



# **Heriot-Watt University Equality Outcomes**

**April 2021- March 2025**

***Advancing Equality, Diversity and  
Inclusion***

## CONTENTS

1.	Introduction.....	3
2.	Rationale .....	4
3.	Equality Outcomes 2021-2025.....	5
	<b>EO 1: REDUCE THE MEDIAN GENDER PAY GAP .....</b>	<b>6</b>
	<b>EO 2: INCREASE THE NUMBER OF WOMEN IN STEM. ....</b>	<b>6</b>
	<b>EO 3: REDUCE UG GENDER IMBALANCE IN TARGET SUBJECT AREAS .....</b>	<b>7</b>
	<b>EO 4: SUPPORT ENDING GENDER-BASED VIOLENCE AND ACHIEVE WHITE RIBBON STATUS .....</b>	<b>7</b>
	<b>EO 5: SUPPORT THE PROGRESSION OF DISABLED ACADEMICS. ....</b>	<b>8</b>
	<b>EO 6: IMPLEMENT SFC TACKLING RACISM ON CAMPUS PROJECT RECOMMENDATIONS. ....</b>	<b>9</b>
	<b>EO 7: IDENTIFY AND REDUCE ANY ETHNICITY AWARD GAP. ....</b>	<b>9</b>
	<b>EO 8: ESTABLISH VIRTUAL EMPLOYEE NETWORKS .....</b>	<b>10</b>
	<b>EO 9: INCREASE RECRUITMENT OF DEAF UG STUDENTS. ....</b>	<b>10</b>
	<b>EO 10: DIVERSIFY THE COMPOSITION OF THE UNIVERSITY COURT AND OTHER INFLUENTIAL COMMITTEES. ....</b>	<b>11</b>
	<b>EO 11: ESTABLISH AN ANNUAL STUDENT/UNIVERSITY EDI SUMMIT. ....</b>	<b>11</b>
	<b>EO 12: MEASUREABLE CULTURE CHANGE. ....</b>	<b>12</b>
	Appendix: Advancing EDI Equality Outcomes Action Plan.....	13

# Advancing Equality, Diversity and Inclusion:

## Heriot-Watt University Equality Outcomes 2021-2025

### 1. Introduction

- 1.1** Equality Outcomes (EOs) are a core component of the University's Public Sector Equality Duty requirements and they outline activity over 2021-25. For us, our EOs focus on measurable activities that sit aside from our core activities and have the capacity support sustainable and transformational change for targeted groups across the equality, diversity and inclusion (EDI) spectrum.
- 1.2** The development of our EOs has taken place during the most extraordinary time. We have therefore been adaptive, developing outcomes that take cognisance of uncertainty. Alongside using specific equality data we have made better use of existing mechanisms for feedback such as University-wide employee 'pulse' surveys and focus groups from the development of our 2020 Athena SWAN award submissions at the University and departmental level<sup>1</sup>. We have made sure that workstreams for our Disability Inclusion Scientific Careers (DISC) project, our British Sign Language Local Plan Working Group (BSLLP), our Athena SWAN networks, student representative bodies and trades unions were part of the development process. Our Equal Pay Working Group (EPWG) focused on gender, disability and ethnicity pay gap analysis and created a specific pay gap action plan, the EPWG identified our pay gap **EO 1: REDUCE THE MEDIAN GENDER PAY GAP**.
- 1.3** Our EOs (and companions requirements<sup>2</sup>) respond to UK and Scottish specific duties. We know that these areas benefit all of Heriot-Watt. We are 'one university', offering the same academic standards and operating policies<sup>3</sup> across the world at campuses in Scotland (Edinburgh, Scottish Borders, Orkney), Dubai and Malaysia. We see these EOs as outcomes for all of Heriot-Watt, though there may be a need to create flexibility in implementation according to local circumstances. We are committed to progressing EDI outcomes across our jurisdictions
- 1.4** Given our context, we are aware that the EDI landscape can feel crowded and remote. This can be a barrier to reaching our community and negatively impacts on our outcome delivery. We recognised the need for an overarching EDI piece so that core activities and additional interventions can be seen in the round. Therefore alongside our EOs development we created a new Global EDI (GEDI) articulation of the University Strategy '[Strategy 2025](#)' and refreshed our equality and diversity oversight group which has evolved to a Global Equality, Diversity and Inclusion

---

<sup>1</sup> Department level in terms of Athena Swan relates to our Schools, as agreed with Advance HE.

