



Athena SWAN silver university award application

Name of university:	University of Southampton
Date of application:	April 2016
Date of university bronze award:	April 2013 (submitted November 2012)
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Ms. Sarah Dickinson
Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

29 April 2016

Dear Ms. Dickinson,

University of Southampton Silver Athena SWAN submission

I am delighted to present the University of Southampton's Silver Athena SWAN submission. This comes with my personal commitment to Equality, Diversity, and Inclusion (ED&I) and the recognition of our achievements since the bronze submission in 2012.

Over this time, we have gained nine awards including silver awards for Chemistry and Medicine (our largest faculty with nearly 1,000 staff). Other disciplines are well on the way to recognition at Silver level including Health Sciences and Ocean and Earth Sciences. Colleagues in the arts and humanities have joined our gender equality efforts; Southampton Law School piloted an early Gender Equality Charter Mark and plans to apply for an Athena SWAN award in 2017 alongside Social Sciences and Humanities.

We have made significant steps towards gender equality at all levels. Systemic changes to our promotion process and enhanced career development have increased the proportion of women at the most senior levels. Four of our eight deans are now women as are 23 per cent of professors (compared with 11 per cent in 2006 and 19 per cent in 2012). Meanwhile, we are attracting more male students to Health Sciences and increasing the proportion of male researchers in Medicine.

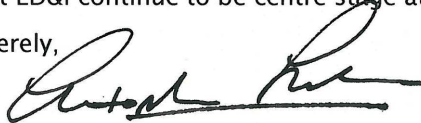
We continue to share learning through our Athena SWAN Network enabling us to spread good practice and identify activities for the institution. For example, we developed a new approach to parental leave for graduate students because the Athena SWAN teams in Physics and Biological Sciences identified the issue.

I joined the University of Southampton in October 2015 with a strong personal commitment to gender equality and diversity. Since my appointment, I have made it clear that ED&I are fundamental elements of the University's strategy and are key to our future success as a leading international university.

As a first step in demonstrating this, I adopted the role of University ED&I Champion. I have embedded ED&I into the ongoing work of the University Executive Board (UEB) ensuring that responsibility and accountability lies with the University's senior executive team and we have reviewed progress regularly. The University Athena SWAN Committee, under Professor Iain Cameron's (Dean of Medicine) leadership, reports directly to UEB. I wish to acknowledge Iain's effective commitment to this agenda, which has been key to our continuing success.

I am totally committed to making sure we build on the progress we have made. Experience shows that we can only attain true gender equality if there is long-term commitment to sustainable change. To this end, I will ensure that ED&I continue to be centre stage at the University of Southampton.

Yours sincerely,



Professor Sir Christopher Snowden
President and Vice-Chancellor

Table of contents

1. Letter of endorsement from vice-chancellor [423 words]	3
Table of contents	5
Glossary of abbreviations	6
2. The self-assessment process [832 words]	7
a) A description of the self-assessment team	7
b) An account of the self-assessment process	8
c) Plans for the future of the self-assessment team	10
3. A picture of the university [1150 words]	12
a) Provide a pen-picture of the university	12
b) Provide data for the past three years with commentary of their significance	14
Student data	14
Staff data	20
4. Evidence of the impact of good practice [3178 words]	25
a) The university as a whole, its ethos and working environment	25
b) STEMM departments' management and culture	44
c) Individual staff working in STEMM	48
5. Embedding Athena SWAN [1428 words]	51
a) Encouraging STEMM departments to apply for Athena SWAN department awards	51
b) Resources, skills and support that the university offers to assist STEMM departments with their submissions	51
c) The framework in place within the university that provides access to tools and processes for the self-assessment process	54
d) How the university recognises, rewards and celebrates the success of women, STEMM initiatives and departmental submissions	55
e) How we coordinate, report and monitor progress on action plans across STEMM departments	57
f) Sharing good practice among STEMM departments and across the university	57
6. Any other comments [438 words]	58
7. Silver action plan (2015/16-2018/19)	59
Collegiality	59
Quality	63
Internationalisation	66
Sustainability	67
8. Bronze action plan (2012/13-2015/16)	71

7,449/7,500 words (excluding captions, quotes and actions). The ECU agreed on 26 April 2016 via telephone that we could use the word limit flexibly as long as we do not exceed the overall limit.

Glossary of abbreviations

AHSSBL	arts, humanities, social sciences, business and law
ALL	all UK Higher Education Institutes
AP	action plan
AS	Athena SWAN
ASA	Athena SWAN Advisor
AU	academic unit
COO	Chief Operating Officer
ECR	early career researcher
ED&I	equality, diversity and inclusion
ERE	Education, Research and Enterprise (job family)
FNES	Faculty of Natural and Environmental Science
FOS	Faculty Operating Service
FPE	full-person equivalent
FPSE	Faculty of Physical Sciences and Engineering
HE	higher education
HESA	Higher Education Statistics Agency
HoAU	Head of Academic Unit
LM&E	Leadership, Management and Engagement
MSA	Management, Specialist and Administrative (job family)
OES	Ocean and Earth Science
P&VC	President and Vice-Chancellor (a single person with two titles)
PPDR	professional and personal development review (appraisal)
PSG	professional services group
RG	Russell Group
Soton	University of Southampton
STEMM	science, technology, engineering, mathematics and medicine
UASC	University Athena SWAN Committee
UEB	University Executive Board
UPSLT	University Professional Services leadership team
WiSET	Women in Science, Engineering and Technology

2. The self-assessment process

[832 words]

a) A description of the self-assessment team

- University Athena SWAN Committee (UASC) established in its current form in 2012.
- Dean of Medicine chairs UASC and is a member of the University Executive Board (UEB).
- Most members represent their faculty or academic unit (AU) Athena SWAN (AS) team. Other members represent WiSET,¹ the Equality Diversity and Inclusion (ED&I) team and Human Resources (HR).
- UASC comprises 9 men and 12 women. The academic members include 13 parents (including one single mother and a father working part time), 6 recent promotions and 6 members of dual academic-career families.
- A working group (shaded below) compiled this submission. Job families² for members are in brackets and the year each member joined UASC is in italics.

	Professor Iain Cameron Dean of Medicine (Clinical) Committee Chair <i>2012</i>		Kamaljit Kerridge-Poonia Head of ED&I (MSA), Human Resources AS panellist <i>2012</i>
	Dr Lindsay-Marie Armstrong Lecturer (ERE), Engineering and the Environment <i>2012</i>		Alexander Melhuish Athena SWAN Advisor (MSA), ED&I team, Human Resources AS panellist <i>2012</i>
	Dr Marina Carravetta Associate Professor (ERE), Chemistry <i>2015</i>		Sunita Parhar Athena SWAN Officer (MSA), ED&I team AS panellist <i>2015</i>
	Professor Jon Bull Professor in Geology and Geophysics (ERE), Ocean and Earth Science AS panellist <i>2014</i>		Professor Marika Taylor Professor of Theoretical Physics (ERE), Mathematical Sciences AS panellist <i>2015</i>
	Dr Sara Benedi Lahuerta Lecturer (ERE), Southampton Law School <i>2015</i>		Dr Cathy Bowen Associate Professor (ERE), Health Sciences <i>2012</i>

¹ Women in Science, Engineering and Technology

² Job families are explained in the staff data section (page 10)

	Dr Felix Eigenbrod Associate Professor (ERE), Centre for Biological Sciences 2015		Professor Michael Butler Professor (ERE), Electronics and Computer Science 2012
	Dr Elselijn Kingma Associate Professor in Philosophy (ERE), Humanities 2015		Keith Jones Associate Professor (ERE), Southampton Education School 2016
	Dr Nick Maguire Associate Professor and Deputy Head (Education) (ERE), Psychology 2014		Professor Nick Macklon Professor of Obstetrics and Gynaecology (Clinical), Medicine 2015
	Karen Proctor Business Partner (MSA), Human Resources 2014		Vesna Perisic Senior Teaching Fellow (ERE), Mathematical Sciences WiSET Co-Chair 2014
	Professor Mark Sullivan Professor of Astrophysics (ERE), Physics and Astronomy 2015		Dr Suzanne Reimer Associate Professor (ERE), Geography and Environment 2015
	Dr Su White Associate Professor (ERE), Electronics and Computer Science 2012		

b) An account of the self-assessment process

- UASC meets quarterly and regular attendance exceeds 75%.
- The ED&I team submits reports to Senate and Council annually incorporating updates from UASC.
- In 2015, we re-evaluated progress against our 2012 action plan and documented institutional progress, which confirmed that we had met or exceeded the most of the bronze actions.
- We discussed common themes emerging from department AS teams over the past three years.
- Our bronze action plan is included in Section 8 with progress updates. We have referenced actions from that plan throughout this submission as *(Action B1.1)*.
- A volunteer working group collated data and evidence of impact and drafted the submission. A temporary Athena SWAN Officer joined the team to coordinate feedback from faculties/AUs.

- We consulted chairs of departmental teams on their learning from Athena SWAN and gave them the opportunity to highlight institutional issues from their consultations with staff.
- Institutional impact is monitored using results from the University's Staff Engagement Survey (SES) from 2012 and 2014 ([Action B4.5](#)).

Table 2.1 Staff Engagement Survey response rate of all University staff by gender

	Total	Men	Women
2012	2,635	36%	46%
2014	3,042	40%	49%

Key achievements since 2012

- Seven bronze and two silver departmental AS awards (out of 12 possible applicants).
- Two faculties and two AUs applying for silver AS awards in 2016/17.
- Six faculties/AUs (including four from arts, humanities, social sciences, business and law (AHSSBL) subjects) applying for bronze in 2016/17.
- Gender parity in promotion application rates ([Action B3.1-B3.4](#)) at Level 6 (10% application rate) and Level 7 (13% application rate).
- Commendation at the 2015 Global Equality & Diversity Awards for our work to improve female representation at senior levels.
- No significant in-grade gender pay gaps, including Level 7 (professorial) bands ([Action B6.5](#)) (Section 4.a)(ix)).
- UEB committed to compulsory online ED&I training for new starters from January 2016 ([Action B2.1](#)).
- Athena SWAN departments committed to compulsory ED&I training for all staff (over 1,800 employees trained to date).
- Implementation of the Reward Project for academic staff:
 - online appraisal with completion monitoring ([Action B6.6](#)).
 - compulsory training on conducting appraisal discussions, including unconscious bias awareness (578 academics trained) ([Action B6.7](#)).
 - re-aligned recognition of balanced, research- and education-focused pathways ([Action B6.4](#)).
- Established University mentoring scheme ([Action B2.3](#)): 145 female and 63 male participants to date; 173 trained in Essential Mentoring Skills since August 2011, prioritising STEMM.
- Established University Wellbeing Working Group.
- Established Athena SWAN Network ([Action B1.3](#)) to coordinate and share good gender equality work: 168 members from AS teams.
- Strengthened ED&I in leadership and management (incorporating AS) (Section 2.c)).

c) Plans for the future of the self-assessment team

UASC will continue to meet quarterly, with terms to:

- review institutional progress in promoting gender equality
- identify resources necessary to implement actions
- evaluate impact of good practice at institutional level
- prioritise activities in the University's action plan and consolidate proposals for further actions from departmental AS teams.

Action S1 University AS Committee to revise its membership and terms of reference (ToR) to reflect changes in the wider ED&I governance structure

Action C2.e) As part of equality events, Incorporate awareness raising awareness of equality declaration rates and the importance of declaration and encourage attendees to complete details through MyHR

Governance and leadership for equality, diversity & inclusion

- Since 2001, an executive-level Diversity Champion has been accountable for our equality objectives. In January 2016, our new President and Vice-Chancellor (P&VC), Professor Sir Christopher Snowden, adopted this role.

“ I’m pleased to be taking a lead role for E&D and it is key to our mission to address these issues directly, consistently and continuously” – Professor Sir Christopher Snowden on his appointment as ED&I Champion

- Further strengthened leadership by integrating ED&I as a core responsibility of UEB. They will dedicate at least three meetings annually to discuss, review and monitor ED&I progress and set ED&I objectives.
- To support his ED&I work, the P&VC appointed Professor Nyovani Madise as the University ED&I Lead with funding for her time.

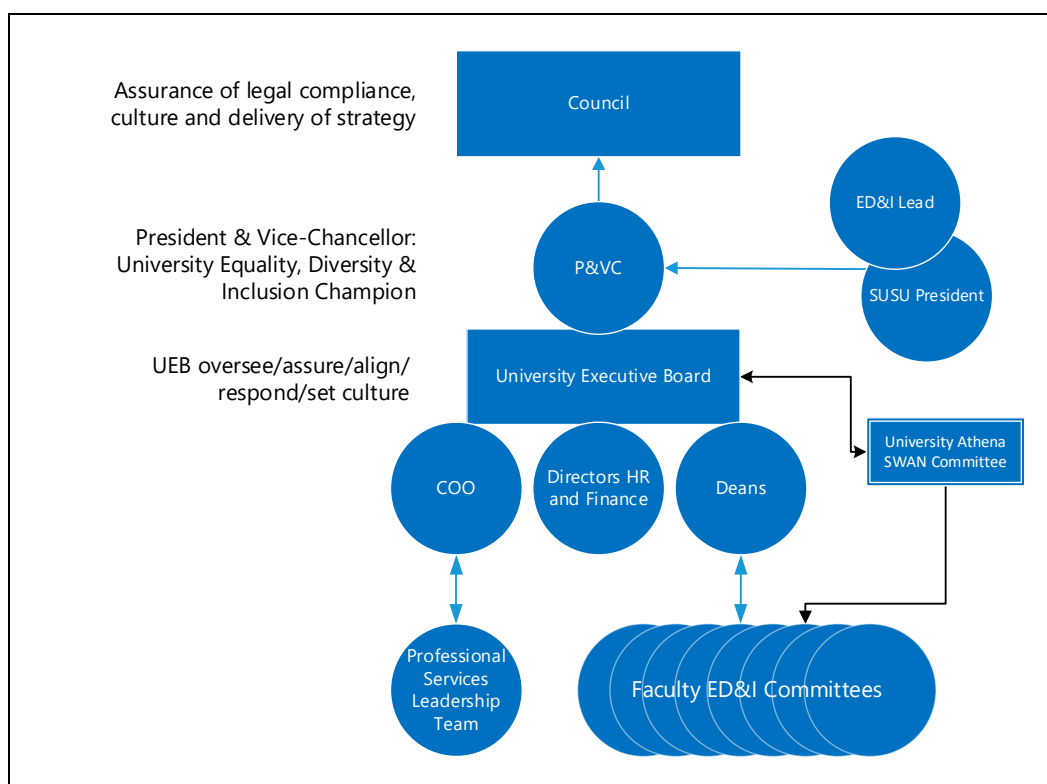


Figure 2.1 Equality, Diversity & Inclusion in our governance and leadership

- Each faculty will establish an ED&I Committee (to complement existing AS teams) and raise issues through deans to UEB. They will help to shape and monitor future University objectives.
- UEB sets objectives to align with our strategy and values, but embedding cultural change relies on deans, heads of academic units (HoAUs) and directors of professional services. Thus, this submission presents institutional activities and uses evidence from faculties and AUs to measure impact.
- The Chief Operating Officer (COO) has assigned ED&I accountability to his Professional Services leadership team (UPSLT), in preparation for future gender equality work.
- We signed the updated AS Charter in January 2016. We have extended support and UASC representation to AHSSBL departments applying for AS awards, and we will support UPSLT to expand AS into professional services (PSG).
- We will ask UEB to endorse a University-wide programme to promote ED&I work and encourage staff to complete equal opportunities monitoring forms so we can more robustly consider intersectionality in the future.

Action S2 The ED&I leadership team will consult with the COO and UPSLT to develop a plan to embed gender equality work in central PSG.

3. A picture of the university

[1150 words]

a) Provide a pen-picture of the university

The University of Southampton is a research-intensive member of the Russell Group and ranked in the top 1% of universities worldwide. Our University Strategy 'Simply Better' sets out four strategic principles: collegiality, quality, internationalisation and sustainability. We have aligned our AS action plan with these principles².

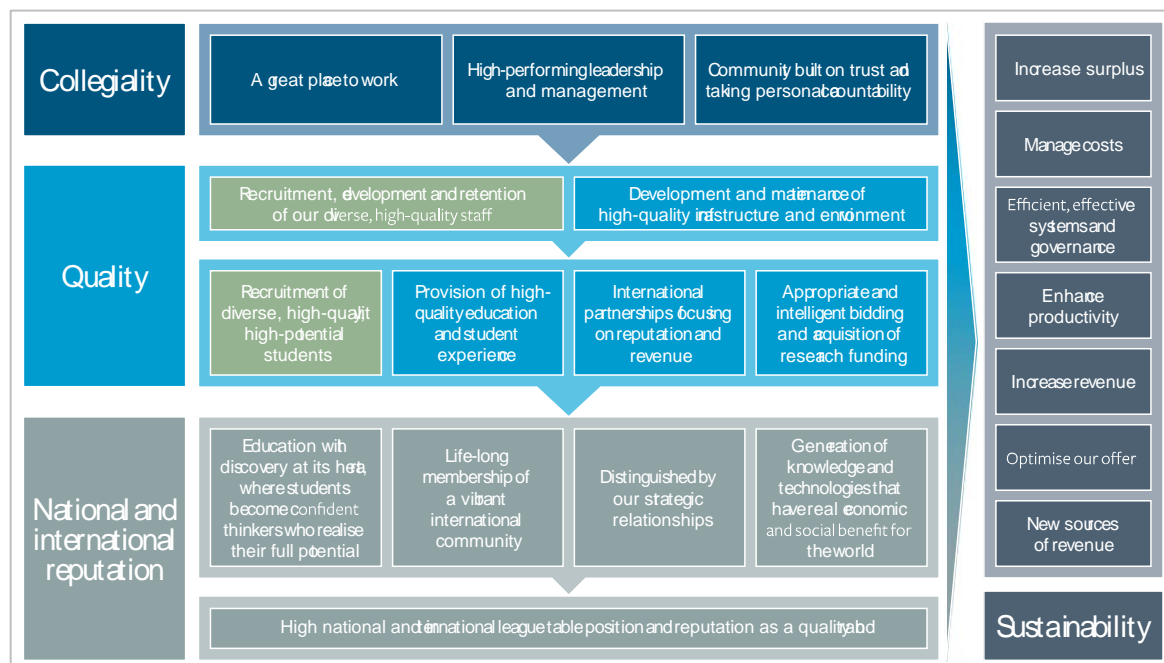


Figure 3.1 Our strategy map, highlighting where 'diversity' is included

The University has eight faculties managing 32 AUs (Table 3.2, page 13), each headed by a dean accountable for financial and strategic decisions. A Faculty Operating Service (FOS) supports each faculty: a group of professional staff who collaborate with academics and central PSGs. Deans are members of UEB, alongside the P&VC; three Pro Vice-Chancellors/Vice Presidents; the Chief Operating Officer (COO) and the Directors of Finance and Human Resources (Section 4.a)(xiv)). The COO manages 17 centralised PSGs. Some of these services manage teams sited within the faculties.

Table 3.1 Number of departments, staff and students by STEM/AHSSBL discipline or professional/support

		STEMM	AHSSBL	Professional	Total
Departments	Faculties	5.5	2.5	-	8
	AUs/PSG's	20	12	17	32 / 17
Staff FPE	Academic	2,219	747	24	2,990
	Professional	837	82	2,377	3,296
Students FPE		14,431	11,036	-	25,467

² Throughout this submission, action references indicate the principle they embody, eg Action C1 for collegiality

Table 3.2 The University's 8 faculties and 32 academic units, showing their staff and student FPE, percentage female and their Athena SWAN awards (bronze and silver boxes).
Names of STEMM faculties/AUs are shown in bold. Previously unsuccessful submissions are pink (both resubmitting in 2016).

