Athena Swan Bronze application form for universities

Applicant information

Name of university	Scotland's Rural College
Date of current application	September 2024
Level of previous award	n/a
Date of previous award	n/a
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Section	Words used
An overview of the university and its approach to gender equality	Word count = 2432
An assessment of the university's gender equality context	Word count = 3567
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5999

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 6000 words

This application was successful in November 2024

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

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

- *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

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Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York YO10 5BR

26 September 2024

Dear Head of Athena Swan

I write to personally endorse our Scotland's Rural College (SRUC) Institutional Athena Swan (AS) submission and action plan and reaffirm our commitment to the AS principles.

As Principal, I have actively promoted gender equality and inclusion into our work at SRUC by:

- Supporting an equality, diversity and inclusion (EDI) audit of our performance undertaken by Advance HE and which included the AS culture survey questions to provide the main evidence base for our AS action plan.

- Enhancing EDI Governance through Executive Leadership Team representation on our EDI committee and AS Self-Assessment Team (SAT) and supporting EDI reporting to SRUC Board.

- Working with industry and strategic partners to further sectoral gender priorities. This includes my leadership in developing Women in Agriculture

networks now organised and run nationally by our Farm Advisory Service (FAS).

SRUC has made progress in recent years through tackling gender stereotypes in our student marketing campaigns, implementing new policies for carers and to support colleagues through our recent Menopause and Menstruation Policy. Our ability to gather and report on our equality data is being enhanced by the roll out a new HR system. The Transformed AS Charter presents an opportunity to build on and accelerate our progress over the next 5 years.

Our EDI audit tells us there are pockets of good practice at SRUC, and that we need to proactively share this practice and embed EDI consistently across our institution. Work to review and implement new institutional models, policies and practices will help to address this. A new women's network will provide a continuous internal critical friend to our work and a safe space for women at SRUC. I am particularly looking forward to us achieving the EmilyTest Charter and doing our part to tackle gender-based violence in the tertiary education sector to support the national equality outcomes focused on ensuring students and staff feel safe on campus.

Our ambitious action plan is a blend of actions to tackle previous, and ongoing, priorities and introducing new initiatives to progress gender equality at SRUC. I would like to take this opportunity to thank all those who have been involved in the AS SAT for the enthusiasm, time, and effort they've dedicated to putting our application together.

Best wishes

Professor Wayne Powell BSc, MSc, PhD, DSc, FLSW, FRSE
Principal and Chief Executive

## 2. Description of the university and its context

Scotland's Rural College (SRUC), established in 2012, has a vision to be an enterprise university focussing on a sustainable natural economy. SRUC creates and mobilises knowledge and talent, collaborating to benefit Scotland.

SRUC has campuses, consultancy offices, veterinary surveillance centres and research farms across Scotland (Table 1 and Figure 1).

Table 1: Key facts and figures for SRUC

Staff	1,300 approx. 60% Professional Services and Commercial 40% Academic
Locations	6 campuses 23 Consultancy offices 5 Farms 8 Veterinary Surveillance Centres
Structure	Institutional functions - Academic: 3 faculties and Vet Services - Executive Function - Professional Services - Commercial and SAC Consulting
Consultancy clients	18,000 clients

Figure 1: SRUC's locations in Scotland and North of England
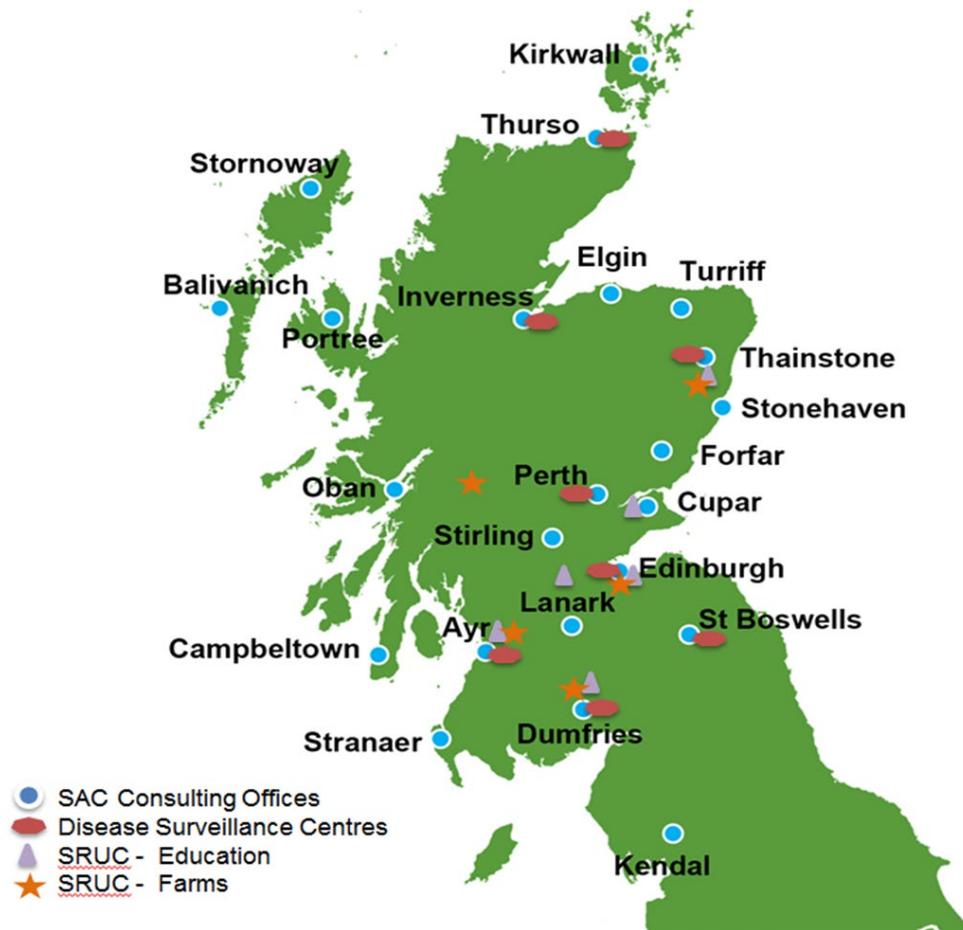
There are three regionally based faculties and specific centres of excellence, supported by central functions e.g. Finance and Professional Services (Figure 2). SRUC leads a new tertiary model for Scotland, amalgamating further and higher education, and delivering a vertically integrated range of qualifications from foundation (further education) level through to PhD.

Figure 2: SRUC Organisational Model
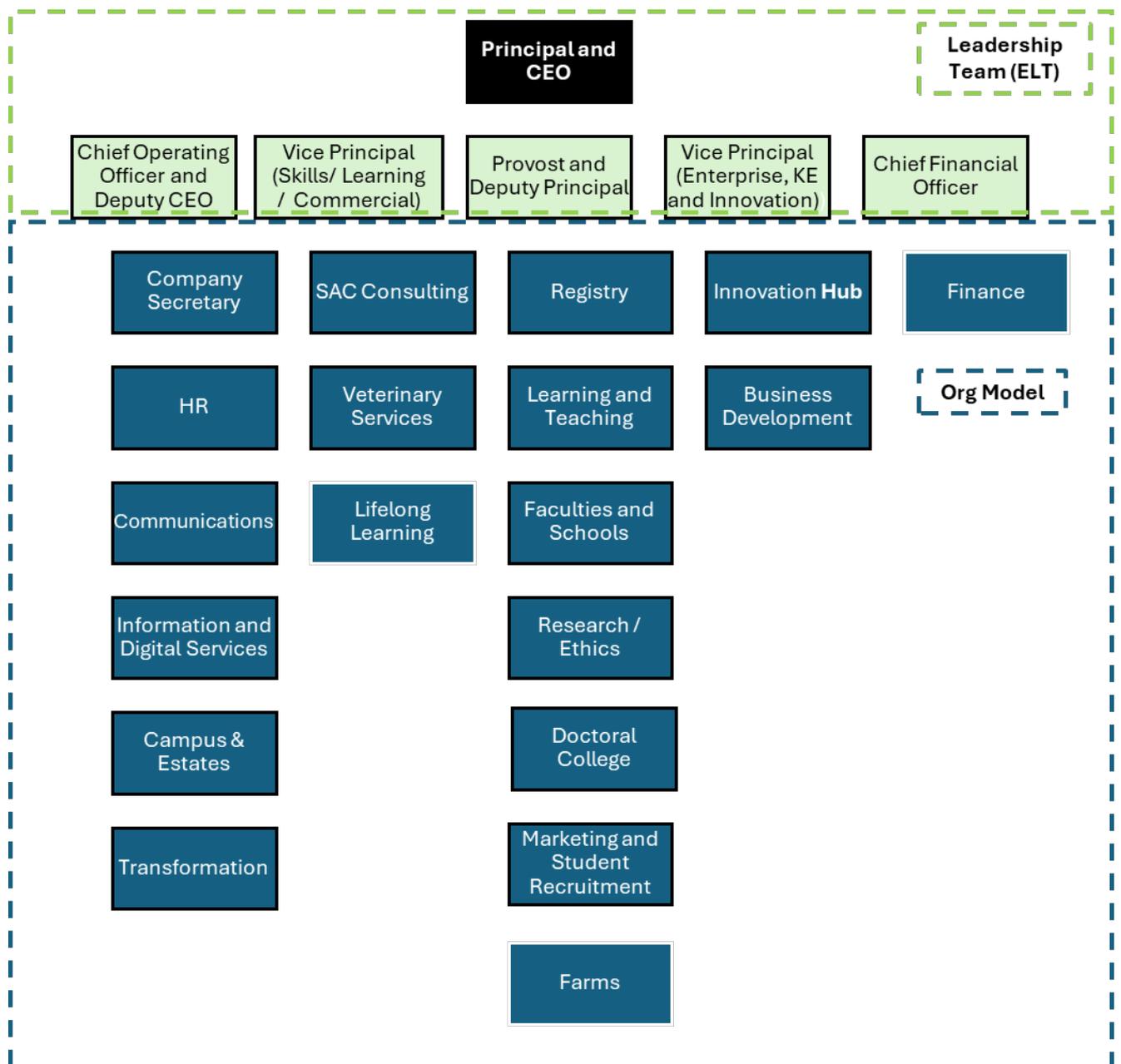
SRUC conducts international, largely multi- and inter-disciplinary research, addressing major challenges of food security, climate change and dwindling natural resources with emphasis on resource use efficiency. We involve students and partners as we grow. Translation of SRUC's innovative research outputs by our consultants and veterinary practitioners, delivers cutting-edge advice and support to approximately 18,000 clients.

SRUC is a validated institution of the University of Glasgow and the University of Edinburgh. An annual report to each University details performance of validated programmes, plus updates on institutional activities, quality assurance and

enhancement. The strength of our relationships with validating universities is matched by a range academic partnerships including:

- University of the Highlands and Islands e.g. library services, teaching training and apprenticeship delivery.

- Borders College e.g. mental health and wellbeing developments and delivery of business skills courses and pre-apprenticeships.

- Abertay and Queen Margaret Universities e.g. food-sector enterprise programme for students and alumni.

Our teaching activity is STEMM focussed. AHSSBL activity occurs in courses on agricultural business management and rural economy research and is integrated within departments undertaking STEMM activity. Ninety-one percent (91%) of our undergraduate students undertake courses in Agriculture, Food and nature-based subjects. Similarly, there is an integrative approach to wider STEMM and AHSSBL research.

Table 2: Student populations and academic structures at SRUC (2023)

Course level	Number of students
Foundation (further education)	3302
Undergraduates	1910
Postgraduate (taught and research)	154

Examples of significant research-focused partnerships include:

- Moredun Research Institute: advancing livestock health, welfare production and resilience in support of rural development, food security and food safety.

- Aviagen: poultry research and sustainable production.

- Scottish Government: delivery of FAS and contribution of evidence and expertise via panels, committees, commissioned research and policy analysis.

- Bill and Melinda Gates Foundation funds a partnership between SRUC, Roslin Institute and Africa-Based International Livestock Research Institute (together forming 'The Centre for Tropical Livestock Genetics and Health'), aiming to enhance food security in low- and middle-income countries.

- Strathclyde University and University of the West of Scotland: delivering regional advanced, sustainable, high-value dairy processing through the Digital Dairy Value Chain.