<sup>2</sup> PSED publishing requirements [www.equalityhumanrights.com/en/publication-download/essential-guide-public-sector-equality-duty-guide-public-authorities-scotland](http://www.equalityhumanrights.com/en/publication-download/essential-guide-public-sector-equality-duty-guide-public-authorities-scotland)

<sup>3</sup> Unless <sup>3</sup>there are legal or cultural reasons for variation.

Board (GEDIB) that reports into the University Executive. Through the GEDI articulation we are; demystifying EDI, locating EDI at the centre of the strategic vision for the University and demonstrating our expectations to our University community.

## 2. Rationale

- 2.1** In developing our EOs we first examined progress across our 2017-21 EOs. Our 2017-21 EOs covered 44 actions, of which we completed 30, made progress but did not complete 13 and did not make progress on 1 (referring to disabled parking signage that will be moved into a core action). Full details can be found on our [EDI webpages](#).
- 2.2** We follow a process for identifying and addressing challenges (analyse, diagnose, remedy), and have utilised all the sources outlined above to create a set of EOs that will support sustainable and transformational change.
- 2.3** We have taken time to make sure the wider Scottish context is reflected in our work, pulling on the Equally Safe and Race Equality agendas. We know that these areas will have a transformative impact on improving how we work and its right that that is reflected in our EOs. We have made sure learning from the previous Scottish Funding Council (SFC) Gender Action Plan<sup>4</sup> has not been lost, subsuming it's principles into our EOs and providing a tangible link to our SFC Outcome Agreement. We took part on workshops and listened carefully to advice from the Equality and Human Rights Commission which supported our rationale for fewer more impactful EOs.
- 2.4** A lesson learned from the last four years has been that where we effectively directed resources we yielded results. This was seen in gender focused actions of; targeting recruitment to the University Court, improving our promotions process and increasing recognition through the honorary degree programme. We need to move toward sustainable outcomes through carrying good and proven practice into areas where the method can bring results.
- 2.5** We also know that we need to be better at making sure that EDI is part of our core work, so that our EOs are about adding value rather than what we should be doing anyway. To that end we are taking a focused approach to supporting fully embedding EDI throughout the University. We know that embedding is not a simple task but we are leading by example:
- embedding EDI into the annual budget planning round
  - refreshed and relaunched online EDI training across all jurisdictions along with mandatory completion requirement raised via performance development and review
  - raised expectation of equality and privacy impact assessment (EPIA) including the return of EPIA surgeries and a published library of completed EPIAs

---

<sup>4</sup> For more information visit [www.sfc.ac.uk/access-inclusion/equality-diversity/gender/gender.aspx](http://www.sfc.ac.uk/access-inclusion/equality-diversity/gender/gender.aspx)

- Senior leadership engagement through tailored EDI sessions, participation in Scotland-wide pilot Race Equality 'White Allyship' training
- Recognising that our commitment to wellbeing is part of the everyday, we are reinigorating our SANE [Black Dog Watt-Woof](#) association.

**2.6** The embedding and visible leadership of EDI across the University forms part of a step-change in approach where we acknowledge that this work is necessary core activity supporting interventions that create transformative change.

**2.7** We know that the EDI landscape is not static and we see these EOs as 'living commitments'. They will change and adapt over time, as they should, so that we are responsive to identified and emerging the challenges. Where we know there is a need for greater support or intervention to support embedding we may report on those actions and progress so that we can demonstrate how we are successfully enhancing EDI in our core work.

**2.8** We know that we must measure and monitor our progress and that a SMART (Specific, Measurable, Achievable, Realistic, and Timely) approach provides strong foundations for our actions. We know that some of our EOs and underpinning actions need to be 'smarter' and this will come with time. Some EOs are at initial stages and as we move through their implementation associated actions will emerge developed with a SMART approach. Our actions are outlined in the Appendix: Advancing EDI Equality Outcomes Action Plan on page 13.

### **3.** [Equality Outcomes 2021-2025](#)

**3.1** Our EOs are an outline of where we want to make transformative change. They are based on areas where we will work across Heriot-Watt and in some instances where we will work in partnership with others as together we can make more impact.

**3.2** Our EOs outline areas of priority over 2021-25 however they are not an exhaustive list. We know that there will be other areas where we will take forward transformative actions as part of our everyday, and as we move through 2021-25 we are all too aware that events outwith our control will impact on us and we will respond, embedding EDI as we do. During our midpoint review we may add to our EOs to enable a responsive approach to the EDI landscape.

