



## **Institution Application** Bronze and Silver Award



## ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

## ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

## COMPLETING THE FORM

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver
<b>Word limit</b>	<b>10,000</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the institution	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

Section	Page	Recommended word limit	Actual word count
1. Letter of endorsement	6	500	500
2. Description of the institution	8	500	487
3. Self-assessment process	12	1000	874
4. Picture of the institution	16	2000	1917
5. Supporting and advancing women's careers	27	5500	6264
6. Supporting trans people	59	500	346
7. Further information	60	500	76
<b>Total</b>		<b>10,500 (Bronze)</b>	<b>10464</b>

## List of abbreviations

Abbreviation	Full term
AHSSBL	Arts, Humanities, Social Science, Business and Law
AS	Athena SWAN
AM	Academic Manager
BoG	Board of Governors
CEG	Chief Executive's Group
CPAD	Continuing Professional Academic Development
D&R	Dignity and Respect
ECR	Early Career Researcher
E&D	Equality and Diversity
EDI	Equality, Diversity and Inclusion
EIA	Equality Impact Assessment
EO	Equality Office
ERGN	Employment, Remuneration Governance and Nominations Committee
GNT	Gender-Neutral Toilet
HoD	Head of Department
HR	Human Resources
HRBP	Human Resources Business Partner
HREIR	Human Resources Excellence in Research
HSU	Hertfordshire Students' Union
JNCC	Joint Negotiating and Consultative Committee
LTIC	Learning and Teaching Innovation Centre
OVC	Office of the Vice Chancellor
OWP	Outreach and Widening Participation - check
PDU	People Development Unit
PL	Principal Lecturer
P&T	Professional and Technical Staff
RC	Research Committee
REC	Race Equality Charter
RO	Research Office
SAC	School Academic Committee
SAT	Self-Assessment Team
SBU	Strategic Business Unit
SEEC	Student Education Experience Committee
SEG	School Executive Group
StaffNet	University staff intranet system
STEMM	Science, Technology, Engineering, Mathematics and Medicine
StudyNet	University student intranet system
SU	Students' Union
UCU	University and College Union
UH	University of Hertfordshire
UNISON	Public Service Union
VC	Vice Chancellor
VL	Visiting Lecturer
VPN	Virtual Private Network
WASS	Widening Access and Student Success
WPN	Working Parents' Network

<b>Name of institution</b>	University of Hertfordshire	
<b>Date of application</b>	May 2018	
<b>Award Level</b>	<b>Bronze</b>	
<b>Date joined Athena SWAN</b>	2012	
<b>Current award</b>	<b>Date: April 2015</b>	<b>Level: Bronze</b>
<b>Contact for application</b>	<b>Helen Davidson</b>	
<b>Email</b>	H.Davidson2@herts.ac.uk	
<b>Telephone</b>	01707 284804	

### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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



## University of Hertfordshire

Office of the Vice-Chancellor

16 May 2018

Sarah Dickinson Hyams  
Athena Swan Manager  
Head of Equality Charters  
Equality Challenge Unit  
7th Floor, Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

Dear Sarah,

I am delighted to give my full support to the University of Hertfordshire's Athena SWAN (AS) Bronze submission, which is the result of vast engagement and effective team-working across academic Schools and professional departments throughout the University. I can confirm that the information presented in this application (including qualitative and quantitative data) is an honest and accurate representation of the institution.

My personal and professional commitment to equality, diversity and inclusion (EDI) is reflected in dedicated and visible leadership. As part of a dual-career family, and father of four children (three girls), the challenges women continue to face in advancing their careers in HE is something with which I can readily identify. I speak at many of our events and I look forward to welcoming female students to our 'Girls in Engineering' event this summer, which has been funded by a £15,000 outreach investment. I've also been personally responsible for overseeing actions in response to our University-wide staff survey and in addressing the gender pay gap, having led information sessions and met with Deans to discuss results and develop actions as part of a clear strategic objective.

We have identified the integration of AS principles and achievement of awards at institutional and School-level as a key objective within the People strand of our Strategic Plan. We are incredibly proud of our AS journey to date, with 8 of our academic Schools having achieved Bronze awards and many working towards Silver. Our aim is for all 10 Schools to hold awards by 2019. Our central Self-Assessment Team has uncovered many insights into the context in which women and men operate across the University, identifying both areas where we can draw encouragement from our existing practices as well as insights into where we can improve.



Office of the Vice-Chancellor University of Hertfordshire Hatfield Herts AL10 9AB UK  
A Charity Exempt from Registration under the Second Schedule to the Charities Act 1993

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Much has been achieved over the past few years and AS activity has become a deeply embedded element of our structure. The establishment of EDI teams at School-level has enhanced a broader and more intersectional understanding of gender equality. We are actively progressing Equality Objectives to increase the number of women and BAME staff at senior levels, for example through introducing a new Associate Professorship route in 2018. We held a series of workshops (attended by a predominance of women) delivered by our Deputy Vice-Chancellor, and thus far 10 women and 10 men have been shortlisted for interview. I mentor two women through the Aurora programme and I have ensured all of the senior team take on mentoring responsibilities for women who aspire to leadership roles.

We are at the same time not complacent to the challenges that lie ahead as we work towards Silver in 2022, which are addressed in our ambitious action plan. This includes guaranteeing appraisal is adequately meeting staff needs, ensuring that the right to request flexible working is consistently promoted to all staff at all levels and addressing issues relevant to professional and technical staff. We are motivated and confident this will be achievable given our commitment to equal opportunities for all.

Yours sincerely,



Professor Quintin McKellar CBE  
Vice-Chancellor

## 2. DESCRIPTION OF THE INSTITUTION

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

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

- (i) information on where the institution is in the Athena SWAN process
- (ii) information on its teaching and its research focus
- (iii) the number of staff. Present data for academic and professional and support staff separately
- (iv) the total number of departments and total number of students
- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

The University of Hertfordshire (UH) is a leading post-92 Institution (Alliance Group) with practitioner-influenced research and teaching. Our vision is to be internationally renowned as the UK's leading business-facing university. This is supported by our challenging and progressive Strategic Plan, which places People as the centre strand. Our objectives are based on values of ambition and enterprise that are achieved in a friendly, collegiate environment where the positive transformation of the lives of our students is our core purpose. A UH student embodies the University's Graduate Attributes: professionalism, employability and enterprise; learning and research skills; intellectual breadth, depth and adaptability; respect for others; social responsibility and global awareness. These attributes ensure that they stand out in the workplace, enhancing their career aspirations and conferring high employability.



We achieve this by:

- Combining traditional teaching methods by top academic staff with digital resources;
- Teaching courses that are all designed with the input of business and professional bodies;
- Offering a vibrant multicultural campus;
- Offering students valuable work experience in research, business or industry before their final academic year.

Our research is focused across six themes reflecting our interdisciplinary strength in some of the key global challenges of the 21st century: Food, Global Economy, Health and Wellbeing, Heritage, cultures and communities, Information and security, and Space.

We gained an Athena SWAN (AS) Bronze award in 2015 and are determined and committed to continue our work in this area, having identified the achievement of AS objectives and awards at institutional and School-level (see Section 5.4.(xii)) as a key objective within the People strand of our Strategic Plan. UH has 19 Strategic Business



Units (SBUs) including 10 academic Schools - 5 Science, Technology, Engineering, Mathematics and Medicine (STEMM) and 5 Arts, Humanities, Social Science, Business and Law (AHSSBL) - that report directly to the Deputy Vice-Chancellor (VC) (see Figure 1).

We are one of only nine institutions in the UK to have successfully attained a Race Equality Charter (REC) Bronze award in 2015 and are applying for Silver in 2019. We have published our gender pay gap and with a mean difference of 13% are currently below the sector average, which has been defined by the Times Higher Education supplement as 15.9%.

Our flourishing and ethnically diverse student community of 24,402 is comprised of 14,184 (58.1%) women and 12,170 (49.5%) students from Black and Minority Ethnic (BAME) backgrounds, representing more than 120 countries. We have 18,915 UG students, 4996 PGT students and 510 PGR students (49.6% female).

Out of 2,506 substantive staff (Table 1), 1,535 (61.3%) are female. We have 1,229 academic staff, 671 (54.6%) of whom are female. The proportion of BAME staff is 410 (16.4%), an increase of 3% over the previous 24 months. This compares favourably with the proportion of the BAME population in Hertfordshire (13%) and across the UK (12%). The University has already identified a specific Equality Objective to increase BAME staff representation at UH09 and above.

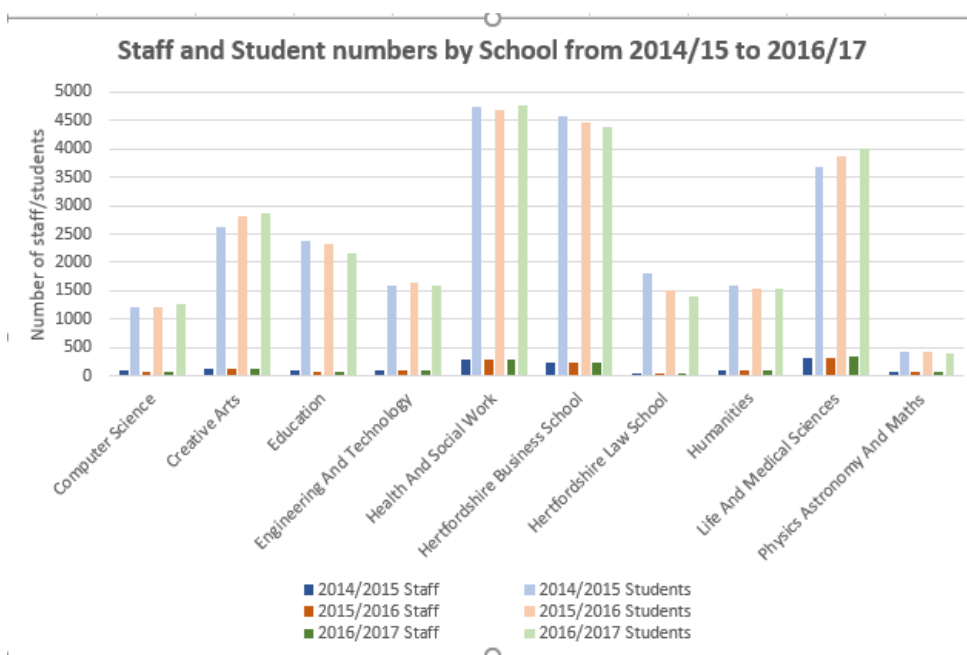
**Action 2.1: Increase the number of BAME staff across the institution and in particular at senior levels, in line with the University's publicly stated Equality Objective.**

**Table 1: Staff numbers by SBU and contract type excluding Visiting Lecturers**

SBU	Gender	Academic	Professional	Research	Total
Computer Science	Female	18	9	4	31
	Male	37	0	15	52
Creative Arts	Female	33	23	0	56
	Male	56	22	2	80
Education	Female	38	26	1	65
	Male	14	3	1	18
Engineering and Technology	Female	12	11	4	27
	Male	47	18	8	73
Health and Social Work	Female	168	46	18	232
	Male	40	10	3	53
Hertfordshire Business School	Female	104	24	2	130
	Male	101	8	0	109
Humanities	Female	43	11	5	59
	Male	31	2	0	33
Hertfordshire Law School	Female	33	8	0	41
	Male	12	0	0	12
Life and Medical Sciences	Female	110	51	36	197
	Male	85	36	24	145

<b>Physics Astronomy and Mathematics</b>	Female	7	6	8	21
	Male	37	2	18	57
<b>Professional services</b>	Female	26	649	1	676
	Male	21	310	6	337
	Unknown	0	2	0	2
<b>University of Hertfordshire</b>		<b>1073</b>	<b>1277</b>	<b>156</b>	<b>2506</b>

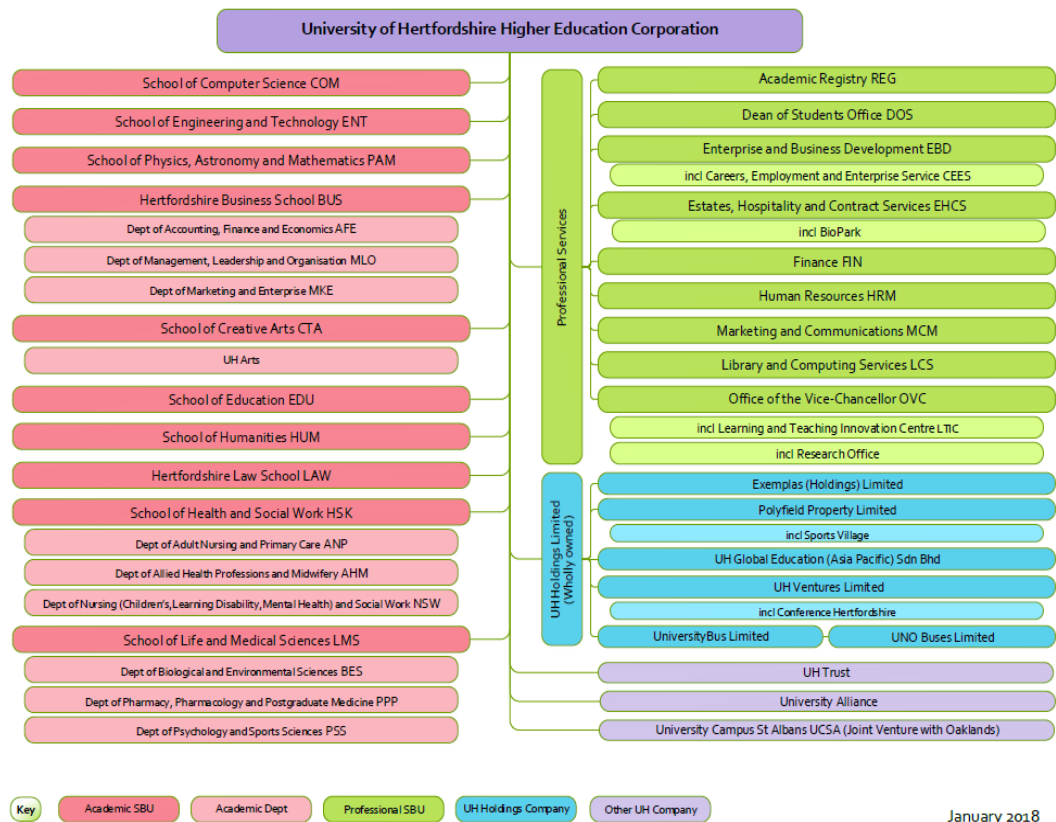
**Table 2: Staff and Student numbers by School from 2014/15 to 2016/17**



School	2014/2015		2015/2016		2016/2017	
	Staff	Students	Staff	Students	Staff	Students
<b>Computer Science</b>	86	1223	79	1208	83	1268
<b>Creative Arts</b>	124	2619	134	2822	136	2859
<b>Education</b>	89	2368	82	2332	83	2159
<b>Engineering and Technology</b>	100	1605	93	1660	100	1604
<b>Health and Social Work</b>	288	4749	291	4698	285	4781
<b>Hertfordshire Business School</b>	230	4591	238	4456	239	4389
<b>Hertfordshire Law School</b>	46	1817	54	1508	53	1401
<b>Humanities</b>	92	1597	95	1536	92	1528
<b>Life and Medical Sciences</b>	307	3695	324	3882	342	4015
<b>Physics Astronomy and Maths</b>	69	438	72	427	78	398
<b>Total</b>	<b>1431</b>	<b>24702</b>	<b>1462</b>	<b>24529</b>	<b>1491</b>	<b>24402</b>

Word count: 487

**Figure 1: UH Structure**



January 2018

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (vi) a description of the self-assessment team

The Self-Assessment Team (SAT) was set up in 2012 when UH became a signatory to the AS Charter. It initially drew from all five STEMM Schools as well as from our Chief Executive's Group (CEG), Research Management, Equality Office (EO) and Human Resources (HR). The SAT expanded to include our five AHSSBL Schools in 2015 and further professional SBUs, and meets on a quarterly basis. It is comprised of 20 (60.6%) women and 13 (39.4%) men. Members of the SAT are generally selected on role or according to their involvement in the academic School submissions. However, members have also volunteered due to their own specific interest in AS, which is of course encouraged.

The SAT is aware that student representation is needed to further enhance the group.

**Action 3.1: Arrange for continuous and rotational student representation on the SAT.**

**Table 3: Institutional SAT membership**

Name	Job Title	Athena SWAN Role	Work-life Balance
<b>Professor Kathryn Almack (F)</b>	Professor	School of Health and Social Work AS Co-Champion	Full-time, informal flexibility. Care for daughter (chronic health condition) and elderly parent.
<b>Professor Anwar Baydoun (M)</b>	Professor of Pharmacology	School of Life and Medical Sciences Alternate Champion	Single career household with two teenage children. Works full-time.
<b>Leo Chivers (M)</b>	Lecturer and Project Manager, School of Education	School of Education Alternate AS Champion	Married in dual career household; works full-time flexibly. Three children - two school age and one at University.
<b>Philip Clarke (M)</b>	Head of Human Resources	HR Lead	Grown up children. Undertook staggered starting and finishing time when they were young (10 am start -7 pm finish).
<b>Dr Kristen Coppin (F)</b>	Reader in Astronomy	School of Physics, Astronomy and Mathematics AS Champion	Dual academic career household (both working within the School of PAM). One pre-school and one school-age child. Utilises on-site nursery and informal flexible working.
<b>Nathan Counsell (M)</b>	PhD Research Student and part time visiting lecturer	School of Engineering and Technology Alternate Champion and PGR Student Representative	Full-time researcher, part-time lecturer. Works from home 1-2 days per week to care for six-month-old son.
<b>Helen Davidson (F)</b>	Head of Corporate Services/Deputy Secretary and Registrar	Representing OVC SBU, institutional AS submission lead	Dual career household. Twin boys of school age. Utilised on-site nursery and benefits from informal flexible working.
<b>Dr Rodney Day (M)</b>	Dean of School of Engineering and Technology	School of Engineering and Technology SAT Representative	Research career supported from an early stage through flexible working within Department and has continued periodically for the last 20 years.

