

Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Surrey
Name of department	School of Health Sciences
Date of current application	March 2023
Level of previous award	Bronze
Date of previous award	April 2018
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An overview of the department and its approach to gender equality	3158
An evaluation of the department's progress and success	1911
An assessment of the department's gender equality context	2893
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7962

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

Overall word limit: 8000 words

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

1. Letter of endorsement from the head of the department



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SURREY**

**Health & Medical Sciences
School of Health Sciences**

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29th March 2023

To whom it may concern,

This letter confirms my full support and long-term commitment to deliver the plans set out in this application. As head of the School of Health Sciences I wholeheartedly endorse this application and the associated silver action plan. Within the University of Surrey, I am the only female head of school in the faculty. I am committed to greater inclusion across gender and other protected characteristics, and to addressing equity and equality.

As Chair of the School's Equality and Inclusion Committee and a member of the School of Health Sciences Athena Swan Implementation Team (ASIT), and former chair, I have been actively involved in the development of this Athena Swan (AS) Silver application. A great School and University thrives with diverse student and staff bodies and any barriers to participation in study and professional and academic progression and development need to be proactively removed. This application charts our journey towards an inclusive and supportive environment for all.

As a research-intensive organisation we face three major gender challenges which underpin our strategy. First, we recruit small numbers of men to undergraduate nursing programmes, a national challenge (Silver Action Plan (SAP) 22). Based on AS data we have made changes in our marketing and communications strategy to attract more men, which has been positively received. Second, like many academic

institutions we recruit fixed term contract research staff (83% of which are women in our school) which can impact career development (SAP 1, 2, 9-11, 15, 34, 36). Thirdly, in a school of 80% female staff we support part-time and flexible working yet know that part-time working can also affect female career progression (SAP 1, 15-17, 34). Finally, the COVID-19 pandemic brought considerable challenges such as reported work intensification and work-life balance challenges. We present evidence of the impact of our respective strategies to address these challenges and have embedded lessons learnt from this work into our future plans (SAP 3-4) including flexible working issues (SAP 9-14).

Since our last application we have invested significantly in staff. We have supported financially, and through providing time to study, 9 members of staff to undertake doctoral study (7 female, 2 male) and a further 7 (5 female, 2 male) to study for Master's degrees. We have maintained a consistent staff development budget of £20,000 despite current financial pressures- and over the period 2019-to date have supported 54 members of staff to attend study days/courses/conferences (49 female, 5 male). In addition, we provided a 6-month bespoke training programme on leadership for all 28 staff with line management duties. We are pleased to see more women successfully applying for promotion (increased from 36% in 2018-19 to 76% in 2020-21) including part-time staff.

We are proud of our key successes:

- Parental leave equality for staff on fixed terms contracts resulting in a change to the University policy.
- Four permanent research fellow posts providing security for staff over 5-years, and 100% retention of research fellows wanting to stay with five securing permanent contracts.
- Principles to support fair treatment of researchers and post-COVID-19 work-life balance strategies.
- Supporting women's health issues at work with our embedded menopause project.
- Sector leading innovations such as (i) embedded Schwartz Rounds for staff and students and (ii) decolonisation of the curriculum and a novel multi-component inclusive leadership programme for Black, Asian and minority ethnic student nurses with clinical leaders receiving reverse mentoring from minority ethnic students.

With considerable work from colleagues, we have completed 90% of our Bronze Action Plan and adapted ongoing actions into our Silver Action Plan (SAP). There are challenges ahead including inclusive career development (SAP 17-21, 31); and for our students supporting those with caring responsibilities (SAP 25-26), better understanding of the intersectionality of all genders with LGBTQIA and ethnically diverse communities (SAP 22, 30-34) and growing clinical academic career routes (SAP 27, 39-40). We believe we can continue to make a significant difference here

at Surrey and wish to try and spread our good practice. We will continue to evaluate the impact of our activities, inclusively involve the whole school in our programme of work (SAP 5 and 32) and seek every opportunity to share our ideas.

This application identifies the major impacts in our school and across the university that our AS programme has generated. I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Yours faithfully,



Professor Melaine Coward EdD, MA, MBA, BSc (Hons), RN
Head of School, School of Health Sciences
Deputy Executive Dean, Faculty of Health and Medical Sciences#
University of Surrey



2. Description of the department

The School of Health Sciences (SHS) sits within the Faculty of Health and Medical Sciences (FHMS) at the University of Surrey (UoS). We are a multidisciplinary School delivering an innovative programme of undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) across Health Sciences. We are a leading UK provider of UG professional programmes in Nursing and Midwifery Studies, and Paramedic Science and are currently ranked 2nd for Paramedic Science and 3rd for Nursing and Midwifery (Complete University Guide, 2023).

Supported by more than 110 academics (80% female) and 9 professional services or technical colleagues (100% female), the SHS includes over 1900 (91% female) students across all programmes (all intake years). It should be noted that although our professional services colleagues are not directly employed by the SHS and are part of the wider Faculty of Health and Medical Sciences management structures, we recognise that their working environment is affected by the actions of the ASIT. Therefore, whilst they are not part of the required mandatory reporting, professional services colleagues have been members of ASIT since 2021 and made a valued contribution to our work. We have included an overview of their data in Appendix 2.

Our UG programme comprises clinical placements throughout the Surrey, Sussex, Hampshire, Berkshire and London localities, and we partner with more than 15 key provider organisations.

SHS provides more than 30 continuing professional development modules, MSc, MA, PG Dip and PG cert programmes, and a thriving Postgraduate Researcher PhD community of 34 PhD students.

Since the SHS Bronze submission (2018), the landscape of delivering high quality healthcare programmes has changed considerably. We, like others in the sector, have been presented with several macro contextual challenges such as the impact of the United Kingdom's decision to withdraw from the European Union which particularly affected programmes in London and the Southeast, the impact of the withdrawal and subsequent reinstatement of (reduced) NHS bursaries (in 2017) and the on-going challenges, presented by the COVID-19 pandemic. Further, since our last submission, the SHS has geographically moved location from the main UoS

Stag Hill campus to the Kate Granger Building (**Figure 1**) on the Surrey Research Park (approximately 1.5 miles). Although colleagues were consulted throughout and involved in the design and layout of our modern facilities, this move introduced some new challenges related to the change of location including split-site working, longer commute times for colleagues using the rail network and the introduction of open-plan working. Students and teaching teams have however benefitted enormously from the new facilities including the state-of-the-art simulation centre in the basement of our new building.



Figure 1. Kate Granger Building home to the University of Surrey, School of Health Sciences

Our current SHS structure is presented in **Figure 2**. At the time of our last submission in 2018, the Head of School had just changed, and the new senior management team (SMT) structure introduced. Importantly, our SMT structure has remained consistent throughout the current assessment period and comprises the Head of School, Heads of Health Sciences Education and Research, our Cluster Leads, a Senior Faculty Operations colleague, and a Professional Services colleague.

SHS activities are linked through five clusters including cancer, digital health, long-term conditions (LTC), maternal, child and family health (MCFH), and workforce, organisation and wellbeing (WOW) through which we deliver a successful programme of education and research innovations. Cluster leads attend SMT and Research Executive which both meet monthly. Athena Swan (AS) is a standing item on Research Executive and cluster meetings and the AS lead and deputy present issues and engage with SMT quarterly. Research Executive is chaired by the Department Head for Research/Research Director, Professor Emma Ream and membership includes all Professors, associate Professors, early career researcher representatives, Post Graduate Research Directors and post graduate researchers (PhD student representatives).

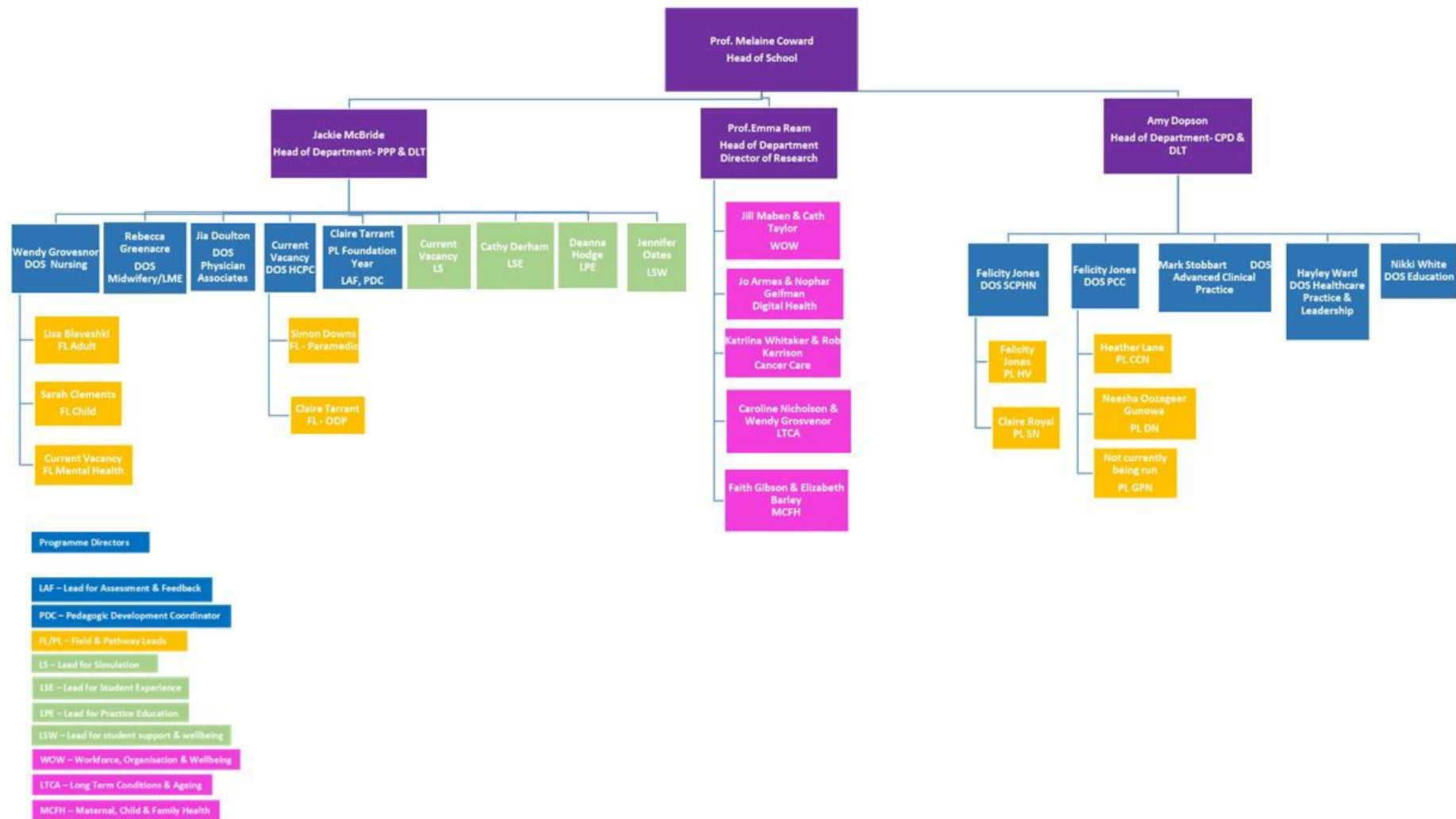


Figure 2. University of Surrey, School of Health Sciences Structure 2022/23

SHS strives hard to address matters of equality but as we do so, it is important to note that being equal and fair is not always straightforward. Equity is often a more relevant concept, where colleagues and students may need differing or alternative strategies to ensure their opportunities are the same as another's. Whilst both equality and equity promote fairness, equality achieves this through treating everyone the same regardless of need, while equity achieves this through treating people differently dependent on need (**Figure 3**). In SHS we have been focussing on equity, giving staff and students support, such as providing it to colleagues with caring responsibilities during the pandemic.

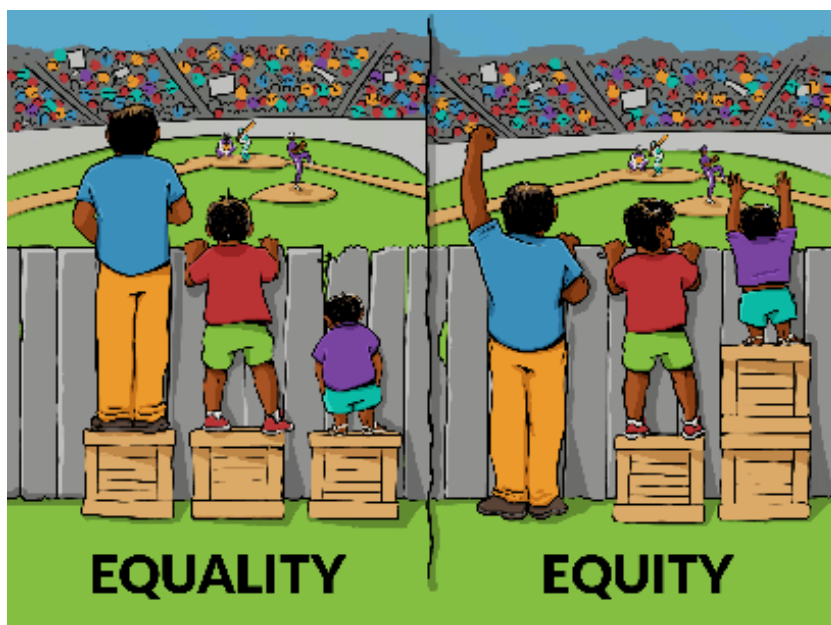


Figure 3. Illustration of equality and equity

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

In the SHS, our head of school (Professor Melaine Coward [MC]) was ASIT lead from 2018-2020, with Professor Jill Maben [JM] (lead for workforce, organisation and wellbeing theme) as co-lead. When MC acted as Faculty Dean in 2020 and then took on the role of Faculty Deputy Dean, JM stepped into AS Lead role recruiting Dr Jenny Harris [JH] as deputy, with MC remaining an associate ASIT member. JM and JH are both members of the wider Equality, Diversity and Inclusion (EDI) networks/structures including the University-wide AS Departmental Leads Group, enabling cross-faculty and cross-university oversight, learning and support, and

strategic links with intersectional activities via the UoS EDI Team. JM has shared the support, good practice and AS progress through the AS departmental leads meetings. Additionally, JM and JH are both members of the SHS EDI committee covering gender (Athena Swan), LGBTQIA+, Race Equality, Faith and Belief, Disability and Neuro-disability and Wellbeing resulting in the development of the SHS EDI Framework- a programme of wider inter-sectional activities that aim to promote key EDI issues. The SHS EDI committee is Chaired by Head of School (MC), who is also a member of our faculty-wide EDI Forum. JM and MC meet monthly to discuss AS, and quarterly JM and JH present AS progress and issues to SMT.

Importantly Michael Hassell, EDI Advisor, regularly provides guidance and support including attending our monthly ASIT meetings, also providing key links with wider UoS and national initiatives. Associate Professor Emily Williams is an SHS colleague as well as the University's Director of EDI thus a great resource and supporter of AS in SHS (**Figure 4**). Throughout the review period a member of Human Resources (HR) has attended our monthly meetings advising on UoS policies, facilitating timely access to staff- related data and supported us to influence change.

In terms of reward and recognition, membership of the ASIT is recognised in the workload allocation model, with a credit of 50 hours (more for lead and deputy). There are also separate school and faculty/University awards that recognise EDI leadership and work that is undertaken (e.g., SHS has a monthly Values Award which includes an EDI category and an annual Vice Chancellor's Award for EDI, **Figure 5**).

Figure 4. University of Surrey EDI structures

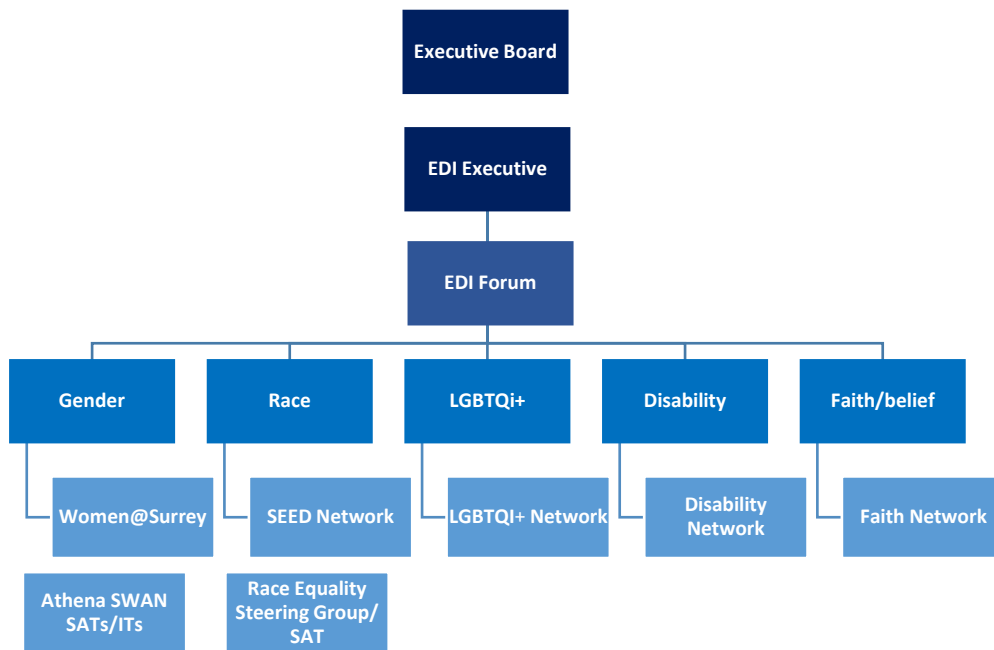
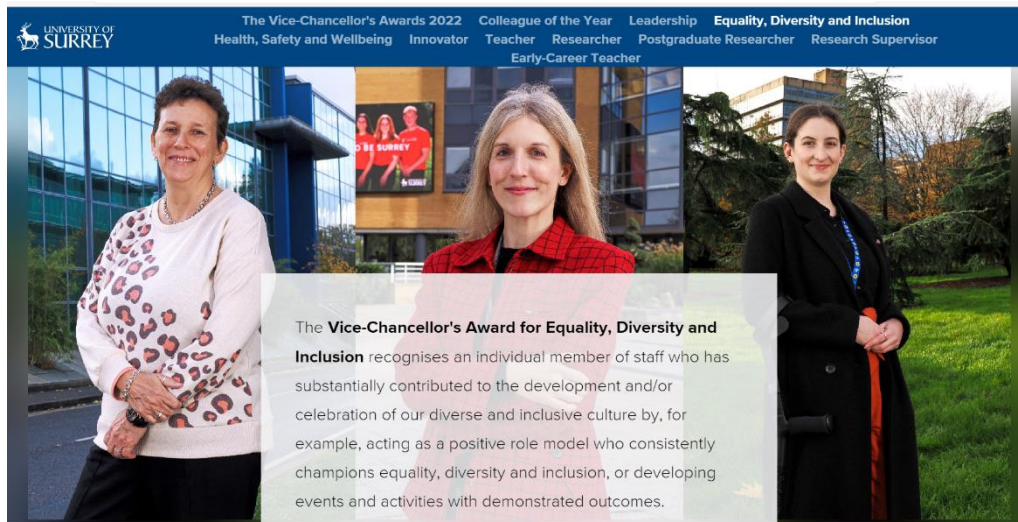


Figure 5. The Vice-Chancellor’s Award for Equality, Diversity and Inclusion webpage, an example of one way in which EDI activity is recognised and celebrated at the UoS



4. Development, evaluation and effectiveness of policies

A variety of data sources have informed our development, evaluation and assessment approaches, including mixed-methods data collection and analysis (involving the integration of both quantitative and qualitative data) to enable us to understand the bigger picture within our Plan-Do-Study Act (PDSA) framework (see section 1.5). Our quantitative data includes our **Athena Swan Culture Survey** (ASCS, Appendix 1) and since September 2022, our understanding of our mandatory Athena Swan data-points has been greatly enhanced by the UoS EDI team employing a data manager to gather and curate our data. The data manager has provided SHS with our own purpose-built **Athena Swan Data Dashboard** on Power BI enabling us to easily monitor trends over time including through data visualisations (Appendix 2). Our qualitative data collection included focus-groups, one-to-one interviews, ad-hoc stakeholder consultation, open door-policy, priority setting Round Table, workshop discussions and collating feedback from all staff meetings and through our Cluster, Research Executive and SMT structures.

5. Athena Swan self-assessment process

An overview of our ASIT membership is provided in **Table 1** and a photograph of the ASIT Team at our silver submission writing meeting in 2022 (**Figure 6**). Both our Athena Swan Lead and Deputy joined the UoS during 2017, taking on their current roles within the Athena Swan Implementation Team (ASIT) in 2018/19. Our ASIT has met bi-monthly during the pandemic and then monthly (wherever possible); administrative support (from a professional services colleague who is not a core team member) has been provided.

Name	Gender	Professional/ Student Role	Role in the ASIT	Additional Information
Ruth Abrams	Female	Lecturer, Workforce, Organisation and Wellbeing	Early Career Researcher (ECR)	A working mother of a 1-year-old. Ruth was a member of the ASIT in 2022, until stepping down due to other commitments.
Lisa Blazhevski	Female	Lecturer Adult Nursing and field lead for adult nursing	Member (Working group – Career Development)	Joined SAT 2022. Lisa is a mum of 2 neurodivergent children. She works full time. The flexibility afforded through the role allows her to manage full time work whilst ensuring plenty of family time with her young children.
Laura Boswell	Female	Postgraduate Researcher	Member (Working group – Fixed Term Contracts and ECRs)	Joined SAT in 2022 as a staff member. In Sept 2022 Laura became a PGR within the school and continues to benefit from the flexible working arrangements.
Vikki Boughtflower	Female	Personal Assistant (PA) to head of school	Professional services representative	Joined SAT in 2022 until she left her post in November 2022.
Alison Callwood	Female	Senior lecturer (Midwifery)	Member (Working group – Fixed Term Contracts and ECRs)	Joined SAT in 2022. Alison has a split role between Research/Teaching and being CEO of a university spinout company. She has three children (two school age, one at university) and would not be able to full fill her role requirements without flexible working and formerly with agreed 'late start' hours.
Theopisti (Theti) Chrysanthaki	Female	Lecturer B eHealth/Integrated Care and a social psychologist by educational background.	Member (Working group – Career Development/ Opportunities for Part-time Staff)	Joined the SAT in 2017 as a staff member. Theti is a member of the University Ethics Committee, acts as a School/University Academic Integrity Officer and is also the School's representative at the Surrey Heartlands Health Technology Accelerator (HTA) partnership group.

Name	Gender	Professional/ Student Role	Role in the ASIT	Additional Information
Anita Combes	Female	Lecturer (Adult Nursing)	Member – (Working group – Career Development/ Opportunities for Part-time Staff)	Anita joined Athena Swan in June 2021. She is a member of the adult nursing team. Anita works part-time four days a week. This enables her to practice as a Pilates Instructor and manage the family.
Melaine Coward	Female	Professor, Head of School and Deputy Dean of the Faculty of Health and Medical Sciences	Chair for Bronze submission and until 2020	Melaine is Registered as Disabled with a Long-Term Degenerative Condition. She is also the registered carer for her father who has numerous co-morbidities and is 83 years old. Melaine has had flexible working in place since 2014 since her diagnosis and latterly to care for her father.
Anna Cox	Female	Senior Lecturer in Health and Social Care	Member (Working group – Fixed Term Contracts and ECRs)	Member of SAT for the 2014 bronze submission and took a break before re-joining SAT in 2020. Works part-time in a dual-career family with caring responsibilities for three children and her mother. Anna was on a fixed-term contract within SHS from 2007 – 2015.
Simon Downs	Male	Acting Director of Studies (HCPC Programmes), Paramedic Field Lead.	Member- Paramedic Rep Online Profile Lead Working Group (UG & PG Male HS Student Project)	Joined SAT in 2019. Simon works full-time and benefits from flexible working arrangements, to permit a dual-career family with caring responsibilities for two children of school and pre-school ages.
Nyangi Gityamwi	Female	Research Fellow	Member (Working group – Fixed Term Contracts and ECRs)	Joined SAT 2022. Nyangi is an early career researcher on a fixed-term contract, and of Black ethnicity. She works full-time and has parental responsibilities for two children (10 & 3 years). Nyangi benefits from flexible and hybrid working arrangements to fit around her care responsibilities.

Name	Gender	Professional/ Student Role	Role in the ASIT	Additional Information
Duncan Hamilton	Male	Postgraduate researcher (PhD student)	Member (PGR rep)	Duncan joined the SAT in 2019 and stepped down to focus on his PhD submission in 2022. Duncan assisted with the data collection work with male students.
Jenny Harris	Female	Senior Lecturer in Cancer Care, Postgraduate Research Director	Deputy chair (Working group – Career Development/ Opportunities for Part-time Staff)	Joined the SAT in 2017 as a member and became Deputy Lead from 2019. Jenny was previously a fixed-term contract Research Fellow in the SHS from 2017, was appointed Lecturer in 2019 and Senior Lecturer in 2023. Two school-aged children and has worked part-time and has benefited from flexible working arrangements.
Michael Hassell	Male	Equality, Diversity and Inclusion Adviser (Charters Coordinator)	Member	Joined SAT in 2015. Michael works full-time and benefits from flexible working arrangements.
Robert Kerrison	Male	Lecturer	Member (Working group – Work-Life Balance/ Wellbeing)	Joined SAT in 2021. Rob works full-time and does a mixture of research and teaching.
Damla Guldane Kaya	Female	Post-graduate researcher	Member (PGR rep)	Joined SAT in 2020 as a staff member. In 2021, Damla became the SHS PGR representative. Damla is a registered midwife and antenatal educator. She became an international PGR within the school and continues to benefit from full-time working arrangements.
Zeni Koutsi	Female	Lecturer (Midwifery)	Member – Midwifery rep (Working group – Career Development/	Joined SAT in 2021. Zeni is a 0.8 part-time staff member of the Midwifery team. Zeni has one child for whom she is the main carer and has

Table 1 SHS Athena Swan Implementation Team (ASIT)				
Name	Gender	Professional/ Student Role	Role in the ASIT	Additional Information
			Opportunities for Part-time Staff)	benefitted from flexible working arrangements. Zeni is of a minority ethnic background.
Jacqui Laden	Female	Lecturer – Adult Nursing	Member (Working group – Work-Life Balance/ Wellbeing)	Joined Athena Swan in June 2021. Jacqui is a member of the adult nursing team. Jacqui works part-time three days a week. Jacqui benefits from flexible working to care for her young daughter (3) and a husband who is undergoing treatment for cancer.
Sally Lardner	Female	School Administrator - Professional Services Rep	Member	Joined SAT in 2022 until she left the school in February 2023.
Jill Maben	Female	Professor of Health Services Research and Nursing	Chair (Working group – Work-Life Balance/ Wellbeing)	Joined SAT as deputy chair in 2018-19 and became chair in 2020. Jill has adult caring responsibilities (son with autism and learning disabilities) and works part-time (0.9WTE) taken as extra leave over the year and benefits from these flexible working arrangements.
Carin Magnusson	Female	Lecturer	Member (Working group – Work-Life Balance/ Wellbeing)	Joined SAT in Oct 2020. Carin works part-time (0.8WTE) and joined the committee to represent PGR issues. She teaches across programme levels and is interested in student progression. Carin is of Swedish nationality and travels a few times a year to Sweden to help her elderly father.
Jenny Oates	Female	Senior Lecturer, Senior Personal Tutor/ Lead for Wellbeing	Member (Working group – Work-Life Balance/ Wellbeing)	Joined SAT 2022. Jenny is Lead for Wellbeing in the School. The creation of this substantive post demonstrates the school's commitment to the wellbeing of staff and students. Jenny

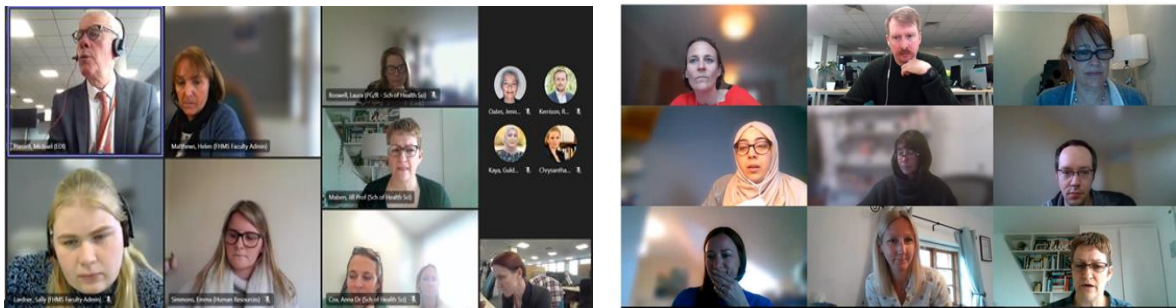
Name	Gender	Professional/ Student Role	Role in the ASIT	Additional Information
				works full time as a mental health nurse academic. She has a long-term health condition and benefits from being home based as much as possible.
Colin Shore	Male	Research Fellow	Member (ECR and fixed term contract researcher)	Joined SAT in 2020- 2022 and collected/analysed data and helped develop recommendations relating to focus groups with male students.
Emma Simmons	Female	HR Advisor	HR Representative/ Support	Joined the SAT in 2022. Emma was an HR Project Assistant prior to being appointed as HR Advisor. Emma works full-time and benefits from flexible working arrangements.
Karen Stenner	Female	Lecturer	Member (Working group – Work-Life Balance/ Wellbeing)	Joined SAT in 2014 and took a break before re-joining in 2020. Karen works full-time with a teaching and research remit. Karen has a 0.5 secondment as an advisor with the NIHR Research Design Service.
Renske Visser	Female	Research Associate	ECR – fixed term contracts and fair treatment policy (prior to working group establishment)	Joined SAT 202-2021. Renske worked flexibly in Finland during the COVID pandemic.
Katriina Whitaker	Female	Professor of Psychology and Lead for Cancer Care. Member of Senior Management Team.	Member (Working group – Fixed Term Contracts and ECRs)	Joined SAT in 2015. Katriina works part-time and has two children, one with a rare genetic condition (Syndrome Smith-Magenis) meaning she is also a registered carer.
Rose Harvey	Non-binary	Undergraduate paramedic student	Associate member	Joined SAT to discuss student gender equality issues and contribute to our Athena Swan Action Plan 2022-23.

Table 1 SHS Athena Swan Implementation Team (ASIT)				
Name	Gender	Professional/ Student Role	Role in the ASIT	Additional Information
Luisa Fregapane	Female	Undergraduate adult nursing student	Associate member	Joined SAT to raise student issues and review actions 2022-23.
Rowan March	Non-binary	Undergraduate midwifery student	Associate member	Joined SAT to discuss gender equality from a student perspective and contribute to Athena Swan Action Plan 2020-23.
Leo Domingues	Trans man	Undergraduate paramedic student	Associate member	Joined SAT to raise student gender equality issues and review actions 2022-23.

Figure 6. ASIT members attending one of our Silver submission planning and writing days (top) and meeting online (bottom) 2022



L-R= Dr Alison Callwood, Dr Karin Stenner, Dr Theopisti Chrysanthaki, Lisa Blazhevski, Dr Nyangi Gityamwi, Dr Jenny Harris, Dr Robert Kerrison, Dr Jill Maben, Laura Boswell, Dr Katriina Whitaker, Michael Hassell, Emma Simmons, Dr Anna Cox



Our membership represents our SHS staff profile (80% identify as female) and is inclusive of PhD students, professional services and teaching only, research only, and research and teaching academics. Our membership also includes those who were on fixed-term contracts (3), early career researchers (4), or worked part-time (5) during the assessment period. We have engaged with undergraduate (UG) students in focus groups and as associate members of the ASIT, consulting and

providing an open-door policy on issues relating to gender equity and experiences in the school allowing student and staff members to share gender and intersectional experiences in confidence with the chair and deputy chair on several occasions. We did not consider it a good use of UG students' time for them to be full members of the ASIT, attending most meetings, which were primarily focussed on staff issues, not applicable to students, where confidentiality was required. When student issues were raised or brought into the ASIT we engaged with our associate members in group meetings or one to one during the academic year for comment and feedback.

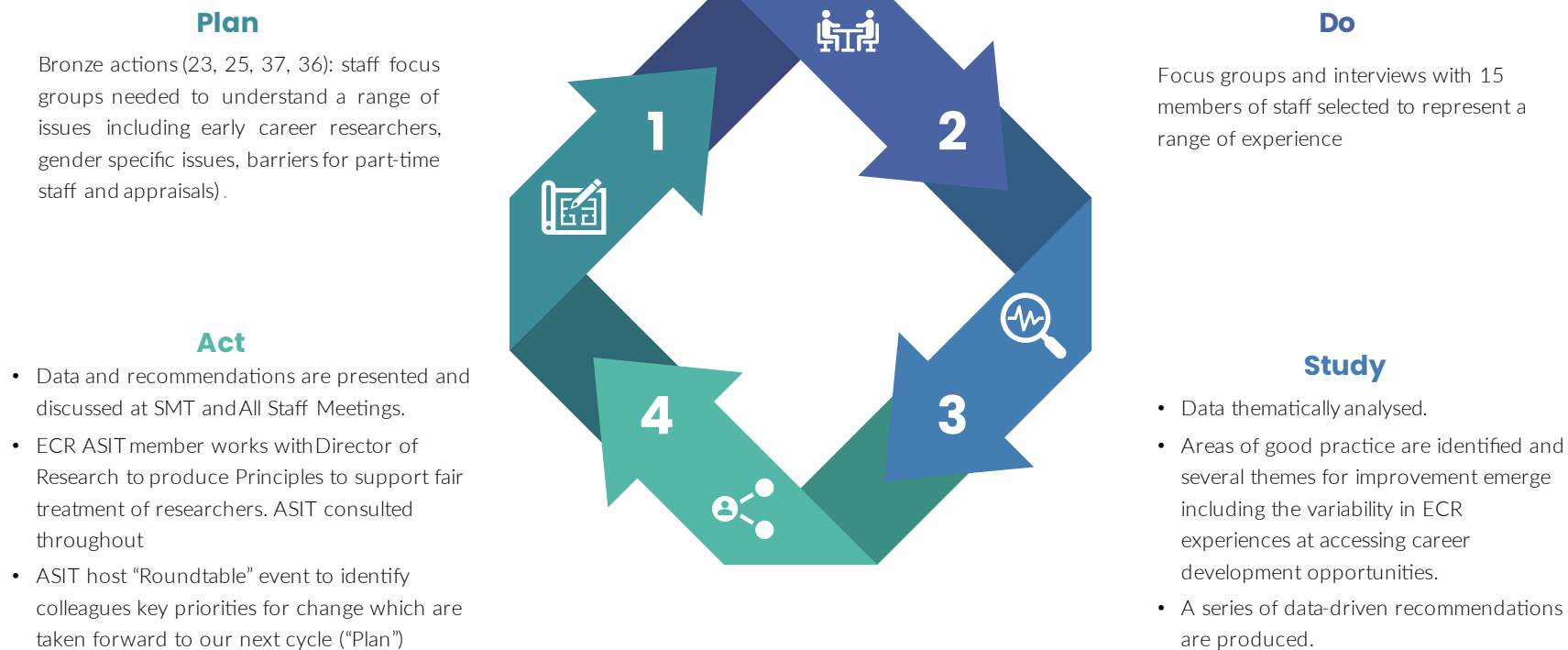
In the period immediately after our last submission 2018-2020 our activities were primarily focused on delivering our action plan and undertaking the data collection activities identified in that plan. Since 2021 our activities have begun to focus on new priorities which emerged from the data collected as part of our action plan (e.g., our focus groups with staff and students and ASCS). Based on staff engagement at the priority-setting Round Table workshop in November 2021, from February 2022 we formed three distinct but inter-related working sub-groups comprising:

- i) Career development including part-time staff,
- ii) Early career colleagues and/or those on fixed-term contracts
- iii) Wellbeing and work-life balance

The sub-group structure helped us coordinate and sustain our efforts in sub-group meetings in-between our monthly ASIT meetings and ensured the ASIT workload was manageable as we prepared for the submission process and worked towards refining our priorities for the next 5-year period.

Our approach has been to undertake cycles of continuous improvement informed by the **Plan-Do-Study-Act** (PDSA) framework (**Figure 7**). This has enabled us to 'test out' the introduction of any new ideas, and collect data and feedback that might affect implementation, thus allowing us to refine or adapt our approach as necessary.

Figure 7. A worked example of the SHS Plan-Do-Study-Act approach to self-assessment and action planning



To increase engagement and share the work of the ASIT, we reviewed our communication strategy and in 2020 started sending Athena Swan bullet-point meeting summaries by email after each meeting to all SHS colleagues and PGR students. We also hold an annual 'awayday' where we review our progress and plan our strategy for the coming period. We have engaged with colleagues across our department through presenting ASCS results and other AS issues at all staff meetings.

In terms of the panel feedback, senior commitment and resourcing has continued with provision of administrative support to the ASIT throughout the reporting period and we have focussed on Bronze Action (BA) 41 (*Review support and guidance given to individuals interested in research fellowships and electives*) as requested. We developed a new elective process for undergraduate students and revised support we provide to students applying for fellowships (peer review, mentor / PI support with writing, mock interviews etc.). This was considered leading edge and adopted by the University's newly established Fellowship academy who drew on our best practice. In 2021, we had three UG interns and by 2022 this had increased to eleven, demonstrating the success and appetite for this programme.

Preparation of this submission has been a collective effort, led by JM (AS chair) and JH (deputy), initiated in one of our all school 'writing-weeks' (one week per term, where staff have protected time to write and undertake scholarly activity). We had two collective dedicated writing days (one face to face and one remote, **Figure 6**) which started the process of writing this submission as an ASIT team. Further input and feedback from wider SHS, SMT and EDI colleagues was sought on drafts of this submission.

To deliver our SAP and maintain gender equity activity over the coming 5-year period, we plan to continue to meet monthly (45-minutes in line with our work-life balance strategy or 90 minutes as needed with a break), every 6-8 weeks and online (for flexibility), with any sub-activities led by our working groups. We will invite student associate members to be involved in student-focused issues/meetings and continue with both sending post-meeting summary bullet points to all staff and PGRs, and with presenting at SMT and all staff meetings.

Where members with specific role profiles leave, we will endeavour to recruit new members to maximise diversity by open expression of interest calls through our Clusters. In the years post submission, both JM and JH intend to continue in the roles as lead and deputy, respectively, but will review after two-years and have developed succession plans to enable others the opportunity to lead. We will keep under review the diversity and skill-mix of the ASIT.

To maintain our high levels of engagement with SHS in issues relating to gender equality and intersectionality we will host at least one annual event (e.g., walking events, bring and share lunches). Outreach activities are already planned such as a SHS Wellbeing Day and UoS AS Leads Event at our University-wide Athena Swan symposium in May 2023.

In February 2022, the ASIT invited colleagues to 'Step up' to celebrate International Women's Day by taking part in an event organised by Plan International UK (**Figure 8**). Twenty-five members of staff from the School of Health Sciences took part in these walks and together raised over £2,000 for a charity supporting girls and tackling gender inequality.



STEP UP FOR GIRLS

215%
£2,155
raised of £1,000 target
by 81 supporters

Give Now
Share

Plan UK
University of Surrey Step Up for Girls
Join the challenge to walk 140km (or a distance of your choice) in 14 days and take a stand for girls' rights. You'll be joining a community that's determined to tackle gender inequality and achieve a better future for girls all over the world.
Closes on 31/12/2022
Charity Registration No. 276035

Be a fundraiser
Create your own fundraising page and help support this cause.
Start fundraising

Figure 8. Step-up fund-raising event activities

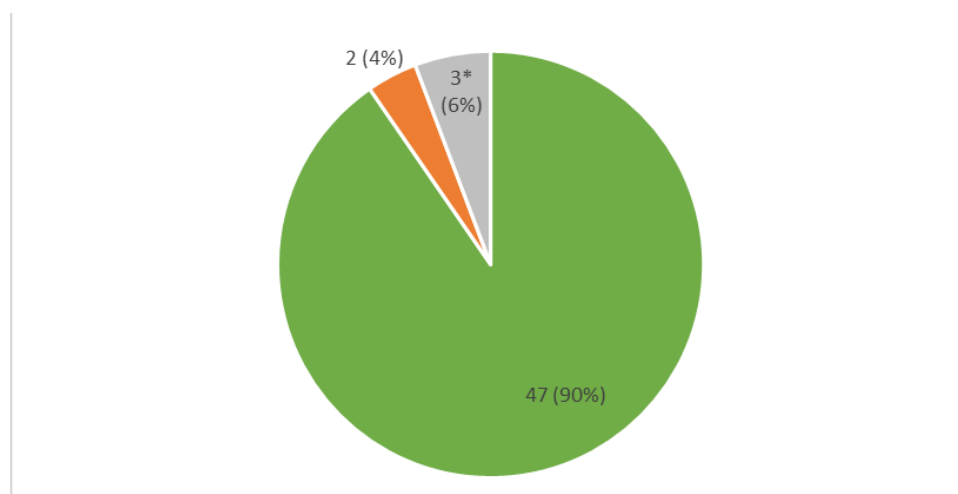
Section 2: An evaluation of the department's progress and success

1. Evaluating progress against the previous action plan

The school identified 52 key Bronze Actions to implement between 2018 and 2022 (**Table 2**). These action plans (BAP) focused on the areas of: strategic oversight and commitment to Athena Swan (AS); improving publicity and communication of AS activities; gender diversity and parity in students' recruitment and progression; gender diversity and parity in staff recruitment; career development opportunities and progression; staff wellbeing and work-life balance.

Most of these action plans (90%, n = 47) are achieved/completed successfully (rated green). However, there are two ongoing actions (4%, n=2) (rated amber) and 3 that have not been actioned (6%) (rated grey), as they have been either invalidated (courses ceased running) or superseded by other actions (see **Figure 9**).

Figure 9. Chart summarising the attainment of 52 Bronze Action Plan *Action no longer required or superseded by other actions.



Amber

Two Bronze action plans are rated amber (Identify if any gender specific barriers impacting recruitment of men to PGT full time courses [BAP13] and better understand career development needs of part time staff [BAP37]). Implementation of BAP13 is likely to have been affected by COVID-19, and there was a low student response to an advertised call to take part in focus groups. However, importantly our PGT rates have been sustained throughout this period and are reflective of the

proportion on men in the health sciences workforce (around 11%), and there is a trend that absolute numbers of men are increasing. In terms of BAP 37, we have completed the data collection, identified priorities and have commenced work on career development needs of part-time staff, however we have not yet met the target of 80% of staff endorsing the ASCS item: *“that those who worked part time had the same career development opportunities as full-time staff”* (up to 66% in 2022 from 51% in 2018) and so this continues to be a priority for our silver action plan.

SAP 1. Support career development by:
a. mapping in-house training opportunities
b. evaluating uptake of internal research and teaching development events, and training sessions including by staff who are part-time, on fixed-term contracts and ECRs.

Grey (invalidated or superseded)

Three actions are rated grey (BAP 7, 8, and 48). BAP 7 & 8 are no longer relevant because both programmes ceased – the Foundation Degree in 2018 and the Nursing Associate programme in 2019. We have not introduced a Nominations Panel for external committee membership because the SMT do this by circulating the opportunities for memberships and line managers encourage staff to be involved (BAP 48).

