



**University of
Nottingham**

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Valuing diversity, promoting equality





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Nottingham**

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Professor Shearer West
Vice-Chancellor
University of Nottingham
University Park
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NG7 2RD

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

November 2017

Dear Ruth,

As the University of Nottingham's first female Vice-Chancellor, it is my steadfast ambition to lead an inclusive, agile and modern university where gender, or any protected characteristic, is not a barrier to achievement and ambition. My vision is for this University to play a leading role in promoting Athena SWAN values both nationally, and on the global stage.

In the first weeks of my appointment, I have listened to the thoughts, aspirations and worries of our staff and our students. I am clear that our people are our most valuable asset, and I have made it my priority as Vice-Chancellor to meet with colleagues at all campuses, professions and grades, to listen and build a detailed understanding of how our people feel about working here. I set up a new email account on my arrival for colleagues to contact me directly, and I have already received and responded personally, to over 250 messages.

My growing knowledge of what it is like to work and study here will guide my leadership of our new Athena SWAN action plan and I have already signalled my ambition to my colleagues: in my first blog post to all Nottingham staff and students, I identified Equality, Diversity and Inclusion (ED&I) as a key priority, with a particular emphasis on staff and student recruitment, and career progression.

I am very aware of the significant issues we face in higher education, having championed this agenda in my previous appointment as Deputy-Vice-Chancellor at the University of Sheffield. We must be bold to effect and accelerate change, embracing the pioneering spirit for which our University is so well renowned.

I strongly believe that implementing our new action plan, and indeed going beyond it when we see opportunities, will benefit us all. Helping to unlock the potential of our staff and transforming the lives of our students.

I am fully committed to embedding the values of the Athena SWAN Charter in everything we do.

Yours sincerely,

Professor S West
Vice-Chancellor, University of Nottingham



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Professor Sir David Greenaway
Vice-Chancellor Emeritus
University of Nottingham
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NG7 2RD

Equality Charters Manager
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London WC2A 3LJ

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Dear Ruth,

I have always felt passionately about gender equality and developing women in academia, and beyond; as Head of School, Dean, Pro-Vice-Chancellor and throughout my tenure as Vice-Chancellor. I am proud that we were an early adopter of the AS Charter, which we have continued to embrace as it, and our University, have evolved. Since our successful Silver Award, I have signed up for the United Nations HeforShe and HE 30% Club initiatives, and overseen a raft of new initiatives within Nottingham.

In the last four years we have listened to the ambitions and concerns of our staff and intervened with targeted support. We have invested £85K in the first HE Gallup poll to better understand the thoughts and feelings of our staff; created a People and Culture team (with three new appointments), provided strategic leadership via a new Associate-PVC for ED&I, employed ED&I consultancies to develop and embed innovative practice, implemented new, and improved existing, policies and overhauled ED&I structures to ensure we embed, share and live by good practice across our entire community.

Throughout my tenure as Vice-Chancellor I have been very aware of how my personal commitment influences our culture. In 2017, my UK Executive Board had 45% women, up from 30% in 2012. We now have gender parity in our Senior Leaders Forum (130 members). Broader significant successes include:

- We hold five more UK AS awards than 2012 (7-vs-12).
- A 97% increase in the number of women applying for promotion from 33 in 2011 to 65 in 2016 and a 19% increase in success rates.
- 10 appointments to professor (six women) via our new Teaching and Learning promotions pathway.
- Over 1000 women and 650 men have taken courses in our new Leadership and Management Academy.
- We now have gender parity in researchers recruited to our prestigious Early Career Fellowships (75% men in 2011).
- Women now comprise over 40% of the membership of our 22 most influential committees (less than 30% in 2012).

We know there remain significant challenges to address, including further erosion of pay gaps, accelerating career progression for early and mid-career staff, and increasing diversity in key leadership layers. We believe our planned activities will enable us to tackle these issues, alongside others we have identified in this resubmission.

I hope you will see that in our Silver resubmission we have taken on board all of your feedback. I believe our resubmission evidences the key impacts we previously failed to articulate fully, as well as the sense of urgency that underpins our ambition.

Yours sincerely,



Professor Sir David Greenaway
Vice-Chancellor Emeritus

Word count: 763

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

Name of Institution	University of Nottingham (UK)
Date of application	November 2017
Award Level	Silver
Date joined Athena SWAN	2005
Current award	Date: Nov 2012 Level: Silver
Contact for application	Professor Marion Walker, Associate Pro-Vice-Chancellor for Equality, Diversity and Inclusion
Email	marion.walker@nottingham.ac.uk
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1. Notes on data and glossary

Data are based on full person equivalent (FPE) except where specified. We have compared with HESA 2013/14-2015/16 FPE data.

Data are presented in graphs and tables. Numbers and % are both included, however, the lines indicating % have been removed in places where numbers are small (generally <5-10). The % values are provided in the data tables, for reference.

Throughout the application we have used **Impact Boxes** (included in the word count) to summarise the issues previously identified, actions taken and their impact. New actions are presented in **Action Boxes** (not included in the word count).

Where helpful we have referred to actions from our Bronze, (BAP2009), and Silver (SAP2012, provided in section 8 for reference) action plans. Our unsuccessful Silver resubmission also had an action plan (SAP2016). Some elements of this have been completed and these activities are described in the text. Our new Action Plan (section 8) builds on progress over the last year as well as incorporating new/expanded actions as appropriate.

Acronym	Full explanation
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AMF	Anne McLaren Fellowship
AP	Action Plan
APM	Administrative, Professional and Managerial (job family)
APT	Academic Profile Tool
APVC	Associate Pro-Vice Chancellor
APPLE	Academics' and Administrators' Professional, Personal and Leadership Experience (F only)
AS	Athena SWAN
ATP	Associate Teachers' Programme
BAP	Bronze Action Plan
BME	Black and Minority Ethnic
BMedSci	Bachelor of Medicine, Bachelor of Science
C&S	Challenge and Support
CLAS	Cultures, Languages and Area Studies
CPD	Continuing Professional Development
CSC	Central Short Courses
DAs	Dignity Advisors
DP	Data Protection
DVC	Deputy Vice-Chancellor
DWP	Department for Work and Pensions
EAR	Equality Analysis Resources
E&D	Equality and Diversity
ECR	Early Career Researcher
ECU	Equality Challenge Unit
EC	Engagement Champions
ED&I	Equality, Diversity and Inclusion
EHRC	Equality and Human Rights Commission
EIAs	Equality Impact Assessments

Acronym	Full explanation
EU	European Union
F	Female
FEDIGs	Faculty Equality, Diversity & Inclusion Groups
FM	Financial Management
FMHS	Faculty of Medicine and Health Sciences
FOE	Faculty of Engineering
FPE	Full-Person Equivalent
FPVC	Faculty Pro-Vice-Chancellor
FT	Full time
FTE	Full-time Equivalent
GEN	Gender Equality Nottingham
GDPR	General Data Protection Regulation
HEA	Higher Education Academy
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HET	Higher Education Technicians
HoS	Head of School
HR	Human Resource
HRBP	Human Resources Business Partner
IDAHOBIT	International Day Against Homophobia, Biphobia and Transphobia
ILM	Institute for Learning and Management
ILTP	Introduction to Learning and Teaching Practice
ISAT	Institutional Self-Assessment Team
IT	Information Technology
JUWG	Joint Union Working Group
KIT	Keeping in touch

L	Level
LGBT (Q+)	Lesbian, Gay, Bisexual, Trans (Queer/Questioning)
LiPP	Linguistic Profiling for Professionals
LMA	Leadership and Management Academy
LMT	Leadership and Management Team
M	Male
MHS	Medicine and Health Sciences
NHS	National Health Service
NRF	Nottingham Research Fellowship
NTU	Nottingham Trent University
O&F	Operations and Facilities (job family)
P&C	People and Culture
P&S	Professional and Support
PD	Professional Development
PDPR	Professional Development and Performance Review
PEAR	Professional/Personal Excellence for Administrative Roles
PG	Postgraduate
PGCHE	Post-graduate Certificate of Higher Education
PNTS	Prefer Not To Say
PP	Percentage point
PS	Professional Services
PSWG	Parental Support Working Group
PT	Part time
PTF	Project Transform
PVC	Pro-Vice-Chancellor
R	Research
RA	Research Assistant
R&T	Research and Teaching
RCUK	Research Councils UK
RECM	Race Equality Charter Mark
RG	Russell Group
RSDC	Research Staff Development Conference
SAP	Silver Action Plan

SATs	Self-Assessment Teams
SET	Student Evaluation of Teaching
SES	Staff Engagement Survey
SoLS	School of Life Sciences
SoM	School of Medicine
SoP	School of Pharmacy
SPL	Shared Parental Leave
SR	Success rate
STEMM	Science, Technology, Engineering, Maths and Medicine
SVMS	School of Veterinary Medicine and Science
T&D	Training and Development
T&L	Teaching and Learning
TEF	Teaching Excellence Framework
THE	Times Higher Education
ToRs	Terms of reference
TS	Technical Services (job family)
TUPE	Transfer of Undertakings (Protection of Employment)
TWP	Trans Working Party
UB	Unconscious Bias
UEB	University Executive Board
UNMC	University of Nottingham, Malaysia Campus
UNNC	University of Nottingham, Ningbo China
UoA	Unit of Assessment
UoB	University of Birmingham
UoN	University of Nottingham (UK Campus)
UoNSU	University of Nottingham Students Union
WAND	Women's Advancement Networking and Development
WISE	Women in Science and Engineering
WLP	Work Load Planning
WP	Widening Participation
WSN	Women's Staff Network

Institution (silver) application	Word limit	Words used
	12,700	
<i>Recommended word count</i>		
1 (a). Letter of endorsement (incoming VC started 1/10/17)	200	335
1 (b). Letter of endorsement (outgoing VC left 30/9/17)	500	428
2. Description of the institution	500	854
3. Self-assessment process	1,000	545
4. Picture of the institution	3,000	2422
5. Supporting and advancing women's careers	6,000	7331
6. Supporting trans people	500	491
7. Further information	500	293
8. Additional words granted by ECU (in their email dated 15/11/17)	500	
Total	12,700	12,699

2. Description of the Institution

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

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

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

Our Athena SWAN journey started in 2005, as a Founding member of the AS Charter. We have gained Institutional bronze (2006), bronze renewal (2009) and silver (2012) awards. All our UK Schools hold awards or are working towards them (Table 2.1; SAP2016). We were the first University to support implementation of the charter at our international campuses (section 7).

We collaborate to promote and embed AS principles locally (Midlands AS Regional Network; buddying with NTU and UoB); nationally (ED&I Deputies/Associate PVCs network, launched by UoN/UoB) and internationally (buddying Edith Cowan and Queensland Universities). We seek to drive change, engaging with national bodies including the NHS and RCUK and supporting the AS agenda nationally as ECU panellists/panel chairs. We aspire to be an ED&I Centre of Excellence where our academic community will advance transformative inclusive practices and drive diversity policy initiatives aimed at producing step-changing solutions for the HEI community.

Achievements we wish to promote more widely include national engagement in sustained and transformative development of technical careers; our University-wide workload model; an innovative approach to recruitment; our Trans Working Party and its benefits for our Trans staff, our Leadership and Management Academy and the step change it is creating in how we identify and grow our leaders across all career tracks, and our award-winning staff development programmes (National Training Awards, 2006).

Since our formal (2016) commitment to the post-May 2015 charter we have provided extensive support for AHSSBL Schools (5.6xii). Many of our activities were already impacting positively on AHSSBL and P&S colleagues ahead of this (e.g. 5.2ii, Figures 4.7/4.9) and they have benefitted from advice and guidance from our Challenge and Support network. This consists of experienced ECU panellists/chairs and colleagues previously involved in successful submissions.

ED&I is at the heart of our management, is embedded in our structures and influences all our decision making and processes. Our ED&I structures were redeveloped (2015/6) facilitating clear bi-directional communication, providing multiple routes for best practice discussion/sharing, and passing concerns to senior management (Figures 2.1a-c). Our ED&I board/ISAT share many members with UEB, reporting directly to it, ensuring ED&I issues are informed and considered by our most senior leaders.

In 2016, we launched our Global People Strategy 2020. We know that our people are at the heart of successfully delivering our ambitions, articulated in our core principles and values: '*value all staff and support them to excel*', '*value diversity and promote equality*'. Institutional equality objectives include: 35% senior staff (L6/7) who identify as female by 2020; to hold a gold Institutional AS award by 2022 and a bronze institutional Race Equality Charter Mark by 2020.

Our consideration of where we are in the AS process has guided many actions and activities, where we have:

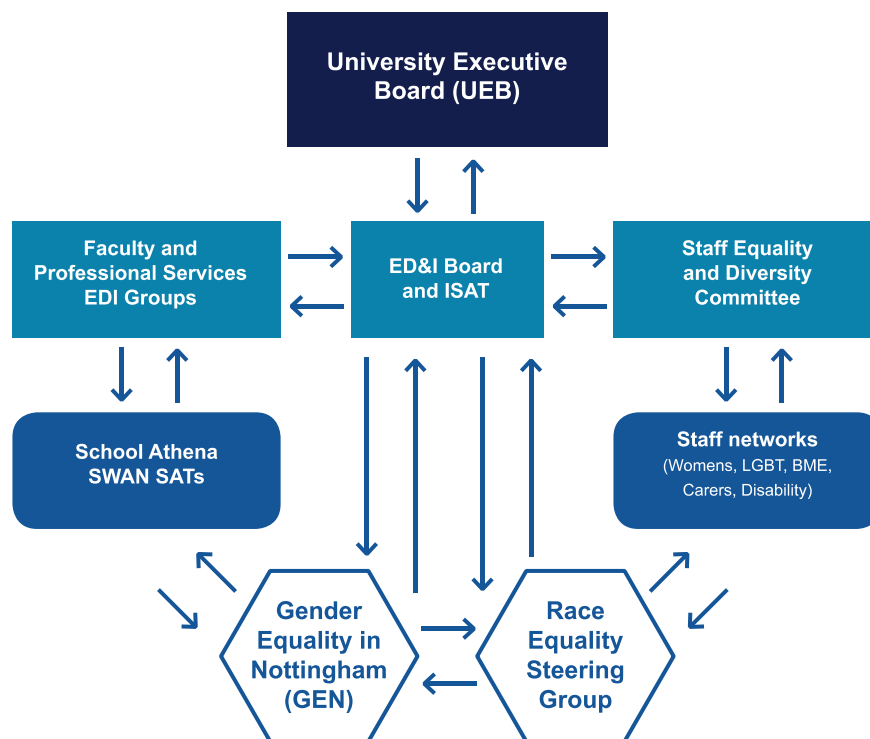
- Worked to address our culture; making ED&I a conversation through making data available for key decisions.
- Examined our institutional policies to assure a culture of fairness, flexibility and opportunity. Introduced key facilities such as parenting rooms and post-school run parking places.
- Analysed our pay data with targeted interventions addressing areas of concern.
- Acted to address our pipeline challenges, investing in 100 early career fellowships and a commitment to gender balance in the award of these.

- Launched our Academic Profile Tool to bring together individual records of achievement, supporting development conversations for staff.
- Improved our promotions processes and provided dedicated support to help individuals prepare and succeed. This has led to much improved gender balance in committees and in our senior management.

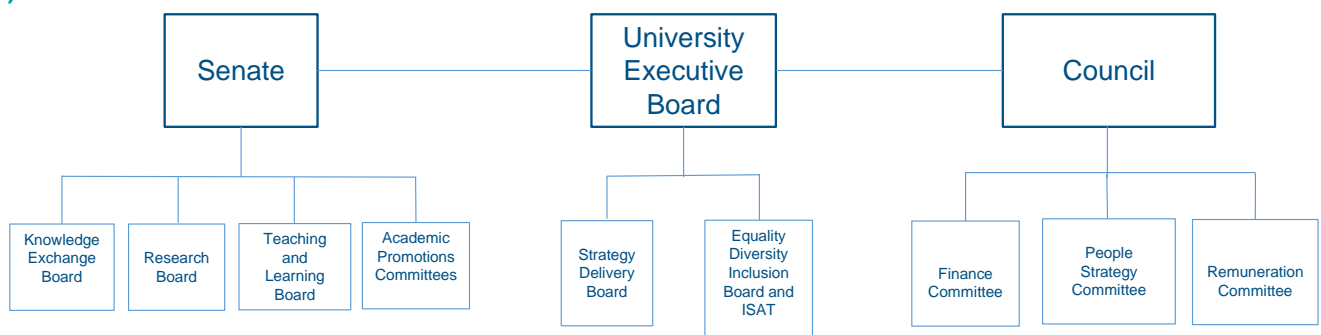
There remains much to do and there are areas we need to tackle further. These are presented in further detail in the coming sections of this submission.

Figure 2.1: a) UoN ED&I Governance Structure; b) UoN Committee Structures; c) UoN Management Structures

a)



b)



c)

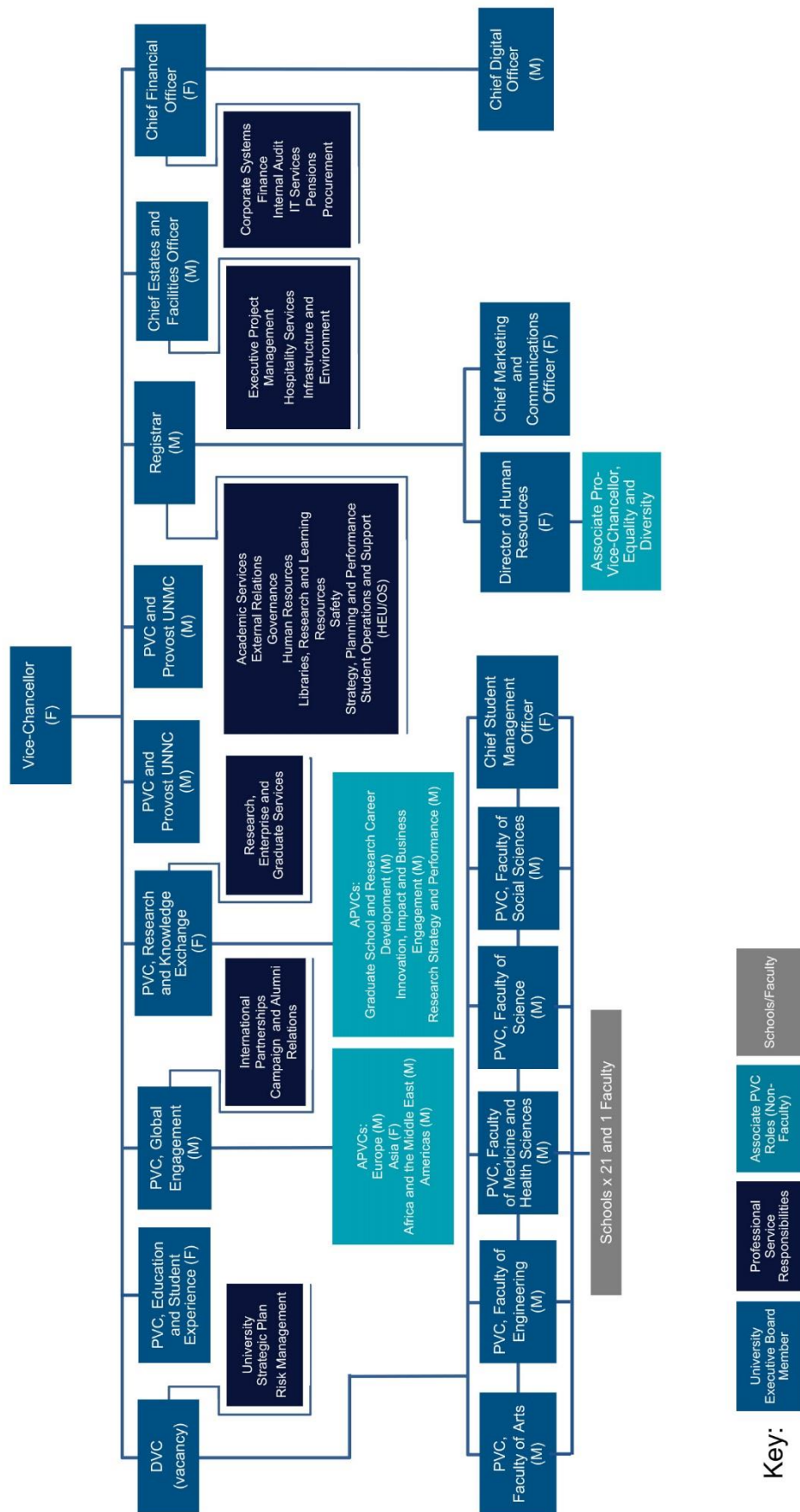


Table 2.1: Level of awards across all Schools and Faculties

Faculty	School	Type of award held and submission date	Award NOT held but due to submit by
Faculty of Engineering	Architecture and Built Environment	Silver renewal 2014 (held as a Faculty award)	
	Civil Engineering		
	Chemical and Environmental Engineering		
	Electrical and Electronic Engineering		
	Mechanical, Materials and Manufacturing Engineering		
	Foundation Engineering and Physical Sciences		
Faculty of Medicine and Health Sciences	Health Sciences	Bronze 2013 (submitting for Silver Nov'2017)	
	Life Sciences	Silver 2017	
	Medicine	Silver 2015	
	Veterinary Medicine and Science		Bronze (Nov 2017)
Faculty of Science	Biosciences	Bronze 2014 (submitting for Silver Nov'2017)	
	Chemistry	Silver 2016	
	Computer Sciences	Bronze 2016	
	Mathematical Sciences	Bronze 2015	
	Pharmacy	Bronze 2015	
	Physics and Astronomy	Silver 2017 (applied for Gold Apr 2017)	
	Psychology	Silver 2016	
Faculty of Social Sciences	Economics		Bronze (Apr 2018)
	Education		Bronze (Nov 2018)
	Geography	Silver 2016	
	Law		Unsuccessful Bronze (Apr 2017)
	Business		Bronze (Nov 2018)
	Policy and International Relations		Bronze (Nov 2018)
	Sociology and Social Policy		Bronze (Nov 2018)
Faculty of Arts	Cultures, Languages and Area Studies (CLAS)		Bronze (Nov 2018)
	English		Bronze (Nov 2018)
	Humanities		Bronze (Nov 2018)
Overseas campuses (UNMC)	Faculty of Science	Bronze (2014) 1 year's grace (Apr 2017)	
	Faculty of Engineering		Unsuccessful bronze 2017
Total awards out of 21 Schools; 1 Faculty; 2 overseas campuses		7 silver 6 bronze	11

(ii) information on its teaching and its research focus

We are a research-intensive University and founding member of the Russell Group (RG). We champion teaching-led research and research-led teaching. In 2013, we created a T&L promotion pathway, ensuring we recognise and reward the crucial role of our many teaching-focused academics (4.1iii). This was one element praised in our TEF Gold Award in 2017: 'an institutional culture that rewards excellent teaching'. We were also University of the Year for Graduate Employment in 2017.

Our commitment to our colleagues is captured in our pledge to all academic and professional services staff. The pledge guides our implementation of a £200M planned investment in our people and our research. More than £50M of this will be invested directly in our students via doctoral training; early career researchers, via Fellowships and our academic colleagues at all levels, via funds to enable flexible support for teaching alongside research.

Our Pledge – we will:

1. Deliver a research environment without barriers where excellent research can flourish. Allow staff the time, support and space needed to deliver research, by continually investing in world-leading facilities and professional services dedicated to supporting them and translating their discoveries into research impact. Significantly enhance our digital and support infrastructures.

2. Attract and retain talented academics from around the world, and recruit 100 Nottingham Research and Anne McLaren Fellows over the next five years to increase research capacity and excellence. No less than 50 will be women.

3. Focus on the quality of our research outputs as opposed to the quantity.

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

Table 2.2a: Total number of academic and P&S staff by gender (plus benchmark)

Staff Group	Female (FPE)	Male (FPE)	Total	%F	Benchmark %F
Academic	1399	2042	3441	40.7	44.6
P&S	2724	1569	4293	63.5	62.7
Total	4123	3611	7734	53.3	53.8

Table 2.2b: Total number of academic and P&S staff by ethnicity

Staff Group	BME	White	Unknown	Total	BME %	White %	Unknown%
Academic	577	2726	138	3441	16.8	79.2	4.0
P&S	464	3717	112	4293	10.8	86.6	2.6
Total	1,041	6443	250	7,734	13.5	83.3	3.2

Table 2.2c: HESA benchmark for ethnicity

Benchmark	BME	White	Unknown	Total	BME %	White %	Unknown%
Academic	23,425	152,760	N/A	176,185	13.3	86.7	N/A
P&S	19,415	169,300	N/A	188,715	10.3	89.7	N/A
Total	42,835	322,055	22,154	387,044	11.1	83.2	5.7

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

Table 2.3: Total number of departments and students (as of 1/12/2016) on UK campuses, by Faculty/ Professional Services. *No Faculty, contains Hearing Research, No Award and Professional Development students.

Faculty	Number of Schools	Female Students	Male Students	'Other' Students	Total Students
Arts	3	3,185	1,722	3	4,910
Engineering	0 (6 units)	1,181	2,939	0	4,120
Medicine & Health Sciences	4	3,536	1,974	2	5,512
Science	7	3,240	3,572	4	6,816
Social Sciences	7	4,961	4,241	0	9,202
Professional Services	12 departments	593	331	0	924*
Total		16,696	14,779	9	31,484

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

Table 2.4: Total number of staff on UK campuses, by Faculty/School (2016/17).

	Faculty	School	Academic/ Research staff	P&S staff
STEMM	Medicine and Health Sciences	Health Sciences	182	70
		Life Sciences	245	170
		Medicine	613	346
		Veterinary Medicine and Science	111	51
		Faculty-level staff/Total Faculty Students		24
	Science	Biosciences	183	131
		Chemistry	122	59
		Computer Science	106	22
		Mathematical Sciences	103	15
		Pharmacy	109	50
		Physics and Astronomy	139	42
		Psychology	62	10
		Faculty-level staff/Total Faculty Students		12
	Engineering		573	244
	Social Sciences	Geography (STEMM as hold a 2013 AS award).	51	15
AHSSBL	Social Sciences	Contemporary Chinese Studies	25	7
		Economics	59	10
		Education	108	51
		Law	65	16
		Business School	148	60
		Politics and International Relations	42	16
		Sociology and Social Policy	44	15
		Faculty-level staff/Total Faculty Students	0	0
	Arts	Cultures, Languages and Area Studies	143	32
		English	60	19
		Humanities	137	34
		Faculty-level staff		2
Total			3430	1523

3. The self-assessment process

Recommended word count: Bronze: 1000 words | Silver: 1000 words
Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

In 2015 we created a new ED&I structure and ISAT (Figure 2.1a, Table 3.1) with Executive leadership provided by the DVC. A new institutional role of APVC for ED&I was created. FPVCs were given accountability for ED&I for their Faculties and were appointed as ISAT members, assuming responsibility for key themes (Figure 3.1). ISAT members, drawn from different career pathways and levels, provide links to other committees and groups, ensuring broad and diverse representation. AS work is valued and recognised in workload planning, PDPR and promotion. Following the DVC's appointment as VC at the University of Kent (2017), the PVC, Research and Knowledge Exchange, was appointed as Chair and Executive lead for ED&I.

Table 3.1: Membership of ISAT (13F; 9M) presented in alphabetical order.

Name (*represents new members since our last application, #represents UEB members)	Gender	Job role	Role on the ISAT	Other information
*#Professor John Atherton	M	FPVC Medicine and Health Sciences (FMHS)	Theme 7 lead: Talent Identification. ED&I Lead, FMHS.	Secretary-General of United European Gastroenterology, leading their gender equality action plan.
*Shaun Beebe	M	Physics and Astronomy School Manager	APM Representative.	Retired Chief Superintendent, Nottinghamshire Police. Extensive experience of (disadvantaged) community engagement and partnership working.
David Burns	M	Director of Professional Development	Theme 8 lead: PDPR.	Has benefited from University Policies on parenting and adoption support.
*#Professor Dame Jessica Corner	F	PVC, Research and Knowledge Exchange (PVC RKE). Member of University Council. University Executive lead for ED&I.	Chair of the ISAT.	Two daughters; shares caring responsibilities for elderly parents.

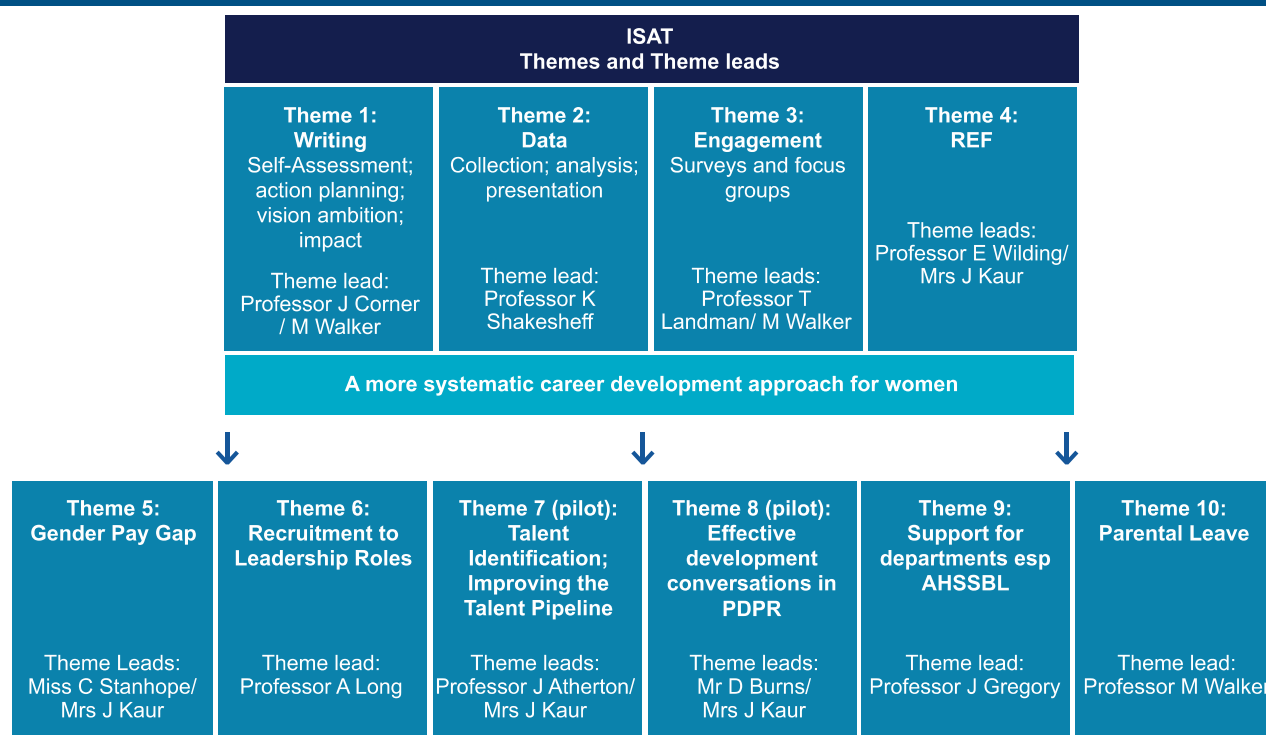
*Tara de Cozar	F	Internal Communications Manager	Internal communications.	Worked part-time following maternity leave. Five-year old son.
*Andrea Greener	F	Seconded People and Culture (P&C) Senior Officer	Coordinates GEN; Project Manager, Institutional Athena SWAN.	Former Co-Chair Medicine (silver) SAT. Past volunteer for people with learning disabilities/ befriending carers.
*#Professor Jeremy Gregory	M	FPVC Arts; Professor	Theme 9 lead: Support for Departments especially AHSSBL. ED&I Lead, Faculty of Arts.	Published on relationship between religion and gender. Civil partnership registered 2006; civil marriage 2015.
*Clare Jones	F	Senior Careers Adviser for Research staff/Postgraduate Students	Careers and Employability Service.	Provides individual guidance/career development for early career researchers in all disciplines. Experience of flexible-working.
*#Jaspal Kaur	F	Director of HR	Leads HR team; delivers People Strategy.	Experienced flexible-working; had two children (now 18/16) while Deputy Director/Director.
*Charlotte Kingsbury	F	People and Culture Manager	Equality/Diversity/ Inclusion/ Engagement specialist.	Alumna. Personal experience of a myriad of intersectional identities.
*#Professor Todd Landman	M	FPVC Social Sciences; Professor Political Science.	Theme 3 lead: Engagement. ED&I Lead, Faculty of Social Sciences.	Human rights specialist. Experienced single-fatherhood, now married; blended family - three children.
*Laura Bealin-Kelly	F	Students' Union Equal Opportunities and Welfare Officer.	Represents students.	Campaigns on welfare and equal opportunities.
#Professor Andy Long	M	PVC Faculty Engineering, Professor Engineering. Member of University Council. Chair, level 4/5 promotions committee.	Theme 6 lead: Recruitment to leadership roles. ED&I Lead, FoE.	Raising two children, shared responsibility for school drop-off/pick-up.
*Dr Tamsin Majerus	F	Assistant Professor, School Life Sciences	Lead writer for the Athena SWAN application.	Four children/three grandchildren; personal experience of part-time/job-share /flexible-working. Silver department SAT and ECU Chair/Panellist.

*Dr Virginia Panizzo	F	Anne McLaren Fellow, School of Geography.	Research Staff representative.	Board member of the Centre for Environmental Geosciences UoN and British Geological Survey.
*#Professor Kevin Shakesheff	M	PVC for the Faculty of Science	Theme 2 lead: Data. ED&I Lead, Faculty of Science.	Director; UK Regenerative Medicine Platform Hub for Acellular Technologies. Shared care of two children.
*Carolyn Stanhope	F	Head of HR Specialist Services	Senior HR lead, People and Culture (incorporating ED&I).	Responsible for implementation of HR Specialist projects (including P&C, Athena SWAN, Wellbeing, Staff Engagement). Personal wellbeing focus including half/marathon running.
*Kelly Vere	F	Technical Skills Development Manager.	Technical Staff representative.	Externally seconded part- time to Science Council. Part-time student (Professional Doctorate Education). Raising two children.
*Professor Marion Walker	F	Associate PVC Equality/Diversity/I nclusion. Professor of Stroke Rehabilitation. GEN Chair.	Theme 10 lead: Parental leave.	Progressed from Lecturer to Professor working part- time while raising two children.
Professor Ed Wilding	M	APVC, Graduate School. Research Career Development, Faculty of Science	Institution oversight of career support/ development for researchers at all career stages.	Athena SWAN/ECU panel chair and panellist.
Andy Winter	M	Campus Life Director	Chair, Professional Services ED&I Group.	Leads Student ED&I work; Seconded from Students' Union senior leadership role. Vast experience supporting student ED&I campaigning/ representation.
Jill Wright	F	Assistant Hall Manager	Representative from O&F staff.	Benefitted from development; progression from part-time to full-time role while raising a family.

(ii) an account of the self-assessment process

ISAT met quarterly, between submissions, increasing to monthly, in the 12-month run-up to submission. To drive and embed progress, ISAT members lead and report on key themes (Figure 3.1) covering activities around current issues and future challenges.

Figure 3.1: Key themes and lead SAT member



Our strategic approach to improvement has been an iterative process of consultation, action and outcome assessment. Consultation has involved key stakeholder groups, including our Gender Equality Network (GEN), Unions, Women's/LGBTQ+ networks, Faculty ED&I Groups, School AS committees and leads for departmental AS awards and has included face-to-face interviews with all action owners. Since our silver award staff opinion has been surveyed via:

- 2011 Staff Survey, resulting in School-specific actions
- 2011-2016 School-level surveys
- 2014 PDPR survey
- AS survey
- Higher Education Gallup Poll/Staff Engagement Survey (SES)

Results of the latter two (5.6i) have been considered by Faculties, ISAT and UEB. Engagement champions, working with Faculties and Schools are responsible for follow-on actions and initiatives.

Further staff engagement has been invited via:

- GEN annual conference
- Focus groups
- E-Feedback forms
- Roadshows/workshops
- Email-based consultation
- Co-creation groups to formulate policy/guidelines
- Task and finish groups

Our 2016 AS survey (34.7% response-rate) yielded 2703 responses across all staff groups: 58.4% (1578)F, 38.6% (1045)M, 3% (80)-Other (includes gender-queer, non-binary, PNTS and other). We consulted with staff groups and Union representatives to understand reasons for this low response-rate. Two main issues were identified: difficulties for O&F staff in accessing an online survey (generally not office-based) and time set-aside to complete the survey.

To address these, for our 2017 SES we distributed paper copies, with 'post boxes' across campuses, and encouraged managers to ensure staff had both time and opportunity to complete the survey. We used individual links for staff completing electronically. Staff who had not completed the survey were sent personalised reminders. The impact of these changes was dramatic. There were waves of responses after each reminder and overall response rate approximately doubled to 61%.

This application/AP was reviewed internally by members of C&S/ISAT/UEB and externally by two other Universities.

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

ISAT will continue to meet quarterly, adding postgraduate student representation. ISAT owns the AP and will coordinate action holders to deliver their actions, whilst remaining important drivers of staff consultation around new and ongoing issues, ensuring staff feel valued, listened to and empowered to achieve their best. ISAT is accountable to UEB where ED&I is a standing agenda item. Increased staffing investment, employed to support AS resubmission work, has proved invaluable in guiding new/inexperienced Schools in their AS journey and sharing best practice. This is now a permanent feature of our staff body.

Action box 1:

AS32: Support and accelerate delivery of the Staff Engagement action plan.

4. A picture of the institution

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1 Academic and research staff data

(i) Academic and research staff by grade and gender

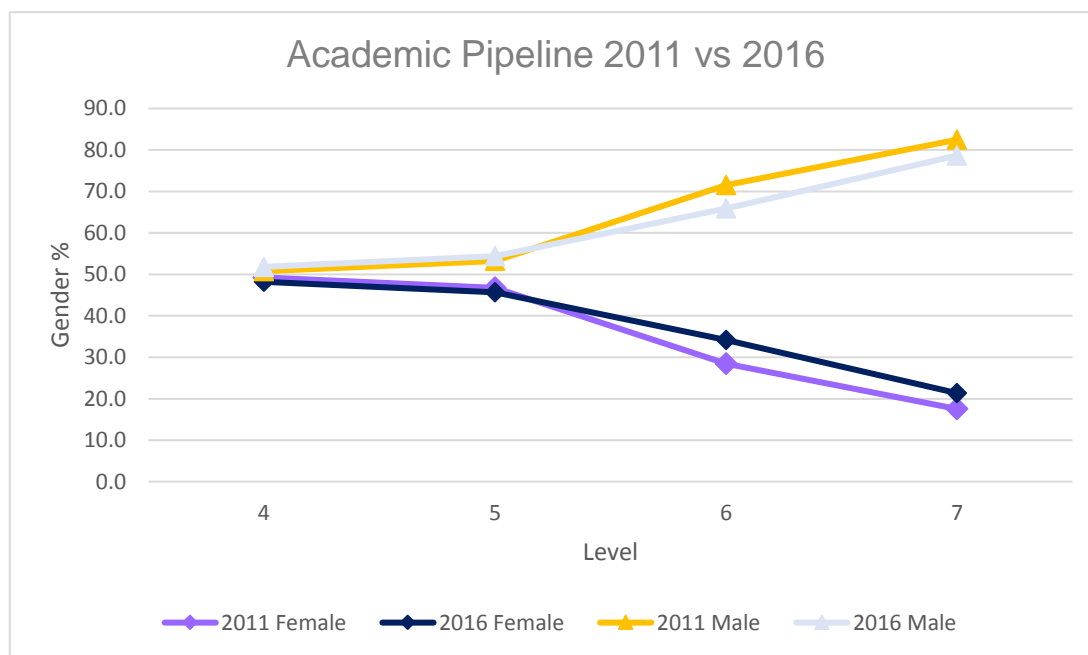
Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Our academic staff span 4 levels (Table 4.1). Our actions (particularly AS11) are targeted at accelerating the progress we have made in improving our academic pipeline (Figure 4.1). Detailed data across the levels are presented, for the institution and for STEMM/AHSSBL Schools (Figures 4.2-4.9) followed by further analysis by Faculty (Figures 4.10-4.14). Some academics (DVC, 4 PVCs, 5 FPVCs, 1 APVC) are based in Professional Services, hence UoN total sometimes exceeds STEMM+AHSSBL.

Table 4.1: Summary of job titles/levels for academic/research staff

L4	L5	L6	L7
Research Assistant/Fellow	Senior Research Fellow	Principal Research Fellow	
Teaching Assistant/Associate	Assistant Professor	Associate Professor	Professor
University Teacher	Lecturer	Reader/Senior lecturer	

Figure 4.1



Gender disparity increases from L4-L7. Reducing this has been a major focus of our actions since 2005. BAP2009 aimed to achieve appropriate STEMM academic gender representation at all levels. SAP2012 built on this. Since 2015, actions around recruitment, career progression pipeline, promotion, and progression for P&S staff (SAP2016), are extending and embedding the success and learnings from work with STEMM academic and research staff, to all staff in all subjects (5.2ii). Impact of these actions is evident from the steady increase in L6+L7%F (Figures 4.6-4.9+Impact box 2) demonstrating the positive impact of our training (5.3i+iii) and improved promotions processes (5.1iii).

Figure 4.2: Level 4 (XperHR level K) benchmark 50.0%F; 50.0%M

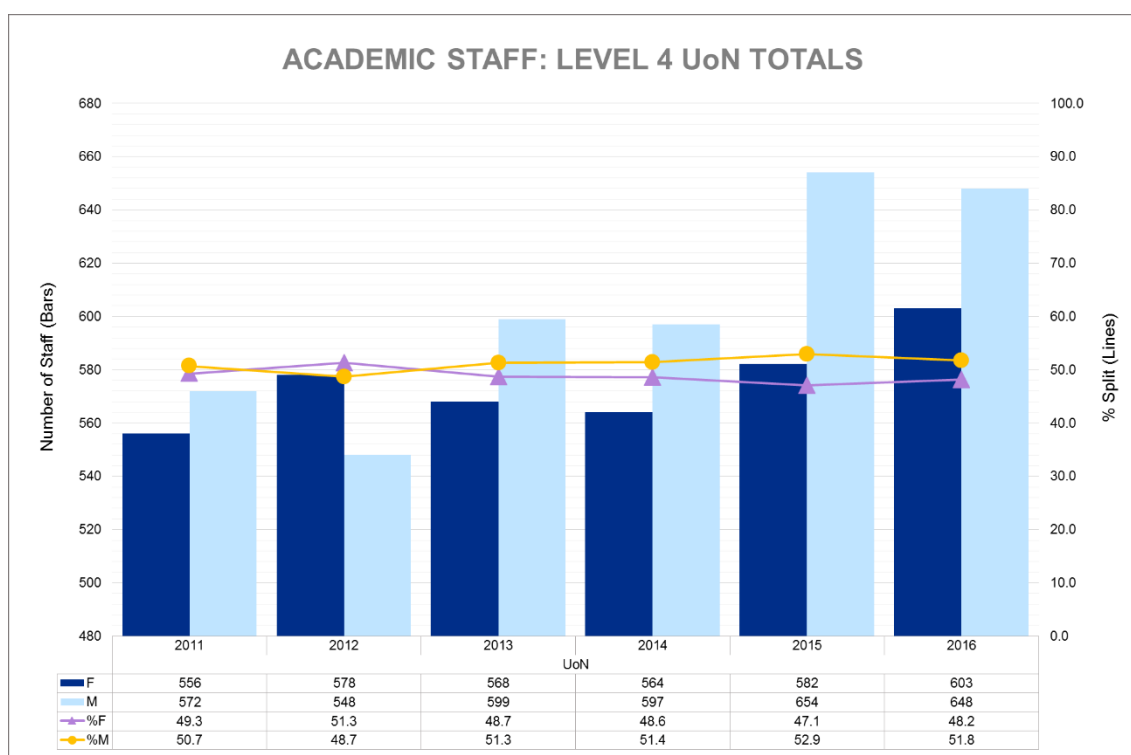
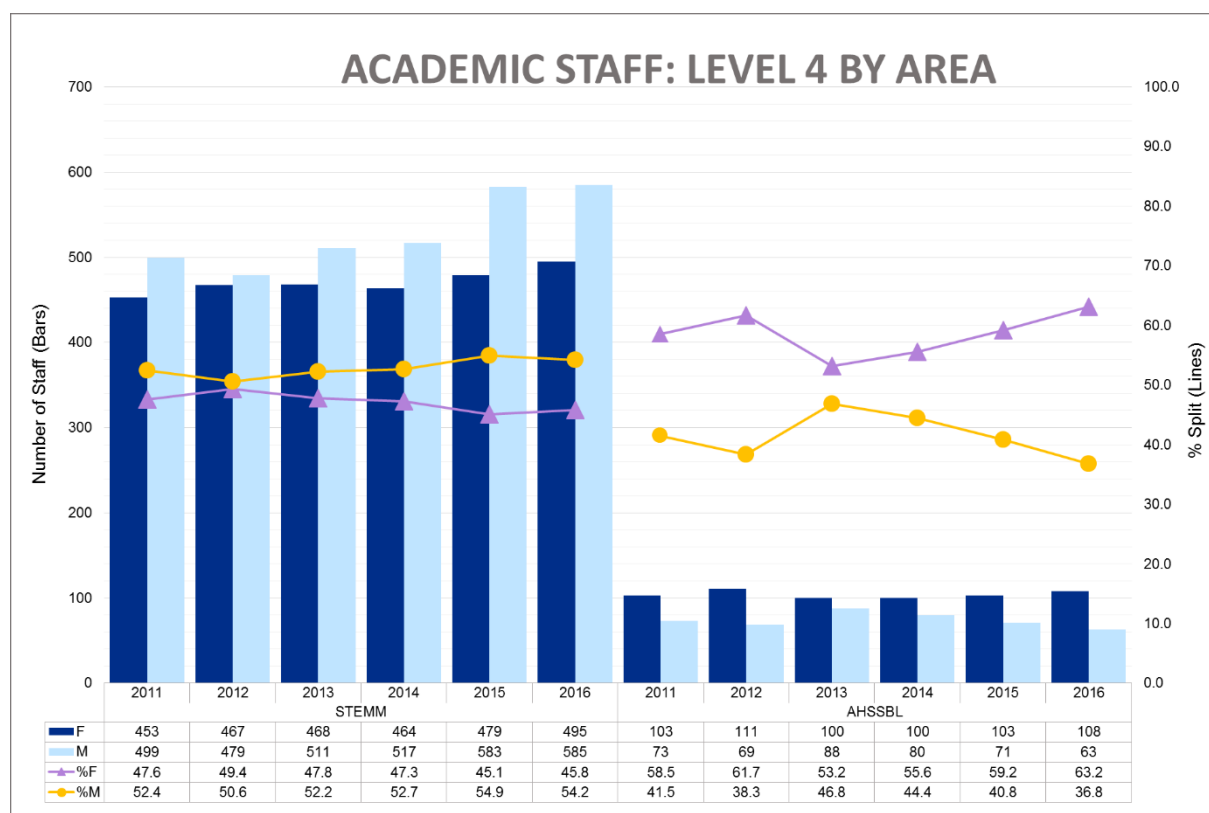


Figure 4.3:



The gender gap in STEMM widened in 2015, and this reflects our planned expansion in Engineering (Figure 4.12). Fluctuation in L4 AHSSBL is due to fixed-term contracts for language tutors. Precise skills needed (e.g. language) vary by student cohort.

Figure 4.4: Level 5 (XperHR level J) benchmark 47.6%F; 52.4%M

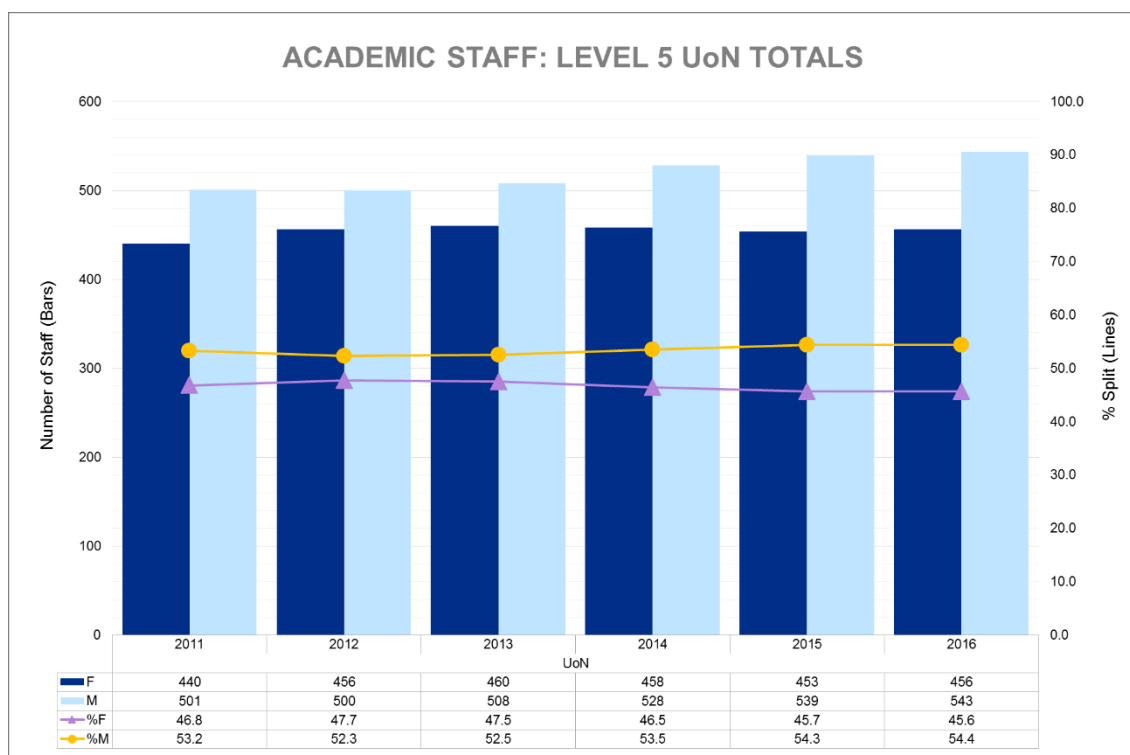
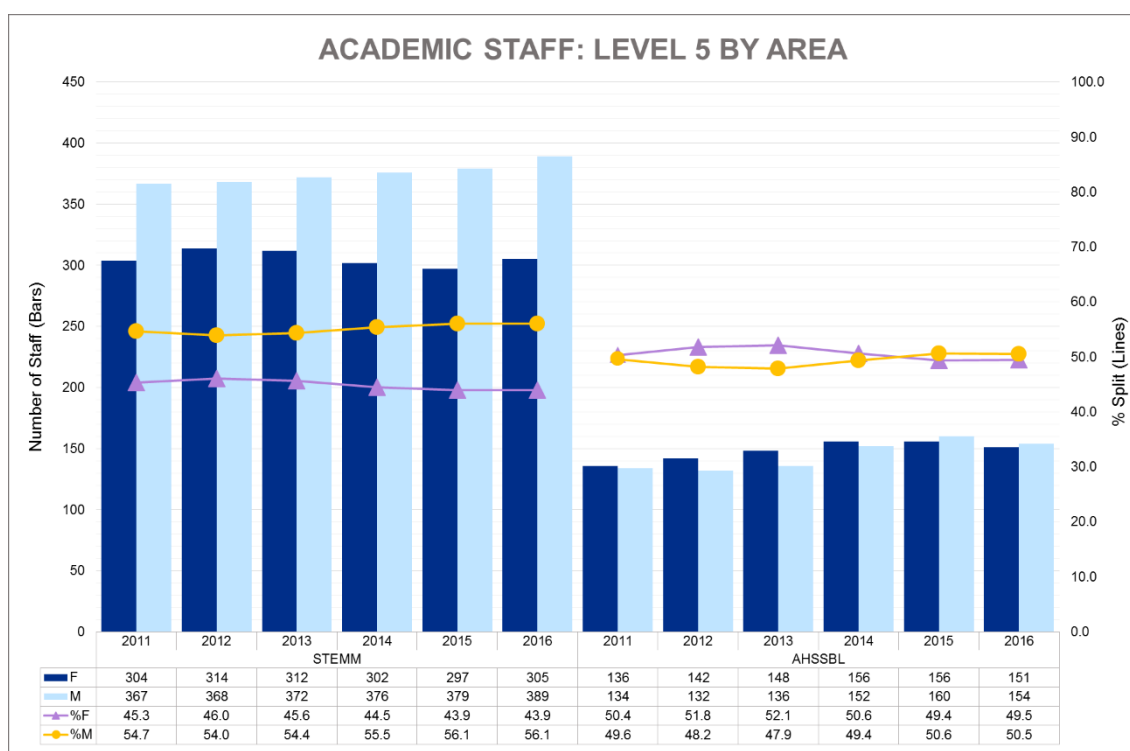


Figure 4.5



The L5 AHSSBL gender balance is not mirrored in STEMM. L5 is mainly recruited to (178F/227M) rather than promoted to, (18F/23M). This gender difference is enhanced by higher female L5-L6 promotions success, (48F in the last three rounds, versus 40M). AS01 and AS07 target improved recruitment of female ECRs to address this.

