Institution Application
Bronze and Silver Award

ECU GENDER CHARTER

Athena SWAN

ECU EQUALITY CHARTERS

ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Submission
Word limit	**10,500**	**10,454**
1. Recommended word count		
1.Letter of endorsement	500	622
2.Description of the institution	500	587
3. Self-assessment process	1,000	1018
4. Picture of the institution	2,000	1687
5. Supporting and advancing women's careers	5,000	6238
6. Supporting trans people	500	275
7. Further information	500	27
Covid 19	500	

Name of institution	University of Huddersfield
Date of application	April 2020
Award Level	**Bronze**
Date joined Athena SWAN	2013
Current award	**Date:** September 2015 **Level:** Bronze
Contact for application	**Susan Branton**
Email	S.F.Branton@hud.ac.uk
Telephone	01484 473887

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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

Head of Athena SWAN
First Floor, Napier House
24 High Holborn
London, WC1V 6AZ

20th May 2020

Dear Mr Lush,

I am pleased to submit the University of Huddersfield's Athena SWAN Bronze Award renewal application. This submission describes the progress made since the previous award in 2015; key actions implemented to date; and actions planned to further embed the Athena SWAN (AS) principles into all that we do at the University.

My commitment to achieving gender equality, as well as equality for all, across the University, is reflected through the strategic, organisational, investment and policy and practice changes which I have already made, as well as those in progress and planned. The major changes already made, outlined below, were as a result of strategic decisions made in the University's early work around the AS agenda, the feedback received on the failed November 2018 submission and as a result of the University's series of staff and student consultations in developing the University 2025 Strategy Map (SM):

- Establishing the University Equality, Diversity and Inclusion Enhancement Committee (UEDIEC) in Spring 2019, which reports to the University Senate and Senior Leadership Team for Schools and Services (SLTSS), and is chaired by the Pro Vice-Chancellor for Teaching and Learning, Professor Jane Owen-Lynch. The UEDIEC undertakes the role of the AS self-assessment team and has a standing AS agenda item for each School as well as for the University.
- The SM includes our aim to: "Grow an inclusive community of leaders and managers to develop people to achieve excellence".
- Appointing a University AS Lead, a Research Fellow dedicated to AS matters, a Senior Officer for EDI and creating a network of EDI champions for all Schools and Services.
- An overhaul of the academic appraisal process including promoting career planning and promotion opportunities across both teaching and research.
- Undertaking an AS all staff survey and focus groups to ensure our AS priorities are driven by qualitative as well as quantitative data.

Progress achieved since 2015 is reflected in the significant increase in the proportion of female Research Assistants as well as in Lecturer and Reader level posts across the institution.

The main challenges we still face is the under-representation of women in senior posts and the gender imbalances in specific Schools and Departments. This submission, and specifically the action plan describes those actions underway or planned to address this by:

- Increasing the proportion of academic and research job applications from women through a series of changes to the recruitment process and training.
- Increasing the proportion of women attaining academic promotion through implementing the changes to the appraisal and promotion processes, continuing career development workshops and providing line managers with updated guidance on supporting those going through the promotion process.
- Supporting Schools in their AS action planning to highlight gender equality issues and enabling any necessary change in local practices and culture.

I give my personal commitment to ensuring the action plan continues to be implemented to address these challenges in order to achieve a culture and practice of gender equality across the University.

I feel unable to conclude without referencing the effects the coronavirus pandemic is having on our lives. There has been a lot of recent evidence suggesting that the resulting working conditions disproportionately disadvantages working parents, and women in particular. We are working to ensure all colleagues feel supported during this time: with regular contact from line managers, colleagues, senior management and myself; by relaxing the parameters of flexible working to enable colleagues to fulfil their caring responsibilities; and by embracing alternative ways of working to meet the needs of both colleagues and students.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the University.

Yours sincerely,

Professor Bob Cryan CBE DL CMgr CCMI FREng
Vice Chancellor & Chief Executive

(Word Count 622)

Glossary of terms, abbreviations and acronyms used in this application.

Acronym	Meaning
AS	Athena SWAN
AP	Action Plan
ASWG	Athena SWAN Working Group
BAME	Black, Asian, and Minority Ethnic
CMI	Chartered Management Institute
CROS	Careers in Research Online Survey
CP&SS	Central Professional and Support Services
DL	Dependant Leave
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
FT	Full-time
FTC	Fixed Term Contract
FTE	Full-time equivalent
GDPR	General Data Protection Regulation
HBS	Huddersfield Business School
HEA	Higher Education Academy
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
HRG SMT	Human Resources Group, Senior Management Team
ID	Identification
IOSH	Institution of Occupational Safety and Health
IT	Information Technology
KIT	Keeping in Touch
KPI	Key Performance Indicator
L / Lec	Lecturer
LGBTQI+	Lesbian, Gay, Bisexual, Trans, Queer and Intersex
MIS	Management Information Systems
PC	Personal Computer
PDRA	Post-doctoral Research Assistant
PEF	Principal Enterprise Fellow
PGR	Postgraduate Research Student
PGT	Postgraduate Taught Student
PIRLS	Principal Investigators and Research Leaders Survey
PRF	Principal Research Fellow
Prof	Professor
PSS	Professional & Support Staff
PT	Part-time
QoWL	Quality of Working Life Survey

R	Reader
RA	Research Assistant
REF	Research Excellence Framework
RF	Research Fellow
ROI	Return on Investment
SADA	School of Art, Design and Architecture
SAS	School of Applied Sciences
SAT	Self-Assessment Team
SAWG	Self-Assessment Working Group
SD	Staff development
SEPD	School of Education and Professional Development
SCE	School of Computing and Engineering
SHHS	School of Human and Health Sciences
SL	Senior Lecturer
SLT	Senior Leadership Team
SLTSS	Senior Leadership Team, Schools and Services
SM	Strategy Map
SMC	Senior Management Committee
SMHM	School of Music, Humanities and Media
SPL	Shared Parental Leave
SRF	Senior Research Fellow
SU	Students' Union
SD	Staff Development Department
TEF	Teaching Excellence Framework
UEDIEC	University Equality, Diversity and Inclusion Enhancement Committee
UG	Undergraduate
UoA	Unit of Assessment
UoH	University of Huddersfield
URC	University Research Committee
URF	University Research Fund
USAC	University Self-Assessment Committee
UTF	University Teaching Fellow
UTLC	University Teaching and Learning Committee
VC	Vice-Chancellor
VSS	Voluntary Severance Scheme
WAM	Workload Allocation Model
WLA	Workload Allocation
%M	Percentage Men
%M-B	Percentage of BAME men
%M-NB	Percentage of non-BAME men

%W	Percentage Women
%W-B	Percentage of BAME women
%W-NB	Percentage of non-BAME women

Technical notes and Data sources used in this application

Departmental data is compared with academic staff aligned by cost centre.

The figures used refer to headcount unless stated otherwise.

Data are reported on 31st August each year.

Benchmarking data has been taken from https://www.hesa.ac.uk/services/heidi-plus.

The HESA benchmark salary ranges do not align directly with those of UoH for RF/SRF/PRF/PEF/L/SL/PL/Reader roles. HESA RF/SRF and Lec/SLec benchmark salary range covers all grade 7 and lower half of grade 8 and PRF/PEF and PL/Reader covers upper half of grade 8 and all grade 9.

Where a figure is five or fewer this has been reported as ≤5 to preserve anonymity.

Where there is no statistically significant difference between gender and a variable the relevant graphs, charts and data are not included. This is often referred to as 'no evidence of a relationship' as, without additional data and controlling for additional variables, we cannot make a concrete conclusion on the relationship itself, only from the data presented.

Section 2.v) excludes PSS staff as they are not recorded against a departmental cost centre.

UoH acknowledges the problematic use of the term 'non-BAME' as perpetuating otherness. This was deemed preferable to the term 'White', which would overemphasise an already dominant group, when the focus should be on BAME.

Advance HE (HESA) Benchmark[+] refers to the publication 'Equality and Higher Education Staff Statistical Report 2019', published by Advance HE, with data provided by HESA.

In action plan, priority actions denoted by **[P]**.

2. DESCRIPTION OF THE INSTITUTION
Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i)   information on where the institution is in the Athena SWAN process

The University of Huddersfield (UoH) gained an Athena SWAN Bronze award in 2015. The University subsequently submitted a renewal application in November 2018, however this was unsuccessful. Since this last application there has been considerable change in UoH's Athena SWAN (AS) and EDI organisation structure, accountability and responsibility. The Pro Vice-Chancellor (Teaching and Learning), Professor Jane Owen-Lynch, as Chair of the UEDIEC and member of UoH's Senate, SLTSS and Executive, has led the changes to many university wide processes, procedures and practices in order to spearhead the enhancement of a culture of gender equality as well as equality of opportunity for all. This document is UoH's renewal application for the Athena SWAN Bronze award after the permitted grace period of one year. It addresses all the points raised in the feedback from the unsuccessful 2018 application and reflects the actions and progress since the last application and those planned for future improvements.

The School of Applied Sciences (SAS) gained the Athena SWAN Bronze award in 2015 and Silver in 2018. Huddersfield Business School (HBS) gained an Athena SWAN Bronze award in the November 2019 round and two of the other Schools (there are seven in total) are submitting in this current April 2020 round.

(ii)   information on its teaching and its research focus

The University maintains a strong focus on both research excellence and high standards of teaching and is committed to achieving excellent practice and attracting the most talented job applicants.

In 2012, the University became the first to achieve 100% HEA Fellowship for its teaching staff and is still in first place in the UK for the proportion of its staff that have a teaching qualification. The University has Gold status in the Teaching Excellence Framework and in 2017 won the inaugural Global Teaching Excellence Award from the HEA recognising the University's commitment to world-class teaching and its success in developing students as independent learners and critical thinkers.

In research, following REF 2014, the University entered the top half of the UK league table (68th out of 154 HEIs) for research power. During the period 2013-18 the University has quadrupled its research income and increased its postgraduate research.

The University has embarked on a new Strategy Map for the period to 2025. This strategy, while building on the previous strategy to continue to increase its research income and postgraduate research, also addresses the external factors affecting the University and HEIs across the country.

the number of staff. Present data for academic and professional and support staff separately

UoH is a post-92 University with over 18,000 students. In 2018, the total number of permanent staff was 2048 (57%W), 901 being academic and research staff (44%W) and 1147 PSS (67%W).
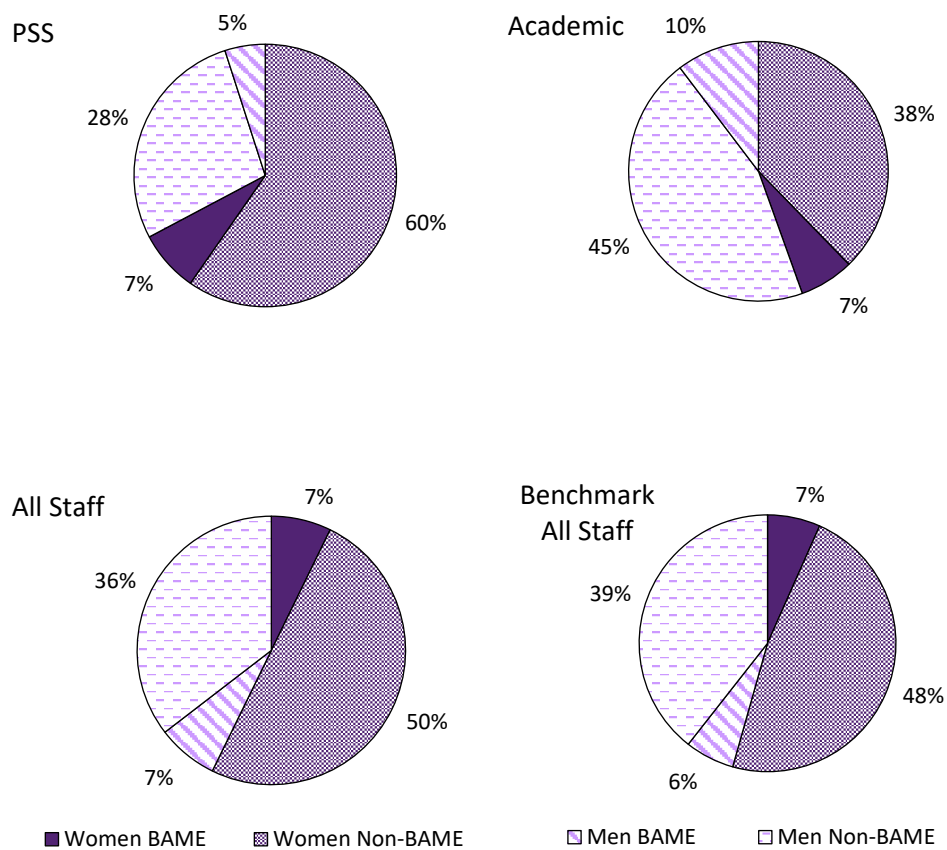

Figure 2.1 Percentage of BAME and non-BAME women and men employed at UoH 2017/18 and for all staff the HESA benchmark for 2017/18. UoH acknowledges the problematic use of the term 'non-BAME' as perpetuating otherness. This was deemed preferable to the term 'White', which would overemphasise an already dominant group, when the focus should be on BAME.

As can be seen from Figure 2.1 57% of all staff are women with 7% BAME women (55%, 7% respectively for HESA Benchmark). For academic staff 45% of staff are women, with 7% BAME women.

(iv) the total number of departments and total number of students

The University of Huddersfield has a total of 21 Departments, 9 STEM and 12 AHSSBL. They are governed by 7 academic Schools. Table 2.1 provides the current titles of the departments and the numbers of students in them.

School	Current Departments	STEM	AHSSBL	No. of Students
Applied Sciences	• Biological and Geographical Sciences	X		371
	• Chemistry	X		673
	• Pharmacy	X		347
	• General	X		144
	Total			**1535**
Art, Design and Architecture	• Architecture and 3D Design	X		698
	• Art and Communication		X	689
	• Fashion and Textiles		X	660
	• General	X	X	159
	Total			**2206**
Computing and Engineering	• Computer Science	X		928
	• Engineering and Technology	X		1436
	Total			**2364**
Human and Health Sciences	• Nursing and Midwifery	X		108
	• Allied Health Professions, Sport and Exercise	X		1957
	• Behavioural and Social Sciences		X	1139
	• Psychology	X		624
	• General	X	X	226
	Total			**4054**
Huddersfield Business School	• Law		X	588
	• Accountancy, Finance and Economics		X	825
	• Logistics, Operations, Hospitality & Marketing		X	807
	• Management		X	1762
	• General		X	247
	Total			**4229**
Education & Professional Development	• Education and Community Studies		X	1080
	• Initial Teacher Training		X	398
	Total			**1948**
Music, Humanities and Media	• Music and Drama		X	534
	• Media, Journalism and Film		X	339
	• English, Linguistics and History		X	799
	• General		X	237
	Total			**1909**
Total Number of Students				**18245**

Table 2.1: Number of students by Academic School and Department at the University 2017/18. *General* encompasses doctoral, selective masters and undergraduate individualised programme degree students. Source: HESA

(v)   list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately
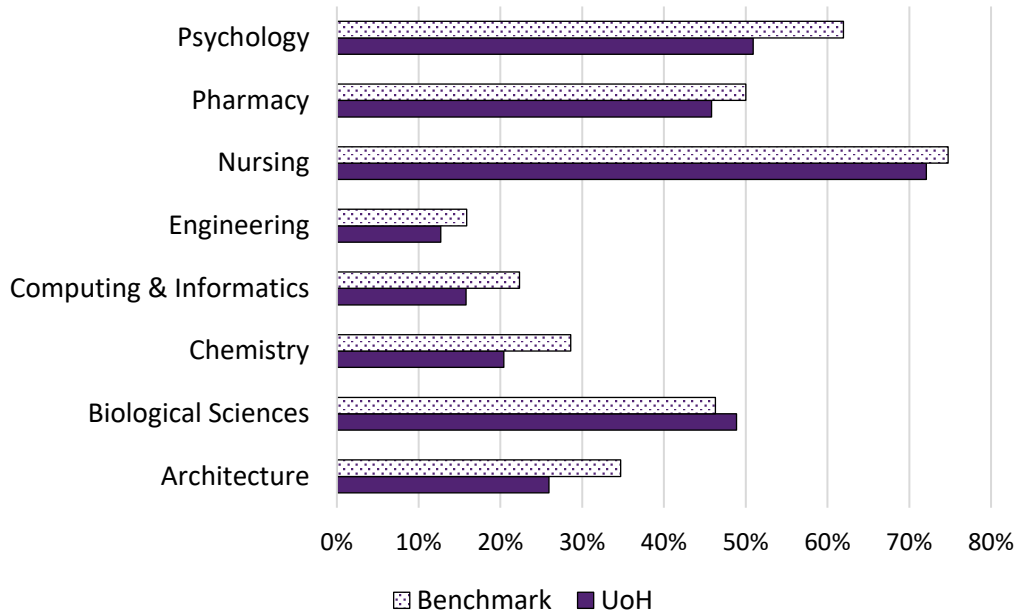

Figure 2.2: Percentage of women academic staff in STEM departments in 2017/18 compared with national benchmark figures

	2017/18	
STEM Departments	**W : M**	**W %**
Architecture	7 : 20	26%
Biological Sciences	22 : 23	49%
Chemistry	10 : 39	20%
Computing & Informatics	6 : 32	16%
Engineering	15 : 103	13%
Nursing	62 : 24	72%
Pharmacy	11 : 13	46%
Psychology	28 : 27	51%
Total	**161 : 281**	**36%**

Table 2.2: Number of women and men academic staff and percentage of women academic staff in STEM departments in 2017/18. Source: HESA

The University has fewer women than benchmark in all STEM departments (Figure 2.2, Table 2.2), except Biological Sciences, however two of those, Nursing and Psychology, have a better gender balance than the benchmark. UoH is within 5% of the benchmark for 2 other STEM areas. **[A2.3, A3.1]**

In 7 of 10 AHBSSL disciplines (Table 2.3, Figure 2.3), %W is close to or exceeds the benchmark, notable exceptions are Performing Arts, Media Studies and; Catering & Hospitality Management, however, the latter two of these have relatively small numbers of staff.
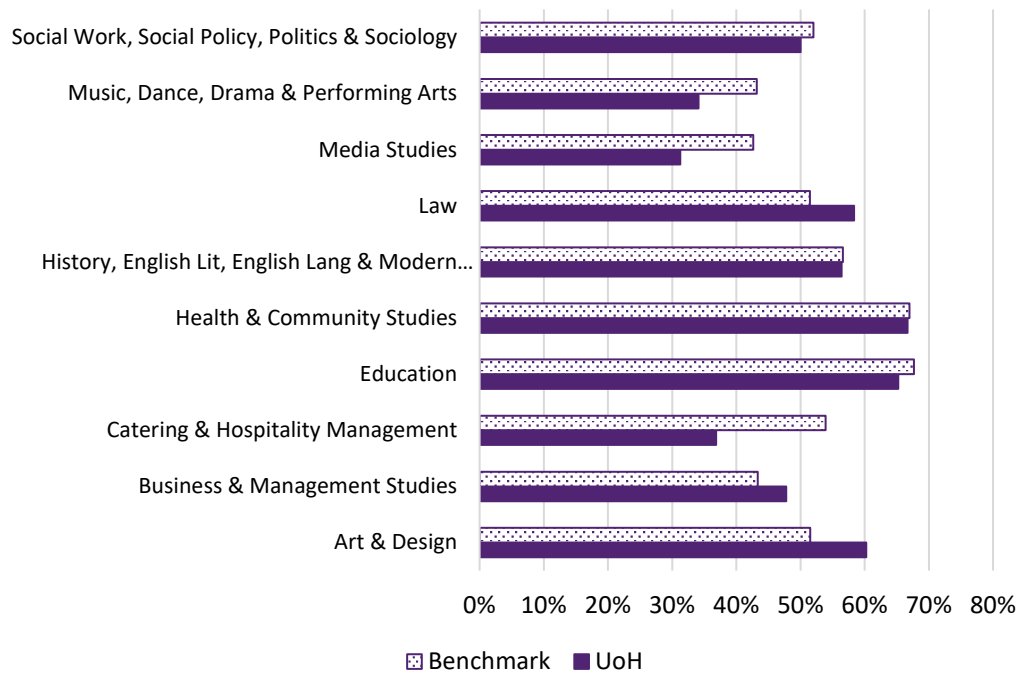
Figure 2.3: Percentage of women academic staff in AHSSBL departments in 2017/18 compared with national benchmark figures. Source: HESA

		2017/18	
AHSSBL Departments		**W : M**	**W %**
Art & Design		47 : 31	60%
Business & Management Studies		54 : 59	48%
Catering & Hospitality Management		7 : 12	37%
Education		30 : 16	65%
Health & Community Studies		26 : 13	67%
History, English Literature, English Language and Modern Languages		22 : 17	56%
Law		14 : 10	58%
Media Studies		5 : 11	31%
Music, Dance, Drama & Performing Arts		15 : 29	34%
Social Work, Social Policy, Politics & Sociology		19 : 19	50%
Total		**239 : 217**	**52%**

Table 2.3: Number of women and men academic staff and percentage of women academic staff in AHSSBL departments in 2017/18.

Action Point Summary

A2.3   Improve understanding of reasons for leaving with the aim of improving practices and policy.

A3.1   Increase proportion of academic and research job applications from under-represented groups through a series of changes to the recruitment process.

(Word Count 587)

3. **THE SELF-ASSESSMENT PROCESS**
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

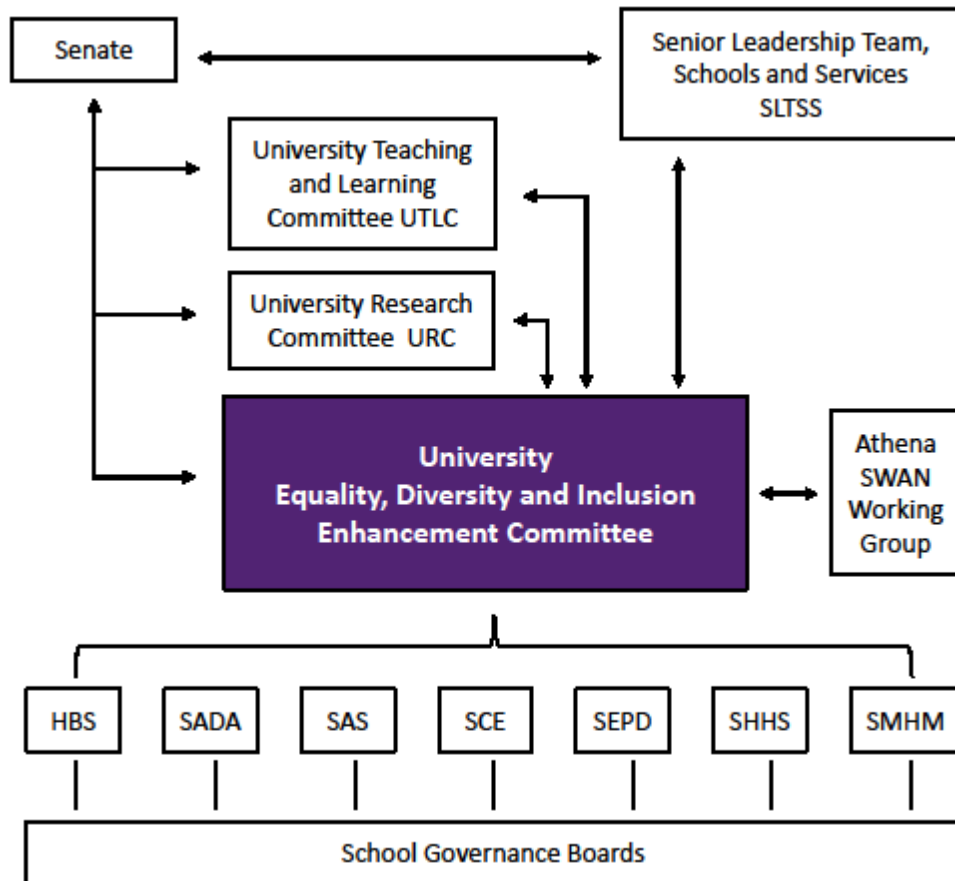(i) a description of the self-assessment team
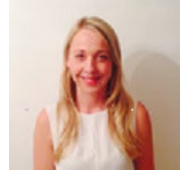
Figure 3.1: Athena SWAN and EDI Organisation Structure

The University has had an AS self–assessment committee in place since 2011, linked with the 2014 Bronze application. This USAC was reorganised in 2016 to match the expanded AS remit. In February 2019 a University EDI committee (UEDIEC) was set up (Table 3.1) with members being nominated by each of the Schools, support services and the Students' Union. Its terms of reference define a pro-active approach to continuous improvements across the University to address EDI matters for staff and students. This is the umbrella group which now undertakes the responsibilities of the University Athena SWAN self-assessment team and AS is considered under several standing items on its agenda, for University level actions and in terms of updates from each School on their progress in AS activity planning and implementation. The UEDIEC meets regularly, on a monthly or bi-monthly basis. The UEDIEC Chair, the Pro-VC Teaching and Learning, has significant experience of working with the AS principles and agenda. The Directors of HR, Research and Enterprise and Student Services are also members of the UEDIEC and this senior input facilitates streamlining of implementation of recommendations

from the committee. In the year since its inception, the committee has overseen an overhaul of the appraisal process, appointed two extra members of HR staff to lead on AS activity, conducted an institutional wide AS survey and development of new promotions criteria is underway. Alongside the UEDIEC is the AS working group (Table 3.2) to drive AS activity and support University and School applications to Advance HE.

Member	Name and Role	Relevant Experience and Expertise
	Professor Jane Owen-Lynch Pro Vice-Chancellor for Teaching and Learning Chair of UEDIEC	Substantive experience of the AS agenda. Has worked as only female academic in department, managing work-life balance with two children in a dual-career family.
	Adesewa Adebisi Education Officer, Huddersfield Students' Union	Elected student representative for educational EDI matters at the University.
	Lydia Blundell Head of Engagement, Huddersfield Students' Union	Responsible for ensuring that student liberation networks are at the heart of the University, and their voices are represented.
	Susan Branton Athena SWAN Lead	Susan co-ordinates Athena SWAN University-wide matters and has two children and two dependent parents.
	Olivia Briddon Senior HR Officer - Equality, Diversity & Inclusion	Olivia contributes to development of the University's strategies for equality, diversity and inclusion for all the protected characteristics. Two children.
	Dave Calvert Senior Lecturer in Drama, Theatre and Performance	Dave is the longstanding Chair of the Equality, Diversity and Inclusion Committee for the School of Music, Humanities and Media.
	Dr Berenice Golding Senior Lecturer in Social Sciences and Course Leader for Health and Community Development	A lone parent to one child, joined the University in 2001 on an Access Course; was inspired to aim higher.

Member	Name and Role	Relevant Experience and Expertise
	Emmanuel Haruna President - Huddersfield Students' Union	Elected student representative to be the lead Officer in fulfilling the Union's strategy as well as working with University senior management team.
	Violeta Holmes Reader in High Performance Computing	Worked in academia since 1987, balancing work and family commitments when looking after two children (both now graduate engineers!).
	Dr Helen Jones Director of Graduate Education; Chair of SEPD AS Self-Assessment Team	Originally community educator undertaking grassroots work with women. At UoH as SL since 1996. Promoted 2017. Widow. Has MS.
	Heather Kerrick Assistant Director Estates and Facilities	Responsible for ensuring fair and equitable practices in sector with historically defined, gender based roles. Mother to 2 adult sons.
	Dr Gary McGladdery Disability and Inclusion Manager	Embedding disability equality in HE and leading on development of Inclusive practice to deliver an accessible learning experience for all.
	Matthew Mills Director of Student Services	Matt has responsibility for student services comprising disability & wellbeing support, careers and employability and faith provision.
	Siobhan Moss HR Director	University strategic lead for HR and organisational development, ensuring fair and equitable opportunities for all. Mum of two school/college children.
	Rachel Shuttleworth HBS Accreditation and External Assessment Manager	Chair of HBS Self-Assessment Panel, School lead for professional services appraisals and career development working group. Full-time working mum.