**3.3** We have twelve EOs; eleven covering specific EDI interventions/initiatives and a twelfth that seeks to measure culture change. Our EOs include actions rooted in EDI activities that have involved and engaged communities of interest and the lived experience. Others are about setting in motion the work needed to create relevant and tangible outcomes. This section outlines each of the EOs ahead of presenting our action plan in the Appendix: Advancing EDI Equality Outcomes Action Plan. We have provided an *Action Plan Quick Link* underneath each EO outline.

## EO 1: REDUCE THE MEDIAN GENDER PAY GAP

- 3.4 The University's acknowledges that we have a significant issue in terms of a gender pay gap which we recognise as a *persistent* gender pay gap. We address the issues in more detail under separate cover detailed in the April 2021 published Pay Gap Information including Equal Pay Statement<sup>5</sup> and our Athena Swan Bronze University Action Plan.
- 3.5 Currently our gender pay gap figures are 19.5% mean and 21% median. We believe that an overall target of reducing the median gender pay gap should demonstrate a stable and sustainable change over time. This is a shift from concentrating on the mean figure. This is because we recognise that the mean figure can shift as a result of minor changes whereas the median requires greater change to influence a reduction in the identified pay gap.
- 3.6 Pay gaps exist for disability and ethnicity but we need to do more to understand the data, specifically we need better disclosure data to help diagnose what those gaps really mean for us. These issues are also covered in more detail in our April 2021 published Pay Gap Information including Equal Pay Statement<sup>6</sup>.
- 3.7 While Heriot-Watt may not be vastly out of step with the benchmark HEIs we are committed to transformational change. An EO focusing on a reduction in the median gender pay gap introduces an ambitious 5-10% reduction target, the first time a target has been set – endorsed by the Equal Pay Working Group and the University Executive.

*Action Plan Quick Link:* **Reduce the median gender pay gap**

## EO 2: INCREASE THE NUMBER OF WOMEN IN STEM.

- 3.8 We know that an influencing factor in our gender pay gap relates to the representation of women in our academic grades. We are a science, engineering and technology (STEM) focused university which results in specific gender representation challenges which we are committed to addressing.
- 3.9 Heriot-Watt has been a long-term advocate for addressing the underrepresentation of women in STEM. A founding member of the Athena SWAN Charter we have yet to see the step change in representation we would wish to see. We understand that there are gendered issues that present real barriers to recruitment, promotion and retention - we also know that we have had some tangible success in these areas and that we can do more and do better.
- 3.10 We will mainly draw on our University and departmental Athena Swan mechanisms to address the underrepresentation of women in STEM across HWU. A number of our specific EO actions and embedding work will also positively impact on this outcome so we hope to see transformational, sustainable change given our considerable focus over 2021-25.

---

<sup>5</sup> Documentation can be found at [www.hw.ac.uk/equality](http://www.hw.ac.uk/equality)

<sup>6</sup> Documentation can be found at [www.hw.ac.uk/equality](http://www.hw.ac.uk/equality)

*Action Plan Quick Link: Increase the number of women in STEM*

**EO 3: REDUCE UG GENDER IMBALANCE IN TARGET SUBJECT AREAS**

- 3.11** The SFC Gender Action Plan included targets to address the underrepresentation of men and women in priority subject areas. This work was linked to the Scottish Government's Developing the Young Workforce - Scotland's Youth Employment Strategy and while these agendas have been subject to change, the concentration on gender imbalance in subject areas is relevant across Heriot-Watt given our STEM focus. The imbalance continues to be an issue particularly for subject areas such as; physics, electrical engineering, civil engineering, building & construction, Computer Science where there is underrepresentation of women and in our Textiles and Design subjects where men are underrepresented.
- 3.12** Addressing the gender ratio in subject areas supports Heriot-Watt to address occupational segregation across the courses that we offer where we fall short of the 75:25 ratio expectation that was originally set by the SFC and recognises the role we play in the pipeline.
- 3.13** A specific additional funding stream of some £800K is to be made available through the Mary Burton Fund as part of the University 1821 celebrations over 2021-25. Fundraising is currently underway with the aim to create a funding pot to be allocated as outlined below:
- £40K in scholarships
  - £340K for a schools programme
  - £120K for careers support
  - £140K for student led women in STEM groups
- 3.14** We anticipate the fund creating real and tangible impact through significant additional resources that will provide individual impact and crucial embedding lessons for future activity. The fund will support improvements in the gender diversity of course applicants, retain underrepresented students on these courses, and support female students in these areas into employment and well positioned for leadership track. This intervention will support lifelong impact for students, impacting on their degree subject and classification, graduate outcomes, and therefore their entire career outcomes.