Figure 4.6: Level 6 (XperHR level I) benchmarks 38.5%F; 61.5%M

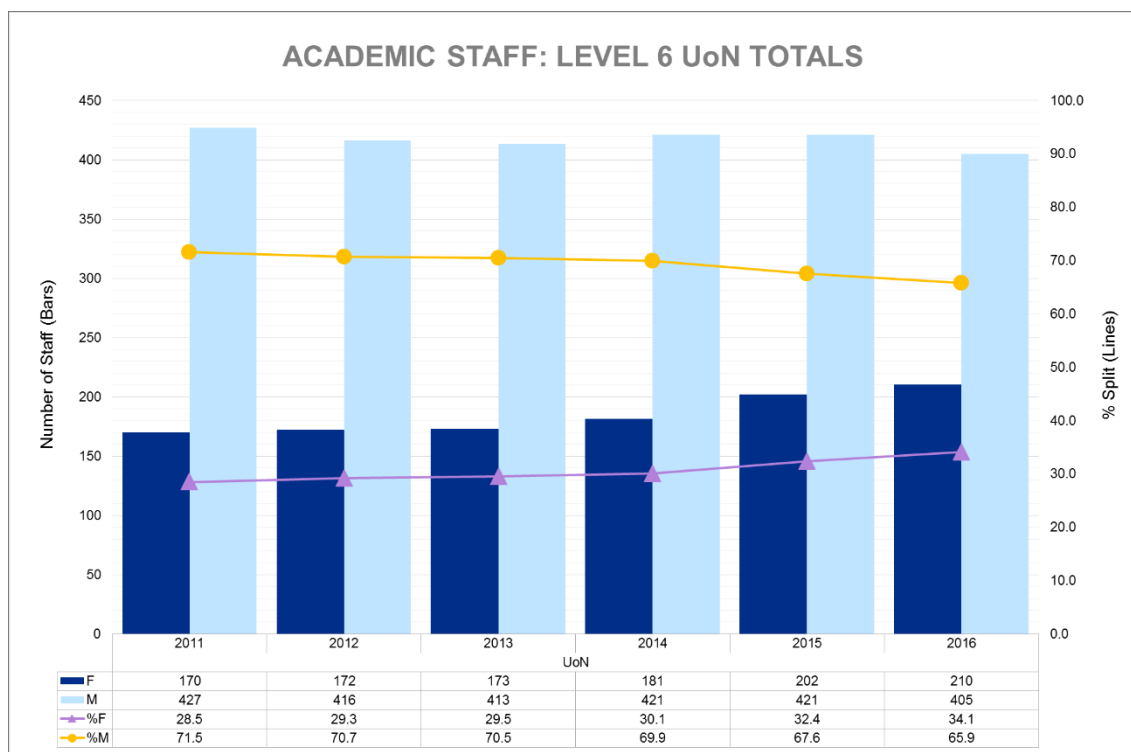


Figure 4.7: Level 6 discipline benchmarks: SET 40.8%F/59.2%M; Non-SET 49.0%/ 51.0%M

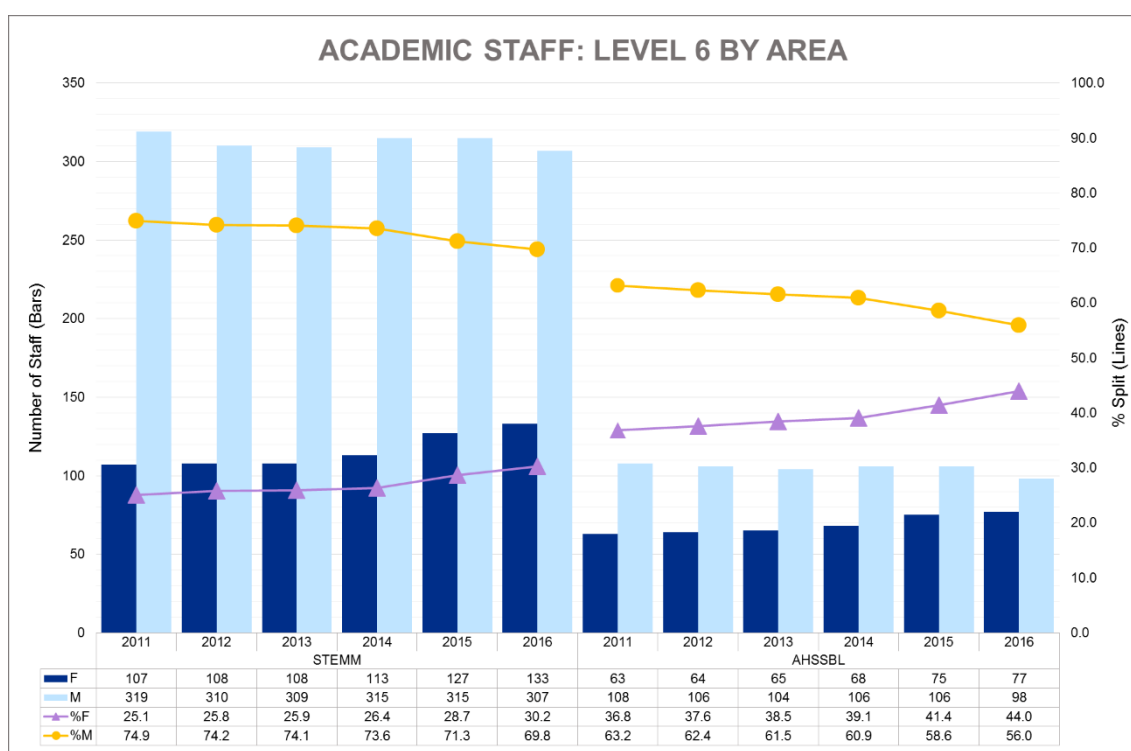
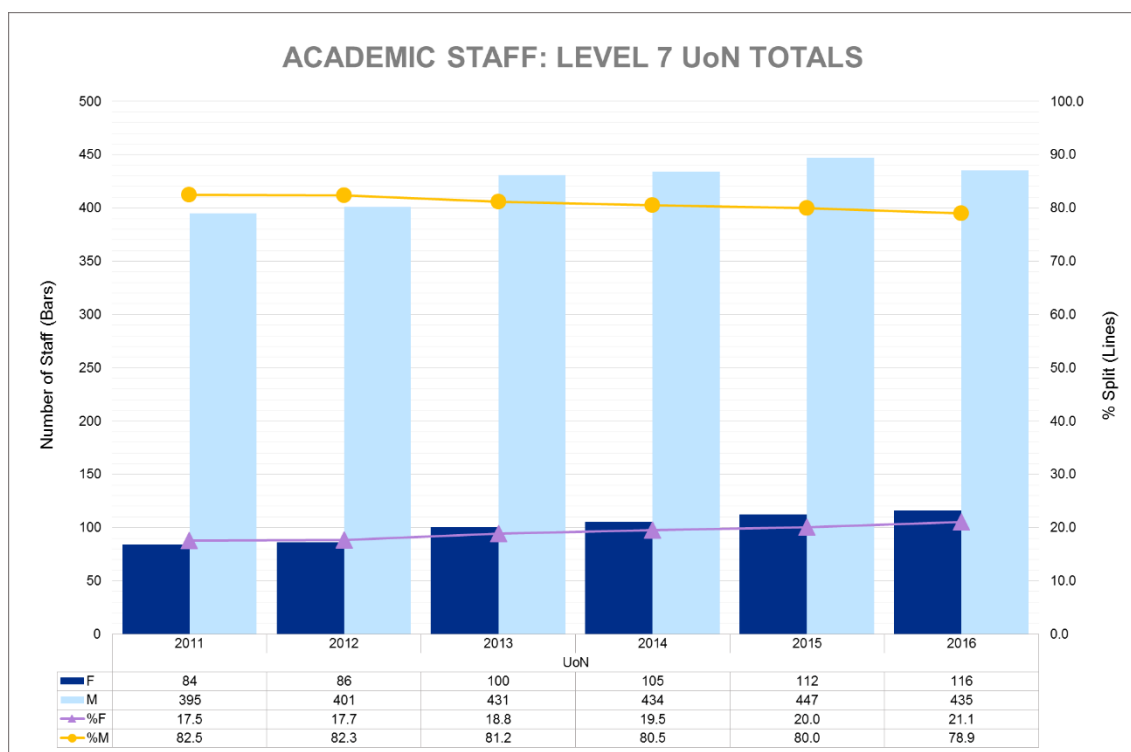
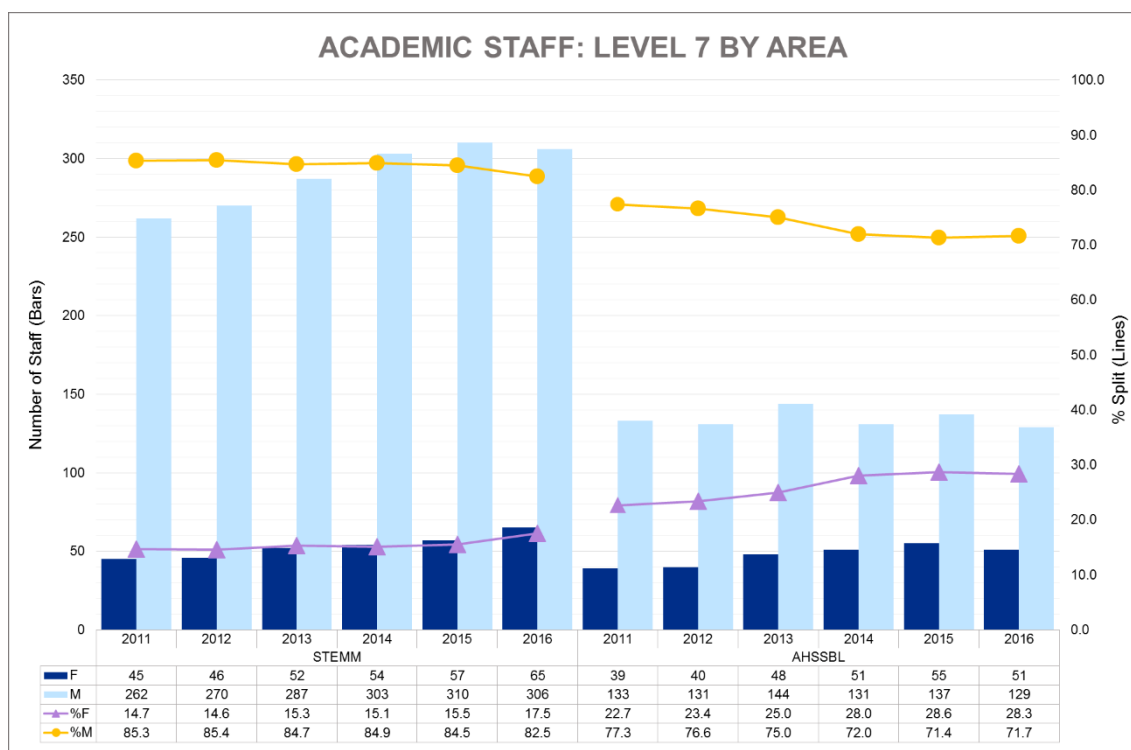


Figure 4.8: Professorial benchmarks: 22.4%F; 77.6%M



Clear improvement at L6 and L7, demonstrating impact of promotion initiative, but %F is still below HESA. Actions AS11/AS12 will accelerate progress in female promotion to these highest levels.

Figure 4.9: Professorial benchmark SET 18.5%F; 81.5%M; Non-SET 43.7%F; 56.3%M



The Figures/Tables below illustrate important variations by Faculty. Many of our actions are targeted to address these variations e.g. AS01, AS07, AS09, AS10, AS11, AS12.

TABLE 4.2 FACULTY ACADEMIC OVERVIEW - ARTS

Arts Academic Staff	2011	2012	2013	2014	2015	2016	Net
Academic Female	144	151	158	157	162	161	+17
Academic Male	176	178	190	183	187	179	+3
Academic Total	320	329	348	340	349	340	+14 F
Academic Female %	45.0	45.9	45.4	46.2	46.4	47.4	+2.4%

Figure 4.10

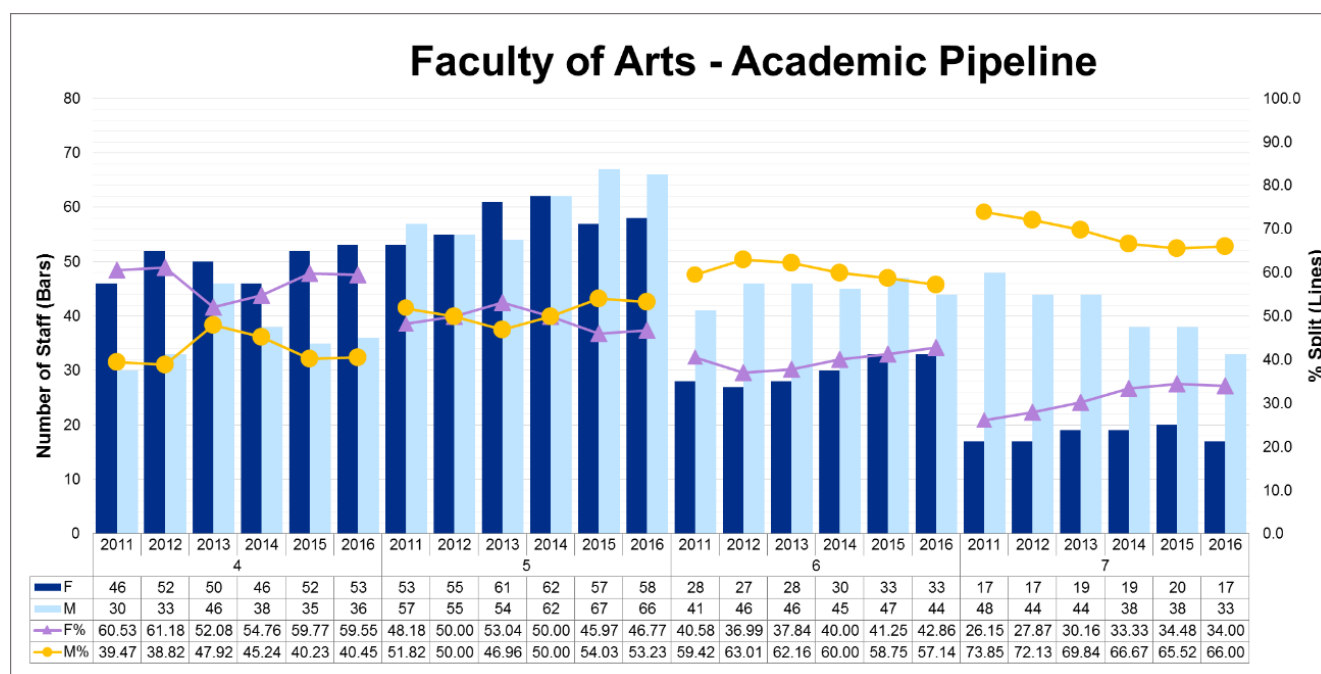


TABLE 4.3 FACULTY ACADEMIC OVERVIEW – SOCIAL SCIENCES

Social Sciences Academic Staff Trends	2011	2012	2013	2014	2015	2016	Net
Academic Female	215	226	224	240	246	245	+30
Academic Male	306	292	318	318	324	297	-9
Academic Total	521	518	542	558	570	542	+39 F
Academic Female %	41.3	43.6	41.3	43.0	43.2	45.2	+3.9%

Figure 4.11

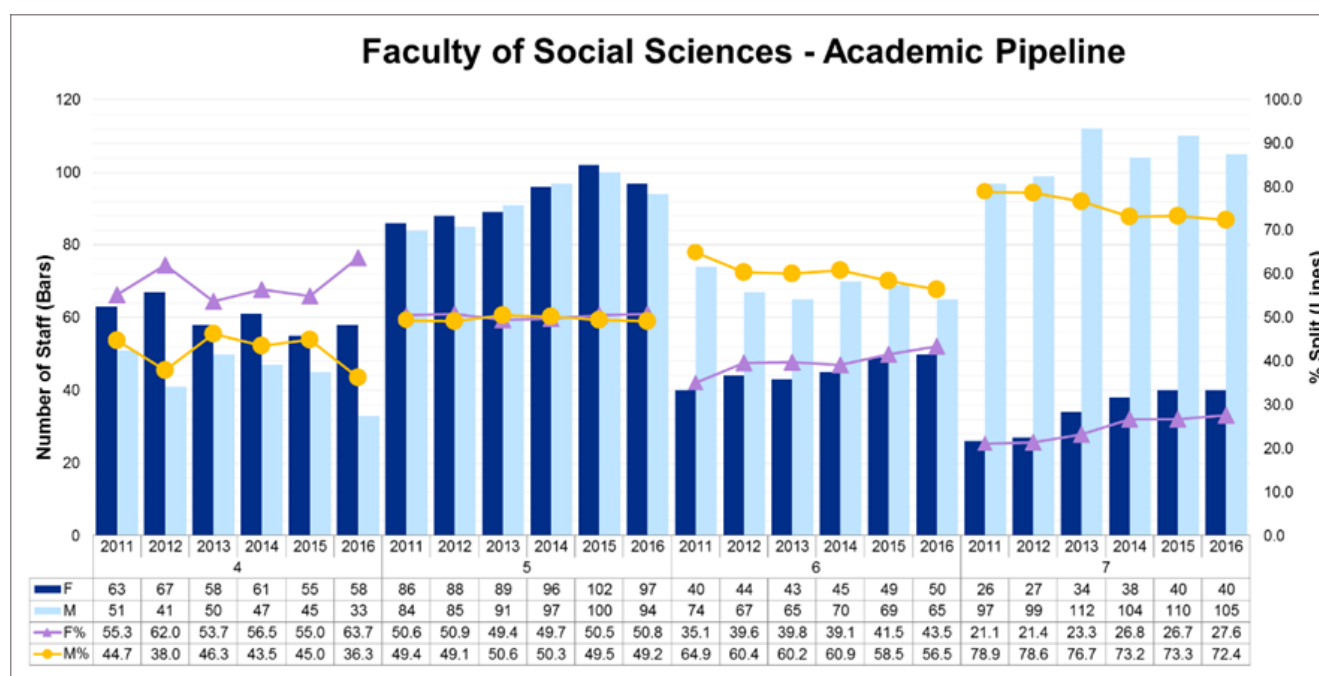


TABLE 4.4 FACULTY ACADEMIC OVERVIEW - ENGINEERING

Engineering Academic Staff Trends	2011	2012	2013	2014	2015	2016	Net
Academic Female	75	84	90	98	101	110	+35
Academic Male	361	348	382	427	458	463	+103
Academic Total	436	432	472	525	559	573	-67 F
Academic Female %	17.2	19.4	19.1	18.7	18.1	19.2	+2.0%

Figure 4.12

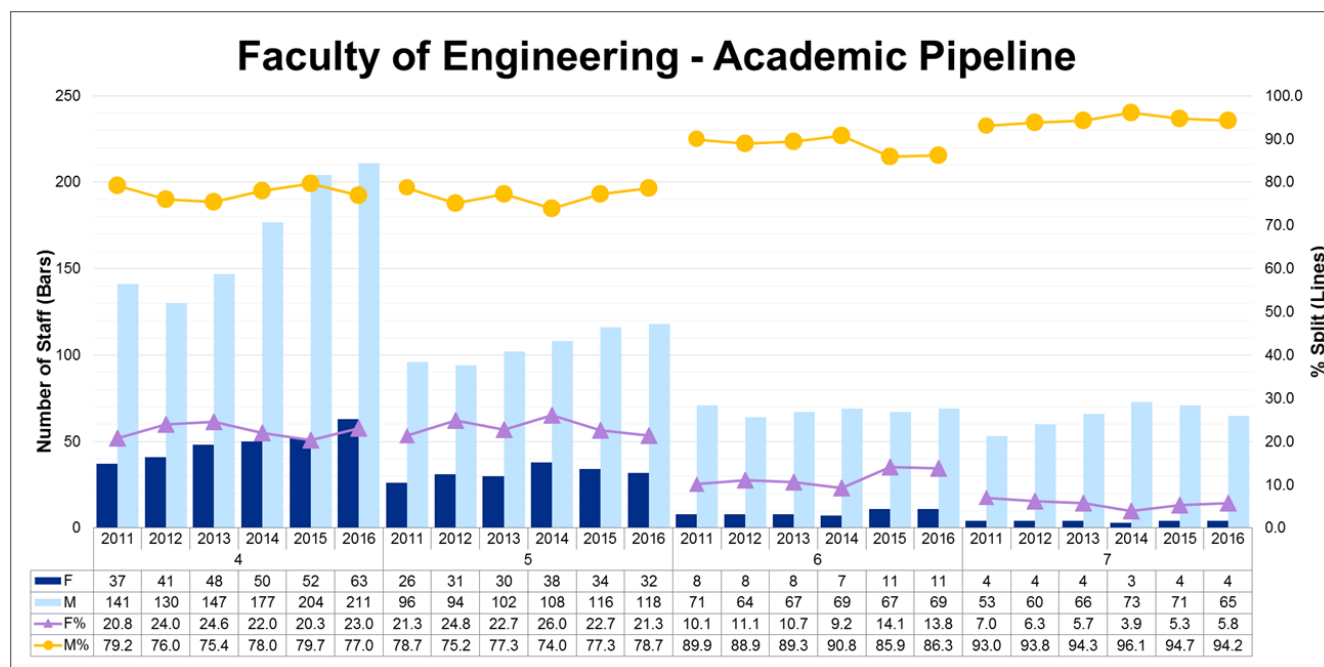


TABLE 4.5 FACULTY ACADEMIC OVERVIEW – MEDICINE AND HEALTH SCIENCES

MHS Academic Staff Trends	2011	2012	2013	2014	2015	2016	Net
Academic Female	631	635	634	601	617	639	+8
Academic Male	528	523	514	510	512	512	-16
Academic Total	1159	1158	1148	1111	1129	1151	+24 F
Academic Female %	54.4	54.8	55.2	54.1	54.7	55.5	+1.1%

Figure 4.13

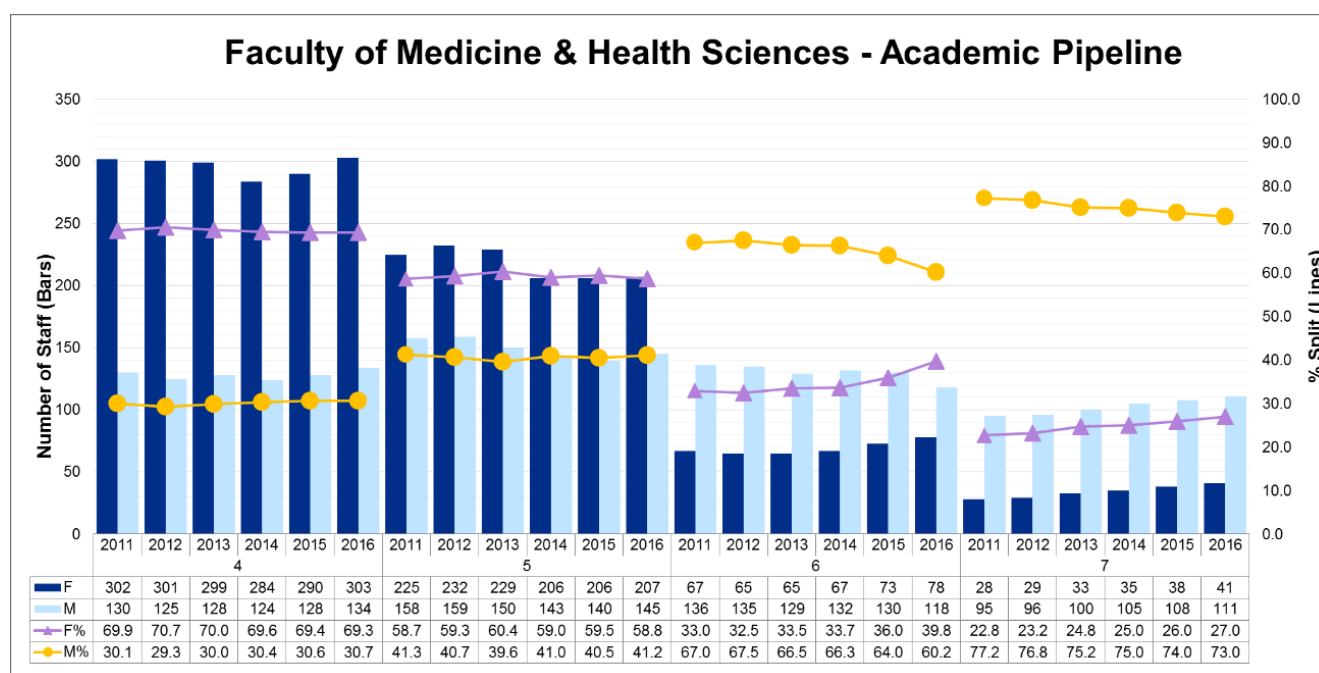
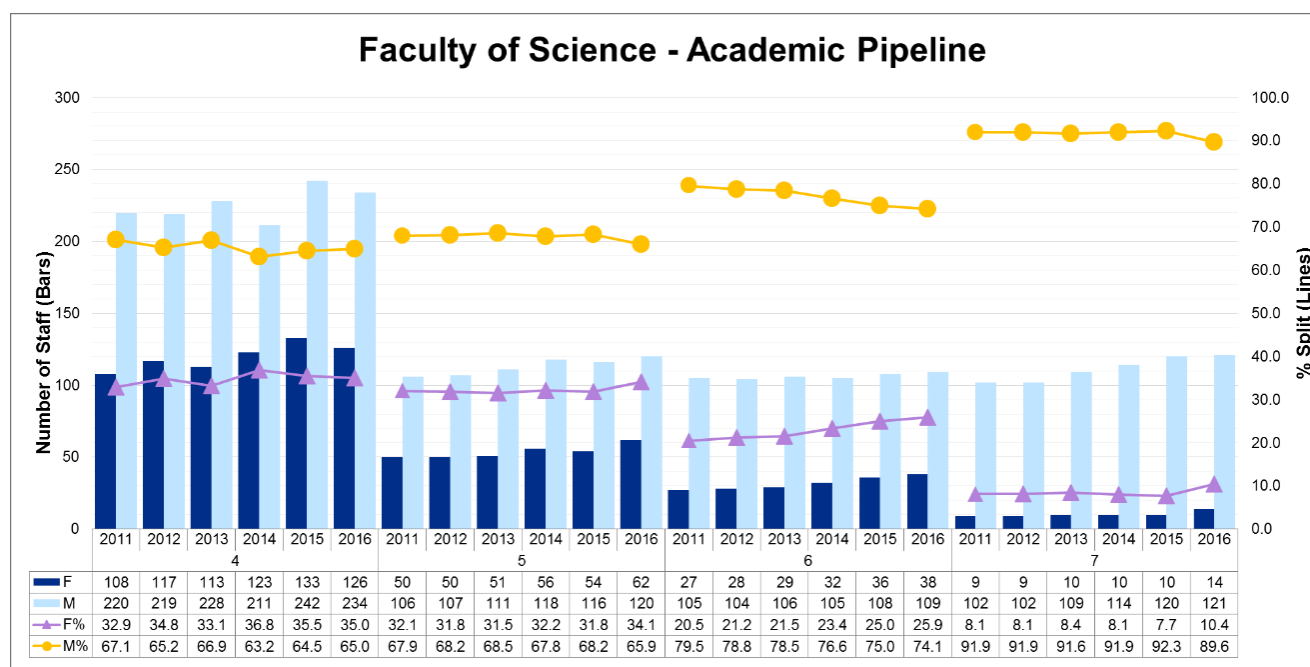


TABLE 4.6 FACULTY ACADEMIC OVERVIEW – SCIENCE

Science Academic Staff Trends	2011	2012	2013	2014	2015	2016	Net
Academic Female	194	204	203	221	233	240	+46
Academic Male	533	532	554	548	586	584	+51
Academic Total	727	736	757	769	819	824	-5 F
Academic Female %	26.7	27.7	26.8	28.7	28.4	29.1	+2.4%

Figure 4.14



In all Faculties, %F increases slightly across the period (Tables 4.2-4.6). However, Engineering's expansion and high male recruitment masks this general improvement in female numbers (UoN net change +5F). Overall, Engineering recruitment (26%F) has been above the UK engineering sector (average=19%F) and in 2015/16 female academic recruitment outweighed male 9:5. We aspire to go beyond this and have invested £25K to pilot an innovative, sector-leading, recruitment approach, using external consultancy "Diversity by Design". This aims to recruit diverse candidates and ensure shortlisting and interview processes focus appropriately. The process involved "blind" shortlisting. This innovative approach, resulted in a female appointment (Table 4.7.) The successful candidate had applied previously, but was not shortlisted, using more traditional recruitment processes. AS01 will include further piloting of this approach by three Faculties prior to recommendations to UEB regarding University-wide changes in recruitment practices.

Table 4.7a Civil Engineering recruitment by traditional process

No. Applications	Male	%	Female	%	Not Declared	%
49	43	87.76%	5	10.20%	1	2.04%
No. Shortlisted	Male	%	Female	%	Not Declared	%
8	8	100.00%	0	0.0%	0	0.0%

Table 4.7b Civil Engineering recruitment by pilot process

No. Applications	Male	%	Female	%	Not Declared	%
29	24	82.76%	5	17.24%	0	0.0%
No. Shortlisted	Male	%	Female	%	Not Declared	%
8	5	62.50%	3	37.50%	0	0.0%

Ethnicity Analysis

We routinely analyse staff by ethnicity (white versus BME). Further, we consider intersectionality, to identify multiple barriers to career progression. Ethnicity data include a steady proportion (c.4%) categorised as 'Unknown'. This may include staff who genuinely 'don't know' as well as staff who PNTS. Our new web-based secure system 'MyView' (SAP2016) allows staff to view/update personal data. We anticipate this will reduce the number of 'Unknowns'.

We exceed BME sector averages, with proportions remaining constant over the period. Grey boxes highlight there is no marked intersectional impact, proportions of male/female staff identifying as BME are broadly similar, although, BME males show a small (2%) increase, with no such increase for females (discussed further, 5.1i).

Table 4.8a Ethnicity analysis of academic staff – proportions of different intersectional groups. Benchmarks 5.5% BME female, 7.8% BME male; 39.5% white female, 47.2% white male; 12.2% BME female as % of female; 14.2% BME male as % of male.

Year	BME F%	BME M%	White F%	White M%	Un known F%	Un known M%	Female %	Male %	BME F% of Total F%	BME M% of Total M%
2011	6.2	9.3	32.1	48.2	1.5	2.7	39.8	60.2	15.5	15.5
2012	6.1	9.0	33.2	47.7	1.7	2.4	41.0	59.0	14.8	15.2
2013	6.1	9.6	32.4	48.0	1.5	2.4	40.0	60.0	15.4	16.0
2014	5.8	9.7	32.5	47.9	1.6	2.5	39.9	60.1	14.4	16.2
2015	5.8	10.2	32.2	47.4	1.7	2.7	39.7	60.3	14.5	16.9
2016	6.4	10.3	32.7	46.5	1.5	2.5	40.7	59.3	15.8	17.4

Table 4.8b Ethnicity analysis of academic staff - numbers of staff

Year	BME F	BME M	White F	White M	Unknown F	Unknown M	Totals
2011	195	295	1017	1525	47	85	3164
2012	193	284	1052	1513	55	76	3173
2013	201	313	1060	1568	48	79	3269
2014	190	321	1075	1581	53	84	3304
2015	198	349	1106	1626	58	94	3431
2016	221	356	1126	1600	52	86	3441

Analysis by Faculty identified that despite increases in proportions of female academics (Tables 4.2-4.6), BME females have decreased markedly (Table 4.9). Previous actions have not focused around improving BME representation and/or progression. This analysis highlights a need to consider this going forwards. We believe many of our actions (e.g. AS01, AS11) will benefit all colleagues and new recruits. Our commitment to the Race Equality Charter Mark (5.1i) will embed ethnicity considerations throughout our practices.

Table 4.9a Ethnicity analysis of academic staff by Faculty: Engineering

Year	BME F%	BME M%	White F%	White M%	Unknown F%	Unknown M%	Female %	Male %	BME F% of Total F%	BME M% of Total M%
2011	6.7	20.9	10.1	58.3	0.5	3.7	17.2	82.8	38.7	25.2
2016	5.6	23.6	12.7	54.1	0.9	3.1	19.2	80.8	29.1	29.2

Table 4.9b Ethnicity analysis of academic staff by Faculty: Medicine and Health Sciences

Year	BME F%	BME M%	White F%	White M%	Unknown F%	Unknown M%	Female %	Male %	BME F% of Total F%	BME M% of Total M%
2011	6.2	7.4	46.6	36.1	1.6	2.1	54.4	45.6	11.4	16.3
2016	7.6	7.9	46.1	34.9	1.7	1.7	55.5	44.5	13.8	17.8

Table 4.9c Ethnicity analysis of academic staff by Faculty: Science

Year	BME F%	BME M%	White F%	White M%	Unknown F%	Unknown M%	Female %	Male %	BME F% of Total F%	BME M% of Total M%
2011	5.5	9.2	18.7	59.7	2.5	4.4	26.7	73.3	20.6	12.6
2016	5.1	9.5	22.0	57.6	2.1	3.8	29.1	70.9	17.5	13.4

Table 4.9d Ethnicity analysis of academic staff by Faculty: Social Sciences

Year	BME F%	BME M%	White F%	White M%	Unknown F%	Unknown M%	Female %	Male %	BME F% of Total F%	BME M% of Total M%
2011	7.7	8.8	32.6	48.8	1.0	1.2	41.3	58.7	18.6	15.0
2016	7.9	8.1	36.2	44.6	1.1	2.0	45.2	54.8	17.6	14.8

Table 4.9e Ethnicity analysis of academic staff by Faculty: Arts

Year	BME F%	BME M%	White F%	White M%	Unknown F%	Unknown M%	Female %	Male %	BME F% of Total F%	BME M% of Total M%
2011	4.4	1.6	39.7	51.3	0.9	2.2	45.0	55.0	9.7	2.8
2016	4.7	2.4	41.5	48.2	1.2	2.1	47.4	52.6	9.9	4.5

In the impact boxes below, many of the actions completed relate to data presented in this application in both sections 4 and 5, which have considerable overlap.

Impact box 1**Issue: Recruitment attracting low %F****Actions completed:**

- ✓ Reviewed recruitment approaches from other institutions (SAP2012)
- ✓ Adverts highlight part-time/job-share/flexible-working
- ✓ Clear ED&I commitment statement, AS logo on adverts (SAP2016)
- ✓ Recruitment/selection/UB training for chairs/panels (SAP2012)
- ✓ Improved application scoring/shortlisting process (SAP2016)
- ✓ NEW Talent-attraction specialist

Impact: %F increased-(1.1-3.9%) in all Faculties; Engineering 7% above national pool.
See also 5.1i

Impact box 2**Issue: Disproportionately lower female promotion success****Actions completed:**

- ✓ Leadership Training/mentoring programmes (BAP2009;SAP2012)
- ✓ Promotion workshops (BAP2009;SAP2012)
- ✓ Clearer promotion criteria (SAP2016), UB guidance to reviewers since 2015
- ✓ PDPR encourages promotion conversations (SAP2012)

Impact: L6: STEMM+3.6%F, AHSSBL+4.6%F; L7: STEMM+3%F, AHSSBL+5%F. See also 5.1iii

Action box 2:

AS01: Accelerate progress towards gender balance with extended pilot of Engineering recruitment approach and view to University-wide roll-out. This approach will also impact positively on BME recruitment, in particular shortlisting.

AS01, AS07, AS09, AS10, AS11, AS12: Proactive approaches to support early careers and increase proportion of senior female staff.

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

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

We do not use zero-hours contracts. Figure 4.15 shows there has been a 1.7% reduction in female fixed-term contracts. We compare well to HESA fixed-term proportions. HRBPs scrutinise fixed-term contract use before approval to advertise, ensuring justified use. Apart from fixed-term funding, these are used for short-term roles e.g. maternity-cover.

Figure 4.15 Illustrates proportions of female and male staff on fixed-term and permanent contracts. Benchmarks: female, permanent 62.2%, fixed-term 37.8%; male, permanent 66.7%, fixed-term 33.3%.

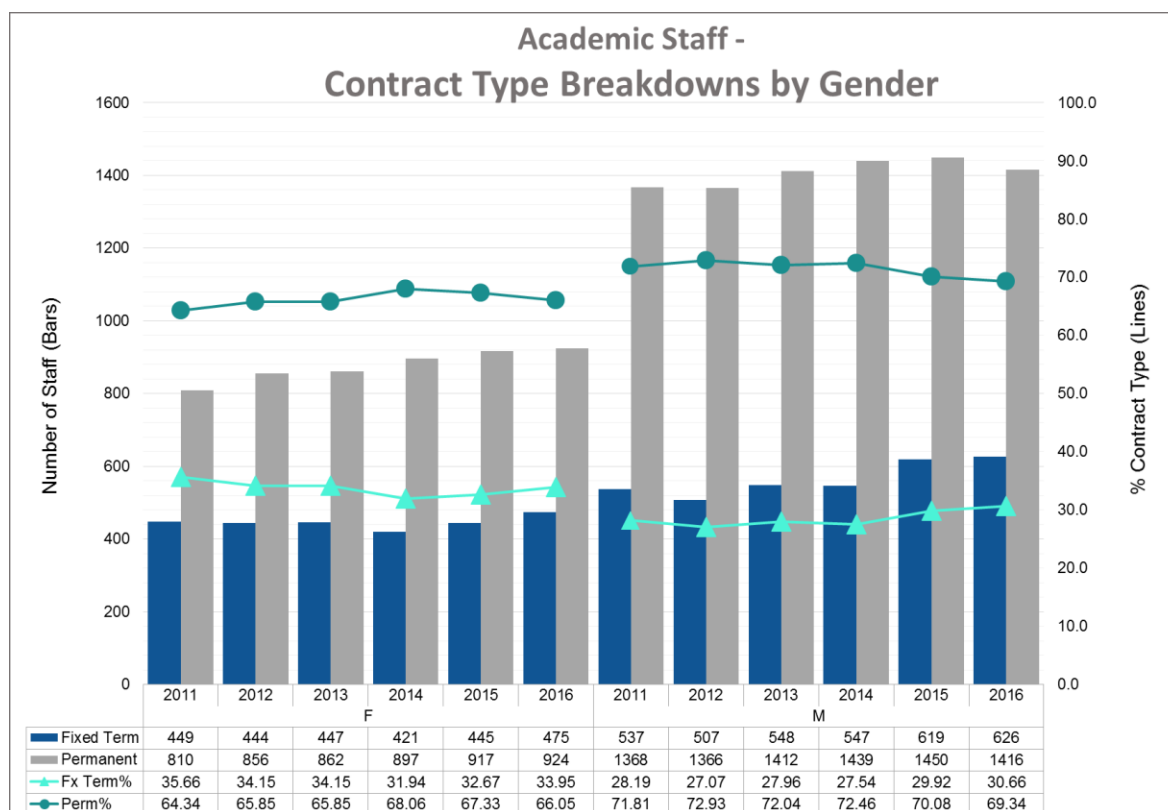


Figure 4.16 Illustrates proportions of fixed-term and permanent contracts held by female and male staff.

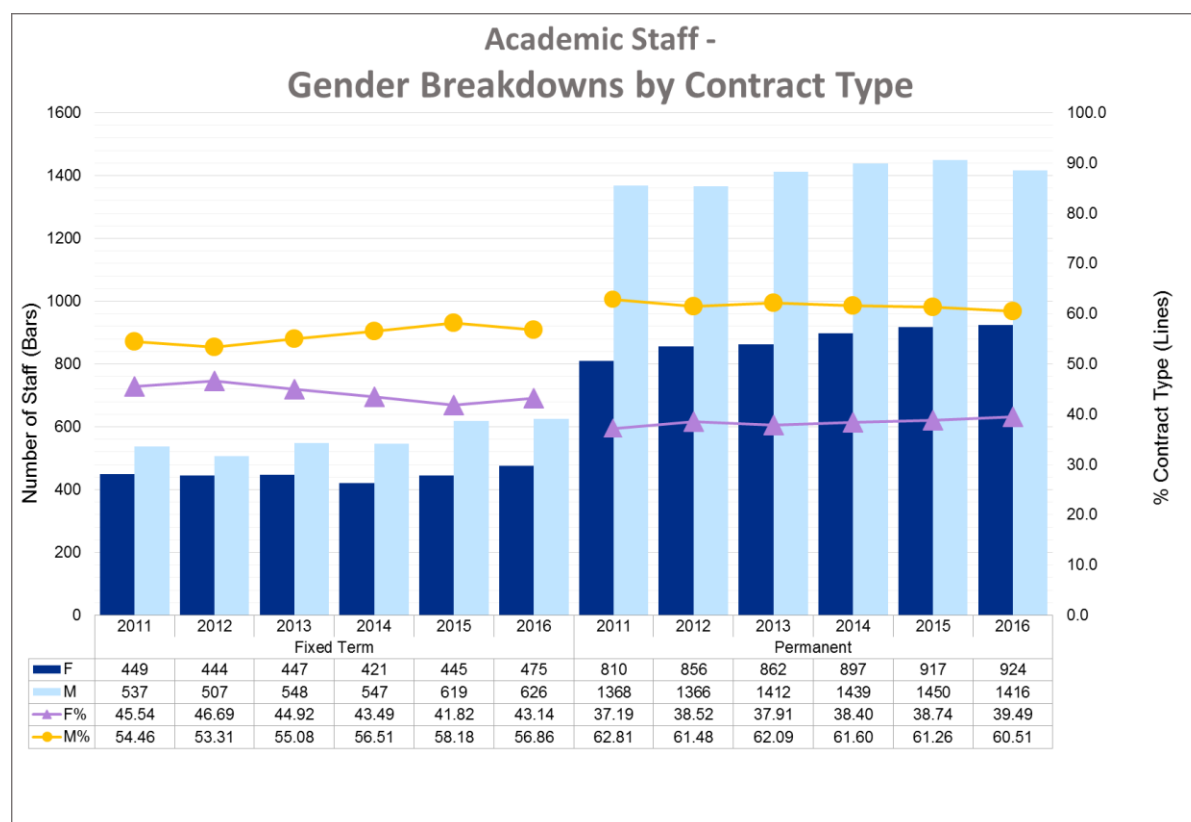


Table 4.10: 2016 Contract Types by Staff Type & Level						
		Fixed Term	Permanent	Total	% of Contracts that are Fixed Term (Horizontal)	% of Fixed Term contracts by Level (Vertical)
Academic Staff	Level 4	903	348	1251	72.2	82.1
	Level 5	144	855	999	14.4	13.1
	Level 6	19	596	615	3.1	1.7
	Level 7	34	528	562	6.0	3.1
	TOTAL	1100	2340	3440		100.0%

Table 4.10 indicates 82% of fixed-term contracts are at L4. These are primarily postdocs/researchers on external funding. We have sought to mitigate negative consequences for career progression in a number of ways.

Staff on fixed-term contracts are contacted four months before contract end and invited to register for our redeployment 'talent' pool. Job adverts are circulated to the pool before external advertisement. Staff meeting essential criteria/qualifications are guaranteed interviews. All staff at risk of redundancy are supported through redeployment processes via courses in preparing/making applications; interview/assessment techniques; one-to-one support from Careers and Employability Service (5.4iii) and ongoing career development and wellbeing activities. 5.1i+5.2ii describe the success of this approach. Increasing numbers of researchers convert to permanent contracts due to UoN's redeployment pool.

AS23 seeks to enhance benefits of the redeployment process (once continuously employed for 4 years contracts become permanent) by automating 'talent pool' registration, and by addressing the less frequent successful redeployment for research staff (5.2ii), due to the highly specialised nature of research staff roles. Further the action will seek to ensure that when staff do have to leave us, they have the confidence and skills to move to the next role.

Discussion with School representatives highlighted local excellent practice including using bridging-funds for staff awaiting outcomes of further funding applications; support/guidance around Fellowship applications; opportunities to boost CVs via teaching training, lecturing and student supervision experience. AS07+AS23 will seek to ensure sharing of good practice so that all staff benefit from these opportunities.

Full-time/Part-time analysis

Academic part-time working has steadily increased (Figure 4.17) indicating progress in normalising and respecting this choice. More academics work full-time than HESA, however part-time %F is also above HESA (Figure 4.18).

Our adverts highlight part-time/flexible-working options. Data indicates part-time/flexible-working is not a barrier to promotion success (5.1iii). We have 114 part-time L6+L7 academics, with a similar gender balance to full-time staff at these levels, providing role-models for both genders.

Figure 4.17 Sector comparison: full-time female 58.4%; male 72.1%.

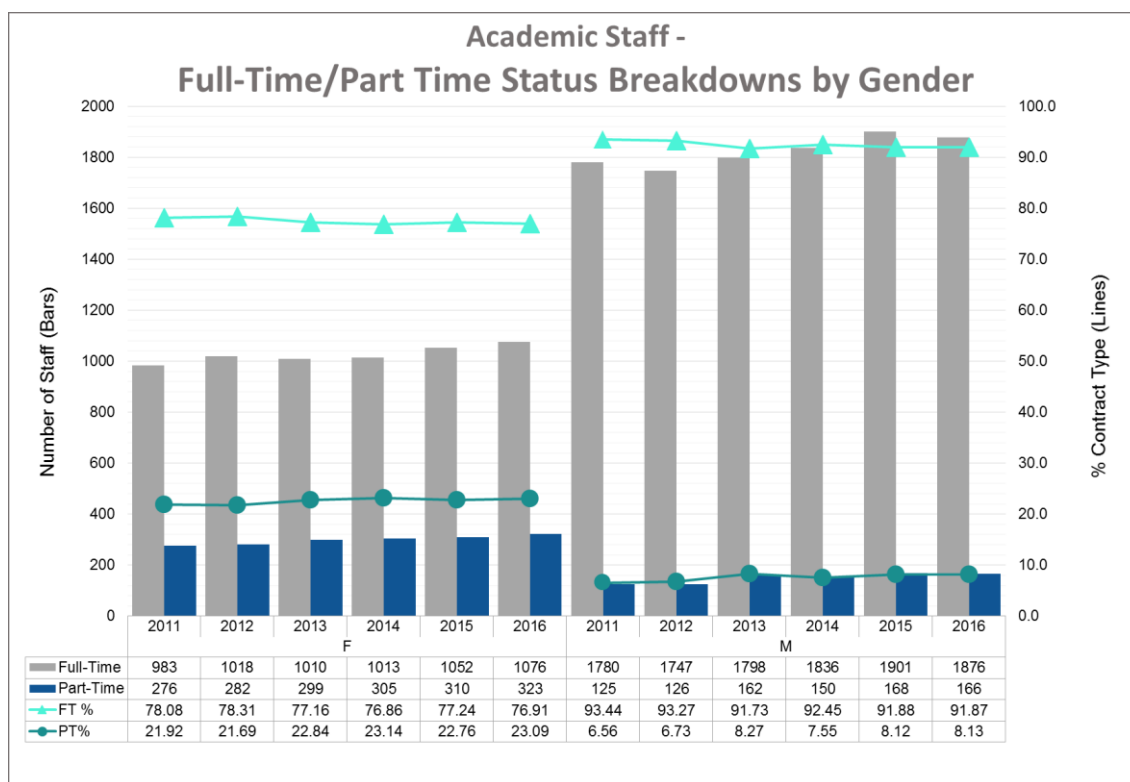
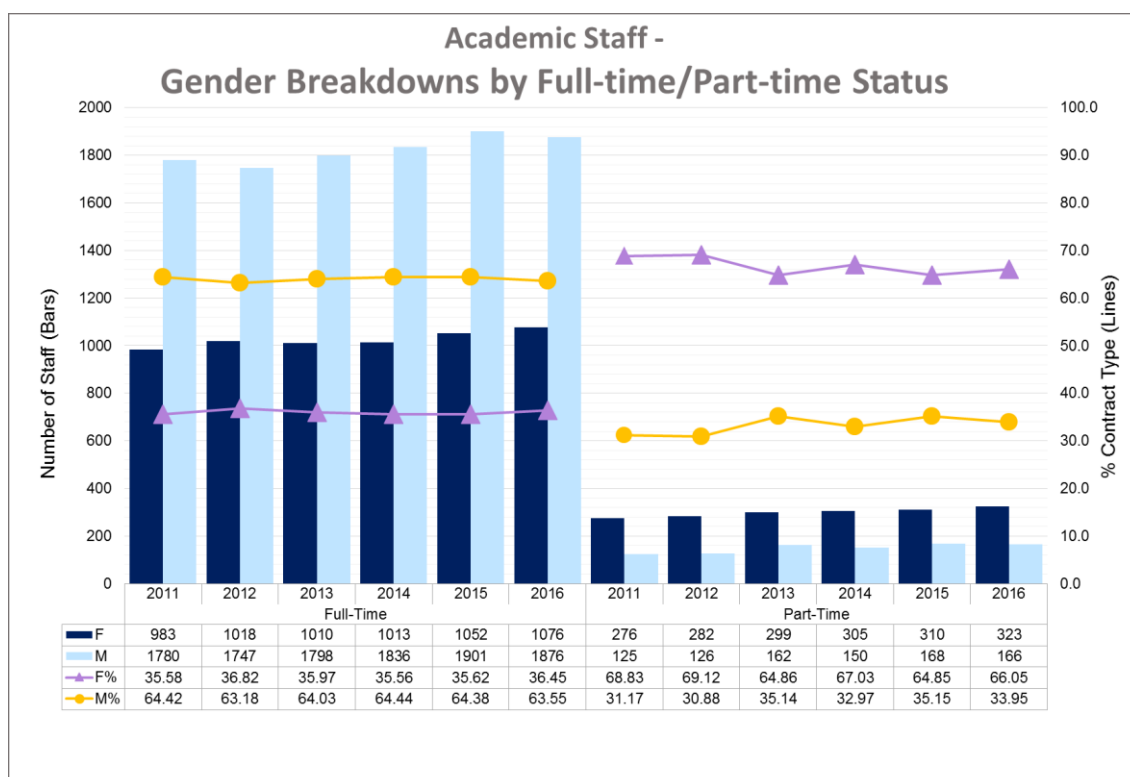


Figure 4.18 Sector comparison: 39.5%F as % of all full-time, 54.5%F as % of all part-time.



Action box 3:

AS07: 100 new Fellowships; improved advice and guidance on application; enhanced support for new fellows.

AS23: Automating talent pool registration. Adapting AHR1 letter to include detail of support and guidance available.

AS23: Standardise the use of bridge fund where future funding is in the pipeline.

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

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

Figure 4.19 shows we have narrowed the gender gap for research staff from L5 upwards demonstrating impact of redeployment processes (4.1ii/iv) and career development support (5.3iii). Overall we are marginally below the sector at 45.1%F. AS01/AS07/AS23 seek to address this via our innovative approaches to recruitment and increased fellowship opportunities.

Figure 4.19 Research staff benchmark 46.7%F; 53.3%M

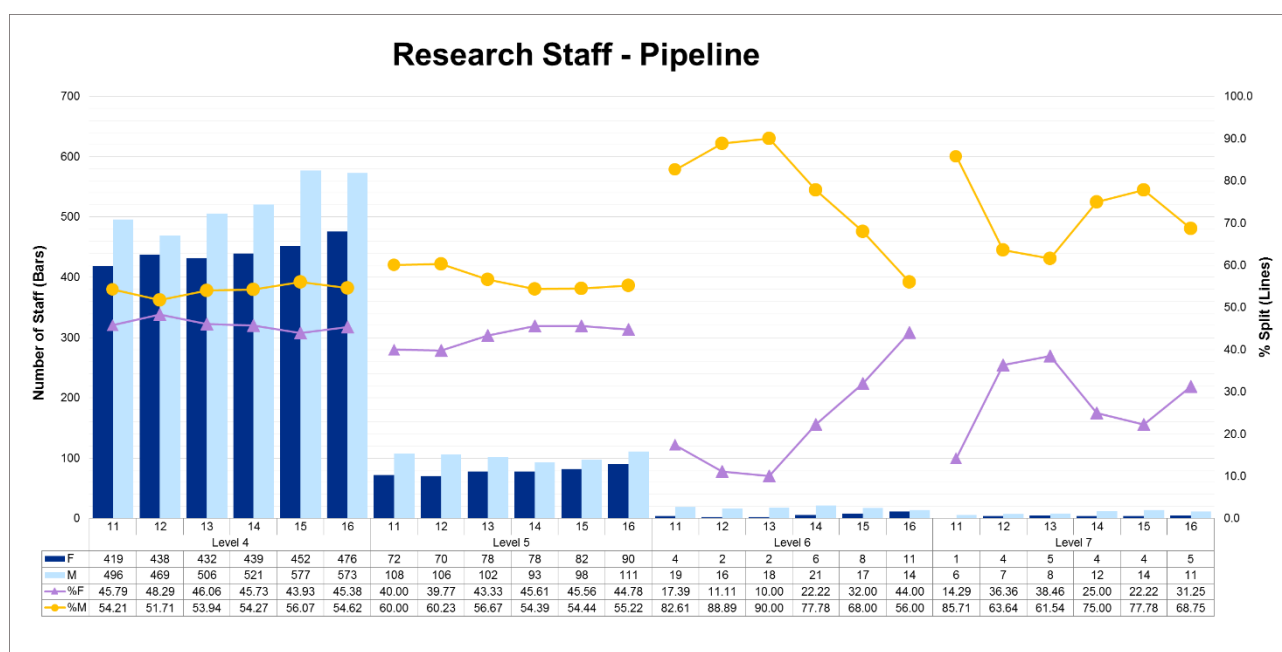


Figure 4.20 shows increasing L6+7 %F. Overall %F is above HESA at 41.4%. Recruitment activities (AS01) are a priority to continue our progress, particularly at L5 where differences are a consequence of improved L6 promotion (4.1i).

Figure 4.20 R&T benchmark 39.4%F; 60.6%M.

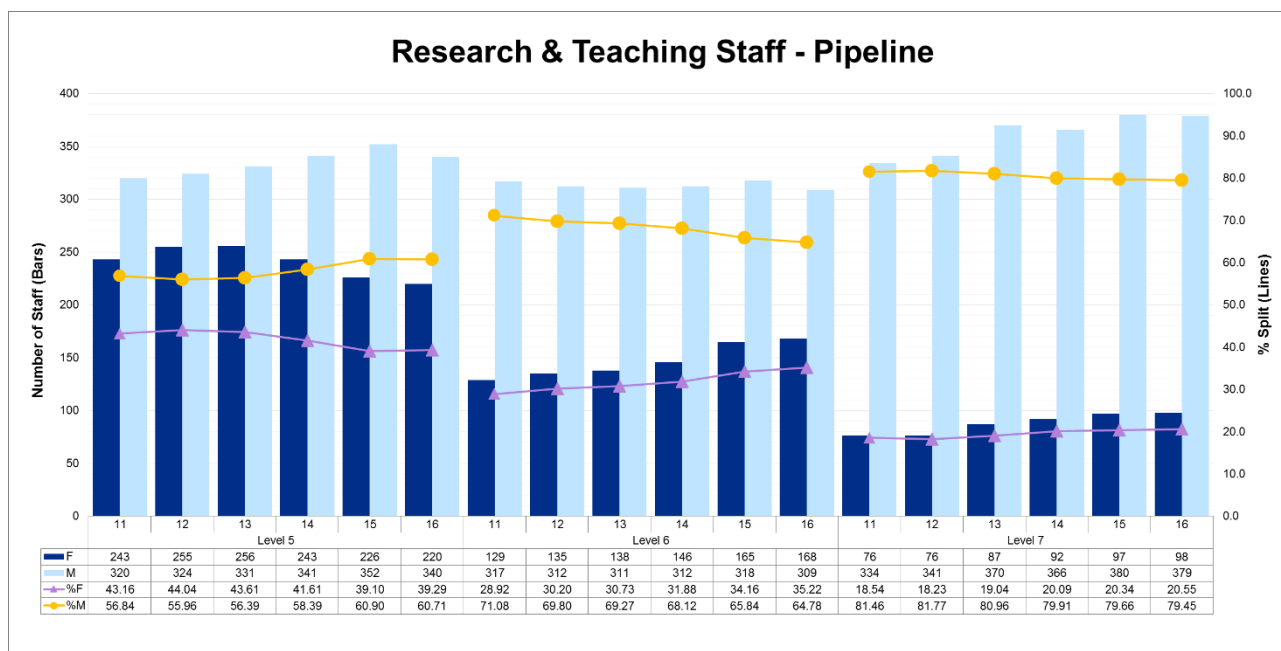
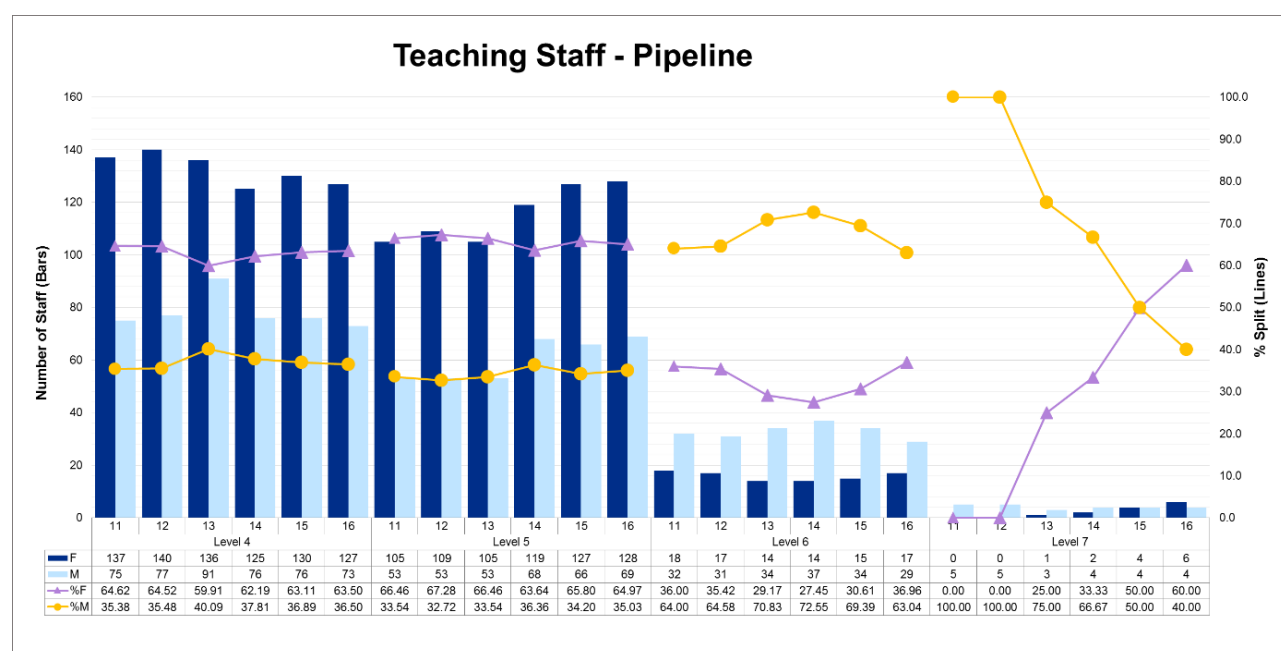


Figure 4.21 shows the success of our Teaching-focused promotions pathway, introduced following staff and GEN feedback (first promotions in 2013), which has reversed the scissor effect at L7. Numbers are still small, and AS11/12 and AS03 address this. Before 2013, staff had moved across to T&L-focused roles (e.g. Director of Teaching) following promotion to L6/7 via the R&T pathway. BAP2009 sought to provide T&L training/accreditation (5.1iii).

