Athena Swan renewal form for universities

Applicant information

Name of university	University of Chester
Date of current application	31st January 2024
Level of previous award	Bronze
Date of previous award	April 2018
Contact name	Kathryn Leighton
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Section	Words used
An overview of the university and its approach to gender equality	2407
An evaluation of the university's progress and issues	2575
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	4982

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

Overall word limit: 5500 words

Table of Contents

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

In Section 1, applicants should evidence how they meet Criterion A:

o *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

1. Letter of endorsement from the head of the university

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the university. *The letter should highlight the key priorities, achievements and challenges within the university relating to gender equality and how the principles of the Athena Swan Charter are linked to the overall institutional strategy. The letter should outline the personal commitment and involvement of the head of the university (for example, any involvement in the self-assessment or particular actions) and evidence how the university's gender equality work is led and supported by the senior management of the university*

University of Chester

Professor Eunice Simmons
BSc, MSc, PGCE, PhD, FRSB, FRSA, PFHEA
Vice-Chancellor & Principal

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In renewing our commitment to the principles of the Athena Swan (AS) Charter, I, as Vice Chancellor of the University of Chester, am delighted to support and champion this submission. Since our last award we have taken meaningful steps to further improve gender equality and our EDI culture more broadly at Chester. Through my leadership I have been championing for increasing gender equality across the University to ensure greater diversity of our community and am proud to be the strategic sponsor of our successful Diversity Festival. We have taken steps to reform our promotion criteria which is seeing more women achieve promotion, have undertaken a review of our Faculty structures and are actively helping to increase career advancement opportunities as evidenced in our action plan.

I acknowledge the support of my two SET colleagues who are spearheading our Equality, Diversity and Inclusion (EDI) work as Chairs of the diverse AS SAT. The Executive Director of Human Resources also Chairs the Equality Forum and is a key member of a number of equality networks. Their commitment to gender equality reflects the priorities of all SET members (figure 1).

Undertaking this renewal application has enabled us to identify key successes:
  ➢ 80% AP2018 actions completed.

- ➢ Collaborative and engaged staff networks further embedding EDI in our culture; as safe spaces for open discussion and support, the networks provide a forum for staff to improve policies, processes and practices.

- ➢ New internally-designed Report a Concern tool enabling headway in tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments and strengthening our zero-tolerance policy toward gender-based violence, discrimination, bullying, harassment or exploitation.

- ➢ Reduction in gender pay gaps.

- ➢ Gender balance of our Strategic Executive Team (SET) now more closely reflects the wider gender profile of our University.

- ➢ Updated academic promotions procedure, including EDI impact on academic content and student needs and highlighting AS involvement is recognised and rewarded.

Aligned with the AS Principles, the University of Chester's refreshed Citizen Student Strategy vision is for a premium, personalised and purposeful student experience, across all faculties, sites and services. AP2024 complements other awards/ charters/ action plans we hold:

- ➢ University Mental Health Charter.

- ➢ Navajo Merseyside & Cheshire LGBTIQA+ Charter, highlighting our commitment to the AS principles relating to gender identity.

- ➢ Race Equality and Cultural Heritage (REACH) Staff Network action plan, ensuring an intersectional approach.

- ➢ Access and Participation Plan, including targets to increase the proportion of male students from the most deprived areas.

- ➢ HR Excellence in Research, with career progression focus.

- ➢ Technician Commitment, with career progression focus.

Many of the AS principles are closely linked with our recent academic Faculty Restructure, which aims to improve recruitment, professional development, career progression, succession planning and retention for both academic and professional services staff, to support sustainable careers. My aim here is that this will, in turn, enable us to improve gender equality by having greater transparency and sight of how work is distributed, recognised and rewarded.

The University recognises the time commitment of SAT members, allocating appropriate workload hours or inclusion of projects in PDPs for staff, as necessary, to support AS delivery.

Key contextual changes since the 2018 award have included the resurgence of the Black Lives Matter movement in 2020, prompting the University to create a new race equality strategy, informing our intersectional approach to AS. In addition, the impact of Covid-19 enabled us to progress more flexible and digitalised ways of working.

As we move forwards, I look forward to AP2024:

- reaping the benefits of more local AS awards (AP2024-2.1.3)

- providing a stronger focus on measuring impact of our actions

- contributing to a further reduction in both our mean and median gender pay gaps (appendix 2.1.1) and improving the distribution of genders in respect to pay quartiles

- further strengthening staff EDI mandatory training compliance

- strengthening the number and quality of female applications and success rates in promotions rounds.

As all HEIs face financial uncertainty, we continue to prioritise mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers and ensuring that gender equality work is distributed appropriately, recognised and rewarded.

We strive to share and celebrate good practice and I am confident that the actions outlined in AP2024 are both achievable and sustainable. I have personally verified the resource requirements to implement this plan and with SET am fully committed to delivery of the plan to ensure its impact on gender equality at Chester. While we welcome the structured and consistent approach to gender equality that AS provides to guide our efforts in this area, our commitment to EDI means we would take many of these actions even without the framework. I also look forward to ensuring that our gender equality work continues strengthen at the University of Chester, so we are in a strong position to submit for an institutional silver award in due course.

I confirm that the information contained in the application is a true representation of the University. This submission has my full support, and the support of the Strategic Executive Team.

Yours sincerely,

Professor Eunice Simmons
BSc, MSc, PGCE, FRSB, FRSA, PFHEA
Vice-Chancellor & Principal

## 2. Description of the university and its context

Please provide an introduction to the university. *The description should provide an overview of the university. The description should highlight contextual factors that are particular to the university; for example, location, academic focus, discipline coverage, split-site locations or organisational information (such as the institution's structure, relationship with departments or community partners). Outline key contextual changes and developments which have taken place since your last award. Applicants should indicate which departments (if any) hold Athena Swan awards and at what level. Data analysis is covered in subsequent sections and should not be duplicated in this section.*

UoC prides itself on the Chester Difference – aiming to stand out through our authentic culture and measurable initiatives, embedding "The Citizen Student" Strategy throughout University life. UoC creates a strong sense of belonging for students through the tradition of volunteering and citizenship. A key foundational value is recognising the dignity and worth of every individual. This includes endeavouring to help all students and staff discover their gifts and talents and grow to full potential, fostering well-being for all.

UoC operates from several sites in Chester, with further locations in Warrington, Birkenhead, Shrewsbury and Reaseheath. While UoC has had a presence at Warrington since 2002, in 2022 we relocated the campus to the heart of the community. The two central buildings house state-of-the-art nursing simulation suites and technology-rich working environments.

We are proud that in 2023/24 alone, UoC has seen Chester Business School awarded Business School of the Year at the Educate North Awards and been awarded University of the Year (silver award) and first place for Student Support, International and Postgraduate at the WhatUni Student Choice Awards, based on 2,700 student reviews.

FIGURE 1: UNIVERSITY OF CHESTER: SENIOR EXECUTIVE TEAM STRUCTURE
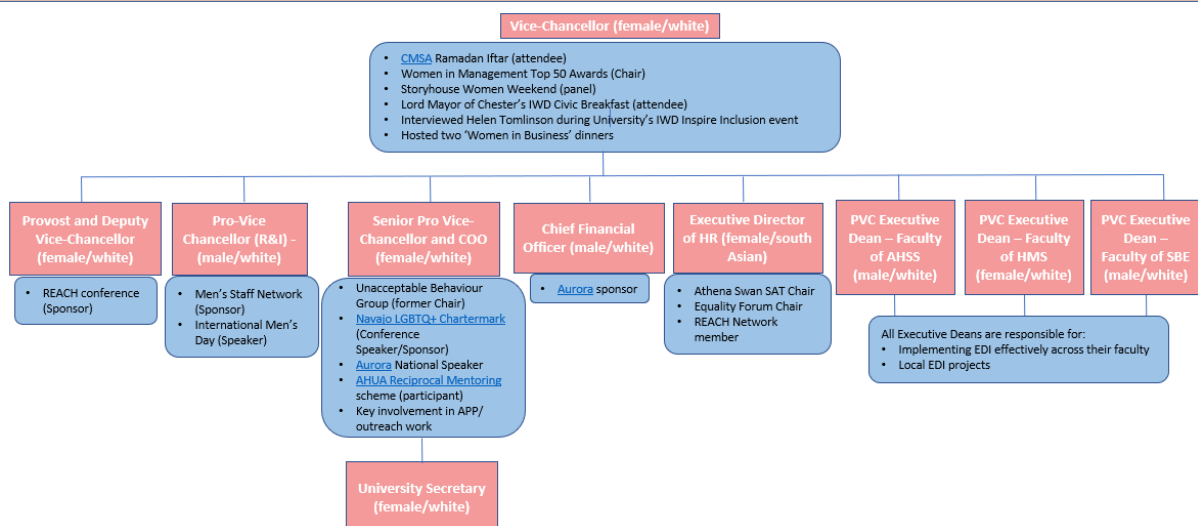
Figure 2: Institutional Gender Breakdown of Staff 2023/24:

Legend:
- % Female
- % Male
- % Other

Values shown: 0.4%, 35.6%, 64.0%
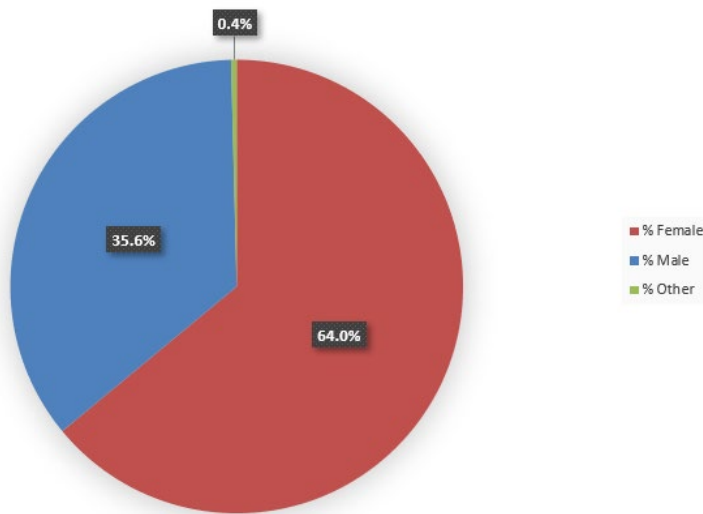
Figure 3: Institutional Gender Breakdown of Students 2023/24:

Legend:
- % Female
- % Male
- % Other
- Prefer Not to Say

Values shown: 0.7%, 0.4%, 35.6%, 63.3%
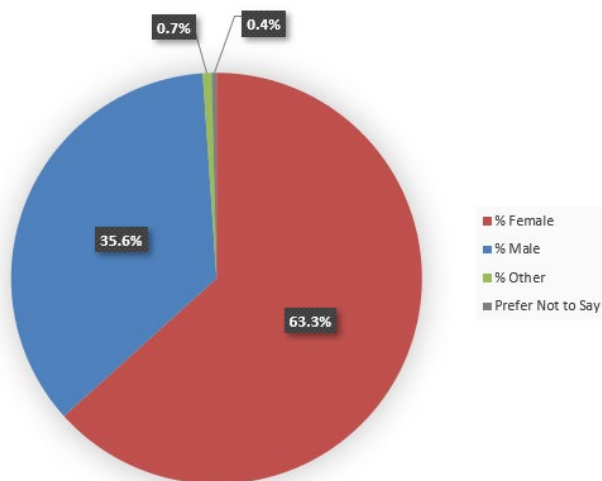
Since 2018, there have been significant organisational changes. A new VC in 2020 led to a revised senior structure, with many retirements from the pre-existing, predominantly male SMT enabling a new, more gender-balanced SET structure.

The Faculty restructure with effect from 1st January 2023 saw a move from eight academic Faculties to three, led by Executive Deans (two male and one female) all of whom are members of SET.

From January 2024, academic provision within Faculties has been reconfigured into Schools and Divisions to facilitate greater collaboration between subjects, be more agile and responsive, grow student numbers and continue to improve the quality of the student experience.

FIGURE 4: UNIVERSITY OF CHESTER: FACULTIES AND SCHOOLS (PREVIOUS STRUCTURE)

FACULTY OF ARTS AND HUMANITIES
Art, Design, Media, Performance, Humanities, Languages, Theology

FACULTY OF HEALTH AND SOCIAL CARE
Pre-Registration Nursing, Midwifery, Social Work, Allied and Public Health

FACULTY OF SCIENCE AND ENGINEERING
Life Sciences, Computing, Mathematics, Engineering

FACULTY OF BUSINESS AND MANAGEMENT
Business, Economics, Accounting, Work Based Learning

FACULTY OF SOCIAL SCIENCE
Geography, Psychology, Law, Policing, Social/Political Science

FACULTY OF EDUCATION AND CHILDREN'S SERVICES

FACULTY OF MEDICINE AND LIFE SCIENCES
Medicine, Clinical Sciences, Nutrition, Sports and Exercise Science

CENTRE FOR FOUNDATION STUDIES
All Foundation Learning

FIGURE 5: UNIVERSITY OF CHESTER: FACULTIES AND SCHOOLS (POST-JANUARY 2023 STRUCTURE)

FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES
Education, Art, Design, Media, Performance, Humanities, Languages, Theology, Geography, Law, Policing, Social/Political Science

FACULTY OF HEALTH, MEDICINE AND SOCIETY
Pre-Registration Nursing, Midwifery, Social Work, Allied and Public Health, Medicine, Clinical Sciences, Nutrition, Sports and Exercise Science, Psychology

FACULTY OF SCIENCE, BUSINESS AND ENTERPRISE
Business, Economics, Accounting, Work Based Learning, Life Sciences, Computing, Mathematics, Engineering

CENTRE FOR FOUNDATION STUDIES
All Foundation Learning

A Faculty Professional Services (PS) Review undertaken during 2023/24 has aligned the PS structures with new academic faculties to meet UoC's evolving needs (e.g. international student growth), to ensure an excellent student and staff experience, allow greater resilience, develop communities of practice and, significantly, clearer career trajectories.

The University's academic provision maintains its strong focus on female-dominated nursing, midwifery and teaching programmes, with increases in the number of female students between 2019/20 and 2022/23.

The Division of Psychology has held a Bronze Award since November 2016, renewed 2022. The Award framework has supported long-term planning around how to embed effective actions in a structured, achievable way. A notable accomplishment has been the Division's identification and investigation of an apparent gender gap in undergraduate achievement, wherein socioeconomic background was revealed to be a significant factor.

The Covid-19 pandemic led to many changes, including hybrid and more flexible working approaches, many of which have successfully continued. These have many benefits, not least for parents and carers, and have resulted in some changes to working environments, and use of office space to include hot desking; however this has resulted in the loss of staff offices, which some feel has affected the sense of community.

Attendance and reach of the University's staff networks have grown – as people worked in isolation during lockdown, the networks provided opportunities for contact and collaboration. We also have active student networks, all coordinated by Student Services.

3. Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university's future gender equality work.

An overview should be provided on the self-assessment team (SAT) undertaking the self-assessment work. This should be provided in a table showing the gender of SAT members, their professional/student role in the institution, and their role in the SAT. The SAT should be representative of the institution in relation to gender profile and staff type, grades and roles, and the team should have representation from across the institution.

Table A: Gender Summary of SAT (excluding CSU president as representative changed annually)	
Gender	**% of SAT**
Female	68%
Male	24%
Non-binary	8%

Table B: Overview of SAT			
SAT member	**Gender**	**Role in the Institution**	**Role on SAT**
David McGravie	Male	Pro Vice Chancellor and Executive Dean; Faculty of Arts, Humanities and Social Sciences and member of Strategic Executive Team (SET) (1.0FTE)	Co-Chair SET representative
Rashmi Patel	Female	Executive Director of Human Resources and member of Strategic Executive Team (SET) (1.0FTE)	Co-Chair SET representative Chair of Equality Forum Member of REACH network
Jules Crane	Non-Binary	Equality, Diversity and Inclusion Officer (1.0 FTE)	Athena Swan Coordinator (data) Professional Services representative Chair of LGBTQ+ Network

			Representative of Neurodiversity Support Network
Kathryn Leighton	Female	HR Manager – Organisational Development and Equality (0.85 FTE)	Athena Swan Coordinator Professional Services representative Representative of Parents', Carers', Women's, Men's, and Menopause Network.
Bex Bailey-Mchale	Female	Deputy Head of Practice Learning; Faculty of Health, Medicine and Society (1.0FTE)	Academic Representative
Nicci Banks	Female	Senior Data Analyst; Registry Services (1.0FTE)	Professional Services representative
Jan Blain	Female	Researcher, Faculty of Health, Medicine and Society (1.0FTE)	Professional Services Representative
Elizabeth Christopher	Female	Director of Research and Knowledge Exchange; Research and Innovation Office (0.8FTE)	Professional Services representative Member of HR Excellence in Research (HREiRA) Steering Group
Chantal Davies	Female	Professor, Law, Faculty of Arts, Humanities and Social Sciences (1.0FTE)	Academic Representative AdvanceHE EDI Committee Co Vice-Chair- Law Society Women Solicitor's Committee responsible for rolling out Law Society's Women in Law Pledge
Jeff George	Male	Centre Manager and Food Technologist; Commercial Operations (1.0FTE)	Professional Services representative Member of Men's Network
Claire Irving	Non-binary	Workload and Data Manager (1.0FTE)	Professional Services representative

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			Member of LGBTQ+ Staff Network and Disabled Staff Network
Samuel Kirk-Jones	Male	Head of Planning; Finance (1.0FTE)	Professional Services representative Recently returned from SPL
Ioannis Kanakis	Male	Associate Professor in Clinical Biochemistry; Chester Medical School (1.0FTE)	Academic Representative
Ioana Lovin	Female	Lecturer in EAP, The International Centre (1.0FTE)	Academic Representative, former VL providing VL perspective
Stewart McElmeel	Male	Digital Capabilities and Technologies Manager; Learning and Information Services (LIS) (1.0FTE)	Professional Services representative
Richard Molony	Male	Deputy Head of Music, Media and Performance, Faculty of Arts, Humanities and Social Sciences (1.0FTE)	Academic Representative
Elizabeth Mason Whitehead	Female	Head of Medical Sciences, Chester Medical School (1.0FTE)	Academic Representative; retired May 2024.
Kelsey Norkett	Female	Deputy Director of Student Services (Student Support)	Professional Services representative
Marie-Anne O'Neil	Female	Deputy Head of RIO (0.5FTE)	Professional Services representative Leading on HREiRA renewal and Chair of HREiRA Steering Group
Toyosi Oyinloye	Female	Lecturer in Computer Science Faculty of Science, Business and Enterprise (1.0FTE)	Academic Representative REACH Network member
Deborah Pope	Female	Senior Lecturer; School of Education; Faculty of Arts, Humanities and Social Sciences (1.0FTE)	Academic Representative
Emma Rees	Female	Professor; Faculty of Arts, Humanities and Social Sciences (1.0FTE)	Academic Representative

			Director of the Institute of Gender Studies
Trina Roberts	Female	Senior Lecturer in Management; Faculty of Science, Business and Enterprise (0.8FTE)	Academic Representative
Anjali Shah	Female	Senior Lecturer; School of Education; Faculty of Arts, Humanities and Social Sciences (1.0FTE)	Academic Representative Recently returned from maternity leave REACH network member
Suzanne Stewart	Female	Associate Professor, School of Psychology; Faculty of Health, Medicine, and Society (0.8FTE)	Academic Representative School of Psychology Bronze Award holder coordinator Part-time worker
Gabriele Wagner	Female	Senior Lecturer, Physical, Mathematical & Engineering Sciences, Faculty of Science, Business and Enterprise (1.0FTE)	Academic Representative
2018/19 – Ben France 2019/20 – Elle Lewis 2020/21 – Elle Lewis 2021/22 – Jack Rankin 2022/23 – Lauren Friel 2023/24 – Ellie Smith	Male Female Female Male Female Female	Student Union President	Representing Student Voice

In **undertaking the Self-Assessment Process** required for this renewal, efforts commenced in earnest with the current SAT meeting monthly from September 2023. The current SAT membership was the result of open calls and personal invitations based on role to ensure adequate representation. The self-assessment process engaged stakeholders across the University, including faculty and Professional Services teams, colleagues on non-typical contracts, early career staff and our professoriate.

Meetings have focussed on: the range of experiences and EDI perspectives each member brings; reviews of the draft document as it progressed; preparation of the Culture Survey 2023 (CS2023) and the findings and themes arising from CS2023. The data included in this application (from Registry, HR and CS2023) have been discussed in SAT focus groups which have instigated the actions within AP2024.

Table C: Sources of data used to inform the application		
SAT Data Sources	Discussion Dates	Notes
HR Data	15/11/23; 30/1/24; 28/2/24	HESA return data (including protected characteristics) Post data (relating to contract details) Recruitment data Training data
Student Data	15/11/23; 30/1/24; 28/2/24	HESA returns, UCAS data and SITS (UoC's student record system)
Equality, Diversity and Inclusion Survey 2023 (CS2023)	15/9/23; 18/10/23; 15/11/23; 30/1/24; 28/2/24	Response rate: 23% of all staff 17% of male staff 24% of female staff 27% of non-binary staff

Between meetings, the draft renewal documentation has been available for review, comment and annotation by every member.   The AS documents have been shared on Teams with the University's Equality Forum and Networks and followed up with in-meeting discussions, ensuring **consultation** and input from staff and students across UoC.

FIGURE 6: SELF-ASSESSMENT TEAM (SAT) REPORTING STRUCTURE
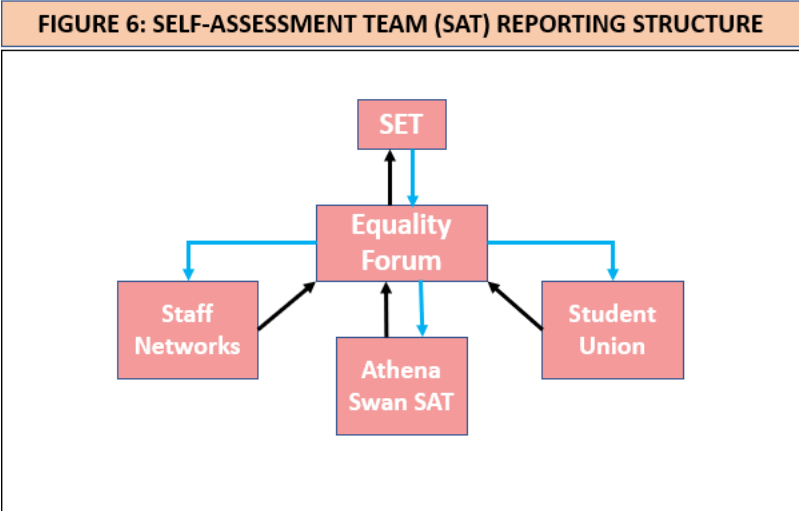
We acknowledge that the Panel commented in 2018 that the survey response rate was low and are disappointed that, though response rates improved in CS2023, they remain low. We suspect this is due to heavy workloads preventing staff prioritising completion, survey fatigue and communication overload, but have actions in AP2024 to explore

further and address this. The gender balance of survey respondents was proportional with the institutional gender balance; however, we acknowledge that 77% of the workforce chose not to respond and therefore their views could differ (AP2024-2.1.1/2.1.2).

Responding to/ acting on 2018 panel feedback:

- The 2018 Panel considered there was room to further formalise flexible working arrangements and improve the appraisal process. Flexible working arrangements have been formalised and, whilst still a work in progress, there are plans in place to improve our PDP (appraisal) process. The SAT aims for actions in AP2024 to continue to be SMART, joined-up and practical, with clear ownership allocated.

- The annual Diversity Festival, which was particularly commended, has continued to be supported by SET and the SAT. It remains successful and well-attended. A number of gender-related and intersectional events, including inaugural and public lectures, are held in addition throughout the year.

UoC plans to actively review and develop the action plan as a 'live' document over the coming **5-year award period**, and to deliver and maintain gender equality activity, through monthly SAT meetings (except for July and August annually) and working groups established as per AP2024. Where a member of the SAT leaves the team or University, they will nominate a replacement to be approved by the Chairs and contacted and inducted by the HR Manager. The 2018 Panel commented that the status of the SAT appeared reliant on the position held by the co-chair (a member of SET). His replacement by two SET-level Co-chairs highlights the strategic commitment to EDI, with assurances that, if either Co-Chair left, they would be replaced by someone at the same level.

Implementation of AP2024 will be coordinated by the University EDI team (HR Manager and EDI officer). Close links with other strategic priorities, as detailed by VC above, will further ensure this. AP2024's stronger focus on evaluation of impact will ensure that the SAT will be able to consider whether success measures have been achieved.

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o *A summary should be provided of how the SAT has undertaken the self-assessment process, including details of what sources of data have been used to inform the application, and how the SAT has consulted with staff and students.*

o *Details should be provided (where appropriate) of consultation response rates disaggregated by gender.*

o *Applicants should reflect on how the SAT responded to and acted on the panel feedback provided on the previous application.*

O *An overview should be provided on how the university plans to deliver and maintain gender equality activity over the coming 5-year period, including how often the SAT will meet, how SAT succession and turnover will be planned and managed, and (where appropriate) how the action plan will be implemented, evaluated and updated.*

Section 2: An evaluation of the university's progress and issues

In Section 2, applicants should evidence how they meet Criterion B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Summary:

Table D: AP2018 action review		
Green	Amber	Red
80% (56)	4% (3)	16% (11)

Progress: A reflection on green actions
- Creation Associate Professor role (AP2018-41) created promotional opportunities for academic staff (tables 1.8.3;1.8.4).
- Significant changes to Workload Planning processes. Workload and Data Manager has been key role in facilitating this work and their membership of the AS SAT ensures a consistent approach and regular gender (and other equality) monitoring (AP2018-3,56,57,63), ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.
- Successful implementation of data actions (AP2018-5,13,17,20,21) have improved equality monitoring and creation of EDI Officer role has been key in facilitating regular, improved data monitoring.
- The University's annual Diversity Festival (AP2018-7,11,43,51) a well-established part of the EDI strategy, resourced (up to 2022) with a budget. The range of gender and other equality focussed results show increased understanding of EDI and implementation of new EDI practices (table 2.7.1).
- Creation and availability of many new and improved documents (AP2018-8,9,12,16,22,24,28,31,34,35,43,44,46,48,49), awareness raising events/ initiatives (AP2018-8,27,52) and improved feedback mechanisms (AP2018-19,23,26,30) have provided a good foundation of outputs to build more effective success measures into AP2024.
- Existing networks including Disabled Staff, Parents' and Women's Networks (AP2018-37) are well established and well attended. Women's and Men's Network

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have both focussed on the topic of Childlessness, ensuring that gender and parenting issues aren't always seen as synonymous.

- Women's Network continues to focus on development and provides opportunities to showcase role models, focus on career journeys, allow networking and mentoring (AP2018-25,32,37,62).
- PDP review conducted and work continues in this area, focusing on ensuring career development for all, including under-represented groups (AP2018-28,39,40).

Barriers to progress: A reflection on amber/red actions
- The pandemic and lockdown caused excess work and stress for so many that AP2018-1, to encourage Departments/Faculties to apply for their own AS awards, was deemed inappropriate during this time (2020-2022). Since 2018, UoC has adopted a HR EDI KPI enabling more effective monitoring of performance in areas of gender equality at the highest levels of governance. Citizen Student Strategy states "The student population is diverse, and students are empowered to bring diverse backgrounds and perspectives to university life." (AP2024-2.1.3).
- The pandemic also impacted on actions (AP2018-14,36,45,69). Other staff surveys such as Working Experiences during lockdown and Health and Wellbeing, while additional sources of consultation, were identified as more pressing than repeating the AS survey, alongside caution to avoid survey fatigue at a time when many staff were already experiencing increased work. While some focus group actions were addressed through staff network groups or surveys, some specific focus groups (AP2018-36,45,69) were not convened as priorities and focuses changed to adapting to online-working and managing increased workload.
- Structural changes prevented progress in some areas (AP2018-4,35).
- Whilst changes to mentoring processes were made, CS2023 highlighted the need to progress this further (AP2024-1.2.1 and 1.2.3).

Work undertaken since 2018 that was not reflected in AP2018:
- Strategically led Unacceptable Behaviours Group and implementation of online 'Report a Concern' tool in March 2022 (with optional anonymity), meeting the behaviours and cultures AS principle. Promoted in online orientation and staff welcome events. Need for further awareness raising identified (AP2024-3.1.1).
- Gender-neutral toilet facilities across all sites, (meeting the AS principle focussed on gender identity) and parent/ child rooms. Anecdotally, users have identified some issues resulting in need for full audit of facilities. (AP2024-3.2.4).
- Establishment of the Carers' Network (AP2018-49, meeting the AS principle on caring), links with local carers' organisation to provide guidance/ advice to staff who are carers and deliver events in Carers' Week. A female member of the network who obtained respite care for a dependant said:

I would have had to leave [employment] if it wasn't for the guidance I received as part of this network.

- The first menopause-focussed event was held in DF2019 and the first meeting of the Menopause Network followed. Growth in network to 100 members networking on Teams and meeting quarterly. Guest speakers on: yoga, later-life career planning, health/wellness, nutrition and homeopathy. The network leads Diversity Festival and World Menopause Day events. We were especially proud to welcome Helen Tomlinson, the Government's first menopause adviser, to our IWD 2024 event (figure 12/13). We are proud of this work and AP2024-3.1.2 reflects actions to build on the progress so far.
- Men's Network, established 2022, delivered two IMD events and a DF event with Mark Brooks OBE, Policy Advisor for the APPG on Men and Boys Issues/ National Ambassador for IMD UK. We believe we are one of very few Universities to have a Men's Network[1]. We are proud that this network has created events and created collaboration and connection. This ensures our gender equality work focusses on people of all genders, not just women. One male member said:

> *Joining the Men's network has raised my profile, allowing me to reach out to others in confidence in respect to the many aspects that the Men's network is designed to assist with.*

- The University's first Festival of Ideas which took place in July 2024 welcomed Baroness Floella Benjamin speaking about her life and 'Facing Adversity With a Smile', taking attendees on an inspirational journey by showing how everyone can make a difference and change the world for children and young people, especially those from disadvantaged backgrounds. This links to the AS principle of understanding and addressing intersectional inequalities. (Figure 14 and 15.) Baroness Benjamin commented,

> *What a joy it was to speak at the Festival of Ideas event in Chester sharing a vision for the future that will make a spiritual difference to children's lives.*

- The Festival of Ideas also covered a range of different events and exhibitions, many with an EDI focus (Figure 16).
- Ongoing support of Chester Pride as a sponsor, participating in the parade, providing use of University land for the event and hosting a stall. Highlights commitment to AS principles relating to gender identity.
- The LGBTQ+ Network has grown in membership and engagement since 2018 (Between January-April 2024, 61% of LGBTQ+ Staff Network members actively

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[1] Informal survey via Admin EO mailing list supported this. 4 Universities replied they had a mental health focussed Men's Network and one with a Men's Menopause network.

engaged with the Microsoft Team[2]). Since December 2022, the network has grown by 22%. Projects include policy development, including revised Transgender Support Guidance and UoC LGBTQ+ Commitment, again highlights commitment to AS principles relating to gender identity.

- School of Law and Social Justice- involvement at national level in promoting gender equality in the legal sector with staff leading on the national Law Society Women in Law Pledge and the School hosting an event celebrating 100 years of women in the law and also hosting the Law Society's annual Carrie Morrison Lecture in December 2023 celebrating the next 100 years of women in the law and Law Works and Attorney General's pro bono award for 'Reach Out to Survivors: domestic abuse'
- Development: Aurora (figure 7); 3 members of Technical Staff have completed the Herschel programme (dedicated career development opportunity to address the lack of women in HE technical leadership positions.); 4 members of academic staff have completed the Diversifying Leadership programme, 3 women and 1 man.

Figure 7: Success of the Aurora programme
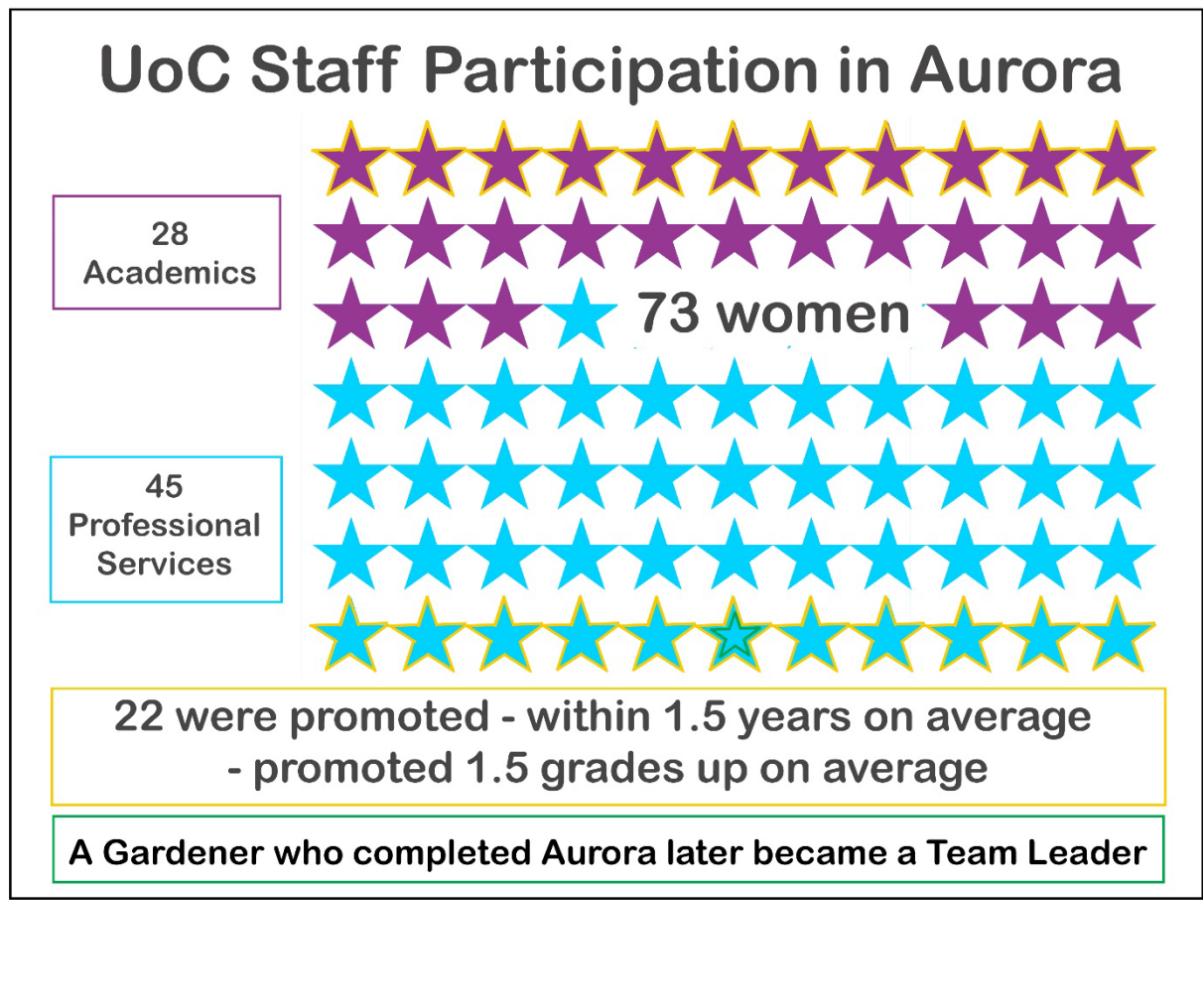
2. Key priorities for future action

Please describe the university's key issues relating to gender equality, and explain the key priorities for action.

The evaluation in section 2 and data in section 3 have been analysed to identify UoC's key issues relating to gender equality. The rationale from this informs each key priority area in AP2024. AP2018 was ambitious with 70 action points in total. Reflecting on this, the SAT agreed fewer, more focussed themes and actions.

Theme 1: Career Development

The role of Associate Professor (AP) was cited (AP2018-41) as 'a bridge to promotion to full professorship'. It was noted via PDP review (AP2018-38) that whilst the University has effective AP and Professor criteria, application and appointment processes, there is no development framework to guide progression from AP to Professor. AP2024-1.1.1 also aims to address intersectional inequalities as there is a higher percentage of ethnic minority staff who are APs (18.1%) than Professors (15.0%).

> ➢ AP2024-1.1.1

29% of BAME CS2023 respondents disagreed **that decisions about promotion/ progression are made fairly**. Thus, AP2024-1.3.3 will develop an evidence-based framework to address these issues.

> ➢ Action AP2024-1.3.3

The **proportion of women professors** (35.5% - table 2.4.1), whilst higher than in 2018 (23%) and higher than the sector average (29.7%[3]), is disproportionately low, especially in the Faculty of SBE (17.9%). The number of women professors in the Faculty of HMS is also disproportionately low, especially as the proportion of women academic staff in this faculty is high.

> ➢ Action 1.1.1

Internal promotion data shows that in 2019-2021, the proportion of **eligible lecturers who are men who chose not to apply for promotion** was disproportionately high (54% of eligible men did not apply, compared to 43% of eligible women). In 2022, the proportion of eligible women lecturers who chose not to apply for promotion was higher than the proportion of eligible men lecturers who chose not to apply. Monitoring is essential to establish whether this was an anomaly or a trend towards more proportional internal promotion application numbers.

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[3] *Staff statistical report 2023*. Advance HE

> Action 1.3.1

Regular promotions workshops are now firmly embedded (AP2018-8). However, there continue to be **disparities in perceptions of promotion criteria**: only 38% of CS2023 academic staff respondents agreed that equality, diversity and inclusion work is recognised in applications for promotion/progression.

> Action 1.3.2

Progression beyond the Senior Lecturer (SL) role into **managerial roles** - The number of minority ethnicity academic and research staff in 'Heads of' role in the new structure is low. There is little representation of minority ethnicity staff at Head of Division level (Tables 2.3.2/2.3.3).

> Action 1.3.3

55% of CS2023 respondents agreed that they receive useful feedback on **career development** through performance reviews, with more men reporting they received useful feedback.

> Action 1.2.1

52% of CS2023 respondents agreed that they are **aware of career progression, promotion, secondment or job shadowing opportunities**. Of those who disagreed/strongly disagreed (129), 82 were Women (64%), 37 were Men (29%) and 10 DND (8%).

Only 26% of respondents have accessed **mentoring** in the last 12 months and of those who disagreed/strongly disagreed with this statement (283), 198 were Women (70%) [67 were Men (24%) and 17 DND (6%)]. Whilst the SHAPE process, implemented in 23/24, is formal and aimed at those in involved in teaching and research, prior to that we have not had a formal approach to matching and monitoring mentors since 2018. We do not have a formal approach to mentoring for those in roles outside of teaching and research.

The leaver's survey shows that 12% professional services and 17% of academic staff cite better **career development opportunities** as a reason for leaving.

> Actions 1.2.1, 1.2.3, 1.3.1, 3.1.3

The wider organisational context is key, and the current restructure is an opportunity to progress changes around career progression, talent management and succession planning. Whilst Managing Your Career pages/ documents have been produced (AP2018-35) (average hit rates of 15pm 2022 and 13pm 2023), there isn't currently a **Succession**

Planning framework (AP2018-4). The SAT is keen to ensure that staff who don't want to progress and are content to remain in their current role do not feel there is pressure to progress.

➢ Action 1.2.2

Theme 2: Building on AP2018/ Impact Measurement
We are keen to build upon the progress made following AP2018 and have identified that a stronger focus on evaluation and impact of actions is a priority for AP2024. This theme also enables us to develop upon red or amber actions from AP2018.

Participation in CS2023 was low. 71% of respondents agreed they know what AS is. While this was an increase on the previous submission data, it still highlights a need for **further communication**. Responses in CS2023 from part time staff, Visiting Lecturers (AP2018-69) and staff on temporary and casual contracts were significantly underrepresented. AP2018-1 was also not met as detailed above. New Faculty structures allow for a fresh approach/ data review. This builds on AP2018-1,2.

➢ Action 2.1.1, 2.1.2

Many guidance documents have been produced as a result of AP2018 (8,12,16,28,34,35,43,44,46,49); however, the impact is unclear. The **Positive Action** Guide (AP2018-12) utilisation is relatively low (average hit rates of 4p.m. 2022 and 6p.m. 2023). Given positive action is key for addressing areas of under-representation and can also be used to reduce the occupational segregation issues affecting our Gender Pay Gap, this is identified in AP2024-2.2.1 as a key priority for future action. 203 women and 80 men applied for PTO roles at UoC in 2019. A larger proportion of men (Table 1.7.2) were offered PTO roles in 2019. However, a larger proportion of women were shortlisted and unsuccessful. This potentially suggests bias at interview stage towards men for PTO roles.

➢ Action 2.2.1

Although we have implemented and promoted different types of **carer's leave** (AP2018-49), only 56% of CS2023 respondents agreed they were aware of the support the University offers around all types of caring leave. Of the respondents who were carers, 63% agreed, leaving almost 40% who are potentially unaware.

Whilst we have promoted paternity, shared parental, adoption, and parental leave options (AP2018-44,49), data shows that only three members of staff have taken **shared parental leave** since 2018, taking on average one month of leave.

➢ Action 2.2.2 and 2.2.3

AP2018 cited that 27% of UoC ITE students were male; table 1.1.1 shows an annual decline and is disproportionately low. There is a similar disparity across nursing programmes when compared to the overall student population. Benchmarking data (table 1.2.2) has indicated some successes against the HE student population.

The number of women students in computer science, physical, mathematical and engineering programmes is also disproportionately low when compared to the overall student population (table 1.1.2). Benchmarking has shown positive comparisons for physical, mathematical, and engineering, but continues to challenge computer science.

