



Institution Application Bronze and Silver Award



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|--------------------------------|------------------------|---------------|
| Name of institution | University of Surrey | |
| Date of application | 30 November 2017 | |
| Award Level | Bronze | |
| Date joined Athena SWAN | 2012 | |
| Current award | Date: November 2012 | Level: Bronze |
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1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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

From the Vice-Chancellor

Professor G Q Max Lu AO DL
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Ms Ruth Gilligan
Athena SWAN Manager
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22 November 2017

Dear Ms Gilligan

On taking up my post at the University of Surrey in April 2016, I was impressed by the vibrant community, with students and staff from over 140 nations, and the importance placed on respect for others. Despite this, however, equality, diversity and inclusion (EDI) was not fully embedded in all that we do and that had to change.

Having led gender-equality initiatives whilst in Australia and overseen the successful implementation of a number of schemes, I immediately set about transferring good practice to Surrey. I launched the Travel Fellowship scheme to provide funds to help those with caring responsibilities overcome barriers to attending career development events, such as conferences, I committed significant funds to help close the gender pay gap and I signed up to the 30% Club. Whilst these activities were tangible demonstrations of my commitment to change, I realised that we needed to do more and thus I appointed a senior academic, initially on a one-year secondment, to take a more considered, longer-term approach to our EDI strategy and activities. This has worked well and hence I made funds available to enable the post of Director of EDI to be formalised into our structure.

I have worked closely with the Director on this submission. I chose to be the Executive Board lead on gender, with responsibility for Governance of Athena SWAN. I believe that there needs to be active role-modelling from the very top if we are going to change culture, both within the University and more widely. I have ensured a higher profile for gender equality considerations in our recruitment and promotion procedures. As we refresh our committees, I am honouring our commitment to the 30% Club, and have contributed to a workshop run by the Club and Universities UK. Further, I prioritise attendance at EDI events, including the inaugural Athena SWAN lecture and celebrations for International Women's Day, and I joined with colleagues to undertake unconscious bias training.

I have tasked my Executive Board colleagues with various duties within our Action Plan. All have targets relating to gender equality against which they will be formally appraised. Further, I have requested three formal reports a year, on progress against the Action Plan, with the intention of submitting for a Silver award by 2021.

I do not, however, underestimate the challenges ahead, especially with respect to recruiting and retaining more women in science and engineering. Whilst we seek to embed cultural change at Surrey, I will be using my positions with Universities UK, National Physical Laboratory and UK Research and Innovation and as a member of the Prime Minister's Council for Science and Technology to advocate for gender equality more broadly.

Finally, I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the University. The submission has my full support and personal commitment to deliver the proposed actions.

Yours sincerely



Professor G Q Max Lu AO DL
President and Vice-Chancellor

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|---|-----|
| Recommended Word Count for this Section | 500 |
| Actual Word Count for this Section | 482 |
| Recommended Cumulative Word Count | 500 |
| Actual Cumulative Word Count | 482 |

GLOSSARY OF TERMS

AHSSBL – Arts, Humanities, Social Science, Business and Law

AS – Athena SWAN

ASIT – Athena SWAN Implementation Team

BME – Black and Minority Ethnic

CALM – Collegiality, Administration, Leadership and Management

DSAT – Departmental Self-Assessment Team

EB – Executive Board

ECR – Early Career Researcher

ECU – Equality Challenge Unit

EDI – Equality, Diversity and Inclusion

EPSRC – Engineering and Physical Sciences Research Council

FASS – Faculty of Arts and Social Science

FEPS – Faculty of Engineering and Physical Science

FHMS – Faculty of Health and Medical Science

FTE – Full-Time Equivalent

FWP – Flexible Working Policy

Hc – Headcount

HESA – Higher Education Statistics Authority

HoD – Head of Department

HR – Human Resources

IDAHOBIT – International Day Against Homophobia Biphobia and Transphobia

KIT – Keeping In Touch

LGBTQ+ - Lesbian Gay Bisexual Trans Queer intersex

ML – Maternity Leave

MRAC – Marketing, Recruitment, Admissions and Communications

PASS – Professional and Support Staff

PGR – Postgraduate Research

PGT – Postgraduate Taught

PL – Paternity Leave

RAE – Research Assessment Exercise

RECM – Race Equality Charter Mark

REF – Research Evaluation Framework

RO – Research Only

SCS – Staff Culture Survey

SPL – Shared Parental Leave

STEMM – Science, Technology, Engineering, Maths and Medicine

TCP – Teaching Constraints Policy

TF – Teaching Fellow

TO – Teaching Only

UBT – Unconscious Bias Training

UG – Undergraduate

USAT – University Self-Assessment Team

VC – Vice Chancellor

VICI – Vice-Chancellor’s Inclusion and Career Investment

VP – Vice Provost

WES – Women’s Engineering Society

WISE – Women in Science and Engineering

WPM – Workload Planning Model

2. DESCRIPTION OF THE INSTITUTION

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

The current Vice-Chancellor (VC), Professor G Q Max Lu, joined the University in April 2016, just as the original submission for renewal of the University's Bronze Award was made. Professor Lu's arrival at Surrey was the end of a significant period of change, which included a restructuring from four into the current three Faculties (Arts and Social Sciences, FASS; Engineering and Physical Sciences, FEPS; and Health and Medical Sciences, FHMS).

On arrival, Prof. Lu made it clear that he wished to see Equality, Diversity and Inclusion (EDI) given a higher priority across the University and instigated changes, as outlined in his letter, many of which were prior to the announcement that we had not been successful with our renewal submission. Whilst this outcome was disappointing, we accepted that there had been some loss of momentum and it provided an even greater incentive to ensure that the Athena SWAN (AS) principles were embedded in our culture.

In addition to continuing to progress and build on the Action Plan from the 2016 submission, we have used the one year grace period as an opportunity to refresh our EDI Strategy and activities. We had already ensured that AS activities were linked to other initiatives, e.g. HR Excellence in Research, Race Equality Charter Mark (RECM), Stonewall Champion, DisabledGo, Disability Confident and Project Juno, and further strengthened these interactions by adopting a matrix structure, whereby each Faculty and Professional Services has its own EDI Committee, with significant cross-membership, including a number of members from the University Self-Assessment Team (USAT). We have set ourselves ambitious targets, including all Departments having an Athena SWAN Bronze Award or higher by 2020; the current position is shown in Table 2.1.

(ii) information on its teaching and its research focus

We are a research-intensive University with excellent teaching, as evidenced by our Teaching Excellence Framework Gold Award. There are 22 academic units (Departments/Schools, herein referred to as Departments) spread roughly equally across the three Faculties, each of which is engaged in both teaching and research (Figure 2.1). With the exception of the Centre for Environment and Sustainability, all Departments offer undergraduate degrees, the majority with the option to undertake an integrated year of Professional Training and many with an integrated Masters pathway.

Table 2.1: Athena SWAN Awards and Imminent Planned Submissions

| | Current Awards | Imminent Submissions |
|---|----------------------------|----------------------|
| University | Bronze 2012 | Bronze Nov 2017 |
| Biosciences and Medicine | Silver Nov 2017 | |
| Health Sciences | Bronze Nov 2014 | Silver April 2018 |
| Centre for Environment & Sustainability | Bronze Nov 2014 | Silver April 2018 |
| Computer Science | Bronze Nov 2017 | |
| Electrical & Electronic Engineering | Bronze Nov 2014 | Bronze April 2018 |
| Mechanical Engineering Sciences | Bronze Nov 2015 | |
| Physics | Juno Practitioner Nov 2014 | Renewal under review |
| Civil and Environmental Engineering | N/A | Bronze Nov 2018 |
| Chemistry | N/A | Bronze Nov 2018 |
| English and Languages | N/A | Bronze April 2018 |
| Law and Politics (joint submission) | N/A | Bronze April 2018 |
| Psychology | N/A | Bronze Nov 2018 |

| Structure in 2014/15 | | | Structure in 2015/16 | | | Structure 2016/17 | | | |
|----------------------|------|------------------------------|----------------------|------|--------------------------------------|-------------------|------|------------------------------------|--------------------------------------|
| | | Department | | | Department | | | Department | |
| AHSSBL | FBEL | Economics | AHSSBL | FASS | Economics | AHSSBL | FASS | Economics | |
| | | Hospitality and Tourism | | | Hospitality and Tourism Management | | | Hospitality and Tourism Management | |
| | | Law | | | Law | | | Law | |
| | | Surrey Business School | | | Surrey Business School | | | Surrey Business School | |
| | FAHS | English and Languages | | | English and Languages | | | English and Languages | |
| | | Guildford School of Acting | | | Guildford School of Acting | | | Guildford School of Acting | |
| | | Arts | | | Arts* | | | Music and Media | |
| | | Social Sciences ⁺ | | | Social Sciences ⁺ | | | Sociology | |
| | | | | | - | | | Politics | |
| | | | | | | | | | |
| STEMM | FHMS | Psychology | STEMM | FHMS | Psychology | STEMM | FHMS | Psychology | |
| | | Veterinary Medicine | | | Veterinary Medicine | | | Veterinary Medicine | |
| | | Biosciences and Medicine | | | Biosciences and Medicine | | | Biosciences and Medicine | |
| | | Health Sciences | | | Health Sciences | | | Health Sciences | |
| | FEPS | Centre for Env. Strategy* | | | Centre for Environ. & Sustainability | | | FEPS | Centre for Environ. & Sustainability |
| | | Chem. and Process Eng. | | | Chem. and Process Eng. | | | | Chem. and Process Eng. |
| | | Chemistry | | | Chemistry | | | | Chemistry |
| | | Civil and Environ. Eng. | | | Civil and Environ. Eng. | | | | Civil and Environ. Eng. |
| | | Computing | | | Computer Science | | | | Computer Science |
| | | Electronic Engineering | | | Electronic Engineering | | | | Electrical & Electronic Engineering |
| | | Mathematics | | | Mathematics | | | | Mathematics |
| | | Mechanical Eng. Sciences | | | Mechanical Eng. Sciences | | | | Mechanical Eng. Sciences |
| | | Physics | | | Physics | | | | Physics |

⁺The School of Politics and the School of Sociology were combined during these academic years.

* This was simply a renaming and did not involve any changes to the staff complement.

Figure 2.1: The academic Departments in the University of Surrey over the last three years with AHSSBL being Arts, Humanities, Social Sciences, Business and Law and STEMM being Science, Technology, Engineering, Mathematics and Medicine. FEPS is the Faculty of Engineering and Physical Sciences, FHMS is the Faculty of Health and Medical Sciences, FAHS is the Faculty of Arts and Human Sciences and FBEL is the Faculty of Business Economics and Law; these two Faculties merged to become FASS, the Faculty of Arts and Social Sciences.

We have recently refreshed our Research Strategy and much of our research is directed towards our three Grand Challenges: *Science Delivering Global Wellbeing; Sustainable Cities, Communities and Economies; and Connecting Societies and Cultures*. Our academic offering and research portfolio have been enhanced by four recent major projects: the 5G Innovation Centre and the School of Veterinary Medicine (2015), the Innovation for Health Learning Laboratory (2017) and the Doctoral College (launched in October 2016) with a remit extending to early career researchers (ECRs) as well as postgraduate research students.

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

Currently, the University employs 3,004 people and 1,584 (52.7%) are women. In both the academic and professional and support services (PASS) categories the percentage of women is within 5% points of the Higher Education Statistics Authority (HESA) data (Table 2.2).

Table 2.2: University staff numbers by gender and job family with sector data (from HESA) for headcount (Hc) and full time equivalent (FTE).

| | Total | | Men | | Women | | % of women | | Sector average for women (HESA data) | |
|---------------------------------------|-------|-------|-------|-------|-------|------|------------|-----|--------------------------------------|------|
| | Hc | FTE | Hc | FTE | Hc | FTE | Hc | FTE | %Hc | %FTE |
| Academic and research staff | | | | | | | | | | |
| 2014/15 | 1,136 | 1,027 | 667 | 618 | 469 | 409 | 41% | 40% | 45% | 43% |
| 2015/16 | 1,188 | 1,063 | 689 | 630 | 499 | 433 | 42% | 40% | 45% | 44% |
| 2016/17 | 1,232 | 1,108 | 703 | 644 | 529 | 464 | 43% | 42% | * | * |
| Professional and support staff | | | | | | | | | | |
| 2014/15 | 1578 | 1,360 | 640 | 560 | 938 | 800 | 59% | 59% | 63% | 60% |
| 2015/16 | 1676 | 1,415 | 675 | 585 | 1,001 | 830 | 60% | 59% | 63% | 60% |
| 2016/17 | 1772 | 1,615 | 717 | 683 | 1,055 | 932 | 60% | 58% | * | * |
| University total staff | | | | | | | | | | |
| 2014/15 | 2,714 | 2,387 | 1,305 | 1,178 | 1,409 | 1209 | 52% | 51% | 54% | 52% |
| 2015/16 | 2,864 | 2,478 | 1,361 | 1,215 | 1,503 | 1263 | 52% | 51% | 54% | 52% |
| 2016/17 | 3,004 | 2,723 | 1,420 | 1,327 | 1,584 | 1396 | 53% | 51% | * | * |

* HESA data for 2016/17 are not available. However, given the stability of these data, we feel that the benefits of using our most recent data outweigh the slight disadvantage of not having the 2016/17 comparators.

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

The student population in 2016/17 was 15,505 (Figure 2.2; Tables 2.3 and 2.4). All of the AHSSBL Departments are in a single Faculty (FASS); overall, the data are in line with the HESA data, although there are variances at Departmental level. The STEMM Departments are split over two Faculties. FEPS is predominantly male, with all Departments in line with or more gender-balanced than benchmark data; FHMS is predominantly female, with three of the four Departments in line with HESA data.

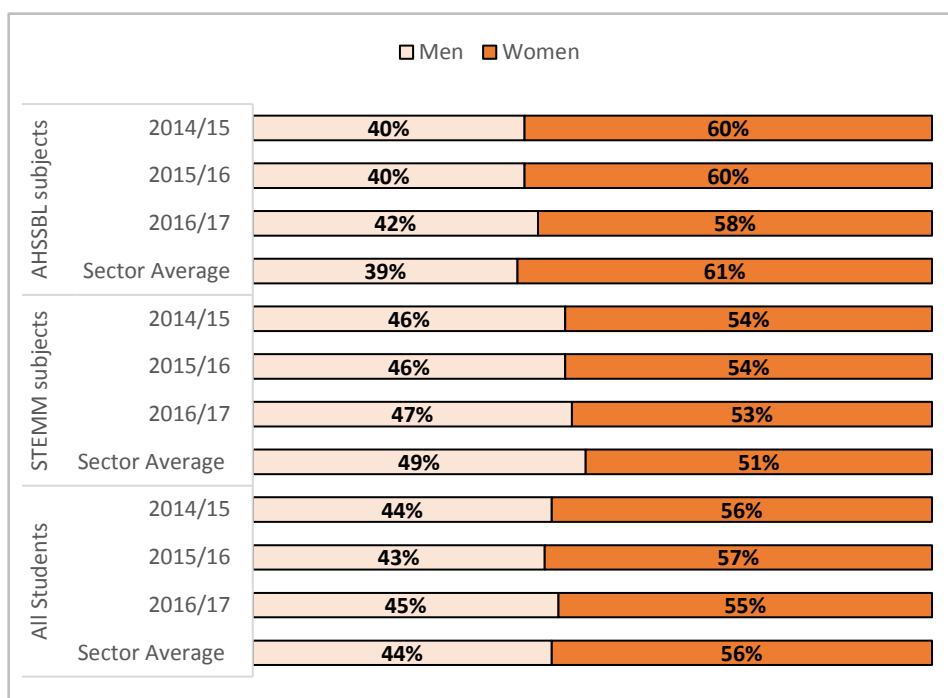


Figure 2.2: The relative proportions of male and female students in AHSSBL and STEM departments over the past 3 years with HESA data from 2015/6 used for the sector average.

Table 2.3: Breakdown of the student numbers (headcount) by type of programme, Faculty and gender. UG is undergraduate, PGT is postgraduate taught and PGR is postgraduate research.

| | | 2014/5 | | | 2015/6 | | | 2016/17 | | |
|--------------------|-------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | Men | Women | %W | Men | Women | %W | Men | Women | %W |
| AHSSBL | UG | 1,861 | 2,510 | 57% | 2,090 | 2,768 | 57% | 2,358 | 2,980 | 56% |
| | PGT | 332 | 600 | 64% | 486 | 760 | 61% | 402 | 787 | 66% |
| | PGR | 106 | 125 | 54% | 113 | 139 | 55% | 104 | 135 | 56% |
| | FASS Total | 2,299 | 3,235 | 58% | 2,689 | 3,667 | 58% | 2,864 | 3,902 | 58% |
| STEMM | UG | 2,209 | 614 | 22% | 2,324 | 615 | 21% | 2,394 | 678 | 22% |
| | PGT | 475 | 164 | 26% | 458 | 141 | 24% | 473 | 165 | 26% |
| | PGR | 369 | 154 | 29% | 339 | 145 | 30% | 306 | 132 | 30% |
| | FEPS Total | 3,053 | 932 | 23% | 3,121 | 901 | 22% | 3,173 | 975 | 24% |
| | UG | 524 | 2,538 | 83% | 617 | 2,732 | 82% | 695 | 2,798 | 80% |
| | PGT | 202 | 748 | 79% | 200 | 814 | 80% | 153 | 619 | 80% |
| | PGR | 79 | 263 | 77% | 77 | 239 | 76% | 81 | 245 | 75% |
| | FHMS Total | 805 | 3,549 | 82% | 894 | 3,785 | 81% | 929 | 3,662 | 80% |
| STEMM total | 3,858 | 4,481 | 54% | 4,015 | 4,686 | 54% | 4,102 | 4,637 | 53% | |
| Grand Total | | 6,157 | 7,716 | 56% | 6704 | 8,353 | 55.5% | 6966 | 8,539 | 55% |

Table 2.4: Total number of students in each department over the last 3 years. The green shading highlights Departments in which the gender-balance is in line with HESA data (less than 5% points deviation) or more gender-balanced. (*Please note that Politics was part of Social Sciences in 14/15 and 15/16).

| | | 2014/15 | | | | | 2015/16 | | | | | Sector Average 2015/16 | | 2016/17 | | | | |
|----------------------------|----------------------------------|------------|--------------|-------------|---------------|--------------|------------|--------------|--------------|---------------|--------------|---------------------------|--------------|------------|--------------|--------------|---------------|--------------|
| | | Men | % | Women | % | Total | Men | % | Women | % | Total | M% | W% | Men | % | Women | % | Total |
| AHSSBL | Economics | 513 | 70% | 220 | 30% | 733 | 528 | 67% | 263 | 33% | 791 | 64% | 36% | 612 | 69% | 272 | 31% | 884 |
| | English and Languages | 91 | 20% | 359 | 80% | 450 | 145 | 25% | 437 | 75% | 582 | 30% | 70% | 121 | 22% | 425 | 78% | 546 |
| | Guildford School of Acting | 171 | 44% | 217 | 56% | 389 | 176 | 43% | 236 | 57% | 412 | 36% | 64% | 185 | 31% | 404 | 69% | 589 |
| | Hospitality & Tourism Management | 218 | 26% | 605 | 74% | 823 | 199 | 24% | 623 | 76% | 822 | 21% | 79% | 177 | 22% | 645 | 78% | 822 |
| | Law | 160 | 27% | 423 | 73% | 583 | 182 | 32% | 395 | 68% | 577 | 39% | 61% | 215 | 32% | 450 | 68% | 665 |
| | Music and Media | 247 | 51% | 235 | 49% | 482 | 221 | 50% | 221 | 50% | 442 | 58% | 42% | 207 | 67% | 102 | 33% | 309 |
| | Politics | n/a* | | | | | | | | | | 52% | 48% | 98 | 55% | 79 | 45% | 177 |
| | Social Sciences/Sociology | 195 | 32% | 418 | 68% | 613 | 199 | 31% | 449 | 69% | 648 | 37% | 63% | 100 | 22% | 365 | 78% | 465 |
| | Surrey Business School | 704 | 48% | 758 | 52% | 1,462 | 1,039 | 50% | 1,043 | 50% | 2,082 | 48% | 52% | 1,149 | 50% | 1,160 | 50% | 2,309 |
| AHSSBL (FASS) total | 2,299 | 42% | 3,235 | 58% | 5,535 | 2,689 | 42% | 3,667 | 58% | 6,356 | 39% | 61% | 2,864 | 42% | 3,902 | 58% | 6,766 | |
| STEMM - FEPS | Centre for Env. & Sustainability | 68 | 54% | 58 | 46% | 126 | 64 | 53% | 57 | 47% | 121 | 52% | 48% | 57 | 51% | 54 | 49% | 111 |
| | Chemical and Process Eng. | 282 | 74% | 101 | 26% | 383 | 327 | 74% | 117 | 26% | 444 | 73% | 27% | 350 | 73% | 127 | 27% | 477 |
| | Chemistry | 90 | 43% | 119 | 57% | 209 | 111 | 50% | 111 | 50% | 222 | 57% | 42% | 111 | 48% | 120 | 52% | 231 |
| | Civil and Environmental Eng. | 564 | 81% | 132 | 19% | 696 | 539 | 82% | 120 | 18% | 659 | 79% | 21% | 483 | 82% | 106 | 18% | 589 |
| | Computer Science | 267 | 83% | 54 | 17% | 321 | 288 | 86% | 48 | 14% | 336 | 82% | 18% | 323 | 83% | 68 | 17% | 391 |
| | Electrical and Electronic Eng. | 496 | 86% | 78 | 14% | 574 | 490 | 85% | 87 | 15% | 577 | 86% | 14% | 488 | 84% | 96 | 16% | 584 |
| | Mathematics | 295 | 62% | 179 | 38% | 474 | 283 | 64% | 157 | 36% | 440 | 63% | 37% | 320 | 67% | 155 | 33% | 475 |
| | Mechanical Eng. Sciences | 654 | 85% | 118 | 15% | 772 | 662 | 86% | 109 | 14% | 771 | 89% | 11% | 646 | 83% | 134 | 17% | 780 |
| | Physics | 337 | 78% | 93 | 22% | 430 | 357 | 79% | 95 | 21% | 452 | 78% | 22% | 395 | 77% | 115 | 23% | 510 |
| STEMM - FEPS | 3,053 | 77% | 932 | 23% | 3,985 | 3,121 | 78% | 901 | 22% | 4,022 | 72% | 27% | 3,173 | 76% | 975 | 24% | 4,148 | |
| STEMM - FHMS | Biosciences and Medicine | 383 | 30% | 892 | 70% | 1275 | 403 | 31% | 899 | 69% | 1,302 | 38% | 62% | 452 | 32% | 973 | 68% | 1,425 |
| | Health Sciences | 291 | 12% | 2045 | 88% | 2,336 | 332 | 13% | 2,163 | 87% | 2,495 | 11% | 84% | 290 | 14% | 1,800 | 86% | 2,090 |
| | Psychology | 114 | 17% | 560 | 83% | 674 | 113 | 17% | 570 | 83% | 683 | 20% | 80% | 119 | 16% | 630 | 84% | 749 |
| | Veterinary Medicine | 17 | 25% | 52 | 75% | 69 | 46 | 23% | 153 | 77% | 199 | 22% | 78% | 68 | 21% | 259 | 79% | 327 |
| | STEMM - FHMS | 805 | 18% | 3549 | 82% | 4,354 | 894 | 19% | 3,785 | 81% | 4,679 | 30% | 70% | 929 | 20% | 3,662 | 80% | 4,591 |
| STEMM TOTAL | 3,858 | 46% | 4,481 | 54% | 8,339 | 4,015 | 46% | 4,686 | 54% | 8,701 | 49% | 51% | 4,102 | 47% | 4,637 | 53% | 8,739 | |
| Grand total | 6,157 | 44% | 7,716 | 56% | 13,874 | 6,704 | 45% | 8,353 | 55% | 15,057 | 44% | 56% | 6,966 | 45% | 8,539 | 55% | 15,505 | |

- (iv) 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

The data for Departments are presented in Table 2.5. Throughout this submission, we have not included the students and 8 colleagues at the Dongbei University of Finance and Economics in Dalian, China or our Associates, who teach on a peripatetic basis. They deliver ~1% of the teaching in FEPS and FHMS and 8% in FASS, mostly related to the Guildford School of Acting, specialist music performance tuition and voluntary language classes for staff and students.

| | |
|---|------|
| Recommended Word Count for this Section | 500 |
| Actual Word Count for this Section | 646 |
| Recommended Cumulative Word Count | 1000 |
| Actual Cumulative Word Count | 1128 |

Table 2.5: Staff in the University departments by gender and job category in 2016/17.

Please note that the totals do not fully reconcile with Table 2.2 as some academic staff and many PASS staff are not associated with individual Departments.

| | | Academic | | | | | Professional and Support Staff | | | | | Staff Total | | | | | HESA 2015/6 %W total |
|--------------------|----------------------------------|------------|------------|------------|--------------|------------|--------------------------------|------------|------------|------------|------------|-------------|------------|------------|--------------|------------|----------------------------|
| | | Men | | Women | | Total | Men | | Women | | Total | Men | | Women | | Total | |
| | | no | % | no | % | | no | % | no | % | | no | % | no | % | | |
| AHSSBL | Economics | 34 | 67% | 17 | 33% | 51 | - | 0% | 1 | 100% | 1 | 34 | 65% | 18 | 35% | 52 | 36% |
| | English & Languages | 17 | 29% | 42 | 71% | 59 | 1 | 14% | 6 | 86% | 7 | 18 | 27% | 48 | 73% | 66 | 60% |
| | Guildford School of Acting | 21 | 51% | 20 | 49% | 41 | 4 | 27% | 11 | 73% | 15 | 25 | 45% | 31 | 55% | 56 | 46% |
| | Hospitality & Tourism Management | 22 | 55% | 18 | 45% | 40 | - | 0% | 1 | 100% | 1 | 22 | 54% | 19 | 46% | 41 | 55% |
| | Law | 13 | 57% | 10 | 43% | 23 | - | - | - | - | 0 | 13 | 57% | 10 | 43% | 23 | 56% |
| | Music and Media | 21 | 81% | 5 | 19% | 26 | 4 | 80% | 1 | 20% | 5 | 25 | 81% | 6 | 19% | 31 | 46% |
| | Politics | 6 | 55% | 5 | 45% | 11 | - | 0% | 1 | 100% | 1 | 6 | 50% | 6 | 50% | 12 | 45% |
| | Sociology | 15 | 35% | 28 | 65% | 43 | - | 0% | 5 | 100% | 5 | 15 | 31% | 33 | 69% | 48 | 60% |
| | Surrey Business School | 66 | 59% | 46 | 41% | 112 | - | 0% | 7 | 100% | 7 | 66 | 55% | 53 | 45% | 119 | 51% |
| | AHSSBL (FASS) Total | 215 | 54% | 191 | 46% | 406 | 9 | 21% | 33 | 79% | 42 | 224 | 51% | 224 | 49% | 448 | 52% |
| STEMM - FEPS | Centre for Environ & Sustain | 14 | 74% | 5 | 26% | 19 | - | 0% | 7 | 100% | 7 | 14 | 54% | 12 | 46% | 26 | 45% |
| | Chemical & Process Engineering | 24 | 69% | 11 | 31% | 35 | 7 | 78% | 2 | 22% | 9 | 31 | 70% | 13 | 30% | 44 | 34% |
| | Chemistry | 14 | 58% | 10 | 42% | 24 | 2 | 20% | 8 | 80% | 10 | 16 | 47% | 18 | 53% | 34 | 34% |
| | Civil & Environmental Eng. | 25 | 76% | 8 | 24% | 33 | 3 | 50% | 3 | 50% | 6 | 28 | 72% | 11 | 28% | 39 | 30% |
| | Computer Science | 22 | 79% | 6 | 21% | 28 | 1 | 33% | 2 | 67% | 3 | 23 | 74% | 8 | 26% | 31 | 30% |
| | Electrical Electronic Engineer | 128 | 84% | 25 | 16% | 153 | 28 | 60% | 19 | 40% | 47 | 156 | 78% | 44 | 22% | 200 | 22% |
| | Mathematics | 27 | 73% | 10 | 27% | 37 | 1 | 25% | 3 | 75% | 4 | 28 | 68% | 13 | 32% | 41 | 30% |
| | Mechanical Eng. Sciences | 43 | 81% | 10 | 19% | 53 | 13 | 68% | 6 | 32% | 19 | 56 | 78% | 16 | 22% | 72 | 24% |
| | Physics | 45 | 79% | 12 | 21% | 57 | 4 | 29% | 10 | 71% | 14 | 49 | 69% | 22 | 31% | 71 | 23% |
| | STEMM - FEPS total | 342 | 78% | 97 | 22% | 439 | 59 | 50% | 60 | 50% | 119 | 401 | 72% | 157 | 28% | 558 | 30% |
| STEMM - FHMS | Biosciences & Medicine | 58 | 44% | 74 | 56% | 132 | 5 | 45% | 6 | 55% | 11 | 63 | 44% | 80 | 56% | 143 | 50% |
| | Health Sciences | 13 | 14% | 81 | 86% | 94 | - | 0% | 6 | 100% | 6 | 13 | 13% | 87 | 87% | 100 | 76% |
| | Psychology | 27 | 40% | 40 | 60% | 67 | 3 | 75% | 1 | 25% | 4 | 30 | 42% | 41 | 58% | 71 | 62% |
| | Veterinary Medicine | 30 | 51% | 29 | 49% | 59 | 3 | 27% | 8 | 73% | 11 | 33 | 47% | 37 | 53% | 70 | 66% |
| | STEMM - FHMS total | 128 | 36% | 224 | 64% | 352 | 11 | 34% | 21 | 66% | 32 | 139 | 36% | 245 | 64% | 384 | 63% |
| STEMM Total | 470 | 59% | 321 | 41% | 791 | 70 | 46% | 81 | 54% | 151 | 540 | 57% | 402 | 43% | 942 | 48% | |
| Grand Total | 685 | 57% | 512 | 43% | 1,197 | 79 | 41% | 114 | 59% | 193 | 764 | 55% | 626 | 45% | 1,390 | 54% | |

3. THE SELF-ASSESSMENT PROCESS





(i) a description of the self-assessment team

On submission of the original renewal application, the USAT continued to meet every quarter to progress the 2016 Action Plan. The USAT comprised the AS SAT/AS Implementation Team (ASIT) leads from each of the 22 Departments plus other representatives, giving a membership of 36.

Following feedback from the Equality Challenge Unit (ECU), it was agreed that the USAT would benefit from being reduced in size and that individuals with significant leadership roles within the University should be invited to join, to ensure that policies could be translated into actions. Thus, we reconstituted the SAT to include five senior members of the Executive Board (EB), including the three Faculty Executive Deans. Recognising that the make-up of the USAT is critical and must represent views from across the whole University, three Faculty representatives joined existing members, representing the Doctoral College and PASS staff, giving some continuity from the ASIT. The current membership and their various experiences are summarised in Tables 3.1 and 3.2.

The VC is the EB lead for Gender and although he, like the two Vice-Provosts (VP, Education and Students and VP, Research and Innovation) is not a formal member of the SAT, all three received the minutes and frequent updates from the Chair. Likewise the EDI team met monthly with the Students' Union sabbatical officers.

Table 3.1: The current membership of the USAT

| Member | | University Role | Athena Swan Role |
|---|----------------|---|--|
|  | Julie Yeomans | Professor of Ceramic Materials. Currently on secondment as Director of Equality, Diversity and Inclusion | Chair Previous Head of Engineering Department with AS Bronze Award |
|  | Karen Chessman | Deputy Director of HR Operations | Senior HR representative (formerly a member of the ASIT) |
|  | Angie Cousins | Head of Equality and Diversity | Formerly a member of the ASIT |
|  | Vince Emery | Senior Vice-President (Global Strategy and Engagement) Professor of Translational Virology | Chair of the RECM SAT Member of Exec Board Formerly a member of the ASIT |

| | | | |
|---|-----------------|--|---|
|  | Helen Griffiths | Executive Dean of the Faculty of Health and Medical Sciences Professor of Biomedical Sciences | Senior Faculty Representative Member of Exec Board Recent experience of Athena SWAN at another University |
|  | Michael Hassell | Equality and Diversity Adviser | Equality Charters Coordinator Formerly a member of the ASIT |
|  | Mary Hensher | Chief Information Officer | Vice-chair Formerly Chair of the ASIT |
|  | Graham Miller | Executive Dean of the Faculty of Arts and Social Sciences Professor of Sustainability in Business | Senior Faculty Representative Member of Exec Board |
|  | Ben Murdin | Professor of Physics | Project Juno Lead and Faculty (FEPS) representative |
|  | Tim Parry | Head of Staff Development | Formerly a member of the ASIT |
|  | Neil Rickman | Professor of Economics | Athena SWAN Departmental Lead and Faculty (FASS) representative |

| | | | |
|---|-----------------|--|--|
|  | Rachel Simmonds | Senior Lecturer in Immunopathogenesis, School of Biosciences and Medicine | Former Athena SWAN Departmental Lead and Faculty (FHMS) representative |
|  | Paul Smith | Executive Dean of the Faculty of Engineering and Physical Sciences Professor of Composite Materials | Senior Faculty Representative Member of Exec Board |
|  | Carol Spencely | Lead for ECR Support in the Doctoral College | Formerly a member of the ASIT |
|  | Sue Starbuck | Research Facilitation and Engagement Manager | Formerly a member of the ASIT |
|  | Paul Stephenson | Vice-President, Human Resources | Line management responsibility includes Equality, Diversity and Inclusion Member of Exec Board Formerly a member of the ASIT |
|  | Lisa White | Director of Communications and PR | Left the University in October 2017. |

Table 3.2: Collective Experiences and Attributes of the SAT membership.

| | Number | Percent |
|--|--------|---------|
| Men | 8 | 47 |
| Women | 9 | 53 |
| Experience of Working Part-time/Flexibly | 5 | 29 |
| Experience of Caring Responsibilities | 9 | 53 |

(ii) an account of the self-assessment process

Feedback from the previous submission was shared with the USAT, and a plan of priority actions was produced. This occurred concomitantly with the refreshing of the University EDI Strategy, giving opportunities for synergy. In addition to the Annual Staff Survey, which includes questions around EDI, a separate, more detailed Staff Culture Survey (SCS) was undertaken, alongside one for the RECM. A Careers in Research On-line Survey also took place, providing additional data (Table 3.3). Several Working Groups were already reviewing key topics such as: career paths for Teaching Fellows; attitudes to flexible working; and maternity/shared parental leave. New data and feedback from Working Groups was highlighted for discussion at monthly SAT meetings.