In 2015, UoN created explicit regulations around change of role focus in conjunction with creation of the new pathway. Strict criteria around teaching excellence have ensured this role is not considered an easy/undervalued option but is a route for colleagues who see the teaching-focused role as more in-line with their skill-set/aspirations. AS15 will investigate male under-representation (38.6%M) and support all staff to improve/broaden their teaching skillset.

Figure 4.21 Teaching staff benchmark: 52%F, 48%M.



The SoM has a clear and powerful action plan (2016 AS Silver Award) to address their issues (Figure 5.22), including recruitment of more L6 female clinical academics. The specific clinical vet pipeline issue is the total absence, until 2014, of L7 staff (Figure 4.23). Existing promotion/mentoring processes have produced recent female progression, but this needs expediting. AS11 provides support for the SoM and Vet School action plans at Institutional level.

Figure 4.22

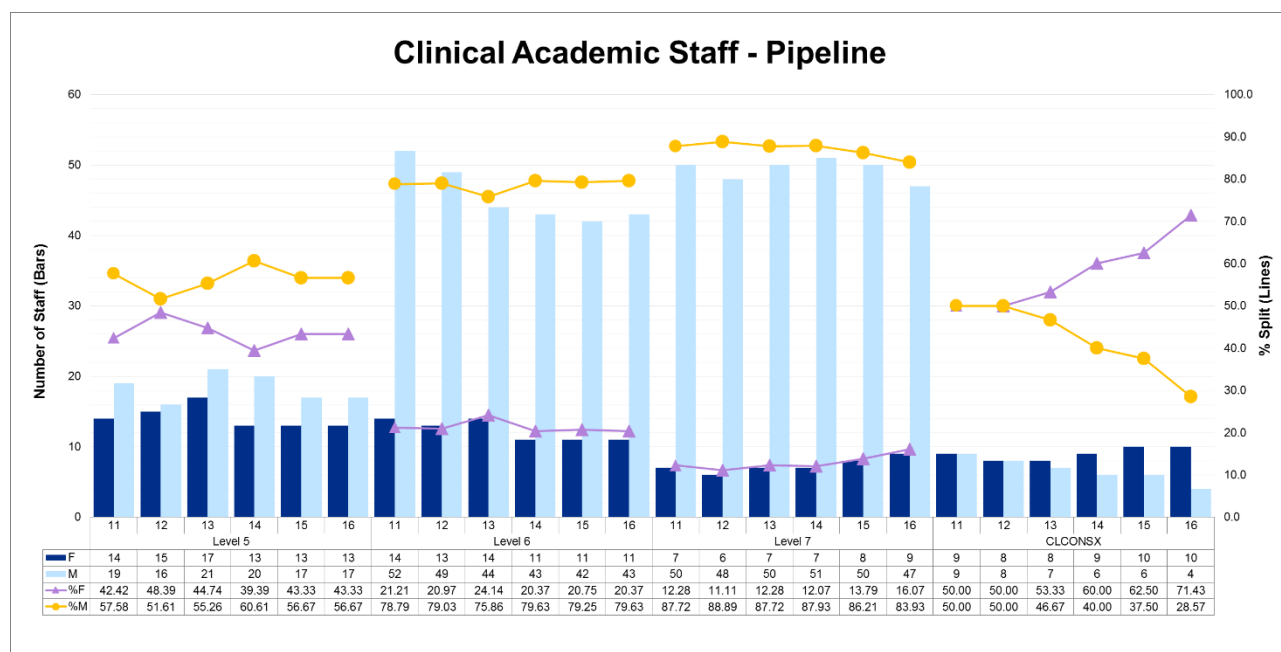
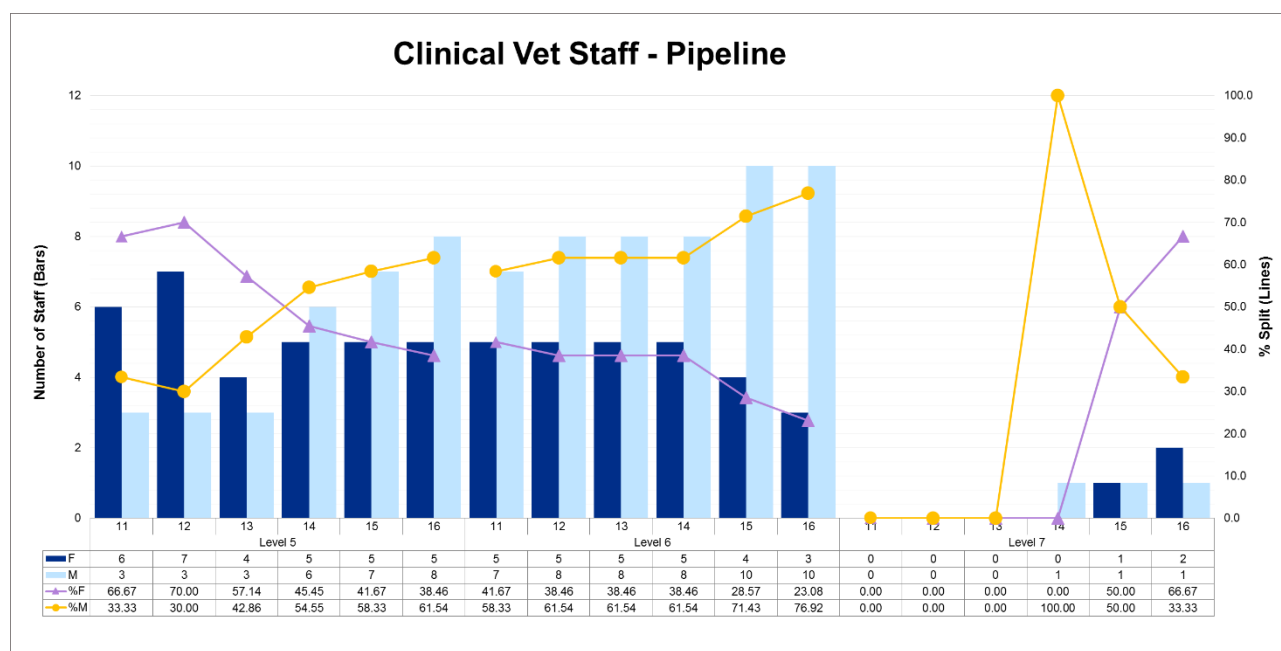


Figure 4.23



Full-time/Part-time analysis

High proportions of part-time female staff reflect the positive career choice of flexible-working. Recruitment advertising highlights opportunities for part-time/job share. Since 2013, our recruitment process includes a requirement to explain why a job may NOT be open to job-share.

Table 4.11. Part-time/Full-time analysis based on 2016 contract type. NB for clinical staff the part-time status is complicated by the clinical portion of their role. Data presented here reflect UoN contracts.

2016 Academic Job Family Split	FTE	F	M	F%	F Cohort % Split	M Cohort % Split
R	Full-Time	448	666	40.2%	77.0%	93.9%
	Part-Time	134	43	75.7%	23.0%	6.1%
	Total	582	709	45.1%		
R&T	Full-Time	438	968	31.2%	90.1%	94.2%
	Part-Time	48	60	44.4%	9.9%	5.8%
	Total	486	1028	32.1%		
T&L	Full-Time	163	130	55.6%	58.6%	74.3%
	Part-Time	115	45	71.9%	41.4%	25.7%
	Total	278	175	61.4%		
Clinical Academic	Full-Time	20	94	17.5%	46.5%	84.7%
	Part-Time	23	17	57.5%	53.5%	15.3%
	Total	43	111	27.9%		
Clinical Vet	Full-Time	7	18	28.0%	70.0%	94.7%
	Part-Time	3	1	75.0%	30.0%	5.3%
	Total	10	19	34.5%		

Impact box 3

Issue: Lack of T&L-focused senior staff

Actions completed:

- ✓ Increased L4 T&L recruitment
- ✓ Introduced T&L promotions pathway (2013)
- ✓ Provided ILTP/ATP/PGCHE teaching-training/accreditation
- ✓ Nottingham Recognition Scheme
- ✓ Peer Observation College (5.3i)
- ✓ Change of career-track process
- ✓ EVALUATE system captures student evaluation of teaching
- ✓ Support/mentoring

Impact: +39 L5 T&L, 10 L7 T&L staff 60%F (up from 0, 2012); Supportive teaching environment commended in TEF gold award.

See impact boxes 10+14.

Action box 4:

- AS03:** Provide PDPR guidance on facilitating promotion conversations
AS07: Provide protected time for research via support for research sabbaticals and fellowships.
AS11: Promotion support will seek to identify and support staff to achieve promotion (see below)
AS11: Support SoM and SVMS actions around the clinical promotion pathway
AS15: Support staff to improve/broaden their teaching skill-set

(iv) Academic leavers by grade and gender

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

Prior to 2016, despite capturing some leave-reasons, we were unable to aggregate/analyse leaving data. Following SAP2016 we can (Table 4.12).

Leavers' gender is proportionate across levels/groups. Expiry of contract (43.85%), reflecting primarily externally-funded L4 researchers, and resignation (39.6%) explain the majority. We investigated the larger than usual number of male academics retiring in 2016. Many of these were retire-and-return clinical staff wanting to reduce clinical commitments but continue with research.

Table 4.12a Academic leavers - Numbers by gender

Leaver Numbers	2011	2012	2013	2014	2015	2016
Female Academics	235	202	235	231	212	221
Male Academics	269	283	269	302	231	335
Academic Total	504	485	504	533	443	556

Table 4.12b Academic leavers – Gender %

Gender % of Academic Leavers	2011	2012	2013	2014	2015	2016
Female %	46.6%	41.9%	46.7%	43.3%	47.9%	39.7%

Table 4.12c Academic leavers – STEMM/AHSSBL Split

STEMM Leavers Split	2011	2012	2013	2014	2015	2016
STEMM Female	43.5%	39.0%	43.7%	44.0%	45.4%	37.9%
AHSSBL Leavers Split	2011	2012	2013	2014	2015	2016
AHSSBL Female	54.6%	50.0%	56.0%	41.0%	54.6%	45.1%

Separate ethnicity analysis (data not shown) indicates leavers identifying as BME are proportional by gender and level.

STEMM AS award holders, (e.g. SoLS, Physics, Engineering) reduced the L4 leavers, by using bridging-funding to ensure continuity of employment for grant-funded staff, pending the outcome of submitted grant applications, and to minimise the impact of maternity leave on the staff member's career and research outputs, by extending grants beyond the original expiry date, when funding bodies do not cover extensions (5.5iii). AS23/AS27/AS31 aim to share this best practice.

Table 4.13a Academic leave reason - STEMM leavers

ACADEMIC LEAVERS FROM STEMM SCHOOLS - UoN BY LEAVE REASON	F	F	F	F	F	F	M	M	M	M	M	M
	2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
STEMM SCHOOL ACADEMIC STAFF Number	158	139	165	181	147	156	205	217	213	230	177	256
Expiry of Contract	83	69	71	72	60	70	102	111	85	111	88	102
Resignation	60	57	74	82	72	71	76	85	100	89	76	106
Retirement	4	6	6	6	12	3	14	17	9	15	13	26
Other Leave Reason	2	4	1	0	1	3	4	1	6	5	0	4

TUPE Transfer Out	5	0	9	10	1	3	3	1	6	3	0	10
Redundancy/ Voluntary Severance	4	3	4	11	1	6	6	2	7	7	0	8
STEMM SCHOOL ACADEMIC STAFF %												
Expiry of Contract	52.5%	49.6%	43.0%	39.8%	40.8%	44.9%	49.8%	51.2%	39.9%	48.3%	49.7%	39.8%
Resignation	38.0%	41.0%	44.8%	45.3%	49.0%	45.5%	37.1%	39.2%	46.9%	38.7%	42.9%	41.4%
Retirement	2.5%	4.3%	3.6%	3.3%	8.2%	1.9%	6.8%	7.8%	4.2%	6.5%	7.3%	10.2%
Other Leave Reason	1.3%	2.9%	0.6%	0.0%	0.7%	1.9%	2.0%	0.5%	2.8%	2.2%	0.0%	1.6%
TUPE Transfer Out	3.2%	0.0%	5.5%	5.5%	0.7%	1.9%	1.5%	0.5%	2.8%	1.3%	0.0%	3.9%
Redundancy/ Voluntary Severance	2.5%	2.2%	2.4%	6.1%	0.7%	3.8%	2.9%	0.9%	3.3%	3.0%	0.0%	3.1%

Table 4.13b Academic leave reason - AHSSBL leavers

ACADEMIC LEAVERS FROM AHSSBL SCHOOLS - UoN BY LEAVE REASON	F	F	F	F	F	F	M	M	M	M	M	M
	2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
AHSSBL SCHOOL ACADEMIC STAFF NUMBER	77	63	70	50	65	65	64	63	55	72	54	79
Expiry of Contract	54	37	39	35	38	36	24	29	26	36	30	31
Resignation	17	19	28	15	21	16	28	25	21	26	16	27
Retirement	4	4	3	0	1	6	10	6	7	8	8	12
Other Leave Reason	1	3	0	0	3	0	2	2	1	2	0	2
TUPE Transfer Out	0	0	0	0	0	0	0	1	0	0	0	0
Redundancy/ Voluntary Severance	1	0	0	0	2	7	0	0	0	0	0	7
AHSSBL SCHOOL ACADEMIC STAFF %												
Expiry of Contract	70.1%	58.7%	55.7%	70.0%	58.5%	55.4%	37.5%	46.0%	47.3%	50.0%	55.6%	39.2%
Resignation	22.1%	30.2%	40.0%	30.0%	32.3%	24.6%	43.8%	39.7%	38.2%	36.1%	29.6%	34.2%
Retirement	5.2%	6.3%	4.3%	0.0%	1.5%	9.2%	15.6%	9.5%	12.7%	11.1%	14.8%	15.2%
Other Leave Reason	1.3%	4.8%	0.0%	0.0%	4.6%	0.0%	3.1%	3.2%	1.8%	2.8%	0.0%	2.5%
TUPE Transfer Out	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%
Redundancy/ Voluntary Severance	1.3%	0.0%	0.0%	0.0%	3.1%	10.8%	0.0%	0.0%	0.0%	0.0%	0.0%	8.9%

Impact box 4

Issue: Reasons staff leave unclear

Actions completed:

- ✓ Exit-survey process improved
- ✓ School SATs encouraged completion
- ✓ MyView (SAP2016) allows staff to enter own leave-reasons
- ✓ Tableau data system/dedicated data analysts in place

Impact: 15-20% leavers complete survey. Clear leave-reasons' breakdown.**Action box 5:****AS09:** Understand drivers and barriers to continuing in academia post-PhD.**AS10:** Improve take-up of University guidance and careers support for Early Career Research Staff.**AS23:** Standardise how bridge-funding is used to minimise impact of fixed-term funding.**AS27:** Bridge-funding around maternity-leave.**AS31:** Capture leavers' destination data and add to leavers profiles. Improve questions around reasons for leaving to ensure clear. Work with Schools to improve engagement. Contact leavers down the line to assess career progress, ensuring GDPR compliance.**(v) Equal pay audits/reviews**

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

Our 2012 equal pay audit found a significant (>5%) L7 gender pay-gap. The May 2017 audit revealed some L7 disparity remains but we have made progress in reducing the gap (Table 4.14). No other equal pay-gaps (significant or cautionary) were identified when considering gender.

Analysis shows inequalities were driven by previous practices including high spot salaries awarded to Level 7c male staff (our highest pay bracket), low turnover in this group, under-representation of women at Level 7, and higher starting salaries for men at this level. Since 2010 staff taking on leadership roles no longer receive consolidated pay increases, meaning we have removed a major source for the discrepancy.

Annual pay relativity reviews and L7 audits have occurred for many years, any anomalies are addressed. The 2017 Professorial Promotion Round equalised starting pay levels of males and females. This negates the advantage men have historically experienced due to a greater willingness to negotiate pay. In 2016/17 UoN Remuneration Committee allocated £100,000 enabling a proactive correction to the imbalance in starting salaries for female academics on promotion to L7. A further £100,000 was allocated in 2017/18.

AS22 will address our top three priorities for action in response to the findings of the 2017 Equal Pay Audit (see Action Box 6).

In addition to investigating equal pay, we have conducted a gender pay-gap analysis in line with new legislation. Our gender pay-gap based on mean pay is 23.7%. Analysis suggests female staff have good access to bonus pay (9% vs 8.3% of males). The high proportion of L1 females and L7 males contribute, hence addressing these imbalances is vital to reducing our gender pay-gap. Proactive steps to improve the attractiveness of L1 roles for males remain a priority, alongside improving accessibility to L7 roles for female and many of our other actions should generate positive impact.

Table 4.14a Comparison of pay-gap analysis by level 2012 versus 2017, a positive value indicates a gap in favour of males; a negative value indicates a gap in favour of females.

Work Level	2012 Equal Pay Results	2017 Equal Pay Results	Change
1	1.84%	0.40%	-1.44%
2	-4.14%	-2.30%	1.84%
3	0.94%	0.90%	-0.04%
4	0%	0.00%	0.00%
5	1.23%	0.30%	-0.93%
6	2.08%	2.80%	0.72%
7 (all)	7.18%	4.80%	-2.38%

Table 4.14b Breakdown of 2017 pay-gap within L7 a positive value indicates a gap in favour of males; a negative value indicates a gap in favour of females. NB: 4.8% takes account of different numbers of staff within levels 7a,b,c (includes UEB, but not VC), so not a straight average of values in table 4.14b)

Level	Female Contracts	Male Contracts	Average Female FTE Salary	Average Male FTE Salary	Salary Difference	Equal Pay-Gap
7 (all)	130	412	£76,879	£83,143	£6,264	4.8%
7a	90	255	£72,687	£73,761	£1,074.47	1.5%
7b	31	91	£87,241	£89,962	£2,720.85	3.0%
7c	9	66	£133,322	£118,025	-£15,296.76	-13.0% (female)

Impact box 5

Issue: L7 Gender Pay-Gap

Actions completed:

- ✓ Detailed analysis of L7 salaries
- ✓ Proactive correction of L7 starting-salaries
- ✓ Encouraged/supported/mentored/trained female staff
- ✓ LMA created (SAP2012/5.3iii)
- ✓ Improved recruitment for senior leaders

Impact: Overall Gap -2.38%, now below 5%. L7c gap favours females.

Action box 6:**AS22: will focus on our top 3 priorities:**

- Increasing L7 Female Representation. Continued focus via targeted developmental/recruitment interventions; proactive approach to raising awareness/understanding of the promotion process; focus on being promotion-ready.
- Representation at the most senior academic level. Focus on developing/progressing female staff through the subsections of L7 (7a, 7b) to reach L7c.
- Ensure equality of L7 Starting Pay when entering a UoN L7 role. This will contribute to increased gender equality in pay progression through L7 a/b pay points.

AS22: Will also consider a banded approach to L7 pay and terms and conditions around negotiated salaries to ensure staff promising contributions above the expectations for on-scale salary, deliver.

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4.2 Professional and support staff data**(i) Professional and support staff by grade and gender**

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

P&S staff are School or centrally-based and fall into different job families (Table 4.15). TS are primarily in STEMM Schools. The majority of APM staff are in PS.

Table 4.15: Benchmarks are not included as HESA data do not map straightforwardly onto our P&S job families.

P&S Job Families (2016)	Levels	Female	Male	F%
Administrative, Professional and Managerial (APM)	Levels 1-7	1805	659	73.3
Technical Services (TS)	Levels 1-5	259	384	40.3
Operations and Facilities (O&F)	Levels 1-3	623	508	55.1
Childcare Services	Levels 1-2	27	1	96.4
R&T Administrative Support (RTS)	Levels 4-7	10	17	37.0
Total		2724	1569	

Figures 4.24-4.26 show APM, TS and O&F pipelines. Figures 4.27-4.40 show data by STEMM/AHSSBL and level. In general there is progress towards gender balance. Overall there is better gender balance at senior levels than for academics. Different roles have different %F. AS01/05 seek to address the predominantly male TS (5.4).

Project Transform, in which student-support services were restructured in 2015/16, included regrading of L1 posts to L2/3 and creation of new L6/L7 posts, which provided valuable progression opportunities.

The 2012-13 fall in STEMM (N)F, reflects FMHS restructure. APM staff (predominantly F) were TUPE transferred.

P&S staff career progression has historically not been formalised. Schools engaging with the post-2015 AS criteria have informed Institutional activities/processes, sharing best practice and ideas via GEN and FEDIGs. SAP2016 contained several actions seeking to formalise and improve opportunity for P&S staff career progression (5.4i-iii).

We currently have no O&F or TS roles above L3 and L5, respectively. Opportunities for progression are via pathway transfers. We want to improve opportunities for our colleagues within their pathways and drive sector-wide activities. Our TS Champion, Kelly Vere is seconded (0.4FTE) to The Science Council and the Gatsby Charitable Foundation. Kelly leads the sector's Technician Commitment initiative (UoN and Kings are the only HEIs with direct representation on the Steering Group) and is also working with Research Councils to drive forward support for technical career development. RCUK released a statement on this earlier this year and BBSRC are launching an action plan in early 2018. We seek to fully support their reform programme and AS05 will see this work driving our local plan for TS. Whilst we have no such champions for O&F staff, we will seek viable routes forward for all P&S staff (AS05).

Figure 4.24:

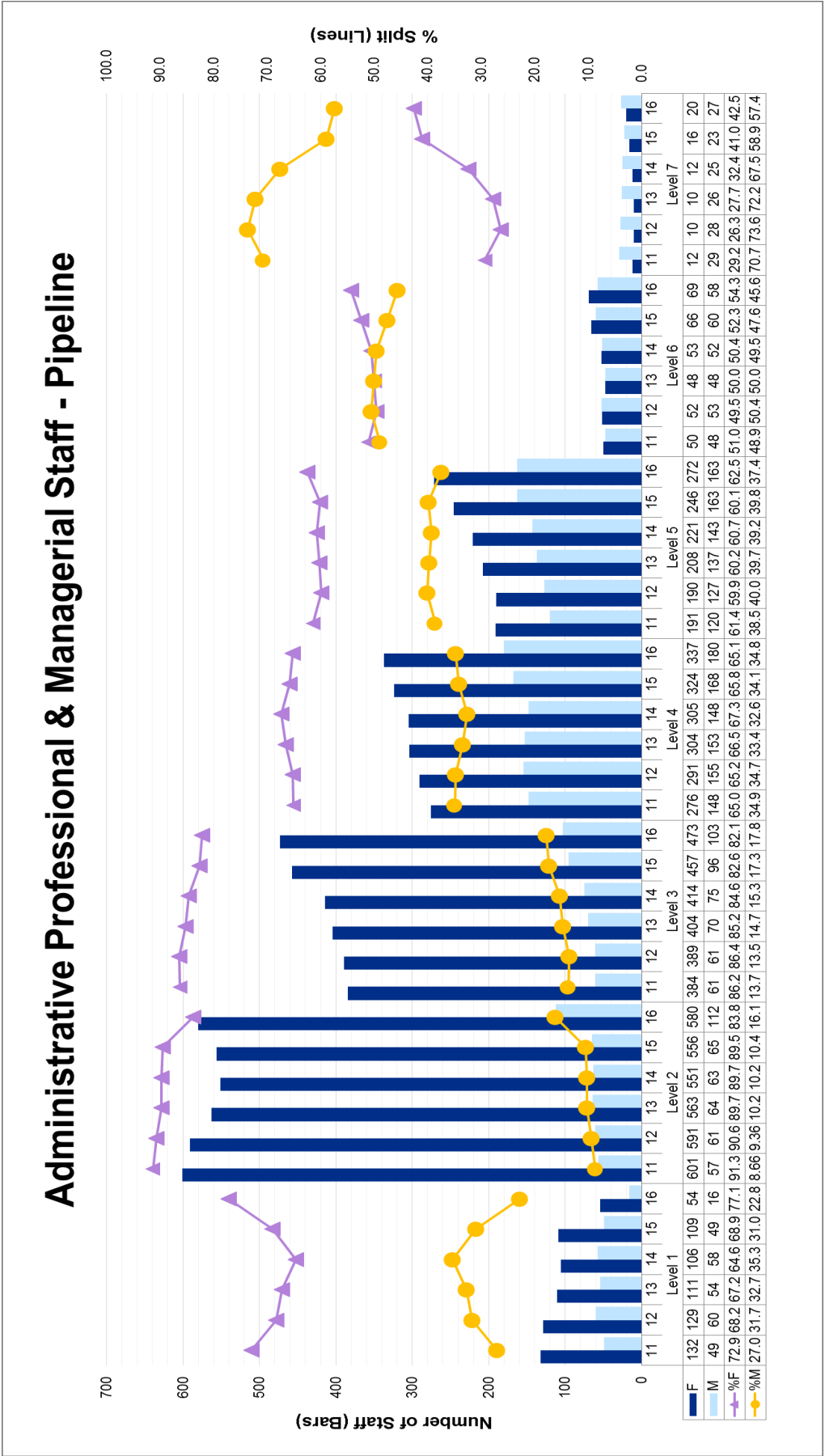


Figure 4.25

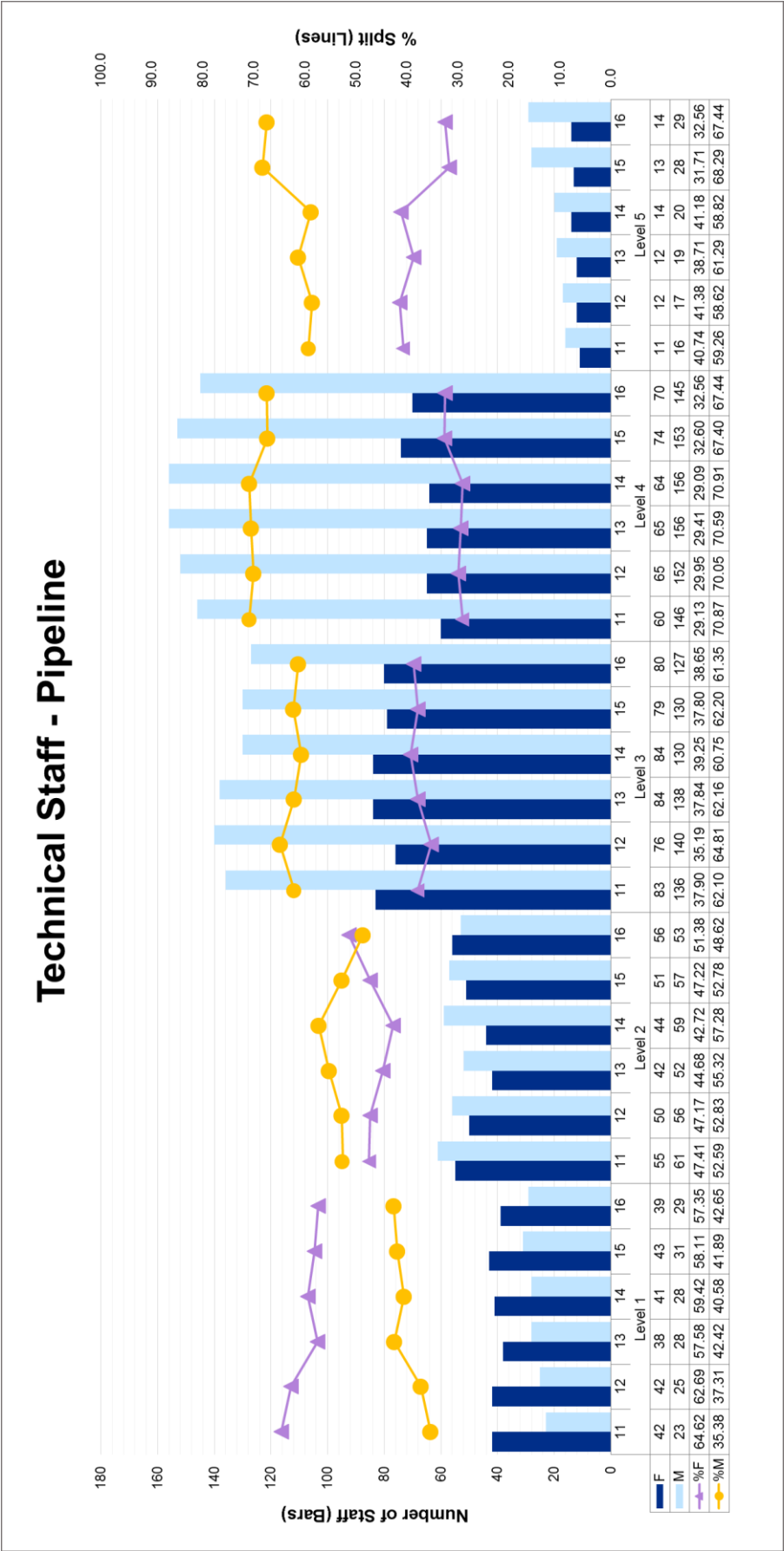
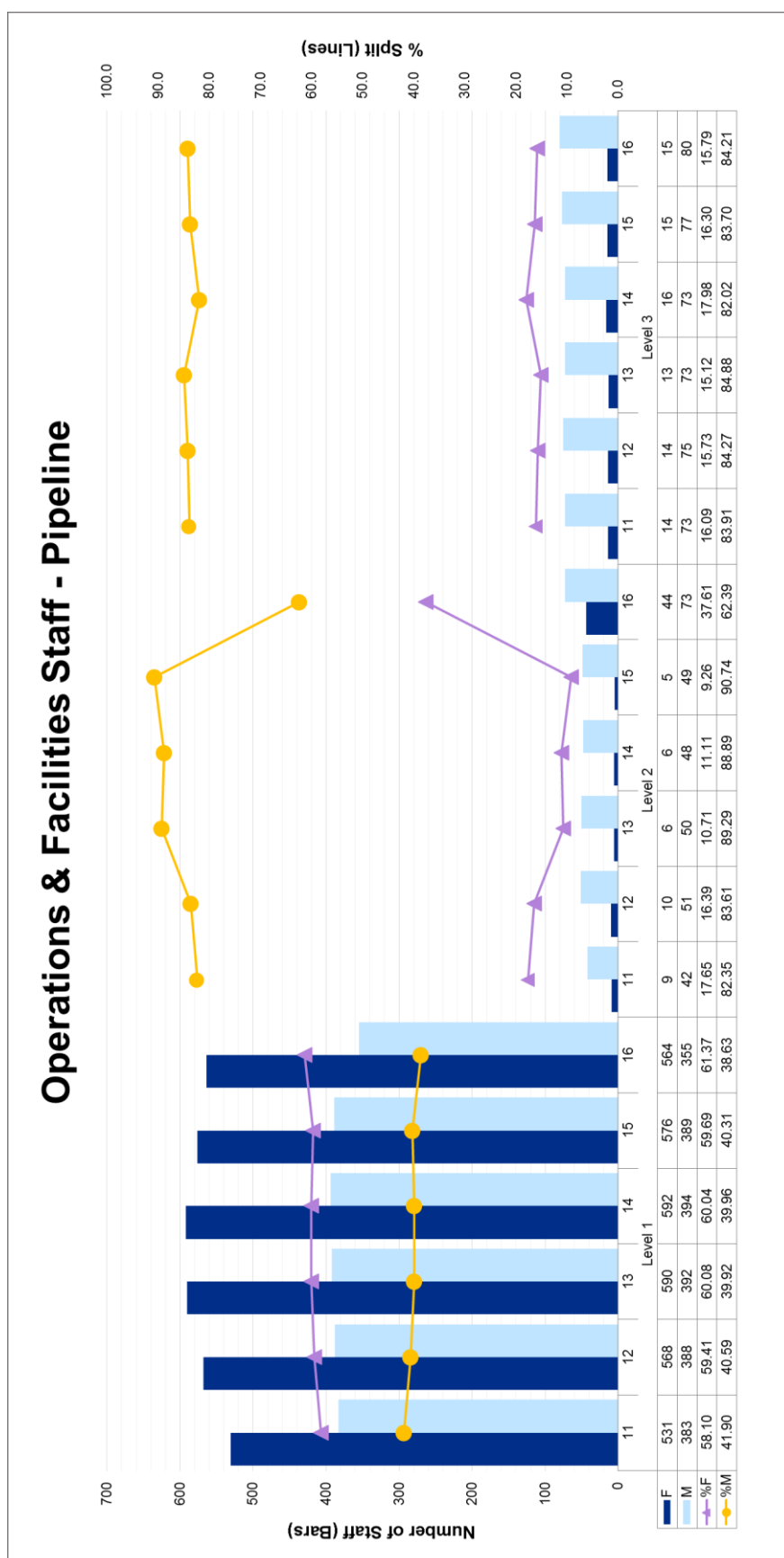


Figure 4.26



L2 increase due to David Ross Sports Village new posts and L1 posts regraded following O&F review (2016).

Figure 4.27 Our levels do not map exactly onto HESA, for Level 1 closest benchmarks are XperthR level P: 66.5%F and XperthR level O: 57.7%F, factoring in national numbers in these staff groups the average = 62.4%F.

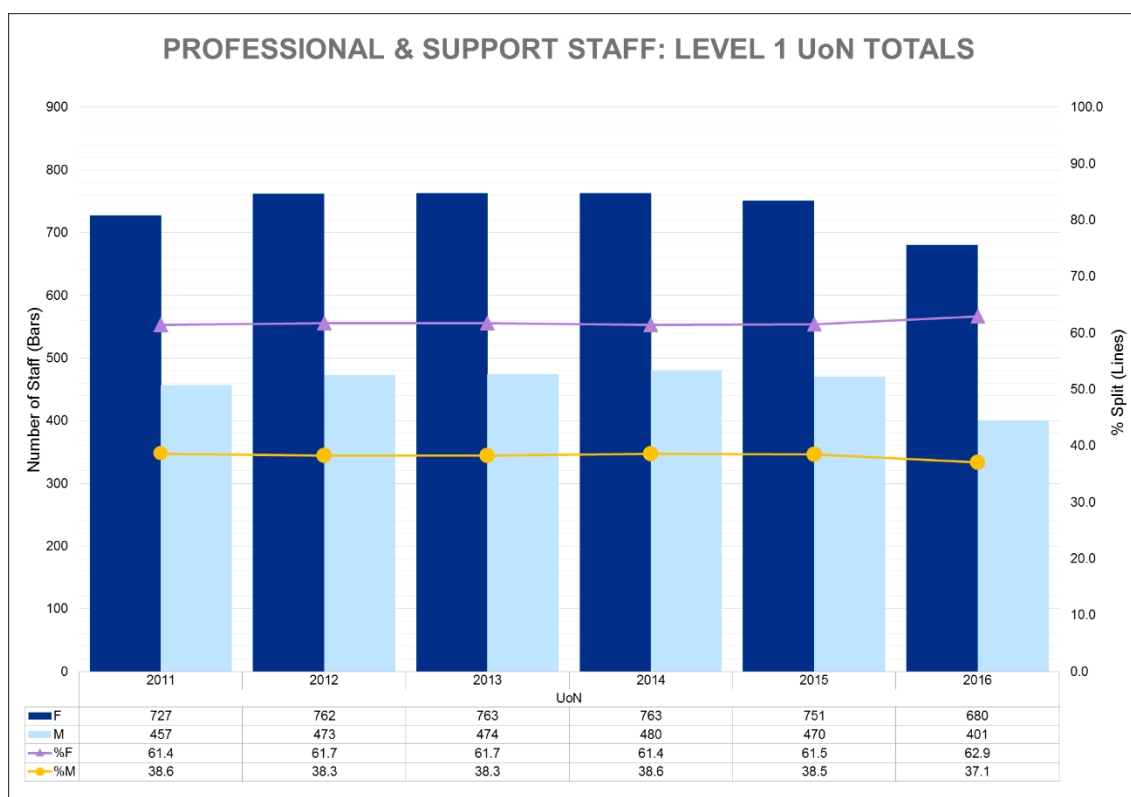


Figure 4.28

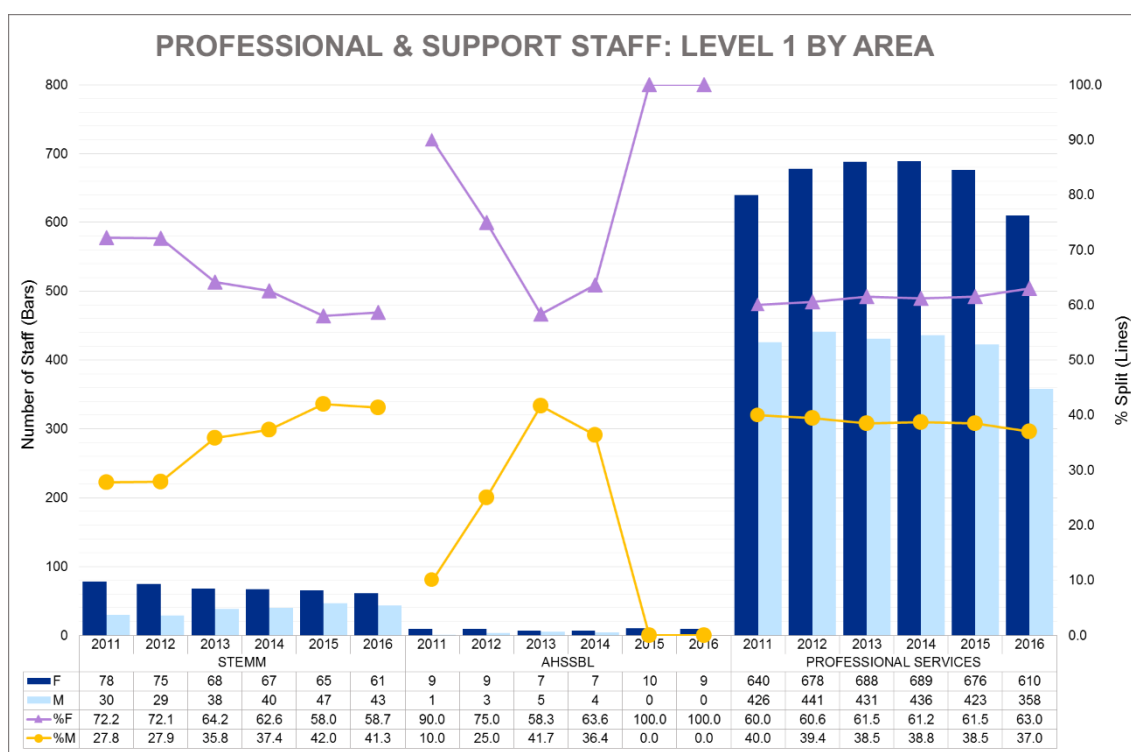


Figure 4.29 Our levels do not map exactly onto HESA, for Level 2 closest benchmarks are XpertHR level N: 67.7%F and XpertHR level M: 70.6%F, factoring in national numbers in these staff groups the average = 69.3%F.