Table 2. Progress against the previously identified Bronze Action Plan including detailed RAG rating						
Action	Overall Objective (Bronze)	SMART Objectives	Type of activity	Reflection on action/ implementation	Barriers/Facilitators (What helped or hindered the BRONZE action happening) and steps taken	Success measure BRONZE (RAG code and data demonstrating success)
Plans for the future of the self-assessment team						
1	Ensure ASIC and SAT have senior managerial support and oversight	Lead handover formally announced. Co-Chair to be appointed. SMT members included in ASIT Recruit non-SMT staff members via email call HoS to act as AS lead for 4 years All SMT be members of ASIT for 4 years	Ensuring strategic oversight	MC and JM were allocated co-chairs. MC stepped down as co-chair when acting as dean in 2020. KW (member of SMT) joined ASIC	It is not realistic for SMT as a whole to attend the ASIC and SAT meetings, particularly when the COVID-19 Pandemic was declared impacting SHS and SMT work significantly	Handover and co-leads formally announced and 4-year tenure agreed. Breadth of representation in ASIT achieved through email EOI call, including two members of SMT (MC, KW). Chair (JM) has been co-lead and then lead for 5 years & deputy chair (JH) co-lead ASIT for 2.5 years.
2	Appoint Project Manager and provide £3000 annually and dedicated administrative support to ASIT	Project Manager and SHS administrator to be in place. AS action plan to be integrated into SHS work plan (strategy document). Financially support a minimum of 3 AS activities annually. Collate all data and store in shared drive successfully.	Ensuring strategic oversight	FH appointed project manager and administrative support provided. FH re-deployed in pandemic project management taken over by Lead and Deputy (JM & JH) and administrator with Excel Action tracker on Teams. Financial support provided for meetings and donation to Plan International as staff survey response rate incentive.	FH (previous project manager) was moved over to project manage COVID-19 pandemic. This changed of action plan delivery (e.g. identification of AS deputy). FH since appointed as Faculty AS coordinator with continued involvement and benefit of sharing learning from other Schools/ Faculties.	Significant administrative and management support provided for delivering on AS initiatives. Action tracker and AS SHS work plan with SMT and quarterly links into SMT strategy. Documents stored /shared with members on dedicated Teams site. A minimum of 3 additional AS activities are supported each year

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				Better AS project management, coordination, and visibility. More opportunity to influence and make change through links to SMT.		(e.g. roundtable, away days, international women's day).
3	Regular review of ASOIT membership to ensure representative of SHS and includes all grades and roles of staff, post grad ad undergraduate students	<p>Ensure ASIC membership is annually reviewed and updated as required and ensure all members can flexibly access meetings:</p> <p>Annually review non-SMT membership and invite SHS staff to submit EOI to ensure representation of protected characteristics.</p> <p>Use ICT solutions to enable students and staff to join.</p>	Ensuring strategic oversight	<p>ASIC membership is reviewed (at least annually) and support to ensure different roles and genders are represented. Meetings are usually held online or provide remote options.</p> <p>We have established a diverse, committed, and enthusiastic group of ASIT members who share responsibility for delivering on AS initiatives, actions and writing of submission.</p> <p>PGR members recruited (one who identifies as man and the other identifies as a woman).</p> <p>UG students not included in ASIT meetings as many discussions / actions less</p>	<p>Challenges during COVID-19 pandemic and ensuring AS work remained a priority. Meetings were paused of a few months and became remote only.</p> <p>Challenges with ensuring professional services staff representation – now have a core professional services member.</p> <p>Challenges with ensuring UG representation given existing commitments and decision to have UK students as associate members,</p>	<p>Membership updated annually.</p> <p>Regular calls for EPI for SHS staff and annual recruitment of students</p> <p>Online meetings and use of Teams for meetings and data storage</p> <p>Diverse and committed membership achieved and good engagement with students and inclusion of non-binary representation with staff and students</p>

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		Student representatives attend/ involved in all meetings.		relevant for student input (e.g., around staff wellbeing). Associate UG students recruited with regular separate meetings with lead/ deputy lead, particular engagement with non-binary students.	regular renewal of student members (annually).	

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4	Hold staff culture survey every other year from 2018	<p>Staff Culture Surveys to take place in 2020 and 2022.</p> <p>90% of staff to complete Staff Culture Survey by 2019.</p> <p>Survey delivered in 2020.</p> <p>Survey delivered 2022.</p>	Data collection	Ensuring strategic oversight	<p>Staff surveys was conducted in 2021 and again in 2022.</p> <p>From 2022 we adopted the Transformed Agenda ASCS plus additional questions relevant to SHS.</p> <p>Validated scales re staff wellbeing and question regarding work life balance was added in staff survey during / because of the COVID-19 pandemic.</p> <p>JH statistics lead for SHS (and deputy AS lead) has led on the survey since 2021. TC has led on analysis of open responses both surveys.</p>	<p>Unable to complete survey in 2020 because of increased workload form pandemic- conducted 2021 instead.</p> <p>2021: respondents not always reporting gender (men), shared with staff importance this to AS analysis above e.g., job role if worried about being identified and better reporting in 2022 allowing disaggregation.</p> <p>Encouraged response rate by committing to donate to charity Plan International if reach 80%+ response rate.</p>	<p>Our engagement with the culture survey continues to improve. We increased the survey response rate from 72% in 2021 to 88% in 2022 (against a target in our Bronze of reaching a 90% response rate).</p> <p>In 2022 we achieved the highest response rate for any School within the UoS.</p>

Table 2. Progress against the previously identified Bronze Action Plan including detailed RAG rating							
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5	Increase knowledge of AS activities in SHS	<p>Showcase AS activities on SHS display screens, webpages and all school external engagement events. AS logo will be integrated into all School communication, e.g., email signatures and leaflets.</p> <p>100% of staff aware of AS by 2020 and 90% of staff agree that the school adopts and works within AS culture in staff culture survey</p>	Communication	Ensuring strategic oversight	<p>We established an AS website and encourage the use of AS logo in staff signatures. We have also spoken about AS at all staff meetings, in other SHS meetings (standing item in agendas) and send bullet points of meetings to raise awareness. Additionally, we have used new engagement activities such as the Round Table event, a sponsored walking event, wellbeing days and events.</p> <p>The objectives around the staff surveys were not well specified (there is nearly always some variance in survey measures and staff awareness of AS is not a survey item) and we refined this through the period to incorporate aspects we can measure through the survey (e.g., departmental support for gender equality and contributions being valued)</p>	The shift to remote working during pandemic reduced opportunities for in person activities and visibility but we adapted to do this online (e.g., online all staff roundtable held in Nov 2021 with online prioritization and voting).	Increased knowledge of AS activities in SHS, engagement in AS activities (Round table, sponsored walk and monthly walks), through shared bullet points. By 2021 93% (71/76) of staff were aware of the AS Charter. In retrospective we think the 100% target was overambitious (there is always unexplained error in survey measurement and new staff). In 2021 88% (66/76) agreed/strongly agreed that the department activity supports gender equality and 90% (69/76) felt their contributions were valued. However, what we think is more significant is the high levels of engagement in our events from the SHS.

6	Increase frequency of communication to staff regarding AS	<p>90% of staff feel that the school keeps them informed regarding gender and equality matters that affect them by 2020 staff culture survey (from prior AP)</p> <p>Summary of ASIC meetings to be made available to all staff.</p> <p>Have AS or AS updates added as a standing item on all SHS SMT Away Days, School Monthly SMT meetings, School Away Days and Research Executive meetings.</p>	Communication	Ensuring strategic oversight	<p>On reflection the 90% objective was a huge stretch target and very difficult to achieve. The objectives around the staff surveys were not well specified and because the baseline was low (28%) it was statistically unlikely we would achieve an ambitious 60% change. We therefore focused our activities on the direction and strength of change, and increasingly not only the frequency but <u>quality</u> of communications.</p> <p>AS is included as standing item on core school level meetings (e.g., Research Executive Committee, Cluster meetings) and AS is invited to SMT every quarter.</p> <p>Summary bullet points from AS meetings sent after every meeting since 2020 to all staff to increase knowledge and engagement of AS activities.</p> <p>International women’s day activities, with sponsored walk to raise funds for plan international – publicised widely and sponsorship by SHS staff.</p>	<p>The shift to remote working during the pandemic reduced opportunities for in person activities and visibility but we adapted to online engagement (e.g., online all staff roundtable held in Nov 2021 with online prioritization and voting).</p>	<p>In 2021, 61% (39/64) of staff strongly agreed/agreed that they were kept informed about gender equality matters, representing a +154 percent change / 33 percentage- point increase).</p> <p>We have increased communications to SHS staff regarding AS and improved the quality of information sharing, with bullet point summaries and AS is a standing item on SHS meetings, and engagement with staff by for example reporting AS culture survey at all staff meetings.</p>
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					Enhanced communication and awareness of AS and engagement (e.g., Roundtable engagement activity to prioritise actions with all SHS staff November 2021).		
7	Increase popularity of Foundation Degree courses to men.	Proportion of men on Foundation Programme to increase from 14% to 20% by 2022.	Focus group		Actions no longer valid. Foundation course stopped in 2018	N/A	Actions no longer valid.
8	Promote gender parity and increase the number of applications received by men for the Foundation Degree and Nursing Associate programmes	Review and increase the number of recruitment events. Review marketing materials to ensure use of gender-neutral language, diversity and intersectionality in imagery	Student recruitment		Actions no longer valid. Foundation course stopped in 2018 and Nurses Associate course stopped in 2019 In the final year we had 1/28 men	N/A	Actions no longer valid.
9	Work with Student	UG student data will correctly reflect SHS	Data collection		Superseded by the new power BI dashboard. We are	None	This objective was replaced by a new live

Action	Overall Objective (Bronze)	SMART Objectives	Type of activity	Reflection on action/ implementation	Barriers/Facilitators (What helped or hindered the BRONZE action happening) and steps taken	Success measure BRONZE (RAG code and data demonstrating success)
	Admissions Teams to remove CPD students from UG programme enrolment data and track separately.	activities in this area by 2019.		now able to track enrolment data by student group and Undergraduate data is now reflective of SHS activities.		Power BI site which allows the ASIT to monitor student data real-time.
10	Understand how to increase popularity of UG courses to men.	Proportion of men UG applicants to exceed sector norms by 2022.	Focus group	<p>Focus groups were held to understand how to increase popularity of the course for men.</p> <p>Seven UG male students (two 1st-year, two 2nd-year and three 3rd-students), with mean age 31 yrs. took part.</p> <p>There was strong sense that generally the school is good at being gender neutral in its marketing and promoting. Male students feel connected to staff and feel that any gender related concerns (if they arose) would be addressed.</p> <p>Key areas for improvement were identified (detailed in Section 2.2) with regards to</p>	<p>Because there was a small number of male students enrolled recruitment was initially challenging.</p> <p>However, we gained good support from SHS colleagues to help with purposive recruitment.</p> <p>Data/recommendations were presented at SMT and All Staff Meetings, and subsequently implemented.</p> <p>Our proportion of applications from men has been sustained</p>	<p>Our recommendations were adopted by the SHS. Approximately 11% of UG health sciences students in the wider section are men.</p> <p>be related to wider societal issues post-COVID-19. Our proportion UG applications from men were sustained: 2018-19 11% (n=285), 2019-20 12% (n=318), 2020-21 12% (n=301) and 2021-22 11% (n=353)</p>

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				the recruitment of male students namely, "A lack of male representation in recruitment materials and at open days and entrance interviews".	through COVID-19 but not exceeded our previous rates 12% in 2016/17)	
11	Review UG recruitment strategies to ensure they use gender neutral language, gender diversity and intersectionality in imagery.	<p>Ensure gender representation in the recruitment of student ambassadors for open days, summer schools and outreach activities.</p> <p>Proportion of men UG applicants to exceed sector norms by 2022.</p>	Student recruitment	<p>Similar to Action 10, focus groups revealed some relevant issues.</p> <p>In response to the focus group findings, several changes to the marketing materials policies were made (no changes to entrance interviews were implemented, as male representation is not an issue for the newly implemented Multi-Media-Interview [MMI] method used by the University (gender neutral language and unconscious bias statement added).</p>	<p>Because there was a small number of male students enrolled recruitment was initially challenging. However, we gained good support from SHS colleagues to help with purposive recruitment. We presented findings of focus groups to SMT and All Staff Meetings. Our proportion of applications from men has been sustained through COVID-19 but not exceeded our previous rates 12% in 2016/17)</p>	<p>Several changes were also made to the SHS's recruitment and open day policy, including the presence of at least one male staff or student representative at each Open Day. A log of the gender representation at each Open Day has also been implemented for monitoring purposes.</p> <p>Our proportion UG applications from men were sustained: 2018-19 11% (n=285), 2019-20 12% (n=318), 2020-21 12% (n=301) and 2021-22 11% (n=353)</p>

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12	Member of SMT/ASIT to attend site visit to partner University to discuss recruitment best practices in health sciences.	Proportion of men UG applicants to exceed sector norms by 2022.	Student recruitment	Completed. KCL AS lead attended our ASIT meeting (prior to the pandemic). JM engaged with Jo Cooper from University of Nottingham (Mentors, Silver submission) who visited SHS to present CAC work on 06.06.19. JM and JH also engaged remotely with University of Leeds and KCL AS leads (Silver mentors).	Pandemic prohibited travel so engagement was at SHS in 2019 and then remotely with Leeds and KCL via Teams / telephone.	We engaged with partner Universities throughout COVID-19. Our proportion UG applications from men were sustained: 2018-19 11% (n=285), 2019-20 12% (n=318), 2020-21 12% (n=301) and 2021-22 11% (n=353)
Student data: Numbers of men and women on postgraduate taught degrees						
13	Identify if any gender specific barriers impacting recruitment of men to PGT full time courses.	Number of PGT FT men to exceed sector norms by 2022.	Focus group	Implementation is likely to have been affected by COVID-19, importantly our rates have been sustained throughout this period and are reflective of the proportion on men in the health sciences workforce (around 11%).	Low response to advertised call, multiple strategies used to identify potential students. One volunteer secured but non-show at interview (Nov 2022).	Our PGT men has been sustained, 2019-19 13% (n=51), 2019-20 13% (n=64), 2020-21 13% (n=58) and 2021-2 13% (n=67) & trend of absolute numbers increasing.
14	Review PGT recruitment strategies to promote gender parity and increase the	Increase the number of PGT recruitment events per annum, ensuring representation of men at these events	Student recruitment	We have improved representation of staff members who identify as men at events, and this is ongoing. We use Diversity 200 to ensure marketing materials	PGT recruitment events are centrally dictated with slots for Director of Studies to attend. Therefore, there is a limit to how	Representation of staff who identify as men improved at events and marketing materials use gender neutral language

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	number of men applying.	<p>(e.g., speakers and student ambassadors).</p> <p>Review PGT marketing materials to ensure use of gender-neutral language, gender diversity and intersectionality in imagery.</p> <p>Review study support availability and uptake for PGT students according to gender.</p> <p>Number of PGT men to exceed sector norms by 2022.</p>		<p>use gender neutral language and consider issues around intersectionality.</p> <p>During the previous period rates of men were 16-18% which exceeds the estimated 11% in health sciences workforce (although 68% of the paramedic workforce are men).</p> <p>Recruitment comes via direct contact and information on the website and on reflection we feel more events won't necessarily be the best approach to improve inclusive recruitment.</p>	<p>much the SHS can influence these.</p> <p>Rather, we should continue to focus on the material on our website, e.g., including profiles of people who undertake PGT study within Health Sciences</p> <p>As rates are exceed estimated proportions of men in workforce, we think this is not an area of concern.</p>	<p>and visual representation.</p> <p>Applications from men for all PGT courses are comparatively high compared to the workforce, 2019-19 19% (n=50), 2019-20 28% (n=106, 2020-21 21% (n=90) and 2021-2 21% (n=139) and there is a trend that the absolute numbers are increasing.</p>

15	Review study support available for PGT students and their uptake of this according to gender.	<p>No gender bias in PGT student progression by 2022.</p> <p>No gender bias in the proportion of students increasing or decreasing by intake by 2022.</p> <p>Increase proportion of women progressing to PGT/ PGR by 10% by 2022.</p>	Data collection	Enable student progression	<p>The provision of Personal Tutor support within part and full time PGT programmes has been strengthened. All PGT students are allocated a personal tutor from the start of their programme, and a named programme lead.</p> <p>All students have a group or 1-1 meeting in semester 1, a group or 1-1 meeting in semester 2/3, and yearly an individual flow/planning meeting will be offered, where appropriate to the programme this will be a tripartite meeting with the practice assessor also.</p> <p>Each SurreyLearn (our eLearning platform) module has a student support widget, with links to central university support services, (e.g., library's academic development and writing pages). Additional SHS tailored online-videos available, and every student is also registered to a central programme surrey learn page, focussed on student and study skill support.</p>	Study support is available to all and therefore difficult to capture uptake according to gender.	<p>We have strengthened study support for PGT students at SHS and university level.</p> <p>For PGT programmes with awards, there are no clear patterns in attainment by gender across years with proportions attaining the highest grades varying across years suggestive of gender equity (refer to table in Appendix 2).</p> <p>As of January 2023, we have 7 PGRs who previously studied at Surrey.</p>
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					Our data systems mean it was not possible to determine/track the proportion of women progressing to PGT/PGR by 10% (e.g., issues of GDPR and UGs have many destinations and not all those who go on to further study will stay at UoS for various reasons). So instead in 2022 we began collecting data on the number of PGRs who had previously studied at Surrey.		
Student data: Numbers of men and women on postgraduate research degrees							

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16	Understand what barriers female PGRs (FT and PT) may have faced accessing PGR opportunities and realising career ambitions.	<p>No gender bias in decreasing or increasing PhD student numbers by 2022.</p> <p>Number of female PGR students to increase to 20 students by 2022.</p>	Focus group	Enabling student progression	<p>Actions no longer valid.</p> <p>2022 PGR data shows that of the 33 current PGRs, 29 are female and 4 males, indicating that there is no longer a drop in female PGRs.</p> <p>2021 Post Graduate Research Experience Survey (PRES) showed 80% overall satisfaction with experience of the research degree programme and 95% satisfaction with supervision.</p>	N/A	<p>Action no longer valid.</p> <p>Additionally, UoS has since launched fully funded studentships including project-led, Breaking Barriers (aimed at women in under-represented areas, e.g., data science) and Black British Scholars</p>

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17	Increase number of PhD applications and reverse disproportionate decrease in number of women applicants.	<p>Advertise PhD studentships internally and externally. Provide PGR scholarship for University of Surrey Students.</p> <p>No gender bias in decreasing or increasing PhD student numbers by 2022.</p> <p>Number of female PGR students to increase to 20 students by 2022.</p>	Student Recruitment	Enabling Student Progression	<p>Introduction of the Doctoral College Studentship and wide advertising of this opportunity</p> <p>Advertising of NIHR clinical academic fellowship programme and ICA internship.</p> <p>We now have high numbers of women PGRs which are reflective of the wider health sciences workforce. Our most recent data shows our PGR numbers have increased and women are well represented (2021-22, n= 25/29)</p>	<p>Raising number of FT PGRs is challenging as many students work in clinical practice and healthcare professional students have high number of mature students.</p>	<p>Success of internships and studentships. In 2021, we had three UG interns and by 2022 this had increased to eleven, demonstrating the success and appetite for this programme.</p> <p>In April 2021, 43% of female PGRs were full time. This is just above sector average and is a marked improvement.</p> <p>We have 25 women PGRs (86%) in 2021-22.</p>
Student data: progression pipeline between undergraduate and postgraduate student levels							
18	Collect, review and analyse University of Surrey SHS UG to PG student progression.	University of Surrey UG and PG student progression data available for 4-year period.			<p>Surrey doesn't collect data on UG to PG progression and there is no standard method to collect progression data. Students tend to go into clinical practice rather than continue PG study.</p>	<p>There is no data that tracks student progression as students may go on to study elsewhere.</p> <p>It is Common in healthcare to have a</p>	<p>No apparent concerning trends by gender in progression from UG study at UoS. Current doctoral data on PG and previous study at UoS. Female: 29, Male 4.</p>

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				The Clinical Academic Career potential group is developing processes and guidance to help identify undergraduate students or post registration clinicians undertaking further UG or PG study, including who would benefit from guidance and mentoring from a research active staff member.	period of working in clinical practice prior to further study and to move geographically.	Data also includes whether students were also members of staff.
19	Investigate why fewer women than men are progressing to PGT and PGR courses.	Run women only sessions. Number of female PGR students to increase to 20 students by 2022.	Focus group Enabling student progression	Actions no longer valid.	Focus group was not considered necessary as there is not a consistent gendered distinction over time.	Actions no longer valid. PGR data 2021-22 indicate no gender inequality in uptake of PGR study: 29 female, 4 male.
20	Implement student activities and opportunities to enhance student progression (PGT and PGR) due to declining	Hold PGT workshops to discuss PGR careers, funding streams and opportunities. Appoint PGR role models (1W;1M) and host student	Enabling student progression	We have established a number of initiatives to enhance student progression and now hold several events focused on career development including running an MSc dissertation induction day, career talks, NIHR/future research	On reflection we did not feel that focusing on PGT/R careers in isolation was adequate and we therefore broadened out these events to consider other careers / clinical academic pathways.	Numbers of PGRs grown since the last submission. There are no differences in the awarding of PhDs by gender. In 2021, we had three UG research elective

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	number of students at PGR level with women not progressing as well as men.	workshop annually to discuss how to become a PGR. Provide research electives for UG and PG students to experience potential research careers in health sciences		opportunities, and establishing a clinical academic pathways strategy group led by two senior academics in the School. Sessions on future research careers/pathways now form part of the PGT MSc and Integrated Clinical and Practitioner Academic Programme We have developed a number of online resources: (i) highlights include PhD opportunities/ academic pathways highlighted to MSc dissertation students – Surrey Learn/ Padlet. (ii) an MSc and PhD publication Padlet Two PGR 'role models were interviewed about transition into PGR study and this recording will be made available to UG third years (research for prof practice) and MSc Dissertation students.	The interns have so far all been female and future silver action to ensure we have UG research elective interns representing the demographics of the UG population.	interns and by 2022 this had increased to eleven, demonstrating the success and appetite for this programme.

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				We refreshed our UG research elective programme to experience research in health sciences.			
Academic and research Staff Data: Academic staff by grade, contract function and gender: research-only, teaching and research or teaching only							
21	Staff data collection to include protected characteristics in the future to highlight intersectional bias.	<p>Include all protected characteristics in all future staff data collection exercises, including staff recruitment data to highlight intersectional biases.</p> <p>Data on workforce by protected characteristic available for 4 years of reporting.</p>	Data collection	Ensuring Strategic Oversight	We now invite reporting of all protected characteristics as standard in staff surveys IN SJS including AS and other areas of data collection. Staff now have opportunity to share protected characteristics if they choose to.	Small sample - once analysing data using interactional lens means risk of identifying individuals. People are offered the choice of not providing this information and we don't analyse data with smaller than n=10 numbers.	Protected characteristics such as ethnicity, sexual orientation and caring responsibilities has been included as standard in all culture surveys.
22	Low number of men in research posts. Review and update recruitment strategies to ensure post	<p>Number of men in research only posts to increase by 2 by 2020.</p> <p>Review and update recruitment strategies and extend</p>	Staff recruitment		Between 2014-2017 between 2-3 staff were men. We reviewed and updated SHS website content and staff gender related aspects of recruitment strategies.	Initially in 2019 this action was on hold due to climate of redundancies. Staff recruitment is handled centrally, and we follow the policies for ensuring there isn't	By 2020 4 research only staff were men (an increase of 2), and this figure has remained relatively stable (although staff have left) and in 2022 the number was 3. However, we

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	appeals to all genders	job advertisement routes for all posts to ensure that they use gender neutral language and gender diverse imagery.		<p>Diversity 200 is now implemented at university level to make our recruitment processes more inclusive and staff members are signposted to it whilst completing online information.</p> <p>Considerations include reviewing the job description to ensure appeal to a broad range of candidates, considering use of language, being aware of data in relation to diversity of people across departments to help identify areas where groups are under-represented.</p>	bias arising from decisions etc. Low awareness of Diversity 200, lack of promotion of its use.	have extended our recruitment of entry lecturers and in 2021-22 had 4 men lecturers compared with 1 in 2018-19.
Academic and research Staff Data: Academic and research staff by grade on fixed-term. Open-ended/permanent and zero-hour contracts by gender						

23 and 25	Understand what gender specific factors women may face in research-only posts and consider and implement new ways to share professional development opportunities.	<p>23. Hold research-staff focus group to consider and implement new ways to share professional development opportunities.</p> <p>25. Hold focus group with female Research Staff, including those on permanent and fixed term contracts, to ask what factors determine their career choices and how we can help them realise their ambitions. Gender balance of research-only staff to exceed sector averages by 2022.</p>	Providing staff career development opportunities	Focus group	<p>Research staff focus group was conducted (in 2020/21) regarding development for early career researchers (AP23) and female research staff (AP25); Interviews/ focus groups conducted with 15 participants (6 interviews and 9 in focus groups), including research (n=9) and teaching (n=6) staff.</p> <p>Of the 9 research staff; 7 were women, 6 were ECR & 3 were PT.</p> <p>Of the 6-teaching staff, 5 were women and 3 were PT.</p> <p>We developed a number of recommendations / actions e.g., expansion of our mentorship programme, line manager training, raising awareness and engagement in development opportunities; establishing a culture where protected time to focus on career development is supported, encouragement of mid-point appraisals, paper writing support for ECCs, support for boundary setting (e.g., work life balance guidance). Also highlighted the importance of job security for ECR staff and the need for</p>	Facilitated by ASIT members forming a sub-group to conduct interviews and focus groups.	<p>Report written and slides reporting results presented to SHS and SMT.</p> <p>Recommendations were presented at a roundtable event in November 2021 and prioritised in an online poll to determine ASIT future work.</p> <p>By 2021 4 research only staff were men, and this figure has remained relatively stable (although staff have left) and in 2022 the number was 3. However, we have extended our recruitment of entry lecturers and in 2021-22 had 4 men lecturers compared with 1 in 2018-19.</p>
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					greater balance between life and career/work.		

24	Ensure no gender bias occurs in appointments and salaries	<p>Extend equality and diversity training and support provided to interview panels:</p> <p>Provide HR guidance to the Senior Management Team regarding salary negotiation procedures to ensure fairness and pay parity.</p> <p>Include statement of equality and diversity as well as commitment to AS in all job descriptors and interview panels</p> <p>No gender bias in staff salaries by 2020.</p>	Staff recruitment	Promoting Gender and Equality Policies	<p>It is mandatory for interview panellists must complete the University's face-to-face Unconscious Bias Training and are also supported, step-by-step, via the Diversity 200 Recruitment Campaign which includes a recruitment checklist.</p> <p>We have promoted EDI training through our AS bullets proving links to courses and urging staff to sign up. We have role modelled EDI training completion and 93% of ASIT have completed core EDI course.s</p> <p>Line managers are reminded of the following in relation to salary offers: <i>"Think carefully (...) don't give salary offers that distort 'the balance of pay'. We need to be mindful of the gender pay gap and ethnicity pay gap. Don't ask candidates for their current salary. Judge them on their merits not previous remuneration."</i></p> <p>The following statement is including within all job adverts:</p>	<p>We have had difficulties retrieving accurate training completion data from HR and so have undertaken a survey of staff in SHS to determine who has completed which training. In our survey people said the main barriers to completion were <i>being able to find the time and clashes with other commitments as well as accessibility and waiting list for LGBTQIA training</i></p> <p>In terms of gender bias of salaries, we have completed analysis work with EDI colleagues. There is no statistically significant gender pay gap within FHMS in levels 6 and 7 before adjustment or after adjustment for key socioeconomic and employment covariates, including department by gender</p>	<p>In our survey, 93 % of staff said they had completed diversity in the workplace and introduction to race equality training, 87% unconscious bias and 37% LGBTQIA+ training (harder to access and waiting list).</p> <p>In SAP (SAP4) Target to double the proportion of SHS staff (currently estimated to be 24%) having attended UoS LGBTQIA+ Awareness Training or local SHS training on non-binary and trans issues for staff (designed for teaching focused staff).</p> <p>The UoS has carried out a review of pay scales, as part of the University's Athena Swan Action Plan.</p>
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					<p><i>“The University of Surrey is committed to providing an inclusive environment that offers equal opportunities for all. We place great value on diversity and are seeking to increase the diversity within our community. Therefore, we particularly encourage applications from under-represented groups, such as people from Black, Asian and minority ethnic groups and people with disabilities.”</i></p> <p>The Athena Swan (and Race Charter) logos are included in all adverts.</p>	interaction which was not significant.	
Academic and research Staff Data: Academic leavers by grade and gender full/part-time status							
26	Increase the number of exit interviews undertaken to better understand	25% increase in exit interviews by 2022	Staff recruitment		<p>HR Operations team send an email to Leavers with information ahead of their last day. This includes offering an exit interview and leavers questionnaire. The exit interview wording is below:</p> <p>Exit Interview:</p>	<p>Challenges with officially recording figures to demonstrate we have met this metric.</p> <p>On reflection this action is difficult to manage for the ASIT</p>	Anecdotally we have seen an increase although this has not been measured. We have not been able to collect data on the number of exit interviews. These are requested via email and

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	reasons for staff leaving.			<i>We also provide the option of a face-to-face exit interview conducted usually by an HR Advisor. We offer this option for those staff who have concerns or comments that they feel may need addressing or that HR should be aware of. If you wish to discuss and arrange this, please email HROperations@surrey.ac.uk The exit interview will be confidential and any information which needs to be shared will be presented in an anonymised manner.</i>	and not in control of the ASIT and operates at Faculty HR level. The open-door policy of the ASIT lead and co-lead has resulted in staff sharing issues with then on leaving which have been incorporated into ASIT data and actions.	conducted by an HR Advisor. HR have recently launched a new leavers questionnaire to collate quantitative responses to inform development of collating exit interview data in future.
Key career transition points: academic staff: recruitment						
27	Analysis of staff recruitment by gender to be sent to SMT on a monthly basis. Review of applicant	Data on workforce intersectionality and other protected characteristic available for 4 years of reporting.	Data collection	HR data reviewed by SMT monitored to ensure that there is no bias in success rate of applicants, however this has been superseded by Power BI dashboard.	Power BI development has been a facilitator of this information but focuses on gender. We now link in with wider EDI colleagues to ensure we consider	Target reached. By 2022 43% (89/201) of applicants were men and 57% (112/220) women. Overall, 20% (n=21) of men applicants were shortlisted (53%, n=61

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	transitions to appointment, ensuring no gender biases emerge in the success rate of applicants.	Proportion of male applicants increase by 10% by 2022 (e.g., 2014-17 3-year average of 3%2, increase to 42%). No gender bias in the success of applicants by 2020.		Retention of staff is high in SHS, not considered to be sufficient new joiners to require a monthly update to SMT. In 2016/17 applicants were 63% women (n= 49) and 37% men (n=29).	intersectional issues, but this data is not available to ASIT.	women). Of those shortlisted 86%(n=18) of men and 90% of women (n=55) were interviewed. Of those interviewed 50% (n=9) of men and 58% (n=32) of women were offered the role.
28	Academic male database for interview panels	Create a data base of men who are academics from other Schools/Departments willing and suitable to be on interview panels. 100% of all interview panels will include male representation.	Staff recruitment	This was completed and implemented in 2019 for academic, professional, and technical services teams. The new centralised HR team began updating the 2022/23 staff database in October this year.	Support from HR facilitated this.	Complete- database created and updated regularly with support of HR. 100% of all panels included male representation.
29	100% of interview panel members to receive unconscious bias training.	No gender bias in the recruitment of staff	Staff recruitment	Unconscious bias training is mandatory for all staff. This is checked before someone can join an interview panel.	Keeping track of who has/ hasn't completed training is challenging with HR records incomplete, so we have created our own ASIT survey in 2022 to gather data.	All staff who join interview panels attend unconscious bias training and this is monitored by HR. Recruitment data (Appendix 2, Table 7b) suggests good balance in job offers.

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Supporting and advancing women's careers: Induction						
30	Update staff handbook to better showcase gender and equality opportunity matters	<p>Create e-handbook version. Make available on new faculty intranet page. Review and update annually.</p> <p>Circulate e-handbook to all staff.</p> <p>80% of staff feel that the SHS pays enough attention to gender and equality matters during staff induction in 2020 Staff Culture Survey.</p>	Induction	Communication	<p>E-handbook was launched in 2019 and an updated version is now being approved by the University Executive Board for January 2023. This e-handbook now also includes the maternity check list for staff as well as well as key information on how to access key policies, guidance, and support.</p> <p>The staff survey items were changed from this original item to measure departmental support for gender equality, EDI work recognition in workload models, and application for promotions</p>	<p>Completed before the pandemic.</p> <p>ASCS in 2022 suggests endorsement for relevant items including 75% that department is committed to achieving gender balance in leadership, 54% that EDI work recognition in workload and 56% for promotions and progression.</p>

31	Improve mentoring opportunities available to research staff	<p>Actively promote career mentoring.</p> <p>Provide research mentors with guidance on how they can best support mentees.</p> <p>Integrate mentoring opportunities into 'Staff Professional Opportunities leaflet'.</p> <p>10% increase in the number of SHS staff mentors. 100% of mentors to attend workshop.</p>	Induction	Providing staff career development opportunities	<p>We have a well-established mentoring programme for research active staff within the School. Staff members are allocated a research expert mentor to support them with their research career progression. This mentoring programme has been held up as a beacon for other Schools within the faculty and wider university.</p> <p>We also conducted some work to explore wider mentoring opportunities for staff following results of the focus groups we held for Action Point 23 and 25. 37/54 research staff have mentors (all those who have requested when invited) with all mentors and mentees provided with training resources.</p> <p>For those focused on a teaching track, the main route to mentoring is through the allocation of a Senior Colleague when a staff member joins and is on probation. We will build on this work and explore more official routes to mentorship for all staff within the school (silver actions 17-19). SMT</p>		<p>Survey Staff 2021 results (including all staff) indicated that 60% agrees that School provides 'useful mentoring opportunities' and by 2022 this had increased to 75%.</p> <p>Data from focus groups with ECRs revealed that mentorship programme was seen to offer them the opportunity to benefit from the experience of others on similar routes.</p>
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					<p>are supportive of extending this work.</p> <p>Finally, both mentors and line managers are formally trained on how to best facilitate discussions to support and advise all staff on career progression issues. This is promoted as part of the mid-year appraisal process.</p>		
Supporting and advancing women's careers: Promotion							
32	Put in place new activities and process to showcase promotion opportunities and procedures.	<p>Deliver 'Demystifying promotions' workshop for staff.</p> <p>Provide training for line managers on criteria for promotion and how to support staff through the promotions process.</p> <p>Ensure promotion is discussed at every appraisal.</p>	Providing staff career development opportunities		<p>A Demystifying promotions workshop or all research and teaching staff is held annually prior to each promotion round. ASIT team requested promotions workshop to be held on different days of the week to support part time staff and to be a webinar and recorded so that staff could watch anonymously, which has been supported.</p> <p>All line managers have attended line managers</p>	Overall sessions have been well received and HR were responsive to our feedback (via the ASIT HR associate member) to offer live sessions on different days to facilitate attendance of part-time staff and provide a recording of the sessions freely available.	Most recent data shows that in 2022, 15 SHS staff attended these sessions (11 female, 4 male) and in 2023 24 SHS staff attended (19 female, 7 males). In additions recordings of live sessions (presenter only, not audience) are made available to all staff after the live sessions.

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		90% of staff clear regarding promotion criteria by 2020.		<p>training development programme 2022-23.</p> <p>Professional and Technical Services staff received a specifically tailored Personal Development Week. Training sessions included an introduction to personal development at the University, health and wellbeing, technical skills (e.g., 'demystifying Excel'), mindfulness and resilience training and personal skills as well as protected time for self-directed study. The week also included C-me (LINK) profiling sessions led by HR Business Partner.</p> <p>The appraisal process is currently under review, but the document includes a section on 'planning ahead' to facilitate discussion of future plans, associated development needs and potential (including promotion).</p>		<p>Over 100 Professional and Technical Services colleagues attend at least one event during the Personal Development Week and feedback was overwhelmingly positive. We now plan to hold a similar initiative every year.</p> <p>On reflection our target of 90% was unrealistically ambitious, but we have seen marked improvement. In the 2021 and 2022 culture surveys around 60% of staff reported understanding the promotions process, up from 43% in 2018, more than a 20% percentage point change.</p>

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Supporting and advancing women’s careers: Department submissions to the Research Excellence Framework (REF)						
33	No gender bias in staff receiving bid support.	<p>Conduct quarterly review of bid clinic panels and attendance by gender, ensuring no gender disparity emergencies in staff accessing this support.</p> <p>Track bid clinic panels and attendance by gender for review annually</p>	Data Collection	Bid clinics have been superseded by a formal grant peer review process, which is mandated for all externally submitted bids. We also offer opportunity to early career colleagues to be involved in the process to gain experience of providing peer review.	Bid review is facilitated by clusters of research and teaching expertise. It’s not possible to have gender disparity in bid review as the process is mandated for all staff.	No gender bias in staff receiving bid support.
34	No gender bias in staff receiving unsuccessful bid support	Strengthen bid development within “bid clinics” for researchers to reflect on unsuccessful bids with research leaders and peers with the objective of improving bid success.	Data collection	Bid clinics have been superseded by opportunity to reflect on unsuccessful bids in cluster team meetings and wider roundtables arranged at an all-school level.	Bid review is facilitated by clusters of research and teaching expertise. It’s not possible to have gender disparity in bid review as the process is mandated for all staff.	No gender bias in staff receiving bid support.

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Career development: academic staff: training						
35	No gender bias in applications for training sessions funded through the SHS Staff Development Group	Annually review staff uptake of training sessions funded through the SHS Staff Development Group by gender, taking action to address any gender bias. No gender bias in staff accessing training.	Data Collection	Since 2018/19 there have been 64 applications to the staff development fund with no evidence of gender bias in applications, being reflective of the gender balance of the workforce (range 76-100% female across all years).		No gender bias in staff applications or funding of staff development.
Career development: academic staff: Appraisal/ development						
36	Implement additional SHS appraisal process to improve support provided by appraisers.	Put in place an anonymous reporting procedure for appraisers to report any concerns regarding career development opportunities to SMT. 100%-line managers to complete appraising effectively training.	Appraisal and data collection	In our focus groups and interviews, overall people felt the appraisal process was supportive, and staff found it helpful to have an opportunity to “touch base and get feedback and plan”. Anonymous staff suggestion box established with an anonymous online form that staff can submit and all content goes to the next Senior Management Team	The pandemic reduced training opportunities as staff focus was on delivering training to the NHS; on pandemic research and on revising the curriculum and developing online teaching.	In 2022, 68% of staff agreed they received useful feedback on career development through performance reviews and 87% agreed their line manager supported their career development. During the review period, 95 people completed appraisal training (66

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		<p>Conduct focus group to understand how we can make the appraisal process more helpful to staff,</p> <p>Conduct focus group to understand how we can make the appraisal process more helpful to staff.</p> <p>90% of staff agree that School provides staff with useful appraisal by 2020 staff survey.</p>		<p>meeting (held monthly) to be reviewed.</p> <p>We conducted interviews/focus groups with 15 staff in SHS between Dec 2020 and 2021 to explore how to make the appraisal process more helpful to staff and developed actions</p>		<p>female, 29 male). All manager within the SHS also attended bespoke 6-month line manager training programme which incorporated effective appraisals.</p>
Career development: academic staff Support given to academic staff for career progression						
37	Better understand career development needs of part time staff	<p>Conduct focus group with part time staff to understand their career development needs.</p> <p>80% of staff feel that staff who work part time are offered the same career</p>	Focus group	<p>Focus groups/interviews conducted with part time staff to explore career development needs: We conducted interviews/focus groups with 15 staff in SHS between Dec 2020 and 2021; 6 were part time (3 part time researchers, 3 part time teaching staff).</p>	<p>Facilitated by ASIT members forming a sub-group to conduct interviews and focus groups.</p> <p>Our focus groups and Round Table events revealed that the challenges of COVID-19 meant that many</p>	<p>Report written and slides reporting results presented to SHS and SMT.</p> <p>Recommendations were presented at a roundtable event in November 2021 and prioritised in an online</p>

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		development opportunities as full time staff by the Staff Culture Survey in 2020.		In the 2018 survey 51% of staff agreed that those who worked part time had the same career development opportunities as full-time staff.	staff found it challenging to prioritise career development- this was a particular issue for part-time staff, ECRs and staff on fixed-term contract.	poll to determine ASIT future work. In 2021 53% of staff agreed that those who worked part time had the same career development opportunities as full-time staff and by 2022 this had increased to 66%. This continues to be a priority for our silver action plan (silver actions 1,15,17,34).

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38	Promote training and funding schemes to staff	<p>List opportunities on staff intranet site and add to 'Staff Development Support booklet' and staff e-handbook.</p> <p>Annually review staff uptake of training and funding schemes and consider gender.</p> <p>No gender bias in staff accessing training and bid clinic sessions. Take action to address any instances of gender bias or disparity.</p>	Data collection	Providing staff career development opportunities	<p>Staff can access current information on relevant funding schemes using PIVOT-RP (https://pivot.proquest.com/). Pivot-RP is a power tool that provides access to the most comprehensive global source of funding opportunities.</p> <p>The ASIT promote training (especially in EDI) in their summary bullet points.</p> <p>Bid clinics were superseded by a formal grant peer review process, mandated for all externally submitted bids. We also offer opportunity to early career colleagues to be involved in the process to gain experience of providing peer review.</p>	<p>The pandemic reduced training opportunities as staff focus was on delivering training of the NHS; on pandemic research and on revising the curriculum and developing online teaching.</p> <p>Bid review is facilitated by clusters of research and teaching expertise. It's not possible to have gender disparity in bid review as the process is mandated for all staff.</p> <p>Training is often mandatory (e.g., line manager training) or offered to all staff and access to staff development fund open to all therefore reducing gender equity of access issues.</p>	<p>Three (SHS education focused colleagues all women) were successful in securing 2021/22 seed funding.</p> <p>In the 2022 survey 64% of part-time staff agreed that part time staff were offered the same career development opportunities as full-time staff.</p>

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39	Improve progress of teaching-only staff to Principal Teaching Fellow posts.	Conduct annual workshop for teaching only staff to discuss routes principal teaching fellow posts. 2 Principal Teaching Fellow in place by 2022.	Providing staff career development opportunities		This has been superseded by the promotions workshop which is for all staff. Note: all titles are now unified so lecturers (teaching focus) or Lecturers (research and teaching focus).		The metric of 2 principal teaching fellows in place by 2022 was exceeded. There were no differences in promotion success rate by gender (Appendix Table x)
40	Develop "Career Development Support" leaflet.	Integrate into e-handbook. Integrate into intranet site.	Providing staff career development	Communication	No action required. This has been superseded by staff e-book and career development pages on website.		No action required.
Career development: academic staff: Support given to students (at any level) for academic career progression							
41	Increase uptake and success in research fellowships - particularly improving women's success.	Review support and guidance given to individuals interested in research fellowships and electives. Improve processes as required. Track student uptake of	Enabling student progression		SHS was a University leader in the support we provided in terms of peer review, mentor / PI support with writing fellowships and support with mock interviews etc. This was then adopted by the Fellowship academy drawing on our best practice.		2022 PGR data shows that of the 33 current PGRs, 29 are female and 4 males, indicating that there is no longer a drop in female PGRs. There have been two NIHR fellowships (male and female) and 13 fully

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		<p>research fellowships and electives by gender, taking action where required.</p> <p>No gender bias in the student uptake of research electives by 2020.</p> <p>Female PGR registration to increase by 10% by 2022.</p>		<p>We have also been closely aligned with the Research Design Service – especially and we have promoted this extra support and received good support from them.</p>		<p>funded PHD fellowships (12 female).</p> <p>During this period, we have had three academics (all female, including one ECR) awarded externally funded fellowships, two Applied Research Collaboration Kent, Surrey, and Sussex fellowships (both women) and a successful UoS Future Fellows award (male).</p>
Flexible working and managing career breaks: Cover and support for maternity and adoption leave: before leave						
42	<p>Improve staff understanding and access to maternity, paternity, shared parental leave and adoption policies</p>	<p>90% of staff in 2020 staff culture survey agree that the School makes gender related policies clear to them.</p> <p>100% of staff on maternity leave to be offered kit days by their line managers.</p>		<p>The objectives around the staff surveys were not well specified- because the baseline was low (28%) it was statistically unlikely we would achieve an ambitious 60% change.</p> <p>E-handbook created and University webpages re KIT</p>	<p>Raising awareness of KIT days has improved uptake (e.g., line manager conversations and ASIT promotion of KIT days).</p>	<p>In 2021, 61% (39/64) of staff strongly agreed/agreed that they were kept informed about gender equality matters, representing a +154 percent change / 33 percentage- point increase).</p>

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		Create checklist/ flowchart regarding processes and integrate into staff e-handbook. Increase training uptake for line managers regarding gender awareness issues (maternity/ paternity leave and better understanding of use of KIT days etc).		days and maternity leave policies updated. We had significant success in changing university policy to ensure staff on Fixed term contracts were able to receive full maternity pay even when they had not job to return to. In 2017/18 only 1/5 eligible people took KIT days and number of days taken was 7. We have also seen increased promotion and uptake of KIT days.		Overall strong improvements in the uptake and number of KIT days. For example, in 2019/20 all 3 eligible, in 2020/1 all 2 eligible and in 2021/22 1 of 3 eligible people took KIT days. Number of days taken each academic year ranged from 10-16 during this same period (Appendix 2.12).
Cover and support for maternity and adoption leave: during leave						

43	Develop a family friendly page on the faculty Intranet with links to equality and diversity policies, opportunities and updates.	90% of staff in 2021 staff culture survey agree that the School makes gender related policies clear to them.	Promoting gender and equality policies	Communication	<p>The objectives around the staff surveys were not well specified- because the baseline was low (28%) it was statistically unlikely we would achieve an ambitious 60% change.</p> <p>Web page not developed By SHS as superseded by University HR webpages for staff with families. We have a Family Friendly Policies section in our HR policies page which includes Maternity Policy, Paternity Policy, Adoption, Foster to Adopt and Surrogacy Policy, Shared Parental Leave, Parental Leave Policy. EDI toolkit also references a Return-to-Work A-Z. Staff members can join the nursery salary sacrifice scheme through anew benefits platform.</p> <p>MS Teams pages were also created and used throughout COVID-19 for staff supporting families at home and home schooling.</p>		In 2021, 61% (39/64) of staff strongly agreed/agreed that they were kept informed about gender equality matters, representing a +154 percent change / 33 percentage- point increase).
Flexible working and managing career breaks: Cover and support for maternity and adoption leave: returning to work							

Table 2. Progress against the previously identified Bronze Action Plan including detailed RAG rating						
Action	Overall Objective (Bronze)	SMART Objectives	Type of activity	Reflection on action/ implementation	Barriers/Facilitators (What helped or hindered the BRONZE action happening) and steps taken	Success measure BRONZE (RAG code and data demonstrating success)
44	Annually collect and analyse data of staff uptake of compressed hours.	Data on staff uptake of compressed hours available for 4-year period. No gender bias in staff uptake of compressed hour by 2020. MC said Currently more men have compressed hours than women for childcare reasons.	Data Collection	There is a new section directing staff to this information online in the handbook for 2022/23. We will ask HR to provide this data.	Potential barrier is lack of awareness in line managers. This will be addressed as part of the line management training. We found this was often arranged in agreement with line managers and they provided more timely/accurate data.	Since 2018 we have had 14 colleagues in various roles/grades working compressed hours including 11 female members of staff.
Culture						
45	Deliver workshop for all staff on collegiate culture and Athena Swan.	80% of all staff to agree that they had never experienced a situation where they felt uncomfortable because of their gender at work in 2020 Staff Culture Survey. 100% staff attendance at workshops.	Training	Good communication regarding AS – presenting at all staff meetings; standing items in cluster, SMT and research executive meetings for example, running the roundtable planning and prioritising workshop; sharing AS bullet points and meeting with students regarding AS purpose on regular basis.	On reflection 100% attendance at workshops was not achievable especially since March 2020 COVID-19 pandemic and remote working and work intensification, but by regularly presenting AS issues at the all staff meeting we tried to reach all staff together with email bullet points to all staff.	Presented at all staff meetings annually. AS Round table workshop in November 2021 where focus group data shared, and prioritisation of actions agreed. In 2021 survey 89% of staff agreed they had never experienced a situation where they felt uncomfortable because of their gender at work.