*Action Plan Quick Link: Reduce UG gender imbalance in target subject areas*

**EO 4: SUPPORT ENDING GENDER-BASED VIOLENCE AND ACHIEVE WHITE RIBBON STATUS**

- 3.15** Heriot-Watt has been a longstanding and founding member of the Fearless Edinburgh Partnership. We have taken an active role in supporting work to address Gender-Based Violence (GBV) across Scotland sharing good practice and support to other locations establishing 'Fearless' partnerships. These activities alongside the expertise, learning and tools provided via the Emily Test and the Equally Safe agenda means we know more about our varied community and the challenges they face than ever before. We're acutely aware that over the COVID-19 pandemic some have been in precarious circumstances and we want to visibly show our community

and beyond that we stand with victims of GBV and are active partners in eradicating violence against women and girls.

- 3.16** We will take forward crucial activities centring upon a victim led approach through our professional wellbeing services, human resources and partnerships with our student representative bodies. Alongside this we want to show our commitment with achieving White Ribbon Status.
- 3.17** The Campaign in Scotland works to support organisations to achieve 'White Ribbon Status' through senior commitment which is influential and visible, the establishment of a steering group, identification of men within the organisation to champion White Ribbon and become 'speakers', matched engagement by student leaders and an action plan demonstrating how an organisation will take steps to raise awareness and spread engagements. 'It is a year on year approach which will see more and more men become actively involved in eliminating violence against women'<sup>7</sup>.
- 3.18** Achieving White Ribbon status is not an end point, rather be beginning of a consistent and committed approach to bringing the University community together and working with our Fearless partners to support a consistent approach.

*Action Plan Quick Link: Support ending gender-based violence including achieving White Ribbon Status*

#### **EO 5: SUPPORT THE PROGRESSION OF DISABLED ACADEMICS.**

- 3.19** In 2018 [Heriot-Watt was awarded significant funds from EPSRC for a Disability Inclusive Science Careers \(DISC\) project](#). Building on the lived-experience data gathered by the DISC project there is considerable evidence supporting development of an intervention focusing on the progression of disabled academics across promotion, progression and recognition at HWU. The workstream includes actions to:
- build on successful processes for promotions explicitly demonstrating consideration of disability related impact
  - ensure contribution and recognition processes fully embed the core principles
  - review and refresh of policies and accompanying procedures expressly addressing language tone and use
  - mentor/role model and networking opportunities for development and use across the DISC partnership
- 3.20** The purpose of the outcome is to raise the profile and visibility of disability throughout the academic career path particularly in promotion and progression. In order to support the goal there is a need to address underlying barriers in language and therefore intention. Creating a range of visible resources will support disabled employees across the University community.

*Action Plan Quick Link: Support the progression of disabled academics*

---

<sup>7</sup> White Ribbon Campaign Scotland Toolkit, p6



## EO 6: IMPLEMENT SFC TACKLING RACISM ON CAMPUS PROJECT RECOMMENDATIONS.

- 3.21** Over 2020 to early 2021 the University was part of the Scottish Funding Council supported [Tackling Racism on Campus Project](#). The project responded to the Equality and Human Rights Commission 2019 report into racial harassment in higher education [Tackling racial harassment: universities challenged](#). The materials, resources and recommendations from the project were launched in March 2021.
- 3.22** Heriot-Watt is committed to building on our experience as a lead member of the steering group and a participant in the project's pilot White-Allyship training. We are committing to implementing all the recommendations and utilising all the resources emerging from The Project. An outline of how this process will be undertaken is currently in development and will be published in due course.