SRUC's new School of Veterinary Medicine (SVM) is Scotland's first new veterinary school in over 150 years, with our first cohort of students enrolling October 2024. Our tertiary approach differs from other UK schools, preparing students for work in critical shortage areas e.g. mixed/livestock practice and food safety. The SVM will

use innovative teaching approaches and curriculum design to equip students for work in these high demand areas. Our novel approach to veterinary undergraduate entry focusses on pathways for students who may not have had access to the required scientific foundations.

3. Governance and recognition of equality, diversity and inclusion work

SRUC's governance of equality work is delivered through mechanisms that we monitor and continue evolving as we grow.

SRUC's Executive Leadership Team (ELT) approve equality regulatory reports, including SRUC's EDI strategic priorities, and are accountable for SRUC's legal compliance. SRUC's Board determines future organisational direction including a specific remit to ensure observation of EDI good practice.

From December 2024, annual SRUC Board updates will be reported via EDI Committee (EDIC). This will improve Board visibility of EDI performance. To date, EDI updates have been summarised via SRUC's Remuneration and Appointments Committee.

An institutional EDI Lead post was created in 2020. This pivotal role provides EDI leadership, mainstreams equalities and delivers key EDI advice to management. The EDI Lead sits on Board and staff and student working groups and committees delivering equality priorities. The EDI Lead represents SRUC externally as co-Chair of the College Development Network's (CDN's) EDI Network for Scottish Colleges, and on the HE/ FE equality network and BSL networking group.

The EDIC is chaired by the Vice Principal with secretariat and Institution-wide updates reported by the EDI Lead. ELT receive regular EDIC reports on performance against equality priorities and the current institutional, sectoral and national issues. The flow of EDIC reporting and updates is shown in Figure 3.

Figure 3: SRUC's EDI Committee internal reporting lines
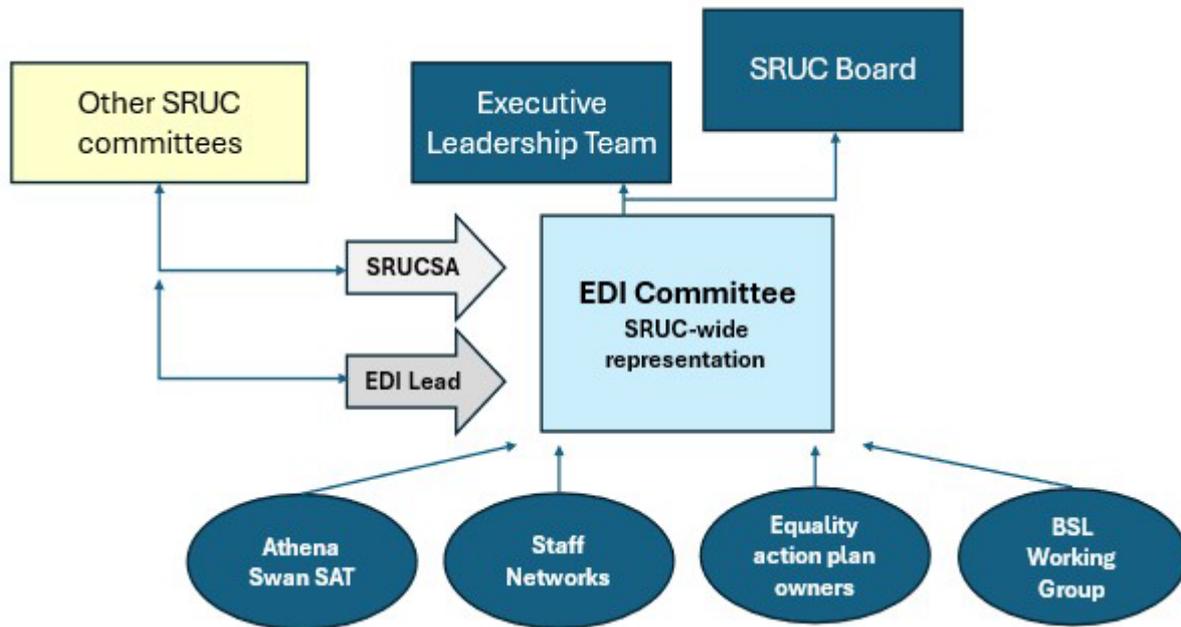
EDIC's remit includes:

- Determining equality strategic direction and oversight of supporting action plans
- Oversight of compliance with equality and human rights legislation
- Horizon scanning and responding to national and sectoral equality priorities
- Appropriate sight of equality work undertaken by other committees

The EDIC includes representation from recognised Trade Unions, SRUC's Student Association (SRUCSA), established staff networks and those involved in work to achieve equality charters (e.g. AS and EmilyTest). Other EDI committee members occupy key strategic roles representing our multi-faceted, geographically dispersed organisation. EDIC members are involved in other relevant activities e.g. EDI lead and EDIC Chair sit on AS SAT.

Our Workload Allocation model (WAM) recognises EDI activities, including AS and relevant committees. EDI activity is also recognised through 'service and leadership' promotions criteria e.g. mentoring, providing pastoral care to students, and contributing to committee work. Our planned review of the Promotions process (AP19) presents an opportunity to strengthen EDI recognition. SRUC's 'Making Performance Matter' (MPM) process supports line manager conversations linked to SRUC's values and embeds EDI principles in individual objective setting.

Gender equality work is supported across SRUC e.g. consultants lead the FAS Women in Agriculture Network, building connections and opportunities to develop

business management skills. Our CELT team developed a 'tackling misogyny' course in response to staff feedback. SRUC promotes gender equality through gender-balanced award nominations. Recent successes include female SRUC winners of the British Farming Awards 'agriculture student of the year' in 2022 and 2023.

4. Development, evaluation and effectiveness of institutional policies

SRUC builds policies, processes and systems collaboratively, harnessing internal and external expertise. Policies are consulted on, building consensus and creating 'buy-in'. Through continuous improvement, our structures maximise engagement in decision-making.

Student voice is embedded in decision making at all levels e.g. Student Liaison Committee, SRUCSA updates to the Board. We first welcomed student representation onto SRUC Board in 2012, four years before the Higher Education Act required this.

Staff are included in policy, process and systems development to support ownership e.g. Human Resources (HR) consulting on policy development ensuring lived experience and interest are incorporated. Our new Menopause and Menstruation policy and equality impact assessment (EqIA) were developed recognising external good practice and with staff input. We also established a Viva Engage Menopause group where colleagues can connect.

This engagement and improved use of EDI data is supported by SRUC's EqIA toolkit which guides policy owners through an evidence-based approach to policy development, requiring consideration of measurement of equality impact following policy implementation. Significant investment in staff training aims to improve EqIA performance. The majority of the SLT and many teams have completed EqIA training.

Policies, including the accompanying EqIA, are generally owned and developed by senior leadership with ELT oversight. SRUC'S comprehensive committee and leadership structure provides governance and oversight of strategy and policy development. Several committees and groups require EqIAs to accompany policies for approval; something we continue to roll out SRUC-wide.

Further internal engagement occurs through:

- Monthly ELT briefings on organisational priorities and events e.g., roadshows and coffee catch ups with SRUC's Principal.

- Staff intranet and Viva Engage for progress and communication of change.

- SRUC's weekly staff newsletter and intranet Home page focus on key updates.

- Celebration of diversity calendar events, supported by SRUC's Rainbow Staff Network.

Additionally, employee voice is heard through institutional surveys. Prior to our recent EDI Audit, there were four pulse surveys between 2014 and 2020. ELT lead on survey communications and commitments and SLT have developed team action plans to act on results. After the 2023-24 EDI Audit we have committed to regular 'you said, we did' updates, providing reassurance that staff views are being considered and including key information on AS work and action plan.

5. Athena Swan self-assessment process

SRUC signed up to the AS Charter in 2012, with a Bronze application in April 2016, resubmission in May 2021 and an unsuccessful revision in March 2022. From the March 2022 revised submission, the AS panel indicated that identification of challenges and opportunities based on self-assessment was satisfactory. We narrowly missed the award because the action plan was insufficiently specific and measurable. In March 2022, SRUC decided to undertake a period of reflection before further submission.

Since these AS submissions, we have had a change of EDI Lead. Work continues with our institutional gender action plan, ensuring progress with gender focussed work. Quarterly updates against gender and other equality action plans have been reported to the EDIC since February 2023.

The EDIC set up a short life working group (SLWG, November 2022 - May 2023) to review feedback from previous submissions and recommend a refreshed approach. The SLWG, led by a previous SAT Chair, including institution wide leadership representation, reviewed AS feedback and requirements of the transformed AS Charter. SLWG recommendations to EDIC included:

- SRUC as an institution should re-apply under the transformed charter
- a submission timeline incorporating EDI audit.
- a new SAT with SRUC-wide representation including AS experienced colleagues
- Development of a new action plan incorporating updated evidence.

The SAT, convened September 2023, is co-chaired by SRUC's Deputy CEO and a Vice Principal demonstrating ELT engagement and providing impetus for action. The SAT has 16 members responsible for sharing information and feedback from their respective areas and reports to the EDIC. A Microsoft Teams site facilitates sharing resources and ideas with members attributing time to SAT in relevant recording systems.

The geographically dispersed SAT meets every 3 weeks online with one in-person meeting held (March 2024). Advance HE attended in February 2024 to provide guidance and SRUC's EDI Lead is a member of the AS Scotland Network.

SAT membership was based on identified post holders and those interested in gender equality work. SAT benefits from significant AS experience and PGR representation. Membership reflects role diversity, career stages, contract hours and caring responsibilities. These may not be in proportion to the wider organisation, specifically representation of staff from lower grades and gender representation (70% female approx. vs 59% female SRUC-wide). This is an area for improvement (AP2).

The SAT had oversight of the EDI Audit undertaken by Advance HE (December 2023 - April 2024), contributing to survey design and participant recruitment. The EDI audit is one of our main data sources in addition to SRUC's employee and student data. A total of 706 (53%) SRUC staff completed the survey (Figure 4 shows a summary of response rates by work areas). More than half the staff sample was female (61.6%), with the remaining staff being male (36.4%), and a small percentage preferring not to disclose.

Figure 4: Overview of staff work areas and percentage response in EDI Audit

Response Rate by Work Area
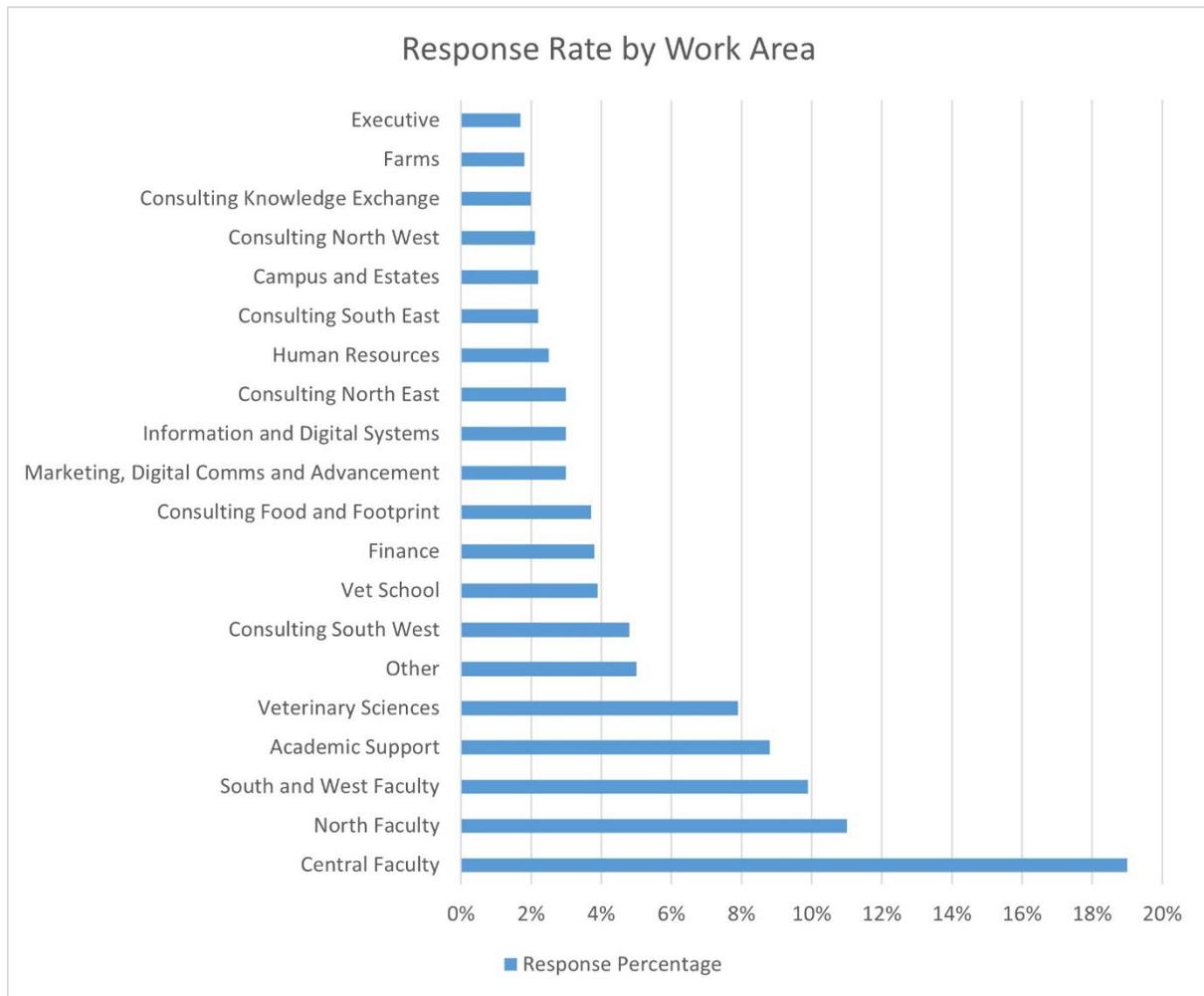
Considering previous feedback about SMART action planning, the SAT reviewed the application process and reflected on skillsets to identify where they could add value (e.g. data analysis, writing, action planning). SAT members assigned themselves to specific roles to contribute to drafting this application with co-chair and EDI Lead undertaking editing responsibilities.