Table 2. Progress against the previously identified Bronze Action Plan including detailed RAG rating						
Action	Overall Objective (Bronze)	SMART Objectives	Type of activity	Reflection on action/ implementation	Barriers/Facilitators (What helped or hindered the BRONZE action happening) and steps taken	Success measure BRONZE (RAG code and data demonstrating success)
						In 2022 for a similar item this was 90%.
46	Ensure all SHS professional services staff are included in SHS email lists to ensure they receive AS related information and updates.	100% of professional services staff to receive ASIT communication.	Communication	This was completed in 2019. The team also receive full AS School and faculty related updates from the Director of Faculty Operations and Head of Faculty Services and Projects via all staff and team meetings.	In addition, professional services staff are now represented on ASIT and received ASIT bullet points and are at all staff meetings.	Completed and under ongoing review with new starters.
Organisation and culture: Representation of men and women on committees						
47	Develop opportunities to enable all genders to have committee leadership roles- introduce committee chairs and co-chairs- review annually and committee membership by gender and raise	Develop opportunities to enable all genders to have committee leadership roles. Introduce SHS committee cochairs and recruit to posts. Annually review and analyse SHS committee memberships	Providing staff career development opportunities	Opportunities to co-chair cluster and theme meetings have been circulated and will form part of the research strategy going forwards. We created a deputy / co-lead in ASIT. We have also created deputy module leads for some modules. Committee membership vacancy opportunities are circulated to all staff (including professional services?) across the School		We demonstrate representation of different genders on committees at various levels within the School. For example, in terms of male representation (in an 80% female workforce): Sam Hillage (Professional Services Manager) sits on SMT Anand Ahankari (Lecturer) sits on the Ops

Table 2. Progress against the previously identified Bronze Action Plan including detailed RAG rating						
Action	Overall Objective (Bronze)	SMART Objectives	Type of activity	Reflection on action/ implementation	Barriers/Facilitators (What helped or hindered the BRONZE action happening) and steps taken	Success measure BRONZE (RAG code and data demonstrating success)
	awareness of membership opportunities.	(internal and external) by gender. Raise awareness of committee membership vacancies to staff.		and we monitor uptake by gender. Monitor male attendance and engagement at Athena swan meetings. ER to explore male attendance at Research Executive meeting.		board and ethics committee, Robert Kerrison (Lecturer) sits on Athena Swan and Richard Green and Justin Aunger?) sits on research exec as an ECR rep.
Participation on influential external committees						
48	Introduce Nominations Panel for external committee membership.	No gender bias in the number of staff on prestigious external committees.	Providing staff career development opportunities	No action required. 1.1. <ul style="list-style-type: none"> Superseded as SMT manages and discuss with line managers and circulate opportunities. Opportunities for external panels circulated to all staff and line managers aware and encourage staff to do this. 	N/A	No action required. Number of panels – monitored and EOI to all.
Managing workloads						
49	Provide staff quarterly updates regarding progress made	80% of staff agree that workload adequately accounted for their workload by 2020.	Communication	No action required. On reflection an 80% SMART objective agreement is a stretch target and given the challenges with workload	Due to the change in workload model, the 2021 item was revised to “I can influence planning and decisions about my own	The new model was launched so this item was not relevant after 2021.

Table 2. Progress against the previously identified Bronze Action Plan including detailed RAG rating						
Action	Overall Objective (Bronze)	SMART Objectives	Type of activity	Reflection on action/ implementation	Barriers/Facilitators (What helped or hindered the BRONZE action happening) and steps taken	Success measure BRONZE (RAG code and data demonstrating success)
	on workload model.			<p>models in all HEIS unlikely to be achieved as phrased.</p> <p>New model launched in 2019 and annual updates are provided to all staff prior to starting the process every year.</p> <p>The University is currently working on reviewing the effectiveness of the current model and implementing improvements for the 2023 calendar year.</p> <p>The Faculty Athena SWAN Coordinator will work in conjunction with the Head of School to ensure process changes are effectively delivered to academic staff across the School.</p>	workload” and the transformed ASCS wording adopted in 2022 “Workload in my department is allocated fairly”	In 2021 55% (35/64) of staff agreed they could influence planning and decisions about their own workload. In 2022 55% (n=47/76) of staff agreed workload was allocated fairly in the SHS. Broader issues around work-life have been incorporated into our Silver Action Plan.
Organisation and culture: Timing of departmental meetings and social gatherings						

Table 2. Progress against the previously identified Bronze Action Plan including detailed RAG rating							
Action	Overall Objective (Bronze)	SMART Objectives	Type of activity		Reflection on action/ implementation	Barriers/Facilitators (What helped or hindered the BRONZE action happening) and steps taken	Success measure BRONZE (RAG code and data demonstrating success)
50	Circulate staff (inclusive of professional services teams) reminder regarding core hours.	90% of staff agree that SHS meetings happen in core hours in 2020 staff culture survey.	Promoting gender and equality policies	Communication	<p>On reflection the 90% objective was a huge stretch target and very difficult to achieve. All staff meetings and core meetings conducted in core hours. Development and circulation of the work-life balance guidance and launch of guidance in 2022 includes core hours guidance (core hours stated as 10.00am to 4.00pm). All shared in ASIT bullets and all staff meetings.</p> <p>In the 2018 survey 76% of staff agreed SHS meetings happen in core hours in 2020 increasing to 79% in 2022.</p>	The pandemic with its intense impact on staff work-life balance and work intensification help focus attention on core hours and work boundaries. However, the also provided significant challenges as all staff were working harder and often out of core hours and needed to find times to connect remotely rather than meeting people ad hoc in the office.	In the 2021 survey 61% (3/64) of people agreed that meetings were completed in core hours and by 2022 for an equivalent item (transformed agenda core survey) 79% (59/76) of people agreed representing a shift back to pre-pandemic levels. Broader issues around work-life balance have been incorporated into our Silver Action Plan.
Organisation and culture: Visibility of role models							
51	Monitor and annually analyse external and internal speakers by gender taking action to ensure	No gender bias in speaker selection and representation.	Data collection		We proactively monitor invitation of external speakers by gender and promote the inclusion of speakers from a wide range of socio-demographic backgrounds.	Challenge of balancing drive to ensure gender balance vs. ensuring external speakers reflect the socio-demographics of disciplines within Health Sciences.	Current figures show that from 2019-2022 the total number of female external speakers is n=19 (75%) and n=6 (25%) male speakers.

Table 2. Progress against the previously identified Bronze Action Plan including detailed RAG rating						
Action	Overall Objective (Bronze)	SMART Objectives	Type of activity	Reflection on action/ implementation	Barriers/Facilitators (What helped or hindered the BRONZE action happening) and steps taken	Success measure BRONZE (RAG code and data demonstrating success)
	no unconscious bias emerges.					Including all speakers these figures were n= 39 (81%) women and= 9 (19%) men. Considering the Health Sciences workforce this is suggestive of a good gender balance.
Organisation and culture: Outreach activities						
52	Collect and analyse data on gender balance of outreach activity delegates and provide more male role models at outreach events to promote the role of men in healthcare professions.	Improved representation of men. Number of UG male applicants to exceed sector norms by 2022.	Student Recruitment	Similar to Action 10-11, focus groups revealed some relevant issues. In response to the focus group findings, several changes to the marketing materials and outreach events.		Several changes were also made to the SHS's recruitment and open day policy, including the presence of at least one male staff or student representative at each Open Day. A log of the gender representation at each Open Day has also been implemented for monitoring purposes. Our proportion UG applications from men were sustained during the review period: 2018-19 11% (n=285), 2019-20 12% (n=318), 2020-21 12% (n=301) and

Table 2. Progress against the previously identified Bronze Action Plan including detailed RAG rating						
Action	Overall Objective (Bronze)	SMART Objectives	Type of activity	Reflection on action/ implementation	Barriers/Facilitators (What helped or hindered the BRONZE action happening) and steps taken	Success measure BRONZE (RAG code and <u>data</u> demonstrating success)
						2021-22 11% (n=353), and the absolute number increased.

2. Evaluating success against department's key priorities

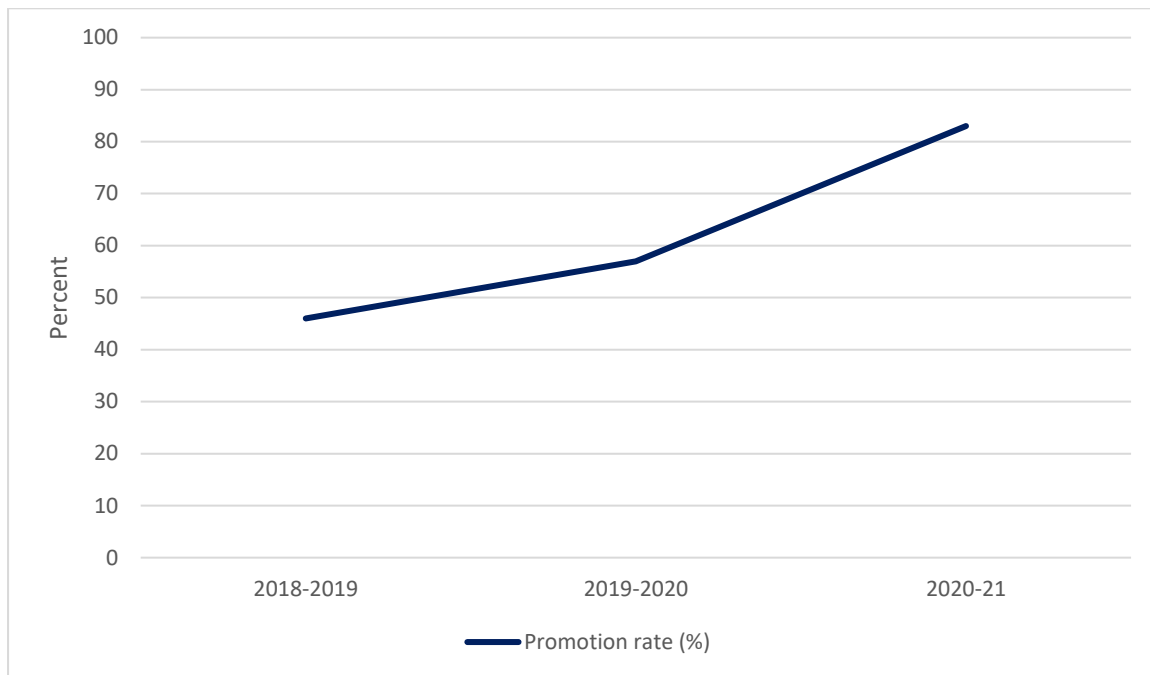
Our key achievements have been in career progression and support for women including a significant maternity leave policy change across the university initiated by our ASIT and our focus on fixed term contract, part-time staff and those with caring responsibilities. Further achievements include the impact of our comprehensive review of student recruitment strategies, and the attention paid to staff wellbeing and work-life balance issues.

Career progression and support for women

Promotion (BAP)

We have made progress in promotion attainment for women and have made sure promotion talks are available on different days of the week and are recorded for those who are unable to attend (previously part-time workers were disadvantaged). At a university level, the application forms and processes have been simplified with detailed guidance available on the staff intranet which has been refined each year in response to staff feedback. The SHS Head of School and former ASIT Chair (MC) has continued to lead on this action. Our progress in this area is evidenced in our data which demonstrate a trajectory of improvement. In the previous submission period only 4 colleagues had applied for promotion, and none had been successful. Since 2018 our SHS academic promotion success rate has continually increased from 36% (4/11) at the start of our changes in 2018-19 to 90% (9/10) in 2020-21 (**Figure 10** and see Appendix 2, Table 9 for detailed data). The 2021 ASCS found 60% of respondents agreed that they understood the promotion process (we are unable to provide a breakdown by gender in 2021 due to data disclosure issues). However, we have noted the 2022 ASCS which included the transformed agenda core items (**Appendix 1**) a higher proportion of women compared with men (57% and 45%, respectively) agreed with the statement that decisions about promotion are made fairly. Although, because only 11 respondents identified as men, it is difficult to interpret this 12-point percentage difference and therefore we will explore this further as part of our silver action plan.

Figure 10. SHS overall promotion rate since submission



Parental Leave success (Bronze action 42)

One key success achieved by our ASIT is in **parental leave equality for staff on fixed terms contracts**. This is a key example of where our work has changed University policy. It was brought to our attention by a colleague, Dr Carys Banks, that while staff on fixed term contracts may be eligible for enhanced maternity leave (paid leave in addition to statutory maternity pay), this only applied in reality if they had a job to return to. If a fixed term contract expired during the leave period, staff would not have a job to come back to and would be required to pay the money back; thus, they were effectively ineligible for enhanced payments.

We gathered maternity leave policies from King's, Leeds and Edinburgh to demonstrate that other universities had waived the need to have a job to return to and therefore the need to pay any money back. We worked closely with colleagues in HR and in the EDI University team and the parental leave policy change was agreed in May 2021 by the University Executive Board creating a new fairer policy for the University of Surrey. Dr Banks (seen below with her son Henri) spoke of the impact of this on her life at our ASIT meeting in December 2021 (**Figure 11**) and will be representing SHS at the University-wide Athena Swan symposium in May 2023.

Figure 11. Parental leave success: Dr Carys Banks and son Henri



In addition, through our ASITs involvement in UoS wide-strategy and policy, we have been able to incorporate the recent decision to remove any qualifying period for maternity leave into our SAP (SAP11).

SAP2 (11): Launch a communication campaign to raise awareness of UoS new maternity leave policy removing qualifying period for maternity leave.

Further, through our open-door policy, we were alerted to inequity in the UoS maternity leave procedures for PGRs (PhD students). UoS procedures required PGRs taking maternity, or any parental/adoption leave, to apply for temporary withdrawal (TW). Furthermore, gendered language of the associated procedures/regulations suggested that becoming a parent was equivalent to having ill-health or unfortunate personal circumstances. Additionally, policy stated that TW was usually only 12-months in aggregate, so although in practice maternity/parental/adoption leave was always granted, the wording of the policy caused unnecessary stress for PGRs. We worked closely with the Faculty Research Committee and EDI to change the policy and procedures (for the benefit of PGRs

across UoS), so that PGRs can instead apply for appropriate parental leave rather than TW.

Mentorship and scholarly activity support

We have continued to develop our mentorship programmes for staff – with all research active staff receiving access to either an internal or external mentor (or both). We held mentorship training sessions in 2018 (external trainer) for all research active staff and organised further mentor training (virtually) in 2021 open to all staff and post graduate students, run for us by the doctoral college. Our focus groups with staff indicated both formal and informal mentorship is highly valued by staff for career development and guidance. Staff identified mentorship as *'desirable'*, *'powerful'* and *'valued'*, with external as well as SHS internal mentorship and coaching seen as valuable. The need to continue to raise awareness of mentorship opportunities, particularly with new staff was considered key and was acted upon (e.g., including in induction checklist and flagged with line managers). All members of research staff have been offered mentorship and 98% (39/40) excluding professors, have requested and have one. However, not all teaching-only staff have had this offer/provision; we continue to support the development of mentorship programmes for teaching staff and are working towards research mentors for teaching staff and vice versa to better integrate teaching and research (SAP 34-35).

Fixed term staff retention

Uniquely we have had four permanent research fellow posts in SHS for over 5 years providing job security for these staff. Over the same period 2018-2023, we have retained 100% of those research fellows/assistants (n=14) who wanted to stay in SHS following their contract end, by maintaining a database of research fellows employed on fixed term projects accessible to PIs to recruit from within for new projects. Further, five have secured permanent contracts within the SHS or wider Faculty. Additionally, one has secured a funded doctoral fellowship, and another a post-doc fellowship lending them stability for the present.

We developed a lone worker safety policy for all research staff and PhD students, although women, trans and non-binary colleagues may be particularly affected. We also developed a policy outlining the principles to support fair treatment of

researchers within the School of Health Sciences (75% of researchers identify as women in 2022) (see **Appendix 2** Table 3.a). This incorporates five principles including fair representation in publications and grants and professional development time (advocating for access to a minimum of 10 days pro rata, per year), and was circulated to all line managers and to all staff via ASIT meeting bullet points.

Wellbeing and work-life (W-L) balance

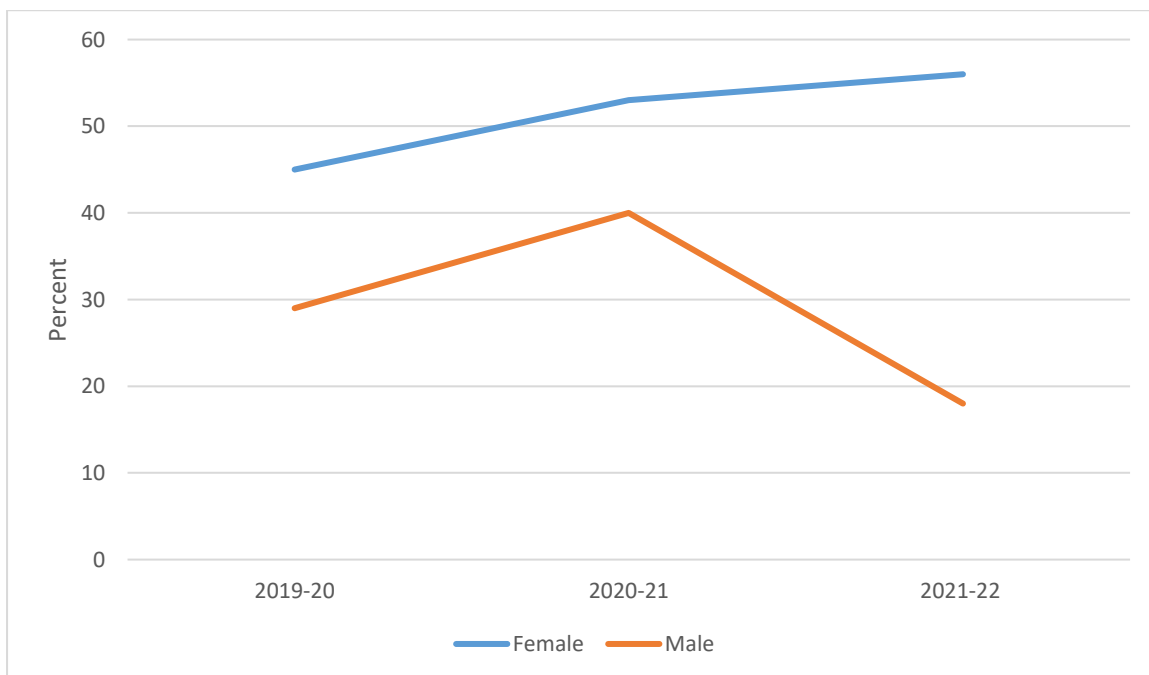
As indicated above the COVID-19 pandemic has had a considerable deleterious effect on the working lives of our staff and on our student needs, but has also provided some positives, supporting hybrid and flexible working. To create a conducive working culture for all staff (but particularly for part-time staff and those with caring responsibilities; predominantly women in our school), a greater focus on staff wellbeing was required. In response, we introduced monthly Schwartz Rounds for all staff and students in 2019 (reflective safe group spaces to reflect on the social, emotional and ethical aspects of work with colleagues). Staff wellbeing and W-L balance continue to be a challenge and the wellbeing measures we introduced in our ASCS in 2021 show marginal improvements in terms of psychological well-being and improvement in work life balance from 2012-2022 (**Appendix 1**). We will continue to monitor this in the coming years (SAP1-2). We have also held an annual staff wellbeing event to allow staff to take time to focus on their wellbeing. We developed a work-life balance strategy, identifying for example core hours and rotating days for meetings, delay send for emails and encouragement not to work on non-workdays for part-time staff or holiday leave which was launched at the wellbeing day in September 2022.

Men in Health Sciences

Examining our academic staff data (Appendix 2, Tables 7a-b) we note an increase in applications by those who identify as men from 30.1% in 2019-20 to 43.8% in 2021-22. However, this has not translated to a sustained increases in shortlisting of men; proportions were 45.3% of female and 29.2% of male applicants in 2019-20, rising to 53.3% of female and 39.5% of male applicants in 2020—21, and then 54.5% of female and 18.0% of male applicants in 2021-22 (Figure 12). Due to this considerable drop in the proportion of men shortlisted during 2021-22 we will monitor

these figures and review annually as part of our annual awayday and formulate further actions as required (SAP 41). It remains unclear if the 2021-22 data (Figure 12) represents an anomaly or an underlying trend. Furthermore, the cause remains unclear. While our shortlisting requires applicants to meet pre-defined criteria, one interpretation (backed by reported shortlisting experience) suggests insufficiently qualified males are applying despite not meeting our objective criteria (also observed in other sectors). For example, we receive international applications from men with a laboratory science or engineering background to work on a healthcare qualitative research project without any relevant qualifications or experience (such speculative applications are reportedly less frequently received from women). Indeed, we find no discernible gender differences between the job offer rate for those interviewed (Appendix 2, Table 7.b) Our annual monitoring of shortlisting of male applicants we will ask our ASIT HR representative to report any apparent HR data themes to account for any differences in shortlisting by gender, so we can formulate mitigating actions (SAP 41).

Figure 12 Shortlisting rate by gender (2019-22)



However, men are well represented in SHS compared to national averages (20.4% of academic workforce are male compared to NMC estimates of 10.8%, although not

all our academic workforce are NMC registrants). Additionally, wider literature indicates that male career progression in nursing (as with other traditionally female dominated professions) is at a faster rate than female peers. These patterns are not replicated in SHS (Appendix 2, Table 9a).

Although 100% of professional services staff are female, we frequently work closely with several male professional services colleagues (including an SMT member), but we have not included them in this assessment because whilst co-located, they are not directly employed by SHS.

Importantly UoS have institutional wide procedures to help ensure selection processes are fair and equitable. Examples include:

- Ensuring all interview panel members have completed face to face Anti-Bias training and unconscious bias e-learning. .
- Ensuring diverse gender representation on shortlisting/interview panels,
- Ensuring specific interview panel requirements at each grade/employment category (e.g., Professorial representation from other faculties for Senior Lecturer/Associate Professor roles).
- Implementation of our diversity 200 checklist e.g. – reviewing the job description/advert, i.e., not reflecting gender/other stereotypes.

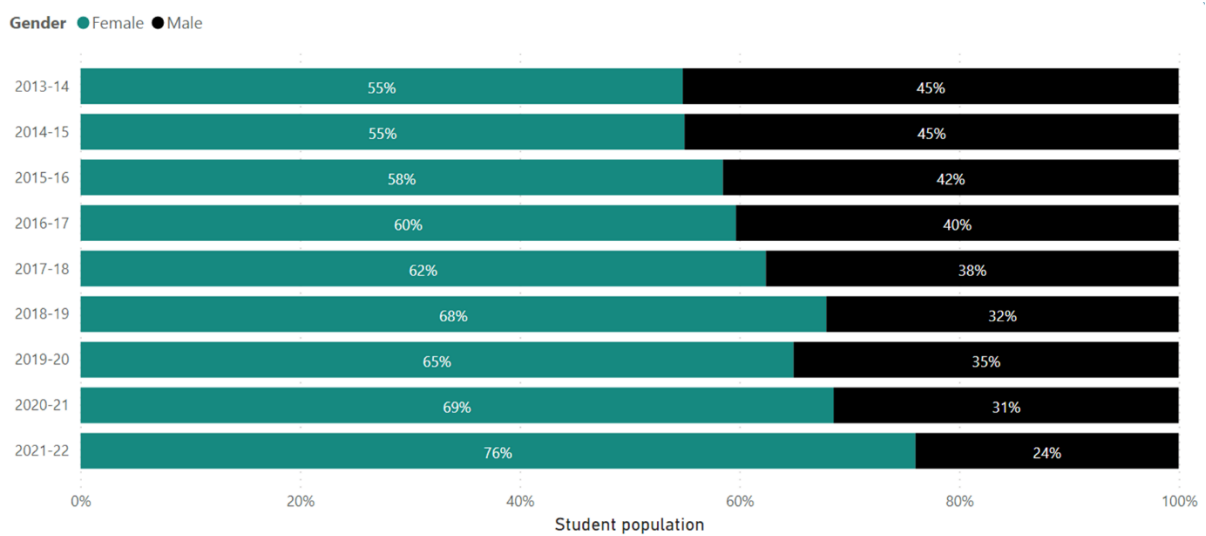
We have also identified priorities which address some of the barriers men might face in the workplace (e.g., SAP2 and 11, increase awareness/uptake of parental leave; SAP6 exploring unprofessional conduct issues in greater depth). We have also greatly improved the diversity of representation in images on our website and marketing materials and will extend this work (SAP22 recruitment of men).

Examining the UG student data the overall proportion of men has dropped from a peak of 15% male in 2016-17 to a low of 7% in 2021-22 (Appendix 2, chart 1.2c). Whilst we are concerned about this apparent drop, this must be contextualised in an observed rise in male student recruitment nationally prior to this period (thought to be influenced by nationally funded NHS at 70 years campaigns), and a nationwide drop in applications post COVID-19. Furthermore, sub-group analysis suggests that whilst overall the proportion of males in SHS has dropped, this may largely be driven by shifts in the paramedic science programme; now recruiting a higher proportion of female applicants. This has increased 40% in the last 10-years from 55% (2013-14)

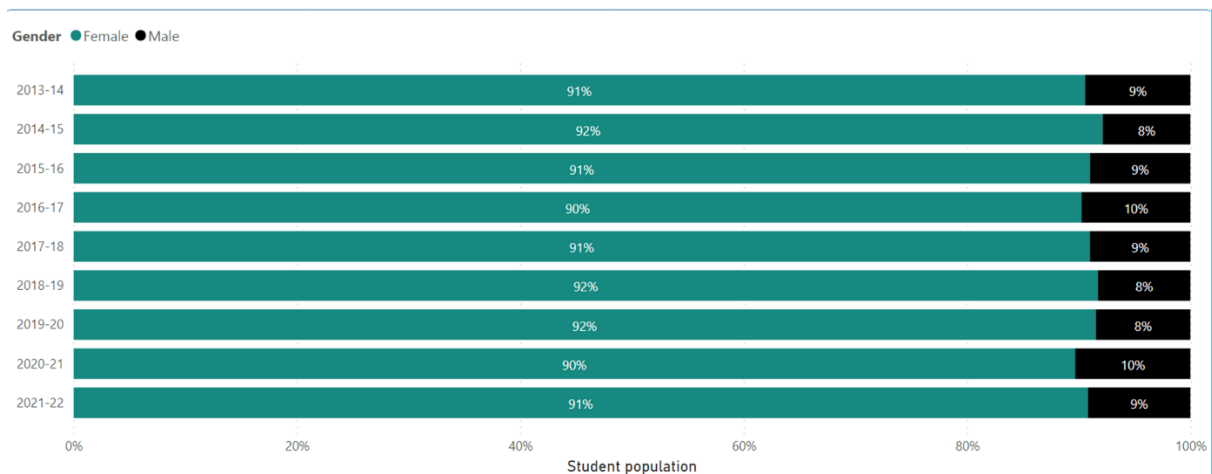
to 76% in 2021-22 (Figure 13a). In contrast the proportion of male UG in adult nursing and mental health nursing combined has been relatively stable, (8-10%) (Figure 13b), reflecting sector norms. Additionally, in line with national trends, since 2013 nearly all midwifery UG identify as female and only 2-3% of child and young adult nursing UG identify as male, whereas mental health nursing continues to traditionally attract more males (e.g., 21% male in 2021-22).

Figure 13 Sub-group analysis of UG profile

a. Paramedic science



b. Adult nursing and mental health nursing combined



We want to strike the right balance between recruiting a good representation of males from the limited applicant pool, whilst not inadvertently disadvantaging women, or being blind to the structural inequalities that women still face in healthcare professions (resulting for example, in a much higher proportion of men in senior/executive roles). We have reached out to national gender equity experts in health sciences to better understand our data; drawing on published research they note that (i) it is “not a sum zero game” with the recruitment of more men, risks taking places from women applicants and (ii) attempts to recruit more men may run the risk of perpetuating sexist stereotypes and homophobic views. This can occur by framing the lack of men in nursing as a problem, equivalent in injustice or scale to the historical exclusion and oppression of women (and men and women of colour, and diverse sexualities or identities). In identifying our priorities, we do not want to perpetuate such narratives but take an evidence-driven approach identified below. Our SAPs 22 and 41 includes success measures that are within our control to influence (outside of wider societal stereotypes) through the implementation of our BAP recommendations (see next section), evaluation of gender equity in online selection and an annual review of our UG gender data to identify and be responsive to any emerging issues. Our wider UoS EDI structures include networks to support SAP delivery and provides opportunities for UoS shared learning importantly holding all of us to account on collectively delivering our actions. Furthermore, two SHS colleagues are members of the Council of Deans for Health where they continue to regularly raise issues of gender and diversity at a national level.

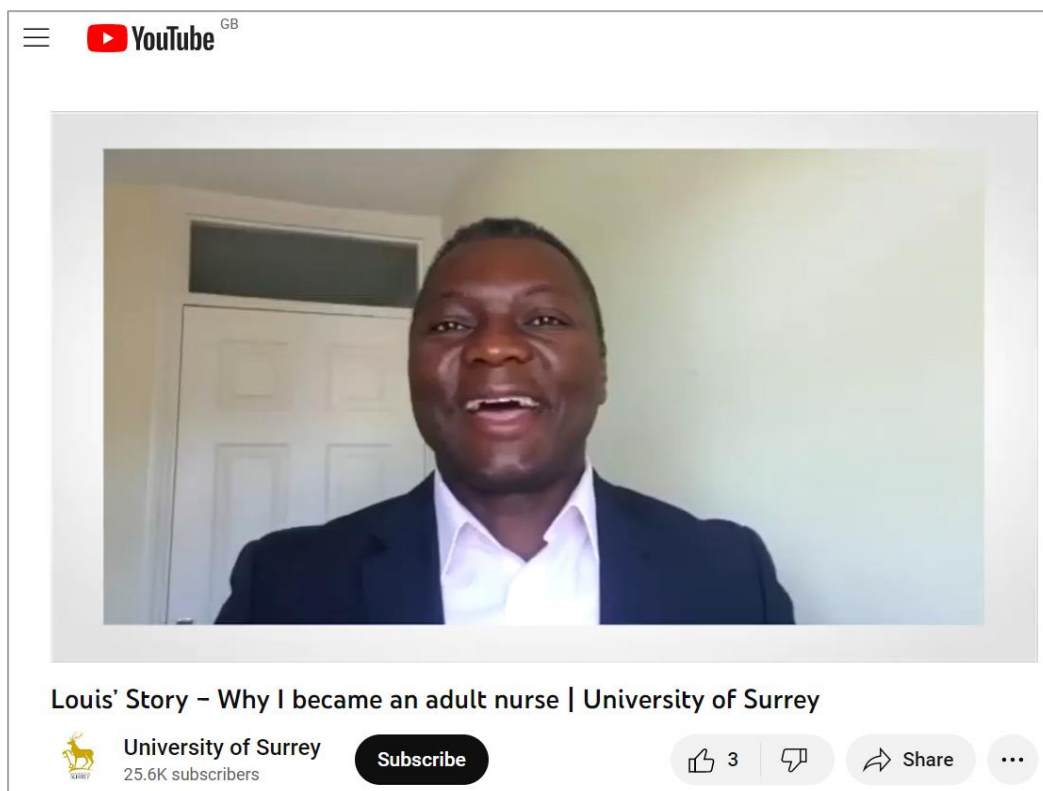
Student recruitment strategies and understanding the experiences of male students

Our focus groups with undergraduate students revealed key issues with regards to the recruitment of male students. Namely, “*A lack of male representation in recruitment materials and at open days and entrance interviews*”. In response, several changes to the marketing materials were made which extended beyond gender to encompass considerations around ethnicity (**Figure 14.1-14.7**). No changes to entrance interviews were implemented, as male staff representation was not an issue for the newly implemented asynchronous Multi-Media-Interview [MMI] method used by the University. In response to our focus groups several changes

were also made to the SHS's open day policy, including the presence of at least one male staff or student representative at each Open Day. A database of the gender representation at each Open Day has been implemented for monitoring purposes and we will extend this activity over the next 5-year period. Additionally, a diverse range of colleagues and students will continue to help us develop, engage and deliver a range of social media (including SHS recent #findyourteam social media campaign) and in-person outreach activities (**Figures 14.1, 14.3, 14.6**).

Figure 14 Diverse gender and ethnic minority representation in SHMS media

14.1 Commissioning of staff profiles to include representation by gender and ethnicity




14.2 Adult Nursing marketing campaign



Adult Nursing at Surrey
Managing my team

Joshua
Adult Nursing student
President of the Nursing Society


[APPLY NOW](#)



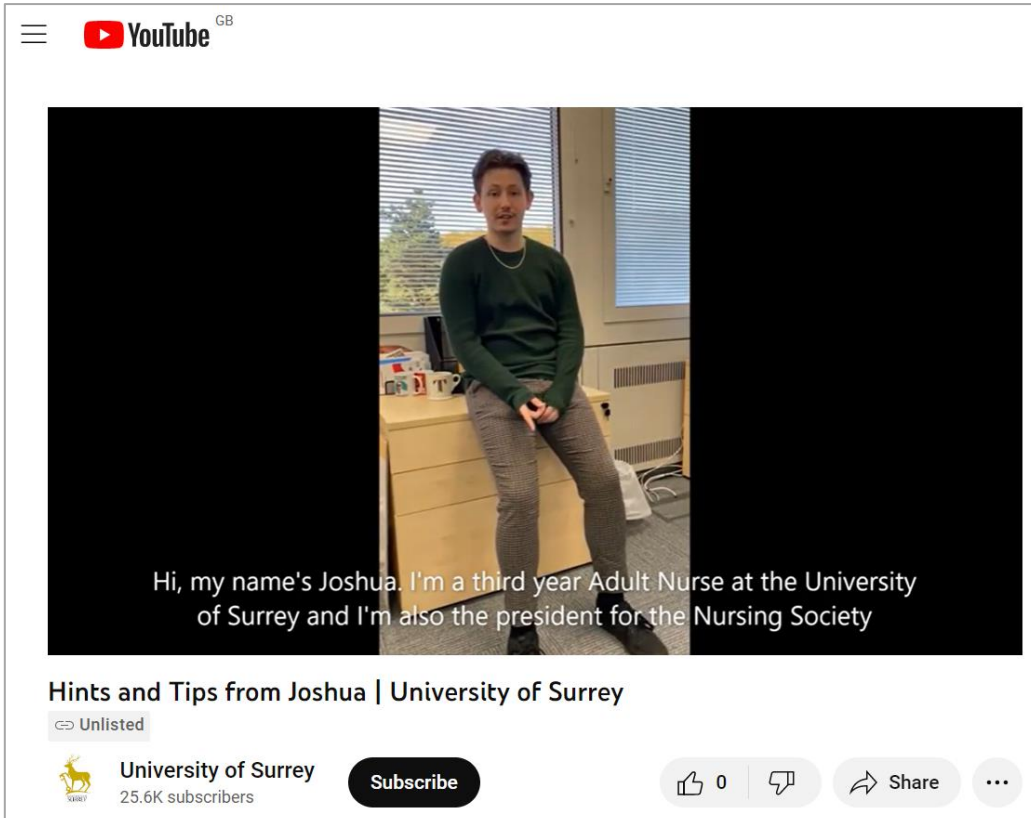
Adult Nursing at Surrey
Problem solving

Gloria
Adult Nursing student

[APPLY NOW](#)



14.3. Admissions Q&A film for applicants



Hi, my name's Joshua. I'm a third year Adult Nurse at the University of Surrey and I'm also the president for the Nursing Society

Hints and Tips from Joshua | University of Surrey

Unlisted


University of Surrey
25.6K subscribers

Subscribe

0

Share

14.4 Focussing our recent '40 years of nursing' campaign on male Alumni Professor: Alan White.



Alan White

"I'm really proud of my career as I fundamentally believe that my research has made a global difference. Everything I've done always comes back to Surrey and I wouldn't change a thing."


Course	Graduation year
Nursing Studies BSc (Hons)	1982

Serendipity

When my mum first told me about the new nursing course at Surrey, my first thought was 'Where's that!'. I gave the University a call and was put through to Dr Crystal, who was looking after admissions. It was late in the summer but I was offered a place and two weeks later, I was heading down to Guildford. I never looked back.

14.5. Ensuring ethnic diversity around the new Medical School imagery


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Register your interest so we can keep you updated with information about the curriculum, admissions process and open days.



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Read our brochure

Explore even more about our Medical School and the BMBS Graduate Entry Medicine programme.

14.6. Podcast on Men's mental health, hosted by Simon Downs and Laurence Drew. To be relaunched in 2023 with a broader remit



35 min PLAY ▶

Mind the (gender) gap

Nursing Standard Podcast

News

[Listen on Apple Podcasts ↗](#) [🔗](#)


What's it like being a male nurse in a predominantly female profession? University of Surrey mental health nurse lecturer Laurence Drew and Kyle Sands, who is a second year adult nursing student at University of Worcester, talk about image and stereotypes with senior nurse editor Richard Hatchett. They also discuss why they love their career. For more episodes of the Nursing Standard podcast, visit rcni.com/podcast

Hosted on Acast. See acast.com/privacy for more information.

[Episode Website ↗](#)

14.7 International year of the nurse and the midwife media

ABOUTNEWSTEACHING



Laurence Drew
Teaching Fellow in
Mental Health Nursing

[MORE VIDEOS](#)

Section 3: An assessment of the department’s gender equality context

1. Culture, inclusion and belonging

Theme 1: Organisation culture including work-life balance and wellbeing

The SHS strives to have an inclusive culture. Our 2021-2022 Athena Swan Culture Surveys (ASCS) suggest that most colleagues strongly agreed or agreed with statements regarding the SHS using visible role models regardless of gender (with only 1 person disagreeing in 2022) with similar responses for men and women (**Table 3**). Furthermore, focusing on the new AS Transformed Charter core ASCS item used for the first time in 2022, 86% (n= 68/79) strongly agreed or agreed that the SHS leadership actively supports gender equality (with only 1 person disagreeing) and 72% strongly agreed or agreed that the department is committed to achieving gender balance in leadership (with only 2 people disagreeing) (**Table 3**).

Table 3 Summary of ASCS findings: role models and leadership in SHS

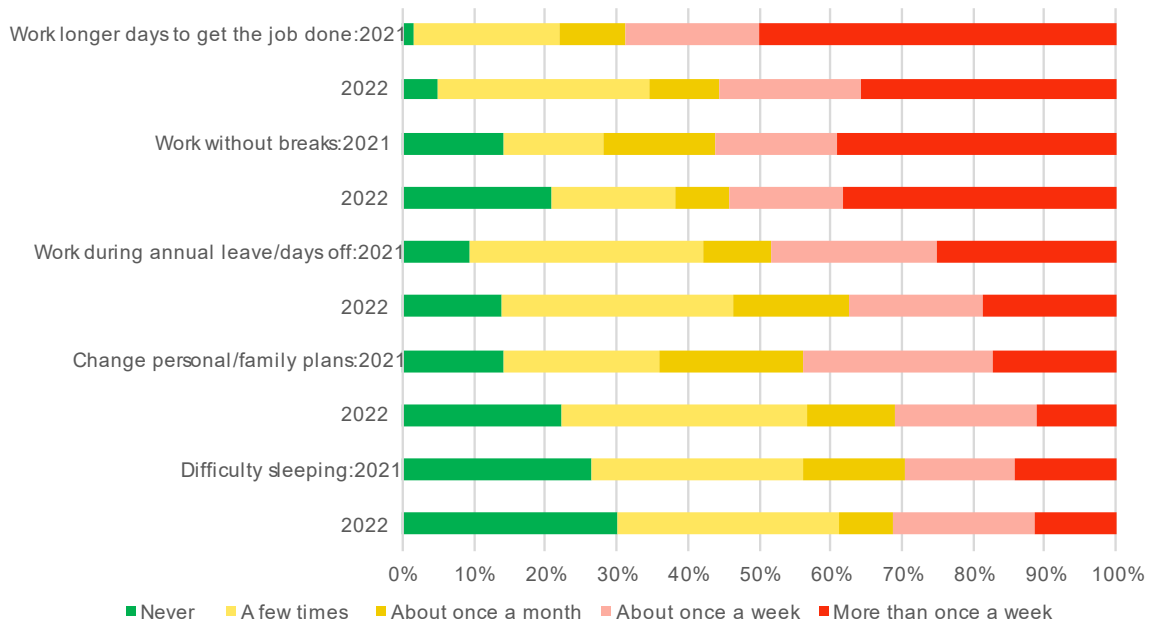
Question ¹	Men ² N (%)			Women N (%)			All ³ N (%)		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
2021 My School uses men as well as women as visible role models	-	-	-	43(88)	6 (12)	-	50(88)	7(12)	-
2022 (SHS specific question) My School uses visible role models irrespective of gender identity	9 (82)	2 (18)	-	56(86)	8 (12)	1 (2)	66(82)	14 (17)	1(1)
2022 (AS core item) Departmental leadership actively supports gender equality	6(63)	4(37)	-	59(90)	5(8)	1(2)	68(86)	10(13)	1(1)

Question ¹	Men ² N (%)			Women N (%)			All ³ N (%)		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
2022 (AS core item) My department in committed to achieving gender balance in leadership	6 (55)	4 (37)	1(9)	51(79)	14 (22)	-	57(74)	20 (25)	2(3)
<p>1. These questions are in addition to the AS Transformed Charter core ASCS questions, but their inclusion was felt important for the SHS context. Note, between 2021-22 there was different questions wording due feedback from a colleague about the binary nature of our 2021 wording, demonstrating the success of our 'open-door' policy.</p> <p>2. Due to local data disclosure governance we are unable to present data for men in 2021 because there were fewer than 10 participants.</p> <p>3. All includes figure for men, women, plus prefer not to say/prefer to self-describe. Due to rounding not all percentages will equal 100.</p>									

Overall SHS is reported to be a good place to work. Ninety–eight per cent of staff (n=79/81, 91% men (n= 10/11) and 98% women (64/65)) reported feeling valued by colleagues and students in 2022 (with no disagreements), up from 89% (n=57/64) in 2021. Additionally, 90% (n=72/80, men n= 10/11, 91% and women n = 60/65, 92%) report feeling part of a team (83% [n=53/64] in 2021) and 91% (n= 61/76, men n= 10/11, 91% and women 60/65, 92%) felt their contributions were valued by the department (67% [n=43/64] in 2021).