Engineering and the Environment	Health Sciences	Medicine	Natural and Environmental Sciences	Physical Sciences and Engineering	Social, Human and Mathematical Sciences	Business, Law and Art
<div>Apr 2013</div> <p>A&R staff: 434 (22%F) Students: 3,481 (22%F)</p> <ul style="list-style-type: none"> Aero, Astro and Computational Engineering Civil, Maritime and Environmental Engineering and Science Engineering Sciences Institute for Sound and Vibration Research 	<div>Nov 2014 Apr 2013</div> <p>A&R staff: 232 (79%F) Students: 3,555 (87%F)</p> <ul style="list-style-type: none"> Centre for Innovation and Leadership Professional Practice 	<div>Apr 2015</div> <div>Apr 2014 Apr 2012</div> <p>A&R staff: 532 (53%F) Students: 1,854 (56%F)</p> <ul style="list-style-type: none"> Cancer Sciences Clinical and Experimental Sciences Human Development and Health Primary Care and Population Sciences Medical Education 	<div>Centre for Biological Sciences</div> <div>Nov 2013</div> <p>A&R staff: 86 (40%F) Students: 1,114 (56%F)</p>	<div>Electronics and Computer Science</div> <div>Nov 2012</div> <p>A&R staff: 244 (14%F) Students: 2,148 (19%F)</p>	<div>Mathematical Sciences</div> <div>Nov 2014</div> <p>A&R staff: 85 (16%F) Students: 1,012 (36%F)</p>	<p>A&R staff: 275 (42%F) Students: 6,906 (68%F)</p> <ul style="list-style-type: none"> Southampton Business School Southampton Law School Winchester School of Art
			<div>Chemistry</div> <div>Nov 2014</div> <div>Nov 2012</div> <p>A&R staff: 102 (19%F) Students: 786 (39%F)</p>	<div>Physics and Astronomy</div> <div>Nov 2014</div> <p>A&R staff: 76 (16%F) Students: 857 (18%F)</p>	<div>Geography and Environment</div> <div>Nov 2016 Apr 2015</div> <p>A&R staff: 74 (34%F) Students: 715 (52%F)</p>	<div>Humanities</div> <p>A&R staff: 267 (51%F) Students: 3,856 (60%F)</p> <ul style="list-style-type: none"> Archaeology English Film Studies History Modern Languages Music Philosophy
			<div>Ocean and Earth Sciences</div> <div>Nov 2015 Nov 2012</div> <p>A&R staff: 128 (32%F) Students: 1,206 (46%F)</p>	<div>Optoelectronics Research Centre</div> <p>A&R staff: 110 (12%F) Students: 136 (21%F)</p>	<div>Psychology</div> <div>Apr 2016 Apr 2015</div> <p>A&R staff: 99 (62%F) Students: 866 (80%F)</p>	
					<p>(AHSSBL) A&R staff: 205 (51%F) Students: 1,854 (56%F)</p> <ul style="list-style-type: none"> Social Sciences Southampton Education School 	

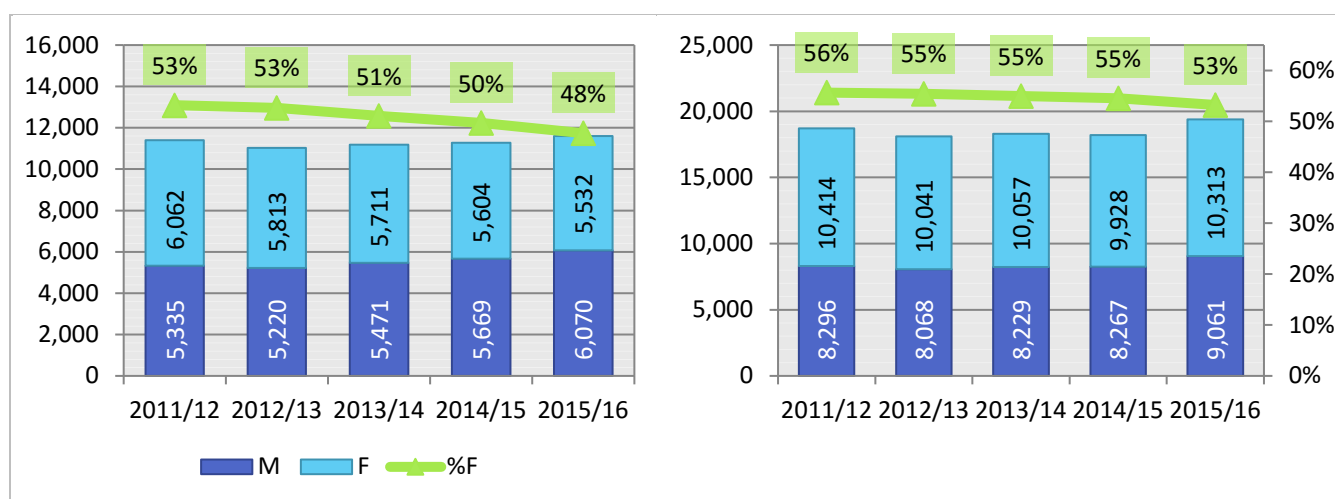
b) Provide data for the past three years with commentary of their significance

Data are snapshots from 1 December in each academic year. Numbers are full-person equivalent (FPE) unless stated otherwise. Benchmarking data from the Higher Education Statistics Agency (HESA) for 2014/15 compare Southampton (Soton), all Higher Education institutions (ALL) and Russell Group (RG) universities. Benchmarks only include JACS codes/cost centres available at Southampton.

Student data

A working group of the University's Academic Quality and Standards Committee (AQSC) reviews University-wide student data regularly to identify potential issues, and includes the AS Advisor (ASA) as a member.

(i) Undergraduate (UG) male and female numbers – full- and part-time



Graph 3.1 Male and female UG students (bars) & percentage female (lines) for STEM (left) and all disciplines (right)³

- Growth of student numbers is a strategic priority, and this shows in the total student numbers.
- Graph 3.1 shows a slight decline in the proportion of female students, due to STEM subjects. The primary cause has been Health Sciences' increased recruitment of male students: from 8% to 11% of over 1,500 students from 2013 to 2015.
- Excluding Health Sciences, 38% of UG STEM students were female in 2015/16, down slightly from 40% in 2011/12.

³ Some graphs omit axes labelling to save space. In all cases, numbers represent FPE and right-hand vertical axes use identical scales within pairs of graphs so that percentages can be compared.

Table 3.3 UG percentage female
Soton & HESA 2014/15

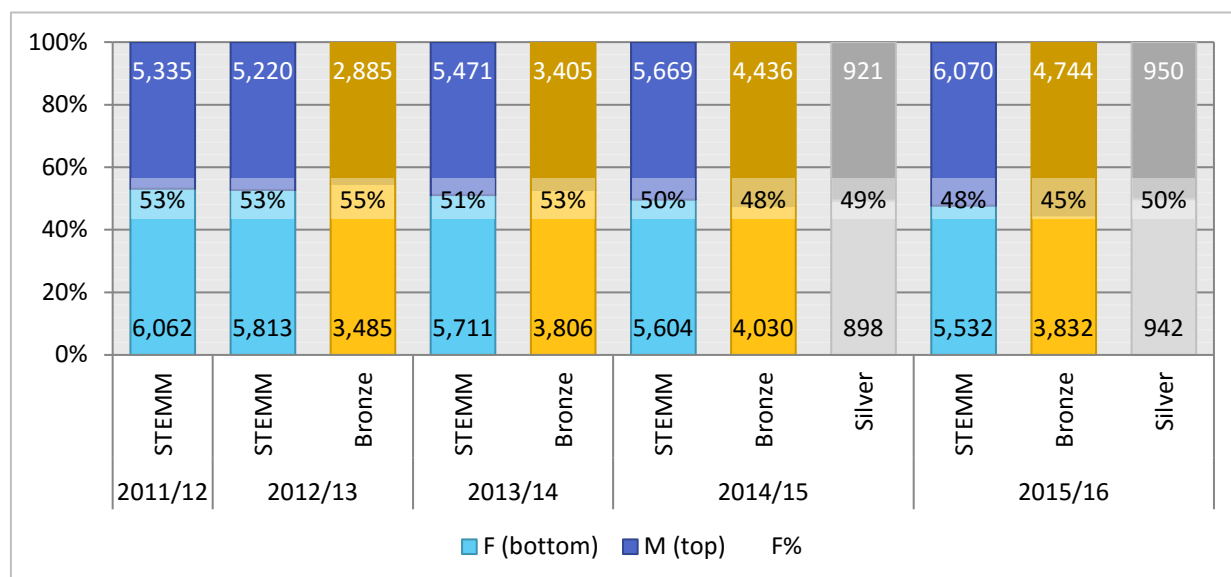
(JACS)	Soton	ALL
STEMM (A-J)	48.0	52.8
AHSSBL (L-X)	61.2	62.0

- More male students have joined STEMM programmes from overseas (Table 3.4), resulting in a fall in the proportion of female students for some programmes. We will explore equality in our international work, including student recruitment.

Action I1 Explore ways to incorporate equality initiatives and our organisational values as part of the International Business Project.

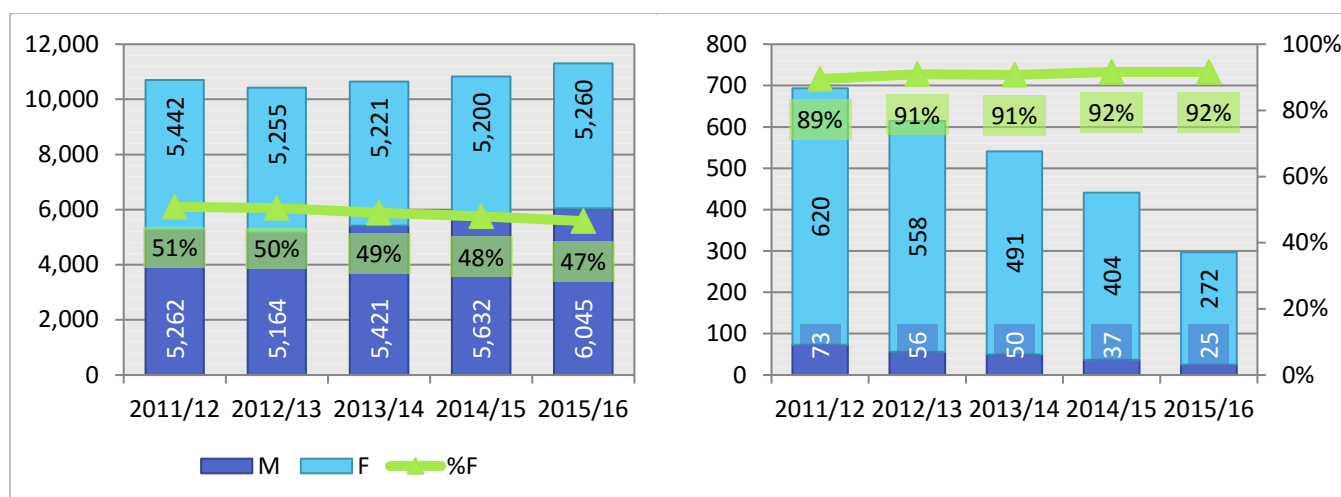
Table 3.4 Male and female STEMM UG entrants from outside EU and as percentage of total entrants

Year	International entrants		Proportion of all entrants	
	M	F	M	F
2011/12	124	79	10%	5%
2012/13	135	68	12%	5%
2013/14	187	79	13%	5%
2014/15	189	77	13%	6%
2015/16	178	76	11%	5%



Graph 3.2 Male and female UG students in all STEMM departments, and those in bronze and silver AS departments (percentage female overlaid) from 2011/12 to 2015/16

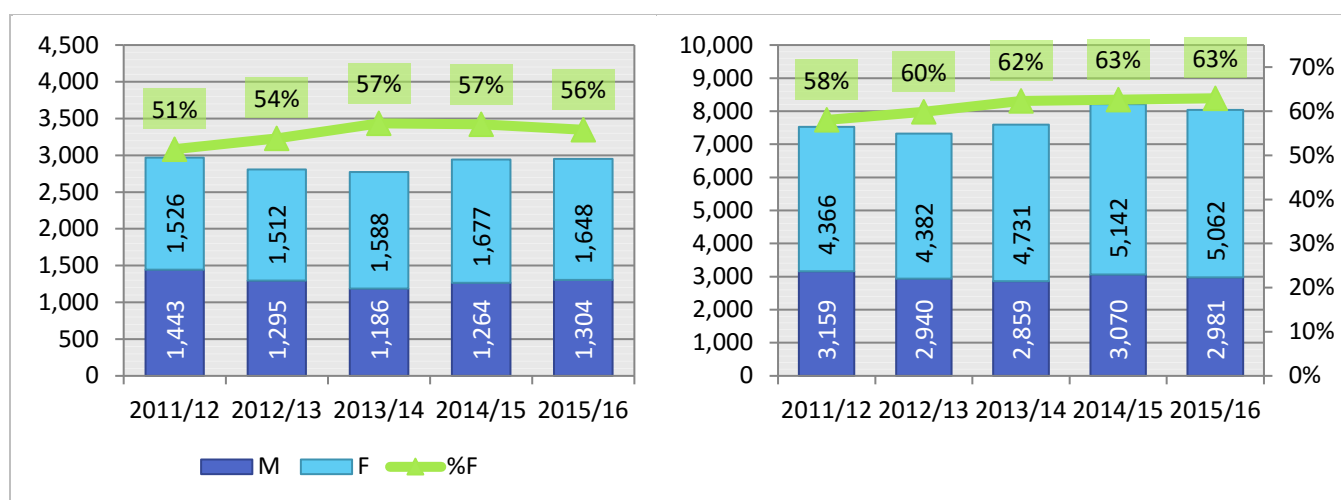
- All but two STEMM AUs have AS awards: Psychology and 'Geography and Environment' applied for bronze in 2015 but were unsuccessful. Psychology is reapplying in April 2016 and Geography and Environment will reapply in November 2016.



Graph 3.3 Male and female STEM UG students (bars) & percentage female (lines) studying FT (left) and PT (right)

- Southampton decided in 2012 to concentrate on full-time programmes, so the number of part-time (PT) students has declined significantly (Graph 3.3).
- The few remaining part-time programmes relate to clinical practice in Health Sciences and are overwhelmingly female-dominated.

(ii) Postgraduate male and female numbers completing taught courses – full- and part-time

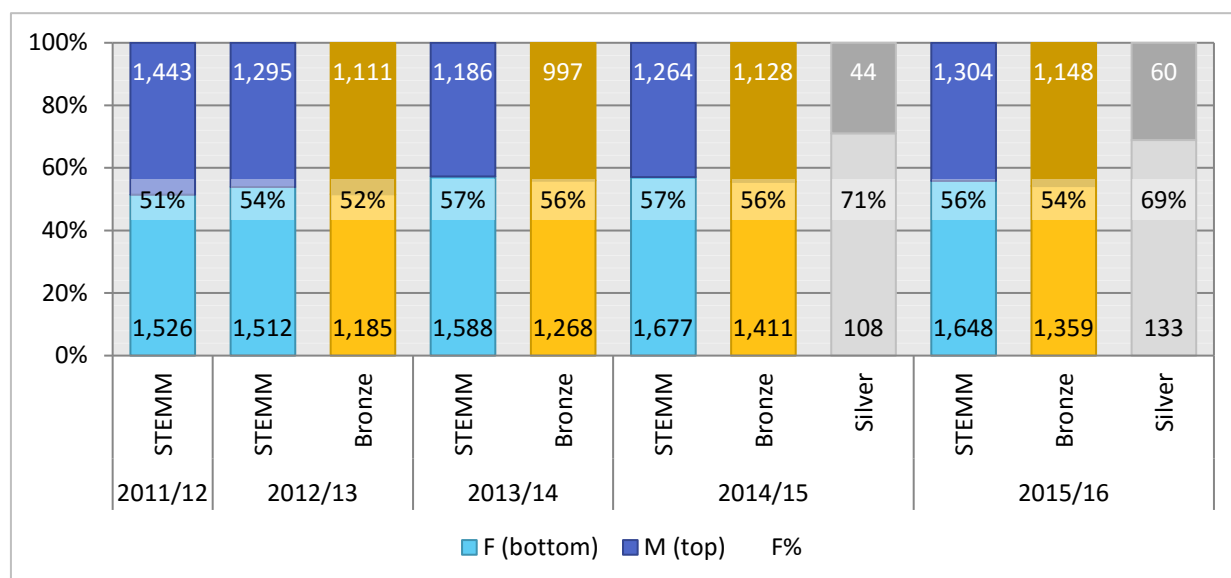


Graph 3.4 Male and female PGT students (bars) & percentage female (lines) for STEM (left) and all disciplines (right)

- In STEM in particular, the proportion of female students on taught PG (PGT) programmes has increased (Graph 3.4).
- The majority of STEM students are in Health Sciences, which has been around 82% female PGT since 2011.
- The next two largest PGT disciplines are Physical Sciences and Engineering (PSE) and Engineering and the Environment (FEE), where the proportion of female students has increased from 2011 to 2014: 23% to 29% in PSE and 26% to 33% in FEE.

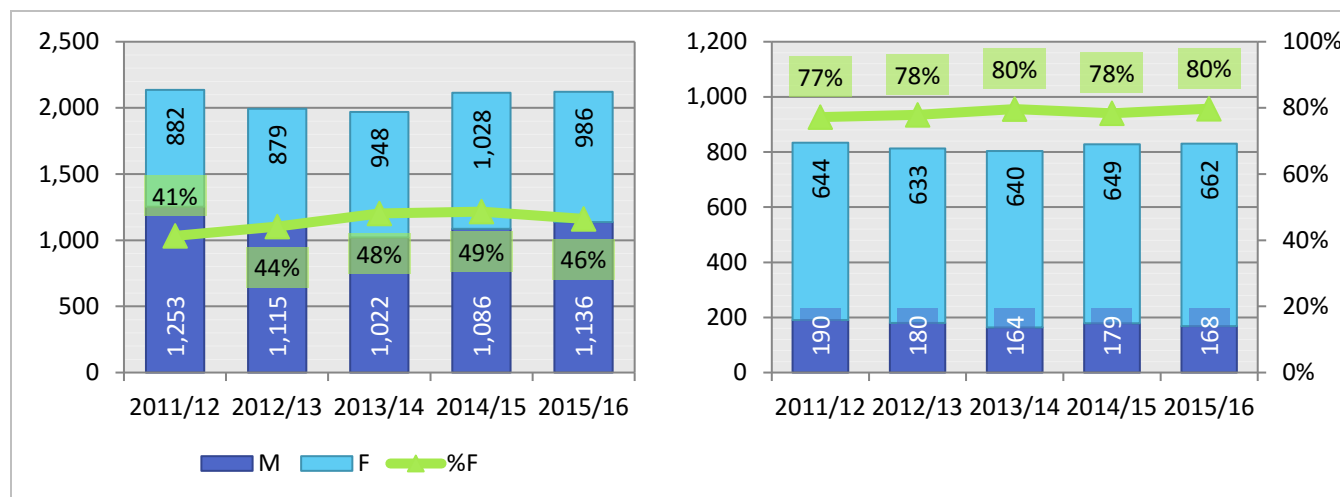
Table 3.5 PGT percentage female
Soton & HESA 2014/15

(JACS)	Soton	ALL
STEMM (A-J)	59.5	58.4
AHSSBL (L-X)	65.7	60.7



Graph 3.5 Male and female PGT students in all STEMM departments, and those in bronze and silver AS departments (percentage female overlaid) from 2011/12 to 2015/16

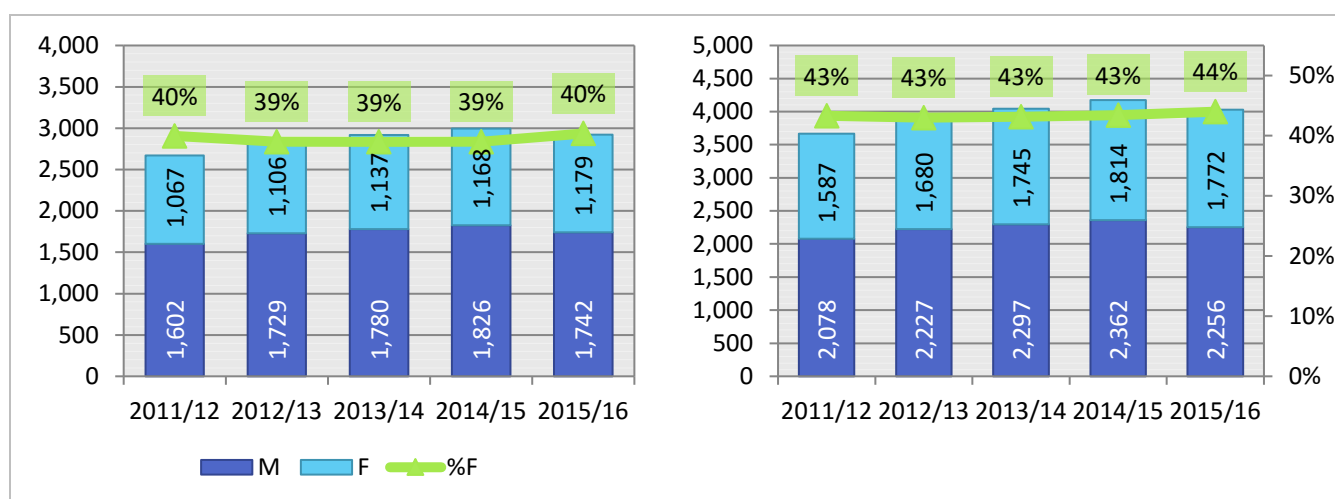
- Psychology and Geography are the only two STEMM AUs offering PGT programmes that do not have an AS award.



Graph 3.6 Male and female STEMM PGT students (bars) & percentage female (lines) studying FT (left) and PT (right)

- We offer a comprehensive range of PT PGT programmes in clinical practice, through Medicine and Health Sciences. The cohorts represent the profession, so have a high proportion of female students, particularly in nursing (Graph 3.6).

(iii) Postgraduate male and female numbers on research degrees – full- and part-time

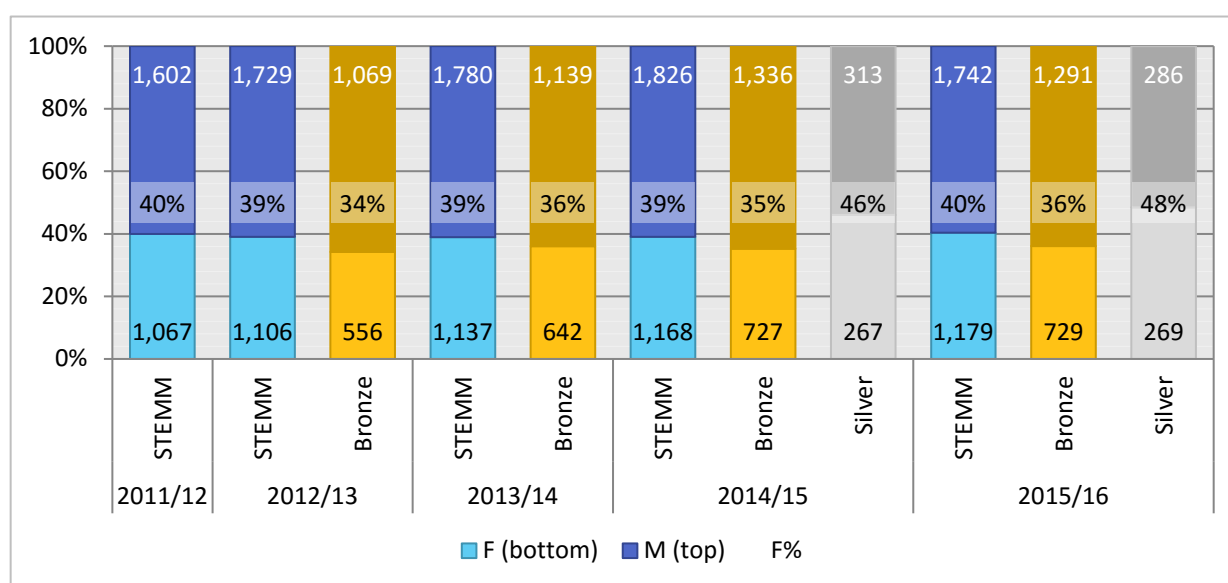


Graph 3.7 Male and female PGR students (bars) & percentage female (lines) for STEMM (left) and all disciplines (right)

- Postgraduate research (PGR) student numbers have grown gradually 2011 with around 40% female students in STEMM (Graph 3.7).
- We have established a Doctoral College to provide a focus for development of PGR students and support them to pursue academic careers.
- PGR student associations are within faculties/AUs, offering targeted support for female students in AS departments in particular.