*Action Plan Quick Link: [Implement SFC Tackling Racism on Campus Project](#)*

## EO 7: IDENTIFY AND REDUCE ANY ETHNICITY AWARD GAP.

- 3.23** There has been a longstanding recognition of the need to fully analyse any degree award gap by ethnicity. We are pleased to be responding to this pressing need in a partnership approach with the student representative bodies across our jurisdictions.
- 3.24** We are taking an approach that enables activity across all our of Heriot-Watt recognising that the UK understanding of black and minority ethnic (BAME) racial discrimination and disadvantage maybe different in Dubai and Malaysia.
- 3.25** A fully understood position around any ethnicity award gap to be understood requires dedicated time and resource and we are making sure that these elements are in place to ensure the work is taken forward. This EO establishes an Award Working Group that will report directly to the University Committee for Learning and Teaching.
- 3.26** The Award Working Group will cover 3 phases in year one (June 2021- June 2022) with the implementation of the findings from the group over the remaining period (July 2022 – March 2025):
- **Phase 1: Analyse.** Analysis of data from across HWU based on ethnicity to determine any award gap
  - **Phase 2: Diagnose.** Understand and diagnose issues arising
  - **Phase 3: Remedy.** Create an outline of actions to address issues arising
  - **Implementation:** July 2022-March 2025 (with evaluation via impact measuring)
- 3.27** It is anticipated that recommendations from the working group would include an evaluation tool/mechanism and an embedding outline for implemented actions.

*Action Plan Quick Link: [Identify and reduce any ethnicity award gaps](#)*

## EO 8: ESTABLISH VIRTUAL EMPLOYEE NETWORKS

- 3.28** In the past Heriot-Watt has had low engagement in staff networks linked to protected or groups of interest. The COVID-19 pandemic and the move to virtual working has created opportunities to develop networks and extend our engagement. We know from other employers, HE and FE that networks provide peer support and help to build and sustain an inclusive culture.
- 3.29** We want find ways to support staff and to link into University management and broader engagement structures. Creating sustainable support networks that enable employees and management to plan and respond effectively to issues/matters arising for relevant groups.
- 3.30** We are committing to supporting employee networks, prioritising establishing a disability network across all of Heriot-Watt and an LGBT group focusing on the UK.

*Action Plan Quick Link:* **Establish virtual employee networks**

## EO 9: INCREASE RECRUITMENT OF DEAF UG STUDENTS.

- 3.31** Our British Sign Language Local Plan (BSLLP) contains a commitment to increase the intake of Deaf UG students. We know that we have had challenges in this area and need to find new ways of creating space to reach potential new students. Bringing this commitment into our EOs helps to demonstrate that we are committed to progressing this action and creating real change.
- 3.32** We want to work with Edinburgh regional partners, creating an annual 'virtual' outreach programme 'The Virtual Tertiary Roadshow' to showcase tertiary education opportunities across the Edinburgh area, open to all but tailored to BSL users.
- 3.33** There already exists considerable collaboration across the tertiary education settings in Edinburgh that recognises the significant overlap between student communities in the region. This includes new and alternative pathways for articulation to university from college as well as partnerships that focus on seamless student support. This EO commits us to establishing a process and inviting regional FE/HE institutions to take part so that we can increase in the intake of Deaf UG students.
- 3.34** FE and HE have shared requirements under the BSL related legislation and share commitments to significantly improve offerings to and representation of BSL users. Bringing together the tertiary sector to create a virtual outreach programme or 'The Virtual Tertiary Roadshow' would support partnership approaches, enable a virtual network and demonstrate to BSL users that Edinburgh area is a vibrant and accessible BSL community.

*Action Plan Quick Link:* **Increase recruitment of Deaf UG students**

## **EO 10: DIVERSIFY THE COMPOSITION OF THE UNIVERSITY COURT AND OTHER INFLUENTIAL COMMITTEES.**

- 3.35** The University Court has acknowledged that broadening and refreshing membership would better support a dynamic and flourishing community. This acknowledgement recognises that breath of experience can support greater potential for leading by example in the composition of all our influential committees. We know that embedding EDI and diversifying representation in decision-making will strengthen EDI across HWU.
- 3.36** There are a number of ways that we can influence both perceptions and the operational effectiveness of the University Court in EDI terms. We could strengthen the appeal of the governing body to encourage a more diverse composition. The 'workings' of the University Court could be reviewed and refreshed to support embedding EDI more effectively, linking to guidance from the Scottish Code of Good Higher Education governance and embedding recommendations and resources from the Racism on Campus Project. We are using this EO to dedicate focused time and resource to explicitly to support the University Court to lead out on EDI.
- 3.37** Working to support improved composition, explicitly placing EDI within the working of our influential committees supports our step change in approach at the highest level.