Action planning to address table 1.1.2 has been combined with the lack of progress on AP2018-1.

➢ Action 2.1.3

Theme 3: Building on our success areas.

Whilst 73% of CS2023 respondents confirmed they know how to report **bullying and/or harassment**, only 5 reports have been received from staff since the implementation of the Report a Concern tool, alongside 3 formal Dignity and Respect complaints via HR. Given that 63 staff agreed (CS2023) they have experienced bullying and/or harassment in the past 12 months, this is a matter that needs addressing most urgently. We have no mechanism of knowing how many staff raised issues with their managers or followed other informal resolution approaches.

➢ Action 3.1.1

The interest in our range of **menopause** events, the success of the network, combined with our age demographics (table 2.6.1), showing that 55% of women staff are aged between 35 and 54, highlights this as an area of strength to build on, key for the intersectional impact of sex and age. A policy and managers' guide are currently being finalised. Manager training on menopause has been optional to date. Unison have requested we implement *BS 30416:2023 Menstruation, menstrual health and menopause in the workplace*.

➢ Action 3.1.2

The statistics on the success of those who have completed **Aurora** (figure 7) also highlights this as a key success area to build upon with further women-only development.

➢ Action 3.1.3

Theme 4: Research

Analysis of **Under-representation of women in the Research Excellence Framework** (AP2018-32,33) (table 2.5.1) showed the proportion of women staff has increased over time and the proportion of submitted staff who are women has also risen. However, through all the assessments, women are statistically under-represented, and although the gap continues to narrow it is still an area requiring attention.

  ➢   Action 4.1

Table 2.5.2 summarises the results of an equality analysis exercise relating to staff with Significant Responsibility for Research (SRR). This data identifies that the following **protected characteristics with SRR are disproportionately underrepresented**: Female staff; Part-Time staff and Fixed Term staff. BAME staff with SRR are overrepresented.

  ➢   Action 4.1

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Please provide an action plan covering the five-year award period.

THEME 1: CAREER DEVELOPMENT						
Key Priority 1.1: A focus on the role of Associate Professor – development into the role and beyond						
Aim 1.1.1: Create a clear pathway for progression from Associate Professor to Professor role, with a focus on upskilling line managers to understand their responsibilities in developing and supporting career development and promotions applications.						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Data (2.4.1 and 2.4.2) shows that the gender balance is more proportionate among Associate Professors than it is among Professors. • Current PDP review has highlighted that there is no formal route to prepare staff to apply for the Associate Professor role and, once in post, there is no formal development pathway to support	1.1.1	Convene a focus group of current Professors to determine their experiences of what enabled them to be successful in being appointed to the role and what would have helped them further.	HR Manager (OD/EDI); EDI Officer; Identified members of SAT	September 2024 – December 2024	Focus group convened Clear identification of experiences, initiatives and support which helped them apply and be successful in the role.	• Publication of guidance detailing a pathway to support Associate Professors into the role of Professor. • Increase in percentage of women Professors in the Faculty of Health, Medicine and Society from 27% to 50%. • Increase in the percentage of women professors in the Faculty of SBE from 18% to 50%. • Increase in percentage/number of women at grade E1
	1.1.1	Convene a focus group of aspiring Professors (current Associate Profs) to determine what they currently feel are barriers to progression and what would help them develop into the role	HR Manager (OD/EDI); EDI Officer; Identified members of SAT	September 2024 – December 2024	Focus group convened Clear identification of experiences, initiatives and support which would help aspiring Profs apply and be successful in the role.	

Associate Professors into the role of Professor.					Clear identification of perceived barriers	(professor grade) from 37% to 60%.
• The percentage of women Professors in the Faculty of Health, Medicine and Society is significantly lower than the percentage of women in the Faculty as a whole.	1.1.1	Convene a focus group with relevant SET members to determine what they feel are the priorities for Associate Professor development and application of criteria for different pathways.	HR Manager (OD/EDI); EDI Officer; Identified members of SAT	January 2025	Focus group convened Clear identification of priorities for Professorial development and application of criteria for different pathways.	• Increase in percentage of ethnic minority staff who are Professors from 15% to 18% to result in a similar % of Associate Professors and Professors.
• The number of women professors in the Faculty of SBE is disproportionately low, although the proportion of academic women in this Faculty is lower than the overall proportion of academic women	1.1.1	Conduct a post-application survey to determine why people applied on certain characteristics - review current Professorial criteria and gender of applicants to assess whether gender is associated with success in meeting particular criteria	HR Manager (Policy and Casework)	Annually following each Academic Titles Committee	Survey conducted Results reported to SAT	
• The number of women at grade E1 (professor grade) is disproportionately low according to 2024 data – this was also the case in 2019 • Data (2.4.3 and 2.4.4) shows that	1.1.1	Create a development pathway based on the outcomes of the focus groups, to include dedicated portal pages, development opportunities (including mentoring and peer support), links, training and guidance for	HR Manager (OD/EDI); EDI Officer; Identified members of SAT	February 2025 – August 2025	Development pathway and criteria developed and communicated Line managers trained and supported Identification of 5 aspiring Professors whose career	

					progression will be tracked over 3 years of embarking on the pathway.	
there is a higher percentage of ethnic minority staff who are Associate Professors than Professors	1.1.1	Creation of mock panel to review and provide feedback for Academic Title applicants.	HR Manager (Policy and Casework)	September 2025-July 2026	Panel convened and feedback provided	
	1.1.1	Official Professorial statistics reviewed annually to assess impact of this action.	EDI Officer; Workload and Data Manager	September 2025-July 2026	Statistics (including PDP completions) reported to SAT and SET. Conclusion of monitoring report to SAT and SET.	
Aim 1.1.2: Create an Associate Professor Development Plan for current Senior Lecturers who aspire to the role of Associate Professor, with sections specific to each Faculty, along with the creation of tailored disciplinary workshops and support						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Current PDP review has highlighted that there is no formal route to prepare staff to apply for the Associate Professor role. • In order to achieve the rationale above, around Associate Professor to Professor progression, there is	1.1.2	Convene a focus group of current Associate Professors to determine their experiences of what enabled them to be successful in being appointed to the role and what would have helped them further.	HR Manager (OD/EDI); EDI Officer; Identified members of SAT	September 2025 – December 2025	Focus group convened Clear identification of experiences, initiatives and support which helped them apply and be successful in the role.	• Publication of guidance detailing a pathway to support Senior Lecturers into the role of Associate Professor. • More than 50% of academics agree they are aware of career progression, promotion, secondment or job shadowing opportunities in CS2026.
	1.1.2	Convene a focus group of aspiring Associate Professors (current SLs) to determine what they currently feel are barriers	HR Manager (OD/EDI); EDI Officer;	September 2025 – December 2025	Focus group convened Clear identification of experiences, initiatives and support which	

a need for actions to address the pipeline from SL to Associate Professor • CS2023 Less than 50% academic agree they are aware of career progression, promotion, secondment or job shadowing opportunities.		to progression and what would support and help them develop into the role.	Identified members of SAT		would help aspiring APs apply and be successful in the role. Clear identification of perceived barriers
	1.1.2	Convene a focus group with relevant SET members, including Executive Deans of each Faculty, to determine what they feel are th1e priorities for Associate Professor development to better support career development	HR Manager (OD/EDI); EDI Officer; Identified members of SAT	January 2026	Focus group convened Clear identification of priorities for Professorial development and application of criteria for different pathways.
	1.1.2	Conduct a post-application survey to determine why people applied on certain characteristics - review current Associate Professor criteria and gender of applicants to assess whether gender is associated with success in meeting particular criteria	HR Manager (Policy and Casework)	Annually following each Academic Titles Committee	Survey conducted Results reported to SAT
	1.1.2	Create a development pathway based on the outcomes of the focus groups, to include dedicated portal pages,	HR Manager (OD/EDI); EDI Officer;	February 2026 – August 2026	Development pathway and criteria developed and communicated

		development opportunities (including mentoring and peer support), links, training and guidance, with clear links to the revised PDP process.	Identified members of SAT		Line managers trained and supported

Identification of aspiring Associate Professors whose career progression will be tracked over 3 years of embarking on the pathway. | |
| | 1.1.2 | Creation of mock panel to review and provide feedback for Academic Title applicants. | HR Manager (Policy and Casework) | September 2026-July 2027 | Panel convened and feedback provided | |
| | 1.1.2 | Official Associate Professor statistics reviewed annually to assess impact of this action | EDI Officer

Workload and Data Manager | September 2026-July 2027 | Statistics (including PDP completions) reported to SAT and SET.

Conclusion of monitoring report to SAT and SET. | |

THEME 1: CAREER DEVELOPMENT						
Key Priority 1.2: Identify career pathways for relevant Professional Services staff						
Aim 1.2.1: Develop the existing PDP training further to include specific training for managers on using PDPs for Career Development, including the creation of a Supporting your Team members' career development guide						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• CS2023 showed that more men reported they received useful	1.2.1	Convene a focus group to determine what staff consider to be useful	HR Business Partner (OD)	September 2024 – Dec 2024	Workshops convened and outcome analysed to inform training and guide detailed below.	• CS2026 showing an increase from 55% to 60% of women reporting

feedback on their career development through the PDP process. • AP2018, action 4, which focuses on career pathways, has not been implemented • Just over half (52%) of CS2023 respondents agreed that they are aware of career progression, promotion, secondment or job shadowing opportunities. • Leavers survey shows that 12% professional services and 17% of academic staff cite better career development opportunities as a reason for leaving. • The 2023 Pay Gap Report identified a higher pay gap in Professional Services roles		feedback on career development				they received useful feedback on their career development through the PDP process. • Increase from 52% of CS2023 respondents to 65% of CS2026 respondents agreeing that they are aware of career progression, promotion, secondment or job shadowing opportunities. • Reduction in leavers survey respondents from 12% professional services and 17% of academic staff cite better career development opportunities as a reason for leaving to 6% and 8% respectively. • The 2023 Pay Gap Report identified a 10% pay gap in Professional Services roles. Reduction to 8% in 2024; 6% in 2025 and 4% in 2026 • The 2023 Pay Gap Report identified that women continue to be
	1.2.1	PDP training slides of relevant content developed	HR Business Partner (OD)	Jan 2025	Training amended	
	1.2.1	Supporting your Team members' career development guide created to include options for sideways moves, job shadowing, secondments, internal coaching provision, mentoring. This will include case studies of positive benefits for managers of initiatives such as job shadowing (e.g. bringing new strengths back into the team)	HR Business Partner (OD)	Jan 2025 – March 2025	5 line managers and staff identified (ensuring a mix of genders) to pilot the guide and evaluation conducted, with focus on gendered differences.	
	1.2.1	Ensure that staff who do not want to progress are covered by the guide and do not feel a pressure that progression is expected.	EDI Officer	In CS2026 – Sept-Oct 2026	Include a question in next Culture Survey to enable staff to indicate that they do not wish to progress, without this being seen as a negative.	

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• The 2023 Pay Gap Report identified that women continue to be overrepresented at OS2 (the lowest grade), as has been the case since 2019. • The 2023 Pay Gap Report identified that women are still disproportionately overrepresented in lower Administrative and Professional grades (OS3-OS5) and underrepresented in most E+ grades (E1-SET). • 44% staff have no record of having a PDP on the PDP system in 23/24						overrepresented in the lowest pay quartile (70.8% women). Reduction to 67% by 2026. • The 2023 Pay Gap Report identified that Professional Services women are still disproportionately underrepresented in the upper pay quartile (48% women). Success will be determined by an increase to 50% women in the upper pay quartile in 2024 and 55% women in the upper pay quartile by 2026. • PDP reviewer training completion rates increased to 70% by 2025 PDP cycle

Aim 1.2.2: Using the existing Faculty Professional Services Review job descriptions, develop a Career Pathways framework to facilitate better career planning for individuals and succession planning for the University

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• The current Faculty Professional Services review has allowed for career	1.2.2	Establish working group of those recently promoted in the Faculty Professional Services Review to assist in	Chief Operating Officer/ PVC; Deputy Director of HR;	September 2025	Working group convened	• Increase from 52% of CS2023 respondents to 65% of CS2026 respondents agreeing

progression during the change phase, this needs a post-implementation review to ensure continuation and change where necessary • Just over half (52%) of CS2023 respondents agreed that they are aware of career progression, promotion, secondment or job shadowing opportunities. • Leavers survey shows that 12% professional services and 17% of academic staff cite better career development opportunities as a reason for leaving. • The 2023 Pay Gap Report identified a higher pay gap in Professional Services roles		development & implementation of the framework	HR Manager (OD/EDI); HR Business Partner (OD)			that they are aware of career progression, promotion, secondment or job shadowing opportunities with specific focus on responses from staff involved in this review. • Reduction in leavers survey respondents from 12% professional services and 17% of academic staff cite better career development opportunities as a reason for leaving to 10% and 15% respectively. • The 2023 Pay Gap Report identified a 10% pay gap in Professional Services roles. Reduction to 8% in 2024; 6% in 2025 and 4% in 2026 • The 2023 Pay Gap Report identified that women continue to be overrepresented in the lowest pay quartile (70.8% women).
	1.2.2	Framework of development needed aligned to each person specification developed, with links to PDP process.	Chief Operating Officer/ PVC; Deputy Director of HR; HR Manager (OD/EDI); HR Business Partner (OD)	September 2025 – March 2026	Framework developed	
	1.2.2	Review of criteria to ensure there is a focus on recruiting to potential and competency rather than past experience and to identify any barriers to applicants or ageism (e.g. degree for lower-level roles.)	Chief Operating Officer/ PVC; Deputy Director of HR; HR Manager (OD/EDI); HR Business Partner (OD)	September 2025 – March 2026	Criteria reviewed and amended	
	1.2.2	Develop a plan for dissemination of the framework to staff via portal and through promotion & development workshops	Chief Operating Officer/ PVC; Deputy Director of HR HR Manager (OD/EDI) HR Business Partner (OD)	March – August 2026	Plan disseminated	

• The 2023 Pay Gap Report identified that women continue to be overrepresented at OS2 (the lowest grade), as has been the case since 2019.	1.2.2	Annual monitoring of those in relevant roles and progression analysed and reported to SAT	EDI Officer	Annually from September 2026	Monitoring reported to SAT annually	Reduction to 67% by 2026.
• The 2023 Pay Gap Report identified that women are still disproportionately overrepresented in lower Administrative and Professional grades (OS3-OS5) and underrepresented in most E+ grades (E1-SET).	1.2.2	Develop a Professional Services Development Fund to fund attendance at conferences (and similar) for Professional Services staff. To include ROI monitoring and identification of cascading learning to others.	Chief Operating Officer/ PVC	From September 2024	Working group established Parameters for fund established, approved by SET and promoted Funding allocated ROI monitored	• The 2023 Pay Gap Report identified that Professional Services women are still disproportionately underrepresented in the upper pay quartile (48% women). Success will be determined by an increase to 50% women in the upper pay quartile in 2024 and 55% women in the upper pay quartile by 2026.
• The University is signed up to the Technician Commitment and the Steering Group is keen to develop a Career Pathway for technicians • The University is signed up to the Research Excellence in HR and the Steering Group is	1.2.2	Note: Because implementation of a Career Pathway for Technicians and Researchers will be developed by the Technician Commitment Steering Group/ action plan and the Research Excellence in HR Steering Group/ action plan, action related to these groups are not replicated here. Best practice gained from action 1.2.2 will be shared with these groups	HR Manager (OD/EDI)	September 2026 onwards	Best practice shared	• Development of a Career Pathway for technicians implemented by TC Steering Group. • Development of a Career Pathway for Research staff implemented by HR Excellence in Research Steering Group.

keen to develop a Career Pathway for Research staff						

Aim 1.2.3: Develop a process for in-house mentoring for Professional Services staff and further promote the existence of available mentoring

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• 26% of CS2023 respondents have accessed mentoring in the last 12 months (formally or informally); 58% of women respondents disagreed that they had accessed mentoring.	1.2.3	Explore via relevant Network groups (e.g. Men's; Women's and REACH) how a formal mentoring process could work best for individuals in those groups.	HR Manager (OD/EDI) HR Business Partner (OD)	September 2026 – December 2026	Focus groups held with network groups SHAPE evaluation incorporated into plans for wider university mentoring programme (see 1.3.1). Mechanisms for professional services mentoring advertised widely	• Increase in respondents who have accessed mentoring (formally or informally) in the last 12 months, from 26% of CS2023 respondents to 35% in CS2026. • Decrease in women respondents who have not accessed mentoring (formally or informally) in the last 12 months from 58% of CS2023 women respondents to 40% CS2026 women respondents.
	1.2.3	Join SDF focus groups on implementing mentoring processes	HR Manager (OD/EDI); HR Business Partner (OD)	September 2024	Best practice gained from SDF focus groups implemented at Chester	

THEME 1: CAREER DEVELOPMENT						
Key Priority 1.3: A focus on academic promotions						
Aim 1.3.1: Determine methods to address disproportional rates of non-application of *men for Lecturer to Senior Lecturer promotion.*						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Internal promotion data shows that the number of male staff who did not apply for a Lecturer to Senior Lecturer promotion between 2019-2021 was disproportionately high. • There is a formal mentoring programme at the University Sharing Academic Practice Experience (SHAPE), the focus of this is teaching and research; this is in early stages and has not yet been evaluated.	1.3.1	Annual review of the gender balance of eligible staff who applied for a Lecturer to Senior Lecturer internal promotion, with key focus on proportion of applications from men for Lecturer to Senior Lecturer promotion	HR Manager (Policy and Casework); EDI Officer	Oct 2024	Reports generated and presented to SAT in October annually	• Increase in the proportion of eligible male academic staff who apply for a Lecturer to Senior Lecturer promotion from 57% (2022 promotions data) to 70% in 2026. • Increase success rates of eligible male academic staff applying for Lecturer to Senior Lecturer promotion to 95%. • Links between engagement with SHAPE and promotions identified.
	1.3.1	Convene a subgroup of SAT to determine methods to address disproportional rates of non-application and build into AP2024	EDI Officer; Subgroup of SAT	October 2024 - March 2025	Group convened Methods identified and criteria reviewed	
	1.3.1	Create an action plan to implement methods/ change criteria	Subgroup of SAT	September 2026	Methods implemented and criteria changes made	
	1.3.1	Evaluate the SHAPE mentoring process and its impact on academic promotion, including the identification of any barriers to engaging with mentoring programmes and take	Pro Vice Chancellor (Research and Innovation)	December 2024 and annual evaluation of feedback thereafter.	SHAPE evaluated and outcomes reported to SAT, with key focus on whether engagement in SHAPE impacts on applications for promotion.	

| | | learning forward to apply to wider programme of in-house mentoring (see 1.2.3) | | | | |

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• 38% of academic staff responding to CS2023 agreed that equality, diversity and inclusion work is recognised in applications for promotion/progression	1.3.2	SAT meeting agenda to include review of promotions criteria	EDI Officer	September 2025	Meeting held and criteria reviewed	• Increase from 40% of academic staff responding to CS2023 agreeing that equality, diversity and inclusion work is recognised in applications for promotion/progression to 50% in CS2026. (Note: Ensure in CS2026 the question is clearly stated to ensure respondents understand what equality, diversity and inclusion work is.)
	1.3.2	Amends identified and proposed	Chairs of SAT	January 2026	Proposal for amends put forward to HR Manager (Employee Relations & HR Policy) for criteria amends and SET approval Amends made	

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• A third (29%) of Black, Asian and other ethnic minority CS2023 respondents disagreed that	1.3.3	Hold a focus group with academic staff within the REACH network (also promoted to all academic staff from Black, Asian and other	Chair of REACH Network	September 2024	Focus group held	• Reduction from 29% of Black, Asian and other ethnic minority CS2023 respondents disagreeing that

		ethnic minority groups) to explore perceptions around promotion/progression				
decisions about promotion/progressi on are made fairly. • The number of minority ethnicity academic and research staff in 'Heads of' role in the new structure is low.	1.3.3	Perceptions explored and actions identified to be presented to SAT for incorporation into AP2024.	Chair of REACH Network	Jan 2025	AP2024 amended with additional actions arising from focus group	decisions about promotion/progression are made fairly to 20% • Increase in number of minority ethnic academic and research staff in 'Heads of' role to be proportional to the number of minority ethnic staff in the University overall.
	1.3.3	Use same focus group to identify development and progression opportunities specifically for REACH staff	Chair of REACH Network	September 2024	Development programme/ document with available opportunities produced	

THEME 2: BUILDING ON AP2018/ IMPACT MEASUREMENT						
Key Priority 2.1: Improve Wider-University involvement in Athena Swan						
Aim 2.1.1: To increase participation rates in CS2026						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Participation rates in CS2023 were low. 71% staff stated they know what Athena Swan is. While this was an increase on the previous submission data, it still highlights a need	2.1.1	Hold roadshows to encourage engagement with next CS	Chairs of SAT	September 2026	Roadshows held	• Participation rates in next culture survey (CS2026) increased from 25% to 35% • Increase in response rate from Casual/Temporary staff from 1% to 5%; increase in response rate from
	2.1.1	Specific targeting information sent to part time staff, VLs, temporary and casual staff to encourage	EDI Officer	Oct 2026	Information sent	

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
for further communication. • Part-Time survey respondents were significantly underrepresented in CS2023 • Responses in CS2023 from Visiting Lecturers and staff on temporary and casual contracts were significantly underrepresented	2.1.1	Like for like analysis undertaken to review changes in response rates as a result of actions undertaken	EDI Officer	Jan – March 2027	Analysis conducted and reported to SAT	VLs from 2% to 10% and increase in response from part time staff from 22% to 50%. • Increase from 71% of low number of respondents to 80% of a higher number of respondents to CS2026

Aim 2.1.2: To increase and improve communication about Athena Swan across the University

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Participation rates in CS2023 were low. 71% staff stated they know what Athena Swan is. While this was an increase on the previous submission data, it still highlights a need for further communication. • Part-Time survey respondents were significantly	2.1.2	Convene a series of focus groups to explore perceptions and reluctance to engage with Athena Swan	HR Manager (OD/EDI)	April – August 2026	Focus group held	• Participation rates in next culture survey (CS2026) increased from 23% to 35% • Increase in response rate from Casual/Temporary staff from 1% to 5%; increase in response rate from VLs from 2% to 10% and increase in response from part time staff from 22% to 50%.
	2.1.2	Perceptions explored and actions identified via focus group to be presented to SAT for incorporation into AP2024.	HR Manager (OD/EDI)	September 2026	Amendments to AP2024 made a result of feedback and findings	
	2.1.2	SAT to determine the clear messages they want to get across to staff about AS	Chair of SAT	September 2024	Comms schedule developed by SAT	

	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
underrepresented in CS2023 • Responses in CS2023 from Visiting Lecturers and staff on temporary and casual contracts were significantly underrepresented	2.1.2	Include information on AS in Induction/ Welcome events and online orientation - Induction/ Welcome events and online orientation amended to include relevant information	HR Manager (OD/EDI); HR Business Partner (OD)	September 2024	Orientation information updated with AS information	• Increase from 71% of low number of respondents to 80% of a higher number of respondents to CS2026
	2.1.2	Develop new "what has AS got to do with me?" campaign to update and build on AP2018(1)	HR Manager (OD/EDI)	September 2024	Posters and digital signage designed, agreed with SAT and communicated widely.	
	2.1.2	Ensure faculty meetings and PS equivalents proactively discuss AS and action plans at local meetings, committees to encourage continuous engagement in AS	SET, via Chairs of SAT	Dependant on comms schedule	Meeting agendas all include AS	
Aim 2.1.3: Identify one Division/ School per Faculty and one Professional Services department to apply for their own Athena Swan award						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• The University has one division with its own award and there are aspirations for this to increase. This was an action in AP2018 which was	2.1.3	Identify one Division/ School per Faculty and one Professional Services department to apply for their own Athena Swan award; use student data to identify areas of gender imbalance	SET, via Chairs of SAT	September 2024	Divisions/ School and departments identified (note: Division of Psychology in Faculty of HMS already holds award)	• Awards obtained and action plans enacted • Gender balance of students reviewed

not enacted. New Faculty structures allow for a fresh approach and fresh look at data.	2.1.3	Establish representative SATs for each area	SET, via Chairs of SAT	January 2025	SATs established. AP2024 to be updated accordingly
• Table 1.1.1 shows low numbers of male students in ITE (19.7%); Acute Adult Care (15.3%); Midwifery (0.0%); Pre-Registration Nursing (10.2%.) (See 1.1.2 for sector benchmarking)	2.1.3	SATs to submit departmental bronze award submissions and action plans	Local SATs	January 2028	Submissions completed and applications made
• Table 1.1.1 shows low numbers of women students in Computer Science (18.3%); Physical, Mathematical and Engineering Sciences (30.4%)	2.1.3	SATs to implement action plans	Local SATs	July 2028 onwards	Actions implemented

THEME 2: BUILDING ON AP2018/ IMPACT MEASUREMENT						
Key Priority 2.2 Measuring Impact of EDI initiatives						
Aim 2.2.1: To follow a process of positive action recruitment when recruiting to the roles identified in Pay Gap Report, in order to increase the percentage of males in the lower quartile. Alongside this, ensure any recruitment drives result in an appropriate diversity of applicants.						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• The 2022 Pay Gap Report showed there is still a notable over-representation of women in the lower quartiles and under-representation in the upper. • The ten most populous jobs in the 'Lower' quartile are still predominantly occupied by women, apart from 'Porter/Security' which is predominantly occupied by men, highlighting the need for targeted positive action • AP2018-60 shows increase in female honorary graduates	2.2.1	Evaluate data to determine vacancies where positive action would be appropriate to address underrepresentation/disadvantage	Deputy Director of HR supported by HR Business Partners with expertise from Professor in Law and expert in positive action	September 2024 onwards	Positive action measures identified and actioned	• Proportion of women in the lowest pay quartile, as reported in the Gender Pay Gap Report 2027, is reduced from 71% to 63%. • Proportion of women in the upper and upper-middle pay quartiles are increased, as reported in Gender Pay Gap Report 2027, from 62% (upper middle) and 56% (upper) to 63% respectively. • Increase female honorary graduates to 50% F
	2.2.1	Identification of specific positive action measures	HR Business Partners	September 2024 onwards	Implementation of identified positive action measures	
	2.2.1	Review of applications by gender	HR Business Partners	End of each recruitment process	Increased applications from under-represented group	
	2.2.1	Identify positive women and BAME role models (esp. in senior roles) and publish public and internal profiles as part of recruitment campaigns	HR Manager(OD/ EDI)	January 2025	Role models identified and case studies developed and published	

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
since 2018 but still sits below 50%	2.2.1	Review the diversity of honorary staff at Chester and feed into future decision-making rounds	Awards and Ceremonies Coordinator	November 2024 and subsequent graduation rounds	Diverse honorary graduates awarded	
	2.2.1	Review the diversity of honorary title/visiting staff at Chester and feed into future decision-making rounds	HR Manager (Policy and Casework)	September 2024 onwards	More diverse visiting staff	
	2.2.1	Identify positive action representatives to spot check recruitment campaigns and review for good practice and areas for improvement	HR Business Partners	September 2024 onwards	Positive action representatives identified. Campaigns reviewed. Best practice reported.	
	2.2.1	Assessment of whether the actions taken increased applications from under-represented group and review of final appointment decision	HR Business Partners	September 2025 and annually	Appointment of applicant from under-represented group	
	2.2.1	Report compiled and reviewed by SAT	HR Business Partners; Chairs of SAT	September 2025 and annually	Report reviewed by SAT and action planning/ case studies developed as a result.	
Aim 2.2.2: Identify initiatives to promote carer's leave more effectively.						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• 40% of CS2023 survey respondents who are	2.2.2	Discussion with Carers' Network held	HR Manager (OD/EDI);	September 2024	Initiatives identified	• Decrease from 40% of CS2023 survey

carers are potentially unaware of carer's leave.			Chair of Carers' Network; HR Manager (Policy and Casework); Deputy Director of MRA - Communications and Public Relations			respondents who are carers who are potentially unaware of carer's leave to ensure *all* carers are aware of the support available to them.
	2.2.2	Family Friendly Policies updated and clearly publicised in various formats to staff, in line with legal changes.	HR Manager (Policy and Casework)	January 2025	Intranet pages amended	
	2.2.2	Initiatives identified and implemented (link with ongoing Carers' Week activities held annually in June)	HR Manager (OD/EDI)	June 2025 and annually	Events held	
	2.2.2	Review and simplifying the administrative process for applying for carers leave, supported by HR advice.	HR Manager (Policy and Casework)	January 2025	Process amended	
	2.2.2	Identify link to other policies and amendments made (e.g. to RTW form)	HR Manager (Policy and Casework)	January 2025	Processes/ forms amended	

Aim 2.2.3: Identify initiatives to promote Shared Parental Leave more effectively						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Only three members of staff have taken SPL since it has been available	2.2.3	Discussion with Parents' Network held	HR Manager (OD/EDI); Chair of Parents Network; SAT member who has taken SPL	January 2025	Discussion point on agenda for Network meeting and discussed.	• Increase in number of staff taking SPL.
	2.2.3	Identify obstacles to people taking SPL though focus group	HR Manager (OD/EDI); Chair of Parents Network; SAT member who has taken SPL	March 2025	Initiatives identified, communicated and implemented	
	2.2.3	Case studies developed featuring the members of staff who have taken SPL with wide publication and promotion	HR Manager (OD/EDI); Chair of Parents Network; SAT member who has taken SPL	By August 2025	Case studies available and promoted	
	2.2.3	Family Friendly Policies updated and clearly publicised in various formats to staff, in line with legal changes.	HR Manager (Policy and Casework)	By August 2025	Policies amended on intranet pages	

THEME 3: BUILDING ON OUR SUCCESS AREAS						
Key Priority 3.1: Further develop an inclusive culture						
Aim 3.1.1: Actively promote an inclusive culture that has zero tolerance for any form of harassment and ensures that people feel more cared about in the University as a whole, alongside clear publication and promotion of Dignity and Respect processes. Ensure that all harassment work incorporates microaggressions.						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• A higher proportion of staff (75%) reported (CS2023) that they knew how to report bullying harassment than reported they would feel confident (55%) that it would be addressed. • CS2023- 11% of respondents who did not agree with this statement (feeling confident it would be addressed) were LGBQ+ (8% of all respondents were LGBQ+). • CS2023 – 43% of LGBQ+ respondents agreed they felt confident that the University would	3.1.1	Convene focus groups specific to each protected characteristic to determine barriers to reporting harassment/ microaggressions	Chair of the Unacceptable behaviours Group (UBG); Student Engagement Project Officer; SET HR Manager (OD/EDI); HR Manager (Policy and Casework); HRBPs; Chairs of Equality Forum and staff groups	September 2024- Dec 2024	Focus groups convened/ agenda item at all staff networks Outcomes reported to SAT for action planning	• An increase to 75% responding in CS2026 that they would feel confident that the University would effectively address any issues of bullying and harassment. • CS2026 to show an increase from 43% to 60% of LGBQ+ respondents' who agree they have confidence in University addressing their concerns of bullying and harassment.
	3.1.1	Unacceptable Behaviours Group to develop an institutional statement of the University's zero-tolerance approach to	Chair of the Unacceptable behaviours Group (UBG); Student	September 2024 – August 2025	Agenda item on UBG meeting/s Statement created and publicised	

		bullying and harassment, to be communicated by senior champions	Engagement Project Officer		Microaggression strategy developed and publicised widely.	
effectively address any issues of bullying or harassment (as opposed to 58% of heterosexual respondents).	3.1.1	Undertake a wider recruitment process for additional Dignity and Respect Advisers covering all areas of the University	HR Manager (OD/EDI) Deputy Director of MRA - Communications and Public Relations	January 2025 – April 2025	D&R Advisers available in each Division and Department	
	3.1.1	Adopt measures to ensure wide promotion of D&R Adviser existence and work, alongside promoting the Report a Concern tool. Ensure a focus on both new and existing staff and promote in all HR-delivered training.	HR Manager (OD/EDI); HRBPs; Deputy Director of MRA - Communications and Public Relations	From May 2025 (then ongoing/ embedded)	Promotional campaign developed and delivered Question in CS2026 include to gauge awareness of their work Increase in usage of Report a Concern tool	
	3.1.1	Develop and pilot activities to support department staff to take action to diagnose local causes, reduce harassment and promote a culture that is both inclusive and where staff feel able to be open about any	Chair of the Unacceptable behaviours Group (UBG); Student Engagement Project Officer; SET	September 2025 – August 2026	Consultation with departments Action plan developed as a result of outcomes Action plan implemented	

		negative experiences (e.g. mapping of common issues at dept level, including common challenges)	HR Manager (OD/EDI); HR Manager (Policy and Casework); HRBPs; Chairs of Equality Forum and staff groups			
	3.1.1	To review and respond to the new OFS regulations on sexual violence and harassment (expected publication in May 2024)	Chair of the Unacceptable behaviours Group (UBG)	September 2024 – August 2025	Relevant documentation amended in line with required changes.	

Aim 3.1.2: Use BS 30416:2023 Menstruation, menstrual health and menopause in the workplace as a toolkit to evaluate our menopause work so far and develop further actions							
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Build on the existing strengths of our menopause work • 29% of the University's staff who identify as women are aged between 45 and 54 indicating that over a quarter of female staff will either currently be	3.1.2	Work with the menopause network to apply the recommendations of the British Standard into the Menopause Policy and Managers' Guide	HR Manager (OD/EDI); Chair of Menopause network	September 2024 – March 2025	Menopause network meeting/s held with British Standard as key focus.	• Sickness absence reduced (specific stats cannot be identified until monitoring begins as per action) • 80% managers completed mandatory EDI training
	3.1.2	Work with the menopause network to identify ways in which to make reporting of sickness due to	EDI Officer; Chair of Menopause network	September 2024 – December 2024	Ways in which sickness absence due to menopause can be made more accurate identified	

		menopause symptoms more accurate				• Menopause support questions in CS2026 show positive response (specific stats cannot be identified until survey is amended as per action)
experiencing peri/menopausal symptoms or will experience menopause symptoms in next 5 years. • 44% of University staff identify as women aged between 18-54 (the age bracket during which people with ovaries experience menstruation.) • 70% of all female University staff are aged 18-54. • 0.5% of sickness reported in 2022/23 was due to menopausal symptoms (0.1% across all institutions). • 2.3% of people reported sickness absence due to Genito-Urinary / Gynaecological symptoms in 2023.	3.1.2	Form a Gynaecological Condition focus group (including Endometriosis, PCOS and adenomyosis) and identify ways that absence management processes can be improved	EDI Officer	December 2024- March 2025	Focus group identify: • Ways in which sickness absence due to gynaecological conditions can be made more accurate • Ways in which those who experience gynaecological symptoms can be better supported in the workplace • Form manager guidance from discussions • Explore recommendations from 'Endometriosis Friendly Employer'	
	3.1.2	Menopause Policy and Managers' Guide finalised	HR Manager (Policy and Casework)	December 2024	Menopause Policy and Managers' Guide published on University Intranet and communicated to all managers	
	3.1.2	Include information on policy/ guidance in mandatory EDI training for line managers	HR Manager (OD/EDI)	January 2025	Training slides amended and delivered	

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Unison has requested the University implements *BS 30416:2023 Menstruation, menstrual health and menopause in the workplace.* • A menopause Policy and managers guide is currently in development. • Training for managers has been optional to date and the last training was held in March 2022.	3.1.2	Include menopause support questions in CS2026	EDI Officer	October 2026	Survey amended	
	3.1.2	Hold annual event for world menopause day	HR Manager (OD/ EDI); Chair of Menopause network	Annually October	Events held and evaluated	
	3.1.2	Begin to report sickness in relation to menopause related sickness absence and identify whether initiatives implemented as part of 3.1.2 reduces this over the next 5 years.	EDI Officer	Review data annually March	Sickness reporting procedures amended and reported to SAT	

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• UoC has supported 73 women to undertake Aurora with 30% (22/73) achieving promotion after undertaking the programme. • 26% of CS2023 respondents have accessed mentoring	3.1.3	Use Academic Leadership Group and Heads of Professional Services (with SLT) to identify individuals capable of taking the next step in their careers, and encourage and support them to apply for progression opportunities	Academic Leadership Group and Heads of Professional Services, with regular review at Senior Leadership Team and SET.	September 2024	Increased PDP engagement and completions. Improved induction programme and support interventions communicated.	• Increase promotion rates to 40% of those undertaking identified development opportunities • Increase in CS2026 to 60% respondents agreeing that they are aware of career progression, promotion,

						Progression of key individuals monitored and reported to SAT	secondment or job shadowing opportunities.
in the last 12 months (formally or informally); of those who disagreed with this statement 70% were women.		3.1.3	Review PDP objectives for take up of internal and external development opportunities for women's networking and leadership.	HRBP (OD)	Annually October	Individuals contacted with opportunities	
• Just over half (52%) of CS2023 respondents agreed that they are aware of career progression, promotion, secondment or job shadowing opportunities.		3.1.3	Explore new leadership programmes, i.e. Women-only Apprenticeships	HR Manager (OD/EDI); HRBP (OD)	September 2024	New programmes available and undertaken.

Future promotion of participants monitored. | |
| | | 3.1.3 | Work closely with Women's Network to further identify and design women development offers, network mentoring, secondment opportunities, job shadowing. | HR Manager (OD/EDI); HRBP (OD) | June 2025 | Programme of development offers, network mentoring, secondment opportunities, job shadowing identified and published | |

THEME 3: BUILDING ON OUR SUCCESS AREAS						
Key Priority 3.2 Enhancing staff and student voice						
Aim 3.2.1: To ensure a clear reporting mechanism is in place between staff networks and Equality Forum (SET attended committee)						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Staff networks are well established and well attended • Equality Forum is well established and well attended. • In the 2023 Navajo Chartermark reassessment, the panel identified a need to prioritise the development of channels available for staff and students to voice their opinions in relation to LGBT+/EDI issues. • REACH Network fed back (meeting 23/04/2024) the need for an established committee to which members can report race equality/EDI issues.	3.2.1	Review governance of all staff networks to ensure a clear reporting mechanism is in place between staff networks and Equality Forum	HR Manager (OD/EDI)	January 2025	Governance reviewed	• Staff and student networks report they feel valued and listened to (qualitative data). • Equality Forum membership reflects all protected characteristics • 2023 Navajo Chartermark action plan completed. • CS2026 shows increase to 50% agreeing that people care about them in the University. • CS2026 shows increase to75% of LGBQ+ respondents agreeing with this statement.
	3.2.1	Establish REACH, LGBTQ+ and Disability representatives in the Equality Forum official membership	HR Manager (OD/EDI)	September 2024	Representatives identified and attending committee	
	3.2.1	Add Staff Network updates as an official Equality Forum agenda item	HR Manager (OD/EDI)	September 2024 onwards	Agenda amended	
	3.2.1	Raise awareness of the Equality Forum throughout the University (with emphasis on it being an open forum) and ensure representation across all areas of the University	HR Manager (OD/EDI)	January 2025	Promotion campaign undertaken Equality Forum membership changes made	

• CS2023- Only 39% agree that people care about them in the University • CS2023- 35% of LGBQ+ respondents agreed with this statement						

Aim 3.2.2: Enhance student voice on key equality committees						
Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Equality Forum and SAT are well established but have limited student engagement • Males under-represented on SAT	3.2.2	Work with CSU CEO and Dean of Students to promote opportunities for student voice, including promoting student/CSU attendance at Equality Forum.	Chief Operating Officer/ PVC; CEO of Chester Students Union; Dean of Students; Induction Steering Group Chair	From September 2024		Student membership of Equality Forum and SAT increased. Increase in SAT membership of men from 26% to 35%
	3.2.2	Invite CEO of CSU and Dean of Students to join SAT	Chair of SAT	September 2024	SAT membership expanded	
	3.2.2	Deliver an Athena Swan presentation to Student Voice & Experience Committee meeting, and a future CSU Student Council, to support	HR Manager (OD/EDI)	March 2025	Presentation delivered Additional student engagement activities integrated into AS SAT work	

		awareness raising activities.				

Aim 3.2.3: Utilise our staff networks more effectively to influence change, share experiences and provide support.

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Staff networks are well established and well attended. • CS2023: Only 39% agreed that people care about them in the University, while 76% agreed that they felt cared about by the Department.	3.2.3	Consult with every staff network to develop additional content for the Managing EDI in the Workplace training to create a "What the [name of] staff network wants you to know" to cover key learning points for managers when managing disabled staff, parents, carers, etc	HR Manager (OD/EDI)	April 2025	Ensuring a people-centred approach is advocated in all management training to ensure flexibility and adapted management around all protected characteristics	• Increase in CS2026 to 50% agreeing that people care about them in the University
	3.2.3	SAT to consider how the impact of this training can be effectively measured in CS2026	Chair of SAT	January 2026	CS2026 question and monitoring	

3.2.4 Undertake an audit of all Gender Neutral and Parent room facilities to ensure they are effective, well equipped and adequately promoted

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• UoC has gender-neutral toilet facilities across all sites as well as parent and child rooms.	3.2.4	Identify members of LGBTQ+ and Parents Network to conduct audit	HR Manager (OD/EDI); EDI Officer	February 2027	Audit undertaken	• Question to be included in CS2026 on perception of rooms
	3.2.4	Design audit checklists	HR Manager (OD/EDI); EDI Officer; identified	February 2027	Audit completed	

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• Informal feedback has indicated that some of these rooms may not always be fit for purpose (e.g. may be used for storage); an audit is therefore required.	3.2.4	Update and promote University Wellbeing Maps to ensure staff and students know where key facilities (e.g. Gender-Neutral Toilets, parent rooms etc) are located.	EDI Officer; HRBP (OD); Student Induction Manager	February 2027	Maps circulated more proactively to students and staff including through induction process	network members

THEME 4: RESEARCH

Key priority 4.1: Address gender disparities in relation to research

Aim 4.1.1: To conduct a literature review of case studies/good practice to identify initiatives that have worked elsewhere. Undertake a more detailed analysis by subject discipline to establish if there needs to be a focus on action in certain areas.