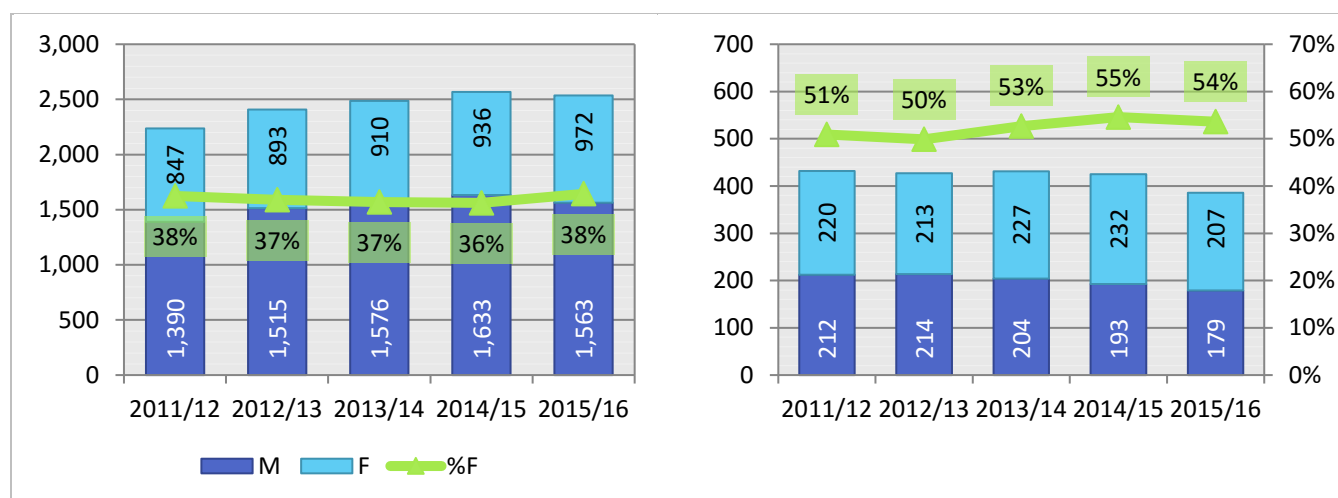
Table 3.6 PGR percentage female
Soton & HESA 2014/15

(JACS)	Soton	ALL
STEMM (A-J)	41.1	42.1
AHSSBL (L-X)	53.8	54.2



Graph 3.8 Male and female PGR students in all STEMM departments, and those in bronze and silver AS departments (percentage female overlaid) from 2011/12 to 2015/16

- With around 90 PGR students, the Optoelectronics Research Centre (ORC) has yet to be involved in AS; 21% of its students are female, similar to Physics and Astronomy (bronze award holder). UASC has encouraged the Director of ORC to consider AS and we will continue to review the situation.



Graph 3.9 Male and female STEM PGR students (bars) & percentage female (lines) studying FT (left) and PT (right)

- There continues to be a higher percentage of women studying PT (around 54%) compared with FT (around 37%).

Staff data

- The University aligns the terms and conditions of its employees through job families. HR provides guidance on expectations of employees at each grade by job family, publicised on our intranet and linked from the online appraisal form.
- The academic job families are 'Education, Research and Enterprise' (ERE) and Clinical (CLIN). Clinical academics have honorary NHS contracts (around 150 employees in 2015/16).
- Most professional staff belong to the Management, Specialist and Administration (MSA) job family. Technicians belong to Technical and Experimental (TAE).
- Academics (including postdoctoral researchers) are appointed at levels 4 – 7⁴. Each of the four pathways in the ERE job family has its own guidance for career progression and promotion criteria (Figure 3.2).

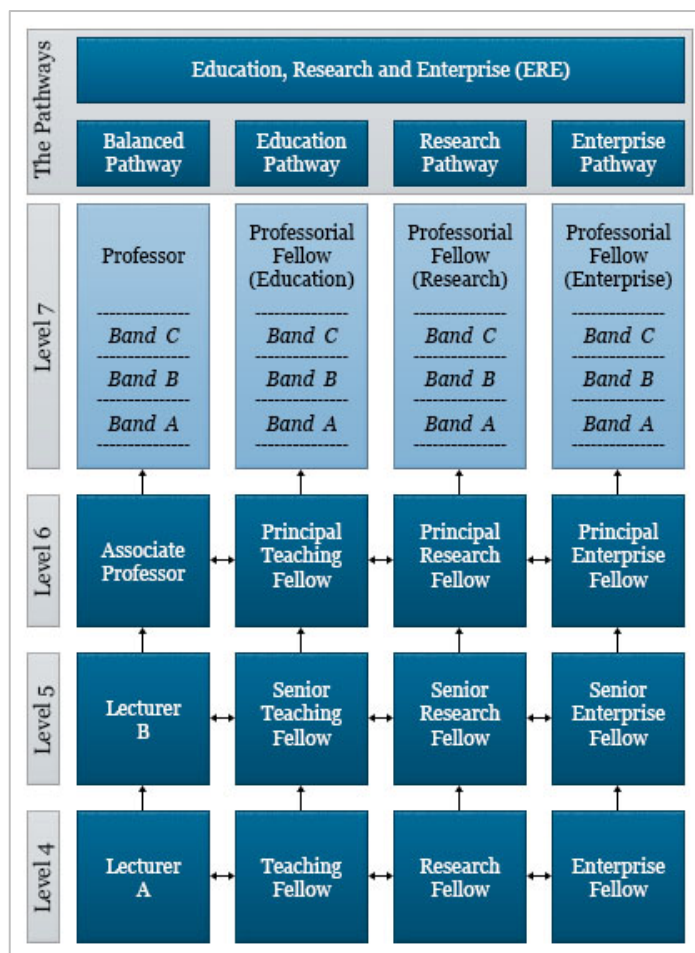


Figure 3.2 Our career pathways map (from University intranet), showing academic titles by grade and ERE pathway

- Staff can record their protected characteristics through our online 'MyHR' portal, but declaration rates are low for ethnicity, disability, sexual orientation and religion/belief (*Action B6.3*).

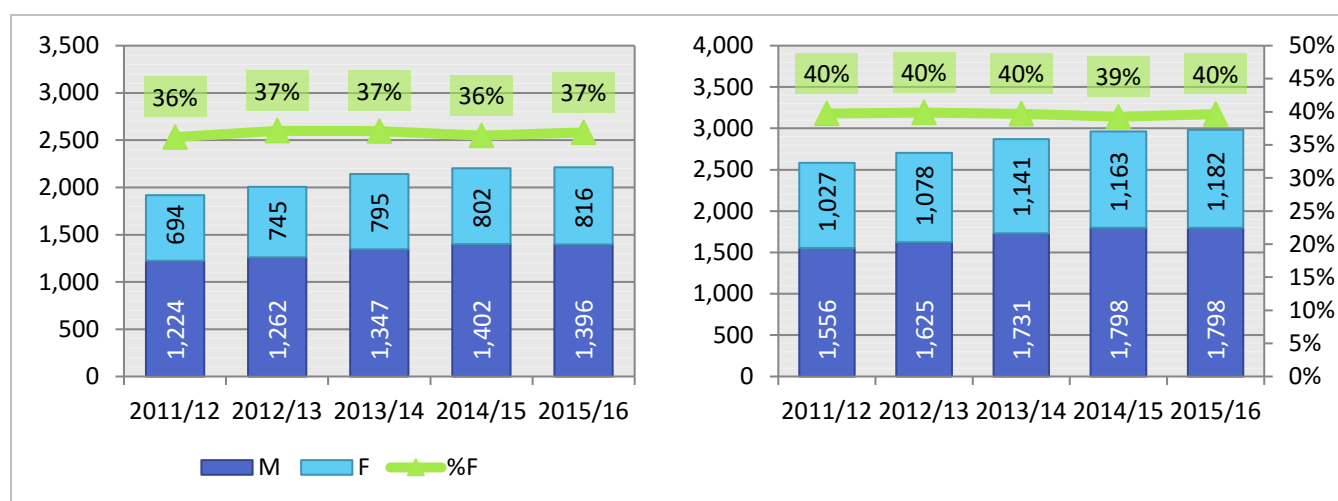
⁴ Level 4 = XperthHR K; Level 5 = XperthHR J; Level 6 = XperthHR I; Level 7 = UCEA senior grades

- We will increase awareness of how to record these data and how we use the data to increase declaration rates in preparation for the Race Charter and examining intersectionality in our Athena SWAN work.

Action C2.e) As part of equality events, Incorporate awareness raising awareness of equality declaration rates and the importance of declaration and encourage attendees to complete details through MyHR

(iv) Number of male and female staff (academic and research) at each grade

- The University has grown from 2,582 academic and research staff in 2011/12 to 2,981 in 2015/16. The proportion of women has stayed at 37% in STEMM and 40% overall (Graph 3.10).



Graph 3.10 Male and female academic and research staff (bars) & percentage female (lines) in STEMM (left) and all faculties/AUs (right)

- There have been significant increases in the proportion of female staff across all grades except Level 4 (Table 3.7, Graph 3.11 & Graph 3.12).
- Our work on promotions and career development has seen a significant increase in women at senior levels. In five years, the proportion of female professors has increased from 13% to 18% in STEMM (19% to 23% overall).
- Turnover is highest at Level 4 (around 30%) as most staff at this grade are researchers with fixed-term funding. UASC will explore the decline in the proportion of women at this grade with departmental AS teams.
- An HR working group looked at the way we use fixed term contracts (FTCs) ([Action B4.3](#)) and we plan to improve continuity of employment and career development opportunities for research staff (Section 4.a)(xii)).

Action C4 Review HR processes affecting fixed-term staff to ensure fair treatment of all staff
Action Q3.g) Review the current redeployment process to ensure fit for purpose

Table 3.7 FPE of academic and research employees in STEMM and all faculties/AUs by year, gender and grade

STEMM	2011/12			2012/13			2013/14			2014/15			2015/16		
	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F
Level 4	419	315	42.9	405	346	46.0	441	357	44.8	484	359	42.6	500	351	41.3
Level 5	302	239	44.2	309	248	44.5	337	262	43.7	337	258	43.4	305	265	46.5
Level 6	239	96	28.7	259	104	28.7	272	122	30.9	280	131	31.8	275	129	32.0
Level 7	265	40	13.1	288	46	13.8	297	53	15.1	301	53	15.0	316	70	18.1
All	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F
Level 4	486	434	47.2	479	461	49.0	524	475	47.6	575	485	45.8	594	463	43.8
Level 5	398	362	47.7	412	363	46.8	439	378	46.3	434	378	46.6	403	395	49.5
Level 6	330	147	30.8	352	163	31.7	369	184	33.3	384	194	33.6	381	198	34.2
Level 7	342	80	19.0	381	91	19.3	399	101	20.2	406	103	20.2	420	124	22.8

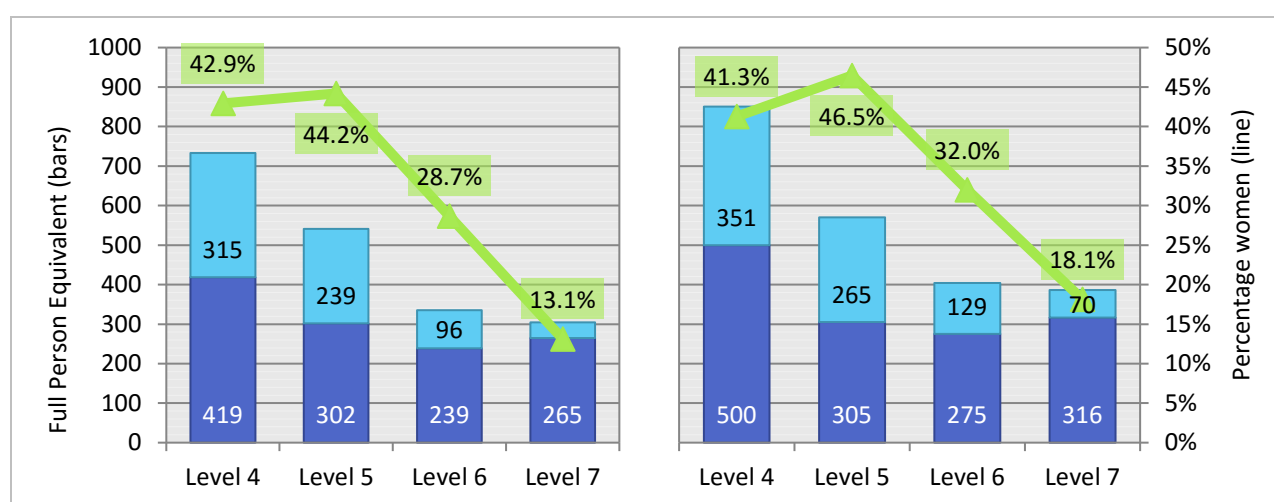
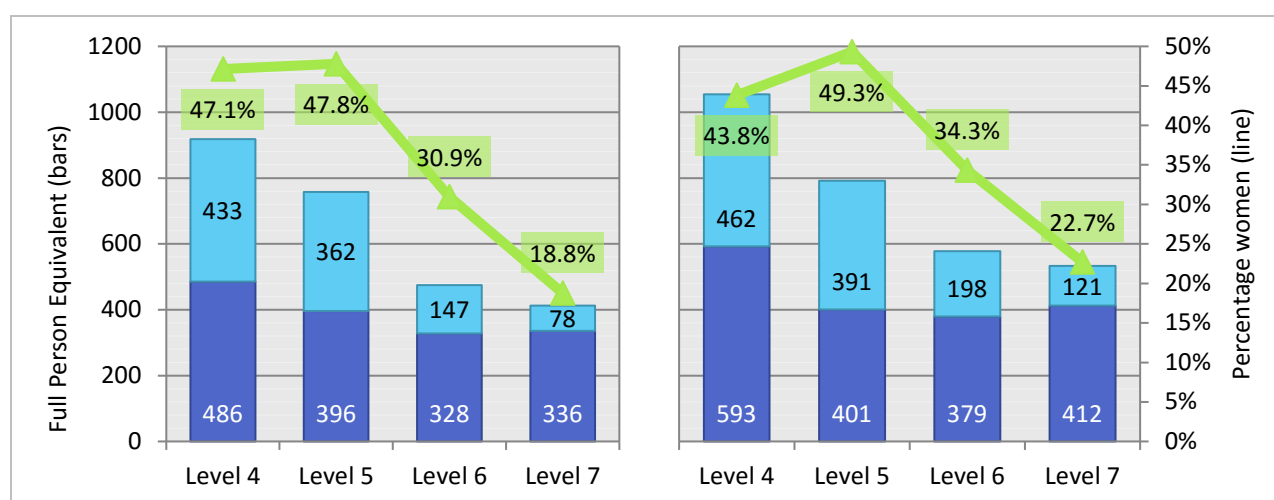
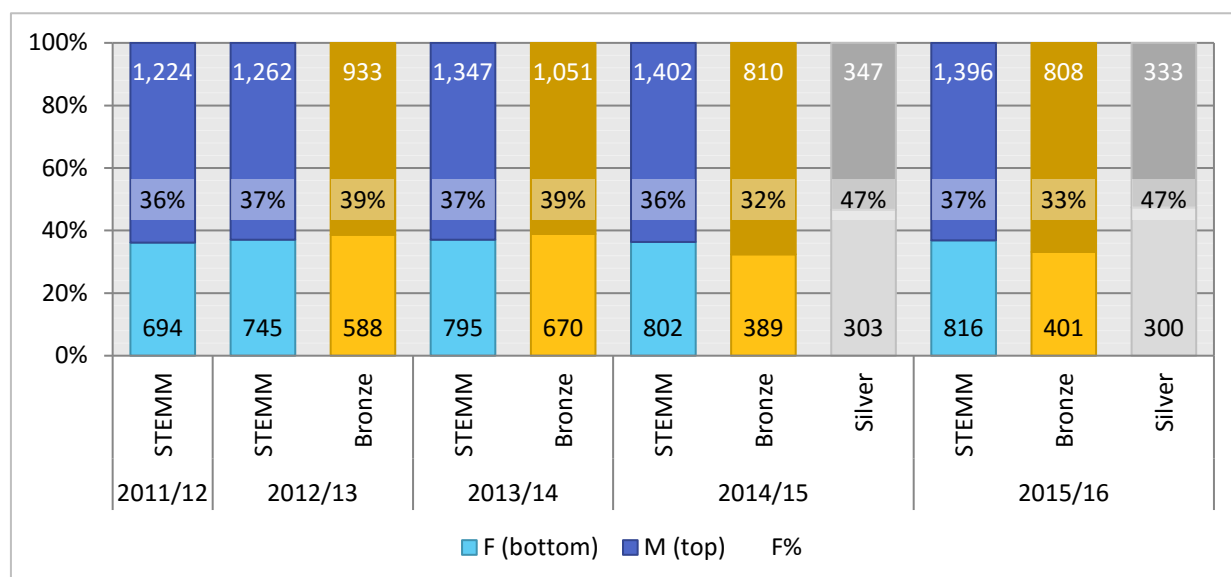
Graph 3.11 Male and female academic and research staff in **STEMM** faculties/AUs by grade for 2011/12 (left) and 2015/16 (right)Graph 3.12 Male and female academic and research staff in **all** faculties/AUs by grade for 2011/12 (left) and 2015/16 (right)

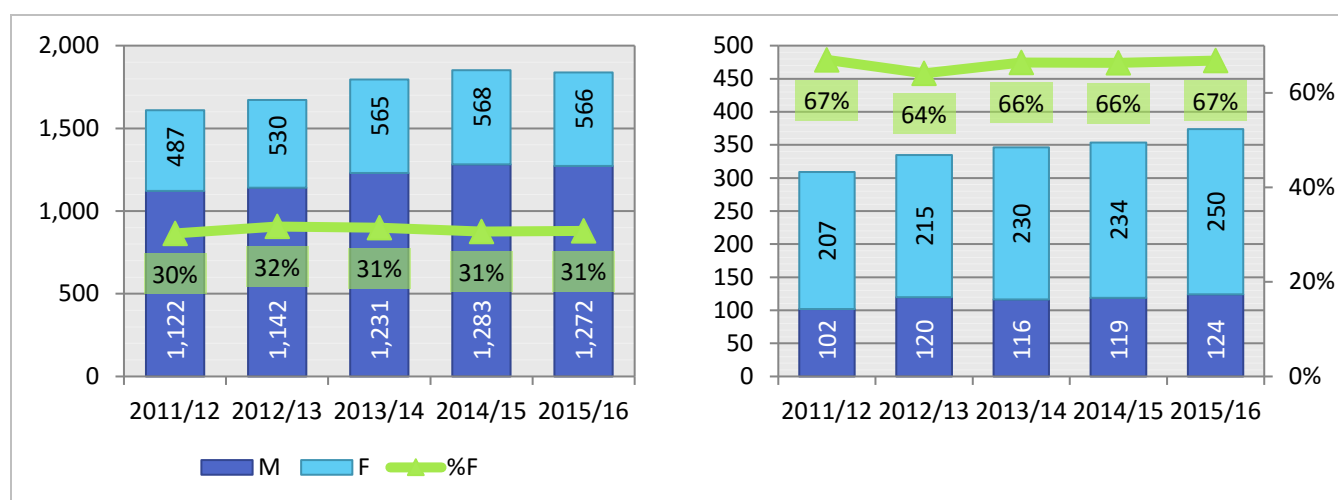
Table 3.8 2014/15 Soton & HESA
STEMM academic & research staff

Grade	Soton	ALL	RG
4/K	42.6	46.9	46.9
5/J	43.4	47.9	43.3
6/I	31.8	34.6	31.1
7/UCEA	15.0	21.8	19.5

- We are on par with the Russell Group at Lecturer (5/J) and Associate Professor (6/I) levels (Table 3.8).
- Despite improvements against our own profile from 2011/12, we have a smaller proportion of female staff at Researcher (4/K) and Professor (7/UCEA) levels. We expect to see this improve as we embed the Reward Project outcomes (Section 4.a)(iii)).