*Action Plan Quick Link:* **Diversify the composition of the University Court and other influential committees**

## **EO 11: ESTABLISH AN ANNUAL STUDENT/UNIVERSITY EDI SUMMIT.**

- 3.38** The University and student representative bodies explicitly including sport, work closely across the EDI space. Over 2017-21 collaborative events around Diversity Month, Wellbeing Week, Black History Month and international recognition days such as International Women's Day have been successful though limited in long-term impact. As a result some collaborations fall into ongoing core work (Wellbeing Week, Black History Month and international recognition days) and others are to be discontinued (Diversity Month) due to undiscernible impact.
- 3.39** When we work closely on policy/procedural changes (such as the introduction of the Guarantors' Scheme or delivering No By-Stander and Unconscious Bias Training) we have had real and tangible impact. At a student engagement session in 2020 it was agreed that going forward an EDI Summit would be a way to focus on EDI matters impacting on students, working with office bearers to continue to create longevity of impact from collaborative work, highlighting specific workstreams for action. One example of this is the partnership approach to identifying and reducing any ethnicity award gap contained in EO 7.
- 3.40** We know that this summit could be a mechanism to bring together the student communities across all our campuses providing a forum for our One University to celebrate, prioritise and advance EDI.

*Action Plan Quick Link:* **Establish an annual Student/ University EDI Summit**

## EO 12: MEASUREABLE CULTURE CHANGE.

**3.41** Alongside specific success measures/targets for each EO the work we're undertaking should have an overall impact on the University culture. We would expect to see change represented through a shift in a range of embedding measures as outlined in Table 1: Embedding Measures.

*Table 1: Embedding Measures*

- ✓ Increase in disclosure rates across protected characteristic groups
- ✓ Reduction in prefer not to answer in any disclosure exercise
- ✓ Increase in positive responses to EDI related questions in staff surveys
- ✓ Increase in EDI related HWU news items
- ✓ Increase in uptake of online training for all EDI modules
- ✓ Increase in participation in EDI engagement events
- ✓ Increase in completed EPIA
- ✓ Increase in EDI highlighted complaints, grievances
- ✓ Increase in committee/board items relating to EDI
- ✓ Committees/boards annually report on composition and demonstrate EDI through a report log
- ✓ All new/refreshed policy/procedures use positive language
- ✓ All virtual platforms are accessible

**3.42** We see that the measuring culture change EO is 'the sum of the parts' – we hope that in 5years time we will be showing how we have successfully embedded EDI across all our jurisdictions and created tangible change. We also know that this list of measures will be subject to amendment. As we move through 2021-25 we may find additional/new indicators of embedding EDI that we would want to include.

*Action Plan Quick Link: Measurable culture change*

## Appendix: Advancing EDI Equality Outcomes Action Plan

Ref	Equality Outcome (Objective)	Identified Challenge	Sub-actions	Success measures	Owner	Start – complete
1.	<b>Reduce the median gender pay gap</b>	Persistent gender pay gap with slow progress over time. A range of actions across our pay gap and Athena Swan work should support reducing the median pay gap.	<ul style="list-style-type: none"> <li>Contained April 2021 published Pay Gap Information including Equal Pay Statement</li> </ul>	<ul style="list-style-type: none"> <li>Year on year decrease in gender pay gap both mean and median</li> <li>Reduced the median gender pay gap by 5-10%</li> </ul>	Global Director of HR	Q1 2021 - Q1 2025
2	<b>Increase the number of women in STEM</b>	Evidence from our Athena Swan research and gender pay gap work shows that the biggest challenge to addressing underrepresentation of women at HWU and the persistent gender pay gap is to increase the number of women in STEM.	<ul style="list-style-type: none"> <li>As contained in the Athena Swan University Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>Increase in women across academic grades</li> <li>Increase in promotion, progression and recruitment of women</li> <li>Reduction in the gender pay gap – both mean and median</li> </ul>	Vice-Principal & Provost	Q1 2021- Q1 2025
3.	<b>Reduce UG gender imbalance in target subject areas</b>	Long standing issue of gender imbalance was highlighted originally by the Scottish Government/SFC Gender Action Plan. The gender imbalance continued to be an issue. Marking the 1821 anniversary for HWU has included additional funding to target women into underrepresented subject areas.	<p>Fundraising for the Mary Burton Fund creating the following pots:</p> <ul style="list-style-type: none"> <li>£40K in scholarships</li> <li>£340K for a schools programme</li> <li>£120K for careers support</li> <li>£140K for student led women in STEM groups</li> </ul>	<ul style="list-style-type: none"> <li>£40K Scholarships supporting underrepresented students to complete programmes* awarded</li> <li>Increase of underrepresented groups on prioritised programmes</li> <li>Schools programme in place and evaluated</li> <li>Increase in the number of students receiving careers support for programme of study and after HWU destination</li> <li>Improved networking opportunities for women in STEM programmes (UG/PGR/PGT)</li> <li>Reduce UG gender imbalance in priority areas to 77:25 ratio</li> </ul> <p>* <i>number of students tbc</i></p>	Associate Principal (Access & Inclusion)	Q4 2021- Q1 2025