<b>Dr Martina Doolan (F)</b>	Principal Lecturer	School of Computer Science AS Champion	Single parent with two children. Utilised workplace nursery. Supported in achieving a PgCert, PgDip, MA and Doctorate whilst working full-time.
<b>Lyndsay Duthie (F)</b>	Head of Film and Television Degree Programme, School of Creative Arts	School of Creative Arts AS Champion	Dual career household. Teenage boy at senior school. Husband works weekends to help juggle childcare commitments. Informal flexible working in place.
<b>Dr Jim Geach (M)</b>	Royal Society University Research Fellow	School of Physics, Astronomy and Mathematics Alternate Athena SWAN Champion	Dual academic career household (both working within the School of PAM). One pre-school and one school-age child. Utilises on-site nursery and informal flexible working.
<b>Dr Lindsey German (F)</b>	Senior Lecturer	Hertfordshire Business School AS Champion	Unmarried in dual career household. Have another part-time post in campaigning organisation.
<b>Dr Sarah Goler Solecki (F)</b>	Athena SWAN Officer	School-level AS support	Married in dual career household; works full-time flexibly. Completed PhD following birth of son, now pre-school age.
<b>Sue Grant (F)</b>	Secretary and Registrar	Chair/Chief Executive's Group Lead	Dual career household with three grown up children. Utilised work place nursery and worked flexibly. Currently works full-time.
<b>Dr Susan Grey (F)</b>	Director of Research Degrees & Doctoral College	Representing Doctoral College	Two grown up children; worked full-time from when children were of nursery age upwards; utilised flexible working context.
<b>Dr Marjolein Groefsema (F)</b>	Associate Dean of School (Academic Quality Assurance)	School of Humanities AS Champion	Dual career household with one grown up child. Works full-time.
<b>Sharon Harrison-Barker (F)</b>	Academic Registrar	Representing Academic Registry	Works full-time. Two grown up children. Utilised flexible working when younger.
<b>Jo Knott (F)</b>	Assistant Registrar (Student Information and Planning)	Alternate Academic Registry representative	Dual income household. Three school age children. Works 30 hrs per week, 11 months of the year to manage childcare. Formal arrangement to work regularly from home which has been in place for 14 years.
<b>Alison McLauchlin (F)</b>	Associate Dean of Academic Quality Assurance	School of Education AS Champion	Parent of two children with disabilities, one attends mainstream school and the other attends a specialist school. Carer for disabled parent. Uses flexible working hours.
<b>Dr Catherine Manthorpe (F)</b>	Head of Research Policy and Assessment	Representing link with REF	One school aged child. Works full-time, sometimes from home.
<b>Christopher Menzies (M)</b>	Senior Lecturer Degree Apprenticeships	Hertfordshire Law School Alternate AS Champion	Married, no children. Works full-time, uses informal flexible working.
<b>Susan Murray (F)</b>	PG Programme Tutor	School of Engineering and Technology AS Champion	Dual career household with one teenage daughter and elderly parents nearby. Works full-time and flexible hours mostly comprising of working at home if required.
<b>Nadia Naim (F)</b>	LLB Programme Leader	Hertfordshire Law School AS Champion	Single parent, two sons. Works full-time.
<b>Andrew Parker (M)</b>	Lecturer in Film and Television	School of Creative Arts Alternate Champion	Married in dual career household; works full-time. Two daughters of school age.

<b>Jeremy Ridgman (M)</b>	Dean of School of Humanities	Representing Deans of Schools	Dual career household, full-time. 2 children, now adults.
<b>Min Rodriguez (F)</b>	Former Head of Equality and Diversity	Institutional AS lead (until Feb 2018)	Dual career household; no children. Worked full-time flexibly whilst completing a doctorate part-time.
<b>Professor Sean Ryan (M)</b>	Professor of Astrophysics	School of Physics, Astronomy and Mathematics representative	Dual career household. Primary carer of two young children. Work hours formally adjusted for flexibility.
<b>Professor John Senior (M)</b>	Pro-Vice Chancellor (Research and International)	OVC Representative	Dual career household. Both at the University and working full-time with flexibility. No children.
<b>Dr Shivani Sharma (F)</b>	Associate Dean (Learning and Teaching)	School of Life and Medical Sciences AS Champion	Recently returned from maternity leave, 15-month old child. Balances career with caregiving, community roles and running a small dance school.
<b>Dr William Joseph Spring (M)</b>	Senior Lecturer	School of Computer Science Alternate AS Champion	Married, both have active full-time careers. Also active in research, music, and sport (running, cycling, swimming, yoga, pilates, m.a.).
<b>Lisa Toon (F)</b>	Executive Assistant to Secretary & Registrar	Clerk	Works full-time. Utilises on-site nursery.
<b>Dr Hubert van Griensven (M)</b>	Senior Lecturer	School of Health and Social Work AS Co-Champion (role share)	Works 0.8 FTE at UH, private practice, teaching clinical courses.
<b>Sally Webster (F)</b>	Head of Brand Communications	Communications Lead	Dual career household. Primary school aged children. Uses informal flexible working.

(vii) an account of the self-assessment process

Acting as a central catalyst and forum for good practice, the institutional SAT drives activity across the institution and oversees the AS implementation process. It is chaired by the Secretary and Registrar, who leads on the People Strand of the Strategic Plan at institutional level and who is also a member of the VC's Executive and reports directly to the VC.

Each academic School has an AS Champion who leads on the process and serves as a representative on the institutional SAT. All Schools also have an Alternate Champion that is of a different gender identity whose role is to support AS initiatives and attend meetings in the Champion's absence. The Champions meet 2-3 times per year as part of the AS Champions' Network, which is chaired by the AS Officer and was established in 2015 following the expansion to non-STEMM subjects. Its purpose is to:

- Champion gender equality;
- Support Deans and Heads of Department (HoDs) to drive change;
- Offer support to new Champions from non-STEMM Schools who are starting out on the AS journey;
- Provide a space to share ideas and discuss issues;
- Enhance our sense of the AS Community at the University.

In addition to this, each School hosts their own Equality, Diversity and Inclusion (EDI) team to support the self-assessment activity around AS and reflect the broadened focus

on intersectionality through working towards meeting the University's Equality Objectives and the REC.

The SAT reports outcomes to the People Board, which has strategic oversight of the People strand. Regular updates are filtered upwards to CEG, Employment, Remuneration Governance of Nominations Committee (ERGN) and Board of Governors (BoG). All School Champions, as well as other internal stakeholders, provide regular updates at meetings. As a result of this structure, the centre of the institution is able to have a strategic view of AS activity and SAT members can share and promote good practice. Within Schools, School Executive Groups (SEGs) also manage, monitor and report on progress related to AS submissions and actions.

### **Consultation**

A number of consultation methods were used to inform the application and action plan. These included:

- University-wide staff survey (Response rate 2017: 70% - 6% higher than in 2013. An average score of five questions was used to determine an overall staff engagement score, which for 2017 was 67% and in line with the sector average. Unfortunately, we were unable to secure a breakdown of responses by gender from the external survey provider. The staff survey results have informed both University and SBU-level actions;

<b>Action 3.2: Ensure future staff survey results may be broken down by gender.</b>
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- Feedback from School submissions and activities;
- Range of focus groups, interviews and meetings with staff parents/parents-to-be, further informed by the development of a Working Parents' Network (WPN), with a parent resources section developed on the University intranet;
- Professional and technical (P&T) staff survey which provided impetus for actions and a foundation for further involvement of P&T staff in the AS process (Response rate: 31%, 239F:96M);
- Active engagement with Unions (UCU/UNISON), such as consultation relating to the gender pay report.

We also worked with external colleagues to share good practice, such as:

- Active participation in the London and East Anglia Regional Network, including hosting the regional meeting in March 2018;
- Our AS Officer attended an Erasmus+ staff mobility exchange with the Office of Gender Equality at the University of Zurich to exchange good practice, knowledge and experience with colleagues from various European countries;
- A number of staff have participated in AS panels.

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

The SAT currently meets quarterly and will continue to do so to review progress on the institutional and School action plans and additional initiatives. Meeting frequency increases when appropriate, e.g. drafting submissions. Activity is monitored at the highest level with briefings provided to the People Board, Research Committee and CEG, and it is a standing item on School Academic Committees (SACs). We will continue to promote the AS Charter and raise awareness of the importance of EDI in the life and wellbeing of the University community, e.g. by including AS updates in University e-newsletters and magazines, embedding reference to AS at staff training and induction events and encouraging all Schools to incorporate EDI activity at their away days (such as Unconscious Bias and EDI sessions).

Following submission for the Bronze institutional award, the University is committed to working towards Silver in 2022. The AS charter is becoming fully embedded into the wider University processes, policies and functions and the SAT will ensure progress of all actions, further consideration of intersectionality (see Section 5.4.(i)), and addressing the gender pay gap.

**Word count: 874**

#### **4. A PICTURE OF THE INSTITUTION**

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

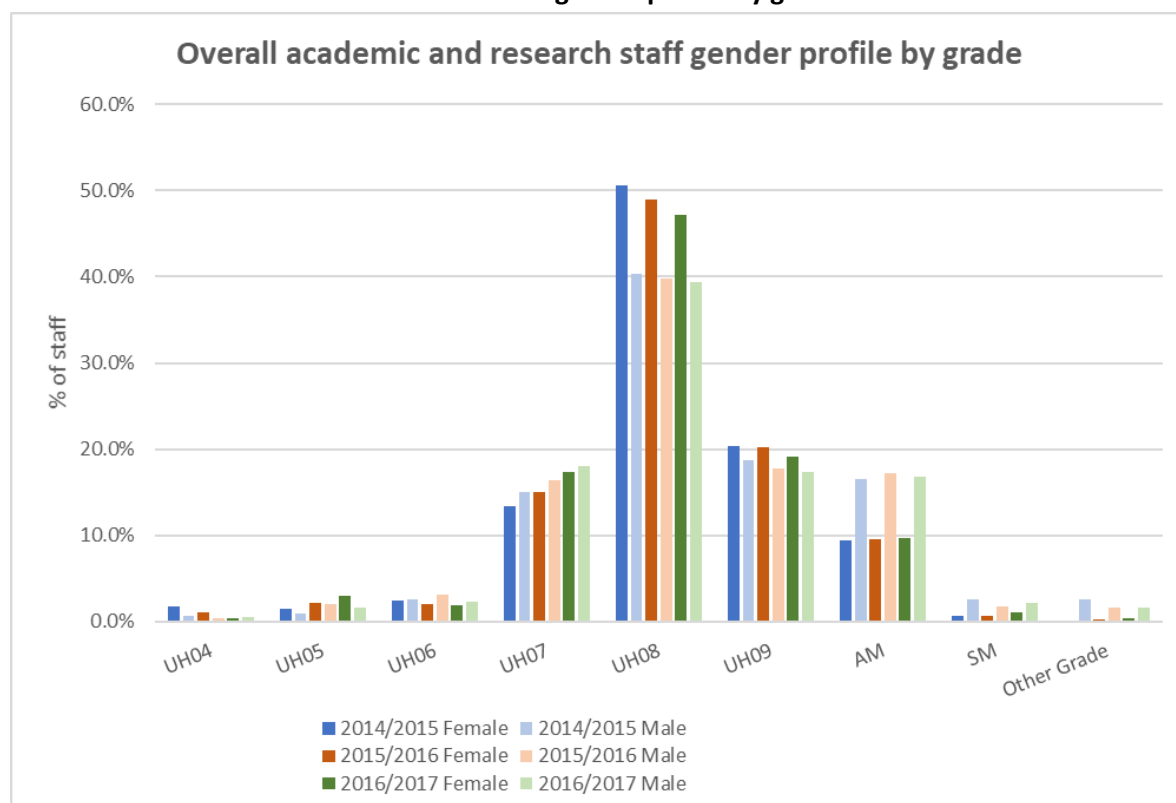
##### **4.1. Academic and research staff data**

(i) Academic and research staff by grade and gender

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



**Table 4: Overall academic and research staff gender profile by grade 2014-2017**



Year	Academic & Research	UH04	UH05	UH06	UH07	UH08	UH09	AM	SM	Other Grade
2014/2015	Female	11	9	15	84	318	128	59	4	1
	Male	4	5	14	83	222	103	91	14	14
2015/2016	Female	7	14	13	98	319	132	62	4	2
	Male	2	11	17	91	220	98	95	10	9
2016/2017	Female	3	20	13	116	316	128	65	7	3
	Male	3	9	13	101	220	97	94	12	9

Year	Academic & Research	UH04	UH05	UH06	UH07	UH08	UH09	AM	SM	Other Grade
2014/2015	Female	1.7%	1.4%	2.4%	13.4%	50.6%	20.3%	9.4%	0.6%	0.2%
	Male	0.7%	0.9%	2.5%	15.1%	40.4%	18.7%	16.5%	2.5%	2.5%
2015/2016	Female	1.1%	2.2%	2.0%	15.1%	49.0%	20.3%	9.5%	0.6%	0.3%
	Male	0.4%	2.0%	3.1%	16.5%	39.8%	17.7%	17.2%	1.8%	1.6%
2016/2017	Female	0.4%	3.0%	1.9%	17.3%	47.1%	19.1%	9.7%	1.0%	0.4%
	Male	0.5%	1.6%	2.3%	18.1%	39.4%	17.4%	16.8%	2.2%	1.6%

The overall gender profile by grade shows that both academic men and women have the highest proportional representation at UH8. Most grades have comparable gender representation, except at UH5 where women are almost twice as prevalent as men (3% compared to 1.6% in 2016/17). The difference is apparent at Academic and

Administrative Manager (AM) grade, where there continues to be a higher proportion of men than women - 16.8% of total male academic staff compared to 9.7% of total female academic staff in 2016/17.

For clarity, the grading structure is detailed in Table 5.

**Table 5: Grading structure for academic staff**

Grade	Academic posts	Research posts
AM1-5 Academic Manager/Professor/ Senior Managers/Adhoc posts	Academic Manager - Head of Department/Dean of School	Professor
UH9	Principal Lecturer Associate Professor (Learning and Teaching/Enterprise)	Reader Associate Professor (Research)
UH8	Senior Lecturer	Senior Research Fellow
UH7	Lecturer	Research Fellow
UH6		
UH5		Research Assistant
UH4		

**Table 6: STEMM academic staff by grade 2014-2017**

		UH4	%	UH5	%	UH6	%	UH7	%	UH8	%	UH9	%	AM	%
<b>2014/</b>	Female	11	3.1	8	2.3	13	3.7	35	9.9	186	52.4	73	20.6	29	8.2
<b>2015</b>	Male	4	1.3	4	1.3	13	4.4	43	14.5	112	37.7	66	22.2	55	18.5
<b>2015/</b>	Female	7	1.9	13	3.5	9	2.4	47	12.7	190	51.4	75	20.3	29	7.8
<b>2016</b>	Male	2	0.7	9	3.1	12	4.1	42	14.4	113	38.8	58	19.9	55	18.9
<b>2016/</b>	Female	3	0.8	18	4.7	9	2.4	58	15.2	191	50.0	70	18.3	33	8.6
<b>2017</b>	Male	3	1.0	9	3.0	9	3.0	55	18.0	118	38.7	56	18.4	55	18.0

The trends are also reflected in the STEMM disciplines (Table 6), with most staff being employed at Senior Lecturer (UH8) level. There were higher proportions of women than men employed at UH8 across all three years. However, the proportions drop at AM grade.

**Table 7: AHSSBL academic staff by grade 2014-2017**

		UH4	%	UH5	%	UH6	%	UH7	%	UH8	%	UH9	%	AM	%
<b>2014/</b>	Female	0		1	0.4%	2	0.8%	45	18.2%	124	50.2%	50	20.2%	25	10.1%
<b>2015</b>	Male	0		1	0.5%	1	0.5%	37	17.0%	110	50.5%	35	16.1%	34	15.6%
<b>2015/</b>	Female	0		1	0.4%	3	1.2%	47	18.9%	120	48.2%	51	20.5%	27	10.8%
<b>2016</b>	Male	0		2	0.9%	0	0.0%	47	20.5%	105	45.9%	39	17.0%	36	15.7%
<b>2016/</b>	Female	0		2	0.8%	4	1.5%	56	21.6%	115	44.4%	54	20.8%	28	10.8%
<b>2017</b>	Male	0		0	0.0%	0	0.0%	42	19.4%	101	46.5%	37	17.1%	37	17.1%

Similarly to colleagues in STEMM disciplines, the majority of AHSSBL academic staff are employed at Senior Lecturer (UH8) level and the proportion of men and women at this level is comparable. It has also been noted that for the past two years only women were employed at UH6, which is different to the profile of STEMM colleagues at the

same level. We have determined that these staff were recruited as Early Career Researchers (ECRs) related to research grant projects and view this as active encouragement for women entering academia. At UH9 (PL/Reader-level) there are higher proportions of women than men. However, this again changes significantly at AM level where not only are there a higher proportion of total male academics, but also higher numbers of men despite overall fewer men employed in AHSSBL disciplines.

UH is actively progressing how it will continue to support academic women aspiring to leadership, to move into senior management and leadership roles where there is a leak in the pipeline (Action 4.1).

In addition, a new UH9 'Associate Professor' role (more detail in Section 5.1.(iii)) was introduced in 2018, with a view to increase female applicants, and there has also been an increase in the employment of ECRs at UH5 and UH6, to allow earlier progression routes for women into academia.

**Action 4.1: Continue to actively monitor and progress the Equality Objective to increase proportion of academic women at UH9 and above by 2020.**

Furthermore, UH supports staff in fostering leadership development through Aurora and an internal Future Leaders programme, the latter of which was designed for those applicants that do not make it into the Aurora cohort.

**Action 4.2: Continue to support 12-15 number of women across the institution to participate in the Aurora programme.**

Since Aurora started, we have carried out three evaluations. We will conduct a five-year review alongside an Aurora/Future Leaders alumni conference in July 2018, entitled "Leadership 2018: Change and Challenge - A conference about leadership development and practice".

In 2016/17 (Figure 2), staff from a White ethnic background made up 77.4% (down from 78.4% the previous year) of our workforce and 16.4% of staff were from a BAME background, indicating a notable increase of representation from the previous year (13.7%).

We are committed to further interrogating the intersection between ethnicity and gender in more detail (see Section 5.4(i)).

