

# Athena SWAN: Bronze and Silver institution application



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***Please note that the following information has been redacted from this application for external readers:***

- ***Numbers relating to fewer than 10 people***
- ***Data relating to staff gender identities other than male or female as numbers of staff are small and this information is potentially sensitive***
- ***Detailed survey results***
- ***Parts of quotes used where the person may not want detailed information shared***
- ***Names of individuals or other universities that we have worked with.***

***University of Liverpool staff can contact the Diversity & Equality team at [equality@liverpool.ac.uk](mailto:equality@liverpool.ac.uk) to access a full version.***

## 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.**

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.

<b>Institution application</b>	<b>Silver</b>	<b>Used</b>
<b>Word limit</b>	<b>12,500</b>	<b>12,498</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	603
2. Description of the institution	500	788
3. Self-assessment process	1,000	985
4. Picture of the institution	3,000	2985
5. Supporting and advancing women’s careers	6,000	6374
6. Supporting trans people	500	471
7. Further information	500	292
Covid impact	500	Used throughout

<b>Name of institution</b>	<b>University of Liverpool</b>	
<b>Date of application</b>	<b>March 2022</b>	
<b>Award Level</b>	<b>Silver</b>	
<b>Date joined Athena SWAN</b>	<b>2010</b>	
<b>Current award</b>	<b>November 2016</b>	<b>Silver</b>
<b>Contact for application</b>	<b>Sally Middleton</b>	
<b>Email</b>	<a href="mailto:sallyjm@liverpool.ac.uk">sallyjm@liverpool.ac.uk</a>	
<b>Telephone</b>	<b>0151 7946834</b>	

<b>Glossary</b>	
AP	Action Point
AS	Athena Swan
BAME	Black, Asian and Minority Ethnic
CPS	Central Professional Services
EAP	Employee Assistance Programme
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EPVC	Executive Pro Vice Chancellor
HoD	Head of Department
HSS	(Faculty of) Humanities & Social Sciences
HLS	(Faculty of) Health & Life Sciences
HR BP	Human Resources Business Partner
HR	Human Resources
LGBT+	Lesbian, Gay, Bisexual, Trans with '+' to encompass other sexualities and genders
PMSA	Professional & Specialist Management and Administration (Professional Services staff career group)
PS	Professional Services
REC	Race Equality Charter
REF	Research Excellence Framework
RISE	Research in an Inclusive and Sustainable Environment project
SAP16	Action point references from our 2016 action plan.
SAT	Self-Assessment Team
SCE	(Faculty of) Science & Engineering
SLT	Senior Leadership Team
T&R	Teaching & Research (academic career pathway)
T&S	Teaching & Scholarship (academic career pathway)
UoA	Unit of Assessment
UoL	University of Liverpool
VC	Vice Chancellor

<b>Data Explanation</b>	
Data is colour coded throughout:	
Women/Female	Purple
Men/Male	Green

The application uses the female/male gender binary, however we acknowledge the limitations of this approach. We aim to reflect a greater breadth of gender identities in future activity through implementation of our action plan.

For the purpose of this application we use BAME to describe staff from Black, Asian or other Minority Ethnic backgrounds, however we recognise the limitations and impact of this approach. We are currently exploring more suitable/preferred terminology with our UoL community, via our Race Equality Charter work.

Unless stated otherwise, internal data covers 2016 to 2021.

Unless stated otherwise, benchmarking data is taken from the Advance HE Statistical Report 2021 which uses HESA data from 2019/20.

## 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.**



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16 March 2022

Dani Glazzard  
Head of Athena Swan  
Advance HE

Dear Dani,

I am pleased to endorse the University of Liverpool's Silver Athena Swan application. I joined the University in February 2015 as its first woman Vice-Chancellor and this is the second application and action plan to be developed under my leadership. I am proud of both the progress we have made and the further steps planned to build on this strong foundation.

In order to build on this progress, I was eager, together with my colleagues in our Senior Leadership Team (SLT), to play an active role as part of the SAT. SLT members also lead on other University EDI activities as Chairs of our EDI Committee and Race Equality Charter SAT. We felt that we could contribute particularly to the development of the new Athena Swan action plan and build on the successes below.

During our last Athena Swan action plan period (2016-21), we have made significant improvement in a number of areas which are detailed throughout this application, reflecting our commitment to the Athena Swan principles. Some examples include:

- We now hold Athena Swan awards in all 12 STEM and AHSSBL academic areas in our three Faculties – an improvement from awards held only in STEM Faculties in 2016.
- Improvements at senior grades (particularly the increase from 24% to 28% female professors) have positively impacted our leadership composition; doubling our female Heads of Department and meaning female membership of influential University committees has increased from 41% to 50%.
- Embedding EDI considerations into our REF processes has resulted in a 34% increase of research impact case studies for women (13% improvement compared to previous REF).
- Increased appraisal (PDR) completion rates for our early career research staff, from 44% to 82% female and 35% to 89% male between 2014 and 2020. Achieved through increased communications and development of dedicated advice via our 'Researcher Hub' webpages.

Recent staff survey results confirm the challenges we continue to face. At a local level, these are partly due to a major restructure in our Faculty of Health & Life Sciences. The impact of the pandemic and sector wide industrial action are also reflected in the results. We appreciate that significant work is needed and have initiated two substantial pieces of work in response:

- Our Research in an Inclusive and Sustainable Environment (RISE) project aims, amongst other goals, to tackle the disproportionate impact that the pandemic has had on female academics (covered further in section 5.1 iv).
- The rapid shift to homeworking for much of our staff in 2020 showed us that a wholesale change to our working practices and culture was possible. We developed a hybrid working model for our Professional Services staff which has been well received (section 5.5vi).

We will take further steps through our extensive new action plan with the following priority actions identified to tackle challenges identified through our data and consultation outcomes;

- Ensuring that staff undertaking Athena Swan work have a clear, consistent role description, suitable time allocation and recognition for this important work.
- Increasing men's participation in Athena Swan activity by offering additional gender equality specific development opportunities such as Male Allyship training.
- Continuing to address the University's gender pay gap through further improvements to academic promotion processes and positive action used for recruitment to lower grades.
- Reducing experiences of bullying and harassment and increasing support for staff who do experience this.
- Providing support for staff and students experiencing domestic violence.
- Developing a trans equality policy and processes to fully support our trans and non-binary staff and student community.

I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation.

Yours sincerely



Professor Dame Janet Beer

**603 words used**

## 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;**

**Impact:**

Extensive support for departmental applications (*SAP16 -AP1 – Silver Action Point 2016*) (see Section 5.6 xii) for details) has led to achievement of Athena Swan (AS) awards in all 12 academic Schools in our three Faculties including AHSSBL – an improvement from 10 awards (5 Bronze, 5 Silver) held in STEMM Faculties in 2016.

The University has held an AS award since 2010 (Bronze, renewal in 2013 and Silver in 2016). AS is embedded throughout the institution with AS leads and AS/EDI committees in each academic area who are brought together at our University level AS Steering Group (further details in Sections 3 and 5.6 xii).

# Athena Swan Awards by Department.

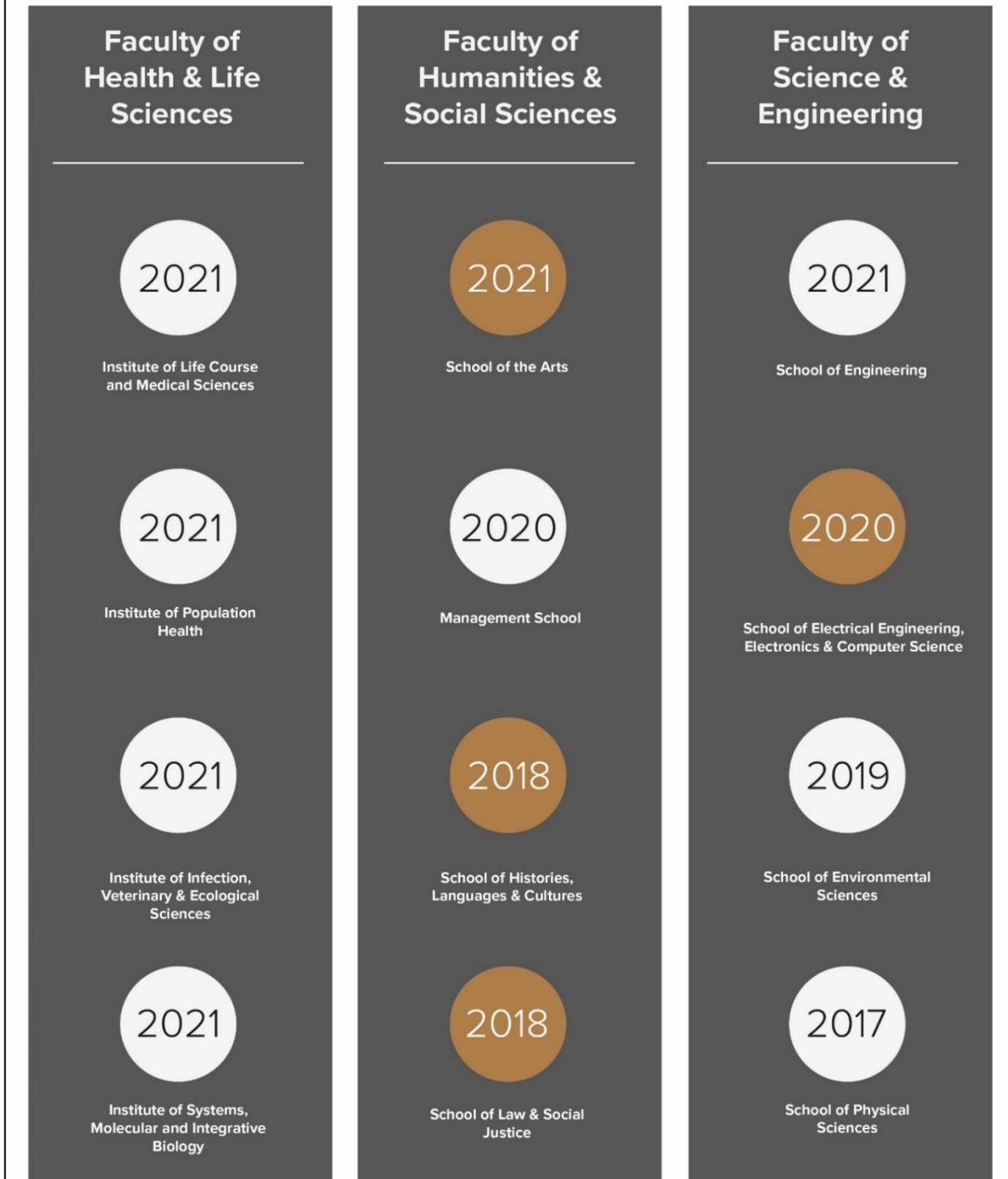


Image 1: Athena Swan awards by department

Departmental AS good practice is adopted more widely e.g:

- Family Friendly Advisers (for staff parents/carers) piloted in the Faculty of Health & Life Sciences (HLS) before being rolled out University wide, growing from 4 Advisers in 2015 to 21 currently.
- Electrical Engineering, Electronics & Computer Science initiated a male ally scheme, inspiring development of University training 'Being a male ally to tackle gender inequality'.
- The Faculty of Humanities & Social Sciences (HSS) AS governance structure - a Faculty level committee to coordinate departmental level activity and avoid duplication of work was also adopted by HLS.

Following a Faculty restructure in HLS (completed 2021), AS awards (including a Gold award), were successfully transferred from 8 previous to 4 new institutes - interim Silver awards recognising the average award level held. The restructure was equality impact assessed and no gender or other equality issues identified. Each institute has a new AS action plan supported by a Faculty AS action plan to embed good practice identified from the previous 8 awards held.

The new 2021 principles have been formally adopted by the Vice Chancellor (VC) following discussion by the University Senior Leadership Team (SLT) and AS Steering Group. Each departmental SAT/EDI Committee will discuss the principles with their leadership team. Professional Services (PS) staff are key to our AS activity; PS staff sit on our AS Steering Group and each academic area has academic and PS AS leads. We welcome the opportunity to formally extend AS to PS departments. HLS PS departments are part of the PTO AS award pilot scheme (**AP 6**). In 2022, we established an EDI governance structure in our Central Professional Services (CPS) with the aim of readying these departments to make AS applications (**AP 6**).

The University's senior committees review annual AS activity via annual reports (Table 64, section 5.6 v).

The University's Diversity & Equality team increased from 3 to 6 staff in 2021 (4F, 2M). This has enabled an expansion of our EDI training offer (see Training sections) and enhanced how intersectional equality issues are addressed with the recruitment of Race and Disability Equality Officers to work alongside the existing Gender Equality Officer.

We support other universities with AS activity. Specifically, our Gender Equality Officer has:

- Presented at a Universities and Colleges Employers Association event on the gender pay gap (2017).
- Presented at Advance HE's EDI conference (2018).
- Reviewed draft AS applications for [REDACTED]
- Mentored [REDACTED] University's AS Programme Manager (since 2021).
- Presented on academic promotion at [REDACTED] University's AS best practice event (2021).

Staff from departmental SATs have presented externally on AS e.g. HLS staff at the Technical Managers in Universities Conference and to ██████ University.

We seek out good practice from other HEIs e.g. our Management School met with ██████ University’s Business School whilst developing their Silver application.

The University contributes to AS charter development. We hosted a consultation meeting regarding charter transformation in 2019. Professor Julia Buckingham (Chair of AS charter transformation group) met with 50 SAT members from across the University (43F, 7M).

Our Gender Equality Officer is a member of the North West and Russell Group AS networks.

AS Steering Group membership includes 4 AS reviewers and one AS panel chair.

<b>Actions</b>	
<b>AP 6</b>	<b>Support Professional Services staff and departments to adopt and embed Athena Swan work.</b>
6.3	New AS leads in CPS to join AS Steering Group
6.4	2 Athena Swan applications from CPS departments submitted and awards achieved.
6.5	Athena Swan award achieved by HLS Directorates in 2023, followed by implementation of their local action plan over the subsequent 5 years

**(ii) information on its teaching and its research focus;**

We are one of the UK’s leading research-intensive universities. Research is conducted in a wide range of subject areas. 81% of the University’s research is ranked in the highest categories of 4\* (world-leading) and 3\* (internationally excellent). 90% of the University’s research impact is considered ‘outstanding’ or ‘very considerable’.

We teach UK and international students at undergraduate and postgraduate levels across three faculties (see Section 2 iii). In the 2020 National Student Survey, we achieved an overall satisfaction score of 84.1%, above the sector average of 82.7%.

The University has been at the forefront of tackling Covid-19 both in the UK and internationally. Our researchers are playing a pivotal role in finding solutions to its challenges from medical research (e.g. treatment development) to societal impact (e.g. legal ramifications, effect on children). We have supported the NHS through staff and student secondment, provision of PPE and other practical support e.g. car parking.

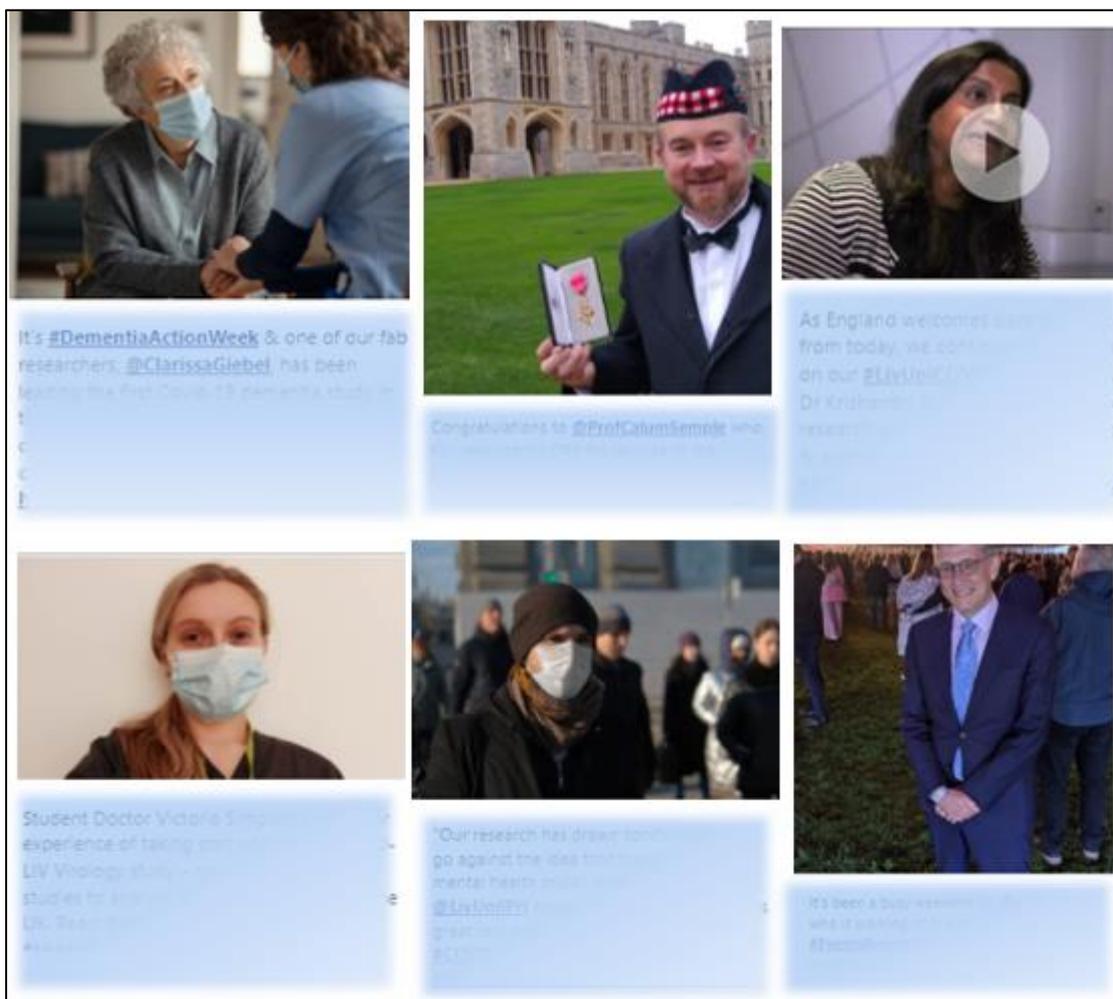


Image 2 – examples of Covid-19 related work from University social media (text blurred for word count requirements).

- (iii) the number of staff. Present data for academic and professional and support staff separately;
- (iv) the total number of departments and total number of students;
- (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.

We employ 6,953 staff; 3,502 academic staff and 3,451 PS staff. We have 12 academic schools in three faculties where 28,355 students undertake undergraduate, postgraduate research and taught programmes.

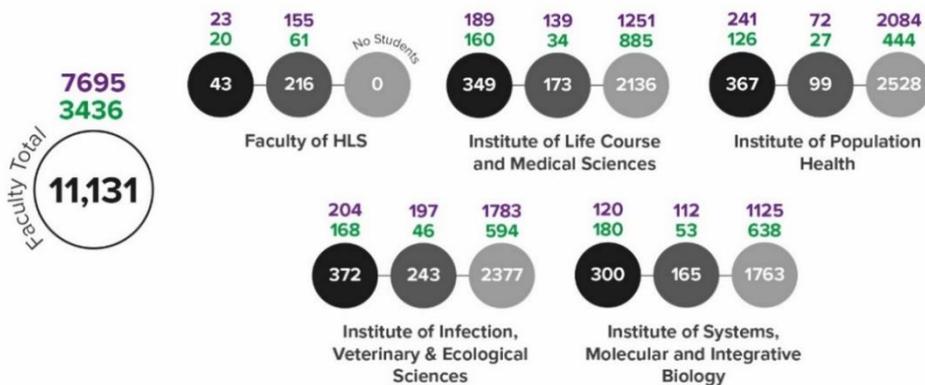
**788 words used**

# Departmental Structure and Make-up.

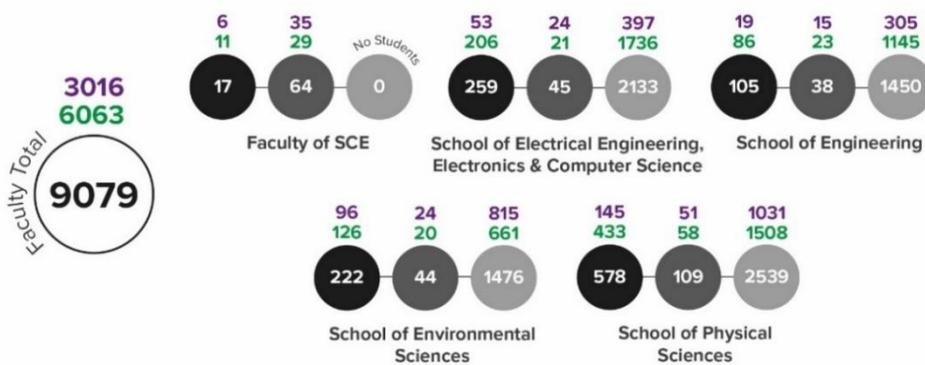
## Key.



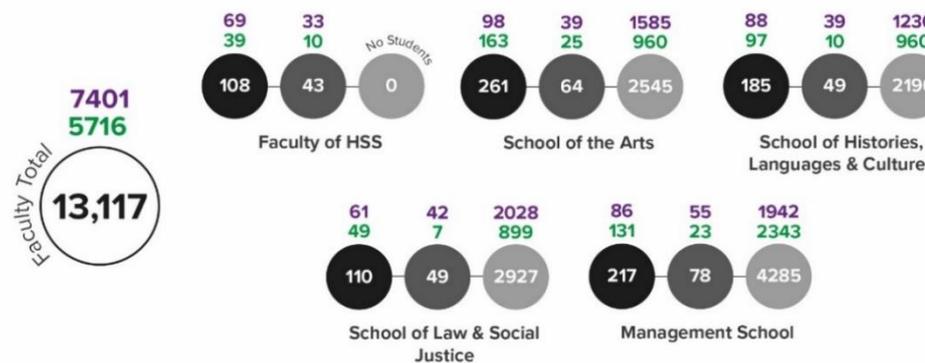
### Faculty of HLS (STEMM)



### Faculty of Science & Engineering (STEMM)



### Faculty of Humanities & Social Sciences (AHSSBL)



### Central Professional Services



Image 3: Faculty and department structure and make up

### 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;

**Impact:**

- We have implemented a new EDI governance structure, improving reporting and scrutiny across all areas of EDI activity.
- We have established an EDI Governance structure in CPS (*SAP16 – AP3.1*)
- We have broadened membership of the AS Steering Group by introducing co-chair roles and inviting membership from the BAME staff network and Research Staff Association (*SAP16 – AP2.1*)
- Our Senior Leadership Team (SLT) are part of the SAT, embedding activity into University core business (*SAP16 – AP2.3*)

The University's AS Steering Group was responsible for oversight of the 2016-2021 action plan.

For this application, it was agreed in 2019 that the SAT be formed of three tiers to ensure a mix of senior involvement, AS/gender equality expertise and practical skills for application development. These groups represent a range of roles and grades.

The SAT sits within a wider EDI governance structure (Image 4), with AS Steering Group reporting to EDI Committee which in turn reports to SLT (the University's operational executive body). The EDI Committee Chair sits on AS Steering Group and AS Steering Group Co-Chairs are members of the EDI Committee to ensure two-way communication.

Students are not represented on the SAT, however are included within EDI governance (e.g. student representatives on EDI Committee and Trans Equality Working Group (see Section 6 iii)). They are included on all departmental SATs.

For our 2016 application, the SAT consisted of a writing group alongside AS Steering Group. The key change has been the addition of senior staff involvement via SLT.

# EDI Governance Structure.

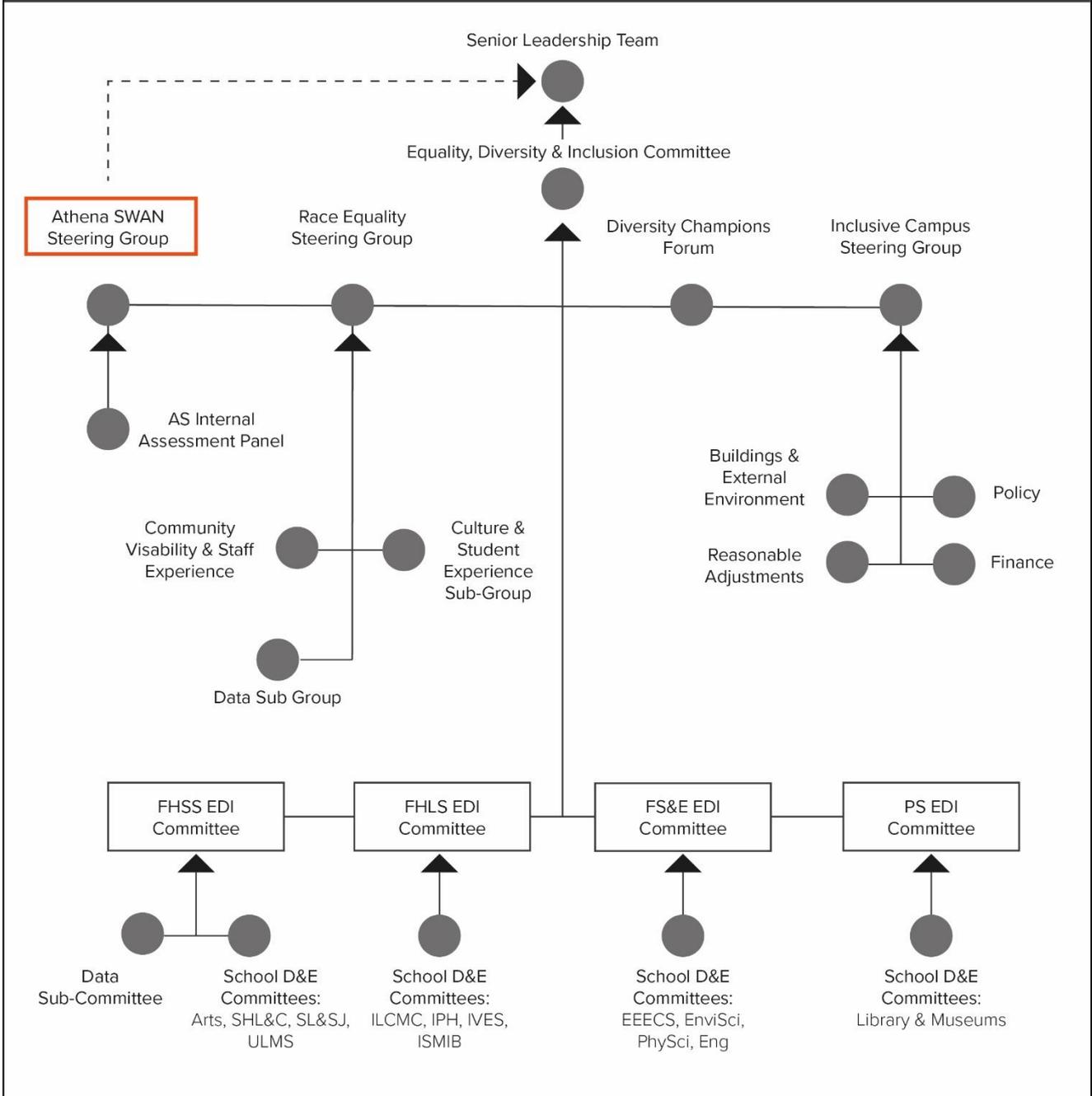


Image 4: University EDI Governance Organogram

### **Tier 1; Senior Leadership Team (SLT)**

SLT is the University's senior executive committee; making decisions on major institutional matters, resourcing and strategic proposals to ensure a coordinated management response. Membership is based on role.

SLT has the following AS responsibilities:

- Providing senior leadership insight to ensure that AS actions align with other University strategic priorities.
- Ensuring that areas with AS action plan responsibilities are fully committed to these.
- Approving the final application and action plan.

*Table 1; SLT Membership (6 women, 4 men – all Grade 10)*

<b>Professor ██████████ (F)</b>	<b>Vice-Chancellor (Chair)</b>
Professor ██████████ (F)	Pro-Vice-Chancellor for Cultural Engagement
Professor ██████████ (M)	Pro-Vice-Chancellor for Education
Professor ██████████ (M)	Pro-Vice-Chancellor for Research and Impact
Professor ██████████ (F)	Executive Pro-Vice-Chancellor for Health and Life Sciences
Professor ██████████ (F)	Executive Pro-Vice-Chancellor for Humanities and Social Sciences and Chair of the University's Race Equality Charter Self-Assessment Team
Professor ██████████ (M)	Executive Pro-Vice-Chancellor for Science and Engineering and Chair of the University's EDI Committee  <i>Advance HE AS panellist</i>
Ms ██████████ (F)	Director of Finance
Dr ██████████ (F)	Director of People and Services and Chair of the new Central Professional Services EDI Committee
Mr ██████████ (M)	Director of Legal and University Secretary

## Tier 2; Athena Swan Steering Group

This Group consists of all School AS leads alongside PS department and equality staff network representatives. It has the following responsibilities:

- Contributing to and reviewing the application and action plan
- Ongoing oversight for progressing the action plan
- Sharing good practice from all departments undertaking AS activity

The Steering Group has been chaired by:

- Professor ██████████, EPVC for Science & Engineering (M) (2014-2017)
- Professor ██████████, Director of AS/academic (F) (0.5 FTE in each role) (2017-2020). Professor ██████████ was integral to the embedding of sustainable AS structures before her retirement in 2020.
- Professor ██████████ and Dr ██████████, co-chairs (F) (from 2021) representing different Faculties and bringing perspectives from our Teaching & Research and Teaching & Scholarship career pathways.

*Table 2; Athena Swan Steering Group Membership (23 women, 7 men with some shift in these proportions where rotating or alternate representatives attend)*

Name	Athena Swan Steering Group Role	Role and Grade
Professor ██████████ (F)	Co-Chair	Professor, School of Law & Social Justice (until 2021, Professor Morris was the Dean of this School) T&R Academic  <i>Advance HE AS panel chair</i>
Dr ██████████ (F)	Co-Chair	Senior Lecturer, Institute of Life Course and Medical Sciences T&S Academic
Ms ██████████ (F)	Secretary	Gender Equality Officer Professional Services  <i>Advance HE AS reviewer</i>
Mrs ██████████ (F)	Minute Secretary	Equality & Engagement Administrator (0.8 FTE) Professional Services
Professor ██████████ (M)	Chair of EDI Committee and EPVC	Academic T&R

	for Faculty of Science & Engineering	<i>Advance HE AS reviewer</i>
Professor [REDACTED] (M)	Institute of Infection, Veterinary and Ecological	Professor Clinical Academic
Dr [REDACTED] (F)	Institute of Life Course and Medical Sciences	Lecturer T&R Academic
Dr [REDACTED] (F)	Institute of Population Health	Senior Lecturer T&S Academic
Dr [REDACTED] (F)	Institute of Systems, Molecular & Integrative Biology	Senior Lecturer T&R Academic
Dr [REDACTED] (M)	Institute of Systems, Molecular & Integrative Biology	Senior Lecturer T&S Academic
Dr [REDACTED] (M)	School of Engineering	Reader T&R Academic
Dr [REDACTED] (F)	School of Electrical Engineering, Electronics and	Lecturer T&R Academic
Dr [REDACTED] (F)	School of Environmental Sciences	Senior Lecturer T&R Academic
Dr [REDACTED] (M)	School of Environmental Sciences	Lecturer T&R Academic
Dr [REDACTED] (F)	School of Physical Sciences	Senior Lecturer T&S Academic
Dr [REDACTED] (F)	School of Physical Sciences	Lecturer (0.8FTE) T&R Academic  <i>Advance HE AS reviewer</i>
Dr [REDACTED] (F)	Faculty of Humanities and Social Sciences	Policy & Operational Support Manager Professional Services  <i>Advance HE AS reviewer</i>
Professor [REDACTED] (F)	Academic EDI Lead, Management School	Professor T&R Academic

Mrs [REDACTED] (F)	Professional Services EDI Lead, Management School	Management Services Team Leader Professional Services
Dr [REDACTED] (F)	School of Histories, Languages & Cultures	Reader T&R Academic
Dr [REDACTED] (F)	School of Histories, Languages & Cultures	School Project Coordinator Professional Services
Dr [REDACTED] (F)	School of the Arts	Senior Lecturer T&R Academic
Ms [REDACTED] (F)	School of the Arts	Project Co-Ordinator Professional Services
Dr [REDACTED] (M)	EDI lead, School of Law & Social Justice	Senior Lecturer T&R Academic
Mrs [REDACTED] (F)	School of Law & Social Justice	Management Services Team Leader Professional Services
Mr [REDACTED] (M)	Human Resources representative	HR Business Partner Professional Services
Ms [REDACTED] (F)	Diversity & Equality Team representative	Head of Diversity & Equality Professional Services
Mrs [REDACTED] (F)	The Academy representative	Head of Organisational Development Professional Services
Ms [REDACTED] (F)	External Relations representative	Director of Communications and Public Affairs Professional Services
Rotating attendance to share workload	BAME Staff Network representative	
Dr [REDACTED] (F)	Research Staff Association representative	Research Associate Research Academic

### Tier 3: Application and Action Plan Writing Group

This group:

- Analysed data and consultation outcomes
- Collated internal/external good practice
- Led on writing the application and action plan
- Consulted with relevant individuals/departments to agree the action plan

Table 3: Application and Action Plan Writing Group Membership (3 women, 1 man)

Name	Role	Grade
Ms [REDACTED] (F)	Gender Equality Officer	Professional Services, <i>Advance HE AS panellist</i>
Professor [REDACTED] (F)	University Director of Athena Swan (supported application and action planning activity up until retirement in late 2020)	Academic T&R <i>Advance HE AS panel Chair and panellist</i>
Mr [REDACTED] (M)	HR Data Analyst	Professional Services,
Mrs [REDACTED] (F)	Equality & Engagement Administrator (0.8 FTE)	Professional Services,

#### (ii) an account of the self-assessment process;

The groups met as follows;

- **SLT** - Monthly meetings and considers AS business at least twice per year.
- **AS Steering Group** - 3 formal meetings per year with additional discussions held in 2021/22 to develop the application and action plan.
- **Application and Action Plan Writing Group** - Current members are based within HR, so frequent contact and shared work is undertaken informally.

In addition to data analysis, the action plan was developed using extensive consultation outlined below (Table 4). We used 2019 staff survey results as a baseline, however due to the substantial impact of the pandemic on staff, we focused more on the 2021 Pulse survey results. In both surveys, men and women reported relatively equal levels of satisfaction in all areas with two exceptions in the 2021 survey where men reported less satisfaction than women regarding flexible working ([REDACTED]) (**AP 20**) and regarding senior leaders listening to staff ([REDACTED]).

In both surveys, respondents who chose not to provide demographical data tended to share the most negative responses; we will improve disclosure rates to enhance understanding of staff concerns (**AP 8**).

Table 4: Consultation overview and response rates

Consultation	Responses	F	M	Other demographic data
<p>Staff Survey 2019 themes:</p> <ul style="list-style-type: none"> <li>• Overall Experience</li> <li>• Communication</li> <li>• Purpose</li> <li>• Leadership</li> <li>• Managing Change</li> <li>• Training and Development</li> <li>• Reward and Recognition</li> <li>• Workload</li> <li>• Wellbeing and Stress</li> </ul>	4183 (60% response rate)	1979 (47%)	1332 (32%)	<ul style="list-style-type: none"> <li>• ██████ chose to self-describe their gender</li> <li>• 597 (14%) preferred not to say</li> <li>• 240 BAME respondents (6%)</li> <li>• 564 respondents (13%) chose not to provide ethnicity</li> <li>• 390 disabled respondents (9%)</li> <li>• 659 (16%) preferring not to say.</li> </ul>
<p>Advance HE Focus Groups x 3 in 2021 for:</p> <ul style="list-style-type: none"> <li>• BAME staff</li> <li>• Staff with family and caring roles</li> <li>• Staff who identified as having a disability.</li> </ul>	<i>[Fewer than 10 attendees at each group]</i>			
<p>Pulse Survey 2021 themes:</p> <ul style="list-style-type: none"> <li>• EDI</li> <li>• Career Development</li> <li>• Bullying and harassment</li> <li>• Experience of working during the pandemic</li> </ul> <p>Included the core Advance HE Culture Survey questions (see section 5.6 i)</p>	1221 (18% response rate)	647 (53%)	391 (32%)	<ul style="list-style-type: none"> <li>• ██████ chose to self-describe their gender.</li> <li>• 151 respondents (12%) preferred not to say. 59 BAME respondents (5%)</li> <li>• 166 (14%) chose not provide ethnicity.</li> <li>• 574 (47%) with child/caring roles</li> <li>• 102 disabled respondents (8%) and 145 (12%) preferring not to say</li> </ul>

A consultation document outlining potential areas for action (based on data, consultation responses and internal/external good practice) was shared with the following groups. Their views shaped the action plan and priorities:

- Online consultation and 3 meetings (12 attendees, all female) for Staff Networks (members could attend any meeting and/or contribute via an anonymous online survey);
  - BAME Staff Network
  - Disabled Staff Network
  - LGBT+ Staff Network
  - Parents Network
  - Carers Network
  - Menopause Support Group
  - Endometriosis Support Group
  - Aurora Alumni Group
- University Diversity & Equality team with specific follow-up discussions e.g. race equality related actions with Race Equality Officer.
- Race Equality Charter Steering Group who formally endorsed this action plan.
- HR SMT.
- The Research in an Inclusive and Sustainable Environment (RISE) Project Group – established during the pandemic to develop a University wide approach to improving the inclusivity of our research environment (see 5.1iv for further details).
- Trade Unions.

The draft application and action plan were shared with Advance HE for review and feedback incorporated.

<b>Actions</b>	
<b>AP 8</b>	<b>Undertake further intersectional data collection and analysis</b>
8.1	Run a campaign to increase staff disclosure of equality characteristics thus providing a fuller picture of our staff demographic makeup.
<b>AP 20</b>	<b>Awareness raising and support for men in parental and caring roles</b>
20.1	Develop guidance for managers on all family friendly policies
20.2	Develop case studies featuring role models (particularly male staff) to illustrate how different family friendly/flexible working policies have been used
20.3	Using the resources above, run an awareness raising campaign on family leave and flexible working

**(iii) Plans for the future of the self-assessment team.**

AS Steering Group and SLT will oversee implementation of the action plan and will continue to meet as described above. In addition to progressing specific actions (e.g. approving new policies), SLT will receive an annual report on action plan progress.

As EDI structures are developed in CPS departments, new CPS AS leads will join AS Steering Group (**AP 6.3**).

AS Steering Group will work with other committees in the EDI Governance structure to ensure an intersectional and complementary approach. This will be done by reporting to the EDI Committee and REC Steering Group specifically (**AP 1**), however other groups will be involved as relevant.

AS Steering Group membership is predominantly female. We will address this by developing new role descriptions for EDI work, reward and recognition processes, training sessions encouraging male allyship and using positive action when recruiting to AS lead roles (**APs 2,3,4**).

We will apply for our next AS award in 2026 and aspire to demonstrate well against Gold award criteria. However, we are clear that it is of paramount importance to maintain consistent, embedded progress in improving gender equality throughout the University rather than focus on a specific level of award.

**985 words used**

<b>Actions</b>	
<b>AP 1</b>	<b>Align AS and REC activity</b>
1.1	Standing agenda item at AS Steering Group on REC activity.
1.2	Annual reports shared with each Steering Group.
1.3	REC and AS Action plans shared to each Steering Group.
<b>AP 2</b>	<b>Develop a clear, consistent role description and time allocation for those undertaking Athena Swan/EDI lead roles.</b>
<b>AP 3</b>	<b>EDI roles to be explicitly included in promotion and increment/Exceptional Performance Award (EPA) guidance.</b>
<b>AP 4</b>	<b>Increase men’s participation in Athena Swan activity.</b>
4.1	Evaluate the initial 2x ‘Male Ally’ training sessions planned for 2022.
4.2	Work with departments to develop local positive action which will encourage more men to participate in Athena Swan/EDI activity.
<b>AP 6</b>	<b>Support Professional Services staff and departments to adopt and embed Athena Swan work.</b>
6.3	New AS leads in CPS to join AS Steering Group

## 4. A 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 STEM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

#### Impact:

Improved gender balance at:

- Grade 6 – from 44% to 47% female
- Grade 8 – from 43% to 46% female
- Grade 9 – from 35% to 41% female
- Grade 10 – from 24% to 28% female

Improvements at senior levels have positively impacted our leadership composition e.g. doubling our females Heads of Department from 11 to 20 (section 5.6 iii), committee membership with improved gender balance from 41% in 2016 to 50% in 2021 (section 5.6 iv) and a decrease in our pay gap – median pay gap of 19% in 2017 reduced to 16% in 2020 (section 4.1 v)

This can be attributed to improvements to recruitment and promotion processes and support (*SAP16–AP10, 12, 26*, details of actions taken in sections 5.1 i) and 5.1 iii).