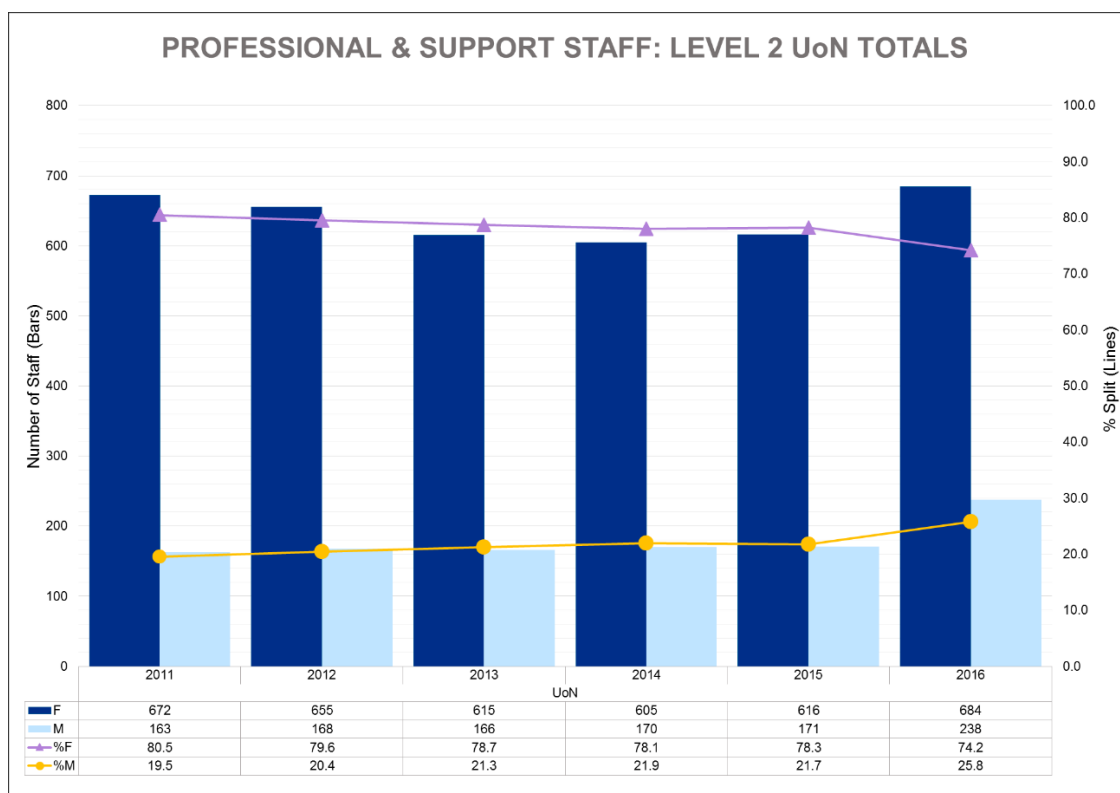


Figure 4.30

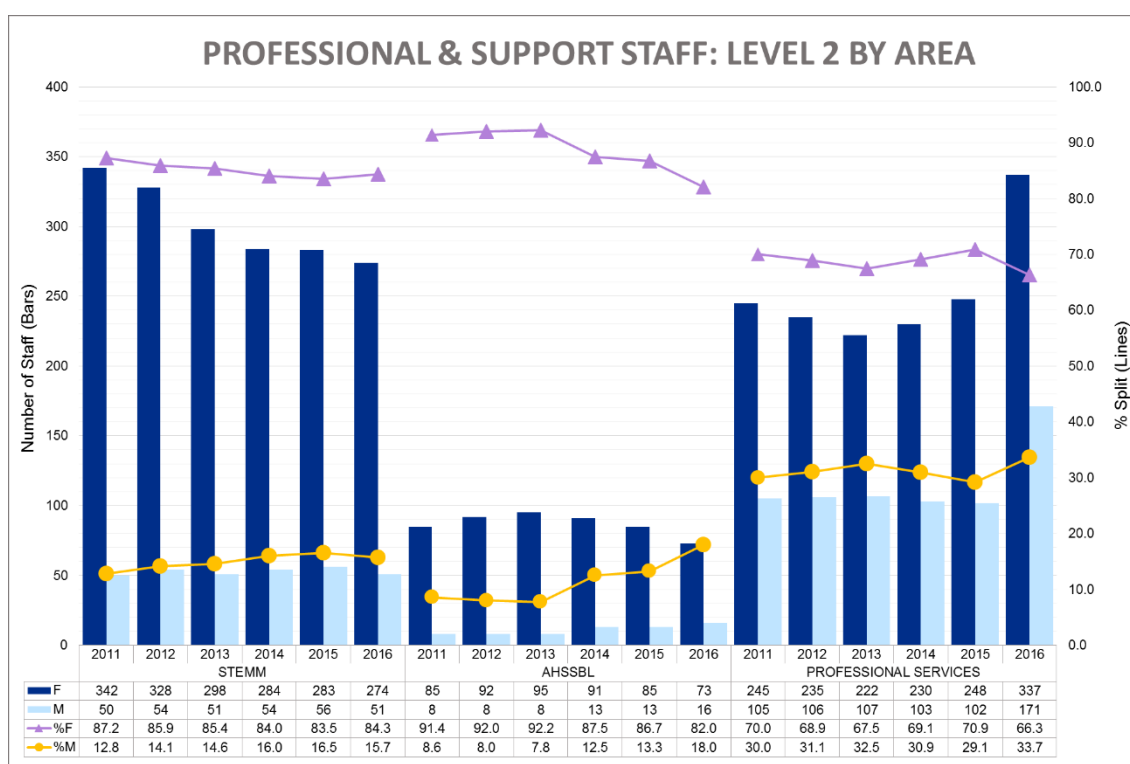


Figure 4.31 Level 3 (XperthHR level L) benchmark 62.7%F; 37.3%M

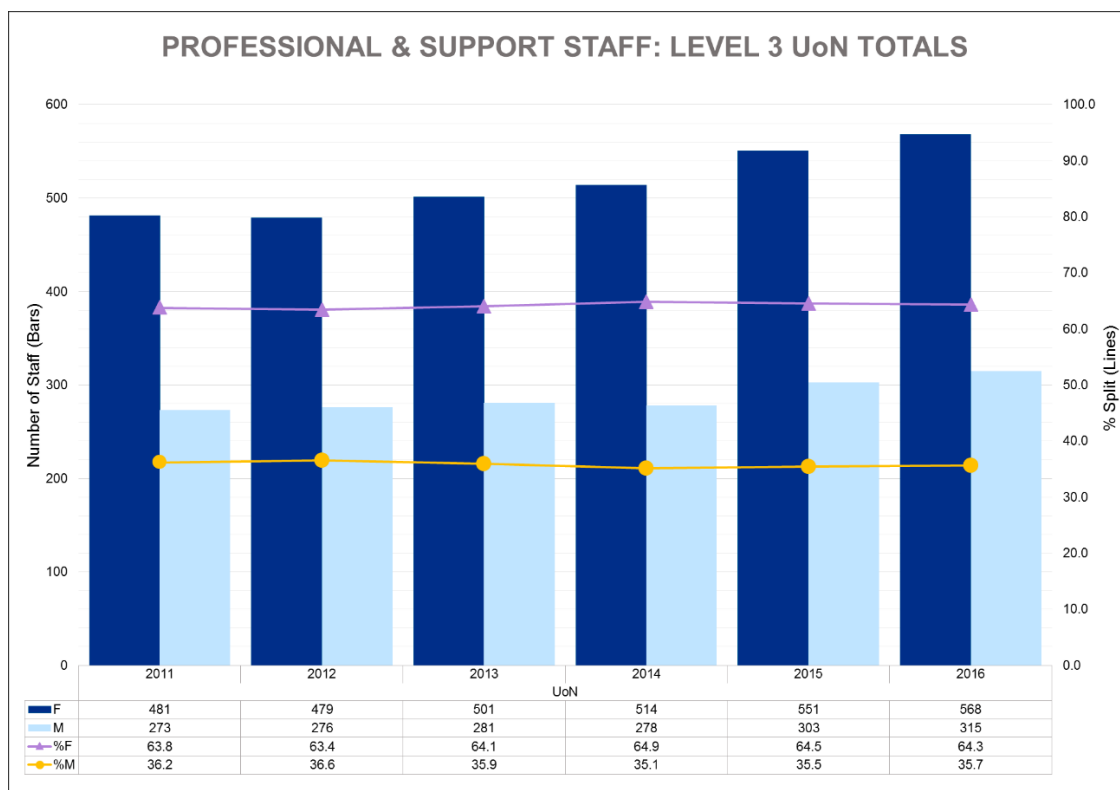


Figure 4.32

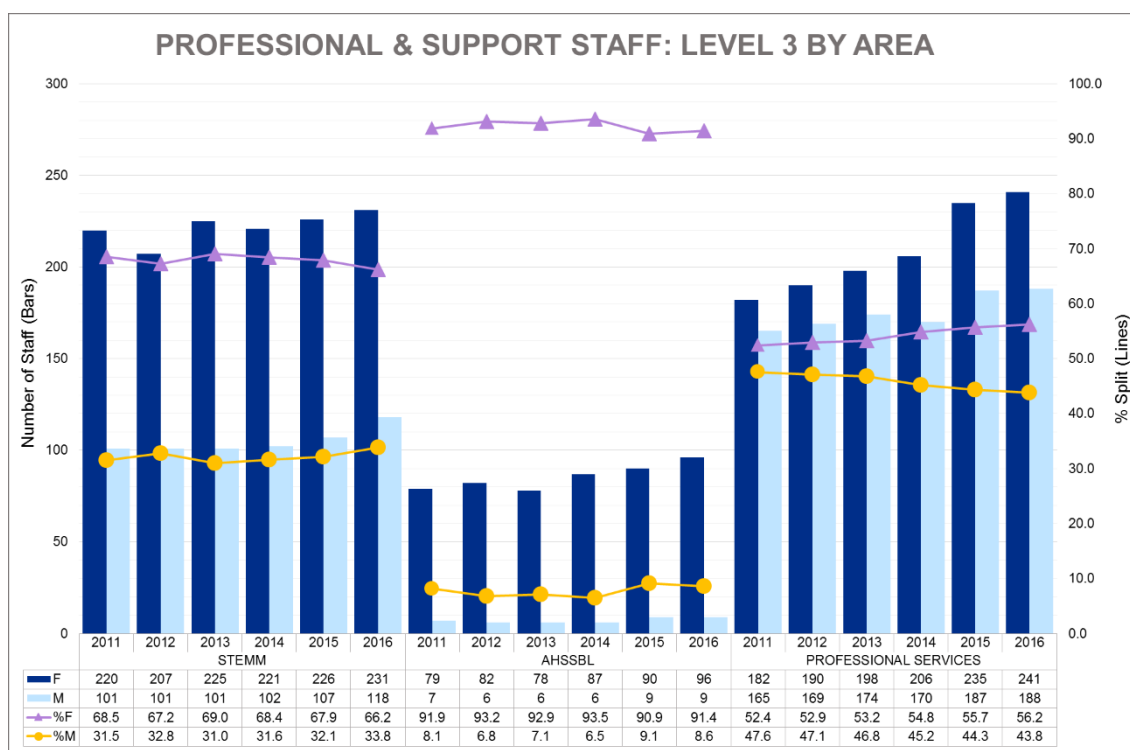


Figure 4.33 Level 4 (XpertHR level K) benchmark 57.7%F; 42.3%M

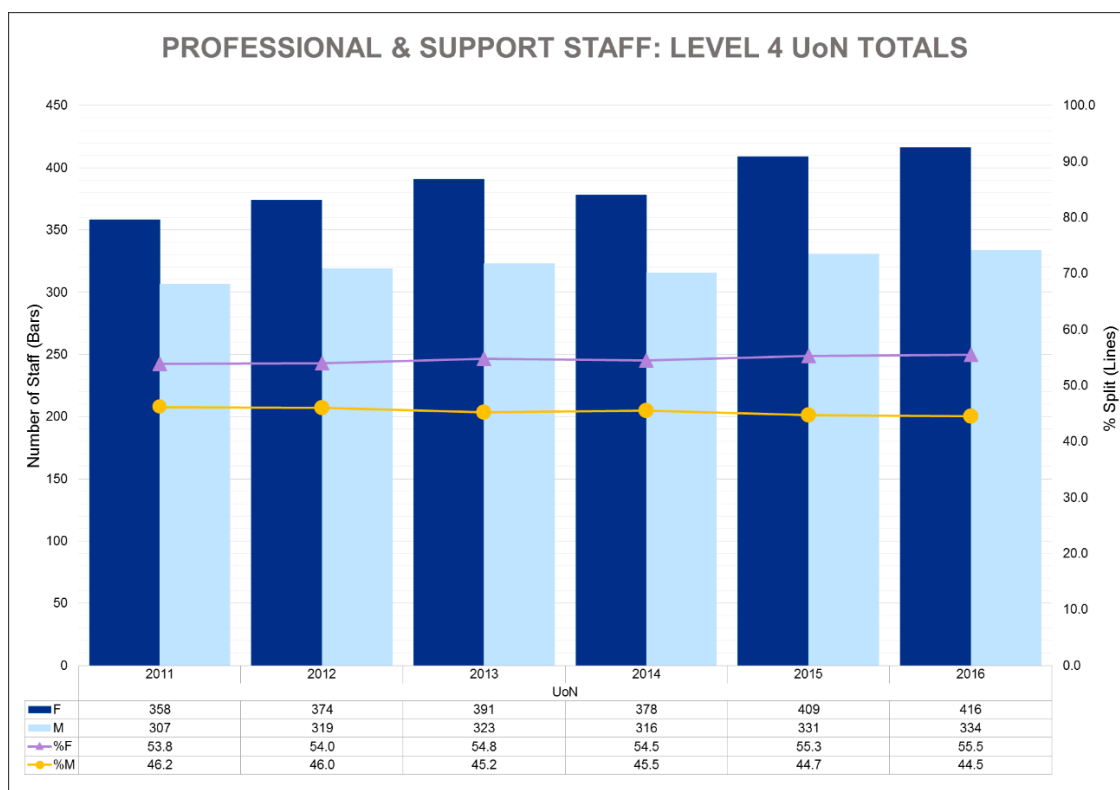


Figure 4.34

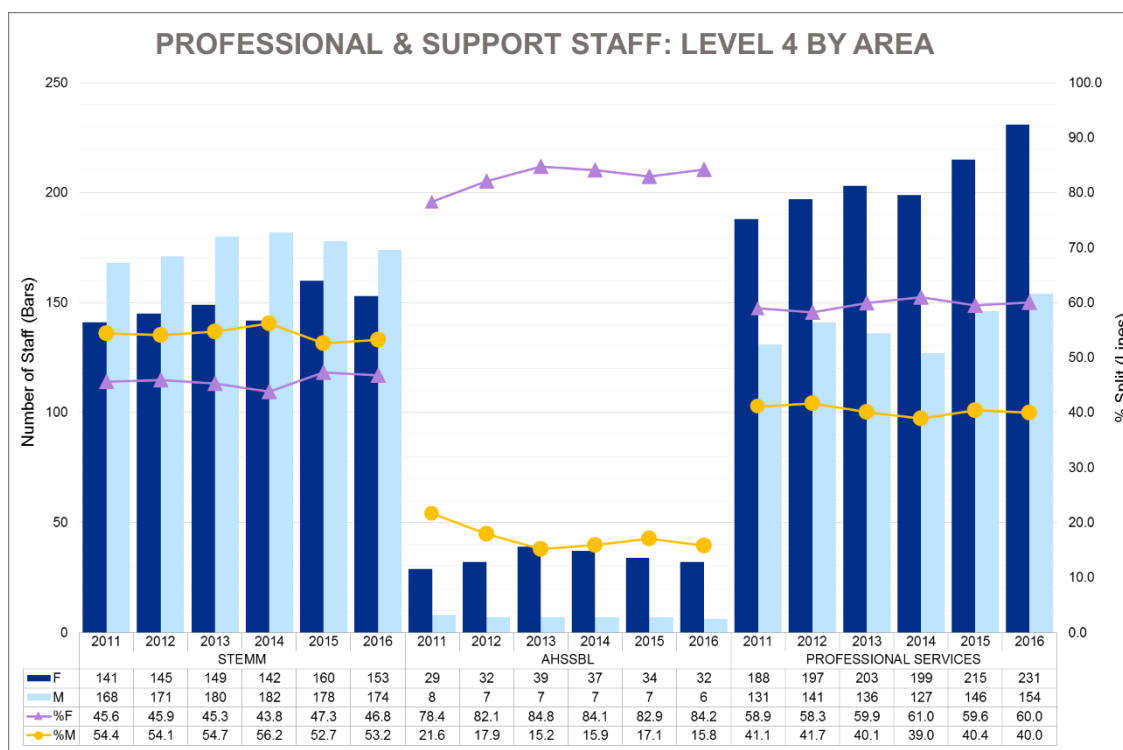


Figure 4.35 Level 5 (XpertHR level J) benchmark 53.1%F; 46.9%M

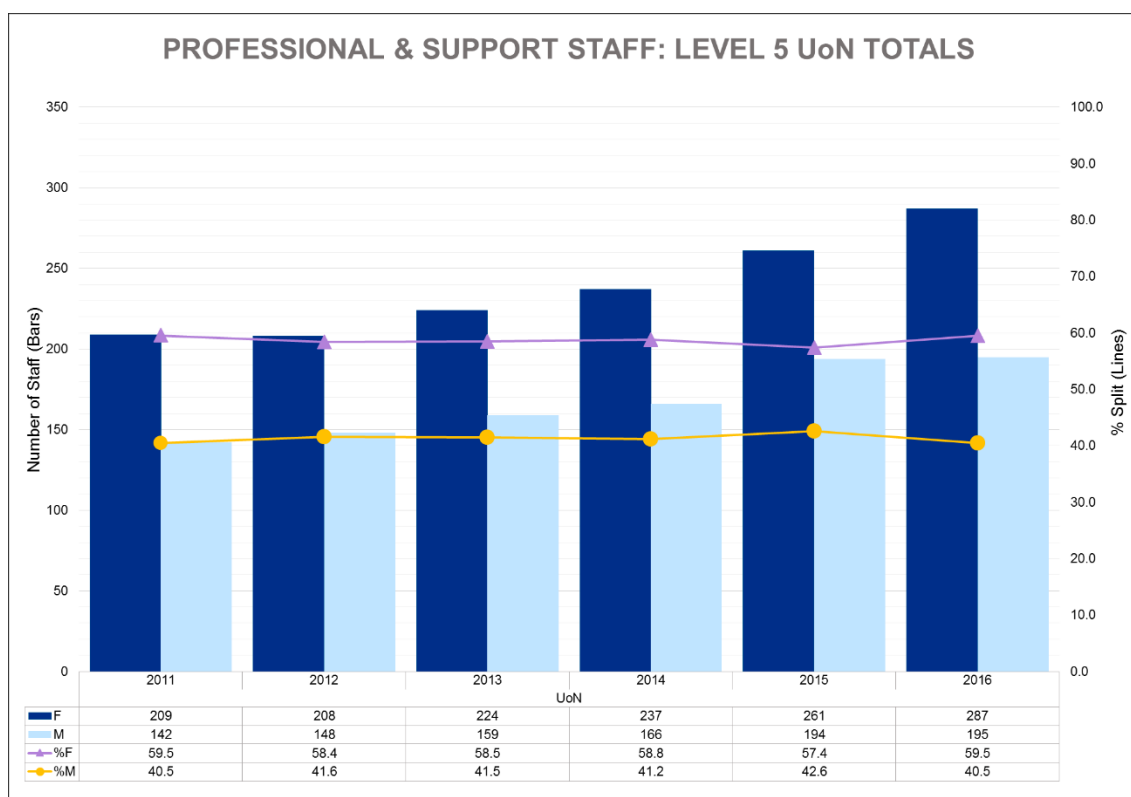


Figure 4.36

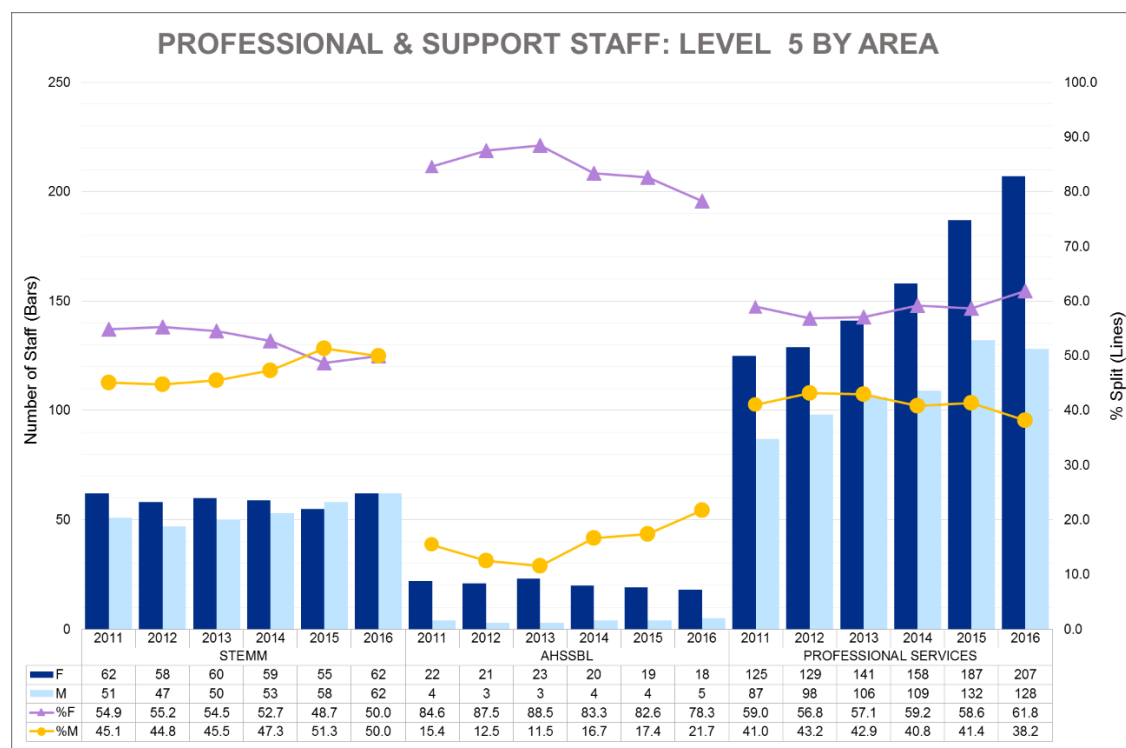


Figure 4.37 Level 6 (XpertHR level I) benchmark 50.2%F; 49.8%M

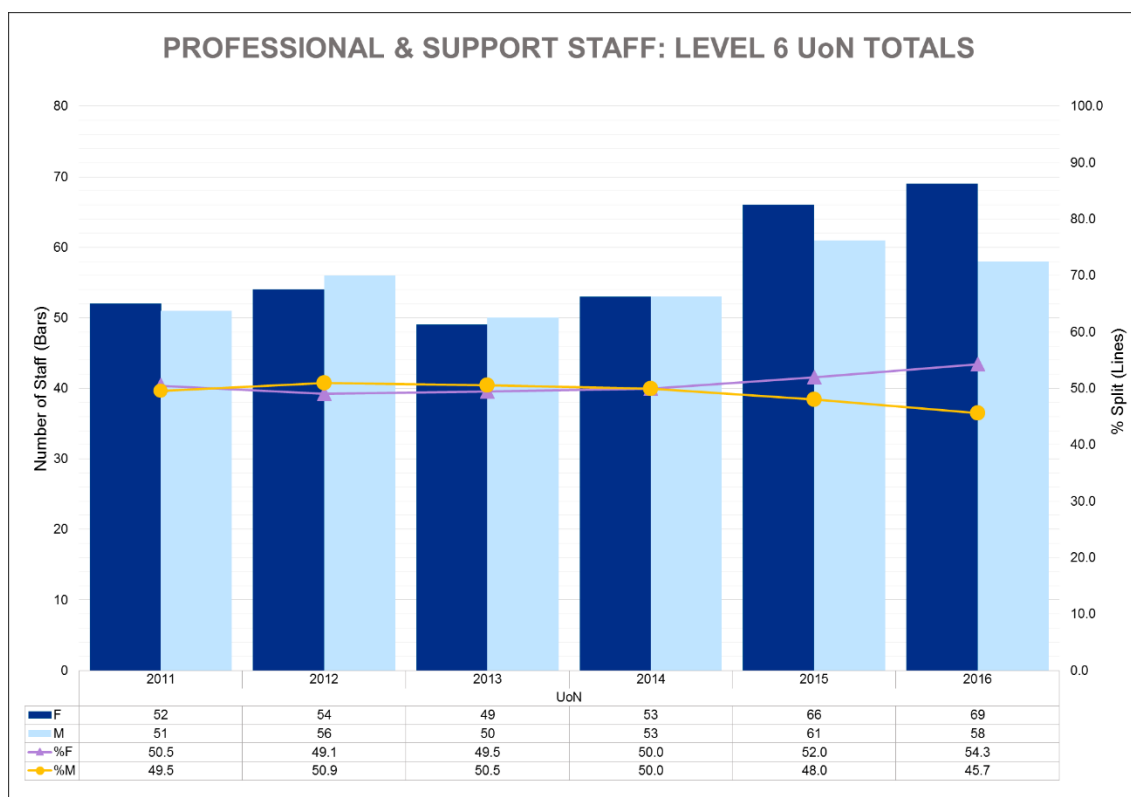


Figure 4.38

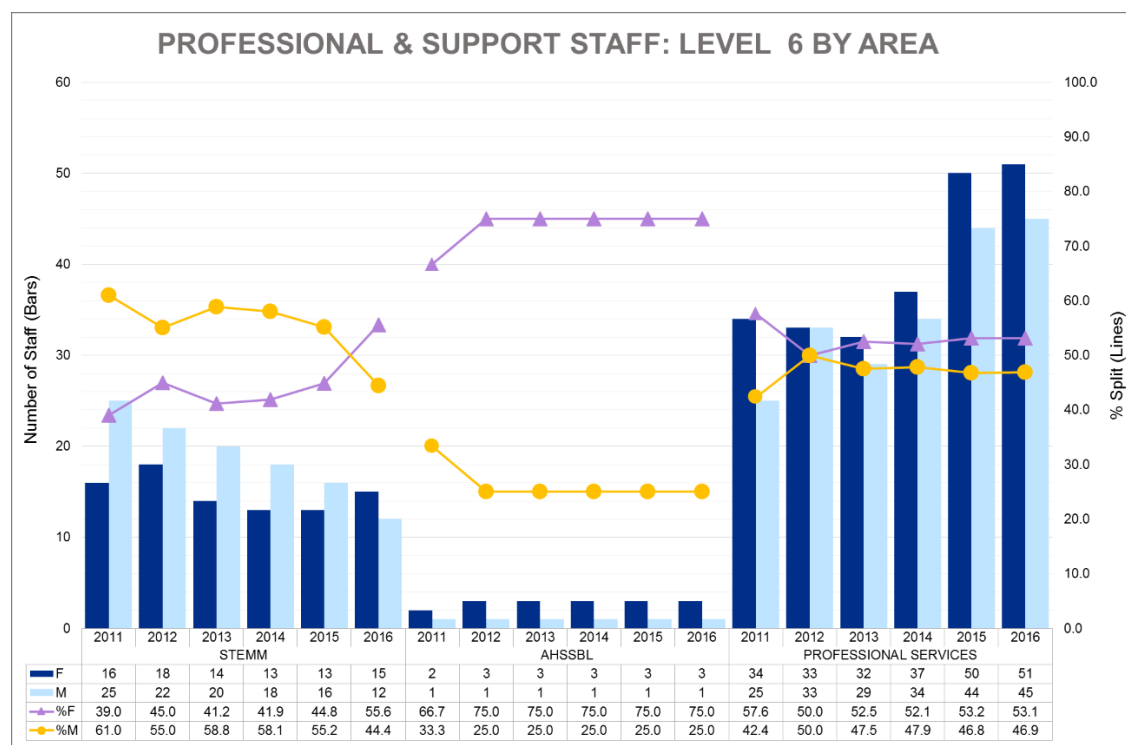


Figure 4.39 Our Level 7 staff do not map onto a single HESA category. Relevant benchmarks include UCEA levels 2-5, with values between 31.0% and 53.6%F.

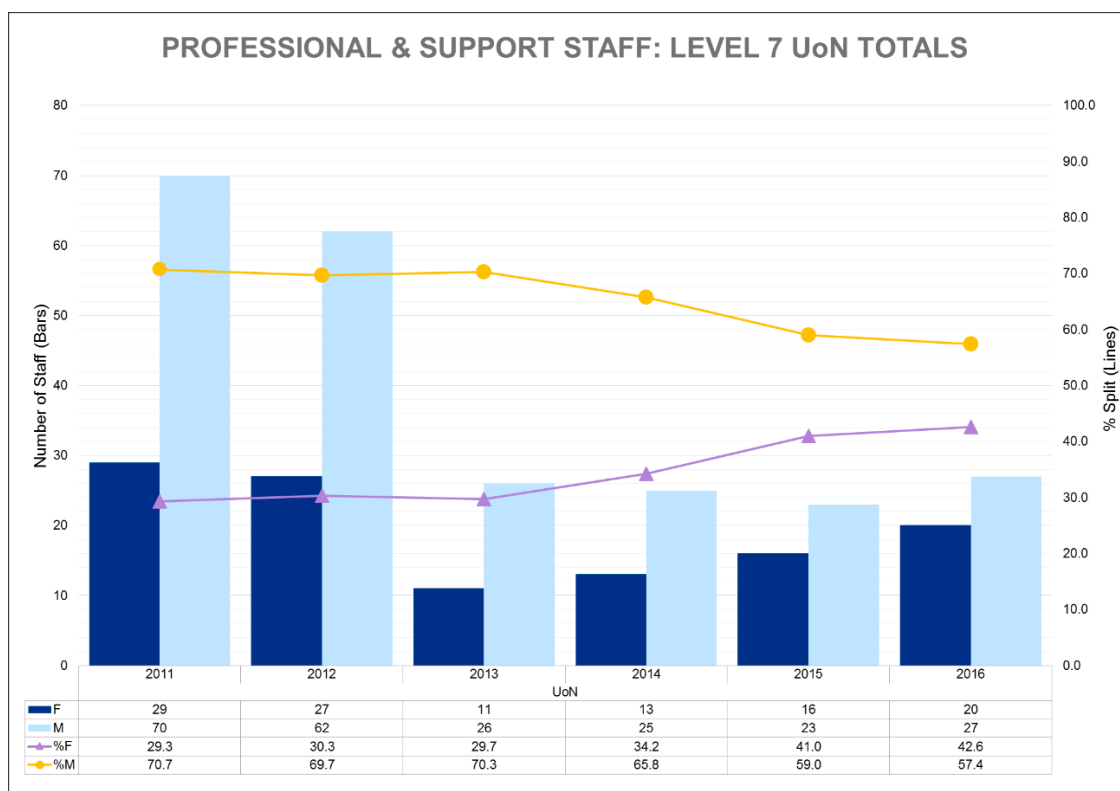
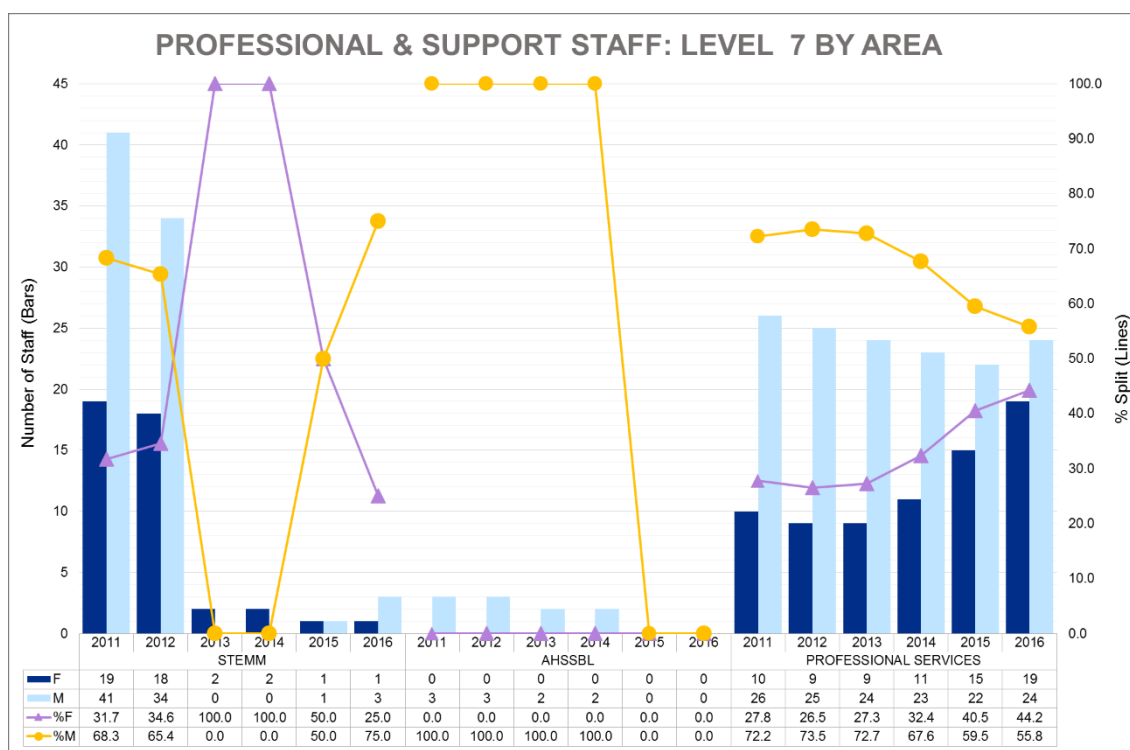


Figure 4.40



Intersectionality analysis: ethnicity/gender

Female P&S staff outnumber males in BME and White ethnic groups, with an approximate 60:40% split, in-line with HESA. Overall, 10.8% of P&S staff are BME up from 9.4% (2012). This compares favourably to HESA, reflecting the diverse local population who are attracted to UoN through local advertising and community engagement, indicating impact of these activities, (5.1i/5.6xi).

Table 4.16a All Professional and Support Staff Numbers.

Year	BME F	BME M	White F	White M	Un-known F	Un-known M	Totals
2011	226	161	2251	1245	51	57	3991
2012	219	162	2287	1279	53	61	4061
2013	231	152	2279	1271	45	56	4034
2014	240	157	2273	1278	50	54	4052
2015	251	168	2351	1311	68	74	4223
2016	278	186	2396	1321	50	62	4293

Table 4.16b All Professional and Support Staff Percentages. Benchmark 7.9% P&S BME staff

Year	BME F%	BME M%	White F%	White M%	Un-known F%	Un-known M%	Female %	BME F% of Total F%	BME M% of Total M%
2011	5.7	4.0	56.4	31.2	1.3	1.4	63.3	8.9	11.0
2012	5.4	4.0	56.3	31.5	1.3	1.5	63.0	8.6	10.8
2013	5.7	3.8	56.5	31.5	1.1	1.4	63.3	9.0	10.3
2014	5.9	3.9	56.1	31.5	1.2	1.3	63.3	9.4	10.5
2015	5.9	4.0	55.7	31.0	1.6	1.8	63.2	9.4	10.8
2016	6.5	4.3	55.8	30.8	1.2	1.4	63.5	10.2	11.9

Impact box 6:

Issue: Limited/Gender-unbalanced P&S Staff Progression

Actions completed:

- ✓ Leadership and Management hub created
- ✓ Training/accreditation provided
- ✓ Career Pathways
- ✓ Clear regrading process introduced
- ✓ Recruitment for lower levels targeted at M-(APM)/F-(O&F) applicants
- ✓ Staff encouraged to apply for internal jobs
- ✓ Introduced secondment policy (2016)

Impact: increased %F L4-6 especially +4.8%(L6) and +16.2%(L7). Pipeline unblocked at L6. Increased gender balance L2/L3, +7.4%M (L2-APM) +20%F (L2-O&F).

Action box 7:

- AS01:** Ensure adverts attract diverse candidates and under-represented groups.
AS05: Improve P&S career pathways

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

Comment on the proportions of men and women on these contracts.

Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

We do not use zero-hours contracts. P&S %permanent is above HESA (Figure 4.41). The recent increase of fixed-term staff during PTF implementation, has been gender-balanced.

Higher P&S staff redeployment applications (4.1.ii/5.1i) reflect role-duplication/consistency between departments and transferable-skills between P&S roles.

Figure 4.41: Benchmarks: F: 15.4% fixed-term, 84.6% permanent. M: 14.5% fixed-term, 85.5% permanent.

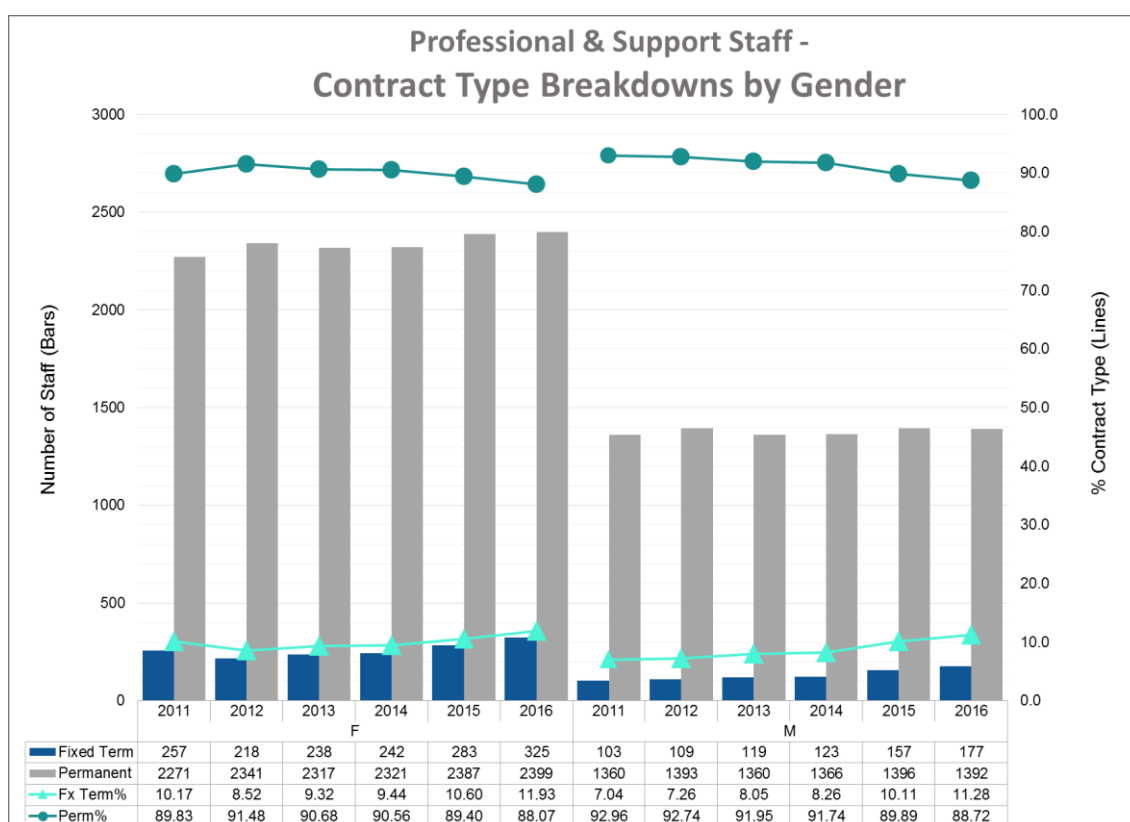
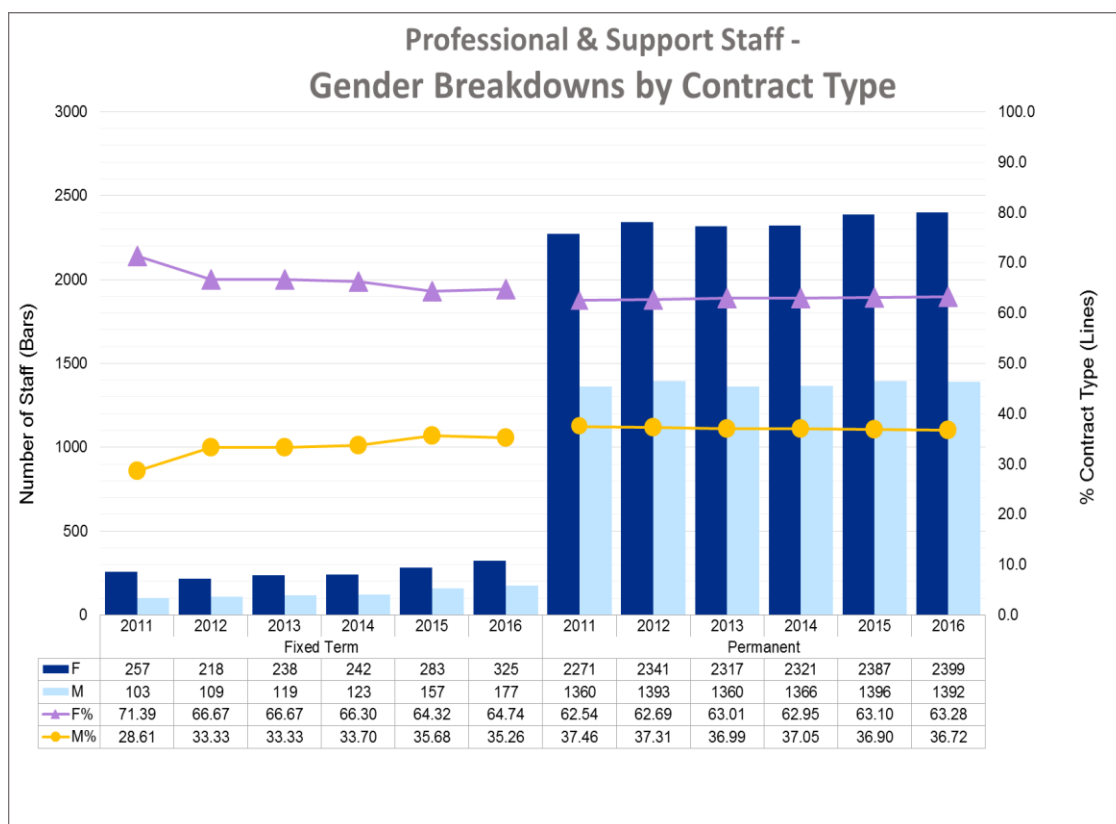


Figure 4.42: Benchmarks: Fixed-term 64.0%F, 36.0%M; Permanent 62.4%F, 37.6%M.



Full-time/Part-time analysis

Our P&S %part-time is higher than the benchmark. Full-time contracts are gender-balanced. Separate analysis by level shows similar trends. The increase in part-time females indicates extensive opportunities for these working-patterns (5.5vi). AS01 will further boost visibility of part-time/job-share opportunities.

Figure 4.43: Benchmarks: F 58.2% full-time 41.8% part-time; M 81.6% full-time 18.4% part-time.

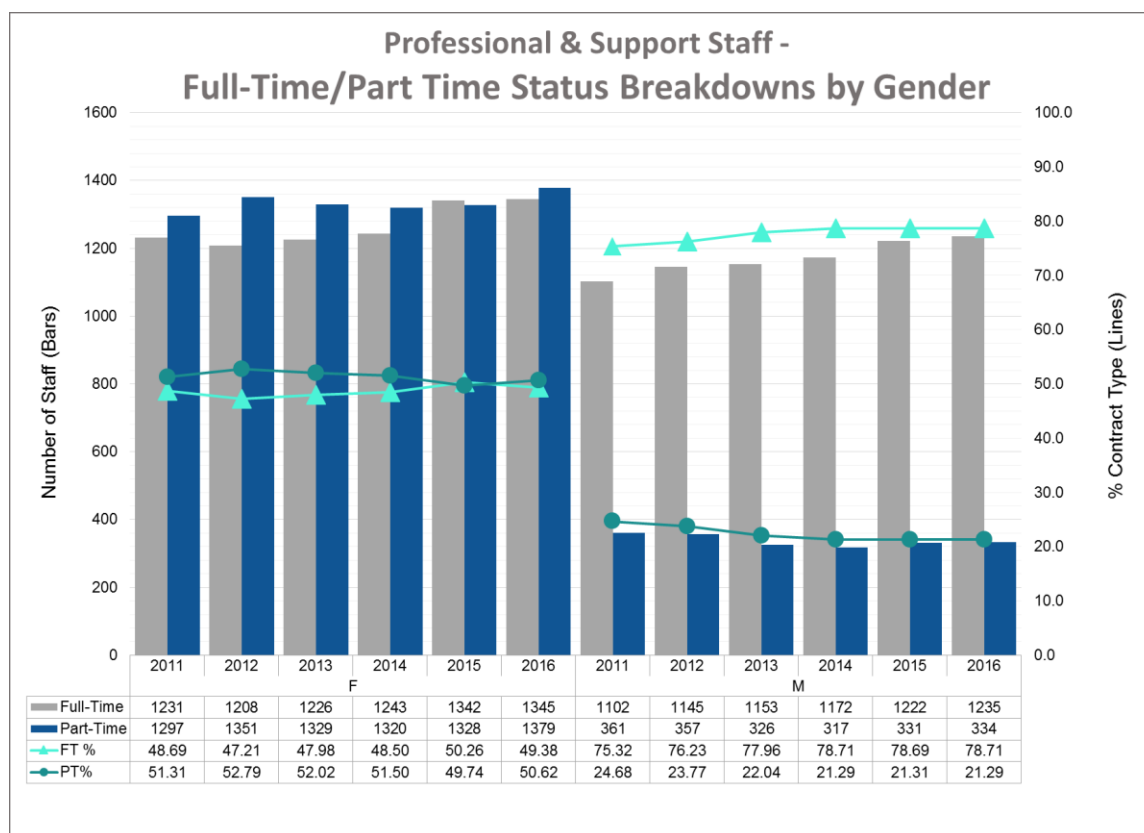


Figure 4.44 Benchmarks: Full-time 54.5%F, 45.5%M; Part-time 79.2%F, 20.8%M.

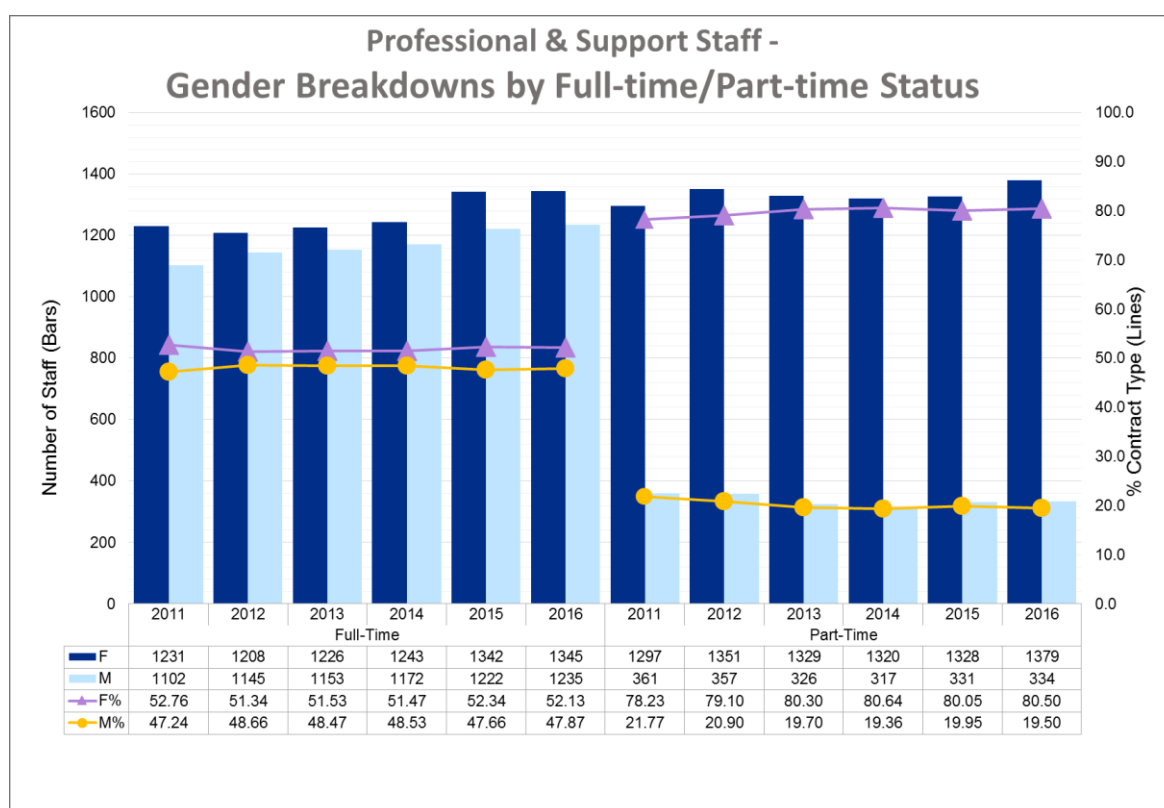


Table 4.17 P&S contract types by level

	Fixed-Term	Permanent	% Contracts Fixed-Term for Level (Horizontal)	Fixed % of Staff Group Fixed-Term (Vertical)
Level 1	50	1031	4.6%	10.0%
Level 2	128	794	13.9%	25.5%
Level 3	134	744	15.3%	26.7%
Level 4	102	653	13.5%	20.3%
Level 5	67	415	13.9%	13.3%
Level 6	16	111	12.6%	3.2%
Level 7	5	42	10.6%	1.0%
TOTAL	502	3790		100.0%
Female	Fixed Term	Permanent	% Contracts Fixed Term for Gender (Horizontal)	Fixed % of Gender Fixed Term (Vertical)
Level 1	22	658	3.2%	2.8%
Level 2	86	598	12.6%	10.8%
Level 3	93	475	16.4%	11.6%
Level 4	463	556	45.4%	57.9%
Level 5	111	632	14.9%	13.9%
Level 6	17	262	6.1%	2.1%
Level 7	7	133	5.0%	0.9%
TOTAL	799	3314	19.4%	100.0%
Male				
Level 1	28	373	7.0%	3.5%
Level 2	42	196	17.6%	5.2%
Level 3	41	269	13.2%	5.1%
Level 4	542	445	54.9%	67.5%
Level 5	100	638	13.6%	12.5%
Level 6	18	445	3.9%	2.2%
Level 7	32	437	6.8%	4.0%
TOTAL	803	2803	22.3%	100.0%

SILVER APPLICATIONS ONLY

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

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

Table 4.20 shows 74.7% of P&S leavers resign. This may reflect lack of career progression opportunities (AS05), however analysis (5.2ii) indicates 1/4-1/3 of these staff are redeployed. There is a clear trend for increasing numbers of women and men leaving over time. This is partly explained by increasing overall P&S numbers, but also reflects the significant change projects, in particular PTF. Focus groups and qualitative survey responses indicated many staff felt unsettled. 5.4i/5.4iii describes targeted support for these staff. Many new roles were created. Some staff resigned and were redeployed (5.2ii). Following a recruitment freeze (2014), many staff were hired on fixed-term contracts which expired in 2016. Separate analysis showed more staff leaving STEM than AHSSBL, both high (proportionate) %F. The majority leave from PS.

Table 4.18 Professional & Support Leaver Numbers

	2011	2012	2013	2014	2015	2016
Female P&S	252	262	350	313	291	366
Male P&S	157	165	222	189	194	215

Table 4.19 Gender % of Professional & Support Leavers

	2011	2012	2013	2014	2015	2016
Female %	61.6%	61.4%	61.2%	62.4%	60.0%	63.0%

Table 4.20a: Professional and Support Staff Leavers: Female Staff

Leave Reason Categories	2011	2012	2013	2014	2015	2016
Expiry of Contract	24	37	24	37	11	23
Other Leave Reason	17	11	11	34	23	14
Redundancy/Voluntary Severance	15	10	16	14	10	27
Resignation	161	176	193	181	205	269
Retirement	27	24	38	32	42	32
TUPE Transfer Out	8	4	68	15		1
Grand Total	252	262	350	313	291	366
Expiry of Contract	9.5%	14.1%	6.9%	11.8%	3.8%	6.3%
Other Leave Reason	6.7%	4.2%	3.1%	10.9%	7.9%	3.8%
Redundancy/Voluntary Severance	6.0%	3.8%	4.6%	4.5%	3.4%	7.4%
Resignation	63.9%	67.2%	55.1%	57.8%	70.4%	73.5%
Retirement	10.7%	9.2%	10.9%	10.2%	14.4%	8.7%
TUPE Transfer Out	3.2%	1.5%	19.4%	4.8%	0.0%	0.3%

Table 4.20b: Professional and Support Staff Leavers: Male Staff

Leave Reason Categories	2011	2012	2013	2014	2015	2016
Expiry of Contract	18	11	11	16	17	13
Other Leave Reason	17	20	15	15	22	6
Redundancy/Voluntary Severance	10	4	13	9	1	12
Resignation	84	106	108	119	116	165
Retirement	28	16	24	29	38	17
TUPE Transfer Out		8	50	1		2
Grand Total	157	165	221	189	194	215
Expiry of Contract	11.5%	6.7%	5.0%	8.5%	8.8%	6.0%
Other Leave Reason	10.8%	12.1%	6.8%	7.9%	11.3%	2.8%
Redundancy/Voluntary Severance	6.4%	2.4%	5.9%	4.8%	0.5%	5.6%
Resignation	53.5%	64.2%	48.9%	63.0%	59.8%	76.7%
Retirement	17.8%	9.7%	10.9%	15.3%	19.6%	7.9%
TUPE Transfer Out	0.0%	4.8%	22.6%	0.5%	0.0%	0.9%

Table 4.20c: Professional Services Leavers Split

	2011	2012	2013	2014	2015	2016
Professional Services Female	60.5%	55.7%	57.9%	59.6%	57.1%	58.8%

Impact box 7**Issue: Expand P&S Promotions Options****Actions completed:**

- ✓ Clear regrading process
- ✓ Staff encouraged/supported to apply for internal vacancies
- ✓ Analysis of leave reasons
- ✓ Training in transferable skills

Impact: 25% of 2015 internal applications received offers. 1/3-1/4 leavers redeployed

Action box 8:

AS05: Further develop career progression for all P&S staff, including facilitating/championing the TS Action Plan. Expand AS ethos to P&S staff to ensure they feel the beneficial impact of our ED&I work.

5. Supporting and advancing women's careers

Recommended word count: Bronze: 5000 words | Silver: 6000 words

Key career transition points: academic staff

(i) Recruitment

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

We emphasise our commitment to inclusion and diversity in our job advertisements, embedding these values in our processes and hence encouraging diversity among applicants and those appointed. Since 2011, the AS logo has been on our website home page and featured prominently in job adverts. Our re-designed recruitment website (SAP2016) emphasises our commitment to ED&I, wellbeing, work-life balance and flexible-working and links to childcare information/vouchers and carers' leave policies.

We use long-listing rarely, when used it is commonly contracted to recruitment agencies, and since 2015 we have required gender-balanced long-lists from the agencies. Career-breaks are considered during short-listing. Tables 5.1-5.4 show no systematic gender differences at short-listing, offer or acceptance stages. This absence of bias is maintained by our objective, competency-based short-listing/assessment criteria. Panels are gender-balanced wherever possible. All chairs have mandatory training, including UB.

Some applicants (1-3% of total) PNTS their gender. Since 2015, PNTS has been an option on application forms. These applicants have proportionate success (Table 5.1).

Table 5.1 Note: Totals calculated including null and PNTS so %M or %F worked out based on that total. Acceptance data are available from 2015.

Level 4 Academic Recruitment Data							
Level	Stage	Year	F	M	Null	PNTS	%F
Level 4	Applications	2012	3571	4225	88		45.3
		2013	2869	3848	52		42.4
		2014	2437	4117	52		36.9
		2015	2492	4380	10	103	35.7
		2016	2677	4354	8	101	37.5
	Short List	2012	628	717	11		46.3
		2013	559	641	8		46.3
		2014	494	634	13		43.3
		2015	566	768	7	16	41.7
		2016	742	827	5	20	46.6
	Offers	2012	154	169	2		47.4
		2013	155	182	18		43.7
		2014	152	159	7		47.8
		2015	204	254	3	6	43.7
		2016	257	283	3	5	46.9
	Accept	2015	187	223	3	5	44.7
		2016	237	257	2	4	47.4

Figure 5.1 PNTS are omitted from the graph for simplicity.



Table 5.2 Level 5 Academic Recruitment Data

Level	Stage	Year	F	M	Null	PNTS	%F
Level 5	Apps	2012	1049	2029	51		33.5
		2013	1061	2171	22		32.6
		2014	717	1451	37		32.5
		2015	866	1794	1	43	32.0
		2016	1045	2505	2	73	28.8
	Short List	2012	145	242	7		36.8
		2013	158	285	4		35.4
		2014	120	215	6		35.2
		2015	206	287	0	4	41.5
		2016	211	344	0	10	37.4
	Offers	2012	46	57			44.7
		2013	45	65	8		38.1
		2014	36	60	1		37.1
		2015	76	75	0	2	49.7
		2016	73	102	0	1	41.5
	Accept	2015	72	71	0	2	49.7
		2016	70	96	0	1	41.9

Figure 5.2 PNTS are omitted from the graph for simplicity.



Table 5.3 Level 6 Academic Recruitment Data

Level	Stage	Year	F	M	Null	PNTS	%F
Level 6	Applications	2012	40	112	3		25.8
		2013	103	203	5		33.1
		2014	77	116	2		39.5
		2015	127	362	0	3	25.8
		2016	117	326	1	6	26.0
	Short List	2012	9	37	1		19.2
		2013	31	48	2		38.3
		2014	16	23			41.0
		2015	31	56	0	0	35.6
		2016	17	44	0	1	27.4
	Offers	2012	3	7			30.0
		2013	10	15			40.0
		2014	9	8			52.9
		2015	9	22	0	0	29.0
		2016	5	18	0	1	20.8
	Accept	2015	9	19	0	0	32.1
		2016	5	17	0	1	21.7

Figure 5.3 PNTS are omitted from the graph for simplicity.

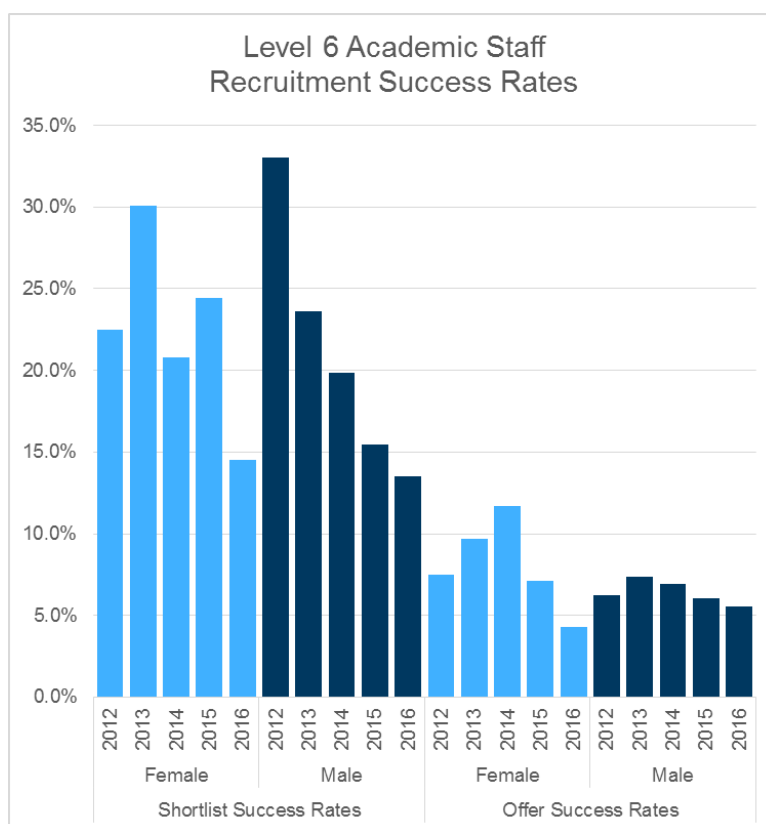
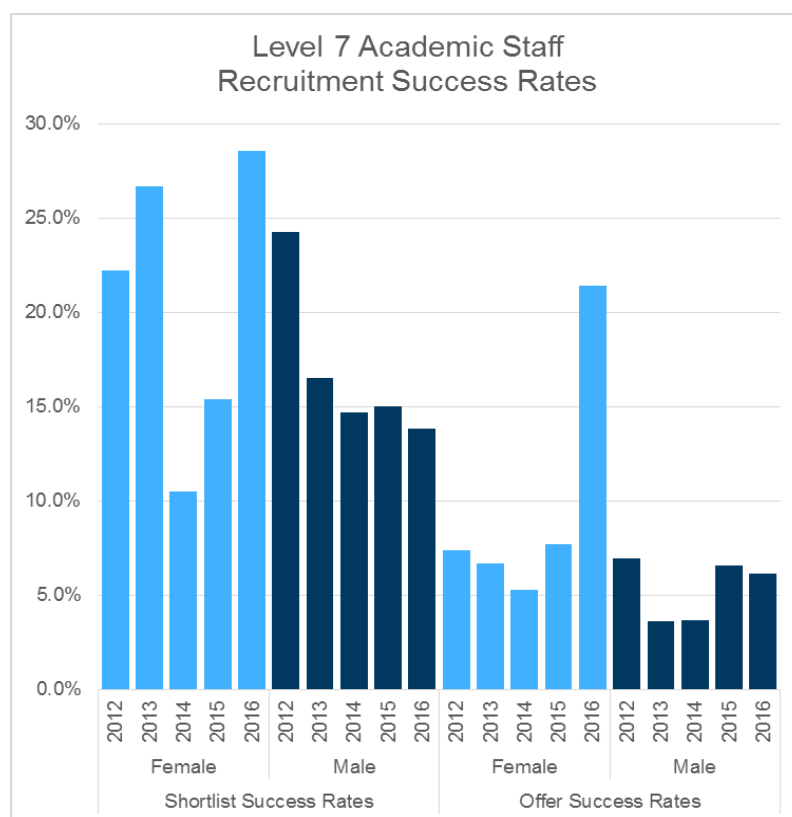


Table 5.4 Level 7 Academic Recruitment Data

Level	Stage	Year	F	M	Null	PNTS	%F
Level 7	Applications	2012	54	202	12		20.2
		2013	30	139	2		17.5
		2014	19	109	2		14.6
		2015	39	213	1	2	15.3
		2016	14	65	0	1	17.5
	Short List	2012	12	49	3		18.8
		2013	8	23			25.8
		2014	2	16			11.1
		2015	6	32	0	1	15.4
		2016	4	9	0	0	30.8
	Offers	2012	4	14			22.2
		2013	2	5			28.6
		2014	1	4			20.0
		2015	3	14	0	1	16.7
		2016	3	4	0	0	42.9
	Accept	2015	3	12	0	1	18.8
		2016	3	4	0	0	42.9

Figure 5.4 PNTS are omitted from the graph for simplicity.



In addition to external recruitment we encourage redeployment for internal candidates (Tables 5.5/5.6).

Table 5.5 Academic Roles - Recruitment data by candidate type (internal vs external vs redeployment).

Gender	Stage	Year	Internal Applicant	External Applicant	Internal Redeployment Candidate	Total	Internal Applicant - %	External Applicant - %	Internal Redeployment Candidate - %
Female	Apps	2015	100	3344	80	3524	2.8%	94.9%	2.3%
		2016	143	3620	90	3853	3.7%	94.0%	2.3%
	Short List	2015	62	703	44	809	7.7%	86.9%	5.4%
		2016	89	840	45	974	9.1%	86.2%	4.6%
	Offers	2015	28	238	26	292	9.6%	81.5%	8.9%
		2016	41	279	18	338	12.1%	82.5%	5.3%
	Accept	2015	26	220	25	271	9.6%	81.2%	9.2%
		2016	40	261	14	315	12.7%	82.9%	4.4%
Male	Apps	2015	164	6522	63	6749	2.4%	96.6%	0.9%
		2016	140	7039	71	7250	1.9%	97.1%	1.0%
	Short List	2015	64	1043	36	1143	5.6%	91.3%	3.1%
		2016	68	1135	21	1224	5.6%	92.7%	1.7%
	Offers	2015	30	315	20	365	8.2%	86.3%	5.5%
		2016	42	356	9	407	10.3%	87.5%	2.2%
	Accept	2015	30	276	19	325	9.2%	84.9%	5.8%
		2016	40	326	8	374	10.7%	87.2%	2.1%
PNTS	Apps	2015	1	149	1	151	0.7%	98.7%	0.7%
		2016	1	179	1	181	0.6%	98.9%	0.6%
	Short List	2015	1	19	1	21	4.8%	90.5%	4.8%
		2016	1	30	0	31	3.2%	96.8%	0.0%
	Offers	2015	1	8	0	9	11.1%	88.9%	0.0%
		2016	0	7	0	7	0.0%	100.0%	0.0%
	Accept	2015	1	7	0	8	12.5%	87.5%	0.0%
		2016	0	6	0	6	0.0%	100.0%	0.0%
Blank	Apps	2015	0	12	0	12	0.0%	100.0%	0.0%
		2016	0	11	0	11	0.0%	100.0%	0.0%
	Short List	2015	0	7	0	7	0.0%	100.0%	0.0%
		2016	0	5	0	5	0.0%	100.0%	0.0%
	Offers	2015	0	3	0	3	0.0%	100.0%	0.0%
		2016	0	3	0	3	0.0%	100.0%	0.0%
	Accept	2015	0	3	0	3	0.0%	100.0%	0.0%
		2016	0	2	0	2	0.0%	100.0%	0.0%

Table 5.6 Academic Roles - Recruitment success rates by applicant type

	Internal Applicants			Internal Redeployment Candidates			External Candidates		
	2015	2016	IA PP Change	2015	2016	IRC PP Change	2015	2016	EC PP Change
Shortlist Success Rates	47.9%	55.6%	7.7%	56.3%	40.7%	-15.5%	17.7%	18.5%	0.9%
Offer Success Rates	22.3%	29.2%	7.0%	31.9%	16.7%	-15.3%	5.6%	5.9%	0.3%

Occasional long-listing allows challenge to lack of diversity. Clear impact of this approach was seen in recruitment of two new leaders: PVC RKE (2015) and VC (2017). In the former, recruitment consultants were asked to seek more female candidates after preparing the original long-list (17%F). This resulted in two additional female candidates, hence 30%F were considered at short-listing and 29%F invited to interview. Professor Dame Jessica Corner was appointed.

In 2016, we created a full-time Attraction Specialist role within HR who has made significant changes to recruitment materials. We have further developed/established social media channels (LinkedIn, Facebook, Twitter) to promote opportunities, benefits and better attract/source candidates. The impact of these improvements is already changing how applicants discover our vacancies. Our updated image bank ensures imagery presents a balance between male/female and wider demographic and protected characteristic groups. AS01 includes work in progress filming “talking heads” of staff describing their roles, these will show staff of all genders in less traditional roles.

LiPP, a UoN business unit specialising in enhancing workplace communication/leadership/teamwork, is supporting our recruitment strategy, reviewing the language we use in advertising and role profiles.

AS01 will expand the Engineering ‘Diversity by Design’ recruitment pilot (4.1i), providing anonymised applicant data for selection panel members within our recruitment e-system at short-list stage to reduce opportunities for UB in selection.

Ethnicity Analysis

Table 5.7 indicates we are attracting significant numbers of BME applicants of both genders. However, there is no proportional success. Further, there is a clear intersectional disadvantage to BME females. AS01 will promote ways in which we ensure our shortlisting and interview processes do not disadvantage BME applicants.

Table 5.7 Applications by gender, ethnic group and area (STEMM/AHSSBL).

Female Academic - STEMM								
		White	BME	Unknown	Total	White %	BME%	Unknown%
2015	Application	1320	968	60	2348	56%	41%	3%
	Shortlist	434	157	9	600	72%	26%	2%
	Offer	176	47	3	226	78%	21%	1%
	Acceptance	162	44	2	208	78%	21%	1%
2016	Application	1281	998	75	2354	54%	42%	3%
	Shortlist	466	178	22	666	70%	27%	3%
	Offer	176	54	7	237	74%	23%	3%
	Acceptance	163	51	7	221	74%	23%	3%
Female Academic - AHSSBL								
		White	BME	Unknown	Total	White %	BME%	Unknown%
2015	Application	586	287	34	907	65%	32%	4%
	Shortlist	121	42	3	166	73%	25%	2%
	Offer	43	11	1	55	78%	20%	2%
	Acceptance	41	10	1	52	79%	19%	2%
2016	Application	737	357	32	1126	65%	32%	3%
	Shortlist	167	46	5	218	77%	21%	2%
	Offer	54	12	4	70	77%	17%	6%
	Acceptance	49	11	4	64	77%	17%	6%
Male Academic - STEMM								
		White	BME	Unknown	Total	White %	BME%	Unknown%
2015	Application	2090	256 4	150	4804	44%	53%	3%
	Shortlist	519	322	25	866	60%	37%	3%
	Offer	205	82	12	299	69%	27%	4%
	Acceptance	183	73	9	265	69%	28%	3%
2016	Application	1756	278 9	162	4707	37%	59%	3%
	Shortlist	459	344	19	822	56%	42%	2%
	Offer	190	99	7	296	64%	33%	2%
	Acceptance	174	86	7	267	65%	32%	3%
Male Academic - AHSSBL								
		White	BME	Unknown	Total	White %	BME%	Unknown%
2015	Application	777	370	60	1207	64%	31%	5%
	Shortlist	103	31	13	147	70%	21%	9%
	Offer	23	7	5	35	66%	20%	14%
	Acceptance	20	6	4	30	67%	20%	13%
2016	Application	1023	439	65	1527	67%	29%	4%
	Shortlist	167	42	9	218	77%	19%	4%
	Offer	56	7	4	67	84%	10%	6%
	Acceptance	53	7	3	63	84%	11%	5%

Impact box 8**Issue: Low %F recruited****Actions completed:**

- ✓ As Impact Box 1
- ✓ Improved advertising, competency-based scoring/shortlisting/interviews (2016SAP)
- ✓ Adverts linked to staff benefits e.g. flexible-working/wellbeing programmes

Impact: Female candidates have higher shortlisting and appointment SRs than male at L4+L5 (+L6 some years); Small numbers of L6/L7 posts, but steady change in L7%F +12% shortlist, +16% appointment (2016). See also 4.1i.