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
• REF data shows that the proportion of women staff has increased over time and the proportion of submitted staff who identify as women has also risen. However, in all the assessments since RAE2008 (when this data was first considered)	4.1.1	Undertake literature review and create resulting action plan	Director of R&KE; Workload and Data Manager; REF & KEF Managers	January – June 2024	Literature review conduction Action plan developed	• Removing the under-representation of women amongst staff with SRR whilst improving the research metrics of all researchers (and ensuring quality metrics do not show gender bias) • Report on staff undertaking doctorates and its influence on the
	4.1.1	Investigate data on gender representation amongst staff with SRR by Faculty and School	Director of R&KE; Workload and Data Manager; REF & KEF Managers	May – September 2024	Report on gender representation amongst staff with SRR by Faculty and School	

women are statistically under-represented, and although the gap continues to narrow it is still an area requiring attention. • Equality Analysis for the RKE Committee indicates that part-time staff and fixed-term staff are also underrepresented amongst those with Significant Responsibility for Research (SRR). • More female staff than male staff are doing doctorates currently, this should affect the proportion of female staff with SRR (contributing to REF) in future.	4.1.1	Undertake a qualitative study to understand the underlying reasons for under-representation in order to identify impactful actions (referring also to previous work after REF2014)	Director of R&KE; Workload and Data Manager; REF & KEF Managers	September - December 2024	Study conducted and reported	development of Researchers
	4.1.1	Report on research quality metrics by gender (fundamentally this is about addressing recognition)	Director of R&KE; Workload and Data Manager; REF & KEF Managers	May – September 2024	Report completed and circulated to relevant research committees and AS SAT	
	4.1.1	Monitor data on staff doing doctorates	Workload and Data Manager; REF & KEF Managers	Annually from September 2025	Data report completed and circulated to relevant research committees and AS SAT	

Aim 4.1.2: Conduct an Equality Review into decisions made by Research Ethics Committees. This will ensure that decisions made in future are not influenced by perceptions of abilities based on gender or any other protected characteristic.

Rationale	Action no	Action steps	Person responsible	Timeframe	Key outputs	Success measures
A complaint found that a Research Ethics Committee (REC) may have been influenced by	4.1.2	Identify a sub-group of research active academic staff within the SAT to create process and	SAT Sub-group	January 2025	Review conducted and recommendations made to all RECs	Recommendations implemented and applied by all RECs (more specific measures cannot be

perceptions of abilities based on gender.		documentation/ utilise current Equality Impact Assessment process for this purpose.				identified until the sub-group undertakes the preliminary work)
	4.1.2	Conduct the review and identify recommendation and changes needed	PVC R&I	September 2026	Recommendations implemented	

Appendix 1: Culture survey data

Please present the results of the core culture survey questions for sub-units (e.g. academic department, PTO directorate or equivalent) where available, and if desired, the results of any additional survey questions or consultation.

Gender of Survey Respondents[4]	Number	Proportion
Man	135	26.6%
Woman	339	67.0%
Non-binary (incl. agender, gender fluid and gender diverse)	3	0.6%
Prefer not to say	29	5.7%
Grand Total	**506**	**100.0%**

(approximately 23% of the total workforce).

Contract Function	Count	Proportion
Academic	203	40.1%
Professional Services	303	59.9%
Grand Total	**506**	**100.0%**

Mode	Count	Proportion
Full Time	366	72.3%
Part Time[5]	140	27.7%
Grand Total	**506**	**100.0%**

Contract Type	Count	Proportion
Casual/Temporary	4	0.8%
Fixed Term	56	11.1%
Permanent	434	85.8%
Visiting Lecturer	12	2.4%
Grand Total	**506**	**100.0%**

Workplace	Count	Proportion
Blend of working from home and on site	334	65.9%
Working from home all / most of the time	60	11.9%
Working on site all/most of time	112	22.2%
Grand Total	**506**	**100.0%**

Orientation	Count	Proportion
Asexual	3	0.6%

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[4] 95% of respondents said their gender matched the sex they were assigned at birth, and 5% chose not to disclose or said their gender did <u>not</u> match the sex they were assigned at birth.

[5] Institutional balance (by headcount) is 51% full-time and 49% part-time.

Bisexual	20	4.0%
Gay woman/man	16	3.2%
Heterosexual	417	82.4%
Other (including Queer)	4	0.8%
Unsure	3	0.6%
Prefer Not to Say	43	8.5%
Grand Total	**506**	**100.0%**

Ethnic Background	Count	Proportion
Arab	1	0.2%
Asian	5	1.0%
Black (other background)	1	0.2%
Black African	4	0.8%
Black Caribbean	1	0.2%
Gypsy, Roma or Irish Traveller	1	0.2%
Mixed Asian/White	2	0.4%
Mixed Black/White	2	0.4%
Mixed other ethnic background	4	0.8%
South Asian	6	1.2%
White	437	86.3%
Other ethnic background	7	1.4%
Prefer Not to Say	35	6.9%
Grand Total	**506**	**100.0%**

Religion or Belief	Count	Proportion
Buddhist	2	0.4%
Christian	204	40.3%
Hindu	3	0.6%
Jewish	3	0.6%
Muslim	5	1.0%
No religion	220	43.5%
Other religion or belief	15	3.0%
Prefer Not to Say	54	10.7%
Grand Total	**506**	**100.0%**

Disability	Count	Proportion
No	374	73.9%
Yes[6]	97	19.2%
Prefer Not to Say	35	6.9%
Grand Total	**506**	**100.0%**

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[6] 13% of staff in the institution declared a disability

Age Group	Count	Proportion
18-24	14	2.8%
25-34	64	12.6%
35-44	127	25.1%
45-54	158	31.2%
55-64	97	19.2%
65-74	9	1.8%
Prefer Not to Say	37	7.3%
Grand Total	**506**	100.0%

(28% of staff in the institution are age 45-54).

Caring Responsibility	Count	Proportion
No	260	51.4%
Yes - I am a carer (including caring for a child with additional needs)	53	10.5%
Yes - I am a parent	193	38.1%
Grand Total	**506**	**100.0%**

Survey Responses

Note: Due to small numbers, non-binary respondents have been considered separately from the headcount tables and charts. The data from non-binary respondents shows broadly positive responses, although there may be concerns around relevant departmental communications, people being treated regardless of gender, and manageable workloads.

Tables show Headcount and Graphs show percentage.

Belonging and Inclusion

I feel like I belong in the University												
	Academic				Professional Services				Overall			
	Man	Prefer not to say	Woman	Total	Man	Prefer not to say	Woman	Total	Man	Prefer not to Say	Woman	Total
Agree/Strongly Agree	45	2	81	128	47	9	168	224	92	11	249	352
Neutral	12	4	17	33	11	7	36	54	23	11	53	87
Strongly Disagree/Disagree	12	6	24	42	8	1	13	22	20	7	37	64
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I feel like I belong in the University

Chart legend: Agree/Strongly Agree | Neutral | Strongly Disagree/Disagree

Categories (top to bottom):
- Overall
- Woman
- Prefer not to Say
- Man
- Professional Services Overall
- Professional Services Woman
- Professional Services PNTS
- Professional Services Man
- Academic Overall
- Academic Woman
- Academic PNTS
- Academic Man
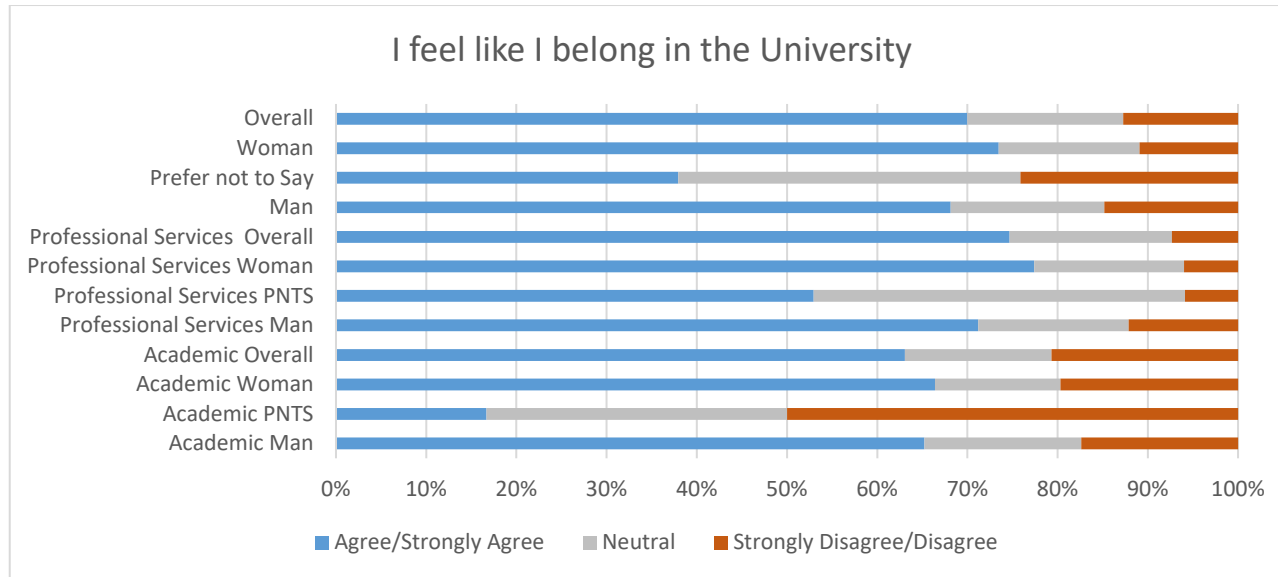
I feel that people care about me in my department

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	48	3	86	137	53	12	179	244	101	15	265	381
Neutral	12	3	18	33	11	3	29	43	23	6	47	76
Strongly Disagree/Disagree	9	6	18	33	2	2	9	13	11	8	27	46
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I feel that people care about me in the University

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	21	1	37	59	27	3	104	134	48	4	141	193
Neutral	25	4	41	70	29	9	75	113	54	13	116	183
Strongly Disagree/Disagree	23	7	44	74	10	5	38	53	33	12	82	127
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I feel that people care about me in my department
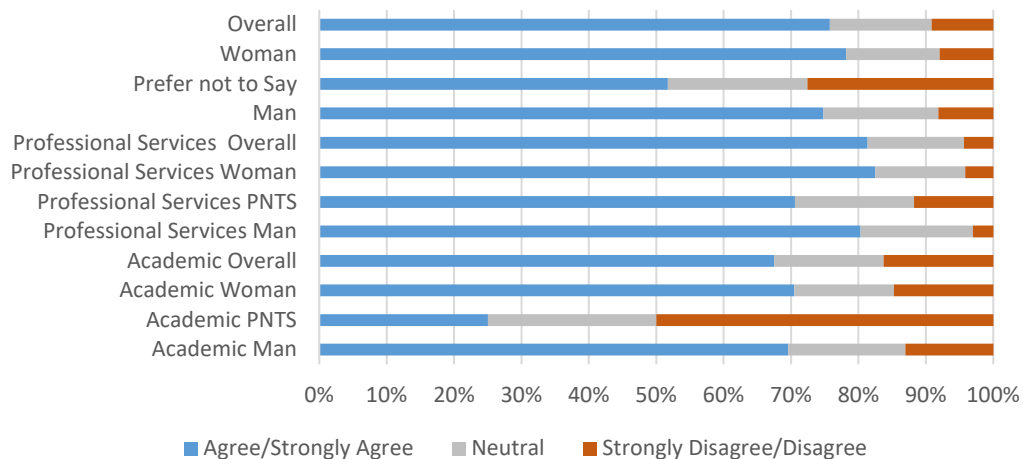
I feel that people care about me in the University
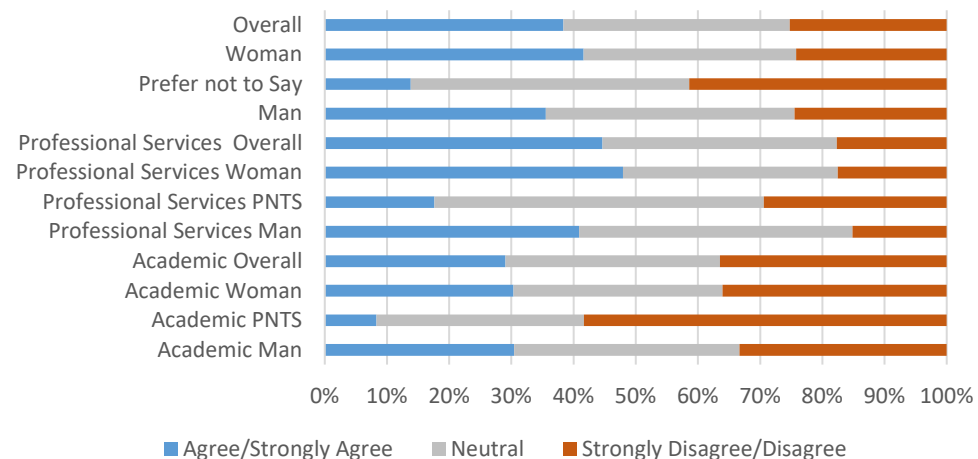
My contributions and ideas are valued in my department

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	54	6	96	156	52	12	175	239	106	18	271	395
Neutral	8	2	16	26	10	4	31	45	18	6	47	71
Strongly Disagree/Disagree	7	4	10	21	4	1	11	16	11	5	21	37
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

My contributions and ideas are valued in the University

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	27	0	43	70	23	3	86	112	50	3	129	182
Neutral	20	3	43	66	32	8	93	133	52	11	136	199
Strongly Disagree/Disagree	22	9	36	67	11	6	38	55	33	15	74	122

Grand Total	69	12	122	203	66	17	217	300	135	29	339	503
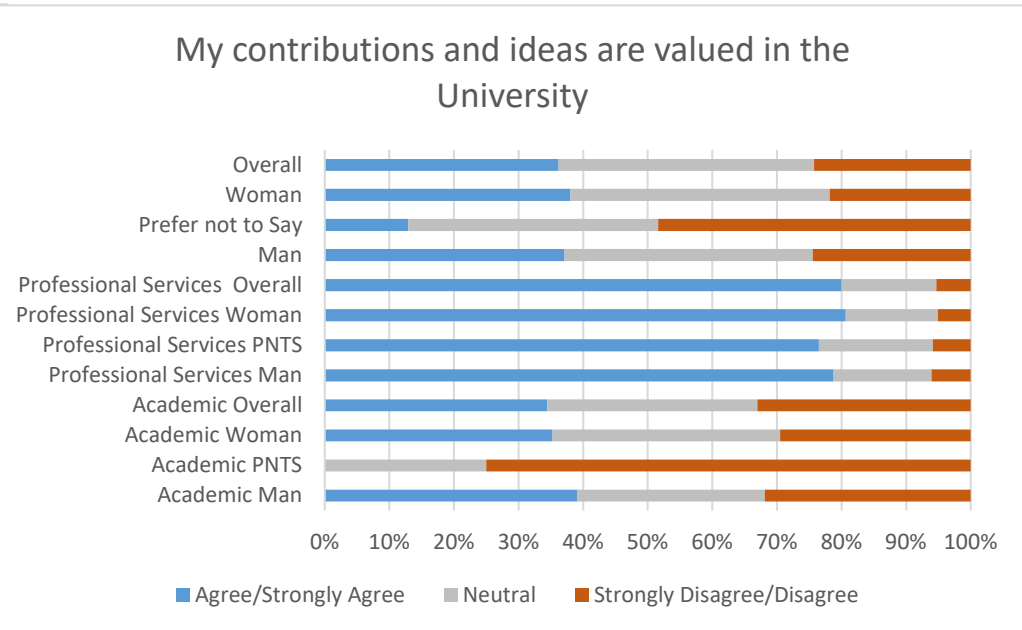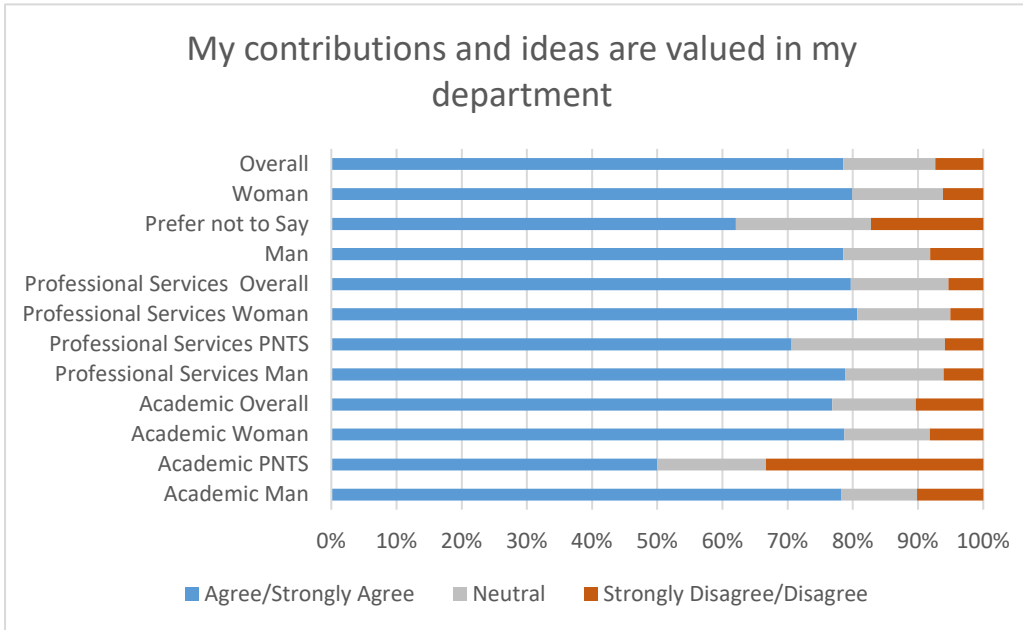
My contributions and ideas are valued in my department

My contributions and ideas are valued in the University

Department communications are clear and relevant to me

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	47	5	81	133	46	12	138	196	93	17	219	329
Neutral	13	2	23	38	13	3	42	58	26	5	65	96
Strongly Disagree/Disagree	9	5	18	32	7	2	37	46	16	7	55	78
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

University communications are clear and relevant to me

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	25	1	47	73	27	7	119	153	52	8	166	226

Neutral	23	7	43	73	29	5	63	97	52	12	106	170
Strongly Disagree/Disagree	21	4	32	57	10	5	35	50	31	9	67	107
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

Department communications are clear and relevant to me

University communications are clear and relevant to me
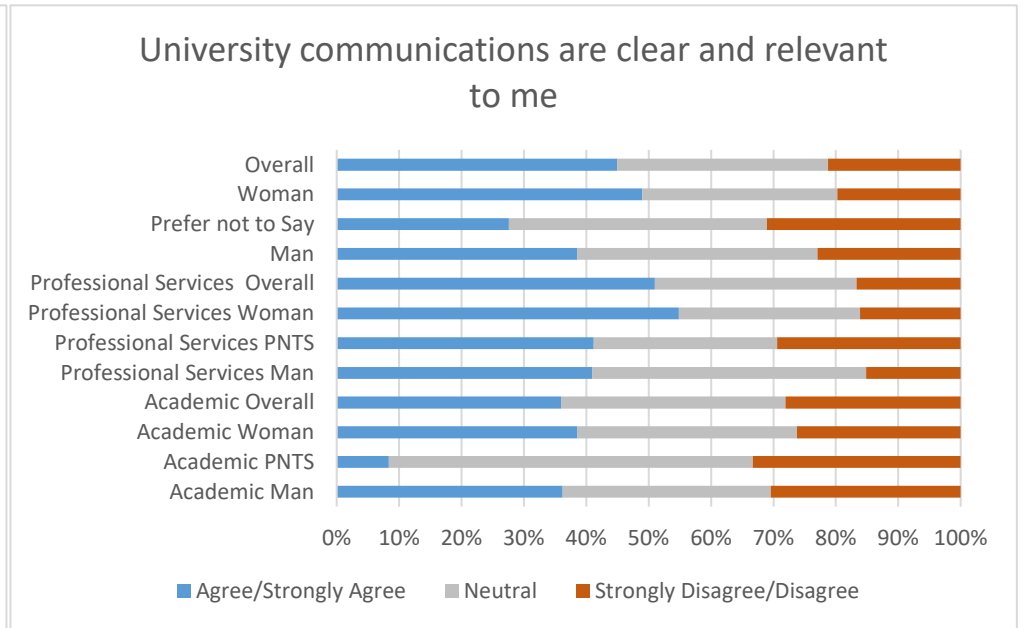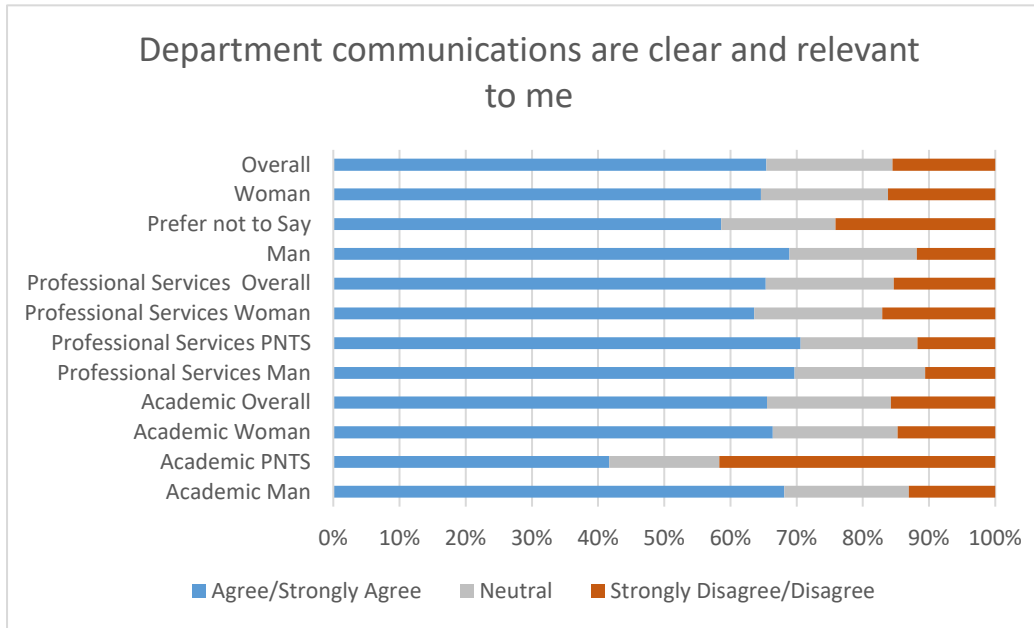
I feel comfortable speaking up and expressing my opinions in my department

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	45	7	92	144	55	12	163	230	100	19	255	374
Neutral	8	4	16	28	5	4	15	24	13	8	31	52
Strongly Disagree/Disagree	16	1	14	31	6	1	39	46	22	2	53	77
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

A high level of trust exists between people in my team

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total

Agree/Strongly Agree	49	7	76	132	59	12	181	252	108	19	257	384
Neutral	8	3	21	32	4	2	22	28	12	5	43	60
Strongly Disagree/Disagree	12	2	25	39	3	3	14	20	15	5	39	59
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503
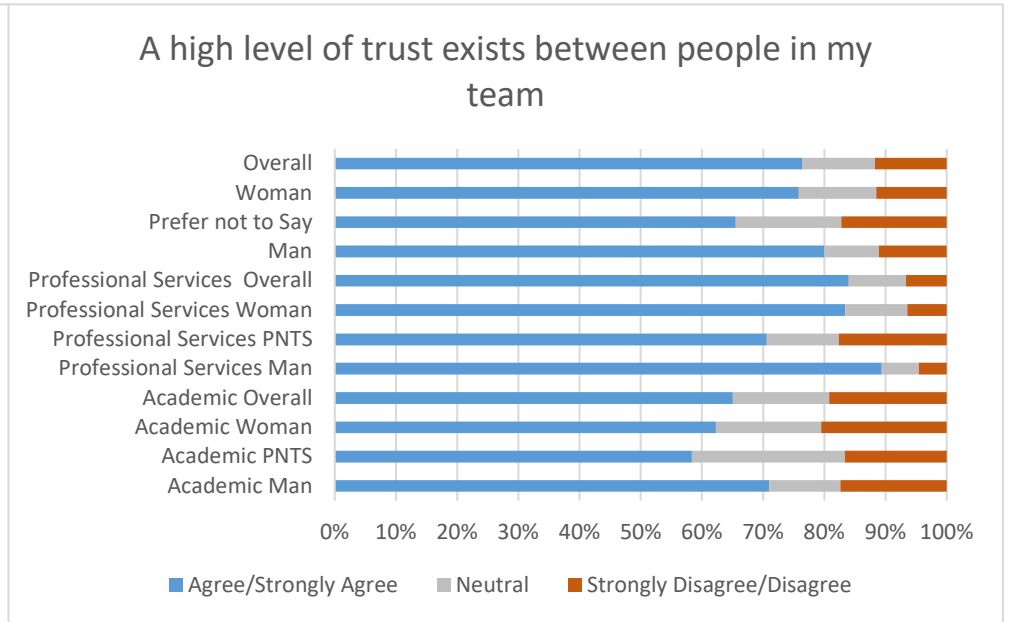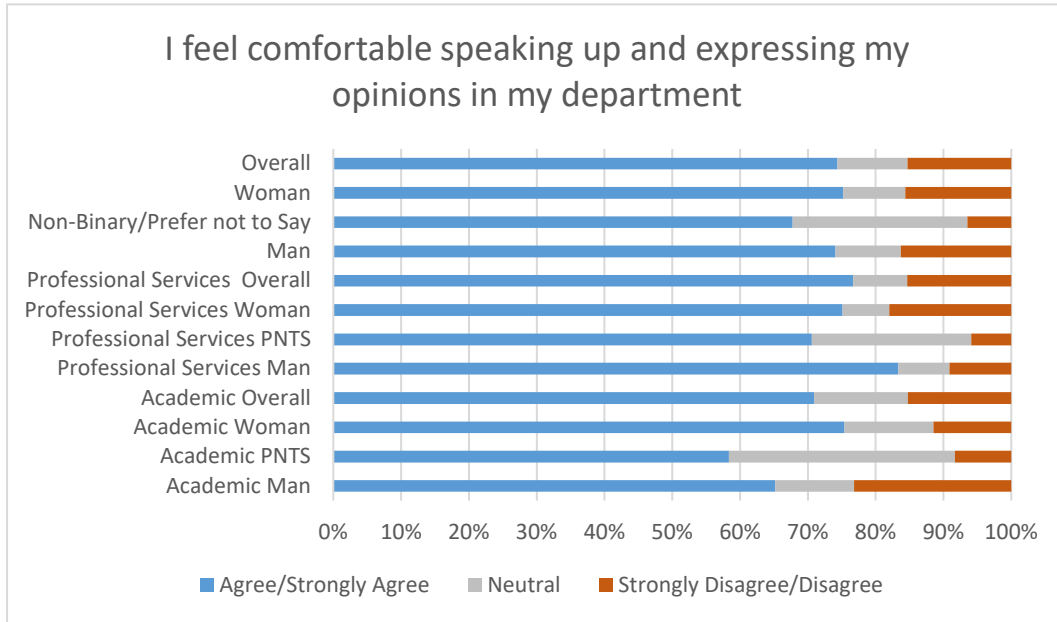
Gender Equality

Departmental leadership actively supports gender equality

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	54	7	92	153	53	11	169	233	107	18	261	386
Neutral	12	4	20	36	11	4	38	53	23	8	58	89
Strongly Disagree/Disagree	3	1	10	14	2	2	10	14	5	3	20	28
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

University leadership actively supports gender equality

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	47	4	69	120	46	13	161	220	93	17	230	340
Neutral	13	5	34	52	16	4	50	70	29	9	84	122
Strongly Disagree/Disagree	9	3	19	31	4	0	6	10	13	3	25	41
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503
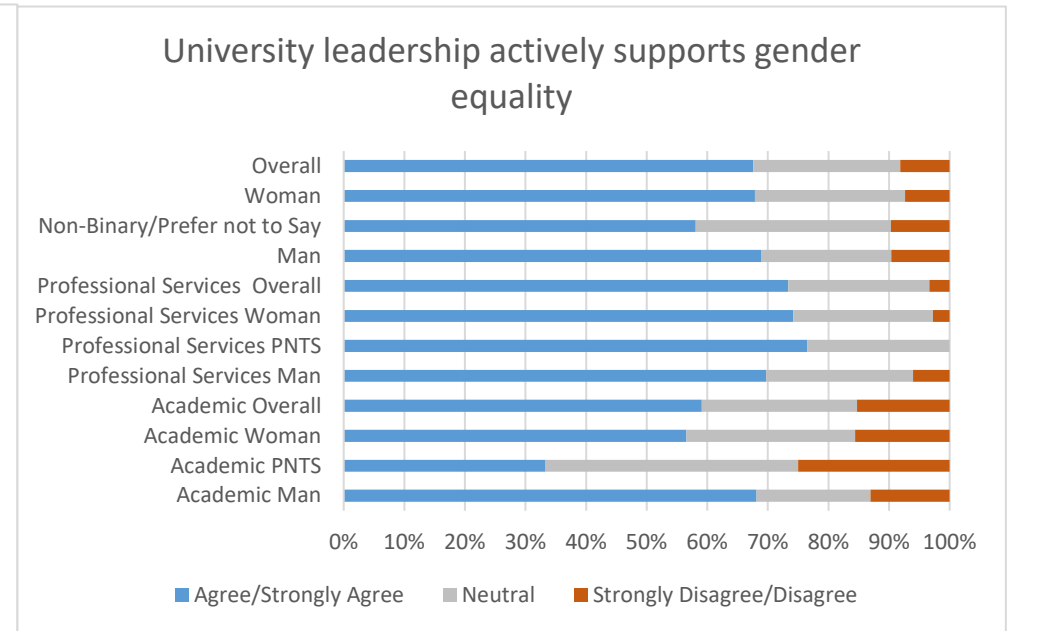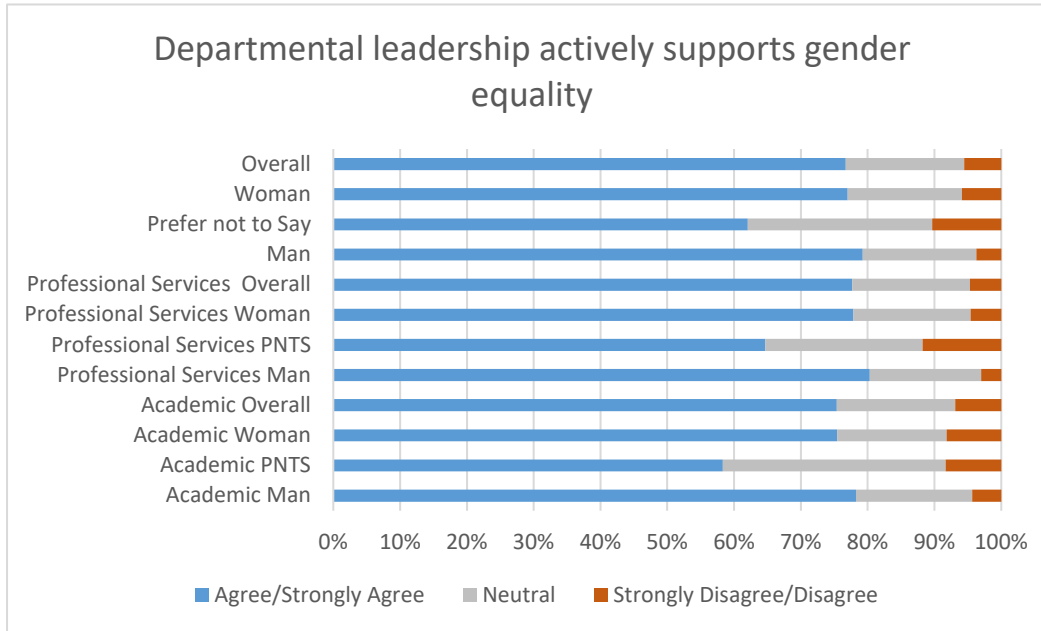
Departmental leadership actively supports gender equality

University leadership actively supports gender equality

My department is committed to working towards gender balance in leadership positions

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	49	6	75	130	51	9	131	191	100	15	206	321
Neutral	17	5	37	59	12	6	79	97	29	11	116	156
Strongly Disagree/Disagree	3	1	10	14	3	2	7	12	6	3	17	26
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

The University is committed to working towards gender balance in leadership positions

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**NB/PNTS**	**Woman**	**Total**	**Man**	**NB/PNTS**	**Woman**	**Total**
Agree/Strongly Agree	38	3	60	101	48	13	139	200	86	16	199	301
Neutral	19	4	49	72	16	4	69	89	35	8	118	161
Strongly Disagree/Disagree	12	5	13	30	2	0	9	11	14	5	22	41
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

My department is committed to working towards gender balance in leadership positions

The University is committed to working towards gender balance in leadership positions
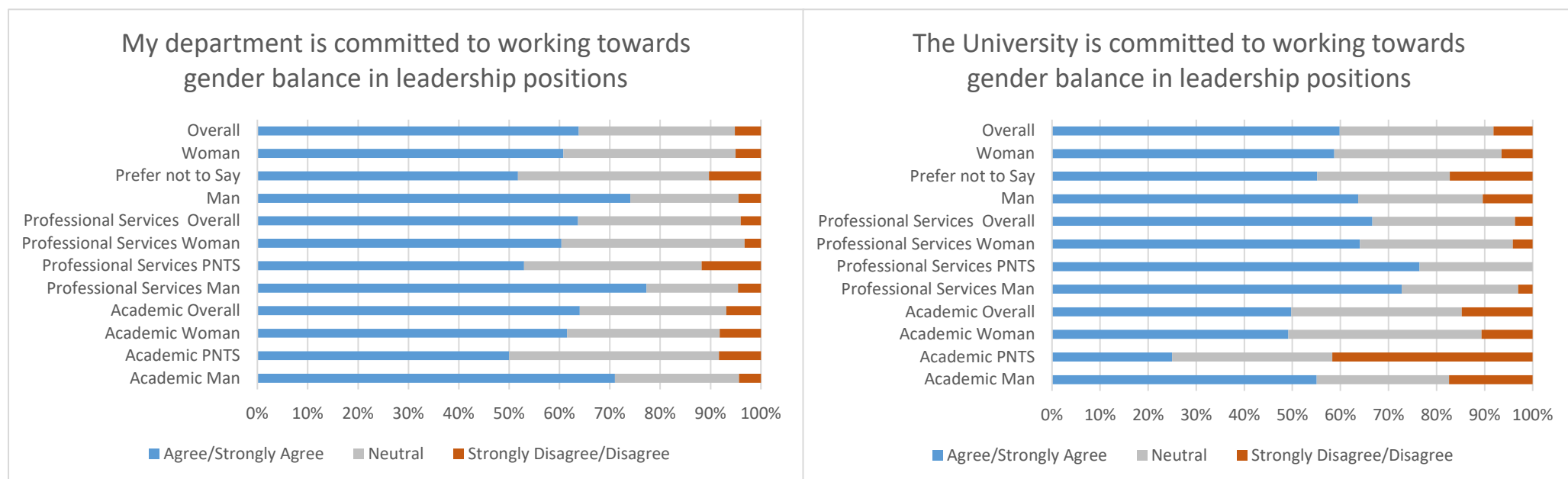
The rate people progress in the University is not affected by their gender

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	36	1	46	83	42	8	117	167	78	9	163	250
Neutral	23	5	46	74	17	7	72	96	40	12	118	170
Strongly Disagree/Disagree	10	6	30	46	7	2	28	37	17	8	58	83

Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

People at the University are treated fairly regardless of their gender

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	37	3	63	103	47	11	150	208	84	14	213	311
Neutral	23	4	40	67	12	4	52	68	35	8	92	135
Strongly Disagree/Disagree	9	5	19	33	7	2	15	24	16	7	34	57
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

The rate people progress in the University is not affected by their gender
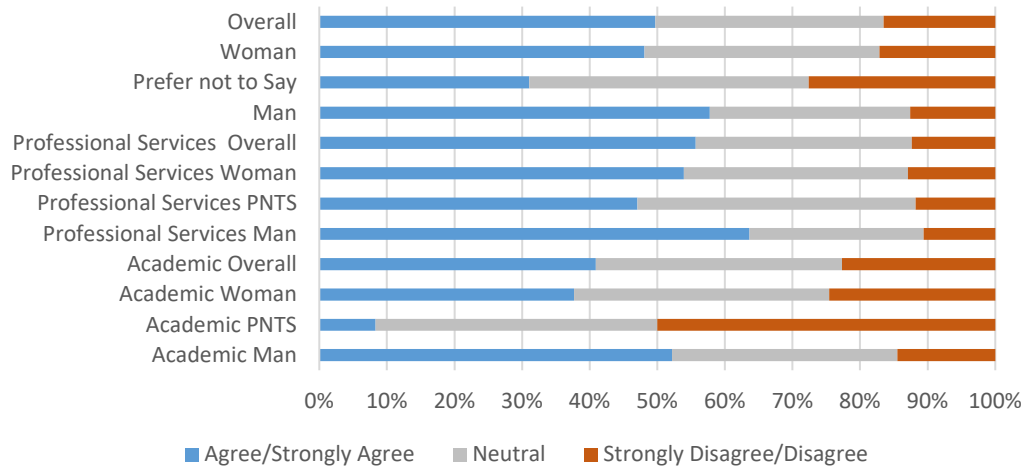
People at the University are treated fairly regardless of their gender
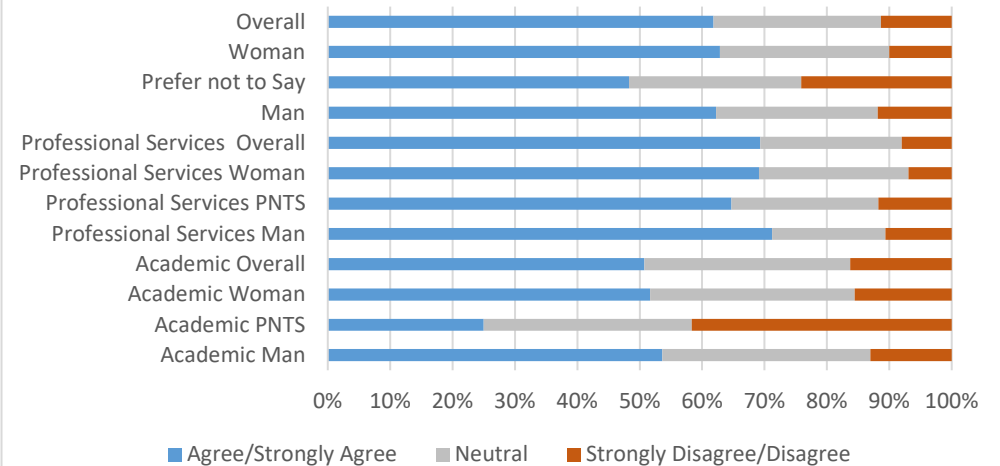
Equality, diversity and inclusion work is recognised when workload is allocated

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
No Response	0	0	2	2	53	16	199	268	53	16	201	270

	Man	NB/PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	31	2	41	74	8	0	11	19	39	2	52	93
Neutral	23	5	37	65	3	1	3	7	26	6	40	72
Strongly Disagree/Disagree	15	5	42	62	2	0	4	6	17	5	46	68
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

Equality, diversity and inclusion work is recognised in applications for promotion/progression

	Academic				Professional Services				Overall			
	Man	NB/PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
No Response	0	0	2	2	53	16	199	268	53	16	201	270
Agree/Strongly Agree	29	5	43	77	7	0	8	15	36	5	51	92
Neutral	28	4	43	75	4	1	8	13	32	5	51	88
Strongly Disagree/Disagree	12	3	34	49	2	0	2	4	14	3	36	53
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

Equality, diversity and inclusion work is recognised when workload is allocated

Equality, diversity and inclusion work is recognised in applications for promotion/ progression
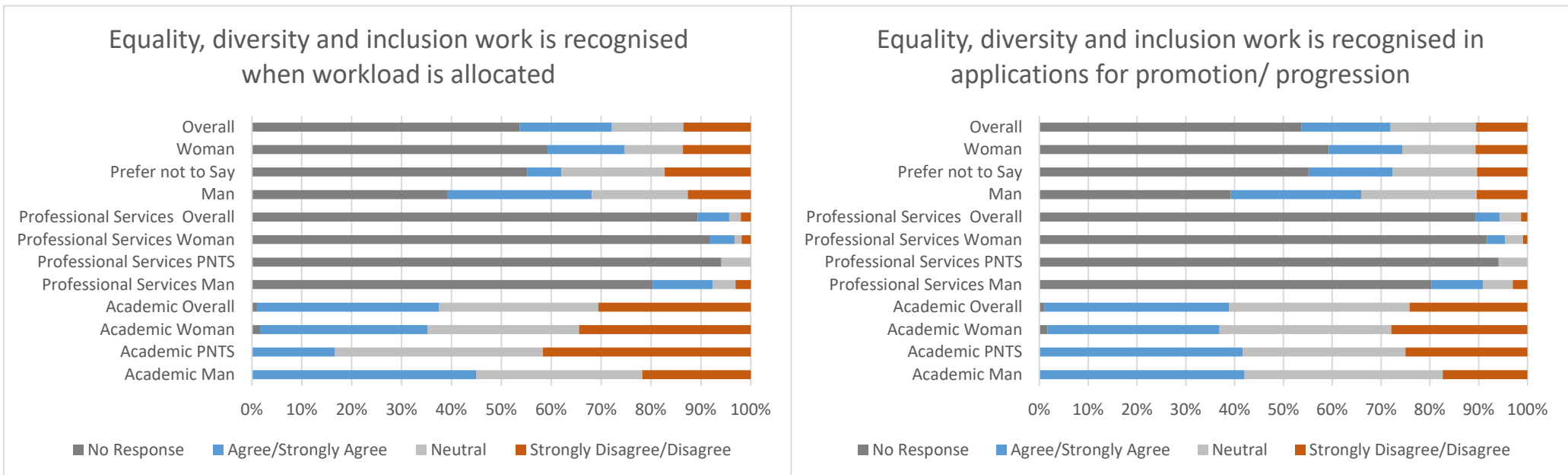
Work-Life Balance