#### Whole University

Overall, academic gender balance has improved from 40% F in 2016 to 43% F in 2021. This is lower than the sector benchmark of 47% (Advance HE statistical report 2021), however we have achieved or are progressing towards gender balance at all grades (Charts 1-5) with an exception in 2021 at Grade 7.

The decrease of female staff at Grade 7 is informed by:

- An increase at Grade 8 (from 43% to 46%F) explained by more academic areas recruiting directly to Grade 8 - an increase in recruitment to Grade 8 can be seen from 2018 (Table 32, Section 5.1i). This is a positive change in terms of pay and progression prospects as Grade 8 staff can apply for promotion to Grade 9 (Senior Lecturer/Reader).

- Turnover at Grade 7 potentially impacted by the pandemic; a higher number of female Grade 7 staff left in 2019/20 (127F, 136M) compared to 2018/19 (103F, 124M) and 2020/21 (106F, 130M) though turnover overall remained steady. Our RISE project (covered in section 5.1 iv) is looking at, amongst other activities, how we best mitigate the impact of the pandemic on female staff through actions around grant application support, team based research and workload allocation (**AP 24**).

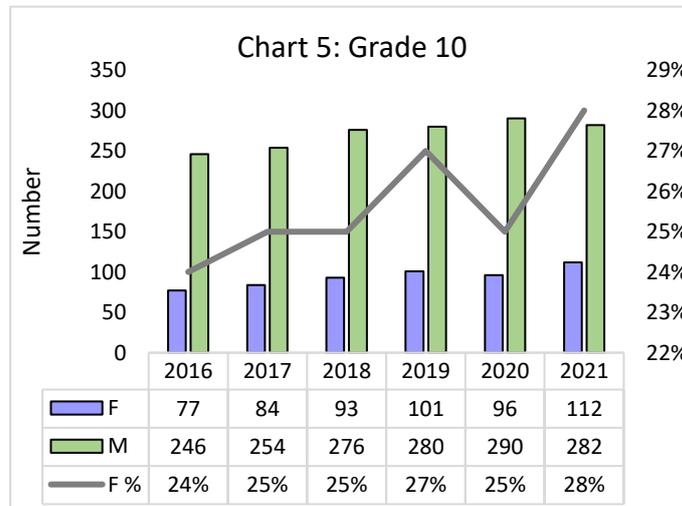
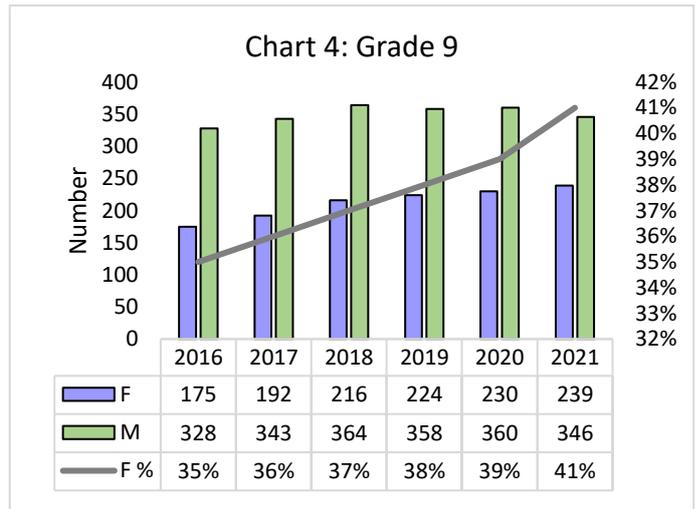
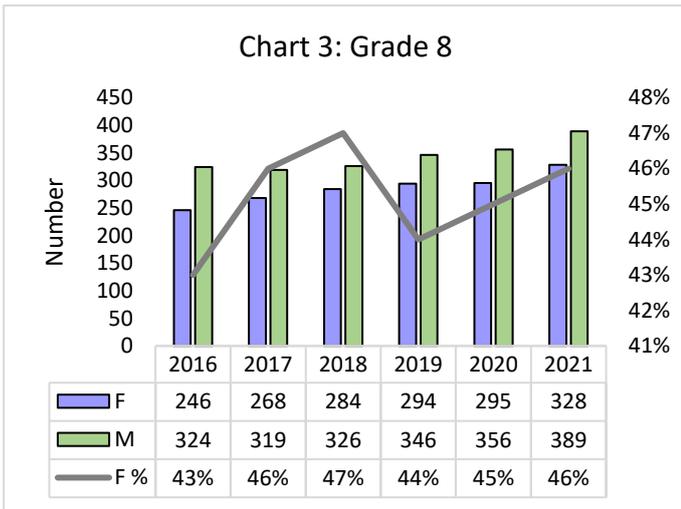
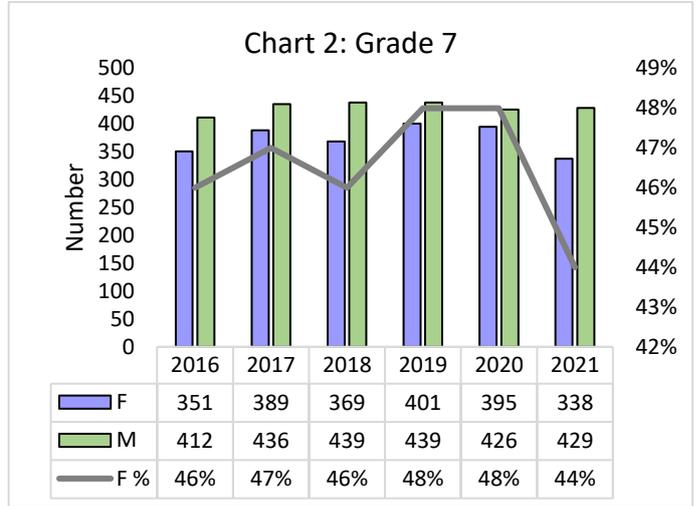
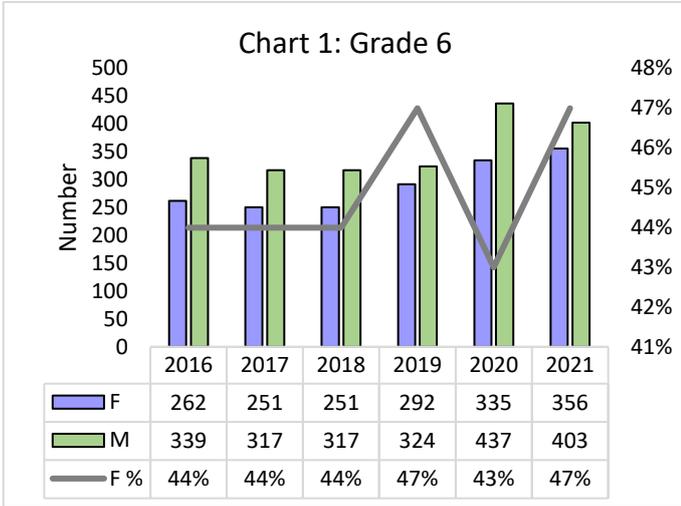
The increase of Grade 6 staff is explained by recruitment of teachers/demonstrators (majority of roles filled by PG students), related to growth in student numbers.

Increased numbers of staff on Grades 8 and 9 (Charts 3 and 4) present an opportunity to further improve gender balance at higher grades. We will build on existing work to improve promotion processes and support (**APs 12, 13**).

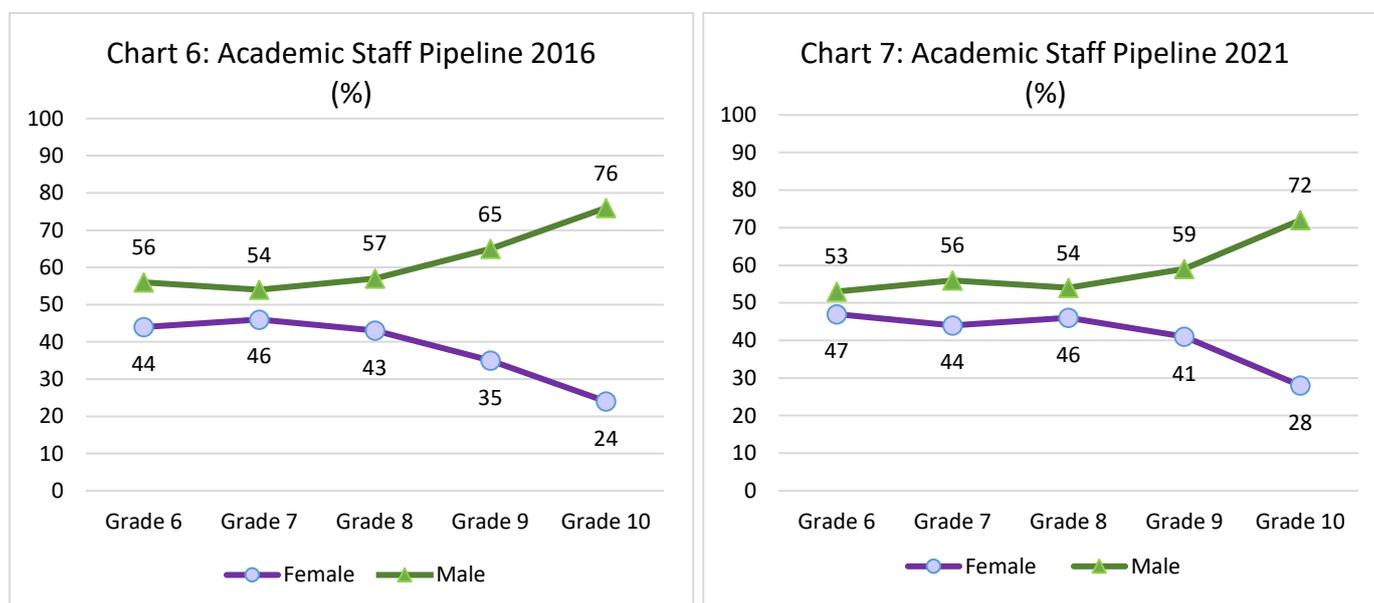
*Table 5: Grade Benchmarking Data*

Benchmark grade	Equivalent UoL grade	UoL Roles	Benchmark F % - 2019/20	UoL F % - 2021
XpertHR Level L	Grade 6	Demonstrator, Teaching/ Research Assistant	51%	<b>47%</b>
XpertHR Level K	Grade 7	Post-Doctoral Researcher, Lecturer	51%	<b>44%</b>
XpertHR Level J	Grade 8	Lecturer	50%	<b>46%</b>
XpertHR Level I	Grade 9	Senior Lecturer, Reader	41%	<b>41%</b>
UCEA Level 5A	Grade 10	Professor	28%	<b>28%</b>

**Charts 1-5: All academic Staff by Grade, 2016-21 (Number and %)**



## Charts 6-7: Comparative gender balance at each grade, 2016 and 2021



### **BAME Academic Pipeline – Whole University**

16% of academic staff are BAME (6.3% F, 9.8% M), slightly lower than the sector benchmark of 18% (Advance HE Statistical Report 2021).

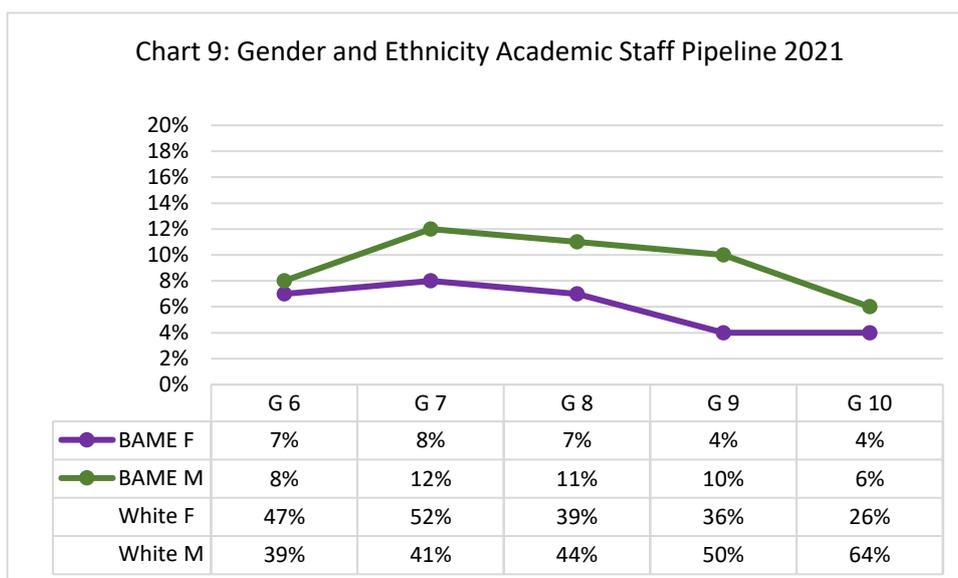
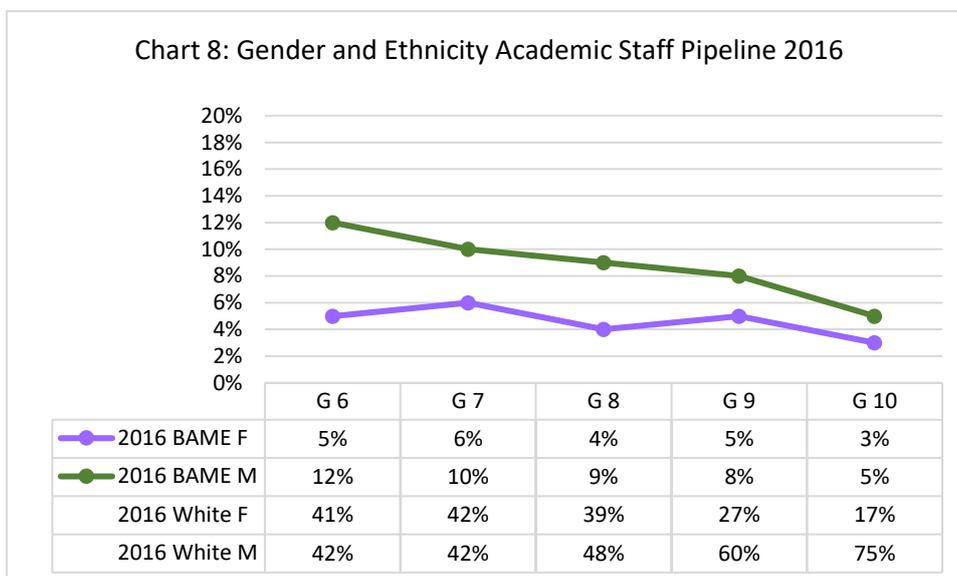
We have increased BAME male and female staff at all grades (Table 6, Charts 8-9) apart from a decrease in BAME men at Grade 6 (mainly PG students appointed) perhaps explained by a drop in BAME PGT student numbers (mainly overseas students, due the pandemic) from 44% in 2019/20 to 36% in 2020/21.

Increases at Grades 8 and 9 represent a larger potential pool for promotion, therefore we can continue to increase the number of BAME professors. We will improve promotion and provide dedicated career development support (**APs 9, 12, 13**).

*Table 6: academic staff by grade and ethnicity, 2016 and 2021 comparison (Numbers)*

	2016				2021			
	BAME F	BAME M	White F	White M	BAME F	BAME M	White F	White M
<b>Grade 6</b>	25	67	224	225	39	42	257	212
<b>Grade 7</b>	45	74	316	316	58	85	261	281
<b>Grade 8</b>	22	49	227	276	45	70	250	284
<b>Grade 9</b>	22	37	123	278	23	54	204	279
<b>Grade 10</b>		15	50	223	14	25	101	245
<b>Total</b>	<b>122</b>	<b>242</b>	<b>940</b>	<b>1318</b>	<b>179</b>	<b>276</b>	<b>1073</b>	<b>1301</b>

**Charts 8-9: Comparative gender balance by ethnicity at each grade, 2016 and 2021 (% - as proportion across each grade)**

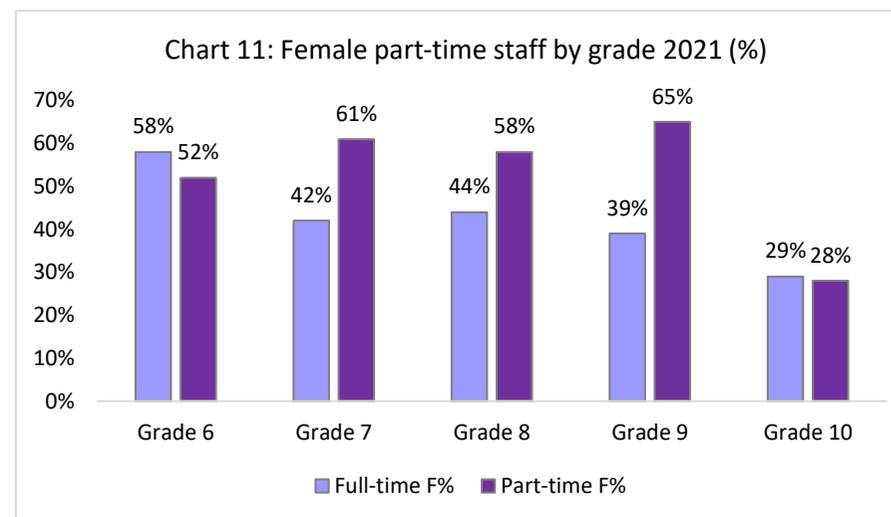
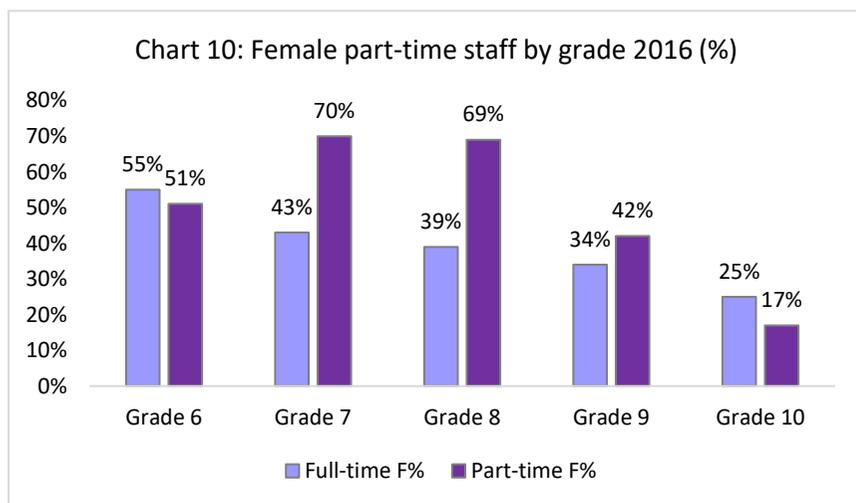


**Part-time staff pipeline – Whole University**

Female staff make up the majority of part-time staff on Grades 7-8 (Table 7 and Charts 10-11), however the significant increase at Grade 9 (from 42% to 65%F, 2016-2021) and part-time and full-time women making up the same proportion of Grade 10 (29% full-time, 28% part-time) in 2021 suggests that working part-time is not limiting career progression. We include part-time role models in promotion case studies and workshops (see Section 5.1 ii), but noted that promotion paperwork does not explicitly reference part-time staff – this will be corrected (**AP 12.4**). We will take action to support men to work part-time (**AP 20**).

Table 7: All academic staff by Grade and FTE (Numbers and %) (Zero hours staff not included)

		2016			2017			2018			2019			2020			2021		
		F	M	F%															
Full-time	G 6	86	70	55%	90	76	54%	88	70	56%	104	84	55%	102	92	53%	96	68	58%
	G 7	271	362	43%	318	382	45%	301	383	44%	317	384	45%	286	354	45%	262	364	42%
	G 8	192	298	39%	209	295	41%	225	299	43%	239	320	43%	240	323	43%	275	354	44%
	G 9	150	294	34%	161	312	34%	180	331	35%	190	322	37%	205	324	39%	204	318	39%
	G 10	68	206	25%	76	218	26%	86	235	27%	91	245	27%	102	257	28%	101	247	29%
Part-time	G 6	45	44	51%	56	46	55%	49	42	46%	50	47	52%	74	80	48%	53	49	52%
	G 7	68	29	70%	67	38	64%	66	42	61%	79	38	68%	80	52	61%	72	47	61%
	G 8	47	21	69%	53	20	73%	56	24	70%	51	23	69%	52	30	63%	46	33	58%
	G 9	18	25	42%	24	20	55%	25	22	53%	25	20	56%	25	22	53%	34	18	65%
	G 10		39	17%	11	36	23%	11	38	22%	15	39	28%	14	37	27%	15	39	28%



<b>Actions (action points below also referenced in Faculty specific sections pages 32-40)</b>	
<b>AP 9</b>	<b>Career development support for academic staff with a focus on the intersection of gender and ethnicity.</b>
9.1	Pilot a targeted mentoring scheme for BAME men and women that focuses on promotion/career progression
<b>AP 12</b>	<b>Academic promotion – actions to be taken at University level to improve gender balance and BAME representation at senior levels</b> <i>(Full set of sub actions provided in Section 5.1 iii)</i>
12.4	Include specific reference to part-time staff in Annual Review paperwork.
<b>AP 13</b>	<b>Academic promotion – actions to support greater transparency and to mitigate potential bias in departmental decision making</b> <i>(Full set of sub actions provided in Section 5.1 iii)</i>
<b>AP 20</b>	<b>Awareness raising and support for men in parental and caring roles</b>
20.1	Develop guidance for managers on all family friendly policies
20.2	Develop case studies featuring role models (particularly male staff) to illustrate how different family friendly/flexible working policies have been used
20.3	Using the resources above, run an awareness raising campaign on family leave and flexible working
<b>AP 24</b>	<b>Action required to mitigate the gendered impact of the pandemic</b>
24.1	RISE project – ongoing project with initial priorities to: <ul style="list-style-type: none"> <li>• address the gendered impact of Covid-19</li> <li>• increase team-based research</li> <li>• increase BAME PGR recruitment</li> <li>• improve workload model(s) to ensure equity of role distribution</li> <li>• address gender imbalances in grant applications</li> </ul>

**STEMM Subjects Pipeline: Faculty of Health & Life Sciences (HLS) – all academic staff**

**Impact:**

- Achieved gender balance at Grade 9 from 43% F to 51% F
- Increased the proportion of women at Grade 10 from 32% to 39% (higher than the sector benchmark of 34%F). Achieved primarily via promotion (96% of new female professors were promoted rather than recruited) and can be attributed to changes made to promotion processes and support (see section 5iii) (SAP16–AP26)

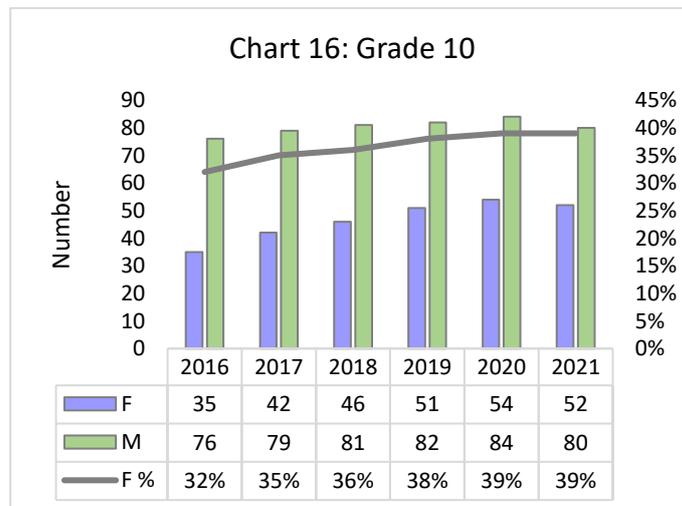
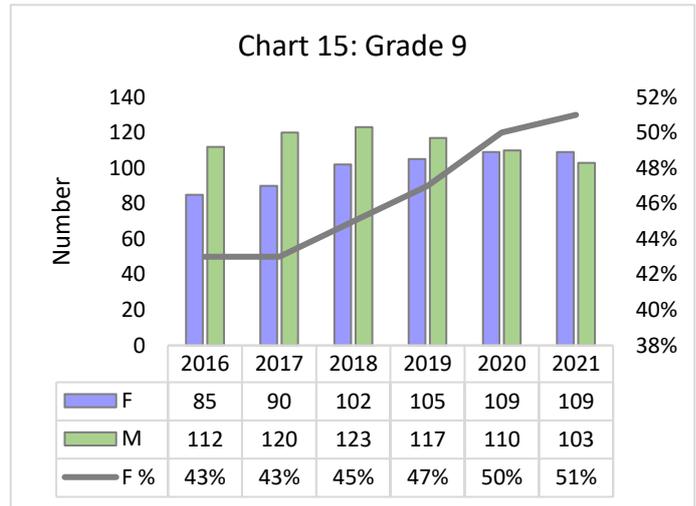
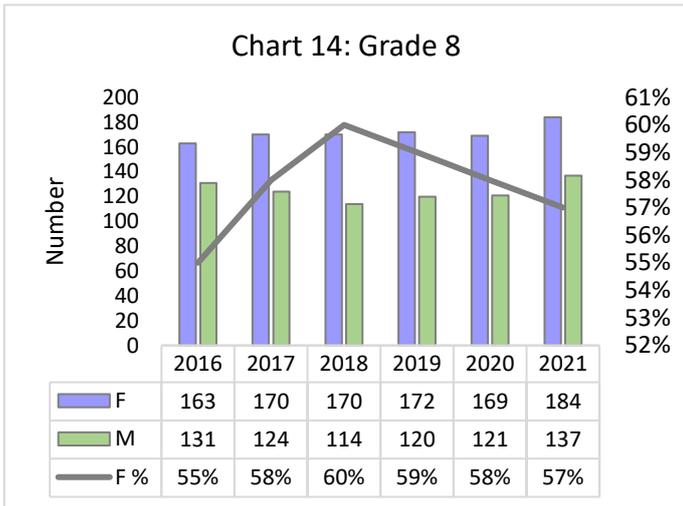
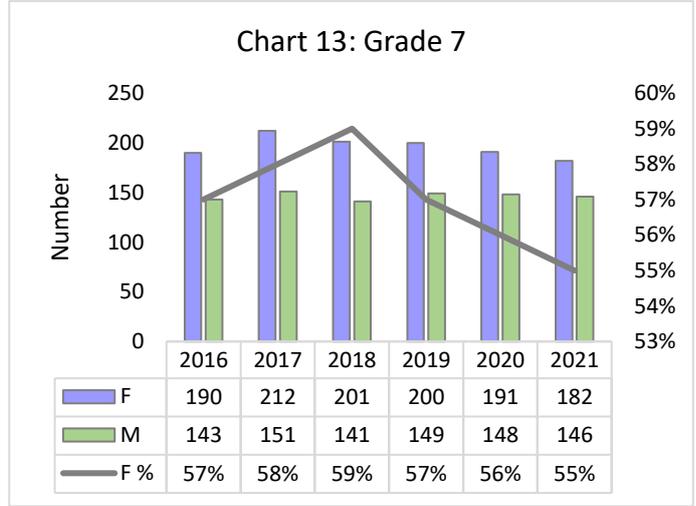
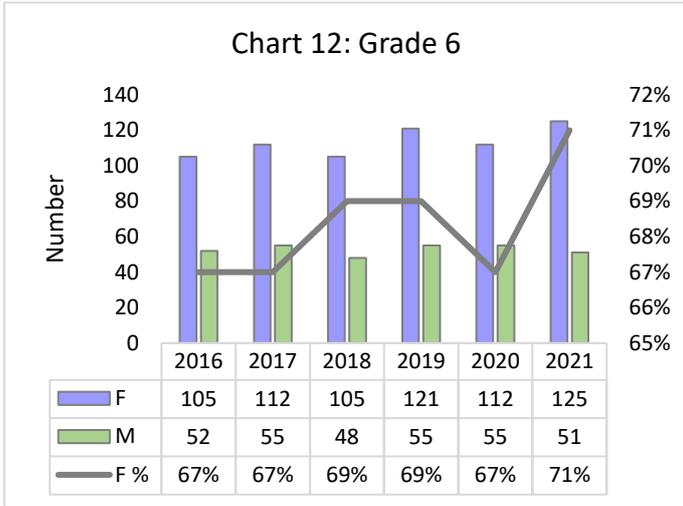
54% of academic staff in HLS are female, compared to a sector average of 56% (relevant subject areas, Advance HE statistical report 2021). This female majority (particularly in lower grades) may be attributed to the historical gender imbalance of postgraduate students in this field (66% F PGR students as an average from Medicine, Dentistry, Psychology, Subjects Allied to Medicine and Veterinary Science, Advance HE Statistical Report 2021).

*Table 8: Benchmarking Data for Faculty of Health & Life Sciences (note: individual grade benchmark data not available by subject area)*

Benchmarking subject areas	Professor		Other academic	
	Benchmark 2019/20 F % (average)	UoL 2021 % F (Grade 10)	Benchmark 2019/20 F % (Average)	UoL 2021 % F (average of grades 6-9)
Anatomy & physiology	34%	39%	59%	59%
Biosciences				
Clinical dentistry				
Clinical medicine				
Nursing & allied health professions				
Pharmacy & pharmacology				
Psychology & behavioural sciences				
Veterinary Science				

We are pleased with progress to increase the proportion of women on Grades 9 and 10 (Charts 15-16). For Grade 10 this was achieved primarily through promotion (23F promoted and 1F recruited, 2016-19). For Grade 9, this increase was achieved equally through recruitment and promotion. We have improved transparency and support for promotion (See section 5.1 iii) and will continue this to address gender balance at Grade 10 (APs 12, 13)

**Charts 12-16: Staff in HLS by Grade, 2016-21 (Number and %)**



In addition to the staff above, we employ 271 Clinical academics (48%F) (Table 9) who deliver teaching or research alongside a clinical role in medical, dental or veterinary practice. Clinical staff have a different grade, pay and career trajectory informed or set by their clinical profession.

Table 9: Clinical Staff in HLS, 2016-21 (Numbers and %)

Clinical Staff	2016			2017			2018			2019			2020			2021		
	F	M	F %	F	M	F %	F	M	F %	F	M	F %	F	M	F %	F	M	F %
Lecturer	20	20	50%	25	22	53%	19	17	53%	30	21	59%	26	33	44%	24	25	49%
Senior Lecturer	17	34	33%	16	26	38%	18	25	42%	18	22	45%	18	25	42%	20	23	47%
Teacher	35	22	61%	39	25	61%	37	26	59%	39	23	63%	40	18	69%	46	19	71%
Senior Teacher			75%			70%			75%			89%			89%			77%
Reader			67%			50%			25%			20%			25%			29%
Research Fellow	17	15	53%	19	14	58%	20	19	51%	20	20	50%	19	23	45%	19	16	54%
Professor		46	15%		42	18%		46	18%	11	50	18%	11	51	18%		49	17%

### **STEMM Subject Pipeline: Faculty of Science & Engineering (SCE) – all academic staff**

#### **Impact:**

- Increased the proportion of women from 22% to 27% (2016- 2021) through recruitment and promotion.
- Increased Grade 10 female staff from 8% to 12% through promotion (█ out █ new grade 10 staff promoted).
- Appointed the first female Dean in SCE and first female Head of Department in Engineering.
- Development and implementation of best practice recruitment guidance (SAP16 10, 12).

SCE represents our most significant gender imbalance with 27% female academic staff, however this has improved from 22% female staff in 2016. Female staff have increased at all grades and are in line with the sector average of 26% (relevant subject areas, Advance HE statistical report 2021).

In 2017, SCE Pro-Vice-Chancellor (and Chair of AS Steering Group) convened a task & finish group (F, M) to review academic recruitment. The resulting best practice guide was disseminated to Heads of Department and PS staff involved in recruitment. EDI considerations (e.g. representative decision making panels, language used in advertisements) were key to this guidance.

“Are you responsible for academic appointments in your school? If so you carry a major responsibility...The Faculty and University has ambitious aspirations in the context of equality and diversity. Together these considerations form a compelling case for adoption and implementation of best practice.”

*Introduction from ‘Faculty of SCE: Academic Appointments Best Practice Guide’*

The numbers of female staff recruited in SCE has not changed significantly between 2016 and 2020 (between 27-35 female appointments each year), however male appointments have decreased from a high of 103 in 2017 down to 67 in 2020 explaining the increased proportion of female staff.

The increase in women at Grade 10 (from 11 to 16) (Chart 21) can be attributed to promotion (11 out of 11 new Grade 10 F). As with HLS, the increase at Grade 9 is through recruitment and promotion and can be attributed to actions covered in 5i) and 5iii).

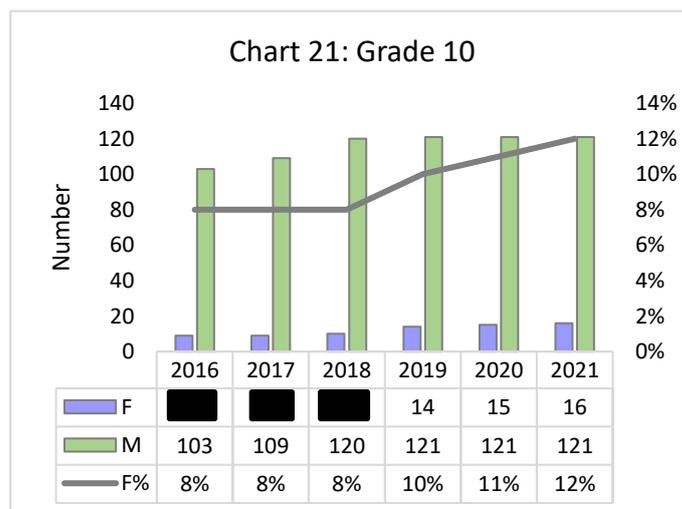
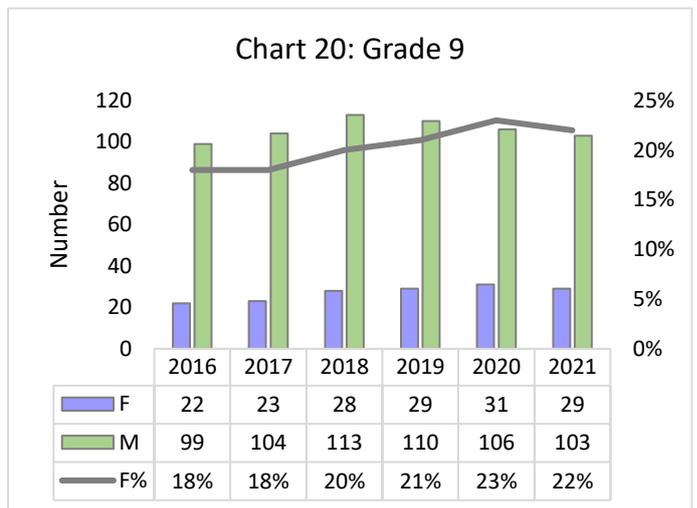
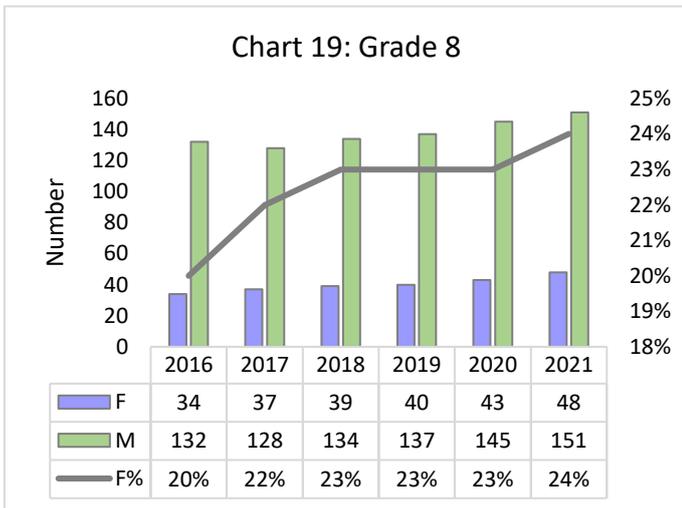
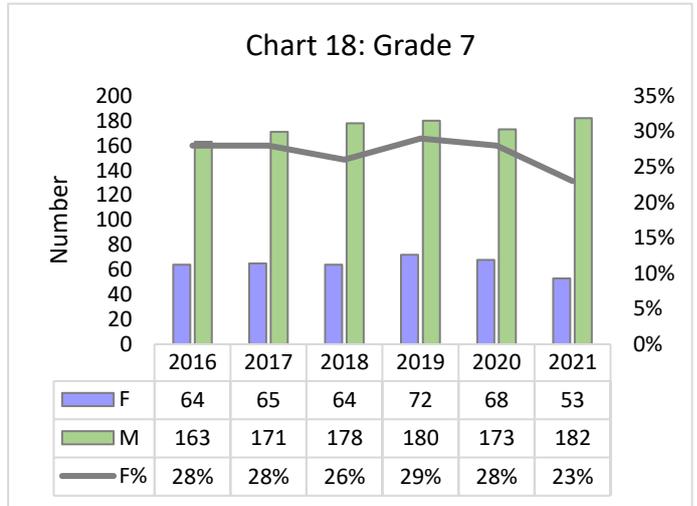
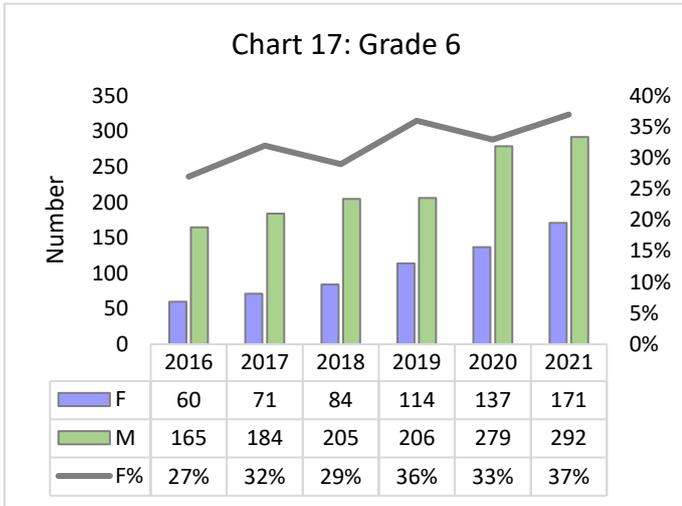
The increase of women in senior grades has led to internal appointments of our first female Dean in SCE and our first female Head of Department in Engineering.

SCE will continue to take local action (tailored to each School as gender imbalances vary e.g. 18%F in Engineering compared to 43%F in Environmental Sciences) to increase female recruitment (see 5.1i) for details). At University level, we will support internal career progression through promotion and staff development (**APs 9, 12, 13**).

Table 10: Benchmarking Data for Faculty of Science & Engineering (note: individual grade benchmark data not available by subject areas)

Benchmarking subject areas	Professor		Other academic	
	Benchmark 2019/20 F % (average)	UoL 2021 % F (Grade 10)	Benchmark 2019/20 F % (Average)	UoL 2021 % F (average of grades 6-9)
Chemical engineering	15%	12%	28%	27%
Chemistry				
Civil engineering				
Earth, marine & environmental sciences				
Electrical, electronic & computer engineering				
General engineering				
Geography & environmental studies				
IT, systems sciences & computer software engineering				
Mathematics				
Mechanical, aero & production engineering				
Mineral, metallurgy & materials engineering				
Physics				

**Charts 17-21: Staff in SCE Grade, 2016-21 (Number and %)**



## **AHSSBL Subject Pipeline: Faculty of Humanities & Social Sciences – all academic staff**

### **Impact:**

- Increased female Grade 10 staff from 31% to 36% and Grade 9 staff from 37% to 42% (2016-21) through recruitment and promotion.
- All 4 Schools hold AS awards, with the Management School awarded Silver following a Bronze application, evidencing that AS activity is showing impact.

47% of academic staff in HSS are female, compared to a sector average of 51% (relevant subject areas, Advance HE statistical report 2021).

Grades 7 and 8 are now gender balanced (Charts 23 and 24). We have increased female Grade 10 staff from 29 to 45 / 31% to 36% (2016-21) (Chart 26). This increase is due to promotion and recruitment, with ■ female T&R G10 staff recruited during this period (compared to 17 M) and ■ promotions. As with HLS and SCE, a challenge remains around gender balance at senior grades – we will address this (**APs 9, 12, 13**).

AS activity is newer in HSS, however is progressing well with all 4 Schools achieving awards since 2018. We were particularly pleased that the Management School applied for a Bronze award, but was awarded Silver indicating that AS activity is showing impact.

School action plans include activity around recruitment and promotion e.g. positive action in recruitment in the School of Histories, Languages & Cultures and promotion workshops in the School of the Arts.