Action box 9:

AS01: Ensure adverts, including “talking heads” attract diverse candidates and under-represented groups. Anonymised applicant data in e-recruitment system.

AS05: Improve P&S career pathways

(ii) Induction

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

Induction takes place face-to-face locally and at University level.

All new staff are invited to a quarterly University Welcome Event, supported by web-based materials which analytics show to be regularly accessed. While attendance is low (13% of 2015/16 starters), satisfaction is typically high (averaging 4/5). We believe these events are a useful complement to local induction activities. AS02/AS11 will improve these central events in light of feedback. In addition, a tailored half-day induction for postdocs/fellowship-holders, introduces our research culture and environment, key institutional/national strategies/policies, and development opportunities.

Our AS survey indicated 22% (academics) and 20% (postdocs) did not have an induction. Of these academics only 4% started recently (0-2 years) and a further 10%, 3-5 years ago, showing improved induction completion. AS02 will address lower induction rates for postdocs: 26% of those not having an induction started 0-2 years ago and a further 27% 3-5 years ago.

Impact box 9

Issue: Variable induction

Actions completed:

- ✓ Welcome event; revised 2016
- ✓ Specific Research staff welcome event
- ✓ Dedicated international staff website

Impact: Average 3%/year increase to 64.3% finding induction useful/very-useful. 86% attendees scored induction useful

Action box 10:

AS02: Ensure all staff, especially research staff receive a timely induction.

AS15: Suite of workshops will be developed to enhance current induction offer; invite existing staff to help them keep abreast of developments.

(iii) Promotion

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

Since 2011, our focus has been on facilitating timely, successful promotion applications from women (5.3i/5.3iii). Figures 5.5-5.7 illustrate promotions to L5-7, respectively. The proportions and numbers of applications from women increase from 2012/13 onwards, demonstrating impact of our work. Table 5.8 summarises SRs, demonstrating considerable improvement for women at L6/L7.

SRs of part-time staff (Table 5.8e) are consistently higher than full-time, showing the criteria taking part-time status into consideration are working. NB small numbers, this will be addressed through improved communication of criteria (AS11/12).

Figure 5.5

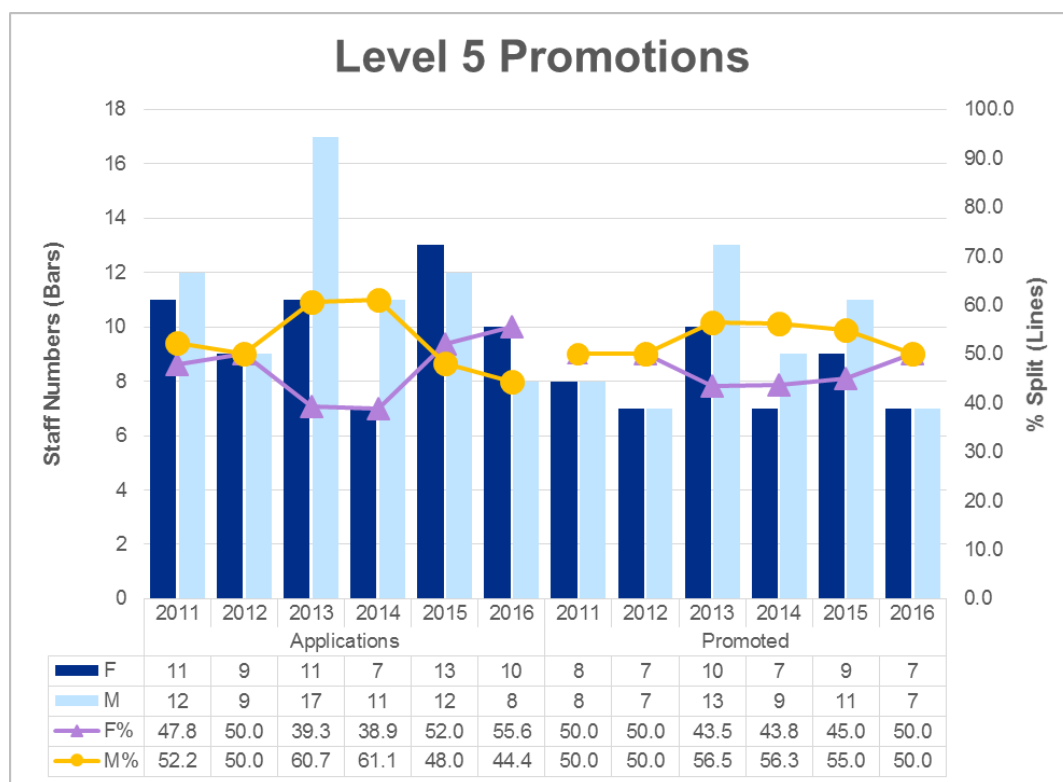


Figure 5.6

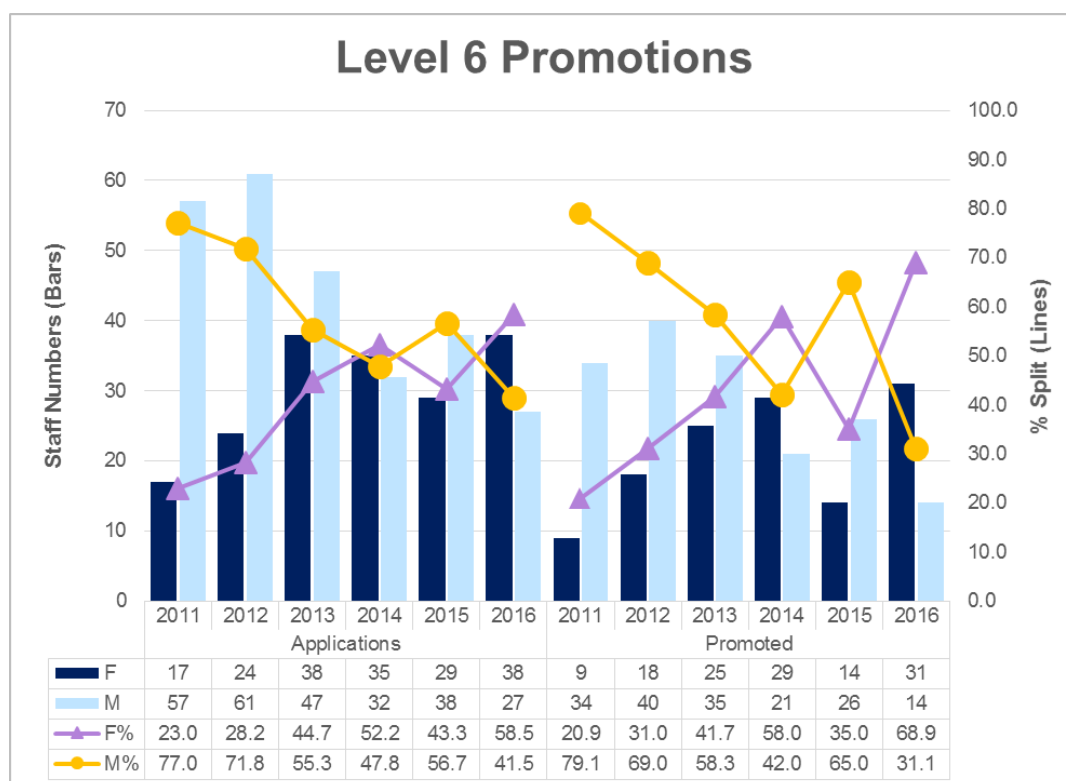


Figure 5.7

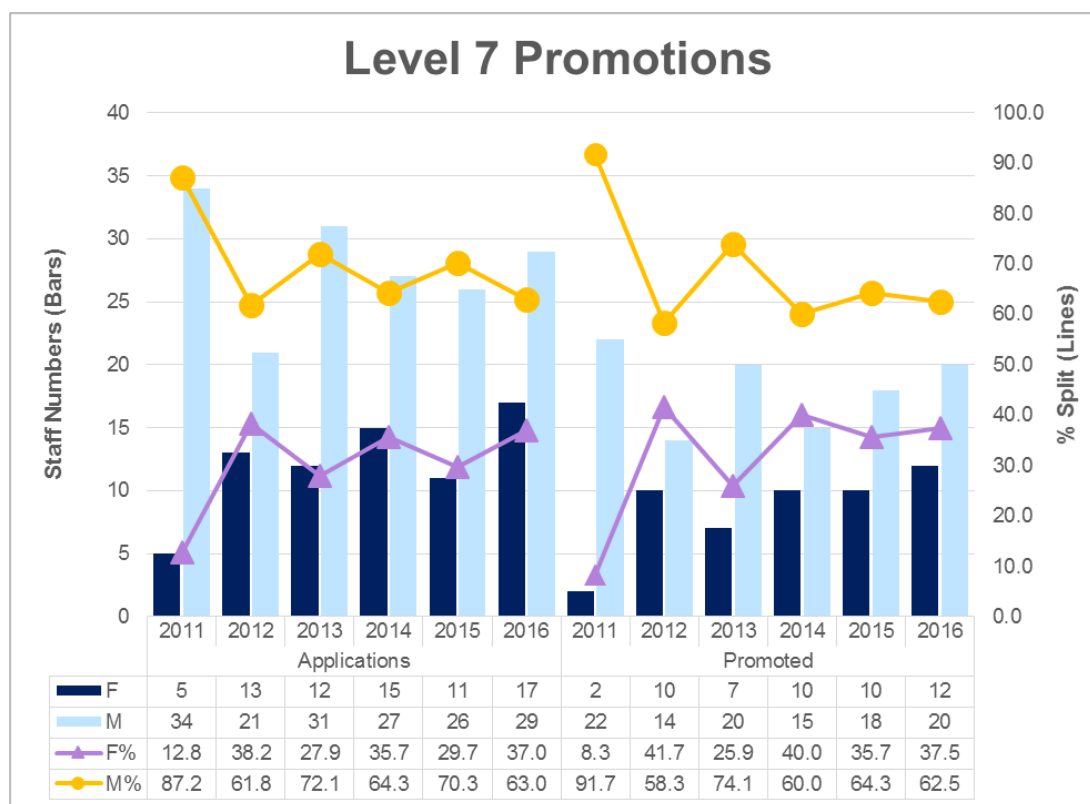


Table 5.8a PROMOTION SUCCESS RATES BY GENDER

	2011	2012	2013	2014	2015	2016
Male	62.1%	67.4%	71.9%	64.3%	72.4%	64.1%
Female	57.6%	76.6%	69.4%	81.0%	63.0%	76.9%

Table 5.8b PROMOTIONS TO LEVEL 5 - PROMOTION SUCCESS RATES BY GENDER

	2011	2012	2013	2014	2015	2016
Male	66.7%	77.8%	76.5%	81.8%	91.7%	87.5%
Female	72.7%	77.8%	90.9%	100.0%	69.2%	70.0%

Table 5.8c PROMOTIONS TO LEVEL 6 - PROMOTION SUCCESS RATES BY GENDER

	2011	2012	2013	2014	2015	2016
Male	59.6%	65.6%	74.5%	65.6%	68.4%	51.9%
Female	52.9%	75.0%	65.8%	82.9%	48.3%	81.6%

Table 5.8d PROMOTIONS TO LEVEL 7 - PROMOTION SUCCESS RATES BY GENDER

	2011	2012	2013	2014	2015	2016
Male	64.7%	66.7%	64.5%	55.6%	69.2%	69.0%
Female	40.0%	76.9%	58.3%	66.7%	90.9%	70.6%

Table 5.8e: APPLICATIONS FOR PROMOTION - Gender/FT-PT Status

	2011	2012	2013	2014	2015	2016
Female Part Time	4	6	8	6	7	8
Female Full Time	29	41	54	52	47	57
Male Part Time	2	0	4	0	2	0
Male Full Time	101	92	92	70	74	64

SUCCESSFUL PROMOTIONS – Gender/FT-PT Status

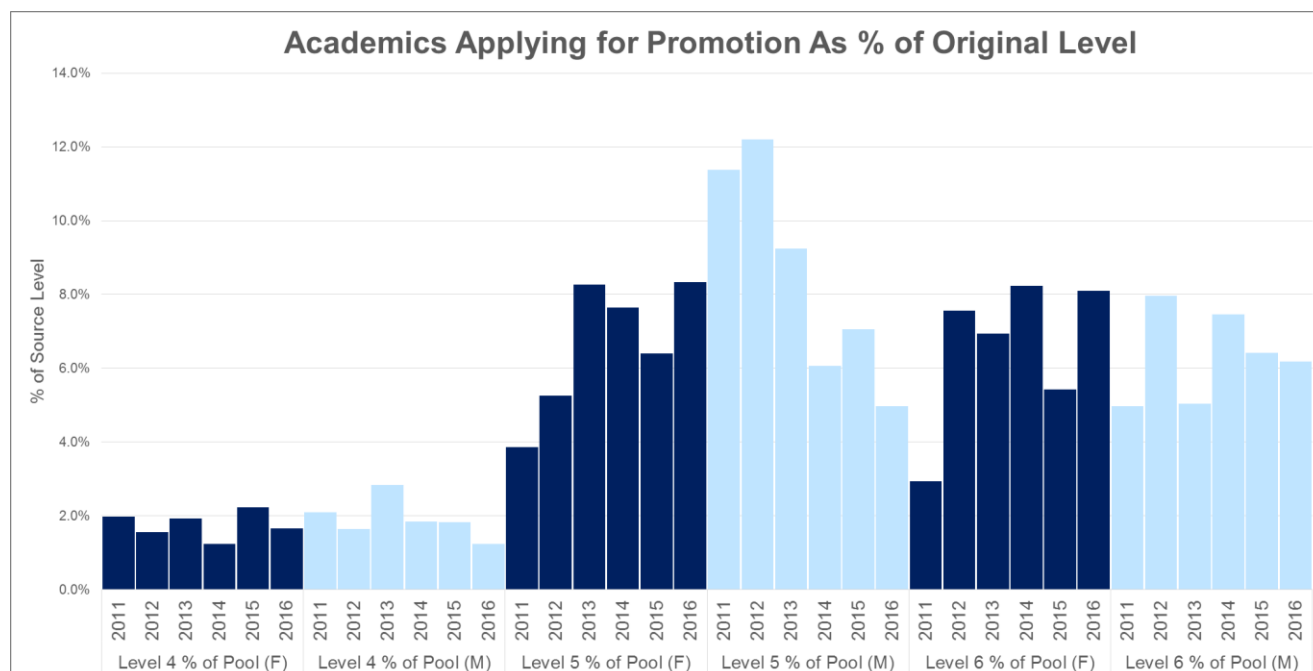
	2011	2012	2013	2014	2015	2016
Female Part Time	4	6	7	6	5	4
Female Full Time	15	30	36	41	29	46
Male Part Time	1	0	3	0	2	0
Male Full Time	63	62	66	45	53	41

PROMOTION SUCCESS RATES – Gender/FT-PT Status

	2011	2012	2013	2014	2015	2016
Female Part Time	100%	100%	88%	100%	71%	50%
Female Full Time	52%	73%	67%	79%	62%	81%
Male Part Time	50%		75%		100%	
Male Full Time	62%	67%	72%	64%	72%	64%

Figure 5.8 highlights low numbers of applications from L4. Survey responses indicate many postdocs are unclear of the promotions opportunities. Modifications to PDPR (5.3ii/AS03) will address this by encouraging conversations around career progression. AS11/12 will include targeted promotions workshops and promotion application support to help staff apply.

Figure 5.8



Promotion pay increases exceed one increment only for candidates below the top of their existing band. In 2017 90% of women and 57% of men promoted to L7, increased their pay by 2 or more increments. 90% of women versus 71% of men promoted to L7 were within 10 years of starting their previous post. Both metrics indicate females are applying for promotion slightly earlier than males and will contribute to narrowing of the gender pay-gap.

Analysis revealed female promotion applications were more likely to fail at external reference stage. Hence we improved our reviewer guidance (2015/16) addressing potential UB. Reviewers commented:

“I really like your note on bias and I have forwarded it to one or two people here to borrow the idea :o)”

“I think your advice on unconscious bias is really excellent. I have forwarded it to our Head of HR to suggest we do something similar.”

Proportionally more BME staff apply for and achieve promotion (Figure 5.9a,b/Table 5.9 versus Table 4.8). Numbers are small but there is no systematic differentiation, nor an obvious difference for the intersection with gender.

Figure 5.9a

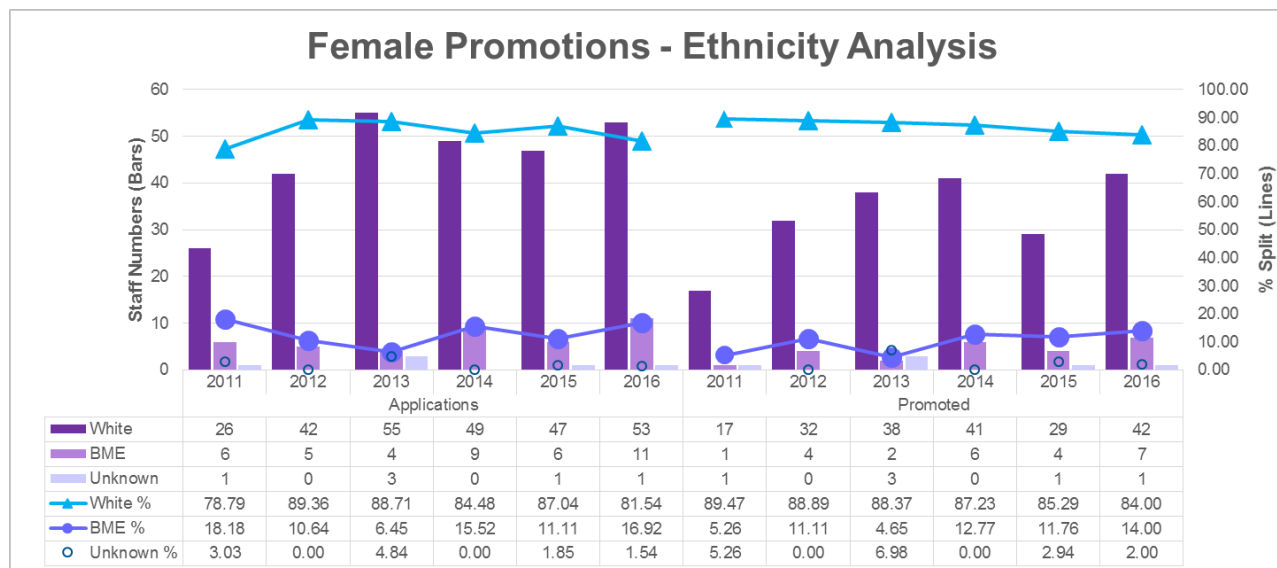


Figure 5.9b

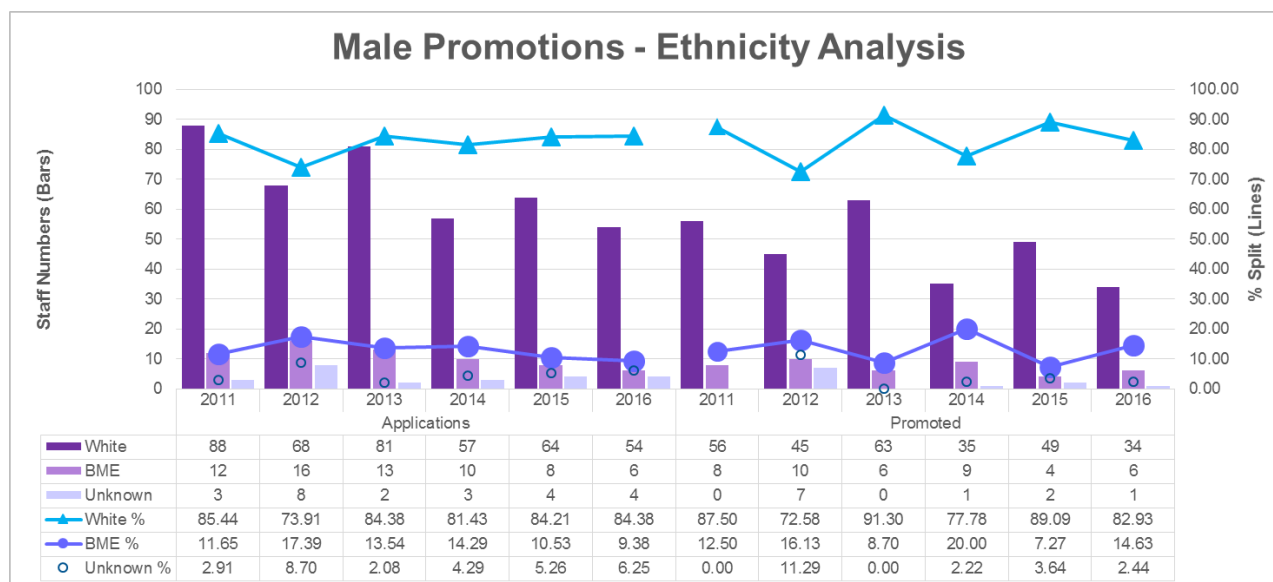


Table 5.9

	Year	White Success Rate	BME Success Rate	Unknown Success Rate
Female	2011	65.38	16.67	100.00
	2012	76.19	80.00	-
	2013	69.09	50.00	100.00
	2014	83.67	66.67	-
	2015	61.70	66.67	100.00
	2016	79.25	63.64	100.00
Male	2011	63.64	66.67	0.00
	2012	66.18	62.50	87.50
	2013	77.78	46.15	0.00
	2014	61.40	90.00	33.33
	2015	76.56	50.00	50.00
	2016	62.96	100.00	25.00

Impact box 10

Issue: Low numbers of female L6/7

Actions completed:

- ✓ Revised promotions criteria (2012/13)
- ✓ Improved communication of promotions process
- ✓ Promotions workshops/training
- ✓ Referee guidance
- ✓ PDPR promotion readiness discussions
- ✓ Mentoring of ECR females
- ✓ Resilience training

Impact: Part-time SRs>full-time. Average female SR 3.7%>male (2011-2016). See impact box 3.**Action box 11:****AS11:** Develop proactive approach to promotion application and support.**AS12:** Produce training and guidance for managers to ensure staff are effectively supported with promotion applications and reapplications.

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

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

Higher proportions of eligible men were returned in RAE2008 and REF2014 (Table 5.10a). Analysis of REF2014 data by level shows the primary gender difference is at L5. Our L7 female return-rate is higher than for L7 males. We have also analysed by UoA (data not shown). ISAT and our REF Steering-Group are using these data to guide support/preparations for REF2021. Data from previous REF exercises containing gender breakdown details relevant to that group have been circulated to groups involved in ongoing assessments of research publications that may be included in REF2021.

Analysing and reporting data by gender and other protected characteristics is conducted via the REF Steering Group (includes the APVC-ED&I). The group reviews applications for financial support and reports on how support was employed. They have stipulated that consideration of the impact of the use funds on all staff groups, in particular women, accompanies applications and progress reports. AS08 will ensure this supportive and inclusive approach continues beyond REF2021.

Table 5.10a Comparison of staff returned in RAE2008 and REF2014

	Eligible Staff			Number Returned			% Returned		M/F% Difference
	Female	Male	Total	Female	Male	Total	Female	Male	
RAE 2008	452	1151	1603	366	1020	1386	81%	89%	7.6%
REF 2014	575	1244	1819	413	1010	1423	72%	81%	9.4%

Table 5.10b Staff returned in REF2014 by Faculty and level

Faculty	Arts		Engineering		MHS		Sciences		Social Sciences	
Level	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
5	88%	88%	62%	64%	46%	51%	63%	83%	56%	72%
6	97%	89%	86%	82%	57%	67%	84%	76%	82%	84%
7	100%	100%	100%	100%	94%	87%	100%	96%	94%	91%

Impact Box 11

Issue: Lower L5-%F returned

Actions completed:

✓ Return EIA by level/UoA/School/Faculty

✓ Proactive output assessment ahead of REF2021

✓ Targeted finances to boost outputs/quality 2016/17 £60k/Faculty=£300K; 2017/18 £70K/Faculty=£350K; 9 dedicated posts

Impact: 2016 L5 female REF-readiness improved: Male:77.25%, Female:71.81%, Difference -5.4

Action box 12:

AS08: Target support in terms of pump priming, protection from duties to facilitate time for paper/grant writing and grant preparation guidance/mentorship to staff, particularly L5.

SILVER APPLICATIONS ONLY

5.2 Key career transition points: professional and support staff**(i) Induction**

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

P&S induction processes and evaluation mirror those detailed in 5.1ii. In 2014/15, 34% of new APM females and 52% of new males attended the Welcome Event. Attendance was lower for TS and O&F staff.

2011 staff survey responses from O&F staff indicated a preference for locally-delivered access to information about the wider University. Since our 2012 application, quarterly briefing sessions were developed for new starters. Due to popularity these evolved into forums for all O&F staff, typically attended by 250 people (22.5% of O&F staff) including mandatory attendance for all new starters and any staff who have not attended for 2 years.

2016 AS survey responses indicated 14% (APM), 18% (TS) and 11% (O&F) not having had an induction. Of these the vast majority (81% APM; 93% TS and 87% O&F) started more than 2 years ago, indicating real improvement in recent take-up.

Impact box 12

Issue: No induction for O&F staff; low P&S induction take-up

Actions completed:

- ✓ Introduced/rejuvenated Welcome event
- ✓ Dedicated training/forums for O&F
- ✓ Local induction handbooks/process improvements via School SATs/FEDIGs
- ✓ Improved online resources

Impact: Only 16.6% (P&S average) disagreed induction was useful.
Average uptake doubled (43%→86%).

Action box 13:

AS02: Induction refresher available especially for staff changing role.

SILVER APPLICATIONS ONLY

(ii) Promotion

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

Promotion for P&S staff involves application to a different post or regrading of an existing post. Regrading involves a new job description with enhanced skills/detailing the new responsibilities and increased pay at the new level. Applications are considered 3 times/year and individuals can self-nominate.

In 2015, the School of Biosciences introduced annual regrading workshops. 69% attendees rated them favourably and 44% were encouraged to apply. Following successful introduction within SoLS, AS05 will introduce these workshops University-wide.

Tableau reports TS and fixed-term postdoctoral/research staff transfers to other job families (5.2ii/5.3iii/5.4iii). Regrading applications/successes are not currently captured automatically. AS16 will ensure this happens systematically. Manual analysis identified 369 examples of TS (37%:63%, M:F) applying for regrading of jobs (L1-4) (Table 5.12).

Table 5.11a Technical Services Regrading Applications

Effective Date of Regrading Application	Male Applications	Female Applications	Male Successful	Female Successful	Male Success Rate	Female Success Rate	Overall Success Rate
01 December 2012	4	1	4	1	100.0%	100.0%	100%
01 April 2013	1	1	1	1	100.0%	100.0%	100%
01 August 2013	8	4	7	4	87.5%	100.0%	92%
01 December 2013	5	1	4	1	80.0%	100.0%	83%
01 April 2014	2	0	2	0	100.0%		100%
01 August 2014	7	2	7	2	100.0%	100.0%	100%
01 December 2014	4	3	3	3	75.0%	100.0%	86%
01 April 2015	11	5	10	5	90.9%	100.0%	94%
01 August 2015	4	0	4	0	100.0%		100%
01 December 2015	5	3	5	3	100.0%	100.0%	100%
01 April 2016	2	4	2	4	100.0%	100.0%	100%
01 August 2016	4	1	4	1	100.0%	100.0%	100%
01 December 2016	7	3	6	3	85.7%	100.0%	90%
01 April 2017	8	2	8	2	100.0%	100.0%	100%
01 August 2017	2	7	2	7	100.0%	100.0%	100%
	74	37	69	37	93.2%	100.0%	95%

Table 5.11b Administrative Professional and Managerial Regrading Applications

Effective Date of Regrading Application	Male Applications	Female Applications	Male Successful	Female Successful	Male Success Rate	Female Success Rate	Overall Success Rate
01 December 2012	6	11	6	8	100.0%	72.7%	82%
01 April 2013	2	9	2	9	100.0%	100.0%	100%
01 August 2013	2	15	2	12	100.0%	80.0%	82%
01 December 2013	0	11	0	9		81.8%	82%
01 April 2014	1	10	1	8	100.0%	80.0%	82%
01 August 2014	0	17	0	14		82.4%	82%
01 December 2014	2	10	1	6	50.0%	60.0%	58%
01 April 2015	1	11	1	10	100.0%	90.9%	92%
01 August 2015	36	62	35	62	97.2%	100.0%	99%
01 December 2015	5	7	5	6	100.0%	85.7%	92%
01 April 2016	1	3	1	3	100.0%	100.0%	100%
01 August 2016	1	5	1	4	100.0%	80.0%	83%
01 December 2016	2	5	2	4	100.0%	80.0%	86%
01 April 2017	0	6	0	5		83.3%	83%
01 August 2017	2	15	2	13	100.0%	86.7%	88%
	61	197	59	173	96.7%	87.8%	90%

Table 5.11c Successful Regrading by 'level regraded to'

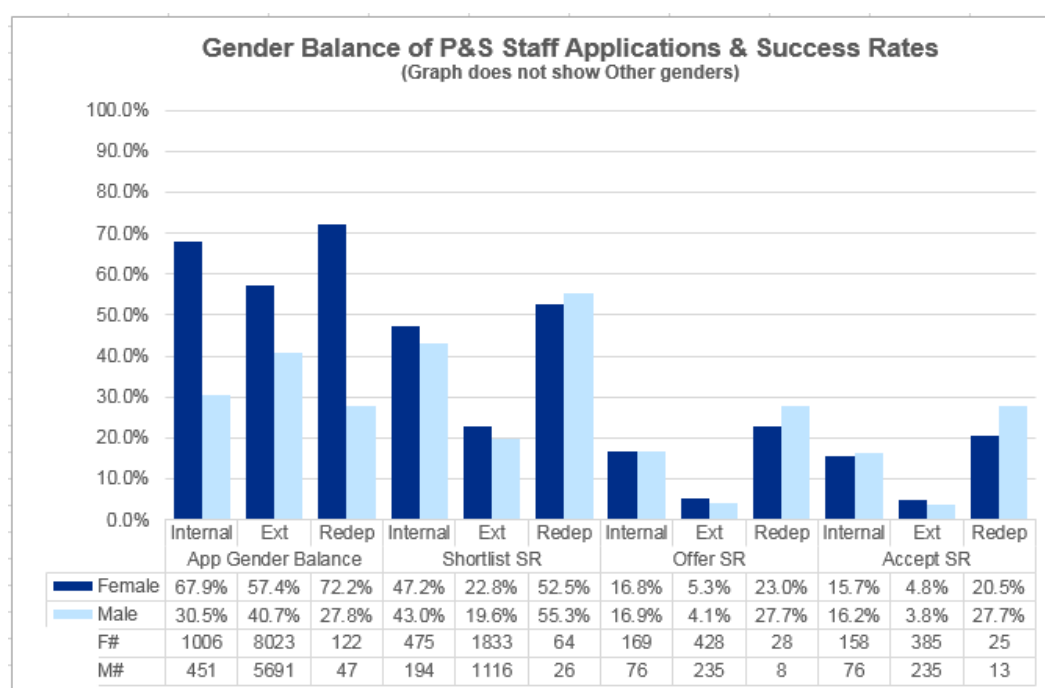
Level regraded to	Male Successful	Female Successful	Total	Female Advantage (Overall Numbers Posts Regraded)	Female Advantage (F% of ALL successful apps)
APM2	35	62	97	27	64%
APM3	2	53	55	51	96%
APM4	7	29	36	22	81%
APM5	10	24	34	14	71%
APM6	5	5	10	0	50%
APM7	0	0	0	0	N/A
TS2	10	7	17	-3	41%
TS3	18	14	32	-4	44%
TS4	28	13	41	-15	32%
TS5	13	3	16	-10	19%
	128	210	338	82	62.1%

For new posts Table 5.12 shows the success of internal/redeployment applicants.

Table 5.12 Professional and Support Staff – Applicant Type Breakdowns

		Internal Applicant	External Applicant	Internal Redeployment Candidate	Total	Internal Applicant-%	External Applicant-%	Internal Redeployment Candidate - %
Female								
Apps	2015	974	9164	126	10264	9.5%	89.3%	1.2%
	2016	1006	8023	122	9151	11.0%	87.7%	1.3%
Short List	2015	473	1883	68	2424	19.5%	77.7%	2.8%
	2016	475	1833	64	2372	20.0%	77.3%	2.7%
Offers	2015	163	405	35	603	27.0%	67.2%	5.8%
	2016	169	428	28	625	27.0%	68.5%	4.5%
Accept	2015	154	366	34	554	27.8%	66.1%	6.1%
	2016	158	385	25	568	27.8%	67.8%	4.4%
Male								
Apps	2015	431	6664	44	7139	6.0%	93.3%	0.6%
	2016	451	5691	47	6189	7.3%	92.0%	0.8%
Short List	2015	210	1230	26	1466	14.3%	83.9%	1.8%
	2016	194	1116	26	1336	14.5%	83.5%	1.9%
Offers	2015	65	244	8	317	20.5%	77.0%	2.5%
	2016	76	235	13	324	23.5%	72.5%	4.0%
Accept	2015	65	224	8	297	21.9%	75.4%	2.7%
	2016	73	214	13	300	24.3%	71.3%	4.3%
PNTS								
Apps	2015	12	123	0	135	8.9%	91.1%	0.0%
	2016	24	225	0	249	9.6%	90.4%	0.0%
Short List	2015	6	15	0	21	28.6%	71.4%	0.0%
	2016	17	30	0	47	36.2%	63.8%	0.0%
Offers	2015	0	5	0	5	0.0%	100.0%	0.0%
	2016	4	9	0	13	30.8%	69.2%	0.0%
Accept	2015	0	4	0	4	0.0%	100.0%	0.0%
	2016	3	9	0	12	25.0%	75.0%	0.0%
Blank								
Apps	2015	0	20	0	20	0.0%	100.0%	0.0%
	2016	0	39	0	39	0.0%	100.0%	0.0%
Short List	2015	0	6	0	6	0.0%	100.0%	0.0%
	2016	0	15	0	15	0.0%	100.0%	0.0%
Offers	2015	0	2	0	2	0.0%	100.0%	0.0%
	2016	0	7	0	7	0.0%	100.0%	0.0%
Accept	2015	0	2	0	2	0.0%	100.0%	0.0%
	2016	0	7	0	7	0.0%	100.0%	0.0%

Figure 5.10 Proportions of internal vs external vs redeployment applicants in 2015/16, and SRs at short-listing, offer and acceptance stage.



AS19 will use our new e-system to demonstrate clearer future trends and planned improvements including supporting full-time and part-time analysis. In addition, it will track applicants' School/level.

As per 5.1(iii), our starting-salary policy ensures no pay-gap at the point of role change.

Impact box 13

Issue: P&S progression

Actions completed:

- ✓ Introduced Tableau-based workbook
- ✓ Regrading workshops/process advertised/shared on workspace
- ✓ PDPR discussions encourage application
- ✓ Staff training/development

Impact: All Schools have data on staff movement.

Internal applicants more successful than external at every redeployment stage, indicating successful progression route average +17.6% of appointments vs applications.

Action box 14:

AS05: Broaden use of reggrading workshops across all Faculties and Departments.

AS19: Tableau datasets to include reggrading applications by gender.

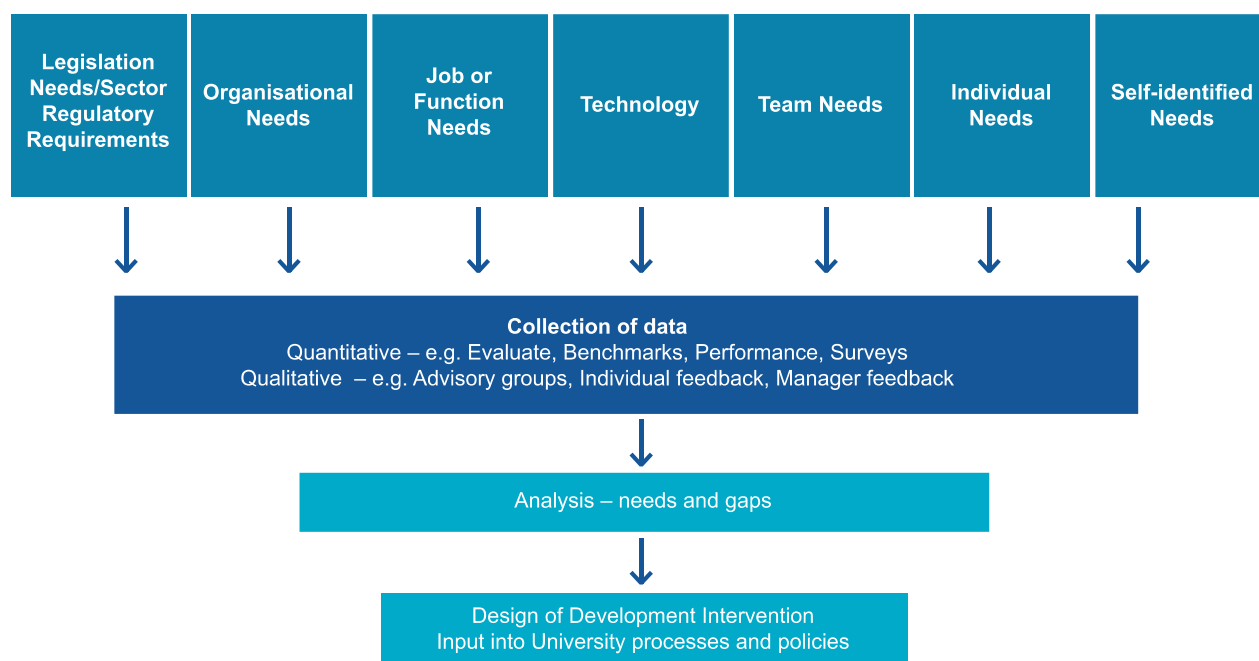
5.3 Career development: academic staff

(i) Training

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

We take a multi-layered approach to establishing the right training solution (Figure 5.11).

Figure 5.11 Summary approach to identifying learning needs



PD deliver a broad range of training courses (Table 5.13). Events are programmed, where possible, within term-time and core hours. Short courses run (minimum) twice yearly (AM/PM sessions ensure inclusivity) supplemented by bespoke programmes tailored to local needs.

Opportunities are communicated through:

- Induction/Recruitment for mandated training e.g., PGCHE/ATP
- PD webpages
- PDPR
- “Message-of-the-Day”; local/University-wide bulletins
- Communities/networks

Courses are evaluated (anonymously) directly after each event and amended appropriately. AS13 will address the fact that more women than men access training opportunities (Table 5.13).

Table 5.13 Uptake of training by academic staff and gender in 2015/16

ACADEMIC (R&T and CLINICAL) CENTRAL TRAINING	F	M	F%
Academic Language & Writing Skills	3	16	15.8%
Career Management	56	39	59.0%
Equality Diversity and Inclusion	41	42	49.4%
Health and Safety	39	47	45.4%
Interpersonal & Communication Skills	276	66	80.7%
IT & Information Skills	95	67	58.6%
Leadership & Management (short courses)	100	71	58.5%
Learning & Teaching	440	433	50.4%
Marketing Communications and Recruitment	0	2	0.0%
Personal Development & Performance Review (PDPR)	39	47	45.4%
Project Transform & Project Strategy 2020	22	34	39.3%
Public Engagement	5	2	71.4%
Research Environment & Context	87	89	49.4%
Research Methods & Approaches	122	74	62.2%
Well-being	76	26	74.5%
Grand Total	1401	1055	57.0%

The Researcher Development Programme enables postdocs/researchers to develop/extend professional skills and knowledge. Part-time and distance-learning opportunities are available.

We have rich teaching-related training programmes (Table 5.14). Staff who attended the teaching-focused promotion training were more likely to apply for promotion.

Table 5.14 Summary of teaching-related training programmes

Training programme	Target audience/detail	Uptake %F
Associated Teachers Programme (ATP)	Mandatory for new academics (L4 & L5)	58.2%
Postgraduate Certificate in Higher Education (PGCHE)	Mandatory for new academics (L4 & L5)	41.0%
Nottingham Recognition Scheme	To become Senior/Principal Fellows of the HEA.	43.0% (gained fellowship)
Teaching-focused promotion training	Teaching staff	74.8%

We co-designed EVALUATE (2014), a wireless-based system collecting student evaluation of teaching (SET), using personal devices (previously paper-based).

Table 5.15

Gender	2014/2015	2015/2016	2016/2017	Mean
Female	21.64	22.04	22.17	21.94
Male	21.32	21.69	21.92	21.62
Mean	21.44	21.83	22.02	21.74

SET scores and qualitative student comments are analysed to identify teaching developmental needs. International lecturers scored statistically significantly worse than other groups (gender/disability/age). PD introduced further voice-coaching to support this group and initiated classroom performance coaching. Initial voice-coaching scores show noticeable improvement, pre-/post-coaching (19.98-21.76).

“We struggled to understand...felt uncomfortable approaching...sometimes it wasn't clear what we needed to do and why” (pre-coaching)

“....very good tutor, spoke clearly, explains things well.” (post-coaching)

In 2013/14 we created our Peer Observation College (POC) to facilitate constructive teaching support. Initial low engagement led to review and creation of College Associates, staff responsible for School-based peer-review. These new arrangements will be tested 2017-18 (AP15).

EVALUATE will continue to provide ongoing details of the effectiveness of our teaching and where future interventions need to be targeted (AS15).

In 2013 38% of our Lord Dearing Awards, which recognise excellence in teaching, were awarded to female teachers in STEMM schools. This rose to 54% in 2017.

We offer an extensive, accessible Health & Wellbeing programme, supporting physical/mental health management. In the last four years, this included 7 resilience (2016/17:92%F 8%M) and 15 Mindfulness programmes, all oversubscribed.

Table 5.16 Feedback on impact of resilience training

“Invaluable course...the most worthwhile investment in my professional development & wellbeing in my working life...will be repaid many times over, thanks to the healthier and more productive workforce that results.”

”fantastic programme...really helped me managing professional relationships...coping with my workload, addressing work-life balance.”

E&D training is offered to all staff, including three online packages (Equality and Diversity at Work; Diversity in Learning and Teaching; Unconscious Bias) mandated for all interview panel chairs/members and all staff interviewing BMedSci students. These will become compulsory within induction (AS02/AS13).

PD piloted UB training workshops in 2015 for Academic and Administrative leaders, using ECU materials. These evaluated well and are being further developed (AS13).

A bespoke positive action leadership programme for disabled staff (Calibre level 2 ILM qualification) was successfully piloted in 2014 (78%F), redelivered 2016 (64%F). Initiatives targeted for BME staff include 'Stellar HE', a Leadership programme for middle/senior managers/academics (55%F) and 'Cope for Equality', a personal development programme for L1-3 (57%F).

Impact box 14

Issue: Targeted staff development training required

Actions completed:

- ✓ Created APPLE/WAND/PEAR programmes
- ✓ Teaching-focussed promotion training
- ✓ Broad T&D provision
- ✓ Resilience/mindfulness

Impact: APPLE/WAND attendees higher likelihood of promotion. Resilience: women apply/reapply more quickly after unsuccessful promotion applications. UoN PD leader, Jo Bramham and colleagues published research demonstrating positive impact of inclusive mindfulness. 75%-(2016) versus 64%-(2014) of staff agreed T&D met their needs.

Action box 15:

AS10: improve take-up of University guidance and careers support for Early Career Research Staff.

AS13: action to encourage more men to take up training.

AS15: Suite of workshops will be developed to enhance current induction offer; Explore feasibility of inviting existing staff to help them keep abreast of developments.

(ii) Appraisal/development review

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

All staff are required to have an annual PDPR (or joint clinical appraisal with an NHS reviewer) (SAP2012). 99% agreed this happened in the last year. PDPR meetings review performance against set objectives/priorities; give/discuss feedback; discuss career/development needs; agree a personal development plan; set objectives for the year ahead. A performance rating is given: 1=Exceeds, 2=Meets, 3=Below expectations. Rating 1 receives either a non-consolidated or a consolidated bonus to recognise/reward excellence.

Moderation committees (including HRBPs) review rating consistency. Post-moderation reviews track inclusivity/demographic trends and guide actions.

Table 5.17 Academic update of PDPR training

Academic Year	Course name	Total	%Female
2012/13	PDPR: Goal Setting	27	52
	PDPR: Briefing	133	38
	PDPR: The Process	740	41
	PDPR: Using Behavioural Competencies	19	68
2013/14	PDPR: How To Be An Effective Reviewer	34	44
	PDPR: The Process	16	50
	Preparing For Your PDPR Meeting	14	57
2014/15	PDPR: How To Be An Effective Reviewer	29	35
	Preparing For Your PDPR Meeting	20	65
2015/16	Getting the most out of your PDPR	5	60
	PDPR: How to be an effective reviewer	55	33
	Preparing For Your PDPR Meeting	26	70

A PDPR survey (SAP2012) was undertaken (2014, 36% response rate). Subsequently, focus groups incorporating 56 staff selected to represent all groups/grades, made recommendations leading to changes in the form (2014/15), guidance documents, PDPR website (2013/14) and training content. PDPR outcomes by staff group are shared with FEDIGs.

In 2016, work started with 150+ staff across UoN to replace the existing competency framework and co-create a behavioural-based framework “Building-a-Culture-for-Success” (SAP2012) outlining expectations and behaviours at work, aligning with our People Strategy values. Following successful pilot, it is now being actively used in recruitment. Actions AS03/04 and AS11 will embed this into PDPR and promotion processes and complete roll-out of a managers’ toolkit, facilitating assessment of behaviours through recruitment/selection stages.

Despite these changes, 2017 AS survey responses highlighted staff have concerns with the process: 45% (academics) disagreed work-life balance was discussed; 35% disagreed promotion-readiness was discussed; 56% disagreed ratings were helpful: quotas linking financial rewards rating 1, meant staff missing the quota were ‘downgraded’ to 2. FPVCs have piloted alternative approaches to address concerns (SAP2016) e.g. retention of 1 and non-financial recognition (40 staff-20F). Although 47% of academics agreed career progression was usefully discussed, 26% were neutral and 27% disagreed. AS03 will imbed improved approaches as part of a wider PDPR redevelopment.

Impact box 15

Issue: Slow female career progression. Lack of female leaders.

Actions completed:

- ✓ Extensive CSC options; resilience/mindfulness programmes
- ✓ LMA created, career development hub with online resources/information
- ✓ Mentorship programme, mentors' training
- ✓ Leadership Training Programmes
- ✓ Award-winning female development programmes (APPLE/PEAR/WAND)

Impact: Female staff more engaged than male staff with training.

Higher average female performance (REF/PDPR).

PDPR last 3 years: More female exceeds-Represents equal or higher proportion of female workforce.

Fewer females/lower proportion of female workforce below expectation.

Women applying for promotion, have increased SRs; reapply more quickly after unsuccessful applications.

Impact box 16

Issue: Variable PDPRs

Actions completed:

- ✓ Reviewers/reviewee training (SAP2016)
- ✓ Form/guidance/documentation/website redesigned (SAP2016)
- ✓ Consultation
- ✓ "Building-a-Culture-for-Success" co-created (SAP2016)

Impact: 68% surveyed agreed PDPR training helpful. Increased transparency: outcomes by staff group on website/shared with FEDIGs (2013)

Action box 16:

AS20: Room for improvement – Issues identified by focus groups will be encompassed in the PDPR redevelopment. These include clear guidance and communication around standards and expectations required. A need for development discussions; an improved form; improvements in the scheme's ability to help managers identify exceptional performance and underperformance; use and interpretation of competency development (not being used widely), and visibility and communication of PDPR outcomes.

(iii) Support given to academic staff for career progression

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

Alongside support described in 5.3i we offer:

- Fellowships: 3-year NRF, female-only/female-targeted AMF, both include: career development/mentoring, linked to academic post on completion, £25,000 research costs/year, £5,000 per annum childcare costs. We match-fund one Daphne Jackson Fellowship/year. £25m investment (2017) funding 100 fellowships by 2020 (SAP2012/SAP2016/AS07).
- Careers and Employability Service: workshops and 1:1 advice.
- Annual Research Staff Development Conference (RSDC).
- ECR Leadership Programme (with UoB): UoN attendees: 2017:50%F/2016:66%F/2015:50%F.
- Award-winning, female-only development programmes, APPLE-(L4/L5)/WAND-(L6).
- Research Leaders' programme (17-20 staff/year): improved female uptake (SAP2016) (2017:42%F/2016:32%F/2015:22%F).

In 2015 UoN invested £1.5m (over 3 years) in the LMA (SAP2012), to nurture, support and develop leaders (SAP2016). To date 1739 (62%F) staff have engaged with it. It includes seven leadership programmes, open to all staff (n=422 since launch):

- Strategic leaders programme
- Leadership for high performing Schools/Departments/research Groups
- Future leaders
- Leadership for high performing teams
- Supervisor Development programme
- Stepping into leadership
- Aspiring leaders

The LMA has developed guidance for progression from “postgraduate researcher to professor” (SAP2016), including performance/progress indicators and suggested training/development activities.

Postdoctoral Researcher provision is reviewed against the Researcher Development Framework as part of the biennial Concordat analysis. Improved development initiatives were recently introduced for postdoctoral researchers, with uptake to date 57%F:

- Research Staff Writing Retreat
- Mock funding-panel (peer-review training)
- Fellowship writing
- Public engagement activities
- Research data management training.

Impact box 17

Issue: Lack of female senior leaders

Actions completed:

- ✓ T&L promotions pathway
- ✓ LMA leadership programmes (SAP2012/SAP2016)
- ✓ Dedicated Senior Careers Advisor (Research Staff/PhDs), Research staff network
- ✓ £25m for research fellowships
- ✓ Women's Development Programmes (APPLE/WAND)
- ✓ RSDC programme cascaded via FPVCs/APVCs/HoSs/Provosts/Senior Women's network; (SAP2016).
- ✓ Early Career leadership Programme-5th year-126 'graduates'+39 enrolled (2017)

Impact: Retention of EU HR Excellence in Research award following positive assessment of our Research career development action plan.
 Received THE award for Outstanding Support to Early Career Researchers (2015).
 APPLE/WAND participants more likely to: apply for promotion within 2 years versus other UoN female academics; receive 'exceptional performance bonuses'-4%-(APPLE)/7.3%-(WAND); receive 'exceeds expectations' PDPR rating versus UoN average
 Increased RSDC female participation (2017:60%F/2016:52F%/2015:47%F).

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5.4 Career development: professional and support staff**(i) Training**

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

Opportunities are provided, communicated, evaluated and developed as 5.3i, with course content tailored for P&S colleagues.

Table 5.18 P&S Staff and uptake of training by gender in 2015/16

P&S Central training	F	M	F%
Academic Language & Writing Skills	6	0	100.00%
Career Management	51	34	60.00%
Equality Diversity and Inclusion	132	51	72.13%
Health and Safety	404	308	56.74%
Interpersonal & Communication Skills	1269	245	83.82%
IT & Information Skills	784	196	80.00%
Leadership & Management	491	168	74.51%
Learning & Teaching	174	144	54.72%
Marketing Communications and Recruitment	18	4	81.82%
Personal Development & Performance Review (PDPR)	128	50	71.91%
Project Transform & Project Strategy 2020	1517	220	87.33%
Public Engagement	64	22	74.42%
Research Environment & Context	80	26	75.47%
Research Methods & Approaches	19	17	52.78%
Well-being	403	52	88.57%
Grand Total	5540	1537	78.28%

Analysis by role shows gender balances reflect workforce profiles, except TS: 53%F enrolled on workshops versus 40.3%F workforce. This demonstrates impact of work to develop the technician pathway, specifically for women (5.4iii). AS13 will seek to ensure all staff benefit from training opportunities.

PTF has involved role changes and organisational change, which has impacted on P&S staff morale (5.6viii). We have ensured provision of training includes change management, career planning and technical skills, (85%F, n=1357). Mean evaluation=4.57. (1-5; 5-best). >80% attendees scored workshop for change-management leadership 4 or 5. One comment was:

“This was a very useful and timely course. I will use what I have learned to enhance my CV in light of forthcoming changes.”

Other targeted initiatives include: Resilience training programmes (5.3i); ‘Skills for wellbeing’ workshops during Spring/Summer 2017. 52 attendees (85%F), mean evaluation=3.86. Staff feedback identified further resilience and mindfulness programmes are needed. These will be offered 2017/18 onwards (AS20).

Action box 17:

AS13 will target specific staff groups where there is low attendance at training events and/or leadership and management and career management opportunities.

AS20: Offer further resilience and mindfulness programmes.

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(ii) Appraisal/development review

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

P&S staff have PDPRs (>99% uptake) and training as for academics (5.3ii). AS19 (as for academics, 5.3i seeks to engage male staff in training to address the disproportionately high female uptake (UoN P&S=62.7%F)

Table 5.19 Annual P&S PDPR training uptake

Academic Year	Course name	Grand Total	%Female
2012/13	PDPR – Goal Setting	128	78
	PDPR Briefing	144	79
	PDPR: The Process	894	72
	PDPR: Using Behavioural Competencies	117	71
2013/14	PDPR – How To Be An Effective Reviewer	67	69
	PDPR Briefing	4	50
	PDPR: The Process	46	63
	Preparing For Your PDPR Meeting	54	78
2014/15	PDPR – How To Be An Effective Reviewer	144	72
	PDPR - How to be an Effective Reviewer for FM Managers	13	69
	Preparing For Your PDPR Meeting	203	65
	Preparing For Your PDPR Meeting for FM Staff	9	78
2015/16	Getting the most of out of your PDPR	10	100
	PDPR – How To Be An Effective Reviewer	65	71
	Preparing For Your PDPR Meeting	53	70

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

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

In addition to 5.4(i) we offer:

- Staff development fund: financial assistance with external courses/qualifications (awards-64%F).
- Informal mentoring within Schools/PS, supplemented via LMA (P&S:n=1200).
- ILM qualifications: 71%F/n=718
- APPLE/PEAR/WAND (annual cohort 40-70/programme since 2005).
- Formal secondment policy introduced (2016) supporting identifying/using secondments. Previously informal. Fewer TS take secondments (AS05).
- Opportunities to join task and finish groups and staff networks
- Increased opportunities to contribute to consultation exercises/policy co-creation
- Staff apprenticeship scheme
- First University offering HEA-accredited Associate Teacher qualifications for Technicians. 54 have started the programme (48%F).
- Since 2013, (female) Senior Technician allocated 0.2FTE for technician-development projects including with external Councils supporting technicians scientist/engineer registration.
- Established a university-wide Technical Skills Development Manager, (2016) to lead Technical Services strategy and development encompassing significant external activity.
- A founding signatory of the Technician Commitment, a university and research institution initiative, led by a steering-group of sector bodies to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research.
- Working with Gold AS award-holders to develop sector best practice guidance for technical development.

In 2016, the LMA created the Career Development Hub, a “one-stop-shop” pulling together career/personal development support (SAP2016). It provides example career pathways including “talking heads”; resources and career-planning activities signposting relevant development interventions. A sector-leading component is e-learning development solutions with an external provider. UoN has been approached by several interested HEIs and is currently in discussions. AS06 will conduct an impact assessment.

Two APM conferences, co-created through staff consultation (delivery 2017/18) for L1-3 and L4-7, split due to volume of interest, will include: networking; wellbeing; skills identification; case-study careers. AS05 will develop this as a regular event and evaluation will inform future planning.

Figure 5.12 Winners of the THELMAs International Strategy of the Year category for PS staff



Technical skills have not always been widely recognised, as noted by HEFCE and the Royal Society. UoN has worked hard to change this.