The AS action plan will be incorporated into our institutional equality outcomes with progress monitored by the EDIC. Responsibility for implementation of action points is distributed across and beyond the senior leadership team. We will ensure ongoing institutional engagement through 6 monthly communications and sharing progress at leadership and team briefings.

The SAT will meet bi-monthly and report quarterly to EDIC. Monitoring of job grade, gender and geographical representation will continue to ensure these are maintained/improved with member turnover. The SAT's Terms of Reference (TOR) and membership will be reviewed annually to ensure its fit for purpose. SAT members can remain or nominate a replacement(s) should they wish to step down. The Chair position will be reviewed every two years to provide stability and

consideration given to developing a Vice Chair opportunity. Institutional AS communications will encourage staff interest in SAT. Action plan owners can join the SAT with anticipated SAT scrutiny sought beyond action owners and the EDIC, ensuring accountability and objective input to gender equality work.

Section 2: An assessment of the university's gender equality context

1. Culture, inclusion and belonging

1.1 SRUC's Values

SRUC's values shape institutional behaviours and describe service delivery. The staff-created values, form the acronym RISE: Respect – Innovate - Support – Excel.

Our institution-wide EDI Policy reflects our values and includes commitment to inclusive working and learning environments where all fulfil their potential. The values are also reflected in competency-based recruitment toolkits and MPM.

1.2 Board Gender representation

The Gender Representation on Public Board (Scotland) Act 2018 gives SRUC the aim to achieve and maintain equal Board gender representation. Elected female non-executives (i.e., student, staff, and union representatives) contribute significantly to our 45-50% female representation since 2021. For appointed non-executives only the figure falls to 33-35%. SRUC's current Chair, appointed in 2022, is female. Consultants involved in Board recruitment are briefed on SRUC's gender-balanced Board ambitions and wider intersectional representation across other protected characteristics (PC).

1.3 Staff Networks

The Rainbow Staff Network (RSN) launched in October 2020 to:

- support, encourage and mentor LGBTQI+ staff

- raise visibility of LGBTQI+ issues

- work with leadership on diversity and inclusion

- signpost to LGBTQI+ resources

The RSN has an ELT sponsor and raises awareness by sharing impactful and engaging lived experience and resources. In June 2022, the RSN won our EDI themed 'Above and Beyond' award, acknowledging positive impact on 'promoting inclusion and creating a better, fairer, and equal future for all'. The network distributed bespoke rainbow lanyards - a visible reminder of the inclusivity we strive for. SRUCSA Co-Presidents engage in RSN meetings and communications.

The EDI Lead and RSN collaborated on allyship 'lunch and learns', bringing together established and future allies and focussing on defining allyship and pledging action to continue the allyship journey.

1.4 Engagement in Diversity calendar events and news

Communication is a key to culture development. SRUC's institutional communications cascade key messages and encourage discussion. Recent highlights include:

- EDI Lead's blog about the 'It Takes All Kinds of Minds' conference, focussing on under-diagnosis of neurodivergence in girls.

- International Women's Day 2024 celebrations through staff interviews ([Fiona Burnett, Arable Knowledge Lead, SAC Consulting Interview](#))

- Lesbian visibility week by RSN

Our EDI Audit indicates that we can improve signposting to relevant EDI information and widen participation in diversity calendar events through regular communications by our SAT, BSL Working Group and others showcasing SRUC good practice.

1.5 EDI Audit – evaluating SRUC's culture

2014 to 2020 staff surveys included EDI questions but no analysis by gender. 2023's EDI Audit by Advance HE (Appendix A) covered staff and students. Our upcoming equality strategy review, broader concerns about underrepresentation, and ambitions to achieve the AS Bronze Award prompted audit. An external provider provided reassurance of confidentiality and impartiality in the analysis of the responses. The audit was multi-pronged including:

- Surveys: 852 respondents including 706 (53%) staff and 146 (3.3%) students. Advance HE reported significant engagement compared to the sector. The survey included AS Culture, Fair Work First employee engagement, and SRUC's standard engagement questions.

- Focus groups: 1x student and 3x staff focus groups for academic, consulting and professional services.

- In-depth interviews: 3x with employees involved in delivering SRUC's EDI activities

- Desk based review of SRUC's EDI related content and policies compared to similar institutions.

EDI audit collected equality data to support analysis by gender and intersectional analysis. Audit results were shared using mixed staff and student channels and formats.

1.5.1 General findings

Overall, staff and students were positive in ratings of EDI perceptions and experiences. There were mixed perspectives on SRUC's commitment to EDI, regardless of organisational role and personal characteristics. There are pockets of

great EDI work at SRUC, often dependent on individuals rather than embedded, therefore inconsistent across the organisation. Although the review has highlighted specific challenges for SRUC to address and identified barriers to progressing EDI initiatives, there was a strong sense of community and appreciation displayed by participants across the data collection.

There were differences in perceptions of EDI related to gender and other protected characteristics, however there were no significant differences found on an intersectional basis or by location or team (e.g. Academic staff, professional services or Consulting). A low number of individuals from BAME backgrounds participated limiting insights into experiences for different ethnicities.

1.5.2 Findings about Gender Equality

Staff responses by gender identity reflected institutional gender composition.

Figure 5: Overview of staff gender identity
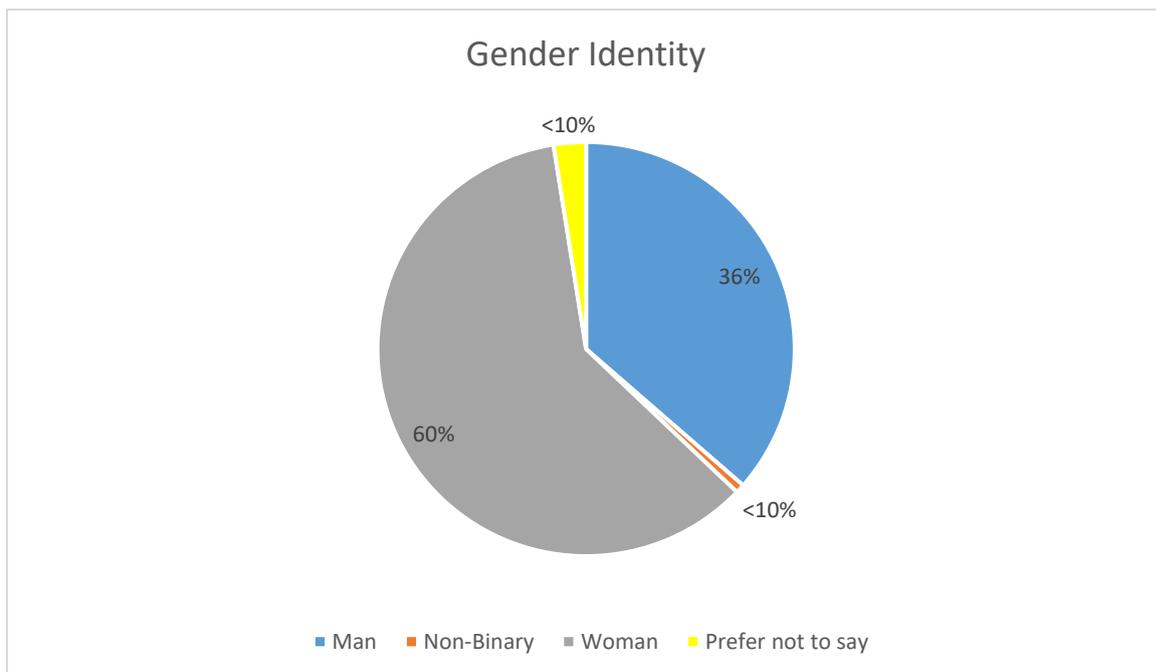
The audit gathered data on sex and gender identity. The majority of staff and students reported feeling able to discuss their gender with others at SRUC (76.8% staff, 70.5% students).

Staff were very positive about gender equality at SRUC, with all ratings falling between *'agree'* and *'strongly agree'* (Table 3). Although male staff rated each of these survey items higher than female staff, the difference was only statistically significant for one statement; "EDI work is recognised when workload is allocated, for example, you are supported to attend relevant committees or networks". Male staff rated this statement higher than females.

Table 3: Summary of means (M) and standard deviations (SD) for gender equality items for male and female staff, including whether differences are statistically significant (Sig)

Item	Male		Female		Sig
	M	SD	M	SD	
Departmental leadership actively supports gender equality	4.47	1.39	4.32	1.36	No
My department is committed to achieving gender balance in leadership positions	4.45	1.52	4.32	1.49	No
The rate people progress in my department is not affected by their gender	4.56	1.30	4.36	1.39	No
Equality, Diversity and Inclusion work is recognised when workload is allocated, e.g. you are supported to attend relevant committees and networks	4.47	1.58	4.18	1.55	Yes
Equality, diversity and inclusion work is recognised in applications for promotion/ progression	4.65	1.64	4.83	1.77	No

Focus group results suggested that for some, mainly female, staff there are gendered differences at SRUC including:

- women taking on more EDI work and references to issues relating to caring responsibilities (more often carried out by women)

- the timing of meetings and away days were not supportive of part time working or caring responsibilities

- males having an advantage relating to structural norms in wider society.

However, participants also suggested that SRUC has progressed in supporting gender equality and that this has been a clear priority for SRUC, with references to the recent Menopause and Menstruation policy.

1.5.3 Bullying and harassment relating to protected characteristics (PC)
For staff, the most frequently reported PC to which they had experienced bullying and/ or harassment was gender (2.9%), then age (2.8%) and sex (2.2%). Forty-two staff preferred not to disclosure the related PC.

With low numbers of trans staff and students represented in our community it is notable there has been bullying or harassment experienced in relation to trans identity. This strengthens the requirement for SRUC to have a Trans and Non-Binary Support Policy (AP5).

Staff and students were fairly positive regarding SRUC being active in tackling bullying and/or harassment and satisfied with how these issues are addressed (falling between 'agree' and 'strongly agree' on average).

Table 4: Frequencies of discrimination experiences across protected characteristics across staff and student populations

Protected Characteristic	Staff	Students
Age	21	0
Disability	6	6
Ethnicity	≤5	≤5
Nationality	10	≤5
Pregnancy/ parental leave	≤5	0
Religion	≤5	≤5
Sex	17	≤5
Gender	22	≤5
Sexual orientation	≤5	9
Social background	≤5	6
Trans	≤5	≤5
Other	28	≤5
None of the above	594	124
Prefer not to say	42	≤5

1.5.4 Caring responsibilities

The audit showed that 37.8% of staff and 22.6% of students have caring responsibilities, mainly as primary carer of children. Many staff commented on the importance of SRUC's flexibility to support caring responsibilities.