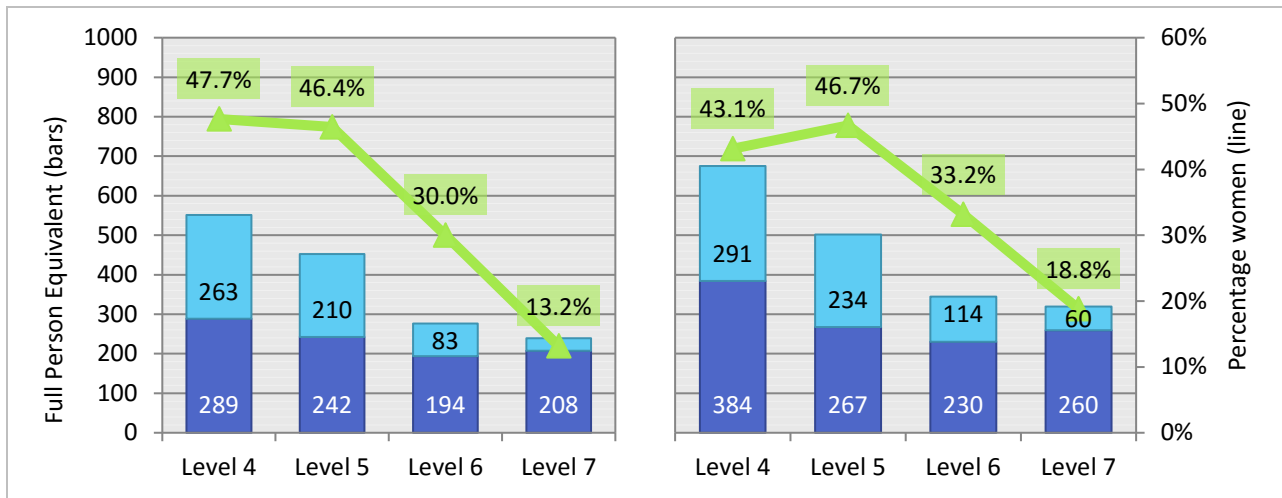


Graph 3.13 Male and female academics and research staff in STEMM and AS award-holding faculties/AUs (percentage female overlaid)



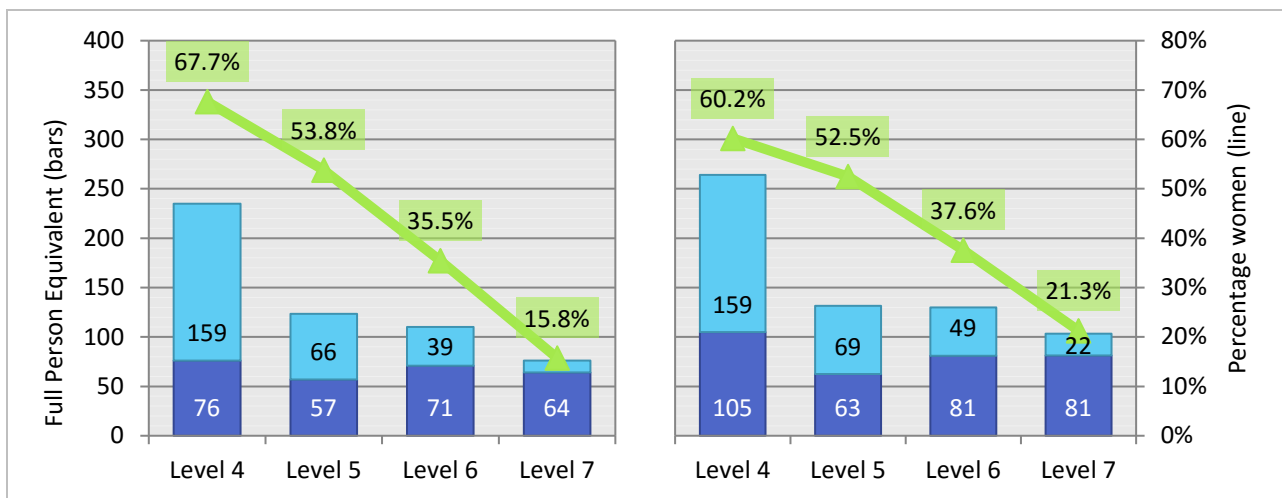
Graph 3.14 Male and female STEMM academic and research staff (bars) & percentage female (lines) who work FT (left) and PT (right)

- There has been little change in the proportions of STEMM men and women who work part-time (Graph 3.14). We have supported PT staff to become FT (Section 4.b)(iii)).



Graph 3.15 Male and female academic and research staff in **AS award-holding** faculties/AUs by grade for 2012/13 (left) and 2015/16 (right)

- Changes in proportions of female staff in AS award-holding faculties/AUs are in line with STEMM overall (Graph 3.15).



Graph 3.16 Male and female academic and research staff in **current silver award-holding** faculties/AUs by grade for 2011/12 (left) and 2015/16 (right)

- Medicine is our largest faculty by FPE and earned silver in September 2015. Combined with Chemistry (silver April 2015), Graph 3.16 shows a levelling of the leaky pipeline: the proportion of female staff has decreased at Level 4 (but well above 50%), and increased at levels 6 and 7.

4. Evidence of the impact of good practice

[3178 words]

a) The university as a whole, its ethos and working environment

(i) Preventing and resolving unacceptable behaviour

- Our Dignity at Work and Study Policy underlines our expected ethos and working environment, and assigns accountability to individuals.
- A Harassment Contacts network of 15 staff volunteers provides informal advice, support and sign posting for victims and people accused of inappropriate behaviour.

Table 4.1 SES percentage that **disagree** that in 12 months prior to survey...

I have felt unfairly treated (short of bullying/harassment)	2012	2014	Change
Women	68%	68%	0
Men	70%	71%	+1%
I have been bullied or harassed	2012	2014	Change
Women	51%	84%	+65%
Men	55%	86%	+56%

- Our mediation scheme provides an informal resolution for complaints between staff and/or students before formal proceedings. A part-time coordinator arranges the meetings and three staff members are qualified National Certificate in Workplace Mediation facilitators, and volunteer to mediate with permission from their manager. Sixteen of 33 referrals to mediation in 2015/16 have resulted in a meeting and all resolved successfully.

“ “I am very happy with the outcome of the mediation and would definitely recommend the service to a colleague.” – Mediation participant

“ “I strongly support this service as a complementary activity for good management practice... particularly as a device to defuse tensions and hopefully increase the efficient functioning of a school” – Senior academic

“ “A very useful service which helps bridge the significant gap between feeling no help is available and formal proceedings.” – Manager

- Equality assessments are encouraged in the University and the ED&I team produced guidance (on its website) to support staff in completing assessments.

(ii) Engaging with our leaders and managers

Our Senior Leaders Network (SLN) has supported the development of 192 managers, and we continue to engage them in the development of our strategy.

HR has started to develop a Leadership & Management Framework (L&MF) to embed inclusive behaviours throughout the organisation. The long-term aims are:

- that individuals will have a clear understanding of the expected responsibilities, skills and behaviours for leaders and managers
- to support the development of leadership and management capabilities
- to support the development of emerging talent for management succession plans.

The Framework will be ready in 2017.

Action C1 Develop a Leadership and Management Framework (L&MF) to: enhance our leadership capability; enable our managers and leaders support and deliver our strategy effectively; and improve the development of our employees across the organisation.

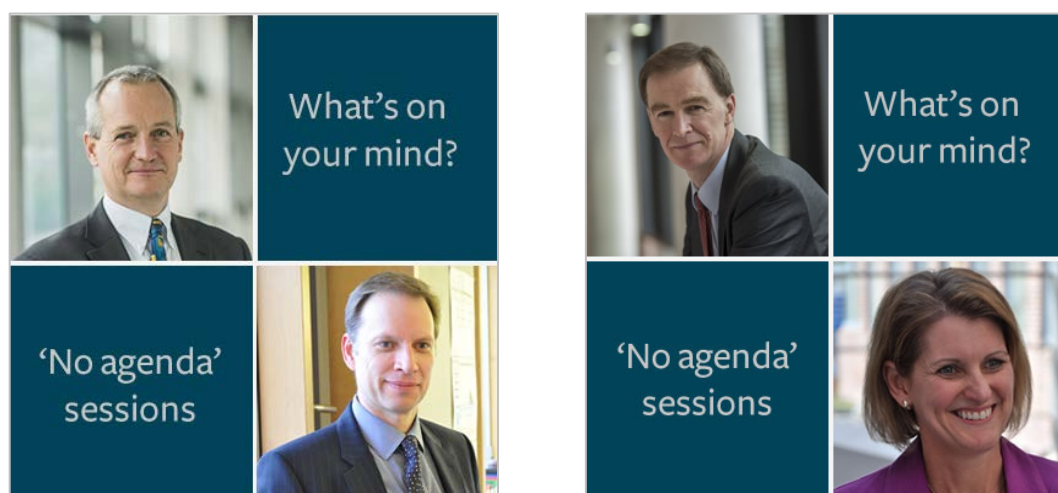


Figure 4.1 Publicity for the 'no agenda' sessions with: Iain Dunn (COO), Simon Peatfield (Director of Communications), Professor Mark Spearing (PVC International) and Janice Donaldson (Director of HR)

Senior leaders host regular 'no agenda' sessions where staff can raise questions direct from the floor. 300 staff have attended session to date.

(iii) Reward Project

The University initiated the Reward Project in 2011 to review the way that work is valued and rewarded across the institution (*Action B6.4*). Its first phase focused on academic staff and:

- developed guidance on the expectations of staff at each level on each academic pathway (Figure 3.2)
- reviewed the procedures for probation, promotion and appraisal to minimise paperwork and maximise opportunities for career development
- implemented online appraisal and compulsory training on conducting constructive appraisal discussions
- examined performance related pay for Level 7 staff (Section 4.a)(ix)).

Academics on the balanced pathway must contribute at least 20% to each of Research and Education.

The next phase of the Reward Project will extend the career pathways guidance and online appraisal system to senior professional staff.

Action Q4 Complete implementation of Reward Project for academics and begin roll-out to professional services job families, including: new career pathways; guidance for career development; revised appraisal process and training.

(iv) Academic promotion

- The Academic Promotion Advisory Group (APAG) chair (P&VC from 2016, Deputy VC prior) hosts an open meeting to launch each annual promotions round ([*Action B3.1*](#)), explain the process and answer questions; 100 people attended in 2015.



Figure 4.2 The 2015-16 Promotions Launch Event (from the video on the promotions intranet site)

- Faculties organise CV and application form workshops.
 - “ “The assistance was relevant and helpful towards developing my application.” – Clinical Academic (Medicine) promoted from level 5 to 6
 - “ “I was asked/encouraged to apply for promotion at each stage and was given support in preparing the application.” – Professor in Chemistry
- We clarified promotion criteria from 2015 and added explicit discussion of promotion readiness to appraisal process.
- Applications are portfolio-based, so applicants can accumulate evidence of their contributions. This allows (eg part-time) staff to focus on teaching one semester and research another semester.
- Applicants are encouraged to elaborate on personal circumstances ([*Action B3.3*](#)).

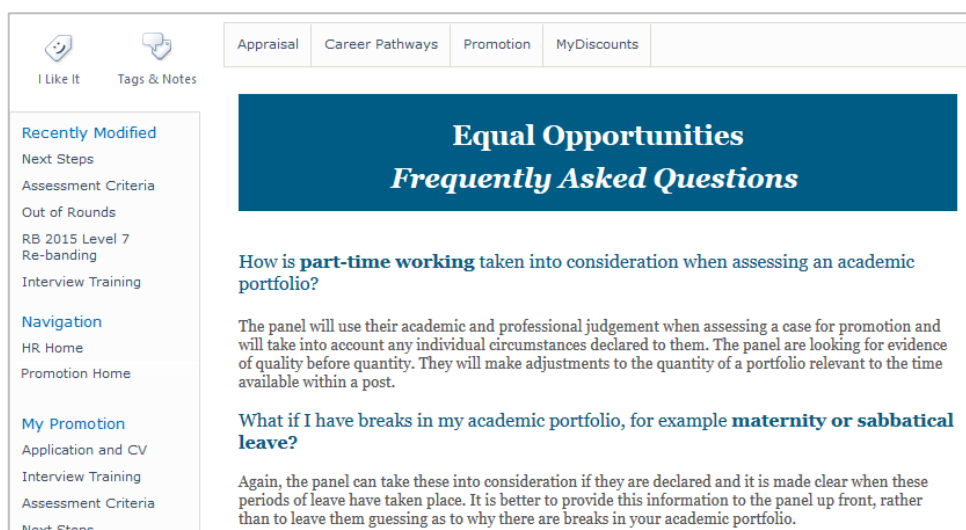


Figure 4.3 'Equal Opportunities' FAQ on the promotions intranet site

- Interview coaching for all applicants that reach the interview stage (*Action B3.2*).
- Celebration of successful promotions on our intranet.
- Comprehensive feedback for unsuccessful applicants from their line manager.
- Staff increasingly feel that their work is valued and good performance is recognised locally:

Table 4.2 SES percentage agree with respect to their faculty/directorate/work area

I feel valued for what I can offer	2012	2014	Change
Women	53%	57%	+8%
Men	52%	56%	+8%
Good performance is recognised	2012	2014	Change
Women	28%	46%	+64%
Men	32%	49%	+53%

Application rates for women have increased in 2014/15 at Level 7 (Table 4.5) and 2015/16 for Level 6 (Table 4.4). Lower success rates for Level 6 in 2015/16 show APAG is strictly enforcing the new criteria; women were more successful than men.

Table 4.3 STEM academic promotions to Level 5 (decided by faculties – application no's unavailable)

	2011/12		2012/13		2013/14		2014/15		2015/16	
	M	F	M	F	M	F	M	F	M	F
Eligible employees	419	315	405	346	441	357	484	359	500	351
Successful promotions	15 4%	4 1%	27 7%	8 2%	21 5%	9 3%	13 3%	17 5%	19 4%	8 2%

Table 4.4 STEMM academic promotions to Level 6 (University interview panel decides)

	2011/12		2012/13		2013/14		2014/15		2015/16	
	M	F	M	F	M	F	M	F	M	F
Eligible employees	289	228	297	241	323	254	324	249	297	253
Applications submitted	43 15%	7 3%	47 16%	21 9%	37 11%	18 7%	32 10%	17 7%	28 9%	23 9%
Successful promotions	35 81%	7 100%	34 72%	14 67%	25 68%	11 61%	22 69%	12 71%	13 46%	13 57%

Table 4.5 STEMM academic promotions to Level 7 (University interview panel decides)

	2011/12		2012/13		2013/14		2014/15		2015/16	
	M	F	M	F	M	F	M	F	M	F
Eligible employees	240	95	257	102	269	121	280	130	273	128
Applications submitted	30 13%	6 6%	18 7%	6 6%	29 11%	7 6%	39 14%	26 20%	34 12%	17 13%
Successful promotions	17 57%	4 67%	13 72%	3 50%	23 79%	4 57%	27 69%	16 62%	ongoing	

(v) Appraisal

- Annual appraisal is mandatory for all staff including postdoctoral researchers (*Action B6.6-B6.7*). From 2016, the online appraisal form allows managers to track completion and follow up with staff as necessary.
- Deans are accountable for ensuring all their staff are appraised. UEB will review completion rates in June 2016 (after the appraisal round closes) and consider recommendations for next year.

Action Q4.b) L4-6 academic staff to complete first fully online appraisal.

- All staff complete the 'License to appraise' training before conducting an appraisal; 578 academic appraisers to date (66% completion). We also offer workshops for appraisees.
- The appraisal reviews annual objectives, identifies training and work-life balance issues. Appraisers discuss when an individual might apply for promotion and steps necessary to prepare them.

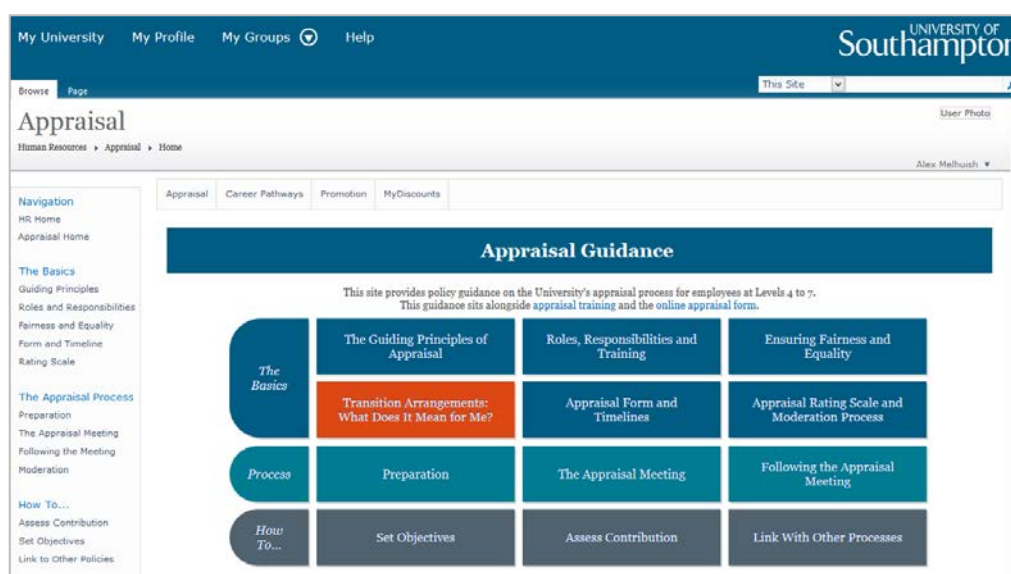


Figure 4.4 The Appraisal Guidance landing page on the University's intranet

- Staff reported improved clarity of job roles from 2012 to 2014, before the online appraisal was introduced:

Table 4.6: SES percentage agree: "I am clear about what I am expected to achieve in my job"

	2012	2014	Change
Women	78%	86%	+10%
Men	77%	81%	+5%

(vi) Leavers

- Men are more likely to leave our STEMM faculties than women (Table 4.7). Turnover is highest at Level 4 where most postdocs are employed on FTCs.
- Leavers are offered exit interviews but few take this up (eg 12 of 52 leavers in Medicine for 2014/15; one in four years in Chemistry).
- We are introducing an online exit survey from 2016 (*Action B6.8*).

Action Q2 Improve our understanding of the reasons staff leave and where they are going.

Table 4.7 Percentage turnover of STEMM and AHSSBL academics by year and grade

STEMM	2011/12		2012/13		2013/14		2014/15	
	M	F	M	F	M	F	M	F
Level 4	26.6	19.6	21.4	15.9	22.6	22.4	27.7	23.4
Level 5	7.3	5.4	6.5	5.2	6.9	6.1	12.5	7.4
Level 6	5.9	6.3	6.2	2.9	4.0	4.1	3.9	4.6
Level 7	3.0	0.0	4.3	4.3	7.1	9.4	4.6	1.9

AHSSBL	2011/12		2012/13		2013/14		2014/15	
	M	F	M	F	M	F	M	F
Level 4	10.4	19.8	21.6	17.4	22.9	19.8	18.7	20.3
Level 5	11.7	12.2	7.9	11.6	9.0	7.9	8.4	6.4
Level 6	6.7	5.9	5.4	10.3	6.3	12.9	4.9	3.2
Level 7	8.5	5.3	13.8	4.6	7.4	6.4	8.2	4.2

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

- We offer two weeks' paternity leave at full pay and most fathers take the full entitlement.
[REDACTED]
- We have had nine instances (5 men and 4 women) of adoption leave in the last five years.
- We offer statutory shared parental leave (SPL), and we will review the case for enhancing SPL in future.

Action C3 Embed new HR support structure and develop guidance to improve consistency in applying flexible working, family and carers leave policies across the organisation.

(viii) Workload

- Workload models are the responsibility of deans and/or HoAUs. Most models consider contracted hours, student numbers, assessments, pastoral support, preparation time and other relevant factors.
- The models are supported by other processes:
 - TRAC survey for benchmarking.
 - Annual appraisal, to review individuals' workload contributions.
 - Portfolio-based appraisal and promotion decisions, so that part-time/flexible working staff can accrue contributions without being overburdened.
- We will consolidate the good practice from different faculties/AUs as guidance.

Action S4.a) Develop project – with academic lead – to consult with AUs on current workload models and identify guiding principles that all AUs could apply (if adopted).

- The contributions matrix developed as part of the Reward Project guides managers in prioritising workload that is appropriate to an individual's career pathway (Figure 4.5)
- Leadership, Management and Engagement (LM&E) includes responsibilities like committee membership. Pastoral work, outreach, programme leadership and PhD supervision come under Education.

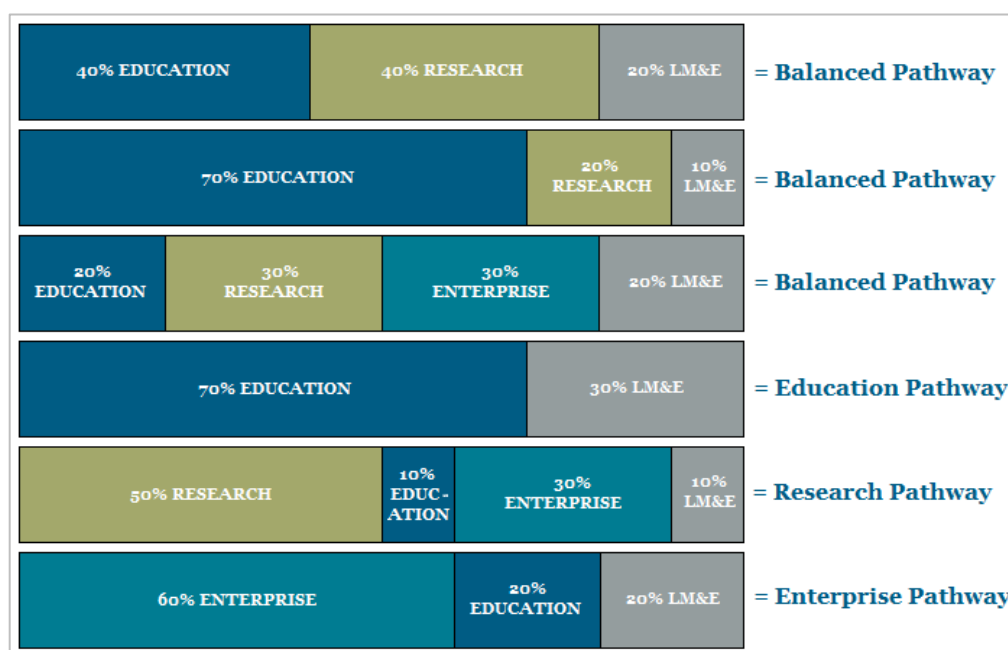
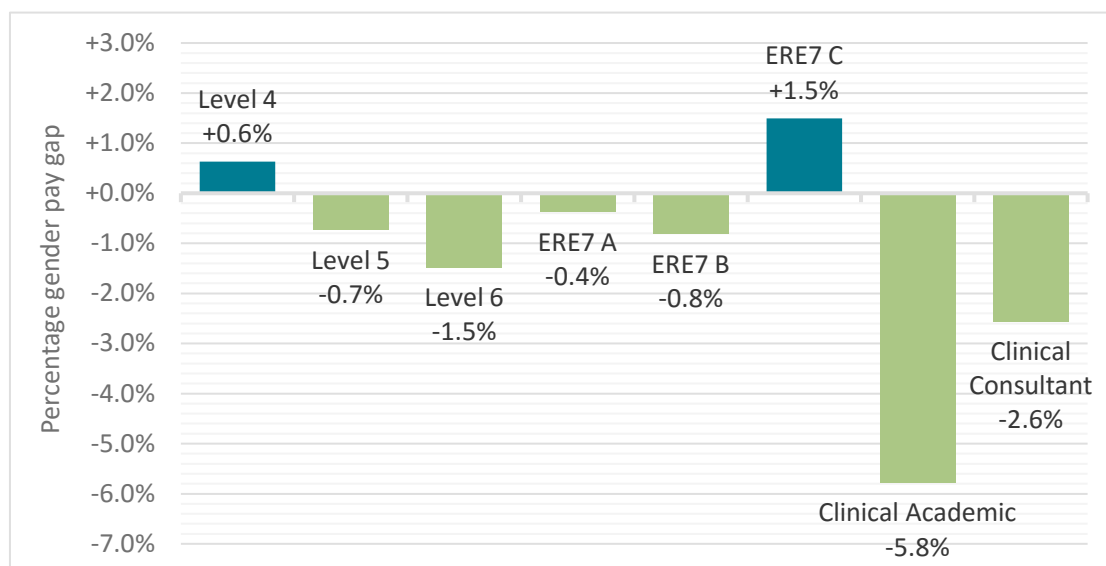


Figure 4.5 Examples of different contributions in ERE pathways, from University promotion guidance

(ix) Equal pay

Graph 4.1 In-grade gender pay gaps for all academic employees from equal pay review (Nov 2015)

- We conduct biennial equal pay reviews. We have no significant gender pay gaps ([Action B6.5](#)) except in regard to clinical academics (due to national Clinical Excellence Awards, which we will investigate).