Member	Name and Role	Relevant Experience and Expertise
	Ruth Sivori Head of Human Resources	Responsible for ensuring a fair workplace with equitable conditions and development opportunities for all. Mother of two school-aged children.
	Dr Gemma Sweeney Enterprise and Equalities Manager, School of Applied Sciences Chair of SAS EDI Committee and AS working group	Gemma acts as a critical friend to other University Schools on Athena SWAN matters, working part-time as a single mum to three children, and is disabled.
	Professor Liz Towns-Andrews OBE CCMI FInstP 3M Professor of Innovation Holder of the Queens Award for Enterprise Promotion Director of Research & Enterprise	Has acted as an Advance HE Aurora role model and mentored female staff, particularly those in science and engineering roles.
	Professor Patricia Tzortzopoulos Associate Dean for Research and Enterprise, SADA.	Experience of line management and understanding about need for flexible working conditions, and mentoring. Has caring responsibilities.
	Adetayo Upakunle Equalities Officer, Huddersfield Students' Union	Elected student representative for equalities, diversity and inclusion matters at the University.

Table 3.1: Athena SWAN Self-Assessment Team and UEDIEC Committee Membership

As a significant proportion of the membership of the UEDIEC is based on role, the membership of 15:5 women to men reflects the high proportion of PSS staff in the University (67%W). However, the Athena SWAN Working Group (ASWG) comprises 5 women and 3 men, 63%W.

Susan Branton	Athena SWAN Lead
Olivia Briddon	Senior HR EDI Officer
Jamie Cartmell	HR Information Systems Development Manager
Rachel Crossdale	Research Fellow
Matt Mills	Director of Student Services
Jane Owen-Lynch	Pro Vice-Chancellor for Teaching and Learning
Ruth Sivori	Head of Human Resources
Adetayo Upakunle	Equalities Officer, Huddersfield Students' Union

Table 3.2: Members of the Athena SWAN Working Group (ASWG)

(ii)   an account of the self-assessment process

The UEDIEC has autonomy to act on most issues but anything which requires major change or large investment would be recommended to Senate which is the accountable body. Business is referred to and from the Senior Leadership Team for Schools and Services (SLTSS), the University Teaching and Learning Committee (UTLC), the University Research Committee (URC) and each of the School and central services EDI committees (Figure 3.1). As the remit of the UEDIEC is much wider than the previous USAC, this enables a more integrated discussion around EDI issues and the committee provides a focus point for EDI with equivalence to UTLC and URC.

This integration maintains an institutional infrastructure for stakeholder engagement and continuity for the implementation and monitoring of the existing and future action plans. All these committees have equality and diversity as a standing item on the agenda and members of the UEDIEC report to this item. As such, AS is embedded into the governance structure of the University.

Most Schools mirror the structure at institutional level and representatives from their EDI committees (usually the Chair) sit on UDEIEC. A few of the Schools, in subject areas which are more recent additions to the AS remit, have a separate AS SAT to allow development of their AS agenda. The experienced members of UDEIEC provide advice and guidance to the more recently established teams/committees in terms of data analysis, consequent action planning and ultimately on writing of any applications. Data for AS applications is routinely produced, and continually refined by HR and the Planning Office at either School or University level. **[A1.1]**

The UEDIEC meetings are well attended and as well as the standing AS agenda items, as above, there are also specific agenda items to provide the opportunity to inform, reflect, review and consult members on specific AS matters. The inclusion of Students' Union representatives in the UEDIEC enables a holistic approach for the University, where issues and changes affecting both students and staff can be raised and addressed. An example of this is the significant progress in supporting both trans staff and students (Section 6).

Reviewing, reflecting and addressing the feedback from the 2018 application has been an inherent part of the process of preparing this application. This has taken place

through focussed discussion groups at UEIDEC meetings and more recently through online media to address the COVID19 outbreak operating restrictions. **[A1.2]**

The ASWG gather and analyse data, draft documents and undertake University wide activities such as the 2019/20 AS Staff Survey and focus groups on AS matters. This enables the collection and analysis of both quantitative and qualitative data in order to identify patterns and trends and areas for further research, investigation and future focus and this information is presented to UEDIEC who develop and implement appropriate action plans. Members of the ASWG meet either weekly or fortnightly depending on the current activities and matters to address.

Members of the UEDIEC are actively involved in multi-institutional and external groups. The UEDIEC recognises the importance of integration of our activities with other HEIs so as to develop best practice across the sector. **[A1.3]**

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

Upon completion of this University application the members of the ASWG and UEDIEC will implement, monitor and update the action plan and the committee will continue to meet on a monthly/bi-monthly basis. Members will rotate as roles change or as nominations from Schools and the Students' Union evolve but with a directed focus on maintaining the diversity base within the committee.

The immediate focus will be to support Schools in their AS activity in terms of data analysis, best practice, action planning and implementation and writing of applications. Our aim is to have all seven Schools holding an AS award as this will facilitate the visibility of gender equality issues across the institution and direct any necessary change in local practices and culture. **[A1.4]**

In addition, the ASWG will continue to use the findings of the 2019/20 AS Staff Survey to direct developments and changes on all AS matters. This will include undertaking further focus groups with PSS and academic staff. In terms of quantitative data collection, the specification of data collected is in review in order to identify further requirements, such as BAME and PSS information. This will enable the University to capture data required for future applications, including our aspiration for University Silver status. **[A1.1]**

Action Point Summary
A1.1   Compile data requirements. Gather and analyse data by gender to identify issues to be addressed to improve gender balance.
A1.2   Review and reflect on feedback received on the AS application and address in subsequent applications.
A1.3   Participate in multi-institutional initiatives in order to develop best practice across the HEI sector.
A1.4   Support Schools in AS matters with the aim of facilitating the visibility of gender equality issues across the institution and to enable any necessary change in local practices and culture.

(Word Count 1018)

4. PICTURE OF THE INSTITUTION
Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data
(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Grade of Post	Job Title for Academic Contract Teaching and Research	Job Title for Academic Contract Research Only
Grade 6	Not Applicable	Post-Doctoral Research Associate
Grade 7	Lecturer	Research Fellow
Grade 8	Senior Lecturer	Senior Research Fellow
Grade 9	Principal Lecturer / Reader	Principal Research Fellow / Principal Enterprise Fellow
Grade 10	Head of Department / Professor	Not Applicable
Band2+	Professor	Not Applicable

Table 4.1.1: Academic grades and roles within the University (Note that the University does not use teaching only contracts)

Figure 4.1.1 and Table 4.1.2 show that above the grade of SL/SRF women are underrepresented. There has been a significant increase in the percentage of women RAs in 2017-18, taking women from 38% to 52% of the total number.
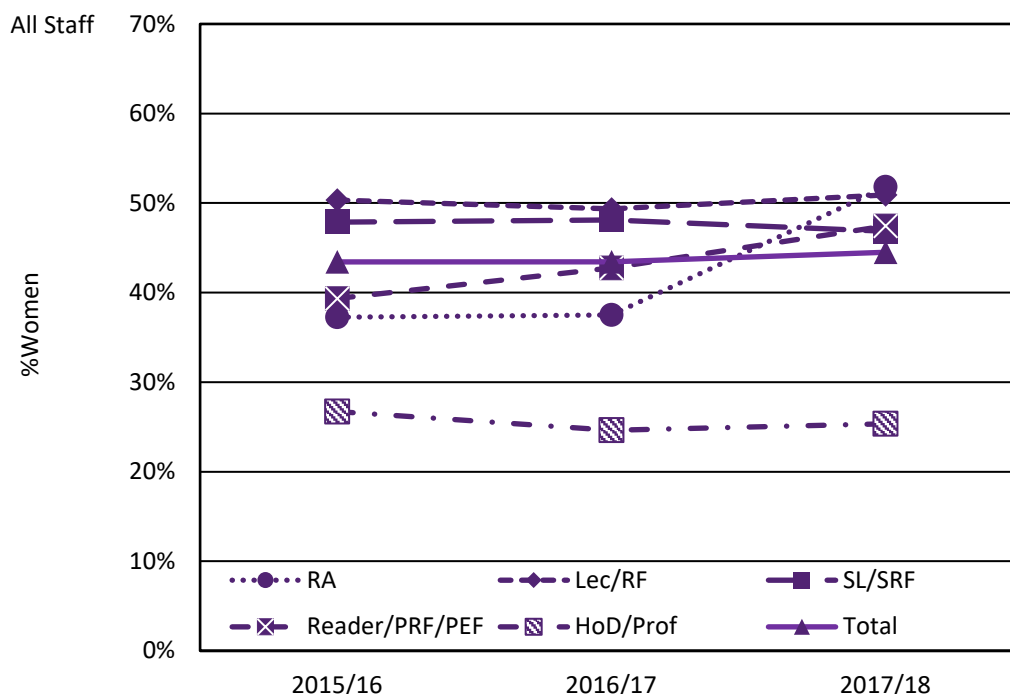

Figure 4.1.1: Percentage of academic and research staff who are women, by grade for the period 2015-2018. Data are presented as the percentage of the total headcount at that grade that are women. Due to low number of Band 2+ staff these have been amalgamated with the Grade 10 staff.

This increase in the number of RAs is largely due to increases in STEM subjects (Figure 4.1.3 and Table 4.1.3) where initiatives to recruit ECRs have been extremely successful, closely pursuing the principles of the Concordat.

	2015/16		2016/17		2017/18	
	W	**M**	**W**	**M**	**W**	**M**
RA	19	32	18	30	29	27
Lec/RF	75	74	76	78	84	81
SL/SRF	213	232	204	220	186	211
PL/Reader/PRF/PEF	48	74	56	75	65	72
HoD/Prof	35	96	33	101	37	109
Total	390	508	387	504	401	500

Table 4.1.2: Number of academic and research staff by gender and grade for the period 2015-2018. Data are presented as the total headcount at each grade.

In senior roles, Grade 9 and above (Reader to Professor) the number of women increased by 23% between 2015/16 and 2017/18 (Table 4.1.2) compared to a 6% increase for men. Looking closer, this large increase for women is due mainly to the number at Reader level and equivalent (Grade 9) rising from 48 to 65 across the three years. This appears to show that the initiatives already put in place regarding recruitment of female academic/research staff and career development workshops are contributing to an increase in the number of women at senior levels. However, the number of women at HoD/Prof level (Grade 10) has remained relatively static across the three cycles. This is being tackled with a complete review of the promotions criteria for academic and research staff, and an increase in career progression support for academic staff. **[A3.1, A3.5, A3.7, A3.8]**
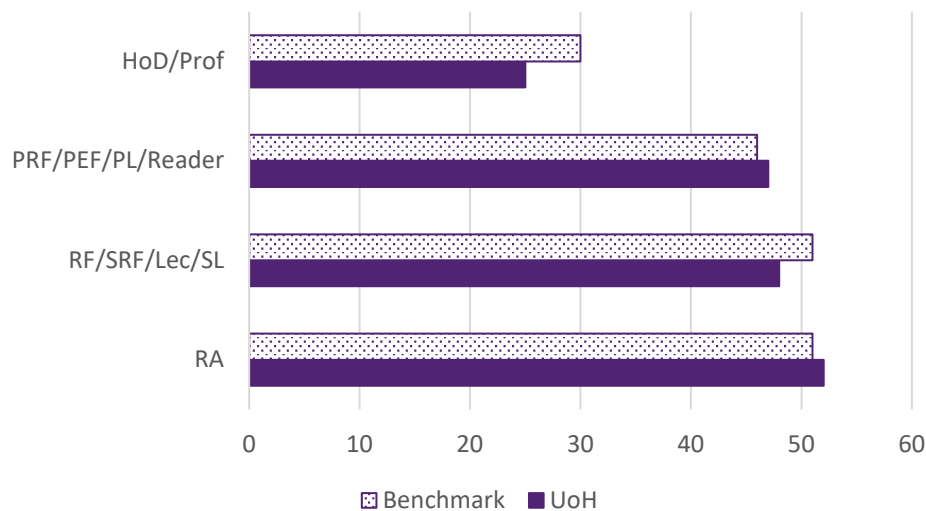
Figure 4.1.2 Percentage of women by grade for academic and research staff compared to HESA benchmark 2017-8. Note: The HESA benchmark salary ranges do not align directly with those of UoH for RF/SRF/PRF/PEF/L/SL/PL/Reader roles.

Given that we have achieved two consecutive 16% increases in women at Grade 9/10 the aim is for a further 16% by 2022. Actions to achieve this need to focus on an increase in the proportion of women in HoD/Professor posts as is shown in Figure 4.1.2. in order to move closer to, or beyond, the HESA benchmark.

[A2.1, A3.1, A3.5, A3.7]

Figure 4.1.3 and Table 4.1.3 provide a clearer understanding of the differences between the subject areas. Women are underrepresented at all grades in STEM subjects, the disparity in percentage terms increases with grade. Apart from HoDs and Professors, there is a higher proportion of women across the grades for AHSSBL subjects (Table 4.1.4, Figure 4.1.4).

Figure 4.1.3: Percentage of academic and research staff who are women, by grade in STEM subjects for the period 2015-2018. Data are presented as the percentage of the total headcount at that grade that are women. Due to low number of Band 2+ staff these have been amalgamated with the Grade 10 staff.

	2015/16		2016/17		2017/18	
	W	**M**	**W**	**M**	**W**	**M**
RA	5	22	4	22	16	21
Lec/RF	31	49	36	51	38	48
SL/SRF	75	112	67	108	67	107
PL/Reader/PRF/PEF	20	50	22	50	26	46
HoD/Prof	16	54	14	58	14	59
Total	147	287	143	289	161	281

Table 4.1.3: Number of academic and research staff in STEM subjects, by gender and grade for the period 2015-2018. Data are presented as the total headcount at each grade.
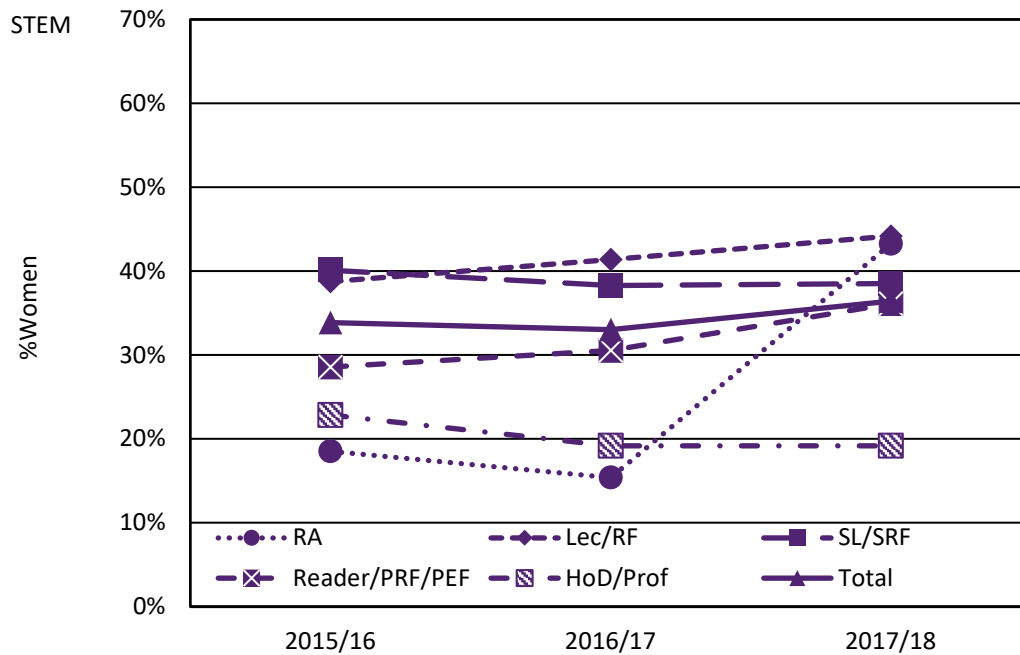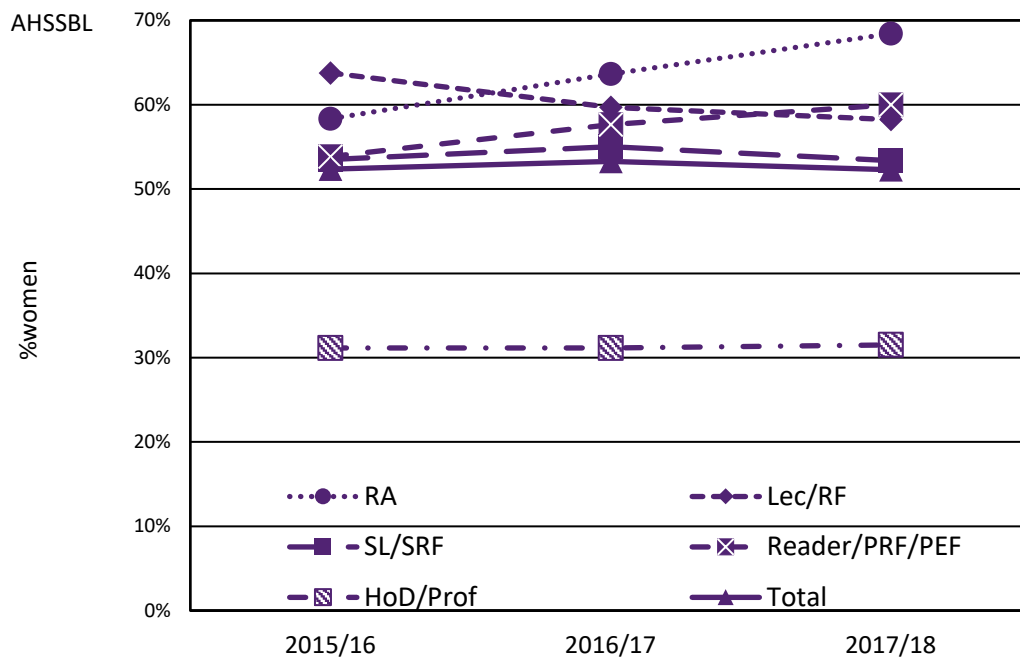
Figure 4.1.4: Percentage of academic and research staff who are women, by grade for AHSSBL subjects for the period 2015-2018. Data are presented as the percentage of the total headcount at that grade that are women. Due to low number of Band 2+ staff these have been amalgamated with the Grade 10 staff.

	2015/16		2016/17		2017/18	
	W	M	W	M	W	M
RA	14	10	14	8	13	6
Lec/RF	44	25	40	27	46	33
SL/SRF	138	120	137	112	119	104
PL/Reader/PRF/PEF	28	24	34	25	39	26
HoD/Prof	19	42	19	43	23	50
Total	243	221	244	215	240	219

Table 4.1.4: Number of academic and research staff in AHSSBL subjects, by gender and grade for the period 2015-2018. Data are presented as the total headcount at each grade.

For PSS, women form a higher proportion of the staff at most grades, with the exception of grades 3, 9 and 10 (Figure 4.1.5 and Table 4.1.5).

Grades 1-6

Grades 7+
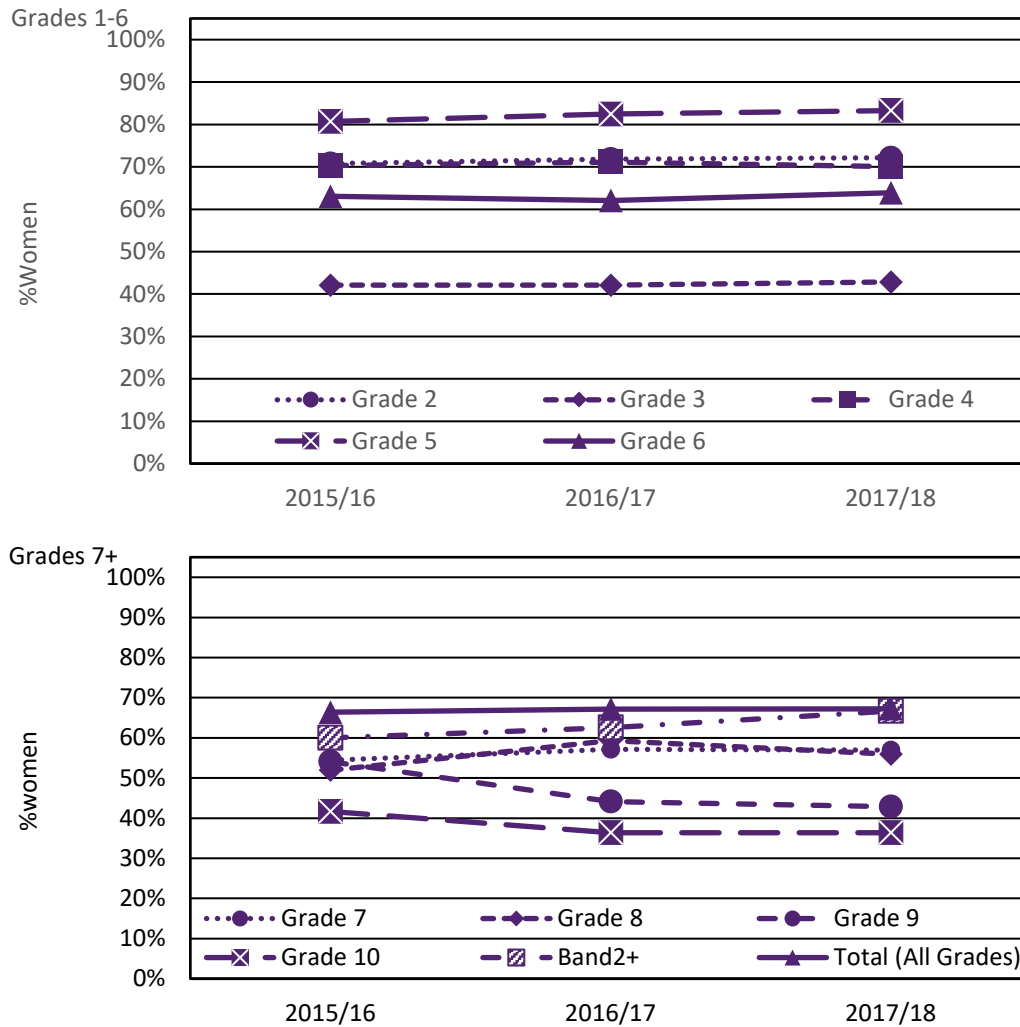
Figure 4.1.5: Percentage of professional and support staff (PSS) who are women, by grade for the whole University for the period 2015-2018. Data are presented as the percentage of the total headcount at that grade that are women.

	2015/16		2016/17		2017/18	
	W	M	W	M	W	M
Grade 1	2	0	1	0	1	1
Grade 2	109	45	120	47	114	44
Grade 3	8	11	8	11	9	12
Grade 4	128	54	128	52	117	50
Grade 5	184	44	193	41	204	41
Grade 6	159	93	157	96	161	91
Grade 7	86	72	96	72	102	77
Grade 8	27	25	35	24	38	30
Grade 9	20	17	15	19	15	20
Grade 10	5	7	4	7	4	7
Band 2+	4	2	6	3	6	3
Total	732	370	763	372	771	376

Table 4.1.5: Number of PSS by gender and grade for the period 2015-2018. Data are presented as the total headcount at each grade.

For academic staff across the University and in AHSSBL subjects (Figure 4.1.8) the leak starts at Head of Department/Professor level. For STEM subjects (Figure 4.1.7) the leak begins earlier, with over 10% difference in gender representation at RA level, however it widens substantially at grade 8, SL/SRF. Figure 4.1.6 shows that the leak for University staff has reduced at Reader/PRF/PEF grade between 2015/6 and 2017/18. As referenced previously actions are planned to address the gender imbalances.