Workloads in my department are allocated fairly and transparently

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	34	3	55	92	46	9	126	181	80	12	181	273
Neutral	15	3	22	40	11	3	45	59	26	6	67	99
Strongly Disagree/Disagree	20	6	45	71	9	5	46	60	29	11	91	131
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

The timing of departmental and University meetings and events takes into consideration those with caring responsibilities

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	34	2	55	91	40	8	115	163	74	10	170	254
Neutral	22	5	32	59	20	4	76	100	42	9	108	159
Strongly Disagree/Disagree	13	5	35	53	6	5	26	37	19	10	61	90
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

Workloads in my department are allocated fairly and transparently
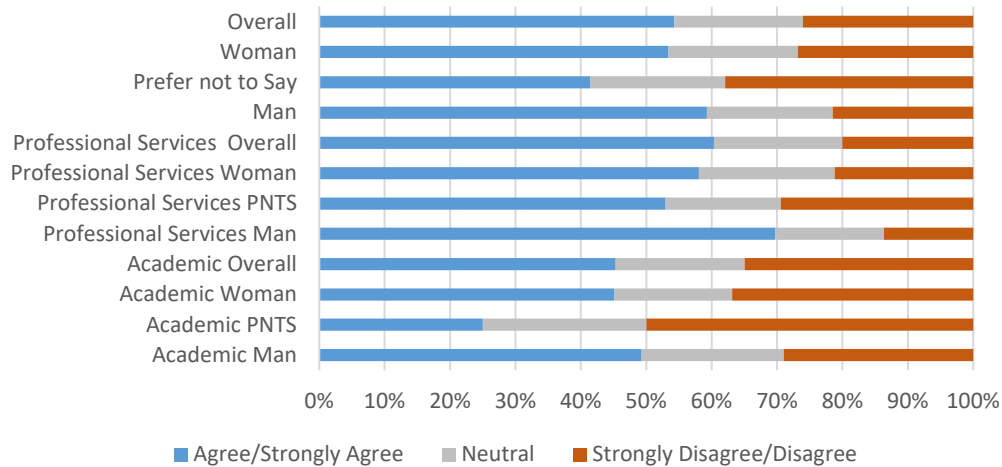
Timing of Dept/University meetings and events takes into consideration those with caring responsibilities
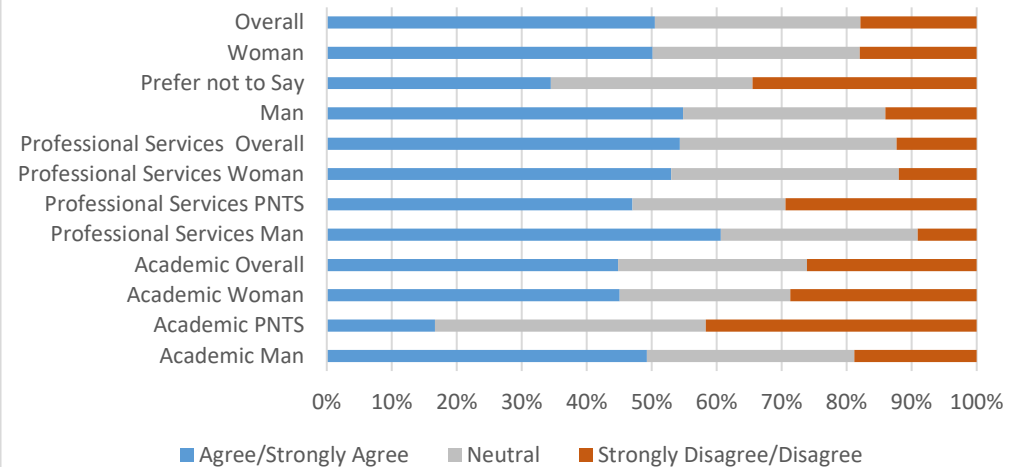
I am aware of the support the University offers around all types of caring leave

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	31	5	58	94	45	11	131	187	76	16	189	281
Neutral	21	5	32	58	16	2	53	71	37	7	85	129
Strongly Disagree/Disagree	17	2	32	51	5	4	33	42	22	6	65	93
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I am aware of the support the University offers around all types of caring leave
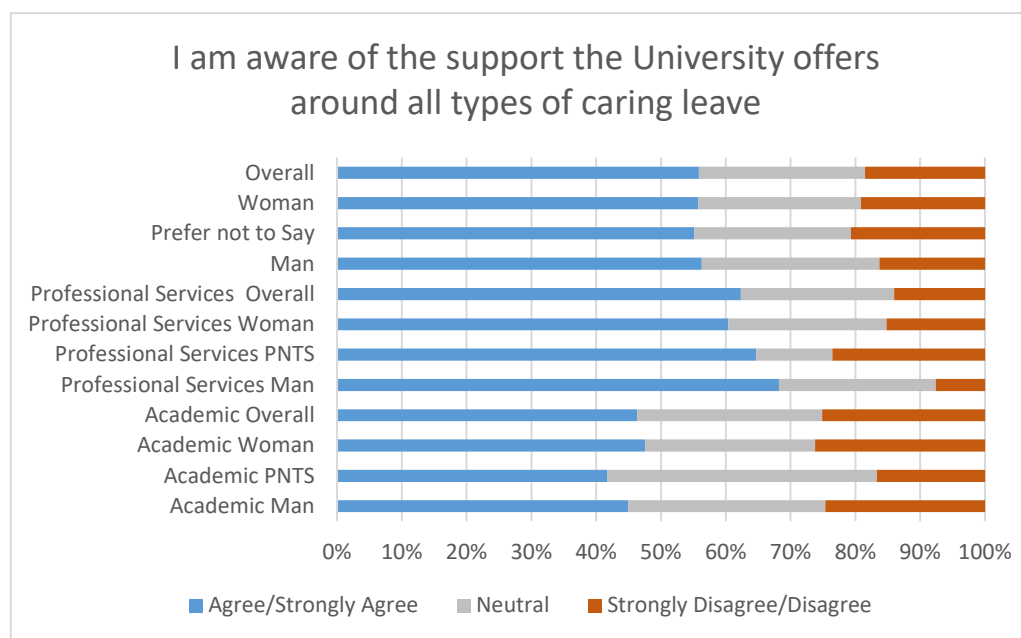
	Caring Status			
	Not Carer	**Carer (including caring for a child with additional needs)**	**Parent**	**Total**
Agree/Strongly Agree	129	29	125	283
Neutral	77	15	38	130
Strongly Disagree/Disagree	54	9	30	93
Grand Total	260	53	193	506

Bullying and Harassment

I feel confident that the University would effectively address any issues of bullying or harassment

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	38	2	47	87	40	4	139	183	78	6	186	270
Neutral	13	2	40	55	13	9	48	70	26	11	88	125
Strongly Disagree/Disagree	18	8	35	61	13	4	30	47	31	12	65	108
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I know how to report bullying and / or harassment

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	52	6	82	140	53	12	161	226	105	18	243	366
Neutral	7	2	20	29	9	3	33	45	16	5	53	74

I feel confident that the University would effectively address any issues of bullying or harassment
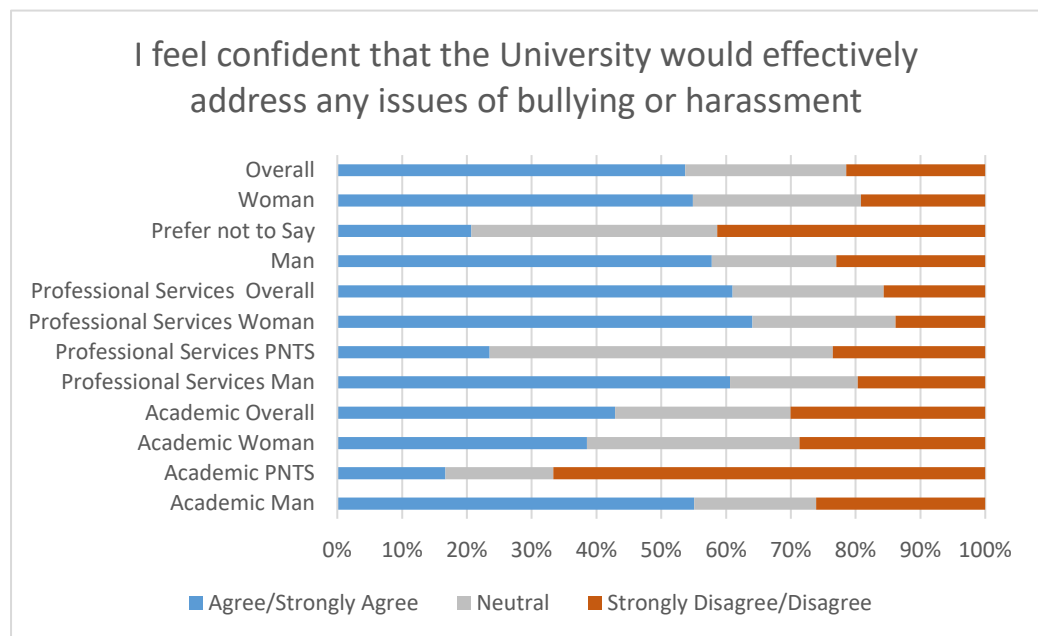
Strongly Disagree/Disagree	10	4	20	34	4	2	23	29	14	6	43	63
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I have experienced bullying and / or harassment in the past 12 months

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	12	5	21	38	3	4	18	25	15	9	39	63
Neutral	5	3	14	22	8	1	18	27	13	4	32	49
Strongly Disagree/Disagree	52	4	87	143	55	12	181	248	107	16	268	391
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503
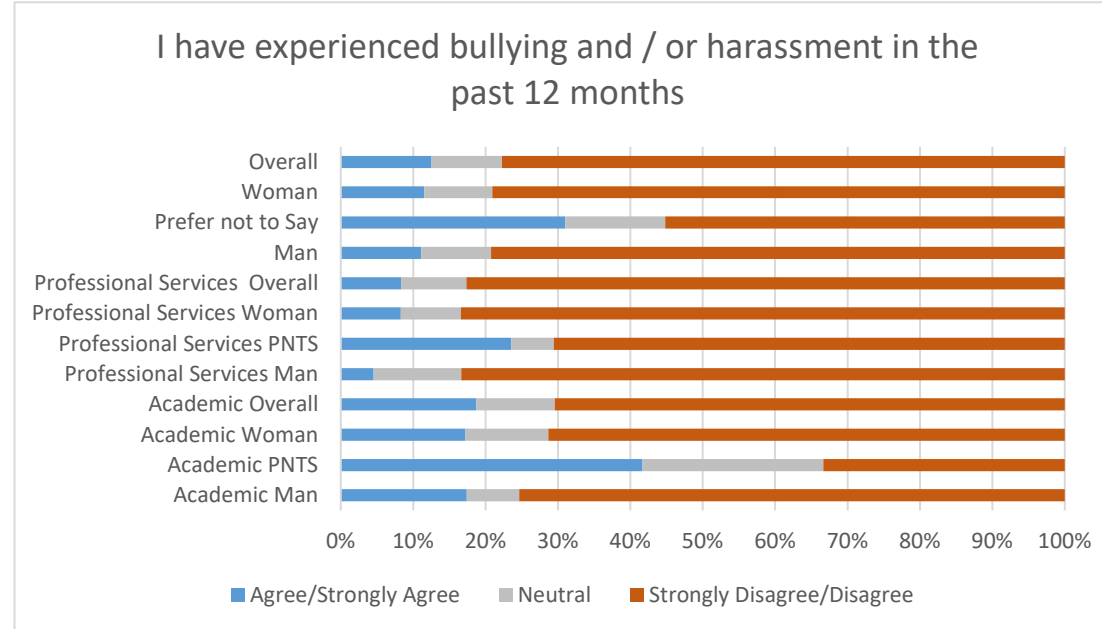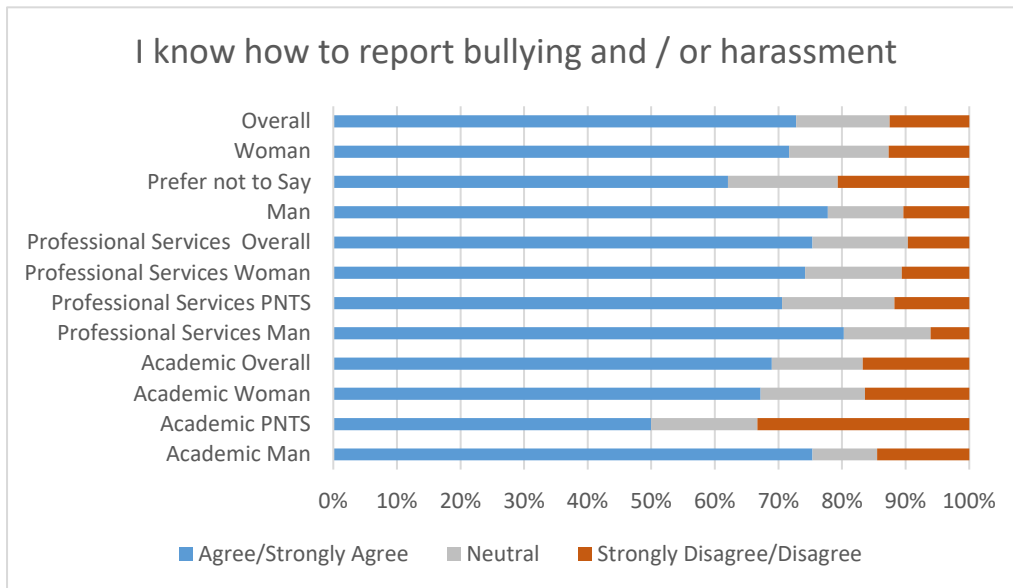
Career Development

My line manager supports my career development

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	49	5	85	139	48	11	170	229	97	16	255	368
Neutral	13	3	22	38	10	3	35	48	23	6	57	86
Strongly Disagree/Disagree	7	4	15	26	8	3	12	23	15	7	27	49
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I receive useful feedback on my career development through performance reviews

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	39	4	60	103	40	10	124	174	79	14	184	277
Neutral	11	1	29	41	15	2	58	75	26	3	87	116
Strongly Disagree/Disagree	19	7	33	59	11	5	35	51	30	12	68	110
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

My line manager supports my career development
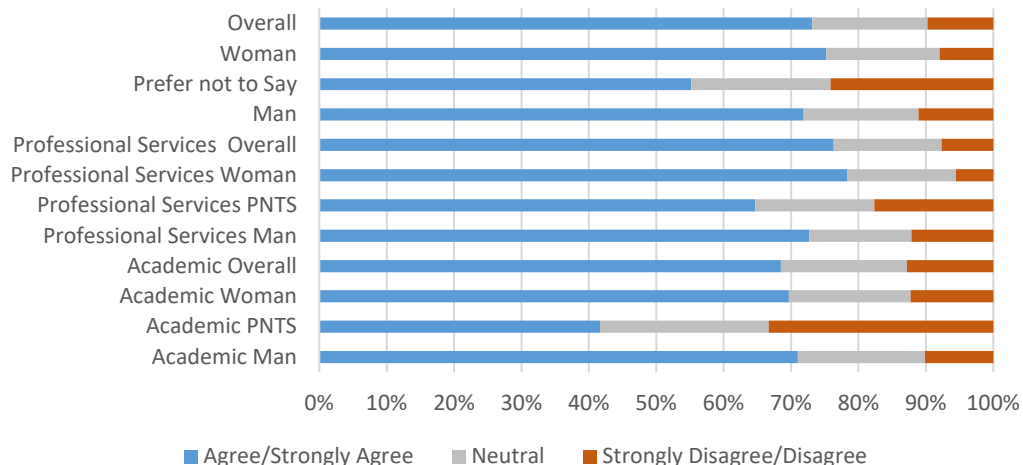
I receive useful feedback on my career development through performance reviews
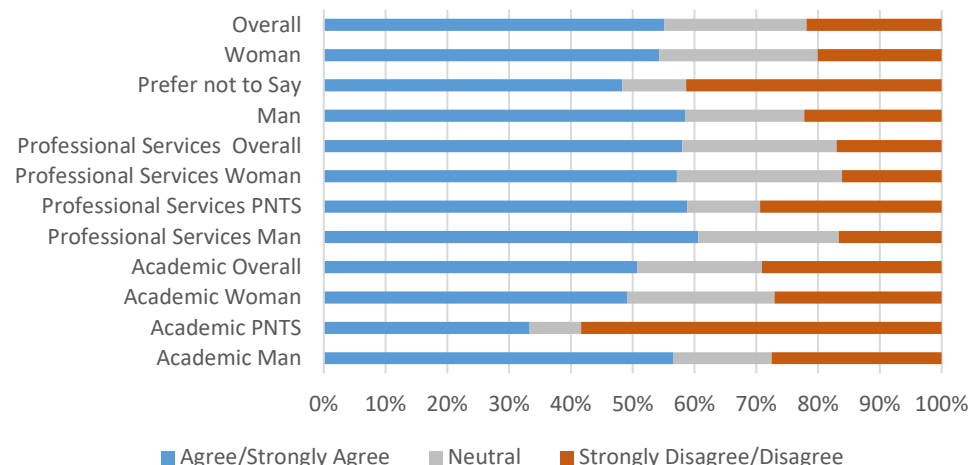
Decisions about appointments are made fairly

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	36	3	61	100	40	11	135	186	76	14	196	286
Neutral	17	3	39	59	10	2	52	64	27	5	91	123
Strongly Disagree/Disagree	16	6	22	44	16	4	30	50	32	10	52	94
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

Decisions about promotion / progression are made fairly

	Academic				Professional Services				Overall			
	Man	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**	**Man**	**PNTS**	**Woman**	**Total**
Agree/Strongly Agree	36	1	46	83	31	6	100	137	67	7	146	220
Neutral	18	5	43	66	17	4	73	94	35	9	116	160

Strongly Disagree/Disagree	15	6	33	54	18	7	44	69	33	13	77	123
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

Decisions about appointments are made fairly

Decisions about promotion/progression are made fairly
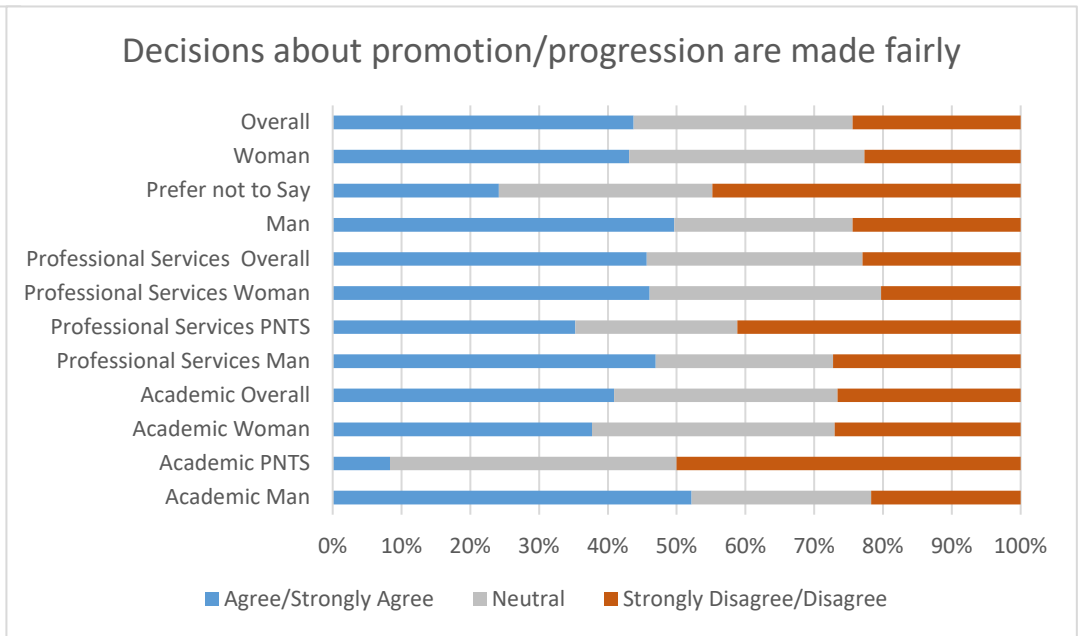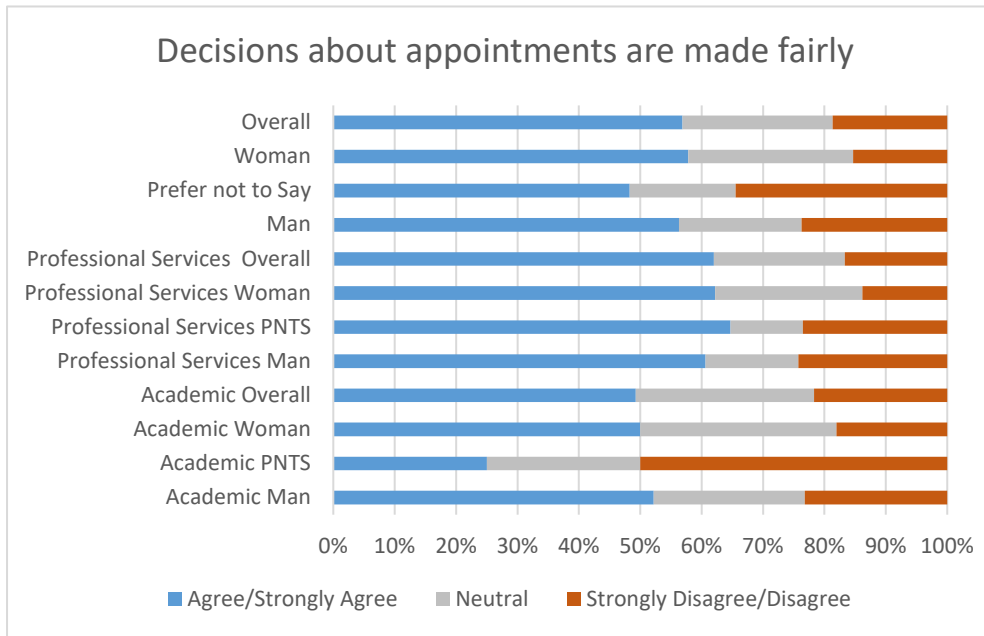
I am aware of career progression, promotion, secondment or job shadowing opportunities

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	32	4	61	97	42	6	116	164	74	10	177	261
Neutral	16	4	28	48	8	5	52	65	24	9	80	113
Strongly Disagree/Disagree	21	4	33	58	16	6	49	71	37	10	82	129
Grand Total	69	12	122	203	66	17	217	302	135	29	339	503

I have accessed mentoring in the last 12 months (formally or informally)

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	19	5	51	75	16	4	37	57	35	9	88	132
Neutral	13	1	19	33	20	2	34	56	33	3	53	89
Strongly Disagree/Disagree	37	6	52	95	30	11	146	187	67	17	198	282
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I am aware of career progression, promotion, secondment or job shadowing opportunities
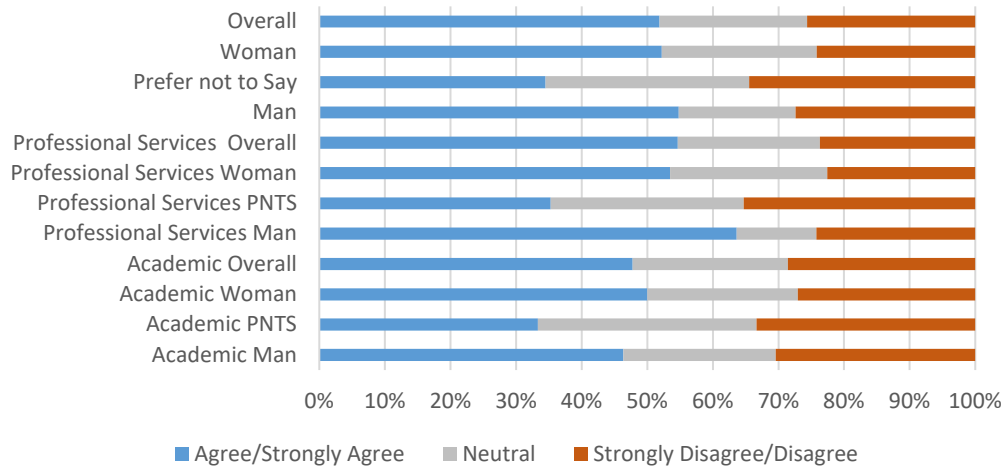
I have accessed mentoring in the last 12 months (formally or informally)
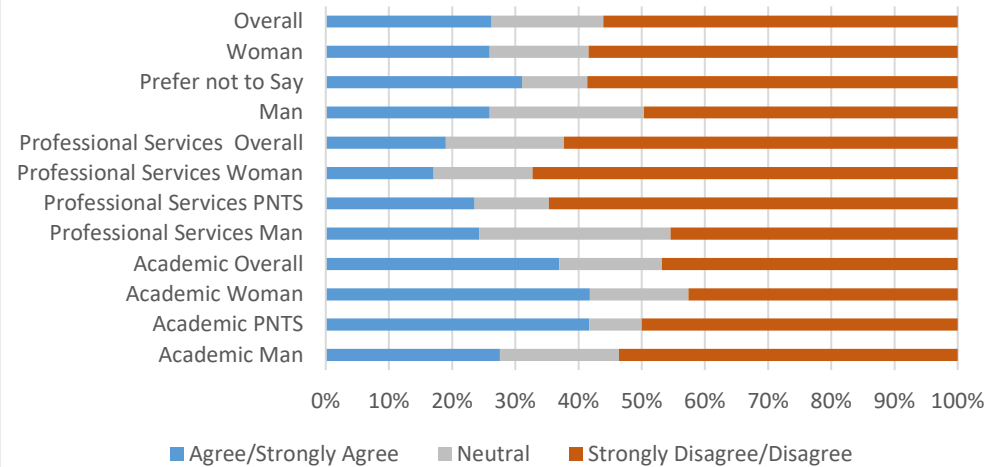
Wellbeing

My current workload is manageable

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	36	2	39	77	39	7	133	179	75	9	172	256
Neutral	8	4	30	42	17	3	46	66	25	7	76	108
Strongly Disagree/Disagree	25	6	53	84	10	7	38	55	35	13	91	139
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503
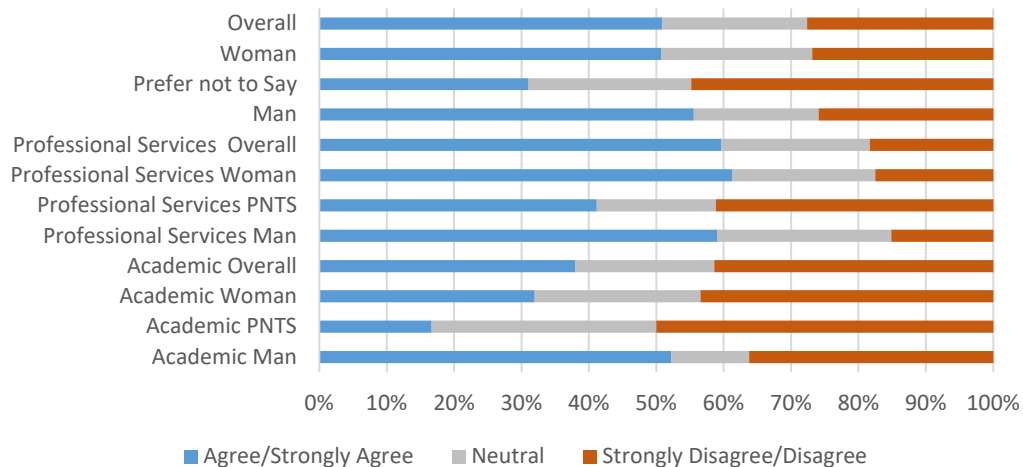
I feel confident asking for mental health and/or wellbeing support at work

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	40	3	64	107	46	7	147	200	86	10	211	307
Neutral	9	3	29	41	13	2	44	59	22	5	73	100
Strongly Disagree/Disagree	20	6	29	55	7	8	26	41	27	14	55	96
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503
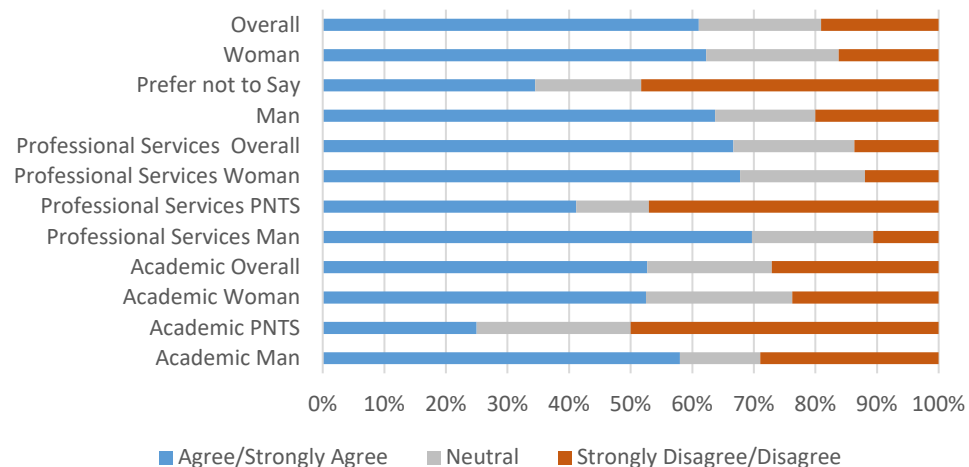
I believe the University promotes a healthy work environment

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	24	1	27	52	36	4	117	157	60	5	144	209
Neutral	13	2	23	38	20	5	56	81	33	7	79	119
Strongly Disagree/Disagree	32	9	72	113	10	8	44	62	42	17	116	175
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

My line manager facilitates a working environment that positively influences my health and wellbeing

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	37	3	63	103	49	8	157	214	86	11	220	317
Neutral	20	0	27	47	11	5	36	52	31	5	63	99
Strongly Disagree/Disagree	12	9	32	53	6	4	24	34	18	13	56	87

| Grand Total | | 69 | 12 | 122 | 203 | 66 | 17 | 217 | 300 | 135 | 29 | 339 | 503 |

I believe the University promotes a healthy work environment
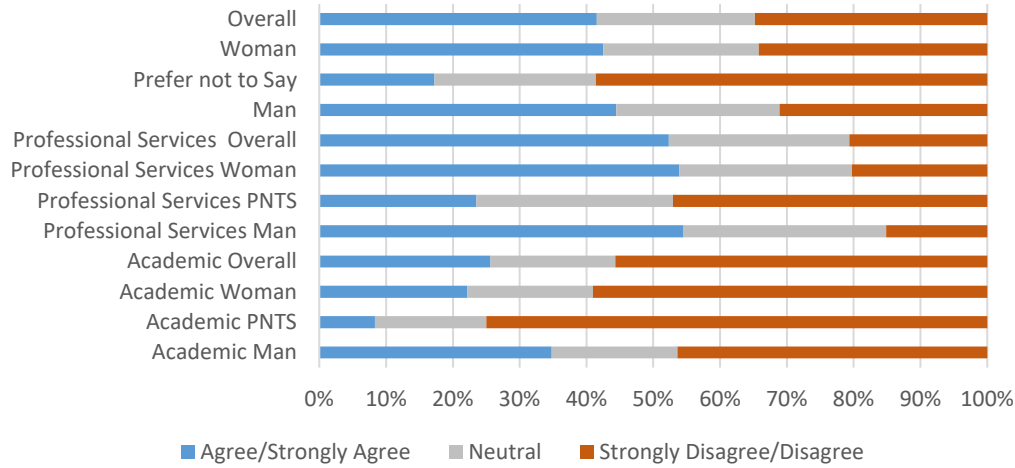
My line manager facilitates a working environment that positively influences my health and wellbeing
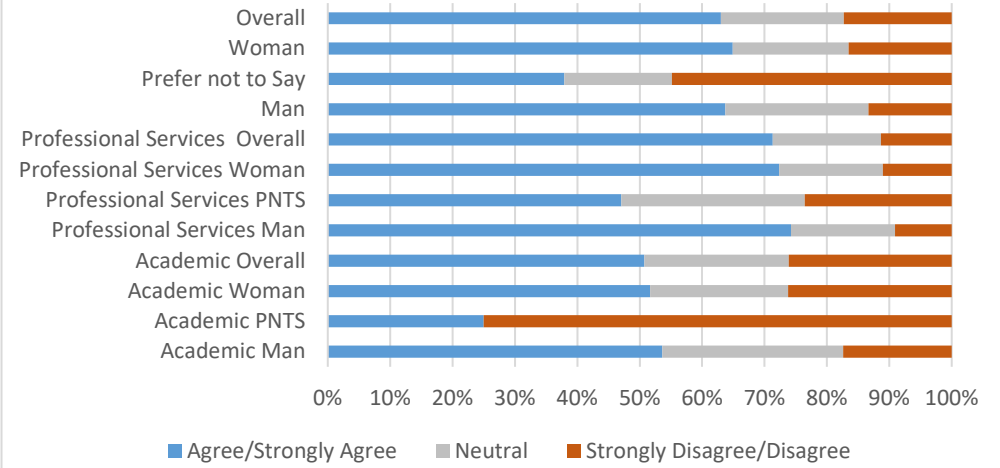
I know where to seek support for mental health and / or wellbeing at work

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	NB/PNTS	Woman	Total
Agree/Strongly Agree	51	9	99	159	53	14	195	262	104	23	294	421
Neutral	9	2	14	25	10	2	9	21	19	4	23	46
Strongly Disagree/Disagree	9	1	9	19	3	1	13	17	12	2	22	36
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I know where to seek support for mental health and / or wellbeing at work
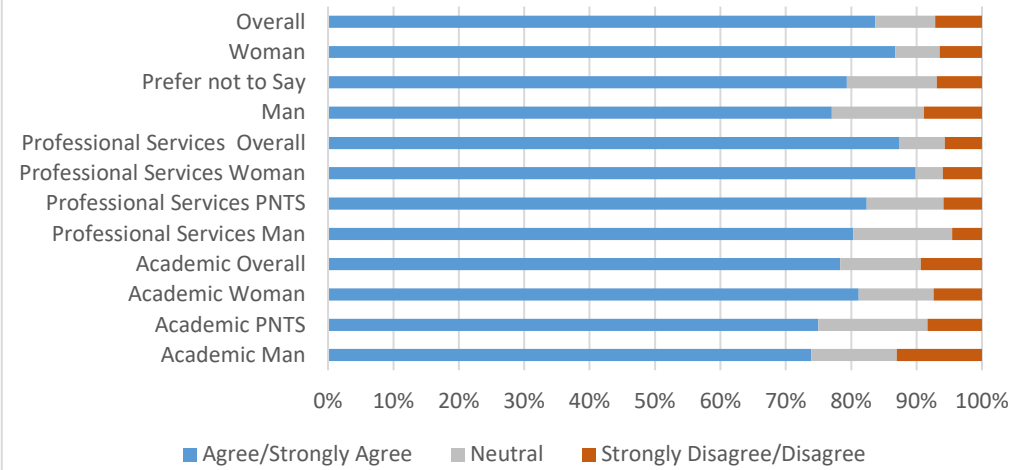
Athena Swan

I know what the Athena Swan Charter is

	Academic				Professional Services				Overall			
	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total	Man	PNTS	Woman	Total
Agree/Strongly Agree	54	11	98	163	33	10	149	192	87	21	247	355
Neutral	8	1	15	24	16	3	24	43	24	4	39	67
Strongly Disagree/Disagree	7	0	9	16	17	4	44	65	24	4	53	81
Grand Total	69	12	122	203	66	17	217	300	135	29	339	503

I know what the Athena Swan Charter is
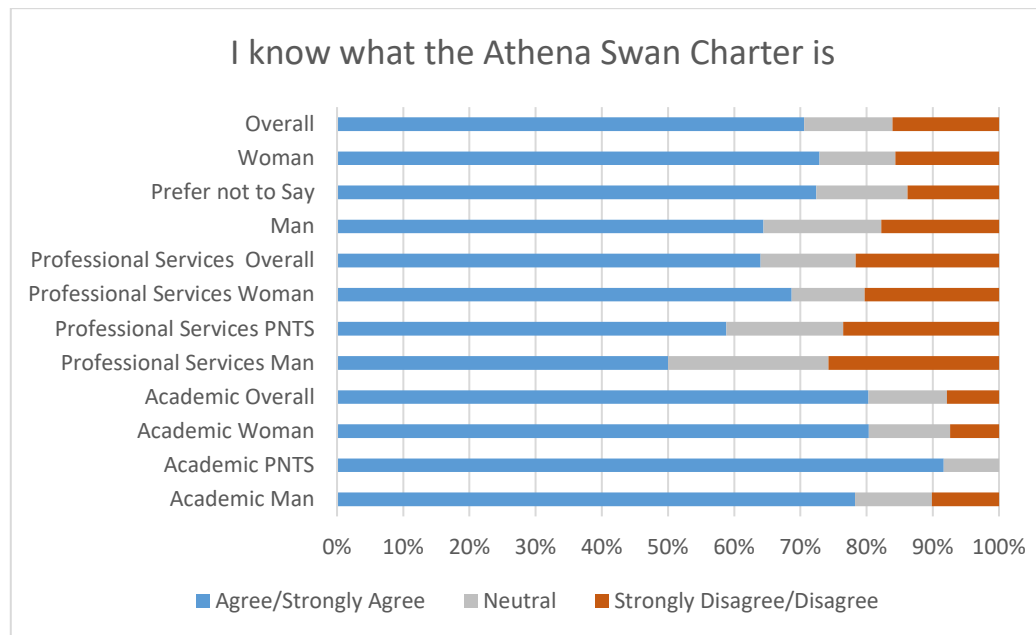
Appendix 2: Data tables
Please present the mandatory data tables, and if desired, any additional datasets.