However, as outlined in Section 2 the COVID-19 pandemic had a significant impact on staff in our school with an increased workload and reported challenges for psychological wellbeing (**Figure 15**). As a result, for the first time, we included validated well-being measures in our 2021 ASCS and again in 2022 allowing some comparative data. The results confirmed the anecdotal evidence, that staff psychological well-being had suffered significantly during the pandemic, confirming national and internationally reported research, which particularly highlight negative effects for women academics. We will continue to build on, and develop, this work in the future by supporting work life balance activities (**Figure 16**) including support of emotional wellbeing through our Schwarz Round programme and at least annual SHS outreach events (SAP3-5).

Figure 15: ASCS responses for items about work-life balance and wellbeing

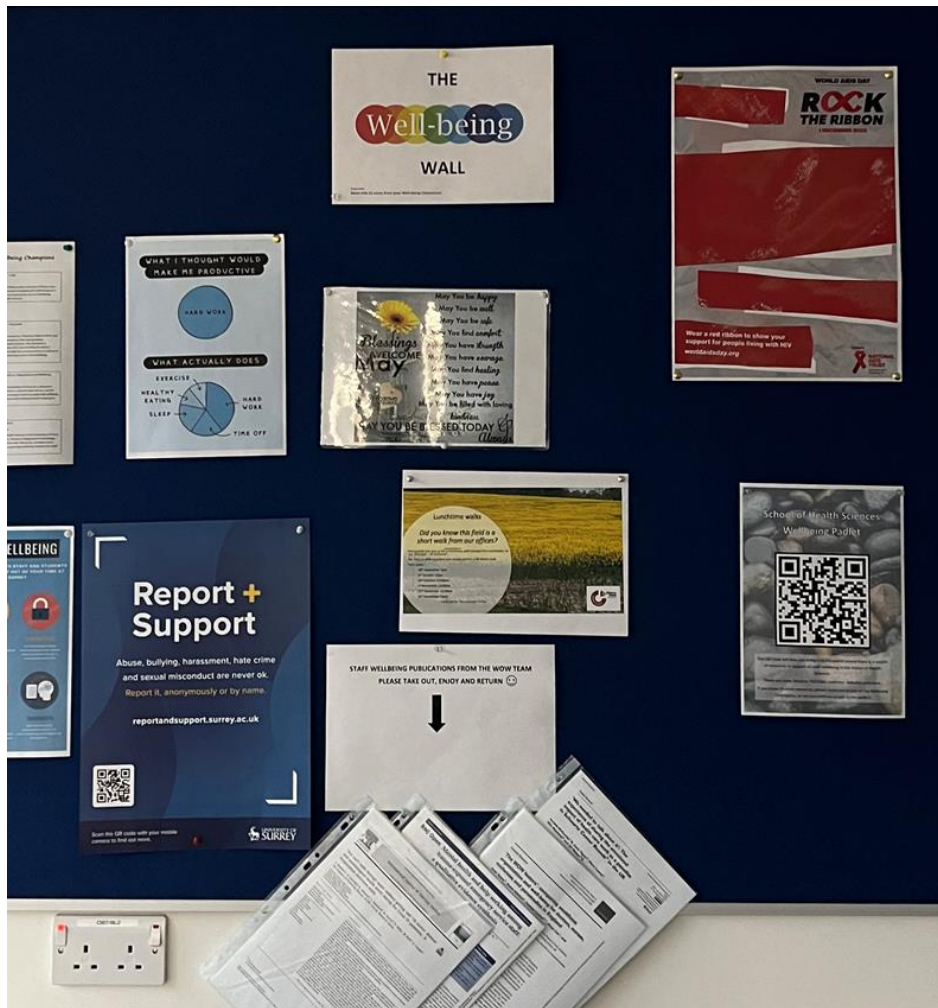


SAP3: Implement active management of staff workload and embed work-life balance strategies.

SAP4. Offer Schwartz Rounds to academic and professional services staff (and students).

SAP5. Host at least one annual SHS outreach activity/event to sustain engagement in gender equity issues.

Figure 16. SHS wellbeing wall in the communal lunchroom



Through a new question in our 2021 ASCS, we were alerted to some **unprofessional behaviours** concerning potential bullying and harassment. Whilst in 2021 almost 90% of staff said they had not experienced a situation where they felt uncomfortable because of their gender (n=57/64) and most staff said they had never experienced (73%, n= 47/64) or witnessed offensive or harassing behaviours in the workplace (67%, n= 42/64) at **any time** since they had started working in SHS (i.e. not just the previous year) it was of concern that any staff reported they had, if only occasionally or sometimes. These results were presented at SMT, at all staff meeting and then further discussed at our Round Table event, where it was agreed that this would become part of the focus of one of our working groups. Recently we held an EDI Schwartz Round for students in December 2022, titled '*Where is your accent from?*' highlighting hidden assumptions in practice that can cause offence and distress.

For our 2022 ASCS we adopted the Transformed agenda questionnaire but also repeated our previous items but this time using a strongly agree to disagree scale (as with the core questions) asking about people's specific experiences in the **time since the last survey** (past 12 months). Overall, 4/76 people (5%) said they agreed they had experienced bullying or harassment and 11/76 people (13%) said they had witnessed this happening to other people although from the freetext comments and feedback from colleagues it was clear that this may not have always been within in the SHS as some people interpreted the word Department as meaning the wider Faculty or University. Importantly we were able to understand this issue better because we could analyse these issues by gender identity (which we could not do in 2021 because of fewer than 10 people who identified as men responded).

About half of respondents (both men, n =6/11, and women, n= 35/65) agreed that departmental management were actively tackling bullying and harassment, with similar numbers of staff satisfied with how bullying and harassment are tackled in the department (all 47% n= 36/76, n=women 40% n=30/65, men 55% n= 6/11), with only 3% dissatisfied with how this was being addressed (all 2/76, men n=1/11 and women n=1/65) and many being neutral. Furthermore, only 16% (n=12/76) of colleagues in 2022 indicated that they did not know how to report bullying and harassment with 71% (54/76) indicating they did, which was encouraging as we had supported the use of posters in about anonymised reporting in 2021-22 (**Figure 17**). In response to our findings the SMT introduced bespoke SHS compulsory line manager training and as a ASIT we will continue to monitor progress in this area as part of our SAP (see section 3.2, SAP38).

SAP 6. To hold interviews/focus groups to understand issues around unprofessional conduct including the intersections with gender (e.g., ethnicity, social background, sexual orientation)
SAP7. Develop a set of recommendations (based on 5) to address any issues and gaps.

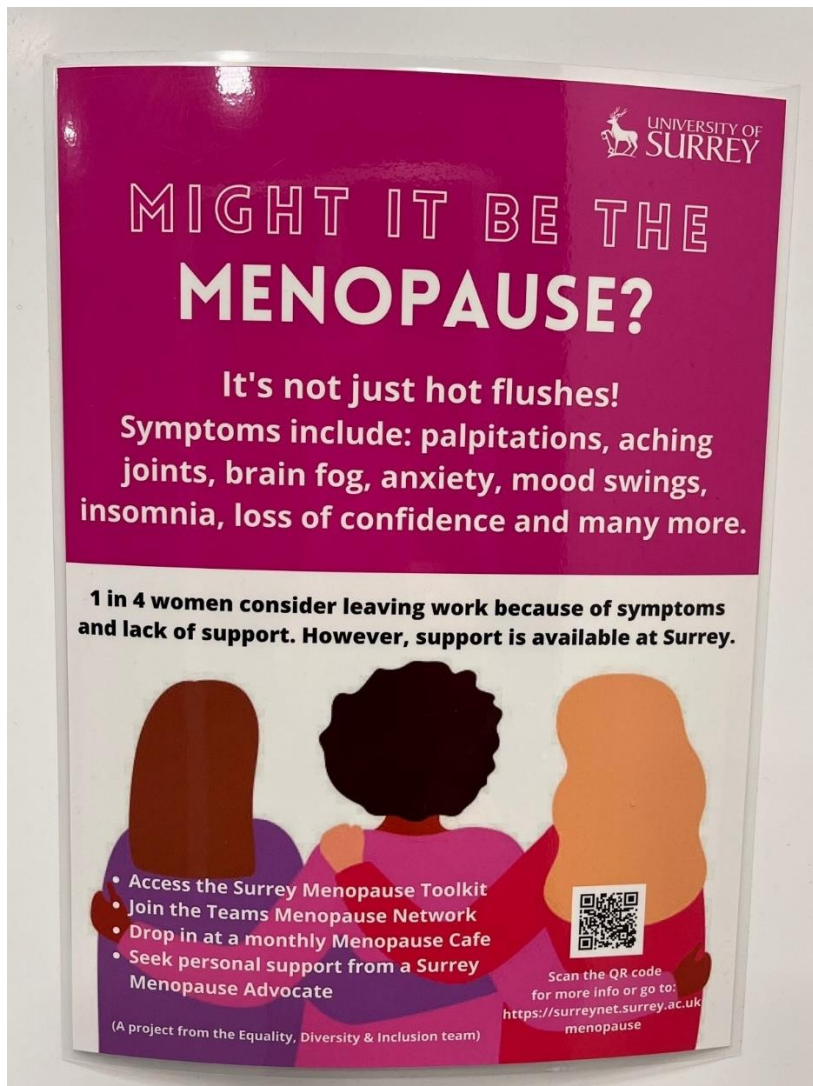
Figure 17. Report and support signage in SHS rest rooms



Increasingly, supporting women's health issues at work is being embedded in our culture, and the sector leading menopause project at the UoS has been embraced by SHS, with a menopause champion, regular meetings and posters to signpost staff and students for further help **(Figure 18)**.

SAP8. Promote support and understanding for women specific health and wellbeing issues.

Figure 18. Menopause poster in SHS female rest room



Theme 2: Workload, flexible working and career breaks

We are a workforce who predominantly identify as women (80%, n= 90/113, Appendix 2 Table 3a) with 57% (n=46/81, men 55% n= 6/11 and women 59%, n=38/65) report having a caring responsibility in our 2022 ASCS. In terms of work equity during the pandemic, there was national evidence to suggest that women were disadvantaged by the burden of caring responsibilities and home schooling during the pandemic and SMT members mapped staff caring responsibilities (for children and adults) and any extra COVID-19 duties, and adjusted work allocation accordingly to ensure greater equity. Half of ASCS participants (n=42/81) agreed

that equality, diversity and inclusion work is recognised when workload is allocated (2022). When split by gender, men agree with this more than women (men 63%, n=7/11 and women 52%, n=34/65) although comparisons of proportions are challenging with the small number of men. Overall, 60% (n=48/79, men 64% n = 7/11 and women 62%, n =40/65) agreed that workload was allocated fairly in the SHS with one-fifth disagreeing (n=16).

Workload has been a challenge across the sector, and as outlined in Section 2 we have been working hard on supporting staff to manage their workloads and work-life balance particularly since the pandemic. In our most recent ASCS (2022) 70% (n=57/81) of staff reported feeling able to influence decisions about their workload (up from 55% (n=35/64) in 2021). Similarly, data from the 2022 ASCS suggests that a third of staff find their workload unmanageable (32%, n =265/31, men 27%, n = 3/11 and women 31%, 20/64) (see Appendix 1 for more details) This will be addressed in our silver action plan (SAP3).

SAP3: Implement active management of staff workload and embed work-life balance strategies.

There was also a positive reported change in colleagues' perceptions about whether staff with caring responsibilities are offered the same career development opportunities (up from 53% [n=34] in 2021 to 61% [n=49] in 2022), with 77% (n=62/81) staff also reporting that meetings took place in core hours in 2022 (up from 66% [n=36] in 2021). However, the ASCS free-text items suggested that there were

To continue support for staff with any caring responsibilities to support them to remain in the workforce by undertaking:
SAP9. SWOT analysis for staff with caring responsibilities for children
SAP10. Focus group/interviews with those with caring responsibilities for adults.
SAP11. Launch a comms. campaign to raise awareness of parental leave policies.

concerns about the support offered for those with caring responsibilities for adults, something we will explore further in our SAP.

In 2022 almost all staff (95%, n= 78/81) agreed that ‘my department allows flexible working’ (in 2021 only 9 staff (11%) had agreed with a similar item “*I feel that the flexible working hours policies are adequate for those with personal constraint*”) which is almost certainly reflective of the positive influence of the SHS having embraced hybrid working practices following the COVID-19 pandemic and this being supported by the SMT.

When recruiting new staff, we have emphasised flexible working, the ability to work from home (we have several remote workers now who do not come to campus). We have also undertaken work to better support those staff returning from parental leave and have increased the uptake of KIT days (from 1/5 eligible people in 2018 (7 days total) to 6/9 eligible people 2019-22 (up to 16 days) (**Appendix 2.12a**), phased return and flexible working. Our School has embraced hybrid working post-pandemic, and importantly the Head of School has not required staff to come into the office for a specific number of days per week and has supported compressed hours, flexible

SAP12. Post-pandemic working practices to continue to support and embed flexible working practices.

working and career breaks (two in the review period), which are widely adopted and supported by our SAP.

There have been two examples of sabbaticals being taken by staff in the review period and based on feedback from colleagues (career development working group) we will develop this further as well as better understand the needs of staff with and without caring responsibilities for the need for flexible working and career breaks to enable a better work-life balance.

SAP13. To support academic colleagues by understanding views about career breaks and sabbaticals
SAP14. Assess feasibility of a rolling programme of career breaks/sabbaticals.

Theme 3: Career development support and encouragement

Findings from our Bronze Plan focus groups, ASCS and round table event suggested that inequitable access to career development was a concern particularly for early career colleagues and research colleagues on fixed term or part-time contracts. Career development was further highlighted as an issue in our 2021 ASCS which suggested that just over half - 53% (34/64) of colleagues perceived that part-time staff were offered the same career development opportunities as full-time staff (although there was no discernible difference in views between those who were full or part-time). Reassuringly our 2022 ASCS indicated some improvement with 12 percentage point increase in agreement for this item (66% (46/81), perhaps

-
- SAP1. Support career development by:
 - a. mapping in-house training opportunities
 - b. evaluating uptake of internal research and teaching development events, and training sessions including by staff who are part-time, on fixed-term contracts and ECRs.*
 - SAP15. Improve sense of job security and sustain or improve our retention/deployment rate of researchers working on fixed-term contracts.*
 - SAP16. Introduce monitoring of staff participation in scholarly activities/events to strengthen our scholarly and research culture.*
 - SAP17. Produce a yearly newsletter focused on career development in SHS.*
 - SAP18. Strengthen our culture around inclusive career development including developing a new starter's checklist.*
 - SAP19. Collation of all induction information in a single resource to include information around career development.*
 - SAP20. Allocate responsibility to member of staff responsible for updating this resource.*
 - SAP21. Change SHS practice to specify that line managers should include career development discussions as part of the mid-point review.*
-

indicative that some of our activities may be having an early impact but we feel this will still require continued action and monitoring. In the next five-year period, we will **strengthen our culture around inclusive career development** by improving and harmonising our induction process, collating existing resources so they are easily accessible by all staff and including mid-point review focused on career development needs and goals.

The SHS also endeavours to prioritise scholarly activities within usual working hours by supporting three writing weeks per year which are automatically entered into all academic colleague's calendars, where staff are supported to minimise meetings and set out of office emails (**Appendix 2.12b**). However, we have received feedback that teaching focused and part-time colleagues find being able to prioritise writing week challenging. Further our 2022 survey included a new item about whether colleagues feel they have the support for career development from their line managers, and whilst 88% (66/81) agreed, a minority were neutral or felt they did not have the support of line managers (12%, 12/81). The free text comments and ad-hoc approaches by staff suggest that there remain issues for part-time, ECR and fixed-term contract staff (most of whom are women).

As mentioned, since 2018 our Director of Research has actively managed the retention of research working on fixed-term contracts and additionally hosts an annual informal meeting open to all ECRs to discuss any concerns or ideas relevant to career development. We have supported 9 colleagues to undertake PhDs and 7 to complete MScs.

Theme 4. Working with students

Since the previous submission, we have undertaken steps to improve the inclusiveness of SHS' culture for staff and students. In our previous submission, it was noted that only a small number of male students were enrolled in undergraduate programmes, within the SHS, as compared with other departments, and extensive work has subsequently been undertaken to understand this, improve our communications and male representation and better understand how it impacts the experiences of male students. Whilst we achieved our objectives to understand key issues in the recruitment and experience of male students this has not translated into a higher percentage of men joining our programme (2018/19 10% n=133, 2019-20 10% n=124, 2020/21 8% n=98, 2021/2 7%, n=100), and is likely to reflect wider societal perceptions, stereotypes, and gendered views about caring and health

sciences. Nevertheless, we will continue to review and monitor our recruitment strategies.

SAP22. Implement an inclusive SHS student recruitment strategy around marketing and interviews considering issues relating to gender and diversity.

SAP23. Improve support for students who are parents using stakeholder consultation with students who have returned from parental leave/new parents.

SAP24. Develop recommendations to improve student experience (based on SAP23).

SAP25. Conduct focus groups/interviews with students with on-going caring responsibilities and to better understand their needs/challenges.

SAP26. Develop recommendations to improve student experience (based on SAP25).

SAP27. Host a health sciences research room on open days, identify students (UG, PGT) interested in research, and offer research information sessions and electives for undergraduates.

Furthermore, through our ASIT membership and ad-hoc approaches we have been alerted to concerns about how we support and retain students who become/are parents or have other caring responsibilities which we will explore further in the coming period. Finally, we will continue to foster a culture which values and supports clinical academic careers by continuing to host a health sciences research room on open days and through our growing research elective programme for undergraduates whilst ensuring access to this programme remains equitable (through improved monitoring of participants EDI characteristics). Our 2022/23 Postgraduate Research Experience Survey (PRES) action plan has identified

SAP28. Collect data on our research elective UG students' gender and EDI characteristics.

SAP29. To create data collection system to allow Clusters to monitor PGR participation in research/teaching development including participation by gender and other EDI characteristics.

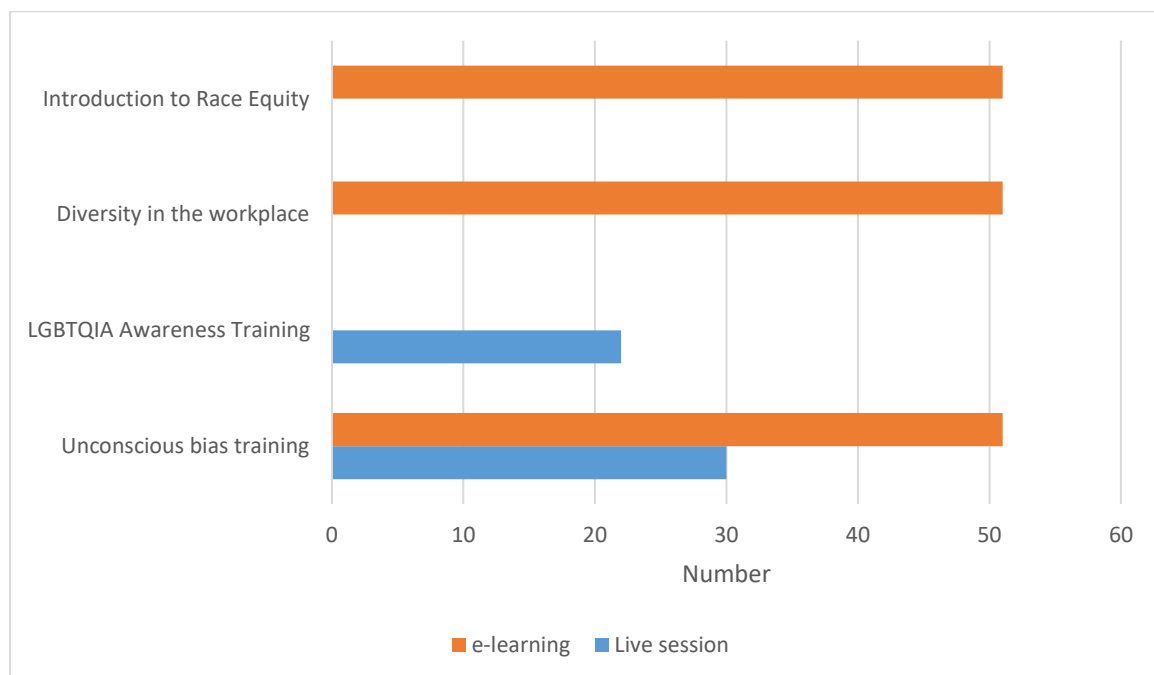
research culture and training as a priority area therefore career development for PhD students is incorporated into the SAP.

2. Key priorities for future action

We have identified **six high priority** objectives relating to the areas of intersectionality including **LGBTQIA+** (3 SAPs) and **allyship** (2 actions) issues, strengthening career develop though **mentorship** (3 actions), **line management training** (1 SAP) and opportunities for **professional services colleagues** (1 SAP) and building an environment where **clinical academics careers** are valued and sustained (2 SAPs).

We have been undertaking some work on intersectionality and we have worked hard to increase knowledge and uptake of LGBTQIA+, Race Equity, Unconscious Bias and Diversity in the workplace training (including allyship and active bystanders), and in 2022 (because there are a number of providers for these sessions) we began to monitor self-reported attendance through a survey. Uptake has been higher for e-learning modules which offer a more flexible approach to learning (**Figure 19**).

Figure 19. Self-reported uptake on intersectional training courses in 2022



We have listened to trans and non-binary students and raised awareness of issues through SMT. One student has written of her time in our School published [on the website ALL4Maternity] and the challenges, including being issued with their uniforms but notes *“I can tell that my cohort and lecturers are all trying! My personal tutor even spoke to the university’s diversity team after I spoke with her so that she could have a better idea of what being non-binary means!”*. Furthermore, in December 2022 and February 2023 a colleague who identifies as non-binary hosted a face-to-face workshop particularly focused on issues relevant to a School of Health Sciences with future sessions planned. Evaluations suggested the sessions provide an opportunity for colleagues to discuss what for some was a challenging topic and learn ways to incorporate more inclusivity into teaching practice (**Figure 20**). Building on this we will hold interviews/focus groups to improve the understanding of the needs of our LGBTQAI+ communities and develop further recommendations. We will also raise awareness of the ASIT and related EDI work amongst our students.

SAP30. To hold interviews/focus groups to improve understanding of the needs of our LGBTQAI+ communities.

SAP31. Develop recommendations (based on SAP30).

SAP32. Raise awareness of the ASIT and EDI work to allow us to better meet the gender-related needs of our students (including the intersection with LGBTQAI+ and gender identity).

Figure 20. Feedback comments from staff who had attended LGBTQAI+ inclusivity training in SHS

I really enjoyed the session and felt it was a safe space to openly talk about a challenging topic. Issues were discussed in compassionate manner and the acknowledgement of the difficulties helped to alleviate some of my concerns regarding making mistakes when talking to students.

[The] session on the trans inclusive training was excellent. It provided a safe space to ask difficult questions and allow the group to learn. Simple tips and tricks to support an inclusive culture were really helpful too, and I left the session feeling that I had a greater understanding of some of the issues faced by trans people in our university community, and positive about our ability to improve it.

The session... was extremely informative, I really enjoyed the open space to ask questions without judgement or assumption. [The facilitator's] skills were welcoming and encouraging.

Would you be able to share your slide pack as the 'history' was very interesting and something I would like to include in my future teaching plans if possible.

Additionally, an Associate Professor in our school and our UoS EDI lead, Dr Emily Williams, has led a ground-breaking research project, '*Melting the Snowy White Peaks*' which has sought to decolonise the curriculum and help students develop skills in allyship as part of a multi-component inclusive leadership programme for Black, Asian and minority ethnic student nurses. We will implement key recommendations from this work including developing a culture of allyship through widespread completion of allyship modules and Race Equity Training.

SAP33. To better meet the needs of our diverse population by widespread student and staff completion of the new allyship eLearning module

SAP34. To better meet the needs of our diverse population by widespread completion of the existing Race Equity module.

Mentoring for academic staff has been identified as a powerful, mutually beneficial, career development strategy in higher education particularly for women's careers by

reducing turnover, improving productivity, time management and academic success as well as work-life balance. Since 2021 a new mentoring scheme has been made available to all research active staff. Ninety-eight percent of those wishing to have a mentor have one (39/40). Our 2022 ASCS included a new item about mentoring which showed that 95% (19/21) of research and teaching academics and 93% (16/17) of research only colleagues agreed they have useful mentoring opportunities (as mentor or mentee). However, this was lower for teaching focused colleagues (80%, 29/36) and professional services colleagues (25%, 1/4), therefore a priority of our SAP is to **widen the mentoring scheme** so the benefits can be realised for all colleagues. Furthermore, the SHS values the important contribution made to our work by professional services colleagues and we want to ensure that they are supported to develop their skills and future careers further as part of our SAP. Therefore, we will continue to support their attendance and participation in the UoS **professional services development month** activities and other opportunities and will monitor that their development needs are being met through the ASCS. All this relies on providing and promotion excellent and consistent **training for our line managers** which also forms part of our SAP.

SAP34. Increase availability and uptake of mentoring opportunities for all staff particularly for early career colleagues (ECC), those on fixed-term contracts and who are part-time.

*SAP35. Extend mentoring opportunities for all staff, where possible
Introduce a new mentoring scheme for professional services and teaching-focused staff.*

SAP36. Maintain successful mentoring scheme for research active staff.

SAP37. Increase professional services colleagues attending annual career development events and other training courses.

SAP38. Provide high quality and consistent line management including for new and aspiring managers, and updates for existing managers.

Finally, as a SHS we value our clinical academic colleagues and want to foster a viable career trajectory for health care professionals to realise their academic and research ambitions. However, our current ASCS does not allow us to collect and understand data about clinical academic colleagues. In the next five-year period, we will seek to improve our data around this and will work in partnership with our Trust partners, to **foster clinical academic career (CAC) routes**, and develop an intelligent and sustainable CAC pathways for nurses, midwives, paramedics, and other health professionals and this aligns well with our newly established SHS research strategy and newly established SHS CAC group.

SAP39. Design additional ASCS items to allow us to determine the number and characteristics of staff in SHS with CAC.

SAP40. Develop an action plan for enabling match-funded PhDs with local Trust partners, and share learning nationally.

Section 4: Future action plan

1. Action plan

Our Silver action plan for the five-year award period includes 41 actions addressing all the issues identified in our report and is presented overleaf.

School of Health Sciences Silver Action Plan

SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
1	<p>INCREASE CAREER DEVELOPMENT OPPORTUNITIES FOR ALL: Map in-house and university-wide training opportunities and increase uptake of internal career development events, and training sessions including by staff who are part-time, on fixed-term contracts and ECRs.</p> <p><i>Objective: To support career development and raise awareness of opportunities for all and provide robust data about the uptake of opportunities including by gender and other protected characteristics.</i></p>	<p>In 2021 25% (14/64) of colleagues perceived part-time staff were <u>not</u> offered the same career development opportunities as full-time staff. Although this decreased to 11% (8/81) in 2022 (following work by ASIT) we want to sustain these improvements. In 2022, 87% agreed that “My line manager supports my career development”.</p>	<p>Training/career development opportunities identified and collated into a single resource (e.g., to be available on MS Team site). Monitor participation (including for staff who are part-time, on fixed-term contracts and ECC) at training/development events including post-attendance evaluations. If participation rates are low, we will develop an action plan to encourage participation in partnership with the cluster leads and EDI committee (if relevant). Target for at least 90% of staff to endorse the statement “My line manager supports my career development”.</p>	<p>Anita Coombes (ACom) and Lisa Blazhevski (LB)</p>	<p>October 2025 launch.</p> <p>Review annually (October each year)</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
2	<p>RAISE AWARENESS RE PARENTAL LEAVE CHANGES: Launch a communication campaign to raise awareness of UoS new maternity leave policy (removing the qualifying period for maternity pay) and improve wider staff understanding of all UoS parental leave policies (maternity, paternity, shared parental leave and adoption policies etc).</p> <p>Objective: to increase awareness and uptake of maternity and parental leave</p>	UoS has changed its maternity leave policy (removing the qualifying period for maternity pay) and changed its policy re fixed term contract staff and we want to disseminate knowledge of this.	<p>SHS publicity/awareness campaign to be launched to raise awareness of new UoS maternity leave policy including posters and presentations at All Staff Meetings.</p> <p>Annual review to identify issues/assess uptake and develop an action plan to understand and mitigate inequity.</p>	Theti Chrysanthaki (TC) and Jill Maben (JM) (AS chair)	<p>April 2024 launch.</p> <p>Review annually in April each year.</p>
3	<p>WORKLOAD AND W-L BALANCE: Implement active management of staff workload via SMT</p>	Work-life balance was affected by extraordinary pressures of the COVID-19 pandemic and work intensification but there	Increase availability and visibility of work-life balance and wellbeing resources for staff and evaluate well-being days and W-L balance communications. Activities	Jill Maben (JM) (AS chair)	<i>Implementation ongoing.</i>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<p>and line management routes and embed our work-life (W-L) balance strategies through continued promotion of events and resources (well-being days and events; posters and materials).</p> <p>Objective: to enhance staff experience of work-life balance</p>	<p>were also some benefits through hybrid working. There are high numbers of women <i>and</i> those with caring responsibilities in SHS who faced unprecedented issues around workload management, work-life balance, and job stress. The 2021 Athena Swan Culture Survey (ASCS) was amended to include additional validated items to reliably measure these issues.</p>	<p>reviewed every 6-months with focused activities every 6-months (March/Sept)</p> <p>Assess staff work life balance and wellbeing issues by measuring staff wellbeing in ASCS and increase the proportion of people who endorse ASCS statement “Workloads in my department are allocated fairly” (currently 55%) with target increase of 5% and sustain endorsement levels for statement “I feel like I belong in my department” (95%) and “My contributions are valued in my department” (91%).</p> <p>Increase the proportion of people reporting positive work-life balance in our additional ASCS items.</p>		<p>Fully implemented by October 2026</p> <p>Review twice a year (March and Sept) each year.</p>
4	<p>SUPPORT VIA SCHWARTZ ROUNDS: Offer Schwartz Rounds to academic and professional services staff including introducing gender-related and EDI issues for discussion.</p>	<p>Schwartz Rounds provide a safe and confidential space for staff to discuss the social, emotional, and ethical aspects of work. SHS is one of the only Universities that offers these to both students and staff and is spreading good practice through Schwartz South hub and spoke project.</p>	<p>Hold Schwartz Round each semester and monitor attendance; analyse evaluation forms and feedback any specific gender-related issues to Schwartz Steering group.</p> <p>Assess outcomes of the national implementation evaluation (South England region, JM lead), and implement any recommendations to improve our Schwartz Rounds programme.</p>	Jill Maben (JM) (AS chair and Schwartz Lead and facilitator)	<p><i>Implementation ongoing</i></p> <p>Annual evaluation completed by September each year.</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	Objective: to provide a shared space to discuss the emotional social and ethical difficulties of our work and act as a beacon for expertise and good practice in Schwartz Rounds within the local South England region.	Schwartz Rounds are well evaluated and highly valued and an important part of our wellbeing offer to staff and students.			
5	RAISE GENDER EQUALITY AWARENESS: Host at least one annual SHS activity/event with a focus on gender equity issues. Objective: to maintain good level of awareness and engagement within SHS of the role of AS and the ASIT	We received positive feedback in response to formal events such as the Athena Swan Round Table but also more informal events such as our sponsored walk for Plan International. Such events help maintain/ raise awareness of our work around gender equity.	Host an annual event (e.g., Round Table. charity fundraiser, walking events, bring and share lunches).	Anna Cox (ACox)	Annual event and review awareness annually in ASCS.

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
6	<p>UNPROFESSIONAL CONDUCT DATA COLLECTION: To hold interviews/focus groups to understand issues around unprofessional conduct including intersections with gender (e.g., ethnicity, sexual orientation or identities, culture and social background, caring responsibilities)</p> <p>Objective: to provide robust data collection to explore potential issues around bullying/harassment</p>	<p>In 2022 ASCS only 54% endorsement of statement that the department is active in tackling bullying/harassment. Whilst only 4% disagreed, 38% were neutral, we want to improve this.</p> <p>There was some indication that men might have been less likely to endorse these statements but due to small numbers of men in SHS we feel it is more appropriate to identify emerging themes with interviews/focus groups.</p>	<p>Interviews/focus groups completed and analysed, and recommendations developed.</p> <p>ASCS target of 60% endorsing statement about the department being active in tackling bullying/harassment.</p> <p>Maintain low levels reporting having experienced bullying/harassment in the department (4%) in ASCS.</p> <p>Assessment of bullying/harassment issues and themes in reports through several channels including the SHS anonymous reporting and Central University reporting system (“Report +Support”).</p>	Jenny Oates (JO) (SHS Wellbeing Lead)	<p>By October 2026.</p> <p>Evaluate annually by October each year.</p>
7	<p>UNPROFESSIONAL CONDUCT RECOMMENDATION S:</p>	<p>Improve on 2022 ASCS responses (54% endorsement of statement that the department is active in tackling</p>	<p>Recommendations presented to SHS EDI/SMT for responsive action plan to be developed. Recommendations presented to all staff meeting and priority setting round table for support and agreement.</p>	Jenny Oates (JO) (SHS Wellbeing Lead)	<p>By October 2026 and evaluate annually.</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	Develop a set of recommendations (based on 5) to address any issues and gaps. Objective: to develop recommendations to address any bullying/harassment issues.	bullying/harassment and 38% were neutral).			
8	WOMEN'S HEALTH ISSUES: Promote support and understanding for women's specific health and wellbeing issues. Objective: to maintain good level of awareness and engagement within SHS for women's health and wellbeing issues in order to retain and support staff and students.	To build on the success of the menopause project and extend this to include issues related to period poverty work in SHS. This is seen as a priority in the current cost of living crisis and because of our high proportion of women students and staff.	Continued involvement in the Menopause project by supporting SHS representative to increase awareness of on-going events/initiatives. SHS to launch communication campaign around UoS wide period poverty project (providing free products at key sites) and to assess the feasibility of becoming a pick-up location in coordination with SMT.	Jenny Harris and Anna Cox	<i>Implementation ongoing.</i> Assess the feasibility of becoming a period poverty site by December 2023. Annual review of progress at awayday.

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SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
9	<p>SUPPORT STAFF WITH CARING RESPONSIBILITIES (CHILDREN): DATA COLLECTION</p> <p>To support staff with <i>any</i> caring responsibilities to enable them to remain in the workforce:</p> <p>Undertake SWOT analysis to understand the barriers and facilitators for staff with caring responsibilities for <u>children</u> including those taking and returning from parental leave, work with line managers to promote keeping in touch days (KIT) days; carers leave; access to paid parental leave for all</p>	<p>To better understand the needs of staff with caring responsibilities for children and how we might better support them remain at work, access career opportunities and training etc.</p> <p>To understand the need for flexible working and career breaks to enable a better work-life balance and to sustain work and caring responsibilities.</p>	<p>Complete SWOT analysis which will inform development of a set of recommendations to be shared with SMT who will develop a responsive action plan in collaboration with human resources (HR) team.</p> <p>Target of more than 70% of staff endorsing ASCS career development items with similar distributions for those with/without caring responsibilities.</p>	<p>Theti Chrysanthaki (TC) and Jill Maben (JM) (AS chair)</p>	<p>Recommendations presented to SMT by September 2025 and action plan developed by March 2026.</p> <p>Evaluate annually (by September each year).</p>

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SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<p>staff (including fixed term) and access to flexible working.</p> <p>Objective: to retain talent by ensuring people with caring responsibilities are supported in SHS with carer/ family friendly policies.</p>				
10	<p>SUPPORT STAFF WITH CARING RESPONSIBILITIES (ADULTS): DATA COLLECTION</p> <p>Focus group/interviews with those with caring responsibilities for <u>adults</u> including carers leave and access to flexible working and develop recommendations to SMT based on this analysis to improve staff experience and enable better work life</p>	<p>To understand the need for flexible working and career breaks to enable a better work-life balance and to sustain work and caring responsibilities. Specifically, we also want to know about the needs/views of those with caring responsibilities for <i>adults</i> because people have feedback to us that this role is often hidden, particularly for women.</p>	<p>Complete analysis of interviews/focus groups, from which we will develop a set of recommendations to be shared with SMT who will develop a responsive action plan in collaboration with human resources (HR) team.</p> <p>Annual review to identify issues and develop an action plan to understand and mitigate inequity.</p> <p>Target of more than 70% of staff endorsing ASCS career development items with similar distributions for those with/without caring responsibilities.</p>	<p>Theti Chrysanthaki (TC) and Jill Maben (JM) (AS chair)</p>	<p>Analysis completed by September 2025 and evaluated annually (by September each year).</p>

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SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<p>balance and workforce retention.</p> <p>Objective: to retain talent by ensuring people with caring responsibilities are supported in SHS with carer/ family friendly policies.</p>				
11	<p>RAISE AWARENESS RE PARENTAL LEAVE CHANGES: Launch a communication campaign to raise awareness of UoS new maternity leave policy (removing the qualifying period for maternity pay) and improve wider staff understanding of all UoS parental leave policies (maternity, paternity, shared parental leave and adoption policies etc).</p>	<p>UoS has changed its maternity leave policy (removing the qualifying period for maternity pay) and changed its policy re fixed term contract staff and we want to disseminate knowledge of this.</p>	<p>SHS publicity/awareness campaign to be launched to raise awareness of new UoS maternity leave policy including posters and presentations at All Staff Meetings.</p> <p>Annual review to identify issues and develop an action plan to understand and mitigate inequity.</p> <p>Target of more than 70% of staff endorsing ASCS career development items with similar distributions for those with/without caring responsibilities.</p> <p>Collect data (via human resources) on the uptake of all parental leave during the next period). Sustain or exceed current rate/uptake of KIT days (6/8 eligible people in the last 3-years).</p>	<p>Theti Chrysanthaki (TC) and Jill Maben (JM) (AS chair)</p>	<p>Launched by April 2026 and reviewed annually (April each year).</p>

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	Objective: to increase awareness and uptake of maternity (e.g., KIT days) and parental leave				
12	<p>EMBED FLEXIBLE WORKING:</p> <p>Embed flexible working practices, for all staff including professional services including being able to work from home; compressed hours; and flexible/hybrid working, where role permits.</p> <p>Objective: to retain talent by ensuring people can maintain hybrid working, compressed hours etc (if desired) to accommodate work-life balance.</p>	<p>Whilst we currently have no requirement for academic staff to be on campus for a certain number of days and we have good results in our ASCS regarding flexible working (In 2022 almost all staff (95%, n= 78/81) agreed that 'my department allows flexible working') this will require regular monitoring and review to assess the impact on flexible working.</p>	<p>ASCS to maintain rate more than 90% of staff who strongly agree/agree with the statement "My department enables flexible working".</p>	<p>Jenny Harris (JH) (AS Deputy Chair)</p>	<p><i>Implementation ongoing.</i></p> <p>Target to be achieved by October 2025.</p> <p>Measured in annual ASCS, and to be sustained until next submission.</p>

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13	<p>INCREASE UPTAKE OF CAREER BREAKS: DATA COLLECTION Support academic colleagues by: conducting a poll/short survey to understand views about career breaks and sabbaticals including any intersectional issues that may impact.</p> <p>Objectives: to retain academic and professional services talent (including those who may have worked within SHS for more than 3 years (sabbatical qualifying time) and 5 years for career break (professional services staff) /or have other responsibilities)</p>	<p>The University has a sabbatical leave policy developed as an essential feature of the University's commitment to strengthening the skills, knowledge, and expertise of its academic staff.</p> <p>In SHS in the past 5 years only two academics in SHS has taken such leave. We would like to understand why this is the case (barriers and facilitators) and ensure there is better knowledge of the policy.</p>	Undertake a poll/short survey to determine views, barriers, and facilitators (by October 2024) followed by consultation with SMT.	Jill Maben (JM) (AS chair)	<p>Feasibility assessment completed by October 2024.</p> <p>Consultation with SMT by March 2025.</p> <p>Progress evaluated annually.</p>

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	<i>through the increased uptake / benefits of career breaks and support for flexibility.</i>				
14	<p>INCREASE UPTAKE OF CAREER BREAKS: IMPLEMENTAION OF RECCOMENDATIONS</p> <p>Support academic colleagues by: Assessing the feasibility of a rolling programme of career breaks/sabbaticals in the school. If relevant, communications campaign and support managers training around sabbaticals and career breaks.</p> <p>Objectives: to retain academic and professional services talent through the increased uptake /</p>	<p>In SHS in the past 5 years only one academic in SHS has taken such leave and we would like to support this better. This strategy aligns with HR policies and our recently updated Research Strategy to develop and implement strategies for retaining staff throughout their careers.</p>	<p>If feasible, implement a rolling programme of career breaks/sabbaticals in the SHS and evaluate uptake by gender and other protected characteristics and collect data on such breaks in forthcoming period by gender and other protected characteristics.</p>	<p>Jill Maben (JM) (AS chair)</p>	<p>Implementation where possible by September 2025.</p> <p>Reviewed and evaluated annually (by September each year).</p>

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	<i>benefits of career breaks and support for flexibility.</i>				
15	<p>RETAIN AND DEVELOP ECR TALENT:</p> <p>Improve sense of job security and sustain or improve our retention/deployment rate of researchers working on fixed-term contracts with monitoring of outcomes to be maintained in database and reported annually to SHS Research Executive/ researchers including part-time staff.</p> <p>Objective: To retain and develop ECR talent and perceptions of job security.</p>	<p>Focus groups highlighted the concerns of ECR talent. The ASCS showed 66% of full-time researchers felt secure in their job but only 44% of part-time staff, most of whom are women. Since 2018, 30 research fellows have been employed on fixed term contracts. Of these, 16 have left their original employment within SHS and 14 have been retained in different roles including as lecturers (n=2), fellowships (n=2) and funded PhD studentships (n=1), worked as RF in the SHS (n=4), secured development awards (n=1) or taken up opportunities in different departments (n=6). Uniquely SHS offers permanent Research Fellow positions (n=4) and UoS has recently launched</p>	<p>Successful retention/ redeployment, grant applications as co-applicants & fellowship applications. Achieve parity between full (66%) and part-time ECR (44%) perceptions of their job security.</p> <p>Feedback from ECR reps, continue to hold at least annual meetings between ECRs and the Director of Research (Emma Ream [ER]).</p> <p>Work with Director of Research to deliver Research Strategy (includes section to “foster strongly career development of all staff”) Examples of initiatives include an ECR shadowing scheme, where ECRs shadow school-level strategic meetings such as the Research Executive monthly meeting.</p> <p>Endorsement of the ASCS four items in <i>Theme 5 Career Development</i> to meet minimum target of 65% agreement (currently range from 54-87%).</p>	Jenny Harris (JH) (AS Deputy chair)	<p><i>Implementation ongoing.</i></p> <p>Target achieved by October 2026 and maintained or improved.</p> <p>Reviewed and evaluated annually via Research Exec and ECR reps (by September each year) and ASCS.</p>

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		Surrey Future Fellows as an investment in contract researchers, providing a pathway to a permanent academic role.			
16	<p>SCHOLARLY ACTIVITIES UPTAKE DATA COLLECTION: Introduce monitoring of staff participation in scholarly activities/events to strengthen our scholarly and research culture.</p> <p>Objective: To gain robust data on uptake of participation in scholarly and research activity and identify any issues by gender and other protected characteristics</p>	Focus groups and subsequent staff consultation showed that some colleagues struggle to prioritise scholarly activities, and this may be particularly challenging for teaching focused/early career colleagues. We will use our cluster framework to monitor and support this action, including assessment of participation by gender, EDI characteristics, mode/type of contract.	<p>Increased application rate for teaching focused/early career / part-time colleagues achieving pump priming/education focused projects. None applied in 2021-22 as all applicants were senior teaching colleagues.</p> <p>Collect data and where appropriate improved trends for the number of presentations given by early career colleagues including representation at internal seminars (monitored via clusters).</p>	Anna Cox (ACox)	<p><i>Implementation ongoing.</i></p> <p>Target achieved by September 2025</p> <p>Measured in annual cluster reporting, and to be sustained until next submission.</p>

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17	<p>CAREER DEVELOPMENT RESOURCES: Produce a yearly newsletter focused on career development issues in Health Sciences to include diverse range of role models with different examples of career development including for part-time staff and different roles, genders and intersectional issues. This resource will be sent out with induction information and as part of the mid-year review (AP 21-24).</p> <p>Objective: Provide an up-to-date resource and reminder of value of career development for SHS colleagues.</p>	<p>We strive for all staff to feel they have the support for career development. In the 2022 ASCS, whilst endorsement for the statement about line managers supporting career development was high, 12% were neutral or felt they did not have their support (12/81). Our ad-hoc consultation with ECC has further highlighted this as a potential issue (although there were no obvious differences by role in the ASCS).</p>	<p>Produce initial newsletter to be updated annually. This will also include topics such as progression for part-time staff/ advice around how to build KPIs when part-time and balancing workload. We will assess downloads of newsletter and collect feedback on ways to improve next editions via the Clusters. First edition produced by December 2023 and updated annually.</p> <p>Endorsement of the ASCS items in <i>Theme 5 Career Development</i> to meet minimum target of 65% agreeing (currently range from 54-87%).</p>	Rob Kerrison (RK)	First edition December 2023, with annual newsletter produced (by December each year).