[A2.1, A3.1, A3.5, A3.7, A3.8]

For PSS (Figure 4.1.9), women are represented well at the highest grade but the actual numbers of staff are very small. Men are underrepresented at Grades 4 and 5, however overtake at Grades 9 and 10.
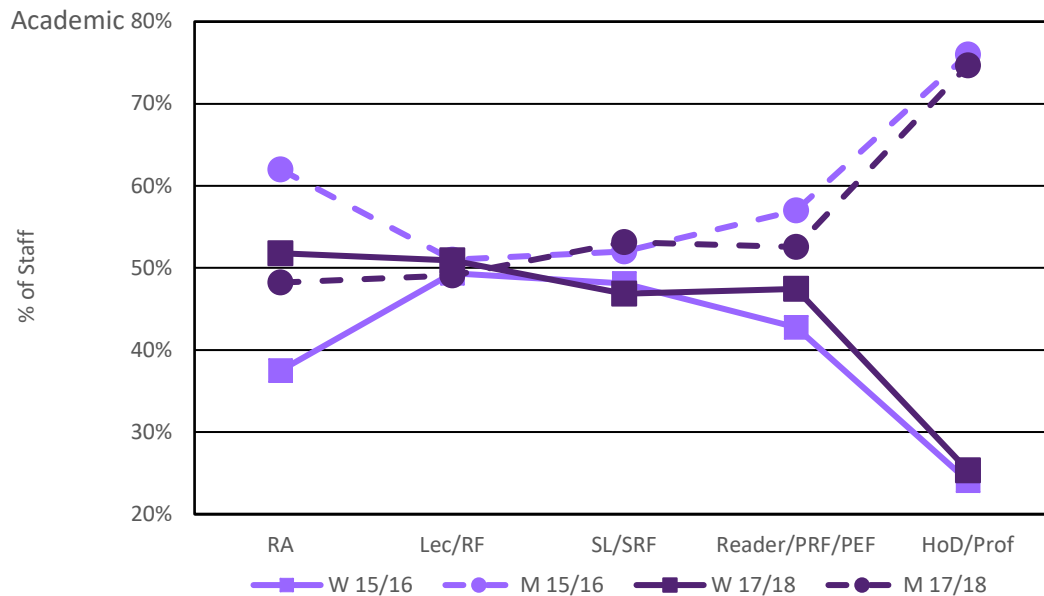
Figure 4.1.6: Career pipeline of academic and research staff showing percentage of women and men in each grade/post for 2017/18 and 2015/16.
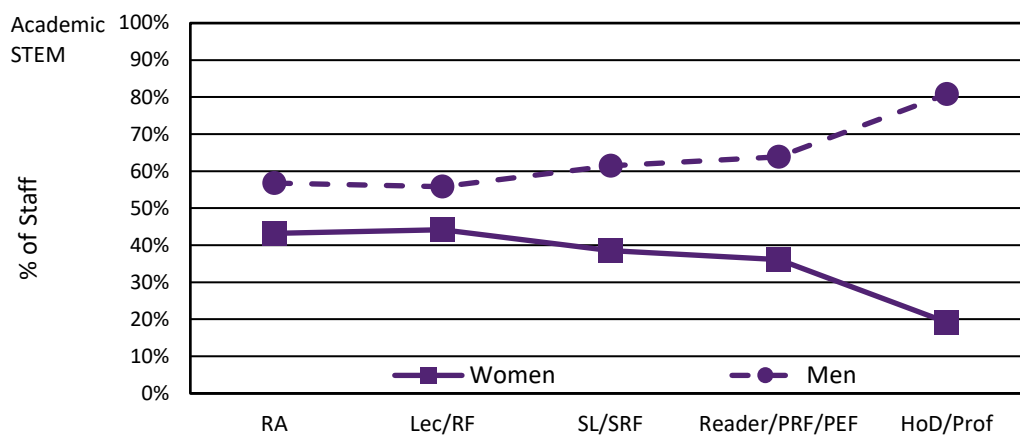
Figure 4.1.7: Career pipeline of academic and research staff in STEM subjects showing percentage of women and men in each grade/post for 2017/18.
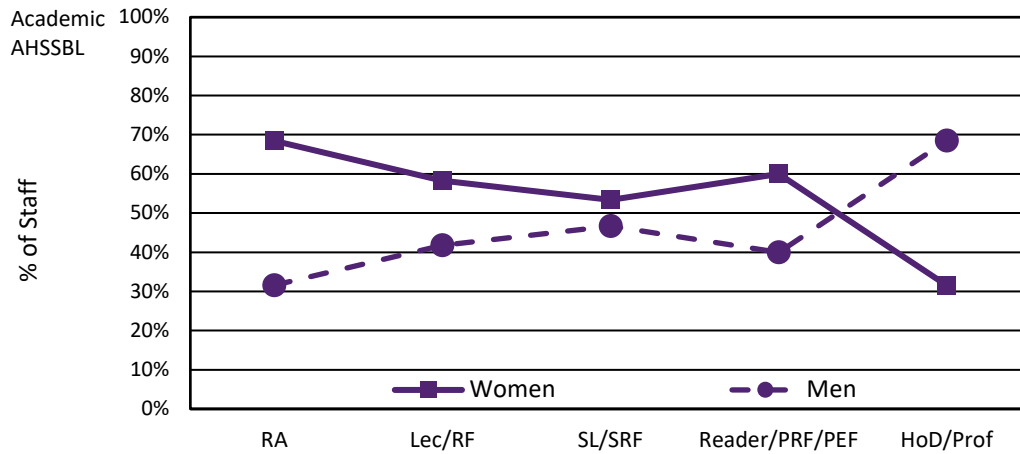
Figure 4.1.8: Career pipeline of academic and research staff in AHSSBL subjects showing percentage of women and men in each grade/post for 2017/18.
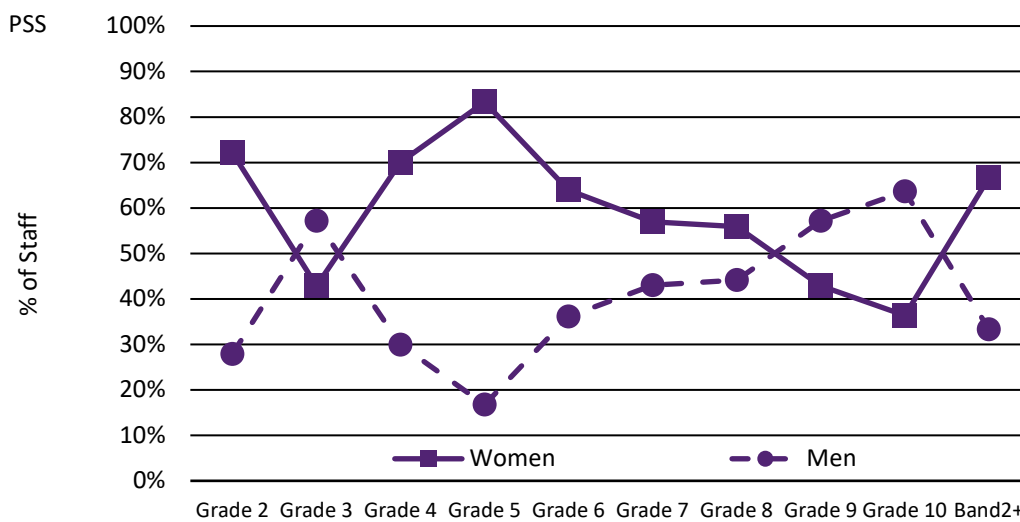
Figure 4.1.9: Career pipeline of PSS staff showing percentage of women and men in each grade/post for 2017/18.

(ii)   Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

The University did not operate any zero-hour contracts across the 2015-2018 timeframe of the data presented, although a number of part-time hourly-paid staff (PTHP) are employed (this is equivalent to a very small amount of FTE), to cover highly specific subject specialisms where needed. The University has low numbers of academic and research staff on fixed-term contracts (83) for 2017-18.

Academic (Teaching & Research)
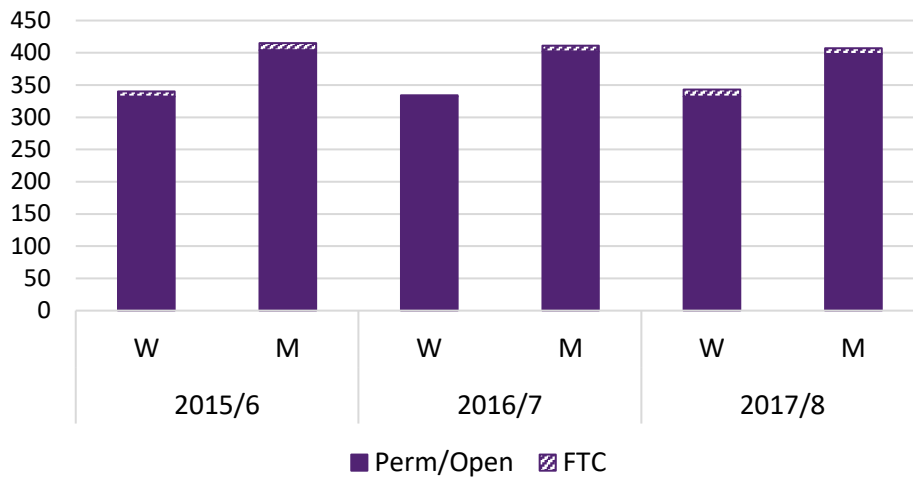
Figure 4.1.10: Number of academic staff (teaching and research) by gender on permanent/open-ended and fixed-term contracts.

Research
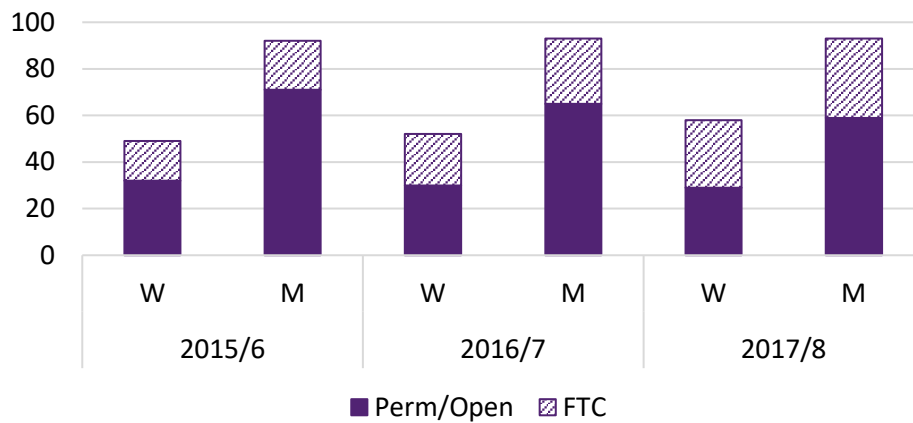
Figure 4.1.11: Number of research staff by gender on permanent/open-ended and fixed term contracts.
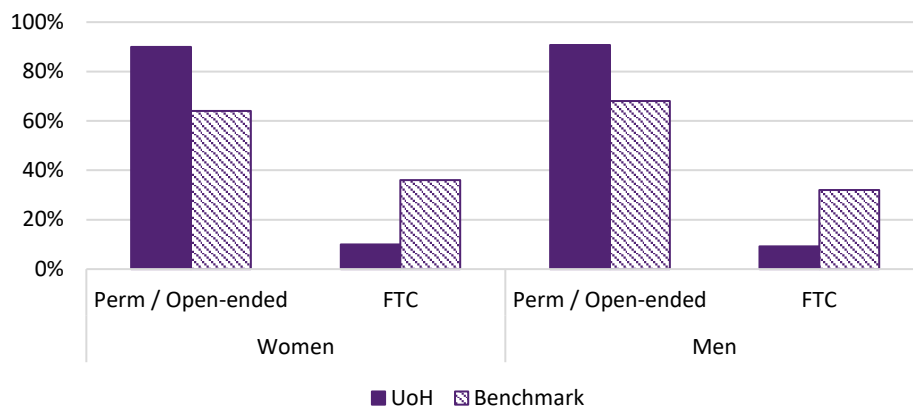
Figure 4.1.12 Number of women and men on FTC and open-ended/permanent contracts compared with HESA benchmark figures for 2017-18.

Overall 9% (2017/18) of academic and research staff are on FTCs (Figure 4.1.10), 10% of women and 9% of men with 76% of staff on FTCs being research-only (63/83).

From Figure 4.1.12 it can be seen that UoH has a much higher proportion of staff (both genders) on permanent/open-ended contracts compared to the HESA benchmark. This position is achieved as a result of University policies and practices described below.

A University strategic goal is to develop 'home-grown' talent and career development of PDRAs and ECRs through to RF/L/SL/PL/Reader/ PRF/PEF posts is an integral part of that goal. For 2017-18:

- 88 of University research staff (RAs/RFs/SRFs) are on indefinite contracts as well as those on FTCs as above (Figure 4.1.11).

- 50% of RAs, 53% of RFs and 73% of SRFs are on indefinite contracts.

There is active monitoring of all fixed-term staff with flagging of potential funding opportunities and timely notification of redundancy to the staff member, their line-manager and the Dean of the School. This enables future re-deployment, career opportunities and further or bridging funding to be discussed in advance. This approach provides stability in employment, avoiding the need for movement between HEIs and FTCs in order to achieve career progression. **[A2.2]**

In order to understand what happens to staff at the end of their FTC, we will ask FTC leavers to complete a questionnaire to understand their future destinations/roles. In addition, we will capture experiences on those members of staff moving from FTC to permanent posts. **[A2.2, A2.3]**

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

In line with the University's strategic objective of building and strengthening its research profile alongside maintaining teaching excellence, the University does not have teaching-only contracts. The University operates research-only contracts for specific projects, or research and teaching based contracts (Figure 4.1.13 and Figure 4.1.15).
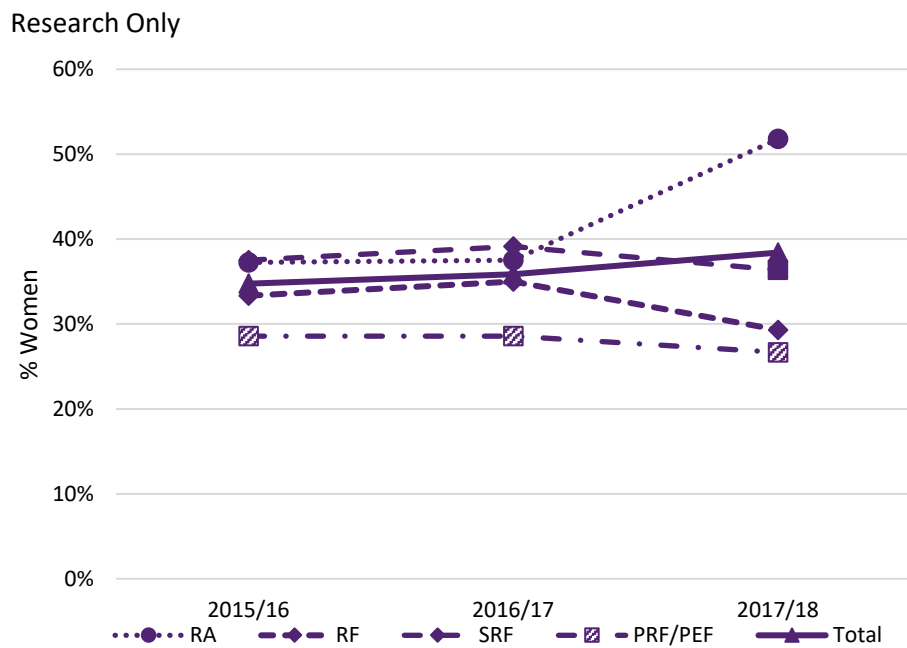
Research Only

Figure 4.1.13: Percentage of women on research only contracts, by role between 2015-18. Data are presented as the percentage of the total headcount at that grade that are women.

Research Only	2015/16		2016/17		2017/18	
	W	**M**	**W**	**M**	**W**	**M**
Research Assistant	19	32	18	30	29	27
Research Fellow	20	40	21	39	17	41
Senior Research Fellow	6	10	9	14	8	14
Principal Research Fellow	≤5	≤5	≤5	6	≤5	8
Principal Enterprise Fellow	≤5	6	≤5	≤5	≤5	≤5
Total	**49**	**92**	**52**	**93**	**58**	**93**

Table 4.1.6: Number of women and men by grade on research only contracts for the period 2015-2018.

UoH has lower proportions of women at each grade, except RA, for research only contracts, when compared with the HESA benchmark (Figure 4.1.14) and the percentage not changed significantly over the three years. The gap between the University figures and the HESA benchmark increases with the seniority of the role but the low numbers here make interpretation difficult. Table 4.1.6 shows there has been an increase in %W at RA grade from 38% to 52% between 2015-18. As this cohort are promoted as a result of the process described in 4.1.ii) **[A2.2]** this should translate into an increase in the proportion of women at higher grades thus improving our position in relation to the benchmark.
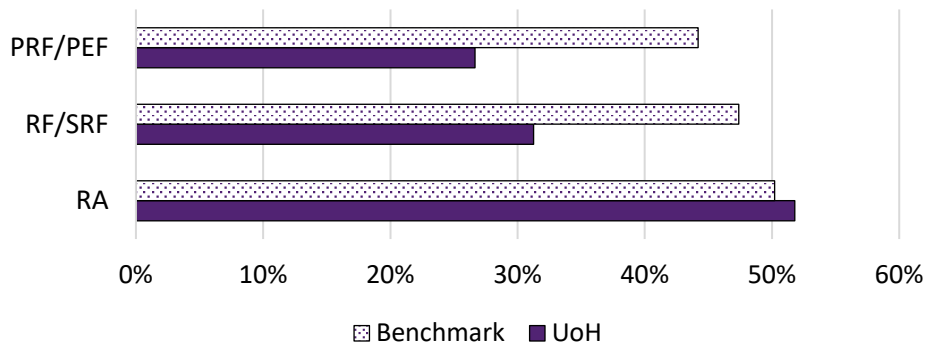
Figure 4.1.14 Percentage of women by grade for research only contracts compared to HESA benchmark for 2017-18. The HESA benchmark salary ranges do not align directly with those of UoH for RF/SRF/PRF/PEF/L/SL/PL/Reader roles.

Between 2015-18 the proportions of women on academic (teaching and research) posts has remained around the same level (Figure 4.1.15, Table 4.1.7). The percentages of women at Lec/SL and HoD/Professor grades are comparable with the HESA benchmark (Figure 4.1.16Figure 4.1.16), whilst, at PL/Reader level the University has 5% more women. In the future, UoH aims to move beyond the HESA benchmark for women in all positions by 2022 through the current and planned actions. **[A2.1, A3.1, A3.3, A3.7, A3.8]**
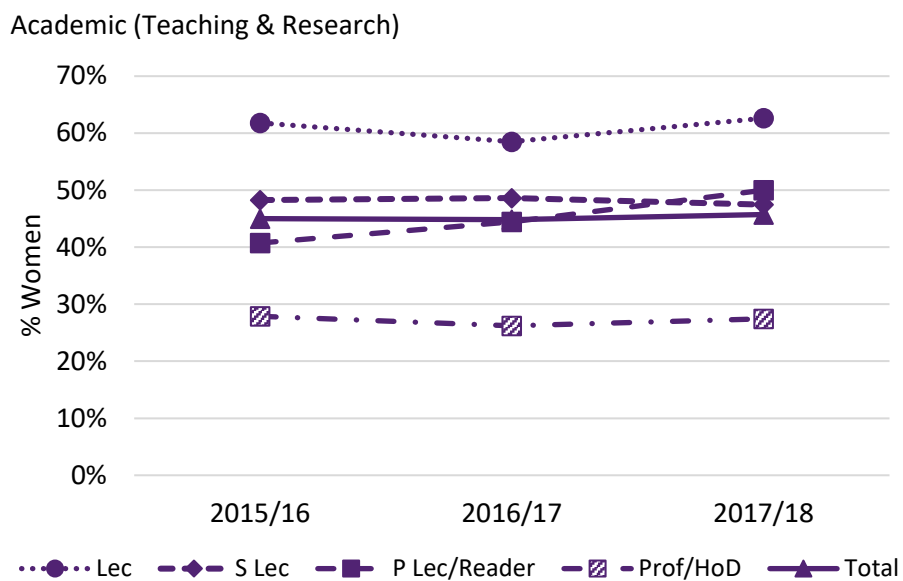
Figure 4.1.15: Percentage of women on academic (teaching and research) contracts, by role between 2015-18. Data are presented as the percentage of the total headcount at that grade that are women.

Academic	2015/16		2016/17		2017/18	
(Teaching and Research)	W	M	W	M	W	M
Lecturer	55	34	55	39	67	40
Senior Lecturer	207	222	195	206	178	197
Principal Lecturer	38	38	44	38	47	31
Reader	6	26	8	27	14	30
Head of Department	≤5	9	≤5	6	≤5	≤5
Professor	26	66	25	70	28	78
Band 2+	≤5	20	≤5	25	6	27
Total	340	415	334	411	343	407

Table 4.1.7: Number of women and men by grade on Academic (teaching and research) contracts for the period 2015-2018.
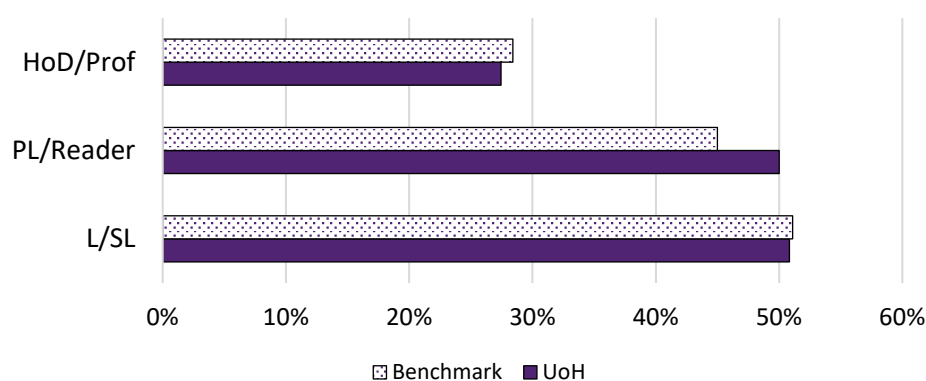
Figure 4.1.16 Percentage of women by grade for teaching and research contracts compared to HESA benchmark for 2017-18. The HESA benchmark salary ranges do not align directly with those of UoH for RF/SRF/PRF/PEF/L/SL/PL/Reader roles.

(iv)   Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Between 2015-18, 286 permanently contracted individuals left the institution, an average leaver rate of 12%. Figure 4.1.17 shows the distribution of these leavers by grade and gender with the largest proportion of leavers from SL positions.
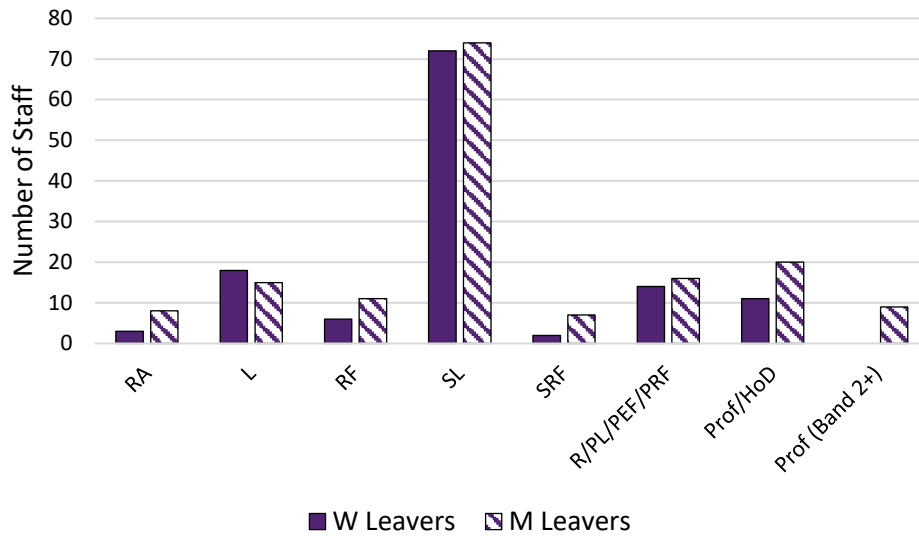
Figure 4.1.17: Number of Academic and Research leavers by gender (Permanent contracts) 2015/16-2017/18.
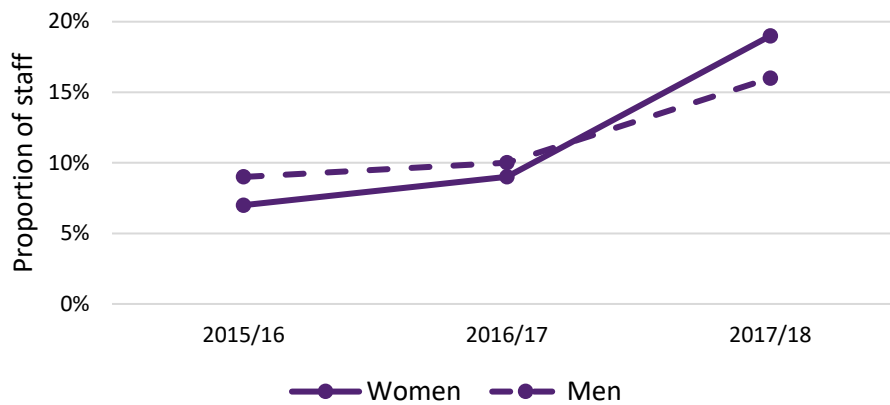
Figure 4.1.18 Proportion of Academic and Research leavers by gender (Permanent contracts only).

The proportion of leavers for both men and women was relatively low in 2015/16 and 2016/17, however there was a Voluntary Severance Scheme during 2017/18, which led to an increase to 16% (M) and 19% (W) (Figure 4.1.18). Figures are likely to return to pre-2017/18 levels following the closure of the VSS period.

Split by grade, the greatest proportional loss within the three years was of women HoDs at 25%, however this equates to just two individuals (Figure 4.1.19).

Figure 4.1.19: Proportion of leavers by gender and grade (2015/16-2017/18). Data represent percentage of leavers compared to total numbers in that role and gender group.

Following the 2015 Action plan, the University implemented exit interviews for individuals who have resigned, to gather more information on those who could have been retained, however, uptake was low. This paper process was reviewed in 2017 and switched to electronic collection of leavers' data via an online questionnaire. This questionnaire was reviewed again in 2019 and updated in accordance with UEDIEC initiatives to include; gender identity, reason for leaving[1], and an offer of an exit interview. As there is currently only one years' worth of data and low numbers of leavers, qualitative comments cannot yet be analysed due to the risk of identification and responses are unable to be split by gender at this time. However, during the first year of the online survey (2017/18), there has been an uptake rate of 59%. **[A2.3]**

Activity after leaving	Count
Working in a higher education institution	33
Retired	13
Self-employed	10
Not in regular employment	9
Working in the private sector	6
Prefer not to say	≤5
NHS/General medical practice/General dental practice	≤5
Working in another public sector organisation	≤5
Registered as a student	≤5

Table 4.1.8: Count of Activity after leaving (2017/18)

The activity after leaving, with the highest number of respondents in the online survey 2017/18, is 'working in a higher education Institution' (Table 4.1.8).

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[1] Due to error 'reason for leaving' was not captured in the original 2017 version of the online questionnaire.

Five-point Likert scale questions are included in the leavers' survey to gauge level of satisfaction with certain aspects of employment within the University. Numbers/proportions cannot yet be accurately reported however, respondents most frequently noted the following aspects as 'good':

- Total reward package
- Opportunities for flexible working
- Workload
- Work-life balance
- Setting expectations for your role
- Providing appropriate support
- Accessibility of resources and development opportunities

The largest proportion of respondents agreed with the statement 'I have been proud to work for the University'. Only two aspects were most commonly rated 'very poor'; recognising and rewarding good performance, and career progression. Actions are planned or already in progress to address these concerns. **[A2.3, A3.3, A3.6, A3.7, A3.8]**

(v)   Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.
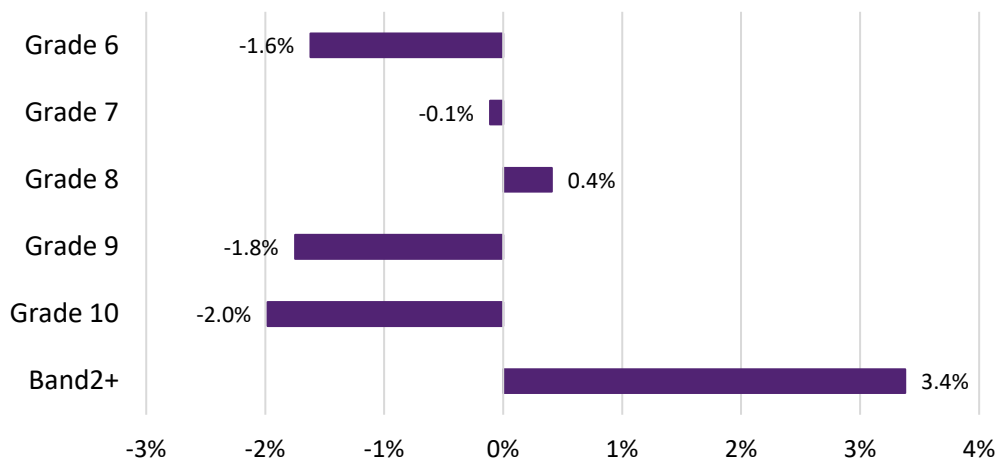
Figure 4.1.20: Percentage pay difference for women, in relation to men by grade for academic and research staff 2017-18. Note: this data excludes the VC and Deputy VC who are not classified as part of the body of academic and research staff.

For 2017-8 there are no grades where the pay gap is >5% (Figure 4.1.21). However, when viewing the pay differences by role (Figure 4.1.21) there are three academic and research roles where the average pay for women is over 5% less than the men's average pay: SRF, PEF and HoD. The numbers of staff in each of these roles are small in comparison with most of the other roles at 16, 5, and 7 respectively.
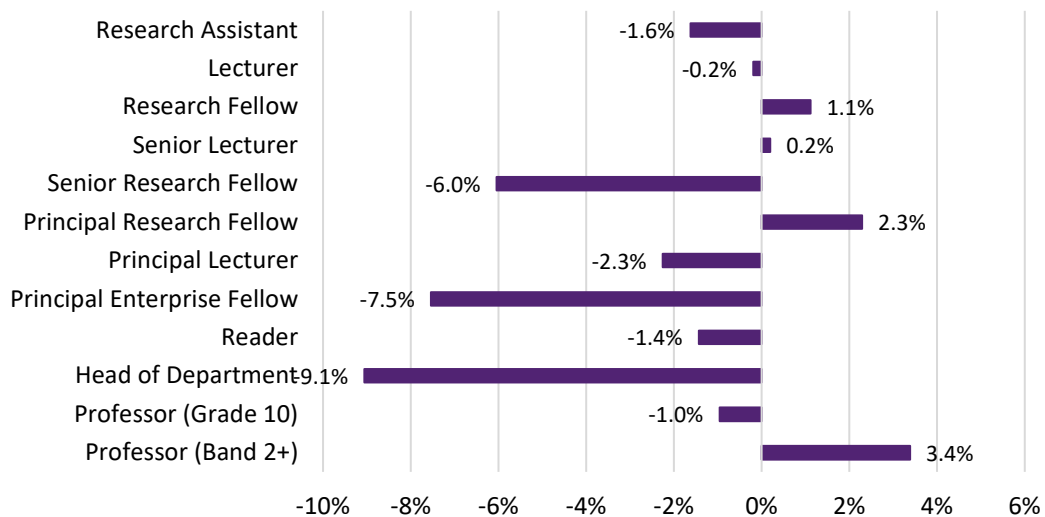
Figure 4.1.21 Percentage pay difference for women, in relation to men in the same role for academic and research staff for 2017-18.