Our reputation for best practice in (female) technician development, led to the DWP asking us to participate in their #NotJustForBoys Campaign. UoN female technicians were photographed for the launch which reached >100,000 people. **Kelly Vere, HEA STEM Technician of the Year 2014**, gave live TV interviews about the importance of technical roles for women.

Figure 5.13. #NotJustForBoys social media dissemination



Figure 5.14 #NotJustForBoys campaign poster2



Nottingham **founded** the Higher Education Technician Summit (2015), continued in Warwick (2017) and Birmingham (2019). 450 delegates (54%F) attended Nottingham's event. Post-event survey (51%F) summary, Table 5.12).

Table 5.20. Evaluation of HET2015.

93% "useful" or "very useful"

64% said the HET2015 helped their professional development

57% said HET2015 inspired further technician development at their own organisations

"I found it inspirational and felt part of something bigger" (female)

"The event highlighted that it is possible to have a technical career not just a job, that there is progression and that there are numerous associations that can help you along the way....this is the first time I have seen them all under one roof" (male)

Impact box 18

Issue: P&S Progression

Actions completed:

- ✓ Funding/opportunities as above
- ✓ APPLE/PEAR/WAND
- ✓ Leading Technician career development
- ✓ Secondment policy

Impact: APPLE/PEAR/WAND participants more likely to succeed in applying for higher-level posts. Secondment policy, increased use, from 9-(2011)->89-(2017) (+better records). See 5.2ii. UoN won *International Strategy of the Year* category at the 2017 Times Higher Education Leadership & Management Awards (THELMAs, Figure 5.12) recognising outstanding work across professional services/administration of the UK's world-leading HEIs. Technician career pathway work awarded "S-Lab Supporting World Class Science" in the category "Making a Difference" (2014). Achieved Science Council Employer Champion status (one of only three then recognised).

Action box 18:

AS05 will develop career pathways and align training and development needs.

5.5 Flexible-working and managing career breaks

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

- (i) **Cover and support for maternity and adoption leave: before leave**
Explain what support the institution offers to staff before they go on maternity and adoption leave.

We take a holistic approach to all stages of maternity, adoption and SPL. HR provide one-to-one meetings for expecting parents (average 10/month) to discuss: process; pay; leave entitlement; support available. Feedback is positive, individuals feel empowered to follow-up with named contacts. This personal approach supplements "one-stop-shop" website information, including guidance for managers, checklists and a regularly revised "information booklet for parents", developed (2015) in response to staff requests.

Negative, qualitative AS survey responses about maternity support led to formation of the Parental Support Working Group (PSWG). This ran positively evaluated focus groups of parents and line-managers, (evaluation-4.6/5). Participants felt "my voice is being heard" (Staff), "good ideas generated, they will be taken further" (Line-Manager). Actions informed by participants and suggested solutions are included in our action plan (AS23, AS27, AS28).

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

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

Over and above ensuring staff are aware of their formal entitlement to KIT days, our guidance ensures staff discuss in advance how they prefer to be contacted, if at all, while on leave.

We have guidance recommending appropriate cover, however, funding currently comes from local budgets. GEN members report this restricts the support offered. AS27 will ensure financial considerations do not impact these arrangements.

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

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

Maternity/adoption returners are offered support, including flexible-working and changes to workload. These are communicated directly through the Information Booklet for Parents and HR webpages which describe potential arrangements including term-time or part-time working. Staff are reminded of their right to use accrued annual leave to phase their return to work.

We have introduced Parenting Rooms on each Campus (Figure 5.15).

Figure 5.15 Athena SWAN parenting room



Focus groups highlighted staff lacking confidence or needing personal support on returning from leave. AS27 will ensure returning staff have access to our internal coaching pool for career coaching or other tailored support.

Local discussions and decisions about support before, during and after parental leave, aim to provide the best solutions for individuals and we have some good provision to support those with caring responsibilities (5.5viii), AS27 will enhance our commitment by improving central support, promoting equal and fair treatment across the institution.

Impact box 19

Issue: Staff felt unsupported, encountering practical difficulties on parental-leave return.

Actions completed:

- ✓ Parenting-rooms (2016/7).
- ✓ PSWG focus groups
- ✓ Parental leave policy strengthened facilitating extended requests for increasing hours after returning part-time.
- ✓ Returning AMF/NRFs able to work part-time: fellowships extended pro-rata.

Impact: Staff/students able to breastfeed/express/store milk.
Clear insight into staff concerns.
Enhanced flexible-working on return.

Action box: 19

AS27 will facilitate more consistent support and resources for maternity returners, learning from and appropriately centralising innovative local practices, supported by AS17 and investigating parental reintegration scheme/fellowship.

AS27: Establish Parents network to offer opportunity to share experience and learn from peers before, during and after leave.

AS23: Research staff and fixed term contracts at greatest risk of not returning to work. Highlight options for no cost extensions to funding.

AS28: Lack of childcare facilities on Sutton Bonington campus (SB). Review ways to support childcare on or near SB.

AS27: Implement agreed EHRC Working Forward Pledge around creating a better workplace for working parents, from pregnancy to return to work.

(iv) Maternity return rate

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

From 2010-2016, 747 women took maternity leave and 677 (90.6%) returned. Contract-end accounts for 54% of non-returners (Table 5.22).

Figure 5.16

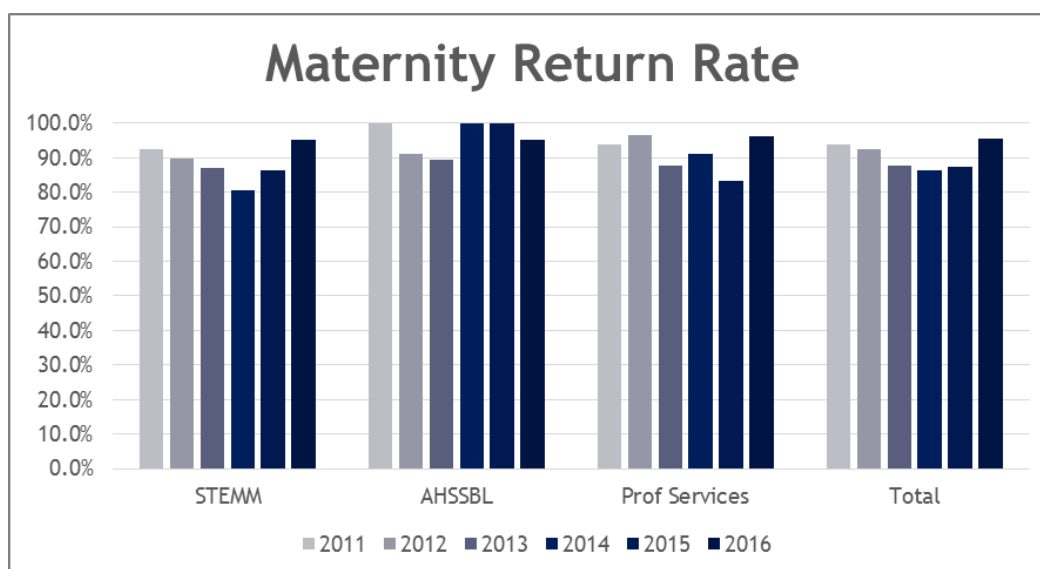


Table 5.21 Maternity Return-rate by department/subject.

		2011	2012	2013	2014	2015	2016
Non Returners	STEMM	5	7	8	13	8	3
	AHSSBL	0	2	2	0	0	1
	Prof Services	2	2	5	3	7	2
	Total	7	11	15	16	15	6
Total Maternities Due to Return	STEMM	66	67	61	67	58	61
	AHSSBL	13	22	19	17	18	21
	Prof Services	32	55	41	34	42	53
	Total	111	144	121	118	118	135
	Total	6.3%	7.6%	12.4%	13.6%	12.7%	4.4%
Return Rate	STEMM	92.4%	89.6%	86.9%	80.6%	86.2%	95.1%
	AHSSBL	100.0%	90.9%	89.5%	100.0%	100.0%	95.2%
	Prof Services	93.8%	96.4%	87.8%	91.2%	83.3%	96.2%
	Total	93.7%	92.4%	87.6%	86.4%	87.3%	95.6%

Table 5.22 Female staff on fixed term contracts who did not return from Maternity leave due to contract ending.

Fixed-Term Contracts	2011	2012	2013	2014	2015	2016	Grand Total
Did not Return from Maternity	5	8	6	9	8	2	38

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

Turnover in 18 months post-return is 15-20% of maternity returners. This is similar to all-staff turnover (c.22%). AS27 in conjunction with our PSWG will ensure we fully understand reasons for non-return/leaving.

Table 5.23 Remaining at the Institution over time after return from maternity leave

	2011	2012	2013	2014	2011	2012	2013	2014
Returned from Mat Leave	104	133	106	102	93.7%	92.4%	87.6%	86.4%
Remained 6 Months After	90	123	94	97	81.1%	85.4%	77.7%	82.2%
Remained 12 Months After	87	115	90	85	78.4%	79.9%	74.4%	72.0%
Remained 18 Months After	83	110	86	79	74.8%	76.4%	71.1%	66.9%
Total Mat Leaves Ending in Year	111	144	121	118				

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

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

Adoption/SPL packages offer enhanced payments to those with >1 year's service. Staff receive full-pay for the first week of paternity leave. Additional Paternity Leave (up to 13 weeks' unpaid leave) has been replaced by SPL, offering better financial support to both parents.

Table 5.24

Leave Type/ Gender*	2011	2012	2013	2014	2015	2016
Paternity (M)	82	71	68	78	76	102
Paternity (F)	0	3	0	1	0	0
Adoption Leave (M)	1	0	0	1	1	1
Adoption Leave (F)	1	1	0	1	3	3
Shared Parental Leave (M)	0	0	0	0	0	4
Shared Parental Leave (F)	0	0	0	0	0	3
Maternity (M)	0	0	0	0	0	0
Maternity (F)	111	144	121	118	118	135
Parental Leave Totals	195	219	189	199	198	248
Paternity (M)	42%	32%	36%	39%	38%	41%
Paternity (F)	0%	1%	0%	1%	0%	0%
Adoption Leave (M)	1%	0%	0%	1%	1%	0%
Adoption Leave (F)	1%	0%	0%	1%	2%	1%
Shared Parental Leave (M)	0%	0%	0%	0%	0%	2%
Shared Parental Leave (F)	0%	0%	0%	0%	0%	1%
Maternity (M)	0%	0%	0%	0%	0%	0%
Maternity (F)	57%	66%	64%	59%	60%	54%

Leavers span all levels, the majority (93% maternity, 89% paternity) L1-L5, fitting with age-ranges.

(vi) Flexible-working**Provide information on the flexible-working arrangements available.**

Staff benefit from formal and informal flexible-working. Formal arrangements generally impact pay, e.g. FTE changes, term-time working, job-share. Widespread, informal, flexible-working is used extensively, primarily by academics, including working from home; varying start/finish times; varying working days (part-time colleagues) to accommodate specific work or home activities.

Variable practice led to consultation (2016), involving c.30 staff, to develop flexible-working guidelines (implemented 2017). Staff were nominated by HRBPs to participate, including managers with large teams/numbers of flexible working requests; representatives of different working practices/roles/UoN areas.

AS survey results indicate variation in the ability to work flexibly: 71%(Academics); 77%(Postdocs); 62%(APM); 61%(TS); but only 39%(O&F) agreed they could. AS26 and AS29 will continue promotion of a flexible approach with managers, driven by HRBPs and our new guidance.

Impact box 20

Issue: Variable flexible-working practice

Actions completed:

✓ Staff consultation

✓ Produced guidance for staff/managers

Impact: Only 15% staff disagree they can work flexibly (18.7%(APM);18%(TS);8.6%(academics);7.4%(postdocs) but 36%(O&F).

Action box 20:

AS26 builds on current activities to accommodate staff timetabling requests.

AS29: includes further development of flexible-working policies, including central guidance on Home Working and communications especially to O&F staff and managers.

AS29: training, especially for people who only manage small numbers of staff. Sessions will include opportunities to ask questions.

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

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

Our flexible-working policy enables staff to request temporary and permanent changes to working hours/patterns, supporting transitional periods and/or providing trial periods to ensure suitability of revisions to existing arrangements.

"I initially returned 3 days/week, upped to 4, then back to full-time, over approximately 2.5 years. My requests were always prompted by my need rather than the department's."

Job-share staff are offered 'first-refusal' of additional hours if job-share partners leave. Part-time staff can apply for additional hours/full-time roles when these become available. HR/GEN identified inconsistency in practice, which can be "right place, right time". HRBPs are standardising guidance and practice (AS27/AS29).

Action box 21:

AS27: Will standardise process of safeguarding funds to allow part-time parental-leave returnees to return to full-time within 3 years of most recent parental leave.

AS29: includes work underway by HRBPs to standardise the process of changing hours of work, to ensure equality of opportunity.

AS29: Will create a database of job-share partners.

(viii) Childcare

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

Staff/students use University-owned/operated Day Nursery, (long-term Ofsted Outstanding); Playcentre, (2016 Ofsted Outstanding) and BusyBees (privately-owned/operated), providing care from 6 weeks-5 years; full-time/part-time, full-year/term-time only. The Playcentre offers a Holiday Playscheme (ages 4-12).

We offer a Nursery Tax Scheme (similar to salary sacrifice), Childcare Vouchers and subscribe to the 30 free hours of childcare for over 3s. Childcare services are included in induction webpages, highlighted in all prospectuses and have dedicated webpages. The University Childcare Services Manager is a member of GEN and PSWG.

University-owned/operated services have a waiting list of c.200. Our PSWG staff survey/consultation staff (SAP2016), found staff/students preferred to wait, despite spaces available at BusyBees. To understand, we analysed and surveyed the waiting list (February-June/17). No decisive factor (part/full-time, advance booking, flexibility), was identified, our facilities are simply too small to meet demand. AS28 will develop a case of need for UEB to increase the capacity of our facilities.

Action box 22:

AS28: Case of need for increased childcare provision. This will include working with Schools on Sutton Bonington Campus (SB) to develop a solution, following surveys of SB childcare needs (2012-2016), which indicated unmet need. An extensive review of surrounding services determined there are available, but insufficient local providers.

(ix) Caring responsibilities

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

Our Special Leave policy (5 days paid leave) helps staff at times of unplanned/urgent need.

Long-term carers' leave allows up to 13 weeks/year to care for dependant relatives. Our Carers' Staff Network provides mutual support; exchange of information/ideas; a communication route to raise issues of policy/practice/procedure/policy development. UoN funds events, invited speakers and supports the P&C team's "Carers week".

Carers can apply for flexible working to temporarily/permanently change working-patterns (5.5vi). Teaching timetabling accommodates staff requests to avoid certain days/times.

"I returned to a full-time T&L contract. Timetabling facilitated my request to avoid teaching at 9am/5pm coinciding with my husband's teaching, allowing one of us to do the school run. For a dual-academic household this has made a huge difference to our peace of mind".

UoN owns houses/flats for temporary staff use, e.g. when moving to Nottingham, to explore schools/residential care before securing more permanent local accommodation.

Our "Conference and Training Care Fund", a GEN innovation, launched 2017, supports parents/carers across all staff groups by covering additional caring costs incurred whilst attending external events.

"The award of...funding made this (conference) visit achievable. I am grateful to the faculty for granting it."

To date few staff have utilised the fund. Action AS30 will improve communication of availability to increase uptake.

Figure: 5.17 Dementia Friendly University recognition

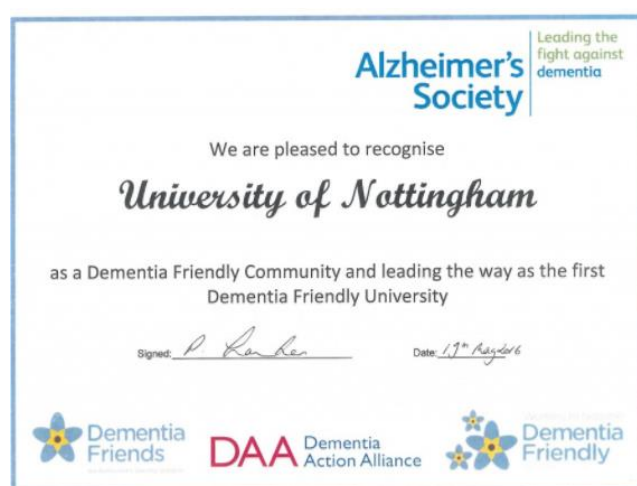


Figure 5.18: Secured parking spaces



Impact box 21

Issue: Barriers to effective working for carers

Actions completed:

- ✓ Parking-spaces on all campuses, reserved for those arriving after 9.15am (Figure 5.18).
- ✓ Teaching-timetable accommodates caring-requests.
- ✓ Parenting-rooms.
- ✓ Additional flexible-working guidance for managers (5.5vi).
- ✓ Created “Conference and Training Care Fund”.
- ✓ Produced meeting-times guidance.
- ✓ ‘Month-of-the-Mind’ events programme includes Dementia Awareness Week.

Impact: Practical support for staff with caring-commitments. Key events scheduled accommodating carers. First Dementia Friendly Institution (Figure 5.17).

Action box 23:

AS30: Improve communication of “conference and travel care fund”
Explore the possibility of using the fund to support child care for KIT days and internal conferences.

5.6 Organisation and culture

(i) Culture

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

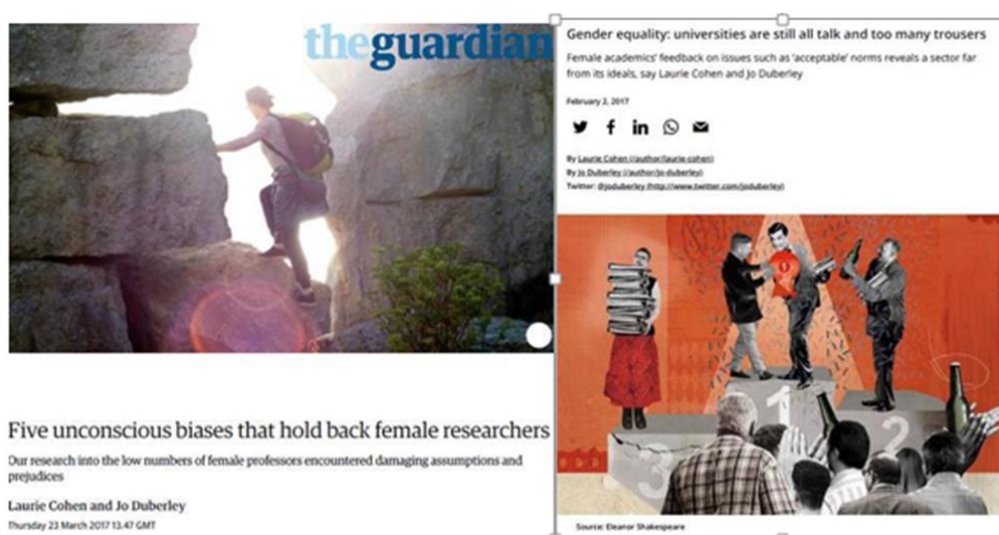
We believe that evolving our Culture depends upon a continuous dialogue with our staff, a consistent emphasis on promoting the right kinds of opportunities at the right times, and ensuring that leaders among under-represented groups are visible, supported and celebrated.

In 2014, the VC led focus groups with senior women (c.50 attendees) to gain a greater understanding of cultural barriers to gender equality. Findings included a need to de-mystify leadership roles/ensure they are attractive to women (actioned 2016 through the Research Leaders Programme, designed to identify and develop promising leaders (2017:36%F; 2016:45%F)). Role-shadowing will be developed further by the LMA (AS06).

“Role-shadowing has broadened my horizons. Now I feel I could take on one of these roles in the future and previously I didn’t think I could.”

A collaborative research project was funded, (part of UoN-UoB partnership), to gain a greater understanding of experiences of female academics and the barriers they face. Findings have been disseminated across both institutions and in the national press (Figure 5.18) and fed into promotions review (AS11).

Figure 5.19: Collaborative research findings published in THE and the Guardian, 2016



In 2017, we commissioned (£85k) a Staff Evaluation Survey (SES) using Gallup, the first of its kind in a UK HEI. (AS32 will build on this baseline). We regularly gauge staff engagement/opinions through School-level surveys/consultation exercises (3vii). The SES shows no marked gender differences in satisfaction on key questions related to Culture (Table 5.25).

Table 5.25: Average scores to culture questions from our Staff Engagement Survey (SES) minimum score 1 maximum score 5. *Trans staff responses redacted due to small numbers but satisfaction scores are comparable to those shown above.

Question (responses out of 5)	Female	Male
How satisfied are you with the University as a place to work?	3.54	3.44
My supervisor or someone at work seems to care about me as a person	3.84	3.63
If I raised a concern about discrimination I am confident the University would do what is right	3.41	3.58
My University treasures diverse opinions and ideas	3.13	3.05
The University cares about my overall wellbeing	2.82	2.77

Since the SES, ECs (64%F) are working with strategic/local teams to distil their survey results and understand local variation.

Our AS survey (Table 5.26) shows female staff are more negative than male about their progression opportunities. Given data (5.1iii/5.2ii) showing promotion/regrading success is higher for female staff, this emphasised to us the importance of communicating our achievements and continuing to support all our colleagues appropriately. AS32 and insights from LiPP will allow us to explore and address this and the reasons why over 20% of our staff remain negative about our commitment to and actions in support of ED&I.

Table 5.26 2016 Athena SWAN survey results

Question	Responder Gender	No gender difference	Men disadvantaged	Women disadvantaged	Don't know
What is your perception of the equality of treatment in the University with respect to promotions/ regrading?	Female	38%	0.5%	43%	18.5%
	Male	56%	10%	17%	17%
		Agree	Disagree	Neutral	N/A
My gender has no bearing on whether I will have a successful career in this University	Female	53%	23%	23%	1%
	Male	64%	13%	21%	2%
My ethnicity has no bearing on whether I will have a successful career in the University	Female	60%	9%	20.5%	10.5%
	Male	64%	11%	21.5%	3.5%
		Agree	Disagree		
I feel the University takes Athena SWAN seriously	Female	73.2%	26.8%		
	Male	75.7%	24.3%		
		Agree	Disagree		
I feel the University is effective in raising awareness of equality, diversity and inclusion issues	Female	76.7%	23.3%		
	Male	78.9%	21.1%		

Figure 5.20 GEN (previously called WinSET) Conference.



We work alongside our students, who are extremely engaged in ED&I. The APVC-ED&I meets quarterly with the UoNSU President/Welfare Officer to share information and plan partnership working. In 2015, we co-hosted a HeForShe event with the UN, which attracted over 200 students/staff and was tweeted by actor and UN Women Goodwill Ambassador Emma Watson (Figure 5.20). [HeForShe](#) is a movement to create a global conversation on gender equality. The HeForShe #GetFree Tour encouraged students/staff/the public to explore their understanding of gender issues, empowering them to take a lead in advancing equality in their environments and communities.

Our Students' Union (UoNSU) Welfare and Equal Opportunities Officer summarised:

“Education is for everyone; however some students encounter issues that make them feel less important. Liberation networks exist (Women’s, LGBT+, BME and Disabled) to help and support disadvantaged students. One of the amazing things about UoNSU is our variety of proactive student groups. More students than ever were engaged in the HeForShe campaign. Students have campaigned on Women in Leadership, Lad Culture, Gender Fluidity and Intersectionality, Sexual Consent and the Tampon Tax. It is a privilege to see students taking action and speaking up for things they believe in, and it is so important that they have the space and platforms to do so through UoNSU.”

AS18 will ensure we continue to work with our students to stamp out harassment and inappropriate language and raise awareness of important dignity and diversity issues across our student body and support our dignity agenda.

Figure 5.21 HeForShe Bus Tour at UoN image and tweet from Emma Watson.



UoN is also signed up to “This Girl Can”, celebrating diversity in sport (Figure 5.22).

Figure 5.22: University Diversity in Sport Award 2015.



We have introduced new institutional awards to celebrate the achievements of colleagues who lead our ED&I agenda. From 2017, a new category in the VC’s medal portfolio recognises “Outstanding contribution to advancing ED&I in University life”. The first recipient is Dr Tamsin Majerus. Our LGBTQ network Chair, Dr Max Biddulph received a 2017 VC’s medal for his tireless dedication and raising LGBTQ awareness.

Impact box 22

Issue: Understanding barriers to female leadership

Actions completed:

✓ VC-led focus groups, commissioned report

✓ LMA facilitates mentoring

✓ Elevating female voices" conference (Figure 5.20) focus on building self-confidence/self-belief that women can hold senior leadership roles

✓ Women's Development Programmes (APPLE/WAND/PEAR) delivered promotions masterclasses

✓ Collaborative leadership work with UoB

✓ Successful FMHS role-shadowing pilot

Impact: 123 mentoring relationships (56%F), supplemented by School activity; 79% staff (60%F) have ambition for L6 or above.**Action box 24:****AS06:** A gap in provision between support we provide for ECRs (AS07) and senior leaders programme (actioned through LMA).**AS18:** work with students to raise awareness of dignity harassment and other issues.**(ii) HR policies**

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

We oversee consistency through consultation processes (3vii; DAs/HR/Unions).

DAs, a network of trained volunteers, support staff who feel they are being bullied/harassed(B&H)/treated unfairly, to help resolve situations, often informally. Formal issues are managed by HR. HR's operational functions (Employment Support and Employment Relations) oversee consistent policy application. HRBPs, allocated to Faculties/Professional Services, also monitor practice. In 2015/16 of 19 cases investigated, 7 related to dignity and found no case to answer.

Union colleagues receive our annual report of discipline, grievance and B&H casework (including demographic breakdown). This enables unions to challenge practice if there are trends requiring further discussion. Meetings with unions 3 times/year via the JUWG and Staff ED&I Networks provide a forum to discuss key issues affecting staff and concerns about policy application and/or practice. We share draft EIAs e.g. those for the academic profile tool and introduction of 'MyView' (5.5Vii) with unions/staff networks for feedback/input.

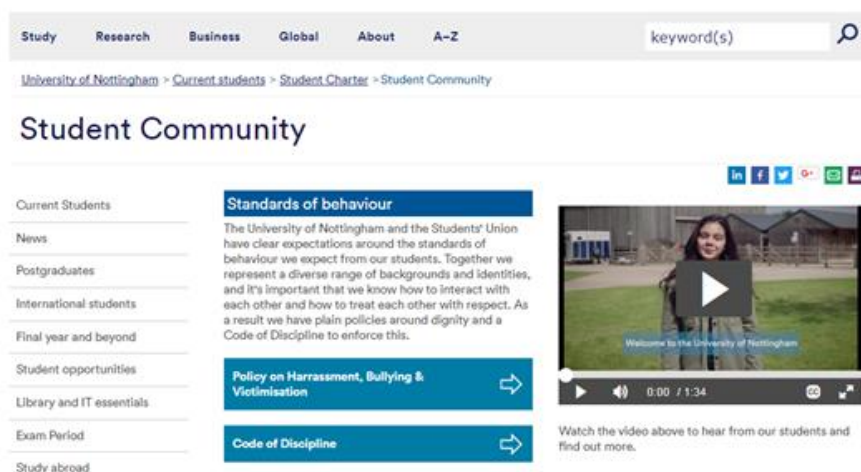
HR forums (previously roadshows; started 2014) provide opportunity for leaders/managers to learn about latest developments/changes in HR policies/strategies/systems. This includes training and development opportunities, online resources, structured training programmes (5.3i/5.4i), with feedback informing future

changes/training needs. In 2017 c.400 staff attended forums. 80% of staff agreed they knew where to find information about their rights.

To support our values-based culture, our “Building-a-Culture-for-Success” framework (5.3ii) is used in recruitment and will shortly be embedded into PDPR and promotions (AS03/AS04).

A student discipline code exists, supplemented by a video (2017) to support embedding of expectations around standards of behaviour, dignity and respect.

Figure 5.23: Student discipline



Action box 25:

AS03/04: Embed competency framework into PDPR and promotions.

AS18: Refresh DA network.

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

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

We have achieved our institutional objective of at least 30% representation of senior staff who identify as female (L6/7 roles) and have increased this target to at least 35% by 2020. Since 2012, we have achieved a 14%F increase in other senior leadership roles including PVC Education and Student Experience (F); Chief Marketing and Communications Officer (F); Chief Financial Officer (F), to 56%F.

However, further work is needed, particularly for FPVC (5 males) and HoS roles (84%M) (Table 5.26). As there are existing tenure expectations for these roles (appointments are L7, HoS for 4-years, FPVC for 5-years) our focus is on creating a diverse talent pipeline from which future appointments can be made.

The lack of female HoSs in part reflects the L7 pipeline. However, increased L7%F (impact boxes 2/3/10) and increased female APVCs is helping. Ongoing review of HoS roles included: redevelopment of the role profile, overseen by LiPP, to ensure language is inclusive, ongoing improvements in recruitment; succession planning and career development approaches to encourage a greater diversity of future applicants. Recruitment to identified HoS posts in 2018 will pilot a new succession planning approach. This will allow greater clarity in identifying individuals who have immediate readiness and those who have potential, but may need further

encouragement and/or development. Hence proactive and personalised support/development can be put in place.

Action AS01 will ensure recruitment to future FPVC and HoS roles will build in learning from the Diversity by Design pilot (5.1i).

Impact box 23

Issue: Future leaders: identification, support and development

Actions completed:

- ✓ Improved recruitment processes (5.1i).
- ✓ Improved pipeline at L7 (4.1i); increased female APVCs (Table 5.27).
- ✓ LMA leadership programmes for target audiences e.g. HoS (5.3iii).
- ✓ Mentoring/coaching (5.3iii).
- ✓ Increased female completion of Research-Leaders Programme (5.3iii).
- ✓ VC-led focus groups; Role-shadowing opportunities (5.6i).
- ✓ Development of Career Pathways (5.4iii).

Impact: HoS +2%F; 14% Senior Leadership roles +14%F.

Action box 26:

AS06: includes work to identify the key issues relating to inequality in leadership and to develop further targeted support for specific roles.

Table 5.27: Benchmarks: Head of Institute 20.0%F, 80.0%M; DVC 33.7%F, 66.3%M* (includes for example, VC, DVC, PVCs with specialised portfolios, Registrar, Directors of Central Departments e.g Human Resources, Finance)

Other Senior Leadership Roles *															
	Male					Female					Female %				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Specialised Portfolio Roles	7	7	7	6	6	5	5	5	8	9	42%	42%	42%	57%	60%
Associate PVC/Dean															
	Male					Female					Female %				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Arts				1	1				1	1				50%	50%
Social Science				1	1				1	1				50%	50%
Engineering	3	3	2	2	2			1	1	1	0%	0%	33%	33%	33%
MHS				2	2									0%	0%
Science				1	1				1	1				50%	50%
Specialised Portfolio Roles		1	1	4	4	1		1	1	1	100%	0%	50%	20%	20%
Totals	3	4	3	11	11	1	0	2	5	5	25%	0%	40%	31%	31%
Head of School/Department															
	Male					Female					Female %				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Arts				1	1	3	3	3	2	2	100%	100%	100%	67%	67%
Social Science	7	8	8	7	7	1					13%	0%	0%	0%	0%
Engineering	6	6	6	9	9				1	1	0%	0%	0%	10%	10%
MHS	4	4	4	3	2				1	2	0%	0%	0%	25%	50%
Science	7	7	7	7	7						0%	0%	0%	0%	0%
Totals	24	25	25	27	26	4	3	3	4	5	14%	11%	11%	13%	16%
FPVC/ Deans (FVPCs replaced Deans in 2015)															
	Male					Female					Female %				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Arts	1	1	1	1	1						0%	0%	0%	0%	0%
Social Science	1	1	1	1	1						0%	0%	0%	0%	0%
Engineering	1	1	1	1	1						0%	0%	0%	0%	0%
MHS	1	1	1	1	1						0%	0%	0%	0%	0%
Science	1	1	1	1	1						0%	0%	0%	0%	0%
Totals	5	5	5	5	5	0	0	0	0	0	0%	0%	0%	0%	0%

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

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

UoN is governed by two main bodies, Council and Senate (Tables 5.28-5.29). Most senior committee membership is determined by position, although Council roles are advertised: "...keen to hear from candidates who reflect the diversity of our students and staff". Council %F has increased by 13% since 2012. AS06 will address the unchanged gender distribution on Senate.

Table 5.28 Council Membership			
Year	F	M	F%
2011-12	9	18	33.3
2012-13	8	18	30.8
2013-14	10	15	40.0
2014-15	8	17	32.0
2015-16	10	13	43.5
2016-17	11	14	44.0

Table 5.29 Senate Membership			
Year	F	M	F%
2011-12	34	65	34.3
2012-13	29	70	29.3
2013-14	25	69	26.6
2014-15	30	78	27.8
2015-16	27	67	28.7
2016-17	36	72	33.3

UEB is UoN's senior leadership team. Membership is based on position, hence reflects recruitment/appointment into these roles. Academic members e.g. PVCs/FPVCs rotate every 5 years. Women are well-represented reflecting impact of improved recruitment processes and career development opportunities.

Table 5.30 University Executive Board Membership			
Year	F	M	F%
2011-12	4	7	36.4%
2012-13	4	9	30.8%
2013-14	4	9	30.8%
2014-15	4	9	30.8%
2015-16	9	12	42.9%
2016-17	9	11	45.0%

- (v) Representation of men and women on influential institution committees**
Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Table 5.30 summarises membership of our most influential committees. ToRs for these committees guide invitations to join when vacancies arise.

Impact box 24
Issue: Lack of female representation on influential committees
Actions completed:
✓ Proactively encourage membership.
✓ PDPR mechanism for Schools/Faculties to consider staff aspirations when filling vacancies.
✓ ToR require representation of different roles/protected characteristics.
Impact: Number of females doubled 2011-2016; membership %F+27%

Table 5.31 Other Senior Committee Membership																		
	2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		
Total Staff Numbers for Other Senior Committees	39	100	139	47	106	153	47	91	138	47	99	146	63	94	157	85	110	195
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Academic Promotions Committee Associate Professor/Principal Research Fellow (Level 6)	5	12	17	6	11	17	6	9	15	5	9	14	5	8	13	6	8	14
Academic Promotions Committee Chairs (Level 7)	4	11	15	5	10	15	5	11	16	5	7	12	6	8	14	8	7	15
Academic Strategy and Resources Board	0	0	0	0	0	0	0	0	0	3	6	9	4	6	10	3	5	8
Audit & Risk Committee	0	0	0	0	0	0	0	0	0	2	5	7	2	5	7	2	6	8
Audit Committee	2	3	5	2	4	6	2	4	6	0	0	0	0	0	0	0	0	0
EDI Board	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	5	11
Finance Committee	4	8	12	4	7	11	4	7	11	2	6	8	1	9	10	2	9	11
Honorary Degrees Committee	4	5	9	4	5	9	4	5	9	3	6	9	3	4	7	5	4	9
Knowledge Exchange Board	0	0	0	2	13	15	5	13	18	6	12	18	7	11	18	8	10	18
Nominations Committee	3	5	8	3	5	8	3	4	7	3	4	7	3	4	7	2	5	7
People Strategy Board	0	0	0	0	0	0	0	0	0	0	0	0	10	3	13	8	5	13
R&T Promotions (Levels 4 & 5)	3	7	10	4	7	11	3	6	9	2	8	10	2	7	9	2	8	10
Remuneration Committee	1	5	6	1	6	7	1	6	7	1	6	7	1	6	7	1	6	7
Research & Knowledge Exchange Board	1	18	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research Board	0	0	0	4	12	16	4	12	16	6	12	18	10	10	20	12	12	24
Strategy Delivery Board	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	8
Strategy & Planning Committee	5	10	15	5	12	17	0	0	0	0	0	0	0	0	0	0	0	0
Teaching and Learning Board	7	16	23	7	14	21	10	14	24	9	18	27	9	13	22	11	9	20
Institutional Performance Board	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	7	12
	2011-12			2012-13			2013-14			2014-15			2015-16			2016-17		

Table 5.32 Overall Committee Composition Summary (Female Percentages)

	F% 2011- 12	F% 2012- 13	F% 2013- 14	F% 2014- 15	F% 2015- 16	F% 2016- 17	2011/12 Gender Balanced Status	2011/12 Above Senior Leadership % Target	2016/17 Gender Balanced (Bet 45&\$O\$72F)	2016/17 Above Senior Leadership %
UEB	36.4	30.8	30.8	30.8	42.9	45.0	M BIAS	Above Target	Gender Parity	Above Target
Council	33.3	30.8	40.0	32.0	43.5	44.0	M BIAS	Below Target	M BIAS	Above Target
Senate	34.3	29.3	26.6	27.8	28.7	33.3	M BIAS	Below Target	M BIAS	Below Target
Academic Promotions Committee Associate Professor/Principal Research Fellow (Level 6)	29.4	35.3	40.0	35.7	38.5	42.9	M BIAS	Below Target	M BIAS	Above Target
Academic Promotions Committee Chairs (Level 7)	26.7	33.3	31.3	41.7	42.9	53.3	M BIAS	Below Target	Gender Parity	Above Target
Academic Strategy and Resources Board				33.3	40.0	37.5			M BIAS	Above Target
Audit & Risk Committee				28.6	28.6	25.0			M BIAS	Below Target
Audit Committee	40.0	33.3	33.3				M BIAS	Above Target		
EDI Board						54.5			Gender Parity	Above Target
Finance Committee	33.3	36.4	36.4	25.0	10.0	18.2	M BIAS	Below Target	M BIAS	Below Target
Honorary Degrees Committee	44.4	44.4	44.4	33.3	42.9	55.6	M BIAS	Above Target	F BIAS	Above Target
Knowledge Exchange Board		13.3	27.8	33.3	38.9	44.4			M BIAS	Above Target
Nominations Committee	37.5	37.5	42.9	42.9	42.9	28.6	M BIAS	Above Target	M BIAS	Below Target
People Strategy Board					76.9	61.5			F BIAS	Above Target
R&T Promotions (Levels 4 & 5)	30.0	36.4	33.3	20.0	22.2	20.0	M BIAS	Below Target	M BIAS	Below Target
Remuneration Committee	16.7	14.3	14.3	14.3	14.3	14.3	M BIAS	Below Target	M BIAS	Below Target
Research & Knowledge Exchange Board	5.3						M BIAS	Below Target		
Research Board		25.0	25.0	33.3	50.0	50.0			Gender Parity	Above Target
Strategy Delivery Board						50.0			Gender Parity	Above Target
Strategy & Planning Committee	33.3	29.4					M BIAS	Below Target		
Teaching and Learning Board	30.4	33.3	41.7	33.3	40.9	55.0	M BIAS	Below Target	Gender Parity	Above Target
Institutional Performance Board						41.7			M BIAS	Above Target
UEB TOTAL PERCENTAGE	36.4	30.8	30.8	30.8	42.9	45.0	M BIAS	Above Target	Gender Parity	Above Target
COUNCIL & SENATE TOTAL PERCENTAGE	34.1	29.6	29.4	28.6	31.6	35.3	M BIAS	Below Target	M BIAS	Above Target
OTHER SENIOR COMMITTEES TOTAL PERCENTAGE	28.1	30.7	34.1	32.2	40.1	43.6	M BIAS	Below Target	M BIAS	Above Target

Table 5.33 – Summary of our Key Committees (2016 Data) by Job Family

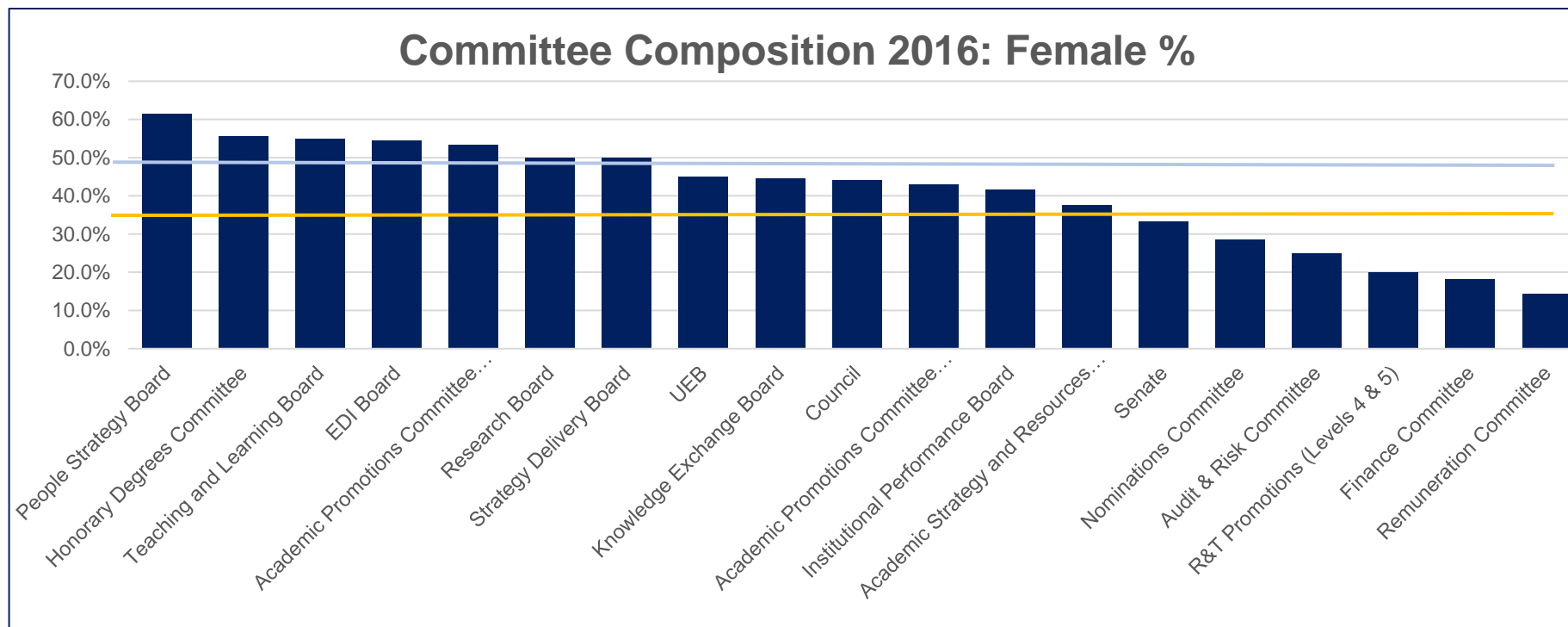
	APM			Research			Teaching			Research & Teaching			Clinical Academic			UNMC			UNNC			External			Casual			Student		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
UEB	6	3	9	0	0	0	0	0	0	3	5	8	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0
Council	0	1	1	0	0	0	1	0	1	4	3	7	0	1	1	0	0	0	0	0	0	5	8	13	0	0	0	1	1	2
Senate	0	2	2	3	1	4	2	1	3	21	47	68	0	3	3	2	5	7	2	7	9	0	1	1	1	0	1	5	5	10
Academic Promotions Committee Associate Professor/ Principal Research Fellow (Level 6)	1	0	1	0	0	0	0	0	0	5	8	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Academic Promotions Committee Chairs (Level 7)	1	1	2	0	0	0	1	0	1	6	6	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Academic Strategy and Resources Board	2	0	2	0	0	0	0	0	0	1	5	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Audit & Risk Committee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6	7	1	0	1	0	0	0	0
Audit Committee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDI Board	4	0	4	0	0	0	0	0	0	2	5	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Finance Committee	1	1	2	0	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	1	4	5	0	0	0	0	1	1

Honorary Degrees Committee	0	2	2	0	0	0	1	0	1	4	0	4	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0
Knowledge Exchange Board	4	4	8	0	0	0	0	0	0	4	6	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Nominations Committee	0	2	2	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	3	4	0	0	0	0	
People Strategy Board	4	2	6	0	0	0	1	0	1	2	3	5	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	
R&T Promotions (Levels 4 & 5)	0	1	1	0	0	0	0	0	0	2	7	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Remuneration Committee	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	5	0	0	0	0	
Research & Knowledge Exchange Board	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Research Board	2	2	4	0	0	0	0	0	0	10	9	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
Strategy Delivery Board	2	1	3	0	0	0	0	0	0	2	1	3	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	
Strategy & Planning Committee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Teaching and Learning Board	3	1	4	0	0	0	3	1	4	2	4	6	0	0	0	0	1	1	0	0	0	0	0	0	0	0	5	
Institutional Performance Board	2	3	5	0	0	0	0	0	0	2	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
	32	28	60	3	1	4	9	2	11	71	115	186	0	5	5	2	7	9	2	8	10	30	40	2	0	2	10	
Job Family - Placement % by Gender	53.3	46.7		75.0	25.0		81.8	18.2		38.2	61.8		0.0	100		22.2	77.8		20.0	80.0		25.0	75.0		10.0	0.0		

	4			5			6			7			UNMC			UNNC			External			Casual			Student		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
UEB	0	0	0	0	0	0	1	0	1	8	11	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Council	0	0	0	0	0	0	2	1	3	3	4	7	0	0	0	0	0	0	5	8	13	0	0	0	1	1	2
Senate	0	0	0	8	6	14	5	9	14	13	39	52	2	5	7	2	7	9	0	1	1	1	0	1	5	5	10
Academic Promotions Committee Associate Professor/Principal Research Fellow (Level 6)	0	0	0	0	0	0	1	2	3	5	6	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Academic Promotions Committee Chairs (Level 7)	0	0	0	0	0	0	0	0	0	8	7	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Academic Strategy and Resources Board	0	0	0	0	0	0	0	0	0	3	5	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Audit & Risk Committee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6	7	1	0	1	0	0	0
Audit Committee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
EDI Board	1	0	1	1	0	1	1	0	1	3	5	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Finance Committee	0	0	0	0	0	0	0	0	0	1	4	5	0	0	0	0	0	0	1	4	5	0	0	0	0	1	1
Honorary Degrees Committee	0	0	0	0	0	0	2	0	2	3	2	5	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0
Knowledge Exchange Board	0	1	1	0	0	0	1	1	2	7	8	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nominations Committee	0	0	0	0	0	0	0	0	0	1	2	3	0	0	0	0	0	0	1	3	4	0	0	0	0	0	0
People Strategy Board	0	0	0	0	1	1	3	0	3	4	4	8	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
R&T Promotions (Levels 4 & 5)	0	0	0	0	0	0	1	3	4	1	5	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Remuneration Committee	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	1	4	5	0	0	0	0	0
Research & Knowledge Exchange Board	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research Board	0	0	0	0	0	0	0	0	0	12	11	23	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Strategy Delivery Board	0	0	0	1	0	1	0	0	0	3	2	5	0	0	0	0	0	0	0	2	2	0	0	0	0	0
Strategy & Planning Committee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teaching and Learning Board	0	0	0	1	0	1	1	1	2	6	5	11	0	1	1	0	0	0	0	0	0	0	0	0	3	2
Institutional Performance Board	0	0	0	0	0	0	0	0	0	4	6	10	0	0	0	0	0	0	0	0	0	0	0	1	1	2
	1	1	2	11	7	18	18	17	35	85	128	213	2	6	8	2	7	9	10	30	40	2	0	2	10	11
Level - Placement % by Gender	50.0	50.0		61.1	38.9		51.4	48.6		39.9	60.1		25.0	75.0		22.2	77.8		25.0	75.0		100.0	0.0		47.6	52.4

Figure 5.24: Committees in descending order of %F. Lines indicate gender parity (50%) and ED&I target (35%).



(vi) Committee workload

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

We encourage the use of deputies to spread workload and provide experience/opportunity to others. Committee membership is included in workload allocation and is discussed/reviewed through PDPR.

Survey responses indicated staff feel they spend too much time on administrative tasks (APM-42%/TS-39%/academic-72%). Committee membership and associated tasks contribute to this, especially for academics. We have been mindful therefore to maintain proportionate gender representation wherever possible to avoid overload of senior female staff where committee membership is *ex-officio*. We aim for membership to be in-line with our Senior leadership target (35%F), or parity where membership comprises staff from all levels (Table 5.31-5.32).

Action box 27:

AS06 will standardise succession planning for key leadership roles, ensuring committee experience/opportunities continue to be spread amongst our wider staff body.

AS24 continues to improve our workload model, reallocating tasks and ensuring real time is protected for important elements of staff roles.

(vii) Institutional policies, practices and procedures

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

We consult widely with staff and students on policy development, ensuring input from a diverse representation of our workforce (3vii). This includes seeking views of staff networks and unions, e.g. a capability policy and procedure was developed with the unions who in turn offered all their members the opportunity to feed into the consultation.

Policy development is supported by EIAs. Each policy is assessed to help eliminate discrimination and promote gender equality in our decision-making. Our Equality Analysis Hub, created 2016, supports staff across UoN with EIAs. HR’s policy development framework ensures policies are regularly reviewed with refreshed EIAs.

We have institutional policies/practices/procedures specifically relevant to gender equality, including Guidance on Supporting Trans Staff/Students, Parental/caring responsibilities; Work and the Menopause: A Guide for Managers.

Policy impact is measured through the AS survey (AS32) and pulse-surveys/focus groups with appropriate changes as required e.g. to workload tariffs (5.6 viii), flexible-working/meeting-times guidance (5.5vi/5.6ix).

(viii) Workload model

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

We introduced (2013/14) a University-wide workload allocation model, developed with extensive staff engagement. It covers teaching, research supervision, research, academic service (i.e. administration roles), citizenship (including outreach, pastoral care). We are proud to be one of the first RG institutions to have implemented a University-wide workload planning system, including on our international campuses. The Framework uses hours (not units) as the allocation measure to support identification of overload, and is based on 36.25 hours/week/FTE.

Workload is adjusted for FTE/parental leave and disability. All data are analysed by gender and other characteristics. All staff can access their own plan.

The proportion of staff within +/-10% of school average hours increased from 36% (2014/15) to 47% (2016/17), indicating more equitable workload allocation. Data indicate higher proportions of females moved into this 'normal' range. However, the proportion of staff with >110% of notional hours continues to increase, reflecting improved data capture and/or workload intensification. AS24 will ensure annual reporting and a designated UEB Champion will assess University-level implications.

We introduced an Academic Profile Tool (2017) allowing staff to view workload/other data, compare across department/Faculty/University-levels, to support PDPR and promotion applications. Staff were given an opportunity to contribute to its development.

An extensive review (2016/17) incorporating School best practice, a detailed EIA, input from ED&I/AS representatives, data analysis and ASRB discussion, produced a revised Workload Framework. Changes based on EIA recommendations were communicated to all Faculties/Schools/staff:

- Consistent Faculty-level allocation principles (2017/18 onwards) (previously devolved to School/department)
- HoSs have an explicit role to proactively balance workload within target ranges. This will be vital in addressing workload intensification/staff >110%.
- Specific tariffs for AS/ED&I leads/activities
- All staff allocated time for CPD, teaching staff receiving 1/6 workload for Scholarship (survey raised as key issue)
- Appeals process includes excessive workload as grounds for appeal
- More explicit references to school responsibilities relating to working-time, breaks, and leave
- Requirement for Faculties/Schools to review allocation principles annually (including school leadership/management roles and associated hours)
- Specific tariffs for AS and equality network lead responsibilities
- Citizenship allocations differentiated based on activity (previously credited uniformly regardless of contribution).

Impact box 25

Issue: Need accurate/transparent workload model

Actions completed:

- ✓ Model developed/rolled-out/reviewed/modified.
- ✓ EIA/School/Faculty/survey input. Workload analysis.
- ✓ HoS role mandated, HoSs trained.
- ✓ APT created

Impact: Transparent data, increased tariff consistency +11% staff +/-10% School average

(ix) Timing of institution meetings and social gatherings

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

Since SAP2012, key meetings in STEMM Schools were held within core hours (10:00-16:00).

Following consultation with staff representatives, institution-wide “meeting-times guidance” was implemented (2016) as part of our commitment to avoid holding key meetings at the start/end of the day. Meetings occur, where possible 9.30am-4.00pm, on days when the majority of affected/invited staff are working. A checklist supports this.

Social gatherings are typically held during the day. Those outside core hours are advertised well in advance.

(x) Visibility of role models

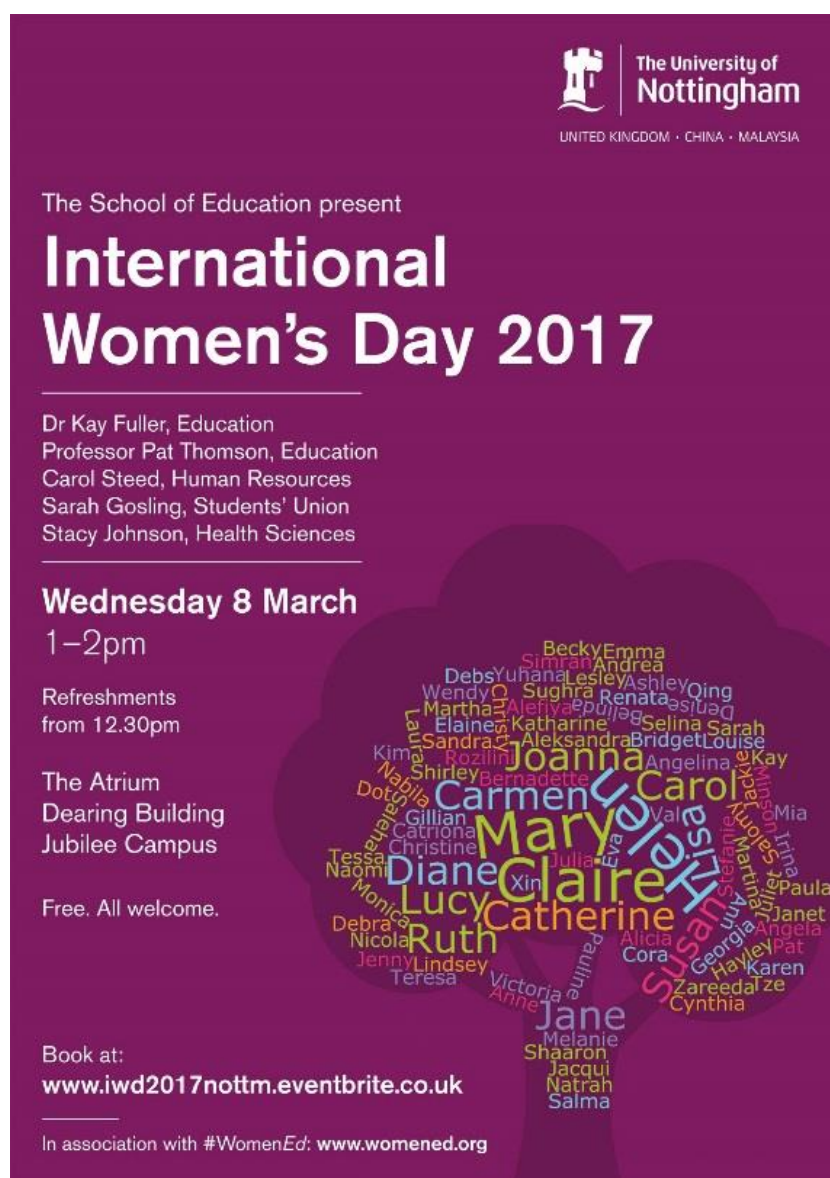
Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution’s website and images used.

Lectures from inspiring women regularly take place throughout UoN, including by female Professors and external speakers e.g. Dame Ann Dowling and Baroness Brenda Dean. Professor Karen Cox, outgoing DVC, recently spoke at the WSN about her career and progression from her first UoN appointment as an RA to her final role as DVC. Karen has produced a number of “talking heads” videos about career development, the importance of gender equality and ED&I.

Figure 5.25: Professor Karen Cox at the Women’s network



Figure 5.26 International Women's Day event 2017



International Women's Day 2017 celebrated women's contributions to UoN and raised issues about gender inequality in the organisation, HE and wider society.