1. Students at foundation, UG, PGT and PGR level

Table 1.1.1 - Student Data - HESA Data provided for 2019/0 - 2021/2											
			2019/0		2020/1		2021/2		2022/3		
Faculty	**Department**	**Sex**	**Rounded Number**	**%**	**Rounded Number**	**%**	**Rounded Number**	**%**	**Rounded Number**	**%**	
Centre for Foundation Studies	Centre for Foundation Studies	Female	145	48.2%	215	63.8%	240	54.4%	265	56.9%	
		Male	155	51.8%	120	35.9%	200	45.6%	200	42.9%	
		Other	0	0.0%	0	0.3%	0	0.0%	0	0.2%	
Faculty of Arts, Humanities and Social Science	Academic and Professional Programmes	Female	550	85.4%	570	83.4%	575	84.1%	495	84.3%	
		Male	95	14.6%	115	16.6%	110	15.7%	90	15.7%	
		Other	0	0.0%	0	0.0%	0	0.1%	0	0.0%	
	Art and Design	Female	295	74.4%	305	73.1%	300	74.7%	305	77.5%	
		Male	100	25.6%	115	26.9%	100	25.1%	90	22.2%	
		Other	0	0.0%	0	0.0%	0	0.2%	0	0.3%	
	English	Female	270	80.0%	215	79.0%	170	79.4%	165	81.7%	
		Male	65	20.0%	55	21.0%	45	20.6%	35	18.3%	
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	Geography and Environment	Female	115	57.8%	100	62.1%	60	52.5%	55	46.3%	
		Male	85	42.2%	60	37.3%	55	47.5%	60	53.7%	
		Other	0	0.0%	0	0.6%	0	0.0%	0	0.0%	
	History and Archaeology	Female	165	50.9%	160	54.7%	130	52.3%	120	56.2%	
		Male	160	48.8%	130	45.0%	115	47.3%	95	43.8%	
		Other	0	0.3%	0	0.3%	0	0.4%	0	0.0%	
	Initial Teacher Education	Female	605	77.1%	745	77.5%	730	79.4%	645	80.3%	
		Male	180	22.9%	215	22.5%	190	20.6%	160	19.7%	
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	Institute of Policing	Female	135	51.8%	160	51.6%	160	49.4%	125	47.0%	
		Male	125	48.2%	150	48.1%	165	50.3%	140	53.0%	

Table 1.1.1 - Student Data - HESA Data provided for 2019/0 - 2021/2										
			2019/0		2020/1		2021/2		2022/3	
		Other	0	0.0%	0	0.3%	0	0.3%	0	0.0%
	Languages and Cultures	Female	145	72.2%	125	73.5%	115	77.7%	105	71.1%
		Male	55	27.8%	45	26.5%	35	22.3%	45	28.9%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Law	Female	255	69.1%	260	70.4%	235	72.1%	220	71.8%
		Male	115	30.9%	110	29.6%	90	27.9%	85	28.2%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Music, Media and Performance	Female	345	58.8%	325	61.4%	285	58.9%	260	54.0%
		Male	240	41.2%	205	38.6%	200	41.1%	220	45.8%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.2%
	Social & Political Science	Female	480	69.6%	400	69.4%	370	71.0%	385	74.1%
		Male	210	30.2%	175	30.6%	150	28.8%	135	25.7%
		Other	0	0.1%	0	0.0%	0	0.2%	0	0.2%
	Theology & Religious Studies	Female	180	61.2%	165	58.5%	150	60.8%	120	62.2%
		Male	115	38.8%	115	41.1%	95	39.2%	75	37.8%
		Other	0	0.0%	0	0.4%	0	0.0%	0	0.0%
Faculty of Health, Medicine and Society	Acute Adult Care	Female	175	88.9%	100	83.5%	100	84.6%	100	84.7%
		Male	20	11.1%	20	16.5%	20	15.4%	20	15.3%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Chester Medical School	Female	330	59.0%	405	60.1%	485	61.7%	480	61.3%
		Male	230	41.0%	270	39.9%	300	38.3%	300	38.7%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Clinical Sciences and Nutrition	Female	270	80.1%	265	79.5%	265	79.7%	245	78.5%
		Male	65	19.9%	70	20.5%	65	20.3%	65	21.5%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HSC Non-specific department	Female	165	93.2%	140	96.6%	145	94.1%	105	92.9%
		Male	10	6.8%	5	3.4%	10	5.9%	10	7.1%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Table 1.1.1 - Student Data - HESA Data provided for 2019/0 - 2021/2										
			2019/0		2020/1		2021/2		2022/3	
	Mental Health & Learning Disability	Female	135	93.2%	160	91.4%	150	90.9%	140	89.7%
		Male	10	6.8%	15	8.6%	15	9.1%	15	10.3%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Midwifery, Child & Reproductive Health	Female	115	99.1%	125	100.0%	140	100.0%	130	100.0%
		Male	0	0.9%	0	0.0%	0	0.0%	0	0.0%
		Other	0	0.0%	0	0.0%	0	0.0%		0.0%
	Pre-Registration Nursing	Female	1030	91.1%	1155	90.4%	1210	90.0%	1265	89.8%
		Male	100	8.8%	120	9.5%	135	10.0%	145	10.2%
		Other	0	0.1%	0	0.1%	0	0.0%	0	0.1%
	Psychology	Female	655	83.4%	680	81.7%	610	81.5%	600	83.1%
		Male	130	16.5%	150	18.0%	140	18.5%	120	16.6%
		Other	0	0.1%	0	0.2%	0	0.0%	0	0.3%
	Public Health & Wellbeing	Female	210	87.6%	215	79.8%	280	76.6%	250	72.7%
		Male	30	12.4%	55	20.2%	85	23.4%	95	27.3%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Social Work & Interprofessional Education	Female	470	70.8%	495	71.6%	445	69.6%	400	68.2%
		Male	195	29.2%	195	28.4%	195	30.4%	185	31.5%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.3%
	Sport and Exercise Sciences	Female	130	36.3%	120	37.3%	100	36.5%	90	36.8%
		Male	225	63.7%	200	62.7%	175	63.5%	155	63.2%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty of Science, Business and Enterprise	Accounting & Finance	Female	115	40.9%	125	44.6%	105	37.8%	130	39.8%
		Male	165	59.1%	155	55.4%	175	62.2%	195	59.9%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.3%
	Biological Sciences	Female	395	74.1%	430	73.6%	470	73.6%	495	72.7%
		Male	140	25.9%	155	26.2%	165	25.8%	185	27.0%
		Other	0	0.0%	0	0.2%	5	0.6%	0	0.3%
	Centre for Professional and	Female	600	67.4%	540	63.4%	435	64.8%	460	66.6%

Table 1.1.1 - Student Data - HESA Data provided for 2019/0 - 2021/2			2019/0		2020/1		2021/2		2022/3	
	Economic Development	Male	290	32.6%	315	36.6%	235	35.0%	215	33.3%
		Other	0	0.0%	0	0.0%	0	0.1%	0	0.2%
	Computer Science	Female	30	12.3%	40	13.7%	40	13.2%	70	18.3%
		Male	200	87.3%	250	85.6%	245	86.1%	305	81.4%
		Other	0	0.4%	0	0.7%	0	0.7%	0	0.3%
	Management	Female	265	46.5%	405	46.6%	520	43.9%	540	48.2%
		Male	305	53.5%	465	53.4%	665	56.1%	585	51.8%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Marketing, Tourism & Destinations	Female	315	69.9%	340	62.4%	340	55.5%	340	57.1%
		Male	135	30.1%	205	37.6%	275	44.3%	255	42.7%
		Other	0	0.0%	0	0.0%	0	0.2%	0	0.2%
	Physical, Mathematical and Engineering Sciences	Female	115	29.9%	100	27.5%	90	25.6%	110	30.4%
		Male	265	70.1%	260	72.2%	265	74.2%	245	69.6%
		Other	0	0.0%	0	0.3%	0	0.3%	0	0.0%
Centre for Academic Innovation and Development	Centre for Academic Innovation and Development	Female	30	63.0%	25	64.1%	50	61.4%	50	65.8%
		Male	15	34.8%	15	33.3%	30	38.6%	25	34.2%
		Other	0	2.2%	0	2.6%	0	0.0%	0	0.0%
Support Department	International	Female								
		Male								
		Other								
	Non-specific department	Female	40	79.2%	45	81.1%	45	74.6%	135	84.0%
		Male	10	20.8%	10	18.9%	15	25.4%	25	16.0%
		Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Female	30	62.2%	0	Suppressed	0	Suppressed	0	Suppressed
		Male	15	37.8%	0	Suppressed	0	Suppressed	0	Suppressed

Table 1.1.1 - Student Data - HESA Data provided for 2019/0 - 2021/2										
			2019/0		2020/1		2021/2		2022/3	
University Centre Reaseheath	University Centre Reaseheath	Other	0	0.0%	0	Suppressed	0	Suppressed	0	Suppressed
University of Chester	University of Chester	Female	9285	69%	9665	68%	9550	67%	9360	67%
		Male	4255	31%	4535	32%	4760	33%	4565	33%
		Other	5	0	15	0%	15	0%	15	0%

Table 1.1.2 Student data highlighting programmes with high gender disparity and benchmark		
Programme	UoC percentage of male students on programme	Benchmarking
Initial Teacher Education	19.7%	24.1% male (HESA)[7]
Acute Adult Care	15.3%	15.0% male (based on 02-04-01 Nursing (non-specific) and 02-04-09 Others in nursing) (HEIDI)[8]
Midwifery	0%	1% male (HESA)
Pre-Registration Nursing	10.2%	8.7 (HESA -Adult Nursing)

Table 1.1.2 cont. - Student data highlighting programmes with high gender disparity and benchmark		
Programme	University of Chester percentage of female students on programme	Benchmarking
Computer Science	18.3%	20.7% female (HESA)

		30.4%	26.5% female (HEIDI data, based on students in subjects 07-01-01 Physics, 09-01-01 Mathematics, 10-01-01 Engineering (non-specific), 10-01-08 Electrical and electronic engineering, 10-01-09 Chemical, process and energy engineering)
Physical, Mathematical and Engineering Sciences			

2. Academic staff by grade and contract function

- Staff data retrieved from a snapshot on 30th June of the relevant year combined with a snapshot of HESA data from that year.
- Appendix 4 provides explanation of UoC grading structures

Table 1.2.1 - Academic (Teaching and Research) staff by grade and gender

Grade	Gender	2019 Headcount	2019 %	2020 Headcount	2020 %	2021 Headcount	2021 %	2022 Headcount	2022 %	2023 Headcount	2023 %
TSR3	Female	74	62%	66	63%	65	63%	80	58%	90	63%
	Male	45	38%	39	37%	39	38%	57	41%	53	37%
	Other	0	0%	0	0%	0	0%	1	1%	1	1%
TSR4	Female	73	58%	81	59%	92	61%	101	66%	109	67%
	Male	50	40%	56	41%	57	38%	52	34%	53	33%
	Other	2	2%	1	1%	1	1%	1	1%	1	1%
TSR5	Female	122	58%	123	60%	126	61%	134	64%	132	62%
	Male	89	42%	81	39%	79	38%	76	36%	80	38%
	Other	1	0%	2	1%	2	1%	1	0%	1	0%
TSR6	Female	35	59%	39	58%	38	60%	41	59%	45	60%
	Male	23	39%	27	40%	24	38%	27	39%	29	39%
	Other	1	2%	1	1%	1	2%	1	1%	1	1%
E1	Female	21	33%	19	31%	15	26%	10	21%	14	29%
	Male	42	67%	42	69%	42	74%	37	77%	35	71%
	Other	0	0%	0	0%	0	0%	1	2%	0	0%
E2	Female	15	48%	16	50%	16	55%	16	55%	16	59%
	Male	16	52%	16	50%	13	45%	13	45%	11	41%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
E3	Female	6	60%	6	67%	6	75%	5	63%	8	53%

Grade	Gender	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
	Male	4	40%	3	33%	2	25%	3	38%	7	47%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
E4	Female	1	33%	1	33%	1	25%	2	40%	2	67%
	Male	2	67%	2	67%	3	75%	3	60%	1	33%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
E5	Female	1	14%	1	14%	1	20%	1	20%	1	33%
	Male	6	86%	6	86%	4	80%	4	80%	2	67%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
SET	Female	2	33%	2	25%	2	40%	2	33%	3	43%
	Male	4	67%	6	75%	3	60%	4	67%	4	57%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
Total	Female	350	55%	354	56%	362	57%	392	58%	420	60%
	Male	281	44%	278	44%	266	42%	276	41%	275	39%
	Other	4	1%	4	1%	4	1%	5	1%	4	1%
Grand Total		**635**		**636**		**632**		**673**		**699**	

Table 1.2.2 - Academic (Teaching Only) staff by grade and gender

		2019		2020		2021		2022		2023	
Grade	**Gender**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**
TSR2	Female	0	n/a	0	n/a	0	n/a	0	n/a	2	100%
	Male	0	n/a	0	n/a	0	n/a	0	n/a	0	0%
	Other	0	n/a	0	n/a	0	n/a	0	n/a	0	0%
E1	Female	0	n/a	0	0%	0	n/a	0	n/a	0	n/a
	Male	0	n/a	1	100%	0	n/a	0	n/a	0	n/a
	Other	0	n/a	0	0%	0	n/a	0	n/a	0	n/a
VL	Female	269	63%	279	63%	351	62%	419	62%	371	65%
	Male	157	37%	164	37%	216	38%	250	37%	203	35%
	Other	1	0%	2	0%	3	1%	2	0%	1	0%
Total	Female	269	63%	279	63%	351	62%	419	62%	373	65%
	Male	157	37%	165	37%	216	38%	250	37%	203	35%
	Other	1	0%	2	0%	3	1%	2	0%	1	0%

Grand Total		427	446	570	671	577

Table 1.2.3 - Research Only staff by grade and gender

Grade	Gender	2019 Headcount	%	2020 Headcount	%	2021 Headcount	%	2022 Headcount	%	2023 Headcount	%
OS2	Female	0	n/a	0	n/a	0	n/a	0	n/a	1	100%
	Male	0	n/a	0	n/a	0	n/a	0	n/a	0	0%
OS3	Female	0	n/a	0	n/a	0	n/a	0	n/a	0	0%
	Male	0	n/a	0	n/a	0	n/a	0	n/a	1	100%
OS4	Female	5	38%	10	83%	7	78%	18	69%	13	93%
	Male	8	62%	2	17%	2	22%	8	31%	1	7%
OS5	Female	0	n/a	5	71%	5	38%	7	64%	5	56%
	Male	0	n/a	2	29%	8	62%	4	36%	4	44%
OS6	Female	0	n/a	1	100%	2	100%	2	100%	3	60%
	Male	0	n/a	0	0%	0	0%	0	0%	2	40%
OS7	Female	5	71%	5	71%	7	78%	6	67%	10	71%
	Male	2	29%	2	29%	2	22%	3	33%	4	29%
OS8	Female	5	42%	4	36%	5	31%	4	44%	5	56%
	Male	7	58%	7	64%	11	69%	5	56%	4	44%
OS9	Female	2	67%	2	67%	2	67%	2	67%	2	100%
	Male	1	33%	1	33%	1	33%	1	33%	0	0%
OS10	Female	0	0%	0	0%	0	0%	0	n/a	0	n/a
	Male	3	100%	2	100%	2	100%	0	n/a	0	n/a
Total	Female	17	45%	27	63%	28	52%	39	65%	39	71%
	Male	21	55%	16	37%	26	48%	21	35%	16	29%
Grand Total		38		43		54		60		55	

3. Academic staff by grade and contract type

Table 1.3.1 - Academic (Teaching and Research and Teaching Only) staff by grade, contract type and gender

Grade	Contract Type	2019 Female Head count	%	2019 Male Head count	%	2019 Other Head count	%	2020 Female Head count	%	2020 Male Head count	%	2020 Other Head count	%	2021 Female Head count	%	2021 Male Head count	%	2021 Other Head count	%	2022 Female Head count	%	2022 Male Head count	%	2022 Other Head count	%	2023 Female Head count	%	2023 Male Head count	%	2023 Other Head count	%
VL	Atypical	269	63%	157	37%	1	0%	279	63%	164	37%	2	0%	351	62%	216	38%	3	1%	419	62%	250	37%	2	0%	371	65%	203	35%	1	0%
TSR2	Fixed Term	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
	Permanent	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	2	100%	0	0%	0	0%
TSR3	Fixed Term	8	62%	5	38%	0	0%	6	67%	3	33%	0	0%	6	50%	6	50%	0	0%	11	52%	10	48%	0	0%	22	71%	9	29%	0	0%
	Permanent	66	62%	40	38%	0	0%	60	63%	36	38%	0	0%	59	64%	33	36%	0	0%	69	59%	47	40%	1	1%	68	60%	44	39%	1	1%
TSR4	Fixed Term	3	50%	3	50%	0	0%	7	78%	2	22%	0	0%	9	75%	3	25%	0	0%	9	82%	2	18%	0	0%	12	67%	6	33%	0	0%
	Permanent	70	59%	47	39%	2	2%	74	57%	54	42%	1	1%	83	60%	54	39%	1	1%	92	64%	50	35%	1	1%	97	67%	47	32%	1	1%
TSR5	Fixed Term	5	56%	4	44%	0	0%	4	50%	4	50%	0	0%	2	40%	3	60%	0	0%	3	50%	3	50%	0	0%	3	50%	3	50%	0	0%
	Permanent	117	58%	85	42%	1	0%	119	60%	77	39%	2	1%	124	61%	76	38%	2	1%	131	64%	73	36%	1	0%	129	62%	77	37%	1	0%
TSR6	Fixed Term	18	58%	12	39%	1	3%	21	58%	14	39%	1	3%	19	66%	9	31%	1	3%	15	63%	9	38%	0	0%	13	57%	10	43%	0	0%
	Permanent	17	61%	11	39%	0	0%	18	58%	13	42%	0	0%	19	56%	15	44%	0	0%	26	58%	18	40%	1	2%	32	62%	19	37%	1	2%
E1	Atypical	0	n/a	0	n/a	0	n/a	0	0%	1	100%	0	0%	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
	Fixed Term	4	40%	6	60%	0	0%	5	56%	4	44%	0	0%	3	43%	4	57%	0	0%	0	0%	3	100%	0	0%	0	0%	4	100%	0	0%
	Permanent	17	32%	36	68%	0	0%	14	27%	38	73%	0	0%	12	24%	38	76%	0	0%	10	22%	34	76%	1	2%	14	31%	31	69%	0	0%
E2	Fixed Term	5	50%	5	50%	0	0%	4	50%	4	50%	0	0%	6	60%	4	40%	0	0%	4	44%	5	56%	0	0%	6	55%	5	45%	0	0%
	Permanent	10	48%	11	52%	0	0%	12	50%	12	50%	0	0%	10	53%	9	47%	0	0%	12	60%	8	40%	0	0%	10	63%	6	38%	0	0%
E3	Fixed Term	3	43%	4	57%	0	0%	3	50%	3	50%	0	0%	3	60%	2	40%	0	0%	3	50%	3	50%	0	0%	5	50%	5	50%	0	0%
	Permanent	3	100%	0	0%	0	0%	3	100%	0	0%	0	0%	3	100%	0	0%	0	0%	2	100%	0	0%	0	0%	3	60%	2	40%	0	0%
E4	Fixed Term	1	33%	2	67%	0	0%	1	33%	2	67%	0	0%	0	0%	3	100%	0	0%	0	0%	3	100%	0	0%	2	67%	1	33%	0	0%
	Permanent	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	1	100%	0	0%	0	0%	2	100%	0	0%	0	0%	0	n/a	0	n/a	0	n/a
E5	Fixed Term	0	0%	2	100%	0	0%	0	0%	2	100%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%	2	100%	0	0%
	Permanent	1	20%	4	80%	0	0%	1	20%	4	80%	0	0%	1	25%	3	75%	0	0%	1	25%	3	75%	0	0%	1	100%	0	0%	0	0%
SET	Fixed Term	0	n/a	0	n/a	0	n/a	0	0%	1	100%	0	0%	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
	Permanent	2	33%	4	67%	0	0%	2	29%	5	71%	0	0%	2	40%	3	60%	0	0%	2	33%	4	67%	0	0%	3	43%	4	57%	0	0%
Total		**619**	**58%**	**438**	**41%**	**5**	**0%**	**633**	**59%**	**443**	**41%**	**6**	**1%**	**713**	**59%**	**482**	**40%**	**7**	**1%**	**811**	**60%**	**526**	**39%**	**7**	**1%**	**793**	**62%**	**478**	**37%**	**5**	**0%**

Table 1.3.2 - Research Only staff by grade, contract type and gender

Grade	Contract Type	2019 Female Head count	%	2019 Male Head count	%	2020 Female Head count	%	2020 Male Head count	%	2021 Female Head count	%	2021 Male Head count	%	2022 Female Head count	%	2022 Male Head count	%	2023 Female Head count	%	2023 Male Head count	%
OS2	Casual	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	1	100%	0	0%
OS3	Casual	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	0%	1	100%
OS4	Casual	5	50%	5	50%	10	83%	2	17%	6	75%	2	25%	18	69%	8	31%	13	93%	1	7%
	Fixed Term	0	0%	3	100%	0	n/a	0	n/a	1	100%	0	0%	0	n/a	0	n/a	0	n/a	0	n/a
OS5	Casual	0	n/a	0	n/a	4	67%	2	33%	5	42%	7	58%	7	70%	3	30%	5	83%	1	17%
	Fixed Term	0	n/a	0	n/a	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	3	100%
OS6	Casual	0	n/a	0	n/a	1	100%	0	0%	2	100%	0	0%	1	100%	0	0%	2	100%	0	0%
	Fixed Term	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	1	100%	0	0%	1	33%	2	67%
OS7	Casual	0	0%	1	100%	0	0%	1	100%	0	n/a	0	n/a	1	100%	0	0%	3	100%	0	0%
	Fixed Term	4	80%	1	20%	4	80%	1	20%	6	75%	2	25%	4	57%	3	43%	7	64%	4	36%
	Permanent	1	100%	0	0%	1	100%	0	0%	1	100%	0	0%	1	100%	0	0%	0	n/a	0	n/a
OS8	Casual	0	0%	1	100%	0	0%	2	100%	0	0%	3	100%	0	0%	2	100%	1	100%	0	0%
	Fixed Term	3	75%	1	25%	2	50%	2	50%	3	33%	6	67%	3	50%	3	50%	3	43%	4	57%
	Permanent	2	29%	5	71%	2	40%	3	60%	2	50%	2	50%	1	100%	0	0%	1	100%	0	0%
OS9	Casual	1	100%	0	0%	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%	0	n/a	0	n/a
	Fixed Term	0	0%	1	100%	1	50%	1	50%	1	50%	1	50%	2	100%		0%	1	100%	0	0%
	Permanent	1	100%	0	0%	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	1	100%	0	0%
OS10	Fixed Term	0	0%	1	100%	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
	Permanent	0	0%	2	100%	0	0%	2	100%	0	0%	2	100%	0	n/a	0	n/a	0	n/a	0	n/a
Total		17	45%	21	55%	27	63%	16	37%	29	54%	25	46%	39	65%	21	35%	39	71%	16	29%

4. Professional, Technical and Operational (PTO) staff by grade and job family

Table 1.4.1 – Managerial Job Family by grade and gender

Grade	Gender	2019 Headcount	%	2020 Headcount	%	2021 Headcount	%	2022 Headcount	%	2023 Headcount	%
OS9	Female	36	60%	35	59%	35	64%	42	70%	40	70%
	Male	24	40%	24	41%	20	36%	17	28%	16	28%
	Other	0	0%	0	0%	0	0%	1	2%	1	2%
OS10	Female	16	48%	17	50%	20	56%	23	56%	26	60%
	Male	17	52%	17	50%	16	44%	18	44%	17	40%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS11	Female	12	67%	10	67%	9	64%	7	47%	8	44%
	Male	6	33%	5	33%	5	36%	8	53%	10	56%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS12	Female	5	50%	5	63%	4	50%	3	60%	5	71%
	Male	5	50%	3	38%	4	50%	2	40%	2	29%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
E1	Female	1	25%	1	25%	1	33%	2	100%	2	67%
	Male	3	75%	3	75%	2	67%	0	0%	1	33%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
E2	Female	1	17%	2	33%	2	33%	1	33%	0	0%
	Male	5	83%	4	67%	4	67%	2	67%	1	100%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
E3	Female	0	0%	0	0%	0	0%	0	0%	0	0%
	Male	4	100%	6	100%	4	100%	7	100%	6	100%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
E4	Female	0	0%	0	0%	0	0%	2	67%	1	33%
	Male	1	100%	1	100%	1	100%	1	33%	2	67%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
E5	Female	1	25%	1	100%	1	50%	0	0%	1	50%
	Male	3	75%	0	0%	1	50%	1	100%	1	50%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%

Grade	Gender	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
SET	Female	0	0%	0	0%	2	40%	2	40%	2	40%
	Male	3	100%	3	100%	3	60%	3	60%	3	60%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
Total	Female	72	50%	71	52%	74	55%	82	58%	85	59%
	Male	71	50%	66	48%	60	45%	59	42%	59	41%
	Other	0	0%	0	0%	0	0%	1	1%	1	1%
Grand Total		**143**		**137**		**134**		**142**		**145**	

Table 1.4.2 – Administrative and Professional Job Family by grade and gender

		2019		2020		2021		2022		2023	
Grade	**Gender**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**
NATMINWAGE	Female	1	100%	0	n/a	69	76%	3	75%	0	n/a
	Male	0	0%	0	n/a	22	24%	1	25%	0	n/a
	Unknown	0	0%	0	n/a	0	0%	0	0%	0	n/a
OS2	Female	4	80%	9	90%	2	100%	130	75%	180	76%
	Male	1	20%	1	10%	0	0%	40	23%	57	24%
	Unknown	0	0%	0	0%	0	0%	3	2%	0	0%
OS3	Female	69	79%	56	79%	142	74%	102	68%	75	74%
	Male	18	21%	15	21%	51	26%	47	31%	27	26%
	Unknown	0	0%	0	0%	0	0%	1	1%	0	0%
OS4	Female	103	79%	108	81%	104	81%	101	79%	98	83%
	Male	28	21%	25	19%	25	19%	24	19%	20	17%
	Unknown	0	0%	0	0%	0	0%	3	2%	0	0%
OS5	Female	169	91%	169	91%	164	91%	161	88%	168	88%
	Male	15	8%	16	9%	16	9%	22	12%	21	11%
	Other	1	1%	1	1%	1	1%	1	1%	1	1%
OS6	Female	88	85%	92	85%	83	85%	90	87%	90	85%
	Male	14	14%	15	14%	14	14%	14	13%	16	15%
	Other	1	1%	1	1%	1	1%	0	0%	0	0%
OS7	Female	62	71%	66	72%	67	71%	72	78%	72	73%
	Male	22	25%	23	25%	24	26%	19	21%	26	26%

Grade	Gender	2019 Headcount	%	2020 Headcount	%	2021 Headcount	%	2022 Headcount	%	2023 Headcount	%
	Other	3	3%	3	3%	3	3%	1	1%	1	1%
OS8	Female	52	76%	57	79%	57	80%	50	75%	55	76%
	Male	16	24%	15	21%	14	20%	16	24%	16	22%
	Other	0	0%	0	0%	0	0%	1	1%	1	1%
Total	Female	548	82%	557	83%	688	80%	709	79%	738	80%
	Male	114	17%	110	16%	166	19%	183	20%	183	20%
	Other	5	1%	5	1%	5	1%	10	1%	3	0%
Grand Total		**667**		**672**		**859**		**902**		**924**	

Table 1.4.3 – Operations and Facilities Job Family by grade and gender

		2019		2020		2021		2022		2023	
Grade	**Gender**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**
NATMINWAGE	Female	1	100%	1	100%	0	n/a	0	0%	0	0%
	Male	0	0%	0	0%	0	n/a	1	100%	1	100%
	Other	0	0%	0	0%	0	n/a	0	0%	0	0%
OS2	Female	125	71%	118	68%	100	67%	86	65%	71	70%
	Male	51	29%	55	32%	49	33%	46	35%	30	30%
	Unknown	0	0%	0	0%	0	0%	1	1%	0	0%
OS3	Female	34	60%	17	47%	33	61%	28	58%	24	53%
	Male	23	40%	19	53%	21	39%	20	42%	21	47%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS4	Female	9	30%	10	32%	7	24%	6	24%	6	24%
	Male	21	70%	21	68%	22	76%	19	76%	19	76%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS5	Female	5	17%	6	19%	5	17%	3	12%	3	12%
	Male	24	83%	26	81%	24	83%	22	88%	23	88%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS6	Female	5	26%	4	27%	5	36%	5	42%	7	54%
	Male	14	74%	11	73%	9	64%	7	58%	6	46%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS7	Female	2	17%	2	20%	2	22%	1	14%	1	20%

Grade	Gender	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
	Male	10	83%	8	80%	7	78%	6	86%	4	80%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS8	Female	2	25%	2	29%	2	25%	2	29%	1	20%
	Male	6	75%	5	71%	6	75%	5	71%	4	80%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
Total	Female	183	55%	160	52%	154	53%	131	51%	113	51%
	Male	149	45%	145	48%	138	47%	126	49%	108	49%
	Other	0	0%	0	0%	0	0%	1	0%	0	0%
Grand Total		332		305		292		258		221	

Table 1.4.4 – Technical Services Job Family by grade and gender

		2019		2020		2021		2022		2023	
Grade	Gender	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
OS3	Female	1	25%	1	100%	1	100%	1	50%	2	40%
	Male	3	75%	0	0%	0	0%	1	50%	3	60%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS4	Female	4	36%	3	38%	3	33%	4	40%	4	40%
	Male	7	64%	5	63%	6	67%	6	60%	6	60%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS5	Female	6	18%	7	23%	10	30%	7	29%	9	36%
	Male	27	82%	24	77%	23	70%	17	71%	16	64%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS6	Female	11	31%	11	31%	9	27%	11	29%	11	32%
	Male	24	69%	24	69%	24	73%	27	71%	23	68%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
OS7	Female	9	20%	9	20%	13	27%	12	26%	13	28%
	Male	34	77%	34	77%	34	71%	34	72%	33	72%
	Other	1	2%	1	2%	1	2%	1	2%	0	0%
OS8	Female	2	33%	2	29%	2	29%	3	43%	2	18%
	Male	4	67%	5	71%	5	71%	4	57%	8	73%
	Other	0	0%	0	0%	0	0%	0	0%	1	9%

Total	Female	33	25%	33	26%	38	29%	38	30%	41	31%
	Male	99	74%	92	73%	92	70%	89	70%	89	68%
	Other	1	1%	1	1%	1	1%	1	1%	1	1%
Grand Total		**133**		**126**		**131**		**128**		**131**	

5. PTO staff by contract type

Table 1.5.1 – Professional, Technical and Operational (PTO) staff by contract type and gender

		2019		2020		2021		2022		2023	
Contract Type	**Gender**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**	**Headcount**	**%**
Permanent Post	Female	695	65%	692	66%	678	66%	647	67%	641	67%
	Male	364	34%	353	34%	338	33%	315	33%	316	33%
	Other	6	1%	6	1%	6	1%	5	1%	4	0%
Fixed Term	Female	63	70%	67	71%	54	65%	58	63%	61	66%
	Male	27	30%	27	29%	29	35%	34	37%	30	33%
	Other	0	0%	0	0%	0	0%	0	0%	1	1%
Casual	Female	78	65%	62	65%	222	71%	255	69%	275	75%
	Male	42	35%	33	35%	89	29%	108	29%	93	25%
	Unknown	0	0%	0	0%	0	0%	8	2%	0	0%
Total	Female	836	66%	821	66%	954	67%	960	67%	977	69%
	Male	433	34%	413	33%	456	32%	457	32%	439	31%
	Unknown	6	0%	6	0%	6	0%	13	1%	5	0%
Grand Total		**1275**		**1240**		**1416**		**1430**		**1421**	

6. Applications, shortlist and appointments made in recruitment to academic posts by grade

Table 1.6.1 – 2019 Academic Applications and Outcomes (by grade and gender)

Grade	Female			Male		
	Not Shortlisted	Shortlisted	Job Offer	Not Shortlisted	Shortlisted	Job Offer
TSR3	1	4	4	6	0	2
TSR4	4	1	10	1	1	2
TSR5	1	0	4	4	3	5
Total	**6**	**5**	**18**	**11**	**4**	**9**

Table 1.6.2 – 2019 Academic Success Rates (by gender)

Application Success Status	Female	% F	Male	% M
Job Offer	18	62%	9	38%
Shortlisted	5	17%	4	17%
Not Shortlisted	6	21%	11	46%
Total Applied	29	100%	24	100%

Table 1.6.3 – 2020 Academic Applications and Outcomes (by gender and grade)

Row Labels	Female			Male		
	Not Shortlisted	Shortlisted	Job Offer	Not Shortlisted	Shortlisted	Job Offer
TSR3	6	4	9	1	2	2
TSR4	1	2	5	2	1	1
TSR5	0	1	1	1	0	2
Total	**7**	**7**	**15**	**4**	**3**	**5**

Table 1.6.4 – 2020 Academic Success Rates (by gender)				
Application Success Status	Female	% F	Male	% M
Job Offer	15	52%	5	42%
Shortlisted	7	24%	3	25%
Not Shortlisted	7	24%	4	33%
Total Applied	29	100%	12	100%

Table 1.6.5 – 2021 Academic Applications and Outcomes (by gender and grade)								
	Female				Male			
Row Labels	Not Shortlisted	Shortlisted	Job Offer	Withdrew (Applied)	Not Shortlisted	Shortlisted	Job Offer	Withdrew (Applied)
TSR3	8	3	5	1	11	2	5	0
TSR4	6	1	4	0	4	2	3	1
TSR5	0	4	4	0	1	0	0	0
E2	0	1	0	0	1	0	1	0
Total	14	9	13	1	17	4	9	1

Table 1.6.6 – 2021 Academic Success Rates (by gender)				
Application Success Status	Female	% F	Male	% M
Job Offer	13	35%	9	29%
Shortlisted	2	5%	1	3%
Not Shortlisted	14	38%	17	55%
Withdrew (Shortlisted)	7	19%	3	10%
Withdrew (Applied)	1	3%	1	3%
Total Applied	37	100%	31	100%

Table 1.6.7 – 2022 Academic Applications and Outcomes (by gender and grade)

Row Labels	Female					Male				
	Not Shortlisted	Shortlisted	Job Offer	Withdrew (Shortlisted)	Withdrew (Applied Only)	Not Shortlisted	Shortlisted	Job Offer	Withdrew (Shortlisted)	Withdrew (Applied)
TSR3	17	9	8	0	4	17	4	4	1	1
TSR4	16	11	2	1	2	45	12	3	0	0
TSR5	14	6	0	0	1	10	6	3	0	0
E1	3	0	0	0	0	0	0	0	0	0
E4	1	0	0	0	0	0	0	0	0	0
Total	51	26	10	1	7	72	22	10	1	1

Table 1.6.8 – 2022 Academic Success Rates (by gender)

Application Success Status	Female	% F	Male	% M
Job Offer	10	11%	10	9%
Shortlisted	26	27%	22	21%
Not Shortlisted	51	54%	72	68%
Withdrew (Shortlisted)	1	1%	1	1%
Withdrew (Applied)	7	7%	1	1%
Total Applied	95	100%	106	100%

7. Application, shortlist and appointments made in recruitment to PTO posts by grade

Table 1.7.1 – 2019 PTO Applications and Outcomes (by gender and grade)

Row Labels	Female					Male				
	Not Shortlisted	Shortlisted	Job Offer	Withdrew (Shortlisted)	Withdrew (Applied Only)	Not Shortlisted	Shortlisted	Job Offer	Withdrew (Shortlisted)	Withdrew (Applied Only)
Bursary	0	0	0	0	0	1	0	1	0	0
OS2	1	1	1	0	0	1	4	2	0	0
OS3	3	2	3	0	0	2	0	5	1	0
OS4	12	11	11	2	0	4	1	4	0	0
OS5	15	12	5	0	1	5	2	5	0	0
OS6	19	12	7	1	0	6	5	2	0	0
OS7	10	5	4	1	0	5	0	3	0	0
OS8	17	18	17	0	0	7	5	4	0	0
OS9	0	1	1	0	0	1	0	1	0	0
OS8	5	2	3	0	0	2	0	0	1	0
Total	**82**	**64**	**52**	**4**	**1**	**34**	**17**	**27**	**2**	**0**

Table 1.7.2 – 2019 PTO Success Rates (by gender)

Application Success Status	Female	% F	Male	% M
Job Offer	52	26%	27	34%
Shortlisted	64	32%	17	21%
Not Shortlisted	82	40%	34	43%
Withdrew (Shortlisted)	4	2%	2	3%
Withdrew (Applied)	1	0%	0	0%
Total Applied	203	100%	80	100%

Table 1.7.3 – 2020 PTO Applications and Outcomes (by gender and grade)

Row Labels	Female				Male			
	Not Shortlisted	Shortlisted	Job Offer	Candidate Withdrew	Not Shortlisted	Shortlisted	Job Offer	Candidate Withdrew
OS2	1	2	0	0	1	0	2	0
OS3	0	4	8	0	1	1	2	0
OS4	3	7	12	2	1	0	1	0
OS5	1	5	1	0	0	2	2	0
OS6	8	3	5	1	1	0	0	0
OS7	1	3	0	0	0	1	2	0
OS8	2	3	7	0	0	3	0	0
Total	16	27	33	3	4	7	9	0

Table 1.7.4 – 2020 PTO Success Rates (by gender)

Application Success Status	Female	% F	Male	% M
Job Offer	33	42%	9	45%
Shortlisted	27	34%	7	35%
Not Shortlisted	16	20%	4	20%
Candidate Withdrawn	3	34%	0	0%
Total Applied	79	100%	20	100%

Table 1.7.5 – 2021 PTO Applications and Outcomes (by gender and grade)

Row Labels	Female					Male				
	Not Shortlisted	Shortlisted	Job Offer	Withdrew	Withdrew (Applied)	Not Shortlisted	Shortlisted	Job Offer	Withdrew	Withdrew (Applied)

				(Shortlisted)					(Shortlisted)	
OS2	3	0	2	0	0	0	0	0	0	0
OS3	2	0	2	2	1	0	0	0	0	0
OS4	3	1	6	2	1	0	1	2	0	0
OS5	10	0	7	2	1	6	0	4	1	0
OS6	8	3	6	2	2	3	0	1	1	0
OS7	7	0	4	0	0	1	0	1	1	0
OS8	7	0	2	2	0	2	0	0	0	0
OS9	1	0	0	0	0	0	0	0	1	0
OS10	0	0	1	0	0	0	0	0	1	0
Total	41	4	30	10	5	12	1	8	5	0

Table 1.7.6 – 2021 PTO Success Rates (by gender)				
Application Success Status	Female	% F	Male	% M
Job Offer	30	33%	8	31%
Shortlisted	4	4%	1	4%
Not Shortlisted	41	46%	12	46%
Withdrew (Shortlisted)	10	11%	5	19%
Withdrew (Applied)	5	6%	0	0%
Total Applied	90	100%	26	100%

Table 1.7.7 – 2022 PTO Applications and Outcomes (by gender and grade)

Row Labels	Female					Male				
	Not Shortlisted	Shortlisted	Job Offer	Withdrew (Shortlisted)	Withdrew (Applied)	Not Shortlisted	Shortlisted	Job Offer	Withdrew (Shortlisted)	Withdrew (Applied)
OS2	0	0	0	0	0	0	0	1	0	0
OS3	4	1	0	0	2	7	2	1	0	0
OS4	49	8	5	1	5	30	4	3	0	0
OS5	53	16	12	5	7	41	8	3	2	5
OS6	67	13	7	4	7	32	9	3	1	2
OS7	20	14	2	1	1	17	4	3	0	0
OS8	23	2	0	0	1	9	0	1	0	0
OS9	6	1	2	1	1	0	1	0	1	0
OS10	4	0	0	0	0	9	0	0	0	0
OS11	1	0	0	0	0	0	0	1	0	0
OS12	1	0	1	0	1	1	0	0	0	0
E3	0	0	0	0	0	0	0	1	0	0
E4	0	0	0	0	0	0	0	1	0	0
Total	**228**	**55**	**29**	**12**	**25**	**146**	**28**	**18**	**4**	**7**

Table 1.7.8 – 2022 PTO Success Rates (by gender)

Application Success Status	Female	% F	Male	% M
Job Offer	29	8.3	18	8.9
Shortlisted	55	15.8	28	13.8
Not Shortlisted	228	65.3	146	71.9
Withdrew (Shortlisted)	12	3.4	4	2.0

Withdrew (Applied)	25	7.2	7	3.4
Total Applied	349	100.0	203.0	100.0

8. Applications and success rates for academic promotion by grade

Table 1.8.1 – 2019-2022 Lecturer to Senior Lecturer Success Rates								
Lecturer to Senior Lecturer								
	2019		2020		2021		2022	
	Female	Male	Female	Male	Female	Male	Female	Male
Applied	15	9	24	12	28	13	25	23
Successful	15	8	23	11	28	13	24	20
Success rate	100%	89%	96%	92%	100%	100%	96%	87%

Table 1.8.2 – 2019-2022 Gender Balance of Eligible 'Lecturers' who Did Not Apply for promotion								
	2019		2020		2021		2022	
	Female	Male	Female	Male	Female	Male	Female	Male
No. 'Did not apply'	10	10	21	12	19	18	27	17
Total Eligible	25	19	45	24	47	31	52	40
%. 'Did not apply'	40%	53%	47%	50%	40%	58%	52%	43%
% of Total	57%	43%	65%	35%	60%	40%	57%	43%

Table 1.8.3 – Applications and Promotions - Senior Lecturer to Associate Professor				
	2021		2022	
	Female	Male	Female	Male
Applied	18	10	15	13
Successful	8	3	7	8
Success rate	44%	30%	47%	62%
1 Other Applied and Successful				

Table 1.8.4 – Applications and Promotions - Associate Professor to Professor				
	2021		2022	
	Female	Male	Female	Male
Applied	7	6	5	7
Successful	4	3	2	2
Success rate	57%	50%	40%	29%

9. Applications and success rates for PTO progression by grade (where there are formal routes for progression)

Note:
- PTO staff progress through the points within their pay grade annually.
- Progression to higher grade via HERA evaluation only.