Students also mentioned the need for flexibility and understanding in relation to caring responsibilities. Some inaccessible practices contribute to feelings of being an 'outsider' including inaccessible timings of meetings for those with caring responsibilities.

1.5.5 Challenges and Recommendations

The audit listed the main barriers and challenges to prioritising or delivering EDI work at SRUC. Of the eight audit recommendations, three focus on specific PCs covering race, disability, gender and sexual orientation. The focus of these recommendations is to provide specific training, resources and support to improve experiences of staff and students who are minoritised or marginalised under these PCs (challenges and recommendations are in Appendix 1).

1.6 Gender Pay Gap Report 2023

As part of Public Sector Equality Duty (Scotland) requirements SRUC publishes an annual gender pay gap report. In April 2023 SRUC's mean and median gender pay

gap is 15.2% and 17.8% respectively. Both figures have decreased since 2019 (Table 5.).

Table 5: SRUC's Mean and Median Gender Pay Gap Figures from 2019 to 2023

	2023	2022	2021	2020	2019
Mean hourly rate (Male)	£22.95	£21.73	£20.65	£19.77	£18.91
Mean hourly rate (Female)	£19.47	£18.53	£17.25	£16.25	£15.14
Mean gender pay gap %	**15.2%**	**14.8%**	**16.4%**	**18.0%**	**18.3%**
Median hourly rate (Male)	£21.73	£20.17	£19.36	£18.80	£17.90
Median hourly rate (Female)	£17.86	£16.91	£15.47	£14.34	£13.45
Median gender pay gap %	**17.8%**	**16.2%**	**20.1%**	**23.7%**	**24.9%**

The distribution of males and females across each pay quartile (Table 6) shows females are the majority in all quartiles except the upper quartile; a major contributor to SRUC's overall pay gap. Our pay gap is most significant in SAC Consulting (mean 25.5% and median 31.2%) and Professional Services (mean 21.6% and median 18.1%). Professional Services pay gaps have been affected by moving ELT members into professional services, and by an increase in student ambassadors (28 up to 40) of which 70% are female and paid at the lower quartile rates (AP21).

Table 6: Distribute of employees by quartile disaggregated by Sex

2023 Employee Distribution by quartile	Male (%)	Female (%)
Lower Quartile	30.1	69.9
Lower Middle Quartile	30.9	69.1
Upper Middle Quartile	43.6	56.4
Upper Quartile	54.2	45.8

Further streamlining of ELT since April 2023 with three posts, held by males, being removed, is expected to impact positively April 2024 gender pay gap figures.

SRUC is committed to ensuring all staff are recognised and rewarded appropriately. A comprehensive review of SRUC terms and conditions of employment is underway to identify modern, fit for purpose, terms and conditions to support further progress in reducing gender pay gaps and supporting equity across SRUC (AP8).

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1.7 Employee Data Analysis

Analysis of employee data (April 2020 to March 2023) shows that at institutional level, female representation at:

- G1+, our highest paid grades, remains consistent at 33-34%

- Grade 2 and 3, female representation is balanced at 50%

- Grades 4 – 6 female representation remains high (57 – 73%) contributing to our gender pay gap.

1.7.1 Academic Staff

In terms of academic staff by grade (Data Table 2), female representation across grades largely reflects distribution at institutional level with female representation at its lowest (33%) at Grade 1+ and highest at Grade 6 (65%).

Looking at academic contract function (Data Table 3), there are notable differences in female representation depending on role. For academic contracts focused solely on teaching, female representation remained consistently above 55% over the three years. However, research-only contracts showed a decline in female representation, from 45% in 2021 to 39% in 2023. For staff engaged in both teaching and research, proportion of women fluctuated, with a high of 62% in 2022 followed by a drop to 46% in 2023. Contracts involving neither teaching nor research maintained strong female representation, with an increase from 64% in 2021 and 2022 to 67% in 2023. These figures suggest that research-focused positions continue to present challenges for achieving gender parity.

Female representation among fixed-term contracts (Data Table 4) has fluctuated (45.5% in 2021, 36.7% in 2022, 52.2% in 2023). Permanent contracts, most for academic roles, show relatively stable female representation (58-60%), There is a consistently high proportion of women (76-85%) in these roles across the three years. This may be due to the flexibility these roles offer although this contracts with potential low job security and quality of opportunities available in these roles. Female staff with permanent contracts (Data Table 4) continues to improve across most grades, however Grade 1 positions remain male-dominated. Mid-level roles, particularly in Grade 2, show steady improvement in gender balance, with women increasingly represented in permanent and fixed-term contracts. At lower grades, women continue to dominate in Grade 5 and 6 permanent positions, and there's a notable increase in women taking on zero-hour contracts in Grade 6. This may indicate a growing need for flexible working conditions.

While women continue to be well-represented in teaching roles and lower grades, there are challenges in research-focused positions and in achieving gender parity in all grades. Significant gender gaps remain in senior and flexible positions. Addressing the lower female representation in research-only roles and ensuring stable opportunities in fixed-term contracts will be key to achieving a balanced and equitable future academic workforce.

1.7.2 Professional, Technical and Operational (PTO) Staff

As in academic, Grade 1+ remains male-dominated, with women holding around 37-38% of roles. Grades 2 and 3 saw female representation reaching 50% and 51% respectively by 2023. Grades 4-6 are female dominated (63-76% female representation) (Data Table 5).

Data Table 6 shows that female representation is highest among fixed-term and permanent contracts. Fixed-term contracts saw a slight decrease in the proportion of women, dropping from 62.2% in 2021 to 51.6% in 2022, but it rebounded to 55.7% in 2023. Permanent contracts, which constitute most PTO staff, displayed a consistent increase in female representation, rising steadily from 58.2% in 2021 to 60.6% in 2023. This improvement is encouraging, reflecting positive trends in long-term gender equity within permanent positions.

Female representation with zero-hour contracts experienced a significant increase in 2023 (37.5% 2021 to 58.8% 2023). Many staff on zero hours contracts in lower grades are working flexibly with a large proportion related to student roles in the organisation, including student ambassadors and postgraduates who support academic delivery. Understanding why women are increasingly represented in zero-hour contracts and ensuring these roles offer equitable opportunities will be important for maintaining gender balance across all contract types. However, zero-hour contracts at Grade 1+ remain male-dominated. The increase in Grade 3 fixed-term positions for women signals growing presence in temporary roles. In lower grades, particularly Grade 5 and 6, women continue to dominate, with increasing numbers opting for zero-hour contracts in Grade 6, likely seeking more flexibility. Overall, the data highlights progress in permanent roles but ongoing gaps in female representation in senior positions.

1.7.3 Recruitment data

In the academic recruitment data (Data Table 7), there is a gradual increase in the percentage of female applicants, particularly in Grades 3 and 4, where women not only applied but were also interviewed and offered positions at higher percentages. However, at both the upper and lower grades (Grades 1 and 5), female representation at the offer stage still lags, suggesting barriers exist at the extremes of the academic structure.

The PTO recruitment data (Data Table 8) shows a similar pattern, with female over-representation at Grade 6 through all stages. However, Grade 1 consistently saw fewer female applicants, and the data points to a persistent issue in attracting and promoting women in senior PTO positions.

At the executive level (Data Table 9), while women made up a relatively small portion of applicants, those who did apply and were interviewed had a good chance of being offered a position. However, the low percentage of female applicants at the executive level indicates that there are still barriers to attracting women to senior leadership roles.

1.7.5 Promotions Data - Academic and Commercial

In 2022, both male and female academic staff applied for promotions at similar rates, but female applicants experienced a higher rejection rate compared to their male counterparts (Data Tables 10a&b). This suggests that while women were actively seeking promotions, they faced more challenges in getting approved. In 2023, although the number of female applicants decreased slightly compared to 2022, the approval rate for women improved significantly. There were more male applicants in 2023, but they had a lower success rate. The delivery of promotions workshops may have supported women in 2023.

Over three calendar years (2020-2022, Data Table 11), female consulting applicants consistently made up a higher percentage of the applicant pool for promotion. The approval rates for female staff also show a positive trend, with more female applications being successful, particularly in 2021 and 2022. Male applicants have seen fluctuations in application and approval rates.

2. Key priorities for future action

Our analysis has identified 6 key areas for improvement focussed on these themes:

Priority 1: Governance and institutional policy

Governance of EDI has grown organically since the EDIC was established and colleagues confirm the perceptions of those involved in EDI work that women are proportionally over-represented in this space. Women are also over-represented at lower grades and their voices are therefore important to our gender equality work. AP1 and AP2 will allow reflection and a driver to change representation on two key EDI focused committees/groups. AP4 will support institution-wide consideration of representation on other SRUC committees.

We also want non-binary identities to feel included and reflected in gender representation by learning from colleagues already considering how we do this for programme gender balances (AP3). Connected work is to address an identified policy gap to develop a trans and non-binary support policy (AP5).

The provision of PPE (AP6) uses our procurement duties under the PSED to influence the sector to provide appropriate PPE for women (including during pregnancy), and those who find unisex PPE uncomfortable or unsafe. This came from staff discussions about gender equality in the agriculture sector. Although we are limited by manufacturers, we can take action to hold suppliers to account for meeting the needs of staff and students and improve support for our community when ordering PPE (AP7).

Finally, harmonisation of terms and conditions will support us to provide full mandatory data tables required for future submissions (AP8).

Priority 2: Employee engagement

Communication and staff accountability are important elements of culture change. EDI audit recommendations clearly require SRUC to signpost to EDI information and create safe spaces for colleagues to share experiences, be involved, and embed change. AP9 aims to increase awareness of our gender equality work and ensure SRUC is held accountable to the Athena Swan action plan.

A new, accessible, women's network (AP10) aims to provide further accountability and ownership of gender equality work. It will also be a place for women to share experiences and learn from each other, The EDI budget will support the women's network to bring in external voices and hold events furthering our work on gender equality.

Staff engagement to understand the skills they need is complete and data analysis is ongoing (AP11). EDI was built into the survey and initial analysis, coupled with anecdotal evidence around misogynistic behaviours in some parts of SRUC, indicates training to address microaggressions and embed EDI and gender equality into generic training is essential. This will empower all staff to manage unwanted behaviours through education and have conversations that may seem difficult even with relevant policies in place (e.g. about the menopause and the potential impact on work.

Priority 3: Lifestyle policies and office facilities

This priority includes the development of information 'hubs' and ensuring appropriate facilities are available to support employees at various life stages.

Creation of a Family Friendly and Carers Hub (AP12) continues work to improve signposting to EDI information, and acknowledges low update of Carers leave, to be considered within the Carers Policy review (AP13) with the aim of increasing update. Introducing a standardised feedback loop for those taking family leave, informed by our women's network, will enable understanding of the impact of policies and, importantly, lived experience of colleagues (AP15).

Our facilities need to support our policies and colleagues at various life stages. An audit of facilities (AP14) will enable identification and addressing of gaps n and help create clear information about local facilities.

An EDI audit recommendation is to address instances where meetings are being held on non-working days or at inaccessible times for staff. We will roll out institution-wide guidance addressing those barriers with the aim of improving a sense of belonging (AP16). We will also consider funding sources potentially available to offer enhanced support for additional costs incurred by carers e.g. additional childcare costs where business travel is required (AP17).

Priority 4: Recruitment and promotion

It is imperative that SRUC address the low numbers of women being recruited or promoted into higher grades through changes our in recruitment (AP18) and promotions (AP19). In addition to informal mentoring through the new women's network, we aim to develop a formal mentoring framework (AP20) to support women to progress.

Improving gender balance among student ambassadors (AP21) aims to also impact on our gender pay gap by tackling under-representation of men at lower grades.