The majority of seminars/public events are organised locally. FEDIG ToRs state Schools must consider ED&I when organising events.

UoNSU has a Women's Network and a Feminists Network. UoN has a peer network for L7 women; a nationally-recognised Women's Staff Network ((WSN)-Figure 5.25). All have comprehensive, popular events programmes, featuring many inspirational female speakers; developmental events for female staff and facilitate consultation and partnership.

Figure 5.27: UoN Women's Staff Network UK recognition



Figure 5.28: Shows a montage of women's events



The diversity of our staff, students and activities is reflected in our publications/website imagery. Revised "Style guides" inform staff about accessibility and inclusive language/content.

Impact box 26

Issue: Enhance female visibility

Actions completed:

- ✓ Proactive diversification of image bank.
- ✓ Secured funding to source new pictures.
- ✓ Produced Wonderful Women video, celebrating inspiring female staff.

Impact: Image bank grown >50% since 2016, remains gender-balanced (2016+2017:51%F). Senate chamber, Council committee room images replaced. See also 5.6xi/7

Action box 28:

AS17: will review our painting archives to better display the historical and current impact of female members of our community.

AS17: will ensure images are refreshed to further celebrate ED&I and targeted to recruitment needs.

(xi) Outreach activities

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

UoN's engagement plan is driven by its strong civic mission. Outreach is recognised in WLP/PDPR/VC Awards/Volunteer Awards/Exceeds Bonuses and in promotions. Outreach data are not routinely captured. AS19 will ensure participation/contribution data are collated centrally. Extensive, School-level activity is monitored locally and manually collated data are presented below. Staff of all levels are involved. Five University-Funded Outreach Officers (4F/1M) work with Schools across UoN.

STEMM Schools and Faculties focus specific events on girls and/or women:

- Chemistry, Engineering and Physics staff (5M/3F) have undertaken WISE training in effectively engaging girls with STEMM subjects/careers; training is cascaded to PG researchers.
- Engineering ran 'People like me' sessions for Year 8-10 girls.
- STEMM Outreach Officers regularly run WISE events, e.g. 'People-like-me' interactive workshops in Chemistry, Engineering and SoLS, attended by 62 girls from four local schools.
- The School of Computer Science partnered with Thomson Reuters to host a girls-only Coder Dojo in 11/2017.
- Medicine: Multiple, varied outreach with excellent, increasing staff participation (2013:-Females:-67%/Males:-79%; 2015:-Females:-88%/Males:-77%).
- Psychology: 22 staff (50%F) and 17 ECRs (76%F) have taken part, with >50 different public-engagement events (2015-2017).

UoN has a very large WP outreach programme (c.90,000 places/2016-17) to encourage progression of students from less advantaged backgrounds to HE. Courses marketed specifically e.g. to encourage: girls into subjects where females are underrepresented; white working-class boys to progress to HE. The majority of outreach events are open to both boys and girls including Pathways to STEMM, Ambition Nottingham masterclasses and STEMM summer schools and taster days for mature students. Sample data in Tables 5.35-5.37.

Table 5.35: Sample student masterclass uptake data

Programme	%F	Total participants
2013/14 cohort Masterclasses attendance across Y12&13	72	279
2014/15 cohort Masterclasses attendance across Y12&13	74	280
2015/16 cohort Masterclasses attendance across Y12&13	69	318
2016/17 cohort Masterclasses attendance across Y12 (no Year 13 sessions yet)	76	241

Table 5.36 Sample Summer school student and staff data

Programme	Year	%F				
		Students	Staff from Faculties	WP staff	Ambassadors	E-mentors
Summer School Post-16	2012	64	Not known	54	64	56
	2013	67	62	42	66	65
	2014	66	48	48	53	54
	2015	66	40	90	51	50
	2016	64	45	80	52	57

Table: 5.37 mature student data

Year	Number of sessions	Number of students	Number of females	% female
2012/2013	2	203	172	85%
2013/2014	5	222	203	91%
2014/2015	6	280	233	83%
2015/2016	4	169	140	83%
2016/2017	1	75	70	93%

Impact box 27

Issue: Need to inspire children especially underrepresented groups

Actions completed:

✓ Increased outreach activity.

✓ Outreach specifically targeted towards: girls in underrepresented subjects; white working-class boys to enter HE.

Impact: +607% (since 2002) of those from local schools/colleges choosing to study at UoN; 20% of summer-school participants come to UoN as students, 30% to RG Universities; % RG students participating approximately 2x national year 13 students with similar academic/socio-economic characteristics.

78% of participants of one initiative reported improved grades at school.

Summer-schools free-text evaluations show participants have increased confidence/enthusiasm for academic subjects.

(xii) Leadership

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

Since 2005, our commitment to gender equality has been led through Gender Equality Nottingham (GEN), a strategic committee bringing together SAT leads and those with interest/expertise in gender equality to network/share expertise/best-practice/learning/provide advice to help drive and champion gender equality across UoN.

The APVC-EDI role, (created 2015), provides senior leadership, champions ED&I activity and policy/practice change across UoN and chairs GEN. Through GEN, Schools have been encouraged to apply for AS awards. AS16 will facilitate our strategic objective for all Schools to achieve an award by April 2020 (Table 2.1).

Since 2005, Schools have been supported through a dedicated AS Officer, initially 0.4FTE, then 0.6FTE. Resource has increased further (2015) and a full-time post is now part of the broader P&C team with overarching central responsibility for supporting AS. HR provide data analysis support.

To assist Schools with AS submissions, central support includes:

- P&C team advice
- Dedicated intranet resources:
 - Example successful AS applications/ECU feedback
 - Survey templates
 - Timelines pre/post-submission
 - Best-practice resources/FAQs
 - Benchmarking data
 - Tableau staff/student data
- Bespoke data analysis training/guidance (since 2015) tailored to the needs of each School
- Bulletins (2013)
- Network of trained Faculty data champions supporting data extraction/analysis/advice
- C&S: experienced AS panellists providing feedback on applications before submission
- Quarterly GEN meetings with departmental SAT leads

School SATs (via GEN) highlighted the need for central investment into a data repository to facilitate School/University data analysis, allowing efficient AS application preparation and timely analysis of impact/progress against equality goals (SAP2012). Tableau was purchased (£25k) and subsequently developed by a working-group (HR data analyst, SoLS, SoM, SoP representatives, ISAT/GEN members) to ensure data content/analysis options encompassed all details required for AS submissions. A successful pilot led to University-wide roll-out (2016). Additional extensive consultation further improved the Tableau workbook (2017), particularly tailored to needs of AHSSBL Schools.

Feedback was very positive:

“....meetings have been invaluable...helpful because they were hands on...facilitated my role in analysing the data...educated me in best-practice around DP” (participant, Tableau workbook development, 2017)

AS activity/time is recognised in workload, PDPR and promotion.

Following the expanded charter, UoN has provided additional tailored support e.g. an AS workshop (2017) co-created with AHSSBL Schools, delivered by ISAT/C&S.

Feedback demonstrated increased understanding and confidence in progressing an application:

“I now appreciate the power of the Athena SWAN process to drive change and I will be joining my Schools SAT” (participants feedback)

SATs include C&S/members from other Schools. 2016 saw the creation of Action Learning Sets, providing peer-support and further best-practice sharing for Schools at similar stages.

Impact box 28

Issue: Supporting AS submissions

Actions completed:

- ✓ Tableau purchased 2015
- ✓ Tableau training/development
- ✓ AS+Tableau Workshops (2017)
- ✓ Increased team resource (2015)
- ✓ Action-learning sets (2016)

Impact: 94% workshop participants report increased knowledge of AS, 6% unchanged (N=28); 13 current School/Faculty awards. AHSSBL Schools have SATs and submission timeline by 2020 (see 2.1i).

Action box 29:

AS16 and **AS17** detail current and future redevelopments in terms of supporting schools in their submissions and embedding our gender equality ethos across the University.

6. Supporting trans people

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

(i) Current policy and practice

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

(ii) Monitoring

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

Our trans colleagues are supported by our LGBTQ+ staff network, which has c.60 members from across UoN. The group is funded by UoN, meets monthly, provides support/representation, access to confidential advice, feeds into policy development via GEN and monitors impacts. We provided financial support for the network Chair to complete the Stonewall Leadership Programme.

In 2013, UoN launched 'Guidance on Supporting Trans Staff', supporting colleagues at any stage of transition, including legislative, research and practical guidance. There is a similar framework for Trans Students.

In 2015, some trans staff reported they had experienced issues contrary to UoN's values. Following confidential feedback, trans colleagues scored UoN as a whole and their line managers on perceived 'trans-competence'. Scores averaged 3.3/5 for UoN and 4/5 for line managers. We will use these values as a baseline to gauge progress in subsequent progress checks. These actions were also a catalyst for supporting LGBTQ+ Network to develop a Trans Issues in the Workplace Working Party (TWP) to improve the experiences of UoN's trans community, addressing institutional guidance; IT systems; UoN culture; supporting staff and students. This has resulted in several changes, including an amendment to University systems to include the title Mx and a commitment not to capture legal sex (required by HESA for employees) until contract stage of recruitment. Feedback from trans staff indicates the TWP has led to positive change in the way trans people feel within UoN.

The TWP was recognised (April 2017) as an example of sector-leading practice by HEFCE. We shared this achievement with all of our staff and students (Figure 6.1).

Figure 6.1



UoN also consults on impact of policies/procedures via the LGBTQ+ Network. Two initiatives informed by these consultations are:

- Our new Equality Analysis Resources (EAR) Hub (04/2017) includes guidance on barriers faced by LGBTQ+ people and encourages colleagues to fully consider impacts of their decision-making on everyone.
- Gender-neutral facilities are now identified/communicated via UoN's website. This complements, rather than undermines, trans staff/students' right to use single-sex facilities of their affirmed gender, and has been welcomed.

Our landmark Trent Building (main UK campus) flies a rainbow flag for Nottinghamshire Pride and IDAHOBIT. Our annual LGBT-History-Month programme includes specific trans events, as well as a blog and live-tweeting through internal/external University communication platforms.

Recent activities include:

- An event exploring non-binary and other minority trans identities with a panel of trans colleagues.
- A community trans picnic hosted by UoN and organised jointly by Nottinghamshire Police, Council and community support groups.

(iii) Further work

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

A revised staff policy will be launched in 12/2017 emphasising identity rather than medical transition, aimed at equipping managers to understand gender identity in its broadest sense. The EAR Hub will be built into UoN's Project Management Toolkit and strategic frameworks. AS21: GEN will oversee progress of recommendations from the TWP's final report.

Impact box 29

Issue: Supporting trans people

Actions completed:

- ✓ LGBTQ network/events programme
- ✓ Funding from UoN PD
- ✓ Chair supported financially through Stonewall Leadership Programme
- ✓ TWP
- ✓ Supporting Trans Staff guidance (2013)
- ✓ EAR (2017)

Impact: TWP recognised as sector-leading by HEFCE: increased trans staff satisfaction.

Action box 30:

AS14 ensures that diverse gender identity issues are included in training programmes.

AS19: Our commitment to the accuracy and completeness of demographic data, including gender identity where different to legal sex.

AS21: The Trans Working Party will become into a permanent forum for consultation. We will act on the TWP final report and external guidance, and ensure ongoing trans representation in GEN.

7. Further information

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

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

We strive to gain visibility and boost engagement across the city and region: recently we invested £95K reinvigorating 'Wonder', our flagship community event where we share our research with our local communities (Figure 7.1). The 2017 event attracted 7,200 visitors (up from 3,000 in 2015) and provided free transport for 362 schoolchildren and their families from deprived areas to attend. 105 Outreach Leads (58 academic/26 APM/17 TS/4 students; 48M/57F) led events to which more than 800 of our staff contributed.

Figure 7.1: Wonderful women video launched at Wonder, Highlighting 20 UoN aspiring women.





We are extremely proud that UNMC, Faculty of Science, was the first (and only) international campus to hold an AS award (Bronze, 2014). UNMC FoE's bronze application was unsuccessful and the process emphasised to us that we are well-placed to work with ECU to understand how cultural and employment/legal differences on overseas campuses can be recognised in the AS process (AS16). Our work with Australian partners also feeds into this.

The P&C Events Calendar raises awareness of different cultures, diversity strands, inclusive working and promotes staff engagement and wellbeing through internal and external collaborations. Events are open to staff/students/the public. In 2016/17 we held 32 events, part of national programmes including Black History Month, Disability December, LGBT History Month, and celebration/awareness/memorial days e.g. International Women's Day and Holocaust Memorial Day. Events focusing on wellbeing included: Month of the Mind; free staff workplace massages and the first Annual Wellbeing Conference (UoB collaboration). We hosted our first Race Equality Conference in partnership with UoB (October 2017, 65 attendees).

Finally, we aspire to become recognised for our research leadership in ED&I. We recently applied to the Engineering and Physical Sciences Research Council for £0.5M. This award would support the cross-institution innovation and evaluation of interventions designed to build inclusivity and challenge harassment and discrimination on the grounds of gender as well as any other protected characteristic.

Action box 31:

AS16: Enhanced support for overseas SATs to ensure sharing of best practice wherever locally possible. In consultation with ECU we will seek to ensure assessment of international departments accommodates complexities of different legal, employment and cultural frameworks, whilst maintaining standards of practice that positively impact on ED&I.

8. Action plan

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

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

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

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

Our 32 actions follow the employment journey from recruitment to departure, including an action to ensure we have qualitative staff-centred ways of assessing the impact of the activity, to supplement our quantitative data analysis (**AS32**). This action plan builds on the 2016 plan and considerable progress has been made against many of the original actions/goals and this is described in the main body of the application. The action plan from our 2012 silver application is included for reference.

Key

- The **Reference** column titles the action, e.g. AS01, notes the Athena SWAN principles (e.g. P1 = principle 1) which most closely align with the work, and cross-references to related evidence in earlier sections.
- The **Priority** column specifies either 1, 2 or 3 to indicate a combination of the importance and urgency of the action (rather than the speed at which it may be completed). Actions are distributed across the three categories to make the priority-level meaningful.
- The next two columns (**Action** and **Rationale**) set out the actions or objectives we aim to address, and the evidence of disadvantage and what the causes may be (rationale).
- The **Timeframe** column either sets out a start and end date for the entire action, or where more helpful, timescales against discrete tasks contributing to each action. A single date given is a completion date.
- The **Person/Team Responsible** column shows who will oversee/drive progress. Where a team or group is mentioned, the Manager/Chair of that team is responsible. Partners and contributors are listed below, particularly where they may have responsibility for discrete tasks within an overall action area.
- The **Key Outputs and Milestones** column shows what will be produced by the activity.
- The **Success Criteria and Outcome** column shows metrics to determine whether the action met its aims.

Reference	Priority	Planned Action / Objective	Rationale/Key Issue to be Addressed (i.e. what evidence is there that prompted this action/objective)	Timeframe	Person/team responsible	Key outputs and milestones	Success criteria and outcome
Recruitment and Induction							
AS01	1	Improved Recruitment					
<i>P1 P3 P5</i>		1. Improve advertising practices to ensure UoN appeals to and attracts applicants from all protected characteristic groups, and appeals to under-represented groups as appropriate to the role/level and highlighted by the gender pay gap (e.g. male L1, female L7). This will include:	Recent improvements in advertising have led to small incremental improvement in female applications and/or %F at L4-7 since 2014. Shortlisting and offer success rates for female applicants are higher than for men at all levels except level 6.	Dec 2018	Head of Employment Shared Services (JT)	Case studies in place. Links to these included in all advertisements.	Gender balance of applicants at application, short list, interview and appointment stages increased, from <20-40%F (L7-L4) to >35-50%F (L7-L4).
4.1i							
4.1iii					HR Recruitment Team	Process in place to ensure alternative media are considered/utilised by staff responsible for recruitment across all Faculties and Departments.	
4.2i		<ul style="list-style-type: none"> Develop series of case studies from staff who job-share, work part-time/flexibly (including different job families and protected characteristics) 	Applications for L4 are sub 40%F; L5 around 30%F; L6 applications below 30%F and L7 applications below 20%.				
4.2ii							
5.1i							
5.6iii		<ul style="list-style-type: none"> Broaden use of social media (Twitter, Facebook and talking heads) to reach a wider pool of potential applicants and share learnings across the institution. 					
5.6iv		<ul style="list-style-type: none"> Ensure part-time/job-share options always appear on the front page of the advertisement, not buried within the 'job description' document. 					
		2. Widen pilot of anonymised applicant data for shortlisting panel members to reduce opportunities for unconscious bias in the selection process. This will include:	Successful pilot of this approach for 1 post in Engineering, now need to widen this pilot to other Faculties to ensure this process is robust and assess fitness for roles of different types (i.e. P&S, academic) and different Faculties.	Second post in Engineering Jan 2018	Head of Employment Shared Services (JT)	HRBPs have identified at least 1 post to be included in wider pilot.	As above
		<ul style="list-style-type: none"> Application process which does not provide gender information to panels 					
		<ul style="list-style-type: none"> Academic candidates only providing detail of their 4 best publications /REF monograph to help remove barriers for part-time staff or staff who have taken career breaks. 	Need to ensure appointment processes for (particularly) academic and senior posts facilitate gender balance of applicants, standardised short listing	Other Faculties, Jan 18 - Dec 18	HRBPs HR Recruitment Team Faculty/HRBP S to facilitate wider pilots	Vacancy Manager application data anonymised at short listing stages.	
		<ul style="list-style-type: none"> Standardised approach to short listing criteria. 				Standardised approached developed, agreed and rolled-out.	

Reference	Priority	Planned Action / Objective	Rationale/Key Issue to be Addressed (i.e. what evidence is there that prompted this action/objective)	Timeframe	Person/team responsible	Key outputs and milestones	Success criteria and outcome
		<ul style="list-style-type: none"> Advert wording to include a commitment that career-breaks will not have a negative impact on selection and feed this through into recruitment training. Outcome of pilot to result in a recommendation/proposal to UEB regarding University wide changes in recruitment practices (as appropriate). Findings from Diversity in Recruitment Focus Group used to develop an integrated programme plan (likely to incorporate the Diversity by Design Pilots, linguistic profiling pilot and disability confident pilots). <p>3. Create internal database of prospective job-share/part-time partners. Ensure that internal applicants have access to this via the internal application process.</p> <p>4. Unconscious Bias Awareness included in standard Recruitment & Selection training courses for those involved in selection. This will also include:</p> <ul style="list-style-type: none"> Behavioural/Competence Based Interview skills training to be improved to improve recruitment techniques and objectivity. Additional supporting guidance to be produced for those involved in selection decisions. <p>5. Promote gender balance for interview panels as University best practice. Provide additional training opportunities to ensure there are enough female staff trained in recruitment process to remove any overburden of attendance on shortlisting/interview panels.</p>	<p>focusing on competences and quality not quantity, and avoiding career breaks and part-time working detracting from perceived merit of candidates.</p> <p>Identifying job-share partners (or another part-time applicant) is a barrier to staff and managers wishing to embrace the job-share option.</p> <p>Interview panels are generally gender balanced, but we need to ensure this happens without overburdening female staff. More junior staff will be trained as appropriate.</p>	<p>Mar 18 – Sept 18</p> <p>Sept 2018</p> <p>Mar 18</p>	<p>HR recruitment team</p> <p>Professional Development (DB)</p> <p>Professional Development and Recruitment Team</p>	<p>Database in place, links set-up.</p> <p>Relevant training courses and guidance (with EDI training and Unconscious bias training elements) in place for shortlisting teams and interview panels.</p> <p>Process in place to ensure only staff trained in recruitment principles are able to take part.</p> <p>Register of trained staff maintained to ensure burden of panel attendance is minimised as far as practically possible.</p>	<p>50% Increase in number of roles shared (5.1i).</p> <p>100% of staff involved in recruitment, advertising, shortlisting and interviewing have received training.</p> <p>Register demonstrates annual increase in trained staff, including proportional representation of all</p>

Reference	Priority	Planned Action / Objective	Rationale/Key Issue to be Addressed (i.e. what evidence is there that prompted this action/objective)	Timeframe	Person/team responsible	Key outputs and milestones	Success criteria and outcome
							genders, BME and disabled staff.
AS02 P2 P6 5.1ii 5.2i	2	Ensure all new staff benefit from a timely and relevant induction process Staff induction: <ul style="list-style-type: none"> Ensure revised University induction is effective and incorporates PDPR, Objective Setting, the <i>Building a Culture for Success</i> Competency Framework, Personal Development Planning, AS and EDI, Safeguarding and training access. Define and clearly communicate which e-learning or full-training courses are mandatory for completion as part of the induction period and any which should be regularly repeated. Put in place effective monitoring tools to ensure new staff attend the University induction and that mandatory training is completed in agreed timeframes. Create a toolkit for managers inducting existing staff into new roles to help ensure staff receive the information that they need to support them in their new role/ team. Provide opportunity for existing staff to attend induction programmes/modules as a way to keep up to date with changes. 	All local induction materials should be supported by a core University induction to ensure there is consistency in the information received by all staff members on joining the University. Local inductions will then have greater scope to focus on relevant local information relevant to the specific job-family/team. Specific EDI training is now required for all staff. To ensure new staff do not miss out this information is included in induction packages and completion captured. Records indicate take-up of induction has been relatively low. This may be due to inaccurate tracking data, or genuine low take-up.	July 2017 – July 2018	Head of Employment Shared Services (JT) PD (DB) SATs, Faculty EDI Steering Group to collate local induction feedback	University induction communicated to all new starters and staff changing role, with targeted reminders for those who have not yet attended. Clear outline of which training is mandatory to complete on joining the University, alongside guidance on any programmes which must be repeated on a rolling basis e.g. may include ED&I training, H&S training. Mechanism in place to track satisfaction with both University level and school/department level induction.	>90% new staff report they had an induction. 100% who had an induction report that they found it useful and informative. 100% of staff completed mandatory training programmes within defined timescales. 100% of staff changing role and ongoing report induction update as appropriate.
PDPR and Talent Development Pathways							
AS03 P2 P5 P9 4.1iii 5.3ii	1	Redevelop the PDPR process. 1. As part of the PDPR redevelopment we will actively seek to: <ul style="list-style-type: none"> Amend the PDPR framework and associated forms and supporting materials to be a) more relevant to specific roles and b) to further facilitate effective career development conversations. 	Feedback indicates staff generally find PDPR useful for reflection, but less helpful in facilitating career development, as it does not currently capture training needs in a manner that all Schools/ Departments can systematically use (some AS-awarded Schools have devised local online	Review complete by June 2018 with first phase of changes implement	PDPR Review Project Manager (JM) Training provision will be scoped/ reviewed by	Redeveloped PDPR process launched. New PDPR guidance published in line with review outcomes, including additional guidance as to how promotion	Successes as reported via (pulse) survey. E.g. Improved % of staff who report that they understand the mission of the University and how

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5.6ii		<ul style="list-style-type: none"> Embed the 'Building a Culture for Success' principles into the PDPR process so that the 'what' and 'how' elements of performance are appropriately discussed. Introduce a Balanced Score Card approach to link the University's mission and priorities to School/Faculty or Departmental Plans, which will align to individual's objectives. Develop the rating scale in order to better acknowledge performance (e.g. 1-5 rather than 1-3 would be better received) Modify the link between PDPR Rating, and reward. Recognising staff should be able to receive acknowledgement of high performance even if they aren't in the group who receive a financial reward. Confirm the route to bringing our PDPR process online centrally (either through the introduction of a specific system or a module within the wider HR system) and implement accordingly enabling better capture of performance and development need outcomes. Develop new training for reviewers and reviewees on the relevant changes focusing on the performance/development conversation rather than process (link to AS12). Mandate (with attendance checks in place) reviewer training (piloted in Engineering) to ensure all employees have access to good PDPR conversations. 	<p>systems). In addition, discussion of promotion within PDPR is variable for academic and research staff. Feedback also suggested that the PDPR process focussed on outputs (what) rather than behaviours (how), so this is being re-balanced.</p> <p>The 2017 Staff Survey has shown that staff do not fully understand the University's mission or how they are contributing to that mission, the PDPR process offers an opportunity to address this via a Balanced Score Card approach through the clear cascading of objectives to link University strategic aims through to Faculty/Department and then individual objectives.</p> <p>Some staff have reported finding the rating scale (1-3) as being unhelpful as our associated moderation process and limitations within the PDPR 'reward' budget, mean the vast majority of staff receive a 2 rating following moderation which does not then recognise effectively the range of performance in that single grading level; this has in places led to high-performing staff feeling undervalued because 2 is where the vast majority of staff are rated.</p> <p>Variable take-up of training in PDPR by both reviewers and reviewees is</p>	<p>ed by Feb 2019</p> <p>(There may be a second phase of changes introduced in later PDPR cycles e.g. relating to links with reward)</p>	<p>JM in collaboration with PD and L&M</p>	<p>conversations can be facilitated within the PDPR process.</p> <p>Wider range of development opportunities provided to support reviewers and reviewees in engaging positively and actively with the revised PDPR approach.</p> <p>The process enables managers to recognise high performance / the excellent contribution of effort across a range of areas (regardless of any necessary % caps for reward levels).</p> <p>Online PDPR solution in place.</p> <p>Training/development needs are identified and recorded for staff members with clear links to external frameworks (e.g. RDF)/UoN promotion pathway, redeployment/secondment opportunities as appropriate.</p>	<p>their role contributes to the mission.</p> <p>100% of eligible staff members have a PDPR (basic goal) and that survey responses indicate a change of mindset (advanced goal), that PDPR encompasses an ongoing process with interim review, not just a single annual meeting.</p> <p>100% of eligible staff confirm personal development plan has been discussed and agreed.</p> <p>100% of eligible staff agree promotion/career progression was discussed.</p> <p>100% staff aware of range of support available to support the PDPR process and that they have considered development/</p>

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			something we need to address in future training provision to ensure consistency of experience. A revised approach to supporting and developing reviewers and reviewees to focus on having meaningful conversations rather than process led conversations will also be necessary.				learning options including coaching, mentoring, training, shadowing and e-learning.
AS04 P1 P5 P9 5.1iii 5.6ii	1	<p>Continue to embed the new University Competency Framework <i>Building a Culture for Success</i> into relevant people processes, e.g. PDPR (see AS03), recruitment and career pathways:</p> <p>1. Framework clearly connected to recruitment processes, role profiles, developmental conversations, talent pathways, progression/succession planning and PDPR to ensure it is embedded in key University processes.</p> <ul style="list-style-type: none"> Framework used to support career pathway, succession planning and talent management activities. Competency framework will be more clearly positioned with the formal PDPR process, and can be used for on-going developmental conversations throughout the year. <p>2. New leadership and management provision to be aligned and reflective of the Competency Framework for leaders and managers in all job families at all levels.</p> <p>3. Assess the central training/short course provision to identify where courses may need to be changed or refreshed to reflect a revised competency focus.</p>	<p>Many staff were unaware of our skills-based Competency Framework, or unclear how it was relevant to them. As a result there were variable success rates in terms of how it was applied to support PDPR and wider career development activities. We need to ensure this doesn't happen with the new behavioural based version.</p> <p>We have developed this new behavioural based competency framework and are now actively working to embed the framework within our core people processes, developing relevant guidance and support to help staff understand and get the best from the new framework in a range of contexts.</p> <p>Note: Links to AS11, AS03 and AS13</p>	<p>New framework embedded into recruitment activity March 2018</p> <p>(for dates linking to PDPR please see action above)</p> <p>Ongoing embedding in wider channels</p> <p>Refreshed provision in place by Sept 2018</p>	<p>Leadership and Management Director (CS)</p> <p>HR Recruitment Specialist (Assessment & Selection)</p> <p>PD (DB)</p>	<p>New framework integrated into recruitment processes, role profiles, talent pathways, progression / succession planning, the PDPR process and promotion criteria as defined through the PDPR (AS03) and Promotions Reviews (AS11).</p> <p>Range of guidance and support available to support effective use of the framework across a range of areas.</p> <p>Staff better informed about their own promotion readiness and the development they require to move along the pathway.</p> <p>Competencies fully aligned with all leadership and management provision.</p> <p>Competencies aligned as appropriate to short course provision.</p>	<p>100% eligible staff agree that they understand how the competency framework relates to the PDPR review, from the 2019/20 PDPR review process.</p> <p>100% staff provided with the opportunity to understand the relevance and wider use of the new competency framework.</p>

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AS05 P2 P3 P9 4.2i 4.2iii 5.1i 5.2ii 5.4iii	2	<p>Improve career pathways for P&S staff.</p> <p>1. Recruitment/Redeployment:</p> <ul style="list-style-type: none"> As part of the Diversity in recruitment focus groups (AS01) to explore further increasing diversity in our recruitment processes we will invite staff to reflect on their experience of access to internal (as well as external) recruitment opportunities. Insights from this will be used to modify our redeployment and recruitment processes to ensure: a) opportunities to apply for higher level posts are fair and equitable; b) staff have access to job-share/part-time database (AS01). <p>2. Further develop support for career progression opportunities for O&F staff initiatives. These will include:</p> <ul style="list-style-type: none"> Promote shadowing opportunities for APM roles that highlight career progression directions above L3 (the next step in the O&F career pathway). Better utilise apprenticeships for O&F staff so they can actively learn new skills and work as part of wider/different teams. Broaden the use of regrading workshops across all faculties/Departments. Roll-out APM Conference as a regular event. 	<p>Most levels of P&S staff show a female bias although male bias in TS masks this within STEMM Schools. However, level 7 reflects a male bias, which is not reflective of the pipeline available at lower levels.</p> <p>Recent extensive restructuring of this staff group (to create the student services model via Project Transform) has created opportunities for staff to develop their careers, however there are still very few female staff at the highest levels.</p> <p>In order to retain P&S staff at the lower levels with ambition to progress, we wish to create further opportunities for development of these staff wherever possible.</p> <p>We have provided resources via the online careers hub, training and information around career pathways and career development activities and have communicated these to staff via roadshows and direct communication. These should enhance career development opportunities and ensure that staff members in these groups are in the best possible place to apply for promotion (if they wish to) when opportunities become available.</p>	<p>Start: Sept 2016</p> <p>Complete: June 2018</p>	<p>Head of Employment Shared Services</p> <p>Recruitment Team</p>	<p>Analysis of recruitment data completed with follow-up recommendations identified.</p> <p>Recruitment opportunities are well-publicised for staff to apply.</p>	<p>Increase in number of P&S staff from internal appointment from approx. 27% internal and 4.5% redeployment to 35% and 10% respectively. Success rates up from 25% (internal) and 15% (redeployment) to 35% and 25% respectively.</p>

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		2. Deliver all objectives in the Technical Strategy Action Plan. This includes 49 objectives, including the exploration of the expansion of the Technical Services Job Family to levels 6 & 7 to align with R&T and APM job families whilst meeting the University's requirements.	<p>We have started to assess/ analyse staff movements. A full analysis will facilitate a clear understanding of how staff are utilising the resources and whether there are gaps in resources/support.</p> <p>This has been a sector-leading, significant piece of work and incorporates 49 strong actions to embed technical career development as a fundamental expectation within University settings.</p>	Start 2018 As per plan 6-12 month, 1-2 year and 2-5 year targets	Technical Skills Development Manager (KV)	All plan objectives completed.	First L6 and L7 technical staff appointed.
AS06	1	Identification and support for the development and career progression of leaders and managers from under-represented groups across the University. <p>1. We will:</p> <ul style="list-style-type: none"> Identify key issues, specific barriers to progression, biases in our current processes. Enhance recruitment processes and practices to support engagement of under-represented groups. Integrate package of support more fully within existing programmes and personal / professional development plans. New HR system to have Talent Management module. Educate staff to understand what Talent management is and what Leadership means in a 21st century University. Identify core activities/programmes/tools that can support personal career planning and development at different levels (e.g. job 	<p>Whilst our committee membership is generally in-line with our staff gender split, the same is not true for the gender make-up of elements of our leadership. In particular we need to improve gender balance for Heads of School (HoS) and FPVC roles. A disproportionate numbers of HoS are male.</p> <p>Historically leaders have been selected from staff recruited and promoted largely for their research excellence. However, it does not follow that those individuals will necessarily make the best leaders, nor does it follow that those less successful in the research and teaching arena will make poor leaders, we therefore need to ensure 'how' future HoS/FPVCs are selected</p>	<p>Started July 2016</p> <p>Business as usual by July 2019</p>	<p>Leadership and Management Director (CS)</p> <p>Employment Services</p> <p>Research Leaders Programme Lead</p> <p>Leaders and HoS</p>	<p>Workforce development planning in place to enable the identification of leadership potential through data analysis, PDPR, promotion and wider talent management information.</p> <p>Development plans in place for individuals which may include participation in targeted leadership development activity.</p> <p>Mechanisms in place (ahead of handover of tenure to ensure development time is available for the next appointee) enabling potential new leaders to shadow existing leaders to</p>	<p>Workforce development plans in place which highlight and action leadership and gender gaps pro-actively.</p> <p>Increased engagement with leadership development activity, particularly from potential target audience groups.</p> <p>Increase in the number of female staff attending Research Leadership Training from 20/25% to 45/50% by 2020 to</p>

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		<p>shadowing, committee attendance) and target opportunities in these areas to members of under-represented groups.</p> <ul style="list-style-type: none"> Develop example career development pathways e.g. postgraduate researcher to Professor. <p>Embed talent management knowledge and skills within the HR team so that talent management can be supported as part of our core people planning approaches.</p> <p>3. Pilot HoS succession planning process as per HoS Review. Broaden this approach to plans for key leadership roles (including HoS across all Faculties), as part of Faculty workforce planning process.</p> <p>4. Within Faculty/Department plans, facilitate the development of personalised development and/or recruitment plans for talent/succession gap areas.</p> <p>5. We will target advertising of our Research Leaders Training Programme to encourage take-up of places by female colleagues. This will include direct approaches to all FPVCS and HoS to ensure they are proactively considering and encouraging any female staff with leadership POTENTIAL and not simply those already at L6/L7.</p>	<p>fits with our workforce and leadership development ethos.</p> <p>To date, only 20-25% of attendees on our Research Leaders Training have been female. This is substantially below the % of eligible staff. In addition representation of BME staff is disproportionately low.</p> <p>To address this disparity, proactive recruitment/identification of female staff is needed. In addition, the low %F at L7, risks committee overload for these staff. Best practice involves using deputies to share workload and provides experience of committee involvement for more junior staff. We need to ensure this practice is systematically implemented across all committees.</p> <p>See also, AS11 and AS12 which will help ensure staff are recognised and promoted on the strength of their leadership and leadership potential, alongside teaching and research potential.</p>	<p>Dec 2017 – June 2018 Broaden July 2018</p> <p>July 2018</p> <p>July 2018</p>		<p>observe interactions and leadership activities.</p> <p>Talent management and succession planning workshops attended by identified members of the HR team.</p> <p>TM and Succession Planning starts to become integrated in Faculty / Department People Plans from Jan 2019</p> <p>Impact assessment confirms positive benefits of resources, processes and leadership programmes.</p>	<p>include at least X% of female staff at levels below L6.</p> <p>Overall target: 35% Female Senior Leaders by 2020 (ahead of our 30% Club commitment, but as ED&I objectives approved July 2017).</p>
The Academic Career Pipeline							
AS07	2	To address the under-representation of female staff at leak points in the career pipeline.	To address the under-representation of female staff at leak points in the career pipeline, we wish to facilitate establishment of L4/5 female academics, and improve the rate of	First call for EOIs. June 2017 for 17/18 round	ASB (APVC EDI as link to Research Board)	Barriers to sabbaticals investigated and plan for overcoming them agreed by XX	Increase in female fellows – at least 50% new fellows identify as female.
P2		1. 100 Research Fellowships by 2020.					
P3		Recommendations from ASB are that these include:					
P5							

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P6 4.1i 4.1iii 5.3iii		<ul style="list-style-type: none"> An increased number of Anne McLaren fellowships targeted at subjects where %F is below 50%. Increasing and/or extending the 2 year half-time Daphne Jackson Fellowship. Assessing feasibility/ need for new fellowships for L6 and/or L7 women. <p>2. We will investigate the uptake of Research sabbaticals by gender including perceptions of what application entails, and implement guidance to address any imbalance /misconceptions to improve accessibility/consistency.</p> <p>3. We will create career progression expectations and guidance to support transition into lectureships at the end of Fellowships. This will include:</p> <ul style="list-style-type: none"> Protected time for research publication and grant writing. Training in grant-writing. Teaching and assessment training. Options for APPLE, ECR research leaders and/or LMA enrolment. Consideration of recommendations from 'Weaponising Talent' Report (K. Webb, Engineering). Support for mid-career staff (see AS11). 	<p>increase in %F at L6/7. Holding a fellowship gives an opportunity to build a research presence. It can help to establish ECRs but can also be invaluable for staff later in/returning to careers and boost promotion prospects.</p> <p>Increasing take-up of research sabbaticals could also help here.</p> <p>Our fellowship schemes are successful; however since linking the NRF and AM schemes to tenured positions we have seen a drop in School support. This is due to budgetary constraints, and in part due to the perceived risk of appointing relatively junior staff to tenured positions.</p> <p>Commitment to 100 fellowships by 2020 greatly expands this opportunity, but we need to ensure benefit is across the board and that fellows are supported to achieve successful transition into tenured posts.</p> <p>See also AS08.</p>	Outcomes to be assessed annually.	Research Board Research and Graduate Services FPVCs, HoSs LMA (CS) APPLE/ teaching/ECR training (PD/DB)	<p>Agreement around budget for tenure of successful candidates agreed with Schools who host successful applicants.</p> <p>Career progression expectations guidance produced and circulated to all Schools.</p> <p>100 Fellowships awarded, including at least 50% female holders and >50% in subjects where female staff in minority (mainly STEMM) and >50% male in subjects where male staff in minority (e.g. Health Sciences, Psychology).</p>	<p>Fellows report support and training received as per guidance. Successful transitions of all Fellows onto lectureships.</p> <p>Increased sabbaticals for existing L6/7 staff.</p> <p>Positive REF outcomes for 100% of staff having held fellowship or taken sabbaticals.</p>
AS08 P1 P5 P7 P8	2	<p>Detailed analysis of differences in % of eligible staff returned for REF by gender at the level of individual UoAs.</p> <p>This work will support gender equality in the broadest sense including for trans staff and staff with intersectional identities such as disabled women and younger women</p>	<p>Being returned to REF is important for a researcher's career progression. Analysis of REF-eligible staff indicated that the % of eligible women returned (on the basis of an assessment of output quality and volume) was lower than the % of eligible men returned in</p>	Quarterly from April 2017 to June 2020	HR Data Support Team and APVC ED&I, APVC RC&RCD	Baseline data and guidance in use by UoA leads.	Our success criterion is to be in the top quartile of the Russell Group on the measures of gender parity that the

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5.1iv		<p>Our <u>revised objective</u>, in light of what is currently known about REF2021, is to:</p> <ol style="list-style-type: none"> 1. Provide baseline data, guidance and reporting requirements to all Faculties and UoA leads to ensure that actions to enhance our REF return are targeted equitably, and recognise where particular attention should be paid. 2. Carry out further analysis, supported by HR data as required, to identify and address factors leading to lower %F return rate than %F eligibility rate at both Faculty and institutional level. 3. Agree activities to enhance output quality. <ul style="list-style-type: none"> • Allocate targeted resources, such as pump-priming, actions to protect/focus use of academic staff time (readjusted workload, teaching and research support, support for sabbaticals, attendance at workshops and writing support activities) based on robust identification of need and equitable mechanism. • Funds allocated to Faculties for enhancing output quality accompanied by reporting requirements for how funds were allocated; and how staff were supported (by gender and ethnicity). The process is to be supported, monitored and updated iteratively during the lead up to the REF 2021 submission. 4. Assess the individual staff contributions to UoN and UoA REF output profile by gender, benchmarked against the sector. Identify reasons for any disparity and instigate plans to mitigate going forwards. 	<p>the 2008 and 2014 exercises. This gap was greater in 2014 than in 2008. This difference is most acute at level 5.</p> <p>In the 2021 exercise, all eligible staff are likely to be returned, but the extent to which staff contribute (for example, via the number of outputs they are affiliated with) can vary.</p> <p><u>The revised</u> Key Issue to be addressed is to ensure that all actions intended to support the enhancement of the REF 2021 output profile are guided by the historical data available.</p> <p>For this to be achieved, the REF Steering Group require regularly updated monitoring data to hand to ensure targeted delivery of guidance and resources, dissemination of data, and the ability to monitor UoA activities in light of the REF 2008 and 2014 data indicating gender disparities.</p> <p>Over and above REF2021 these activities are important for ensuring that our research culture and our efforts to enhance quality are guided by available data on research output volume and quality separated by gender as well as other protected characteristics where possible.</p>	Assessment of output profile Q2 2022	<p>APVC ED&I, APVC RC&RCD</p> <p>REF Steering Group</p> <p>Research Board</p>	<p>Detailed analysis complete</p> <p>Report to Athena SWAN Board</p> <p>Actions for targeting support and requirement of monitoring for equitable distribution by gender agreed.</p> <p>Targeted interventions/support delivered in timely fashion. Funds allocated to Faculties equitably and in line with specific requirements for women and men. Data collated and reported to REF Steering Group and ASB.</p> <p>Completed reports used to monitor equality and refine allocation process iteratively.</p> <p>REF2021 submission</p> <p>Closure report to Athena SWAN Board including final analysis</p>	<p>REF2021 exercise enables.</p> <p>In REF2021, % returned under ISC provisions to align with the benchmark figure published by REF following the exercise e.g. was 29% in REF2014 and 12% in RAE2008 (or reasons for any disparity to be well understood and being addressed).</p> <p>Improved quality of outputs from L5 female staff to reach parity with male counterparts (especially Science, Social Science and MHS Faculty staff), benchmarked against REF 2014 analysis.</p>

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			Specific requirements for REF 2021 are not known, including how data will be separable by protected characteristics. While previous exercises differ markedly, we will be able to benchmark ourselves against competitor institutions.			summary with data for sector and for Russell Group comparators alongside UoN data.	
PhD Students and Early Career Researchers							
AS09 <i>P2</i> <i>P5</i> <i>P6</i> 4.1iv	2	Understand drivers and barriers to continuing in academia post-PhD 1. We will ensure PhD supervisors are well-equipped to provide career support and guidance to their students: <ul style="list-style-type: none"> the early and late stage career options and planning workshops will be delivered using VLE. Recruitment of a Postgraduate Placement student (current PhD) and work to develop and test the online course. Supervisor seminar series for 17/18. Promotion of the online course to supervisors to support this aspect of the supervisory process. Monitoring and evaluation of the course has been built into the project in order to assess impact and to potentially develop this model of delivery further 	It is clear from our trends at L4 recruitment that we are losing female PhD students from the pipeline at this point. The Careers and Employability Service (CES) has analysed destination patterns and career trends of 3 years of completing PhD students. Insights were used to draft a survey distributed to 2000+ ECRs including PhD alumni to investigate career choices and influences within and outside academia. Findings from the survey have informed the steps in our action. The move to an online course reflects the importance of supporting earlier engagement with career development (for all routes including academia) for all PhDs and reflects the resource limitations of a reliance on face to face workshop delivery.	From Sept 2017 onwards Oct 2017, launch 2018 Mar 2018	Careers and Employability Service; APVC Graduate School and research Career Development, and Senior Careers Adviser for Research Staff/PhDs	Development of materials to support supervisors, including details of training and support provided centrally. Online course developed and rolled out. Expectation around completion of online course included in Quality Manual and uptake enforced via PDPR.	100% of PhD supervisors report awareness of Graduate School and careers Service student support options. High levels of uptake of seminar series, workshops and online course (year on year increase 100% supervisors by 2020). Positive evaluation (scores >4/5) for online course
AS10 <i>P2</i> <i>P5</i>	1	Improve take up of University guidance and Careers Support for Early Career Research staff.	We have committed to undertake a specific evaluation of take-up of Careers and Employability Service (CES) support for research staff, analysis of	To be complete by Jan 2019	Careers and Employability Service	Analysis of usage patterns by gender, level, academic discipline and career direction information carried out.	Increase take-up to 80% of available appointments from a

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P6 5.3i 5.3iii		<p>Develop and distribute survey to research staff in conjunction with Research Staff Group and GEN.</p> <p>Analyse and present results to Careers and Employability Service Senior Management to assess resource and service development implications.</p> <p>Implement agreed actions with evaluation process included. (Links to AS03).</p>	<p>individual appointments and career management workshops will provide data on usage patterns by gender, level, academic discipline and career direction information. This analysis will help us to understand and develop the service for research staff as well as considering the barriers that may prevent staff accessing careers support.</p> <p>We aim to understand what barriers may be preventing staff accessing support offered by CES.</p>	<p>July 2018</p> <p>Sept 2018</p> <p>Oct 2018-Oct 2019</p>		<p>Offering redesigned as appropriate.</p> <p>Targeted advertising of guidance available.</p> <p>Awareness of the programmes available facilitates PDPR goals including using Careers Service to support CPD requirements.</p>	current range of 40% to 60%.
Promotions							
AS11 P2 P5 P9 4.1i 4.1iii 5.1ii 5.1iii 5.3iii	1	<p>Further improve and standardise promotions process to ensure it is equitable and accessible to staff regardless of gender or role focus.</p> <p>Implement institution-wide learning from recent work relating to external referees (tackling unconscious bias; ensuring appropriate non-research expertise).</p> <p>Continue to broaden current practice by seeking referees for non-research skills from within the University where external referees are not available/appropriate.</p> <p>Consult with diverse staff groups to ensure we fully understand any barriers to application, e.g. whether the revised criteria/processes need to be further IMPROVED, or are fit for purpose but need to be COMMUNICATED (and if so, how best to do this), or any other activity required.</p>	<p>We have seen in an increase in L6 and L7 academic females with a rise in STEMM of 3.6% and in AHSSBL of 4.6% over five years. Although these numbers are moving in the right direction, we wish to speed the rate of change by increasing promotions from (particularly female) staff at L4, 5 and 6, full-time and part-time.</p> <p>To support the success of applications, we reviewed our criteria (for the 2014/15 cycle), introduced unconscious bias guidance for referees (for 2015/16 cycle) and are increasingly utilising referees with experience other than research-related (able to meaningfully comment on and evaluate e.g. teaching and citizenship).</p>	<p>Mar 2018 in line with PDPR change project</p> <p>Through-out 2017/18 year, using staged process for</p>	Deputy Director of HR	<p>Promotions criteria reviewed/revised as needed.</p> <p>Guidance on pro-rata assessment in place.</p> <p>Clear guidance available for staff regarding the different routes (R, R&T, T, C/L and balanced (R,T and C/L); criteria and pro-rata expectation (including guidance for part-time and clinical staff and staff who have taken career breaks).</p> <p>Training in criteria/scoring in place.</p>	<p>Increased number of successful promotion applications from female candidates.</p> <p>Increased number of promotion successes via teaching and non-research-focussed routes and for staff who have had career breaks and who work part-time.</p> <p>Reduction in the proportion of female applications that fail at external referee stage.</p>

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		<p>In line with learning from this engagement and the outcomes of AS04 (revised competency framework), improve criteria/processes, ensuring they also continue to link with relevant external frameworks and national practice (e.g. for clinical staff).</p> <p>On a phased basis review identified RPFs for level 7 roles (commencing with the HoS RPF) with consideration of ensuring that we do not include unnecessary barriers (e.g. requirement for a specific current level of applicant where this isn't strictly required to fulfil the role effectively). This will include active working with Corpus Linguistics to identify detail in role profile forms that may be creating barriers.</p> <p>Develop stronger links between the PDPR process and supporting employees' personal and professional development to help employees become 'promotion-ready' (AS03).</p> <p>Devise specific guidance for assessment of promotion applications for staff who work part-time/have had career breaks.</p> <p>Support SoM and SVMS AS action plans in developing criteria to allow proportional assessment of clinical academic promotion applications.</p> <p>Support all Departmental staff involved in reviewing promotions to ensure they follow best practice and have received appropriate training.</p>	<p>However, to improve success rates we also need to encourage a greater rate of applications.</p> <p>Promotion success has been greater via the research and teaching pathway where employees have a research focus. This may be in part because criteria regarding teaching, leadership and citizenship are more qualitative so can be harder to interpret. Additionally, whilst career breaks and part-time working are considered by panels, exactly how this is done may not always be understood by staff.</p> <p>There is widespread good practice, especially within Schools with AS awards. However, qualitative feedback shows variation in practice and some lack of understanding of the process.</p> <p>We want to ensure staff are fully aware of the promotions criteria and application processes. Where staff are aware but do not understand them, we will make them clearer, to ensure staff do not have misconceptions or misplaced lack of confidence.</p> <p>Following best practice from the University of York and other HEIs we will change the focus of our approach to promotion, so that (especially) staff near the top of their level are expected</p>	<p>different groups to ensure learning at each stage.</p> <p>Complete any revisions by June 2018, with associated guidance and training offer developed by August 2018, to support applications received from September 2018.</p>		<p>Relevant training in place to improve awareness and understanding of unconscious bias or EDI in place for promotion panels, PDPR reviewers and any School-based promotions or moderation committees.</p>	<p>Improvement in the quality of the references received as a result of unconscious bias guidance being provided.</p> <p>Promotion of at least one potential leader via Leadership-focussed pathway and/or appointment of at least one non L7 applicant to a leadership role.</p>

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		<p>Change focus from a passive 'staff will apply when they are ready' to a proactive encouragement of application, always recognising individuals aspirations regarding promotion, to mitigate for stereotypical female reticence to apply. This will include:</p> <ul style="list-style-type: none"> • Identification of all staff within or above two grades of the top of their level. • Targeted approach to these staff encouraging application. • PDPR process discussions around promotion-readiness to focus on 'what is needed to achieve success'. • Workload discussions to tie-in with these to facilitate protection of time and/or reallocation of duties to achieve goals. • Bespoke support for women wishing to apply for promotion and to achieve missing elements of experience or achievement. <p>Standardise School-level promotions support across the University by providing training and guidance for managers to:</p> <ul style="list-style-type: none"> • ensure 'myth-busting' of 'old-school' ideas that may undervalue non-research activities • Link this with unconscious bias training for all managers involved in assessing applications • Support employees to become promotion-ready by helping them to better understand the process and criteria • Change focus from 'invitation to apply' to 'if you want to apply, what do you need and how can the School help?' 	to apply for promotion, rather than the current focus where many staff feel they need to wait to be encouraged (but respecting that the decision as to whether to apply must remain with the individual academic).		<p>Director of PD</p> <p>FPVCs and HoS/School Managers</p>		

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AS12 P2 P3 P5 P9 4.1i 5.1iii	1	<p>Support staff in applying for promotion:</p> <p>1. We will use insights into barriers to application from survey/focus groups/1:1 conversations to:</p> <ul style="list-style-type: none"> plan targeted myth busting activity which may be holding back potential future promotion applicants from applying. identify if we have problems earlier in the promotion pipeline e.g. at the informal 'I'm thinking of applying' advisory stage. If problems are identified at this stage we will create an action plan to address. <p>2. Staff may require different levels of support. Schools provide subject-specific expertise and there is some central and school-based guidance in applying for promotion. We will continue to ensure effective training is in place for staff to access, review and refresh our training workshops for staff and managers in line with the action in AS11.</p> <p>3. We will enhance support and feedback for unsuccessful applicants:</p> <ul style="list-style-type: none"> align our resilience training provision to identify how it can be tailored to support unsuccessful applicants/tie in with promotion process timelines. The focus being on supporting staff who are not successful at achieving promotion the first or second time to bounce back and apply again when they meet the required level. We will formalise the promotions feedback mechanism to ensure employees unsuccessful in achieving promotion receive clear and constructive feedback on areas of strength and areas for future development. The new feedback 	<p>Support for those preparing promotion applications is variable at a local level.</p> <p>There is a very well received central course and training available for female staff via our APPLE and WAND programmes.</p> <p>Support and training will need to be developed to reflect any changes or clarity provided around the promotions criteria identified in action AS11.</p> <p>Part-time staff need specific encouragement to apply for promotion. This requires the criteria to be clear and for guidance on these criteria to be disseminated to reviewers and all part-time staff (see actions in AS11)</p> <p>Staff who are unsuccessful currently receive verbal feedback highlighting the criteria that they have not yet met, which can be used by the employees to identify training and support needs and which can be used in conjunction with School-based support to help the employee develop a successful reapplication. This should be replaced by written feedback.</p>	<p>From January 2018</p> <p>Training in place with reviewed training from August 2018</p> <p>From Jan 2018</p> <p>2017/18 cycle</p>	<p>GEN Working Group</p> <p>PD</p> <p>PD (JB – Wellbeing lead)</p> <p>FPVCs</p>	<p>Research completed which indicates where our myth busting problem areas / areas for action are, with a corresponding action plan in place.</p> <p>Training for staff to develop skills relevant to any new criteria to be rolled out.</p> <p>Resilience training programme in place and communicated, aligning to promotions timeline.</p> <p>Written feedback template designed and added to promotion materials for use by panels.</p> <p>Process to support staff who are unsuccessful in place across all Schools.</p>	<p>Increase in % of first time successful applications</p> <p>Resubmission success – evidence via Schools reporting that staff who are unsuccessful have been provided with written feedback, access to training, mentoring support / guidance. Resulting in re-applications of which >75% are successful, within 2-3 years of original application.</p>

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		<p>process will include written feedback from the panel.</p> <ul style="list-style-type: none"> We will identify a pool of mentors to provide additional support and guidance for staff (re)applying for promotion. In addition to mentors, managers/HoS/section leads and/or PDPR reviewers (as appropriate) will be responsible for regular follow-up and proactive support (or facilitation of support) for any members of staff who have been unsuccessful. 	There is no systematic follow-up process for staff who have been unsuccessful.	From March 2018	Leadership & Management Team		
Training and Professional Development							
AS13 <i>P1</i> <i>P2</i> <i>P5</i> <i>P9</i> <i>P10</i> 5.3i 5.4i	1	<p>Develop a training plan in accordance with broader actions identified in this plan to support the effective delivery of each intervention noted (e.g. to support PDPR, Competency Framework and Career Pathways, Promotions and Induction).</p> <p>Create a process to ensure that all new initiatives have an automatic step to assess training needs.</p> <p>Further analysis of the training data is required to better understand variable uptake of training from different staff groups.</p> <p>We will make central training provision as accessible as possible to support the ongoing professional development of University Staff.</p> <p>We will continue to analyse our training take up and develop specific plans to target staff groups where there appears to be low attendance e.g. targeting training for BME women (especially levels 4 and 7)</p>	<p>Actions detailed in this action plan will require specific training to be in place/current provision refreshed to support delivery (e.g.: PDPR training alongside the PDPR process; Career Pathways Workshops; Unconscious Bias Training; increased and targeted resilience training).</p> <p>There is variable uptake of central training. Some job families and some groups with protected characteristics (e.g. Female BME staff) are less well represented.</p> <p>Capture of individual training needs will help us to ensure our training provision meets identified needs. PDPR electronic collection of training needs will be critical in this.</p> <p>%F within BME group falls below that expected at levels 4 and 7. We will</p>	Oct 2017	Professional Development [David Burns]	<p>Training programmes in place to support this plan.</p> <p>Training data reported and published in ADR (see AS20). Data show increased uptake.</p> <p>Training programme complete for Project Transform Staff.</p> <p>New HR system in place and allows online PDPR and automatic capture of training needs. Further system will automatically flag next available training date to staff for needs identified.</p>	<p>Increased uptake of training across the University for under-represented job families/ staff groups – proportional representation of minority groups as minimum target.</p> <p>Online PDPR to capture training needs.</p> <p>Develop new Central short courses to address any unmet needs.</p> <p>Improvement in BME %F training attendance data to be in line with white</p>

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		A specific training programme is in place to support staff involved in Project Transform. This programme will be carried through to completion.	make all employees in this group aware of relevant training and support. PD currently chair a working party, including leading academic colleagues and the chair of the BME Staff network, with a remit to carry out further training needs analysis to support action planning.	Ongoing, End March 2018			%F (by workforce) at all levels. >90% Staff affected by project transform attended training and found it useful or very useful.
AS14 <i>P1</i> <i>P7</i> <i>P10</i> 6	3	<p>Revise central EDI Programme</p> <p>We will launch a new central EDI Development Programme, ensuring it is fit for purpose and is targeted towards key areas for development. We will also update how we communicate EDI development opportunities to reach the widest possible audience from Induction and throughout the employment life-cycle.</p> <p>We will evaluate all courses/workshops to analyse feedback on attendance and achievement of learning outcomes.</p> <p>We will compile attendance stats for EDI development. Use these to ensure that any Schools with poor (<50%) attendance or absence of particular staff groups are targeted for further development.</p> <p>We will deliver updated Equality Analysis training developed in line with Institutional Equality Objectives. New equality analysis resources will be built into the Project Management Toolkit and strategic frameworks.</p>	<p>The majority of staff do not attend/engage with central EDI provision. To ensure broader engagement, we need a focused period of activity to communicate the availability of central provisions.</p> <p>Following the development of new equality analysis resources, training is needed to ensure</p>	<p>Development programme in place by December 2017</p> <p>Completed by December 2018</p> <p>Ongoing from January 2018</p> <p>Ongoing from January 2018</p>	<p>Director of PD David Burns and People and Culture Manager</p> <p>Kathy Carter EDI Groups</p>	<p>Revised programme in place and communicated, focused on meeting identified University need.</p> <p>Take up of courses and learning outcomes feedback analysed to inform future course provision.</p> <p>All events promoted through revised communications approach.</p>	<p>100% staff have undertaken mandatory training.</p> <p>Improved perception of central EDI training provision, with 85% of staff reporting training to have been effective.</p> <p>Updated Equality Analysis learning and development (training) to have been undertaken by 50% of staff by July 2019 (focused on decision-makers and policy owners) workshops.</p>

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AS15 P9 4.1iii 5.1ii 5.3i	3	Teaching training and development 1. We will continue to analyse Evaluate data trends to: <ul style="list-style-type: none"> evidence impact of support measures, coaching and training currently in place. identify where enhanced training provision is required to further support teaching excellence. 2. POC associates will promote access to the college as a further way of supporting the professional development of R&T, and T&L staff, in particular linked to supporting development with a view to promotion. Specific actions will include: <ul style="list-style-type: none"> Increase participation rates for POC. Further recruitment of POC associates to meet target level Anonymous identification of good practice. 	<p>Evaluate scores indicate that female staff are rated higher on average than males and international staff rated significantly worse than both. Voice coaching and classroom performance coaching have been initiated with the latter group. We need to assess the impact of these measures.</p> <p>There is a growing body of innovation in teaching and sharing of excellent teaching practice across UoN. The introduction of the Peer observation college (POC) has provided a route for staff to constructively support and challenge each other.</p> <p>We have carried out a preliminary evaluation of the effectiveness of the POC to ensure it meets its published aims: to encourage individuals to reflect on the effectiveness of their teaching; to increase staff awareness of the whole student experience; to identify any weakness and put in place an action plan to remedy. Initial engagement with the scheme was low and we have created School-based POC associates to champion this locally.</p>	<p>Annual analysis, ongoing from April 2016.</p> <p>Sept 2017- Sept 2018</p> <p>Oct 2017- Jun 2018</p>	<p>Director of PD, David Burns</p> <p>Analysed by School, Faculty and University teams</p> <p>PD (DB).</p>	<p>Identification of individual staff who need to improve their teaching as shown by SET scores and comments.</p> <p>Identification of areas for improvement (e.g use of technology/digital lecture capture, over lecturing; greater use of small group teaching, not meeting students' learning needs)</p>	<p>Overall improvement of SET average</p> <p>From Sept 2016 increase participation in the POC year on year by 10%.</p> <p>POC Associates in place for each School</p> <p>Publication of good practice communicated to staff</p>
Governance and Sharing Best Practice							
AS16 P All	1	Provide support for all Schools in preparing Athena SWAN submissions and in delivering Action Plans. 1. Activities of the P&C team to include:	In providing support for STEMM SATs, GEN has developed a Challenge and	Start Nov 2016 Business as	APVC EDI and P&C Team	Visits to AHSSBL Schools to assist with set-up, in addition to	All UoN Schools included on schedule. Visits and support

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5.2ii 5.6xii 7		<ul style="list-style-type: none"> delivery of workshops to new SATs/SAT members on key areas of support identified e.g. data presentation and analysis, writing SMART action plans. Training and guidance for Faculty data champions. Prototyping and maintenance of University tableau dataset. See also AS19 AS/EDI survey and guidance to School-level survey teams (see also AS32). <p>2. In addition we will:</p> <ul style="list-style-type: none"> Maintain phased schedule for submissions - to avoid all Schools requiring support simultaneously. Widen Challenge and Support team as more staff gain panel and AS experience (especially AHSSBL representatives). Support PSS through their ED&I Group to embed AS principles and best working practices, even though they currently have no route to apply for an award. <p>3. Act as a Beacon to develop and share AS activities and best practice overseas. This will include:</p> <ul style="list-style-type: none"> Working with ECU to develop application and assessment approaches that reflect and accommodate the complexities of different legal, employment and cultural frameworks, whilst maintaining standards of practice that positively impact on ED&I. This might include optional additional questions in Institutional Applications, or an additional application form for HEIs with O/S campuses. 	<p>Support Group which has regularly visited and supported Schools.</p> <p>As the remit of AS has expanded across the wider University the workload of this group needs to be formally recognised and the load actively managed. A number of secondments has boosted the number of staff involved in supporting AS activity across the University and this level of support needs to be maintained as a minimum.</p> <p>This increased activity has demonstrated clear benefits and highlighted a need for more proactive involvement from the central team, to include a continuation of the recently delivered workshops and training for School-based SATs rather than simply troubleshooting via email as has been previous practice.</p> <p>UNMC is currently the only overseas campus of a UK University to hold an AS award. Recent applications from this campus, however, have been unsuccessful. In part, at least this may be due to the expanded charter has prompted scrutiny of areas where local practice, employment law and cultural norms do not tally with AS principles and/or vary considerably from UK norms. Preliminary discussions with</p>	<p>usual Sept 2018</p> <p>Apr 2020</p> <p>To fit with ECU's review of this area</p>	<p>Challenge and Support Team</p> <p>FPVCs</p> <p>Marion Walker (APVC EDI) GEN International Group</p>	<p>troubleshooting and pre-submission as already occurs for STEMM.</p> <p>Support visits and preparation work accounted for via WLM, PDPR and buy-out by School.</p> <p>Rotation of Support team membership and/or large enough team that members report they are not overburdened</p>	<p>carried out as per schedule.</p> <p>Positive feedback from all School SATs that support has been valuable.</p> <p>Submissions completed on time.</p> <p>Support team report formal recognition/time allocation.</p> <ul style="list-style-type: none"> Achievement of our Institutional Equality Objective for all schools to hold an AS award by 2020.