**Figure 2: Ethnic profile of all staff**

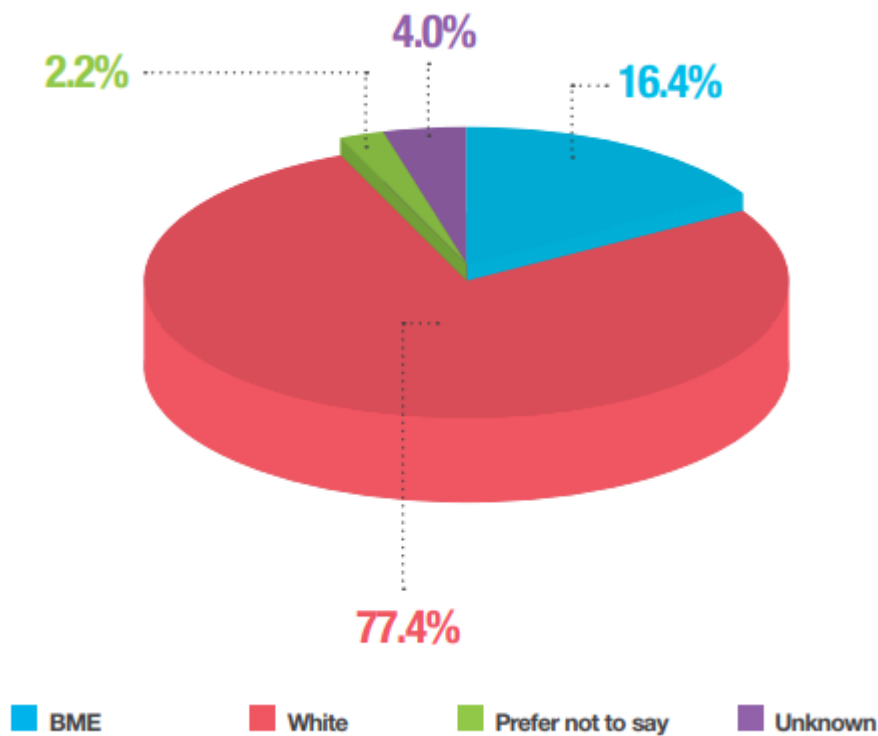
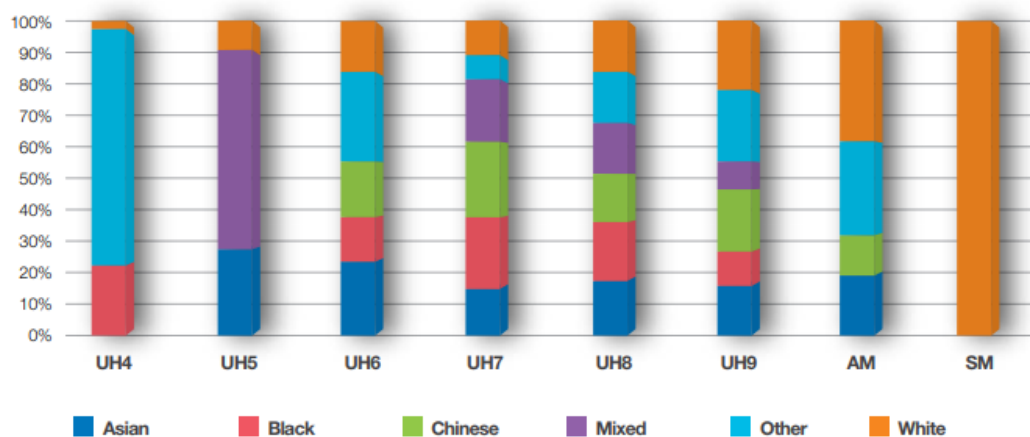


Figure 3 shows that there is a larger proportion of academic staff of all ethnicities up to grade UH8. At UH9, the proportion of White (19.2%) and Other (20%) ethnic background academic staff are virtually equal whereas only 8.7% of Black academic staff are employed at this grade. There is a higher proportion of White academic staff (15.3%) at AM (Academic Manager) level than any other ethnic group, however 12% of academic staff of Other ethnic background are also at this level. We are confronting the lack of BAME representation at more senior levels through Action 2.1.

**Figure 3: Academic staff with declared ethnic profile by grade**



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

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

Overall, UH has a sound reputation for offering academic staff (men and women) permanent contracts of employment (Table 8) and does not employ staff on zero-hours contracts. This applied to 85.8% of academic staff in 2016/17 (47.2%F:38.6%M) and compares well against the sector, where 63.4% of women and 67.4% of men are on open-ended contracts (ECU, 2017).

We also provide a flexible staffing model through Visiting Lecturer (VL) employment, a positive approach to developing staff from non-traditional means and through flexible employment models to support individuals to continue their careers and adapt to changes in work-life balance. Staff on VL contracts can also access all University learning and teaching opportunities, including the Continuing Professional Academic Development (CPAD) programme. We would like to undertake further consultation with VL staff.

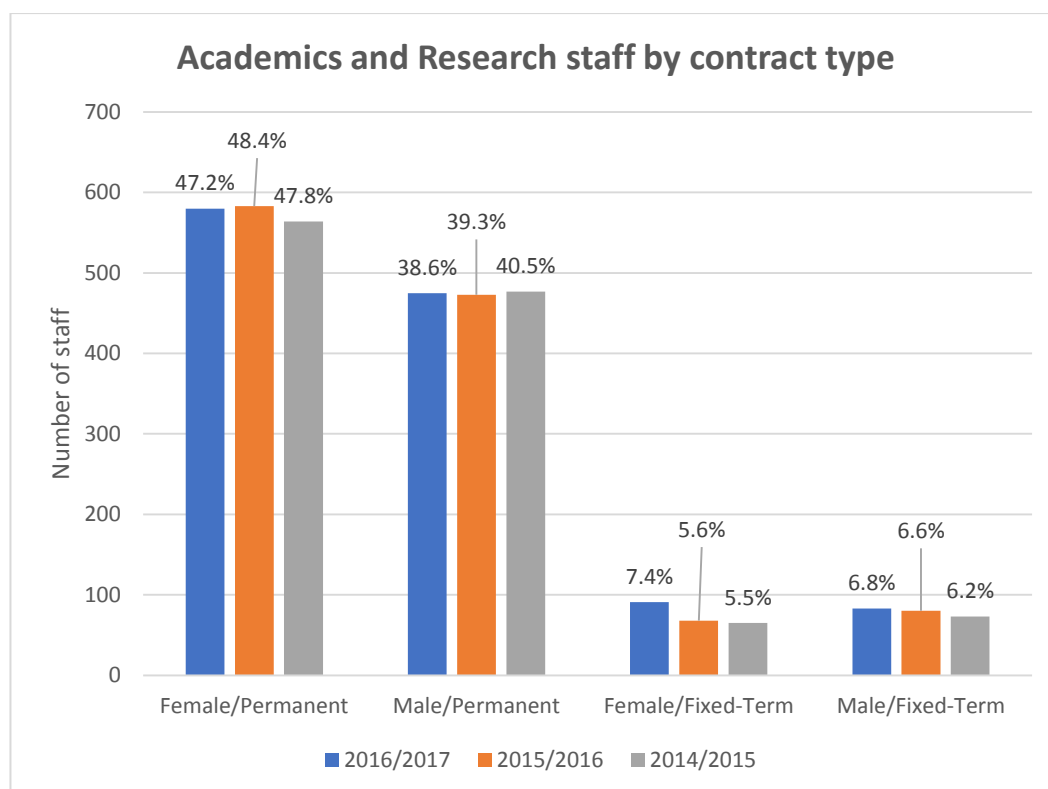
**Action 4.3: Launch university-wide VL survey to ensure needs are being met.**

Staff on fixed-term contracts may request conversion to permanent employment after two years, if they have not already obtained a permanent post within the University. It will be necessary to find out how often this happens in practice. This is not something we currently monitor but would like to in future in order to deal with any continuity issues for fixed-term contract staff.

**Action 4.4: Investigate whether staff are aware of right to request contract conversion and monitor uptake.**

During the period of analysis, the proportion of academic staff on fixed-term contracts rose to its highest point in 2016/17 (14.2%) with women slightly more represented than men in this cohort (7.4%F:6.8%M). This increase is specifically related to fixed-term contracts linked to the employment of ECRs and Research Assistants as the University is actively encouraging staff, and specifically women, to enter academia.

**Table 8: Academic staff by contract type**



Year	Female/Permanent		Male/Permanent		Female/Fixed-Term		Male/Fixed-Term	
	Number of staff	% of staff	Number of staff	% of staff	Number of staff	% of staff	Number of staff	% of staff
2016/2017	580	47.2%	475	38.6%	91	7.4%	83	6.8%
2015/2016	583	48.4%	473	39.3%	68	5.6%	80	6.6%
2014/2015	564	47.8%	477	40.5%	65	5.5%	73	6.2%

**Table 9: STEMM and AHSSBL academic staff by contract type**

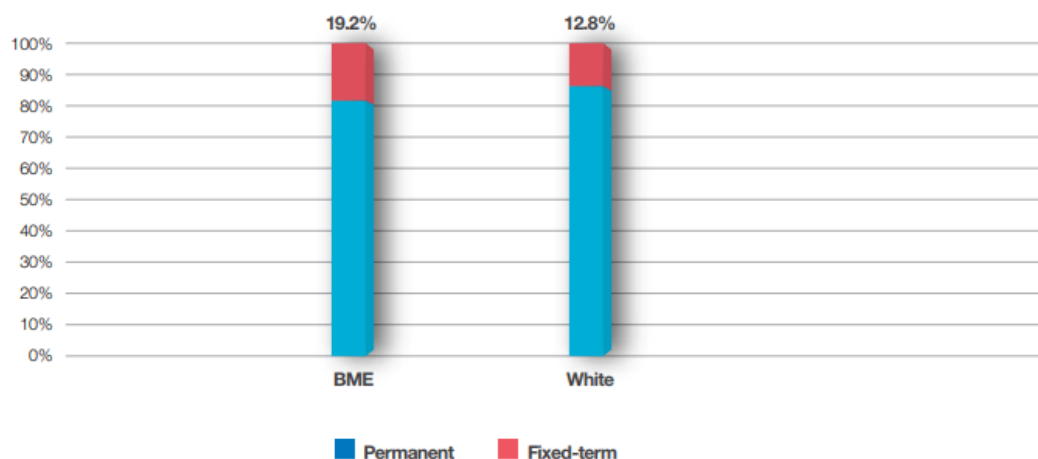
STEMM								
Year	Permanent				Fixed-Term			
	Female	Female %	Male	Male %	Female	Female %	Male	Male %
2014/15	308	46.2%	254	38.1%	48	7.2%	57	8.5%
2015/16	316	47.0%	237	35.3%	56	8.3%	63	9.4%
2016/17	312	44.6%	242	34.6%	73	10.4%	72	10.3%
AHSSBL								
Year	Permanent				Fixed-Term			
	Female	Female %	Male	Male %	Female	Female %	Male	Male %
2014/15	231	49.7%	205	44.1%	16	3.4%	13	2.8%
2015/16	240	50.2%	216	45.2%	9	1.9%	13	2.7%
2016/17	244	51.3%	212	44.5%	15	3.2%	5	1.1%

Further analysis shows that there is a significantly smaller proportion of staff on fixed-term contracts among AHSSBL academic staff than there are for STEMM, an area we need to investigate further. In STEMM, although numbers and proportions of fixed-term male and female academic staff are almost equal in 2016/17, the increase of female academics on this contract type is more pronounced since 2014/15. Among AHSSBL academic staff there has been a decrease in the number and proportion of men on fixed-term contracts.

**Action 4.5: Further investigate difference in staff fixed-term appointments in STEMM versus AHSSBL Schools.**

BAME academic staff are proportionally more likely to be employed on a fixed-term contract (Figure 4) than their White colleagues (a marked increase from 12.7% last year to 19.2% in 2017). The gender profile by contract type and ethnicity shows that 51.3% of BAME academics employed on fixed-term contracts are male. Conversely, 52.5% of White academics are female and employed on fixed-term contracts.

**Figure 4: Academic staff contract type and declared ethnic background**



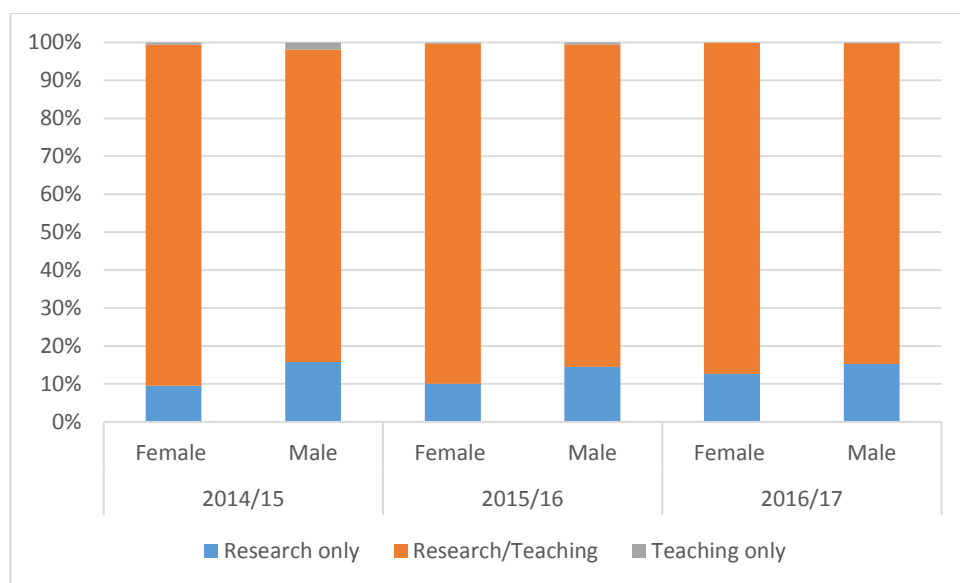
(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

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

There are very few academics at the University whose function is teaching-only, accounting for only 0.2% of men and women in 2016/17. Most academic staff are employed on terms that require research and teaching (Table 10). However, higher proportions of women occupy this function than men, with the highest proportion of women being 47.7% in 2016/17 compared to 38.3% of men in the same year.

The profile has changed over the period of analysis to a position where a greater proportion of women are now employed in research-only roles (6.9%) in 2016/17 than there were in 2014/15 (5.2%). Again, this is directly linked to the increased recruitment of ECRs and Research Assistants.

**Table 10: Academic staff by contract function and gender**



	2014/2015				2105/2016				2016/2017			
	Female		Male		Female		Male		Female		Male	
	No of staff	%	No of staff	%	No of staff	%	No of staff	%	No of staff	%	No of staff	%
<b>Research/Teaching</b>	554	48.0%	439	38.0%	571	48.4%	458	38.8%	573	47.7%	460	38.3%
<b>Teaching</b>	4	0.3%	10	0.9%	2	0.2%	3	0.3%	1	0.1%	1	0.1%
<b>Research</b>	60	5.2%	87	7.5%	64	5.4%	81	6.9%	83	6.9%	84	7.0%

Table 11 shows that research-only female staff are more likely to be employed at lower grades than their male colleagues. By 2016/17 there was an equal proportion of women compared to men at UH7 than in previous years. Female representation is less at levels UH9 and AM compared to men, however the new Associate Professorship roles and the proposed promotion rounds will help to address this.

**Table 11: Research-only academic staff by grade 2014/15 – 2016/17**

	2014/15				2015/16				2016/17			
	Female	Female %	Male	Male %	Female	Female %	Male	Male %	Female	Female %	Male	Male %
<b>UH4</b>	7	11.9%	4	4.8%	3	4.7%	2	2.6%	1	1.2%	1	1.2%
<b>UH5</b>	9	15.3%	5	6.0%	14	21.9%	11	14.1%	20	24.1%	9	10.8%
<b>UH6</b>	15	25.4%	14	16.7%	11	17.2%	15	19.2%	13	15.7%	11	13.3%
<b>UH7</b>	9	15.3%	23	27.4%	19	29.7%	22	28.2%	31	37.3%	31	37.3%
<b>UH8</b>	10	16.9%	11	13.1%	11	17.2%	10	12.8%	11	13.3%	12	14.5%
<b>UH9</b>	7	11.9%	17	20.2%	5	7.8%	15	19.2%	5	6.0%	15	18.1%
<b>AM</b>	1	1.7%	4	4.8%	0	0.0%	1	1.3%	0	0.0%	1	1.2%
<b>OTHER</b>	1	1.7%	6	7.1%	1	1.6%	2	2.6%	2	2.4%	3	3.6%
<b>Total</b>	<b>59</b>	<b>100.0%</b>	<b>84</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>78</b>	<b>100.0%</b>	<b>83</b>	<b>100.0%</b>	<b>83</b>	<b>100.0%</b>



In terms of academic staff on research/teaching contracts, the highest proportion of men and women are employed at UH8 (Senior Lecturer). For each of the years analysed, there is a higher proportion of women at UH9 than men, however this changes significantly where male academics are almost twice as likely to be employed at AM level than women, although the number of women has increased from 2014/15 (n=56) to 2016/17 (n=64).

**Table 12: Research and teaching academic staff by grade 2014/15 – 2016/17**

	2014/15				2015/16				2016/17			
	Female	Female %	Male	Male %	Female	Female %	Male	Male %	Female	Female %	Male	Male %
<b>UH4</b>	4	0.7%	0	0.0%	4	0.7%	0	0.0%	2	0.3%	2	0.4%
<b>UH5</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>UH6</b>	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	0	0.0%
<b>UH7</b>	73	13.2%	56	12.8%	77	13.5%	66	14.4%	83	14.5%	69	15.0%
<b>UH8</b>	303	54.7%	205	46.9%	303	53.1%	210	45.9%	300	52.4%	207	45.0%
<b>UH9</b>	118	21.3%	84	19.2%	125	21.9%	82	17.9%	123	21.5%	82	17.8%
<b>AM</b>	56	10.1%	86	19.7%	60	10.5%	93	20.3%	64	11.2%	94	20.4%
<b>OTHER</b>	0	0.0%	6	1.4%	1	0.2%	7	1.5%	1	0.2%	6	1.3%
<b>Total</b>	<b>554</b>	<b>100.0%</b>	<b>437</b>	<b>100.0%</b>	<b>571</b>	<b>100.0%</b>	<b>458</b>	<b>100.0%</b>	<b>573</b>	<b>100.0%</b>	<b>460</b>	<b>100.0%</b>

#### (iv) Academic leavers by grade and gender

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

The highest proportion of leavers among both male and female academics (Table 13) has been due to resignation. In all years the proportion of academic women leaving due to resignation was higher than male academics. Further analysis of academic staff that left through resignation shows that the Schools most affected by this were:

- 2014/15 - LMS (5 women; 4 men) and HBS (6 women; 1 man)
- 2015/16 - HSK (7 women; 3 men) and LMS (6 women; 3 men)
- 2016/17 - HSK (11 women; 3 men) and LMS (9 women; 4 men)

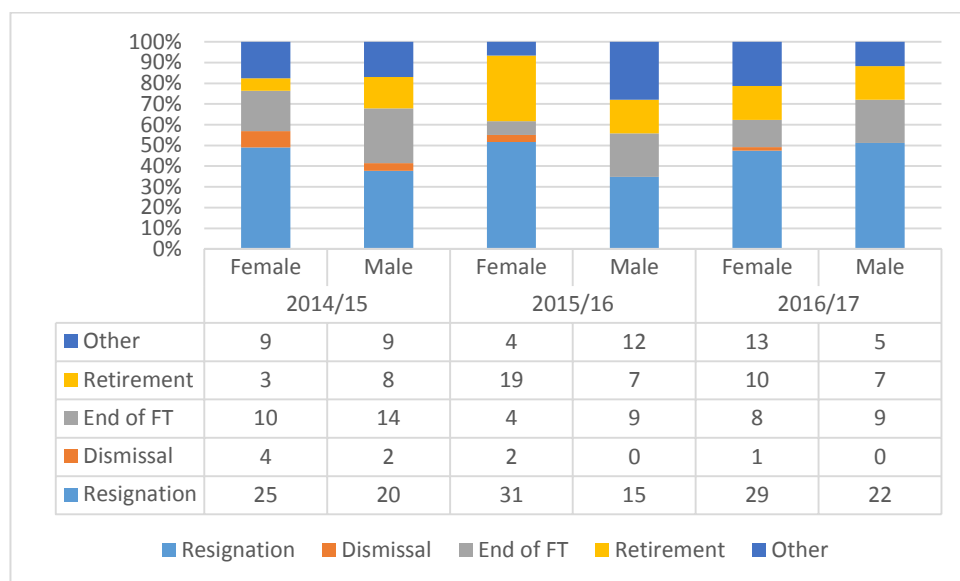
There is no discernible pattern among these resignations, except that the majority were employed on a permanent contract and the resignations were within the University's three largest Schools. It is also likely that more women will leave as there are proportionally more women within the institution, and particularly in HSK where the balance is roughly 80% women to 20% men.