Table 1.9.1 – 2019-2022 Gender Balance of Promotions/Regrade Applications																
	2019				2020				2021				2022			
Type	No. of Women	W%	No. of Men	M %	No. of Women	W%	No. of Men	M %	No. of Women	W%	No. of Men	M %	No. of Women	W%	No. of Men	M %
Individual Regrade	9	82	5	100	8	89	3	75	22	60	6	67	15	58	7	88
Team Regrade	2	18	0	0	1	11	1	25	15	40	3	33	11	42	1	12
Total	**11**	**100**	**5**	**100**	**9**	**100**	**4**	**100**	**37**	**100**	**9**	**100**	**26**	**100**	**8**	**100**

Table 1.9.2 – 2019-2022 Gender Balance of Successful and Unsuccessful Promotions/Regrade Applications																				
	2019					2020					2021					2022				
	SUCCESSFUL APPLICATION					SUCCESSFUL APPLICATION					SUCCESSFUL APPLICATION					SUCCESSFUL APPLICATION				
Type	No. Women	W %	No. Men	M %	Total No.	No. Women	W %	No. Men	M %	Total No.	No. Women	W %	No. Men	M %	Total No.	No. Women	W %	No. Men	M %	Total No.
Individual Regrade	6	67	3	33	9	4	80	1	20	5	16	76	5	24	21	15	71	6	29	21

	2019					2020					2021					2022				
Team Regrade	2	100	0	0	2	1	50	1	50	2	15	83	3	17	18	11	92	1	8	12
	UNSUCCESSFUL APPLICATION					UNSUCCESSFUL APPLICATION					UNSUCCESSFUL APPLICATION					UNSUCCESSFUL APPLICATION				
Individual Regrade	3	60	2	40	5	4	67	2	33	6	6	86	1	14	7	0	0	1	100	1
Team Regrade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL STAFF	11	69	5	31	16	9	69	4	31	13	37	80	9	20	46	26	76	8	24	34

Table 1.9.3 – 2019-2022 Promotion/Regrade Application Success Rates (by gender)												
	2019			2020			2021			2022		
	No. Successful	Total No. Applicants	Success Rate	No. Successful	Total No. Applicants	Success Rate	No. Successful	Total No. Applicants	Success Rate	No. Successful	Total No. Applicants	Success Rate
Women	6	9	67%	4	8	50%	16	22	73%	15	15	100%
Men	3	5	60%	1	3	33%	5	6	83%	6	7	86%
Total	9	14	64%	5	11	45%	21	28	75%	21	22	95%

1. University Gender Pay Gap data (31/3/2023)

Table 2.1.1 Gender pay gaps as reported in Gender Pay Gap report 2023	
Female	1387 (63.4%)
Male	789 (36.1%)
Other	11 (0.5%)
Total Full Pay Relevant employees	2187 (100%)
Mean hourly pay for female staff	£18.56
Mean hourly pay for male staff	£20.68
Mean gender pay gap	10.3%.
Median hourly pay for female staff	£17.02
Median hourly pay for male staff	£19.63
Median gender pay gap	13.3%

Gender Pay Quartiles

Gender Distribution Across Hourly Pay Quartiles March 2022

	Female	Male
Upper Quartile	54.9%	45.1%
Upper Middle	62.3%	37.7%
Lower Middle	66.6%	33.4%
Lower Quartile	69.0%	31.0%
Overall	63.2%	36.8%

Gender Distribution Across Hourly Pay Quartiles March 2023

	Female	Male
Upper Quartile	55.9%	44.1%
Upper Middle	61.9%	38.1%
Lower Middle	66.5%	33.5%
Lower Quartile	70.6%	29.4%
Overall	63.7%	36.3%
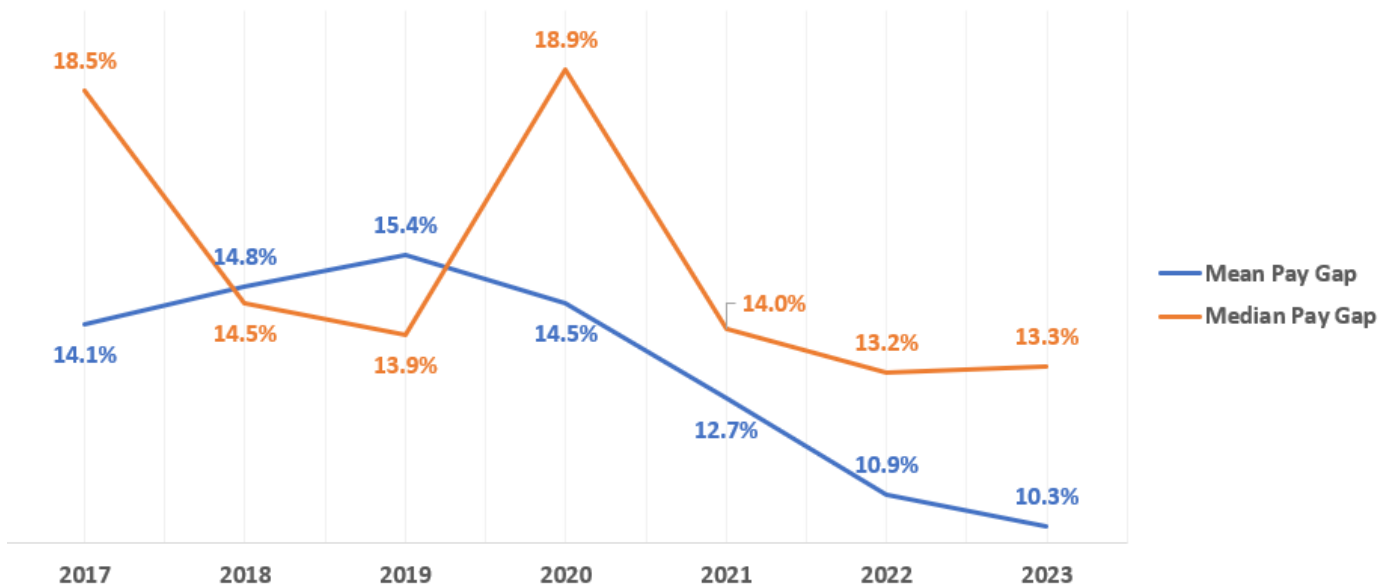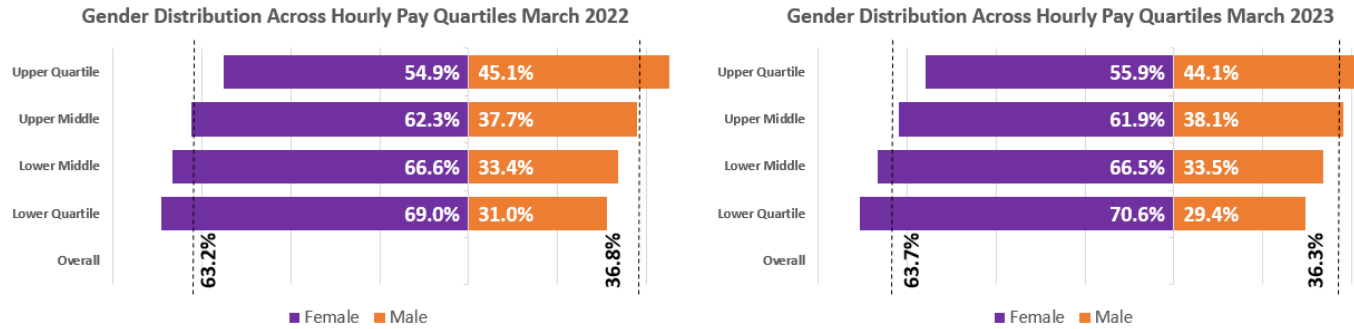
Table 2.1.2 The ten most populous jobs in the 'Lower' quartile		
Job	**Female**	**Male**
Administrative Assistant	82.5%	17.5%
Administrator	81.8%	18.2%
Domestic Services Assistant	84.4%	15.6%
Cashier/Catering Assistant	89.5%	10.5%
Customer Services Assistant	76.9%	23.1%
Receptionist	100.0%	0.0%
Clerical Assistant	100.0%	0.0%
Security Officer	0.0%	100.0%
Nursery Nurse	100.0%	0.0%
Porter/Security	0.0%	100.0%

Gender Distribution (Academic Staff)

	Female	Male
Upper Quartile	57.1%	42.9%
Upper Middle	61.8%	38.2%
Lower Middle	51.4%	48.6%
Lower Quartile	61.5%	38.5%
Overall	59.1%	40.9%

■ Female ■ Male
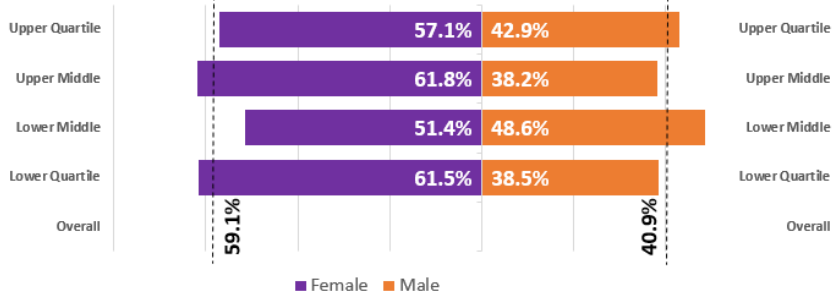
Gender Distribution (Professional Services)

	Female	Male
Upper Quartile	48.7%	51.3%
Upper Middle	62.5%	37.5%
Lower Middle	67.7%	32.3%
Lower Quartile	70.8%	29.2%
Overall	67.4%	32.6%

■ Female ■ Male
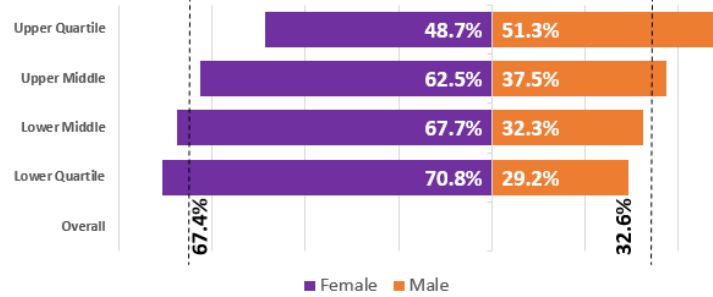
Academic Staff

Gender Split
59.1%   40.9%

Mean Hourly Pay
£24.18   £25.14

Mean gender pay gap
3.8%

Professional Services Staff

Gender Split
67.4%   32.6%

Mean Hourly Pay
£14.74   £16.35

Mean gender pay gap
9.8%

2. Leavers – 2022/23

Table 2.2.1 – Gender of leavers 2022/23			
Gender	Core staff %	Core leavers	Leavers' survey participants %
Female	64.1%	61.3%	67.4%
Male	35.9%	38.7%	27.7%

Table 2.2.2 – Length of service of leavers 2022/23			
Length of Service	Core staff %	Core leavers	Leavers' survey participants %
Less than 2 years	23.2%	34.7%	31.9%
Between 2 and 5 years	11.7%	20.1%	25.5%
More than 5 years	65.2%	45.3%	41.8%

Table 2.2.3 – Role type – leavers 2022/23			
Role type	Core staff %	Core leavers	Leavers' survey participants %
Academic	52.8%	20.1%	12.1%
Professional Services	45.4%	73.4%	87.2%
Research	1.7%	6.6%	0.7%

Table 2.2.4 Analysis of free text comments in relation to question: *We are keen to improve the University's equality environment. Are there any issues (e.g. Caring responsibilities; equality related harassment; support for disabilities; etc) you would like to draw to our attention to improve performance in this area?*	
36% respondents to the leavers survey in 2022/23 responded to this question with 58% (14) of those citing negative feedback and 25% (6) making positive comments with the remainder providing mixed feedback or suggestions for change. The negative comments have been themed below	
Comment theme	**Number of mentions**
Age	2
Gender	1

Caring responsibilities	2
Flexible working	2
Impact of fixed term contacts	1
LGBT	1
Disability/ accessibility	3
Bullying and harassment	3
Culture/ power dynamics	1
The mandatory race equality training	1

Table 2.2.5 – Reasons for leaving by gender, length of service and role type 2022/23

Reason for Leaving	Gender *		Length of Service **			Role Type			Grand Total
	Male	Female	Less than 2 years	Between 2 and 5 years	More than 5 years	Academic	Professional Services	Research	
Better pay and benefits package	6.4%	9.2%	4.3%	6.4%	6.4%	1.4%	15.6%	0.0%	**17.0%**
Better career development opportunities	3.5%	8.5%	2.1%	3.5%	7.1%	2.1%	10.6%	0.0%	**12.8%**
Next step in my career	2.8%	5.7%	2.8%	2.1%	5.0%	1.4%	8.5%	0.0%	**9.9%**
End of fixed term contract/end of funding	2.1%	5.0%	3.5%	2.1%	1.4%	0.7%	5.7%	0.7%	**7.1%**
Better promotional opportunities	3.5%	2.8%	0.7%	2.1%	3.5%	1.4%	5.0%	0.0%	**6.4%**
Retirement	0.7%	4.3%	0.7%	0.7%	3.5%	0.7%	4.3%	0.0%	**5.0%**
Better work life balance	0.0%	4.3%	2.1%	0.7%	1.4%	0.0%	4.3%	0.0%	**4.3%**
Better job satisfaction	0.7%	3.5%	0.0%	0.7%	3.5%	0.7%	3.5%	0.0%	**4.3%**
Other	1.4%	1.4%	1.4%	1.4%	0.7%	0.7%	2.8%	0.0%	**3.5%**
Better commute	0.7%	2.1%	2.1%	0.0%	1.4%	0.0%	3.5%	0.0%	**3.5%**
Dissatisfied with direct manager/supervisor	1.4%	2.1%	1.4%	0.7%	1.4%	0.7%	2.8%	0.0%	**3.5%**
Relocating	0.0%	2.8%	2.1%	0.0%	0.7%	0.0%	2.8%	0.0%	**2.8%**
Family circumstances	0.7%	2.1%	1.4%	0.0%	0.7%	0.0%	2.8%	0.0%	**2.8%**
Dissatisfied with senior management	0.7%	2.1%	0.7%	0.7%	1.4%	0.0%	2.8%	0.0%	**2.8%**
Career change	0.7%	2.1%	0.7%	1.4%	0.7%	0.0%	2.8%	0.0%	**2.8%**
I witnessed discrimination, harassment or bullying of others	0.7%	1.4%	0.7%	0.7%	0.7%	0.0%	2.1%	0.0%	**2.1%**
Job insecurity or effects of organisational change	0.7%	1.4%	0.7%	0.7%	0.7%	0.0%	2.1%	0.0%	**2.1%**
Better working environment	0.0%	2.1%	0.7%	0.7%	0.7%	0.7%	1.4%	0.0%	**2.1%**
Health reasons	0.0%	1.4%	0.7%	0.0%	0.7%	1.4%	0.0%	0.0%	**1.4%**
I experienced discrimination, harassment or bullying	0.0%	1.4%	1.4%	0.0%	0.0%	0.0%	1.4%	0.0%	**1.4%**
Using new skill in a different role	0.7%	0.7%	0.7%	0.7%	0.0%	0.0%	1.4%	0.0%	**1.4%**
Conflict with co-worker(s)	0.0%	0.7%	0.7%	0.0%	0.0%	0.0%	0.7%	0.0%	**0.7%**
Grand Total	**27.7%**	**67.4%**	**31.9%**	**25.5%**	**41.8%**	**12.1%**	**87.2%**	**0.7%**	**100%**

* 5% did not disclose   ** 0.7% no answer

3. Ethnicity

Grade	Sex	FTE	%
Table 2.3.1 Ethnicity Distribution of Academic and Research Only staff (new 2024 leadership structure – by grade)			
E5	White	3.0	100.0
E5	Minority Ethnic	0.0	0.0
E5	PNTS	0.0	0.0
E4	White	2.0	100.0
E4	Minority Ethnic	0.0	0.0
E4	PNTS	0.0	0.0
E3	White	18.8	100.0
E3	Minority Ethnic	0.0	0.0
E3	PNTS	0.0	0.0
E2	White	26.0	92.8
E2	Minority Ethnic	1.0	3.6
E2	PNTS	1.0	3.6
E1	White	26.7	78.9
E1	Minority Ethnic	5.0	14.6
E1	PNTS	2.5	6.5

Table 2.3.2 - "Head of Division" title by gender and ethnicity

	Gender		Ethnicity
Ethnicity	**Female**	**Male**	**Overall**
Minority Ethnicity	0%	100%	9%
White	53%	47%	86%
Prefer not to say	100%	0%	5%
Overall	**50%**	**50%**	**100%**

Table 2.3.3 - "Head of School" title by gender and ethnicity

Ethnicity	Gender			Ethnicity
	Female	**Male**	**Unknown**	**Overall**
Minority Ethnicity	0%	0%	0%	9%
White	63%	37%	0%	82%
Prefer not to say	0%	0%	0%	9%
Overall	**63%**	**37%**	**0%**	**100%**

Table 2.3.4 - Gender Distribution of Senior Academic and Research staff in new 2024 leadership structure			
Grade	**Sex**	**FTE**	**%**
E5	Female	1.0	33.3
	Male	2.0	66.7
	Other	0.0	0.0
E4	Female	2.0	100.0
	Male	0.0	0.0
	Other	0.0	0.0
E3	Female	10.8	57.4
	Male	8.0	42.6
	Other	0.0	0.0
E2	Female	15.0	53.6
	Male	13.0	46.4
	Other	0.0	0.0
E1	Female	12.7	37.0
	Male	21.6	63.0
	Other	0.0	0.0

4. Professors

Table 2.4.1 – 2024 Gender Distribution of Professor Job Role by Faculty										
	Female				Male				Grand Total Headcount	Grand Total FTE
Faculty	Headcount	FTE	FTE %	Total Academic %	Headcount	FTE	FTE %	Total Academic %		
Faculty of Arts, Humanities, and Social Sciences	8	7.6	50.3	60.2	11	7.5	49.7	39.8	19	15.1
Faculty of Health, Medicine and Society	3	2.7	26.7	73.7	9	7.4	73.3	26.3	12	10.1
Faculty of Science, Business and Enterprise	2	1.4	17.9	50.2	7	6.4	82.1	49.8	9	7.8
Total (by gender)	13	11.7	35.5	59.1	27	21.3	64.5	40.9	40	33

Table 2.4.2 – 2024 Gender Distribution of Associate Professor Job Role by Faculty										
	Female				Male				Grand Total Headcount	Grand Total FTE
Faculty	Headcount	FTE	FTE %	Total Academic %	Headcount	FTE	FTE %	Total Academic %		
Faculty of Arts, Humanities, and Social Sciences	9	9	61.2	60.2	7	5.7	38.8	39.8	16	14.7
Faculty of Health, Medicine and Society	4	3.6	59.0	73.7	3	2.5	41.0	26.3	7	6.1
Faculty of Science, Business and Enterprise	1	1	25.0	50.2	3	3	75.0	49.8	4	4
Total (by gender)	14	13.6	54.8	59.1	13	11.2	45.2	40.9	27	24.8

Table 2.4.3 – 2024 Ethnicity Distribution of Professor Job Role by Faculty

Faculty	White				Ethnic Minority				Unknown/PNTS				Grand Total Headcount	Grand Total FTE
	Headcount	FTE	FTE %	Total Academic %	Headcount	FTE	FTE %	Total Academic %	Headcount	FTE	FTE %	Total Academic %		
Faculty of Arts, Humanities, and Social Sciences	18	14.4	93.5	88.0	0	0.0	0.0	6.5	1	1.0	6.5	5.5	19	15.4
Faculty of Health, Medicine and Society	9	6.1	60.2	83.8	3	3.0	29.8	9.9	1	1.0	9.9	6.4	13	10.1
Faculty of Science, Business and Enterprise	7	5.8	74.4	76.6	2	2.0	25.6	16.8	0	0.0	0.0	6.6	9	7.8
Total (by ethnicity)	34	26.3	79.0	82.8	5	5.0	15.0	11.3	2	2.0	6.0	5.9	41	33.3

Table 2.4.4 – 2024 Ethnicity Distribution of Associate Professor Job Role by Faculty

Faculty	White				Ethnic Minority				Unknown/PNTS				Grand Total Headcount	Grand Total FTE
	Headcount	FTE	FTE %	Total Academic %	Headcount	FTE	FTE %	Total Academic %	Headcount	FTE	FTE %	Total Academic %		
Faculty of Arts, Humanities, and Social Sciences	14	12.7	86.4	88.0	2	2.00	13.6	6.5	0	0.0	0.0	5.5	16.0	14.7
Faculty of Health,	6	5.6	91.8	83.8	1	0.5	8.2	9.9	0	0.0	0.0	6.4	7.0	6.1

Medicine and Society													
Faculty of Science, Business and Enterprise	2	2.0	50.0	76.6	2	2.0	50.0	16.8	0	0.0	0.0	6.6	4.0	4.0
Total (by ethnicity)	22	20.3	81.9	82.8	5	4.5	18.1	11.3	0	0.0	0.0	5.9	27.0	24.8

5. Staff with Significant Responsibility for Research

Table 2.5.1 Gender Balance of Staff with Significant Responsibility for Research (indicated % staff submitted of total eligible)				
		Eligible staff	Submitted staff	Under-representation gap
Mock REF 2023	Female	417 (60.4%)	132 (47.7%)	12.7%
REF2021	Female	358 (55.6%)	113 (41.9%)	13.7%
REF2014	Female	277 (52.6%)	57 (37.7%)	14.9%
RAE2008	Female	247 (52.8%)	30 (37.0%)	15.8%

Table 2.5.2 Protected Characteristic Balance of Staff with Significant Responsibility for Research (SRR) 2022/23		
Category	% of Staff with SRR	% of all Eligible Academic Staff
Sex* – Female	47.3	60.2
Sex – Male	52.3	39.2
Ethnicity – BAME*	15.3	11.5
Ethnicity – White	78.3	83.9
Hours – Part Time	16.1	24.9
Hours - Full Time	83.9	75.1
Contract – Fixed Term	5.0	10.2
Contract - Permanent	95.0	89.8

6. **Age**

Table 2.6.1: Percentage of women in menopausal age brackets.			
Age brackets	**Percentage of women in age bracket**	**Academic**	**Professional Services**
35-44 (the age bracket in which perimenopausal people will start to experience symptoms)	26%	50	50
45-54 (the age bracket in which menopausal symptoms typically start)	29%	52	48
34 and under and 55 and over	45%		
Note: Not all of these women will be experience perimenopausal or menopausal symptoms. Furthermore, transgender men and non-binary people who were registered female as birth are not captured within this data but may still experience the menopause. Similarly, transgender women and intersex people may be captured in this data but are unlikely to experience the menopause.			

7. **Other data**

Table 2.7.1 Impact of Diversity Festival		
Year	% respondents reporting DF event attendance had greatly or significantly increased their understanding of EDI	% respondents reporting likelihood of implementing new EDI actions in their working practices.
2021	68%	64%
2022	62%	56%
2023	62%	64%

Table 2.7.2 - Sharing Academic Practice Experience (SHAPE) – take up by gender				
	Woman	Man	Prefer not to say	Non-binary & other
Mentees	66	34		0
Mentors	47	50	3	0

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

AP (2018/2024)	Action Plan (2018/2024)
APPG	All-Party Parliamentary Group
AS	Athena Swan
COO	Chief Operating Officer
CS	Culture Survey
CSU	Chester Student Union
DND	Did not disclose
Equality Forum	University of Chester EDI committee
(Faculty of) HMS	Faculty of Health, Medicine and Society
(Faculty of) AHSS	Faculty of Arts, Humanities and Social Sciences
(Faculty of) SBE	Faculty of Science, Business and Enterprise
HREiRA	HR Excellence in Research Award
ITE	Initial Teacher Education
IMD	International Men's Day
IWD	International Women's Day
LGBTIQA+	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer/Questioning, Asexual
Navajo Merseyside & Cheshire LGBTIQA+ Charter	A signifier of good practice, commitment and knowledge of the specific needs, issues and barriers facing LGBTIQA+ people
OD	Organisational Development
OS	Operational and Support (grading structure, see below)
PDP	Performance and Development Planning (UoC appraisal process)
pm	Per month
PS	Professional Services
PTO	Professional, Technical and Operational
REACH (Staff Network)	Race Equality and Cultural Heritage Staff Network
REC	Research Ethics Committee
SET	Strategic Executive Team
SMT	Senior Management Team
SRR	Significant Responsibility for Research
TSR	Teaching, Scholarship and Research

UoC	University of Chester

Appendix 4: Explanation of UoC grading Structures

- All PS staff are paid on Operational and Support (OS) grades. OS grades originally ran from OS1 to OS12 (points 2 to 46 of the national pay spine). From 1/4/24, amendments to the lowest scale points were made to align with national minimum wage requirements, meaning from this date, the grades run from OS3 (point 9) to OS12 (point 46).

- All academic staff are paid on Teaching, Scholarship and Research TSR grades. TSR grades run from TSR 1 to TSR 6 (points 23 to 46 of the national pay spine).

- Lecturers are paid at TSR 3 (points 31-34) and Senior Lecturers at TSR 4 (SL A – points 35-39) and 5 (SL B – points 40-43). Progression between these grades is via the Academic Promotion Procedures. The Academic Promotion Procedure covers progression from TSR 3 to TSR 4 and from TSR 4 to TSR 5.

- The Executive (E) grades run from E1 to E5 (point 47-61. Points 52 and above have been extended beyond the national pay spine). SET are paid outside of the grading structure.

Single Pay Spine		2018	2019	2021	2022	2023	2023	2024
		Pay Award	Pay Award	Pay Award	Pay Award	Pay Award	Pay Award	NMW Changes
		1st August 2018	1st August 2019	1st August 2021	1st August 2022	1st February 2023	1st August 2023	1st April 2024
		2% plus increase on scps 2-15 of £245 = 2.76%-2.02%	1.8% plus increase on scps 2-15 between = 3.65%-1.82%	1.5% plus increase on scps 3-21 between = 3.6%-1.54%	2% plus increase on scps 3-19 between 9% and 3.1%	Interim uplift £1,000 SCP 3-41, 2% SCP 42+	9% SCP 3-5, 7% SCP 6-14, 6% SCP 15-25, 5% SCP 26+ (all uplifts against Aug 22 values).	Amendments to lowest scalepoints to align with NMW requirements
SCP	Grade	£	£	£	£	£	£	£
61		82,751	84,241	85,505	88,070	89,831	92,474	92,474
60		80,342	81,788	83,015	85,505	87,215	89,780	89,780
59	E 5	78,009	79,413	80,604	83,022	84,682	87,173	87,173
58		75,740	77,103	78,260	80,607	82,219	84,637	84,637
57		73,541	74,865	75,988	78,268	79,833	82,181	82,181
56	E 4	71,406	72,691	73,781	75,995	77,515	79,795	79,795
55		69,331	70,579	71,638	73,787	75,263	77,476	77,476
54		67,317	68,529	69,557	71,644	73,077	75,226	75,226
53	E 3	65,360	66,536	67,534	69,560	70,951	73,038	73,038
52		63,462	64,604	65,573	67,540	68,891	70,917	70,917
51		61,618	62,727	63,668	65,578	66,890	68,857	68,857
50	E 2	59,828	60,905	61,818	63,673	64,946	66,857	66,857
49		58,089	59,135	60,022	61,823	63,059	64,914	64,914
48		56,403	57,418	58,279	60,027	61,228	63,029	63,029
47	E 1	54,765	55,750	56,587	58,284	59,450	61,198	61,198
46	TSR 6	53,174	54,131	54,943	56,592	57,723	59,421	59,421
45		51,630	52,560	53,348	54,949	56,048	57,696	57,696
44	OS 12	50,132	51,034	51,799	53,353	54,421	56,021	56,021
43	TSR 5	48,677	49,553	50,296	51,805	52,841	54,395	54,395
42		47,263	48,114	48,835	50,300	51,306	52,815	52,815
41		45,892	46,718	47,419	48,841	49,841	51,283	51,283
40	OS 11	44,559	45,361	46,042	47,423	48,423	49,794	49,794
39	TSR 4	43,267	44,045	44,706	46,047	47,047	48,350	48,350
38		42,036	42,792	43,434	44,737	45,737	46,974	46,974
37		40,792	41,526	42,149	43,414	44,414	45,585	45,585
36		39,609	40,322	40,927	42,155	43,155	44,263	44,263
35	OS 10	38,460	39,152	39,739	40,931	41,931	42,978	42,978
34	TSR 3	37,345	38,017	38,587	39,745	40,745	41,732	41,732
33		36,261	36,914	37,467	38,592	39,592	40,521	40,521
32		35,211	35,845	36,382	37,474	38,474	39,347	39,347
31	OS 9	34,189	34,804	35,326	36,386	37,386	38,205	38,205
30	TSR 2	33,199	33,797	34,304	35,333	36,333	37,099	37,099
29		32,236	32,817	33,309	34,308	35,308	36,024	36,024
28		31,302	31,866	32,344	33,314	34,314	34,980	34,980
27	OS 8	30,395	30,942	31,406	32,348	33,348	33,966	33,966
26	TSR 1	29,515	30,046	30,497	31,411	32,411	32,982	32,982
25		28,660	29,176	29,614	30,502	31,502	32,332	32,332
24		27,830	28,331	28,756	29,619	30,619	31,396	31,396
23	OS 7	27,025	27,511	27,924	28,762	29,762	30,487	30,487
22		26,243	26,715	27,116	27,929	28,929	29,605	29,605
21		25,482	25,941	26,341	27,131	28,131	28,759	28,759
20		24,771	25,217	25,627	26,396	27,396	27,979	27,979
19	OS 6	24,029	24,461	24,871	25,642	26,642	27,181	27,181
18		23,334	23,754	24,174	24,948	25,948	26,444	26,444
17		22,659	23,067	23,487	24,285	25,285	25,742	25,742
16		22,017	22,417	22,847	23,715	24,715	25,138	25,138
15	OS 5	21,414	21,814	22,254	23,144	24,144	24,533	24,533
14		20,836	21,236	21,686	22,662	23,662	24,248	24,248
13		20,275	20,675	21,135	22,149	23,149	23,700	23,700
12		19,730	20,130	20,600	21,630	22,630	23,144	23,144
11	OS 4	19,202	19,612	20,092	21,197	22,197	22,681	22,681
10		18,688	19,133	19,623	20,761	21,761	22,214	22,214
9		18,189	18,709	19,209	20,400	21,400	21,828	21,828
8		17,751	18,342	18,852	20,134	21,134	21,543	
7	OS 3	17,408	18,009	18,529	19,863	20,863	21,254	
6		17,079	17,682	18,212	19,578	20,578	20,948	
5		16,766	17,361	17,901	19,333			
4		16,460	17,046	17,596	19,092			
3	OS 2	16,146	16,736	17,338	18,898			
2		15,842						
1	OS 1							

Appendix 5: Pictorial examples of some initiatives implemented as a result of Athena Swan 2018

Figure 8: An example of the *What has Athena Swan got to do with me?* campaign poster (AP2018-2)

Figure 9: Senior Lecturer talking to students at a local sixth form college (AP2018-61).

Figure 10: One of our male students representing UoC at a local high school (AP2018-61).

Figure 11: 'Taste of University', a residential Summer School enabling attendees to experience university life in July 2023 (AP2018-61).

Figure 12: VC in conversation with Helen Tomlinson at IWD2024.

Figure 13: VC in conversation with Helen Tomlinson and attendees at IWD2024.

Figure 14: Baroness Floella Benjam speaks at the University's Festival of Ideas in July 2024.

Figure 15: Baroness Floella Benjam meets students and visitors at the University's Festival of Ideas in July 2024.

Figure 16: The Festival of ideas covered many topics.

Appendix 6: Athena Swan 2018 Action Plan (RAG)

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 3(viii) - Plans for the future of the self-assessment team							
1 H	Develop and obtain SMT approval for a strategy for AS local awards, which will: . identify whether applications will be at faculty or department level . a list of priority areas with timescales based upon more detailed analysis of data at local level . how resource will be identified to support more applications	Only one departmental award to date. Two other departments expressed interest, but have not progressed	Athena SWAN strategy with list of targeted local applications, timescales for application and target for awards Develop a plan for dissemination of the strategy to all staff and local leads identified	Adrian Lee, Senior Pro-Vice-Chancellor, University Secretary and Director of Legal Services	Clear mechanisms to resource applications Achieving the number of target awards identified in the strategy	Timetable and strategy development 1/8/18	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time See AP2024

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
2 H	Promote and raise the profile of gender equality, promoting current good practice and AS actions	Anecdotal evidence from focus groups of lack of awareness amongst staff of the awards held, action plans etc.	Development of an annual communications plan, including initiatives such as "What's Athena SWAN to do with me?" slides on the plasma screens around campus, ensuring target audience is people of all genders Develop case studies to disseminate the impact of actions	Kathryn Leighton, HR Manager – Development and Diversity; (in liaison with Jayne Dodgson, Director of Corporate Communications and Richard Bengree, Director of MRA)	Publicity plan updated annually Increased engagement of staff with focus groups, AS surveys (response rate target 30%) and sharing of good practice between departments Increased attendance at the Diversity Festival	1/6/18	A promotional campaign featuring a range of posters highlighting the aims of AS profiled some of the positive actions taken to date and explained intentions going forward. 71% of respondents to the 2023 Culture Survey (CS2023) were aware of AS. Case studies: See AP2024

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
3 L	Add an additional allowance to the workload model to reflect responsibilities to University wide projects and include explicit reference to Athena SWAN SAT membership in the guidance	Currently there is no guidance on workload for Athena SWAN SAT members	New allowance and guidance to be included for recording activities in 2018/19 and for planning purposes in 2019/20	Jem Warren – Senior Project Manager (PVC Office)	New guidance implemented and representatives given time in workload	1/5/18	Since 2018, significant changes have been made to UoC's Workload Planning processes. Guidance is accessible on UoC's intranet, and reflects University project responsibilities, with explicit reference to AS SAT membership. Application of the guidance is monitored by the Workload and Data Manager and reviewed by SET annually. There is a consistent approach to recording outreach work. Analysis by gender has been reviewed by the SAT

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 4.1(i) - Academic and research staff data - Academic and research staff by grade and gender							
4 M	Develop a Career Pathways framework linked to job descriptions to provide greater transparency and stability in the person specifications used at higher grades to facilitate better career planning for individuals and succession planning for the University	Salary data - females are under-represented at grades above E1 Survey comments indicate some staff feel it is not clear what skills or experience is needed at higher grades	Establish working group to assist in development & implementation of the framework Framework of person specifications developed with improved links to PDP process Develop a plan for dissemination of the framework to staff via portal and through promotion & development workshops	Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	Increased proportion of females at E1 and above and changes to applicant profiles Survey feedback to indicate improved perceptions of the transparency of promotions processes (increase positive responses from 37% to 45%) and ability to plan career progression	1/8/19	Planned changes to University Faculty structures and Faculty Professional Services structure needed to be embedded before this could be actioned. Finalised and implemented in 23/24 See AP2024
5 M	Investigate the length of time in pay grade for gender & subject differences to establish if there are factors which slow or accelerate promotion	Salary data - females are over represented at TSR grades compared to those at E1 and above	Report data to Steering Group with recommendations Develop a communications plan for dissemination of the results to staff via portal, case studies & workshops	Kathryn Leighton, HR Manager – Development and Diversity	Increased proportion of females at E1 and promotions achieved more quickly Improved staff awareness demonstrated by survey responses	1/9/18	Data reviewed annually. Additional data requirements built into AP2024 The proportion of Academic women at E1 has not changed significantly since 2019 but the proportion of PTO staff at E1 who are women stands at 67% compared with 25% in 2019 (Table 1.4.3)

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
6 M	Investigate disproportionate gender representation in applications for professorial titles	Table 4.1.2 shows that there is a lower percentage of female professors (range 15-35%) than males and no Professors in 4 faculties	Report to Steering Group with recommendations Develop a plan for dissemination of agreed actions	Kathryn Leighton, HR Manager – Development and Diversity	Gender balance of professors more closely reflects the wider academic community, with a view to all faculties having staff with professorial titles	1/9/18	Data reviewed annually. Additional data requirements built into AP2024 See table 2.4.1 for gender balance of professors.
7 H	Repeat 'How to make professor' workshops and offer some with a gender focus and for specific discipline areas	Salary data - females are under-represented at E1 grade compared to TRS grades (52.9% [290.5] of the academic staff are female, but account for only 36.3% [38.3] of the staff at grade of E1 or higher)	Programme of promotion related workshops with gender /subject specific content for professorial appointments as part of the Learning & Development (L&D) Directory Annual high profile event as part of the Diversity Festival	Kathryn Leighton, HR Manager – Development and Diversity	Gender balance of professors more closely reflects the wider academic community Positive feedback on the workshops Improved AS survey responses about support for promotion (positive responses increase from 42% to 50%)	Publication of L&D calendar 31/7/18 Diversity Festival event annually in March	Diversity Festival 2019, 2020 and 2021 included the Making Professor series featuring a diverse range of inspirational Professors. See table 2.4.1 for gender balance of professors. See appendix 1, Culture Survey data for AS survey responses re views on promotion

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
8 H	Review content of Promotions workshops (relates to promotion from lecturer to senior lecturer) to include more general career development advice and run more frequently, respond to workshop feedback and ensure workshop links to the new career pathways framework (action 4)	Staff survey - men are significantly more likely to report they understand the promotion process and criteria (72.46% [48] vs. 56.39% [74] female) Staff survey comments suggests many staff do not understand the academic staff grade structures and promotion routes	Programme of promotion related workshops with gender /subject specific content	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development Sue Fisher – HR Manager (Employee Relations & HR Policy)	Positive feedback on the workshops Improved survey responses about support for promotion (positive responses increase from 42% to 50%) and understanding promotion processes (positive responses increase from 61% to 70%)	Publication of L&D calendar 31/7/18	Promotions workshops have been delivered annually (AP2018-8) and promotions data is available in table 1.8. *Managing Your Career* Guide is published on University Intranet alongside recordings of Making Professor See appendix 1, Culture Survey data for AS survey responses re views on promotion

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
9 H	Identify (via focus groups, survey etc.) what pre-promotion tools and support would be most valuable e.g. reviewing applications to identify strengths/ weaknesses & upskilling managers regarding supporting development	AS survey – 45% [94] respondents disagreed (cf. 42.5% [89] agreed) they had received support and encouragement from their department to apply for promotion	Survey & focus groups completed Report to Steering Group with recommendations Develop a plan for dissemination of recommendations and subsequent actions via portal, plasma screens, workshops Development of manager guide/relevant additional tools	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development Kathryn Leighton, HR Manager – Development and Diversity	Improved responses to AS survey indicating staff believe they are supported and encouraged to apply for promotion (positive responses increase from 42% to 50%) Improved gender balance across all grades Use of tools monitored with positive feedback	1/8/18	Published in the Managing Your Career Guidance and included in PDP training See appendix 1, Culture Survey data for AS survey responses re views on promotion See table 1.2.1 for gender balance across grades.
10 M	Investigate whether all promotion opportunities are advertised (including roles such as programme leader)	Salary data – females are over represented at lower grades Staff survey – females are less likely to agree that promotion processes are fair and transparent (35.34% [47] vs. 43.94% [48] male) and anecdotal evidence that staff perceive not all opportunities are advertised or that promotions are not always open, fair and based upon merit	Consultation & data gathering with Line Managers Report to Steering Group with recommendations Develop a plan for dissemination of good practice - which may include specifying the place and length of time that adverts need to open	Kathryn Leighton, HR Manager – Development and Diversity	Improved transparency over opportunities reflected in survey feedback (increase positive responses from 37% to 45%) Increased diversity of applicants for posts and roles	1/9/18	Changes in SET and Faculty structures rendered this action obsolete.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
11 H	Mandatory unconscious bias training for: . Senior Management Team, Promotions panel & staff members of Academic Titles Committee . Chair of appointment panels (including those appointing research staff) . All staff involved in REF selection processes . Line managers on indirect gender-related impacts on research through workload planning . All staff	Pronounced gender imbalances in some areas e.g. men in faculties of H&SC and E&CS (26.1% [38.76]) New criteria for Associate Professor post, therefore good practice to ensure no bias Under-representation of females amongst the research active staff and those submitted to REF2014	Development and delivery of training with positive feedback Face-to-face training for SMT/Promotions panel/Academic Titles, Chairs of appointment panels/REF selectors Online training for all staff via incorporation of unconscious bias in the mandatory Equality & Diversity training	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher - Director of Research & Knowledge Transfer (in relation to REF)	100% compliance for SMT/ promotion panel/ Academic Titles by August 2018 Increasing compliance for Chairs of appointment panels (50-75-100% over 3 years as training is renewed) 80% compliance of all staff within 3 years Profile of research active staff matches academic staff profile over the long term	1/6/18	2019: i, Training delivered to AS SAT team and all staff involved in REF. ii, Targeted UB sessions delivered to Marketing and Graphics and HR teams. iii, Diversity Festival 2019: Unconscious Bias conference with Dr Gurnam Singh, Coventry University 2021: Over 1,295 staff (73% of core staff) trained in Unconscious Bias as part of Race Equality training. Ongoing: Included as part of mandatory R&S training and in online EDI training which is mandatory for all staff (95% completion rate as at June 2024)

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
12 M	Develop a guide on the use of positive action statements and feature images in recruitment/ promotion – to increase the number of BME staff & encourage underrepresented gender to apply, depending upon the subject area/grade. Evaluate whether the location of adverts may be contributing to disproportionate gender representation	Salary & staff data (figure 4.1.4) data – under-representation of female Heads of Department in the STEMM subjects [28.5% [11.9fte] female staff in STEMM senior roles (E1 and above) compared to 61.2% [103/6fte] at TRS3-6] and under-representation of AHSSBL staff at SMT [currently 0] Staff data (figure 4.1.7) – showing the low proportions of BME staff	Monitor the use of positive action statements and location of adverts and report to Steering Group Develop a plan to disseminate findings to staff via portal and plasma screens Development of new positive action statement for use in all University publication and advertisements Encourage use of pictures when advertising on jobs.ac.uk Consult with diverse groups during the development of the guide	Kathryn Leighton, HR Manager – Development and Diversity Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support	Guide available (monitor downloads) with increased use of positive action statements & feature images Collection and analysis of applicant data – with applicant data showing an improved gender/ethnicity balance Gender balance at HoD/Dean/SMT level more closely reflects the gender balance of the academic staff	1/9/18	Guide devised and published September 2019; awareness raising through R&S training which is mandatory for panel chairs. The Positive Action Guide (AP2018-12) utilisation is relatively low (average hit rates of 4p.m. 2022 and 6p.m. 2023
13 L	Monitor researcher applications and shortlists for disproportionate gender representation and seek benchmarking data from members of NW-AS network	Staff data – females are under-represented (24.4% [3.21FTE]) in researcher positions	Report to Steering Group and HR Excellence in Research Steering Group with recommendations as appropriate	Kathryn Leighton, HR Manager – Development and Diversity	Improved gender balance recognising benchmark data	1/9/18	Data reviewed annually. The proportion of women researchers increased from 45% (2019) to 71% (2023)

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
14 M	Modify and repeat the AS survey with improved suitability for researchers, including consultation with researchers to develop appropriate themes/questions	Survey data – some researchers commented that the survey questions were not suitable 19% response rate from researchers	Consultation with researchers and academic staff New condensed survey developed Survey rolled out every 2 years	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher, Director of Research & Knowledge Transfer	30% return rate Follow up focus groups to encourage reflection on answers	1/6/19 & 1/6/21 for survey	Other staff surveys such as Working Experiences during lockdown and Health and Wellbeing, with additional sources of consultation, were identified as more pressing than repeating the AS survey, alongside caution to avoid survey fatigue at a time when many staff were already experiencing increased work
15 L	Development of case studies for web pages to promote role models with wide range of diversity profiles	Staff data (figure 4.1.7) – showing the low proportions of BME staff	Development of case study document covering a range of diversity characteristics, to give a flavour of working at UoC Document available on external webpage with R&S documentation	Kathryn Leighton, HR Manager – Development and Diversity	Document developed & available online (monitor downloads) Recruitment data monitored annually to determine change – showing increased diversity	1/8/20	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time See AP2024

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
16 L	Assessment of images used in promotional materials to establish, where possible/ appropriate, representation of diversity (gender, disability, race plus status)	Staff data (figure 4.1.7) – showing the low proportions of BME staff	Analysis completed & report to Steering Group with recommendations Awareness training delivered to photographers and graphic designers	Ric Bengree, Director of Marketing Recruitment and Admissions Jayne Dodgson, Director of Corporate Communications	Greater diversity in staff profile Recommendations implemented & heightened ongoing awareness of the need to be representative in the use of imagery	1/9/19	Photography style guide created and published in December 2020

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 4.1(ii) - Academic and research staff data - Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender							
17 M	Investigate qualification requirements to establish the cause of disproportionate gender representation in fixed term contracts

Investigate why more females have fixed term contracts due to funding and understand the subject/faculty bias

Investigate gender split of staff in FTC posts that cease | Data on reasons for fixed term contracts (qualifications) shows a higher proportion 36.1% [42.2fte] of females have FTCs compared to males 22.4% [26.2fte]

Data from the LTI suggests that it is NOT related to the requirement to gain the PG Cert in L&T (50/50 split matches contractual obligations)

Data on reasons for fixed term contracts (funding) shows a higher proportion of females are affected 5.6% [6.5fte] compared to men 2.6% [3.1fte]

Faculty of Social Science is disproportionately affected (50% of all FTCs, 10.7% of the faculty staff) and also the Foundation School (15.4% of all FTCs but 50% of the school staff) | Conduct research project into the patterns of FTCs in each Faculty and Department, and gain a better understanding of why, for some, FTC may be a contract of choice – and how the University can support this choice

Report findings to Steering Group with recommendations | Carol Ann Giffin – Assistant Director of HR – Management Information Systems | Removal of disproportionate gender representation in FTCs for qualification & funding reasons and ameliorate any subject bias

Avoid unconscious bias in the processes which establish FTCs and support positive choices in contract types | 1/9/18 | Data reviewed annually.