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18	<p>CAREER DEVELOPMENT DISCUSSIONS ADDED TO INDUCTION CHECKLIST: Strengthen our culture around inclusive career development through improved induction process by adding career development discussions to the new starter's checklist.</p> <p>Objective: support participation in career development activities for all SHS colleagues.</p>	<p>Focus groups with staff in SHS (focused particularly on ECCs, female research staff and PT staff) highlighted a need to improve access to career development opportunities. We will develop a dedicated resource (e.g., hosted on MS Teams) setting out the most frequently sought information.</p>	<p>Delivery of the induction checklist and resource. Dissemination of the resources through All Staff Meetings and Clusters.</p> <p>Annual review of this data to identify issues and develop an action plan to understand and mitigate inequity.</p> <p>Endorsement of the ASCS four items in <i>Theme 5 Career Development</i> to meet minimum target of 65% agreement (currently range from 54-87%).</p>	Jenny Harris (JH) (AS Deputy chair)	<p>Launched by September 2024.</p> <p>Annual review and evaluation (by September each year).</p>
19	<p>CAREER DEVELOPMENT INFORMATION COLLATION: Collation of all induction information in a single resource to</p>	<p>Development of a dedicated resource (e.g., hosted on MS Teams) will provide a one stop shop and easy access for staff setting out the most frequently sought information.</p>	<p>Delivery of the induction checklist and resource. Dissemination of the resources through All Staff Meetings and Clusters.</p> <p>Annual update and review of usage.</p>	Jenny Harris (JH) (AS Deputy chair)	<p>Launch by September 2024.</p> <p>Annual review and monitor use (by</p>

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	include information around career development. Objective: support participation in career development activities for all SHS colleagues.				September each year).
20	CAREER DEVELOPMENT LEAD RESPONSIBILITY: Allocate responsibility to a single member of staff, under the jurisdiction of the Head of School / SMT, to be responsible for updating the resource. Objective: support participation in career development activities for all SHS colleagues.	One staff member leading this work will ensure deliverables and impact and responsibility for developing / collating the dedicated resource (e.g., hosted on MS Teams) setting out the most frequently sought information.	Person assigned with responsibility in their job plan to maintain and monitor use of the resource.	Jenny Harris (JH) (AS Deputy chair)	Launch by September 2024 Annual review and monitor use (by September each year).

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21	<p>CAREER DEVELOPMENT DISCUSSIONS AT MID-POINT APPRAISAL: Change SHS practice to specify that line managers should include career development discussions as part of the mid-point review.</p> <p>Objective: support participation in career development activities for all SHS colleagues.</p>	<p>Building on the evidence from our staff focus group and round table event, people felt it would be useful to have a point in the year, outside the formal appraisal, where there was the expectation to have career development discussions with their line manager. It was felt this would be useful to promote a career development focused culture within the SHS.</p>	<p>Annual email from HoS/SMT about mid-point reviews to include career development and that any issues/barriers to be raised via cluster channels to SMT and brought to ASIT as needed.</p>	<p>Jenny Harris (JH) (AS Deputy chair)</p>	<p>Launch by September 2024.</p> <p>Monitor annual email before mid-point appraisals (usually March each year) and review issues raised.</p>
22	<p>RECRUITMENT OF MEN: Implement an inclusive SHS student recruitment strategy around marketing and interviews considering issues relating to gender and diversity.</p> <p>Objective: to maintain and</p>	<p>Implementation of recommendations developed as part of our BAP (BAP 10-12).</p> <p>New multiple mini-interview (MMI) work (1 Callwood leading national work re this) has sought to reduce gender and intersectionality bias.</p>	<p>Continued implementation of recruitment/marketing strategies, linking in the SHS EDI committee and use of unconscious bias statement/ work in MMIs.</p> <p>Inclusion of diverse student ambassadors/staff profiles at open days, interviews, and other outreach activities.</p> <p>Annual review of this data to identify issues and develop an action plan to understand and mitigate inequity.</p>	<p>Alison Callwood (ACall).</p>	<p><i>Implementation ongoing.</i></p> <p><i>Action plan developed by September 2025.</i></p> <p>Annual review of data (Sept each year).</p>

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	<i>increase the recruitment of people who identify and increase diversity of our student community in other ways.</i>				
23	<p>SUPPORT FOR STUDENTS WHO ARE PARENTS: CONSULTATION</p> <p>Improve support for students who become parents by holding stakeholder consultation with students who return from parental leave and explore placement issues faced by parents of young children and the tutors who have supported them.</p> <p>Objective: To understand the needs of students who become/are</p>	<p>We are aware through ASIT members that this is an important issue, and we want to better support our students who are also parents/caregivers, so they feel able to continue their studies.</p> <p>Stakeholder consultation will help us to identify the barriers and facilitators to optimal return to studies.</p>	<p>We will work with our student ASIT associate members to help us better understand the issues.</p> <p>Stakeholder consultations undertaken and themes identified, to develop and co-design a set of recommendations with students linking in with the student staff liaison committee.</p> <p>Annual review of this data to identify issues and develop an action plan to understand and mitigate inequity.</p>	<p>Simon Downs (SD) and Katie Sutton (KS)</p>	<p>Recommendations launched by October 2025.</p> <p>Annual review of data.</p>

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	<i>parents to allow successful completion.</i>				
24	<p>SUPPORT FOR STUDENTS WHO ARE PARENTS: RECOMMENDATIONS Develop recommendations (based on 23) to improve student experience.</p> <p>Objective: To support and retain students who become/are parents until successful completion.</p>	<p>We are aware through ASIT members that this is an important issue, and we want to better support our students who are also parents/caregivers, so they feel able to continue their studies.</p>	<p>We will co-produce a set of recommendations with students which will be presented to SMT, and an action plan will be developed.</p> <p>Findings shared across university (e.g., at the Athena Swan leads meeting) to allow for shared learning to other areas.</p> <p>This AP links with AP 23 and 25-26, where relevant.</p>	<p>Simon Downs (SD) and Katie Sutton (KS)</p>	<p>Present recommendations to SMT by October 2025.</p> <p>Action plan launched by March 2026.</p> <p>Annual review via student reps.</p>
25	<p>SUPPORT FOR STUDENTS WITH CARING RESPONSIBILITIES: DATA COLLECTION Determine the needs of students with on-going caring responsibilities by undertaking</p>	<p>Through ASIT membership we are aware that this is an important issue, for our students and we want to understand how we can improve their experience and the support we offer to our students who have caring responsibilities. This</p>	<p>We will work with our student ASIT associate members to help us better understand the issues.</p> <p>Focus groups undertaken and themes identified, to develop and co-design a set of recommendations with students linking in with the student staff liaison committee.</p>	<p>Karen Stenner (KS) and Jacqui Laden (JL)</p>	<p>Data collection completed by July 2025.</p> <p>Annual review of data (by September each year).</p>

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	<p>interviews or focus groups with students with caring responsibilities and staff who have supported them.</p> <p>Objective: To support and retain students with caring responsibilities until successful completion.</p>	AP will link with AP 29-30, where relevant.	Annual review of this data to identify issues and develop an action plan to understand and mitigate inequity.		
26	<p>SUPPORT FOR STUDENTS WITH CARING RESPONSIBILITIES: RECOMMENDATIONS:</p> <p>Develop recommendations (based on 25) to improve student experience.</p>	Through ASIT membership we are aware that this is an important issue, for our students and we want to develop recommendations and an action plan to improve their experience and the support we offer. This AP will link with AP 29-30, where relevant.	<p>We will co-produce a set of recommendations with students which will be presented to SMT, and an action plan will be developed.</p> <p>Findings shared across university (e.g., at the Athena Swan leads meeting) to allow for shared learning to other areas. This AP links with AP 24-25, where relevant.</p>	Karen Stenner (KS) and Jacqui Laden (JL)	<p>Present recommendations to SMT by October 2025.</p> <p>Action plan launched by March 2026.</p> <p>Annual review via student reps (by Sept each year).</p>
27	<p>DEVELOP UG RESEARCH PATHWAYS: Host a</p>	We want to foster an interest in clinical academic careers (CAC) by	Host a research room on all open days.	Jill Maben (JM) (AS chair)	<i>Implementation ongoing.</i>

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	<p>health sciences research room on open days, identify students (UG, PGT) interested in research, and offer research information sessions and electives for undergraduates.</p> <p>Objective: Develop research pathways from undergraduate to post graduate research programmes.</p>	<p>increasing students' exposure to the impactful research being undertaken in the SHS through improving our research-teaching interface (joint events, events, elective placements). We currently have 7/36 PGRs who have previously studied at UoS.</p>	<p>Continue to offer annual research electives for undergraduates interested in research.</p> <p>Increase number of former students who are PGRs over the 5-year period.</p> <p>Contribute to CAC strategic plan and support evaluation of CAC initiatives including gender and intersectional issues.</p>		<p>Progress made by December 2026 and reviewed annually (each Sept).</p>
28	<p>UG STUDENTS PROTECTED CHARACTERISTICS : DATA COLLECTION</p> <p>Collect data on our research elective UG students' gender and protected characteristics.</p>	<p>To ensure equity of opportunity we want to ensure that research elective UG students' gender and protected characteristics represent the wider UG population. We do not currently collect any data about this and so are unable to evaluate, or respond to any emerging</p>	<p>Data will be collected and reviewed for the 2023/24 cycle and where appropriate, we will develop an action plan to encourage/support participation from a broader range of participants.</p> <p>Target to ensure student UG research elective interns represent the gender balance and protected characteristics of the wider UG population.</p>	<p>Jenny Harris (JH) (AS Deputy chair).</p>	<p>Action plan developed by December 2025.</p> <p>Annual review of data (by September each year).</p>

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	<i>Objective: to ensure participation in research opportunities for UG that is representative of our wider student population.</i>	issues (e.g., if they were unrepresentative).			
29	<p>PGR CAREER DEVELOPMENT: DATA COLLECTION</p> <p>To create data collection system to allow Clusters to monitor PGR participation in research/teaching development including participation by gender and other protected characteristics.</p> <p><i>Objective: to provide robust data and evaluation of career development</i></p>	<p>PRES action plan has identified that PGR research culture and training as a priority area. Most SHS PGRs identify as women and so we want to assess engagement in such activities/opportunities by gender and other protected characteristics to ensure access is equitable (and develop further actions if this is not the case).</p>	<p>Annual data collection of participation in research/teaching development to collected via cluster leads.</p> <p>Our target is that there is no difference in engagement (by gender and other protected characteristics). If any issues emerge (through annual review of this data), we will be responsive and develop an action plan to understand and mitigate inequity.</p>	Jenny Harris (JH) (AS Deputy chair).	<p>Action plan developed as needed by December 2025</p> <p>Annual review of data (by September each year).</p>

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	<i>opportunities participation by PGRs including by gender and other EDI characteristics.</i>				
30	<p>INCLUSIVE WORKING DATA COLECTION: To hold interviews/focus groups to improve understanding of the needs of our LGBTQAI+ communities <i>and</i> intersection with all genders.</p> <p><i>Objective: to retain talent by supporting an inclusive working environment for people of all gender identities</i></p>	Issues of intersectionality have become an increasing focus of our work and we cannot yet be sure that we are capturing or understanding these issues as well as we would like from the ASCS alone.	<p>Interviews/focus groups completed, and data analysed /recommendations developed.</p> <p>Target to double the proportion of SHS staff (currently estimated to be 24%) having attended UoS LGBTQIA+ Awareness Training or local SHS training (designed for teaching focused staff). This will include annual review of course attendance to enable us to monitor progress and mitigate against any issues/positively encourage participation).</p>	Anna Cox (ACox) and Jenny Harris (JH) (AS Deputy chair)	<p>Recommendations developed by October 2026.</p> <p>Annual review of data (by September each year).</p>
31	<p>INCLUSIVE WORKING RECOMMENDATIONS: To develop recommendations (based on 30) in partnership with SHS</p>	Issues of intersectionality are an increasing focus of our work, and we cannot yet be sure that we are understanding these issues and developing	Recommendations presented to SHS EDI/SMT for responsive action plan to be developed.	Anna Cox (ACox) and Jenny Harris (JH) (AS Deputy chair)	Recommendations reported to SMT by October 2026.

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	<p>LGBTQAI+ lead for consideration by SMT.</p> <p>Objective: to develop a fully inclusive working environment for people of all gender identities to support all staff and retain talent</p>	<p>recommendations to address these as well as we would like from the ASCS alone.</p>			<p>Action plan developed by March 2026.</p>
32	<p>RAISE AS AWARENESS WITH STUDENTS: Raise awareness of the ASIT and gender and protected characteristics work to allow us to better meet the gender-related needs of our students (including the intersection with LGBTQAI+ and gender identity).</p> <p>Objective: to retain student talent to completion by</p>	<p>The SHS EDI committee have developed a cross-cutting action plan which we continue to support. Our ASIT student associate members suggested that typically gender related and LGBTQAI+ issues have been addressed as they have arisen (e.g., use of gendered language). Our student members have suggested that we widely publicise/disseminate ASIT work through newsletters, at open days and on noticeboards around campus (to indicate a</p>	<p>Increase communications about AS existence and work with all current and prospective students (currently none). Ensure communications highlight ASIT open-door policy to enable students to bring forward issues to the ASIT.</p> <p>Use feedback via ASIT student associate members and SHS EDI leads to help us evaluate student issues and awareness.</p>	<p>Jenny Harris (JH) (AS Deputy chair).</p>	<p>Communication materials developed and launched by October 2024.</p> <p>Annual review via student reps (by September each year).</p>

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SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<i>supporting an inclusive environment for our student community.</i>	supportive environment for all genders) and so that people know how best to raise new issues that may emerge during the 5-year award period.			
33	<p>SUPPORT DIVERSE STUDENT POPULATION: ALLYSHIP TRAINING</p> <p>To better meet the needs of our diverse student population particularly where issues of ethnicity and gender identity intersect, we will build student peer allyship through student completion of the allyship eLearning module.</p> <p>Objective: to retain student talent to completion by supporting an inclusive environment for our</p>	To build on the work of the SHS research project, 'Melting the Snowy white peaks' we will help staff and students to develop their allyship skills by ensuring widespread completion across the programmes.	<p>To launch pilot for UG students to complete the allyship eLearning module in their first year of enrolment and if pilot is successful to enable wide-spread roll-out with the target of more than 60% of UG completing this module by 2025. If not successful we will develop a plan to mitigate the challenges to implementation.</p> <p>Target of more than 70% of staff to complete new staff allyship module (100% for those within first year of employment/within probation period).</p>	Nyangi Gityamwi (NG) and Jenny Harris (JH) (AS Deputy chair).	<p>Launch date for UG by October 2024 and rollout by October 2025.</p> <p>Annual review of UG and staff training data (by September each year).</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<i>student community and to recruit more diverse workforce (for better protected characteristics representation for students).</i>				
34	<p>SUPPORT DIVERSE STUDENT POPULATION: RACE EQUALITY TRAINING</p> <p>To better meet the needs of our diverse student population particularly where issues of ethnicity and gender identity intersect, we will achieve widespread completion of the new staff allyship and existing Race Equity module.</p> <p>Objective: to retain student talent to completion by supporting an</p>	SHS have begun implementing the Race Equality Charter- the ASIT will support implementation where issues of gender and race intersect.	Target of more than 70% of staff to complete existing Race Equity module (100% for those within first year of employment/within probation period).	Nyangi Gityamwi (NG) and Jenny Harris (JH) (AS Deputy chair).	<p>Target to be achieved by December 2024 and maintained / ideally increased annually.</p> <p>To be reviewed annually by Sept each year.</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<i>inclusive environment for our student community and to recruit more diverse workforce (for better EDI representation for students)</i>				
34	<p>INCREASE UPTAKE OF MENTORING OPPORTUNITIES: Increase availability and uptake of mentoring opportunities for all staff, particularly for early career colleagues (ECC), those on fixed-term contracts and who are part-time.</p> <p>Objectives: To provide mentorship support to all staff, extending professional networks and career development</p>	<p>In 2021 25% (14/64) of colleagues perceived part-time staff were <u>not</u> offered the same career development opportunities as full-time staff. Although this decreased to (11% (8/81) in 2022 (following work by ASIT) we want to sustain these improvements. In 2022, 87% agreed that “My line manager supports my career development”.</p>	<p>90% of researchers, including ECCs and those on fixed term contracts to have a mentor in place within 3 months of starting work (for new starters) by December 2023.</p> <p>SHS publicity/awareness campaign to be launched to raise awareness of new mentorship scheme (policy posters and presentations at All Staff Meetings) and uptake assess by gender, protected characteristics and those on different types of contract/job role.</p> <p>Endorsement of the ASSC items in <i>Theme 5 Career Development</i> to meet minimum target of at least 65% agreeing (current range from 54-87%).</p>	<p>Jill Maben (JM) (AS chair) and Jenny Harris (JH) (AS Deputy chair)</p>	<p>Target to be achieved by December 2026 and maintained.</p> <p>To be reviewed annually by Sept each year.</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<i>(thereby improving staff retention).</i>				
35	<p>EXTEND MENTORING OPPORTUNITIES: Extend mentoring opportunities for all staff; Introduce a new mentoring scheme for professional services and teaching-focused staff.</p> <p>Objectives: To provide mentorship support to all staff, extending professional networks and career development (thereby improving staff retention).</p>	<p>Since 2018 SHS has successfully established a mentorship programme for research focused staff, but the benefits are yet to be realised by non-research colleagues. In the 2022 ASCS, whilst 95% (19/21) of research/teaching and 88% (15/17) of research only colleagues agreed they had useful mentoring opportunities (as mentor or mentee), only 53% (19/36) of teaching-focused and 1 out of 4 (25%) professional services colleagues agreed. Our focus groups and mapping identified that although despite new teaching staff have some mentorship during probation (from senior colleague), mentoring is not sustained after probation.</p>	<p>Launch of teaching and professional services schemes by December 2025 and target of 75% teaching staff and professional services staff to have mentors in place by December 2026.</p> <p>SHS publicity/awareness campaign to be launched to raise awareness of new mentorship scheme (policy posters and presentations at All Staff Meetings) and uptake assess by gender, protected characteristics and those on different types of contract/job role.</p> <p>Endorsement of the ASSC items in <i>Theme 5 Career Development</i> to meet minimum target of at least 65% agreeing (current range from 54-87%).</p>	<p>Jill Maben (JM) (AS chair) and Jenny Harris (JH) (AS Deputy chair)</p>	<p>Launched by December 2025.</p> <p>Where possible mentors in place by December 2026.</p> <p>Annual review of data (by September each year).</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
36	<p>MAINTAIN MENTORING OPPORTUNITIES: Maintain successful mentoring scheme for research active staff.</p> <p>Objectives: To provide mentorship support to all staff, extending professional networks and career development (thereby improving staff retention).</p>	<p>Whilst we have good uptake of mentoring by research active staff (86% of research staff – excluding professors -now have mentors, we want this to continue and to be maintained in the light of our mentorship scheme expansion (SAP 17 and 18 above).</p>	<p>90% of researchers, including ECCs and those on fixed term contracts to have a mentor in place within 3 months of starting work (for new starters) by December 2024.</p> <p>SHS publicity/awareness campaign to be launched to raise awareness of new mentorship scheme (policy posters and presentations at All Staff Meetings) and uptake assess by gender, protected characteristics and those on different types of contract/job role.</p> <p>Endorsement of the ASSC items in <i>Theme 5 Career Development</i> to meet minimum target of at least 65% agreeing (current range from 54-87%).</p>	<p>Jill Maben (JM) (AS chair) and Jenny Harris (JH) (AS Deputy chair)</p>	<p>Target achieved by December 2024, and maintained. ASCS target achieved by December 2026. Annual review of data (by September each year).</p>
37	<p>CAREER DEVELOPMENT PARTICIPATION FOR PROFESSIONAL SERVICES STAFF: Increase the number of professional services colleagues attending annual career development events and other</p>	<p>There was overwhelmingly positive feedback from professional services colleagues who attended the new annual training event in 2022. To ensure success going forwards, line managers and mentors will need to actively support professional services colleagues to participate in annual events as well as</p>	<p>All eligible staff to be invited and where possible participate in the annual professional services development month activities.</p> <p>Maintain high levels endorsement of support for career development in ASCS (i.e., items within <i>Theme 5: Career Development</i>) for professional services colleagues with target for endorsement for all ASCS items of 65% agreeing.</p>	<p>Jenny Harris (JH) (AS Deputy chair)</p>	<p><i>Implementation ongoing.</i></p> <p>Target to be achieved by December 2025.</p> <p>Annual review of data (by September each year).</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<p>training courses as relevant.</p> <p>Objective: to retain professional services talent within the UoS and support participation in career development activities for all SHS colleagues.</p>	other relevant/ad-hoc opportunities.			
38	<p>LINE MANAGER TRAINING: Provide high quality and consistent line management achieved through, completion of line manager training for existing colleagues and uptake of line management training for new and aspiring managers.</p> <p>Objective: to ensure staff are supported to develop the line management skills</p>	Interviews/focus groups identified that line manager skills were essential for ensuring the management and appraisal process is development oriented. The current system was described as “relatively robust” but that it varied “depending on your line manager”. Training for all managers will help support consistency of approach for all employees.	<p>Target of 90% of line managers to have completed relevant manager training including all new managers to complete within their first year, and to have completed Race Equality, Diversity in the Workplace and Unconscious Bias training.</p> <p>Maintain high levels endorsing ASCS item about line manager supporting career development (more than 80% agreeing) and increase proportion endorsing Theme 2 items about gender equality (target of at least 60% agreeing across all items).</p>	Jenny Harris (JH) (AS Deputy chair).	<p><i>Implementation ongoing.</i></p> <p>Target to be achieved by December 2025.</p> <p>Annual review of data (by September each year).</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<i>that support career development and issues relating to gender and protected characteristics.</i>				
39	<p>DEVELOP STAFF /STUDENT RESEARCH PATHWAYS AND CAC: DATA COLLECTION</p> <p>Design additional ASCS items to allow us to determine the number and characteristics of staff in SHS with CAC.</p> <p>Objectives: To develop and increase clinical academic careers in our professional groups</p>	<p>We want to develop clinical academic careers (CAC) in partnership with our Trust partners and develop an intelligent and sustainable clinical academic career pathways for nurses, midwives, paramedics, and other health professionals, with a view to increasing CAC access and uptake. We currently have no routine data collection in the SHS about who has CAC and how this may be affected by gender and other protected characteristics.</p> <p>JM is involved in National initiatives such as incubator projects (as a mentor) and the chief nurses research strategy (advisory group).</p>	<p>Integrate questions within ASCS or as a separate short survey/poll and analyse data to determine the number and characteristics of staff with CAC. *9-+</p> <p>Target to double the number of joint-funded PhDs during the 5-year award period (currently 2).</p>	Jill Maben (JM) (AS chair)	<p>Develop data collection tools and achieve PhD target by December 2026.</p> <p>Annual review of data (by September each year).</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
40	<p>DEVELOP STAFF/ STUDENT RESEARCH PATHWAYS AND CAC: ACTION PLAN</p> <p>Develop an action plan for enabling match-funded PhDs with local Trust partners, and share learning nationally.</p> <p><i>Objectives: To develop and increase clinical academic careers in our professional groups</i></p>	<p>Drawing on new data in SAP 33 we will develop an action plan to promote clinical academic careers (CAC) in partnership with our trust partners and the Applied Research Collaboration for Kent Surrey and Sussex (ARCKSS), the SHS CAC strategy and SHS Research strategy to increase CAC access and uptake.</p>	<p>Delivery of the action plan which will link in with CAC strategy and support the identification of “research ready Trusts”.</p> <p>Where relevant, the plan will consider gender and other protected characteristics (informed by the ASCS).</p> <p>Share recommendation at Faculty wide discussions (e.g., to inform new medical school) and future CAC funding opportunities.</p>	Jill Maben (JM) (AS chair)	December 2026
41	<p>SHORTLISTING OF MEN:</p> <p>Monitor trends in shortlisting of men and implement mitigation strategies if figures remain low or drop further</p>	<p>It is unclear if the drop in the proportion of men shortlisted in 2021-22 represents a trend or a spurious figure. We want to ensure that there is equity of opportunity in our shortlisting process.</p>	<p>Continued implementation of recruitment/marketing strategies, linking in the SHS EDI committee.</p> <p>Annual review of this data to identify issues and develop an action plan to understand and mitigate inequity.</p>	Jenny Harris (JH) (AS Deputy chair).	<p><i>Implementation ongoing.</i></p> <p>Annual review of data (Sept each year) followed by discussion/action planning at</p>

School of Health Sciences Silver Action Plan					
SAP	Action and objectives	Rationale	Success measure and/or deliverables	Responsible officer or named individual	Timeline
	<i>Objective: to ensure the 2021-22 drop in shortlisting of men to academic roles does not become a sustained trend to maintain diverse gender representation in the SHS.</i>		<p>If necessary, ASIT HR representative to provide feedback to ASIT on the criteria/themes for failure to shortlist men.</p> <p>If reduction sustained or worsens, we will work with HR and SMT to develop and implement a mitigating action strategy.</p>		ASIT awayday as necessary.

Appendix 1: Culture survey data

An overview of our approach to the Athena Swan Culture Surveys

Due to the pressures of the COVID-19 pandemic we decided not to conduct a survey, as originally planned, in 2020 and instead collected survey data from 2021. Our **Athena Swan Culture Surveys (ASCS)** include both quantitative and qualitative data and in 2022 we transitioned from our own survey to the transformed agenda culture survey items plus some additional SHS items so that we could continue to evaluate our priority areas of our working groups over time. We also used a one-off snap-shot survey to gather further data around EDI training.

In line with best practice, the SHS and UoS has a small groups data non-disclosure policy where we do not present analysis where there are fewer than 10 people in a group responding. Unfortunately, in 2021 fewer than 10 men indicated their gender (leaving the question blank instead) and so we are unable to present any 2021 data by gender. We understood from informal feedback that this was likely to be related to the SHS workforce being 80% women and so people might be concerned about confidentiality. Therefore, prior to the 2022 survey we were able to raise awareness (e.g., at all staff meetings and by email) of the importance of answering this question and our rule about not presenting data if it would breach anonymity or if groups were fewer than 10. Reassuringly, more than 10 men indicated their gender in 2022 so we can report these results by gender for 2022.

Section 1: 2022 Culture Survey

Transformed agenda core statements

Theme 1: belonging and inclusion

<i>Q1: I feel like I belong in my department</i>	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	-	-	-
Neither agree nor disagree	2	2	4
Agree	4	31	35
Strongly agree	5	32	37
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		

Q1: I feel like I belong in my department	Male	Female	Total
Strongly Disagree	-	-	-
Disagree	-	-	-
Neither agree nor disagree	18%	3%	5%
Agree	36%	48%	46%
Strongly agree	45%	49%	49%
Not applicable			
Prefer not to say	-	-	-

Q2: I feel that people really care about me in my department	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	0	2	2
Neither agree nor disagree	2	4	6
Agree	6	29	35
Strongly agree	3	30	33
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	0	3%	3%
Neither agree nor disagree	18%	6%	8%
Agree	55%	45%	46%
Strongly agree	27%	46%	43%
Not applicable	-	-	-
Prefer not to say	-	-	-

Core Q3: My contributions are valued in my department	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	0	1	1
Neither agree nor disagree	2	4	6
Agree	6	32	38
Strongly agree	3	28	31
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	0%	2%	1%
Neither agree nor disagree	18%	6%	8%
Agree	55%	49%	50%

Core Q3: My contributions are valued in my department	Male	Female	Total
Strongly agree	27%	43%	41%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q4: I feel comfortable speaking up and expressing my opinions	Male	Female	Total
	Number		
Strongly Disagree	1	0	1
Disagree	2	3	5
Neither agree nor disagree	1	13	14
Agree	2	28	30
Strongly agree	4	21	25
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	10	65	75
	Percent		
Strongly Disagree	10%	0%	1%
Disagree	20%	5%	7%
Neither agree nor disagree	10%	20%	19%
Agree	20%	43%	40%
Strongly agree	40%	32%	33%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q5: Departmental communications are clear and relevant to me and my role	Male	Female	Total
	Number		
Strongly Disagree	2	0	2
Disagree	2	5	7
Neither agree nor disagree	3	4	7
Agree	4	41	45
Strongly agree	0	15	15
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	18%	0%	3%
Disagree	18%	8%	9%
Neither agree nor disagree	27%	6%	9%
Agree	36%	63%	59%
Strongly agree	0%	23%	20%
Not applicable	-	-	-
Prefer not to say	-	-	-

Theme 2: Gender equity

Q6: My department is committed to achieving gender balance in leadership	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	1	0	1
Neither agree nor disagree	4	14	18
Agree	2	25	27
Strongly agree	4	26	30
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	9%	0%	1%
Neither agree nor disagree	36%	22%	24%
Agree	18%	38%	36%
Strongly agree	36%	40%	39%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q7: The rate people progress in my department is not affected by their gender	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	1	0	1
Neither agree nor disagree	4	10	14
Agree	2	25	27
Strongly agree	4	29	33
Not applicable	0	1	1
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	9%	0%	1%
Neither agree nor disagree	36%	15%	18%
Agree	18%	38%	36%
Strongly agree	36%	45%	43%
Not applicable	0%	2%	1%
Prefer not to say	-	-	-

8: Equality, diversity and inclusion work is recognised when workload is allocated	Male	Female	Total
	Number		
Strongly Disagree	1	1	2
Disagree	1	5	6
Neither agree nor disagree	2	24	26
Agree	4	21	25
Strongly agree	3	13	16
Not applicable	0	1	1
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	2%	3%
Disagree	9%	8%	8%
Neither agree nor disagree	18%	37%	34%
Agree	36%	32%	33%
Strongly agree	27%	20%	21%
Not applicable	0%	2%	1%
Prefer not to say	-	-	-

Q9: Equality, diversity and inclusion work is recognised in applications for promotion/progression	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	1	2	3
Neither agree nor disagree	4	24	28
Agree	3	24	27
Strongly agree	2	13	15
Not applicable	1	1	2
Prefer not to say	0	1	1
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	9%	3%	4%
Neither agree nor disagree	36%	37%	37%
Agree	27%	37%	36%
Strongly agree	18%	20%	20%
Not applicable	9%	2%	3%
Prefer not to say	0	2%	1%

Core Q10: My department has taken action to mitigate the adverse gendered impact of the COVID-19 pandemic on staff	Male	Female	Total
	Number		
Strongly Disagree	1	1	2
Disagree	0	6	6
Neither agree nor disagree	5	26	31
Agree	2	23	25
Strongly agree	2	5	7
Not applicable	1	4	5
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	2%	3%
Disagree	0%	9%	8%
Neither agree nor disagree	45%	40%	41%
Agree	18%	35%	33%
Strongly agree	18%	8%	9%
Not applicable	9%	6%	7%
Prefer not to say	-	-	-

Theme 3: Work-life balance

Core Q11: My department enables flexible working	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	0	1	1
Neither agree nor disagree	2	0	2
Agree	3	15	18
Strongly agree	6	49	55
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	0%	2%	1%
Neither agree nor disagree	18%	0%	3%
Agree	27%	23%	24%
Strongly agree	55%	75%	72%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q12: Workloads in my department are allocated fairly	Male	Female	Total
	Number		
Strongly Disagree	0	1	1
Disagree	3	10	13
Neither agree nor disagree	0	13	13
Agree	6	23	29
Strongly agree	1	17	18
Not applicable	1	1	2
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	0%	2%	1%
Disagree	27%	15%	17%
Neither agree nor disagree	0%	20%	17%
Agree	55%	35%	38%
Strongly agree	9%	26%	24%
Not applicable	9%	2%	3%
Prefer not to say	-	-	-

Q13: The timing of departmental meetings and events takes into consideration those with caring responsibilities	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	3	4	7
Neither agree nor disagree	0	10	10
Agree	6	31	37
Strongly agree	2	20	22
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	27%	6%	9%
Neither agree nor disagree	0%	15%	13%
Agree	55%	48%	49%
Strongly agree	18%	31%	29%
Not applicable	-	-	-
Prefer not to say	-	-	-

Theme 4: Bullying and Harassment

Q14: I have experienced bullying and/or harassment in my department in the past 12 months.	Male	Female	Total
	Number		
Strongly Disagree	6	43	49
Disagree	4	16	20
Neither agree nor disagree	0	1	1
Agree	1	2	3
Strongly agree	0	1	1
Not applicable	0	2	2
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	55%	66%	64%
Disagree	36%	25%	26%
Neither agree nor disagree	0%	2%	1%
Agree	9%	3%	4%
Strongly agree	0%	2%	1%
Not applicable	0%	3%	3%
Prefer not to say	-	-	-

Q15: I have witnessed bullying and/or harassment in my department in the past 12 months	Male	Female	Total
	Number		
Strongly Disagree	6	38	44
Disagree	1	15	16
Neither agree nor disagree	0	2	2
Agree	3	5	8
Strongly agree	1	2	3
Not applicable	0	2	2
Prefer not to say	-	-	-
Total Number	11	64	75
	Percent		
Strongly Disagree	55%	59%	59%
Disagree	9%	23%	21%
Neither agree nor disagree	0%	3%	3%
Agree	27%	8%	11%
Strongly agree	9%	3%	4%
Not applicable	0%	3%	3%
Prefer not to say	-	-	-

Q16: I know how to report bullying and/or harassment	Male	Female	Total
	Number		
Strongly Disagree	0	1	1
Disagree	0	11	11
Neither agree nor disagree	3	5	8
Agree	7	34	41
Strongly agree	1	12	13
Not applicable	0	2	2
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	0%	2%	1%
Disagree	0%	17%	14%
Neither agree nor disagree	27%	8%	11%
Agree	64%	52%	54%
Strongly agree	9%	18%	17%
Not applicable	0%	3%	3%
Prefer not to say	-	-	-

Q17: Departmental management is active in tackling bullying and harassment	Male	Female	Total
	Number		
Strongly Disagree	1	0	1
Disagree	0	2	2
Neither agree nor disagree	4	25	29
Agree	4	26	30
Strongly agree	2	9	11
Not applicable	0	3	3
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	0%	1%
Disagree	0%	3%	3%
Neither agree nor disagree	36%	38%	38%
Agree	36%	40%	39%
Strongly agree	18%	14%	14%
Not applicable	0%	5%	4%
Prefer not to say	-	-	-

Q18: I am satisfied with how bullying and harassment are addressed in my department	Male	Female	Total
	Number		
Strongly Disagree	1	0	1
Disagree	0	1	1
Neither agree nor disagree	3	29	32
Agree	4	21	25
Strongly agree	2	9	11
Not applicable	1	5	6
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	0%	1%
Disagree	0%	2%	1%
Neither agree nor disagree	27%	45%	42%
Agree	36%	32%	33%
Strongly agree	18%	14%	14%
Not applicable	9%	8%	8%
Prefer not to say	-	-	-

Theme 5: Career Development

Q19: My line manager supports my career development	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	0	2	2
Neither agree nor disagree	1	7	8
Agree	3	17	20
Strongly agree	7	39	46
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	0%	3%	3%
Neither agree nor disagree	9%	11%	11%
Agree	27%	26%	26%
Strongly agree	64%	60%	61%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q20: Decisions about appointments are made fairly	Male	Female	Total
	Number		
Strongly Disagree	0	1	1
Disagree	2	5	7
Neither agree nor disagree	1	15	16
Agree	3	18	21
Strongly agree	4	26	30
Not applicable	1	0	1
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	0%	2%	1%
Disagree	18%	8%	9%
Neither agree nor disagree	9%	23%	21%
Agree	27%	28%	28%
Strongly agree	36%	40%	39%
Not applicable	9%	0%	1%
Prefer not to say	-	-	-

Q21: Decisions about promotion/progression are made fairly	Male	Female	Total
	Number		
Strongly Disagree	1	2	3
Disagree	2	8	10
Neither agree nor disagree	1	17	18
Agree	3	24	27
Strongly agree	2	13	15
Not applicable	2	1	3
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	3%	4%
Disagree	18%	12%	13%
Neither agree nor disagree	9%	26%	24%
Agree	27%	37%	36%
Strongly agree	18%	20%	20%
Not applicable	18%	2%	4%
Prefer not to say	-	-	-

Q22: I receive useful feedback on my career development through performance reviews	Male	Female	Total
	Number		
Strongly Disagree	1	1	2
Disagree	1	4	5
Neither agree nor disagree	3	11	14
Agree	2	22	24
Strongly agree	3	25	28
Not applicable	1	2	3
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	2%	3%
Disagree	9%	6%	7%
Neither agree nor disagree	27%	17%	18%
Agree	18%	34%	32%
Strongly agree	27%	38%	37%
Not applicable	9%	3%	4%
Prefer not to say	-	-	-

Theme 6: Wellbeing

Q23: My current workload is manageable	Male	Female	Total
	Number		
Strongly Disagree	0	9	9
Disagree	3	11	14
Neither agree nor disagree	1	7	8
Agree	5	31	36
Strongly agree	2	5	7
Not applicable	-	-	-
Prefer not to say	0	1	1
Total Number	11	64	75
	Percent		
Strongly Disagree	0%	14%	12%
Disagree	27%	17%	19%
Neither agree nor disagree	9%	11%	11%
Agree	45%	48%	48%
Strongly agree	18%	8%	9%
Not applicable	-	-	-
Prefer not to say	0%	2%	1%

Q24: My mental health and/or wellbeing are supported in my department	Male	Female	Total
	Number		
Strongly Disagree	1	0	1
Disagree	1	6	7
Neither agree nor disagree	1	12	13
Agree	5	25	30
Strongly agree	3	20	23
Not applicable	0	1	1
Prefer not to say	-	-	-
Total Number	11	64	75
	Percent		
Strongly Disagree	9%	0%	1%
Disagree	9%	9%	9%
Neither agree nor disagree	9%	19%	17%
Agree	45%	39%	40%
Strongly agree	27%	31%	31%
Not applicable	0%	2%	1%
Prefer not to say	-	-	-

Q25: I know where to seek support for mental health and/or wellbeing at work	Male	Female	Total
	Number		
Strongly Disagree	0	0	0
Disagree	2	1	3
Neither agree nor disagree	0	3	3
Agree	7	34	41
Strongly agree	2	25	27
Not applicable	0	1	1
Prefer not to say	-	-	-
Total Number	11	64	75
	Percent		
Strongly Disagree	0%	0%	0%
Disagree	18%	2%	4%
Neither agree nor disagree	0%	5%	4%
Agree	64%	53%	55%
Strongly agree	18%	39%	36%
Not applicable	0%	2%	1%
Prefer not to say	-	-	-

Q26: I feel confident asking for mental health and/or wellbeing support at work	Male	Female	Total
	Number		
Strongly Disagree	1	1	2
Disagree	0	4	4
Neither agree nor disagree	1	12	13
Agree	5	25	30
Strongly agree	3	22	25
Not applicable	1	0	1
Prefer not to say	-	-	-
Total Number	11	64	75
	Percent		
Strongly Disagree	9%	2%	3%
Disagree	0%	6%	5%
Neither agree nor disagree	9%	19%	17%
Agree	45%	39%	40%
Strongly agree	27%	34%	33%
Not applicable	9%	0%	1%
Prefer not to say	-	-	-

SHS specific/ additional items

<i>Q27: I understand the promotion process and criteria in my School</i>	Male	Female	Total
	Number		
Strongly Disagree	0	2	2
Disagree	4	13	17
Neither agree nor disagree	0	10	10
Agree	5	24	29
Strongly agree	2	15	17
Not applicable	0	0	0
Prefer not to say	-	-	-
Total Number	11	64	75
	Percent		
Strongly Disagree	0%	3%	3%
Disagree	36%	20%	23%
Neither agree nor disagree	0	16%	13%
Agree	45%	38%	39%
Strongly agree	18%	23%	23%
Not applicable	-	-	-
Prefer not to say	-	-	-

<i>Q28: I am encouraged and given opportunities to represent my School internally and/or externally (e.g., on committees or boards, as chair or speaker at conferences).</i>	Male	Female	Total
	Number		
Strongly Disagree	1	2	3
Disagree	1	4	5
Neither agree nor disagree	2	11	13
Agree	5	29	34
Strongly agree	2	17	19
Not applicable	0	2	2
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	3%	4%
Disagree	9%	6%	7%
Neither agree nor disagree	18%	17%	17%
Agree	45%	45%	45%
Strongly agree	18%	26%	25%
Not applicable	0%	3%	3%
Prefer not to say	-	-	-

Q29: I have useful mentoring opportunities (as mentor or mentee)	Male	Female	Total
	Number		
Strongly Disagree	1	2	3
Disagree	1	3	4
Neither agree nor disagree	2	11	13
Agree	4	19	23
Strongly agree	3	29	32
Not applicable	0	1	1
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	3%	4%
Disagree	9%	5%	5%
Neither agree nor disagree	18%	17%	17%
Agree	36%	29%	30%
Strongly agree	27%	45%	42%
Not applicable	0%	2%	1%
Prefer not to say	-	-	-

Q30: My School supports me with personal development and training opportunities	Male	Female	Total
	Number		
Strongly Disagree	0	1	1
Disagree	0	5	5
Neither agree nor disagree	4	4	8
Agree	2	26	28
Strongly agree	5	29	34
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	0%	2%	1%
Disagree	0%	8%	7%
Neither agree nor disagree	36%	6%	11%
Agree	18%	40%	37%
Strongly agree	45%	45%	45%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q31: Staff who work part-time or flexibly in my School are offered the same career development opportunities as those who work full-time.	Male	Female	Total
	Number		
Strongly Disagree	1	3	4
Disagree	0	4	4
Neither agree nor disagree	3	11	14
Agree	3	28	31
Strongly agree	1	18	19
Not applicable	3	1	4
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	5%	5%
Disagree	0%	6%	5%
Neither agree nor disagree	27%	17%	18%
Agree	27%	43%	41%
Strongly agree	9%	28%	25%
Not applicable	27%	2%	5%
Prefer not to say	-	-	-

Q32: Staff who have caring responsibilities (e.g., for children or adults) are offered the same career development opportunities as those who do not have caring	Male	Female	Total
	Number		
Strongly Disagree	0	2	2
Disagree	1	4	5
Neither agree nor disagree	2	12	14
Agree	4	28	32
Strongly agree	2	14	16
Not applicable	2	4	6
Prefer not to say	0	1	1
Total Number	11	65	76
	Percent		
Strongly Disagree	0%	3%	3%
Disagree	9%	6%	7%
Neither agree nor disagree	18%	18%	18%
Agree	36%	43%	42%
Strongly agree	18%	22%	21%
Not applicable	18%	6%	8%
Prefer not to say	0%	2%	1%

Q33: I happy in my job	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	0	2	0
Neither agree nor disagree	1	7	8
Agree	5	30	35
Strongly agree	5	26	31
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	0%	3%	3%
Neither agree nor disagree	9%	11%	11%
Agree	46%	37%	36%
Strongly agree	64%	46%	46%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q34: I feel secure in my job	Male	Female	Total
	Number		
Strongly Disagree	0	1	1
Disagree	1	7	8
Neither agree nor disagree	3	3	6
Agree	3	27	30
Strongly agree	4	27	31
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	0%	2%	1%
Disagree	9%	%	11%
Neither agree nor disagree	27%	5%	8%
Agree	27%	42%	40%
Strongly agree	36	42	41
Not applicable	-	-	-
Prefer not to say	-	-	-