Table 11: Benchmarking Data for Faculty of Humanities & Social Sciences (note: individual grade benchmark data not available by subject areas)

Benchmarking subject areas	Professor		Other academic	
	Benchmark 2019/20 F % (average)	UoL 2021 % F (Grade 10)	Benchmark 2019/20 F % (Average)	UoL 2021 % F (average of grades 6-9)
Archaeology	35%	36%	50%	50%
Business & management studies				
Economics & econometrics				
English language & literature				
History				
Law				
Media studies				
Modern languages				
Music, dance, drama & performing arts				
Philosophy				
Politics & international studies				
Social work & social policy				
Sociology				

Charts 22-26: Academic Staff in HSS by Grade, 2016-21 (Number and %)

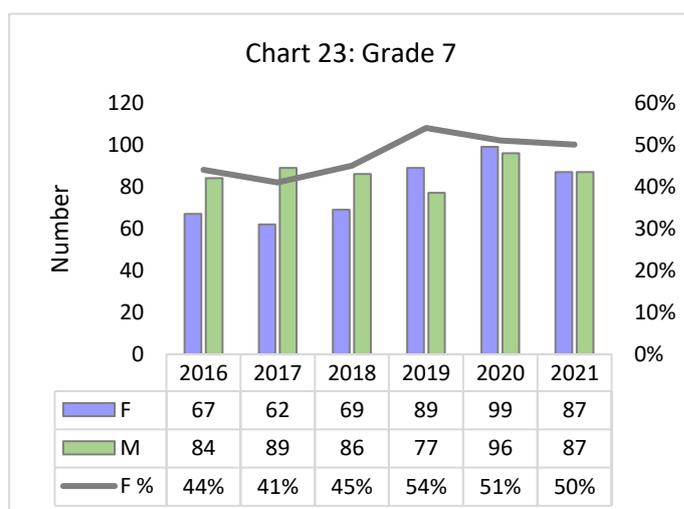
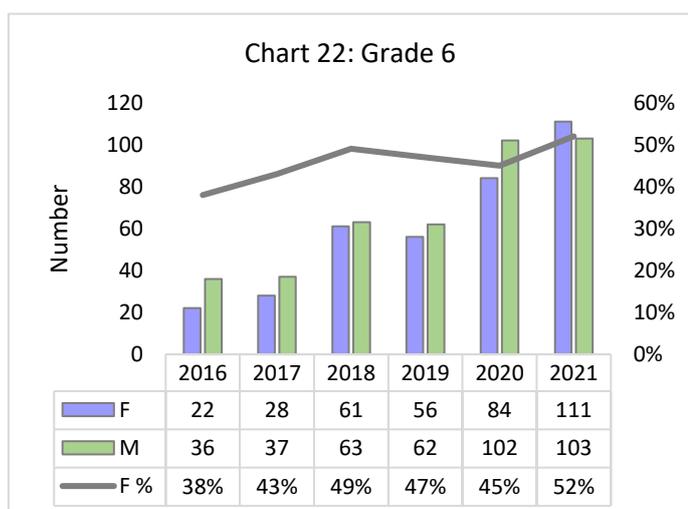


Chart 24: Grade 8

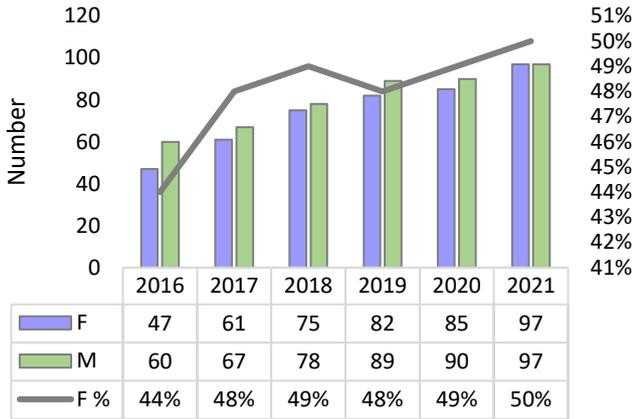


Chart 25: Grade 9

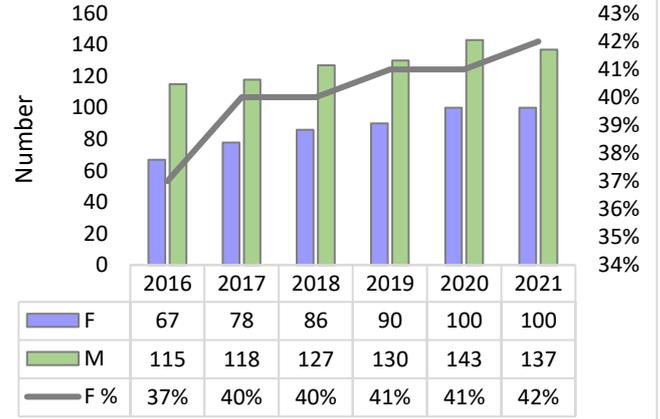
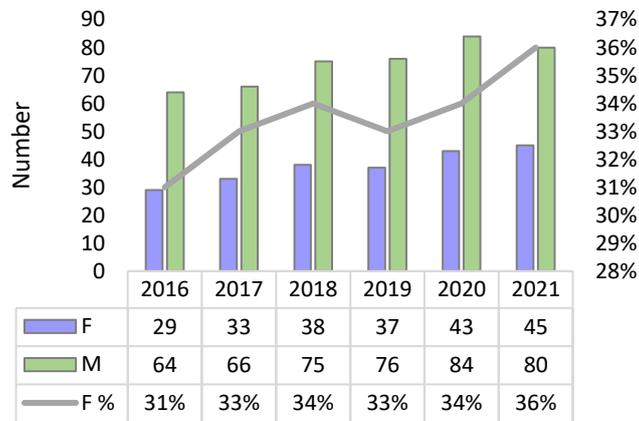


Chart 26: Grade 10



**(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.**

Proportions of men and women on permanent and fixed term contracts have remained nearly static and approximately gender balanced (2016-2021, Table 12).

Permanent roles are more likely to be higher grades (Chart 27) and data reflects that male staff hold a larger proportion of these grades (Charts 1-5), particularly in Teaching & Research roles. We are slightly lower than the benchmark for permanent roles (Table 12). Actions to improve promotion will support staff into higher graded, permanent roles (**APs 12, 13**).

Fixed term contracts are more likely to be Grades 7 and 8 (Chart 28) - often linked to time limited externally funded research projects. Career development support for Fixed Term staff is covered in section 5.3iii).

Staff on Zero Hours contracts have increased (Chart 29). 90% of Zero Hour contracts are held by postgraduate students in Grade 6 teaching/demonstrator roles. The increase is due to growth in student numbers i.e. more teaching support required. The majority of these roles are in SCE (86% of roles) and the gender balance (62% M) reflects the postgraduate student makeup of this Faculty (69% M). The remaining staff hold roles such as teaching short lifelong learning courses.

Grade 6 teachers/demonstrators are supported to progress their careers by undertaking teaching qualifications (delivered by The Academy –our department for Leadership, Organisational, Professional and Academic Development). 162 participants completed this training (63%F) (2018-20).

“...really informative, well-structured and well taught...it will be very helpful on the start of this teaching journey!”

*Teaching Qualification Participant Feedback*

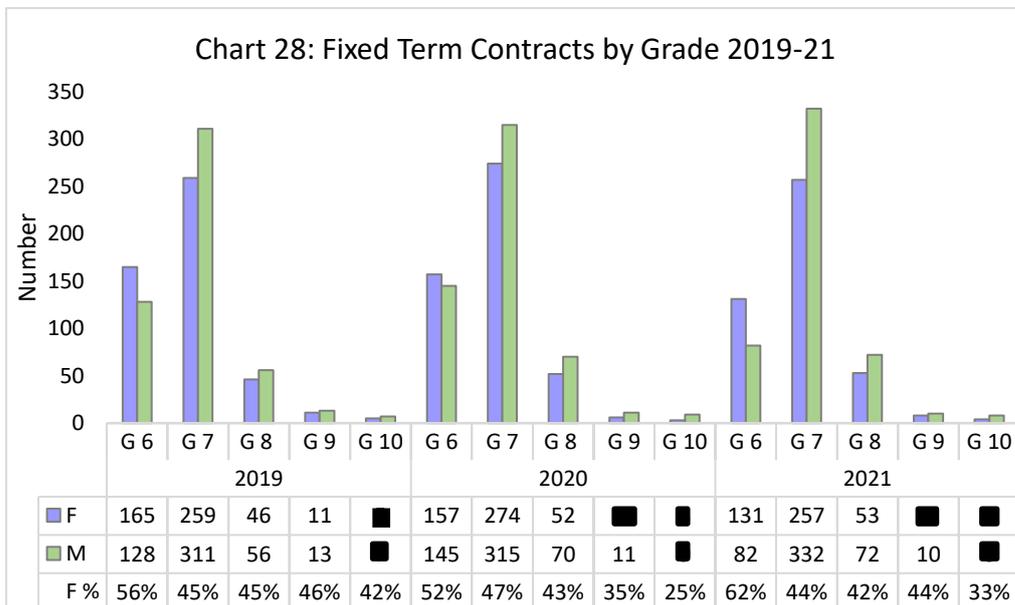
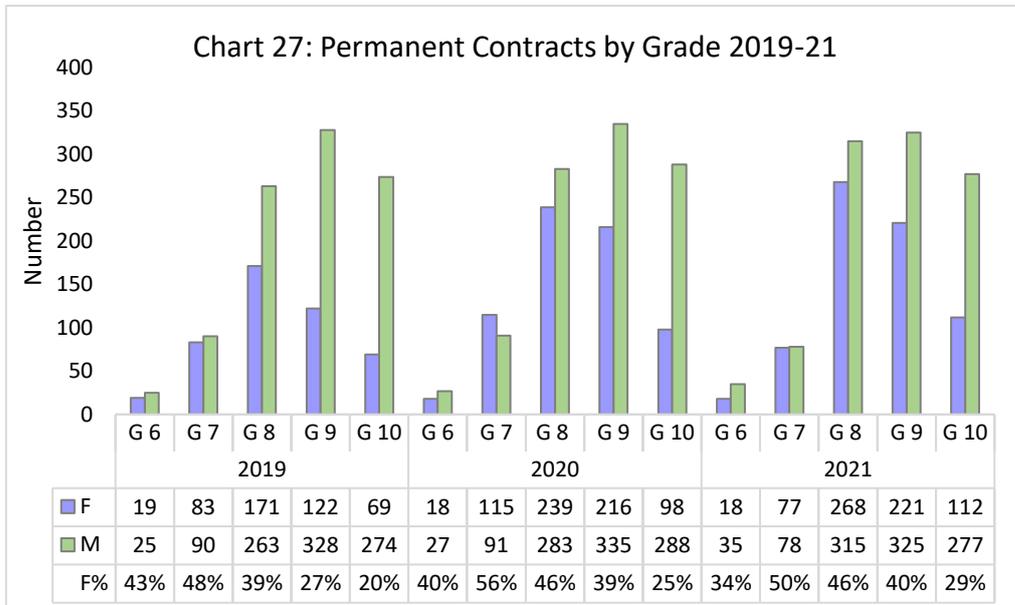
Our Redeployment Policy applies to all staff with over 12 months employment. Staff are invited to join the redeployment register 3 months before their contract ends and can then apply for roles before they are advertised. We provide training (if needed) and paid time off for interviews. If staff move to a lower grade job, they are eligible for 2 years pay protection. When developing this application, we found a technical issue with mapping redeployment cases to staff appointment data – we will address this (**AP 7.4**).

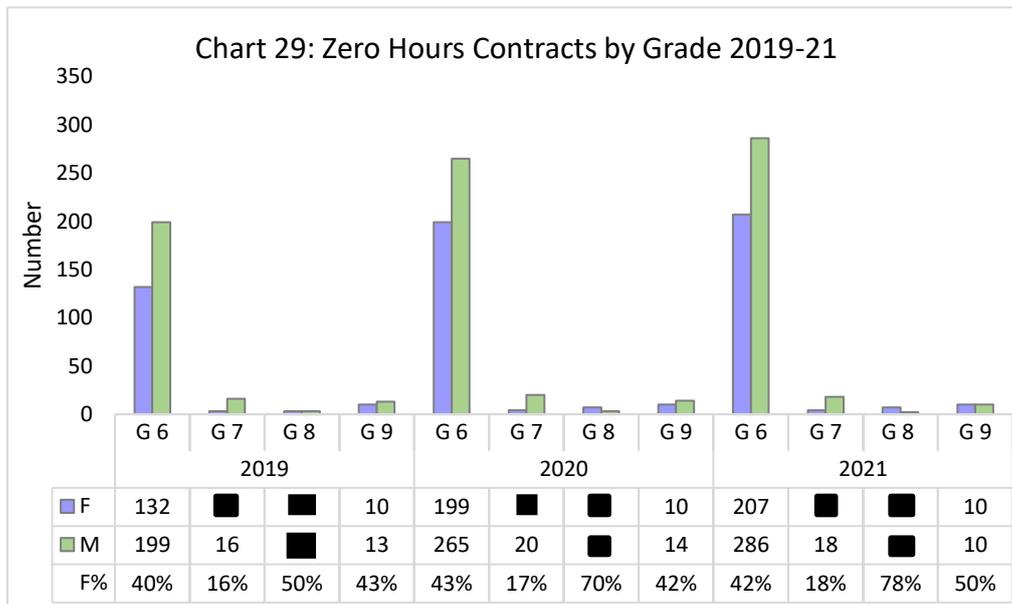
In response to the pandemic, researchers reaching end of contract are now offered a 6-month honorary extension. This means they can access redeployment opportunities (previously only available while staff were in contract), University facilities and training opportunities. 252 (52% F) staff have been enrolled on this scheme since 2020.

Table 12: All academic staff by contract type 2016-2021 (Numbers and %)

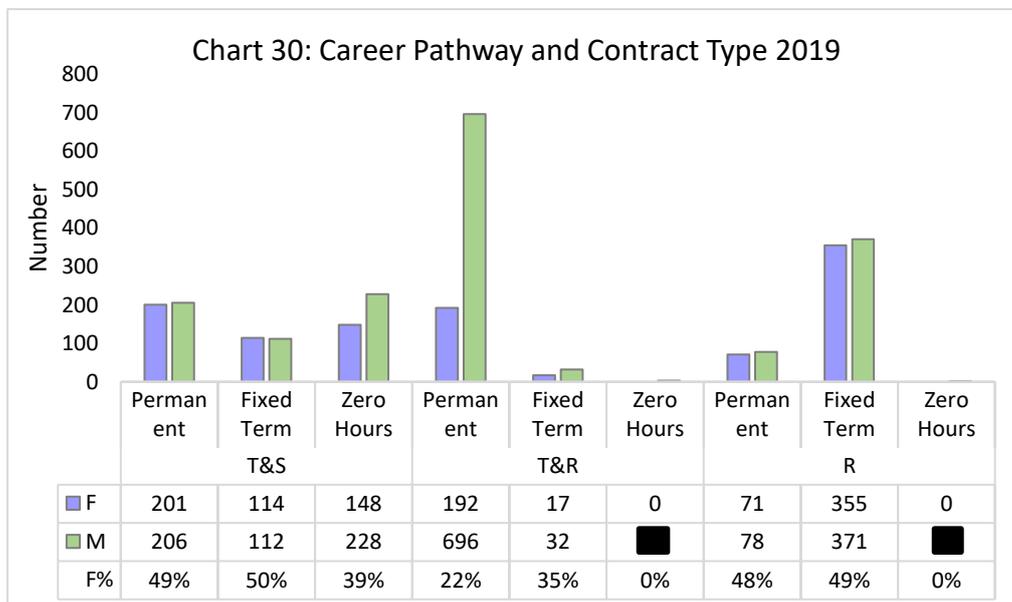
	Permanent			Fixed Term			Zero Hours		
	F	M	F %	F	M	F %	F	M	F %
2016	622	904	41%	438	622	41%	133	232	36%
2017	676	1056	39%	507	524	49%	124	227	35%
2018	713	1085	40%	488	546	47%	132	235	36%
2019	741	1100	40%	543	561	49%	160	231	41%
2020	765	1130	40%	538	598	47%	178	303	37%
2021	772	1124	41%	508	551	48%	229	317	42%
<b>Benchmark 2019/20</b>			<b>45%</b>			<b>49%</b>	Not available		

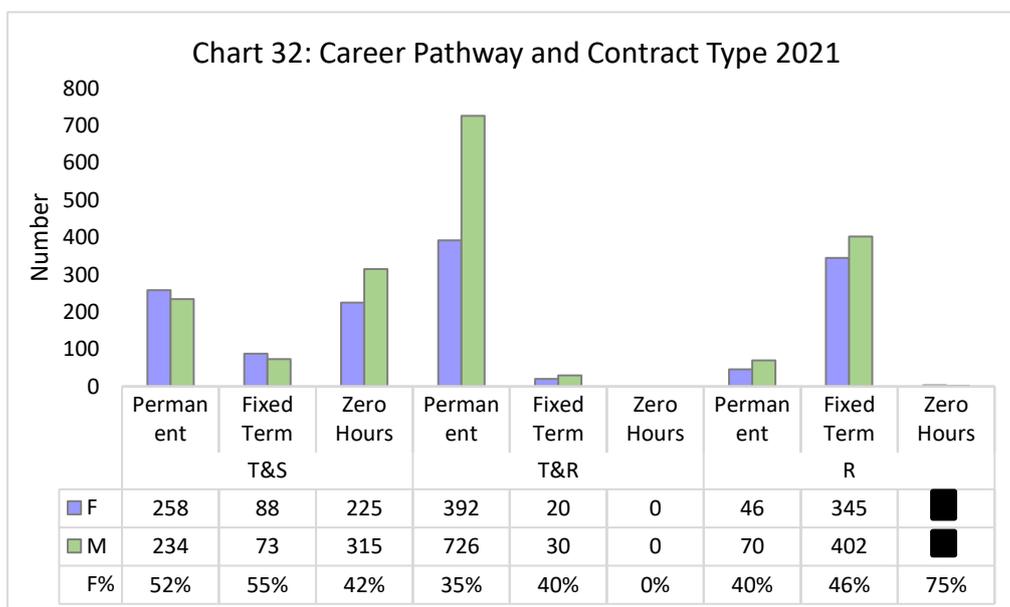
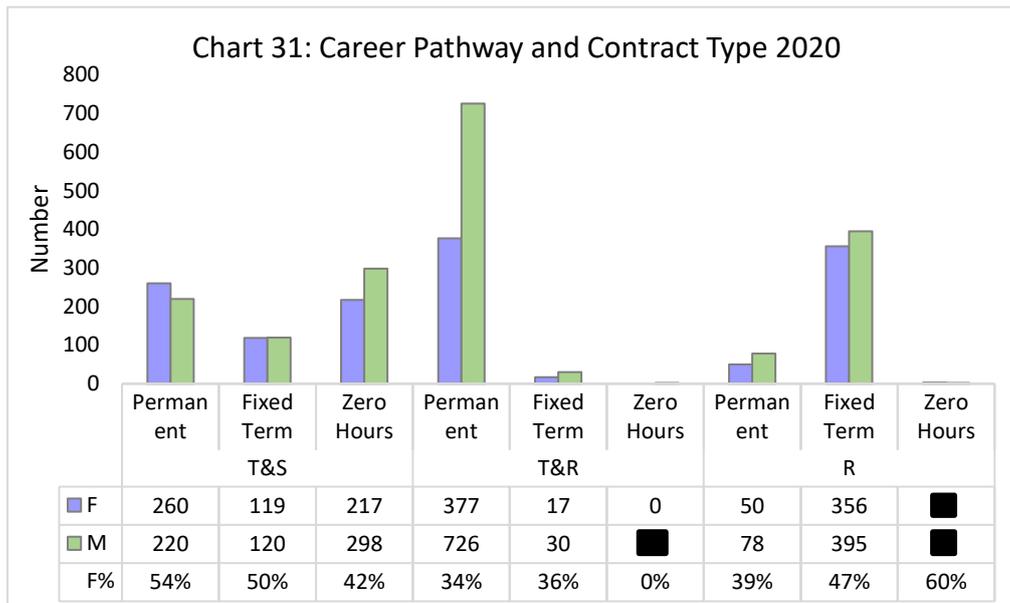
Charts 27-29: Contract Type by Grade and Gender (Numbers and %)





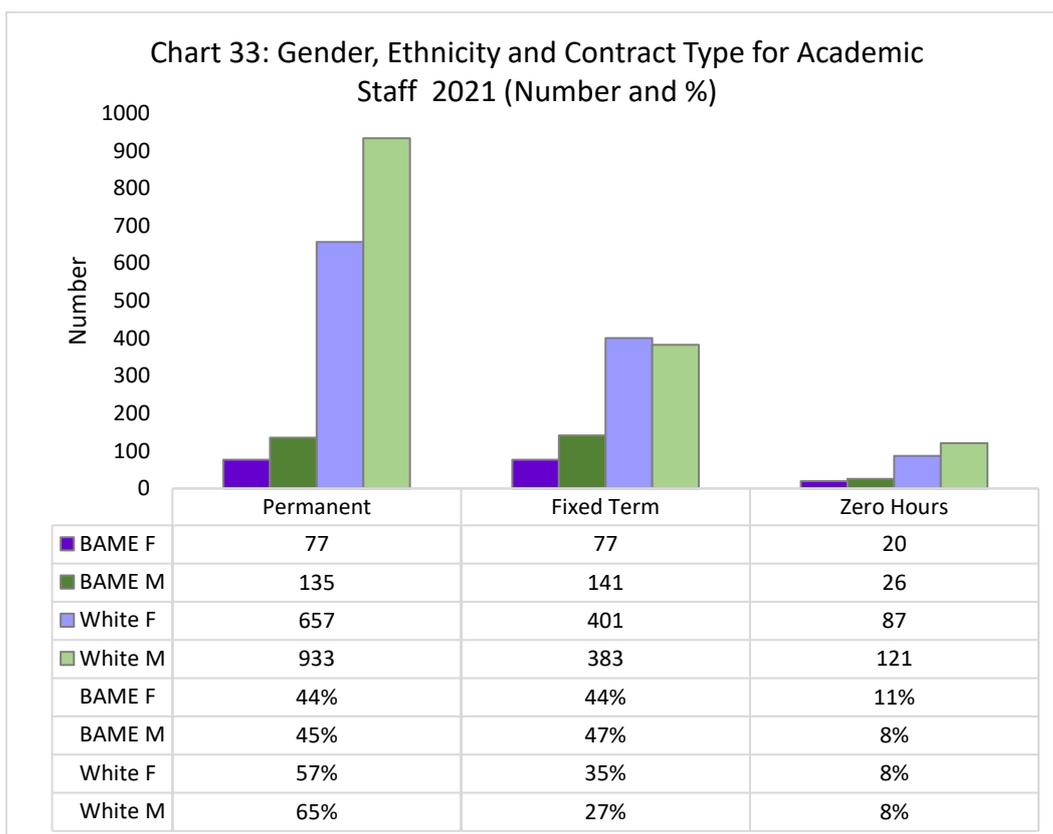
**Charts 30-32: Contract Type by Career Pathway and Gender (Numbers and %)**





### **BAME Staff – Contract Type**

A higher proportion of BAME men and women hold fixed term contracts compared to White staff, particularly White men (Chart 33). This reflects that more White men are on Grades 8-10 which are more likely to be permanent compared to Grade 6-7. We will take actions to support career progression of BAME staff and White women (**APs 9, 12, 13**).



<b>Actions</b>	
<b>AP 7</b>	<b>Continue to enhance Athena Swan data collection and analysis</b>
7.4	Explore how redeployment data can be recorded
<b>AP 9</b>	<b>Career development support for academic staff with a focus on the intersection of gender and ethnicity.</b>
9.1	Pilot a targeted mentoring scheme for BAME men and women that focuses on promotion/career progression
<b>AP 12</b>	<b>Academic promotion – actions to be taken at University level to improve gender balance and BAME representation at senior levels</b> <i>(Full set of sub actions provided in Section 5.1 iii)</i>
<b>AP 13</b>	<b>Academic promotion – actions to support greater transparency and to mitigate potential bias in departmental decision making</b> <i>(Full set of sub actions provided in Section 5.1 iii)</i>

**(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.**

**Impact:**

Increased women in Grade 10 Teaching & Scholarship roles from 0 to 14. Our promotion support activity includes T&S role models in workshops and online case studies.

Academic staff fit into four career pathways:

- Teaching & Scholarship (T&S) (Grades 6- 10)
- Teaching & Research (T&R) (Grades 7-10)
- Research (Grades 6-10)
- Clinical (Separate grade structure, in Faculty of HLS only)

*Table 13: Benchmarking for Career Pathways (%)*

Career Pathway	Benchmark 2019/20 Female %	UoL 2021 Female % (average of grades)
Teaching & Scholarship	53%	50%
Teaching & Research	47%	41%
Research	42%	54%
Clinical	No benchmark available	49%

**T&S**

Increases of T&S staff (from 289 to 376) are due to growth in student numbers and therefore more teaching staff needed (Table 14).

A positive trend can be seen with the increase of female Grade 10 staff from 0 to 14 between 2016-2021 (3 BAME F), making up the majority of T&S professors (14 F out of 25 staff).

BAME staff numbers (Table 15) have increased on most grades, with a drop at Grade 9 (■ staff in 2016 decreasing to ■ in 2021) explained by promotions to Grade 10 in 2019 (see Section 5.1 iii). Increases of BAME men and women at Grades 7-8 present an opportunity to support career progression (**APs 9, 12, 13**).

## **T&R**

T&R staff have decreased from 356 to 314 (Table 14) due to reduced Grade 7 recruitment (see Section 4.1i) and retirement of male Grade 10 staff (see Section 4.1 iv). Female professors have increased (from 35 to 41), but have decreased slightly at Grade 8 and 9. Gender balance amongst this career group remains a challenge. We will address this through career development support and improvements to promotion (**APs 9, 12, 13**).

BAME women have increased on Grades 8-9 (Table 15), but have only slightly at Grade 10 (from ■ to ■ staff) during this period. The increased Grade 8-9 pool provides an opportunity to support BAME women promotion to Grade 10 (**APs, 9, 12, 13**). BAME men have increased on Grades 8-10.

## **Research**

Overall, numbers of research staff remained steady (Table 14); research grant income also remained steady which explains this.

Although research staff numbers were not affected by the pandemic, a marked gender gap was apparent in grant applications; applications from men increased by 11.6% in 2020 compared to 2019, while those from women decreased by 19.1%. The RISE project (see 5.1 iv) is addressing this alongside other EDI issues (e.g. underrepresentation of BAME PGR students) (**AP 24**).

## **Clinical**

Clinical staff increased from 248 to 271 staff and is gender balanced overall (Table 14).

Female Clinical Professors have increased from 14% to 17%, however a significant gender imbalance remains. HLS AS actions are tackling clinical staff pipeline:

- Holding career planning interviews to discuss progress/aspirations – e.g. applying for clinical fellowships.
- Supporting staff applications for Clinical Excellence Awards (NHS bonus scheme).
- Holding Clinical career progression workshops as their promotion route differs from the University route.

<b>Actions</b>	
<b>AP 9</b>	<b>Career development support for academic staff with a focus on the intersection of gender and ethnicity.</b>
9.1	Pilot a targeted mentoring scheme for BAME men and women that focuses on promotion/career progression
<b>AP 12</b>	<b>Academic promotion – actions to be taken at University level to improve gender balance and BAME representation at senior levels</b> <i>(Full set of sub actions provided in Section 5.1 iii)</i>
<b>AP 13</b>	<b>Academic promotion – actions to support greater transparency and to mitigate potential bias in departmental decision making</b> <i>(Full set of sub actions provided in Section 5.1 iii)</i>
<b>AP 24</b>	<b>Action required to mitigate the gendered impact of the pandemic</b>
24.1	RISE project – ongoing project with initial priorities to: <ul style="list-style-type: none"> <li>• address the gendered impact of Covid-19</li> <li>• increase team-based research</li> <li>• increase BAME PGR recruitment</li> <li>• improve workload model(s) to ensure equity of role distribution</li> <li>• address gender imbalances in grant applications</li> </ul>

Table 14: Academic Staff by Career Pathway and Grade, 2016-21 (Numbers and %) (% also shown in charts below)

	Grade	2016			2017			2018			2019			2020			2021		
		F	M	F %	F	M	F %	F	M	F %	F	M	F %	F	M	F %	F	M	F %
Teaching & Scholarship	G 6	193	283	41%	177	263	40%	183	267	41%	206	255	45%	256	363	41%	271	348	44%
	G 7	80	77	51%	99	97	51%	79	93	46%	87	93	48%	68	92	43%	61	91	40%
	G 8	104	72	59%	112	77	59%	125	83	60%	126	94	57%	129	94	58%	137	98	58%
	G 9	42	45	48%	56	57	50%	74	82	47%	86	81	51%	88	81	52%	89	75	54%
	G 10	0		0%			38%	10		59%	10		56%	15		65%	14	11	56%
Teaching & Research	G 7	31	54	36%	37	44	46%	34	42	45%	41	37	53%	65	32	67%	35	21	63%
	G 8	105	172	38%	118	165	42%	117	153	43%	117	169	41%	113	175	39%	138	200	41%
	G 9	124	269	32%	128	272	32%	132	268	33%	125	266	32%	130	268	33%	139	261	35%
	G 10	77	242	24%	80	249	24%	83	269	24%	90	271	25%	80	281	22%	95	270	26%
Research	G 6	69	56	55%	74	54	58%	68	50	58%	86	69	55%	79	74	52%	85	55	61%
	G 7	240	281	46%	253	295	46%	256	304	46%	273	309	47%	262	302	46%	242	317	43%
	G 8	37	80	32%	38	77	33%	42	90	32%	51	83	38%	53	87	38%	53	91	37%
	G 9		14	39%		14	36%	10	14	42%	13	11	54%	12	11	52%	11	10	52%
	G 10	0		0%		0	100%	0	0	0%			50%			50%			75%
Clinical (HLS only)	Lecturer	20	20	50%	25	22	53%	19	17	53%	30	21	59%	26	33	44%	24	25	49%
	Senior Lecturer	17	34	33%	16	26	38%	18	25	42%	18	22	45%	18	25	42%	20	23	47%
	Teacher	35	22	61%	39	25	61%	37	26	59%	39	23	63%	40	18	69%	46	19	71%
	Senior Teacher			75%			70%			75%			89%			89%	10		77%
	Reader			67%			50%			25%			20%			25%			29%
	Research Fellow	17	15	53%	19	14	58%	20	19	51%	20	20	50%	19	23	45%	19	16	54%
	Professor		46	15%		42	18%	10	46	18%	11	50	18%	11	51	18%	10	49	17%

**Charts 34-37: Female Academic Staff by Career Pathway and Grade, 2016-21 (%)**  
**(Numbers in table 14)**

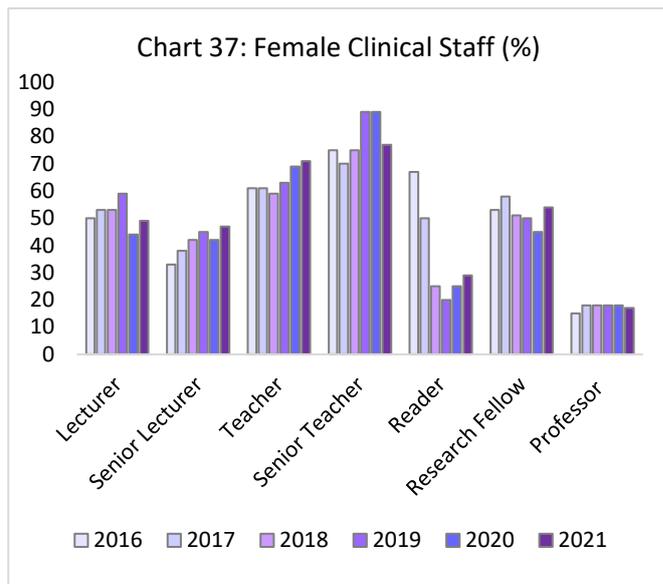
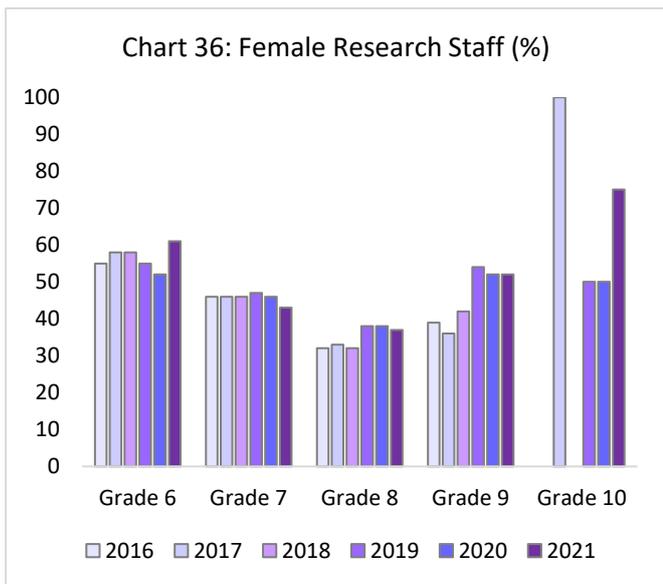
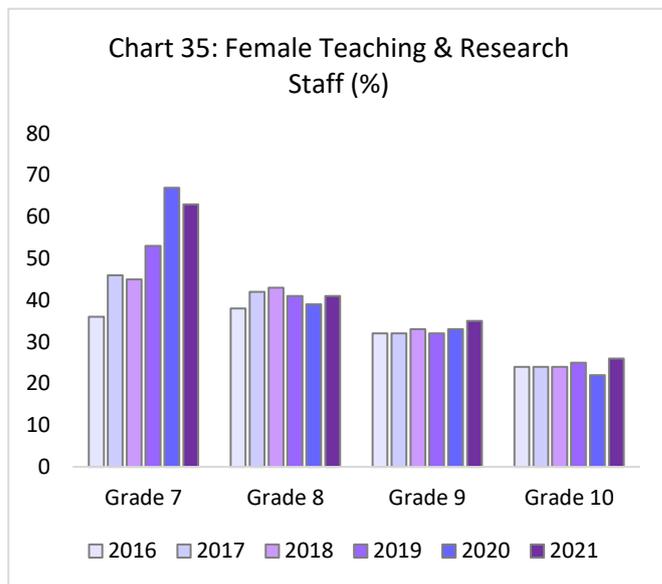
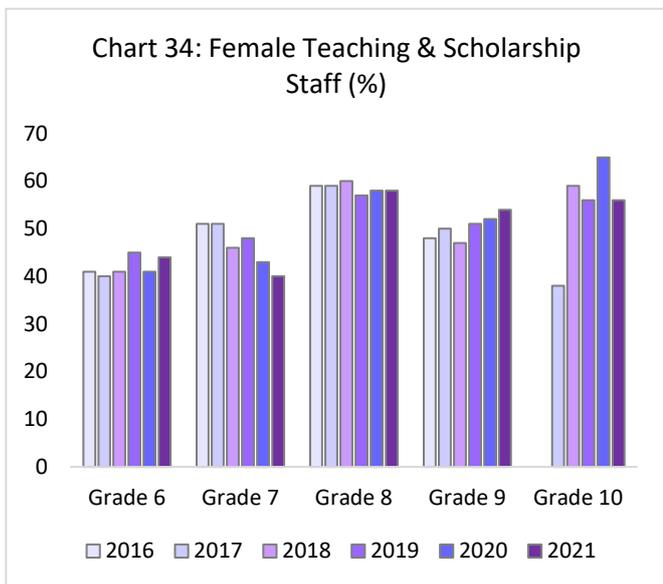


Table 15: BAME academic staff by career pathway and grade, 2016 and 2021 (Number and %)

		2016			2021		
		F	M	F%	F	M	F%
Teaching and Scholarship	Grade 6	21	54	28%	24	28	46%
	Grade 7			83%			45%
	Grade 8			38%			56%
	Grade 9			67%		11	27%
	Grade 10	0	0	0%			80%
Research	Grade 6		13	24%	15	14	52%
	Grade 7	38	63	38%	45	77	37%
	Grade 8		11	21%		21	30%
	Grade 9		0	100%	0	0	0%
	Grade 10	0	0	0%	0	0	0%
Teaching and Research	Grade 7		10	8%			75%
	Grade 8	16	24	40%	27	42	39%
	Grade 9	14	34	29%	18	43	29%
	Grade 10		15	35%		24	27%
Clinical (HLS only)	Lecturer			38%			33%
	Senior Lecturer	0		0%			33%
	Teacher			29%			17%
	Senior Teacher	0	0	0%	0	0	0%
	Reader		0	100%	0	0	0%
	Research Fellow			40%	0		0%
	Professor			17%			40%

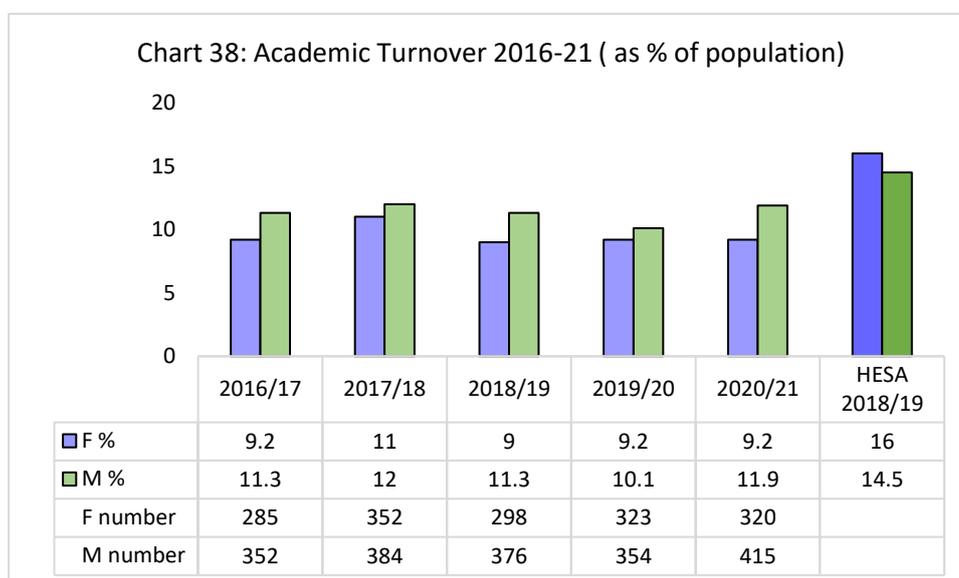
**(iv) Academic leavers by grade and gender.**

**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.**

Academic turnover is steady, lower than the sector average and tends to be slightly higher for male staff (Chart 38).

The majority of leavers are Grades 6-7 T&S and T&R staff (Table 16) and leave due to end of contract (Table 17), mirroring fixed term staff populations (see section 4.1ii).

There is some fluctuation in resignations, but generally not a significant gender difference. We introduced an improved anonymous exit survey in 2021- a link is included in the letter received by all departing staff. We will use this to understand resignation reasons better, however it is too soon to see trends **(AP 7.3)**.



Actions	
<b>AP 7</b>	<b>Continue to enhance Athena Swan data collection and analysis.</b>
7.3	Exit Interview survey has been in place since mid-2021. Establish review points to track any trends/areas of concern.