Fewer numbers/smaller proportions of women left because their fixed-term contract had come to an end. Exit questionnaires are provided to all leavers and there is also the opportunity for an exit interview if required, but we intend to extend these to all staff to better understand reasons for leaving.

**Action 4.6: Ensure that all staff undertake exit interviews and share feedback with Schools and Professional SBUs.**

In terms of academic staff that left due to retirement, there has been a steady proportion of men (circa 16% of total male leavers) each year. In 2015/16, the proportion of women who left through retirement accounted for 31.7% of women who left that year. More than half of the female retirements that year were shared between HBS and HSK, with 5 women leaving in each School.

**Table 13: Academic leavers 2014/15 – 2016/17**



**(v) Equal pay audits/reviews**

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

The University conducted an equal pay audit in 2015 and a gender pay gap analysis in 2017, with the next University Equal Pay Review due to take place in November 2018. In 2015, there were 23 individual cases where the average female salary was equal to or over 5% lower than that of the male equivalent within the same grade. This represented 1.6% of the female staff group.

The grades where a pay gap of more than 5% were identified were in the UH4, UH9, PER and SM grades. Following the 2015 audit, the University has been actively progressing the following recommendations:

- Continue with the practice of recruiting managers being asked to justify all appointments above the minimum of the scale;
- Ensure that no inappropriate appointments to Ad hoc grades are made;
- Review individual cases where anomalies have been found and correct where necessary;

- Conduct further analysis of the overall pay gap, potential reasons for it and specifically the ability for women to progress within the organisation, making recommendations for action as appropriate.

The University published its gender pay report in March 2018, which found a mean overall gender pay gap of 13%.

Although women account for 60.6% of the total workforce reported, they account for 66.7% of staff employed in the lower middle and lower quartiles. We reported overall both higher pay and higher bonus pay for our male staff. Men and women are however paid the same in the upper middle quartile and women earn more than men in the lower quartile.

The data show that women are under-represented at senior academic levels: 10.4% of total female academic staff are at academic/administrative manager grades compared to 18.5% of total male academic staff.

For professional staff, the highest proportion of women (25.2%) are employed at UH5, whilst the highest proportion of men (20.9%) are employed at the next higher grade, UH6. We accept that whilst these differences may also be common to other HE institutions, the reasons must be better understood so that we can address and deal with the differences at our University. We aim to close those differences through a variety of measures, and our top 3 priorities are to:

- Conduct further analyses and implement local (SBU-level) action plans – by reference to year-on-year gender pay reporting in conjunction with equal pay audit;

**Action 4.7: Conduct gender pay gap analysis by grade and ethnicity to provide further insights into disparities.**

- Work towards achieving our Equality Objectives, in particular the progression of women into senior academic posts;
- Review and update working practices and policies in areas such as unconscious bias, job design and recruitment and selection.

**Word count: 1,917**

## **5. SUPPORTING AND ADVANCING WOMEN'S CAREERS**

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

### **5.1. Key career transition points: academic staff**

#### **(i) Recruitment**

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

**Table 14: Recruitment success rates 2014/15 – 2016/17**

Professional		Applications		Shortlisted	Appl:Short	Appointed	Short:Appo	Appl:Appo
2014/15	Female	3603	60.2%	519	14.4%	127	24.5%	3.5%
	Male	2379	39.8%	376	15.8%	98	26.1%	4.1%
2015/16	Female	3523	56.5%	617	17.5%	161	26.1%	4.6%
	Male	2716	43.5%	389	14.3%	88	22.6%	3.2%
2016/17	Female	5103	58.2%	956	18.7%	281	29.4%	5.5%
	Male	3663	41.8%	594	16.2%	159	26.8%	4.3%
Academics		Applications		Shortlisted	Appl:Short	Appointed	Short:Appo	Appl:Appo
2014/15	Female	588	38.9%	147	25.0%	49	33.3%	8.3%
	Male	925	61.1%	180	19.5%	48	26.7%	5.2%
2015/16	Female	851	37.2%	205	24.1%	65	31.7%	7.6%
	Male	1439	62.8%	221	15.4%	51	23.1%	3.5%
2016/17	Female	1118	37.6%	272	24.3%	93	34.2%	8.3%
	Male	1856	62.4%	296	15.9%	90	30.4%	4.8%

More women than men apply for professional roles which is the opposite for academic roles. However, women are more likely to be shortlisted and appointed for academic positions overall.

UH has several well-established practices to support fair recruitment and selection including:

- All Panel Chairs are required to attend Recruitment and Selection and Equality and Diversity (E&D) training. Staff who chair are strongly encouraged to undertake Unconscious Bias and Cultural Awareness training and we plan to make this mandatory;

**Action 5.1: Make further E&D training mandatory for panel Chairs and monitor uptake.**

- Panel Chairs are required to choose a panel from staff who represent a diverse background and it is strongly encouraged that all panel members should have attended the relevant training;
- All job vacancies are advertised across the University and are fully accessible to all staff, at-risk staff are guaranteed interviews when meeting the minimum criteria for the job.

There is a positive action message for recruitment adverts, which is available for use by all SBUs to encourage any group(s) that the recruiting manager thinks is under-represented:

*"We particularly encourage applications from \*\*\*women and people from ethnic minority backgrounds who are under-represented in the University at this level/in this discipline."*

\*\*\* 'Women' can be replaced by 'men' if this is relevant and appropriate.

HR and the EO are currently exploring ways in which to expand knowledge of the correct use of the positive action statement and guidance has been developed around attracting diverse candidates. But further training for staff (particularly recruiting managers) has been requested. For example, in Schools such as HSK and EDU, more information is needed regarding attracting men to female-dominated areas.

**Action 5.2: Continue to further embed diversity and inclusion into recruitment strategies.**

UH is also upgrading its HR system and has invested in functionality to automate anonymous shortlisting, as well as updating the application form. Flexible working is actively promoted as part of all recruitment including at senior management-level roles.

**(ii) Induction**

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

Induction at the University is made up of three separate but linked components:

1. Central Induction – provides an overview of the University and areas of strategic importance as well as practical sessions to help staff get the most out of their careers. Includes information on how to locate resources to support staff in their jobs, how to access training and the role of appraisal, health, safety and wellbeing, staff networks, equality and diversity etc.
2. University HR induction – welcome meeting on first day, covers requirements necessary to ensure employees are paid, understand the benefits available to them and how to access intranet pages.
3. Local induction – looks at the strategic plan in the local context, conducted by line managers. A local/School induction programme and generic checklist are available for use and to build upon.

A probation process is in place for the first six months. This includes undertaking mandatory training (see Section 5.2.(i)).

**Table 15: Number of staff attending central induction by year**

Category	2014/15	2015/16	2016/17
<b>Female</b>	23	43	58
<b>Male</b>	11	33	37
<b>Null – Not specified</b>	0	0	1

Feedback on Central Induction is very positive:

*“Great to hear from the speakers and to see the University through different eyes and gain further understanding of the huge scale of UH”*

*“Great to meet others from the University & begin to understand what people do and how things fit together”*

It was decided that mandatory online induction questionnaires should be introduced to monitor effectiveness and satisfaction of inductions, and information disseminated to Schools and professional SBUs in order to share best practice.

**Action 5.3: Integrate induction questionnaire as mandatory part of probationary period.**

There is also a Research staff-specific induction checklist with suggested actions and activities for research-active staff including providing new starters with a research mentor and an extensive overview of research strategy etc. at the University.

**(iii) Promotion**

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

Approximately equal proportions of male and female academics were promoted in 2016/17: 38 women (5.7%) and 29 men (5.2%).

**Table 16: Academic promotions 2014/15 – 2016/17**

		Female		Male	
		#	%	#	%
<b>2014/15</b>	Employed in same grade	585	93.0%	525	95.5%
	Promoted	44	7.0%	25	4.5%
<b>2015/16</b>	Employed in same grade	606	93.1%	509	92.0%
	Promoted	45	6.9%	44	8.0%
<b>2016/17</b>	Employed in same grade	633	94.3%	529	94.8%
	Promoted	38	5.7%	29	5.2%

When looking at specific grades and gender in relation to promotion, we are pleased to report that more women have been promoted from UH8 to AM grades than men and the only promotions from UH8 to AM grades for part-time staff were females.

**Table 17: Academic promotions 2014/15 – 2016/17 broken down by grade**

Academic Year	F/T or P/T	Start Grade	Grade promoted to	Female	%	Male	%
<b>2014/2015</b>	<b>F/T</b>	UH03	UH07	1	2.3%		
		UH04	UH05			1	4.0%
		UH04	UH07			1	4.0%
		UH06	UH08	1	2.3%		
		UH07	UH08	13	29.5%	9	36.0%
		UH07	UH09			1	4.0%

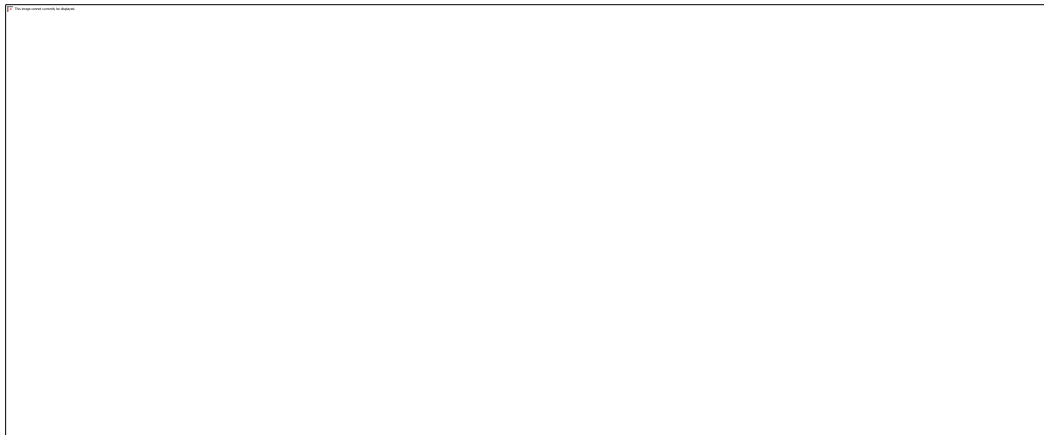
		UH08	UH09	13		3	12.0%
		UH08	AM		0.0%	1	4.0%
		UH09	AM	4	9.1%	2	8.0%
		AM	AM	5	11.4%	2	8.0%
	P/T	UH07	UH08	3	6.8%	4	16.0%
		UH08	UH09	3	6.8%		
		UH08	AM	1	2.3%		
		AM	AM			1	4.0%
	TOTAL			44		25	
2015/2016	F/T	UH02	UH06			1	2.3%
		UH04	UH06	1	2.2%		
		UH05	UH06	1	2.2%	2	4.5%
		UH05	UH07	1	2.2%		
		UH06	UH07			5	11.4%
		UH07	UH08	7	15.6%	10	22.7%
		UH07	UH09			1	2.3%
		UH08	UH09	15	33.3%	8	18.2%
		UH09	AM	8	17.8%	7	15.9%
		AM	AM	3	6.7%	6	13.6%
	P/T	UH04	UH05	1	2.2%		
		UH06	UH08	1	2.2%		
		UH07	UH08	4	8.9%	1	2.3%
		UH08	UH09	2	4.4%	1	
		UH08	AM	1	2.2%		0.0%
		AM	AM			2	4.5%
	TOTAL			45		44	
2016/2017	F/T	UH03	UH05	1	2.6%		
		UH04	UH06	1	2.6%		
		UH06	UH07	1	2.6%	2	6.9%
		UH07	UH08	4	10.5%	4	13.8%
		UH07	UH09	1	2.6%	1	3.4%
		UH08	UH09	6	15.8%	11	37.9%
		UH09	AM	4	10.5%	3	10.3%
		AM	AM	6	15.8%	7	24.1%
	P/T	UH06	UH07	2	5.3%		
		UH07	UH08	7	18.4%		
		UH08	UH09	3	7.9%	1	3.4%
		UH08	AM	1	2.6%		
	TOTAL			38		29	

The ability to apply to progress is available at all times and is commenced by the applicant, with Schools actively encouraging individuals felt to be ready for progression. Further academic promotion opportunities (Table 18 below) are offered throughout the year by various routes and are advertised on the University intranet. Vacant positions and significant roles (e.g. Associate Dean -Research, Commercial, Learning and Teaching

and International) are advertised widely and are subject to selection processes. Published role profiles state the criteria against which assessments are made.

Staff undergo a job evaluation process through EVALUATE. Individuals, with the support of their line manager, prepare a portfolio of evidence to demonstrate how they meet the criteria for a promoted grade. This is assessed by the Dean, HR and discussed with the line manager before being approved by the appropriate Pro-VC to ensure organisational equity.

**Table 18: Academic career pathways**



Within the framework of promotion opportunities, academic staff progress along pathways encompassing learning and teaching, consultancy and enterprise work as well as the more usual research route. UH encourages, and has awarded, professorial and readership titles to staff in recognition of their work in the fields of Learning and Teaching and Enterprise.

Although the data show that men and women are being promoted at approximately equal levels, feedback from School-level AS surveys indicate that many staff are still unclear on the promotion criteria and process, that there is a perceived lack of transparency and equitability and that part-time staff consider there to be fewer opportunities to progress. To address this, we intend to pursue a number of actions such as holding promotions workshops in each School. Networks have also been formed at the local level, for example LMS has started Conversations and Connections (CoCo) – a question and answer discussion group aimed at addressing the under-representation of women in senior roles. Their activities include:

- Holding regular meetings to discuss issues surrounding promotion criteria;
- Organising presentations from individuals who were successfully promoted;
- Reviewing successful and unsuccessful readership applications to capture key learnings on the application process and support needed, particularly for ECRs;
- Running research grant writing workshops.

**Action 5.4: Increase knowledge of academic promotions process.**

In 2017, Academic Career Pathways workshops and an Associate Professorship were introduced. For the latter, candidates can apply in the areas of Enterprise and Entrepreneurship, Learning and Teaching, and Research and a series of workshops were



delivered by the Deputy VC in January 2018. The first round of applications closed in mid-February with 54 applications (24F:30M) which were assessed by the Deans. Twenty applicants were shortlisted for interview (10F:10M), which will take place from May 2018 onwards and panels will be chaired by the Deputy VC. Appointments will be made by summer 2018 for an initial period of four years from August 2018, and this pathway will now be offered annually.

**Action 5.5: Promote, increase and monitor number of applications and success rates from female candidates for Associate Professor roles.**

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

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

Table 19 shows an increase in the percentage of female staff submitted from 31.7% in RAE 2008 to 34.9% in REF 2014. However, if we consider the actual number of female staff eligible for submission to REF (N=180), as opposed to the number of female academic staff, then this rises to 42.2%.

Our Equality Impact Assessment (EIA) for REF 2014, which assessed a number of protected characteristics in addition to gender (including ethnicity, disability, age, pregnancy and maternity etc.), has further shown that if we look at each unit of assessment separately there is no consistent pattern of women being under-represented. In many cases, the proportion of women elected was higher, sometimes significantly so, than the proportion of the overall number of women in the pool for that Unit of Assessment. Eight female staff members were also submitted with a case for one or more reduction of outputs on account of maternity leave during the REF period.

**Table 19: Characteristics of headcount of staff submitted to REF2014 compared to those of the academic staff as a whole**

	All academic staff (headcount)			
	RAE 2008		REF 2014	
	No of Staff	%	No of Staff	%
<b>Female</b>	613	51.60%	607	51.4%
<b>Male</b>	576	48.40%	575	48.6%
	Final REF/RAE headcount			
	RAE 2008		REF 2014	
	No of Staff	%	No of Staff	%
<b>Female</b>	53	31.70%	76	34.9%
<b>Male</b>	114	68.30%	142	65.1%

## 5.2. Career development: academic staff

### (i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its

effectiveness monitored and developed in response to levels of uptake and evaluation?

All staff are encouraged to continue to focus on their development and training which takes place through formal and informal development programmes. For new academic staff, CPAD is a probationary requirement and this is encouraged for existing academic staff as well. CPAD is incorporated into workload allowances and provides a vehicle for the discussion and dissemination of good practice in teaching and learning as well as a support network.

UH also has a fee-waiver policy for staff wishing to pursue part-time study including doctoral research. Table 20 shows that in 2016/17 there were 103 members of staff studying on P/T research degrees (65F:38M). These development and mentoring opportunities are discussed with staff at points in the academic year, including induction and appraisals.

**Table 20: Staff studying as part-time research students**

		Female		Male	
		#	%	#	%
<b>2014/15</b>	Research degree students	318	48.18%	342	51.82%
	PT research students - staff	61	58.10%	44	41.90%
<b>2015/16</b>	Research degree students	336	48.77%	353	51.23%
	PT research students - staff	45	60.00%	30	40.00%
<b>2016/17</b>	Research degree students	345	50.00%	345	50.00%
	PT research students - staff	65	63.11%	38	36.89%

In addition to CPAD, there is a comprehensive suite of learning and development programmes available through our People Development Unit (PDU) (Table 21). We have a learning and development directory (online and hardcopy) that is distributed to staff, supported by regular bulletins that are periodically sent via email with upcoming events and workshops. Staff can book their own place on these workshops/events through the staff portal. PDU evaluate all courses using an online evaluation questionnaire, all internal facilitators have access to their own feedback.

**Table 21: Selection of training opportunities at UH**

<b>Mandatory for new staff</b>	<b>Optional for all staff</b>
Diversity in the Workplace (online)	Cultural Awareness
Equality and Diversity Essentials	Dignity and Respect: Dealing with Bullying and Harassment
Data Protection	Unconscious Bias
Central Induction	Personal Skills
Health and Safety (online)	Leadership and Management
	Transgender Awareness
	Disability Awareness

The EO plans to develop EIA training to be delivered by Webinar. UH strongly encourages that Unconscious Bias training is taken within the first year of employment and is considering how to broaden the reach and impact of this training. Unconscious Bias is also part of our Managers' Essentials development toolkit.

**Action 5.6: Develop and roll out EIA training.**

**Action 5.7: Explore and roll out the most effective mode of delivery for Unconscious Bias/Cultural Awareness training for staff and students.**

Women have been more likely than men to access the range of learning and development opportunities, with numbers increasing over the three years (Table 22). We do not currently keep a record of uptake by individual training courses.