To ensure the two-way flow of information between the USAT and individual Departmental SATs (DSATs), the quarterly Athena SWAN Forum for Departmental AS Leads continued. Further, the action plans from DSATs were reviewed and salient topics from submissions were discussed. Interactions with other University committees took place via cross-representation (see Figure 3.1) and/or the provision of reports (e.g. to the University's Research Committee). As well as the formal interaction with the University's Equality and Diversity Committee (EDC), frequent meetings were held with the Chair of that committee, Anne Watts, Deputy Chair of Council, who has extensive expertise relating to EDI.

Table 3.3: Data on the three surveys that took place in 2016/17; please note that some respondents choose not to identify with a particular gender.

| | Total no. of responses | Response rate | Men | Women | Academic staff | PASS staff |
|------------------------------------|------------------------|---------------|-----|-------|----------------|------------|
| Annual Staff Survey | 2206 | 73% | 34% | 50% | 29% | 71% |
| Staff Culture Survey | 727 | 24% | 36% | 58% | 39% | 61% |
| Careers in Research On-line Survey | 97 | 30% | 51% | 47% | 100% | 0 |

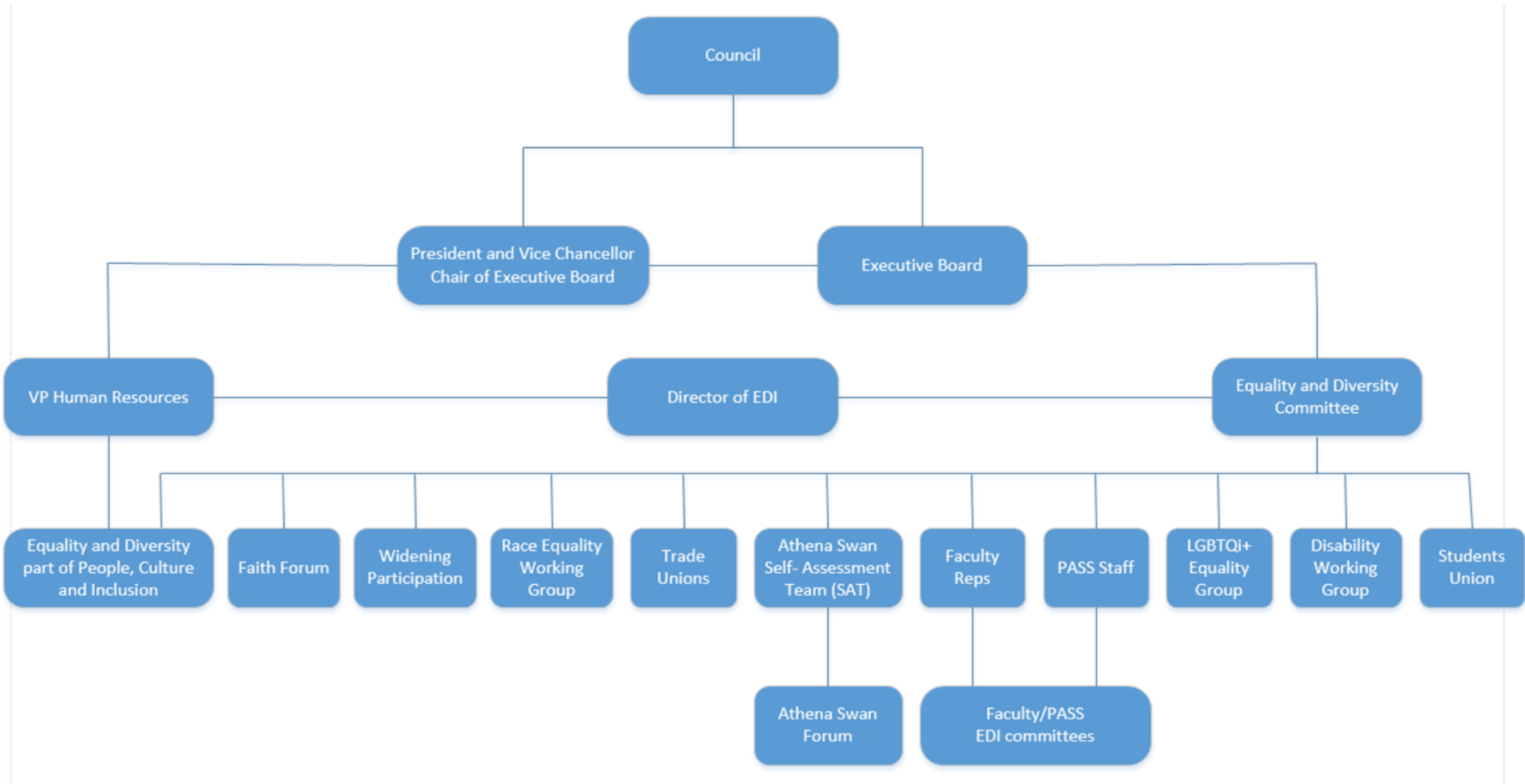


Figure 3.1 Diagram showing the EDI committee interactions

During the year, the Athena SWAN Chair gave presentations on progress to: EB (twice); Heads of Academic Departments; each of the three Faculty Senior Management teams; and at an all staff 'Bitesize Briefing' (jointly with the EB Lead for Race). Additionally, the Chair or another EDI colleague attended all of the Faculty and PASS EDI Committee meetings, ensuring that staff were kept informed of progress and had an opportunity to contribute to the development of the Action Plan.

To inform our approach, we have consulted extensively with other universities holding AS awards to identify good practice. For example, Prof. Paul Walton (York Chemistry Department – Gold Athena SWAN Award) gave a masterclass for DSAT leads, prior to delivering the inaugural Athena SWAN lecture and colleagues visited Royal Holloway to learn about their commended promotion processes, which has resulted in a pilot scheme in FASS (see section 5.1 (iii)). The opportunity was also taken to network and share best practice with local Athena SWAN personnel and the ECU, when we hosted the South East AS Network meeting in July and a workshop on *SMART Actions and Creating Impact* in October 2017.

In the final stages of the process, the USAT debated then agreed the Action Plan, which is presented in terms of themes. Everyone assigned an action was consulted and confirmed acceptance of their responsibility. As well as seeking input on the whole submission from external 'critical friends', there was regular dialogue with the VC, Provost and two VPs; getting their approval was important and will ensure that the actions are delivered.

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

The VC has taken responsibility for the governance of the Athena SWAN activities and appointed EB colleagues to oversee the other themes in our Action Plan. Furthermore, the position of Director of EDI has been formalised into the structure of the University, demonstrating our commitment to maintaining momentum and prioritising the implementation of the Action Plan. Improving gender equality and thereby being able to apply for an Athena SWAN Institutional Silver Award is a key component of the University's EDI Strategy.

The USAT will become the UASIT and continue to meet every two months to monitor progress, with regular reports to the EDC and EB. We recognise, however, that refreshing the membership, with greater emphasis on intersectionality, and representation from a wider section of the University community, including students, would be beneficial, not only to our AS activities but to the wider EDI agenda. Part of the UASIT's remit will be to run another Staff Culture Survey in 2019 and work with the outputs from that and other surveys, as well as the findings from Focus/Working Groups.

The Athena SWAN Forum will continue to have meetings in support of Departmental submissions. It is also appropriate to review how the new EDI Committees have been functioning and to formalise the cross-membership between them and the UASIT.

| | |
|---|------|
| Recommended Word Count for this Section | 1000 |
| Actual Word Count for this Section | 903 |
| Recommended Cumulative Word Count | 2000 |
| Actual Cumulative Word Count | 2033 |

| | |
|--------------|---|
| 2017AP G1 | <p>Themes within the Action Plan allocated to members of the Executive Board (EB):</p> <ul style="list-style-type: none"> Monday Morning Meetings (MMM) to be used to raise any concerns with progress Performance of the theme to be part of the annual personal appraisal target relating to Equality, Diversity and Inclusion (EDI) for the EB member responsible for the theme. |
| 2017AP G2 | <p>The University Self-Assessment Team (USAT) becomes the University Athena SWAN Implementation Team (UASIT):</p> <ul style="list-style-type: none"> Schedule meetings every two months, with three meetings preceding those of the Equality & Diversity Committee (EDC) Monitor progress against Action Plan Instigate appropriate interventions if actions are not being delivered Update Action Plan after each meeting to ensure it is a 'current' document, reflecting progress and any changing circumstances, and formally report any concerns to EB Report to the University's Equality and Diversity Committee three times a year Report annually to Council. When the report has been approved ensure that it is passed to the Communications team for publication on the Athena SWAN pages of the website. |
| 2017AP G3 | <p>Review of UASIT membership:</p> <ul style="list-style-type: none"> Refresh annually with 1/3 members stepping down Increase intersectionality by monitoring and where appropriate encouraging new members from under-represented groups (especially related to race, religion and LGBTQi+) Invite Sabbatical Team at the Students' Union to provide two student representatives to formally join the UASIT. |
| 2017AP G4 | <p>Continue to support Departmental Submissions:</p> <ul style="list-style-type: none"> Hold quarterly Athena SWAN Forum meetings bringing together the Chairs of the Departmental SATs and ASITs and report to UASIT Maintain SharePoint repository of all available successful applications (nationally) and other useful supporting documentation Provide 'critical friends' to review draft submissions. |
| 2017AP G5 | <p>Assess progress against KPIs in EDI Strategy using a balanced scorecard approach.</p> <p>Use data from other schemes (e.g. Race Equality Charter, Stonewall, Disability Confident) together with Athena SWAN data to investigate intersectionality issues.</p> |
| 2017AP G6 | <p>Review of EDI Committee Structure and Effectiveness:</p> <ul style="list-style-type: none"> Review and report on the operation of the Faculty and PASS EDI Committees Review cross-representation and lines of communication with other key committees (e.g. Faculty Exec Boards) and Working Groups/Networks (e.g. LGBTQi+ Equality Working Group) Share best practice Establish consistent set of guidelines to ensure all four committees have a common core remit Establish procedures for renewing membership. |
| 2017AP S1 | <p>Continue to encourage all staff to engage with the completion of surveys and analyse data and free text comments from questions relating to EDI issues in:</p> <ul style="list-style-type: none"> Annual Staff Survey Careers in Research On-line Survey (CROS) Other surveys as appropriate. |
| 2017AP S2 | <p>Analyse data and free text comments from Staff Culture Survey (SCS) every other year looking at gender/race. Combine with outputs from annual Stonewall survey to look at intersectionality.</p> |
| 2017AP S3 | <p>Use survey outcomes to set up Focus/Working Groups and then use the outcomes of these to feed into an updated Action Plan.</p> |

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

To understand the career 'pipeline' on the basis of level (Table 4.1), the data (Table 4.2) are shown in a series of bubble plots (Figures 4.1-4.5). Please note that academic staff not associated with a particular Faculty (Non-Fac.) are considered in this section but not subsequently.

Table 4.1: Grades and their associated job titles.

| Grade | Job Titles |
|---------|---|
| Level 3 | Research Officer; Teaching Fellow |
| Level 4 | Lecturer; Research Fellow; Teaching Fellow |
| Level 5 | Lecturer; Research Fellow; Teaching Fellow |
| Level 6 | Reader; Senior Lecturer; Senior Research Fellow; Senior Teaching Fellow |
| Level 7 | Professor; Professorial Research Fellow; Professorial Teaching Fellow |

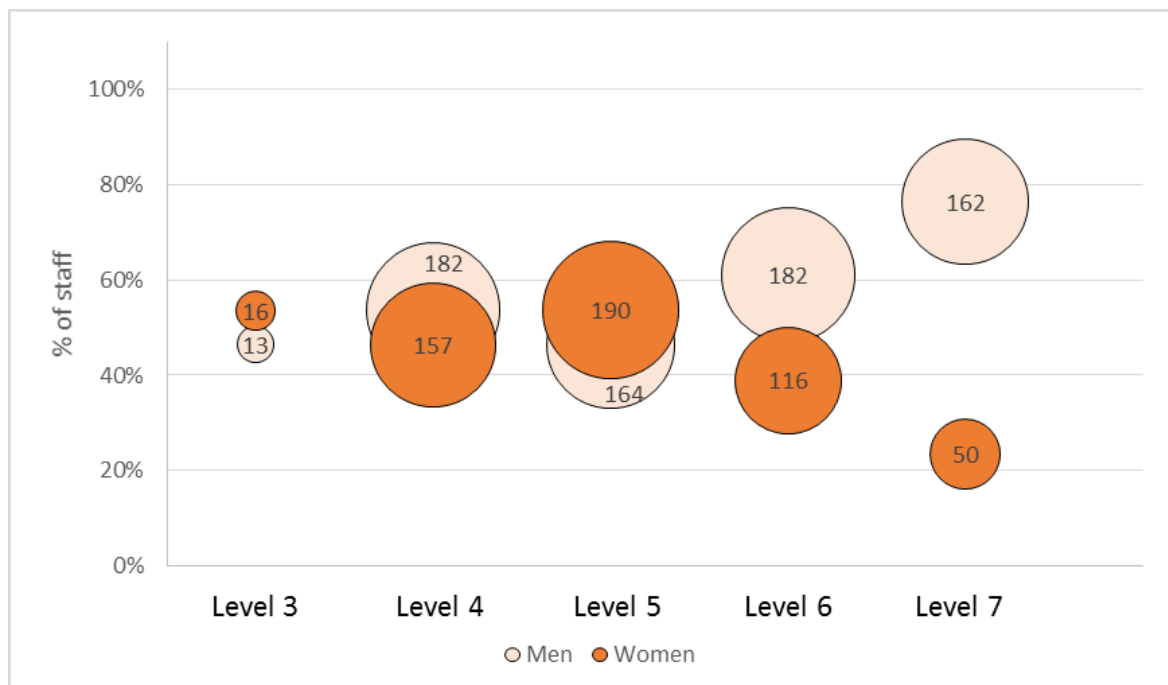


Figure 4.1: Bubble plot for all academic staff by level for last year (2016/17). The numbers in the bubbles represent the actual numbers of staff.

Table 4.2: Academic staff by level and gender (headcount).

| | | 2014/15 | | | | 2015/16 | | | | 2016/17 | | | |
|-----------------------|--------------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|
| | | Men | Women | | Total | Men | Women | | Total | Men | Women | | Total |
| | | no | % | no | | no | % | no | | no | % | no | |
| AHSBBL | Level 3 | 2 | 60% | 3 | 5 | 3 | 63% | 5 | 8 | 2 | 50% | 2 | 4 |
| | Level 4 | 37 | 61% | 58 | 95 | 42 | 56% | 53 | 95 | 40 | 60% | 61 | 101 |
| | Level 5 | 50 | 53% | 56 | 106 | 52 | 56% | 65 | 117 | 55 | 53% | 63 | 118 |
| | Level 6 | 57 | 42% | 41 | 98 | 58 | 40% | 38 | 96 | 68 | 38% | 42 | 110 |
| | Level 7 | 54 | 22% | 15 | 69 | 49 | 27% | 18 | 67 | 50 | 32% | 23 | 73 |
| | FASS Total | 200 | 46% | 173 | 373 | 204 | 47% | 179 | 383 | 215 | 47% | 191 | 406 |
| STEMM | Level 3 | 16 | 33% | 8 | 24 | 14 | 39% | 10 | 24 | 11 | 31% | 6 | 17 |
| | Level 4 | 109 | 26% | 38 | 147 | 110 | 26% | 38 | 148 | 112 | 23% | 34 | 146 |
| | Level 5 | 76 | 22% | 21 | 97 | 75 | 21% | 20 | 95 | 70 | 27% | 26 | 96 |
| | Level 6 | 67 | 23% | 20 | 87 | 74 | 23% | 22 | 96 | 77 | 24% | 24 | 101 |
| | Level 7 | 73 | 5% | 4 | 77 | 70 | 7% | 5 | 75 | 72 | 9% | 7 | 79 |
| | FEPS Total | 341 | 21% | 91 | 432 | 343 | 22% | 95 | 438 | 342 | 22% | 97 | 439 |
| | Level 3 | 1 | 86% | 6 | 7 | 2 | 85% | 11 | 13 | | 100% | 7 | 7 |
| | Level 4 | 20 | 67% | 40 | 60 | 20 | 71% | 48 | 68 | 24 | 69% | 54 | 78 |
| | Level 5 | 29 | 73% | 80 | 109 | 38 | 71% | 91 | 129 | 38 | 72% | 96 | 134 |
| | Level 6 | 28 | 61% | 43 | 71 | 33 | 57% | 43 | 76 | 34 | 59% | 49 | 83 |
| | Level 7 | 29 | 40% | 19 | 48 | 29 | 40% | 19 | 48 | 32 | 36% | 18 | 50 |
| | FHMS Total | 107 | 64% | 188 | 295 | 122 | 63% | 212 | 334 | 128 | 64% | 224 | 352 |
| Non Faculty Academics | Level 3 | - | 100% | 2 | 2 | - | - | - | - | - | 100% | 1 | 1 |
| | Level 4 | 6 | 50% | 6 | 12 | 9 | 36% | 5 | 14 | 6 | 57% | 8 | 14 |
| | Level 5 | 1 | 75% | 3 | 4 | 1 | 83% | 5 | 6 | 1 | 83% | 5 | 6 |
| | Level 6 | 2 | 50% | 2 | 4 | 2 | 33% | 1 | 3 | 3 | 25% | 1 | 4 |
| | Level 7 | 10 | 29% | 4 | 14 | 8 | 20% | 2 | 10 | 8 | 20% | 2 | 10 |
| | Total | 19 | 47% | 17 | 36 | 20 | 39% | 13 | 33 | 18 | 49% | 17 | 35 |
| Academic Staff Total | Level 3 | 19 | 50% | 19 | 38 | 19 | 57% | 26 | 45 | 13 | 54% | 16 | 29 |
| | Level 4 | 172 | 45% | 142 | 314 | 181 | 44% | 144 | 325 | 182 | 46% | 157 | 339 |
| | Level 5 | 156 | 51% | 160 | 316 | 166 | 52% | 181 | 347 | 164 | 54% | 190 | 354 |
| | Level 6 | 154 | 41% | 106 | 260 | 167 | 38% | 104 | 271 | 182 | 39% | 116 | 298 |
| | Level 7 | 166 | 20% | 42 | 208 | 156 | 22% | 44 | 200 | 162 | 24% | 50 | 212 |
| | Grand Total | 667 | 41% | 469 | 1136 | 689 | 42% | 499 | 1188 | 703 | 43% | 529 | 1232 |

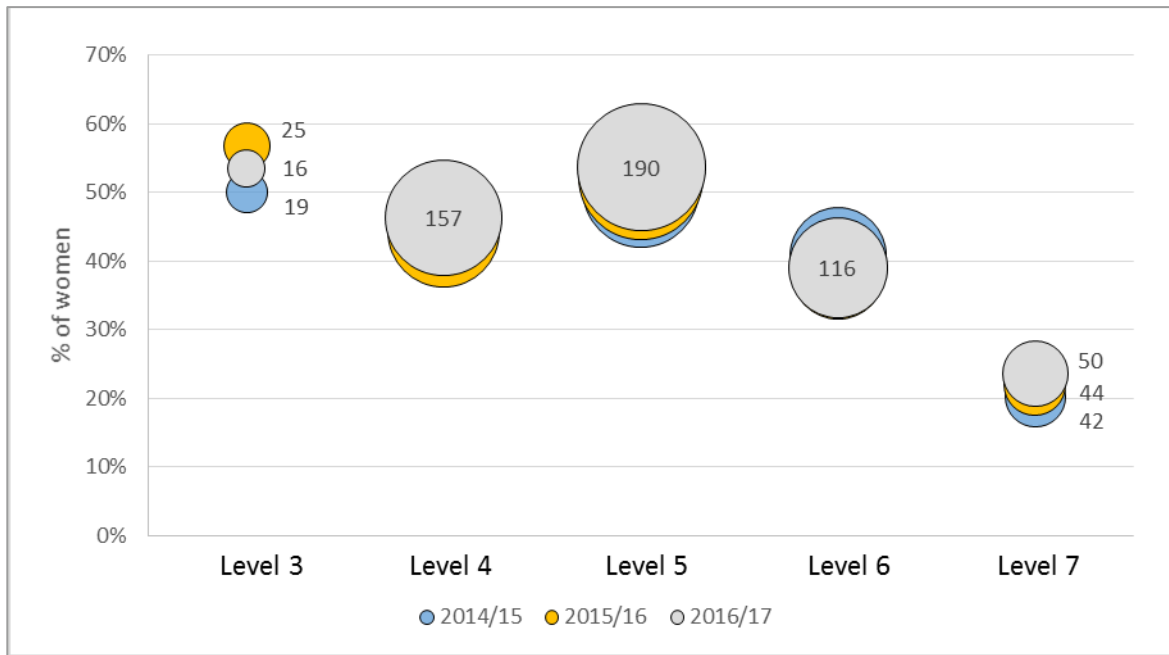


Figure 4.2: Bubble plot for female academic staff by level for the last three years. The numbers in the bubbles represent the actual numbers of staff and the significant overlap shows the consistency of the figures.

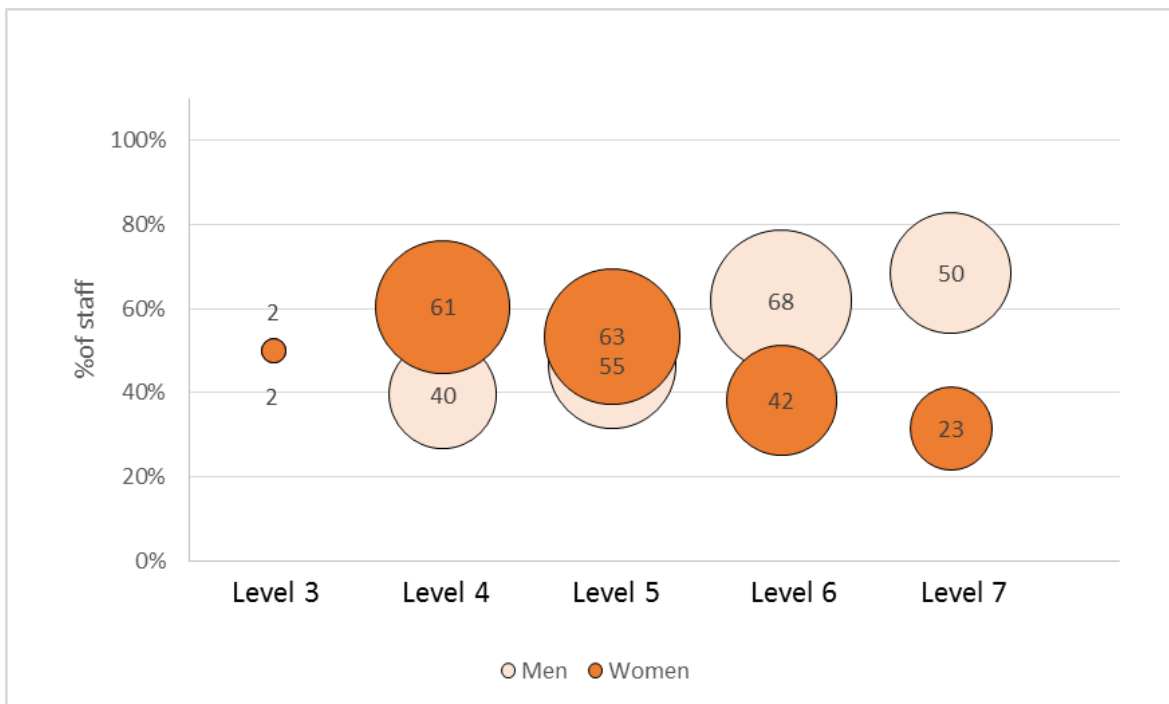


Figure 4.3: Bubble plot for academic staff in AHSSBL - FASS by level for last year (2016/17). The numbers in the bubbles represent the actual numbers of staff.



Figure 4.4: Bubble plot for all academic staff in STEMM-FEPS by level for last year (2016/17). The numbers in the bubbles represent the actual numbers of staff.

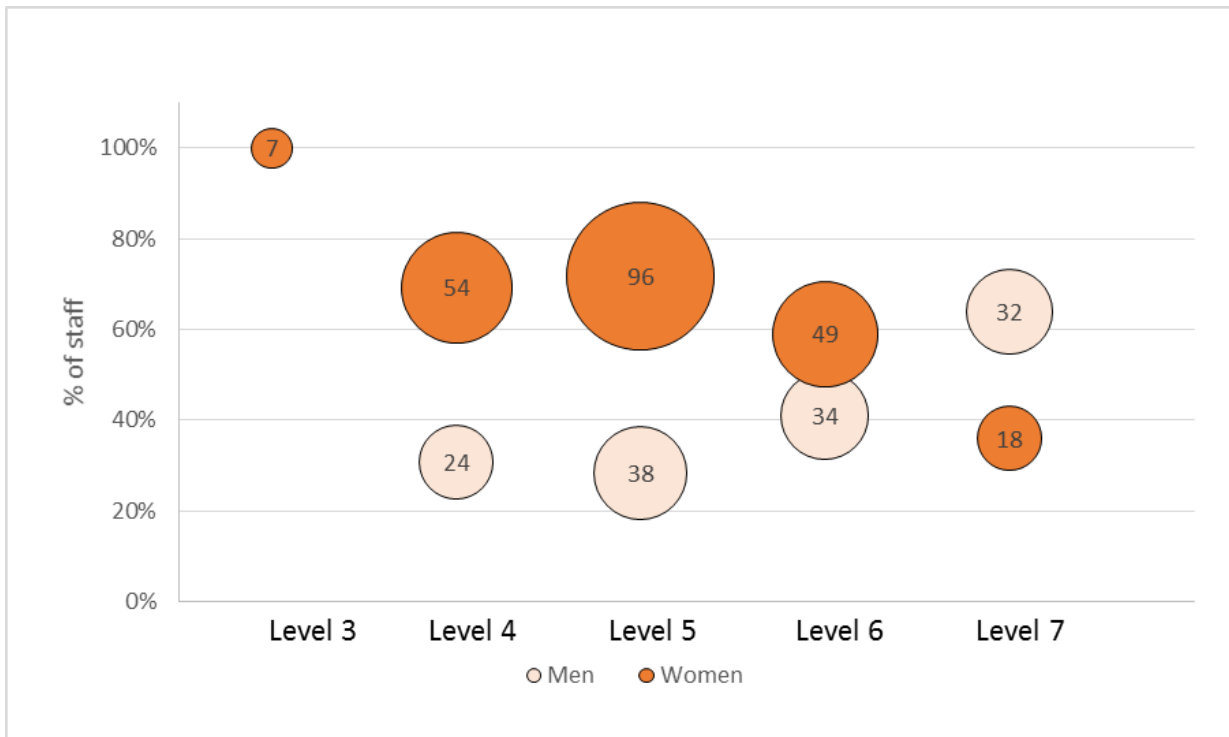


Figure 4.5: Bubble plot for all academic staff in STEMM-FHMS by level for last year (2016/17). The numbers in the bubbles represent the actual numbers of staff.

Figures 4.1 and 4.2 show that when looking at the University-level data, there are no significant differences with respect to gender until level 6 and also that the data have been stable over the last three years. The three Faculties have different gender balances but all three have more men than women at the higher levels. FASS is reasonably gender-balanced at levels 3 to 5 with a gap opening up from level 6 onwards. FEPS is predominantly male, but the gender balance is fairly constant until the professoriate (level 7) and FHMS is, to lesser extent, predominantly female, with issues becoming apparent from level 6.

Across the University, women account for 43% of the academic staff but only 24% of the professoriate so we need to look at our talent pipeline. In section 4.1(iii) we introduce a higher level of granularity before deciding on appropriate interventions.

(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.

We have no zero-hours contracts as a matter of policy. There is not any significant difference in terms of gender between permanent and fixed-term, given the similarity in the ratios of men to women on each type of contract in a given year and area (AHSSBL or STEMM)(Table 4.3). Many of the individuals on fixed-term contracts are Research Officers and Fellows, primarily funded through fixed-term research grants, as can be seen when the data are broken down further (Table 4.4).

Table 4.3: Staff on permanent and fixed-term contracts in each subject area, showing the gender split.

| | Total | Permanent | | Fixed Term | | Permanent | | Fixed Term | | | | | | |
|----------------|---------|-----------|-----|------------|-----|-----------|-------|------------|-------|-----|-----|-----|-----|-----|
| | | no | % | no | % | Men | Women | Men | Women | | | | | |
| AHSSBL | 2014/15 | 373 | 321 | 86% | 52 | 14% | 169 | 53% | 152 | 47% | 31 | 60% | 21 | 40% |
| | 2015/16 | 383 | 297 | 78% | 86 | 22% | 158 | 53% | 139 | 47% | 46 | 53% | 40 | 47% |
| | 2016/17 | 406 | 333 | 82% | 73 | 18% | 177 | 53% | 156 | 47% | 38 | 52% | 35 | 48% |
| | HESA | | 70% | 30% | 55% | 45% | 49% | 51% | | | | | | |
| STEMM | 2014/15 | 727 | 509 | 70% | 218 | 30% | 313 | 61% | 196 | 39% | 135 | 62% | 83 | 38% |
| | 2015/16 | 772 | 514 | 67% | 258 | 33% | 313 | 61% | 201 | 39% | 152 | 59% | 106 | 41% |
| | 2016/17 | 791 | 543 | 69% | 248 | 31% | 321 | 59% | 222 | 41% | 149 | 60% | 99 | 40% |
| | HESA | | 62% | 38% | 60% | 40% | 55% | 45% | | | | | | |
| Academic Staff | 2014/15 | 1100 | 830 | 75% | 270 | 25% | 482 | 58% | 348 | 42% | 166 | 61% | 104 | 39% |
| | 2015/16 | 1155 | 811 | 70% | 344 | 30% | 471 | 58% | 340 | 42% | 198 | 58% | 146 | 42% |
| | 2016/17 | 1197 | 876 | 73% | 321 | 27% | 498 | 57% | 378 | 43% | 187 | 58% | 134 | 42% |
| | HESA | | 65% | 35% | 57% | 43% | 52% | 47% | | | | | | |

Table 4.4a: Academic staff on permanent and fixed term contracts by job family and gender in AHSSBL (FASS) Departments.

| | | Total | | | Permanent | | | | Fixed Term | | | |
|-------------------------------------|------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | Staff | | Fixed Term | Men | | Women | | Men | | Women | |
| | | no | % | | no | % | no | % | no | % | no | % |
| Faculty of Arts and Social Sciences | Research Officer | 4 | 25% | 75% | - | 0% | 1 | 100% | 1 | 33% | 2 | 67% |
| | Research Fellow | 41 | 17% | 83% | 2 | 29% | 5 | 71% | 21 | 62% | 13 | 38% |
| | Senior Research Fellow | 5 | 20% | 80% | 1 | 100% | - | 0% | 2 | 50% | 2 | 50% |
| | Professorial Research Fellow | 1 | 0% | 100% | - | - | - | - | 1 | 100% | - | 0% |
| | Teaching Fellow | 76 | 91% | 9% | 23 | 33% | 46 | 67% | 3 | 43% | 4 | 57% |
| | Senior Teaching Fellow | 20 | 90% | 10% | 10 | 56% | 8 | 44% | 2 | 100% | - | 0% |
| | Lecturer | 85 | 100% | 0% | 39 | 46% | 46 | 54% | - | - | - | - |
| | Senior Lecturer | 56 | 100% | 0% | 32 | 57% | 24 | 43% | - | - | - | - |
| | Reader | 17 | 100% | 0% | 10 | 59% | 7 | 41% | - | - | - | - |
| | Professor | 68 | 99% | 1% | 52 | 78% | 15 | 22% | 1 | 100% | - | 0% |
| | 2014/15 Total | 373 | 86% | 14% | 169 | 53% | 152 | 47% | 31 | 60% | 21 | 40% |
| | Research Officer | 7 | 0% | 100% | - | - | - | - | 2 | 29% | 5 | 71% |
| | Research Fellow | 45 | 9% | 91% | 1 | 25% | 3 | 75% | 23 | 56% | 18 | 44% |
| | Senior Research Fellow | 4 | 0% | 100% | - | - | - | - | 2 | 50% | 2 | 50% |
| | Teaching Fellow | 98 | 71% | 29% | 28 | 40% | 42 | 60% | 14 | 50% | 14 | 50% |
| | Senior Teaching Fellow | 24 | 88% | 13% | 11 | 52% | 10 | 48% | 3 | 100% | - | 0% |
| | Professorial Teaching Fellow | 1 | 100% | 0% | 1 | 100% | - | 0% | - | - | - | - |
| | Lecturer | 70 | 99% | 1% | 29 | 42% | 40 | 58% | - | 0% | 1 | 100% |
| | Senior Lecturer | 50 | 100% | 0% | 33 | 66% | 17 | 34% | - | - | - | - |
| | Reader | 18 | 100% | 0% | 9 | 50% | 9 | 50% | - | - | - | - |
| | Professor | 66 | 97% | 3% | 46 | 72% | 18 | 28% | 2 | 100% | - | 0% |
| | 2015/16 Total | 383 | 78% | 22% | 158 | 53% | 139 | 47% | 46 | 53% | 40 | 47% |
| | Research Officer | 3 | 0% | 100% | - | - | - | - | 1 | 33% | 2 | 67% |
| | Research Fellow | 44 | 14% | 86% | 2 | 33% | 4 | 67% | 19 | 50% | 19 | 50% |
| | Senior Research Fellow | 4 | 50% | 50% | 2 | 100% | - | 0% | 1 | 50% | 1 | 50% |
| | Teaching Fellow | 96 | 77% | 23% | 31 | 42% | 43 | 58% | 11 | 50% | 11 | 50% |
| | Senior Teaching Fellow | 32 | 97% | 3% | 16 | 52% | 15 | 48% | 1 | 100% | - | 0% |
| | Professorial Teaching Fellow | 3 | 100% | 0% | 2 | 67% | 1 | 33% | - | - | - | - |
| | Lecturer | 80 | 95% | 5% | 31 | 41% | 45 | 59% | 2 | 50% | 2 | 50% |
| | Senior Lecturer | 51 | 100% | 0% | 32 | 63% | 19 | 37% | - | - | - | - |
| Reader | 23 | 100% | 0% | 16 | 70% | 7 | 30% | - | - | - | - | |
| Professor | 70 | 96% | 4% | 45 | 67% | 22 | 33% | 3 | 100% | - | 0% | |
| 2016/17 Total | 406 | 82% | 18% | 177 | 53% | 156 | 47% | 38 | 52% | 35 | 48% | |