Table 16: Academic Turnover by Career Pathway and Grade 2016-21 (Numbers and % of academic population in corresponding year)

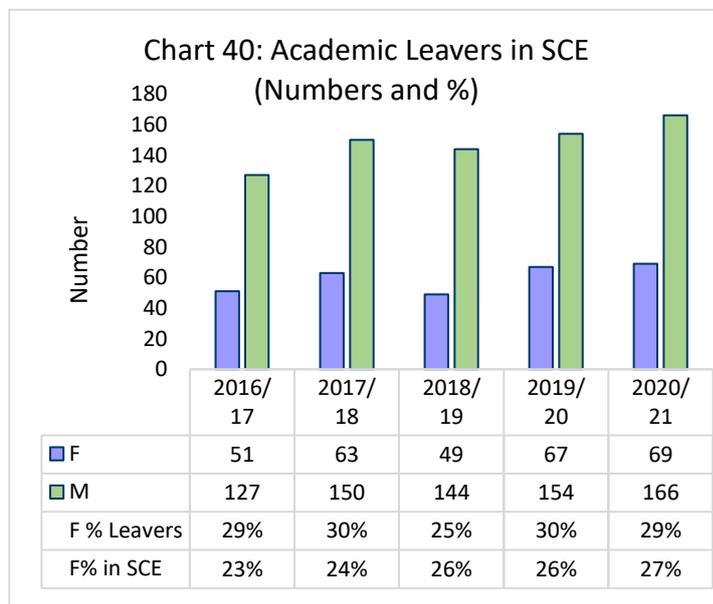
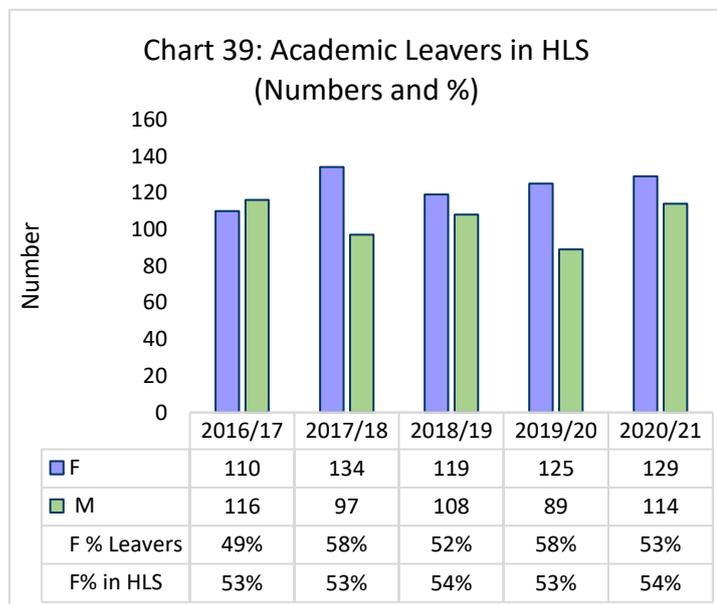
Academic Turnover Data		2016/17				2017/18				2018/19				2019/20				2020/21			
		F	M	F%	M%	F	M	F%	M%	F	M	F%	M%	F	M	F%	M%	F	M	F%	M%
Teaching and Scholarship	G 6	78	93	2.5	3	113	139	3.5	4.4	111	114	3.3	3.4	103	113	2.9	3.2	110	138	3.1	4
	G 7	69	40	2.2	1.3	69	50	2.2	1.6	33	46	1	1.4	54	49	1.5	1.4	29	44	0.8	1.3
	G 8		13	0.2	0.4	13		0.4	1	13		0.4	0.2	14		0.4	0.1			0.2	0.3
	G 9			0.1	0.2		12	0.3	0.4		15	0.2	0.5			0.3	0.1		19	0.1	0.5
	G 10	0	0	0	0			0.1	0.1	0		0	0	0	0	0	0		0	0	0
Research	G 6	31	24	1	0.8	29	25	0.9	0.8	29	21	0.9	0.6	23	27	0.7	0.8	34	31	1	0.9
	G 7	60	80	1.9	2.6	68	85	2.1	2.7	66	74	2	2.2	72	84	2.1	2.4	75	83	2.1	2.4
	G 8		15	0.1	0.5			0.1	0.2		19	0.1	0.6		10	0.3	0.3		10	0.2	0.3
	G 9			0	0.1	0		0	0			0.1	0.1		0	0.1	0			0.1	0.1
	G 10	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teaching and Research	G 7			0.1	0.1			0.2	0.1			0.1	0.1			0	0.1			0.1	0
	G 8		13	0.1	0.4		11	0.3	0.3			0.2	0.3		13	0.2	0.4	10	19	0.3	0.5
	G 9		17	0.2	0.5	11	17	0.3	0.5		12	0.1	0.4			0.2	0.3		13	0.3	0.4
	G 10		21	0.1	0.7		10	0.1	0.3		25	0.2	0.8		15	0.2	0.4		19	0.2	0.5
Clinical	Lecturer			0.1	0.2			0.2	0.1			0.1	0.3			0.1	0.2			0.1	0.2
	Senior Lecturer			0	0.1			0	0.1	0		0	0.1		0	0.1	0			0.1	0.1
	Teacher			0.1	0.1			0.1	0.1			0.1	0.2			0.1	0.1			0.2	0.1
	Senior Teacher	0	0	0	0			0	0.1		0	0	0	0	0	0	0	0	0	0	0
	Reader	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Research Fellow			0.3	0.2			0.2	0.2			0.1	0.2			0.1	0.2			0.2	0.3
	Professor	0		0	0.2			0	0.1			0	0.1			0	0.2			0	0.1
<b>Total</b>	<b>285</b>	<b>352</b>	<b>9.2</b>	<b>11.3</b>	<b>352</b>	<b>384</b>	<b>11</b>	<b>12</b>	<b>298</b>	<b>376</b>	<b>9</b>	<b>11.3</b>	<b>323</b>	<b>354</b>	<b>9.2</b>	<b>10.1</b>	<b>320</b>	<b>415</b>	<b>9.2</b>	<b>11.9</b>	

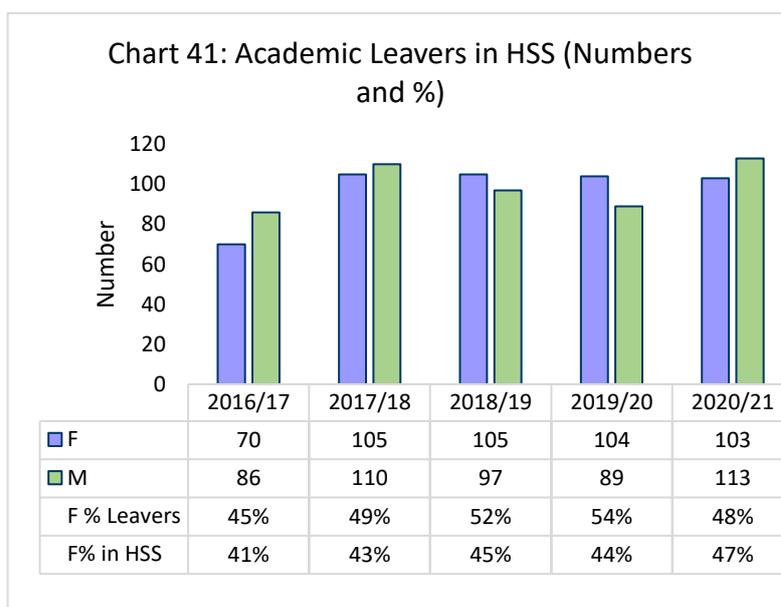
Table 17: Academic Staff, Reasons for Leaving 2016-21 (numbers)

Reason	2016/17		2017/18		2018/19		2019/20		2020/21	
	F	M	F	M	F	M	F	M	F	M
Death										
Dismissal										
End of contract	211	208	224	253	199	239	207	241	214	269
Retirement (standard/ill health)		23		14		16				19
Redundancy	0			0	0	0				
Voluntary Redundancy		12	18	22	11	24				26
Resignation	60	96	87	85	81	87	84	75	78	83
Other				10			15	16		
<b>TOTAL</b>	<b>285</b>	<b>352</b>	<b>352</b>	<b>384</b>	<b>298</b>	<b>376</b>	<b>323</b>	<b>354</b>	<b>320</b>	<b>415</b>

Faculty trends (Charts 39-41) reflect the population data in respective areas e.g. a growth of Grade 6/7 fixed term staff in SCE explains increasing male leavers in this Faculty.

**Charts 39-41: Academic Leavers by Faculty (Number and %)**





**(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.**

**Impact:**

Reduced our gender pay gap from 19% to 16% with increased numbers of women on higher grades achieved through promotion and recruitment.

We have undertaken equal pay audits annually since 2017 and have a pay gap in favour of male staff that is decreasing (Table 18). The gap corresponds with staff distribution on our grading structure i.e. female majority in Manual and Clerical roles which are Grades 1-5 (Section 4.2 i).

*Table 18: Gender Pay Gap 2017-2020*

	2017	2018	2019	2020
<b>Mean</b>	24.57	23.08	22.01	21.17
<b>Median</b>	19.00	19.00	15.49	16.18

The 2020 decrease is due to increases of women in T&S and Clinical roles and small reductions of women in Grade 1 and casual roles. Casual roles (e.g. Open Day ambassadors) were impacted by the pandemic.

We will:

- Build on successful work around promotion/progression (**APs 9,11,12,13**)
- Address gender imbalances on lower grades (**AP 10**)
- Review Exceptional Performance Awards (one off payments scheme) (see Section 5.2ii) (**AP 14**)

<b>Actions</b>	
<b>AP 9</b>	<b>Career development support for academic staff with a focus on the intersection of gender and ethnicity.</b>
9.1	Pilot a targeted mentoring scheme for BAME men and women that focuses on promotion/career progression.
<b>AP 10</b>	<b>Continue to address the University's gender pay gap focusing on staff in Quartile 1</b>
10.1	Recruit to apprenticeships in areas that align with Quartile 1 - use positive action to recruit men and BAME men and women to apprenticeships where they are currently underrepresented
10.2	Career progression focus group(s) with women from Quartile 1
10.3	Develop career progression case studies featuring women and BAME staff moving from Quartile 1 into higher graded roles.
<b>AP 11</b>	<b>Address underrepresentation of BAME men and women in PMSA staff pipeline and progression</b>
11.1	Explore a shadowing and/or secondment process targeting female and BAME staff to support career development.
11.2	Develop a career coaching scheme that focuses on PS staff career progression
<b>AP 12</b>	<b>Academic promotion – actions to be taken at University level to improve gender balance and BAME representation at senior levels</b> <i>(Full set of sub actions provided in Section 5.1 iii)</i>
<b>AP 13</b>	<b>Academic promotion – actions to support greater transparency and to mitigate potential bias in departmental decision making</b> <i>(Full set of sub actions provided in Section 5.1 iii)</i>
<b>AP 14</b>	<b>Review Exceptional Performance Awards processes (EPAs) with particular focus on Manual staff.</b>

## SILVER APPLICATIONS ONLY

### 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 STEM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEM and AHSSBL subjects. Identify any issues at particular grades/levels.

PS staff are grouped into the following roles:

- Clerical (Grades 1-6)
- Professional & Specialist Management and Administration (PMSA) (Grades 6-10)
- Manual (Grades 1-5)
- Technical (Grades 1-9)

Women make up the majority in all groups bar Technical (Chart 42).

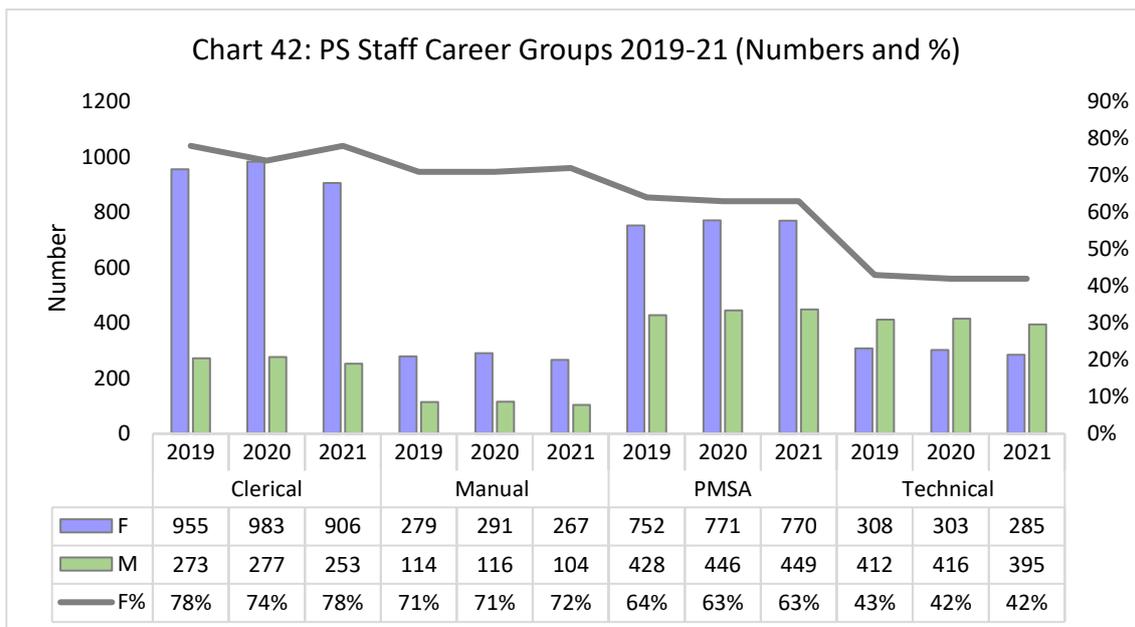


Table 19: PS Staff Grade Benchmarking Data

Benchmark grade	Equivalent UoL grade	Benchmark 2019/20 F %	UoL 2021 F %
XpertHR Level P	Grade 1	66%	<b>75%</b>
XpertHR Level O	Grades 2 and 3	55%	<b>63%/53%</b>
XpertHR Level N	Grade 4	65%	<b>65%</b>
Xpert HR Level M	Grade 5	70%	<b>72%</b>
XpertHR Level L	Grade 6	64%	<b>63%</b>
XpertHR Level K	Grade 7	60%	<b>61%</b>
XpertHR Level J	Grade 8	55%	<b>56%</b>
XpertHR Level I	Grade 9	53%	<b>60%</b>
UCEA Level 3B	Grade 10	45%	<b>41%</b>

The majority of PS staff (57%: 1195F, 753M) are based in CPS, in departments such as HR, IT and Student Support. PS Staff in Faculties tend to be clerical, technical or PMSA (Table 20).

Table 20: PS Staff by Role Group and Faculty 2021 (Number and %)

	HLS		SCE		HSS		CPS	
	F	M	F	M	F	M	F	M
Clerical	273	49	72	17	119	21	442	166
<b>Clerical %</b>	<b>23.6%</b>	<b>4.2%</b>	<b>6.2%</b>	<b>1.5%</b>	<b>10.3%</b>	<b>1.8%</b>	<b>38.1%</b>	<b>14.3%</b>
Manual			0	0	0	0	266	103
<b>Manual %</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>71.7%</b>	<b>27.8%</b>
PMSA	194	61	50	40	87	38	439	312
<b>PMSA %</b>	<b>15.9%</b>	<b>5.0%</b>	<b>4.1%</b>	<b>3.3%</b>	<b>7.1%</b>	<b>3.1%</b>	<b>35.9%</b>	<b>25.6%</b>
Technical	207	110	28	94		16	48	172
<b>Technical %</b>	<b>30.6%</b>	<b>16.2%</b>	<b>4.1%</b>	<b>13.9%</b>	<b>0.3%</b>	<b>2.4%</b>	<b>7.1%</b>	<b>25.4%</b>

Gender balance has improved at Grades 1 and 3-6 (Charts 43, 45-48), however women make up the majority at all grades bar Grade 10 (15F, 22M). The majority of PS staff (55% of total) are on Grades 5-7. Female staff on Grade 9 have increased from 29 to 56 staff (60%F) making it more reflective of the proportion of women in PS roles (Chart 51).

### Charts 43-52: All PS Staff by Grade, 2016-21 (Number and %)

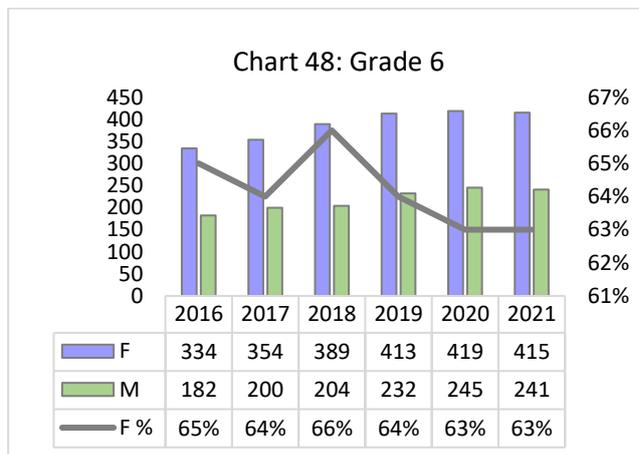
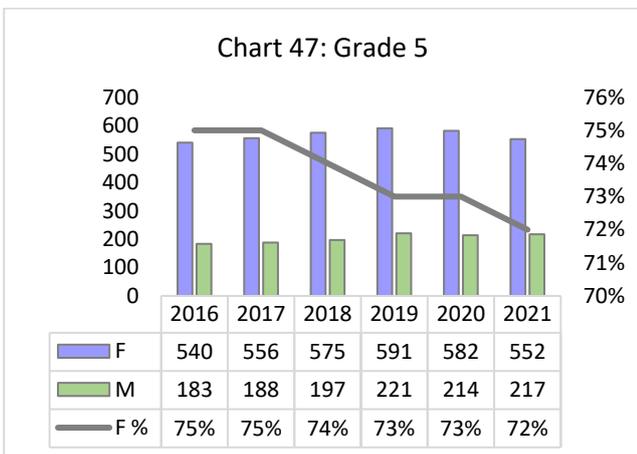
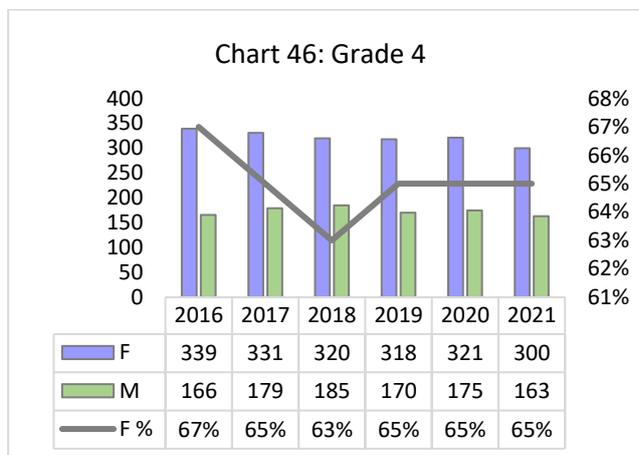
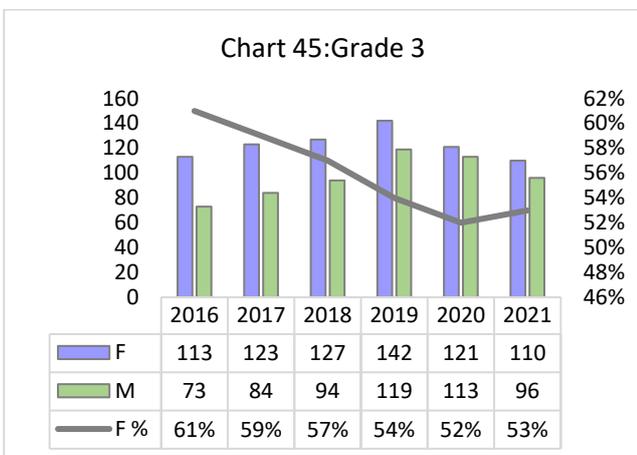
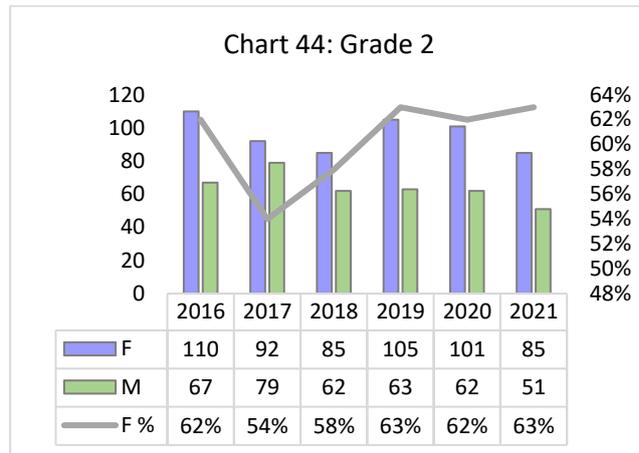
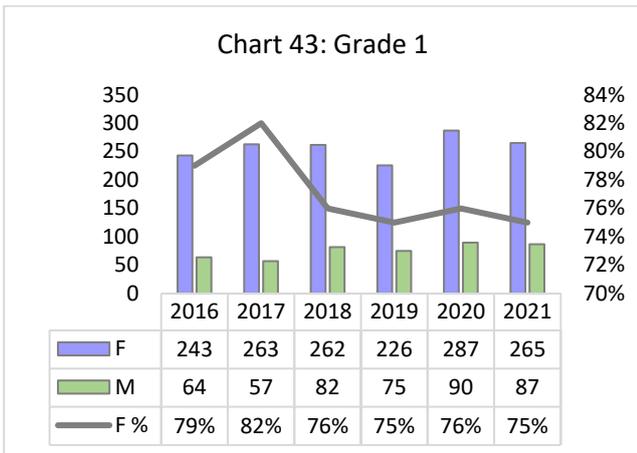


Chart 49: Grade 7

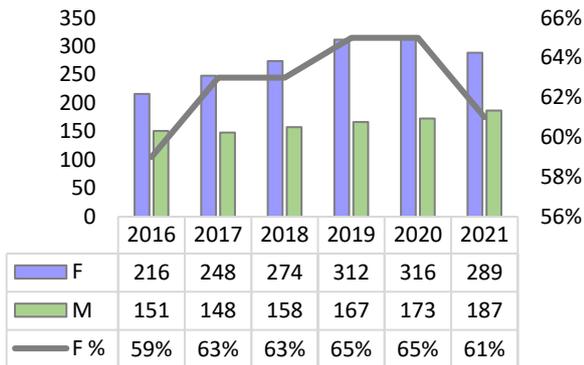


Chart 50: Grade 8

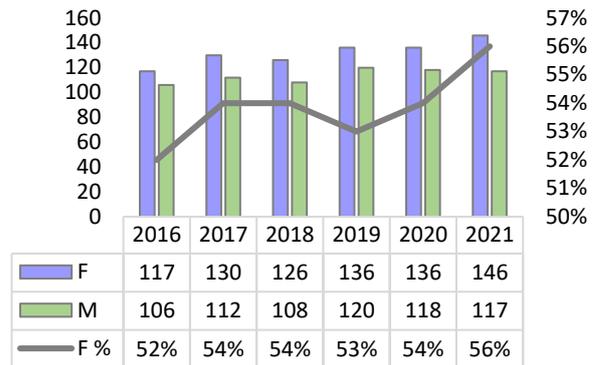


Chart 51: Grade 9

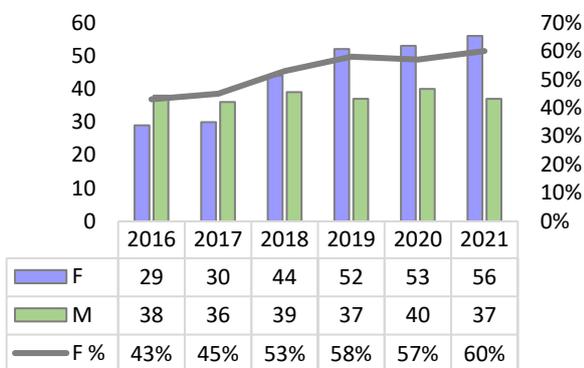
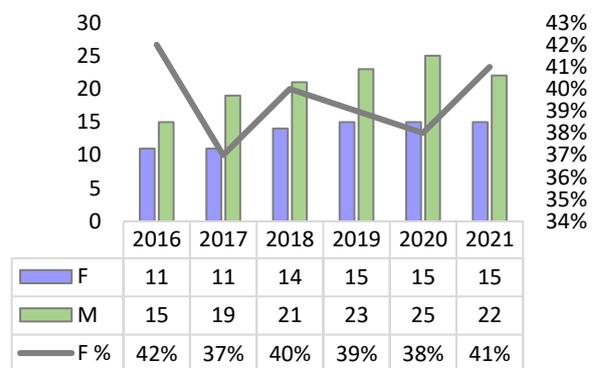


Chart 52: Grade 10



### Part-time Staff Pipeline

The majority of part-time staff are women (83%F of 903 PT staff) (Table 21, Charts 53-54); mainly in Manual and Clerical roles though well represented in the small number of senior part-time roles too. We will explore career progression through focus groups for staff on lower PS grades (**AP 10.2**).

Table 21: All PS staff by Grade and FTE (Numbers and %) (Zero hours staff not included)

		2016			2017			2018			2019			2020			2021		
		F	M	F%															
Full-time	G1	30	13	70%	29	10	74%	36	14	72%	32	18	64%	27	13	68%	30	17	64%
	G2	34	30	53%	20	27	43%	23	24	49%	24	24	50%	25	22	53%	28	18	61%
	G3	58	51	53%	71	59	55%	64	63	50%	207	81	72%	54	66	45%	49	50	49%
	G4	208	138	60%	197	149	57%	197	159	55%	194	141	58%	197	140	58%	182	134	58%
	G5	353	152	70%	361	164	69%	369	167	69%	377	186	67%	374	177	68%	369	181	67%
	G6	264	173	60%	272	188	59%	311	196	61%	324	215	60%	313	218	59%	287	214	57%
	G7	168	144	54%	202	141	59%	223	147	60%	247	157	61%	250	161	61%	227	175	56%
	G8	89	97	48%	100	105	49%	100	100	50%	106	114	48%	106	111	49%	119	112	52%
	G9	20	36	36%	21	34	38%	33	36	48%	43	34	56%	42	36	54%	46	35	57%
	G10	11	14	44%		17	35%	11	20	35%	11	22	33%	11	23	32%	14	22	39%
Part-time	G1	188	29	87%	212	36	85%	197	42	82%	170	32	84%	179	34	84%	164	31	84%
	G2	52	30	63%	60	34	64%	54	33	62%	60	36	63%	70	37	65%	53	29	64%
	G3	52	14	79%	45	16	74%	55	21	72%	56	26	68%	58	27	68%	57	30	66%
	G4	118	17	87%	124	19	87%	119	16	88%	122	18	87%	119	19	86%	114	16	88%
	G5	167	17	91%	185		95%	194	10	95%	203	21	91%	200	23	90%	178	14	93%
	G6	70		90%	75		89%	78		91%	85	15	85%	93	19	85%	98	16	86%
	G7	45		88%	44		90%	48		86%	62		87%	65	11	86%	58	11	84%
	G8	28		76%	30		79%	26		79%	29		85%	29		83%	23		85%
	G9			82%			80%	10		77%			73%			70%			78%
	G10	0		0%			50%			75%			75%			67%			100%

Chart 53: Female part-time staff by grade 2016 (%)

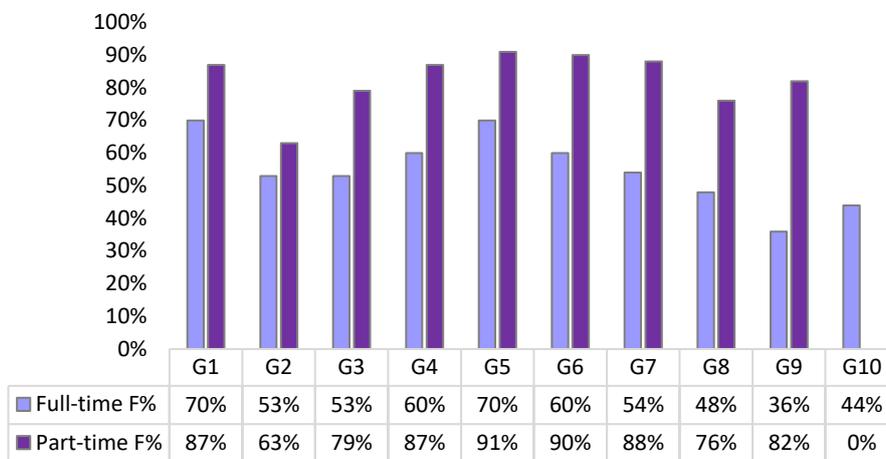


Chart 54: Female part-time staff by grade 2021 (%)



Recruitment materials for our University HR award winning apprenticeship scheme show apprentices in roles where they are underrepresented, e.g. women in technical roles (SAP16 AP11). Apprenticeship recruitment has been externally managed but will be managed internally from 2022, providing an opportunity for positive action to recruit men and women to these entry level roles where currently underrepresented e.g. men to administrative roles (Table 22) (AP 10.1).

Table 22: Apprenticeships 2017-2020 (Numbers and % – collated due to recruitment taking place throughout each year and apprenticeship length varying)

<b>Apprenticeships</b>	<b>F</b>	<b>M</b>	<b>F%</b>
Farming	0		0%
Laboratory			43%
IT Application Specialist		0	100%
Animal Care	13		87%
Business & Administration	14		78%
Horticulture	0		0%
Engineering	0		0%
Customer services	0		0%
<b>Total</b>	<b>32</b>	<b>14</b>	<b>70%</b>

## BAME PS Pipeline – Whole University

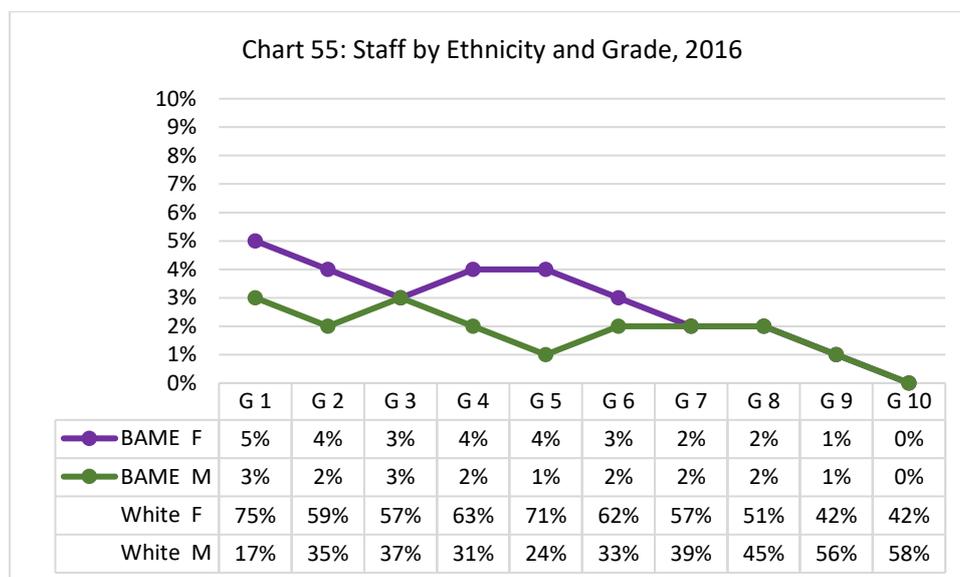
We employ 181 BAME PS staff (5.8% of PS staff: 3.4%F, 2.3%M), increasing slightly from 5.5% since our 2016 application, but lower than the national benchmark of 12.6% (Advance HE statistical report 2021). Our BAME PS staff population is however reflective of local data with 5% of working adults being BAME (Merseyside 2011 Census).

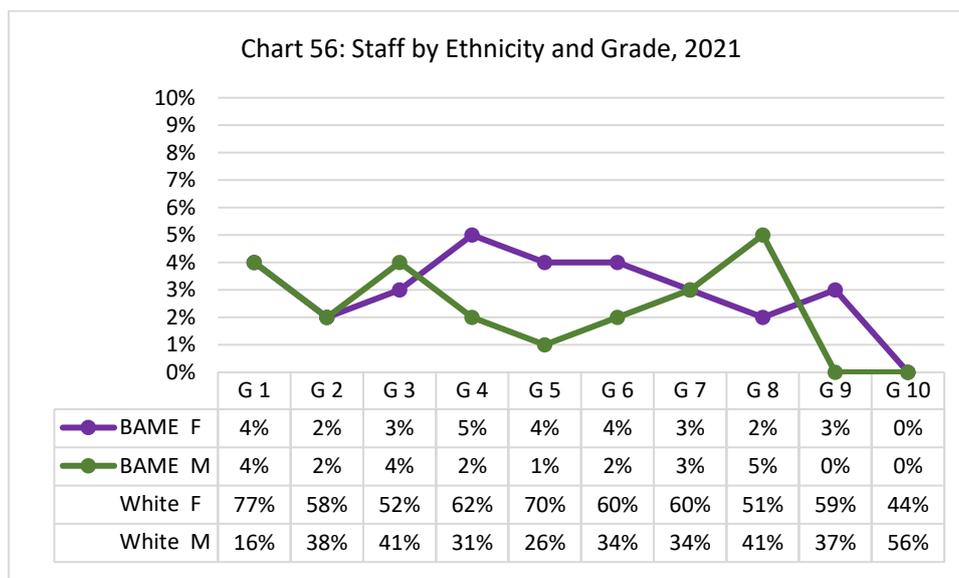
Our REC action plan will address this thoroughly, however the increase of BAME staff on Grades 6-8 (Table 23, Charts 55-56) presents an opportunity to support progression into higher grades (**AP 11**). We will increase BAME staff at lower grades through our apprenticeship scheme (**AP 10.1**).

Table 23: PS staff by grade and ethnicity, 2016 and 2021 comparison (Numbers)

	2016				2021			
	BAME staff		White staff		BAME staff		White staff	
	F	M	F	M	F	M	F	M
Grade 1	16	10	226	49			193	40
Grade 2			101	61			82	53
Grade 3			106	68			95	75
Grade 4	22	11	315	154	19	11	272	138
Grade 5	26	10	509	172	26		500	185
Grade 6	17	12	315	167	23	10	375	214
Grade 7			209	141	13	12	280	159
Grade 8			113	100		12	125	100
Grade 9			28	37		0	51	32
Grade 10	0	0	11	15	0	0	14	18
<b>Total</b>	<b>106</b>	<b>63</b>	<b>1933</b>	<b>964</b>	<b>109</b>	<b>72</b>	<b>1987</b>	<b>1014</b>

Charts 55-56: Comparative gender balance by ethnicity at each grade, 2016 and 2021 (% - as proportion across each grade)





Actions	
<b>AP 10</b>	<b>Continue to address the University's gender pay gap focusing on staff in Quartile 1</b>
10.1	Recruit to apprenticeships in areas that align with Quartile 1 - use positive action to recruit men and BAME men and women to apprenticeships where they are currently underrepresented
10.2	Career progression focus group(s) with women from Quartile 1
<b>AP 11</b>	<b>Address underrepresentation of BAME men and women in PMSA staff pipeline and progression</b>
11.1	Explore a shadowing and/or secondment process targeting female and BAME staff to support career development.
11.2	Develop a career coaching scheme that focuses on PS staff career progression

(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.**

Gender balance on permanent and fixed term contracts mirrors the sector (Table 24), with women making up the larger group for both, reflecting the higher number of female PS staff.

The 2020-21 increase of zero hours contracts (Table 24) is due to recruitment of students as ‘Ambassadors’ (Clerical roles) undertaking online activity (e.g. remote welcome events) or graduations/Open Days as in-person events resumed.

Table 24: All PS staff by contract type 2016-2021 (Numbers and %)

	Permanent			Fixed Term			Zero Hours		
	F	M	F%	F	M	F%	F	M	F%
2016	1612	844	66%	362	137	73%	78	64	55%
2017	1696	880	66%	372	153	71%	65	57	53%
2018	1776	909	66%	378	171	69%	62	70	47%
2019	1793	919	66%	449	239	65%	52	69	43%
2020	1771	920	66%	452	230	66%	125	105	54%
2021	1707	888	66%	415	230	64%	111	100	53%
<b>Benchmark 2019/20</b>			<b>62%</b>			<b>65%</b>	Not available		

Although a small group, the lower proportion of BAME staff, particularly women, on permanent contracts and their higher representation on fixed term and zero hours contracts is concerning (Table 25, Chart 57). The majority of PS staff holding fixed term contracts are on Grades 5-7 (Table 27). 76% of PS BAME women are on grades 4-7, however so are 72% of PS White women who are as likely to hold permanent contracts as White and BAME men. We will explore reasons behind this disparity (AP 8.3)

Table 25: Contract Type by Ethnicity, 2021 (Numbers)

	Permanent	Fixed Term	Zero Hours
White F	1599	355	33
White M	810	159	44
BAME F	65	36	
BAME M	58	12	

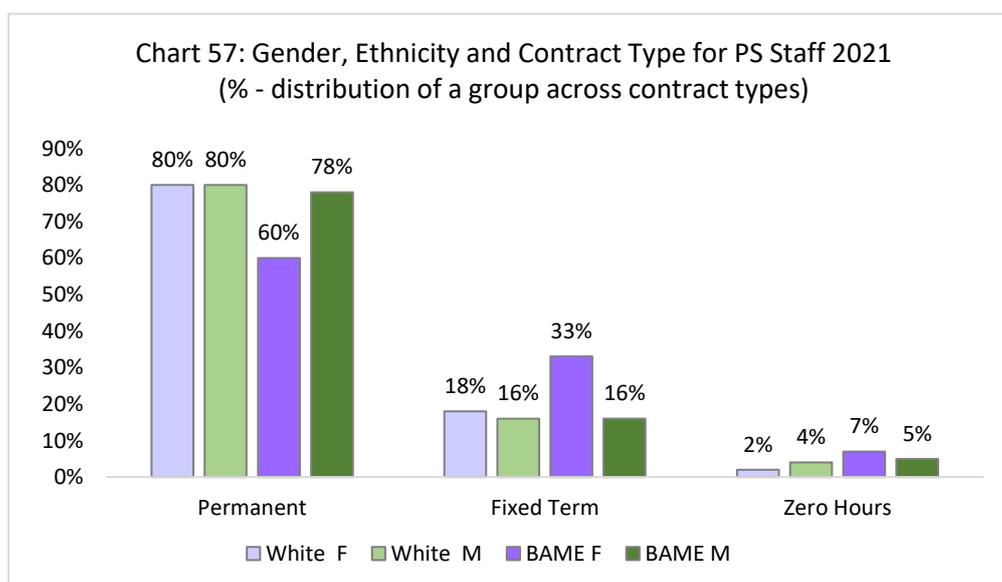


Table 26: Permanent PS Staff by Grade (2019-21) (Numbers and %)

	2019			2020			2021		
	F	M	F %	F	M	F %	F	M	F %
<b>Grade 1</b>	196	42	<b>82%</b>	204	44	<b>82%</b>	189	40	<b>83%</b>
<b>Grade 2</b>	78	52	<b>60%</b>	81	49	<b>62%</b>	76	44	<b>63%</b>
<b>Grade 3</b>	89	57	<b>61%</b>	87	72	<b>55%</b>	86	67	<b>56%</b>
<b>Grade 4</b>	262	144	<b>65%</b>	255	138	<b>65%</b>	242	135	<b>64%</b>
<b>Grade 5</b>	469	151	<b>76%</b>	461	142	<b>76%</b>	432	145	<b>75%</b>
<b>Grade 6</b>	293	181	<b>62%</b>	284	186	<b>60%</b>	286	172	<b>62%</b>
<b>Grade 7</b>	237	128	<b>65%</b>	234	134	<b>64%</b>	215	138	<b>61%</b>
<b>Grade 8</b>	114	102	<b>53%</b>	111	100	<b>53%</b>	114	96	<b>54%</b>
<b>Grade 9</b>	43	33	<b>57%</b>	42	36	<b>54%</b>	43	34	<b>56%</b>
<b>Grade 10</b>	12	19	<b>39%</b>	12	19	<b>39%</b>	14	17	<b>45%</b>

Table 27: Fixed Term PS Staff by Grade (2019-21) (Numbers and %)

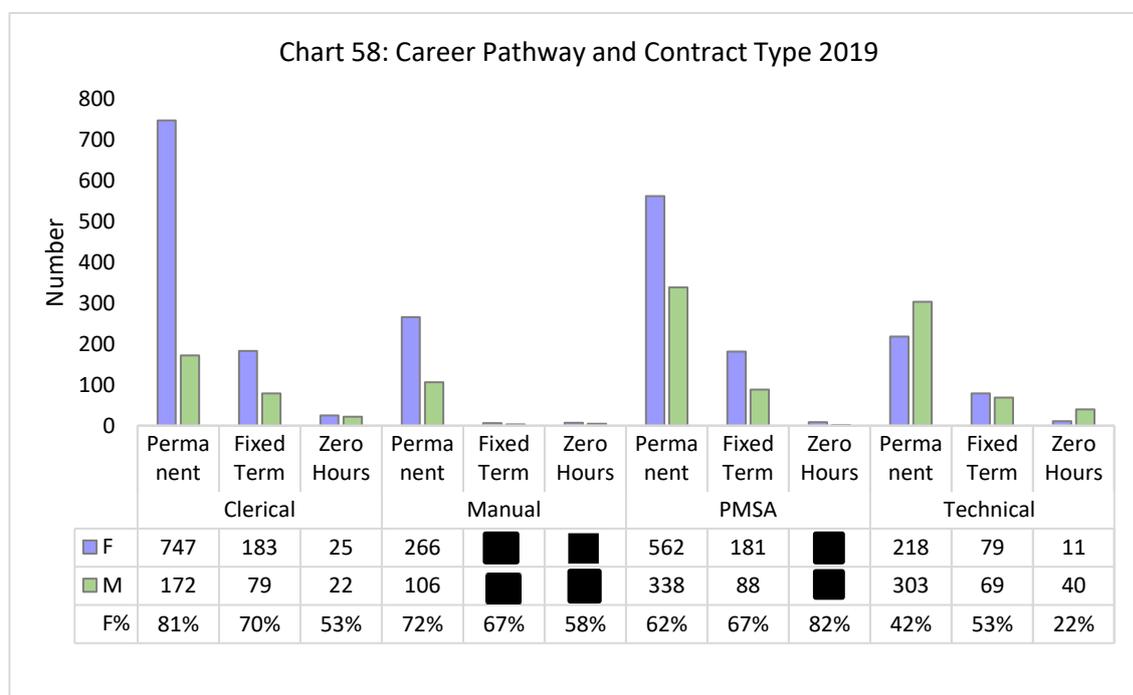
	2019			2020			2021		
	F	M	F %	F	M	F %	F	M	F %
<b>Grade 1</b>			<b>43%</b>			<b>40%</b>			<b>33%</b>
<b>Grade 2</b>			<b>43%</b>	14		<b>61%</b>			<b>63%</b>
<b>Grade 3</b>	50	40	<b>56%</b>	25	22	<b>53%</b>	20	13	<b>61%</b>
<b>Grade 4</b>	54	15	<b>78%</b>	61	21	<b>74%</b>	55	15	<b>79%</b>
<b>Grade 5</b>	114	56	<b>67%</b>	113	58	<b>66%</b>	113	57	<b>66%</b>
<b>Grade 6</b>	116	49	<b>70%</b>	122	53	<b>70%</b>	105	58	<b>64%</b>
<b>Grade 7</b>	72	38	<b>65%</b>	81	38	<b>68%</b>	72	48	<b>60%</b>
<b>Grade 8</b>	21	17	<b>55%</b>	24	17	<b>59%</b>	29	20	<b>59%</b>
<b>Grade 9</b>			<b>67%</b>			<b>73%</b>	11		<b>79%</b>
<b>Grade 10</b>			<b>33%</b>			<b>25%</b>			<b>17%</b>