**Action 5.8: Compile more detailed training uptake record by course.**

**Table 22: Academic staff access to training 2014/15 – 2016/17**

		Permanent		Fixed-Term		Full-time		Part-time	
<b>2014/15</b>	Female	4227	94.0%	272	6.0%	3215	71.5%	1284	28.5%
	Male	2319	92.4%	192	7.6%	2273	90.5%	238	9.5%
<b>2015/16</b>	Female	4140	91.8%	368	8.2%	3400	75.4%	1108	24.6%
	Male	2081	88.6%	268	11.4%	2098	89.3%	251	10.7%
<b>2016/17</b>	Female	4296	86.7%	658	13.3%	3674	74.2%	1280	25.8%
	Male	2285	89.6%	264	10.4%	2335	91.6%	214	8.4%

Overall 65% of women access training each year and this is roughly consistent with the overall female representation of the University (61.3%); however, it is over-representative when considering female academic figures, which are lower (54.6%). There have been higher participation rates from male and female STEMM academics than their AHSSBL colleagues each year, but this has begun to reduce significantly from 2014/15 (62%F:60.5%M STEMM) to 2016/17 (52.4%F: 53.2%M STEMM).

Women participating in learning and development opportunities has continued to rise each year. An additional positive finding is the increased proportions of fixed-term academic staff attending programmes since 2014/15, and this should be encouraged further in the future. The proportion of part-time staff attending training has remained consistently low since 2014/15.

**Action 5.9: Understand lower participation rates from part-time academic staff and increase promotion of learning and development opportunities to this cohort.**

Male participation in training fell in 2015/16, however despite this, the number of men engaged with learning and development opportunities has risen in 2016/17 above the level recorded in 2014/15.

## (ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development

review training offered and the uptake of this, as well as staff feedback about the process.

A key vehicle for supporting all staff with their development and career progression is the appraisal process. It is mandatory for all staff to receive a full appraisal and a 6 month review every year. In most areas this is supplemented by more frequent 1:1 sessions.

The scope of appraisal covers a review of the previous year, discussion about the next year's objectives including what training or support may be required, and a discussion of longer-term career goals. Alongside work-related targets, all staff are required to identify at least one development target to embed the principle of ongoing personal development.

Training in appraisal is mandatory for all line managers, and a specific workshop has been developed to address the particular needs of the researcher community. Completion of appraisal is audited annually and this has shown widespread engagement across all staff groups.

An audit of the appraisal process has not been undertaken since 2013 and we would like to ensure that staff are fully benefitting from the process. We have finalised a content analysis of completed action plans and a priority area for improvement is how managers can be supported to hold better career discussions and how staff can be encouraged to proactively access available support.

**Action 5.10: Conduct up-to-date audit of appraisal process to ensure it adequately meets staff needs.**

### (iii) Support given to academic staff for career progression

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

In 2017 UH retained its European Commission HR Excellence in Research (HREiR) award for the 6th year running, recognising commitment to improving working conditions and career development opportunities for researchers.

New and early career researchers can find support from the 'New to Research at the University of Hertfordshire' resources on StaffNet which includes links to the Research Handbook containing useful information about how research is managed, the services available, a comprehensive list of contacts as well as a link to upcoming research events to support development and networking.

Another key provision for development is the extensive 'Researcher Development Programme' for Research staff and PGR Students (compulsory for the latter), where opportunities for development in research and more generic career development (mapped to the Vitae Researcher Development Framework) are available throughout the academic year. This has over 97 sessions for students and early career researchers covering all 12 sub-domains of the Framework.

The Research Office (RO) supports research activity across all Schools, Research Centres and groups at the University. They work closely with the HR Development team and the Researcher Development programme run by the Doctoral College to provide training and development events for research and academic staff. The RO also advises on all aspects of research grant applications including financial and impact planning and supports the development of research impact.

The RO administers internal funding calls which usually include Small Grants to support stakeholder engagement such as Skill Up! awards (up to £500), and Early Career and Returning to Research Grants (up to £4,000). In 2016/17, there were 15 Skill Up! awards (11F:4M).

Academic staff have access to a 'Developing your academic career at the University of Hertfordshire' guide where signposts are also provided to additional resources such as Vitae and Netskills. Academic Career Pathways is a new opportunity to explore both formal and informal career pathways.

### **5.3. Flexible working and managing career breaks**

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

#### **(i) Cover and support for maternity and adoption leave: before leave**

Explain what support the institution offers to staff before they go on maternity and adoption leave.

Comprehensive guidance is available on our intranet and via HR relating to all types of parental leave (maternity, paternity, adoption, shared parental and parental). The information is aimed at ensuring that men and women remain engaged and can take advantage of the support available to enable them to combine work and family life.

The online guidance has been improved over the last year based on staff feedback and includes:

- Family friendly policies, pay and Keeping in Touch (KIT) day guidance.
- Maternity checklists for staff and managers.
- How to ensure a successful return to work, changing work patterns (flexible working) and childcare support.

- Details of 7 First Aid rooms across campus which can be used for breastfeeding/expressing (all contain fridges). Details of childcare voucher scheme and Kids Village at the Hertfordshire Sports Village, which provides a range of term-time and school holiday activities, and UH Arts which provides a wide range of cultural and creative events for staff and their families.
- Articles and links specific to mums and dads at work and balancing work and family.
- Information on our flourishing Working Parents' Network (WPN) which is open to those planning or expecting a child, as well as parents and grandparents. It has an email list (72 members, 58F:14M), Facebook page and runs regular well-attended events and meetings on different days of the week.



Further family-friendly initiatives are planned.

#### **Action 5.11: Advance further family friendly initiatives.**

Pregnant staff undertake a health and safety assessment with managers as soon as they know they are pregnant. All staff taking maternity/adoption leave have the option of a personal discussion with their HRBP, where they are briefed on the full range of support available to them – including legal and contractual issues and pay.

Line managers are responsible for putting in place appropriate cover whilst staff are away. Cover for maternity and adoption leave and support for returning staff is funded through SBU staff budgets.

Through our work in this area over the past year, it has come to our attention that clear guidance and support is lacking for student parents. The EO has liaised with the SU and this has been identified as a key area of development.

#### **Action 5.12: Develop further guidance and support for student parents, in collaboration with the Students' Union.**

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

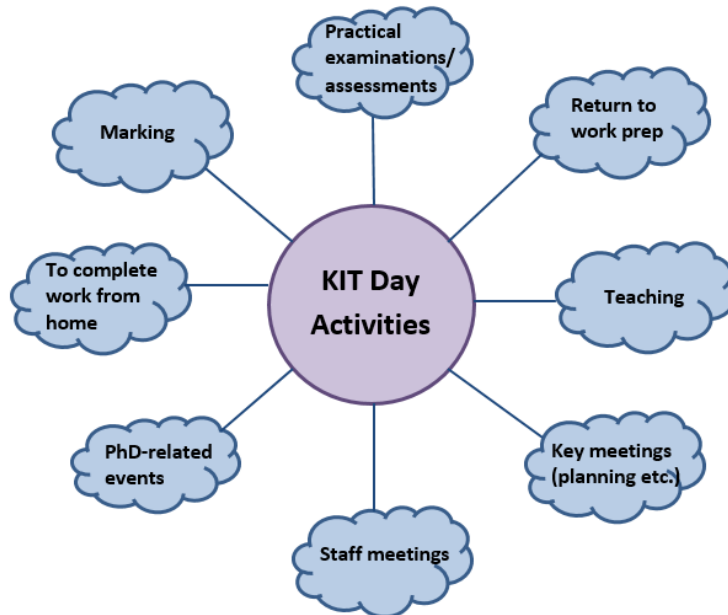
Explain what support the institution offers to staff during maternity and adoption leave.

During leave, staff are supported by their line managers and HR throughout. Line managers keep in touch with staff during maternity/adoption leave resulting in staff being kept up-to-date.

UH policy for KIT days is followed across the institution and allows women on maternity leave to come to work to be involved in developments, updates etc. without impacting on their status. Interviews conducted within some of our academic Schools highlight a number of reasons why individuals have chosen to take advantage of KIT days (Figure 5).

Some academic Schools have also begun offering paid childcare for KIT days and Carers' funds to enable staff to attend development opportunities such as conferences. This is promoted across the institution as good practice.

**Figure 5: KIT day activities**

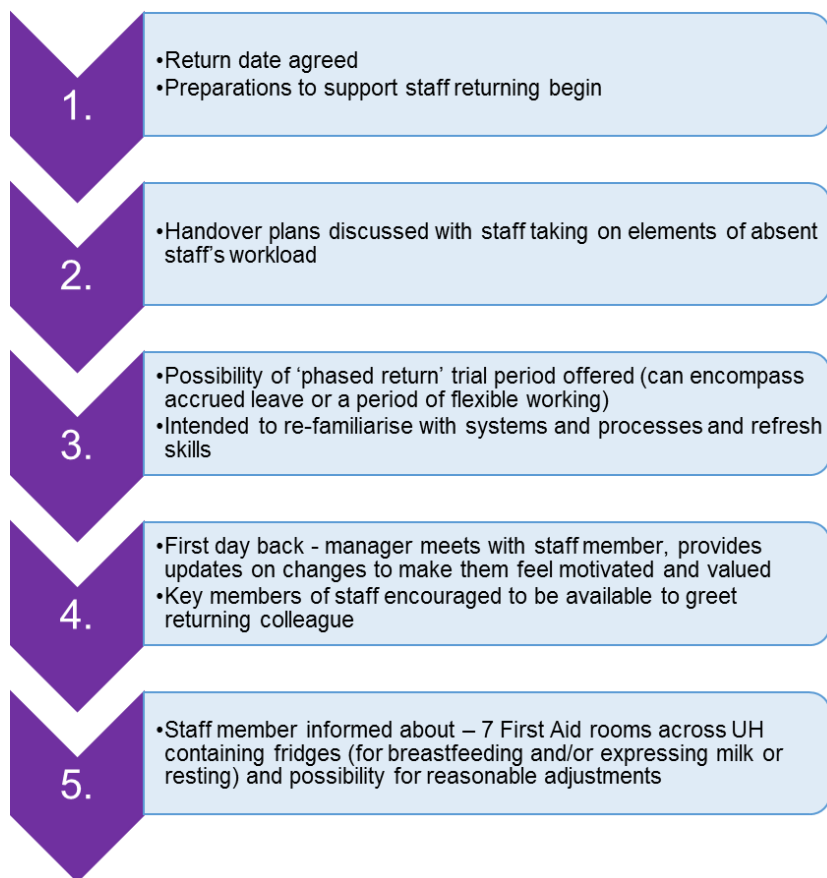


(iii) Cover and support for maternity and adoption leave: returning to work

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

The return process is detailed in Figure 6.

**Figure 6: Returning to work process**



Consultation with School EDI teams and through our WPN, including 1:1 interviews, has revealed that staff have overall felt supported by line managers and HR before, during and after their leave. However, some issues have been raised relating to cover, such as lack of adequate handover periods. This will be investigated further.

**Action 5.13: Offer additional guidance for line managers on how to provide appropriate support to staff and cover for maternity/adoption leave, e.g. use of KIT days.**

There is currently no central funding provision to support returning staff. This is being explored individually in academic Schools and across the institution.

**Action 5.14: Investigate options for UH-wide returners' programme.**

**(iv) Maternity return rate**

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



**Table 23: Maternity return rates 2014/15 – 2016/17**

Year	Maternity Leave									
	Category	Grade	Maternity Leave		Returned		Not Returned		KIT Taken	
			Number of Staff	%	Number of Staff	%	Number of Staff	%	Number of Staff	%
2014/2015	Academic and Research	UH06	2	2.7%			2	16.7%		
		UH07	7	9.3%	6	9.5%	1	8.3%	1	5.9%
		UH08	16	21.3%	15	23.8%	1	8.3%	4	23.5%
		UH09	4	5.3%	3	4.8%	1	8.3%		
	Professional	UH02	4	5.3%	3	4.8%	1	8.3%		
		UH04	7	9.3%	4	6.3%	3	25.0%	1	5.9%
		UH05	8	10.7%	7	11.1%	1	8.3%	2	11.8%
		UH06	5	6.7%	4	6.3%	1	8.3%		
		UH07	17	22.7%	16	25.4%	1	8.3%	7	41.2%
		UH08	4	5.3%	4	6.3%			1	5.9%
		AM2	1	1.3%	1	1.6%			1	5.9%
		<b>TOTAL</b>	<b>75</b>		<b>63</b>	<b>84.0%</b>	<b>12</b>	<b>16.0%</b>	<b>17</b>	<b>22.7%</b>
2015/2016	Academic and Research	UH07	8	14.8%	7	15.6%	1	14.3%	3	25.0%
		UH08	12	22.2%	11	24.4%	1	14.3%	2	16.7%
		UH09	1	1.9%	1	2.2%				
	Professional	UH02	3	5.6%	2	4.4%	1	14.3%		
		UH04	6	11.1%	4	8.9%	2	28.6%	1	8.3%
		UH05	6	11.1%	4	8.9%	2	28.6%	2	16.7%
		UH06	6	11.1%	6	13.3%				
		UH07	8	14.8%	6	13.3%			3	25.0%
		UH08	4	7.4%	4	8.9%			1	8.3%
		<b>TOTAL</b>	<b>54</b>		<b>45</b>	<b>83.3%</b>	<b>7</b>	<b>13.0%</b>	<b>12</b>	<b>22.2%</b>
2016/2017	Academic and Research	UH04	1	1.7%						
		UH05	1	1.7%						
		UH06	1	1.7%			1	25.0%		
		UH07	7	11.9%	6	24.0%				
		UH08	13	22.0%	7	28.0%			3	21.4%
		UH09	1	1.7%						
		AM1	1	1.7%					1	7.1%
	Professional	Other Grade	1	1.7%					1	7.1%
		UH02	1	1.7%						
		UH03	2	3.4%						
		UH04	2	3.4%	2	8.0%			2	14.3%
		UH05	12	20.3%	4	16.0%	2	50.0%	2	14.3%
		UH06	2	3.4%	1	4.0%	1	25.0%	2	14.3%
		UH07	10	16.9%	2	8.0%			2	14.3%
		UH08	4	6.8%	2	8.0%			1	7.1%
		UH09			1	4.0%				
		<b>TOTAL</b>	<b>59</b>		<b>25</b>	<b>42.4%</b>	<b>4</b>	<b>6.8%</b>	<b>14</b>	<b>23.7%</b>

Table 23 shows that in 2014/15 and 2015/16 there was a relatively high return rate following maternity leave. The year 2016/17 has been influenced by the number of women who were still on maternity leave by the end of that academic year.

In all years, women employed on professional contracts took maternity leave at higher rates than their academic colleagues, e.g. 61.3% in 2014/15; 61.1% in 2015/16; 57.6% in 2016/17.

Additionally, of all women who took maternity leave approximately 23% utilised KIT days. HSK (see poster right) already promotes the value of KIT days in their School and we intend to launch a campaign to promote them across the institution as well as part of Action 5.11.



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

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

A positive observation is that the number of staff taking paternity leave has increased since 2014/15 (Table 24). The number of men taking paternity leave in 2016/17 represents 2.6% of men (n=25) employed at the University in that year and reflects less than half of the number of women (n=59) that took maternity leave in the same year. It is worth noting that more men in professional roles are now taking paternity leave with 11 professional to 14 academics in 2016/17.

UH offers 2 weeks for paternity leave, one fully paid and one at the statutory rate.

The EO partnered up with a researcher in the Law School to investigate issues surrounding paternity and Shared Parental Leave, the latter of which has incredibly low take-up at the University and across the sector. The primary research, along with interviews and a focus group with fathers and partners, indicated a number of issues including lack of awareness/signposting and pay.

**Action 5.15: Launch campus-wide 'Paternity and Shared Parental Leave Awareness Campaign' and review paternity package.**

**Table 24: Leave take up 2014/15 – 2016/17**

Year	Category	Grade	Paternity Leave		Adoption Leave		Shared Parental Leave	
			Gender	Number of Staff	Gender	Number of Staff	Gender	Number of Staff
2014/2015	Academic and Research	UH07	M	3				
		UH08	M	4	F	1		
		UH09	M	4				
		ADHO	M	1				
	Professional	UH05	M	1				
		UH06	M	1				
		UH08	M	2				
		UH09	M	1				
2015/2016	Academic and Research	UH07	M	3				
		UH08	M	4	F	1		
		UH09	M	1				
		AM1	M	1				
	Professional	UH04	M	1				
		UH05	M	1				
		UH06	M	3				
		UH07	M	1				
		UH08	M	1				
2016/2017	Academic and Research	UH06	M	1				
		UH07	M	2	F	1		
		UH08	M	7				
		UH09	M	3				
		AM1	M	1				
	Professional	UH02	M	1				
		UH04	M	2			F	1
		UH05	M	1				
		UH06	M	1			M	1
		UH07	M	4				
		UH08	M	1				
		AM1	M	1				

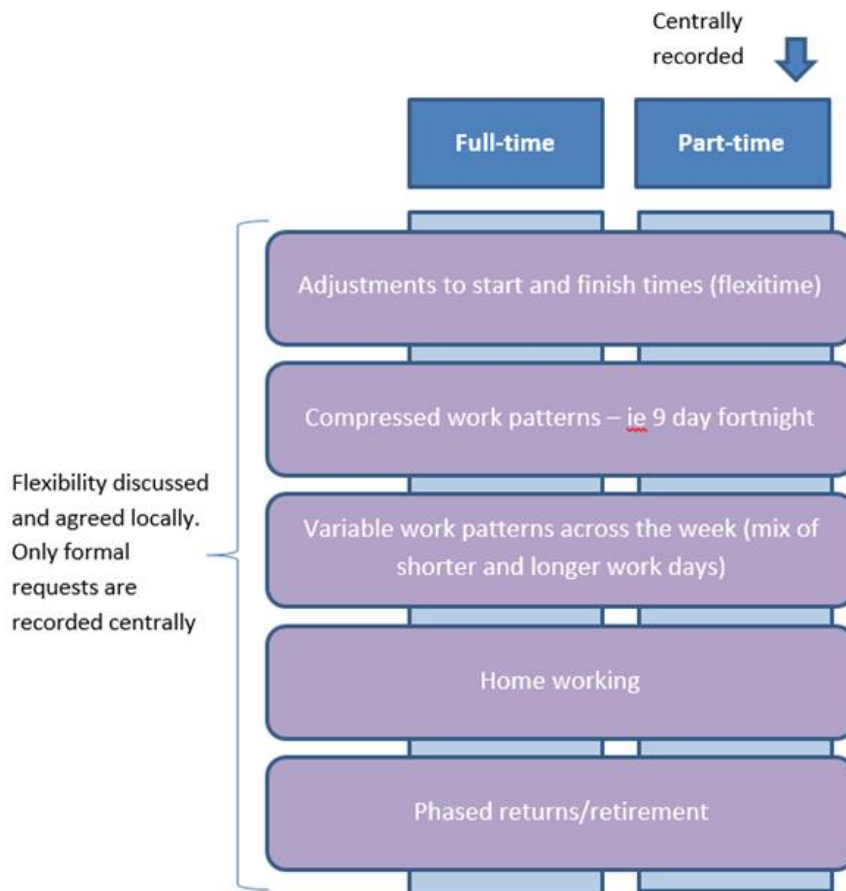
**(vi) Flexible working**

Provide information on the flexible working arrangements available.