Table 4.4b: Academic staff on permanent and fixed term contracts by job family and gender in STEMM-FEPS Departments.

| | | Total | | | Permanent | | | | Fixed Term | | | |
|--|------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | Staff | Perm | Fixed Term | Men | | Women | | Men | | Women | |
| | | no | % | % | no | % | no | % | no | % | no | % |
| Faculty of Engineering and Physical Sciences | Research Officer | 23 | 0% | 100% | - | - | - | - | 16 | 70% | 7 | 30% |
| | Research Fellow | 171 | 23% | 77% | 32 | 82% | 7 | 18% | 97 | 73% | 35 | 27% |
| | Senior Research Fellow | 3 | 100% | 0% | 2 | 67% | 1 | 33% | - | - | - | - |
| | Professorial Research Fellow | 1 | 100% | 0% | 1 | 100% | - | 0% | - | - | - | - |
| | Teaching Fellow | 7 | 43% | 57% | 3 | 100% | - | 0% | 2 | 50% | 2 | 50% |
| | Senior Teaching Fellow | 7 | 100% | 0% | 6 | 86% | 1 | 14% | - | - | - | - |
| | Lecturer | 67 | 100% | 0% | 51 | 76% | 16 | 24% | - | - | - | - |
| | Senior Lecturer | 46 | 100% | 0% | 32 | 70% | 14 | 30% | - | - | - | - |
| | Reader | 31 | 100% | 0% | 27 | 87% | 4 | 13% | - | - | - | - |
| | Professor | 76 | 97% | 3% | 70 | 95% | 4 | 5% | 2 | 100% | - | 0% |
| | 2014/15 Total | 432 | 63% | 37% | 224 | 83% | 47 | 17% | 117 | 73% | 44 | 27% |
| | Research Officer | 23 | 4% | 96% | - | 0% | 1 | 100% | 14 | 64% | 8 | 36% |
| | Research Fellow | 169 | 20% | 80% | 28 | 85% | 5 | 15% | 104 | 76% | 32 | 24% |
| | Senior Research Fellow | 5 | 80% | 20% | 2 | 50% | 2 | 50% | 1 | 100% | - | 0% |
| | Professorial Research Fellow | 1 | 100% | 0% | 1 | 100% | - | 0% | - | - | - | - |
| | Teaching Fellow | 13 | 31% | 69% | 3 | 75% | 1 | 25% | 3 | 33% | 6 | 67% |
| | Senior Teaching Fellow | 10 | 100% | 0% | 8 | 80% | 2 | 20% | - | - | - | - |
| | Lecturer | 62 | 100% | 0% | 47 | 76% | 15 | 24% | - | - | - | - |
| | Senior Lecturer | 49 | 100% | 0% | 38 | 78% | 11 | 22% | - | - | - | - |
| | Reader | 32 | 100% | 0% | 25 | 78% | 7 | 22% | - | - | - | - |
| | Professor | 74 | 96% | 4% | 66 | 93% | 5 | 7% | 3 | 100% | - | 0% |
| | 2015/16 Total | 438 | 61% | 39% | 218 | 82% | 49 | 18% | 125 | 73% | 46 | 27% |
| | Research Officer | 17 | 6% | 94% | - | 0% | 1 | 100% | 11 | 69% | 5 | 31% |
| | Research Fellow | 166 | 19% | 81% | 25 | 81% | 6 | 19% | 103 | 76% | 32 | 24% |
| | Senior Research Fellow | 5 | 80% | 20% | 2 | 50% | 2 | 50% | 1 | 100% | - | 0% |
| | Professorial Research Fellow | 1 | 100% | 0% | 1 | 100% | - | 0% | - | - | - | - |
| | Teaching Fellow | 12 | 33% | 67% | 2 | 50% | 2 | 50% | 5 | 63% | 3 | 38% |
| | Senior Teaching Fellow | 8 | 100% | 0% | 6 | 75% | 2 | 25% | - | - | - | - |
| | Professorial Teaching Fellow | 1 | 100% | 0% | 1 | 100% | - | 0% | - | - | - | - |
| | Lecturer | 64 | 100% | 0% | 47 | 73% | 17 | 27% | - | - | - | - |
| Senior Lecturer | 51 | 100% | 0% | 39 | 76% | 12 | 24% | - | - | - | - | |
| Reader | 36 | 100% | 0% | 28 | 78% | 8 | 22% | - | - | - | - | |
| Professor | 78 | 96% | 4% | 68 | 91% | 7 | 9% | 3 | 100% | - | 0% | |
| 2016/17 Total | 439 | 63% | 37% | 219 | 79% | 57 | 21% | 123 | 75% | 40 | 25% | |

Table 4.4c: Academic staff on permanent and fixed term contracts by job family and gender in STEM – FHMS Departments.

| | | Total | | | Permanent | | | | Fixed Term | | | |
|--|------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | Staff | Perm | Fixed Term | Men | | Women | | Men | | Women | |
| | | no | % | % | no | % | no | % | no | % | no | % |
| Faculty of Health and Medical Sciences | Research Officer | 7 | 0% | 100% | - | - | - | - | 1 | 14% | 6 | 86% |
| | Research Fellow | 59 | 42% | 58% | 6 | 24% | 19 | 76% | 13 | 38% | 21 | 62% |
| | Senior Research Fellow | 2 | 100% | 0% | - | 0% | 2 | 100% | - | - | - | - |
| | Teaching Fellow | 66 | 79% | 21% | 15 | 29% | 37 | 71% | 2 | 14% | 12 | 86% |
| | Senior Teaching Fellow | 31 | 97% | 3% | 8 | 27% | 22 | 73% | 1 | 100% | - | 0% |
| | Lecturer | 44 | 98% | 2% | 12 | 28% | 31 | 72% | 1 | 100% | - | 0% |
| | Senior Lecturer | 25 | 100% | 0% | 10 | 40% | 15 | 60% | - | - | - | - |
| | Reader | 13 | 100% | 0% | 9 | 69% | 4 | 31% | - | - | - | - |
| | Professor | 48 | 100% | 0% | 29 | 60% | 19 | 40% | - | - | - | - |
| | 2014/15 Total | 295 | 81% | 19% | 89 | 37% | 149 | 63% | 18 | 32% | 39 | 68% |
| | Research Officer | 13 | 0% | 100% | - | - | - | - | 2 | 15% | 11 | 85% |
| | Research Fellow | 62 | 34% | 66% | 6 | 29% | 15 | 71% | 14 | 34% | 27 | 66% |
| | Senior Research Fellow | 7 | 71% | 29% | 1 | 20% | 4 | 80% | 2 | 100% | - | 0% |
| | Teaching Fellow | 88 | 73% | 27% | 19 | 30% | 45 | 70% | 5 | 21% | 19 | 79% |
| | Senior Teaching Fellow | 33 | 88% | 12% | 9 | 31% | 20 | 69% | 1 | 25% | 3 | 75% |
| | Lecturer | 47 | 100% | 0% | 14 | 30% | 33 | 70% | - | - | - | - |
| | Senior Lecturer | 25 | 96% | 4% | 11 | 46% | 13 | 54% | 1 | 100% | - | 0% |
| | Reader | 11 | 100% | 0% | 8 | 73% | 3 | 27% | - | - | - | - |
| | Professor | 48 | 96% | 4% | 27 | 59% | 19 | 41% | 2 | 100% | - | 0% |
| | 2015/16 Total | 334 | 74% | 26% | 95 | 38% | 152 | 62% | 27 | 31% | 60 | 69% |
| | Research Officer | 7 | 0% | 100% | - | - | - | - | - | 0% | 7 | 100% |
| | Research Fellow | 64 | 22% | 78% | 2 | 14% | 12 | 86% | 17 | 34% | 33 | 66% |
| | Senior Research Fellow | 8 | 75% | 25% | 2 | 33% | 4 | 67% | 2 | 100% | - | 0% |
| | Professorial Research Fellow | 1 | 0% | 100% | - | - | - | - | - | 0% | 1 | 100% |
| | Teaching Fellow | 89 | 80% | 20% | 19 | 27% | 52 | 73% | 4 | 22% | 14 | 78% |
| | Senior Teaching Fellow | 35 | 94% | 6% | 9 | 27% | 24 | 73% | - | 0% | 2 | 100% |
| | Lecturer | 60 | 97% | 3% | 20 | 34% | 38 | 66% | - | 0% | 2 | 100% |
| | Senior Lecturer | 27 | 96% | 4% | 13 | 50% | 13 | 50% | 1 | 100% | - | 0% |
| Reader | 13 | 100% | 0% | 7 | 54% | 6 | 46% | - | - | - | - | |
| Professor | 48 | 96% | 4% | 30 | 65% | 16 | 35% | 2 | 100% | - | 0% | |
| 2016/17 Total | 352 | 76% | 24% | 102 | 38% | 165 | 62% | 26 | 31% | 59 | 69% | |

Whilst we have a higher percentage of staff on permanent contracts compared with the sector benchmarking data, we have a number of teaching-only colleagues on fixed-term contracts, with a peak in 2015/16; this follows the restructuring that took place and the need to maintain certain teaching activities and develop new ones. We have taken (and continue to take) steps to move these colleagues onto permanent contracts, especially in FHMS, where there are consistently proportionately more women on fixed-term teaching-only contracts than their male counterparts.

| | |
|---------------|---|
| 2017AP RR5 | Continue to review all staff on fixed-term teaching-only and teaching & research contracts and move these colleagues onto permanent contracts (unless there is a clear business need for a fixed-term contract e.g. maternity cover). |
|---------------|---|

(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

There are relatively few Research Officers (Table 4.5) and only one is on a permanent contract (Table 4.4). The rest are undertaking fixed-term contracts, sometimes while studying for a doctorate. The majority of research-only staff are Research Fellows. Some of these will go on to be more senior researchers but most will move onto the research and teaching track or out of academia. Currently there are only 17 Senior Research Fellows and 2 Professorial Research Fellows. With such small numbers, it is difficult to look at career progression but we have recognised the need to bridge the gap between the two most senior grades and have developed a Reader-equivalent grade for research staff. Both genders will benefit from the introduction of this new grade of Principal Research Fellow.

| | |
|---------------|--|
| 2017AP AP3 | Actively monitor and encourage applications for Principal Research Fellow and Principal Teaching Fellow, from suitably qualified individuals from under-represented groups, as these grades are introduced in the 2017/18 promotion round. |
|---------------|--|

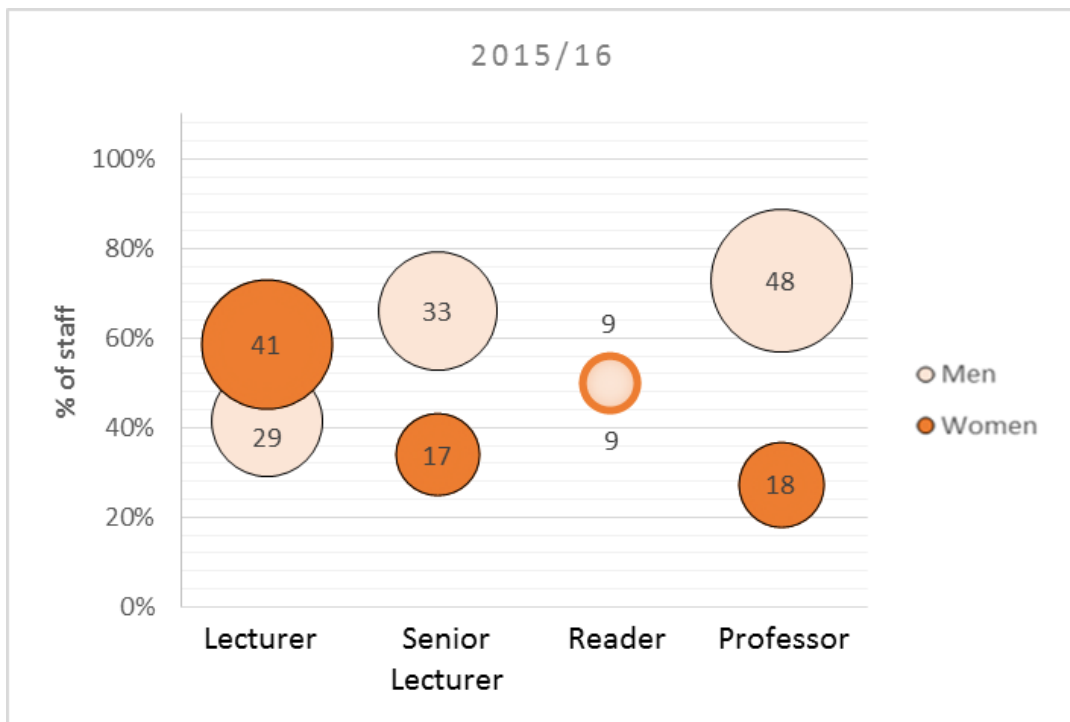
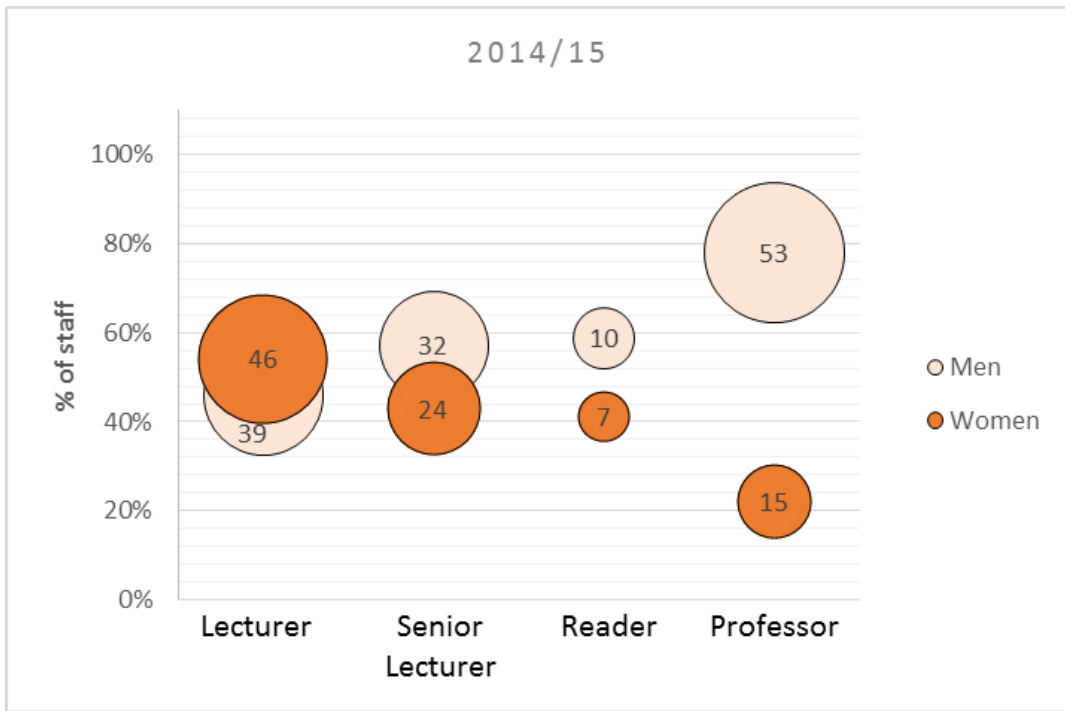
Given the clearer pattern for career progression in the research and teaching pathway, the data in Table 4.6 have been analysed further, by splitting into the three Faculties, to look at the 'talent pipeline' (Figure 4.6, 4.7 and 4.8).

Table 4.5: Academic staff on research only contracts by subject area and gender over the last three years (headcount).

| | ALL STAFF | | | | | | | AHSSBL | | | | | | STEMM | | | | | |
|------------------------------|------------|------------|------------|------------|------------|--------------------------|-------------|-----------|------------|-----------|------------|--------------------------|-------------|------------|------------|------------|------------|--------------------------|-------------|
| | Total | Men | | Women | | Proportion on each grade | | Men | | Women | | Proportion on each grade | | Men | | Women | | Proportion on each grade | |
| | | no | % | no | % | M | W | no | % | no | % | M | W | no | % | no | % | M | W |
| Research Officer | 34 | 18 | 53% | 16 | 47% | 9% | 13% | 1 | 25% | 3 | 75% | 4% | 13% | 17 | 57% | 13 | 43% | 10% | 13% |
| Research Fellow | 271 | 171 | 63% | 100 | 37% | 87% | 83% | 23 | 56% | 18 | 44% | 82% | 78% | 148 | 64% | 82 | 36% | 88% | 84% |
| Senior Research Fellow | 10 | 5 | 50% | 5 | 50% | 3% | 4% | 3 | 60% | 2 | 40% | 11% | 9% | 2 | 40% | 3 | 60% | 1% | 3% |
| Professorial Research Fellow | 2 | 2 | 100% | - | 0% | 1% | 0% | 1 | 100% | - | 0% | 4% | 0% | 1 | 100% | - | 0% | 1% | 0% |
| 2014/15 Total | 317 | 196 | 62% | 121 | 38% | 100% | 100% | 28 | 55% | 23 | 45% | 100% | 100% | 168 | 63% | 98 | 37% | 100% | 100% |
| Research Officer | 43 | 18 | 42% | 25 | 58% | 9% | 19% | 2 | 29% | 5 | 71% | 7% | 18% | 16 | 44% | 20 | 56% | 9% | 19% |
| Research Fellow | 276 | 176 | 64% | 100 | 36% | 87% | 75% | 24 | 53% | 21 | 47% | 86% | 75% | 152 | 66% | 79 | 34% | 87% | 75% |
| Senior Research Fellow | 16 | 8 | 50% | 8 | 50% | 4% | 6% | 2 | 50% | 2 | 50% | 7% | 7% | 6 | 50% | 6 | 50% | 3% | 6% |
| Professorial Research Fellow | 1 | 1 | 100% | - | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 1 | 100% | - | 0% | 1% | 0% |
| 2015/16 Total | 336 | 203 | 60% | 133 | 40% | 100% | 100% | 28 | 50% | 28 | 50% | 100% | 100% | 175 | 63% | 105 | 38% | 100% | 100% |
| Research Officer | 27 | 12 | 44% | 15 | 56% | 6% | 12% | 1 | 33% | 2 | 67% | 4% | 8% | 11 | 46% | 13 | 54% | 7% | 13% |
| Research Fellow | 274 | 168 | 61% | 106 | 39% | 88% | 82% | 21 | 48% | 23 | 52% | 84% | 88% | 147 | 64% | 83 | 36% | 89% | 81% |
| Senior Research Fellow | 17 | 10 | 59% | 7 | 41% | 5% | 5% | 3 | 75% | 1 | 25% | 12% | 4% | 7 | 54% | 6 | 46% | 4% | 6% |
| Professorial Research Fellow | 2 | 1 | 50% | 1 | 50% | 1% | 1% | - | - | - | - | 0% | 0% | 1 | 50% | 1 | 50% | 1% | 1% |
| 2016/17 Total | 320 | 191 | 60% | 129 | 40% | 100% | 100% | 25 | 49% | 26 | 51% | 100% | 100% | 166 | 62% | 103 | 38% | 100% | 100% |

Table 4.6: Academic staff on research and teaching contracts by subject area and gender over the last three years (headcount).

| | ALL STAFF | | | | | | | AHSSBL | | | | | | STEMM | | | | | |
|----------------------|------------|------------|------------|------------|------------|--------------------------|-------------|------------|------------|-----------|------------|--------------------------|-------------|------------|------------|------------|------------|--------------------------|-------------|
| | Total | Men | | Women | | Proportion on each grade | | Men | | Women | | Proportion on each grade | | Men | | Women | | Proportion on each grade | |
| | | no | % | no | % | M | W | no | % | no | % | M | W | no | % | no | % | M | W |
| Lecturer | 196 | 103 | 53% | 93 | 47% | 27% | 47% | 39 | 46% | 46 | 54% | 29% | 50% | 64 | 58% | 47 | 42% | 26% | 44% |
| Senior Lecturer | 127 | 74 | 58% | 53 | 42% | 20% | 27% | 32 | 57% | 24 | 43% | 24% | 26% | 42 | 59% | 29 | 41% | 17% | 27% |
| Reader | 61 | 46 | 75% | 15 | 25% | 12% | 8% | 10 | 59% | 7 | 41% | 7% | 8% | 36 | 82% | 8 | 18% | 15% | 7% |
| Professor | 192 | 154 | 80% | 38 | 20% | 41% | 19% | 53 | 78% | 15 | 22% | 40% | 16% | 101 | 81% | 23 | 19% | 42% | 21% |
| 2014/15 Total | 576 | 377 | 65% | 199 | 35% | 100% | 100% | 134 | 59% | 92 | 41% | 100% | 100% | 243 | 69% | 107 | 31% | 100% | 100% |
| Lecturer | 179 | 90 | 50% | 89 | 50% | 25% | 47% | 29 | 41% | 41 | 59% | 24% | 48% | 61 | 56% | 48 | 44% | 25% | 45% |
| Senior Lecturer | 124 | 83 | 67% | 41 | 33% | 23% | 21% | 33 | 66% | 17 | 34% | 28% | 20% | 50 | 68% | 24 | 32% | 21% | 23% |
| Reader | 61 | 42 | 69% | 19 | 31% | 12% | 10% | 9 | 50% | 9 | 50% | 8% | 11% | 33 | 77% | 10 | 23% | 14% | 9% |
| Professor | 188 | 146 | 78% | 42 | 22% | 40% | 22% | 48 | 73% | 18 | 27% | 40% | 21% | 98 | 80% | 24 | 20% | 40% | 23% |
| 2015/16 Total | 552 | 361 | 65% | 191 | 35% | 100% | 100% | 119 | 58% | 85 | 42% | 100% | 100% | 242 | 70% | 106 | 30% | 100% | 100% |
| Lecturer | 204 | 100 | 49% | 104 | 51% | 26% | 49% | 33 | 41% | 47 | 59% | 26% | 49% | 67 | 54% | 57 | 46% | 26% | 48% |
| Senior Lecturer | 129 | 85 | 66% | 44 | 34% | 22% | 21% | 32 | 63% | 19 | 37% | 25% | 20% | 53 | 68% | 25 | 32% | 21% | 21% |
| Reader | 72 | 51 | 71% | 21 | 29% | 13% | 10% | 16 | 70% | 7 | 30% | 12% | 7% | 35 | 71% | 14 | 29% | 14% | 12% |
| Professor | 196 | 151 | 77% | 45 | 23% | 39% | 21% | 48 | 69% | 22 | 31% | 37% | 23% | 103 | 82% | 23 | 18% | 40% | 19% |
| 2016/17 Total | 601 | 387 | 64% | 214 | 36% | 100% | 100% | 129 | 58% | 95 | 42% | 100% | 100% | 258 | 68% | 119 | 32% | 100% | 100% |



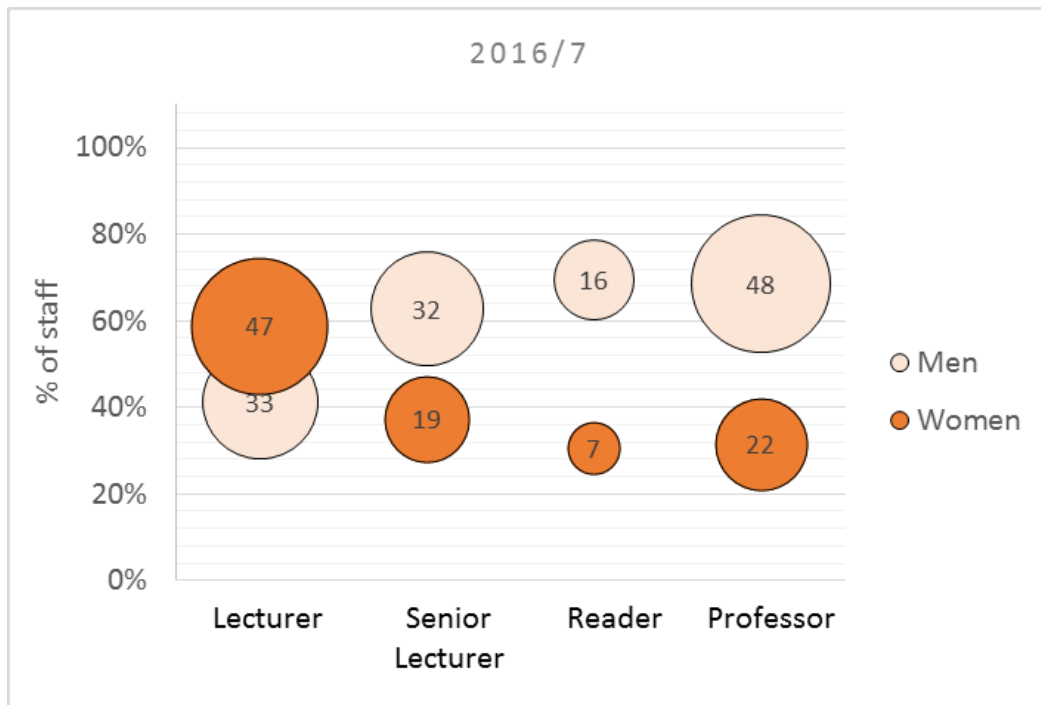
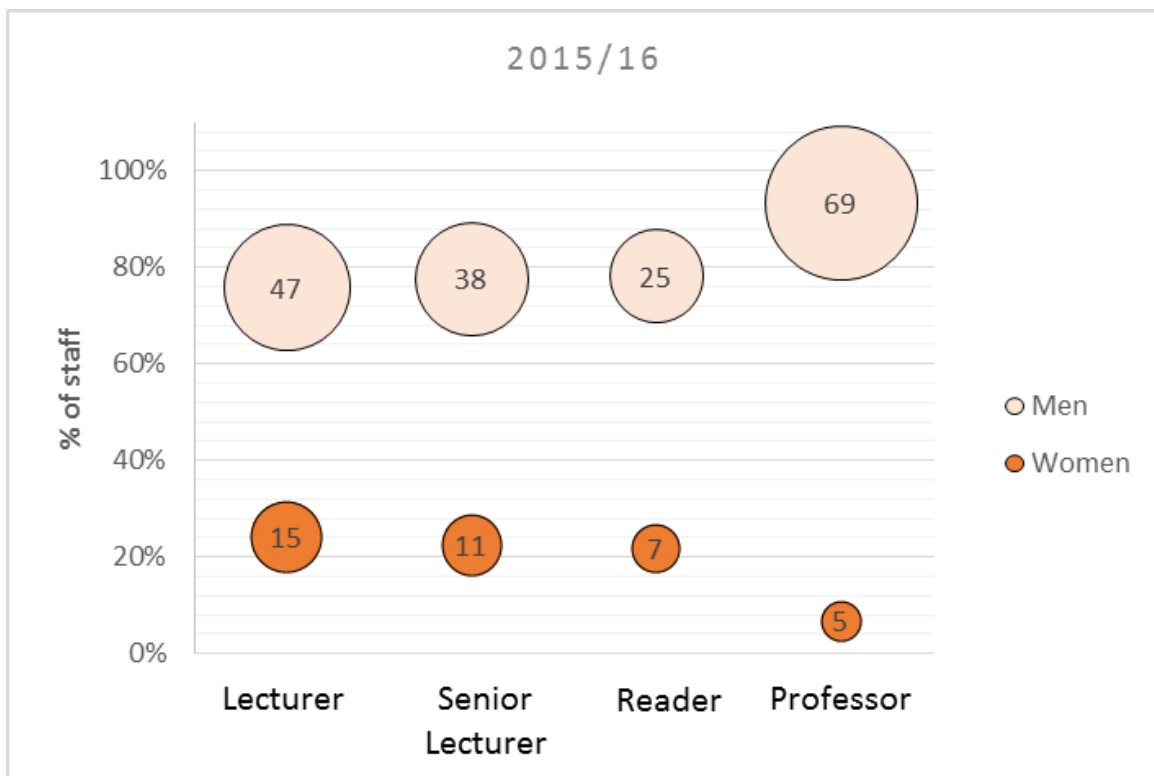
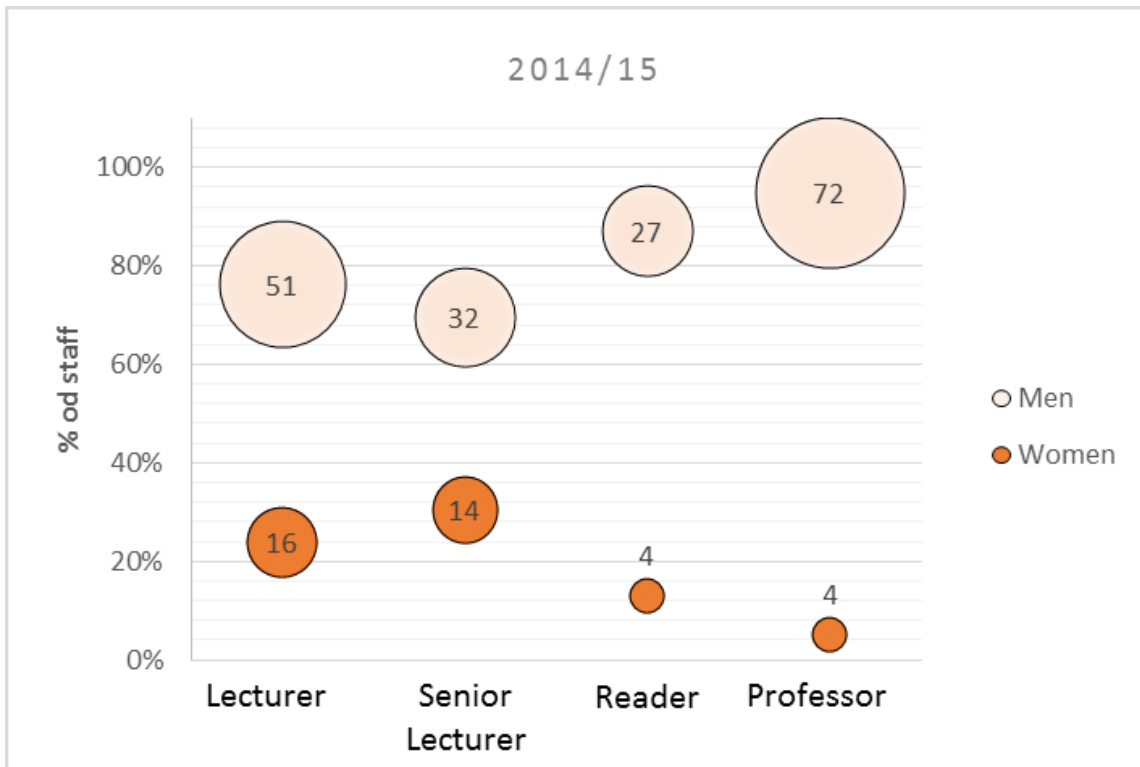


Figure 4.6: Bubble plots showing the gender balance at different stages of the career pipeline for staff on the research and teaching pathway in AHSSBL (FASS) over the last three years. The numbers in the bubbles denote the actual number of staff in that category.

Three years ago, with the exception of the professoriate, FASS (all AHSSBL) was reasonably gender-balanced (Figure 4.2). Due to a concerted effort to encourage and support women to apply for promotion, and to recruit senior women, the gender gap at the highest level has begun to narrow but has widened elsewhere. There is a need for action at all career stages, to recruit more senior women and to get more women moving through the 'pipeline'. Our plans in this area are presented in section 5.1 (iii).