Most recent 2019 data shows that the pay gap has reduced since 2018 for all staff, not just academic and research staff. Key findings include:

- The gender pay gap variance is not considered statistically significant in all but one of our grades. Within this grade the gap has reduced by nearly 10% over the last 2 years.
- The University is committed to addressing workplace barriers to equality and providing all employees with equal opportunity.
- Our policies are also addressing the senior staff category which at less than 1% of the workforce shows a higher pay gap despite our practice of using sector median salaries when considering appointments and progressions.

The University's top three priorities to address disparities in pay are to:

- Offer career development programmes for employees to develop skills and prepare individuals for progression and promotion opportunities. **[A3.7, A3.8]**

- Continue to actively support and encourage women to apply for promotional opportunities through publicising successful candidates; promoting positive role models to encourage women to apply for senior roles; and developing our existing internal and external mentoring and coaching arrangements through partnership working with other Universities. **[A3.5]**

- Assess and update promotion criteria to ensure they are fit for purpose and recognise all types of contribution. Ensure the University's conferment process continues to be transparent and accessible. **[A2.4]**

Action Point Summary

A2.1 Increase proportion of women in senior Academic & Research roles through interventions in career support and progression, recruitment and promotion.

A2.2 Minimise the numbers of staff on fixed-term contracts to provide stability of employment.

A2.3 Improve understanding of reasons for leaving with the aim of improving practices and policy.

A2.4 Minimise (eliminate where possible) and maintain low Gender Pay differences

A3.1 Increase proportion of academic and research job applications from under-represented groups through a series of changes to the recruitment process.

A3.3 Increase the proportion of women attaining academic promotions through implementing changes to the appraisal and promotion processes, continuing career development workshops and providing line managers with updated guidance on supporting those going through the promotion process.

A3.5 Develop, promote and assess coaching and mentoring provision.

A3.6 Improve the appraisal process to increase staff levels of satisfaction with discussions held.

A3.7 Provide career progression support for academic staff to ensure staff receive quality and timely guidance.

A3.8 Provide career progression support for academic staff by providing pump-priming grant funding through URF.

(Word Count 1687)

4.2. Professional and support staff data

(i) Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

(ii) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

(iii) Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF
(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

	2015/16		2016/17		2017/18	
	Women	Men	Women	Men	Women	Men
Applications	677	1160	691	1221	642	1146
Shortlisted	153	194	155	179	170	250
Appointed	39	50	42	41	58	54

Table 5.1.1: Number of applicants, shortlisted applicants, and appointments for the three academic years 2015/16-2017/18 by gender.

The proportion of women applying for Academic/Research positions has remained fairly constant 2015-18 (36% in 2017/18). The proportion of women appointed has increased from 44% to 52% (Figure 5.1.1). This is attributed in part to an evaluation of language used in adverts and recruitment packs.

Women have had higher success than men in terms of appointment and shortlisting from applications for all academic/research roles except HoD/Prof (Figure 5.1.2 and Figure 5.1.4) where, despite success in shortlisting, women are not as successful (Figure 5.1.3), although low numbers here mean significant trends are difficult to determine. **[A3.1]**

The acceptance rate for job offers was 93% for women and 92% for men.
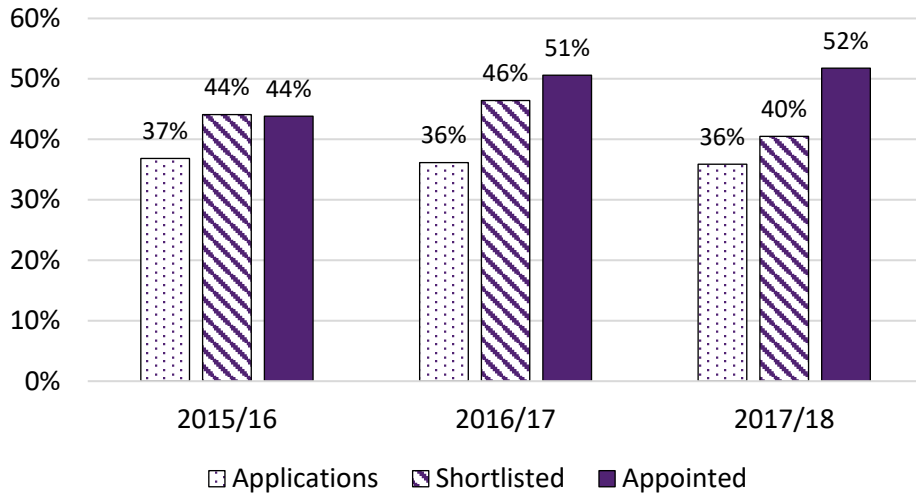
Figure 5.1.1: Proportion of women at each stage of the recruitment process
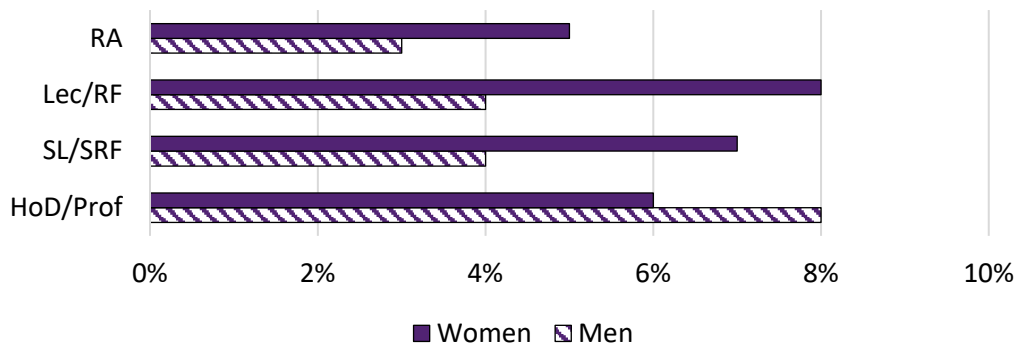
Figure 5.1.2: Proportion of applications resulting in appointment by gender and grade (2015/16-2017/18)[2]

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[2] The roles of PL/PRF/PEF/Reader have been excluded from Figure 5.1.22 and Figure 5.1.43 due to low numbers (despite combining these categories)
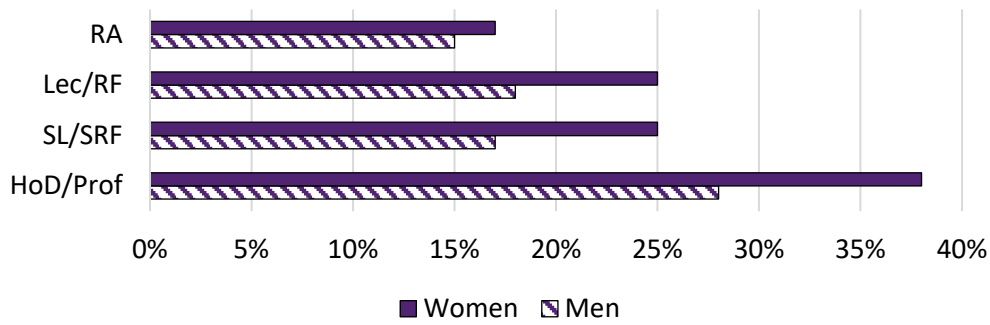
Figure 5.1.3: Proportion of applicants shortlisted by gender and grade (2015/16-2017/18)[2]
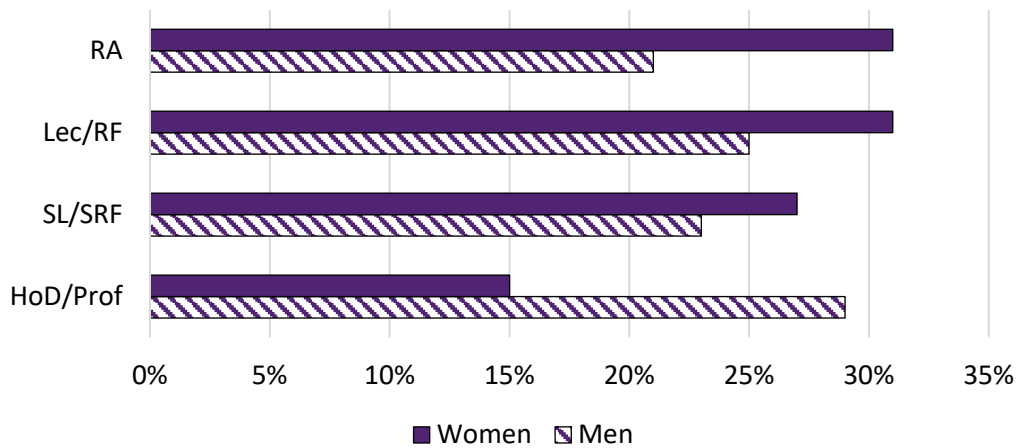
Figure 5.1.4: Proportion of shortlisted applicants appointed by gender and grade (2015/16-2017/18)[2]

UoH's recruitment and selection procedure specifies "advertisements should also positively encourage suitable applicants from under-represented groups". UoH recommends that all panels have mixed gender membership and 'the membership of the selection panel, wherever practicable, should reflect the diversity of the University'. This is monitored by HR Officers.

For HoDs and more senior roles, recruitment consultants are engaged to promote an increase in the number of applicants from under-represented groups. This is currently monitored by the Head of HR and Director of HR. From 2020 data on the gender of applicants put forward by recruitment consultants will be recorded to make this process more transparent, as well as checking recruitment consultants' EDI policies before appointment. **[A3.1]**

Unconscious Bias training is mandatory when serving on a recruitment panel and is monitored by HR. However, Deans are strongly encouraged to promote this training for all staff. As of April 2020 48% of staff in Schools had completed UB training. ADA, MHM, and HBU had higher than average completion rates (Figure 5.1.55) and UoH plans to make Unconscious Bias training mandatory for all staff by 2021. **[A3.1]**
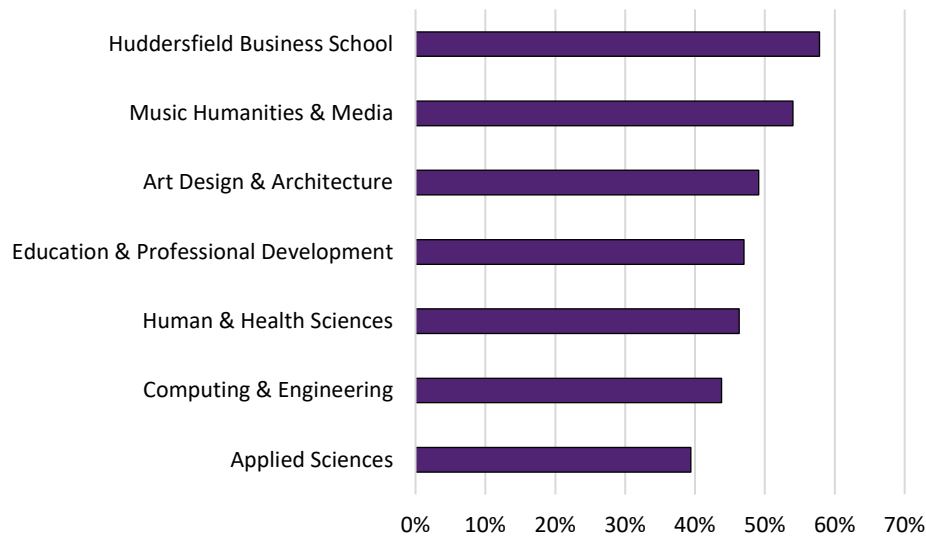
Figure 5.1.5: Proportion of current employees from each School to have completed Unconscious Bias training (as of April 2020)

(ii)   Induction

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

Induction takes place for all staff at three levels: University, School/service/department and on-line. Managers are responsible for new staff inductions. The staff induction process includes an introduction to colleagues and a tour of the service/School as well as familiarisation with equipment and mandatory training courses as well as advisory ones.

The uptake and effectiveness of UoH's induction programmes are regularly reviewed in-line with UoH's HR Staff Development Evaluation, Impact, and ROI Strategy 2019. UoH is working to ensure completion of mandatory courses as part of the recommended changes from the Induction Steering Group review. Qualitative data on satisfaction with induction processes is being gathered and implementation of changes from this review is expected to take place from 2021. **[A3.2]**

All staff have a probationary period (PSS 6 months, academic/research 12 months). Promoted staff will also serve a probationary period, but not those who have been re-graded or redeployed. The completion rate for probation is 99%.

(iii)   Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

	Women	Men	%W	%M	% of Eligible W	% of Eligible M
Grade 8	28	50	36%	64%	12%	21%
Grade 9	42	38	53%	47%	7%	6%
Grade 10	14	17	45%	55%	8%	8%
Band2+	≤5	7	-	70%	3%	2%

Table 5.1.2: Number and proportion of promotion applications and proportion of eligible pool to have applied (FT and PT combined) by gender 2015/16-2017/18
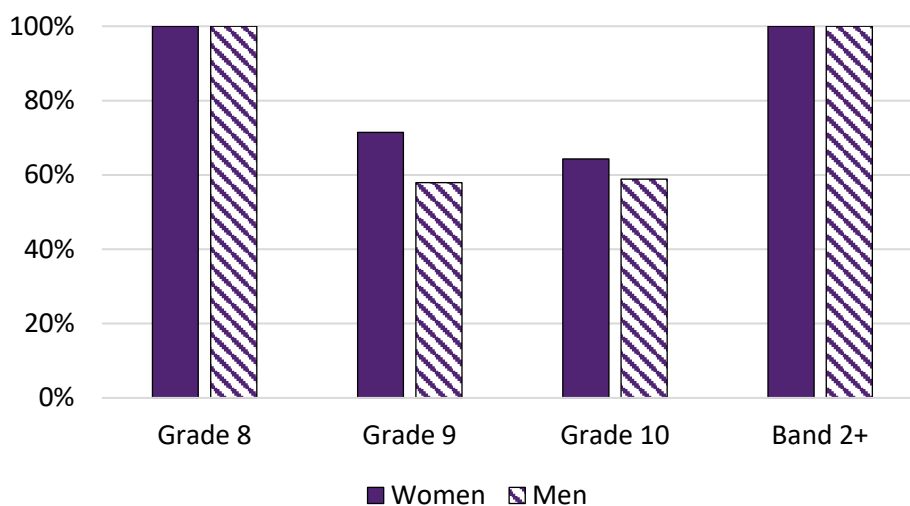
Figure 5.1.6: Proportion of successful promotion applications by gender 2015/16-2017/18. Data represent the percentage success rate compared to the total number of applications from that gender for the listed grade.

Women made up 42% of full-time promotion applications 2015/16-2017/18. As there were only 12 part-time promotion applications in total (for Grades 8+), a split by full-time and part-time has not been possible. The low number of part-time applications is acknowledged. UoH will promote the availability of promotion at fractional appointment and will do this as part of the new promotion guidelines and criteria planned for 2020, as well as addressing wider flexible-working issues that could be contributing to a lack of progression amongst part-time staff (see section 5.5(vi) Flexible Working). **[A3.3]**

	Women	**Men**
2015/16	9%	8%
2016/17	7%	7%
2017/18	16%	14%
Total	11%	10%

Table 5.1.3: Proportion of women and men in academic and research roles to have completed a Career Progression training course

Women were more successful in appointment than men at Grades 9 and 10, and equally successful at Grade 8 and Band 2+ (Figure 5.1.6) although the number of women applying for promotion to grade 8 needs to be increased. UoH runs several career development programmes for staff. Action 3.6 from our 2015 submission was to

increase women's attendance at career progression workshops. This has been achieved, with attendance of women at Career Progression training courses increased from 9% to 16% between 2015/16-2017/18 (Table 5.1.3). The promotion criteria are currently under review and changes are due to be ratified this spring. **[A3.3]**

53% of academic/research respondents to the 2019/20 AS Staff Survey agreed/strongly agreed that they understood the promotion process and criteria (Figure 5.1.7). There was not a statistically significant relationship between gender and this variable. UoH's promotion process is under review and guidance for managers on supporting staff through the promotion process will also be reviewed to increase the level of understanding of the process. **[A3.3]**

110 Academic/Research respondents (38%) were working towards a promotion in their current role (37% of both women and men).
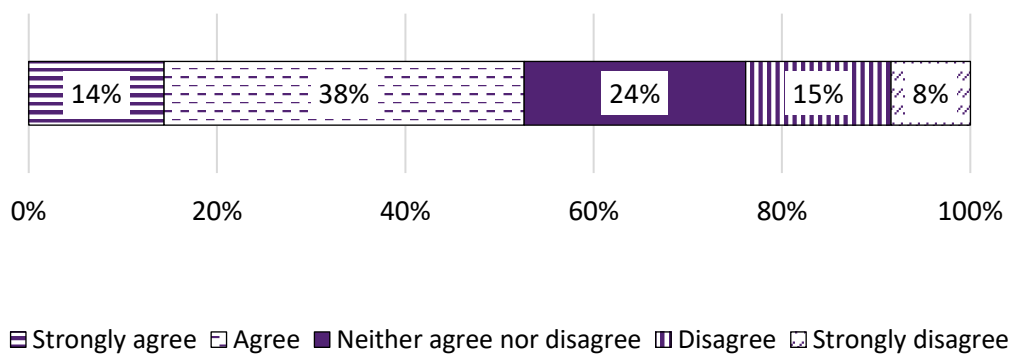
Figure 5.1.7: Academic/Research respondents' level of agreement with the statement 'I understand the promotion process and criteria' (2019/20). There was not a statistically significant relationship between gender and this variable.
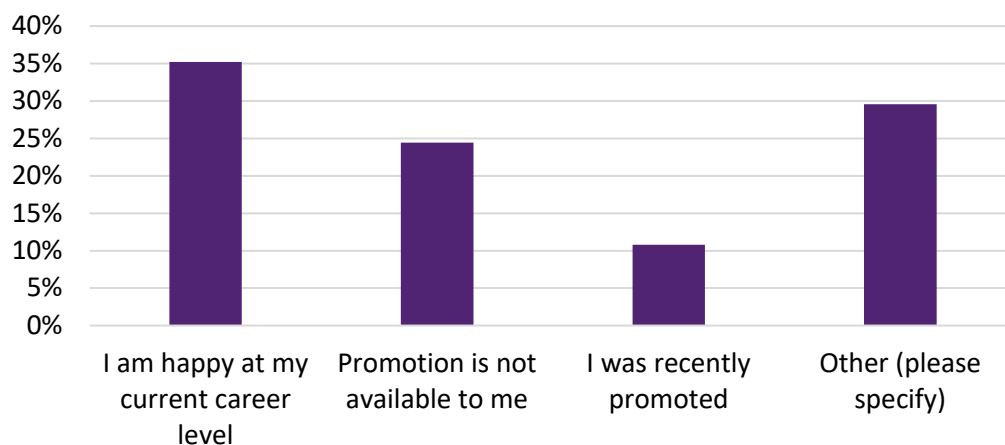
Figure 5.1.8: Academic/Research respondents' reasons for not actively working towards a promotion (percentage). There was not a statistically significant relationship between gender and this variable.

Of the respondents who were not actively working towards promotion, 35% were happy in their current role, 34% said promotion was not available (e.g. FTCs), and 11% had been recently promoted (Figure 5.1.8).

| 7% | 27% | 30% | 24% | 12% |

0%   20%   40%   60%   80%   100%

⊟ Very satisfied ⊟ Satisfied ■ Neither satisfied nor dissatisfied ⊞ Dissatisfied ☑ Very dissatisfied
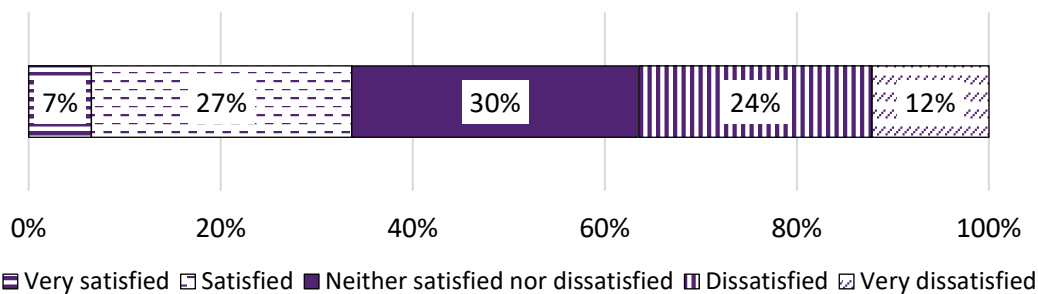
Figure 5.1.9: Academic/Research respondents' level of satisfaction with the support received in promotion planning (percentage). There was not a statistically significant relationship between gender and this variable.

34% of respondents were satisfied or very satisfied with the support they had received in promotion planning (Figure 5.1.9Figure 5.1.9). Action plans aim to increase satisfaction to 45% by 2024 through mandatory inclusion of promotion/progression discussions at appraisals, and through developing guidance for line managers on supporting staff through the promotion process. **[A3.3]**

(iv)   Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

The University made submissions to RAE2008 and REF2014 (Table 5.1.6, Table 5.1.4, Table 5.1.5). In line with the trajectory of the institution to grow research, the total submission in 2014 was 262 staff compared to 108 in 2008. Compared to RAE 2008, the %W staff submitted increased in six disciplines and reduced in the four areas of Chemistry, Engineering, Business and Management, and History. The proportion of female staff submitted in 2008 and 2014 was the same (31%) and using the total institutional data for the eligible pool data from 2014, this demonstrates that women were underrepresented in REF2014, where the eligible pool was 43%W. This trend is seen in many of the individual UoA submissions with some disciplines (English Language and Literature, Computing and Informatics, Physics and Chemistry) having an overrepresentation of women in the submission and others having very low representation (Biological Sciences, Allied Health Professions and Art and Design), although low numbers do confound analysis at this level.

Legend: ■ %W eligible for REF 2014   ▨ % eligible W submitted to REF 2014
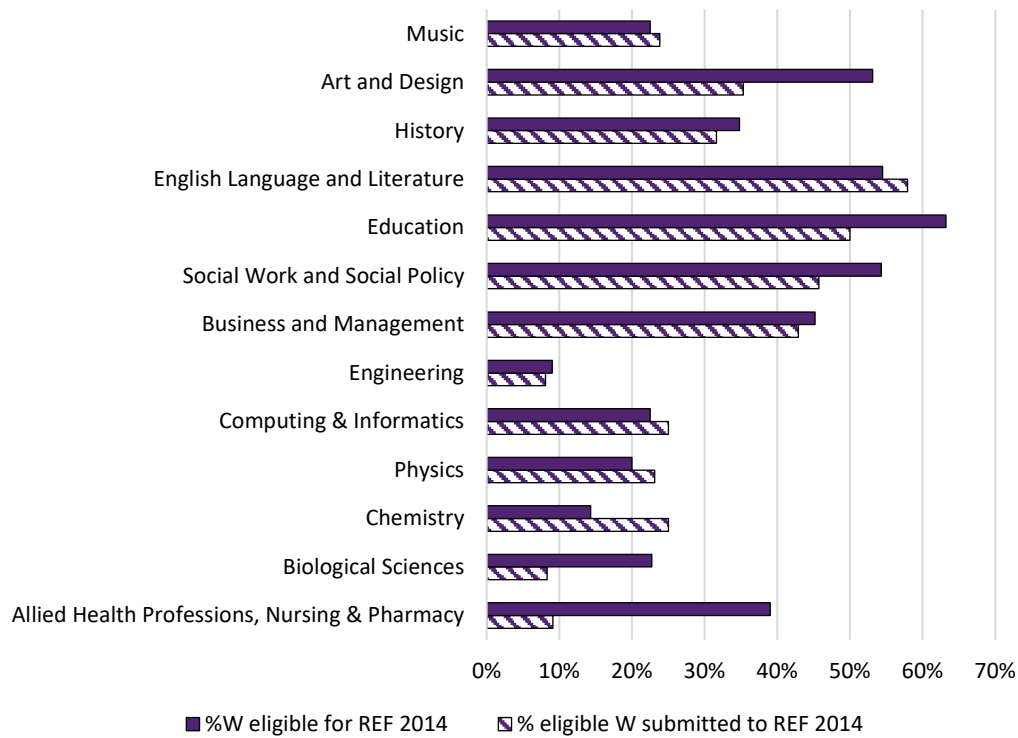
Figure 5.1.10 Percentage of eligible women returned to REF2014 compared to the percentage of women in the eligible pool calculated at the point of submission.

As a consequence, the AP presented in our last AS submission included actions aimed at addressing this imbalance for REF2021 but now the changes in the criteria for REF 2021 mean that we have developed an institutional Code of Practice, which has EDI embedded within it. Selection of staff will be based on objective criteria to assess 'significant responsibility for research' (or whether they are deemed independent researchers when on a research only contract) along with identification of a fair process by which research outputs will be selected for submission. Preliminary analysis indicates that we will be submitting more than double the staff numbers compared to 2014 and monitoring and ensuring equality in submission is important to our new AP. It is indicative in terms of the rise in profile of women in the research activity at the University that there are a significant number of women appointed as UoA Co-ordinators (the individuals responsible for each UoA submission), Table 5.1.7. **[A3.4]**

	All			STEM			AHSSBL		
	W	M	Total	W	M	Total	W	M	Total
Eligible	343	462	805	35	153	188	276	266	542
Included in REF	81	181	262	16	89	105	65	92	157
Conversion rate	24%	39%	33%	46%	58%	56%	23%	35%	29%

Table 5.1.4: Count of eligible and actual REF submissions and conversion rate by gender and subject type (2014).