4.	<b>Support ending gender-based violence including achieving White Ribbon Status</b>	Heriot-Watt is an active Fearless Edinburgh Partner and supports the Equally Safe approach and the Emily Test. We want to clearly demonstrate our commitment to ending male violence. White Ribbon Campaign is a shared commitment across Fearless Edinburgh.	<ul style="list-style-type: none"> <li>▪ Establish a White Ribbon Working Group including clear leadership</li> <li>▪ Complete White Ribbon Self-assessment</li> <li>▪ Set in place actions for 2021-25 to achieve, retain and visible address GBV across all our locations Raise awareness of VAWG in all its forms.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A wide support network of male volunteers across HWU</li> <li>▪ Visible media (all types) campaigns)</li> <li>▪ Achieve and retain White Ribbon Status</li> <li>▪ Embedded GBV approach and narrative</li> </ul>	Vice-Principal & Provost	2021 - 2025
5.	<b>Support the progression of disabled academics</b>	Poor disclosure and unknown progression of disabled employees particularly academic. Evidenced by the DISC project.	<ul style="list-style-type: none"> <li>▪ Building on successful processes for promotions explicitly demonstrating consideration of disability related impact</li> <li>▪ Ensure contribution and recognition processes fully embed the core principles</li> <li>▪ Review and refresh of policies and accompanying procedures expressly addressing language tone and use</li> <li>▪ Mentor/role model and networking opportunities for development and use across the DISC partnership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased disability disclosure across academic community</li> <li>▪ Increase in promotion, progression, recognition of disabled employees</li> <li>▪ Improved staff survey results for disabled staff</li> <li>▪ Reduction of any pay gap</li> <li>▪ Increased disability disclosure</li> <li>▪ Increase in progression and promotion of disabled academics</li> <li>▪ Improved reliability of data for disability pay gap</li> </ul>	Deputy Principal (Research & Innovation)  Global Director of HR	Q3 2021- Q4 2024
6	<b>Implement SFC Tackling Racism on Campus Project Recommendations</b>	Responding to the EHRC Universities Challenged report SFC commissioned a Steering Group to respond to issues raised. Recommendations and Assets were launched in March 2021.HWU was a	<ul style="list-style-type: none"> <li>▪ Self-Assessment via diagnostic tool</li> <li>▪ Embedding White Allyship credentials across HWU</li> </ul>	<ul style="list-style-type: none"> <li>▪ HWU publicises position linked to diagnostic tool</li> <li>▪ Published plan of action responding to the statement of intent</li> <li>▪ HWU specific campaign and use of materials</li> </ul>	Vice-Principal & Provost	Q2 2021- Q4 2023