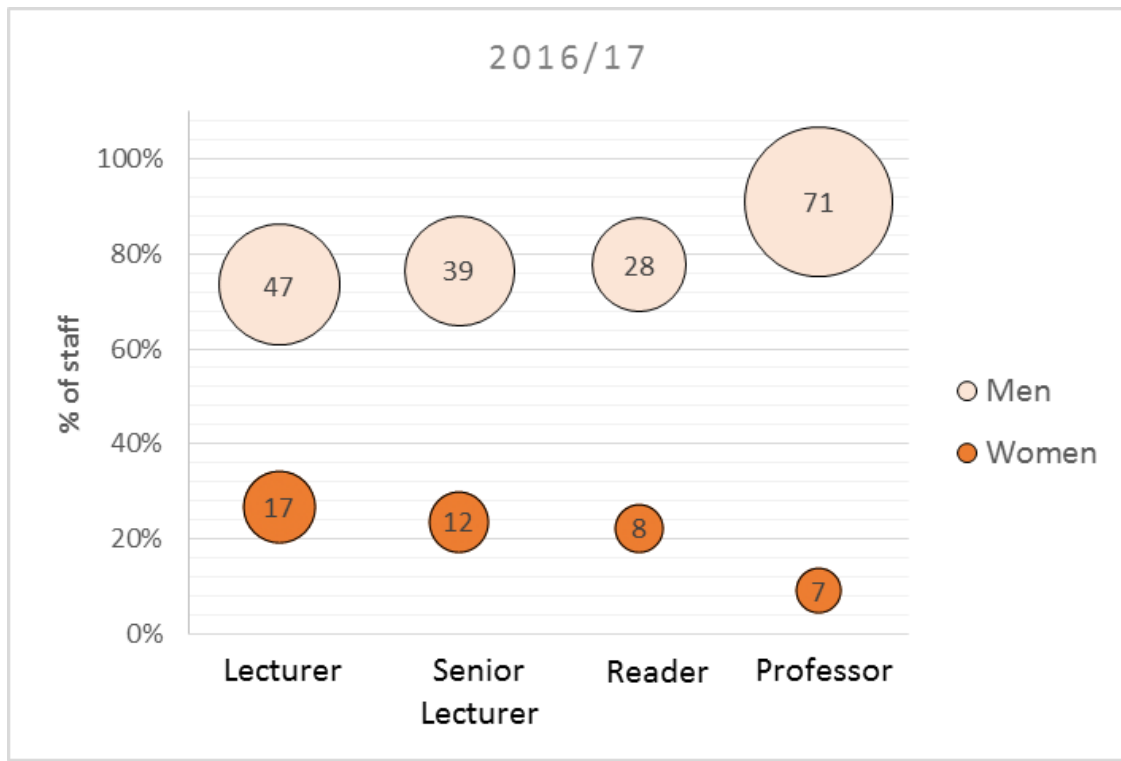
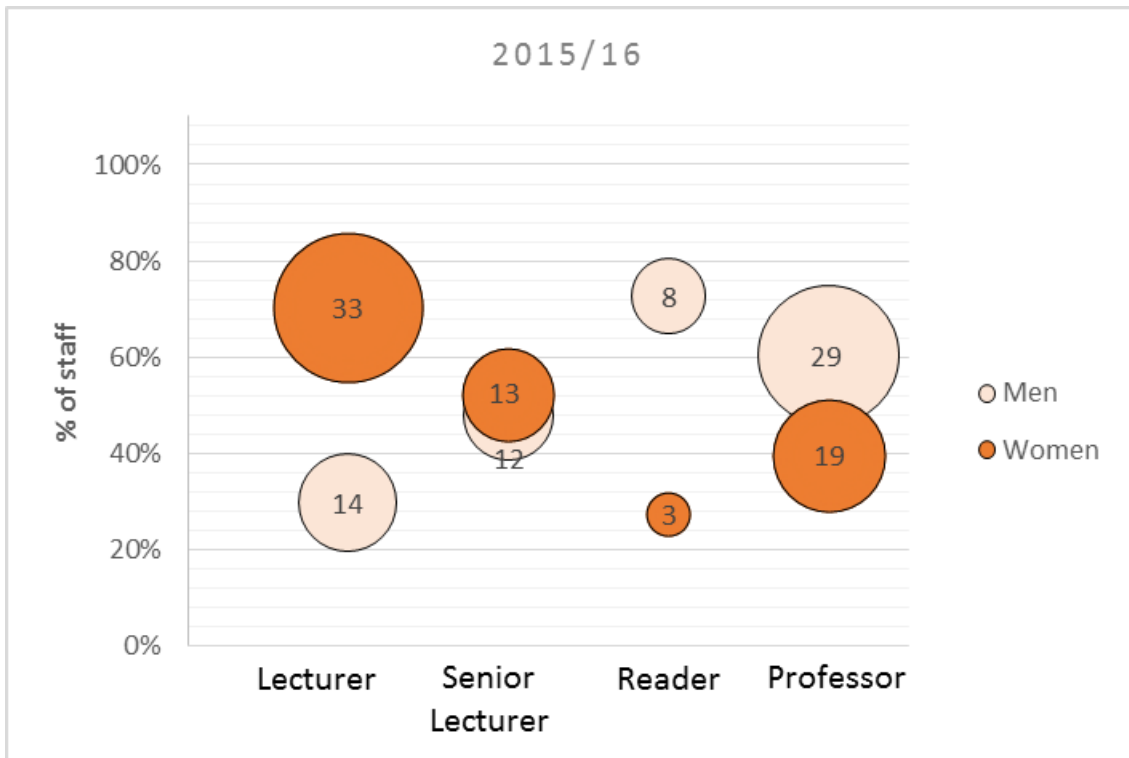
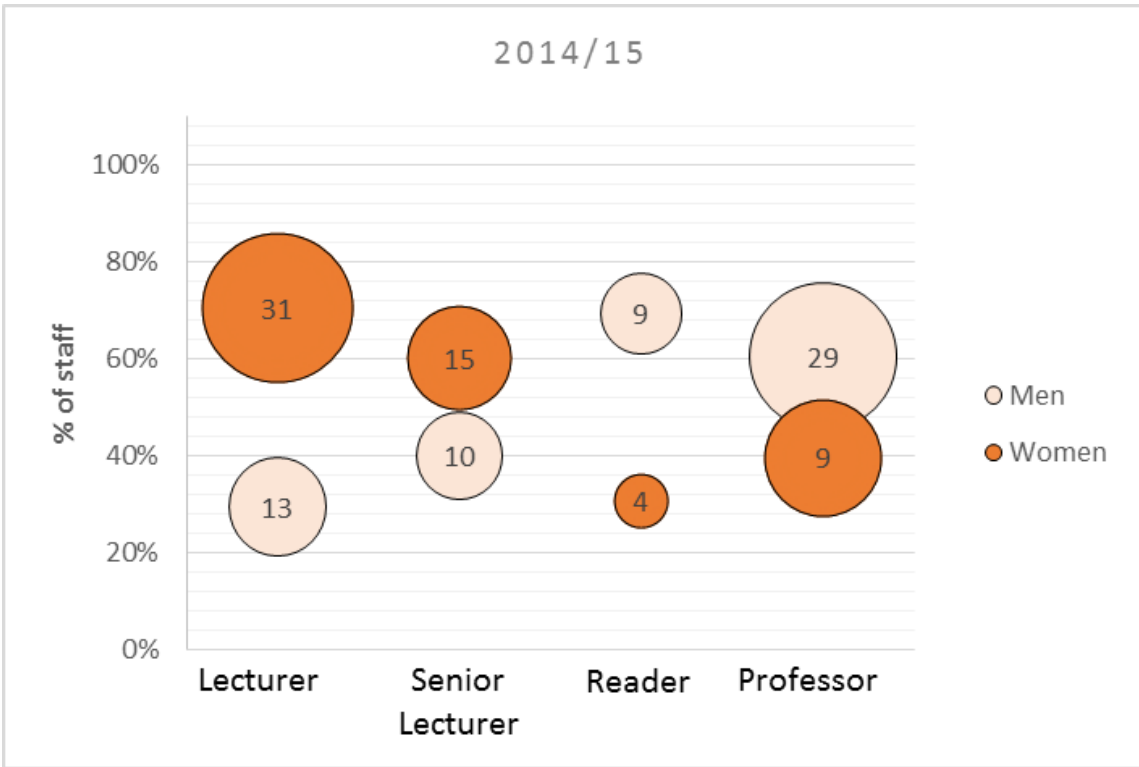


Figure 4.7: Bubble plots showing the gender balance at different stages of the career pipeline for staff on the research and teaching pathway in STEMM-FEPS over the last three years. The numbers in the bubbles denote the actual number of staff in that category.

Looking at STEMM-FEPS, the issues are different. Women account for ~27% of the student population whereas they are only 20% of the research and teaching staff, with only one in ten Professors being a woman. Whilst this is not surprising given the historically low numbers of women entering the field, the lack of senior female staff is a concern, especially for any Department that has no female Reader/Professor. Over the last three years the numbers of women at the higher grades has improved (almost doubled) but we continue to look to bring more women into the Faculty, ideally at all grades, and provide opportunities for their career development; this is discussed in section 5.1 (i).



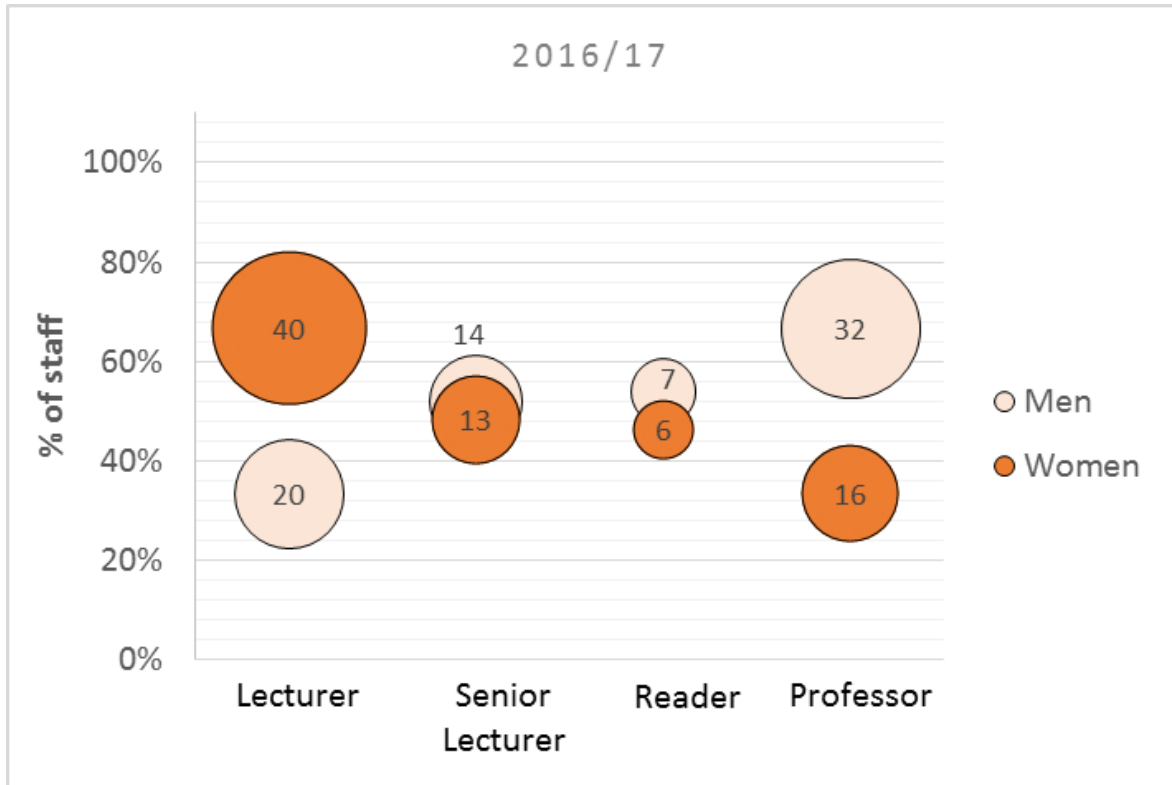


Figure 4.8: Bubble plots showing the gender balance at different stages of the career pipeline for staff on the research and teaching pathway in STEMM-FHMS over the last three years. The numbers in the bubbles denote the actual number of staff in that category.

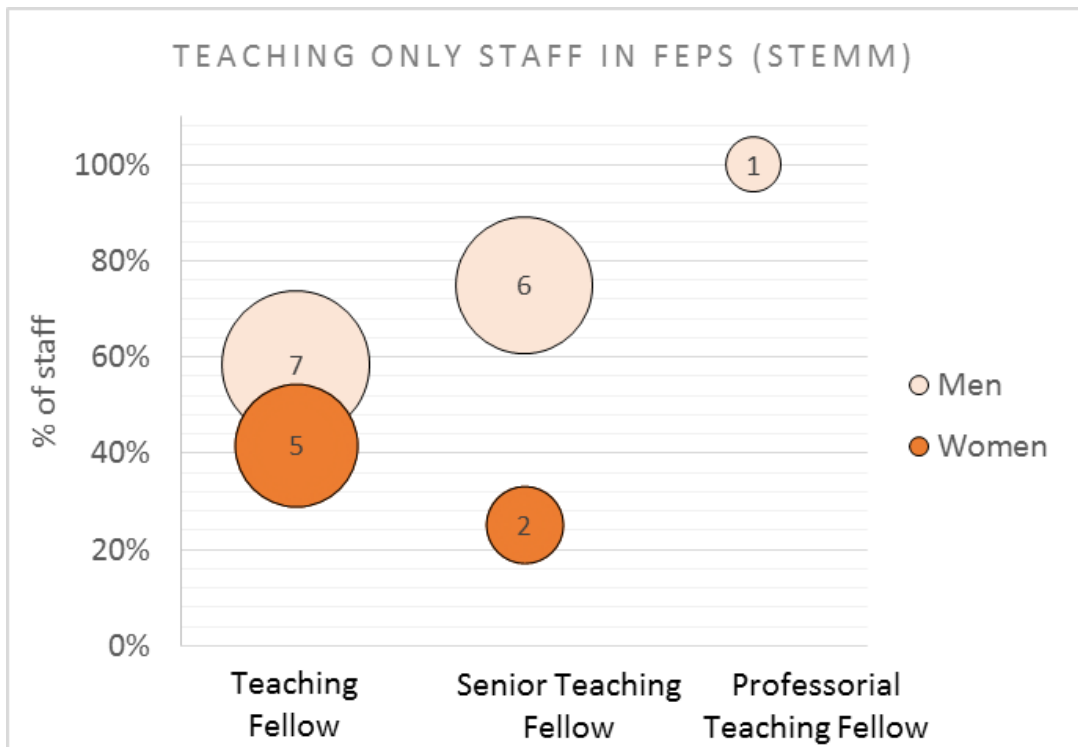
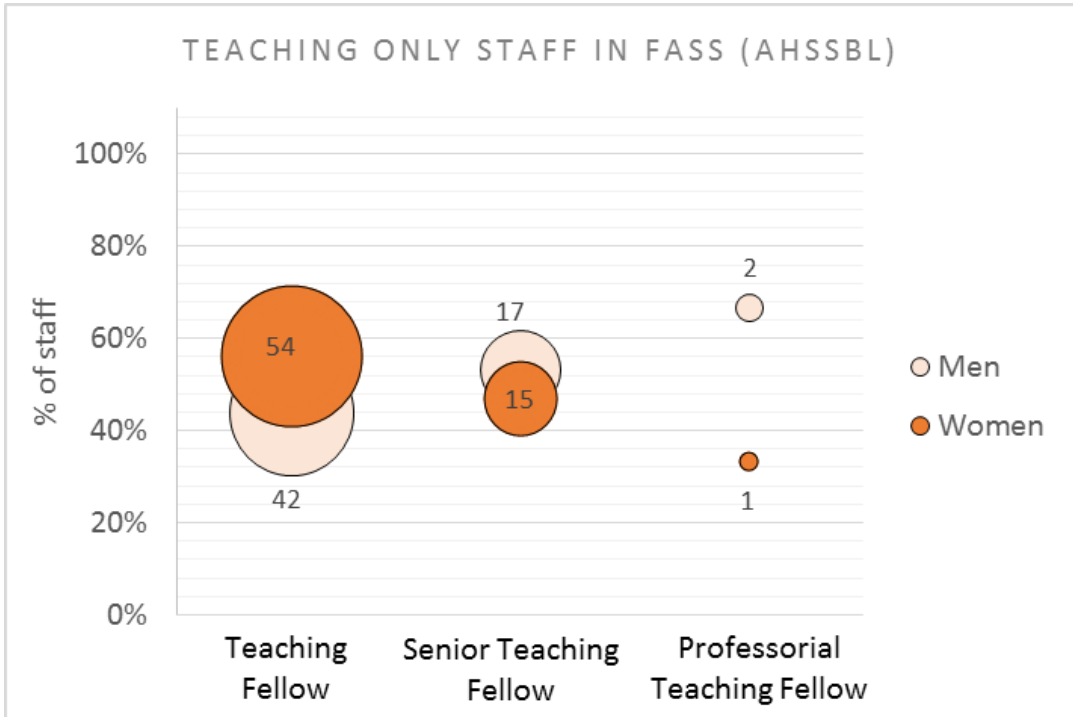
With STEMM-FHMS, the pattern over the three years is that the gender gap is closing at the lower grades in that there are roughly equal numbers of men and women at the Senior Lecturer and Reader stages, but as women are in the majority at the Lecturer stage and in the minority in the Professoriate, then they are either leaving or failing to progress relative to their male colleagues. Hence we need to encourage more men to join the profession, particularly as Lecturers, and ensure that the women in the Faculty have opportunities to develop and progress their careers.

Ways of addressing issues around recruitment and promotion in all three Faculties are discussed in section 5 and the associated actions have been prioritised in our Action Plan.

Turning to the teaching-only pathway, the data are presented in Table 4.7 and shown in the bubble plots of Figure 4.9.

Table 4.7: Academic staff on teaching only contracts by subject area and gender over the last three years (headcount).

| | ALL STAFF | | | | | | | AHSSBL | | | | | | STEMM | | | | | |
|------------------------------|------------|------------|------------|------------|------------|--------------------------|-------------|-----------|------------|-----------|------------|--------------------------|-------------|-----------|------------|-----------|------------|--------------------------|-------------|
| | Total | Men | | Women | | Proportion on each grade | | Men | | Women | | Proportion on each grade | | Men | | Women | | Proportion on each grade | |
| | | no | % | no | % | M | W | no | % | no | % | M | W | no | % | no | % | M | W |
| Teaching Fellow | 149 | 48 | 32% | 101 | 68% | 64% | 77% | 26 | 34% | 50 | 66% | 68% | 86% | 22 | 30% | 51 | 70% | 59% | 69% |
| Senior Teaching Fellow | 58 | 27 | 47% | 31 | 53% | 36% | 23% | 12 | 60% | 8 | 40% | 32% | 14% | 15 | 39% | 23 | 61% | 41% | 31% |
| 2014/15 Total | 207 | 75 | 36% | 132 | 64% | 100% | 100% | 38 | 40% | 58 | 60% | 100% | 100% | 37 | 33% | 74 | 67% | 100% | 100% |
| Teaching Fellow | 199 | 72 | 36% | 127 | 64% | 69% | 78% | 42 | 43% | 56 | 57% | 74% | 85% | 30 | 30% | 71 | 70% | 63% | 74% |
| Senior Teaching Fellow | 67 | 32 | 48% | 35 | 52% | 30% | 22% | 14 | 58% | 10 | 42% | 25% | 15% | 18 | 42% | 25 | 58% | 38% | 26% |
| Professorial Teaching Fellow | 1 | 1 | 100% | - | 0% | 1% | 0% | 1 | 100% | - | 0% | 2% | 0% | - | - | - | 67% | 0% | 0% |
| 2015/16 Total | 267 | 105 | 39% | 162 | 61% | 100% | 100% | 57 | 46% | 66 | 54% | 100% | 100% | 48 | 33% | 96 | 67% | 100% | 100% |
| Teaching Fellow | 197 | 72 | 37% | 125 | 63% | 67% | 74% | 42 | 44% | 54 | 56% | 69% | 77% | 30 | 30% | 71 | 70% | 65% | 72% |
| Senior Teaching Fellow | 75 | 32 | 43% | 43 | 57% | 30% | 25% | 17 | 53% | 15 | 47% | 28% | 21% | 15 | 35% | 28 | 65% | 33% | 28% |
| Professorial Teaching Fellow | 4 | 3 | 75% | 1 | 25% | 3% | 1% | 2 | 67% | 1 | 33% | 3% | 1% | 1 | 100% | - | - | 2% | 0% |
| 2016/17 Total | 276 | 107 | 39% | 169 | 61% | 100% | 100% | 61 | 47% | 70 | 53% | 100% | 100% | 46 | 32% | 99 | 68% | 100% | 100% |



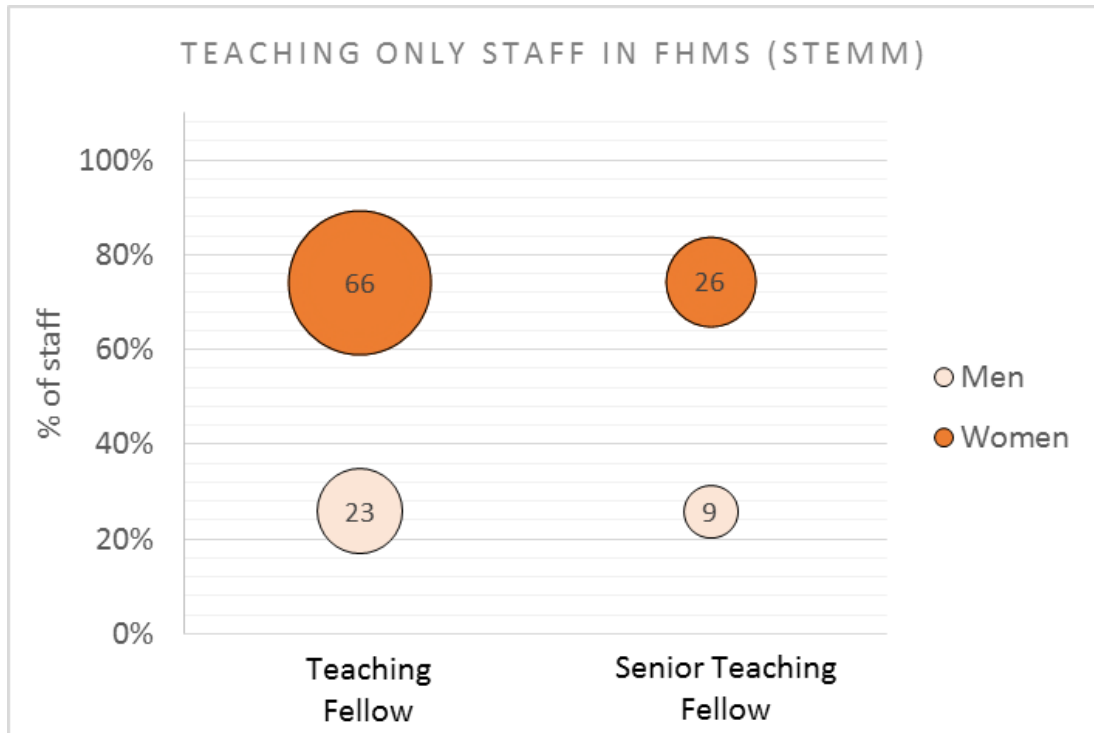


Figure 4.9: Bubble plots showing the gender balance at different stages of the career pipeline for staff on the teaching-only career pathway in the three Faculties. The numbers in the bubbles denote the actual number of staff in that category. Numbers are for 2016/17 only.

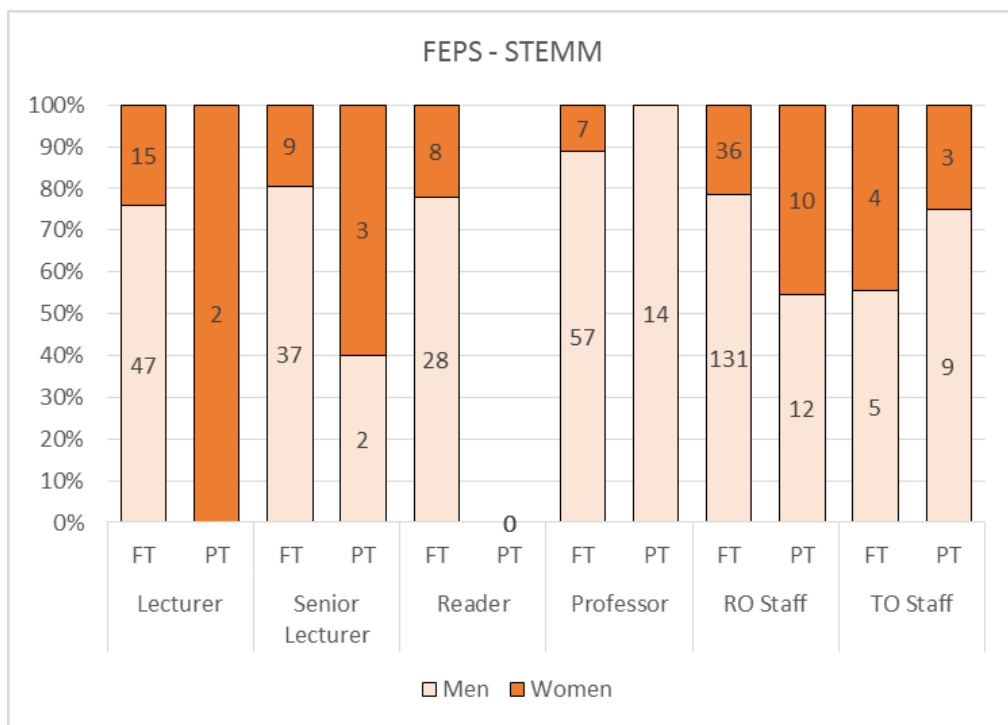
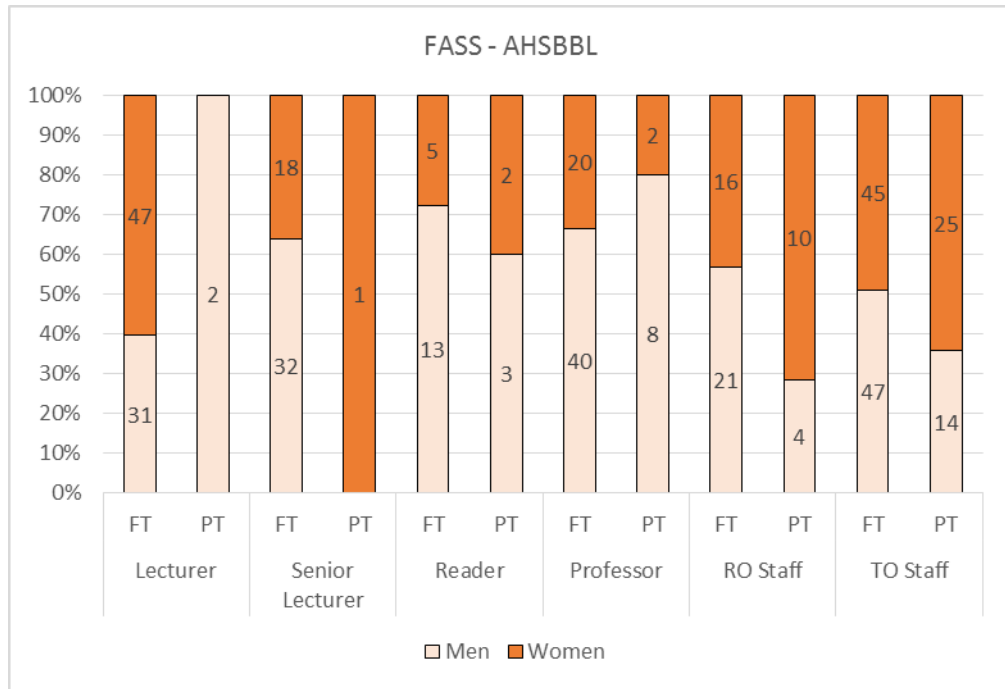
When analysing these data, it is important to recognise that STEMM-FEPS has very few Teaching Fellows (TFs), only 21 across all grades, whereas AHSSBL (FASS) has 131 (roughly gender-balanced) and STEMM-FHMS has 124 (~75% women). Despite the differences in absolute numbers the issues in FASS and FEPS are similar; there are early indications that a gender gap may be opening up at the higher grades. In FHMS this does not seem to be the case but there are no Professorial TFs.

As with the research-only pathway, we have recognised that introducing a career stage between Senior TF and Professorial TF is desirable and this is in place for the next promotion round. To prepare for this, suitably qualified women are being given additional encouragement to apply for promotion to this grade when it is introduced to ensure that a gender-gap does not develop.

| | |
|---------------|---|
| 2017AP AP3 | Actively monitor and encourage applications for Principal Research Fellow and Principal Teaching Fellow, from suitably qualified individuals from under-represented groups, as these grades are introduced for the 2017/18 promotion round. |
|---------------|---|

The data in this and the preceding two sections are presented in terms of headcount. Some parallel, preliminary analysis looked at FTE to see if there were any major differences and there were none at University-level. This is not the same as looking at the effect of being part-time on career progression. Further, considering data from just a few years can be misleading as many people choose to be part-time for only a fraction of their working life. In 2016/17, ~20% of the academic staff were recorded as working part-time (although some work full-time but not for the University).

Of the full-time staff, 60% were men whereas men account for only 44% of the part-time staff (with both sets of figures being in line with HESA data). The data from the three Faculties are shown below in Figure 4.10.



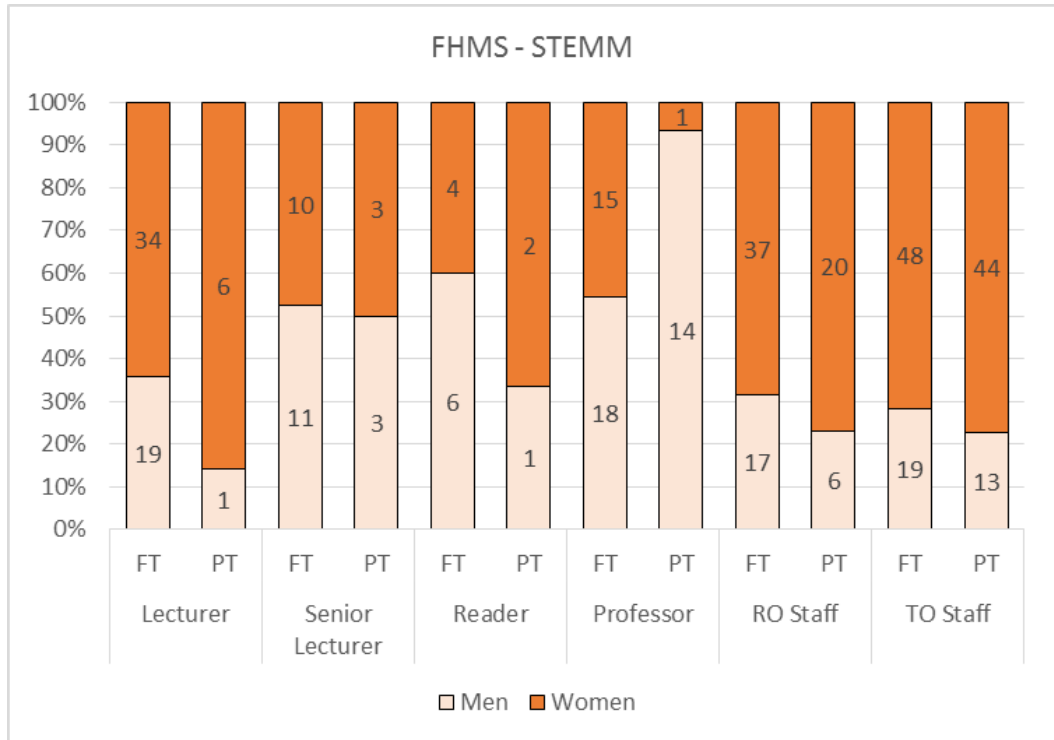


Figure 4.10: Full-time and part-time staff data by job function for each Faculty. Please note that RO is research-only and TO is teaching-only.

Looking at Figure 4.10, it could be concluded that being part-time has no disadvantageous effect on career progression as a significant number of Professors work part-time, yet most of these have either worked full-time and are now choosing to work part-time prior to retirement or have split posts. Also, the results from our Staff Culture Survey indicated that 11% of the respondents either disagreed or strongly disagreed that ‘Staff who work part-time or flexibly are treated fairly and proportionately’. We recognise the need to understand this issue in greater depth and part of that will require us to track the time between promotions, paying attention to whether someone is part-time or full-time over the period. This is covered in section 5.1 (iii).

Likewise, we recognise that we do not have sufficient data on intersectionality to draw robust conclusions about the effect of other protected characteristics on career progression. Our preliminary data on ethnicity (Table 4.8) shows that although the proportion of black and minority ethnic (BME) males is relatively stable over the pipeline, as opposed to rising for white men, it decreases for women but especially so for BME women. Clearly we need to do more work in this area and we will use our RECM and Stonewall data to help us understand the issues.

Table 4.8: Academic staff on the research and teaching track by gender and ethnicity for 2016 (please note that those colleagues who selected unknown or prefer not to say in response to ethnicity monitoring are excluded so the numbers do not fully reconcile with previous data).

| | | Lecturer | | Senior Lecturer | | Reader | | Professor | | Grand Total | |
|---------------|-------|----------|-----|-----------------|-----|--------|----|-----------|-----|-------------|-----|
| BME | Men | 8% | 14 | 13% | 16 | 16% | 10 | 8% | 16 | 10% | 56 |
| | Women | 7% | 13 | 7% | 8 | 2% | 1 | 2% | 3 | 5% | 25 |
| White | Men | 42% | 71 | 54% | 64 | 52% | 32 | 70% | 130 | 55% | 297 |
| | Women | 43% | 73 | 26% | 31 | 30% | 18 | 20% | 37 | 30% | 159 |
| 2016/17 Total | | 100% | 171 | 100% | 119 | 100% | 61 | 100% | 186 | 100% | 537 |

| | |
|--------------|---|
| 2017AP S2 | Analyse data and free text comments from Staff Culture Survey (SCC) every other year looking at gender/race. Combine with outputs from annual Stonewall survey to look at intersectionality. |
|--------------|---|

(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.

In both AHSSBL and STEMM Departments proportionately slightly more women than men are leaving the University (Table 4.9). To better understand the situation, type of contract is considered (Table 4.10).