Q35: I feel stimulated in my job	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	-	-	-
Neither agree nor disagree	2	3	5
Agree	6	28	34
Strongly agree	3	34	37
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	-	-	-
Neither agree nor disagree	19%	5%	7%
Agree	55%	43%	45%
Strongly agree	27%	52%	49%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q36: I feel my contributions at work are valued by the School	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	3	2	5
Neither agree nor disagree	2	9	11
Agree	5	28	33
Strongly agree	1	26	27
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	27%	3%	7%
Neither agree nor disagree	18%	14%	15%
Agree	46%	43%	43%
Strongly agree	9%	40%	36%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q37: I feel my contributions at work are valued by my colleagues and/or students	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	-	-	-
Neither agree nor disagree	1	1	2
Agree	6	34	40
Strongly agree	4	30	34
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	-	-	-
Neither agree nor disagree	9%	2%	3%
Agree	55%	52%	53%
Strongly agree	36%	46%	45%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q38: I feel I can influence the planning and decisions about my own workload	Male	Female	Total
	Number		
Strongly Disagree	1	2	3
Disagree	0	9	9
Neither agree nor disagree	1	8	9
Agree	8	28	36
Strongly agree	1	18	19
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	9%	3%	4%
Disagree	0%	14%	12%
Neither agree nor disagree	9%	12%	12%
Agree	73%	43%	47%
Strongly agree	9%	28%	25%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q39: My School makes it clear that unsupportive language and behaviour are not acceptable	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	1	9	10
Neither agree nor disagree	1	7	8
Agree	3	26	29
Strongly agree	5	22	27
Not applicable	1	1	2
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	9%	14%	13%
Neither agree nor disagree	9%	11%	11%
Agree	27%	40%	38%
Strongly agree	45%	34%	36%
Not applicable	9%	2%	3%
Prefer not to say	-	-	-

Q40: My School uses role models irrespective of gender identity	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	0	1	1
Neither agree nor disagree	2	8	10
Agree	3	41	44
Strongly agree	6	15	21
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	0%	2%	1%
Neither agree nor disagree	18%	12%	13%
Agree	27%	63%	58%
Strongly agree	55%	23%	28%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q41: I feel like I am part of a team	Male	Female	Total
	Number		
Strongly Disagree	-	-	-
Disagree	0	1	1
Neither agree nor disagree	1	4	5
Agree	3	24	27
Strongly agree	7	36	43
Not applicable	-	-	-
Prefer not to say	-	-	-
Total Number	11	65	76
	Percent		
Strongly Disagree	-	-	-
Disagree	0%	2%	1%
Neither agree nor disagree	9%	6%	7%
Agree	27%	37%	36%
Strongly agree	64%	55%	57%
Not applicable	-	-	-
Prefer not to say	-	-	-

Q42: Change personal/family plans because of work.	Male	Female	Total
	Number		
Never	4	13	17
A few times	1	26	27
About once a month	3	6	9
About once a week	3	11	14
More than once a week	0	9	9
Total	11	65	76
	Percent		
Never			
A few times	36%	20%	22%
About once a month	9%	40%	36%
About once a week	27%	9%	12%
More than once a week	27%	17%	18%

Q43: Work during annual leave or other days off	Male	Female	Total
	Number		
Never	1	10	11
A few times	3	21	24
About once a month	3	8	11
About once a week	2	12	14
More than once a week	2	13	14
Total	11	64	75
	Percent		
Never	9%	16%	15%
A few times	27%	33%	32%
About once a month	27%	13%	15%
About once a week	18%	19%	19%
More than once a week	12%	20%	20%

Q44: Work longer days to get the job done	Male	Female	Total
	Number		
Never	2	2	4
A few times	2	21	23
About once a month	3	4	7
About once a week	1	13	14
More than once a week	3	25	28
Total	11	65	76
	Percent		
Never	18%	3%	5%
A few times	18%	32%	30%
About once a month	27%	6%	9%
About once a week	9%	20%	18%
More than once a week	27%	39%	37%

Q45: Work through the day without any breaks	Male	Female	Total
	Number		
Never	2	14	16
A few times	2	9	11
About once a month	1	5	6
About once a week	3	9	11
More than once a week	3	28	31
Total	11	65	76
	Percent		
Never	18%	22%	21%
A few times	18%	14%	15%
About once a month	9%	8%	8%
About once a week	27%	14%	16%
More than once a week	27%	43%	41%

Q46: Felt that you had difficulty sleeping because of work	Male	Female	Total
	Number		
Never	4	19	23
A few times	4	20	24
About once a month	1	5	6
About once a week	2	12	14
More than once a week	0	9	9
Total	11	65	76
	Percent		
Never	36%	29%	30%
A few times	36%	31%	32%
About once a month	9%	8%	8%
About once a week	18%	19%	18%
More than once a week	0%	14%	12%

Characteristics of respondents in 2022

Fig. A1 Estimate of response

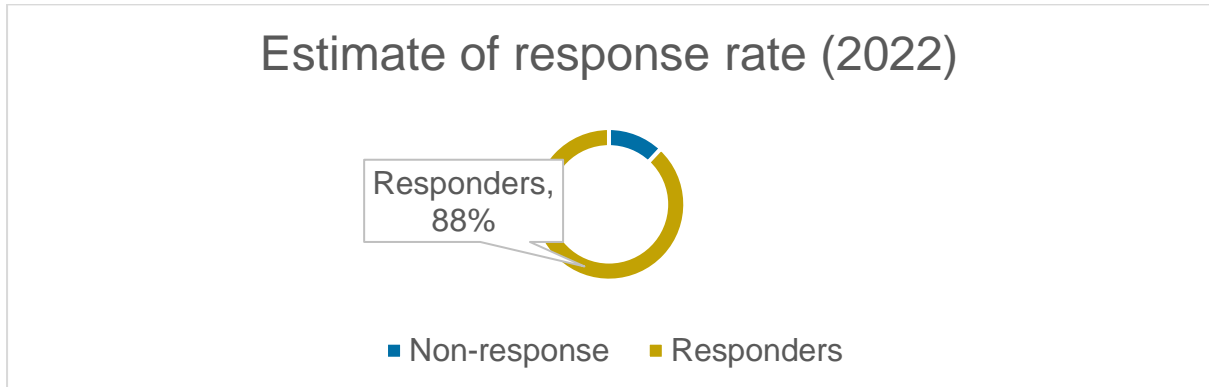


Fig. A2 Participants by gender identity

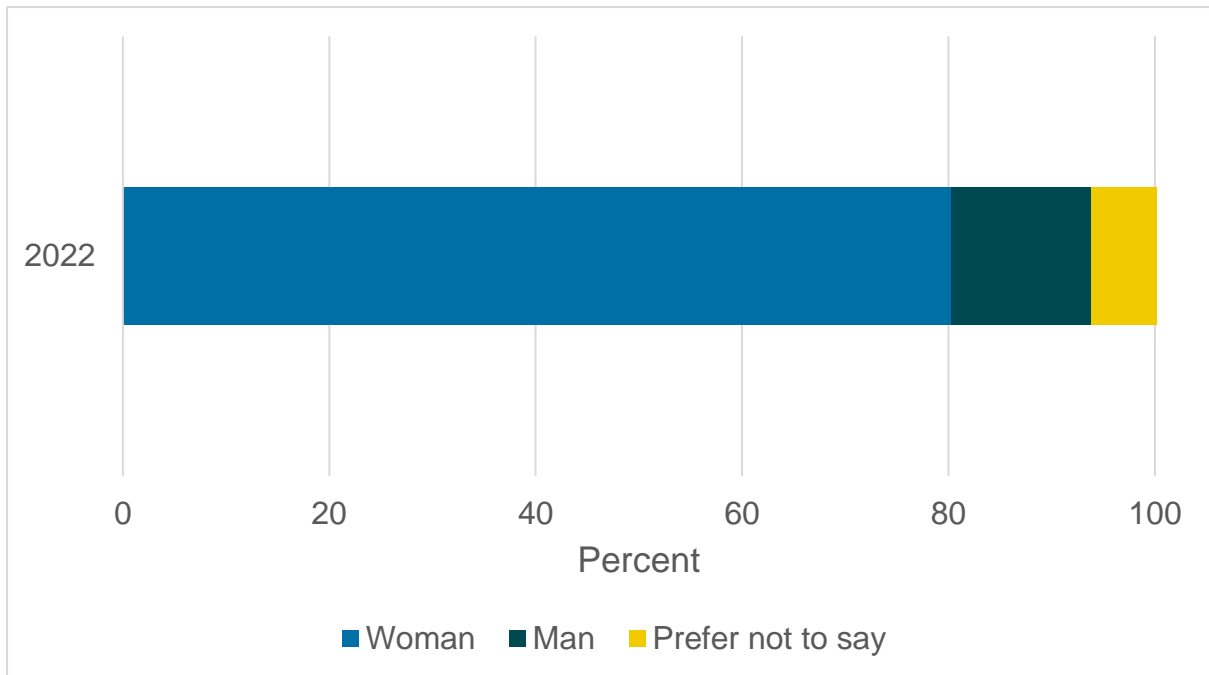


Fig A3. EDI characteristics

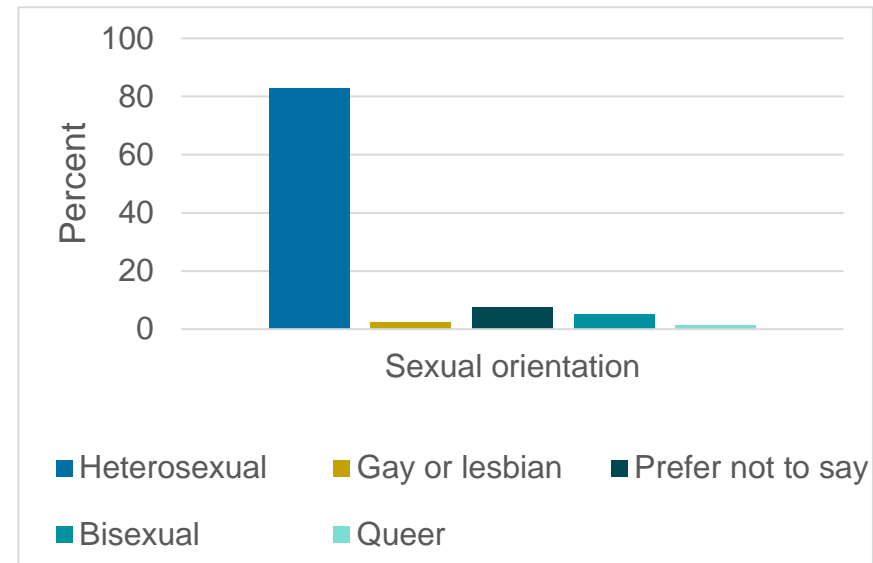
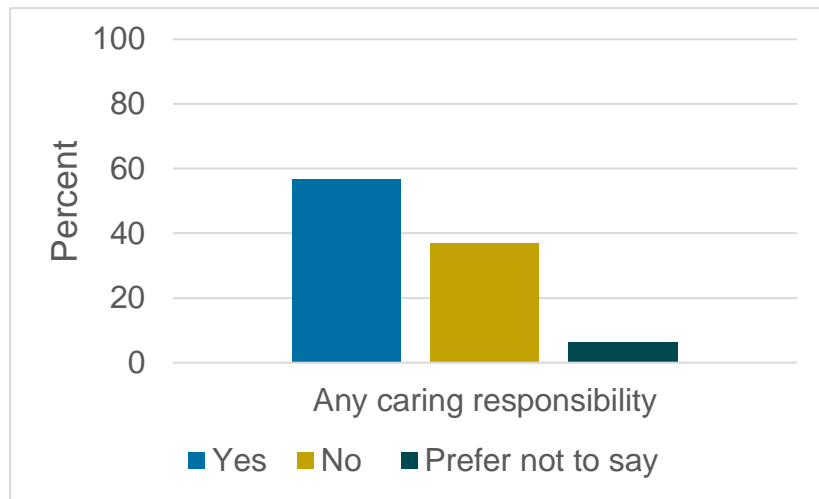
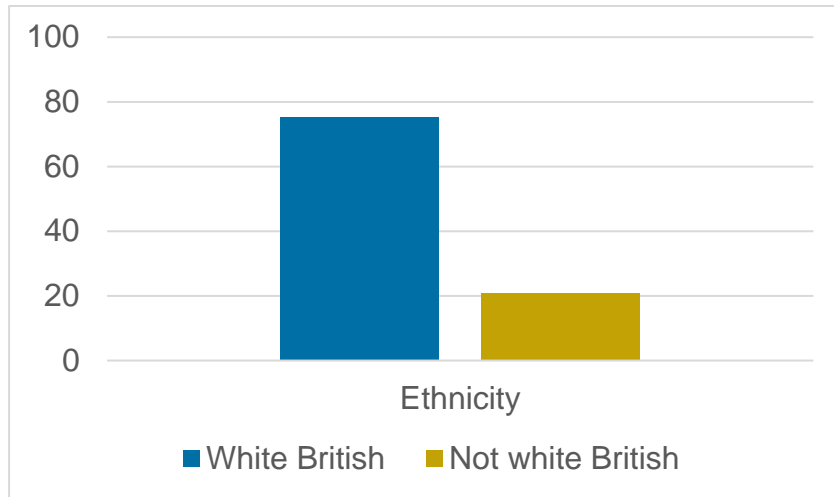
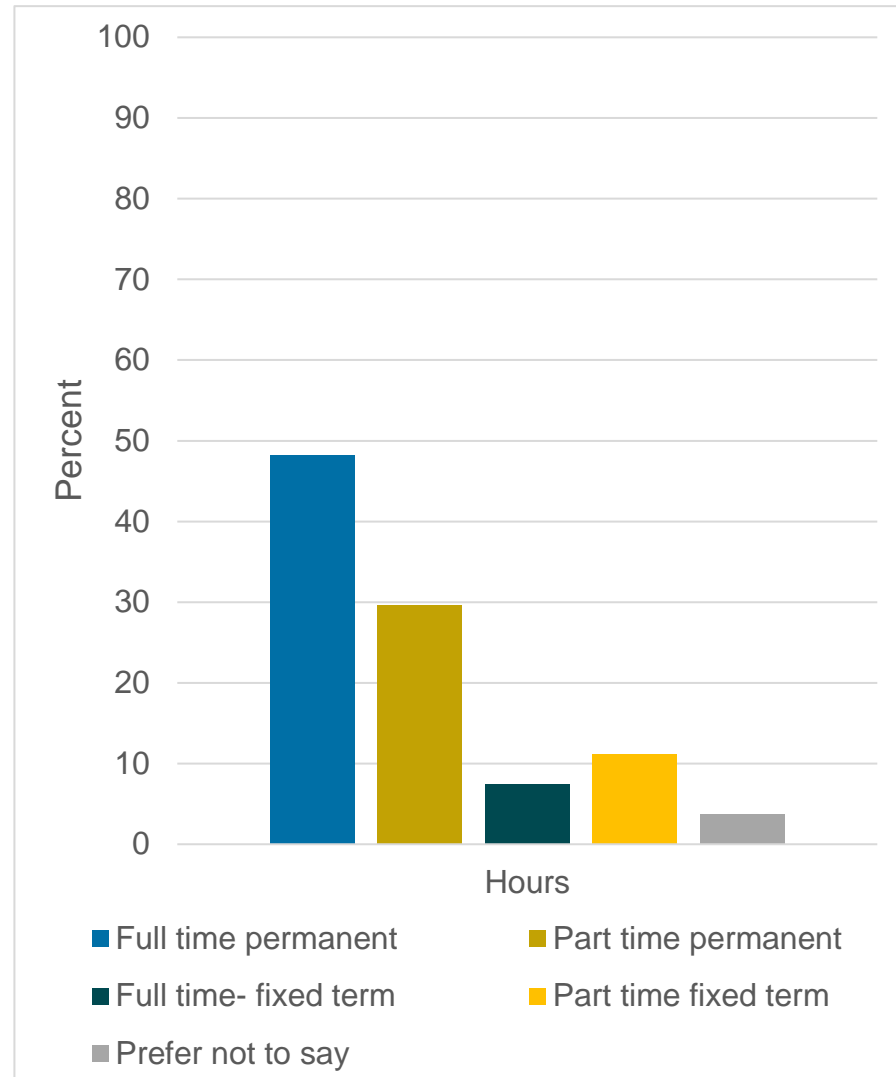
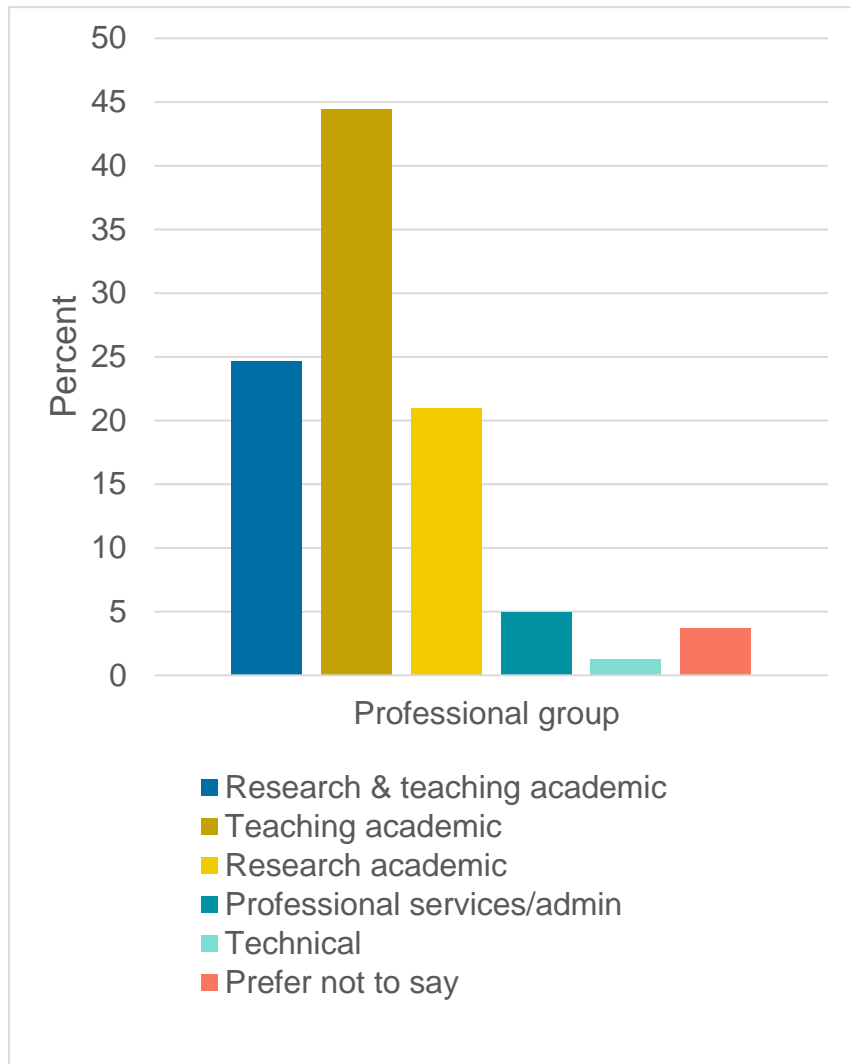


Figure A5. Work characteristics (professional grouping, left, and employment type, right)



2021 SHS survey

Due to UoS data disclosure policy (fewer than 10 people in a group), we are unable to present these results by gender.

Q1. I am aware of the Athena Swab Charter	N	Percent
Yes	71	93%
No	5	7%
Total	76	100%

Q2. In my School, staff are treated on their merits irrespective of their gender	N	Percent
Strongly disagree	4	5%
Disagree	3	4%
Neither agree nor disagree	11	15%
Agree	28	37%
Strongly agree	29	39%
Total	75	100%

Q3. In my School, gender does not influence how work is allocated	N	Percent
Strongly disagree	2	3%
Disagree	5	7%
Neither agree nor disagree	11	15%
Agree	29	39%
Strongly agree	28	37%
Total	75	100%

My School values the full range of an individual's skills and experience...

Q5. When carrying out performance appraisals	N	Percent
Strongly disagree	1	2%
Disagree	12	18%
Neither agree nor disagree	14	21%
Agree	21	32%
Strongly agree	18	27%
Total	66	100%

Q6. When considering promotion	N	Percent
Strongly disagree	4	6%
Disagree	16	24%
Neither agree nor disagree	17	26%

Agree	19	29%
Strongly agree	10	15%
Total	66	100%

<i>Q7. I understand the promotion process and criteria in my School</i>	N	Percent
Strongly disagree	3	5%
Disagree	8	12%
Neither agree nor disagree	15	23%
Agree	33	50%
Strongly agree	7	11%
Total	66	100%

<i>Q8. I am encouraged and given opportunities to represent my School internally and/or externally</i>	N	Percent
Strongly disagree	-	-
Disagree	6	9%
Neither agree nor disagree	17	26%
Agree	22	33%
Strongly agree	21	32%
Total	66	100%

My School provides me with...

<i>Q9. Opportunities (as mentor or mentee)</i>	N	Percent
Strongly disagree	2	3%
Disagree	9	14%
Neither agree nor disagree	14	22%
Agree	29	45%
Strongly agree	10	16%
Total	64	100%

<i>Q10. Useful networking opportunities</i>	N	Percent
Strongly disagree	5	8%
Disagree	0	0%
Neither agree nor disagree	20	31%
Agree	29	45%
Strongly agree	10	16%
Total	64	100%

Q11. Useful networking opportunities	N	Percent
Strongly disagree	2	3%
Disagree	5	8%
Neither agree nor disagree	9	14%
Agree	36	56%
Strongly agree	12	19%
Total	64	100%

Q12. My School supports me with personal development and training opportunities	N	Percent
Strongly disagree	1	2%
Disagree	7	11%
Neither agree nor disagree	10	16%
Agree	30	47%
Strongly agree	16	25%
Total	64	100%

Q13. Staff who work part-time or flexibly in my School are offered the same career development opportunities as those who work full-time	N	Percent
Strongly disagree	2	3%
Disagree	12	19%
Neither agree nor disagree	16	25%
Agree	26	41%
Strongly agree	8	13%
Total	64	100%

Q14. Staff who have caring responsibilities (e.g., for children or adults) are offered the same career development opportunities as those who do not have caring responsibilities	N	Percent
Strongly disagree	-	-
Disagree	6	9%
Neither agree nor disagree	17	27%
Agree	33	52%
Strongly agree	8	13%
Total	64	100%

Q15. Meetings in my School are completed in core hours to enable those with caring responsibilities to attend. (Hours, for example, 10 am to 4 pm, during which flexitime workers must be engaged in work)	N	Percent
Strongly disagree	3	5%
Disagree	11	17%
Neither agree nor disagree	11	17%
Agree	24	38%
Strongly agree	15	23%
Total	64	100%

Items to measure theme of working culture and work-life balance

Q16. I feel like I am part of a team	N	Percent
Strongly disagree	-	-
Disagree	6	9%
Neither agree nor disagree	5	8%
Agree	29	45%
Strongly agree	24	38%
Total	64	100%

Q17. I am happy in my job	N	Percent
Strongly disagree	1	2%
Disagree	6	9%
Neither agree nor disagree	10	16%
Agree	28	44%
Strongly agree	19	30%
Total	64	100%

Q18. I feel secure in my job	N	Percent
Strongly disagree	1	2%
Disagree	4	6%
Neither agree nor disagree	12	19%
Agree	31	48%
Strongly agree	16	25%
Total	64	100%

Q19. I find my job stimulating and rewarding	N	Percent
Strongly disagree	-	-
Disagree	3	5%
Neither agree nor disagree	5	8%
Agree	35	55%
Strongly agree	21	33%
Total	64	100%

Q20. I feel my contributions at work are valued by the School	N	Percent
Strongly disagree	-	-
Disagree	9	14%
Neither agree nor disagree	12	19%
Agree	25	39%
Strongly agree	18	28%
Total	64	100%

Q21. I feel my contributions at work are valued by my colleagues and/or students	N	Percent
Strongly disagree	-	-
Disagree	1	2%
Neither agree nor disagree	6	9%
Agree	39	61%
Strongly agree	18	28%
Total	64	100%

Q22. I feel my contributions at work are valued by my colleagues and/or students	N	Percent
Strongly disagree	7	11%
Disagree	11	17%
Neither agree nor disagree	11	17%
Agree	22	34%
Strongly agree	13	20%
Total	64	100%

In the past 12 months, did you ever...

Q23. Change personal/family plans because of work	N	Percent
Strongly disagree	9	14%
Disagree	14	22%
Neither agree nor disagree	13	20%
Agree	17	27%
Strongly agree	11	17%
Total	64	100%

Q24. Work during annual leave or other days off (outside of flexible working hours)	N	Percent
Strongly disagree	6	9%
Disagree	21	33%
Neither agree nor disagree	6	9%
Agree	15	23%
Strongly agree	16	25%
Total	64	100%

Q25. Work longer days in order to get the job done	N	Percent
Strongly disagree	1	2%
Disagree	13	20%
Neither agree nor disagree	6	9%
Agree	12	19%
Strongly agree	32	50%
Total	64	100%

Q26. Work through the day without any breaks	N	Percent
Strongly disagree	9	14%
Disagree	9	14%
Neither agree nor disagree	10	16%
Agree	11	17%
Strongly agree	25	39%
Total	64	100%

Q27. Felt that you had difficulty sleeping because of work	N	Percent
Strongly disagree	17	27%
Disagree	19	30%
Neither agree nor disagree	9	14%
Agree	10	16%

Strongly agree	9	14%
Total	64	100%

Q28. My School takes positive action to encourage women and men to apply for posts in areas where they are under-represented	N	Percent
Strongly disagree	2	4%
Disagree	2	4%
Neither agree nor disagree	19	37%
Agree	24	47%
Strongly agree	4	8%
Total	51	100%

Q29. My School makes it clear that unsupportive language and behaviour are not acceptable	N	Percent
Strongly disagree	1	2%
Disagree	8	13%
Neither agree nor disagree	15	23%
Agree	23	36%
Strongly agree	17	27%
Total	64	100%

Q30. I have undertaken training in:								
	EDI		Unconscious bias		LGBTQIA+ and Awareness		Race Equity	
	N	Percent	N	Percent	N	Percent	N	Percent
Yes	63	98%	63	98%	27	42%	38	59%
No	1	2%	1	2%	37	58%	26	41%
Total	64	100%	64	100%	64	100%	64	100%

Q31. My School has made it clear to me what its policies are in relation to gender equality	N	Percent
Strongly disagree	1	2%
Disagree	5	8%
Neither agree nor disagree	22	34%
Agree	25	39%
Strongly agree	11	17%
Total	64	100%

Q32. I understand why positive action may be required to promote gender equality	N	Percent
Strongly disagree	1	2%
Disagree	-	-
Neither agree nor disagree	3	5%
Agree	37	58%
Strongly agree	23	36%
Total	64	100%

Q33. During my time in this School, I have experienced a situation(s) where I have felt uncomfortable because of my gender	N	Percent
Yes	5	8%
No	57	89%
Prefer not to say	2	3%
Total	64	100%

During my time in this school...

Q34. I have experienced or witnessed offensive behaviour in the workplace	N	Percent
Often	1	2%
Sometimes	3	5%
Occasionally	6	9%
Seldom/rarely	16	25%
Never	36	56%
Prefer not to say	2	3%
Total	64	100

Q35. During my time in this school, I have experienced or witnessed harassment or bullying	N	Percent
Often	2	3%
Sometimes	3	5%
Occasionally	8	13%
Seldom/rarely	13	20%
Never	34	53%
Prefer not to say	4	6%
Total	64	100

Q36. I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour	N	Percent
Strongly disagree	3	5%
Disagree	2	3%
Neither agree nor disagree	7	11%
Agree	20	32%
Strongly agree	31	49%
Total	63	100%

Q37. My School uses men as well as women as visible role models	N	Percent
Strongly disagree	-	-
Disagree	-	-
Neither agree nor disagree	7	12%
Agree	32	56%
Strongly agree	18	32%
Total	57	100%

Q38. I am kept informed by my School and/or Institution about gender equality matters that affect me	N	Percent
Strongly disagree	1	2%
Disagree	8	13%
Neither agree nor disagree	16	25%
Agree	31	48%
Strongly agree	8	13%
Total	64	100%

<i>Q39. I feel that the flexible working hours policies of the University are adequate for staff with personal constraints, such as parental responsibilities</i>	N	Percent
Strongly disagree	1	2%
Disagree	8	13%
Neither agree nor disagree	17	27%
Agree	27	42%
Strongly agree	11	17%
Total	64	100%

Characteristics of respondents in 2021

Fig. A1 Estimate of response rate

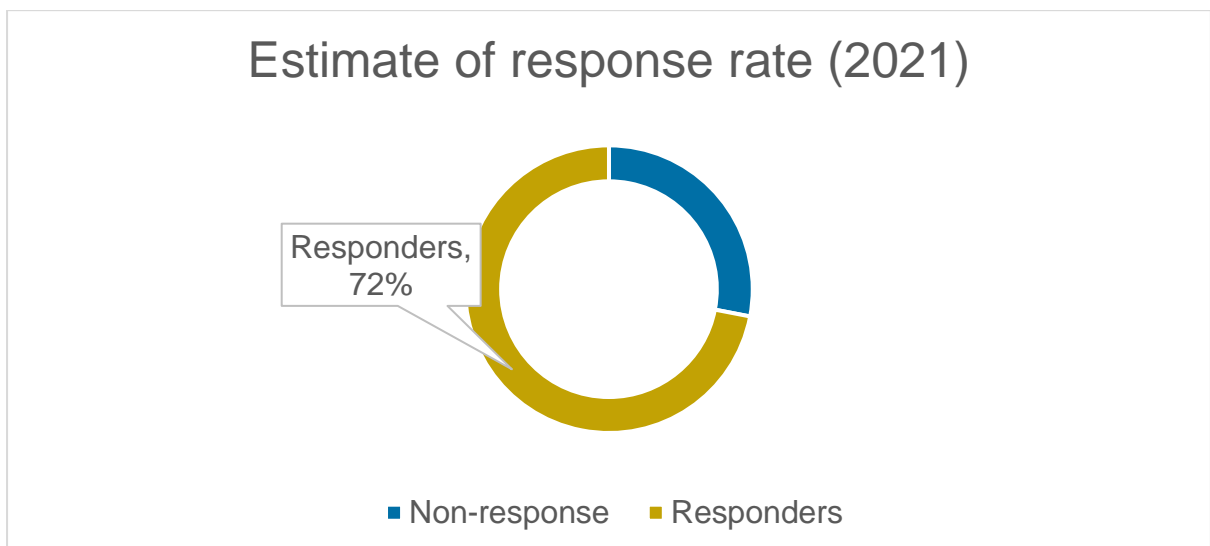


Fig. A2 Participants gender identity

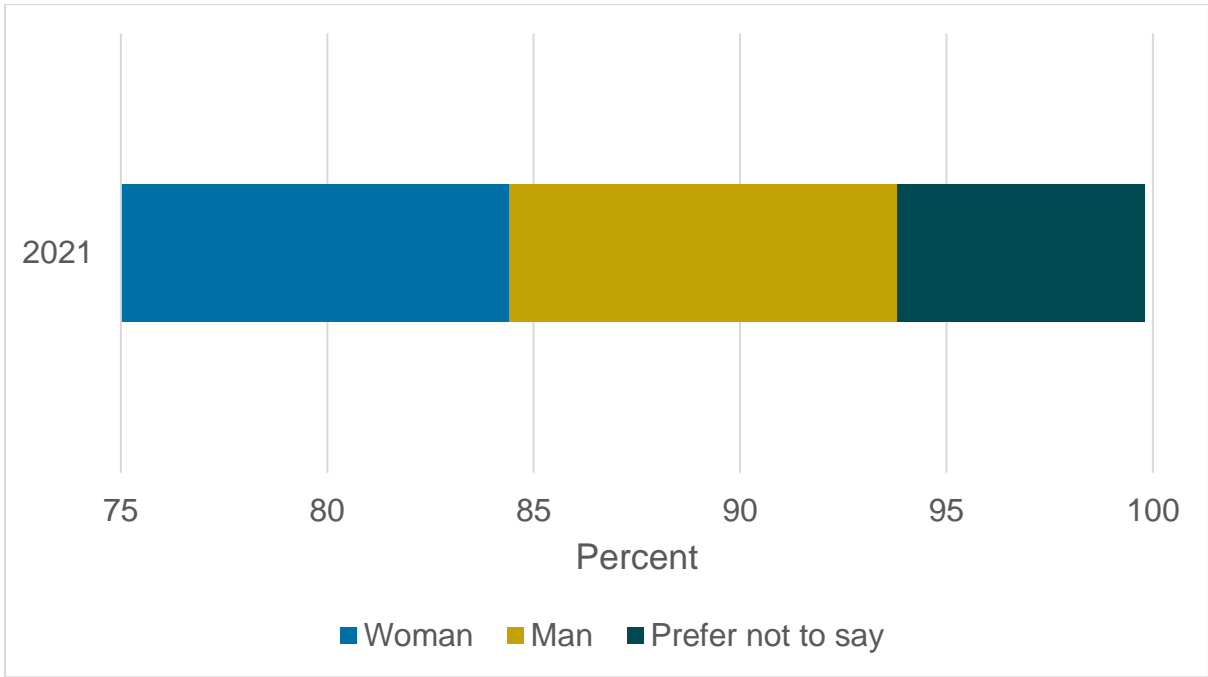


Fig A3 EDI characteristics

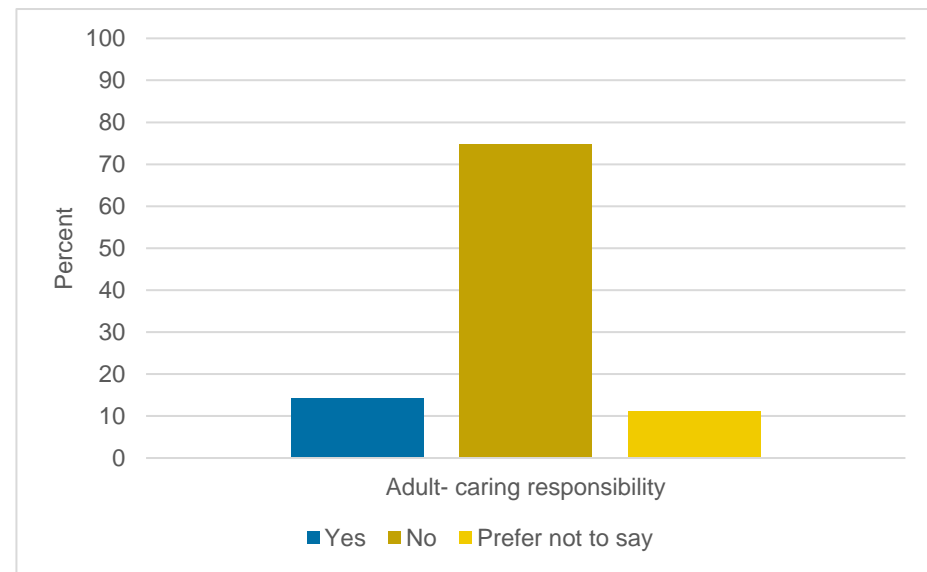
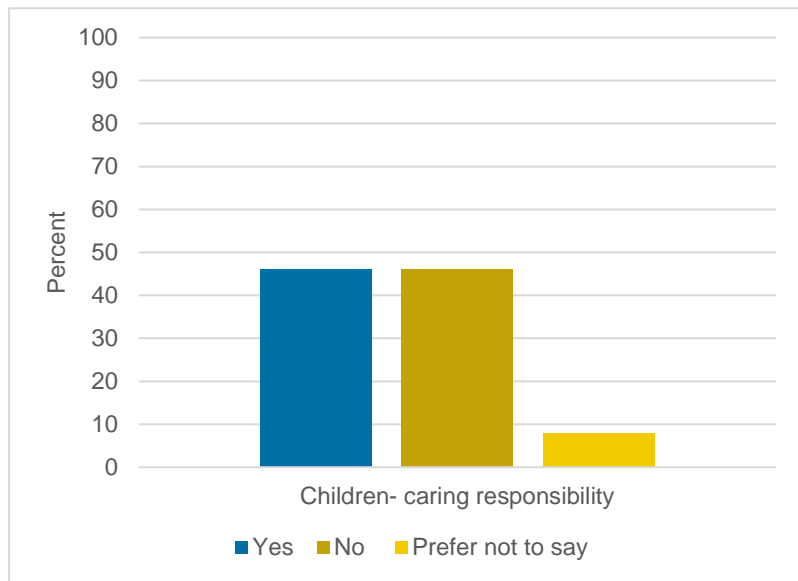
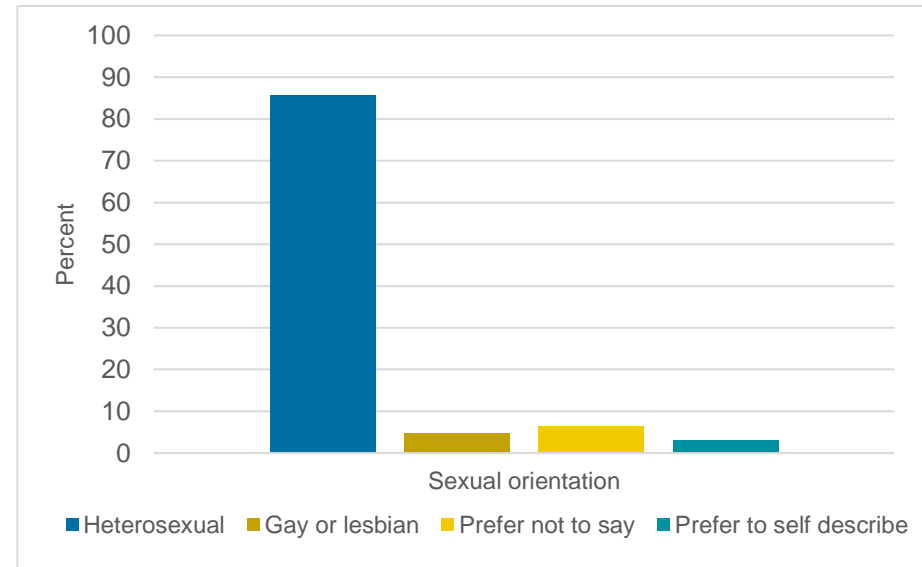
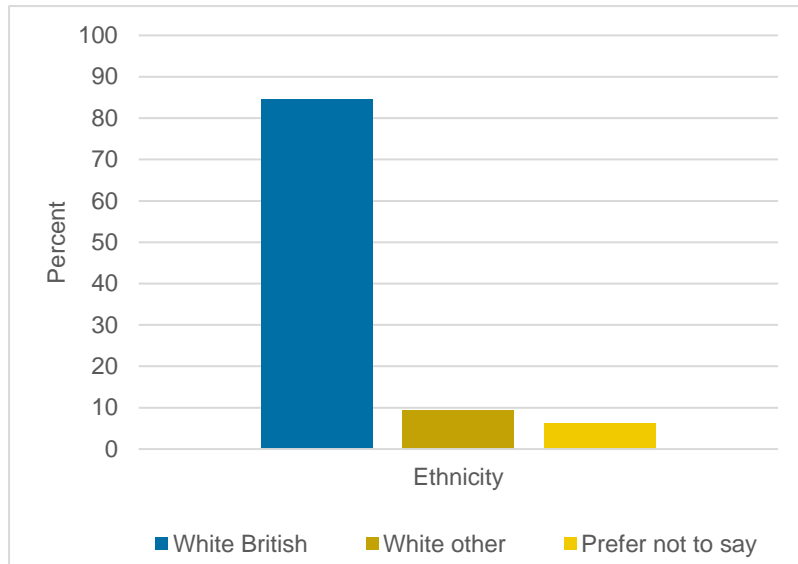
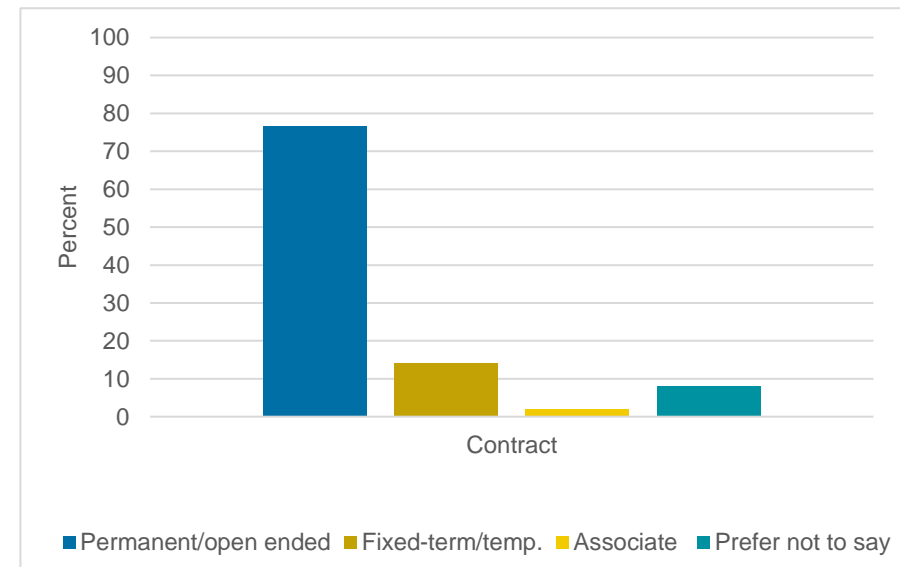
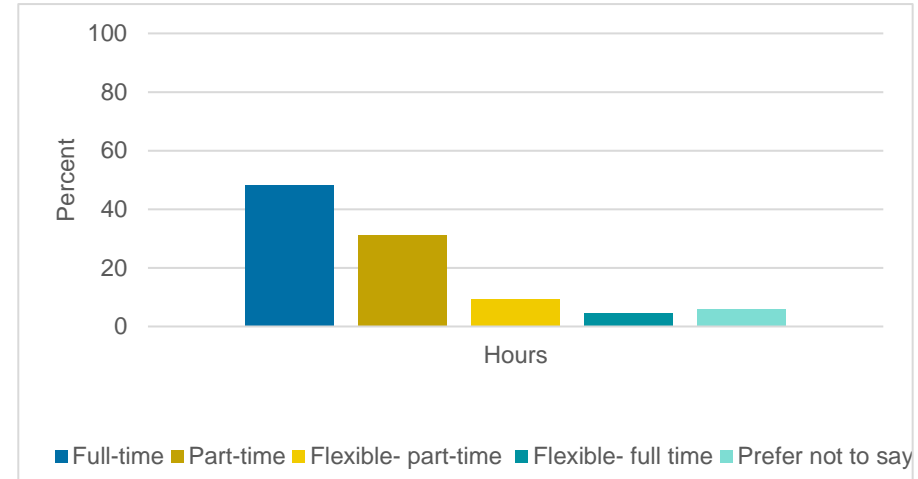
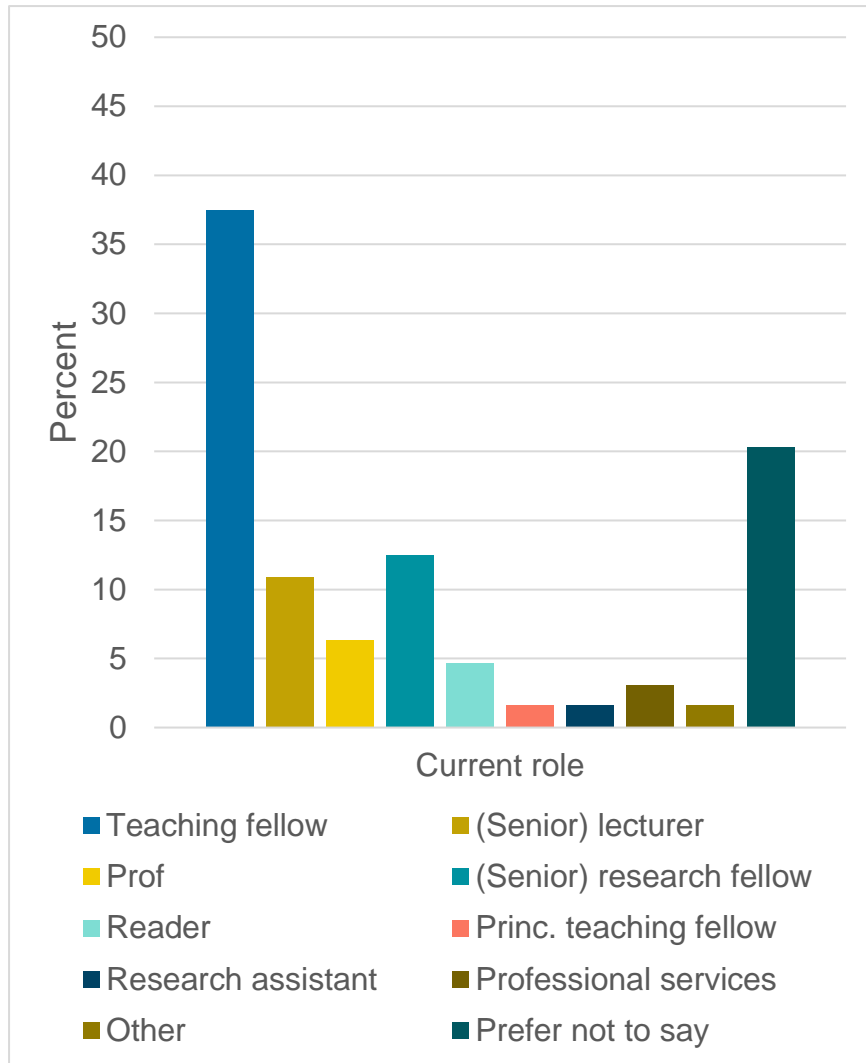


Figure A5. Work characteristics (professional grouping, left, and employment types, right)



Appendix 2: Data tables

Note on our data: Most data are presented as numbers (in tables and charts) and percentages (charts). Although not mandatory we have included our admission data as it provides important context for our gender equity strategy.