All staff have a right to apply for flexible working and there is a core culture of informal flexible working at UH, which is often linked to caring responsibilities.

We know colleagues have interests and responsibilities outside work and we try to tailor working situations to everyone, both academic and professional staff. Line managers will regularly review the situation and where possible adapt arrangements as needs change. We also try to ensure that the policies and activities in terms of benefits and flexibility are communicated widely and are transparent and consistent in their application.

**Figure 7: Flexible working options and methods of recording**



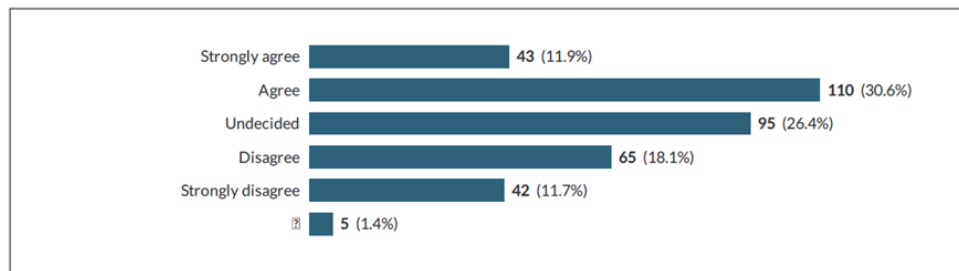
Our policy of ‘anytime, anywhere, any device’ is operationalised through a Virtual Private Network (VPN) allowing staff to access email, shared and personal folders remotely.

These policies should be drawn to the attention of all new staff as part of their HR induction and joining information; however, our P&T survey indicated that this was not always the case and that the majority of respondents had sought out the information themselves or heard about flexible working through word-of-mouth. Periodic reminders are sent out to all staff and usually linked to regular Wellbeing events throughout the year.

School staff surveys have shown that academic staff sometimes enjoy more flexibility than P&T staff in these SBUs. We explored this further in the P&T survey to see if this was reflected in the professional SBUs as well (Figure 8). Women were shown to be more favourable about support - around half of those who agreed were women while one-third of men agreed and one-third disagreed. Therefore, we have developed a number of actions around flexible working.

**Action 5.16: Ensure that the right to request flexible working is consistently promoted to *all* staff at *all* levels.**

**Figure 8: Professional and Technical staff are supported to undertake flexible working in my department.**



Of those who do work flexibly, qualitative data show that the majority of staff make great use of it, that it impacts positively on their work/life balance and that they are largely supported by line managers:

*"Fantastic. [Flexible working] Has allowed me to progress my career while raising a family. Generates an enormous amount of goodwill to UH too."* (Female, P&T survey).

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

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

At present, UH does not have a formal policy on supporting the transition from part-time to full-time working. However, at a local level, line managers are committed to supporting divergent career patterns within their resources. Individuals can discuss informally with their line manager, via 1:1s, six-month reviews and appraisals, any request to an adjustment to their working pattern which may move on to a more formalised discussion involving HR, whereby requests are considered on an individual basis.

Transition from part-time to full-time work does occur but requires planning to ensure appropriate funding is in place to support the rise in hours. This is generally due to budgetary constraints including the back-filling of hours remitted by staff wishing to become part-time. Schools may offer additional hours to part-time staff where a gap they could fill arises.

#### (viii) Childcare

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

UH has an on-site childcare facility for use by staff and students. It looks after babies and pre-school children up to the age of five and is open Monday-Friday from 8am to 6pm throughout the year. Staff are provided with information about the nursery at the HR Welcome meeting on their first morning and again at their maternity briefing and



encouraged to put in an expression of interest at an early stage. Where there is a shortfall in places, we have arrangements with local nurseries.

#### (ix) Caring responsibilities

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

We have a Carers' Toolkit (Figure 9) that offers easily accessible information for staff with caring responsibilities, including relevant policies and support from within and external to the University. UH does not have a specific policy for carers but a number of policies and guidance documents are relevant, including emergency care of a dependent and flexible working. Our Carers' Network (42 members, 35F:7M) runs a number of events/workshops throughout the year (often in collaboration with the WPN), to include working with Carers in Herts, Age UK, Families in Focus, Challenging Behaviour Foundation and Dementia Friends. Further work is being put in place to specifically support young carers.



**Figure 9: Carers' Toolkit on StaffNet**

Finding information and advice for carers	
About UH policies	<p>The University does not have a specific policy for carers but a number of our policies and guidance documents may be relevant. These can be found <a href="#">StaffNet</a> and include:</p> <ul style="list-style-type: none"> <li>• <a href="#">Emergency Care of a Dependant</a></li> <li>• <a href="#">Stress Management</a></li> <li>• <a href="#">Unpaid Leave</a></li> <li>• <a href="#">Compassionate Leave</a></li> <li>• <a href="#">Extended Leave of Absence</a></li> <li>• <a href="#">Flexible Working Provisions</a></li> <li>• <a href="#">Annual Leave</a></li> </ul>
About statutory entitlements for carers	<p>As a carer you, and the person you care for, may be entitled to various benefits, allowances, income support or tax credits, legal information, help organising respite care etc. For more information:</p> <ul style="list-style-type: none"> <li>• <a href="#">Carers in Herts</a></li> <li>• <a href="#">Upfront</a></li> <li>• <a href="#">Gov.UK</a></li> <li>• <a href="#">Direct Gov-Caring for Someone</a></li> </ul>
About your wellbeing	<p>The University provides a number of support services which you may find of help:</p> <ul style="list-style-type: none"> <li>• <a href="#">Occupational Health &amp; Workplace Wellbeing</a></li> <li>• <a href="#">Counselling Centre</a></li> <li>• <a href="#">University Chaplaincy</a></li> <li>• <a href="#">Employee Assistance Helplines</a></li> </ul> <p>Your GP Surgery may also offer a range of support and information for carers.</p>
Networking	<p>It can be useful to speak to others in a similar situation.</p> <ul style="list-style-type: none"> <li>• Visit <a href="#">StaffNet</a> to find out more about our <a href="#">networks</a> staff events for carers</li> </ul>
Further information	<p>For further information about caring in general, you might also like to visit:</p> <ul style="list-style-type: none"> <li>• <a href="#">StaffNet</a></li> <li>• <a href="#">Herts Help</a></li> <li>• <a href="#">Carers UK carerstrust</a></li> <li>• <a href="#">Carers in Herts</a></li> <li>• <a href="#">Gov.UK</a></li> </ul>

## 5.4. Organisation and culture

### (i) Culture

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

UH is committed to inclusive policy and practice for both students and staff, a pledge evidenced through reflection of the AS principles in our strategy (image right), policies, practice, action plans and culture. Positive responses from our staff survey verify the translation of this commitment to action. In response to the question 'Our University

community respects individual differences', 83% responded positively, which is +7 higher than the sector average.

We have now seen a genuine shift in the way that staff and students discuss and consider gender equality in University life. There have been many initiatives University-wide, such as the introduction of Gender Neutral Toilets (GNTs) in response to a request from our LGBT Network and SU (see Section 6.(iii)).

One strong element of our culture is to celebrate success and promote wellbeing in all forms, such as: annual VC Awards (2016/17 - 58%F nominations, 2017/18 - 60%F); Academic Book Week 2018 featuring the research output of UH's women; news of research success; an extensive (free) Active Staff and Students programme; social events; promoting important days such as International Women's Day etc.

The AS principles are supported further by regular updates in staff meetings across our academic Schools and in dedicated AS presence on our internal and external websites (See section 5.6.x). Staff development days are also being used across SBUs to ensure that all staff contribute to the interpretation of the staff survey data and proposed arising actions. Briefing and awareness-raising (such as through inductions) is also taking place among student groups to debate and discuss issues relating to gender. Student Engagement Co-ordinators and BAME Student Advocates have also been appointed to support students with developing their skills, abilities and confidence as successful learners. The latter recently won an SU Game Changer of the Year award.

Our staff networks (Disability and Wellbeing, LGBT, BAME, Menopause, Working Parents and Carers) also provide an invaluable safe space where staff can be themselves and discuss issues, ideas and challenges of specific interest; offer peer support to one another; share experiences and knowledge; and have a voice within the University.

We aspire to become sector leaders in attracting, training and developing talented staff and students. We intend to address any loss of talent through the career pipeline whilst also attaining gender parity in senior roles, such as through Equality Objectives to increase the proportion of academic women and BAME staff at UH9 and above. We have already begun to use the findings from our gender pay report to address any inequalities. The majority of our staff are on permanent contracts (AS Principle 6), evidencing our commitment to providing job security.

We promote an explicit distributed leadership culture which allows both male and female staff to adopt diverse leadership roles building on their areas of interest and expertise. Individuals can bid for awards which provide financial and mentoring support for research and development activity.

## People

*We will ensure our people are valued in a collaborative and innovative environment by:*

- Attracting and developing outstanding people
- Recognising and rewarding excellence
- Developing world-class leaders in education, research, business and the professions
- Sustaining a culture of respect, engagement and integrity
- Strengthening the diversity of our community
- Investing in people's health and wellbeing



We are also committed to developing the capabilities of our staff to better understand the discrimination often experienced by trans people (Section 6).

We have also begun to look beyond gender to consider how other aspects of identity can intersect to create multiple levels of inequity. Many of the events run by our EO already draw attention to this, e.g. a one-day panel discussion during LGBT History Month 2017 entitled 'Minority within a Minority', which explored the varied identities (in terms of religion, disability etc.) within the LGBT community. As we have improved our collection of diversity data, our annual E&D report looks at staff and student demographics across a range of protected characteristics. We are dedicated to continuing to enhance the collection and analysis of this data in a more intersectional manner, including for the purposes of future AS applications.

**Action 5.17: Integrate more intersectional analyses into AS and wider University processes.**

**(ii) HR policies**

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

Our HR policies are subject to periodic review. We undertake EIAs as appropriate to ensure that policies do not disproportionately or adversely impact on staff with any protected characteristics.

UH takes a no-tolerance approach to harassment and bullying and has invested significant effort in establishing support for this area. This is particularly important considering our staff survey indicated 45% of staff felt they would be unable to report harassment and bullying without worrying it would have a negative impact on them.

We have established and actively promote a network of 12 volunteers from across the institution that act as Dignity and Respect (D&R) Advisors. This network provides support to staff and students who feel they may have experienced bullying and/or harassment and acts as a first point of contact for advice and signposting. Our D&R workshop is also open to all staff and we are working with our people development team to ensure this is included in training for all new line managers.

**Action 5.18: Ensure that the “Dignity and Respect: Dealing with Bullying and Harassment” training becomes mandatory for all line managers.**





The University has a highly active EO within the OVC that provides support, advice and guidance to stakeholders across the institution. The EO works with HR and the Office of the Dean of Students to ensure that there is a holistic and consistent approach to matters affecting staff and students, e.g. grievance, conflict management etc. and works closely with SBUs to seek swift resolution.



This is made possible through excellent working relationships with staff in Schools who ensure consistency in the monitoring of HR policies through:

- Changes to University Policies and Regulations, including those focusing on equality, are discussed at the School Academic Committee and SEG;
- Dean of School meets HR Business Partner (HRBP) to discuss policy implementation;
- Line managers consult HRBP for advice before implementing policy or meeting staff to discuss issues to ensure parity;
- HRBP provides support and advice for these processes and updates staff at SEG on any policy updates;
- EO is represented on School EDI teams, supporting the understanding of the implications of policy for the staff body and individuals within it.

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

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

The overall proportion of male and female Deans of School has remained consistent. There were some personnel changes in 2015/16 and 2016/17; however, despite these the ratio of men to women has not changed. Comparing STEMM to AHSSBL shows that the majority (n=3) of female Deans are in AHSSBL disciplines and we have a female Dean leading one of our STEMM Schools.

**Table 25: Heads of School 2014/15 – 2016/17**

Deans of School					
	Female		Male		Total
	#	%	#	%	#
2014/15	4	40%	6	60%	10
2015/16	4	40%	6	60%	10
2016/17	4	40%	6	60%	10

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

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

The CEG membership consists of all Heads of academic and professional SBUs. This therefore includes all the Dean of Schools and Heads of Professional SBUs. We are pleased that there has been an increase in the representation of women at this level in 2016/17.

**Table 26: Chief Executive's Group membership 2014/15 – 2016/17**

Chief Executive's Group (CEG)					
	Female		Male		Total
	#	%	#	%	#
2014/15	7	32%	15	68%	22
2015/16	8	38%	13	62%	21
2016/17	10	42%	14	58%	24

**Table 27: Chief Executive's Group membership 2017/18 by grade and staff type**

2017/18 Chief Executive's Group (CEG)						
Gender	Staff Type	UH06	AM	SM	OTHER	TOTAL
Female	Academic			2	3	5
	Professional	2	1	1	3	7
Female Total		2	1	3	6	12
Male	Academic		1	3	6	10
	Professional			2	2	4
Male Total			1	5	8	14
Total		2	2	8	14	26

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

UH takes equal opportunities seriously when forming Board memberships with a clear priority via our formal equality objective, to ensure women are promoted to senior levels, therefore there is a good gender balance on our senior decision-making committees.

Membership for the Research Committee is filled according to who occupies the role in the relevant category (e.g. Associate Dean, Research) and are thus determined. UH's Research Committee currently has more representation from women as opposed to men. In 2014 an AS Champion membership category was created on this Committee and is rotated annually across Schools. In 2016, UH introduced six key Research Themes and in selection of the Theme Champions, gender was specifically considered as was encouragement for applications from the younger fraternity.

**Table 28: Research Committee membership 2014/15 – 2016/17**

Research Committee (RC)					
	Female		Male		Total
	#	%	#	%	#
2014/15	10	39%	16	61%	26
2015/16	11	41%	16	59%	27
2016/17	12	42%	17	58%	29

**Table 29: Research Committee membership 2017/18 by grade and staff type**

2017/18 Research Committee (RC)									
Gender	Staff Type	UH05	UH07	UH08	UH09	AM	SM	OTHER	TOTAL
Female	Academic			1	1	6	1		9
	Professional	1	1	1	1	3		1	8
Female Total		1	1	2	2	9	1	1	17
Male	Academic				1	3	1		5
	Professional					1			1
Male Total					1	4	1		6
Total		1	1	2	3	13	2	1	23

The Student Educational Experience Committee (SEEC) is responsible for enhancing the student experience and its remit includes recruitment, diversity and academic standards and quality. As with the Research Committee, membership is primarily by role and typically includes Associate Deans (Learning and Teaching) roles and is chaired by the PVC (Student Educational Experience). There is high representation of women on this Committee with figures remaining relatively steady over the past three years.

**Table 30: Student Educational Experience Committee (SEEC) membership 2014/15 - 2016/17**

Student Educational Experience Committee (SEEC)					
	Female		Male		Total
	#	%	#	%	#
2014/15	14	58%	10	42%	24
2015/16	16	64%	9	36%	25
2016/17	19	76%	6	24%	25

**Table 31: Student Educational Experience Committee membership 2017/18 by grade and staff type**

2017/18 Student Educational Experience Committee (SEEC)								
Gender	Category	UH05	UH06	UH09	AM	SM	OTHER	TOTAL
Female	Academic				10	1		11
	Professional	3	1	1	2		2	9
Female Total		3	1	1	12	1	2	20

<b>Male</b>	<b>Academic</b>				6			6
	<b>Professional</b>							
<b>Male Total</b>					6			<b>6</b>
<b>Total</b>		3	1	1	18	1	2	<b>26</b>

Academic Board membership includes elected members following a formal vote from those staff eligible to vote within each category. Each member has a set term of office and both academic and professional SBUs use this board as an opportunity to suggest membership to their staff to assist with career progression and further development of their roles.

**Table 32: Academic Board membership 2014/15 – 2016/17**

Academic Board (AB)					
	Female		Male		Total
	#	%	#	%	#
2014/15	11	37%	19	63%	30
2015/16	12	39%	19	61%	31
2016/17	15	48%	16	52%	31

**Table 33: Academic Board membership 2017/18 by grade and staff type**

2017/18 Academic Board (AB)										
Gender	Category	UH05	UH06	UH07	UH08	UH09	AM	SM	OTHER	TOTAL
<b>Female</b>	<b>Academic</b>					2	4	2	1	9
	<b>Professional</b>	2	2	2			1	1	1	9
<b>Female Total</b>		2	2	2		2	5	3	2	<b>18</b>
<b>Male</b>	<b>Academic</b>				3	2	2		1	8
	<b>Professional</b>								1	1
<b>Male Total</b>					3	2	2		2	<b>9</b>
<b>Total</b>		2	2	2	3	4	7	3	4	<b>27</b>

The People Board was newly established in 2016/17 (as reflected in limited data) and is championed by senior management, with the Chair role occupied by the Secretary and Registrar. This board has a clear EDI focus when recruiting members. The Chair is conscious of the need for an equal gender and diversity balance. The board is also an excellent opportunity for those members of staff new to the University committee structure, to gain experience whilst having a valuable input.

**Table 34: People Board membership 2014/15 – 2016/17**

People Board					
	Female		Male		Total
	#	%	#	%	#
2016/17	16	57	12	43	28

**Table 35: People Board membership 2017/18 by grade and staff type**

2017/18 People Board								
Gender	Category	UH07	UH08	UH09	AM	SM	OTHER	TOTAL
Female	Academic		1		3		1	5
	Professional	1	3	1	8	1	3	17
<b>Female Total</b>		1	4	1	11	1	4	<b>22</b>
Male	Academic			1	0	1	2	4
	Professional				1	1	3	5
<b>Male Total</b>				1	1	2	5	<b>9</b>
<b>Total</b>		1	4	2	12	3	9	<b>31</b>

**(vi) Committee workload**

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

Committee ‘overload’ is monitored and addressed. Committees within the Academic Board structure require members to have an alternate, which again allows new members of staff to gain experience of the University Committee structure. Deputising is also common for many roles in order to address any overload for staff and to ensure input is received from as many individuals as possible.

**(vii) Institutional policies, practices and procedures**

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

Policy development, implementation and review includes undertaking an EIA to ensure that gender and other protected characteristics are considered. It also involves consultation with groups most likely to be affected and in liaison with the appropriate trade unions. Plans for developing EIA training will further assist with this.

**(viii) Workload model**

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

There is a workload allocation model in place in each School and this works in conjunction with the timetabling system and principles, with a clear policy and guidance available on StaffNet. Workload models are monitored locally, specific to the needs of each School. Academic staff are provided scholarly leave and sabbaticals.

