead the University well	45%	49%	4
Senior leaders provide a clear vision of the overall direction of the University	50%	52%	2
Communication			
On the whole, I think communication from my line manager is effective	80%	85%	5
On the whole, I think communication from the Executive (Principal, Deputy Principal, Vice-Principal and University Secretary) is effective	55%	52%	-3
On the whole, I think the University-wide communications from the Communications Team are effective (i.e. Community Update/MyAbertay and all staff emails)	72%	70%	-2
Change			
I believe action will be taken as a result of this survey	36%	37%	1
In my opinion recent changes have been well explained	33%	38%	5
In my opinion recent changes have been well planned	31%	32%	1
The current pace of change here is about right	44%	49%	5
Wellbeing			
At work I generally feel energetic	66%	71%	5
I feel able to cope with the stresses of my job without it affecting my work	58%	63%	5
I feel my job security at the University is good	55%	60%	5
I feel safe and secure in my working environment	75%	81%	6
I feel that I can make a positive difference	80%	84%	4
I generally enjoy my work	83%	89%	6
I often feel pleasantly immersed in my work	62%	65%	3
The University does enough to support my health and wellbeing at work	51%	60%	9
Bullying or Harassment			
I have been discriminated against at work during the last year ('No' is the favourable response)	94%	96%	2
I have personally experienced bullying/harassment at work during the last year ('No' is the favourable response)	93%	96%	3

I feel the University acts fairly (regardless of age, disability, ethnicity, gender, gender identity, marital or civil partnership status, pregnancy or maternity, religion or sexual orientation) with regard to career progression/promotion	69%	69%	0
People with backgrounds like mine can succeed here	77%	78%	1
Engagement			
I am enthusiastic about my job	85%	86%	1
I am proud to say I work for the University	79%	81%	2
I care about the future of the University	93%	96%	3
I would recommend the University as a good place to be a student	75%	76%	1
I would recommend to friends and family that the University is a good place to work	64%	72%	8
I would still like to be working at the University in two years' time	64%	74%	10
Working here inspires me to do the best work I can	70%	66%	-4

Table 1.2: All staff survey 2022 % favourable responses to six KPI questions (part of the University KPIs), with comparison to the 2019 staff survey results

Note: not all respondents provided gender information and the overall figure includes those responses – so can be lower (as in some cases) than both women’s and men’s responses.

	2022	2019
I am enthusiastic about my job	83% (85% F, 86% M)	78% (78% F, 80% M)
I often feel pleasantly immersed in my work	63% (62% F, 65% M)	72% (76% F, 70% M)
At work I generally feel energetic	67% (66% F, 71% M)	My job makes me come alive and feel invigorated 53% (56% F, 55% M)
This organisation has a good reputation generally	71% (72% F, 74% M)	52% (56% F, 61% M)
I know how well the University is doing	56% (58% F, 56% M)	Things this organisation does turn out well 44% (48% F, 54% M)
I would recommend this organisation to family/ friends who are looking for employment within the HE sector	66% (64% F, 72% M)	50% (56% F, 57% M)

Table 1.3: 2023 Hybrid Working Pulse Survey - % favourable response by gender, both by theme, and for all survey questions

	Female (174)	Male (152)	% point differen ce
Favourable responses by Theme:			
Hybrid working environments	79%	73%	-6%
Perceptions of hybrid working	80%	69%	-11%
Hybrid Working Index	74%	66%	-8%
All questions grouped by Theme			
Hybrid working environments			
Abertay University has adequate technology and infrastructure in place to support me wherever I am working	77%	73%	-4%
I am satisfied the physical work environment on campus supports hybrid working	72%	70%	-2%
People in my team work well together regardless of where they are based	87%	75%	-12%
Perceptions of hybrid working			
I am satisfied with Abertay University's approach to hybrid working	80%	70%	-10%
I believe that our approach to hybrid working works well for collaboration between teams	73%	57%	-16%
I believe that our approach to hybrid working works well for service delivery	73%	62%	-11%
I believe that our approach to hybrid working works well for teamwork	79%	62%	-17%
I feel I am trusted to work effectively from home	94%	85%	-9% corking

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Abertay Online	Abertay's developing range of 100% online programmes in partnership with HEP (Higher Education Partnership)
Abertay SA	Abertay Students' Association
AbLE	Abertay Learning Enhancement (AbLE) Academy – led by the Dean of Teaching and Learning

	AbLE, Research and the Graduate School, and School of Applied Sciences, reports to SMT and responsible for overseeing and coordinating
EFS	See Divisions

LV Lead Voices – staff representatives/advocates for the different protected characteristic