Priority 5: Feeling safe at work and on campus

SRUC's is committed to achieving the EmilyTest Charter. Building on strong local safeguarding work, we aim to bring this under a SRUC safeguarding steering group (AP22) which will oversee policy and reporting (AP23) and setting a training framework for colleagues (AP24). Training will be tailored to specific roles but will also include wider training around citizenship. The EDI audit and anecdotal evidence tells us that bullying, or harassment based on ex and gender, and misogyny, happens at SRUC and mechanisms to report this are currently limited. We will address this through the introduction of a reporting tool that will include anonymous reporting (AP23.3)

Priority 6: Workload allocation model

Our WAM for Academic staff provides for time to be allocated to EDI work. Initial work will focus on verifying how the model is working in practice (AP25), aiming to increase WAM use and improving our ability to analyse data by gender. This will be followed by a full WAM review to implement changes and strengthen EDI time allocation and ability to monitor EDI engagement by gender (AP25.4).

WAM introduction for academic support teams, commercial and professional services staff will further encourage and support engagement in EDI work and allow for gendered analysis (AP26).

Section 3: Future action plan

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

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

Action plan

SRUC's five-year action plan is provided on the next page onwards.

SMART Action Plan: SRUC September 2024-2029

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
What is the key gender equality challenge or objective you are trying to address?	What evidence is there for this challenge and why have these actions been selected to address it? Baseline data can help you to evaluate success later.	What specific action(s) will you take to address the priority?	What are the key deliverables? Are there milestones that will help you track progress on the way to delivering your actions?	When do you expect the action to start, be completed, and when do you expect key milestones to be achieved? If you are establishing practices that will be ongoing, when will you review these to know they are in place and making a difference?	Who is responsible for delivering each action? If there are multiple people involved in delivering the actions, who will be accountable for ensuring progress? It can be useful to specify roles responsible, instead of people, to support continuity when individuals leave roles.	How will you know if the actions have made a difference to your priority? How can you measure the difference to your gender equality priority? What is a realistic target for success? (It can be helpful to use baselines and/or benchmarks to decide what's realistic.)

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
Priority 1: Governance and institutional policy						
Improved gender representation on SAT and EDIC Ensure SRUC's approach to representation is inclusive of all gender identities.	Representation on both SAT (70% female) and EDIC (80% female) is not currently reflective of SRUC's gender representation (caveat that gender is assumed, and non-binary identities are not included). Development of EDIC has been organic to date with no formal review. EDIC reporting into full Board is already agreed.	1 Embed reporting into full Board and undertake first review of EDI Committee including TORs and membership.	1.1 Establish annual reporting cycle to SRUC Board	1.1 Dec 2024 onwards	1.1 Chair of EDI Committee and Company Secretariat	EDIC reviewed with TORs and membership that will support the delivery of SRUC's strategic objectives. Establish periodic formal review of EDIC including related reporting lines (e.g. SAT, staff networks). EDIC 40% male representation (reflective of SRUC gender representation) Annual reporting to Board in place
			1.2 Review EDIC TOR with current members for feedback on representation and purpose	1.2 May – July 2025	1.2 EDIC Chair and EDI Lead	
			1.3 Review EDIC feedback and develop options/ proposals	1.3 July – September 2025	1.3 EDIC Chair and EDI Lead	
			1.4 Agree recruitment approach with EDIC Chair and advertise opportunities based on agreed criteria	1.4 October 2025 – Jan 2026	1.4 EDI Lead with input from EDIC Chair	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	EDI Audit focus group narrative that women take on more EDI work than men.		1.5 Update TOR in line with agreed option	1.5 February 2026 EDIC meeting for approval	1.5 EDI Lead	
			1.6 Induct new members to EDIC	1.6 March – June 2026	1.5 EDIC Chair and EDI Lead	
Improved gender representation on SAT and EDIC

Ensure SRUC's approach to representation is inclusive of all gender identities. | Gender representation on SAT is not proportional to SRUC's overall gender representation.

SAT noted that low representation from SRUC's lower grades. | 2. Review Athena Swan SAT TORs and membership to progress gender equality work and to continue reporting effectively into the EDIC | 2.1 Review TORs and membership with current SAT and with reference to AS action plan | 2.1 December 2024 | 2.1 EDI Lead with SAT members and SAT Chair | SAT reviewed with updated TORs and membership that will support the delivery of SRUC's AS action plan

SAT 40% male representation (reflective of SRUC gender representation)

SAT includes representation from 2 members |
| | | | 2.2 Review SAT feedback and develop options/ proposals | 2.2 January 2025 | 2.2 EDI Lead | |
| | | | 2.3 Agree recruitment approach with SAT and advertise opportunities based on agreed | 2.3 Jan – Feb 2025 | 2.3 EDI Lead | |

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			criteria, with a focus on representation from lower grades and 40% male.			of staff at lower grades
			2.4 Update SAT TOR in line with agreed option	2.4 Feb 2025	2.4 EDI Lead and AS Chair	
			2.5 induct new members to SAT	2.5 March – April 2025	2.5 EDI Lead and AS Chair	
			2.6 Establish quarterly reporting into EDIC	2.6 May 2025 EDIC meeting onwards	2.6 AS Chair and members/ AS action owners.	
Ensure SRUC's approach to representation is inclusive of all gender identities.	Learn from and share work underway by Horticulture & Landscape, and Environment & Conservation Board of Studies (BoS) on widening	3 Develop an institutional approach to including non-binary identities in our approach to and measures of success in gender equality work.	3.1 Relevant BoS to present to EDIC on how they are including non-binary identities in their gender imbalance action plans.	3.1 August 2026 EDIC meeting	3.1 Chairs of relevant BoS	Guidance on inclusion of non-binary identities available to committees and wider SRUC community and is based on internal and external

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	gender activity to be inclusive of non-binary identities		3.2 Review practice in the sector on the inclusion of gender identities in gender equality work.	3.2 January – March 2027	3.2 EDI Lead	evidenced good practice. Reporting on gender balance is informed by guidance on inclusion of non-binary identities.
			3.3 Consult with SRUC's Rainbow Staff Network on good practice findings and draft guidance	3.3 April 2027	3.3 EDI Lead with support from Rainbow Staff Network	
			3.4 Consult with EDIC on findings and draft guidance on how we represent non-binary identities in our gender work	3.4 May 2027 EDIC Meeting and publish guidance in June 2027	3.4 EDI Lead	
Improved gender	EDI Audit focus group narrative	4 Review of gender	4.1 Undertake an audit of	4.1 Feb – June 2027	4.1 Committee Chairs with	Gender proportional

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
representation on SAT and EDIC Ensure SRUC's approach to representation is inclusive of all gender identities.	that women take on more EDI work than men.	proportional representation of all SRUC operational committees with explanation, where representation differs from SRUC's overall gender representation.	committee gender representation		coordination by EDI Lead	representation on internal committee where appropriate (currently 60% female and 40% male, non-binary identities to be included). Information or statement about a committee's gender proportional representation noted on the committee's intranet page.
			4.2 Report audit results to EDI Committee	4.2 August 2027 EDIC meeting	4.2 EDI Lead	
			4.3 Where relevant, consider review of membership to improve committee gender balance	4.3 Sept 2027 – June 2028	4.3 Committee Chairs	
Identified policy gap to support trans and non-binary staff and students at work/ when	There is no policy in place to formally support trans and non-binary staff or students	5. Development of a trans and non-binary support policy and accompanying guidance	5.1 Set up a cross departmental working group with representation from teams	5.1 August 2024 – January 2025	5.1 EDI Lead	Policy launched and based on lived experience/ feedback. Success measures will be

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
learning at SRUC	EDI Audit: low awareness of EDI policies, and recommendation to consider gender equality polices and opportunities in relation to other institutions.		directly affected in implementing and administering the policy (e.g. HR, IDS, Campus & Estates, Quality, lecturers) and our Rainbow Staff Network			developed as part of the accompanying equality impact assessment; likely to include qualitative feedback given expected low numbers of staff/ students using the policy.
			5.2 Undertake internal consultation on draft policy and proposed support with students/ staff with lived experience	5.2 November – December 2024.	5.2 EDI Lead plus working group	
			5.3 Finalise policy and supporting guidance. Gain sign off via EDIC	5.3 January to April 2025	5.3 EDI Lead and working group	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			and Learning & Teaching Committee (for student aspects)			
			5.4 Staggered publicity and promotion of policy with staff and students	5.4 May – September 2025	5.4 EDI Lead/ HR Business Partner/ Student Support	
			5.5. Establish periodic review of policy	5.5 September 2028 first review (earlier if feedback requires it)	EDI Lead/ HR	
Women working and studying at SRUC have the knowledge about and access to appropriate PPE.	Current contract allows for alterations however sizing is unisex.

Prevalent issues reported by Procurement | 6. Review the tender specification and scoring criteria for SRUC's institutional PPE contract to make EDI, specifically gender | 6.1 Work with procurement team to review and embed gender equality (e.g. body shapes, pregnancy) and other EDI | 6.1 May – July 2025 | 6.1 Procurement Contracts Manager with EDI Lead input | Gender equality is embedded in PPE contract tender including tender scoring.

Contracted supplier provides support to staff/ |

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
Caveat that suppliers of PPE are also bound by manufacturers who generally make unisex PPE therefore it's an Industry issue which limits SRUC's impact. As above	include students understanding how to measure themselves and contacting the supplier for advice or guidance where body shapes/ stature make fitting PPE challenging. Discussions with academic staff on gender equality have raised issues around PPE and how off putting it can be in male dominated industries. Equality Act 2010 (Specific Duties) (Scotland)	requirements, more robust.	aspects (e.g. disability) into contract renewal			students to help select appropriate PPE and SRUC community use this effectively. Positive feedback from women in the SRUC community that their PPE is fit for purpose. Procurement feedback on number and reason for individual tailoring, and reduction in returned PPE due to sizing issues. SRUC's video is published and shared with SRUC community
			6.2 Tender spec approved with gender focused criteria to influence fine contract award.	6.2 July 2025	6.2 Procurement Contracts Manager with EDI Lead input	
			6.3 Tender process completed, and contract awarded	6.3 October 2025	6.3 Procurement Contracts Manager	
			6.4 Gain feedback from staff and students using PPE	6.4 October 2026	6.4 Procurement Contracts Manager with input from relevant programme lecturers.	
		7 Provide improved information and	7.1 Film and publish a video showing	7.1 December 2026	7.1 Marketing and Comms team with	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	Regulations 2012 outline duty to embed EDI in procurement practices As above	guidance on PPE sizing and options for niche alterations in relevant circumstances	students how to measure for PPE. Include male and female examples, direction to call supplier where sizing is difficult or to gain advice for different body shapes/ pregnancy etc		Procurement Contracts Manager input	– monitor video hits and feedback. Video is embedded in relevant induction materials and events. As above
			7.2 Publicise video and consider how best to advertise to relevant student cohorts (induction, pre-course info etc)	7.2 For September 2027 student intake.	7.2 Marketing and comms team with input from programme leads and Registry	
Ability to report on job families in future	SRUC is unable to provide this mandatory table	8. Harmonisation of Terms and Conditions	8.1 Discuss with Trade Unions the staff consultation and	8.1 October – November 2024	8.2Chief People Officer and Trade Unions	Harmonised Terms and Conditions are in place.

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
Athena Swan submissions	in 2024 submission.	NB: there is agreement in principle with the Trade Unions on what the revised terms will be.	implementation process			HR reporting system can produce job family report for future Athena Swan submissions
			8.2 Undertake consultation and implementation process as agreed	8.2 December 2024 – March 2025	8.2 Chief People Officer and Trade Unions	
			8.3 Build relevant reports in iTrent HR system to reflect changes	8.3 October – December 2024	8.3 Senior HR Business Partner	
			8.4 Harmonised Terms and Conditions are in place	8.4 April 2025	8.4 Chief People Officer	
Priority 2: Employee engagement						
Communication about and prioritisation of Athena Swan	Current low awareness of status around Athena Swan and knowledge/	9. Clear statements and landing pages for Athena Swan commitments,	9.1 Creation of dedicated internal and external Athena Swan webpages	9.1 October – December 2024	9.1 EDI Lead/ Athena Swan SAT	SAT meets target of communications every 6 months.