Roles requiring a workload allocation (such as the AS Champion) are discussed in detail at Committee level, following which a recommendation is made which includes an

appropriate FTE to be allocated to the role and a defined role descriptor. Deans are given the discretion to adjust the FTE accordingly dependent on the size of the School.

All Schools are required to publish a clear and transparent workload model and a question around fairness is being integrated into School AS staff surveys. The models include teaching, research, enterprise and administrative responsibilities. The appraisal process also includes particular reference to the workload model of individuals and an opportunity to discuss and reassess annually.

(ix) **Timing of institution meetings and social gatherings**

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

The scheduling of meetings across the institution aims to take account of individual working patterns wherever possible and there is a policy stating that meetings should start no earlier than 9.30am. This includes the delivery of training and learning development opportunities. A calendar of core meetings is published at the earliest possible point of the academic year to allow individuals to plan attendance, with SEGs typically scheduled for late morning and early afternoons on Wednesdays to allow staff to make provision for childcare/caring arrangements. Minutes are published for information and arrangements for non-core meetings are usually made in consultation with participants e.g. Doodle poll.

We endeavour to make work-related social events attractive to and convenient for men and women. These are generally held in the working day (lunchtime or late afternoon). Internal seminars are generally scheduled to start at 4.00pm, although lecture and external seminars series will take place from 5.00pm to enable external participants to attend.

Staff survey responses from academic Schools indicate that a high proportion of staff feel that due consideration is given to part-time working and caring responsibilities etc. when planning events.

(x) **Visibility of role models**

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

UH's Marketing and Communications team manage the organisation's internal and external communications channels and marketing materials including the website, prospectuses, social media, staff newsletters and advertising. The imagery, case studies and other pieces of collateral for these channels are all carefully selected to ensure that they represent the diversity of the University's staff and student communities, including equal representation of gender and ensuring that we present women in the full range of professional and academic roles and at the highest levels of the organisation.

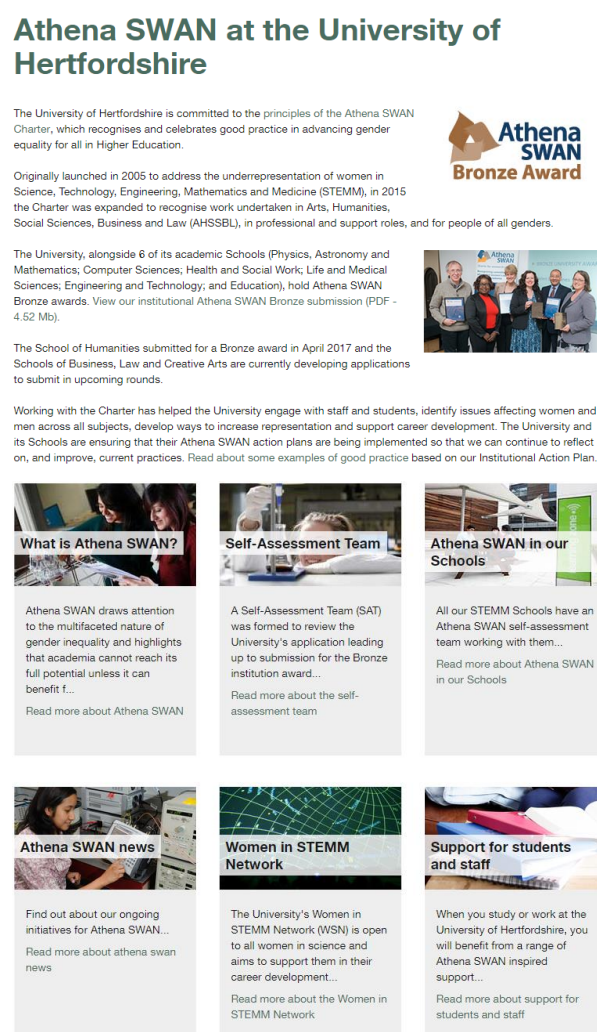
Gender balance is considered for all conferences and events and Schools are encouraged to actively consider the gender balance of speakers and chairpersons,

having integrated this into their AS action plans. For example, the HSK Research Conference selected female keynote speakers in both 2015 and 2016, and therefore chose a male speaker in 2017.

UH maintains a detailed AS webpage (Figure 10), with information celebrating progress and achievements in advancing gender equality. All STEM Schools also have their own AS webpages highlighting case studies of role models from traditionally under-represented genders (e.g. men in HSK, women in COM etc.). Work is in progress to develop webpages for AHSSBL Schools.

**Action 5.19: Develop AS webpages for AHSSBL Schools to highlight case studies of role models from under-represented genders.**

**Figure 10: External AS webpage**



The EO, staff networks and Schools also run, publicise and collaborate on organising numerous events (Table 31) throughout the year aimed at raising awareness of gender equality issues. Our priority in the coming academic years is to engage more men in E&D events and initiatives where they are often under-represented as participants.

**Action 5.20: Engage more men in gender equality issues through University HeForShe campaign and series of events.**

**Table 36: Examples of gender equality events run across UH**

Date	Event and organisers	Notes
Mar 2018	A Bloody Good Cause – end the menstrual taboo (EO)	Support of charity that raises awareness about period poverty and collects products for homeless and vulnerable women around the UK
	International Women's Week events (EDU)	Selection of events across the week, to reflect on and discuss women's suffrage, and centenary
	Pelvic Floor Health (Menopause Network)	Session with physiotherapist specialising in women's health
	Planetarium dome (PAM, COM, ENT)	Featuring slide show presentation of women in science
	Women and Power workshop (HUM/HBS)	Short presentations and performances on powerful women in society, overlooked and forgotten women in history, strategies for being a 'Powerful Woman' in the workplace
	Bake sale (HSK/LMS)	To raise money for local women's refuge in Welwyn Garden City
	Women's Day WoW (LAW)	War of Words debate around gender equality, in recognition of Women's History Month
	An evening with The Pride (Women's Networking Society/EO)	Motivational talks evening from some of University's inspirational women
	Screening of <i>Suffragette</i> (EO)	In honour of the centenary
Nov 2017	What About the Men? Mansplaining Masculinity by Dave Pickering	Exploration of masculinity and how the patriarchy affects everyone
Oct 2017	World Menopause Day events (EO/HSK)	Mindfulness session with lunch and seminar with Norma Goldman, founder of The Menopause Exchange
May 2017	2 <sup>nd</sup> INSPIRE Conference: Identity, Impact and Voice (COM)	Aimed at encouraging and recognising commitment to advancing the careers of women in STEMM employment and research in Higher Education
Mar 2017	IWD talks (HUM)	Topics: representations of the female body; domestic violence in women's media; family matters in nineteenth-century theatre; gender within the language of leadership
	Women's Global Issues panel discussion (LAW/EO)	Topics: role of women in the transformation of sexual and family behaviours in Switzerland; sons as the perpetrators of honour killings in Turkey; social justice and the imprisonment of women in Chile and the UK; perceptions of gender equality in Saudi Arabia



	Be Bold for Change (PAM)	Event for UHs, PGs and staff – women and men, female staff shared stories about being bold in their careers, socialising and networking
	Screening of <i>Made in Dagenham</i> (EO)	In recognition of IWD
	IWD campus walk (HSK/LMS)	Followed by tea, cake and discussion of inspiring women

(xi) Outreach activities

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

The Widening Access and Student Success (WASS) team is very proud of its achievements in raising aspirations and attainment in school students across Hertfordshire. Our work with schools across the county falls into categories:

- Schools which have been identified as having low progression to HE - typically, having high numbers of students receiving free school meals, low attainment around core GCSE subjects and whose families have no history of attending university.
- Schools which the University has been involved in establishing, such as the Hatfield Community Free School and the Elstree University Technical College.
- Coordination of primary school outreach schemes.

The WASS team moved to the Learning and Teaching Innovation Centre (LTIC) in 2016/17 so that inclusion would be at the heart of the institution's learning and teaching strategy. LTIC works closely with all school programme leaders to embed not just the principles of AS, but also advance our work against the REC, including work to address the attainment of different groups of students. Each academic School leads its own outreach activity, which includes Working Groups to coordinate subject-based activity.

In addition, academic Schools work with the WASS team to organise on-campus events including collaboration with external charities and roadshow-style events, e.g. pop-up planetarium visits to primary and secondary schools. In 2018 UH secured a WISE campaign membership and is supporting a 'Girls in Engineering' event in June, as part of an outreach investment provision of £15K per School.

**Table 37: Staff involved in outreach and engagement activities by gender and grade.**

<b>2016/17</b>				
	Female	Female %	Male	Male %
<b>UH4</b>	1	13%	1	25%
<b>UH5</b>	1	13%	0	0
<b>UH6</b>	3	38%	1	25%
<b>UH7</b>	2	25%	1	0
<b>UH8</b>	0	0	1	25%
<b>UH9</b>	1	13%	0	0
<b>Total</b>	<b>8</b>	<b>100</b>	<b>4</b>	<b>100</b>

(xii) Leadership

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

A decision was made when the institution applied for its first Bronze award that all STEMM schools would also apply for their own awards to support the work the institution was doing to tackle gender equality at a strategic level. Once AS had expanded to include AHSSBL, senior leadership were keen to ensure that these Schools followed suit and since expansion, the majority of Schools now hold a Bronze award and all Schools have established SATs (now EDI teams). The aim is for all Schools to hold awards by 2019.

**Table 38: AS award progress at School level**

<b>School</b>	<b>Award/application status</b>
<b>Creative Arts</b>	Bronze 2018
<b>Humanities</b>	Bronze 2017
<b>Education</b>	Bronze 2017
<b>Engineering and Technology</b>	Bronze 2016
<b>Life and Medical Sciences</b>	Bronze 2016
<b>Computer Science</b>	Bronze 2015 (applying for post-2015 charter Bronze in 2018)
<b>Physics, Astronomy and Mathematics</b>	Bronze 2015 (applying for post-2015 charter Silver in 2018)
<b>Health and Social Work</b>	Bronze 2015 (applying for post-2015 charter Silver in 2018)
<b>Hertfordshire Business School</b>	Submitting for Bronze 2018
<b>Hertfordshire Law School</b>	Submitting for Bronze 2018

We have a full-time AS Officer that supports all Schools with their work and this role sits within the EO, which is part of the OVC. The AS Officer created an AS Toolkit to provide helpful resources (Table 34) to support academic Schools in preparing their submissions. It includes guidance and template documents as well as fact sheets, useful links and successful submissions.

**Table 39: Examples of AS Toolkit contents on StaffNet**

AS Toolkit	
• Schools guidance	• Guidance for new Champions
• Application guidance and template	• Staff survey guidance and template
• UH policies, practices and initiatives	• Presenting your data
• HR and Academic Registry timelines	• Submission checklist
• Good practice - UH	• Good practice – external and ECU

Not only has UH been instrumental in motivating its academic Schools to integrate AS into their policy and practice, but we are very pleased that the involvement of all Schools has developed into a two-way process where work done at the local level has had influence at the central level and vice versa. For example, improvements to the various types of parental leave guidance, work around Domestic Violence, the Working Parents and Menopause Networks etc. all began in different Schools and were adopted at a central level.

**Word count: 6,264**

## 6. SUPPORTING TRANS PEOPLE

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

### (i) Current policy and practice

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

UH has always maintained a good working relationship with the LGBT+ Student Society and LGBT Staff Network to ensure that it is attuned to issues that might arise from gender identity. Work began in January 2018 to develop a trans policy statement and guidance by meeting with relevant internal and external stakeholders (including students, staff and relevant team leads from Student Wellbeing, Estates, HR, EO, networks, Gendered Intelligence and Stonewall). An EIA will be conducted and our ambition is to have a trans policy in place by the end of the 2017/18 academic year.

We have worked with Gendered Intelligence to run focus groups and workshops to raise awareness of trans issues centrally. The latter have spurred Schools to run individual sessions through their away days. We also organise regular events that celebrate trans inclusion and equality.



## (ii) Monitoring

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

Institutional monitoring according to gender identity involves collecting optional information from the staff member on joining the University. There is also a mechanism for confidential self-reporting through the HR employee portal. This has also been flagged as a future data analysis requirement in relation to the student population so that we understand the demographics of our trans community and their student journey outcomes. Once more concrete policies and procedures are in place, we will be able to best monitor impact and act on findings.

### **Action 6.1: Monitor impact and act on findings of new trans policy and procedures.**

We value our relationship with the LGBT Staff Network and LGBT+ Student Society, and in lieu of data, use these consultative groups to inform on policy and practice-related issues. We will continue to work with university stakeholders to maintain good practice in this area.

## (iii) Further work

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

Following requests from the SU, LGBT societies and People Board, CEG recently approved a proposal by the EO to provide GNTs on campus. This is currently being trialled in three buildings and will conclude at the end of May. Informational posters and emails, and numerous opportunities for feedback have been provided, including an anonymous survey (currently over 400 responses). Once the trial concludes, all feedback will be considered and recommendations put in place for further rolling out GNTs across the institution.

**Word count: 346**

## **7. FURTHER INFORMATION**

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

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

In our ambition to work towards Silver, we have already undertaken consultation with P&T staff across the institution through focus groups and a university-wide survey. Our goal is to find ways in which to further involve professional SBUs in the AS process. The survey highlighted certain areas to be investigated further (e.g. development opportunities for part-time staff, opportunities for mentoring etc.) and actions have been developed that are described in further detail in the Action Plan.

### **Action: Further investigate and tackle actions arising from P&T staff survey.**

**Word count: 76**

## 8. ACTION PLAN

### Action Plan

	High Priority Action		Mid Priority Action
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Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
Section 2: Description of the Institution							
2.1	Increase the number of BAME staff across the institution and in particular at senior levels, in line with the University’s publicly stated Equality Objective.	The University’s staff ethnic diversity does not adequately reflect that of our students.	<ul style="list-style-type: none"><li>Data analysis to be considered annually at the People Board and Institutional AS SAT.</li></ul>	June 2018	Dec 2021	Heads of SBUs	Increase BAME representation at UH09 and above by 5% by the next AS submission.
			<ul style="list-style-type: none"><li>SBUs to work with Marketing and Communications to ensure advertisements attract a diverse selection of candidates.</li></ul>	June 2018	Dec 2021	Institutional AS SAT HR Lead Marketing Lead	
			<ul style="list-style-type: none"><li>Further development of the employee brand,</li></ul>	Dec 2018	June 2019	PDU Lead	



Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
		a student perspective within the AS process.	Community Officers. <ul style="list-style-type: none"> <li>Invite nominations and develop succession plan.</li> </ul>	Sept 2018	Oct 2018		
3.2	Ensure future staff survey results may be broken down by gender.	We were unable to secure recent staff survey results broken down by gender. This is essential in future to ensure effective gender analysis for AS.	<ul style="list-style-type: none"> <li>Liaise with external survey company to discuss options.</li> <li>Carry out mid-point AS survey prior to the next full staff survey, to include gender breakdown.</li> <li>Implement gender breakdown in next UH-wide staff survey.</li> </ul>	Sept 2018   Mar 2019   Mar 2020	Dec 2018   Apr 2019   Mar 2020	HR Lead  Equality Office	Further detailed survey results broken down by gender secured for next AS submission in Dec 2021.
<b>Section 4: A Picture of the Institution</b>							
4.1	Continue to actively monitor and progress the Equality Objective to increase the proportion of academic women	Women continue to be under-represented at senior (particularly AM) levels across the institution.	<ul style="list-style-type: none"> <li>Evaluate effectiveness of the Academic Career Pathways opportunity for academic staff.</li> </ul>	May 2019	Annually until Dec 2021	AS Institutional SAT  People Board  HR Lead	Increase the proportion of women at UH09 and above by 10% by the next AS submission.



Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
	at UH9 and above by 2020.		<ul style="list-style-type: none"> <li>Continue to promote the Aurora and Future Leaders programme.</li> </ul>	July 2018	July 2020	PDU Lead  Marketing Lead	
			<ul style="list-style-type: none"> <li>Enhance use of recruitment campaigns and workshops to encourage women to apply, citing the flexible working practices available and case studies of females within senior roles.</li> </ul>	June 2018	Apr 2022	HR Lead	
			<ul style="list-style-type: none"> <li>Further promote Early Career Researcher and Research Assistant posts to encourage women to enter academia.</li> </ul>	June 2018	May 2022	PVC Research  Deans of School	
			<ul style="list-style-type: none"> <li>Review the success of the application process for the recently introduced Associate Professorship roles</li> </ul>	Sept 2018	Jan 2019	Head of Strategic Support and Planning	



Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
4.3	Launch university-wide VL survey to ensure needs are being met.	We view the VL employment model positively in terms of developing staff from non-traditional means and through flexible employment models. However, we have not yet undertaken targeted consultation with this staff group.	<ul style="list-style-type: none"> <li>Design and launch VL staff survey.</li> <li>Disseminate findings to academic Schools, analyse and develop new actions as appropriate.</li> <li>Annual review of progress made on action plans.</li> <li>Encourage attendance of VLs on the CPAD programme and monitor uptake.</li> </ul>	Oct 2019	Jan 2020	HR Lead	Feedback from the VL staff survey confirms this employment model provides flexibility to suit staff needs. Subsequent actions are progressed accordingly and acted upon.
				Feb 2020	Apr 2020	HR Lead/ Deans	
				Apr 2021	Apr 2021	HR Lead/ Deans	
				Sept 2018	Aug 2019 and annually	PDU Lead LTIC	
4.4	Investigate whether staff are aware of right to request contract conversion and monitor uptake.	We do not currently monitor how often staff on fixed-term contracts may request conversion to permanent employment after two years, if they have not already obtained a	<ul style="list-style-type: none"> <li>Define and analyse HR data around fixed-term conversion to permanent contracts, with a view to monitoring annually.</li> <li>Run focus groups with fixed-term</li> </ul>	Sept 2018	Jan 2019, Annually	HR Lead	Ongoing data analysis confirms an increase in the conversion from fixed-term to permanent contracts.
				Nov 2018	Nov 2018	HR Lead	

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
		permanent post within the University.	staff to gauge awareness.				
4.5	Further investigate difference in staff fixed-term appointments in STEMM versus AHSSBL Schools.	There is a smaller proportion of staff on fixed-term contracts among AHSSBL academic staff than there are for STEMM, an area we need to investigate further considering the significant under-representation of women in most STEMM subjects.	<ul style="list-style-type: none"> <li>Consult with STEMM and AHSSBL leads on issue.</li> <li>Determine whether STEMM women on fixed-term contracts are being supported to progress through focus groups.</li> </ul>	July 2018  July 2018	Nov 2018  Nov 2018	Institutional AS SAT team  School AS Champions	A complete assessment of data will allow us to consider important trends related to fixed-term contracts in STEMM as opposed to AHSSBL, with a view to validating the correct use of fixed-term contracts.
4.6	Ensure that all staff undertake exit interviews and share feedback with Schools and professional SBUs.	Exit interviews are currently optional but need to be made mandatory in order to better understand reasons for leaving.	<ul style="list-style-type: none"> <li>Implement standard exit interview process.</li> <li>Share feedback with SBUs every six months and via an annual analysis.</li> </ul>	Jan 2019  Feb 2019	Jan 2019  Six Months/ Annually until 2022	HR Lead  HR Lead/ Deans	To ensure SBUs are aware and receive feedback from all employees leaving the institution and to allow any appropriate action to be progressed.
4.7	Conduct gender pay gap analysis by	One of our top priorities in addressing	<ul style="list-style-type: none"> <li>Perform intersectional</li> </ul>	July 2018	Dec 2018	HR Lead	SBUs are provided with a gender pay

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
	grade and ethnicity to provide further insights into disparities.	gender pay disparities is to conduct more detailed and intersectional analyses by reference to year-on-year gender pay reporting in conjunction with the equal pay audit.	analysis of gender pay gap data in upcoming audit. <ul style="list-style-type: none"> <li>Publish and act on findings.</li> </ul>	Jan 2018	Annually until 2022	Equality Office  HR Lead	gap analysis by SBU, incorporating intersectionality.
<b>Section 5: Supporting and Advancing Women's Careers</b>							
5.1	Make further E&D training mandatory for panel Chairs and monitor uptake.	Although panel Chairs must undertake certain training, further E&D training such as Unconscious Bias and Cultural Awareness would be highly beneficial.	<ul style="list-style-type: none"> <li>Undertake review of numbers of Panel Chairs and determine those that have yet to attend training.</li> <li>Communicate new requirement widely across University.</li> <li>Instigate additional mandatory training as necessary, monitor uptake through HR Core portal.</li> </ul>	July 2018   Sep 2018  Jan 2019	Dec 2018   Dec 2018  Review training annually	PDU Lead	Ensure 80% of panel Chairs have taken UB and Cultural Awareness Training by Dec 2021.