	Subject Areas	UoA	All	W	M	%W	%M
STEM	Allied Health Professions, Nursing & Pharmacy	Eligible	23	9	14	39%	61%
		Submitted to UoA 3	11	1	10	9%	91%
	Biological Sciences	Eligible	22	5	17	23%	77%
		Submitted to UoA 5	12	1	11	8%	92%
	Chemistry	Eligible	21	3	18	14%	86%
		Submitted to UoA 8	16	4	12	25%	75%
	Physics	Eligible	15	3	12	20%	80%
		Submitted to UoA 9	13	3	10	23%	77%
	Computing & Informatics	Eligible	40	9	31	23%	78%
		Submitted to UoA 11	16	4	12	25%	75%
	Engineering	Eligible	67	6	61	9%	91%
		Submitted to UoA 15	37	3	34	8%	92%
AHSSBL	Business and Management	Eligible	115	52	63	45%	55%
		Submitted to UoA 19	21	9	12	43%	57%
	Social Work and Social Policy	Eligible	181	104	77	58%	43%
		Submitted to UoA 22	46	21	25	46%	54%
	Education	Eligible	57	36	21	63%	37%
		Submitted to UoA 25	14	7	7	50%	50%
	English Language & Literature	Eligible	22	12	10	55%	46%
		Submitted to UoA 29	19	11	8	58%	58%
	History	Eligible	23	8	15	35%	65%
		Submitted to UoA 30	19	6	13	32%	68%
	Art and Design	Eligible	96	51	45	53%	47%
		Submitted to UoA 34	17	6	11	35%	65%
	Music	Eligible	40	9	31	23%	78%
		Submitted to UoA 35	21	5	16	24%	76%
	Comms, Cultural and Media	Eligible	8	4	4	50%	50%
		Submitted to UoA 36	0	0	0	0%	0%

Table 5.1.5: Count of staff eligible and submitted for REF2014 by UoH in each UoA and split by gender

		All Staff	W	M	%W	%M
	All Staff included in RAE 2008	**108**	**33**	**75**	**31%**	**69%**
STEM	Chemistry UoA 18	10	3	7	30%	70%
	Computer Science & Informatics UoA 23	6	1	5	17%	83%
	General Engineering UoA 25	10	2	8	20%	80%
	STEM Total	**26**	**6**	**20**	**23%**	**77%**
AHSSBL	Accounting and Finance UoA 35	2	1	1	50%	50%
	Politics and International Studies UoA 39	7	1	6	14%	86%
	Social Work and Social Policy UoA 40	18	7	11	39%	61%
	Sociology UoA 41	9	4	5	44%	56%
	Education UoA 45	7	2	5	29%	71%
	English Language and Literature UoA 57	12	5	7	42%	58%
	History UoA 62	10	4	6	40%	60%
	Music UoA 67	13	2	11	15%	85%
	Comms, Cultural and Media UoA 66	4	1	3	25%	75%
	AHSSBL Total	**82**	**27**	**55**	**33%**	**67%**

Table 5.1.6: Count of staff submitted for RAE2008 by the University in each UoA by gender. The % represent the percentage of the submitted pool that were women as data for the eligible pool is not available.

Main Panel	UOA	Subject	Gender of Coordinator
A	3a	Allied Health/ Nursing	W
A	4	Psychology	M
A	5	Biology	M
B	8	Chemistry	M
B	11	Computer Science	M
B	12	Engineering	M
C	13	Architecture and Built Environment	W
C	17	Business	W
C	18	Law	M
C	20	Social Work and Social Policy	W
C	24	Sports and Exercise Sciences	W
C	23	Education	W
D	26	Modern Languages & Linguistics	M
D	27	English Language	W
D	28	History	W
D	32	Art & Design	W
D	33a	Music	M
D	33b	Drama	M
D	34	Communications, Media and Journalism	W
		All University	**53% W**

Table 5.1.7: Gender of current UoA co-ordinators at the University

Action Point Summary

A3.1   Increase proportion of academic and research job applications from under-represented groups through a series of changes to the recruitment process and training with the aim of more equal gender profiling.

A3.2   Improve the Induction Process by implementing recommendations of the Induction Steering Group.

A3.3   Increase the proportion of women attaining academic promotions through implementing changes to the appraisal and promotion processes, continuing career development workshops and providing line managers with updated guidance on supporting those going through the promotion process

A3.4   Improve gender balance of staff returned to REF 2021.

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5.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i)   Induction

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

(ii)   Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

5.3. CAREER DEVELOPMENT: ACADEMIC STAFF

(i)   Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The following section relates to training courses run centrally by Staff Development. Data on in-house training courses within schools is not currently collated centrally and to support Schools the ASWG will evaluate whether this data can be routinely and coherently collected so it is able to be centrally analysed alongside staff development data from 2021. **[A3.9]**
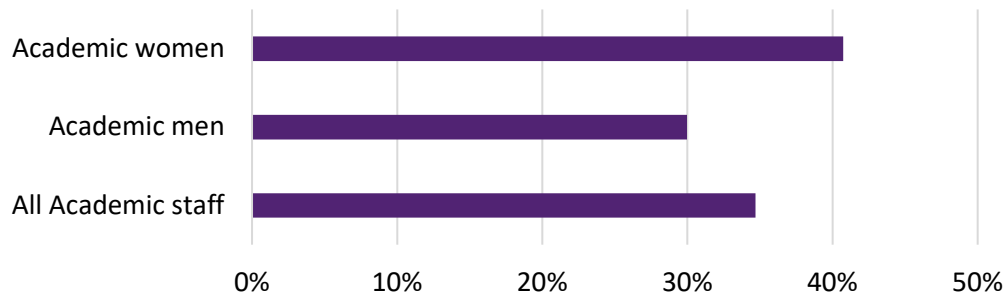
Figure 5.3.1: Proportion of staff to have completed a Staff Development training course (2015/16-2017/18)

Staff development opportunities are circulated to all staff monthly by email and uptake is as shown in Figure 5.3.1. In 2017/18 Staff Development (SD) held 14 EDI training courses with a total of 83 participants at an average of c.6 people per course. The majority of participants were women (72). To understand why so few men undertake these courses the ASWG is working with Staff Development and the MIS Team to establish the best way to evaluate feedback from training courses by gender. **[A3.9]**

The effectiveness of Staff Development training programmes is monitored and developed in response to levels of uptake and evaluation through the HR SD Evaluation, Impact, and ROI Strategy (2019) (Figure 5.3.2). The ASWG is working with Staff Development and the MIS Team to identify whether other protected characteristics can be included in this data.
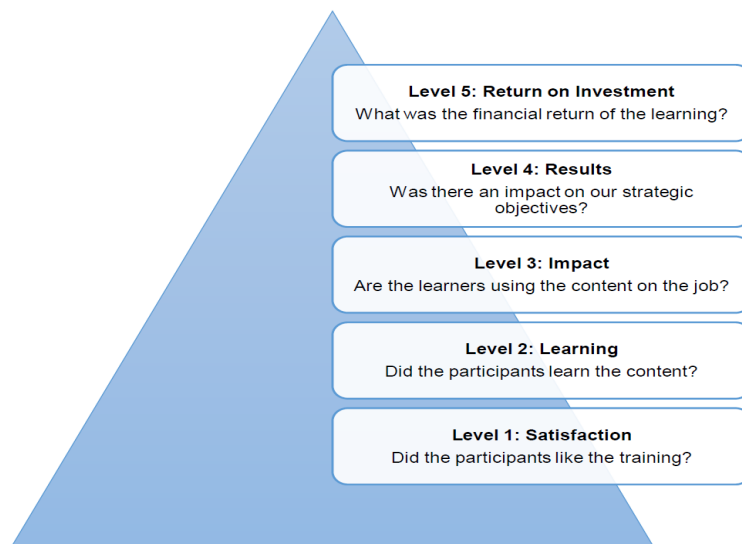
Figure 5.3.2: Staff Development Evaluation, Impact, and ROI Strategy framework (2019)

(ii)   Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Appraisals are held annually by a line manager and it is the responsibility of the Schools to ensure consistency. The 2019/20 AS Staff Survey showed that 91% of Academic/Research respondents had had an appraisal within the last 12 months. There was no statistically significant relationship between gender and this variable.

SD provided three training courses for appraisers in 2017/18. 63% of academic/research respondents to the 2019/20 AS Staff Survey who had held an appraisal had previously attended appraiser training. There were also three training courses for staff receiving appraisals in 2017/18, undertaken by 44 academics.

The 2019/20 AS Staff Survey found that 61% of academic respondents were satisfied with the discussions at their most recent appraisal, 24% were neutral, and 16% were dissatisfied. There was no relationship with gender. Respondents who were satisfied with their most recent appraisal predominantly commented on the supportive environment and open communication. Respondents who were dissatisfied most commonly commented on feeling unsupported. Respondents who were neither satisfied nor dissatisfied were the most likely to have commented on the 'tick-box' nature of the process, or a lack of action following their appraisal. UoH is in the process of implementing changes to the appraisal process following review in 2019. Revisions include discussing promotion/career development at appraisals. **[A3.6]**

(iii)   Support given to academic staff for career progression

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

UoH is a signatory to the Concordat to Support the Career Development of Researchers and has the European Commission HR Excellence in Research Award (2019, held for eight years). UoH submitted again in 2019 with the 8 year review due April 2020 (outcome in summer 2020). This review measured progress against the principles of the Concordat using data from QoWL, CROS and PIRLS 2015 and 2017 surveys. The Eight Year Review document contains an Action Plan akin to that of AS containing actions for continued and furthered support of career development of researchers 2020-24. **[A2.2, A3.7, A3.8]**

In 2017/18 SD offered 23 distinct Career Progression training courses, including a suite of programmes for research-active staff at all levels.
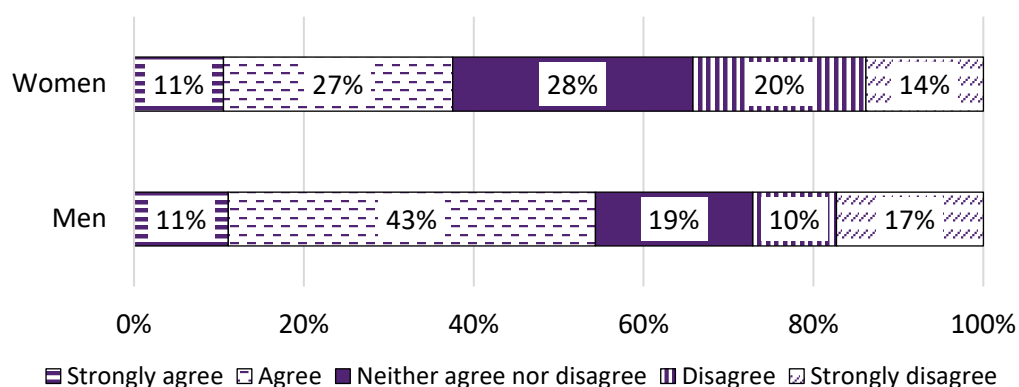

Figure 5.3.3: Academic/Research respondents' level of agreement with the statement 'I feel support is available to me should I wish to progress in my career' by gender (percentage)

A significantly higher proportion of women than men disagreed with the statement 'I feel support is available to me should I wish to progress in my career' (Figure 5.3.3) with. Qualitative focus groups with women at Grade 6-8 are planned in order to better understand the reasons for this and to identify changes required for improvement. Results will be presented as a report to the UEDIEC to discuss and implement identified changes. **[A2.1]**

Via the SD webpages, UoH offers new coaching and mentoring opportunities to all staff with six new coach/coachee partnerships and six new mentor/mentee partnerships. Feedback is gathered via an online evaluation form and the scheme currently has a 100% score for the question 'would you recommend coaching at UoH to a friend?'. UoH's People and Organisational Development delivers a Coaching Skills course for Coaches and Mentors. Coaches are all qualified to (or working towards) Level 5 Certificate in Coaching and Mentoring. Peer and one-to-one supervision are available with a Level 7 Coach. Within the qualified coaches pool UoH works with other HEIs within the region to offer external coaching where appropriate. **[A3.5]**

UoH is a subscriber to AdvanceHE's Aurora leadership and development programme for women. In 2019, following review of UoH's data for this AS submission, the Aurora programme was identified as an underutilised resource. In 2019/20 four women signed up for Aurora, down from 14 in 2015/16. The EDI Officer is now the Aurora lead to centrally manage and increase uptake of the scheme including targeted emails to Deans requesting nominations. **[A2.1, A3.7]**

In summary the University has implemented changes to improve career progression support and these strategies and their outcomes are tracked and evaluated:

- From 2020 all appraisals will include discussion of career progression plans.

- Take up of career progression training by gender will be evaluated annually.

- Qualitative data will be collected from women UoH staff at Grades 6-8 on why UoH women are not progressing to Grade 9 and above, and what can be done to encourage/support progression.

- New guidance for managers on supporting people through promotion process is being developed.

- Coaching and mentoring scheme uptake will be recorded and reported on annually.

- The Aurora nomination process is to be reviewed, including PSS uptake.

[A2.1, A3.2, A3.5, A3.6, A3.7, A3.8]

Action Point Summary

A2.1   Increase proportion of women in senior Academic & Research roles through interventions in career support and progression, recruitment and promotion.

A2.2   Minimise the numbers of staff on fixed term contracts to provide stability of employment.

A3.2   Improve the Induction Process by implementing recommendations of the Induction Steering Group.

A3.5   Develop, promote and assess coaching and mentoring provision.

A3.6 Improve the appraisal process to increase staff levels of satisfaction with discussions held.

A3.7 Provide career progression support for academic staff to ensure staff receive quality and timely guidance.

A3.8 Provide career progression support for academic staff by providing pump-priming grant funding through URF.

A3.9 Improve the data held on training courses across the institution in order to be able to undertake gender analysis.

A5.2 Continue to build EDI support in Schools and develop a consistent set of practices and culture across Schools.

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5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Note: Present professional and support staff and academic staff data separately

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

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

UoH's Maternity Leave policy applies equally to Academic/Research and PSS on either permanent or FTCs. The policy advises employees to notify their line manager/HR representative of the pregnancy 'as soon as is practicable'. HR then confirms entitlement and the employee completes a risk assessment with their line manager. All pregnant employees 'are entitled to reasonable time off with pay for antenatal care'.

All PhD students are assigned a second supervisor who will ensure that supervision continues if an academic supervisor takes Maternity Leave.

Respondents were asked in the 2019/20 AS Staff Survey to list the support they had received in relation to their leave and, whilst the response rate was low (due to a low number of eligible respondents), the most commonly cited type of support was information given about entitlement to pay/leave/holidays before taking Maternity Leave.

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

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

The 2019/20 AS Staff Survey revealed respondents' Line Manager as the most common source of support during maternity/paternity/adoption leave. The majority of respondents were satisfied with the support provided to them by their Line Manager (73%), HR (70%), and their Department (55%) in relation to their maternity/paternity/adoption leave.

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

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

The 2019/20 AS Staff Survey revealed respondents' Line Manager as the most common source of support on return after maternity/paternity/adoption leave.

On return to work staff are required to complete a risk assessment up to 6 months postpartum or if breastfeeding. UoH supports breastfeeding/pumping on campus, however it is recognised that an official statement outlining provision and how to access provision would be beneficial. UoH will have an official breastfeeding statement for staff by 2021. **[A4.1]**

Requests to return to work part-time are reviewed on a case by case basis but are only denied if the work could not be done on a part-time basis, as defined in the Maternity Leave policy.

(iv) Maternity return rate

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

	2015/16		2016/17		2017/18	
	Leave Taken	**Returned**	**Leave Taken**	**Returned**	**Leave Taken**	**Returned**
Academic/Research	9	9	13	12	7	6
PSS	15	12	20	19	20	18
TOTAL	24	21	33	31	27	24

Table 5.5.1: Count of Maternity Leave taken and returners 2015/16 to 2017/18

	Academic/Research	**PSS**	**TOTAL**
Return Rate	93%	89%	90%

Table 5.5.2: Maternity Leave return rate 2015/16 to 2017/18

The maternity return rate is 90% however actual numbers of staff who took Maternity Leave over 2015-18 were low (Table 5.5.1 and 5.5.2). The 2019/20 AS Staff Survey showed that this is linked to high satisfaction with support provided before, during and after maternity leave (5.5i-iii)

Interviews with staff before and following Maternity Leave will provide qualitative data on incentives/barriers to returning to work and UoH will use this data to maintain a high return rate going forward. **[A4.1]**

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> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.

(v)   Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

	2015/16	2016/17	2017/18
Academic/Research	11	12	11
PSS	7	13	10
TOTAL	**18**	**25**	**21**

Table 5.5.3: Count of paternity leaves taken 2015/16 to 2017/18

	Paternity Leave Taken	2nd week taken	% taking 2nd week
Academic/Research	34	6	18%
PSS	30	15	50%
TOTAL	**64**	**21**	**33%**

Table 5.5.4: Count and proportion of staff taking the second week paternity leave (statutory paternity rate of pay)

Paternity Leave (also applicable to same sex couples) is available with a pay entitlement of one week at full pay and one week of Statutory Paternity pay. In 2017/18 21 staff members took Paternity Leave (Table 5.5.3).

Table 5.5.4 shows that only a third of staff take the second week of Paternity Leave and preliminary evidence from focus groups suggests that a large proportion of staff take the second week off after the birth of a child as annual leave in order to protect their income. The possibility of increasing paternity pay to two weeks' full pay will be evaluated by 2022. **[A4.2]**

The number of academic/research staff and PSS staff to have taken Paternity Leave by grade (Table 5.5.5 and 5.5.6) is roughly proportionate to the number of staff at each grade (Table 4.1.2).

Grade	Paternity Leave
RA	≤5
Lec/RF	8
SL/SRF	17
PL/Reader/PRF/PEF	≤5
HoD/Prof	≤5

Table 5.5.5: Count of academic/research staff to have taken Paternity Leave by grade (2015/16-2017/18)

Grade	Paternity Leave
Grade 5 and below	12
Grade 6 and above	18

Table 5.5.6: Count of PSS staff to have taken Paternity Leave by grade (2015/16-2017/18)

Adoption leave 'matches' that of maternity entitlements (a maximum of 52 weeks) and in addition up to five appointments related to the adoption are paid. One case of adoption leave was supported 2015-18.

SPL (of up to a maximum of 50 weeks for eligible employees) can be taken as a continuous or discontinuous period of leave in multiples of complete weeks, and is paid at the statutory rate set by the government. Two cases of SPL were supported 2015-18. Survey responses indicated that the low take up of SPL was due to active and informed choice as opposed to a lack of understanding or awareness.

There was a statistically significant relationship between respondents' knowledge of where to access University policies and staff type (Table 5.5.7).
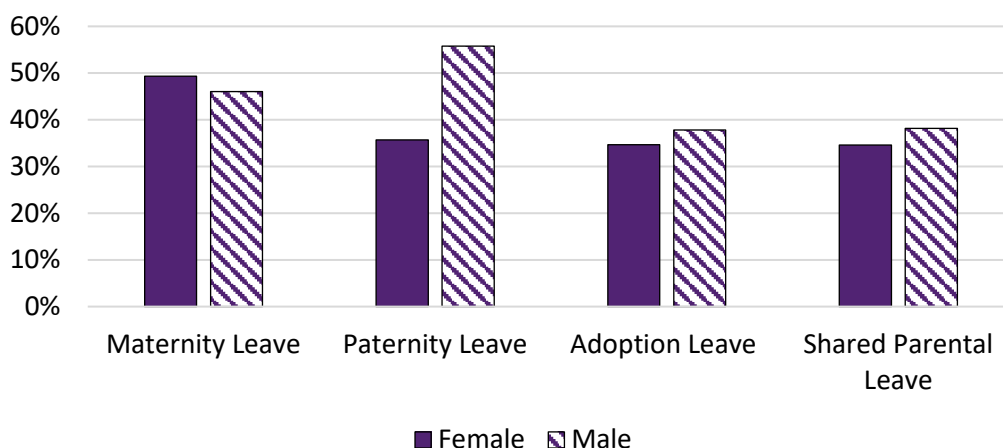
Figure 5.5.1: Awareness of Maternity, Paternity, Adoption, and Shared Parental Leave policies by gender (2019/20 AS Staff Survey)

Policy	% aware of policy	
	Academic/Research	PSS
Maternity Leave	54%	66%
Paternity Leave	53%	66%
Adoption Leave	49%	63%
Shared Parental Leave	48%	64%

Table 5.5.7: Proportion of staff aware of Maternity, Paternity, Adoption, and Shared Parental Leave policies by staff type 2019/20 AS Staff Survey

To increase the proportion of staff that are aware of these policies by 10% by 2022 these policies are included in a wider strategy for HR Managers to increase advice and guidance to line managers. **[A5.10]**

(vi)   Flexible working

Provide information on the flexible working arrangements available.

UoH offers formal (contractual) flexible working arrangements defined in the Flexible Working policy, however many staff have informal arrangements with their line manager in addition to/instead of a formal arrangement.

Figure 5.5.2: Proportion of type of flexible working arrangement in 2019/20 AS Staff Survey

Figure 5.5.3: Proportion of type of flexible working arrangement by staff type in 2019/20 AS Staff Survey

45% of 2019/20 AS Staff Survey respondents had a flexible working arrangement (formal or informal) (Figure 5.5.2). There was no statistically significant relationship with gender. There was a statistically significant relationship between respondents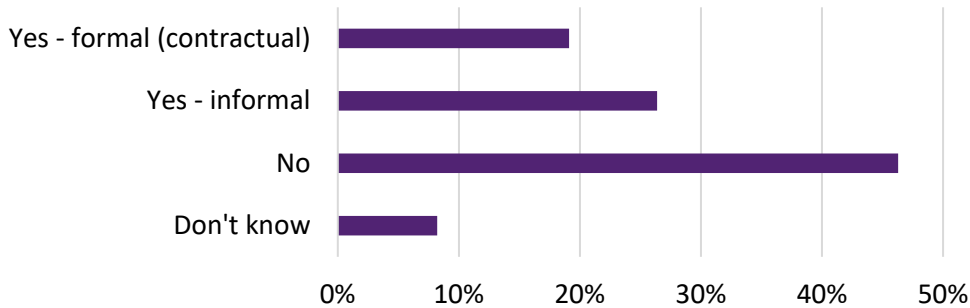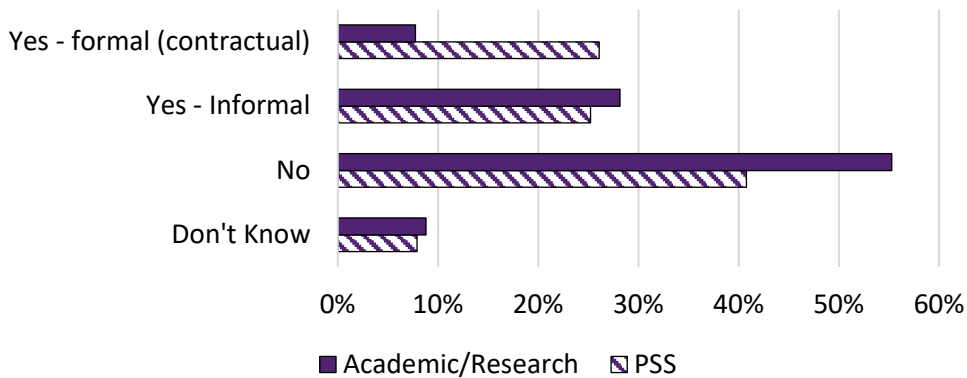' flexible working arrangement and staff type (Figure 5.5.3): 26% of PSS, compared to 8% of Academic/Research respondents had a formal flexible working arrangement. Qualitative commentary on flexible working and was positive. Future surveys will allow for QoWL-style measurement of satisfaction with UoH's flexible working culture. **[A 4.3]**

	Academic		PSS	
	Women	Men	Women	Men
Applications	28	25	67	16
Approvals	25	23	63	14
Approval rate	**89%**	**92%**	**94%**	**88%**

Table 5.5.8: Flexible working applications and approvals 2015/16 - 2017/18

UoH has a high approval rate for formal flexible working requests regardless of gender or staff type (Table 5.5.8) and 70% of respondents knew where to access the flexible working policy for their own information or to provide it to their members of staff. There was no relationship between respondents' awareness of where to access the flexible working policy and gender. UoH prides itself on its flexible working culture and transparency of flexible working policy, as shown by the high awareness of policy in the 2019/20 AS Staff Survey and positive comments citing support from management as a driver of satisfaction with flexible working policy and culture.

Survey respondents without a flexible working arrangement mainly commented that flexible working is not possible in their role, either because of customer-facing roles, or due to workload expectations. The most commonly noted barriers were not being allowed to work from home and not being allowed to work compressed hours. There was also concern expressed about being perceived as less dedicated. Respondents who had a flexible working arrangement, whether formal or informal, most commonly commented on their satisfaction with the current system. The most common issues were that accrued flex could be difficult to take and working from home on a limited basis would be beneficial. These issues will be explored further to pinpoint cultural/practical misalignment with institutional provision and to consider the culture shift expedited by the current coronavirus pandemic. This data will inform a review of the flexible working policy and provision. **[A4.3, A5.2]**

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

UoH wants to support all staff members who wish to return to full-time after a period of part-time working. It is not possible to hold posts open for long periods of time thus a return to full-time working cannot be guaranteed indefinitely. However, all requests for

changes in contracted hours are taken seriously by UoH and accommodated where possible within the constraints of the business need. **[A4.4]**

(viii)   Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

Up until its closure UoH offered the facility for all staff to use the Apple salary sacrifice childcare voucher scheme (Table 5.5.9). From October 2018 employees were unable to join the existing scheme, but if they were already members they are able to continue for as long as they stay with UoH. The new scheme, 'Tax-Free Childcare', is administered by the government.

	2015/16		2016/17		2017/18	
	W	**M**	**W**	**M**	**W**	**M**
Academic/Research	40	54	39	58	36	57
PSS	65	38	59	31	69	28

Table 5.5.9: Staff participating in the salary sacrifice childcare voucher scheme (2015/16 - 2017/18)

UoH does not run a childcare facility but its central location means that staff have access to several local providers and HR provide a list of these for new staff relocating. The Staff Survey identified childcare issues as linked to flexible working, however lack of on-site facilities was not raised as an issue. Several sets of focus groups are scheduled to be held in summer 2020, with one of these sets being themed around flexible working. Childcare issues will form a sub-theme within this focus group set and suggestions for improvement will be evaluated for feasibility. **[A4.3]**

(ix)   Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

UoH's Caring for Carers at Work (2019) document provides information for carers and managers of those with caring responsibilities on relevant University policies and internal/external support networks/services and is available on the University's EDI webpages.

55% of respondents to the 2019/20 AS Staff Survey were aware of UoH's Dependant Leave (DL) policy: 59% of women; 47% of men. 35% of academic/research and 67% of PSS respondents were aware of UoH's DL policy. There was a statistically significant relationship between whether respondents knew where to access the dependant leave policy and gender: 71% of women compared to 60% of men.
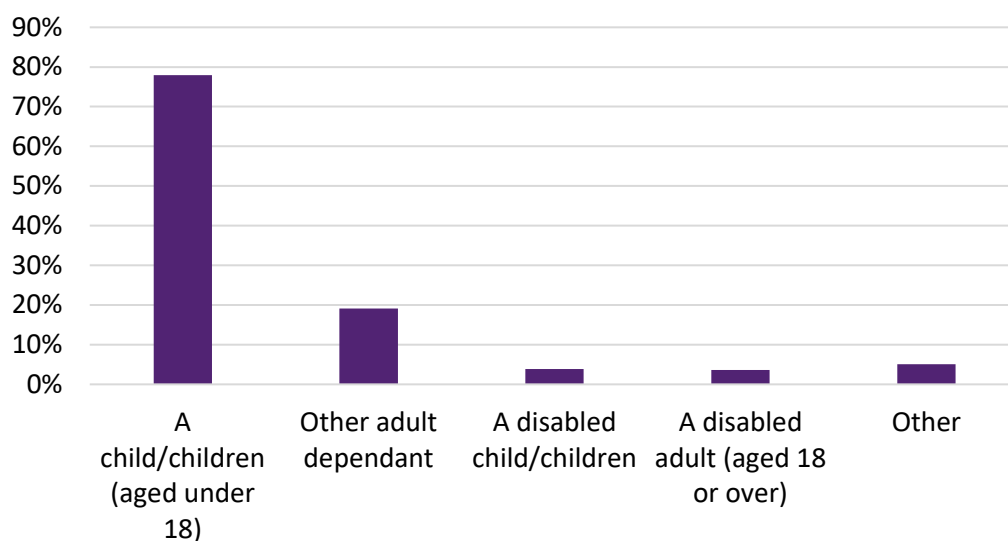
Figure 5.5.4: Proportion of staff with dependant responsibilities in 2019/20 AS Staff Survey

Do you have responsibility for any dependants?	Count
A child/children (aged under 18)	261
A disabled adult (aged 18 or over)	12
A disabled child/children	13
Other adult dependant	64
Other	17

Table 5.5.10: Count of staff with dependant responsibilities in 2019/20 AS Staff Survey

49% of all respondents had responsibility for one or more dependants (Figure 5.5.4). Of respondents with responsibility for any dependants, 9% had responsibility for a dependant within more than one category. Table 5.5.10 shows the count of staff for these categories.