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
work across SRUC	ownership of gender action plan

EDI audit: perception in focus groups, interviews and open survey comments that EDI work is inconsistent across SRUC and is not embedded institutionally (no baseline quantitative provided by Advance HE). | action plan and updates | within current EDI pages. | | | Improved awareness of Athena Swan work monitored through online engagement, attendance at Town Hall events where we'd expect to see a continuous increase in attendance,

Decrease in or absence of comments in future surveys and therefore improved perception that EDI is embedded at SRUC. |
| | | | 9.2 Six monthly internal communications by AS SAT to update staff on progress against the action plan and to encourage feedback or input on changes and upcoming actions. | 9.2 Every 6 months from AS award | 9.2 Athena Swan SAT | |
| | | | 9.3 Annual town hall updates on AS International Women's Day, themed in line with live AS actions where possible | 9.3 March 2025 and annually thereafter. | 9.3 Athena Swan SAT | |

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			9.4 Annual presentation on Athena Swan to leadership teams (ALT, SLT, CLT, PrSvs Mgmt)	9.4 November 2025 and annually thereafter	9.4 Athena Swan SAT	
Provide a space for women to network and gain peer-to-peer support in response to EDI Audit report of 'pockets of good practice'.	EDI audit: desire for SRUC to be bold and commit to more radical activities related to EDI and to keep up conversations. EDI Audit: potential for part time women to feel overlooked, asked to attend meetings on non-working days.	10. Set up women into leadership network group chaired by a member of the ELT	10.1 Undertake internal communications to gauge interest in a network. Communication will focus on network's inclusion of part-time workers and carers, and those at various career stages	10.1 June to September 2025	10.1 EDI Lead	Establishment of women's network. Annual growth of at least 3 new women's network members per year for initial 5 years. Number of people engaged in guest speaker and other events with positive feedback
			10.2. identify ELT lead or	10.2 June 2025	10.2 EDIC Chair with ELT	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			sponsor for the network			Feedback from women's network about their voices being heard and acted on.
			10.3. set up inaugural meeting and agree TORs, identify Chair(s) etc.	10.3 October 2025	10.3 EDI Lead with identified ELT lead	
			10.4 Network to provide quarterly updates to the EDIC	10.4 February 2026 EDIC meeting and quarterly thereafter	10.4 Women's Network Chair(s)	
			10.5 Promote opportunity to use EDI budget to run gender focussed or intersectional hybrid events – priority for ideas that promote AS actions and can be replicated	10.5 May 2026 and at least annually thereafter	10.5 EDI Lead	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			across all campuses			
			10.6 Women's network to identify internal and external speakers	10.6 February 2026 onwards	10.6 Women's Network Chair(s)	
			10.7 Run a series of pan-SRUC seminars featuring women in STEM and leadership to share their experiences of gender equality	10.7 May 2026 onwards	10.7 Women's Network and EDIC (although open SRUC wide) with support from EDI Lead and EDI budget.	
SRUC's core training support women's career development and progression, and contribute	As a result of our organisation wide, staff Needs Assessment Survey- (NAS) 2024:	11 Create a Staff Skills Framework and organisational training plan with gender equality embedded as part	11.1 Data analysis of NAS 2024 responses to identify EDI areas which suggest staff development is required, and	11.1 July – end September 2024	11.1 Learning and OD Partner	Training and development in place that addresses gender inequality as part of EDI training modules.

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
to a gender inclusive culture	• identify areas for training and development that address EDI topics including gender equality • identify EDI skills staff need and include these skills in the forthcoming Staff Skills Framework Early NAS analysis shows staff want development on EDI subjects including gender equality.	of the EDI skills and training. E.g. gender as part of training on microaggressions, EDI concepts and practices, and inclusive language.	embed gender equality			Gender as a part of EDI skills is embedded in the Staff Skills Framework and organisational training plan 60% of staff engaged in EDI training and development with proportional gender representation.
			11.2 Create and deliver/roll out initial training workshops targeting the training needs identified by the NAS 2024, including EDI topics	11.2 October 2024 – October 2025	11.2 Learning and OD Partner	
			11.3 Identify the EDI skills required for each level of the Staff Skills Framework	11.3 Included in NAS analysis above	11.3 Learning and OD Partner	
			11.4 Create and promote the Staff Skills Framework, drawing	11.4 October - December 2024	11.4 Learning and OD Partner	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	EDI Audit: barrier is a lack of staff confidence to engage in EDI work and navigate this space EDI Audit recommendation to provide specific training, resource and support to improve experiences of staff/ students in relation to gender		attention to gender and EDI topics			
			11.5 Create Organisational Training Plan	11.5 October - December 2024	11.5 Learning and OD Partner	
<td colspan="6" style="background-color:yellow">**Priority 3: Lifestyle policies and office facilities**</td>						
Employees are clear about SRUC's family friendly and carers support	Initial uptake of Carers Leave is low (1 registered at time of application)	12 Creation of a Family Friendly and Carer hub (internal and external webpages)	12.1 Intranet Family Friendly and Carers Hub created with relevant policies and guidance	12.1 October 2024	12.1 Senior HR Business Partner	3% increase in uptake of registered Carers (annual monitoring)

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	EDI audit data suggests 62.2% of staff care for children under 18 years old.

EDI audit recommendation to review EDI intranets to ensure clear signposting to relevant policies, resources and support.

EDI Audit: 11 people had taken some kind of family leave with 45.9% rating it as good/ very good, and 39.3% opting not to say. | | linked/ embedded | | | Analytics on intranet and website traffic, specifically the newly created Hub

Analysis of carers leave taken disaggregated by gender as minimum, |
| | | | 12.2 External web pages created | 12.2 January – March 2025 | 12.2 Senior HR Business Partner and Website Officer | |
| | | 13 Review of existing Carer's Leave Policy | 13.1 Undertake research on carers leave good practice in the sector | 13.1 March 2025 – April 2025 | 13.1 Human Resources | Revised Carers Policy in place that aligns with good practice in the sector.

Analysis of carers leave is in place, is undertaken annually and is disaggregated by |
| | | | 13.2 Update and consult on revised Carer's leave and supporting guidance | 13.2 April 2025 | 13.2 Human Resources | |

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			13.3 Policy and monitoring of carers leave in place	13.3 April 2024	13.3 Human Resources	gender as a minimum
SRUC's physical spaces support carers and wider SRUC community	Ad hoc information shared with EDI Lead about lack of breastfeeding facilities and consistency across campuses

For carers, staff mentioned the importance of flexibility to support caring responsibilities, suggesting SRUC does support flexible working. | 14. Create multifunctional quiet rooms and spaces for SRUC community (staff, students and visitors) to have quiet time, undertake religious practice, breastfeeding/ expressing breastmilk in private | 14.1 Audit quiet spaces across SRUC campuses including exploration of how spaces are/ could be used e.g. breastfeeding, multi-faith, menopause, neurodivergence | 14.1 Jan – April 2025 | 14.1 Head of Student Support/ ALMs | All facilities in place and publicised with an online interactive map available to the SRUC community.

Monitor use of room via booking system.

Ad hoc feedback from staff, students or visitors, and targeted qualitative engagement with student support/ |
| | | | 14.2 Identify relevant improvements based on audit results | 14.2 April – June 2024 (for academic year 2025-26) | 14.2 Campus and Estates – room availability and audit | |

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	EDI Audit recommendation to clearly signpost to relevant resources and support, EDI Audit – majority of staff in the age range 30 – 59 years.		14.3. publicise facilities to staff and students via communications and in Moodle, Education Manual, intranet as appropriate	14.3 July – Dec 2025	14.3 Head of Student Support/ EDI Lead	HR for general feedback.
			14.4 Publicise room via signage, interactive map	14.4 February - May 2026	14.4 Campus and Estates with support from Digital Team	
SRUC proactively understands and manages barriers for carers on return to work after family leave	EDI Audit: 11 people had taken some kind of family leave with 45.9% rating it as good/ very good, and 39.3% opting not to say. It is this unknown that this action will explore.	15. Surveys to all family leave returners to evidence quality of return and satisfaction with support offered	15.1 Include promotion of flexible working policy in annual town hall meetings (see AP 9.3)	15.1 By September 2026	15.1 Human Resources	Parental leave returners survey response trends disaggregated by type of leave and gender (if possible). 65% respond positively about quality of leave and flexibility at SRUC
			15.2 Devise return to work survey for all parental leave/ maternity returners	15.2 September – November 2026	15.2 HR and EDI Lead	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			including identification of individuals who can review responses			Establish long terms trends to improve data set for analysis.
			15.3 Engage with women's network on survey for feedback	15.3 January – March 2027 (depending on network meeting schedule)	15.3 HR and EDI Lead	
			15.4 Launch feedback survey and report to SAT and EDIC on annual basis	15.4 April 2027 and annually as per employee monitoring cycle)	15.4 HR	
			15.5 Agree actions based on feedback and roll out action plan with relevant	15.5 June 2027 onwards with SMART action plan developed	15.5 HR team in consultation with EDIC and SAT and women's network as relevant	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			measures of success			
Meetings and events are inclusive of employees with caring responsibilities and work flexibly including part-time	Evidence shows 65% of carers are female.

EDI Audit: For carers, staff mentioned the importance of flexibility to support caring responsibilities, suggesting SRUC does support flexible working.

EDI Audit: 39.4% staff work 1-2 days in the office or less, 33.9% work 3-4 days onsite, and 26.8% work exclusively onsite. | 16 Develop guidance for managers on working hours and allow flexibility where possible within roles. | 16.1 Review Academic Committees guidance and update it, if needed, to ensure meetings are held between 10am and 3pm, with hybrid options as standard due to geographical spread. | 16.1 Dec 2025 | 16.1 EDI Lead | EDI survey results improvements in relation to work life balance and open comments about meetings

Check adherence and feedback via engagement with committee secretariats |
| | | | 16.2 Roll out guidance institution-wide | 16.2 Jan – Feb 2026 | 16.2 EDIC Chair with input from EDI Lead | |
| | | | 16.3 Committee secretariats to adhere to guidance for all future meetings | 16.3 March – April 2026 for meetings in 2026-27 academic year | 16.3 Committee secretariat and coordinated by EDI Lead | |

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	EDI Audit recommendation to ensure timings of meetings/ events are within working hours EDI audit: barriers to EDI work includes in accessible timings for meetings for people with caring responsibilities	17 Consider how SRUC can fund additional costs incurred (e.g. childcare) to support travel to meetings/ training that cannot be undertaken online	17.1 Engage with the Disbursement of Trust funds Committee to consider inclusion of EDI considerations and potential to use funds to support gender equality.	17.1 January – April 2025	17.1 Provost and Deputy Principal	Source of funding is identified. Policy and process in place. Monitoring of policy uptake annually reporting to EDI Committee
			17.2 Once funding source is identified, agree policy and process to access funds and communicate application criteria	17.2 April – July 2025	17.2 Provost and Deputy Principal	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
Women are proportionally represented in senior roles in SRUC and recruitment process is inclusive	Low representation of female applicants at senior positions. Low number of female staff being recruited or promoted into roles from Grade 1 and above, for period 2021-2024 SRUC have recently implemented a new HR system which allows improved control and reporting on internal data	18 Implement and embed new unconscious bias training that was added to the LMS in July 2024 for all managers on recruitment panels or promotion panels	18.1 Update recruitment guidance to state requirement for panel to complete unconscious bias training and communicate across SRUC	18.1 September 2024	18.1 Recruitment Manager	Monitor positive answers to question about fairness of appointment process (through both recruitment and/ or promotions feedback) 100% uptake of unconscious bias training 10% increase in female applicants for senior roles and 10% increase in offers being made over 5 year period.
			18.2 Update promotions panel guidance to direct panel members to complete unconscious bias training	18.2 October 2024	18.2 Academic Manager	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
Women are proportionally represented in senior roles in SRUC and the promotions process is inclusive	Low number of female staff being recruited or promoted into roles from Grade 1 and above, for period 2021-2024	19 Support women to apply for promotions	19.1 Deliver annual programme of 'confidence to apply' workshops	19.1 May 2025 then annually thereafter	19.1 Academic manager	40% of promotions to senior grades through promotions process are women.
			19.2 Undertake equality impact assessment as part of promotions process review (using 3 years of data) and consider strengthening EDI in promotions criteria at all levels	19.2 January – May 2025	19.2 Academic Manager	Monitor positive answers to question about fairness of appointment process (through both recruitment and/ or promotions feedback)
			19.3 Review to include position on enabling gender balanced	19.3 January – May 2025	19.3 Academic Manager	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			promotions panels			
			19.4 Commercial grade review process to be formalised into a promotions process	19.4 June – September 2025	19.4 Vice Principal Consulting and HR Business Partnering Team	
			19.5 Commercial grade review/ promotions process to include gender balance panels	19.5 September 2025	19.5 Commercial Leadership Team	
Women are proportionally represented in senior roles in SRUC and have safe spaces to share	Low representation of female applicants at senior positions.\n\nLow number of female staff being	20. Develop mentoring opportunities for women to support experiences that relate to promotions criteria	20.1 Audit of both formal and informal mentoring opportunities available at SRUC	20.1 January – February 2027	20.1 Human Resources	As above.\n\nMentoring Framework in place\n\nGender breakdown of

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
experiences and gain support	recruited or promoted into roles from Grade 1 and above, for period 2021-2024		20.2 Conduct focus groups from a cross section of the institution (by Grade and area) to establish priorities	20.2 March – June 2027	20.2 Human Resources	mentors and mentees to be monitored and target to be proportionally representative of SRUC wide gender balance. Include ability to track through promotion.