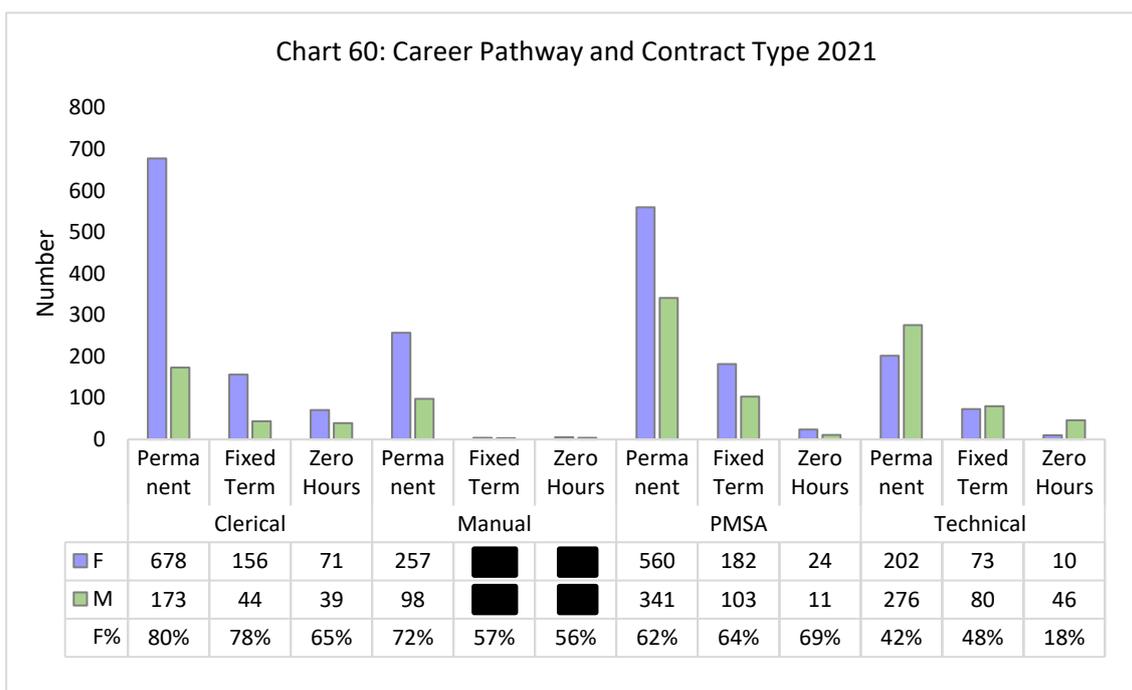
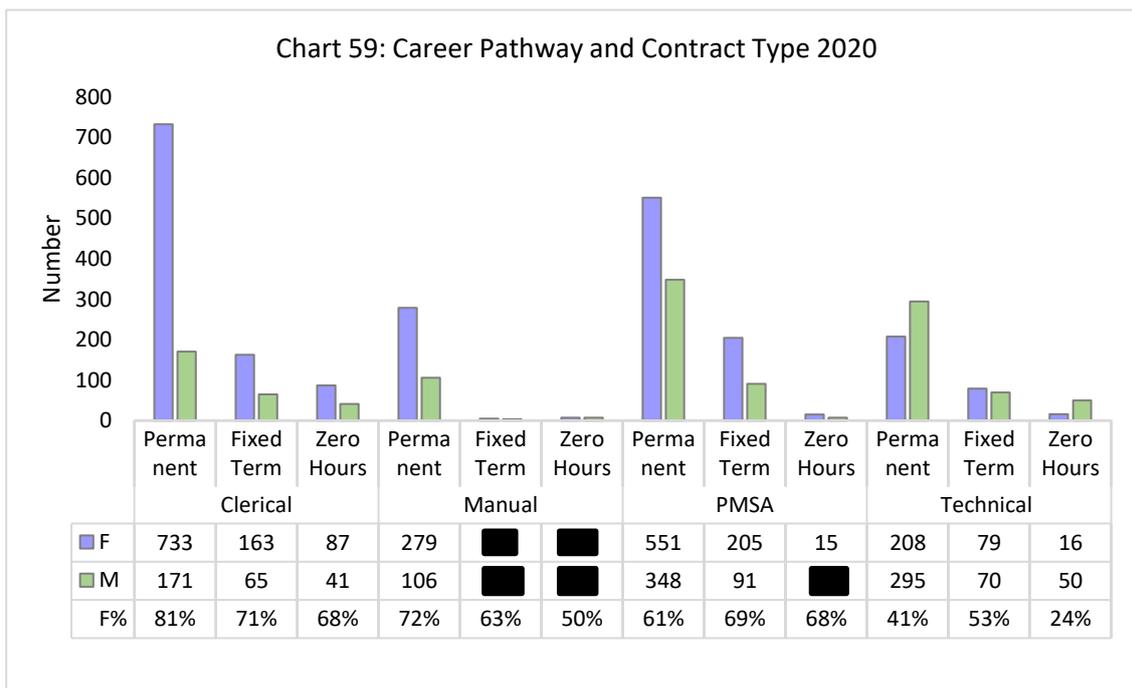
Table 28: Zero Hours PS Staff by Grade (2019-21) (Numbers and %)

	2019			2020			2021		
	F	M	F %	F	M	F %	F	M	F %
Grade 1	24	25	50%	81	43	65%	71	39	65%
Grade 2			63%			67%			50%
Grade 3		12	20%		20	31%		16	20%
Grade 4		11	15%		16	11%		13	13%
Grade 5		14	36%		14	36%		15	25%
Grade 6			67%	13		68%	22	11	67%
Grade 7			75%			50%		0	100%
Grade 8			50%			50%			50%
Grade 9		0	100%			50%			50%
Grade 10		0	100%	0	0	0%	0	0	0%

Most PS staff are recruited to permanent departments/services (e.g. HR or IT), therefore more likely to be permanent. Fixed term staff are appointed to time bound projects or to provide family leave cover.

**Charts 58-60: Contract Type by Career Pathway and Gender (Numbers and %)**



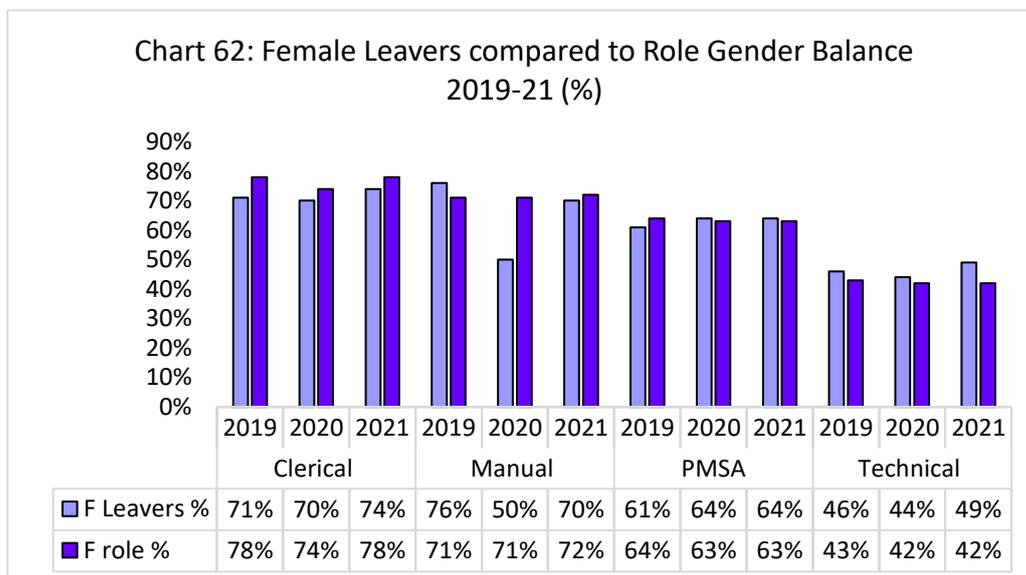
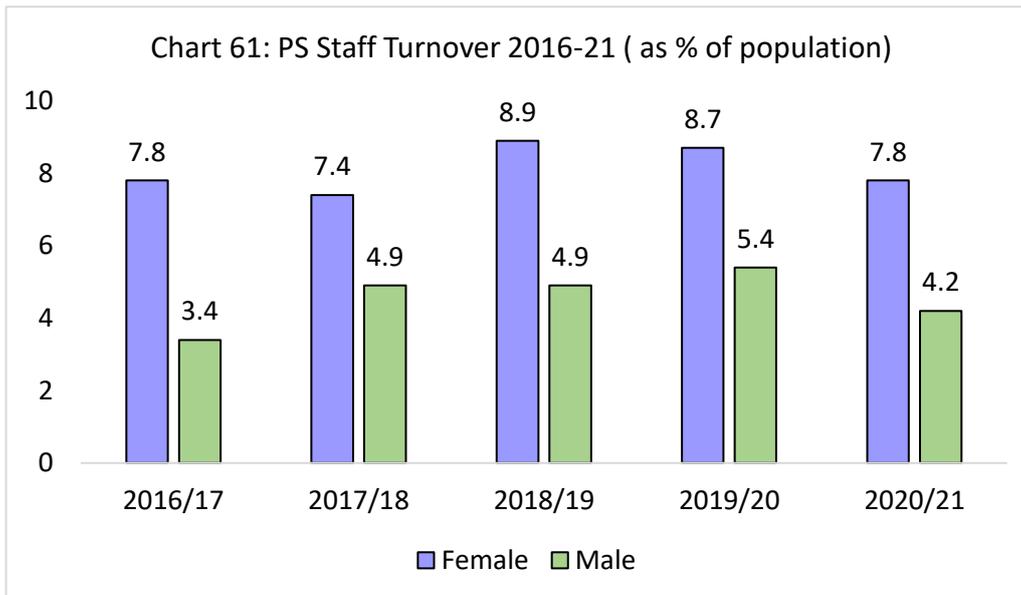


Actions	
AP 8	Undertake further intersectional data collection and analysis
8.3	Review gender, ethnicity and contract type data as part of REC preparations

(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.**

Female PS staff turnover is higher than male staff (Chart 61), however the proportion of leavers reflects the proportion of women in each role group (Chart 62).



*Please note: data for role type provided fully in section 4.2i)*

Table 29: PS Staff Turnover by Career Pathway and Grade 2016-21 (Numbers and (% of PS population in corresponding year))

		2016/17				2017/18				2018/19				2019/20				2020/21			
		F	M	F%	M%																
Clerical	G 1	13		0.5	0.3	17		0.5	0.3	18	11	0.3	0.3	53	24	1.5	0.7	22	10	0.6	0.3
	G 2	12		0	0	0		0	0	12		0.3	0.2	12		0.3	0.2			0.2	0.1
	G 3	20		1	0.4	34	13	1	0.4	33	21	0.9	0.6	50	29	1.4	0.8	21	11	0.6	0.3
	G 4	33		1	0.2	33		1	0.2	36	10	1	0.3	20		0.6	0.2	23		0.7	0.2
	G 5	34		0.8	0.3	27	11	0.8	0.3	29		0.8	0.2	38		1.1	0.2	33		1	0.2
	G 6		0	0.2	0			0.2	0		0	0.2	0		0	0.2	0		0	0.1	0
Manual	G 1	23	12	0.3	0	11		0.3	0	42	10	1.2	0.3			0.1	0.1	24		0.7	0.2
	G 2	11		0.2	0.1			0.2	0.1	12		0.3	0.1			0.1	0.1			0.2	0.2
	G 3	0	0	0	0	0		0	0		0	0.1	0	0	0	0	0	0	0	0	0
	G 4			0	0	0	0	0	0			0.1	0		0	0	0		0	0	0
	G 5		0	0	0	0	0	0	0			0.1	0.1	0	0	0	0	0	0	0	0
PMSA	G 6	14		0.7	0.3	23	11	0.7	0.3	26	10	0.7	0.3	22	10	0.6	0.3	25	12	0.7	0.3
	G 7	18	20	0.6	0.7	21	22	0.6	0.7	26	15	0.7	0.4	29		0.8	0.2	38		1.1	0.3
	G 8			0.3	0.2	10		0.3	0.2	14	13	0.4	0.4	10	13	0.3	0.4	10	15	0.3	0.4
	G 9			0.1	0.2			0.1	0.2			0.1	0.2			0.2	0.1			0.1	0.1
	G 10			0.1	0.1			0.1	0.1			0	0			0.1	0.1			0.1	0.1
Technical	G 1			0.1	0.3		10	0.1	0.3		13	0.2	0.4	0		0	0.2			0.2	0.1
	G 2	0	0	0.1	0		0	0.1	0			0	0.1			0.1	0.1		0	0	0
	G 3			0.2	0.4		13	0.2	0.4			0.1	0.2		13	0.1	0.4			0.1	0.2
	G 4	11		0.4	0.6	12	20	0.4	0.6			0.1	0.1			0.2	0.2		10	0.1	0.3
	G 5			0.6	0.3	19	10	0.6	0.3	21	10	0.6	0.3	26	23	0.7	0.6	18	12	0.5	0.3
	G 6	17		0.1	0		0	0.1	0			0.2	0.2			0.2	0.2	10	13	0.3	0.4
	G 7			0.1	0.1			0.1	0.1			0.1	0.1			0.1	0.1			0.1	0.1
	G 8	0	0	0	0	0		0	0	0		0	0	0	0	0	0	0	0	0	0
	G 9		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	250	118	7.4	4.9	249	157	7.4	4.9	313	171	8.9	4.9	313	193	8.7	5.4	269	146	7.8	4.2

Most PS staff leave due to resignation or end of contract (Table 30). Although fixed term contracts are more commonly used for academic roles, the higher proportion of female leavers at Clerical Grade 5 and PMSA Grades 6-7 correspond with the most common grades for PS fixed term staff. Our improved anonymous exit survey (introduced 2021) will help us understand resignation reasons better, however it is too soon to see trends (**AP 7.3**)

Table 30: PS Staff, Reasons for Leaving 2016-21 (numbers)

Reason	2016		2017		2018		2019		2020		2021	
	F	M	F	M	F	M	F	M	F	M	F	M
Death												
Dismissal												
End of contract	60	50	77	36	85	43	90	47	139	99	72	44
Retirement	31	18	25		18	11	29	19	13	14	17	14
Redundancy	0	0		0	0	0	0		10			
Voluntary Redundancy	29	11	31	18	19	14	46	23	27	17	59	19
Resignation	115	58	109	51	118	76	135	70	104	45	108	55
Other							10		16	10		
<b>TOTAL</b>	<b>243</b>	<b>145</b>	<b>250</b>	<b>118</b>	<b>249</b>	<b>157</b>	<b>313</b>	<b>171</b>	<b>312</b>	<b>193</b>	<b>269</b>	<b>146</b>

2985 words used

Actions	
<b>AP 7</b>	<b>Continue to enhance Athena Swan data collection and analysis.</b>
7.3	Exit Interview survey has been in place since mid-2021. Establish review points to track any trends/areas of concern.

## 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.**

#### Impact:

Increased female academic appointments from 45% (2013-15) to 48% (2016-21) through:

- Improved recruitment webpages
- Local positive action
- Raising awareness of recruitment EDI considerations through departmental AS work and training e.g. unconscious bias training.

#### Recruitment processes

Internal recruitment webpages provide guidance for departments, including:

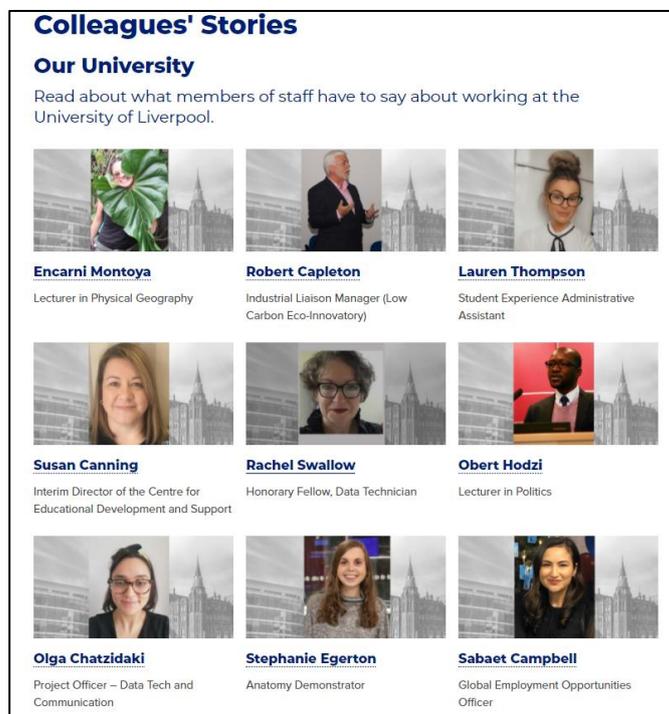
- Advice on positive action. Where eligible, positive action statements are included in advertisements.
- EDI considerations for advertisements e.g. language choice
- Composition of recruitment panels; explaining that decisions must be made by a panel and at least one panellist must have completed Recruitment & Selection training. Completed by 40% of all staff (48%F) providing a large pool to draw from. We will increase EDI training completion to support further (**AP 15**) (Section 5.3i and 5.4i)

All jobs are advertised to redeployees and if no appointment made, via our website, social media and external sites. Departments can also advertise in field specific sites.

In 2020, our Recruitment team undertook an applicant survey. In response to feedback, external recruitment webpages were refreshed and include information on (amongst other topics):

- Returning to academia after a career break e.g. relevant fellowships
- EDI activities including AS

- Family friendly policies/facilities
- Training
- Academic and PS staff case studies



*Image 5: Recruitment webpage case studies*

Head-hunters are used when recruiting to leadership roles. Head-hunters are asked to return diverse lists of candidates – these are tailored to respond to specific underrepresentation for the role i.e. gender imbalance in STEMM.

### Data

Between 2016-20, 39% of applications were from women - comparable to 40% during our last action plan (2013-15). Female appointments increased overall from 45% (2013-15) to 48% (2016-20).

The majority of applicants are male, however women tend to be shortlisted and appointed at a greater proportion than they apply (Table 31), suggesting that recruitment processes are not biased against women and that our challenge is to attract more female applicants.

Table 31: Recruitment of all academic staff 2016-20 (Numbers and %)

Year	Applied			Shortlisted			Successful		
	F	M	F%	F	M	F%	F	M	F%
2016	2567	4039	39%	270	256	51%	178	150	54%
2017	2834	3443	45%	501	597	46%	197	210	48%
2018	3149	4646	40%	594	657	47%	214	238	47%
2019	2810	5049	36%	504	689	42%	185	228	45%
2020	3071	4339	41%	416	519	44%	179	166	52%

The majority of Grade 6 applicants are women (Table 32, Chart 63). Between 2013-2020, 57% of female students in the UK were women (average from Advance HE statistical reports). Candidates may reflect this pool of students who work alongside postgraduate study (see section 4.1 i) Grade 6 staff details).

Female Grade 10 appointments do not follow a clear trend (Chart 67), however it was promising that [fewer than 10] female professors were appointed in 2019 – the subsequent dip in 2020 (1F appointment) may be anomalous, but we will monitor this data through annual AS reporting.

The increase in female applications to T&R roles (from 29%F to 35%F) (Table 33, Chart 70) is particularly welcomed as this career pathway is the least gender balanced (Section 4.1i).

There were few female applicants for Clinical Professor and no female appointments compared to [fewer than 10] male appointments (Table 34). Specific HLS AS actions will tackle this (Section 4.1iii).

Due to subject specific variation in gender balances and routes to attract candidates, we feel that actions to attract more female applicants are best tackled through departmental AS plans e.g.:

- To support internal career progression, Management School started an ECR mentoring scheme and funds PGRs and ECRs to attend events relevant to their subject e.g. Royal Economics Society’s Mentoring Retreat.
- Architecture is establishing a Visiting Professor scheme targeting women to broaden their network of potential candidates.

We are disappointed that positive action undertaken in SCE has not been as effective as hoped (SAP16 – AP12). It entailed inclusion of at least 1 female candidate per shortlist and advertising again if not managed. The proportion of shortlisted women decreased from 43% to 34%, though numbers have doubled from 79F to 155F (2016-20). Appointments have remained steady at 37% in 2016, 36% in 2020. SCE AS action plans have further actions to address this e.g:

- Engineering is developing subject specific guidance on writing inclusive job advertisements.
- Electrical Engineering & Computer Science developed a contacts database for PhD students and departing fixed term staff to alert them of vacancies.

Table 32: Academic Recruitment by Grade 2016-21 (Numbers and %)

Year	Grade	Applied			Shortlisted			Successful		
		F	M	F %	F	M	F%	F	M	F%
2016	Grade 6	817	618	57%	112	77	59%	45	34	57%
	Grade 7	1126	2010	36%	111	122	48%	73	81	47%
	Grade 8	302	554	35%	25	36	41%	14	25	36%
	Grade 9	141	383	30%	13	16	45%	12	15	44%
	Grade 10	111	418	21%		11	21%		11	21%
2017	Grade 6	786	469	63%	126	75	63%	49	27	64%
	Grade 7	1494	2577	37%	267	339	44%	105	114	48%
	Grade 8	377	829	31%	63	102	38%	22	32	41%
	Grade 9	105	289	27%	18	46	28%		18	33%
	Grade 10	19	52	27%	0		0%	0		0%
2018	Grade 6	780	436	64%	155	81	66%	48	19	72%
	Grade 7	1458	2300	39%	246	304	45%	94	121	44%
	Grade 8	610	1186	34%	102	131	44%	37	52	42%
	Grade 9	161	402	29%	50	80	38%	20	18	53%
	Grade 10	48	210	19%		27	18%		12	20%
2019	Grade 6	722	644	53%	124	120	51%	41	33	55%
	Grade 7	1266	2521	33%	209	333	39%	73	110	40%
	Grade 8	562	1308	30%	120	162	42%	45	48	48%
	Grade 9	116	403	22%	23	47	33%	10	14	42%
	Grade 10	42	81	34%	15	13	54%			45%
2020	Grade 6	870	455	66%	114	54	68%	44	13	77%
	Grade 7	1246	2372	34%	167	256	39%	72	81	47%
	Grade 8	597	932	39%	77	137	36%	34	35	49%
	Grade 9	134	313	30%	28	34	45%	10	14	42%
	Grade 10	43	116	27%		14	7%		10	10%

### Charts 63-67: Academic Recruitment by Grade 2016-21(F %)

Chart 63: Recruitment to Grade 6 (F%)

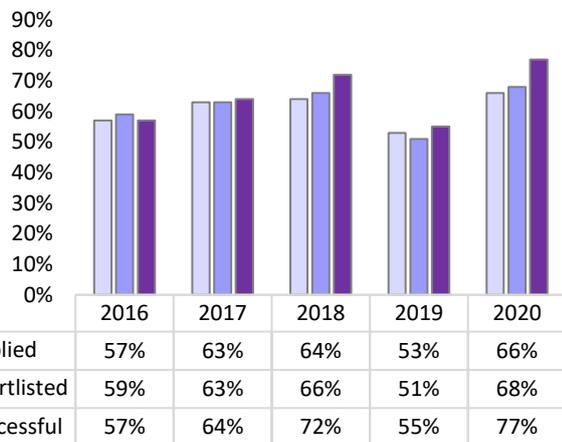


Chart 64: Recruitment to Grade 7 (F%)

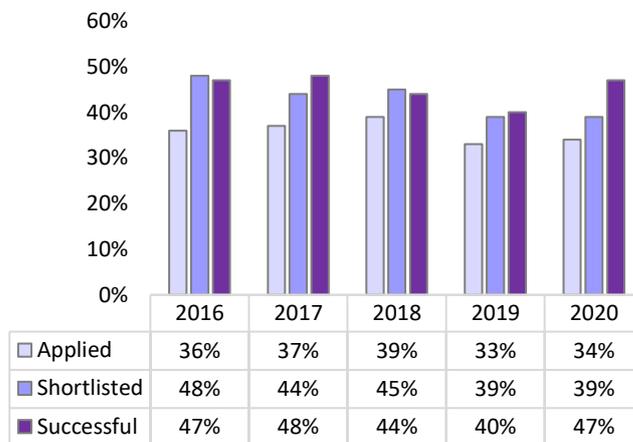


Chart 65: Recruitment to Grade 8 (F%)

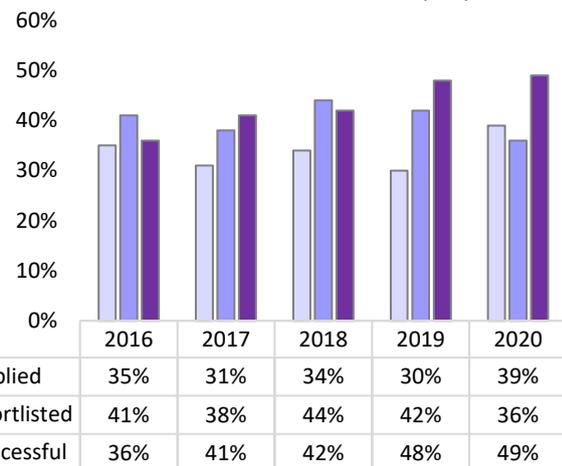


Chart 66: Recruitment to Grade 9 (F%)



Chart 67: Recruitment to Grade 10 (F%)

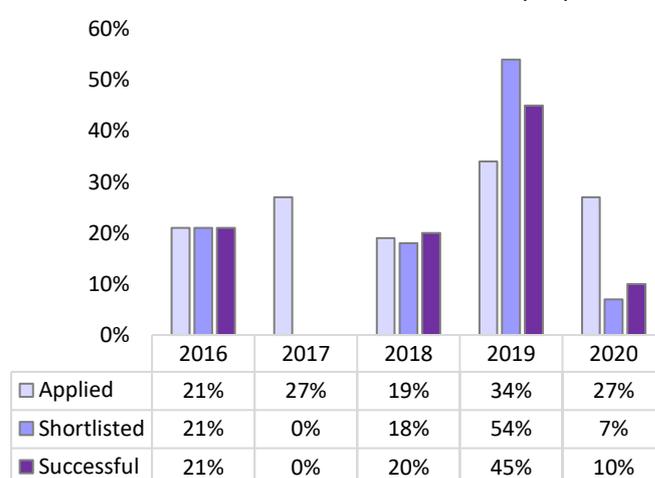
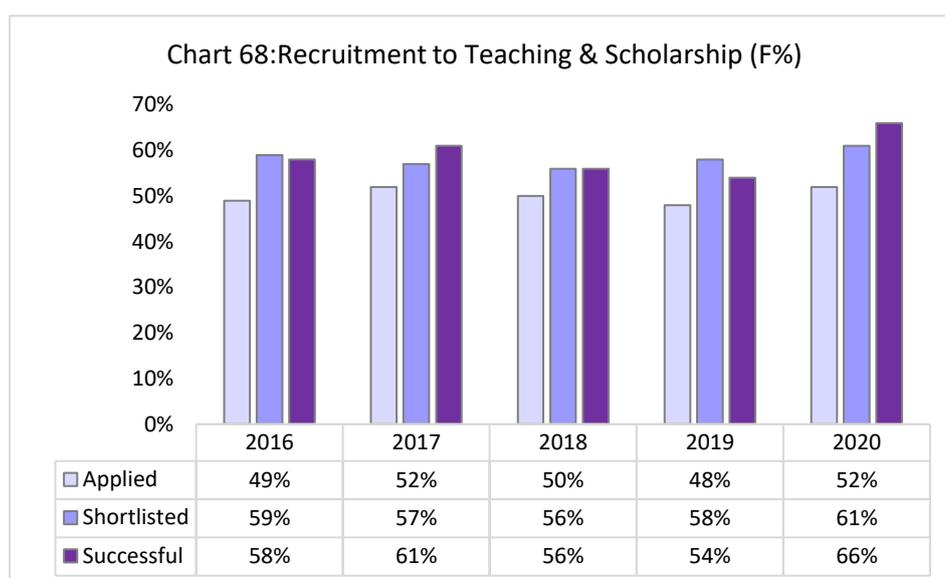
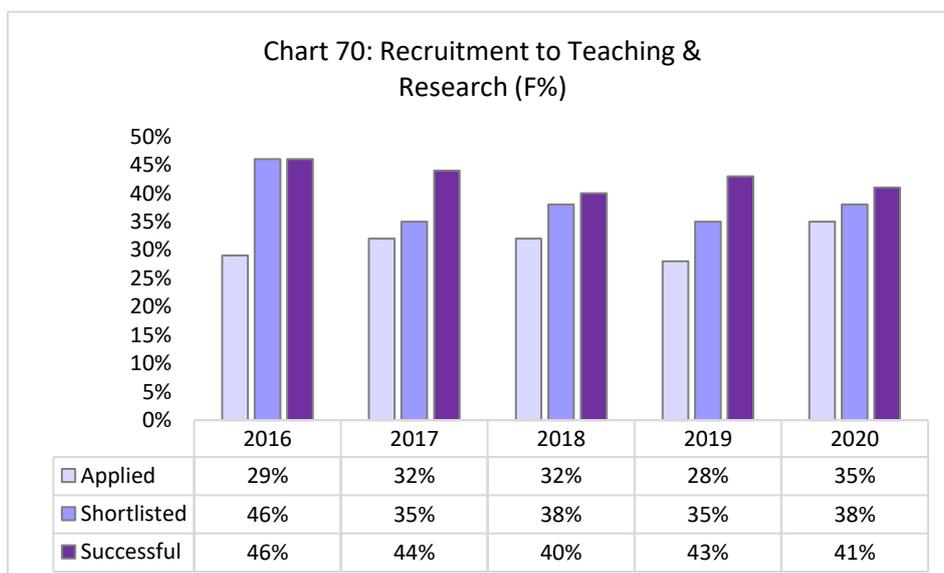
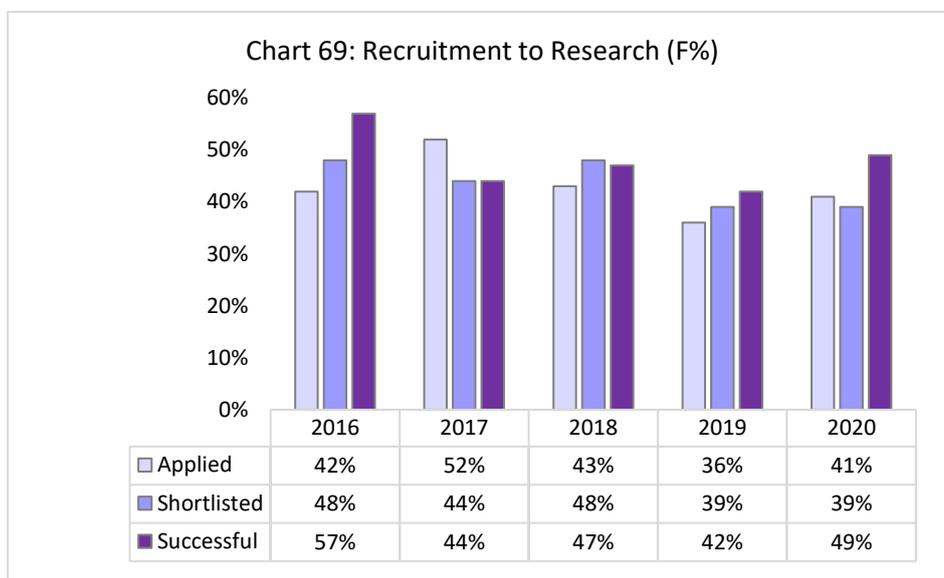


Table 33: Recruitment by Career Pathway 2016-21 (Numbers and %)

Career Path	Year	Applied			Shortlisted			Successful		
		F	M	F%	F	M	F%	F	M	F%
Teaching & Scholarship	2016	551	583	49%	87	61	59%	43	31	58%
	2017	661	619	52%	146	108	57%	59	37	61%
	2018	718	716	50%	180	141	56%	64	50	56%
	2019	602	659	48%	147	108	58%	49	42	54%
	2020	576	524	52%	120	76	61%	51	26	66%
Research	2016	1324	1858	42%	128	139	48%	97	73	57%
	2017	1473	1371	52%	263	337	44%	95	119	44%
	2018	1424	1917	43%	253	278	48%	94	105	47%
	2019	1325	2330	36%	219	339	39%	82	111	42%
	2020	1596	2343	41%	187	290	39%	82	86	49%
Teaching & Research	2016	622	1543	29%	37	44	46%	32	38	46%
	2017	647	1371	32%	65	122	35%	31	40	44%
	2018	915	1901	32%	126	204	38%	44	67	40%
	2019	781	1968	28%	125	228	35%	43	58	43%
	2020	718	1321	35%	80	129	38%	28	41	41%

Charts 68-70: Academic Recruitment by Career Pathway 2016-21(F %)

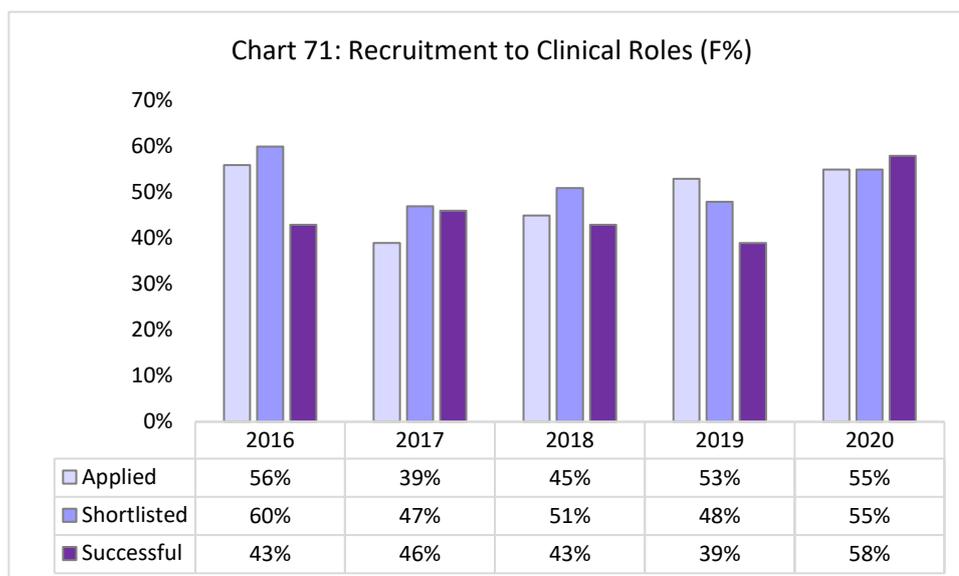




## Clinical Staff Recruitment

Table 34: Recruitment to Clinical Roles 2016-21 (Numbers and %)

Year	Grade	Applied			Shortlisted			Successful		
		F	M	F %	F	M	F%	F	M	F%
2016	Lecturer	22	13	63%			60%			50%
	Senior Lecturer	0		0%	0		0%	0		0%
	Teacher	16	13	55%			64%			33%
	Senior Teacher			50%	0	0	0%	0	0	0%
	Reader			50%	0	0	0%	0	0	0%
	Research Fellow	22	16	58%			60%			50%
	Professor	0	0	0%	0	0	0%	0	0	0%
2017	Lecturer	22	30	42%	13		59%			55%
	Senior Lecturer		13	32%			44%			50%
	Teacher	0	0	0%	0	0	0%	0	0	0%
	Senior Teacher	0	0	0%	0	0	0%	0	0	0%
	Reader	0	0	0%	0	0	0%	0	0	0%
	Research Fellow	25	37	40%	10	15	67%			40%
	Professor	0		0%	0		0%	0		0%
2018	Lecturer	23	32	42%	13	14	48%			50%
	Senior Lecturer			36%			50%			50%
	Teacher	15		65%			50%			50%
	Senior Teacher		0	100%		0	100%		0	100%
	Reader	0	0	0%	0	0	0%	0	0	0%
	Research Fellow	45	44	51%	16	10	62%			38%
	Professor		19	14%			14%	0		0%
2019	Lecturer	36	40	47%			20%			20%
	Senior Lecturer			25%			25%			33%
	Teacher	33		79%		0	100%		0	100%
	Senior Teacher	0	0	0%	0	0	0%	0	0	0%
	Reader	0	0	0%	0	0	0%	0	0	0%
	Research Fellow	32	34	48%			46%			50%
	Professor	0		0%	0		0%	0		0%
2020	Lecturer	134	121	52%	15	17	47%			56%
	Senior Lecturer			40%			25%			25%
	Teacher	13		81%			71%			71%
	Senior Teacher			83%			75%		0	100%
	Reader	0	0	0%	0	0	0%	0	0	0%
	Research Fellow	25	15	63%			83%			67%
	Professor	0		0%	0	0	0%	0	0	0%



Actions	
AP 15	Increase uptake of obligatory EDI training [to support fair recruitment processes]

### (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.**

In 2018, a new approach to induction was launched following consultation with managers and new starters (SAP16 – AP13). Revised induction includes:

- Access to online induction materials for new starters with their job offer letter. These webpages include tailored sections for academics, managers, clinical staff and international staff.
- A staff handbook on University structures, processes and useful contacts
- Information on obligatory training – including EDI (see Training sections).
- All new staff are invited to a Welcome Event (bi-monthly) and followed by a campus tour. These were replaced by a webinar due to the pandemic. Evaluation shows high levels of satisfaction; feedback is acted upon.
- Local departmental induction following a University checklist and manager guidance, followed by discussion at appraisal (Professional Development Review) to address any further needs e.g. identifying a mentor.

We developed a Senior Leadership Induction in 2019 for newly-appointed academic and PS leaders e.g. Deans, Directors (completed by 35F, 46M). Workshops include sessions on inclusive leadership and HR for leaders (scenario based workshop).

**(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.**

**Impact:**

Increased numbers of women promoted at all levels supported by substantial improvements to promotion processes and support – detailed below. We are close to our SAP16 target of 30% female professors with 28% female professors currently (SAP16 – AP26).

Promotion (known as Annual Review) occurs annually. It was not held in 2020 due to the pandemic and restarted in late 2021 (data not yet available).

Staff can apply for promotion to:

- Senior Lecturer (Grade 9 on T&R and T&S pathways)
- Reader (Grade 9 on T&R pathway)
- Chair (Grade 10 on T&R and T&S pathways)

Initial discussions and support for an application occur at departmental level, though methods vary (AP 13). A decision on promotion is then made by a University level panel (for Readers and Chairs, 54%F membership) and Faculty level panels (for Senior Lecturers).

We have made significant progress in embedding the following activities:

- Maintained gender balanced promotion panels (see Section 5.6v) (SAP16–AP5).
- Promotion workshops, led by promoted staff and panel members - with sessions ring-fenced for women (SAP16-AP26). Attendance has increased each year; the increase in female participants from SCE is particularly pleasing (Chart 72, Table 35). Workshop attendance records are not compared with promotion data – some staff attend for information without having plans to apply straightaway.
- Our mentoring scheme (see Section 5.3iii) is signposted during promotion workshops.
- Guidance and application forms (available on HR intranet) are amended annually by HR responding to feedback.
- Online case studies of successful candidates representing diversity of staff, career pathways and including part-time staff (SAP16–AP26).

In 2021, the impact of the pandemic was discussed at staff appraisals, the promotion application process allowed staff to explain impact and panel members were advised on how to fairly consider this. This will be reviewed and further changes made as needed (AP 12.1).