Table 4.9: Academic leavers by gender and subject area. %* denotes percentage of leavers from the respective population.

| | | Total no | | Men | | Women | |
|----------------|---------|----------|-----|-----|-----|-------|-----|
| | | no | %* | no | %* | no | %* |
| AHSSBL | 2014/15 | 66 | 18% | 33 | 17% | 33 | 19% |
| | 2015/16 | 93 | 24% | 44 | 22% | 49 | 27% |
| | 2016/17 | 56 | 14% | 28 | 13% | 28 | 15% |
| STEMM | 2014/15 | 202 | 28% | 118 | 26% | 84 | 30% |
| | 2015/16 | 167 | 22% | 100 | 22% | 67 | 22% |
| | 2016/17 | 137 | 17% | 78 | 17% | 59 | 18% |
| Academic Staff | 2014/15 | 268 | 24% | 151 | 23% | 117 | 26% |
| | 2015/16 | 260 | 23% | 144 | 22% | 116 | 24% |
| | 2016/17 | 193 | 16% | 106 | 15% | 87 | 17% |

Table 4.10: Academic leavers by gender and contract type. Where percentage figures are given these relate to the number of leavers relative to the size of the respective population *i.e.* the number of men on permanent contracts who have left relative to the number of men on permanent contracts. The dark orange shading indicates cases where the %men leaving is larger than % women by more than 5% points and the light orange shading indicates the opposite case *i.e.* where the % women leaving is more than 5% points higher than the %men.

| | | ALL STAFF | | PERMANENT | | | | | | FIXED TERM | | | | | | |
|---------------|---------|---------------------|------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | | | | Total | | Men | | Women | | Total | | Men | | Women | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| AHSSBL (FASS) | 2014/15 | Research Only | 20 | 39% | 2 | 22% | 1 | 33% | 1 | 17% | 18 | 43% | 9 | 36% | 9 | 53% |
| | | Teaching & Research | 33 | 15% | 30 | 13% | 17 | 13% | 13 | 14% | 3 | 100% | 2 | 100% | 1 | - |
| | | Teaching Only | 13 | 14% | 7 | 8% | 1 | 3% | 6 | 11% | 6 | 67% | 3 | 60% | 3 | 75% |
| | | Total | 66 | 18% | 39 | 12% | 19 | 11% | 20 | 13% | 27 | 52% | 14 | 45% | 13 | 62% |
| | 2015/16 | Research Only | 17 | 30% | 1 | 25% | 1 | 100% | - | - | 16 | 31% | 9 | 33% | 7 | 28% |
| | | Teaching & Research | 51 | 25% | 49 | 24% | 26 | 22% | 23 | 27% | 2 | 67% | - | - | 2 | 100% |
| | | Teaching Only | 27 | 22% | 20 | 22% | 6 | 15% | 14 | 27% | 7 | 23% | 3 | 18% | 4 | 29% |
| | | Total | 95 | 25% | 70 | 24% | 33 | 21% | 37 | 27% | 25 | 29% | 12 | 26% | 13 | 33% |
| | 2016/17 | Research Only | 16 | 31% | 1 | 13% | - | - | 1 | 25% | 15 | 35% | 8 | 38% | 7 | 32% |
| | | Teaching & Research | 22 | 10% | 21 | 10% | 11 | 9% | 10 | 11% | 1 | 14% | 1 | 20% | - | - |
| | | Teaching Only | 18 | 14% | 9 | 8% | 4 | 8% | 5 | 8% | 9 | 39% | 4 | 33% | 5 | 45% |
| | | Total | 56 | 14% | 31 | 9% | 15 | 8% | 16 | 10% | 25 | 34% | 13 | 34% | 12 | 34% |
| STEMM (FEPS) | 2014/15 | Research Only | 88 | 44% | 17 | 40% | 15 | 43% | 2 | 25% | 71 | 46% | 55 | 49% | 16 | 38% |
| | | Teaching & Research | 20 | 9% | 20 | 9% | 17 | 9% | 3 | 8% | - | - | - | - | - | - |
| | | Teaching Only | 2 | 14% | - | - | - | - | - | - | 2 | 50% | - | - | 2 | 100% |
| | | Total | 110 | 25% | 37 | 14% | 32 | 14% | 5 | 11% | 73 | 45% | 55 | 47% | 18 | 41% |
| | 2015/16 | Research Only | 81 | 41% | 8 | 21% | 6 | 19% | 2 | 25% | 73 | 46% | 50 | 42% | 23 | 58% |
| | | Teaching & Research | 24 | 11% | 23 | 11% | 20 | 11% | 3 | 8% | 1 | 33% | 1 | 33% | - | - |
| | | Teaching Only | 2 | 9% | 2 | 14% | 2 | 18% | - | - | - | - | - | - | - | - |
| | | Total | 107 | 24% | 33 | 12% | 28 | 13% | 5 | 10% | 74 | 43% | 51 | 41% | 23 | 50% |
| | 2016/17 | Research Only | 63 | 33% | 3 | 8% | 3 | 11% | - | - | 60 | 39% | 42 | 37% | 18 | 49% |
| | | Teaching & Research | 10 | 4% | 10 | 4% | 9 | 5% | 1 | 2% | - | - | - | - | - | - |
| | | Teaching Only | 6 | 29% | 2 | 15% | 2 | 22% | - | - | 4 | 50% | 1 | 20% | 3 | 100% |
| | | Total | 79 | 18% | 15 | 5% | 14 | 6% | 1 | 2% | 64 | 39% | 43 | 35% | 21 | 53% |
| STEMM(FHMS) | 2014/15 | Research Only | 35 | 51% | 1 | 4% | 1 | 17% | - | - | 34 | 83% | 14 | 100% | 20 | 74% |
| | | Teaching & Research | 30 | 23% | 30 | 23% | 11 | 18% | 19 | 28% | - | - | - | - | - | - |
| | | Teaching Only | 27 | 28% | 20 | 24% | 4 | 17% | 16 | 27% | 7 | 47% | 1 | 33% | 6 | 50% |
| | | Total | 92 | 31% | 51 | 21% | 16 | 18% | 35 | 23% | 41 | 72% | 15 | 83% | 26 | 67% |
| | 2015/16 | Research Only | 26 | 32% | 5 | 19% | - | - | 5 | 26% | 21 | 38% | 10 | 56% | 11 | 29% |
| | | Teaching & Research | 22 | 17% | 9 | 7% | 9 | 15% | - | - | 13 | 46% | - | - | - | - |
| | | Teaching Only | 12 | 10% | 2 | 2% | 2 | 7% | - | - | 10 | 36% | - | - | 4 | 18% |
| | | Total | 60 | 18% | 16 | 6% | 11 | 12% | 5 | 3% | 44 | 51% | 10 | 37% | 15 | 25% |
| | 2016/17 | Research Only | 27 | 34% | 4 | 20% | 4 | 100% | - | - | 23 | 38% | 6 | 32% | 17 | 41% |
| | | Teaching & Research | 10 | 7% | 10 | 7% | 3 | 4% | 7 | 10% | - | - | - | - | - | - |
| | | Teaching Only | 19 | 15% | 9 | 9% | 4 | 14% | 5 | 7% | 10 | 50% | 3 | 75% | 7 | 44% |
| | | Total | 56 | 16% | 23 | 9% | 11 | 11% | 12 | 7% | 33 | 39% | 9 | 35% | 24 | 41% |

In FEPS, which has a large post-doctoral researcher community, the majority of people leaving the University have come to the end of their fixed-term contract; FEPS has a low turnover of permanent staff, with proportionately more men than women leaving. In FASS and FHMS, the slightly higher numbers of research and teaching and teaching-only staff on permanent contracts who have left are associated with restructuring in those two Faculties (and indeed

moving from four to three Faculties), with a return to a lower turnover last year. There is no consistent pattern with respect to gender for permanent staff in those two Faculties.

Leavers are asked to complete an on-line survey and some take up the offer of a face-to-face discussion but as our current HR System does not have a facility for recording outcomes, manual recording is used. This has led to incomplete and inconsistent data. We recognise that we need to be capturing these data and using them to guide change.

| | |
|---------------|--|
| 2017AP RR6 | <p>Use the feedback from colleagues leaving the University as part of our continual improvement programme:</p> <ul style="list-style-type: none"> • Ensure that all leavers have the opportunity to complete an on-line questionnaire and to have a face-to-face discussion • Ensure that the new HR System records reasons for leaving using a consistent framework • Report any gender-related or wider EDI issues that are cited as a contributor to local (Faculty or PASS) EDI Committees • Develop and implement appropriate local and/or institutional actions • Update the Action Plan. |
|---------------|--|

(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.

The Vice-Chancellor has committed to closing the gender pay gap and allocated significant additional funding in 2016 and 2017 to enable this to happen. It is recognised that this will take time but already many grades, including all academic ones, have a gap of less than +/- 5% (Table 4.11). Where there are still differences of greater than +/- 5% sometimes these are due to the very low numbers of one or both genders and the issue is more one of career progression than equal pay. We are continuing to monitor the situation to ensure that progress is maintained and that any substantial differences are justified.

| | |
|----------------|---|
| 2017AP PPP1 | <p>Continue to monitor and provide funds to eliminate the pay gap at all grades for both academic and PASS staff.</p> <p>Continue to consider any gender related pay issues on promotion.</p> |
|----------------|---|

Table 4.11 Results from recent full equal pay audits. Please note that the figures for 2017 will not be formally reported until December 2017. Note that green indicates a situation where the pay gap was greater than +/-5% but is now less than that whilst red indicates levels where the pay gap is currently greater than +/- 5%

| Job Family | Level | Women | | Men | | Women to men Pay Gap (%) | | | |
|--------------------------|-------|--------------------------|-----------------|--------------------------|-----------------|--------------------------|---------|---------|---------|
| | | Head Count | Avg. FTE Salary | Head Count | Avg. FTE Salary | 2009 | 2011 | 2014 | 2017 |
| Operational Services | 1A | 108 | £16,398.73 | 91 | £16,315.64 | 0.45% | 0.68% | 3.03% | 0.51% |
| | 1B | 8 | £18,926.88 | 18 | £18,862.33 | 2.13% | -0.37% | -1.79% | 0.34% |
| | 2A | 5 | £21,992.60 | 16 | £22,420.50 | -4.46% | -3.60% | -8.56% | -1.91% |
| | 2B | 15 | £25,354.13 | 67 | £26,794.76 | -1.73% | -3.79% | -4.73% | -5.38% |
| | 3 | 0-4 people on this grade | | 12 | £32,001.00 | -3.41% | -2.38% | -3.27% | -0.85% |
| | 4 | 0-4 people on this grade | | 0-4 people on this grade | | -8.75% | n/a | -2.45% | -0.06% |
| | 5 | 0-4 people on this grade | | 0-4 people on this grade | | n/a | n/a | n/a | - |
| Professional Services | 1B | 0-4 people on this grade | | 10 | £17,635.60 | 2.33% | 1.60% | 0.01% | 5.63% |
| | 2A | 34 | £21,199 | 10 | £21,208.00 | 1.41% | 6.99% | 3.14% | -0.04% |
| | 2B | 236 | £24,840 | 51 | £24,839.88 | -1.16% | 1.34% | 0.05% | 0.00% |
| | 3 | 180 | £29,501 | 56 | £29,047.46 | -0.87% | -0.31% | -0.85% | 1.54% |
| | 4 | 213 | £36,668 | 77 | £36,339.62 | -0.91% | 0.70% | -2.18% | 0.90% |
| | 5 | 93 | £46,994 | 93 | £47,814.27 | 0.02% | -0.31% | -1.26% | -1.72% |
| | 6 | 38 | £58,551 | 34 | £59,411.50 | 1.04% | -3.98% | -2.61% | -1.45% |
| | 7A | 16 | £83,036.56 | 7 | £80,445.29 | - | - | - | 3.12% |
| | 7B | 5 | £99,390.20 | 0-4 people on this grade | | - | - | - | 4.35% |
| | 7C | 0-4 people on this grade | | 14 | £137,443.50 | - | - | - | -9.86% |
| Research & Teaching | 7 | | | | | See note* | -13.50% | -11.92% | |
| | 3 | 13 | £29,444 | 24 | £30,396.25 | -1.45% | -1.30% | -4.00% | -3.13% |
| | 4 | 168 | £35,660 | 185 | £35,290.15 | -0.73% | 1.88% | -0.71% | 1.04% |
| | 5 | 196 | £45,238 | 177 | £45,956.42 | 0.78% | 0.87% | -0.52% | -1.56% |
| | 6 | 121 | £58,330 | 182 | £58,606.71 | 0.24% | -0.74% | -2.41% | -0.47% |
| | 7 | 51 | £88,919 | 159 | £92,583.27 | See note* | -10.05% | -5.31% | -3.96% |
| Technical & Experimental | 1A | 0-4 people on this grade | | 0-4 people on this grade | | n/a | n/a | n/a | -12.06% |
| | 1B | 0-4 people on this grade | | 0-4 people on this grade | | 10.72% | 2.82% | n/a | 3.40% |
| | 2A | 9 | £19,619 | 0-4 people on this grade | | -2.25% | 2.77% | 1.60% | -7.34% |
| | 2B | 15 | £24,190 | 12 | £24,476.58 | 2.82% | -3.44% | -2.06% | -1.17% |
| | 3 | 17 | £29,038 | 40 | £29,855.83 | -5.20% | -7.91% | -5.77% | -2.74% |
| | 4 | 19 | £37,578 | 27 | £36,458.96 | -5.61% | -7.46% | -4.37% | 2.98% |
| | 5 | 0-4 people on this grade | | 8 | £46,611.13 | 8.45% | 4.33% | 4.91% | 2.33% |

* The 2009 report detailed level 7, split into four groups within this level (L07, L07A, L07B, and L07C). Due to the low number of staff within each of these groups it was decided that reports should only look at level 7 in 2011 and 2014.

4.2 Professional and support staff data

Omitted as this is a BRONZE application but we recognise the need to do preparatory work ahead of our Silver Award application.

| | |
|---------------|---|
| 2017AP AP6 | <p>Undertake work to better understand the career development of Professional and Support Service (PASS) staff:</p> <ul style="list-style-type: none"> • Collect and analyse data relating to grade, contract type and gender • Collect and analyse data relating to promotion of PASS staff • Establish Working Group(s) to look at issues arising. |
|---------------|---|

| | |
|---|------|
| Recommended Word Count for this Section | 2000 |
| Actual Word Count for this Section | 1649 |
| Recommended Cumulative Word Count | 4000 |
| Actual Cumulative Word Count | 3680 |

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.

Fewer women than men apply for most posts but they have higher success rates regardless of area or nature of post (Tables 5.1 and 5.2). Thus, the major issue when trying to reach a better gender balance is getting more women to apply for posts.

Table 5.1: Breakdown of academic staff recruitment by gender and subject area. Success rate has been defined as the number of offers divided by the number of applications.

| | | UNIVERSITY | | AHSSBL | | STEMM | | | |
|---------|---------------------|------------|------------|-----------|------------|------------|------------|------------|------------|
| | | TOTAL | | FASS | | FEPS | | FHMS | |
| | | Men | Women | Men | Women | Men | Women | Men | Women |
| 2014/15 | Applied | 2130 | 1223 | 930 | 681 | 798 | 183 | 402 | 359 |
| | Shortlisted | 371 | 239 | 116 | 101 | 150 | 29 | 105 | 109 |
| | Offered | 188 | 182 | 75 | 84 | 77 | 30 | 36 | 68 |
| | Appointed | 159 | 152 | 64 | 69 | 68 | 26 | 27 | 57 |
| | Success rate | 9% | 15% | 8% | 12% | 10% | 16% | 9% | 19% |
| 2015/16 | Applied | 2848 | 1629 | 1304 | 1079 | 1144 | 223 | 400 | 327 |
| | Shortlisted | 418 | 254 | 106 | 111 | 211 | 37 | 101 | 106 |
| | Offered | 248 | 202 | 100 | 93 | 109 | 36 | 39 | 73 |
| | Appointed | 184 | 175 | 72 | 82 | 79 | 30 | 33 | 63 |
| | Success rate | 9% | 12% | 8% | 9% | 10% | 16% | 10% | 22% |
| 2016/17 | Applied | 1878 | 889 | 827 | 557 | 891 | 144 | 160 | 188 |
| | Shortlisted | 301 | 213 | 96 | 82 | 154 | 28 | 51 | 103 |
| | Offered | 157 | 130 | 78 | 64 | 61 | 23 | 18 | 43 |
| | Appointed | 104 | 103 | 56 | 54 | 32 | 15 | 16 | 34 |
| | Success rate | 8% | 15% | 9% | 11% | 7% | 16% | 11% | 23% |

Table 5.2: Breakdown of academic staff recruitment by gender and grade. Success rate has been defined as the number of offers divided by the number of applications.

| | | Applied | Shortlisted | Offered | Appointed | Success rate | |
|-----------|------------------------------|---------|-------------|---------|-----------|--------------|------|
| 2014/15 | Research Officer | Men | 58 | 33 | 20 | 20 | 34% |
| | | Women | 31 | 14 | 14 | 14 | 45% |
| | Research Fellow | Men | 708 | 142 | 73 | 62 | 10% |
| | | Women | 285 | 73 | 45 | 36 | 16% |
| | Senior Research Fellow | Men | 1 | 1 | 1 | 1 | 100% |
| | | Women | 1 | - | - | - | 0% |
| | Teaching Fellow | Men | 531 | 91 | 61 | 53 | 11% |
| | | Women | 467 | 99 | 85 | 73 | 18% |
| | Senior Teaching Fellow | Men | 18 | 5 | 2 | 2 | 11% |
| | | Women | 5 | 3 | 3 | 2 | 60% |
| | Professorial Teaching Fellow | Men | 2 | 1 | - | - | 0% |
| | | Women | - | - | - | - | 0% |
| | Lecturer | Men | 416 | 45 | 17 | 11 | 4% |
| | | Women | 301 | 37 | 28 | 24 | 9% |
| | Senior Lecturer | Men | 271 | 34 | 8 | 5 | 3% |
| | | Women | 115 | 10 | 6 | 4 | 5% |
| Reader | Men | 4 | 1 | - | - | 0% | |
| | Women | 1 | - | - | - | 0% | |
| Professor | Men | 145 | 23 | 7 | 5 | 5% | |
| | Women | 30 | 7 | 3 | 2 | 10% | |
| 2015/16 | Research Officer | Men | 43 | 19 | 6 | 6 | 14% |
| | | Women | 89 | 13 | 11 | 11 | 12% |
| | Research Fellow | Men | 751 | 158 | 94 | 72 | 13% |
| | | Women | 356 | 82 | 54 | 47 | 15% |
| | Senior Research Fellow | Men | 6 | 4 | 4 | 4 | 67% |
| | | Women | 4 | 2 | 2 | 2 | 50% |
| | Teaching Fellow | Men | 302 | 56 | 45 | 42 | 15% |
| | | Women | 287 | 64 | 63 | 55 | 22% |
| | Senior Teaching Fellow | Men | 30 | 6 | 1 | - | 3% |
| | | Women | 7 | 5 | 4 | 4 | 57% |
| | Lecturer | Men | 1186 | 122 | 58 | 43 | 5% |
| | | Women | 691 | 86 | 41 | 34 | 6% |
| | Senior Lecturer | Men | 313 | 26 | 13 | 7 | 4% |
| | | Women | 131 | 11 | 8 | 5 | 6% |
| | Reader | Men | 87 | 9 | 6 | 2 | 7% |
| | | Women | 30 | 1 | 2 | 2 | 7% |
| Professor | Men | 136 | 16 | 14 | 9 | 10% | |
| | Women | 33 | 10 | 8 | 6 | 24% | |
| 2016/17 | Research Officer | Men | 38 | 13 | 5 | 5 | 13% |
| | | Women | 37 | 9 | 9 | 6 | 24% |
| | Research Fellow | Men | 547 | 132 | 42 | 27 | 8% |
| | | Women | 198 | 56 | 30 | 20 | 15% |
| | Teaching Fellow | Men | 112 | 37 | 60 | 54 | 54% |
| | | Women | 126 | 68 | 65 | 56 | 52% |

| | | | | | | |
|-------------------------------|-------|-----|----|----|----|-----|
| Senior Teaching Fellow | Men | 41 | 9 | 3 | 2 | 7% |
| | Women | 24 | 4 | 3 | 3 | 13% |
| Lecturer | Men | 631 | 51 | 10 | 10 | 2% |
| | Women | 274 | 42 | 16 | 14 | 6% |
| Senior Lecturer | Men | 277 | 26 | 4 | 4 | 1% |
| | Women | 149 | 14 | 6 | 5 | 4% |
| Reader | Men | 50 | 4 | 3 | - | 6% |
| | Women | 18 | 3 | - | - | 0% |
| Professor | Men | 114 | 17 | 9 | 4 | 8% |
| | Women | 31 | 14 | 4 | 2 | 13% |

All aspects of recruitment have been analysed and an updated policy coupled with a 'checklist' aide-memoire for recruiters has been produced and is starting to be implemented. Job Purposes and advertisements are scrutinised to make sure that language and imagery are not inadvertently biased in respect of certain groups, and recruiters are asked to consider whether the job could be undertaken on reduced hours/flexibility/as part of a job share. Adverts are placed on a wide variety of web sites and in print, with our subscriptions to WISE and the Women's Engineering Society being utilised when recruiting into science and engineering. Logos from our awards/subscriptions are prominently displayed (Athena SWAN, Race Equality Charter, Stonewall Champion *etc.*). Short-listing is done by the same panel as for interview, which must have at least 25% of the minority gender. Unconscious Bias Training (UBT) is now mandatory for all staff; previously it was a requirement for panel members, who are required to complete the longer face-to-face training in addition to e-learning. Each member scores against the key competencies independently to create a preliminary list, which is then agreed by the panel. In accordance with being committed to Disability Confident, all disabled candidates meeting the core competencies are offered an interview. For all academic posts and senior PASS posts, candidates are able to meet a range of staff informally, at mutually convenient times, as well as having a panel interview, using a consistent set of questions, which are again scored.

For very senior recruitment, we have taken three specific actions this year: (i) the applicant brochures have been redesigned with a colour palette specifically chosen to be appealing to a broad range of individuals, (ii) executive search agencies have been tasked with increasing the diversity of candidates (especially gender) and incur financial penalties for failing to do so and (iii) over 30 mid-career women within the University have been provided with career development advice and training from one of the search agencies.

We recognise, however, that these measures will take time to bring about change and that more needs to be done. The proportion of applicants who are women has stayed fairly constant at around a third and although there have been some improvements in FHMS, the proportion of female applicants has been falling in FEPS. As well as continuing with recent initiatives, we will pilot the introduction of targets and a (partial) anonymised application process for academic posts (alongside trialling a completely anonymised application process for PASS colleagues). These actions should be further facilitated by the introduction of the new Human Resources (HR) system in 2018, which will enable some aspects to be integrated into the Recruitment module. Given the importance of recruiting more women into the University, we are prioritising the three following actions.

| | |
|---------------|--|
| 2017AP RR1 | Embed the use of a recruitment checklist: <ul style="list-style-type: none"> • Consistently include our commitment to Athena SWAN, the Race Equality Charter Mark, Stonewall, Disability Confident in all adverts and recruitment packs • Actively promote flexible working/job shares unless there is a critical business need preventing this commitment • Ensure adverts and supporting materials are checked for unconscious bias, gender-neutral language <i>etc.</i> • Place adverts in a wider variety of locations, <i>e.g.</i> WISE and WES being defaults for recruitment into science and engineering. |
| 2017AP RR2 | Introduce target numbers for applications/shortlists for academic posts from under-represented groups (<i>e.g.</i> women in engineering, men in healthcare): <ul style="list-style-type: none"> • Establish appropriate targets taking into account current population and benchmark data • Require selection panels to show that they have reflected on the gender balance of applicants before shortlisting and to seek further applications if necessary • Actively consider gender balance at short-listing stage. If a single sex shortlist results, re-examine the gap between that group and the best candidate of the opposite sex with a view to inviting to interview if the gap is small • Ensure that recruitment consultants (when used) are given gender balance targets for longlists of genuine candidates. |
| 2017AP RR3 | Pilot the use of anonymised recruitment procedures: <ul style="list-style-type: none"> • Ensure that the new HR System enables anonymous applications for PASS posts until interview stage • Evaluate the viability of anonymous long-listing for academic positions • Seek feedback from applicants (successful and unsuccessful) • Roll-out best practice. |

(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.

The framework for Induction is the same for all staff (academic and PASS) regardless of function and grade. Prior to arrival there is an 'on-boarding' process; whilst the length and complexity depends on the role, this maintains contact with the individual and provides information to aid the transition into employment at the University. During their first day at the University, the new arrival will meet with the HR team in the Faculty or Central Services and have a Departmental Induction. All staff are required to complete three short, interactive e-learning modules: *Diversity in the Workplace*; *Your Guide to Key UK Law*; and *Prevent Duty* as part of their probation targets.

All new appointees are invited to 'Your Induction to the University'; these half-day sessions take place monthly and involve a series of presentations from a member of EB. Key points relating to our EDI strategy, and the national schemes to which we subscribe, including Athena SWAN, are covered. Slides for all inductions are available on the intranet after the event and are provided in various formats for individuals without access to a computer or with other needs. After an informal coffee break, with further opportunity to chat to the EB member, new arrivals are offered a campus and Research Park tour followed by lunch and a Q&A session, usually with the VC, who prioritises attendance at these events.

While the uptake of offers to attend the University Induction are increasing, with both men and women showing equal propensity, there is still a way to go before everyone attends (Table 5.3). Feedback is sought immediately after these events and used to update content. We

realise, however, that we are not looking at the effectiveness of the Induction so this is part of our Action Plan. Further, we found that existing members of staff would appreciate an opportunity to ‘top up’ their knowledge of the University; the VC does ‘*All Staff Briefings*’ twice yearly but these are slightly different in content, so we are introducing opportunities to ‘update’ alongside Inductions for colleagues returning from career breaks.

Table 5.3: Academic staff attending the central University Induction.

| | | Induction to the University (centrally-led) | | New starters | % of new starters |
|---------|-------|---|-----|--------------|-------------------|
| | | no | % | | |
| 2014/15 | Men | 54 | 53% | 160 | 34% |
| | Women | 48 | 47% | 156 | 31% |
| 2015/16 | Men | 71 | 46% | 183 | 39% |
| | Women | 85 | 54% | 173 | 49% |
| 2016/17 | Men | 49 | 51% | 97 | 51% |
| | Women | 47 | 49% | 93 | 51% |

| | |
|---------------|---|
| 2017AP RR4 | <p>Improve the take-up and assess the effectiveness of Inductions:</p> <ul style="list-style-type: none"> • Continue to ensure that all local staff Inductions include Athena SWAN and other EDI initiatives • Continue to ensure that all local Inductions provide clear information on HR policies relevant to EDI • Increase the number of new employees attending a University level Induction session • Introduce an ‘update’ opportunity for colleagues returning from career breaks, and for those that have been in-service for several years to coincide with significant work anniversary celebrations • Conduct an on-line survey of newly recruited staff six-months after appointment and all established staff completing an ‘update’ to establish the effectiveness and revise provision in response to feedback. |
|---------------|---|

(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.

Prompted by sections relating to career plans/aspirations and future potential, appraisal discussions (July-Sept) help to identify ways in which colleagues can build a case for promotion well ahead of an application. An application is then made, using a University-wide standard template; this year (2017/18) the timing has been changed from October to January, in response to staff feedback, to give the applicants more time for preparation.

Applications are reviewed by a Board within the Faculty. For applicants on research and teaching and teaching-only contracts, this comprises the Dean of Faculty and a second Dean (to maintain comparability across Faculties), the Associate Deans and all Heads of Department. For colleagues on research-only contracts a committee of senior researchers is established to deal with the small number of applications; colleagues on the research-only pathway tend to be on fixed-term contracts and progress through re-appointment on a new contract at a higher grade.

Promotions other than those to Reader and Professor (or the equivalent new Principal grades) are initially assessed within the Faculty, with ratification from the University; cases for promotion to Readerships and Professorships are made to a University committee comprising the VC, Provost and the two VPs, with the Vice-President, Human Resources and the relevant Dean for candidates from his/her Faculty. This committee interviews all candidates for Professorships. For all promotion committees, there is a no more than 75% of one gender, colleagues undertake Unconscious Bias Training and a briefing note reminding panel members of UB is referenced at the start of the meeting. We consider gender issues relating to pay on promotion, as part of our pay-gap monitoring.

The data for success rates fluctuate year-on-year (Table 5.4) and in most individual categories the small numbers mean that confidence in potential differences is low. Further, it appears that the proportion of women putting themselves forward for promotion is broadly consistent with the proportion of men. The data in section 4, however, show that the gender imbalances increase with seniority of post. Given that (proportionately) women on permanent contracts are not leaving the University more than their male counterparts then one possible explanation is that women wait longer between promotions. This may be because they are less likely to make a speculative application and/or they are working part-time. As we are using a manual recording system currently, we do not track this but plan to do so with the new HR system so that we will be able to ascertain whether it is contributing to the widening gender gap.

Table 5.4: Academic staff promotions by grade and gender. Please note that * denotes the staff who applied as a percentage of eligible population and ^ denotes the promoted staff as a percentage of the applications from that gender for that grade.

| | | Eligible | | | Applied | | | | Promoted | | | |
|---------|--|------------|------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | | Men | Women | W% | Men | %* | Women | %* | Men | %^ | Women | %^ |
| 2014/15 | Senior Research Fellow to Professorial Research Fellow | 5 | 5 | 50% | 1 | 20% | 0 | - | 1 | 100% | - | - |
| | Teaching Fellow to Senior Teaching Fellow | 27 | 31 | 53% | 3 | 11% | 4 | 13% | 2 | 67% | 4 | 100% |
| | Lecturer to Senior Lecturer | 103 | 93 | 47% | 7 | 7% | 10 | 11% | 4 | 57% | 6 | 60% |
| | Senior Lecturer to Reader | 74 | 53 | 42% | 12 | 16% | 3 | 6% | 6 | 50% | 2 | 67% |
| | Reader to Professor | 46 | 15 | 25% | 10 | 22% | 3 | 20% | 4 | 40% | 2 | 67% |
| | Total | 255 | 197 | 44% | 33 | 13% | 20 | 10% | 17 | 52% | 14 | 70% |
| 2015/16 | Senior Research Fellow to Professorial Research Fellow | 8 | 8 | 50% | 0 | - | 0 | - | - | - | - | - |
| | Teaching Fellow to Senior Teaching Fellow | 72 | 127 | 64% | 6 | 8% | 13 | 10% | 3 | 50% | 11 | 85% |
| | Lecturer to Senior Lecturer | 90 | 89 | 50% | 20 | 22% | 21 | 24% | 18 | 90% | 15 | 71% |
| | Senior Lecturer to Reader | 83 | 41 | 33% | 13 | 16% | 5 | 12% | 11 | 85% | 3 | 60% |
| | Reader to Professor | 42 | 19 | 31% | 6 | 14% | 8 | 42% | 3 | 50% | 4 | 50% |
| | Total | 295 | 284 | 49% | 45 | 15% | 47 | 17% | 35 | 78% | 33 | 70% |
| 2016/17 | Senior Research Fellow to Professorial Research Fellow | 10 | 7 | 41% | 0 | - | 0 | - | - | - | - | - |
| | Teaching Fellow to Senior Teaching Fellow | 72 | 125 | 63% | 8 | 11% | 0 | - | 7 | 88% | - | - |
| | Senior Teaching Fellow to Professorial Teaching Fellow | 32 | 43 | 57% | 1 | 3% | 1 | 2% | 1 | 100% | 0 | 0% |
| | Lecturer to Senior Lecturer | 100 | 104 | 51% | 14 | 14% | 11 | 11% | 11 | 79% | 6 | 55% |
| | Senior Lecturer to Reader | 85 | 44 | 34% | 15 | 18% | 9 | 20% | 10 | 67% | 7 | 78% |
| | Reader to Professor | 51 | 21 | 29% | 11 | 22% | 5 | 24% | 7 | 64% | 2 | 40% |
| | Total | 350 | 344 | 50% | 49 | 14% | 26 | 8% | 36 | 73% | 15 | 57% |

In the Staff Culture Survey, 11% of the respondents (strongly) disagreed that 'staff are promoted according to criteria that are independent of gender', whilst this fell to 7% when considering appraisal criteria. Clearly we need to understand why some staff feel that gender is an issue, especially in promotion more so than appraisal. There is some indication, from the freeform comments, that staff would like to see personal circumstances and the balance of work allocation given more consideration. We also need to do more to promote and communicate the requirements for promotion, to groups thinking of applying and to unsuccessful candidates, to build confidence in it being a fair process.

We have consulted with colleagues at Royal Holloway, identified as leading in this area, and have adopted a trial of their methodology in FASS. To complement our existing '*Demystifying the Promotion Process*' workshops we have developed two half-day workshops on career progression, one of which was reserved specifically for female academics. These gave staff the opportunity to use a psychometric questionnaire geared towards identifying areas of development and assisting them in a drawing up a Personal Development Plan. In addition there were informal presentations by senior female academics and discussion around the support needed and challenges faced. Advice and guidance on the promotion procedures and preparing an application formed part of the second half day. The success of the workshops will be evaluated as part of the promotion round and feedback will inform any changes needed before they are rolled out to the other two Faculties.

Having identified the widening gender gap at levels 6 and 7, the following two actions have been prioritised as part of the group of measures to address this issue.

| | |
|---------------|---|
| 2017AP AP4 | <p>Increase confidence in the promotion process by ensuring that it is fair:</p> <ul style="list-style-type: none"> • Collect and analyse data relating to time between promotions according to gender, the effect of career breaks/part-time working <i>etc.</i> • Introduce an opportunity to comment on 'achievement relative to opportunity' in promotion paperwork • Ensure that one member of the promotion panel is charged with monitoring unconscious bias • As well as explaining the processes and expectations around promotion, incorporate the statistics relating to promotion outcomes in the Faculty '<i>Demystifying the Promotion Process</i>' workshops • Ensure that unsuccessful applicants are given face-to-face feedback that acknowledges their strengths and gives clear indications of what is required for them to be successful. |
| 2017AP AP5 | <p>Improve the number of applications for promotion on the academic career pathways from women:</p> <ul style="list-style-type: none"> • Review the effectiveness of the two trial workshop sessions run in FASS aimed at supporting women in their career development and preparation for promotion • Roll-out best practice to FEPS/FHMS. |

(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.

When considering the figures relating to the Research Assessment Exercise (RAE) 2008 and the Research Excellence Framework (REF) 2014 (Table 5.5) some caution needs to be exercised as there was not complete alignment of the Units of Assessment with the Departmental structure and some strategic decisions regarding which staff to submit were based on this rather than on any quality criteria. Nevertheless, although women are less likely

to be submitted than men, there was a slight improvement, when REF2014 is compared with RAE2008, across all three Faculties.

In preparation for REF2021, and in recognition that all research-active staff may be entered, the University has been running output assessment exercises and workshops to help colleagues optimise their choice of publications and identify impact case studies. Given that the data from 2008 and 2014 show that women are not submitted at the same rate as their male colleagues, two Focus Groups were held with female Readers and Professors to gain an understanding of their perceptions of the factors influencing research outputs and these have informed a bid to the Engineering and Physical Sciences Research Council (EPSRC)(see section 7). To help women gain further experience of review procedures, they were actively encouraged to apply for selection in the recent refreshment of the EPSRC College and the number being invited to join rose from 2 (out of 48, 4%) to 10 (out of 78, 13%).

Table 5.5: RAE and REF submissions (University total)

| | | RAE 2008 | | REF 2014 | | | |
|--------------|--------------------|------------|----------------------|------------|------------|----------------------|--------------|
| | | Submitted | Percent of submitted | Submitted | Eligible | Percent of submitted | Success Rate |
| AHSSBL | Men | 151 | 62% | 103 | 144 | 60% | 72% |
| | Women | 91 | 38% | 69 | 108 | 40% | 64% |
| | FASS total | 242 | 100% | 172 | 252 | 100% | 68% |
| STEMM | Men | 198 | 90% | 190 | 213 | 86% | 89% |
| | Women | 23 | 10% | 32 | 38 | 14% | 84% |
| | FEPS | 221 | 100% | 222 | 251 | 100% | 88% |
| | Men | 83 | 57% | 46 | 63 | 52% | 73% |
| | Women | 62 | 43% | 43 | 83 | 48% | 52% |
| | FHMS | 145 | 100% | 89 | 146 | 100% | 61% |
| | Men | 281 | 77% | 236 | 276 | 76% | 86% |
| | Women | 85 | 23% | 75 | 121 | 24% | 62% |
| | STEMM total | 366 | 100% | 311 | 397 | 100% | 78% |
| TOTAL | Men | 432 | 70% | 339 | 420 | 70% | 81% |
| | Women | 176 | 30% | 144 | 229 | 30% | 63% |
| | Staff total | 608 | 100% | 483 | 649 | 100% | 74% |

5.2 Key career transition points: professional and support staff

Omitted as this is a BRONZE application but please note that Induction is the same for all staff as previously noted. Further, we recognise the need to better understand the careers of our PASS staff and hence plan to do preparatory work ahead of our Silver Award application.

| | |
|---------------|--|
| 2017AP AP6 | Undertake work to better understand the career development of Professional and Support Service (PASS) staff: <ul style="list-style-type: none"> • Collect and analyse data relating to grade, contract type and gender • Collect and analyse data relating to promotion of PASS staff • Establish Working Group(s) to look at issues arising. |
|---------------|--|

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?