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
5.2	Continue to further embed diversity and inclusion into recruitment strategies.	Schools have requested more information around recruitment strategies, e.g. more focus on attracting men to professional roles and women to technical roles, and men in female-dominated subjects (EDU/HSK).	<ul style="list-style-type: none"> <li>Initiate brainstorming discussions with STEMM Schools around practices linked to promoting jobs to more females to see if it would be useful in attracting men to female-dominated areas.</li> </ul>	Sep 2018	Nov 2018	HR Lead Deans Institutional AS SAT	50% of jobs to be advertised with consideration given to part-time or job share candidates.
			<ul style="list-style-type: none"> <li>Run training for staff (particularly recruiting managers) and publish guidance on attracting diverse candidates on University intranet.</li> </ul>	Sept 2018	Aug 2019	PDU Lead Marketing Lead	More senior roles filled by part-time or job share staff.
			<ul style="list-style-type: none"> <li>Make use of online 'Gender Decoder' and 'happy to talk flexible working' logo standard practice.</li> </ul>	Sept 2018	Ongoing	HR Lead	Inclusive recruitment becomes common practice.

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
5.3	Integrate induction questionnaire as mandatory part of probationary period.	Rather than Schools conducting questionnaires individually, this initiative should be taken at the central level and information disseminated to SBUs to ensure consistency, share best practice and further increase satisfaction of overall induction experiences.	<ul style="list-style-type: none"> <li>Design questionnaire and integrate into HR probationary practice.</li> <li>Launch questionnaire to all new staff, disseminate to individual SBUs.</li> <li>Analyse and respond to feedback.</li> </ul>	Sept 2018	Jan 2019	PDU Lead	90% of new starters complete induction questionnaire by Dec 2020.  85% positive satisfaction by Dec 2020.
				Jan 2019	Ongoing		
				Jan 2020	Annually		
5.4	Increase knowledge of academic promotions process.	The data shows that men and women are being promoted at approximately equal levels, feedback from School-level AS surveys indicate that some staff are still unclear on the promotion criteria and process.	<ul style="list-style-type: none"> <li>Provide online examples of what is expected for promotion: (1) case studies linked to career paths; (2) films or clips of successful candidates, drawn from across the protected characteristics, sharing tips.</li> </ul>	Sept 2018	Sept 2019	HR Lead Marketing Lead	Awareness of promotions process and criteria and perceived transparency of process leading to increases in future School and institutional staff surveys.

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
			<ul style="list-style-type: none"> <li>Hold more workshops on promotion process and CV writing (for both academic and professional staff).</li> </ul>	Sept 2018	Annually	PDU Lead	
			<ul style="list-style-type: none"> <li>Give more consideration to individual circumstances (similar to equality principles in REF 2014), e.g. parental leave, career breaks etc. in staff promotional applications. Dedicate part of application form to individual circumstances for panel to take into consideration.</li> </ul>	Sept 2018	Sept 2019	HR Lead Deans	
			<ul style="list-style-type: none"> <li>Implement reviews of academic staff who have been at top of their pay</li> </ul>	Jan 2019	Sept 2019	Deans HR Lead	



Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
			spine for three years or more. <ul style="list-style-type: none"> <li>Review starting salary guidance for promotions to ensure fairness.</li> <li>Review the EVALUATE process (the University's job evaluation system).</li> <li>Focus on how part-time staff and promotions are managed and encouraged.</li> </ul>	Jan 2019	June 2019	HR Lead	
				Sept 2018	Ongoing	HR Business Partners	
				Sept 2018	Review in Sept 2019	HR Lead Secretary and Registrar	
5.5	Promote, increase and monitor number of applications and success rates from female candidates for Associate Professor roles.	A new UH9 'Associate Professor' role was introduced in 2018, with a view to increase female applicants. It will be necessary to monitor the impact of this route going forward.	<ul style="list-style-type: none"> <li>Communicate opportunity and benefits of Associate Professor route widely across University.</li> <li>Continue to run dedicated workshops as part of the annual promotion</li> </ul>	May 2018	Apr 2019 and annually	Deputy Vice-Chancellor	Equal number of applications and appointments of men and women by 2020.
				Sept 2018	Annually	Head of Strategic Planning and Support	

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
			workshops in AP 5.4. <ul style="list-style-type: none"> <li>Gather feedback of process from successful and unsuccessful candidates.</li> <li>Monitor gender impact of route.</li> </ul>	July 2018  Sept 18	Sept 2018  Aug 19 and annually	Institutional AS SAT  People Board	
5.6	Develop and roll out EIA training.	Policy development, implementation and review includes undertaking an EIA to ensure that gender and other protected characteristics are considered. It is crucial that policy developers have the skills to conduct this.	<ul style="list-style-type: none"> <li>Design EIA training and upload to Webinar programme.</li> <li>Advertise new training widely through various channels and monitor uptake.</li> </ul>	Sept 2018  Sept 2019	Aug 2019  Ongoing	Equality Office PDU Lead	Policy developers access EIA training, therefore developing a skillset to ensure gender and other protected characteristics are routinely considered.
5.7	Explore and roll out the most effective mode of delivery for Unconscious Bias/Cultural	UB is strongly encouraged to be taken within the first year of employment. However, we need to	<ul style="list-style-type: none"> <li>Analyse recent UB survey results.</li> <li>Explore different means of the</li> </ul>	Sept 2018  Sept 2018	Oct 2018  Nov 2018	Equality Office PDU Lead	Increased numbers of staff and students accessing UB and Cultural Awareness training.

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
	Awareness training for staff and students.	further consider how to broaden its reach and impact to staff and students.	training e.g. webinar vs face-to-face. <ul style="list-style-type: none"> <li>Promote bitesize 'refresher' sessions.</li> </ul>	Jan 2019	Promote throughout the year		
5.8	Compile more detailed training uptake record by course.	Men tend to take advantage of training opportunities less than women overall. We do not currently keep a detailed enough record of uptake by individual training courses and this is necessary in order to ensure gender balance in different training areas.	<ul style="list-style-type: none"> <li>Analyse uptake by gender and individual training course.</li> <li>Seek to understand why level of male participation in learning and development opportunities is lower than overall male academic representation, e.g. through focus groups.</li> </ul>	Sept 2018  Sept 2018	Jan 2019  June 2019	PDU Lead Institutional AS SAT	Further understanding of the gender balance by course, allowing appropriate action to be taken where uptake is low.
5.9	Understand lower participation rates from part-time academic staff and increase promotion of learning and	The proportion of part-time staff attending training has remained consistently low since 2014/15.	<ul style="list-style-type: none"> <li>Conduct audit of training dates/times to ensure adequate variability.</li> </ul>	Sept 2018	Oct 2018	PDU Lead	Numbers of P/T academic staff attending learning and development opportunities increases.

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
	development opportunities to this cohort.		<ul style="list-style-type: none"> <li>Further promote online training resources such as Lynda.com.</li> <li>Focus groups with part-time staff to understand needs, implement further actions as required.</li> </ul>	Sept 2018	Ongoing		
				July 2018	Aug 2018		
5.10	Conduct up-to-date audit of appraisal process to ensure it adequately meets staff needs.	Although <i>completion</i> of appraisal is audited annually and has shown widespread engagement across all staff groups, a full audit of the appraisal process has not been undertaken since 2013 and we would like to ensure that staff are fully benefitting from the process.	<ul style="list-style-type: none"> <li>Liaise with academic Schools around recent work undertaken to revise appraisal process and feedback.</li> <li>People Development to monitor completion rates.</li> <li>Invite feedback on the effectiveness of the appraisal process.</li> </ul>	June 2018	Sept 2019	PDU Lead	Audit confirms high engagement with the appraisal process and any subsequent feedback on the process is acted upon.
				Sept 2018	Annually		
				Sept 2018	Annually		
Section 5.5: Flexible working and managing career breaks							

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
5.11	Advance further family-friendly initiatives.	Many UH staff are parents and several successful initiatives targeted at this cohort have been instigated over the past two years. We would like to continue building on these.	<ul style="list-style-type: none"> <li>Organise and promote 'Bring Our Children to Work Day' as UH-wide initiative.</li> <li>Progress signing up to the Equality &amp; Human Rights Commission 'Working Forward' campaign.</li> <li>Promote the value of KIT days through poster campaign, signposting to recently-completed guidance and integration of information into line manager training.</li> <li>Raise awareness of employee brand and benefits, such as Children's Holiday Clubs run by</li> </ul>	June 2019	June 2020	AS Officer	Feedback from staff demonstrates the value of these initiatives within the next Staff Survey and those returning from maternity leave.
				Sept 2018	Dec 2018	Widening Participation team Institutional SAT	
				July 2018	June 2019	Marketing Lead Equality Office People Development Unit	
				Sept 2018	Aug 2019	Marketing Lead	

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
			the Sports Village and UH Arts.				
5.12	Develop further guidance and support for student parents, in collaboration with the Students' Union.	Clear guidance and support is lacking for student parents. The EO liaised with the SU and this was identified as a key area of development.	<ul style="list-style-type: none"> <li>Engage student parents in WPN activities.</li> <li>Develop specific online guidance and signposting to relevant University support for parents.</li> <li>Draft policy statement on breastfeeding, bringing babies into class etc.</li> <li>Partner with SU in launching communications campaign.</li> </ul>	Sept 2018        Sept 2018        Sept 2018        Jan 2019	Aug 2020        Dec 2018        Dec 2018        Ongoing	Equality Office  Students' Union  Student Wellbeing Team	Increased understanding of the guidance and support available to student parents offered by the University.
5.13	Offer additional guidance for line managers on how to provide appropriate support to staff and cover for	Consultation with School EDI teams and through our WPN, including 1:1 interviews, revealed some issues relating to cover, such as lack of	<ul style="list-style-type: none"> <li>Incorporate line management briefing into standard process covering support for staff who will be temporarily absent</li> </ul>	Sept 2018	Aug 2019	HR Lead	Increased awareness for staff regarding making the most use of KIT days.  Increased support to Heads of SBUs and

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
	maternity/adoption leave, e.g. use of KIT days.	adequate handover periods.	<p>(to include options for covering leave, the need to discuss preferences for keeping in touch, keeping the individual informed of new role/job opportunities and how to plan for a successful return to work etc.).</p> <ul style="list-style-type: none"> <li>Investigate maternity and adoption leave cover across SBUs and ensure managers are aware of processes.</li> </ul>	Sept 2018	Jan 2019	HR Business Partners  Heads of SBUs	Line Managers on how best to support staff whilst on a period of leave.  Higher staff satisfaction around cover for maternity/adoption leave.
5.14	Investigate options for UH-wide returners' programme.	There is currently no central funding provision to support staff returning from maternity/adoption leave.	<ul style="list-style-type: none"> <li>Run brainstorming session to consider options such as relief from teaching and administrative work upon return from leave, sabbaticals etc.</li> </ul>	Sept 2018	Dec 2018	Institutional AS SAT	Proposals and ideas can be shared with Schools, with a view to funding pilots to assess the impact.

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
5.15	Launch campus-wide 'Paternity and Shared Parental Leave Awareness Campaign' and review paternity package.	Consultation with fathers and partners has indicated some issues around paternity and SPL including lack of awareness/signposting and pay.	<ul style="list-style-type: none"> <li>Improve guidance for managers, both in easily digestible document form and integrated into training (as part of overall parental leave information).</li> </ul>	Sept 2018	March 2019	AS Officer Equality Office Marketing Lead	Increased knowledge and uptake of paternity and shared parental leave.
			<ul style="list-style-type: none"> <li>Develop a 'timeline' diagram and/or guidance in order to make policies more 'user-friendly' for staff.</li> </ul>	Sept 2018	Dec 2018	HR Employee Support Team	
			<ul style="list-style-type: none"> <li>Commit to reviewing paternity pay to ensure it is fair and in line with sector norms.</li> </ul>	Sept 2018	July 2019	Secretary and Registrar	
			<ul style="list-style-type: none"> <li>Enhance visibility of options including through posters, Screens across campus and an SPL case video.</li> </ul>	Sept 2018	Ongoing	Equality Office Marketing Lead	



Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
5.16	Ensure that the right to request flexible working is consistently promoted to <i>all</i> staff at <i>all</i> levels.	The P&T survey showed that flexible working policies have not been consistently flagged to all staff in recruitment. Furthermore, School staff surveys have shown that academic staff sometimes enjoy more flexibility than P&T staff in these SBUs. Women have also been shown to be more favourable about support	<ul style="list-style-type: none"> <li>Clear up misunderstandings and dispel myths around flexible working.</li> </ul>	Sept 2018	Aug 2019	HR Lead Marketing Lead	Increase understanding and awareness to all staff of their rights to request flexible working.
			<ul style="list-style-type: none"> <li>Improve awareness that flexible working isn't a right but that everyone is entitled to apply for or request consideration (both formally and informally). Mention at recruitment as the 'right to apply'.</li> </ul>	Sept 2018	Aug 2019	HR Lead People Board	
			<ul style="list-style-type: none"> <li>Further promote "anywhere, anytime, any device" policy and informal flexible working.</li> </ul>	Sept 2018	Ongoing	HR Lead	
			<ul style="list-style-type: none"> <li>Encourage and ensure fairness, transparency and consistency of requests and</li> </ul>	Sept 2018	Ongoing	Deans of Schools	

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
			arrangements across SBUs.				
<b>Section 5.6: Organisation and culture</b>							
5.17	Integrate more intersectional analyses into AS and wider University processes.	As we have improved our collection of diversity data, our annual E&D report looks at staff and student demographics across a range of protected characteristics. But we are dedicated to continuing to enhance the collection and analysis of this data in a more intersectional manner, including for the purposes of future AS applications.	<ul style="list-style-type: none"> <li>Allocate further resource within HR to assist with more intricate equality data analyses.</li> <li>Analyse ethnicity data intersected with gender in future AS data analyses, both at School and institutional level.</li> </ul>	July 2018	Aug 2020	HR Lead	Provision of more detailed analysis across all protected characteristics.
				July 2018	Ongoing	HR Lead Equality Office School AS submission Leads	
5.18	Ensure that the “Dignity and Respect: Dealing with Bullying and Harassment” training becomes	UH has zero tolerance for bullying and harassment. Our D&R workshop is open to all staff but should be included in training for all new line managers	<ul style="list-style-type: none"> <li>Liaise with People Development Lead on best way to pursue.</li> </ul>	July 2018	December 2018	Equality Office	Increase take up of training and increase awareness re. Bulling and Harassment.

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
	mandatory for all line managers.	to ensure policy and procedures are being implemented correctly.	<ul style="list-style-type: none"> <li>Communicate new requirement with all line managers.</li> <li>Monitor uptake.</li> </ul>	Sept 2018	August 2019	PDU	
				Sept 2018	Annually	PDU	
5.19	Develop AS webpages for AHSSBL Schools to highlight case studies of role models from under-represented genders.	All of our STEMM Schools currently have their own AS webpages highlighting case studies of role models from traditionally under-represented genders. It is important for AHSSBL Schools to have this as well in order to showcase their AS work.	<ul style="list-style-type: none"> <li>Collect case studies and detailed information to populate pages for EDU, HUM, CTA, HBS, and LAW.</li> <li>Promote and monitor web hits.</li> </ul>	Mar 2018	Dec 2018	AS Officer Web Support Team	Pages created, and hits increase year-on-year.
				Aug 2018	Aug 2019 and annually	AHSSBL AS Champions Web Support Team	
5.20	Engage more men in gender equality issues through University HeForShe campaign and series of events.	Male participants are often under-represented at many of our EDI events and workshops. Therefore, our priority in the coming academic years is to engage	<ul style="list-style-type: none"> <li>Organise series of local-level HeForShe events as related to UN campaign.</li> <li>Engage SU, student Women's Networking Society and others in</li> </ul>	June 2019	Nov 2019	AS Officer Equality Office	Wide engagement of all SBUs across University and collection of minimum 5,000 pledges of support.
				June 2019	Nov 2019	SU AS Champions	Increase in male participation at EDI

Ref.	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) responsible	Success criteria and outcome
				Start date	End date		
		more men with these important issues.	recruiting student support team. <ul style="list-style-type: none"> <li>Work with Good Lad Initiative to train male gender advocates (staff and students) to help lead campaign.</li> </ul>	June 2019	Nov 2019		events and workshops.
<b>Section 6: Supporting trans people</b>							
6.1	Monitor impact and act on findings of new trans policy and procedures.	Our trans guidance is still under construction and will not be completed until the end of the 2017/18 academic year. Once this is in place, we will need to monitor impact and act on findings.	<ul style="list-style-type: none"> <li>Complete guidance and communicate existence across University.</li> <li>Monitor feedback and act on findings if necessary.</li> </ul>	Jan 2018  Dec 2018	Dec 2018  Ongoing	Equality Office	Increased awareness of the guidance and support available.
<b>Section 7: Further information</b>							
7.1	Further investigate and tackle actions arising from P&T staff survey.	As we work towards Silver, we would like to further involve the professional SBUs in the AS process and	<ul style="list-style-type: none"> <li>Increase awareness and understanding of important policies, procedures and opportunities</li> </ul>	Sept 2018	Aug 2019	HR Lead	Increased awareness of the policies and guidance for P&T staff and respond to specific actions at