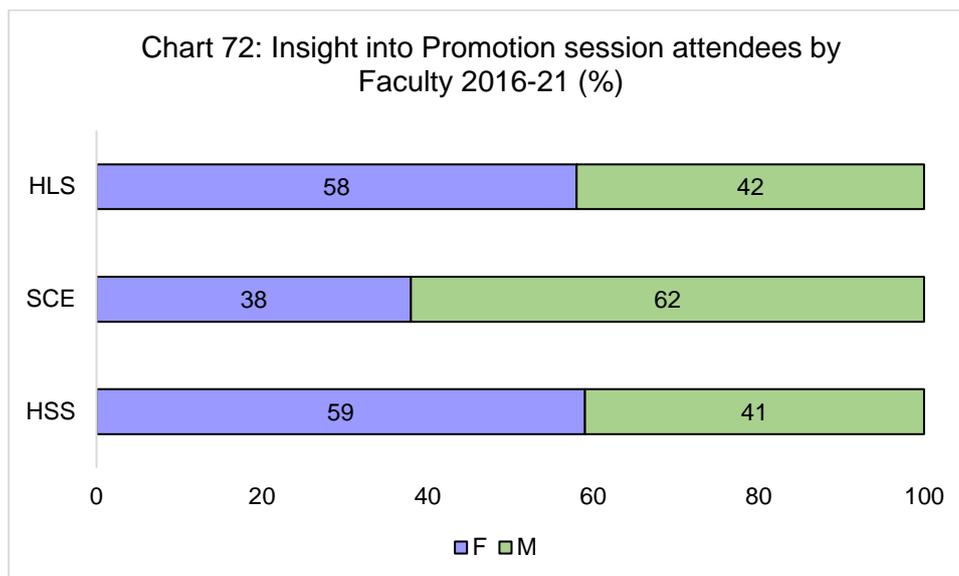
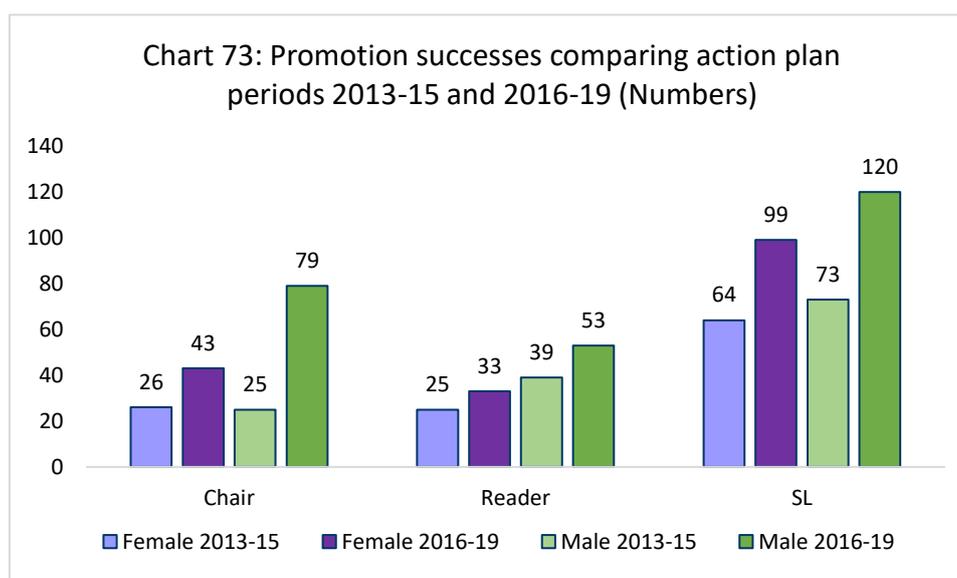


Table 35: Insight into promotion session attendees by Faculty 2016-21 (Numbers)

	HSS		SCE		HLS		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
<b>2016 (x7 sessions)</b>	21	25		15	21	25	45	65
<b>2017 (x5 sessions)</b>	22	24		22	18	22	44	68
<b>2019 (x9 sessions)</b>	31	19	17	20	25	13	73	52
<b>2021 (x10 sessions)</b>	43	14	22	17	31	5	96	36
<b>Total (x21 sessions)</b>	<b>117</b>	<b>82</b>	<b>46</b>	<b>74</b>	<b>95</b>	<b>65</b>	<b>258</b>	<b>221</b>

There has been substantial growth in women and men promoted between 2016-19 compared to 2013-15 (previous AP period) (Chart 73). We attribute this to our transparent, supportive approach which benefits all staff.



Activities above have improved gender balance at all promotion levels (Tables 37-39), with slight drops for Readers and Chairs in 2019 which may be due to higher numbers in 2018 i.e. pool of potential applicants required replenishing. We hope to see a return to the upward trajectory in 2021 and will review data once available (**AP 12.1**).

Few part-time staff apply for promotion (■F, ■M - 2016-19), however all have been successful. Although part-time staff feature in promotion case studies, part-time status is not explicitly recorded in promotion application forms (**AP 12.4**).

Although gender is recorded for Annual Review, ethnicity is not – this will be corrected (**AP 8.2**). Checking individual staff records for 2019 showed that BAME staff had good success levels (Table 36).

*Table 36: BAME academic staff promotion in 2019 (Numbers)*

*[Table redacted due to low numbers]*

Actions to support female and particularly BAME female career progression will build on progress made (**APs 9, 12, 13**).

Please notes that tables 37-39 includes the following data (Table 40) where applicants were awarded a higher or lower level promotion than applied for – these numbers have been recorded as the level applied for and level awarded.

Table 37: Promotion to Chair/Grade 10, 2016-19(Numbers and %)

	Number				Gender Balance		As % of eligible staff (Grade 9)			
	Female		Male		Female %		Female		Male	
	Applications	Successful	Applications	Successful	Applications	Successful	Applications	Successful	Applications	Successful
2016			12	15	33%	29%	3%	3%	4%	5%
2017	11		19	19	37%	30%	5%	4%	5%	5%
2018	16	15	22	19	42%	44%	7%	7%	6%	5%
2019	11	10	25	20	31%	33%	5%	5%	7%	6%

Table 38: Promotion to Reader/Grade 9, 2016-19 (Numbers and %)

	Number				Gender Balance		As % of eligible staff (G8 T&R and G9 T&R SL)			
	Female		Male		Female %		Female %		Male %	
	Applications	Successful	Applications	Successful	Applications	Successful	Applications	Successful	Applications	Successful
2016			22	17	21%	26%	2%	2%	5%	4%
2017			17	12	32%	33%	3%	2%	3%	2%
2018	14	12	12	11	54%	52%	5%	4%	3%	2%
2019	13	12	24	21	35%	39%	4%	4%	5%	4%

Table 39: Promotion to Senior Lecturer/Grade 9, 2016-19 (Numbers and %)

	Number				Gender Balance		As % of eligible staff (G8 T&R and T&S)			
	Female		Male		Female %		Female		Male	
	Applications	Successful	Applications	Successful	Applications	Successful	Applications	Successful	Applications	Successful
2016	22	18	30	27	42%	40%	9%	7%	9%	9%
2017	27	27	39	39	41%	41%	9%	9%	12%	12%
2018	26	19	27	23	49%	45%	8%	6%	8%	7%
2019	36	34	39	30	48%	53%	12%	11%	11%	9%

Table 40: Promotions to higher or lower levels than applied for (numbers)

[Table redacted due to low numbers]

<b>Actions</b>	
<b>AP 8</b>	<b>Undertake further intersectional data collection and analysis</b>
8.2	Annual Review data records include gender, this will be expanded to include other equality characteristics as standard.
<b>AP 9</b>	<b>Career development support for academic staff with a focus on the intersection of gender and ethnicity.</b>
9.1	Pilot a targeted mentoring scheme for BAME men and women that focuses on promotion/career progression
<b>AP 12</b>	<b>Academic promotion – actions to be taken at University level to improve gender balance and BAME representation at senior levels.</b>
12.1	Review pandemic mitigation measures (within Annual Review and PDR) after Annual Review 2021 for effectiveness and to see if further changes are needed.
12.2	Undertake refresher Unconscious Bias training for Annual Review panel members.
12.3	Continue ‘Insight into Promotion’ sessions and refresh online resources as needed.
12.4	Include specific reference to part-time staff in Annual Review paperwork
12.5	Review of T&S promotion criteria and appropriate support/assessment of readiness routes
<b>AP 13</b>	<b>Academic promotion – actions to support greater transparency and to mitigate potential bias in departmental decision making</b>
13.1	Work with Heads of Departments to develop guidance to support their decision making around Annual Review.
13.2	Consider how departmental level support for candidates wishing to apply for promotion is recorded and make recommendations on ensuring feedback to unsupported candidates is constructive

**(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.**

**Impact:**

- Improved representation and transparency in REF decision making (*SAP16–AP22*) and tailored EDI training for REF decision makers resulting in fairer decision making evidenced by an increase from 21%F to 34%F chosen to submit impact case studies.
- Introduction of the RISE project following REF2021 showing the importance placed on EDI in our research environment.

Proportionately fewer women were selected for output submissions to RAE2008 and REF2014. As all T&R staff and eligible Independent Researchers were returned to REF2021 there was no issue regarding bias in selection (Table 41).

*Table 41: RAE/REF submissions by Faculty (Numbers and %)*

Faculty		RAE2008			REF2014			REF2021
		Eligible	Submitted	% submitted	Eligible	Submitted	% Submitted	Submitted
HLS	Female	221	116	52%	149	91	61%	181
	Male	391	280	72%	297	202	68%	309
	F%	36%	29%		33%	31%		37%
FSE	Female	34	30	88%	50	37	74%	82
	Male	257	236	92%	263	215	82%	331
	F%	12%	11%		16%	15%		20%
HSS	Female	122	91	75%	118	79	67%	230
	Male	236	183	78%	217	156	72%	323
	F%	34%	33%		35%	34%		42%

293 staff are listed as contributors to submitted impact case studies - 34%F, 66%M, reflecting gender balance of eligible staff ( i.e. 34% T&R staff are women) and an increase from 21% in REF2014. As impact case studies are chosen through a competitive process, we are pleased that efforts to reduce bias in decision making have been effective.

All staff with REF2021 decision making responsibilities undertook diversity and equality training, including specially commissioned REF focused training delivered by Advance HE. The Diversity & Equality team also developed an online REF equality module ensuring continuation of training throughout REF preparations.

The proposed membership of REF2021 output/staff selection groups was reviewed by Research and Impact Strategy Committee (RISC) and the Diversity & Equality team to ensure diversity of decision-making. Additionally:

- Faculty REF groups included a local AS specialist and a University Equality Staff Networks representative.
- All UoA REF groups included an ECR.
- Each Faculty/UoA REF group included an Independent Observer from another Faculty/UoA REF group.

The Research in an Inclusive and Sustainable Environment (RISE) project is a University level project to respond to the pandemic and REF2021. After extensive consultation (835 staff including equality staff networks, AS Steering Group) RISE published a report with initial actions to:

- address the gendered impact of Covid-19
- increase team-based research
- increase BAME PGR recruitment
- improve workload model(s) to ensure equity of role distributions
- address gender imbalances in grant applications (see section 5.3 iii) for further information on support for Research staff).

RISE is now assessing best practice and routes to implement key interventions (**AP 24**).

<b>Actions</b>	
<b>AP 24</b>	<b>Action required to mitigate the gendered impact of the pandemic.</b>
24.1	RISE project – ongoing project with initial priorities to: <ul style="list-style-type: none"> <li>• address the gendered impact of Covid-19</li> <li>• increase team-based research</li> <li>• increase BAME PGR recruitment</li> <li>• improve workload model(s) to ensure equity of role distributions</li> <li>• address gender imbalances in grant applications</li> </ul>

## SILVER APPLICATIONS ONLY

### 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.**

PS staff induction does not differ from that given to academics. All staff are provided with the same welcome and information (Section 5.1 ii).

#### (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.**

PS staff can apply for jobs at higher grades, however cannot apply for promotion within their existing role. Like most HEIs, PS roles are based on institutional need rather than changing to reflect individual contribution. Grades can be re-evaluated if the role changes.

Through Annual Review, PS staff can be put forward for additional pay increments - a permanent salary increase - or one-off Exceptional Performance Awards (EPAs) of £1500. These are awarded after nomination by an individual's manager and agreed by a panel. Guidance is on the HR intranet. Concerns raised via departmental SATs suggest that useful feedback is not always provided when unsuccessful (**AP 14**).

Female staff are more likely to receive EPAs (Table 42); the majority are PMSA and Clerical staff (reflecting gender balance of these roles) which can offer more opportunity for the type of work recognised e.g. supporting unplanned activity. Manual staff are rarely put forward for EPAs – [fewer than 10] male Manual staff out of 271 awarded over this period (183F, 88M). We will review the EPA process (**AP 14**)

Ahead of 2018 Annual Review, all line managers were contacted encouraging them to consider EPAs for their teams. This resulted in more successful EPAs in 2018 and improved gender balance in 2019.

*Table 42: EPAs awarded, 2016-19 (Numbers and %) (No Annual Review held in 2020)*

Year	Female	Male	F%
2016	34	14	71%
2017	39	18	68%
2018	73	24	75%
2019	37	32	54%

During application development, we found that Additional Increment records were incomplete and therefore cannot be included – this will be corrected (**AP 7.5**).

Actions	
<b>AP 7</b>	<b>Continue to enhance Athena Swan data collection and analysis.</b>
7.5	Additional Increment data to be recorded
<b>AP 14</b>	<b>Review Exceptional Performance Awards processes (EPAs) with particular focus on Manual staff.</b>
14.1	Full review of EPA process to be undertaken, including provision of feedback.
14.2	Run a campaign with managers with high proportion of Quartile 1 staff (e.g. FRCS) to put Manual staff forward for these.
14.3	Add illustrative case studies to the Annual Review webpages so that all PS staff and managers can see the type of activity that meets EPA criteria.

## 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?**

**Impact:**

- Supported 134 women (academic and PS) to complete Aurora leadership programme and established an active Aurora Alumni network (*SAP16 – AP5*)
- Increased EDI training offer with 14 new topics covered (*SAP16 – AP4*)

All staff can identify training needs through induction and appraisals. Training opportunities are covered on the HR intranet and frequent Staff News articles.

The following areas of development are offered and coordinated by The Academy:

- Obligatory modules - for all staff, including an EDI module.
- Effective leadership – open to academic and PS staff, includes additional EDI training
- Professional practice – open to academic and PS staff, includes additional EDI training
- Teaching excellence – for academic staff
- Enhancing research – for academic staff

In this section, we focus on obligatory, EDI and leadership training.

### **Obligatory Training**

Staff are asked to complete the following obligatory modules which must be redone every 3 years. Staff are alerted to this through induction and reminders from The Academy when training needs renewing. We note the low uptake, particularly for male staff and will undertake targeted interventions (Table 43) (**AP 15**).

*Table 43: Academic staff with in date obligatory training (i.e. completed within the last 3 years), as of 2020 (Numbers and %)*

Training programme	Academic			
	Number completed		% completion by all academic staff	
	Female	Male	Female	Male
Introduction to Diversity and Equality	958	1182	65%	58%
Keeping Healthy, Safe and Well	1051	1234	71%	61%
GDPR & Information Security Essentials	978	1190	66%	59%

Staff on Grades 6-10 are asked to complete additional role related training (Table 44).

*Table 44: Academic staff with in date training (i.e. completed within the last 3 years), as of 2020 (Numbers and %)*

Training programme	Academic			
	Number completed		% completion by all academic staff	
	Female	Male	Female	Male
PDR online module ( <i>only required for staff running appraisals</i> )	680	1006	46%	50%
Recruitment & Selection ( <i>only required for staff undertaking R&amp;S</i> )	681	1004	46%	50%

## Additional EDI training

Additional EDI training (Table 45) is available to all staff, however those with decision making responsibilities are encouraged to attend via communications from the Diversity & Equality team e.g. Staff News articles.

*Table 45: Academic staff completion of additional EDI training (Numbers and %)*

Training programme	Academic		F% completed
	Number completed		
	Female	Male	
Unconscious Bias training (2014-2021)	120	100	55%
Equality Impact Assessment training (2016-2021)	36	21	63%

The Diversity & Equality team expansion in 2021 meant that our EDI training offer increased with 14 new sessions e.g. Being a Male Ally to tackle Gender Inequality, Understanding Positive Action. We will evaluate new training to assess effectiveness (**APs 4.1, 15.2**).

## Management/leadership training

The Diversity & Equality team work with The Academy to embed EDI content within internal management/leadership training e.g. Management Essentials (Table 46) has sections on managing diverse teams and EDI considerations within recruitment.

The Heilbron programme (named after alumna Dame Rose Heilbron, first woman Judge to sit at the Old Bailey) is for staff aspiring to senior leadership. 2 places are reserved for BAME staff. This programme has attracted more women than men (Table 46), however this supports our aims around female career progression so is not yet a concern but will be monitored.

*Table 46: Internal management/leadership completion (Numbers and %)*

Internal Leadership Programmes	Target group	Academic		
		Number completed		F%
		Female	Male	
Management Essentials (2016-2021)	All managers (academic and PS)	14	10	58%
Research Team Leaders (2016-2020)	Research Principle Investigators (academic)	145	149	49%
Heads of Department Programme (2016-2019)	Heads of Department (academic and PS)	17	34	33%
Heilbron Leadership Programme (2020-2021)	Grades 9 and 10 (academic and PS)	13		81%

Centrally funded places on external leadership programmes are available (Table 47). Departments can fund additional places for their staff. Our Aurora Alumni network was established in 2018 following participant feedback. Staff who complete Aurora are invited to join networking events (3x per year) and mentor future Aurora participants.

Table 47: External management/leadership completion (Numbers and %)

External Leadership Programmes	Target Group	Academic		
		Number completed		F%
		Female	Male	
Springboard (2016-2020)	Female staff - early/mid career (academic and PS)	45		100%
Aurora Leadership Development (2013-2021)	Female Staff Grades 7-9 (academic and PS)	70		100%
Diversifying Leadership Programme (2018-2021)	BAME staff Grades 7-9 (academic and PS)			33%

We will build on our existing development offer with mentoring and career coaching schemes targeted at BAME staff and women to support career progression (see Section 4) (AP 9).

### Evaluation

Although evaluations overall are positive, it is concerning that ■■■ academic F and ■■■ academic M agree that ‘I am able to take advantage of learning and development opportunities’ (Pulse Survey 2021). This is a decrease from the 2019 survey where ■■■%F and ■■■%M agreed (AP 15.2) This may be connected to academic staff views on workload (section 5.6iii) and having suitable time to undertake development (AP 16).

Actions	
<b>AP 4</b>	<b>Increase men’s participation in Athena Swan activity.</b>
4.1	Evaluate the initial 2x ‘Male Ally’ training sessions planned for 2022.
<b>AP 9</b>	<b>Career development support for academic staff with a focus on the intersection of gender and ethnicity.</b>
9.1	Pilot a targeted mentoring scheme for BAME men and women that focuses on promotion/career progression
<b>AP 15</b>	<b>Increase uptake of obligatory EDI training</b>
15.1	Targeted interventions for obligatory EDI training based on department completion rates
15.2	Review evaluation approach for all EDI training.
<b>AP 16</b>	<b>Continue to work with Academic Planning Portfolio (APP) Project</b>

**(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.**

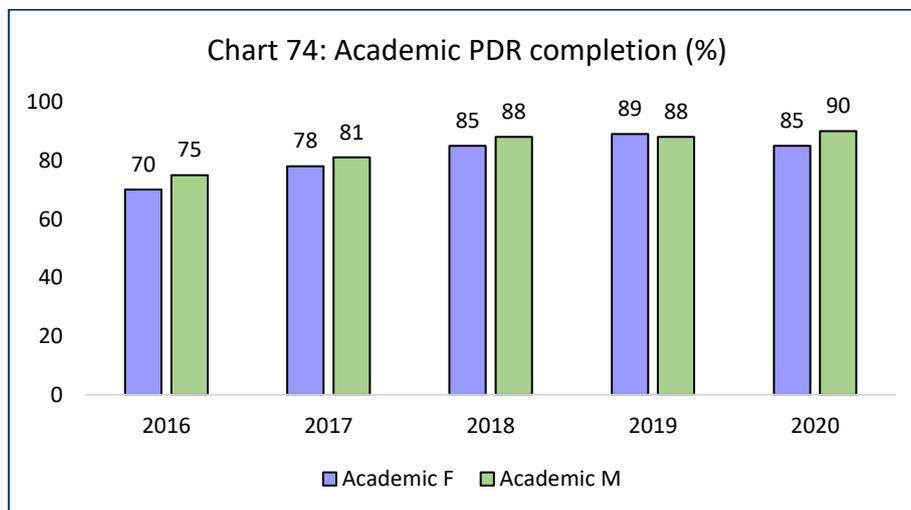
**Impact:**

Increased ECR PDR completion rates from 44%F/ 35%M in 2014 to 82%F/ 89%M in 2020 in line with other academic staff (*SAP16 – AP27*), by increased PDR communications for all staff, tailored emails for research staff and dedicated advice through our ‘Researcher Hub’ webpages.

Staff have a Professional Development Review (PDR) at least annually, normally with their line manager. The conversation covers current role, achievements, setbacks, and future plans.

PDR guidance (on HR intranet) covers EDI considerations e.g. discussion of reasonable adjustments. In 2020, a section was added on the impact of the pandemic and support required. PDR conversations are confidential so details are not shared, however departmental management teams (alongside a HR Business Partner) discuss themes and staff development requests. Due to the pandemic, PDR completion deadlines were extended.

In 2014 (2015 data invalid due to technical issue), only 65%F and 66%M completed a PDR. Of particular concern was the low completion rate for ECRs – 44%F and 35%M. Through increased PDR communications for all staff, tailored emails to researchers and dedicated advice through our ‘Researcher Hub’ webpages, we have increased ECR completion to 82%F and 89%M mirroring the rate for all academic staff.



Despite high PDR completion rates (Chart 74), satisfaction has decreased slightly for the question ‘I feel that my manager supports my development’ from █%F and █%M academics agreeing with this (Pulse survey 2021) to █%F and █%M (2019 survey). As there is not a notable gendered difference, this will be addressed through the University level survey action plan.

Managers complete an online PDR module (completion data in section 5.3 i).

**(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.**

**Impact:**

- Mentoring scheme has increased from 100 mentors/mentees to 971 mentees (68%F) and 291 mentors (58%F) (*SAP16 – AP14*).
- Prosper career development scheme for postdocs introduced in 2020. Successful pilot held with positive action used to recruit to specific demographic targets and positive feedback from participants.

The following support is in addition to training (see Section 5.3 i).

Staff can offer mentoring or find a mentor through an online database. They can choose to mentor/be mentored by staff with similar career or personal characteristics. The scheme was launched in 2013 with 100 mentors and 100 mentees recruited. We now have 971 mentees (68%F) and 291 mentors (58%F). Mentoring training is available to support this.

A dedicated ‘Researcher Hub’ website outlines our researcher development offer and career progression guidance. Our Research Staff Development team support the following activities:

- The Prosper career development programme for postdocs started in June 2020. Participants undertake development activity to enable exploration of multiple career pathways. The scheme has specific demographic targets to recruit diverse cohorts; 60/40% F or M and a minimum of 25% BAME staff. This programme is led by the University partnering with Manchester and Lancaster Universities who have also set positive action targets for their cohorts. We recruited 53 postdocs (52%F, 26% BAME) for the pilot cohort in April 2021. A second cohort of 86 participants (64% female, 34% BAME) was recruited in September 2021.

“I realised that [Prosper] would allow me to explore different avenues, without excluding academia, and give me tools useful for any option I’d like to pursue.”

*Feedback from Prosper participant*

- The Research Staff Association (for all research staff) was launched in 2018. In addition to meeting regularly, it holds an annual Research Staff conference. The 2020 conference was EDI themed. 625 staff attended this conference.
- The University hosted the National Postdoc Conference in 2021. EDI and wellbeing considerations were built into the conference design. The event was chaired by women and panels were gender balanced. Approximately 2,000 attendees participated.

The University is fully committed to the Research Concordat principles which include ensuring that researchers can use 10 days per year for development activities.

Teaching staff can access development to support and recognise their teaching practice. A community of practice enables peer support. Staff can complete the following qualifications. More men completed University of Liverpool Teaching Recognition and Accreditation (ULTRA) (Table 48), however for training overall there is not a large gender disparity (301F, 340M).

*Table 48: Participants in teaching qualification to date (Numbers and %)*

<b>Programme</b>	<b>Female</b>	<b>Male</b>	<b>F%</b>
University of Liverpool Teaching Recognition and Accreditation (ULTRA)	185	236	44%
Foundations in Learning and Teaching in Higher Education (FLTHe)	26	18	59%
Postgraduate Certificate Academic Practice (PG CAP)	90	86	51%

The University holds annual teaching conferences. The 2022 conference (Liverpool Learning Summit) was EDI themed with sessions covering inclusive curriculum design and teaching methods.



Image 6: Liverpool Learning Summit 2022 webpage

## SILVER APPLICATIONS ONLY

### 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?**

The full training offer (section 5.3i) is also available to PS staff unless stated otherwise. We will increase EDI obligatory training completion (**AP 15**).

Table 49: PS staff with in date (i.e. completed within the last 3 years) obligatory training, as of 2020 (Numbers and %)

Training programme	Professional Services			
	Number completed		% completion from PS staff	
	Female	Male	Female	Male
Introduction to Diversity and Equality	1693	874	72%	70%
Keeping Healthy, Safe and Well	1957	1006	83%	80%
GDPR & Information Security Essentials	1876	945	80%	75%

Staff on Grades 6-10 are asked to complete additional role related training (Table 50).

*Table 50: Grade 6-10 PS staff with in date training (i.e. completed within the last 3 years), as of 2020 (Numbers and %)*

Training programme	Professional Services			
	Number completed		% completion from PS staff	
	Female	Male	Female	Male
PDR online module	625	402	27%	32%
Recruitment & Selection ( <i>only required for staff undertaking R&amp;S</i> )	641	417	27%	51%

*Table 51: PS staff completion of additional EDI training (Numbers and %)*

Training programme	Professional Services		F%
	Number completed		
	Female	Male	
Unconscious Bias training (2014-2021)	267	74	61%
Equality Impact Assessment training (2016-2021)	128	58	69%

*Table 52: Internal management/leadership completion (Numbers and %)*

Internal Leadership Programmes	Target group	Academic		
		Number completed		F%
		Female	Male	
Management Essentials (2016-2021)	All managers (academic and PS)	206	62	58%
Heilbron Leadership Programme (2020-2021)	Grades 9 and 10 (academic and PS)	19		81%

*Table 53: External management/leadership completion (Numbers and %)*

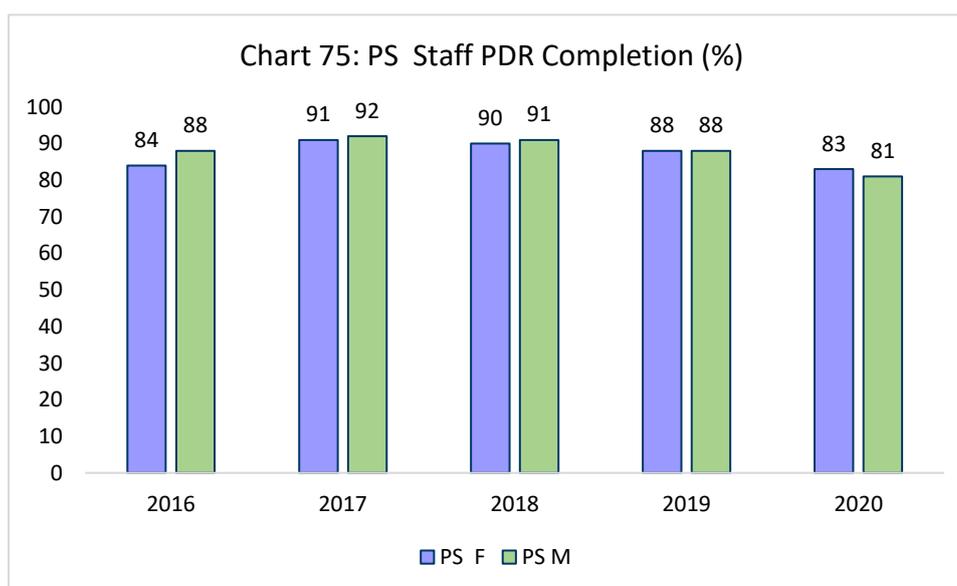
External Leadership Programmes	Target Group	Academic		
		Number completed		F%
		Female	Male	
Springboard (2016-2020)	Female staff - early/mid career (academic and PS)	46		100%
Aurora Leadership Development (2013-2021)	Female Staff Grades 7-9 (academic and PS)	74		100%
Diversifying Leadership Programme (2018-2021)	BAME staff Grades 7-9 (academic and PS)			29%

Actions	
AP 15	<b>Increase uptake of obligatory EDI training</b>
15.1	Targeted interventions for obligatory EDI training based on department completion rates
15.2	Review evaluation approach for all EDI training.

**(ii) 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.**

PS staff use the same PDR process (Section 5.3ii). Completion rates are high, however dropped slightly in 2020 (Chart 75). We will monitor this to see if it is an anomaly (**AP 8**).



Actions	
AP 8	<b>Undertake further intersectional data collection and analysis</b>

**(iii) 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.**

In addition to training, mentoring and networks (Sections 5.3 i) 5.3 iii, 5.4 i), the following is available.

Our apprentices have an online portal for guidance to support their training completion.

The University is a member of the Technician’s Commitment charter and has set up a Technician’s Network, development events and a dedicated budget to pay for professional registration for our technical staff. Nationally, women are underrepresented in senior technical roles and in late 2021, 11 female technicians joined the pilot national Herschel programme for women in technical leadership. The Technician’s Commitment Steering Group will evaluate participation (**AP 11**).

PS staff do not have a clear career progression route (section 5.2ii). We will establish career coaching and shadowing schemes designed for PS staff (**AP 11**).

<b>Actions</b>	
<b>AP 11</b>	<b>Address underrepresentation of BAME men and women in PMSA staff pipeline and progression</b>
11.1	Explore a shadowing and/or secondment process targeting female and BAME staff to support career development.
11.2	Develop a career coaching scheme that focuses on PS staff career progression and planning.
11.3	Evaluate women in technical leadership programme

## 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.**

**Impact:**

- Family Friendly Advisers rolled out University-wide, growing from a pilot of 4 Advisers in 2015 to 21 currently (█F, █M). (SAP16-AP34)
- New Fertility Treatment Policy introduced in 2017 offering paid time off to attend appointments.

All staff can use all family friendly policies from their first day of employment.

Maternity/adoption leave information is available on the HR intranet. Information has been improved since our last application based on staff feedback and includes:

- Family friendly policies and pay information.
- Information on health and safety. Pregnant staff are encouraged to arrange a risk assessment with their departmental safety representative.
- Process flowcharts and checklists for staff and managers
- Information on our Fertility Treatment Policy (introduced in 2017) giving staff and partners paid leave for treatment appointments.

“This is really good news. █ I think it’s fantastic that the University now has this policy.”

*Quote from female employee on new Fertility Treatment Policy*

- Family Friendly Advisers details – they can support staff parents/carers and advise managers.
- Antenatal appointments –paid leave for pregnant staff and for 2 appointments for partners.
- Keeping in Touch days. Staff can use the Children’s Centre if on campus or take these remotely if home working.
- Information on our Parents Peer Support Network. 89 members, an increase from 61 members in 2016.
- Free swimming for pregnant staff at our Sports Centre.

Line managers conduct a pre-maternity PDR with staff to discuss cover and other arrangements, which the manager then arranges.

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

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

Staff can take 52 weeks maternity/adoption leave; 8 weeks on full pay, 16 weeks on half pay plus statutory pay and 15 weeks on statutory pay.

In addition to KIT days, the individual and manager will agree if/how contact will be maintained.

Annual leave continues to accrue during leave. The University continues to pay pension contributions.

**(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.**

In addition to support above, the HR website provides information on returning to work:

- Flexible Working, Parental and Emergency Leave.
- Our milk expression rooms and 8 portable fridges for storage.
- Campus nursery.

A focus group (facilitated by Advance HE, 2021) highlighted challenges faced by parents with young children (i.e. child sickness absence) and indicated that greater ad hoc flexibility would be supportive during this time. We will improve support for staff returning to work (**AP 17, 18**).

Actions	
AP 17	<p><b>We will explore the following return to work support following family or other long-term leave:</b></p> <ul style="list-style-type: none"> <li>• An optional teaching free period for research active staff</li> <li>• Reduced teaching/teaching familiar modules for teaching staff.</li> <li>• Explore through consultation what a similar period might/could look like for clinical or staff with other work commitments outside of the University.</li> <li>• Explore a 'Flexible First 6 Months' position. This would enable parents from all staff groups to seek more ad hoc flexibility at a time when their baby is starting nursery and parents are likely to need to respond to their child's sickness absence.</li> </ul>
AP 18	<p><b>Pilot a conference attendance and fieldwork fund to cover childcare, other care for dependants or cost of bringing child plus another parent/carer with them.</b></p>

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

PS staff are more likely than academics to be in post 18 months after maternity leave (Tables 54 and 55). More academic staff hold fixed term contracts which may explain this, however the focus group (Section 5.5 iii) suggested that more support after family leave is needed (**AP 17, 18**).

*Table 54: Academic Staff Maternity Return Rate 2016-20 (Numbers and %)*

Academic Staff taking maternity leave	2016	2017	2018	2019	2020
Total number taking leave	41	54	52	49	59
Total number in post 6 months after leave	34	43	47	39	
Total number in post 12 months after leave	29	42	44		
Total number in post 18 months after leave	28	37	42		
<b>% in post 18 months after leave</b>	<b>68%</b>	<b>69%</b>	<b>81%</b>		

Table 55: Academic Staff Maternity Return Rate 2016-20 (Numbers and %)

<b>PS Staff taking maternity leave</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Total number taking leave	85	61	77	78	69
Total number in post 6 months after leave	73	54	75	71	
Total number in post 12 months after leave	70	52	71	11	
Total number in post 18 months after leave	68	50	66		
<b>% in post 18 months after leave</b>	<b>80%</b>	<b>82%</b>	<b>86%</b>		

Note: Grey cells indicate incomplete data i.e. not all staff have returned/completed return period.

<b>Actions</b>	
<b>AP 17</b>	<p><b>We will explore the following return to work support following family or other long-term leave:</b></p> <ul style="list-style-type: none"> <li>• An optional teaching free period for research active staff</li> <li>• Reduced teaching/teaching familiar modules for teaching staff.</li> <li>• Explore through consultation what a similar period might/could look like for clinical or staff with other work commitments outside of the University.</li> <li>• Explore a 'Flexible First 6 Months' position. This would enable parents from all staff groups to seek more ad hoc flexibility at a time when their baby is starting nursery and parents are likely to need to respond to their child's sickness absence.</li> </ul>
<b>AP 18</b>	<p><b>Pilot a conference attendance and fieldwork fund to cover childcare, other care for dependants or cost of bringing child plus another parent/carer with them.</b></p>

**(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.**

**Impact**

- Increased records of paternity leave from 76 staff (2013-15) to 140 in subsequent 3 years (2016-18) that may be linked to ease of new online reporting.
- Small increase to academics taking Shared Parental Leave (SPL) from █M in 2016 to █F, █M in 2020 linked to SPL explainer video.
- University became a ‘Foster Friendly Employer’ and introduced New Foster Parent Leave in 2021.

Staff can take 2 weeks paid paternity leave from the start of their employment.

We introduced a new HR system in 2016 allowing staff to record paternity leave online. Pleasingly, staff records have increased. In our last AS application, 76 staff had taken paternity leave (2013-15). In the subsequent 3 years (2016-18 as a direct comparator period), this increased to 140 staff and numbers continue to grow (Tables 56, 57). HR colleagues suggest that before the new HR system, academic staff were more likely to arrange paternity leave without informing HR.

Fewer men take paternity leave compared to numbers of women taking maternity leave. 617 female staff took maternity leave compared to 249 male staff taking paternity leave (2016-21). There are possible reasons behind this (e.g. birth recovery, breastfeeding, parental preference, differing paid periods of leave) however we will remove potential barriers by exploring extension of paid paternity leave and undertaking an awareness raising campaign regarding family leave policies (APs 19, 20).

*Table 56: Paternity Leave taken by Academic Staff*

	2016	2017	2018	2019	2020
<b>Grade 6</b>				0	
<b>Grade 7</b>	10	10		16	
<b>Grade 8</b>			14		10
<b>Grade 9</b>					
<b>Grade 10</b>		0	0		
<b>Total</b>	<b>22</b>	<b>19</b>	<b>29</b>	<b>31</b>	<b>30</b>

*Majority men, but includes █ women over this period.*

*Table 57: Paternity Leave taken by PS Staff*

	2016	2017	2018	2019	2020
Grade 1	<i>[Grade data redacted due to low numbers]</i>				
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
<b>Total</b>	<b>18</b>	<b>28</b>	<b>24</b>	<b>30</b>	<b>21</b>

Our SPL matches Maternity Leave in terms of enhanced pay. Take-up remains low (Tables 58, 59) reflecting take-up in the UK (3-4% of eligible parents take SPL, 2021 Maternity Action report), however the slight increase in academic numbers is encouraging (from 1M in 2016 to 1.5M, 1.6M in 2020). As the policy is complex, in 2019 we added an ‘explainer’ video (Image 7) to the HR website which correlates with this increase.

*Table 58: Shared Parental Leave taken by Academic Staff*

*[Table redacted due to low numbers]*

*Table 59: Shared Parental Leave taken by Professional Services Staff*

*[Table redacted due to low numbers]*



Image 7: Still from SPL explainer video

Table 60: Adoption Leave taken, 2016-21 collated due to small numbers

[Table redacted due to low numbers]

In 2021, we became a 'Foster Friendly Employer' endorsed by the Fostering Network; introducing a Fostering Leave Policy entitling foster parents to 5 days paid leave (e.g. for settling in a child). It is too early to assess take up.

Actions	
AP 19	Explore extending paid paternity leave beyond the statutory 2 week period.
AP 20	Awareness raising and support for men in parental and caring roles
20.1	Develop guidance for managers on all family friendly policies.
20.2	Develop case studies featuring role models (particularly male staff) to illustrate how different family friendly/flexible working policies have been used
20.3	Using the resources above, run an awareness raising campaign on family leave and flexible working

**(vi) Flexible working.**

**Provide information on the flexible working arrangements available.**

**Impact**

- Removal of service eligibility period (6 months) for Flexible Working Policy (2019).
- Manager guidance on flexible working introduced (2019)

Since 2019, all staff can apply for flexible working from appointment onwards; before this 6 month’s service was required to be eligible. Information is available on our external Recruitment webpages, staff induction materials and HR intranet.

Flexible working normally comprises; reducing or compressing hours, changes to starts/finishes or working from home. Decisions are made by line managers based on business needs and can be appealed to HR, who will investigate and overturn if appropriate. In 2019, we introduced manager guidance on flexible working; responding to frequent questions received by HR. It encourages managers to be open minded when considering requests and to use trial periods if unsure of the suitability of the requested change.

We explored the introduction of a flexitime model (*SAP16 – AP32*). Unfortunately, after extensive staff and manager consultation, we could not find a way to introduce this equitably as PS roles and departmental cover requirements vary considerably. Since then, the pandemic led to the introduction of hybrid working for PS staff in 2021 which increases flexibility around work location and hours. Hybrid working will continue to be reviewed (2022 survey planned **AP 24**).

Men are less satisfied than women on two points below (Table 61). Additionally, Advance HE focus groups (2021) indicated that male parents/carers felt they were not expected to be as active in these roles (**AP 20**). Focus groups also highlighted challenges for parents with small children indicating that ad hoc flexibility (rather than Flexible Working request options e.g. reducing hours) would be helpful (**AP 17**).

*Table 61: Pulse Survey 2021, Hybrid Working Questions*

Question	Female % Agree	Male % Agree
I am satisfied with the level of flexibility in the way that I now work	■	■
I have a suitable space where I am able to work	■	■
I understand how hybrid working will affect my role	■	■

Staff often make local flexible working arrangements and therefore records are not always kept centrally. Part-time working records are complete (Section 4); 30% women work part-time compared to 13% men mirroring national data (41% women work part-time compared to 13% men, ONS).

Actions	
<b>AP 17</b>	<p><b>We will explore the following return to work support following family or other long-term leave:</b></p> <ul style="list-style-type: none"> <li>• An optional teaching free period for research active staff</li> <li>• Reduced teaching/teaching familiar modules for teaching staff.</li> <li>• Explore through consultation what a similar period might/could look like for clinical or staff with other work commitments outside of the University.</li> <li>• Explore a 'Flexible First 6 Months' position. This would enable parents from all staff groups to seek more ad hoc flexibility at a time when their baby is starting nursery and parents are likely to need to respond to their child's sickness absence.</li> </ul>
<b>AP 20</b>	<b>Awareness raising and support for men in parental and caring roles</b>
20.1	Develop guidance for managers on all family friendly policies.
20.2	Develop case studies featuring role models (particularly male staff) to illustrate how different family friendly/flexible working policies have been used
20.3	Using the resources above, run an awareness raising campaign on family leave and flexible working
<b>AP 24</b>	<b>Action required to mitigate the gendered impact of the pandemic.</b>
24.3	Review Hybrid Working

**(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.**

Temporary flexible working requests can be made (see Section 5.5 vi) - lasting 6 months up to 5 years. After this point, the staff member can discuss returning to their previous working pattern. Flexible working manager guidance encourages discussion of existing flexible working at PDR to see if staff wish to make changes.