Feedback from cohort 1 to inform periodic review of final framework.

One member of staff (minimum) completes the Aurora programme |
			20.3 Engage women's network to identify mentoring priorities	20.3 March – June 2027	20.3 Human Resources	
			20.4 Identify mentors internal & external and arrange training as appropriate	20.4 September 2027	20.4 Human Resources	
			20.5 Develop mentoring framework	20.5 September 2027 –	20.5 Human Resources	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
				February 2028		
			20.6 Work across division to build time into workload models for mentors and mentees	20.6 December 2027 – February 2028	20.6 Human Resources	
			20.7 Standardise communication about these opportunities on intranet including case studies.	20.7 February 2028	20.7 Human Resources	
			20.8 Launch Mentoring Framework with identified cohort one	20.8 April 2028	20.8 Human Resources	
Improve male representation	Current low representation of	21. Promote gender balance	21.1 Review current	21.1 January - March 2026	21.1 SRUCSA and	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
across our paid student ambassadors	male student ambassadors and high number of female student ambassadors is contributing to our gender pay gap (15.2% mean and 17.8% median).	among student ambassadors	advertising (wording and channels) for student ambassadors through a gender lens		Communication teams	Decrease in the gender pay gap by at least 1%.

Improve male student ambassador representation |
| | | | 21.2 Seek advice and guidance from SRUC's recruitment team and refer to good practice in the sector. | 21.2 April – June 2026 | 21.2 SRUCSA and Communication teams | |
| | | | 21.3 Launch revised approach to student ambassador recruitment and evaluate data by gender. | 21.3 August – October 2026 | 21.3 SRUCSA and Communication teams | |

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
Priority 5: Feeling safe at work and on campus						
Staff and student can easily report incidences of harassment, discrimination and other unwanted acts and receive the support they need	New sexual harassment legislation coming into force 2024. National equality outcomes focussed on tertiary education communities to feel safe SRUC has signed up to EmilyTest Charter and the ability to pull relevant statistics is a core part of this. In last 12 months, 8.6% of staff and 5.5% of students have experienced	22. Safeguarding steering group established	22.1 Identify Chair(s) and secretariat of the safeguarding steering group	22.1 by Jan 2025	22.1 Provost and Chief Operating Officer	Achievement of EmilyTest Chartermark Data available regarding incidences and outcomes with trends being monitored longer term. Cases of bullying and harassment are reported via new tool 1% decrease in experiencing and having witnessed of bullying and harassment in future EDI survey
			22.2 Agree TORs, meetings and Teams channel	22.2 March 2025	22.2 Chairs of Safeguarding Steering Group	
			22.3 Roll out of CELT developed misogyny training to Academic Staff	22.3 August 2024 onwards	22.3 Academic Enhancement Team	
			22.4 Roll our misogyny course to wider SRUC colleagues	22.4 September 2025 onwards	22.4 Learning and OD Partner	
			22.5 Engage with 16 days of activism GBV awareness raising with	22.5 Nov 2024 and annually thereafter	22.5 EDI Lead	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	bullying and/or harassment. Staff and students say they only agree or neither agree/ disagree that SRUC is active in relation to confidence to report incidents of bullying or harassment		Scottish College EDI Network.			by staff and students. Improved EDI survey responses to Agree/ Strongly agree that SRUC is proactive in relation to confidence to report bullying and harassment.
	To address EDI Audit 2024 concerns and those reported to CELT to address concerns about culture and misogyny. EDI Audit: For staff, the most frequently	23. Mapping of relevant policies/ procedures so that routes of reporting/ data are transparent	23.1 Identify all policies and processes relevant to reporting of GBV, hate incidents, harassment etc.	23.1 August 2025	23.1 Safeguarding Steering Group	Policy and process map in place and communicated. Reporting tool in place and rolled out to SRUC community
			23.2 Agree and map how policies interact	23.2 Sept – Oct 2025	23.2 Safeguarding Steering Group	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	reported PC was gender (2.9%), followed by age (2.8%), then sex (2.2%), in relation to experiences of bullying and/ or harassment.		to create accessible visuals including key staff/ teams involved.			Data reports in place and published
			23.3 Develop reporting tool based on good practice and data needed – anonymous reporting and named reporting.	23.3 November 2025 – January 2026	23.3 Safeguarding Steering Group	Data being used to refine and improve policy and process. Reduction in percentage of people reporting that gender or sex is the basis of bullying or harassment (target of 1% decrease).
			23.4. Establish both internal and external reports and reporting cycle.	23.4 February – May 2026	23.4 Safeguarding Steering Group	
			23.5 Identify and address any policy gaps.	23.5 Nov 2025 – May 2026	23.5 Safeguarding Steering Group	Where appropriate, revised survey questions agreed

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			23.6 Use Scottish Funding measurement framework to implement measures of staff and students 'feeling safe' at SRUC	23.6 September 2025 – February 2026 with consideration to review of internal student and staff surveys	23.6 Safeguarding Steering Group	and data being reported.
Staff and students are informed about GBV prevention and receive the support they need	To address EDI Audit 2024 concerns and those reported to CELT to address concerns about culture and misogyny. EDI Audit: For staff, the most frequently reported PC was gender (2.9%), followed by age	24 Implement a training programme to prevent and manage harassment, GBV and other incidents	24.1 Commission training through relevant providers including LISTEN training for current first responders (EDI budget £) or training via Scottish Women's Aid	24.1 October 2024 – March 2025	24.1 EDI Lead, Head of Student Support and Chief People Officer	Training delivered with positive feedback. Annual programme of training established from EDI budget 90% of identified staff trained.
			24.2 Use work from actions	24.2 August 2025 –	24.2 EDI Lead, Head of Student	Reduction in experiences of

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	(2.8%), then sex (2.2%), in relation to experiences of bullying and/ or harassment.		under Priority 5 to agree training needed for different roles at SRUC (e.g. general knowledge to first responders and student/ staff support).	August 2026 for initial round of training then annual schedule develop thereafter	Support and Chief People Officer	bullying and misogyny reported through staff and student surveys (aim for 1% reduction in report for gender/ sex) Monitor trends in reporting through new reporting tool (AP23) Campaign launched with minimum of annual refresh focused during welcome week and 16 Days of Activism.
			24.3 Ensure tracking and delivery of training and refresher training for staff and students.	24.3 August 2025 – August 2026 Annual schedule thereafter	24.3 EDI Lead, Head of Student Support and Chief People Officer	
			24.4 Source and introduce general GBV and citizenship training for staff and students	24.4 June – September 2026 Full sourcing and roll out	24.4 EDI Lead and Head of Student Support	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			with a focus on gender equality.	to be planned		
			24.5 Collaborate with Scottish Colleges to agree a sector wide campaign to tackle GBV.	24.5 September 2024 – March 2025	24.5 EDI Lead	
			24.6 Roll out campaign across SRUC	24.6 September 2025 – July 2026

Annually/ on key dates thereafter | 24.6 EDI Lead with support from Communications, student support and HR | |
| **Priority 6: Workload Allocation** | | | | | | |
| SRUC uses the workload allocation model to | EDI Audit: males significantly more likely than females to rate the | 25. Review and assess impact of the academic | 25.1 Verify WAM data against practice | 25.1 During September 2024 | 25.1 Academic Manager | Increase in WAM completion to 50%+ of academic staff |

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
monitor gender equality in workloads and responsibilities	statement 'EDI work is recognised when workload is allocated e.g. you are supported to attend relevant committee or networks' higher. EDI Audit: focus groups found female staff felt they take on more EDI work EDI Audit recommendation: Support engagement with EDI responsibilities and incentivise staff by formally	Workload allocation model	25.2 Engage with Heads of Departments to understand their experiences of completing WAM and using it as a planning tool.	25.2 September – October 2024	25.2 Academic Manager	Ability to undertake gender based analysis of WAM information Gender balanced engagement in EDI relevant work which is part of other action plan measures to have proportional gender representation on EDI related committees.
			25.3 Work with HR to match WAM data with EDI data to undertake gender analysis	25.3 Dec 2025	25.3 Academic Manager	
			25.4 Undertake a full evaluation review (end of 3 years)	25.4 April – December 2026	25.4 Academic Manager	
			25.5 Use review results to determine changes to the WAM	25.5 January – March 2027	25.5 Academic Manager	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	recognising EDI work in annual performance reviews and pay rise decisions.		25.6 Implement changes to the WAM	25.6 March – June 2027	25.6 Academic Manager	
		26. Consider introduction of Workload allocation models in other areas of SRUC	26.1 Working parties set up in Professional Services and Commercial	26.1 Mar 24	26.1 Chief People Officer and Deputy Principal/ COO and Vice Principal Commercial	WAM in place for professional services and commercial staff

Annual data analysis by gender of WAM data.

Gender balanced engagement in EDI relevant work which is part of other action plan measures to have proportional gender representation on EDI related committees. |
			26.2 Development of draft WAM principles/ guidance/ models	26.2 Sept 25	26.2 As above	
			26.3 Trial groups identified, and trial undertaken	26.3 Sept 25 – Aug 2026	26.3 As above	
			26.4 Review of trials and WAM principles/ guidance/ models	26.4 March 2027	26.4 As above	

Priority	Rationale	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			26.5 Launch of WAM principles/ guidance/ models to wider divisional community	26.5 May 2027	26.4 As above	

Appendix 1: Culture survey data

SRUC does not hold the source data from the EDI Audit undertaken by Advance HE which included the culture survey questions. Instead, we have shared below the recommendations from the EDI audit report.

The recommendations draw from the primary data collected in the EDI audit including the desk-based research examining what other colleges and institutions offer in this space.

Recommendation 1. Review internally and externally facing EDI webpages/intranets to ensure there is clear signposting to relevant policies, resources, EDI events and available support.

Recommendation 2. Review communication of and communicate regularly on EDI activities, policies, objectives and progress.

Recommendation 3. Build a co-creative relationship with students and staff so they can support and feed into EDI initiatives, policies, resources and support.

Recommendation 4: Review the use, and monitoring, of EDI data.

Recommendation 5: Ensure that EDI work is adequately prioritised and resourced.

Recommendation 6: Provide specific training, resources and support to improve the experiences of staff and students with disabilities.

Recommendation 7: Provide specific training, resources and support to improve the experiences of staff and students from Black, Asian and minority ethnic backgrounds and support the increase in staff and students from diverse ethnic backgrounds.

Recommendation 8: Provide specific training, resources and support to improve the experiences of staff and students in relation to gender and sexual orientation.

Appendix 2: Data tables

Please note that for publication some of our data has been redacted to protect individuals. Please contact Louise Baggott at louise.baggott@sruc.ac.uk or on 0131 535 4069 with any questions.

Data are presented for academic years 2020-21. 2021-22 and 2022-23 inclusively. These data are based off the HESA returns for said academic years and the relevant internal staff and student data associated with these returns.

SRUC grades work from Grade 6 (or lower) incorporates entry level admin staff, junior technical support etc) to Grade 1 (or higher for personal executive level contracts) which incorporates professorial or senior management. Professional, Technical and Operational staff in SRUC include professional services colleagues, academic support staff and consulting/commercial staff.

As SRUC is a tertiary organisation with legacy contracts in place from our merger with three FE organisations in 2012. This means we do not have a universally harmonised adoption of the typical HE job families in both academic faculties and professional, technical and operations roles. Our academic staff tables include staff in any academic role located in faculties. Our PTO staff tables include all staff in professional services, vet services, consulting and academic support roles. As a result, column totals between table may differ for the same group of staff.

Data table 1: Students at foundation, undergraduate, post-graduate taught and post-graduate research

Note: Foundation has been interpreted as in further education in the table below.