Action Q1 Implement recommendations from 2015 equal pay review.

- In 2014, HR re-banded all Level 7 staff (including all professors) based on their CV and appraisal records. Equal pay is a standing item for Senior Salaries Committee (SSC) (Section 4.a)(xiv)). In 2015, SSC reported that each band's gender pay gap is insignificant (Table 4.8).

Table 4.8 Excerpt from 2015 Level 7 equal pay report, showing no significant gender pay gaps

a: Average full time equivalent base salary and gender pay differential as at 31 May 2015				
Gender	Band A	Band B	Band C	All bands
Male	£70,863 (259)	£93,310 (62)	£110,053 (36)	£78,713 (357)
Female	£71,225 (84)	£92,502 (7)	£114,730 (7)	£75,852 (98)
Pay differential	+0.51%	-0.87%	+4.25%	-3.63%
b: Average full time equivalent total salary and gender pay differential as at 31 May 2015				
Gender	Band A	Band B	Band C	All bands
Male	£72,202 (259)	£96,114 (62)	£114,649 (36)	£80,635 (357)
Female	£72,272 (84)	£94,739 (7)	£118,087 (7)	£77,149 (98)
Pay differential	+0.10%	-1.43%	+3.00%	-4.32%
Notes for tables a and b: Headcount shown in brackets. A positive pay differential indicates a female pay lead.				

(x) Research Excellence Framework (REF) 2014 and Research Assessment Exercise (RAE) 2008

- Our Code of Practice for REF2014 required all staff involved in the selection process to attend E&D training. We had three of 15 appeals based on equality complaints and the REF E&D Group resolved them all.
- There was a small increase in proportion of women returned in 2014. (RAE2008 returns data by FPE are not available for comparison.)

Table 4.9 Comparison of full-time equivalent (FTE) of staff submitted for RAE2008 and REF2014

Sum of FTE	RAE2008			REF2014		
	Male	Female	% F	Male	Female	% F
STEMM	626.7	152.2	20%	636.2	178.6	22%
AHSSBL	191.2	128.6	41%	181.5	121.2	40%
Total	817.9	280.8	26%	817.6	299.8	27%

- We conducted an Equality Impact Assessment (EIA) in 2014 (*Action B6.1*). It identified a lower rate of return for women (83%) than men (91%), particularly women aged 25-34. Analysis by gender, age and discipline indicates that this age-related difference only affected women in AHSSBL.
- We returned 47 of 52 the women (90%) who had maternity leave in the REF period, which was higher than women's overall return rate and similar to that for men. Of the 47 returned, 45 returned fewer than four outputs because of their maternity leave.

Action S7 Implement recommendations from REF2014 EIA to ensure equity in submissions from men and women for the next REF exercise.

Table 4.10 FPE of staff eligible for/returned in REF 2014; percentages show eligibility rate of academics and return rate of those eligible

	Male			Female		
	Employees	Eligible	Returned	Employees	Eligible	Returned
STEMM	1371	704 51.3%	662 94.0%	802	214 26.7%	192 89.7%
AHSSBL	388	241 62.1%	200 83.0%	361	168 46.5%	130 77.4%
Total	1759	945 53.7%	862 91.2%	1163	382 32.8%	322 84.3%

- We were more likely to return men and women in STEMM than in AHSSBL. Return rate was higher for staff with reduced outputs, and benefitted men in STEMM more than women (Table 4.11). We will produce data from the REF2014 return by Unit of Assessment to identify actions to ensure equity in our next return.

Action S7.a) Produce data by Unit of Assessment for staff preparing for the next REF

Table 4.11 Academic employees eligible for and returned in the REF 2014 with fewer than four outputs

	Male		Female	
	Eligible	Returned	Eligible	Returned
STEMM	129 9.4%	112 86.8%	101 12.6%	81 80.2%
AHSSBL	71 18.3%	51 71.8%	90 24.9%	64 71.1%
Total	200 11.4%	163 81.5%	191 16.4%	145 75.9%

(xi) Career development programmes

- The Institute for Learning, Innovation and Development (ILlAD) provides training programmes to support and grow the talent of all our staff and we offer comprehensive training and development activities:
 - courses are advertised in the online Staff Handbook
 - participants complete an evaluation, which provides feedback for future development
 - staff can select courses for personal development following appraisal.

Table 4.12 SES percentage agree: "I have the time and resources to develop my skills and competencies"

	2012	2014	Change
Women	34%	41%	+21%
Men	35%	45%	+29%

Table 4.13 Training programmes attendance for STEMM faculties/AUs 2011-2015

Programme type:	General			Academic			Research			Technical		
	M	F	%F	M	F	%F	M	F	%F	M	F	%F
2011/12	161	322	67%	118	182	61%	84	101	55%	34	50	60%
2012/13	77	553	88%	227	263	54%	181	234	56%	50	68	58%
2013/14	70	182	72%	197	157	44%	190	156	45%	18	33	65%
2014/15	90	206	70%	511	287	36%	227	158	41%	46	33	42%
2015/16	36	124	78%	145	130	47%	62	65	51%	22	17	44%

- All teaching staff must be HE Academy fellows. We offer the Postgraduate Certificate in Academic Practice (PCAP), Professional Recognition of Education Practice (PREP) and Post Graduate Certificate in Academic Practice (PGCAP) programmes to enable staff to attain a HEA fellowship.

Table 4.14 PCAP/PGCAP programme attendance for 2011-2015 by participants' discipline

	STEMM			AHSSBL		
	M	F	%F	M	F	%F
2011/12	220	111	34%	98	196	67%
2012/13	317	194	38%	110	131	54%
2013/14	391	174	31%	156	126	45%
2014/15	361	257	42%	117	211	64%
2015/16	153	209	58%	106	79	43%

- Our Springboard development programme, originally for female academics at Levels 6 and 7 (*Action B2.4*), now runs annually for all women. 272 women have participated since 2013.

“It gave me confidence: confidence to put myself forward, confidence to express my views when appropriate. I also met many nice and inspiring women that work for the University and so extended my social and support network.”

“I definitely behave with more confidence and my engagement with the University has increased: I became a member of the University Senate and I feel it is more likely I will apply for promotion in one of the next rounds.”

Table 4.15 Springboard participants by year with percentage of cohort since promoted or exited the University

	Year	Participants	Since participating, percentage:	
			Promoted	Exited
STEMM	2012/13	21	38%	38%
	2013/14	30	27%	10%
	2014/15	58	12%	9%
	2015/16	41	12%	2%
AHSSBL	2012/13	6	50%	17%
	2013/14	11	18%	18%
	2014/15	17	24%	0%
	2015/16	23	17%	4%
Professional	2013/14	18	22%	6%
	2014/15	36	50%	6%
	2015/16	34	41%	3%

(xii) Support for academic career progression

- The Doctoral College provides a focal point for doctoral training and researcher development from all disciplines.
- We are piloting a PGR mentoring scheme (31 men and 24 women) including early career researchers (ECRs).
- Working as a Researcher website hosts information on making informed choices, managing changes in circumstances and providing reference information (Action B7.4).

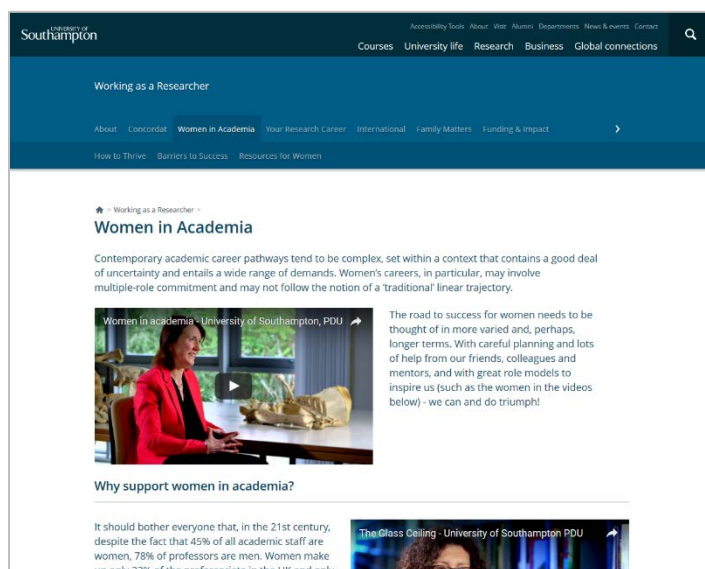


Figure 4.6 'Women in Academia' page on WAAR website, with videos and case studies of women in science

- We are compiling interactive roadmaps for a range of disciplines eg ECR roadmaps with all the information required to support ECRs to plan their futures effectively.
- Other activities developed to support career progression:
 - the Researchers' Café brings researchers and the public together to discuss their research in informally
 - the Careers Service offers drop-in courses, eg Exploring Enterprise, Exploring a Career Outside of Academia
 - Careers Service and Research and Innovation Service (R&IS) CPD seminars and workshops
 - newsletters and emails from related networks/faculties/AUs highlighting opportunities for career development and fellowships (eg Dorothy Hodgkins, Marie Curie, L'Oréal-UNESCO).
- We achieved the 'HR Excellence in Research' award from the European Commission in January 2012 in recognition of our work in implementing the principles of the Concordat to support the Career Development of Researchers.
- The University has established the Career Development of Researchers Working Group (CDRWG), which includes the Concordat Champions from each Faculty (3/8 are women) and representatives of ECRs, UCU, the International Office, HR and ILIaD. Professor Mandy Fader (Health Sciences) chairs the group.

- As a member of the Community of Practice (CoP), staff partner with an education-focused mentor (6 female and 5 male) to provide support and guidance on enhancing a particular aspect of their education practice, or to apply for a higher level of HEA fellowship.

“ “The new mentoring scheme will give everyone involved in education, whether new to teaching or an experienced practitioner, a chance to work in partnership with mentors and to learn from each other.” – Simon Kemp, President Teaching Fellow in Engineering and the Environment, CoP mentor

- All staff can join the University mentoring scheme (73 women and 39 men are trained mentors). 173 people have attended the Essential Mentoring Skills Workshops since 2011 - currently 24 men and 72 women are users.

Table 4.16 Active, provisional and completed mentoring partnerships since 2011

	Female	Male	Mixed	Total
Active partnerships	30	7	12	49
Provisional partnerships	4			4
Completed partnerships				26

- Local mentoring schemes also operate in Medicine and Health Sciences, and Psychology soon.
- Women’s action learning sets (ALS) ran until 2013 (*Action B2.2*). 65 women participated, many sets continue to meet now and several participants credit subsequent promotion with support from their ALS.
- Senior staff join the Senior Leaders Network (SLN, 113 men and 79 women from January 2016) for networking, development and influencing our strategy.
- Our ‘future leaders’ are invited to join the Jubilee Group (9 men and 6 women from January 2016). Our two new female deans are Jubilee Group alumnae.
- Action learning ‘Leadership Circles’ bring colleagues together from academic and professional services (since 2012): currently 25 men and 35 women.

(xiii) Outreach activities

- The Student Recruitment team comprises 13 staff members: 11 women and 2 men. Their 2015/16 outreach rota also sees men involved on 35 days and women on 57 days as Ambassadors (students paid for extra-curricular work for the University) to support outreach activities – currently involving 66 men and 117 women (64% female).
- Outreach and public engagement are popular activities for academic staff. We have a number of high profile academics – male and female – who coordinate cross-faculty activities, particularly in Engineering and Computer Science.



Figure 4.7 Drs Reena Pau and Jessica Spurrell: WiSET award winners 2016, recognising their dedication to women's equality in science and significant contributions to outreach and public engagement activities



Figure 4.8 Reflecting Photonics RHS Tatton Park Show Garden team from Physics and Astronomy, Southampton: winners of the SEPnet Public Engagement Award for 'Innovation Project' 2015

- We recognise their contribution to outreach in appraisal and AUs include time for outreach in workload assessments.

Action S4.b) Consultation with outreach coordinators on what information should be included in a central register.

- Our 'Science and Engineering Festival' and 'Ocean and Earth Day' are free events, attracting 6,000 people to the University in 2015 (its 14th year). Attendees learn how science shapes our world through topics including manufacturing, infrastructure and sustainable energy. Most activities are suited to all age groups.



Figure 4.9 Pictures of activities from the 2016 Science and Engineering Festival

(xiv) Gender in senior leadership and committees

- Data show that female professors are more likely to become dean than male professors and we have maintained gender balance of deans since 2010 (Table 4.17).
- Deans are appointed for five years, and can be re-appointed for another three years. Faculty staff are consulted to select new candidates. A panel including the P&VC, staff from the faculty and UEB makes the selection. The most recent appointments (Feb/Mar 2016) are both women. Both are internal candidates and were appointed after an external search and selection process.

Table 4.17 deans by gender and as percentage of professors by discipline (one faculty spans STEMM and AHSSBL)

	2012/13		2013/14		2014/15		2015/16		April 2016	
	M	F	M	F	M	F	M	F	M	F
STEMM	3 1%	2.5 5%	3 1%	2.5 5%	4 1%	1.5 3%	4 1%	1.5 2%	3 1%	2.5 4%
AHSSBL	1 1%	1.5 3%	1 1%	1.5 3%	1 1%	1.5 3%	1 1%	1.5 3%	1 1%	1.5 3%
Total	4	4	4	4	5	3	5	3	4	4

- Council appoints HoAUs for three to five years after consulting with AU staff and the dean. 25% of STEMM HoAUs are women (including 3 of 5 HoAUs in Medicine), and female professors are more likely to be HoAU than men (Table 4.18).

Table 4.18 HoAUs (inc. 'disciplines' in Humanities) by gender and as percentage of professors by discipline

	2012/13		2013/14		2014/15		2015/16		April 2016	
	M	F	M	F	M	F	M	F	M	F
STEMM	17 $\frac{2}{3}$ 6%	3 $\frac{1}{3}$ 7%	17 6%	3 6%	17 6%	4 8%	15 5%	5 7%	15 5%	5 7%
AHSSBL	6 7%	5 11%	6 6%	6 13%	7 7%	5 10%	8 8%	4 8%	8 8%	4 8%
Total	23 $\frac{2}{3}$	8 $\frac{1}{3}$	23	9	23	9	23	9	23	9

- We have seen improved representation of women on senior University committees (Table 4.19) (*Action B6.2*). The University has joined the 30% Club⁵ and we will apply this benchmark for eg distinguished lectures, national nominations, honorary degree awards and VIP visits.
- All 2015/16 Council and Senate meetings and sub-committees are scheduled between 14:00 and 17:00, but some meetings are known to overrun.

⁵ The 30% Club aims to develop a diverse pool of talent for all businesses through the efforts of its chair and CEO members who are committed to better gender balance at all levels of their organisations.

Table 4.19 Members of senior management and influential committees by gender and year – most influential female percentages in bold; indented committees are sub-committees for Senate/Council

	2011/12			2012/13			2013/14			2014/15			2015/16		
	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F
UEG ⁶ /UEB	9	5	36	9	5	36	10	4	29	9	6	40	8	6	43
Senate	92	53	37	91	55	38	88	54	38	92	55	37	91	57	39
AQSC	15	10	40	15	10	40	14	9	39	15	6	29	14	8	36
ERD	6	3	33	5	3	38	6	3	33	6	3	33	4	4	50
Council	13	4	24	12	5	29	11	4	27	10	5	33	13	4	24
Audit	5	1	17	4	1	20	4	1	20	3	3	50	3	3	50
Nominations	6	1	14	5	2	29	4	2	33	4	2	33	4	2	33
Senior Salaries	5	2	29	5	2	29	5	2	29	4	3	43	4	3	43

(xv) Networks

The University supports staff engagement networks through consultations, targeted development programmes and resources. The networks support members of minority groups who might otherwise feel isolated, and lobby the University for policy development to support their needs (*Action B7.3*).

Network	Objectives	Members
Women in Science Engineering and Technology (WiSET)	Peer support and networking for academic women in STEMM disciplines; annual events to profile female STEMM role models	60
Theano	Provide STEMM career-focused events and workshops for staff and students, and the occasional social/wellbeing event.	500
Parents' and Carers' Network (P&CN)	A fast-growing network supporting the working lives of staff who care for others – children or adults. (Another P&CN at Southampton General Hospital (SGH) is open to University and NHS staff.)	200
Lesbian, Gay, Bisexual & Trans (LGBT) Employees Network	Supports LGBT employees with mentoring, awareness-raising and social events.	100

- In 2014 and 2015, faculties promoted Ada Lovelace day with cake sales, networking events and seminars. WiSET coordinated some of these events in addition to those organised by faculty postdoc forums.
- Most faculties have a postdoc forum and many have complementary postgraduate student societies or networks.

⁶ University Executive Group – the VC's senior management group from 2010-2015

- For International Women's Day 2016, the P&CN arranged a session for carers to share their career stories (*Action B7.1*):
 - Dr Emma White, Assistant Director (Administrative Data Research Network)
 - Professor Marika Taylor, Professor of Theoretical Physics (Mathematical Sciences)
 - Andy Cast, Head of HR Business Partnering and Chair of the LGBT Network
 - Dr Sharon Strawbridge, Senior Lecturer (Education and Scholarship)



Figure 4.10 Parents' and Carers' Network plenary event for International Women's Day 2016

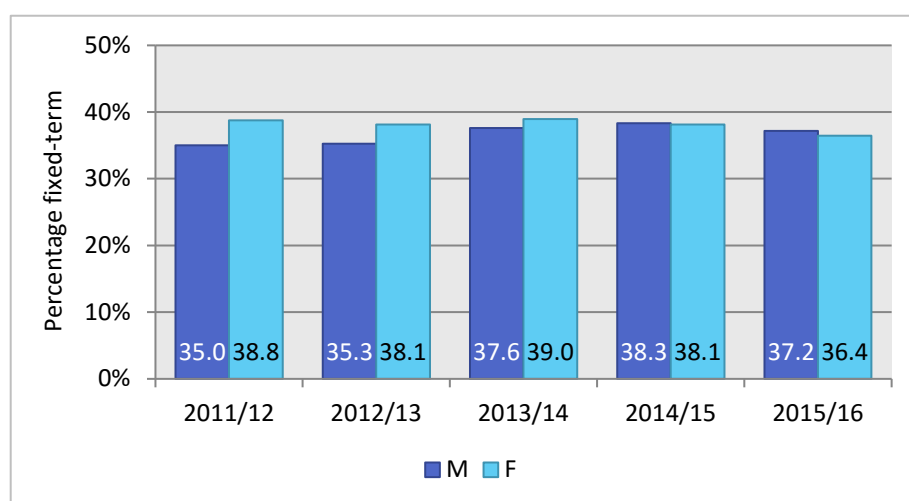
b) STEMM departments' management and culture

(i) Fixed-term and open-ended contracts

- STEMM disciplines use FTCs far more than in AHSSBL (Table 4.20), due to the higher number of externally funded postdoctoral fellows. However, men and women are equally likely to be on a FTC (Graph 4.2).

Table 4.20 Percentage of all academics by discipline and gender on FTCs

	2011/12		2012/13		2013/14		2014/15		2015/16	
	M	F	M	F	M	F	M	F	M	F
STEMM	39.8	44.7	40.0	45.7	42.7	46.6	43.8	46.7	42.9	44.4
AHSSBL	16.7	26.5	18.4	21.1	19.2	21.2	18.2	18.9	16.7	18.3
All disciplines	35.0	39.0	35.3	38.1	37.6	39.0	38.3	38.2	37.2	36.4



Graph 4.2 Percentage of all male and female academic and research staff on FTCs

- Medicine and Health Sciences automatically convert fixed-term employees to open-ended (permanent) on renewal after four years' service. To spread this practice, HR will review its processes to support staff with FTCs to apply for open-ended positions and revise the redeployment process.

Action C3 Embed new HR support structure and develop guidance to improve consistency in applying flexible working, family and carers leave policies across the organisation

Action C4 Review HR processes affecting fixed-term staff to ensure fair treatment of all staff

Action C4.e)-C4.h) Revise contractual maternity policy to address negative impact on FTC staff

(ii) Recruitment

- Since 2011, an average of 30% of applicants for STEMM vacancies have been women (5,975 total applications) compared to 44% in AHSSBL (13,604 total applications). At all grades, women tend to be more successful than men at each stage of the recruitment process (Table 4.21). The main challenge remains encouraging more women to apply.
- The University's jobs website hosts all vacancies and includes (Action B5.4):
 - logos indicating our work on inclusivity, including Athena SWAN (see right).
 - details of our benefits: contractual maternity pay, childcare vouchers, flexible working and more.
 - encouragement for applicants to explain career breaks, which are considered positively by panels.
 - offering flexible working options. Biological Sciences and Chemistry advertise all jobs as open to part-time or job share.



- HR adds the correct Athena SWAN logo for all department award holders.
- Most Athena SWAN departments promote their Athena SWAN work in their adverts.
 - “ “I applied for my post because the advert stated that the post offers flexible working and stated ‘will be consider part time’. I was looking for four day week at most.” – Teaching Fellow (Medicine)
- Athena SWAN departments proactively seek applicants through professional and research networks, and many invite potential applicants to see their department (Action B6.9).