**(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.**

**Impact**

Introduction of free crèche for children of staff working on Saturday Open Days used by 100 children since 2016 and receiving positive parent feedback (*SAP16 – AP36*).

Our onsite childcare centre (Kids in Bloom) has capacity for 100 children of staff and students. They offer flexible provision; full and tailored part-time places, term time only places for students and school holiday clubs. It has a Good Ofsted rating and gets excellent parent feedback; 100% of respondents to a 2018 parent survey agreed their child was happy there.

“We love Kids in Bloom and our child does too. We feel our child is being looked after by family, we did not expect that from a Nursery.”

*Parent survey response, 2018*

Centre governance is overseen by a Board chaired by the Director of HR; membership includes parent representatives (■).

The University has funded a free crèche at the centre for staff parents working on Saturday Open Days since 2016 (3-4 per year). It is advertised by Open Day organisers and via Parents and Family Friendly Adviser Networks. 100 children have used this to date. In 2019, additional free places were added for use by Open Day attendees – this has not been used yet, but is advertised via Open Day organisers.

“Thank you for the childcare – it was really helpful and both children loved it!”

*Parent feedback from Open Day crèche*

During the pandemic, the centre provided childcare for key workers including University researchers and NHS staff.

**(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.**

**Impact**

- We have implemented a carers support framework.
- █% of Pulse Survey 2021 respondents have heard of the Carers' Network (█% of female and █% of male respondents) (*SAP16 – AP 6 and 37*).

The following support is available for staff with caring responsibilities:

- A carer's network (since 2017) which meets up to 4 times per year, currently virtually. It has 28 members (█F, █M).

“[Talking with another carer] was a lifeline...Small kindnesses and information about how to access help have an impact”

*Feedback from a member of Carer's Network*

- Guidance for managers on supporting carers.
- Held two training sessions for managers and carers in 2018 (23 attendees) with presentations added to our carer's webpage as a permanent resource.
- Carers are referenced in our emergency leave policy; they can take 5 days paid and 3 weeks unpaid leave.
- Ring-fenced two car parks for staff with parental/caring responsibilities.

In 2020, the Diversity & Equality team developed manager factsheets on supporting staff through the pandemic (updated regularly reflecting government guidance). This included a factsheet on supporting parents/carers emphasising the need for a flexible, empathetic approach.



*Images 8-9: our Carers' webpage and a slide from manager training*

## 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.**

Our VC and SLT are committed to the AS principles (Section 2i).

Our EDI governance structure (Section 3i) provides opportunities for intersectional work. The wider University governance structure is committed to supporting EDI activity, with committees receiving annual EDI annual reports (Section 5.6 v) and equality impact assessments required for all papers (Section 5.6 vii).

The AS action plan demonstrates further how our commitment to AS principles will be put into practice with actions (included throughout this application) relating to;

- Improved recognition for EDI work (**APs 2,3**)
- Tackling bullying, harassment and other forms of violence (**APs – 21,22**)
- Addressing the gendered impact of parental/caring roles (**APs – 17-20**)
- Supporting our trans and non-binary community (**AP - 23**)

We face a challenge in ensuring that our commitment to gender equality/broader EDI is reflected in staff experiences and views. We were concerned to see that responses to the Pulse Survey 2021 (Table 62) did not reflect this and where indicated show a decrease from 2019 satisfaction levels. Our staff have experienced a difficult past two years which may have influenced survey responses; combining the impact of the pandemic, a significant Faculty restructure and periods of industrial action (the latter two challenges potentially having greater impact on academic staff which may explain the difference between academic and PS responses). As this issue goes beyond gender equality (covering broader EDI and staff wellbeing concerns), in addition to this AS AP, SLT will work with the EDI Committee, HR and other relevant teams e.g. Communications, to plan additional steps.

Table 62: Pulse Survey 2021 and Staff Survey 2019 questions on EDI matters

Question	% Agree			
	Academic F	Academic M	PS F	PS M
The University is committed to providing equality of opportunity to all staff (2021 Pulse Survey)				
<i>The University is committed to providing equality of opportunity to all staff (2019 staff survey)</i>				
I am treated fairly at work (2021 Pulse Survey)				
<i>I am treated fairly at work (2019 staff survey)</i>				
My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff*.  <i>It is worth noting that █% staff responded that they didn't know/were unsure, suggesting that this may also be a communications issue (AP 24.5) when looking at responses to the next question</i>				
My department leadership actively supports gender equality*				

\*Indicates questions from Advance HE Culture Survey

Actions	
AP 24	Action required to mitigate the gendered impact of the pandemic.
24.5	Further staff communication on action taken or planned to be undertaken so that staff are more aware of this activity.

**(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.**

Our Dignity at Work & Study Policy (introduced 2009) was reviewed in 2021. It is currently open for staff consultation. The new version will be published in 2022.

Since 2020, staff and students can report bullying, harassment or discrimination online (anonymously if preferred) and can seek confidential advice from 8 volunteer Conflict Resolution Advisors (■F, ■M), in place since 2009. We recruited new Advisors in late 2021 (open call followed by interviews); they will undertake training in 2022 (**AP 22.1**).

Staff can access voluntary training on tackling bullying and harassment. Since 2016, 306 staff have completed this (64%F).

Results from online reporting (anonymous and named) and complaints (made directly to HR) are reviewed and an annual report shared with University committees (Section 5.6v).

There is disparity between the number of complaints/online reports and survey responses regarding bullying; in 2020/21 complaints/online reports represented ■% of all staff whilst ■%F and ■%M reported being bullied/harassed via the Pulse Survey 2021 (similar proportions in 2019 Staff Survey). We will act to reduce bullying and harassment and tackle reporting to support clearer understanding of this issue (**AP 22**).

We do not currently have a policy to support staff and students experiencing domestic abuse and will address this (**AP 21**). It has been well documented (by UK charities) that experiences of domestic abuse have worsened during the pandemic.

<b>Actions</b>	
<b>AP 21</b>	<b>Development of policy and support for staff and students experiencing domestic abuse.</b>
<b>AP 22</b>	<b>Reduce experiences of bullying and harassment and increase support for staff experiencing bullying or harassment</b>
22.1	Training for new Conflict Resolution Advisors will cover information on bullying and harassment as experienced by different equality groups.

**(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.**

**Impact:**

Significant increase of women leaders at all levels (Table 63); doubling female Heads of Faculty and Departments (*SAP16 – AP5*) and including first female Dean in Faculty of SCE and first female Head of Department (HoD) in Engineering. This can be attributed to our increase in Grade 9/10 women, therefore increasing the potential internal candidate pool.

Executive-Pro-Vice Chancellors (EPVCs) lead each Faculty. Deans lead each School. Both EPVC and Dean roles can be permanent or fixed term. HoDs hold 4-5 year tenures. All three roles can be recruited to internally or externally and are advertised via our recruitment channels (Section 5.1i).

*Table 63: Heads of School/Department by gender, 2016 and 2021 (comparison data as role holders do not change significantly each year)*

	Executive Pro-Vice-Chancellors (Heads of Faculty)				Deans (Heads of School)				Heads of Department			
	Female		Male		Female		Male		Female		Male	
	2016	2021	2016	2021	2016	2021	2016	2021	2016	2021	2016	2021
<b>HLS</b>	0			0						11	16	13
<b>SCE</b>	0	0			0						10	
<b>HSS</b>			0	0							10	11
<b>Total</b>							11			11	20	31
<b>%</b>	<b>33%</b>	<b>67%</b>	<b>67%</b>	<b>33%</b>	<b>27%</b>	<b>33%</b>	<b>73%</b>	<b>67%</b>	<b>23%</b>	<b>39%</b>	<b>77%</b>	<b>61%</b>

**(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.**

**Impact**

Improved gender balance on senior management committees attributed to an increase of senior women through promotion and recruitment and positive action when recruiting committee members (SAP16 – AP5).

SLT is 60% female (■F, ■M) – increasing from 23% in 2012 and 45% in 2016.

Council (our governing body) is 48% female (10F, 11M) – increasing from 24% in 2012 and 30% in 2016. It now has a female Chair.

The University signed the Diversity in the Board Room Pledge in 2016. We are committed to maintaining a minimum of 40% of either gender in SLT and Council membership.

SLT membership is based on role, therefore these changes have been brought about through increases to women in senior roles through promotion and recruitment.

For Council, our Governance team undertakes a transparent process of recruitment process which includes a statement encouraging applications from BAME, disabled, female and LGBT+ candidates. Council membership now includes [*fewer than 10*] BAME members (■F, ■M).

<b>Actions</b> <i>(to support addressing gender balance at levels)</i>	
<b>AP 12</b>	<p><b>Academic promotion – actions to be taken at University level to improve gender balance and BAME representation at senior levels</b></p> <p><i>(Full set of sub actions provided in Section 5.1 iii)</i></p>
<b>AP 13</b>	<p><b>Academic promotion – actions to support greater transparency and to mitigate potential bias in departmental decision making</b></p> <p><i>(Full set of sub actions provided in Section 5.1 iii)</i></p>

**(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.**

*Table 64: Committee Membership by Gender, comparing 2016 and 2021 (comparison data as membership does not change significantly each year)*

Committee	2016			2021		
	F	M	% F	F	M	% F
Audit Committee			18%			63%
Council*		21	30%	10	11	48%
EDI Committee*			75%	10		56%
Joint Committee on Honorary Degrees			36%			54%
Finance & Resources Committee*			37%			50%
Remunerations Committee			43%			50%
Research & Impact Committee*			42%	10		56%
Safety Committee		10	29%			38%
Senate*	29	45	39%	43	46	48%
Standing Committee on Personal Chairs/Readers			50%			54%
Education Committee*	11	13	46%	13	14	48%
<b>Total membership</b>	<b>91</b>	<b>130</b>	<b>41%</b>	<b>119</b>	<b>119</b>	<b>50%</b>

\* Indicates committees that receive Athena Swan, EDI and gender pay gap annual reports.

Committee membership is mostly linked to role, however Senate provides opportunities for members to be elected (including ECR representatives). These opportunities are advertised by Staff News articles. Faculties are asked to put forward gender balanced candidates for election.

**(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.**

Staff discuss committee membership at PDR and workload allocation discussions. Committee roles are considered under promotion criteria on demonstrating leadership.

Members can send representatives to deputise for them, allowing these representatives to gain useful experience as well removing some of the burden from named members. We are increasing use of co-chairing e.g. AS Steering Group with 2F co-chairs (see Section 3 i) and RISE Project Group – 1F, 1M co-chairs. We are recruiting a deputy chair and shadow members for our REC SAT providing development opportunities as well as sharing workload.

AS role descriptions will ensure consistency of workload (**AP 2**).

Actions	
AP 2	Develop a clear, consistent role description and time allocation for those undertaking Athena Swan/EDI lead roles.

**(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?**

**Impact**

- Since our last application, committees will only review new/amended policies if accompanied by an Equality Impact Assessment (EIA).
- Online policy consultation introduced in 2020 so that all interested staff and students can respond anonymously. 4 new policies have been consulted on including a new trans equality related student policy (see section 6 i)

All new or amended policies are approved by the University governance structure – specific committees will vary based on policy content. These must be accompanied by an EIA (screening or full EIA where needed) for the committee to accept the paper. Both committee members and report authors are provided with guidance to support this.

Policies are directly consulted on with staff groups most likely to be affected and with Trade Unions. Where the impact may be broader, open online consultations are undertaken via the Diversity & Equality website.

HR’s Policy Manager and Administrator review existing and new policies. All policies include a review date and list previous reviews.

**(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.**

Development of a University workload model for academic staff has proved challenging due to the range of staff types/subject areas and agreeing consistent measures for activities (SAP16 – AP18).

Instead, a new University Academic Portfolio Planning (APP) Framework was approved in 2019. The Framework is not a ‘one-size-fits-all’ workload model, but provides structure to

support planning already happening at local levels across the University. It sets out minimum expectations and also best practice recommendations to help manage workloads equitably.

In response to demands being placed on Faculties due to the pandemic, the APP Board paused development of the second version of the APP Framework which will incorporate Faculty feedback. The Board will restart the project in 2022.

The Diversity & Equality team provided advice on considering protected characteristics as well as EDI roles (e.g. AS leads) within the Framework. The Heads of Diversity & Equality and Organisational Development sit on the APP Board ensuring that EDI and development requirements are considered.

In the 2021 Pulse Survey, █%F and █%M academics agreed that work is allocated in a fair way, compared to █%F and █%M in the 2019 Survey. We will continue to work with the APP Board to improve transparency and equity in workload allocation (**AP 16**)

<b>Actions</b>	
<b>AP 16</b>	<p><b>Continue to work with Academic Planning Portfolio (APP) Project group to:</b></p> <ul style="list-style-type: none"> <li>• <b>Support transparent record keeping on workload allocation.</b></li> <li>• <b>Recognise time allocation for Athena Swan and EDI work</b></li> </ul>

**(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 VC holds at least three Open Meetings per year for all staff (in person prior to 2020, now online). Meetings are held on different days of the week at differing times and recordings are made available on our intranet.

Key University committees are held between 10am-4pm. The schedule is published in advance for the whole academic year. Since 2020, meetings were held online and are now hybrid meetings (attendees join physically or online).

Teaching is scheduled to take place on Monday to Friday 9am-5pm, with the exception of Wednesday which is 9am-1pm only. Staff timetables can be adjusted to respond to flexible working arrangements or reasonable adjustments.

**(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.**

The University’s Director of Communications and Public Affairs joined the AS Steering Group in 2019. The Director ensures that representation and inclusivity are built into event planning, student recruitment materials, our website/intranet and other communications by highlighting this to their department e.g. in departmental meetings and internal guidance.

The University holds many events; from high profile public lectures to PhD students presenting their work in smaller seminars. All events are publicised via a central online calendar and social media, as well as through departmental publicity.

As events are arranged throughout the University, it is difficult to monitor the gender balance of invited speakers. We can monitor centrally organised events and these build gender balance into speaker selection e.g. our 2021 Liverpool Literary Festival featured 7 female and 6 male speakers.

The Communications department facilitate an event organisers’ network (for all staff involved in event planning). The Diversity & Equality team delivered a briefing on inclusive events for this network (two meetings in 2019/20) covering topics such as speaker selection and ensuring accessibility.



*Image 10: examples of events and podcast series*

**(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.**

*Table 65: Widening Participation (WP) team*

*[Table redacted due to low numbers]*

The team (Table 65) are supported by WP Leads for each department and Faculty Leads (■F, ■M). These roles are recognised through PDR.

We employ paid Liverpool Advocates (100F, 40M); prioritising undergraduates who have joined us through WP projects, creating role models for disadvantaged students.

The WP team has long standing relationships with local partner schools (single sex and mixed), selected by proportion of students receiving free school meals and Indices of Deprivation.

*Table 66: WP Participants 2021 (%)*

<b>Gender/Ethnicity</b>	<b>%</b>
BAME Female	35%
BAME Male	15%
White Female	30%
White Male	20%

We have no current projects that target by gender, as targeting is mainly based on location or family circumstances (including income). Past projects with a gendered focus include our funding of the IntoUniversity Outreach Centre (in partnership with Liverpool Football Club Foundation) which aimed to appeal to White working class boys.

**(xii) Leadership.**

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

In order to progress AS work, departments are provided with the following support:

- Support from a full-time Gender Equality Officer, who also acts as an Advance HE AS reviewer. They;
  - Provide written and in-person briefings on developing applications and action plans.
  - Support consultation for AS (e.g. surveys)
  - Coordinate/provide feedback on applications and action plans
  - Attends departmental SATs
- A HR Management Information specialist provides data required for AS work.
- Some areas have allocated time or embedded AS work in role descriptions – we will make this consistent (**AP 2**).

- Structured peer support via the AS Steering Group and Faculty/departmental level EDI/AS Committees. These groups meet in person and have Teams channels.

Departmental awards are celebrated via:

- Staff News on the intranet homepage
- reference in the VC’s weekly all staff emails
- Social media.

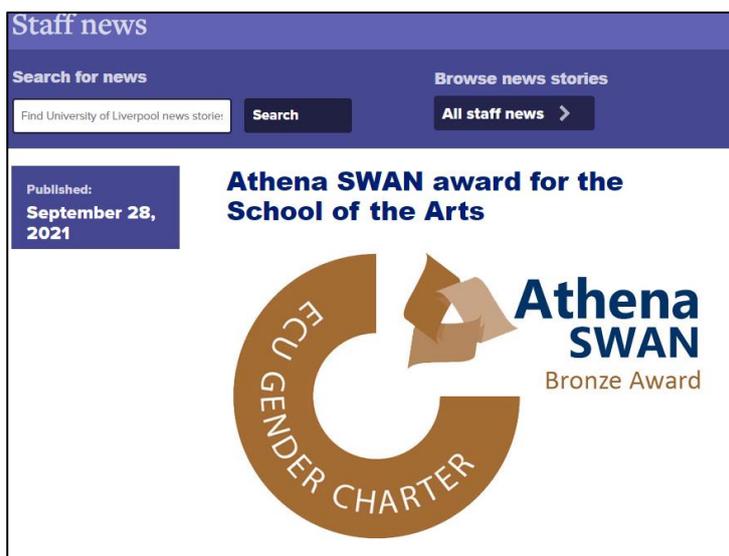


Image 11: Example of staff news story on AS award success

The Diversity & Equality team has an annual budget of [REDACTED]. This covers costs for University AS work e.g. staff training, conference attendance and holding events. Departments have their own EDI/AS budgets.

6374 words used

Actions	
AP 2	<b>Develop a clear, consistent role description and time allocation for those undertaking Athena Swan/EDI lead roles.</b>
AP 3	<b>EDI roles to be explicitly included in promotion and increment/Exceptional Performance Award (EPA) guidance.</b>
AP 4	<b>Increase men’s participation in Athena Swan activity.</b>
4.2	Work with departments to develop local positive action which will encourage more men to participate in Athena Swan/EDI activity.
AP 5	<b>Continue to achieve Athena Swan awards in all academic Schools/Institutes.</b>

5.1	Hold briefing sessions and develop guidance on transformed Athena Swan application paperwork.
5.2	AS Leads to be encouraged to apply to observe and/or participate in national Athena Swan panels.
<b>AP 6</b>	<b>Support Professional Services staff and departments to adopt and embed Athena Swan work.</b>
<b>AP 7</b>	<b>Continue to enhance Athena Swan data collection and analysis.</b>

## 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 Diversity & Equality Policy makes it clear that discrimination on grounds of gender identity will not be tolerated.

We developed a policy on gender reassignment support for staff and students in 2009 - in consultation with our LGBT+ Staff Network. This policy is now out of date and a new policy is needed that aligns with current practice and supports the needs of our trans and non-binary community (**AP 23**).

A new policy to support name and gender changes to student records was approved in 2021. This was developed in consultation with students and staff with 164 responses (88% students, and █%F, █%M, █% another gender identity and █% prefer not to say). It will allow for a 'self-service' approach thus reducing the number of people to whom information is disclosed and giving more control to students on when changes are made. Our IT department are undertaking work to support this new approach which will be launched in 2022 (**AP 23.1**).

Our Dignity at Work & Study Policy refers explicitly to bullying or harassment based on gender identity (see section 5.6 ii). Staff and students can seek confidential advice from volunteer Conflict Resolution Advisors. We recruited new Advisors in late 2021; they will undertake training that will cover transphobic/gender based bullying in 2022 (**AP 22.1**).

In 2021/22, we held trans equality training (delivered by Stonewall and a local trainer, Genderspace). These sessions were attended by 133 staff (including AS leads and managers).

**(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.**

Staff and students can report bullying, harassment or discrimination via an online portal (Section 5.6 ii). They are invited to provide equality monitoring data with gender categories for female, male and to describe another gender identity ( [REDACTED] ) and can also indicate if their complaint relates to their gender identity - no complaints made citing this reason to date.

Anecdotally, students have reported difficulty in changing their recorded gender and associated details on University systems. The new student policy (above) will respond to these concerns; its effectiveness will be measured by user feedback.

In the Pulse Survey 2021, [REDACTED] staff ([REDACTED]% of respondents) chose to describe their gender rather than selecting female/male. We will continue to collect this data in future surveys and once our staff system has been changed to record a range of genders, we will have an improved picture of this community (AP 23).

**(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.**

We have established a Trans Equality Working Group. Chaired by the Gender Equality Officer, membership includes trans and non-binary staff and student representatives. The group will develop a new overarching trans equality policy and supporting guidance/processes (e.g. specific advice for field trips overseas). Progress was delayed by the impact of the pandemic on the group’s ability to progress this (i.e. time spent on unplanned work). It is vital that this policy is fit for purpose and can be consulted on fully; it will be a priority to complete this in 2022 (AP 23).

**471 words used**

Actions	
AP 22	<b>Reduce experiences of bullying and harassment and increase support for staff experiencing bullying or harassment</b>
22.1	Training for new Conflict Resolution Advisers will cover information on bullying and harassment as experienced by different equality groups.
AP 23	<b>Develop and implement trans equality policy, guidance and supporting processes to cover both staff and students.</b>
23.1	New approach to student records launched.



<b>Actions (inclusive of people of all genders affected by these concerns)</b>	
<b>AP 25</b>	<b>Pilot provision of free sanitary products</b>
<b>AP 26</b>	<b>University to sign up as an 'Endometriosis Friendly Employer'.</b>
<b>AP 27</b>	<p><b>Support around gynaecological/fertility related health e.g. endometriosis, cancers, miscarriage, struggling to conceive and abortion.</b></p> <p>To include policy review/development, guidance and awareness raising.</p>

# 8. Action Plan Silver University Action Plan 2022-2026

Actions are listed in an order that mirrors sections of the accompanying Athena Swan application, specifically:

The self-assessment process; <ul style="list-style-type: none"> <li>• Self-Assessment Team and those undertaking EDI work</li> <li>• Future of Athena Swan activity</li> </ul>
A picture of the institution
Supporting and advancing women’s careers
Supporting trans people
Further Information/Other activities

Priority actions are as follows (identified through the process described in Section 3 ii):

- Action 2 – Develop a clear, consistent role description and time allocation for those undertaking Athena Swan/EDI lead roles.
- Action 4 – Increase men’s participation in Athena Swan activity.
- Action 10 – Actions to address the University’s gender pay gap focusing on staff in Quartile 1
- Actions 12 and 13 – Actions to improve Annual Review and academic promotion
- Action 21 – Development of policy and support for staff and students experiencing domestic violence.
- Action 22 – Reduce experiences of bullying and harassment and increase support for staff experiencing bullying or harassment.
- Action 23 – Develop and implement trans equality policy, guidance and supporting processes to cover both staff and students.

**This action plan has been endorsed by the University’s Race Equality Charter SAT in recognition that our Athena Swan and Race Equality Charter work must be complementary and addresses race and gender equality in a truly intersectional way. Responsibility for actions are held by the role holders or departments listed; we have included individual names for easier internal use, but note that the action will be passed on to the role holder if named staff leave those roles.**

No	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
1	<p><b>Align AS and REC activity.</b></p> <p><i>To note: when implementing all other action points, the University will give consideration to how these may need to be tailored to support different equality groups.</i></p>	<p>The University has signed up to the Race Equality Charter and an action plan for this will be submitted in 2023. With the appointment of a Race Equality Officer in 2021 and establishment of a REC Self-Assessment Team, the University and Diversity &amp; Equality team will be in a good position to ensure these activities are complementary.</p> <p><b>This activity supports Athena Swan charter principle 4</b> which asks that institutions are committed to ‘understanding and addressing intersectional inequalities’</p>	<p><b>1.1</b> Hold interviews with AS and REC Steering Group Chairs to ascertain level of confidence and understanding of both charters. This will be done through a scoring questionnaire (i.e. rating confidence and knowledge on a scale of 1-10) as well as more in-depth open questions. Information will be used to support development of the Chairs, their respective Steering Group members and tailor information sharing for each Steering Group.</p>	<p>Interview 1: October 2022</p> <p><i>Between Interviews 1 and 2, Action Points 1.2-1.4 to be implemented/initiated.</i></p> <p>Interview 2: October 2023</p>	<ul style="list-style-type: none"> <li>• [REDACTED] (Co-Chairs of Athena Swan Steering Group)</li> <li>• [REDACTED] (Chair of REC Steering Group) and [REDACTED] (Deputy Chair of REC Steering Group)</li> <li>• Interviews to be conducted by [REDACTED] (Gender Equality Officer) and [REDACTED] (Race Equality Officer)</li> </ul>	<p>Using baseline data gathered from Interview 1, we expect to see an increase in confidence as measured by questionnaire scores (with a target of at least 8/10 for all three Chairs) and from verbal feedback gathered from interviews.</p>

			<p><b>1.2</b> Standing agenda item at AS Steering Group on REC activity.</p> <p><b>1.3</b> Annual reports shared with each Steering Group.</p> <p><b>1.4</b> REC and AS Action plans shared to each Steering Group.</p>	<p>From October 2022 (3x Steering Group meetings per year)</p> <p>February 2023 and each February annually</p> <p>October 2022 (AS AP) and October 2023 (REC AP)</p>	<p>AS and REC Steering Group Chairs (named above) with support from [REDACTED] (Gender Equality Officer) and [REDACTED] (Race Equality Officer)</p>	
2	<p><b>Develop a clear, consistent role description and time allocation for those undertaking Athena Swan/EDI lead roles.</b></p>	<p>We anticipate that clear role descriptions and time allocations will make this activity more appealing and accessible to a broader range of staff. Guidance provided to managers may help remove some of the barriers and challenges faced in relation to workload allocation and distribution across teams.</p>	<p><b>2.1</b> Run short consultation for existing AS/EDI leads to provide baseline satisfaction levels and additional information to support role descriptor development.</p>	<p>Hold initial consultation meeting to gather baseline data in October 2022.</p> <p>Follow up consultation to take place by Spring 2024 once APs 2.2, 2.3, 2.4, 2.5 are in place.</p>	<p>[REDACTED] (Head of Diversity &amp; Equality) to lead and coordinate this activity, with input from:</p> <ul style="list-style-type: none"> <li>[REDACTED] and [REDACTED] (Co-Chairs of Athena Swan Steering Group)</li> </ul>	<p>Uniform role descriptors adopted across all AS/EDI roles.</p> <p>Using baseline data from AP 2.1, we will see increased satisfaction from staff undertaking AS roles. Anecdotally there is low satisfaction amongst this group, therefore assuming that baseline data indicates &lt;20% report satisfaction, we aim for at least 60% of staff to report</p>

		<p><b>This responds to Athena Swan charter principle 1c)</b> ‘ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded’.</p>	<p><b>2.2</b> Review how other roles are defined in addition to lead roles e.g. Athena Swan Chairs as well as SAT members.</p>	<p>From August 2022- December 2023</p>	<ul style="list-style-type: none"> <li>• Diversity &amp; Equality team</li> <li>• APP Project Group</li> <li>• Senior Leadership Team (SLT)</li> <li>• HR Business Partners</li> </ul>	<p>satisfaction after measures are put in place (this target will be increased if baseline satisfaction is higher).</p> <p>More male participation in AS work (<i>see action and success measure for AP 4</i>).</p>
<p><b>2.3</b> Consistent role descriptions to be developed. These will have core elements, but scope to be tailored to departmental requirements e.g. large departments, those with</p>						
<p><b>2.4</b> Recognition agreed within the Academic Planning Portfolio (APP).</p> <p>University leadership to endorse time allocation through approval by SLT. This is particularly important for PS staff who are not included within the APP.</p>						
<p><b>2.5</b> Managerial guidance to be developed covering the following:</p> <ul style="list-style-type: none"> <li>• That the EDI activity should replace another work activity undertaken by this staff member.</li> </ul>						

			<ul style="list-style-type: none"> <li>How to give consideration to how EDI work can continue during expected/unexpected busy periods for the team in question.</li> </ul>			
3	<p><b>EDI roles to be explicitly included in promotion and increment/Exceptional Performance Award (EPA) guidance.</b></p>	<p>Conversations with staff currently carrying out this work suggests that staff do not feel that this activity is suitably recognised and rewarded (satisfaction levels to be measured in findings from AP 2.1). In some cases, departments are finding that recruiting to these roles is challenging.</p> <p><b>This responds to Athena Swan charter principle 1c)</b> ‘ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded’.</p>	<p><b>3.1</b> Annual Review criteria to be changed to include criteria on EDI roles e.g. Athena Swan roles.</p>	<p>From Annual Review in 2023 and each round of Annual Review after that.</p>	<p>██████████ – Head of HR Business Partnering and HR lead for Annual Review to lead on this action with support from D&amp;E team and HR Business Partners.</p>	<p>Using data collected through AP 3.2 as a baseline, we expect an increase of 5% each year of promotion cases citing EDI work from 2024 onwards. This target is relatively modest as we note that there are a number of factors relating to promotion and award i.e. meeting other criteria and staff readiness for promotion.</p> <p>We will see increased satisfaction from staff undertaking AS roles (see <i>Action and success measure in AP 2</i>).</p>

			<p><b>3.2</b> Data on proportion of cases citing EDI work will be collected to establish baseline data.</p>	From Annual Review in 2023 onwards.	HR Business Partners (who attend Annual Review panels already in order to advise on process).	More male participation in EDI work ( <i>see Action and success measure in AP 4</i> ).
4	<p><b>Increase men's participation in Athena Swan activity.</b></p>	<p>The University's Athena Swan Steering Group is 77% female (██████). The majority of members are departmental Athena Swan/EDI leads.</p> <p><b>This responds to Athena Swan charter principle 1c)</b> 'ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded'.</p>	<p><b>4.1</b> Evaluate 'Male Ally for Gender Equality' training sessions. This training is open to all male staff.</p> <p>Participants will be asked to commit to undertaking 3 allyship actions following their training (actions will be decided by the individual based on their role/dept).</p> <p>Training participants will be asked to complete an evaluation immediately after completing the session and then 6 months after completing the session. The 6 month evaluation will ask if participants have undertaken the actions they committed to.</p>	From May 2022 and after each training session (2x per year, training dates may vary).	Training sessions developed, ran and evaluated by ████████ (Gender Equality Officer)	<p>Baseline data on completion of allyship actions will be collected following 2022/23 training sessions. From 2023/24 onwards, our target is that at least 70% of evaluation respondents have completed/are carrying out actions committed to.</p> <p>By the end of 2026, the total of male ally training attendees to represent proportions of male staff in each Faculty/CPS:</p> <p>HLS – 27% SCE – 32% HSS – 17% CPS – 24%</p>

			Training to be amended and improved based on evaluation.			Where participation numbers fall short of these targets, we will use direct interventions to increase training participation (see AP 15.1).
			<b>4.2</b> Undertake staff communications to highlight the impact and future plans for this training, based on the previous participants' feedback.	From September 2023 onwards (after 4 allyship training sessions have taken place and impact can be shared)	Communications coordinated by [REDACTED], Director of Communications and Public Affairs	
			<b>4.3</b> Work with departments to develop local positive action which will encourage more men to participate in Athena Swan/EDI activity. This will be tailored to the needs of each area.  Departments to be contacted in January 2023 to advertise offer of positive action support.	From January 2023 with further timeframe to be determined by vacancies	Diversity & Equality team to work with departmental Athena Swan leads	Departmental Athena Swan roles are gender balanced (at least 40/60% split in favour of either men or women) by December 2025 and this is maintained into 2026 and onwards. This will improve the gender balance of the University Athena Swan Steering Group.  This is dependent on turnover in these roles, but we aim for 2 of the next 4 vacant Athena

						Swan lead roles to be taken up by male staff.
5	<p><b>Continue to achieve Athena Swan awards in all academic Schools/Institutes.</b></p> <p><i>To note: A timetable for departmental award applications has been agreed with Advance HE.</i></p> <p><i>APs 2 and 3 describe how this work will be recognised and rewarded.</i></p>	<p>The charter mark framework and achievement of awards mean that we can continue to progress actions required at a local level and embed Athena Swan activity across the University.</p> <p>Work is ongoing to ensure that connections are made between Athena Swan and other University charter marks e.g. Race Equality Charter, Research Concordat, etc.</p>	<p><b>5.1</b> Hold briefing sessions and develop guidance on transformed Athena Swan application paperwork.</p> <p><b>5.2</b> In order to support peer review of applications, staff will be encouraged via information at AS Steering Group and via our AS Teams channel to apply to observe and/or participate in national Athena Swan panels.</p>	<p>Annually, starting in April and July 2022</p> <p>Annually – with specific submission dates confirmed with Advance HE</p>	<p>Athena Swan applications and action plans to be progressed by departmental Athena Swan leads and SAT teams.</p> <p>Support to be provided by [REDACTED] (Gender Equality Officer) and Athena Swan Steering Group co-chairs, [REDACTED] and internal peer review group (made up of staff who are AS panellists – currently 5 staff)</p>	<p>All 12 academic areas now hold an Athena Swan award. Our goal is to continue to hold awards in all 12 academic areas, with the level of award applied for to be agreed locally. We do not want to set targets on achieving specific levels of award – it is more important that this work is consistent, meaningful and embedded within areas and this should lead to continued recognition via Athena Swan awards.</p>
6	<b>Support Professional Services staff and</b>	To date, Athena Swan activity has taken place in academic departments	<b>6.1</b> EDI leads in each Central Professional	January 2022	[REDACTED] Director of People and	At least 2 out of 8/9 departments (these vary in size so some areas

<p><b>departments to adopt and embed Athena Swan work.</b></p> <p><i>Actions 2 and 3 describe how this work will be recognised and rewarded.</i></p>	<p>and there is a need to ensure that tailored activity and actions are put in place to support Central Professional Services departments.</p> <p>Faculty of Health &amp; Life Sciences (HLS) Professional Services Directorates are participating in the Athena Swan charter pilot for Professional Services departmental awards. Learning from this experience will be shared with Professional Services departments across the University.</p> <p><b>This responds to Athena Swan charter principle 1</b> ‘adopting robust, transparent and accountable processes for gender equality work’.</p>	<p>Services (CPS) department to be in place.</p>		<p>Services and CPS EDI Committee Chair</p>	<p>may submit joint applications as a more suitable option) to have achieved an Athena Swan PTO award by 2027.</p>
		<p><b>6.2</b> First CPS EDI Committee meeting planned.</p>	<p>February 2022</p>		
		<p><b>6.3</b> New AS leads in CPS to join AS Steering Group</p>	<p>By 2024</p>	<p>Athena Swan Steering Group co-chairs, [REDACTED] [REDACTED] to invite new members once in post.</p>	
		<p><b>6.4</b> x2 Athena Swan applications from CPS departments submitted and awards achieved.</p>	<p>March 2027</p>	<p>EDI leads and SATs in agreed departments to develop applications and action plans with support from [REDACTED] (Gender Equality Officer) and peer support from HLS Directorate SAT and existing AS leads from</p>	

					across the University	
			<p><b>6.5</b> Athena Swan award achieved by HLS Directorates in 2023, followed by implementation of their local action plan over the subsequent 5 years.</p> <p><b>6.6</b> HLS Directorates SAT to be invited to speak at CPS EDI Committee and AS Steering Group to share good practice.</p>	<p>2023 (specific submission deadline within that year to be agreed)</p> <p>Relevant meetings in 2023/24 – suitable meeting dates agreed based on submission date.</p>	<p>HLS Directorates AS leads, [REDACTED] Head of Research and Impact Directorate) and [REDACTED] (Faculty Operations Manager)</p>	<p>Athena Swan award achieved by HLS Directorates in 2023, followed by implementation of their local action plan over the subsequent 5 years.</p> <p>Sharing of HLS good practice to support CPS departments (see AP 6.4 and success measure for APs 6.1-6.4)</p>
7	<b>Continue to enhance Athena Swan data collection and analysis.</b>	To ensure that we can gain a better understanding of our staff and student experiences and use this improved data to identify areas of concern and to track action plan progress. Resolved data gaps will improve ability to develop complete AS	<b>7.1</b> Complete and roll out Athena Swan Tableau space for departmental as well as University use. This will provide a ‘self-service’ data resource meaning that AS leads/SATs can access data as needed to work with their timeframes rather than requesting/relying on HR provision of data.	From May 2022	[REDACTED] (HR Data Analyst)	At least 85% of departmental AS leads report satisfaction with data provision via Tableau (measured through consultation in AP 2.1).