Of respondents with dependant responsibilities, 50% felt that the culture of flexible working within their department allowed them to manage their caring responsibilities to their satisfaction (Figure 5.5.5). There was no evidence of a relationship between this variable and gender, however there was a significant relationship between this variable and their type of flexible working arrangements (Figure 5.5.6). When comparing respondents with a flexible working arrangement and those without: 65% of respondents with a formal flexible working arrangement indicated they were able to manage their caring responsibilities in full, compared to 59% of respondents with an informal flexible working arrangement, and 38% of those without a flexible working arrangement. **[A4.5]**
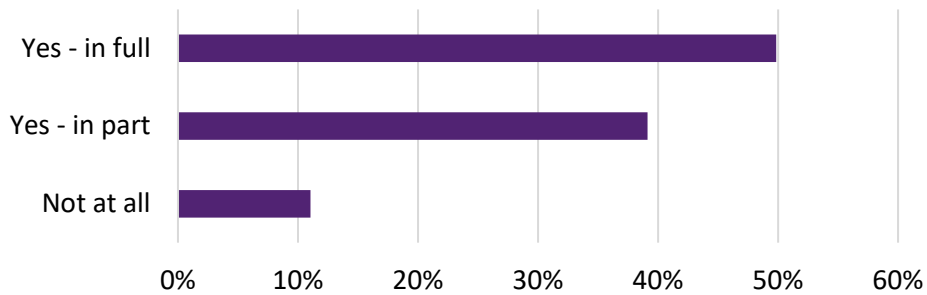
Figure 5.5.5: Proportion of staff who feel able to manage their caring responsibilities to their satisfaction within the culture of flexible working (2019/20 AS Staff Survey)
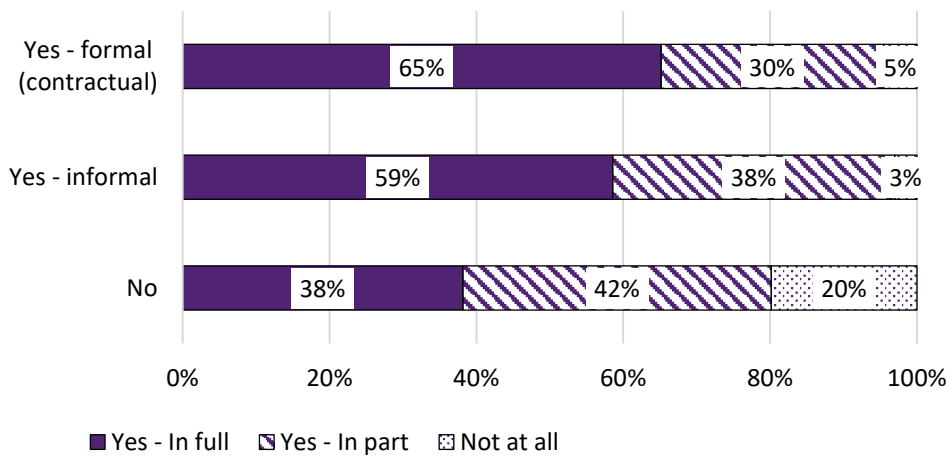
Figure 5.5.6: Proportion of respondents who feel able to manage their caring responsibilities to their satisfaction within the culture of flexible working by type of flexible working arrangement 2019/20 AS Staff Survey

Action Point Summary

A4.1   Retain high staff return rate after Maternity, Paternity, Shared Parental and adoption leave.

A4.2   Support new parents to take the full allowance of Paternity Leave and address amount of Paternity Leave available.

A4.3   Assist staff in managing WLB through commitment to flexible working arrangements, while maintaining quality of service provision.

A4.4   Support return to full-time working after a period of part-time work.

A4.5   Improve support for Carers so as to assist in WLB and enabling staff to accommodate their caring responsibilities.

A5.2   Continue to build EDI support in Schools and develop a consistent set of practices and culture across Schools.

A5.10 Keeping line managers up to date with HR knowledge so that they are able to meet the needs of their staff.

5.6. ORGANISATION AND CULTURE

(i)   Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

UoH has many initiatives, events, networks and specialist advisers as well as a wealth of information available to all staff through the University intranet which develop, support and embed not only the AS principles into University culture but the broader inclusive realm.

The women's network was established in July 2019 and has met every other month since. The meetings are scheduled on different weekdays to support those working part-time. The aim of the network is to create and maintain a supportive, aspirational and motivational network for people who identify as a woman. This includes providing a forum to discuss gender related experiences at UoH, provide peer support and mentoring, sharing ideas, good practice and topical research. Other networks include: the BAME network established in July 2017; the disability network formed in October 2018; and the LGBTQI+ network set up in April 2018. Feedback on experience of the networks is encouraged and collected by the EDI Officer and the networks have an ongoing standing item on the UEDIEC agenda. **[A5.4]**

In October 2019 a 'Menopause in the Workplace' awareness talk for staff was held and the first Menopause Café was held in March 2020 to provide a forum to talk about menopause and share experiences. Line manager training on the matter is planned for later this year.

Figure 5.6.1 First Menopause Café held in March 2020.

In March 2020 the University EDI officer organised UoH's first inclusion week encompassing events, talks, speakers and workshops addressing EDI matters. The week started with a celebration of International Women's Day where a panel discussion was held, with questions from the audience, to provide an opportunity to hear about the experiences and career journeys of some of our inspirational women leaders.

Figure 5.6.2 University inspirational women leaders appearing in panel discussion for International Women's Day March 2020: Professor Christine Jarvis, Dean of Art, Design & Architecture; Professor Adele Jones, None in Three Research Centre Director; Dr Georgina Blakeley, Director of Teaching, Learning and Student Experience Rebekah Smith, Chief Executive Officer (Student's Union).

To mark the national LGBT adoption and fostering week staff news provided a reminder of UoH's family leave policies which are all inclusive of same sex couples.

Figure 5.6.3 LGBT Adoption and Fostering Week 2 – 8 March 2020

There is a programme of events focussed on different aspects of wellbeing organised by the Occupational Health Department. These include:

- Monthly staff learning lunches on a variety of topics such as ovarian cancer, fad diets, therapeutic benefits of reading and literature.

- A weekly staff choir who meet to relax, unwind and join in a good sing!

- Weekly meditation sessions

- A time to talk event – time to change drop in event.

- An annual step challenge where teams of colleagues across UoH compete for prizes for most steps, best team name and most improved team.

[A5.4]

Attendance at these events is not monitored to allow for complete flexibility to drop in/out of these events as they are often related to sensitive topics.

In addition, SilverCloud is available online for all staff to provide access to secure, immediate, cognitive behavioural therapy for stress, anxiety, depression and body image.

UoH also provides a network of trained Dignity at Work Advisors, who are unbiased, neutral colleagues who can provide a confidential and informal service to assist alleged victims of harassment or bullying or those accused of harassment or bullying. The aim of this role is to facilitate informal resolution in line with University policy. In 2020 UoH has five Dignity at Work Advisors, four of which are women.

The UoH has 25 MHFAs who:

- provide support to a student or member of staff who is experiencing emotional or mental health distress;

- provide reassurance, promote and support the safety of the individual; and

- signpost to professional help and support.

In 2017/18 117 staff members completed MHFA training (86%W) and 19 of 25 MHFAs were women.

[A5.1]

In the 2019/20 AS Staff Survey, 75 respondents (12%) identified as having been discriminated against because of their gender whilst working at UoH. There was a statistically significant relationship between experience of gender discrimination and gender, with 58 women compared to 7 men experiencing gender discrimination, and staff type (Figure 5.6.44). **[A5.2, A5.3, A5.4, A5.8]**
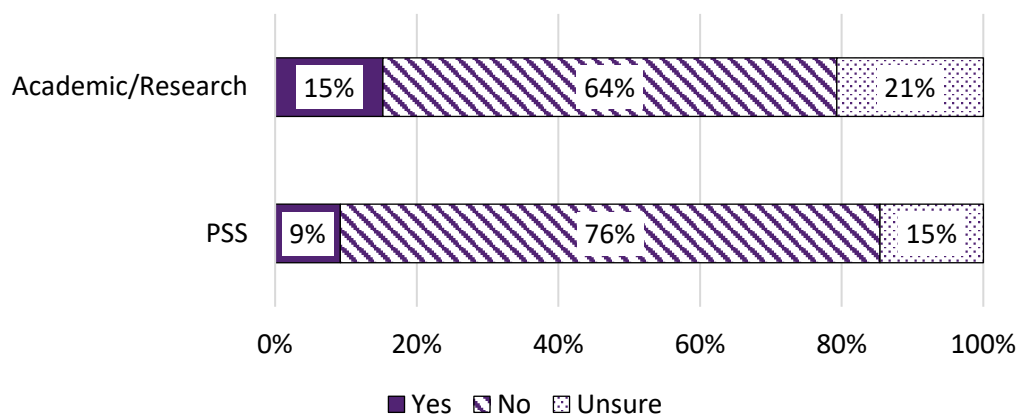
Figure 5.6.4: Proportion of staff responding to question of whether they had been discriminated against because of their gender by staff type in 2019/20 AS Staff Survey
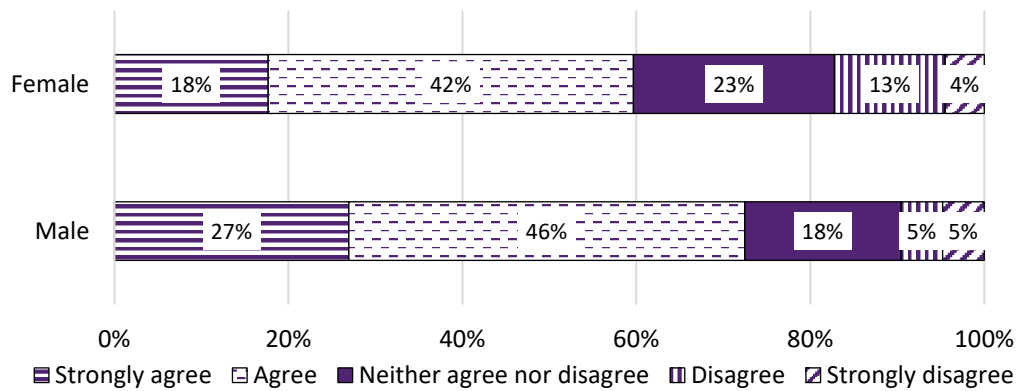
Figure 5.6.5: Percentage agreement with the statement 'I believe that all staff, irrespective of their gender, are valued equally by the University' by gender in 2019/20 AS Staff Survey

A higher proportion of female respondents, when compared to male respondents, disagreed with the statement: 'I believe that all staff, irrespective of gender, are valued equally by the University' (Figure 5.6.4) and between Academic/Research respondents compared to PSS (Figure 5.6.4). **[A5.2, A5.3, A5.4, A5.8]**
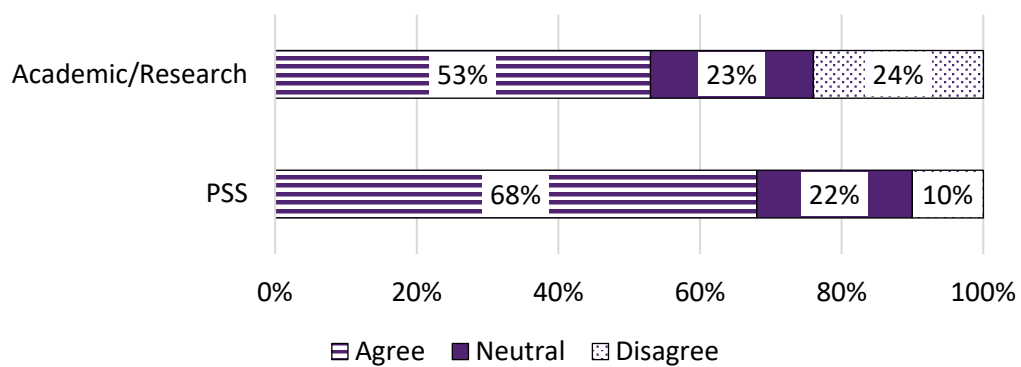
Figure 5.6.4: Proportion of agreement with the statement 'I believe that all staff, irrespective of their gender, are valued equally by the University' by staff type in 2019/20 AS Staff Survey
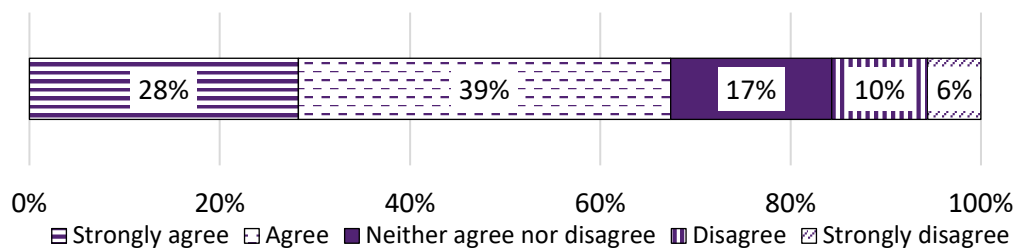
Figure 5.6.5: Level of agreement with the statement 'I believe that all staff, irrespective of their gender, are valued equally by my School/service' in 2019/20 AS Staff Survey

This was not evident at School/service' when comparing genders and 67% of respondents agreed or strongly agreed with the statement 'I believe that all staff, irrespective of gender, are valued equally by my School/service' (Figure 5.6.5), which is slightly higher than UoH as a whole. Figure 5.6.6 breaks this down by School/service. SCE had the largest proportion of agreement (83%). However, the majority of

respondents from this School were men. Fewer than half the HBS and SMHM respondents agreed with the statement. **[A1.4, A5.2, A5.3, A5.4, A5.8]**
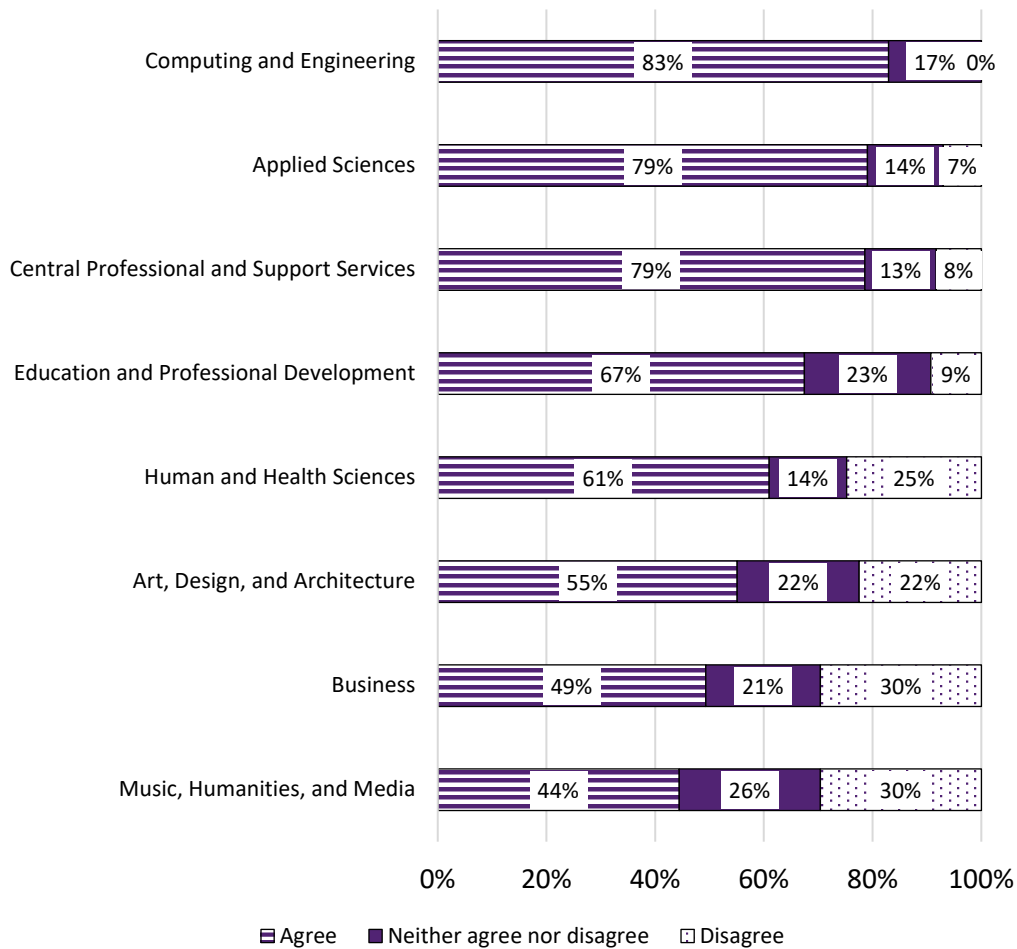
Figure 5.6.6: Level of agreement with the statement 'I believe all staff, irrespective of their gender, are valued equally by my School/service' by School/service in 2019/20 AS Staff Survey
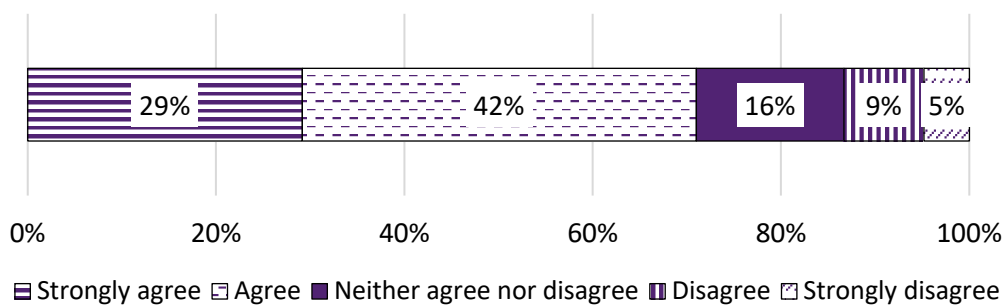
Figure 5.6.7: Level of agreement with the statement 'My School/service does not tolerate unsupportive language and behaviour' in 2019/20 AS Staff Survey

71% of respondents agreed or strongly agreed with the statement 'My School/service does not tolerate unsupportive language and behaviour'. Just 14% disagreed or strongly disagreed with the statement (Figure 5.6.7).
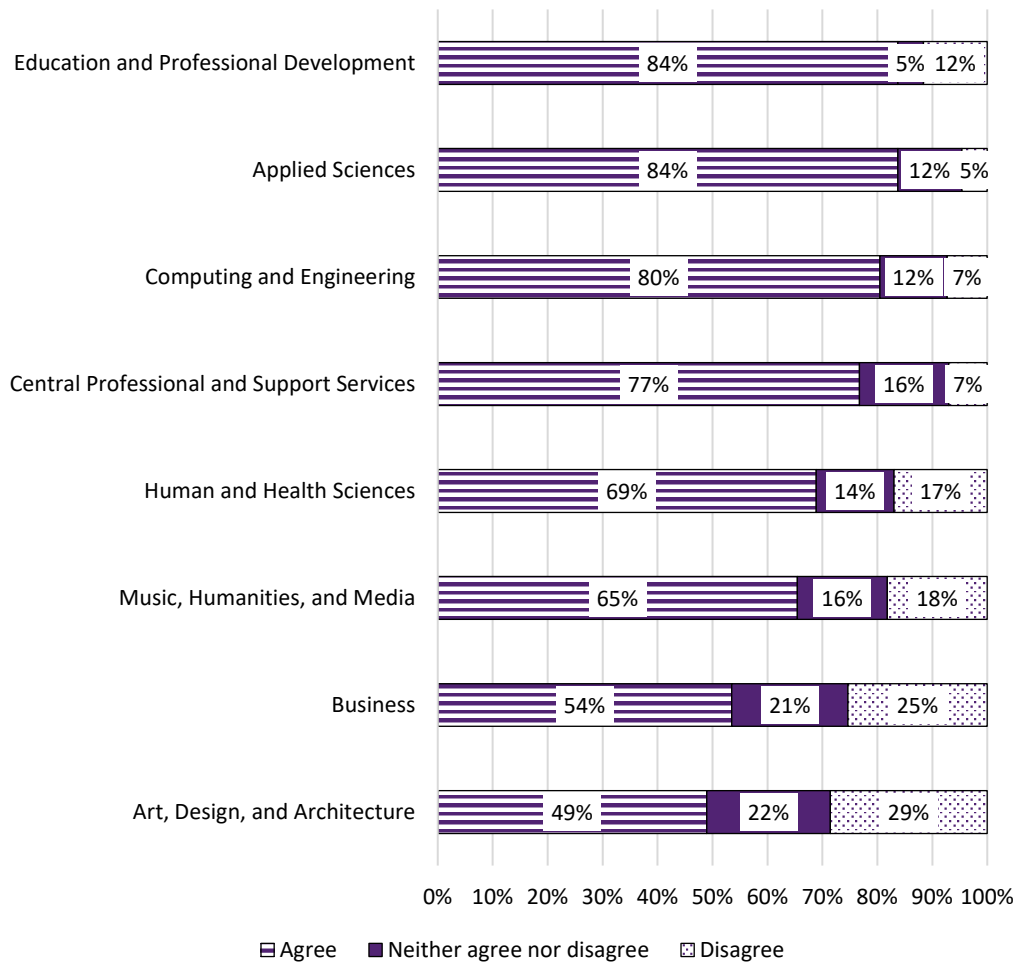
Figure 5.6.8: Level of agreement with the statement 'My School/service does not tolerate unsupportive language and behaviour' by School/service in 2019/20 AS Staff Survey

Figure 5.6.8 shows the statistically significant distribution of agreement by School/service. There is no correlation with the proportion of respondents by gender from each School. Around 1 in 3 SADA and 1 in 4 Business School respondents disagreed that their school does not tolerate unsupportive language and behaviour. Interviews with EDI Champions and focus groups with staff in each school, starting in SADA and HBS will provide qualitative data that will be used to identify differences in cultural and practical approaches/barriers to gender equality in each school. Best practice examples identified will be rolled out across the schools with evaluation tools built in (follow-up focus groups/monitoring uptake etc) to allow for impact assessment alongside the 2022 and 2024 AS Staff Surveys. **[A1.4, A5.2, A5.4]**
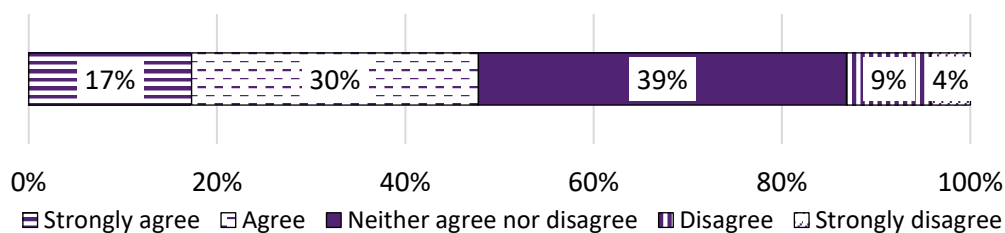
Figure 5.6.9: Level of agreement with the statement 'I feel that my School/service is actively working to improve gender equality among staff' in 2019/20 AS Staff Survey

The largest proportion of respondents (39%) neither agreed nor disagreed with the statement 'I feel that my School/service is actively working to improve gender equality among staff' (Figure 5.6.9) and data is broken down by School/service in Figure 5.6.10. ASWG involvement in School AS submissions will work to implement the culture change needed to improve these figures. **[A1.4, A5.2, A5.4]**
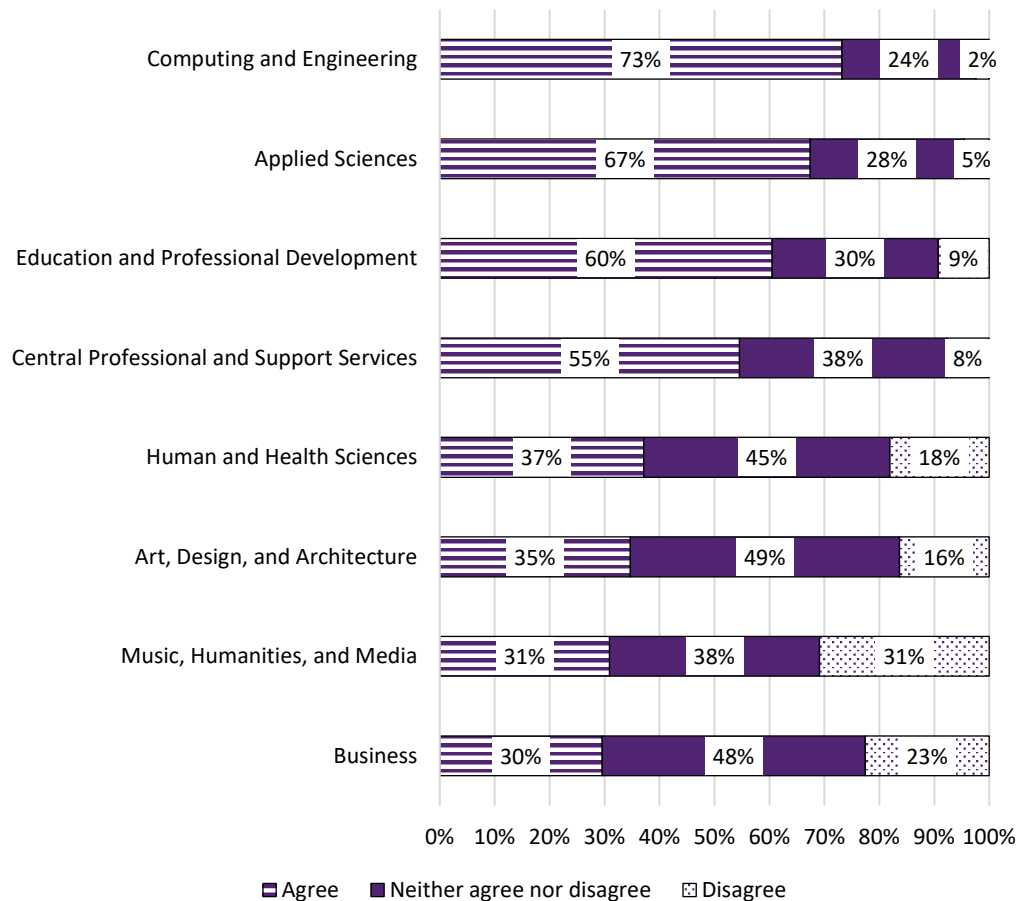
Figure 5.6.10: Level of agreement with the statement 'I feel that my School/service is actively working to improve gender equality among staff' by School/service in 2019/20 AS Staff Survey

(ii)   HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

HR policies are reviewed every 3 years, initially by HRG SMT. However, if changes are required to ensure best practice or to address legislation/external factors then a discussion will take place with the trade unions. Training on HR policies and procedures is provided to managers on a one to one basis by the HR Managers. All newly appointed

line managers are also offered a line manager induction with the HR Managers and this includes an overview of the key HR policies and procedures.

Cases arising for the Grievance and Dignity at Work procedures are 5 or less when split by gender for 2015/16-2017/18. Therefore, the figures are not included in this document to preserve anonymity and no comment can be made about the nature of the individual cases.