Staff are encouraged to reflect on their developmental needs during appraisal or when changing roles, with our fortnightly electronic newsletter *NetNews* frequently highlighting development opportunities alongside direct e-mailing to relevant staff (Figure 5.1). Our intranet site provides a clear structured portal for all staff to browse and book both e-learning and face-to-face development courses and workshops, principally from our Staff Development, Researcher Development Programme and Higher Education teams. The teams seek suggestions for new courses and hold a waiting list for existing ones; additional workshops are added where there is demand and in addition, they can offer bespoke training.



Figures 5.1: Partial screenshots of examples of training/development opportunities e-mailed to all researchers

Three courses that are most relevant to advancing women's careers are UBT, Springboard (personal development) and Aurora (leadership), the latter two being solely for women. UBT is now mandatory for all staff with additional enhanced face-to-face training being phased in; the numbers have increased over the last three years and the gender split reflects our staff population (Table 5.6). When PASS staff are included, overall 748 people have completed the enhanced training, 372 this year, with positive feedback.

Having attended the unconscious bias training myself and encouraging my team to attend, I have seen a real positive change in behaviour and attitude, with the team being far more open and willing to discuss the impact of bias not only as part of the recruitment and selection process but also more generally in our everyday working environment.

We have seen a steady increase in the number of women participating in Springboard and we are now focusing on PASS female staff, and Aurora, with all 20 funded places on this latter programme being allocated in 2016/17 (Table 5.7). Given that these programmes both run over four days, in 2016/17 women undertook 168 days of personal development on these two programmes alone.

Table 5.6: Take up of enhanced face-to-face Unconscious Bias Training by academic staff

| | | Total | Men | | Women | |
|--------|---------|-------|-----|-----|-------|------|
| | | no | no | % | no | % |
| AHSSBL | 2014/15 | - | - | - | - | - |
| | 2015/16 | 2 | - | - | 2 | 100% |
| | 2016/17 | 62 | 30 | 48% | 32 | 52% |
| STEMMM | 2014/15 | 42 | 20 | 48% | 22 | 52% |
| | 2015/16 | 118 | 49 | 42% | 69 | 58% |
| | 2016/17 | 124 | 60 | 48% | 64 | 52% |
| Total | 2014/15 | 42 | 20 | 48% | 22 | 52% |
| | 2015/16 | 120 | 49 | 41% | 71 | 59% |
| | 2016/17 | 186 | 90 | 48% | 96 | 52% |

Table 5.7: Number of women academics participating in Aurora and Springboard Programmes

| | Aurora | Springboard | Total |
|---------|--------|-------------|-------|
| 2014/15 | 7 | 8 | 15 |
| 2015/16 | 16 | 17 | 33 |
| 2016/17 | 20 | 1* | 21 |

*only 1 teaching fellow undertook the Springboard training in 2016/17, however, 28 women from PASS completed the programme.

(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.

In 2017, 99% of staff (academic and PASS) undertook an appraisal (an improvement on 94.7% in 2016) and in the Staff Culture Survey 80% (strongly) agreed that staff were appraised according to criteria that are independent of gender' with only 7% (strongly) disagreeing.

Over the last year the staff appraisal process has been updated to make it more effective. As well as the timing being moved to allow more time to prepare promotion cases, the document has been shortened to focus on key topics, with more emphasis placed on contextual information, contributions to collegiality and the University's core values. For staff in senior leadership positions, 360° feedback has been introduced. We need to evaluate the effects that these changes have had on appraisal outcomes.

All staff are offered training relating to appraisals. This is optional for appraisees. For managers, this is a mandatory part of a suite of 'performance management' related programmes, including sessions specifically on setting objectives and devising development plans. 30 new appraisers completed the appraiser training in 2016/17.

| | |
|---------------|---|
| 2017AP AP1 | Review and continue to refine the appraisal process for all staff: <ul style="list-style-type: none"> • Collect and analyse the appraisal ratings in terms of job grade and gender • Report the outcomes and any actions to increase confidence in the process. |
|---------------|---|

(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.

All staff have the opportunity to have a mentor; this is particularly encouraged for ECRs and after staff have completed various leadership programmes, with pairings facilitated by the Doctoral College and Staff Development, respectively. There are also specific opportunities for certain groups; all researchers have access to a variety of formal (e.g. organised courses and workshops) and informal (e.g. drop-in advice sessions in Faculties) support.

The University of Surrey was awarded the European HR Excellence in Research Award in 2012 with two subsequent successful reviews. Within the Doctoral College there is a designated lead for ECR Support and an ECR Careers Advisor (the post was actually taken up as a job share), with whom researchers on fixed-term contracts are invited to meet six months before the end of their contract. A new programme of support, 'Researcher Routes' is currently being rolled out. The content of the programme is informed by the ECR Forum, which meets three times per year and has ECR representatives from across the University. All new ECR staff members are invited to a one-to-one meeting about the support and development opportunities available.

In the recent Careers in Research On-line Survey, in which the majority (~70%) of the respondents were ECRs (with 3 or fewer years of experience), across a range of questions, women were less positive than men regarding their personal or career development and the value of their appraisal in this respect. In response, FEPS is trialling a modified approach, whereby both ECR and appraiser are sent a one page information sheet (Figure 5.2) highlighting the support that is available via the Doctoral College and Staff Development. Now that the appraisal round is complete, the pilot is being reviewed.

Planning ahead for early career research staff

This document aims to highlight the professional development opportunities that are available across the University for Early Career Research Staff, and to thus help appraisers and appraisees have a meaningful conversation about relevant support to enable researchers to take the next step in their career, be that in academia or beyond.

The Doctoral College brings together professional development opportunities for early career research staff members through the **Researcher Development Programme** and the **Employability & Careers Centre**. There is a tailored programme for research staff, which includes:

Mentoring

- One-to-one mentoring
- Peer mentoring
- Group mentoring
- Virtual mentoring
- Mentoring for women
- Mentoring for people with disabilities
- Mentoring for people with caring responsibilities
- Mentoring for people with mental health issues
- Mentoring for people with physical health issues
- Mentoring for people with neurodiversity
- Mentoring for people with long-term conditions
- Mentoring for people with chronic pain
- Mentoring for people with chronic illness
- Mentoring for people with chronic fatigue
- Mentoring for people with chronic stress
- Mentoring for people with chronic anxiety
- Mentoring for people with chronic depression
- Mentoring for people with chronic insomnia
- Mentoring for people with chronic migraines
- Mentoring for people with chronic headaches
- Mentoring for people with chronic back pain
- Mentoring for people with chronic joint pain
- Mentoring for people with chronic muscle pain
- Mentoring for people with chronic nerve pain
- Mentoring for people with chronic skin conditions
- Mentoring for people with chronic allergies
- Mentoring for people with chronic asthma
- Mentoring for people with chronic COPD
- Mentoring for people with chronic heart disease
- Mentoring for people with chronic diabetes
- Mentoring for people with chronic hypertension
- Mentoring for people with chronic kidney disease
- Mentoring for people with chronic liver disease
- Mentoring for people with chronic pancreas disease
- Mentoring for people with chronic thyroid disease
- Mentoring for people with chronic autoimmune disease
- Mentoring for people with chronic cancer
- Mentoring for people with chronic HIV/AIDS
- Mentoring for people with chronic hepatitis
- Mentoring for people with chronic tuberculosis
- Mentoring for people with chronic malaria
- Mentoring for people with chronic dengue
- Mentoring for people with chronic Zika
- Mentoring for people with chronic Ebola
- Mentoring for people with chronic SARS-CoV-2

One-to-one coaching

- One-to-one coaching
- Peer coaching
- Group coaching
- Virtual coaching
- Coaching for women
- Coaching for people with disabilities
- Coaching for people with caring responsibilities
- Coaching for people with mental health issues
- Coaching for people with physical health issues
- Coaching for people with neurodiversity
- Coaching for people with long-term conditions
- Coaching for people with chronic pain
- Coaching for people with chronic illness
- Coaching for people with chronic fatigue
- Coaching for people with chronic stress
- Coaching for people with chronic anxiety
- Coaching for people with chronic depression
- Coaching for people with chronic insomnia
- Coaching for people with chronic migraines
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- Coaching for people with chronic muscle pain
- Coaching for people with chronic nerve pain
- Coaching for people with chronic skin conditions
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- Coaching for people with chronic heart disease
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- Coaching for people with chronic pancreas disease
- Coaching for people with chronic thyroid disease
- Coaching for people with chronic autoimmune disease
- Coaching for people with chronic cancer
- Coaching for people with chronic HIV/AIDS
- Coaching for people with chronic hepatitis
- Coaching for people with chronic tuberculosis
- Coaching for people with chronic malaria
- Coaching for people with chronic dengue
- Coaching for people with chronic Zika
- Coaching for people with chronic Ebola
- Coaching for people with chronic SARS-CoV-2

Workshops

- Workshops
- Peer workshops
- Group workshops
- Virtual workshops
- Workshops for women
- Workshops for people with disabilities
- Workshops for people with caring responsibilities
- Workshops for people with mental health issues
- Workshops for people with physical health issues
- Workshops for people with neurodiversity
- Workshops for people with long-term conditions
- Workshops for people with chronic pain
- Workshops for people with chronic illness
- Workshops for people with chronic fatigue
- Workshops for people with chronic stress
- Workshops for people with chronic anxiety
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- Workshops for people with chronic insomnia
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- Workshops for people with chronic autoimmune disease
- Workshops for people with chronic cancer
- Workshops for people with chronic HIV/AIDS
- Workshops for people with chronic hepatitis
- Workshops for people with chronic tuberculosis
- Workshops for people with chronic malaria
- Workshops for people with chronic dengue
- Workshops for people with chronic Zika
- Workshops for people with chronic Ebola
- Workshops for people with chronic SARS-CoV-2

Employability & Careers Centre

- Employability & Careers Centre
- Peer support
- Group support
- Virtual support
- Support for women
- Support for people with disabilities
- Support for people with caring responsibilities
- Support for people with mental health issues
- Support for people with physical health issues
- Support for people with neurodiversity
- Support for people with long-term conditions
- Support for people with chronic pain
- Support for people with chronic illness
- Support for people with chronic fatigue
- Support for people with chronic stress
- Support for people with chronic anxiety
- Support for people with chronic depression
- Support for people with chronic insomnia
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- Support for people with chronic thyroid disease
- Support for people with chronic autoimmune disease
- Support for people with chronic cancer
- Support for people with chronic HIV/AIDS
- Support for people with chronic hepatitis
- Support for people with chronic tuberculosis
- Support for people with chronic malaria
- Support for people with chronic dengue
- Support for people with chronic Zika
- Support for people with chronic Ebola
- Support for people with chronic SARS-CoV-2

First Funding Programme

- First Funding Programme
- Peer funding
- Group funding
- Virtual funding
- Funding for women
- Funding for people with disabilities
- Funding for people with caring responsibilities
- Funding for people with mental health issues
- Funding for people with physical health issues
- Funding for people with neurodiversity
- Funding for people with long-term conditions
- Funding for people with chronic pain
- Funding for people with chronic illness
- Funding for people with chronic fatigue
- Funding for people with chronic stress
- Funding for people with chronic anxiety
- Funding for people with chronic depression
- Funding for people with chronic insomnia
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- Funding for people with chronic HIV/AIDS
- Funding for people with chronic hepatitis
- Funding for people with chronic tuberculosis
- Funding for people with chronic malaria
- Funding for people with chronic dengue
- Funding for people with chronic Zika
- Funding for people with chronic Ebola
- Funding for people with chronic SARS-CoV-2

Figure 5.2: Part of the one-page information sheet to accompany ECR appraisal documentation (text intentionally blurred)

| | |
|-----------------------|--|
| <p>2017AP AP2</p> | <p>Improve the awareness and uptake of career development opportunities by early career researchers (ECRs), especially women:</p> <ul style="list-style-type: none"> • Review the FEPS trial aimed at improving the personal development section of the appraisal process by providing both appraiser and appraisee with information on the various kinds of support available • Rollout best practice to the other Faculties. |
|-----------------------|--|

Immediately after the appraisal round, the University’s award-winning People Planning Process (Figure 5.3) captures the succession plan for senior members of staff in key roles and identifies the ‘rising stars’, paying particular attention to under-represented groups. This enables appropriate development actions in support of individual’s careers to be addressed.

Figure 5.3: Photograph of the award made by the Universities Human Resources to the University of Surrey in 2017 for its People Planning Process.



5.4 Career development: professional and support staff

Omitted as this is a BRONZE application but we recognise the need to do preparatory work ahead of our Silver Award application.

| | |
|---------------|---|
| 2017AP AP6 | <p>Undertake work to better understand the career development of Professional and Support Service (PASS) staff:</p> <ul style="list-style-type: none"> • Collect and analyse data relating to grade, contract type and gender • Collect and analyse data relating to promotion of PASS staff • Establish Working Group(s) to look at issues arising. |
|---------------|---|

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.

Any member of staff planning on taking a significant period of leave (Maternity Leave (ML) or Shared Parental Leave (SPL), including adoption leave, is encouraged to meet with a member of HR to discuss how they can best be supported and the options open to them, as set out in our policy and guidance documents, published on our intranet. In reviewing our provision, we have noticed that Departments have different approaches to the degree to which ML and SPL are planned and managed, thus we have recently produced a simple planning document and we will monitor its use and the effectiveness of this approach.

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

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

Irrespective of length of service, all employees are entitled to 52 weeks ML. The extent to which the employee wishes to remain engaged with the University during that time is discussed as part of the planning process and although there is no requirement to do so, they are encouraged to make use of Keeping in Touch (KIT) days and are paid accordingly. A budget has been made available for posts to be backfilled during the ML and, for research-active staff, for a period after return to work. Line managers are prompted to consider whether developmental opportunities can be given to other members of staff, such as post-doctoral researchers, to provide cover.

Several Departmental SATs raised concerns around the poor uptake of KIT days (see Table

5.8a) and so a Focus Group was formed to look specifically at this. The two main issues identified were that staff had saved annual leave to use at the end of their ML and mistakenly thought that they could use KIT days when on leave (which can be addressed through the use of our planning document) and that they found it difficult to arrange childcare for single days.

(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.

At the start of the year, our policy was that when a member of academic staff returned from ML, at the Head of Department's discretion, their teaching/administration load could be reduced to enable women to re-engage with their research. This has now been updated to remove the line manager's discretion, such that it is the expectation that this will occur and we have also given the same consideration to partners taking SPL.

Further, during 2016/2017, some small Research Council grants were made available to women in STEM returning from ML. These have, for example, enabled women to travel to events and conferences to enable them to re-establish their professional networks. One recipient has cited this funding as being part of the reason she was able to submit a successful funding application within a few months of returning to work. As part of our review of the Travel Fellowships, we are introducing a Vice-Chancellor's Inclusion and Career Investment (VICI) Award for Academic Returners.

| | |
|------------------------|---|
| <p>2017AP PPP2</p> | <p>Embed the use of the Maternity Leave/Shared Parental Leave planning document:</p> <ul style="list-style-type: none"> • Improve planning so that parents feel better supported • Ensure that reduction in teaching/admin on return for research active academics is consistently applied and resourced • Increase the take up of Keeping in Touch (KIT) days through clearer communication of processes • Liaise with the nursery to provide new parents with information on 'trial day' availability well in advance to enable KIT days to be scheduled concomitantly. |
| <p>2017AP PPP8</p> | <p>Travel Fellowships relaunched and extended as the Vice-Chancellor's Inclusion and Career Investment (VICI) Awards:</p> <ul style="list-style-type: none"> • Broaden scope to include post-doctoral research assistants and PASS staff • Introduce a second award – VICI Award for Academic Returners – to provide financial support for research-active academics returning from shared parental leave/career break for them to use to re-engage with their research • Monitor uptake and effectiveness annually • Publish impact statements to showcase the benefits of the scheme. |

(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.

The majority of academic staff who take maternity leave return to work and remain with the University (Table 5.8a). Although there was a higher rate of non-return in 2014/15, the figures for PASS staff are comparable to those for academic staff in 2015/16 (Table 5.8b).

During the last three years, 23 staff did not return after maternity leave, 4 because of the end of a fixed-term contract (in one case this was maternity cover for another colleague) and the other 19 through personal choice.

Table 5.8a: Academic staff taking maternity leave over the last three years

| | 2014/15 | 2015/6 | 2016/17 |
|--|---------|--------|---------|
| Total number who commenced their maternity leave | 22 | 22 | 16 |
| Number who returned to work | 19 | 16* | N/A |
| Percent who returned to work | 86% | 84%* | N/A |
| Number who did not return to work | 3 | 1 | 3 |
| Number who returned to work full time | 16 | 14 | N/A |
| Number who returned to work part time | 3 | 2 | N/A |
| Number still in work after 3 months | 14 | 16* | N/A |
| Percent still in work after 3 months | 64% | 84% | N/A |
| No. of KIT days used | 25 | 32 | 21* |

* some staff are still on leave

Table 5.8b: PASS staff taking maternity leave over the last three years

| | 2014/15 | 2015/16 | 2016/17 |
|--|---------|---------|---------|
| Total number who commenced their maternity leave | 33 | 40 | 28 |
| Number who returned to work | 22 | 31* | N/A |
| Percent who returned to work | 67% | 78%* | N/A |
| Number who did not return to work | 11 | 4 | 1 |

* some staff are still on leave

Table 5.9 Reasons for not returning after maternity leave.

| | 2014/15 | 2015/16 | 2016/17 |
|-----------------------------|-----------|----------|----------|
| Resignation | 2 | 1 | 3 |
| End of Fixed term contract | 1 | - | - |
| Academic Staff Total | 3 | 1 | 3 |
| Resignation | 7 | 3 | - |
| Voluntary redundancy | 3 | - | - |
| End of Fixed term contract | 1 | 1 | 1 |
| PASS Total | 11 | 4 | 1 |

(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.

The numbers taking parental, shared parental, adoption leave and paternity leave (PL) are low (Table 5.10 and 5.11). People adopting a child are treated identically to other new parents, in respect of all leave entitlements. From our Annual Staff Survey, we discovered that some new fathers were not taking their two weeks' PL for financial reasons; the policy has now been enhanced to state that 'During this two week period eligible employees may receive Statutory Paternity Pay. In addition to this the University Paternity Pay Scheme allows an eligible employee's salary to be supplemented up to full pay for both weeks.' This change was highlighted via the Intranet (Figure 5.4). We need to monitor to see if this change has increased the uptake of the full two weeks.

Table 5.10: Breakdown of staff who took parental (shared and unpaid) and adoption leave

| | 2014/15 | | 2015/16 | | 2016/17 | |
|-----------------------------|----------|----------|----------|----------|----------|----------|
| | M | W | M | W | M | W |
| Adoption | - | - | - | - | - | - |
| Unpaid Parental Leave | 1 | 1 | - | 2 | - | - |
| Shared Parental Leave | - | - | - | - | 1 | - |
| Total Academic Staff | 1 | 1 | - | 2 | 1 | - |
| Adoption | - | - | - | - | - | - |
| Unpaid Parental Leave | - | 1 | 3 | 2 | - | 2 |
| Shared Parental Leave | - | - | - | - | 1 | - |
| Total PASS Staff | - | 1 | 3 | 2 | 1 | 2 |

Table 5.11: Breakdown of staff on paternity leave

| | 2014/15 | 2015/16 | 2016/17 |
|----------------|-----------|-----------|-----------|
| Academic Staff | 16 | 12 | - |
| PASS Staff | 8 | 15 | 14 |
| Total | 24 | 27 | 14 |



Figure 5.4: Partial screenshot showing the announcement of changes to Paternity Pay.

On reviewing these policies, it was noticed that sometimes there is the unintentional implication that a couple will comprise a man and a woman, which is not necessarily the case; indeed we have our first example of two fathers taking shared parental leave. We have now revisited these policies to ensure that they apply to all new parents and the reworded policies are out for consultation with trade union colleagues. Once agreed, they will be communicated effectively to increase awareness; this will also be an opportunity for the changes to Paternity Leave to be reiterated.

| | |
|----------------|--|
| 2017AP PPP3 | Promote and monitor the uptake of Paternity and Shared Parental Leave. |
| 2017AP PPP4 | Update all HR policies so that wording is gender-neutral e.g. Shared Parental Leave applies to all parents and communicate this appropriately. |

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University has a *Flexible Working Policy* (FWP) which applies to all staff. In addition there is a *Teaching Constraints Policy* (TCP) which is applicable to academic staff undertaking timetabled teaching activities. The FWP covers non-standard hours/compressed hours/working from home/job share *etc.* and staff can make a FW request at any time (Table 5.12). Under the TCP, teaching staff can apply to either start later (after 10:00) or finish early (before 17:00); please see Table 5.13. Although most requests are granted, there is an appeals process for unsuccessful applicants. Following feedback from last year, the guidance has been revised to allow staff to express preferences as well as make a formal request. We also recognise the need to give staff as much notice as possible.

In the Staff Culture Survey, nearly 92% of the respondents supported the principle of flexible working but the numbers who felt that it was working well and that part-time workers were not disadvantaged fell to around 60% across a number of linked questions. To understand why this is the case, we have used two Working Groups, one for academic staff and one for PASS colleagues to look at various issues around flexible working. Although this work is ongoing, we have identified some actions to implement immediately, such as publicising case studies of good practice.

Given the impact that flexible working arrangements have on colleagues, especially women as evidenced from our data, continuing to understand needs and improve our arrangements is our third high-priority area.

Table 5.12: Formal flexible working requests from academic staff

| | 2015 | | | 2016 | | | 2017 | | |
|-------------------|-----------|-----------|--------------|----------|-----------|--------------|----------|-----------|--------------|
| | Received | Supported | % of success | Received | Supported | % of success | Received | Supported | % of success |
| Men | 10 | 7 | 70% | 0 | 0 | 0 | 0 | 0 | 0 |
| Women | 4 | 4 | 100% | 0 | 0 | 0 | 2 | 2 | 100% |
| FASS TOTAL | 14 | 11 | 79% | 0 | 0 | 0 | 2 | 2 | 100% |
| Men | 1 | 1 | 100% | 2 | 2 | 100% | 1 | 1 | 100% |
| Women | 1 | 1 | 100% | 3 | 3 | 100% | 5 | 5 | 100% |
| FEPS total | 1 | 1 | 100% | 5 | 5 | 100% | 6 | 6 | 100% |
| Men | 0 | 0 | 0 | 0 | 0 | | 1 | 1 | 100% |
| Women | 3 | 3 | 100% | 3 | 3 | 100% | 5 | 5 | 100% |
| FMHS total | 3 | 3 | 100% | 3 | 3 | 100% | 6 | 6 | 100% |

5 people on part time contracts applied for flexible working in the past 3 years and all of those requests were supported

Table 5.13: Requests made under the Teaching Constraints Policy

| | 2015 | | | 2016 | | | 2017 | | |
|-------------------|-----------|-----------|--------------|-----------|-----------|--------------|-----------|-----------|--------------|
| | Received | Supported | % of success | Received | Supported | % of success | Received | Supported | % of success |
| Men | 17 | 15 | 88% | 18 | 15 | 83% | 22 | 19 | 86% |
| Women | 15 | 14 | 93% | 22 | 22 | 100% | 30 | 28 | 93% |
| FASS TOTAL | 32 | 29 | 91% | 40 | 37 | 93% | 52 | 47 | 90% |
| Men | 24 | 23 | 96% | 28 | 25 | 89% | 28 | 21 | 75% |
| Women | 13 | 9 | 69% | 19 | 16 | 84% | 14 | 12 | 86% |
| FEPS total | 37 | 32 | 86% | 47 | 41 | 87% | 42 | 33 | 79% |
| Men | 14 | 10 | 71% | 7 | 7 | 100% | 10 | 9 | 90% |
| Women | 31 | 31 | 100% | 22 | 18 | 82% | 24 | 21 | 88% |
| FMHS total | 45 | 41 | 91% | 29 | 25 | 86% | 34 | 30 | 88% |

| | |
|----------------|---|
| 2017AP PPP5 | Improve Flexible Working arrangements – Professional and Support Service Staff: <ul style="list-style-type: none"> • Collect data on current practices • Produce case studies highlighting best practices • Continue to support, receive input and take forward recommendations from the PASS staff Flexible Working Group. |
| 2017AP PPP6 | Improve Flexible Working arrangements – academic staff: <ul style="list-style-type: none"> • Collect data on current practices • Produce case studies highlighting best practices • Review the Teaching Constraints Policy to offer staff maximum flexibility whilst balancing the needs of students • Bring forward the publication date for teaching timetables to allow better planning • Continue to support, receive input and take forward recommendations from the academic staff Flexible Working Group. |

(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.

For many years, members of staff have been working for periods on part-time contracts, most notably female academic staff with young families, then returning to full-time work. There are also examples of male and female PASS colleagues having periods of part-time work to look after adult dependants and to take career breaks. The arrangements, however, have been made on an individual basis. The review by the USAT has prompted the drafting of a *Career Break Policy*, which sets out the options, including for the first time, the possibility for an extended unpaid career break after seven years of service, for any member of staff. This has EB approval and is now out for consultation with the trade unions at the University.

| | |
|----------------|---|
| 2017AP PPP7 | Develop and implement a Career Break Policy |
|----------------|---|

(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.

The University provides a workplace nursery and pre-school to staff and students offering part-time and full-time places to children aged three months to five years. It is open Monday to Friday from 08:00 to 18:30, 52 weeks per year, excluding Bank Holidays, and parents can elect to mix and match their attendance days at the nursery into full and half days and on particular days without signing up for a full week. An annual survey of parental satisfaction with the provision is reviewed by the University, so that any issues can be addressed with the provider.

Over the last year, as a result of staff feedback, a significant investment has been made and capacity has been increased from 60 to 92 (FTE) places across all pre-school ages. Now, for the first time since opening, there is no waiting list for immediate places; staff and students have been alerted via posters around campus and articles on *NetNews* (Figure 5.5). For parents not wishing to use the workplace nursery, the University provides Childcare Vouchers (Table 5.14).

Table 5.14: Uptake of University Nursery vouchers and Childcare vouchers.

| | 2014 | 2015 | 2016 | 2017 |
|--|------------|------------|------------|------------|
| Academic Staff | 26 | 28 | 18 | 19 |
| PASS staff | 26 | 27 | 23 | 33 |
| Total University Nursery vouchers | 52 | 55 | 41 | 52 |
| Academic Staff | 83 | 93 | 105 | 111 |
| PASS staff | 96 | 105 | 125 | 135 |
| Total Childcare vouchers | 179 | 198 | 230 | 246 |

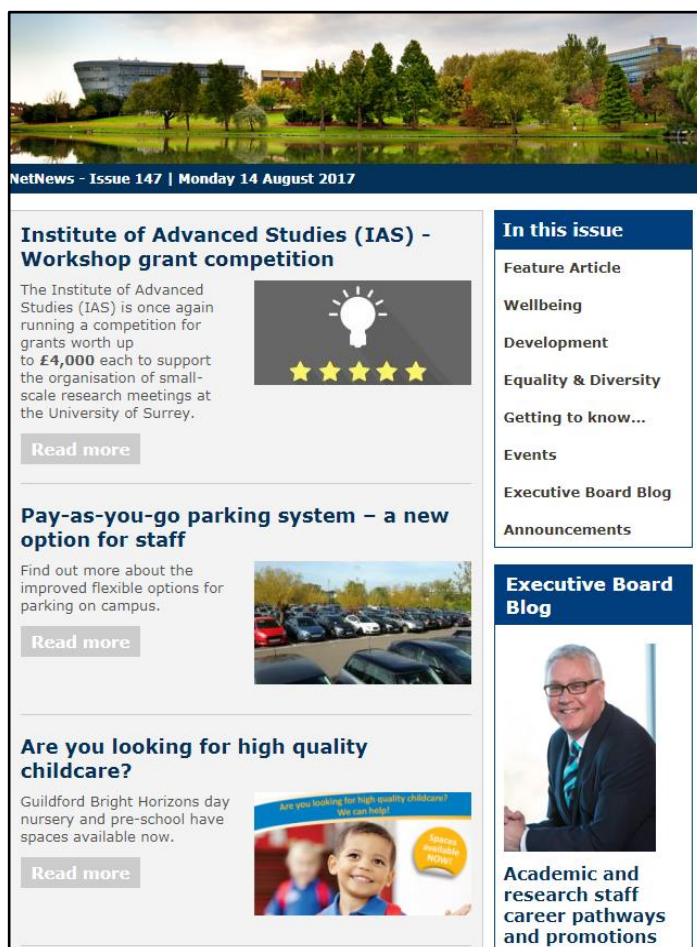


Figure 5.5: Partial screenshot of one issue of *NetNews*, advertising the nursery/pre-school provision.

(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.

In addition to the *Flexible Working Policy*, *Teaching Constraints Policy* and the promotion of Core Hours, we are providing more targeted support. Last year the VC introduced Travel Fellowships to provide financial support for those academic staff needing to provide cover for caring responsibilities whilst attending conferences *etc.* Initially take up was relatively poor. Reasons for this were investigated and the scheme has been revised, enhanced and rebranded as the Vice-Chancellor’s Inclusion Career Investment (VICI) Awards, to include all permanent staff (academic and PASS) and postdoctoral researchers on fixed-term contracts. Further, given the success of the small grants for researchers returning from Maternity Leave, the scheme has been expanded to incorporate VICI Academic Returner Awards for those

returning from Maternity Leave, Shared Parental Leave or Career Breaks. The effect of these changes will be monitored over the year and further adjustments made if required.

| | |
|----------------|--|
| 2017AP PPP8 | <p>Travel Fellowships relaunched and extended as the Vice-Chancellor's Inclusion and Career Investment (VICI) Awards</p> <ul style="list-style-type: none"> • Broaden scope to include post-doctoral research assistants and PASS staff • Introduce a second award – VICI Award for Academic Returners – to provide financial support for research-active academics returning from shared parental leave/career break for them to use to re-engage with their research • Monitor uptake and effectiveness annually • Publish impact statements to showcase the benefits of the scheme. |
|----------------|--|

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.

Over 2200 staff took part in the last Annual Staff Survey (73% response rate) and 81% responded positively to the statement that 'The University values equality and diversity'. Although this was the second highest response amongst our 29 other benchmarking academic institutions, we recognise that our PASS colleagues are more positive than our academic ones and we want to bring both groups of staff to the same, high level. Our University Strategy and our EDI Strategy have been updated; we have set ourselves ambitious targets, and look to evidence our achievements through gaining an Institutional Athena SWAN Silver award by 2021, a Bronze Race Equality Charter Mark, a top 100 place in the Stonewall Workplace Index and level 2 as a Disability Confident employer. We will use a balanced scorecard to assess progress and use data to consider intersectionality.

The fortnightly *NetNews* has a regular Equality and Diversity spot, and a full calendar of EDI events are promoted both through *NetNews* and on the University's website (Figure 5.6).

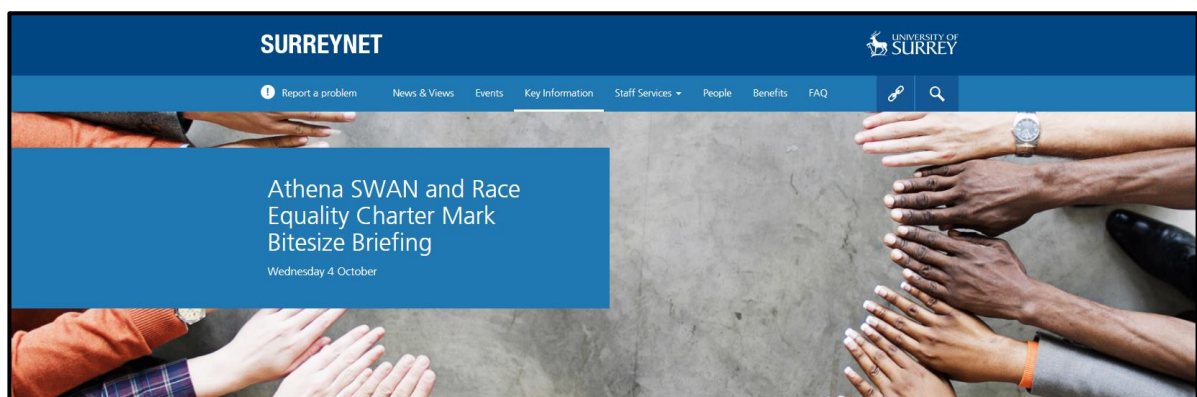


Figure 5.6: Partial screenshot of the front page of the intranet, advertising a recent, all staff *Bitesize Briefing*.

The VC has taken personal responsibility for gender equality, introducing the governance structure presented in section 3, with members of EB taking responsibility for themes, Executive Deans having appraisal targets relating to gender equality and improved EDI training for Heads. Further, he has established a new category of VC Award for EDI (please see 5.6 xii).

| | |
|----------------|--|
| 2017AP S1 | Continue to encourage all staff to engage with the completion of surveys and analyse data and free text comments from questions relating to EDI issues in: <ul style="list-style-type: none"> • Annual Staff Survey • Careers in Research On-line Survey (CROS) • Other surveys as appropriate. |
| 2017AP G5 | Assess progress against Key Performance Indicators (KPIs) in the Equality, Diversity and Inclusion (EDI) Strategy using a balanced scorecard approach. Use data from other schemes (e.g. Race Equality Charter, Stonewall, Disability Confident) together with Athena SWAN data to investigate intersectionality issues. |
| 2017AP G1 | Themes within the Action Plan allocated to members of the Executive Board (EB): <ul style="list-style-type: none"> • Monday Morning Meetings (MMM) to be used to raise any concerns with progress • Performance of the theme to be part of the annual personal appraisal target relating to Equality, Diversity and Inclusion (EDI) for the EB member responsible for the theme. |
| 2017AP AP7 | Introduce appraisal targets for Faculty Executive Deans relating to EDI initiatives with specific reference to gender equality: <ul style="list-style-type: none"> • Ensure adherence to the University policy that EDI is a standing item on Faculty-level committees • Require Executive Deans to evidence that they have encouraged and supported applications/nominations for women to sit on key committees/accept positions both internally and externally/be considered for awards and nominations. |
| 2017AP PPP9 | Improve EDI Training for Heads of Departments (HoDs): <ul style="list-style-type: none"> • Ensure all HR policy updates are communicated to HoDs electronically and face-to-face at the regular HoD Briefing Sessions • Include more information on the responsibilities of HoDs with respect to EDI in the initial Induction and Leadership Training • At least one HoD meeting a year devoted to gender and race equality at Surrey with an opportunity to discuss issues and share best practice • Use the outcomes of these meetings to feed into the Action Plan. |

(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.