Table 1.5.1 - The gender balance of staff on fixed term contracts is the same as on permanent, but there is now overrepresentation of female staff on casual contracts |

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
18 M	Establish a mechanism to create allowances within the workload model for completing qualifications to enable more rapid completion	Many FTCs are converted to permanent as soon as qualifications are completed, therefore quicker completion gives improved terms of employment	Ensure inclusion in workload allocation Monitor workload to ensure remission is taking place	Adrian Lee, Senior Pro Vice Chancellor	Establishment of a fair and transparent mechanism for parity across departments for the completion of qualifications Qualifications completed more quickly – with similar completion times for males and females	1/8/19	Established

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 4.1(iv) - Academic and research staff data - Academic leavers by grade and gender							
19 M	Review the exit interview process and questions to ensure that gendered issues (e.g. caring responsibilities) are adequately explored, collated and analysed In the light of better exit interview data, expand the question set in triennial staff survey to see how the issues identified by leavers are affecting current staff	Data on leavers, whilst not revealing any particular disproportionate gender representation, does not contain sufficient detail to capture gendered themes	Report exit interview outcomes to SMT on 6 monthly basis Promote via Portal the option to have an exit interview with HR (instead of line manager once removed) - as part of wider AS awareness raising Report to Steering Group on the results of the staff survey with recommendations Develop a plan to disseminate the findings of the survey and planned actions	Sue Fisher – HR Manager (Employee Relations & HR Policy) Carol Ann Giffin – Assistant Director of HR	Reports do not indicate gendered themes in reasons for leaving Feedback to managers on support available which may help to retain staff who are thinking of leaving	1/8/18	The following was added to the leavers' survey (AP2018-19): We are keen to improve the University's equality environment. Are there any issues (e.g. Caring responsibilities; equality related harassment; support for disabilities; etc) you would like to draw our attention to improve performance in this area? 22/23 reporting showed 64% of respondents stated 'No'/ didn't give a response. The free text comments have been analysed (table 2.2.2).

137

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.1(i) - Key career transition points: academic staff - Recruitment							
20 M	Improve monitoring of applicant & short-listing data and undertake trend analysis	Prior to this application, data on applicants & short-listing was not routinely monitored and analysed	Report to Steering Group with recommendations Develop a plan to disseminate the findings as appropriate and incorporate into relevant training	Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support	No evidence that there is bias introduced through the various stages of the recruitment process More diverse workforce	1/8/18	Ongoing monitoring Following successful implementation of several data actions we have been able to further embed more detailed measures into this submission. Data related to this action is shown in data s6-7.
21 M	HR to record the reasons why starting salaries are sometimes approved above the lowest point of the grade – and analyse for gender differences	Data on starting salaries shows a small disproportionate gender representation in favour of males (£935pa per FTE)	Extended data set covering a longer period of time and with additional detail Report to Steering Group with recommendations (e.g. where gender differences are found, develop a framework which makes a transparent link between qualifications & experience with grade)	Claire Blair, HR Manager – Resourcing and Business Support	Removal of disproportionate gender representation in starting salaries	1/9/18	Since 2018, HR have recorded the reasons why starting salaries are approved above the lowest point of the grade (AP2018-21). This has been analysed and no differences by gender were found, with the conclusion that starting salaries are applied consistently and fairly.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
22 H	Selection panel forms to prompt statements about how the appointment is making a positive contribution to D&E	Staff data – under-representation of females in senior roles, and low number of BME staff at all levels	Include interview questions about celebrating E&D as standard to encourage reflection of interviewers and interviewees Monitor comments on recruitment forms and report to Staffing & Development Forum and Steering Group as appropriate	Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support	Selection panel forms updated and used Greater engagement by panels in thinking about bias and improved diversity data over the long term	30/6/18	Documents amended and available on University Intranet
Section 5.1(ii) - Key career transition points: academic staff – Induction							
23 L	Establish a recent starters group (with changing membership) to act as focus group to discuss induction needs and experiences in order to collect evidence of good practice and identify gaps	Feedback on induction processes is incomplete and varies between subject areas	Group established Development of Induction guide for departments available via Portal (monitor downloads) & discussed at Staffing & Development Forum Revision and promotion of new starter intranet pages	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	Feedback on revised induction processes improved and with more consistency between subject areas	1/9/18	Incorporated into Online orientation and Chester Essentials programme (delivered monthly to new staff.

139

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
24 M	Review departmental inductions and produce best practice guide for departments Identify induction champions at all sites to welcome new starter on first day Establish a mechanism to monitor satisfaction with induction processes	Focus group feedback reported departmental inductions were not effective	Best practice guide produced, published on Portal & disseminated to managers Induction champions identified, trained and utilised	Kathryn Leighton, HR Manager – Development and Diversity	Effectiveness of departmental induction reviewed in further AS survey and focus groups in 2 years	1/9/19	Improved induction work including checklists and guidance on induction buddies.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
25 M	Analyse take-up of University mentoring scheme by gender (& other protected characteristics) and collect feedback	A formal mentoring scheme was launched in January 2016, ten matches have been made (0.5% of all staff)	Report to Steering Group on establishing mechanisms to identify more senior academic mentors & greater diversity of mentors Develop a plan to publicise the programme more effectively, monitor uptake for diversity and respond to feedback	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	Increase the number of senior mentors recruited to twelve in the first instance	1/9/18	The University Mentoring Programme has been revised and is now informal; the formal scheme was too resource hungry and discouraged individuals becoming Mentors due to other priorities and workload pressures. Individuals are now invited to be a mentor as part of this informal scheme. Mentor Profiles are posted on Portal by staff group including: Aurora; Technicians; Researchers; Apprentices; PATs; Leadership Additional mentoring action in AP-2024

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.1(iii) - Key career transition points: academic staff - Promotion							
26 M	Hold focus group with staff who have chosen not to apply for promotion to establish personal reasons for not applying	Promotions data (5.1.1) – significant proportions of staff (between 33-67%) are choosing not to apply	Report and recommendations to Steering Group. Develop plan to disseminate the findings and proposed action	Sue Fisher – HR Manager (Employee Relations & HR Policy)	Reduced disproportionate gender representation in rates of application for promotion, and reasons for not applying are purely personal choice	1/9/18	Action adapted from a focus group to a questionnaire to determine why those eligible for promotion have chosen not to apply. Analysis did not indicate any patterns or gender bias. Promotions workshops have been delivered annually (AP2018-8) and promotions data is available in table 1.8. Table 1.8.2 shows data on application rates for promotion. AP2024-1.3.1 for remedial action.
27 M	Make Promotions workshop available online to improve access for PT staff and include information on preparing a good application and "myth busting"	Promotions data (5.1.1) - fewer PT staff apply (part-time staff are almost twice as likely not to apply for promotion as full-time)	Timetable of sessions developed and delivered. Statistics monitored & reported to Staffing & Development Forum and Steering Group	Sue Fisher – HR Manager (Employee Relations & HR Policy)	100% of eligible applicants have been given all relevant promotions information. No difference between application rates for FT and PT staff	1/9/19	Promotions workshops recordings and materials are available on University Intranet

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
28 M	Develop a guide for staff on flexible working and job sharing options and policies available, with case studies and specific content relating to flexible working in senior positions Ensure reference to male staff seeking flexible working, making it clear it is not exclusively for women	AS survey – several comments relating to incompatibility of family commitments and increased workload associated with promotion AS survey comments – some staff feel there lacks clarity around flexible working options Anecdotal evidence and comments from AS survey indicate staff do not believe job sharing/ flexible working is possible/feasible in senior roles	Development and publication of guide via Portal (monitor downloads) Establish data set on job sharing in senior roles & develop case studies to demonstrate how job sharing/flexible working can work successfully	Kathryn Leighton, HR Manager – Development and Diversity	Greater take up of flexible working in senior roles and reduced disproportionate gender representation in flexible working data More positive comments in future AS survey about flexible working options and reduced perceptions of the barriers it might create (reduce perceptions of barriers from 27% to 20%)	1/2/19	Managing Remote working guide and Flexible Working Policy are available on Portal and reference working from home. Working from Home policy is also available Covid and normalisation of working from home rendered questions in future AS survey about flexible working options obsolete.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
29 M	SMT to discuss setting guidelines around the scheduling of meetings (and provisions to 'attend' remotely) to ensure that caring and other responsibilities are respected and encourage Faculties to discuss how the guidelines might be implemented locally	AS survey – several comments relating to incompatibility of family commitments and increased workload/long hours associated with promotion	Report to Steering Group on the outcome of discussions and the development of guidelines Develop a plan to disseminate guidelines	Adrian Lee, Senior Pro Vice Chancellor	Feedback from future AS survey suggests that fewer individuals perceive that promotion is associated with extended hours AS survey shows increased proportion of staff report departmental meetings being held at times they can attend (increase from 70% to 80%)	1/6/18	The pandemic allowed a more flexible approach to work location/ meeting attendance (AP2018-29). CS2023 showed 67% of respondents were working a blend of home/office, 12% worked from home all/most of the time and 21% worked from the office all/most of the time. A disproportionate number of those who work a blend or entirely from home are women (70%), whilst a proportionate number (50%) were carers/parents.
30 M	Invite anonymous feedback online on perceptions of transparency and fairness in the promotions process and invite willing respondents to participate in a focus group	Survey shows 52.7% of respondents disagreed that the promotions process was "transparent and fair"	SMT Blog inviting feedback Develop a plan to disseminate the feedback and proposed actions	Adrian Lee, Senior Pro Vice Chancellor	Blog developed Survey available and completed Improvement in staff perception in next AS staff survey (increase positive responses from 37% to 45%)	1/8/18	Questionnaire as per action 26.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
31 H	Promotions panel agenda to include item which directs panel's attention to the Diversity and Equality aspects of the appointment	Promotions data – females have higher rate of being unsuccessful	Revised promotions agendas	Sue Fisher – HR Manager (Employee Relations & HR Policy)	Equal ratio of successful to unsuccessful applicants by gender	1/8/2018	Standard agenda item added with effect from 2019 Table 1.8.1 shows ratio of successful to unsuccessful applicants by gender
Section 5.1(iv) - Key career transition points: academic staff – staff submitted to the Research Excellence Framework (REF) by gender							
32 M	Targeted mentoring/training aimed particularly at women in research careers (e.g. grant writing and producing outputs)	Under-representation of women amongst the research active staff and those submitted to REF2014 RKTO grant database indicates that whilst 51% of grant/contract applicants are female, they account for only 43% of applications (average of 3.2 vs 4.5 for male PIs) In the AS staff survey females report disadvantage in access to funding (37 (18%) respondents believe women are disadvantaged)	Milestone at REF2021: research active staff to be at least 45% female (up from 37%) Maintain grant/contract application rate from women at 50% of total but increase the average number of applications to equal males	Elizabeth Christopher, Director of Research & Knowledge Transfer	Gender profile of research active staff matches academic staff profile over the long term AS survey responses report improved perceptions of access to funding for women (disadvantage down from 37% to 30%)	1/8/2018	The new mentoring programme Sharing Academic Practice Experience (SHAPE) has been implemented (2022) and links experienced individuals involved in teaching or research with early career colleagues, to provide guidance and support. Whilst take-up by gender has been monitored (table 2.6.2), AP2024-1.2.3 will analyse impact.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
33 M	Optional training for individuals who have entered academia from other professional backgrounds (or are re-engaging with research)	Research activity levels are generally lower in the 'professional' faculties of Health & Social Care and Education & Children's Services (where women are in the majority), and in some other departments	Training developed & delivered, with positive feedback, and attendance monitored For those who wish to engage in research, increased levels of grant applications and academic publications suitable for REF	Elizabeth Christopher, Director of Research & Knowledge Transfer, to identify senior professorial staff in each Faculty to undertake	Profile of research active staff matches academic staff profile over the long term across the institution and at local level	1/8/18	Structural changes at SET level affected this action.
Section 5.3(i) - Career development: academic staff - Training							
34 M	Develop programme and module leader training & monitor for gender balance and monitor workloads	The AS survey showed that females disproportionately believed that they needed "management skills" training (50 [10%] respondents thought they would benefit – of these, 39 [78%] were female) Training relevant to module and programme leadership would be most beneficial for staff at lower TSR grades (predominantly female) and should increase promotion through TSR grades before seeking promotion to senior positions	Training developed for programme and module leaders Report to Steering Group on gender balance recorded in workload for programme/module leadership	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development to lead with input from Registry; AQSS; FMGs/ BOS HoDs to ensure implementati on and workload monitoring	Improved AS survey responses in relation to the need for management skills training (a reduction - below 10% - in the percentage who are seeking management skills training that they perceive is not available)	1/8/18	Programme Leader information available on intranet Improved management development programmes open to all

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
35 M	Develop a promotion guide for staff and managers linked to Career Pathways framework & promotions workshop which helps to identify the most relevant training and support mechanisms for career progression	The AS survey showed that women report more unmet need for "careers advice which is not available in their department" (55 [11%] respondents identified this need, and of these 43 [78%] were female)	Development of guide, available via Portal (monitor downloads) Modification to PDP process and guidance to include this information specifically	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development Kathryn Leighton, HR Manager – Development and Diversity	Improved response in next AS survey regarding availability of careers advice in their department (increase from 7% to 15%)	1/8/18	Managing your career guide developed and available on intranet Planned changes to University Faculty structures and Faculty Professional Services structure needed to be embedded before this could be actioned. Finalised and implemented in 23/24 Actions on career development addressed in AP2024
36 M	Further investigation via focus groups into the reasons why women perceive disadvantage in access to career development opportunities to identify possible solutions – e.g. whether related to working patterns	The AS survey shows 51 [25%] respondents believed women to be significantly or slightly disadvantaged in access to career development – a view more widely held by female part-time staff	Focus groups held Findings reported to Steering Group with recommendations Action taken to address any issues within UoCs control by policy revision	Kathryn Leighton, HR Manager – Development and Diversity	Decrease in % of respondents who perceive this disadvantage from 25% to 20%	1/12/18	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
37 L	Development of in-house networking programme and regional networking programme with other NW HEIs	The AS survey comments pointed toward a need for improved networking opportunities (30 (14%) believed networking not already available would benefit their career development)	In-house networking programme developed Inter-University networking group established with other North West HEIs	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher, Director of Research & Knowledge Transfer	AS survey responses indicate the networking need improved (decrease from 14% to 10%)	1/8/21	Very successful staff networks (Men's, Women's, Carers', Parents', Menopause networks) and staff groups (neurodiversity, REACH, LGBTQ+, disabled staff groups) for networking and with other HEIs via Aurora and Diversifying Leadership participation.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.3(ii) - Career development: academic staff – Appraisal/development review							
38 H	Establish working group to consider how PDPs should relate to workload and development objectives and develop appropriate guidance for managers and staff	AS survey – 82 [16%] respondents said they were encouraged to undertake training whilst 43 [8.4%] said they were not encouraged to undertake activities to strength their CV 100 [20%] believed their career development would benefit from sabbaticals/research leave Several comments regarding development options limited by workload Focus group identified a long lead time between PDP discussions and workload due to timetabling processes	Revised guidance and procedures for PDPs and workload allocation Guidance from RKTO to include how additional resource to support research leave might be sought	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development Nicola Armstrong – Head of Research & Knowledge Transfer Office	Survey indicates improved satisfaction with the usefulness of PDP (increase in positive responses on discussion of career progression in PDP from 57% to 65% and discussion of workload in PDP from 54% to 60%) Increase participation in PDPs (increase from 52% to 80% over three years) Increased number of grant applications which would support research leave	1/8/18	PDP review project undertaken and actions implemented 23/24 during the academic year PDP completion rates remain low – AP2024-3.1.3 addresses this.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
39 H	Develop training for managers on the PDP process, including information on flexible working options, promotions processes	AS survey – many respondents made comments around the PDP being a "tick box" exercise, not useful; or did not relate to workload	Development and delivery of training Include guidance on flexible working in PDP guidelines Monitor participation rates and feedback	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	AS survey indicates improved satisfaction with the usefulness of PDP (increase in positive responses on discussion of career progression in PDP from 57% to 65% and discussion of workload in PDP from 54% to 60%) Increase participation in PDPs (increase from 52% to 80% over three years)	1/8/19	PDP review project undertaken and actions implemented 23/24 during the academic year PDP completion rates remain low – AP2024-3.1.3 addresses this.
40 M	Undertake monitoring of PDP completion rates through the revised online system. Explore non-compliance with PDR with a view to identifying any gender dimensions which influence engagement with the PDR process and implement any necessary action	Survey – 164 [77.7%] respondents reported having a PDP within the last 12 months; 15 [7%] reported not having a PDP in the previous two years, however HR data indicates a 52% completion rate across all staff in 2016/17	Report on completion rates within clearly defined reporting periods to Steering Group, SMT and line managers Reporting needs to take account of absences such as maternity leave/long term sickness	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	Improve reporting of participation in PDPs in HR data (increase from 52% in 2016/17 to 80% over three years)	1/8/18	PDP review project undertaken and actions implemented 23/24 during the academic year Regular reporting on completion rates to SET PDP completion rates remain low – AP2024-3.1.3 addresses this.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.3(iii) - Career development: academic staff – Support given to academic staff for career progression							
41 H	Monitor applications for the new Associate Professor title for biases – including gender, race, FT/PT staff and subject area (by Faculty & department)	Staff data (see section 4) shows females are under-represented at E1 and above. The new associate professor titles will act as a stepping stone to full professor. New criteria, therefore good practice to undertake Equality Analysis of process	Report to Staffing & development Forum with recommendations and to Steering Group as appropriate	Adrian Lee, Senior Pro Vice Chancellor	Monitoring data shows no disproportionate gender representation in associate professor roles. Over the long term, proportion of female staff at E1 and above is more closely representative of the academic staff profile overall	1/5/18	Data reviewed annually. Additional data requirements built into AP2024. See tables 2.4 for AP and Professor data.
Section 5.5(iv) – Maternity Return rate							
42 L	Contact staff who decide not to return to work following maternity/ adoption/ shared parental leave to establish reasons	Although the return rate is good (typically 80-100%) the University would like to ensure the choice not to return does not reflect an adverse view of UoC	HR team guidance updated to include phone call to non-returners. Annual report to Steering Group	Sue Fisher – HR Manager - Employee Relations & HR Policy	Return rate remains high	1/8/18	Return rate is high. Women who decide not to return to work following maternity leave are contacted by HR to establish reasons. Analysis of this data indicates that not returning does not reflect an adverse view of UoC (AP2018-42).

| 43 L | Enhance the package of support for staff returning from maternity/ adoption/ shared parental leave | Feedback from focus group that discussion with returning staff might add new perspectives & suggestions | Development of additional resources highlighting the skills and value of women returners as role models and mentors; development of maternity coaching provision; promotion of mentoring scheme | Kathryn Leighton, HR Manager – Development and Diversity | Return rate remains high and feedback indicates returning as a positive experience | 1/8/20 | Return rate is high Gender Grant bid to meet this aim applied for and was unsuccessful. In collaboration with the Parents' Network, the package of support for staff returning from family leave (AP2018-43) has been enhanced through development of Family Leave checklists and managers' guide. Since the Family Leave Policies webpage was created in 2021, the average number of views per month has increased considerably (from 32 in March-December 2021 to 75 in January-October 2023). As part of Diversity Festival 2020, coaching was offered specifically for those |

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
							returning from family leave (AP2018-43). The success of this session has led to the inclusion of in-house coaching as part of the OD Team's portfolio.
Section 5.5(v) - Paternity, shared parental, adoption, and parental leave uptake							
44 M	Promote paternity, shared parental, adoption, and parental leave options via Portal (targeted at academic staff and men) and collect feedback on provision via survey (including reasons for not taking up options)	Low take up rates of some schemes especially amongst academic staff (table 5.5.2)[73% of leave instances occur for professional services staff who account for 63% of all staff]	Feedback from survey to Steering Group and develop a plan for dissemination of results & actions	Kathryn Leighton, HR Manager – Development and Diversity	Changing patterns of leave uptake over time	1/8/19	Whilst we have promoted paternity, shared parental, adoption, and parental leave options (AP2018-44,49), data shows that only three members of staff have taken shared parental leave since 2018, taking on average one month of leave. See AP2024.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.5(vi) - Flexible working and managing career breaks - Flexible working							
45 M	Hold focus group to explore in more detail the reasons why staff perceive flexible working will slow down progression	Survey – 103 (53%) respondents believe that working flexibly would slow down progression	Report & recommendations to Steering Group Disseminate findings via portal & inform development of flexible working guide (action 30)	Kathryn Leighton, HR Manager – Development and Diversity	Improve feedback from survey indicating reduced perceptions of disadvantage from flexible working (speed of progression down from 53% to 40%; negative effects on career down from 28% to 20%)	1/8/18	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time
46 L	Monitor the impact of policies relating to attendance on site	AS survey comments on the need to "report in" and negative manager attitudes to working from home, and how morale and productivity might be boosted by allowing more flexibility and home-working	Report to Steering Group with recommendations Plan to disseminate policies ensuring staff understand the context and how to make the policies work at individual level	Adrian Lee, Senior Pro Vice Chancellor	Improve feedback from survey indicating improved perceptions of attendance /home-working policies	1/8/20	Working from Home policy available and embedded practice following pandemic.
Section 5.5(vii) – Childcare							
47 M	Review flexibility of UoC nursery provision e.g. could strict half day be more flexible	Comments from focus groups regarding lack of flexibility in UoC nursery provision for half days	Report to Steering Group with recommendations Disseminate findings to staff via portal and promote a range of options	Kathryn Leighton, HR Manager – Development and Diversity	Improve feedback from survey around flexibility of nursery provision	1/3/19	This was reviewed but it was not possible to allow more flexibility.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
48 M	Analyse responses to questions in current staff survey regarding staff with caring responsibilities	Survey data on staff perceptions of damage to career from part-time & flexible working	Report & recommendations to Steering Group. Disseminate findings via portal	Carol Ann Giffin – Assistant Director of HR – Management Information Systems	Survey responses indicate less disadvantage is perceived from part-time/flexible working	1/6/18	Relevant information from the University staff survey presented at SAT on 14/12/18. It was agreed that a clear definition of caring responsibilities would be needed in the next survey.

Caring responsibilities data was gathered in CS2023 |
| Section 5.5(ix) - Caring responsibilities | | | | | | | |
| 49 L | Promote availability of carers leave | Comments from focus group regarding availability of carers leave – not widely known | Development and delivery of training to support the Family Leave Guide. Advertise training and guide on Portal. Add online training sessions for staff and managers | Kathryn Leighton, HR Manager – Development and Diversity | Take up of training. Survey comments indicate more staff understand the full range of flexible working options | 1/8/19 | A detailed Carers In Employment guide has been developed and is available on University intranet.

Carers network is working very well and Carer's Week events are arranged annually in June. |
| Section 5.6(i) - Organisation and culture – Culture | | | | | | | |

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
50 H	Review and report Staff Survey 2018 data by gender and STEMM/ AHSSBL split	To improve visibility and transparency of results and allow issues identified with a subject bias to be addressed at local level if appropriate	Data reviewed and actions developed	Carol Ann Giffin – Assistant Director of HR – Management Information Systems	Enhanced transparency across UoC	1/8/18	Relevant information from the University staff survey presented at SAT on 14/12/18.
51 M	Deliver bystander intervention training	Focus group feedback that staff are not confident in responding to incidents of discrimination	Training developed and delivered	Kathryn Leighton, HR Manager – Development and Diversity	Staff report feeling more confident that they would know how to respond	1/8/20	Bystander Intervention Training - delivered as part of Diversity Festival annually (2019-2023)
Section 5.6(ii) - Organisation and culture – HR Policies							
52 L	Improve awareness of Dignity & Respect Advisers and Mediation Service	Staff survey reported only 50% staff were aware of mediation service	Better publicity of service	Kathryn Leighton, HR Manager – Development and Diversity	Increased % in future staff surveys are aware of the service	1/8/20	73% of CS2023 respondents confirmed they know how to report bullying and/or harassment. Additional actions in this area in AP2024.
Section 5.6(v) - Organisation and culture - Representation of men and women on influential institution committees							

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
53 H	Each Committee (Council committees, Senate and Senate committees) to appoint deputy chair – and ensure that Chair and Deputy are not of the same gender and review Chairing Responsibilities of each SMT member	All Chairs of the most influential University Committees are currently male	Deputy Chairs appointed Female SMT members appointed to Chair influential committees	Adrian Lee, Senior Pro Vice Chancellor to inform all Committee Chairs	Improved gender balance in Chairs of most influential committees	1/8/18	Embedded
54 M	Change requirement for Faculty Representatives to be full time on Senate and its Committees & inform Deans who decide in line with individuals' workload commitments	Senate Faculty representatives have to be full time leading to over double the number of males nominated	Changes to nominations of faculty representatives	Adrian Lee, Senior Pro Vice Chancellor	Improved gender balance in faculty representatives on Senate and University-wide committees	1/8/19	Embedded

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
55 H	Committee membership and chairing responsibilities to be reviewed annually at the start of new academic year	All Chairs of Influential University Committees are male 3 council committees have a majority of female members cf. 8 with male majority Senate membership is 28% female Senate committees – all but two have female minority membership of 42-45%	Revised membership and Chairing responsibilities	Adrian Lee, Senior Pro Vice Chancellor	Improved gender balance across all University-wide committees	1/8/18	Embedded
Section 5.6(viii) - Organisation and culture – Workload Model							

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
56 H	Conduct a gender analysis of workload planning data	122 (60%) respondents to AS survey disagreed/ strongly disagreed that their department had a clear and transparent way of allocating workload	Report to SMT, recommendations to be shared with Steering Group Plan to disseminate findings	Fiona Jones, Project Officer, HR and Jem Warren – Senior Project Manager (PVC Office)	Data indicates no systematic discrimination in workloads, and that overall, workload is distributed fairly	1/5/18	Since 2018, significant changes have been made to UoC's Workload Planning processes. Guidance is accessible on UoC's intranet, and reflects University project responsibilities, with explicit reference to AS SAT membership. Application of the guidance is monitored by the Workload and Data Manager and reviewed by SET annually. There is a consistent approach to recording outreach work. Analysis by gender has been reviewed by the SAT
57 M	Research ways to improve perceived transparency and fairness of the workload planning model	122 (60%) respondents to AS survey disagreed/ strongly disagreed that their department had a clear and transparent way of allocating workload	Review changes of perception in survey	Elizabeth Christopher	Reduced proportion disagreeing with this statement (down from 60% to 50%)	1/8/18	25% disagreed that their department had a clear and transparent way of allocating workload in CS2023

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
58 L	Name a significant new building after key female in University history or linked to female students (or similar)	Few major buildings named after females	Nominations sought and consultation on possible names	Tim Wheeler - Vice Chancellor	New building named	1/8/18	Pre-2018, all UoC main buildings were named after previous Principals (thus all male names). There are now buildings named after former Deputy VC/Dean Dorothy Marriss and former Dean/Deputy VC/UCS Provost Anna Sutton; as well as Sarah Parker Remond, a prominent US anti-slavery and women's rights campaigner.
59 M	Feature role model profiles (e.g. the Public Orator) on external website as part of recruitment process	No role model profiles used during recruitment process	Role models developed & uploaded to website (monitor downloads)	Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support Kathryn Leighton, HR Manager – Development and Diversity	Enhanced diversity of staff (and students) over the long term	1/8/20	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
60 M	Invite nominators for honorary graduates via Portal & highlight the desire to represent diversity	Lower % of female honorary graduates (between 20% and 37% female over last 3 years)	Nominations considered show increased diversity of gender and ethnicity	Debbie Newns, Graduation Administrator	Greater proportion of female and BME honorary graduates identified and awarded	1/8/18	Honorary graduates: 2018: 44% female 2019: 32% in 2019 2020/21: (affected by pandemic) 2022: 47% Female 2023: 43% female
Section 5.6(x) – Organisation and culture - Visibility of role models							
61 H	Review marketing strategy/materials & gender balance of professional staff for marketing/ outreach activities aimed at recruiting more males for programmes where they are under-represented e.g. nursing, primary teaching, social work etc.	Male student nurses (UoC 9.6%; 11.6% nationally) Male social work students (UoC 13%; 13.6% nationally) 27% of UoC ITE students are male (Primary & Early years 20%; Secondary 34%) (HESA 2016/17 data set for students studying Education - 23% male)	Revised marketing materials/strategy & more gender balance in staff under-taking outreach/marketing activities	Ric Bengree, Director of Marketing, Recruitment and Admissions	UoC in a leading position with regards to increasing male students in subjects where they are currently under-represented	1/8/18	Several male nursing student and staff role models participate in interviews, open days and outreach events, sharing their own experiences. The proportion of students on Nursing and Social Work programmes who were men increased from 14.3% in 2019/20 to 16.2% in 2022/23.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
62 M	Ensure SMT blogs feature female SMT members personally and professionally	Focus group feedback that SMT blogs should increase the voice of female staff Only 2 of 9 blogs (Aug 17-Apr 18) from females	Blogs featuring female SMT members to increase to 40%	Adrian Lee, Senior Pro Vice Chancellor	All members of SMT to post blogs with improved gender balance	1/8/18	Significant shift in gender breakdown of SET since last submission. VC is featured regularly as a female role model and a woman with children. The Women's Network continues to focus on development and recently featured SET role models with children, discussing their career journeys and leadership top-tips.
Section 5.6(xi) – Organisation and culture – Outreach							

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
63 H	Develop consistent approach to recording outreach work on workload allocation software Produce information for staff which explains why this data is important	Anecdotal evidence that females believe they are given more work relying on "soft" skills, which leads to disproportionate workload in outreach (and student support)	Workload allocation model includes specific allowances for outreach activity Information available to staff	Fiona Jones, Project Officer, HR Jem Warren – Senior Project Manager (PVC Office	Improved perceptions in future AS survey that workload allocation is fair and transparent whilst supporting outreach activities for subjects with strong gender imbalance in student numbers	1/8/19	Since 2018, significant changes have been made to UoC's Workload Planning processes. Guidance is accessible on UoC's intranet, and reflects University project responsibilities, with explicit reference to AS SAT membership. Application of the guidance is monitored by the Workload and Data Manager and reviewed by SET annually. There is a consistent approach to recording outreach work. Analysis by gender has been reviewed by the SAT
Addition 2020 – Visiting Lecturers							

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
64	Encourage VLs to complete University-wide staff survey and analyse results of VL responses to identify issues	This assessment highlighted that VL response rates to staff surveys are not analysed independently due to low numbers.	Specific VL communication devised and sent regarding completion of staff survey Analysis of VL responses requested from Capita	Carol Ann Giffin – Assistant Director of HR – Management Information Systems	Increase in VL response rate to staff survey Action plan incorporates actions in response to VL issues	1/4/2021	No full staff surveys have been undertaken since 2018. No specific targeting was done for CS2023 and responses in CS2023 from part time staff, Visiting Lecturers (AP2018-69) and staff on temporary and casual contracts were significantly underrepresented. See AP2024
65	Expand Athena SWAN survey to cover VLs and analyse results of VL responses to identify issues	VLs were not included in survey conducted for full AS application	Specific VL communication devised and sent regarding completion of AS survey Analysis of VL responses	Elizabeth Christopher, Director of Research & Knowledge Transfer	Responses analysed and reported to SAT	1/4/2020	Completed

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
66	Seek to implement the lessons learned from the 2020 Athena SWAN survey which will include VLs	VLs were not included in survey conducted for full AS application	Actions identified and included in University's full AS action plan	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher, Director of Research & Knowledge Transfer	University's full AS action plan updated with additional actions	1/4/2020	Completed
67	Review and improve Moodle and Portal pages for VLs (VL induction information)	This assessment highlighted that VL Moodle pages exist but may not be well utilised	Moodle pages updated Online orientation for VLs created on Portal Links to Moodle pages sent to all VLs and completion monitored	Kathryn Leighton, HR Manager – Development and Diversity Claire Blair, HR Manager – Resourcing and Business Support	Utilisation monitored - 80% of VLs to access the pages.	1/4/2020	New VL induction guidance in progress to be implemented in 24/25.
68	Invite a VL to become part of the University Athena SWAN Self-Assessment Team, with payment for attendance.	VL voice currently not represented on SAT.	Communication to all VLs asking for volunteers to become part of the SAT	Kathryn Leighton, HR Manager – Development and Diversity	VL identified and added to SAT, invited to meetings. VL issues brought to SAT meetings	1/4/2020	Ioana Lovin invited to join SAT

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
69	Hold a VL focus group to further explore results of survey responses and VL aspirations	To seek VL views on gender equality at the University. Recommendation of AdvanceHE	Focus group held	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher, Director of Research & Knowledge Transfer	University's full AS action plan updated with additional actions to support VL aspirations	1/9/2020	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time
70	Review VL end of contract reviews – content and timing	Recommendation of AdvanceHE	Review conducted	Sue Fisher, HR Manager – Policy and Casework	University's full AS action plan updated with additional actions	1/9/2020	Completed

Appendix 6: Athena Swan 2018 Action Plan (RAG)

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 3(viii) - Plans for the future of the self-assessment team							
1 H	Develop and obtain SMT approval for a strategy for AS local awards, which will: . identify whether applications will be at faculty or department level . a list of priority areas with timescales based upon more detailed analysis of data at local level . how resource will be identified to support more applications	Only one departmental award to date. Two other departments expressed interest, but have not progressed	Athena SWAN strategy with list of targeted local applications, timescales for application and target for awards Develop a plan for dissemination of the strategy to all staff and local leads identified	Adrian Lee, Senior Pro-Vice-Chancellor, University Secretary and Director of Legal Services	Clear mechanisms to resource applications Achieving the number of target awards identified in the strategy	Timetable and strategy development 1/8/18	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time See AP2024

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
2 H See	Promote and raise the profile of gender equality, promoting current good practice and AS actions	Anecdotal evidence from focus groups of lack of awareness amongst staff of the awards held, action plans etc.	Development of an annual communications plan, including initiatives such as "What's Athena SWAN to do with me?" slides on the plasma screens around campus, ensuring target audience is people of all genders Develop case studies to disseminate the impact of actions	Kathryn Leighton, HR Manager – Development and Diversity; (in liaison with Jayne Dodgson, Director of Corporate Communications and Richard Bengree, Director of MRA)	Publicity plan updated annually Increased engagement of staff with focus groups, AS surveys (response rate target 30%) and sharing of good practice between departments Increased attendance at the Diversity Festival	1/6/18	A promotional campaign featuring a range of posters highlighting the aims of AS profiled some of the positive actions taken to date and explained intentions going forward. 71% of respondents to the 2023 Culture Survey (CS2023) were aware of AS. Case studies: See AP2024

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
3 L	Add an additional allowance to the workload model to reflect responsibilities to University wide projects and include explicit reference to Athena SWAN SAT membership in the guidance	Currently there is no guidance on workload for Athena SWAN SAT members	New allowance and guidance to be included for recording activities in 2018/19 and for planning purposes in 2019/20	Jem Warren – Senior Project Manager (PVC Office)	New guidance implemented and representatives given time in workload	1/5/18	Since 2018, significant changes have been made to UoC's Workload Planning processes. Guidance is accessible on UoC's intranet, and reflects University project responsibilities, with explicit reference to AS SAT membership. Application of the guidance is monitored by the Workload and Data Manager and reviewed by SET annually. There is a consistent approach to recording outreach work. Analysis by gender has been reviewed by the SAT

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 4.1(i) - Academic and research staff data - Academic and research staff by grade and gender							
4 M	Develop a Career Pathways framework linked to job descriptions to provide greater transparency and stability in the person specifications used at higher grades to facilitate better career planning for individuals and succession planning for the University	Salary data - females are under-represented at grades above E1 Survey comments indicate some staff feel it is not clear what skills or experience is needed at higher grades	Establish working group to assist in development & implementation of the framework Framework of person specifications developed with improved links to PDP process Develop a plan for dissemination of the framework to staff via portal and through promotion & development workshops	Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	Increased proportion of females at E1 and above and changes to applicant profiles Survey feedback to indicate improved perceptions of the transparency of promotions processes (increase positive responses from 37% to 45%) and ability to plan career progression	1/8/19	Planned changes to University Faculty structures and Faculty Professional Services structure needed to be embedded before this could be actioned. Finalised and implemented in 23/24 See AP2024
5 M	Investigate the length of time in pay grade for gender & subject differences to establish if there are factors which slow or accelerate promotion	Salary data - females are over represented at TSR grades compared to those at E1 and above	Report data to Steering Group with recommendations Develop a communications plan for dissemination of the results to staff via portal, case studies & workshops	Kathryn Leighton, HR Manager – Development and Diversity	Increased proportion of females at E1 and promotions achieved more quickly Improved staff awareness demonstrated by survey responses	1/9/18	Data reviewed annually. Additional data requirements built into AP2024 The proportion of Academic women at E1 has not changed significantly since 2019 but the proportion of PTO staff at E1 who are women stands at 67% compared with 25% in 2019 (Table 1.4.3)

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
6 M	Investigate disproportionate gender representation in applications for professorial titles	Table 4.1.2 shows that there is a lower percentage of female professors (range 15-35%) than males and no Professors in 4 faculties	Report to Steering Group with recommendations Develop a plan for dissemination of agreed actions	Kathryn Leighton, HR Manager – Development and Diversity	Gender balance of professors more closely reflects the wider academic community, with a view to all faculties having staff with professorial titles	1/9/18	Data reviewed annually. Additional data requirements built into AP2024 See table 2.4.1 for gender balance of professors.
7 H	Repeat 'How to make professor' workshops and offer some with a gender focus and for specific discipline areas	Salary data - females are under-represented at E1 grade compared to TRS grades (52.9% [290.5] of the academic staff are female, but account for only 36.3% [38.3] of the staff at grade of E1 or higher)	Programme of promotion related workshops with gender /subject specific content for professorial appointments as part of the Learning & Development (L&D) Directory Annual high profile event as part of the Diversity Festival	Kathryn Leighton, HR Manager – Development and Diversity	Gender balance of professors more closely reflects the wider academic community Positive feedback on the workshops Improved AS survey responses about support for promotion (positive responses increase from 42% to 50%)	Publication of L&D calendar 31/7/18 Diversity Festival event annually in March	Diversity Festival 2019, 2020 and 2021 included the Making Professor series featuring a diverse range of inspirational Professors. See table 2.4.1 for gender balance of professors. See appendix 1, Culture Survey data for AS survey responses re views on promotion

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
8 H	Review content of Promotions workshops (relates to promotion from lecturer to senior lecturer) to include more general career development advice and run more frequently, respond to workshop feedback and ensure workshop links to the new career pathways framework (action 4)	Staff survey - men are significantly more likely to report they understand the promotion process and criteria (72.46% [48] vs. 56.39% [74] female) Staff survey comments suggests many staff do not understand the academic staff grade structures and promotion routes	Programme of promotion related workshops with gender /subject specific content	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development Sue Fisher – HR Manager (Employee Relations & HR Policy)	Positive feedback on the workshops Improved survey responses about support for promotion (positive responses increase from 42% to 50%) and understanding promotion processes (positive responses increase from 61% to 70%)	Publication of L&D calendar 31/7/18	Promotions workshops have been delivered annually (AP2018-8) and promotions data is available in table 1.8. *Managing Your Career* Guide is published on University Intranet alongside recordings of Making Professor See appendix 1, Culture Survey data for AS survey responses re views on promotion