		lead member of the Steering Group and took part in pilot training.	<ul style="list-style-type: none"> <li>Outline actions for next steps.</li> </ul>	<ul style="list-style-type: none"> <li>New/emerging EO from 2023/24</li> </ul>		Q1 2024-Q4 2025
7.	<b>Identify and reduce any ethnicity award gaps</b>	Student representative bodies and HWU have long suspected award issues but require dedicated work to take forward activity.	<ul style="list-style-type: none"> <li>Analyse: analysis of data from across HWU based on ethnicity to determine any award gap</li> <li>Diagnose: understand and diagnose issues arising.</li> <li>Remedy: create an outline of actions to address issues arising</li> </ul>	<ul style="list-style-type: none"> <li>Working Group established with clear remit to report within first 6 months</li> <li>Commitment from UE to implement findings from the group</li> <li>Clear plan of action for implementation of any restorative actions in priority areas.</li> <li>Develop new EO for 2023-2025</li> </ul>	Deputy Principal (Education & Student Life)	Q2 2021-Q4 2022  Q1 2023-Q1 2025
8.	<b>Establish virtual employee networks</b>	HWU has not been able to establish staff networks. New working as a result of the COVID 19 pandemic has created the space for establishing virtual (with potential for IRL networks).  There is a particular need to focus on networks for disabled employees and members of the LGBT community.	<ul style="list-style-type: none"> <li>Communication and structural arrangements for virtual networks</li> <li>Recruitment/membership drive</li> <li>Review and amend after 12 months</li> <li>Embed networks and create new/emerging EO depending on success</li> </ul>	<ul style="list-style-type: none"> <li>Disability Network established</li> <li>LGBT Network established</li> <li>Links into wider employee engagement</li> <li>Successful evaluation</li> <li>Embedded disability and LGBT networks</li> </ul>	Global Director HR	Q3 2021-Q4 2022  Q1 2023-Q4 2025
9.	<b>Increase recruitment of Deaf UG students</b>	Part of our BSLLP commitment is to increase Deaf student UG numbers. We want to maximise the experience for potential students through an annual virtual event with the potential to involve and Edinburgh based partnership for an improved experience.	<ul style="list-style-type: none"> <li>Agreement across Edinburgh region to hold an event</li> <li>Establishing a virtual tertiary roadshow with Edinburgh regional partners</li> <li>Build monitoring and evaluation tool</li> </ul>	<ul style="list-style-type: none"> <li>'The Virtual Tertiary Roadshow' takes place annually from 2021 – reviewed in 2024</li> <li>Articulation and evaluation of event from participants is high</li> <li>Increase in UG recruitment with a direct link to the programme</li> </ul>	Equality & Diversity Partner/ Assistant Prof. R Adam	Q2 2021 – Q1 2025
10	<b>Diversify the composition of the University Court and other influential committees</b>	Recognition that embedding EDI and diverse membership in decision-making forums, particularly the University Court and other influential committees, better supports EDI across HWU; leading by example.	<ul style="list-style-type: none"> <li>Reinvigorate recruitment statement</li> <li>Create mentoring programmes</li> <li>Seek to recruit via 'non-traditional routes'</li> </ul>	<ul style="list-style-type: none"> <li>PC disclosure across all committees/boards</li> <li>50:50 gender ratio</li> <li>Annual reporting of EDI composition</li> <li>Compliance with the Scottish Code of Good Higher Education Governance</li> </ul>	University Secretary	Q2 2021-Q1 2025

			<ul style="list-style-type: none"> <li>▪ Step change in meeting type/format</li> <li>▪ Support disclosure of PCs across governance</li> <li>▪ Annual EDI reporting for all influential committees</li> </ul>			
11	<b>Establish an annual Student/ University EDI Summit</b>	During an EDI focus group about the development of a Global EDI Strategy and to triangulate Athena Swan research findings students identified a need to have an explicit forum for conversations with the University on EDI matters.	<ul style="list-style-type: none"> <li>▪ Establish timeline</li> <li>▪ Establish ToR including anticipated review timeline</li> <li>▪ Annual event in to run from AY 2021-22</li> </ul>	▪ Annual EDI Summit throughout 2021-25	Equality & Diversity Partner	2021 - 2025
12	<b>Measurable culture change</b>	We know that there is a need to show real change and we think that our more considered and embedded approach with added value EOs supports broader culture change. We want to be able to show it across a range of success measures or <i>embedding measures</i> to show progress and support future work.	<p>Contained in:</p> <ul style="list-style-type: none"> <li>▪ EOs</li> <li>▪ Pay Statement</li> <li>▪ Athena Swan</li> <li>▪ BSLLP</li> <li>▪ Fearless Edinburgh</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete EOs</li> <li>▪ Increase in disclosure rates across protected characteristic groups</li> <li>▪ Reduction in prefer not to answer</li> <li>▪ Increase in positive responses to EDI related questions in staff surveys</li> <li>▪ Increase in EDI related HWU news items</li> <li>▪ Increase in uptake of online training for all EDI modules</li> <li>▪ Increase in participation in EDI engagement events</li> <li>▪ Increase in completed EPIA</li> <li>▪ Completed Race Equality Self-Assessment</li> <li>▪ Increase in EDI highlighted complaints, grievances</li> <li>▪ Increase in committee/board items relating to EDI</li> <li>▪ Committees/boards annually report on composition and demonstrate EDI through a report log</li> <li>▪ All new/refreshed policy/procedures use positive language</li> <li>▪ All virtual platforms are accessible</li> <li>▪ Athena Swan retention and progression</li> </ul>	<p>Vice-Principal &amp; Provost</p> <p>Provost (Malaysia)</p> <p>Provost (Dubai)</p>	Q2 2024- Q4 2025