Action Q3.a) Learning from good practice already in place, develop strategies to widen recruitment pool and positive actions to attract more diverse applicants

- Recent recruits to Athena SWAN departments report encouragement, support and flexibility in the recruitment process:
 - “ “I was really worried as I was overseas when I received the interview date, however I emailed HR and they rescheduled a suitable date.” – Level 4 recruit (Health Sciences)
 - “ “I found the recruitment process to be straightforward, logical and fair. It was a positive experience all round.” – Female focus group attendee (OES)
 - “ “Skype and email conversations, that offered responses to concerns regarding upheaval, were helpful in supporting my transition.” – [REDACTED] overseas academic ([REDACTED])
 - “ “The recruitment experience was excellent.” – Level 5 Teaching Fellow (Medicine)

- We are procuring unconscious bias training and will make ED&I training compulsory for staff involved in recruitment.

Action S5.g) Require managers to complete online ED&I training before approving requests to recruit

Table 4.21 Recorded academic appointments and applications in STEMM disciplines by grade and year.
There were no Level 6 vacancies and no female applicants at Level 7 in 2015/16.

		Level 4		Level 5		Level 6		Level 7	
		M	F	M	F	M	F	M	F
2011/12	Applications	2465	1295	733	199	211	48	72	7
	Shortlisted	504	374	123	58	35	12	12	0
	SL/Apps (%)	20.4	28.9	16.8	29.1	16.6	25	16.7	0
	Offer/SL (%)	31.3	36.7	34.0	46.7	39.8	25.2	41.4	0
	Offer/Apps (%)	6.4	10.6	5.7	13.6	6.6	6.3	6.9	0
	Appnts/Apps (%)	6.2	9.9	5.3	12.1	6.2	4.2	6.9	0
2012/13	Applications	1766	1013	893	214	28	10	4	10
	Shortlisted	421	309	184	63	10	5	3	6
	SL/Apps (%)	23.8	30.5	20.6	29.4	35.7	50	75	60
	Offer/SL (%)	45.7	41.3	30.6	39.7	70.0	80.0	33.3	33.3
	Offer/Apps (%)	10.9	12.6	6.3	11.7	25	40	25	20
	Appnts/Apps (%)	10	12.1	5.9	10.3	25	40	25	20
2013/14	Applications	2198	1193	351	185	60	27	46	11
	Shortlisted	545	386	57	68	15	10	15	4
	SL/Apps (%)	24.8	32.4	16.2	36.8	25	37	32.6	36.4
	Offer/SL (%)	48.8	45.4	47.4	39.7	53.2	69.9	39.9	0.0
	Offer/Apps (%)	12.1	14.7	7.7	14.6	13.3	25.9	13	0
	Appnts/Apps (%)	11.5	13.9	7.7	13.5	10	25.9	13	0
2014/15	Applications	3459	1243	898	244	98	20	4	1
	Shortlisted	698	418	135	75	23	11	3	1
	SL/Apps (%)	20.2	33.6	15	30.7	23.5	55	75	100
	Offer/SL (%)	40.1	46.7	44.6	46.5	39.2	36.4	100.0	100.0
	Offer/Apps (%)	8.1	15.7	6.7	14.3	9.2	20	75	100
	Appnts/Apps (%)	7.5	14.6	5.7	12.3	9.2	20	75	100
2015/16	Applications	287	226	25	29	0	0	6	0
	Shortlisted	128	98	11	17			4	
	SL/Apps (%)	44.6	43.4	44	58.6			66.7	
	Offer/SL (%)	44.6	55.1	72.7	76.4			25.1	
	Offer/Apps (%)	19.9	23.9	32	44.8			16.7	
	Appnts/Apps (%)	17.4	23	24	44.8			16.7	
All years	Applications	10175	4970	2900	871	397	105	132	29
	Shortlisted	2296	1585	510	281	83	38	37	11
	SL/Apps (%)	23	32	18	32	21	36	28	38
	Offer/SL (%)	39.9	43.9	39.8	46.5	47.8	47.0	42.8	26.4
	Offer/Apps (%)	9	14	7	15	10	17	12	10
	Appnts/Apps (%)	9	13	6	13	9	16	12	10

(iii) Flexibility for carers

- We offer salary sacrifice vouchers to supplement the cost of childcare.
- There is an Early Years Centre on our main site (Highfield Campus).
 - “ “Thanks very much for all your help and for the outstanding level of care that Estella has had.”
 - “ “The Early Years Centre has been the ideal home away from home environment for our children and so conveniently situated.”
- In 2014, Medicine negotiated for University staff based at SGH to use the hospital’s childcare facility.
- For children of University staff, we offer school holiday camps for those from 5-14 years during the working day.
- We offer up to five days’ paid leave per year for compassionate and/or domestic incident leave that, for example, permits parents to make new arrangements for childcare.
- We are also exploring a policy to offer up to two weeks’ paid leave for carers to enable them to support a dependent through a significant change, such as moving or adapting a home or a change in caring arrangements.

Action C5 New carers leave policy to support carers of adult, disabled or other dependants

c) Individual staff working in STEMM

(i) Induction

- An induction process outlines mandatory training required for all starters. UEB agreed to make online E&D training mandatory at induction (*Action B2.1*).
- Most faculties and AUs have adopted a local policy of requiring all their staff to complete our online E&D training programme. Over 1,800 staff have completed the course across the University, with a completion rate of 71% for some faculties/AUs.

Action S5 Create an increasingly inclusive culture within the organisation through compulsory ED&I and unconscious bias (UB) training for staff at all levels.

- All Athena SWAN departments (and most other departments) have comprehensive induction:
 - allocate a 'buddy' and/or senior mentor for each new starter
 - introduce new starters to all staff via email
 - ask new starters to present their work at departmental colloquia in the first few weeks
 - curtail teaching/administration tasks during probation and phase in teaching via observation and shared lectures with experienced lecturers
 - present new starters with a handbook or online induction pack
- “ “Good support from managers. My duties were clearly defined and I received a good induction. Excellent University professional development courses.” – Full-time researcher (Health Sciences)

(ii) Managing career breaks and maternity (*Action B4.1, B4.2*)

- HR advise managers to discuss arrangements for leave and cover with individuals early, and to make the most of KIT days to plan return to work and maintain communication with mothers.
- University mentoring scheme is expanding to include pregnancy, maternity, paternity and adoption as mentoring subjects, following an example from Faculty of Medicine.
- Some faculties have “continuity of career” funding (Natural and Environmental Sciences (FNES) and Medicine) and other areas of the University are considering similar policies.
- We are developing centralised resources to support maternity cover.

Action S6 Develop centralised resources for covering maternity leave

- Daphne Jackson Fellowship (or equivalent) applications are encouraged and supported.

- Return-to-work discussions include the options available for flexible working
- Reduced teaching and administration on return are offered to help re-establish research records

Action C3 Embed new HR support structure and develop guidance to improve consistency in applying flexible working, family and carers leave policies across the organisation

- A number of faculties/AUs have identified suitable rest and milk expression rooms, but provision is inconsistent.

Action Q5 Investigate current availability of spaces for expectant and nursing mothers and develop provision for improving availability.

- Our maternity pay policy requires 52 weeks' continuous service on return, otherwise the individual is asked to repay the contractual maternity pay in full. We recognise this affects women on FTCs and HR is reviewing the policy.

Action C4.e) Report options for maternity policy revision to HRLT with costings

- Maternity return rate since 2011/12 has been above 90%; 8 of 193 (4%) women did not return in the last five years. There are no common factors.
- Focus groups raised concerns that women on FTCs of less than three years did not have employment stability to contemplate pregnancy. Medicine, HS and FNES have developed financial schemes to support staff on return from family-related career breaks (eg maternity, adoption and extended paternity) to bridge the gap between employments.

Table 4.22 FPE of academic women taking maternity leave in STEMM disciplines and the proportion of those still employed with the University 6, 12 and 18 months after their maternity leave

STEMM	2011/12	2012/13	2013/14	2014/15	2015/16
Instances of leave	28	32	26	23	25
Returners	27	32	24	21	25
	96%	100%	92%	91%	100%
6 months	93%	94%	88%	91%	100%
12 months	86%	94%	85%	91%	n/a
18 months	86%	94%	81%	n/a	

Table 4.23 FPE of academic women taking maternity leave in AHSSBL disciplines and the proportion of those still employed with the University 6, 12 and 18 months after their maternity leave

AHSSBL	2011/12	2012/13	2013/14	2014/15	2015/16
Instances of leave	9	11	14	15	10
Returners	9	10	12	15	10
	100%	91%	86%	100%	100%
6 months	100%	91%	79%	100%	100%
12 months	100%	91%	71%	100%	n/a
18 months	100%	91%	71%	n/a	

(iii) Flexible working

- Academic staff report that they have a great deal of flexibility in their contracts without needing to request flexible working. Flexible working request process is used only occasionally and mainly by professional and support staff.

Table 4.24 SES percentage agree: "As long as I get the job done, I have the freedom to work in a way that suits me"

	2012	2014	Change
Women	74%	75%	+1%
Men	76%	78%	+3%

- HR collects data on changes to working hour agreed by managers. Table 4.25 shows data on PT STEMM academics transitioning to FT.

Table 4.25 Instances of STEMM academics transitioning from PT to FT by grade and academic year

Grade	M	F	Year	M	F
Level 4	46	58	2011/12	13	16
Level 5	13	30	2012/13	24	17
Level 6	3	11	2013/14	23	38
Level 7	30	6	2014/15	28	23
			2015/16	7	14

- Women are more likely to reduce their hours temporarily. This aligns with the University's positive evidence of supporting a return to work after maternity leave.

Action C3 Embed new HR support structure and develop guidance to improve consistency in applying flexible working, family and carers leave policies across the organisation

5. Embedding Athena SWAN

[1428 words]

a) Encouraging STEM departments to apply for Athena SWAN department awards

- The Dean of Medicine in his role as Chair of UASC actively promotes AS activity with other deans, raises issues at UEB, and supports the identification of institutional resources needed to undertake work on AS.
- The Head of ED&I periodically facilitates discussion at faculty management groups on mainstreaming ED&I, reviewing the faculties' progress on gender and discussion of next steps.
- The AS Advisor (ASA) supports departmental AS teams to develop their work on AS, and encourages those currently not active to develop AS activities.
- The ED&I team increasingly receives requests from departments asking for support in developing their AS submissions. This demonstrates the growing awareness in the University and departments' desire to take on this work. We have seen a tangible increased awareness of AS, which is often used as a byword for equality, among staff and students across the University.

Arts, humanities, social sciences, business and law (AHSSBL)

- We have two faculties (Humanities and Business, Law & Art) and two AUs (Social Sciences and Southampton Education School) for AHSSBL disciplines.
- Three AHSSBL teams have established themselves: Humanities, Southampton Law School and Social Sciences. In addition, Southampton Education School has identified an academic to lead their submission and is working to convene a team.
- An 'Introduction to Athena SWAN self-assessment' workshop was held in February 2016. This has resulted in demand for regular workshops so that new members of teams, and new areas, can get up to speed.

Action S3.c) Revise 'Introduction to Athena SWAN' workshop and establish as part of regular ASNet programme for staff who need updates on or are new to the AS process

b) Resources, skills and support that the university offers to assist STEM departments with their submissions

- The University's ED&I team has supported individual STEM Athena SWAN teams to prepare for submissions since 2011 ([Action B1.2](#)).
- In July 2015, we created a permanent ASA post. The ASA attends departmental team meetings, provides advice and coordinates sharing of good practice.
- The ASA provides student and staff quantitative data required to complete submissions and provides constructive feedback on draft applications.
- We have an ongoing relationship with an external consultant (Dr Sean McWhinnie) who gives detailed feedback on applications, acts as a critical friend to the UASC and the ED&I team, and provides detailed and up-to-date HESA benchmarking data.

- The Head of ED&I maintains an overview of the whole AS process.

Resources

- The ASA established the University's AS Network – membership includes all members of departmental AS teams plus other interested individuals.
- A SharePoint collates copies of all our submissions (including feedback and unsuccessful submissions), exemplars from other universities, template submission forms, the QuickCAT gender survey and other guidance documents.

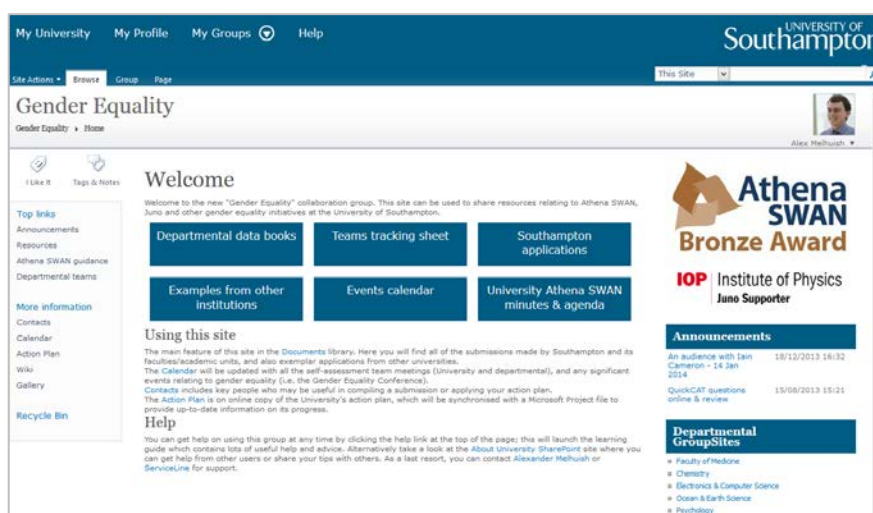


Figure 5.1 The landing page of our Athena SWAN SharePoint site

- We have extensively revised the HE STEM Culture Survey for use with departments applying for AS, and the ASA supports departments by running the surveys independently of the departments.
- The ED&I Team advises AS teams on facilitating focus groups; all our submissions have done this.
- The Diversity website has a section on AS, providing information on the Charter and links to departmental AS websites including their submissions (*Action B7.2*).
- The ASA has commissioned interactive data reports from summer 2016 (using QlikView – an online management information tool) to enable AS teams to interrogate staff and student data as they become available.

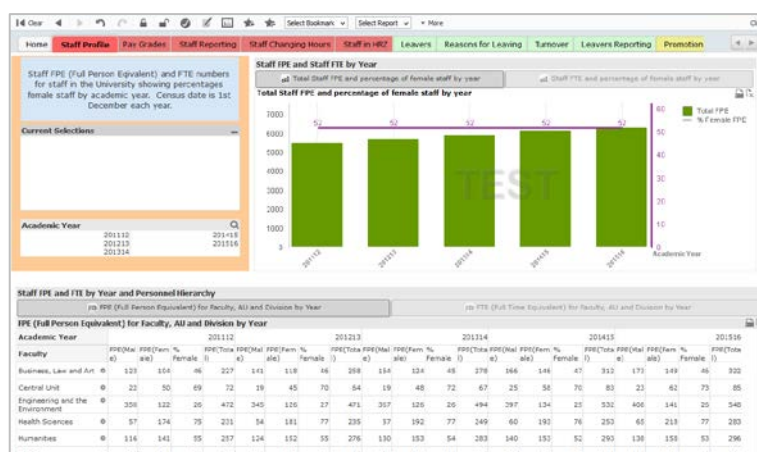


Figure 5.2 A preview of the interactive Athena SWAN report in QlikView that will enable teams to access live data

Other activities

- In March 2013, the ED&I team organised a national gender equality conference 'Athena SWAN and Beyond' (*Action B1.4*) with keynote speakers Professors Yvonne Galligan (Queen's University Belfast) and Paul Walton (University of York). A video recording of their keynote speeches and the plenary discussion at the end of the conference are available on the University's intranet.
- We held a number of workshops on: 'Embedding culture change,' 'Insight into a non-STEMM Athena SWAN,' and 'Exploring Unconscious Bias.'
- A number of people from the University are now experienced AS panellists. The ASA keeps a record of who these are on the SharePoint site, so teams can contact them for advice. Professor Kalwant Bhopal (Southampton Education School) is a Race Charter panellist, who helps us to build our understanding in this area.
- Our AS Network meets quarterly – usually a few weeks before a UASC meeting. We have invited prominent external speakers and held briefings on significant University projects:

March 2016	Professor Jane Hill (Biology, York – Gold) presented on York Biology's journey to AS Gold (the same day she visited CfBS to present a research seminar)
July 2015	Elizabeth Davey (Research Policy Officer (Athena SWAN), Nottingham) spoke of Nottingham's AS progress to silver and self-assessment infrastructure, and Harri Weeks (Equality Charters Advisor, ECU) explained the post-May 2015 AS principles and application criteria (this meeting was joint with the SE Regional AS Network meeting we hosted)
October 2015	Sandra Beaufoy (E&D Advisor, Warwick) gave a presentation on how they achieved their university silver award, and our Medicine colleagues shared some insights into their recent silver award
May 2014	Professor Tom Welton (Chemistry, Imperial College – Gold) gave an informal talk on their journey to Gold and the importance of leadership in achieving it
April 2014	Sarah Bogle (HR) briefed the AS Network on the University's 'Reward Project' and answered questions on its implementation and impact for gender equality
November 2013	Professor Dorothy Griffiths (Imperial College – University AS Chair) shared her experience of achieving a silver university award



Figure 5.3 Belinda Phipps, WiSET Campbell Lecture keynote speaker for 2016

- WiSET's high-profile Campbell Lecture invites world-renowned women speakers to the University. The lecture is named in honour of Ishbel Campbell, one of Southampton's founding Chemistry academics who was known for her popular and engaging teaching. Speakers have included:

- | | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2016 | <ul style="list-style-type: none"> • Belinda Phipps – CEO of the Science Council and Chair of the Fawcett Society |
| 2015 | <ul style="list-style-type: none"> • Professor Jane Francis – Director of the British Antarctic Survey and Southampton alumna • Suw Charman-Anderson – Social technologist and founder of Ada Lovelace Day |
| 2014 | <ul style="list-style-type: none"> • Professor Dame Athene Donald – Professor of Experimental Physics, Cambridge • Professor Curt Rice – Rector of the Oslo and Akershus University College of Applied Sciences (the first man to speak at the Campbell Lecture) |

c) The framework in place within the university that provides access to tools and processes for the self-assessment process

- The ASA is a member of all AS teams and explains the resources, tools and support available at early meetings.
- All AS teams have access to the SharePoint site.
- The AS Network mailing list allows information, questions and examples of good practice to be shared.
- The ED&I team supplies quantitative data.

d) How the university recognises, rewards and celebrates the success of women, STEMM initiatives and departmental submissions

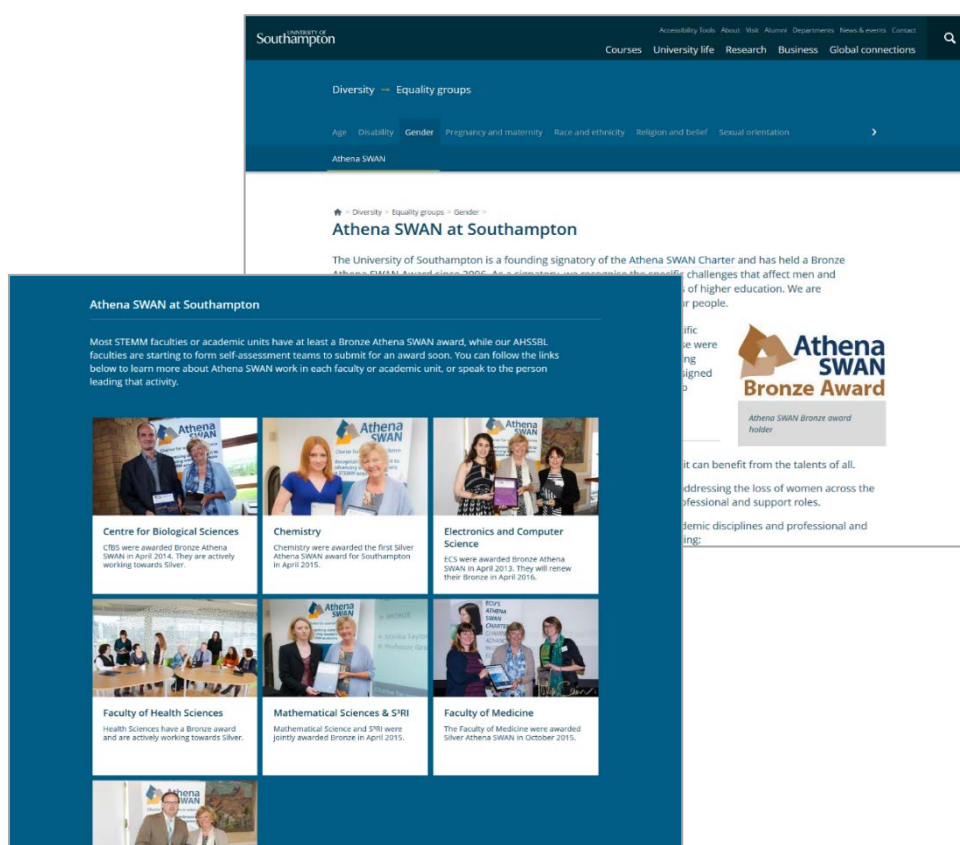


Figure 5.4 Segments of the Athena SWAN page on our public-facing website, showing award-holding departments

- We publicise successful submissions on our intranet and issue press releases, with the P&VC and Dean of Medicine stating their thanks and recognition.
- We aim to increase the number of success stories on our intranet, to cover the many achievements and involvement of women across the University (*ActionB5.1*)



Figure 5.5 Dr Roxana Carare (Associate Professor in Medicine) accepting the Influential Woman of the Year 2016 Southampton Venus Award for her Alzheimer's research

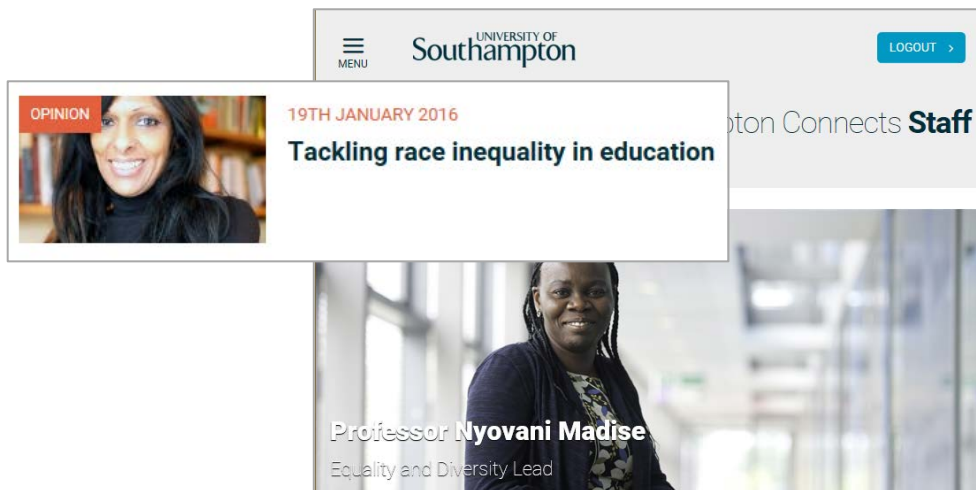


Figure 5.6 Highlights from our Southampton Connects staff newsletter

- The University's brand guidelines encourage the use of active images of diverse people in corporate (*Actions B5.2-B5.3*).
- In January 2016, we dedicated an edition of our online all-staff newsletter to equality and diversity. Features covered AS, a Q&A with the P&VC, wellbeing and staff networks. A range of female staff were profiled across the University, sharing their career stories.
- We know that 46% of recipients opened the newsletter (3,123), compared with 43% in December.
- The newsletter included a poll:

Table 5.1 Responses to staff newsletter poll

	Responses	Proportion voting 'yes'
Do you believe [the P&VC's appointment as ED&I Champion] will make a positive difference to the University?	63	75%
Do you feel that the University helps to provide a work/life balance?	47	43%

- The P&VC has asked the ED&I team to explore the establishment of institutional ED&I awards.