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
9 H	Identify (via focus groups, survey etc.) what pre-promotion tools and support would be most valuable e.g. reviewing applications to identify strengths/ weaknesses & upskilling managers regarding supporting development	AS survey – 45% [94] respondents disagreed (cf. 42.5% [89] agreed) they had received support and encouragement from their department to apply for promotion	Survey & focus groups completed Report to Steering Group with recommendations Develop a plan for dissemination of recommendations and subsequent actions via portal, plasma screens, workshops Development of manager guide/relevant additional tools	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development Kathryn Leighton, HR Manager – Development and Diversity	Improved responses to AS survey indicating staff believe they are supported and encouraged to apply for promotion (positive responses increase from 42% to 50%) Improved gender balance across all grades Use of tools monitored with positive feedback	1/8/18	Published in the Managing Your Career Guidance and included in PDP training See appendix 1, Culture Survey data for AS survey responses re views on promotion See table 1.2.1 for gender balance across grades.
10 M	Investigate whether all promotion opportunities are advertised (including roles such as programme leader)	Salary data – females are over represented at lower grades Staff survey – females are less likely to agree that promotion processes are fair and transparent (35.34% [47] vs. 43.94% [48] male) and anecdotal evidence that staff perceive not all opportunities are advertised or that promotions are not always open, fair and based upon merit	Consultation & data gathering with Line Managers Report to Steering Group with recommendations Develop a plan for dissemination of good practice - which may include specifying the place and length of time that adverts need to open	Kathryn Leighton, HR Manager – Development and Diversity	Improved transparency over opportunities reflected in survey feedback (increase positive responses from 37% to 45%) Increased diversity of applicants for posts and roles	1/9/18	Changes in SET and Faculty structures rendered this action obsolete.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
11 H	Mandatory unconscious bias training for: . Senior Management Team, Promotions panel & staff members of Academic Titles Committee . Chair of appointment panels (including those appointing research staff) . All staff involved in REF selection processes . Line managers on indirect gender-related impacts on research through workload planning . All staff	Pronounced gender imbalances in some areas e.g. men in faculties of H&SC and E&CS (26.1% [38.76]) New criteria for Associate Professor post, therefore good practice to ensure no bias Under-representation of females amongst the research active staff and those submitted to REF2014	Development and delivery of training with positive feedback Face-to-face training for SMT/Promotions panel/Academic Titles, Chairs of appointment panels/REF selectors Online training for all staff via incorporation of unconscious bias in the mandatory Equality & Diversity training	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher - Director of Research & Knowledge Transfer (in relation to REF)	100% compliance for SMT/ promotion panel/ Academic Titles by August 2018 Increasing compliance for Chairs of appointment panels (50-75-100% over 3 years as training is renewed) 80% compliance of all staff within 3 years Profile of research active staff matches academic staff profile over the long term	1/6/18	2019: i, Training delivered to AS SAT team and all staff involved in REF. ii, Targeted UB sessions delivered to Marketing and Graphics and HR teams. iii, Diversity Festival 2019: Unconscious Bias conference with Dr Gurnam Singh, Coventry University 2021: Over 1,295 staff (73% of core staff) trained in Unconscious Bias as part of Race Equality training. Ongoing: Included as part of mandatory R&S training and in online EDI training which is mandatory for all staff (95% completion rate as at June 2024)

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
12 M	Develop a guide on the use of positive action statements and feature images in recruitment/ promotion – to increase the number of BME staff & encourage underrepresented gender to apply, depending upon the subject area/grade Evaluate whether the location of adverts may be contributing to disproportionate gender representation	Salary & staff data (figure 4.1.4) data – under-representation of female Heads of Department in the STEMM subjects [28.5% [11.9fte] female staff in STEMM senior roles (E1 and above) compared to 61.2% [103/6fte] at TRS3-6] and under-representation of AHSSBL staff at SMT [currently 0] Staff data (figure 4.1.7) – showing the low proportions of BME staff	Monitor the use of positive action statements and location of adverts and report to Steering Group Develop a plan to disseminate findings to staff via portal and plasma screens Development of new positive action statement for use in all University publication and advertisements Encourage use of pictures when advertising on jobs.ac.uk Consult with diverse groups during the development of the guide	Kathryn Leighton, HR Manager – Development and Diversity Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support	Guide available (monitor downloads) with increased use of positive action statements & feature images Collection and analysis of applicant data – with applicant data showing an improved gender/ethnicity balance Gender balance at HoD/Dean/SMT level more closely reflects the gender balance of the academic staff	1/9/18	Guide devised and published September 2019; awareness raising through R&S training which is mandatory for panel chairs. The Positive Action Guide (AP2018-12) utilisation is relatively low (average hit rates of 4p.m. 2022 and 6p.m. 2023
13 L	Monitor researcher applications and shortlists for disproportionate gender representation and seek benchmarking data from members of NW-AS network	Staff data – females are under-represented (24.4% [3.21FTE]) in researcher positions	Report to Steering Group and HR Excellence in Research Steering Group with recommendations as appropriate	Kathryn Leighton, HR Manager – Development and Diversity	Improved gender balance recognising benchmark data	1/9/18	Data reviewed annually. The proportion of women researchers increased from 45% (2019) to 71% (2023)

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
14 M	Modify and repeat the AS survey with improved suitability for researchers, including consultation with researchers to develop appropriate themes/questions	Survey data – some researchers commented that the survey questions were not suitable 19% response rate from researchers	Consultation with researchers and academic staff New condensed survey developed Survey rolled out every 2 years	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher, Director of Research & Knowledge Transfer	30% return rate Follow up focus groups to encourage reflection on answers	1/6/19 & 1/6/21 for survey	Other staff surveys such as Working Experiences during lockdown and Health and Wellbeing, with additional sources of consultation, were identified as more pressing than repeating the AS survey, alongside caution to avoid survey fatigue at a time when many staff were already experiencing increased work
15 L	Development of case studies for web pages to promote role models with wide range of diversity profiles	Staff data (figure 4.1.7) – showing the low proportions of BME staff	Development of case study document covering a range of diversity characteristics, to give a flavour of working at UoC Document available on external webpage with R&S documentation	Kathryn Leighton, HR Manager – Development and Diversity	Document developed & available online (monitor downloads) Recruitment data monitored annually to determine change – showing increased diversity	1/8/20	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time See AP2024

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
16 L	Assessment of images used in promotional materials to establish, where possible/ appropriate, representation of diversity (gender, disability, race plus status)	Staff data (figure 4.1.7) – showing the low proportions of BME staff	Analysis completed & report to Steering Group with recommendations Awareness training delivered to photographers and graphic designers	Ric Bengree, Director of Marketing Recruitment and Admissions Jayne Dodgson, Director of Corporate Communications	Greater diversity in staff profile Recommendations implemented & heightened ongoing awareness of the need to be representative in the use of imagery	1/9/19	Photography style guide created and published in December 2020

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 4.1(ii) - Academic and research staff data - Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender							
17 M	Investigate qualification requirements to establish the cause of disproportionate gender representation in fixed term contracts

Investigate why more females have fixed term contracts due to funding and understand the subject/faculty bias

Investigate gender split of staff in FTC posts that cease | Data on reasons for fixed term contracts (qualifications) shows a higher proportion 36.1% [42.2fte] of females have FTCs compared to males 22.4% [26.2fte]

Data from the LTI suggests that it is NOT related to the requirement to gain the PG Cert in L&T (50/50 split matches contractual obligations)

Data on reasons for fixed term contracts (funding) shows a higher proportion of females are affected 5.6% [6.5fte] compared to men 2.6% [3.1fte]

Faculty of Social Science is disproportionately affected (50% of all FTCs, 10.7% of the faculty staff) and also the Foundation School (15.4% of all FTCs but 50% of the school staff) | Conduct research project into the patterns of FTCs in each Faculty and Department, and gain a better understanding of why, for some, FTC may be a contract of choice – and how the University can support this choice

Report findings to Steering Group with recommendations | Carol Ann Giffin – Assistant Director of HR – Management Information Systems | Removal of disproportionate gender representation in FTCs for qualification & funding reasons and ameliorate any subject bias

Avoid unconscious bias in the processes which establish FTCs and support positive choices in contract types | 1/9/18 | Data reviewed annually.

Table 1.5.1 - The gender balance of staff on fixed term contracts is the same as on permanent, but there is now overrepresentation of female staff on casual contracts |

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
18 M	Establish a mechanism to create allowances within the workload model for completing qualifications to enable more rapid completion	Many FTCs are converted to permanent as soon as qualifications are completed, therefore quicker completion gives improved terms of employment	Ensure inclusion in workload allocation Monitor workload to ensure remission is taking place	Adrian Lee, Senior Pro Vice Chancellor	Establishment of a fair and transparent mechanism for parity across departments for the completion of qualifications Qualifications completed more quickly – with similar completion times for males and females	1/8/19	Established

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 4.1(iv) - Academic and research staff data - Academic leavers by grade and gender							
19 M	Review the exit interview process and questions to ensure that gendered issues (e.g. caring responsibilities) are adequately explored, collated and analysed In the light of better exit interview data, expand the question set in triennial staff survey to see how the issues identified by leavers are affecting current staff	Data on leavers, whilst not revealing any particular disproportionate gender representation, does not contain sufficient detail to capture gendered themes	Report exit interview outcomes to SMT on 6 monthly basis Promote via Portal the option to have an exit interview with HR (instead of line manager once removed) - as part of wider AS awareness raising Report to Steering Group on the results of the staff survey with recommendations Develop a plan to disseminate the findings of the survey and planned actions	Sue Fisher – HR Manager (Employee Relations & HR Policy) Carol Ann Giffin – Assistant Director of HR	Reports do not indicate gendered themes in reasons for leaving Feedback to managers on support available which may help to retain staff who are thinking of leaving	1/8/18	The following was added to the leavers' survey (AP2018-19): We are keen to improve the University's equality environment. Are there any issues (e.g. Caring responsibilities; equality related harassment; support for disabilities; etc) you would like to draw our attention to improve performance in this area? 22/23 reporting showed 64% of respondents stated 'No'/ didn't give a response. The free text comments have been analysed (table 2.2.2).

137

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.1(i) - Key career transition points: academic staff - Recruitment							
20 M	Improve monitoring of applicant & short-listing data and undertake trend analysis	Prior to this application, data on applicants & short-listing was not routinely monitored and analysed	Report to Steering Group with recommendations. Develop a plan to disseminate the findings as appropriate and incorporate into relevant training	Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support	No evidence that there is bias introduced through the various stages of the recruitment process. More diverse workforce	1/8/18	Ongoing monitoring. Following successful implementation of several data actions we have been able to further embed more detailed measures into this submission. Data related to this action is shown in data s6-7.
21 M	HR to record the reasons why starting salaries are sometimes approved above the lowest point of the grade – and analyse for gender differences	Data on starting salaries shows a small disproportionate gender representation in favour of males (£935pa per FTE)	Extended data set covering a longer period of time and with additional detail. Report to Steering Group with recommendations (e.g. where gender differences are found, develop a framework which makes a transparent link between qualifications & experience with grade)	Claire Blair, HR Manager – Resourcing and Business Support	Removal of disproportionate gender representation in starting salaries	1/9/18	Since 2018, HR have recorded the reasons why starting salaries are approved above the lowest point of the grade (AP2018-21). This has been analysed and no differences by gender were found, with the conclusion that starting salaries are applied consistently and fairly.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
22 H	Selection panel forms to prompt statements about how the appointment is making a positive contribution to D&E	Staff data – under-representation of females in senior roles, and low number of BME staff at all levels	Include interview questions about celebrating E&D as standard to encourage reflection of interviewers and interviewees Monitor comments on recruitment forms and report to Staffing & Development Forum and Steering Group as appropriate	Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support	Selection panel forms updated and used Greater engagement by panels in thinking about bias and improved diversity data over the long term	30/6/18	Documents amended and available on University Intranet
Section 5.1(ii) - Key career transition points: academic staff – Induction							
23 L	Establish a recent starters group (with changing membership) to act as focus group to discuss induction needs and experiences in order to collect evidence of good practice and identify gaps	Feedback on induction processes is incomplete and varies between subject areas	Group established Development of Induction guide for departments available via Portal (monitor downloads) & discussed at Staffing & Development Forum Revision and promotion of new starter intranet pages	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	Feedback on revised induction processes improved and with more consistency between subject areas	1/9/18	Incorporated into Online orientation and Chester Essentials programme (delivered monthly to new staff.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
24 M	Review departmental inductions and produce best practice guide for departments Identify induction champions at all sites to welcome new starter on first day Establish a mechanism to monitor satisfaction with induction processes	Focus group feedback reported departmental inductions were not effective	Best practice guide produced, published on Portal & disseminated to managers Induction champions identified, trained and utilised	Kathryn Leighton, HR Manager – Development and Diversity	Effectiveness of departmental induction reviewed in further AS survey and focus groups in 2 years	1/9/19	Improved induction work including checklists and guidance on induction buddies.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
25 M	Analyse take-up of University mentoring scheme by gender (& other protected characteristics) and collect feedback	A formal mentoring scheme was launched in January 2016, ten matches have been made (0.5% of all staff)	Report to Steering Group on establishing mechanisms to identify more senior academic mentors & greater diversity of mentors Develop a plan to publicise the programme more effectively, monitor uptake for diversity and respond to feedback	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	Increase the number of senior mentors recruited to twelve in the first instance	1/9/18	The University Mentoring Programme has been revised and is now informal; the formal scheme was too resource hungry and discouraged individuals becoming Mentors due to other priorities and workload pressures. Individuals are now invited to be a mentor as part of this informal scheme. Mentor Profiles are posted on Portal by staff group including: Aurora; Technicians; Researchers; Apprentices; PATs; Leadership Additional mentoring action in AP-2024

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.1(iii) - Key career transition points: academic staff - Promotion							
26 M	Hold focus group with staff who have chosen not to apply for promotion to establish personal reasons for not applying	Promotions data (5.1.1) – significant proportions of staff (between 33-67%) are choosing not to apply	Report and recommendations to Steering Group

Develop plan to disseminate the findings and proposed action | Sue Fisher – HR Manager (Employee Relations & HR Policy) | Reduced disproportionate gender representation in rates of application for promotion, and reasons for not applying are purely personal choice | 1/9/18 | Action adapted from a focus group to a questionnaire to determine why those eligible for promotion have chosen not to apply. Analysis did not indicate any patterns or gender bias. Promotions workshops have been delivered annually (AP2018-8) and promotions data is available in table 1.8.

Table 1.8.2 shows data on application rates for promotion.

AP2024-1.3.1 for remedial action. |
| 27 M | Make Promotions workshop available online to improve access for PT staff and include information on preparing a good application and "myth busting" | Promotions data (5.1.1) - fewer PT staff apply (part-time staff are almost twice as likely not to apply for promotion as full-time) | Timetable of sessions developed and delivered

Statistics monitored & reported to Staffing & Development Forum and Steering Group | Sue Fisher – HR Manager (Employee Relations & HR Policy) | 100% of eligible applicants have been given all relevant promotions information

No difference between application rates for FT and PT staff | 1/9/19 | Promotions workshops recordings and materials are available on University Intranet |

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
28 M	Develop a guide for staff on flexible working and job sharing options and policies available, with case studies and specific content relating to flexible working in senior positions Ensure reference to male staff seeking flexible working, making it clear it is not exclusively for women	AS survey – several comments relating to incompatibility of family commitments and increased workload associated with promotion AS survey comments – some staff feel there lacks clarity around flexible working options Anecdotal evidence and comments from AS survey indicate staff do not believe job sharing/ flexible working is possible/feasible in senior roles	Development and publication of guide via Portal (monitor downloads) Establish data set on job sharing in senior roles & develop case studies to demonstrate how job sharing/flexible working can work successfully	Kathryn Leighton, HR Manager – Development and Diversity	Greater take up of flexible working in senior roles and reduced disproportionate gender representation in flexible working data More positive comments in future AS survey about flexible working options and reduced perceptions of the barriers it might create (reduce perceptions of barriers from 27% to 20%)	1/2/19	Managing Remote working guide and Flexible Working Policy are available on Portal and reference working from home. Working from Home policy is also available Covid and normalisation of working from home rendered questions in future AS survey about flexible working options obsolete.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
29 M	SMT to discuss setting guidelines around the scheduling of meetings (and provisions to 'attend' remotely) to ensure that caring and other responsibilities are respected and encourage Faculties to discuss how the guidelines might be implemented locally	AS survey – several comments relating to incompatibility of family commitments and increased workload/long hours associated with promotion	Report to Steering Group on the outcome of discussions and the development of guidelines Develop a plan to disseminate guidelines	Adrian Lee, Senior Pro Vice Chancellor	Feedback from future AS survey suggests that fewer individuals perceive that promotion is associated with extended hours AS survey shows increased proportion of staff report departmental meetings being held at times they can attend (increase from 70% to 80%)	1/6/18	The pandemic allowed a more flexible approach to work location/ meeting attendance (AP2018-29). CS2023 showed 67% of respondents were working a blend of home/office, 12% worked from home all/most of the time and 21% worked from the office all/most of the time. A disproportionate number of those who work a blend or entirely from home are women (70%), whilst a proportionate number (50%) were carers/parents.
30 M	Invite anonymous feedback online on perceptions of transparency and fairness in the promotions process and invite willing respondents to participate in a focus group	Survey shows 52.7% of respondents disagreed that the promotions process was "transparent and fair"	SMT Blog inviting feedback Develop a plan to disseminate the feedback and proposed actions	Adrian Lee, Senior Pro Vice Chancellor	Blog developed Survey available and completed Improvement in staff perception in next AS staff survey (increase positive responses from 37% to 45%)	1/8/18	Questionnaire as per action 26.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
31 H	Promotions panel agenda to include item which directs panel's attention to the Diversity and Equality aspects of the appointment	Promotions data – females have higher rate of being unsuccessful	Revised promotions agendas	Sue Fisher – HR Manager (Employee Relations & HR Policy)	Equal ratio of successful to unsuccessful applicants by gender	1/8/2018	Standard agenda item added with effect from 2019

Table 1.8.1 shows ratio of successful to unsuccessful applicants by gender |
| Section 5.1(iv) - Key career transition points: academic staff – staff submitted to the Research Excellence Framework (REF) by gender | | | | | | | |
| 32 M | Targeted mentoring/training aimed particularly at women in research careers (e.g. grant writing and producing outputs) | Under-representation of women amongst the research active staff and those submitted to REF2014

RKTO grant database indicates that whilst 51% of grant/contract applicants are female, they account for only 43% of applications (average of 3.2 vs 4.5 for male PIs)

In the AS staff survey females report disadvantage in access to funding (37 (18%) respondents believe women are disadvantaged) | Milestone at REF2021: research active staff to be at least 45% female (up from 37%)

Maintain grant/contract application rate from women at 50% of total but increase the average number of applications to equal males | Elizabeth Christopher, Director of Research & Knowledge Transfer | Gender profile of research active staff matches academic staff profile over the long term

AS survey responses report improved perceptions of access to funding for women (disadvantage down from 37% to 30%) | 1/8/2018 | The new mentoring programme Sharing Academic Practice Experience (SHAPE) has been implemented (2022) and links experienced individuals involved in teaching or research with early career colleagues, to provide guidance and support. Whilst take-up by gender has been monitored (table 2.6.2), AP2024-1.2.3 will analyse impact. |

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
33 M	Optional training for individuals who have entered academia from other professional backgrounds (or are re-engaging with research)	Research activity levels are generally lower in the 'professional' faculties of Health & Social Care and Education & Children's Services (where women are in the majority), and in some other departments	Training developed & delivered, with positive feedback, and attendance monitored For those who wish to engage in research, increased levels of grant applications and academic publications suitable for REF	Elizabeth Christopher, Director of Research & Knowledge Transfer, to identify senior professorial staff in each Faculty to undertake	Profile of research active staff matches academic staff profile over the long term across the institution and at local level	1/8/18	Structural changes at SET level affected this action.
Section 5.3(i) - Career development: academic staff - Training							
34 M	Develop programme and module leader training & monitor for gender balance and monitor workloads	The AS survey showed that females disproportionately believed that they needed "management skills" training (50 [10%] respondents thought they would benefit – of these, 39 [78%] were female) Training relevant to module and programme leadership would be most beneficial for staff at lower TSR grades (predominantly female) and should increase promotion through TSR grades before seeking promotion to senior positions	Training developed for programme and module leaders Report to Steering Group on gender balance recorded in workload for programme/module leadership	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development to lead with input from Registry; AQSS; FMGs/ BOS HoDs to ensure implementation and workload monitoring	Improved AS survey responses in relation to the need for management skills training (a reduction - below 10% - in the percentage who are seeking management skills training that they perceive is not available)	1/8/18	Programme Leader information available on intranet Improved management development programmes open to all

146

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
35 M	Develop a promotion guide for staff and managers linked to Career Pathways framework & promotions workshop which helps to identify the most relevant training and support mechanisms for career progression	The AS survey showed that women report more unmet need for "careers advice which is not available in their department" (55 [11%] respondents identified this need, and of these 43 [78%] were female)	Development of guide, available via Portal (monitor downloads) Modification to PDP process and guidance to include this information specifically	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development Kathryn Leighton, HR Manager – Development and Diversity	Improved response in next AS survey regarding availability of careers advice in their department (increase from 7% to 15%)	1/8/18	Managing your career guide developed and available on intranet Planned changes to University Faculty structures and Faculty Professional Services structure needed to be embedded before this could be actioned. Finalised and implemented in 23/24 Actions on career development addressed in AP2024
36 M	Further investigation via focus groups into the reasons why women perceive disadvantage in access to career development opportunities to identify possible solutions – e.g. whether related to working patterns	The AS survey shows 51 [25%] respondents believed women to be significantly or slightly disadvantaged in access to career development – a view more widely held by female part-time staff	Focus groups held Findings reported to Steering Group with recommendations Action taken to address any issues within UoCs control by policy revision	Kathryn Leighton, HR Manager – Development and Diversity	Decrease in % of respondents who perceive this disadvantage from 25% to 20%	1/12/18	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
37 L	Development of in-house networking programme and regional networking programme with other NW HEIs	The AS survey comments pointed toward a need for improved networking opportunities (30 (14%) believed networking not already available would benefit their career development)	In-house networking programme developed Inter-University networking group established with other North West HEIs	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher, Director of Research & Knowledge Transfer	AS survey responses indicate the networking need improved (decrease from 14% to 10%)	1/8/21	Very successful staff networks (Men's, Women's, Carers', Parents', Menopause networks) and staff groups (neurodiversity, REACH, LGBTQ+, disabled staff groups) for networking and with other HEIs via Aurora and Diversifying Leadership participation.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.3(ii) - Career development: academic staff – Appraisal/development review							
38 H	Establish working group to consider how PDPs should relate to workload and development objectives and develop appropriate guidance for managers and staff	AS survey – 82 [16%] respondents said they were encouraged to undertake training whilst 43 [8.4%] said they were not encouraged to undertake activities to strength their CV	Revised guidance and procedures for PDPs and workload allocation	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	Survey indicates improved satisfaction with the usefulness of PDP (increase in positive responses on discussion of career progression in PDP from 57% to 65% and discussion of workload in PDP from 54% to 60%)	1/8/18	PDP review project undertaken and actions implemented 23/24 during the academic year
		100 [20%] believed their career development would benefit from sabbaticals/research leave	Guidance from RKTO to include how additional resource to support research leave might be sought	Nicola Armstrong – Head of Research & Knowledge Transfer Office	Increase participation in PDPs (increase from 52% to 80% over three years)		PDP completion rates remain low – AP2024-3.1.3 addresses this.
		Several comments regarding development options limited by workload			Increased number of grant applications which would support research leave		
		Focus group identified a long lead time between PDP discussions and workload due to timetabling processes					

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
39 H	Develop training for managers on the PDP process, including information on flexible working options, promotions processes	AS survey – many respondents made comments around the PDP being a "tick box" exercise, not useful; or did not relate to workload	Development and delivery of training Include guidance on flexible working in PDP guidelines Monitor participation rates and feedback	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	AS survey indicates improved satisfaction with the usefulness of PDP (increase in positive responses on discussion of career progression in PDP from 57% to 65% and discussion of workload in PDP from 54% to 60%) Increase participation in PDPs (increase from 52% to 80% over three years)	1/8/19	PDP review project undertaken and actions implemented 23/24 during the academic year PDP completion rates remain low – AP2024-3.1.3 addresses this.
40 M	Undertake monitoring of PDP completion rates through the revised online system. Explore non-compliance with PDR with a view to identifying any gender dimensions which influence engagement with the PDR process and implement any necessary action	Survey – 164 [77.7%] respondents reported having a PDP within the last 12 months; 15 [7%] reported not having a PDP in the previous two years, however HR data indicates a 52% completion rate across all staff in 2016/17	Report on completion rates within clearly defined reporting periods to Steering Group, SMT and line managers Reporting needs to take account of absences such as maternity leave/long term sickness	Julie Mulliner Assistant Director of HR – Leadership and Organisational Development	Improve reporting of participation in PDPs in HR data (increase from 52% in 2016/17 to 80% over three years)	1/8/18	PDP review project undertaken and actions implemented 23/24 during the academic year Regular reporting on completion rates to SET PDP completion rates remain low – AP2024-3.1.3 addresses this.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.3(iii) - Career development: academic staff – Support given to academic staff for career progression							
41 H	Monitor applications for the new Associate Professor title for biases – including gender, race, FT/PT staff and subject area (by Faculty & department)	Staff data (see section 4) shows females are under-represented at E1 and above. The new associate professor titles will act as a stepping stone to full professor. New criteria, therefore good practice to undertake Equality Analysis of process	Report to Staffing & development Forum with recommendations and to Steering Group as appropriate	Adrian Lee, Senior Pro Vice Chancellor	Monitoring data shows no disproportionate gender representation in associate professor roles Over the long term, proportion of female staff at E1 and above is more closely representative of the academic staff profile overall	1/5/18	Data reviewed annually. Additional data requirements built into AP2024 See tables 2.4 for AP and Professor data.
Section 5.5(iv) – Maternity Return rate							
42 L	Contact staff who decide not to return to work following maternity/ adoption/ shared parental leave to establish reasons	Although the return rate is good (typically 80-100%) the University would like to ensure the choice not to return does not reflect an adverse view of UoC	HR team guidance updated to include phone call to non-returners. Annual report to Steering Group	Sue Fisher – HR Manager - Employee Relations & HR Policy	Return rate remains high	1/8/18	Return rate is high Women who decide not to return to work following maternity leave are contacted by HR to establish reasons. Analysis of this data indicates that not returning does not reflect an adverse view of UoC (AP2018-42).

| 43 L | Enhance the package of support for staff returning from maternity/ adoption/ shared parental leave | Feedback from focus group that discussion with returning staff might add new perspectives & suggestions | Development of additional resources highlighting the skills and value of women returners as role models and mentors; development of maternity coaching provision; promotion of mentoring scheme | Kathryn Leighton, HR Manager – Development and Diversity | Return rate remains high and feedback indicates returning as a positive experience | 1/8/20 | Return rate is high Gender Grant bid to meet this aim applied for and was unsuccessful.

In collaboration with the Parents' Network, the package of support for staff returning from family leave (AP2018-43) has been enhanced through development of Family Leave checklists and managers' guide.

Since the Family Leave Policies webpage was created in 2021, the average number of views per month has increased considerably (from 32 in March-December 2021 to 75 in January-October 2023).

As part of Diversity Festival 2020, coaching was offered specifically for those |
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Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
							returning from family leave (AP2018-43). The success of this session has led to the inclusion of in-house coaching as part of the OD Team's portfolio.
Section 5.5(v) - Paternity, shared parental, adoption, and parental leave uptake							
44 M	Promote paternity, shared parental, adoption, and parental leave options via Portal (targeted at academic staff and men) and collect feedback on provision via survey (including reasons for not taking up options)	Low take up rates of some schemes especially amongst academic staff (table 5.5.2)[73% of leave instances occur for professional services staff who account for 63% of all staff]	Feedback from survey to Steering Group and develop a plan for dissemination of results & actions	Kathryn Leighton, HR Manager – Development and Diversity	Changing patterns of leave uptake over time	1/8/19	Whilst we have promoted paternity, shared parental, adoption, and parental leave options (AP2018-44,49), data shows that only three members of staff have taken shared parental leave since 2018, taking on average one month of leave. See AP2024.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
Section 5.5(vi) - Flexible working and managing career breaks - Flexible working							
45 M	Hold focus group to explore in more detail the reasons why staff perceive flexible working will slow down progression	Survey – 103 (53%) respondents believe that working flexibly would slow down progression	Report & recommendations to Steering Group Disseminate findings via portal & inform development of flexible working guide (action 30)	Kathryn Leighton, HR Manager – Development and Diversity	Improve feedback from survey indicating reduced perceptions of disadvantage from flexible working (speed of progression down from 53% to 40%; negative effects on career down from 28% to 20%)	1/8/18	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time
46 L	Monitor the impact of policies relating to attendance on site	AS survey comments on the need to "report in" and negative manager attitudes to working from home, and how morale and productivity might be boosted by allowing more flexibility and home-working	Report to Steering Group with recommendations Plan to disseminate policies ensuring staff understand the context and how to make the policies work at individual level	Adrian Lee, Senior Pro Vice Chancellor	Improve feedback from survey indicating improved perceptions of attendance /home-working policies	1/8/20	Working from Home policy available and embedded practice following pandemic.
Section 5.5(vii) – Childcare							
47 M	Review flexibility of UoC nursery provision e.g. could strict half day be more flexible	Comments from focus groups regarding lack of flexibility in UoC nursery provision for half days	Report to Steering Group with recommendations Disseminate findings to staff via portal and promote a range of options	Kathryn Leighton, HR Manager – Development and Diversity	Improve feedback from survey around flexibility of nursery provision	1/3/19	This was reviewed but it was not possible to allow more flexibility.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
48 M	Analyse responses to questions in current staff survey regarding staff with caring responsibilities	Survey data on staff perceptions of damage to career from part-time & flexible working	Report & recommendations to Steering Group Disseminate findings via portal	Carol Ann Giffin – Assistant Director of HR – Management Information Systems	Survey responses indicate less disadvantage is perceived from part-time/flexible working	1/6/18	Relevant information from the University staff survey presented at SAT on 14/12/18. It was agreed that a clear definition of caring responsibilities would be needed in the next survey. Caring responsibilities data was gathered in CS2023
Section 5.5(ix) - Caring responsibilities							
49 L	Promote availability of carers leave	Comments from focus group regarding availability of carers leave – not widely known	Development and delivery of training to support the Family Leave Guide Advertise training and guide on Portal Add online training sessions for staff and managers	Kathryn Leighton, HR Manager – Development and Diversity	Take up of training Survey comments indicate more staff understand the full range of flexible working options	1/8/19	A detailed Carers In Employment guide has been developed and is available on University intranet. Carers network is working very well and Carer's Week events are arranged annually in June.
Section 5.6(i) - Organisation and culture – Culture							

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
50 H	Review and report Staff Survey 2018 data by gender and STEMM/ AHSSBL split	To improve visibility and transparency of results and allow issues identified with a subject bias to be addressed at local level if appropriate	Data reviewed and actions developed	Carol Ann Giffin – Assistant Director of HR – Management Information Systems	Enhanced transparency across UoC	1/8/18	Relevant information from the University staff survey presented at SAT on 14/12/18.
51 M	Deliver bystander intervention training	Focus group feedback that staff are not confident in responding to incidents of discrimination	Training developed and delivered	Kathryn Leighton, HR Manager – Development and Diversity	Staff report feeling more confident that they would know how to respond	1/8/20	Bystander Intervention Training - delivered as part of Diversity Festival annually (2019-2023)
Section 5.6(ii) - Organisation and culture – HR Policies							
52 L	Improve awareness of Dignity & Respect Advisers and Mediation Service	Staff survey reported only 50% staff were aware of mediation service	Better publicity of service	Kathryn Leighton, HR Manager – Development and Diversity	Increased % in future staff surveys are aware of the service	1/8/20	73% of CS2023 respondents confirmed they know how to report bullying and/or harassment. Additional actions in this area in AP2024.
Section 5.6(v) - Organisation and culture - Representation of men and women on influential institution committees							

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
53 H	Each Committee (Council committees, Senate and Senate committees) to appoint deputy chair – and ensure that Chair and Deputy are not of the same gender and review Chairing Responsibilities of each SMT member	All Chairs of the most influential University Committees are currently male	Deputy Chairs appointed Female SMT members appointed to Chair influential committees	Adrian Lee, Senior Pro Vice Chancellor to inform all Committee Chairs	Improved gender balance in Chairs of most influential committees	1/8/18	Embedded
54 M	Change requirement for Faculty Representatives to be full time on Senate and its Committees & inform Deans who decide in line with individuals' workload commitments	Senate Faculty representatives have to be full time leading to over double the number of males nominated	Changes to nominations of faculty representatives	Adrian Lee, Senior Pro Vice Chancellor	Improved gender balance in faculty representatives on Senate and University-wide committees	1/8/19	Embedded

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
55 H	Committee membership and chairing responsibilities to be reviewed annually at the start of new academic year	All Chairs of Influential University Committees are male 3 council committees have a majority of female members cf. 8 with male majority Senate membership is 28% female Senate committees – all but two have female minority membership of 42-45%	Revised membership and Chairing responsibilities	Adrian Lee, Senior Pro Vice Chancellor	Improved gender balance across all University-wide committees	1/8/18	Embedded
Section 5.6(viii) - Organisation and culture – Workload Model							

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
56 H	Conduct a gender analysis of workload planning data	122 (60%) respondents to AS survey disagreed/ strongly disagreed that their department had a clear and transparent way of allocating workload	Report to SMT, recommendations to be shared with Steering Group Plan to disseminate findings	Fiona Jones, Project Officer, HR and Jem Warren – Senior Project Manager (PVC Office)	Data indicates no systematic discrimination in workloads, and that overall, workload is distributed fairly	1/5/18	Since 2018, significant changes have been made to UoC's Workload Planning processes. Guidance is accessible on UoC's intranet, and reflects University project responsibilities, with explicit reference to AS SAT membership. Application of the guidance is monitored by the Workload and Data Manager and reviewed by SET annually. There is a consistent approach to recording outreach work. Analysis by gender has been reviewed by the SAT
57 M	Research ways to improve perceived transparency and fairness of the workload planning model	122 (60%) respondents to AS survey disagreed/ strongly disagreed that their department had a clear and transparent way of allocating workload	Review changes of perception in survey	Elizabeth Christopher	Reduced proportion disagreeing with this statement (down from 60% to 50%)	1/8/18	25% disagreed that their department had a clear and transparent way of allocating workload in CS2023

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
58 L	Name a significant new building after key female in University history or linked to female students (or similar)	Few major buildings named after females	Nominations sought and consultation on possible names	Tim Wheeler - Vice Chancellor	New building named	1/8/18	Pre-2018, all UoC main buildings were named after previous Principals (thus all male names). There are now buildings named after former Deputy VC/Dean Dorothy Marriss and former Dean/Deputy VC/UCS Provost Anna Sutton; as well as Sarah Parker Remond, a prominent US anti-slavery and women's rights campaigner.
59 M	Feature role model profiles (e.g. the Public Orator) on external website as part of recruitment process	No role model profiles used during recruitment process	Role models developed & uploaded to website (monitor downloads)	Stephanie Blythe, Assistant Director of HR – Resourcing and Business Support Kathryn Leighton, HR Manager – Development and Diversity	Enhanced diversity of staff (and students) over the long term	1/8/20	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
60 M	Invite nominators for honorary graduates via Portal & highlight the desire to represent diversity	Lower % of female honorary graduates (between 20% and 37% female over last 3 years)	Nominations considered show increased diversity of gender and ethnicity	Debbie Newns, Graduation Administrator	Greater proportion of female and BME honorary graduates identified and awarded	1/8/18	Honorary graduates: 2018: 44% female 2019: 32% in 2019 2020/21: (affected by pandemic) 2022: 47% Female 2023: 43% female
Section 5.6(x) – Organisation and culture - Visibility of role models							
61 H	Review marketing strategy/materials & gender balance of professional staff for marketing/ outreach activities aimed at recruiting more males for programmes where they are under-represented e.g. nursing, primary teaching, social work etc.	Male student nurses (UoC 9.6%; 11.6% nationally) Male social work students (UoC 13%; 13.6% nationally) 27% of UoC ITE students are male (Primary & Early years 20%; Secondary 34%) (HESA 2016/17 data set for students studying Education - 23% male)	Revised marketing materials/strategy & more gender balance in staff under-taking outreach/marketing activities	Ric Bengree, Director of Marketing, Recruitment and Admissions	UoC in a leading position with regards to increasing male students in subjects where they are currently under-represented	1/8/18	Several male nursing student and staff role models participate in interviews, open days and outreach events, sharing their own experiences. The proportion of students on Nursing and Social Work programmes who were men increased from 14.3% in 2019/20 to 16.2% in 2022/23.

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
62 M	Ensure SMT blogs feature female SMT members personally and professionally	Focus group feedback that SMT blogs should increase the voice of female staff Only 2 of 9 blogs (Aug 17-Apr 18) from females	Blogs featuring female SMT members to increase to 40%	Adrian Lee, Senior Pro Vice Chancellor	All members of SMT to post blogs with improved gender balance	1/8/18	Significant shift in gender breakdown of SET since last submission. VC is featured regularly as a female role model and a woman with children. The Women's Network continues to focus on development and recently featured SET role models with children, discussing their career journeys and leadership top-tips.
Section 5.6(xi) – Organisation and culture – Outreach							

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
63 H	Develop consistent approach to recording outreach work on workload allocation software Produce information for staff which explains why this data is important	Anecdotal evidence that females believe they are given more work relying on "soft" skills, which leads to disproportionate workload in outreach (and student support)	Workload allocation model includes specific allowances for outreach activity Information available to staff	Fiona Jones, Project Officer, HR Jem Warren – Senior Project Manager (PVC Office	Improved perceptions in future AS survey that workload allocation is fair and transparent whilst supporting outreach activities for subjects with strong gender imbalance in student numbers	1/8/19	Since 2018, significant changes have been made to UoC's Workload Planning processes. Guidance is accessible on UoC's intranet, and reflects University project responsibilities, with explicit reference to AS SAT membership. Application of the guidance is monitored by the Workload and Data Manager and reviewed by SET annually. There is a consistent approach to recording outreach work. Analysis by gender has been reviewed by the SAT
Addition 2020 – Visiting Lecturers							

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
64	Encourage VLs to complete University-wide staff survey and analyse results of VL responses to identify issues	This assessment highlighted that VL response rates to staff surveys are not analysed independently due to low numbers.	Specific VL communication devised and sent regarding completion of staff survey Analysis of VL responses requested from Capita	Carol Ann Giffin – Assistant Director of HR – Management Information Systems	Increase in VL response rate to staff survey Action plan incorporates actions in response to VL issues	1/4/2021	No full staff surveys have been undertaken since 2018. No specific targeting was done for CS2023 and responses in CS2023 from part time staff, Visiting Lecturers (AP2018-69) and staff on temporary and casual contracts were significantly underrepresented. See AP2024
65	Expand Athena SWAN survey to cover VLs and analyse results of VL responses to identify issues	VLs were not included in survey conducted for full AS application	Specific VL communication devised and sent regarding completion of AS survey Analysis of VL responses	Elizabeth Christopher, Director of Research & Knowledge Transfer	Responses analysed and reported to SAT	1/4/2020	Completed

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
66	Seek to implement the lessons learned from the 2020 Athena SWAN survey which will include VLs	VLs were not included in survey conducted for full AS application	Actions identified and included in University's full AS action plan	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher, Director of Research & Knowledge Transfer	University's full AS action plan updated with additional actions	1/4/2020	Completed
67	Review and improve Moodle and Portal pages for VLs (VL induction information)	This assessment highlighted that VL Moodle pages exist but may not be well utilised	Moodle pages updated Online orientation for VLs created on Portal Links to Moodle pages sent to all VLs and completion monitored	Kathryn Leighton, HR Manager – Development and Diversity Claire Blair, HR Manager – Resourcing and Business Support	Utilisation monitored - 80% of VLs to access the pages.	1/4/2020	New VL induction guidance in progress to be implemented in 24/25.
68	Invite a VL to become part of the University Athena SWAN Self-Assessment Team, with payment for attendance.	VL voice currently not represented on SAT.	Communication to all VLs asking for volunteers to become part of the SAT	Kathryn Leighton, HR Manager – Development and Diversity	VL identified and added to SAT, invited to meetings. VL issues brought to SAT meetings	1/4/2020	Ioana Lovin invited to join SAT

Reference & Priority*	Planned action /objective	Rationale	Key outputs & milestones	Person responsible	Success criteria & outcome	Timeframe (start date)	Updates/ status
69	Hold a VL focus group to further explore results of survey responses and VL aspirations	To seek VL views on gender equality at the University. Recommendation of AdvanceHE	Focus group held	Kathryn Leighton, HR Manager – Development and Diversity Elizabeth Christopher, Director of Research & Knowledge Transfer	University's full AS action plan updated with additional actions to support VL aspirations	1/9/2020	The pandemic and lockdown caused excess work and stress for so many that the action was deemed inappropriate during this time
70	Review VL end of contract reviews – content and timing	Recommendation of AdvanceHE	Review conducted	Sue Fisher, HR Manager – Policy and Casework	University's full AS action plan updated with additional actions	1/9/2020	Completed