We have over 50 policies relating to our staff, the most relevant of which and their review dates are given in Table 5.15. An Equality Impact Analysis is undertaken for all new or revised HR policies. If issues arise, the HR team are available for consultation and will manage investigation procedures, if required. HR Managers also use independent colleagues to deal with issues impartially and ensure consistency. Post-case discussions between the senior HR staff bring out learning points and help share good practice.

Knowledge is kept up-to-date with electronic *Leaders Alerts*, regular (every six weeks) Heads meetings with presentations and discussion, and intranet features when new or updated policies are introduced.

Table 5.15: Policies relating to equality, dignity at work, bullying, harassment, grievance and disciplinary processes

| | Latest Version | Review Date |
|--|----------------|---------------|
| Adoption/Foster/Surrogacy Policy* | July 2017 | July 2020 |
| Dignity at Work and Study Policy | November 2016 | October 2019 |
| Disability Policy | 01/12/2011 | 01/03/2012 |
| Disciplinary Policy | February 2016 | January 2019 |
| Flexible Working Policy | June 2015 | May 2018 |
| Grievance Policy | February 2016 | January 2019 |
| Maternity Policy* | July 2017 | June 2020 |
| Parental Leave* | January 2016 | December 2018 |
| Paternity Policy* | June 2017 | May 2020 |
| Religion, Belief, Values and Practices | November 2017 | October 2020 |
| Shared Parental Leave* | July 2017 | June 2020 |
| Trans Policy and Guidance | August 2013 | In review |

* Consultations in respect of minor changes to the wording to be more inclusive are currently underway

Both the Annual Staff Survey and the Staff Culture Survey show that the vast majority of people have not encountered issues and feel confident that their manager would deal with it appropriately if they did have concerns. There were, however, a small but significant number who were less confident and there were also suggestions that a simplified procedure for reporting concerns before they became significant issues would be appreciated, so we are going to trial a 'Report a Problem' intranet feature.

We recognise that this is a constantly changing environment and staff with management responsibilities need more than just knowledge so we plan to give them opportunities to discuss matters and share experiences.

| | |
|-----------------|--|
| 2017AP PPP10 | Pilot a modified 'Report a Problem' function on the front page of the intranet: <ul style="list-style-type: none"> • Establish good practice through our EDI contacts at other universities • Develop operating procedure • Publicise, run and then review six month trial • Revise and/or implement. |
| 2017AP PPP9 | Improve EDI Training for Heads of Departments (HoDs): <ul style="list-style-type: none"> • Ensure all HR policy updates are communicated to HoDs electronically and face-to-face at the regular HoD Briefing Sessions • Include more information on the responsibilities of HoDs with respect to EDI in the initial Induction and Leadership Training • At least one HoD meeting a year devoted to gender and race equality at Surrey with an opportunity to discuss issues and share best practice • Use the outcomes of these meetings to feed into the Action Plan. |

(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 STEM and AHSSBL departments.

The data for the senior academic staff show that there are women in both types of role in all three Faculties (Table 5.16). Whilst there has been an increase in the number of women in Dean/Associate Dean roles, the number of female Heads of Department has not increased to the same extent and hence we need to ensure that we have a pipeline of female talent. We plan to do this using a broader range of opportunities and ensuring that women are encouraged to engage with these.

Table 5.16: Representation of women in senior Faculty roles

| 2014/15 | Dean/Associate Dean | | | | Heads of Department | | | |
|---|---------------------|------------|----------|------------|---------------------|------------|----------|------------|
| | Men | | Women | | Men | | Women | |
| Faculty of Arts and Human Sciences (FAHS) | 2 | 67% | 1 | 33% | 2 | 40% | 3 | 60% |
| Faculty of Business, Economics and Law (FBEL) | 3 | 75% | 1 | 25% | 4 | 100% | 0 | 0% |
| Faculty of Engineering and Physical Sciences (FEPS) | 3 | 75% | 1 | 25% | 6 | 75% | 2 | 25% |
| Faculty of Health & Medical Sciences (FHMS) | 2 | 50% | 2 | 50% | 2 | 67% | 1 | 33% |
| Total | 10 | 67% | 5 | 33% | 14 | 70% | 6 | 30% |

| 2015/16 | Dean/Associate Dean | | | | Heads of Department | | | |
|---|---------------------|------------|----------|------------|---------------------|------------|----------|------------|
| | Men | | Women | | Men | | Women | |
| Faculty of Arts and Social Sciences (FASS) | 3 | 50% | 3 | 50% | 5 | 56% | 4 | 44% |
| Faculty of Engineering and Physical Sciences (FEPS) | 4 | 100% | 0 | 0% | 5 | 62% | 3 | 38% |
| Faculty of Health & Medical Sciences (FHMS) | 1 | 17% | 5 | 83% | 3 | 75% | 1 | 25% |
| Total | 8 | 50% | 8 | 50% | 13 | 62% | 8 | 38% |

| 2016/17 | Dean/Associate Dean | | | | Heads of Department | | | |
|---|---------------------|------------|----------|------------|---------------------|------------|----------|------------|
| | Men | | Women | | Men | | Women | |
| Faculty of Arts and Social Sciences (FASS) | 2 | 40% | 3 | 60% | 5 | 63% | 3 | 38% |
| Faculty of Engineering and Physical Sciences (FEPS) | 4 | 80% | 1 | 20% | 6 | 75% | 2* | 25% |
| Faculty of Health & Medical Sciences (FHMS) | 1 | 17% | 5 | 83% | 3 | 75% | 1 | 25% |
| Total | 7 | 44% | 9 | 56% | 14 | 70% | 6 | 30% |

*one of the three female Heads was on maternity leave and returned to her post in Sept. 2017

| | |
|-----------------|---|
| 2017AP PPP11 | Develop career opportunities for senior women (PASS and academic): <ul style="list-style-type: none"> • Use 30% Club and Women on Boards to provide opportunities external to the University • When the senior committee is predominantly male, select and encourage attendance from female deputies/alternates to improve gender balance and give women the opportunity to demonstrate their abilities • Run an annual workshop in which key role holders discuss the requirements of the role and how to prepare for it. |
|-----------------|---|

| | |
|---------------|---|
| 2017AP AP7 | <p>Introduce appraisal targets for Faculty Executive Deans relating to EDI initiatives with specific reference to gender equality:</p> <ul style="list-style-type: none"> • Ensure adherence to the University policy that EDI is a standing item on Faculty level committees • Require Executive Deans to evidence that they have encouraged and supported applications/nominations for women to sit on key committees/accept positions both internally and externally/be considered for awards and nominations. |
|---------------|---|

(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.

Executive Board is the most senior management committee comprising University of Surrey staff. Under the new VC's leadership, EB has been reconfigured, increasing the percentage of women (Table 5.17).

One of the VPs and all three Deans were new appointments for 2016/17; the two senior women leaving the University were replaced with two new arrivals *i.e.* 50% of the new recruits were women.

Whilst this is a promising start, the University recognises that more needs to be done to help women from within the University compete successfully for such positions. We have engaged an executive search firm to provide career development for females aspiring to leadership roles and are looking for other opportunities, as outlined above [2017AP-PPP11, 2017AP-AP7].

Table 5.17: Composition of the University's Executive Board

| | 2014/15 | | 2015/16 | | 2016/17 | | |
|--|---------------------|------------|------------|------------|------------|------------|---|
| | Men | Women | Men | Women | Men | Women | |
| President and Vice- Chancellor | 1 | 0 | 1 | 0 | 1 | 0 | |
| Provost and Executive Vice-President | n/a | | | | 1 | 0 | |
| Chief Operating Officer (Vice-President and Registrar) | n/a | | | | 1 | 0 | |
| Senior Vice-President, Global Strategy and Engagement | 1 | 0 | 1 | 0 | 1 | 0 | |
| Senior Vice-President, Advancement and Partnerships | 1 | 0 | 1 | 0 | 1 | 0 | |
| Vice Provost, Education and Students | 0 | 1 | 0 | 1 | 0 | 1 | |
| Vice-Provost, Research and Innovation | 1 | 0 | 1 | 0 | (1)* | 0 | |
| Vice-President, Human Resources | 1 | 0 | 1 | 0 | 1 | 0 | |
| Vice-President, Marketing and Communications | 1 | 0 | 1 | 0 | 1 | 0 | |
| Chief Financial Officer | 1 | 0 | 1 | 0 | 1 | 0 | |
| Dean of Faculty FEPS | 1 | 0 | 1 | 0 | 1 | 0 | |
| Dean of Faculty FHMS | 0 | 1 | 0 | 1 | 0 | 1 | |
| Dean of Faculty FBEL | FASS (since 2014/5) | 1 | 0 | 1 | 0 | 1 | 0 |
| Dean of Faculty FAHS | | 1 | 0 | | | | |
| Registrar | 1 | 0 | 1 | 0 | | n/a | |
| University Secretary and Legal Counsel | | | - | - | 0 | 1 | |
| Total | 11 | 2 | 10 | 2 | 11 | 3 | |
| % total | 86% | 14% | 83% | 17% | 79% | 21% | |
| * Interim whilst position was being advertised | | | | | | | |

(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.

Having demonstrated our commitment to the 30% Club by ensuring that our influential institution committees meet this target (Table 5.18), we are now working towards a gender-balance across all of our committees. As membership of a significant number of these is *ex officio*, any gender considerations need to be related to those appointments rather than committee membership. Positions, such as Associate Deanships, are advertised to internal candidates with applicants being scored and interviewed following the same procedures as for vacancies that are advertised externally and, as shown, more women are being selected. When the post is not *ex officio*, there may be a call for volunteers or line managers will be asked to nominate individuals and the positive changes demonstrate our active encouragement of women to put themselves forward. All posts/committee membership are for fixed-terms, typically three years.

Table 5.18: Representation of men and women on major committees within the University

| | 2014/15 | | | 2015/16 | | | 2016/17 | | |
|--|---------|----|-----|---------|----|-----|---------|----|-----|
| | W | M | W% | W | M | W% | W | M | W% |
| Academic Promotions Committee | 1 | 2 | 33% | 1 | 3 | 25% | 2 | 5 | 40% |
| Equality and Diversity Committee | 10 | 9 | 54% | 15 | 8 | 65% | 16 | 10 | 61% |
| Senate | 15 | 18 | 45% | 12 | 16 | 43% | 14 | 14 | 50% |
| University Council | 6 | 16 | 27% | 7 | 15 | 31% | 7 | 14 | 33% |
| Marketing, Recruitment, Admissions and Comms Committee | n/a | | | | | | 7 | 10 | 41% |
| Operational Leadership Group | n/a | | | | | | 7 | 9 | 44% |
| FEPS Equality and Diversity Committee | n/a | | | | | | 4 | 5 | 45% |
| FHMS Equality and Diversity Committee | n/a | | | | | | 5 | 3 | 63% |
| FASS Equality and Diversity Committee | n/a | | | | | | 11 | 2 | 85% |

(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.

Within certain Departments, the issue of 'committee overload' is recognised and thus steps have been taken to address it. These include using colleagues from other Departments, including PASS colleagues, on interview panels and student disciplinary panels, to both help with the gender mix but also to ensure consistency in the application of policy.

In the Workload Planning Model, staff have an allocation of time for work undertaken in relation to Collegiality, Administration, Leadership and Management (CALM) and they report under this heading as part of annual appraisal.

(vii) Institutional policies, practices and procedures

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

The majority of policies undergo extensive consultation, via a number of committee stages, which include trade union representatives, and have a formal Equality Impact Assessment prior to being published. Those most relevant to EDI are presented for approval by the EDC, a recent example being the *Religion, Belief, Values and Practices Policy* (Nov 2017). All policies have a 'review by' date, at which point the effectiveness of the policy is considered and appropriate revisions made. Sometimes earlier revision is required as a result of staff feedback (e.g. *Paternity Policy*) or other reviews (e.g. the USAT has instigated changes to various HR policies).

(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.

Currently, (i.e. 2017/18) a pan-University Workload Planning Model (WPM) is being introduced, replacing the bespoke models that were run by some Departments. The EDI team have been consulted to ensure that there are no built-in biases in the construction of the model. Currently, as judged by the Staff Culture Survey, 76.6% of the staff agree or strongly agree that work allocation is irrespective of gender, whilst 8.5% disagree or strongly disagree. Further, we know from the literature that women tend to do more teaching and/or administration than their male colleagues, although we do not know the reasons for this. By reviewing the data from the WPM we will be able to move to a situation where it is clear that work allocation is gender-neutral.

| | |
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| 2017AP PPP12 | Implement the academic Workload Planning Model (WPM): <ul style="list-style-type: none"> • Analyse data from WPM to monitor any gender bias • Reallocate tasks to remove any gender imbalance, if required • Report findings as part of annual Athena SWAN report to EDC. |
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(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 University has adopted the practice of scheduling meetings within the core hours of 10:00 to 16:00. This year Council meetings have been moved to be consistent with this whilst in FEPS, the monthly Research Focus meeting has moved from 16:00 on Friday to 14.30 on a Thursday. Where scheduling within core hours is not possible, organisers are encouraged to publicise dates well in advance to give colleagues time to make other arrangements. For small meetings, arrangements are made for members of staff to join via video/teleconferencing and larger meetings/presentations, such as the VC's '*All Staff Briefings*' are live streamed and video captured for viewing at a later time.

In the Staff Culture Survey, 476 (66.5%) of the respondents agreed that meetings were held within core hours, whilst 18% disagreed (and 16% were neutral), so whilst the practice is beginning to take effect, we need to do more to promote and encourage this.

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| 2017AP PPP13 | Consistent adoption of core hours: <ul style="list-style-type: none"> • University, Faculty and Departmental meetings, committees, boards and workshops scheduled between 10:00 and 16:00 • Days of meetings rotated to allow for greater inclusivity • Increased use of 'meeting capture' technology • Increased use of e-communications to allow access to meetings. |
|-----------------|--|

(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.

Our Marketing, Recruitment, Admissions and Communications (MRAC) teams have checklists to remind them of the importance of having images, speakers *etc.* that reflect both our current community and our future aspirations. All MRAC colleagues have had face-to-face UBT with a specific focus on their roles. In our 50th Anniversary celebrations, the speakers were deliberately selected to have a gender and ethnicity balance, effort has been put into getting more women into high profile Degree Celebration roles and all three of our recent Faculty Research Festivals had a gender balance of presenters, with female keynote speakers being actively sought. We recognise, however, that constant effort has to be put into such initiatives as EDI is not yet fully embedded in our organisational structures.

Likewise, whilst imagery around campus has been audited and steps taken to improve it, (*e.g.* the portraits of previous male VCs are being augmented with images of recent winners of the VC's Alumni Awards, giving prominence to a greater diversity of individuals) more needs to be done, so we have set ourselves targets in this area.

Recognising that role-modelling starts at the top, the VC and his EB colleagues were active participants in both the inaugural Athena SWAN lecture and several of the events spanning the three day celebration of International Women's Day in 2017.

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| 2017AP C1 | Prioritise the promotion of Athena SWAN and related activities via web-based activities: <ul style="list-style-type: none">• Development of dedicated web pages and appropriate links summarising success stories and challenges• Publication of the Annual Report to Council detailing progress against the Action Plan on the webpages by Feb of each year• Articles in the internal facing <i>NetNews</i> – minimum of one a month. |
| 2017AP C2 | Prioritise the promotion of Athena SWAN and related activities via events such as: <ul style="list-style-type: none">• VC's <i>All Staff Briefings</i> in May and Nov – ensure that they provide an update on Athena SWAN activities• Annual <i>Bitesize Briefing</i> updating internal stakeholders (joint with the RECM lead) in Oct• Annual Athena SWAN lecture in Feb• International Women's Day events in March• International Women in Engineering events in June. |
| 2017AP C3 | Continue to audit imagery in all 'hard copy' and electronic publicity material: <ul style="list-style-type: none">• Embed the use of the EDI checklist by the Marketing, Recruitment, Admissions and Communications teams• Commission imagery of under-represented groups, especially black and minority ethnic women.• Create at least one significant exhibit relating to 'Women at Surrey' per year and build up an archive of exhibits. |
| 2017AP C4 | Ensure that key events in the University calendar have an appropriate gender balance of speakers/key participants: <ul style="list-style-type: none">• Introduce quotas for composition of platform parties, keynote speakers <i>etc.</i> in Degree Celebrations• Honorary Degree committee to consider diversity and in particular gender when selecting recipients• Faculty Research Festivals, Doctoral College Conference <i>etc.</i> to continue to have both men and women in key roles. |

(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.

Outreach and engagement takes place in many forms, some of which is organised by and undertaken on behalf of the University and some of which is undertaken in a personal capacity. For example, staff are encouraged to be governors of local schools and colleges and are given time to undertake these activities. For events organised by the University men and women from all job families take part (Table 5.19). Outreach activities are part of the CALM section of the appraisal documentation.

Table 5.19: Range of staff taking part in Outreach activities organised as part of the University's programme.

| | 2014/15 | | | | 2015/16 | | | | 2016/17 | | | |
|-----------------------------|-----------|-----------|------------|-----------|-----------|-----------|------------|-----------|-----------|-----------|------------|------------|
| | Men | Women | | Total | Men | Women | | Total | Men | Women | | Total |
| | no | no | % | no | no | no | % | no | no | no | % | no |
| Research & Analogous | 2 | 3 | 60% | 5 | 3 | 3 | 50% | 6 | 4 | 2 | 33% | 6 |
| Teaching Fellow | 10 | 16 | 62% | 26 | 14 | 23 | 62% | 37 | 15 | 25 | 63% | 40 |
| Lecturer | 6 | 5 | 45% | 11 | 13 | 8 | 38% | 21 | 13 | 17 | 57% | 30 |
| Senior Lecturer | - | - | - | - | - | - | - | - | 3 | - | 0% | 3 |
| Senior Teaching Fellow | 1 | 0 | 0% | 1 | 0 | 1 | 100% | 1 | 1 | 1 | 50% | 2 |
| Reader | 1 | 0 | 0% | 1 | 0 | 1 | 100% | 1 | 1 | 3 | 75% | 4 |
| Professor | 6 | 4 | 40% | 10 | 5 | 4 | 44% | 9 | 9 | 4 | 31% | 13 |
| Academic Staff Total | 24 | 25 | 51% | 49 | 32 | 37 | 54% | 69 | 42 | 50 | 54% | 92 |
| Professional Services Staff | 2 | 3 | 60% | 5 | 2 | 6 | 75% | 8 | 4 | 10 | 71% | 14 |
| PhD Student | 13 | 9 | 41% | 22 | 7 | 8 | 53% | 15 | 8 | 15 | 65% | 23 |
| Grand Total | 41 | 40 | 49% | 81 | 44 | 54 | 55% | 98 | 58 | 77 | 57% | 135 |

(xii) Leadership

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

Two of the KPIs in the University EDI Strategy, which will evidence that we have embedded the Athena SWAN principles and are actively working towards gender equality, are for the University to be able to apply for an institutional Silver Athena SWAN award by 2021 and for every Department to have at least a Bronze Award by 2020, with clear plans for certain Departments to achieve Silver or Gold. These targets now form part of the annual appraisals for Heads.

To help Departments, the central EDI team includes a full-time dedicated Charter Mark advisor and a part-time (60%) data analyst. Further, the Director of EDI meets with Athena SWAN leads quarterly as a Forum and provides individual support and advice as required. The EDI team maintains a comprehensive SharePoint site, which has a library of all successful submissions available from ECU alongside many other reports and documents. Further, three of the team are Athena SWAN assessors, able to act as 'critical friends' to Departments as

they prepare their submissions. Where we have successes, such as our recent Silver Award to Biosciences and Medicine, these are celebrated and publicised (Figure 5.7).

Figure 5.7: The Vice-Chancellor, Prof. Max Lu with Dr Rachel Simmons, USAT member, the first recipient of the Vice-Chancellor’s Award for Equality, Diversity and Inclusion for her work on gender equality, which resulted in the School of Biosciences and Medicine gaining an Athena SWAN Silver Award



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| 2017AP G4 | <p>Continue to support Departmental Submissions:</p> <ul style="list-style-type: none"> • Hold quarterly Athena SWAN Forum meetings bringing together the Chairs of the Departmental SATs and ASITs and report to UASIT • Maintain SharePoint repository of all available successful applications (nationally) and other useful supporting documentation • Provide ‘critical friends’ to review draft submissions. |
|--------------|---|

| | |
|---|-------|
| Recommended Word Count for this Section | 5500* |
| Actual Word Count for this Section | 5959 |
| Recommended Cumulative Word Count | 9500 |
| Actual Cumulative Word Count | 9636 |

* Increase in the word count overall by 500 words, with the suggestion that the extra words be used in this section, as notified in the e-mail from ECU on 15 November 2017.

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.

The '*Trans Policy and Guidance for Staff and Students*' was created in August 2013. A Working Group, with stakeholders from across the University, including trans staff and students, are currently revising it. The policy considers many aspects of life at the University from the need for robust confidentiality around the handling of sensitive data to practical issues. For example, over the last 12 months the University has ensured that there is a gender neutral toilet in every building. Appropriate signage was ordered, the toilets converted and a list was published on the University's website. As we are a member of DisabledGo, full details of all of our facilities are available via the Access Guide.

Bullying and harassment are not tolerated and measures to deal with them are covered in the *Dignity at Work and Study Policy*. There are robust reporting channels for transphobic bullying but, as identified in the Staff Culture Survey, we recognise that there needs to be a simple procedure for less serious concerns and hence we plan to trial a 'Report a Problem' link on the front page of our intranet.

| | |
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| 2017AP PPP10 | Pilot a modified 'Report a Problem' function on the front page of the intranet: <ul style="list-style-type: none">• Establish good practice through our EDI contacts at other universities• Develop operating procedure• Publicise, run and then review six month trial• Revise and/or implement. |
|-----------------|--|

The staff in the Wellbeing Centre, which offers a range of services to both staff and students, have been specifically trained to deal with trans issues. As well as being part of Unconscious Bias Training, trans issues are covered in more detail in LGBTQi+ Awareness Training, which has been delivered to about 40 members of staff and 118 student mentors.

We have progressed from toleration and acceptance to celebration of diversity via, for example, events for LGBT History Month (Figure 6.1), Intersex Day, Transgender Day of Remembrance and IDAHOBIT Day. The University has an EB lead for LGBTQi+ and a thriving LGBTQi+ Staff Network that works with the University's LGBTQi+ Equality Working Group to deliver events; they also scrutinise and suggest amendments to University policies and are represented on the University's Equality and Diversity Committee.



Figure 6.1: Refreshments at the launch of LGBT History Month 2017

(ii) Monitoring

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

The University carried out an LGBT Climate Survey in 2014 which resulted in a report, '*A Change in the Weather?*', which included eight recommendations (Figure 6.2). These have been acted upon. For example, as outlined above, 'Recommendation 1: The University needs to visibly signal that LGBT+ students and staff are valued within the campus community'.



Figure 6.2: The report resulting from the LGBT Climate Survey

The University has recently revived its membership of Stonewall, becoming a Stonewall Workplace Champion. We will apply for the Stonewall Workplace Index in 2018. This will ensure that we carry out a detailed study of all our policies and procedures.

(iii) Further work

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

The Equality and Diversity Team provide information at all University Open Days. The team have reassured prospective students who were considering transitioning while at University that they would be fully supported throughout that time. To ensure that our Heads of Department are properly prepared our Leadership training will include a section on the issues faced by trans people and our responsibility to them, and we are planning on providing Heads with an opportunity to share experiences and discuss best practice.

| | |
|-----------------|---|
| 2017AP PPP14 | Increase awareness of what is required to support the Transgender Community at Surrey: <ul style="list-style-type: none">• Communicate updates to Transgender Policy.• Provide the LGBTQi+ Awareness Training as part of our Leadership programmes and prioritise places for current Heads of Department (academic and PASS). |
| 2017AP PPP9 | Improve EDI Training for Heads of Departments (HoDs): <ul style="list-style-type: none">• Ensure all HR policy updates are communicated to HoDs electronically and face-to-face at the regular HoD Briefing Sessions• Include more information on the responsibilities of HoDs with respect to EDI in the initial Induction and Leadership Training• At least one HoD meeting a year devoted to gender and race equality at Surrey with an opportunity to discuss issues and share best practice• Use the outcomes of these meetings to feed into the Action Plan. |

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|---|-------|
| Recommended Word Count for this Section | 500 |
| Actual Word Count for this Section | 494 |
| Recommended Cumulative Word Count | 10000 |
| Actual Cumulative Word Count | 10130 |

7. FURTHER INFORMATION

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

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

Sprint

We run the Sprint development programme for undergraduate women of all ages, which addresses the study and career issues faced by women at university regardless of background. It is built around four half-day workshops, which run each semester, with associated networking and mentoring.

Curriculum Review

We are in the process of undertaking a subject wide curriculum review, refreshing the portfolio of programmes at undergraduate and postgraduate taught level. As part of this, consideration is being given as to how to increase the understanding of equality, diversity and inclusivity issues amongst the student body and how to demonstrate our values and expectations via our curriculum. In some areas work is already underway, redesigning modules or using examples that are more appealing to the under-represented gender (an example of which would be covering some of the principles of economics through health rather than finance sector examples, thus making the module more appealing to women). Embedding unconscious bias training as part of Professional Skills development modules is actively under consideration. [Note that we already provide unconscious bias training to some students].

Engineering and Physical Sciences Research Council (EPSRC) 'Inclusion Matters' Bid

It is well known that women and non-white colleagues are minorities in the engineering and physical science community. Further, they are under-represented in terms of applications for grants and further still in successful awards. Whilst EPSRC is taking steps to address unconscious bias in the review process there may be issues around the review framework that discourage applications from the minority groups and/or unconsciously discriminate against them once they have applied. Thus, we have submitted a bid under this call to look at the effect that the way that the calls and assessments are framed has on certain groups that share a protected characteristic.

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| Recommended Word Count for this Section | 500 |
| Actual Word Count for this Section | 293 |
| Recommended Cumulative Word Count | 10500 |
| Actual Cumulative Word Count | 10423 |

8. ACTION PLAN

The University of Surrey's Athena SWAN Action Plan

Please note that we have identified the need to address the gender gap that becomes evident at level 6 and above as a top priority and this requires actions around recruitment and promotion. Given the key role that flexible working plays in career development, continuing our work in that area is also a priority. The yellow highlighting has been used to indicate these high priority actions.

Unless otherwise indicated the dates relate to the last day of the month specified.

| Ref Page No. | Action | Rationale | Key Outputs/ Success indicators | Start | Schedule and Completion | Responsibility |
|--|---|---|--|--|--|--|
| <p>Governance</p> <p>EB member with overall responsibility for completion: Vice- Chancellor, Prof Max Lu</p> <p>This theme ensures that appropriate and effective procedures and correct reporting structures are in place with clear lines of responsibility and accountability to enable effective delivery of our Athena SWAN Action Plan within our broader Equality, Diversity and Inclusion agenda.</p> | | | | | | |
| 2017AP G1 Page 20 Page 69 | <p>Themes within the Action Plan allocated to members of the Executive Board (EB):</p> <ul style="list-style-type: none"> Monday Morning Meetings (MMM) to be used to raise any concerns with progress Performance of the theme to be part of the annual personal appraisal target relating to Equality, Diversity and Inclusion (EDI) for the EB member responsible for the theme. | Allocating responsibility and holding members of EB accountable will ensure that they and their teams are both informed and actively engaged in implementation of the Action Plan. | <p>All members of the Senior Management Team understand the requirements of the Action Plan and embed this in the activities of their teams.</p> <p>Targets met by EB members in annual appraisal.</p> | This has been agreed prior to submission of the Action Plan. | <p>Weekly for MMMs</p> <p>Annually for appraisal starting in Aug 2018 for targets agreed in 2017 and continuing throughout the life of the Action Plan (Nov 2021).</p> | <p>Vice-President Human Resources</p> <p>Vice-Chancellor</p> |
| 2017AP G2 Page 20 | <p>The University Self-Assessment Team (USAT) becomes the University Athena SWAN Implementation Team (UASIT):</p> <ul style="list-style-type: none"> Schedule meetings every two months, with three meetings preceding those of the Equality & Diversity Committee (EDC) Monitor progress against Action Plan Instigate appropriate interventions if actions are not being delivered | Regular monitoring will ensure actions remain relevant, are being implemented and are having the desired outcomes and, if not, appropriate interventions are discussed and implemented. | <p>An Action Plan that is 'current' at all times.</p> <p>The University is in a position to apply for a Silver Award by 2021.</p> | First meeting in Jan 2018 | Meetings and subsequent reporting of progress/concerns to EB every two months until July 2020 then monthly as UASIT reverts to USAT in preparation for Silver Application in April 2021. | Director of Equality, Diversity & Inclusion |

| Ref Page No. | Action | Rationale | Key Outputs/ Success indicators | Start | Schedule And Completion | Responsibility |
|----------------------|--|---|---|--|--|---|
| CONTINUED | <ul style="list-style-type: none"> Update Action Plan after each meeting to ensure it is a 'current' document, reflecting progress and any changing circumstances, and formally report any concerns to EB Report to the University's Equality and Diversity Committee three times a year Report annually to Council. When the report has been approved ensure that it is passed to the Communications team for publication on the Athena SWAN pages of the website (see 2017AP-C1). | The University's Senior Management Team need information for assurance purposes and to enable them to make and support further interventions as required. | | <p>First report in March 2018</p> <p>First report in Jan 2019</p> | <p>EDC meets in March, July and Nov every year.</p> <p>The reporting sequence is EDC in Nov, EB in Dec then Council in Jan annually.</p> | Director of Equality, Diversity & Inclusion |
| 2017AP G3 Page 20 | <p>Review of UASIT membership:</p> <ul style="list-style-type: none"> Refresh annually with 1/3 members stepping down Increase intersectionality by monitoring and where appropriate encouraging new members from under-represented groups (especially related to race, religion and LGBTQI+) Invite Sabbatical Team at the Students' Union to provide two student representatives to formally join the UASIT. | The UASIT should reflect views from the whole University community, give development opportunities to a number of colleagues and ensure that committee work does not become a burden. | <p>Vibrant UASIT that reflects the University community.</p> <p>More nominations than spaces.</p> | <p>First call for nominations in April 2018</p> <p>Student reps. invited to first meeting in Jan 2018.</p> | <p>UASIT membership agreed by May 2018 for implementation from Aug 2018 to fit with workload planning with cycle repeating throughout the life of the action plan.</p> | Director of Equality, Diversity & Inclusion |

| Ref Page No. | Action | Rationale | Key Outputs/ Success indicators | Start | Schedule And Completion | Responsibility |
|-------------------------------------|---|--|--|---|---|--|
| 2017AP G4 Page 20 Page 77 | Continue to support Departmental Submissions: <ul style="list-style-type: none"> Hold quarterly Athena SWAN Forum meetings bringing together the Chairs of the Departmental SATs and ASITs and report to UASIT Maintain SharePoint repository of all available successful applications (nationally) and other useful supporting documentation Provide 'critical friends' to review draft submissions. | The meetings and the SharePoint repository provide mechanisms for the sharing of good practice, the co-ordination of activity at a higher level if required and the monitoring of progress against submission plan or Action Plan at local levels. | Successful departmental submissions – all Departments will be expected to have a Bronze Award or higher by 2021. | Continue current practice | Quarterly Forum meetings in Jan, April, July and Oct. SharePoint updated in May and Oct (as a minimum) following publication of successful applications by ECU. | Director of Equality, Diversity & Inclusion |
| 2017AP G5 Page 20 Page 69 | Assess progress against Key Performance Indicators (KPIs) in the Equality, Diversity and Inclusion (EDI) Strategy using a balanced scorecard approach. Use data from other schemes (e.g. Race Equality Charter, Stonewall, Disability Confident) together with Athena SWAN data to investigate intersectionality issues. | The University is active in other national schemes such as Race Equality Charter, Stonewall and Disability Confident. By combining data sets it should be possible to have a deeper understanding of intersectionality issues, so that these can be addressed. | Creation of the balanced scorecard relating to the KPIs. Achievement of KPIs including understanding of intersectionality issues for AS Silver submission. | February 2018 for creation of scorecard Nov 2018 – first review. | Approval of scorecard at UASIT meeting in March 2018. Reviewed annually in the Nov UASIT meeting for reporting later in Nov to EDC throughout the life of the Action Plan. | Director of Equality, Diversity & Inclusion |
| 2017AP G6 Page 20 | Review of EDI Committee Structure and Effectiveness: <ul style="list-style-type: none"> Review and report on the operation of the Faculty and PASS EDI Committees | The new committees have been running throughout 2017 so it is appropriate to review their effectiveness and consistency and look to make changes where necessary. | Consistent terms of reference; rolling programme of agenda items that mesh with University EDC business; committees that are as effective and efficient as possible. | Review to commence Jan 2018 | Report produced with associated recommendations and approved at UASIT meeting in July 2018 before presentation to EDC. | Director of Equality, Diversity & Inclusion with input from the chairs of the four committees. |

| Ref Page No. | Action | Rationale | Key Outputs/ Success indicators | Start | Schedule And Completion | Responsibility |
|-----------------|--|-----------|------------------------------------|-------|----------------------------|----------------|
| CONTINUED | <ul style="list-style-type: none"> • Review cross-representation and lines of communication with other key committees (e.g. Faculty Exec Boards) and Working Groups/Networks (e.g. LGBTQi+ Equality Working Group) • Share best practice • Establish consistent set of guidelines to ensure all four committees have a common core remit • Establish procedures for renewing membership. | | | | | |