Action C2.d) Develop an awards scheme to recognise impactful equality & diversity projects and individuals

e) How we coordinate, report and monitor progress on action plans across STEMM departments

- UASC has representation from every SAT. There is a standing agenda item at each meeting for SAT representatives to give an update on progress and any issues that others or the chair needs to be aware of.
- Each SAT monitors its own action plan on an ongoing basis. Key issues arising from this monitoring are raised at the UASC.
- The ASA keeps an overview of how action plans are progressing, raising any concerns with the Head of ED&I who can then assess what other support may be needed.

f) Sharing good practice among STEMM departments and across the university

- The AS network with membership from across the University is used to share good practice.
- A silver AS group has been established for those teams actively working towards a silver submission.
- Nottingham and Warwick Universities were invited to share their experiences and good practice. We also welcomed feedback from Warwick and Nottingham on our draft submission.
- There is also an opportunity at AS committee meetings to share good practice and discuss actions that others should also develop.
- SAT committees are encouraged to buddy with other departments as well as with other universities as they go through the journey of developing their work. For example:
 - Medicine's AS Officer has advised Psychology on Medicine's process and reviewed its draft
 - Medicine is funding a PT officer to support Health Sciences in progressing their silver;
 - Chemistry was our first silver and several teams have looked to them as an example.
- The Head of ED&I shared our gender equality work with the Women's Federation of China when they visited in 2015.
- Activities were showcased at the 'Athena SWAN and Beyond' conference in 2013.
- There are plans to develop a Diversity Week and establish a regular programme of events for AS Network from 2016/17.

Action C2 Raise awareness of equality work across the University with high profile events and senior recognition

- We continue to host and attend regional Athena SWAN, Russell Group E&D and the South East E&D practitioners' networks.

6. Any other comments

[438 words]

- Professor Kalwant Bhopal's research has focused on the experience of BME academics and she convened a BME academic equality conference at Southampton. She is preparing work on the Race Charter.
- The ED&I team presented to the Student Admissions and Administration team on ED&I and AS to begin engaging professional and support staff for future work.
- Our leaders are champions for equality beyond the University:
 - Professor Iain Cameron is Chair of the Medical Schools Council, and leads its work with the Equality Challenge Unit to support AS in medical schools.
 - Professor Dame Jessica Corner (Dean of Health Sciences until December 2015) is Chair of the Council of deans of Nursing and Allied Health Professionals.
 - Professor Dame Wendy Hall chairs the British Computing Society's Women's Forum.
- The ED&I team convened a national conference, 'Athena SWAN and Beyond', to showcase Southampton's commitment to gender balance and wider diversity.
- The University has increased its focus on wellbeing for all staff and has plans to develop this further.
 - We signed Mindful Employer and Time to Change charters.
 - Participation in 'Mental Health First Aid' training for the HE sector.
 - Established annual University Wellbeing Day in 2013, expanding to a week of wellbeing activities across all our campuses in 2015.
 - The P&VC opened the week of activities in 2015, both he and the previous Provost who sponsored the wellbeing work, shared their personal wellbeing stories. This openness to discuss issues has generated a growing level of confidence in the University's commitment to wellbeing as shown in feedback from participants.

“ “Fantastic day,” “Good work,” “I have learnt a lot about wellbeing and mindfulness,”
 “Twice a year please!” – Visitors to Wellbeing Fair 2013

- A key recommendation of our equal pay report is to undertake a comprehensive equal opportunities data gathering exercise to assist in our work on race and intersectionality.
- We are strengthening our trans inclusive policy and created guidelines for HR when supporting staff to transition.
- In order to enhance career support for all, we are piloting Navigator, a development programme for men, for the second time in 2016, following feedback requesting a different trainer.

In conclusion, we have made substantial progress since the renewal of our Athena SWAN bronze award in 2012. This application for recognition at silver level demonstrates that we are serious about gender equality and indeed ED&I overall. We are clear that progress will only be sustained through a long-term commitment and by progressively increasing our activities. We still have much to learn but also believe that we have much to share with others. We will therefore increase our external involvement with others on this journey as we embed our current position and look towards being an exemplar heading towards a future submission for a Gold award.

7. Silver action plan (2015/16-2018/19)

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
Collegiality – One team working, planning and delivering together, toward our shared vision					
C1. Develop a Leadership and Management Framework (L&MF) to: enhance our leadership capability; enable our managers and leaders support and deliver our strategy effectively; and improve the development of our employees across the organisation.	Current development offer for managers is limited to isolated programmes. Need identified for comprehensive programme to grow managers' and leaders' capacity and capability across the organisation. L&MF aims to: strengthen our leadership; embed collaborative working; encourage a culture in which we celebrate successes and improve upon failures; deliver quality; and contribute to our overall success.	a) Hold a consultation to determine ideal University behaviours.	Completed Apr 2016	HR Talent & Development, volunteer workgroups	Consultation completed. Behaviours identified.
		b) Brief senior leaders on identified behaviours; senior leaders to embed those behaviours with all staff through briefings and objectives	Dec 2016	HR Talent & Development, University Senior Leadership team	Senior leadership briefed
		c) Develop a blueprint of L&MF	Jul 2016	HR Talent & Development	Framework developed.
		d) Design interventions that will deliver L&M development	Dec 2016	HR Talent & Development	Interventions developed
		e) Pilot interventions and roll-out priority modules to all leaders and managers	Feb 2017	HR Talent & Development	Interventions piloted and any necessary changes made based on feedback. Finalised modules rolled out to all leaders and managers
		f) Put plans in place to develop further modules.	Jun 2017	HR Talent & Development	New modules identified and schedule for development finalised.
		g) Assess effectiveness and impact of L&M development through established consultations mechanisms (staff engagement survey and appraisal). Report findings to L&MF Management Board. Feedback used to improve training modules.	May 2019 to Jul 2020	HR Talent & Development	Report produced that shows staff report clear understanding of the responsibilities and skills of leaders and managers.

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
C2. Raise awareness of equality work across the University with high profile events and senior recognition	The University hosted a successful Athena SWAN (AS) conference in 2013. AS Network (ASNet) has held regular events in the interim, but could develop a specific programme of events.	a) Form a working group to organise annual Diversity Week and gender equality conference	Aug 2016	ED&I team	Working group established. Plans for first Diversity Week and a series of workshops in place.
		b) Working group to develop programme for supplementary workshops throughout the year	Sept 2016	Events working group	Programme advertised for 2016/17
		c) Hold a Diversity Week	Apr 2017	Events working group	First Diversity Week held. Majority of attendees at event provide good feedback. Increasing attendance levels in future years.
		d) Develop an awards scheme to recognise impactful equality & diversity projects and individuals (in consultation with HR Reward)	Dec 2016	ED&I team, ED&I Lead	Recognition scheme designed and approved. Increasing number of awards made for ED&I projects from 2017.
	Need to improve declaration rates for disability, ethnicity and other protected characteristics. Staff can do this already through MyHR but this needs publicising.	e) As part of equality events, Incorporate awareness raising awareness of equality declaration rates and the importance of declaration and encourage attendees to complete details through MyHR	Dec 2016	Events working group	Awareness raising incorporated into ED&I events. Increase in declaration rates seen by HR/ED&I team.
	Capitalise on the opportunities to profile the contributions and successes of women in the University	f) ED&I team to liaise with the Communications and Marketing team to commit to profiling at least two women a month, ensuring diversity at all levels.	Nov 2016	ED&I team	Increased publicity of women's successes through our marketing activities, including contributions to key note speeches, external appointments, appointments to senior committees, etc

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
C3. Embed new HR support structure and develop guidance to improve consistency in applying flexible working, family and carers leave policies across the organisation	Flexible working policies recently reviewed in light of statutory changes. Individuals report different experiences of support for flexible working, maternity and other family leave. Managers' competency recognised as affecting their employee's experience (to be addressed by L&MF – see C1).	a) Embed new 'Ask HR' service model to ensure consistent support from HR and provide a central point of reference.	Jul 2016	HR Service Delivery	'Ask HR' embedded
		b) Consultation with sample of HR users (especially Heads of Faculty Operations (HFOs) and PSGs) on impact of 'Ask HR' service model.	Oct 2016	HR Service Delivery	All HFO's and PSG's report satisfaction with 'Ask HR' service model. Continued feedback to be received via regular meetings between AD HR Operations and HFO's.
		c) Develop case studies and FAQs for flexible working, maternity, adoption, shared parental and carers leave (including examples for professional services) to guide HR, managers and individual employees	Jan 2017 to Jun 2017	HR Employee Relations (ER), ED&I team	Case studies and FAQs developed and made available on HR website.
		d) Discuss and assign ownership and accountability for HR website within HR	Jul 2016	HR Leadership Team (HRLT)	Ownership and accountability assigned to someone in HR.
		e) Develop programme to improve presentation and structure of info on HR website.	Jul 2017	HR website lead (see C3.d))	Website revised.
	Athena SWAN departments have implemented core hours for meetings, but with varying messages. Some confusion over scope of 'core hours'.	f) Review core hours policies across institution to determine whether an institutional policy is required	Oct 2017	HR ER	Review completed. Summary of findings produced with recommendations for action if appropriate.
		g) Faculty and UPSLT ED&I committees to review findings and decide on local implementation	Nov 2017	HR ER, UEB	Decision made on local implementation.

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
		h) If appropriate, faculties and PSGs to have established local implementation for core hours in each area.	Jan 2018	ED&I team, departmental Athena SWAN teams	10% increase in positive responses to questions on core hours from QuickCAT.
C4. Review HR processes affecting fixed-term staff to ensure fair treatment of all staff	University process established for requesting permanency after four-year statutory period – HR (except in Medicine and Health Sciences) does not alert staff when they are eligible to apply.	a) Review permanency process and University Ordinances related to FTCs	Sept 2016	Legal Services, HR ER	Summary produced. Having also considered faculty findings, recommendations for changes developed if appropriate
		b) Consult with faculties on approach	Sept 2016	HR Business Partners	Summary of approaches to transferring staff to permanency produced.
		c) Implement recommended process.	Dec 2016	HR Operations	Process implemented
		d) Review effect on University redundancy processes.	Jul 2017	HR ER	Summary of findings produced that shows evidence of consistent approach.
	Occupational maternity pay currently provided on condition of 52 weeks service following leave – disadvantages women on FTCs	e) Report options for maternity policy revision to HRLT with costings	May 2016	HR ER and HR Reward	Report compiled and discussed by HRLT
		f) Amend maternity policy as appropriate	Nov 2016	HR ER	Policy amended
		g) Present to Joint Negotiating Committee (JNC) for consultation with unions and adopt policy (pending further revisions)	Dec 2016	HR ER	JNC approval and policy adopted
		h) Amend maternity processes as appropriate to reflect changed policy	Mar 2017	HR Operations	Process amended.

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
C5. New carers leave policy to support carers of adult, disabled or other dependants	University to offer leave (in line with paternity) to allow staff to support spouses or other dependents through significant change (eg moving/adapting home, change of care regime, etc.).	a) Draft policy for UEB to consider and approve	May 2016	HR ER	Policy drafted and approved.
		b) Present policy to JNC for consultation with unions. Amend policy as appropriate and adopt.	Dec 2016	HR ER	JNC approval and policy adopted.
		c) Implement necessary processes to effect policy	Dec 2017	HR Operations	Processes implemented
Quality – Always striving to achieve the highest quality in everything we do					
Q1. Implement recommendations from 2015 equal pay review.	Current policy to conduct equal pay reviews biennially, but resource intensive. Recommended to move to triennial audits, supported by proposed statutory regulation for annual publication of equal pay metrics to track progress.	a) Publish 2015 equal pay review	May 2016	ED&I team	Review published.
		b) Pending government guidance on statutory equal pay reporting: review equal pay policy in consultation with trade unions.	Apr 2017	HR Reward, ED&I team, HR ER	First report published April 2017. Increase (of 10%) in reported awareness of equal pay in departmental QuickCAT surveys.
Q2. Improve our understanding of the reasons staff leave and where they are going	Need identified to capture data on leavers. Exit interviews offered but rarely taken up. Online questionnaire developed but yet to be deployed.	a) Obtain ethical approval for survey and establish process for sending survey link to leavers	Jun 2016	Head of Business Partnering (HR)	Survey approved and process established.
		b) Establish regular review of leavers data.	Aug 2016	HR Operations	Improved awareness of destinations of staff leavers and reasons for staff leaving. Uptake of exit questionnaire to exceed 50% of leavers by 2020.

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
Q3. Develop an approach to attract diverse talent to the University from underrepresented groups	Athena SWAN departments are working to attract female applicants, but need more support and tools to attract and recruit high calibre academic and professional staff to deliver our strategy.	a) Learning from good practice already in place, develop strategies to widen recruitment pool and positive actions to attract more diverse applicants.	Sep 2017	HR Recruitment, ED&I team, HR Business Partners (BPs)	Set of strategies developed and disseminated to faculties and academic units via HR business partners.
		b) Improve guidance to support dual-career families to find local employment opportunities	Nov 2017	HR Recruitment, ED&I team	Guidance produced and available to faculties
		c) Consult with faculties and PSGs to determine how to support their recruitment needs and revise as necessary	Dec 2017	Faculty ED&I committees, HR BPs	If required, revised set of strategies developed and disseminated to faculties and academic units via HR business partners.
		d) Include specific strategies for each faculty in their 'People Plan'	Jan 2018	HR BPs	Strategies included in People Plans
		e) Ensure that changes are communicated to recruiting managers	Aug 2018	Deans, PSG Directors and HR BPs	HRBPs report that recruiting managers are aware of changes, and are implementing strategies.
		f) Monitor and evaluate impact of changes on recruitment diversity	Dec 2018	Faculty ED&I Committees and HR Recruitment	Improved diversity throughout recruitment processes; no vacancies to have single-gender shortlists; increase in appointments of minority gender/ethnicities for each faculty/PSG.
	Majority of redeployees are FTC staff coming to end date. 'Exceptional circumstances' process has become standard practice; does not provide sufficient	g) Review the current redeployment process to ensure fit for purpose	Dec 2016	HR ER	Recommendations developed to improve redeployment process.
		h) Compile new policy for redeployment; consult with unions	Jul 2017	HR ER	New policy produced and approved by unions.

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
	opportunity for redeployees and managers find process burdensome.	i) Implement new policy with guidance for managers	Jan 2018	HR ER, HR Operations	New policy in place and guidance produced.
		j) Work with recruiting managers to promote the benefits of taking on redeployees – make the process more positive for them	Jan 2019	HR Recruitment, HR BPs	Greater proportion of redeployees taken on. Managers report that they believe the redeployment process is improved.
Q4. Complete implementation of Reward Project for academics and begin roll-out to professional services job families, including: <ul style="list-style-type: none"> new career pathways guidance for career development revised appraisal process and training 	Reward Project aims to improve clarity of career pathways for all staff; ensure appraisal is effective for managing performance and developing individuals; ensure promotions are transparent and fair; and enable the University to achieve its objectives. Implemented for ERE (academic) job family; faculties embedding new pathways and processes. Revised career pathways for senior professional staff (MSA, TAE and CAO Levels 4-6).	a) Provide compulsory workshops and online training for L4-6 appraisers on conducting appraisal under new career pathways	May 2016	HR Talent and HR Operations	Training completed by all managers of L4-7 MSA, TAE and CAO staff.
		b) L4-6 academic staff to complete first fully online appraisal	May 2016	L4-6 academic appraisers, supported by HR	All appraisals for L4-6 academics submitted using online appraisal system by end May 2016. New appraisal system embedded for all academic staff.
		c) L4-6 professional staff to conduct paper appraisals and record objectives under new framework on online appraisal system	May 2016	L4-6 appraisers, supported by HR	Appraisals completed.
		d) Report academic appraisal completion to UEB with appropriate recommendations to improve process	Jun 2016	HR BPs, HR Reward	Report delivered to UEB with recommendations for improvement
		e) L4-6 professional staff to complete first fully online appraisal	May 2017	L4-6 appraisers, supported by HR	All appraisals for L4-6 professional staff submitted using online appraisal system by end May 2017. New appraisal system embedded for L4-7 professional staff.

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
		f) Develop scope of work required if similar revisions to be applied for PSG L1-3 staff	Jul 2017	HR Reward & HR Talent	If required, scope developed.
		g) If agreed: develop revisions and launch for PSG L1-3 staff.	Sept 2017; Launch Sept 2018 at the earliest	To be determined based on scope. HR Reward and HR Talent likely to be involved	Revisions scheme launched for PSG L1-3 staff.
Q5. Investigate current availability of spaces for expectant and nursing mothers and develop provision for improving availability.	Health and safety guidance recommends that we should provide space for expectant and nursing mothers, as part of our duty of care and welfare. We have ad-hoc provision in faculties, and provision for professional services needs to be improved.	a) Determine whether existing budget(s) can cover provision of facilities for expectant and nursing mothers and, if not, explore options for a central fund.	Aug 2018	Health & Safety (H&S), ED&I team	Plans and budget in place to improve facilities for expectant and nursing mothers.
		b) Devise and implement a plan of work to develop such facilities across our campuses	Dec 2020	H&S, ED&I team	Increased provision of facilities on campus.
		c) Promote availability of improved facilities	Feb 2021	H&S, ED&I team	Users of facilities report satisfaction with facilities and their availability.
Internationalisation – Delivering across global markets and building strong partnerships with other leading universities					
I1. Explore ways to incorporate equality initiatives and our organisational values as part of the International Business Project (IBP)	IBP established to develop support for employees working overseas, including our campus in Malaysia and programmes in China. Opportunity to embed ED&I and our values into University’s international work.	a) Raise equality initiatives with the IBP working group for inclusion in its work	May 2016	ED&I team	Expression of our values and importance of ED&I included in our international guidance and strategy.
		b) Consult with international working employees to scope work and determine priorities for action.	Sept 2016	IBP working group	Consultation completed and priorities scoped.
		c) Develop and deliver action plan for delivering inclusive international staffing and teaching.	Dec 2018	IBP working group, ED&I team	At least 60% of staff working internationally report good awareness and understanding of ED&I.

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
Sustainability – Ensuring our actions lead to financial, social and environmental sustainability					
S1. University AS Committee to revise its membership and terms of reference (ToR) to reflect changes in the wider ED&I governance structure	P&VC adopted ED&I Champion role and UEB re-established its senior accountability for ED&I. Faculties to establish ED&I committees. University AS Committee must reflect this new structure.	a) Discuss and agree new ToR and membership for UASC	Jun 2016	AS Committee Chair	New ToR adopted
		b) Appoint new members to reflect changes in the wider ED&I governance structure	Sept 2016	ED&I team	New members appointed
S2. The ED&I leadership team will consult with the COO and UPSLT to develop a plan to embed gender equality work in central PSG.	Consultation with PSG underway. New University ED&I Governance will introduce a PSG ED&I Committee.	a) Informed by consultation results, discuss approaches to AS in PSG and develop proposals; UEB/UPSULT to adopt and implement.	Dec 2016	COO, ED&I team, P&VC (ED&I Champion)	ED&I structure established and action plans adopted for PSG.
		b) Once proposals implemented, establish proactive equality work in PSG.	Dec 2018	COO, PSG directors	Action plans implemented to improve gender equality in PSG
S3. Extend support for AHSSBL departments seeking to apply for AS awards	AHSSBL faculties/AUs have formed SATs. STEMM units have considerable learning they can share with AHSSBL teams to give them a head start. Introduction to Athena SWAN workshop delivered Feb 2016 – considerable demand for additional support	a) All AHSSBL academic units to commit to AS submissions by 2020	Jun 2017	Athena SWAN Advisor	Schedule for AHSSBL submissions in place.
		b) Earn at least two AHSSBL bronze awards by 2018.	Nov 2018	Athena SWAN Advisor	At least two bronze awards for AHSSBL departments held.
		c) Revise 'Introduction to Athena SWAN' workshop and establish as part of regular ASNet programme for staff who need updates on or are new to the AS process	Developed Jun 2016; programme established Jul 2016	Athena SWAN Advisor	Workshop revised and regular programme set up.