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		<ul style="list-style-type: none"> Improved support and communication between the UK and International campuses to improve application success rate. Expanding overseas critical friend activity, e.g. increasing the number of Australian Universities we act as buddy for. 	ECU suggest a logical approach would be to convene working group/round table discussion of the barriers/issues for O/S campuses.	2019-2021	Challenge & Support Team TM, MW		
AS17 <i>P All</i> 5.5iii 5.6x 5.6xii	1	Embed gender equality (including intersectional) activity and ethos across the University We will: <ul style="list-style-type: none"> Redevelop the GEN website. Report to/from GEN and ISAT on gender equality across STEMM, AHSSBL and central services (disaggregated). Develop an annual 'GEN Award' for Schools/teams to join the existing VC's medal for ED&I in ways we celebrate major contributions to advancement of ED&I. Position additional female and ethnically (and other protected characteristics) diverse leadership images (historical and recent) in prominent University locations, including on foyer screens in key buildings across campus. 	GEN is our cross-departmental 'community of practice' for gender equality. It shares good practice and resources across the institution but also 'up and down' through communication with ASB and local areas. To further enhance this work, particularly given that the AS agenda now also considers AHSSBL Schools and P&S staff, we will celebrate and share AS best practice ensuring this becomes the route through which gender equality is predominantly managed at UoN. AHSSBL Schools and central services can learn a great deal from the good practice developed in AS STEMM schools and already we are finding they have plenty to offer in return. One of the key ways the Institution can send a clear message about its values, to champion diversity and the diverse talents of its workforce and to embed celebration of all our leaders and successes, is via the images and language we use. We identified an urgent need to 'refresh' (remove stale,	July 2018 Sept 17 January 18	APVC, ED&I/ Chair of GEN and Marketing and Media subgroup and Senior Women's Network	More interactive and informative website. Clear objectives for all Faculty and PS ED&I activities. Paintings and pictures in Council meeting rooms and other UoN widespread locations.	Positive feedback on GEN website from GEN, SAT members and membership of Women's Staff Network. KPIs met (within annual Faculty diversity report). Award made annually at GEN conference and good practice shared throughout UoN. Increase to 50% female paintings/pictures adorning University locations.

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			<p>male and pale images of the past) from some of our most prominent rooms. This activity uncovered a wealth of forgotten images and prompted creation of many new ones. Some Schools display images via screens in foyers and as posters and banners.</p> <p>Along with our commitment to the 30% Club and our expanded People & Culture programme, we will benefit from public celebration and championing of achievements along with other local and institutional mechanisms and insights to support EDI.</p>				
Inclusive Culture							
AS18	3	Dignity at Work	We are committed to supporting dignity at work. To help highlight the significance and University's commitment to this we will evaluate our Dignity at work policy and associated communications and programmes to make clear that we take an 'active challenge' approach to inappropriate language and behaviour.	From March 2018	People and Culture Manager	Evaluation of Dignity At Work Policy complete	>95% of staff report that they feel they are treated with dignity and respect in the employee engagement survey.
P7		Evaluate our Dignity principles to add clarity around our 'active challenge' approach to inappropriate language and behaviour. We will:					
P8					Student Union	Supplementary materials launched with training/guidance in place.	
P9		<ul style="list-style-type: none"> refresh the Dignity Advisors Network to include new guidance and training for advisors. 			HR/PD	Plan of activity in place for Student Union to improve awareness of dignity and diversity.	100% of managers and employees have completed any mandatory dignity and diversity training provisions.
5.6i 5.6ii		<ul style="list-style-type: none"> Develop additional resources such as inclusive language code to empower staff to challenge each other openly, constructively and with respect, as per our Global Strategy 2020 values. Update our training and guideline provisions around dignity at work and working in an inclusive environment (based on emerging evidence from policy review), to further 		Start June 2018. End December 2018.	ASB/Faculty EDI Groups – for promotion and ownership of cultural awareness		
				Start September			

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		embed these principles throughout our campuses <ul style="list-style-type: none"> Work with our Student Union Colleagues to identify ways to improve awareness of dignity and diversity in our student body as well as our employee body to embed this across the whole of the University enhancing the environment for all. 		2018, end December 2018. Start September 2018, end July 2019.	All University managers and staff		
AS19 <i>P10</i> 5.2ii 5.4ii 5.6xi 6iii	3	Continue to improve staff data capture We will capture additional data to support AS SATs and submissions (see AS16) and ensure gender identity data is accurate. 1. A new 'self-service' module within our HR system capturing personal data enables all employees to disclose limited information on gender identity. We will: <ul style="list-style-type: none"> Annually review opportunities to improve the new self-service HR module, including the opportunity to select 'non-binary' as an option within the system (taking advantage of this functionality when made available by the current system provider) OR by including this in the tender specification of requirements for a new HR system when the new HR system project is approved Use information gathered by the new self-service module to monitor and track trends and to help inform future activity. Supplement the FAQs section on MyView with an explanation of why we are keen for staff to allow us to record their data, and how a more complete record of the characteristics of our staff can ensure we remove barriers and bias. 	The accuracy and completeness of our staff data on gender identity is fundamentally important for us to understand the needs of our trans community and assess impact of policies and procedures on this staff group. While a new 'self-service' module within our HR system enables all employees to disclose limited information on gender identity, currently this does not include the opportunity to tell us more due to system limitations. We plan to address this in line with future system development OR include this as essential in the specification for a new system, whichever is sooner. This action will also support AS20 related to our annual publication of equality information relating to staff. Through the application process we have identified a number of areas where there are not processes in place	Review system functionality available annually from July 2018 / include in tender spec in line with HR project approval timings From July 2017	HRMIS Team Network Groups to encourage full disclosure	University has complete data to assess numbers of staff in these groups accurately. Employee self-service module gives staff members access to view and update the demographic information that we hold. Systems become more inclusive as additional functionality becomes available/new systems are procured.	Increase in level of gender identity data held in line with targets set by institutional equality objectives. Improved ability in-line with GDPR to report accurately on gender identity. Improved confidence in employees regarding the data we hold about them, 100% GDPR compliance as demonstrated by Jan 2019 survey.

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		2. We will create a process that will systematically data capture, by gender and other protected characteristics (as recorded above) of Institutional and School level data in a number of key areas, to inform EIA, AS applications and assessment of impact of changes in policy and processes. These include committee membership; outreach activity; applications (and outcome) for both carers' leave and flexible working.	for the systematic capture of data. In these cases manual compilation has been required to complete AS applications. Example include committee membership, outreach activity, uptake of carers' leave and both informal and formal flexible working where permission has not been approved (the system only captures formal requests that are approved).		HR (JK)	New HR system in place, set-up to systematically capture data required.	
AS20 P9 5.3ii 5.4i	2	Increase our offer of Wellbeing activities/resources to support staff in the workplace: <ul style="list-style-type: none"> Resilience and mindfulness programmes expanded Improve resources including on line resources improving accessibility to wellbeing support Hold focus groups to discuss and understand the outcomes reported from the 2017 SES Wellbeing task and finish group to review current provision, including the SES/Focus Group data, to make recommendations for future changes/new developments for consideration by UEB 	Wellbeing programmes offered have good feedback. However staff feedback identified further resilience and mindfulness programme were needed. In the SES staff scored the UoN low on wellbeing. Focus groups will help us to understand why and help us understand what further provision might be needed.	November 2017: start focus groups. Spring 2018	People and Culture Team; Wellbeing task and finish group; Jo Bramham, Resilience Lead.	Consultation completed and report of staff views and recommendations presented to UEB. Following Working Group report recommendations, revisions to wellbeing programmes and resources revised as appropriate.	In November 2018 SES, staff perceptions around how the UoN cares for staff wellbeing to increase from the average score of 2.8 to > 3.5
AS21 P7 6iii	3	Improve trans equality through further raising awareness of UoN's values and commitment. To systematically address issues raised by our trans colleagues via the TWP and to also facilitate alignment with emerging sectoral good practice, we will: <ul style="list-style-type: none"> Support the evolution of the Trans Working Party into a permanent virtual forum for consultation or via ensuring that our Trans colleague's views are specifically sought when consulting with the 	Feedback from consultation with network members, e.g. reports of staff/services not aware of existing guidance or not complying with the spirit or letter of existing guidance. Updated ECU guidance on supporting trans staff.	November 2017 Jan 2018 Track 2018/19	People and Culture Manager LGBTQ Network Chair	Consultations completed and report of trans staff views (compared to January 2016 views) to measure impact. Name-changes in UoN systems following transition; non-binary visibility and facilities; appropriate systematic capture of (and use of) gender identity	In Jan 2019 survey, trans staff perceptions are of feeling valued and safe in the workplace both generally and locally in their teams, and that the institution is committed to

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		LGBTQ network considering the views and preference of the Trans community. <ul style="list-style-type: none"> Act on the findings of the TWP final report, producing recommendations for action, and tracking outcomes of that report. Ensure ongoing trans representation in our Gender Equality Network (GEN) Update existing trans staff guidance in line with feedback from the TWP and updated ECU guidance Continue to address issues raised by trans staff e.g. through the LGBTQ Network and other mechanisms e.g. Employee Relations casework. Survey the views of trans staff to assess the impact of trans equality activity. 	Recognition that gender identities beyond male and female are increasingly common and that it is likely that in future more members of our community will hold (and express) these identities.	December 2017 From January 2018 January 2019	TWP Chair/Deputy Chair APVC for ED&I	where different to legal sex; enhanced staff awareness e.g. through training programmes. Following Working Group report recommendations, revisions to central guidance and practices/policies in line with external guidance and local consultation outcomes.	progressing trans equality.
Pay and Contracts							
AS22 <i>P4</i> <i>P8</i> <i>P9</i> 4.1v	1	Reduce the Equal Pay Gap at level 7: To best address our 3 priority areas we will: <ul style="list-style-type: none"> Boost targeted developmental and recruitment interventions and a pro-active approach to raising awareness and understanding of the promotion process (with a focus on being promotion ready for those staff wishing to work towards promotion). Focus on developing and appropriately progressing female staff through the subsections of Level 7 (levels a and b) to reach Level 7c Continued proactive focus on equality in pay when entering a level 7 role at UoN. We will present an option paper on Professorial banding to UEB/Remuneration Committee as part of	Our analysis identified three priority areas for action following the Equal Pay Audit conducted in 2017: <ul style="list-style-type: none"> Level 7 Female Representation: Continued focus on increasing female representation within L7. Increasing female representation at the most senior academic level (7C). Ensure equality in pay when entering a level 7 role at UoN. We recognise that our gender pay gap will be an important indicator for success of broader initiatives (such as	June 2017-June 2021	Head of HR Specialist Services/HR Director ASB HRBPs/ Recruitment/ FPVCs	Next Equal Pay Audit Complete – December 2019 Gender Pay Gap reporting completed annually. Reports on pay gaps by School uploaded to GEN workspace for access by departmental SATs.	Gender pay gap success indicators in place to track success of promotions/PDPR/recruitment/talent management interventions. Departmental SATs show embedded work relating to AS Principle 4 resulting from access to School-based data on pay gaps.

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		<p>our Total Reward Strategy. Subject to any agreed changes a full implementation plan will be developed and deployed.</p> <p>We will undertake a further equal pay audit in 2019 in line with good practice bi-annual review processes and a gender pay gap analysis every 12 months in line with regulatory requirements.</p> <p>Action at AS01.1 aims to support reduction of the gender pay gap through increasing male representation in the lower quartile of paid roles alongside females in the upper quartile.</p>	those in AS06, AS11 and AS12) however, we also recognise that success could in some cases lead to temporary increases in pay gaps at levels 6 and 7a/b, until the talent pipeline supports the required levels of gender representation at all levels;	December 2019			Gender Pay Gap reduces and is eradicated altogether through proactive management.
AS23 P6 4.1i 4.1iv 5.5i 5.5iii	2	<p>Minimise use of fixed-term contracts</p> <p>1. We will continue to ensure fixed-term contracts are used appropriately i.e. linked to fixed-term funding, or other acceptable reasons including cover for specific periods e.g. maternity, sabbatical, research fellowship and will analyse usage via AS31 (leavers' data) we will investigate whether our current processes around fixed-term contracts are creating a disproportionate disadvantage for L4+5 female R and R&T staff and seek tangible solutions as per AS31 if this appears to be the case.</p> <p>2. Share and promote/roll-out best practice from Schools in FMHS:</p> <ul style="list-style-type: none"> Support development of Postdoc Passport Consider broader adoption of SHS use of a Research Coordinator Role. Dedicated role engaged in proactive 1;1 support for fixed-term/research staff. 	<p>Our data show a much higher proportion of P&S staff on permanent contracts, as opposed to academic staff (except L7 academics)), reflecting in large part the fixed-term funding nature of many level 4 research posts. This creates potential to lose talented R&T employees (particularly female staff at level 4) from the talent pipeline as the result of a fixed-term contract ending.</p> <p>In line with legislation we use open-ended contracts for staff who have been employed for 4 or more years.</p> <p>We feel it is important to manage staff members fairly, and that to issue permanent contracts for roles where there is finite external funding would be unethical i.e. not transparent, raising false expectations. However,</p>	<p>To align with the timeframes in AS31</p> <p>Dec 2017 – June 2018</p> <p>As per SoLS action plan</p> <p>2018</p>	<p>Head of Employment Shared Services (for monitoring).</p> <p>ASB to review data and recommend solutions.</p> <p>FPVCs/HoS</p> <p>ISAT /SoLS AS coordinator (TM)</p>	<p>Redeployment pool process standardised. New HR system automatically registers staff, reminds PI and staff member of entry date, captures details of staff skillset and send details of relevant roles.</p>	<p>100% of staff reaching the end of a fixed-term contract report redeployment conversation (currently not measured)</p> <p>Increase (+X% year-on-year) in staff moving from fixed-term to OE contracts as a result of redeployment and/or continuous service of >4 years.</p>

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		<p>3. Where staff are on fixed-term contracts we will seek to ensure continuity of employment by:</p> <ul style="list-style-type: none"> Improving redeployment opportunities through automated registration for the pool and timely reminders/information for PIs and staff. Standardising how bridge funding is used to minimise ending fixed-term contracts where future funding is in the pipeline. Proactively ensuring all fixed-term research staff receive the opportunity to attend training in skills such as teaching and leadership. Ensuring that where fixed-term research staff have the opportunity to deliver lectures and/or lab-based supervision of students, that this is formally recognised. All postdocs receive guidance and mentoring around fellowship applications. Ensuring that all PIs responsible for fixed-term research staff are held to account in terms of support and opportunity for their staff. 	<p>we will seek to minimise the use of fixed-term contracts where possible and will explore and minimise any disparity within protected groups.</p> <p>Hence, in order to best support staff on fixed-term contracts it is necessary to provide opportunity and recognition for activities that will enhance their experience and CVs, facilitating career progression, either at UoN or elsewhere. To this end SoLS is developing a Postdoc Passport, a formal recognition/accreditation of teaching, assessment and supervision activity for postdocs. We will seek to support and share this excellent innovation across the sector.</p> <p>Further, it is important that any conflict of interest between PI and postdoc does not negatively impact on such opportunities.</p>			<p>Bridge-funding policy in place with reference to RCUK and other funders' offerings.</p> <p>Postdoc Passport Pilot in SoLS completed and rolled-out across UoN</p> <p>Postdoc workload contains protected time for training, teaching/lecturing/supervision, as standard.</p> <p>PDPR forms contain formal goal for all PIs with responsibility for postdocs to demonstrate they have supported their staff.</p>	<p>All postdocs have postdoc passport record.</p> <p>XX postdocs are successful in applying for fellowships (at UoN or elsewhere).</p>
Workload Planning and Equity							
AS24 <i>P2</i> <i>P9</i> <i>P10</i> 5.6vi 5.6vii i	3	<p>Ensure workload model is fit for purpose:</p> <p>1. We will ensure that Schools are empowered to use the model to reallocate activities in line with School/University priorities and in order to preserve time agreed for research, and CPD related activity.</p> <ul style="list-style-type: none"> FPVCs responsible for adherence to Faculty allocation principles and demonstration of continuing improvement of proportion of staff within target range (to include allocation of 	<p>The workload model has been rolled out across the University and tariffs broadly agreed (nearing the end of its third year of business as usual operation). We now need to ensure that it is accurate enough as a planning tool to facilitate effective workload allocation including workload reallocation where required, to enable protection of staff time for activities</p>	From Sept 2017	<p>HR Project Manager (WLP) and Faculty PVC WLP Sponsor</p>	<p>Reports on WLP outcomes by protected characteristics (including gender, age, race/ethnicity and disability) shared with ASRB and other agreed stakeholder groups annually.</p> <p>Annual review of the achievement of faculty target</p>	<p>75% of staff with workload allocation within the Faculty target range</p> <p>100% staff agree they spend enough time on activities important for career</p>

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		<p>time for CPD, whilst keeping the WLP allocation within target range)</p> <p>HoSs to lead on proactive management of workload with aim of moving staff into Faculty target range where this isn't currently achieved.</p> <ul style="list-style-type: none"> We will review the effectiveness of the appeals process and consider whether the current eligible grounds for appeal are fit for purpose. ASRB will review annually workload trends including UoN average, total overload and consider implications for overall resourcing. <p>3. To support career development opportunities for ECRs/postdocs, Faculties will ensure that all L4 staff with regular teaching duties have a workload plan.</p> <p>4. Annual analysis of workload by gender, level, ethnicity and disability status to ensure no group is systematically overloaded. See also AS08 and AS11.</p>	<p>important for career progression and ensure staff are not overloaded and able to achieve a positive work-life balance.</p> <p>Having undertaken a review of the WLP framework in 2016/17, tariffs were further refined and where possible agreed at a Faculty level, helping to bring consistency in suitable areas.</p> <p>Our 2016/7 Athena Swan survey indicated that a significant proportion of staff work in excess of their (nominal) contracted hours and that most staff feel they do not spend enough time on the activities they should. Having a workload model that is proportionately reflective of how staff will spend their time in specific key areas provides a basis for Schools to understand if changes are needed to support staff in these crucial areas. Improved tariffs and data will facilitate closer adherence to 100%.</p>	<p>May 2020</p> <p>May 2018.</p> <p>From Sept 2018</p> <p>From May 2018</p>		<p>ranges complete with action plans in place to drive improvement where required.</p> <p>Appropriate L4 workload plans in place for staff carrying out teaching activity.</p>	<p>progression and the delivery of their role</p> <p>75% staff agree they do not routinely work in excess of their contracted hours, other than by personal choice (waiver of EU working time rights in place as appropriate)</p>
AS25 <i>P1</i> <i>P2</i> <i>P5</i> <i>P9</i> <i>P10</i> 4.1i	2	<p>Support and Workload Management for Part-Time Staff:</p> <p>We will continue to explore and better understand barriers to part-time staff focusing on both research and teaching.</p> <p>Action includes:</p>	<p>Our data identify a potential link between part-time working and contracts specialising in Teaching or Research (rather than R&T). It is notable that over 70% of our part-time contracts in these single discipline roles are carried out by female colleagues. This may be staff choice or may indicate a failure to support these</p>	<p>November 2017 –</p>	<p>ASRB (FPVC for ARTS WLP lead)</p>	<p>Focus group to discuss workload management, issues around part-time working and access to research and teaching contracts.</p> <p>Recommendations identified and presented to the ASB.</p>	<p>Focus groups taken place.</p> <p>Recommendations approved by ASB</p> <p>Pilot of solutions drawn up; volunteer Schools identified</p>

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		<ul style="list-style-type: none"> Detailed analysis of AS staff survey data and qualitative responses. Following the workload EIA, develop ways to reduce teaching/meeting overload within part-time workplans. Plans need to recognise that annualised hours in workload can equate to significant overload during term time for part-time staff. Further focus group with part-time staff to develop recommendations for consideration by ASB and pilot. Following pilot implementation, adjustment as necessary before Institutional roll-out. <p>Links with AS11, AS24 and AS26.</p>	<p>staff in particular to open up further the R&T combined pathway to part-time staff.</p> <p>The choice to focus on one discipline (skew towards teaching) may be a consequence of disproportionate effects of teaching, meetings and other core requirements leaving little time to focus on research. Our workload and timetabling actions link to this.</p>	<p>February 2018</p> <p>June 2018</p> <p>Sept 2018-June 2019</p>		<p>Pilot of approved actions undertaken and reviewed to assess benefits to staff.</p> <p>Roll-out of piloted/modified approach.</p>	<p>Piloting complete, outcomes assessed.</p> <p>Part-time staff in R&T contracts indicate they have sufficient time for research.</p> <p>100% part-time staff report workload appropriate for their contracted hours.</p>
AS26 <i>P1</i> <i>P9</i> 5.5vi	3	Ensure timetabling accommodates caring and other restrictions wherever possible <p>1. Co-creation of new form with representatives from timetabling and GEN to ensure it is fit for purpose.</p> <ul style="list-style-type: none"> Form includes full module details for staff member. Form allows all staff (not just those with caring commitments) to request one day/week free from timetabled teaching. Form provides clear guidance highlighting caring and other reasons are supported in declaring availability and will be taken into account where possible, but ensures the system is not being exploited, e.g. by requests that are incompatible with staff workload, assigned teaching load and FTE. 	<p>Where possible our teaching timetable should avoid scheduling sessions at times that staff with known caring responsibilities may have difficulty in attending. To help facilitate this we recently introduced a new approach where each member of staff with part-time/caring/disability/childcare commitments impacting on their availability is requested to fill in a form facilitating accommodation wherever possible.</p> <p>We are aware of variable practice across the University. Feedback indicates that some staff are making requests beyond the scope of the system (e.g. no teaching any afternoon</p>	<p>Availability return performed annually, by March.</p> <p>Ahead of 2018/19 academic year</p>	<p>Head of Timetable Services (SG)</p> <p>GEN Parental Support Working Group</p>	<p>Across all Schools, staff involved in teaching complete availability return.</p> <p>Mechanism to identify student needs and provide solution in place</p>	<p>Pulse survey indicates 100% teaching staff were invited to complete the return, and felt able to disclose their caring commitments openly and fully.</p> <p>Availability return references caring commitments and protection of blocks of time as a genuine and supported reasons for making certain requests.</p>

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		<p>2. Make provision for students with caring responsibilities.</p> <ul style="list-style-type: none"> Develop mechanisms to ask students about caring responsibilities on application/acceptance, or if not possible, on arrival. Wherever possible timetabling to accommodate these needs. Where not possible, alternatives will be mandated (recording of lectures, variation in teaching approach) to ensure equality of access to all modules. <p>3. Investigate feasibility of changes to current timetabling structure to avoid/reduce lectures outside core hours. Assess current use of reading weeks/meeting free weeks across UoN. Consult with staff and students regarding the feasibility of these being rolled out across all Faculties.</p>	<p>when contact is full-time). Currently many staff are provide availability, however feedback demonstrates this is not universal and reasonable requests from staff are not always accommodated. Timetabling have identified gaps in the information requested/provided which may account for this.</p> <p>This is a helpful system which can have an additional benefit of helping staff protect time for blocks of writing, marking etc. This benefit should be available to all, not just to staff with caring commitments. In addition, there is no standard provision for students with caring responsibilities.</p> <p>9am lectures are unpopular with students, 5 and 6pm lectures are unpopular with staff. We have no clear insight into whether, the teaching requirements could function in the absence of these slots (all of which are outside core hours). In addition, half-term provides considerable difficulty (and extra cost) for many staff and students with school-age children. Some Schools utilise reading week or meeting-free weeks as a way of protecting staff time and facilitating the use of annual leave during half-term. This may be of general benefit for staff and students.</p>				Student feedback indicates caring commitments do not limit their study options.
Support for Carers							

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AS27 P1 P9 4.1iv 5.5i 5.5ii 5.5iii 5.5iv 5.5vii	2	<p>Support for parental and carers leave returners</p> <p>1.To ensure consistent support for employees returning from parental leave we will:</p> <ul style="list-style-type: none"> Put in place better training, and support for managers, managing the 'return to work' experience. Ensure managers understand and promote KIT days and that there are meetings/conversations in place both before and on the employees return. Broaden facilities to support breastfeeding mothers on their return to work. Assess trends in parental leave returners by staff group to identify whether there are any concerns that local variations in practice may be affecting return / return experience. <p>2. To facilitate smooth handover and ease return-to-work transition, we will strengthen current central support provisions to ensure maternity cover includes period of overlap at both ends of leave for all parental leavers.</p> <ul style="list-style-type: none"> Investigate introduction of a Parental re-integration scheme/Fellowship. <p>3.We will identify any actions that are needed to minimise impact of parental leave on grant-funded (fixed-term) staff</p> <ul style="list-style-type: none"> analyse School-level variation in bridging support for fixed-term staff returning from maternity leave 	<p>Local good practice is widespread, but some elements would benefit from central leadership. We co-created a maternity guidance checklist with School SATs in MHS and focus groups. This has been circulated, but we need to follow-up with training for line-managers.</p> <p>The extent to which KIT days are promoted and taken-up as an effective way of supporting employees to return after maternity leave is variable.</p> <p>Feedback from GEN members suggests that some employees have experienced a lack of support on their return from maternity leave our action will ensure best practice is the norm for all staff.</p> <p>We have identified a potential issue with fixed-term staff not returning to work following maternity leave. As these staff are particularly vulnerable to the impact of a career break at this stage we will look into opportunities to minimise leavers in this group where practicable by identifying funding to extend contracts, providing time to finish work, produce papers, secure further external funding. (Also see AS22.)</p>	<p>October 2017</p> <p>April 2018</p>	<p>HR and PD</p> <p>Estates</p> <p>Local support admin functions, overseen by ED&I Board</p> <p>ED&I Board, FPVCs / Directors of PS.</p> <p>GEN parental working group</p>	<p>Broader package of support / guidance in place for managers who are supporting employees return from maternity leave.</p> <p>Focus groups / survey taken place with maternity leave returners to identify consistency of returning experience (with best practice findings incorporated into managers guides/training)</p> <p>Designated rooms for breast-feeding identified and communicated to staff.</p> <p>Funding provision to support grant-funded staff investigated at Faculty Level.</p> <p>AS data presented to ASB includes analysis of P&S returners' rate.</p>	<p>Managers feedback confirms clear understanding of guidance.</p> <p>Survey reports that 100% of maternity returners feel they are/were well-supported.</p> <p>Designated breast-feeding rooms identified in all Schools/on all campuses.</p> <p>Reduction in numbers of staff not returning from maternity leave.</p> <p>100% fixed-term staff taking parental leave and associated PIs confirm awareness, access to and successful implementation of funding support to mitigate effect of leave period.</p>

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		<ul style="list-style-type: none"> investigate the range of current solutions (e.g. bridging from Schools, extensions from RCUK). Where sufficient grant-funding is not available or limited, we will put in place additional options e.g. Faculty-controlled funding to support in this area to minimise leavers in this group <p>4. Better support staff taking carers' leave:</p> <ul style="list-style-type: none"> Use the new absence management module in the HR system (Resourcelink) to capture carers leave data, to better understand the uptake of this leave. Work with managers to ensure cover arrangements and return-to-work arrangements follow best parental leave practice. 	We offer extended carers' leave but currently do not distinguish this from other unpaid leave. Implementing the absence modules in Resourcelink should allow this leave to be specifically recorded and hence we will be able to better assess how well we support these staff and identify and correct any issues which exist (Also see AS22).		HR, HRBPs		<p>Clear data on uptake of carers' leave available.</p> <p>Carers' confirm smooth process around taking leave and return.</p>
AS28 P1 P5 5.5i 5.5vii i	3	<p>Childcare Provisions</p> <p>To ensure we provide the best possible support and information for staff requiring childcare we will:</p> <ol style="list-style-type: none"> Refresh and update our Childcare website information and literature Work with our local childcare providers to understand any challenges with provision for PhD students, part-time staff and students to identify where we can overcome barriers to access. Work with colleagues at our Sutton Bonington Campus to better support their childcare needs. We will ensure staff members working at SB are provided with advice about childcare providers close to the site. 	<p>To continue to build on the excellent childcare facilities and services which we have in place we need to better understand demand for the service and any challenges in ensuring the services are accessible to all groups.</p> <p>We have surveyed staff to understand needs and decisions around choice of childcare option. We now need to incorporate insights from these surveys into our practice and guidance going forwards.</p>	<p>Complete by June 2018</p> <p>April 2017 – April 2018</p> <p>June 2018 (as above) and as per local AS action plans</p>	<p>GEN Parental Leave Working Group (NC/LT)</p> <p>Support Services Team (SD)</p>	<p>Survey of waiting list completed and analysis of choices around childcare better understood.</p> <p>Barriers to service access for PhD students, part-time staff and students identified. Plan in place to mitigate/remove barriers.</p> <p>Analysis of demand for services at SB campus complete, with recommendations presented to ED&I Board/ Registrar's Department / Estates and acted on accordingly. Analysis of existing local provision –</p>	<p>Waiting list reduced.</p> <p>Feedback indicates that part-time staff, PhD students and other students feel the childcare provisions are accessible to them.</p> <p>Staff at Sutton Bonington campus indicate >90% relevant staff agree childcare needs provided for.</p>

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AS30 P1 P2 P3 P5 5.5ix	3	Raise awareness of “Carers conference fund” 1. Application process and associated guidance, to be communicated again to all staff. Details added to maternity guidance. 2. Uptake annually monitored by gender, level, role, local unit, and type of caring, in order for the ASB and GEN to assess impact. Impact assessment will be undertaken following 2 nd year of implementation to assess any potential areas of inequality. 3. Process changes will follow as necessary if impact assessment indicates they would be valuable.	Staff with caring responsibilities, (predominantly female), are disproportionately unable to attend conferences and similar developmental events due to caring costs. Currently staff may apply for funds to cover such costs for external events, but only small numbers of applications are received. UoN wish to ensure that reasonable caring-related expenses associated with attending such events are paid by the institution regardless of where the event is (e.g. an internal event on a non-work day for a part-time staff member also incurs costs).	Dec 2017 Reporting on uptake Feb 2018, Feb 2019 Impact assessed after first two years	Director of Human Resources Director of Financial Operations	Application process set up. Guidance for managers/budget-holders and users drafted and tested with staff user groups in consultation with People & Culture/HR, GEN. Advertisement of the process and cascading of the guidance. Annual reports of uptake to GEN, then ASB (with GEN’s comments/evidence of qualitative feedback).	Staff feedback demonstrates high level of awareness of scheme >75% staff including 100% staff with caring responsibilities (current estimate from AS survey 50% respondents have caring responsibilities) Positive feedback from awardees post conference.
Understanding our Leavers							
AS31 P2 P3 P6 4.1iv	3	Undertake an analysis of leavers to better understand reasons why staff leave and more specifically to understand whether for L4+5 R and R&T staff there may be bias in our redeployment process which means we are avoidably losing valuable staff at the end of their fixed-term contract when they would have stayed had redeployment been available, and/or for P&S staff where this was due to limited career progression opportunities. 1. Improve our systems for reporting and analysing leavers’ data. Analysis will include: <ul style="list-style-type: none"> Review of leavers’ exit interview data to identify trends and identify any possible gender bias within the redeployment process. Distinguishing where contract terminations lead to staff leaving the organisation, by School, 	Data suggest more male L4 and more female L5R and R&T staff are leaving than is proportionate for the gender splits at these levels. In particular we will seek to understand if staff are leaving before the end of their contract term (for fixed-term research staff) and/or leaving because they have failed to be redeployed. We will also investigate P&S reasons for leaving. In particular, to determine whether are we losing valuable staff as a result of limited career progression opportunities (see AS05 career pathway development work).	March 2018 May 2018 Dec 2018	Head of Employment Shared Services (JT)	New HR data system in place and leavers reporting systems running. Exit interview information and leavers’ data reviewed to analyse trends. Leaver’s survey developed and implemented. Findings reviewed and recommendations presented to ASB for consideration. Relevant actions taken accordingly.	Proportions of L4+L5 R/R&T leavers consistent with gender balance at each level. % of leavers in target groups reduced (from 10-25% often above UoN average for all leavers to in-line with UoN average of 5-15%). 75% ECR leavers supported into career progression

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		<p>gender and level, as well as destination, in order to understand where leaving facilitates career progression elsewhere.</p> <ul style="list-style-type: none"> A survey of leavers in the defined target groups (including leavers within a reasonable back-period in this group where possible*) to ascertain reasons for leaving (where data are not already available). We will explore mitigation of issues identified to support the improved retention of relevant staff groups. Recommendations will be presented to the ASB for consideration and implemented as appropriate. 	<p>Data from enhanced exit questionnaires will facilitate understanding of issues and creation of support measures around career progression for ECRs.</p> <p>*Noting that we need to ensure compliance with GDPR.</p>	<p>Sept 2019</p> <p>Mar 2020-Sept 2020</p>			elsewhere, as confirmed by exit and leavers' surveys.
Surveys – Checking in on Progress							
AS32 <i>P8</i> <i>P9</i> <i>P10</i> <i>3iii</i> <i>5.6i</i> <i>5.6vii</i>	2	<p>Survey staff opinion</p> <p>During the 4 year AS Cycle we will:</p> <ol style="list-style-type: none"> Support the delivery of the Institutional SES Action Plan. Undertake at least 1 further SES and 1 further AS ED&I survey. This action will include survey development, implementation and analysis of the results. Further develop institutional and local action plans in light of responses to support improvement and build on strengths. Undertake Pulse Surveys to assess the impact of work undertaken through this AS action plan and to gain additional insights where required to inform next phases of development. Develop a communication plan that ensures staff are informed and feel consulted about action taken resulting from their feedback. 	<p>Surveys are a vital way of understanding staff opinion, experience, insight and concerns. However, there is a balance to be found between over- and under-surveying. Changes to our survey processes increased the most recent response rate to our SES >60%, however of those respondents a large proportion were 'disinterested' (neither agree nor disagree). In addition we identified areas of concern around communication, with many staff being unaware of initiatives, opportunities and developments across UoN that might benefit their career development. Responses indicate staff do not feel consulted or that their opinions are considered. Often this is also a communications</p>	<p>SES Nov 2018</p> <p>AS ED&I Survey Nov 2019</p> <p>As required during the AS 4 year plan.</p>	<p>People and Culture Manager</p> <p>FPVCs and PS Directors to support survey completion and resulting action planning</p>	<p>Surveys take place.</p> <p>UEB Approval for Institutional Action Plans achieved.</p> <p>Plan of pulse surveys in place and managed in accordance with defined time parameters.</p> <p>Pulse Surveys take place: ASB approval for Pulse Survey recommendations achieved.</p> <p>Summary findings disseminated for each relevant survey.</p> <p>Communications plan agreed and implemented.</p>	<p>>75% staff to have completed the SES.</p> <p>>75% staff have completed the AS ED&I survey.</p> <p>Plan for approved recommendations implemented.</p> <p>>70% of target staff group to have completed Pulse Surveys</p> <p>Significant improvement in proportion of respondents who</p>

Reference	Priority	Planned Action / Objective	Rationale/Key Issue to be Addressed (i.e. what evidence is there that prompted this action/objective)	Timeframe	Person/team responsible	Key outputs and milestones	Success criteria and outcome
		For some of our actions it will be more timely and penetrating to conduct short 'pulse surveys' to gain feedback on specific items.	issue, both in terms of communication of opportunities to express opinions and feedback to staff around HOW their opinions have been acted on.				agree their opinions are sought and acted upon (up from 24% to 50%).

2012 Silver Action Plan						
Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome
1. Profiling and analysis of data						
1.1 KAP 2	Schools to conduct at least one form of primary data collection annually.	Ad hoc surveys and questionnaires conducted by some Schools.	Q3/2012- ongoing: Provide support (design, distribution and analysis) to ensure that all Schools to conduct at least one form of primary data collection.	WinSET Coordinator Athena SATs	Monitoring by WinSET Coordinator of all action plans and primary research undertaken by SET Schools.	Higher quality data for schools to ensure best practice in fulfilling gender equality duties.
1.2 KAP 3	Data analysis of the relative impacts of recruitment, promotion, anticipated turnover and PDPR on effecting change in the senior workforce profile.	Annual workforce profile analysis shows small (usually positive) year on year change. Generate median career transition times disaggregated by gender across career pathways.	Q2/2014 - Develop appropriate initiatives in response to the analysis.	HR (Policy and Projects team)	Report to SEDAG.	Acceleration of the rate of change in gender profile of senior staff.
1.3 KAP 4	Participation in Contract Research Staff Survey.	Previously ran the survey in 2009, which fed into the formation of the Concordat.	Run the survey in Q3/2013 and include specific questions about work life balance.	Graduate School	Graduate School and WinSET co-ordinator to analyse the feedback.	Better understanding of the issues facing Research Staff, to help us implement change.

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1.4 KAP 1	Review data by gender for degree class/completion times for all SET Schools.	Data from all SET School Athena applicants posted on WinSET website.	Q3/2012-Q3/ 2015: Review of annual data sets to identify any subject or curriculum areas where female students appear to be under-achieving.	WinSET Coordinator	WinSET Group to recommend any changes that could be made, including mode of assessment, additional mentoring or coaching.	Reduce gender disparities between genders in classes of degrees awarded/completion times.
1.5 KAP 2	Collection of graduate destination data.	Graduate destinations, employment rates, universities that UG students have chosen for PG study are now posted at (http://destinations.nottingham.ac.uk/).	1 Q3/2014 - Exit interviews to ascertain why studies are not continued. 2 Outreach to students through schools, social media and Careers and Employability Service website.	CCD Schools	School activity recorded.	Each school will have a detailed database to provide information to prospective students and employers.
1.6 KAP 4	Generate base line information to support the development and monitoring the objectives of the E &D plan.	Policy worker in Policy and Projects team identified to implement E&D plan.	Q2/2013 –SET specific breakdowns to be included in all indicators where relevant.	HR (Policy and Projects Team	Indicators will be devised by project worker with stakeholder consultation. Reviewed via SEDAG and WinSET Group.	Indicators generated and agreed through consultation with improved and used to improve the management of E&D project delivery.
2.Undergraduate and Postgraduate Students						

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2.1 KAP 1	<p>To raise public profile of SET women who are engaged in outreach activities.</p> <p>To expand PE work in line with the RCUK Concordat for Engaging the Public with Research.</p>	<p>Some SET Schools have Outreach Coordinators. The University has developed a Science Outreach Project with membership from most SET Schools (http://www.nottingham.ac.uk/sop/index.aspx)</p>	<p>Q3/2012- ongoing:</p> <p>1 Improved promotion of, and public participation in, outreach and PE activities.</p> <p>2 PE activities that improve UoN quality of research and its impact widen research horizon, build new partnerships, support social change and the 'public good'.</p> <p>3 PE workshops for UoN staff planned by PD.</p>	WinSET Coordinator; Science Outreach Project Steering Group	WinSET Annual Report and podcasts on WinSET website, to document more fully outreach activities that particularly reflect the work of, or impact upon, SET women.	<p>1 Outreach officers based within >50% of all SET subjects by Q4/2013.</p> <p>2 Increased public awareness of SET issues.</p> <p>3 Joint working with other universities in Athena SWAN regional network to develop and promote outreach activities.</p> <p>4 Embed PE in activities that align with the UoN mission.</p>
2.2 KAP 1	Ways to encourage UG female SET students to undertake PG study.	ClubPostgrad offers a series of talks, events and workshops to inform about PG study.	Q1/2013 onwards:: WinSET, Centre for Career Development and Post Doc Fora to host co-ordinated, specific events	WinSET Coordinator	Feedback forms from events	Higher proportion of undergraduate female SET students undertaking PG courses.
2.3 KAP 2	Review steps taken by other academic and research institutions to help achieve gender balanced recruitment and admissions.	WinSET Coordinator reviews all principal reports.	Q1/2013-Q3/2013: Undertake comprehensive literature review of issues relating to why women study SET subjects at UG and PG level, and gender specific factors associated with career progression within HE.	WinSET Coordinator; WinSET Group; Recruitment and Admissions Office	WinSET Group to recommend actions and best practice strategies.	<p>1 Increased awareness of barriers, and how to help overcome them.</p> <p>2 Higher profile of SET women within the university.</p>

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2.4 KAP 1	Gender balance of staff and ambassadors on Open days.	Locally led initiatives.	Q1/2013- onwards: 1 Ensure the image bank is populated with representative images. 2 Ensure events are appropriately led by female staff and ambassadors.	Comms & Marketing SAT Leaders in Schools	Feedback from Open Days.	Greater proportion of females applying for courses.
3. Key career transition points: appointments and promotions						
3.1 KAP 2	To support welfare and ensure satisfaction of researchers, in order to assist career development.	HR and Centre for Career Development have committed to fully implement Concordat http://www.nottingham.ac.uk/researchstaff/documents/concordatactionplan.pdf	Q3/2012-Q3/2015: 1 Exit interviews and first destination interviews with post-doctoral students to determine why they left the institution. 2 Online job satisfaction annual survey with post-doctoral research staff, contract research staff and PhD students.	WINSET Coordinator and Centre for Career Development	Report to WinSET: identify appropriate actions.	Increased job satisfaction and retention rates.

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3.2 KAP 2	Career mentoring.	Continuation of APPLE (Academics' and Administrators' Professional, Personal and Leadership Experience) programme: http://www.nottingham.ac.uk/sedu/apple/	Q4/2012- ongoing: 1 Further intensive mentoring initiatives focused at School level. 2 Expand remit of Alumni Group to include mentoring of new participants.	Professional Development Schools	PD evaluation.	Increased support and confidential space to discuss career issues.
3.3 KAP 3	Clarify promotions process and support available .	Professional Development able to deliver custom promotions courses.	Q4/2012- ongoing: Promotion events held within individual Schools.	Professional Development (PD)	PD evaluation. Monitoring of changes in promotions data.	Improved awareness of promotions processes and more female staff encouraged and empowered to apply.
3.4 KAP2	Increase number of Fellowships awarded to females in SET disciplines.	Anne McLaren Fellowships programme.	Q2/2012-ongoing: Nottingham Research Fellowships (RFs) and International RFs include up to £5k pa childcare costs, mentoring scheme and career development programme.	Research and Graduate Services	Monitoring by WinSET.	Accelerated individual career pathways. Women fellowship holders are positive role models to other early career researchers.
3.5 KAP 2	Engage post-doc and contract research staff in career planning.	Faculty of Engineering has a Research Staff Group and a PG Research Student Learning Community Forum.	Q2/2012 – ongoing: Encourage all SET Schools to have active post-doc fora.	Athena School SATs	1 Report to WinSET Group. 2 School SATs to undertake primary research to monitor activity and effects. 3 Monitoring by Graduate School.	Improved awareness of importance of career planning among target groups. Increased take up of courses and programmes by research staff.

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3.6 KAP 3	Encourage more women to be recruited into senior academic positions and leadership roles.	Continue to provide WAND (Women's Advancement, Networking and Development) - a 1 year women's development programme run by PD.	Q2/2013 - Senior Women's Network to be relaunched to increase support and training for women seeking more senior roles, building on successes of APPLE and WAND.	Pro-Vice Chancellor HR, Access and Community and Chair of WinSET	1 Evaluation forms and annual focus groups surveying attendees of Senior Network Events. 2 Measure quantitative impact. 3 Promotion applications and successes.	Raise levels of self esteem in professional skills and improved management of expectations.
3.7 KAP 4	Conduct equal pay audit.	Previous pay audit 2007/8.	Repeat audit Q4/2012: 1 Establish whether there are pay inequities. 2 Understand the nature of any inequities and the factors creating them.	HR; Staff Equality and Diversity Action Group (SEDAG)	Five step process using EOC guidelines.	Remedial action to address unjustified inequities.
4 Career advice and support						
4.1 KAP 3	To maintain and promote gender-specific training programmes for SET women.	1 Proportion of SET women attending all courses run by Professional Development Unit and the Graduate School is reported annually to the WinSET. Coordinator 2 Equality and diversity training provided to Schools of Biology and Chemistry in September 2012	Q2/2013-Q3/2015: 1 Conduct a University-wide survey of training needs for SET women. 2 Further increase awareness and take up of gender specific training (eg APPLE, PEAR, WAND) by targeted promotion. 3 Higher granularity of data allows comparison of those who attend training	WinSET Coordinator; Athena SATs Professional Development	Report to WinSET Group. Report to WinSET Group.	Identify any unmet training or development needs. Proportion of women attending PD courses is at least equal to proportion of women academics employed in SET Schools.

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		http://www.stepsdra.ma.com	and promotion patterns. 4 All SET Schools to be offered STEPS programme by Q3/2015.			
4.2 KAP 3	All staff to participate in the Personal Development & Performance Review.	Annual appraisal system has now been replaced by PDPR, which will focus to a greater extent on the development of staff.	By Q4/2013 all staff to have been appraised under the new system. The HR Policy and Projects team has been tasked with preparing a report to SEDAG Q4/2013 noting any changes in terms of impact on equality and diversity, which will be important in moving forward.	HR HoS	Monitor uptake of PD courses.	A review mechanism with greater emphasis on staff development, rather than pay progression.
5 Culture, communications and departmental organisation						
5.1 KAP 4	Transparent Workload Model is being developed centrally and rolled out across the University.	Work Load Framework questionnaire to all academic members of staff in November 2011 - views sought as to overall structure, weighting and activity - Citizenship,	Implementation by Q2/2013: Consultation workshops and an online discussion forum.	Working Group is led by Professor Sarah O'Hara, Pro-Vice-Chancellor (Human Resources, Access and Community).	Consultation process throughout to facilitate open communication ensuring all viewpoints and relevant information are taken into consideration.	1 Guarantee of equitable and transparent allocation of work. 2 Promote fairer working practices. 3 Prevent individual work overload. 4 Improve work culture and staff satisfaction.

2012 Silver Action Plan						
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		Teaching, Research and Administration.				
5.2 KAP 3	To increase profile of SET women by holding annual event: 'Celebrating Women in SET'.	Events held in Oct 2009, Nov 2010 and Jan 2012.	Annual event: Participation from all SET Schools and representatives from key external stakeholders. Next event: Q3/2013.	WinSET Coordinator; Athena SATs; Communications & Marketing	Event evaluation forms.	1 Raised profile of SET women within the University and externally. 2 Networking opportunity for SET women across the University.
5.3 KAP 4	Mandatory recruitment and selection training for all involved in recruitment decisions.	At present all panels must have a trained Chair.	All panel members will have participated in E&D Training by Q1/2015.	HR (Policy and Projects Team)	Report to SEDAG: Review of recruitment and selection mechanisms to ensure they are fit for purpose.	1 Best practice by recruiters. 2 Reduce differential outcomes of appointment rates that cannot be explained by other factors (e.g. impact of international applications; economic climate).
5.4 KAP 4	Promote equality and diversity among all staff members.	University Diversity week held in November 2011. Dignity at Nottingham Network launched November 2011. 2012: HR provided training for HoS and REF Coordinators on unconscious bias	Q4/2012-Follow up events planned. Ensure E&D training component is part of all new and ongoing training for Heads of Schools.	SEDAG Professional Development	Monitor register of attendees. Training evaluation feedback forms.	To reflect and celebrate diversity. Improved awareness of barriers for protected groups in mainstream population of University.

2012 Silver Action Plan						
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		and implementation of the Code of Practice.				
5.5 KAP 4	Create a buddy system or cross membership of School level SATs to reinforce the sharing of good practice.	School representatives share good practice through WinSET meetings.	Q4/2013: Further investigate what would best benefit schools and implement a new system.	WinSET Coordinator	Report to WinSET group	Closer ties between schools to share good practice, and offer mutual support and advice on how to move forward.
6 Flexibility in the working day and career path						
6.1 KAP 4	Review working from home policies.	Some Schools have their own policies. HR has developed very broad areas of guidance.	Q2/2014-Q3/2014: Electronic survey of School Managers and SET academics regarding their attitudes to flexible working options.	WinSET Coordinator; Athena SATs; HR	Report to WinSET who will submit recommendations.	1 Coherent University wide policy. 2 Identification and resolution of any issues that may particularly impact upon women.
6.2 KAP 4	Develop overview of good practice initiatives of other HEIs and research organisations	First meeting of West Midlands Athena SWAN Regional Network held at University in May 2012.	Q2/2012- ongoing: Development of, and participation in, regional activities. Next meeting: 04/2012 (Warwick).	WinSET Coordinator	Monitor any changes in practice.	Dissemination and adoption of best practice.



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