In future, HR Managers will record, by gender, the uptake of training for new line managers on relevant HR matters. In addition, the HR Managers will contact all line managers annually to provide information on how they can keep up to date with HR knowledge with the aim of providing a best practice approach to staff management. **[A5.10]**

(iii)   Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Each of the seven academic Schools in UoH is led by a Dean, three of which are women (2 AHSSBL, one joint AHSSBL and STEM). Recruitment consultants have been and are continued to be employed to recruit for Dean and HoD posts. This is monitored by the Head of HR and Director of HR, however this data will be recorded from 2020 for transparency. **[A3.1]**

School	2015/16		2016/17		2017/18	
	W	M	W	M	W	M
Applied Sciences	0	1	1	2	1	2
Art Design & Architecture	0	2	1	0	0	3
Computing & Engineering	0	2	0	2	0	2
Education & Professional Development	1	1	0	1	2	1
Huddersfield Business School	2	2	2	1	1	3
Human & Health Sciences	0	2	0	1	2	2
Music Humanities & Media	0	2	1	1	1	2
Total	**3**	**12**	**5**	**8**	**7**	**15**

Table 5.6.1 School Heads of Department for 2015-18 by gender.

	2015/16	2016/17	2017/18
	% Women of HoDs		
All	20%	38%	32%
STEM	0%	29%	13%
AHSSBL	33%	50%	43%

Table 5.6.2 Percentage of women HoDs between 2015-18 for the University and by subject. Please note SHHS and SADA combine both STEM and AHSSBL subject areas.

Table 5.6.1 and Table 5.6.2 shows that there are low numbers and proportions of women HoDs, especially in STEM areas. Actions to address this are described in the AP. **[A2.1, A3.1, A3.3. A3.5]**

(iv)   Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

The representation of women on the SLTSS has remained around the same over 2016-19. The membership is determined by role, and is subject to approval by the Vice-Chancellor. There are no rotation arrangements and no formal provision for deputising on the SLTSS. As can be seen from Table 5.6.3 for 2017-18 the representation of women on the SLTSS is 38% compared with 57% of staff who are women. By the end of 2020 the process of nomination and appointment of non-role based committee members will be investigated by the UEDIEC and committee chairs in terms of nominated membership of influential committees. **[A5.9]**

	2016/17		2017/18		2018/19	
	W	**M**	**W**	**M**	**W**	**M**
VC Office	1	4	1	4	2	4
Deans	2	5	2	5	3	5
Directors	5	4	5	4	4	5
Total	**8**	**13**	**8**	**13**	**9**	**14**
%Women	**38%**		**38%**		**39%**	

Table 5.6.3 Membership of SLTSS between 2016-19

(v)   Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

External members of the University Council and its sub-committees are appointed by University Council on the recommendation of the Governance and Membership Committee for an initial term of 3 years, renewable for 2 consecutive terms. The Governance and Membership Committee has 9 members, 33% women. The academic and PSS members are elected by Senate, for 3 years, renewable once. The Dean representative is selected on a rota basis for a period of 2 years and this also applies to various Council and Senate sub-committees. The VC, Deputy VC and SU President are all appointed on an ex-officio basis. Where possible, Council members are invited to observe a Council meeting prior to their appointment and are assigned a more experienced Council member as a mentor for their first 12 months of office.

	2016-17			2017-18			2018-19		
	W	M	%W	W	M	%W	W	M	%W
Council	10	6	63%	8	8	50%	7	9	44%
Senate	13	21	38%	16	26	38%	16	25	39%
URC	8	11	42%	12	13	48%	9	13	41%
UTLC	18	20	47%	18	19	49%	15	22	41%

Table 5.6.4 Membership of influential institution committees 2016-19

The Senate membership is partly defined by role and the remainder by appointment. The appointment of members drawn from the Professors, academic staff and PSS is by election of the relevant peer group. The term of office for each elected Committee member is for three years (renewable once).

The URC Chair is appointed by the VC. The rest of the membership is role-based, with the exception of the two Deans, where membership is on a rotational basis.

The UTLC membership is also a mix of members defined by role and those subject to appointment. Members often nominate deputies on an informal basis if they are unable to attend some meetings.

As shown in Table 5.6.4 Council membership of 16 individuals has significant representation from women although this has declined in the recent year. For Senate and URC the representation of women has remained at around the same level around 40%. The representation of women on the UTLC has declined slightly over the 3 year period but small numbers lead to inherent variability in these figures. The UEDIEC and committee chairs will monitor fluctuations and take into account gender representation, within the elected proportions of the committees. **[A5.9]**

(vi)   Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

Committee membership is based on a mixture of role and rotational appointment. Depending on the committee, most rotational appointments are for a period of two or three years so that the committee benefits from a variety of views and experiences as well as to balance the demands on the individual members. Committee membership I accounted for in School WAMs.

(vii)   Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

The University is currently reviewing its existing EDI policies and procedures with the intention to publish a University Inclusivity statement to replace the current equality

statement and an annual EDI Report which incorporates the objectives, practice, records and achievements. **[A5.8]**

UoH carries out Equality Impact Assessment of all its policies. This is an integral part of effective policy development and review to ensure gender (and other forms of) equality. If a negative impact is found, actions will be put in place to address the issue.

The 2019/20 AS Staff Survey included questions relating to the fairness, transparency and access to University policies and procedures. The detail of the outcomes of this staff consultation is incorporated into the relevant sections of this document.

(viii)   Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

UoH's WAM for academic staff sets the maximum number of contracted working hours, allocated teaching hours, and minimum research hours. Work is allocated in three main streams: teaching, research and administration. Within this framework each School adapts the model to subject disciplines and work is allocated by line managers. Workloads are prepared in consultation with staff and are shared within each subject area so that allocations are transparent. WLAs are discussed with staff as part of the appraisal system but the WAM is not linked to promotion criteria. **[A5.3]**

Within each School allocations are reviewed by the HoDs and Deans and then by HR on an annual basis to check contractual compliance and equitable distribution of hours for posts at similar levels.
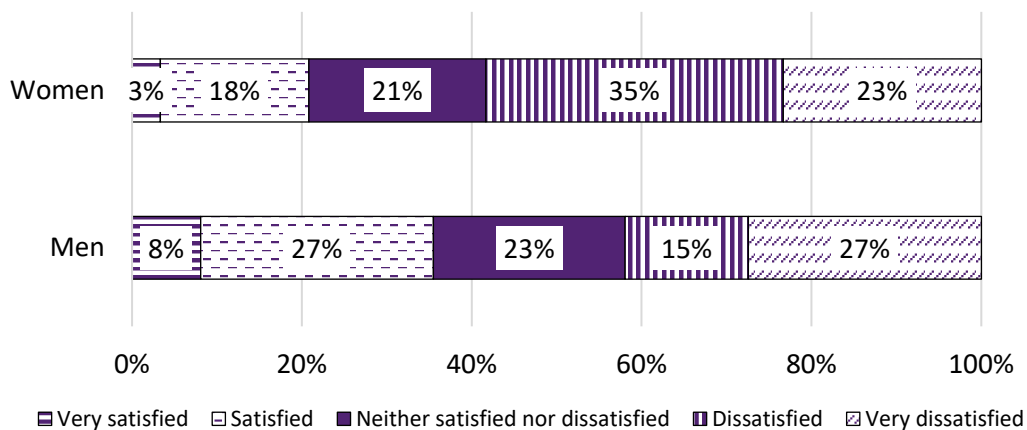

Figure 5.6.11: Satisfaction that current Workload Allocation Model reflects workload distribution by gender (2019/20 AS Staff Survey)

The 2019/20 AS Staff Survey showed a higher proportion of female respondents were dissatisfied/very dissatisfied with how their current WAM reflects their workload distribution compared to 42% of men (Figure 5.6.11). There was no evidence of a

significant relationship between respondents' level of satisfaction and their School/service. Academic staff are encouraged to raise concerns about their WAM with their line manager at any time. 128 respondents had recently discussed changes to their WAM. Of these, 62% were satisfied with the outcome (either in full or in part). There was no evidence of a relationship between satisfaction with outcome of WAM discussions and gender.

There were 110 qualitative comments about the WAM. Themes did not vary by gender. Respondents raised concerns about the WAM regarding time allocated to complete tasks and those tasks included. The principle of the model is praised for transparency, however there are concerns that this does not translate into practice. There are perceptions of the WAM as a 'box-ticking' exercise and concerns about parity across Schools/subjects/roles. The first action by the UEDIEC regarding WAM was to collate these concerns within the 2019/20 AS Staff Survey. A gender analysis of the WLAs by Schools is planned to assess whether perceptions differ from data collection on WLAs, and to ensure the model is clear and fair in application and practice. **[A5.3]**

(ix)   Timing of institution meetings and social gatherings

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

The standard teaching timetable is four full days and one-half day: Monday/Tuesday/ Thursday/Friday 9:15-18:15 and Wednesday 9:15-13:15. Staff will not ordinarily be timetabled for two consecutive events between 12:15-14:15. The 9:15 start assists both staff and students with caring responsibilities. UoH is aware that the 18:15 finishing time has the potential to disadvantage those with caring responsibilities. As such, the next AS Staff Survey will evaluate satisfaction with the timing of UoH meetings, events, and activities, with a view to amendment if necessary/possible. **[A5.8]**

Institution meetings are generally timetabled within the window of 10:00-16:00. Key staff meetings and away days are planned with plenty of advance notice to provide staff and planning of key meetings/events in school holidays are usually avoided.

Staff social gatherings, clubs and societies, including the various University network meetings, such as the Women's network, plan their gatherings at lunchtimes.

(x)   Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

UoH's 2025 Strategy aims include 'Grow an inclusive community of leaders and managers to develop people to achieve excellence'. Reflecting the diversity of UoH's students and staff is an inherent part of the strategy and practice.

As shown in Table 5.6.5 the percentage of women involved in public engagement and outreach events is greater than representation of women academics in several Schools.

Figure 5.6.12 University Interns featured in Student Central building

Figure 5.6.13 University Alumni featured in Student Central building

Figure 5.6.14 Professor Dame Xiangqian Jiang featured in Student Central building

Figure 5.6.15: Professor Jane Owen-Lynch

The ground floor of Student Central includes displays which provide visibility of role models for both staff and students (Figure 5.6.12, Figure 5.6.13, and Figure 5.6.14). In addition, our Pro Vice-Chancellor for Teaching and Learning is Professor Jane Owen-Lynch, who also chairs the UEDIEC (Figure 5.6.15).

(xi)   Outreach activities

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

School	2015/16		2016/17		2017/18	
	Hours	%W	Hours	%W	Hours	%W
Applied Sciences	448	40%	363	36%	223	37%
Art, Design, and Architecture	506	64%	237	44%	398	74%
Huddersfield Business School	511	39%	12	100%	409	76%
Computing and Engineering	492	10%	717	16%	60	40%
Education and Professional Development	164	67%	17	100%	412	92%
Human and Health Sciences	176	67%	198	82%	69	86%
Music, Humanities, and Media	234	26%	673	27%	719	32%

Table 5.6.5: Outreach and public engagement work by School (2015/16-2017/18)

UoH values outreach work and along with public engagement activity is recorded annually (Table 5.6.5). In addition to this, UoH held EU Researcher's Night in 2019 and 2017 (43% of these hours were covered by women in 2019), and has been part of several articles in The Conversation (9 of 31 of these were authored by women).

The 2019/20 AS Staff Survey did not raise any issues with the spread of outreach activity work across staff levels. However, engagement with outreach data for this AS submission has highlighted that collecting outreach data by Grade (as well as gender) would show how the burden of work is shared across as in the current reporting system it is not possible to collect outreach data by Grade.

Outreach activities are included in the WAM. Comments about the WAM within the 2019/20 AS Staff Survey did not include any criticism relating to outreach activities. UoH is committed to consideration of the distribution of outreach activities and is conscious of striking a balance between the visibility of women role models within and outside of UoH and the overburdening of women to achieve this. **[A5.5]**

(xii)   Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Members of the UEDIEC and ASWG provide support to Schools preparing their submissions through a consultation, review and advisory capacity as well as data extraction and collation. Involvement in an Athena SWAN committee and application is included in the WAM and in the new revised promotion criteria.

At present SAS hold the AS Silver Award and HBS hold AS Bronze. ADA, MHM, and SCE plan to submit Bronze Award applications this year. UoH aims to have all Schools achieve an Athena SWAN award to reflect the commitment of UoH to an inclusive working environment.

Action Point Summary

A2.1   Increase proportion of women in senior Academic & Research roles through interventions in career support and progression, recruitment and promotion.

A3.1   Increase proportion of academic and research job applications from under-represented groups through a series of changes to the recruitment process and training with the aim of more equal gender profiling.

A3.3   Increase the proportion of women attaining academic promotions through implementing changes to the appraisal and promotion processes, continuing career development workshops and providing line managers with updated guidance on supporting those going through the promotion process

A3.5   Develop, promote and assess coaching and mentoring provision.

A5.1   Reduce stress levels at work through provision of staff support mechanisms.

A5.2   Continue to build EDI support in Schools and develop a consistent set of practices and culture across Schools.

A5.3   Analyse Workload allocation models for all schools to identify any gender disparity.

A5.4   Embed AS principles into University culture so as to further develop and maintain a supportive and inclusive culture.

A5.5   Run outreach activities for under-represented groups.

A5.8   Embed inclusive approach into policies, procedures and practices.

A5.9   Improve the gender balance in influential committees.

A5.10   Keeping line managers up to date with HR knowledge so that they are able to meet the needs of their staff.

(Word Count 6238)

6. SUPPORTING TRANS PEOPLE
Recommended word count: Bronze: 500 words | Silver: 500 words

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

Our aim is to be a fully inclusive institution. UoH developed an inclusive, institution-wide approach for trans staff in 2019. This included the publication of:

- Trans Equality Policy (staff and students) September 2019

- Trans Equality Staff Guidance and Trans Respect Guidelines October 2019

- Trans Student Support Guide drafted December 2019

The University runs Transgender Awareness sessions which enable participants to:

- demonstrate an increased knowledge of transgender people;

- identify some of the issues facing young transgender people; and

- identify some strategies to support people in the trans community.

Gender-neutral bathroom facilities are available across the campus, and all new buildings going forward will have these.

The University collects data on gender identity as part of standard demographic questions within UoH surveys, however respondents are not required to answer these questions.

(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

The number of staff who have voluntarily disclosed as trans is extremely small. UoH's annual EDI report will document any negative/positive impact of policies and procedures and identify recommendations for change. In recruitment, we also now offer the opportunity for applicants to identify as other than male or female.

The University carries out Equality Impact Assessment on all policies: this aims to identify where actions can be taken to eliminate discrimination, advance equality of opportunity and foster good relations.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

The new Trans Equality Policy (2019) and Trans Respect Guidelines for Staff (2019) ensure that the views of those who identify as trans will contribute to policies and that staff will

be provided with support in establishing agreed language and that guidance is available. In order to keep pace with the evolving language/guidance in this area these documents will be reviewed every two years by the UEDIEC. **[A5.6]**

Action Point Summary

A5.6   Develop inclusive approach for trans staff and students.

(Word Count 275)

7.   **FURTHER INFORMATION**
Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

The University is committed to supporting career returners and the School Deans and HoDs are asked to nominate, annually, an individual to become a Daphne Jackson Fellow. **[A 5.7]**

BAME Women - Academic Staff

BAME Men - Academic Staff

BAME Women - PSS and Total

BAME Men - PSS and Total

Figure 7.1 BAME Women and Men as a percentage of academic staff at grade/post for 2015/6 – 2017/18. BAME Women and Men as a percentage of PSS for grade grouping, Total PSS and Grand total of all PSS and academic staff 2015/6 – 2017/18. Note: PSS grade groupings defined to preserve anonymity for figures ≤5.

Academic	2015/16				2016/17				2017/18			
	Women		Men		Women		Men		Women		Men	
Grade	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME
RA	16	3	21	11	12	6	20	10	22	7	19	8
Lec/RF	56	19	51	23	59	17	54	24	67	17	54	27
SL/SRF	197	16	197	35	185	19	187	33	159	27	170	41
PL/Reader /PRF/PEF	46	2	68	6	53	3	66	9	61	4	63	9
HoD/Prof	26	8	87	8	25	7	93	8	31	6	101	8
Total Academic	341	48	424	83	334	52	420	84	340	61	407	93
PSS	Women		Men		Women		Men		Women		Men	
≤Grade 5	371	60	122	32	383	67	119	32	374	71	116	32
> Grade 5	286	15	191	25	296	17	196	25	310	16	203	25
Total PSS	657	75	313	57	679	84	315	57	684	87	319	57
Grand Total (Academic and PSS	998	123	737	140	1013	136	735	141	1024	148	726	150

Table 7.1 Academic and research staff and PSS, by grade, gender and ethnicity for 2015/16 – 2017/18. Note: PSS grade groupings to preserve anonymity due to numbers of staff ≤5 in smaller grade groupings.

Academic	2015/16				2016/17				2017/18			
	Women		Men		Women		Men		Women		Men	
	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME	Non-BAME	BAME
STEMM	126	21	234	53	119	24	231	58	132	29	222	59
AHSSBL	215	27	190	30	215	28	189	26	208	32	185	34
Total	341	48	424	83	334	52	420	84	340	61	407	93

Table 7.2 Academic and research staff by collective subject areas, split by gender and ethnicity for 2015/16 – 2017/18.

	Women		Men	
	BAME	Non-BAME	BAME	Non-BAME
UoH All Staff	7.2%	50.0%	7.3%	35.4%
Benchmark All Staff	6.6%	47.7%	6.2%	39.4%
UoH Academic Staff	6.8%	37.7%	10.3%	45.2%
Benchmark Academic Staff	6.8%	39.4%	9.1%	44.7%
UoH PSS Staff	7.6%	59.7%	5.0%	27.8%
Benchmark PSS Staff	7.4%	55.7%	4.3%	32.5%

Table 7.3 Percentage of BAME and non-BAME women and men employed at UoH 2017/18 compared with the Advance HE (HESA) Benchmark[+].

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Figure 7.2 Career pipeline of academic and research staff showing percentage of BAME and non-BAME women and men by grade/post for 2017/18.
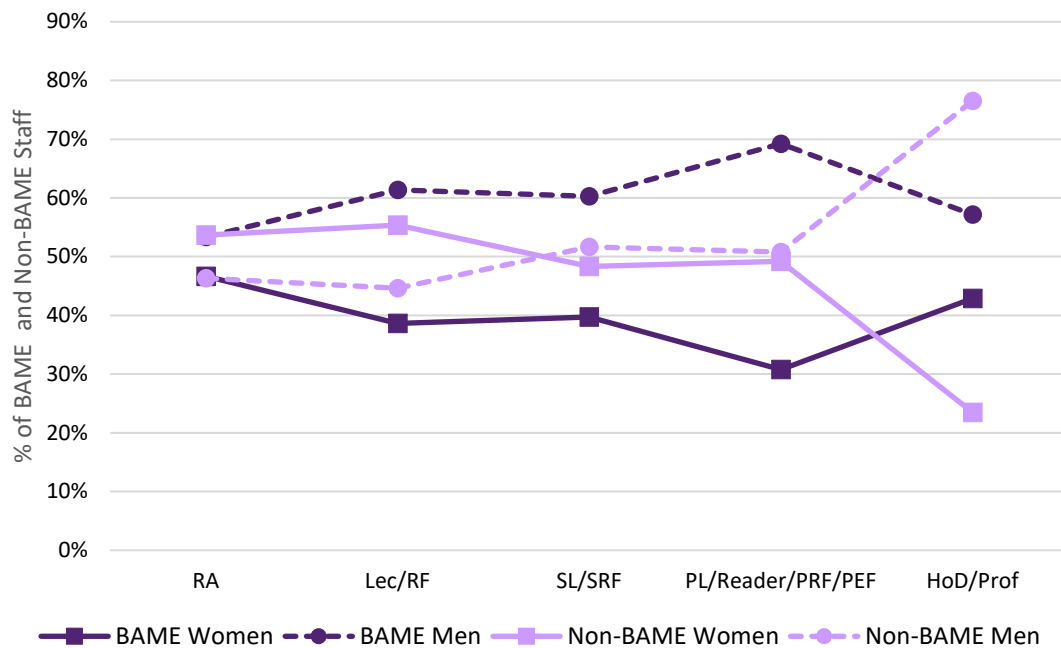
Figure 7.3 Career pipeline of academic and research staff showing percentage split by gender within each individual group: BAME and non-BAME, by grade/post for 2017/18.

Overall, the proportions of BAME staff are above benchmark (14.5% versus 12.8%) but we are actively working to increase this through UEDIEC. The proportions of BAME women and men across academic and PSS groups are also at or above benchmark (Table 7.3). Over the last three years we have achieved modest increases in the

proportion of BAME academic staff of both genders and in both STEM and AHSSBL but for PSS this is restricted to female BAME staff on lower grades (Figures 7.1 and 7.2, Tables 7.1 and 7.2).

Work on career pathways for ECR has led to the increase in %W-B RAs (a few were recruited from our PhDs). Improved recruitment and promotion processes (as discussed previously) are designed to enable an improvement in the career pipeline for underrepresented groups. Numbers are small but the %W-B at PL/Reader/PRF/PEFs has increased marginally and SL/SRFs representation has increased due to promotion with a consequent drop in L/RF grade. Two BAME women at HoD/Prof level have left the institution (Figure7.1). Work on our leavers data will allow the investigation of the reasons for any future turnover.

Leaky pipeline profiles of BAME and non-BAME academic staff reflect the low proportions of BAME staff (Figure 7.2) and the gender-based gap is larger for BAME than non-BAME apart HoD/Prof. (Figure 7.3). Low numbers confound the data but the most significant leak is from RA to L/RF, linked with recent increased recruitment of female RAs. Although there are increased numbers, the gender profile of BAME PSS staff shows a significant increase in %W-B at lower grades compared to %M-B and this trend matches that seen in the non-BAME population (Table 7.1). Planned work on promotion and personal development should encourage career progression in these groups.

[A1.1, A1.5, A2.4, A3.1, A3.2, A3.3, A3.5, A3.9, 3.10]
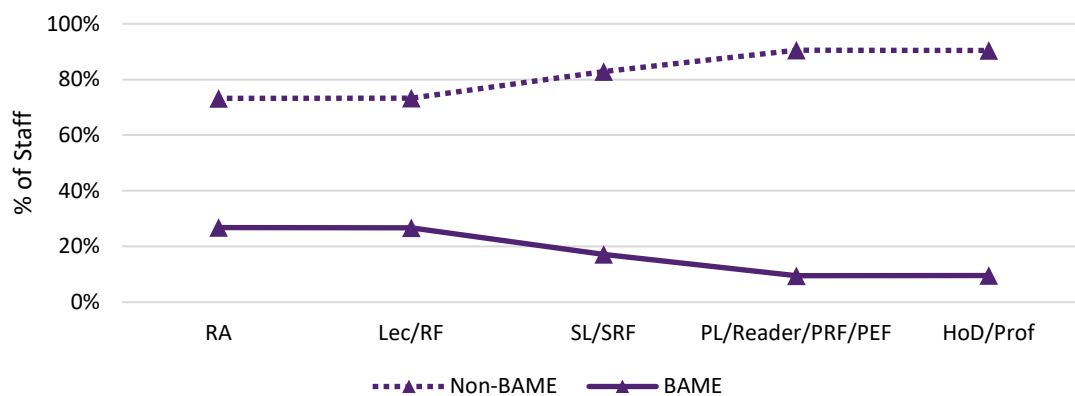
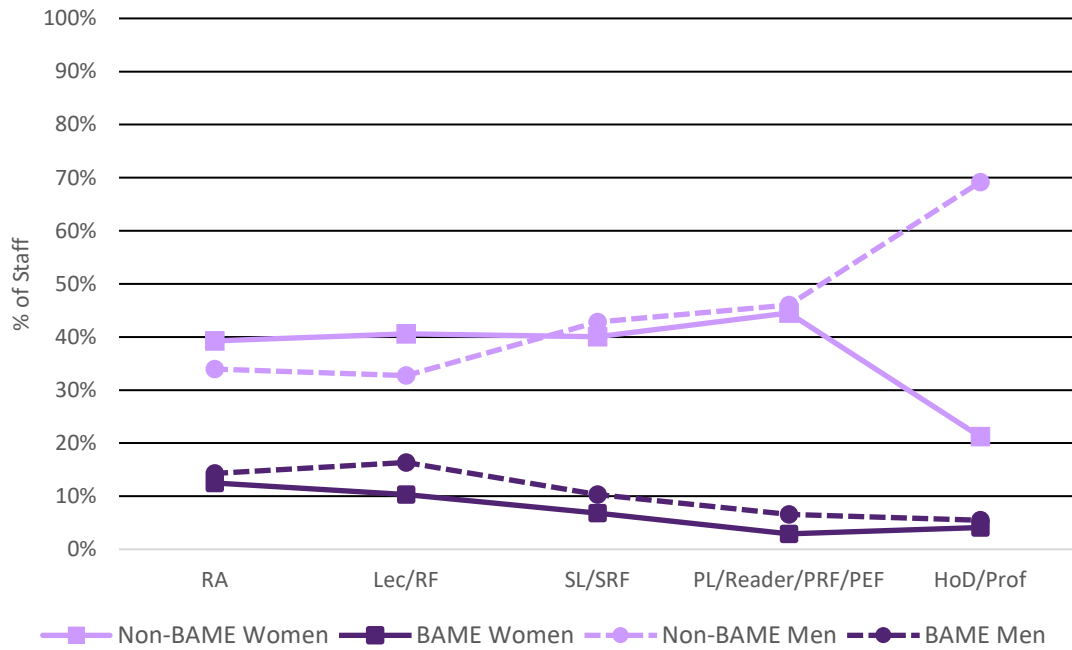

Figure 7.4 Career pipeline of academic and research staff showing percentage split for BAME and non-BAME staff, by grade/post for 2017/18.

**Action Point Summary**

A1.1   Compile data requirements. Gather and analyse data by gender to identify issues to be addressed to improve gender balance.

A1.5   Analyse AS Survey 2019/20 in relation to intersectionality. Widen scope of AS Survey 2022 to include intersectionality.

A2.4   Minimise (eliminate where possible) and maintain low Gender Pay differences

A3.1   Increase proportion of academic and research job applications from under-represented groups through a series of changes to the recruitment process and training with the aim of more equal gender profiling.

A3.2   Improve the Induction Process by implementing recommendations of the Induction Steering Group.

A3.3   Increase the proportion of women attaining academic promotions through implementing changes to the appraisal and promotion processes, continuing career development workshops and providing line managers with updated guidance on supporting those going through the promotion process

A3.5   Develop, promote and assess coaching and mentoring provision.

A3.9   Improve the data held on training courses across the institution in order to be able to undertake gender analysis.

A3.10 Ensure the University's EDI work addresses intersectionality.

A5.7   Support returners after a career break.

8.   ACTION PLAN

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

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

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

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

LANDSCAPE PAGE

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Notes:

1. Timescales have been made as accurate and specific as possible, taking into account the longer term impact of the Covid19 outbreak.