Professional services colleagues are not part of our department as they are employed directly via the Faculty but where possible we have included their associated data.

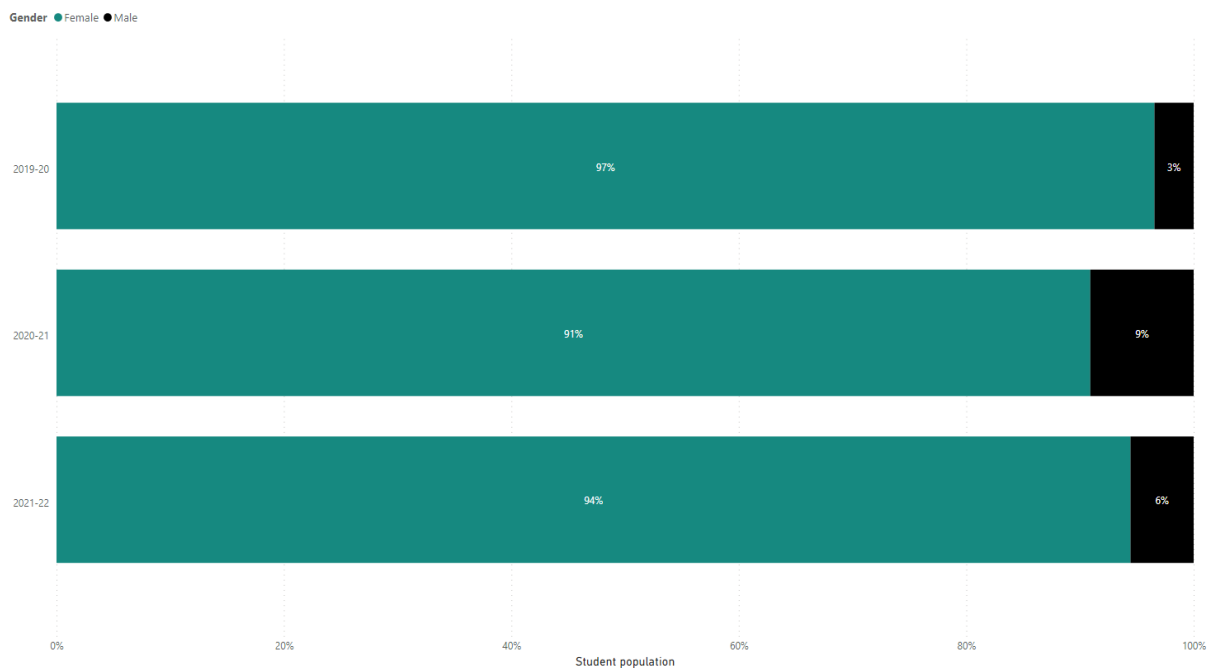
1. Students at foundation, undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) level

1.1 Students at foundation level

Table/chart 1.1a. Students at foundation level by gender (N)

Reporting year	Female	Male	Total
⊕ 2019-20	28	1	29
⊕ 2020-21	20	2	22
⊕ 2021-22	34	2	36
Total	82	5	87

Table/chart 1.1b. Students at foundation level by gender (%)

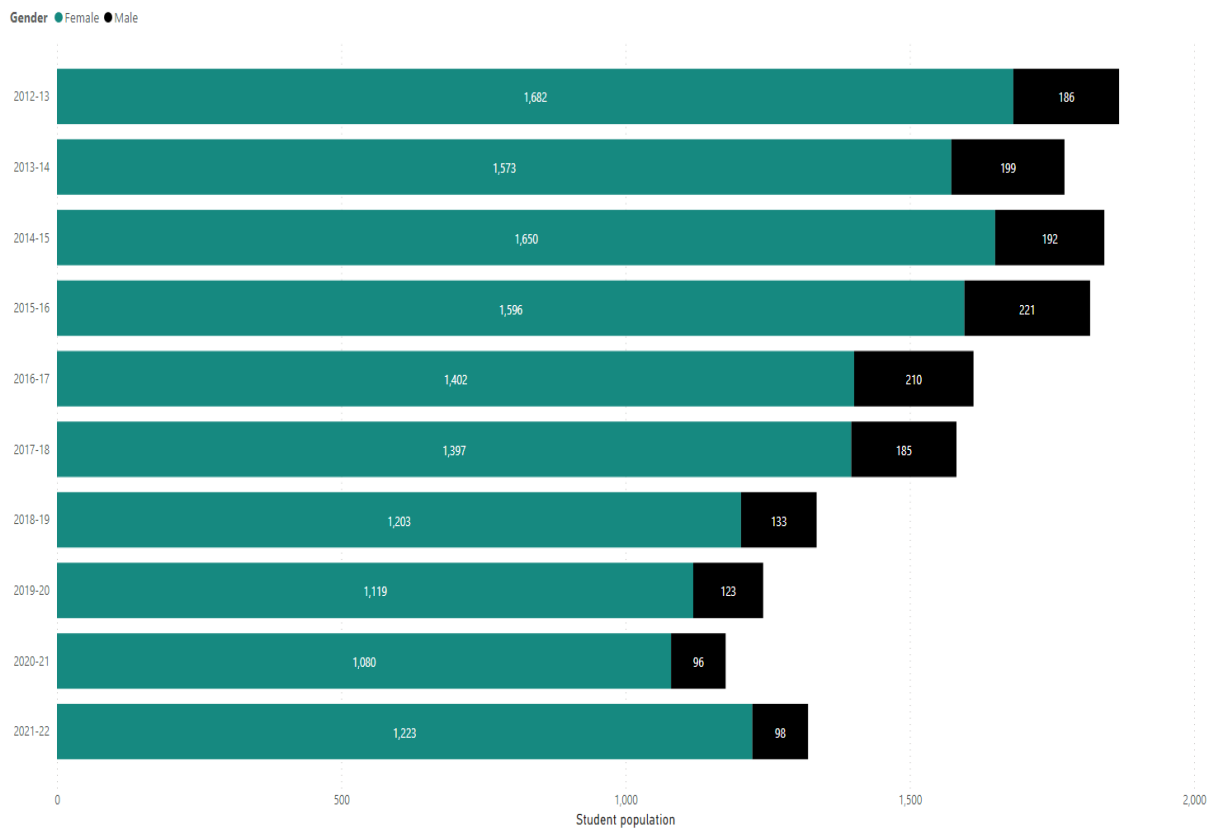


1.2 Students at UG level

Table/chart 1.2a. Students at UG level by gender (N)

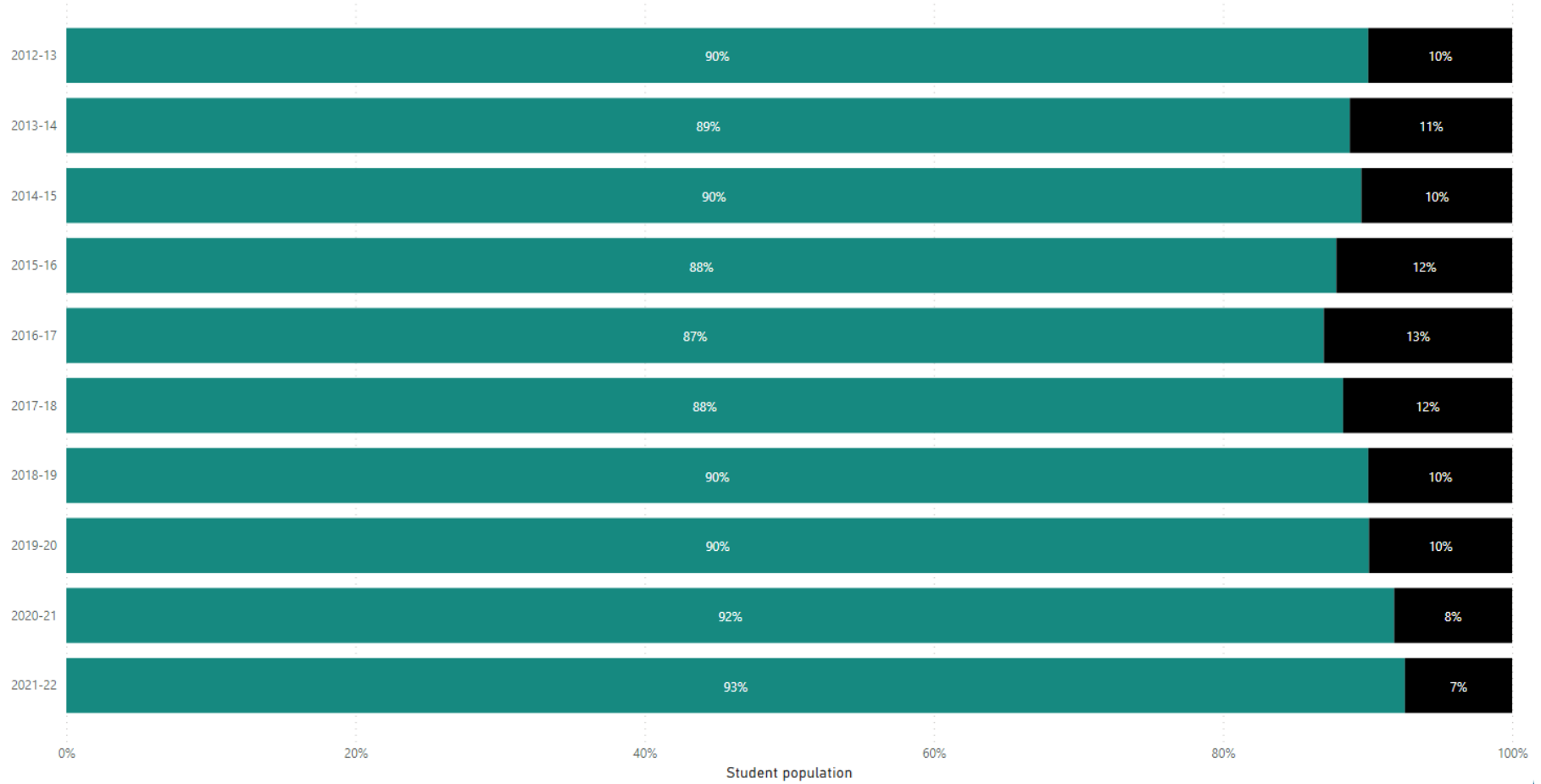
Reporting year	Female	Male	Total
⊕ 2012-13	1,682	186	1,868
⊕ 2013-14	1,573	199	1,772
⊕ 2014-15	1,650	192	1,842
⊕ 2015-16	1,596	221	1,817
⊕ 2016-17	1,402	210	1,612
⊕ 2017-18	1,397	185	1,582
⊕ 2018-19	1,203	133	1,336
⊕ 2019-20	1,119	123	1,242
⊕ 2020-21	1,080	96	1,176
⊕ 2021-22	1,223	98	1,321
Total	13,925	1,643	15,568

Table/chart 1.2b. Students at UG level by gender (N)



Table/chart 1.2c. Students at UG level by gender (%)

Gender ● Female ● Male

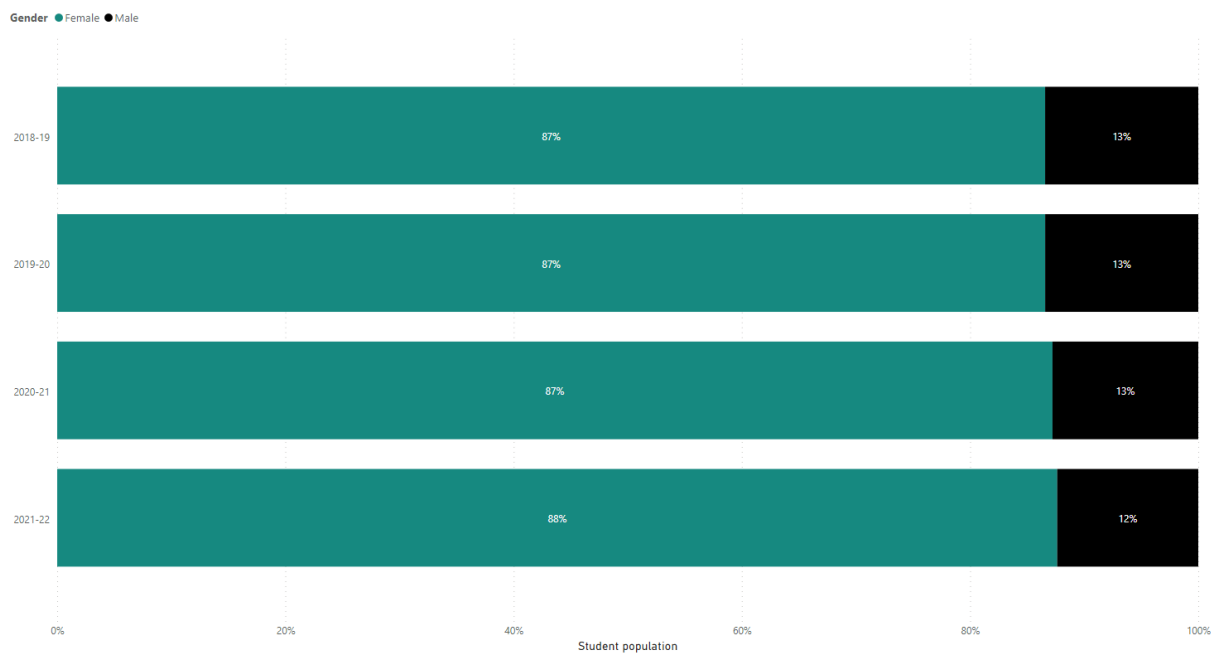


1.3 Students at PGT level

Table/chart 1.3a. Students at PGT level by gender (N)

Reporting year	Female	Male	Total
⊕ 2018-19	329	51	380
⊕ 2019-20	413	64	477
⊕ 2020-21	396	58	454
⊕ 2021-22	475	67	542
Total	1,613	240	1,853

Table/chart 1.3b. Students at PGT level by gender (%)



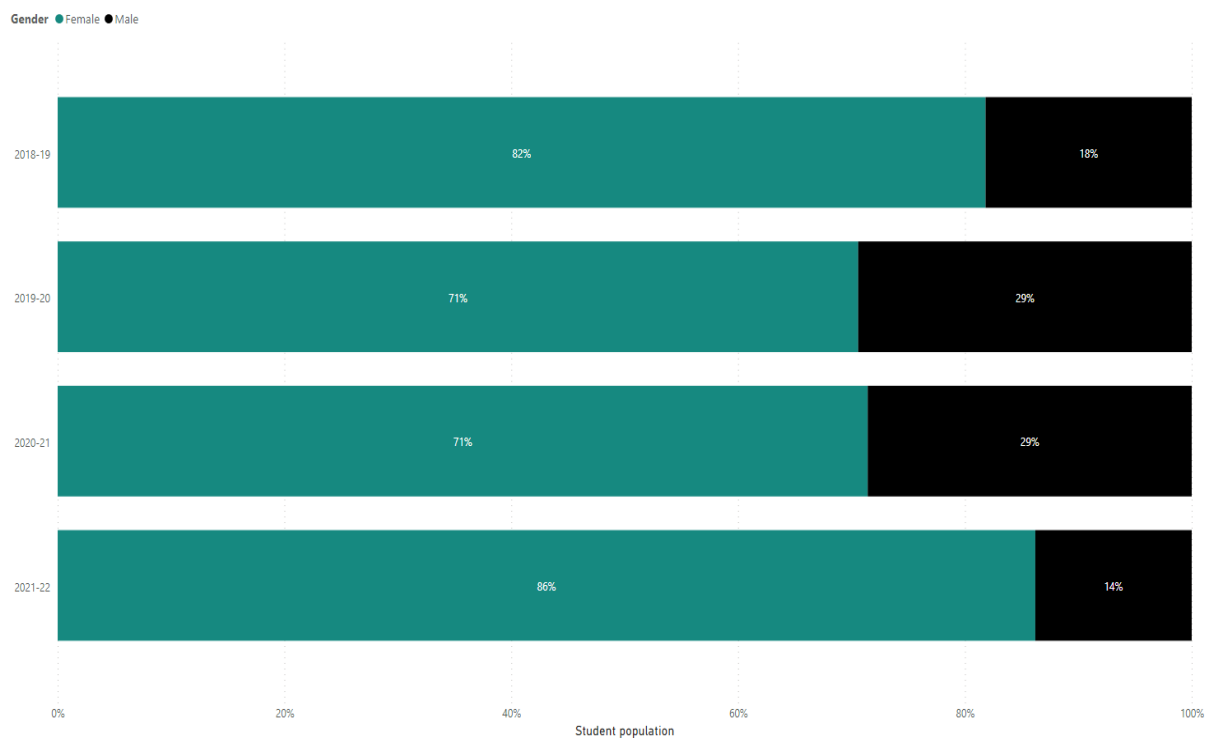
1.4 Students at PGR level

Table/chart 1.4a. Students at PGR level by gender (N)

Student Population by Gender

Reporting year	Female	Male	Total
2018-19	18	4	22
2019-20	12	5	17
2020-21	10	4	14
2021-22	25	4	29
Total	65	17	82

Table/chart 1.4b. Students at PGR level by gender (%)



2. Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

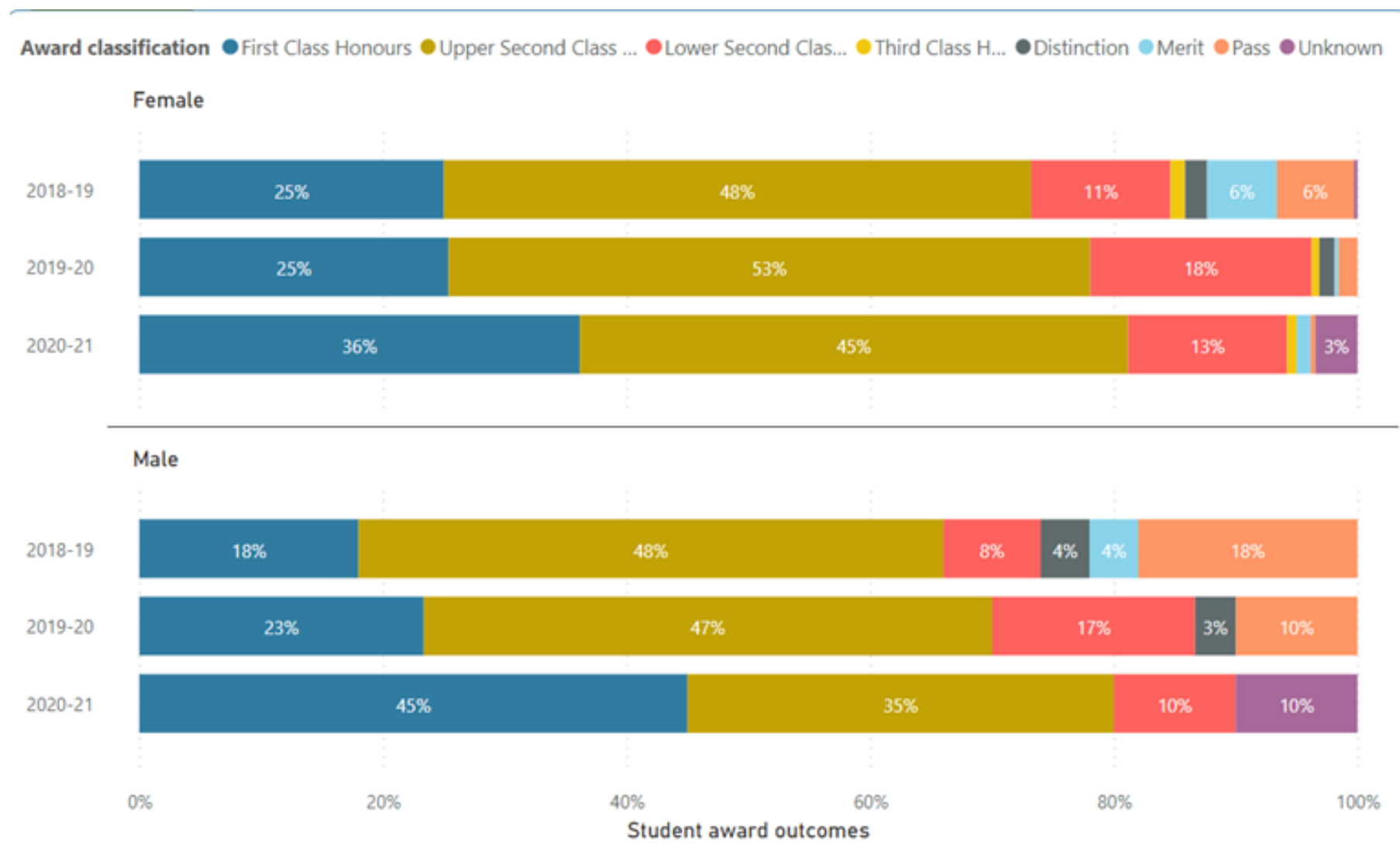
Note foundation level discontinued and so data not available/no longer relevant.

2.1 Attainment for students at UG

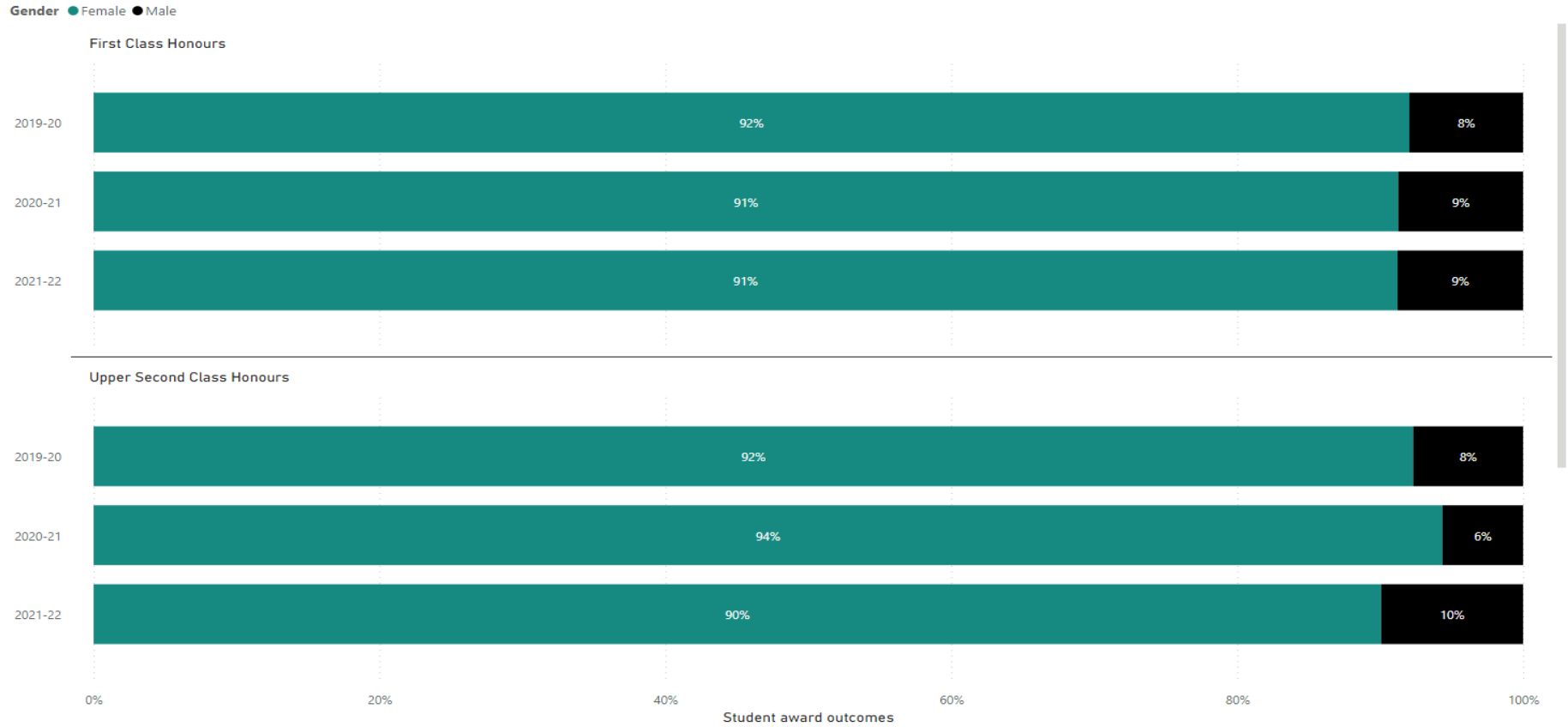
Table/chart 2.1a Attainment for students at UG (N)

Reporting year	Female	Male	Total
2019-20			
⊕ First Class Honours	81	7	88
⊕ Upper Second Class Honours	168	14	182
⊕ Lower Second Class Honours	58	5	63
⊕ Third Class Honours	2		2
⊕ Distinction	4	1	5
⊕ Merit	1		1
⊕ Pass	5	3	8
2020-21			
⊕ First Class Honours	94	9	103
⊕ Upper Second Class Honours	117	7	124
⊕ Lower Second Class Honours	34	2	36
⊕ Third Class Honours	2		2
⊕ Merit	3		3
⊕ Pass	1		1
⊕ Unknown	9	2	11
2021-22			
⊕ First Class Honours	83	8	91
⊕ Upper Second Class Honours	145	16	161
⊕ Lower Second Class Honours	44	5	49
⊕ Third Class Honours	9		9

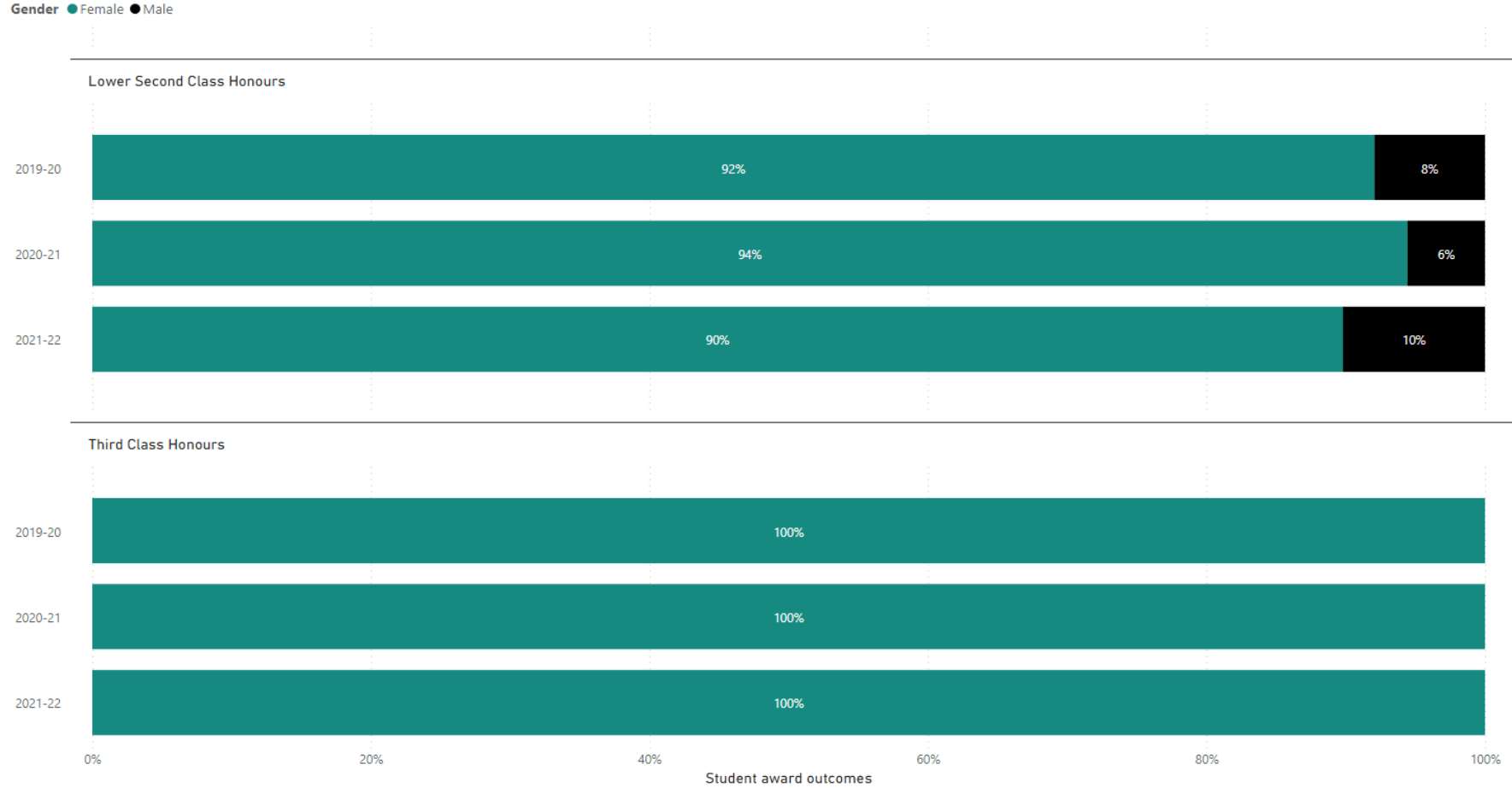
Table/chart 2.1b Attainment for students at UG (%) - all programmes combined.



Table/chart 2.1c Attainment for students at UG: BSc programme award data by gender



Table/chart 2.1c Attainment for students at UG: BSc programme award data by gender continued..



Table/chart 2.1d Operating departmental Practice DipHE award data by gender



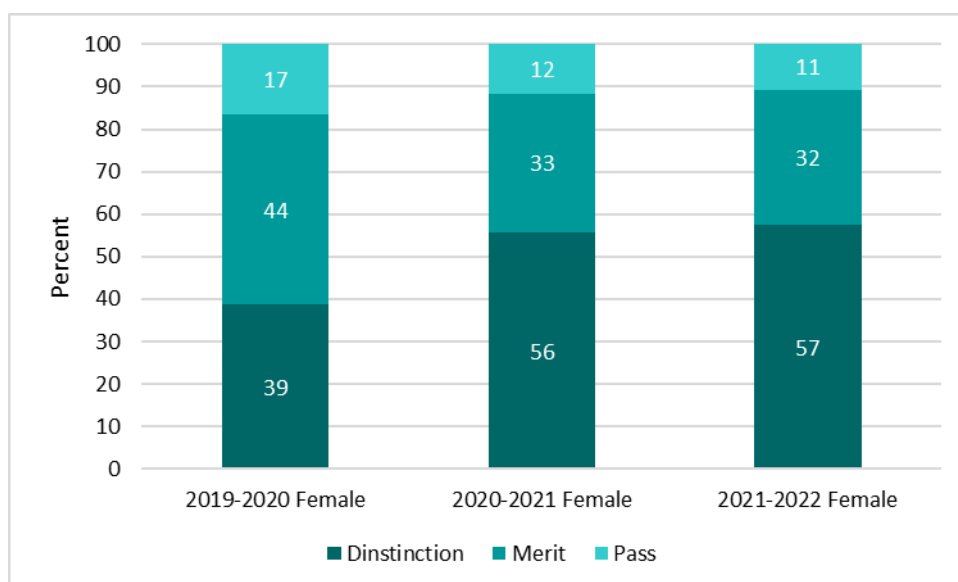
2.2 Attainment at PGT level

Table/chart 2.2a. Attainment at PGT level (N)

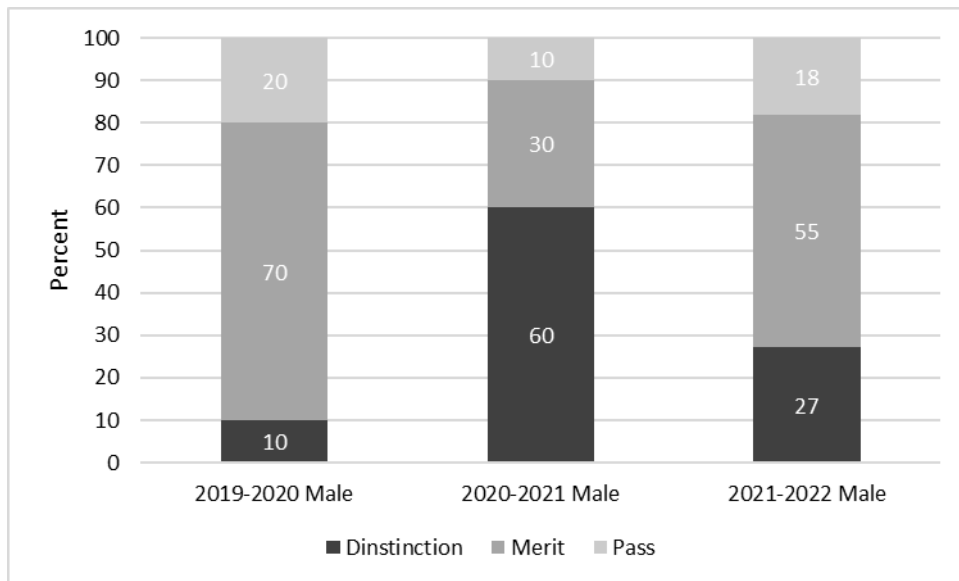
Reporting year	Female	Male	Total
2019-20			
Distinction	14	1	15
Merit	16	7	23
Pass	7	2	9
2020-21			
Distinction	24	6	30
Merit	14	3	17
Pass	5	1	6
2021-22			
Distinction	27	3	30
Merit	15	6	21
Pass	5	2	7
Unknown		1	1

Table/chart 2.2b. Attainment at PGT level (%)

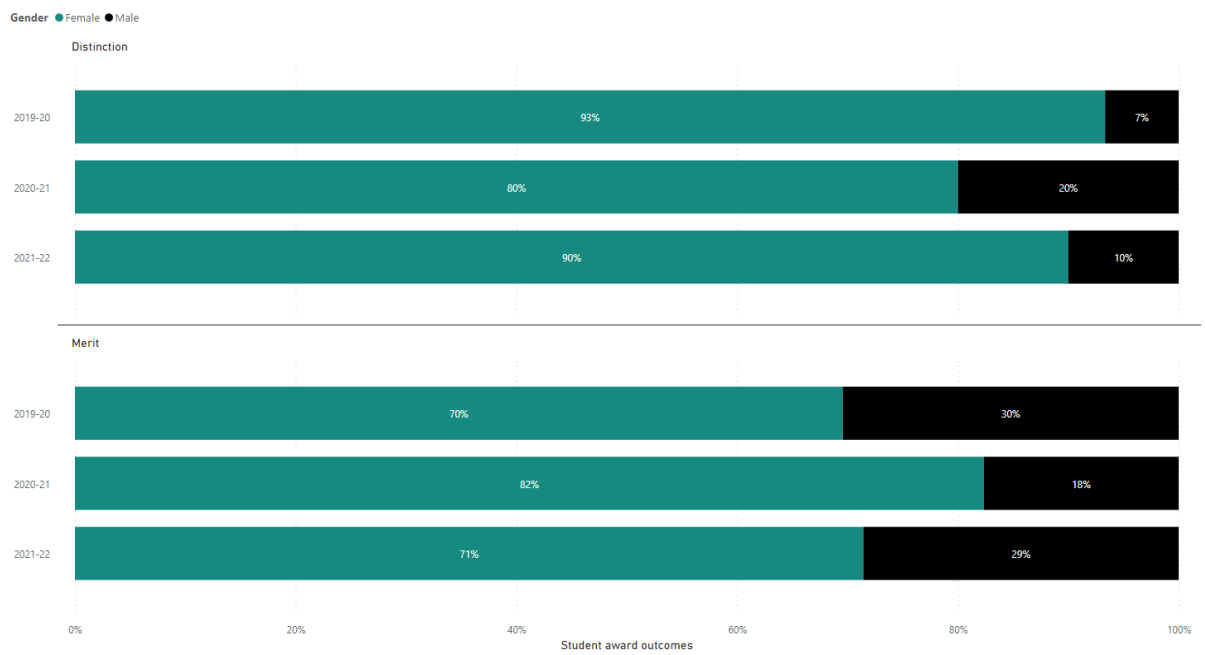
PGT female attainment by year



PGT male attainment by year



PGT attainment at distinction or merit by gender and year



2.3 Degree attainment at PGR level

Table/chart 2.3a. Attainment at PGR level (N)

Reporting year	Female	Male	Total
2019-20			
⊕ Unknown	1	1	2
2020-21			
⊕ Unknown	2	1	3
2021-22			
⊕ Unknown	3		3

Note: percentages not presented due to small numbers of awards each year

3. Academic staff by grade and contract function

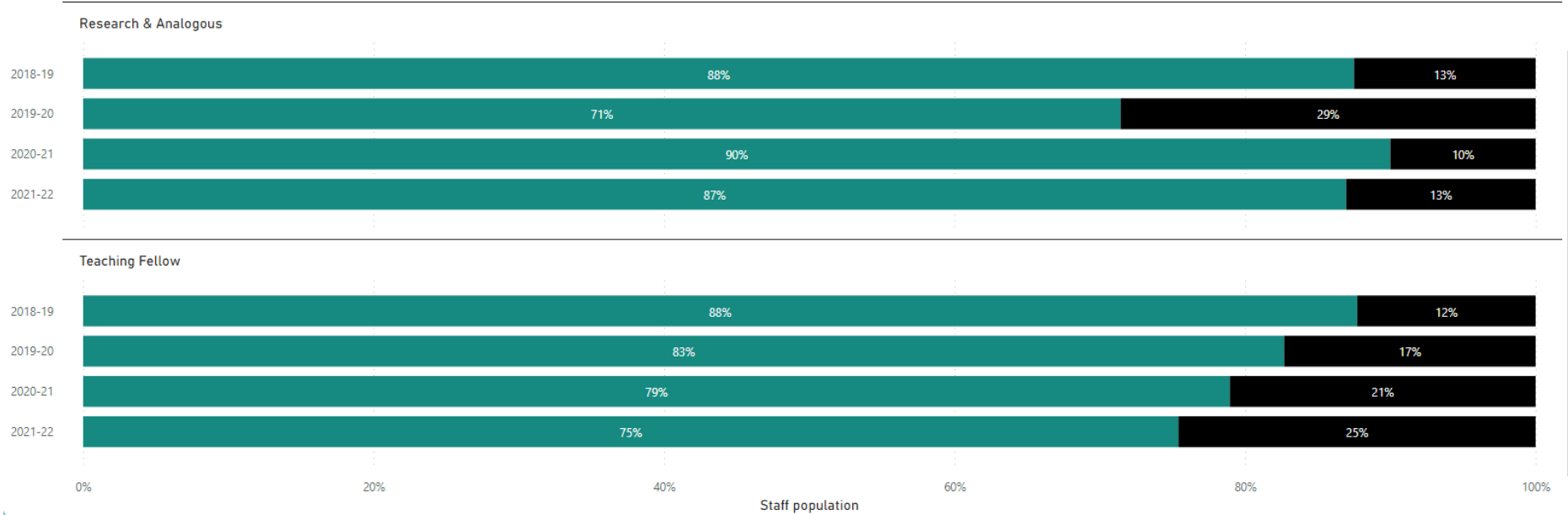
Table/chart 3a. Academic staff by grade/function (N)

Academic year	Female	Male	Total
2018-19	84	10	94
Lecturer	12	1	13
Professor	8	1	9
Reader	6		6
Research and Analogous	13	2	15
Teaching Fellows	45	6	51
2019-20	79	18	97
Lecturer	8	1	9
Professor	8	1	9
Reader	6		6
Research and Analogous	12	3	15
Teaching Fellows	45	13	58
2020-21	84	20	104
Lecturer	8	2	10
Professor	8	1	9
Reader	4		4
Research and Analogous	18	3	21
Teaching Fellows	46	14	60
2021-22	90	23	113
Lecturer	12	4	16
Professor	9	1	10
Reader	3		3
Research and Analogous	21	3	24
Teaching Fellows	46	15	61
Total	90	23	113

Table/chart 3b. Academic staff by grade/function (%)



Table/chart 3b. Academic staff by grade/function continued (%)



4. Academic staff by contract type

Table/chart 4a. Academic staff by contract type: permanent or fixed term (shown as temporary below) (N)

Academic year	Female	Male	Total
2018-19	84	10	94
Permanent	73	8	81
Temporary	11	2	13
2019-20	79	18	97
Permanent	70	13	83
Temporary	9	5	14
2020-21	84	20	104
Permanent	69	16	85
Temporary	15	4	19
2021-22	90	23	113
Permanent	72	19	91
Temporary	19	4	23
Total	90	23	113

Table/chart 4b. Academic staff by contract type: permanent or fixed term (shown as temporary below) (%)

Staff population by contract and gender (%)



Table/chart 4c. Academic staff by contract type: full or part-time(N)
(Note: in 2021-22 a retired staff member returned as an on-demand contract to undertake PGR supervision)

Academic year	Female	Male	Total
2018-19	84	10	94
Full-Time	48	7	55
Part-Time	36	3	39
2019-20	79	18	97
Full-Time	43	11	54
Part-Time	36	7	43
2020-21	84	20	104
Full-Time	43	10	53
Part-Time	41	10	51
2021-22	90	23	113
Full-Time	42	14	56
On Demand	1		1
Part-Time	47	9	56
Total	90	23	113

Table/chart 4d. Academic staff by contract type: full or part-time (%)



5. Professional, technical and operational (PTO) staff by job family

Table/chart 5a. PTO staff by and gender (N)

Academic Year	Female	Total
2018/19	7	7
2019/20	5	5
2020/21	6	6
2021/22	11	11
2022/23	9	9

All female so percentage charts not shown.

6. PTO staff by contract type (N)

Table/chart 6a. PTO staff by contract: *full or part-time hours (N)*

Academic Year	Number employed each year	Number on permanent contracts	Number on Part Time contracts
2018/19	7	4	2
2019/20	5	2	2
2020/21	6	4	3
2021/22	11	7	5
2022/23	9	6	5

7. Applications, shortlisted and appointment made in recruitment to academic posts

7.a. Academic data by year and gender (N)

Reporting year	Applications	Shortlisted	Interviews	Offers	Appointments
2019-20	155	62	50	22	22
Female	106	48	39	15	15
Male	48	14	11	7	7
Unknown	1				
2020-21	153	77	65	31	29
Female	106	57	50	23	22
Male	43	17	13	7	6
Unknown	4	3	2	1	1
2021-22	203	78	69	39	34
Female	112	61	55	32	30
Male	89	16	13	7	4
Unknown	2	1	1		
Total	511	217	184	92	85

7.b. Academic data by year and gender, success rate (percentage)

Reporting year	Success rate percentage (%)			
	Shortlisted ¹	Interviewed ²	Job offers ³	Appointed ⁴
2019-20				
Female	45	81	38	100
Male	29	79	64	100
Unknown	0			
All	40	81	44	100
2020-21				
Female	54	88	46	96
Male	40	76	54	86
Unknown	0			
All	48	85	48	93
2021-22				
Female	54	90	58	94
Male	18	81	54	57
Unknown	50	100	0	
All	38	88	57	87

Proportions are based on 1. Those shortlisted from all applications 2. Proportion interviewed from number shortlisted 3. Job offers to those interviewed. 4. Appointed from job offers

8. Applications, shortlisted and appointment made in recruitment to PTO posts

8.a. PTO data by year and gender, success rate (percentage)

Reporting year	Success rate percentage (N)			
	Shortlisted ¹	Interviewed ²	Job offers ³	Appointed ⁴
2019-20				
Female	6	6	1	1
Male				
Unknown				
All	6	6	1	1
2020-21				
Female	5	5	0	0
Male				
Unknown				
All	5	5	0	0
2021-22				
Female	11	11	5	5
Male				
Unknown				
All	11	11	5	5

Note: PTO posts are not recruited directly by the SHS but we have included their data where available.