[TABLE BREAK]

| Ref Page No. | Action | Rationale | Key Outputs/ Success indicators | Start | Schedule And Completion | Responsibility |
|---|--|--|---|---|---|----------------------------------|
| <p>Survey Data Collection and Analysis</p> <p>EB member with overall responsibility for completion: – VP Human Resources, Paul Stephenson</p> <p>This theme will provide us with both quantitative and qualitative data that will enable us to assess how effective we have been in bringing about cultural change and to identify areas that need further work.</p> | | | | | | |
| 2017AP S1 Page 20 Page 69 | Continue to encourage all staff to engage with the completion of surveys and analyse data and free text comments from questions relating to EDI issues in: <ul style="list-style-type: none"> • Annual Staff Survey • Careers in Research On-line Survey (CROS) • Other surveys as appropriate. | These surveys allow attitudes to be tracked and comparisons made between groups within the University and with other Institutions year on year. | Staff Survey – 75% or more of staff complete the annual Staff Survey. 85% positive response from all men and women to the statement 'The University values equality and diversity'. [Currently this is 80% from academic men, 73% from academic women, 85% from PASS staff]. | Annual Staff Survey is open for three weeks, typically Feb and Mar. | July 2018 for outputs from Staff Survey then annually throughout the life of the Action Plan. | Deputy Director of HR - Services |
| 2017AP S2 Page 20 Page 43 | Analyse data and free text comments from Staff Culture Survey (SCS) every other year looking at gender/race. Combine with outputs from annual Stonewall survey to look at intersectionality. | This will allow a more comprehensive assessment of progress and staff perception as we can tailor the surveys to target areas of concern raised elsewhere. | 40% of staff complete the SCS in 2019 (compared with 25% this year). | April 2019 for first SCS April 2021 for second SCS | July 2019 July 2021 | Deputy Director of HR - Services |
| 2017AP S3 Page 20 | Use survey outcomes to set up Focus/Working Groups and then use the outcomes of these to feed into an updated Action Plan. | This will close the loop between staff surveys and the Action Plan. | Second SCS has more positive responses than first SCS – the actual target will be defined by the UASIT once the results of the first SCS are known. | Aug 2019 | Nov 2021 | Deputy Director of HR - Services |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
|--|--|--|--|------------------------------------|--|--|
| Recruitment and Retention EB member with overall responsibility for completion: – VP Human Resources, Paul Stephenson This theme will address gender imbalances in the recruitment of staff, implement measures to improve engagement of recruited staff and seek to understand why some colleagues choose to leave the University. | | | | | | |
| 2017AP RR1 Page 51 | Embed the use of a recruitment checklist: <ul style="list-style-type: none"> • Consistently include our commitment to Athena SWAN, the Race Equality Charter Mark, Stonewall and Disability Confident in all adverts and recruitment packs • Actively promote flexible working/job shares unless there is a critical business need preventing this commitment • Ensure adverts and supporting materials are checked for unconscious bias, gender-neutral language <i>etc.</i> • Place adverts in a wider variety of locations, <i>e.g.</i> WISE and WES being defaults for recruitment into science and engineering. | This ensures that best practice is the default position across the University and recruiters are actively reminded about their responsibilities towards diversity in the workplace. With the introduction of the new HR System in 2018 many of these processes can be incorporated to be an integral part of the Recruitment Module. | This underpins action RR2 and it will contribute to the targets in 2017AP-RR2 being met. | Build on current practice | Dec 2018 – at this point the checklist will have been in operation for over a year and its use should be embedded. | Each Faculty HR Manager will be responsible for their Faculty and the Central Services HR Manager will be responsible for the Central Services recruitments. |
| 2017AP RR2 Page 51 | <ul style="list-style-type: none"> • Introduce target numbers for applications/shortlists for academic posts from under-represented groups (<i>e.g.</i> women in engineering, men in healthcare): | Whilst current best practice encourages an increased diversity in the applicant population, at present there is no requirement to consider this further and hence this action is aimed at increasing | Agreed set of targets for each Faculty. | Targets set annually from Jan 2018 | Dec 2018 for first review and setting of revised targets. | Provost with input from the Director of Equality, Diversity & Inclusion |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
|-----------------------|--|--|--|---|--|--|
| CONTINUED | <ul style="list-style-type: none"> Establish appropriate targets taking into account current population and benchmark data Require selection panels to show that they have reflected on the gender balance of applicants before shortlisting and to seek further applications if necessary Actively consider gender balance at short-listing stage. If a single sex shortlist results, re-examine the gap between that group and the best candidate of the opposite sex with a view to inviting to interview if the gap is small Ensure that recruitment consultants (when used) are given gender balance targets for longlists of genuine candidates. | the awareness of gender in the recruitment process and the possible influence of unconscious bias. | | Jan 2018 | This needs to continue throughout the life of the Action Plan. | Faculty HR Managers |
| | | | Faculty targets are met and the gender gap in academic populations begins to close. | Jan 2018 | This needs to continue throughout the life of the Action Plan. | Faculty HR Managers |
| | | This provides a strong message to those who are providing a service to us that we are committed to gender equality in the recruitment process. It was implemented in 2017 and will be continue to be enforced with financial disincentives as we move forward. | All longlists meet or exceed the Faculty target. | Current practice | This needs to continue throughout the life of the Action Plan. | Faculty HR Managers |
| 2017AP RR3 Page 51 | Pilot the use of anonymised recruitment procedures: <ul style="list-style-type: none"> Ensure that the new HR System enables anonymous applications for PASS posts until interview stage Evaluate the viability of anonymous long-listing for academic positions Seek feedback from applicants (successful and unsuccessful) Roll-out best practice. | The use of anonymised recruitment processes will eliminate the unconscious bias associated with names but it may have other unforeseen consequences, thus it is important to run trial schemes to evaluate the viability of this approach. | Applicants reporting high degree of confidence in the fairness of the recruitment process. | Jan 2018 – system specifications Sept 2018 – pilot begins Sept 2019 - rollout | Aug 2018 –new system operational. Aug 2019 – pilot evaluation complete. Annual review from Aug 2020. | Deputy Director of HR – Services Faculty HR Managers. |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
|-----------------------|---|--|---|--|--|--|
| 2017AP RR4 Page 52 | <p>Improve the take-up and assess the effectiveness of Inductions:</p> <ul style="list-style-type: none"> • Continue to ensure that all local staff Inductions include Athena SWAN and other EDI initiatives | <p>Inductions showcase the policies and practices of the University to new employees so they are ideal opportunities to inform staff about our values and our expectations of staff in the area of gender equality and other equality, diversity and inclusivity areas. We need to increase take-up and also assess the effectiveness of Inductions.</p> | <p>All local Inductions include this information.</p> | <p>Build on current best practice</p> | <p>Review in July 2018 then annually throughout the life of the Action Plan.</p> | <p>Head of People, Culture and Inclusion</p> |
| | <ul style="list-style-type: none"> • Continue to ensure that all local Inductions provide clear information on HR policies relevant to EDI | <p>This is an opportunity for Executive Board to demonstrate their commitment to the Athena SWAN Charter.</p> | <p>80% of staff attending a central Induction in their first four months of employment.</p> | <p>Build on current best practice</p> | <p>Review of attendance in July 2018 then annually throughout the life of the Action Plan</p> | <p>Head of People, Culture and Inclusion</p> |
| | <ul style="list-style-type: none"> • Increase the number of new employees attending a University level Induction session | <p>Key messages delivered and increased new staff engagement with face-to-face Inductions.</p> | <p>50% of invited staff attending an 'update'.</p> | <p>Aug 2018</p> | <p>Review of attendance in July 2019 then annually throughout the life of the Action Plan.</p> | <p>Head of People, Culture and Inclusion</p> |
| | <ul style="list-style-type: none"> • Introduce an 'update' opportunity for colleagues returning from career breaks, and for those that have been in-service for several years to coincide with significant work anniversary celebrations | <p>This will enable us to monitor engagement, encourage attendance if opportunity not already taken and implement process improvement in response to feedback.</p> | <p>All staff either satisfied or very satisfied with Induction/update (4 or 5/5).</p> | <p>Will build on current best practice</p> | <p>Review of survey results in July 2019 then annually throughout the life of the Action Plan.</p> | <p>Head of People, Culture and Inclusion</p> |
| | <ul style="list-style-type: none"> • Conduct an on-line survey of newly recruited staff six-months after appointment and all established staff completing an 'update' to establish the effectiveness and revise provision in response to feedback. | <p>As this action applies to all staff, we will have the data relating to PASS staff for our Silver Award application.</p> | | <p>Survey introduced by July 2018</p> | | |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
|-----------------------|---|--|---|---------------------------|--|--|
| 2017AP RR5 Page 29 | Continue to review all staff on fixed-term teaching-only and teaching & research contracts and move these colleagues onto permanent contracts (unless there is a clear business need for a fixed-term contract e.g. maternity cover). | This affects proportionately more women than men and will result in improved employee career prospects and well-being by creating job security. | Elimination of these contracts for routine provision. | Commenced Aug 2016 | July 2020 | Faculty Exec Dean responsible for her/his Faculty. |
| 2017AP RR6 Page 45 | Use the feedback from colleagues leaving the University as part of our continual improvement programme: <ul style="list-style-type: none"> • Ensure that all leavers have the opportunity to complete an on-line questionnaire and to have a face-to-face discussion • Ensure that the new HR System records reasons for leaving using a consistent framework • Report any gender-related or wider EDI issues that are cited as a contributor to local (Faculty or PASS) EDI Committees • Develop and implement appropriate local and/or institutional actions • Update the Action Plan. | We need to develop a better understanding of the reasons why people leave so that we can make improvements in response to issues. Note that we are making this action relevant to both academic and PASS staff; as well as being able to address concerns arising from all our staff, we will have the supporting data that are required for our proposed Silver Award application. | All leavers receive a personalised invitation to complete the on-line questionnaire. 25% of leavers being interviewed. No difference in the turnover figures for men and women. Evidence that any concerns expressed are discussed at Faculty/PASS EDI Committees and changes fed into the updated Action Plan as appropriate. | Builds on current process | Review of data in Nov 2018 then annually throughout the life of the Action Plan. | Each Faculty HR Manager will be responsible for their Faculty and the Central Services HR Manager will be responsible for the Central Services departures. Deputy Director of HR – Services responsible for new HR system |

[TABLE BREAK]

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
|--|--|---|--|----------------------------------|--|--|
| <p>Appraisal and Promotion</p> <p>EB member with overall responsibility for completion: – VP Human Resources, Paul Stephenson</p> <p>This theme examines the key points in career development and seeks to ensure that gender does not impact on the likelihood of success.</p> | | | | | | |
| 2017AP AP1 Page 59 | <p>Review and continue to refine the appraisal process for all academic staff:</p> <ul style="list-style-type: none"> • Collect and analyse the appraisal ratings in terms of job grade and gender • Report the outcomes and any actions to increase confidence in the process. | <p>We have introduced changes that are aimed at capturing the range of contributions that individuals make to the organisation and also reflect behaviour as well as outcomes. In making these changes we need to make sure that staff agree that the process is fair and that there are no unforeseen disadvantageous consequences for certain groups.</p> | <p>There should be no gender difference in the response to the questions in the Annual Staff Survey and Staff Culture Survey relating to appraisals.</p> | Dec 2017 | April 2018 then annually | Deputy Director of HR – Services |
| 2017AP AP2 Page 60 | <p>Improve the awareness and uptake of career development opportunities by early career researchers (ECRs), especially women:</p> <ul style="list-style-type: none"> • Review the FEPS trial aimed at improving the personal development section of the appraisal process by providing both appraiser and appraisee with information on the various kinds of support available • Rollout best practice to the other Faculties. | <p>Responses in the Careers in Research On-line Survey (CROS) indicate that women are less positive than men regarding their personal development and the role of the appraisal in encouraging them to undertake training/development opportunities. Improving the appraisal process is one way of increasing awareness, and thereby take up, of support available to ECRs.</p> | <p>Improve women's scores to be at least equal to men in the next Careers in Research On-line Survey.</p> | Review of FEPS trial in progress | June 2018 for roll-out for next appraisal round. | Doctoral College - Lead for ECR Support. |

| Ref Page No. | Action | Rationale | Key Outputs/ Success indicators | Start | Schedule And Completion | Responsibility |
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| 2017AP AP3 Page 29 Page 40 | Actively monitor and encourage applications for Principal Research Fellow and Principal Teaching Fellow, from suitably qualified individuals from under-represented groups, as these grades are introduced in the 2017/18 promotion round. | We have introduced two new points on existing career pathways. Women and men should benefit equally from the changes. | The numbers being promoted to these new positions reflect the population at the Senior grade i.e. the gender-balance should be maintained or improved. | Preparation underway for promotion round starting Jan 2018 | Promotion round will be complete by July 2018. | Provost with input from Faculty Exec Deans. |
| 2017AP AP4 Page 55 | <p>Increase confidence in the promotion process by ensuring that it is fair:</p> <ul style="list-style-type: none"> Collect and analyse data relating to time between promotions according to gender, the effect of career breaks/part-time working <i>etc.</i> Introduce an opportunity to comment on 'achievement relative to opportunity' in promotion paperwork Ensure that one member of the promotion panel is charged with monitoring unconscious bias As well as explaining the processes and expectations around promotion, incorporate the statistics relating to promotion outcomes into the Faculty 'Demystifying the Promotion Process' workshops Ensure that unsuccessful applicants are given face-to-face feedback that acknowledges their strengths and gives clear indications of what is required for them to be successful. | In the Staff Culture Survey, 9% of female and 10% of male respondents disagreed or strongly disagreed that 'staff are promoted according to criteria that are independent of gender', whilst 76% of the men and 66% of the women agreed or strongly agreed with the statement. Thus, there is a need to increase confidence in the fairness of the process, especially amongst women. Showing that factors such as part-time working, career breaks <i>etc.</i> are taken in to account during the promotion process and that we are actively seeking to eliminate unconscious bias should lead to an improvement. | <p>There should be no gender difference in the response to the question in the Staff Culture Survey and both men and women should have more confidence.</p> <p>We are setting ourselves the target of < 5% negative responses to this specific statement from both men and women in 2019, as it will take at least a year for the changes work through the system and then we will review the target annually.</p> | This is underway for 2017/18 promotion round | <p>Review of promotions data and results from Annual Staff Survey in July 2018 then annually throughout the life of the Action Plan.</p> <p>Within one month of decisions being communicated to applicants.</p> | <p>VP Human Resources</p> <p>Faculty Executive Deans to give feedback to unsuccessful applicants for non-professorial posts; Provost to deliver feedback for professorial posts.</p> |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
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| 2017AP AP5 Page 55 | <p>Improve the number of applications for promotion from women on the academic career pathways:</p> <ul style="list-style-type: none"> Review the effectiveness of the two trial workshop sessions run in FASS aimed at supporting women in their career development and preparation for promotion Roll-out best practice to FEPS/FHMS. | <p>Whilst the application and success rates for women applying for promotion are comparable with their male colleagues there is still a gender imbalance at the higher grades. We do not track the time between promotions (although this will be remedied by 2017AP-4) so cannot say that this is the cause but the literature shows that women undervalue their achievements and are more reluctant to apply for promotion. By providing development support and assistance with a case for promotion at an earlier point, we aim to increase the numbers of women applying for promotion and (if it is an issue) decrease the time between promotions.</p> | <p>Success rates and time between promotions are not influenced by gender.</p> | <p>Trial commenced Aug 2017</p> | <p>Review of trial in July 2018 after current promotion round.</p> <p>Roll-out in time for 2019 promotions.</p> | <p>Faculty HR Manager in FASS</p> <p>Faculty HR managers in FEPS/FHMS</p> |
| 2017AP AP6 Page 46 Page 56 Page 61 | <p>Undertake work to better understand the career development of Professional and Support Service (PASS) staff:</p> <ul style="list-style-type: none"> Collect and analyse data relating to grade, contract type and gender Collect and analyse data relating to promotion of PASS staff Establish Working Group(s) to look at issues arising. | <p>Our understanding of the issues affecting the careers of PASS staff is not as well-developed as for academic staff and we recognise that we need to do more work in this area.</p> | <p>An understanding of the issues affecting PASS staff and appropriate measures put in place to address them.</p> | <p>Jan 2018</p> | <p>April 2021</p> | <p>Deputy Director of HR –Operations</p> |
| 2017AP AP7 Page 69 Page 72 | <p>Introduce appraisal targets for Faculty Executive Deans relating to EDI initiatives with specific reference to gender equality:</p> <ul style="list-style-type: none"> Ensure adherence to the University policy that EDI is a | <p>Executives Deans should be active role models and can do much to change the ethos of their Faculty by demonstrating their personal commitment to gender equality.</p> | <p>EDI becomes part of normal business and is embedded in our culture.</p> | <p>Aug 2018 for new appraisal targets</p> | <p>Review of appraisal data in Oct 2019 then annually throughout the life of the Action Plan.</p> | <p>Provost</p> |

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| | <p>standing item on Faculty level committees</p> <ul style="list-style-type: none">• Require Executive Deans to evidence that they have encouraged and supported applications/nominations for women to sit on key committees/accept positions both internally and externally/be considered for awards and nominations. | | | | | |
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| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
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| <p>Policies, Practices and Procedures</p> <p>EB member with overall responsibility for completion: – VP Human Resources, Paul Stephenson</p> <p>The policies, practices and procedures are tangible ways in which the values of the University are conveyed to our community so it is important that they reinforce the commitment to bringing about gender equality.</p> | | | | | | |
| 2017AP PPP1 Page 45 | Continue to monitor and provide funds to eliminate the pay gap at all grades for both academic and PASS staff. Continue to consider any gender related pay issues on promotion. | Over the last few years there has been considerable progress towards eliminating the pay gap but there are still issues concerning some PASS staff; this may be related to career progression rather than pay. | Where there are five or more men and five or more women at a given level the pay gap is maintained at less than +/- 5% (unless bigger differences can be justified). | Review commenced in Sept 2016 | Report in Dec 2017 then annually. | Deputy Director of HR – Operations |
| 2017AP PPP2 Page 62 | Embed the use of the Maternity Leave/Shared Parental Leave planning document: <ul style="list-style-type: none"> • Improve planning so that parents feel better supported • Ensure that reduction in teaching/admin on return for research active academics is consistently applied and resourced • Increase the take up of Keeping in Touch (KIT) days through clearer communication of processes • Liaise with the nursery to provide new parents with information on ‘trial day’ availability well in advance to enable KIT days to be scheduled concomitantly. | The Focus Group (FG) highlighted differences in both the approach of line managers and the requirements of the parents. The checklist is a simple way to ensure that all aspects are applied consistently across the University so that staff feel supported and the transition back to work is as smooth as possible. The FG also highlighted issues with parents saving up their KIT days to use them just before returning to work only to find that they could not because they had also accrued Annual Leave; this can easily be resolved through better communication. Likewise there is a need to try to find ways of providing child care to coincide with KIT days. | All research active staff having reduced teaching/admin on return to work to allow them to re-engage with their research. Increase in uptake of KIT days from <15% to 20% in 2019 then plan further increases thereafter on the basis of feedback from returning parents. No staff leaving the University due to dissatisfaction with support during leave or on return to work (2107AP-RR6). | Commenced Sept 2017 | Review in Sept 2018 then annually throughout the life of the Action Plan. Initial KIT target met by Dec 2019. | Deputy Director of HR – Operations with HR Managers |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
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| 2017AP PPP3 Page 64 | Promote and monitor the uptake of Paternity and Shared Parental Leave. | The Staff Culture Survey indicates that many people (27%) do not feel that they are kept well-informed of policies and 32% said that they have no awareness of them. We have made recent changes to the pay for Paternity Leave and envisage that this will enable more men to take it. Likewise, we want to see if the reduction in teaching/admin on return to work encourages more men to take Shared Parental Leave. | Target 80% awareness in next Staff Culture Survey. 100% of men taking Paternity Leave electing to take the full two weeks | Introduced Aug 2017 | Review uptake in Aug 2018. | Deputy Director of HR – Operations |
| 2017AP PPP4 Page 64 | Update all HR policies so that wording is gender neutral e.g. Shared Parental Leave applies to all parents and communicate this appropriately. | We need to ensure that policies are inclusive. | Wording of policies is approved by all groups. | Commenced Summer 2017 | July 2018 | Deputy Director of HR – Services |
| 2017AP PPP5 Page 66 | Improve Flexible Working arrangements – Professional and Support Service Staff: <ul style="list-style-type: none"> • Collect data on current practices • Produce case studies highlighting best practices • Continue to support, receive input and take forward recommendations from the PASS staff Flexible Working Group. | In the Staff Culture Survey, only 2.6% of respondents disagreed or strongly disagreed with the statement 'I am supportive of flexible working' but 22% disagreed or strongly disagreed that 'The flexible working policies of the University promote a positive work-life balance for all staff'. We need to ensure that as many people as possible have the opportunity to work flexibly without disadvantaging their colleagues and other stakeholders. | Staff Culture Survey in 2019 shows a maximum of 10% of respondents giving a negative response to the statement about flexible working policies. | Build on current best practice | Dec 2018 for data collection and production of case studies. Input to be reviewed at UASIT meetings as it becomes available. | Deputy Director of HR – Operations Director of Equality, Diversity & Inclusion |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
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| 2017AP PPP6 Page 66 | <p>Improve Flexible Working arrangements – academic staff:</p> <ul style="list-style-type: none"> • Collect data on current practices • Produce case studies highlighting best practices • Review the Teaching Constraints Policy to offer staff maximum flexibility whilst balancing the needs of students • Bring forward the publication date for teaching timetables to allow better planning • Continue to support, receive input and take forward recommendations from the academic staff Flexible Working Group. | <p>As above.</p> <p>The Flexible Working Group has identified that bringing forward notification of timetabled commitments would ease the pressure on those colleagues with, say, caring responsibilities who need to make arrangements.</p> | <p>Staff Culture Survey in 2019 shows a maximum of 10% of respondents giving a negative response to the statement about flexible working policies.</p> | <p>Build on current best practice</p> | <p>Dec 2018 for data collection and production of case studies.</p> <p>Timetables issued at least one month ahead of commitment.</p> <p>Input to be reviewed at UASIT meetings as it becomes available</p> | <p>Deputy Director of HR – Operations and Faculty HR Managers</p> <p>Director of Student Services and Administration</p> <p>Director of Equality, Diversity & Inclusion</p> |
| 2017AP PPP7 Page 66 | <p>Develop and implement a <i>Career Break Policy</i></p> | <p>Whilst informal arrangements are in place, the University does not have a <i>Career Break Policy</i>. One has been developed and is currently out for consultation, having had outline EB approval.</p> | <p>Policy implementation.</p> | <p>Commenced June 2017</p> | <p>July 2018.</p> | <p>Deputy Director of HR – Services and Deputy Director of HR – Operations</p> |
| 2017AP PPP8 Page 62 Page 68 | <p>Travel Fellowships relaunched and extended as the Vice-Chancellor's Inclusion and Career Investment (VICI) Awards</p> <ul style="list-style-type: none"> • Broaden scope to include post-doctoral research assistants and PASS staff • Introduce a second award – VICI Award for Academic Returners – to provide financial support for research-active academics returning from shared parental leave/career | <p>Whilst the current scheme has provided support to enable a number of individuals to travel and recoup the extra costs associated with caring responsibilities, by widening the scheme more people can benefit. Research-active individuals returning from maternity/shared parental leave already have a reduction in their teaching/admin.; this second type of VICI Award will provide funds to enable them to use this time even more productively.</p> | <p>90% or more of allocated funds distributed in each year.</p> <p>Impact statements show tangible benefits to award recipients.</p> | <p>Build on current best practice</p> <p>New scheme introduced Nov 2017</p> | <p>Review of data and impact statements in Nov 2018 then annually throughout the life of the Action Plan.</p> | <p>Vice-Provost Research and Innovation</p> |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
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| CONTINUED | <p>break for them to use to re-engage with their research</p> <ul style="list-style-type: none"> • Monitor uptake and effectiveness annually • Publish impact statements to showcase the benefits of the scheme. | | | | | |
| 2017AP PPP9 Page 69 Page 70 Page 80 | <p>Improve EDI Training for Heads of Departments (HoDs):</p> <ul style="list-style-type: none"> • Ensure all HR policy updates are communicated to HoDs electronically and face-to-face at the regular HoD Briefing Sessions • Include more information on the responsibilities of HoDs with respect to EDI in the initial Induction and Leadership Training • At least one HoD meeting a year devoted to gender and race equality at Surrey with an opportunity to discuss issues and share best practice • Use the outcomes of these meetings to feed into the Action Plan. | <p>Although some Heads are actively engaged with the Athena SWAN process and other EDI initiatives, many are not confident in their ability to deal with issues in their departments. Providing more training and support for Heads is part of the process of EDI becoming embedded and bringing about cultural change.</p> | <p>As well as 85% positive response from all men and women to the statement 'The University values equality and diversity' [2017AP-S1], we will introduce more specific questions into the next Staff Culture Survey to assess attitudes.</p> | <p>Build on current best practice.</p> <p>Jan 2018</p> <p>May 2018</p> | <p>Six-weekly throughout the life of the Action Plan.</p> <p>Dec 2018</p> <p>Annually throughout the life of the Action Plan.</p> | <p>Provost</p> <p>Head of People, Culture and Inclusion</p> <p>Provost with Director of Equality, Diversity & Inclusion</p> |
| 2017AP PPP10 Page 70 Page 78 | <p>Pilot a modified 'Report a Problem' function on the front page of the intranet:</p> <ul style="list-style-type: none"> • Establish good practice through our EDI contacts at other universities • Develop operating procedure • Publicise, run and then review six month trial • Revise and/or implement. | <p>The Staff Culture Survey indicated that whilst people did not generally have experiences of inappropriate behaviour, they were unclear as to what to do if they did want to report an issue that was not serious enough to warrant a formal grievance. This will give them a single point of contact.</p> | <p>Staff and students using the function appropriately.</p> <p>Increased awareness and confidence reported in the next Staff Culture Survey.</p> | <p>Nov 2017</p> | <p>Complete review of good practice by Dec 2017</p> <p>Establish operating procedure by April 2018</p> <p>Launch by May 2018</p> <p>Review the use of the function in Dec 2018.</p> | <p>Director of Equality, Diversity & Inclusion in conjunction with the Director of Communications for publicity and website modification</p> |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
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| 2017AP PPP11 Page 71 | <p>Develop career opportunities for senior women (PASS and academic):</p> <ul style="list-style-type: none"> • Use 30% Club and Women on Boards to provide opportunities external to the University • When the senior committee is predominantly male, select and encourage attendance from female deputies/alternates to improve gender balance and give women the opportunity to demonstrate their abilities • Run an annual workshop in which key role holders discuss the requirements of the role and how to prepare for it. | There is a need to provide more opportunities for women to demonstrate that they have the key skills and to increase their visibility prior to applying for a role. | 3 or 30% women (whichever is the greater) on all senior committees as a minimum. | Jan 2018 | Dec 2020 | VP Human Resources |
| 2017AP PPP12 Page 74 | <p>Implement the academic Workload Planning Model (WPM):</p> <ul style="list-style-type: none"> • Analyse data from WPM to monitor any gender bias • Reallocate tasks to remove any gender imbalance, if required • Report findings as part of annual Athena SWAN report to EDC. | The University-wide workload planning model is being introduced this academic year (2017/18). In the Staff Culture Survey 61 (8.5%) people either strongly disagreed or disagreed that 'Work allocation is irrespective of gender'. These colleagues may be PASS staff but if they are academic staff then the WPM offers a method of tracking, and if necessary correcting, any gender imbalances. Reporting the data will improve confidence in the fairness of work allocation. | <p>Staff Culture Survey in 2019 separates out academic and PASS responses and shows that 95% of academic staff think that work is allocated irrespective of gender.</p> <p>No cases of unfair work allocation on the basis of gender cited in promotion case paperwork section on relative opportunity.</p> | Model introduced in Aug 2017 | <p>First review in Aug 2018 then annually throughout the life of the Action Plan.</p> <p>Report to EDC in Nov each year.</p> | Provost |
| 2017AP PPP13 Page 74 | <p>Consistent adoption of core hours:</p> <ul style="list-style-type: none"> • University, Faculty and Departmental meetings, committees, boards and | The concept of core hours was introduced in 2016 and a number of significant meetings have been rescheduled yet 17.7% of respondents in the Staff Culture | <p>No key meetings being held outside of core hours.</p> <p>Introduce a new question to the SCS in 2019 around</p> | Build on current best practice | Review of data in Autumn 2018 then annually throughout the life of the Action Plan. | Provost (University meetings) and Faculty Executive Deans |

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
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| CONTINUED | workshops scheduled between 10:00 and 16:00 <ul style="list-style-type: none"> • Days of meetings rotated to allow for greater inclusivity • Increased use of 'meeting capture' technology • Increased use of e-communications to allow access to meetings | Survey disagreed or strongly disagreed that meetings were held within core hours (or with sufficient notice if outside of those times) so there is still work to do. | The ability of staff to attend/access key meetings and aim for a 90% positive response. | | | |
| 2017AP PPP14 Page 80 | Increase awareness of what is required to support the Transgender Community at Surrey: <ul style="list-style-type: none"> • Communicate updates to Transgender Policy. • Provide the LGBTQi+ Awareness training as part of our Leadership programmes and prioritise places for current Heads of Department (academic and PASS). | We are seeing increased numbers of transgender individuals joining the University or individuals transitioning whilst at University so we need to make sure that our policies support them and that colleagues are aware of how to apply the policies and handle cases appropriately. | All Heads of Department having completed the training by July 2019. | Jan 2018 | July 2019 for current Heads training. Will need to continue to expand the training to other colleagues and for new Heads. | Head of People, Culture and Inclusion |

[TABLE BREAK]

| Ref Page No. | Action | Rationale | Key Outputs/ Success Indicators | Start | Schedule And Completion | Responsibility |
|---|---|--|---|--------------------------------|---|--|
| Communication | | | | | | |
| EB member with overall responsibility for completion: VP Marketing, Recruitment, Admissions & Communications, Mike Hounsell | | | | | | |
| This theme ensures that the whole University community, including alumni and external partners, together with the public are aware of our commitment towards gender equality within a broader Equality , Diversity and Inclusion agenda and can see the challenges that we face and the progress we are making towards overcoming them. | | | | | | |
| 2017AP C1 Page 75 | <p>Prioritise the promotion of Athena SWAN and related activities via web-based activities:</p> <ul style="list-style-type: none"> • Development of dedicated web pages and appropriate links summarising success stories and challenges • Publication of the Annual Report to Council detailing progress against the Action Plan on the webpages by Feb of each year • Articles in the internal facing <i>NetNews</i> – minimum of one a month. | <p>This will provide increased visibility of gender equality issues to internal stakeholders, promotion of positive changes and celebration of successes.</p> <p>Engagement with external stakeholders, including prospective employees and students, will be enhanced by illustrating the commitment the University is making to gender equality.</p> | <p>Informed and engaged community:</p> <p>100% of responding academic staff aware of Athena SWAN activities as measured in staff surveys. 60% of PASS staff aware of Athena SWAN activities as measured in staff surveys in 2018 rising by 5% per annum(some members of this group e.g. cleaners, estates staff) are very hard to reach particularly if they work shifts and do not have regular on-line access, so a 100% target is not realistic although use of alternative means of communication such as leaflets will be deployed</p> <p>Website hits from internal and external users that show increased engagement year-on-year.</p> | Build on current best practice | <p>The communication activities need to take place throughout the life of the Action Plan and will be monitored at the UASIT meetings.</p> <p>Awareness of Athena SWAN will be assessed annually in the Staff Survey (open in Feb and March) and reported in July throughout the life of the Action Plan.</p> | <p>Director of Communications for communication aspects</p> <p>Deputy Director HR – Services for reporting results of Staff Survey</p> |

| Ref Page No. | Action | Rationale | Key Outputs/ Success indicators | Start | Schedule And Completion | Responsibility |
|----------------------|---|--|--|---|---|--|
| 2017AP C2 Page 75 | <p>Prioritise the promotion of Athena SWAN and related activities via events such as:</p> <ul style="list-style-type: none"> • VC's <i>All Staff Briefings</i> in May and Nov – ensure that they provide an update on Athena SWAN activities • Annual <i>Bitesize Briefing</i> updating internal stakeholders (joint with the RECM lead) in Oct • Annual Athena SWAN lecture in Feb • International Women's Day events in March • International Women in engineering events in June. | By maintaining a calendar of regular events we will increase the visibility of gender equality issues to internal stakeholders, have vehicles for the promotion of positive changes and the celebration of successes and help to embed such activities within 'normal' University business. | <p>High attendance (>80% venue capacity) at relevant events with positive feedback.</p> <p>Informed and engaged community as measured by responses in Annual Staff Survey (as above).</p> | Build on current best practice | <p>Dates as specified in the action.</p> <p>Awareness of Athena SWAN will be assessed annually in the Staff Survey (open in Feb and March) and reported in July throughout the life of the Action Plan.</p> | <p>Director of Communications for events schedule</p> <p>Deputy Director HR – Services for reporting results of Staff Survey</p> |
| 2017AP C3 Page 75 | <p>Continue to audit imagery in all 'hard copy' and electronic publicity material:</p> <ul style="list-style-type: none"> • Embed the use of the EDI checklist by the Marketing, Recruitment, Admissions and Communications teams • Commission imagery of under-represented groups, especially black and minority ethnic women. • Create at least one significant exhibit relating to 'Women at Surrey' per year and build up an archive of exhibits. | Our work to date has revealed some good examples but these are not widespread and we recognise that our imagery needs to be a fair reflection of the current diversity of the community at Surrey, with some degree of aspiration to address imbalances and to encourage change, without being misleading. | <p>All imagery meets EDI guidelines without the need for revision.</p> <p>Annual audit confirms that University web site main pages, <i>NetNews</i> items <i>etc.</i> contain no more than 40% of a single gender per page of content.</p> | <p>Build on current best practice</p> <p>Jan 2018 for new imagery</p> <p>Jan 2019 for first new exhibit</p> | <p>Throughout the life of the Action Plan for use of checklist.</p> <p>First audit by July 2018 then annually.</p> <p>Dec 2018 for new imagery.</p> <p>June 2019 for first 'Women at Surrey' exhibit.</p> | Director of Communications |

| Ref Page No. | Action | Rationale | Key Outputs/ Success indicators | Start | Schedule And Completion | Responsibility |
|-----------------------------|---|--|---|--------------------------------|---|--|
| 2017AP C4 Page 75 | <p>Ensure that key events in the University calendar have an appropriate gender balance of speakers/key participants:</p> <ul style="list-style-type: none"> • Introduce quotas for composition of platform parties, keynote speakers <i>etc.</i> in Degree Celebrations • Honorary Degree committee to consider diversity and in particular gender when selecting recipients • Faculty Research Festivals, Doctoral College Conference <i>etc.</i> to continue to have both men and women in key roles. | These events are opportunities to confirm our commitment to gender equality. | 30% of key roles allocated to women (or men, if under-represented) or a minimum of 3 people from the under-represented gender, whichever is greater, at all events. | Build on current best practice | Report to EDC in Nov annually throughout the life of the Action Plan. | <p>Director of Communications in conjunction with: Director of Student Services and Administration for Degree-related activity</p> <p>Associate Deans Research for Faculty Research Festivals</p> <p>Director of Doctoral College for annual Conference.</p> |

[TABLE END]