		<p>action planning at local and University levels.</p> <p><b>This activity supports Athena Swan principle 1b)</b> 'undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development'.</p>	<p><b>7.2</b> Incorporate the Advance HE Athena Swan culture survey questions (plus any further consultation required to support this action plan or departmental Athena Swan activity) into future staff consultation.</p>	Throughout 2022-2026 in line with departmental AS application requirements and within scheduled University surveys	<p>██████████ (Employee Engagement Manager) with HR Business Partners and Diversity &amp; Equality team</p>	Consultation data (that meets Advance HE requirements) is readily available to support AS action plan development and tracking of progress against action plans.
			<p><b>7.3</b> Exit Interview survey has been in place since mid-2021. Establish review points to track any trends/areas of concern.</p>	Annually in June – from June 2022 onwards	HR Digital Communications Officer	<p>Results shared with HR SMT annually and actions planned based on this.</p> <p>This Athena Swan action plan to be added to as needed, based on any gender equality concerns raised through this process.</p>
			<p><b>7.4</b> Explore how redeployment data can be recorded (this data gap was noted during the Athena Swan application process).</p>	From January 2023	<p>██████████ (HR Data Analyst) in collaboration with HR Operational Team</p>	Redeployment data included in future Athena Swan data sets for University and departmental level action planning.
			<p><b>7.5</b> Ensuring Additional Increment data is recorded (this data gap was noted</p>	From Annual Review 2022 onwards	<p>██████████ (HR Coordinator)</p>	Additional Increment data included in future data sets for University

			during the Athena Swan application process).			and departmental level Athena Swan/EDI action planning.
8	<p><b>Undertake further intersectional data collection and analysis, with specific reference to;</b></p> <ul style="list-style-type: none"> <li>• <b>Disability</b></li> <li>• <b>Ethnicity</b></li> <li>• <b>Sexuality</b></li> </ul> <p><i>Action 22 will enable recording of gender identity.</i></p>	<p>Survey respondents (for 2019, 2020 and 2021 surveys) who preferred not to provide demographic data tended to report the most negative experiences.</p> <p>We need to encourage/improve confidence in disclosing this information so that we can understand equality concerns and take suitable action.</p> <p>Our populations of disabled and LGB staff are small which makes intersectional data analysis challenging.</p> <ul style="list-style-type: none"> <li>• 4.6% of staff have told the University they are disabled. In comparison 5.3% of HE staff have</li> </ul>	<p><b>8.1</b> In collaboration with the Race Equality Charter SAT and equality staff networks, we will run a campaign to increase staff disclosure of equality characteristics thus providing a fuller picture of our staff demographic makeup.</p> <p><b>8.2</b> Build intersectional data collection into existing data processes where this is missing or not automated (i.e. data pulled from HR staff records):</p> <ul style="list-style-type: none"> <li>• Annual Review data records include gender. This will be expanded to include other equality characteristics as standard. Use this data for Athena Swan, Race Equality Charter and other EDI planning.</li> </ul>	<p>Ongoing activity from 2022</p>	<p>Diversity &amp; Equality Team in collaboration with the Athena Swan Steering Group and Race Equality Charter SAT</p>	<p>A reduction in staff choosing not to disclose their sexuality from the current 37% down to at least 30% by 2026.</p> <p>Our proportion of disabled staff disclosures to mirror the sector average by 2026.</p>
		<p>Baseline data for intersectional equalities work will be completed (currently incomplete) and captured within HR data sets.</p> <p>Data will be used in departmental and University level action planning, to reflect/amend existing AS action plans as required and to track action progress.</p>	<p>Annual Review record collection amended ahead of Annual Review 2022</p>	<p>██████████ (HR Coordinator)</p>		

		<p>disclosed a disability overall (HESA, 2019).</p> <ul style="list-style-type: none"> <li>63% of staff have disclosed their sexuality; 3.6% of staff have told the University that they are Lesbian, Gay or Bisexual. This overall disclosure rate is comparable to the sector (e.g. Cardiff University, highest ranking HEI in the Stonewall Top 100 <u>reports 63% disclosure</u>).</li> </ul> <p><b>This activity supports Athena Swan principle 4</b> 'understanding and addressing intersectional inequalities'.</p>	<ul style="list-style-type: none"> <li>Identify other areas where additional data categories need to be added e.g. PDR (appraisal) records</li> </ul>	Ongoing activity	Diversity & Equality team	Additionally data will be used in annual Athena Swan and EDI reports to the University's EDI Committee and senior committees (e.g. Council) that make up the broader EDI governance structure so that these groups can assess progress against Athena Swan and other EDI action plans.
		<p><b>This activity supports Athena Swan principle 4</b> 'understanding and addressing intersectional inequalities'.</p>	<p><b>8.3</b> Review gender, ethnicity and contract type data as part of REC preparations</p>	2022/23	<p>██████████ (Race Equality Officer) with Diversity &amp; Equality Team in collaboration with the Athena Swan Steering Group and Race Equality Charter SAT</p>	<p>Specific actions to be included within the REC action plan or further/amended actions added to AS action plan.</p>
			<p><b>8.4</b> Continued activity required to review recruitment data on ethnicity and gender and implement subsequent recommendations as part of REC preparations.</p>			
			<p><b>8.5</b> Review data by Grade and job category by gender and disability status and</p>	Data review – this is ongoing annual activity	Diversity & Equality team	We will gain improved understanding of intersectional equality

			<p>identify any actions required.</p> <p><b>8.6</b> Review data by Grade and job category by gender and sexuality and identify any actions required.</p>	<p>that occurs in line with development of annual EDI reports to University committees, but a specific review will be undertaken after the anticipated increase in disclosures (see AP 8.1).</p>		<p>concerns in these areas. This evidence will inform EDI action planning and this Athena Swan action plan will be amended/added to as required.</p>
9	<p><b>Career development support for academic staff with a focus on the intersection of gender and ethnicity.</b></p> <p><i>These actions to support staff development will be carried out alongside Actions</i></p>	<p>Specific concerns are evident in different career pathways and on different grades:</p> <p><b>T&amp;S Staff</b> – increases stalled for BAME women at G9 and only ■ BAME male professor/G10.</p> <p><b>T&amp;R</b> BAME women have increased on G 7-9, but</p>	<p><b>9.1</b> Pilot a targeted mentoring scheme for BAME men and women that focuses on promotion/career progression. Mentors will be made aware of structural barriers that can be faced by BAME academics. This will run alongside existing mentoring and other career development support available.</p>	<p>Plan pilot scheme from November 2022</p> <p>Launch pilot in April 2023</p> <p>Evaluate Year 1 of scheme in April 2024</p>	<p>■■■■■ Head of Organisational Development, in collaboration with:</p> <ul style="list-style-type: none"> <li>■■■■■ OD Adviser</li> <li>■■■■■ Race Equality Officer</li> </ul>	<p><i>On average 9-10 women are promoted to professor each year (2016-19).</i></p> <p>We aim:</p> <ul style="list-style-type: none"> <li>To promote at least 2 BAME women to professor (both T&amp;S and T&amp;R) each year; increasing from 14 BAME female professors currently</li> </ul>

	12 and 13 - changes to Annual Review processes and guidance.	<p>increases stalled at professor.</p> <p>White women have increased on G8, G 9 and professor/G10. However the T&amp;R professorial increase (from 24% in 2016 to 26% currently) does not reflect the improvements made with T&amp;S professors.</p> <p><b>This activity responds to Athena Swan principle 4</b> 'understanding and addressing intersectional inequalities'.</p>			<ul style="list-style-type: none"> <li>██████████ (Gender Equality Officer)</li> <li>BAME Staff Network to be invited to contribute to this.</li> </ul>	<p>to at least 22 by 2026.</p> <ul style="list-style-type: none"> <li>For 32% of T&amp;R professors to be female with a minimum target to meet the sector benchmark at that point.</li> <li>To promote at least 3 female BAME staff to T&amp;S Grade 9 by 2026; increasing from 4 staff currently.</li> <li>To promote at least 4 male BAME staff to T&amp;S professor by 2026.</li> </ul>
10	<b>Continue to address the University's gender pay gap focusing on staff in Quartile 1 (Actions 12 and 13 focus on promotion and bonus pay as awarded through the promotion</b>	These actions are to address the University's gender pay gap; specifically the overrepresentation of women in lower grade roles (Quartile 1 of staff in the <u>Gender Pay Gap Report</u> ) and will also seek to increase the proportion of BAME staff in entry level PS roles.	<b>10.1</b> Recruit to apprenticeships in areas that align with Quartile 1 - use positive action to recruit men and BAME men and women to apprenticeships where they are currently underrepresented (e.g. clerical, cleaning and hospitality).	2022  Planning activity RE positive action - July 2022  Positive action in place -	██████████ (Apprenticeship Coordinator) with support from the Diversity & Equality team	A reduction in the gender pay gap, specifically by addressing issues present for staff in Quartiles 1 and 2. In line with progress made in reducing our gender pay gap between 2018-21 (specifically a mean pay gap reduction of 2.6% - from 23.08% to 20.50%

	<p><b>process) and recruitment and career progression of women and BAME men and women in these roles.</b></p>	<p>30% of apprentices are male. Apprentices are normally entry level roles and can be recruited to other University roles following completion of their apprenticeship. Therefore apprenticeship recruitment provides an opportunity to shift the gender balance of staff on lower grades in particular.</p>	<p><i>Exact apprenticeship action timeframe to be determined by point at which internal recruitment begins (rather than current externally managed recruitment) therefore dates may change</i></p>	<p>January 2023 onwards</p>		<p>and a median pay gap reduction of 4.9% – from 19% to 14.12%) we aim to reduce the gap further to 17.9% (mean) and 9.2% (median) by 2026.</p> <p>Improved gender balance of apprentices recruited (currently 70%F /30%M) to at least 60%F/40%M by December 2026.</p>
		<p><b>This activity responds to Athena Swan principle 6</b> ‘examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups’.</p>	<p><b>10.2</b> Conduct focus group(s) with women from Quartile 1 – to find out if women in these staff groups/grades want to progress their careers by moving to higher graded roles. If so, we will determine what would be most helpful – e.g. if career path examples and case studies will be enough or if specific training or mentoring would be useful.</p>	<p>Focus groups in March-April 2023.</p> <p>Specific actions agreed by September 2023.</p> <p>Timeframe for action implementation dependent on nature of actions e.g. if actions relate</p>	<p>Focus groups to be supported by [REDACTED] (Employee Engagement Manager)</p>	<p>Actions to support career progression for staff in Quartile 1 will be developed based on staff feedback and implemented. Specific success measures for individual actions will be determined, but our overarching aim with AP 10 is to reduce our gender pay gap (see success measure for AP 10.1).</p>

				to development of case studies, this could be completed by October 2023. If more ambitious (e.g. specific training or mentoring) this may take until December 2024 to implement.		
			<p><b>10.3</b> Develop career progression case studies featuring women and BAME staff moving from Quartile 1 into Quartile 2 and into higher quartile grade roles.</p> <p>These will be shared online and printed copies via HR BPs for areas where staff do not regularly access online materials e.g. cleaning and catering roles</p>	<p>From March 2023 onwards</p> <p>Case studies online and printed versions available by October 2023</p>	<p>Volunteer from University Heilbron leadership programme to coordinate career case studies.</p> <p>HR Digital Communications Officer to add to HR webpages.</p> <p>HRBPs to share printed copies with staff.</p>	<p>We will develop a minimum of 8 case studies by October 2023 featuring Clerical, Manual and Technical career progression. These will have 50/50 gender split and BAME, disabled, LGBT+ representation.</p> <p>This activity is to support staff career progression and the continued reduction of our gender pay gap (see success measure for AP 10.1).</p>

11	<p><b>Address underrepresentation of BAME men and women in PMSA staff pipeline and progression</b></p> <p><i>Actions to support other categories of PS staff are covered in AP 10 relating to reducing the gender pay gap.</i></p>	<p>Both male and female BAME staff make up a small proportion of PMSA staff, particularly at higher grades. BAME PMSA staff make up;</p> <ul style="list-style-type: none"> <li>• 5.7% of Grade 8 roles (4.4% BAME M, 1.3% BAME F)</li> <li>• 2.3% of Grade 9 roles (all BAME F).</li> </ul> <p>8.4% of all PMSA staff are BAME.</p> <p><b>This activity responds to Athena Swan principle 4</b> ‘understanding and addressing intersectional inequalities’.</p>	<p><b>11.1</b> Explore a shadowing and/or secondment process targeting female and BAME staff to support career development. To include pre and post evaluation of participant confidence RE Career planning.</p>	Schemes in place by 2025 with planning in 2024	<p>██████████ OD Adviser with support from ██████████</p> <p>Race Equality Officer and wider OD and Diversity &amp; Equality teams</p>	<p><i>Target increases are based on PMSA BAME population of 8.4%.</i></p> <p>Grade 8 – increase to at least 8% (with gender balance) to mirror PMSA population by 2026.</p> <p>Grade 9 – increase from 2.3% to 4% of roles (with 50/50 gender balance) by 2026.</p> <p>Evaluation of shadowing/secondment and career coaching schemes indicate increased confidence amongst participants in planning and progressing their career between 2024 and 2027 (with initial review after 1 year of scheme in place in 2025).</p>
			<p><b>11.2</b> Develop a career coaching scheme (based on existing University model) that focuses on PS staff career progression and planning. To include pre and post evaluation of participant confidence RE Career planning.</p>			End of 2022 (after first cohort completed)
			<p><b>11.3</b> Evaluate participation in national <a href="#">Herschel Programme for Women in Technical Leadership</a></p>			

			programme (pilot year in 2022).			we will explore how to fund further places.
12	<p><b>Academic promotion – actions to be taken at University level to improve gender balance and BAME representation at senior levels.</b></p> <p>Improvements to Annual Review will be applied to all promotion levels and tailored (as needed) to each career pathway to ensure improved gender balance throughout the pipeline.</p>	<p>We will build on existing actions and progress this further and respond to changes needed as a result of the pandemic. Female professors have increased in T&amp;S roles (from 0% in 2016 to 56% of T&amp;S professors currently).</p> <p>Female T&amp;R professors have also increased from 24% to 26% over this period, but further work is needed to improve gender balance in this career pathway.</p> <p>Increases in the number of BAME women in T&amp;R grades 8 and 9 present an opportunity to increase numbers of female BAME professors.</p>	<p><b>12.1</b> Review pandemic mitigation measures (within Annual Review and PDR) after Annual Review 2021 for effectiveness and to see if further changes are needed.</p>	<p>May 2022 – in preparation for Annual Review in December 2022</p>	<p>██████████ (Head of HR Business Partnering and HR lead for Annual Review) to establish a Review of Annual Review working group. Membership to be determined but will include ██████████ (Gender Equality Officer) and ██████████ (Race Equality Officer), representatives from HR, RISE Project group and other relevant areas</p>	<p>Similar levels of promotion applications to pre-pandemic years and maintained or improved gender balance in the number of staff promoted in the late 2021 Annual Review round (results likely in March 2022).</p> <p>Minimum of 80% of Annual Review Panel membership to have completed refresher UB training between 2022-26.</p> <p><i>On average 9-10 women are promoted to professor each year (2016-19).</i></p> <p>We aim:</p> <ul style="list-style-type: none"> <li>To promote at least 2 BAME women to</li> </ul>
			<p><b>12.2</b> Undertake refresher Unconscious Bias training</p>	<p>From 2023 (in line with</p>	<p>Diversity &amp; Equality team</p>	

		<p><b>This activity responds to Athena Swan principle 6</b> 'examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups' and <b>Athena Swan principle 4</b> 'understanding and addressing intersectional inequalities'.</p>	for Annual Review panel members.	Annual Review schedule)		<p>professor (both T&amp;S and T&amp;R) each year; increasing from 14 BAME female professors currently to at least 22 by 2026.</p> <ul style="list-style-type: none"> <li>For 32% of T&amp;R professors to be female with a minimum target to meet the sector benchmark at that point.</li> <li>To promote at least 3 female BAME staff to T&amp;S Grade 9 by 2026; increasing from 4 staff currently.</li> <li>To promote at least 4 male BAME staff to T&amp;S professor by 2026.</li> </ul>
			<p><b>12.3</b> Continue 'Insight into Promotion' sessions and refresh online resources as needed. These resources must include diverse staff representation and include part-time staff examples.</p>	Annually – at least 3 months before Annual Review deadlines	<p>██████████ (Gender Equality Officer) and ██████████ (Race Equality Officer)</p> <p>Speakers to be recruited from successful 2021 promotion candidates</p>	
			<p><b>12.4</b> Include specific reference to part-time staff in Annual Review paperwork – this is a current gap.</p>	From Annual Review 2022	<p>██████████ (HR Coordinator)</p>	
			<p><b>12.5</b> Review of T&amp;S promotion criteria and appropriate support/assessment of readiness routes i.e. increasing involvement of staff with T&amp;S career pathway understanding.</p>	From 2023	<p>Review led by ██████████ PVC for Education with contribution from each Associate PVC for Education in each Faculty</p>	

13	<p><b>Academic promotion – actions to support greater transparency and to mitigate potential bias in departmental decision making</b></p>	<p>The majority of our actions to date have focused upon the central Annual Review process. This has proved successful, but as initial conversations and decisions about promotion occur within academic departments, we want to make sure that potential barriers within this part of the process are removed.</p> <p>Existing models from academic departments can be suggested as examples within this guidance e.g. Institute of Integrative Biology (prior to Faculty of Health &amp; Life Sciences restructure) introduced a career progression committee to review CVs and provide advice/feedback.</p> <p><b>This activity responds to Athena Swan principle 6</b> ‘examining</p>	<p><b>13.1</b> Work with Heads of Departments to develop guidance to support their decision making around Annual Review.</p> <p>This will include provision of information on biases and how to mitigate these in Heads of Department guidance. This must include examples of both gendered, racial and other equality based barriers to career progression and how this may impact the way that BAME and female candidates may meet promotion criteria e.g. lower amount of grant money received.</p> <p><b>13.2</b> Consider how departmental level support for candidates wishing to apply for promotion is recorded and make recommendations on ensuring feedback to unsupported candidates is constructive (i.e.</p>	<p>Guidance completed by Annual Review 2024</p>	<p>██████████ (Head of HR Business Partnering and HR lead for Annual Review) to lead working group (to work alongside working group in Action 12). Membership will include HoD representatives, ██████████ (Gender Equality Officer) and ██████████ (Race Equality Officer), representatives from HR and RISE Project group.</p>	<p>We aim:</p> <ul style="list-style-type: none"> <li>• To promote at least 2 BAME women to professor (both T&amp;S and T&amp;R) each year; increasing from 14 BAME female professors currently to at least 22 by 2026.</li> <li>• For 32% of T&amp;R professors to be female with a minimum target to meet the sector benchmark at that point.</li> <li>• to promote at least 3 female BAME staff to T&amp;S Grade 9 by 2026; increasing from 4 staff currently.</li> <li>• To promote at least 4 male BAME staff to T&amp;S professor by 2026.</li> </ul>
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		gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups' and <b>Athena Swan principle 4</b> 'understanding and addressing intersectional inequalities'.	development of individual action plans).			
14	<b>Review Exceptional Performance Awards processes (EPAs) with particular focus on Manual staff.</b>	Concerns have been raised regarding the consistency of feedback for unsuccessful EPA applicants.	<b>14.1</b> Full review of EPA process to be undertaken, including provision of feedback.	2023 in line with Annual Review timeframe.	[REDACTED] – (Head of HR Business Partnering and HR lead for Annual Review) to lead on this with support from HRBPs and Diversity & Equality team	We will aim for the following increases of EPAs awarded to Manual staff (please note these targets favour female staff to reflect the makeup of Manual staff)  2023 – 2 awarded (1 F, 1 M) 2024 – 4 awarded (3 F, 1 M) 2025 – 6 awarded (4 F, 2 M) 2026 – 8 awarded (5 F, 3 M)
		Manual staff are rarely put forward for EPAs. Between 2017 and 2020, only [REDACTED] male Manual staff member was awarded out of 275 awarded over this period (192 F, 83 M).	<b>14.2</b> Run a campaign with managers with high proportion of Quartile 1 staff (e.g. FRCS) to put Manual staff forward for these.	Changes to be reflected in Annual Review 2023.		
		71% of Manual staff are women therefore this has gender equality implications.	<b>14.3</b> Add illustrative case studies to the Annual Review webpages and printed materials so that all PS staff and managers can see the type of activity that meets EPA criteria.	Collated from March 2023 onwards.  Case studies online and printed versions		

		<b>This activity responds to Athena Swan principle 6</b> 'examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups'		available by October 2023	HR Digital Communications Officer to add to HR webpages.  HRBPs to share printed copies with staff.	
15	<b>Increase uptake of obligatory EDI training</b>	<p>Completion rates for obligatory EDI training need increasing, these are currently:</p> <ul style="list-style-type: none"> <li>• 65% academic F</li> <li>• 58% academic M</li> <li>• 72% PS F</li> <li>• 70% PS M</li> </ul> <p>All staff should fully understand EDI obligations and considerations.</p>	<p><b>15.1</b> Targeted interventions for obligatory EDI training based on department completion rates i.e. we will work with the area senior team to develop a plan to enable/encourage increased uptake.</p>	Targeted interventions to take place from January 2023 onwards.	██████████ (Head of Diversity & Equality) with Diversity & Equality team	Aim for minimum 90% completion rate obligatory module for all staff by end of 2025.
			<p><b>15.2</b> Review evaluation approach for all EDI training to improve the way we measure the impact of training.</p>	To be implemented by February 2023 and monitored annually.	██████████ (Head of Diversity & Equality) with Diversity & Equality team	Aim for at least 80% of participants to report increased confidence and understanding on EDI matters, as part of pre and post workshop evaluation process.
16	<b>Continue to work with Academic Planning Portfolio</b>	This activity is important to manage fair, transparent workload	<b>16.1</b> Guidelines to be developed on internal selection for roles to follow	Work initiated in 2022, further dates to be	██████████ (Head of Organisational	Briefing sessions held for all areas on new APP guidelines.

	<p><b>(APP) Project group to:</b></p> <ul style="list-style-type: none"> <li>Support transparent record keeping on workload allocation.</li> <li>Recognise time allocation for Athena Swan and EDI work (see Action 2).</li> </ul>	<p>allocation and to identify and reduce/remove allocation of work that may hinder career progression.</p> <p><b>This responds to Athena Swan charter principle 1c)</b> ‘ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded’.</p>	<p>transparency requirements for appointment to external roles (especially when the role supports career development). Areas will be supported to recognise and respond to any gender imbalances around workload.</p>	<p>confirmed in line with APP project timelines.</p>	<p>Development) and [REDACTED] (Head of Diversity &amp; Equality) as members of the APP Board</p>	<p>Athena Swan and EDI work will have suitable time allocations (see also AP 2).</p> <p>Review APP activity by 2024 and update actions accordingly, with a specific focus on identifying any gendered imbalances.</p>
17	<p><b>We will explore return to work support following family or other long-term leave. We wish to provide an equitable approach for all staff groups, whilst recognising that different measures may be needed in order to be genuinely useful for staff involved. Options</b></p>	<ul style="list-style-type: none"> <li>Consultation held to develop this action plan highlighted the challenges faced by parents when their children are very young and these staff indicated that greater ad hoc flexibility would be supportive during this time.</li> <li>Teaching free periods (or similar reduction/change in duties) are currently</li> </ul>	<p><b>17.1</b> Scoping of return to work support options</p> <p><b>17.2</b> Consultation on proposals</p> <p><b>17.3</b> Final proposal to be shared with HR SMT and SLT for discussion and approval.</p>	<p>To begin in October 2023 and completed by January 2024</p> <p>To begin in February 2024 and completed by May 2024</p> <p>July 2024</p>	<p>[REDACTED] (Employee Relations &amp; HR Policy Manager) with support from the Diversity &amp; Equality team and input from HR BPs.</p> <p>Discussions required with key senior staff regarding this;</p>	<ul style="list-style-type: none"> <li>Agree a model/models to implement</li> <li>Hold a pilot of new model(s) and gather feedback from staff using it after model is in place for 1 year.</li> <li>Longer term, we aim for improved staff experience following family leave, measured through consultation (focus</li> </ul>

<p><b>to explore will include:</b></p> <ul style="list-style-type: none"> <li>• An optional teaching free period for research active staff</li> <li>• Reduced teaching/teaching familiar modules for teaching staff.</li> <li>• Explore through consultation what a similar period might/could look like for clinical or staff with other work commitments outside of the University.</li> <li>• Explore a 'Flexible First 6 Months' position.</li> </ul> <p><i>This action will need to be aligned</i></p>	<p>undertaken in pockets at a local level. A University level policy or principles would allow a more equitable experience for all academic staff.</p> <p><b>This activity supports Athena Swan charter principle 7</b> 'mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.'</p>	<p><b>17.4</b> Policy launched (subject to approval)</p>	<p>October 2024</p>	<ul style="list-style-type: none"> <li>• [REDACTED] (EPVC for Education)</li> <li>• [REDACTED] (EPVC for Research and Co-Chair of RISE project group)</li> <li>• [REDACTED] (Director of Research, Partnerships &amp; Innovation and RISE project group member)</li> <li>• [REDACTED] (APVC Research and Impact and Co-Chair of RISE project group)</li> </ul>	<p>groups to mirror consultation that informed this action).</p>
		<p><b>17.5</b> Use case studies to illustrate different approaches that can be</p>	<p>Case studies developed and available</p>	<p>University Parents Network with support from</p>	

	<i>with the Timetabling Policy in addition to other HR processes.</i>		taken for all staff groups and all types of parents. In addition to sharing these through HR communication routes (online on HR webpages and printed versions), researcher focused case studies will be shared via the Researcher Hub (supporting the Research Concordat AP as well).	(online and printed versions available) by January 2024 ( <i>linked to AP 20</i> )	<p>██████████ (Gender Equality Officer)</p> <p>HR Digital Communications Officer to add to HR website</p> <p>██████████ (Head of Researcher Development and Culture) to coordinate addition to Researcher Hub webpages.</p>	
18	<b>Pilot a conference attendance and fieldwork fund to cover childcare, other care for dependants or cost of bringing child plus another parent/carer with them. This would be available to academic as well</b>	<ul style="list-style-type: none"> <li>Conference participation and activity such as delivering presentations supports career progression. This fund would make this type of activity accessible to more staff.</li> </ul>	<b>18.1</b> Scoping exercise to plan fund	September – December 2024	<p>██████████ (Gender Equality Officer) to work with colleagues in Finance and HR</p>	<ul style="list-style-type: none"> <li>Scheme sees a good level of take up (take up measured against amount made available) and after ascertaining baselines in the first year of the scheme (indicating fund total, amount bid for and number of</li> </ul>
			<b>18.2</b> Fund proposal to be approved by HRSMT, Finance and SLT	February 2025		

	<p><b>as PS staff. The fund could potentially be used to provide funds for broader use e.g. hiring a research assistant on return from family leave.</b></p> <p><i>This action may need to be refined/adapted in response to the pandemic and approaches to in-person events.</i></p>	<ul style="list-style-type: none"> <li>Similar funding has been available in Faculty of HLS for a number of years so a University level scheme could build on this good practice.</li> </ul> <p><b>This activity supports Athena Swan charter principle 7</b> 'mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.'</p>	<p><b>18.3</b> Pilot of fund launched (subject to approval)</p>	May 2025		<p>successful cases) we would aim for at least 70% of funds to be used per year (this will be adjusted based on baseline data).</p> <ul style="list-style-type: none"> <li>Improved staff experience around conference attendance measured via an evaluation questionnaire for fund holders to take place annually.</li> </ul>
			<p><b>18.4</b> Explore extending this fund to disabled staff who require carer/assistant attendance.</p>	September-December 2024	[REDACTED] (Disability and Wellbeing Adviser)	
19	<p><b>Explore extending paid paternity leave beyond the statutory 2 week period.</b></p> <p><i>This action (along with reviewing other family leave provision) has been started, but further activity is needed to</i></p>	<p>Fewer men take paternity leave compared to numbers of women taking maternity leave. In the period of the last action plan (2016-2020), 617 female staff took maternity leave compared to 249 male staff.</p>	<p><b>19.1</b> New policy approved</p>	2022	Senior Leadership Team, chaired by Vice Chancellor	<p>More staff taking paternity leave. The University cannot set targets for personal decisions about family, however we aim to see the gap reducing by at least 5% per year (following the first full year of policy implemented) in the number of staff taking</p>
			<p><b>19.2</b> New policy implemented (subject to approval)</p>	To be confirmed (subject to	[REDACTED] (Diversity & Equality Officer)	

	<i>agree implementation.</i>	<b>This activity supports Athena Swan charter principle 7</b> 'mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.'		approval – see AP 19.1)	and [REDACTED] (Employee Relations & HR Policy Manager)	maternity and paternity leave by 2026 and onwards.
20	<b>Awareness raising and support for men in parental and caring roles</b>  <i>Linked to AP 19</i>	Although staff survey data shows high levels of satisfaction with the level of flexibility in the way they work, men are less satisfied than women ([REDACTED]%F agree compared to [REDACTED]%M agree). Advance HE Focus Groups (July 2021) indicated that male parents and carers felt there were expectations that they would not be as active in parental roles. Overall, we see that male staff are less likely to access family leave compared to female staff (249 paternity leave takers compared to 617	<b>20.1</b> Develop guidance for managers on all family friendly policies.  <b>20.2</b> Develop case studies featuring role models (particularly male staff) to illustrate how different family friendly/flexible working policies have been used – this is particularly important for Shared	Guidance developed and available (online and printed versions available)  Case studies developed and available (online and printed versions available)	[REDACTED] (Gender Equality Officer) with [REDACTED] (Employee Relations & HR Policy Manager) and support/input from the Diversity & Equality team and HR BPs.  University Parents Network with support from [REDACTED] (Gender Equality Officer)	We aim to reach parity in reported satisfaction from men and women regarding flexible working via a staff survey by 2026.  More men working part-time and we are aiming for at least a 5% reduction in part-time working gap by 2026.  More staff taking paternity leave. The University cannot set targets for personal decisions about family, however we aim to see the gap reducing by at

		<p>maternity leave takers, 2016-2020) and less likely to work part-time (currently a 17% gap with 30% women working part-time compared to 13% men).</p> <p><b>This activity supports Athena Swan charter principle 7</b> 'mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.</p>	<p>Parental Leave as this is a complex policy.</p> <p><b>20.3</b> Using the resources above (Actions 20.1 and 20.2), run an awareness raising campaign on family leave and flexible working via HR intranet, Staff News articles, departmental newsletters and social media. We will make it clear that these policies are for use by staff of all genders, can be used by same sex couples and single parents.</p>	<p>From May 2024 onwards (to coincide with International Day of Families, 15<sup>th</sup> May)</p>	<p>Diversity &amp; Equality team in collaboration with and support for dissemination from;</p> <ul style="list-style-type: none"> <li>• HR Digital Communications Officer</li> <li>• HR BPs</li> <li>• Internal Communications Officer, External Relations</li> <li>• Departmental Athena Swan leads to work with their local communications leads.</li> </ul>	<p>least 5% per year (following the first full year of policy implemented) in the number of staff taking maternity and paternity leave by 2026 and onwards.</p>
<b>21</b>	<b>Development of policy and support for staff</b>	<p>It has been <u>well documented</u> that experiences of domestic</p>	<b>21.1</b> University to join the local MARAC (Multi-Agency Risk Assessment)	2022 ( <i>exact date to be confirmed</i> )	<p>██████████ (Head of Student Services) and</p>	<p>That staff or students who are experiencing this feel supported by</p>

<p><b>and students experiencing domestic abuse.</b></p> <p>This action will be inclusive of people of any gender who experience domestic violence and inclusive of experiences of BAME people and LGBT+ people.</p>	<p>abuse have worsened during the pandemic. This action would not seek to replace the specialist support and services offered by the police and charities, but would supplement and signpost to this.</p> <p><b>This activity supports Athena Swan principle 3</b> 'tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation'.</p>	<p>Conference) so that students being supported by MARAC can receive additional, joined up support from the University.</p>		<p>the Safe &amp; Welcoming Campus Group</p>	<p>their employer/education provider and hopefully feel safe(r) when working or studying with us. This is a sensitive area to assess, but we will explore willingness for any users of the new policy or initiatives to provide us with feedback and we will respond with improvements accordingly.</p>
		<p><b>21.2</b> New policy and guidance to be developed – this will include practical considerations such as paid time off to attend appointments, move house, etc. and signposting to specialist or generic support e.g. EAP for counselling.</p>	<p>By January 2023</p>	<p>██████████ (Gender Equality Officer) with ██████████ (Employee Relations &amp; HR Policy Manager).</p> <p>Academic colleagues with expertise in this area and local charities to be invited to provide input</p>	
		<p><b>21.3</b> Explicit inclusion in the University's Special Leave policy for paid leave to respond to an emergency.</p>	<p>By December 2022</p>		
		<p><b>21.4</b> Awareness raising events/activities including sessions on spotting potential signs of domestic abuse and what measures to take</p>	<p>November 2022 onwards (to coincide with the national campaign '<u>16 days against domestic violence</u>')</p>	<p>Volunteers from Athena Swan Steering Group and Aurora Alumni network.</p> <p>Local charities (specifically a nominated charity for</p>	

					University raised donations, Liverpool Domestic Abuse Service) and academic colleagues with expertise in this area to be invited to speak at events/share resources.	and then we would expect to see improved knowledge after engagement with the activity.
22	<p><b>Reduce experiences of bullying and harassment and increase support for staff experiencing bullying or harassment</b></p> <p><i>Actions marked with an asterisk are part of the University's Staff Wellbeing Action Plan 2022-26</i></p>	<p>We have a disparity between staff reporting bullying and harassment (numbers in 2020/21 representing █% of staff population) whilst █% F and █% M reported being bullied or harassed via the Pulse Survey 2021.</p> <p><b>This activity supports Athena Swan principle 3</b> 'tackling behaviours and cultures that detract from the safety and collegiality of our work</p>	<p><b>22.1</b> Training for new Conflict Resolution Advisers (recruited in November/December 2021) will cover information on bullying and harassment as experienced by different equality groups.</p>	March/April 2022	<p>Training designed and delivered by █ (Diversity &amp; Equality Officer) and █ (Organisational Development Adviser) with support from wider Diversity &amp; Equality team and HR Business Partners</p>	100% of Conflict Resolution Advisers to have completed training.

		<p>and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation’.</p>	<p><b>22.2</b> Report &amp; Support portal to continue to be promoted (through Staff and Student News, social media and training) and the monitoring data used to inform future activity to promote inclusive, respectful working environments*</p> <p><b>22.3</b> Explore the introduction of Conflict Resolution training for managers*</p> <p><b>22.4</b> Review and evaluate staff training provision on bullying and harassment and record keeping*</p> <p><b>22.5</b> Provision of financial resources to enable introduction of a mediation service*</p> <p><b>22.6</b> Work with the equality staff networks to identify any further actions to support staff groups represented by each network</p>	<p>From Summer 2022 onwards – <i>the Wellbeing Action Plan will be finalised by May 2022 and exact dates agreed within that</i></p>	<p>██████████ (Head of Organisational Development) with Diversity &amp; Equality team and Staff Wellbeing Working Group</p>	<p>A narrowing of the gap between staff reporting bullying &amp; harassment via online reporting and HR BPs and those reporting it via staff surveys. This is currently a gap of ██████% - we aim to reduce this to at least ████% by 2027 (dates in line with planned all staff surveys).</p> <p>Longer term, we aim for a reduction in reports of bullying &amp; harassment, however we need to be confident (through the reduction in reporting/survey results gap identified above) that this is a genuine reduction rather than just a decrease in reporting.</p>
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23	<p><b>Develop and implement trans equality policy, guidance and supporting processes to cover both staff and students.</b></p> <p><i>This work was started under the previous Athena Swan action plan, but has not yet been completed due to complexity and time required to undertake these activities.</i></p>	<p>Current guidance and processes are no longer up to date or suitable for purpose.</p> <p>We are not able to record staff and student gender identities suitably – this data gap impacts our AS/EDI work.</p> <p><b>This activity supports Athena Swan principle;</b> 5 ‘fostering collective understanding that individuals have the right to determine their own gender identity, and tackling the specific issues faced by trans and non-binary people because of their identity’.</p>	23.1 New approach to student records launched.	May 2022	<p>██████████ (Head of Student Administration) and ██████████ (Business Analysis Manager, IT Services)</p>	<p>Students are able to change names, gender, titles and pronouns via a ‘self-service’ route for internal purposes. Changes to documents for use externally (e.g. degree certificates) will have a user friendly, easier process.</p> <p>We will have the ability to report effectively on the gender demographics of our students and staff.</p> <p>Numbers of trans and non-binary staff and students tend to be low, and many of the existing concerns were reported through staff and student experiences rather than a formal consultation mechanism. We anticipate that staff and students (and also those staff supporting trans and non-binary staff and students to access these policies) will report an</p>
			23.2 Planning work for changes needed to staff record systems.	By June 2022	██████████ (Management Information & Systems Support Manager)	
			23.3 Policy and guidance drafted for consultation.	By September 2022	University Trans Equality Working Group (Chaired by ██████████)	
			23.4 Open consultation for staff and students held and feedback incorporated.	October 2022		
			23.5 Policy published and processes (including all student and staff record changing) implemented.	By December 2022		
			23.6 Policy launched with Staff and Student News	March 2023		

			articles and training/briefings for relevant teams e.g. Student Support, HR			easier, quicker process to Student Administration and Human Resources.
			<b>23.7</b> Request feedback from LGBT+ Staff and Student Networks after policy in place for 2 years	January 2025		Positive feedback from LGBT+ staff and student networks following a 2 year implementation of the policy – feedback will be used to revise the policy as required.
<b>24</b>	<b>Action required to mitigate the gendered impact of the pandemic.</b>  Assess action taken at University level within relevant, existing projects and ensure that consideration is given to gender equality concern.	Low proportions of staff (█%F, █%M) responding to the 2021 Pulse Survey agreed that their department had undertaken action to mitigate the gendered impact of the pandemic. A more substantial proportion (█%) did not know that their department had undertaken action in this area suggesting that both activity to mitigate and improved communications are needed. This response is	<b>24.1</b> RISE project – ongoing project with initial priorities to: <ul style="list-style-type: none"> <li>• address the gendered impact of Covid-19</li> <li>• increase team-based research</li> <li>• increase BAME PGR recruitment</li> <li>• improve workload model(s) to ensure equity of role distributions</li> <li>• address gender imbalances in grant applications</li> </ul>	RISE Project ongoing with expected end date of February 2023	RISE Project Group (co-chairs █ and █)	Future consultation shows an increase in staff agreeing that their department had undertaken action to mitigate the gendered impact of the pandemic (target of at least 50% for both F/M by Pulse Survey 2024) and a decrease to at least 20% of respondents reporting not knowing about provisions in place.  Information gathered from review of hybrid working and free text

		similar from staff from other equality groups.	<b>24.2</b> Review Hybrid Working	July 2022	██████████ (Director of Human Resources) and ██████████ (Head of Organisational Development)	comment analysis of Pulse Survey 2021 to be shared with HR SMT and RISE Project Group with actions planned based on results. This Athena Swan action plan to be added to as needed, based on any further gender equality concerns raised through this process.
	<b>24.3</b> Review Pulse Survey 2021 free text comments to gain greater understanding of this impact. Information fed into RISE, Annual Review and Hybrid Working projects or will inform any further activity needed.		Spring 2022	██████████ (Employee Engagement Manager) with Diversity & Equality team		
	<b>24.5</b> Further staff communication on action taken or planned to be undertaken so that staff are more aware of this activity.		2022 onwards– in line with RISE project milestones or other relevant activity i.e. changes to promotion processes, updates on hybrid working.	Communications coordinated by ██████████, Director of Communications and Public Affairs		

			<b>24.5</b> Review Annual Review changes and methods of measuring pandemic impact (see AP 12)	May 2022	Review of Annual Review working group (led by [REDACTED], Head of HR Business Partnering and HR lead for Annual Review)	Similar levels of promotion applications to pre-pandemic years and maintained or improved gender balance in the number of staff promoted in the late 2021 Annual Review round (results likely in March 2022).
<b>25</b>	<b>Provision of free sanitary products</b>  We will provide free sanitary products in the Libraries. After that, it will be rolled out to other parts of the campus based on the results of the pilot and feedback from students and staff.  This action will be inclusive of people of any gender who require sanitary products.	This has been suggested by a number of staff across the University with the aim to primarily support students who cannot afford sanitary products. This action would build on local activity already undertaken in departments.  National issues around period poverty are well documented and this is a gender equality concern. We do not know the extent of this issues at the University, however putting the scheme in place and measuring	<b>25.1</b> Research into costs and suitable approaches.	2021	[REDACTED] Residential, Building Management & Cleaning Services	Success to be measured by take up of the pilot scheme (i.e. if people are making use of the products).
			<b>25.2</b> Pilot launched in Libraries.	February 2022	Departmental Athena Swan leads	Feedback from those making use of the pilot (gathered through an online survey) will show satisfaction with the scheme.
			<b>25.3</b> Pilot to be assessed and further locations for roll out identified.	From August 2022		Feedback will also be used alongside input from departmental AS leads on suitable locations for wider campus rollout.

		<p>take up would indicate need.</p> <p>People experiencing menopause or gynaecological health issues can sometimes have irregular or heavy periods and may need sanitary products urgently and unexpectedly. Therefore easily available sanitary products could reduce issues for these groups and support other health related actions in this action plan.</p>				
26	<p><b>University to sign up as an ‘Endometriosis Friendly Employer’.</b> This national charter mark has eight areas of required work that fall into three themes:</p>	<p>1 in 10 women have endometriosis (source, Endometriosis UK). This charter mark provides a framework to better support our affected staff.</p> <p>It is likely that these actions may support a wider range of</p>	<p><b>26.1</b> Undertake gap analysis of University activity against charter criteria.</p>	September 2023	<p>HR to coordinate, working closely with University Endometriosis Support Group (facilitated by ██████████)</p>	<p>Successfully achieve Endometriosis Friendly Employer charter mark status and successfully renew status year on year.</p>
			<p><b>26.2</b> Undertake work required as identified above.</p>	Dependant on work required but to start in November 2023		

	<ul style="list-style-type: none"> <li>Leadership and management support</li> <li>Tackling stigma and changing culture</li> <li>Communication</li> </ul> <p>This activity will be inclusive of people of any gender who experience endometriosis.</p>	<p>gynaecological health conditions.</p> <p>This activity will complement existing work to support staff experiencing menopause.</p>	<p><b>26.3</b> Join charter</p>	<p>April 2024</p>		
			<p><b>26.4</b> Submit reviews after 1 year, 3 years and every 2 years after that as required to hold charter mark</p>	<p>April 2025</p> <p>April 2027 and every 2 years after that</p>		
27	<p><b>Support around gynaecological/ fertility related health e.g. endometriosis, cancers, miscarriage, struggling to conceive and abortion.</b></p> <p>This would be inclusive of people of all genders affected by these concerns.</p>	<p>This activity builds on existing work already in place to support staff experiencing menopause and staff taking part in fertility treatments.</p>	<p><b>27.1</b> Policy review to identify amendments required or new policies required.</p>	<p>September 2023- April 2024 (<i>alongside relevant activity in AP 26</i>)</p>	<p>██████████ (Gender Equality Officer) to coordinate with input from:</p> <ul style="list-style-type: none"> <li>Relevant colleagues from HLS (to be identified, dependent upon health issue and areas of academic/</li> </ul>	<p>Focus groups show that affected staff feel supported with focused engagement with existing staff networks e.g. menopause, endometriosis and parents networks via anecdotal feedback in the first instance.</p>
			<p><b>27.2</b> New or amended policies in place</p>	<p>Between June 2024-June 2025 (dependent on extent of new policy requirements)</p>		

<p><i>This is also connected to AP 26.</i></p>			<p><b>27.3</b> Develop guidance for managers.</p>	<p>Between June 2024-June 2025 (dependent on extent of new policy requirements)</p>	<p>public health communication expertise)</p> <ul style="list-style-type: none"> <li>• Menopause Support Group (Facilitator, [REDACTED])</li> <li>• Endometriosis Support Group (facilitated by [REDACTED])</li> </ul>	
			<p><b>27.4</b> Awareness raising activities covering these health conditions/experiences.</p>	<p>From September 2025 onwards</p>	<p><i>Staff/teams named above.</i></p>	<p>Use polls to measure understanding/confidence around topic as part of awareness raising activity i.e. as part of a social media campaign or training evaluation. An initial poll will provide baseline</p>

			<p><b>27.5</b> Awareness raising activity to extend to students – they may be affected by these concerns, but may also benefit in understanding more in case staff they work with are affected.</p>		<p>██████████ (Director of Student Administration and Support) and ██████████ from Student Administration &amp; Support</p>	<p>data; we expect to see improved confidence/knowledge after engagement with the activity.</p>
			<p><b>27.6</b> Menopause Support Group to continue to meet – these are a mixture of peer support sessions and invited guest speakers. Diversity &amp; Equality team to contribute towards funding as required.</p>	<p>Ongoing monthly meetings</p>	<p>Menopause Support Group (Facilitator, ██████████)</p>	<p>Minimum of 4 meetings per year are held, with at least 1 guest speaker per year as chosen by network members.</p>