9. Application and success rates for academic promotion

9.a. Academic data by year and gender (N)

Application, promoted and success rate by gender									
Academic year	Applicants by gender			Promoted by gender			Success rate		
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	%	%	%
	Female	Male	Total	Female	Male	Total	Female	Male	Overall
2018-19	11 (85)	2 (15)	13 (100)	4 (67)	2 (33)	6 (100)	36	100	46
2019-20	7 (100)	-	7 (100)	4 (100)		4 (100)	57	-	57
2020-21	10 (83)	2 (17)	12 (100)	9 (90)	1 (10)	10 (100)	90	50	83
2021-22	25 (68)	12 (32)	37 (100)	19 (66)	10 (34)	29 (100)	76	83	78

10. Application and success rates for PTO progress

Please note PTO progress data is not available as PTOs are not directly employed by SHS.

11. Non-mandatory data for students

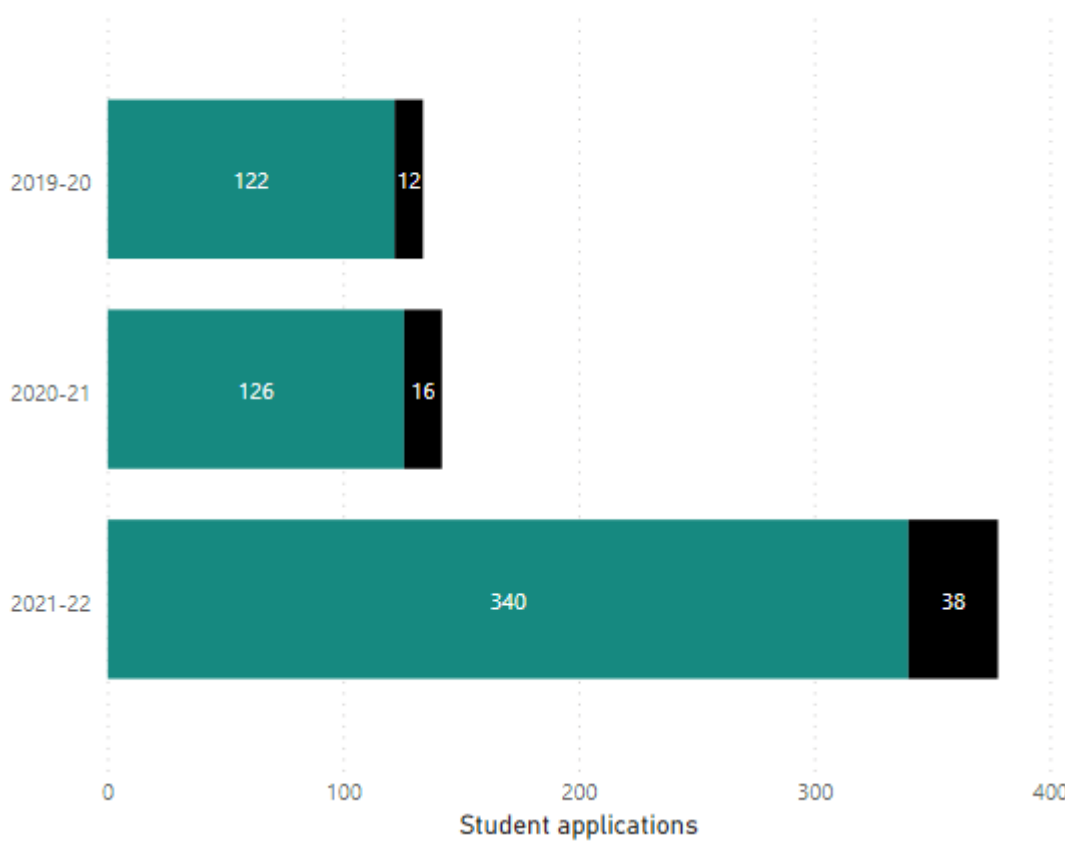
11.a. Student application at foundation level by gender (N)

Student Application by Gender

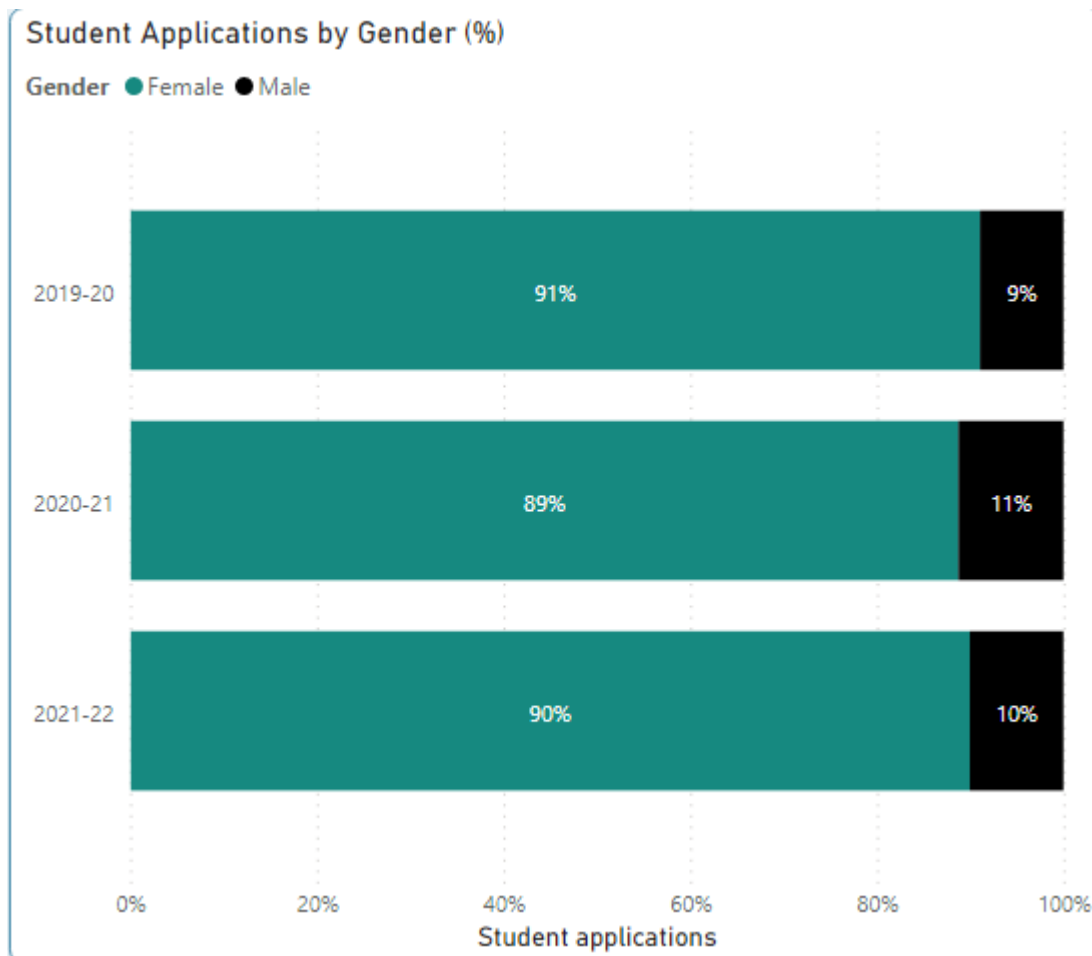
Reporting year	Female	Male	Total
2019-20	122	12	134
2020-21	126	16	142
2021-22	340	38	378

Student Applications by Gender

Gender ● Female ● Male



11.b. Student application at foundation level by gender (%)



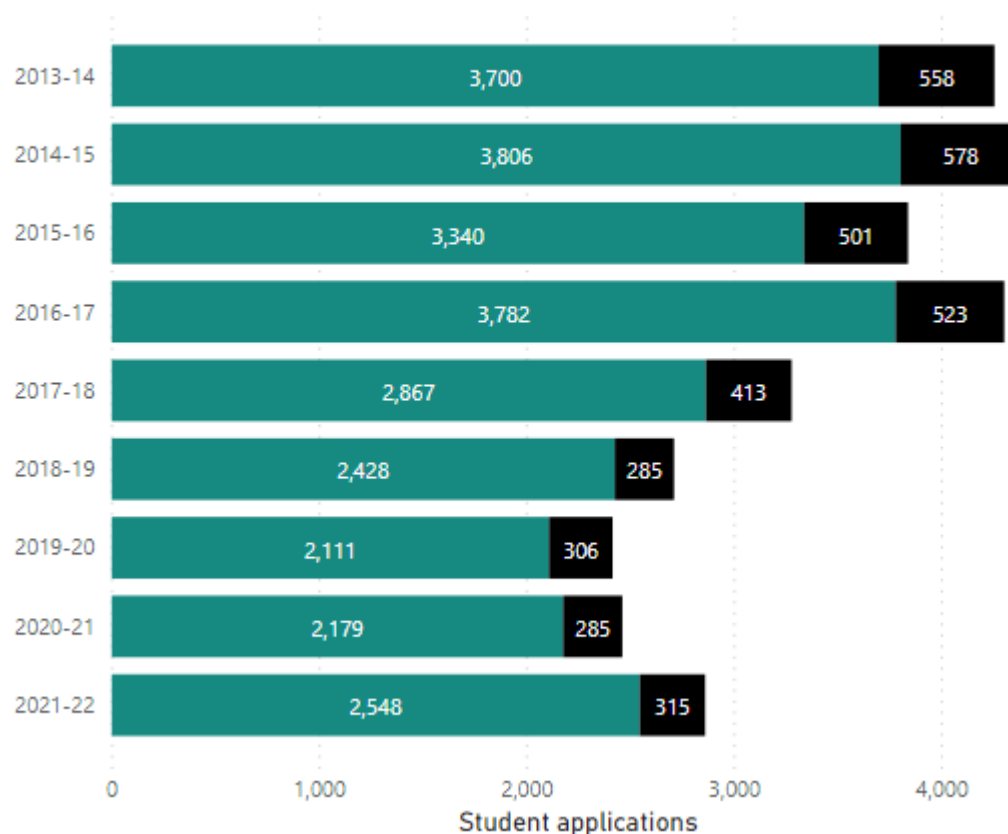
11.c. Student application at UG level by gender (N)

Student Application by Gender

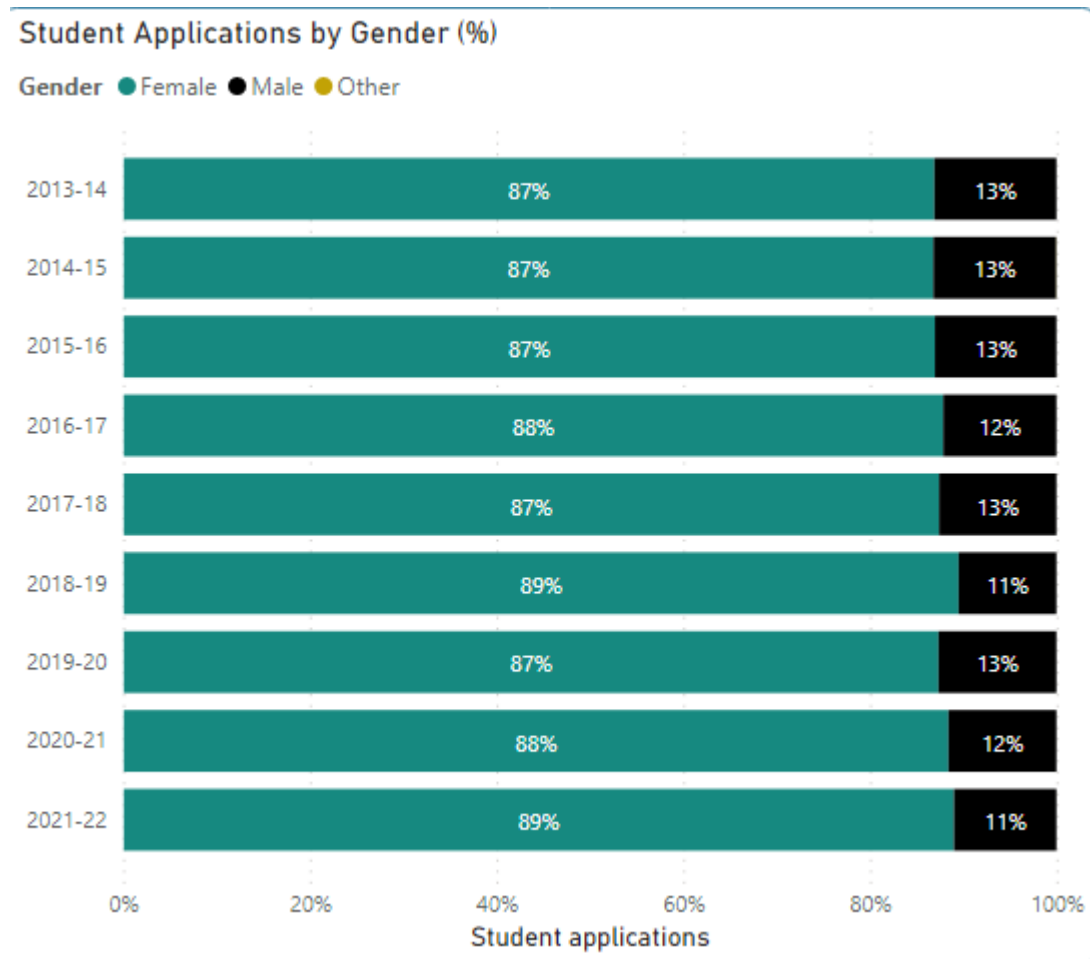
Reporting year	Female	Male	Other	Total
2013-14	3,700	558		4,258
2014-15	3,806	578	1	4,385
2015-16	3,340	501		3,841
2016-17	3,782	523		4,305
2017-18	2,867	413		3,280
2018-19	2,428	285		2,713
2019-20	2,111	306		2,417
2020-21	2,181	286		2,467
2021-22	2,548	315		2,863

Student Applications by Gender

Gender ● Female ● Male ● Other



11.d. Student application at UG level by gender (%)



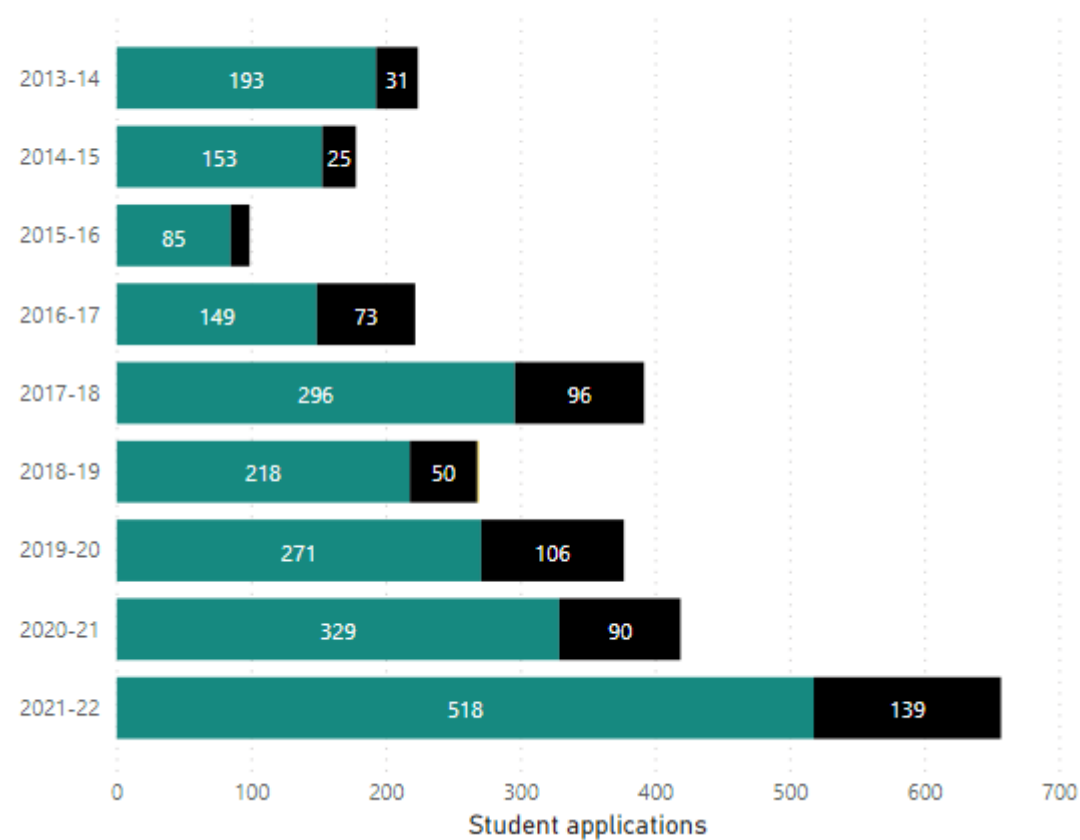
11.e. Student application at PGT level by gender (N)

Student Application by Gender

Reporting year	Female	Male	Other	Total
2013-14	193	31		224
2014-15	153	25		178
2015-16	85	14		99
2016-17	149	73		222
2017-18	296	96		392
2018-19	218	50	1	269
2019-20	271	106		377
2020-21	329	90		419
2021-22	518	139		657

Student Applications by Gender

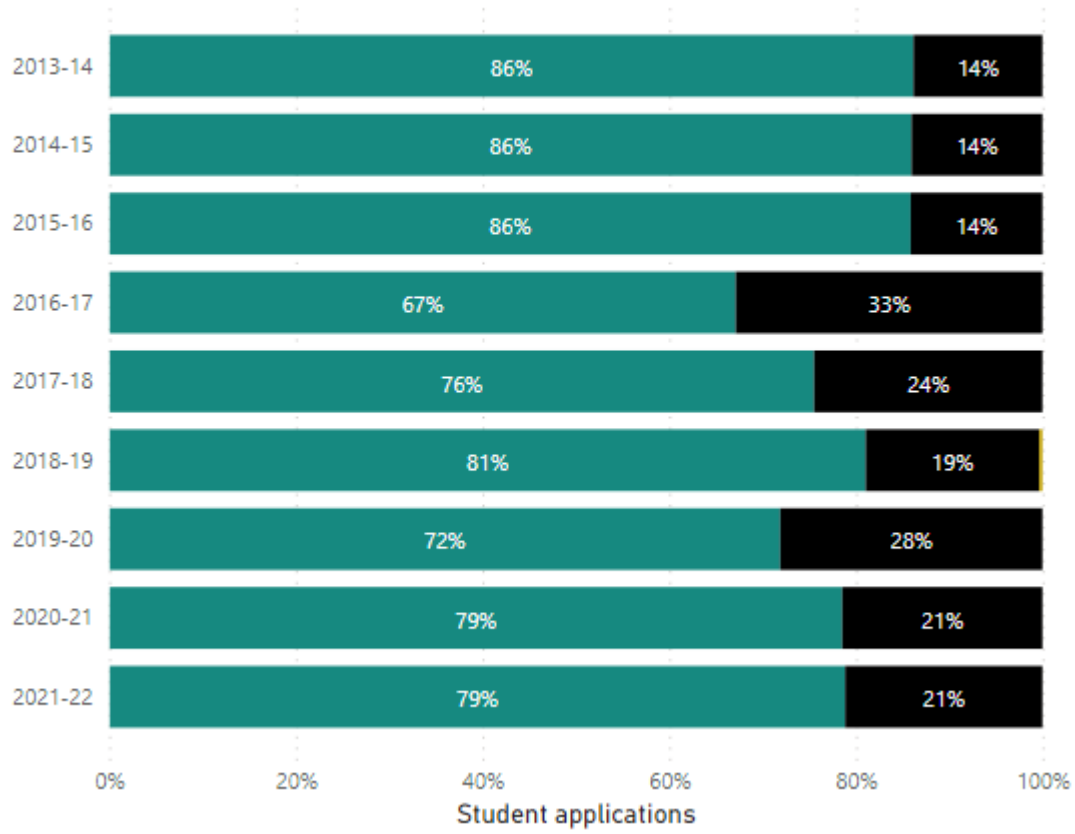
Gender ● Female ● Male ● Other



11.f. Student application at PGT level by gender (%)

Student Applications by Gender (%)

Gender ● Female ● Male ● Other



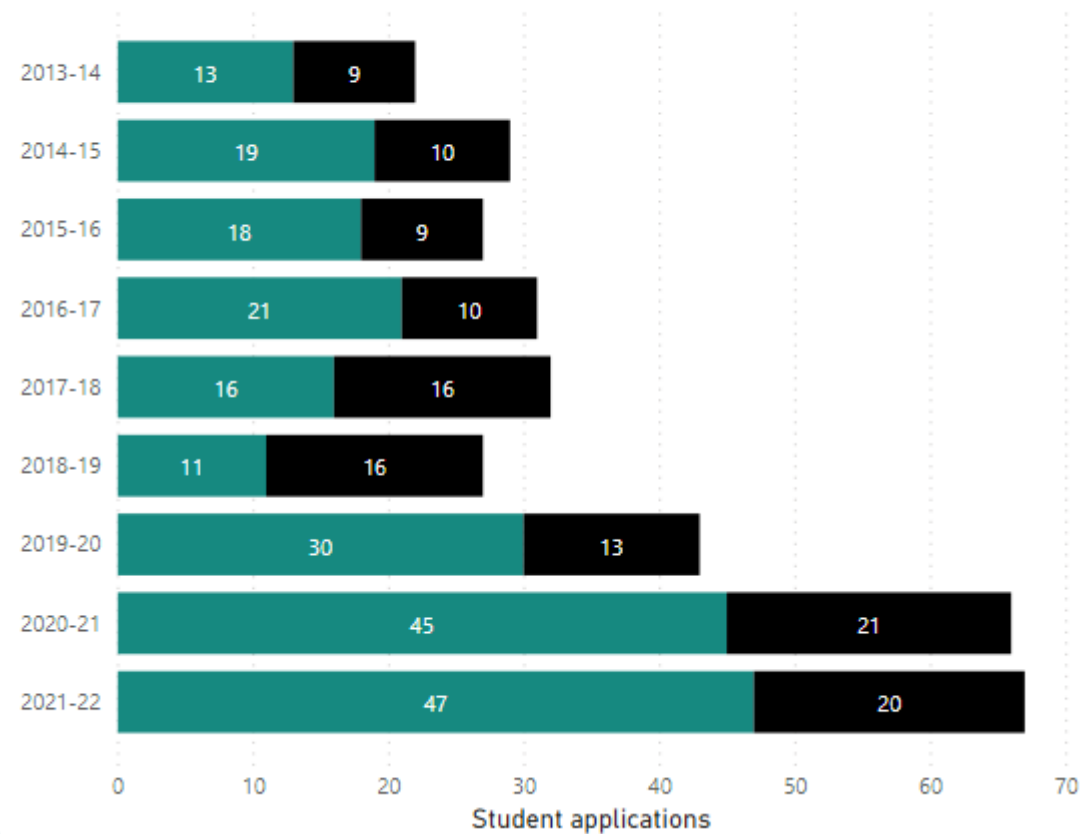
11.g. Student application at PGR level by gender (N)

Student Application by Gender

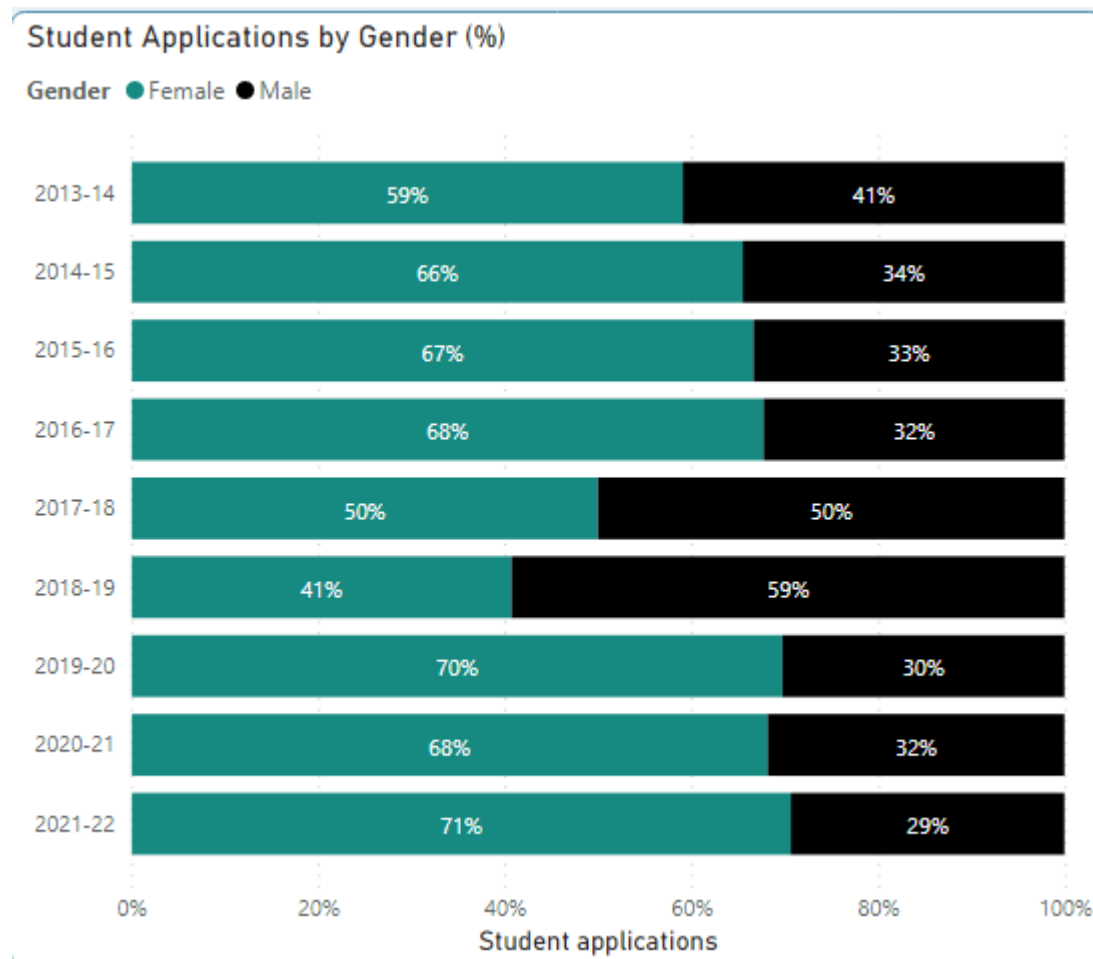
Reporting year	Female	Male	Total
2013-14	13	9	22
2014-15	19	10	29
2015-16	18	9	27
2016-17	21	10	31
2017-18	16	16	32
2018-19	11	16	27
2019-20	30	13	43
2020-21	45	21	66
2021-22	53	22	75

Student Applications by Gender

Gender ● Female ● Male



11.h. Student application at PGR level by gender (%)



11.i. Student offer/rejection at foundation level by gender (N)

Offer/Rejection

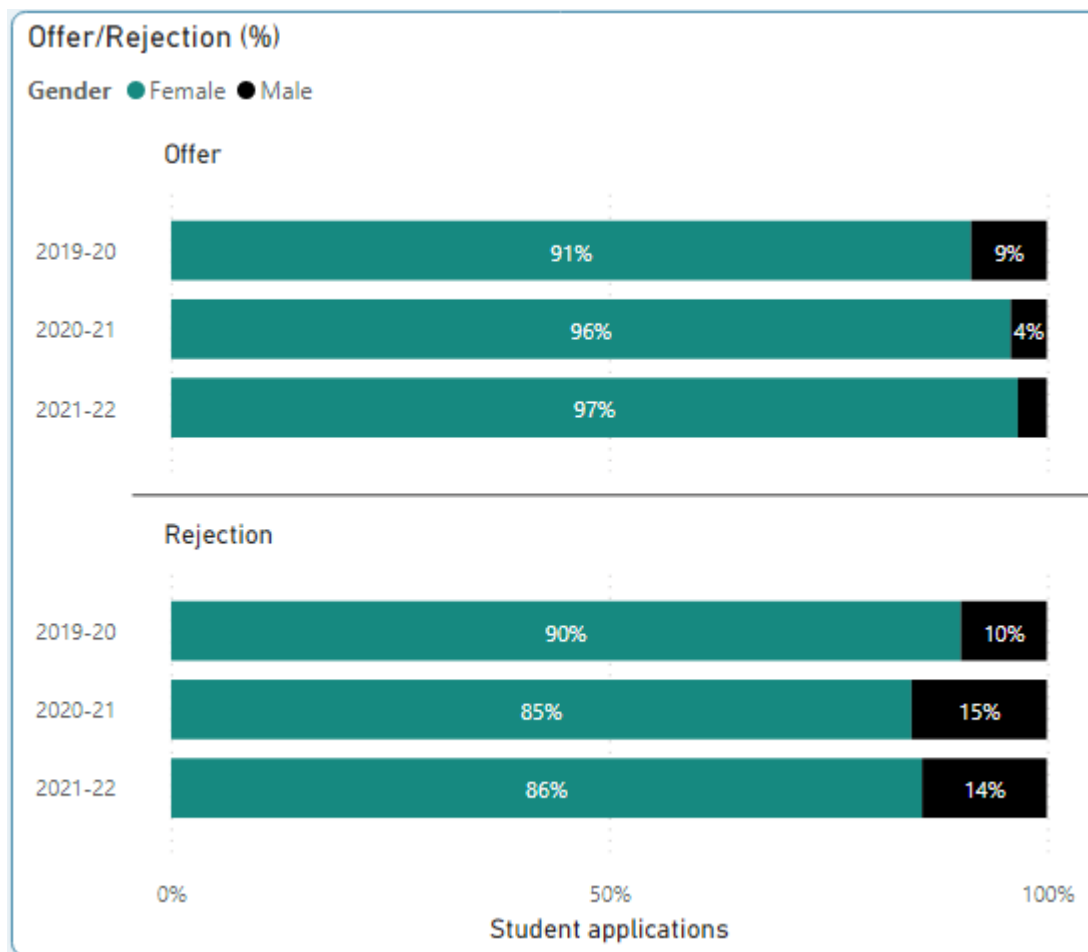
Reporting year	Female	Male	Total
2019-20	106	11	117
Offer	42	4	46
Rejection	64	7	71
2020-21	106	13	119
Offer	46	2	48
Rejection	60	11	71
2021-22	301	35	336
Offer	115	4	119
Rejection	186	31	217
Total	513	59	572

Offer/Rejection

Gender ● Female ● Male



11.j. Student offer/rejection at foundation level by gender (%)



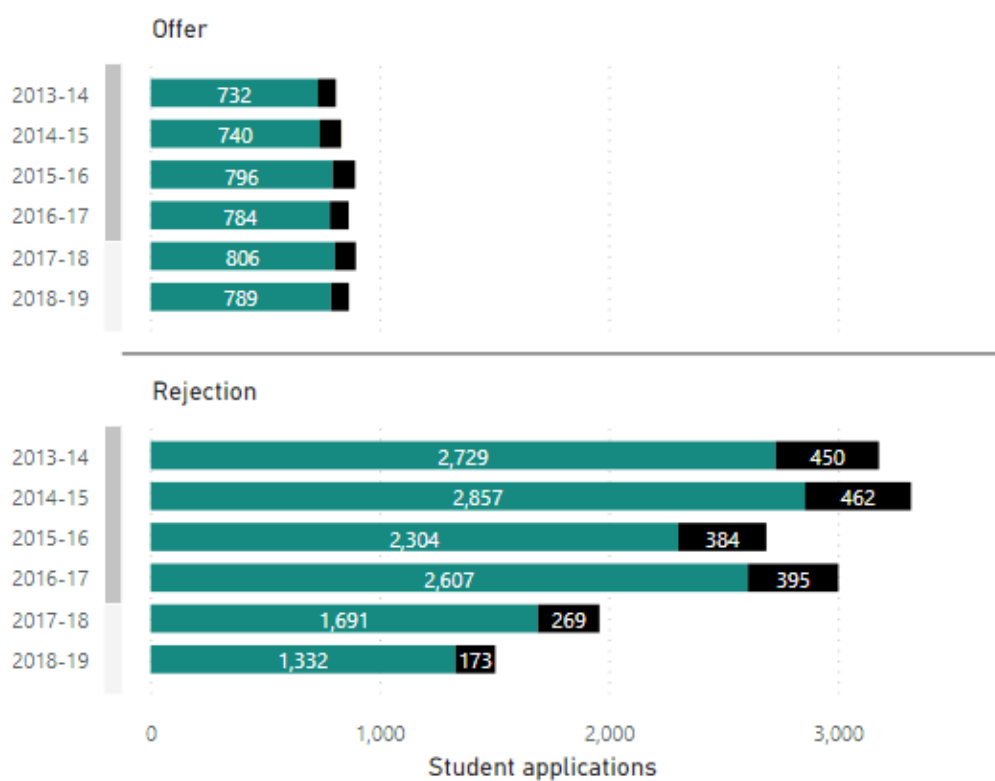
11.k. Student offer/rejection at UG level by gender (N)

Offer/Rejection

Reporting year	Female	Male	Other	Total
2013-14	3,461	528		3,989
2014-15	3,597	555	1	4,153
2015-16	3,100	482		3,582
2016-17	3,391	477		3,868
2017-18	2,497	360		2,857
Offer	806	91		897
Rejection	1,691	269		1,960
2018-19	2,121	251		2,372
Offer	789	78		867
Rejection	1,332	173		1,505
2019-20	1,694	226		1,920
Offer	860	92		952
Rejection	834	134		968
2020-21	1,737	246		1,983
Offer	933	103		1,036
Rejection	804	143		947
2021-22	2,145	287		2,432
Offer	1,048	85		1,133
Rejection	1,097	202		1,299
Total	23,743	3,412	1	27,156

Offer/Rejection

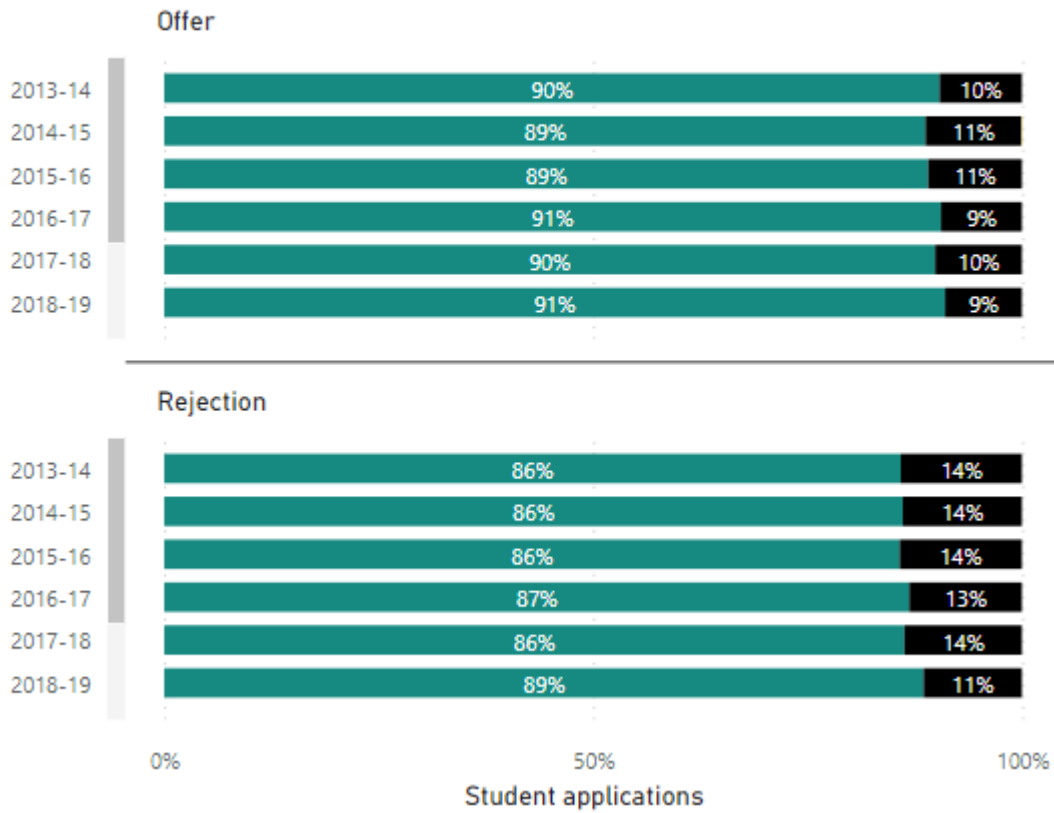
Gender ● Female ● Male ● Other



11.I. Student offer/rejection at UG level by gender (%)

Offer/Rejection (%)

Gender ● Female ● Male ● Other



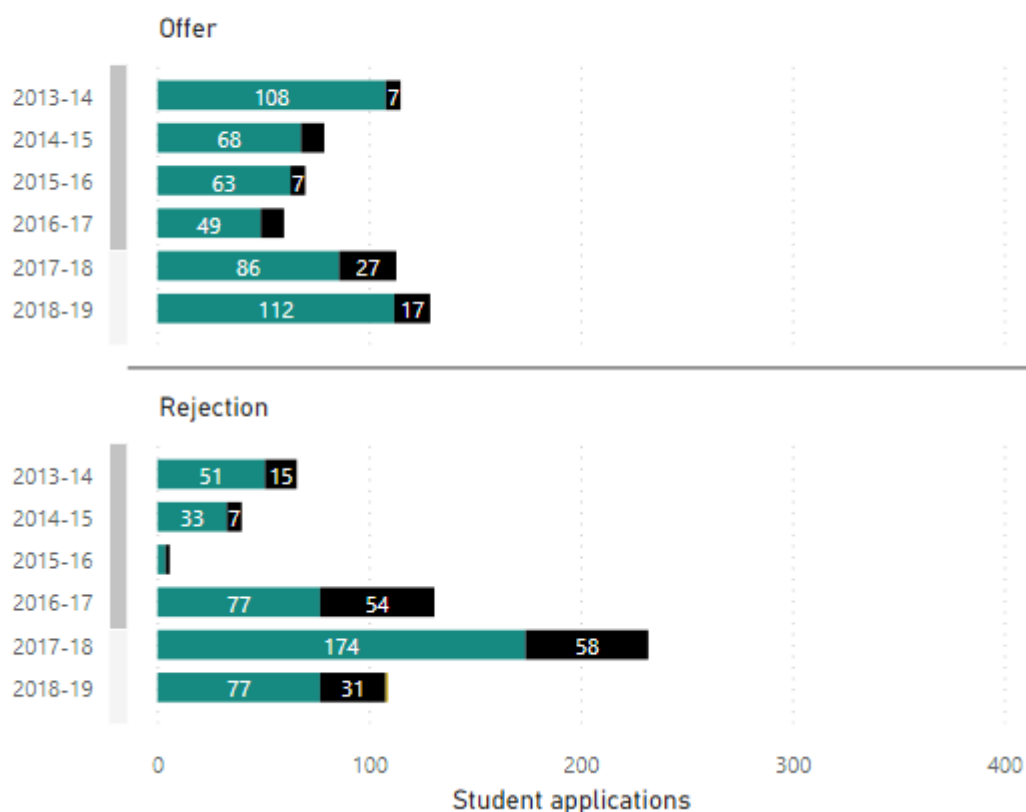
11.m. Student offer/rejection at PGT level by gender (N)

Offer/Rejection

Reporting year	Female	Male	Other	Total
2013-14	159	22		181
2014-15	101	18		119
2015-16	67	9		76
2016-17	126	65		191
2017-18	260	85		345
Offer	86	27		113
Rejection	174	58		232
2018-19	189	48	1	238
Offer	112	17		129
Rejection	77	31	1	109
2019-20	225	87		312
Offer	136	32		168
Rejection	89	55		144
2020-21	300	80		380
Offer	148	30		178
Rejection	152	50		202
2021-22	446	127		573
Offer	168	17		185
Rejection	278	110		388
Total	1,873	541	1	2,415

Offer/Rejection

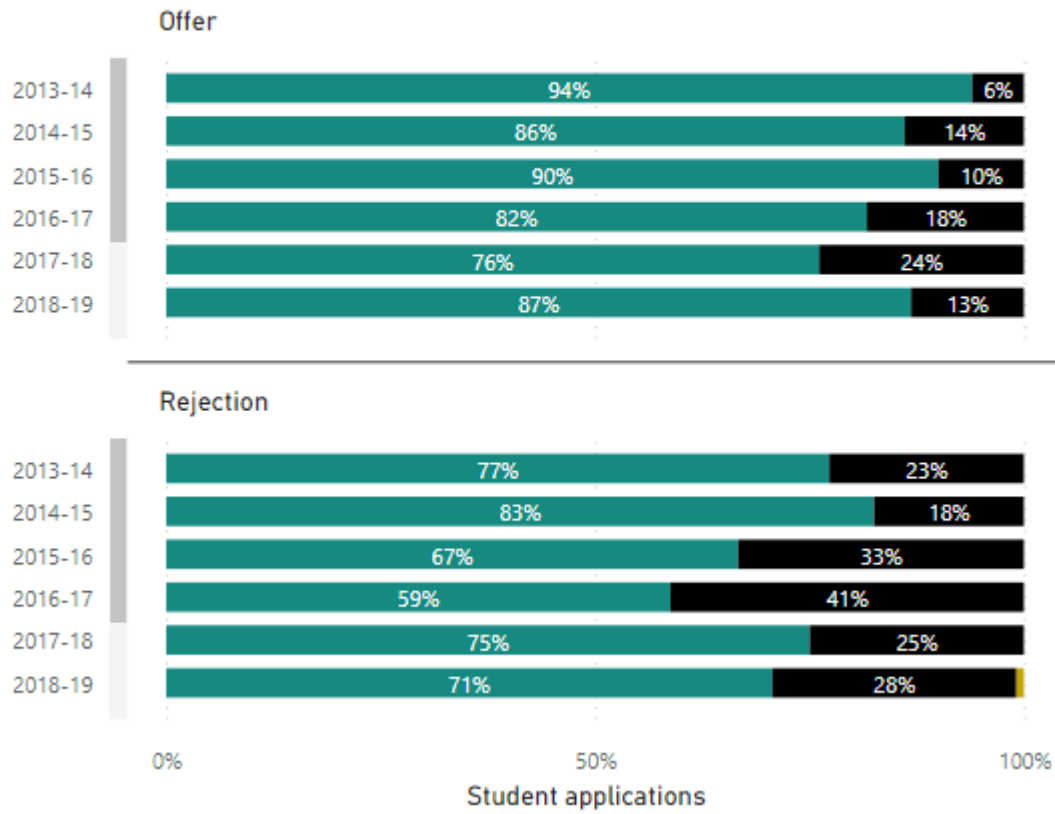
Gender ● Female ● Male ● Other



11.n. Student offer/rejection at PGT by gender (%)

Offer/Rejection (%)

Gender ● Female ● Male ● Other



12. Non-mandatory data staff

12a. Keeping in touch(KIT) days

Year	N taken maternity leave	N of KIT days taken	N of people who took KIT days
2017-18	5	7	1
2018-19	1	6	1
2019-20	3	13	3
2020-21	2	16	2
2021-22	3	10	1

Appendix 3: Glossary

Abbreviation	Definition
AFAB	Assigned Female at birth
AMAB	Assigned Male at birth
AS	Athena Swan
ASCS	Athena Swan Culture Survey
ASIT	Athena Swan Implementation Team
BA	Bronze Action
BAP	Bronze Action Plan
CAC	Clinical Academic Careers
CEO	Chief Executive Officer
COVID-19	Coronavirus Disease 2019
CPD	Continuing Professional Development
DLT	Director of Learning and Teaching
DOS	Director Studies
Dr	Doctor
ECR	Early Career Researcher
ECC	Early career colleague
EDI	Equality, Diversity and Inclusion
FG	Focus Groups
FHMS	Faculty of Health and Medical Sciences
FT	Full-time
HCPC	Health and Care Professionals Council
HoS	Head of section / cluster lead
HR	Human Resources
HS	Health Sciences
HTA	Heartlands Health Technology Accelerator Partnership Group
KIT days	Keeping-in-touch Days
LAF	Lead for Assessment and Feedback
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual and members of other communities
LME	Lead for Midwifery Education

Abbreviation	Definition
MA	Master of Arts
MMI	Multi-Mini-Interview
MSc	Master of Sciences
MS Teams	Microsoft Teams
NHS	National Health Service
NIHR	National Institute for Health Care Research
NurseSoc	Nursing Society
PDC	Pedagogic Development Co-ordinator
PDSA	Plan-Do-Study-Act
PGCert	Postgraduate Certificate
PGDip	Postgraduate Diploma
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
PI	Principle Investigator
PPP	Professional Preparation Programmes
PRES	Postgraduate Research Experience Survey
PT	Part-time
RE	Research Executive
RF	Research Fellow
SAP	Silver Action Plan
SAT	Self-Assessment Team
SHS	School of Health Sciences
SMT	Senior Management Team
SWOT	Strengths, weaknesses, opportunities and threats (analysis)
UG	Undergraduate
UK	United Kingdom
UoS	University of Surrey
W-L Balance	Work-Life Balance
WTE	Whole Time Equivalent