2. Priority actions denoted by **[P]**

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
1. Self-Assessment Process (Section 3)						
A1.1 Compile data requirements. Gather and analyse data by gender to identify issues to address to improve gender balance.	Data not always captured in the format required to enable gender analysis	Processes for the annual supply of staff gender data have been improved and refined. PSS data recorded and disaggregated from academic and research staff.	Review data requirements to enable more detailed recording of EDI data and ensure more granularity in the intersectionality analysis e.g. PSS by grade. Review data requirements for future School Bronze applications and prepare data requirements for University Silver application, including further intersectionality and PSS data.	UEDIEC, ASWG & University Planning Office. UEDIEC, ASWG & University Planning Office.	July 2020 and annually July 2020 and when application requirements change.	Identify gender parity and wider EDI issues through analysis of both quantitative and qualitative data. All AS applications have all the data required by AS 6 months ahead of submission deadline to allow for analysis and action planning.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
1. Self-Assessment Process (Section 3)						
A1.2 Review and reflect on feedback received on the AS application and address in subsequent applications.	Deficiencies in data/ information /analysis/reflection in some sections of the application. Some actions not SMART and not always fully cross referenced from analysis. Accountability and self-assessment process not conveyed.	Review all quantitative data included and benchmark wherever possible. Collect substantial qualitative data through 2019-20 AS Staff Survey and focus groups. Analyse qualitative and quantitative data to identify patterns, trends and issues regarding gender equality. Each action point fully cross referenced within application, reviewed and updated to ensure it is SMART. Reflect on issues identified and prioritise future actions.	Review and reflect on any feedback received. Update action plan to reflect application feedback. Address feedback from all previous applications in future applications.	ASWG & UEDIEC ASWG & UEDIEC ASWG & UEDIEC	By end of 2020 (or earlier depending on when feedback received). Time of preparation of subsequent application.	All feedback discussed, reviewed and reflected on and points to be addressed incorporated into action plan and subsequent applications.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
1. Self-Assessment Process (Section 3)						
A1.3 Participate in multi-institutional initiatives in order to develop best practice across the HEI sector.	To improve and learn from others in the HEI sector and develop and share AS best practice across HEI sector.	Established inter-institutional mentoring programme, reverse mentoring and sharing of good practice. Attended AS events.	Mentoring organisations on AS matters. Share best practice examples in online media. Attend AS related events.	UEDIEC Chair, Professor Jane Owen-Lynch, Pro Vice Chancellor for Teaching and Learning. UEDIEC members UEDIEC members	By 2020 and regularly thereafter	Record of best practice shared: what, when, where, with whom. Record of events attended: when, why, what, who.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
1. Self-Assessment Process (Section 3)						
A1.4 **[P]** Support Schools in AS matters with the aim of facilitating the visibility of gender equality issues across the institution and to enable any necessary change in local practices and culture.	Feedback received from 2018 application on self-assessment process. Qualitative data collected and analysed from AS Staff Survey 2019/20 and focus groups highlighted issues in specific Schools. Some quantitative data not available from some schools.	Updated draft Spring 2020 application and action plan. Analysis of data gathered from AS Staff Survey 2019/20 and focus group meetings. For those categories of data collected and kept locally (i.e. within School): identified those Schools unable to provide gender analysis of data.	Work with AS SATs and SLTs to investigate School specific gender equality issues identified as a result of AS Staff Survey 2019/20 findings. Work with School AS SATs to understand where gaps lie in quantitative data and identify changes in processes required in order to be able to analyse data by gender.	UEDIEC, School Deans, SLTs, SATs and ASWG UEDIEC and ASWG	July 2021 End 2020	Increase % of respondents who agree with statement "I believe all staff, irrespective of their gender, are valued equally by my School/ service" in AS Staff Survey 2022, 2024 SMHM from 44% to 50%, 66% HBS from 49% to 55%, 66% SADA from 55% to 60%, 66% SHHS from 61% to 67%. "My School/ service does not tolerate unsupportive language and behaviour" SADA from 49% to 55%, 66% HBS from 54% to 60%, 67%

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
1. Self-Assessment Process (Section 3)						
A1.5 Analyse AS Survey 2019/20 in relation to intersectionality. Widen scope of AS Survey 2022 to include intersectionality.	10% of AS Survey 2019/20 respondents indicated they were of BAME ethnicity, compared with 14% of staff.		Analyse 2019/20 AS Survey data for any trends regarding intersectionality: ethnicity (and other protected characteristics). Include questions on work experiences and culture regarding intersectionality in AS Survey 2022.	ASWG ASWG & BAME Network	October 2020 2022	Update survey action plan to incorporate actions arising from intersectional analysis. Increase percentage of respondents identifying themselves as of BAME ethnicity to AS Survey 2022 to 12% or more.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
A2.1 **[P]** Increase proportion of women in senior Academic & Research roles through interventions in career support and progression, recruitment and promotion.	Under-representation of women in senior academic and research roles in all schools.	2019/20 AS staff survey identified barriers to progression for women including lack of support and lack of perceived opportunities.	Annual monitoring and analysis of staff by gender/grade/role. Evaluate take up of career progression training programmes for women including Aurora Qualitative focus groups with academic women at Grade 6-8 to establish what support UoH women need in order to aid progress to senior positions. Report to be produced and reviewed at UEDIEC committee. Repeat AS Staff Survey 2022, 2024. Also see **A3.1, A3.3, A3.5, A3.7,A3.8**	HR MIS HR Research Fellow UEDIEC HR Research Fellow	Annually 2021 and annually July 2021 2022, 2024	The proportion of women in Grade 9 and 10 positions has increased by c.16% across 2016/7 and 2017/8. Aim to increase %W in Grade 9 and 10 positions by a further 16% by 2022. Increase in provision and quality of support strategies for career progression (designed in collaboration with women from qualitative research). Aim to increase women applying for senior grades to 10% eligible pool by 2024 with an even gender balance. 47% of respondents in 19/20 were satisfied with the support they had received in promotion planning. Aim increase to 60% in 2022.

2. Addressing Gender Imbalance in the Academic and Research Staff body (Section 4)

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
2. Addressing Gender Imbalance in the Academic and Research Staff body (Section 4)						
A2.2 Minimise the numbers of staff on fixed term contracts to provide stability of employment	Maintain low numbers of academic and research staff on FTC (9% overall for 2017/18 – 10% %W and 9% %M)	AS Staff Survey reflected low number of FTC staff and no statistically significant relationship with gender.	Review support for ECRs on FTC in line with principles of the Concordat to Support the Career Development of Researchers. Collect and analyse data on transition from FTC to permanent or indefinite academic and research contracts to be reviewed annually using existing HR/payroll systems data.	Director of HR ASWG	Annually Annually from 2020	Maintenance of staff on fixed term contracts at <10%. Increase in detail of data collated on FTC staff and leavers. Annual record of staff transitioning from fixed term to indefinite and permanent contracts. Evaluation of data and establish target increase above baseline in % of staff transitioning for subsequent year.

| A2.3 Improve understanding of reasons for leaving with the aim of improving practices and policy. | Number of female academics in most STEM subjects lower than HESA benchmark.

Increase retention rates of female academics by improving understanding of reasons for leaving. | Replacement of paper questionnaire with online form in 2017.

Questionnaire reviewed and revised in 2019 | Continue to record data online and analyse leavers' data annually and report on trends when 2018/19 data available. | HR MIS & HR Research Fellow | Annually from 2020 | Production of an annual report on leavers' questionnaire data to allow action planning. |
			Increase uptake of questionnaire to 75% of leavers by 2023 through evaluation of dissemination and uptake by School/role etc. and subsequent targeting for publicising the leavers questionnaire and its importance.	Head of HR	By 2023	75% participation in leavers' questionnaire by 2023.
			Addition of two qualitative questions on; reason for leaving and incentives for retention	Head of HR	2020	Qualitative data on reasons for leaving and preventative incentives from expanded leavers' survey.
			Create FTC-specific leavers questionnaires for leaver and line manager to establish destinations/roles of FTC leavers and reasons for non-retention/transfer where applicable	Head of HR	2021	Understanding reasons and destinations for those leaving on FTC from expansion of leavers survey.
			Record number of staff moving from FTC to a permanent post. Extend questionnaire to those retiring and leaving under VSS.	Head of HR	2021	Understanding reasons and destinations for all leavers from expansion of leavers survey.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
2. Addressing Gender Imbalance in the Academic and Research Staff body (Section 4)						
A2.4 Minimise (eliminate where possible) and maintain low Gender Pay differences	Address any gender pay disparities identified. For 2017/8 the average pay for women in SRF/PEF/HoD roles was over 5% less than the men's average pay.	Gender pay difference analysis revealed very small gap at most grades. Gender pay gap report published annually and reported to HMRC (regulatory)	Further investigations of all pay differences >5% (regardless of direction of gender bias) including ethnicity intersectional analysis and analysis by (School/role/ length of service) to pinpoint the problem and report to HR. Review 2020 Gender pay gap report and report on findings to UEDIEC. Evaluate gender pay gap data to establish if there are discrepancies by School/service.	Payroll manager HR Research Fellow ASWG HR MIS Manager and HR Director	Annually from Nov 2020 Annually from Nov 2020 Annually from Nov 2020	Investigation report identifying sources of problems and resolution of issues and actioned where appropriate. Key findings and recommendations arising from Gender pay gap report and action where appropriate. Gender pay analysis by School/service to identify any trends/disparities and action where appropriate.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
A3.1 **[P]** Increase proportion of academic and research job applications from under-represented groups through a series of changes to the recruitment process.	36% of applicants to Academic/ Research posts were women in the last three academic years. 32% of shortlisted and 25% of appointed candidates identify as BAME ethnicity. Conversion rates for BAME groups at shortlisting for 2017/8 was 12.3% compared to total conversion rate of 15.5% and conversion rate to appointment is 16% compared to total conversion rate of 21%.	Amended content and format of recruitment and advertising materials to make more appealing to women. AS commitment statement included on all job adverts. Use recruitment consultants for senior role recruitment. Advance HE/ECU recruitment workshop held by AS staff. Recruitment packs include EDI commitment, staff development	Update all job adverts to include inclusivity statement and trial addition of HR point of contact for queries on working and employment conditions. Record gender of applicants provided by recruitment consultants and check recruitment consultants' EDI policy before appointment Annual review of advertising and recruitment material to ensure no gender bias. Compile and analyse customer service feedback on recruitment process	Head of HR HR Director Head of HR Head of HR	By 2021 2020 Annually 6 monthly	Aim to increase %W applicants by 4% to 40% by 2021. Aim to repeat annually to deliver a 50/50 gender split by 2024. Annual record of applicants from recruitment consultants, split by gender. Annual review of Advert wording 6 monthly review of customer service feedback on recruitment process

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
		information and details of all staff networks, including the BAME and Women staff network.	Record shortlisting, offer and acceptance rates by gender, ethnicity and protected characteristics and analyse across intersectionality.	HR Records staff	Annually	UEDIEC has increased analytical depth of shortlisting, offer and acceptance rates to identify gender and intersectionality issues and plan and implement further changes to address the issues.
			Investigate use of de-biasing software for job adverts	Head of HR	End 2020	Assessment of de-biasing software for University purposes.
	Keep recruitment panellists up to date with unconscious bias training.	Unconscious Bias training mandatory for all recruitment and promotion panel members.	Make on-line Unconscious Bias training mandatory for all staff.	HR Director	By end 2020	All staff completed Unconscious Bias training.
			Maintain records of when panel members last attended unconscious bias training and make renewal of training mandatory within a 3 year period.	Head of HR	End of 2020	All recruitment and promotion panellist attended Unconscious Bias training within last 3 years.
A3.2 Improve the Induction	Data gathered on the induction process indicated variations in the	Induction Steering Group established 2019	Implement recommendations of report on changes to induction process.	Induction Steering Group	End 2020	Assessment of induction process and recommendations for change.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
Process by implementing recommendations of the Induction Steering Group.	uptake and effectiveness across the University.		Develop a questionnaire for staff who completed induction on effectiveness of the induction process. Include gender/age/ ethnicity/disability demographic questions.	Head of Staff Development	2021 and annually	Evaluation report of effectiveness of induction process including breakdown by protected characteristics with consideration of intersectionality. Recommendations actioned by UEDIEC where possible.
A3.3 **[P]** Increase the proportion of women attaining academic promotions through implementing changes to the appraisal and promotion processes, continuing career development workshops and	A third of the 2019/20 AS staff Survey respondents were satisfied with the support they received in their promotion planning. 38% of female respondents (compared to 54% of male) felt support was available to them	Appraisal process review complete. Increase of 23% in senior women in the institution attributable in part to increased delivery of promotion and career planning workshops in some Schools.	Complete review of Promotion Criteria for Academic and Research staff to encompass all aspects of academic work Continue to run career development workshops in Schools. Collect data on uptake of workshops. Develop guidance for managers on supporting those through the promotion process.	HR Director & chair of UEDIEC Deans ASWG HR Director	July 2020 Run workshops annually (minimum frequency) End 2020	Updated promotion criteria. Further increase in proportion of women applying for promotion by 2024 to 10% of eligible pool. Aim to increase to 45% of respondents who were satisfied with the support they received in their promotion planning.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
providing line managers with updated guidance on supporting those going through the promotion process	for career progression.		Develop and implement Promotion Process questionnaire available to all candidates upon completion of promotion process. Include gender/age/ethnicity/disability demographic questions.	HR Director	End 2021	Aim for over 50% female respondents felt support was available to them for career progression. Analysis of post promotion process questionnaires, reflecting on any issues raised and planning changes to address issues raised. All success measures will be analysed in terms of intersectional characteristics.
A3.4 Improve gender balance of staff returned to REF 2021.	Women represented 31% overall across 13 UoAs submitted in REF2014 compared to the eligible pool.	Appointment of an increased proportion of women UoA coordinators (50%W ,50% M) Developed equitable Code of Practice for REF2021, including	Equality Impact Assessments will be carried out during the remainder of the REF period and after final submission A portion of the University Research Fund will be dedicated to supporting EDI initiatives each year from 2020-21.	Director of Research and Enterprise	By end 2020	Increase in proportional representation of women returned to REF 2021 across 18 UOAs relative to the eligible pool (to 50% from 43% in 2014). Note new REF rules mean all eligible staff will be submitted.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
		fair selection of outputs				
A3.5 Develop, promote and assess coaching and mentoring provision.	Provide support for women for career progression.	Coaching and Mentoring Strategy developed. Coaching training developed and courses delivered regularly. Coach/Mentor matching scheme established with other regional Universities. The EDI HR Officer is in discussion with local Universities to create and develop a Cross-Institutional BAME Mentoring Scheme.	Compile records of those taking up scheme by gender. Promote coaching and mentoring scheme on Staff Hub and through Staff Development email distribution. Develop feedback questionnaire for mentee/coachee. Continue to build cross-Institutional BAME Mentoring Scheme and promote through Diversity Champions.	Staff Development Staff Development Staff Development EDI HR Officer & BAME Network	Annually 6 monthly End 2021 Ongoing and 6 monthly promotion/ awareness.	Records of partnering of mentors and mentees and coaches and coachees. Increased uptake of the scheme. Record of quality / effectiveness of coaching/ mentoring provision. Provision of cross-Institutional BAME Mentors with consideration of gender representation. 6 monthly promotion of availability of cross-Institutional BAME Mentors.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
A3.6 Improve the appraisal process to increase staff levels of satisfaction with discussions held.	Current appraisal process not comprehensive enough and does not function as a personal development or performance management tool.	Appraisal process reviewed and agreed with unions. Promotion/ progression questions included in the appraisal form.	In AS Staff Survey 2022, 2024 ask for views on new appraisal process.	Head of HR	By 2021 and annually thereafter	Aim for at least 70%, 75% respectively of respondents in 2022, 2024 AS Staff Survey to be satisfied with the discussions at their most recent appraisal.
A3.7 **[P]** Provide career progression support for academic staff to ensure staff receive quality and timely guidance.	In 2019/20 AS Staff Survey, 38% of female respondents (compared to 54% of male) felt support was available to them for career progression.	Participation of women staff on Aurora Women Leadership course or equivalent See also **3.6/3.5/3.3**	Promote/raise awareness of career progression workshops/training. Deans continue to nominate women for Aurora course. Review process of nomination of staff on Aurora Women Leadership course or equivalent. See also **3.6/3.5/3.3**	Deans and HR Director Deans & EDI Officer UEDIEC Chair & Head of HR	Bi-annual Annual End 2020	Aim for over 50% of female respondents saying they felt support was available to them for career progression by 2024. Agreed process of nomination and follow up of attendees. Investigation results.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
A3.8 Provide career progression support for academic staff by providing pump-priming grant funding through URF.	Initial grant funding allows development of research to a point for submission to external bodies.	Processes for URF allocation evaluated and deemed equitable	Increase (or at minimum maintain at least 33%) proportion of women on URF allocation committee.	URF Allocation committee/ URC	Frequency of URF fund allocation	URF funds continue to be allocated in an equitable process both centrally and by school and allowing breakdown by protected characteristics.
A3.9 Improve the data held on training courses across the institution in order to be able to undertake gender analysis.	Data on uptake of training courses by gender not currently available. Data on training delivered within Schools not collated at present.	Centralised database of training courses run by Staff Development by course theme, staff type, and gender.	Have a centralised database of training courses delivered across the institution including at school-level. Analyse feedback from training course groups with a gender split of more than 60/40 (in either direction) by gender. Once an evaluation strategy has been established for gender, evaluate whether this can be replicated for ethnicity and disability.	Staff Development ASWG HR MIS Team	End 2021 2021 and annually 2021	Centralised database of training courses delivered across the institution including at school-level, by course theme, staff type, and gender. Develop future training in line with feedback. UEDIEC to identify what changes are required to be able to evaluate required training for intersectional issues.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
A3.10 Ensure the University's EDI work addresses intersectionality.	7% of staff are BAME women and 7% of staff are BAME men.	The University signed the Race at Work Charter on 1 March 2020. The EDI HR Officer and Chair of the BAME Network prepared our second submission of the Ethnicity Maturity Matrix in July 2020 after consultation with the BAME Staff Network and directed by the principles of the Race at Work Charter. The BAME Staff Network meetings are monthly due to the increased need for staff support due to current global events.	Communicate commitment to the Race at Work Charter. Prepare and submit Ethnicity Maturity Matrix. BAME issues raised by BAME staff network to be raised and addressed with UEDIEC. Maintain programme of talks/seminars on EDI issues.	Chair of UEDIEC UEDIEC Chair and EDI HR Officer BAME Staff Network Chair and UEDIEC ASWG & UEDIEC	Annually Annually July At next UEDIEC Meeting University Inclusion week, Internation	Annual communication to all staff. Annual submission of Ethnicity Maturity Matrix. Issues raised at UEDIEC and UEDIEC to agree steps to address issues. Intersectionality incorporated into the planning and design of any gender or BAME

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
		2019 EDI Conference: 'An intersectionality perspective on diversity in higher education – theory, method or practice? Dr Emily Henderson	Any work/analysis on gender also accounts for intersectionality.	ASWG & UEDIEC	al Women's day and throughout academic year	equality interventions/activities.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
4. Flexible Working and Managing Career Breaks (Section 5.5)						
A4.1 Retain high staff return rate after Maternity, paternity, shared parental and adoption leave.	94% staff return rate following maternity leave across University, 100% for academic and research staff. Low uptake of SPL	AS Staff Survey identified that low uptake of SPL is a conscious choice and staff are aware of the SPL policy.	Identify levels of satisfaction with support whilst on maternity, paternity, adoption, and shared parental leave through qualitative interviews with staff before and after leave. If level/quality of support is insufficient identify options for improvement and evaluate how these can be achieved. Introduce a Breastfeeding statement Repeat AS Staff Survey 2022 and 2024	HR Research Fellow Head of HR ASWG Head of HR	Research completed by August 2022 (low numbers means recruitment may take several cycles) 2022 and 2024 2021	Respond to identified insufficiencies in support as necessary. Increased satisfaction score by 10% for support from all sources in 2024 AS Staff Survey. Continue at or above 94% return rate following maternity leave. 100% of paternity leave taken.
A4.2 Support new parents to take the full allowance of Paternity leave.	Paternity leave is far shorter than maternity leave.	AS Staff Survey identified 2 weeks full pay for paternity leave as desirable.	Evaluation of feasibility/increase uptake, including consultation with new parents who have taken/intend to take paternity leave.	Rewards Manager Dir of HR and SLT	Research completed by August 2022. Action in 2023	Evaluation of the impact of offering two weeks' full pay for paternity leave. Recommendations actioned by UEDIEC and SLTSS where possible.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
4. Flexible Working and Managing Career Breaks (Section 5.5)						
A4.3 Assist staff in managing WLB through commitment to flexible working arrangements, while maintaining quality of service provision.	University striving to provide a satisfactory flexible working arrangement and culture for all staff	All flexible working applications reviewed in line with policy, resulting in 93% of applications for flexible working approved. AS Staff Survey identified informal flexible working arrangements and levels of satisfaction. In survey 45% of staff use formal or informal flexible working practices with some variation in culture of flexible working across the University.	Focus groups with staff in all Schools to establish where the cultural differences lie, and barriers to satisfaction with flexible working arrangements. Identify options for change and evaluate feasibility. Collect data on why flexible working arrangements are not approved Continue fair review of all applications and approval where appropriate.	HR Research Fellow Head of HR HR MIS School EDI Champions	Research completed and report delivered end of 2020. Any barriers reviewed and reported on in-School in 2021.	Maintain figure at or above current 93% approval of applications for flexible working. Maintain high proportion of staff using formal and informal flexible working patterns (45%).

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
4. Flexible Working and Managing Career Breaks (Section 5.5)						
A4.4 Support return to full-time working after a period of part-time work.	Return to full-time working after a period of part-time working may involve taking on new challenges	Return to work full-time automatic in the School of Applied Sciences	Investigate feasibility of proposal for part-time staff able to request return to full time and implement where practicable.	UEDIEC / HR Director	2022	Analysis of investigation and recommendations.
A4.5 Improve support for Carers so as to assist in WLB and enabling staff to accommodate their caring responsibilities.	How to best support staff with caring responsibilities 50% of respondents in 19/20 AS Staff Survey felt they could manage their caring responsibilities in full within the culture of UoH.	Production of 'Caring for Carers at Work' document detailing support available, internally and externally to the University. AS Staff Survey identified how satisfied carers are with being able to manage their caring responsibilities within the culture and practice of flexible working.	Increase awareness of this document through sharing on staff website and with managers, and publicising at the University Carers Week (June 2020). Interviews with carers to establish what support is wanted. Evaluate options and feasibility of additional support.	EDI Officer EDI Champions & Deans HR Research Fellow UEDIEC	2020 and ongoing 2021 2021 2022 and 2024	Increased championing of carers' voices through qualitative research centring around carers' lived experiences Additional feasible support for carers in the form identified as most useful by carers themselves. Aim 65% in 2024 AS Survey for carers satisfied with being able to manage their caring responsibilities within the culture and practice of flexible working.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.1 Reduce stress levels at work through provision of staff support mechanisms.	Stress at Work (SAW) identified as area for concern in 2017 and 2019 QoWL for academic and research staff (with no significant gender variations)	SilverCloud launched across the University. Mental Health First Aiders (MHFAs) training established.	See A5.3 for planned gender WAM analysis. Use findings of QoWL 2019 Survey, AS Staff Survey 2019/20 and focus groups on themes of survey findings to provide recommendations for future actions to UEDIEC, Senate, SLTSS and UTLC. Promote awareness of MHFAs Run further focus groups on other topics highlighted in AS Staff Survey 2019/20.	ASWG	By July 2020	Aim to reduce Stress at Work (SAW) score by 4%, increase Control at Work (CAW) by 5%, increase General Wellbeing (GWB) by 4% in QoWL survey in 2021 compared to 2019.
A5.2 [P] Continue to build EDI support in Schools and develop a consistent set of practices and culture across Schools.	Need coherent EDI and AS culture and practice across all Schools.	Appointment of Senior HR officer for EDI Establishment of diversity Champions in Schools and services. Appointment of AS Lead & Research Fellow	Collate best practice examples through School EDI Champions and identify areas for improvement in order to develop a coherent EDI and AS culture and practice across all Schools.	HR, HODs, Deans	By 2021	At least 2 more School Athena SWAN applications.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.3 **[P]** Analyse Workload allocation models for all schools to identify any gender disparity.	SAW, CAW and GWB findings in QoWL surveys	Centralisation of some processes across the institution to reduce academic admin workload. Collated views on WLA models from AS Staff Survey and focus groups. Oversight of WAM by HR ensures compliance with general WAM regulations.	Collect and analyse WLAs by gender for each School.	UEDIEC Chair and Deans Planning	2021 and annually	WLAs by gender and School to highlight any areas of gender disparity and identify consequent actions for change.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.4 [P] Embed AS principles into University culture so as to further develop and maintain a supportive and inclusive culture.	The 2019/20 AS Staff Survey showed that: 47% of respondents agreed that their school/service was actively working to improve gender equality. 60% of women respondents agreed with the statement "I believe that all staff, irrespective of gender are valued equally by the university"	Schedule of EDI events throughout 2019. Raised profile of EDI policies, procedures, support, networks and events on website. Run University wide inclusion week with daily events, including International women's day. AS webpages developed Undertook AS Staff Survey for all staff and focus groups to gather more in depth data on AS matters.	Create and maintain a schedule of forthcoming events. Review and update UoH AS and EDI webpages. Promote key EDI news on staff hub/news. Develop support network across University for staff involved in AS matters and enable sharing of best practice. Assist and advise Schools with their applications.	EDI Officer ASWG ASWG	Monthly planning review & schedule update July 2020 and bi-monthly thereafter	Aim to increase awareness of gender equality activity to 65%.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.5 Run outreach activities for under-represented groups.	Participation in outreach by is reflected in WAM and appropriately gender balanced for target audience.	Outreach focussed on underrepresented groups.	Outreach is included in the WAM but workload allocations are to be reviewed to ensure they reflect the full extent of this activity.	Deans	2021	All outreach activity acknowledged in WAM.
A5.6 Develop inclusive approach for trans staff and students.	Guidance and support to be available to trans staff and students.	Trans Equality Staff Guidance document published on University website October 2019 In surveys and recruitment applicants can identify as other than male or female. Trans Student Support Guide drafted December 2019	UEDIEC complete review/approve Trans student support guide.	UEDIEC	By July 2020	Published Trans student support guide.
A5.7 Support returners after a career break.	Encourage returners after a career break.	One Daphne Jackson Fellow supported and half funded (2013-15), one started Jan. 2019	Request Deans and HoDs to nominate 1 per year	UEDIEC Chair	By 2021	Deans & HoDs provide nominations and UoH continuously has at least one DJF in place.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.8 **[P]** Embed inclusive approach into policies, procedures and practices.	If a negative impact of new or amended policies and procedures is identified then needs to be updated to resolve any problem caused.	Review policies and procedures to ensure address EDI matters. Undertake equality assessment of all new and revised policies and procedures.	Complete development of new University inclusion statement. Undertake equality assessment of all new and revised policies and procedures. Include timing of activities questions into AS Survey 2022.	UEDIEC Policy holder ASWG	2020 Ongoing 2022	Published University inclusion statement. All policies and procedures have completed equality assessments. Outputs of AS Staff Survey 2022.
A5.9 Improve the gender balance in influential committees	%W is relatively balanced but still less than 50% for Council, Senate, URC and UTLC	Monitored make up of committees with a view to implementing gender balance within confines of nominated versus appointed roles.	Investigate process of nomination and appointment of non-role based members to achieve increases in %W. Note that in some committees this involves shift of one member.	UEDIEC and committee chairs	Upon rotation of non-role based members	Gender balance for membership of influential committees.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.10 Keeping line managers up to date with HR knowledge so that they are able to meet the needs of their staff.	Staff to feel confident in approaching their line manager on HR matters both in terms of nature of response and ability of support.	When policies reviewed/updated on 3 yearly cycle all staff are notified. When changes made to HR policies as a result of legislation or other factors HR Managers inform School/Service Deans, Directors and Senior Managers so that they can cascade to their staff. Currently 58-77% of staff know how to access policy documentation.	Record uptake by gender of new line manager training from HR Managers. Contact line managers to advise on how they can keep up to date with HR knowledge.	HR Managers HR Managers	2020 Annually from Autumn 2020 &	Record/log of new line manager training. Aim for respondents' knowledge of where to access policy documents to increase by 10%