		Award level			
		Further education	**Under-graduate**	**Postgraduate Taught**	**Postgraduate Research**
Year	**Gender**				
2021	**Male**	1519	897	72	11
	Female	1160	1209	75	47
	Other	<10	<10	0	0
2022	**Male**	1620	785	42	11
	Female	1175	1269	70	41
	Other	13	<10	0	0
2023	**Male**	2104	764	31	15
	Female	1196	1142	70	37
	Other	<10	<10	0	<10

Data Table 2: Total number of Academic Staff by Grade (n) with proportion of female and male staff (%F and %M)

	2021			2022			2023		
	n	%F	%M	n	%F	%M	n	%F	%M
G1+	43	33%	67%	45	33%	67%	51	33%	67%
G2	51	51%	49%	61	51%	49%	59	56%	44%
G3	151	53%	47%	168	49%	51%	171	49%	51%
G4	120	57%	43%	108	59%	41%	118	58%	42%
G5	47	53%	47%	47	66%	34%	53	60%	40%
G6-	55	67%	33%	51	65%	35%	46	65%	35%

Data Table 3: Total number of Academic Staff by Contract Function (n) with proportion of female and male staff (%F and %M)

	2021			2022			2023		
Academic Contract Function	n	%F	%M	n	%F	%M	n	%F	%M
Teaching only	223	55%	45%	233	55%	45%	236	56%	44%
Research only	137	45%	55%	137	41%	59%	132	39%	61%
Both teaching and research	*	47%	53%	*	62%	38%	35	46%	54%
Neither teaching nor research	116	64%	36%	120	64%	36%	117	67%	33%

Data Table 4: Academic Staff by Contract Type with proportion of female and male staff (%F and %M).

	2021			2022			2023		
	Fixed	Perm	Zero	Fixed	Perm	Zero	Fixed	Perm	Zero
G1 %F	<10%	36.0%	0.0%	<10%	33.3%	0.0%	<10%	33.3%	0.0%
G2 %F	*	42.4%	0.0%	<10%	45.7%	0.0%	<10%	51.4%	0.0%
G3 %F	56.3%	52.5%	0.0%	33.3%	51.7%	0.0%	27.3%	50.0%	0.0%
G4 %F	43.8%	60.7%	0.0%	33.3%	60.6%	<10%	40.7%	56.8%	<10%
G5 %F	60.0%	72.9%	<10%	50.0%	78.0%	<10%	75.0%	75.9%	<10%
G6 %F	33.3%	64.3%	13.1%	37.5%	73.3%	13.5%	70.6%	72.0%	12.7%
G1 %M	>90%	64.0%	100%	>90%	66.7%	100%	>90%	66.7%	100%
G2 %M	*	57.6%	100%	>90%	54.3%	100%	>90%	48.6%	100%
G3 %M	43.7%	47.5%	100%	66.7%	48.3%	100%	72.7%	50.0%	100%
G4 %M	56.2%	39.3%	100%	66.7%	39.4%	>90%	59.3%	43.2%	>90%
G5 %M	40.0%	27.1%	>90%	50.0%	22.0%	>90%	25.0%	24.1%	>90%
G6 %M	66.7%	35.7%	86.9%	62.5%	26.7%	86.5%	29.4%	28.0%	87.3%

Data Table 5: Total number of Professional, Technical and Operational (PTO^) Staff by (n) with proportion of female and male staff (%F and %M)

	2021			2022			2023		
	n	%F	%M	n	%F	%M	n	%F	%M
G1+	35	37%	63%	37	38%	62%	43	37%	63%
G2	81	48%	52%	91	47%	53%	95	50%	51%
G3	108	46%	54%	111	47%	53%	123	51%	49%
G4	99	56%	44%	107	59%	41%	117	62%	39%
G5	87	70%	30%	94	72%	28%	109	76%	24%
G6-	273	67%	33%	233	66%	34%	242	65%	35%

^Job families: Due to having legacy terms and conditions in place, SRUC has not yet harmonised job roles outside those across our Academic staff. The current position is that following evaluation, job roles are assigned to a grade and not defined job families in PTO areas. The establishment of non-academic job families is being examined as we work to harmonise our terms and conditions. The development of the reporting capabilities of the newly implemented HR system will look to capture and report on the data going forward**.**

Data Table 6: Total number of PTO Staff by Contract Type with proportion of female staff (percentage)

	2021			2022			2023		
	Fixed	**Perm**	**Zero**	**Fixed**	**Perm**	**Zero**	**Fixed**	**Perm**	**Zero**
G1 %F	25.0%	38.7%	0.0%	0.0%	43.8%	0.0%	20.0%	41.7%	0.0%
G2 %F	80.0%	46.7%	0.0%	50.0%	47.6%	0.0%	75.0%	48.9%	0.0%
G3 %F	33.3%	47.9%	<10%	50.0%	48.0%	0.0%	71.4%	50.9%	0.0%
G4 %F	45.5%	58.4%	0.0%	40.0%	63.2%	0.0%	42.9%	65.6%	0.0%
G5 %F	72.7%	69.7%	0.0%	71.4%	72.1%	<10%	71.4%	76.0%	<10%
G6 %F	73.7%	65.7%	<10%	66.7%	66.7%	<10%	64.7%	65.2%	12.6%
G1 %M	75.0%	61.3%	100%	100%	56.2%	100%	80.0%	58.3%	100%
G2 %M	20.0%	53.3%	100%	50.0%	52.4%	100%	25.0%	51.1%	100%
G3 %M	66.7%	52.1%	>90%	50.0%	52.0%	100%	28.6%	49.1%	100%
G4 %M	54.5%	41.6%	100%	60.0%	36.8%	100%	57.1%	34.4%	100%
G5 %M	27.3%	30.3%	100%	28.6%	27.9%	>90%	28.6%	24.0%	>90%
G6 %M	26.3%	34.3%	>90%	33.3%	33.3%	>90%	35.3%	34.8%	87.4%

Data Table 7: Recruitment - Academic staff by recruitment stage (APPL: Applied; INTER: Interviewed; OFF: Offered), grade and proportion of Female staff (percentage)

Year			Grade					
			1+	2	3	4	5	6-
2021	APPL	Total	0	19	216	259	48	<10
		%Female		*	38.6%	49.8%	42.0%	*
	INTER	Total	0	<10	44	79	19	<10
		%Female		*	28.2%	48.0%	*	*
	OFF	Total	0	<10	19	22	<10	<10
		%Female		*	*	55.0%	*	*
2022	APPL	Total	21	24	145	386	106	10
		%Female	*	*	40.9%	39.9%	49.2%	100%
	INTER	Total	10	<10	31	114	39	<10
		%Female	*	*	47.8%	46.4%	50.0%	*
	OFF	Total	<10	<10	12	32	20	<10
		%Female	*	*	*	42.3%	*	*
2023	APPL	Total	12	75	300	363	141	0
		%Female	*	21.5%	41.7%	37.2%	32.1%	
	INTER	Total	<10	21	84	92	22	0
		%Female	*	*	51.3%	44.4%	53.1%	
	OFF	Total	<10	<10	25	30	<10	0
		%Female	*	*	52.6%	50.0%	*	

Data Table 8: Recruitment - PTO staff by recruitment stage (APPL: Applied; INTER: Interviewed; OFF: Offered), grade and proportion of Female staff (percentage)

Year			Grade					
			1+	2	3	4	5	6-
2021	APPL	Total	32	110	141	238	349	1616
		%Female	*	55.6%	32.9%	54.9%	69.8%	69.7%
	INTER	Total	<10	16	45	49	55	179
		%Female	*	*	30.3%	47.8%	78.5%	78.9%
	OFF	Total	<10	<10	10	14	20	60
		%Female	*	*	*	*	*	79.1%
2022	APPL	Total	0	55	277	164	238	752
		%Female	0%	42.5%	36.7%	48.8%	58.1%	62.0%
	INTER	Total	0	26	87	58	70	188
		%Female	0%	47.4%	46.7%	55.7%	54.5%	70.9%
	OFF	Total	0	<10	21	19	28	74
		%Female	0%	*	56.5%	*	48.8%	72.6%
2023	APPL	Total	42	80	320	249	347	887
		%Female	40.6%	22.9%	47.7%	56.2%	65.6%	58.0%
	INTER	Total	<10	27	56	61	86	228
		%Female	*	*	75.5%	63.5%	70.9%	63.3%
	OFF	Total	<10	11	16	23	26	76
		%Female	*	*	*	56.4%	*	68.1%

Data Table 9: Executive Level recruitment via a recruitment agency over the three academic years. This recruitment was all Grade 1 or higher/

Recruitment stage	Total	Female (%)	Male (%)
Applications received	72	25.0%	75.0%
Candidates Interviews	36	33.3%	67.7%
Candidates Offered	*	40.0%	60.0%

Data Table 10a: Promotion – Academic Promotion

The data for two cycles of academic promotions data (only two cycles ran during the reporting period). Data are presented as eligible population (ELIG), total applied (APPL), total approved (APPR) and total rejected (REJ).

Year	Gender	Total staff Eligible	Total Staff Applied	Total application approved	Total applications rejected
2022	Male	205	16 (7.8%)	*	*
	Female	224	19 (8.5%)	*	*
2023	Male	218	19 (8.7%)	*	*
	Female	234	13 (5.6%)	*	*

Data Table 10b: Applications and success rates for Academic promotion by academic level

NOTE: Level 7-8 = associate/ lecturer/ fellow and largely equivalent to Grade 4 & 3; Level 9-10 = Senior lecturer/ reader/ professor and largely equivalent to Grade 2 & 1.

Level	Total applications		Success		Success rates % of successful of total applications)	
	Female	Male	Female	Male	Female	Male
Level 7-8	71.4%	28.6%	66.7%	33.3%	60.0%	75.0%
Level 9-10	41.5%	58.5%	43.3%	56.7%	59.1%	54.8%
Just professors	39.1%	60.1%	33.33%	66.67%	66.7%	85.7%

Data Table 11: Applications and success rates for PTO progression by grade

Note: this process was only open to commercial/consulting staff

Year	Gender	Total staff Eligible	Total Staff Applied	Total application approved	Total applications rejected
2021	Male	64	10 (15%)	*	*
	Female	63	13 (21%)	*	*
	Prefer not to say	<10	0	0	0
2022	Male	54	<10 (*)	*	*
	Female	80	12 (15%)	*	*
	Prefer not to say	<10	<10	<10	0
2023	Male	49	<10 (*)	*	*
	Female	84	<10 (*)	*	*
	Prefer not to say	<10	0	0	0

Glossary of Abbreviations and Acronyms

AHSSBL	Arts, Humanities, Social Science, Business and Law
ALT	Academic Leadership Team
AP	Action Point
APPL	Applied
APPR	Approved
AS	Athena Swan
BAME	Black, Asian and Minority Ethnic
BoS	Board of Studies
BSL	British Sign Language
CDN	College Development Network
CELT	Centre for the Enhancement of Learning and Teaching
CEO	Chief Executive Officer
COO	Chief Operating Officer
CLT	Commercial Leadership Team
EDI	Equality Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee
EqIA	Equality Impact Assessment
ELIG	Eligible
ELT	Executive Leadership Team
FAS	Farm Advisory Services
FE	Further Education
GBV	Gender Based Violence
HE	Higher Education
HESA	Higher Education Statistics Agency
HR	Human Resources
INTER	Interviewed
KE	Knowledge Exchange

LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer, Interesex+
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer +
MPM	Making Performance Matter
OD	Organisational Development
OFF	Offered
PC	Protected Characteristic(s)
PGR	Postgraduate Research
PGT	Postgraduate Taught
PPE	Personal Protective Equipment
PrSvs Mgmt	Professional Services Management Team
PSED	Public Sector Equality Duty
PTO	Professional, Technical and Operational
REJ	Rejected
RISE	Respect, Innovate, Support, Excel – SRUC's Values
RSN	Rainbow Staff Network
SAC	Scottish Agricultural College
SAT	Self-Assessment Team
SLT	Senior Leadership Team
SLWG	Short Life Working Group
SRUC	Scotland's Rural College
SRUCSA	SRUC Students' Association
SSI	Small Specialist institution
STEMM	Science, Technology, Engineering, Mathematics and Medicine
SVM	School of Veterinary Medicine
WAM	Workload Allocation Model