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
		d) Develop programme of ASNet meetings featuring internal and external speakers to share best practice and experience.	Programme developed Aug 2016 (and annually thereafter)	Athena SWAN Advisor (in consultation with ASNet)	Programme in place.
S4. Review the ways in which workload is managed and its transparency across the institution; develop ways of improving consistency of approach	AUs currently have autonomy to implement their own workload model, which vary in their principles. Departmental AS teams have raised varied satisfaction levels with these models.	a) Develop project – with academic lead – to consult with AUs on current workload models and identify guiding principles that all AUs could apply (if adopted).	Sept 2018	ED&I team	Academic lead identified. Consultation with AUs completed; summary of workload models reported to UEB. If pursued: guiding principles developed
	Responsibility for outreach activities is localised within faculties/AUs. Need identified to understand who is involved in outreach for reporting.	b) Consultation with outreach coordinators on what information should be included in a central register.	Feb 2018	Student Recruitment and Outreach team, Public Engagement with Research Unit	Recommendations developed for fields to be included in central register.
		c) Commission work as appropriate.	Apr 2018	Student Recruitment and Outreach team	Register deployed and data collected on staff involved in delivering outreach and on those attending outreach events. Reliable data available for reporting on protected characteristics of staff involved in outreach.
		d) Deploy and use register.	Sept 2018	Faculty outreach coordinators	

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
S5. Create an increasingly inclusive culture within the organisation through compulsory ED&I and unconscious bias (UB) training for staff at all levels.	Significant demand from faculties and PSGs for UB training.	a) Procure an UB workshop provider to train leaders and managers.	May 2016	ILl&D & ED&I team	UB provider selected.
		b) Deliver pilot training to leaders and managers.	Dec 2016	ILl&D & ED&I team	Pilot delivered and feedback collated.
		c) Explore available options for online UB training.	Dec 2016	ED&I team	Summary report on findings produced with recommendation for moving forward.
		d) Review current ED&I online training programme; consider whether UB should be added to this or kept separate.	Dec 2016	ED&I team	Review completed and recommendation made regarding incorporation of UB into ED&I on line training.
		e) Make revised/new online ED&I programme available.	Aug 2017	ED&I team	Revised training rolled out
	Compulsory online ED&I training for all new starters agreed in Nov 2015.	f) Add online ED&I training to induction checklist process.	Sept 2016	HR Operations	All new staff to have completed ED&I and UB training within first six months.
		g) Require managers to complete online ED&I training before approving requests to recruit.	Jan 2017	HR Recruitment	System in place. No requests to recruit approved without recruiting manager completing online ED&I and UB training
		h) Require all staff to complete new ED&I.	Dec 2018	HR Operations	All existing staff completed ED&I training. Staff report increased (minimum 10%) awareness of ED&I in staff surveys and departmental AS consultations.

Objective	Rationale	Actions	Completion	Responsibility	Success criteria/Evaluation
S6. Develop centralised resources for covering maternity leave	Currently a variety of approaches are in place to provide maternity cover. Need to ensure that resources are available to backfill posts if that is the most appropriate approach.	a) Explore establishment of provision within PSG budgets.	May 2016	COO, Director of Finance	Recommendations for new system made and accepted.
		b) If agreed: implement provision and embed within relevant processes	Apr 2017	COO, Director of Finance	Resourced system established to allow applications to be made for resources to provide maternity cover.
		c) Develop a proposal for faculties to consider additional maternity contingency in their business planning and budgeting	Apr 2017	Head of ED&I, Director of Finance	Proposal devised and presented to faculties. Follow-on actions identified.
S7. Implement recommendations from REF2014 EIA to ensure equity in submissions from men and women for the next REF exercise.	REF EIA identified a lower return rate for women than men and suggested a number of actions to ensure equity for the next REF exercise.	a) Produce data by Unit of Assessment for staff preparing for the next REF	July 2017	Research performance team (R&IS)	Data produced and provided to REF selection teams.
		b) Ensure clarity and timeliness of information communicated for next REF exercise, using targeted activities where necessary.	Dec 2018 (contingent on HEFCE guidance)	Research performance team (R&IS)	Information checked for clarity with key stakeholders and circulated at the earliest opportunity. Representatives of targeted groups report that they understand the information and it was available in good time.
		c) Brief managers on selection processes and provide E&D training to managers at the earliest opportunity.	Dec 2018 (contingent on HEFCE guidance)	Research performance team (R&IS)	Staff involved in the selection process are briefed in good time.

8. Bronze action plan (2012/13-2015/16)

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
B1.1. Self-assessment team, (SAT – now UASC) chaired by a member of UEG, continue to monitor implementation of action plan (AP), support departmental applications, and review plans to move towards a silver University award.	a) SAT to develop explicit 'Plan for silver,' with milestones for faculties – revise AP as necessary.	Complete	Plan completed Dec 2015. ED&I and departmental updates standing items on UASC agenda.	Chair (with SAT) Head of E&D	REVISED: Presentation to Mar 2015 SAT meeting	Plan for silver agreed
	b) Secure corporate resources to support AS activities for 2013/14	Complete	Agreed by UEG.	Chair (SAT), University Diversity Champion, Head of E&D	Meeting with UEG Jan 2013	Outcome of meeting reported to SAT.
	c) Annual review of AP and SAT membership in light of current priorities, with emphasis on improving representation of PG students, post-docs & STEMM Faculties in 2013.	Complete	New membership accepted.	Chair (with SAT)	Review in Dec 2012; new members in place by Jul 2013.	Membership and AP reviewed and new members appointed
	d) Annual report to Council & standing item of termly E&D Advisory Committee to update on AS progress	Complete	Last report Nov 2015. Established through reporting Equality Objectives.	Chair, Head of E&D	First report May 2013	Annual report delivered to Council; standing item established.

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
B1.2. Corporate support of units in implementing action plans, developing new submissions and sharing good practice across the University.	a) Set SAT dates for 2013 and provide administrative support to the SAT	Complete		E&D Officer	By Jan 2013	Meeting schedule published
	b) Compile monitoring data for SATs and units as necessary to identify issues and measure progress	Complete	Monitoring data provided as requested by teams. QlikView report in development.	E&D Officer	Support for applicants through Apr 2013; review in Nov 2013.	Monitoring data delivered and reviewed by SATs.
B1.3. Establish University-wide Athena SWAN Network (ASNet) to share good practice across faculties & AUs (including those yet to submit AS) and embedding this in AUs and faculties	a) Inaugural meeting in Dec 2012 to capitalise on current momentum & establish TOR.	Complete	2015 programme established.	Head of E&D, SAT	By end 2012	Inaugural meeting of ASNet held.
	b) ASNet to be involved in organising good practice conference (B1.4).	Complete			Convene working group summer 2013.	
	c) Develop annual work programme of priority issues	Complete		ASNet Chair	To be reviewed at Apr 2014 meeting	

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
B1.4. Gender equality in HE conference for University and national delegates, to include sharing of good practice from AS submissions	a) Convene organising committee (including ASNet).	Complete	'Athena SWAN and Beyond' conference convened April 2013.	Head of E&D, E&D, ASNet	Conference held March 2013 (part of International Women's Day)	Conference held and evaluation carried out
	b) Invite delegates and speakers.	Complete			Report evaluation data by end Apr 2013	
	c) Find and book suitable venue	Complete				
	d) Evaluate and feedback into planning of next event	Complete	Evaluation forms collected; follow-up report drafted.			
B2.1. E&D e-learning to be made mandatory for following staff, rolled-out over three years: <ul style="list-style-type: none"> new starters promotion panels recruitment panels appraisals/PPDR 	a) Evaluate e-learning via those who have completed it.	Partially complete	Consulted with AS teams. Some feedback received from users. Will review training in 2016 (Action <i>S5(S5.d)</i>)	Head of E&D	Report to AS Committee June 2015.	Evaluation report prepared
	b) Establish case to UEG for making training mandatory for further groups of staff	Complete	UEG have asked for more detailed consideration of what mandatory training will look like.	DC, E&D	Paper by Jan 2013 for implementation from Apr 2013	Presented to UEG & plans agreed
	c) Monitor completion of courses (built into system); add to probation checklist	Partially complete	Over 1,800 staff trained as of Apr 2016; checklist action for 2016 (Action <i>S5.f</i>)	E&D Officer	By Apr 2013	Completion data available. Checklist updated.

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
	d) Consult on method for enforcement for existing staff	Complete	Faculties using management structure to enforce.	Head of E&D, E&DAC, Professional Development Unit (PDU – not ILIaD)	By Jul 2013	Method agreed.
	e) New appraisal training under development for Academic Reward Project	Complete	Training started Sept 2014.	PDU/Reward	By Jan 2015	All academic appraisers trained.
B2.2. Continuation of annual action learning sets (ALS) for women, with membership sensitive to career transition points.	a) Target key L5-6 transition from 2012.	Complete	Groups have started meeting. Springboard prioritised from 2014.	Head of E&D	Recruit Dec 2012; run from Jan 2013.	Participants recruited and ALS started
	b) Conduct long-term analysis of effect on participants' careers	Partially complete	Data collated. To be reported alongside Springboard impact.	Head of E&D	Report to AS Committee September 2015	Evaluation report to E&DAC
B2.3. Establish corporate mentoring/coaching scheme to support staff in their career development, complementing existing local mentoring schemes.	a) Consult on requirements of such a scheme.	Complete		PDU	By end Jul 2013	Report on scheme requirements to E&DAC
	b) Recruit a coordinator.	Complete	PDU will be coordinating - update at June SAT meeting			Coordinator recruited
	c) Launch scheme and set up evaluation plans	Complete	Launched but recruitment and roll-out slow.	Scheme coordinator (PDU)	By Nov 2013	Scheme launched; evaluation plans in place

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
B2.4. 'Springboard' women's career development programme.	a) Recruit female ERE/CLIN staff for targeted E&D programme.	Complete	Programme underway.	Head of E&D	To run summer 2013	Pre and post analysis of programme. Feedback will inform decision on future programmes
	b) Pre- & post-analysis of programme. Use feedback to decide on future programmes.	Complete			By end Oct 2013	Evaluation report delivered and decision made
B2.5. Wider publicity of development opportunities available to academic staff and researchers	a) E&D to cross-promote relevant programmes, including on website.	Complete	PDU is reviewing programme now - E&D involved.	PDU, Head of E&D	Implement by Jun 2013; evaluation by Dec 2013	Ask participants how they heard of programme
	b) Investigate booking as part of HR self-service to improve visibility.	Complete	Partly delivered with new appraisal system - will link list of courses on PDU website.			80% of sampled academic staff report awareness of opportunities. Increase female uptake
B3.1. Raise awareness and increase transparency of the promotions process	a) Provost to host open meetings to clarify promotions process ahead of each annual promotions round	Complete	2012/13 promotions complete - meetings took place; good attendance.	Provost, DC	Set dates for 2013 and publish by Apr 2013.	Dates set and meetings held. Positive feedback from staff – more than 80% indicate understanding of promotion process.
	b) Ensure that meetings are documented and materials are made widely available	Complete	Notes available from HR website.	Head of Reward	By end Nov 2013	Materials published
	c) Investigate how to make process more transparent	Complete	Promotions process has been reviewed as part of ARP.	Head of Reward	By Apr 2013	Report to UEG and E&DAC

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
B3.2. Support candidates entering promotion process to prepare and present at their best	a) Establish annual promotions workshops leading up to each promotions round to train applicants on interview & presentation skills	Complete	2012/13 promotions completed - workshops popular.	HR (Reward), E&D,PDU	Workshops held by end Nov 2013	Evaluation of attendees: 80% report that workshops were useful. Analysis of effect on promotion rates.
	b) HR Managers (HRMs) offering one-to-one advice to academics considering promotion and identifying candidates for promotions workshops	Complete		HR Assistant Directors, HRMs	In place by Dec 2012	Meetings established and promoted. Evaluation of usefulness.
	c) Faculties to run promotions application 'surgeries'	Complete		HRMs, deans	Dates set by end Jan 2013	All faculties have held surgeries.
B3.3. Ensure promotions panels are considering applications fairly and equitably	a) All promotions panels to receive written briefing on E&D	Complete	All promotions panels are briefed on E&D.	Head of E&D	By Jan 2013	100% of panellists briefed.
	b) Unconscious bias training for promotions and recruitment panels	Partially complete (carried forward)	Council and UEB agreed to compulsory training. Implementation in progress (Action S5).	Head of E&D, HR	REVISED: May 2014	100% of panellists attending training

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
B3.4. Ensure panels are accountability and representative	a) HRMs to record panels' composition	Complete	Panel membership fully documented – only E&D.	HRMs	As of panels in Nov 2012	All panels have at least one female member
	b) HRMs to ensure female representation	Complete	Extensive efforts were made to ensure female members on University panels	HRMs		
B4.1. Ensure that availability of flexible working is consistent across the University	a) Investigate how flexible working policies are being implemented and develop proposals for more effective practices that deliver outcomes for individuals and teams.	Partially complete	AS teams given feedback on approaches. Plans in place to improve advice and guidance in 2016/17 (Action C3)	HR ADS, ASNet	Report to ASNet/Committee Sept 2015.	Findings reported to E&DAC, including baseline data. Changes agreed by HR. Re-evaluation of base-data demonstrates measured improvement.
B4.2. Improve consistency in handling maternity, paternity & adoption leave across STEM units.	a) Explore how maternity/paternity/adoption is handled locally pre-, during and post-leave	Complete	Consultation completed via AS teams.	HR ADS, HRMs, ASNet	Report by end 2013	Report delivered to SAT and E&DAC by end 2013 recommending changes.
	b) Develop guidelines for managers, including details of funding arrangements for researchers on leave	Carried forward	Plans in place to improve advice and guidance in 2016-17 (Action C3)	HR ER, E&D	REVISED: May 2014	Guidelines published and promoted.
	c) Investigate central policy for subsidising PIs whose researchers take long-term leave	Complete	Faculties have picked this up – need to explore this with non-participating faculties?	SAT (Chair), HR ER	Proposal to UEG summer 2013. Implemented end 2014. Evaluate by end 2015.	Policy developed and implemented. Evaluation demonstrates increased uptake and reduction of disruption to research.

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B4.3. Working group of E&DAC to develop strategy for reducing FTCs across institution	a) Establish working group. Analysis of other universities' work; develop strategy for reduced FTCs.	Complete	HR working group has met to discuss this issue. Actions outstanding.	SAT (Chair), HR ADS	Working group started in summer 2013; proposals by 2014.	50% reduction of FTCs by 2020
B4.4. Exploration of existing and developing technology in delivering more flexible teaching and research	a) Conduct study to explore existing uses and potential expansion.	Not pursued	Began investigating this action but not clear how to progress. Lecture recording technology embedded – could improve awareness of this.	PVC Education?	By end 2014	Report to UEG and SAT with recommendations.
B4.5. Capitalise on Staff Satisfaction Survey to establish awareness and consistency of flexible working policies	a) Analysis of results in relation to AS actions.	Complete	Available data analysed.	Head of E&D, HR	Survey in Nov-Dec 2012. Analyse results by Apr 2013.	Report on results to SAT.
B5.1. Better communication of and wider involvement of men and women in International Women's Day events	a) Planning group to explore ways to reach wider audience & increase publicity/awareness	Complete	IWD taken place; publicity not as inclusive as it could have been – attendance disappointing.	IWD planning group	Events Mar 2013	Increased and more diverse attendance to events. Evaluate attendees' gender composition & opinion of events
B5.2. Better 'plain English' explanations of processes and policies on Intranet, consistent sign-posting for further advice and generally make information more accessible and open	a) Expansion of information on Diversity website to complement WAAR.	Complete	New HR website has focus on 'plain English' and includes FAQs on all topics, including diversity-related. Departments are doing this too.	HR ADS, E&D	By end 2014	User Acceptance Testing and focus groups to evaluate availability and clarity of information. Positive responses from wide-range of target audience.

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
B5.3. E&D to work with C&M to better understand barriers to effective communication, in order to deliver awareness of E&D policies, initiatives, etc.	a) Consultation with staff to understand how they receive and respond to publicity. Recommend best method(s) for reaching maximum staff	Complete	Communications and Marketing (C&M) have conducted their own audit on this and developed some actions.	E&D, C&M	Report by end 2013. Act on recommendations from start 2014.	Report delivered to UEG. Increased awareness reported by staff (through staff survey).
B5.4. Ensure that good practice marques are used in advertising to encourage female applicants.	a) Include link to WAAR website in job advertisements, and ensure positive messages on recruitment are included on WAAR website.	Complete	C&M updated advert templates - should be in place now.	Head of Talent, C&M, E&D, DC	In place from Apr 2013.	Marques in use.
	b) Evaluate changes through surveying job applicants.	Complete			Evaluation report by end 2013.	Evaluation of job applicants reports greater awareness.
B6.1. Review effectiveness of equality impact requirement for committee papers and reports	a) Conduct review of compliance with EIA requirement and use in considering papers.	Complete	New Equality Assessment guidance produced – compliance improved.	Head of E&D, Head of Governance Services	Report to AS Committee Sept 2015	Report delivered to UEG.
B6.2. Improve representation of women on committees.	a) SAT to discuss appointment and selection process of Faculty committees to increase recruitment pool	Partially complete	AS teams are actively considering this for their faculty/AU.	Chair	Discuss Jan 2013 for action by summer 2013.	Actions agreed upon
	b) Continue to improve female representation on corporate committees by publicising appointment process and vacancies	Complete	University joined 30% club and Council committed to this action.	Registrar	By May 2014	20% increase in female representation

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
	c) Committees' gender balance to be reported annually to Faculty Leadership Teams and SAT of each faculty/AU or University.	Carried forward	We will recommend this action for faculty ED&I committee agenda when established (Actions S1/S2).	FOOs	By May 2014	Establish annual reporting of University ommittees' make-up to Council by E&D
B6.3. More localised reporting and accountability for E&D	a) Establish regular reporting of E&D data and AS progress to FLTs	Complete	HRM's providing monthly and quarterly reports to faculties, including gender data.	FOOs, HRMs	By end 2013	Regular reporting established
B6.4. Development of new academic pay and reward scheme to ensure equity of opportunity for women	a) Develop career pathways for all job families and variants	Complete	New career pathways embedded – guidance on intranet.	HR ADS, Head of Reward, Chairs of academic pay review working groups	In place by end 2014.	Scheme implemented and staff made aware of changes.
	b) Incorporate directed career development into career pathways and PPDR	Complete	Linked from career pathways on intranet and appraisal.		Evaluation through 2015/16.	Evaluation of impact on career development and promotion rates.
	c) Introduce early identification of 'high flyers' for expedited (nomination for) promotion	Complete	Appraisal explicitly prompts discussion of promotion.			
B6.5. Minimise in-grade pay gaps	a) Continue actions to reduce in-level pay gaps	Complete	Equal Pay Review shows decrease in pay gaps.		By end 2014	Reduce senior pay gap to 6% or less.

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B6.6. Roll out PPDR training workshops across University to ensure consistent and productive implementation	a) Workshops in place for PPDR assessors.	Complete	PPDR sessions taking place regularly – well attended, but target groups' attendance patchy. ARP recommending to UEG that briefings are made compulsory.	Head of PDU	From Nov 2012	75% of PPDR assessors trained or briefed.
B6.7. Review of the PPDR process.	a) Ensure process is appropriate for different career pathways and levels (especially post-docs)	Complete	Part of ARP.	Head of Reward, SAT	By end Apr 2013	Change to process implemented. Review of impact on career development.
	b) Make amended process understandable and inclusive, to ensure consistent implementation	Complete		Head of Reward		
	c) Ensure PPDRs are conducted for post-docs	Complete	ARP will enforce this - can be tracked and chased electronically.	Head of Reward, ASNet	By end 2013	90% of post-docs in post >1 year have PPDR
B6.8. Develop existing exit questionnaire to highlight any gender equality issues and establish process for consistent implementation	a) Identify several roles localised to each faculty who could conduct exit interviews.	Complete	Some faculties are doing this. New exit questionnaire under development (Action Q2).	HR Assistant Director (Operations), HRMs	By end 2013	75% of leavers responding to exist questionnaire; at least 50% interviewed.

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
B6.9. Develop guidelines for greater positive action in recruitment of new staff	a) HR to increase use of targeted jobs websites for positive action.	Complete	Discussed with recruitment agency. Some faculties doing this as part of AS.	Head of E&D, ADS, Head of Talent	End of 2014	Faculties report awareness of positive action & use to recruit talented researchers.
	b) Compile and publicise guidance for identification of diverse candidates to faculties.	Carried forward	Positive action in recruitment to be considered as part of 'Talent Strategy' (Action Q3).			
B7.1. Publicity campaign using staff profiles to demonstrate flexible working patterns.	a) Develop website with online profiles and posters to raise awareness	Complete	P&CN and Career Development of Researchers working group (CDRWG) have launched sites that achieve this aim.	Head of E&D	By Jul 2013	Website online & posters distributed across all campuses.
	b) Develop guidance for fathers wishing to share parental responsibility and promote examples	Partially complete	Shared Parental Leave policy in place. Guidance to be developed in 2016/17 (Action C3).			50% increase in fathers taking extended paternity leave.
	c) Evaluate effectiveness of campaign	N/A				75% of academics asked report awareness of flexible working availability and methods.

Objective	Actions	Status	Progress update	Responsibility	Completed	Success measures
B7.2. Promote Diversity website as a learning resource and central reference for work, events, etc.	a) Continue to build resources available from E&D website	Complete	Plans in place, but no additional resources added yet.	Head of E&D	By end Nov 2014	Report delivered to E&DAC
	b) Evaluate reach and usefulness of website with academics	Partially complete	Reach extended via corporate site and ED&I events promotion. User feedback not evaluated.			
B7.3. Support staff networks (especially WiSET and P&CN) and involve members in decision making	a) WiSET to be involved in developing ASNet and consultation on Equality Plan review.	Complete	Part of ASNet formation – WiSET reps on University SAT.	UDC, E&D, WiSET	Throughout 2013	Documented evidence of involvement of WiSET and other networks
B7.4. Use of WAAR website to raise awareness of flexible working and other policies relating to researchers, esp. ECRs	a) Include link to WAAR site in all job adverts	Not complete	Re-launch of WAAR site planned by CDRWG. Will consider evaluation as part of this.	ADS, C&M	By end 2013	Increased applications from women.
	b) Assess staff awareness of WAAR website				Report by end 2014	80% of ECRs report awareness of WAAR site
	c) Evaluate usefulness of information and revise as necessary				Throughout 2013	75% of academics and researchers find resources useful